

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



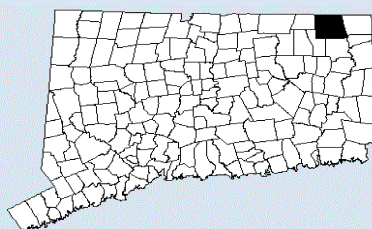
Woodstock Academy District

860-928-6575

District Information

Grade Range	9-12
Number of Schools	1
Enrollment	1,033
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	519	50.2	48.3
Male	514	49.8	51.6
American Indian	*	*	0.2
Asian	102	9.9	4.6
Black or African American	*	*	12.9
Hispanic or Latino	29	2.8	21.2
Pacific Islander	0	0.0	0.0
White	878	85.0	58.4
Two or More Races	17	1.6	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	33	3.2	37.3
Students with Disabilities ¹	57	5.5	12.8

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	38	7.3	15	2.8
Male	28	5.5	37	7.2
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	50	5.7	42	4.7
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	66	6.4	52	5.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 5

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	73.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	9.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.7
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	45.5

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 (%)
Asian	2	2.0	1.0
Black or African American	0	0	3.5
Hispanic	2	2.0	3.6
Native American	0	0	0.1
White	95	96.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	28	11.6	50	22.4
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	38	13.3	69	25.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	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: 2012-13

	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

PK-12 Expenditures Used for Special Education	N/A	N/A
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Expenditures by Revenue Source:⁴ 2012-13

	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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	99.4	180	99.4
Curl Up	N/A	N/A	N/A	81.7	180	81.7
Push Up	N/A	N/A	N/A	81.1	180	81.1
Mile Run/PACER	N/A	N/A	N/A	94.4	180	94.4
All Tests - District	N/A	N/A	N/A	71.1	180	71.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	87.5	.		.
Students with Disabilities	*	*	92.0	No	92.2
District	284	95.1	94.0	Yes	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	78.0	124	45.4
Male	69.3	112	40.0
Black or African American	*	0	*
Hispanic or Latino	55.0	*	*
White	75.1	193	41.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	73.6	236	42.7
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.7	91.7
Male	72.9	87.9
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	81.7	90.3
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	79.0	90.0
State	72.7	88.5

⁷College 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.

⁸College 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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Woodstock Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Academy believes that any improvement plan must have, as its foundation, teaching and learning and a strong parent outreach component. The Board of Trustees rewrote the strategic plan, which includes specific action steps geared toward the overall strengthening of The Academy. Each year, Administration develops a Theory of Action, aligned to the strategic plan, to guide their work. In the overall district improvement, staff researched and moved to a one-to-one tablet environment for the 15/16 school year. A school-wide testing program began that afforded all students the opportunity to take a College Board Assessment that provided valuable achievement data. The faculty's commitment to preparing students for the challenges of the future are reflected in new courses, such as; Honors Mandarin V, German III, Community Activism, and Unified Music. Our UConn program in the Early College Experience, 18 subject areas, allowed 140 students to earn college credit. New graduation standards, based on the state's legislated High School Graduation Requirements, were passed. The International Student Program (ISP), in its 6th year, hosted 90 students and continues to raise the global perspective of our educational community fulfilling our mission to "provide a diversity of educational experiences...which will encourage active investment in family, school, community, and the world." The student support services program was restructured to include more staff and enhanced support through the Cutler House. The strategic plan provides avenues for various stake holding groups to be engaged in the planning and improvement of school programs.

Parent/guardian involvement in their child's journey is welcomed and encouraged. The website, completely rebuilt in the 14-15 School Year, provides families with up-to-date information. Two freshman and parents/guardians traditions days help lower freshman transition anxiety to our campus. Publications, newsletters, and other information emailed to students in August allow families to review available services and expectations. Edline, a communication portal, along with faculty/staff email capability, enables students/parents/guardians to stay current with assignments and classroom expectations. 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, athletics, and football. The Athletic Advisory Council works to increase positive parent/guardian involvement in the culture of Academy sports. Senior parents/guardians organize Project Graduation, an overnight graduation weekend drug-free activity. Evening information programs are available to families, including college placement, financial aid, decision-making, Internet safety, and drug awareness. A Parents Education Series includes topics on drug trends, wellness, truancy, and safe driving tips. A School Climate Survey, given to students and families, collects data on the overall health of the school with specific monitoring for student safety, bullying, and student connection to The Academy community. Student academic progress, available through Parent Portal, is also monitored by monthly grade reports. Feedback opportunities are provided to families of students with special education and 504 profiles at annual review and periodic PPT meetings.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Located in the Quiet Corner of northeast Connecticut, 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, and various countries around the world, we are constantly working to reduce barriers and limit the isolation of the various groups. All students are assigned to an Advisory group which provides another series of community building activities throughout the year. Several student organizations, including the WA Ambassadors, 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 differences in various ethnic and cultural groups. Students, faculty, staff, administrators, trustees, parents/guardians, and community members share involvement in these efforts at creating 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 experiences. Travel, exchange, and home-stay activities to China, Mexico, Quebec, Peru, France, Greece, and Rome have provided our students and staff direct cultural exposure. The International Student Program has also helped the school to bring diversity into the school community. This program has accepted students from China, Germany, Spain, Brazil, Singapore, Korea, South America, Russia, Rwanda, and Jamaica. These combined efforts help to provide a respectful, accepting campus atmosphere, rich with cultural opportunity for students and adults.

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Equitable Allocation of Resources among District Schools

Woodstock Academy is a non-selective, comprehensive, independent and coeducational secondary school with a 214-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.