

**STRATEGIC SCHOOL PROFILE 2012-13****Woodbridge School District**

Gaeton F. Stella, Superintendent

Location: 4 Meeting House Lane  
Woodbridge,  
Connecticut

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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).

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**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 8,983

1990-2000 Population Growth: 13.4%

Number of Public Schools: 1

Per Capita Income in 2000: \$49,049

Percent of Adults without a High School Diploma in 2000\*: N/A

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.5%

District Enrollment as % of Estimated. Student Population: 90.4%

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\*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.

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District Reference Group (DRG): B 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      744  
5-Year Enrollment Change      -5.3%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 6

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	41	5.5	9.9	36.7
K-12 Students Who Are Not Fluent in English	15	2.1	2.0	5.8
Students Identified as Gifted and/or Talented*	39	5.2	7.1	3.8
PK-12 Students Receiving Special Education Services in District	64	8.6	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	83	92.2	91.6	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*97.4 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.4
Asian American	110	14.8
Black	26	3.5
Hispanic	36	4.8
Pacific Islander	7	0.9
White	550	73.9
Two or more races	12	1.6
Total Minority	194	26.1

**Percent of Minority Professional Staff:** 3.9%

**Open Choice:**

12 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

12.4% 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 16.

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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.

Beecher Road School is the only public elementary school in Woodbridge for students in Grades PK-6 with an enrollment of approximately 750 students. Woodbridge supports and participates in the Open Choice program. Through this program, 12 students are enrolled from New Haven in Grades K through 6. Additionally, BRS continues to participate with 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. Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. A Writer's Workshop approach in all K-6 classrooms provides students with the added opportunity to share their 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. Responsive Classroom initiatives promote 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. Sister-school relationships have been established with two elementary schools in the Shandong Province of China. Beecher Road School students continue to 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 the following components: (1) multi-cultural understanding; (2) cross-cultural communication; and, (3) and the use of the Arts to promote cultural sensitivity. Digital forms of communication have been established with both staff and students. During these conferences, students of various ages engaged in an on-going dialog with their peers in China. They also shared academic projects and used the Arts, including drama, choral and instrumental music to communicate. Beecher Road School's relationship with sister schools in China continues to provide many opportunities for inter-cultural communication. BRS was selected by the Connecticut Association of Schools to host a visit by a delegation of 20 principals from the Shandong Province of China. The visiting principals were selected to study American educational practices by visiting exemplary schools, and BRS was identified as one of those schools.

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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	67.0	56.9	57.5
Writing	78.8	60.0	84.5
Mathematics	78.6	61.4	72.7
Grade 4 Reading	90.4	62.6	99.4
Writing	90.7	63.0	99.4
Mathematics	87.8	65.1	92.4
Grade 5 Reading	90.5	66.9	96.3
Writing	89.8	65.6	95.7
Mathematics	91.8	69.2	95.0
Science	90.9	62.3	97.5
Grade 6 Reading	95.0	73.3	97.0
Writing	86.5	65.1	87.6
Mathematics	95.2	67	100.0
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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
	58.2	51.1	65.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**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	N/A	N/A	N/A
2011-12 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	57.00
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.75
Other Staff Providing Non-Instructional Services and Support	23.85

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	17.0	14.5	13.9
% with Master's Degree or Above	93.9	87.3	79.8

Average Class Size	District	DRG	State
Grade K	18.0	17.8	18.9
Grade 2	18.8	19.2	19.8
Grade 5	19.6	21.4	21.3
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	973	999
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*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*	2.6	2.6	2.7
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*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	\$8,260	\$11,208	\$8,481	\$8,425	\$8,570
Instructional Supplies and Equipment	\$295	\$401	\$334	\$260	\$257
Improvement of Instruction and Educational Media Services	\$41	\$55	\$424	\$553	\$471
Student Support Services	\$148	\$201	\$998	\$1,002	\$950
Administration and Support Services	\$1,735	\$2,354	\$1,742	\$1,470	\$1,547
Plant Operation and Maintenance	\$1,311	\$1,779	\$1,277	\$1,432	\$1,459
Transportation	\$564	\$357	\$731	\$687	\$765
Costs for Students Tuitioned Out*	\$295	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$106	\$175	\$170
<b>Total*</b>	\$12,650	\$16,980	\$14,878	\$14,369	\$14,333
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$631	\$856	\$1,117	\$1,015	\$1,398

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$24,340 Tuition Costs, \$11,551.

