

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



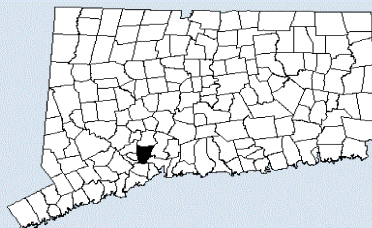
Woodbridge School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	847
Per Pupil Expenditures ¹	\$17,467
Total Expenditures ¹	\$14,689,729

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	393	46.4	48.4
Male	454	53.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	118	13.9	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	62	7.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	38	4.5	3.6
White	591	69.8	52.4
English Learners	20	2.4	7.6
Eligible for Free or Reduced-Price Meals	106	12.5	42.1
Students with Disabilities ³	91	10.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	21	5.5	*	*
Male	28	6.4	*	*
Black or African American	0	0.0	0	0.0
Hispanic or Latino of any race	*	*	*	*
White	36	6.3	9	1.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	10	10.0	*	*
Students with Disabilities	8	8.8	7	6.5
District	49	6.0	12	1.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 51

Number of school-based arrests: 0

⁴A 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.

⁵This 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	58.5
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	8.5
Paraprofessional Instructional Assistants	14.0
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	24.5

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	78	96.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.0

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	16	72.7
Other Health Impairment	15	71.4
Other Disabilities	0	0
Speech/Language Impairment	11	*
District	46	63.0
State		67.6

³This 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	12	1.4	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	2.6	5.5
Other Health Impairment	21	2.5	3.2
Other Disabilities	7	0.8	1.1
Speech/Language Impairment	13	1.6	1.8
All Disabilities	82	9.8	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,099,343	\$12,009	\$10,545
Support services - students	\$271,310	\$327	\$1,373
Support services - instruction	\$55,731	\$67	\$644
Support services - general administration	\$1,434,874	\$1,729	\$462
Support services - school based administration	\$852,845	\$1,028	\$1,007
Central and other support services	\$281,612	\$339	\$671
Operation and maintenance of plant	\$986,907	\$1,189	\$1,629
Student transportation services	\$707,107	\$1,144	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$14,689,729	\$17,467	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,013,307	30.8	29.7
Instructional Aide Salaries	\$364,892	11.1	9.6
Other Salaries	\$189,435	5.8	10.4
Employee Benefits	\$430,649	13.1	13.0
Purchased Services Other Than Transportation	\$213,052	6.5	5.5
Special Education Tuition	\$759,694	23.1	22.6
Supplies	\$22,018	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$293,441	8.9	8.0
Equipment	\$702	0.0	0.2
All Other Expenditures	\$1,348	0.0	0.1
Total	\$3,288,538	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	93.9
State	4.3
Federal	1.6
Tuition & Other	0.2

⁴Revenue 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).

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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	67	90.3	65	88.8	22	88.2
Black or African American	24	67.6	24	61.3	8	*
Hispanic or Latino of any race	36	77.7	36	73.5	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	317	83.0	314	77.6	89	85.7
English Learners	22	73.8	22	71.6	6	*
Non-English Learners	444	83.8	440	79.1	124	85.5
Eligible for Free or Reduced-Price Meals	55	69.6	55	64.1	16	*
Not Eligible for Free or Reduced-Price Meals	411	85.2	407	80.7	114	87.2
Students with Disabilities	49	56.5	49	50.4	13	*
Students without Disabilities	417	86.5	413	82.1	117	87.8
High Needs	103	66.5	103	61.0	29	63.7
Non-High Needs	363	88.2	359	83.8	101	90.7
District	466	83.4	462	78.7	130	84.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	96.7	96.3	N/A	N/A	232	96.6
Curl Up	95.1	99.1	N/A	N/A	232	97.0
Push Up	87.0	90.8	N/A	N/A	232	88.8
Mile Run/PACER	81.3	100.0	N/A	N/A	232	90.1
All Tests - District	80.5	89.0	N/A	N/A	232	84.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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	83.4	75	50.0	50	100.0	67.7
	High Needs Students	66.5	75	44.3	50	88.6	58.1
Math Performance Index	All Students	78.7	75	50.0	50	100.0	63.1
	High Needs Students	61.0	75	40.6	50	81.3	52.7
Science Performance Index	All Students	84.6	75	50.0	50	100.0	63.8
	High Needs Students	63.7	75	42.4	50	84.9	54.2
ELA Academic Growth	All Students	78.6%	100%	78.6	100	78.6	59.9%
	High Needs Students	64.7%	100%	64.7	100	64.7	55.1%
Math Academic Growth	All Students	85.7%	100%	85.7	100	85.7	62.5%
	High Needs Students	72.7%	100%	72.7	100	72.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.0%	<=5%	48.1	50	96.2	10.4%
	High Needs Students	8.7%	<=5%	42.5	50	85.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 84.5%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				719.7	850	84.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.5	8.5	15.4	
Math Performance Index Gap	75.0	61.0	14.0	17.6	
Science Performance Index Gap	75.0	63.7	11.3	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	95.3
	High Needs Students	90.5
Math	All Students	94.5
	High Needs Students	90.5
Science	All Students	97.1
	High Needs Students	90.9

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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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 2017-20 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 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 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 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 Extended Day 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.