Region 14 School District

Progress. Performance. Pride.



Spring 2026 Edition



Brian Murphy

Superintendent of Schools

It is an honor to share with you the magnificent achievements we have made together in Region 14 over the last several years. Our number one priority will always be our students. Region 14 has consistently fostered a nurturing environment that supports the academic, social, and emotional needs of every learner in the district. This culture of care is made possible by the extraordinary dedication of our staff, whose tireless efforts make an indelible impact on our students each day.

The Region 14 Vision of a Learner attributes are embedded throughout our schools. These attributes help prepare our students for careers and post-secondary academic experiences. As a result, our students are increasingly prepared for the complex world they will enter after high school.

I am proud of our collective efforts over the last several years that have allowed Region 14 to flourish in meaningful ways. The district's Strategic Plan, based on the four Board of Education goals below, serves as a roadmap for the Board of Education, our schools, and departments, creating coherence across the district that has enabled students to achieve at a remarkable level while expanding access to exemplary educational opportunities.

I am filled with optimism as we begin the next chapter of our journey. I am confident that Region 14 will meet every new challenge with excellence and resilience. It is a privilege to lead such an exceptional school district.

Academic Performance

"strive to improve academic performance for all students on multiple assessment indicators, and the staff will be committed to continuous improvement"

Budget

"prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner"

Safety

"strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement"

Communication

"develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers"

Welcome

Region 14 Schools are a source of pride for our students, staff, families, and community. From individual student accomplishments that earn local, state, and national recognition in academics, the arts, agriscience, and athletics to the collective achievements that have led our elementary schools to be named Schools of Distinction by the Connecticut State Department of Education, the strength of our district is evident. This magazine offers a glimpse into the vision, curriculum, instruction, and opportunities that support our students' growth and success every day.

We begin with examples of our Vision of a Learner in action, highlighting the critical thinking, creativity, collaboration, and perseverance our students demonstrate across classrooms and programs. At the center of the magazine, we share district progress through the Connecticut State Accountability Index — the state's report card for school districts — where Region 14 performs well above the state average and ranks among the top districts statewide. The second half celebrates the power of a well-rounded education, showcasing diverse pathways that prepare students for college, careers, and life.

We invite you to explore these pages and discover the many meaningful learning experiences that make Region 14 such a special place to learn and grow.

Region 14 Vision of a Learner



DEMONSTRATE EMPATHY
Students understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.



COLLABORATE & COMMUNICATE EFFECTIVELY
Students find effective ways to work together and express, listen to, and exchange ideas and information in many forms.



THINK CRITICALLY & CREATIVELY
Students evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.



TAKE INITIATIVE
Students take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.



PERSEVERE
Students persist through challenges to achieve goals and build resilience.



ADAPT & ADJUST
Students remain flexible and open to new ideas, and they adjust to new situations.



Demonstrate Empathy

In Region 14, students are learning that academic success is only one part of becoming a well-rounded citizen. Equally important is understanding others, responding with compassion, and contributing meaningfully to the community. Across all schools, students demonstrate empathy through service, collaboration, and outreach that strengthen both Woodbury and Bethlehem.

Throughout the year, student groups lead charitable initiatives, including food drives for local food banks and collections of toiletries and clothing for organizations such as Caring for Bethlehem, the Community Services Council of Woodbury, and St. Vincent DePaul Homeless Shelter. Students also coordinate the annual Stuff A Cruiser event supporting Toys for Tots, the local Santa Shop, and area food banks. These experiences help students recognize the needs of others and take meaningful action, fostering awareness, compassion, and responsibility.

At Nonnewaug High School, culinary students donate fresh produce to food banks in both towns several times a year. They prepare drive-thru meals twice annually and collaborate with Woodbury Middle School to host a sit-down meal in the fall and a soup-making event in the spring for local senior citizens. All Region 14 schools also join the statewide PJ Day fundraiser for Connecticut Children's Medical Center, showing how small, collective actions can make a big impact.

Student musicians enrich community life by performing at town tree lightings and presenting winter concerts that bring families and neighbors together. Through music, students share their talents while fostering connection and celebration.

Intergenerational relationships grow as students visit the local senior center to deliver Valentine's Day cards, go caroling during the holidays, and participate in a Pen Pal program. These interactions help students appreciate diverse perspectives and build meaningful connections.

Community partnerships deepen this work. Students engage with local organizations such as the Woodbury Public Library, Flanders Nature Center, and the Woodbury Fire Department through Fire Safety Days, Career Days, and History Walks. These collaborations allow students to learn how community institutions serve others and how they, too, can contribute.

Members of the National Art Honor Society extend empathy beyond town borders through the Memory Project, creating portraits for children around the world who have experienced hardship. Locally, they host face-painting booths at community festivals and support school productions and district art shows.

Agriscience students continue the Petal It Forward tradition by sharing bouquets with community members and local businesses to promote kindness. The program also hosts the annual Manes & Ponytails hair donation event in the horse barn. In addition, the Growing Bethlehem garden project brings together Bethlehem Elementary students, Nonnewaug Agriscience students, the Bethlehem Lions Club, and local families to support hands-on learning through community service.

Through these diverse experiences, Region 14 students learn that empathy is not just a feeling—it is demonstrated through inclusive behavior, service, and thoughtful engagement.







Collaborate & Communicate Effectively





In all aspects of the Ellis Clark Agriscience Program at Nonnewaug High School, students learn that success depends not only on individual knowledge but also on their ability to work together, share responsibilities, and communicate clearly in real-world situations. Collaboration and communication are at the heart of the Agriscience Program, and students practice these skills daily in hands-on environments working with animals, equipment, natural systems, and industry professionals.

