

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



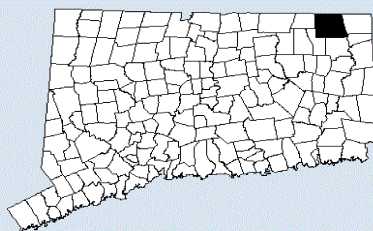
Woodstock School District

Mr. Viktor Toth, Superintendent • 860-928-7453 • <http://www.woodstockschoools.net>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	857
Per Pupil Expenditures ¹	\$14,880
Total Expenditures ¹	\$12,663,293

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	431	50.3	48.4
Male	426	49.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	0.8	5.1
Black or African American	9	1.1	12.8
Hispanic or Latino	21	2.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	42	4.9	3.3
White	778	90.8	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	87	10.2	36.7
Students with Disabilities ¹	102	11.9	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	16	3.9	9	2.1
Male	21	5.1	22	5.1
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	33	4.4	29	3.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	7.5	11	6.8
Students with Disabilities	9	10.3	6	5.0
District	37	4.5	31	3.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	51.5
Paraprofessional Instructional Assistants	7.8
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.7
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	3.3
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.4	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	68	97.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.4	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	35	59.3
Other Health Impairment	13	59.1
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	69	57.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.0	1.8
Emotional Disturbance	9	0.7	1.1
Intellectual Disability	*	*	0.5
Learning Disability	59	4.7	5.2
Other Health Impairment	22	1.7	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	17	1.3	1.8
All Disabilities	128	10.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	42	32.8	8.3
Private Schools or Other Settings	7	5.5	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	6,504,828	7,762	9,847
Instructional Supplies and Equipment	216,487	258	287
Improvement of Instruction and Educational Media Services	160,958	192	589
Student Support Services	875,858	1,045	1,120
Administration and Support Services	1,055,284	1,259	1,905
Plant Operation and Maintenance	1,984,351	2,368	1,648
Transportation	843,223	655	904
Costs of Students Tuitioned Out	1,004,560	N/A	N/A
Other	17,744	21	208
Total	12,663,293	14,880	16,535

Additional Expenditures

Land, Buildings, and Debt Service	139,763	167	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	774,903	19.0	33.8
Noncertified Personnel	987,035	24.3	14.5
Purchased Services	250,607	6.2	5.5
Tuition to Other Schools	1,584,546	38.9	23.4
Special Ed. Transportation	127,580	3.1	8.7
Other Expenditures	344,782	8.5	14.1
Total Expenditures	4,069,453	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.7	65.9
State	36.1	30.9
Federal	2.4	2.5
Tuition & Other	0.8	0.8

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

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

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	6	*	6	*
Hispanic or Latino	15	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	24	74.4	24	65.1
White	511	73.4	509	65.6
English Learners	*	*	*	*
Non-English Learners	559	73.3	557	65.5
Eligible for Free or Reduced-Price Meals	107	65.4	107	58.2
Not Eligible for Free or Reduced-Price Meals	454	75.0	452	67.1
Students with Disabilities	60	53.5	60	41.3
Students without Disabilities	501	75.5	499	68.3
High Needs	152	62.7	152	53.9
Non-High Needs	409	77.1	407	69.7
District	561	73.2	559	65.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	96.9	82.5	87.5	N/A	282	89.4
Curl Up	96.9	87.5	90.4	N/A	282	91.8
Push Up	89.8	87.5	80.8	N/A	282	85.8
Mile Run/PACER	83.7	73.8	75.0	N/A	282	77.7
All Tests - District	79.6	56.3	61.5	N/A	282	66.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.2	75	48.8	50	97.6	67.6
	High Needs Students	62.7	75	41.8	50	83.6	57.5
Math Performance Index	All Students	65.4	75	43.6	50	87.2	62.7
	High Needs Students	53.9	75	35.9	50	71.8	52.0
ELA Academic Growth	All Students	61.3%	100%	61.3	100	61.3	60.7%
	High Needs Students	54.5%	100%	54.5	100	54.5	55.6%
Math Academic Growth	All Students	66.0%	100%	66.0	100	66.0	61.9%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.1%	<=5%	45.7	50	91.4	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 66.3%	75%	44.2	50	88.4	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				594.1	800	74.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.7	12.3	15.9	
Math Performance Index Gap	69.7	53.9	15.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.5
	High Needs Students	97.0
Math	All Students	97.1
	High Needs Students	97.0
Science	All Students	96.6
	High Needs Students	94.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Improved Programming.

A. PD on strategies for helping students with disabilities .A. Adult Education to understand different disabilities . Truancy . A. Phone calls as early as possible to encourage students to attend.A. Letters sent out with attendance statistics.A. Phone call home to at risk students.A. Individual counseling sessions with student to set goals to improve attendance at the beginning of the year for students that had high numbers the year before. Letters to parents, phone calls, referrals to community based supports, as needed. Referrals to and Parent meetings with Truancy resource officer for chronically absent students.

.Engaging families in student learning.

A. Improved communication through technology a€“ Apps/Messaging/Email.A. Inviting families in to assist with in-school activities.A. Focus Groups/Surveys send to families for input into school initiatives .A. Suggestions/Activities/Websites provided by teachers to assist at home

Efforts to Reduce Racial, Ethnic and Economic Isolation

Reduce Economic Isolation:.

A. Partnership with local resources to provide assistance to those in need (47 Students, 20 staff). Appreciation of Diversity:.

A. School wide program to address differences and acceptance.A. School wide events to learn about different cultures a€“ International Week, Assemblies.A. Communication with classrooms in different countries.A. 5th grade participated in HEAR (HELPING EVERYONE ACHIEVE RESPECT) program. Entire middle school completed the year before, so we continue to provide to 5th grade with this program.

A. Community network with TEEG and other local agencies (CHR, 211, and DCF) to provide programs and resources to families. Offered weekend meal bags to families.

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Equitable Allocation of Resources among District Schools

Woodstock Public Schools, while a PK-12 District, manages one elementary school and one middle school. Our high school students attend Woodstock Academy, one of only three endowed academies in the State of Connecticut. District resources are equally distributed between the elementary and middle schools, based on enrollment and the needs of each building. These needs are identified and addressed through the Board of Education's five month budget process.

Due to budgetary circumstances that are unique to Woodstock, resources are not always equally distributed between Woodstock Academy and the Woodstock Public Schools. There currently exists a nearly 40% difference between regular education tuition in the PK-8 system vs. Woodstock Academy. This disparity must be addressed at the local level. Woodstock, under state statute, is obligated to fully fund the Woodstock Academy tuition, which then leads to the significant funding disparity at the PK-8 level.