

Washington Central Supervisory Union School Report

for East Montpelier Elementary School and U-32

February, 2016

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Frances Kaplan, grade 9

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 the focus areas 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. This year there are six committees, with five content areas, that are continuing to do great work aligning our pre-kindergarten through twelfth grade curricula in literacy, math, science, social studies and social and emotional learning. For more details, please see the Centralizing Services article later in this report.

This past year the school boards in Washington Central have been working to determine what the five towns value in education for their students. Based on these values, the boards have developed Student Learning Outcomes (SLO) to track the success of each student and the schools overall. Five of our six boards have created a first version of SLO and a committee has been established to determine common themes and then develop one common version for the entire supervisory union. This unified set of outcomes will focus our work on what it means to be an aligned PreK-12 school system across Washington Central.

We have expanded our programs for our pre-kindergarten students at each of the elementary schools and are proud to report that all of our pre-kindergarten programs meet the highest State STARS accreditation levels and provide 10 hours per week of pre-kindergarten instruction. With the implementation of Universal Pre-Kindergarten, we are also proud to announce that



all five of our programs have been pre-qualified as pre-kindergartens in the state of Vermont. This means if students who are residents

outside of our towns would like to attend one of our programs, they may apply to be a student and they may be accepted if we have room. This year most of our programs are full with resident students.

We have continued to expand our use of technology through the elementary schools and U-32 by ensuring that every student in grades 4 through 10 has a personal computer for their use at all times. This is called a one-to-one computer environment, and we hope to expand it next year to other grade levels.



In December, the President of the United States signed into law a new education act called the Every Student Succeeds Act, or ESSA. ESSA may change how Adequate Yearly Progress (AYP) is determined. Since this law is so new, we have not been told how it will affect the schools in WCSU. As of now, the schools' AYP determinations are the same as last year (2014). For the fourth time, U-32, East Montpelier, and Doty did not make 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 in improving student achievement to the VT Agency of Education. Berlin also did not meet the AYP requirements in math and is in their third year of corrective action to address the need to improve mathematics teaching and learning.

In addition to how our students perform on state assessments, this report includes highlights from each of our schools showing a 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 online 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 our 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

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

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

The East Montpelier Elementary School’s Continuous Improvement Plan (CIP) focuses on three areas: Literacy, Math, and School Climate. In the fall we implemented a three-tiered support system that enables us to provide the students of EMES a high quality education that addresses the CIP, and meets both academic and pro-social needs.

We continue to enhance the classroom instruction for all students using the WCSU non-negotiables and the Common Core State Standards in reading, writing and math (Tier 1), as well as providing intensive interventions to students as documented in their individualized plans (IEP, 504, EST – Tier 3). In addition, 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 proactive strategies for defining, teaching, and supporting appropriate student

behaviors to create positive school environments (Tier 1).

What is different this year is the implementation of Tier 2 interventions in both academics and behavior for those students who struggle with Tier 1 instruction, yet do not qualify for Tier 3. This is done by using student performance data. Students receive interventions only when needed and for a specific academic skill in which they need assistance (reading, writing, math, behavior).

Scheduled interventions take place during a time that core instruction in the regular classroom is not missed, and the emphasis is on closing the gap as quickly as possible. I am excited about these changes at EMES and am confident that our student performance data will show growth in both academics and behavior as a result.

Teachers continue to participate in 90 minutes

of embedded professional development weekly, as well as 90 minutes of staff meeting time on our early release Wednesday’s. The focus this year has been on the teaching of reading, writing and math, participating in various book studies, and integrating the arts and technology. For the first time this year, our U-Arts teachers are participating in their own professional development sessions each week, with

