

**STRATEGIC SCHOOL PROFILE 2011-12****Regional School District 05**

JOHN J. BRADY, Superintendent

Location: 25 Newton Road

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Woodbridge,  
ConnecticutWebsite: [www.amityregion5.org](http://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](http://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](http://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****DISTRICT GRADE RANGE**

Enrollment on October 1, 2011      2,425  
5-Year Enrollment Change      -3.3%

Grade Range      7 - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	113	4.7	9.1	35.2
K-12 Students Who Are Not Fluent in English	8	0.3	2.0	5.6
Students Identified as Gifted and/or Talented*	193	8.0	6.8	4.0
PK-12 Students Receiving Special Education Services in District	251	10.4	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	96	13.6	11.3	13.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.2
Asian American	250	10.3
Black	67	2.8
Hispanic	95	3.9
Pacific Islander	0	0.0
White	2,003	82.6
Two or more races	4	0.2
Total Minority	422	17.4

**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:**

2.0% 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 third 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. The themes for school year 2011-2012 were International Music and Dance during the fall semester and Globalization and Its Effects for the spring semester. A theme of Diversity Awareness and Cultural Sensitivity runs through each strand. Students in our "Teen Teaching Program" at Amity Regional High School continue to work with all students across all districts in statewide programs focusing on careers in teaching. Spanish Honor Society students tutor students from Vincent Mauro School in New Haven. Additionally, athletes participate in the SCC "Diversity Dream" program. During the 2011-2012 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.

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a> .
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	95.2	79.8	92.5	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing	87.6	65.6	90.7	
Mathematics	90.7	68.1	92.5	
Grade 8 Reading	90.5	76.8	74.8	
Writing	88.1	68.3	85.6	
Mathematics	91.6	67.2	93.1	
Science	83.7	61.9	81.3	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a> . To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Reading Across the Disciplines	81.5	47.5	95.5	
Writing Across the Disciplines	85.8	63.0	88.1	
Mathematics	76.1	49.2	90.2	
Science	75.6	47.1	92.5	

**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
	71.8	50.6	94.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.1	77.3	
Average Score	Mathematics	546	505	81.7
	Critical Reading	544	502	82.4
	Writing	556	506	87.8

**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 2011	92.4	82.7	63.2
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.7	84.5
% Employed (Civilian Employment and in Armed Services)	3.8	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	171.20
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	17.00
Paraprofessional Instructional Assistants	21.00
Library/Media Specialists and/or Assistants	6.80
Staff Devoted to Adult Education	0.40
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	12.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	19.00
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	13.0	14.5	13.9
% with Master's Degree or Above	87.8	86.9	79.6

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	18.0	20.9	20.3
High School	19.9	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,025	1,019	1,024
High School	1,037	999	1,024

\*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	2.1	2.2
High School	3.8	2.3	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$19,012	\$7,682	\$8,576	\$8,216	\$8,469
Instructional Supplies and Equipment	\$520	\$210	\$272	\$249	\$271
Improvement of Instruction and Educational Media Services	\$1,169	\$472	\$416	\$541	\$482
Student Support Services	\$2,195	\$887	\$835	\$970	\$901
Administration and Support Services	\$5,252	\$2,122	\$1,911	\$1,434	\$1,490
Plant Operation and Maintenance	\$3,395	\$1,372	\$1,623	\$1,420	\$1,463
Transportation	\$2,040	\$693	\$803	\$649	\$724
Costs for Students Tuitioned Out	\$2,184	N/A	N/A	N/A	N/A
Other	\$950	\$384	\$358	\$166	\$165
<b>Total</b>	<b>\$36,716</b>	<b>\$14,501</b>	<b>\$15,444</b>	<b>\$13,971</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,790	\$2,339	\$1,717	\$1,120	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,453,944	17.6	20.9	21.7

**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	91.1	7.0	1.8	0.2
Excluding School Construction	91.0	6.8	2.0	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. Each year the building level principals, department coordinators 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 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	280
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	41	1.7	1.3	1.2
Learning Disability	102	4.1	3.2	3.9
Intellectual Disability	9	0.4	0.3	0.4
Emotional Disturbance	9	0.4	0.6	1.0
Speech Impairment	37	1.5	1.7	2.1
Other Health Impairment*	67	2.7	2.2	2.2
Other Disabilities**	15	0.6	0.7	1.0
<b>Total</b>	<b>280</b>	<b>11.3</b>	<b>10.0</b>	<b>11.7</b>

\*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 2010-11 with a Standard Diploma	78.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

## 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	76.0	36.0	92.7	70.4
	Writing	58.4	21.5	87.9	66.3
	Mathematics	56.3	31.8	91.2	68.4
	Science	45.5	23.0	83.7	62.9
CAPT	Reading Across the Disciplines	51.4	14.5	81.5	47.5
	Writing Across the Disciplines	34.9	18.2	85.8	63.0
	Mathematics	28.6	15.4	76.1	49.2
	Science	27.9	13.6	75.6	47.1

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	59.3
	% With Accommodations	40.7
CAPT	% Without Accommodations	29.6
	% With Accommodations	70.4
% Assessed Using Skills Checklist		6.9

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	27	9.6

### 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	220	78.6	75.7	72.1
40.1 to 79.0 Percent of Time	41	14.6	16.5	16.3
0.0 to 40.0 Percent of Time	19	6.8	7.8	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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+8 while CAPT is taken by 10th graders. In the spring of 2012 grade 7 students demonstrated strong performance on the areas tested in mathematics, reading and writing. Amity students were #3 in the DRG in Math, #4 in the DRG in reading and #4 in the DRG in writing. Students continue to do well in CAPT. For 2012, our grade 10 students placed #7 in the DRG in mathematics, #3 in reading #6 in writing and #4 in science. All of these results are possible because of a systematic effort to identify students who struggle with learning and to target appropriate interventions. Amity uses the RTI model with extreme effectiveness providing in classroom as well as pull-out approaches to intervention. The number of students taking Advanced Placement exams increased from 252 students in 2011 to 292 in 2012. The number of tests taken increased from 454 in 2011 to 553 in 2012. Advanced placement scores in the 3-5 range (considered passing remained steady at 90%. Amity High School was first in the General Electric high school Computer Science Contest. Students in arts won a myriad of local, regional and state awards including. The spring musical, Legally Blonde garnered 11 nominations from the Connecticut High School Musical Theatre Association with two awards including best female lead in the state. The strength of our athletic teams across the entire spectrum of team sports is remarkable. Twenty two of 29 varsity teams competed in post-season playoffs. Our softball team is the state championship team. Additionally, thirteen of our teams took conference or division championships. Amity works closely with families to ensure attendance of all students and to avoid truancy. Counselors, psychologists and the school resource office at the high school level become aggressively involved to prevent truancy. Over the course of the 2012-2013 academic year Amity will be fully implementing the Common Core Standards in English/language Arts and Mathematics and develop a new teacher evaluation model.\*There are 19 districts in District Reference Group #2.

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