

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



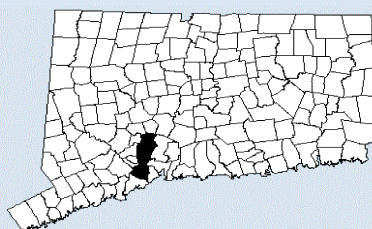
Regional School District 05

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

District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	2,328
Per Pupil Expenditures ¹	\$16,663
Total Expenditures ¹	\$40,042,287

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,139	48.9	48.3
Male	1,189	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	274	11.8	4.7
Black or African American	71	3.0	12.9
Hispanic or Latino	111	4.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	34	1.5	2.5
White	1,829	78.6	57.2
English Language Learners	17	0.7	6.3
Eligible for Free or Reduced-Price Meals	103	4.4	37.6
Students with Disabilities ¹	256	11.0	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	124	10.8	16	1.3
Male	126	10.7	37	3.1
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	217	11.6	44	2.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	25.2	10	8.1
Students with Disabilities	47	18.4	18	6.5
District	250	10.8	53	2.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1

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	175.2
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	17.5
Paraprofessional Instructional Assistants	22.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	13.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	4.2
Counselors, Social Workers and School Psychologists	18.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	119.0

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	1.0
Black or African American	3	1.2	3.5
Hispanic or Latino	6	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	229	94.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino	*	*	18	72.0
White	113	34.3	260	76.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	9	23.1	18	43.9
District	144	36.5	322	76.1
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	19	43.2
Emotional Disturbance	15	75.0
Intellectual Disability	*	*
Learning Disability	77	89.5
Other Health Impairment	56	91.8
Other Disabilities	*	*
Speech/Language Impairment	22	66.7
District	195	72.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	1.9	1.5
Emotional Disturbance	20	0.9	1.0
Intellectual Disability	11	0.5	0.5
Learning Disability	86	3.7	4.4
Other Health Impairment	61	2.6	2.6
Other Disabilities	15	0.6	1.0
Speech/Language Impairment	33	1.4	1.9
All Disabilities	270	11.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	5.2	8.1
Private Schools or Other Settings	26	9.6	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,875,716	8,454	9,134
Instructional Supplies and Equipment	700,890	298	334
Improvement of Instruction and Educational Media Services	1,200,542	511	498
Student Support Services	2,594,273	1,103	1,001
Administration and Support Services	5,579,648	2,373	1,694
Plant Operation and Maintenance	3,895,690	1,657	1,572
Transportation	2,401,201	866	813
Costs of Students Tuitioned Out	2,794,796	N/A	N/A
Other	999,531	425	186
Total	40,042,287	16,663	15,289

Additional Expenditures

Land, Buildings, and Debt Service	4,978,406	2,118	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,516,196	34.2	35.1
Noncertified Personnel	620,359	8.4	14.2
Purchased Services	248,443	3.4	5.2
Tuition to Other Schools	2,622,223	35.7	22.0
Special Ed. Transportation	534,757	7.3	8.6
Other Expenditures	810,813	11.0	14.9
Total Expenditures	7,352,791	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.9	89.9
State	7.6	8.4
Federal	1.2	1.3
Tuition & Other	0.4	0.4

