

**STRATEGIC SCHOOL PROFILE 2007-08****Regional School District 5**

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Location: 25 Newton Road  
Woodbridge,  
Connecticut

Website: [www.amityregion5.org](http://www.amityregion5.org)

This regional school district serves Bethany, Orange, Woodbridge

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven

Per Capita Income in 2000: \$39,679

Town Population in 2000: 27,256

Percent of Adults without a High School Diploma in 2000\*: 7.0%

1990-2000 Population Growth: 7.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.4%

Number of Public Schools: 3

District Enrollment as % of Estimated. Student Population: 84.5%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 2,467

5-Year Enrollment Change 2.2%

**DISTRICT GRADE RANGE**

Grade Range 7-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	46	1.9	5.3	28.7
K-12 Students Who Are Not Fluent in English	15	0.6	2.2	5.4
Students Identified as Gifted and/or Talented*	177	7.2	6.2	4.0
PK-12 Students Receiving Special Education Services in District	240	9.7	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	107	13.4	15.5	20.2

\*3.4% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	208	8.4
Black	57	2.3
Hispanic	71	2.9
White	2,127	86.2
Total Minority	340	13.8

**Percent of Minority Professional Staff:** 3.3%

**Open Choice:** 14 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 1.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 17.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Amity Regional School District # 5 continues to take an active stance regarding racial, ethnic and economic isolation within its schools by providing many opportunities for students and teachers to gain increased awareness of diversity, greater sensitivity to differences and personal experiences that connect cultures. As examples, the district encourages the Open Choice program, actively supports the Inter-District Cooperative International Program, has the second largest number of students attending the ACES Arts Magnet Program in New Haven and frequently hosts culturally enriching experiences for students and faculty. Amity students will participate for the second year in a science and equestrian program this summer with peers from the Bridgeport schools.

Students and teachers from Amity High School participate in the Greater New Haven Cooperative International Program with the public schools of Ansonia, Seymour, East Haven, and New Haven (Cooperative Arts and Humanities High School, High School in the Community, Career Regional High School, and Wilbur Cross High School.) Students from diverse backgrounds from eight schools meet face-to-face 16 times a year in both academic and extra curricular activities. The themes for school year 2007-2008 were Changes in a Global Environment and Music and Dance Around the World. A theme of Diversity Awareness and Cultural Sensitivity runs through each strand.

Students in our "Teen Teaching Program" at Amity High School tutor students from Vincent Mauro Elementary School in New Haven. Additionally, athletes participate in the SCC "Diversity Dream" program.

During the 2007-2008 school year, both middle schools and the high school sponsored activities designed to reduce racial, ethnic and economic isolation. 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. Students participated in programs related to character education.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	90.1	71.1	90.3
Writing	85.9	62.0	92.3
Mathematics	88.8	63.0	92.3
Grade 8 Reading	85.5	64.8	84.3
Writing	87.6	63.4	88.1
Mathematics	83.2	60.8	84.9
Science	78.5	58.6	76.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	73.1	45.5	86.2
Writing Across the Disciplines	87.8	57.9	93.8
Mathematics	73.6	50.1	80.0
Science	75.9	46.3	93.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	53.4	36.1	91.4

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.0	77.6	
Average Score	Mathematics	548	504	81.5
	Critical Reading	539	502	83.1
	Writing	547	503	90.0

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	96.3	92.6	50.0
Cumulative Four-Year Dropout Rate for Class of 2007	3.8	6.2	40.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	48.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.9	83.4
% Employed (Civilian Employment and in Armed Services)	3.4	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	173.05
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	17.40
Paraprofessional Instructional Assistants	20.00
Library/Media Specialists and Assistants	7.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.60
School Level	11.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	19.60
School Nurses	4.80
Other Staff Providing Non-Instructional Services and Support	118.15

