

STRATEGIC SCHOOL PROFILE 2012-13**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.

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 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, 2012 1,055
 5-Year Enrollment Change -8.5%

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	41	3.9	15.1	36.7
K-12 Students Who Are Not Fluent in English	4	0.4	0.8	5.8
Students Identified as Gifted and/or Talented	0	0.0	3.3	3.8
PK-12 Students Receiving Special Education Services in District	51	4.8	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	82	19.5	14.2	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	69	6.5
Black	8	0.8
Hispanic	33	3.1
Pacific Islander	0	0.0
White	927	87.9
Two or more races	15	1.4
Total Minority	128	12.1

Percent of Minority Professional Staff: 3.9%

Non-English Home Language:

7.0% 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 11.

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 six 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 Advisory program. Both programs 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 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. A small group of students participates each year in the Faces of Culture program organized by the local RESC, EastConn. Cultural events, world language week, United Nations conferences, the Shandong Province, China, visiting principals program, 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. The new International Student Program has also helped the school to bring diversity into the school community. This program, in its third full year, has accepted students from China, Germany, Spain, Singapore, and Korea, Rwanda, and Jamaica. 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	56.1	48.5	47.7	
Writing Across the Disciplines	76.6	62.1	61.4	
Mathematics	63.9	52.4	57.6	
Science	61.7	48.8	57.1	

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
	71.5	51.1	91.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.5	78.5	
Average Score	Mathematics	511	503	53.4
	Critical Reading	511	499	53.4
	Writing	521	504	61.7

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, Adjusted Cohort Rate 2012	95.4	84.8	77.9
2011-12 Annual Dropout Rate for Grade 9 through 12	0.9	2.1	35.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.8	82.6
% Employed (Civilian Employment and in Armed Services)	4.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	76.80
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	11.12
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.33
Counselors, Social Workers, and School Psychologists	8.20
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	48.50

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	15.4	13.9
% with Master's Degree or Above	75.0	82.9	79.8

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	17.5	16.7	18.8

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	1,015	1,027

*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	1.5	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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
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	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.

Not applicable. Woodstock Academy is a school district of one school.

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 2011-12 with a Standard Diploma	88.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	6.7	15.7	56.1	48.5
	Writing Across the Disciplines	18.8	16.7	76.6	62.1
	Mathematics	26.7	16.8	63.9	52.4
	Science	25.0	14.6	61.7	48.8

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	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		6.7

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.

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 six 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 Advisory program. Both programs 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 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. A small group of students participates each year in the Faces of Culture program organized by the local RESC, EastConn. Cultural events, world language week, United Nations conferences, the Shandong Province, China, visiting principals program, 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. The new International Student Program has also helped the school to bring diversity into the school community. This program, in its third full year, has accepted students from China, Germany, Spain, Singapore, and Korea, Rwanda, and Jamaica. These combined efforts help to provide a respectful, accepting campus atmosphere, rich with cultural opportunity for students and adults.
