

## Mission Statement

The mission of Amistad Academy is to strengthen the academic and character skills needed for all students to graduate from top-tier high schools and colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities.

Amistad Academy has three overarching goals:

**Academic excellence:** To accelerate the learning of our students so that they achieve academic breakthroughs that are essential for success in high school, college and life—with an emphasis on reading, writing, math and science.

**Public citizenship:** To develop students who take responsibility for themselves, their school and their community by embodying the REACH values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.

**Partnership in public school reform:** To develop and share an instructional program that consistently produces dramatic student achievement gains and to work with like-minded organizations and traditional public schools to promote excellence in public education.

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## Letter from the Directors of the School and Governing Board Chairperson

September 19, 2014

Dear Commissioner,

We are pleased to submit Amistad Academy's annual report for the 2013-14 school year, and to share another year of progress helping our students climb the mountain to college. Amistad Academy continues to deliver on our mission to provide 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 for our communities.

As a public charter school, Amistad Academy admits all students by blind lottery from the New Haven Public Schools student body. In the 2013-14 school year, Amistad Academy served more than 1,152 students in grades kindergarten through 12. At the elementary and middle schools, 98 percent of our students were African-American or Hispanic, while approximately 86 percent of all students were eligible for free or reduced-price lunch. At Achievement First Amistad High School 99 percent of the total students were African-American or Hispanic, while approximately 75 percent of all students were eligible for free or reduced-price lunch.

We were thrilled to graduate our fifth senior class in June 2014 from Achievement First Amistad High School. The school's inaugural graduating class boasted a 100 percent college acceptance rate, and we are proud to report that this accomplishment has been repeated by each class since including the Class of 2014. This class received acceptances to Yale University, the University of Connecticut, Syracuse University, Franklin & Marshall and other four-year colleges and universities.

In 2013-14, our school rolled out a new curriculum that is aligned to the Common Core State Standards, which will help ensure that all of our scholars are prepared to succeed at the college of their choice. The materials for this curriculum have been developed by teachers across the Achievement First network, in close partnership with network staff and national experts. This unique process ensures that the curriculum is not only rigorous and engaging, but tailored to the needs of the classroom teachers who bring it to life every day.

In addition to focusing on continued academic excellence in a growing student body, Amistad Academy remains committed to character development. At our elementary and middle schools, students strive to embody the REACH values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work. Meanwhile, Amistad High School focuses on its own, more mature set of core values—Grit, Independence, Judgment, Integrity and Citizenship. Our goal is to develop well-rounded students, and we teach these character values as explicitly as we teach academics.

As always, we are appreciative of the opportunity to operate a Connecticut charter school and for the faith that you, the State Board of Education and the Connecticut General Assembly have placed in us. We hope to continue to build that relationship and to make further strides in providing an excellent education for our students in the 2013-14 school year.

Sincerely,

*Carolyn Greenspan*  
Chair, Board of Directors

## About Our School

### School Program

Description of Student Admissions Process: Amistad Academy's elementary and middle schools participate in New Haven's Public Schools of Choice admissions lottery, which includes magnet and charter schools across the City of New Haven. The lottery application asks parents/guardians to list their top three school choices, one of which may be Amistad Academy, and students are assigned to a school by blind selection. If a student's top school choice(s) is full, the student is placed on the waiting list at their school of choice and assigned to attend a different school. Schools participating in New Haven's Public Schools of Choice lottery may give preference to applicants based on geography or family legacy. Amistad Academy gives preference to applicants based on family legacy, meaning that siblings of currently enrolled Amistad students are given preference in the lottery for Amistad. Amistad Academy also grants preference based on geography; students residing within a certain radius and districted to attend the former Timothy Dwight School are granted preference in the lottery. While a geographical preference is granted, all students residing in the City of New Haven are eligible to attend Amistad Academy. New Haven's Public Schools of Choice lottery for the 2014-15 school year took place in March 2014. Amistad High School does not hold a lottery for entrance to the school. Only students that have matriculated from Amistad Academy Middle School or Elm City College Prep Middle School (collectively "Feeder School") are allowed to enroll at the school. In the rare event that a seat opens up for ninth grade, applications are collected from siblings of current Amistad High School students or applicants that have applied to the Amistad High School or Feeder Schools waiting list and where necessary, a random drawing is conducted to determine who receives the seat.

Student Recruitment Methods: Prior to New Haven's Public Schools of Choice enrollment lottery, Amistad Academy's student recruitment outreach efforts included multiple direct mailings to New Haven Public Schools students based on a contact list provided by New Haven Public Schools, print and radio advertisements, neighborhood canvassing, partnerships with community organizations, including churches, community centers, daycare centers and after-school programs. Open houses and information sessions were held at the school and representatives of Amistad Academy attended New Haven's Public Schools of Choice program fair. Information about Amistad Academy and our student admission process was also available at [www.achievementfirst.org](http://www.achievementfirst.org).

Student Transportation: The majority of our students ride buses provided by New Haven Public Schools to and from school.

**Student Information**

Number of Applications, Openings and Wait List Candidates– 2014/2015

**Amistad Academy  
Student Recruitment Metrics  
2014-2015 School Year**

<u>Grade</u>	<u>Applications</u>	<u>Openings</u>	<u>Ratio</u>	<u>Wait List</u>
K	398	90	4.4	308
1	130	4	32.5	122
2	146	5	29.2	165
3	101	6	16.8	106
4	91	2	45.5	98
5	103	20	5.2	83
6	47	5	9.4	165
7	44	1	44.0	36
8	25	4	6.3	34
<b>Total:</b>	<b>1085</b>	<b>137</b>	<b>7.9</b>	<b>1117</b>

Number of Applications, Openings and Wait List Candidates– 2013/2014

**Amistad Academy  
Student Recruitment Metrics  
2013-2014 School Year**

<u>Grade</u>	<u>Applications</u>	<u>Openings</u>	<u>Ratio</u>	<u>Wait List</u>
K	310	90	31:9	220
1	148	3	148:3	145
2	135	7	135:7	128
3	107	6	107:6	101
4	75	1	75:1	74
5	86	20	30:7	66
6	61	4	61:4	57
7	33	5	33:5	28
8	17	2	17:2	15
<b>Total:</b>	<b>972</b>	<b>138</b>	<b>7:1</b>	<b>834</b>

## Curriculum Design and Instructional Method and Modification

Connecticut’s rigorous state standards form the backbone of Amistad Academy’s rich, college-preparatory curriculum. In collaboration with our charter management organization, Achievement First, Amistad Academy has invested considerable time and resources in developing a top-quality, research-proven, standards-based curriculum, which forms the core of our classroom instruction.

Elementary School Program: We believe that literacy is fundamental to success across all disciplines, and our students spend almost four hours a day on reading and writing activities, gaining a solid foundation in phonics, vocabulary, fluency and comprehension. In kindergarten and first grade, literacy instruction focuses on the development of strong foundational reading skills, including phonemic awareness, phonics and decoding, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. Beginning in second grade, all scholars have a shared class reading time where they are focused on reading and comprehending a grade level text. This is called literature class. All scholars K-4 have a 20- to 30-minute independent reading class aimed at developing avid, active readers. Teachers guide students in identifying books appropriate for their individual reading levels, inspire students to read and monitor their reading. This in-school independent reading is supplemented with 20 minutes of required independent reading at home each night. Students complete an independent reading journal, and a parent/guardian is required to sign off on the reading log indicating that they supervised the reading.