In equine science, showmanship patterns and groundwork require verbal coordination among classmates and careful, nonverbal communication with horses. Similarly, during the freshman Tractor Driving Unit, students rely on hand signals and teamwork to safely guide one another through obstacle courses and trailer backing tasks when engine noise prevents verbal communication.

Hands-on lab environments also require careful coordination. In the aquaculture facility, students conduct fish health checks and determine sex to promote optimal growth conditions.

Each task must be completed in sequence without duplication or omission, reinforcing the importance of organized teamwork. Mechanical projects provide similar lessons. During a Tractor Tune-Up unit, students collaboratively diagnosed a seized engine, divided responsibilities to repair individual components, and then reassembled the machine—demonstrating how complex problems are solved through shared expertise.

Many experiences connect students directly with professionals, strengthening communication skills beyond the classroom. Students work alongside a professional butcher to prepare holiday crown roasts, learning to accept feedback and industry standards. Veterinary science students toured a newly opened pet resort and spoke with technicians, trainers, and managers about business operations. Nursery and landscaping students attended the Connecticut Nursery & Landscape Association winter symposium, where they engaged with industry leaders and explored future challenges facing the field.

Collaborative planning is also central to natural resource projects. Students recently designed and installed a maple sugaring mainline system on campus, selecting an optimal site, mapping sap-flow routes, and completing the installation as a coordinated team. The finished system will support increased syrup production, providing a lasting benefit to the program.

Through these diverse experiences, agriscience students learn that effective collaboration and communication are not abstract concepts—they are practical skills that enable safety, innovation, and success. Whether working with animals, machinery, ecosystems, or professionals, students develop the confidence and competence to contribute meaningfully to their teams and communities.



Think Critically & Creatively

Whether collaborating with peers to solve a math problem, spelling words phonetically in early literacy, analyzing texts, or determining the most efficient algorithm to use, Region 14 elementary students are consistently evaluating problems and developing thoughtful solutions. Each day, students engage in multi-disciplinary thinking that calls upon originality, imagination, and perseverance in both mathematics and literacy.

Through the implementation of our science of reading–aligned literacy program, Into Reading, and our research-based math curriculum, Illustrative Mathematics, students have multiple daily opportunities to strengthen and apply critical and creative thinking skills. While instructional strategies in math and literacy may differ, they share a common goal: developing readers and problem solvers who can apply their learning to new situations.

In mathematics classrooms, the use of Building Thinking Classroom strategies has been especially effective in engaging all students in meaningful problem solving as they work in randomly assigned groups at vertical, non-permanent surfaces to solve rich mathematical tasks.

This structure promotes shared responsibility and visible thinking and encourages risk-taking and revision, reinforcing that multiple attempts may be needed to reach a solution. Working vertically allows students to see one another's strategies and learn from their peers. Although each group works on the same task, no two boards look alike. Students draw on prior knowledge, communicate respectfully, represent their thinking clearly, and persevere through productive struggle.

During literacy blocks, students are developing reading skills as they become critical thinkers and creative communicators. Students read, discuss, and write about their thinking while applying strategies that help them grow into confident readers.

Through class discussions and small-group conversations, students make connections to characters, sequence events, identify key ideas, and analyze cause-and-effect relationships. In writing, students craft imaginative narratives and informative pieces while learning conventions such as capitalization, punctuation, spelling, grammar, and sentence structure.

Vocabulary development is also a central focus. Each week, students learn high-utility academic and content-specific words from the texts they read through discussion, visual supports, and repeated use in multiple contexts.

With this strong foundation in literacy and mathematics, Region 14 elementary students are well prepared to meet the increasing cognitive demands of middle and high school and pursue future opportunities with confidence.





Take Initiative

Now in its second year, Region 14's Talented and Gifted (TAG) after-school program continues to provide students with opportunities to take initiative, pursue personal interests, and apply their learning in creative and meaningful ways. Serving students at Mitchell Elementary School, Bethlehem Elementary School, and Woodbury Middle School, the program encourages curiosity, independence, and problem-solving.

At the elementary level, TAG students set individualized learning goals aligned with their interests and strengths. With guidance from teachers, students design personalized learning paths and explore topics that inspire them.

Recent projects exemplify this student-centered approach. In one project, students investigated computer hardware by disassembling an old PC. One student independently learned the Burmese alphabet using digital resources. Additionally, one TAG group adopted a cow through the national Adopt a Cow program, allowing them to follow her growth and development. These experiences empower students to take ownership of their learning while cultivating persistence and critical thinking skills.

Technology and hands-on experimentation are central to the program. Students have used Makey Makey kits to connect circuit boards to Chromebooks, creating projects such as digital timers and playable electronic pianos. Some even experimented with unconventional conductive materials—including cucumbers and clementines—to test their ideas and refine their designs.

Students often actively participate in engineering challenges that bring learning to life. They have designed tiered irrigation systems and other prototypes, testing their work and making improvements through experimentation. Many have also developed media-production skills by creating and editing videos independently using WeVideo.

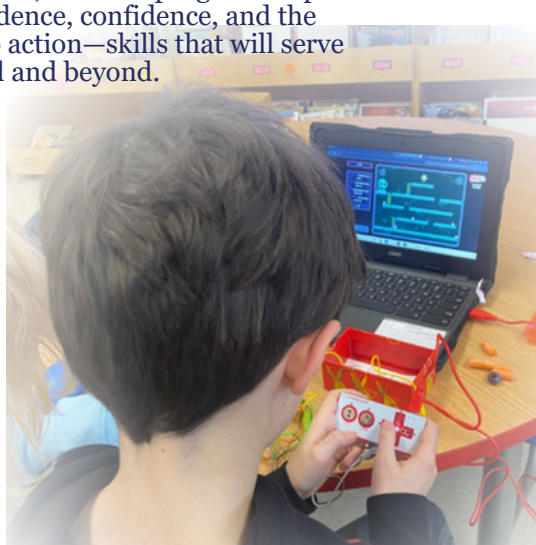
Student initiative extends beyond structured activities. A group of Rubik's Cube enthusiasts organized timed trials, analyzed solving strategies, and set performance goals. They are now preparing to compete in a sanctioned cubing competition.

