

# Washington Central Supervisory Union School Report

## for East Montpelier Elementary School and U-32

February, 2014

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Altan Cross,  
grade 9, and  
cast,  
in the U-32  
production of  
*Les Misérables*

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## 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. It also reports progress on student learning and how well our students are performing.

The theme for this report highlights the work we are doing across all of our schools to ensure success for each and every student. Last year, I reported that we had four supervisory union wide curriculum committees working to align our pre-kindergarten through twelfth grade curricula in literacy, math and social thinking. During this school year we have expanded our supervisory union wide curriculum committees to include science and social studies.

We offer pre-kindergarten programs at each of the elementary schools and are proud to report all of our pre-Ks met the highest State STARS accreditation. In grades PreK-12, we have continued to focus on enhancing our math instruction and have published the first version of what every student must learn at each grade level (non-negotiable skills and knowledge) across the supervisory union. Our other content area committees are working on non-negotiables as well. We plan to have a writing progression ready for release by the end of the school year.

In our middle school and now in ninth grade, we have continued the use of technology to support electronic portfolios for each student to demonstrate evidence of meeting the U-32 Core Values and Beliefs. At the high school, we have expanded our alternative pathways to graduation, helping us meet our goal of 100% graduation rate. The work we have been doing across WCSU positions our schools well to take on the challenge of the new Common Core State Standards (CCSS). The new standards have replaced the current Vermont Standards in literacy and mathematics. The CCSS in literacy align well with the goals of our literacy initiative. The math standards have been a great foundation for our renewed focus on math as well.

Last year (2013), the requirement for meeting Adequate Yearly Progress (AYP) remained consistent with the increased targets established in 2012. Although our schools showed improvements in many areas, as a result of the higher requirements, not all of our schools met AYP, the academic goals set for them by the Vermont Agency of Education (VT AOE) in reading and mathematics. For the third time, U-32, East Montpelier, and Doty did not make the AYP requirements

in reading. In addition, for the second time East Montpelier, Doty, and U-32 did not meet the AYP requirements in mathematics. Therefore, Doty, East Montpelier and U-32 are in their second year of school improvement, which requires that they continue to implement their school improvement plan and report their progress to the VT AOE in improving student achievement. Berlin also did not meet the AYP requirements in reading or math and is in their second year of the correc-

tive action to address the need to improve mathematics teaching and learning. The teachers and staff at Berlin are working diligently to address the required improvements and have continued their efforts to improve the school by focusing on student data.

In addition to how our students perform on state assessments, this report includes highlights from each of our schools showing the number of ways students are engaged in a variety of learning experiences both in and out of the classroom.

I hope you will take the opportunity to review the information in this report as well as more in-depth information about our schools and supervisory union. Copies of these reports can be found on-line at [www.wcsuonline.org](http://www.wcsuonline.org) and on the individual school sites. I invite all parents and community members to be involved with our schools and the education of our children. They are the town's most valuable resource. On behalf of our students and staff, thank you for your continued support.



# 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**

## **Principals’ Message** by Marion Anastasia, Ed.D, Principal and Alicia Lyford, Assistant Principal

We would like to acknowledge our talented and committed EMES staff as well as the East Montpelier community for supporting our unwavering focus on school improvement and learning. Not only is the physical building being transformed; our continuous school improvement plan includes effective professional learning strategies, sufficient support, high-leveraging teaching practices, and learning teams.

EMES has representation on the WCSU-Wide Curriculum Steering Committees which include: Literacy, Mathematics, Social Studies, Science, Social Curriculum, and the Curriculum Council. While each committee is in different phases of implementation and planning; the aim is to have written curriculum documents for each curricula area. The Mathematics Steering Committee has recently presented a document for teacher feedback as we prepare for implementation. The Literacy Steering Committee is following a similar process and expects to be in the feedback stage by spring.

Locally, EMES has been working on the writing curriculum, using the Common Core State Standards

and the Lucy Calkins writing framework as guides. We work in grade-level learning teams weekly for 90- minute sessions to calibrate student work, plan units of study, analyze data and identify effective instructional practices.

To address behavioral interventions, EMES has a PBiS (Positive Behavioral Intervention Strategies) Leadership Team that supports all EMES staff.

They provide ongoing professional development for

implementing school-wide behavioral strategies. The PBiS Leadership Team is also supported by the Agency of Education.

New this year, EMES has a Leadership/Data Team that analyzes school-wide data to inform professional development needs as well as overall structural and programmatic strengths and needs of our school. Their work is shared with staff on an ongoing basis

during staff meetings and professional development sessions.

Our Educational Support Team (EST) process has been recently revised so that all schools in the supervisory union follow a consistent process to ensure equity in our system of supports.



*Third grade writers share their writing with each other.*

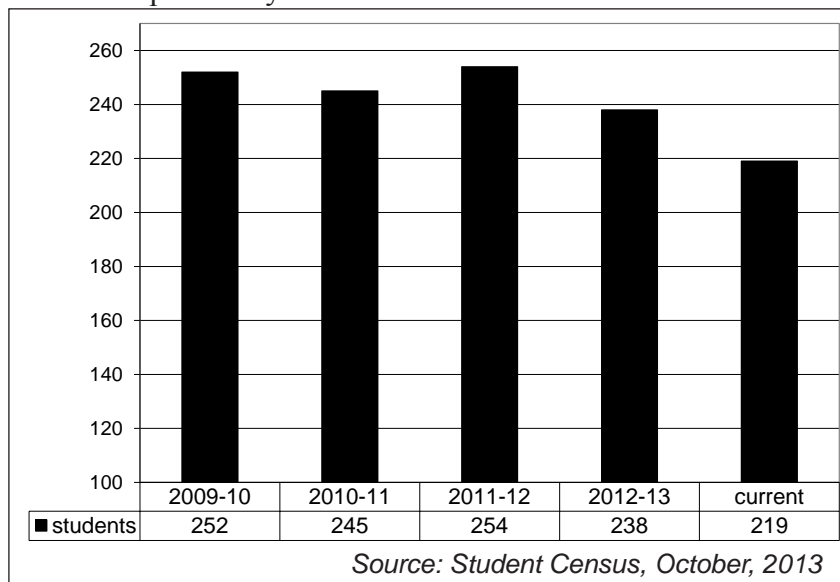
*continued on page 5*



# School Information

## Student Enrollment:

The following is a snapshot of our school population over the past five years:



*First graders working on their narrative writing.*

## Student Services:

### EMES Facts for 2013-14:

- ◆ Average student daily attendance: 98.89%.
- ◆ Average class size is 15, with a range between 9 and 19.
- ◆ Students in grades K-6 receive 90 minutes of literacy instruction daily.
- ◆ Students in grades K-6 receive 60 minutes of math instruction daily.
- ◆ In addition to curricula in literacy, math, science and social studies, students participate in programs in Art (one time per week), Guidance (30 - 40 minutes a week for half the year), Music (one time per week), Physical Education (two times per week), and Spanish (two times per week).
- ◆ All students have technology integration and/or library weekly.
- ◆ All student and their teachers have technology-integration support for a variety of units of study throughout the year.
- ◆ Students in grades 4, 5 and 6 may elect to participate in Band.
- ◆ Student in grades 5 and 6 may elect to participate in Chorus and Jazz Band.
- ◆ The recreation department offers soccer and basketball programs for EMES students.
- ◆ 25% of students are eligible for free or reduced lunch.
- ◆ 9% of students receive Special Education services.
- ◆ 2.2% of students have 504 plans.
- ◆ 5% of students have Educational Support Team (EST) plans.
- ◆ The nurse's office has treated an average of 25 students daily. (In addition to over 120 students who will have vision and hearing screenings done this year).
- ◆ Our prekindergarten operates 3 days a week, and serves 21 three- and four-year-olds.
- ◆ This year, the 4-year-old EMES students are co-mingled with the Calais students. There are 8 EMES students.
- ◆ The 3-year-old program (at Calais) is just for EMES students (Calais has a 3-year-old program, too).
- ◆ All of our teachers are considered "highly qualified," holding licenses in the areas they teach.
- ◆ There were no teachers teaching on emergency credentials in 2012-13.
- ◆ 62% of teachers have masters degrees and 83% of teachers have Level II licenses.

## Principal's Message continued from page 3

Technology continues to be ramped up! All teachers are expected to integrate technology in their units of study and are supported by the technology integrationist as needed. We have expanded our laptop, Netbook and iPad labs and nearly all classrooms have Mimio/Smart boards and document cameras with the professional development necessary to use the technology effectively.



Our youngest learners, in Grades Kindergarten and 1, are in their second year of the ECO (Educating Children Outdoors) program! For a

half a day a month, they are immersed in an outdoor curriculum that is integrated with their social studies/science curriculum.

