

SCHOOL PROFILE

2024-2025

Matt Byrnes
Head of School

Diane Martin
Director of Divisions

John Newman
Director
of Student Guidance

Erin Masotta
Registrar

Judith Israel
Associate Director
of Student Guidance

Beth Jones
Associate Director
of Student Guidance

SCHOOL INFORMATION

- 72% of teaching faculty have advanced degrees
- Student-faculty ratio is 7 to 1; average class size is 12
- Accredited by the New England Association of Schools and Colleges Student Information

STUDENT INFORMATION

- Class of 2025: 58 students
- 9 - 12 Enrollment: 253 students
- Students of Color: 21.1%
- International Students: 6.7%
- Variable Tuition Program: \$3.3 million allocated to 44.4% of students

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.

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.

LEARNER BEHAVIORS

Students receive specific feedback from their teachers on the Learner Behaviors we most value at Wooster School -- perseverance, reflection, agency, collaboration, and time-management. This informs our approach to working with students across the curriculum, and is an essential part of our mission to prepare students for life beyond Wooster. In addition to regular feedback on these Learner Behaviors, students receive formal progress ratings as part of their trimester report cards.

SELF-HELP

Self-Help means that community members are 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.

LEADERSHIP AND MANAGEMENT SKILLS

Wooster School's Leadership and Management Skills Program assures that all seniors gain authentic leadership and management skills experience by taking charge of a specific area of responsibility as a prefect - providing all students with leadership and followership tools that will be of great use in school, and in life.

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, culminating in a day of presentations and reflection. This experience helps some students consider new directions in future study and helps others explore potential career paths or individual interests.

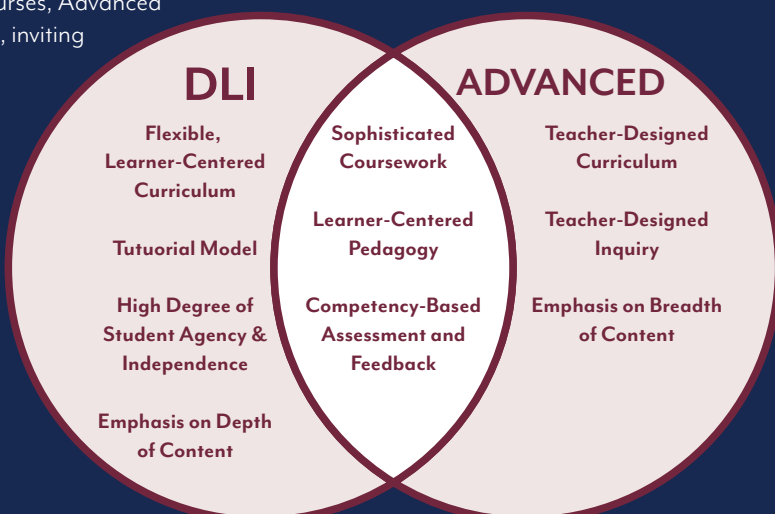
DEEP LEARNING INITIATIVE AND ADVANCED COURSES

The most rigorous classes at Wooster School are the Deep Learning Initiative (DLI) and Advanced courses. The instructional frameworks for DLI and Advanced courses are distinct and purposefully designed to prepare students for differing types of collegiate experiences.

Akin to a college seminar, DLI courses are designed around tutorial experiences, during which students practice agency, independence, and curiosity in pursuit of developing the skills of inquiry, research and original thinking.

Modeled after college-level survey courses, Advanced classes emphasize breadth of content, inviting students to rigorously engage with challenging material in a more traditional learning environment. Assessments in these classes may include research papers or summative examinations.

Wooster offers 10 DLI and 9 Advanced courses for 2024-25.



TRANSCRIPT AND SCHOOL REPORT

Graduation Credit Requirements: English 12 • Math 9 • History 9 • Science 9 • World Language 9 • Arts, Digital Media and Technology 7 • Student Life 4 • Health 1

Trimester System: Terms end in November, February, and June. Senior year grade reports for the first trimester are automatically submitted to colleges; grade reports for the 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 - 12th Grades.

School Policy: Students are required to self-report any incidents that result in separation from Wooster School.