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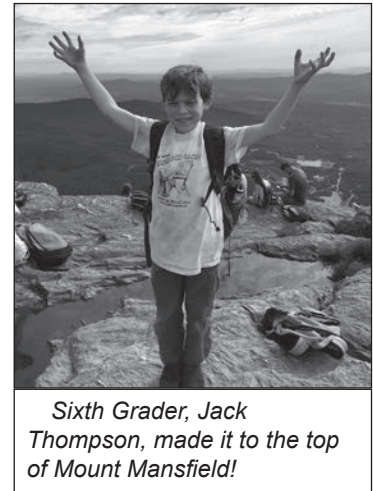
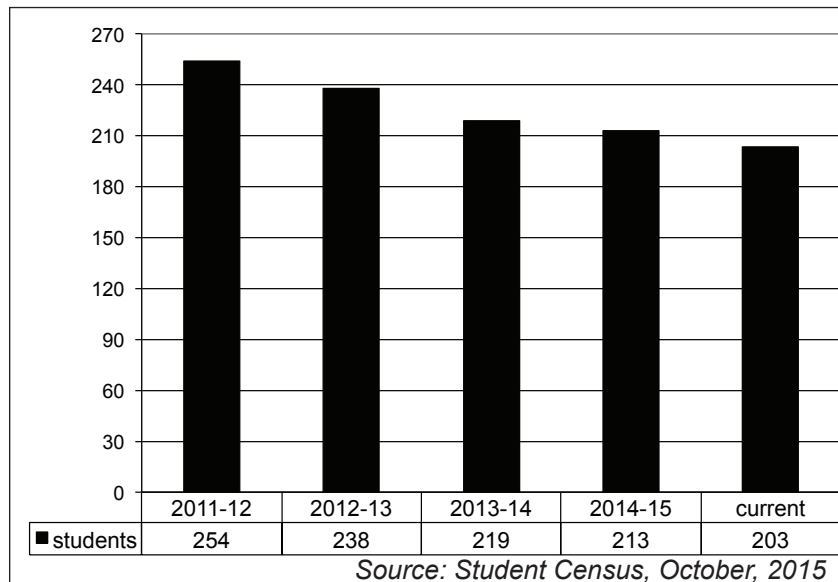


Principal Alicia Lyford reads to the first grade class.

School Information

Student Enrollment:

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



Sixth Grader, Jack Thompson, made it to the top of Mount Mansfield!

Student Services:

- ◆ 26% of students are eligible for free or reduced lunch.
- ◆ An average of 21% students eat school breakfast, and 41% students eat school lunch daily.
- ◆ 13% of students receive Special Education services.
- ◆ Five students have 504 plans.
- ◆ 15 students have Educational Support Team (EST) plans.
- ◆ The nurse's office has treated an average of 17 students daily; totaling 1177 visits for illness or injury.
- ◆ We offer 10 hours/week of pre-kindergarten and serve 28 three- and four-year-olds.
- ◆ All of our teachers are considered "highly qualified," holding licenses in the areas they teach.
- ◆ There were no teachers teaching on emergency credentials in 2014-15.
- ◆ 4% of teachers are teaching with provisional licenses.
- ◆ 89% of teachers have masters degrees and 88% of teachers have Level II licenses.

School Facts for the 2015-16 school year:

- ◆ Average student daily attendance: 96%.
- ◆ Average class size is 18, with a range between 15 and 23.
- ◆ Students in grades K-4 receive 90+ minutes of

literacy instruction daily.

- ◆ Students in grades K-6 receive 60+

minutes of math instruction daily.

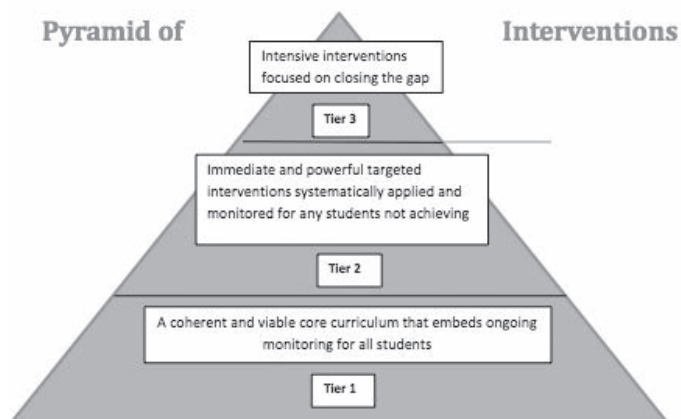
- ◆ Every student Pre-K-6 receives instruction in art, music, library, Spanish language, and physical activity at least weekly. Guidance instruction happens in six-week increments throughout the school year.
- ◆ In grades 4-6, students have a variety of music choices available in addition to classroom instruction: chorus, strings, and group instrument lessons.
- ◆ All students participate in Winter Wellness activities for five weeks in the winter: skiing, snowshoeing, skating or playing winter games.
- ◆ All students participate in 30 minutes of academic "reteach" time, four days per week.
- ◆ Many of our students participate in basketball and soccer programs after school through our town recreation department.