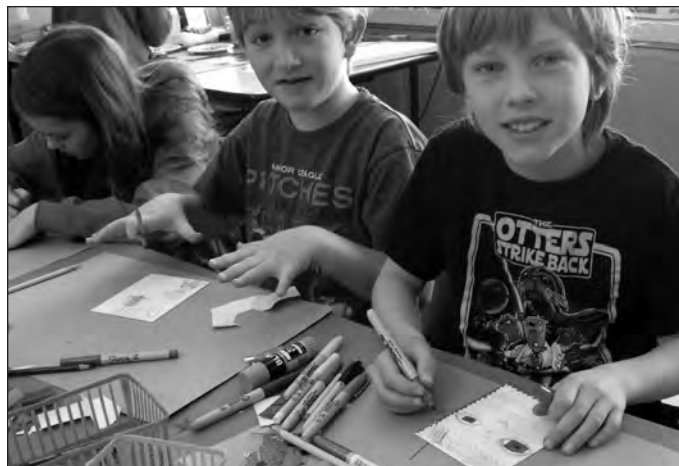
The context for learning and teaching is continually changing. It takes support from the community to embrace the transformation of education and the challenges and excitement of 21st Century learning! Please feel free to visit the school as it undergoes its physical changes!



*Children had a lively session of Capoeira during the celebrations-themed week of summer camp at Writghtsville, run by Community Connections last summer.*



*The East Montpelier Elementary School Board:  
Kim Kendall, Priscilla Gilbert, Rubin Bennett;  
seated: Stephen Looke and Flor Diaz-Smith.*



*Fourth graders creating gifts for giving.*

## Community Connections:

- ◆ 136 students (57% of all EMES students) participated in a wide assortment of out-of-school time Community Connections programs.
- ◆ 20 students attended summer camps.
- ◆ 28 children made use of full day camps during school vacations and inservice days.
- ◆ 50 children attended the before-school program and 9 preschoolers participated in the after pre-K program allowing them to spend the entire day at EMES. With Community Connections on site, the building was kept busy from 7:30 a.m. to 5:30 p.m., as well as during school year and summer vacations.



*Third grade collaborative literacy group researching Martin Luther King, Jr. for their civil rights project.*

## Vermont State Assessment Program

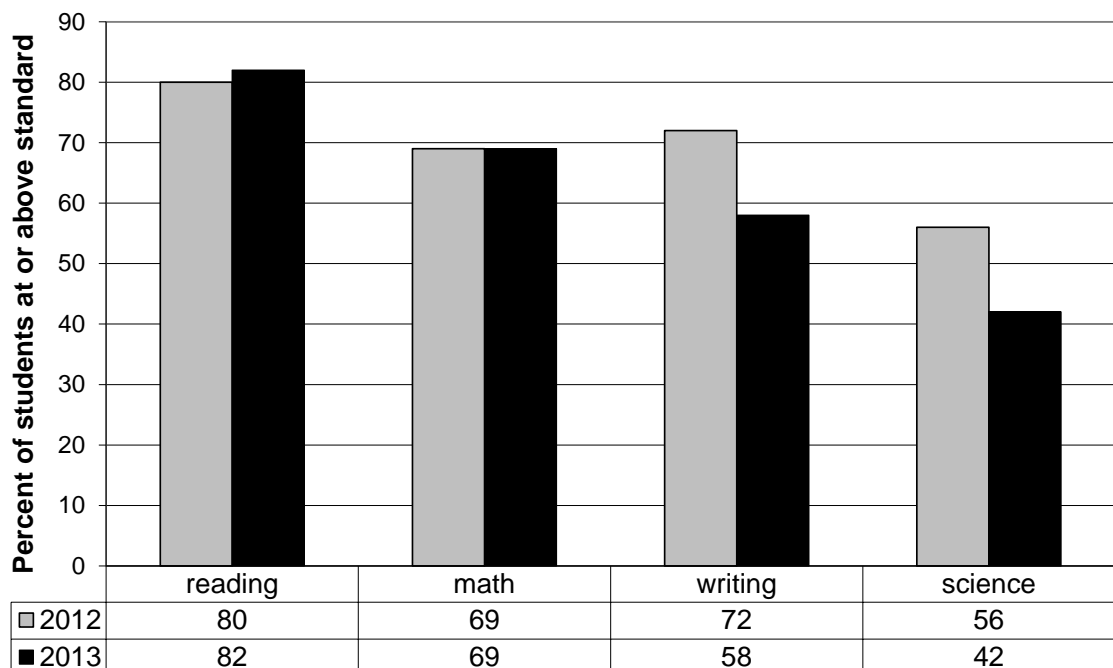
The NECAP (New England Common Assessment Program) reading, mathematics, writing and science tests measure students' academic knowledge and skills relative to Grade Expectations which were developed by teams of teachers from Vermont, Rhode Island and New Hampshire.

Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11. The reading, writing and math tests are administered each year in October to assess the prior year's learning. The science tests are administered in May.

The graph below compares the percent of EMES students in 2013 to the percent of EMES students in 2012 meeting the standards in academic areas. At EMES, 149 students were tested in reading and math, and 26 were tested in writing and science.

**What percentage of our students met or exceeded the standards on state reading, math, and science assessments?**

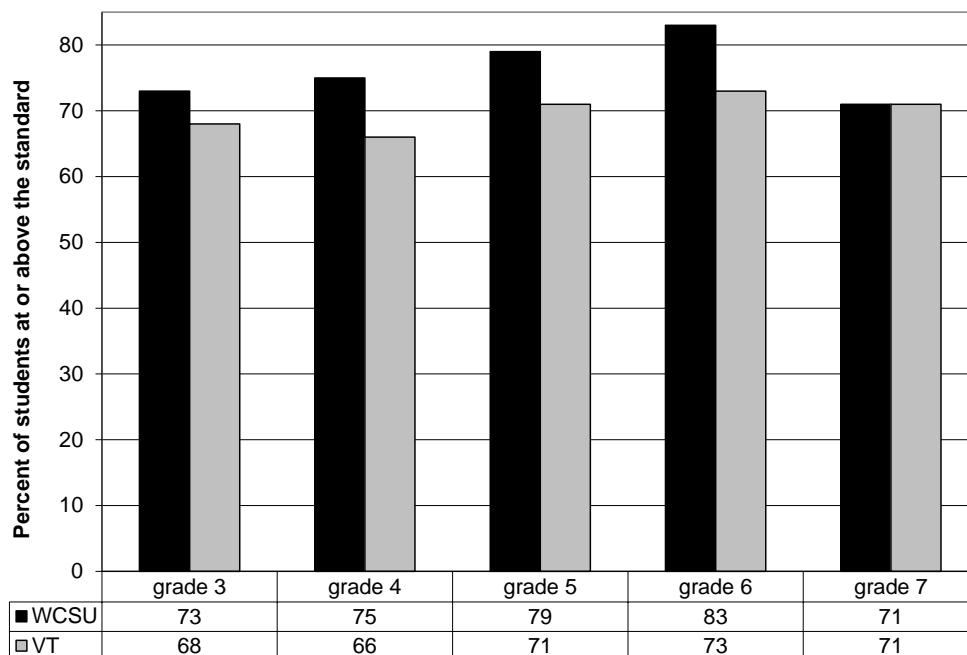
**East Montpelier NECAP Reading & Math, Grades 3-7; Writing, Grade 5, Fall 2013; Science, Grade 4, Spring 2013**



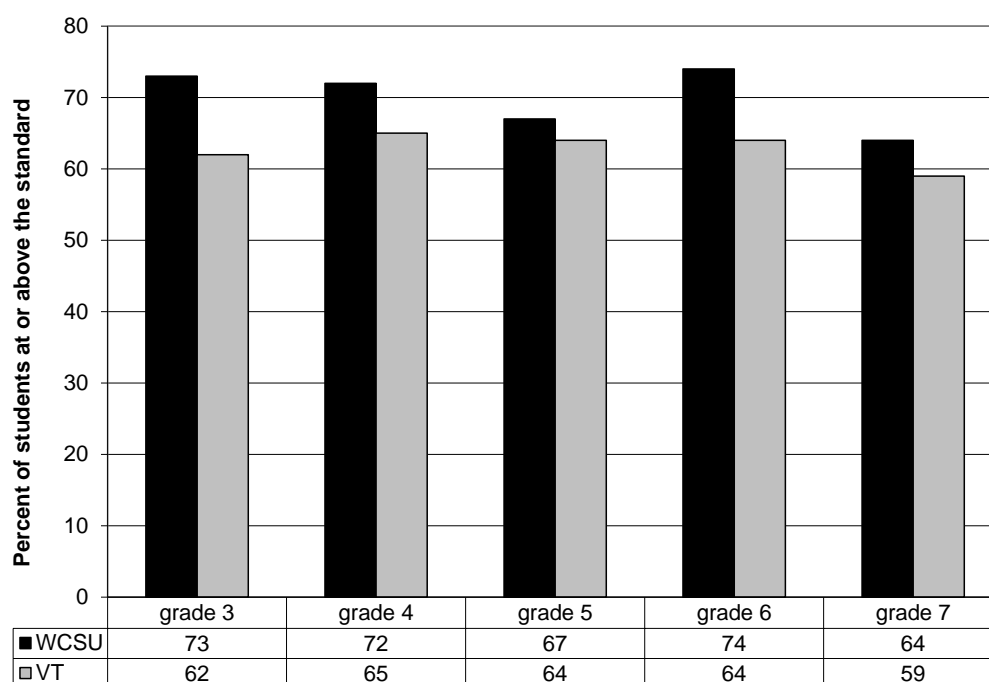
## NECAP Reading and Math, Grades 3-7, 2013

