

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

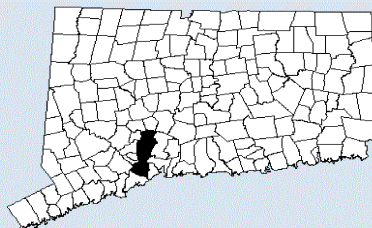


Regional School District 05

203-397-4811 • <http://www.amityregion5.org>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | 7-12 |
| Number of Schools/Programs | 4 |
| Enrollment | 2,186 |
| Per Pupil Expenditures ¹ | \$19,051 |
| Total Expenditures ¹ | \$42,787,961 |

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,090 | 49.9 | 48.4 |
| Male | 1,096 | 50.1 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 311 | 14.2 | 5.2 |
| Black or African American | 66 | 3.0 | 12.8 |
| Hispanic or Latino of any race | 29 | 1.3 | 25.8 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 95 | 4.3 | 3.6 |
| White | 1,676 | 76.7 | 52.4 |
| English Learners | 12 | 0.5 | 7.6 |
| Eligible for Free or Reduced-Price Meals | 227 | 10.4 | 42.1 |
| Students with Disabilities ³ | 283 | 12.9 | 15.4 |

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 67 | 6.2 | 24 | 2.2 |
| Male | 53 | 4.8 | 81 | 7.3 |
| Black or African American | 7 | 10.8 | 10 | 15.2 |
| Hispanic or Latino of any race | * | * | * | * |
| White | 101 | 6.1 | 84 | 5.0 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 33 | 12.2 | 31 | 11.2 |
| Students with Disabilities | 37 | 13.3 | 34 | 11.1 |
| District | 120 | 5.5 | 105 | 4.8 |
| State | | 10.4 | | 6.7 |

Number of students in 2017-18 qualified as truant under state statute: 120

Number of school-based arrests: 22

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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 | 170.7 |
| Paraprofessional Instructional Assistants | 1.0 |
| Special Education | |
| Teachers and Instructors | 14.5 |
| Paraprofessional Instructional Assistants | 27.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 5.0 |
| School Level | 11.2 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 3.0 |
| Instructional Specialists Who Support Teachers | 4.0 |
| Counselors, Social Workers and School Psychologists | 19.0 |
| School Nurses | 5.0 |
| Other Staff Providing Non-Instructional Services/Support | 117.3 |

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 | 3 | 1.3 | 3.8 |
| Hispanic or Latino of any race | 6 | 2.6 | 3.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 218 | 94.4 | 90.5 |

Classroom Teacher Attendance: 2017-18

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.7 | 10.0 |

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 | * | * | 6 | * |
| Hispanic or Latino of any race | 0 | * | * | * |
| White | 137 | 46.6 | 228 | 78.4 |
| English Learners | 0 | * | * | * |
| Eligible for Free or Reduced-Price Meals | 22 | 40.7 | 31 | 68.9 |
| Students with Disabilities | 12 | 29.3 | 31 | 66.0 |
| District | 182 | 48.7 | 295 | 79.5 |
| State | | 74.5 | | 85.2 |

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 | 15 | 39.5 |
| Emotional Disturbance | 22 | 78.6 |
| Intellectual Disability | * | * |
| Learning Disability | 92 | 87.6 |
| Other Health Impairment | 59 | 88.1 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 21 | 72.4 |
| District | 213 | 71.7 |
| State | | 67.6 |

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 38 | 1.7 | 1.9 |
| Emotional Disturbance | 28 | 1.3 | 1.1 |
| Intellectual Disability | 8 | 0.4 | 0.5 |
| Learning Disability | 105 | 4.7 | 5.5 |
| Other Health Impairment | 67 | 3.0 | 3.2 |
| Other Disabilities | 22 | 1.0 | 1.1 |
| Speech/Language Impairment | 29 | 1.3 | 1.8 |
| All Disabilities | 297 | 13.4 | 15.0 |

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 14 | 4.7 | 8.2 |
| Private Schools or Other Settings | 18 | 6.1 | 5.0 |

