

STRATEGIC SCHOOL PROFILE 2010-11**Regional School District 05**

JOHN J. BRADY, Superintendent

Location: 25 Newton Road

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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: 87.3%

*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, 2010 2,475
5-Year Enrollment Change -0.7%

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	71	2.9	8.4	34.1
K-12 Students Who Are Not Fluent in English	7	0.3	2.0	5.6
Students Identified as Gifted and/or Talented*	175	7.1	6.4	4.0
PK-12 Students Receiving Special Education Services in District	251	10.1	10.1	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	0.3
Juniors and Seniors Working 16 or More Hours Per Week	58	11.1	12.1	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	242	9.8
Black	73	2.9
Hispanic	90	3.6
Pacific Islander	0	0.0
White	2,065	83.4
Two or more races	0	0.0
Total Minority	410	16.6

Percent of Minority Professional Staff: 5.3%

Open Choice:

14 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:

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 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 Studies 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. Students and teachers from Amity Regional High School participate in the Greater New Haven Cooperative International Studies 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 extracurricular activities. The themes for school year 2010-2011 were Sports and Games to foster international understanding, Nutrition and Cuisine to explore the impact of globalization upon nutrition and cuisine around the world. Diversity Awareness and Cultural Sensitivity are focused upon throughout the experience. Students in our "Teen Teaching Program" at Amity Regional High School tutor students from Vincent Mauro Elementary School in New Haven. Additionally, athletes participate in the SCC "Diversity Dream" program. During the 2009-2010 school year, both middle schools conducted a school climate survey. Results indicated that over 90% of the students felt safe at school. 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 as elucidated in the Jackie's 9 program.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	93.8	77.8	86.0	
Writing	84.8	58.9	93.0	
Mathematics	89.9	68.4	88.5	
Grade 8 Reading	90.9	74.7	82.8	
Writing	90.3	64.8	94.9	
Mathematics	91.0	66.6	92.4	
Science	88.2	63.1	93.0	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	82.4	44.7	97.7	
Writing Across the Disciplines	87.4	61.2	91.0	
Mathematics	80.5	49.5	92.5	
Science	75.8	47.0	91.0	

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
	71.4	51.0	92.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.1	70.6	
Average Score	Mathematics	555	510	83.2
	Critical Reading	558	505	92.4
	Writing	570	510	93.1

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 2010	93.6	81.8	83.2
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	85.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.4	84.8
% Employed (Civilian Employment and in Armed Services)	0.0	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	171.40
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	18.00
Paraprofessional Instructional Assistants	21.00
Library/Media Specialists and/or Assistants	7.80
Staff Devoted to Adult Education	0.40
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	11.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.60
Counselors, Social Workers, and School Psychologists	19.30
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	119.81

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	12.0	14.4	13.9
% with Master's Degree or Above	83.2	86.1	79.0

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	19.9	21.3	20.6
High School	19.9	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,025	1,019	1,017
High School	1,021	987	1,010

*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	1.6	2.3	2.4
High School	3.8	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$19,088	\$7,687	\$8,456	\$7,924	\$8,237
Instructional Supplies and Equipment	\$521	\$210	\$275	\$277	\$300
Improvement of Instruction and Educational Media Services	\$1,208	\$486	\$392	\$512	\$463
Student Support Services	\$2,025	\$816	\$792	\$936	\$872
Administration and Support Services	\$5,205	\$2,096	\$1,891	\$1,373	\$1,459
Plant Operation and Maintenance	\$3,317	\$1,336	\$1,459	\$1,384	\$1,410
Transportation	\$2,194	\$765	\$824	\$623	\$692
Costs for Students Tuitioned Out	\$1,811	N/A	N/A	N/A	N/A
Other	\$850	\$342	\$330	\$162	\$159
Total	\$36,219	\$14,327	\$15,034	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,908	\$2,379	\$1,847	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,195,713	17.1	20.5	21.5

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	92.4	5.5	1.9	0.1
Excluding School Construction	91.6	6.0	2.2	0.2

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. 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 in referendum in May.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	285
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

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	43	1.7	1.2	1.1
Learning Disability	104	4.1	3.3	3.9
Intellectual Disability	12	0.5	0.3	0.4
Emotional Disturbance	15	0.6	0.5	1.0
Speech Impairment	33	1.3	1.8	2.2
Other Health Impairment*	67	2.7	2.2	2.1
Other Disabilities**	11	0.4	0.7	0.9
Total	285	11.3	10.0	11.6

*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 2009-10 with a Standard Diploma	77.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	69.0	33.0	92.3	68.6
	Writing	50.6	19.3	87.7	63.7
	Mathematics	62.3	33.4	90.5	68.2
	Science	59.1	21.2	88.2	61.5
CAPT	Reading Across the Disciplines	56.5	14.1	82.4	44.7
	Writing Across the Disciplines	53.1	17.3	87.4	61.2
	Mathematics	43.5	15.8	80.5	49.5
	Science	22.6	13.1	75.8	47.0

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	20.2
	% With Accommodations	79.8
CAPT	% Without Accommodations	2.9
	% With Accommodations	97.1
% Assessed Using Skills Checklist		7.0

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	31	10.9

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	247	86.7	78.0	74.1
40.1 to 79.0 Percent of Time	15	5.3	14.9	14.9
0.0 to 40.0 Percent of Time	23	8.1	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

All students' learning and improvement begins with classroom teachers creating lessons and delivering instruction that promotes thinking and problem solving. This is a focus for all Amity teachers. Each middle school has a period termed "academic success" when students receive reinforcement, if needed, as well as acceleration. The middle schools have a well-developed CMT Improvement Plan. This plan outlines a host of activities and supports that are geared toward greater and greater success on the CMT. The plan includes supplemental acceleration materials, periodic common formative assessment which look at skills and competencies tested on the CMT. Analysis of results leads to instructional interventions. Paraprofessional support is provided in both the math and writing areas. The high school has a CAPT Improvement Plan which includes periodic common formative assessments that have been correlated to CAPT subtests. Analysis of results leads to instructional interventions. In the math department instructional support is available to those students who have been identified as needing acceleration in specific areas of math. In science students have the availability of science study halls where they may receive additional support. Additionally, the high school has recently obtained the online "Study Island" program which allows students to work on skills and competencies assessed on the CAPT by means of an engaging, technology-based application. The District has two objectives related to improvements in student learning. These fall under the overarching theme of continuously enhancing teaching and assessment practices to best prepare students with 21st Century knowledge and skills. The objectives are literacy across the curriculum and numeracy.