103 grade 3, 98 grade 4, 102 grade 5, 102 grade 6, and 92 grade 7 Washington Central Supervisory Union students took NECAP tests in reading and math in the fall of 2013. The graphs below compare the percent of Washington Central students to the percent of students in Vermont meeting the standards in academic areas.

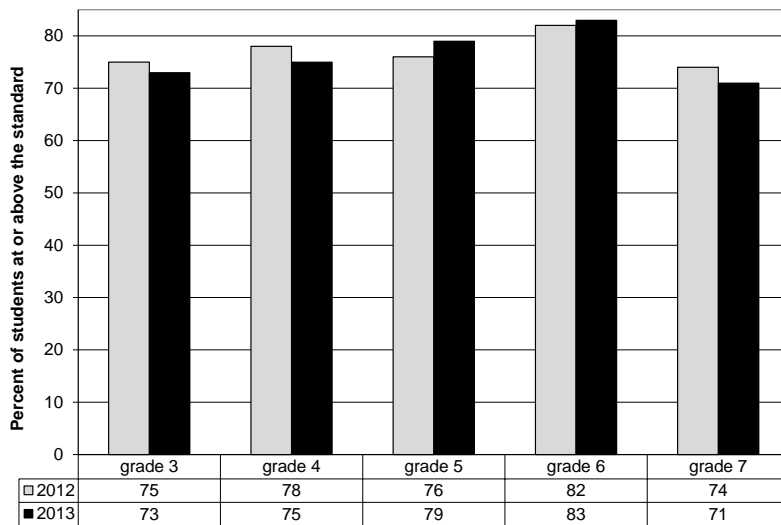
### NECAP Reading, Grades 3-7, 2013



### NECAP Math, Grades 3-7, 2013



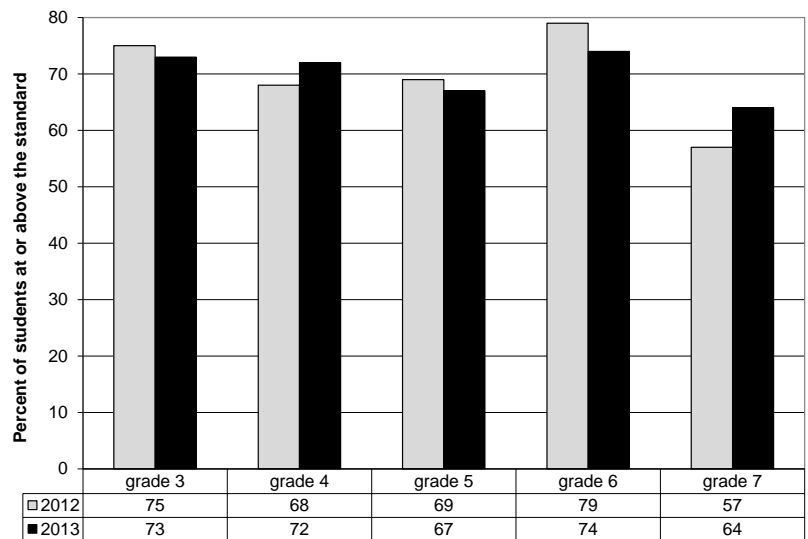
## NECAP Reading, Grades 3-7, 2012-2013



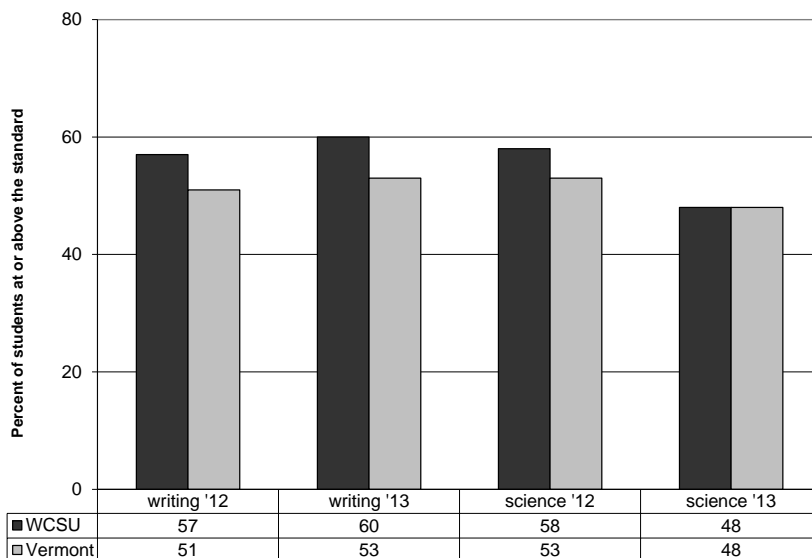
## How do they compare to past year's results?

The graphs to the left and below compare the percent of Washington Central students meeting the standards in reading and math in 2012 and 2013. 497 grade 3-7 students took the NECAP test in reading and math, in the fall of 2013.

## NECAP Math, Grades 3-7, 2012-2013



## NECAP Writing, Grade 5, Fall 2012, 2013; Science Grade 4, Spring 2012, 2013



## What percentage of our students met or exceeded the standards on state writing and science assessments?

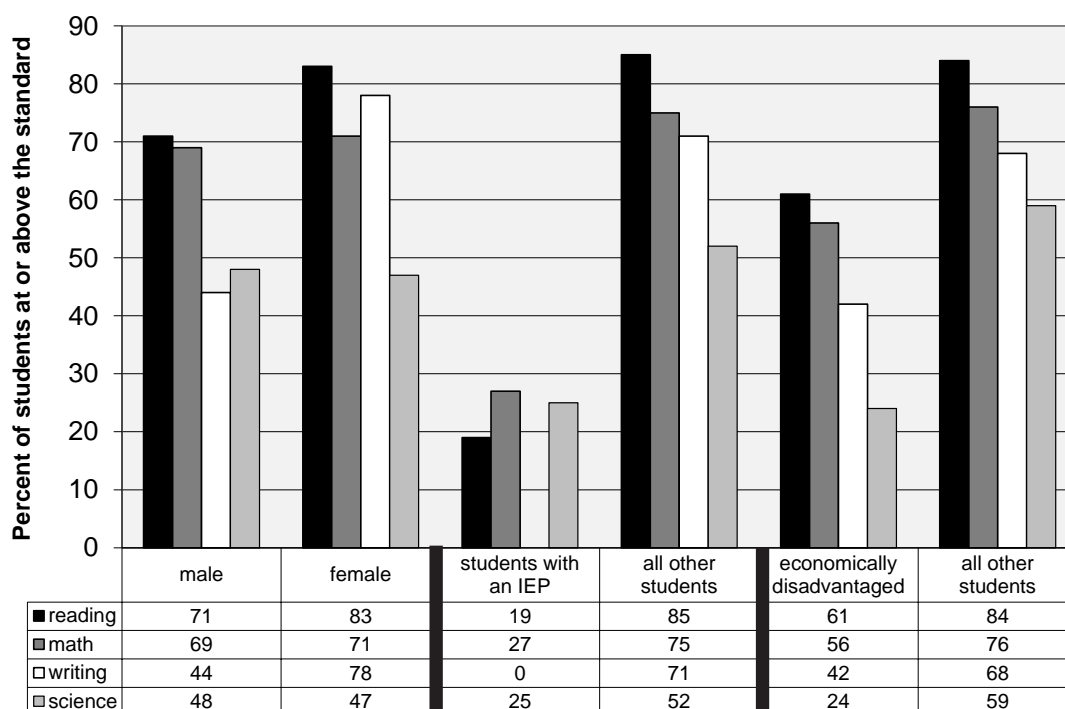
The graph to the left compares the percent of Washington Central students meeting the standards in writing and science in 2012 and 2013.

