

**STRATEGIC SCHOOL PROFILE 2012-13****Regional School District 14**

Jody I. Goeler, Superintendent

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Woodbury,  
ConnecticutWebsite: [www.ctreg14.org](http://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](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Litchfield

Town Population in 2000: 12,620

1990-2000 Population Growth: 12.7%

Number of Public Schools: 4

Per Capita Income in 2000: \$35,671

Percent of Adults without a High School Diploma in 2000\*: 10.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.5%

District Enrollment as % of Estimated. Student Population: 87.2%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2012      1,922  
5-Year Enrollment Change      -12.8%

**DISTRICT GRADE RANGE**

Grade Range      K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	111	5.8	8.9	36.7
K-12 Students Who Are Not Fluent in English	16	0.9	0.8	5.8
Students Identified as Gifted and/or Talented	0	0.0	4.8	3.8
PK-12 Students Receiving Special Education Services in District	200	10.4	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	84	92.3	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	84	23.5	12.7	12.7

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	37	1.9
Black	10	0.5
Hispanic	51	2.7
Pacific Islander	0	0.0
White	1,819	94.6
Two or more races	2	0.1
Total Minority	103	5.4

**Percent of Minority Professional Staff:** 1.6%

**Non-English Home Language:**

1.0% 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 7.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

Regional School District 14 provided teachers and students with opportunities to learn about diversity and to reduce racial and ethnic isolation throughout the system. While there is little diversity within the school system, staff is sensitive to this fact and creates opportunities to connect our students to different cultures. At Bethlehem Elementary School, students participated in "Traveling Tuesdays" throughout the school year. Each week the school selected a different location in the world to visit. During the week, teachers introduced their classes to a new country as they learned about the people, their customs, their food and other aspects of their lives. On Thursday afternoon, the whole school came together to share what they had learned, work on a project representing an important aspect of the country, and sample food from the area. Parents of students with a direct link to the country and culture being studied often visited classes to share their experiences and answer questions. Multicultural programs were also provided to students attending Mitchell Elementary School. A popular choice for this school were programs presented by "Young Audiences," where not only are students able to experience a performance that typically references lands far away, but the actors share a considerable amount of information about the people and the culture from where the story is set. At Woodbury Middle School, the social studies curriculum delves deeply into the study of China, Japan, Africa, and India. Each country is studied in depth, providing students with numerous opportunities to learn about the country, its people, and its culture. Guest speakers are common, as are trips out into the community to sample cuisine at ethnic restaurants. Our study of world languages also begins at the middle school, and our curriculum emphasizes the study of cultures and customs. Though there is limited diversity within the communities of Bethlehem and Woodbury, Nonnewaug High School is one of the state's designated agri-science schools. As such, students from twenty-six surrounding communities apply for acceptance into the program. The program contributes to considerably greater diversity among our high school students and helps to reduce not only racial, but also economic, isolation. The high school's Diversity Club provides students with opportunities to work with, learn about, and interact with classmates they might not otherwise met. Last year's presentation by the Anti-Defamation League, entitled "The Truth about Hate," and this year's "I am Dirt" presentation were powerful opportunities for students to explore their own prejudices and biases. Region 14 remains committed to providing students with as many opportunities as possible to learn about the world outside our own two communities.

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## 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	70.6	56.9	65.0
Writing	67.6	60.0	50.9
Mathematics	76.2	61.4	67.7
Grade 4 Reading	77.5	62.6	69.6
Writing	64.2	63.0	39.9
Mathematics	72.7	65.1	48.1
Grade 5 Reading	80.6	66.9	70.2
Writing	81.8	65.6	76.4
Mathematics	84.8	69.2	70.8
Science	86.4	62.3	88.2
Grade 6 Reading	87.6	73.3	70.7
Writing	75.7	65.1	56.5
Mathematics	78.4	67	58.3
Grade 7 Reading	90.9	78.9	79.1
Writing	73.2	64.9	51.3
Mathematics	74.6	65.4	51.9
Grade 8 Reading	94.9	76.2	94.3
Writing	83.5	67.2	67.9
Mathematics	84.4	65.0	78.0
Science	85.0	60.4	90.6

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	66.5	48.5	70.5
Writing Across the Disciplines	79.8	62.1	72.0
Mathematics	64.2	52.4	59.8
Science	65.8	48.8	66.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	56.8	51.1	60.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.9	78.5	
Average Score	Mathematics	517	503	60.2
	Critical Reading	530	499	74.4
	Writing	541	504	78.9

**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 2012	96.9	84.8	88.2
2011-12 Annual Dropout Rate for Grade 9 through 12	0.2	2.1	78.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.3	82.6
% Employed (Civilian Employment and in Armed Services)	8.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	136.70
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	42.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	8.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	101.56

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	14.0	14.6	13.9
% with Master's Degree or Above	80.4	82.2	79.8

Average Class Size	District	DRG	State
Grade K	17.2	16.8	18.9
Grade 2	18.1	18.0	19.8
Grade 5	21.9	21.1	21.3
Grade 7	18.7	19.9	20.2
High School	19.3	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	995	997	999
Middle School	902	1,024	1,029
High School	970	1,024	1,027

