

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 14**

JODY I. GOELER, Superintendent

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Woodbury,
ConnecticutWebsite: www.ctreg14.org

This regional school district serves Bethlehem, Woodbury

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: Litchfield

Town Population in 2000: 12,620

1990-2000 Population Growth: 12.7%

Number of Public Schools: 4

Per Capita Income in 2000: \$35,671

Percent of Adults without a High School Diploma in 2000*: 10.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%

District Enrollment as % of Estimated. Student Population: 86.7%

*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): C 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, 2011 1,996
5-Year Enrollment Change -12.6%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	126	6.3	8.2	35.2
K-12 Students Who Are Not Fluent in English	23	1.2	0.7	5.6
Students Identified as Gifted and/or Talented	0	0.0	4.5	4.0
PK-12 Students Receiving Special Education Services in District	210	10.5	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	84.5	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	75	21.6	13.4	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	36	1.8
Black	8	0.4
Hispanic	34	1.7
Pacific Islander	1	0.1
White	1,912	95.8
Two or more races	0	0.0
Total Minority	84	4.2

Percent of Minority Professional Staff: 1.5%

Non-English Home Language:

1.3% 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 10.

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.

Regional School District 14 provided teachers and students with opportunities to learn about diversity and to reduce racial and ethnic isolation throughout the system. While there is little diversity within the school system, staff is sensitive to this fact and creates opportunities to connect our students to different cultures. At Bethlehem Elementary School, students participated in "Traveling Tuesdays" throughout the school year. Each week the school selected a different location in the world to visit. During the week, teachers introduced their classes to a new country as they learned about the people, their customs, their food and other aspects of their lives. On Thursday afternoon, the whole school came together to share what they had learned, work on a project representing an important aspect of the country, and sample food from the area. Parents of students with a direct link to the country and culture being studied often visited classes to share their experiences and answer questions. Multicultural programs were also provided to students attending Mitchell Elementary School. A popular choice for this school were programs presented by "Young Audiences," where not only are students able to experience a performance that typically references lands far away, but the actors share a considerable amount of information about the people and the culture from where the story is set. At Woodbury Middle School, the social studies curriculum delves deeply into the study of China, Japan, Africa, and India. Each country is studied in depth, providing students with numerous opportunities to learn about the country, its people, and its culture. Guest speakers are common, as are trips out into the community to sample cuisine at ethnic restaurants. Our study of world languages also begins at the middle school, and our curriculum emphasizes the study of cultures and customs. Though there is limited diversity within the communities of Bethlehem and Woodbury, Nonnewaug High School is one of the state's designated agri-science schools. As such, students from twenty-six surrounding communities apply for acceptance into the program. The program contributes to considerably greater diversity among our high school students and helps to reduce not only racial, but also economic, isolation. The high school's Diversity Club provides students with opportunities to work with, learn about, and interact with classmates they might not otherwise met. Last year's presentation by the Anti-Defamation League, entitled "The Truth about Hate," was a powerful opportunity for students to explore their own prejudices and biases. Region 14 remains committed to providing students with as many opportunities as possible to learn about the world outside our own two communities.

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	63.1	59.2	45.0	
Writing	57.4	62.7	26.3	
Mathematics	68.0	66.5	36.9	
Grade 4 Reading	81.6	64.1	81.3	
Writing	77.3	65.3	60.0	
Mathematics	81.7	68.0	66.9	
Grade 5 Reading	77.4	67.6	56.6	
Writing	72.7	68.1	47.0	
Mathematics	80.9	71.6	53.6	
Science	83.3	63.9	74.4	
Grade 6 Reading	81.2	74.1	50.0	
Writing	75.4	67.4	50.6	
Mathematics	81.7	69.3	59.6	
Grade 7 Reading	92.6	79.8	78.0	
Writing	81.2	65.6	71.4	
Mathematics	85.3	68.1	76.9	
Grade 8 Reading	91.8	76.8	79.2	
Writing	71.8	68.3	40.0	
Mathematics	84.0	67.2	69.8	
Science	84.0	61.9	83.1	

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	64.8	47.5	72.2	
Writing Across the Disciplines	78.8	63.0	66.4	
Mathematics	58.1	49.2	54.9	
Science	60.6	47.1	65.7	

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
	59.3	50.6	71.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.1	77.3	
Average Score	Mathematics	514	505	52.7
	Critical Reading	517	502	56.5
	Writing	519	506	58.0

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 2011	95.0	82.7	86.5
2010-11 Annual Dropout Rate for Grade 9 through 12	0.2	2.6	87.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.3	84.5
% Employed (Civilian Employment and in Armed Services)	9.4	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	139.15
Paraprofessional Instructional Assistants	14.00
Special Education	
Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	35.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	8.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	104.66

