

STRATEGIC SCHOOL PROFILE 2012-13**Regional School District 05**

John J. Brady, Superintendent

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Location: 25 Newton Road
Woodbridge,
ConnecticutWebsite: www.amityregion5.org

This regional school district serves Bethany, Orange, Woodbridge

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.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 27,256

1990-2000 Population Growth: 7.5%

Number of Public Schools: 3

Per Capita Income in 2000: \$39,679

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

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

District Enrollment as % of Estimated. Student Population: 88.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,348
5-Year Enrollment Change -4.8%

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	104	4.4	9.9	36.7
K-12 Students Who Are Not Fluent in English	11	0.5	2.0	5.8
Students Identified as Gifted and/or Talented*	147	6.3	7.1	3.8
PK-12 Students Receiving Special Education Services in District	242	10.3	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	68	8.3	10.3	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.3
Asian American	255	10.9
Black	67	2.9
Hispanic	93	4.0
Pacific Islander	1	0.0
White	1,913	81.5
Two or more races	12	0.5
Total Minority	435	18.5

Percent of Minority Professional Staff: 5.3%

Open Choice:

18 student(s) 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:

2.2% 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 18.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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, and 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. Students and teachers from Amity Regional 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. A theme of Diversity Awareness and Cultural Sensitivity runs through each strand. The theme for 2012-2013 fall semester was international arts and crafts. In the spring, the theme was international film and theatre. Students at Amity Regional High School continue to participate in the inter-district Teen Teaching Program. This program, designed for students who are considering a career in teaching, is a mentoring program at J.S. Martinez School, a cooperating primary school, in New Haven. Amity students observe a host teacher for a pre-determined number of hours. Through the cooperating school, Amity students may have a chance to meet with students from other area high schools in similar programs as well as students at the post-secondary level completing a course of study in Education. During the 2012-2013 school year, both middle schools and the high school sponsored activities designed to reduce racial, ethnic and economic isolation. Middle school students participated in the ADL program entitled "A World of Difference." Students explored topics inherent in diversity, such as recognizing stereotypes, accepting differences and prejudice reduction and met face-to-face with those students different from themselves. Students participated in programs related to character education.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	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.
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	For more detailed CMT results, go to www.ctreports.com .
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	95.3	78.9	96.8	To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Writing	90.6	64.9	98.7	
Mathematics	89.7	65.4	91.8	
Grade 8 Reading	92.5	76.2	84.2	
Writing	91.5	67.2	97.5	
Mathematics	91.1	65.0	94.3	
Science	81.3	60.4	76.7	

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 scorable 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	For more detailed CAPT results, go to www.ctreports.com . To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Reading Across the Disciplines	79.6	48.5	93.9	
Writing Across the Disciplines	87.5	62.1	89.4	
Mathematics	81.0	52.4	91.7	
Science	75.4	48.8	87.2	

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
	72.8	51.1	93.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.3	78.5	
Average Score	Mathematics	560	503	86.5
	Critical Reading	550	499	85.7
	Writing	564	504	91.0

SAT® I. The lowest possible score on each SAT® 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, Adjusted Cohort Rate 2012	96.3	84.8	84.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.2	2.1	78.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.3	82.6
% Employed (Civilian Employment and in Armed Services)	4.3	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	170.60
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	17.00
Paraprofessional Instructional Assistants	22.00
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	12.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.60
Counselors, Social Workers, and School Psychologists	18.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	122.49

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	14.0	14.5	13.9
% with Master's Degree or Above	87.7	87.3	79.8

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	18.0	20.3	20.2
High School	19.1	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,034	1,026	1,029
High School	1,038	1,000	1,027

*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	1.4	1.9	2.1
High School	3.7	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,000	\$8,247	\$8,821	\$8,425	\$8,570
Instructional Supplies and Equipment	\$486	\$200	\$279	\$260	\$257
Improvement of Instruction and Educational Media Services	\$1,145	\$472	\$425	\$553	\$471
Student Support Services	\$2,266	\$934	\$860	\$1,002	\$950
Administration and Support Services	\$5,486	\$2,262	\$2,002	\$1,470	\$1,547
Plant Operation and Maintenance	\$3,954	\$1,630	\$1,635	\$1,432	\$1,459
Transportation	\$2,246	\$775	\$861	\$687	\$765
Costs for Students Tuitioned Out	\$1,972	N/A	N/A	N/A	N/A
Other	\$911	\$376	\$362	\$175	\$170
Total	\$38,466	\$15,523	\$15,744	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,562	\$2,294	\$1,882	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,405,900	16.7	20.9	21.8