Amistad Academy also uses a proven, research-based math program to provide students with a strong mathematical knowledge base. Math instruction combines direct instruction and cumulative review to ensure that students master and retain concepts throughout the year. We supplement external curricula with practice materials that are directly aligned to the Connecticut State standards.

Insights science curricula and CT Standards based teacher written Social Studies Lessons are used to advance students toward critical science and history standards, while providing teachers with diagnostic feedback on their progress. A key lever during science and social studies time is the use of on level non-fiction materials.

The following chart outlines our elementary curricula across all subjects. All of these curricula have produced exceptional results at Amistad Academy and meet the Connecticut State standards.

AMISTAD ACADEMY ELEMENTARY SCHOOL CURRICULUM (Kindergarten through fourth grade)				
Grade	Academic Area	Subject	Curricula	Content Provider
K-2	Reading	Reading Mastery	Reading Mastery I and II	SRA
K-2	Reading	Word Work	Words Their Way Activities Teacher designed activities	Pearson Achievement First
K-4	Reading	Read Aloud	Linda Hoyt’s Interactive Read Aloud Teacher designed lessons	Heinemann Achievement First
K-1	Reading	Computer Based Reading Centers	iStation	The Imagination Station

**AMISTAD ACADEMY ELEMENTARY SCHOOL CURRICULUM**  
(Kindergarten through fourth grade)

Grade	Academic Area	Subject	Curricula	Content Provider
K-4	Reading	Reading Comp/ Literature	Achievement First designed lessons	Achievement First
K-4	Reading	Guided Reading	Foutnas and Pinnell	Heinemann
K-4	Reading	Independent Reading	Reader's Workshop Model	Teacher's College
2-4	Reading	Textual Analysis	Achievement First designed lessons	Achievement First
2-4	Reading	Vocab/Word Study	Words their Way Activities	EPS
K-4	Writing	Handwriting & Grammar	Achievement First designed grammar scope & sequence and binders	Achievement First
K-4	Writing	Writing	Writer's Workshop aligned with CT standards	Achievement First, Teacher's College
K-2	Math	Math Meeting	Everyday Counts Calendar Math Achievement First designed lessons	Houghton, Mifflin, Harcourt, and Achievement First
3-4	Math	Math Lesson	Envisions with Achievement First	Scott Foresman and Achievement First
K-2	Math	Math Lesson	Investigations	TERC
K-4	Science	Science	Insights Science	Kendall/Hunt Publishing Company
K-4	History	History	Teacher Designed CT Standards based Lessons	Achievement First

Middle School Program: Amistad Academy's middle school program is focused on two goals: 1) ensuring that all students, regardless of their incoming achievement level, are mastering grade-level standards, and 2) ensuring that every eighth grader matriculates with the skills necessary for success in a rigorous, college-preparatory high school program. To achieve these goals, Amistad Academy's curriculum is aligned to Connecticut State standards, the Common Core State Standards, and rigorous high school standards.

Our math program is designed to produce students who have mastered all middle school mathematics standards by the end of eighth grade and that at least 50% of scholars complete Algebra 1. Our curriculum combines basic facts knowledge and "automaticity" with procedural computation with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding equips students with the knowledge and skills to solve complex mathematical application problems. Math classes follow a structured lesson plan designed for maximum success. Class begins with cumulative review, followed by the



introduction of a new concept. Teachers use I-We-You instruction to introduce new concepts, including modeling the new concept for students, solving problems with students during guided practice and then, giving students time to practice independently. At the end of each class, teachers administer an “exit ticket” that assesses how well students mastered the day’s lesson and use “exit ticket” results to inform the next day’s instruction.

Amistad Academy’s middle school reading program is focused on maintaining an obsessive, school-wide focus on reading, increasing the volume of independent reading done by our students, setting clear and measurable reading goals for all students, regularly tracking their progress towards goals, and establishing clear and structured interventions for struggling readers. The program attempts to balance the teaching of strong reading habits and core comprehension strategies as well as teaching more sophisticated literary concepts. Amistad Academy’s middle school reading program includes four key components: textual analysis, vocabulary, literature class and independent reading.

IQWST and internal Achievement First developed curricula are used to advance students toward critical science and history standards, while providing teachers with diagnostic feedback on their progress. Achievement First currently employs directors of science achievement and history achievement.

<b>CHART B: AMISTAD ACADEMY MIDDLE SCHOOL ACADEMIC PROGRAM (Fifth through eighth grade)</b>				
<b>Grade</b>	<b>Academic Area</b>	<b>Subject</b>	<b>Instructional Program</b>	<b>Content Provider</b>
5-8	Reading	Literature	AF Created Unit Plans based on the Common Core State Standards	Achievement First
5-8	Reading	Vocabulary	AF Created Tier 2 word lists and assessments	Achievement First
5-8	Reading	Textual Analysis	AF Created Lessons	Achievement First
5-8	Reading	Independent Reading	School created reading logs	Achievement First
5-8	Writing	Grammar	Achievement First designed grammar scope & sequence and binders	Achievement First
5-8	Writing	Writing	Achievement First designed scope & sequence and unit overviews aligned to the CCSS	Achievement First, Heinemann
5	Math	Math Lesson	Envisions with Achievement First supplements	Scott Foresman and Achievement First
6-8	Math	Math Lesson	Achievement First *Scholars in Algebra use Prentice Hall Algebra 1 text	Achievement First
5	Science	Science	Achievement First	Achievement First
6-8	Science	Science	IQWST	IQWST
6-8	History	History	Achievement First	Achievement First

**High School Program:** At Achievement First Amistad High School, the emphasis is on acceptance to and success in college. Our curriculum is designed to combine the academic rigor and intimacy of a private school with the exciting elements of a traditional public school. Students at Amistad High School far exceed the baseline of 20 credits mandated by the state for high school graduation. In all, Amistad High School graduates earn over 30 credits. The tenets of our high school program include:

- *Rigorous, college-preparatory curriculum:* We believe that the best preparation for college is considerable time devoted to reading, writing and thinking critically about English, math, history and science. This is why our curriculum focuses intensely on these skill sets and subject areas. All students take college-preparatory courses, including at least one Advanced Placement course, and all courses last a minimum of 52 minutes. In some cases, scholars receive additional time in math and ELA in 9<sup>th</sup> and 10<sup>th</sup> grades to ensure their success in high school. In addition, there are no “Ds” at AF Amistad High School, passing a class requires a 70 or better.
- *College counseling:* All students take a college readiness seminar, which provides them with the experience and skills essential for success in high school and college. Through the college readiness seminar, students in grades nine through 11 received guidance in drafting resumes, cover letters and applications, as well as interview practice for summer programs and college admission. In grade 12, the college skills seminar guides students through the college and financial aid application and admission process.
- *Summer enrichment programs:* Students in grades nine through 11 are required to participate in a summer program or internship. In addition to helping students become well-rounded individuals that are attractive to top-caliber colleges and universities, summer programs provide students with important opportunities to explore their interests and develop an understanding of the role college plays in pursuing those interests. Many of the summer programs are also hosted on college campuses and are eligible for college credit.
- *Student life programs:* While providing a strong academic foundation will always be our first priority, we also realize that our students need opportunities to have varied experiences, including a fun and memorable high school experience made possible through awards ceremonies, senior privileges, dances and other popular high school rituals. Amistad High School offers an expanding extracurricular program including volleyball, cross country, basketball, lacrosse, baseball, track, step, slam poetry, student government, Honor Council, and more.