Community Connections:

- ◆ 138 students participated in East Montpelier Community Connections; this represents 65% of the school's enrollment!
- ◆ 49 students started the day off right at before-school care and 24 students participated in Community Connections summer camps.
- ◆ 22 preschool students from East Montpelier attended our Preschool Aftercare program.

Principal's Message continued from page 3

the focus on integrating what is going on in the classroom to their content areas, reporting out to parents, and behavior.



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



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



Grade 4-6 chorus students singing at the tree lighting at the State House.

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.

- ◆ 87% of students say that PE is their favorite part of the school week.
- ◆ 80% of students believe when there is bullying, the adults at school try to stop it.
- ◆ 95% of students believe their teacher expects them to do very good work.
- ◆ 88% of students believe they get the help they need to be successful.
- ◆ 93% of parents feel welcome at EMES.
- ◆ 89% of parents believe they are informed about their child's progress.

Vermont State Assessment Program

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

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

Additionally, Washington Central Supervisory Union has created a local comprehensive assessment system for students in Grades PreK-12. The local comprehensive assessment system provides a coherent, balanced approach to assessment across the supervisory union, and the results of the

assessments provide data which drive instruction at the individual student and systems levels.

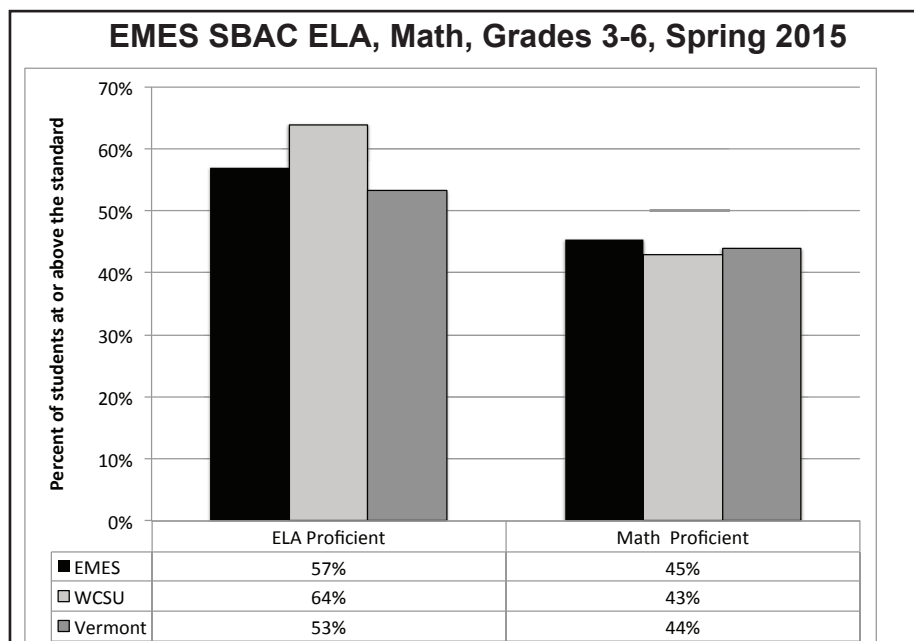
Also included in this section of the annual school report card are some results from the Spring 2015 administration of the science NECAP that was administered in Grades 4, 8 and 11. **The science NECAP** assessment is designed to measure students' scientific knowledge and skills. This is the seventh year of administration of the NECAP science assessment, which combines scores from multiple choice and short answer questions with results from an inquiry task that requires students to analyze and interpret findings from an actual science experiment.

