

STRATEGIC SCHOOL PROFILE 2011-12**Woodbridge School District**

GAETON F. STELLA, Superintendent

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Woodbridge,
Connecticut

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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: New Haven

Town Population in 2000: 8,983

1990-2000 Population Growth: 13.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$49,049

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated. Student Population: 89.3%

*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): B 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 737
5-Year Enrollment Change -7.1%

DISTRICT GRADE RANGE

Grade Range PK - 6

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	26	3.5	9.1	35.2
K-12 Students Who Are Not Fluent in English	17	2.4	2.0	5.6
Students Identified as Gifted and/or Talented*	23	3.1	6.8	4.0
PK-12 Students Receiving Special Education Services in District	67	9.1	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	74.7	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*95.7 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	117	15.9
Black	23	3.1
Hispanic	32	4.3
Pacific Islander	5	0.7
White	550	74.6
Two or more races	8	1.1
Total Minority	187	25.4

Percent of Minority Professional Staff: 2.6%

Open Choice:

12 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

12.5% 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 16.

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.

Beecher Road School is the only public elementary school in Woodbridge for students in Grades PK-6 with an enrollment of approximately 750 students. Woodbridge supports and participates in the Open Choice program. Through this program, 12 students are enrolled from New Haven in Grades K through 6. Additionally, BRS continues to participate with the Wintergreen Inter-district Magnet School. These partnerships allow BRS students opportunities to have direct contact with students of different racial, ethnic, and economic backgrounds. Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. A Writer's Workshop approach in all K-6 classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Spanish is taught in Grades K-6 through a proficiency model that promotes language acquisition and cross-cultural understandings. Responsive Classroom initiatives promote a more respectful and tolerant school culture---one that supports inter-cultural communication, tolerance of others and an appreciation of all forms of diversity. Using the internet as a vehicle of communication, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. In the 2009/10 school year, sister-school relationships were established with two elementary schools in the Shandong Province of China. During the 2011/12 school year, Beecher Road School students continued to engage in an international project with students in our sister schools in China with a series of large-scale Skype conferences. The project helped to broaden student's global perspective by incorporating the following components: (1) multi-cultural understanding; (2) cross-cultural communication; and, (3) and the use of the Arts to promote cultural sensitivity. Digital forms of communication have been established with both staff and students. During these conferences, students of various ages engaged in an on-going dialog with their peers in China. They also shared academic projects and used the Arts, including drama, choral and instrumental music to communicate. Beecher Road School's relationship with sister schools in China continues to provide many opportunities for inter-cultural communication.

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
Grade 3 Reading	81.0	59.2	90.6
Writing	71.6	62.7	56.9
Mathematics	86.0	66.5	85.0
Grade 4 Reading	89.1	64.1	97.5
Writing	89.5	65.3	96.9
Mathematics	86.2	68.0	80.0
Grade 5 Reading	90.0	67.6	92.2
Writing	80.6	68.1	67.3
Mathematics	91.4	71.6	89.3
Science	85.5	63.9	82.1
Grade 6 Reading	91.3	74.1	88.0
Writing	87.2	67.4	87.3
Mathematics	93.9	69.3	98.2
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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.

To see the NCLB Report Card for this school, go to 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 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
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed 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."

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
	47.8	50.6	39.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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	N/A	N/A	N/A
2010-11 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	57.00
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	24.70

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	16.0	14.5	13.9
% with Master's Degree or Above	95.5	86.9	79.6

Average Class Size	District	DRG	State
Grade K	18.6	17.9	18.5
Grade 2	18.2	19.8	19.7
Grade 5	22.0	21.9	21.6
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	998	973	993
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*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*	2.6	2.8	2.8
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*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	\$7,869	\$10,884	\$8,513	\$8,216	\$8,469
Instructional Supplies and Equipment	\$505	\$698	\$323	\$249	\$271
Improvement of Instruction and Educational Media Services	\$65	\$89	\$407	\$541	\$482
Student Support Services	\$154	\$213	\$919	\$970	\$901
Administration and Support Services	\$1,686	\$2,332	\$1,700	\$1,434	\$1,490
Plant Operation and Maintenance	\$950	\$1,314	\$1,281	\$1,420	\$1,463
Transportation	\$536	\$333	\$678	\$649	\$724
Costs for Students Tuitioned Out*	\$223	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$102	\$166	\$165
Total*	\$11,987	\$16,399	\$14,710	\$13,971	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$656	\$908	\$1,866	\$1,120	\$1,331

*Town total expenditures (in 1000s) for PK-12 are: Total, \$23,451 Tuition Costs, \$11,184.

Total town expenditures per pupil for PK-12 are \$15,479.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,421,024	20.2	20.9	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	95.7	3.9	0.2	0.2
Excluding School Construction	96.3	3.3	0.2	0.2

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.

The Woodbridge School District is committed to the equitable allocation of resources and has one educational facility. Beecher Road School, which is divided into a Primary House, Grades PK to 2, including a Multi-Age program, and an Intermediate House, Grades 3-6. An educational mission was developed, based on a carefully crafted, board approved Strategic Plan. The Board of Education built its annual budget in the following manner, using a zero-based approach. As part of the process of building the budget, Principals and the Special Services Director worked with their teams to develop budget requests that supported defined educational objectives. The Superintendent and the Business Manager review their proposals to ensure that budget requests: (a) met district goals; (b) served to further the district's strategic plan; (c) supported continuous improvement; (d) aligned with enrollment projections and class size guidelines; and, (e) assured equity in resource allocation. The Board of Education reviewed the Superintendent's proposed budget at the committee and full board levels. Parents and community members had an opportunity to comment on the budget proposal during public comments at BOE meetings, and/or at special district or building based informational meetings. In December, the BOE approved a budget and forwarded it to the Town of Woodbridge for January submission and review. A formal, televised presentation of the budget was made to the Boards of Selectmen and Finance in February. The Boards of Finance and Selectmen approved the final general and capital budgets in May.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	64
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

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	9	1.3	1.3	1.2
Learning Disability	13	1.8	3.2	3.9
Intellectual Disability	1	0.1	0.3	0.4
Emotional Disturbance	7	1.0	0.6	1.0
Speech Impairment	18	2.5	1.7	2.1
Other Health Impairment*	15	2.1	2.2	2.2
Other Disabilities**	1	0.1	0.7	1.0
Total	64	8.9	10.0	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	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	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	50.0	36.0	87.9	70.4
	Writing	26.0	21.5	81.9	66.3
	Mathematics	54.1	31.8	89.5	68.4
	Science	50.0	23.0	84.7	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	8.5
	% With Accommodations	91.5
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.3

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	1	1.6
Private Schools or Other Settings	4	6.3

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	51	79.7	75.7	72.1
40.1 to 79.0 Percent of Time	7	10.9	16.5	16.3
0.0 to 40.0 Percent of Time	6	9.4	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Through the support of the Board of Education and the Town Boards, there has been a major infusion of funds to provide state-of-the-art technology equipment at Beecher Road School. Students and teachers have easy access to computers and smart boards. The use of technology, Grades K-6, serves as a powerful catalyst in promoting an environment for learning at the school. A strong professional development program for staff enhances the integration of technology as a tool of instruction in all subject areas. A major initiative was launched to update curriculum in the areas of language arts, mathematics and world language. Likewise, work continued on developing a cohesive set of assessments in the core curriculum areas for Grades K-6. The use of teacher made assessments also have played an important part in the development of a school-wide assessment design. The implementation of curriculum, based on new state standards, the administration of a cohesive assessment design in Grades K-6 and the development of professional learning teams for teachers have resulted in improved student achievement. We are in the second year of a 3-year plan to promote differentiation and enrichment of instruction in all classrooms. Major efforts have been made to strengthen literacy skills of students. As an example, in order to help develop a generation of life time writers and learners, Reader's and Writer's Workshop models have been implemented on all grade levels, K-6. Through on-site coaching by consultants from the Columbia University, teachers remain life-long learners who embed reading and writing into their own life as well as into the lives of their students. BRS continues to focus on improving student performance on the Connecticut Mastery Test. Teachers and administrators analyze areas of strength and weakness on the Connecticut Mastery Test at each grade level and develop an annual action plan to improve student performance. In the 2011/12 school year, students showed many indicators of success, such as: (1) 91% of 6th graders taking the reading test scored at or above goal level; (2) 94% of 6th graders taking the test in mathematics scored at or above goal level; (3) in grades 3-5, over 80% -87% of students scored at least at proficiency with the majority scoring at or above goal. On the 5th grade science CMT, 86% scored in the goal or advanced range. A formal presentation of CMT results is given to the School Board and Community in September of each year. The district's CMT improvement plan is presented to the School Board and Community in October of each year. Both presentations can be found on the district's web site. The cohort of special education students at BRS did make AYP (Adequate Yearly Progress) on the annual CMT tests. This area continues to be addressed in a child centered, developmentally appropriate action plan. Throughout the year, teachers, working in professional learning teams, focused on 4 main questions: (1) what do we want students to learn; (2) how do we know they are learning; (3) what do we do if a student is not learning; (4) how do we work with students if are ready to advance to another level. Added objectives included the use of assessments to inform instruction and the alignment of professional development with student needs as determined by data analysis. The emphasis was on promoting differentiated instruction and accelerated learning opportunities. Based on the belief that parent understanding of curriculum improves the home-school partnership, the district has developed a Parent's Guide to the Curriculum that is distributed to parents, community members, administrators, teachers, and staff members and available on the district web site.