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	14.6	13.9
% with Master's Degree or Above	79.9	82.0	79.6

Average Class Size	District	DRG	State
Grade K	14.7	16.7	18.5
Grade 2	17.3	18.5	19.7
Grade 5	20.7	21.3	21.6
Grade 7	20.0	20.0	20.3
High School	20.0	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	994	993
Middle School	908	1,023	1,024
High School	1,028	1,022	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*	4.8	2.8	2.8
Middle School	2.4	2.1	2.2
High School	2.1	2.1	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	\$14,857	\$7,143	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$586	\$282	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$1,214	\$584	\$487	\$393	\$482
Student Support Services	\$2,800	\$1,346	\$901	\$940	\$901
Administration and Support Services	\$2,737	\$1,316	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$3,163	\$1,521	\$1,471	\$1,407	\$1,463
Transportation	\$1,805	\$907	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$1,976	N/A	N/A	N/A	N/A
Other	\$768	\$369	\$165	\$183	\$165
Total	\$29,905	\$14,350	\$14,238	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,174	\$564	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,462,956	25.0	21.2	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	78.3	12.2	3.7	5.7
Excluding School Construction	79.6	10.6	3.8	6.0

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.

development process in Region 14 is designed to assure equitable allocation of resources among schools.

Committed to approaching our work in a systemic fashion, we consistently examine, analyze, and monitor the use of resources across all levels. Implication of budget decisions at one level, and their impact on the other levels (elementary, middle, high), is always considered. As we work to make the curriculum more tightly aligned K-12, it is increasingly important to assess how resources spent at one level will impact the rest of the system either now or in the future. A driving force behind our work is our three year strategic plan that was developed by the district's Administrative Council. Our Three-Year Strategic Plan requires a thoughtful, well-planned allocation and use of limited resources in order to achieve our goals.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	206
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.7%

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	32	1.8	1.2	1.2
Learning Disability	64	3.6	3.9	3.9
Intellectual Disability	8	0.5	0.4	0.4
Emotional Disturbance	7	0.4	0.7	1.0
Speech Impairment	44	2.5	1.8	2.1
Other Health Impairment*	43	2.4	2.2	2.2
Other Disabilities**	8	0.5	0.7	1.0
Total	206	11.7	10.9	11.7

*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	88.2	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	52.8	36.0	81.8	70.4
	Writing	22.7	21.5	72.7	66.3
	Mathematics	42.3	31.8	80.5	68.4
	Science	40.0	23.0	83.7	62.9
CAPT	Reading Across the Disciplines	13.6	14.5	64.8	47.5
	Writing Across the Disciplines	23.8	18.2	78.8	63.0
	Mathematics	9.5	15.4	58.1	49.2
	Science	28.6	13.6	60.6	47.1

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	46.5
	% With Accommodations	53.5
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		7.1

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	25	12.1

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	162	78.6	75.0	72.1
40.1 to 79.0 Percent of Time	22	10.7	17.9	16.3
0.0 to 40.0 Percent of Time	22	10.7	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

District Improvement Plan serves as the driving force behind our work in Region 14. Based on the goals outlined in the Three-Year-Strategic Plan and an analysis of student performance data, the plan explicitly addresses work to be carried out in the areas of curriculum, instruction, and leadership. Goals for each major area are identified, along with action steps to get the work done. The Superintendent reports on progress made on the District Improvement Plan at both mid-year and end-of-year presentations to the Board of Education. Annually, each school and department in Region 14 develops its own School/Department Improvement Plan that supports the District Improvement Plan. Each plan is developed with the goal of increasing student achievement. Draft plans are shared with parents who are encouraged to provide feedback and suggestions. Presentations to PTOs and the Board of Education by each administrator during the year update progress on school and district goals. Parent meetings scheduled throughout the year by the Superintendent provide another venue for parent input into the plan. The Department of Special Education develops its own improvement plan annually. The plan is one way the department monitors for compliance with all state and federal mandates. In addition, performance of our special education students on both state and local assessments serves as a starting point for planning student achievement goals. Progress monitoring provides us with the necessary data throughout the year to determine whether or not students are learning as outlined in the department improvement plan. Region 14 continues to work with the Connecticut Center for School Change on large scale school improvement efforts. For the past four years, we have received technical assistance from the center as we have tried to incorporate what research has shown to be practices of higher performing school systems. This involves examining every aspect of our organization to be certain it is contributing to improved student achievement. The Administrative Council has also continued its study of "Best Instructional Practices" for the third year. This past year, we included recently introduced curriculum coordinators to the process in order to build capacity. The coordinators can now serve as resources for teachers, with knowledge to help them improve instruction.
