

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



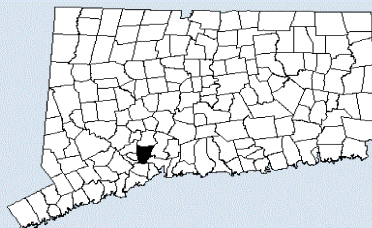
Woodbridge School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	841
Per Pupil Expenditures ¹	\$17,666
Total Expenditures ¹	\$15,245,545

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	378	44.9	48.4
Male	463	55.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	122	14.5	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	63	7.5	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	51	6.1	3.8
White	571	67.9	51.1
English Learners	24	2.9	8.3
Eligible for Free or Reduced-Price Meals	114	13.6	43.3
Students with Disabilities ³	91	10.8	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	35	9.2	*	*
Male	27	5.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	38	6.8	6	1.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	10	8.3	*	*
Students with Disabilities	8	8.3	*	*
District	62	7.4	9	1.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 44

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	60.5
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	18.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	24.0

¹ In 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	2	2.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	80	96.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	11	*
Other Health Impairment	15	75.0
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	47	61.0
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	1.9	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	2.3	5.7
Other Health Impairment	22	2.6	3.3
Other Disabilities	9	1.1	1.1
Speech/Language Impairment	12	1.4	1.8
All Disabilities	87	10.4	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$9,969,704	\$11,552	\$10,923
Support services - students	\$278,989	\$331	\$1,277
Support services - instruction	\$50,893	\$60	\$682
Support services - general administration	\$2,034,839	\$2,414	\$467
Support services - school based administration	\$850,397	\$1,009	\$1,021
Central and other support services	\$297,031	\$352	\$679
Operation and maintenance of plant	\$1,016,500	\$1,206	\$1,718
Student transportation services	\$747,192	\$1,166	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$15,245,545	\$17,666	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,085,857	30.4	28.5
Instructional Aide Salaries	\$442,095	12.4	10.1
Other Salaries	\$203,234	5.7	11.1
Employee Benefits	\$503,757	14.1	13.0
Purchased Services Other Than Transportation	\$215,917	6.0	5.7
Special Education Tuition	\$765,722	21.4	22.5
Supplies	\$34,225	1.0	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$325,580	9.1	8.0
Equipment	.	.	0.2
All Other Expenditures	\$215	0.0	0.1
Total	\$3,576,601	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	93.6
State	4.4
Federal	1.8
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.4%	<=5%	12.2%
	High Needs Students	7.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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Narratives

School District Improvement Plans and Parental Outreach Activities

Planning for continuous school district improvement is guided by the district's Strategic Plan. The Strategic Plan continues to move our students and Professional Learning Community to great heights with initiatives in areas such as curriculum compacting, project based learning, school-wide enrichment, community/diversity and student support (Scientific Research Based Intervention). Grade level projects within these initiatives include: Capstone Project, Genius Hour Project, Enrichment Clusters and Community Helpers. Our Mission and Vision Statements guide our focus on academic excellence and the social and emotional development of ALL students. In addition to these initiatives, a strong Reader's/Writer's Workshop model supports the delivery of the Language Arts curriculum. Likewise, the development of our Math Workshop model supports differentiation and growth in math. A strong professional development program for staff supports instruction in all areas. This includes a partnership with Columbia University in the area of Language Arts. Technology as a tool of instruction is integrated into all subject areas. Through the experiences of coding, 3D printing, writing and team developed projects and presentations, students develop computer skills and creative ways to express their knowledge in digital form beginning in Kindergarten. Assessment results consistently show Beecher Road School students among the top performers in the DRG and state.

BRS 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 school and community personnel. Families are supported by providing a safe and nurturing environment for children before and after school. BRS offers other programs that actively involve members of the community such as Family Yoga Series, Family Team and Community Outreach support. Board of Education meetings air on cable television and YouTube to keep the parent community informed about events and school improvement efforts. 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 pertinent information to parents and students about the school and the district. The district website provides information about all aspects of BRS and the school district. Parents and families are also served by a comprehensive after-school program and enrichment activities, some of which include: Poetry Guild, Math Olympiad, Robotics, Theater and Cooking.

Parents are also involved in supporting the work of many school committees inclusive of but not limited to: Safe School Climate, Wellness, Safety and Security, Assistive Technology and Artsweek. These committees bring parents together with faculty, administrators, and BOE/community members for the benefit of all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Beecher Road School has a long-standing tradition of integrating multicultural themes into its curriculum. In-house enrichment programs and field trips to historical sites as well as cultural centers add to what is a diverse curriculum. Writer's Workshop provides students with opportunities to share their personal identities and backgrounds through writing. Spanish is taught to all students in Grades K-6. In addition, Spanish instructors integrate information about cultures, including a study of beliefs, festivals, and holidays. Using the Internet, students are involved in numerous instructional activities intended to broaden their perspective about world societies and multiculturalism. Grade 6 students present a culminating project using digital stories based on a personal theme, often highlighting a student's unique culture. The iPad initiative provides student access to technology as part of their daily instructional tools and is readily available for all students, including 1:1 iPads in Grades 2-6. Kindergarten and Grade 1 have access to iPads and our Technology Center. Students use the arts to promote multi-cultural understanding. BRS participates in the Open Choice program which brings children from New Haven to attend BRS. This program helps children recognize they are more alike than different and to appreciate the contributions we all make to our school community. Our after-school program provides extracurricular activities for students such as International Math Olympiad. Students in open studio also participate in Yale's elementary art program in collaboration with local retailers / restaurants in downtown New Haven. Community, service, vision and spirit are the four values that drive the BRS Student Council to raise global awareness and create intergenerational activities. As part of our Strategic Plan, a Diversity/Community Committee was formed comprised of BOE members, parents, staff and administration to (1) identify current activities, (2) expand stakeholder participation, and (3) promote and celebrate the diversity of each individual.

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Equitable Allocation of Resources among District Schools

Being the only elementary school has many advantages. Fiscal resources directly support student programs and classroom instruction. The BOE annually develops a budget using a zero-based approach. Administrators work with teachers to develop requests that support the district's educational mission. Requests are reviewed by the Superintendent and Business Manager 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 budget at committee and board levels. A formal, televised presentation is made to the Boards of Selectmen & Finance in February. The final operating and capital budgets are approved in May at a town-wide meeting. Another distinguished aspect of BRS is the level of parent involvement and support offered to school staff. Each year fiscal resources of the PTO provide exceptional programs and enrichment presentations in support of curriculum experiences. The PTO also provides generous funding for school needs and identified projects of special interest.