

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



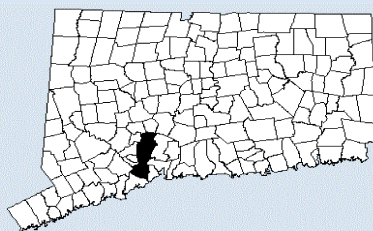
Regional School District 05

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

District Information

Grade Range	7-12
Number of Schools/Programs	4
Enrollment	2,216
Per Pupil Expenditures ¹	\$18,696
Total Expenditures ¹	\$42,533,712

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,111	50.1	48.4
Male	1,105	49.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	311	14.0	5.1
Black or African American	72	3.2	12.8
Hispanic or Latino	24	1.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	84	3.8	3.3
White	1,715	77.4	53.6
English Learners	11	0.5	7.2
Eligible for Free or Reduced-Price Meals	112	5.1	36.7
Students with Disabilities ¹	269	12.1	14.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	74	6.7	19	1.7
Male	51	4.6	62	5.6
Black or African American	6	8.2	7	9.5
Hispanic or Latino	*	*	*	*
White	98	5.8	60	3.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	33	14.2	21	8.6
Students with Disabilities	34	13.1	27	9.7
District	125	5.7	81	3.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 130

Number of school-based arrests: 19

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	168.5
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	26.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	18.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	118.0

¹In 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	4	1.7	1.1
Black or African American	4	1.7	3.7
Hispanic or Latino	6	2.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	223	94.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino	*	*	0	0.0
White	138	49.1	224	78.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	34.1	30	78.9
Students with Disabilities	11	30.6	18	48.6
District	184	50.8	293	79.6
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	9	25.7
Emotional Disturbance	23	82.1
Intellectual Disability	*	*
Learning Disability	84	89.4
Other Health Impairment	58	86.6
Other Disabilities	*	*
Speech/Language Impairment	25	78.1
District	202	71.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	35	1.6	1.8
Emotional Disturbance	28	1.2	1.1
Intellectual Disability	11	0.5	0.5
Learning Disability	94	4.2	5.2
Other Health Impairment	67	3.0	3.1
Other Disabilities	16	0.7	1.1
Speech/Language Impairment	32	1.4	1.8
All Disabilities	283	12.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	14	4.9	8.3
Private Schools or Other Settings	17	6.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,735,141	9,336	9,847
Instructional Supplies and Equipment	449,743	202	287
Improvement of Instruction and Educational Media Services	1,083,806	488	589
Student Support Services	2,789,651	1,256	1,120
Administration and Support Services	6,021,176	2,711	1,905
Plant Operation and Maintenance	4,379,748	1,972	1,648
Transportation	2,758,556	1,105	904
Costs of Students Tuitioned Out	3,235,655	N/A	N/A
Other	1,080,236	486	208
Total	42,533,712	18,696	16,535

Additional Expenditures

Land, Buildings, and Debt Service	4,709,213	2,120	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,866,129	32.3	33.8
Noncertified Personnel	727,102	8.2	14.5
Purchased Services	332,174	3.7	5.5
Tuition to Other Schools	3,109,609	35.1	23.4
Special Ed. Transportation	889,738	10.0	8.7
Other Expenditures	941,970	10.6	14.1
Total Expenditures	8,866,722	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.6	90.7
State	7.0	7.7
Federal	1.2	1.3
Tuition & Other	0.3	0.3