CLASS OF 2024 STANDARDIZED TESTS

	Mid 50%	Mean
SAT	540-630	580
EBRW	460-575	520
Math	Mid 50%	Mean
ACT	22-26	24

STUDENT GUIDANCE

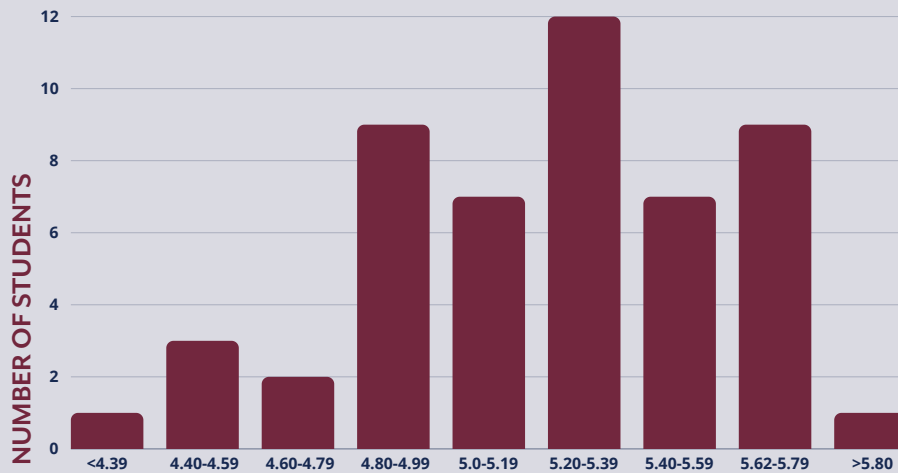
The four-year Student Guidance Program aims to develop students' social, emotional, and ethical literacy, self-reflection, and understanding of relationships and well-being. Students meet weekly in a course that is designed to help them navigate life pathway options and key transitions with an emphasis on self-understanding and wellness, and what it means to be responsible members of a safe, healthy, and just learning and living environment at Wooster, in college, and beyond.

STUDENT LEARNING SUPPORT PROGRAMS

The Bridge Program | The Bridge Program provides comprehensive, integrated support services for high-achieving neurodivergent learners who are mainstreamed in all core classes as well as the arts, athletics, and service opportunities afforded to all other Wooster students. The program is designed to reduce support over time and promote individual agency and independence so that students are prepared for college and beyond.

Pathways Program | The Pathways Program is a two-year program, which focuses on the development of executive functioning skills.

CLASS OF 2024 GPA DISTRIBUTION



COLLEGE MATRICULATION 2020-2024

American University	Furman University	Pace University	Spelman College	University of Maryland (College Park)
Arizona State University	George Washington University	(Westchester)	St. John's College (Annapolis)	University of Miami
Auburn University	Gettysburg College	Parsons School of Design at The New School	St. Lawrence University	University of North Carolina at Chapel Hill
Bard College	Grinnell College	Penn State University (Harrisburg)	Stonehill College	University of Pittsburgh
Bates College	Harvard University	Penn State University (University Park)	SUNY at New Paltz	University of Rhode Island
Baylor University	Hawai'i Pacific University	Princeton University	Syracuse University	University of Richmond
Bentley University	High Point University	Providence College	Temple University	University of Rochester
Binghamton University	Hobart and William Smith Colleges	Purdue University	The Cooper Union for the Advancement of Science and Art	University of South Carolina
Bishop's University	Howard University	Queen's University	The New School	University of St Andrews
Boston College	Iona University	Regis College	Trinity College	University of Tampa
Boston University	Ithaca College	Rensselaer Polytechnic Institute	Tufts University	University of Tokyo
Brandeis University	James Madison University	Rhode Island School of Design	Tulane University of Louisiana	University of Toronto
Brown University	Kenyon College	Rhodes College	Union College	University of Vermont
Bucknell University	Lehigh University	Roanoke College	University of Alabama	University of Virginia
Champlain College	Louisiana State University	Rochester Institute of Technology	University of Arizona	University of Wisconsin (Madison)
Clark University	Loyola University Chicago	Rollins College	University of British Columbia	Ursinus College
Clarkson University	Macalester College	Salve Regina University	University of California (Davis)	Vanderbilt University
Clemson University	Manhattan College	San Diego State University	University of California (Irvine)	Villanova University
Colgate University	Manhattanville University	Santa Clara University	University of California (San Diego)	Wake Forest University
College of Charleston	Marist College	Savannah College of Art and Design	University of California (Santa Barbara)	Washington and Lee University
College of Staten Island CUNY	McGill University	School of the Art Institute of Chicago	University of Colorado (Boulder)	Washington College
College of the Holy Cross	Miami University (Oxford)	Scripps College	University of Connecticut	Wesleyan University
Colorado College	Middlebury College	Seton Hall University	University of Delaware	Western Connecticut State University
Colorado School of Mines	Montana State University	Skidmore College	University of Denver	Wheaton College - MA
Connecticut College	Morehouse College	Smith College	University of Findlay	William & Mary
Curry College	Mount Allison University	Southern Connecticut State University	University of Florida	Worcester Polytechnic Institute
Dean College	Mount Holyoke College	Southern Methodist University	University of Hartford	Xavier University
Denison University	Muhlenberg College			
Dickinson College	Nazareth University			
Elon University	New York University			
Embry-Riddle Aeronautical University	Northeastern University			
Emerson College	Northwestern University			
Emory University	Oberlin College			
Endicott College	Ohio Wesleyan University			
Fairfield University	Pace University (New York City)			
Fordham University				