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

| | Total (\$) | Per Pupil | |
|--|--------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$23,894,767 | \$10,639 | \$10,545 |
| Support services - students | \$2,561,393 | \$1,166 | \$1,373 |
| Support services - instruction | \$1,075,959 | \$490 | \$644 |
| Support services - general administration | \$3,327,994 | \$1,515 | \$462 |
| Support services - school based administration | \$3,160,063 | \$1,438 | \$1,007 |
| Central and other support services | . | . | \$671 |
| Operation and maintenance of plant | \$4,981,029 | \$2,267 | \$1,629 |
| Student transportation services | \$2,669,138 | \$1,391 | \$1,231 |
| Food services | . | . | \$13 |
| Enterprise operations | \$1,117,618 | \$509 | \$157 |
| Minor school construction | . | . | \$65 |
| Total | \$42,787,961 | \$19,051 | \$17,153 |

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

| | District | | State |
|--|-------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$2,779,236 | 34.9 | 29.7 |
| Instructional Aide Salaries | . | . | 9.6 |
| Other Salaries | \$681,366 | 8.6 | 10.4 |
| Employee Benefits | \$769,862 | 9.7 | 13.0 |
| Purchased Services Other Than Transportation | \$343,585 | 4.3 | 5.5 |
| Special Education Tuition | \$2,587,650 | 32.5 | 22.6 |
| Supplies | \$23,516 | 0.3 | 0.6 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | \$763,266 | 9.6 | 8.0 |
| Equipment | \$4,907 | 0.1 | 0.2 |
| All Other Expenditures | \$1,483 | 0.0 | 0.1 |
| Total | \$7,954,870 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 18.6 | 24.4 |

Expenditures by Revenue Source:⁴

2017-18

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 92.1 |
| State | 6.4 |
| Federal | 1.2 |
| Tuition & Other | 0.3 |

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 | 151 | 85.8 | 152 | 92.6 | 103 | 86.3 |
| Black or African American | 31 | 60.7 | 31 | 54.0 | 24 | 56.5 |
| Hispanic or Latino of any race | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 38 | 74.3 | 38 | 69.1 | 21 | 72.6 |
| White | 798 | 75.9 | 797 | 73.2 | 538 | 74.6 |
| English Learners | 23 | 64.7 | 23 | 74.6 | 13 | * |
| Non-English Learners | 1,002 | 77.0 | 1,002 | 75.3 | 678 | 75.4 |
| Eligible for Free or Reduced-Price Meals | 138 | 67.1 | 138 | 65.5 | 93 | 66.2 |
| Not Eligible for Free or Reduced-Price Meals | 887 | 78.3 | 887 | 76.8 | 598 | 77.0 |
| Students with Disabilities | 120 | 50.8 | 120 | 46.2 | 73 | 49.4 |
| Students without Disabilities | 905 | 80.2 | 905 | 79.1 | 618 | 78.6 |
| High Needs | 239 | 61.7 | 239 | 59.9 | 157 | 62.1 |
| Non-High Needs | 786 | 81.3 | 786 | 79.9 | 534 | 79.5 |
| District | 1,025 | 76.8 | 1,025 | 75.3 | 691 | 75.5 |

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 40 | 41 | 50 |
| National Public | 34 | 32 | 36 |
| MATH | | | |
| Connecticut | 45 | 39 | 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 performance on NAEP by student group, [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 | 91.7 | 87.5 | 729 | 89.6 |
| Curl Up | N/A | N/A | 95.0 | 86.6 | 729 | 90.8 |
| Push Up | N/A | N/A | 84.8 | 89.4 | 729 | 87.1 |
| Mile Run/PACER | N/A | N/A | 88.7 | 75.5 | 729 | 82.0 |
| All Tests - District | N/A | N/A | 75.7 | 63.8 | 729 | 69.7 |
| All Tests - State | 56.1 | 53.5 | 50.9 | 51.4 | | 52.9 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

| | 2017-18 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 12 | * |
| Hispanic or Latino of any race | N/A | N/A |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 37 | 97.3 |
| Students with Disabilities | 32 | 62.5 |
| District | 365 | 95.3 |
| State | | 88.3 |

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 2017-18 school year.

