

STRATEGIC SCHOOL PROFILE 2007-08**Woodstock Academy**

RICHARD FOYE, Superintendent
Telephone:

Location: 57 Academy Road
Woodstock,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	1,153
5-Year Enrollment Change	12.6%

DISTRICT GRADE RANGE

Grade Range	9-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	38	3.3	9.7	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.5	5.4
Students Identified as Gifted and/or Talented*	3	0.3	4.3	4.0
PK-12 Students Receiving Special Education Services in District	58	5.0	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	110	22.4	20.0	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.4
Asian American	12	1.0
Black	7	0.6
Hispanic	27	2.3
White	1,102	95.6
Total Minority	51	4.4

Percent of Minority Professional Staff: 2.0%

Non-English Home Language: 1.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Located in the northeast corner of the state, Woodstock Academy must overcome geographic factors in its efforts to reduce racial, ethnic and economic isolation.

Our students come from a broad economic range. In order to “mix” the students from these ranges, Woodstock Academy included activities to facilitate this process with its Freshmen FOCUS Program. This program allows activities that fight against the isolation that might occur with students that attend the Academy from six different towns. This theme is continued with our Sophomore SUCCESS program.

Woodstock Academy has aggressively embraced a school-wide approach to combating any type of harassment through the Student Connections Committee. This committee includes: students, faculty, administration, parents, community members, and has coordinated community building events and a survey.

Finally, activities and speakers broadened the Woodstock Academy community experience with other cultures and ethnic groups, e.g.

- Music presentations from Latin America
 - “Arts Connect” program through EastConn with Norwich Free Academy, E.O. Smith, among others
 - School trips to France, Canada, Spain, Italy, Germany, and Switzerland
 - Woodstock Academy hosted teachers from China and Germany 2007-2008
 - Students from Senegal visited the Academy in October 2006
 - World Language Week
 - Woodstock Academy joined the Connecticut/Shandong Province, China Sister School Exchange in 2007. Sent another teacher to visit in 2008.
 - Cultural Diversity coordinator position established
 - CT Innovation Challenge (now called Governor’s Challenge)
 - Enrichment Activities Coordinator position approved by the Woodstock Academy Board of Trustees
 - New Images program through EastConn
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STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	51.2	45.5	50.8
Writing Across the Disciplines	71.1	57.9	63.8
Mathematics	58.2	50.1	52.3
Science	61.8	46.3	64.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	39.4	36.1	56.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.1	77.6	
Average Score	Mathematics	517	504	60.8
	Critical Reading	534	502	80.0
	Writing	536	503	80.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	93.9	92.6	31.5
Cumulative Four-Year Dropout Rate for Class of 2007	5.7	6.2	27.8
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	48.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.8	83.4
% Employed (Civilian Employment and in Armed Services)	20.4	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	80.13
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	4.25
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	39.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.2	14.5	13.6
% with Master's Degree or Above	68.6	78.1	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	19.7	18.7	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,006	1,005	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	2.2	2.3	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Woodstock Academy is a nonselective, comprehensive, independent and coeducational secondary school with a 206-year tradition of academic excellence. Fully accredited by the New England Association of Schools and Colleges, the Academy serves residents of Brooklyn, Canterbury, Eastford, Pomfret, Union and Woodstock, as well as tuition paying students from other surrounding towns. Woodstock Academy is one of twenty New England Town Academies that have served as a model of excellence for over two hundred years.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	12.5	11.4	51.2	45.5
	Writing Across the Disciplines	13.0	16.3	71.1	57.9
	Mathematics	12.5	14.7	58.2	50.1
	Science	8.3	14.4	61.8	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	19.0
	% With Accommodations	81.0
% Assessed Using Skills Checklist		N/A

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

These released Connecticut Academic Performance Test results show Woodstock Academy maintains a high level of academic achievement.

WOODSTOCK ACADEMY CAPT SCORES % AT OR ABOVE GOAL

Year Science Math Reading Writing

2008 WA 61.7 58.2 51.3 71.1

The percentage of students at or above the proficient level meeting the graduation requirement on CAPT in 2007 is impressive:

Year Mathematics Reading Science Writing

2008 91.4% 91.5% 93.8% 94.3%

We are justifiably proud of the results of our students' scores and the hard work of the faculty (PK-12). While we are pleased with our scores, there is always room for improvement, and Woodstock Academy will continue to strive to be even better. This is part of "The Academy Difference."

These accomplishments have been achieved at a reasonable cost to our sending towns.

Academic performance continues to improve at Woodstock Academy. The students performing at Goal Level or better is an indicator of this success. The proficient or better range finds all areas, Mathematics, Science, Reading, and Writing in the 90% range.

Our CAPT scores are analyzed to flesh out the strengths and weaknesses and to implement changes for improvement. The department structure led the improvement effort in working cooperatively across content areas to seek better academic performance. The ninth grade is tested for strengths and weaknesses in CAPT skills. Plans are formulated with all departments to improve any declining scores.

On SAT scores, the Academy has shown a five year change of +10 in Verbal, and +3 in Math. Also, in the second year of existence, the SAT scores in Writing are +33 above the State average.

In 2007, 85.1% of those taking the AP Exam scored at a 3 or better making them eligible for college credit.

Other indications of student accomplishments include: Governor's Scholar for six of the last eight years, award winning United Nations Club, award winning art and music programs, campus with wireless capability in 95% of the campus, new athletic activities, a Cultural Diversity Coordinator, and hiring of an Enrichment Activities Coordinator.

Woodstock Academy has completed a curriculum review and has completed a comprehensive Strategic Plan.

The Academy is known for its outstanding academics and strong expectations of student achievement. Woodstock Academy is fully accredited by the New England Association of Schools and Colleges.

In the area of special education, we have expanded co-taught classes across the curriculum. Also, there is tighter coordination with all academic departments, and the school enhanced communications through a restructuring at the mid-level of management.

Parents are engaged in the NEASC Self-Study process, hiring committees, and Student Connections Committee.

Also, there is active participation in our athletic, music and art departments.

The academic progress of our students is followed through a series of standard procedures; for example, should a student have difficulties, academic referrals are mailed to our parents and guardians. We also communicate with our families through regular progress reports and quarter grade reports. Our Student Assistance Team (SAT) meets regularly to provide additional support to our students and their families. There is also a parent feedback opportunity for students with special needs through case managers and guidance counselors.
