

Washington Central Supervisory Union School Report

for East Montpelier Elementary School and U-32

February, 2017



Libby Belitsos and cast performed in U-32's production of *The Tempest* in November.

Inside ...

William Kimball, Superintendent page 2

East Montpelier Elementary pgs. 3-11

U-32 Middle/High School pgs. 12-21

Student Learning Outcomes pgs. 22-23

Photo: Jason Galligan-Baldwin

A Letter from the Superintendent

Dear Parents and Community Members

William Kimball, Superintendent of Schools

Each year Washington Central Supervisory Union prepares this report for parents and community members in each of our towns to highlight areas of focus across our PreK-12 educational system. We also report information about our students' progress and performance across many indicators. I hope that this report provides information to you about the work we are doing across all of our schools to ensure success for each and every student.

I value the great leadership all of our boards have provided in establishing a unified mission and Student Learning Outcomes (SLO) for our PreK-12 school system. Over the past two years many of you and your communities have given input to your school board about their individual mission and student learning outcomes. Through this grassroots effort, school board members listened to your input and established a common document last spring. Because there was so much alignment between all of our schools already, it was not a difficult task!

The WCSU mission is: WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

The SLO are articulated further in this report. The SLO are divided into two major categories, Core Knowledge and Transferable Skills.

In order to ensure that all of our students achieve the SLO, our WCSU teachers have been working hard to articulate exactly what students need to know and be able to do in order to demonstrate proficiency at all levels of our school system. Indeed, over 35% of our teachers engaged in curriculum, instruction, and assessment work

related to the SLO this past summer!

Relatedly, the Washington Central Leadership Team has articulated its theory of action in order to ensure that all students achieve proficiency in our Student Learning Outcomes: If we provide high quality instruction and interventions that are responsive to learners' needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU student learning outcomes.

There are three pillars to the theory of action: Clear Learning Targets, High Quality Instruction and Interventions, and a Comprehensive and Balanced Assessment System. In 2016-17, we are focused on clear learning targets, questioning and discussion techniques, and formative assessment. Please see the Central Office administrators' report for more information about these pillars.

In addition to providing information about how our students perform on state and local assessments, this report includes highlights from our schools and

also highlights a number of ways in which students are engaged in learning experiences both in and out of the classroom.

Please do take some time to review the material contained in this report. I invite all parents and community members to be involved with our schools and the education of our children. Truly, they are our most valuable resource.

On behalf of the students and staff of Washington Central Supervisory Union, thank you for your continued support.



District elementary students visit U-32 each year for the annual seventh grade book event.

East Montpelier Elementary School Report



The purpose of our school is to teach all children to become competent, caring citizens and life-long learners through a challenging and relevant curriculum.” – EMES Mission Statement

Principal’s Message by Alicia Lyford, M.Ed., Principal

It is an honor to serve as the instructional leader for East Montpelier Elementary School. I am so grateful to be part of a system where education is valued and supported by the community, and I would like to express my sincere appreciation to the dedicated staff, families and school board members that make EMES an exceptional place to learn and grow.

This year, in addition to focusing on reading, writing and math, our professional development time has focused on the WCSU Theory of Action: If we provide high quality instruction and interventions that are responsive to learners’ needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU student learning outcomes. Teachers have participated in professional development learning modules in the following areas: writing clear learning targets; using formative assessment measures to monitor student progress; using questioning to engage students and enhance learning; providing high quality, timely and specific feedback to students.

The EMES Continuous Improvement Plan (CIP) continues to focus on the areas of literacy, math, and school climate. We support students in these areas using a multi-tiered system of supports (MTSS). All EMES students receive high quality instruction, based on the WCSU Learning Progressions and Common Core State Standards (Tier 1). In addition, we provide (Tier 2) interventions to students in academics and behavior for those students



Principal Alicia Lyford reads to the first grade class.

who struggle with classroom instruction, yet do not qualify for more individualized instruction (IEP, 504, EST – Tier 3). Using student performance data, collected three times per year, students receive interventions when needed, for a specific skill in which they need assistance. Scheduled interventions take place during a time that core

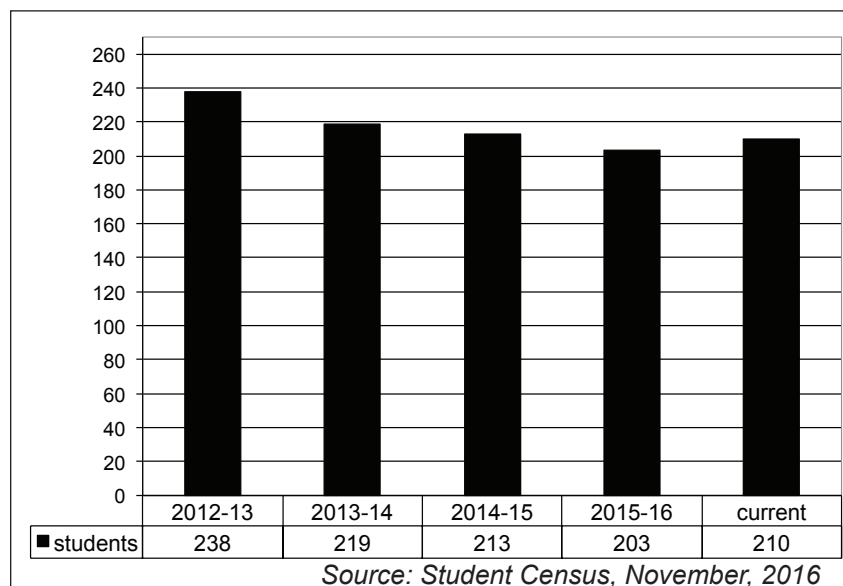
instruction in the regular classroom is not missed, and the emphasis is on closing the gap as quickly as possible. In addition, EMES is a student-centered, safe learning environment for all students, staff and families. We continue to use Positive Behavior Interventions and Supports, (PBIS) that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create

continued on page 5

School Information

Student Enrollment:

The following is a snapshot of our school's preK-6 population over the past five years:



First grade big buddies reading to pre-k students.

Student Services:

- ◆ 24% of students are eligible for free or reduced lunch.
- ◆ An average of 19% students eat school breakfast, and 41% students eat school lunch daily.
- ◆ 13% of students receive Special Education services.
- ◆ 3.8% of students have 504 plans.
- ◆ 3.8% of students have Educational Support Team (EST) plans.
- ◆ To date, the nurse's office has treated an average of 25 students daily; totaling 1249 visits for illness or injury. In addition, 285 vision and hearing screenings have been completed so far this year.
- ◆ We offer 10 hours/week of pre-kindergarten and serve 36 three- and four-year-olds.
- ◆ We offer Homework Club for students in grades 5/6 three days / week.
- ◆ 76% of teachers have masters degrees and 91% of teachers have Level II licenses.
- ◆ 4% of teachers are teaching with provisional licenses.
- ◆ There were no teachers teaching on emergency credentials this year.

School Facts for the 2016-17 school year:

- ◆ Average student daily attendance: 96%.
- ◆ Average class size is 17, with a range between 14 and 22.
- ◆ Students in grades K-6 receive 90+ minutes of minutes of literacy instruction daily.
- ◆ Students in grades 1-6 receive 60+ minutes of minutes of math instruction daily.
- ◆ Every student Pre-K-6 receives instruction in art, music, library, and physical activity weekly. Guidance instruction happens in six-week increments throughout the school year.
- ◆ In grades 4-6, students have a variety of music choices available in addition to classroom instruction: chorus, strings, and group instrument lessons.
- ◆ All students participate in Winter Wellness activities for three weeks in the winter: skiing, snow-

shoeing, skating or playing winter games.

- ◆ All students participate in 30 minutes of academic "reteach" time, four days per week.

- ◆ Many of our students participate in basketball and soccer programs after school through our town recreation department.

Community Connections:

- ◆ 146 students participated in East Montpelier Community Connections in 2015-2016.
- ◆ 88 students started the day off right at before-school care; 60 stayed with us afterschool, and 8 students participated in CC summer camps.
- ◆ 22 preschool students from East Montpelier attended our Preschool Program.
- ◆ We ran a free summer breakfast and lunch program that prepared and served 5,372 free meals to local children from the EMES kitchen.

Principal's Message cont. from pg. 3

positive school environments. An addition to PBiS this year is our Thursday Morning Meetings. Each staff member runs a small morning meeting to a mixed-age group of 8 – 10 students in Kindergarten through Grade 6. During this time, students participate in lessons on expected behaviors, bullying, and mindfulness.

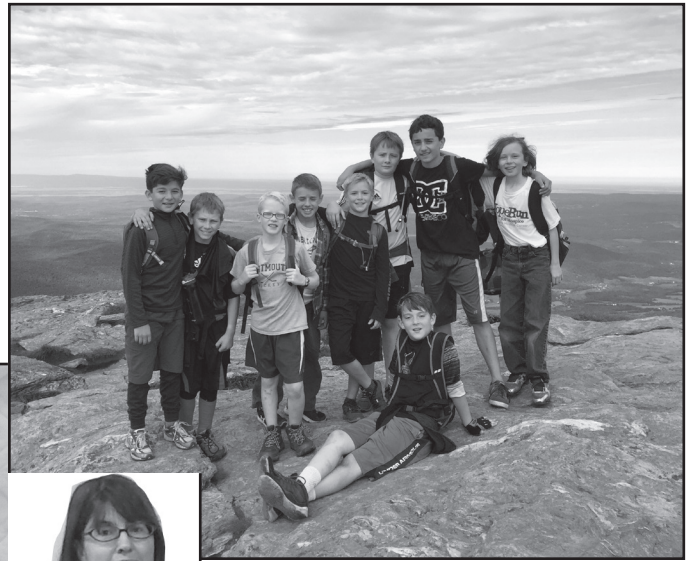
EMES has participated in many wonderful activities this year including our fall all-school hike, holiday feast, Monster Mash, holiday and winter concerts, I Love East Montpelier Day, winter wellness, artist in residence Georgia Landau, and a celebration of learning. I am proud and fortunate to work and learn at EMES, and I want to thank you for your unwavering support for the future of your children and community!