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	91.3	7.1	1.6	0.0
Excluding School Construction	91.3	6.9	1.8	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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. 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 in each facility and future capital plans drive the budget. Department chairs work with their teachers and the High School Principal to identify the needs for each curricular area and address them in the budget. A similar process occurs with team leaders and principals at the middle schools. New requests are compared to the previous year's budget and yearly improvements to ensure an understanding of the needs of the entire district. Building principals present their requests to the Superintendent who works closely with them to prioritize in conformity with district and school goals. The Superintendent develops a proposed budget through this process. This budget is presented to the Amity Finance Committee. This Committee 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. A Public Hearing is held, prior to Board adoption, to hear input from residents .

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	278
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

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	38	1.6	1.4	1.3
Learning Disability	99	4.1	3.2	4.0
Intellectual Disability	9	0.4	0.3	0.4
Emotional Disturbance	11	0.5	0.6	1.0
Speech Impairment	41	1.7	1.7	2.0
Other Health Impairment*	65	2.7	2.4	2.4
Other Disabilities**	15	0.6	0.7	1.0
Total	278	11.6	10.3	12.1

*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 2011-12 with a Standard Diploma	86.7	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

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	70.6	34.5	93.9	69.2
	Writing	58.4	19.9	91.1	64.4
	Mathematics	54.5	29.0	90.4	65.5
	Science	32.5	21.3	81.3	61.3
CAPT	Reading Across the Disciplines	46.2	15.7	79.6	48.5
	Writing Across the Disciplines	46.7	16.7	87.5	62.1
	Mathematics	46.2	16.8	81.0	52.4
	Science	33.3	14.6	75.4	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	28.1
	% With Accommodations	71.9
CAPT	% Without Accommodations	11.8
	% With Accommodations	88.2
% Assessed Using Skills Checklist		3.3

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	1	0.4
Private Schools or Other Settings	32	11.5

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	219	78.8	75.7	72.0
40.1 to 79.0 Percent of Time	34	12.2	16.4	16.4
0.0 to 40.0 Percent of Time	25	9.0	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our students do well in CMT as compared to the state and DRG* averages. Amity takes student learning very seriously, and we have a myriad of coordinated systems in place to ensure that students develop the skills and learn the knowledge they need for success. One measure of these efforts is the state mandated CMT and CAPT tests. CMT is given in grades 7 and 8 while CAPT is taken by 10th graders. In the spring of 2013 grade 7 students demonstrated strong performance on the areas tested in mathematics, reading and writing. Amity students were #5 in the DRG in math, #2 in the DRG in reading and #1 in the DRG in writing. Students in grade 8 continued to do well scoring #1 in writing in the DRG and #3 in Math. Students continue to do well in CAPT. In 2013 grade 10 students placed #2 in the DRG in math, #3 in reading, #5 in writing and #7 in science. The number of students taking Advanced Placement exams increased from 252 students in 2011 to 292 in 2012 to 305 students in 2013. The number of AP tests taken increased from 454 in 2011 to 553 in 2012 to 590 in 2013. Advanced placement scores for 2013 included 90% scored a 3 or better and 66% scored a 4 or 5. Students in the Amity Science Research Program won several awards for the 2012-2013 academic year including: Women of Innovation Youth Leadership Award, Milton Fisher Scholarship for Innovation and Creativity and the Sikorsky STEM Challenge. Students in the arts won a myriad of local, regional and state awards, including for the spring musical, Sweeney Todd, which garnered 7 awards from the Connecticut High School Musical Theatre Association, including outstanding direction, orchestra, supporting actor, and production of the year. The strength of our athletic teams across the entire spectrum of team sports is remarkable. Amity baseball won the State championship. Girls volleyball, boys track & field and girls track & field won Southern Connecticut Conference Champions. Additionally, thirteen of our teams took conference or division championships. There are 19 districts in District Reference Group #2
