

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



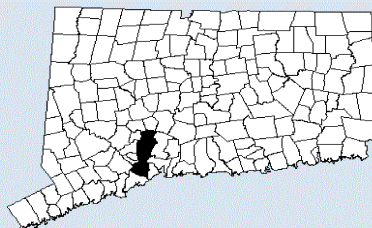
## Regional School District 05

Dr. Charles Dumais, Superintendent • 203-397-4811 • <http://www.amityregion5.org>

### District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	2,248
Per Pupil Expenditures <sup>1</sup>	\$18,133
Total Expenditures <sup>1</sup>	\$41,650,555

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,128	50.2	48.4
Male	1,120	49.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	298	13.3	5.1
Black or African American	71	3.2	12.9
Hispanic or Latino	29	1.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	72	3.2	2.9
White	1,766	78.6	54.8
English Learners	10	0.4	6.8
Eligible for Free or Reduced-Price Meals	119	5.3	35.9
Students with Disabilities <sup>1</sup>	269	12.0	14.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	74	6.6	22	2.0
Male	57	5.1	60	5.3
Black or African American	11	15.3	8	11.1
Hispanic or Latino	*	*	*	*
White	105	6.0	64	3.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	22.2	13	10.4
Students with Disabilities	45	16.7	22	7.7
District	131	5.8	82	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 73

Number of school-based arrests: 8

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	169.2
Paraprofessional Instructional Assistants	2.3
<b>Special Education</b>	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	24.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	12.2
<b>Library/Media</b>	
Specialists (Certified)	4.2
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.4
Counselors, Social Workers and School Psychologists	19.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	107.1

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.3	1.0
Black or African American	4	1.7	3.6
Hispanic or Latino	6	2.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	226	94.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino	0	0.0	*	*
White	106	37.5	185	63.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	12	34.3
District	150	41.2	232	65.2
State		63.6		77.5

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	12	30.0
Emotional Disturbance	21	80.8
Intellectual Disability	*	*
Learning Disability	80	88.9
Other Health Impairment	52	85.2
Other Disabilities	*	*
Speech/Language Impairment	30	81.1
District	200	71.9
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District	State
	Count	Rate (%)
Autism	40	1.8
Emotional Disturbance	26	1.1
Intellectual Disability	11	0.5
Learning Disability	90	4.0
Other Health Impairment	61	2.7
Other Disabilities	13	0.6
Speech/Language Impairment	37	1.6
All Disabilities	278	12.2

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	20,663,032	9,208 9,663
Instructional Supplies and Equipment	591,085	263 321
Improvement of Instruction and Educational Media Services	1,181,652	527 578
Student Support Services	2,742,111	1,222 1,103
Administration and Support Services	5,879,223	2,620 1,861
Plant Operation and Maintenance	3,782,007	1,685 1,637
Transportation	2,659,708	1,058 877
Costs of Students Tuitioned Out	3,137,961	N/A N/A
Other	1,013,776	452 201
Total	41,650,555	18,133 16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	4,743,788	2,114 1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,480,022	30.0
Noncertified Personnel	709,929	8.6
Purchased Services	354,418	4.3
Tuition to Other Schools	2,960,779	35.8
Special Ed. Transportation	844,988	10.2
Other Expenditures	914,913	11.1
Total Expenditures	8,265,049	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	91.3	90.3
State	7.4	8.2
Federal	1.1	1.2
Tuition & Other	0.2	0.3