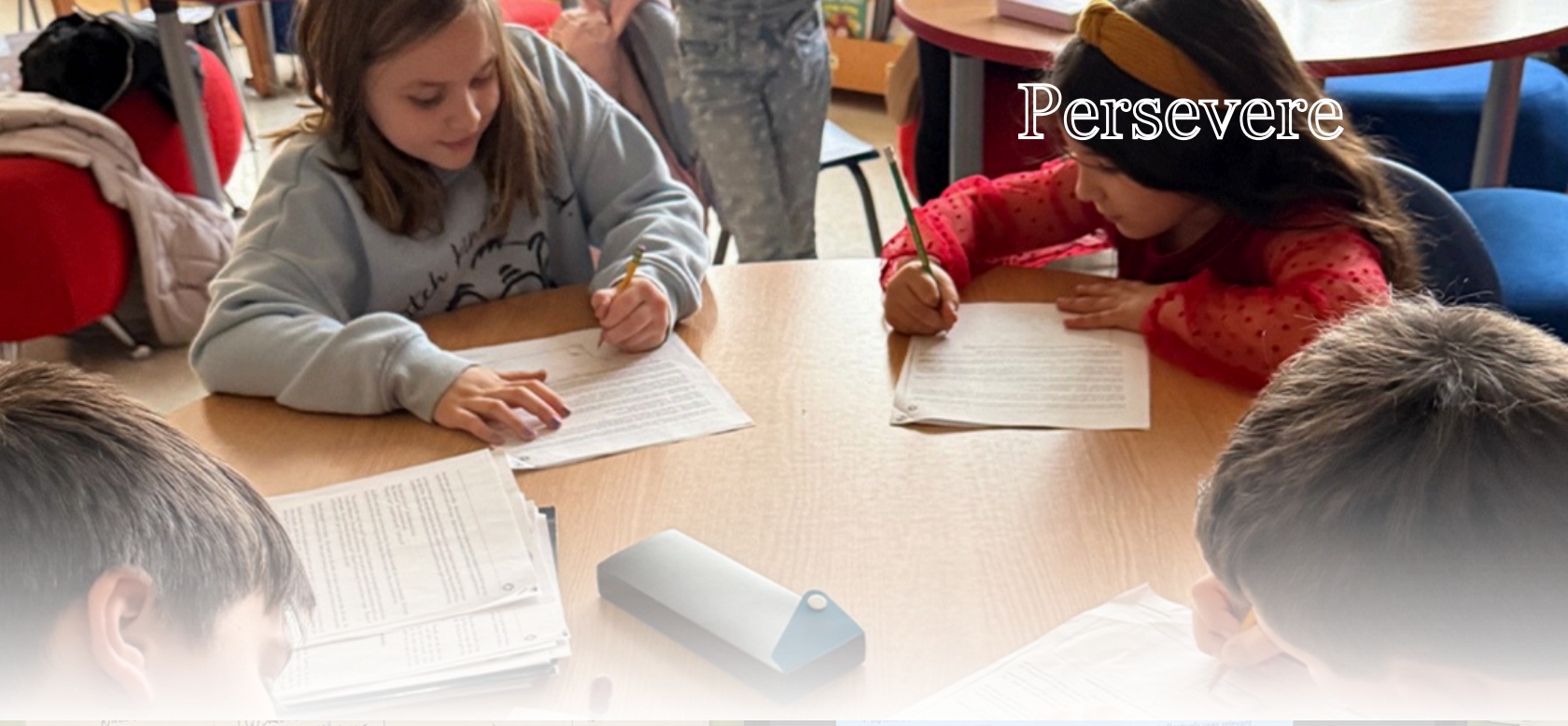
At Woodbury Middle School, TAG students begin the year by sharing their interests and aspirations through creative presentations that help build a collaborative learning community. Students are also participating in the Math Olympiad Challenge, a national competition that encourages strategic thinking and mathematical reasoning.

Creativity and leadership remain central themes. Students recently identified important life and academic skills—such as financial literacy and math fluency—that they believe peers should strengthen. They are now designing original board games to teach these concepts in engaging ways. Later this spring, students will participate in a "Shark Tank"-style challenge, where they will identify a real need within their school or community, design a product to address it, and present their ideas to a panel of judges.

Through these experiences, the TAG program helps students build independence, confidence, and the ability to turn ideas into action—skills that will serve them well in high school and beyond.







Persevere

In the fall of 2024, Region 14 launched the Afterschool Intervention Academy as a pilot program to help students strengthen foundational skills in English Language Arts and mathematics. The program is offered at no cost to families and is funded through a renewable federal Title I grant, ensuring that local tax dollars are not used to support the initiative.

The Academy was designed in response to learning disruptions caused by the shift to remote instruction during the pandemic. Like districts across the country, Region 14 identified gaps in reading and math development—particularly in elementary and middle school. Approximately 70 students at Mitchell Elementary, Bethlehem Elementary, and Woodbury Middle School were identified as needing additional academic support.

Rather than allowing those gaps to persist, the district created structured afterschool sessions several days a week. Students work in small groups with certified intervention specialists using targeted lessons developed by classroom teachers. Sessions include direct instruction, hands-on learning activities, and individualized digital practice. Students are reassessed every five months to monitor progress and ensure support is adjusted based on need.

