

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



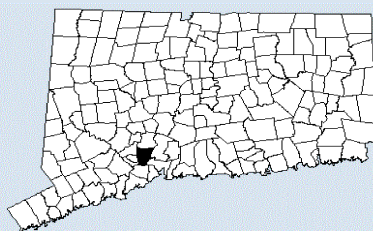
Woodbridge School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	836
Per Pupil Expenditures ¹	\$17,922
Total Expenditures ¹	\$14,068,841

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	394	47.1	48.4
Male	442	52.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	103	12.3	5.1
Black or African American	*	*	12.8
Hispanic or Latino	53	6.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	36	4.3	3.3
White	606	72.5	53.6
English Learners	16	1.9	7.2
Eligible for Free or Reduced-Price Meals	62	7.4	36.7
Students with Disabilities ¹	94	11.2	14.8

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	16	4.1	0	0.0
Male	29	6.9	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	29	5.0	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	11	13.6	*	*
Students with Disabilities	8	9.0	*	*
District	45	5.5	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 46

Number of school-based arrests: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	60.0
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.5

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	2	2.5	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	2.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	76	95.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.5

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	20	76.9
Other Health Impairment	18	90.0
Other Disabilities	N/A	N/A
Speech/Language Impairment	12	*
District	56	71.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.5	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	26	3.2	5.2
Other Health Impairment	21	2.6	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	15	1.9	1.8
All Disabilities	82	10.1	14.5

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	8.3
Private Schools or Other Settings	6	7.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	8,901,062	11,500	9,847
Instructional Supplies and Equipment	281,339	363	287
Improvement of Instruction and Educational Media Services	55,348	72	589
Student Support Services	267,462	346	1,120
Administration and Support Services	2,242,810	2,898	1,905
Plant Operation and Maintenance	972,689	1,257	1,648
Transportation	684,581	468	904
Costs of Students Tuitioned Out	663,550	N/A	N/A
Other	0	0	208
Total	14,068,841	17,922	16,535

Additional Expenditures

Land, Buildings, and Debt Service	555,715	718	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,141,194	36.3	33.8
Noncertified Personnel	413,305	13.1	14.5
Purchased Services	182,912	5.8	5.5
Tuition to Other Schools	663,550	21.1	23.4
Special Ed. Transportation	287,621	9.1	8.7
Other Expenditures	458,496	14.6	14.1
Total Expenditures	3,147,078	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	94.5	94.3
State	3.8	4.0
Federal	1.5	1.6
Tuition & Other	0.1	0.2

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	71	85.4	71	84.6
Black or African American	24	70.1	23	61.5
Hispanic or Latino	26	73.2	26	68.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	15	*	13	*
White	321	80.8	320	75.2
English Learners	28	70.5	28	69.5
Non-English Learners	431	81.5	427	76.5
Eligible for Free or Reduced-Price Meals	37	69.7	36	62.0
Not Eligible for Free or Reduced-Price Meals	422	81.8	419	77.3
Students with Disabilities	62	58.0	61	51.9
Students without Disabilities	397	84.4	394	79.9
High Needs	111	64.6	109	59.3
Non-High Needs	348	86.0	346	81.4
District	459	80.8	455	76.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	95.3	88.9	N/A	N/A	235	92.3
Curl Up	90.6	100.0	N/A	N/A	235	94.9
Push Up	78.7	81.5	N/A	N/A	235	80.0
Mile Run/PACER	89.8	95.4	N/A	N/A	235	92.3
All Tests - District	71.7	79.6	N/A	N/A	235	75.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.8	75	50.0	50	100.0	67.6
	High Needs Students	64.6	75	43.1	50	86.2	57.5
Math Performance Index	All Students	76.1	75	50.0	50	100.0	62.7
	High Needs Students	59.3	75	39.6	50	79.1	52.0
ELA Academic Growth	All Students	70.7%	100%	70.7	100	70.7	60.7%
	High Needs Students	61.0%	100%	61.0	100	61.0	55.6%
Math Academic Growth	All Students	72.0%	100%	72.0	100	72.0	61.9%
	High Needs Students	64.7%	100%	64.7	100	64.7	55.4%
Chronic Absenteeism	All Students	5.5%	<=5%	48.9	50	97.8	10.7%
	High Needs Students	9.4%	<=5%	41.3	50	82.5	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 75.3%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				591.2	750	78.8	

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	64.6	10.4	15.9	
Math Performance Index Gap	75.0	59.3	15.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	96.7
Math	All Students	97.1
	High Needs Students	95.1
Science	All Students	96.5
	High Needs Students	100.0

³Minimum participation standard is 95%.

