

STRATEGIC SCHOOL PROFILE 2011-12**Amistad Academy District**

JEFFREY R. SUDMYER, Director

Location: 407 James Street

Telephone: (203) 773-0390

New Haven,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 1

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2011 857
 5-Year Enrollment Change 112.7%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|-----|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 690 | 80.5 | N/A | 35.2 |
| K-12 Students Who Are Not Fluent in English | 102 | 11.9 | N/A | 5.6 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | N/A | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 51 | 6.0 | N/A | 11.5 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 76 | 79.2 | N/A | 79.8 |
| Homeless | 0 | 0.0 | N/A | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 5 | 13.5 | N/A | 13.0 |

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 4 | 0.5 |
| Asian American | 0 | 0.0 |
| Black | 538 | 62.8 |
| Hispanic | 290 | 33.8 |
| Pacific Islander | 0 | 0.0 |
| White | 11 | 1.3 |
| Two or more races | 14 | 1.6 |
| Total Minority | 846 | 98.7 |

Percent of Minority Professional Staff: 16.0%

Non-English Home Language:

18.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Amistad Academy is a welcoming, tolerant community where all members have equal access to an excellent education. We canvas the entire city of New Haven during student recruitment and admit students by a public blind lottery, which is administered by the New Haven Public Schools as part of the district's Schools of Choice system. Amistad Academy's staff, which includes a large number of teachers of color, reflects the school's commitment to creating a diverse learning environment, and our curriculum includes multicultural elements that reflect the racial, ethnic, and cultural backgrounds of our students. Amistad Academy ensures that all students regardless of circumstance will achieve at high levels—serving more than 850 students in grades kindergarten through 12. For the 2011-12 school year, at the elementary and middle schools, 98 percent of our students were African-American or Hispanic, while approximately 83 percent of all students were eligible for free or reduced-price lunch. At Achievement First Amistad High School, 99 percent of the students were African-American or Hispanic, while approximately 73 percent of all students were eligible for free or reduced-price lunch – overcome the traditional achievement gap, dramatically increasing and broadening their life options. The 2012 CMT data provides an example of our success in closing the achievement gap. In 2011-12, Amistad Academy 4th graders outperformed New Haven Public Schools' (NHPS) 4th graders in math, reading and writing mastery by 28, 19 and 13 percentage points respectively. Our 8th graders outperformed NHPS 8th graders in math, reading and writing mastery by 27, 17 and 24 percentage points respectively. On the 2012 Connecticut Academic Performance Test (CAPT), 91 percent of Amistad- Elm City High School's 10th graders achieved proficiency in an average of math, reading, writing and science with 96 percent demonstrating proficiency in writing. For the third year in a row, one hundred percent of Amistad-Elm City High School seniors were accepted into four-year colleges and universities and 97% of alumni from our inaugural class of graduating seniors matriculated into their sophomore year of college this fall. Additionally, students at Amistad High participated in meaningful summer opportunities, which included job internships as well as academically focused programs at colleges and universities across the country or internships at local organizations, which enriched and prepared students for success in the college application and matriculation processes. Our students return from these programs with new skills and academic experiences. We will continue to support and foster participation in these programs in the future.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| Grade 3 Reading | 46.1 | 59.2 | 12.5 | |
| Writing | 67.9 | 62.7 | 49.4 | |
| Mathematics | 91.9 | 66.5 | 96.3 | |
| Grade 4 Reading | 42.7 | 64.1 | 8.8 | |
| Writing | 52.0 | 65.3 | 11.9 | |
| Mathematics | 70.7 | 68.0 | 36.9 | |
| Grade 5 Reading | 50.0 | 67.6 | 9.6 | |
| Writing | 55.8 | 68.1 | 13.7 | |
| Mathematics | 79.5 | 71.6 | 50.6 | |
| Science | 61.6 | 63.9 | 22.6 | |
| Grade 6 Reading | 61.0 | 74.1 | 13.9 | |
| Writing | 75.6 | 67.4 | 53.0 | |
| Mathematics | 56.2 | 69.3 | 15.7 | |
| Grade 7 Reading | 68.8 | 79.8 | 12.6 | |
| Writing | 69.5 | 65.6 | 41.0 | |
| Mathematics | 70.0 | 68.1 | 40.0 | |
| Grade 8 Reading | 80.0 | 76.8 | 37.1 | |
| Writing | 91.9 | 68.3 | 92.5 | |
| Mathematics | 90.2 | 67.2 | 88.1 | |
| Science | 69.4 | 61.9 | 41.3 | |