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	155	87.8	155	90.2	97	80.5
Black or African American	32	62.8	32	62.8	24	51.3
Hispanic or Latino	19	*	19	*	8	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	47	80.2	47	78.3	35	68.9
White	861	75.2	862	71.2	566	66.7
English Learners	31	72.3	31	77.3	15	*
Non-English Learners	1088	76.9	1089	73.7	719	68.1
Eligible for Free or Reduced-Price Meals	58	66.7	58	64.3	44	56.2
Not Eligible for Free or Reduced-Price Meals	1061	77.4	1062	74.3	690	68.8
Students with Disabilities	132	54.3	132	49.5	97	49.4
Students without Disabilities	987	79.8	988	77.0	637	70.8
High Needs	202	60.4	202	57.6	138	53.9
Non-High Needs	917	80.4	918	77.3	596	71.3
District	1119	76.8	1120	73.8	734	68.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	92.5	90.9	701	91.7
Curl Up	N/A	N/A	94.3	92.4	701	93.4
Push Up	N/A	N/A	86.5	96.7	701	91.3
Mile Run/PACER	N/A	N/A	89.2	71.8	701	81.0
All Tests - District	N/A	N/A	76.0	67.0	701	71.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	37	78.4
Students with Disabilities	51	68.6
District	397	94.7
State		87.4

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	252	71.4
Male	97.0	243	66.2
Black or African American	100.0	11	42.3
Hispanic or Latino	*	*	*
White	96.9	380	66.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	17	54.8
Students with Disabilities	74.3	8	10.8
District	97.4	495	68.8
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.8	97.2
Male	81.2	93.5
Black or African American	*	*
Hispanic or Latino	*	*
White	83.4	96.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	83.3	95.5
Students with Disabilities	61.5	83.3
District	82.9	95.4
State	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.8	75	50.0	50	100.0	67.1
	High Needs Students	60.4	75	40.2	50	80.5	55.9
Math Performance Index	All Students	73.8	75	49.2	50	98.4	62.2
	High Needs Students	57.6	75	38.4	50	76.8	50.5
Science Performance	All Students	68.0	75	45.3	50	90.7	55.3
	High Needs Students	53.9	75	35.9	50	71.8	45.2
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	55.4%
	High Needs Students	56.8%	100%	56.8	100	56.8	49.8%
Math Academic Growth	All Students	72.3%	100%	72.3	100	72.3	61.7%
	High Needs Students	54.7%	100%	54.7	100	54.7	53.7%
Chronic Absenteeism	All Students	5.8%	<=5%	48.3	50	96.7	9.9%
	High Needs Students	15.7%	<=5%	28.6	50	57.3	15.8%
Preparation for CCR	% Taking Courses	53.1%	75%	35.4	50	70.7	70.7%
	% Passing Exams	68.8%	75%	45.8	50	91.7	43.5%
On-track to High School Graduation		96.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.7%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		92.3%	94%	98.2	100	98.2	82.0%
Postsecondary Entrance (Class of 2016)		82.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.2%   71.8%	75%	47.8	50	95.7	92.0%   51.6%
Arts Access		43.3%	60%	36.1	50	72.2	50.5%
<b>Accountability Index</b>				<b>1094.8</b>	<b>1350</b>	<b>81.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.4	14.6	16.7	
Math Performance Index Gap	75.0	57.6	17.4	18.7	
Science Performance Index Gap	71.3	53.9	17.4	16.6	
Graduation Rate Gap	94.0%	92.3%	1.7%	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.5
	High Needs Students	98.1
Math	All Students	98.6
	High Needs Students	98.1
Science	All Students	99.5
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: N/A**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Amity Regional School District No. 5 school improvement plans and activities continue to focus on improving student achievement. In 2016-2017, the Smarter Balanced Assessment (SBA) for reading and mathematics was administered to students in grades 7 and 8. The SAT was administered to all students in grade 11 as the state adopted test for secondary students. The Connecticut Mastery Test for Science (CMT) was administered in Grade 8 and the Connecticut Academic Performance Test (CAPT) in Grade 10. Our 2016 CMT Science scores in Grade 8 were highly competitive with 87% at or above goal and CAPT Science scores in Grade 10 decreased from 76.5% to 67% at or above goal. Amity Regional High School has been the recipient of several esteemed awards including recognition by the Washington Post as one of America's Best High Schools that Challenge their Students to Excellence. Additionally, the College Board recognized ARHS as an Advanced Placement District Honor Roll School.

