

# **Regional District 14**

# **Strategic Analysis Report**

**Assessments commissioned by the Board of Education to research and analyze facts about the school system.**

**Release Date: January 20, 2005**

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# Strategic Analysis Report

## Regional District 14

### I. Objective of Review

The Board of Education and Superintendent of Schools for Regional District 14 commissioned a strategic analysis review of the effectiveness and efficiency of the school district through the use of local community volunteer expertise. A plan for the review was created and presented to the Board of Education for comment and approval. Members of the Strategic Analysis Group were recruited based upon special skill sets needed to collect and analyze the data. The process began late in 2002 with numerous data collection efforts that were completed in 2003. In early 2004, the committee compiled and analyzed the data so that conclusions and recommendations could be formulated. This analysis was intense because of the size and scope of the review that required the use of objective/verifiable data sources that could result in actionable plans, and the need to become familiar with the specific data for this type of review. It is expected that follow-up reviews will be much less arduous.

The objective of the Strategic Analysis Group is to perform a broad review about the effectiveness and efficiency of Regional District 14. The review has the following purposes:

- Provide verifiable objective information for decision making to reduce non-objective and inaccurate data and perceptions;
- Examine and comment on the effectiveness and efficiency of the district relative to comparative school districts;
- Examine and investigate some common perceptions to determine their merits and provide data to dispel or support them so that issues can be identified and addressed;
- Define and communicate the strengths of the district; and
- Define and document actionable opportunities to improve the effectiveness and efficiency of the district relative to comparative school districts.

To meet these objectives the Strategic Analysis Group collected and analyzed four types of information. They were:

1. Community Make-up (Demographics)
2. Community Survey Information (Perceptions)
3. District Benchmark Information (Services & Operations)
4. District Results Information (Performance)

The strategy for analysis was:

- Define data that documents the type of people in Regional District 14,
- Determine what the community “thinks” about the educational system in terms of its effectiveness, performance, offerings, and cost, and
- Compare perceptions to the actual data about how Regional District 14 compares to similar districts.

### **Perceptions – What do We Think of Ourselves?**

This group collected information about Woodbury and Bethlehem about views and perceptions on:

- How the school performed,
- The cost of education,
- Services offered by the school (classes, extracurricular activities, clubs, etc.), and
- The operation of the district (including administration and instructional aspects).

The results from this information would, in part, determine data to be collected in other sections. As will be shown in the Information Collection section of this report, the response population for this section was skewed towards those with children in the school district. Therefore, the data analysis is limited accordingly. Also included in this section are popular comments about costs and taxes that are often written in editorials and addressed at board of education meetings.

### **Demographics – Who Are We?**

This group gathered data about the town relative to other towns with similar socio-economic makeup. The State Board of Education created town groupings referred to as Educational Reference Groups, or ERGs, to define these groupings. The State Board of Education uses the ERG grouping to report comparative statistical information like performance and education costs. Regional District 14 is assigned to ERG C. Data was collected in each of the following areas for each ERG C town<sup>1</sup>, and ERG C averages were created for comparison purposes:

- Population demographics – age, income, percent college educated, percent age 65+
- Education costs – total, per capita, per student
- Town operating costs – total and per capita by spending category
- Tax information – equalized education mill rate, percentage commercial, state aid, historical costs

The goal of the review is to have data about Woodbury and Bethlehem that support or refute findings in other categories.

### **Performance – How do We Do?**

This section reports on the effectiveness of Regional District 14 versus comparative districts. The section examines the scores from:

- Connecticut Master Test (CMT) for 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> Grades;
- Connecticut Academic Performance Test (CAPT) for 10<sup>th</sup> grade;
- Scholastic Aptitude Test (SAT), typically taken in 11<sup>th</sup> grade

Results are examined for a period of at least 3 years for each test, and with comparisons to Benchmark Schools as well as ERG C and state averages. The goal of the review is to use the comparative data to determine how Regional District 14 performs relative to other ERG C districts.

Assessments related to the Performance Category were examined within the context of the New England Association of Schools & Colleges, Inc.'s Training and Learning Standards that follows:

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<sup>1</sup> Connecticut Educational Reference Group (ERG) assignments are listed in Appendix on page A.1.001 – A.1.002

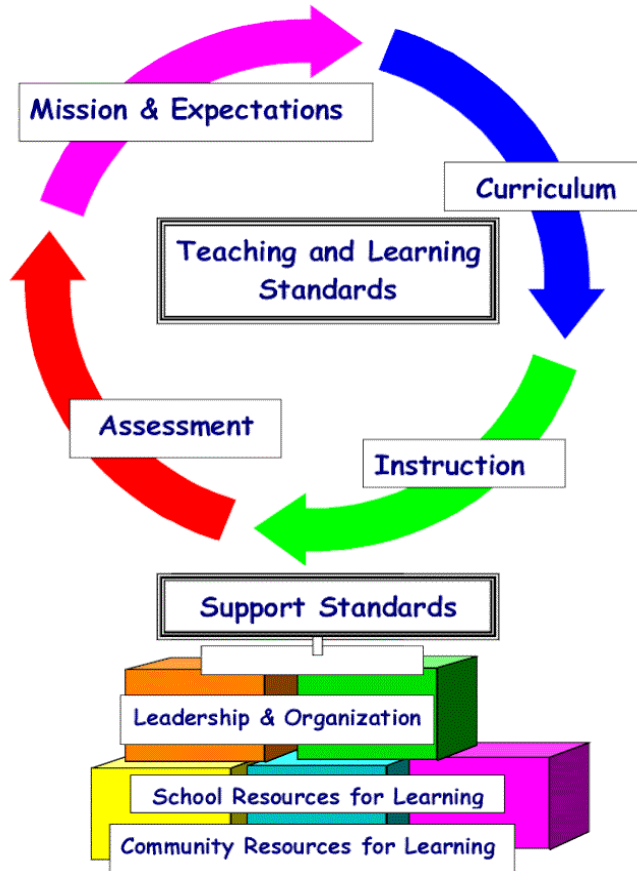


FIGURE 1.  
 New England Association of Schools & Colleges, Inc.  
 Commission on Public Elementary and Middle Schools  
 Standards for Accreditation For Elementary Schools  
 Approved March 18, 1999  
 Page 2

The Performance Review is not a complete review of the Training and Learning Standards, but rather those with a significant impact on measurable final outcomes, and how those outcomes are used to improve the learning cycle, and subsequent outcomes. The goal of the Performance Review is to determine the existence of a Continuous Quality Improvement model that is illustrated at the top of the graphic in Figure 1.

**Services & Operations – How Does the School System Compare to Others?**

This section gathered information about Benchmark Districts<sup>2</sup>, which included districts across multiple ERGs that are considered to be good districts to compare services offered. A survey was created to collect data. The information was then collected by teaching-professionals from Regional District 14. They met with representatives from each Benchmark school district to complete the survey questions. The data was then summarized for comparison, and conclusions were formulated with regard to how Regional District 14’s services compared to Benchmark districts. The goals of the review include:

<sup>2</sup> Benchmark Districts are Regional District 15 {Southbury/Middlebury} (ERG C); Newtown (ERG B); Farmington (ERG B); Ridgefield (ERG A); Region 12 {Washington/Roxbury/Bridgewater} (ERG D). Selection justification explanation located in Information Collection Section – See Table 1 on Page 9

- Determine if there are instructional gaps in Regional District 14's services (class & program offerings) as compared to other districts;
- Learn from other districts best practices and mistakes (why spend tax dollars to reinvent the wheel);
- Determine if there are any gaps in operations (programs, curriculum, instructional methods, professional development, management organization, etc.) that may impact effectiveness or efficiency in the delivery of education;

### **Method of Analysis**

All data was collected and analyzed in terms of:

- How the district performed
- What are the comparative gaps as compared to comparable districts (other ERG C districts)

The individual sets of data seen together suggest gaps and areas for possible improvements that may relate to performance weaknesses. Conclusions formed relate only to the comparative gaps. The analysis also suggests a performance benchmark based on demographic data for the district. The school administration can then examine the gaps and create plans to address recommendations to close performance gaps within budget constraints.

### **Report Expectations**

This report aims to:

- Communicate above-average offerings or performance
- Identify opportunities for improvement as indicated by strong, or multiple data-sourced, results which provide a high degree of assurance about the validity of the information
- Assist in goal setting and objective setting by offering comparative data for CURRENT and FUTURE benchmarking
- Provide objective information to assist in decision making, goal setting, and action plans for improvement
- Review and use information with a continuous quality improvement process that is consistent with the NEASC Teaching and Learning Standards model

The results from this particular report are **not** designed, and **not** intended to support:

- Performance issues related to any specific group or individual
- Explain how particular conditions developed - data and analysis tends to be point in time with limited trends designed for future use
- "High-stakes testing"<sup>3</sup> situations where data and results are used independently and without multiple collaborating sources, and/or as a means to implement staffing or operational changes inconsistent with process/quality improvement intent.

The intent of this report is to help set a direction for quality educational performance and opportunities within efficient cost constraints in the spirit of quality improvement philosophies and practices.

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<sup>3</sup> High Stakes Testing is a commonly used term within education "...refers to any test that is used for purposes such as 'grade level retention or advancement, high school graduation, selection for special programs or services, or for other 'high stakes' consequences.'" (See [http://www.stanford.edu/class/e297c/poverty\\_prejudice/crisis\\_in\\_the\\_public\\_schools/grantlee.htm](http://www.stanford.edu/class/e297c/poverty_prejudice/crisis_in_the_public_schools/grantlee.htm) )

## II. Information Collection

This section describes the specific data collection methods and sources for each type of information used in the review analysis. Each section contains a:

- Description of the data collected;
- Source(s) of data;
- Comments on the quality of data along with any limitations for purposes of this review;
- Description of who participated in the data collection and qualifications related to the task.

### Perceptions

The perceptions data was collected via a survey that was made available on the Internet, and via a hardcopy. An educational consulting firm, named Performance Innovations, which specializes in strategic planning with experience with more than 120 school districts in seven states created the survey. The survey questionnaire can be found in the Appendix page A.2.1 – A.2.4. Data was collected for a 36-day period during April and May of 2003.

Three hundred and two (302) survey participants with the following characteristics completed the survey information:

1. 57.3 % were parents; 38.1% were teachers or staff; 4.6% other
2. 76.8% were from Woodbury; 23.2% were from Bethlehem
3. Excluding the staff number, 187 participants completed the survey that could represent 4% of the community (187/5,264 total households).

Given the limited number of non-parent respondents, the data is better defined as a parent/teacher survey rather than a community survey. Responses from this section will be analyzed as a parent survey, as opposed to as a community survey.

A section of the survey was for staff only responses. Ninety-two participants responded to staff questions. According to the total number of staff in the school district (194 according to the 2001-2002 Strategic School Profile), the response rate was 47%, which holds good statistical sampling quality.

The Perceptions Group included:

- Bobbi Ahouse - Team Leader, parent (in memorial)
- Debbie Corsico - Parent, Board of Education member
- Mark Lawlor – Parent, Health Care Consultant
- Lisa Moisan - Team Leader, Parent, Board of Education member
- Joanne Moniodes – Parent, former out-of-district teacher
- Sue Ratcliffe - Parent

See Section 7 – Group Member Qualifications for experience/qualification profiles on each member of the team.

### Demographics

The demographic data was collected from the following sources:

1. Connecticut Economic Resource Center, Municipal Profiles (179 Allyn Street, Hartford CT)

- a. 1990-1991
- b. 1995-1996
- c. 2000-2001
- d. 2002-2003

Information was collected and data entered into an Excel spreadsheet to facilitate calculations and analysis. Calculations are primarily of a summary and averaging nature to create mean (simple average) and median (the value of the mid-point found in an ordered list of values)<sup>4</sup>. The spreadsheet also facilitates the comparison of demographic values for Woodbury and Bethlehem compared to the mean and median to those towns classified by the State Board of Education as being similar to Regional District 14 as designated Educational Reference Group (ERG) C. There is no publicly available data that provides the ERG C averages given that town specific data is never classified by an ERG designation – which is only an education classification. Therefore this version of the data is not readily available and required extensive data entry and manipulation. The data is presented from these sources in Exhibit 1.

- 2. Connecticut Economic Resource Center, Town Profiles (179 Allyn Street, Hartford CT)
  - a. 2001
  - b. 2003

Data is available at the following sites:

CERC Reports by town: <http://www.cerc.com/detpages/resources373.html>,

Woodbury is at the site: <http://products.cerc.com/pdf/tp/woodbury.pdf>,

Bethlehem is located at the site: <http://products.cerc.com/pdf/tp/bethlehem.pdf>.

The data is presented in Exhibit 1, and is sourced per the above sites with samples available in the Appendix pages A.1.003 – A.1.006.

- 3. Strategic School Profile, CT State Department of Education, 2002-2003 reports.  
Information was collected and entered into an Excel spreadsheet to facilitate calculations and analysis. ERG C averages were not calculated since the reports contain that information as calculated by the State Board of Education. Data was examined for gaps between Regional District 14 numbers versus the ERG C averages. School and district information is located at <http://www.csde.state.ct.us/public/der/ssp/> for years 1993 – 2003. Data was collected from the district reports, individual school reports, and special education reports and presented in Exhibit 1. A sample report for Regional District 14 for 2002-2003 is located in the Appendix pages A.1.007-A.1.013, and reports for Nonnewaug High School, Woodbury Middle School, Mitchell Elementary School, and Bethlehem Elementary School can be found on pages A.1.014 – A.1.037.

The Demographics Group included:

Mark Lawlor - Team Leader, parent, Health Care Consultant

Joe Mylie - Parent, Logistics Analyst

Sue Ratcliffe - Parent

Chris Wood - Parent, Former Woodbury Town Planner, Municipality Planning Consultant

See Section 7 – Group Member Qualifications for experience/qualification profiles on each member of the team.

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<sup>4</sup> Median Example: (Ordered List 1,5,20, 60, 1000) Median is value of mid-point in list so 20; Mean is the sum of all number divided by number of values or 217.2. Median statistics tend to control for outliers in a normal distribution of results.

## **Performance Group**

### **Scope**

The Performance Sub-Group focused on test results available to the general public, to document Regional District 14's standardized test performance as compared to Benchmark Districts<sup>2</sup>, as well as all districts within ERG C.

### **Data**

Standardized test scores were collected for:

- Connecticut Mastery Test (CMT)
- Connecticut Academic Performance Test (CAPT)
- Scholastic Aptitude Tests / Scholastic Achievement Tests / Scholastic Assessment Test or SAT's (SAT)

The above data was collected for each of:

- Regional District 14
- Education Reference Group (ERG) C which is the ERC Regional District 14 is assigned
- Benchmark Schools
- State averages.

The data was entered into spreadsheets for comparative analysis. The data was collected for a period of at least three years.

Students participate in the CMT test in the 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grades, CAPT test in the 10<sup>th</sup> grade and SAT's in their junior and / or senior year.

### **Historical Perspective**

Each state is required under federal law Title I of the Elementary and Secondary Education Act (ESEA) to establish standards for its public school students. These standards establish the level of performance students are expected to master the material in the states "content" standards. It is this Act that requires states to have assessments in reading and math. This is to insure that all students in the state are held to the same academic standards.

Connecticut General Statutes (section 10-14n) requires that students enrolled in "public" districts in the 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades must be tested on the statewide mastery exams. There are two major levels provided with exam results, "Goal" level and "Proficiency" level. Goal level is the target set by the State Board of Education that demonstrates mastery of the test materials. This is the level students and teachers should work towards. The other level is Proficient, which is the minimum performance level expected for the tested materials.

This legislation requires that 10<sup>th</sup> grade students who meet or exceed the "goal" standard on each component of the CAPT exam receive a "certificate of mastery" indication on their transcripts. This is generally considered important for college admission.

This is why the "goal" level of the CAPT is an important indicator versus the "proficient" level.

### **All Students – No Child Left Behind Act (NCLB)**

The Elementary and Secondary Education Act (ESEA), was amended by the No Child Left Behind (NCLB) Act, and focuses on improving student achievement. NCLB requires that:

“All” students in grades 3 through 8 are tested in reading and math beginning in 2005. It sets the goal that 100% of students will score at the “proficient” level by 2017.

Each school must “annually increase” the number of student scoring at the “proficient” level to demonstrate “adequate yearly progress”

Each school must have 95% participation in the state exams.

### Description of the Connecticut Assessment System

#### A. Connecticut Mastery Test (CMT)

The CMTs were introduced in 1985 with revisions in 1993 and 2000.

Math and language skills are tested for each grade level based on “The Connecticut Framework,” “K-12 Curricular Goals and Standards,” as well as other state standards used by the state.

Reading, writing and math are the 3 content areas assessed. Five tests are given at each grade:

- Degrees of Reading Power;
- Reading Comprehension;
- Math;
- Direct Assessment of Writing;
- Editing and Revising.

Students have a maximum of 2 test sessions per day of 45 to 75 minutes each.

#### B. Connecticut Academic Performance Test (CAPT)

CAPTs were introduced in 1995 and revised in 2001. These tests assess student performance in four areas, Math, Reading Across the Disciplines (Reading for Information and Response to Literature), Writing Across the Disciplines (Interdisciplinary Writing and Editing & Revising) and Science.

Students are awarded Certificates of Mastery for each subject area in which they score at or above the state goals.

Students are tested for a maximum of 2 hours per day in 25 to 70 minute sessions.

All data present is available to the public on the following web sites:

<http://www.cmtreports.com/>

<http://www.captreports.com/>

<http://www.cteducation.com/>

The quality of the performance data is high given that it is simply a reporting of test results. Conclusions drawn from comparisons are fair representations given that all are of a relative nature and thus will remove issues relative to specific test issues – since all comparative districts were taking the same tests. That is, the results depict how Regional District 14 compares relative to other school districts for the same test given to all other districts.

The Performance Group included:

- Debbie Corsico - Team Leader
- Joe Mylie – Parent, Logistics Analyst
- Joanne Moniodes – Parent, former out-of-district teacher
- Rich Robinson – Parent, out-of-district guidance counselor

See Section 7 – Group Member Qualifications for experience/qualification profiles on each member of the team.

### **Services and Operations**

The purpose of the Services and Operations Benchmarking Survey is to compare Regional District 14’s educational services and methods to other districts to identify similarities and differences in educational services and methodologies that may explain differences in educational outcomes, or performance, all other things being equal.

### **Comparison Districts**

The comparison districts were selected based on the following criteria:

- Review districts within Regional District 14’s ERG C, as well as districts in higher and lower ERGs;
- Review districts considered “best in class” as determined by performance scores to identify the associated best practices;
- Review districts considered leaders or early adopters of new practices in an effort to learn from their positive and negative experiences.

The comparison districts are:

**Table 1**

<b>Benchmark School District</b>	<b>Rationale For Comparison<sup>5</sup></b>
Regional District 15 (Southbury and Middlebury)	ERG C – Same as Regional District 14. Similar school district in Educational Reference Group rating, geographical proximity, and regional form, higher but relatively similar in per student costs. Per capita income slightly higher in Regional District 14 than in Region 15.

<sup>5</sup> Data used for selection process included the June 2002 CERC Town Profiles (Connecticut Economic Resource Center) and the 2001-2002 Strategic School Profiles data (compiled by the Connecticut State Department of Education). The Benchmark selections were performed in 2002. Data table is available in the Appendix page A.4.001 – A.4.266

<b>Benchmark School District</b>	<b>Rationale For Comparison<sup>5</sup></b>
Regional District 12 (Washington and Roxbury)	ERG D – Lower than Regional District 14 (driven by population). Similar in geographical proximity and regional form. Per capita income materially higher than Regional District 14, cost per student highest of all Benchmark Districts and 46% higher than Regional District 14 (\$3,342 higher per student).
Farmington	ERG B – Higher than Regional District 14 (driven by higher population), per capita income is about 10% higher, BUT cost per student is almost the same as Regional District 14 (higher by only \$160).
Ridgefield	ERG A – Higher than Regional District 14. Considered to be a highly rated school district in the state. Chosen for comparison to see what best practices may exist that can be implemented, WITH the knowledge that some of those Best Practices and operational activities may be out of reach because of cost restraints. Per capita income for this district is considerably higher than Regional District 14.
Newtown	ERG B – Higher than Regional District 14 (probably driven more by town population), geographical proximity, school size is approximately the same as Regional District 14, per capita income for Newtown is actually less than the average of Woodbury and Bethlehem. Per student spending is very close to Regional District 14 – \$272 higher.

### **Survey Areas of Focus**

The Services and Operations Research Group (see below) determined the topics with a focus on factors that have been generally recognized in the literature to contribute to positive educational outcomes. The data collected examined the following areas:

1. The adoption of an integrated curriculum and the methodology used in Language Arts and Math
2. Use and methods of Reading, Math, Science, and Social Studies assessments and intervention programs
3. Use of Connecticut Mastery Tests (CMT) results in curriculum and instructional methods improvement programs by administration and instructional staff
4. Number, type, and purpose of curriculum staff, both in and out of the classroom
5. Number, type, and purpose of administrative staff
6. Classroom size by instructional area – Math, Science, English, History
7. Advanced placement courses and testing
8. Foreign language offerings
9. School-to-home communications
10. Presence, type and purpose of enrichment programs
11. Physical infrastructure issues – building capacity and presence and use of technologies that support learning
12. School demographic and performance data

### **Data Sources, Collection Methods, and Quality**

The data for this benchmarking survey were collected from two sources.

1. The Connecticut State Department of Education's annual Strategic School Profiles were used for statistical demographic, performance, and expenditure data. Strategic School Profiles are published annually by the state Department of Education with data provided by the school districts. In most cases, the most recent statistical data available was for the 2001-02 school year. The source data are available at [www.state.ct.us/sde](http://www.state.ct.us/sde). The relevant data were copied from the respective Strategic School Profiles (see Appendix A.3.001 – A.3.266).
2. The Services and Operations Research Group conducted face-to-face and phone interviews with representatives of the comparison school districts to gather qualitative data on curriculum and instructional methodology and practices. The comparison school district respondents were identified by the respective school districts' administrations. The respondents were senior administrators – principals, assistant principals, and department heads. Interviews were conducted from October 2003 to May 2004. A member of the Services and Operations Research Group conducted each interview. Interviewers took notes during the interview and recorded their notes in the comparison matrices after each interview. In some cases, the questions were answered and recorded directly on the questionnaires by the respondents, with follow-up questions requested by the surveyors.

The questionnaire was constructed with closed-ended (for example, “yes” or “no” answers) questions and then open-ended follow-up questions, allowing for direct comparisons. The Services and Operations Benchmarking Survey instrument is attached as Appendix A.3.267 – A.3.270.

The Services and Operations Research Group is confident about the accuracy of the data collected here. The Department of Education data are highly reliable because of the consistency imposed by the state-mandated reporting requirements. The qualitative interview response data are very likely to be consistent and comparable across districts, because the structured interview questions were designed to use commonly recognizable educational terminology in closed-ended questions. Follow-up open-ended qualitative questions provided detailed answers that both confirmed the closed-ended responses and provided rich contextual information.

### **Services and Operations Research Group**

The Services and Operations Research Group was comprised of a cross section of individuals with complementary skill sets, including educators, business people specializing in research design, and parents.

The Services & Operations Group included:

Eric Bergeron - Middle School Benchmark Schools Surveyor, Woodbury Middle School  
Pat Gage - Elementary Benchmark Schools Surveyor, Mitchell Elementary School  
Lucinda Hart - Elementary Benchmark Schools Surveyor, Bethlehem Elementary School  
Alice Jones - Parent, former teacher Woodbury Middle School, Principal Naugatuck  
Kathy Magoun - Elementary Benchmark Schools Surveyor, Mitchell Elementary School  
Lisa Moisan - Team Leader, parent, Board of Education member  
Terri Overton - Team Leader, parent, Assoc Director of Admissions Wesleyan University  
Dan Poor – Logistics Consultant, parent  
Kathy Sobolewski - High School Benchmark Schools Surveyor, Nonnewaug High School

See Section 7 – Group Member Qualifications for experience/qualification profiles on each member of the team.

### III. Observations & Findings

This section describes the observations and findings of the data collected and reported in the Information Collection section.

#### Perceptions

From the survey data collected, the following observations and findings are identified. Given that most respondents to the survey were parents of students, the documented findings will be filtered for that sub-group, and issues that are of a town-wide nature will not be reported (e.g. the survey respondents did not include enough non-parents to make the results statistically valid to interpret town-wide results and perceptions). Actual results data for which the following observations were made are available in the Appendix pages B2.1 – B2.13.

The survey revealed the following responses (as collected in April 2003):

1. Most respondents believe the general quality of the education in Regional District 14 is average or above average (93%).
2. Most respondents believe that the general quality of the professional staff in Regional District 14 is rated average to above average (92%).
3. Awareness of priority goals is low – many disagree (31%) that they know what these priority goals are.
4. Communications items are all poorly performing; 28% believe they do not have enough information regarding student performance, 40% do not believe the things they want to know are consistently communicated, and almost half of the respondents do not believe there is effective communication between the important constituent groups in the district.
5. While perceptions of the general educational quality is average to above, confidence in technology use lags behind 25% rating it below average.
6. Student performance and homework are always the key communications concerns.
7. Most respondents believe the process used to develop the education budget in Regional District 14 is average to below average (72.9%).

The following are commonly expressed statements collected through comments in Board of Education meeting, editorials, etc.

1. Regional District 14's cost to educate children is higher than normal making Regional District 14 an expensive region.
2. The communities that comprise Regional District 14 consist of a higher than average number of retired individuals who are on fixed incomes.
3. The percentage of dollars expended on education, versus the total municipal budget, is higher than that expended in similar towns.
4. The percentage of dollars expended on education, versus the total municipal budget, is lower than similar towns.
5. Our communities are largely rural in nature and people new to the communities are changing the community.
6. Our community has grown too fast, causing education costs to rise.

We collected data represented in other sections to try and address each of these beliefs.

## **Demographics**

From the data collected are the following Observations and Findings. The specific data collection can be found in Exhibit 1.

1. *Who We Are* - Regional District 14 compared to other ERG C towns:
  - a. **Median Household Income (2003<sup>6</sup>)** – *This reports the mid-point for total household incomes, not the average of all household incomes, thus a few multi-millionaires increasing the average do not skew the number. It is an important measure of Regional District 14's communities financial make-up which indicates not only degree of wealth, but is also an indicator socio-economic standing that determines the ERG assignment, and can help determine how Regional District 14 compares to other districts in the state and in the ERG. Woodbury and Bethlehem have incomes that are 4% and 9%, respectively, above the ERG C average for median household income (Bethlehem is higher than Woodbury – See 2004 CERC Town Profile Reports, Appendix A.1.3 – A.1.6, or on the internet at <http://products.cerc.com/pdf/tp/bethlehem.pdf> and <http://products.cerc.com/pdf/tp/woodbury.pdf>; averages are calculated on the worksheet in Exhibit 1B of this report).*
  - b. **Population (2003<sup>6</sup>)**: *This measure indicates the community size compared to the other districts in the ERG. Population is an important factor in determining ERG assignment. Woodbury is 37% higher and Bethlehem is 49% lower for town populations when compared to all other ERG C towns; when compared on the basis of district size to all other school districts in ERG C, Regional District 14 is 87% higher than the average for all districts designated as ERG C.*
  - c. **Retiree Age (2003<sup>6</sup>)**: *This is a measure of the size of the population that may be on a fixed income, and is one indicator of ability to fund education through the town taxes. Woodbury and Bethlehem are both at the average and median (13%) for percentage of population age 65 or older. Southbury leads the ERG at 25%.*
  - d. **Median Age (2003<sup>6</sup>)**: *This is a measure of the average age compared to the ERG average. This is an element to determine if Regional District 14 has an older or younger population. The median age for both Woodbury and Bethlehem is 43 versus an ERG C average of 41.2, representing a 4% increase above the average.*
  - e. **Education (2003<sup>6</sup>)**: *This is an element to identify the communities standing within the ERG relative to other towns, and will be used to set a benchmark for expected performance versus out ERG. For the percentage of population age 25+ with some college education, Woodbury and Bethlehem are 68% and 67% respectively, which represents 5% and 3% above the ERG C average.*
  - f. **Drop Out Rate (2002-3 Strategic School Profile<sup>7</sup>)**: *This shows the effectiveness of the district to keep students in the system through graduation as well as an indicator of socio-economic standing relative to other towns in ERG C. Woodbury and Bethlehem drive the ERG C average dropout rate lower by being the best in the ERG, with a 0.5% rate that is 90% below the ERG C average.*
  - g. **Student Enrollment (2002-3 Strategic School Profile<sup>7</sup>)**: *The percentage of enrolled students as a percentage of total population. A measure of the district's critical mass both in terms of economy of scale as well as concentration of cost. The ERG C average for percent of population enrolled in districts is 14.4%; Regional District 14's percentage*

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<sup>6</sup> 2003 Data Found in the 2004 CERC Report for the towns of Woodbury and Bethlehem. See Exhibit 1B

<sup>7</sup> 2002-2003 Strategic School Profile Reports for Woodbury and Bethlehem. See Exhibit 1C.

is 18.2% that is 3.8% above the average. When compared on a median basis, Regional District 14 is 2.4% higher than the ERG C median.

- h. **Population Changes (Exhibit 1L):** *A measure to determine if the town population changes versus the ERG C average; this can have an impact on taxes and school costs.* The average change in population for all ERG C towns from 1990 to 2000 is a 10% increase (median change is also +10%). Woodbury increased 12.8% for the same time period, and Bethlehem increased 11.4%.
  - i. **Special Education Enrollment (2002-2003 Strategic School Profile):** *A measure of Regional District 14's enrollment size for special education relative to other ERG C towns. This measure CAN be an item that drives up expenses given that special education costs tend to be higher than non-special education costs when examined. Perceptions exist that Regional District 14 has a higher than average share of special education students than other ERG C districts.* According to the Table 4. in the Special Education Profiles report, School Year Data 2002-2003 (Appendix page B.1.1 – B1.13) as supplied by the Connecticut State Department of Education; Regional District 14 exceeded the ERG C median in Special Education prevalence in all years from 1996 – 2003. The largest gap was in 1998-99 at 4.8% higher than the ERG C median. That difference between Regional District 14 and the ERG C median has declined in every year since that point and is at a 0.8% higher than median difference as of 2003.
  - j. **Activities of Graduates (2002-3 Strategic School Profile7):** *A measure of what graduates are doing after high school and an indicator of how Regional District 14 compares to ERG C averages for post-secondary activities (pursuing higher education, employed or in Military).* Regional District 14's students attend higher education institutions 76.1% versus an ERG C average of 84.1%, or 8% lower than the ERG C average. Military participation for Regional District 14 is 9.4 versus an ERG C average of 11.5%, or 2.1% lower than the ERG C average. The ERG C reported numbers total 96% resulting in a 4% non-reported rate, while Regional District 14's numbers total 85.5% resulting in a 14.5% non-reported rate. Due to the non-reporting rate that is 3.6 times the ERG C average, this particular statistic appears to be incomplete and will be given less emphasis in the conclusions.
2. Our Education Expense – Regional District 14 compared other ERG C towns:
- a. **Spending Per Pupil (2003<sup>8</sup>):** *An important measure of Regional District 14 versus other districts in ERG C that depicts dollars expended for education.* Regional District 14 spends \$9,233 per pupil that is 4.1% lower than the ERG C average of \$9,632, and 1.8% lower than the median (see Exhibit 1G).
  - b. **Education Spending Per Capita (2003<sup>9</sup>):** *Education expense per person living in the district (i.e. population), relative to the ERG C average; shows how Regional District 14 spends as compared to similar towns as adjusted for town size.* The mean average ERG C per capita education expense is \$1,674; compared with \$1,354 for Woodbury (19% below the ERG C average) and \$1,722 for Bethlehem (3% above the ERG C average). Woodbury is 21% below the ERG C median of \$1,710 per capita, and Bethlehem is less than 1% above.
  - c. **Education Expense as Percent of Total (2000-01, Exhibit 1A):** *Reports amount of tax dollars spent on education versus other town costs, as compared to other towns spending*

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<sup>8</sup> Data from the CPEC Municipal Profiles 2002-2003 Report. See Exhibit 1G

<sup>9</sup> Data from CPEC Municipal Profiles 2002-2003 Report, calculated on a per capita basis. See Exhibit 1K

*allocations.* The average for ERG C towns for the percent of budget allocated to education versus the total municipal budget is 67.71%; Woodbury's educational expense is 66.42% (1.9% below the ERG C average), and Bethlehem's educational expense is 71.92% or 6.2% above the average.

- d. **Education Expense Changes (1990 to 2000, Exhibit 1N):** *Reports the increase in education costs over time as compared to other ERG C towns.* From 1990 to 2000, the ERG C average for per capita education expenses increased 45% while the Woodbury average increase 65% and the Bethlehem average increased 48%.
  - e. **Per Capita Education Expense 1990 (1990 Municipal Budgets, Exhibit 1H):** *The cost of education per person in the town in 1990 (which was the year selected as a baseline for education costs given the rate of housing growth and cost increases that have occurred since that time).* The ERG C per capita average was \$1,059, while Woodbury was the lowest for all ERG C towns at \$825 and Bethlehem was \$1,039.
  - f. **Per Capita Education Expense 2003 (2003 Municipal Budgets, Exhibit 1K):** *The cost of education per person in the town in 2000; this is the latest information gathered on education costs for purposes of a comprehensive analysis of tax cost trend.* The ERG C per capita average was \$1,527 (an increase of 44% since 1990), while Woodbury moved from number 42, the bottom of the 42 ERG C towns, up to 7<sup>th</sup> from last position (36 out of 42) with a per capita education expense of \$1,353 (a 64% increase since 1990) but still 11% below the ERG C average, and Bethlehem has per capita spending of \$1,540 for education (a 48% increase since 1990) and 1% above the average.
3. Our Taxes – Regional District 14 Compared to other ERG C towns:
- a. **Equalized School Mill Rate (2000-01, Exhibit 1A):** *The tax mill rate adjusted to account for changes in assessed values such that one town's mill rate can be compared to other towns mill rates. This provides a measure of the district's tax base and cost to fund education relative to other ERG C towns. This does not adjust for a town's size of tax base (a town with a large tax base will result in a smaller mill rate). A high mill rate indicates a small tax base.* Woodbury's Equalized School Mill Rate is 9% below the ERG C average, and Bethlehem is 4% above the average.
  - b. **Commercial Tax Base (2000-01, Exhibit 1A):** *A measure of the size of Regional District 14's commercial base as compared to other ERG C towns.* The average percentage of the tax base for all ERG C towns is 13% (median is 12%). Woodbury has slightly more than average with 13.5%, while Bethlehem is well below the average at 5.6%. By comparison, Southbury's commercial percentage is 27%.
  - c. **State Aid (2000-01, Exhibit 1A):** *The total amount of state aid received by the towns relative to other ERG C towns. Normally, but not always, education is the largest element in this number. This is a measure of state assistance that does have an impact on taxes that must be collected locally.* The average per capita state aid for all ERG C towns is \$442.76 (median \$450.60). Woodbury's per capita state aid is \$127.94, which is 71% less than the ERG C average, and Bethlehem gets \$389.42, which is 12% less than the ERG C average. As will be explained below, this difference is often attributable to construction costs.
  - d. **State aid 2003 (2002-03):** *The total amount of state aid received by the towns relative to other ERG C towns. Normally, but not always, education is the largest element in this number. This is a measure of state assistance that does have an impact on taxes that must be collected locally.* While there is no pattern to the state aid, Woodbury is consistently below average as compared to other ERG C towns. Even within the ERG C

comparison, there are towns with higher per capita incomes that get more state aid than Woodbury. There was no specific analysis performed regarding the allocation formulas. See Appendix page B.1.14 for 2002-03 State Aid Per Capita exhibit depicting Woodbury at 151/169 at \$135.65 versus a state average of \$641.25. This represents all state aid, not just education aid, although education is normally the largest portion. Further investigation of State Aid amounts indicates that towns of good means (high per capita income) that are building new districts (e.g. Greenwich) may receive more state aid in actual dollars than other towns even though they are receiving less of a percentage towards the building. The dollars reported to a town for state aid cannot be examined independent of other spending activities.

- e. **Education Cost Sharing (ECS) Grant Summary 95-04:** *This represents the amount of state aid which is for education and is an amount that reduces local funds needed to support education costs and supplement tax dollars.* The Appendix page B.1.15 (with additional support on page B.1.15 - B.1.16) depicts the ECS grants for Woodbury and Bethlehem from 1995 – 2004. In general, the ECS per student has remained relatively flat – some years increase and others decrease. The percentage of ECS grant per student to the total costs per student for Woodbury in the 2001-2002 school year was 4.4%, and was 20.2% for Bethlehem. The ECS grant to total per student cost for other years does not vary for Woodbury by more than 1.5% from the 2001-2002 percentages. Bethlehem saw a material drop of 6% in the percentage of ECS to per pupil spending from 1995 to current levels. The rates have been holding steady since the 1998-1999 school year.
- f. **Taxes 1990 – 2000 (Exhibit 1N) - A comparison of Regional District 14's rate of tax increase from 1990 to 2001 relative to other ERG C towns.** Overall taxes increased 50% for all ERG C towns while Woodbury's taxes increased 60.7% (10% above the average), and Bethlehem increased 37% (13% below the average).

## Performance

This section tells how the educational system is performing. The section examines the scores from the:

- Connecticut Master Test (CMT) – Grades 4, 6, 8;
- Connecticut Academic Performance Test (CAPT) – Grade 10; and
- Scholastic Aptitude Test (SAT) – Primarily Grade 11.

Results were reviewed for a period of at least 3 years with comparisons to the ERG C averages and state averages. The goal of the review is to use the comparative data to determine how Regional District 14 performs relative to other ERG C districts. Presented below are summary findings and observations.

1. Connecticut Mastery Test (CMT) – Years 2000 to 2003 inclusive. Refer to Exhibit 3 for results by grade and year with indicators of comparison to ERG C averages. Grade 4 is always a strong performer when compared to ERG C averages, however, Grades 6 and 8 results are generally poor when compared to ERG C averages. For 2003, all gaps between Regional District 14 and ERG C averages narrowed – indicating improvement.
  - a. 4<sup>th</sup> Grade Level – In general, results are very good. Some variation year-over-year, but always exceeded the standard comparison to ERG C averages.
    - i. Math - Well above ERG C averages and even compare favorably to the “ERG A” averages. Scores declined for 2 years but still exceeded the ERG C averages. Scores in 2003 not only exceeded ERG C averages, but also ERG A averages.
    - ii. Writing - Well above ERG C averages and even compare favorably when compared to “ERG A” averages. Scores declined for 2 years but still exceeded

the ERG C averages. Of the three CMT tests, writing appears to be the districts strongest for 4<sup>th</sup> grade results as compared to the ERG C averages. For the 34 elementary districts in ERG C, Regional District 14 is always in the top 10.

- iii. Reading - Scores for reading were above the ERG C average for all 4 years.
  - b. 6<sup>th</sup> Grade Level – In general, results are not on par with 4<sup>th</sup> grade performances, and do not compare favorably to ERG C averages. Performance is below the ERG C scores and has been for the last 4 years (2000 to 2003). Given that this test is given at the beginning of the 6<sup>th</sup> grade year, it is reporting performance for grades 4 and 5.
    - i. Math – Consistently in the bottom third of ERG C. This level of performance does not compare favorably to either the ERG C averages or median comparisons (2003 results were 27<sup>th</sup> out of 34 districts tested in ERG C)
    - ii. Writing – Writing did improve to the middle of ERG C and for the first time was above the ERG C average in 2003 – the improvement represented a jump from 26<sup>th</sup> to 14<sup>th</sup> out of 34 districts tests in ERG C. This result did exceed the ERG C median.
    - iii. Reading - Results are consistently in the bottom third of ERG C results with no consistent trend for improvement. This does not compare favorably to either the ERG C averages or the ERG C median.
  - c. 8<sup>th</sup> Grade Level – In general Regional District 14 scores remain below the ERG C averages. Scores at the 8<sup>th</sup> grade level have been below ERG C for all years except 2001. Performance in 2003 improved slightly over 2002.
    - i. Math – Shows marginal improvement from the 6<sup>th</sup> grade scores. Regional District 14 is still in the bottom third of the ERG. 2001 is the only year Regional District 14 performed above ERG C average.
    - ii. Writing – Regional District 14 moved from the middle of ERG C to the bottom third based on average score. The only year student performance exceeded ERG C average was in 2001.
    - iii. Reading – 2001 was the only year to exceed the ERG C average. There was a slight improvement in scores in 2003 over 2002.
2. Connecticut Academic Performance Test (CAPT) – Grade 10; Years 2001 to 2004. Refer to Exhibit 3 (last column) for CAPT by year with indicators of comparison to ERG C averages.
- a. Math - Scores at the *Proficient*<sup>10</sup> level are above the ERG C average for all years except 2002. Student performance at the *Goal*<sup>11</sup> level is above the ERG C average for all years except 2003. Performance in 2004 compares favorable with the Benchmark Districts.
  - b. Reading - Scores at the *Proficient* level in 2004 reversed a declining trend and was above ERG C average score. Scores at this level are still below all benchmark districts except Region 12. Performance at the *Goal* level appears to have stabilized but remains below the ERG C averages and the benchmark districts averages except Region 12.
  - c. Science - Scores at the *Proficient* level in 2004 also reversed a declining trend and once again were above ERG C average and compared favorably to the benchmark districts. Student performance at the *Goal* level is slightly below the ERG C average and below the ERG C median.

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<sup>10</sup> Proficient Level – Defined by the Connecticut State Board of Education as the minimum standards required to demonstrate competence.

<sup>11</sup> Goal Level – Defined by the Connecticut State Board of Education as the level at which a skill is considered mastered.

- d. Writing - Student writing performance at the *Proficient* level, again, reversed a two-year trend of declining scores to exceed the ERG C average. Performance was on par with the Benchmark Districts. Scores at the *Goal* level continue an upward trend in 2004, exceeding ERG C levels for the first time.
3. Scholastic Assessment Test or SAT's (SAT) – Taken in grades 10 and 11; Years 1999 to 2003. Refer to Exhibit 2 for results by year with indicators of comparison to ERG C averages. In general, for all the years in this review, district student's average math and verbal scores have always been below the ERG C average. The percentage of students taking the SAT exceeds the ERG C averages since 2001 (Regional District 14 students are making the effort to take the exams).
    - a. Math
      - i. Average test scores for Regional District 14 never exceed the ERG C averages.
      - ii. Since 2001 the gap between Regional District 14 averages and ERG C average has been closing - thereby showing improvements.
      - iii. The percentage of students that exceed a score of 600 has also never exceeded the ERG C average.
      - iv. Since 2002 the gap between Regional District 14 and the ERG C results for the percentage of students scoring more than 600 has narrowed – thereby showing improvement (the number of top students is increasing).
    - b. Verbal
      - i. Average test scores for Regional District 14 never exceed the ERG C averages.
      - ii. Prior to 2002, the gap between Regional District 14 averages and ERG C averages was in the double digits. Since 2002, that gap has narrowed to single digits (2002 was a 1 point difference) - thereby showing improvements.
      - iii. The percentage of students that exceed a score of 600 has also never exceeded the ERG C average.
      - iv. Since 2001, the gap between Regional District 14 and the ERG C results for the percentage of students scoring more than 600 has consistently narrowed – thereby showing improvement (the number of top students is increasing).

### **Services & Operations**

This section reviews the findings from the Services and Operations Benchmark Survey data collected from October 2003 to May 2004. For brevity, not all data are reviewed here. Only those commonalities and differences between Regional District 14 and the Benchmark Districts that may speak to community perception issues, performance issues, or services & operations are reviewed. The observations and findings are drawn from details listed in Appendix pages B.3.1 to B.3.42.

1. Administrative Staff
  - a. Other Benchmark Districts of similar size to Mitchell Elementary School have an assistant principal. Mitchell Elementary School has a full-time social worker, while no benchmark school does.
  - b. Woodbury Middle School's ratio of teachers per principal (13.7) is slightly below the ERG of 13.8, and at or below the Benchmark Districts' ratios, which range from 13.7 to 16.4.

- c. Regional District 14 middle school has the lowest students per counselor ratio at 152 compared to the Benchmark Districts' ratios, which ranged from 157 to 254. Moreover, Woodbury Middle School counselors appear to be closely coordinated with their Nonnewaug High School peers, and 8<sup>th</sup> graders visit the high school, a best practice across the Benchmark Districts.
  - d. Regional District 14's high school ratio of assistant principals to students is at the high end of comparisons to Benchmark Districts at 793:1 compared with a Benchmark Districts' range of 795:1 down to 448:1. In the coming years the average for Regional District 14 will be above the average.
  - e. Regional District 14 high school teacher have 4.4 sick days compared with Benchmark Districts' range of 6.0 to 7.8.
2. Curriculum Staff
- a. Most Benchmark Districts had higher counts of assistants and other paraprofessionals in the classrooms to assist teachers than did Regional District 14.
  - b. Benchmark districts provide on-going professional development to support staff, substitutes, and volunteers. Regional District 14 does not report this.
3. Curriculum Methodology – Integrated Curriculum<sup>12</sup>
- a. There is no defined K-5 curriculum coordinator position in Regional District 14, compared to Benchmark Districts with between one to three curriculum coordinators per school.
  - b. The Benchmark Districts' implementation of the curriculum director function is based on full- or part-time coordinators and/or assistant district superintendents. One benchmark district uses a team method in coordination with an assistant district superintendent. Regional District 14 uses a team approach and has no defined position responsible for elementary-level curriculum development and integration with preparedness requirements expressed by the middle school and high school.
  - c. Curriculum revision cycles were continual at several Benchmark Districts. Curriculum revision cycles appear to be reactive – in response to state, federal, and research framework changes – in Regional District 14 and one benchmark district.
  - d. At the middle school level, every benchmark district has an integrated curriculum in Language Arts and Math. They have named and compensated teacher/curriculum coordinators for each major subject. These coordinators are responsible for developing and communicating curricula to teachers. Woodbury Middle School relies on team leaders to communicate events, but not to develop integrated curricula.
4. Reading
- a. While Regional District 14 has some reading tutors that are paraprofessionals, there are many others that are untrained volunteers. In contrast, all but one Benchmark District has one or more full-time reading tutors per building that are trained. The one benchmark exception delivers this function through the full-time, dedicated Language Arts

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<sup>12</sup> Integrated curriculum - Refers to a longitudinal coordination of subject matter coverage and methods throughout students' K through 12 educational experiences. The value of an integrated curriculum is to ensure an efficient "hand off" of students from grade to grade so that no subject matter coverage is either missed or unnecessarily repeated. This requires the coordination and commitment of instructors at all grade levels to synchronize the scope and methods of their instruction with the earlier and later grade levels, to ensure a consistent, cumulative educational progression, without unnecessary repetition of material or gaps in coverage. Planning and effecting an integrated curriculum becomes more complex if districts use leveling – or what was formerly referred to as "tracking" (see below) – within grade, causing students to move through a curriculum at varying velocities.