K-3 Holiday Concert.



The East Montpelier Elementary School Board: Flor Diaz-Smith, Stephen Looke, Lindy Johnson, Rubin Bennett and Kim Kendall.



School Climate Data

Last spring each school disseminated a school climate survey to students, parents and staff members. The school climate survey contained questions about issues such as school safety, communication, expectations, meeting students' and families' needs, and relationships between students, staff, administrators and families. To the right are some of the results from East Montpelier Elementary.

- ◆ 98% of students believe their teacher cares about them.
- ◆ Bullying is seen most on the bus and on the playground.
- ◆ 95% of students believe their teacher expects them to do very good school work.
- ◆ 91% of students believe they get the help they need to be successful.
- ◆ 90% of parents believe they are informed about their child's progress.
- ◆ 90% of parents feel welcome at EMES.

Vermont State Assessment Program

Vermont is a member of the **Smarter Balanced Assessment Consortium (SBAC)**. As such, Vermont students in Grades 3-8 and 11 participated in SBAC testing for the second time in the spring of 2016. The Smarter Balanced Assessment replaced Vermont's previous assessment test, the **NECAP (New England Common Assessment Program)**, in 2015. The SBAC is a test that has higher standards than our former standardized test, the NECAP. The new assessment of English Language Arts and Mathematics asks students to demonstrate and apply their knowledge and skills in areas such as critical thinking, analytical writing, and problem solving. The SBAC is administered via computer, is aligned with the Common Core State Standards, and assesses student performance in literacy and mathematics. The source of the data is the SBAC results provided to school systems through the Online Reporting System via the VT SBAC Portal. Because our school system receives federal funds, we are required by statute to report the SBAC scores.

Formerly, Vermont students took the NECAP tests in reading, mathematics, writing, and science. Because Vermont students now participate in the SBAC each spring, they no longer participate in the NECAP tests for reading, writing, and mathematics.

Additionally, Washington Central Supervisory

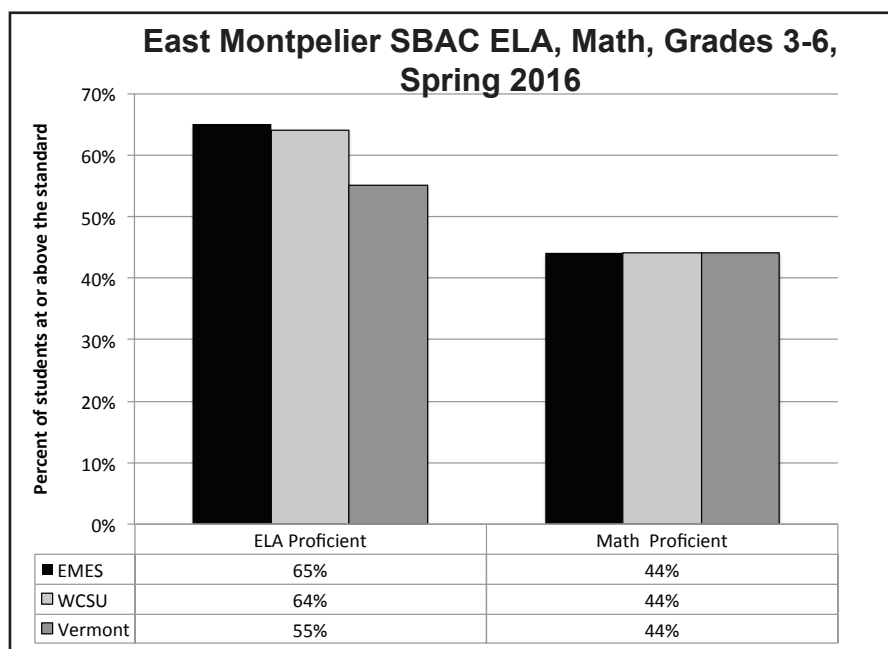
Union has created a local comprehensive assessment system for students in Grades PreK-12. The local comprehensive assessment system provides a coherent, balanced approach to assessment across the supervisory union, and the results of the assessments provide data which drive instruction at the individual student and systems levels.

Also included in this section of the annual school report card results from the Spring 2016 administration of the science NECAP. The **science NECAP** is administered in Grades 4, 8, and 11. The science NECAP assessment is designed to measure students' scientific knowledge and skills. This assessment combines scores from multiple choice and short answer questions with results from an inquiry task that requires students to analyze and interpret findings from an actual science experiment.

We are also including data from two literacy assessments, the **Fountas and Pinnell Benchmark Assessment System** that was administered to students in Grades 1-3 in the Fall of 2016 as well as data from the **Developmental Reading Assessment 2 (DRA 2)** that was administered to students in Grades 4-6 also in the Fall of 2016 as part of our local comprehensive assessment system. Finally, we are including the results of the most recent administration of the **National Assessment of Educational Progress (NAEP)**.

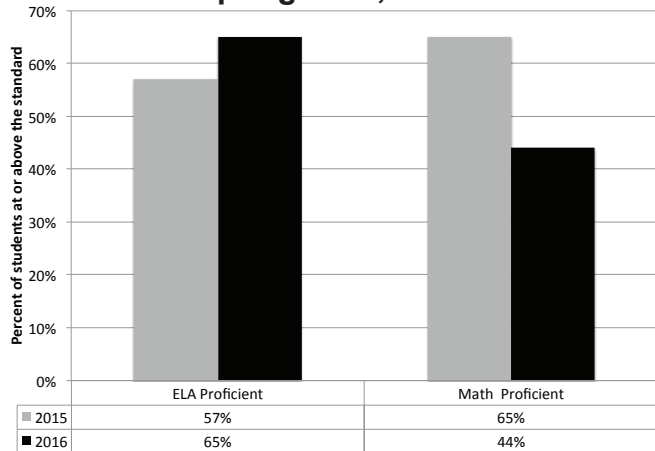
What percentage of our students met or exceeded the standards on state English Language Arts and Math assessments?

This graph compares the percent of East Montpelier students to the percent of WCSU and Vermont students in 2016 meeting the standards in English Language Arts (ELA) and Math. At East Montpelier, 105 students were tested in reading and math. 399 WCSU students were tested in ELA and math.



SBAC English Language Arts (ELA), Grades 3-6, 2016

EMES SBAC ELA, Math, Grades 3-6, Spring 2015, 2016



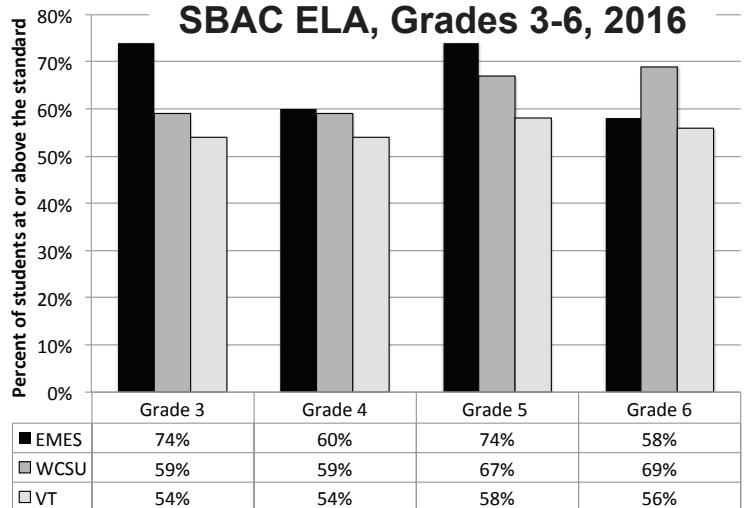
The graph to the left compares the percent of East Montpelier students meeting the standards in English Language Arts and Math in 2015 and 2016.



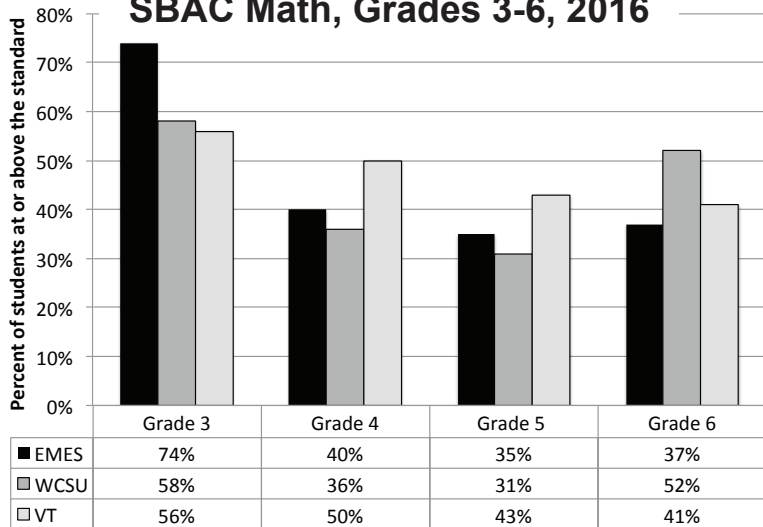
Wednesday afternoon Professional Development.