102 grade 5 Washington Central students took the NECAP test in writing in the fall of 2013. 103 grade 4 students took the NECAP test in science in the spring of 2013.



## NECAP Disaggregated Results, Reading, Math, Writing, Science, Grades 3-7, 2013

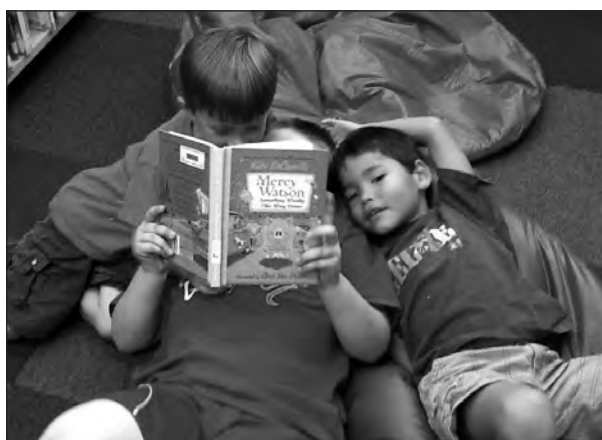
In the fall of 2013, 497 grade 3 through 7 Washington Central Supervisory Union students took NECAP tests in reading and math; 102 grade 4 students took the NECAP test in science and 102 grade 5 students took the NECAP test in writing. 260 were male and 237 were female (reading and math); 54 were male and 48 were female (math); 56 were male and 47 were female (science). 59 of the students who took reading and math NECAP tests had an IEP (Individualized Educational Plan) and 146 were identified as economically disadvantaged students. 16 of the students who took the writing NECAP test had an IEP and 33 were identified as economically disadvantaged students. 16 of the students who took the science NECAP test had an IEP and 34 were identified as economically disadvantaged students.



## 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 and mathematics 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. Vermont consistently performs better than the country as



*First graders sharing a book in the library.*

a whole in both reading and math. The most recent NEAP data for Vermont is from testing in 2011. In that year, 41% of 4th graders and 45% of 8th graders were proficient or advanced in reading; and 49% of 4th graders and 46% of 8th graders were proficient or advanced in mathematics.

# 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/>

## FY2013 School Level Data

**Cohort Description:** Elementary school, FY2013 enrollment ≥ 200 but <300  
(38 schools in cohort)

**Cohort Rank by Enrollment** (1 is largest)  
27 out of 38

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
East Montpelier Elementary School	PK - 6		238	20.74	2.00	11.48	119.00	10.37
Averaged SCHOOL cohort data			248.16	20.34	1.08	12.20	230.84	18.92

**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.

## FY2012 School District Data

**Cohort Description:** Elementary school district, FY2012 FTE ≥ 200 but < 300  
(17 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	<b>Cohort Rank by FTE</b> (1 is largest) 11 out of 17
East Montpelier	PK-4	235.38	\$11,313	
Averaged SCHOOL DISTRICT cohort data			249.03	\$11,691

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.

## FY2014 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 Equalized Pupils	SchlDist Education Spending per Equalized Pupil	SchlDist Equalized Homestead Ed tax rate	MUN Equalized Homestead Ed tax rate	MUN Common Level of Appraisal	MUN Actual Homestead Ed tax rate
					Use these tax rates to compare towns rates.			These tax rates are not comparable due to CLA's.
T049	Clarendon	PK-6	180.02	15,205.14	1.5619	1.4942	110.55%	1.3516
T076	Ferrisburgh	K-6	203.69	14,098.93	1.4483	1.4173	109.47%	1.2947
T065	East Montpelier	PK-6	210.79	17,169.76	1.7637	1.6312	98.22%	1.6608
T106	Jericho	PK-4	212.17	14,786.48	1.5189	1.3868	99.99%	1.3869
T107	Johnson	PK-6	220.29	13,406.33	1.3771	1.3902	105.24%	1.3210
T154	Pittsford	PK-6	222.84	14,106.88	1.4491	1.4493	106.14%	1.3655



*Exploring simple machines through Lego robotics.*

The Legislature has required the Department 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

### U-32 Core Values, Beliefs, and Learning Expectations

The U-32 learning community cultivates passionate, creative and empowered learners who contribute to their local and global community.

#### Academic, Civic and Social Expectations ~ All students are expected to:

- ◆ utilize a variety of texts and digital sources to understand, interpret, analyze, and evaluate information.
- ◆ communicate effectively and creatively using oral and written language, as well as a variety of media sources, to demonstrate understanding of purpose, audience, organization, and detail.
- ◆ work independently and collaboratively.
- ◆ apply a variety of problem-solving strategies demonstrating critical, reflective, creative, and innovative thinking.
- ◆ effectively and appropriately use technology to support learning.
- ◆ exhibit appropriate behavior in academic and social settings, both in person and online.
- ◆ treat self and all others with dignity and respect.
- ◆ have a positive impact on the natural environment and maintain a healthy lifestyle.
- ◆ demonstrate commitment, accountability, dependability, and integrity.
- ◆ identify and actively pursue their interests in academics, athletics, visual and performing arts
- ◆ make a post-graduation plan

### Principal's Message

By Keith Gerritt, Principal

It is my privilege to be writing my eighth annual School Report Principal's Message as your principal. U-32 continues to be thoroughly supported by the citizens of the five sending towns, who last year once again approved the Board of Directors' recommended budget. I am confident that we will be able to keep providing an excellent education for our adolescent students.

In March of 2013, a visiting committee representing the New England Association of

Schools & Colleges (NEASC) came to U-32 for our ten-year accreditation evaluation. This group of fifteen educators from across northern New England spent three days observing our school, visiting classrooms, reviewing our curriculum, and interviewing teachers, students, parents, administrators, and school board members. The NEASC Commission on Public Schools then issued its final report and voted to award U-32 continued accreditation. The commission was impressed with many of our programs and services and particularly commended the following:

- The development of the school's Core Values, Beliefs and Learning Expectations through an inclusive and collaborative process
- The school's culture that fosters a nurturing, supportive atmosphere where students can actively pursue their individual passions to achieve the school's 21st century learning expectations
- The higher-level thinking and critical problem



*continued on page 13*

# Student Information

## Free and Reduced Lunch:

- ◆ Free - 166 students
- ◆ Reduced - 37 students



Brooke Merrill, gr. 11

## U-32 Facts

- ◆ In November 2012, 41 student musicians participated in the Winooski Valley Music Festival hosted by U-32;
- ◆ In February 2013, 15 students participated in the Winooski Valley Jazz Festival;
- ◆ In March 2013, 12 students participated in the New England Music Festival;
- ◆ In April 2013, 41 students participated in the Middle School Winooski Valley Music Festival;
- ◆ In May 2013, 17 students participated in the All State Music Festival.

## Health Services for the 2012-13 Year:

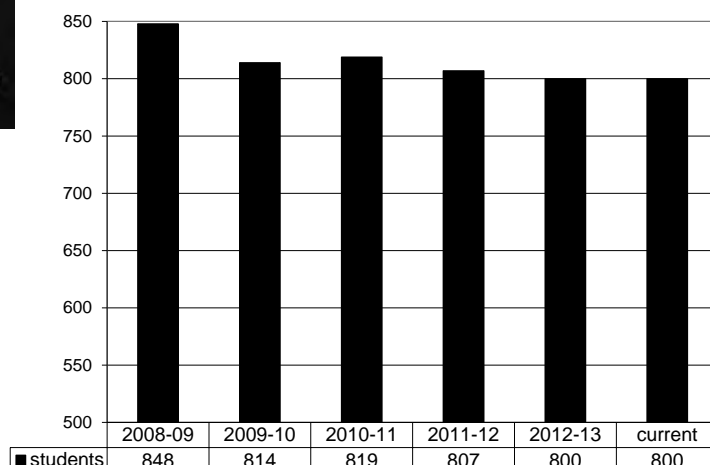
- ◆ There were 4,680 unscheduled student and staff visits to the school nurse for illness or injury.
- ◆ There were 1,761 daily visits to the office for prescription medications and/or treatments.
- ◆ The Health Office conducted 304 vision screenings resulting in 29 vision referrals.
- ◆ There were 41 student and 17 staff incident reports generated out of the Health Office.
- ◆ There were 72 off-campus field trips to support.