Beyond academics, the program builds resilience. Students learn that improvement comes through practice, feedback, and persistence. They are encouraged to identify strengths, address challenges, and continue working toward growth—even when material feels difficult. This mindset is central to Region 14's Vision of a Learner: the belief that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

The impact extends into high school. At Nonnewaug High School, a peer-to-peer Writing Center was introduced to further strengthen literacy skills. Staffed by an English teacher and trained student tutors, the Writing Center supports students at every stage of the writing process—from brainstorming and organizing ideas to revision and analysis. The program not only strengthens writing skills but also empowers students to seek feedback and refine their work.

Ongoing professional collaboration among teachers has also produced measurable academic gains. The 2025 testing cohort saw a 13% increase in English SAT scores—an outcome reflecting both targeted intervention and consistent instructional alignment.

Building on that success, Nonnewaug has implemented structured SAT preparation for juniors several times per week during designated academic support periods, ensuring all students have access to preparation—not just those who can afford private tutoring.



Adapt & Adjust



Woodbury Middle School is in its second year partnering with Goodwin University to bring advanced manufacturing and healthcare technology directly into the classroom. This collaboration introduces students to one of Connecticut's fastest-growing industries—advanced manufacturing—where more than 5,000 jobs currently go unfilled statewide.

Through the Manufacturing in Motion program, students step inside Goodwin's 44-foot mobile laboratory to work with industry-grade tools, including CNC machines, 3D printers, microscopes, robotic automation systems, calipers, and micrometers. Students also explore welding technology through a professional simulator.

These experiences help students develop flexible thinking and problem-solving skills. Engineering projects rarely work the first time perfectly, so students learn to test their designs, analyze results, and adjust their approach—important skills for both academic success and the modern workforce.

This year's biotechnology theme focuses on cardiovascular technology, prosthetics, and biomedical manufacturing. Students design prosthetic hands, explore manufacturing techniques, and participate in engineering challenges that connect classroom learning to real-world innovation.

A Goodwin University educator visits throughout the year to support the program and guide students through complex design tasks.

One highlight of the program is a prototype inspired by the TurboHawk catheter, a device used to remove plaque from arteries. Students design scaled milling tips using Computer-Aided Drafting (CAD) software and test them by removing simulated plaque from plastic tubing. When designs don't perform as expected, students refine their ideas and try again—demonstrating resilience and adaptability.

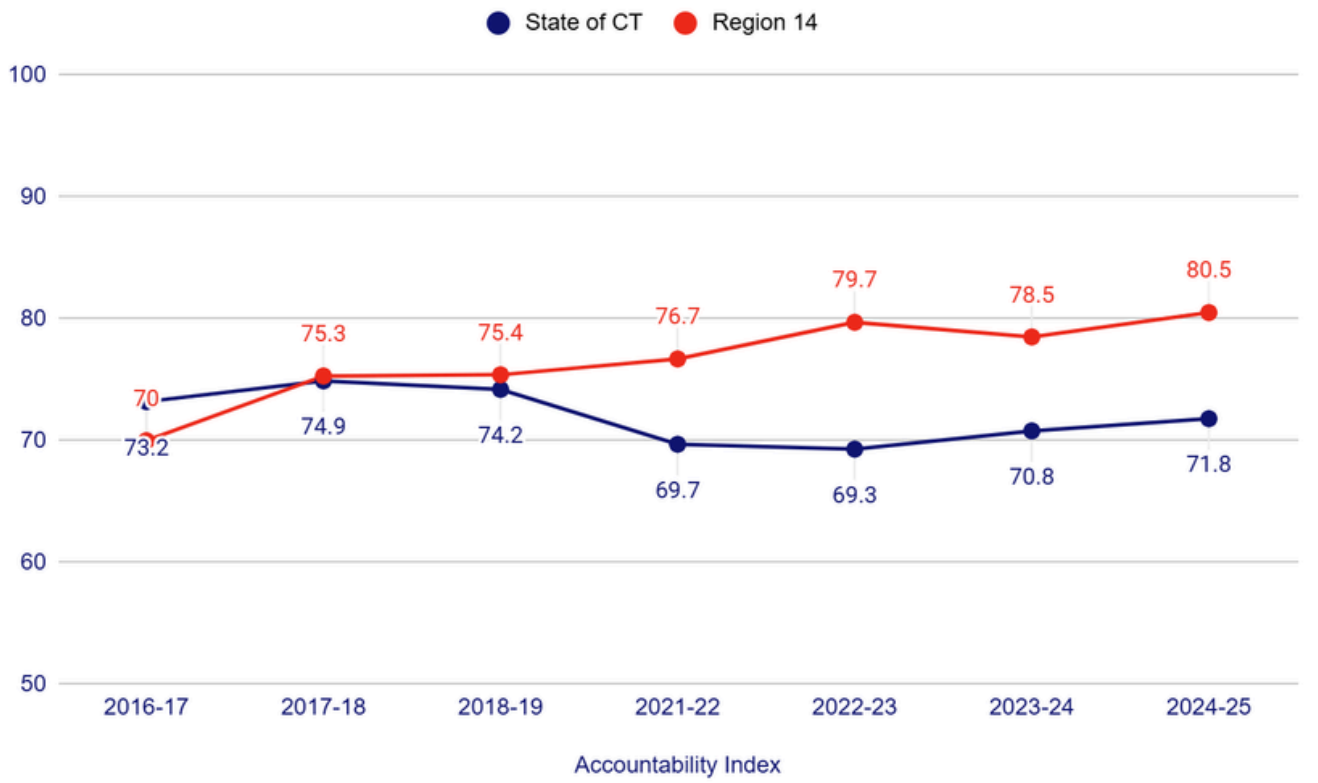
Another project challenges students to build functional prosthetic hands using classroom materials, inspired by the e-NABLE volunteer network that creates 3D-printed prosthetics for children. Students test their designs by lifting weighted objects and modify their prototypes to improve performance.

