

STRATEGIC SCHOOL PROFILE 2005-06**Woodbridge School District****JAMES A CONNELLY, Superintendent**

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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: 9.0%
2000 Population: 8,983	Public School Enrollment as % of Total Student Population: 84.2%
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 2004-05 School Year: N/A
Number of Public Schools: 2	Number of Adults Receiving Diplomas in 2004-05 School Yr.: N/A
Number of Nonpublic Schools: 1	

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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	3.5	4.9	26.9
	2002-03	N/A	N/A	N/A
% of K-12 Students with Non-English Home Language	2005-06	7.1	6.4	12.6
	2000-01	N/A	N/A	N/A
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	93.6	93.1	88.0
	2000-01	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	18.6	90.0	79.2
	2000-01	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK- 6
Total Enrollment	825
5-Year Enrollment Change	N/A
Projected 2010 Enrollment	
Elementary	678
Middle School	0
High School	0
Prekindergarten, Other	19

Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	99	12.0
Black	20	2.4
Hispanic	24	2.9
White	678	82.2
Total Minority 2005-06	147	17.8
Total Minority 2000-01	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 825 in the 2005-06 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)

# of Certified Staff		
Teachers	66.5	
Administrators	6.0	
Department Chairs	0.0	
Library/Media Staff	2.0	
Other Professionals	5.5	
% Minority 2005-06	1.2	
% Minority 2000-01	N/A	
# Non-Certified Instructional	27.7	

Average Class Size		District	DRG	State
Grade K	2005-06	20.4	19.0	18.3
	2000-01	N/A	N/A	N/A
Grade 2	2005-06	18.2	20.0	19.7
	2000-01	N/A	N/A	N/A
Grade 5	2005-06	20.5	22.1	21.2
	2000-01	N/A	N/A	N/A
Grade 7	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
High School	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	12.3	12.8	13.1
% with Master's Degree or Above	71.6	83.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	38.3	32.9	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	985	989	986
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	DRG	State
Students Per Academic Computer	2.9	3.7	3.4
Students Per Teacher	12.4	14.2	13.6
Teachers Per Administrator	11.1	14.3	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	38.6	35.6

Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	74.2	54.4	10.3	91.3
	Writing	78.0	61.0	13.6	100.0
	Mathematics	77.6	56.3	13.6	90.0
Grade 4	Reading	75.2	57.8	17.5	89.7
	Writing	77.0	62.8	29.9	91.1
	Mathematics	75.4	58.8	22.4	92.3
Grade 5	Reading	81.2	60.9	19.5	92.0
	Writing	80.7	65.0	25.0	90.8
	Mathematics	85.6	60.7	18.2	89.9
Grade 6	Reading	82.0	63.6	26.6	92.8
	Writing	83.3	62.2	25.9	94.4
	Mathematics	70.5	58.6	12.5	95.1
Grade 7	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
Grade 8	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A



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 % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
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



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	N/A
Mathematics: % Scoring 600 or More	N/A	N/A	N/A
Verbal: Average Score	N/A	N/A	N/A
Verbal: % Scoring 600 or More	N/A	N/A	N/A

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	N/A	N/A
2004-2005 Annual Rate for Grades 9 through 12	N/A	N/A
1999-2000 Annual Rate for Grades 9 through 12	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
 Employed or in Military	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
 Unemployed	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A

DISTRICT REVENUES/EXPENDITURES 2004-05

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$6,084	\$7,133	\$6,443	\$6,212	\$6,555
Instructional Supplies and Equipment	\$453	\$532	\$266	\$225	\$260
Improvement of Instruction and Educational Media Services	\$183	\$215	\$219	\$465	\$391
Student Support Services	\$110	\$130	\$646	\$737	\$656
Administration and Support Services	\$1,417	\$1,661	\$1,174	\$1,120	\$1,153
Plant Operation and Maintenance	\$981	\$1,150	\$979	\$1,152	\$1,113
Transportation	\$496	\$543	\$522	\$487	\$522
Costs for Students Tuitioned Out*	\$332	N/A	N/A	N/A	N/A
Other	\$14	\$17	\$40	\$148	\$122
Total*	\$10,070	\$11,602	\$10,946	\$10,755	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$794	\$931	\$1,140	\$1,027	\$1,467
Adult Education	N/A	N/A	N/A	N/A	N/A

*Town total expenditures (in 1000s) for PK-12 are: Total, \$20,670; Tuition Costs, \$10,628.

Total town expenditures per pupil for PK-12 are \$11,778.

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	93.1	4.8	2.0	0.1
Without School Construction	93.8	3.9	2.2	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		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$9,716	5.7	\$8,587	\$9,062	5.1
Salaries and Benefits	\$7,316	1.4	\$7,114	\$7,454	4.7
Supplies	\$690	29.2	\$480	\$513	12.7
Equipment	\$262	17.5	\$182	\$133	16.7
High School*					
Total	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A
Equipment	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.

The community of Woodbridge has traditionally supported excellence in education. Beecher Road School is Woodbridge's only elementary school and is recognized as a high-quality school. The lower school serves students in Grades PreK-2. The upper school serves students in Grades 3-6. This year was the first year Beecher Road School adopted the co-principal model. This model allows administrators from each "school" to use time efficiently and effectively as well as spend more time in the classrooms with students and teachers. The model also provides support for the implementation of a cohesive PreK-6 educational program.

The Responsive Classroom initiative continues to grow at Beecher Road School. The focus is on developing a nurturing school environment that supports the emotional and social needs of children, while at the same time, enhancing the academic performance of students. In addition, there is a major literacy initiative that has as a goal the development of independent readers and writers by the end of 6th grade. A partnership between Columbia University's Writers' Institute has been established to help achieve this goal.

The district continues to promote overall fitness and wellness among students. A state-of-the-art Science Lab is being created at Beecher Road School to support the Science program. Students at all grade levels will be using this lab and participating in various learning activities to help them master the skills/concepts noted in the CT Science Framework. A comprehensive technology program is helping students to acquire 21st century skills.

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.

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.

In 2005 -2006 school year, third grade students scoring at or above goal in Mathematics were 78%. Third grade students scoring at or above goal in Reading were 74%. In Writing, 78% of third grade students scored at or above state goal. Fourth grade students scoring at or above goal level in Mathematics were 75%. Fourth grade students scoring at or above goal in Reading were 75% while 77% of these same students scored at or above goal. Fifth grade students scoring at or above goal in Mathematics were 86%. Fifth grade students scoring at or above goal level in Reading were 81% while 80% of these same students scored at or above state goal. Sixth grade students scoring at or above goal in Mathematics were 71%. Sixth grade students scoring at or above goal in Reading were 82% while 83% of these same students scored at or above goal. Performance-based Math assessment is was a focus for the 2005-06 school year. An Assessment Coach worked with teachers and administrators implementing problems-of-the-day and exemplars. Teachers continue to use a protocol to analyze students' mathematical thinking skills and adjust instruction appropriately.

An evaluation visit from the Tri-State Consortium has highlighted areas for improvement. Through the work of the Leadership Teams, these areas were prioritized and action plans developed in the 2005-06 school year. Areas of focus were 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.

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.
