

Washington Central Supervisory Union School Report

for East Montpelier Elementary School and U-32

February, 2015

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"Spring Time" by Summer Bergeron, grade 5

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 Pre-K-12 educational system. It also reports progress on student learning and student performance.

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 5 supervisory union wide curriculum committees. This year there are 6 committees, with 5 content areas, who are continuing to do great work aligning our pre-kindergarten through twelfth grade curricula in literacy, math, science, social studies and social and emotional development. The Math and Literacy Steering Committees have continued to focus on enhancing our math and writing instruction and have the first version (non-negotiable skills and knowledge) of what every student must learn at each grade level across the supervisory union in grades Pre-K through 12. Our other content area committees are working on non-negotiables as well. We plan to have a reading progression ready for release by the end of the school year.

For our pre-kindergarten students, we have expanded our programs at each of the elementary schools and are proud to report that all of our Pre-K programs meet high State STARS accreditation scores.

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. We have also been able to ensure that every student in grades 5 through 8 has a personal computer for their use at all times. This is called a one-to-one computer environment, which we hope to expand next year to other grade levels. 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) and the Next Generation Science Standards (NGSS). The new standards are

replacing the current Vermont Standards. 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 in math as well.

Last year (2014) 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 fourth time, U-32, East Montpelier, and Doty did not make the AYP requirements in reading and mathematics. Therefore, Doty, East Montpelier and U-32 are in their first year of corrective action, which requires that they develop a revised improvement plan and report their progress to the VT AOE in improving student achievement. Berlin also did not meet the AYP require-

ments in math or reading and is in their third year of the corrective action to address the need to improve mathematics and literacy 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. Students at Calais and Rumney did not make AYP for the first time in reading and mathematics.

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 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

Once again, it has been an honor to serve as instructional leaders for the EMES community! We would like to express our appreciation and thanks to our dedicated staff and families that make EMES an exceptional place to learn and grow! The newly renovated building is now a reality thanks to the support of the East Montpelier community. If you haven’t visited, we encourage you to come by soon for a tour!

The East Montpelier Elementary School’s Continuous Improvement Plan focuses on Curriculum, Instruction & Assessment; a Multi-Tiered System of Support; and School Culture & Climate. We have made significant progress in implementing many facets of the plan.

All EMES students in grades Kindergarten through Grade 6 are receiving a common and consistent approach to writing instruction and assessment for narrative, informational, and opinion text types. We are in the second year of implementing this approach and using the data to adjust our instruction along the way. This year, we are also studying the Common Core State Standards (CCSS) Reading Anchor Standards through a monthly book study. EMES was highlighted in the 2014 Efficiency Study for the professional

development practices and structures we have successfully crafted.

Given the May 2014 Mathematics audit, there is increased attention to content and instruction, a model of training and classroom coaching and mentoring. EMES, along with the other WCSU Elementary Schools, are focusing on Grades 5 and 6 this year.

The comprehensive assessment plan continues to be refined at the SU level as well as at the local (EMES) level. This year, we have added computer-based assessments in preparation for the Smarter Balanced Assessment Consortium (SBAC). Teachers at EMES use our data wall to measure proficiency levels of all students and to identify gaps and strengths in instruction. We are working toward building a sophisticated data driven multi-tiered system of

support (MTSS) to identify and meet the literacy, mathematics, and pro-social needs of EMES learners.

EMES is a student-centered, safe learning environment for all students, staff and families. We continue to use the school-wide Positive Behavioral Interventions and Supports (PBIS) that include

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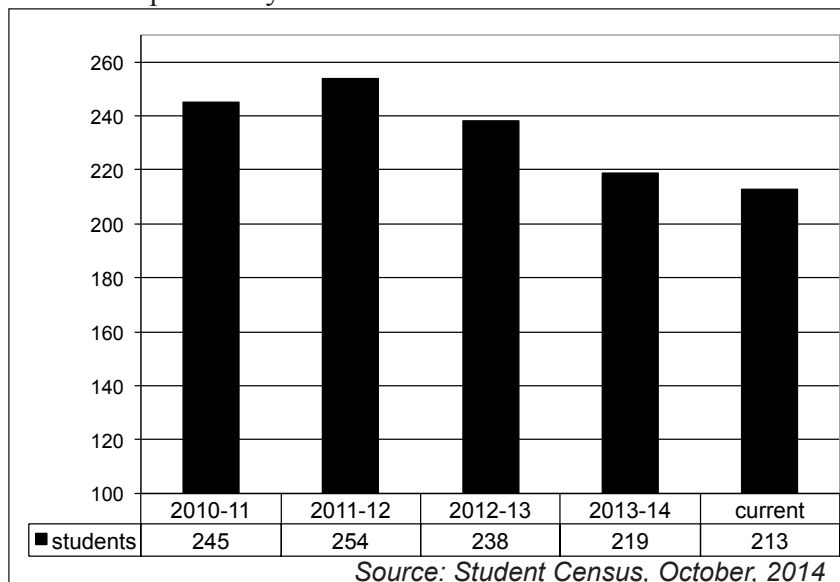


Kindergarten students reading during literacy instruction.

School Information

Student Enrollment:

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



Fifth grade students search for books in the library.

EMES Facts for 2014-15:

- ◆ Average student daily attendance: 98.5%.
- ◆ Average class size is 17, with a range between 14 and 20.
- ◆ Students in grades K-4 receive 90 minutes of literacy instruction daily.
- ◆ Students in grades 5 and 6 receive 50 minutes of literacy instruction and 50 minutes of literacy-based content (social studies/science) instruction daily.
- ◆ Students in all grades receive 50 minutes of writing instruction 4 times a week
- ◆ Students in grades K-6 receive 60 minutes of math instruction daily.
- ◆ All students participate in Music, Art, Library, and Ed Technology once a week.
- ◆ All students participate in Physical Education and Spanish twice a week.
- ◆ Students in grades 4 through 6 have a variety of music and chorus choices available in addition to the weekly music instruction. EMES offers jazz band, band, chorus and instrumental lessons.
- ◆ Students in grades 1, 2 and Kindergarten participate in the ECO (Educating Children Outdoors) program two- half days a month.
- ◆ The recreation department offers soccer and basketball programs for EMES students.

Student Services:

- ◆ An average of 45 students eat school breakfast (not snacks or just a juice), and 87 students eat school lunch daily.
- ◆ 27% of students are eligible for free or reduced lunch.
- ◆ 12% of students receive Special Education services.
- ◆ 3% of students have 504 plans.
- ◆ 8% of students have Educational Support Team (EST) plans.
- ◆ The nurse's office has treated an average of 22 students daily (in addition to over 125 students who will have vision and hearing screenings done this year).
- ◆ We have 3 pre-kindergarten sessions, 9 hours each: MWF am (3- & 4-year-olds) and pm (4-year-olds) and a Tu/Th (3- & 4-year-olds) session.
- ◆ All of our teachers are considered "highly qualified," holding licenses in the areas they teach.
- ◆ There were no teachers teaching on emergency credentials in 2013-14.
- ◆ 92% of teachers have masters degrees and 84% of teachers have Level II licenses.

Principal's Message continued from page 3

proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

The context for teaching and learning is continually changing. We have the support of the Central Office and WCSU Steering Committees to ensure the consistencies across and among schools.

Technology learning and availability of equipment has ramped up! We have 1:1 Chrome Books available to all 5th and 6th Graders, with plans to include 4th Grade next year. We have several laptop labs and iPad labs for school-wide use. Technology integration education is embedded at every grade level as well as integration training for teachers.

We are proud and fortunate to work and learn at EMES. Thanks for your unwavering support for the future of your children and community!