19 grade 3, 25 grade 4, 23 grade 5 and 38 grade 6 East Montpelier students took the SBAC tests in English Language Arts and Math in the spring of 2016. 98 grade 3, 91 grade 4, 106 grade 5, and 104 grade 6 Washington Central Supervisory Union students took the SBAC tests in ELA and Math. 98.5% of students in grades 3-6 participated in the SBAC. The graphs to the right and below compare the percent of EMES, Washington Central and Vermont students meeting the standards in academic areas.

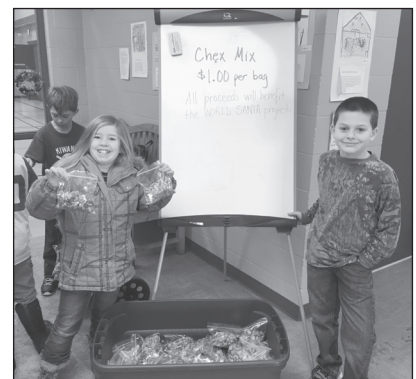
SBAC ELA, Grades 3-6, 2016



SBAC Math, Grades 3-6, 2016



What percentage of our students met or exceeded the standards on the state math assessment?

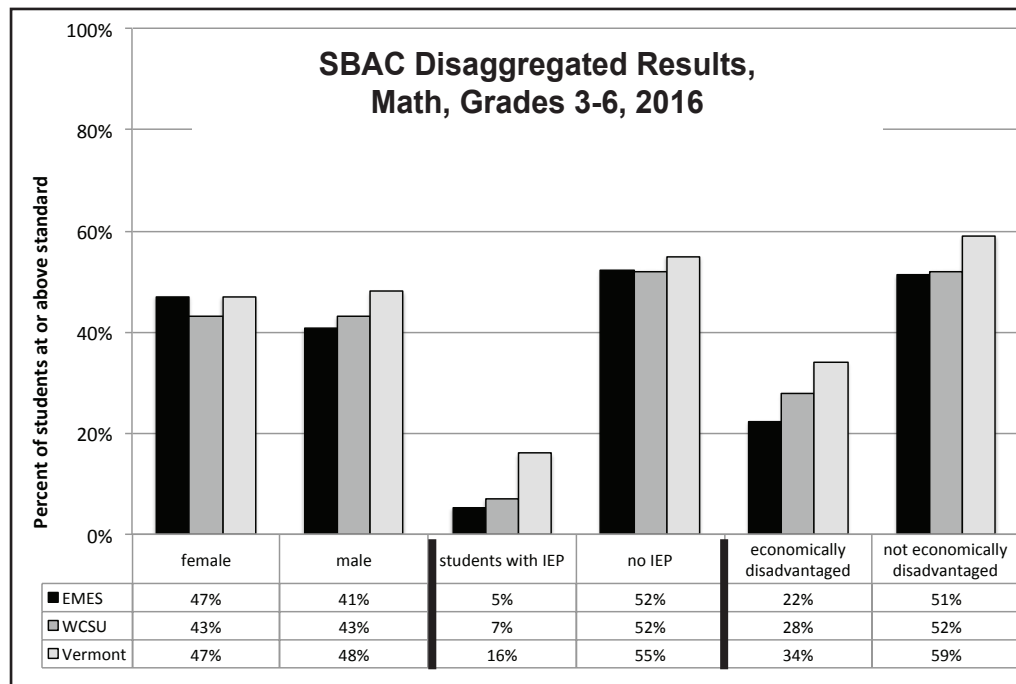
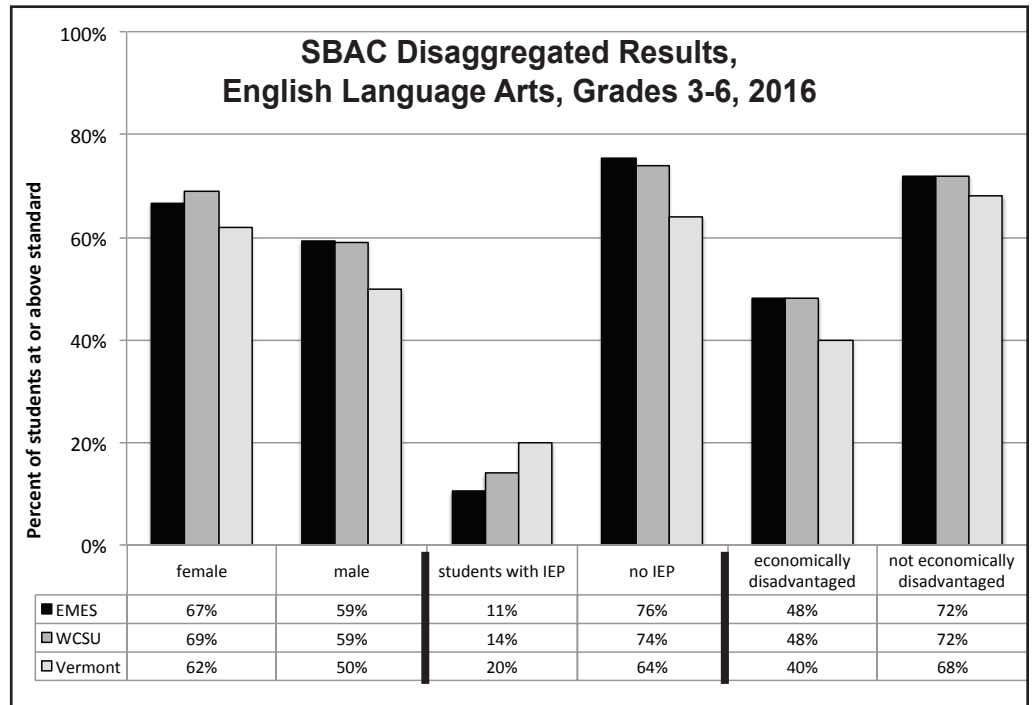


Third graders selling homemade chex mix for the WORLD Santa Project.

SBAC Disaggregated Results, English Language Arts, Math Grades 3-6, 2016

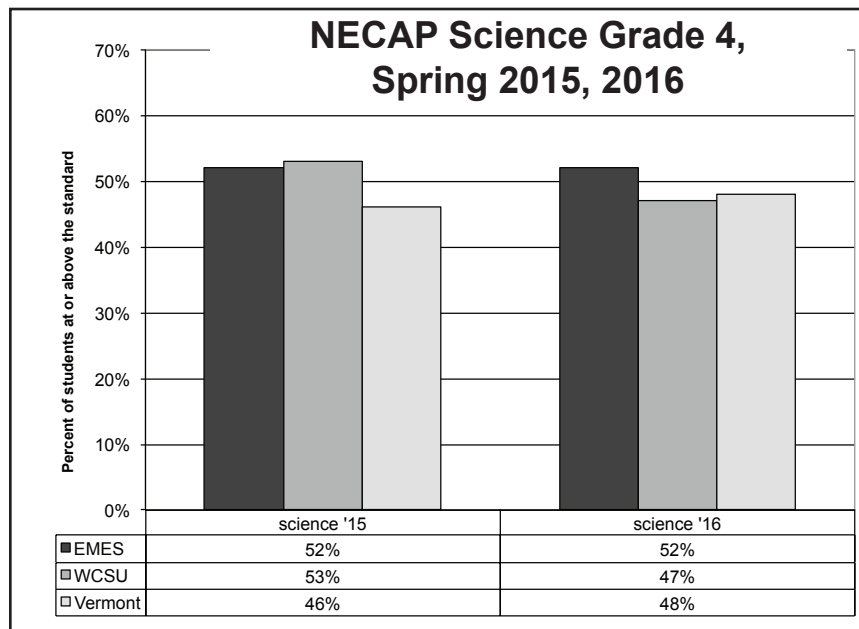
In the spring of 2016, 399 (98.5%) WCSU grade 3-6 students took the SBAC tests in English Language Arts and Math. 201 were female and 198 were male. 69 students had an IEP (Individualized Educational Plan). 132 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

51 EMES students were female and 54 were male. 19 EMES students had an IEP and 27 were identified as economically disadvantaged students.



51 EMES students were female and 54 were male. 19 EMES students had an IEP and 27 were identified as economically disadvantaged students.

What percentage of our students met or exceeded the standards on the state science assessment?