## Student Discipline:

As reflected in our "Safe and Healthy Schools Data Collection" for 2012-2013, there were:

- ◆ 0 disciplinary actions for violations of the Tobacco Policy;
- ◆ 7 disciplinary actions for violations of the Drug & Alcohol Policy;
- ◆ 3 disciplinary actions for violations of the Weapons Policy;
- ◆ 5 disciplinary actions for threats/intimidation, fighting, or assault;
- ◆ 40 disciplinary actions for student conduct/policy violations;
- ◆ 1 disciplinary actions for vandalism
- ◆ 1 danger to self;
- ◆ 9 incidents of harassment; and
- ◆ 6 incidents of bullying.

## Student Enrollment



Source: Student Census, October, 2013

Advanced Placement	2011					2012					2013				
Test Results	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Calculus AB	6	4	1	0	2	15	1	3	1	0	3	2	5	1	3
Comp Science	1	0	0	0	0	1	2	0	0	0	1	1	1	0	0
English Lit/Composition	0	0	1	1	0	6	6	5	3	0	2	6	7	6	0
US History	1	2	2	4	1	0	0	1	8	1	0	2	6	5	2
Statistics	3	3	7	4	1	3	6	3	1	0	3	6	6	6	0
Calculus BC						1	0	0	0	0					
Chemistry						0	3	0	0	0					
Environmental Sci						1	1	1	0	0					
Microeconomics						0	0	1	0	0					
Physics C						3	3	3	0	0	2	0	5	3	1
World History						0	0	1	0	0					
Spanish Language											0	0	2	0	0
Biology											1	3	3	1	0

## Advanced Placement (AP) Test Results:

33 seniors, 16 juniors and 2 sophomores took a total of 95 Advanced Placement (AP) tests in 8 different subject areas. AP tests are scored on a scale of 1-5 with 5 being the highest possible score.

**Student Dropouts: 2012-13:**  
12 students (2.181%)



## Principal's Message from page 11

solving pervasive throughout the curricula

- The wide range of course offerings available to students
- The personalized learning environment that encourages students to be self-directed learners
- The heterogeneously grouped middle school core program and electives
- The teacher advisory program which is an established part of the school culture

In addition, the commission made suggestions for ways in which U-32 could improve over the coming years:

- Develop a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
- Develop and implement a common curriculum template for all courses
- Provide professional development for faculty which focuses on developing a common understanding of the purpose and consistent use of the school-wide learning expectation and school-wide rubrics
- Provide designated time for teachers to review and revise the curriculum

Overall, the self-study and visiting committee observations have provided U-32 with excellent

feedback on our strengths and our areas in need of improvement.

This past year U-32 was placed on Year Two of School Improvement. We did not meet the U.S. Dept. of Education standard for Adequate Yearly

Progress (AYP) for the scores of students on the math portion of the State of Vermont's standardized test.

As a result, we were required to revise our School Improvement Plan, identifying our continuing strategies for helping students who are not proficient



*Graduates, June, 2013.*

to improve their skills. As part of a supervisory union effort to have all the schools in our five sending towns working on curricular and assessment strategies, we created a Continuous Improvement Plan (CIP) that is consistent with plans for the elementary schools. This CIP meets the federal requirements for a school in the improvement cycle.

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. Since I am retiring at the end of this school year, this is my last Principal's Message for U-32. I believe that the school is well-positioned to maintain its reputation as a secondary school of excellence in the state of Vermont.

## U-32 Highly Qualified Teacher Data

# of core classes NOT taught by HQ teacher/ total core classes	Percentage of core academic classes NOT taught by highly qualified teachers	# of emergency credentialed teachers/total teachers	Percentage of teachers with emergency credentials
5 / 310	5.81%	0 / 81	0%

60% of teachers have masters degrees and 71% of teachers have Level II licenses.



### Four-Year Graduation Rate:

2012-13: 90%\*    2009-10: 87%,  
2011-12: 95%,    2008-09: 87%,  
2010-11: 94%,    2007-08: 84%.

\*preliminary rate as of printing

## Life after High School

	2008	2009	2010	2011	2012	2013
# of Graduates	138	160	124	144	136	124
% Attending College	69.57%	74.38%	66.13%	64.58%	68.38%	77%
% 2-Year	9.42%	14.38%	7.26%	13.89%	16.18%	11%
% 4-Year	60.15%	60%	58.87%	50.7%	52.21%	66%
Apprenticeship/ Career Ed/Prep	0.73%	1.88%	4.03%	2.08%	2.94%	1.6%
% Employed	24.64%	14.38%	18.55%	19.44%	22.79%	12.1%
% Military	0	0	1.61%	0.69%	1.47%	.8%
% Gap Year/ Undeclared	5.07%	9.38%	9.68%	13.2%	4.41%	8.5%



*Hunter Lane, grade 11*



## Community Connections

423 students participated in Community Connections programs after school and during inservice days and school vacations.

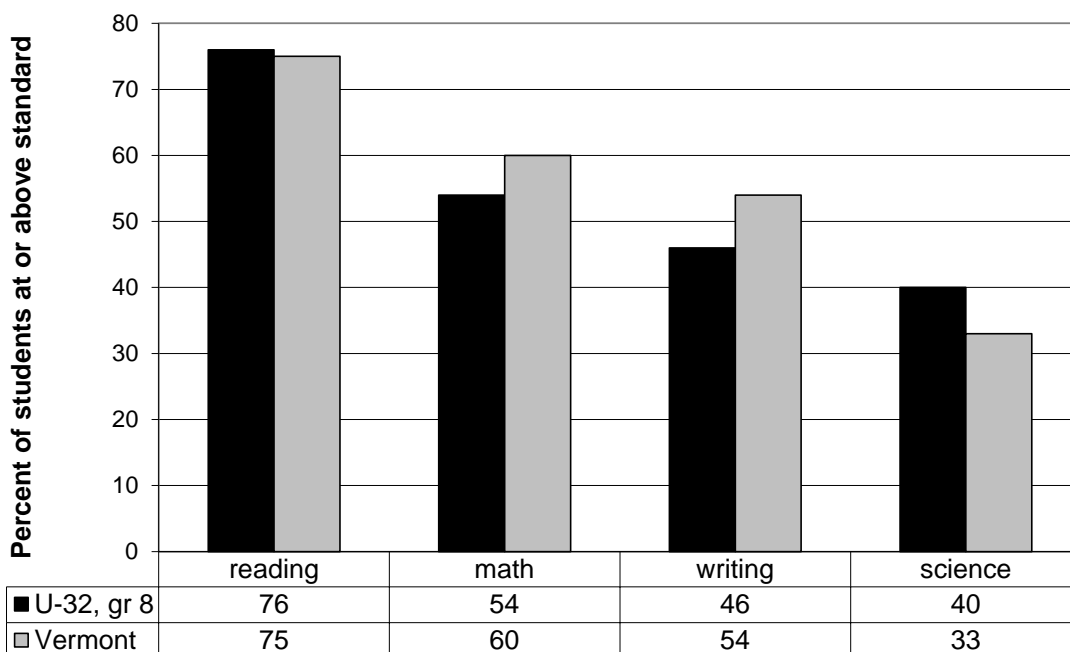
## Assessments

### NECAP Reading, Math, Writing and Science Grade 8, 2013

The NECAP (New England Common Assessment Program) reading, mathematics, writing and science tests measure students' academic knowledge and skills relative to Grade Expectations.

Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11.

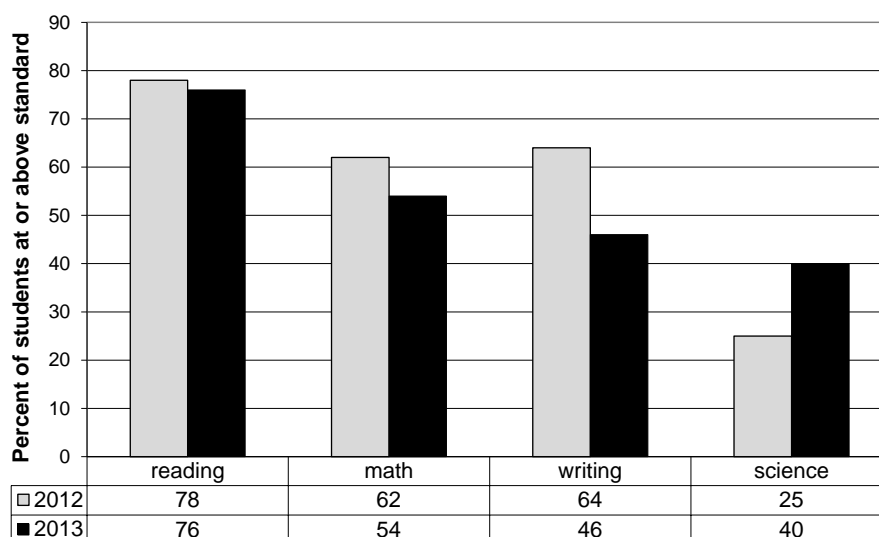
The graph below compares the percent of U-32 students to the percent of students in Vermont meeting the standards in academic areas. At U-32, 125 eighth grade students were tested in reading and math, 124 were tested in writing, and 112 were tested in science.