The program complements middle school health and physical education lessons, connecting engineering concepts to heart health, nutrition, and emergency preparedness. Students can continue developing their expertise in advanced manufacturing and CAD concepts and skills at Nonnewaug High School with the addition of CAD 1 and 2 courses as we expand our career and technical education options in grades 6-12.

Through partnerships like this, Region 14 students learn that there are many pathways to success. By experimenting, adjusting, and learning from setbacks, they develop the adaptability and problem-solving skills needed for future careers.

Progress, Performance, and Pride

Region 14 is in the top 24% of all school districts in Connecticut based on the 2024-2025 CT State Department of Education's Accountability Index





Bethlehem Elementary School is in the top 5% of all schools in CT and the top 6% of all elementary schools with a 2024-2025 Accountability Index of 88.77.



An elementary school in Region 14 has been recognized as a School of Distinction by the CT State Department of Education in each of the past four years (Mitchell Elementary in 2021-2022 and 2022-2023, and Bethlehem Elementary in 2023-2024 and 2024-2025).

Region 14 By The Numbers



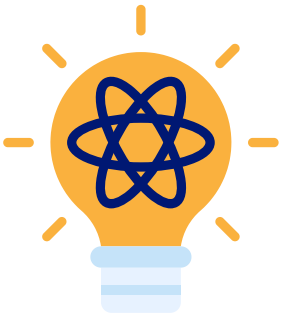
Potential **annual** college tuition savings for families upon colleges granting credit for all dual enrollment courses with students earning a C or higher and Advanced Placement courses where students score a 3 or higher on the AP exam
*(Based on UConn's current per-credit cost)



Region 14's chronic absenteeism rate has declined 4% from 2021-2025. "School is better with you here," is the message we share with all of our students and families. Region 14's chronic absenteeism rate is 9.42%, well below the state average of 17.2%. Our students are in school, and they are learning.



Nonnewaug High School is in the top 25% of all CT schools inclusive of grades 9-12 based on the CSDE Accountability Index. The numerous college experience courses available to students are a significant contributing factor.



Mitchell Elementary's 5th grade scored in the top 5% of all schools in the state, inclusive of grades K-5 on the Next Generation Science Standards (NGSS) Assessment.



Region 14 students in grades 4-8 are demonstrating growth in English Language Arts at a higher rate than 90% of school districts in CT, as measured by their average growth target achieved on the SBA tests (71.1%).



Woodbury Middle School shows continuous growth on the Accountability Index from 2018-2019 to 2024-2025 improving from an index of 61.8 to 72.2.

Language Learning in Region 14



In Region 14, language learning is more than a graduation requirement — it is a commitment to preparing students to thrive in a globally connected world. We believe all students are capable of studying a world language, and that multilingualism strengthens both individuals and communities.

Research consistently shows that world language study supports cognitive flexibility, problem-solving, and communication skills. Just as importantly, it fosters cultural understanding and global awareness — essential qualities in today's workforce and civic life. Region 14 offers comprehensive Spanish and French programs that begin in elementary school and extend through high school, culminating in Advanced Placement and college-credit-bearing courses at Nonnewaug High School. Students develop not only language proficiency, but also the confidence to communicate across cultures.

High school language students often return to elementary classrooms to read stories in Spanish or French, inspiring younger learners and reinforcing their own fluency. These cross-grade connections highlight the continuity and strength of the district's language program. Students are also encouraged to pursue the Connecticut Seal of Biliteracy, a nationally recognized distinction awarded to graduates who demonstrate high levels of proficiency in English and at least one additional language. This honor signals to colleges and employers that students have achieved advanced communication skills and cultural competency.



Beyond the classroom, French and Spanish clubs provide vibrant opportunities to explore global traditions. Students sample international cuisine, celebrate cultural holidays, create artwork, and in some cases travel to destinations such as Spain and Quebec to immerse themselves in real-world language experiences.



Region 14 is also proud of the rich linguistic diversity within our community. At least 16 languages are spoken by families across the district, including Spanish, Albanian, and Portuguese. This diversity strengthens our schools and enriches our community. Students developing English proficiency participate in our English for Speakers of Other Languages (ESOL) program, which provides targeted instruction to accelerate language development and support academic success.

Our approach recognizes that multilingual learners bring valuable strengths — including bilingual abilities, cross-cultural knowledge, and resilience. Partnerships with local organizations further enhance this work. The Woodbury Public Library has been a valued collaborator, co-hosting events that celebrate cultural and linguistic diversity and providing accessible resources for families. This year, Woodbury Middle School hosted its first annual Multicultural Night. Together, these partnerships foster inclusion and ensure that every student and family feels welcomed and supported.

Fine & Performing Arts



The Fine Arts in Region 14 play an essential role in developing the qualities outlined in our Vision of a Learner. Through creating, performing, and problem-solving, students learn to communicate clearly, collaborate with others, take responsible risks, and persevere through challenges.

Our Visual Arts program continues to shine districtwide. Nonnewaug High School students regularly earn state and national recognition through the Scholastic Art Awards, ASAP, American Visions, and the Congressional Art Competition. AP Art students consistently earn top scores, and the award-winning NHS yearbook highlights excellence in design and storytelling—reflecting a strong PreK–12 foundation in creativity and artistic growth.

Theater remains a standout in Region 14. This year, students took the stage across all schools—from original performances at Bethlehem Elementary to *The Wizard of Oz Jr.* at Mitchell, *Wonka Jr.* at Woodbury Middle School, and *Guys and Dolls* at Nonnewaug. The high school program continues to be recognized at the annual Halo Awards, which recognize outstanding performances, design work, and student leadership in theater programs across the state.