Community Connections:

- ◆ 134 students participated in East Montpelier Community Connections; this represents 63% of the school's enrollment! 31 attended more than 30 days. In total, EMES students spent 8,262 hours engaged in Community Connections programs before and after school and at our camps.
- ◆ 36 students started the day off right at before-school care and 24 students participated in Community Connections summer camps. Afterschool, 125 students joined us for a variety of fun and enriching activities!
- ◆ 9 preschool students from East Montpelier attended our Preschool Aftercare program at Calais Elementary while our school was under construction.



East Montpelier Ribbon Cutting Ceremony.



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



Fourth grade students explore electricity by designing and building circuits using homemade play-dough, LED lights, motors, buzzers, and power sources.

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.

- ◆ 86% of 1st-2nd graders and 83% of 3rd-6th graders agree: "I get the help I need at school to be successful."
- ◆ 95% of parents surveyed agree: "I am informed about my child's progress."
- ◆ 91% of staff surveyed agree: "The vision of the school is clear."
- ◆ 100% of staff agree: "I know what students are expected to know and be able to do."
- ◆ 100% of staff agree: "I have the opportunity to develop my skills."

Vermont State Assessment Program

Vermont is a member of the **Smarter Balanced Assessment Consortium (SBAC)** and Vermont students in Grades 3-8 and 11 will participate in SBAC testing this spring. The SBAC will be administered via computer, is aligned with the Common Core State Standards and will assess student performance in literacy and mathematics. Formerly, Vermont students took the **NECAP (New England Common Assessment Program)** tests in reading, mathematics, writing and science. Because Vermont students will participate in the SBAC this spring, they no longer participate in the NECAP tests for reading, writing and mathematics.

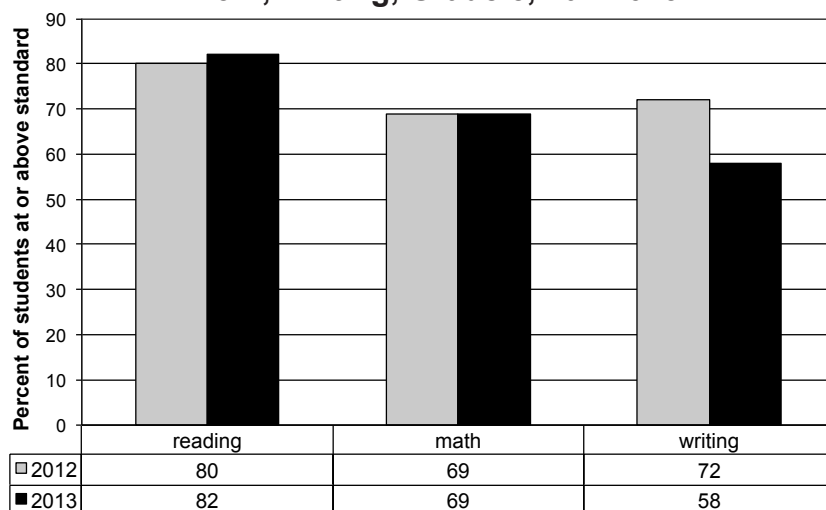
Additionally, Washington Central Supervisory Union is creating a **local comprehensive assessment system** for students in Grades PreK-12. The local comprehensive assessment system provides a coherent, balanced approach to assessment across the supervisory union, and the results of the assessments provide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

Included in this section of the annual school report card are some NECAP scores from the Fall 2013 administration of the reading, writing and math tests and the results of the science NECAP that was administered in Grades 4, 8 and 11 in the spring of 2014. We are also including data from the fall 2014 administration of a literacy assessment, the **Fountas and Pinnell Benchmark Assessment System**, that was administered to students in Grades 1-6 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 reading, math, and writing assessments?

This graph compares the percent of East Montpelier 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.

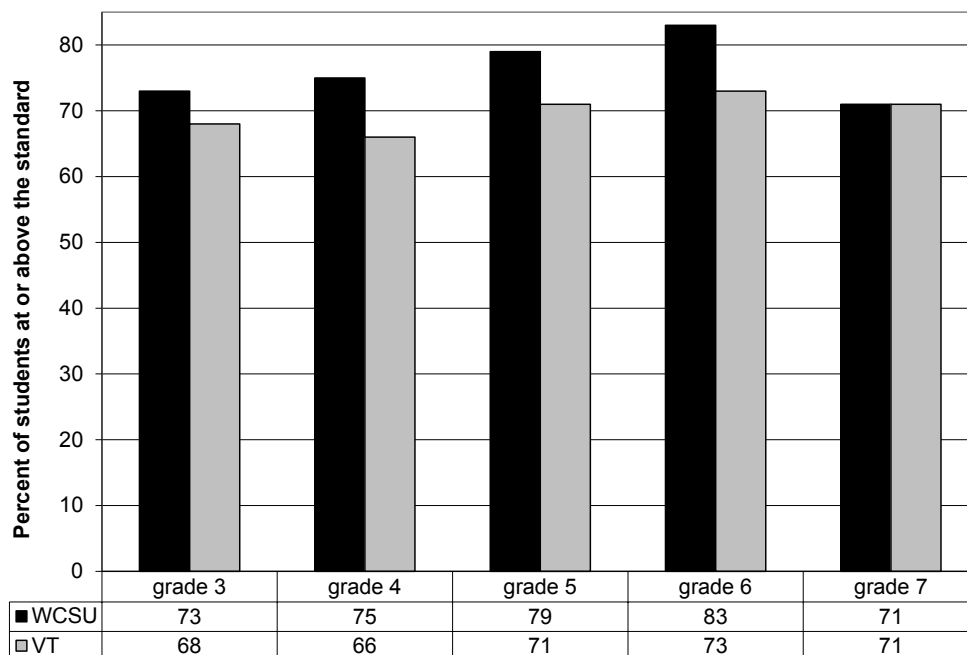
East Montpelier NECAP Reading & Math, Grades 3-7; Writing, Grade 5, Fall 2013



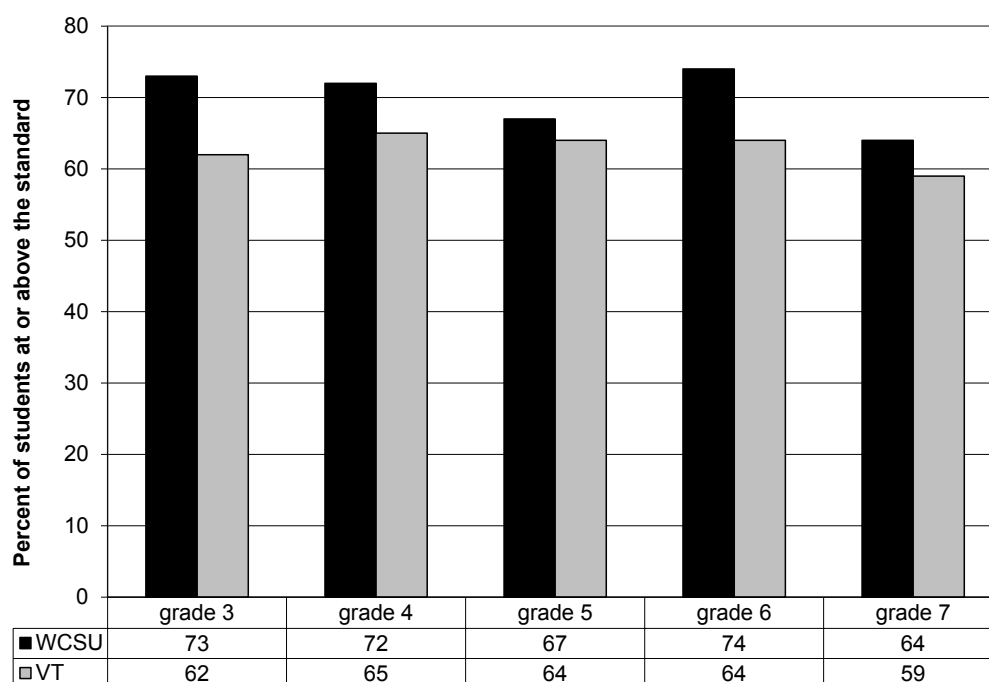
NECAP Reading and Math, Grades 3-7, 2013

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.