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | 38.5 | 47.5 | 27.8 | |
| Writing Across the Disciplines | 88.5 | 63.0 | 93.3 | |
| Mathematics | 61.5 | 49.2 | 63.9 | |
| Science | 21.4 | 47.1 | 9.0 | |

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
| | 13.7 | 50.6 | 3.1 |

| SAT® I: Reasoning Test Class of 2011 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | N/A | N/A | |
| Average Score | Mathematics | 439 | 505 | 10.7 |
| | Critical Reading | 421 | 502 | 6.9 |
| | Writing | 420 | 506 | 6.9 |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|--|----------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2011 | 58.6 | 82.7 | 4.5 |
| 2010-11 Annual Dropout Rate for Grade 9 through 12 | 0.9 | 2.6 | 58.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | N/A | N/A |
| % Employed (Civilian Employment and in Armed Services) | N/A | N/A |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 71.35 |
| Paraprofessional Instructional Assistants | 5.00 |
| Special Education | |
| Teachers and Instructors | 4.00 |
| Paraprofessional Instructional Assistants | 7.00 |
| Library/Media Specialists and/or Assistants | 1.50 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 0.00 |
| School Level | 13.05 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.25 |
| Counselors, Social Workers, and School Psychologists | 2.50 |
| School Nurses | 2.00 |
| Other Staff Providing Non-Instructional Services and Support | 27.00 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors | District | DRG | State |
|--|----------|-----|-------|
| Average Years of Experience in Education | 4.0 | N/A | 13.9 |
| % with Master's Degree or Above | 44.3 | N/A | 79.6 |

| Average Class Size | District | DRG | State |
|--------------------|----------|-----|-------|
| Grade K | 21.5 | N/A | 18.5 |
| Grade 2 | 22.3 | N/A | 19.7 |
| Grade 5 | 32.0 | N/A | 21.6 |
| Grade 7 | 27.9 | N/A | 20.3 |
| High School | N/A | N/A | N/A |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-----|-------|
| Elementary School | N/A | N/A | N/A |
| Middle School | 1,171 | N/A | 1,024 |
| High School | N/A | N/A | N/A |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | N/A | N/A | N/A |
| Middle School | 2.4 | N/A | 2.2 |
| High School | N/A | N/A | N/A |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|---------------------|------------------------|--------------------|------------|-----------------|
| | | District | PK-12 Districts | DRG | State |
| Instructional Staff and Services | \$5,125 | \$6,311 | \$8,513 | N/A | \$8,469 |
| Instructional Supplies and Equipment | \$664 | \$818 | \$323 | N/A | \$271 |
| Improvement of Instruction and Educational Media Services | \$1,487 | \$1,832 | \$407 | N/A | \$482 |
| Student Support Services | \$1,565 | \$1,927 | \$919 | N/A | \$901 |
| Administration and Support Services | \$1,813 | \$2,233 | \$1,700 | N/A | \$1,490 |
| Plant Operation and Maintenance | \$183 | \$226 | \$1,281 | N/A | \$1,463 |
| Transportation | \$35 | N/A | \$678 | N/A | \$724 |
| Costs for Students Tuitioned Out | N/A | N/A | N/A | N/A | N/A |
| Other | \$489 | \$602 | \$102 | N/A | \$165 |
| Total | \$11,362 | \$13,993 | \$14,710 | N/A | \$14,140 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$14,830 | \$18,263 | \$1,866 | N/A | \$1,331 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|-----|-------|
| | | District | DRG | State |
| | N/A | N/A | N/A | N/A |

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 0.0 | 87.1 | 3.6 | 9.2 |
| Excluding School Construction | 0.0 | 66.7 | 8.4 | 25.0 |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Amistad Academy's annual resource allocation plan is created with one major goal in mind – to support the school's mission of providing all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders of their communities. We therefore allocate both public dollars and private philanthropy among the school's three academies (elementary, middle, and high) based on the specific program model we have developed to foster student achievement. In creating the budget, the CFO of Achievement First, the charter management organization that supports school operations, first develops a budget model that is driven by student enrollment, program design, and other programmatic factors. He then works with each Principal to analyze budget trends across schools, look for efficiencies, and create budget proposals. Principals then meet with the CFO to customize budgets to meet the needs of each academy. Budget drafts are circulated to the Board's Finance Committee for review, which suggests modifications and considers issues such as specific programmatic needs and resource equity. Revised budgets are then presented for approval to the Board of Trustees.