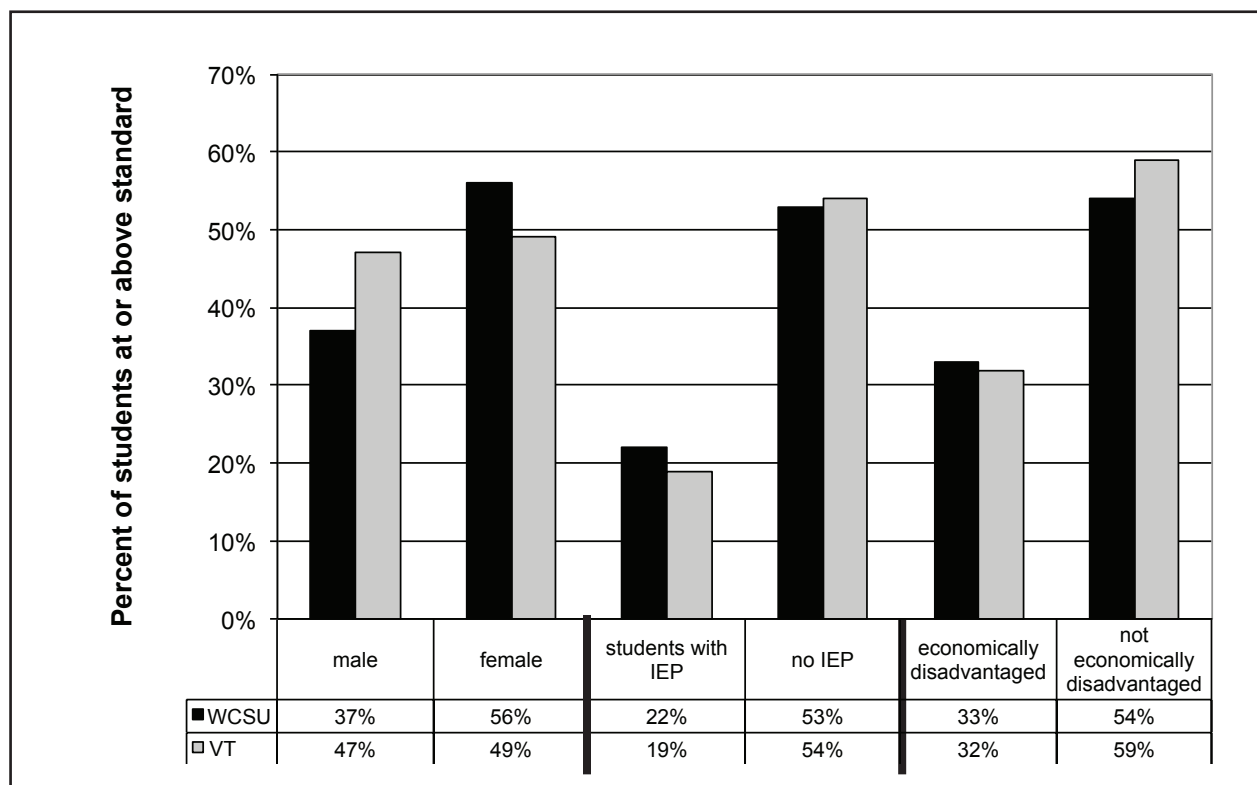


The graph to the left compares the percent of East Montpelier, Washington Central and Vermont students meeting the standards in science in 2015 and 2016.

104 (100%) WCSU grade 4 students took the NECAP test in science in the spring of 2015 and 91 (100%) WCSU grade 4 students took the NECAP test in science in the spring of 2016. At EMES 25 students were tested in 2015 and 26 in 2016.

NECAP Disaggregated Results, Science, Grade 4, 2016

In the spring of 2016, 91 WCSU grade 4 students took the NECAP test in science. 43 were male and 48 were female. 18 students had an IEP (Individualized Educational Plan). 30 students were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.



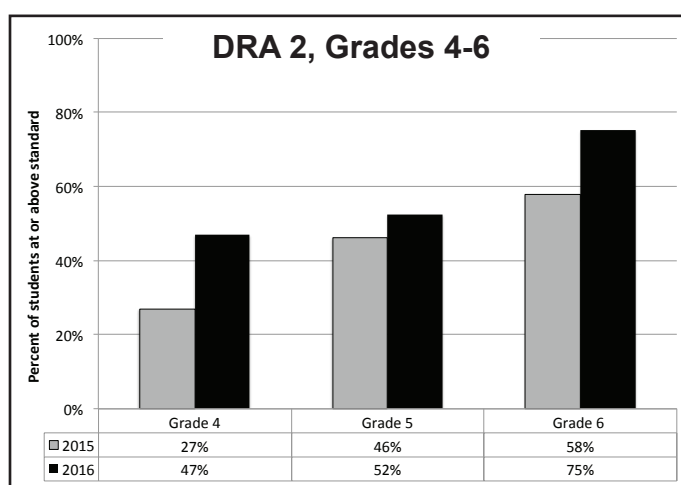
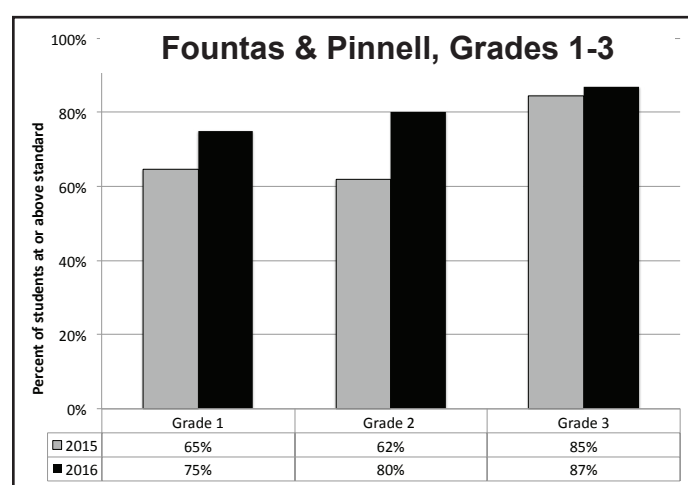
Benchmark Reading Assessments

This fall we administered the **Fountas and Pinnell Benchmark Reading Assessment** to students in Grades 1-3. This assessment is administered in a one-to-one setting. Students read portions of a text aloud to the teacher and then they answer oral questions to gauge their comprehension of the text. The assessment measures students' accuracy, fluency, comprehension, and current level of performance.

In grades 4-6, students participated in the **Developmental Reading Assessment 2**. Like the Fountas and Pinnell, students read portions of a text aloud to the teacher; however, in the DRA2 students write their answers to demonstrate their comprehension. Writing about their comprehension is a more cognitively demanding task than conveying it orally, and it more closely aligns with our expectations for our older readers. Washington Central has set standards for grade level performance on both assessments.

At East Montpelier 65% (91 out of 141 students Grades 1-6) met or exceeded the standard. The graph below shows how many Washington Central students met or exceeded the standard at each grade level.

Washington Central students who met or exceeded the reading standard, Spring 2015, 2016



National Assessment of Educational Progress (NAEP)

Known as “the Nation’s Report Card,” NAEP is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Testing is done in reading, mathematics, and science in grades 4 and 8. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement for populations of students (e.g., fourth-graders) in a State and groups within those populations (e.g., female students, Hispanic students). National and state NAEP results are based on a sample of such student populations.

The most recent NAEP data for Vermont is from

testing in 2015. In that year, 44% of 4th graders and 44% of 8th graders were proficient or advanced in reading; and 44% of 4th graders and 42% of 8th graders were proficient or advanced in mathematics. 48% of fourth graders and 44% of 8th graders were proficient or advanced in science.



First graders use Lego manipulatives during math instruction.

Vermont students continued to perform among the top 10 states in the nation. In eighth-grade reading, no other state scored significantly higher than Vermont. The only state to score higher than Vermont in fourth-grade reading was Massachusetts. Vermont showed a significant increase in scores from the previous years for fourth-grade reading.

Comparative Data for Cost-Effectiveness

16 V.S.A. § 165(a)(2)(K)

School: East Montpelier Elementary School
S.U.: Washington Central S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
<http://www.state.vt.us/educ/>

FY2016 School Level Data

Cohort Description: Elementary school, enrollment ≥ 200 but <300
(39 schools in cohort)

Cohort Rank by Enrollment (1 is largest)
37 out of 39

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Mettawee Community UES #47	PK - 6	200	15.78	2.00	12.67	100.00	7.89
	East Montpelier Elementary School	PK - 6	212	17.01	1.00	12.46	212.00	17.01
< Larger	Sustain Acad At Lawrence Barnes	K - 5	212	20.00	1.00	10.60	212.00	20.00
	Thetford Elementary School	PK - 6	213	21.90	1.00	9.73	213.00	21.90
	Twin Valley Joint Contract Elementary School	PK - 5	216	19.60	1.00	11.02	216.00	19.60
	Averaged SCHOOL cohort data		246.77	19.81	1.06	12.46	231.90	18.61

School District: East Montpelier
LEA ID: T065

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

The portion of current expenditures made by supervisory unions on behalf of districts varies greatly. These data include district assessments to SUs. Including assessments to SUs makes districts more comparable to each other.

FY2015 School District Data

Cohort Description: Elementary school district, FY2013 FTE ≥ 100 but < 200
(31 school districts in cohort)

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE EXCLUDING special education costs	Cohort Rank by FTE (1 is largest) 1 out of 31
Smaller ->	Ferrisburgh	PK-6	186.68	\$14,836	Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.
	Mettawee Comm. UESD #47	PK-6	195.00	\$12,261	
	Westminster	PK-6	196.02	\$14,235	
	East Montpelier	PK-6	197.32	\$14,209	
< Larger					
	Averaged SCHOOL DISTRICT cohort data		146.35	\$13,776	

FY2017 School District Data

School District Data							Total municipal tax rate, K-12, consisting of prorated member district rates		
LEA ID	School District	Grades offered in School District	School district tax rate			MUN	MUN	MUN	
			SchlDist	SchlDist	SchlDist	Equalized Homestead Ed tax rate	Common Level of Appraisal	Actual Homestead Ed tax rate	
			Equalized Pupils	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate				
						Use these tax rates to compare towns rates.		These tax rates are not comparable due to CLA's.	
Smaller ->	T196	Starksboro	PK-6	173.17	14,390.51	1.4834	1.5369	96.16%	1.5983
	T019	Berlin	PK-6	176.01	15,890.47	1.6380	1.6627	104.14%	1.5966
	U047	Mettawee Comm. UESD #4	PK-6	176.12	15,855.55	1.6344	-	-	-
	T065	East Montpelier	PK-6	183.93	19,856.11	2.0468	1.8482	94.60%	1.9537
	T076	Ferrisburgh	PK-6	184.69	15,869.31	1.6358	1.7771	104.72%	1.6970
	T077	Fletcher	PK-6	211.57	13,839.86	1.4266	1.4266	93.78%	1.5212
	T214	Vernon	PK-6	239.92	14,720.29	1.2594	1.3328	104.17%	1.2794



Fifth and sixth graders participating in morning meeting.

