

**STRATEGIC SCHOOL PROFILE 2008-09****Regional School District 14**

ROBERT D. CRONIN, Superintendent  
Telephone: (203) 263-4339

Location: 5 Minortown Lane  
Woodbury,  
Connecticut

Website: [www.ctreg14.org](http://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](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Litchfield

Per Capita Income in 2000: \$35,671

Town Population in 2000: 12,620

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

1990-2000 Population Growth: 12.7%

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

Number of Public Schools: 4

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.

---

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, 2008 2,127  
5-Year Enrollment Change -8.6%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	151	7.1	5.5	30.3
K-12 Students Who Are Not Fluent in English	20	0.9	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	236	11.1	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	112	94.9	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	75	18.1	16.9	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	27	1.3
Black	19	0.9
Hispanic	54	2.5
White	2,024	95.2
Total Minority	103	4.8

**Percent of Minority Professional Staff:** 1.0%

**Non-English Home Language:** 1.1% 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 7.

---

### 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.

The Region 14 Public Schools offer students a number of opportunities to increase their awareness of diversity and to strengthen their sensitivity to differences. Students from Region 14 participate in programs offered through the district's education resource center, Education Connection. Each program not only includes students from Region 14, but also participants from the other member districts, including more urban areas. Programs have included: Creating Career Pathways, Middle School Writing Project, and Regional Internship Program.

All four schools in Region 14 have hosted a number of cultural events designed to reduce racial, ethnic, and economic isolation. While many have been one day school assemblies, others have involved establishing and maintaining long-term relationships with other schools in other communities. The high school continues to work in partnership with a village in Africa. Student organizations and clubs have raised funds to assist in building a water pipeline into the village.

A group of our high school students have formed a Diversity Club. The school's social worker serves as the advisor, and the club's mission is to heighten everyone's sensitivity to difference. The club meets on a regular basis and is always a presence at school events.

Within all schools, teachers take advantage of curriculum opportunities to emphasize cultural differences and to educate students about diversity. From explaining cultural celebrations within families at the lower levels, to exploring cultural values and norms at the middle and high school levels, the district curriculum in all subject areas is written to increase student awareness of the diversity of individuals and cultures. Currently, are updating our K-12 social studies curriculum. Diversity and multiculturalism will be a component of the content studied at all grade levels. Region 14 remains committed to providing students at all levels (elementary, middle, and high) with experiences and activities designed to increase their awareness of the diversity of individuals and cultures.

---

## 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	64.8	54.6	58.5
Writing	68.3	62.5	52.2
Mathematics	68.0	62.8	45.3
Grade 4 Reading	70.4	60.7	57.1
Writing	72.0	64.2	49.7
Mathematics	81.8	63.6	80.5
Grade 5 Reading	77.2	66.0	64.6
Writing	70.3	66.5	44.4
Mathematics	84.1	68.8	78.4
Science	72.4	58.1	60.5
Grade 6 Reading	85.2	68.9	73.0
Writing	81.8	62.2	82.2
Mathematics	89.9	68.8	84.0
Grade 7 Reading	77.0	74.9	39.5
Writing	68.1	62.9	45.9
Mathematics	64.8	66.0	31.8
Grade 8 Reading	80.8	68.4	63.9
Writing	80.1	66.5	67.7
Mathematics	73.8	64.5	51.0
Science	83.1	60.6	79.4

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	55.0	47.4	56.1
Writing Across the Disciplines	65.2	55.0	56.5
Mathematics	59.3	47.8	56.5
Science	54.7	42.8	64.1

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
	41.1	36.2	61.1

<b>SAT<sup>®</sup> 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		84.2	74.5	
Average Score	Mathematics	508	507	49.6
	Critical Reading	524	503	68.2
	Writing	528	506	71.3

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> 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	94.8	92.1	52.7
Cumulative Four-Year Dropout Rate for Class of 2008	5.2	6.6	44.5
2007-08 Annual Dropout Rate for Grade 9 through 12	1.2	2.5	47.4

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.5	84.1
% Employed (Civilian Employment and in Armed Services)	10.0	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	139.25
Paraprofessional Instructional Assistants	20.00
Special Education	
Teachers and Instructors	18.30
Paraprofessional Instructional Assistants	41.00
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	11.60
School Nurses	4.20
Other Staff Providing Non-Instructional Services and Support	108.51

