

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



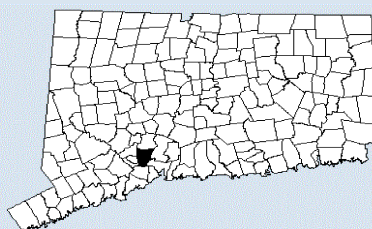
Woodbridge School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	797
Per Pupil Expenditures ¹	\$17,301
Total Expenditures ¹	\$13,390,851

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	404	50.7	48.3
Male	393	49.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	108	13.6	4.7
Black or African American	32	4.0	12.9
Hispanic or Latino	41	5.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	18	2.3	2.5
White	591	74.2	57.2
English Language Learners	17	2.1	6.3
Eligible for Free or Reduced-Price Meals	45	5.6	37.6
Students with Disabilities ¹	71	8.9	13.3

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	19	4.8	0	0.0
Male	20	5.3	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	27	4.7	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	13.2	*	*
Students with Disabilities	7	10.0	*	*
District	39	5.0	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 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.

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	61.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.5
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

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	1	1.3	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	77	96.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.2

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	18	*
Other Health Impairment	16	*
Other Disabilities	0	0
Speech/Language Impairment	13	*
District	50	79.4
State		69.7

³Ages 6-21

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	0.8	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	19	2.4	4.4
Other Health Impairment	17	2.2	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	1.8	1.9
All Disabilities	63	8.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	8,317,043	10,829	9,134
Instructional Supplies and Equipment	409,090	533	334
Improvement of Instruction and Educational Media Services	96,280	125	498
Student Support Services	194,118	253	1,001
Administration and Support Services	2,172,416	2,829	1,694
Plant Operation and Maintenance	1,436,467	1,870	1,572
Transportation	550,289	372	813
Costs of Students Tuitioned Out	215,148	N/A	N/A
Other	0	0	186
Total	13,390,851	17,301	15,289

Additional Expenditures

Land, Buildings, and Debt Service	578,843	754	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,097,201	47.5	35.1
Noncertified Personnel	325,160	14.1	14.2
Purchased Services	121,264	5.2	5.2
Tuition to Other Schools	215,148	9.3	22.0
Special Ed. Transportation	144,206	6.2	8.6
Other Expenditures	407,077	17.6	14.9
Total Expenditures	2,310,056	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	94.2	94.6
State	4.0	3.5
Federal	1.6	1.7
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).

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

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	*	*	*	*	N/A	N/A
Asian	70	81.2	70	83.3	17	*
Black or African American	16	*	16	*	*	*
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	8	*	8	*	*	*
White	306	77.5	304	70.4	100	66.2
English Language Learners	18	*	18	*	6	*
Non-English Language Learners	402	78.5	400	72.7	122	67.4
Eligible for Free or Reduced-Price Meals	29	64.5	29	59.3	9	*
Not Eligible for Free or Reduced-Price Meals	391	79.1	389	73.7	119	67.6
Students with Disabilities	51	52.2	51	48.7	18	*
Students without Disabilities	369	81.6	367	76.1	110	68.5
High Needs	80	58.8	80	56.4	26	53.1
Non-High Needs	340	82.6	338	76.6	102	69.9
District	420	78.1	418	72.7	128	66.5

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			
Grade 4			
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	74.7	91.4	N/A	N/A	211	83.9
Curl Up	89.5	95.7	N/A	N/A	211	92.9
Push Up	73.7	80.2	N/A	N/A	211	77.3
Mile Run/PACER	77.9	87.1	N/A	N/A	211	82.9
All Tests - District	50.5	69.8	N/A	N/A	211	61.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.1	75	100.0	100	100.0	67.9
	High Needs Students	58.8	75	78.4	100	78.4	56.7
Math Performance Index	All Students	72.7	75	97.0	100	97.0	59.3
	High Needs Students	56.4	75	75.2	100	75.2	47.8
Science Performance Index	All Students	66.5	75	88.6	100	88.6	56.5
	High Needs Students	53.1	75	70.8	100	70.8	45.9
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.8	10.6%
	High Needs Students	9.3%	<=5%	41.4	50	82.7	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		98.1% 61.1%	75%	40.8	50	81.5	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				642.0	750	85.6	

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	58.8	16.2	17.3	
Math Performance Index Gap	75.0	56.4	18.6	19.6	
Science Performance Index Gap	69.9	53.1	16.7	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	94.9
	High Needs Students	90.0
Math	All Students	94.5
	High Needs Students	90.3
Science	All Students	99.2
	High Needs Students	96.3

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: 59.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Woodbridge community has traditionally supported excellence in education. BRS builds a strong academic program that provides an atmosphere to inspire the love of learning with strong family and community support. The school celebrates the accomplishments of all stakeholders as a community of life-long learners and leaders. The 2014/15 school year had many indicators of success. The taxpayers of Woodbridge who approved the multi-million dollar project for energy conservation modernization and security enhancements at Beecher Road School.

Beecher Road School is the only K-6 elementary school. Based on the belief that parent understanding of curriculum improves the home-school partnership, parents receive a monthly update from the Superintendent on pertinent topics. There is a multi-age program, with base Grades 1-4, that provides a non-conventional, child-centered instructional environment. BRS has an extended day with a before and after-school program for students. These programs are staffed by experienced, dedicated school and community personnel and support families by providing a safe and nurturing environment for children. The PTO provides many family and extra-curricular events and activities to supplement the district's educational programs.

Through support of the BOE and Town, there has been a major infusion of funds to provide state-of-the-art technology equipment at BRS. The use of technology serves as a powerful catalyst in promoting an environment for learning, creating a community where everyone is both learner and teacher. Students and teachers, Grades K-6, have easy access to computers and smart boards. A strong professional development program for staff enhances the integration of technology as a tool of instruction in all subject areas. Students focus on discovering new ways to express their thoughts and ideas that lead to increased creativity and innovation for individual learning styles.

A major initiative was launched to update curriculum in the areas of social studies, mathematics, language arts, and world language. Concentrated efforts have been made to strengthen student literacy skills through the implementation of Reader's and Writer's Workshop models. Work continued on developing a cohesive set of K-6 assessments in core curriculum areas. Teacher assessments were pivotal in development of a school-wide assessment design. Curriculum implementation, 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.

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 happens if a student is not learning; (4) how do we work with students ready to advance to another level. Added objectives include the use of assessments to inform instruction and align professional development with student needs as determined by data analysis. The emphasis is on promoting differentiated instruction and accelerated learning opportunities that improve student performance. Teachers and administrators analyze areas of strength and weakness at each grade level and develop an annual action plan.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Beecher Road School is the only elementary school in Woodbridge for students in Grades PK-6 with an enrollment of approximately 760. Woodbridge supports and participates in the Open Choice program, where 12 students are enrolled from New Haven in Grades K-6. Additionally, BRS participates in 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.

Sister-school relationships have been established for inter-cultural communication with two elementary schools in the Shandong Province of China. Digital forms of communication have been established with both staff and students. BRS students engage in international projects with students in our sister schools in China through a series of large-scale Skype conferences. These projects help to broaden student's global perspective by incorporating: (1) multi-cultural understanding; (2) cross-cultural communication; and (3) the use of the Arts to promote cultural sensitivity. During these conferences, students of various ages engage in an on-going dialog with their peers in China.

Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. Writer's Workshop in all K-6 classrooms provides students with opportunities to share 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. Students also share in academic projects using the Arts, drama, choral and instrumental music. Chinese language and culture is also taught in after-school classes.

The Responsive Classroom initiative focuses on the emotional and social development of children. This initiative promotes 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. As a result, school culture and climate are enhanced through respectful academic and social interacti

District Profile and Performance Report for School Year 2014-15

Woodbridge School District

Equitable Allocation of Resources among District Schools

BRS is a one facility elementary school grades PK-6. An educational mission was developed, based on a board approved Strategic Plan. The Board of Education annually develops a budget utilizing a zero-based approach. As part of this process, the administrators work with teachers to develop requests that support the district's educational mission. The Superintendent and Business Manager review budget requests 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 proposed budget at both committee and full board levels. Parents and community members have opportunities for comment during public BOE meetings, and/or at special district or building based informational meetings. In December, the BOE approves a budget for submission to the Town for January review. A formal, televised presentation is made to the Boards of Selectmen and Finance in February. The Town Boards approve the final operating and capital budgets in May at a town-wide meeting.