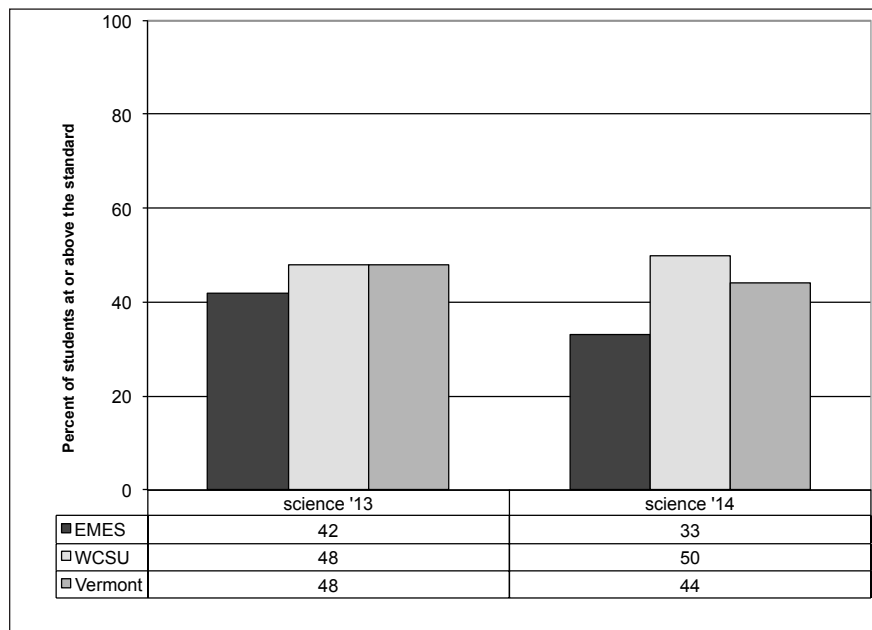
NECAP Reading, Grades 3-7, 2013



NECAP Math, Grades 3-7, 2013



NECAP Science Grade 4, Spring 2013, 2014



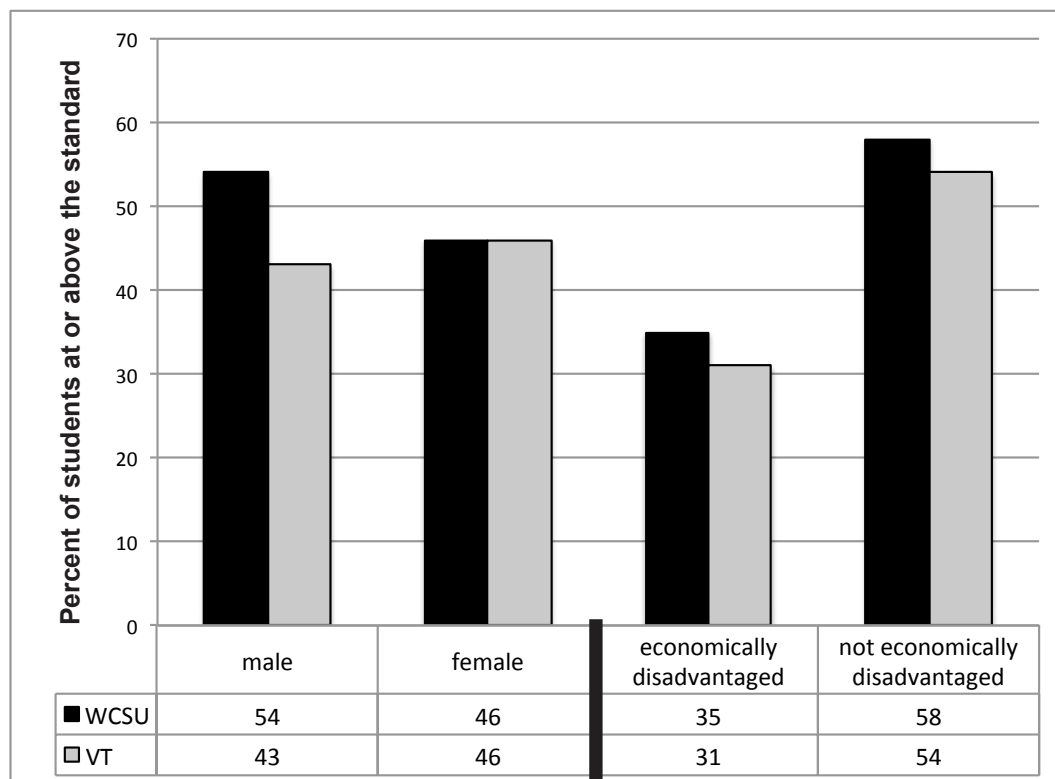
What percentage of our students met or exceeded the standards on state science assessments?

The graph to the left compares the percent of East Montpelier, Washington Central and Vermont students meeting the standards in science in 2013 and 2014.

103 grade 4 students took the NECAP test in science in the spring of 2013 and 97 (99%) grade 4 students took the NECAP test in science in the spring of 2014. At EMES 34 students were tested.

NECAP Disaggregated Results, Science, Grade 4, 2014

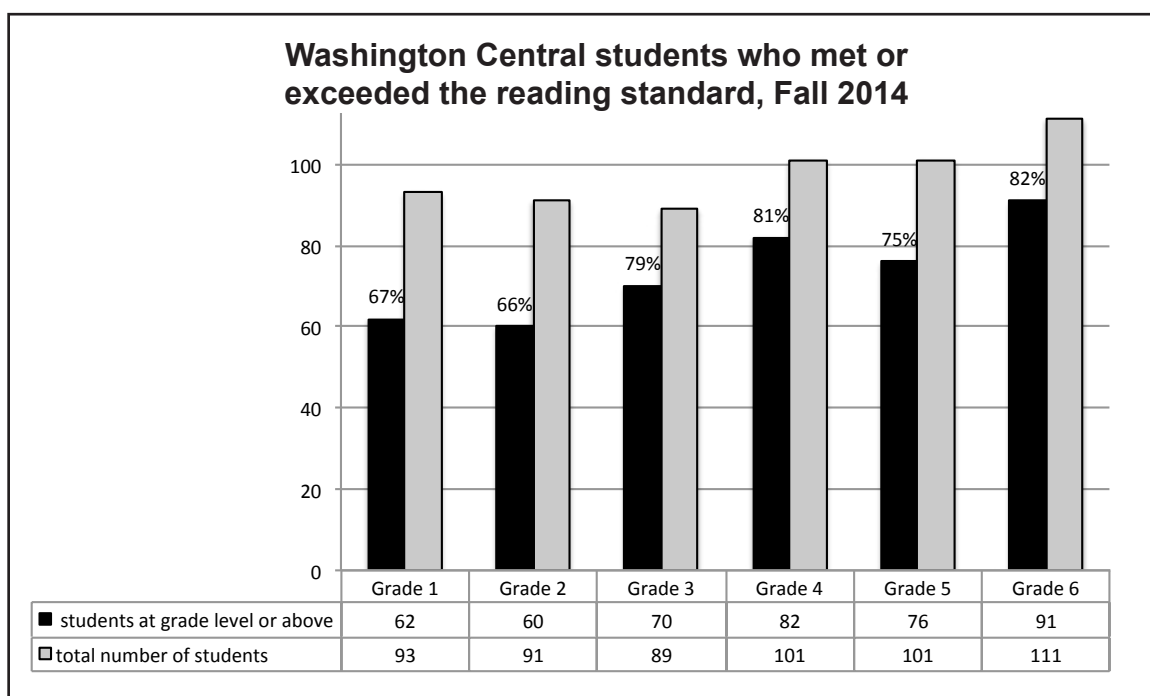
In the spring of 2014, 97 WCSU grade 4 students took the NECAP test in science. 53 were male and 44 were female. 34 were identified as economically disadvantaged students. There was also a small group of students who had an IEP (Individualized Educational Plan), but the number was too small to report on. The number of ELL (English Language Learners) and migrant students was also too small to report on. The number of students disaggregated by race/ethnicity is too small to report.



