

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

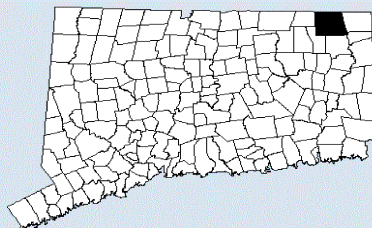


## Woodstock Academy District

Mr. Christopher Sandford, Superintendent • 860-928-6575

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	1,098
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2017-18 school year.

### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	553	50.4	48.4
Male	545	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	124	11.3	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	26	2.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	1.0	3.6
White	925	84.2	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	18	1.6	42.1
Students with Disabilities <sup>3</sup>	74	6.7	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	65	11.9	30	5.4
Male	47	8.7	69	12.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	98	10.7	70	7.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	11	18.0	20	25.6
District	112	10.3	99	8.9
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 33**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the 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 2018-19

## Woodstock Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	69.4
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	6.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.2
School Level	0.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.3
Counselors, Social Workers and School Psychologists	8.7
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	88.5

<sup>1</sup>In 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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	93	97.9	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	152	65.5	190	76.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	*	*	*
District	178	62.5	229	75.6
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Woodstock Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,545
Support services - students	N/A	N/A	\$1,373
Support services - instruction	N/A	N/A	\$644
Support services - general administration	N/A	N/A	\$462
Support services - school based administration	N/A	N/A	\$1,007
Central and other support services	N/A	N/A	\$671
Operation and maintenance of plant	N/A	N/A	\$1,629
Student transportation services	N/A	N/A	\$1,231
Food services	N/A	N/A	\$13
Enterprise operations	N/A	N/A	\$157
Minor school construction	N/A	N/A	\$65
Total	N/A	N/A	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	29.7
Instructional Aide Salaries	N/A	N/A	9.6
Other Salaries	N/A	N/A	10.4
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.5
Special Education Tuition	N/A	N/A	22.6
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Woodstock Academy 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	*	*	*	*	*	*
Asian	37	45.7	37	72.7	41	50.2
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	9	*	9	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	226	61.3	226	58.2	226	63.8
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	274	59.1	274	60.1	278	61.7
Eligible for Free or Reduced-Price Meals	9	*	9	*	10	*
Not Eligible for Free or Reduced-Price Meals	265	59.4	265	60.5	268	62.0
Students with Disabilities	17	*	17	*	16	*
Students without Disabilities	257	59.8	257	61.4	262	62.6
High Needs	26	48.7	26	42.9	26	50.0
Non-High Needs	248	60.2	248	61.9	252	62.9
District	274	59.1	274	60.1	278	61.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>NAEP 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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	96.3	215	96.3
Curl Up	N/A	N/A	N/A	95.3	215	95.3
Push Up	N/A	N/A	N/A	92.1	215	92.1
Mile Run/PACER	N/A	N/A	N/A	92.6	215	92.6
All Tests - District	N/A	N/A	N/A	91.6	215	91.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Woodstock Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*
Students with Disabilities	16	*
District	253	98.8
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	176	58.3
Male	97.2	154	53.8
Black or African American	*	*	*
Hispanic or Latino of any race	*	8	*
White	99.0	269	56.2
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	85.0	0	0.0
District	97.8	330	56.1
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	77.4	92.4
Male	71.0	85.6
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	76.3	89.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	74.3	89.1
State	71.0	87.8

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2018-19

## Woodstock Academy District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.1	75	118.2	150	78.8	67.7
	High Needs Students	48.7	75	97.4	150	65.0	58.1
Math Performance Index	All Students	60.1	75	120.2	150	80.2	63.1
	High Needs Students	42.9	75	85.8	150	57.2	52.7
Science Performance Index	All Students	61.7	75	82.3	100	82.3	63.8
	High Needs Students	50.0	75	66.7	100	66.7	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	10.3%	<=5%	39.3	50	78.7	10.4%
	High Needs Students	19.2%	<=5%	21.5	50	43.1	16.1%
Preparation for CCR	% Taking Courses	69.2%	75%	46.1	50	92.3	80.0%
	% Passing Exams	56.1%	75%	37.4	50	74.8	42.6%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		94.3%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		74.3%	75%	99.1	100	99.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		82.1%   91.6%	75%	25.0	50	50.0	96.4%   52.9%
Arts Access		55.4%	60%	46.2	50	92.4	51.9%
<b>Accountability Index</b>				<b>1135.4</b>	<b>1450</b>	<b>78.3</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	60.2	48.7	11.5	15.4	
Math Performance Index Gap	61.9	42.9	19.0	17.6	
Science Performance Index Gap	62.9	50.0	12.9	16.1	
Graduation Rate Gap	94.0%	94.3%	-0.3%	11.1%	N

<sup>1</sup>If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.6
	High Needs Students	92.9
Math	All Students	98.6
	High Needs Students	92.9
Science	All Students	98.2
	High Needs Students	92.9

<sup>3</sup>Minimum participation standard is 95%.

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

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: N/A State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Woodstock Academy District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Description: A district's improvement plans and parent and community outreach activities.

C.G.S. Section 10aa, 220(c) requires at a minimum the description include efforts and activities in the following areas.

Improving special education programs and services for students with disabilities;

Truancy prevention; and.

Engaging families in student learning including:.

Efforts to build staff skills to partner effectively with all families,.

Efforts to engage parents in the planning and improvement of school programs and.

Activities undertaken to support parents in working at home with their children or learning activities.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Description: The efforts by the district to reduce racial, ethnic and economic isolation during the last school year. This description should include counts of the students and teachers involved as well as a description of the progress made over the past three years. Includes:.

Inter-district magnet schools, charter schools, Open Choice, student exchange programs and minority educator recruitment;.

Programs and projects designed to reduce racial, ethnic and economic isolation. These may be inter- or intra-district programs and projects, interdistrict school building projects, technology-based distance learning or intra-district magnet schools;.

Inter- or intra-district choice programs whose purpose is to reduce racial, ethnic and economic isolation. Does not include vocational agriculture programs or students attending schools in the Connecticut Technical High School System; and.

Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.

# District Profile and Performance Report for School Year 2018-19

## Woodstock Academy District

### **Equitable Allocation of Resources among District Schools**

Description: The process used to allocate district resources in order to ensure that student needs are addressed and that each school receives an equitable share.