We are also including data from two literacy assessments, **the Fountas and Pinnell Benchmark Assessment System** that was administered to students in Grades 1-3 in the Fall of 2015 as well as data from the **Developmental Reading Assessment 2 (DRA 2)** that was administered to students in Grades 4-6 also in the Fall of 2015 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)**.

Because our school system receives federal funds, we are required by statute to report the SBAC scores. Please do see Education Secretary Rebecca Holcombe's letter on page 7 regarding the 2015 SBAC scores. We will look forward to learning from and responding to our SBAC scores when we have more data in the years to come.

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

This graph compares the percent of East Montpelier students to the percent of WCSU and Vermont students in 2015 meeting the standards in English Language Arts (ELA) and Math. At EMES, 121 students were tested in reading and math. 410 WCSU students were tested in ELA and math.



Dear Vermonters,

Vermont schools recently got their scores on the new Smarter Balanced Assessment. Fewer students scored as “proficient” than on the previous assessment. Nationwide, State Agencies of Education predicted lower proficiency rates on the new Smarter Balanced assessments, and this prediction is proving to be true. What are we to make of this?

In Vermont, we expected lower scores for several reasons. First and foremost, the test is just plain harder than the previous tests. As any teacher can tell you, even when two tests measure the same standards, one can be more difficult. For example, look at these two pretty traditional problems (below). On which “test” would you do better?

Both tests measure the same standard, but the second holds students to a higher level of performance. When test developers put a test together, they start with standards and then come up with a set of test items that “sample” those standards. If they pick harder items, the test will be harder. If the items are easier, the test will be easier. However, “grade level proficiency” on the Smarter Balanced assessment is a much higher level of performance than that on previous tests.

What does this mean for Vermont? We need to push “pause,” and reflect on what these scores do and don’t tell us about our schools and our children.

The fact that fewer students score as proficient does not mean Vermont’s standards are slipping, our schools are failing, or the sky is falling. It does not mean that a child who previously scored well is suddenly failing, unprepared for college and unlikely to succeed in life. It means the test is a harder test than previous tests. This gives us more room to grow. If seeing low scores makes you panic, remember that a recent study out of the US Department of Education put Vermont 4th and 7th in the world in science and math. We know that in several states, people who are successful adults, including adults with advanced degrees, have taken the high school test and also failed to score as proficient.

There are other reasons scores might seem to slip in the

first few years of a new test. In some pretty important ways, the content on the Smarter Balanced assessment is different than what teachers were expected to teach previously. The Smarter Balanced assessment, like the new standards, asks students to engage in tasks which involve more complexity, problem-solving and integrated learning. This is not the multiple choice test of years past—students actually have to grapple with practical applications in new contexts and complex tasks that take a lot of time to solve. Eventually students will have more experience with the foundational learning related to the Common Core standards, starting in the early grades. Over time, we will see our children improve their performance as they gain these skills.

So how do we use these tests? Remember first of all that this is the first year of these tests. We really have no idea what level of performance on the Smarter Balanced assessment predicts a student will be well prepared for college and careers. We need to look at this data over time before we can come to any defensible conclusions about school quality based on these tests.

So why give them? Because they DO give us useful information that we can use to evaluate the size and direction of our achievement gaps, as well as the mastery of individual students on specific content. At the state level, we will look closely at scores to assess challenges related to equity and set goals. At the local level, educators will use individual scores, along with other locally collected data, to assess students’ needs and plan instruction. For parents, the tests can help them ask good questions when they meet with teachers, and provide one benchmark for monitoring their student’s progress and success.