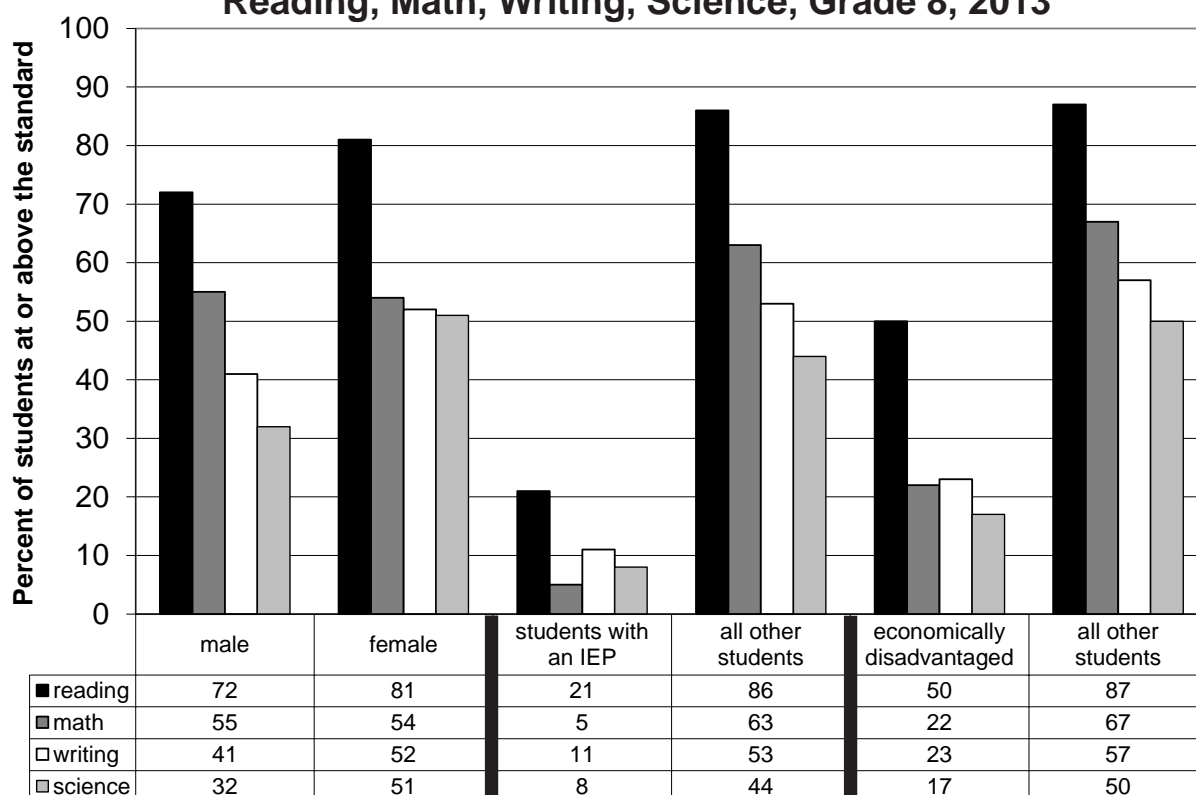
## How do they compare to past year's results?

The graph below compares the percent of U-32 eighth grade students meeting the standards in reading, math, writing and science from 2012 to 2013.

### NECAP Reading, Math, Writing and Science, Grade 8, 2012-2013



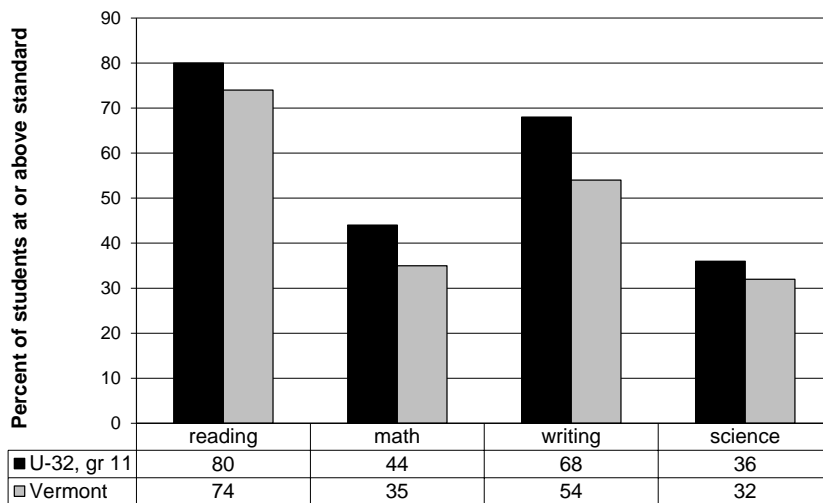
### U-32 NECAP Disaggregated Results, Reading, Math, Writing, Science, Grade 8, 2013



In the fall of 2013, 125 U-32 eighth graders took the NECAP tests in reading and math, 124 took the NECAP test in writing, and 112 took the NECAP test in science. 68 were male and 57 were female (reading and math); 67 were male and 57 were female (writing); 63 were male and 49 were female (science). In reading and math, 19 of the students had an IEP (Individualized Educational Plan) and 36 were identified as economically disadvantaged students. In writing, 19 of the students had an IEP and 36 were identified as economically disadvantaged students. In science, 13 of the students had an IEP and 35 were identified as economically disadvantaged students.

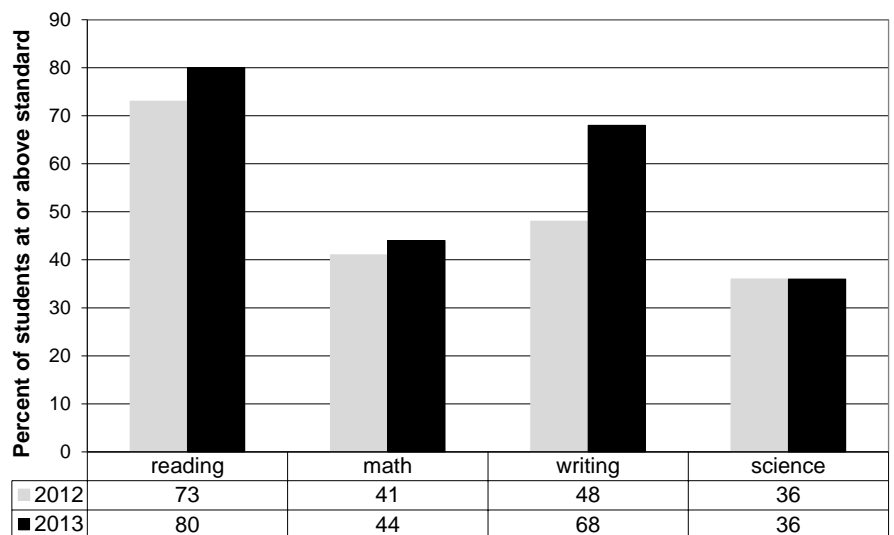
## NECAP Reading, Math, Writing, and Science, Grade 11, 2013

The graph at left compares the percent of U-32 students to the percent of students in Vermont meeting the standards in academic areas. At U-32, 123 eleventh grade students were tested in reading and writing, 122 were tested in math, and 124 were tested in science.

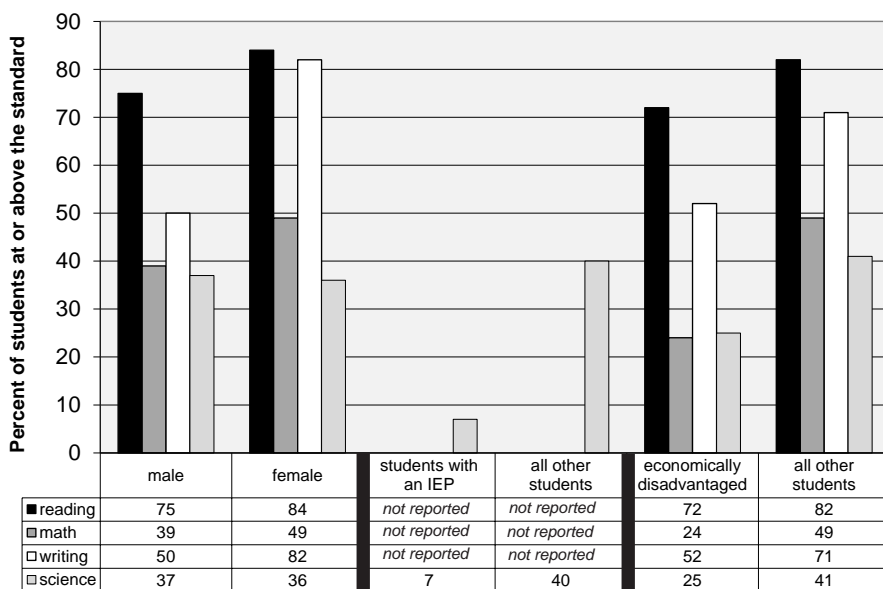


## How do they compare to past year's results?

The graph to the right compares the percent of U-32 eleventh grade students meeting the standards in reading, math, writing and science from 2012 to 2013.