Total town expenditures per pupil for PK-12 are \$16,314.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,356,039	18.6	20.9	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	93.4	4.2	2.4	0.0
Excluding School Construction	93.8	3.7	2.5	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.

A new administrative structure transformed BRS from two schools, primary and intermediate, to one PK-6 school. This restructuring moves BRS from a dual principal model – one principal in charge of primary/MAG and one principal in charge of intermediate Grades 3-6, to a principal/assistant principal model with oversight of one school, PK-6. An educational mission was developed, based on a carefully crafted, board approved Strategic Plan. The Board of Education builds its annual budget using a zero based approach. As part of the budget building process, Principals and the Special Services Director work with their teams to develop budget requests that support defined educational objectives. The Superintendent and Business Manager review proposals to ensure that budget requests: (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 Board of Education reviews the Superintendent's proposed budget at committee and full board levels. Parents and community members have an opportunity to comment on the budget proposal during public comments at BOE meetings, and/or at special district or building based informational meetings. In December, the BOE approves a budget for January submission and review to the Town of Woodbridge. A formal, televised presentation of the budget is made to the Boards of Selectmen and Finance in February. The Boards of Finance and Selectmen approve the final general and capital budgets in May.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	65
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

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	8	1.1	1.4	1.3
Learning Disability	12	1.6	3.2	4.0
Intellectual Disability	2	0.3	0.3	0.4
Emotional Disturbance	7	1.0	0.6	1.0
Speech Impairment	18	2.5	1.7	2.0
Other Health Impairment*	14	1.9	2.4	2.4
Other Disabilities**	4	0.5	0.7	1.0
<b>Total</b>	<b>65</b>	<b>8.9</b>	<b>10.3</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	N/A	N/A
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	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	51.6	34.5	85.2	69.2
	Writing	30.6	19.9	86.4	64.4
	Mathematics	61.1	29.0	88.0	65.5
	Science	N/A	N/A	90.9	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	24.1
	% With Accommodations	75.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		9.3

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	3	4.6

### 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	46	70.8	75.7	72.0
40.1 to 79.0 Percent of Time	11	16.9	16.4	16.4
0.0 to 40.0 Percent of Time	8	12.3	7.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

A Professional Learning Community structure, on every grade level, continues to provide teachers with opportunities for on-going dialogue regarding student performance and achievement. The District continues to focus on improving the teaching and learning process by aligning curriculum standards, assessments and professional development to improve student achievement. The CMT results continue to show consistent and strong growth over time being made in all grades at BRS. Woodbridge students rank among those at the very top of the state in all areas tested. An expanded K-6 formative assessment design was implemented to help teachers use on-going assessment to inform their instruction in order to move each child along their unique learning pathway. The school district continued to implement several key initiatives, i.e. reader's/writer's workshop, science discovery, responsive classroom and the use of technology to improve instruction. Technology initiatives continued to enhance an environment for accelerated learning for all students. Creativity and independent learning thrive at BRS as students and teachers pilot the use of iPads in classrooms. Students also create animated movies, slide shows and digital stories. BRS were recognized at the Capital with State Citations for Excellence for their work on anti-bullying public service announcements. While seeking to promote academic excellence, the district continued to serve the emotional and social needs of children. Key objectives focused on helping students to become good local, national and global citizens while leading happy, productive lives in an ever-changing world. In support of these objectives, the school district continued to enhance a caring, nurturing school culture with a focus on trust, respect, open communication and sensitivity to differences. The success of the past year was achieved through the implementation of a shared vision, a carefully crafted educational mission and strategic plan that was supported by all school constituents working together for a common purpose.

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