Fountas and Pinnell Benchmark Reading Assessment

This fall we administered the Fountas and Pinnell Benchmark Reading Assessment to students in Grades 1-6. 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. Washington Central has set standards for grade level performance on the Fountas and Pinnell assessment.

At EMES 77% (122 out of 159 students in 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.



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 a whole in both



Third and fourth graders test their WeDo lego robot design and programs to see who could make the most effective goal keeper.

reading and math. The most recent NAEP data for Vermont is from testing in 2013. In that year, 42% of 4th graders and 45% of 8th graders were proficient or advanced in reading; and 52% of 4th graders and 47% 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/>

FY2014 School Level Data

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

Cohort Rank by Enrollment (1 is largest)
35 out of 40

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller →	Thetford Elementary School	PK - 6	210	21.90	1.00	9.59	210.00	21.90
	Berlin Elementary School	PK - 6	213	18.90	1.00	11.27	213.00	18.90
	Poultney Elementary School	PK - 6	219	18.00	1.00	12.17	219.00	18.00
	East Montpelier Elementary School	PK - 6	219	19.78	2.00	11.07	109.50	9.89
← Larger	Sustain Acad At Lawrence Barnes	K - 5	223	19.70	1.00	11.32	223.00	19.70
	Westminster Schools	PK - 6	225	21.50	1.00	10.47	225.00	21.50
	Northeast Primary School	PK - 2	226	22.25	1.00	10.16	226.00	22.25
Averaged SCHOOL cohort data			250.20	20.73	1.06	12.07	235.48	19.51

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.

FY2013 School District Data

Cohort Description: Elementary school district, FY2013 FTE ≥ 200 but < 300
(16 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) 13 out of 16
Smaller →	Thetford	PK-6	205.76	\$14,330	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.
	Berlin	PK-6	211.41	\$12,397	
	Ferrisburgh	PK-6	212.45	\$12,913	
	East Montpelier	PK-6	220.37	\$12,335	
← Larger	Westminster	PK-6	226.11	\$13,562	
	Bradford ID	PK-6	227.98	\$10,819	
	Pittsford	PK-6	232.61	\$15,591	
Averaged SCHOOL DISTRICT cohort data			243.53	\$11,716	

FY2015 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
Smaller →	T019 Berlin	PK-6	185.16	14,852.79	1.5677	1.6031	105.33%	1.5219
	T065 East Montpelier	PK-6	197.39	18,308.34	1.9324	1.7801	98.98%	1.7984
	T076 Ferrisburgh	PK-6	201.63	14,893.77	1.5720	1.5869	102.01%	1.5557
	T023 Bradford ID	PK-6	207.81	13,568.12	1.4321	1.4646	103.69%	1.4125
	T154 Pittsford	PK-6	211.76	14,783.77	1.5604	1.5430	107.96%	1.4292

Kindergarten students by the fire during the ECO program (Educating Children Outdoors).



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 Steven Dellinger-Pate, Principal

I am excited to be writing my first annual School Report Principal's Message as your principal. The vision for the U-32 learning community is to cultivate passionate, creative and empowered learners who contribute to their local and global community. That vision, "to cultivate," really is what we are about as a school community. 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. In my first six months I have seen the support from the citizens of the five towns that make up our supervisory union. That support for the budget and the programs of U-32 ensures that every student can fulfill our vision.

During the past year, U-32 has made strides to

improve the educational rigor and relevance for all students. Professional time has been devoted to working on curriculum, instruction, and assessment practices. Our work this past year included the development of curriculum using Understanding by



Design and our Supervisory Union steering committees set grade level expectations for many of our disciplines. Teachers continue to learn about Differentiated Instruction and how lessons can be designed to help all students learn. Implementation of common assessments for screening students in math and reading helps us provide

supports for students with learning needs and challenge for students who are ready for more complex work. All in all, U-32 is committed to

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Student Information

Free and Reduced Lunch:

- ◆ 31% of students are eligible for free or reduced lunch

U-32 Facts

- ◆ In November 2013, 36 student musicians participated in the Winooski Valley Music Festival hosted by U-32;
- ◆ In February 2014, 19 students participated in the Winooski Valley Jazz Festival;
- ◆ In March 2014, 3 students participated in the New England Music Festival;
- ◆ In April 2014, 51 students participated in the Middle School Winooski Valley Music Festival;
- ◆ In May 2014, 9 students participated in the All State Music Festival.

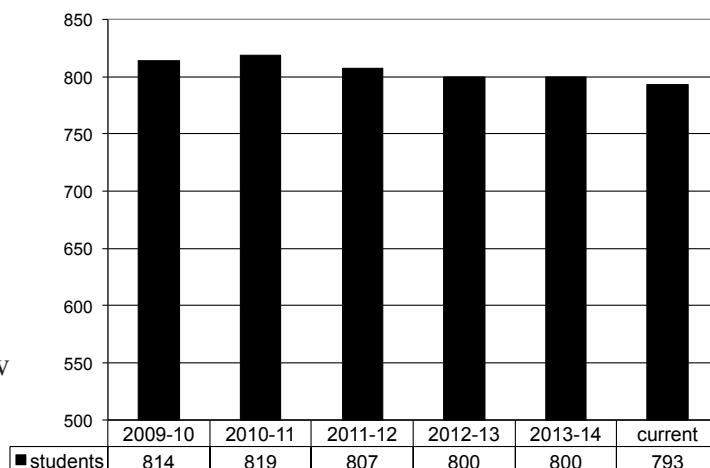
Health Services for the 2013-14 Year:

- ◆ There were 5,041 unscheduled student and staff visits to the school nurse for illness or injury.
- ◆ There were 1,267 daily visits to the office for prescription medications and/or treatments.
- ◆ The Health Office conducted 309 vision screenings resulting in 46 vision referrals.
- ◆ There were 31 student and 11 staff incident reports generated out of the Health Office.
- ◆ There were 94 off-campus field trips to support.



Jazmyn Burke (grade 9)

Student Enrollment



Source: Student Census, October, 2014

Student Discipline:

As reflected in our "Safe and Healthy Schools Data Collection" for 2013-2014, there were:

- ◆ 15 disciplinary actions for violations of the Drug & Alcohol Policy;
- ◆ 2 disciplinary actions for violations of the Weapons Policy;
- ◆ 5 disciplinary actions for threats/intimidation, fighting, or assault;
- ◆ 89 disciplinary actions for student conduct/policy violations;
- ◆ 3 incidents of harassment; and
- ◆ 9 incidents of bullying.