The following chart outlines our high school program in grades 9 through 12.

AMISTAD HIGH SCHOOL CURRICULUM (9 <sup>th</sup> through 12 <sup>th</sup> grade)				
Subject Area	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math	Algebra I Or Geometry	Geometry Or Algebra II	Algebra II Or Pre-Calc	Pre-Calc Or AP Calculus
English	Literature 1 and Composition I	Literature II and Composition II	American Literature and Composition III	Honors Literature and Composition
History	Global History	AP United States History Part I	AP United States History Part II	UConn ECE American Studies

Science	Conceptual Physics	Chemistry	Honors Biology	AP Biology
Foreign Language			Spanish I	Spanish II

## Instructional Methods

Amistad Academy’s instructional methods are not driven by the need to “cover” material; they are aimed at real student mastery. We have clear performance standards, based on national and state curriculum frameworks, for what students should know and be able to do at each grade level, and all instruction is purposefully designed to help students meet ambitious educational standards. The tenets of our instructional program are data, consistency and research-based lesson planning.

Amistad Academy’s instruction is highly data driven, and every six weeks, teachers give interim assessments (IAs) that measure whether students have actually mastered what was taught. Teachers and school leaders spend a “Data Day” after each IA dedicated to reviewing the assessment data and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.

Amistad Academy is not a series of isolated and idiosyncratic classrooms, inspired by the styles of different teachers. Instead, our team of teachers and school leaders work together to develop a clear instructional model so that every classroom employs common curricula, strategies, systems and templates. This consistency greatly supports student learning, teacher professional development and instructional refinement.

Our teachers follow a research-based lesson planning format that builds on the five phases of learning: acquisition, fluency, maintenance, generalization and adaptation. After introducing new concepts, teachers consistently revisit them through cumulative review, enabling students to master, generalize and adapt knowledge and skills.

## Modifications

Amistad Academy remains committed to the instructional vision outlined in our original charter application: high expectations, a rigorous core academic program, regular and systematic use of assessments, and data-driven planning and instruction that addresses whole class, small group and individual needs. We continuously refine our curriculum design and instructional methods to ensure maximum student learning, but we have not made any significant modifications to the core program vision outlined in our original charter application or in our subsequent annual school reports.

## School Goals

### I. Educational Progress of Students

**Goal A:** Amistad Academy students will achieve at high levels in the core subjects.

Measurable Objective A.1: The percentage of Amistad Academy kindergarteners, first graders and second graders reading at or above grade level (proficient) as measured by the Fountas & Pinnell assessment will be 80 percent. The percentage of Amistad Academy kindergarteners, first graders and second graders reading at an advanced level as measured by the Fountas & Pinnell assessment will be 40 percent.

- *Measurement Tool:* Fountas & Pinnell assessment results
- *Benchmark:* Fountas & Pinnell assessment standards for proficient and advanced reading levels
- *Progress in Meeting the Goal:* Amistad Academy kindergarteners and first graders surpassed the Fountas & Pinnell benchmarks at the proficient level and first graders surpassed benchmarks at the advanced level.
- *Modification in Goal/Objective for the 2012-13 School Year:* None.
- *Improvements Planned for 2013-14:* ELA achievement remains a key priority for Amistad Academy in the 2013-14 school year. In 2012-13, Achievement First's Team Teaching and Learning, including a director exclusively focused on ELA curriculum development and implementation, and will continue to provide guidance to Amistad Academy's ELA leaders in determining priorities. ELA leaders will work to create instructional plans that serve the specific needs of Amistad Academy, including the shift to a common core standard aligned curriculum as implemented in our NY schools.

Achievement First Amistad Academy			
Grade	% At/Above Grade Level	Benchmark	Difference
K	87.5%	80%	7.5%
1	93.7%	80%	13.7%
2	81.5%	80%	1.5%

Achievement First Amistad Academy			
Grade	% At/Above Advanced	Benchmark	Difference
K	31.8%	40%	-8.2%
1	50.6%	40%	10.6%
2	28.3%	40%	-11.7%

**Please note that in 2013-14, Amistad Academy participated in the field test for the new Smarter Balanced Assessment Consortium (SBAC), and therefore does not have test results available at this time. Unless otherwise noted, the results below are the most recent available, from 2012-13 administration of the Connecticut Mastery Test. For 2014-15 and beyond, we will maintain the same targets but use the new and more rigorous SBAC assessment.**

Measurable Objective A.2: In grade three, Amistad Academy students will exceed district proficiency averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) third-grade CMT proficiency scores
- *Progress in Meeting the Goal:* Amistad Academy third graders outperformed NHPS third graders by 39, 12 and 22 percentage points, respectively, in math, reading and writing proficiency.

Subject	AFAA 3 <sup>rd</sup> Grade % Proficient	District 3 <sup>rd</sup> Grade % Proficient	AF - District
Math	96.5%	58.0%	38.5%
Reading	64.3%	52.3%	12.0%
Writing	81.4%	59.5%	21.9%

**Measurable Objective A.3:** In grade four, Amistad Academy students will meet or exceed district and state proficiency and mastery averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy fourth graders outperformed NHPS fourth graders in math, reading and writing proficiency and mastery by double-digit margins. Amistad Academy fourth graders surpassed Connecticut fourth graders in math proficiency and mastery but trailed Connecticut fourth graders in reading and writing proficiency and mastery.

Subject	AFAA 4 <sup>th</sup> Grade % Proficient	District 4 <sup>th</sup> Grade % Proficient	State 4 <sup>th</sup> Grade % Proficient	AF-District	AF-State
Math	98.6%	61.4%	83.8%	37.2%	14.8%
Reading	70.3%	51.4%	77.6%	18.9%	-7.3%
Writing	86.8%	66.9%	83.5%	19.9%	3.3%

Subject	AFAA Grade 4 % At Goal	District % At Goal	State Percent At Goal	AF-District	AF-State
Math	87.7%	35.7%	65.4%	52.0%	22.3%
Reading	43.2%	33.4%	62.7%	9.8%	-19.5%
Writing	55.3%	37.8%	63.1%	17.5%	-7.8%

**Measurable Objective A.4:** In grades five through seven, Amistad Academy students will exceed district proficiency averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) fifth-grade, sixth-grade and seventh-grade CMT proficiency scores
- *Progress in Meeting the Goal:* Amistad Academy fifth, sixth and seventh graders outperformed NHPS fifth, sixth and seventh graders in math, reading and writing proficiency, often by double digit margins.