Coordinator and they expressed methodological objections to the reading tutor remediation paradigm.<sup>13</sup>

- b. Regional District 14, both Mitchell and Bethlehem Elementary Schools, has an inconsistent approach to elementary level reading programs and the district also lacks an overall elementary level reading program coordination function.
  - c. Mitchell Elementary School and Bethlehem both use a “Guided Reading” technique which is not a true reading program in that it does not contain the full set of tools required for reading development (for example, phonics tools). The selection of educational tools is left to individual teacher initiative.
  - d. Mitchell Elementary School uses a proprietary reading intervention program called “Reading Recovery.” The program is designed to intervene early and get students up to grade level reading early in their educational career. The program is limited, per program license requirements, to 12 students per instructor, and addresses only Grade 1. Mitchell currently has two dedicated Reading Recovery instructors, and 6.5 federally funded Title I reading instructor to service instructional needs at the school. None of these instructors serves in a coordinator role.
  - e. Bethlehem Elementary School uses the reading teacher, a federally funded Title I position, to spend time with all needy students and assist in the reading program throughout the school. Some support is geared to helping classroom instructors address the needs of less needy students. This approach seems to benefit more students than the “Reading Recovery” program.
  - f. In contrast, Benchmark Districts’ elementary schools report consistently, defined reading programs for all students, coordinated across grade levels and districts and coordinated by the reading consultant function. Some Benchmark Districts had Reading Recovery but discontinued the program because of the high cost, which resulted from the 12 students per instructor limit imposed by the licensing entity that sells the program.
  - g. The district has purchased a new reading program called “Trophies.” The new program has been implemented for Mitchell and Bethlehem Elementary Schools in the 3<sup>rd</sup> Grade for the 2004-2005 school year. The program will be further implemented in Grade 4 for the 2005-2006 school year, and may also be implemented for K-2. This program is considered a complete reading program with all necessary materials and professional development support to instruct teachers.
5. Curriculum Improvement
- a. Benchmark districts reported formalized procedures for performance test (CMT) data gathering, distribution to teachers, review/analysis, and corrective action plan development. Typically, school principals directed Benchmark Districts’ performance improvement efforts and involved curriculum coordinators and teachers in action plan development. Regional District 14 elementary schools reported no documented procedure for the systematic analysis of performance test results for performance improvement opportunities.
6. Advanced Placement
- a. The number of advanced placement courses for which students were tested is an indirect indicator of advanced placement opportunities for district students. Regional District 14

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<sup>13</sup> Newtown district does not have a reading tutor, because they feel the function is better delivered by their full-time Language Arts Coordinator role. Newtown has a separate Math/Science curriculum coordinator, thereby allowing the Language Arts Coordinator to focus on both curriculum development and remediation interventions.

high school advanced placement courses for which students are tested lagged notably behind the Benchmark Districts as reported in the 2003-2004 Strategic School Profile report. Regional District 14 tested in 8 courses. In contrast, the lowest benchmark district tested in 13 advanced placement courses, or 62%, and the average among the four Benchmark Districts reporting this statistic was 17.25 – more than twice as many advanced placement testing opportunities.

PRE-RELEASE UPDATE: Using 2004 Advanced Placement data reported on 10/30/2004, an improvement is seen in the number of courses tested from 8 in 2003 to 13 in 2004 with an average test grade of 4.26 (out of 5.00). This data was available only for Regional District 14 and as such there are no comparisons that can be made on this data until the Connecticut State Board of Education 2004-2005 releases the Strategic School Profiles (release date should be on or about November 1, 2005).

- b. Similarly, Regional District 14's percentage of 12<sup>th</sup> grade students taking AP tests was notably lower than the Benchmark Districts. Only 18.3% of Regional District 14 12<sup>th</sup> graders took AP tests, compared with Benchmark Districts' percentages that ranged from 24.5% to 41.4%, with a Benchmark Districts average of 34.4%.
- c. The number of AP tests that scored 3 or higher<sup>14</sup> was comparable to the highest achieving benchmark district percentage – 91.9% compared to 93.4%. Other Benchmark Districts percentages ranged from 70.5 to 85.2.

#### 7. Communications to Home

- a. The middle school ranked lowest of the schools in reported school-to-home communication techniques. Benchmark districts reported using a variety of means and a higher frequency of school-to-home communications. PTO presentations, Principal newsletters, e-mails, teacher newsletters, and frequently updated web sites were some of the methods employed by the Benchmark Districts to complement one-on-one, face-face and phone conversations with parents/guardians. Woodbury Middle School reported only phone and direct one-on-one conversations, though survey data indicated occasional, infrequent newsletters to the home.

#### 8. Infrastructure

- a. The ratio of students per computer at Mitchell Elementary School is notably higher than at Benchmark Districts. The students per computer ratio at the Regional District 14 Woodbury Middle School is higher than any of the Benchmark Districts that range from 2.1 to 5.0 ratios.
- b. No data were collected on the quality of the available computers to support current business and educational software.
- c. The percentage of Mitchell Elementary School classrooms wired for voice and video teleconferencing is notably lower than Benchmark Districts. The newer Bethlehem Elementary School building is fully wired.
- d. Neither the Benchmark Districts' middle schools nor Woodbury Middle School use distance learning or virtual classrooms.
- e. Regional District 14's high school student per computer ratio is on par with the benchmark group, at 5.0:1 compared with a benchmark range of 4.9:1 to 6.5:1. The ERG average is 3.9.

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<sup>14</sup> AP exams are graded on a scale of 1 to 5. Generally, a score of 3 or higher is required to obtain college credits.

## IV. Conclusions

The following conclusions are drawn from information presented in the preceding Findings and Observations section.

- 1) Perceptions
  - a) Communication – The school district does not effectively communicate progress on the following topics:
    - i) Goals – Many are unaware of the school district’s goals.
    - ii) Performance – Many do not believe or think there is adequate communication for student performance. The drop-off in performance (see CMT performance data) may exacerbate this situation through surprise performance drops on individual student test results. It seems likely that school administration may be unaware of the condition because of a lack of an Integrated Curriculum<sup>15</sup> that may identify skills shortfalls earlier in a students learning cycle.
  - b) Budget/Referendum – Most respondents lack confidence in the budget process. This appears related to the ineffective communication of important/major issues involving budget items.
  - c) Education Quality – Most respondents believe the quality of education is above average. This perception starts out accurately, but performance data suggests that the perception is not accurate through middle school.
    - i) Actual HIGHER than perceptions - According to the performance measures (see CMT results), as compared to all other ERG C districts, there is evidence of higher than average results through 4<sup>th</sup> Grade (in fact the district exceed ERG A averages)
    - ii) Actual LOWER than perceptions – According to performance measures (see CMT results), as compared to all other ERG C districts there is evidence of lower than average results for 6<sup>th</sup> and 8<sup>th</sup> grade.
- 2) Performance Baseline - Regional District 14 performance should be measured above ERG C averages. This report will focus on situations where Regional District 14 is not at least at the ERG C average; subsequent reviews should revisit the baseline and set it at a level that is consistent with the Regional District 14’s demographics and student potential. Regional District 14 towns are above average for all socio-economic data. Per the demographics data presented in Observation & Findings section, Regional District 14 exceeds the ERG C averages for:
  - a) Median household income
  - b) Education (% with college education)
  - c) Dropout rates (extremely low, on par with ERG A averages)
- 3) Cost Per Student – Regional District 14 is not an expensive school district, and is actually an inexpensive district relative to other ERG C districts.
  - a) Cost per student is 4.6% lower than the ERG C average
  - b) While special needs children cost more per student and this has been perceived as a reason for high expense, Regional District 14 has been moving to the ERG C average over the last 5 years.
- 4) Education Cost to Town – Regional District 14 is also NOT considered an expensive school district as compared to other ERG C towns
  - a) The per capita cost of education is 11.2% less for Woodbury as compared to other ERG C towns, and is 0.2% less for Bethlehem than the ERG C average.

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<sup>15</sup> Integrated Curriculum – See definition at footnote # 8

- b) Regional District 14 town populations are 87% higher than other ERG C districts while student enrollment is only 3.8% above the ERG C enrollment averages. This means comparable education costs are spread across a larger population that is represented by a lower Equalized School Mill Rate.
- 5) Town Voter Community – Regional District 14, as compared to other ERG C towns, is not comprised primarily of an older population that cannot support taxes, but it does have a low percentage of households with children in district.
  - a) Woodbury and Bethlehem are on average with ERG C in terms of the percentage of the community at retirement age (13%). There does not appear to be a higher than average number of seniors versus all other ERG C towns (for comparison, Southbury has 25%).
  - b) Households with Children in District - According to the New England Association of Schools and Colleges Commission on Public Secondary Schools – Report of the Visiting Committee (October 27-30, 2002), 75% of the households in Regional District 14 do not have children in the school district. A review of the towns’ demographics data for the region based on population, student enrollment, and percentage of children that are sent to private schools, this statistic appears to be accurate. While the actual education costs are less than the ERG C averages, this may explain the lack of public support for education in the towns.
- 6) Taxes have increased at higher rate – Since 1990 taxes have increased at a faster rate than other ERG C towns
  - a) While the cost of education on both a per student basis as well as a per capita basis is lower than the ERG C averages, the cost of education spending, relative to other ERG C towns has increased 10.1% faster than other ERG C towns (1990 – 2000). Woodbury is 7<sup>th</sup> from the bottom for per capita education spending in 2000-01, up from the last in per capita spending in 1990. Woodbury dropped to 4<sup>th</sup> from the bottom for the 2002-03 year.
  - b) State Aid Drop to Woodbury – Another component of the tax is the drop in per capita state aid from 1990 to 2000. The less state aid, the more a local community must fund. All towns in ERG C have experienced a drop in state aid since 1990. One reason for this may be the increase in median household income making Woodbury less needy. Bethlehem experienced an increase in per capita state aid during the same period.
- 7) Performance
  - a) Performance Exceeding ERG C averages (benchmark performance level set by the review based upon demographics data for region):
    - i) CMT 4<sup>th</sup> Grade - Performance indicators at the 4<sup>th</sup> grade level are extremely good, the CMT results for Reading, Writing, and Math have always exceeded the ERG C averages, and have also exceeded the ERG A averages. The comparison is based upon performance relationship to the other ERG C districts for the same given test year.
    - ii) CAPT – Exceeded ERG C averages for all categories in 2004. Performance in previous years was below the ERG C average and did improve.
  - b) Performance BELOW ERG C averages:
    - i) CMT 6<sup>th</sup> & 8<sup>th</sup> Grades– the gaps between Regional District 14 scores and ERG C averages widen for 6<sup>th</sup> grade and do not improve greatly for 8<sup>th</sup> grade scores. There has been an increase in year-over-year performance for Regional District 14, so the downward trend may have subsided.
    - ii) SAT – All years in the review (1999-2003) are below the ERG C averages for both the Math and Verbal sections. The percentage taking the exam is on par with ERG C averages.
- 8) Administrative Staff

- a) Regional District 14 middle school has the lowest students per counselor ratio compared to the Benchmark Districts. Moreover, Woodbury Middle School counselors appear to be closely coordinated with their Nonnewaug High School peers, and 8<sup>th</sup> graders visit the high school, a best practice across the Benchmark Districts
  - b) While there are no administrator numbers readily available for Regional District 14 as compared to ERG C averages, there are administrative costs per student available. Using those numbers as a comparison for administrative costs, it is clear that the cost per student for administration is less than the ERG C average.
  - c) A notably positive metric is the very low number of Regional District 14 high school teacher absences because of sick days at 4.4 compared with Benchmark District's range of 6.0 to 7.8.
- 9) Regional District 14 has fewer trained paraprofessionals to assist instructors
- a) Most Benchmark Districts had higher counts of assistants and other paraprofessionals in the classrooms to assist teachers than did Regional District 14. The presence of paraprofessionals and assistants in the classroom allows teachers to provide more individualized instruction and student assessments. This may contribute to a lower quality of individualized educational assessments<sup>16</sup> and action plans that may impact student performance. This may become more of an issue, as professional teachers are required to spend more time with curriculum issues.
  - b) Benchmark districts provide on-going professional development to support staff, substitutes, and volunteers. According to the Benchmark Survey data, Regional District 14 does not do so. This may contribute to the paraprofessional staff – already in short supply in the classrooms relative to the Benchmark Districts – contributing less to classroom education than is possible were they included in curriculum development activities.

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<sup>16</sup> Indeed, the survey uncovered anecdotal information regarding incomplete and inconclusive assessments in District 14, which were attributed to classroom teachers' lack of dedicated time to adequately perform and document assessments.

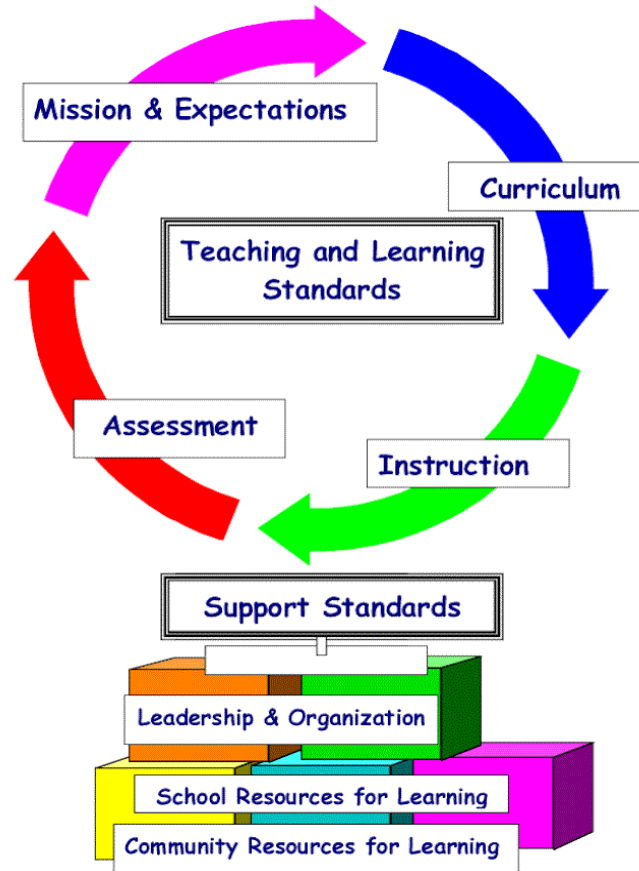


FIGURE 2.  
 New England Association of Schools & Colleges, Inc.  
 Commission on Public Elementary and Middle Schools  
 Standards for Accreditation For Elementary Schools  
 Approved March 18, 1999  
 Page 2

- 10) Curriculum Weaknesses – Regional District 14 lacks curriculum integration<sup>17</sup>, curriculum documentation, and functional curriculum coordination staff as compared to Benchmark Districts. Lack of an integrated curriculum is likely a contributing factor for the CMT performance degradation.
- Benchmark districts all responded positively to having an integrated K-12 curriculum while Regional District 14 does not have an integrated K-12 curriculum. This is not to say that each instructor does not have a teaching plan. It indicates that an integrated plan of instruction from grades K through 12 does not exist to insure prerequisites and efficient longitudinal preparation for secondary-education transition.
  - Associated with the lack of an integrated curriculum is the related professional development that should be structured around the curriculum plan, and associated coordination activities throughout the district to perform a quality assurance function and improve the plan based on performance measures of students.
  - Regional District 14 suffers from CMT performance degradation as students progress in the system. This may be a possible effect of the missing integrated curriculum and its prerequisite

<sup>17</sup> See footnote #8 – Integrated Curriculum definition.

guidelines that insure the proper foundational building of knowledge and skills. Grade four performs quite well as reviewed across multiple years as compared to ERG C averages, while Grades 6 and 8 perform lower than ERG C averages. Taken as a whole, the further students move through Regional District 14 programs, the worse their performance is relative to their ERG C peers.

- d) Benchmark Districts have curriculum coordinator roles in each elementary schools, middle schools, and high schools. The coordinator roles are, in most cases, not a full-time equivalent position but rather a functional role performed by an instructor. Regional District 14 has no such coordinator roles to assist the Director of Curriculum with programs, documentation, proper integration, and professional development within each building.
- e) The accrediting body for Regional District 14, New England Association of Schools & Colleges, Inc., expects a curriculum and associated performance monitoring as documented in its model illustrated in Figure 2.

#### 11) Reading

- a) Regional District 14 has an inconsistent approach to elementary level reading programs and lacks an overall elementary level reading program coordination function. In contrast, Benchmark Districts have consistent, defined reading programs for all students, coordinated across grade levels and coordinated by a reading consultant function. The implication of this is there is no reading consultant function in Regional District 14 to insure students are consistently educated for middle school. The two reading resources at Mitchell Elementary School are ONLY for the intervention-based reading support (Reading Recovery). Given that the two positions are dedicated to the intervention-based reading process, Mitchell Elementary School has no reading support role and thus classroom instructors are left to independently, and without any professional reading instructor assistance, design and implement an integrated reading program for grades K-5. Likewise, but to a lesser extent, Bethlehem also does not have a reading consultant, but there is a reading instructor that fills a partial reading coordinator function through activity with classroom teachers.
- b) The Benchmark Districts all have reading consultant positions that coordinate the reading program for K-5, assist classroom instructors with reading issues, and support remedial situations though not necessarily through the proprietary Reading Recovery program. This in turn may contribute to the Bethlehem Elementary School and Mitchell Elementary School cohorts arriving at middle school with a notable variation in their reading abilities and experiences, thereby making students less prepared for middle school expectations.

#### 12) Advanced Placement

- a) Regional District 14 high school advanced placement courses for which students are tested lagged notably behind the Benchmark Districts for years up to 2002, however the 2003-2004 school year saw a jump from 8 to 13 AP courses tested. For comparative years through 2002, the average among the four Benchmark Districts reporting this statistic was 17. As reported in the Pre-Release Update comment, Regional District 14 has improved in this category in terms of AP courses tested and had an average test score of 4.26 – a notable improvement. Comparison data is not available for other ERG C schools for the 2003-2004 time period. The 2004-2005 school year continues to offer approximately the same number of AP courses.
- b) Regional District 14's percentage of 12<sup>th</sup> grade students taking AP tests was notably lower than the Benchmark Districts.
- c) If Regional District 14 performed at the Benchmark Districts' average, 124 more Regional District 14 students would have had AP testing opportunities in 2001.

- d) The number of AP tests that scored 3 or higher<sup>18</sup> was comparable to the highest achieving benchmark district percentage, and therefore above the average for ERG C.
- 13) Infrastructure – Regional District 14 has fewer computers for students.
- a) Regional District 14 has a higher students-per-computer ratio than the Benchmark Schools average, but is on par with Benchmark Districts at the high school level. The high school level equality is attributable to the high number of computers in the AgriScience program.
- 14) Educational Management – Regional District 14 appears to have some performance monitoring and management through the Teaching and Learning Standards.
- a) We find an inconsistent approach throughout the district with regard to the summary and dissemination of performance test results. In some cases there is no formal compilation and analysis of results data for assessment and any associated modifications to Mission and Expectations, Curriculum, and Instruction.

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<sup>18</sup> AP exams are graded on a scale of 1 to 5. Generally, a score of 3 or higher is required to obtain college credits.

## V. Recommendations

This section lists out the Strategic Analysis Group's recommendations by subject area based on the findings and conclusions.

### 1. Curriculum Methodology:

- a. Implement an integrated curriculum encompassing K-12 as soon as possible. Implement via a buy/borrow rather than build to speed the process, with the realization that modifications will be made to suit the specific needs of Regional District 14. Some forms of implementation which could speed the process are
  - i. Use Connecticut State Board of Education resources when possible;
  - ii. Use available off-the-shelf curriculums from districts which voluntarily publish a curriculum on the state web site;
  - iii. Identify districts which excel in a given area and attempt to network and partner to use their curriculum and possibly professional development activities to implement in Regional District 14;
  - iv. Purchase curriculum programs from organizations
- b. Identify district and building executive level leadership and accountability for integrated curriculum development and coordination.
- c. Develop or adopt a Curriculum Maintenance Process to formalize the curriculum modification process through the following
  - i. Modification change request process
  - ii. Review and approval stages
  - iii. Impact analysis (text & materials review, technology requirements, integration review)
  - iv. Implementation monitoring
- d. Identify and fund curriculum coordinator roles by discipline (Math, Language Arts, Science) responsible for research, methodology development and documentation, instructional materials selection, coordination with peers across high school, middle school and elementary schools, classroom teacher training, classroom teacher support, educational outcomes metric identification and targets, tracking, and annual corrective action plans.

### 2. Reading:

- a. Identify, implement, and enforce consistent general population and intervention program methodologies across Bethlehem Elementary School and Mitchell Elementary School that provide expected introduced skills into the Middle School.
- b. Establish a Mitchell Elementary School-Bethlehem Elementary School reading curriculum coordination function to ensure on-going synchronicity of program deliver and methods, as well as integration with middle school reading preparatory requirements.

**3. Curriculum Improvement:**

- a. Identify, document, and implement Benchmark Districts' best practice for establishing authority and accountability within each school to retrieve, review, analyze, disseminate, and coordinate performance improvement initiatives.
- b. Annually, within 90 days of the CMT results release, each school principal should deliver to the board and parents a report analyzing data trends and findings relevant to curriculum, identify successes and actions plans for the identified areas requiring improvement.

**4. Advanced Placement:**

- a. Investigate the demand and supply for AP courses to ensure that Regional District 14 is providing the entire population of high performing students with adequate AP opportunities.

**5. Communications to Home:**

- a. All principals should review and implement Benchmark Districts' school to home communications best practices to increase the quality and frequency of the provision of school information to parents without taxing instructors with more one-on-one meetings.

**6. Infrastructure:**

- a. Regional District 14 should establish an integrated technology literacy curriculum, defining technology based skills required at each grade level and estimating the hands on the keyboard time per student required to achieve these goals. Classroom and/or library or lab-based computer facility needs should be derived from that plan, rather than being derived from an arbitrary student-to-computer ratio.

**7. Post-Graduate Student Tracking:**

- a. The Strategic School Profile data regarding Activities of Graduates appears to have reporting gaps not present in other ERG C schools (Regional District 14's non-reporting rate is 14.4% compared to an ERG C average of 4%). We recommend that the school improve tracking and reporting of post-graduate activities as another means to demonstrate the progress of the district's educational process.

## **8. District Organization Structure for Curriculum Activities**

- a. The district is currently organized according to a building management hierarchy. This management approach may contribute to the current curriculum problem and may hinder adequate progress with integrated curriculum activities desperately needed by the district according to the findings in this report. The building principals are the primary point for curriculum coordination and given the volume of other responsibilities principals are required to perform, without the help of an assistant principal, they can also be the bottleneck for curriculum coordination progress. We recommend that subject-matter organizational matrices be defined for each educational discipline (e.g. language arts, math, science, foreign language, etc.) that will operate across buildings. This would delegate curriculum coordination planning activities from building principals to subject matter department heads. The building curriculum coordinators will then report coordination needs back to building principals for final approval. The effect of this recommendation is not to change any human resource reporting relationships.

## **9. Continuous Improvement Process & Structure:**

- a. We recommend that the District adopt a formal continuous improvement methodology through the following processes:
  - i. Adoption of a balanced scorecard governance structure to manage and measure performance of strategic and tactical activities toward strategic goals;
  - ii. Implementation of an action plan approach for those who are implementing activities on behalf of Board of Education mandates which assist the board to:
    1. Communicate and define actionable events that are necessary to the district's success.
    2. Help set priorities of project initiatives.
    3. Enable the Board of Education to act in a review and supervisory mode through complete and consistent communication of activities.
    4. Enable activity requests from administrators, department heads, curriculum coordinators, etc. to be defined more rapidly and completely through a defined communication form.
    5. Enable other support areas (business manager, building & maintenance, technology director) to add necessary feedback to the process in a timely manner because of a consistent action plan format
    6. Enable more complete budget communication and ties budget requests to specific needs and benefits that can be packaged into a strategic mission.
    7. Create action plans that define expected results in a measurable means to demonstrate results.