\*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*	4.6	2.6	2.7
Middle School	2.4	1.9	2.1
High School	2.0	2.0	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$15,558	\$7,799	\$8,570	\$8,110	\$8,570
Instructional Supplies and Equipment	\$449	\$225	\$252	\$252	\$257
Improvement of Instruction and Educational Media Services	\$1,447	\$725	\$475	\$412	\$471
Student Support Services	\$2,807	\$1,407	\$949	\$954	\$950
Administration and Support Services	\$2,662	\$1,334	\$1,526	\$1,521	\$1,547
Plant Operation and Maintenance	\$2,792	\$1,400	\$1,466	\$1,417	\$1,459
Transportation	\$1,824	\$973	\$775	\$750	\$765
Costs for Students Tuitioned Out	\$1,851	N/A	N/A	N/A	N/A
Other	\$773	\$387	\$170	\$184	\$170
<b>Total</b>	<b>\$30,163</b>	<b>\$15,135</b>	<b>\$14,444</b>	<b>\$14,121</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,079	\$541	\$1,405	\$1,204	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,727,967	25.6	21.3	21.8

**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	85.1	12.6	2.2	0.0
Excluding School Construction	86.6	11.1	2.3	0.0

## 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 budget development process in Region 14 is designed to ensure equitable allocation of resources among schools. Committed to approaching our work in a systemic fashion, we consistently examine, analyze, and monitor the use of resources across all levels. Implication of budget decisions at one level, and their impact on the other levels (elementary, middle, high), is always considered. As we work to make the curriculum more tightly aligned K-12 to the Common Core State Standards, it is increasingly important to assess how resources spent at one level will impact the rest of the system either now or in the future. Now in its final year of implementation, a driving force behind our work is a three year strategic plan developed by the district's Leadership Team. Our Three-Year Strategic Plan requires a thoughtful, well-planned allocation and use of limited resources in order to achieve our goals. The district is currently engaged in developing a new strategic plan.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	200
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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	31	1.8	1.3	1.3
Learning Disability	65	3.9	4.1	4.0
Intellectual Disability	9	0.5	0.4	0.4
Emotional Disturbance	7	0.4	0.8	1.0
Speech Impairment	36	2.1	1.7	2.0
Other Health Impairment*	42	2.5	2.3	2.4
Other Disabilities**	10	0.6	0.7	1.0
<b>Total</b>	<b>200</b>	<b>11.9</b>	<b>11.1</b>	<b>12.1</b>

\*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 2011-12 with a Standard Diploma	90.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

## 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	46.3	34.5	84.4	69.2
	Writing	25.6	19.9	74.6	64.4
	Mathematics	35.5	29.0	78.5	65.5
	Science	41.4	21.3	85.6	61.3
CAPT	Reading Across the Disciplines	15.4	15.7	66.5	48.5
	Writing Across the Disciplines	23.1	16.7	79.8	62.1
	Mathematics	23.1	16.8	64.2	52.4
	Science	23.1	14.6	65.8	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	21.3
	% With Accommodations	78.7
CAPT	% Without Accommodations	7.1
	% With Accommodations	92.9
% Assessed Using Skills Checklist		8.3

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	0	0.0
Private Schools or Other Settings	24	12.0

### 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	156	78.0	74.0	72.0
40.1 to 79.0 Percent of Time	23	11.5	19.1	16.4
0.0 to 40.0 Percent of Time	21	10.5	6.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Each year, a District Improvement Plan serves as the driving force behind our work in Region 14. Based on the goals outlined in the Three-Year-Strategic Plan and an analysis of student performance data, the plan explicitly addresses work to be carried out in the areas of curriculum, instruction, and leadership. Goals for each major area are identified, along with action steps to get the work done. The Superintendent reports on progress made on the District Improvement Plan at both mid-year and end-of-year presentations to the Board of Education. Annually, each school and department in Region 14 develops its own School/Department Improvement Plan, which supports the District Improvement Plan. Each plan is developed with the goal of increasing student achievement. Draft plans are shared with parents who are encouraged to provide feedback and suggestions. Presentations to PTOs and the Board of Education by each administrator during the year update progress on school and district goals. Parent meetings scheduled throughout the year by the Superintendent provide another venue for parent input into the plan. The Department of Special Education develops its own improvement plan annually. The plan is one way the department monitors for compliance with all state and federal mandates. In addition, performance of our special education students on both state and local assessments serves as a starting point for planning student achievement goals. Progress monitoring provides us with the necessary data throughout the year to determine whether or not students are learning as outlined in the department improvement plan. Region 14 continues to work with the Central Connecticut State University Professor, Tony Rigazio-Digilio, on large scale instructional improvement efforts. Having begun as a leadership training initiative, teachers have joined the Leadership Team in performing Instructional Rounds and have participated in sessions designed around the needs of teachers. With the lack of district-level coordinators and curriculum directors, our efforts are designed to build capacity among building leaders, central office leadership and teachers.

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