The faculty, staff, and administration engaged in a focused ongoing curriculum review and revision process. Curriculum in all core and elective courses was realigned to the Connecticut Core Standards. Amity has committed to ensuring that all high school and middle school teachers use researched-based best practices in literacy to support content objectives across the curriculum. Supported by reading consultants, all teachers are expected to incorporate reading strategies and design lessons that support literacy skills. The faculty, staff and administration have made a concerted effort to ensure that all students are provided with rigorous and challenging academic experiences. These efforts include the development of differentiated instruction practices through professional learning, an ongoing review of curriculum to ensure challenging materials are incorporated in all courses, co-teaching arrangements to support special education students in the mainstream environment, blended-level courses designed to promote the least restrictive environment for special education students and use of online curriculum mapping software to ensure that all courses are aligned with state standards. During the 2016-2017 academic year, a committee of teachers and administrators continued to examine the Connecticut State Guidelines for possible revisions to the district teacher and administration evaluation plan based on a flexibility option for observations. The plan incorporates all aspects required by the new State legislation. The district is committed to ensuring the extension of student learning from school into the home. Each school has a very active Parent Teacher Student Organization (PTSO). Parent representatives also serve on the District Steering Committee. The entire Amity district work diligently to ensure that parents are provided ongoing communications. A number of programs are available to parents including parent orientations, and conferences. Parents of students with special needs are invited to participate in PPT's, 504 meetings, or Student Study Team meetings. The district has explored a new communication, PowerSchool Unified Classroom Learning Management System. This system will allow parents and students easy access to attendance, schedules, and academic records.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Amity Regional High School (ARHS), Amity Middle School Orange (AMSO), and Amity Middle School Bethany (AMSB), engage in numerous initiatives designed to reduce ethnic, economic, and racial isolation. For example, the district encourages the Open Choice Program with a total of thirteen students participating in 2016-2017.

Both middle schools and the high school sponsored a variety of activities designed to reduce racial, ethnic and economic isolation. Middle school students participated in the Anti-Defamation League program entitled The World of Difference Institute. Students explored topics inherent in diversity, such as recognizing stereotypes, accepting differences and prejudice reduction and met face-to-face with those students different from themselves. The ACES Inter-district LUCID Grant, Literacy Uniting Children in Diversity, paired students from diverse backgrounds as partners sharing their stories and learning about one another. Amity Middle School students from Bethany were partnered with students from Breakthrough Middle School in Hartford. Students participated in Narrative 4 story sharing, building empathy and understanding. The Milford Rape Crisis Center provided students from both middle schools and the high school with training focused on bullying, harassment, and diversity. Male students of color at both middle schools and the high school participated in the Dream Now! Conference sponsored by My Brother's Keeper. The conference culminated with a luncheon at the ARHS with Darren Haynes, ESPN Sports Anchor. All students participated in programs related to character education.

During the 2016-17 school year, 245 seniors spent a portion of the spring semester participating in the ARHS Senior Service Learning Program. This program provided structured support in career skill development focused on diversity in the workplace. During the 2016-2017 academic year, Amity students volunteered at numerous shelters and service agencies. Both middle schools and ARHS sponsor a variety of clubs and activities designed to reduce racial, ethnic, and economic isolation. There are a variety of clubs including the Israeli-American Club, Muslim-American Club, Asian Club, Chinese Club, Black Students Organization, PLAHD, Unified Theatre, and Unified Sports.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 05

### **Equitable Allocation of Resources among District Schools**

The Amity Board of Education is committed to seeing that the entire district receives comparable resources from the budget through a fiscally responsible process. Each year the building principals, department coordinators and central office administrators work together to develop a budget that fairly and accurately reflect their needs. Issues such as enrollment, teacher-student ratio, district and school-based improvement plans. Improved student performance on state-mandated tests, curriculum initiatives, health and safety needs and future capital plans drive the budget. Building principals present their requests to the Superintendent who works closely with them to prioritize in conformity with district and school goals. The Superintendent develops a proposed budget through his process. This budget is presented to the Amity Finance Committee. This Committee reviews the Superintendent's request and suggests alterations. The Superintendent and administrative team review the suggested alterations and reallocate resources in an equitable manner. The Superintendent next presents the proposed budget to the full Board. A Public Hearing is held prior to Board adoption.