## **10. Strategic Plan**

The Superintendent of Regional District 14 had implemented a Strategic Plan Committee that was temporarily halted so that the information from this Strategic Analysis Report could be considered as part of that process. At this time the Strategic Planning activities should be resumed to define the items of focus for the implementation. Goals for the district, Board of Education, superintendent, and buildings should be defined and communicated.

## **VI. Group Member Qualifications**

Below are descriptions of qualifications and experiences for each group member who worked on this report. The quality of the report and information is largely a reflection of those involved. Group members and teams were selected on the basis of skills needed for the data collection and analysis requirements of the particular report section. As such many members were actively recruited for those particular skills.

### **Robin “Bobbie” Ahouse (in memorial) – Parent, Transcriber, Biography writer**

Bobbie lived in our town for approximately 5 1/2 years, until she succumbed to breast cancer, in December 2003. She actively involved herself in various town services and clubs. She joined the PTO, New Comers Club, & Junior Womens' to name a few. Her educational background involving court transcription, opened up an opportunity to work closely with the Town of Woodbury. In June 2002, Bobbie took upon a full time position in the admissions office, at Rumsey Hall School, Washington, CT. More importantly, as a mother of two, Bobbie took an active role in her children's education and all sporting-social events. When asked to partake in this project, she readily accepted. We are all proud to have worked closely with Bobbie and feel that her presence and knowledge is greatly missed.

### **Eric Bergeron - Middle School Education Instructor**

### **Debbie Corsico – Parent, Board of Education Member**

A Region 14 Board of Education member and parent of three children, two at Mitchell Elementary School and one at Washington Montessori School. Debbie was a co-founder of SCOPE, a K-5 hands-on science program at Mitchell Elementary School. From 1988 through 1995, she practiced law in the litigation department of a large law firm. My primary responsibilities included research, brief writing and drafting and coordinating discovery. Along with many other members of the group, Debbie offered the committee research and analytical skills.

### **Pat Gage – Elementary Education Instructor**

Pat teaches third, fourth, and fifth grades at Mitchell Elementary School. For the past several years, she has been looping with her class, beginning in third grade, and then bringing the same children to forth grade. During her time at this school, she has served on several committees. These include District Curriculum Council for over eight years, the K-12 Science Curriculum Committee, the K-12 Language Arts Curriculum Committee, Promotion Committee, Fifth Grade Planning Committee, and the Benchmark Committee, as well as serving on Faculty Council at Mitchell School. In 200x she was named Teacher of the Year for Region 14.

### **Lucinda Hart - Elementary Education Instructor**

**Mark Lawlor, Parent, Health Care Finance Consultant**

Mark has an accountant by trade and worked for a major Certified Public Accounting firm where he performed consulting and auditing services primarily for insurance companies, and also for banks, large municipalities, universities, and manufacturing companies. He also managed business integration, process reengineering efforts, medical decision support operations, and sales for a national medical insurer. Mark's latest effort has been to build a new company that verifies the accuracy of pharmacy and medical charges for major employers throughout the U.S. His interest in working on this project was primarily motivated by the lack of accurate information discussed in town about the school district, and a strong desire to get at the facts. Mark's focus for this project mostly leveraged his project management skills to organize the project and apply objective views to the process to insure that conclusions were based on verifiable data. He has two children in the school district and is actively involved in multiple youth sporting programs in town.

**Kathy Magoun – Elementary Education Instructor**

Kathy's teaching career has focused on the area of early childhood education. Her first student teaching experience was at the Head Start Program in Danbury. This experience led to an early childhood teaching job at the Children's Center in New Milford. The Director of the Children's Center, Barbara Hamlin, was a strong advocate of quality experiences for young children. Through her, Kathy became involved with some outstanding early childhood institutions in the area. Kathy worked on piloting a diagnostic tool for the Yale Child Study Clinic. She also received training at Bank Street College in New York, and she was in the process of training to be a Developmental Examiner at the Gesell Institute when she got her teaching job at Mitchell. Kathy has taught kindergarten since 1986. From 1995-1998 she co-chaired the Kindergarten Research Team, whose goal was to better prepare children for the challenges of school by providing a program for at-risk students prior to their entering Kindergarten. Throughout her career Kathy has focused on the importance of maintaining developmentally appropriate practices while building a strong foundation of skills in young children. Kathy's interest in this committee was inspired by her desire to learn what other schools are doing to achieve this goal. Kathy was Region 14's Teacher Of The Year in 2000. Her biography appears in this year's edition of Who's Who Among America's Teachers.

**Lisa Moisan – Parent, Former Board of Education Member**

A former Regional District 14 Board of Education member (Initiated strategic planning process), and parent of two elementary-aged children at Mitchell Elementary School. Prior to starting a family, Lisa spent 12 years as Vice President of Marketing for a Radio Programming and Promotions Company. Responsibility included direction of both short-term and long-term strategic planning for the company, together with the other officers and principals of the company. Accomplished responsibilities with an account management staff of 15, who were responsible for the fulfillment of each project the company managed - typically around 25-30 per year. Background and skills are suited to management and organization, which is why the prospect of planning the direction of the region was so interesting to Lisa.

**Joanne Moniodes – Parent, Former Instructor**

Joanne holds an M.A. degree in TESOL (Teaching English to speakers of other languages) from Stony Brook University and is New York State certified to teach ESL to grades K-12. She taught ESL (English as a Second Language) on Long Island, however the bulk of her teaching experience occurred in private international schools in both Tokyo and London. She has been residing in Woodbury for the past six years.

**Joseph Mylie – Logistics Consultant**

Joe has a degree in chemistry and after spending 8 years working in research, went back to school to study logistics. He has worked in the field of logistics for over 20 years for companies like Stauffer Chemical, United Technologies – Carrier Corporation and Coca-Cola NY. Six years ago he left Coca-Cola to form his own consulting firm. Major clients include, Tomra Recycling, Waste Management and Recall Corp. Computerized routing and scheduling, site location analysis, wireless communications, AVL / GPS (automatic vehicle location and Global Positioning Systems), asset management and driver productivity are just some of the items Joe has been involved in.

A parent with 3 son's, he has coached hockey and soccer. With his youngest son attending Mitchell Elementary School, he has been interested in working with Region 14 to assist in improving the school system. With his years of analytical experience “crunching” numbers, he is well suited to projects such as this.

**Terri Overton – University Admissions Officer**

Terri is a parent of an 8th grade son at Woodbury Middle School and a daughter in 10th grade at Taft School. She started her career as a high school math and science teacher in Swaziland, Southern Africa. For 18 years worked in the field of admissions at Wesleyan University, a highly selective liberal arts college. Specific areas of responsibility include international admission and transfer admission. A major part of the job is reviewing high school students' credentials and preparation for university work, and understanding the context in which that work was done. In her role as admissions dean she has visited hundreds of high schools throughout the U.S., Asia and Europe, meeting educators and students. Terri provided valuable insight into the admissions process and how the local education process and outcomes can assist in college placement.

**Daniel Poor, Ph.D – Sociologist, Information Technologist**

Mr. Poor is an expert in business process redesign and continuous improvement methodologies in the service sector. Most recently he was the regional Vice President for the technology process outsourcing firm, Totality Corp., specializing in structuring complex risk sharing outsourcing contracts. In 2000-2001, he co-chaired with GE Capital's Chief Quality Officer a ground up customer service-oriented management reorganization based on Six Sigma principles, for the West Side Y of New York City, the nations' largest YMCA. He received his Ph.D. in Organizational Sociology in 1994. His dissertation examined markets for corporate legal services and professional labor. He received National Science Foundation and American Bar Foundation competitive dissertation fellowship grants for his research. He received his B.A. magna cum laude from Tufts University.

**Susan Ratcliffe - Parent**

A graduate of George Washington University with a bachelors of Art in International Affairs. Consulted with a consortium thru CARE in Mali, West Africa, on the impact Mali's agrarian economy has on education at the primary and secondary school levels. Worked in the State Dept., Washington D.C arranging all travel, quarantine and special accommodations for members of the Foreign Service. Parent of 2, room mother, coach, and volunteer at the Mitchell School.

**Richard Robinson – High School Guidance**

Mr. Robinson is an educator in the Naugatuck school system for the past 34 years. He has a BA and MA degree in British Literature, an MS degree in School Counseling, and a Sixth-year degree in Administration and Supervision. After teaching English for 17 years, Mr. Robinson joined the

Naugatuck High School guidance department where he served as department head for ten years. Mr. Robinson is married to Patricia, the Art Coordinator for the Naugatuck school system. Pat and Rich have daughter Alicia, an 11th grade student at Nonnewaug High School.

**Crissy Smith - Parent**

Crissy Smith is an active contributor within the Region 14 school district. She has 2 children who attend elementary school in Region 14. Prior to her involvement within this region, Crissy was involved in a very successful school district in Ohio, where she and her family formerly resided. Her volunteerism has included budget referendum support, PTO officer, room parent and multiple committees. Her focus for this project has involved significant research into benchmarking as compared to other school districts. In addition, she has communicated with other parents within the region and carried their voice to back to the core committee.

**Kathy Sobolewski – High School Instructor, Chairperson of the Nonnewaug Science Department**

**Christopher S. Wood, AICP - Planning Consultant**

Christopher S. Wood is a certified municipal planning consultant who serves as Town Planner for the Town of Woodbury and provides land use, regulatory, and management planning services to towns and businesses throughout Connecticut. Chris and his family have lived in Woodbury for nearly 25 years. His son spent 12 years in the Woodbury school system and is now at the University of Connecticut. Wood's professional work involves demographic and fiscal impact analyses, land use analysis and regulatory applications, fiscal and organizational management, and economic development planning. His contributions to the report have included compilation and analysis of data pertaining to Region 14. Wood's most recent projects have included preparation of comprehensive Plans of Conservation and Development for the Towns of Washington, East Windsor, and New Hartford. He is also drafting revised zoning regulations for two towns and recently submitted demographic and fiscal impact analyses for hearings on an age-restricted housing development. Wood has worked extensively on conservation and open space planning in several towns and is currently Chairman of the Woodbury Open Space Committee.

Wood is also the current Chairman of the Legislative Committee for the Connecticut Chapter of the American Planning Association. He previously served as Executive Director of the Connecticut Department of Public Utility Control and before that as Executive Director of the Connecticut Siting Council.

Wood has been an active supporter of the Nonnewaug High School athletics program and is a certified high school basketball official.

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Per 2000-2001 CPEC Municipal Budgets

Town	Population '00	Equalized School Mill		Equalized Grand List	Commerical %	Spending Per		Per capita		Education Expense %	Per capita State aid	Reg or Stand Alone
		Rate				Pupil	EGL per capita '99	Education Expense				
Lyme	2,016	15.7		388,033,311	1.7%	10,322	199,914	1,611	67.65	121.23	18	
Sherman	3,827	15.1		524,054,643	3.3%	7,460	171,428	1,246	62.75	77.66	SA	
Killingworth	6,018	31.6		635,602,071	5.0%	9,076	114,647	1,712	74.46	379.39	17	
Andover	3,036	33		231,093,337	5.0%	8,045	79,359	1,460	70.81	572.36	8	
Hebron	8,610	25.6		687,694,886	5.2%	7,509	84,245	1,586	68.24	688.01	8	
<b>Bethlehem</b>	<b>3,422</b>	<b>29.2</b>		<b>313,955,240</b>	<b>5.6%</b>	<b>8,453</b>	<b>94,966</b>	<b>1,540</b>	<b>71.92</b>	<b>389.42</b>	<b>14</b>	
Harwinton	5,283	25.5		474,666,607	5.6%	8,087	87,191	1,568	70.62	472.98	SA	
Warren	1,254	11.6		291,140,240	5.7%	9,768	216,945	1,523	64.92	125.03	6	
Goshen	2,697	22.4		420,201,180	6.3%	9,798	168,688	1,631	69.5	117.73	6	
Cornwall	1,434	19.4		280,734,138	7.4%	9,799	198,399	1,813	65.52	281.81	SA	
Burlington	8,190	29.5		692,471,041	7.4%	8,087	87,092	1,621	75.31	427.02	SA	
Old Lyme	7,406	21.4	1,253,570,379		7.8%	10,322	194,684	1,907	71.04	93.33	18	
Morris	2,301	30.8		285,023,341	7.9%	9,768	134,890	1,742	67.99	338.73	6	
Somers	10,417	27.1		726,297,767	8.4%	8,108	76,300	1,225	64.51	784.39	SA	
Bolton	5,017	36.6		370,770,543	9.2%	8,675	77,935	1,631	64.17	642.94	SA	
Bethany	5,040	31.5		478,677,276	9.6%	8,469	107,423	1,814	71.55	468.52	SA	
Salisbury	3,977	14.6		732,007,382	10.1%	10,152	179,546	1,387	60.81	106.02	SA	
Salem	3,827	30.5		309,776,071	10.4%	7,679	91,218	1,705	66.44	887.37	SA	
Preston	4,688	40.7		313,848,232	11.2%	9,738	68,932	1,602	76.59	965.2	SA	
Oxford	9,821	25		964,755,572	11.4%	7,995	106,064	1,473	66.78	521.94	SA	
Durham	6,627	33.3		609,373,407	12.2%	9,237	91,210	1,855	76.77	528.53	SA	
New Hartford	6,088	33.7		541,318,211	12.6%	8,566	83,203	1,768	73.01	526.24	SA	
Woodstock	7,221	30		547,726,487	13.0%	7,687	81,519	1,481	72.38	717.31	SA	
<b>Woodbury</b>	<b>9,198</b>	<b>25.5</b>		<b>947,177,347</b>	<b>13.5%</b>	<b>8,453</b>	<b>107,305</b>	<b>1,348</b>	<b>66.42</b>	<b>127.94</b>	<b>14</b>	
Ledyard	14,687	29.7	1,011,755,569		14.6%	7,710	70,412	1,634	69.95	857.81	SA	
Suffield	13,552	26.2	1,017,878,100		14.7%	7,223	88,296	1,295	60.84	530.01	SA	
Canton	8,840	29.9	770,732,027		14.8%	8,207	94,129	1,493	64.15	333.73	SA	
Ellington	12,921	31.4	837,794,598		14.8%	7,750	70,706	1,435	66.03	678.08	SA	
Deep River	4,610	29.9	446,980,094		14.9%	9,088	93,628	1,371	64.36	465.85	4	
Pomfret	3,798	26.9	274,313,577		16.3%	7,097	79,121	1,422	70.43	871.57	SA	
Litchfield	8,316	29	879,570,823		16.6%	7,931	100,099	1,423	65.78	170.47	SA	
Haddam	7,157	34	751,826,893		17.3%	9,076	103,786	1,670	66.94	136.83	17	
Mansfield	20,720	51.5	750,689,946		17.7%	9,958	39,153	975	69.91	649.53	19	
Middlefield	4,203	34.8	386,827,280		19.2%	9,237	94,187	1,621	71.78	431.81	SA	
Essex	6,505	17.1	910,252,847		21.1%	8,531	148,886	1,161	62.83	128.82	SA	
Barkhamsted	3,494	31.9	295,263,486		21.4%	8,789	82,776	1,632	77.38	435.35	SA	
Middlebury	6,451	21.7	877,211,551		21.8%	8,013	143,640	1,505	54.6	154.07	15	
Westbrook	6,292	23.2	938,213,393		24.1%	7,766	165,004	1,333	54.85	234.86	SA	
Wilmington	5,959	37	394,262,843		24.2%	9,316	66,129	1,553	69.05	526.87	19	
Southbury	18,567	23.2	2,481,592,974		27.4%	8,013	148,181	1,426	69.28	115.19	15	
East Granby	4,745	30.5	509,441,631		32.3%	9,227	63,128	1,600	60.74	525.57	SA	
Bozrah	2,357	26.6	234,426,000		36.1%	8,939	102,863	1,461	64.73	988.54	SA	
Average	42	6.681	27.95	637,833,389	13.4%	8,646	110,886	1,530	67.71	442.76		
Median	5,989	29.35	544,522,349	12.4%	8,500	94,158	1,547	67.82	450.60			
Woodbury to Avg	138%	91%	148%	100%	98%	97%	88%	98.10%	29%			
Bethlehem to Avg	51%	104%	49%	42%	98%	86%	101%	106.22%	88%			
Woodbury to Median	153.6%	86.9%	173.9%	108.9%	99.4%	114.0%	87.2%	97.9%	28.4%			
Bethlehem to Median	57.1%	99.5%	57.7%	45.2%	99.4%	100.9%	99.6%	106.0%	86.4%			
Combined Reg 14 to Avg	12620		1261132587	19%	8453	202271	1444.08	69.17	258.68			
Reg 14 to Avg	188.9%		197.7%	142.0%	97.8%	182.4%	94.4%	102.2%	58.4%			

# Exhibit 1B

Per 2003 Data on 2004 CERC										
<u>Town</u>	<u>Pop 2003</u>	<u>Median Age</u>	<u>Median Household Income</u>	<u>25+ With Some College</u>	<u>25+ With Bachelors Or More</u>	<u>25+ With College</u>	<u>Households</u>	<u>Pop % 65+</u>	<u>Education Cost</u>	<u>Per Capita Educ Cost 2003</u>
Lyme	2172	48	\$ 74,425	22%	56%	78%	934	20%	3,587,624	1,652
Sherman	3966	43	\$ 86,054	28%	42%	70%	1488	13%	5,339,440	1,346
Killingworth	6348	41	\$ 85,956	25%	49%	74%	2345	12%	10,595,473	1,669
Andover	3145	39	\$ 75,638	32%	34%	66%	1259	8%	4,910,361	1,561
Hebron	8971	38	\$ 82,825	30%	43%	73%	3165	6%	14,400,223	1,605
<b>Bethlehem</b>	<b>3481</b>	<b>43</b>	<b>\$ 76,716</b>	<b>31%</b>	<b>36%</b>	<b>67%</b>	<b>1425</b>	<b>13%</b>	<b>5,543,064</b>	<b>1,592</b>
Harwinton	5525	43	\$ 73,563	29%	33%	62%	2063	13%	8,651,290	1,566
Warren	1473	43	\$ 67,882	27%	34%	61%	590	15%	1,940,328	1,317
Goshen	2773	45	\$ 70,652	31%	33%	64%	1107	15%	4,671,570	1,685
Cornwall	1459	45	\$ 58,161	27%	48%	75%	632	18%	2,879,927	1,974
Burlington	8579	39	\$ 88,792	26%	43%	69%	3001	8%	14,229,670	1,659
Old Lyme	7652	44	\$ 72,649	27%	45%	72%	3099	17%	15,097,916	1,973
Morris	2341	43	\$ 62,373	29%	25%	54%	936	14%	4,418,963	1,888
Somers	10746	38	\$ 68,118	28%	23%	51%	3089	10%	14,550,114	1,354
Bolton	5235	42	\$ 72,637	29%	36%	65%	2083	11%	9,134,912	1,745
Bethany	5197	41	\$ 81,223	25%	48%	73%	1857	12%	9,855,192	1,896
Salisbury	4043	49	\$ 57,037	25%	46%	71%	1785	22%	5,994,414	1,483
Salem	3965	39	\$ 72,719	27%	40%	67%	1414	7%	7,165,862	1,807
Preston	4704	42	\$ 59,160	28%	23%	51%	1868	14%	8,131,848	1,729
Oxford	10142	39	\$ 82,516	28%	32%	60%	3477	9%	15,437,134	1,522
Durham	6757	39	\$ 84,070	28%	39%	67%	2346	10%	13,189,199	1,952
New Hartford	6233	41	\$ 75,987	25%	43%	68%	2303	9%	11,345,537	1,820
Woodstock	7344	40	\$ 60,322	29%	33%	62%	2836	13%	11,270,616	1,535
<b>Woodbury</b>	<b>9421</b>	<b>43</b>	<b>\$ 72,741</b>	<b>26%</b>	<b>42%</b>	<b>68%</b>	<b>3839</b>	<b>13%</b>	<b>13,342,048</b>	<b>1,416</b>
Ledyard	14782	38	\$ 67,307	31%	32%	63%	5396	9%	26,560,015	1,797
Suffield	13649	40	\$ 71,582	26%	35%	61%	4742	14%	18,107,405	1,327
Canton	8860	41	\$ 70,382	26%	43%	69%	3557	12%	14,675,263	1,656
Ellington	13770	38	\$ 66,359	30%	32%	62%	5610	10%	20,219,506	1,468
Deep River	4756	41	\$ 56,226	27%	32%	59%	1905	13%	7,040,949	1,480
Pomfret	3864	40	\$ 63,162	22%	36%	58%	1474	11%	5,913,395	1,530
Litchfield	8,455	44	\$ 61,894	27%	36%	63%	3,399	17%	12,275,311	1,452
Haddam	7307	42	\$ 81,709	27%	34%	61%	2786	9%	12,179,893	1,667
Mansfield	21445	24	\$ 53,283	16%	54%	70%	5683	9%	22,120,729	1,032
Middlefield	4276	42	\$ 62,967	28%	26%	54%	1690	15%	7,222,183	1,689
Essex	6688	45	\$ 70,485	23%	52%	75%	2925	20%	8,450,848	1,264
Barkhamsted	3555	41	\$ 72,468	31%	37%	68%	1474	10%	6,311,658	1,775
Middlebury	6506	44	\$ 73,971	28%	42%	70%	2436	16%	10,452,226	1,607
Westbrook	6895	43	\$ 59,572	28%	31%	59%	2902	17%	9,245,562	1,341
Willington	6172	34	\$ 56,078	26%	35%	61%	2473	8%	8,869,279	1,437
Southbury	18775	46	\$ 65,474	25%	43%	68%	7375	25%	28,666,105	1,527
East Granby	4838	40	\$ 73,343	32%	37%	69%	1899	11%	8,139,599	1,682
Bozrah	2362	41	\$ 60,178	34%	19%	53%	929	14%	3,619,916	1,533
42										
Average	6872.07	41.21	\$ 70,206	27%	38%	65%	2561.81	13%		1,595.47
Median	6202.50	41.00	\$ 71,117	28%	36%	67%	2324.00	13%		1,598.79
Woodbury to Avg	137%	104%	104%	95%	112%	105%	150%	101%		88.8%
Bethlehem to Avg	51%	104%	109%	113%	96%	103%	56%	101%		99.8%
Woodbury to Median	151.9%	104.9%	102.3%	94.5%	116.7%	102.3%	165.2%	100.0%		88.6%
Bethlehem to Median	56.1%	104.9%	107.9%	112.7%	100.0%	100.8%	61.3%	100.0%		99.6%
Combined Reg 14 to Avg										
Avg	12902	43	74728.5	29%	39%	68%	5264	13%		
Reg 14 to Avg	187.7%	104.3%	106.4%	104.2%	103.5%	103.8%	205.5%	100.7%		

Exhibit 1C

SBOE Strategic School Profile 2002 -03 (ERG C Avg Provided)				
<u>Town</u>	<u>Grads Pursuing Post Secondary Education</u>	<u>% Students Enrolled</u>	<u>Dropout Rate</u>	<u>Student Enrollment</u>
Lyme	88.3%	88.2%	2.9%	12.0%
Sherman				12.6%
Killingworth				17.9%
Andover				8.8%
Hebron				8.8%
<b>Bethlehem</b>	<b>76.1%</b>	<b>88.7%</b>	<b>0.5%</b>	<b>18.2%</b>
Harwinton	92.4%	82.1%	1.9%	15.8%
Warren	92.8%	83.5%	3.6%	17.1%
Goshen	92.8%	83.5%	3.6%	17.1%
Cornwall				11.9%
Burlington	92.4%	82.1%	1.9%	15.8%
Old Lyme	88.3%	88.2%	2.9%	12.0%
Morris	92.8%	83.5%	3.6%	17.1%
Somers				16.2%
Bolton				20.1%
Bethany				11.2%
Salisbury				8.6%
Salem				15.3%
Preston				10.7%
Oxford	na	84.9%	na	13.9%
Durham				19.4%
New Hartford				8.6%
Woodstock				13.3%
<b>Woodbury</b>	<b>76.1%</b>	<b>88.7%</b>	<b>0.5%</b>	<b>18.2%</b>
Ledyard				20.5%
Suffield				16.9%
Canton	92.0%	93.4%	0.8%	18.2%
Ellington				17.8%
Deep River				8.0%
Pomfret				14.1%
Litchfield	74%	89%	-	17%
Haddam				17.9%
Mansfield				6.6%
Middlefield				19.4%
Essex				8.4%
Barkhamsted				8.6%
Middlebury	91.8%	93.7%	5.5%	17.4%
Westbrook				16.4%
Willington				9.8%
Southbury	91.8%	93.7%	5.5%	17.4%
East Granby				18.5%
Bozrah				11.1%
Average	84.1%	87%	5.1%	14.39%
Median		0.88		15.80%
Woodbury to Avg	90%	101.5%	10%	126%
Bethlehem to Avg	90%	101.5%	10%	126%
Woodbury to Median	#DIV/0!	100.6%	#DIV/0!	115.2%
Bethlehem to Median	#DIV/0!	100.6%	#DIV/0!	115.2%
CombinedReg 14 to Avg	76%	89%	0.50%	36%
Reg 14 to Avg	90.5%	101.5%	9.8%	253.0%

ERG C average as reported on the Strategic School Profile Report (NOT calculated here).  
  