Hands-on learning continues to expand opportunities for students. Woodbury Middle School students designed and manufactured a prosthetic hand through a partnership with Goodwin University. At Nonnewaug, students participate in dual-enrollment Video Production and Video Game Design courses and compete in the growing CIAC-sanctioned eSports program—connecting creativity with real-world skills.

Music education is flourishing. Enrollment in band and orchestra at Nonnewaug has more than doubled, and students participate in master classes and performance opportunities, including traveling to Disney World.



At Woodbury Middle School, nearly half of the students participate in music, supported by a new digital music curriculum funded through a recent grant.

Our youngest learners build the foundation for lifelong artistic engagement through performances, classroom creativity, and community events. Elementary students can join Orchestra and Chorus in third grade and Band in fourth grade, helping them gain confidence, curiosity, and collaboration skills early on.

Through experiences in visual arts, music, theater, and technology, students learn to think creatively, collaborate with others, persevere through challenges, and take initiative in their learning. The arts provide powerful opportunities for students to express ideas, solve problems, and connect their learning to the world around them.

Student Services: From Pre-K to Postgrad



The Student Services Department provides support services to Region 14 students and their families in a variety of areas, from Pre-K through to the postgraduate Region 14 Transition Academy. Services available to students throughout their educational careers here include special education, speech and language therapy, physical and occupational therapy, school psychology, and English language tutoring.

The Integrated Preschool Program is preparing our youngest learners for success. Our preschool offers an active, supportive environment where preschool students with special needs and typical peers learn together through developmentally appropriate, curriculum-based activities and experiences. The program is geared toward working with students in the areas of personal and social development, cognitive development, and creative expression/aesthetic development.

Pre-K classes utilize centers as learning opportunities and include areas like Listening, Writing, Sensory, Dramatic Play, Lights and Magnets, Block and Exploration, and the Art Center. Preschoolers learn so many life skills exploring these centers- the possibilities are endless. The Pre-K program also introduces students to academic tabletops and trays for structured literacy instruction, phonemic/phonological awareness, and numeracy time. Students leave prepared to transition into Kindergarten.

The Special Services program also includes the Region 14 Transition Academy, which is designed to support postgraduate students from ages 18 to 22 in areas including post-secondary education opportunities, opportunities for independence, self-determination and advocacy skills, and social and communication skills. The RTA also provides students with community work-based learning, vocational training, and employment opportunities, learning and socialization with same-age peers, and increases their community access and mobility.

Both of these programs incorporate many field trips and activities for students within the Bethlehem and Woodbury communities. Students experience visits to Flanders Nature Center, the Woodbury Volunteer Fire Department, volunteer opportunities at the Woodbury Food Bank, and a partnership with Labonnes' that gives students different experiences at the Woodbury store.



The Unified Program



Here in Region 14, inclusion is a contact sport. For nearly two decades, Special Olympics has been a hallmark of a proud athletic tradition at Nonnewaug High School. Nonnewaug's Unified Sports program is a two-time National Champion School. Unified Sports blends student-athletes of all abilities, competing in basketball, volleyball, flag football, and cornhole. Regardless of the competition, the results are real.

"It's rewarding seeing the impact that this program has on the lives of our students," said Conor Gereg, who serves as one of the two coaches for the program, working alongside fellow coach and NHS faculty member John Dominello. "Each year we have alumni return to campus, and it's moving to see their success in the world beyond graduation. The confidence that our students develop through Nonnewaug's Special Olympics program is immeasurable."

This program isn't just a feel-good story. Unified Sports at Nonnewaug brings home results. Our athletes love a challenge and take on some of the toughest teams in our area, local rivals like Oxford, Watertown, Pomperaug, and Shepaug.

Our students represent our programs at the state level, at the Unified Summit in Rocky Hill, where they work alongside students from all over Connecticut. For Region 14's student-athletes, these opportunities are life-changing.

"Unified Sports played a meaningful role in shaping who I am today," said NHS Class of 2022 graduate and Unified Sports alumnus Brandon Ciarlo. "It taught me empathy, leadership, and the importance of putting people first - lessons I carry with me well beyond high school."

At its core, Unified Special Olympics helps student-athletes give back to the towns of Bethlehem and Woodbury while supporting their peers.

"Unified Sports showed me that the most meaningful impact comes from serving others with humility and joy," Ciarlo said. "Special Olympics at Nonnewaug helped shape my values early on, and it continues to influence how I think about leadership and community today."



Teamwork & Resilience



Initiative. Respect. Teamwork. Leadership. These are just some of the lifelong skills students develop through athletics in Region 14 — beginning in middle school and continuing through high school competition.

Middle school athletics serve as the starting point for many student-athletes, providing structured opportunities to develop skills, confidence, and sportsmanship. Woodbury Middle School offers 10 competitive sports teams throughout the school year, along with clubs and conditioning opportunities that help students build healthy habits and resilience.

Participation at this level emphasizes learning the fundamentals — both athletically and personally. Students learn to take initiative, collaborate with teammates, and persevere through challenges. Coaches focus not only on skill development but also on helping students manage setbacks, work toward improvement, and contribute positively in a team environment.

Recent accomplishments reflect that growth. Last year, the boys' basketball team completed a historic undefeated 17–0 season, demonstrating dedication and teamwork.



The annual boys' Basketball Tournament draws teams from across the region, while the fall Zombie Run combines creativity and competition in a spirited cross-country event that strengthens school pride.

Program growth continues to expand opportunities. Volleyball recently completed its second full season, cheerleading returned to competition for the first time in over a decade, and the Athletes Club engages nearly 30 students each winter in strength training and conditioning.