The Legislature has required the Agency of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.



A public school community dedicated to excellence in teaching and learning.

School Report



Principal's Message

By Steven Dellinger-Pate, Principal

The 2015-2016 school year was a wonderful year, and I want to start by saying how much I admire the commitment that the community has to this school. Our vision to cultivate passionate, creative and empowered learners who contribute to their local and global community really exemplifies the values of the 5 towns that make up our district. Education tends to dominate a large part of the news and we hear the debates about spending, enrollment, and what kids need to know. Our vision, "to cultivate," keeps us focused as a school community on what we know to be important. All our students are the responsibility of the entire community, and the long-term economic health of central Vermont depends on the students who graduate from U-32. We work to develop a growth mindset, which means we are open to change while at the same time valuing the things that have

helped us become what we are today. I see daily the support from the citizens of the five towns that make up our supervisory union. The support for the budget and the programs of U-32 ensures that every student can fulfill our vision.



During the past year, U-32 staff continued their work on creating a proficiency-based learning program that challenges students while providing the support necessary for all students to achieve at a high level. Proficiency-based learning requires students to advance based on demonstration of skills and knowledge, rather than on time spent in the classroom. Proficiency-based learning calls for a clear identification of what students should know and be able to do. Increased clarity in terms of student learning goals quite naturally calls for increased accuracy in terms of assessment, grading and record

continued on page 14

Principal's Message from page 12

keeping. Professional time has been devoted to developing clear learning goals for students, building good assessments, and learning how to provide feedback. Our work this past year also included the development the standards that all students will be



WCSU first graders enjoyed their time with their seventh grade book buddies.

accountable for in order to demonstrate the Board of Directors Student Learning Outcomes. Teachers continue to learn about differentiated instruction and how lessons can be designed to help all students learn. All in all, U-32 is committed to improving curriculum, instruction and assessment so

our students can achieve at the highest levels and be prepared for the next stage of learning in their life.

Other Highlights from 2015-2016 School Year:

- ◆ Our Stage 32 theater program put on several fantastic shows such as *Baggage*, *Sweeney Todd* and *The Tempest*.
- ◆ Our HS student council hosted monthly community service activities.
- ◆ Our athletic teams won state championships in boys ice hockey, boys track and field (4x champions), girls track and field (2x champions), boys cross country, girls Nordic skiing.

Advanced Placement (AP) Test Results:

37 seniors, 36 juniors and 1 sophomore took a total of 137 Advanced Placement (AP) tests in 12 different subject areas including English Lit/Comp, U.S. Gov/Politics, U.S. History, Calculus, Comp Science, Statistics, Biology, Chemistry, Physics C, French and Spanish. AP tests are scored on a scale of 1-5 with 5 being the highest possible score. A total of 15 students scored 5, 40 scored 4, 37 scored 3, and 35 scored 2.

- ◆ The senior class, again, led a Senior Community Outreach Program, to give back to their community during their final week of school.

Our attention to a sound academic program for each student, coupled with our provision of a wide array of co-curricular opportunities, helps to create an intellectually stimulating and well-rounded experience. Our students have the opportunity to grow and thrive thanks to the support of the 5 sending communities. U-32 will continue to provide one of the best educations for students in Vermont.



Members of the Student Community Outreach Program (SCOP), stacked 4 cords of firewood for a Middlesex community member in June.



*In early November, Stage 32 presented *The Tempest*, by William Shakespeare, a tale of magical possibilities, the choice between revenge and forgiveness and the powerful healing of love.*

Assessments

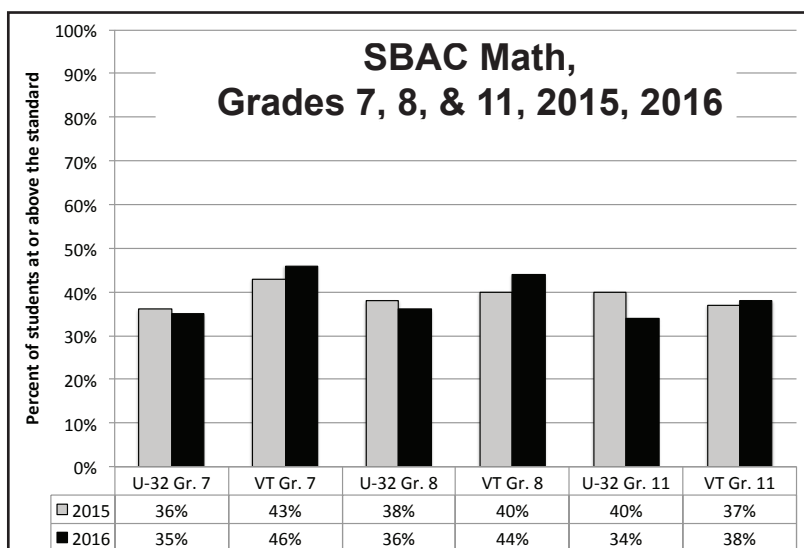
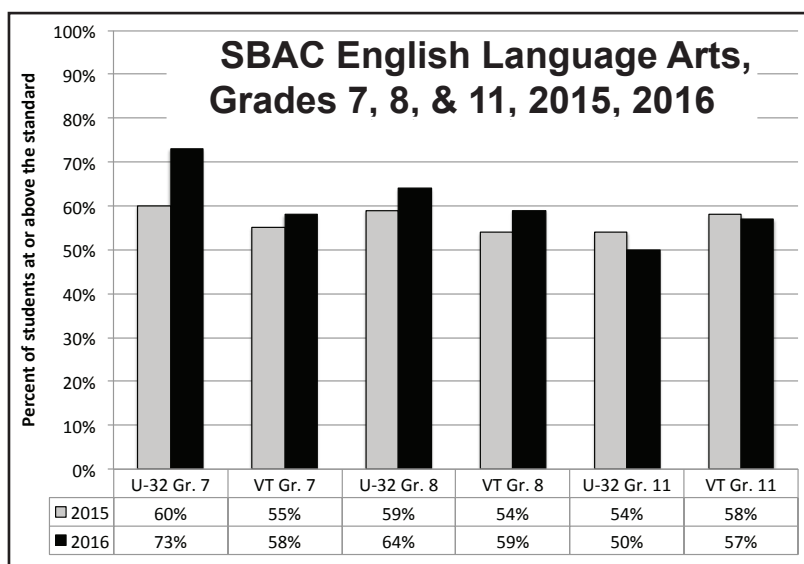
SBAC English Language Arts and Math, Grades 7, 8, & 11; 2015, 2016

The Smarter Balanced Assessment Consortium (SBAC) tests replaced Vermont's previous assessment test, the NECAP (New England Common Assessment Program), in 2015.

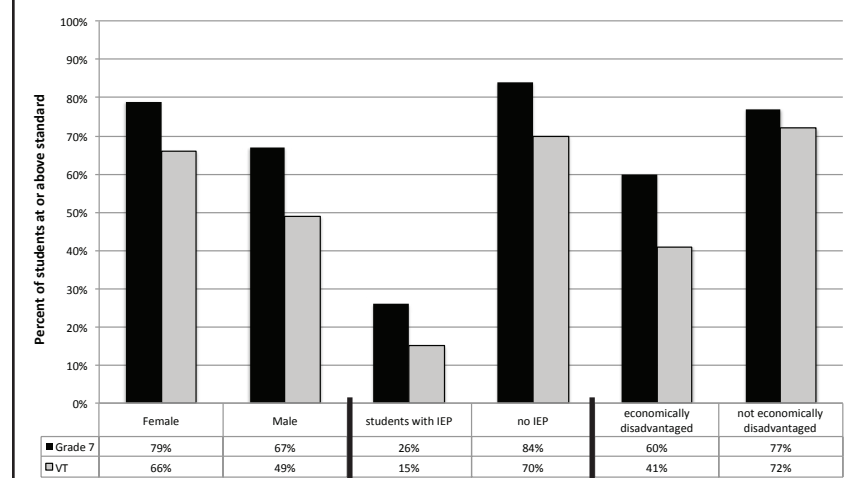
Vermont students in Grades 3-8 and 11 participated in SBAC testing for the second time in the spring of 2016. For more info, see page 6.

Reading and math are assessed in grades 3-8 and 11.

The graphs to the right compare the percent of U-32 students to the percent of students in Vermont meeting the standards in academic areas in 2015 and 2016. At U-32, 121 seventh grade students, 110 eighth grade students and 124 eleventh grade students were tested in reading, and 111 seventh grade students, 110 eighth grade students and 125 eleventh grade students were tested in math.