See site:  
<http://www.csde.state.ct.us/public/der/ssp/dist0203/dist128.pdf>

Exhibit 1D

Per 1990 CPEC CT Muni Budgets

Town	1990 Population	Current Taxes 90-91	State Aid	Genl Govt	Police	Fire	Planning Dev	Public Works	HSS	Library	Education
Lyme	1,949	2,575,981	217,990	130,645	5,000	36,170	44,353	349,535	81,551	46,801	1,750,000
Sherman	2,809	3,379,931	375,729	229,193	75,700	58,408	69,986	365,393	61,841	31,000	2,784,681
Killingworth	4,814	6,097,304	1,653,345	287,738	67,726	101,815	77,008	694,966	76,989	10,500	6,320,600
Andover	2,540	2,785,079	1,380,865	219,838	45,850	88,960	92,245	378,446	39,469	33,492	3,100,682
Hebron	7,079	7,498,551	4,166,376	460,858	105,577	186,768	157,141	1,053,245	145,872	5,000	8,405,147
<b>Bethlehem</b>	<b>3,071</b>	<b>3,460,830</b>	<b>932,564</b>	<b>146,284</b>	<b>82,904</b>	<b>170,025</b>	<b>50,528</b>	<b>627,804</b>	<b>36,166</b>	<b>49,070</b>	<b>3,191,002</b>
Harwinton	5,228	5,234,603	2,066,806	391,660	218,670	85,628	47,678	975,525	33,969	50,560	5,517,020
Warren	1,226	1,776,622	232,278	92,514	2,800	11,500	33,775	384,090	18,919	8,000	1,511,228
Goshen	2,329	3,769,321	461,688	231,113	22,492	73,500	48,114	706,936	32,011	29,282	2,673,986
Cornwall	1,414	1,991,628	361,099	176,849	3,537	95,204	80,577	350,757	44,801	2,670	1,449,703
Burlington	7,026	7,618,123	3,219,105	210,180	268,211	225,500	71,982	1,367,350	132,255	51,500	8,250,901
Old Lyme	6,535	9,941,594	865,975	429,642	458,581	199,413	165,081	1,224,914	196,101	60,000	7,655,428
Morris	2,039	2,617,827	567,139	200,851	10,906	35,072	35,783	484,889	64,368	31,026	2,132,513
Somers	9,108	6,325,428	4,603,026	500,098	381,273	205,164	155,585	909,913	68,319	196,696	8,589,493
Bolton	4,575	5,069,324	1,937,989	251,557	106,575	70,870	97,084	1,097,002	68,130	145,089	5,584,587
Bethany	4,608	5,781,394	1,922,725	221,724	99,545	77,360	77,511	868,473	60,029	30,722	6,146,265
Salisbury	4,090	4,841,365	444,327	399,143	54,885	145,510	85,047	951,166	171,631	30,000	3,472,457
Salem	3,310	3,245,289	2,359,164	428,031	252,553	261,632	98,721	548,797	20,568	30,709	3,889,265
Preston	5,006	3,109,598	2,723,982	237,546	108,675	82,120	26,061	339,412	126,773	55,000	4,767,511
Oxford	8,685	8,895,037	4,898,369	434,100	195,584	157,176	131,711	1,927,310	144,643	82,000	8,706,607
Durham	5,732	6,687,052	2,772,053	375,583	47,234	69,523	259,916	679,794	497,177	161,762	7,215,205
New Hartford	5,769	6,374,302	2,783,281	286,618	156,562	14,062	81,597	1,081,717	85,179	47,450	6,749,455
Woodstock	6,008	4,674,143	3,319,520	482,765	20,517	75,515	82,922	834,200	96,944	28,000	6,093,144
<b>Woodbury</b>	<b>8,131</b>	<b>8,776,898</b>	<b>1,624,653</b>	<b>552,598</b>	<b>407,179</b>	<b>199,514</b>	<b>170,205</b>	<b>1,699,617</b>	<b>161,687</b>	<b>208,059</b>	<b>6,709,125</b>
Ledyard	14,913	13,220,015	9,684,139	823,400	880,605	336,644	189,201	1,670,046	536,842	323,947	17,711,690
Suffield	11,427	13,312,850	4,043,391	604,610	869,513	232,399	178,483	1,231,527	257,153	197,407	11,903,490
Canton	8,268	10,953,284	3,062,696	554,575	875,506	318,348	201,317	2,075,115	161,135	165,291	8,987,544
Ellington	11,197	11,061,961	7,079,640	508,833	380,351	362,240	183,299	1,884,295	187,918	199,894	13,016,993
Deep River	4,332	4,419,428	1,613,766	243,321	212,695	92,063	67,417	500,510	213,414	43,418	4,279,753
Pomfret	3,102	1,807,358	2,919,171	302,251	6,675	2,680	8,570	420,435	64,387	35,387	3,300,699
Litchfield	8,365	10,227,114	2,980,143	493,453	153,077	201,143	146,061	2,349,588	101,989	111,151	8,526,279
Haddam	6,769	10,743,699	1,435,302	348,250	166,867	120,337	134,606	1,949,989	107,619	17,000	8,470,870
Mansfield	21,103	10,417,045	7,757,520	930,125	356,153	818,636	247,866	1,687,119	655,078	252,689	12,596,900
Middlefield	3,925	4,500,579	1,038,248	417,457	191,226	100,190	98,247	719,650	93,718	110,035	3,621,185
Essex	5,904	5,744,030	1,286,399	337,635	214,447	119,342	175,436	772,299	167,527	66,445	4,972,533
Barkhamsted	3,369	3,724,318	1,584,599	212,840	13,201	8,674	44,409	652,466	31,472	5,145	3,883,649
Middlebury	6,145	9,180,270	844,203	545,027	756,797	105,289	64,420	1,845,655	97,299	150,751	5,595,056
Westbrook	5,414	7,240,718	1,807,099	395,093	346,653	273,214	175,403	733,867	284,720	181,375	5,065,000
Willington	5,979	4,473,121	3,554,031	267,721	129,720	207,400	104,435	814,256	65,555	35,770	5,687,184
Southbury	15,818	16,859,467	2,455,788	763,300	940,473	130,498	375,153	2,785,975	319,122	315,935	13,377,425
East Granby	4,302	5,820,032	1,456,389	308,902	258,270	47,050	73,284	511,570	116,661	50,000	5,150,323
Bozrah	2,297	2,222,552	1,261,530	125,895	9,000	145,495	32,200	557,700	36,850	3,000	2,468,939
Average	6,088	\$ 6,391,787	\$ 2,422,717	\$ 370,472	\$ 237,137	\$ 151,144	\$ 112,867	\$ 1,025,317	\$ 141,996	\$ 87,834	\$ 6,220,989
Median	5,321	\$ 5,762,712	\$ 1,864,912	\$ 342,943	\$ 154,820	\$ 112,316	\$ 88,646	\$ 824,228	\$ 97,122	\$ 49,535	\$ 5,589,822
Woodbury to Avg	134%	137%	67%	149%	172%	132%	151%	166%	114%	237%	108%
Bethlehem to Avg	50%	54%	38%	39%	35%	112%	45%	61%	25%	56%	51%
Woodbury to Median	152.8%	152.3%	87.1%	161.1%	263.0%	177.6%	192.0%	206.2%	166.5%	420.0%	120.0%
Bethlehem to Median	57.7%	60.1%	50.0%	42.7%	53.5%	151.4%	57.0%	76.2%	37.2%	99.1%	57.1%

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CombinedReg 14 to Avg  
Reg 14 to Avg

Exhibit 1E

Per 1995 CPEC CT Muni Budgets

Town	1995 Population	Current Taxes 95-96	State Aid	Genl Govt	Police	Fire	Planning Dev	Public Works	HSS	Library	Education
Lyme	1,969	2,787,526	145,914	185,630	23,050	129,501	58,979	477,191	48,081	59,513	2,300,000
Sherman	3,034	4,368,830	204,777	223,401	58,720	62,414	81,281	405,551	53,286	59,299	3,356,770
Killingworth	5,257	7,065,939	1,917,722	336,140	85,920	125,095	77,649	893,826	81,798	95,000	7,278,636
Andover	2,815	3,726,776	1,442,729	255,069	56,332	91,179	57,266	571,523	75,745	53,915	3,565,405
Hebron	7,735	9,021,553	5,468,862	752,544	157,936	210,364	40,042	1,176,695	194,907	75,000	10,680,411
<b>Bethlehem</b>	3,324	4,255,036	929,621	183,692	119,355	246,350	53,438	703,216	39,988	64,000	3,701,343
Harwinton	5,337	7,033,051	2,442,213	468,929	267,250	101,821	48,088	1,108,172	57,809	73,182	7,102,477
Warren	1,238	2,253,526	112,434	125,891	4,900	11,500	32,583	530,599	20,306	13,000	1,587,634
Goshen	2,478	4,750,277	239,466	247,767	41,661	48,307	39,306	627,153	20,650	36,192	3,387,812
Cornwall	1,498	2,837,810	281,256	173,320	15,902	86,621	44,377	646,839	55,722	2,751	1,911,641
Burlington	7,656	9,482,438	3,703,337	336,850	316,525	281,655	85,018	1,583,746	102,322	111,275	10,430,318
Old Lyme	6,623	13,002,051	502,191	487,751	538,799	250,479	186,861	1,367,315	267,844	109,100	9,626,754
Morris	2,160	3,558,732	668,365	149,662	22,099	42,481	38,590	572,250	82,049	36,423	3,075,438
Somers	9,996	8,189,592	7,345,308	463,940	343,315	299,483	157,285	1,012,148	110,006	240,881	10,453,386
Bolton	4,792	6,214,853	2,799,024	330,763	134,050	87,123	113,450	870,986	101,632	150,157	6,099,668
Bethany	4,845	9,653,651	1,862,261	301,011	125,469	88,023	65,783	910,800	77,189	36,483	7,417,006
Salisbury	4,063	6,514,472	344,324	341,401	118,700	132,755	84,955	999,740	178,571	39,000	4,255,929
Salem	3,554	4,035,411	3,068,859	322,661	179,781	119,393	50,303	539,878	21,958	36,354	4,979,490
Preston	4,982	3,584,307	3,576,003	310,735	158,210	123,677	34,387	527,039	176,470	73,896	5,867,205
Oxford	9,253	11,118,879	5,376,971	424,627	212,273	187,763	104,607	1,554,161	135,249	113,822	11,258,581
Durham	6,223	8,456,284	3,463,671	236,097	53,584	79,767	249,577	1,204,922	59,020	220,557	9,263,680
New Hartford	6,069	7,467,253	2,958,027	327,052	216,471	18,517	124,820	1,245,052	120,756	123,523	8,222,897
Woodstock	6,303	6,605,669	4,570,703	404,275	26,505	82,685	91,576	1,240,767	96,894	36,166	7,645,660
<b>Woodbury</b>	8,611	11,575,442	585,572	580,212	443,269	236,063	173,538	1,492,034	196,946	489,478	8,327,955
Ledyard	14,661	15,370,110	12,217,925	1,139,986	1,448,220	389,485	204,886	2,119,370	635,673	414,666	22,412,978
Suffield	11,114	15,776,594	1,282,035	762,148	1,071,518	305,498	214,809	2,844,071	203,923	299,581	13,323,783
Canton	8,453	12,727,893	2,585,440	689,914	986,615	358,178	159,090	2,027,975	145,060	196,000	10,185,993
Ellington	11,817	12,996,527	7,645,011	654,647	572,537	537,776	225,114	2,003,348	218,506	281,892	14,201,506
Deep River	4,408	4,981,149	1,523,442	259,362	243,899	115,475	108,229	673,852	241,687	52,639	5,017,948
Pomfret	3,355	2,944,201	3,010,190	261,212	10,000	3,515	53,750	466,184	60,276	41,226	4,339,498
Litchfield	8,584	12,892,420	1,484,386	592,303	314,938	235,791	140,161	2,005,745	91,281	135,287	9,595,060
Haddam	7,226	14,223,884	689,210	453,488	169,955	211,718	171,312	2,498,303	129,018	190,350	10,246,054
Mansfield	18,134	11,862,830	8,928,070	1,075,715	527,960	800,065	280,115	1,419,875	552,748	318,920	15,334,285
Middlefield	4,095	5,274,427	1,609,468	522,561	197,280	104,280	118,042	735,277	136,873	123,400	5,077,726
Essex	5,855	7,537,008	686,532	406,188	253,427	179,035	117,431	853,313	218,073	79,000	5,738,233
Barkhamsted	3,494	4,409,658	1,566,585	279,431	11,948	2,486	36,732	602,386	40,775	6,800	4,629,229
Middlebury	6,123	11,975,860	603,495	526,488	969,949	115,335	73,247	2,485,590	113,023	186,699	6,829,081
Westbrook	5,404	10,112,126	1,561,937	521,297	430,902	319,969	137,304	655,289	520,186	197,832	6,378,839
Willington	6,385	5,367,087	3,562,209	425,169	104,209	221,222	117,351	802,988	105,363	52,100	6,601,624
Southbury	15,702	25,129,830	1,695,617	902,930	1,232,921	159,487	303,440	3,476,987	431,472	382,221	19,250,428
East Granby	4,374	7,448,118	1,303,879	362,572	306,137	51,588	103,238	735,809	115,294	46,200	5,978,400
Bozrah	2,309	2,682,685	1,838,438	155,747	98,219	65,095	27,800	509,872	28,846	4,000	2,863,104
Average	6,222	\$ 8,125,518	\$ 2,566,750	\$ 427,633	\$ 301,684	\$ 174,262	\$ 111,567	\$ 1,170,901	\$ 151,507	\$ 127,566	\$ 7,614,283
Median	5,371	\$ 7,257,029	\$ 1,652,543	\$ 351,987	\$ 174,868	\$ 124,386	\$ 97,407	\$ 902,313	\$ 107,685	\$ 77,000	\$ 6,715,353
Woodbury to Avg	138%	142%	23%	136%	147%	135%	156%	127%	130%	384%	109%
Bethlehem to Avg	53%	52%	36%	43%	40%	141%	48%	60%	26%	50%	49%
Woodbury to Median	160.3%	159.5%	35.4%	164.8%	253.5%	189.8%	178.2%	165.4%	182.9%	635.7%	124.0%
Bethlehem to Median	61.9%	58.6%	56.3%	52.2%	68.3%	198.1%	54.9%	77.9%	37.1%	83.1%	55.1%

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Exhibit 1F

Per 2000-2001 CPEC CT Muni Budgets

Town	2001	Current Taxes		Genl Govt	Police	Fire	Planning	Public Works	HSS	Library	Education	Parks & Rec
	Population	2000-1	State Aid				Dev					
Lyme	2,016	4,231,009	244,401	195,926	18,550	137,057	78,453	618,132	80,150	88,721	3,248,583	16,000
Sherman	3,827	6,719,646	297,205	289,686	85,647	65,250	158,767	703,595	101,008	84,626	4,769,017	127,938
Killingworth	6,018	9,518,991	2,283,156	563,461	115,115	105,461	139,699	1,311,757	101,790	115,000	10,300,531	73,752
Andover	3,036	4,084,815	1,737,677	352,156	61,829	179,621	67,339	613,840	105,758	77,031	4,431,557	24,524
Hebron	8,610	12,480,106	5,923,796	911,008	213,243	287,454	57,749	1,170,060	262,392	135,000	13,656,071	74,820
<b>Bethlehem</b>	<b>3,422</b>	<b>5,283,740</b>	<b>1,332,581</b>	<b>257,082</b>	<b>143,734</b>	<b>108,033</b>	<b>53,535</b>	<b>856,354</b>	<b>50,109</b>	<b>80,000</b>	<b>5,269,809</b>	<b>147,691</b>
Harwinton	5,283	9,089,212	2,498,746	551,562	265,793	137,240	58,401	1,511,093	55,240	97,565	8,286,140	129,724
Warren	1,254	2,580,993	156,786	147,411	6,200	14,500	48,180	542,420	12,632	15,000	1,909,550	21,935
Goshen	2,697	5,674,100	317,525	329,619	18,378	86,225	41,085	842,828	17,759	81,072	4,398,876	79,723
Cornwall	1,434	3,464,335	404,110	224,530	-	160,201	23,160	569,062	39,240	-	2,600,394	57,475
Burlington	8,190	13,587,640	3,497,265	354,600	379,039	278,000	95,698	1,934,780	73,306	159,997	13,275,505	127,846
Old Lyme	7,406	17,991,559	691,200	541,220	733,937	167,800	341,890	2,163,851	247,235	148,230	14,123,518	315,396
Morris	2,301	4,702,371	779,424	266,217	17,286	171,045	44,625	865,520	45,324	51,892	4,007,701	68,845
Somers	10,417	10,793,823	8,170,949	519,886	491,034	445,341	183,378	1,282,408	55,132	289,729	12,762,706	138,688
Bolton	5,017	8,249,438	3,225,649	633,416	164,080	129,369	130,202	1,000,057	258,882	182,632	8,184,127	224,191
Bethany	5,040	9,843,869	2,361,341	413,819	170,944	113,250	120,022	1,105,035	126,976	67,937	9,143,556	147,259
Salisbury	3,977	8,119,603	421,648	405,031	195,166	141,105	38,343	1,306,793	204,228	75,000	5,515,387	252,098
Salem	3,858	5,805,606	3,423,482	516,376	334,942	116,278	78,102	869,126	19,933	17,280	6,578,782	72,622
Preston	4,688	4,260,644	4,524,869	408,991	159,521	117,391	98,291	629,691	104,337	112,198	7,508,617	61,302
Oxford	9,821	15,863,209	5,125,936	680,037	518,124	256,604	203,011	2,063,987	128,782	164,918	14,469,300	216,429
Durham	6,627	11,763,371	3,502,561	346,845	215,007	83,268	286,092	1,281,152	394,064	304,877	12,295,894	66,216
New Hartford	6,088	10,985,206	3,203,745	421,098	306,036	18,517	134,486	1,398,624	99,027	201,800	10,765,210	118,899
Woodstock	7,221	8,420,479	5,179,678	539,310	12,975	117,294	149,601	1,534,409	48,258	42,525	10,693,895	44,190
<b>Woodbury</b>	<b>9,168</b>	<b>15,903,852</b>	<b>1,176,830</b>	<b>882,739</b>	<b>688,549</b>	<b>293,327</b>	<b>300,885</b>	<b>1,975,526</b>	<b>158,237</b>	<b>474,487</b>	<b>12,400,593</b>	<b>243,272</b>
Ledyard	14,687	19,068,589	12,598,665	1,191,263	1,668,864	389,251	261,191	2,032,670	780,231	464,244	24,005,655	361,196
Suffield	13,552	18,880,719	7,182,740	1,109,454	1,371,647	759,427	372,855	2,747,780	267,650	382,715	17,547,003	401,062
Canton	8,840	16,609,569	2,950,162	717,018	1,236,645	358,522	157,282	1,535,229	151,852	320,814	13,201,068	392,782
Ellington	12,921	17,630,158	8,761,416	907,894	607,970	547,773	390,638	2,568,036	445,568	359,683	18,539,373	294,231
Deep River	4,610	6,875,262	2,147,588	510,338	343,910	149,728	80,495	870,958	31,622	83,153	6,320,656	67,955
Pomfret	3,798	3,975,752	3,310,216	389,210	12,443	4,630	60,980	795,627	32,342	50,997	5,400,771	100,245
Litchfield	8,316	15,521,040	1,417,623	652,999	306,927	289,616	217,432	2,022,044	143,647	213,435	11,835,589	115,636
Haddam	7,157	16,078,841	979,271	509,738	201,617	156,534	158,425	1,599,358	130,454	157,203	11,949,747	97,548
Mansfield	20,720	13,697,460	13,458,200	1,466,349	675,923	887,217	319,868	1,734,330	522,232	478,019	20,206,220	354,029
Middlefield	4,203	7,042,754	1,814,904	379,784	244,551	114,248	130,998	772,692	112,688	149,967	6,812,851	56,035
Essex	6,505	10,716,339	837,961	466,877	361,807	437,185	197,000	842,594	248,801	105,534	7,553,815	109,750
Barkhamsted	3,494	5,559,626	1,521,101	322,895	106,216	-	49,248	634,818	37,800	26,650	5,702,948	10,902
Middlebury	6,451	15,970,829	993,918	1,148,985	1,136,071	259,193	175,414	2,734,229	107,014	260,540	9,709,278	234,415
Westbrook	6,292	12,374,195	1,477,746	669,760	589,441	429,909	242,403	783,362	504,516	232,618	8,386,821	182,793
Willington	5,959	7,030,767	3,834,982	545,885	137,160	242,591	124,491	897,203	38,604	67,700	8,399,984	30,600
Southbury	18,567	33,399,223	2,138,666	1,225,344	1,553,436	349,522	372,855	3,781,557	416,831	488,258	26,477,656	612,334
East Granby	4,745	9,111,067	2,493,826	456,340	409,747	70,301	156,204	841,944	101,047	54,636	7,594,176	116,031
Bozrah	2,357	2,881,880	2,329,983	190,367	15,266	88,717	34,139	716,020	25,685	5,000	3,443,665	15,625
Average	\$ 6,681	\$ 10,520,040	\$ 3,112,608	\$ 562,203	\$ 387,971	\$ 220,571	\$ 153,165	\$ 1,334,775	\$ 164,009	\$ 165,921	\$ 9,849,586	\$ 152,476
Median	\$ 5,989	\$ 9,315,029	\$ 2,306,570	\$ 510,038	\$ 229,779	\$ 153,131	\$ 132,742	\$ 1,137,548	\$ 105,048	\$ 113,599	\$ 8,393,403	\$ 115,834
Woodbury to Avg	137%	151%	38%	157%	177%	133%	196%	148%	96%	286%	126%	160%
Bethlehem to Avg	51%	50%	43%	46%	37%	49%	35%	64%	31%	48%	54%	97%
Woodbury to Median	153.1%	170.7%	51.0%	173.1%	299.7%	191.6%	226.7%	173.7%	150.6%	417.7%	147.7%	210.0%
Bethlehem to Median	57.1%	56.7%	57.8%	50.4%	62.6%	70.5%	40.3%	75.3%	47.7%	70.4%	62.8%	127.5%

