

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

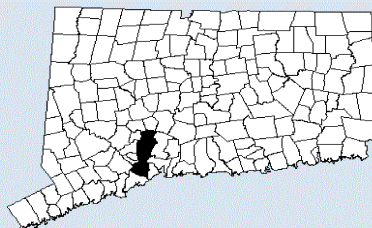


## Regional School District 05

203-397-4811 • www.amityregion5.org

### District Information

Grade Range	7-12
Number of Schools	3
Enrollment	2,372
Per Pupil Expenditures <sup>1</sup>	\$15,992
Total Expenditures <sup>1</sup>	\$38,493,794

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
 (2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,154	48.7	48.3
Male	1,218	51.3	51.6
American Indian	*	*	0.2
Asian	266	11.2	4.6
Black or African American	70	3.0	12.9
Hispanic or Latino	93	3.9	21.2
Pacific Islander	*	*	0.0
White	1,906	80.4	58.4
Two or More Races	28	1.2	2.3
English Language Learners	13	0.5	5.7
Eligible for Free or Reduced-Price Meals	108	4.6	37.3
Students with Disabilities <sup>1</sup>	256	10.8	12.8

<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	151	13.1	13	1.1
Male	113	9.3	67	5.5
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	7.5
White	221	11.6	64	3.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	10.9	8	6.6
Students with Disabilities	25	10.3	22	8.4
District	264	11.2	80	3.3
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 3**

<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 2013-14

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### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	164.7
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	23.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	11.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	17.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	118.2

<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 (%)
Asian	3	1.3	1.0
Black or African American	1	0.4	3.5
Hispanic	8	3.4	3.6
Native American	0	0	0.1
White	223	94.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.4
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	0
White	44	13.1	93	25.8
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	63	15.0	125	29.6
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	20	50.0
Emotional Disturbance	15	*
Intellectual Disability	*	*
Learning Disability	87	94.6
Other Health Impairment	55	90.2
Other Disabilities	*	*
Speech/Language Impairment	27	81.8
District	211	78.4
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

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

	District Count	District Rate (%)	State Rate (%)
Autism	40	1.7	1.4
Emotional Disturbance	19	0.8	1.0
Intellectual Disability	10	0.4	0.4
Learning Disability	92	3.8	4.2
Other Health Impairment	61	2.5	2.5
Other Disabilities	14	0.6	1.0
Speech/Language Impairment	33	1.4	1.9
All Disabilities	269	11.2	12.4

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,498,262	8,304	8,769
Instructional Supplies and Equipment	487,964	208	275
Improvement of Instruction and Educational Media Services	1,119,650	477	487
Student Support Services	2,456,588	1,046	965
Administration and Support Services	5,290,230	2,253	1,600
Plant Operation and Maintenance	3,865,933	1,646	1,472
Transportation	2,365,461	836	786
Costs of Students Tuitioned Out	2,464,993	N/A	N/A
Other	944,713	402	178
Total	38,493,794	15,992	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	5,340,560	2,275	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,570,028	36.4	35.6
Noncertified Personnel	585,972	8.3	14.5
Purchased Services	383,352	5.4	5.0
Tuition to Other Schools	2,276,574	32.3	21.4
Special Ed. Transportation	553,352	7.8	8.5
Other Expenditures	682,048	9.7	14.9
Total Expenditures	7,051,326	100.0	100.0
PK-12 Expenditures Used for Special Education		18.3	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	91.6	91.2
State	7.2	7.4
Federal	1.2	1.3
Tuition & Other	0.0	0.0

<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 2013-14

## Regional School District 05

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	87.4	87.4	91.6	.	.	.	.	.	
Hispanic or Latino	93.3	92.9	.	93.4	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	81.3	80.7	.	.	.	.	
Students with Disabilities	67.8	71.3	74.9	70.1	.	.	.	.	
High Needs	69.3	73.2	78.0	73.8	.	.	.	.	
District	93.1	93.8	94.3	94.2	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	89.9	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	72.3	70.7	67.1	69.2	.	.	.	.	
High Needs	71.4	74.4	69.9	70.5	.	.	.	.	
District	88.3	92.3	91.1	91.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	91.3	88.0	725	89.7
Curl Up	N/A	N/A	94.4	77.4	725	85.8
Push Up	N/A	N/A	86.8	94.6	725	90.8
Mile Run/PACER	N/A	N/A	89.1	81.0	725	85.0
All Tests - District	N/A	N/A	75.9	59.5	725	67.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	44	86.4	80.7	Yes	82.0
District	396	96	92.6	Yes	92.8
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	92.8	277	69.1
Male	83.0	250	56.6
Black or African American	72.7	6	27.3
Hispanic or Latino	86.2	17	58.6
White	87.4	428	61.4
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	77.8	11	30.6
Students with Disabilities	51.9	*	*
District	87.7	527	62.5
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.2	97.3
Male	85.9	89.5
Black or African American	*	*
Hispanic or Latino	*	*
White	88.7	92.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	78.6	80.0
District	88.0	93.5
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Regional School District 05

### Narratives

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

School improvement plans and activities continue to focus on improving student achievement. In 2013-14, the Smarter Balanced Assessment Consortium (SBAC) replaced the Connecticut Mastery Test (CMT) in reading and mathematics. However, the CMT 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 2013 CMT Science scores in Grade 8 remained outstanding with 85.3% at or above goal and Grade 10 with 76.8% at or above goal.

In the spring of 2014, Amity Regional High School (ARHS) was ranked #15 in Connecticut by the Washington Post. US News 2014 Annual Rankings of American's public high schools, ranked Amity #23 out of 208 other high schools in Connecticut and #712 nationally. Governor Malloy recognized ARHS as one of nine high schools as a Connecticut School of Distinction.

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 research-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 curricular 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 and offer multiple and rigorous opportunities for students to interact with content material. Finally, during the 2013-14 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 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 meetings, 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), Amity Middle School Orange, and Amity Middle School Bethany, 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 sixteen students participating in 2013-2014.

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 "A World of Difference." 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 participate 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 were permitted to take classes at Yale University, Southern Connecticut State University, and Gateway Community College. Each of these partnership 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 2013-14 school year, 193 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 2013-14 academic year, Amity students volunteered at numerous shelters and service agencies. The Anti-Defamation League provided workshops for all students. ARHS sponsors clubs and activities designed to reduce racial, ethnic, and economic isolation. Clubs include Israeli-American Club, Muslim-American Club, Asian Club, Chinese Club, Black Students Organization, and PLAHD.

# District Profile and Performance Report for School Year 2013-14

## 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 this process. This budget is presented to the Amity Finance Committee. This Committee reviews the Superintendent's request and suggests alternations. 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.