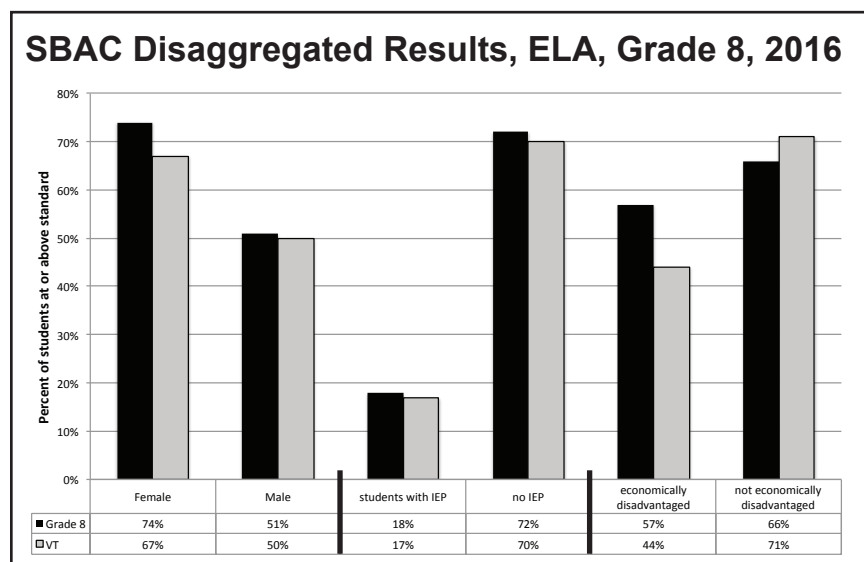
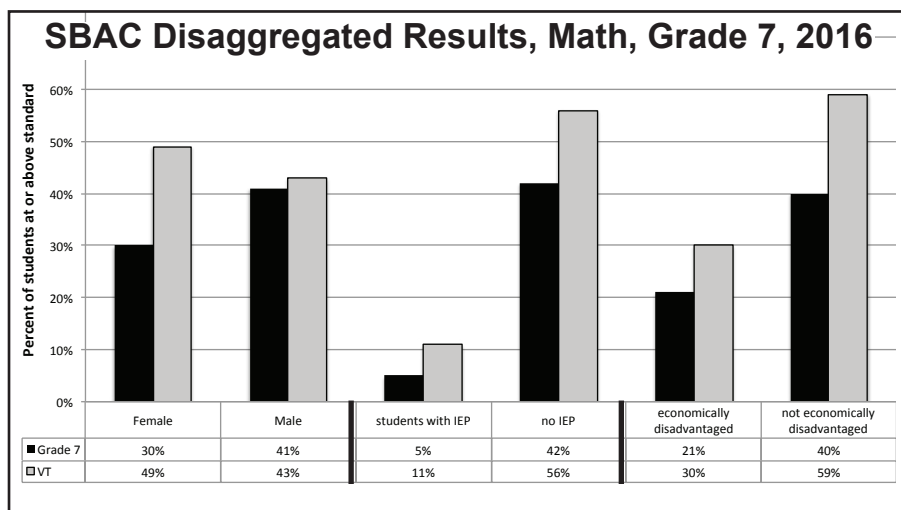


SBAC Disaggregated Results, ELA, Grade 7, 2016



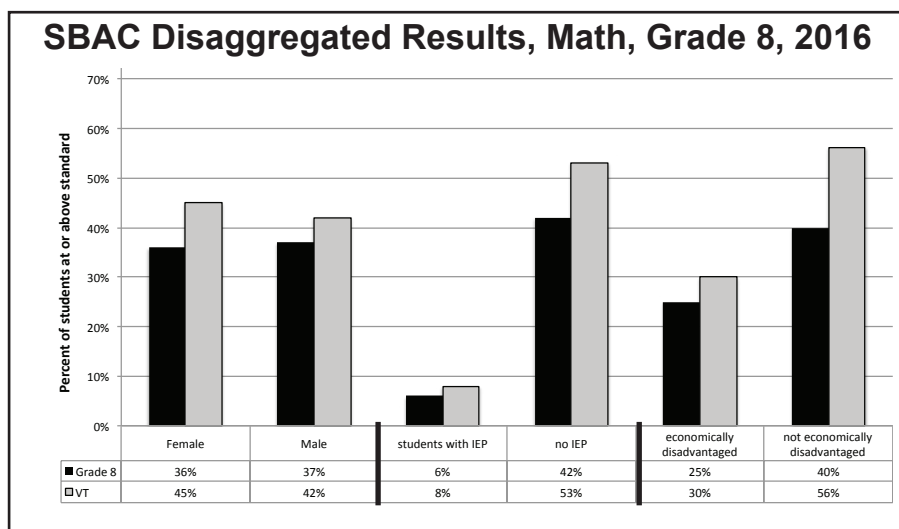
In the spring of 2016, 121 (99%) U-32 grade seven students took the SBAC test in ELA. 61 were female and 60 were male. 23 of the students had an IEP and 30 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

In the spring of 2016, 111 (91%) U-32 grade seven students took the SBAC test in Math. 61 were female and 58 were male. 22 of the students had an IEP and 29 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.



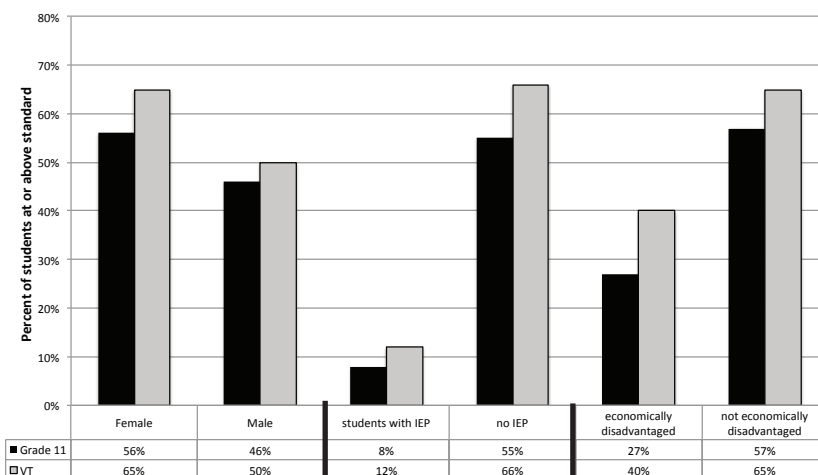
In the spring of 2016, 110 (98%) U-32 grade eight students took the SBAC test in ELA. 61 were female and 49 were male. 17 of the students had an IEP and 28 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

In the spring of 2016, 110 (98%) U-32 grade eight students took the SBAC test in Math. 61 were female and 49 were male. 17 of the students had an IEP and 28 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

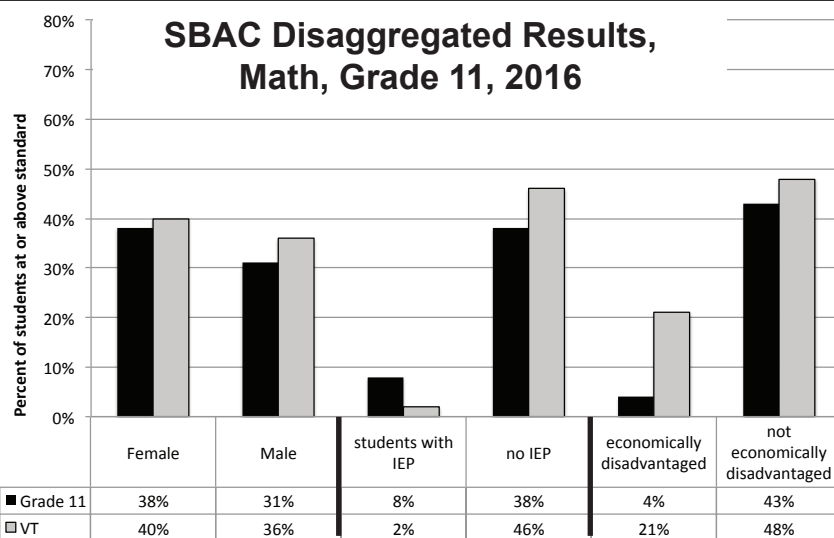


In the spring of 2016, 124 (88%) U-32 grade eleven students took the SBAC test in ELA. 55 were female and 69 were male. 12 of the students had an IEP and 28 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

SBAC Disaggregated Results, ELA, Grade 11, 2016



SBAC Disaggregated Results, Math, Grade 11, 2016

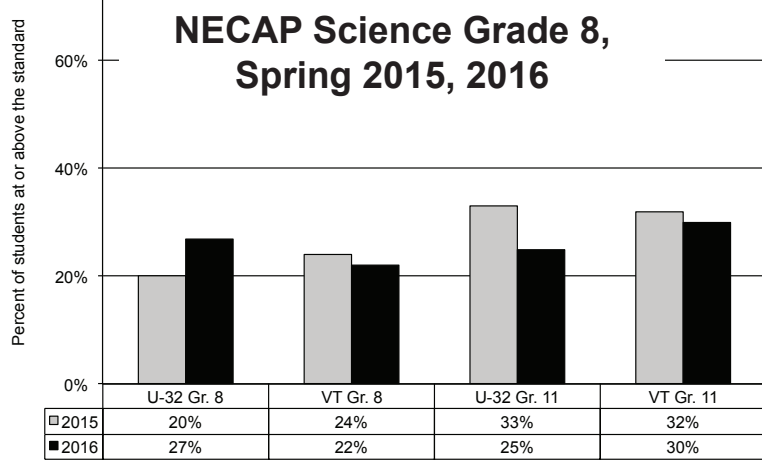


In the spring of 2016, 125 (88%) U-32 grade eleven students took the SBAC test in Math. 55 were female and 70 were male. 12 of the students had an IEP and 26 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

NECAP Science, Grades 8, & 11; 2015, 2016

The NECAP (New England Common Assessment Program) science test measures students' academic knowledge and skills relative to Grade Expectations. Science is assessed in grades 8 and 11.