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

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 97.6 | 261 | 70.4 |
| Male | 97.3 | 241 | 64.4 |
| Black or African American | 100.0 | * | * |
| Hispanic or Latino of any race | * | * | * |
| White | 96.9 | 380 | 65.0 |
| English Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 98.0 | 49 | 49.5 |
| Students with Disabilities | 79.5 | 12 | 13.6 |
| District | 97.4 | 502 | 67.4 |
| State | 95.9 | | 42.6 |

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

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 percentage.

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 2018 | Class of 2017 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 90.0 | 98.0 |
| Male | 85.2 | 93.6 |
| Black or African American | * | * |
| Hispanic or Latino of any race | * | * |
| White | 88.1 | 96.6 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 76.7 | * |
| Students with Disabilities | 75.7 | 88.9 |
| District | 87.7 | 95.8 |
| State | 71.0 | 87.8 |

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.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|----------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 76.8 | 75 | 50.0 | 50 | 100.0 | 67.7 |
| | High Needs Students | 61.7 | 75 | 41.2 | 50 | 82.3 | 58.1 |
| Math Performance Index | All Students | 75.3 | 75 | 50.0 | 50 | 100.0 | 63.1 |
| | High Needs Students | 59.9 | 75 | 39.9 | 50 | 79.8 | 52.7 |
| Science Performance Index | All Students | 75.5 | 75 | 50.0 | 50 | 100.0 | 63.8 |
| | High Needs Students | 62.1 | 75 | 41.4 | 50 | 82.8 | 54.2 |
| ELA Academic Growth | All Students | 63.6% | 100% | 63.6 | 100 | 63.6 | 59.9% |
| | High Needs Students | 43.7% | 100% | 43.7 | 100 | 43.7 | 55.1% |
| Math Academic Growth | All Students | 75.3% | 100% | 75.3 | 100 | 75.3 | 62.5% |
| | High Needs Students | 56.0% | 100% | 56.0 | 100 | 56.0 | 55.2% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 60.0% |
| | Oral | . | 100% | . | . | . | 52.1% |
| Chronic Absenteeism | All Students | 5.5% | <=5% | 49.0 | 50 | 98.0 | 10.4% |
| | High Needs Students | 12.0% | <=5% | 36.1 | 50 | 72.2 | 16.1% |
| Preparation for CCR | % Taking Courses | 64.0% | 75% | 42.7 | 50 | 85.4 | 80.0% |
| | % Passing Exams | 67.4% | 75% | 44.9 | 50 | 89.8 | 42.6% |
| On-track to High School Graduation | | 97.8% | 94% | 50.0 | 50 | 100.0 | 88.0% |
| 4-year Graduation All Students (2018 Cohort) | | 95.3% | 94% | 100.0 | 100 | 100.0 | 88.3% |
| 6-year Graduation - High Needs Students (2016 Cohort) | | 86.1% | 94% | 91.6 | 100 | 91.6 | 83.3% |
| Postsecondary Entrance (Class of 2018) | | 87.7% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 103.7% 69.7% | 75% | 46.5 | 50 | 92.9 | 96.4% 52.9% |
| Arts Access | | 59.1% | 60% | 49.3 | 50 | 98.6 | 51.9% |
| Accountability Index | | | | 1121.1 | 1350 | 83.0 | |

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

| 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 | 61.7 | 13.3 | 15.4 | |
| Math Performance Index Gap | 75.0 | 59.9 | 15.1 | 17.6 | |
| Science Performance Index Gap | 75.0 | 62.1 | 12.9 | 16.1 | |
| Graduation Rate Gap | 94.0% | 86.1% | 7.9% | 11.1% | 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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

| Subject/Student Group | | Participation Rate (%) ³ |
|-----------------------|---------------------|-------------------------------------|
| ELA | All Students | 98.3 |
| | High Needs Students | 95.7 |
| Math | All Students | 98.3 |
| | High Needs Students | 95.7 |
| Science | All Students | 99.0 |
| | High Needs Students | 97.0 |

³Minimum participation standard is 95%.

