

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



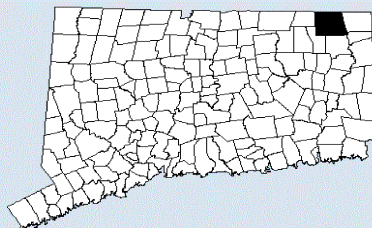
Woodstock School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	862
Per Pupil Expenditures ¹	\$13,333
Total Expenditures ¹	\$11,866,104

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	438	50.8	48.3
Male	424	49.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	9	1.0	4.9
Black or African American	12	1.4	12.8
Hispanic or Latino	26	3.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	34	3.9	2.7
White	781	90.6	55.9
English Learners	6	0.7	6.4
Eligible for Free or Reduced-Price Meals	144	16.7	38.0
Students with Disabilities ¹	93	10.8	13.7

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	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	9 2.1	* *
Male	9 2.2	* *
Black or African American	0 *	* *
Hispanic or Latino	0 0.0	* *
White	* *	10 1.3
English Learners	0 *	* *
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	6 6.3	* *
District	18 2.2	15 1.7
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

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.

District Profile and Performance Report for School Year 2015-16

Woodstock School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	53.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	40.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	2.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	3.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	33.8

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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	71	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	34	54.8
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	53	47.7
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Woodstock School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	14	1.1
Emotional Disturbance	*	*
Intellectual Disability	6	0.5
Learning Disability	62	5.0
Other Health Impairment	11	0.9
Other Disabilities	*	*
Speech/Language Impairment	17	1.4
All Disabilities	116	9.3

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	7,100,494	8,171 9,387
Instructional Supplies and Equipment	168,338	194 318
Improvement of Instruction and Educational Media Services	129,340	149 541
Student Support Services	614,702	707 1,048
Administration and Support Services	977,945	1,125 1,790
Plant Operation and Maintenance	1,356,609	1,561 1,608
Transportation	986,549	736 845
Costs of Students Tuitioned Out	512,548	N/A N/A
Other	19,579	23 194
Total	11,866,104	13,333 15,762

Additional Expenditures

Land, Buildings, and Debt Service	155,600	179 1,524
-----------------------------------	---------	-----------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	825,858	24.8
Noncertified Personnel	938,549	28.2
Purchased Services	191,966	5.8
Tuition to Other Schools	805,543	24.2
Special Ed. Transportation	80,504	2.4
Other Expenditures	484,534	14.6
Total Expenditures	3,326,954	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	64.0	63.7
State	32.6	32.9
Federal	2.8	2.8
Tuition & Other	0.6	0.6

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).

District Profile and Performance Report for School Year 2015-16

Woodstock School District

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	6	*	*	*	*	*
Black or African American	6	*	*	*	*	*
Hispanic or Latino	17	*	17	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	6	*
White	521	75.8	520	66.9	196	65.7
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	84	67.6	82	60.2	29	63.4
Not Eligible for Free or Reduced-Price Meals	484	77.0	484	67.8	184	65.9
Students with Disabilities	69	56.0	69	48.5	30	51.8
Students without Disabilities	499	78.3	497	69.2	183	67.8
High Needs	136	64.2	134	56.0	53	57.8
Non-High Needs	432	79.2	432	70.0	160	68.1
District	568	75.6	566	66.7	213	65.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	77.3	75.2	87.9	N/A	266	80.5
Curl Up	89.4	81.2	88.9	N/A	266	86.1
Push Up	56.1	72.3	81.8	N/A	266	71.8
Mile Run/PACER	71.2	73.3	80.8	N/A	266	75.6
All Tests - District	31.8	43.6	62.6	N/A	266	47.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Woodstock School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.6	75	50.0	50	100.0	67.7
	High Needs Students	64.2	75	42.8	50	85.6	56.7
Math Performance Index	All Students	66.7	75	44.4	50	88.9	61.4
	High Needs Students	56.0	75	37.4	50	74.7	49.9
Science Performance Index	All Students	65.6	75	43.7	50	87.4	57.5
	High Needs Students	57.8	75	38.5	50	77.1	47.0
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	63.8%
	High Needs Students	59.0%	100%	59.0	100	59.0	58.3%
Math Academic Growth	All Students	58.7%	100%	58.7	100	58.7	65.0%
	High Needs Students	56.3%	100%	56.3	100	56.3	57.4%
Chronic Absenteeism	All Students	2.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	3.4%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		8.1%	94%	4.3	50	8.6	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4% 47.7%	75%	31.8	50	63.7	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				627.6	900	69.7	

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	64.2	10.8	16.5	
Math Performance Index Gap	70.0	56.0	13.9	18.9	
Science Performance Index Gap	68.1	57.8	10.3	17.2	
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	96.1
	High Needs Students	94.5
Math	All Students	95.8
	High Needs Students	93.2
Science	All Students	99.1
	High Needs Students	96.4

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: 56.8

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Woodstock School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Woodstock Public Schools have partnered with Woodstock Academy in that we now share the same Director of Special Education. This shift will allow for greater continuity of services for all of our special education students as they progress through the schools. Woodstock has also reinstated a full time Special Education secretary for the district. This move will serve to improve communication with our families. Woodstock has also contracted with EASTCONN and its truancy services. Our school counselors have been working closely with EASTCONN's staff to revise and improve our truancy policies in order to improve student attendance.

Woodstock Public Schools pride themselves on being close partners with our families and the community as a whole. Parental participation in parent conferences, open houses and grade level school nights continues to be extremely high.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Woodstock continues to be creative in the ways it attempts to address racial, ethnic and economic isolation. We are fortunate to have an active education foundation which helps to expose our students to a variety of enrichment and cultural activities that our students otherwise would not have the opportunity to experience. In addition to these programs the Woodstock Middle School participated in the nationally acclaimed Rachel's Story program in which students worked together to help bridge their differences and to develop a better understanding of each other.

District Profile and Performance Report for School Year 2015-16

Woodstock School District

Equitable Allocation of Resources among District Schools

The Woodstock Public Schools focus on providing equitable resources between the two schools. Each school was not only able to maintain current services but they also identified needs within each building. These needs; a math intervention teacher at WES and a health teacher at WMS, came about through a collaborative give and take by each school. Woodstock also works collaboratively with it's designated high school in Woodstock Academy in identifying needs and supports across the Pre K-12 spectrum.