## U-32 NECAP Disaggregated Results, Reading, Math, Writing, Science, Grade 11, 2013



In the fall of 2013, 123 eleventh graders took the NECAP tests in reading and writing, 122 took the NECAP test in math and 124 took the NECAP test in science. 56 were male and 67 were female (reading and writing); 56 were male and 66 were female (math); 65 were male and 59 were female (science). In reading, math and writing, the number of students who had an IEP (Individualized Educational Plan) was too small to report; 25 were identified as economically disadvantaged students. 14 of the students who took the science test had an IEP and 37 were identified as economically disadvantaged students.



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# 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 24 students participated in this innovative standards-based program. Studies included: Italian, massage, forensics, songwriting, Japanese Language, golf, medicine, advanced French, porcelain marionettes, Latin, dog training and veterinary medicine, sign language, law enforcement, wildlife ecology, animal communication, filmmaking, portrait photography, sports photography, dance choreography, oil painting, and Chinese.

## Branching Out English, Community-Based Learning, and Branching Out Middle School

Last year 9 students pursued studies in Branching Out English, 53 students participated in Community-Based Learning, and 23 students pursued studies in Branching Out Middle School.



*"The Beatles," by Intro to Drawing students.*

## Vermont Youth Conservation Corps

Seven students enrolled in Vermont Youth Conservation Corps (VYCC) where they worked and studied together under adult leadership to complete high priority conservation projects such as state park management, trail maintenance, and backcountry construction.

## Pilot

Nine students completed the Pilot, a rigorous program of mentored independent study that prepares U-32 students to design their own steps toward graduation and life beyond high school. Working with a committee of teachers and their families, students created their own study plans, and gained graduation credits through standards-based project work, internships, and

classes.

## Ninth Grade Academy

Eight students were enrolled in the Ninth Grade Academy, a course designed to be a stimulating and supportive addition to the basic ninth grade course load.

## Alternative Path to Diploma

Community Connections oversees the Alternative Path to Diploma program which graduated 5 U-32 students in June. Currently, coordinator Danny Hendershot has a caseload of around 16 U-32 students working on one-or two-year graduation plans. In addition to academic tutoring, the plans must include work experience, a community project, a written component and a verbal presentation. Plans may also include college courses, internships, private lessons, and other experiences. Some young people need a different way to complete their high school education, and this program moves us toward the goal of a 100% graduation rate.



*For the 25th year, WCSU first graders were presented with books written and illustrated for them by U-32 seventh graders, on May 1st. After receiving their books, there was time to run and play together outside.*

## Vocational/Technical Education Programs

Last year 27 students attended Barre Technical Center. Their program areas included Automotive Tech, Building Trades, Business & Leadership, Cosmetology I & II, Culinary Arts I, Digital Media Arts, Electrical, Human Services, Medical Services, Plumbing & Heating, Pre-Tech Foundations, Pre Tech Outreach.

## Vermont Virtual Learning Cooperative (online courses):

Last year, 32 students completed and received U-32 graduation credit for their online courses. The subjects taken include: Chinese, Creative Writing, Digital Photo, Game Design, Geometry, Latin I, Personal Fitness, US/American Conspiracy, Algebra 1, Biology Honors, Flash, Life Management, English III Honors, Reading for Success, Spanish I, Italian I, Algebra II Honors, Honors American History, Civil War.

## Scholastic Aptitude Test (SAT)

- U-32 students continue to score significantly higher than both the Vermont and national averages on the three SAT tests.
- 70 members of the senior class took the SAT's, 36 as seniors and 34 when they were juniors.
- 9 students took 22 SAT Subject Tests. They all also took the SAT and their mean SAT Test scores were Critical Reading: 640, Mathematics: 616, and Writing: 633.

ACT Information (Composite)		
	U-32	Vermont
2007	22.4	22.8
2008	22.5	22.7
2009	22.6	23.1
2010	23.7	23.2
2011	23.4	22.7
2012	23.4	23
2013	21.5	23

SAT Math	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2009	521	547	537	518	515
2010	579	545	562	521	516
2011	529	548	539	518	514
2012	575	554	564	523	514
2013	552	529	540	519	514
SAT Critical Reading	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2009	515	543	532	518	501
2010	553	554	553	519	501
2011	495	553	526	515	497
2012	554	582	568	519	496
2013	517	546	532	516	496
SAT Writing	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2009	477	547	520	506	493
2010	513	532	522	506	492
2011	494	548	523	505	489
2012	517	566	542	505	488
2013	490	547	521	505	488

# U-32 Youth Risk Behavior Survey Results, 2013

The Vermont Youth Risk Behavior Survey (YRBS) is given to students every two years since 1985 by the Vermont Departments of Health and Education. The survey measures the prevalence of specific personal behaviors that directly affect the health of our youth.

Last spring, 382 U-32 ninth-twelfth grade and 216 seventh and eighth grade students participated in the YRBS. The middle and high surveys differed slightly.

The YRBS is part of a larger effort to help communities increase the “resiliency” of young people by reducing high-risk behaviors and promoting healthy behaviors.

## Alcohol

While the trend in alcohol use among younger students has decreased over the last 18 years, older student use has trended upward, with 56% of 12th grade students reporting using alcohol within the last 30 days (compared to the statewide average of 47%). The percentage of 8th grade students reporting using alcohol within the last 30 days decreased from 23% in 2009 to 8% in 2013, while 56% of 8th grader students reported that it would be easy or very easy to get alcohol. This percentage is higher than the statewide average of 38%.

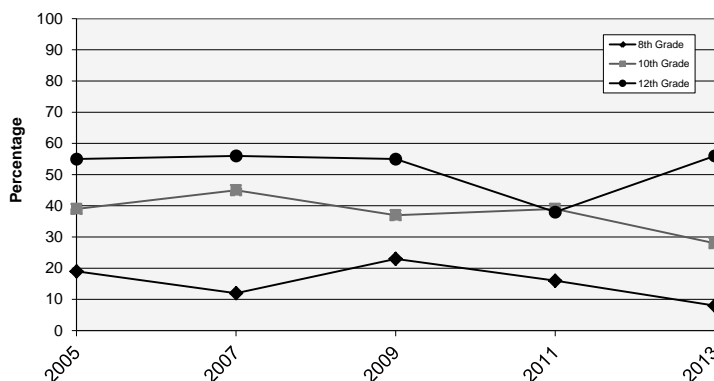
Reported binge drinking (5 or more drinks of alcohol in a row within a couple of hours) during the past 30 days decreased over the last two years among younger students; however 41% of 12th grade students reported binge drinking (up from 25% in 2011), which is much higher than the Vermont average of 30%.

## Marijuana

Compared to other states, Vermont has the highest prevalence of past 30 day marijuana use among 12–17-year-olds. At U-32, 21% of high school students reported having used marijuana during the past 30 days, down from 31% two years ago. Interestingly, at U-32, only 19% of 11th grader students reported having used marijuana during the past 30 days, which is significantly lower than the statewide average. However, 35% of 12th graders reported past 30-day usage.

*Research has shown that as perception of harm decreases there is a tendency for use to increase.*

## Percent of students who consumed at least one drink of alcohol during the past 30 days



Only 56% of 7th and 8th grade students (compared to 64% of all Vermont middle school students) and only 35% of high school students perceived risk of harm from regular marijuana use.

## Tobacco

The percentage of U-32 students who report that they think their parents think it is wrong or very wrong for them to smoke cigarettes is 98% for middle school students, statistically higher than the statewide average, and 89% for high school students. U-32 students continue to believe tobacco is harmful; 76% of 11th grade students think that there is great risk in people harming themselves from smoking one or more packs of cigarettes/day.

