

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

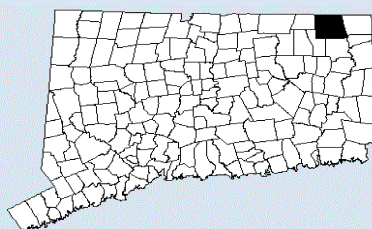


Woodstock Academy District

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

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	1,065
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	551	51.7	48.4
Male	514	48.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	112	10.5	5.1
Black or African American	*	*	12.9
Hispanic or Latino	33	3.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	902	84.7	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	27	2.5	35.9
Students with Disabilities ¹	73	6.9	14.3

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	42 7.6	12 2.2
Male	29 5.7	42 8.2
Black or African American	0 *	0 *
Hispanic or Latino	* *	* *
White	59 6.6	40 4.5
English Learners	N/A N/A	N/A N/A
Eligible for Free or Reduced-Price Meals	9 25.0	* *
Students with Disabilities	11 15.3	6 8.0
District	71 6.7	54 5.1
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: 23

Number of school-based arrests: Fewer than 6

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	71.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	6.2
Paraprofessional Instructional Assistants	9.2
Administrators, Coordinators and Department Chairs	
District Central Office	9.1
School Level	0.0
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	2.0
Other Staff Providing Non-Instructional Services/Support	54.0

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	2.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	97	98.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	128	60.7	137	67.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	151	60.6	176	68.0
State		63.6		77.5

³College-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 Peers⁴

	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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	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: 2015-16

	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

2015-16

	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).

District Profile and Performance Report for School Year 2016-17

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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.

	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	19	*	19	*	31	45.6
Black or African American	*	*	*	*	*	*
Hispanic or Latino	8	*	8	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	206	66.3	206	59.5	243	62.0
English Learners	*	*	*	*	0	N/A
Non-English Learners	239	65.5	239	61.2	288	59.6
Eligible for Free or Reduced-Price Meals	10	*	10	*	6	*
Not Eligible for Free or Reduced-Price Meals	231	65.7	231	61.9	282	59.6
Students with Disabilities	17	*	17	*	16	*
Students without Disabilities	224	67.1	224	63.3	272	60.5
High Needs	25	47.3	25	43.5	21	49.8
Non-High Needs	216	67.4	216	63.4	267	60.4
District	241	65.3	241	61.3	288	59.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	96.3	244	96.3
Curl Up	N/A	N/A	N/A	96.3	244	96.3
Push Up	N/A	N/A	N/A	92.2	244	92.2
Mile Run/PACER	N/A	N/A	N/A	87.7	244	87.7
All Tests - District	N/A	N/A	N/A	81.1	244	81.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	21	95.2
Students with Disabilities	*	*
District	244	98.4
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	148	57.6
Male	98.4	142	56.6
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.6	228	54.9
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	83.3	0	0.0
District	98.4	290	57.1
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	95.7
Male	82.4	92.2
Black or African American	*	*
Hispanic or Latino	*	*
White	81.3	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	*	*
District	81.1	94.1
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.3	75	87.1	100	87.1	67.1
	High Needs Students	47.3	75	63.1	100	63.1	55.9
Math Performance Index	All Students	61.3	75	81.8	100	81.8	62.2
	High Needs Students	43.5	75	58.0	100	58.0	50.5
Science Performance	All Students	59.6	75	79.5	100	79.5	55.3
	High Needs Students	49.8	75	66.4	100	66.4	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.7%	<=5%	46.6	50	93.2	9.9%
	High Needs Students	15.3%	<=5%	29.4	50	58.8	15.8%
Preparation for CCR	% Taking Courses	64.4%	75%	42.9	50	85.8	70.7%
	% Passing Exams	57.1%	75%	38.1	50	76.1	43.5%
On-track to High School Graduation		96.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.4%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		94.7%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		81.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		82.7% 81.1%	75%	25.0	50	50.0	92.0% 51.6%
Arts Access		59.8%	60%	49.8	50	99.6	50.5%
Accountability Index				1017.7	1250	81.4	