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Exhibit 1G

Per 2002-2003 CPEC CT Municipal Profiles

<u>Town</u>	<u>2002 Population</u>	<u>Current Taxes 2002-3</u>	<u>State Aid</u>	<u>Genl Govt</u>	<u>Education</u>	<u>Debt Svc</u>	<u>Fall 03 Enrollment</u>	<u>Enrollment % chg 98-03</u>	<u>% Student in Public</u>	<u>Spending/Pupil</u>	<u>Per Pupil Spending98-03</u>
Lyme	2,059	4,857,484	275,771	1,806,392	4,098,198	-	1,567	21.4%	88.2%	12,092	40.2%
Sherman	3,972	7,921,537	350,817	2,180,511	5,528,198	991,867	494	61.4%	92.3%	8,269	24.1%
Killingworth	6,280	11,269,599	2,499,021	3,409,882	11,377,367	79,676	2,387	19.7%	92.0%	9,575	18.2%
Andover	3,115	4,908,942	2,071,844	1,584,983	5,432,245	270,881	373	42.4%	95.1%	8,657	14.2%
Hebron	8,907	14,767,282	5,836,555	4,867,476	15,658,910	1,773,877	1,149	22.4%	92.5%	8,103	16.5%
<b>Bethlehem</b>	3,540	6,256,936	1,362,729	2,281,519	6,094,718	10	2,318	18.4%	88.7%	9,233	28.4%
Harwinton	5,429	9,963,544	2,459,284	3,436,537	8,959,591	172,900	2,687	19.1%	92.4%	8,675	19.9%
Warren	1,302	2,913,702	130,038	1,104,859	1,977,581	65,000	1,054	3.6%	92.8%	11,058	32.4%
Goshen	2,860	6,128,824	490,728	2,318,071	4,978,769	168,023	1,054	3.6%	92.8%	11,058	32.4%
Cornwall	1,454	4,070,340	407,068	1,570,269	3,001,555	262,938	153	7.0%	86.8%	12,021	47.4%
Burlington	8,640	15,855,773	3,619,625	4,723,231	15,281,725	246,382	2,687	19.1%	92.4%	8,675	19.9%
Old Lyme	7,422	20,251,042	939,100	5,774,269	16,429,960	418,113	1,567	21.4%	88.2%	12,092	40.2%
Morris	2,371	5,378,545	760,649	1,960,921	4,649,173	-	1,054	3.6%	92.8%	11,058	32.4%
Somers	10,608	12,389,682	8,181,423	5,227,883	14,255,719	2,406,131	1,733	20.8%	94.9%	8,501	20.8%
Bolton	5,154	9,398,787	3,858,960	3,250,549	9,589,144	1,417,943	966	18.7%	93.2%	9,771	36.4%
Bethany	5,202	11,547,006	2,220,174	3,226,217	10,486,606	668,988	602	30.9%	88.8%	9,109	15.4%
Salisbury	4,022	8,652,799	429,638	3,289,143	6,147,842	454,800	343	-21.1%	75.9%	12,269	35.0%
Salem	3,938	6,677,014	3,379,622	2,476,650	7,332,668	654,251	594	16.7%	94.9%	8,392	21.3%
Preston	4,760	4,997,302	4,622,649	2,237,951	8,086,969	616,750	522	5.7%	94.7%	10,667	18.1%
Oxford	10,430	17,783,459	5,049,479	6,047,042	15,831,517	1,867,780	1,408	7.9%	84.9%	8,648	18.1%
Durham	6,982	14,462,639	5,173,786	6,210,486	14,011,817	300,000	2,147	25.3%	92.9%	9,937	27.7%
New Hartford	6,413	11,758,155	3,646,431	3,948,894	12,015,580	543,779	626	4.5%	81.9%	9,567	26.9%
Woodstock	7,518	9,229,181	5,581,329	3,233,436	11,717,344	1,301,723	958	14.0%	90.5%	8,000	20.7%
<b>Woodbury</b>	9,466	18,618,335	1,284,059	6,762,068	12,813,694	1,350,201	2,318	18.4%	88.7%	9,233	28.4%
Ledyard	14,882	22,322,697	12,366,567	9,530,441	26,192,608	1,583,957	2,989	-4.8%	94.6%	8,632	21.3%
Suffield	14,021	21,553,354	8,685,415	10,138,043	19,200,831	4,534,597	2,471	30.7%	92.5%	8,154	19.1%
Canton	9,061	18,756,918	3,190,805	6,612,492	14,874,360	1,421,158	1,638	25.1%	93.4%	9,036	25.1%
Ellington	13,571	20,912,819	9,009,524	8,788,915	20,662,749	1,997,557	2,371	19.6%	95.4%	8,523	19.8%
Deep River	4,725	9,474,591	2,162,210	2,600,283	7,565,602	1,348,969	365	-8.5%	84.6%	11,057	48.6%
Pomfret	3,923	4,957,563	3,407,613	1,918,456	6,248,912	709,484	542	17.6%	86.4%	8,226	27.6%
Litchfield	8,480	16,403,449	1,738,327	5,665,423	12,567,680	811,728	1,367	21.1%	89.1%	8,700	14.0%
Haddam	7,360	16,965,470	1,160,392	4,304,679	12,887,547	2,269,136	2,387	19.7%	92.0%	9,575	18.2%
Mansfield	21,554	15,543,233	13,792,097	8,570,390	22,495,790	400,000	1,412	12.4%	95.8%	10,578	21.4%
Middlefield	4,273	7,836,023	2,049,670	2,653,747	7,732,158	272,661	2,147	25.3%	92.9%	9,937	27.7%
Essex	6,730	12,113,500	923,605	3,930,926	8,776,246	1,117,823	556	11.6%	81.3%	10,626	35.6%
Barkhamsted	3,610	6,362,471	1,542,734	1,863,902	6,438,611	301,245	325	-1.5%	88.7%	10,110	29.9%
Middlebury	6,648	18,408,622	860,976	8,060,356	11,513,538	651,189	4,489	36.2%	93.7%	9,042	25.9%
Westbrook	6,507	14,313,530	1,502,108	4,905,013	9,600,000	2,265,246	1,043	35.6%	95.7%	8,836	17.2%
Willington	6,116	7,900,690	3,729,497	2,804,771	8,962,247	406,169	598	-9.8%	93.4%	10,231	27.0%
Southbury	18,953	37,022,962	2,503,543	12,077,130	29,910,443	600,000	4,489	36.2%	93.7%	9,042	25.9%
East Granby	4,910	10,857,166	1,986,167	3,944,499	9,039,000	1,080,233	888	21.0%	94.1%	9,941	24.7%
Bozrah	2,407	3,433,284	2,201,279	1,340,728	3,823,137	590,570	281	6.4%	86.5%	9,628	24.9%
Average	6,895	\$ 12,028,482	\$ 3,272,460	\$ 4,348,558	\$ 11,053,532	\$ 914,137	\$ 1,455	16.6%	90.8%	\$ 9,632	25.9%
Median	\$ 6,198	\$ 11,063,383	\$ 2,210,727	\$ 3,423,210	\$ 9,594,572	\$ 633,970	\$ 1,102	18.9%	92.5%	\$ 9,400	25.0%
Woodbury to Avg	137%	155%	39%	156%	116%	148%	159%	2%	-2%	95.9%	2%
Bethlehem to Avg	51%	52%	42%	52%	55%	0%	159%	2%	-2%	95.9%	2%
Woodbury to Median	152.7%	168.3%	58.1%	197.5%	133.6%	213.0%	210.4%	-0.5%	-3.8%	98.2%	3.4%
Bethlehem to Median	57.1%	56.6%	61.6%	66.6%	63.5%	0.0%	210.4%	-0.5%	-3.8%	98.2%	3.4%

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# Exhibit 1H

		Per Capita Calculations - 1990/91												
Town	Pop	Current	State Aid	Genl Govt	Police	Fire	Planning	Public	HSS	Library	Education	Parks & Rec	Debt Svc	Fringe Bens
		Taxes 90-91					Dev	Works						
Lyme	1,949	1,321.69	111.85	67.03	2.57	18.56	22.76	179.34	41.84	24.01	897.90	4.96	48.06	39.97
Sherman	2,809	1,203.25	133.76	81.59	26.95	20.79	24.91	130.08	22.02	11.04	991.34	22.66	-	38.12
Killingworth	4,814	1,266.58	343.45	59.77	14.07	21.15	16.00	144.36	15.99	2.18	1,312.96	13.82	28.77	35.27
Andover	2,540	1,096.49	543.65	86.55	18.05	35.02	36.32	148.99	15.54	13.19	1,220.74	13.56	20.67	35.65
Hebron	7,079	1,059.27	588.55	65.10	14.91	26.38	22.20	148.78	20.61	0.71	1,187.34	8.67	127.56	32.88
<b>Bethlehem</b>	3,071	1,126.94	303.67	47.63	27.00	55.36	16.45	204.43	11.78	15.98	1,039.08	20.74	12.37	20.26
Harwinton	5,228	1,001.26	395.33	74.92	41.83	16.38	9.12	186.60	6.50	9.67	1,055.28	6.66	64.05	39.26
Warren	1,226	1,449.12	189.46	75.46	2.28	9.38	27.55	313.29	15.43	6.53	1,232.65	16.06	-	37.28
Goshen	2,329	1,618.43	198.23	99.23	9.66	31.56	20.66	303.54	13.74	12.57	1,148.13	18.41	100.94	48.69
Cornwall	1,414	1,408.51	255.37	125.07	2.50	67.33	56.99	248.06	31.68	1.89	1,025.25	21.52	366.52	44.91
Burlington	7,026	1,084.28	458.17	29.91	38.17	32.10	10.25	194.61	18.82	7.33	1,174.34	10.67	16.72	26.15
Old Lyme	6,535	1,521.28	132.51	65.74	70.17	30.51	25.26	187.44	30.01	9.18	1,171.45	30.76	62.34	50.34
Morris	2,039	1,283.88	278.15	98.50	5.35	17.20	17.55	237.81	31.57	15.22	1,045.86	34.43	-	48.85
Somers	9,108	694.49	505.38	54.91	41.86	22.53	17.08	99.90	7.50	21.60	943.07	8.96	89.52	26.09
Bolton	4,575	1,108.05	423.60	54.99	23.30	15.49	21.22	239.78	14.89	31.71	1,220.67	30.88	235.74	33.23
Bethany	4,608	1,254.64	417.26	48.12	21.60	16.79	16.82	188.47	13.03	6.67	1,333.82	5.62	25.98	31.50
Salisbury	4,090	1,183.71	108.64	97.59	13.42	35.58	20.79	232.56	41.96	7.33	849.01	50.79	0.00	73.61
Salem	3,310	980.45	712.74	129.31	76.30	79.04	29.83	165.80	6.21	9.28	1,175.00	12.39	112.04	29.39
Preston	5,006	621.17	544.14	47.45	21.71	16.40	5.21	67.80	25.32	10.99	952.36	7.63	43.97	18.26
Oxford	8,685	1,024.18	564.00	49.98	22.52	18.10	15.17	221.91	16.65	9.44	1,002.49	22.39	243.61	28.60
Durham	5,732	1,166.62	483.61	65.52	8.24	12.13	45.34	118.60	86.74	28.22	1,258.76	7.37	9.90	18.20
New Hartford	5,769	1,104.92	482.45	49.68	27.14	2.44	14.14	187.51	14.76	8.22	1,169.95	16.53	118.04	46.95
Woodstock	6,008	777.99	552.52	80.35	3.41	12.57	13.80	138.85	16.14	4.66	1,014.17	4.40	77.32	35.11
<b>Woodbury</b>	8,131	1,079.44	199.81	67.96	50.08	24.54	20.93	209.03	19.89	25.59	825.13	14.28	72.24	48.00
Ledyard	14,913	886.48	649.38	55.21	59.05	22.57	12.69	111.99	36.00	21.72	1,187.67	20.53	55.76	47.21
Suffield	11,427	1,165.03	353.85	52.91	76.09	20.34	15.62	107.77	22.50	17.28	1,041.70	26.03	246.27	21.19
Canton	8,268	1,324.78	370.43	67.07	105.89	38.50	24.35	250.98	19.49	19.99	1,087.03	22.70	92.28	44.40
Ellington	11,197	987.94	632.28	45.44	33.97	32.35	16.37	168.29	16.78	17.85	1,162.54	13.29	149.16	16.70
Deep River	4,332	1,020.18	372.52	56.17	49.10	21.25	15.56	115.54	49.26	10.02	987.94	9.66	128.15	36.41
Pomfret	3,102	582.64	941.06	97.44	2.15	0.86	2.76	135.54	20.76	11.41	1,064.06	1.63	251.06	32.50
Litchfield	8,365	1,222.61	356.26	58.99	18.30	24.05	17.46	280.88	12.19	13.29	1,019.28	29.52	156.43	55.47
Haddam	6,769	1,587.19	212.04	51.45	24.65	17.78	19.89	288.08	15.90	2.51	1,251.42	13.38	-	7.98
Mansfield	21,103	493.63	367.60	44.08	16.88	38.79	11.75	79.95	31.04	11.97	596.92	4.97	38.36	31.70
Middlefield	3,925	1,146.64	264.52	106.36	48.72	25.53	25.03	183.35	23.88	28.03	922.59	16.76	67.69	50.50
Essex	5,904	972.90	217.89	57.19	36.32	20.21	29.71	130.81	28.38	11.25	842.23	6.00	97.10	32.30
Barkhamsted	3,369	1,105.47	470.35	63.18	3.92	2.57	13.18	193.67	9.34	1.53	1,152.76	8.31	141.46	35.67
Middlebury	6,145	1,493.94	137.38	88.69	123.16	17.13	10.48	300.35	15.83	24.53	910.51	19.33	56.29	93.25
Westbrook	5,414	1,337.41	333.78	72.98	64.03	50.46	32.40	135.55	52.59	33.50	935.54	9.66	288.65	50.16
Willington	5,979	748.14	594.42	44.78	21.70	34.69	17.47	136.19	10.96	5.98	951.19	2.60	113.20	16.24
Southbury	15,818	1,065.84	155.25	48.26	59.46	8.25	23.72	176.13	20.17	19.97	845.71	21.63	-	47.79
East Granby	4,302	1,352.87	338.54	71.80	60.03	10.94	17.03	118.91	27.12	11.62	1,197.19	9.16	151.87	35.07
Bozrah	2,297	967.59	549.21	54.81	3.92	63.34	14.02	242.79	16.04	1.31	1,074.85	6.49	12.26	38.09
Average	6,088	\$ 1,117	\$ 387	\$ 68	\$ 33	\$ 26	\$ 20	\$ 182	\$ 23	\$ 13	\$ 1,059	\$ 15	\$ 93	\$ 38
Median	5,321	\$ 1,107	\$ 369	\$ 64	\$ 24	\$ 21	\$ 17	\$ 181	\$ 19	\$ 11	\$ 1,051	\$ 13	\$ 70	\$ 36
Woodbury to Avg	134%	97%	52%	100%	151%	95%	104%	115%	86%	193%	78%	93%	77%	128%
Bethlehem to Avg	50%	101%	79%	70%	82%	214%	82%	112%	51%	120%	98%	135%	13%	54%
Woodbury to Median	152.8%	97.5%	54.1%	106.0%	208.9%	115.7%	119.9%	115.3%	103.8%	225.8%	78.5%	106.0%	103.3%	134.6%
Bethlehem to Median	57.7%	101.8%	82.3%	74.3%	112.6%	261.1%	94.2%	112.7%	61.5%	141.0%	98.9%	154.0%	17.7%	56.8%

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Exhibit 1I

Per Capita Calculations - 1995/96

Town	Pop	Current Taxes		Genl Govt	Police	Fire	Planning Dev	Public Works		Library	Education	Parks & Rec	Debt Svc	
		95-96	State Aid					HSS						
Lyme	1,969	1,415.71	74.11	94.28	11.71	65.77	29.95	242.35	24.42	30.22	1,168.11	23.41	-	
Sherman	3,034	1,439.96	67.49	73.63	19.35	20.57	26.79	133.67	17.56	19.54	1,106.38	29.78	105.94	
Killingworth	5,257	1,344.10	364.79	63.94	16.34	23.80	14.77	170.03	15.56	18.07	1,384.56	12.73	10.87	
Andover	2,815	1,323.90	512.51	90.61	20.01	32.39	20.34	203.03	26.91	19.15	1,266.57	2.36	63.05	
Hebron	7,735	1,166.33	707.03	97.29	20.42	27.20	5.18	152.13	25.20	9.70	1,380.79	6.00	172.13	
<b>Bethlehem</b>	3,324	1,280.10	279.67	55.26	35.91	74.11	16.08	211.56	12.03	19.25	1,113.52	25.07	8.68	
Harwinton	5,337	1,317.79	457.60	87.86	50.07	19.08	9.01	207.64	10.83	13.71	1,330.80	12.17	45.79	
Warren	1,238	1,820.30	90.82	101.69	3.96	9.29	26.32	428.59	16.40	10.50	1,282.42	15.28	-	
Goshen	2,478	1,916.98	96.64	99.99	16.81	19.49	15.86	253.09	8.33	14.61	1,367.16	24.02	99.05	
Cornwall	1,498	1,894.40	187.75	115.70	10.62	57.82	29.62	431.80	37.20	1.84	1,276.13	23.75	230.02	
Burlington	7,656	1,238.56	483.72	44.00	41.34	36.79	11.10	206.86	13.36	14.53	1,362.37	12.09	12.97	
Old Lyme	6,623	1,963.17	75.83	73.65	81.35	37.82	28.21	206.45	40.44	16.47	1,453.53	33.73	90.70	
Morris	2,160	1,647.56	309.43	69.29	10.23	19.67	17.87	264.93	37.99	16.86	1,423.81	27.93	-	
Somers	9,996	819.29	734.82	46.41	34.35	29.96	15.73	101.26	11.01	24.10	1,045.76	12.27	263.60	
Bolton	4,792	1,296.92	584.10	69.02	27.97	18.18	23.67	181.76	21.21	31.33	1,272.89	46.40	256.10	
Bethany	4,845	1,992.50	384.37	62.13	25.90	18.17	13.58	187.99	15.93	7.53	1,530.86	5.08	20.56	
Salisbury	4,063	1,603.37	84.75	84.03	29.21	32.67	20.91	246.06	43.95	9.60	1,047.48	46.75	146.53	
Salem	3,554	1,135.46	863.49	90.79	50.59	33.59	14.15	151.91	6.18	10.23	1,401.09	12.33	291.70	
Preston	4,982	719.45	717.78	62.37	31.76	24.82	6.90	105.79	35.42	14.83	1,177.68	12.51	28.34	
Oxford	9,253	1,201.65	581.11	45.89	22.94	20.29	11.31	167.96	14.62	12.30	1,216.75	19.04	218.17	
Durham	6,223	1,358.88	556.59	37.94	8.61	12.82	40.11	193.62	9.48	35.44	1,488.62	7.28	7.50	
New Hartford	6,069	1,230.39	487.40	53.89	35.67	3.05	20.57	205.15	19.90	20.35	1,354.90	23.63	36.00	
Woodstock	6,303	1,048.02	725.16	64.14	4.21	13.12	14.53	196.85	15.37	5.74	1,213.02	4.93	237.80	
<b>Woodbury</b>	8,611	1,344.26	68.00	67.38	51.48	27.41	20.15	173.27	22.87	56.84	967.13	18.64	69.40	
Ledyard	14,661	1,048.37	833.36	77.76	98.78	26.57	13.97	144.56	43.36	28.28	1,528.75	21.45	61.63	
Suffield	11,114	1,419.52	115.35	68.58	96.41	27.49	19.33	255.90	18.35	26.96	1,198.83	22.38	296.98	
Canton	8,453	1,505.72	305.86	81.62	116.72	42.37	18.82	239.91	17.16	23.19	1,205.02	23.60	108.72	
Ellington	11,817	1,099.82	646.95	55.40	48.45	45.51	19.05	169.53	18.49	23.85	1,201.79	23.06	184.52	
Deep River	4,408	1,130.02	345.61	58.84	55.33	26.20	24.55	152.87	54.83	11.94	1,138.37	11.00	90.97	
Pomfret	3,355	877.56	897.23	77.86	2.98	1.05	16.02	138.95	17.97	12.29	1,293.44	1.51	235.17	
Litchfield	8,584	1,501.91	172.92	69.00	36.69	27.47	16.33	233.66	10.63	15.76	1,117.78	23.45	131.86	
Haddam	7,226	1,968.43	95.38	62.76	23.52	29.30	23.71	345.74	17.85	26.34	1,417.94	24.21	-	
Mansfield	18,134	654.18	492.34	59.32	29.11	44.12	15.45	78.30	30.48	17.59	845.61	14.06	33.37	
Middlefield	4,095	1,288.02	393.03	127.61	48.18	25.47	28.83	179.55	33.42	30.13	1,239.98	12.28	29.19	
Essex	5,855	1,287.28	117.26	69.37	43.28	30.58	20.06	145.74	37.25	13.49	980.06	10.28	139.14	
Barkhamsted	3,494	1,262.07	448.36	79.97	3.42	0.71	10.51	172.41	11.67	1.95	1,324.91	4.32	112.51	
Middlebury	6,123	1,955.88	98.56	85.99	158.41	18.84	11.96	405.94	18.46	30.49	1,115.32	24.47	121.26	
Westbrook	5,404	1,871.23	289.03	96.47	79.74	59.21	25.41	121.26	96.26	36.61	1,180.39	15.22	492.50	
Willington	6,385	840.58	557.90	66.59	16.32	34.65	18.38	125.76	16.50	8.16	1,033.93	4.25	102.94	
Southbury	15,702	1,600.42	107.99	57.50	78.52	10.16	19.32	221.44	27.48	24.34	1,225.99	27.80	-	
East Granby	4,374	1,702.82	298.10	82.89	69.99	11.79	23.60	168.22	26.36	10.56	1,366.80	10.25	278.46	
Bozrah	2,309	1,161.84	796.21	67.45	42.54	28.19	12.04	220.82	12.49	1.73	1,239.98	5.16	343.03	
Average	6,222	\$ 1,374	\$ 393	\$ 74	\$ 41	\$ 28	\$ 19	\$ 203	\$ 24	\$ 18	\$ 1,245	\$ 18	\$ 123	
Median	5,371	\$ 1,321	\$ 375	\$ 69	\$ 33	\$ 27	\$ 19	\$ 191	\$ 18	\$ 17	\$ 1,240	\$ 15	\$ 101	
Woodbury to Avg	138%	98%	17%	91%	126%	99%		107%	85%	95%	307%	78%	106%	56%
Bethlehem to Avg	53%	93%	71%	75%	88%	267%		85%	104%	50%	104%	89%	143%	7%
Woodbury to Median	160.3%	101.8%	18.2%	97.4%	155.8%	102.0%		108.4%	90.8%	124.3%	341.0%	78.0%	122.2%	68.7%
Bethlehem to Median	61.9%	96.9%	74.7%	79.9%	108.6%	275.7%		86.4%	110.9%	65.4%	115.5%	89.8%	164.4%	8.6%