Advanced Placement	2012					2013					2014				
Test Results	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
English Lit/Composition	6	6	5	3	0	2	6	7	6	0	0	8	5	4	0
US Gov/Politics											1	0	0	0	0
US History	0	0	1	8	1	0	2	6	5	2	0	4	7	6	0
Calculus AB	15	1	3	1	0	3	2	5	1	3	6	3	5	1	1
Calculus BC	1	0	0	0	0						1	0	0	0	0
Comp Science A	1	2	0	0	0	1	1	1	0	0	2	2	0	0	0
Statistics	3	6	3	1	0	3	6	6	6	0	2	6	5	2	0
Biology						1	3	3	1	0	0	4	4	0	0
Chemistry	0	3	0	0	0						0	3	3	3	2
Physics C Mechanics	3	3	3	0	0	2	0	5	3	1	2	3	1	3	0
Spanish Language						0	0	2	0	0					

Advanced Placement (AP) Test Results:

16 seniors, 16 juniors and 3 sophomores took a total of 99 Advanced Placement (AP) tests in 10 different subject areas. AP tests are scored on a scale of 1-5 with 5 being the highest possible score.

Student Dropouts: 2013-14:
12 students (2.158%)

Principal's Message from page 11

improving curriculum, instruction and assessment so our students can achieve at the highest levels and be prepared for post-graduation pursuits.

Other Highlights from 2013-14 School Year

- ✓ Jessica Barewicz received a Rowland Foundation award to help develop teacher leadership at U-32
- ✓ Boys Track and Field winning the Division II State Championship
- ✓ Successful roll out the Infinite Campus (IC) parent portal so parents have greater access to student records
- ✓ Created a new schedule with Call-back built in that allows time for students to receive extra help
- ✓ Financial Literacy became a requirement for graduation

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 five sending communities. U-32 will continue to provide one of the best educations for students in Vermont.



Tenth graders build electromagnets during Norwich University Assoc. Professor Michael Prairie's presentation on engineering at the April 10th career event at U-32.



Tenth graders watch pizza being made by the owners of the Cornerstone Pub & Kitchen during the "Learn to Earn" career event at the school April 10th.

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
1 / 320	.31%	0 / 83	0%

72% of teachers have masters degrees and 80% of teachers have Level II licenses.



Sinclair Sheplar, gr. 12

Four-Year Graduation Rate:

2013-14: 87%	2010-11: 94%,
2012-13: 90%	2009-10: 87%,
2011-12: 95%,	2008-09: 87%.

Life after High School

	2009	2010	2011	2012	2013	2014
# of Graduates	160	124	144	136	124	127
% Attending College	74.38%	66.13%	64.58%	68.38%	77%	54.3%
% 2-Year	14.38%	7.26%	13.89%	16.18%	11%	7.1%
% 4-Year	60%	58.87%	50.7%	52.21%	66%	47.2%
Apprenticeship/ Career Ed/Prep	1.88%	4.03%	2.08%	2.94%	1.6%	4.7%
% Employed	14.38%	18.55%	19.44%	22.79%	12.1%	27.6%
% Military	0	1.61%	0.69%	1.47%	.8%	2.4%
% Gap Year/ Undeclared	9.38%	9.68%	13.2%	4.41%	8.5%	11%



Stacey Snyder, grade 11



Sophie Warner, grade 12

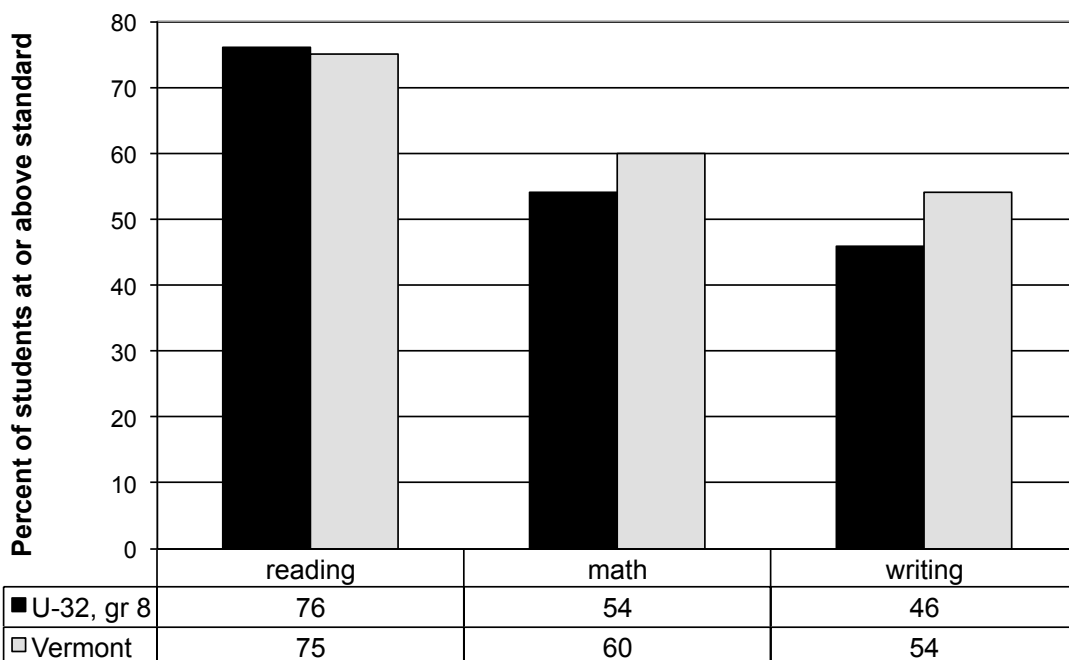
Assessments

NECAP Reading, Math, Writing, 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.

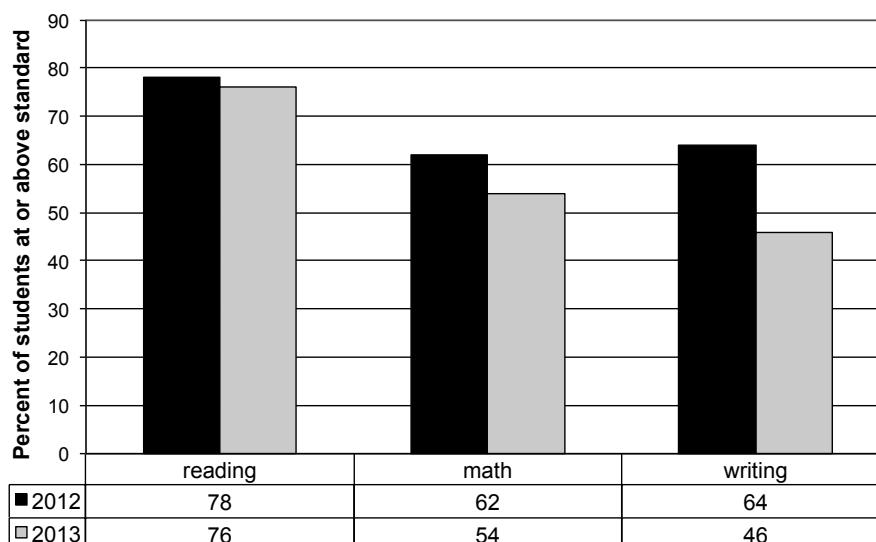
The graph below compares the percent of U-32 students to the percent of students in Vermont meeting the standards in academic areas. At U-32, 125 eighth grade students were tested in reading and math, and 124 were tested in writing.