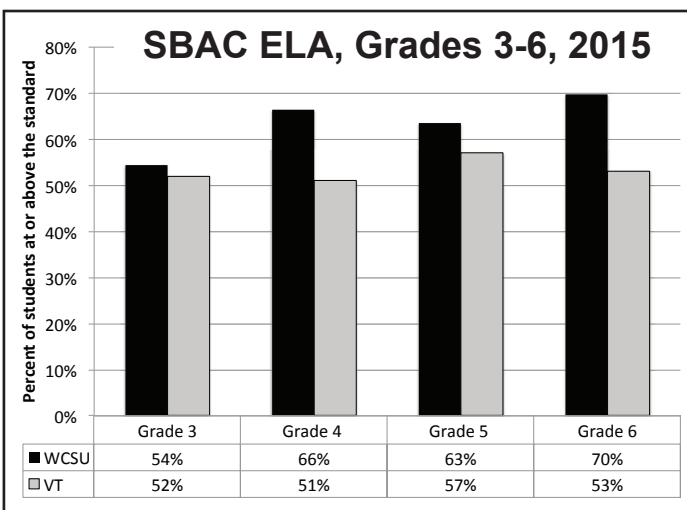
Let’s learn what we can from these tests and use them to improve. Let’s NOT use them in ways that misrepresent or distort the true story of education in Vermont. And most importantly, let’s not let testing become the focus of the education we provide our children. Our schools, our communities and our children deserve so much more.

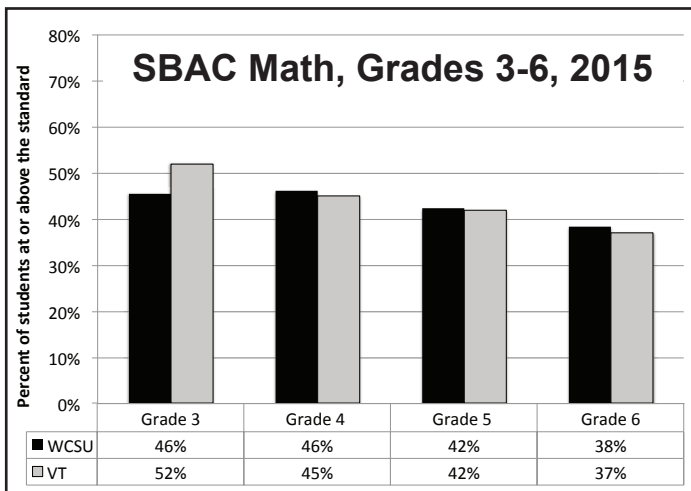
Sincerely,

Rebecca Holcombe, Secretary
Vermont Agency of Education

SBAC English Language Arts (ELA), Grades 3-6, 2015

90 grade 3, 104 grade 4, 104 grade 5, and 112 grade 6 Washington Central Supervisory Union students took SBAC tests in English Language Arts and Math in the spring of 2015. 99.5% of students in grades 3-6 participated in the SBAC. The graphs below and on page 8 compare the percent of Washington Central students to the percent of students in Vermont meeting the standards in academic areas.