NECAP Science Grade 8, Spring 2015, 2016

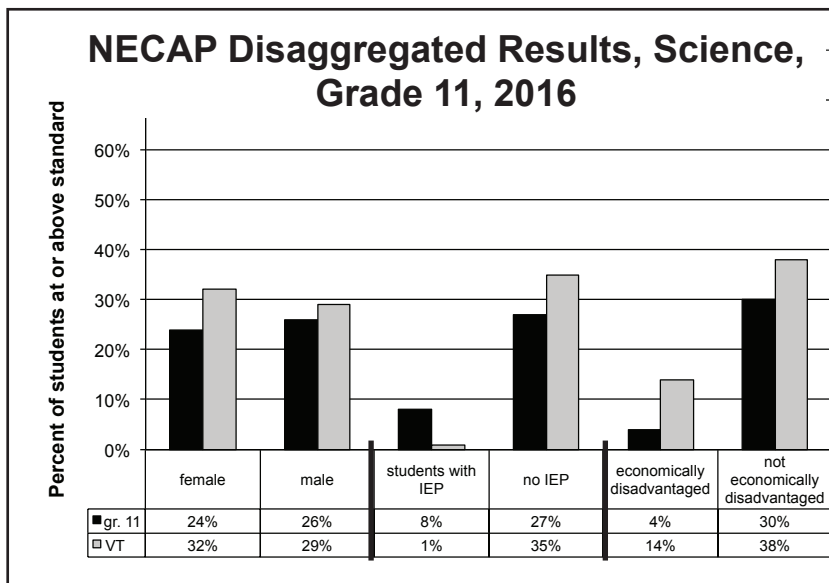
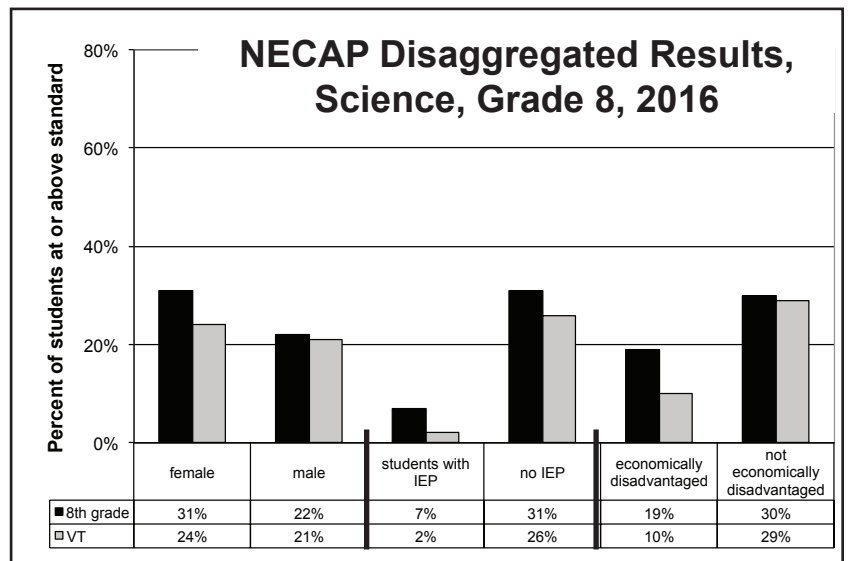


The graph to the left compares the percent of U-32 grade 8 and grade 11 students and Vermont students meeting the standards in science in 2015 and 2016.

109 (98%) grade 8 students took the NECAP test in science in the spring of 2015 and 110 (100%) grade 8 students took the NECAP test in science in the spring of 2016.

128 (94%) grade 11 students took the NECAP test in science in the spring of 2015 and 123 (98%) grade 11 students took the NECAP test in science in the spring of 2016.

In the spring of 2016, 110 U-32 grade eight students took the NECAP test in science. 61 were female and 49 were male. 15 of the students had an IEP and 26 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.



In the spring of 2016, 123 eleventh graders took the NECAP test in science. 54 were female and 68 were male. 12 of the students had an IEP and 24 of the students who took the science test were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.

School Climate Data

Last spring each school disseminated a school climate survey to students, parents and staff members. The school climate survey contained questions about issues such as school safety, communication, expectations, meeting students' and families' needs, and relationships between students, staff, administrators and families. Below are some of the results from U-32 Student Climate Survey.

We celebrated growth in student perception on:

- ◆ 95% of students feel their TA cares about them.
- ◆ 96% of students feel they have support for learning at home.

- ◆ 99% of students report that their family wants them to do well.
- ◆ 79% of students participate in co-curricular activities.
- ◆ 81% of students want to attend college immediately after graduation.

We need to work on:

- ◆ Making sure students have a voice in how they learn, and
- ◆ We challenge them on a regular basis.



Anna Van Ness gr. 11

The Vermont Youth Risk Behavior Survey

For the past 20 years, the Vermont Department of Health has been tracking middle and high school youth on a variety of indicators using the Youth Risk Behavior Survey (YRBS). The YRBS is given every 2 years to most high schools and many middle schools in Vermont. The students took the survey in the spring of 2015. The survey looks at Personal Safety; Alcohol, Tobacco and Other Drugs; Sexual Behavior and Orientation; Body Image; Nutrition and Physical Activity; and Youth Assets. We will dip into the data and see some items where U-32 is better or worse than the state; we'll also note some general trends.

At October's World Food, Health and Wellness Day at U-32, data from the YRBS was useful in busting some student misconceptions. In a Substance Jeopardy game presented by the Central Vermont New Directions Coalition, one question was how many U-32 students currently used marijuana. The students guessed 90%. The answer? 24%. This is important, because the belief that "everyone else is doing it" can encourage use. Our 12th graders, at 35%, were statistically above the state average of 29%. In all grades, the highest percentage of current users were using more than 10 times a month.

The big surprise in 2015 was the first-time question about e-cigarettes. 25% of U-32 students have tried an e-cigarette (30% in VT). Regular tobacco smoking was down to 10%. In 1995, that number was 35%!

In every category of bullying, including electronic bullying, U-32 students were below the state average. But when it comes to physical

fighting, they were above the state average at 22% in high school. Middle school reported even higher rates, at 58% fighting.

Questions that deal with mental health, depression, and suicide tell a disturbing story. 16% of

students purposefully hurt themselves without wanting to die – 24% of girls, 8% of boys. 23% felt sad or hopeless for two weeks in a row – 30% of girls, 16% of boys. 12% made a suicide plan; 6% attempted suicide. Fortunately only 2% attempted suicide that resulted in an injury, poisoning, or overdose that required medical treatment. On all the questions of depression, girls had higher rates than boys.

Alcohol remains a challenge. U-32 high

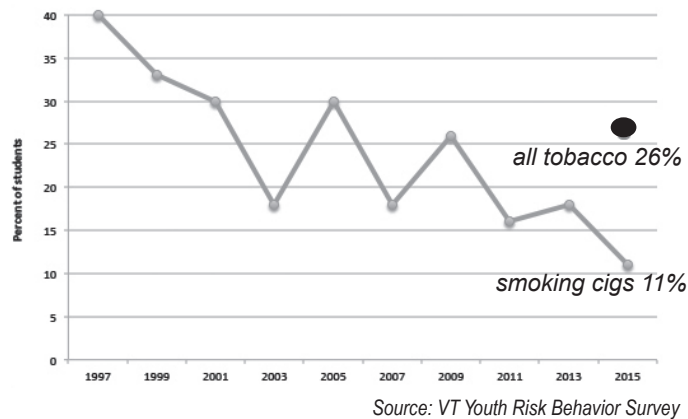
school students are statistically above the state for drinking regularly (33%) and binge drinking (20%). 57% drank more than 3 times in the past month; of those, 14% drank more than 10 times. Not surprisingly, only 27% say that binge drinking on weekends is harmful, compared to a state average of 40%. Among middle schoolers, 14% "ever drank" alcohol, statistically below the state.

U-32 students are better than average at not

texting while driving, wearing a bike helmet, using condoms during sex, restricting the amount of screen time (computers, TV, video games), getting physical activity, and eating fruits and vegetables.

If all this data has given you an appetite for more statistics, go to the Department of Health YRBS website at <http://healthvermont.gov/research/yrbs/2015/>. You can peruse statewide, county-wide, and local results. You can also look at prior years and note trends.

Tobacco use by U-32 12th Graders



Although cigarette smoking has decreased significantly since 1997 among 12th graders, in 2015 the survey began asking students to report on other tobacco use. Through the use of cigars, little cigars, smokeless tobacco and electronic vapor products, student use of tobacco is creeping back up.



Riley Flynn, gr. 12

Complementary Academic Programs

Branching Out

Branching Out is a community based mentoring program that complements students' regular course work at U-32. In this program, students explore learning by following their passion," designing their own curriculum and process which is then approved by a credit granting faculty committee. Branching Out staff then find mentors to support each student's endeavor. Last year 28 students participated in this innovative standards-based program. Studies included: Accordion, Acrylic Painting, Architectural Design, Auto Mechanics, Blacksmithing, Choral Directing, Community Service, Creative Writing, Criminal Justice, Drawing & Painting, French Horn, German Language, Graphic Novel, Guitar & Songwriting, Italian, Japanese, Law Enforcement, Skateboarding Videos, Sports Writing & Photojournalism, Stock Market, Tatoo Design, Women's International Issues Club.

Branching Out Middle School, Community-Based Learning, and and Pilot Programs

Last year 20 students pursued studies in Branching Out Middle School, 34 students participated in Community-Based Learning, and 17

students were in the Pilot Program.

Vocational/Technical Education Programs

Last year 24 students attended The Central Vermont Career Center. Their program areas included Auto Technology, Building Trades, Cosmetology, Digital Media, Electrical, Emergency Services, Exploratory Tech, Human Services, Natural Resources, Plumbing & Heating. Last year 1 student attended Randolph Tech Center and studied Diesel Technology.

