

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



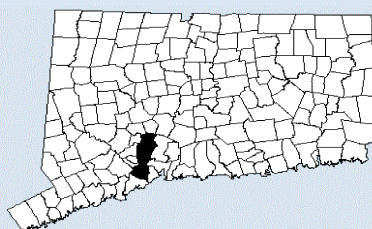
Regional School District 05

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

District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	2,270
Per Pupil Expenditures ¹	\$17,110
Total Expenditures ¹	\$40,346,441

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,113	49.0	48.3
Male	1,157	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	292	12.9	4.9
Black or African American	72	3.2	12.8
Hispanic or Latino	40	1.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	56	2.5	2.7
White	1,797	79.2	55.9
English Learners	11	0.5	6.4
Eligible for Free or Reduced-Price Meals	105	4.6	38.0
Students with Disabilities ¹	269	11.9	13.7

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	32	2.9	25	2.2
Male	29	2.5	53	4.6
Black or African American	*	*	13	17.3
Hispanic or Latino	*	*	*	*
White	50	2.8	59	3.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	5.5	11	8.9
Students with Disabilities	21	8.1	25	9.0
District	61	2.7	78	3.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 51

Number of school-based arrests: 12

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	165.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	24.0
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	11.4
Counselors, Social Workers and School Psychologists	19.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	60.0

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	3	1.3	1.0
Black or African American	3	1.3	3.5
Hispanic or Latino	6	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	227	95.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.4

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	*	*	*	*
White	109	38.1	252	75.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	28.6	11	*
Students with Disabilities	*	*	24	64.9
District	142	39.9	306	76.5
State		61.2		73.9

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	12	30.0
Emotional Disturbance	20	74.1
Intellectual Disability	*	*
Learning Disability	77	88.5
Other Health Impairment	51	85.0
Other Disabilities	*	*
Speech/Language Impairment	25	65.8
District	189	68.2
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	40	1.7
Emotional Disturbance	27	1.2
Intellectual Disability	9	0.4
Learning Disability	87	3.8
Other Health Impairment	60	2.6
Other Disabilities	16	0.7
Speech/Language Impairment	38	1.7
All Disabilities	277	12.1

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	20,024,117	8,695 9,387
Instructional Supplies and Equipment	574,618	250 318
Improvement of Instruction and Educational Media Services	1,163,350	505 541
Student Support Services	2,621,906	1,138 1,048
Administration and Support Services	5,577,849	2,422 1,790
Plant Operation and Maintenance	3,577,448	1,553 1,608
Transportation	2,665,739	999 845
Costs of Students Tuitioned Out	3,127,149	N/A N/A
Other	1,014,265	440 194
Total	40,346,441	17,110 15,762

Additional Expenditures

Land, Buildings, and Debt Service	4,800,163	2,084 1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,712,580	32.8
Noncertified Personnel	656,518	7.9
Purchased Services	313,723	3.8
Tuition to Other Schools	2,965,456	35.8
Special Ed. Transportation	799,361	9.7
Other Expenditures	834,658	10.1
Total Expenditures	8,282,296	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	90.9	89.8
State	7.6	8.5
Federal	1.3	1.4
Tuition & Other	0.2	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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	146	87.5	146	89.0	107	74.4
Black or African American	36	55.5	36	54.2	22	53.1
Hispanic or Latino	18	*	18	*	11	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	37	82.3	37	75.4	13	*
White	846	74.5	846	69.7	586	67.1
English Learners	9	*	9	*	8	*
Non-English Learners	1079	75.8	1079	71.8	736	67.7
Eligible for Free or Reduced-Price Meals	49	66.3	49	61.1	32	57.1
Not Eligible for Free or Reduced-Price Meals	1039	76.2	1039	72.3	712	68.1
Students with Disabilities	145	50.8	145	45.0	104	49.3
Students without Disabilities	943	79.6	943	75.9	640	70.6
High Needs	191	55.8	191	50.4	136	52.5
Non-High Needs	897	80.0	897	76.3	608	71.0
District	1088	75.7	1088	71.8	744	67.6

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			
Grade 4			
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	90.4	95.1	710	92.7
Curl Up	N/A	N/A	95.3	83.8	710	89.7
Push Up	N/A	N/A	87.1	95.7	710	91.3
Mile Run/PACER	N/A	N/A	87.1	86.1	710	86.6
All Tests - District	N/A	N/A	78.6	68.4	710	73.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	25	100.0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	28	92.9	.		.
Students with Disabilities	41	82.9	83.3	No	84.6
District	417	96.4	92.9	Yes	93.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.7	231	65.6
Male	96.8	265	65.6
Black or African American	100.0	9	36.0
Hispanic or Latino	*	6	*
White	97.1	399	64.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	18	50.0
Students with Disabilities	69.0	*	*
District	97.2	496	65.6
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.8	98.2
Male	84.4	93.3
Black or African American	*	*
Hispanic or Latino	77.3	*
White	86.2	95.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	88.0	*
Students with Disabilities	68.6	80.6
District	86.6	95.7
State	71.9	88.3

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 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	75.7	75	50.0	50	100.0	67.7
	High Needs Students	55.8	75	37.2	50	74.4	56.7
Math Performance Index	All Students	71.8	75	47.9	50	95.7	61.4
	High Needs Students	50.4	75	33.6	50	67.3	49.9
Science Performance Index	All Students	67.6	75	45.1	50	90.1	57.5
	High Needs Students	52.5	75	35.0	50	70.0	47.0
ELA Academic Growth	All Students	69.3%	100%	69.3	100	69.3	63.8%
	High Needs Students	56.0%	100%	56.0	100	56.0	58.3%
Math Academic Growth	All Students	74.0%	100%	74.0	100	74.0	65.0%
	High Needs Students	50.4%	100%	50.4	100	50.4	57.4%
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.1%	<=5%	45.9	50	91.8	15.6%
Preparation for CCR	% Taking Courses	59.3%	75%	39.5	50	79.0	67.6%
	% Passing Exams	65.6%	75%	43.7	50	87.5	40.7%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		93.3%	94%	99.3	100	99.3	78.6%
Postsecondary Entrance (Class of 2015)		86.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9% 73.7%	75%	49.1	50	98.2	89.2% 50.5%
Arts Access		54.4%	60%	45.3	50	90.6	47.5%
Accountability Index				1121.3	1350	83.1	

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	55.8	19.2	16.5	
Math Performance Index Gap	75.0	50.4	24.6	18.9	
Science Performance Index Gap	71.0	52.5	18.4	17.2	
Graduation Rate Gap	94.0%	93.3%	0.7%	15.3%	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	97.7
	High Needs Students	95.1
Math	All Students	97.7
	High Needs Students	95.1
Science	All Students	99.3
	High Needs Students	99.3

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: 51.4

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 2015-2016, 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 newly state adopted test for secondary students. The Connecticut Mastery Test for Science (CMT) continues to be administered annually in Grade 8 and the Connecticut Academic Performance Test (CAPT) in Grade 10. Our 2015 CMT Science scores in Grade 8 remained competitive with 79.3% at or above goal and CAPT Science scores in Grade 10 with 76.5% 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 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 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 2015-2016 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. Two active parent organizations include the Parent Teacher Student Association and the Parent Teacher Organization. Parent representatives also serve on the District Steering Committee. The entire Amity district including 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 and Listserv. 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 (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 sixteen students participating in 2015-2016.

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 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 Amity Middle School Orange 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 at Bloomfield High School. All students participated in programs related to character education. During the 2015-16 school year, 258 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 2015-2016 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.