Exhibit 1J

Per Capita Calculations - 2000/01

Town	Pop	Current Taxes	State Aid	Genl Govt	Police	Fire	Planning	Public	HSS	Library	Education	Parks & Rec	Debt Svc
		95-96					Dev	Works					
Lyme	2,016	2,098.71	121.23	97.19	9.20	67.98	38.92	306.61	39.76	44.01	1,611.40	7.94	-
Sherman	3,827	1,755.85	77.66	75.70	22.38	17.05	41.49	183.85	26.39	22.11	1,246.15	33.43	230.05
Killingworth	6,018	1,581.75	379.39	93.63	19.13	17.52	23.21	217.97	16.91	19.11	1,711.62	12.26	-
Andover	3,036	1,345.46	572.36	115.99	20.37	59.16	22.18	202.19	34.83	25.37	1,459.67	8.08	32.81
Hebron	8,610	1,449.49	688.01	105.81	24.77	33.39	6.71	135.90	30.48	15.68	1,586.07	8.69	239.39
<b>Bethlehem</b>	3,422	1,544.05	389.42	75.13	42.00	31.57	15.64	250.25	14.64	23.38	1,539.98	43.16	0.00
Harwinton	5,283	1,720.46	472.98	104.40	50.31	25.98	11.05	286.03	10.46	18.47	1,568.45	24.55	35.96
Warren	1,254	2,058.21	125.03	117.55	4.94	11.56	38.42	432.55	10.07	11.96	1,522.77	17.49	31.90
Goshen	2,697	2,103.86	117.73	122.22	6.81	31.97	15.23	312.51	6.58	30.06	1,631.03	29.56	66.70
Cornwall	1,434	2,415.85	281.81	156.58	-	111.72	16.15	396.84	27.36	-	1,813.38	40.08	199.71
Burlington	8,190	1,659.05	427.02	43.30	46.28	33.94	11.68	236.24	8.95	19.54	1,620.94	15.61	27.49
Old Lyme	7,406	2,429.32	93.33	73.08	99.10	22.66	46.16	292.18	33.38	20.01	1,907.04	42.59	65.52
Morris	2,301	2,043.62	338.73	115.70	7.51	74.34	19.39	376.15	19.70	22.55	1,741.72	29.92	-
Somers	10,417	1,036.17	784.39	49.91	47.14	42.75	17.60	123.11	5.29	27.81	1,225.18	13.31	251.56
Bolton	5,017	1,644.30	642.94	126.25	32.70	25.79	25.95	199.33	51.60	36.40	1,631.28	44.69	276.54
Bethany	5,040	1,953.15	468.52	82.11	33.92	22.47	23.81	219.25	25.19	13.48	1,814.20	29.22	135.67
Salisbury	3,977	2,041.64	106.02	101.84	49.07	35.48	9.64	328.59	51.35	18.86	1,386.82	63.39	123.11
Salem	3,858	1,504.82	887.37	133.85	86.82	30.14	20.24	225.28	5.17	4.48	1,705.23	18.82	242.39
Preston	4,688	908.84	965.20	87.24	34.03	25.04	20.97	134.32	22.26	23.93	1,601.67	13.08	47.42
Oxford	9,821	1,615.23	521.94	69.24	52.76	26.13	20.67	210.16	13.11	16.79	1,473.30	22.04	197.48
Durham	6,627	1,775.07	528.53	52.34	32.44	12.56	43.17	193.32	59.46	46.01	1,855.42	9.99	6.86
New Hartford	6,088	1,804.40	526.24	69.17	50.27	3.04	22.09	229.73	16.27	33.15	1,768.27	19.53	91.85
Woodstock	7,221	1,166.11	717.31	74.69	1.80	16.24	20.72	212.49	6.68	5.89	1,480.94	6.12	167.86
<b>Woodbury</b>	9,168	1,734.71	128.36	96.28	75.10	31.99	32.82	215.48	17.26	51.75	1,352.60	26.53	11.81
Ledyard	14,687	1,298.33	857.81	81.11	113.63	26.50	17.78	138.40	53.12	31.61	1,634.48	24.59	100.38
Suffield	13,552	1,393.21	530.01	81.87	101.21	56.04	27.51	202.76	19.75	28.24	1,294.79	29.59	153.51
Canton	8,840	1,878.91	333.73	81.11	139.89	40.56	17.79	173.67	17.18	36.29	1,493.33	44.43	148.78
Ellington	12,921	1,364.46	678.08	70.26	47.05	42.39	30.23	198.75	34.48	27.84	1,434.82	22.77	134.93
Deep River	4,610	1,491.38	465.85	110.70	74.60	32.48	17.46	188.93	6.86	18.04	1,371.08	14.74	225.75
Pomfret	3,798	1,046.80	871.57	102.48	3.28	1.22	16.06	209.49	8.52	13.43	1,422.00	26.39	169.53
Litchfield	8,316	1,866.41	170.47	78.52	36.91	34.83	26.15	243.15	17.27	25.67	1,423.23	13.91	111.44
Haddam	7,157	2,246.59	136.83	71.22	28.17	21.87	22.14	223.47	18.23	21.96	1,669.66	13.63	318.48
Mansfield	20,720	661.07	649.53	70.77	32.62	42.82	15.44	83.70	25.20	23.07	975.20	17.09	38.47
Middlefield	4,203	1,675.65	431.81	90.36	58.18	27.18	31.17	183.84	26.81	35.68	1,620.95	13.33	21.81
Essex	6,505	1,647.40	128.82	71.77	55.62	67.21	30.28	129.53	38.25	16.22	1,161.23	16.87	154.10
Barkhamsted	3,494	1,591.19	435.35	92.41	30.40	-	14.10	181.69	10.82	7.63	1,632.21	3.12	93.88
Middlebury	6,451	2,475.71	154.07	178.11	176.11	40.18	27.19	423.85	16.59	40.39	1,505.08	36.34	109.02
Westbrook	6,292	1,966.66	234.86	106.45	93.68	68.33	38.53	124.50	80.18	36.97	1,332.93	29.05	402.24
Willington	5,959	1,179.86	643.56	91.61	23.02	40.71	20.89	150.56	6.48	11.36	1,409.63	5.14	75.20
Southbury	18,567	1,798.85	115.19	66.00	83.67	18.82	20.08	203.67	22.45	26.30	1,426.06	32.98	-
East Granby	4,745	1,920.14	525.57	96.17	86.35	14.82	32.92	177.44	21.30	11.51	1,600.46	24.45	147.30
Bozrah	2,357	1,222.69	988.54	80.77	6.48	37.64	14.48	303.78	10.90	2.12	1,461.04	6.63	268.72
Average	6,681	\$ 1,669	\$ 446	\$ 92	\$ 49	\$ 34	\$ 23	\$ 225	\$ 24	\$ 23	\$ 1,527	\$ 23	\$ 123
Median	5,989	\$ 1,667	\$ 451	\$ 89	\$ 39	\$ 32	\$ 21	\$ 210	\$ 19	\$ 22	\$ 1,531	\$ 21	\$ 110
Woodbury to Avg	137%	104%	29%	105%	155%	94%	140%	96%	73%	225%	89%	117%	10%
Bethlehem to Avg	51%	92%	87%	82%	86%	93%	67%	111%	62%	102%	101%	190%	0%
Woodbury to Median	153.1%	104.0%	28.5%	108.4%	190.4%	100.7%	156.8%	102.7%	91.0%	231.7%	88.3%	127.7%	10.7%
Bethlehem to Median	57.1%	92.6%	86.4%	84.6%	106.5%	99.4%	74.8%	119.3%	77.2%	104.7%	100.6%	207.7%	0.0%

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Exhibit 1K

Per Capita Calculations - 2002/03

Town	Pop	Current Taxes				
		95-96	State Aid	Genl Govt	Education	Debt Svc
Lyme	2,059	2,359.15	133.93	877.32	1,990.38	-
Sherman	3,972	1,994.34	88.32	548.97	1,391.79	249.71
Killingworth	6,280	1,794.52	397.93	542.97	1,811.68	12.69
Andover	3,115	1,575.90	665.12	508.82	1,743.90	86.96
Hebron	8,907	1,657.94	655.28	546.48	1,758.05	199.16
<b>Bethlehem</b>	3,540	1,767.50	384.95	644.50	1,721.67	0.00
Harwinton	5,429	1,835.24	452.99	633.00	1,650.32	31.85
Warren	1,302	2,237.87	99.88	848.59	1,518.88	49.92
Goshen	2,860	2,142.95	171.58	810.51	1,740.83	58.75
Cornwall	1,454	2,799.41	279.96	1,079.96	2,064.34	180.84
Burlington	8,640	1,835.16	418.94	546.67	1,768.72	28.52
Old Lyme	7,422	2,728.52	126.53	777.99	2,213.68	56.33
Morris	2,371	2,268.47	320.81	827.04	1,960.85	-
Somers	10,608	1,167.96	771.25	492.82	1,343.86	226.82
Bolton	5,154	1,823.59	748.73	630.68	1,860.52	275.12
Bethany	5,202	2,219.72	426.79	620.19	2,015.88	128.60
Salisbury	4,022	2,151.37	106.82	817.79	1,528.55	113.08
Salem	3,938	1,695.53	858.21	628.91	1,862.03	166.14
Preston	4,760	1,049.85	971.14	470.16	1,698.94	129.57
Oxford	10,430	1,705.03	484.13	579.77	1,517.88	179.08
Durham	6,982	2,071.42	741.02	889.50	2,006.85	42.97
New Hartford	6,413	1,833.49	568.60	615.76	1,873.63	84.79
Woodstock	7,518	1,227.61	742.40	430.09	1,558.57	173.15
<b>Woodbury</b>	9,466	1,966.86	135.65	714.35	1,353.65	142.64
Ledyard	14,882	1,499.98	830.97	640.40	1,760.02	106.43
Suffield	14,021	1,537.22	619.46	723.06	1,369.43	323.41
Canton	9,061	2,070.07	352.15	729.78	1,641.58	156.84
Ellington	13,571	1,540.99	663.88	647.62	1,522.57	147.19
Deep River	4,725	2,005.20	457.61	550.32	1,601.19	285.50
Pomfret	3,923	1,263.72	868.62	489.03	1,592.89	180.85
Litchfield	8,480	1,934.37	204.99	668.09	1,482.04	95.72
Haddam	7,360	2,305.09	157.66	584.87	1,751.03	308.31
Mansfield	21,554	721.13	639.89	397.62	1,043.69	18.56
Middlefield	4,273	1,833.85	479.68	621.05	1,809.54	63.81
Essex	6,730	1,799.93	137.24	584.09	1,304.05	166.10
Barkhamsted	3,610	1,762.46	427.35	516.32	1,783.55	83.45
Middlebury	6,648	2,769.05	129.51	1,212.45	1,731.88	97.95
Westbrook	6,507	2,199.71	230.84	753.81	1,475.33	348.12
Willington	6,116	1,291.81	609.79	458.60	1,465.38	66.41
Southbury	18,953	1,953.41	132.09	637.21	1,578.14	31.66
East Granby	4,910	2,211.24	404.51	803.36	1,840.94	220.01
Bozrah	2,407	1,426.37	914.53	557.01	1,588.34	245.36
Average	6,895	\$ 1,858	\$ 453	\$ 659	\$ 1,674	\$ 132
Median	6,198	\$ 1,835	\$ 427	\$ 630	\$ 1,710	\$ 121
Woodbury to Avg	137%	106%	30%	108%	81%	107.7%
Bethlehem to Avg	51%	95%	85%	98%	103%	0.0%
Woodbury to Median	152.7%	107.2%	31.8%	113.4%	79.1%	118.0%
Bethlehem to Median	57.1%	96.3%	90.1%	102.3%	100.7%	0.0%

Exhibit 1L

Percentage Change From 1990 to 1995

Town	Populatin	Current Taxes 95-96	State Aid	Genl Govt	Police	Fire	Planning Dev	Public Works	HSS	Library	Education	Parks & Rec
Lyme	1.0%	7.1%	-33.7%	40.6%	356.3%	254.4%	31.6%	35.1%	-41.6%	25.9%	30.1%	372.4%
Sherman	8.0%	19.7%	-49.5%	-9.8%	-28.2%	-1.1%	7.5%	2.8%	-20.2%	77.1%	11.6%	31.4%
Killingworth	9.2%	6.1%	6.2%	7.0%	16.2%	12.5%	-7.7%	17.8%	-2.7%	728.5%	5.5%	-7.9%
Andover	10.8%	20.7%	-5.7%	4.7%	10.9%	-7.5%	-44.0%	36.3%	73.2%	45.3%	3.8%	-82.6%
Hebron	9.3%	10.1%	20.1%	49.4%	36.9%	3.1%	-76.7%	2.2%	22.3%	1272.8%	16.3%	-30.7%
<b>Bethlehem</b>	8.2%	13.6%	-7.9%	16.0%	33.0%	33.9%	-2.3%	3.5%	2.2%	20.5%	7.2%	20.9%
Harwinton	2.1%	31.6%	15.8%	17.3%	19.7%	16.5%	-1.2%	11.3%	66.7%	41.8%	26.1%	82.7%
Warren	1.0%	25.6%	-52.1%	34.8%	73.3%	-1.0%	-4.5%	36.8%	6.3%	60.9%	4.0%	-4.8%
Goshen	6.4%	18.4%	-51.3%	0.8%	74.1%	-38.2%	-23.2%	-16.6%	-39.4%	16.2%	19.1%	30.5%
Cornwall	5.9%	34.5%	-26.5%	-7.5%	324.4%	-14.1%	-48.0%	74.1%	17.4%	-2.7%	24.5%	10.4%
Burlington	9.0%	14.2%	5.6%	47.1%	8.3%	14.6%	8.4%	6.3%	-29.0%	98.3%	16.0%	13.2%
Old Lyme	1.3%	29.0%	-42.8%	12.0%	15.9%	23.9%	11.7%	10.1%	34.8%	79.4%	24.1%	9.6%
Morris	5.9%	28.3%	11.2%	-29.7%	91.3%	14.3%	1.8%	11.4%	20.3%	10.8%	36.1%	-18.9%
Somers	9.7%	18.0%	45.4%	-15.5%	-18.0%	33.0%	-7.9%	1.4%	46.7%	11.6%	10.9%	37.0%
Bolton	4.7%	17.0%	37.9%	25.5%	20.1%	17.4%	11.6%	-24.2%	42.4%	-1.2%	4.3%	50.2%
Bethany	5.1%	58.8%	-7.9%	29.1%	19.9%	8.2%	-19.3%	-0.3%	22.3%	12.9%	14.8%	-9.6%
Salisbury	-0.7%	35.5%	-22.0%	-13.9%	117.7%	-8.2%	0.6%	5.8%	4.7%	30.9%	23.4%	-8.0%
Salem	7.4%	15.8%	21.2%	-29.8%	-33.7%	-57.5%	-52.5%	-8.4%	-0.6%	10.3%	19.2%	-0.5%
Preston	-0.5%	15.8%	31.9%	31.4%	46.3%	51.3%	32.6%	56.0%	39.9%	35.0%	23.7%	63.9%
Oxford	6.5%	17.3%	3.0%	-8.2%	1.9%	12.1%	-25.5%	-24.3%	-12.2%	30.3%	21.4%	-15.0%
Durham	8.6%	16.5%	15.1%	-42.1%	4.5%	5.7%	-11.6%	63.3%	-89.1%	25.6%	18.3%	-1.2%
New Hartford	5.2%	11.4%	1.0%	8.5%	31.4%	25.2%	45.4%	9.4%	34.8%	147.5%	15.8%	42.9%
Woodstock	4.9%	34.7%	31.2%	-20.2%	23.1%	4.4%	5.3%	41.8%	-4.7%	23.1%	19.6%	12.0%
<b>Woodbury</b>	5.9%	24.5%	-66.0%	-0.9%	2.8%	11.7%	-3.7%	-17.1%	15.0%	122.1%	17.2%	30.5%
Ledyard	-1.7%	18.3%	28.3%	40.8%	67.3%	17.7%	10.2%	29.1%	20.4%	30.2%	28.7%	4.5%
Suffield	-2.7%	21.8%	-67.4%	29.6%	26.7%	35.2%	23.7%	137.4%	-18.5%	56.0%	15.1%	-14.0%
Canton	2.2%	13.7%	-17.4%	21.7%	10.2%	10.0%	-22.7%	-4.4%	-11.9%	16.0%	10.9%	4.0%
Ellington	5.5%	11.3%	2.3%	21.9%	42.6%	40.7%	16.4%	0.7%	10.2%	33.6%	3.4%	73.5%
Deep River	1.8%	10.8%	-7.2%	4.8%	12.7%	23.3%	57.8%	32.3%	11.3%	19.1%	15.2%	13.8%
Pomfret	8.2%	50.6%	-4.7%	-20.1%	38.5%	21.3%	479.9%	2.5%	-13.4%	7.7%	21.6%	-7.5%
Litchfield	2.6%	22.8%	-51.5%	17.0%	100.5%	14.2%	-6.5%	-16.8%	-12.8%	18.6%	9.7%	-20.6%
Haddam	6.8%	24.0%	-55.0%	22.0%	-4.6%	64.8%	19.2%	20.0%	12.3%	948.9%	13.3%	80.9%
Mansfield	-14.1%	32.5%	33.9%	34.6%	72.5%	13.7%	31.5%	-2.1%	-1.8%	46.9%	41.7%	183.0%
Middlefield	4.3%	12.3%	48.6%	20.0%	-1.1%	-0.2%	15.2%	-2.1%	40.0%	7.5%	34.4%	-26.8%
Essex	-0.8%	32.3%	-46.2%	21.3%	19.2%	51.3%	-32.5%	11.4%	31.3%	19.9%	16.4%	71.2%
Barkhamsted	3.7%	14.2%	-4.7%	26.6%	-12.7%	-72.4%	-20.2%	-11.0%	24.9%	27.4%	14.9%	-48.0%
Middlebury	-0.4%	30.9%	-28.3%	-3.1%	28.6%	9.9%	14.1%	35.2%	16.6%	24.3%	22.5%	26.6%
Westbrook	-0.2%	39.9%	-13.4%	32.2%	24.5%	17.3%	-21.6%	-10.5%	83.0%	9.3%	26.2%	57.6%
Willington	6.8%	12.4%	-6.1%	48.7%	-24.8%	-0.1%	5.2%	-7.7%	50.5%	36.4%	8.7%	63.5%
Southbury	-0.7%	50.2%	-30.4%	19.2%	32.1%	23.1%	-18.5%	25.7%	36.2%	21.9%	45.0%	28.5%
East Granby	1.7%	25.9%	-11.9%	15.4%	16.6%	7.8%	38.6%	41.5%	-2.8%	-9.1%	14.2%	11.9%
Bozrah	0.5%	20.1%	45.0%	23.1%	985.7%	-55.5%	-14.1%	-9.1%	-22.1%	32.6%	15.4%	-20.4%
Average	4%	23%	-7%	12%	64%	15%	10%	14%	11%	102%	18%	26%
Median	5%	20%	-6%	17%	22%	13%	0%	6%	12%	27%	16%	12%
Woodbury to Avg	156%	106%	906%	-7%	4%	77%	-39%	-118%	136%	120%	94%	115%
Bethlehem to Avg	218%	59%	109%	129%	52%	223%	-24%	24%	20%	20%	39%	79%
Woodbury to Median	122.3%	123.4%	1111.5%	-5.0%	12.9%	89.3%	1156.3%	-282.8%	127.3%	458.3%	105.4%	255.0%
Bethlehem to Median	170.7%	68.4%	133.2%	93.5%	152.7%	258.1%	711.0%	57.6%	18.2%	76.9%	43.9%	174.4%

Exhibit 1M

Percentage Per Capita Change From 1995 to 2000

Town	Populatin	Current Taxes	State Aid	Genl Govt	Police	Fire	Planning Dev	Public Works	HSS	Library	Education	Parks & Rec	Debt Svc
		95-96											
Lyme	2.4%	48.2%	63.6%	3.1%	-21.4%	3.4%	29.9%	26.5%	62.8%	45.6%	37.9%	-66.1%	#DIV/0!
Sherman	26.1%	21.9%	15.1%	2.8%	15.6%	-17.1%	54.9%	37.5%	50.3%	13.1%	12.6%	12.3%	117.1%
Killingworth	14.5%	17.7%	4.0%	46.4%	17.0%	-26.4%	57.2%	28.2%	8.7%	5.7%	23.6%	-3.7%	-100.0%
Andover	7.9%	1.6%	11.7%	28.0%	1.8%	82.7%	9.0%	-0.4%	29.5%	32.5%	15.2%	241.9%	-48.0%
Hebron	11.3%	24.3%	-2.7%	8.8%	21.3%	22.8%	29.6%	-10.7%	20.9%	61.7%	14.9%	44.8%	39.1%
<b>Bethlehem</b>	2.9%	20.6%	39.2%	35.9%	17.0%	-57.4%	-2.7%	18.3%	21.7%	21.4%	38.3%	72.2%	-100.0%
Harwinton	-1.0%	30.6%	3.4%	18.8%	0.5%	36.2%	22.7%	37.8%	-3.5%	34.7%	17.9%	101.8%	-21.5%
Warren	1.3%	13.1%	37.7%	15.6%	24.9%	24.5%	46.0%	0.9%	-38.6%	13.9%	18.7%	14.5%	#DIV/0!
Goshen	8.8%	9.7%	21.8%	22.2%	-59.5%	64.0%	-4.0%	23.5%	-21.0%	105.8%	19.3%	23.1%	-32.7%
Cornwall	-4.3%	27.5%	50.1%	35.3%	-100.0%	93.2%	-45.5%	-8.1%	-26.4%	-100.0%	42.1%	68.7%	-13.2%
Burlington	7.0%	33.9%	-11.7%	-1.6%	11.9%	-7.7%	5.2%	14.2%	-33.0%	34.4%	19.0%	29.1%	112.0%
Old Lyme	11.8%	23.7%	23.1%	-0.8%	21.8%	-40.1%	63.6%	41.5%	-17.5%	21.5%	31.2%	26.3%	-27.8%
Morris	6.5%	24.0%	9.5%	67.0%	-26.6%	278.0%	8.6%	42.0%	-48.1%	33.7%	22.3%	7.1%	#DIV/0!
Somers	4.2%	26.5%	6.7%	7.5%	37.2%	42.7%	11.9%	21.6%	-51.9%	15.4%	17.2%	8.5%	-4.6%
Bolton	4.7%	26.8%	10.1%	82.9%	16.9%	41.8%	9.6%	9.7%	143.3%	16.2%	28.2%	-3.7%	8.0%
Bethany	4.0%	-2.0%	21.9%	32.2%	31.0%	23.7%	75.4%	16.6%	58.1%	79.0%	18.5%	475.3%	559.9%
Salisbury	-2.1%	27.3%	25.1%	21.2%	68.0%	8.6%	-53.9%	33.5%	16.8%	96.5%	32.4%	35.6%	-16.0%
Salem	8.6%	32.5%	2.8%	47.4%	71.6%	-10.3%	43.0%	48.3%	-16.4%	-56.2%	21.7%	52.7%	-16.9%
Preston	-5.9%	26.3%	34.5%	39.9%	7.2%	0.9%	203.8%	27.0%	-37.2%	61.4%	36.0%	4.5%	67.3%
Oxford	6.1%	34.4%	-10.2%	50.9%	130.0%	28.8%	82.8%	25.1%	-10.3%	36.5%	21.1%	15.8%	-9.5%
Durham	6.5%	30.6%	-5.0%	38.0%	276.8%	-2.0%	7.6%	-0.2%	527.0%	29.8%	24.6%	37.2%	-8.6%
New Hartford	0.3%	46.7%	8.0%	28.4%	40.9%	-0.3%	7.4%	12.0%	-18.3%	62.9%	30.5%	-17.3%	155.2%
Woodstock	14.6%	11.3%	-1.1%	16.4%	-57.3%	23.8%	42.6%	7.9%	-56.5%	2.6%	22.1%	24.1%	-29.4%
<b>Woodbury</b>	6.5%	29.0%	88.8%	42.9%	45.9%	16.7%	62.8%	24.4%	-24.5%	-9.0%	39.9%	42.4%	-83.0%
Ledyard	0.2%	23.8%	2.9%	4.3%	15.0%	-0.2%	27.3%	-4.3%	22.5%	11.8%	6.9%	14.7%	62.9%
Suffield	21.9%	-1.9%	359.5%	19.4%	5.0%	103.9%	42.3%	-20.8%	7.6%	4.8%	8.0%	32.3%	-48.3%
Canton	4.6%	24.8%	9.1%	-0.6%	19.9%	-4.3%	-5.5%	-27.6%	0.1%	56.5%	23.9%	88.3%	36.8%
Ellington	9.3%	24.1%	4.8%	26.8%	-2.9%	-6.8%	58.7%	17.2%	86.5%	16.7%	19.4%	-1.3%	-26.9%
Deep River	4.6%	32.0%	34.8%	88.1%	34.8%	24.0%	-28.9%	23.6%	-87.5%	51.0%	20.4%	34.1%	148.2%
Pomfret	13.2%	19.3%	-2.9%	31.6%	9.9%	16.4%	0.2%	50.8%	-52.6%	9.3%	9.9%	1653.5%	-27.9%
Litchfield	-3.1%	24.3%	-1.4%	13.8%	0.6%	26.8%	60.1%	4.1%	62.4%	62.8%	27.3%	-40.7%	-15.5%
Haddam	-1.0%	14.1%	43.5%	13.5%	19.8%	-25.4%	-6.6%	-35.4%	2.1%	-16.6%	17.8%	-43.7%	#DIV/0!
Mansfield	14.3%	1.1%	31.9%	19.3%	12.0%	-2.9%	-0.1%	6.9%	-17.3%	31.2%	15.3%	21.5%	15.3%
Middlefield	2.6%	30.1%	9.9%	-29.2%	20.8%	6.7%	8.1%	2.4%	-19.8%	18.4%	30.7%	8.6%	-25.3%
Essex	11.1%	28.0%	9.9%	3.5%	28.5%	119.8%	51.0%	-11.1%	2.7%	20.2%	18.5%	64.1%	10.7%
Barkhamsted	0.0%	26.1%	-2.9%	15.6%	789.0%	-100.0%	34.1%	5.4%	-7.3%	291.9%	23.2%	-27.8%	-16.6%
Middlebury	5.4%	26.6%	56.3%	107.1%	11.2%	113.3%	127.3%	4.4%	-10.1%	32.5%	34.9%	48.5%	-10.1%
Westbrook	16.4%	5.1%	-18.7%	10.3%	17.5%	15.4%	51.6%	2.7%	-16.7%	1.0%	12.9%	90.9%	-18.3%
Willington	-6.7%	40.4%	15.4%	37.6%	41.0%	17.5%	13.7%	19.7%	-60.7%	39.2%	36.3%	20.8%	-27.0%
Southbury	18.2%	12.4%	6.7%	14.8%	6.6%	85.3%	3.9%	-8.0%	-18.3%	8.0%	16.3%	18.6%	#DIV/0!
East Granby	8.5%	12.8%	76.3%	16.0%	23.4%	25.6%	39.5%	5.5%	-19.2%	9.0%	17.1%	138.6%	-47.1%
Bozrah	2.1%	5.2%	24.2%	19.7%	-84.8%	33.5%	20.3%	37.6%	-12.8%	22.5%	17.8%	28.4%	-21.7%
Average	6%	22%	26%	26%	37%	26%	30%	13%	9%	32%	23%	81%	#DIV/0!
Median	6%	24%	10%	20%	17%	17%	25%	13%	-12%	22%	21%	25%	#DIV/0!
Woodbury to Avg	103%	131%	337%	164%	124%	65%	209%	186%	-259%	-28%	174%	52%	#DIV/0!
Bethlehem to Avg	47%	93%	149%	137%	46%	-223%	-9%	140%	229%	68%	167%	89%	#DIV/0!
Woodbury to Median	112.5%	119.7%	890.3%	219.3%	269.9%	97.7%	251.7%	186.1%	212.8%	-40.7%	192.0%	168.4%	#DIV/0!
Bethlehem to Median	51.3%	84.9%	393.6%	183.8%	99.8%	-335.6%	-10.8%	139.7%	-188.4%	97.5%	184.5%	286.6%	#DIV/0!

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Exhibit 1N

Percentage Per Capita Change From 1990 to 2000

Town	Populatin	Current Taxes 90-00	State Aid	Genl Govt	Police	Fire	Planning Dev	Public Works	HSS	Library	Education	Parks & Rec
Lyme	3.4%	58.8%	8.4%	45.0%	258.7%	266.3%	71.0%	71.0%	-5.0%	83.3%	79.5%	60.1%
Sherman	36.2%	45.9%	-41.9%	-7.2%	-17.0%	-18.0%	66.5%	41.3%	19.9%	100.4%	25.7%	47.6%
Killingworth	25.0%	24.9%	10.5%	56.6%	36.0%	-17.1%	45.1%	51.0%	5.8%	776.1%	30.4%	-11.3%
Andover	19.5%	22.7%	5.3%	34.0%	12.8%	68.9%	-38.9%	35.7%	124.2%	92.4%	19.6%	-40.4%
Hebron	21.6%	36.8%	16.9%	62.5%	66.1%	26.5%	-69.8%	-8.7%	47.9%	2119.9%	33.6%	0.3%
<b>Bethlehem</b>	11.4%	37.0%	28.2%	57.7%	55.6%	-43.0%	-4.9%	22.4%	24.3%	46.3%	48.2%	108.1%
Harwinton	1.1%	71.8%	19.6%	39.4%	20.3%	58.6%	21.2%	53.3%	60.9%	91.0%	48.6%	268.7%
Warren	2.3%	42.0%	-34.0%	55.8%	116.5%	23.3%	39.5%	38.1%	-34.7%	83.3%	23.5%	8.9%
Goshen	15.8%	30.0%	-40.6%	23.2%	-29.4%	1.3%	-26.3%	3.0%	-52.1%	139.1%	42.1%	60.6%
Cornwall	1.4%	71.5%	10.4%	25.2%	-100.0%	65.9%	-71.7%	60.0%	-13.6%	-100.0%	76.9%	86.3%
Burlington	16.6%	53.0%	-6.8%	44.7%	21.2%	5.8%	14.1%	21.4%	-52.4%	166.5%	38.0%	46.2%
Old Lyme	13.3%	59.7%	-29.6%	11.2%	41.2%	-25.7%	82.7%	55.9%	11.2%	118.0%	62.8%	38.4%
Morris	12.8%	59.2%	21.8%	17.5%	40.5%	332.2%	10.5%	58.2%	-37.6%	48.2%	66.5%	-13.1%
Somers	14.4%	49.2%	55.2%	-9.1%	12.6%	89.8%	3.1%	23.2%	-29.4%	28.8%	29.9%	48.6%
Bolton	9.7%	48.4%	51.8%	129.6%	40.4%	66.5%	22.3%	-16.9%	246.5%	14.8%	33.6%	44.7%
Bethany	9.4%	55.7%	12.3%	70.6%	57.0%	33.8%	41.6%	16.3%	93.4%	102.2%	36.0%	419.8%
Salisbury	-2.8%	72.5%	-2.4%	4.4%	265.7%	-0.3%	-53.6%	41.3%	22.4%	157.1%	63.3%	24.8%
Salem	16.6%	53.5%	24.5%	3.5%	13.8%	-61.9%	-32.1%	35.9%	-16.9%	-51.7%	45.1%	51.9%
Preston	-6.4%	46.3%	77.4%	83.9%	56.7%	52.6%	302.7%	98.1%	-12.1%	117.8%	68.2%	71.3%
Oxford	13.1%	57.7%	-7.5%	38.5%	134.3%	44.4%	36.3%	-5.3%	-21.3%	77.9%	47.0%	-1.6%
Durham	15.6%	52.2%	9.3%	-20.1%	293.7%	3.6%	-4.8%	63.0%	-31.4%	63.0%	47.4%	35.6%
New Hartford	5.5%	63.3%	9.1%	39.2%	85.2%	24.8%	56.2%	22.5%	10.2%	303.0%	51.1%	18.1%
Woodstock	20.2%	49.9%	29.8%	-7.1%	-47.4%	29.2%	50.1%	53.0%	-58.6%	26.4%	46.0%	39.0%
<b>Woodbury</b>	12.8%	60.7%	-35.8%	41.7%	50.0%	30.4%	56.8%	3.1%	-13.2%	102.3%	63.9%	85.9%
Ledyard	-1.5%	46.5%	32.1%	46.9%	92.4%	17.4%	40.2%	23.6%	47.6%	45.5%	37.6%	19.8%
Suffield	18.6%	19.6%	49.8%	54.7%	33.0%	175.5%	76.1%	88.1%	-12.2%	63.5%	24.3%	13.7%
Canton	6.9%	41.8%	-9.9%	20.9%	32.1%	5.3%	-26.9%	-30.8%	-11.9%	81.5%	37.4%	95.8%
Ellington	15.4%	38.1%	7.2%	54.6%	38.5%	31.0%	84.7%	18.1%	105.5%	55.9%	23.4%	71.3%
Deep River	6.4%	46.2%	25.1%	97.1%	51.9%	52.8%	12.2%	63.5%	-86.1%	80.0%	38.8%	52.6%
Pomfret	22.4%	79.7%	-7.4%	5.2%	52.3%	41.1%	481.2%	54.6%	-59.0%	17.7%	33.6%	1521.3%
Litchfield	-0.6%	52.7%	-52.2%	33.1%	101.7%	44.8%	49.7%	-13.4%	41.7%	93.2%	39.6%	-52.9%
Haddam	5.7%	41.5%	-35.5%	38.4%	14.3%	23.0%	11.3%	-22.4%	14.6%	774.6%	33.4%	1.9%
Mansfield	-1.8%	33.9%	76.7%	60.6%	93.3%	10.4%	31.4%	4.7%	-18.8%	92.7%	63.4%	244.0%
Middlefield	7.1%	46.1%	63.2%	-15.0%	19.4%	6.5%	24.5%	0.3%	12.3%	27.3%	75.7%	-20.5%
Essex	10.2%	69.3%	-40.9%	25.5%	53.1%	232.5%	1.9%	-1.0%	34.8%	44.2%	37.9%	181.0%
Barkhamsted	3.7%	43.9%	-7.4%	46.3%	675.8%	-100.0%	6.9%	-6.2%	15.8%	399.4%	41.6%	-62.5%
Middlebury	5.0%	65.7%	12.1%	100.8%	43.0%	134.5%	159.4%	41.1%	4.8%	64.6%	65.3%	88.0%
Westbrook	16.2%	47.0%	-29.6%	45.9%	46.3%	35.4%	18.9%	-8.2%	52.5%	10.4%	42.5%	200.9%
Willington	-0.3%	57.7%	8.3%	104.6%	6.1%	17.4%	19.6%	10.6%	-40.9%	89.9%	48.2%	97.5%
Southbury	17.4%	68.8%	-25.8%	36.8%	40.7%	128.2%	-15.3%	15.6%	11.3%	31.7%	68.6%	52.5%
East Granby	10.3%	41.9%	55.2%	33.9%	43.8%	35.5%	93.2%	49.2%	-21.5%	-0.9%	33.7%	167.0%
Bozrah	2.6%	26.4%	80.0%	47.4%	65.3%	-40.6%	3.3%	25.1%	-32.1%	62.4%	35.9%	2.2%
Average	10%	50%	9%	40%	71%	45%	40%	27%	8%	160%	45%	99%
Median	10%	49%	9%	39%	43%	30%	22%	23%	0%	81%	42%	48%
Woodbury to Avg	124%	122%	-382%	104%	70%	67%	141%	11%	-160%	64%	141%	86%
Bethlehem to Avg	111%	74%	302%	144%	78%	-95%	-12%	82%	295%	29%	106%	109%
Woodbury to Median	124.6%	124.4%	-389.4%	106.1%	115.1%	101.9%	261.0%	13.2%	12189.1%	126.6%	152.8%	178.6%
Bethlehem to Median	111.6%	75.8%	307.5%	146.9%	128.0%	-144.2%	-22.6%	95.8%	-22471.1%	57.3%	115.3%	224.9%

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## Exhibit 2 SAT Performance Data

	1999					2000					2001				
	Verbal		Math			Verbal		Math			Verbal		Math		
	<u>% of Grads Tested</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>% of Grads Tested</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>% of Grads Tested</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>Average</u>	<u>% Scoring 600+</u>
Region 14	77.0%	511.0	19.7%	499.0	17.3%	81.5%	524.0	22.7%	503.0	14.9%	87.0%	514.0	17.9%	494.0	15.7%
ERG C	83.0%	533.0	25.4%	531.0	26.7%	84.4%	532.0	25.7%	534.0	28.7%	85.1%	531.0	25.8%	528.0	24.9%
State	77.6%	504.0	21.1%	503.0	21.9%	77.8%	501.0	20.1%	503.0	22.0%	77.6%	502.0	20.5%	503.0	22.1%
Region 14 to ERG C	-6.0%	(22.0)	-5.7%	(32.0)	-9.4%	-2.9%	(8.0)	-3.0%	(31.0)	-13.8%	1.9%	(17.0)	-7.9%	(34.0)	-9.2%
Region 14 To State	-0.6%	7.0	-1.4%	(4.0)	-4.6%	3.7%	23.0	2.6%	-	-7.1%	9.4%	12.0	-2.6%	(9.0)	-6.4%
Reg 14 to ERG C Status	LOWER	LOWER	LOWER	LOWER	LOWER	LOWER	LOWER	LOWER	LOWER	LOWER	HIGHER	LOWER	LOWER	LOWER	LOWER
Reg 14 to State Status	LOWER	HIGHER	LOWER	LOWER	LOWER	HIGHER	HIGHER	HIGHER	SAME	LOWER	HIGHER	HIGHER	LOWER	LOWER	LOWER

note: negative numbers indicate lower scores/percentages for Region 14 in relation to the comparative entities

	2002					2003				
	Verbal		Math			Verbal		Math		
	<u>% of Grads Tested</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>% of Grads Tested</u>	<u>Average</u>	<u>% Scoring 600+</u>	<u>Average</u>	<u>% Scoring 600+</u>
Region 14	84.4%	531.0	21.1%	510.0	23.0%	85.0%	526.0	24.2%	521.0	24.8%
ERG C	83.2%	532.0	26.7%	532.0	27.7%	84.2%	534.0	27.1%	537.0	29.7%
State	76.8%	502.0	20.4%	503.0	22.3%	76.9%	504.0	21.1%	508.0	23.8%
Region 14 to ERG C	1.2%	(1.0)	-5.6%	(22.0)	-4.7%	0.8%	(8.0)	-2.9%	(16.0)	-4.9%
Region 14 To State	7.6%	29.0	0.7%	7.0	0.7%	8.1%	22.0	3.1%	13.0	1.0%
Reg 14 to ERG C Status	HIGHER	LOWER	LOWER	LOWER	LOWER	HIGHER	LOWER	LOWER	LOWER	LOWER
Reg 14 to State Status	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER	HIGHER

SAT data per Strategic School Profile Reports generated by the Connecticut State Department of Education. See <http://www.csde.state.ct.us/public/der/ssp/> Also in Appendix Pages B.4.76 – B.4.110

# Exhibit 3

## CMT Performance Scores – Region 14 to ERG C

	Year	GRADE 4 CMT TEST					GRADE 6 CMT TEST					GRADE 8 CMT TEST					GRADE 10 CAPT TEST				
		Rank of Reg 14 in ERG C Schools	Reg 14	ERG C Avg	Reg 14 to ERG Avg	Reg 14 to ERG Median	Rank of Reg 14 in ERG C Schools	Reg 14	ERG C Avg	Reg 14 to ERG Avg	Reg 14 to ERG Median	Rank of Reg 14 in ERG C Schools	Reg 14	ERG C Avg	Reg 14 to ERG Avg	Reg 14 to ERG Median	Rank of Reg 14 in ERG C Schools	Reg 14	ERG C Avg	Reg 14 to ERG Avg	Reg 14 to ERG Median
<b>Math</b>	2000	3 out of 34	83.8	69.9	HIGHER	HIGHER	25 out of 34	67.3	71.6	LOWER	LOWER	25 out of 30	61.6	69.2	LOWER	LOWER					
	2001	13 out of 34	76.5	73.0	HIGHER	HIGHER	24 out of 34	71.7	76.5	LOWER	LOWER	12 out of 30	70.7	69.8	HIGHER	HIGHER	11 out of 20	59.0	59.2	LOWER	LOWER
	2002	14 out of 34	72.0	70.7	HIGHER	HIGHER	28 out of 34	66.7	74.6	LOWER	LOWER	24 out of 30	60.0	72.0	LOWER	LOWER	10 out of 20	61.8	60.1	HIGHER	SAME
	2003	2 out of 34	80.9	67.4	HIGHER	HIGHER	27 out of 34	71.7	77.8	LOWER	LOWER	21 out of 30	66.3	72.6	LOWER	LOWER	15 out of 20	58.0	62.8	LOWER	LOWER
	2004																6 out of 20	69.4	62.4	HIGHER	HIGHER
<b>Reading</b>	2000	7 out of 34	77.5	71.1	HIGHER	HIGHER	27 out of 34	73.3	77.9	LOWER	LOWER	23 out of 30	75.3	80.3	LOWER	LOWER					
	2001	14 out of 34	76.0	74.4	HIGHER	HIGHER	21 out of 34	78.6	80.4	LOWER	LOWER	14 out of 30	80.4	80.8	LOWER	HIGHER	3 out of 20	71.8	61.2	HIGHER	HIGHER
	2002	11 out of 34	71.8	69.7	HIGHER	HIGHER	29 out of 34	73.0	80.0	LOWER	LOWER	29 out of 30	72.5	82.0	LOWER	LOWER	12 out of 20	57.8	60.0	LOWER	LOWER
	2003	10 out of 34	75.0	67.9	HIGHER	HIGHER	25 out of 34	75.5	79.2	LOWER	LOWER	18 out of 30	78.9	80.7	LOWER	LOWER	13 out of 20	61.1	61.1	SAME	LOWER
	2004															18 out of 20	58.4	63.7	LOWER	LOWER	
<b>Writing</b>	2000	2 out of 34	81.0	64.1	HIGHER	HIGHER	22 out of 34	69.8	74.0	LOWER	LOWER	14 out of 30	71.5	72.1	LOWER	HIGHER					
	2001	2 out of 34	86.7	72.8	HIGHER	HIGHER	24 out of 34	65.1	72.9	LOWER	LOWER	18 out of 30	70.7	70.4	HIGHER	LOWER	15 out of 20	56.1	61.8	LOWER	LOWER
	2002	10 out of 34	76.7	70.0	HIGHER	HIGHER	26 out of 34	63.8	72.9	LOWER	LOWER	23 out of 30	65.6	72.4	LOWER	LOWER	20 out of 20	48.1	63.9	LOWER	LOWER
	2003	3 out of 34	84.4	74.2	HIGHER	HIGHER	14 out of 34	75.5	74.9	HIGHER	HIGHER	22 out of 30	69.2	75.8	LOWER	LOWER	17 out of 20	55.8	64.9	LOWER	LOWER
	2004															13 out of 20	67	66.3	HIGHER	LOWER	
<b>Science</b>	2001	Not Applicable					Not Applicable					Not Applicable					14 out of 20	60.5	61.1	LOWER	LOWER
	2002	Not Applicable					Not Applicable					Not Applicable					7 out of 20	63.8	62.0	HIGHER	HIGHER
	2003	Not Applicable					Not Applicable					Not Applicable					14 out of 20	55.3	61.3	LOWER	LOWER
	2004	Not Applicable					Not Applicable					Not Applicable					14 out of 20	63.9	65.2	LOWER	LOWER

CMT Data per site listed in report and as represented in Appendix pages B.4.1 – B.4.41

## Exhibit 4 CMT Performance Scores – Intra-Regional

GRADE 4 CMT TEST																
	Year	Rank of Reg 14 in ERG C Districts	Rank of Mitchell in ERG C Schools	Rank of Bethlehem in ERG C Schools	Mitchell - All	Bethlehem - All	Mitchell Special Ed %	Bethlehem Special Ed %	Mitchell - Non Sp Ed	Bethlehem - Non Sp Ed	Reg 14	ERG C Avg	Reg 14 to ERG Avg	Reg 14 to ERG Median	Mitchell to Median	Beth to Median
<b>Math</b>	2000	3 out of 34	4 out of 51	2 out of 51	81	88.3	9.0%	16.7%	84.6	96	83.8	69.9	HIGHER	HIGHER	HIGHER	HIGHER
	2001	13 out of 34	29 out of 51	4 out of 51	71.8	84.8	7.1%	12.1%	73.4	87.9	76.5	73.0	HIGHER	HIGHER	LOWER	HIGHER
	2002	14 out of 34	34 out of 51	6 out of 51	65.8	83.9	5.8%	14.5%	68.1	86.8	72.0	70.7	HIGHER	HIGHER	LOWER	HIGHER
	2003	2 out of 34	6 out of 51	2 out of 51	79	83.9	14.0%	11.3%	86	85.5	80.9	67.4	HIGHER	HIGHER	HIGHER	HIGHER
	2004															
<b>Reading</b>	2000	7 out of 34	19 out of 51	2 out of 51	74	83.3	9.0%	16.7%	80.2	92	77.5	71.1	HIGHER	HIGHER	HIGHER	HIGHER
	2001	14 out of 34	24 out of 51	13 out of 51	75	78.5	6.0%	10.8%	78.5	82.8	76.0	74.4	HIGHER	HIGHER	SIMILAR	HIGHER
	2002	11 out of 34	23 out of 51	8 out of 51	66.7	82	5.8%	13.1%	70.8	90.6	71.8	69.7	HIGHER	HIGHER	SIMILAR	HIGHER
	2003	10 out of 34	18 out of 51	5 out of 51	72.7	78.7	13.1%	9.8%	80.2	83.6	75.0	67.9	HIGHER	HIGHER	HIGHER	HIGHER
	2004															
<b>Writing</b>	2000	2 out of 34	4 out of 51	3 out of 51	78.6	85	7.1%	16.7%	83.5	96	81.0	64.1	HIGHER	HIGHER	HIGHER	HIGHER
	2001	2 out of 34	8 out of 51	1 out of 51	83	92.3	6.0%	10.8%	88.6	93.1	86.7	72.8	HIGHER	HIGHER	HIGHER	HIGHER
	2002	10 out of 34	24 out of 51	3 out of 51	70.6	88.5	5.9%	13.1%	75	96.2	76.7	70.0	HIGHER	HIGHER	SIMILAR	HIGHER
	2003	3 out of 34	8 out of 51	7 out of 51	82.8	86.9	13.1%	9.8%	90.7	92.7	84.4	74.2	HIGHER	HIGHER	HIGHER	HIGHER
	2004															

CMT Data per site listed in report and as represented in Appendix pages B.4.42 – B.4.75

## **Regional School District #14 Strategic Analysis Report Response From District Administrators**

The Regional School District #14 administrators would like to take this opportunity to respond to the recommendations found in the Regional District #14 Strategic Analysis Report.

As professional leaders, we recognize the need for effective communication and collaboration among all constituents including the district superintendent, the Region #14 board of education, the district administrators, faculty, staff, and parent/ community members, so that we may continue to provide and to improve the structure and support systems integral to effective educational programming.

We believe that the success of this district-wide collaborative effort is largely dependent upon:

1. A highly focused district professional development program that is consistently developed and directed toward identified academic and developmental needs of all learners.
2. The addition of curriculum support personnel at all levels – those who share the responsibility for developing and implementing a standards-based curriculum that reflects best instructional practices and a duality of alignment. The creation of K-8 literacy specialists and differentiation instructors, as well as technology and subject area coordinators is essential to this process.
3. A significant increase in professional development time for district staff.
4. A commitment to excellence in facilities to support academic, social, and civic responsibility for the district's many communities.

In addition, to grow as effective managers, we recognize the need for continuous monitoring and consistent evaluation of the district curriculum, instruction, and human resources through the use of advances in data driven technologies as supportive analyses tools.

We the Region #14 School district administrators share a sense of professional obligation and optimism as our new team works together toward long term goals. We recognize the need for a concerted vision towards which we can all aspire.

Given the support of every constituency, we welcome the opportunity to further develop and implement a model of continuous curricular and instructional improvement for the Region #14 Public Schools.