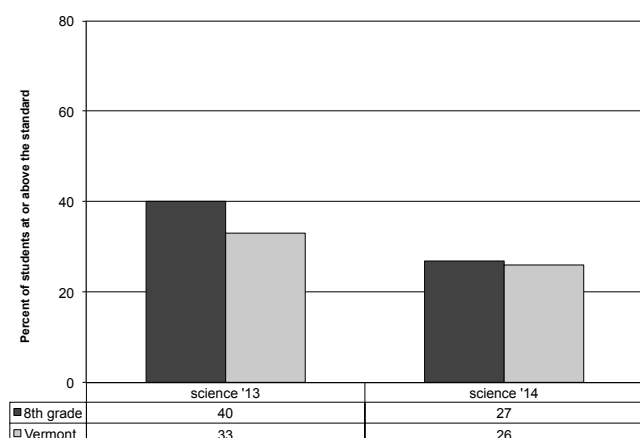
How do they compare to past year's results?

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, Grade 8, 2012-2013



NECAP Science Grade 8, Spring 2013, 2014



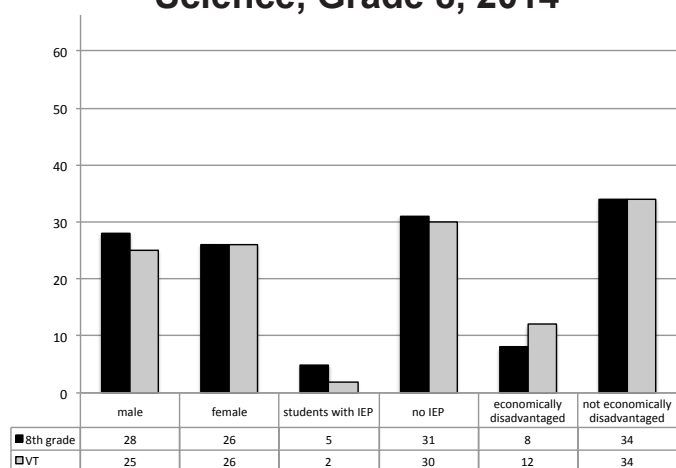
What percentage of our students met or exceeded the standards on state science assessments?

The graph to the left compares the percent of U-32 8th grade and Vermont students meeting the standards in science in 2013 and 2014.

103 grade 8 students took the NECAP test in science in the spring of 2013 and 135 (100%) grade 8 students took the NECAP test in science in the spring of 2014.

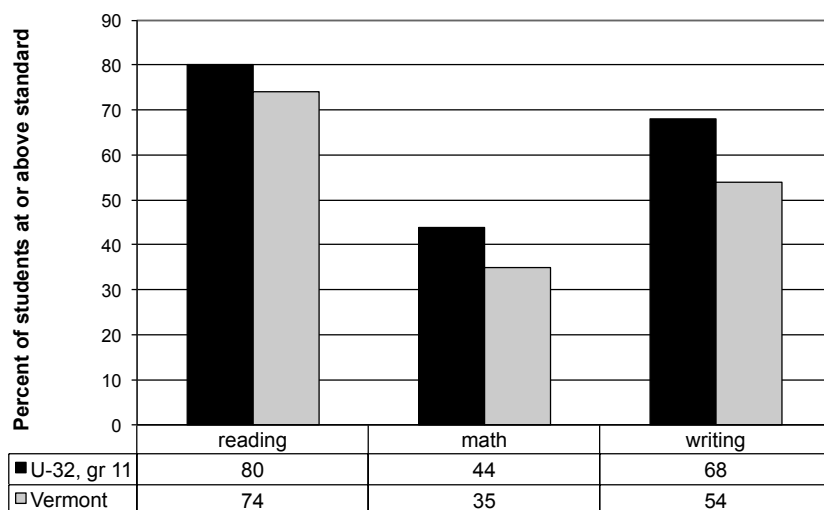
In the spring of 2014, 135 U-32 grade eight students took the NECAP test in science. 72 were male and 63 were female. In 20 of the students had an IEP and 37 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on. The number of students disaggregated by race/ethnicity is too small to report.

U-32 NECAP Disaggregated Results, Science, Grade 8, 2014



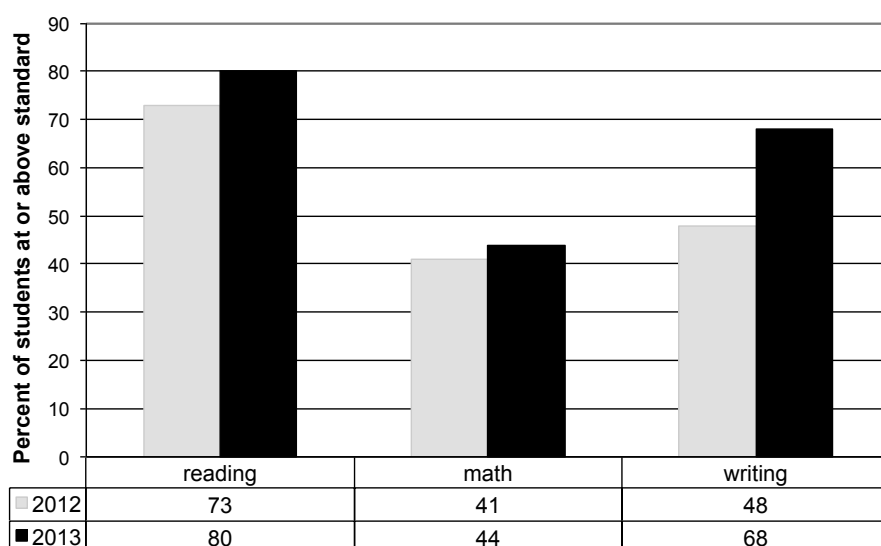
NECAP Reading, Math, and Writing, Grade 11, 2013

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, and 122 were tested in math.



How do they compare to the 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.

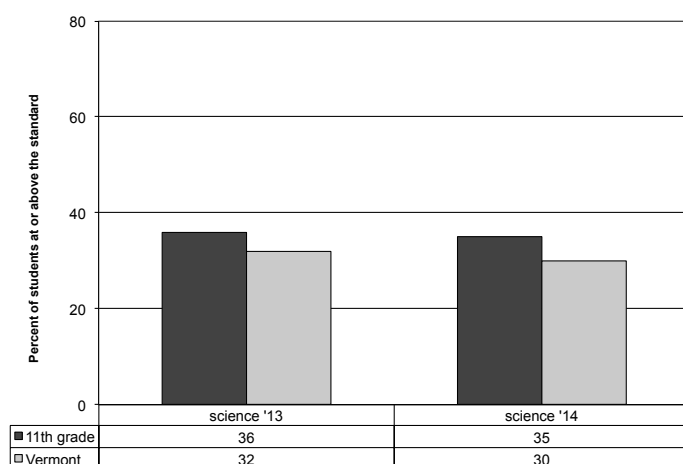


NECAP Science Grade 11, Spring 2013, 2014

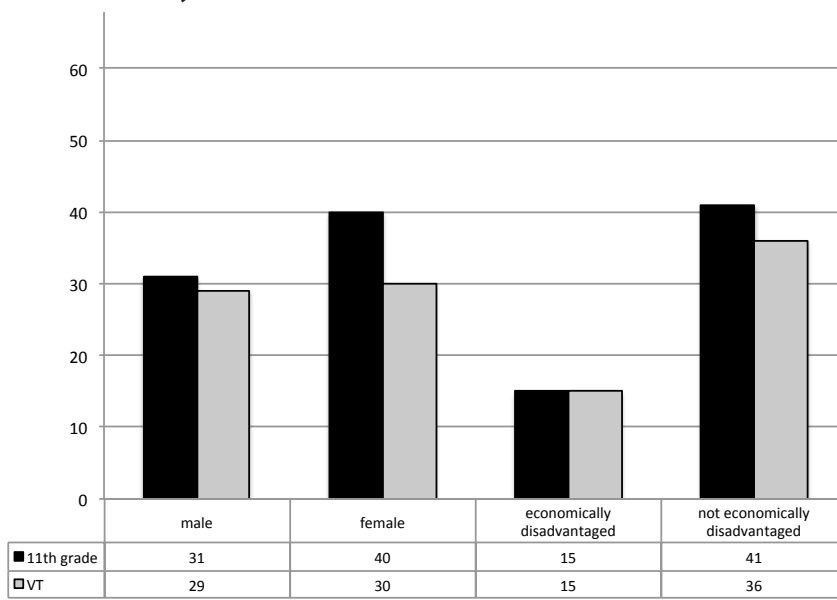
What percentage of our students met or exceeded the standards on state science assessments?