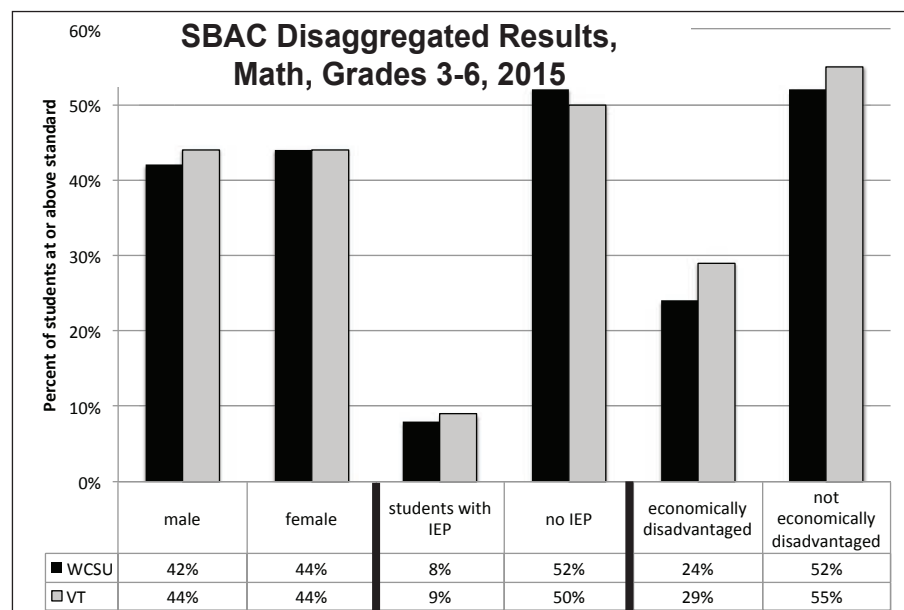
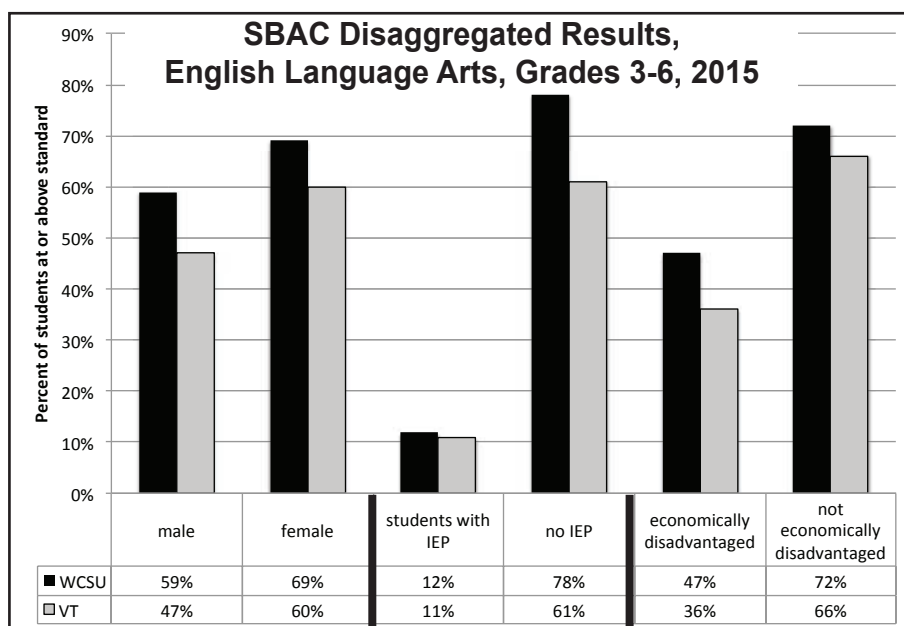
What percentage of our students met or exceeded the standards on the state math assessment?



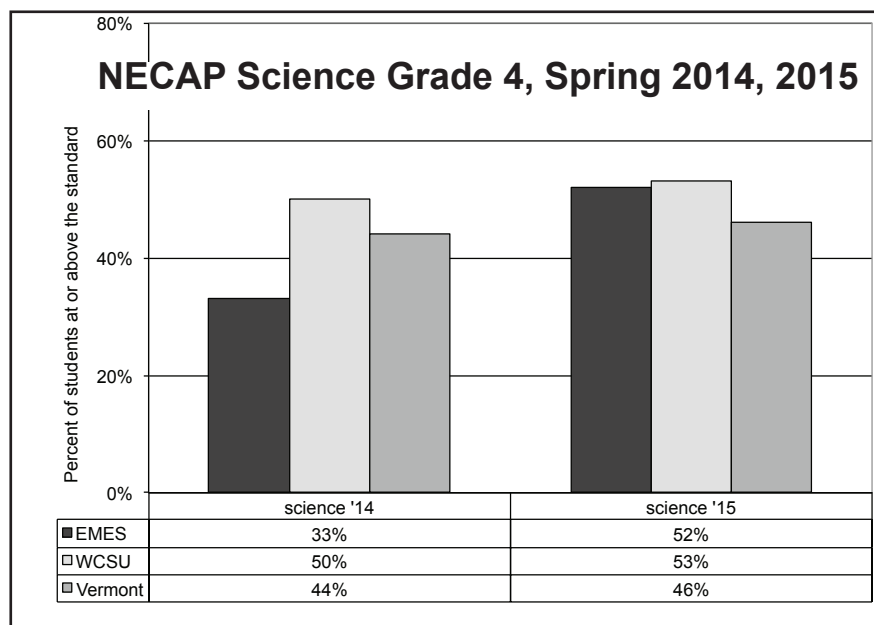
Kindergarteners celebrating their reading and writing.

