

STRATEGIC SCHOOL PROFILE 2004-05**Woodbridge School District**
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 9.3%
2000 Population: 8,983	Public School Enrollment as % of Total Student Population: 67.8%
1990-2000 Population Growth: 13.4%	Percent of Adults without a High School Diploma in 2000: N/A
2000 Per Capita Income: \$49,049	Adult Education Enrollment in 2003-04 School Year: N/A
Number of Public Schools: 2	Number of Adults Receiving Diplomas in 2003-04 School Yr.: N/A
Number of Nonpublic Schools: 1	

 Education Reference Group (ERG): A ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	3.9	1.4	26.6
	2002-2003	N/A	N/A	N/A
% of K-12 Students with Non-English Home Language	2004-2005	6.4	2.7	12.5
	1999-2000	N/A	N/A	N/A
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	96.1	93.3	89.0
	1999-2000	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	95.7	95.3	77.0
	1999-2000	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK- 6
Total Enrollment	853
5-Year Enrollment Change	N/A
Projected 2009 Enrollment	
Elementary	718
Middle School	0
High School	0
Prekindergarten, Other	17

Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	107	12.5
Black	27	3.2
Hispanic	26	3.0
White	689	80.8
Total Minority 2004-2005	164	19.2
Total Minority 1999-2000	N/A	N/A

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.


The Beecher Road School is Woodbridge's only elementary school for students in Grades PreK-6. Student enrollment was 853 in the 2004-05 school year. Woodbridge supports and participates in Project Open Choice. Eleven students are enrolled from New Haven. Seats are allocated to students in the primary grades in an effort to reflect a long-term commitment to the children and to provide the full resources of the elementary school program.

Participation in a highly successful Sister School Grant with the Wintergreen Interdistrict Magnet School continues. This relationship results in five Woodbridge students attending Wintergreen.

Woodbridge is proud of a long-standing tradition of integrating multicultural themes into its curriculum. Students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. Beecher offers numerous opportunities for students to explore cultural traditions and customs of many of the world's societies through presentations, demonstrations and student research. Other activities promoting interaction with students and teachers from diverse, racial, ethnic and economic backgrounds include student exchanges with a sister school in New Haven and summer curriculum and enrichment programs. World Languages are taught at all grade levels beginning in Kindergarten.

Responsive Classroom initiatives have resulted in a more respectful and responsible climate over the past three years. Beecher Road School continues its commitment to Responsive Classroom with the implementation of Morning Meeting, Rules for Schools, Outside Time and other elements of the Responsive Classroom. Through these strategies, Beecher continues to provide opportunities to learn about, appreciate and value the differences and similarities of our school community and the world.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				
				District	ERG	State
# of Certified Staff		Grade K	2004-2005	18.8	19.5	18.5
Teachers	70.0		1999-2000	N/A	N/A	N/A
Administrators	6.0	Grade 2	2004-2005	17.5	21.0	19.5
Department Chairs	0.0		1999-2000	N/A	N/A	N/A
Library/Media Staff	2.0	Grade 5	2004-2005	19.6	22.0	21.3
Other Professionals	5.5		1999-2000	N/A	N/A	N/A
% Minority 2004-2005	1.1	Grade 7	2004-2005	N/A	N/A	N/A
% Minority 1999-2000	N/A		1999-2000	N/A	N/A	N/A
# Non-Certified Instructional	25.7	High School	2004-2005	N/A	N/A	N/A
			1999-2000	N/A	N/A	N/A

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	11.8	11.8	13.2
% with Master's Degree or Above	69.0	86.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	37.9	31.2	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	919	997	987
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.0	3.5	3.6
Students Per Teacher	12.2	13.6	13.8
Teachers Per Administrator	11.7	13.2	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	33.7	46.4	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	78.5	80.8	52.8
Writing	80.2	85.5	63.3
Mathematics	74.4	78.8	56.8
All Three Tests	61.5	68.4	41.2
Grade 6 Reading	83.7	86.2	60.5
Writing	72.9	85.0	61.3
Mathematics	82.2	86.9	60.9
All Three Tests	65.1	75.3	45.3
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	98.8	99.4	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
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
All Four Tests	N/A	N/A	N/A
Participation Rate	N/A	N/A	N/A



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	N/A	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	N/A	N/A
Mathematics: % Scoring 600 or More	N/A	N/A	N/A	N/A
Verbal: Average Score	N/A	N/A	N/A	N/A
Verbal: % Scoring 600 or More	N/A	N/A	N/A	N/A

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	N/A	N/A	N/A
2003-04 Annual Rate for Grades 9 through 12	N/A	N/A	N/A
1998-99 Annual Rate for Grades 9 through 12	N/A	N/A	N/A

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	N/A	N/A	N/A	N/A
	1999	N/A	N/A	N/A	N/A
Employed or in Military	2004	N/A	N/A	N/A	N/A
	1999	N/A	N/A	N/A	N/A
Unemployed	2004	N/A	N/A	N/A	N/A
	1999	N/A	N/A	N/A	N/A

