

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Amistad Academy Amistad Academy District

203-772-7000 • <https://www.achievementfirst.org/schools/connecticut/>

School Information

Grade Range	K-12
Enrollment	1,105
Per Pupil Expenditures	\$12,558
Total Expenditures	\$14,127,828

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	590	53.4	53.4
Male	*	*	*
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	13	1.2	1.2
Black or African American	665	60.2	60.2
Hispanic or Latino of any race	393	35.6	35.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	21	1.9	1.9
White	*	*	*
English Learners/Multilingual Learners	147	13.3	13.3
Eligible for Free or Reduced-Price Meals	868	78.6	78.6
Students with Disabilities	101	9.1	9.1

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	168	29.7	25	4.2
Male	134	26.8	31	6.0
Non-Binary	0	*	0	*
Black or African American	176	27.4	43	6.4
Hispanic or Latino of any race	114	30.2	11	2.8
White	*	*	0	*
English Learners/Multilingual Learners	34	23.4	*	*
Eligible for Free or Reduced-Price Meals	261	30.1	51	5.6
Students with Disabilities	34	34.0	8	7.0
All Students - School	302	28.3	56	5.0
All Students - District		28.3		5.0

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 350
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	94.0
General Education Paraprofessionals	25.0
Special Education Teachers and Instructors	7.0
Special Education Paraprofessionals	0.0
School Level Administrators	19.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	64.0

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

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	5	3.8	3.9
Black or African American	48	36.9	36.9
Hispanic or Latino of any race	25	19.2	19.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	52	40.0	40.0

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	8.3
District	8.3

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	44	33.3	33.3
Teachers	44	41.1	41.1

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$9,402,589	\$8,358
Support Services - Students	\$1,277,626	\$1,136
Improvement of Instruction	\$64,623	\$57
Library and Media Services	.	.
Support Services - Instruction	\$227,499	\$202
Support Services - School-Based Administration	\$2,296,665	\$2,041
Operation and Maintenance of Plant	\$835,979	\$743
Transportation Other Than to/From Home	\$22,848	\$20
Enterprise Operations	.	.
Total	\$14,127,828	\$12,558

Total per pupil expenditures (PPE) including share of district central expenditures is \$14,491.

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	10	*
Emotional Disability	N/A	N/A
Intellectual Disability	*	*
Learning Disability	57	100.0
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - School	94	98.9
All Disabilities - District		0.0

This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	31	100.0	31	100.0
Hispanic or Latino of any race	23	100.0	23	100.0
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	36	100.0	38	100.0
Students with Disabilities	*	*	*	*
All Students - School	54	100.0	54	100.0
All Students - District		100.0		100.0

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	925
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:30 AM
School End Time	03:50 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	11	*	11	*	6	*
Black or African American	356	57.2	354	51.2	131	54.8
Hispanic or Latino of any race	195	59.2	194	56.3	75	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	102	59.6	102	56.4	39	55.6
Non-English Learners/Non-Multilingual Learners	482	57.8	479	52.4	180	56.1
Eligible for Free or Reduced-Price Meals	471	56.3	469	51.3	180	54.8
Not Eligible for Free or Reduced-Price Meals	113	65.6	112	60.9	39	61.7
Students with Disabilities	56	38.2	54	34.3	19	*
Students without Disabilities	528	60.2	527	55.1	200	58.0
High Needs	492	56.3	489	51.4	188	55.0
Non-High Needs	92	67.9	92	62.3	31	62.1
School	584	58.1	581	53.1	219	56.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	89.1	84.4	85.7	92.1	342	87.7
Curl Up	65.2	45.5	43.4	72.7	340	56.5
Push Up	63.0	40.4	44.6	63.6	341	52.8
Mile Run/PACER	66.3	36.0	25.3	37.7	341	41.9
All Tests - School	42.4	19.3	14.5	21.1	339	24.8
All Tests - District	42.4	19.3	14.5	21.1		24.8

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	38	89.5
Hispanic or Latino of any race	23	91.3
White	*	*
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	46	91.3
Students with Disabilities	*	*
All Students - School	63	90.5
All Students - District		90.5

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	26	46.4
Male	18	34.6
Non-Binary	N/A	N/A
Black or African American	26	41.9
Hispanic or Latino of any race	18	39.1
White	N/A	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	26	35.1
Students with Disabilities	0	*
All Students - School	44	40.7
All Students - District		40.7

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	80.6	87.5
Male	75.0	*
Non-Binary	N/A	N/A
Black or African American	83.8	85.2
Hispanic or Latino of any race	66.7	*
White	*	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	77.8	78.1
Students with Disabilities	*	*
All Students - School	78.3	83.0
All Students - District	78.3	83.0

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.1	75	38.8	50	77.5	64.7
ELA Performance Index	High Needs Students	56.3	75	37.5	50	75.1	54.9
Math Performance Index	All Students	53.1	75	35.4	50	70.9	61.1
Math Performance Index	High Needs Students	51.4	75	34.3	50	68.6	50.6
Science Performance Index	All Students	56.0	75	37.3	50	74.7	62.6
Science Performance Index	High Needs Students	55.0	75	36.7	50	73.4	52.1
ELA Academic Growth	All Students	56.8%	100%	56.8	100	56.8	60.6%
ELA Academic Growth	High Needs Students	54.5%	100%	54.5	100	54.5	55.7%
Math Academic Growth	All Students	70.2%	100%	70.2	100	70.2	62.3%
Math Academic Growth	High Needs Students	68.3%	100%	68.3	100	68.3	55.9%
Progress Toward English Proficiency	Literacy	55.9%	100%	28.0	50	55.9	58.7%
Progress Toward English Proficiency	Oral	55.8%	100%	27.9	50	55.8	55.7%
Chronic Absenteeism	All Students	28.3%	<=5%	3.4	50	6.8	17.2%
Chronic Absenteeism	High Needs Students	30.0%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	40.7%	75%	27.2	50	54.3	47.2%
On-track to High School Graduation	All Students	28.3%	94%	15.1	50	30.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.5%	94%	96.3	100	96.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.2%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	78.3%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	24.8%	75%	16.5	50	33.0	49.0%
Arts Access	All Students	37.3%	60%	31.1	50	62.2	55.1%
Accountability Index				965.2	1450	66.6	

Physical Fitness Estimated Participation Rate - School: 96.6% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	67.9	56.3	11.6	17.1	N
Math Performance Index Gap	62.3	51.4	10.9	18.6	N
Science Performance Index Gap	62.1	55.0	7.1	18.3	N
Graduation Rate Gap	.	96.2%	.	6.5%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.7
ELA	High Needs Students	98.4
Math	All Students	98.1
Math	High Needs Students	97.8
Science	All Students	95.7
Science	High Needs Students	95.9

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>