

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



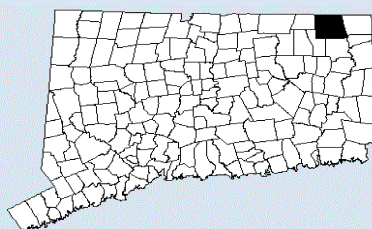
Woodstock School District

Mr. Francis Baran, Superintendent • 860-928-7453 • <http://www.woodstockschools.net>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	873
Per Pupil Expenditures ¹	\$13,013
Total Expenditures ¹	\$11,920,194

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	442	50.6	48.3
Male	431	49.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	8	0.9	4.7
Black or African American	6	0.7	12.9
Hispanic or Latino	28	3.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	33	3.8	2.5
White	798	91.4	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	135	15.5	37.6
Students with Disabilities ¹	85	9.7	13.3

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	26	6.1	*	*
Male	22	5.2	*	*
Black or African American	0	*	*	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	9	6.8	*	*
Students with Disabilities	9	10.1	*	*
District	48	5.7	11	1.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 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	56.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	39.0
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	0.0
White	74	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.2

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	24	38.7
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	7	*
District	41	38.7
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	1.1	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	6	0.5	0.5
Learning Disability	62	4.9	4.4
Other Health Impairment	12	1.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	1.1	1.9
All Disabilities	113	9.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,090,139	7,887	9,134
Instructional Supplies and Equipment	287,482	320	334
Improvement of Instruction and Educational Media Services	171,677	191	498
Student Support Services	579,852	645	1,001
Administration and Support Services	916,483	1,019	1,694
Plant Operation and Maintenance	1,206,322	1,342	1,572
Transportation	1,025,670	727	813
Costs of Students Tuitioned Out	635,620	N/A	N/A
Other	6,949	8	186
Total	11,920,194	13,013	15,289

Additional Expenditures

Land, Buildings, and Debt Service	163,350	182	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	901,211	27.2	35.1
Noncertified Personnel	797,853	24.1	14.2
Purchased Services	150,339	4.5	5.2
Tuition to Other Schools	990,989	29.9	22.0
Special Ed. Transportation	119,785	3.6	8.6
Other Expenditures	354,139	10.7	14.9
Total Expenditures	3,314,316	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.3	61.2
State	35.5	35.6
Federal	2.5	2.6
Tuition & Other	0.7	0.7

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.

	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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	536	75.3	535	65.4	184	66.6
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	575	75.1	574	65.2	197	66.1
Eligible for Free or Reduced-Price Meals	81	67.6	81	58.9	28	62.7
Not Eligible for Free or Reduced-Price Meals	494	76.3	493	66.2	169	66.6
Students with Disabilities	71	55.6	71	45.9	20	52.0
Students without Disabilities	504	77.8	503	67.9	177	67.7
High Needs	129	63.9	129	54.3	40	58.5
Non-High Needs	446	78.3	445	68.3	157	68.0
District	575	75.1	574	65.2	197	66.1

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	91.7	83.2	74.0	N/A	311	83.3
Curl Up	96.3	74.8	84.4	N/A	311	85.2
Push Up	75.9	73.8	84.4	N/A	311	77.8
Mile Run/PACER	58.3	83.2	80.2	N/A	311	73.6
All Tests - District	35.2	57.0	60.4	N/A	311	50.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

These statistics are the first 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	75.1	75	100.0	100	100.0	67.9
	High Needs Students	63.9	75	85.1	100	85.1	56.7
Math Performance Index	All Students	65.2	75	86.9	100	86.9	59.3
	High Needs Students	54.3	75	72.4	100	72.4	47.8
Science Performance Index	All Students	66.1	75	88.1	100	88.1	56.5
	High Needs Students	58.5	75	78.0	100	78.0	45.9
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.4	10.6%
	High Needs Students	9.1%	<=5%	41.7	50	83.5	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 50.5%	75%	33.7	50	67.3	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				684.6	800	85.6	

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	63.9	11.1	17.3	
Math Performance Index Gap	68.3	54.3	14.0	19.6	
Science Performance Index Gap	68.0	58.5	9.5	17.2	
Graduation Rate Gap	

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.7
	High Needs Students	97.8
Math	All Students	97.5
	High Needs Students	97.8
Science	All Students	100.0
	High Needs Students	100.0

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: 50.1**

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools