

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



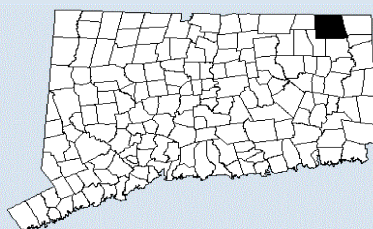
Woodstock School District

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

District Information

Grade Range	PK-8
Number of Schools	2
Enrollment	904
Per Pupil Expenditures ¹	\$12,389
Total Expenditures ¹	\$11,236,470

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	459	50.8	48.3
Male	445	49.2	51.6
American Indian	0	0.0	0.2
Asian	8	0.9	4.6
Black or African American	6	0.7	12.9
Hispanic or Latino	27	3.0	21.2
Pacific Islander	0	0.0	0.0
White	833	92.1	58.4
Two or More Races	30	3.3	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	126	13.9	37.3
Students with Disabilities ¹	88	9.7	12.8

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	24	5.3	6	1.2
Male	17	3.9	9	2.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	36	4.4	15	1.7
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	8.4	*	*
Students with Disabilities	8	9.3	*	*
District	41	4.6	15	1.6
State		10.8		7.4

Number of students in 2012-13 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	57.0
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	3.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.8

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 (%)
Asian	1	1.3	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	75	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	15	29.4
Other Health Impairment	7	*
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	37	36.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	1.2	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	6	0.5	0.4
Learning Disability	51	4.0	4.2
Other Health Impairment	12	0.9	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	13	1.0	1.9
All Disabilities	106	8.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,091,634	7,941	8,769
Instructional Supplies and Equipment	146,095	164	275
Improvement of Instruction and Educational Media Services	161,434	181	487
Student Support Services	718,503	805	965
Administration and Support Services	815,592	913	1,600
Plant Operation and Maintenance	1,131,866	1,267	1,472
Transportation	781,647	584	786
Costs of Students Tuitioned Out	374,645	N/A	N/A
Other	15,054	17	178
Total	11,236,470	12,389	14,642

Additional Expenditures

Land, Buildings, and Debt Service	757,670	848	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	897,780	31.4	35.6
Noncertified Personnel	799,543	27.9	14.5
Purchased Services	170,869	6.0	5.0
Tuition to Other Schools	595,904	20.8	21.4
Special Ed. Transportation	64,788	2.3	8.5
Other Expenditures	333,395	11.6	14.9
Total Expenditures	2,862,279	100.0	100.0

PK-12 Expenditures Used for Special Education	25.5	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.8	62.0
State	35.2	34.8
Federal	2.5	2.7
Tuition & Other	0.5	0.5

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	88.8	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	81.4	79.9	76.9	79.7	.	.	.	.
Students with Disabilities	64.5	63.9	53.2	58.8	.	.	.	.
High Needs	75.3	74.3	70.6	72.3	.	.	.	.
District	87.8	88.5	88.2	87.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	86.0	81.2	86.2	303	84.5
Curl Up	90.3	74.3	84.4	303	82.8
Push Up	63.4	73.3	79.8	303	72.6
Mile Run/PACER	61.3	81.2	79.8	303	74.6
All Tests - District	35.5	50.5	61.5	303	49.8
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Improvement target goals are shared, by the curriculum content coordinator, with the grade level teachers, who refine the goals and design classroom activities and strategies to focus instruction in the areas identified by data analysis. At the end of the school year teachers, using curriculum standards based information, meet in grade level teams and across grade levels to identify and discuss curricular areas in need of strengthening for the upcoming school year. The district offers full day kindergarten. We employ, at the middle school, a remedial mathematics tutor position to assist those students identified as performing below proficiency on the Connecticut Mastery Test. Prior to the opening of school our special education staff meets with each grade level team to go over the Individual Education Plans (IEP's) for each student in their case load for the purpose of identifying strategies to best assist these students to meet with academic success. During the 07-08 School Year we initiated a "Kindergarten Improvement Plan" (KIP) which focused on intensive reading instruction for all Kindergarten students. We are engaged in a process to insure that classroom lessons are driven by the standards identified in the Connecticut Frameworks for each curriculum area. Teachers at all grade levels are tasked with identifying, in their daily lesson plans, those standards from the district curriculum guides and the Connecticut Frameworks which are the focus for each lesson. At the end of the school year, teachers at the various grade levels and across grade levels, meet to identify those standards which need greater focus in the upcoming school year. To address the issue of truancy prevention, both the elementary and middle schools utilize the school district student data system to identify students with chronically poor attendance. Students identified as chronically absent or truant are contacted and appropriate school personnel work with the student and their families to improve school attendance

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2013-2014 school year, we continued our International Week program at the Elementary School, a program which is now in its 11th year. Each year the Elementary School focuses on a different country. Specialists incorporate country relevant themes into their lessons in the weeks leading up to and during this event, as do the classroom teachers. For example, at different grade levels, students conduct country relevant research projects, while other classrooms extend their learning related to the relevant country and its culture during their enrichment time over the course of several weeks. All students at Woodstock Middle School participated in a series of tolerance activities during the 2013-2014 school year. Organized activities included tolerance education activities such as Mix-it-Up lunches where students sat with different groups of peers while they were engaged in guided discussions along with various sensitivity activities that could easily be transferred to diversity situations. As part of the social studies curriculum, every 6th grade student is required to do an in-depth research project and display on a foreign country culminating in an annual fair open to the school and the community. For the second year in a row Senegalese students and a teacher came to us visiting a variety of classes throughout the school. These visitors from Africa shared much historical and cultural information about their country and people. All 8th grade students take Spanish as part of their core course of study which includes learning about the cultures of Spain and Latin America. Every year, the 5th grade goes on a tour of the Mashantucket Pequot Museum and the 8th grade takes a four day trip to Washington, D.C. In the past six years WMS has collaborated with a local camp and a nearby private high school to immerse fifth and sixth grade students into personal growth activities that challenge them to work together, reflect on their actions and be caring to those around them. Emphasis is often placed on the differences in people in the related activities. Students in the 7th and 8th grades participated in a one day presentation, discussions and related activities on the topic of bullying and the acceptance of differences in others.

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Equitable Allocation of Resources among District Schools

The budget development process in Woodstock is the equitable distribution of available resources. The budget is developed each year with the collaboration of the Superintendent, principals, director of special education, and curriculum coordinator. Department heads present a list of priorities for discussion. District priorities are set according to the instructional, programmatic, and physical needs of the district as determined by staff and school board discussions. Review of the budget at public meetings of the Woodstock Board of Finance and a Town Meeting follow. The first budget allocation is an equal allowance per student system wide for general supplies; then, funds are allocated for various programs, including texts, equipment, and other resources. This is accomplished through a yearly needs assessment process. As a result of these multiple levels of communication from various constituencies, yearly and long term priorities and needs are identified and discussed at length. There is constant discussion and budget collaboration among the Superintendent, principals, director of special education, and curriculum coordinator available funds are directed to the greatest needs.