These experiences help students build physical skills, confidence, and discipline — preparing them for the increased demands of high school athletics.



Pride in the Community

By the time students reach Nonnewaug High School, many have already developed the foundational habits and teamwork skills introduced in middle school. High school athletics build on that foundation through increased competition, leadership opportunities, and greater community visibility.

Nonnewaug fields 26 Varsity and Junior Varsity teams, including a Unified Sports division, competing in the Berkshire League Conference. Nearly half of the high school student body participates in athletics in some capacity, whether on the field, managing statistics, or covering events for the school newspaper. There is truly a place for everyone.

The 2025–2026 athletic year has been one of the most successful in school history. The fall season brought four Berkshire League Tournament championships in boys' and girls' soccer, volleyball, and field hockey. The football team went undefeated and made the deepest playoff run in Region 14 history. Winter sports continued the momentum, with boys' basketball, wrestling, and boys' indoor track securing league championships.



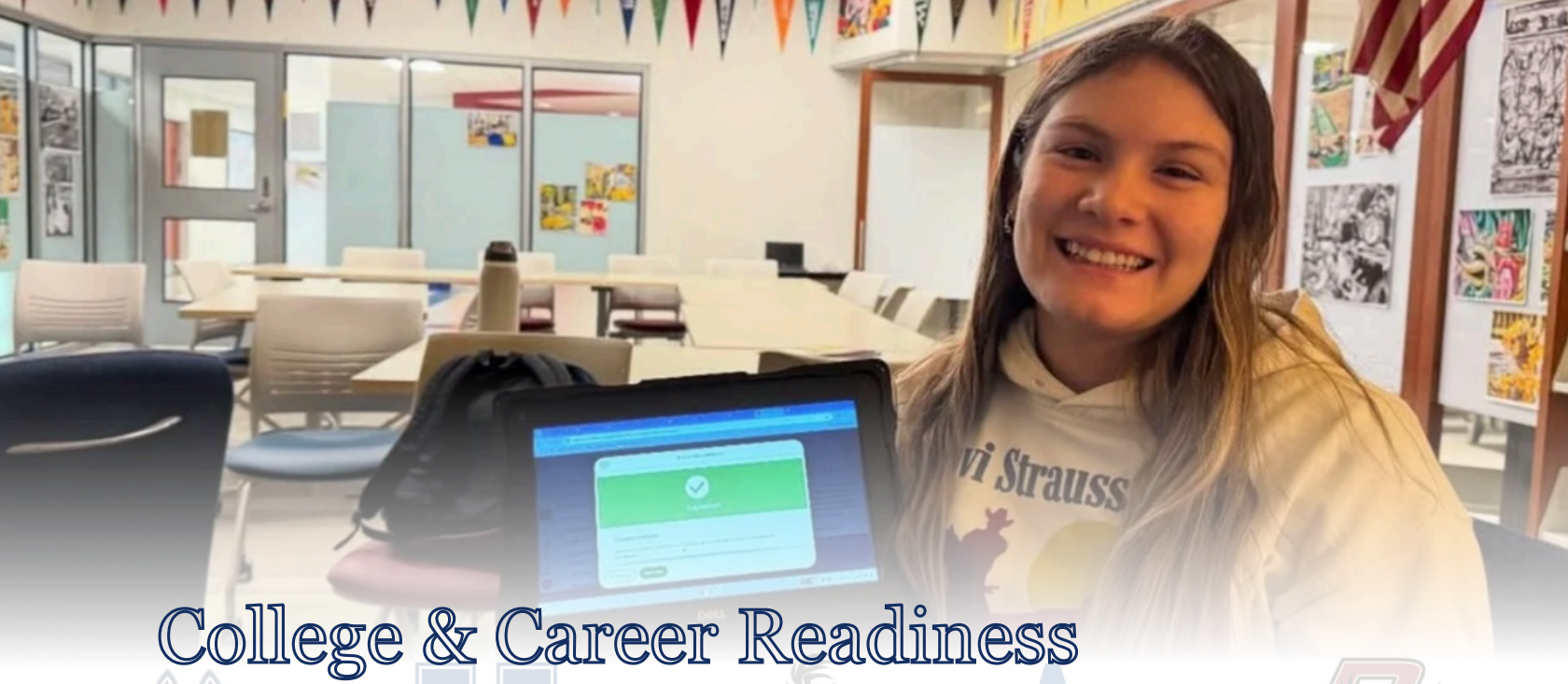
While championships bring pride to the community, the program's mission extends far beyond wins and losses. Nonnewaug Athletics is committed to education-based athletics — helping students develop leadership, time management, responsibility, wellness, and sportsmanship. Students learn to balance academics with competition, handle pressure, and work toward shared goals.



Together, the middle and high school programs create a cohesive athletic pathway. Students begin by learning fundamentals and teamwork at Woodbury Middle School and progress to competitive excellence and leadership opportunities at Nonnewaug High School.

Athletics in Region 14 are more than games; they are an extension of the district's commitment to developing resilient, responsible, and collaborative young adults. Graduates carry these lessons into college, careers, military service, and community life.





College & Career Readiness

Postsecondary success looks different for every graduate of Region 14. The College and Career Resource Center at Nonnewaug High School supports each student's efforts to identify the postsecondary pathway that best aligns with their interests, goals, strengths, and financial realities. Throughout the school year, attention shifts between career discovery and the college search and application process. The CCRC offers and promotes opportunities for students to explore, helping them make informed postsecondary decisions with confidence.