Healthy development depends not only on avoiding harmful behavior, but also on strengthening positive influence. Research shows that involvement in constructive, supervised extra-curricular activities is associated with reduced likelihood of involvement in risky behaviors such as school failure, drug use, and crime. In addition, evidence is emerging that students who participate in such activities are also more likely to engage in other “thriving” behaviors. In 2013, 56% of high school students report having spent one or more hours per week volunteering their time to make their community a better place to live and 54% of high school students and **62% of middle school students agreed that in their community they felt like they mattered to people.**

Copies of both surveys can be found online at: <http://healthvermont.gov/research/yrbs.aspx>

For more information, contact the school guidance office or Central Vermont New Directions Coalition, 223-4949.

# Comparative Data for Cost-Effectiveness

16 V.S.A. § 165(a)(2)(K)

**School:** U32 High School UHSD #32  
**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/>

## FY2013 School Level Data

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

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

Smaller ->  
 -> Larger

School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
U32 High School UHSD #32	7 - 12	787	70.60	4.00	11.15	196.75	17.65
Averaged SCHOOL cohort data		393.65	39.20	2.09	10.04	188.04	18.72

**School District:** U-32 UHSD  
**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 districts include district assessments to SUs. Including assessments to SUs makes districts more comparable.

## FY2012 School District Data

**Cohort Description:** Senior high school district  
 (25 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)  
 7 out of 25

Smaller ->  
 -> Larger

U-32 UHSD	7-12	762.22	\$13,893
Averaged SCHOOL DISTRICT cohort data		622.76	\$13,745

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.

## FY2014 School District Data

				School district tax rate			of prorated member district rates		
				SchlDist	SchlDist	SchlDist	MUN	MUN	MUN
				Equalized	Education	Equalized	Equalized	Common	Actual
Grades offered				Pupils	Spending per	Homestead	Homestead	Level	Homestead
in School					Equalized Pupil	Ed tax rate	Ed tax rate	of Appraisal	Ed tax rate
District									
LEA ID	School District					Use these tax rates to compare towns rates.			These tax rates are not comparable due to CLA's.
U005	Vergennes UHSD #5	7-12	621.14	13,502.00	1.3869	-	-	-	
U008	Otter Valley UHSD #8	7-12	629.69	14,111.53	1.4496	-	-	-	
U048	Bellows Free Academy U	9-12	763.53	14,325.09	1.4715	-	-	-	
U032	U-32 High School (UHSD	7-12	763.66	14,553.83	1.4950	-	-	-	
U019	Harwood UHSD #19	7-12	769.72	14,029.95	1.4412	-	-	-	
U028	Mount Abraham UHSD #.	7-12	830.17	14,466.16	1.4860	-	-	-	
U041	Spaulding HSUD #41	9-12	830.74	12,340.20	1.2676	-	-	-	

The Legislature has required the Department 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.

Schuyler Forest grade 9





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# Collaborating Across the System

By Kelly Bushey, M.Ed., Director of Special Services and  
Jennifer Miller-Arsenault, M.Ed. Director of Curriculum, Instruction and Assessment;

We at WCSU have engaged in many collaborative efforts across the supervisory union in order to benefit our students. Below are a few examples of our recent collaborative efforts.

## Positive Behavioral Interventions and Supports (PBIS)



*An elementary student marks off a large chip (number 45) that was added to the tree that represents recognition for good behavior. When the tree was filled, the school had a schoolwide celebration.*

PBIS is a school-wide approach to creating a positive and safe climate in which students can learn and grow. The Responsive Classroom approach is a research based approach to teaching that offers elementary schools practical strategies

for achieving many of the goals of PBIS. The premise of both PBIS and the Responsive Classroom approach is that continual teaching, modeling, and reinforcing of positive behavior will reduce discipline problems and promote a climate of greater productivity, safety, and learning.

Throughout this school year all of the elementary schools across the supervisory union have begun the implementation of PBIS or have at least followed the guidelines for a positive behavioral support program across the school environment. Over time, research has shown that focusing on the positive things that students are doing and recognizing them for this increases academic achievement as well. Each school has a team that is taking on a leadership role to ensure a smooth implementation across the school, and the teams have engaged in

some professional development together in order to enhance all schools' programs.

The costs that are associated with this are fully funded through a grant from the Agency of Education.

## Special Education Evaluation Team

This is the first year in which we have had an evaluation team in place. The team consists of a School Psychologist, Special Educator, and Speech Language Pathologist. They have been collaborating with the special educators from across the supervisory union to conduct evaluations in a timely manner. This allows for the school teachers to have more direct time with the students they serve. As of January 1st, thirty evaluations have been completed. We anticipate completing twenty-two more re-evaluations by the end of the school year. On average there may be twenty additional evaluations for students who have not been identified yet.



*Rena Schwartz, Lucy Wood, Ruby Lamb, Noah Witke. Not pictured: Alex Reilly. These U-32 middle school students spoke with Vermont Public Radio about The Expeditioners, written by Vermont author S.S. Taylor, one book chosen on the DCF list.*

## Extended School Year Services

Last summer (summer 2013) was the first year in which we were able to bring children from across the supervisory union together to participate in a collaborative extended school year service program.

*continued on next page*

Everyone worked together at U-32, which was a great success! There was a total of 67 students from across the supervisory who attended the program.

The primary purpose of the summer program was for children to maintain skills over the course of the summer. Students were provided with literacy and/or math instruction from certified teachers or special educators. We were also able to build in some choice time to entice and encourage student participation.

Transportation was made available from the students' home school to U-32 and back. On average, 29 students utilized the transportation services. We also collaborated with Community Connections to provide breakfast and lunch for all of the students, every day of the program.

The program was a huge success! We look forward to hosting it again in summer.

### **Summer Mathematics Lab School**

WCSU hosted a Grades 4-8 summer mathematics lab school at U-32 this past summer. Over 40 teachers and administrators participated in the lab school and we served 19 WCSU students. Teachers engaged in professional development all day, spending two hours each day working directly with students to apply their learning.

By all accounts, the lab school was a tremendous success, due in no small part to extensive collaboration with the Extended School Year Services and Community Connections. Students who participated in the lab school were able to access transportation from their home schools. They joined the Extended Year Services program for the



*Addie Cusick, grade 10*

first part of the morning before attending the lab school. They were also able to enjoy breakfast and lunch at U-32, and Community Connections offered full-day options for students and families who needed them.

WCSU has continued and will continue to build on the lab school experience this year by engaging in collaborative professional development regarding mathematics achievement and instruction. For example, all WCSU teachers of mathematics participated in clinical rounds with Professor Mahesh Sharma this past December.

### **Curriculum Committees**

We have six supervisory union-wide curriculum committees operational this year: the WCSU Curriculum Council, the Literacy Steering Committee, the Math Steering Committee, the

*continued on next page*



*U-32 students wait for their turn on the U-32 ropes course.*





*Henry John grade 11*

Science Steering Committee, the Social Curriculum Steering Committee and the Social Studies Steering Committee. Each committee is comprised of teachers and administrators from each of our schools and represent grade level clusters, general and special education and various content areas as appropriate. In concert with the teachers in our schools, these committees are engaging in curriculum, instruction and assessment work that will lead to higher levels of student achievement and greater coordination across the supervisory union.

## Technology

This was an ambitious past year for the WCSU Technology department. One big project that is benefiting U-32 students and families was the release of the Infinite Campus Portal and the offer of several training sessions to U-32 parents on how to access and use this system to view their student's information. To date, over 500 parents have signed up. This has been a very successful project so far and we hope to start planning a release of the portal to elementary parents soon.

Another Infinite Campus-related project that affects all of the schools is the implementation of a new food service system. Mealtime was replaced with Infinite Campus' point-of-sale food service module, which ties in to the rest of a student's records. This allows us better management and reporting on student data. This new service module has allowed us to offer staff and families the ability to add money to their food service account online



*Tillie Quattrone and Silas Miller played the "Thenardiers" - the "Mistress and Master of the House" in U-32's performance of Les Miserables.*

through the Infinite Campus Portal.

The other major software system change was the library management system. In this case we did not roll that functionality into Infinite Campus (which doesn't offer a library management module). Instead, we found Follett Destiny to be the best match for our needs, and that is the system we implemented. It is working well and we continue to expand the functionality offered by this system. If you want to check it out, feel free to go to <http://library.u32.org>.



*Berlin teacher Cynthia Gauthier and U-32 teacher Bodo Carey were named 2013-2014 UVM Outstanding Teachers. Congratulations!*



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

**Budget Vote**

**Tuesday, March 4, 2014**

**By Australian Ballot in each town's polling place**

**Budget Informational Meeting:**

**Monday, March 3, 2014, 6:00 pm**

**U-32 Room 131**

***Check out our website at [www.u32.org](http://www.u32.org).  
It has links to our elementary schools and central office.***