

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



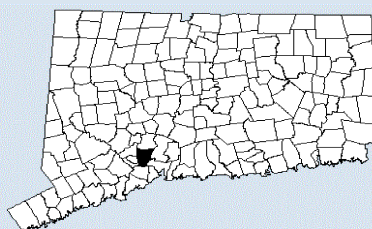
Woodbridge School District

Mr. Gaeton Stella, Superintendent • 203-387-6631 • <http://www.woodbridgesd.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	775
Per Pupil Expenditures ¹	\$16,488
Total Expenditures ¹	\$13,239,947

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	387	49.9	48.3
Male	388	50.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	100	12.9	4.9
Black or African American	27	3.5	12.8
Hispanic or Latino	52	6.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	22	2.8	2.7
White	571	73.7	55.9
English Learners	10	1.3	6.4
Eligible for Free or Reduced-Price Meals	57	7.4	38.0
Students with Disabilities ¹	68	8.8	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	15	3.9	*	*
Male	21	5.4	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	28	4.9	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	10.1	0	0.0
Students with Disabilities	6	7.3	0	0.0
District	36	4.6	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 147

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	58.0
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	2.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	24.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.3	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	76	96.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	18	85.7
Other Health Impairment	12	*
Other Disabilities	0	0
Speech/Language Impairment	11	*
District	45	77.6
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	7	0.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	21	2.8
Other Health Impairment	13	1.7
Other Disabilities	*	*
Speech/Language Impairment	12	1.6
All Disabilities	63	8.3

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,679,380	10,904	9,387
Instructional Supplies and Equipment	313,319	394	318
Improvement of Instruction and Educational Media Services	71,708	90	541
Student Support Services	185,530	233	1,048
Administration and Support Services	2,163,893	2,718	1,790
Plant Operation and Maintenance	982,778	1,235	1,608
Transportation	567,722	383	845
Costs of Students Tuitioned Out	275,617	N/A	N/A
Other	0	0	194
Total	13,239,947	16,488	15,762

Additional Expenditures

Land, Buildings, and Debt Service	552,280	694	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,074,130	44.2
Noncertified Personnel	337,492	13.9
Purchased Services	149,895	6.2
Tuition to Other Schools	275,617	11.3
Special Ed. Transportation	157,977	6.5
Other Expenditures	435,127	17.9
Total Expenditures	2,430,238	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.7	94.1
State	4.1	3.7
Federal	2.0	2.1
Tuition & Other	0.1	0.1

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	73	87.7	73	85.8	23	79.1
Black or African American	12	*	12	*	*	*
Hispanic or Latino	26	76.7	26	67.6	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	*	*
White	293	81.2	292	74.7	65	74.9
English Learners	20	77.4	20	77.1	*	*
Non-English Learners	394	82.2	393	76.1	*	*
Eligible for Free or Reduced-Price Meals	39	70.8	38	63.3	9	*
Not Eligible for Free or Reduced-Price Meals	375	83.2	375	77.5	88	76.2
Students with Disabilities	49	59.8	49	52.0	10	*
Students without Disabilities	365	85.0	364	79.5	87	78.6
High Needs	87	67.8	86	61.4	17	*
Non-High Needs	327	85.8	327	80.1	80	78.9
District	414	82.0	413	76.2	97	74.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.0	85.5	N/A	N/A	224	83.0
Curl Up	85.0	89.5	N/A	N/A	224	87.5
Push Up	69.0	72.6	N/A	N/A	224	71.0
Mile Run/PACER	86.0	96.0	N/A	N/A	224	91.5
All Tests - District	54.0	61.3	N/A	N/A	224	58.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	82.0	75	50.0	50	100.0	67.7
	High Needs Students	67.8	75	45.2	50	90.4	56.7
Math Performance Index	All Students	76.2	75	50.0	50	100.0	61.4
	High Needs Students	61.4	75	40.9	50	81.8	49.9
Science Performance Index	All Students	74.8	75	49.9	50	99.8	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	82.2%	100%	82.2	100	82.2	63.8%
	High Needs Students	87.6%	100%	87.6	100	87.6	58.3%
Math Academic Growth	All Students	87.3%	100%	87.3	100	87.3	65.0%
	High Needs Students	82.7%	100%	82.7	100	82.7	57.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	6.7%	<=5%	46.6	50	93.2	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.6% 58.0%	75%	38.7	50	77.4	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				711.1	800	88.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.8	7.2	16.5	
Math Performance Index Gap	75.0	61.4	13.6	18.9	
Science Performance Index Gap	75.0	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	95.0
	High Needs Students	90.2
Math	All Students	94.8
	High Needs Students	89.2
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 62.5

