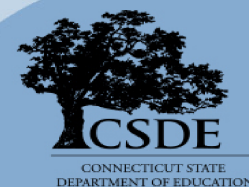


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



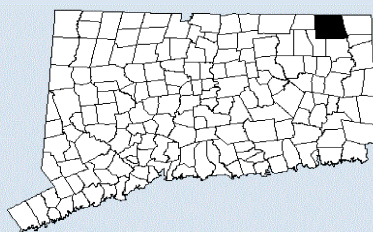
Woodstock School District

Mr. Viktor Toth, Superintendent • 860-928-7453 • <http://www.woodstockschoools.net>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	794
Per Pupil Expenditures ¹	\$16,698
Total Expenditures ¹	\$21,240,128

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	420	52.9	48.5
Male	374	47.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	9	1.1	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	32	4.0	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	39	4.9	4.3
White	705	88.8	48.6
English Learners/Multilingual Learners	6	0.8	8.8
Eligible for Free or Reduced-Price Meals	155	19.5	40.6
Students with Disabilities ³	108	13.6	16.7

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	46	11.2	*	*
Male	39	10.7	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	73	10.7	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	36	23.4	*	*
Students with Disabilities	16	16.2	*	*
District	85	11.0	18	2.2
State		23.7		6.5

Number of students qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2021-22

Woodstock School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	55.3
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	6.6
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.8
School Level	2.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.6

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	0	0.0	4.3
Hispanic or Latino of any race	0	0.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	77	100.0	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	33	63.5
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	78	62.9
State		68.4

² 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 2021-22

Woodstock School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.6	2.3
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	52	4.3	6.1
Other Health Impairment	19	1.6	3.3
Other Disabilities	8	0.7	1.1
Speech/Language Impairment	25	2.0	1.9
All Disabilities	131	10.7	16.3

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.6

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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,392,911	\$12,888	\$12,000
Support services - students	\$764,582	\$969	\$1,468
Support services - instruction	\$546,566	\$693	\$780
Support services - general administration	\$251,281	\$318	\$472
Support services - school based administration	\$638,184	\$809	\$1,103
Central and other support services	\$441,339	\$559	\$703
Operation and maintenance of plant	\$1,159,702	\$1,470	\$1,910
Student transportation services	\$1,002,660	\$775	\$1,287
Food services	\$7,725	\$10	\$28
Enterprise operations	\$35,180	\$45	\$170
Total	\$21,240,128	\$16,698	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$964,900	19.1	29.7
Instructional Aide Salaries	\$724,381	14.4	10.8
Other Salaries	\$132,032	2.6	9.8
Employee Benefits	\$543,119	10.8	13.8
Purchased Services Other Than Transportation	\$106,332	2.1	5.7
Special Education Tuition	\$2,386,825	47.3	22.6
Supplies	\$14,102	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$168,802	3.3	6.3
Equipment	\$4,808	0.1	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$5,045,551	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.8	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	69.0
State	24.7
Federal	6.0
Tuition & Other	0.3

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).

District Profile and Performance Report for School Year 2021-22

Woodstock School 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	*	*	*	*	0	N/A
Asian	6	*	6	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	24	63.1	24	51.4	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	68.8	24	57.5	10	*
White	447	71.7	447	61.4	151	72.6
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	96	67.6	96	55.9	35	67.0
Not Eligible for Free or Reduced-Price Meals	410	71.7	410	61.5	138	72.0
Students with Disabilities	72	47.5	72	38.5	15	*
Students without Disabilities	434	74.8	434	64.1	158	73.4
High Needs	155	60.2	155	49.9	47	61.5
Non-High Needs	351	75.6	351	65.2	126	74.5
District	506	70.9	506	60.5	173	71.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.5	80.5	85.8	N/A	278	85.6
Curl Up	95.8	87.0	79.2	N/A	278	87.1
Push Up	85.3	85.7	81.1	N/A	278	83.8
Mile Run/PACER	73.7	75.3	69.8	N/A	278	72.7
All Tests - District	67.4	59.7	60.4	N/A	278	62.6
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The 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.

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

District Profile and Performance Report for School Year 2021-22

Woodstock School 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	70.9	75	47.3	50	94.5	64.2
	High Needs Students	60.2	75	40.1	50	80.3	54.2
Math Performance Index	All Students	60.5	75	40.3	50	80.6	58.6
	High Needs Students	49.9	75	33.2	50	66.5	47.7
Science Performance Index	All Students	71.0	75	47.3	50	94.7	61.4
	High Needs Students	61.5	75	41.0	50	81.9	51.3
ELA Academic Growth	All Students	65.0%	100%	65.0	100	65.0	60.4%
	High Needs Students	65.3%	100%	65.3	100	65.3	56.2%
Math Academic Growth	All Students	73.0%	100%	73.0	100	73.0	65.2%
	High Needs Students	62.9%	100%	62.9	100	62.9	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	11.0%	<=5%	38.0	50	76.0	23.7%
	High Needs Students	18.8%	<=5%	22.4	50	44.9	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		95.6%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		97.2% 62.6%	75%	41.7	50	83.5	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				667.6	900	74.2	

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	60.2	14.8	16.6	
Math Performance Index Gap	65.2	49.9	15.3	18.2	
Science Performance Index Gap	74.5	61.5	13.1	17.4	
Graduation Rate Gap	

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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.2
Math	All Students	98.7
	High Needs Students	98.2
Science	All Students	98.9
	High Needs Students	98.0

³Minimum 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: 49.7**

District Profile and Performance Report for School Year 2021-22

Woodstock School District

Narratives

Woodstock Public Schools introduces students to a wide variety of cultures through classroom instruction and special programs like TRIBES, Second Step, Hear, and Pride. While racial and ethnic diversity is limited in Woodstock, we aim to educate our students about different cultures through diverse texts in our language arts programming and studies of cultures around the world in social studies. Additionally, each year Woodstock Elementary School celebrates International Week, where a single country is learned about in depth, across the school, including traditions, attire, religion and foods.

.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.

.Our district regularly partners with local social service 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 are also provided. We provide holiday meals and gifts for families in need in partnership with various organizations within the community. The district also provides free meals to all students.

.Within the past two years, Woodstock Public Schools has greatly improved student access to technology for all learners. All students are now equipped with a school issued iPad and access to the internet if needed through the ESSER grant funding.

District Profile and Performance Report for School Year 2021-22

Woodstock School District

Equitable Allocation of Resources among District Schools

Equitable allocation of resources are carefully managed during the budgeting process between January and June of each year. Each of our two building principals work with their staff and stakeholders in developing their individual school budgets. School improvement plans drive the budgeting process. Budgets are then combined into the district budget which is reviewed by the BOE Finance subcommittee, presented to the BOE and also discussed during a yearly Community Budget Forum.