

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



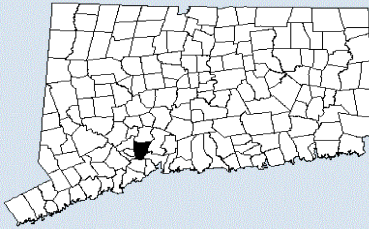
## Woodbridge School District

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

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-6         |
| Number of Schools                   | 1            |
| Enrollment                          | 770          |
| Per Pupil Expenditures <sup>1</sup> | \$17,244     |
| Total Expenditures <sup>1</sup>     | \$12,985,107 |

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

|  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 383   | 49.7                                | 48.3                             |
| Male                                     | 387   | 50.3                                | 51.6                             |
| American Indian                          | *     | *                                   | 0.2                              |
| Asian                                    | 109   | 14.2                                | 4.6                              |
| Black or African American                | 28    | 3.6                                 | 12.9                             |
| Hispanic or Latino                       | 36    | 4.7                                 | 21.2                             |
| Pacific Islander                         | *     | *                                   | 0.0                              |
| White                                    | 573   | 74.4                                | 58.4                             |
| Two or More Races                        | 15    | 1.9                                 | 2.3                              |
| English Language Learners                | 17    | 2.2                                 | 5.7                              |
| Eligible for Free or Reduced-Price Meals | 42    | 5.5                                 | 37.3                             |
| Students with Disabilities <sup>1</sup>  | 62    | 8.1                                 | 12.8                             |

<sup>1</sup>Students 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<br>Absenteeism <sup>2</sup> |          | Suspension/<br>Expulsion <sup>3</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | Count                               | Rate (%) | Count                                 | Rate (%) |
| Female                                   | 22                                  | 6.0      | 0                                     | 0.0      |
| Male                                     | 26                                  | 6.8      | *                                     | *        |
| Black or African American                | *                                   | *        | 0                                     | 0.0      |
| Hispanic or Latino                       | *                                   | *        | 0                                     | 0.0      |
| White                                    | 37                                  | 6.6      | *                                     | *        |
| English Language Learners                | *                                   | *        | 0                                     | *        |
| Eligible for Free or Reduced-Price Meals | 6                                   | 14.0     | *                                     | *        |
| Students with Disabilities               | 8                                   | 12.9     | *                                     | *        |
| District                                 | 48                                  | 6.4      | *                                     | *        |
| State                                    |                                     | 10.8     |                                       | 7.4      |

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2013-14

## Woodbridge School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 58.0 |
| Paraprofessional Instructional Assistants                 | 16.0 |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 8.0  |
| Paraprofessional Instructional Assistants                 | 9.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| District Central Office                                   | 3.0  |
| School Level  | 2.0  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 1.0  |
| Support Staff   | 2.0  |
| Instructional Specialists Who Support Teachers            | 2.0  |
| Counselors, Social Workers and School Psychologists       | 2.5  |
| School Nurses   | 1.8  |
| Other Staff Providing Non-Instructional Services/Support  | 21.9 |

<sup>1</sup>In 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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian                     | 1     | 1.3                                 | 1.0                              |
| Black or African American | 0     | 0                                   | 3.5                              |
| Hispanic                  | 2     | 2.6                                 | 3.6                              |
| Native American           | 0     | 0                                   | 0.1                              |
| White                     | 75    | 96.2                                | 91.7                             |

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| District                            | 100.0                |
| District Poverty Quartile: Low      |                      |
| State High Poverty Quartile Schools | 97.8                 |
| State Low Poverty Quartile Schools  | 99.5                 |

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

#### Classroom Teacher Attendance: 2012-13

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.8      | 9.3   |

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | *     | *        |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | 0     | 0        |
| Learning Disability        | 10    | *        |
| Other Health Impairment    | 14    | *        |
| Other Disabilities         | N/A   | N/A      |
| Speech/Language Impairment | 14    | *        |
| District                   | 41    | 74.5     |
| State                      |       | 69.2     |

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Woodbridge School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 6        | 0.8      | 1.4      |
| Emotional Disturbance      | *        | *        | 1.0      |
| Intellectual Disability    | *        | *        | 0.4      |
| Learning Disability        | 11       | 1.5      | 4.2      |
| Other Health Impairment    | 15       | 2.0      | 2.5      |
| Other Disabilities         | *        | *        | 1.0      |
| Speech/Language Impairment | 19       | 2.5      | 1.9      |
| All Disabilities           | 59       | 7.8      | 12.4     |

