

**STRATEGIC SCHOOL PROFILE 2008-09****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](http://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](http://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, 2008	1,184
5-Year Enrollment Change	12.5%

**DISTRICT GRADE RANGE**

Grade Range	9-12
-------------	------

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	32	2.7	11.1	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	59	5.0	11.1	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	140	23.6	18.7	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.8
Asian American	12	1.0
Black	7	0.6
Hispanic	26	2.2
White	1,130	95.4
Total Minority	54	4.6

**Percent of Minority Professional Staff:** 3.9%

**Non-English Home Language:** 0.8% 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 4.

---

### 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 Quiet Corner of northeast Connecticut, Woodstock Academy, in addition to its geographic locale, works to reduce racial, ethnic, and economic factors present and, in other cases, absent from its demographic profile. Coming from a broad economic range, our students and their families represent the five designating town populations. Activities are available to all enrolled students to help them adjust to the campus community. The Freshman FOCUS program is designed to help students meet new friends through a series of socially interactive activities. The program also places great emphasis on academic achievement as a means of providing a range of options as student complete high school. Tenth grade students are also provided support, academically and socially, through our Sophomore Success program. Exposing students to multi-town friends helps to reduce the possible isolation that uninvolved students might experience. Several student organizations, including the Student Connections Committee, Peer Helper Network, Diversity Club, Gay-Straight Alliance, and Student Outreach Services, provide a range of opportunities for students to understand, appreciate, and celebrate differences in various ethnic and cultural groups. Students, faculty, staff, administrators, trustees, parents, and community members share involvement in these efforts at creating respectful constituent group dialogue. African and South American music performances, world language week, United Nations conferences, the introduction of Mandarin, and the Shandong Province, China, visiting principals 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, Athens, France, Greece, and Rome have provided our students and staff direct cultural exposure. With staff coordinators for cultural diversity and enrichment, efforts to provide a respectful, accepting campus atmosphere, rich with cultural opportunity, exists for students and adults.

---

## 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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	47.3	47.4	43.9
Writing Across the Disciplines	62.0	55.0	49.6
Mathematics	54.4	47.8	48.9
Science	55.2	42.8	64.9

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	50.0	36.2	83.7

SAT <sup>®</sup> I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.0	74.5	
Average Score	Mathematics	511	507	54.3
	Critical Reading	520	503	62.0
	Writing	526	506	68.2

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> 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 2008	94.6	92.1	48.9
Cumulative Four-Year Dropout Rate for Class of 2008	5.1	6.6	45.3
2007-08 Annual Dropout Rate for Grade 9 through 12	1.6	2.5	36.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.5	84.1
% Employed (Civilian Employment and in Armed Services)	11.4	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	78.64
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	4.20
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	7.12
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	40.84

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	14.7	14.6	13.6
% with Master's Degree or Above	66.7	77.2	76.1

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	18.6	18.2	19.3

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	1,008	1,007	1,007

\*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	2.1	2.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	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 non-selective, comprehensive, independent and coeducational secondary school with a 207-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. 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

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	N/A	N/A
2007-08 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	N/A	N/A	47.3	47.4
	Writing Across the Disciplines	N/A	N/A	62.0	55.0
	Mathematics	N/A	N/A	54.4	47.8
	Science	N/A	N/A	55.2	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

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.

Teaching and learning are the essence of the Woodstock Academy mission. Decisions are made to enhance the experiences of students, while ensuring definitive successes. The Board of Trustees seeks to provide numerous opportunities for a “diversity of educational experiences” within our rigorous academic learning environment. Our ultimate goal is fostering the aptitude and attitude for a “lifetime of learning.” The 2008-2009 academic year was characterized by evaluation, change, and exchange. Having approved a new curriculum handbook, a continuous curriculum review plan has been formulated. Following a reading culture review, several initiatives have been adopted, including Literacy Day, and Connecticut Loves to Read Day. Following Reading Across America, our reading personnel organized An Evening with an Author featuring a Trustee author. Several new courses were also introduced last year: AP Language & Composition, Advanced Engineering CAD, 3-D Animation and Game Design, BC Calculus, General Chemistry, and Advanced Health. Our school completed the NEASC reaccrediting process, and the following was included in the report: “The visiting committee was impressed by the school’s vibrant learning environment and the beauty of its physical plant.” Several events advanced our cultural growth as a community, including a CTSDE10-day visit from two principals from the Shandong Province, China, enhancing our relationship with our Chinese sister school, allowing us to better understand and appreciate our cultural and educational differences. Walk-Through and Snapshot teacher evaluation techniques were started. Our UConn Early College Experience program was expanded to include 16 subject areas, with 247 students participating. The piloting of Edline is enhancing communication and accountability for teachers, student, and parents by making policies, procedures, calendars, assignments, handouts, and grading available online.

---