Vermont Virtual Learning Cooperative (online courses)

Last year, 44 students completed and received U-32 graduation credit for their online courses.

The subjects taken include: Algebra I, Algebra II/Algebra II Honors, American History/American History Honors, AP Macroeconomics, AP Politics & Government, Computer Literacy I, Creative Writing, Earth, Space, Science, Economics, English I/English I Honors, English IV/English IV Honors, Forensic Science, Intro to Computer Programming, Latin I, Latin II, Life Management Skills, Marine Biology, Personal Finance, Personal Fitness, Psychology I, Pre-Calculus, The Beatles and Literature



Logan Middleton, gr. 12

- U-32 students continue to score significantly higher than both the Vermont and national averages on the 3 SAT tests.
- 69 members of the senior class took the SAT's, 42 as seniors and 27 when they were juniors.
- 12 students took 33 SAT Subject Tests. 10 of those students also took the SAT and their mean SAT Test scores were Critical Reading: 705, Mathematics: 698, and Writing: 648.

ACT Information (Composite)		
	U-32	Vermont
2014	23.8	23.2
2015	22.5	23.5
2016	24.1	23.4

Scholastic Aptitude Test (SAT)

SAT Math	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2014	570	504	536	525	513
2015	548	541	544	524	511
2016	572	545	556	520	508
SAT Critical Reading	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2014	530	515	522	522	497
2015	546	566	557	523	495
2016	572	552	560	520	494
SAT Writing	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2014	517	498	507	507	487
2015	508	538	525	507	484
2016	545	540	542	501	482

Comparative Data for Cost-Effectiveness

16 V.S.A. § 165(a)(2)(K)

School: U-32 UHS
S.U.: Washington Central S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
<http://www.state.vt.us/educ/>

FY2016 School Level Data

Cohort Description: Junior/Senior high school
(23 schools in cohort)

Cohort Rank by Enrollment (1 is largest)
2 out of 23

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Mill River UHS #40	7 - 12	493	42.15	2.00	11.70	246.50	21.08
	Otter Valley UHS #8	7 - 12	528	42.41	2.00	12.45	264.00	21.21
	Mt Abraham UHS #28	7 - 12	706	59.33	3.00	11.90	235.33	19.78
	U-32 UHS	7 - 12	776	63.20	3.00	12.28	258.67	21.07
-> Larger	Missisquoi Valley UHS #7	7 - 12	819	75.58	3.00	10.84	273.00	25.19

Averaged SCHOOL cohort data 379.17 35.32 1.99 10.73 190.83 17.78

School District: U-32 High School (UHSD #32)
LEA ID: U032

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

The portion of current expenditures made by supervisory unions on behalf of districts varies greatly. These data include district assessments to SUs. Including assessments to SUs makes districts more comparable to each other.

FY2015 School District Data

Cohort Description: Senior high school district
(23 school districts in cohort)

School district data (local, union, or joint district)

Grades offered in School District Student FTE enrolled in school district Current expenditures per student FTE EXCLUDING special education costs

Cohort Rank by FTE (1 is largest)
6 out of 23

Smaller ->	Mount Abraham UHSD #28	7-12	664.41	\$15,798
	Lamoille UHSD #18	7-12	694.69	\$14,706
	Missisquoi Valley UHSD #7	7-12	733.34	\$14,837
	U-32 High School (UHSD #32)	7-12	747.65	\$15,861
-> Larger	Middlebury UHSD #3	7-12	810.05	\$17,933
	Bellows Free Academy UHSD #48	9-12	856.10	\$15,611
	Brattleboro UHSD #6	7-12	940.84	\$15,813

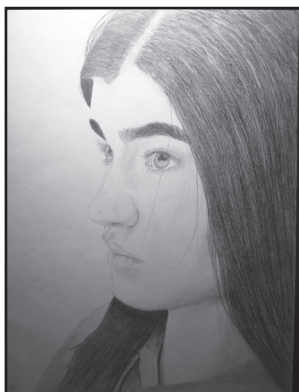
Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

Averaged SCHOOL DISTRICT cohort data

587.09 \$15,793

FY2017 School District Data

LEA ID School District		Grades offered in School District	School district tax rate			Total municipal tax rate, K-12, consisting of prorated member district rates		
			SchlDist	SchlDist	SchlDist	MUN	MUN	MUN
			Equalized Pupils	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate	Equalized Homestead Ed tax rate	Common Level of Appraisal	Actual Homestead Ed tax rate
					Use these tax rates to compare towns rates.			These tax rates are not comparable due to CLA's.
Smaller ->	U019 Harwood UHSD #19	7-12	707.06	16,972.82	1.7496	-	-	-
	U028 Mount Abraham UHSD #28	7-12	743.48	15,652.61	1.6135	-	-	-
	U048 Bellows Free Academy UHSD #48	9-12	750.17	16,598.48	1.7110	-	-	-
	U032 U-32 High School (UHSD #32)	7-12	755.33	16,320.09	1.6823	-	-	-
-> Larger	U041 Spaulding HSUD #41	9-12	788.96	12,891.73	1.3289	-	-	-
	U018 Lamoille UHSD #18	7-12	825.39	14,972.93	1.5434	-	-	-
	U022B North Country Sr UHSD #22	9-12	853.83	13,972.28	1.4403	-	-	-



McKenzie Lattimore, gr. 12

The Legislature has required the Agency of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

WCSU Student Learning Outcomes

In May 2016 the WCSU full school board adopted our Student Learning Outcomes. Student Learning Outcomes articulate broadly what students need to know and be able to do in order to earn a U-32 diploma. Specifically:

WCSU students will meet or exceed rigorous standards for:

Core Knowledge

of essential academic subjects:

- ★ Literacy
- ★ Mathematical Content & Practices
- ★ Scientific Inquiry & Content Knowledge
- ★ Global Citizenship
- ★ Physical Education & Health
- ★ Artistic Expression
- ★ Financial Literacy

Transferable Skills & Behaviors

that prepare them for life-long learning and success:

- ★ Creative & Practical Problem Solving
- ★ Effective & Expressive Communication
- ★ Engaged Citizenship
- ★ Working Independently & Collaboratively
- ★ Informed, Integrated & Critical Thinking
- ★ Self-Awareness & Self-Direction

In order to meet our strategic objectives, the Washington Central Leadership Team has been working collaboratively to create and implement professional development opportunities for our teachers focused on the three bedrocks of the theory of action: Clear Learning Targets, High Quality Instruction and Interventions, and a Comprehensive and Balanced Assessment System.

	What it will look like when fully implemented	Why it is important
Clear Learning Targets	All students will be able to explain to anyone: what they are learning; why what they are learning is important; and how what they are learning connects to our Student Learning Outcomes.	Clear learning targets not only allow students to focus on what they are learning, but also to understand how what they are learning relates to the knowledge and skills they will ultimately need to show proficiency in, in order to advance to the next level of study. They no longer ask the question: "Why do I have to know this?" – or – "How is this going to help me?" because they are able to articulate the learning targets. With clear learning targets, students will know where they are and where they need to be.
High Quality Instruction and Interventions	All students will achieve at least one year's growth each year. Students with gaps in their learning will achieve more than one year's worth of growth.	Ensuring that students understand, and gain a mastery of, the SLOs required to show proficiency and graduate from the WCSU school system, it is essential that teachers have the tools they need to meet the needs of all learners.
Comprehensive and Balanced Assessment System	Multiple assessment methods will be used to ensure that students are progressing towards a mastery of the Student Learning Outcomes that are necessary for a WCSU student to graduate. Using all of the assessment data, students and teachers will understand where they are on the learning continuum, where they need to go, and how they will get there.	Students and teachers need to know at all times where they are as they progress towards mastery of the Student Learning Outcomes. To accomplish this goal, we must have a system that provides valid and reliable feedback to support student learning. Such a system must include a balance of self- assessment, formative, and summative assessments. Without a comprehensive and balanced assessment system, our Theory of Action [see page 6] is incomplete. A grading system that does not objectively provide multiple measures of progress will not accurately assess student learning. Timely and actionable feedback is necessary for continued student learning and growth. Without incorporating a process for student self-assessment, students will be much less likely to take ownership in the learning process.

continued on page 23

Student Learning Outcomes

continued from page 22

Each of us has a role to play in realizing our theory of action. It is our collective responsibility to ensure that all students achieve the Student Learning Outcomes and that we each capitalize on our roles and resources to make this happen.

If we provide high quality instruction and interventions that are responsive to learners' needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU student learning outcomes.

Written by: Kelly Bushey, Director of Special Services,
Candy Chevalier, Technology Coordinator and
Jen Miller-Arsenault, Director of Curriculum, Instruction & Assessment



U-32 Math teacher, Kate McCann is VT Teacher of the Year 2017. Kate has been teaching at U-32 for ten years.



George Cook and Kathy Christy were recognized as WCSU UVM outstanding teachers, October 18th.



U-32 senior Lauren Morse made applesauce from local apples from Burt's Orchard during U-32's wellness day October 21st.



For the 28th year, WCSU first graders were presented with books written and illustrated for them by U-32 seventh graders.



930 Gallison Hill Road
Montpelier, VT 05602
802-229-0321

Non-Profit Organization
U.S. Postage Paid
Permit No. 61
Montpelier, VT 05602

Please look inside for the U-32 Annual Budget Report
and your School Report

Budget Vote

Tuesday, March 7, 2017

By Australian Ballot in each town's polling place

Budget Informational Meeting:

Monday, March 6, 6:00 pm

U-32 Room 131

***Check out our website at www.u32.org.
It has links to our elementary schools and central office.***