# Wooster School

MINDING WHAT MATTERS

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## School Profile 2021-2022

**Matt Byrnes**
Head of School

**Dr. Diane Martin**
Director of Divisions

**Adam Kendis**
Director of College Guidance

**Judith Israel**
Associate Director of College Guidance

**Melissa Valdivia**
Registrar

## WOOSTER SCHOOL

Wooster School is guided by our Purpose, Promise, and Beliefs, which represent the natural evolution of the school's mission since our founder, Reverend Aaron Coburn, charged us with preparing our students to be "gentle, generous, truthful, kind, and brave." These commitments remind us that as a school community we must learn from the past, embrace the present, and look to the future as we prepare our graduates for college and lives of purpose in a world of increasing complexity and change.

### Our Purpose

Our purpose is to prepare young people for fulfillment, happiness, and success in life through the rigorous and healthy development of intellect, conscience, body, and spirit.

### Our Promise

The Wooster School community fosters a culture rich in thinking, learning, relationships, and Self-Help. Our students develop the skills, dispositions, and knowledge necessary to confidently and resiliently engage the world as people of conscience, compassion, and action.

## SCHOOL INFORMATION

- 71% of teaching faculty have advanced degrees
- Student-faculty ratio is 7 -1; average class size is 14
- Accredited by the New England Association of Schools and Colleges

## STUDENT INFORMATION

- Class of 2022: 56 students
- 9 - 12 Enrollment: 228 students
- Students of Color: 20%
- International Students: 4%
- Variable Tuition Program (Financial Aid): $2.7 million allocated to 49% of students

## UNIQUELY WOOSTER

### Making Thinking and Learning Visible

The latest research on how the brain, behavior, and emotions influence learning and identity development forms the basis of the daily Wooster learning environment for both faculty and students. Our focus is on helping students thoughtfully shape skills, dispositions, and knowledge into a design for success and fulfillment in college and life.

### Self-Help

A concept that has been fundamental to Wooster's relationship-based ethos since its founding, Self-Help means that community members must be empathetic and communicate clearly while taking responsibility for themselves, their actions, and the physical environment. The community, in turn, supports all of its members with reason and compassion. Self-help is not a program, it is a community ethos. One manifestation of Self-Help is our Jobs Program in which students are members of teams which look to make a difference in the areas of Equity and Justice, Social Impact, sustainability, communications, student life and the cleaning and maintaining of the physical environment of the campus. All seniors at Wooster have roles as job captains, proctors, and prefects, leading and managing underclassmen in this work.

### Senior Independent Study (SIS)

SIS is Wooster's most extensive and intensive program in experiential learning. All seniors engage in a field of particular interest off campus during the final six weeks of senior year. Students are required to keep journals, write reflections, discuss their projects with faculty advisors, and present their projects to the Wooster community. This experience helps students consider new directions in future study and helps others explore potential career paths or individual interests.

## WOOSTER AND COVID-19

While the pandemic forced us to shift our practices to maintain a healthy environment, grades are reflective of our high standards for student learning. During the 2020-2021 school year, Wooster School maintained in-person education at our school four days per week and distance learning one day per week through the fall and winter; during the spring students were in-person five days per week. As of September, 2021, our 2021-2022 school year is starting off with in-person learning five days per week. If you have further questions, please reach out to us.

### Advanced Curriculum: Deep Learning Initiative

**Deep Learning Initiative (DLI) courses are Wooster's most intellectually rigorous.** Utilizing the tutorial method of learning pioneered at University of Oxford, DLI courses place heavy emphasis on research, writing, independent inquiry, and collaborative thinking. DLI courses require students to demonstrate important dispositions such as imagination, creativity, and perseverance in the pursuit of sophisticated, original, and independent thinking. While delving deeper in pursuit of more nuanced meaning, students are building on skills that are essential to learners in college, the workplace, and in life -- reading/observing/listening for understanding, researching, identifying problems, questioning, reflecting, writing, and collaboration.

### Deep Learning Initiative: Quick Facts

- Our most rigorous courses are marked "DLI" on our transcripts for Deep Learning Initiative.
- DLI courses replaced Advanced Placement classes starting in 2016-17 school year.
- DLI courses are offered to students starting in their sophmore year.
- We offer 14 DLI courses: 2 English; 2 History; 4 Math; 3 Science; 2 Arts; 1 World Language.

## Transcript and School Report

**Graduation Credit Requirements:** English 12 • Math 9 • History 9 • Science 9 • World Language 9 • Arts, Digital Media and Technology 7 • Sr. Seminar 3 • Health 1

**Trimester System:** Terms end in November, February, and June. Senior year grade reports for first trimester are automatically submitted to colleges; grade reports for second trimester are submitted upon request.