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Planning for continuous school district improvement is guided by the 2017-20 Strategic Plan. The Strategic Plan continues to move our students and Professional Learning Community to great heights with initiatives in areas such as curriculum compacting, project based learning, school-wide enrichment, community/diversity and student support (Scientific Research Based Intervention). Grade level projects within these initiatives include: Capstone Project, Genius Hour Project, Enrichment Clusters and Community Helpers. Our Mission and Vision Statements guide our focus on academic excellence and the social and emotional development of ALL students. In addition to these initiatives, a strong Reader's/Writer's Workshop model supports the delivery of the Language Arts curriculum. Likewise, the development of our Math Workshop model supports differentiation and growth in math. A strong professional development program for staff supports instruction in all areas. This includes a partnership with Columbia University in the area of Language Arts. Technology as a tool of instruction is integrated into all subject areas. Through the experiences of coding, 3D printing, writing and team developed projects and presentations, students develop computer skills and creative ways to express their knowledge in digital form beginning in Kindergarten. Assessment results consistently show Beecher Road School students among the top performers in the DRG and state.

BRS is committed to supporting the family's role in the education of our students. In addition to classroom communications, the Principal's Message is distributed digitally to all families and communicates to parents the events and happenings around the school as well as important dates to remember. Some major events include the Family Social Nights, Halloween Hoot, Ice Cream Social, Harvest Hike, and Holiday Food Drives. Weekly email blasts from the PTO also support communication. BRS offers an Extended Day Program for students and families staffed by experienced, dedicated school and community personnel. Families are supported by providing a safe and nurturing environment for children before and after school. BRS offers other programs that actively involve members of the community such as Family Yoga Series, Family Team and Community Outreach support. Board of Education meetings air on cable television and YouTube to keep the parent community informed about events and school improvement efforts. Our Parent's Guide to the Curriculum informs families about academic goals and objectives at each grade level and includes specific ideas that can be used to support the educational process. The BRS Parent

Student Handbook provides pertinent information to parents and students about the school and the district. The district website provides information about all aspects of BRS and the school district. Parents and families are also served by a comprehensive after-school program and enrichment activities, some of which include: Poetry Guild, Math Olympiad, Robotics, Theater and Cooking.

Parents are also involved in supporting the work of many school committees inclusive of but not limited to: Safe School Climate, Wellness, Safety and Security, Assistive Technology and Artsweek. These committees bring parents together with faculty, administrators, and BOE/community members for the benefit of all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Beecher Road School has a long-standing tradition of integrating multicultural themes into its curriculum. In-house enrichment programs and field trips to historical sites as well as cultural centers add to what is a diverse curriculum. Writer's Workshop provides students with opportunities to share their personal identities and backgrounds through writing. Spanish is taught to all students in Grades K-6. In addition, Spanish instructors integrate information about cultures, including a study of beliefs, festivals, and holidays. Using the Internet, students are involved in numerous instructional activities intended to broaden their perspective about world societies and multiculturalism. Grade 6 students present a culminating project using digital stories based on a personal theme, often highlighting a student's unique culture. The iPad initiative provides student access to technology as part of their daily instructional tools and is readily available for all students, including 1:1 iPads in Grades 2-6. Kindergarten and Grade 1 have access to iPads and our Technology Center. Students use the arts to promote multi-cultural understanding. BRS participates in the Open Choice program which brings children from New Haven to attend BRS. This program helps children recognize they are more alike than different and to appreciate the contributions we all make to our school community. Our Extended Day Program provides extracurricular activities for students such as International Math Olympiad. Students in open studio also participate in Yale's elementary art program in collaboration with local retailers restaurants in downtown New Haven. Community, service, vision and spirit are the four values that drive the BRS Student Council to raise global awareness and create intergenerational activities. As part of our Strategic Plan, a Diversity/Community Committee was formed comprised of BOE members, parents, staff and administration to (1) identify current activities, (2) expand stakeholder participation, and (3) promote and celebrate the diversity of each individual.

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Equitable Allocation of Resources among District Schools

Being the only elementary school has many advantages. Fiscal resources directly support student programs and classroom instruction. The BOE annually develops a budget using a zero-based approach. Administrators work with teachers to develop requests that support the district's educational mission. Requests are reviewed by the Superintendent and Business Manager 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 budget at committee and board levels. A formal, televised presentation is made to the Boards of Selectmen & Finance in February. The final operating and capital budgets are approved in May at a town-wide meeting. Another distinguished aspect of BRS is the level of parent involvement and support offered to school staff. Each year fiscal resources of the PTO provide exceptional programs and enrichment presentations in support of curriculum experiences. The PTO also provides generous funding for school needs and identified projects of special interest.