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

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Amity Regional School District No. 5 school improvement plans continue to focus on improving student achievement. In 2018-2019, the Smarter Balanced Assessment for reading and mathematics was administered to students in grades 7 and 8. The SAT was administered to all students in grade 11. The Next Generation Science Standards (NGSS) assessment was administered in Grades 8 and 11. Based on a combination of all state standardized test results in 2018-19, Amity Regional High School (ARHS) was recognized as a School of Distinction Category 1 for Overall High Performance. Amity Middle School Bethany (AMSB) was recognized as a School of Distinction Category 2 for Math Academic Growth All Students. Amity Regional High School has also 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. The College Board recognized ARHS as an Advanced Placement District Honor Roll School. The faculty and administration have engaged in a focused ongoing curriculum review and revision process. Teachers review and revise curriculum in Professional Learning Communities, Curriculum Articulation meetings, and during summer curriculum writing. The curriculum in all core and elective courses have been realigned to the Connecticut Core Standards and NGSS. Amity has committed to ensuring that 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 and administration have made a concerted effort to ensure that all students are provided with rigorous and challenging academic experiences. These efforts include a 1:1 device initiative in grade seven, 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 2018-2019 academic year, members of the Professional Development and Educator Committee supported introducing and implementation of the revised Teacher Educator Evaluation Plan. The district is committed to ensuring the extension of student learning from school into the home. Each school has active Parent Teacher Student Organizations. Parent representatives serve on the District Steering Committee, District Wellness Committee, and District Technology Committee. The entire Amity District works diligently to ensure that parents are provided ongoing communications. A number of programs are available to parents including parent orientations, and conferences to address specific topics. Parents of students with special needs are invited to participate in Parent and Placement Team meetings, 504 meetings, or Student Study Team meetings. The PowerSchool Unified Classroom Learning Management System allows parents and students easy access to attendance, schedules, and academic records.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Amity District engages in numerous initiatives designed to reduce ethnic, economic, and racial isolation. For example, the district encourages the Open Choice Program with a total of eighteen students participating in 2018-19. The Milford Rape Crisis Center provided all schools with training focused on bullying, sexual harassment, and diversity. The 10th annual Amity Middle School Awareness Week, sponsored by the student council and Woodbridge Youth Services, was held in the spring. The theme was "Diversity: Embrace it, Feel it, Celebrate it." Seventh Grade Awareness of Global & Local Issues Projects featured AMSB seventh graders who presented their Global Issues Projects. Step-Up Assembly programs were presented by the Anti-Defamation League (ADL). Additionally, Becoming an Ally training was provided by ADL. An Ally Summit was provided at the high school for trained Allies across the district. The ARHS Department Chairs, along with the Middle School Content Leaders for ELA and Social Studies reviewed curriculum related to teaching the Holocaust and genocide with the ADL consultants. Students at AMSB, AMSO, and ARHS have been working to paint symbols of peace, harmony, and unity. Throughout Amity Region 5 schools, The Peace Project will be installed in outdoor areas. The Peace Project showcases that the Amity community strives to live in a community of support and peace. Approximately 280 seniors participated during the spring in the ARHS Senior Service Learning Program and 8 students in the Senior Interest Project. These programs provide 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. These clubs include but are not limited to, the Israeli-American Club, Muslim-American Club, Asian Club, Chinese Club, Black Students Organization, PLAHD, Unified Theatre, and Unified Sports. All schools have developed Advisory Programs to support students in their social-emotional health. The School Climate Committees review climate data to inform ways to improve overall school climate involving all stakeholders.

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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 building principals, department leaders, and central office administrators work together to develop a budget that fairly and accurately reflects their needs. Issues such as enrollment, teacher-student ratio, district and school-based improvement plans, improved student performance, curriculum initiatives, health and safety needs, and future capital plans drive the budget. The Superintendent and the administrative team work closely to prioritize requests in conformity with district and school goals. The Superintendent develops a proposed budget that is presented to the Amity Finance Committee (AFC). The AFC consists of committee members from the three communities served by the Amity District. The members review the Superintendent's request and suggest alterations. The Superintendent and administrative team review the suggested alterations and reallocate resources in an equitable manner. The Superintendent presents the proposed budget to the full Board. A Public Hearing is held prior to Board adoption.