SBAC Disaggregated Results, English Language Arts, Math Grades 3-6, 2015

In the spring of 2015, 410 (99.5%) WCSU grade 3-6 students took the SBAC tests in English Language Arts and Math. 212 were male and 198 were female. 86 students had an IEP (Individualized Educational Plan). 136 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.



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

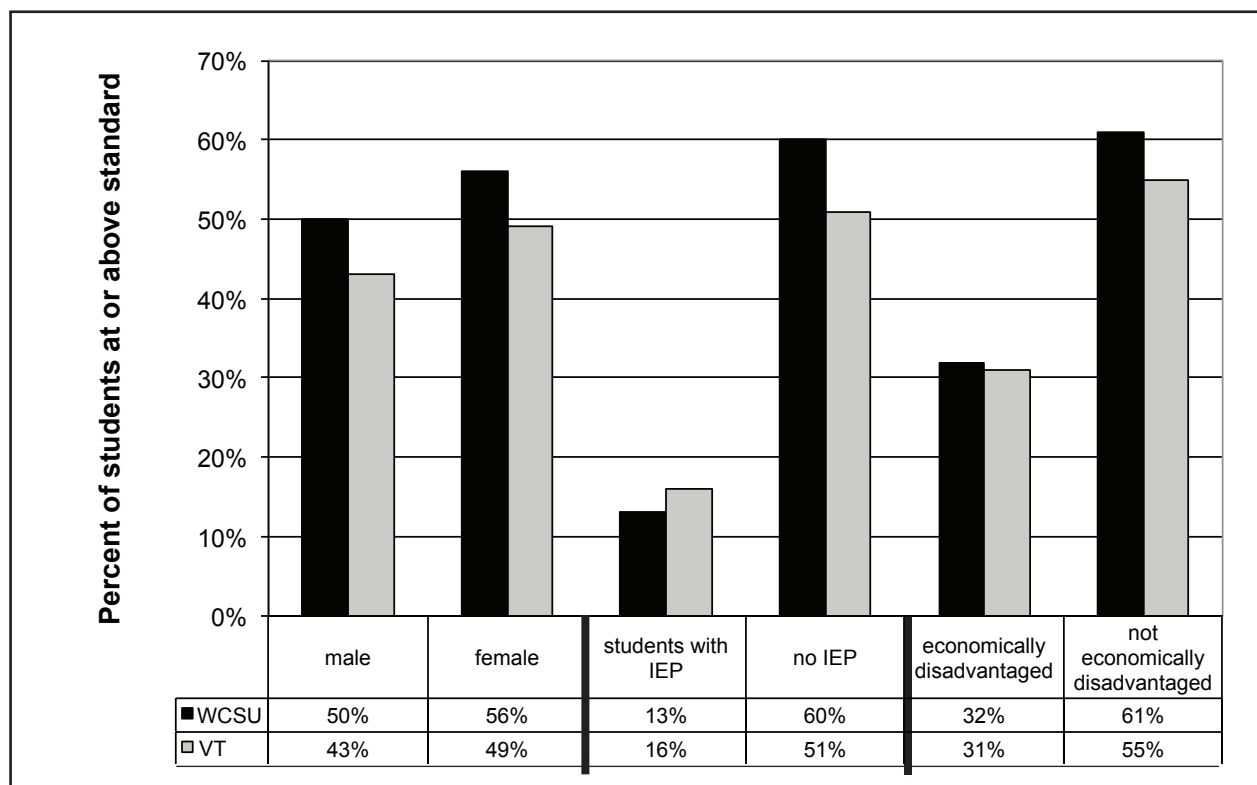


The graph to the left compares the percent of EMES, Washington Central and Vermont students meeting the standards in science in 2014 and 2015.

97 WCSU (99%) grade 4 students took the NECAP test in science in the spring of 2014 and 104 (100%) WCSU grade 4 students took the NECAP test in science in the spring of 2015. At EMES 25 students were tested in 2015.

NECAP Disaggregated Results, Science, Grade 4, 2015

In the spring of 2015, 104 WCSU grade 4 students took the NECAP test in science. 58 were male and 46 were female. 16 students had an IEP (Individualized Educational Plan). 31 students were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was too small to report on as was the number of students disaggregated by race/ethnicity.

