

**STRATEGIC SCHOOL PROFILE 2008-09****Regional School District 05**

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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: 85.7%

\*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, 2008 2,488

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	50	2.0	6.4	30.3
K-12 Students Who Are Not Fluent in English	5	0.2	2.2	5.2
Students Identified as Gifted and/or Talented*	189	7.6	6.6	4.0
PK-12 Students Receiving Special Education Services in District	252	10.1	10.2	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	56	8.0	14.2	19.0

\*3.2% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	235	9.4
Black	59	2.4
Hispanic	71	2.9
White	2,120	85.2
Total Minority	368	14.8

**Percent of Minority Professional Staff:** 4.0%

**Open Choice:** 15 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:** 2.3% 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.

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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 participated for the second year in a science and equestrian program during the summer of 2008 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 2008-2009 were International Art and Architecture, Issues in World Geography with Diversity Awareness and Cultural Sensitivity a theme throughout the experience. 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 2008-2009 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 as elucidated in the Jackie's 9 program.

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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	88.9	74.9	79.0
Writing	82.8	62.9	89.8
Mathematics	85.7	66.0	85.4
Grade 8 Reading	89.0	68.4	88.4
Writing	91.9	66.5	95.5
Mathematics	92.1	64.5	94.8
Science	85.6	60.6	87.1

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	72.7	47.4	87.9
Writing Across the Disciplines	76.8	55.0	83.2
Mathematics	64.3	47.8	67.9
Science	59.2	42.8	71.0

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
	58.3	36.2	97.4

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		94.4	74.5	
Average Score	Mathematics	551	507	83.7
	Critical Reading	545	503	86.8
	Writing	559	506	88.4

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	98.3	92.1	77.9
Cumulative Four-Year Dropout Rate for Class of 2008	1.7	6.6	74.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	63.5

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.7	84.1
% Employed (Civilian Employment and in Armed Services)	3.0	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	175.20
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	17.00
Paraprofessional Instructional Assistants	22.00
Library/Media Specialists and/or Assistants	8.60
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)	7.00
Counselors, Social Workers, and School Psychologists	20.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	121.30

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.2	13.7	13.6
% with Master's Degree or Above	77.9	83.3	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
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	21.7	21.6	20.5
High School	19.1	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,024	1,018	1,016
High School	1,021	977	1,007

\*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	2.0	2.5	2.6
High School	3.8	2.9	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$18,112	\$7,339	\$7,913	\$7,233	\$7,522
Instructional Supplies and Equipment	\$554	\$225	\$320	\$245	\$271
Improvement of Instruction and Educational Media Services	\$1,152	\$467	\$386	\$461	\$446
Student Support Services	\$1,505	\$610	\$720	\$862	\$806
Administration and Support Services	\$5,039	\$2,042	\$1,828	\$1,342	\$1,369
Plant Operation and Maintenance	\$3,581	\$1,451	\$1,517	\$1,386	\$1,377
Transportation	\$1,983	\$739	\$788	\$575	\$644
Costs for Students Tuitioned Out	\$1,292	N/A	N/A	N/A	N/A
Other	\$949	\$385	\$331	\$164	\$151
<b>Total</b>	<b>\$34,167</b>	<b>\$13,591</b>	<b>\$14,310</b>	<b>\$12,531</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$6,217	\$2,519	\$2,027	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,215,393	15.3	19.2	20.5

**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	83.5	15.2	1.2	0.0
Excluding School Construction	91.9	6.6	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	284
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.2%

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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	38	1.5	1.0	0.8
Learning Disability	103	4.1	3.5	3.9
Intellectual Disability	10	0.4	0.3	0.5
Emotional Disturbance	24	0.9	0.6	1.0
Speech Impairment	37	1.5	2.1	2.3
Other Health Impairment*	57	2.2	2.1	2.1
Other Disabilities**	15	0.6	0.7	0.9
Total	284	11.2	10.2	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 2007-08 with a Standard Diploma	100.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	46.8	30.2	88.9	65.7
	Writing	42.2	19.5	87.1	64.1
	Mathematics	44.7	30.7	88.8	65.7
	Science	44.7	23.8	85.6	59.4
CAPT	Reading Across the Disciplines	44.1	14.1	72.7	47.4
	Writing Across the Disciplines	36.1	13.6	76.8	55.0
	Mathematics	17.6	15.4	64.3	47.8
	Science	17.1	10.6	59.2	42.8

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	26.3
	% With Accommodations	73.7
CAPT	% Without Accommodations	15.4
	% With Accommodations	84.6
% Assessed Using Skills Checklist		1.6

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	24	8.5

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	209	73.6	75.9	72.7
40.1 to 79.0 Percent of Time	45	15.8	17.2	16.1
0.0 to 40.0 Percent of Time	30	10.6	6.9	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

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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