SPECIAL EDUCATION

| | |
|--|-----|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | N/A |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | N/A |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|--|-------|------------------|-------------|---------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | N/A | N/A | N/A | N/A |
| Learning Disability | N/A | N/A | N/A | N/A |
| Intellectual Disability | N/A | N/A | N/A | N/A |
| Emotional Disturbance | N/A | N/A | N/A | N/A |
| Speech Impairment | N/A | N/A | N/A | N/A |
| Other Health Impairment* | N/A | N/A | N/A | N/A |
| Other Disabilities** | N/A | N/A | N/A | N/A |
| Total | N/A | N/A | N/A | N/A |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|---|----------|-------|
| % Who Graduated in 2010-11 with a Standard Diploma | N/A | N/A |
| 2010-11 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 5.1 |

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | N/A | N/A | 57.3 | 70.4 |
| | Writing | 19.2 | N/A | 68.0 | 66.3 |
| | Mathematics | 30.8 | N/A | 75.7 | 68.4 |
| | Science | N/A | N/A | 64.9 | 62.9 |
| CAPT | Reading Across the Disciplines | N/A | N/A | 38.5 | 47.5 |
| | Writing Across the Disciplines | N/A | N/A | 88.5 | 63.0 |
| | Mathematics | N/A | N/A | 61.5 | 49.2 |
| | Science | N/A | N/A | 21.4 | 47.1 |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

| | | |
|-----------------------------------|--------------------------|-----|
| CMT | % Without Accommodations | N/A |
| | % With Accommodations | N/A |
| CAPT | % Without Accommodations | N/A |
| | % With Accommodations | N/A |
| % Assessed Using Skills Checklist | | 7.7 |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | N/A | N/A |
| Private Schools or Other Settings | N/A | N/A |

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
|------------------------------------|-------------------|---------------------|-----|-------|
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | N/A | N/A | N/A | N/A |
| 40.1 to 79.0 Percent of Time | N/A | N/A | N/A | N/A |
| 0.0 to 40.0 Percent of Time | N/A | N/A | N/A | N/A |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our Board includes an education committee that works with school leaders and parents to develop and implement improvement plans. We administer an extensive Parent Survey to collect feedback on our educational approach and how to improve our educational model. We work diligently to ensure every scholar is prepared for college by providing the critical supports necessary to succeed. We believe in educating all students in an inclusive environment to the greatest extent possible. Although we have had remarkable success in stimulating breakthrough achievement gains, we have identified reading as a subject area that requires curricular enhancements to encourage consistently strong performance. Of the three subject areas in which our students are tested – math, reading, and writing – our students show the least progress in reading. The reading program includes new forms of assessment, including a baseline assessment to identify where the reader is and then meet them there with a tailored, individualized reading program which includes targets for the number of books that will be read, the level of the books that will be read, and a completion date for reading these books. Our mission is to serve all students, including scholars with IEPs and struggling scholars. Nationwide, students with IEPs are severely underperforming in comparison to their peers in general education, particularly in traditionally underserved communities. In order to systematically close the achievement gap for all of our scholars, we must execute strong special services to ensure all students go to and through college. To accomplish this mission, we use an inclusion model within the context of our structured school day. In this model, students with special needs are integrated into the classroom with resources and supports through collaborative team teaching (CTT) whenever possible. In addition, our students receive resource room level support through push in or pull out programs to provide remediation for foundational knowledge or skills that the student is missing, as well as to provide additional guided practice, time, or re-teaching of general class material. We focus on a strong Response to Intervention (RTI) program for literacy to ensure that all students achieve academic success as a result of effective teaching and supports. Some students need extra support to proficiently read, comprehend and analyze the rigorous materials. By providing documented, evidence-based interventions when students first begin to struggle with the core curriculum, we are able to provide targeted support in a scholar's specific deficit area. Our aim is to proactively intervene with scholars before they fall significantly behind in order to maximize student achievement and accurately identify scholars with disabilities. Additionally, we conducted significant work during the 2011-12 school year to align our curriculum with the Common Core Standards. This important work is still happening during the 2012-13 school year. To better leverage technology, Achievement First hired a dedicated Director of Digital Learning who spent a year researching the most promising technology tools and innovative instructional models. In 2011-12 we launched digital learning pilots in three different Achievement First schools, including Amistad Academy Elementary, Middle, and Amistad High, to explore how these tools may support "blended" models of instruction that combine technology and traditional instruction. We are excited about the potential of these tools to individualize instruction and develop more of a "best-fit" match between student, content and the type of instruction.