**Rank:** Wooster does not rank.

**GPA:** Wooster uses a 6 point GPA scale. All courses are unweighted and GPAs are cumulative for 9th - 11th grades.

**School Policy:** Faculty do not report disciplinary actions taken. Students are required to report any incidents that result in separation from Wooster.

**Global Online Academy:** Wooster School is a member of Global Online Academy (GOA), a forward-thinking and learner centered online consortium of leading independent schools from around the world. GOA offers competency-based courses that equip students with the skills, strategies, and tools to be successful modern learners. GOA courses are taken in addition to course load requirements; enrollment is dependent on both an approved application and letter of recommendation from an instructor. Wooster credit is awarded upon successful completion of GOA's semester and year-long courses; this coursework will be reflected on the Wooster School transcript.

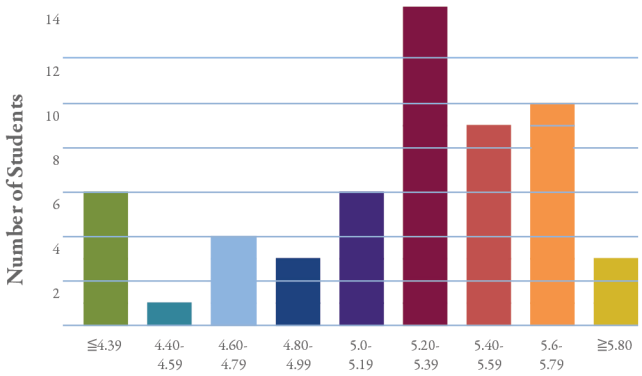
**One Schoolhouse:** Wooster School students who are interested in pursuing a world language not offered through our course of study may opt to enroll in a language course offered through One Schoolhouse, a partner in innovation to independent schools around the world. Enrollment in a One Schoolhouse language course may count toward the world language graduation requirement at Wooster School. This coursework will be reflected on the Wooster School transcript.

# Student Learning Support

## The Bridge Program

The Bridge Program provides comprehensive, integrated support for high achieving students diagnosed with language-based learning disabilities. The 11th and 12th grade segment of the program is specifically designed to teach students how to utilize the skills they've developed in their early experiences in the program and practice them independently in order to prepare for college and beyond.

**Class of 2021 GPA Distribution**




# Class of 2021 Standardized Tests

| SAT | Mid 50% | Mean |
|---|---|---|
| EBRW | 590-690 | 639 |
| Math | 550-710 | 633 |

| ACT | Mid 50% | Mean |
|---|---|---|
| Composite | 20-33 | 25 |

# College Matriculation 2017-2021

American University
Auburn University
Bates College
Bentley University
Berklee College of Music
Binghamton University
Boston College
Boston University
Brown University
Bryant University
Bucknell University
Butler University
Case Western Reserve University
Champlain College
Clark University
Clarkson University
Clemson University
Colby College
College of Charleston
College of the Holy Cross
Colorado College
Colorado School of Mines
Connecticut College
Cooper Union for the Advancement of Science and Art
Davidson College
Dickinson College
Drexel University
Elon University
Embry Riddle Aeronautical University
Fairfield University
Franklin & Marshall College
Furman University
George Washington University
Grinnell College
Harvey Mudd College
High Point University
Hobart William Smith Colleges
Ithaca College
Kenyon College
Lafayette College
Lehigh University
Marist College
Middlebury College
Montana State University
Morehouse College
Muhlenberg College
New York University
Northeastern University
Northwestern University
Oberlin College
Parsons School of Design at The New School
Penn State University
Princeton University
Providence College
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rhodes College
Rochester Institute of Technology
San Diego State University
Santa Clara University
Sarah Lawrence College
School of Visual Arts
Scripps College
Skidmore College
Smith College
Stanford University
SUNY Binghamton
Syracuse University
The College of William and Mary
The College of Wooster
The New School
The University of Texas, Austin
Trinity College
Tulane University
UC, Davis
UC, Los Angeles
UC, San Diego
UC, Santa Barbara
UNC, Chapel Hill
University of Colorado at Boulder
University of Connecticut
University of Delaware
University of Denver
University of Miami
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Richmond
University of Rhode Island
University of Virginia
University of the Arts London
University of Tokyo
University of Wisconsin
Ursinus College
Vanderbilt University
Vassar College
Villanova University
Wake Forest University
Washington University in St. Louis
Wellesley College
Wentworth Institute of Technology
Wesleyan University
Williams College
Worcester Polytechnic Institute