The graph to the left compares the percent of U-32 11th grade and Vermont students meeting the standards in science in 2013 and 2014.

124 grade 11 students took the NECAP test in science in the spring of 2013 and 127 (97%) grade 11 students took the NECAP test in science in the spring of 2014.



U-32 NECAP Disaggregated Results, Science, Grade 11, 2014



In the spring of 2014, 127 eleventh graders took the NECAP test in science. 60 were male and 67 were female. 27 of the students who took the science test were identified as economically disadvantaged students. There was also a small group of students who had an IEP (Individualized Educational Plan), but the number was too small to report on. The number of ELL (English Language Learners) and migrant students was also too small to report on. The number of students disaggregated by race/ethnicity is too small to report.

School Climate Data

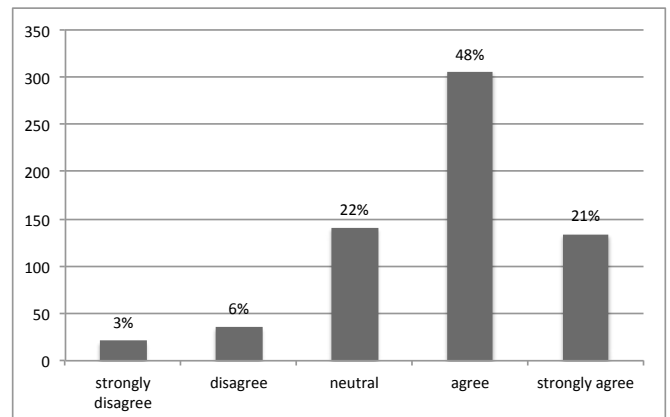
Last spring each school disseminated a school climate survey to students, parents and staff members. The school climate survey contained questions about issues such as school safety, communication, expectations, meeting students' and families' needs, and relationships between students, staff, administrators and families. Below are some of the results from U-32 Student Climate Survey that was administered to 638 students.

- ◆ When I am at school, I feel my TA cares about me.
 - 47%: Strongly Agree
 - 39%: Agree
 - 12%: Neutral
 - 2%: Disagree
 - 1%: Strongly Disagree

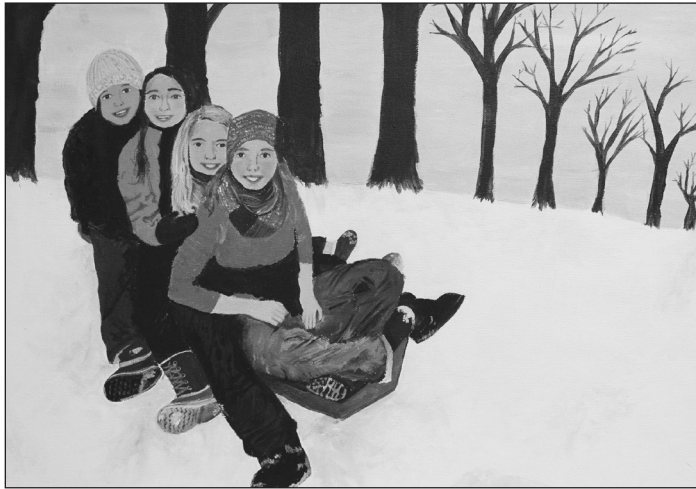
- ◆ When I am at school, I feel my teachers believe I can learn.
 - 49%: Agree
 - 28%: Strongly Agree
 - 18%: Neutral
 - 3%: Disagree
 - 2%: Strongly Disagree

- ◆ When I am at school, I feel quality work is expected of me.
 - 53%: Agree
 - 24%: Strongly Agree
 - 19%: Neutral
 - 3%: Disagree
 - 1%: Strongly Disagree

When I am at school, I feel I belong.



- ◆ When I am at school, I feel I am safe.
 - 48%: Agree
 - 21%: Strongly Agree
 - 22%: Neutral
 - 6%: Disagree
 - 3%: Strongly Disagree
- ◆ I feel I have support for learning at home.
 - 42%: Strongly Agree
 - 36%: Agree
 - 17%: Neutral
 - 4%: Disagree
 - 2%: Strongly Disagree
- ◆ 76% of students report they participate in co-curriculars.



Louisa Franco



Zoe Olson (grade 12) and Orlando Whitcomb-Worden (grade 10), in U-32's performance of "Once on This Island."

Scholastic Aptitude Test (SAT)

- U-32 students continue to score significantly higher than both the Vermont and national averages on the three SAT tests.
- 69 members of the senior class took the SAT's, 49 as seniors and 20 when they were juniors.
- 10 students took 24 SAT Subject Tests. They all also took the SAT and their mean SAT Test scores were Critical Reading: 608, Mathematics: 664, and Writing: 609.

ACT Information (Composite)		
	U-32	Vermont
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
2014	23.8	23.2

SAT Math	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2010	579	545	562	521	516
2011	529	548	539	518	514
2012	575	554	564	523	514
2013	552	529	540	519	514
2014	570	504	536	525	513
SAT Critical Reading	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2010	553	554	553	519	501
2011	495	553	526	515	497
2012	554	582	568	519	496
2013	517	546	532	516	496
2014	530	515	522	522	497
SAT Writing	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2010	513	532	522	506	492
2011	494	548	523	505	489
2012	517	566	542	505	488
2013	490	547	521	505	488
2014	517	498	507	507	487

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 26 students participated in this innovative standards-based program. Studies included: Advanced German, animation, astronomy, charcoal portraits, creative writing, dance instruction, electronics, exercise science, food photography, graphic novels, guitar for songwriting, herbalism, Korean language, large metal sculpture, Latin, law, Model United Nations, music composition, pastry arts, sound engineering, surgery, and yoga.

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

Last year 19 students pursued studies in Branching Out English, 47 students participated in



U-32 students serenade the audience before the WCSU full board meeting December 3rd at U-32.

Community-Based Learning, 10 students pursued studies in Branching Out Middle School, and 10 students were in the Pilot Program.

Vocational/Technical Education Programs

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

Vermont Virtual Learning Cooperative (online courses)

Last year, 43 students completed and received U-32 graduation credit for their online courses. The subjects taken include: Algebra II, AP Calculus, AP Microeconomics, Biology Honors, Critical Survey & Film, Creative Writing, Digital Photo, Economics, English Honors I, III, IV, Know Your Rights, Latin I, Personal Fitness, Life Management, Marine Science, Pop Culture & Media, Physics Honors, Psychology, Reading for Success, Spanish II & III.



Middle School language arts teacher Abbey Kalman with eighth graders Elijah Stoudt and Lily Fair.



Sophia Warner (grade 12).

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/>

FY2014 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 -> <- Larger	U-32 UHS	7 - 12	781	71.83	4.00	10.87	195.25	17.96
	Averaged SCHOOL cohort data		387.83	37.17	2.14	10.43	180.90	17.34

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.

FY2013 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 High School (UHSD #32)	7-12	747.69	\$14,443
	Averaged SCHOOL DISTRICT cohort data		605.67	\$14,514

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.

