

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



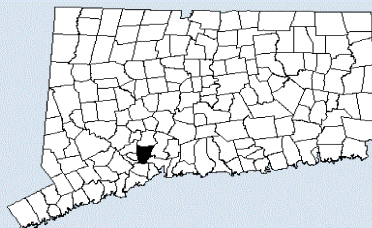
Woodbridge School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	780
Per Pupil Expenditures ¹	\$18,558
Total Expenditures ¹	\$14,530,890

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	377	48.3	48.4
Male	403	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	102	13.1	5.1
Black or African American	28	3.6	12.9
Hispanic or Latino	49	6.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	22	2.8	2.9
White	576	73.8	54.8
English Learners	10	1.3	6.8
Eligible for Free or Reduced-Price Meals	64	8.2	35.9
Students with Disabilities ¹	78	10.0	14.3

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	7	1.9	0	0.0
Male	18	4.6	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	18	3.2	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	8.0	*	*
District	25	3.2	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 32

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	59.5
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)	2.0
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	23.5

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	2	2.5	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	2.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	76	95.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.6

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	19	86.4
Other Health Impairment	11	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	9	*
District	43	69.4
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	10	1.3	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	22	2.9	4.9
Other Health Impairment	13	1.7	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	15	2.0	1.8
All Disabilities	69	9.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,721,056	11,311	9,663
Instructional Supplies and Equipment	306,227	397	321
Improvement of Instruction and Educational Media Services	85,929	111	578
Student Support Services	420,957	546	1,103
Administration and Support Services	2,302,436	2,986	1,861
Plant Operation and Maintenance	1,533,507	1,989	1,637
Transportation	669,153	455	877
Costs of Students Tuitioned Out	491,625	N/A	N/A
Other	0	0	201
Total	14,530,890	18,558	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,036,885	3,939	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,116,261	38.3	34.6
Noncertified Personnel	399,565	13.7	14.6
Purchased Services	175,495	6.0	5.8
Tuition to Other Schools	491,625	16.9	21.8
Special Ed. Transportation	270,297	9.3	8.5
Other Expenditures	458,471	15.7	14.7
Total Expenditures	2,911,714	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.4	94.0
State	18.0	4.0
Federal	1.5	1.8
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	66	87.4	66	87.7	17	*
Black or African American	16	*	16	*	*	*
Hispanic or Latino	23	74.1	23	69.7	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	10	*	10	*	*	*
White	300	81.2	299	75.8	75	70.1
English Learners	26	73.2	26	75.3	12	*
Non-English Learners	391	82.1	390	77.0	93	70.8
Eligible for Free or Reduced-Price Meals	33	72.7	33	66.4	10	*
Not Eligible for Free or Reduced-Price Meals	384	82.4	383	77.8	95	71.0
Students with Disabilities	48	56.8	47	51.1	16	*
Students without Disabilities	369	84.8	369	80.2	89	71.4
High Needs	93	65.3	92	61.5	32	56.4
Non-High Needs	324	86.3	324	81.2	73	74.8
District	417	81.6	416	76.9	105	69.2

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			
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	85.3	83.0	N/A	N/A	196	84.2
Curl Up	86.3	91.5	N/A	N/A	196	88.8
Push Up	84.3	81.9	N/A	N/A	196	83.2
Mile Run/PACER	90.2	95.7	N/A	N/A	196	92.9
All Tests - District	56.9	62.8	N/A	N/A	196	59.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.6	75	50.0	50	100.0	67.1
	High Needs Students	65.3	75	43.6	50	87.1	55.9
Math Performance Index	All Students	76.9	75	50.0	50	100.0	62.2
	High Needs Students	61.5	75	41.0	50	82.0	50.5
Science Performance	All Students	69.2	75	46.1	50	92.2	55.3
	High Needs Students	56.4	75	37.6	50	75.1	45.2
ELA Academic Growth	All Students	67.7%	100%	67.7	100	67.7	55.4%
	High Needs Students	52.1%	100%	52.1	100	52.1	49.8%
Math Academic Growth	All Students	74.2%	100%	74.2	100	74.2	61.7%
	High Needs Students	55.1%	100%	55.1	100	55.1	53.7%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	6.1%	<=5%	47.8	50	95.5	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.7% 59.7%	75%	39.8	50	79.6	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				654.9	850	77.0	

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?					Y
ELA Performance Index Gap	75.0	65.3	9.7	16.7	
Math Performance Index Gap	75.0	61.5	13.5	18.7	
Science Performance Index Gap	74.8	56.4	18.5	16.6	
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	97.3
	High Needs Students	92.4
Math	All Students	97.0
	High Needs Students	91.4
Science	All Students	97.3
	High Needs Students	94.3

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: * **State: 50.2**

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. 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 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 school district. The new Strategic Plan will move our students and Professional Learning Communities 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). Our new Mission and Vision Statements will continue our focus on academic excellence and the social and emotional development of ALL students. Two Grade 4 students placed first regionally in the Continental Mathematics League. Our entire 5th grade scored top honors in the state for the Science CMT's. Reader's /Writer's Workshop supports the delivery of the Language Arts curriculum. The workshop model is researched based and requires student-centered, responsive assessment-based instruction. The writing of rigorous student learning objectives requires in-depth analysis of student data including students with disabilities.

BRS continued to support the work of many committees inclusive of but not limited to: 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. We also saw completion and acceptance of our multi-year building project. We were recognized by the Connecticut Department of Energy and Environmental Protection for efforts to move away from finite energy sources to sustainable ones. BRS uses technology differently from other schools and believes in creating technology producers instead of consumers. Students are taught to use electronic devices as tools to share their knowledge in original and creative ways, and not just as workbooks. 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Beecher Road School 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 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 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, students are involved in a number of 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. This project often highlights a student's unique culture. The iPad initiative provides students access to technology as part of their daily instructional tools and is readily available for all students. The iPad initiative has expanded to include 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 Extended Day Program provides extracurricular activities for students such as drama and a before school running club with bus transportation. 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 new 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.