Subject	AFAA 5 <sup>th</sup> Grade % Proficient	District 5 <sup>th</sup> Grade % Proficient	AF-District
Math	79.8%	65.1%	14.7%
Reading	64.3%	56.7%	7.6%
Writing	85.1%	76.8%	8.3%

Subject	AFAA 6 <sup>th</sup> Grade % Proficient	District 6 <sup>th</sup> Grade % Proficient	AF-District
Math	84.1%	72.0%	12.1%
Reading	83.7%	69.2%	14.5%
Writing	87.6%	70.0%	17.6%

Subject	AFAA 7 <sup>th</sup> Grade % Proficient	District 7 <sup>th</sup> Grade % Proficient	AF - District
Math	93.4%	70.8%	22.6%
Reading	89.0%	73.4%	15.6%
Writing	93.5%	63.7%	29.8%

**Measurable Objective A.5:** In grade eight, Amistad Academy students will meet or exceed district and state proficiency and mastery averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy eighth graders outperformed NHPS eighth graders in math, reading and writing proficiency and mastery by double-digit margins. Amistad Academy eighth graders surpassed Connecticut eighth graders in math, reading and writing proficiency and math and writing mastery.

Subject	AFAA 8 <sup>th</sup> Grade % Proficient	District 8 <sup>th</sup> Grade % Proficient	State 8 <sup>th</sup> Grade % Proficient	AF - District	AF - State
Math	90.5%	72.0%	86.1%	18.5%	4.4%
Reading	91.8%	72.8%	85.7%	19.0%	6.1%
Writing	93.4%	70.1%	85.7%	23.3%	7.7%

Subject	AFAA Grade 8 % At/Above Mastery	District % At/Above Mastery	State % At Above Mastery	AF - District	AF - State
Math	70.3%	41.2%	65.2%	29.1%	5.1%
Reading	71.2%	54.8%	76.3%	16.4%	-5.1%
Writing	81.6%	40.9%	67.3%	40.7%	14.3%

Measurable Objective A.6: In grade 10, Amistad Academy students will meet or exceed district and state proficiency and mastery averages in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy 10<sup>th</sup> graders outperformed NHPS 10<sup>th</sup> graders in math, reading, writing, and science proficiency and mastery by double-digit margins in all but science. Academy 10<sup>th</sup> graders outperformed Connecticut 10<sup>th</sup> graders in math, reading and writing proficiency and mastery, but fell short in science proficiency and mastery.

Subject	AAHS 10th Grade % Proficient	New Haven 10th grade % Proficient	State Percent Proficient	AF - District	AF - State
Math	96.7%	52.9%	78.6%	43.8%	18.1%
Reading	86.2%	56.3%	81.0%	29.9%	5.2%
Writing	96.6%	74.9%	88.9%	21.7%	7.7%
Science	74.2%	58.3%	81.7%	15.9%	-7.5%

Subject	AAHS 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State Percent At/Above Mastery	AF - District	AF - State
Math	58.1%	22.3%	52.6%	35.8%	5.5%
Reading	51.6%	19.8%	48.5%	31.8%	3.1%
Writing	87.1%	34.1%	62.1%	53.0%	25.0%
Science	25.8%	21.6%	49.0%	4.2%	-23.2%

## II. Accomplishment of Mission, Purpose and Specialized Focus

**Goal A:** In our capstone grades—fourth, eighth and tenth—Amistad Academy will close the racial and economic achievement gap for our African-American, Hispanic and low-income students.

Measurable Objective A.1: In grade four, Amistad Academy’s African-American students and Amistad Academy’s Hispanic students will exceed state proficiency and mastery averages for fourth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s African-American fourth graders outperformed Connecticut fourth graders in math proficiency and mastery and underperformed Connecticut fourth graders in reading proficiency and mastery, and writing mastery. Meanwhile, Amistad Academy’s Hispanic fourth graders outperformed Connecticut fourth graders in math

and writing proficiency and mastery, but lagged Connecticut fourth graders in reading proficiency and mastery.

Subject	AF African American Students Proficient	State 4th Grade Proficient	Difference
Math	97.6%	83.8%	13.8%
Reading	65.1%	77.6%	-12.5%
Writing	84.1%	63.1%	21.0%

Subject	AF African American Students At/Above Mastery	State 4th Grade At/Above Mastery	Difference
Math	88.1%	65.4%	22.7%
Reading	39.5%	62.7%	-23.2%
Writing	45.5%	63.1%	-17.6%

Subject	AF Hispanic Students Proficient	State 4th Grade Proficient	Difference
Math	100.0%	83.8%	16.2%
Reading	76.7%	77.6%	-0.9%
Writing	90.3%	63.1%	27.2%

Subject	AF Hispanic Students At/Above Mastery	State 4th Grade At/Above Mastery	Difference
Math	86.7%	65.4%	21.3%
Reading	50.0%	62.7%	-12.7%
Writing	67.7%	63.1%	4.6%

**Measurable Objective A.2:** In grade four, Amistad Academy’s low-income students will exceed state proficiency and mastery averages for fourth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s low-income fourth graders outperformed Connecticut fourth graders in math and writing proficiency and math mastery. Amistad Academy’s low-income fourth graders trailed Connecticut fourth graders in reading proficiency and reading and writing mastery.



Subject	AF Low-Income 4 <sup>th</sup> Grade % Proficient	State 4 <sup>th</sup> Grade % Proficient	AF - State
Math	93.4%	83.8%	9.6%
Reading	70.5%	77.6%	-7.1%
Writing	85.2%	63.1%	22.1%

Subject	AF Low-Income 4 <sup>th</sup> Grade % At/Above Mastery	State 4th Grade % At/Above Mastery	AF - State
Math	83.6%	65.4%	18.2%
Reading	44.3%	62.7%	-18.4%
Writing	55.7%	63.1%	-7.4%

**Measurable Objective A.3:** In grade eight, Amistad Academy’s African-American students and Amistad Academy’s Hispanic students will exceed state proficiency and mastery averages for eighth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s African-American eighth graders outperformed Connecticut eighth graders in writing proficiency and mastery, and were on par with Connecticut eighth graders in math and reading proficiency. Amistad Academy’s Hispanic eighth graders outperformed Connecticut eighth graders in math and writing proficiency and mastery, and reading proficiency.

Subject	AF African American Students Proficient	State 8th Grade Proficient	Difference
Math	85.7%	86.1%	-0.4%
Reading	90.5%	85.7%	4.8%
Writing	90.7%	67.3%	23.4%

Subject	AF African American Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	64.3%	65.2%	-0.9%
Reading	71.4%	76.3%	-4.9%
Writing	83.7%	67.3%	16.4%

Subject	AF Hispanic Students Proficient	State 8th Grade Proficient	Difference
Math	96.7%	86.1%	10.6%
Reading	93.1%	85.7%	7.4%
Writing	96.8%	67.3%	29.5%

Subject	AF Hispanic Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	80.0%	65.2%	14.8%
Reading	72.4%	76.3%	-3.9%
Writing	77.4%	67.3%	10.1%

Measurable Objective A.4: In grade eight, Amistad Academy’s low-income students will exceed state proficiency and mastery averages for eighth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s low-income eighth graders outperformed Connecticut eighth graders in math, reading and writing proficiency and math and writing mastery, but lagged in reading mastery. .

