

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 14**

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

Location: 5 Minortown Lane
Woodbury,
Connecticut

Website: 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.

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: 86.6%

*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): 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, 2007 2,204

5-Year Enrollment Change -4.1%

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	120	5.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	19	0.9	0.6	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	244	11.1	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	92	82.9	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	120	27.5	21.6	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	27	1.2
Black	20	0.9
Hispanic	60	2.7
White	2,093	95.0
Total Minority	111	5.0

Percent of Minority Professional Staff: 1.0%

Non-English Home Language: 2.0% 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 13.

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	63.3	52.0	55.8
Writing	75.4	63.4	63.8
Mathematics	71.4	60.0	62.6
Grade 4 Reading	71.1	55.9	70.3
Writing	70.3	62.9	52.2
Mathematics	79.2	60.3	80.5
Grade 5 Reading	76.7	62.2	69.8
Writing	76.0	64.5	61.7
Mathematics	80.7	65.9	71.0
Science	70	54.9	61.1
Grade 6 Reading	76.5	66.3	57.1
Writing	57.6	61.9	26.8
Mathematics	66.3	66.4	32.7
Grade 7 Reading	81.6	71.1	52.3
Writing	72.7	62.0	60.0
Mathematics	67.5	63.0	43.2
Grade 8 Reading	76.8	64.8	57.9
Writing	68.5	63.4	46.5
Mathematics	65.5	60.8	40.3
Science	76.4	58.6	65.4

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.

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 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	70.1	45.5	83.1
Writing Across the Disciplines	76.8	57.9	72.3
Mathematics	73.0	50.1	76.9
Science	53.7	46.3	50.0

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
	38.2	36.1	50.3

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		87.4	77.6	
Average Score	Mathematics	498	504	36.9
	Critical Reading	510	502	56.9
	Writing	508	503	53.8

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, Class of 2007	98.9	92.6	86.2
Cumulative Four-Year Dropout Rate for Class of 2007	1.0	6.2	83.5
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	48.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.7	83.4
% Employed (Civilian Employment and in Armed Services)	6.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	142.50
Paraprofessional Instructional Assistants	26.25
Special Education	
Teachers and Instructors	22.70
Paraprofessional Instructional Assistants	36.00
Library/Media Specialists and Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.20
School Level	9.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	12.37
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	107.25

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	13.7	14.3	13.6
% with Master's Degree or Above	73.3	75.5	75.6

Average Class Size	District	DRG	State
Grade K	22.2	17.1	18.1
Grade 2	16.3	18.6	19.3
Grade 5	19.1	20.4	20.9
Grade 7	23.4	19.9	20.5
High School	22.1	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	966	993	987
Middle School	1,086	1,032	1,017
High School	959	1,021	1,006

*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*	5.1	3.3	3.4
Middle School	2.2	2.2	2.7
High School	2.2	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$14,515	\$6,364	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$781	\$342	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$1,471	\$645	\$443	\$395	\$429
Student Support Services	\$2,038	\$893	\$764	\$713	\$761
Administration and Support Services	\$2,497	\$1,094	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$2,777	\$1,217	\$1,329	\$1,295	\$1,322
Transportation	\$1,424	\$649	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$1,316	N/A	N/A	N/A	N/A
Other	\$581	\$255	\$147	\$130	\$145
Total	\$27,400	\$11,887	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,673	\$734	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$6,399,712
Percent of Total PK-12 Expenditures Used for Special Education	23.4%

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	78.5	13.2	2.9	5.4
Excluding School Construction	80.3	10.9	3.1	5.7

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 also 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	215
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

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	17	0.9	0.8	0.7
Learning Disability	75	3.8	4.1	4.0
Intellectual Disability	7	0.4	0.4	0.5
Emotional Disturbance	8	0.4	0.7	1.0
Speech Impairment	74	3.7	2.2	2.4
Other Health Impairment*	28	1.4	1.9	2.1
Other Disabilities**	6	0.3	0.6	0.9
Total	215	10.8	10.7	11.5

*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 2006-07 with a Standard Diploma	91.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

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	30.1	20.4	74.7	62.1
	Writing	21.3	19.3	69.8	63.0
	Mathematics	30.5	22.6	71.5	62.7
	Science	46.2	22.2	73.3	56.8
CAPT	Reading Across the Disciplines	15.0	11.4	70.1	45.5
	Writing Across the Disciplines	35.0	16.3	76.8	57.9
	Mathematics	50.0	14.7	73.0	50.1
	Science	23.8	14.4	53.7	46.3

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	48.1
	% With Accommodations	51.9
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% Assessed Using Skills Checklist		6.5

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	12	5.6

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	185	86.0	71.7	71.6
40.1 to 79.0 Percent of Time	21	9.8	21.8	16.6
0.0 to 40.0 Percent of Time	9	4.2	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Region 14 has again been awarded the Systemic Instructional Improvement (SIIP) Planning Grant from the Center for School Change. As a result, the district works in collaboration with the Center to improve student achievement throughout the district. Much of our work to date has focused on literacy instruction. This past year we worked with the administrative council to strengthen the members' skills as instructional leaders in order to improve the quality of instruction throughout the district. The technical assistance provided by the Center for School Change has helped us identify core district values and beliefs concerning teaching and learning. We have started to frame a common understanding of effective leadership in the region and plan to continue our affiliation with the Center for School Change as we move into the new school year.

Our new K-12 Language Arts Curriculum was introduced this year. The curriculum provides opportunities for students to engage in guided reading, literature circles, and book discussion groups. We are administering the Developmental Reading Assessment 2 (DRA2) to all students in kindergarten, first, and second grades. More importantly, we are using these test results to inform our instruction. We added an Integrated Literacy Specialist to our staff. She serves as a resource for teachers and administrators as we continue our focus on improving instructional practices at all levels, and to use all subject areas as opportunities to teach reading skills.

The K-8 science curriculum has been implemented and addresses state standards and offers students opportunities to apply learning through a number of experiments and hands-on activities. The new curriculum is more inquiry-based and has been designed to more actively engage students. Our K-12 district science curriculum coordinator assists teachers as they begin the use the curriculum document with their students.

Teachers and administrators have continued to receive professional development in literacy instructional practices. This training has taken place in all subject areas in all grade levels.

Region 14 progresses in the area of inclusion. Students with special needs are spending more time in general education classrooms with non-disabled peers. Co-teaching has increased as a result of our inclusion work. Across the district, more special education teachers are working in regular education classrooms with all students.