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	Elementary Districts	ERG	State
Instructional Staff and Services	\$6,654	\$7,377	\$6,138	\$7,011	\$6,282
Instructional Supplies and Equipment	\$324	\$360	\$227	\$268	\$242
Improvement of Instruction and Educational Media Services	\$255	\$283	\$228	\$436	\$387
Student Support Services	\$107	\$119	\$595	\$669	\$615
Administration and Support Services	\$1,076	\$1,193	\$1,094	\$1,180	\$1,101
Plant Operation and Maintenance	\$797	\$884	\$910	\$1,206	\$1,025
Transportation	\$471	\$497	\$506	\$546	\$487
Costs for Students Tuitioned Out*	\$308	N/A	N/A	N/A	N/A
Other	\$35	\$38	\$46	\$155	\$120
Total*	\$10,028	\$10,959	\$10,221	\$11,723	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$893	\$990	\$1,104	\$1,694	\$1,171
Adult Education	N/A	N/A	N/A	\$930	\$1,057

*Town total expenditures (in 1000s) for PK-12 are: Total, \$19,889; Tuition Costs, \$9,913.

Total town expenditures per pupil for PK-12 are \$11,243.

Revenue Sources, % 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
With School Construction	93.2	5.2	1.6	0.1
Without School Construction	94.0	4.2	1.7	0.1

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$9,195	8.6	\$9,673	5.5	\$8,620	3.8
Salaries and Benefits	\$7,216	10.5	\$7,874	4.7	\$7,120	4.0
Supplies	\$534	10.1	\$510	15.4	\$455	5.6
Equipment	\$223	27.4	\$139	9.4	\$114	-8.8
High School*						
Total	N/A	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A	N/A

*High school expenditures are not reported for districts without secondary schools.

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.

Equitable Allocation of Resources Among District Schools

Woodbridge has only one school facility - Beecher Road School. The Board of Education builds its budget in the following manner: A district mission has been created as a guide for the instructional program. A strategic plan was developed by a committee of staff and community, and annual goals are set by the BOE to help the district meet the intentions of its mission. Principals, the Special Services Director, and the Curriculum Coordinator work with teams of teachers to develop budgets for their building/site. The Superintendent and Business Manager review each site budget with the Administrative Team to ensure that budget requests (a) meet district goals, (b) serve to further the district's strategic plan, (c) support continuous improvement, (d) align with enrollment projection and class size guidelines, and (e) assure equity in resource allocation. The BOE reviews the Superintendent's proposal at the sub-committee and full BOE 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 to forward to the Town of Woodbridge for January submission and review. As community representatives, the Boards of Finance and Selectmen approve the final budget.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

STUDENT PERFORMANCE

Beecher Road School administers the DRA as a diagnostic tool to determine appropriate instruction for students. Teachers are using this information to develop guided reading groups and choose appropriate materials for learning. In addition, teachers administer running records frequently to drive their instruction. Writing prompts are given in Grades K-6 to provide information about strengths and needs and to inform instruction. These assessment strategies have resulted in increased numbers of students scoring at above goal on the CMT. Newly adopted language arts resources, to supplement the resource based learning approach of the district, have also resulted in improved student performance.

In 2004, fourth grade students scoring at or above goal in Mathematics were 74% and Grade 6 students scoring at or above goal in Mathematics was 82%. In the area of Reading, fourth grade students scoring at or above goal were 79% and sixth grade students scoring at or above goal was 84%. In Writing, fourth grade students scoring at or above goal were 80% and sixth grade students scoring at or above goal was 73%. Blue Ribbon, a computer-based CMT assessment tool, will be piloted in the fifth grade in Reading, Writing, Math and Science.

The introduction of a new Science curriculum is taking place during the 2005-06 school year. The addition of a Science Coordinator and the refurbishment of a Science Laboratory will support the inquiry-based, hands-on approach this new curriculum offers to students. These strategies will support the goal of preparing students for the CMT in all these content areas, especially the Science portion on the CMT in two years. Performance-based Math assessment is a focus for the 2005-06 school year. An Assessment Coach will be working with teachers and administrators implementing problems-of-the-day and exemplars. Teachers will be using a protocol for looking at student work to analyze students' mathematical thinking and adjust instruction appropriately.

NEEDS AND IMPROVEMENTS

An evaluation visit from the Tri-State Consortium has highlighted areas for improvement. Through the work of the Leadership Teams, these areas will be prioritized and an action plan will be developed in the 2005-06 school year. Some areas for focus will be the collection and analysis of student data to drive instruction, expansion of Responsive Classroom philosophy and practice throughout the district, and integration of standards-based curricula with Resource Based Learning.

A TAG Program was introduced through a school-wide enrichment model. This supports the district-wide initiative for Differentiated Instruction for all children.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

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