The fall begins with more than 65 college and trade school admissions counselors visiting to give students an in-person opportunity to demonstrate interest and ask questions. The CCRC also assists students with the Common Application, finalizing college lists, and helping with financial aid. The seniors are also given the chance to hear from NHS graduates who return in December to share insights in a "Wisdom Panel." For parents and guardians, the annual Senior College Night offers another opportunity to have any questions answered. This is also the time when seniors receive support for their scholarship efforts.

The CCRC hosts a variety of Career Connections Panels, inviting community members to share their experience and expertise with students. Panels have included Health Sciences, Emergency Services, Construction, Cosmetology, and the Military. In the winter, the CCRC also hosts the ASVAB Armed Services Vocational Aptitude Battery test for interested students in grades 10-12.

Postsecondary planning for junior students and their families also begins each year in January, reminding students that it is not a single event but a process to be approached confidently and unhurriedly. Each spring, juniors are invited to the CCRC for college-planning workshops focused on building college lists and using Naviance and the Common Application. They leave with a plan to spend their summer expanding their areas of strength and interests.

At the Nonnewaug CCRC, we're committed to helping every student leave with a plan and the tools to navigate the exciting and ever-changing postsecondary landscape.







Student Success & Alumni Achievements

Class of 2025
78% pursued postsecondary college
60% 4-year college
18% 2-year college
14.9% employment/other
6.4% trade
.7% military

17 AP Courses
20 College Articulation Experiences
AP Capstone Diploma School
26 AP Scholars
AP School Honor Roll – Silver Medal AP School
10 AP Scholars with Honors
28 AP Scholars with Distinction
30% of students took AP classes



Andrew Grivner, NHS '25
Student/ROTC Cadet
Yale University '29
"In addition to providing many options for academic rigor, NHS gave me a variety of opportunities to collaborate with others and inspire curiosity in the world around me. This has proven a tremendous help as I navigate my first year at Yale - in my academic endeavors with classmates and professors, and as a 4/C Navy ROTC cadet and member of the Lightweight Crew Team. Being involved with these three unique communities at Yale has allowed me to successfully build on the foundation I started at NHS."



Gavin Sandor, NHS '25
Student
Yale University '29
"My time at Nonnewaug High School and in Region 14 was shaped by teachers who constantly encouraged me to push myself and stay curious. Their support motivated me to pursue learning more seriously, and that mindset has carried with me into my studies at Yale."



Joseph Pistritto, NHS '11
Senior Counsel, New Jersey Office of Legislative Services
Seton Hall University, '15 (B.A.)
Seton Hall University School of Law, '18 (J.D)
"My time at Nonnewaug High School helped me think critically, challenge myself, and balance competing priorities. I continue to draw on these skills as I grow in my career as a legislative professional, and I remain grateful to all the incredible teachers and staff who helped me along the way."



Justine Ramsey, NHS '10
Floral Designer
University of Connecticut '14
BS Horticulture Science, Minor in Agribusiness
"Where I am today in my business career would not be possible if it weren't for the FFA program. It provided me with the guidance and confidence I needed to begin my career in the Floral Design industry. I was a step ahead in my classes at UCONN, and years ahead in my business adventure."



Julia Scott, NHS '15
Graphic Designer
University of Hartford '19
Illustration & Graphic Design
"Nonnewaug art provided me with the technical skills in a variety of mediums. I entered college at a level above my peers. NHS showed me that no matter where I go or what I do, I will always have people in my corner."



Maya Samuelson, DVM, NHS '17
Veterinarian
University of Vermont '21 BS Animal Sciences
The Ohio State University College of Veterinary Medicine '25
"The Agriscience and FFA program was instrumental in preparing me for a career in veterinary medicine. Veterinary science classes gave me a leg up as I began my undergrad studies and the confidence to pursue my goals. Through FFA, I developed practical skills such as public speaking, research presentation, and client communication. The model of classroom learning, SAE, and CDEs helped me become a well-rounded and resilient individual, supporting my success in school and my early career."



Riley Baker, MD, NHS '17
Orthopedic Surgery Resident
Clemson University '21
UCONN School of Medicine '25
Orthopedic Resident MUSC
"Nonnewaug gave me a strong academic foundation. It gave me the confidence throughout my future medical training and a group of friends who support me every step of the way."



Drew Zielenski, NHS '11
NHS Agriscience Teacher
SUNY Cobleskill '15
BT in Agricultural Equipment Technology
"The NHS Ag Program helped me prepare for the future in college and the agricultural equipment world tremendously. My teachers taught me that in the equipment world, a strategic approach to diagnosing agricultural equipment helps reach a successful solution. My leadership experiences through the FFA, both as a Chapter Officer and chairperson for the Garden Tractor Pull, also helped me to come out of my shell."

Region 14 School District
5 Minortown Road
Woodbury, CT 06798
www.ctreg14.org

@Region14SchoolDistrict



Capital Projects in Region 14

Innovation. Infrastructure. Improvement.

- Completed Nonnewaug High School Renovation Project
- Elizabeth Webb Equine Center at NHS – finished project with the addition of a wooden guardrail on the hillside
- Installed an irrigation system at WMS ball fields, along with well construction. Ongoing winterization will take place
- Completed paving projects at Bethlehem Elementary, Mitchell Elementary, and Woodbury Middle School
- Replaced the playground at Bethlehem Elementary School and upgraded the playground at Mitchell Elementary School
- Added security cameras at the tennis courts at NHS
- Refurbished gymnasium floors at NHS, WMS, and BES
- Renovated the tennis courts at WMS with post-tension concrete and striped 2 tennis courts and 4 pickleball courts, and added 4 removable pickleball nets
- Replaced all lockers at Woodbury Middle School
- Upcoming - 2-phase planning project for the existing horse barn interior and exterior to match current and anticipated needs of the Agriscience Program (Currently being used as a goat barn)