Connecticut State Department of Education

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Woodstock School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	841
Per Pupil Expenditures[1]	$14,296
Total Expenditures[1]	$18,670,193

[1]Expenditure data reflect the 2017-18 school year.
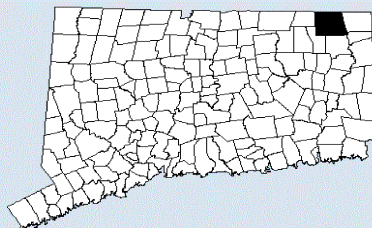
Community Information

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

Contents

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.](#)

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[2]

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	428	50.9	48.4
Male	413	49.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	6	0.7	5.2
Black or African American	6	0.7	12.8
Hispanic or Latino of any race	27	3.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	43	5.1	3.6
White	759	90.2	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	170	20.2	42.1
Students with Disabilities[3]	103	12.2	15.4

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

[3]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[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	22	5.3	*	*
Male	17	4.3	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	0	0.0	*	*
White	37	5.0	10	1.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	19	12.3	*	*
Students with Disabilities	7	8.1	0	0.0
District	39	4.8	13	1.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

[4]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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	52.5
Paraprofessional Instructional Assistants	9.3
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.5

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.5	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	67	97.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	24	43.6
Other Health Impairment	10	47.6
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	56	47.9
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	15	1.2	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	56	4.4	5.5
Other Health Impairment	21	1.7	3.2
Other Disabilities	9	0.7	1.1
Speech/Language Impairment	16	1.3	1.8
All Disabilities	128	10.1	15.0

[1]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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	41	32.0	8.2
Private Schools or Other Settings	7	5.5	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$14,762,661	$11,304	$10,545
Support services - students	$680,020	$800	$1,373
Support services - instruction	$162,819	$192	$644
Support services - general administration	$264,524	$311	$462
Support services - school based administration	$461,582	$543	$1,007
Central and other support services	$352,381	$415	$671
Operation and maintenance of plant	$933,727	$1,099	$1,629
Student transportation services	$1,022,903	$791	$1,231
Food services	$29,576	$35	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$18,670,193	$14,296	$17,153

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$864,075	17.4	29.7
Instructional Aide Salaries	$713,373	14.4	9.6
Other Salaries	$202,433	4.1	10.4
Employee Benefits	$379,410	7.6	13.0
Purchased Services Other Than Transportation	$124,310	2.5	5.5
Special Education Tuition	$2,418,510	48.8	22.6
Supplies	$20,163	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$237,899	4.8	8.0
Equipment	.	.	0.2
All Other Expenditures	$200	0.0	0.1
Total	$4,960,373	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.6	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	69.0
State	27.7
Federal	2.6
Tuition & Other	0.7

[4]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).

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 of any race	17	*	17	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	71.9	20	67.0	8	*
White	492	72.4	492	64.9	188	69.6
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	208	69.2
Eligible for Free or Reduced-Price Meals	103	66.1	103	58.2	35	63.9
Not Eligible for Free or Reduced-Price Meals	435	73.6	435	66.1	173	70.3
Students with Disabilities	62	51.2	62	42.6	23	52.3
Students without Disabilities	476	74.9	476	67.5	185	71.3
High Needs	146	61.4	146	53.3	53	60.1
Non-High Needs	392	76.1	392	68.8	155	72.3
District	538	72.1	538	64.6	208	69.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.9	75.8	80.8	N/A	297	82.8
Curl Up	97.4	73.7	85.8	N/A	297	84.8
Push Up	84.6	91.9	89.2	N/A	297	88.9
Mile Run/PACER	85.9	60.6	64.2	N/A	297	68.7
All Tests - District	75.6	44.4	51.7	N/A	297	55.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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	72.1	75	48.1	50	96.2	67.7
	High Needs Students	61.4	75	40.9	50	81.9	58.1
Math Performance Index	All Students	64.6	75	43.1	50	86.2	63.1
	High Needs Students	53.3	75	35.5	50	71.1	52.7
Science Performance Index	All Students	69.2	75	46.1	50	92.3	63.8
	High Needs Students	60.1	75	40.1	50	80.2	54.2
ELA Academic Growth	All Students	55.2%	100%	55.2	100	55.2	59.9%
	High Needs Students	48.0%	100%	48.0	100	48.0	55.1%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	62.5%
	High Needs Students	46.8%	100%	46.8	100	46.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	10.6%	<=5%	38.9	50	77.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% | 55.6%	75%	37.0	50	74.1	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**638.0**	**900**	**70.9**	

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[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	61.4	13.6	15.4	
Math Performance Index Gap	68.8	53.3	15.5	17.6	
Science Performance Index Gap	72.3	60.1	12.1	16.1	
Graduation Rate Gap	.	.	.	.	

[1]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.
[2]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 (%)[3]
ELA	All Students	95.8
	High Needs Students	95.5
Math	All Students	95.8
	High Needs Students	95.5
Science	All Students	93.8
	High Needs Students	90.0

[3]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: *   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Woodstock Public Schools has taken great strides in parent and school communication. The use of the website, online portal for students and parents to look at grades, emails, parent communication forms, Positive Office Referrals, are all ways that have enhanced communication between home and school. Parents are invited in during Open House and Parent Conferences. Parents are involved in the School Safety and Wellness Committees and invited to share their talents and interests through volunteer opportunities. The student handbook is located on the website. Newsletters and other information are emailed home to parents. Resources are available for families as they contact or visit the school.

Woodstock Public Schools is also blessed to have organizations that support the students. These organizations are The Parent Teacher Organization, The Woodstock Education Foundation, and the Judy Nilan Foundation. All three organizations work to enhance the programs available to students in Woodstock Public Schools.

When a student is absent, and the family has not called the school, the district contacts the family. When there is an issue with attendance, the district Administrators and school counselors work with the students and families to promote increased attendance. Attendance letters are also sent when there is a concern of truancy.

Students who receive special education services are given resources to understand the process. Staff has been provided professional development for helping students with disabilities. Paraprofessionals have also received professional development to help ensure their understanding of working with students with special needs. The TRIBES program was continued this year to create a safe and welcoming climate for all students.

Woodstock Public Schools has implemented collaborative development of school improvement plans between elementary and middle school building principals, teachers, and members of the Board of Education Academic subcommittee. Teachers created goals based off of our school improvement plans to increase achievement in mathematics and reading. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Woodstock Public Schools introduces students to a wide variety of cultures through classroom instruction and special programs. Our district partnered with local social services agencies to provide programs and resources to families in need. Through this partnership, "weekend meal bags" are offered to families. School supplies, yearbooks, and assistance covering the cost of field trips were also provided.

Woodstock Elementary School utilized a school wide program (TRIBES) to address differences and acceptance. Additionally, Woodstock Elementary School hosts a school-wide "International Week" to learn about different cultures.

Woodstock Middle School incorporates diversity awareness in classes such as music, art, reading, and social studies. A few examples: students study other cultures including a rain forest activity where students talk through a web conference with students in the rain forest, pen-pal activities with students from other countries, and listening and playing cultural music. The teachers and student body also welcomed a speaker, David Flood, to address differences and acceptance. Teachers were offered books to read on diversity.

Equitable Allocation of Resources among District Schools

As a two school elementary district all resources are divided equally between schools. Unfortunately we have little or no control over our tuition costs to Woodstock Academy and therefore those per pupil costs are higher than our PK-8 expenditures.