Subject	AF Low-Income 8th Grade	State 8th Grade At/above Proficient	Difference
Math	92.2%	86.1%	6.1%
Reading	88.0%	85.7%	2.3%
Writing	90.6%	67.3%	23.3%

Subject	AF Low-Income Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	66.7%	65.2%	1.5%
Reading	66.0%	76.3%	-10.3%
Writing	77.4%	67.3%	10.1%

Measurable Objective A.5: In grade 10, Amistad Academy’s African-American students and Amistad Academy’s Hispanic students will exceed state proficiency and mastery averages for 10<sup>th</sup> graders in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* Connecticut State 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s African-American 10<sup>th</sup> graders surpassed Connecticut 10<sup>th</sup> graders in math, reading and writing proficiency and mastery, but fell short of Connecticut 10<sup>th</sup> graders in science. Amistad Academy’s Hispanic 10<sup>th</sup> graders outperformed Connecticut 10<sup>th</sup> graders in math, reading, writing, and science proficiency and math, reading and writing mastery.

Subject	AAHS African American 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	95.7%	52.9%	78.6%	42.8%	17.1%
Reading	86.4%	56.3%	81.0%	30.1%	5.4%
Writing	95.5%	74.9%	88.9%	20.6%	6.6%
Science	70.8%	58.3%	81.7%	12.5%	-10.9%

Subject	AAHS African American 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	56.5%	22.3%	52.6%	34.2%	3.9%
Reading	54.5%	19.8%	48.5%	34.7%	6.0%
Writing	90.9%	34.1%	62.1%	56.8%	28.8%
Science	25.0%	21.6%	49.0%	3.4%	-24.0%

Subject	AAHS Hispanic 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	100.0%	52.9%	78.6%	47.1%	21.4%
Reading	85.7%	56.3%	81.0%	29.4%	4.7%
Writing	100.0%	74.9%	88.9%	25.1%	11.1%
Science	85.7%	58.3%	81.7%	27.4%	4.0%

Subject	AAHS Hispanic 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	71.4%	22.3%	52.6%	49.1%	18.8%
Reading	57.1%	19.8%	48.5%	37.3%	8.6%
Writing	100.0%	34.1%	62.1%	65.9%	37.9%
Science	28.6%	21.6%	49.0%	7.0%	-20.4%

**Measurable Objective A.6:** In grade 10, Amistad Academy’s low-income students will exceed state proficiency and mastery averages for 10<sup>th</sup> graders in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* Connecticut State 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s low-income 10<sup>th</sup> graders outperformed Connecticut 10<sup>th</sup> graders in math, reading, and writing proficiency and mastery, but trailed Connecticut 10<sup>th</sup> graders in science proficiency and mastery.

Subject	AAHS Low Income 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	95.7%	52.9%	78.6%	42.8%	17.1%
Reading	86.4%	56.3%	81.0%	30.1%	5.4%
Writing	95.5%	74.9%	88.9%	20.6%	6.6%
Science	70.8%	58.3%	81.7%	12.5%	-10.9%

Subject	AAHS 10th Grade Low-Income % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	60.9%	60.0%	52.6%	0.9%	8.3%
Reading	59.1%	55.2%	48.5%	3.9%	10.6%
Writing	90.9%	93.1%	62.1%	-2.2%	28.8%
Science	25.0%	21.6%	49.0%	3.4%	-24.0%

### III. Efforts to Reduce Racial, Ethnic and Economic Isolation to Increase the Racial and Ethnic Diversity of the Student Body

**Goal A:** In our capstone grades—fourth, eighth and 10<sup>th</sup>—Amistad Academy’s African-American, Hispanic and low-income students will outperform African-American, Hispanic and low-income students in their host district and state-wide, reducing racial, ethnic and economic isolation among these historically underserved subgroups by fostering high student achievement that prepares them for success in college and life beyond.

**Measurable Objective A.1:** In grade four, Amistad Academy’s African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State African-American, Hispanic and low-income fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s African-American fourth graders outperformed African-American fourth graders in NHPS and state-wide in math, reading and writing proficiency and mastery, in the majority of cases surpassing the district and state by double-digit margins.

Subject	AF African American Proficient	District African American Proficient	State African American Proficient	AF - District	AF - State
Math	97.6%	50.5%	63.6%	47.1%	34.0%
Reading	65.1%	41.3%	56.5%	23.8%	8.6%
Writing	84.1%	62.5%	70.2%	21.6%	13.9%

Subject	AF African American Mastery	District African American Mastery	State African American Mastery	AF - District	AF - State
Math	88.1%	23.6%	37.4%	64.5%	50.7%
Reading	39.5%	23.5%	37.0%	16.0%	2.5%
Writing	45.5%	30.2%	40.8%	15.3%	4.7%

**Measurable Objective A.2:** In grade four, Amistad Academy’s Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State Hispanic fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s Hispanic fourth graders outperformed NHPS Hispanic fourth graders in math, reading and writing proficiency and mastery. Amistad Academy’s Hispanic fourth graders outperformed State Hispanic fourth graders in math reading and writing proficiency and mastery.

Subject	AF Hispanic Proficient	District Hispanic Proficient	State Hispanic Proficient	AF - District	AF - State
Math	100.0%	62.7%	68.5%	37.3%	31.5%
Reading	76.7%	49.8%	56.4%	26.9%	20.3%
Writing	90.3%	64.7%	71.5%	25.6%	18.8%

Subject	AF Hispanic Mastery	District Hispanic Mastery	State Hispanic Mastery	AF - District	AF - State
Math	86.7%	35.1%	43.1%	51.6%	43.6%
Reading	50.0%	30.2%	37.7%	19.8%	12.3%
Writing	67.7%	35.3%	43.0%	32.4%	24.7%

**Measurable Objective A.3:** In grade four, Amistad Academy’s low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading and writing on the Connecticut Mastery Test (CMT).

Subject	AF Low-Income 4 <sup>th</sup> Grade % Proficient	District Low-Income 4 <sup>th</sup> Grade % Proficient	State Low-Income 4 <sup>th</sup> Grade % Proficient	AF - District	AF - State
Math	93.4%	56.8%	67.9%	36.6%	25.5%
Reading	70.5%	45.6%	58.1%	24.9%	12.4%
Writing	85.2%	62.6%	70.6%	22.6%	14.6%

Subject	AF Low-Income 4 <sup>th</sup> Grade % At/Above Mastery	District Low-Income 4 <sup>th</sup> Grade % At/Above Mastery	State Low-Income 4 <sup>th</sup> Grade % At/Above Mastery	AF - District	AF - State
Math	83.6%	30.2%	42.2%	53.4%	41.4%
Reading	44.3%	25.7%	38.7%	18.6%	5.6%
Writing	55.7%	33.1%	42.4%	22.6%	13.3%

**Measurable Objective A.4:** In grade eight, Amistad Academy’s African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State African-American eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s African-American eighth graders outperformed African-American eighth graders in NHPS and state-wide by double-digit margin in math, reading and writing proficiency, only falling short of benchmark in reading mastery.