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	127	84.0	127	83.1	85	74.9
Black or African American	32	61.0	32	50.5	28	52.9
Hispanic or Latino	53	67.7	53	61.9	35	64.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	20	82.1	20	75.8	15	*
White	868	71.7	870	65.0	585	68.1
English Language Learners	18	*	18	*	10	*
Non-English Language Learners	1086	73.1	1088	66.7	740	68.4
Eligible for Free or Reduced-Price Meals	58	56.1	58	50.7	37	58.2
Not Eligible for Free or Reduced-Price Meals	1046	73.6	1048	67.4	713	68.7
Students with Disabilities	134	51.0	134	44.2	101	52.1
Students without Disabilities	970	75.7	972	69.7	649	70.7
High Needs	193	53.2	193	48.6	137	54.5
Non-High Needs	911	76.8	913	70.4	613	71.3
District	1104	72.7	1106	66.6	750	68.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	93.3	94.6	723	93.9
Curl Up	N/A	N/A	98.7	90.4	723	94.9
Push Up	N/A	N/A	88.1	92.5	723	90.2
Mile Run/PACER	N/A	N/A	89.7	78.5	723	84.5
All Tests - District	N/A	N/A	78.4	69.0	723	74.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	21	95.2	.		.
Students with Disabilities	57	80.7	82.0	No	83.3
District	420	96.2	92.8	Yes	92.9
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.5	246	61.3
Male	82.5	257	61.8
Black or African American	71.4	7	33.3
Hispanic or Latino	85.3	18	52.9
White	84.1	414	61.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	71.0	10	32.3
Students with Disabilities	37.9	*	*
District	84.5	503	61.6
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.9	95.8
Male	81.9	92.9
Black or African American	*	*
Hispanic or Latino	*	*
White	87.4	94.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.0	*
Students with Disabilities	75.4	84.2
District	86.5	94.3
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.7	75	96.9	100	96.9	67.9
	High Needs Students	53.2	75	70.9	100	70.9	56.7
Math Performance Index	All Students	66.6	75	88.8	100	88.8	59.3
	High Needs Students	48.6	75	64.8	100	64.8	47.8
Science Performance Index	All Students	68.2	75	90.9	100	90.9	56.5
	High Needs Students	54.5	75	72.7	100	72.7	45.9
Chronic Absenteeism	All Students	10.8%	<=5%	38.5	50	77.0	10.6%
	High Needs Students	18.5%	<=5%	22.9	50	45.8	17.3%
Preparation for CCR	% Taking Courses	57.0%	75%	38.0	50	76.1	66.1%
	% Passing Exams	61.6%	75%	41.0	50	82.1	37.3%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		94.2%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		86.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 74.0%	75%	49.3	50	98.7	87.6% 51.0%
Arts Access		24.8%	60%	20.6	50	41.3	45.7%
Accountability Index				1045.4	1250	83.6	

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?					Y
ELA Performance Index Gap	75.0	53.2	21.8	17.3	
Math Performance Index Gap	70.4	48.6	21.7	19.6	
Science Performance Index Gap	71.3	54.5	16.8	17.2	
Graduation Rate Gap	94.0%	94.2%	-0.2%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	94.8
	High Needs Students	92.5
Math	All Students	95.0
	High Needs Students	92.5
Science	All Students	98.7
	High Needs Students	94.5

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: 50.1

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

School improvement plans and activities continue to focus on improving student achievement. In 2014-2015, the Smarter Balanced Assessment (SBA) for reading and mathematics was administered to students in grades 7, 8, and 11. The Connecticut Mastery Test for Science continues to be administered annually in Grade 8 and the Connecticut Academic Performance Test (CAPT) in Grade 10. As a result of our strong academic program and the district emphasis on literacy across the curriculum our 2014 CMT Science scores in Grade 8 remained outstanding with 87.4% at or above goal and Grade 10 with 73% at or above goal.

Amity Regional High School (ARHS) received two esteemed recognitions for the 2014-15 school year. The Washington Post recognized ARHS 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 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 development, a review of curriculum objects 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. Finally, during the 2014-2015 academic year, a committee of teachers and administrators continued to examine the Connecticut State Guidelines to revise the new teacher and principal 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. Two active parent organizations include the Parent Teacher Student and Association and the Parent Teacher Organization. Parent representatives also serve on the District Steering Committee. ARHS administration, faculty, and staff 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 meeting, or Student Study Team meetings. Communication vehicles that keep parents aware of school news include Naviance, Moodle, Schoology, Edmodo, and the District website. PowerSchool allows parents to access attendance and academic records.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Amity Regional High School (ARHS) and Amity Middle School Orange (AMSO), and Amity Middle School Bethany (AMSB), engage in numerous initiatives designed to reduce ethnic, economic, and racial isolation. As examples, the district encourages the Open Choice Program with a total of fourteen students participating in 2014-2015.

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. All students participated in programs related to character education.

ARHS actively supports the Inter-District Cooperative International Program, The ACES Arts Magnet Program in New Haven, and hosts cultural experiences for students and faculty. Students and teachers from ARHS participated in the Greater New Haven Cooperative International Program with surrounding public schools. Students from diverse backgrounds from eight schools meet 16 times a year in both academic and extra-curricular activities with a focus on diversity awareness and cultural sensitivity. Students at ARHS participated in activities with Yale University PIER faculty and students. Each of these partnerships and collaborative programs provided Amity students the opportunity to interact with students from a wide range of racial, ethnic, and socio-economic backgrounds. During the 2014-15 school year, 263 seniors spent a portion of their spring semester participating in the ARHS Senior Internship Program. This program provided structured support in career skill development focused on diversity in the workplace. During the 2014-2015 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.

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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.