

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

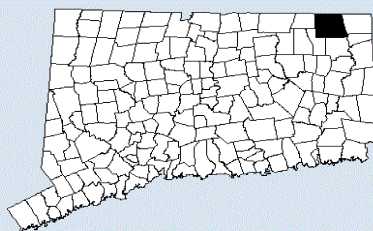


Woodstock Academy District

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

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	1,087
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

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	561	51.6	48.4
Male	526	48.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	120	11.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	29	2.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	12	1.1	3.3
White	917	84.4	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	16	1.5	36.7
Students with Disabilities ¹	78	7.2	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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	43	7.6	27	4.8
Male	33	6.3	60	11.3
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	72	7.9	54	5.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	12	17.4	12	14.5
District	76	7.0	87	7.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 18

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	70.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.3
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.3
School Level	2.0
Library/Media	
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	81.0

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	96	99.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.0	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	97	39.0	182	84.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	*	*	7	*
District	116	38.4	214	83.3
State		69.3		80.1

²College-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 Peers³

	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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴ 2016-17

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

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	34	51.9	34	76.3
Black or African American	*	*	*	*
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	243	63.5	243	58.8
English Learners	0	N/A	0	N/A
Non-English Learners	290	61.8	290	60.5
Eligible for Free or Reduced-Price Meals	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	285	61.9	285	60.8
Students with Disabilities	15	*	15	*
Students without Disabilities	275	62.8	275	61.7
High Needs	19	*	19	*
Non-High Needs	271	62.8	271	61.9
District	290	61.8	290	60.5

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	N/A	N/A	N/A	100.0	119	100.0
Curl Up	N/A	N/A	N/A	95.0	119	95.0
Push Up	N/A	N/A	N/A	84.9	119	84.9
Mile Run/PACER	N/A	N/A	N/A	89.9	119	89.9
All Tests - District	N/A	N/A	N/A	79.8	119	79.8
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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	0
Hispanic or Latino	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	75.0
Students with Disabilities	24	66.7
District	270	94.1
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	163	56.6
Male	97.8	148	54.6
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	98.7	259	55.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	92.6	*	*
District	98.2	311	55.6
State	96.3		44.8

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.9	91.3
Male	75.8	86.5
Black or African American	75.8	*
Hispanic or Latino	*	*
White	81.4	87.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	79.8	89.1
State	70.9	88.3

⁵College 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.

⁶College 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

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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	61.8	75	82.5	100	82.5	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	60.5	75	80.7	100	80.7	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	7.0%	<=5%	46.0	50	92.1	10.7%
	High Needs Students	16.0%	<=5%	28.1	50	56.2	16.6%
Preparation for CCR	% Taking Courses	59.0%	75%	39.4	50	78.7	74.8%
	% Passing Exams	55.6%	75%	37.1	50	74.2	44.8%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		79.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		42.0% 79.8%	75%	0.0	50	0.0	96.6% 50.1%
Arts Access		56.1%	60%	46.8	50	93.5	51.2%
Accountability Index				710.4	850	83.6	

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	62.8	N/A	.	15.9	
Math Performance Index Gap	61.9	N/A	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	100.0%	-6.0%	12.7%	N

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	99.3
	High Needs Students	95.2
Math	All Students	99.3
	High Needs Students	95.2
Science	All Students	98.0
	High Needs Students	95.2

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: N/A

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

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

C.G.S. Section 10a-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.

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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.