Subject	AF African American Proficient	District African American Proficient	State African American Proficient	AF - District	AF - State
Math	85.7%	64.3%	69.4%	21.4%	16.3%
Reading	90.5%	67.9%	71.8%	22.6%	18.7%
Writing	90.7%	67.1%	74.0%	23.6%	16.7%

Subject	AF African American Mastery	District African American Mastery	State African American Mastery	AF - District	AF - State
Math	83.6%	30.8%	37.4%	52.8%	46.2%
Reading	44.3%	46.0%	55.1%	-1.7%	-10.8%
Writing	55.7%	35.7%	44.9%	20.0%	10.8%

**Measurable Objective A.5:** In grade eight, Amistad Academy’s Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State Hispanic eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s Hispanic eighth graders outperformed Hispanic eighth graders in NHPS and state-wide in math, reading and writing proficiency and mastery by double digit margins.

Subject	AF Hispanic Proficient	District Hispanic Proficient	State Hispanic Proficient	AF - District	AF - State
Math	96.7%	72.0%	69.4%	24.7%	27.3%
Reading	93.1%	69.7%	68.7%	23.4%	24.4%
Writing	96.8%	65.3%	71.0%	31.5%	25.8%

Subject	AF Hispanic Mastery	District Hispanic Mastery	State Hispanic Mastery	AF - District	AF - State
Math	80.0%	39.2%	38.7%	40.8%	41.3%
Reading	72.4%	51.5%	53.2%	20.9%	19.2%
Writing	77.4%	34.3%	42.9%	43.1%	34.5%

Measurable Objective A.6: In grade eight, Amistad Academy’s low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State low-income eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s low-income eighth graders outperformed low-income eighth graders in NHPS and state-wide by double-digit margins in math, reading and writing proficiency and mastery.

Subject	AF Low-Income Proficient	District Low-Income Proficient	State Low-Income Proficient	AF - District	AF - State
Math	92.2%	67.7%	70.3%	24.5%	21.9%
Reading	88.0%	68.2%	70.3%	19.8%	17.7%
Writing	90.6%	65.7%	71.9%	24.9%	18.7%

Subject	AF Low-Income Mastery	District Low-Income Mastery	State Low-Income Mastery	AF - District	AF - State
Math	66.7%	33.6%	39.1%	33.1%	27.6%
Reading	66.0%	47.3%	54.7%	18.7%	11.3%
Writing	77.4%	33.2%	43.7%	44.2%	33.7%

Measurable Objective A.7: In grade 10, Amistad Academy’s African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results

- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State African-American 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy's African-American 10<sup>th</sup> graders outperformed African-American 10<sup>th</sup> graders in NHPS and state-wide in math, reading, writing and science proficiency and mastery.

Subject	AAHS African American 10th Grade % Proficient	New Haven African American 10th Grade % Proficient	State African American 10th Grade % Proficient	AF - District	AF - State
Math	91.7%	43.6%	51.3%	48.1%	40.4%
Reading	79.2%	48.4%	57.9%	30.8%	21.3%
Writing	87.5%	72.6%	77.3%	14.9%	10.2%
Science	70.8%	50.0%	57.7%	20.8%	13.1%

Subject	AAHS African American 10th Grade % At/Above Mastery	New Haven African American 10th Grade % At/Above Mastery	State African American 10th Grade % At/Above Mastery	AF - District	AF - State
Math	58.1%	12.4%	18.5%	45.7%	39.6%
Reading	51.6%	11.4%	17.4%	40.2%	34.2%
Writing	87.1%	27.8%	35.1%	59.3%	52.0%
Science	25.0%	11.9%	16.9%	13.1%	8.1%

Measurable Objective A.8: In grade 10, Amistad Academy's Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State Hispanic 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy's Hispanic 10<sup>th</sup> graders outperformed Hispanic 10<sup>th</sup> graders in NHPS in math, reading, and writing proficiency and mastery. Amistad Academy's Hispanic 10<sup>th</sup> graders outperformed State Hispanic 10<sup>th</sup> graders in math, reading, and writing proficiency and mastery.

Subject	AAHS Hispanic 10th Grade % Proficient	New Haven Hispanic 10th Grade % Proficient	State Hispanic 10th Grade % Proficient	AF - District	AF - State
Math	100.0%	46.9%	56.1%	53.1%	43.9%



Reading	85.7%	50.0%	61.9%	35.7%	23.8%
Writing	100.0%	67.3%	77.1%	32.7%	22.9%
Science	85.7%	50.8%	20.5%	34.9%	65.2%

Subject	AAHS Hispanic 10th Grade % At/Above Mastery	New Haven Hispanic 10th Grade % At/Above Mastery	State Hispanic 10th Grade % At/Above Mastery	AF - District	AF - State
Math	71.4%	16.6%	22.8%	54.8%	48.6%
Reading	57.1%	13.0%	22.4%	44.1%	34.7%
Writing	100.0%	25.7%	37.3%	74.3%	62.7%
Science	28.6%	16.3%	20.5%	12.3%	8.1%

Measurable Objective A.9: In grade 10, Amistad Academy’s low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State low-income 10<sup>th</sup>-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* Amistad Academy’s low-income 10<sup>th</sup> graders outperformed low-income 10<sup>th</sup> graders in NHPS and state-wide in math, reading, writing and science proficiency and mastery.

Subject	AAHS Low-Income 10th Grade % Proficient	New Haven Low-Income 10th Grade % Proficient	State Low-Income 10th Grade % Proficient	AF - District	AF - State
Math	95.7%	44.9%	55.4%	50.8%	40.3%
Reading	86.4%	48.9%	60.6%	37.5%	25.8%
Writing	95.5%	70.7%	76.1%	24.8%	19.4%
Science	70.8%	49.7%	60.2%	21.1%	10.6%

Subject	AAHS Low-Income 10th Grade % At/Above Mastery	New Haven Low-Income 10th Grade % At/Above Mastery	State Low-Income 10th Grade % At/Above Mastery	AF - District	AF - State
Math	60.9%	15.1%	23.1%	45.8%	37.8%
Reading	59.1%	12.4%	20.4%	46.7%	38.7%
Writing	90.9%	27.6%	36.1%	63.3%	54.8%
Science	25.0%	14.9%	20.1%	10.1%	4.9%

## Efforts to Effectively Attract, Enroll and Retain Students from Among High Need Populations

Amistad Academy cannot achieve our mission without being an exemplar of both excellence AND equity. We have made significant efforts to reach out to students who face multiple risk factors, and these are reflected in the demographics cited in this annual report.

In the coming year, we will redouble these efforts. The Achievement First Community Outreach & Student Recruitment Team has shifted staffing responsibilities to have a full time staff member focused on broadening community outreach in New Haven and expanding community partnerships. Additionally, in the 2013-14 student recruiting season, we will be hiring a “parent outreach fellow” to lead on-the-ground, door-to-door recruitment of students to ensure that all families are aware that Amistad Academy is an option for them.

We will be employing strategies that have already been proven successful in Achievement First Schools in New York, including:

- Partnering with day cares that serve a high percentage of English Language Learners and students with disabilities.
- Partnering with social service agencies to conduct targeted outreach to their clients.
- Neighborhood “street teams” consisting of current parents who recruit at-risk students in person in the communities we serve, visiting churches, libraries, laundromats, and other locations where they can meet community members.
- Continuing to produce all marketing materials in both English and Spanish (the most common first language other than English in our population)
- Partnering with experts at SDE to ensure that our ESL offerings are of the highest quality, to ensure families are confident their scholars will receive the services they need.

Making sure that Amistad Academy is a welcoming environment for ALL the families in our community, especially those with students who face additional risk factors, is among our highest priorities.

## Financial Information

### Amistad Academy FY14 (2014-15) Budget

	ES	MS	HS
<b>Income</b>			
<b>Public Revenue</b>			
<b>General Operating Revenue</b>			
<b>Per Pupil Operating Revenue</b>	4,895,000	3,960,000	1,966,500
<b>Total Other Public Revenues</b>	597,536	520,503	152,417
<b>Total Special Education Funding</b>	102,240	82,711	49,869
<b>Total Public Revenue</b>	<b>5,594,777</b>	<b>4,563,214</b>	<b>2,168,785</b>
<b>Total Private Revenue</b>	<b>345,000</b>	<b>1,000,000</b>	<b>981,818</b>
<b>Total Other Revenue</b>	<b>2,000</b>	<b>6,767</b>	<b>1,023</b>
<b>Total Income</b>	<b>5,941,777</b>	<b>5,569,981</b>	<b>3,151,626</b>
<b>Expenses</b>			
<b>Personnel Expenses</b>			
<b>Total School Salaries and Wages</b>	3,010,772	3,025,131	1,542,972
<b>Total Other Personnel Costs</b>	123,513	101,000	77,365
<b>Total Salaries and Wages</b>	<b>3,134,285</b>	<b>3,126,131</b>	<b>1,620,337</b>
<b>Total Bonuses</b>	121,144	113,428	61,442
<b>Total Taxes &amp; Benefits</b>	538,785	535,290	264,126
<b>Total Temporary Staff</b>	45,705	18,100	5,932
<b>Total Personnel Expenses</b>	<b>3,839,919</b>	<b>3,792,949</b>	<b>1,951,837</b>
<b>Non - Personnel Expenses (OTPS)</b>			
<b>Total Program Support Activities</b>	149,213	129,400	142,752
<b>Total Program Materials &amp; Supplies</b>	275,955	165,500	82,631
<b>Total Operations</b>	278,100	229,200	205,687
<b>Total Technology</b>	163,045	192,095	92,069
<b>Total General &amp; Administrative</b>	138,909	122,680	69,075
<b>Total Physical Plant</b>	420,431	332,896	286,554
<b>Total Supplemental Program</b>	-	65,000	48,307
<b>Ancillary Services</b>	73,000	73,000	29,864
<b>AF Charter Management Fee</b>	527,946	429,004	203,939
<b>Total Non Personnel Expenses</b>	<b>2,026,598</b>	<b>1,738,774</b>	<b>1,160,878</b>
<b>Total Operating Expenses</b>	<b>5,866,517</b>	<b>5,531,723</b>	<b>3,112,716</b>
<b>Contingencies</b>	73,331	35,000	37,636
<b>Total Expenses</b>	<b>5,939,848</b>	<b>5,566,723</b>	<b>3,150,352</b>
<b>Surplus / (Deficit)</b>	<b>1,928</b>	<b>3,258</b>	<b>1,274</b>

The Amistad Academy Board of Directors approved the FY15 operating budget at their May 2014 meeting.

## Best Practices: Standard 2: Curriculum and Instruction

The 2014-15 school year will mark the fourth year of Achievement First's initiative to revamp its curriculum and instruction to meet the rigorous learning expectations embodied in the Common Core State Standards ("CCSS"). Over the course of 2013-14, Achievement First has worked closely with national experts in each core content area to design standards-aligned curriculum resources that help teachers plan great lessons. These experts include:

- David Liben, Senior Content Specialist, Literacy and ELA, Student Achievement Partners (ELA)
- The Charles A. Dana Center (mathematics)
- BSCS (science)
- Tim Kiern, CollegeBoard advisor and California State University professor (social studies)
- The Achievement Network (math & ELA assessments)

The consensus among these and other experts is that currently there are limited proven national models for Common Core-aligned curriculum resources, and that one of the reasons for this is that good curriculum development is inherently an iterative, cyclical process rather than a linear one. Simply adapting existing textbooks to superficially align with the language of the CCSS does not reflect the magnitude of the shifts required by the Common Core. Achievement First's strategy in the second two years of our Common Core alignment initiative is dedicated to developing truly CCSS-aligned, teacher-friendly resources that help teachers engage intellectually with rigorous content while planning engaging lessons for scholars.

By the start of 2013-14, all ELA and math courses at Achievement First had Common Core-aligned materials, including scope & sequences, unit plans, and sample lesson plans, all shared on the BetterLesson platform. During 2013-14 (and continuing in 2014-15), these materials have been piloted across New York schools. Stipended teachers known as "Curriculum Fellows" (formerly "lead planners") have worked with network staff to refine and improve these materials based on the experience of using them, with the guidance of the experts listed above. The Curriculum Fellow model is designed to allow the curriculum development process to be agile and responsive to teacher needs. The Curriculum Fellow model is the evolution of the "shared planning" initiative described in the AF Brooklyn Academy charter proposal, and while it retains the same basic structure, the role and training of Curriculum Fellows has been expanded so that they not only produce materials, but also lead content-specific training at their schools and during network-wide professional development.

First and foremost, this strategy enables AF to focus on developing and supporting our best teachers to be dynamic curricular and instructional leaders. The Curriculum Fellow role places our best teachers at the forefront of learning about new standards and shifting instructional practices. This focus on curriculum development positions them to be instructional leaders for both the network and their school sites. Building a strong cadre of curricular and instructional leaders enables AF to collaboratively build great instructional resources and to deliver intellectually-engaging training.

This system creates a seamless feedback cycle that includes national content experts, network level experts, and classroom teachers to continually improve curriculum resources. It uniquely positions AF to generate excellent, teacher-proven, Common-Core aligned curriculum that will ultimately be shared "open source" for any teacher in the country to access.

## Governance

### Governing Board Meetings

During the 2013-14 school year, Amistad Academy's Board of Directors met on the following dates:

Thursday, August 01, 2013

Tuesday, August 20, 2013 (special meeting)

Wednesday, September 25, 2013

Monday, November 25, 2013

Wednesday, January 22, 2014

Wednesday, March 26, 2014

Wednesday, May 28, 2014

Monday, June 16, 2014 (special meeting)

### Summary of Major Policy Decisions

In the 2013-14 school year, Amistad Academy's Board of Directors continued to provide strong, stable governance for the school. The following summarizes the major policy decisions of the Board during the 2013-14 school year.

- The Board re-elected Directors to a 3-year term: Howard K. Hill, Jane Levin, Alexander Troy, Sheri Gellman
- The Board re-elected Michael D. Griffin as Treasurer of the Board.
- The Board elected William Powers as teacher representative to the Board.
- The Board elected Toni Harp as Host Board of Education Representative to the Board.
- The Board ratified a Conflict of Interest policy which requires annual disclosures by Directors of any potential conflicts.
- The Board approved a Healthy Food Certification process, which certifies that foods offered to Amistad Academy students meet the Connecticut State nutrition standards.
- The Board established a Principal Committee to ensure that future school leaders are being appropriately trained, and to conduct the evaluation of the current principals.

## Status of Charter Renewal Findings and Follow-Up Activities

Amistad Academy continues to implement improvements and recommendations identified by the State Department of Education during our 2012 Charter renewal evaluations and site visits. Following is status update or summary of recent progress related to each of the major recommendations:

### **Curriculum Recommendation - Science Grades 3-8:**

*State Recommendation:* That a comprehensive K-8 science curriculum is written and in use by the start of 2012-2013 school year that articulates a continuum of skills and concepts that students are expected to learn at each grade level in order to develop and expand their scientific literacy. State science standards for scientific inquiry as well as scientific content should be addressed in each grade (see CT Core Science Curriculum Framework). Please refer to the CT Curriculum Development Guide for guidelines on components of a complete curriculum.

Update: A vertically aligned K-8 scope and sequence of science content and practices, aligned with the national Next Generation Science Standards, has been implemented.

### **Curriculum Recommendation - Health, Physical Education and Arts:**

*State Recommendation:* The curricula development work for Health, Physical Education (P.E.) and the arts be completed by the start of the 2012-2013 school year.

While we have prioritized curriculum development in core academic subjects over the past two years, development of arts and physical education curriculum has been ongoing.

### **Governance Recommendation:**

*State Recommendation:* The establishment of the (Amistad High) Committee should be clear. A membership list including the names of each committee member, position held and school board affiliation must be provided. Committee meetings must be held on a regular basis and documented by written minutes.

The current Joint High School Committee members are:

Amistad Joint HS Committee Members		
Name	Committee Role	School Board
Caroline Williams	Chairman	AA Board
Dick Ferguson	Vice-Chair	ECCP Board
William F. Heins	Treasurer	ECCP Board
Carolyn Greenspan	Member	ECCP Board
Max Perez	Vice-Chair	AFBA Board
Cornelius Medas	Member	AFBA Board
Andy Boas	Member	AFBA Board
Andrew Lachman	Member	AA Board
Lorraine Gibbons	Member	AA Board

The committee met regularly during the 2013-14 school year.

**Finance Recommendation:**

*State Recommendation:* That the additional approval for large expenditures be provided by an individual who occupies a higher level oversight position (i.e. the Board Treasurer of each school).

In July of 2012, the Board adopted revised financial policies requiring senior school leadership (Principal and Dean) be the signatories of budgeted and previously approved expenditures over \$10,000, with the Board Chair and Treasurer as alternate signers. Achievement First staff are no longer eligible signers for large expenditures.

**Related Party Transactions Recommendation:**

*State Recommendation:* That each school closely monitors its "Due To" and "Due From" accounts to ensure compliance with the new regulations set forth in Connecticut General Statute Section 10-66mm(4).

Each of the schools' regularly reported balance sheets now includes denoted entries for intercompany balances due to and from relevant entities. The source of funds and/or reason for the transfer is clearly explained in the notes column for each entry.

**Governing Board Oversight:**

*State Recommendation:* That the Board of each school clearly define, in a "Board Manual", the roles, duties, policies and procedures of each Board and each of its subcommittees. This will provide continuity of each Board's practices and will strengthen each Board's oversight of financial matters as well as other school matters.

The board established a Governance committee in 2013-14 which has been working with Achievement First staff to ensure that all relevant policies and procedures are properly documented.

*State Recommendation:* That the Board of each school provide authorization for contracts and expenditures oversight. In addition, we recommend that the accounting policies and procedures be revised to align with Board responsibilities.

At their July 2012 meeting, the Board revised the financial policies with regard to the execution of contracts to exclude Achievement First staff as signers, and place the responsibility with school leadership (Principal and Dean), with the Board Chair and Treasurer as alternate signers. In cases where the contract value exceeds \$10,000 annually, Achievement First is responsible to review and provide its rationale for the contract, but not execute them.

## Summary of Other Key Accomplishments

The 2013-14 school year saw continued growth and achievement at Amistad Academy and across the Achievement First network, and we are pleased to highlight the following successes.

- **Amistad High School AP Exam Success:** Amistad High School which attracts students from Bridgeport Academy, Elm City College Preparatory, as well as Amistad Academy, recorded unprecedented levels of achievement among its scholars that too AP Exams in 2014. More African American students at AF Amistad High School earned a college-credit-worthy score in an AP exam than at *any other school in the state of Connecticut*.
- **Implemented a new, Common Core-aligned curriculum:** As described above in the “Best Practice” section, a unique partnership between teachers, Achievement First network staff, and national curriculum experts has created a complete set of K-12 curriculum resources designed by and for teachers to help scholars reach the very rigorous expectations of the Common Core State Standards.
- **Diversity and Inclusiveness:** We continue to improve on our efforts related to Diversity and Inclusiveness and named it as an organizational priority for the 2013-2014 year. Based on organizational health survey results, AF is gaining ground on improving engagement and retention of Black, Latino and multi-racial staff members relative to other AF staff members. Other important milestones in this aspect of our work:
  - Expanded the First Generation Initiative mentoring program, in which professionals from the community who are first generation college graduates and people of color engage with AF scholars to support their journey to and through college.
  - Launched Employee Resource Groups (called “Community Groups”) for People of Color and First Generation Staff Members and hosted 7 events with over 100 attendees.
  - Over 250 Achievement First staff members participated in a series professional development sessions for Diversity & Inclusiveness.
- **Community Engagement:** A central tenet of the Achievement First mission is to provide our scholars 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 in our communities*. That is why we are particularly proud of deepening relationships with the communities we serve:
  - In the Newhallville section of New Haven, Achievement First and community leaders marked the start of construction of the new Amistad High School on the site of the former Martin Luther King, Jr. School. Working with community members, Achievement First will recreate and expand the recognition of civil rights leaders and role models including Dr. Martin Luther King, Arthur Ashe, Booker T. Washington, and Oprah Winfrey on the new building. For Achievement First and the Newhallville community, demolishing the walls of an old school named in honor of Dr. King is an opportunity to build a new, vibrant school that honors his dream.
- **Residency Program** The residency program featured as a best practice in last year’s annual report continues to expand to additional geographies, improve, and gain the attention of fellow Charter Management organizations as well as host districts.



- The second cohort of residents in the Residency Program reported in mid-year evaluations that the professional learning they are receiving has been transformative. Satisfaction ratings with AF placements, coaching and PD were high in year one and improved in year two.
- 4 of 5 New Haven residents from our first cohort have been identified as strong performers by the district post residency. Two residents from this cohort were appointed as principals for the upcoming 2013-14 school year.
- Our Residency Program has received national attention and has been adapted for use by the Denver Public Schools.