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	13.9	14.4	13.6
% with Master's Degree or Above	73.6	77.3	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	16.9	17.5	18.3
Grade 2	20.4	19.5	19.3
Grade 5	21.0	20.3	21.0
Grade 7	21.4	19.7	20.5
High School	21.2	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	966	993	988
Middle School	908	1,025	1,016
High School	959	1,011	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*	4.9	3.3	3.3
Middle School	2.8	2.4	2.6
High School	2.6	2.2	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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,332	\$6,956	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$468	\$213	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$1,499	\$680	\$461	\$415	\$446
Student Support Services	\$2,216	\$1,006	\$808	\$769	\$806
Administration and Support Services	\$2,816	\$1,278	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$2,869	\$1,302	\$1,382	\$1,357	\$1,377
Transportation	\$1,486	\$711	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$1,449	N/A	N/A	N/A	N/A
Other	\$659	\$299	\$152	\$141	\$151
<b>Total</b>	<b>\$28,795</b>	<b>\$12,953</b>	<b>\$12,869</b>	<b>\$12,448</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,505	\$683	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,869,626	23.9	19.7	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	78.6	12.9	2.6	5.9
Excluding School Construction	79.9	11.2	2.7	6.2

---

### 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.

Our budget development process begins in the fall and continues through the school year ending with a town referendum in May. Each administrator is first asked to prepare a budget for his/her school or department and to present that budget in December to the superintendent and the Director of Fiscal Services. Individual building and department budgets typically include requests for additional personnel, instructional supplies, textbooks, equipment and furniture. In each area administrators are asked to prioritize their requests. Once all building and department budgets have been developed and presented, the Director of Fiscal Services creates the first version of the district budget. As the budget is developed in collaboration between building and central office administrative personnel, central office administrators are aware of the needs of each building or department and can be of significant help in prioritizing the allocation of funds. Administrators realize there are some years when the needs are such that a particular school will receive more than what might be considered their fair share because of special or extenuating circumstances. They know through past experience that when it is necessary, they will receive needed resources to address matters in their school or department. There is an established per pupil dollar amount spent in each elementary, middle, and high school. Textbook replacements are handled in such a way that each subject area purchases texts as curricula is updated, in an effort to maintain equity.

---

### SPECIAL EDUCATION

---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	214
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.2%

---

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	21	1.1	0.9	0.8
Learning Disability	70	3.6	4.1	3.9
Intellectual Disability	7	0.4	0.4	0.5
Emotional Disturbance	8	0.4	0.7	1.0
Speech Impairment	72	3.8	2.2	2.3
Other Health Impairment*	29	1.5	1.9	2.1
Other Disabilities**	7	0.4	0.6	0.9
Total	214	11.2	10.8	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	30.0	30.2	76.4	65.7
	Writing	26.5	19.5	73.7	64.1
	Mathematics	37.0	30.7	77.0	65.7
	Science	35.1	23.8	78.2	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	55.0	47.4
	Writing Across the Disciplines	N/A	N/A	65.2	55.0
	Mathematics	N/A	N/A	59.3	47.8
	Science	N/A	N/A	54.7	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	41.4
	% With Accommodations	58.6
CAPT	% Without Accommodations	10.5
	% With Accommodations	89.5
% Assessed Using Skills Checklist		8.7

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	17	7.9

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	183	85.5	74.3	72.7
40.1 to 79.0 Percent of Time	20	9.3	19.1	16.1
0.0 to 40.0 Percent of Time	11	5.1	6.6	11.2

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

This year, Region 14 has identified the following initiatives as the next key steps in our process of continuous improvement:

- a) Instructional Coaching – In order to support classroom teachers in their efforts to successfully meet the needs of all students, the Region will introduce a group of instructional coaches this year. These coaches are master teachers who have received additional professional development on how to work with teachers as they incorporate research-based best practices into their work with students.
  - b) Best Instructional Practices – This is work we began during the 2008-2009 school year and will continue. A key component of this work is classroom walkthroughs conducted in every school by members of the district's Administrative Council. We are in the process of establishing what "best instructional practice" looks like in Region 14 and then will set out to be certain these practices are evidenced in classrooms throughout the region.
  - c) Training on Student Consultation Teams – Teams of teachers and administrators from each school in the district are receiving comprehensive training on how to provide support and assistance to students experiencing academic difficulties. They will serve as a resource for others in their schools so that we are certain we're meeting the learning needs of all students.
  - d) Systems Practices for Continuous Improvement – We continue to address our capacity to identify the specific needs of the district and in schools throughout the district. As we introduce initiatives and interventions we are establishing measures of success, and then evaluating our work against these standards. All initiatives must result in improved student achievement.
-