Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

Regional School District 05

Dr. Jennifer Byars, Superintendent • 203-397-4811 • http://www.amityregion5.org

District Information

Grade Range	**7-12**
Number of Schools/Programs	**4**
Enrollment	**2,185**
Per Pupil Expenditures[1]	**$19,439**
Total Expenditures[1]	**$43,233,447**

[1] *Expenditure data reflect the 2018-19 school year.*
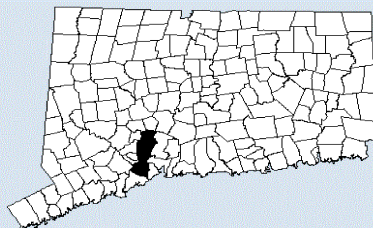
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,075	49.2	48.4
Male	1,110	50.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	325	14.9	5.2
Black or African American	73	3.3	12.7
Hispanic or Latino of any race	64	2.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	90	4.1	3.8
White	1,627	74.5	51.1
English Learners	15	0.7	8.3
Eligible for Free or Reduced-Price Meals	208	9.5	43.3
Students with Disabilities[3]	287	13.1	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	91	8.4	7	0.6
Male	69	6.2	38	3.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	121	7.4	36	2.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	39	13.5	9	3.1
Students with Disabilities	47	16.8	14	4.6
District	160	7.3	45	2.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 117

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	171.9
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	18.5
Paraprofessional Instructional Assistants	25.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.4
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	18.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	128.9

[1] 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.7	1.2
Black or African American	4	1.7	4.0
Hispanic or Latino of any race	6	2.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	221	94.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	*	*	*	*
White	142	52.0	223	73.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	25	55.6	34	58.6
Students with Disabilities	18	36.0	27	48.2
District	213	57.7	286	74.1
State		75.8		84.8

[2] College-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 Peers[3]

	Count	Rate (%)
Autism	21	53.8
Emotional Disturbance	20	83.3
Intellectual Disability	*	*
Learning Disability	90	87.4
Other Health Impairment	67	90.5
Other Disabilities	*	*
Speech/Language Impairment	23	79.3
District	228	76.0
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	39	1.8	2.0
Emotional Disturbance	24	1.1	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	103	4.7	5.7
Other Health Impairment	74	3.3	3.3
Other Disabilities	24	1.1	1.1
Speech/Language Impairment	29	1.3	1.8
All Disabilities	300	13.6	15.6

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	4.3	8.2
Private Schools or Other Settings	16	5.3	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$23,720,791	$10,666	$10,923
Support services - students	$3,797,730	$1,753	$1,277
Support services - instruction	$1,845,030	$851	$682
Support services - general administration	$2,449,155	$1,130	$467
Support services - school based administration	$3,330,388	$1,537	$1,021
Central and other support services	.	.	$679
Operation and maintenance of plant	$4,068,549	$1,878	$1,718
Student transportation services	$2,937,407	$1,513	$1,288
Food services	.	.	$12
Enterprise operations	$1,084,396	$500	$163
Minor school construction	.	.	$59
Total	$43,233,447	$19,439	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$3,020,752	34.6	28.5
Instructional Aide Salaries	$645,733	7.4	10.1
Other Salaries	.	.	11.1
Employee Benefits	$809,021	9.3	13.0
Purchased Services Other Than Transportation	$366,805	4.2	5.7
Special Education Tuition	$2,865,200	32.8	22.5
Supplies	$23,898	0.3	0.6
Property Services	$4,500	0.1	0.3
Purchased Services For Transportation	$974,506	11.2	8.0
Equipment	$17,750	0.2	0.2
All Other Expenditures	$1,615	0.0	0.1
Total	$8,729,781	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.2	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	92.3
State	6.3
Federal	1.1
Tuition & Other	0.3

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 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 Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52	88.5
Students with Disabilities	46	78.3
District	358	96.4
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	94.4	96.3
Male	84.8	95.2
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	90.0	95.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80.9	93.9
Students with Disabilities	75.7	82.1
District	89.7	95.8
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.3%	<=5%	12.2%
	High Needs Students	13.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	66.1%	75%	80.4%
On-track to High School Graduation		98.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		89.6%	75%	71.5%
Arts Access		58.7%	60%	51.8%

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]
Graduation Rate Gap	94.0%	92.2%	1.8%	10.9%	N

[1] If 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

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. The 2019-20 academic year created new and unprecedented challenges for teachers, students, and families. Due to the Covid-19 pandemic rise in positive cases during March 2020, the Connecticut State Department of Education suspended the Smarter Balanced Assessment for reading and mathematics for students in grades 7 and 8, the SAT for students in grade 11, and the Next Generation Science Standards (NGSS) assessment for students in Grades 8 and 11. Amity took immediate action to facilitate remote distance learning for all students in grades 7-12. Distance learning continued from mid-March through June 10, 2020. School districts closed and home became school for students across the United States. Amity continued the 1:1 initiative in grades 7 and 8. The 1:1 initiative rollout plan for implementation at the high school is scheduled for the 2020-21school year. During distance learning in spring 2020, high school students and teachers were able to sign-out a device from the school if necessary. The district also provided mini-technology professional learning opportunities for teachers and administrators. These opportunities included, but were not limited to Zoom, Tech Tools for Projects, and Digital Assessments. Teachers were provided training to facilitate the use of engaging and interactive Apps for distance learning. Students participated in a blend of synchronous and asynchronous learning opportunities.

The faculty and administration continue to engage in a focused ongoing curriculum review and revision process. Teachers review and revise curriculum as part of Professional Learning Communities, curriculum articulation meetings, and during summer curriculum writing. Amity has committed to ensuring that teachers use researched-based best practices in literacy to support content objectives across the curriculum. The use of online curriculum mapping software is aligned to the Understanding by Design Curriculum Model philosophy. Several training sessions in Understanding by Design were presented to all faculty by a national consultant. The faculty and administration have made a concerted effort to ensure that all students are provided with engaging, rigorous, and challenging academic experiences.

During the 2019-20 academic year, members of the Professional Development and Educator Committee continued to meet and revise the Amity Administrator Evaluation Model. The district is committed to ensuring the extension of student learning from school into the home. Each school has active Parent Teacher Student Organizations. The entire Amity District works diligently to ensure that parents receive 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 eighteen students participating in 2019-2020. The Milford Rape Crisis Center provided all schools with training focused on bullying, sexual harassment, and diversity. Seventh Grade Awareness of Global & Local Issues Projects featured Amity Middle School Bethany seventh graders who presented their Global Issues Projects. Both middle schools in Bethany and Orange participated in the Sandy Hook Promise initiative. Students participated in an assembly Start with a Hello followed by workshops. The Anti-Defamation League (ADL) presented Step-Up Assembly programs. Becoming an Ally training was also provided by ADL. An Ally Summit was provided at the high school for trained Allies across the district. Amity students volunteered at numerous shelters and service agencies. Unfortunately, due to the pandemic in spring 2020 several other efforts to reduce racial, ethnic, and economic isolation were unable to be facilitated. Both middle schools and Amity Regional High School 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.

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 reflect 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 suggests 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.