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?					Y
ELA Performance Index Gap	67.4	47.3	20.1	16.7	
Math Performance Index Gap	63.4	43.5	19.9	18.7	
Science Performance Index Gap	60.4	49.8	10.6	16.6	
Graduation Rate Gap	94.0%	94.7%	-0.7%	12.0%	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	98.8
	High Needs Students	100.0
Math	All Students	98.8
	High Needs Students	100.0
Science	All Students	99.7
	High Needs Students	100.0

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: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Woodstock Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Woodstock Academy believes that any improvement plan must have as its foundation teaching and learning and a strong parent-guardian outreach component. The Board of Trustees rewrote our strategic plan, which includes specific action steps geared toward strengthening The Academy. Each year, Administration develops a Theory of Action aligned to the strategic plan to guide their work. This document has allowed The Academy to purchase a second campus two miles from the original campus. In addition, we began a school-wide testing program to afford all students the opportunity to take a College Board Assessment, providing valuable achievement data on each student. New courses, developed to reflect the faculty's commitment to preparing students for the challenges of the future, include Honors Mandarin V, German III, Unified Foods and Unified Music. Our UConn Early College Experience, with 20 subject areas, allows over 180 students to earn college credit. Our goal continues to be to raise the global perspective of our community fulfilling our missions to "provide a diversity of educational experiences...which will encourage active investment in family, school, community, and the world." This belief has led us to build a boarding program with over 150 students from 19 countries and 9 states.

Parents-guardians involvement is welcomed and encouraged. Our completely rebuilt website application provides all families with more accurate and up-to-date information, including real-time grades. Two freshmen and parent-guardian tradition days help lower freshmen transition anxiety to our multi-building campus. Publications, newsletters, and other information emailed to students and families, allow families to review services and expectations. A student-parent-guardian communication portal, as well as faculty-staff email capability, enables parents-guardians and students to stay current with assignments and classroom expectations. Two Open House programs allow parents-guardians to meet teachers, and learn about course content and expectations. Booster and support parent-guardian groups exist for music and athletics. Evening programs include college placement, financial aid, decision-making, Internet safety, and drug awareness. The School Climate Survey, given to students and families, collects data on the overall health of the school with specific monitoring areas for student safety, bullying, and student connection to our community. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Located in the Quiet Corner of northeast Connecticut, The Woodstock Academy works to reduce racial, ethnic, and economic factors present and, in other cases, absent from its demographic profile. Because The Academy draws students from six sending towns, tuition day students from around the region, 19 countries around the world, and 9 states, we are constantly working to reduce barriers and limit the isolation of the various groups. All students are assigned to an Advisory group which provide another series of community building activities throughout the year. Several student organizations, including the Student Connections committee, Peer Helper Network, Diversity Club, Gay-Straight Alliance, Peer Mediation, and Student Outreach services provide a range of opportunities for students to understand, appreciate, and celebrate difference in various ethnic and cultural groups.

Students, faculty, staff, administrators, trustees, parents-guardians, and community members share involvement in these efforts to create respectful constituent group dialogue. Cultural events, world language week, United Nations conferences, and the Senegal Exchange program have provided practical opportunities for students and staff to broaden their cultural experience. Travel, exchange, and home-stay combination travel activities to China, Mexico, Quebec, Peru, France, Greece and Rome have provided our students and staff direct cultural exposure. These combined efforts help to provide a respectful, accepting campus atmosphere, rich in cultural opportunity for students and adults.

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Woodstock Academy District

Equitable Allocation of Resources among District Schools

The Woodstock Academy is a non-selective, comprehensive, independent, and coeducational secondary school with a 216-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. Tuition students from other surrounding towns and states are also enrolled. The Woodstock Academy is one of twenty-three New England Town Academies that have served as a model of excellence for over two hundred years.

The Academy believes that any improvement plan must have as its foundation teaching and learning and a strong parent-guardian outreach component. The Board of Trustees rewrote the strategic plan for The Woodstock Academy, which includes specific action steps geared toward the overall strengthening of The Academy. Each year, the Administration develops a Theory of Action, which is aligned to the strategic plan to guide their work for the year. .