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	147	89.5	147	94.0
Black or African American	32	62.4	32	56.4
Hispanic or Latino	21	75.3	21	71.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	39	80.5	39	74.2
White	817	77.6	815	72.9
English Learners	28	70.0	28	78.5
Non-English Learners	1030	79.1	1028	75.3
Eligible for Free or Reduced-Price Meals	116	70.8	116	67.6
Not Eligible for Free or Reduced-Price Meals	942	79.9	940	76.3
Students with Disabilities	109	55.8	109	48.6
Students without Disabilities	949	81.5	947	78.5
High Needs	218	65.8	218	61.5
Non-High Needs	840	82.3	838	79.0
District	1058	78.9	1056	75.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	92.3	91.5	722	92.0
Curl Up	N/A	N/A	97.6	98.0	722	97.8
Push Up	N/A	N/A	88.7	95.0	722	91.7
Mile Run/PACER	N/A	N/A	87.6	74.3	722	81.3
All Tests - District	N/A	N/A	76.8	70.3	722	73.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	24	91.7
Students with Disabilities	45	82.2
District	350	95.7
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	272	73.7
Male	97.0	240	66.5
Black or African American	95.7	9	39.1
Hispanic or Latino	*	*	*
White	97.0	386	68.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.5	39	49.4
Students with Disabilities	76.7	12	16.4
District	97.4	512	70.1
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	92.0	97.3
Male	79.7	97.0
Black or African American	*	*
Hispanic or Latino	*	*
White	84.8	97.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	96.0
Students with Disabilities	71.1	87.0
District	85.5	97.1
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.9	75	50.0	50	100.0	67.6
	High Needs Students	65.8	75	43.9	50	87.8	57.5
Math Performance Index	All Students	75.4	75	50.0	50	100.0	62.7
	High Needs Students	61.5	75	41.0	50	82.0	52.0
ELA Academic Growth	All Students	74.7%	100%	74.7	100	74.7	60.7%
	High Needs Students	64.1%	100%	64.1	100	64.1	55.6%
Math Academic Growth	All Students	77.6%	100%	77.6	100	77.6	61.9%
	High Needs Students	64.8%	100%	64.8	100	64.8	55.4%
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.3	10.7%
	High Needs Students	12.3%	<=5%	35.4	50	70.8	16.6%
Preparation for CCR	% Taking Courses	65.3%	75%	43.6	50	87.1	74.8%
	% Passing Exams	70.1%	75%	46.8	50	93.5	44.8%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.7%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		93.9%	94%	99.9	100	99.9	81.8%
Postsecondary Entrance (Class of 2017)		85.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% 73.7%	75%	49.1	50	98.2	96.6% 50.1%
Arts Access		60.5%	60%	50.0	50	100.0	51.2%
Accountability Index				1089.5	1250	87.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.8	9.2	15.9	
Math Performance Index Gap	75.0	61.5	13.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	93.9%	0.1%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	97.4
Math	All Students	98.3
	High Needs Students	97.4
Science	All Students	98.3
	High Needs Students	96.3

³Minimum 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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 2017-2018, 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 Next Generation Science Standards assessment was administered for the first time in Grade 8 and in Grade 11. Results will only indicate participation rates for the 2017-18 Science assessment.

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 and the Next Generation Science 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 2017-2018 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 final plan incorporates all aspects required by the new State legislation and was approved by the Board of Education for implementation in the 2018-19 school year. 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, District Wellness Committee, and District Technology 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, conferences, and Parent University to address specific topics. Parents of students with special needs are invited to participate in PPT's, 504 meetings, or Student Study Team meetings. The district has implemented PowerSchool Unified Classroom Learning Management System. This system allows parents and students easy access to attendance, schedules, and academic record

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 fourteen students participating in 2017-2018. The Milford Rape Crisis Center provided all schools with training focused on bullying, sexual harassment, and diversity. Raising Resilient, Emotionally Healthy Students: Understanding the Simple Brain Science featured Dr. Donna Volpitta, Center for Resilient Leadership. Twenty-two students from both Amity Middle Schools attended the Discover, Lead! Leadership Conference for Young Men and Women of Color in Middle School sponsored by the Connecticut Association of Schools at Sage Park Middle School. Students participated in workshops and exercises to promote students' leadership skills led by Omari Pearson, a former professional basketball player who works to inspire and empower students. Chris Williams, an African American motivational speaker, addressed all students at AMSB. Mr. Williams challenged students to "Harness Greatness" and to raise their performance by taking simple steps: staying positive, smiling, saying thank you, and helping others. Funding was made through a grant from the Alliance for Prevention and Wellness in Ansonia. AMSB held an annual Awareness Week organized by the Student Council with a theme was "Diversity: Strength in Numbers. Presenters from the National Conference for Community and Justice provided teachers with training focused on how racism impacts our lives and the lives of students. Approximately 200 seniors participated during the spring in the ARHS Senior Service Learning Program and 12 in the Senior Interest Project. Both programs provided structured support in career skill development focused on diversity in the workplace. 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.

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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.