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0        | 0        | 2.8      |
| Private Schools or Other Settings | *        | *        | 8.1      |

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 8,394,566  | 11,283        | 8,769      |
| Instructional Supplies and Equipment                      | 354,034    | 476           | 275        |
| Improvement of Instruction and Educational Media Services | 73,136     | 98            | 487        |
| Student Support Services                                  | 153,767    | 207           | 965        |
| Administration and Support Services                       | 1,924,437  | 2,587         | 1,600      |
| Plant Operation and Maintenance                           | 1,269,936  | 1,707         | 1,472      |
| Transportation  | 539,214    | 362           | 786        |
| Costs of Students Tuitioned Out                           | 276,017    | N/A           | N/A        |
| Other   | 0          | 0             | 178        |
| Total   | 12,985,107 | 17,244        | 14,642     |

#### Additional Expenditures

|                                   |         |       |       |
|-----------------------------------|---------|-------|-------|
| Land, Buildings, and Debt Service | 900,000 | 1,210 | 1,434 |
|-----------------------------------|---------|-------|-------|

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

### Special Education Expenditures: 2012-13

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 1,105,196  | 46.1                 | 35.6                 |
| Noncertified Personnel     | 323,195    | 13.5                 | 14.5                 |
| Purchased Services         | 116,422    | 4.9                  | 5.0                  |
| Tuition to Other Schools   | 268,383    | 11.2                 | 21.4                 |
| Special Ed. Transportation | 107,520    | 4.5                  | 8.5                  |
| Other Expenditures         | 476,819    | 19.9                 | 14.9                 |
| Total Expenditures         | 2,397,535  | 100.0                | 100.0                |

|   |      |      |
|---|------|------|
| PK-12 Expenditures Used for Special Education | 18.5 | 21.9 |
|---|------|------|

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 94.4                          | 94.7                          |
| State           | 4.1                           | 3.7                           |
| Federal         | 1.5                           | 1.6                           |
| Tuition & Other | 0.0                           | 0.0                           |

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Woodbridge School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT                                      | DPI     |         |         |         | 2013-14 |     |        |          | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count   | DPI | Target | Achieved |   |
| Black or African American                | .       | .       | .       | .       | .       | .   | .      | .        |   |
| Hispanic or Latino                       | .       | 89.6    | .       | .       | .       | .   | .      | .        |   |
| English Language Learners                | .       | .       | .       | .       | .       | .   | .      | .        |   |
| Eligible for Free or Reduced-Price Meals | 67.5    | .       | 80.5    | 86.4    | .       | .   | .      | .        |   |
| Students with Disabilities               | 67.3    | 76.6    | 75.0    | 71.5    | .       | .   | .      | .        |   |
| High Needs                               | 69.7    | 77.8    | 80.4    | 76.5    | .       | .   | .      | .        |   |
| District                                 | 91.1    | 92.3    | 93.6    | 92.9    | .       | .   | .      | .        |   |

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

| READING         | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut     | 43%     | 45%     | 50%      |
| National Public | 34%     | 34%     | 36%      |
| MATH            | Grade 4 | Grade 8 | Grade 12 |
| Connecticut     | 45%     | 37%     | 32%      |
| National Public | 41%     | 34%     | 25%      |

<sup>1</sup>NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by |      |      | All Tested Grades |          |
|----------------------|------------------------|------|------|-------------------|----------|
|                      | 4                      | 6    | 8    | Count             | Rate (%) |
| Sit & Reach          | 85.6                   | 74.5 | N/A  | 212               | 80.7     |
| Curl Up              | 86.4                   | 95.7 | N/A  | 212               | 90.6     |
| Push Up              | 72.0                   | 67.0 | N/A  | 212               | 69.8     |
| Mile Run/PACER       | 86.4                   | 91.5 | N/A  | 212               | 88.7     |
| All Tests - District | 47.5                   | 54.3 | N/A  | 212               | 50.5     |
| All Tests - State    | 50.2                   | 50.7 | 50.3 |                   | 51.1     |

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## 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 2013/14 school year had many indicators of success. The CSDE recognized BRS as a "School of Distinction", based on highest overall performance. In addition, BRS received awards for various programs, including music, drama and the visual arts.

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 800. 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 an international project with students in our sister schools in China with 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.

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 interactions.

# District Profile and Performance Report for School Year 2013-14

## 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 their budget utilizing a zero-based approach. As part of this process, the Principals and Special Services Director work with teams to develop requests that support defined educational objectives. The Superintendent and Business Manager review budget requests to ensure that: (a) met 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.