

**STRATEGIC SCHOOL PROFILE 2009-10****Woodstock Academy**

KIM M. CARON, Superintendent

Location: 57 Academy Road  
Woodstock,  
Connecticut

Telephone:

---

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  
 Town Population in 2000: N/A  
 1990-2000 Population Growth: N/A  
 Number of Public Schools: 1

Per Capita Income in 2000: N/A  
 Percent of Adults without a High School Diploma in 2000\*: N/A  
 Percent of Adults Who Were Not Fluent in English in 2000\*: N/A  
 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, 2009      1,153  
 5-Year Enrollment Change          7.3%

**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	86	7.5	12.9	32.6
K-12 Students Who Are Not Fluent in English	0	0.0	0.7	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.7	4.1
PK-12 Students Receiving Special Education Services in District	56	4.9	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	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	63	13.3	12.9	13.6

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	14	1.2
Asian American	11	1.0
Black	11	1.0
Hispanic	27	2.3
White	1,090	94.5
Total Minority	63	5.5

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

**Non-English Home Language:**

0.9% 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 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. Staffing needs are advertised through CT Reap to better recruit minorities for employment. 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 effectively transition into the Academy community by meeting faculty, staff, and other students through a series of socially interactive activities. The program also places great emphasis on facilitating academic achievement by monitoring student performances, promoting independent learning and decision making, and by addressing key school subjects in class forums. Students in grades 10-12 are also provided support, academically and socially, through our Student Success program. Student Success provides 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, 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, the Shandong Province, China, visiting principals program, and the new International Student 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. These combined efforts help to provide a respectful, accepting campus atmosphere, rich with cultural opportunity for students and adults.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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 scorable 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	46.8	45.9	44.7
Writing Across the Disciplines	71.9	59.6	62.4
Mathematics	61.9	48.7	60.6
Science	60.1	45.3	65.9

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
	68.8	50.7	89.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.3	68.5	
Average Score	Mathematics	512	508	50.4
	Critical Reading	528	503	69.8
	Writing	524	506	61.2

**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 2009	93.3	91.3	34.6
2008-09 Annual Dropout Rate for Grade 9 through 12	1.4	3.0	47.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.3	84.5
% Employed (Civilian Employment and in Armed Services)	8.9	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	79.18
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.17
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	7.19
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	39.50

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	15.0	15.1	13.8
% with Master's Degree or Above	71.3	79.5	77.8

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	18.5	18.5	19.6

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	1,008	1,026	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	1.9	1.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	PK-12 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 208 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
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

\*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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

## 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	46.8	45.9
	Writing Across the Disciplines	16.7	16.8	71.9	59.6
	Mathematics	27.3	16.7	61.9	48.7
	Science	16.7	13.0	60.1	45.3

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	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		7.1

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 is the essence of the mission of Woodstock Academy. All decisions, both micro and macro, are made to enhance the experiences of our students and to ensure their definitive successes. The academic year was characterized by self-reflection, changes for the future, and maintaining a global perspective. A new Professional Development handbook, that included a 5-year plan, was finalized. The handbook also included a data-collection tool for evaluating the effectiveness of the school as a whole: The Indicators of Excellence. Several new classes were added to the already impressive compilation of school offerings – SCP Spanish 3, ACP Mandarin 3, ACP Spanish 4, SCP French 1 & 2, ACP Italian 4, and Literature of Science and Ecology. Our UConn program in Early College Experience was expanded to include 17 subject areas, with 293 students participating. The 21st Century Committee spent the year evaluating the current teaching practices at Woodstock Academy, and designing a pilot program for 21st Century educational instruction. Many teachers have volunteered to participate in this pilot program next year, with the intent that the entire faculty will adapt the program during the 2011-12 school year. 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. Woodstock Academy also welcomed visitors from sister school, Mariama Ba School in Goree Island, Senegal. Later in the year, students and teachers from Woodstock Academy completed the exchange in Senegal. Woodstock Academy will embark on an International Student Program (ISP) for the 2010-2011 school year. WA will host up to 15 students, with a preference for upperclassmen and post-graduate students. The goal of the program shall be 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 ISP will be in the pilot status for the first year. The Teacher Evaluation and Professional Growth Plan was revised and updated. The new evaluation tool which will be piloted in 2010-2011, incorporates the most recent Connecticut Core of Teaching standards, the new TEAM requirements, and utilizes the reorganization of the faculty leadership to establish teacher-coaching as a regular part of the annual evaluation process.

---