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Beecher Road School is committed to supporting the family's role in the education of our students. In addition to classroom communications, the Principal's Message is distributed digitally to all families and communicates to parents the events and happenings around the school as well as important dates to remember. Some major events include the Family Social Nights, Halloween Hoot, Ice Cream Social, Harvest Hike, and Holiday Food Drives. Weekly email blasts from the PTO also support communication. BRS offers an Extended Day Program for students and families staffed by experienced, dedicated school and community personnel. This supports families by providing a safe and nurturing environment for children both before and after school. BRS offers other programs that actively involve members of the community such as Family Yoga Series, Woodbridge Family Team and Community Outreach Support. Board of Education meetings are aired on cable television and YouTube to keep the parent community informed about events and school improvement efforts at BRS. Our Parent's Guide to the Curriculum informs families about academic goals and objectives at each grade level and includes specific ideas that can be used to support the educational process. The BRS Parent

Student Handbook provides parents and students with pertinent information about the school and the district inclusive of attendance and truancy information. The district website provides information about all aspects of BRS and the Woodbridge School District. BRS used the recommendations from The Tri-State Consortium to guide the work in our mathematics initiative with a specific focus on problem-solving. Professional development in mathematics is also provided by a consultant from ACES. The district also worked diligently to research and purchase anchor resources to support math instruction in Grade 6, and refine the work with new anchor resources in Grades 1 and 2. A Grade 6 student placed first in the state and nation among 8,000 students and our Grade 4 students placed first regionally in the Continental Mathematics League. Writer's Workshop and Reader's Workshop support the delivery of the Language Arts curriculum. Teachers continued to participate in job-embedded professional development provided by consultants from Columbia University. There are 12 sessions, which allow for interaction with each grade level twice per year. This also provides the opportunity to build capacity utilizing the Language Arts Specialists as coaches for the faculty. The writing of rigorous student learning objectives requires in-depth analysis of student data including students with disabilities.

During 2015/16 BRS continued to support the work of many committees inclusive of but not limited too; Safe School Climate, Wellness, Safety and Security, Tri-State, Report Card, Assistive Technology and the Artsweek committee comprised of parents, faculty, administrators, and community members. Implementation of a Cafeteria Task Force began with a focus on improving overall cafeteria choices. The Tools for Schools Committee continued its success with improving indoor air quality. A new Technology Plan was developed through the work of the technology committee. BRS uses technology differently from other schools because of the emphasis on student creation over consumption of content.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Woodbridge and Beecher Road School (BRS) has a long-standing tradition of integrating multicultural themes into its curriculum. Teachers throughout the school engage classes in multicultural units of study that involve researching diverse cultures. In-house enrichment programs and field trips to historical sites as well as cultural centers add to what is an already a diverse curriculum. A Writer's Workshop approach provides students with opportunities to share their personal identities and backgrounds through writing. Spanish is taught to all students in Grades K-6 and Kindergarteners also participate in Spanish music class. Instrumental music is offered during the school day. In addition to teaching students the language, Spanish instructors integrate information about cultures, including a study of beliefs, festivals, and holidays. Using the Internet as a communication vehicle, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. Grade 6 students at BRS present a culminating project using digital stories based on a personal theme. This project often highlights a student's unique culture. The iPad initiative provides students access to technology as part of their daily instructional tools. Technology is readily available for all students and the iPad initiative has expanded to include 1:1 iPads in Grades two, three, four, five and six. Kindergarten and first grade have access to iPads and our technology center. Students engage in using the arts to promote multi-cultural understanding. BRS continues to participate in Open Choice which brings children from the city of New Haven to Woodbridge to attend school. This program helps children recognize they are more alike than different and to appreciate the contributions we all make to our school community. Our Extended Day Program provides many extracurricular activities for students such as drama and a running club before school with bus transportation. The Superintendent's Parent Academy helps to educate parents about current topics related to education at BRS. Babysitting is provided to make it easier for parents to attend.

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Equitable Allocation of Resources among District Schools

BRS is a one facility elementary school serving all Woodbridge PK-6 students. An educational mission was developed based on a board approved Strategic Plan. The Board of Education annually develops a budget utilizing a zero-based approach. As part of this process, administrators work with teachers to develop requests that support the district's educational mission. The Superintendent and Business Manager review budget requests to ensure that they: (a) meet district goals; (b) serve to further the district's strategic plan; (c) support continuous improvement; (d) align with enrollment projections and class size guidelines; and (e) assure equity in resource allocation. The BOE reviews the Superintendent's proposed budget at both committee and full board levels. Parents and community members have opportunities for comment during public BOE meetings, and/or at special district or building based informational meetings. In December, the BOE approves a budget for submission to the Town for January review. A formal, televised presentation is made to the Boards of Selectmen and Finance in February. The Town Boards approve the final operating and capital budgets in May at a town-wide meeting