FY2015 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 -> <- Larger	U005	Vergennes UHSD #5	7-12	600.42	15,182.08	1.6024	-	-
	U008	Otter Valley UHSD #8	7-12	611.88	14,453.29	1.5255	-	-
	U019	Harwood UHSD #19	7-12	743.07	15,420.82	1.6276	-	-
	U032	U-32 High School (UHSD #32)	7-12	747.94	15,468.71	1.6327	-	-
	U048	Bellows Free Academy UHS	9-12	772.60	15,174.08	1.6016	-	-
	U028	Mount Abraham UHSD #28	7-12	823.38	15,100.43	1.5938	-	-
	U041	Spaulding HSUD #41	9-12	825.42	12,448.12	1.3139	-	-



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.

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 continue to collaborate across the supervisory union in order to best serve our PreK-12 students. Below are a few examples of our recent collaborative endeavors.

Special Education Evaluation Team

We are currently in year two of the implementation of the special education evaluation team. As of January 5th, this team has completed 14 re-evaluations and 21 new evaluations. As we move towards the next school year and the hiring season, we will be looking for a full time psychologist to support the work of this team. This additional .4FTE will be funded through grants.

Again, the purpose of this evaluation team is to allow the special education teachers in the schools more time for direct work with the students they serve.

Positive Behavioral Interventions and Supports (PBIS)

PBiS is a school-wide approach to creating a positive and safe climate in which students can learn and grow. Throughout this school year (14'-15') and last school year (13'-14') all schools have implemented Phase 1 of PBiS. This is the universal level that focuses on every student school-wide. Each school continues to have a team that is taking on a leadership role to ensure implementation throughout the school. These teams also participate in professional development continuing to move the implementation forward.

Each of our schools use a School Wide Information System (SWIS) to document the behaviors that occur throughout each and every day for every student, in all environments throughout the school day.

When comparing the data from last year until

January 1 of this year, there has been a significant decrease in behavioral infractions across all five elementary schools.

The PBiS leadership teams continue to participate in professional development opportunities, learning ways to support students who continue to have repeated challenging behaviors. When we begin to look at students that have multiple behavior infractions, we begin to ask questions as to why they are happening. Our teams within the schools provide action steps that can be taken to support the student in finding ways to communicate their needs

in a more appropriate way.

The costs that are associated with this initiative continue to be funded through a grant from the Agency of Education.

WCMH PBiS Behavior Analysts

In the past, WCSU has been fortunate to employ the position of Behavior Specialist.

This year, we have realized that this is a very challenging position to fill. As an

alternative to hiring our own employee, we were able to collaborate with WCMH to bring on PBiS Behavior Analysts in the supervisory union. This is a fairly new program through WCMH and it is partially funded with PBiS dollars at the state level. Currently, as of January 5th, we have three full time positions within this capacity. Our expectation is that the behavior analysts are able to work with teams on a school wide basis to develop proactive ways to support students, before they need a behavior plan. We are working with WCMH to obtain a fourth person to support our behavioral needs across the



For the 26th year, WCSU first graders were presented with books written and illustrated for them by U-32 seventh graders.

continued on next page

supervisory union.

The funding for these positions is through the funds that would support our own employee, grants, and local school budgets.

Special Education Work Groups Across the Supervisory Union

This year, we have reinstated two different work groups with representation from across the supervisory union. One group is working to develop a transition plan for students with special needs transitioning from the elementary schools to U-32. While U-32 has a comprehensive plan in place for all students transitioning to 7th grade, there are always a few special needs students that would benefit from additional transition activities. There are activities planned providing students some time to be in the building, meet teachers, and become familiar with the facility and grounds.

The second work group focuses on the students with intensive needs. There are students with a high level of needs across the supervisory union. The challenge that we are faced with is that the special education teachers that support these students may be the only special education teacher in the building. The purpose of this group is for teachers to come together to talk about student programming,

alternative assessments, assistive technology, etc.

This is the first year in which we are administering the Dynamic Learning Maps (DLM), the alternative assessment to the SBAC (Smarter Balance Assessment Consortium). For students in grade 8 and 11 we are also required to continue with the VT Alternative Assessment in the area of Science. These two assessments take a significant amount of time from the special educator. This provides the special educators with an avenue to learn from one another and together at the same time.

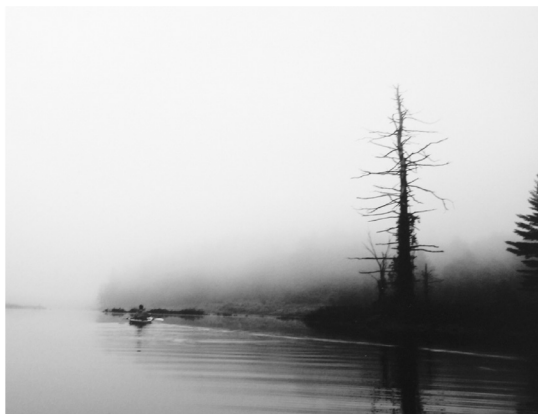
Summer Mathematics Lab School

For the second summer in a row, WCSU hosted a math lab school at U-32. The focus of the most recent lab school was Grades K-6. Over 30

teachers and administrators from our supervisory union and the central Vermont region participated in the lab school and we served 16 WCSU students. Teachers engaged in professional learning all day and spent two hours each morning working directly with students in order to apply their new learning.

Like last summer, we collaborated with the Extended School Year Services Program and Community Connections in order to best meet the needs of students and families. Students who participated in the lab school were able to access transportation

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Maya Mashkuri, grade 11



Almost Maine.

from their town elementary schools, they joined the Extended School Year Services program for opening activities each morning and they were able to enjoy breakfast and/or lunch in partnership with Community Connections.

WCSU Math Coach

WCSU hired our first math coach this year. Ellen Dorsey, former U-32 middle and high school math teacher, is working as our part-time math coach focused on Grades 5-8. Ellen's work is directly impacting teaching and learning in these grades and is strengthening the transition between our five elementary schools and the middle school. Ellen's work is anchored in the outcomes that WCSU has articulated for students in alignment with the Common Core State Standards and builds on other work in the supervisory union such as the summer math lab school and clinical rounds throughout the school year.

Curriculum Committees

WCSU continues to have six supervisory-union wide curriculum committees operational this year: the Curriculum Council, the Literacy Steering Committee, the Math Steering Committee, the Science Steering Committee, the Social Curriculum Steering Committee and the Social Studies Steering Committee. Comprised of teachers and administrators from all six of our schools, each committee has articulated a specific focus for its work related to curriculum, instruction and assessment. In so doing, they are working toward improved outcomes for students and

greater coordination across the supervisory union

Members of the Curriculum Council, the Literacy Steering Committee, the Math Steering Committee and the Washington Central Leadership Team have created a local comprehensive assessment plan for this year. These local data are being used to address individual student needs and larger areas for school and school system improvement.

Teacher Supervision and Evaluation System

A committee comprised of teachers and administrators met extensively last year per our teacher agreement in order to enhance and improve our teacher supervision and evaluation system. Across the school system we have agreed to use Charlotte Danielson's 2013 *Framework for Teaching* to inform our practice. We are currently drafting the supervision and evaluation cycles that will support our use of the *Framework for Teaching*.



Congratulations to Rowland Fellow, Jessica Barewicz.



Judd Levine reacts to his surprise Life Changer award, March 26th.

Photo credit: Jeb Wallace-Brodeur.



Heather Robitaille and Daisy Williams were recognized October 22nd as UVM Outstanding Teachers 2014-15. Congratulations!



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

Budget Vote

Tuesday, March 3, 2015

By Australian Ballot in each town's polling place

Budget Informational Meeting:
Monday, March 2, 2015, 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.***