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.3	13.6	13.6
% with Master's Degree or Above	73.1	82.7	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	19.3	21.2	20.5
High School	18.7	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,040	1,022	1,017
High School	1,021	977	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	1.8	2.7	2.7
High School	2.7	3.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	DRG	State
Instructional Staff and Services	\$17,748	\$7,074	\$7,517	\$6,939	\$7,159
Instructional Supplies and Equipment	\$579	\$231	\$337	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,124	\$448	\$380	\$491	\$429
Student Support Services	\$1,551	\$618	\$674	\$803	\$761
Administration and Support Services	\$4,697	\$1,872	\$1,722	\$1,217	\$1,271
Plant Operation and Maintenance	\$3,437	\$1,370	\$1,521	\$1,365	\$1,322
Transportation	\$1,918	\$705	\$728	\$537	\$601
Costs for Students Tuitioned Out	\$1,366	N/A	N/A	N/A	N/A
Other	\$901	\$359	\$310	\$159	\$145
<b>Total</b>	<b>\$33,319</b>	<b>\$13,036</b>	<b>\$13,655</b>	<b>\$11,984</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$14,370	\$5,728	\$2,722	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,492,949
Percent of Total PK-12 Expenditures Used for Special Education	16.5%

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	72.2	26.7	1.0	0.0
Excluding School Construction	92.9	5.6	1.5	0.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Amity Board of Education is committed to seeing that each school and service area in the district receives comparable resources from the budget. 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 in each facility and future capital plans drive the budget. The Superintendent convenes meetings with district leaders to ensure an understanding of the needs of the entire district and equitable distribution of resources. The Superintendent's Proposed Budget is presented to the Amity Finance Committee in January. This Committee scrutinizes 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 Superintendent's proposed budget to the full Board of Education in February. The Board Adopts its Budget in February. All three towns vote on the budget at referendum in May.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	265
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	31	1.2	0.9	0.7
Learning Disability	100	4.0	3.5	4.0
Intellectual Disability	9	0.4	0.3	0.5
Emotional Disturbance	21	0.8	0.6	1.0
Speech Impairment	34	1.4	2.2	2.4
Other Health Impairment*	56	2.2	2.2	2.1
Other Disabilities**	14	0.6	0.6	0.9
Total	265	10.5	10.4	11.5

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	94.4	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.0	2.8

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	51.2	20.4	87.7	62.1
	Writing	48.8	19.3	86.8	63.0
	Mathematics	50.0	22.6	85.8	62.7
	Science	46.8	22.2	78.5	56.8
CAPT	Reading Across the Disciplines	44.7	11.4	73.1	45.5
	Writing Across the Disciplines	50.0	16.3	87.8	57.9
	Mathematics	45.9	14.7	73.6	50.1
	Science	46.2	14.4	75.9	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	2.7
	% With Accommodations	97.3
% Assessed Using Skills Checklist		9.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	21	7.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	181	68.3	75.0	71.6
40.1 to 79.0 Percent of Time	60	22.6	17.7	16.6
0.0 to 40.0 Percent of Time	24	9.1	7.3	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Amity students regularly exceed state and national averages on standardized exams. Our students continue to achieve at high levels across all content areas. The number of students taking Advanced Placement exams increased from 221 in 2007 to 243 in 2008. The number of tests taken increased from 402 to 453. Advanced placement scores in the 3-5 range improved from 86% in 2006 to 88% in 2007. Amity high school was the only high school in the state recognized for outstanding performance on Advanced Placement tests in science, mathematics and technology. Amity High School participated for the second time regional and statewide science competitions with several students receiving recognition.

Students in arts programs won a myriad of local, regional and state awards including two Gold Medals at the statewide adjudication in Hartford. The performing arts program at Amity took a giant leap forward this year with a full restoration of our theatre arts program. Two productions were undertaken this academic year in the high school's brand new auditorium.

The strength of our athletic teams across the entire spectrum of team sports is remarkable. Twenty two of 26 varsity teams competed in post-season playoffs. For the first time in school history, the boys ice hockey team is the state champion. Amity was runners up in wrestling and boys track and field. Amity teams were conference champions in girls volleyball, boys ice hockey and softball. The girls ice hockey team is county champions in the FCIAC. Additionally, seven of our teams took division championships.

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