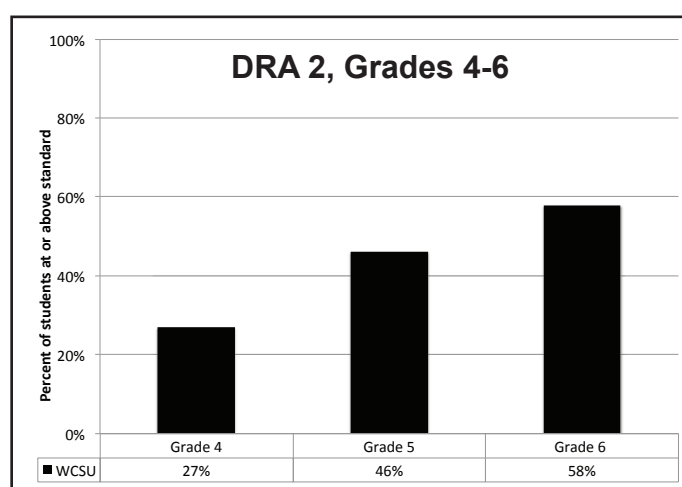
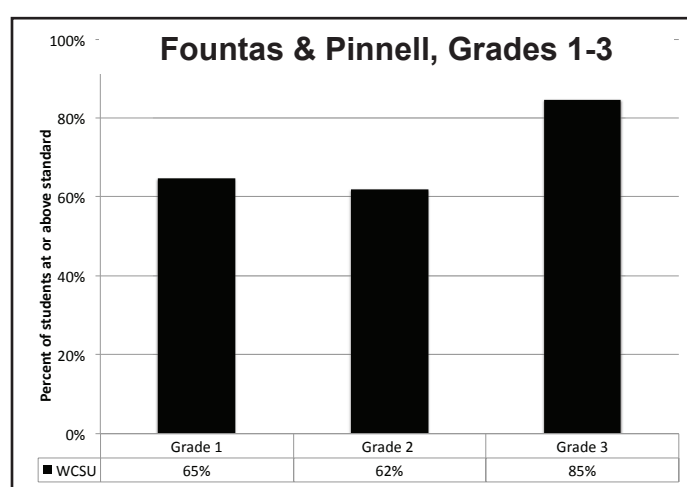


Benchmark Reading Assessments

This fall we administered the **Fountas and Pinnell Benchmark Reading Assessment** to students in Grades 1-3. This assessment is administered in a one-to-one setting. Students read portions of a text aloud to the teacher and then they answer oral questions to gauge their comprehension of the text. The assessment measures students' accuracy, fluency, comprehension and current level of performance. In grades 4-6, students participated in the **Developmental Reading Assessment 2**. Like the Fountas and Pinnell, students read portions of a text aloud to the teacher however in the DRA2 students write their answers to demonstrate their competence. Writing about their comprehension is a more cognitively demanding task and it more closely aligns with our expectations for our older readers. Washington Central has set standards for grade level performance on both assessments.

At East Montpelier 49% (71 out of 144 students Grades 1-6) met or exceeded the standard. The graph below shows how many Washington Central students met or exceeded the standard at each grade level.

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



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.

The most recent NAEP data for Vermont is from testing in 2015. In that year, 44% of 4th graders and 44% of 8th graders were proficient or advanced in reading; and 44% of 4th graders and 42% of 8th graders were proficient or advanced in mathematics.



Sixth graders presenting their 3D Ancient Egypt projects.

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

Comparative Data for Cost-Effectiveness

16 V.S.A. § 165(a)(2)(K)

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

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

FY2015 School Level Data

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

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

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller → ← Larger	Mettawee Community UES #47	PK - 6	200	19.20	2.00	10.42	100.00	9.60
	East Montpelier Elementary School	PK - 6	212	18.40	2.00	11.52	106.00	9.20
	Sustain Acad At Lawrence Barnes	K - 5	212	17.40	1.00	12.18	212.00	17.40
	Thetford Elementary School	PK - 6	213	20.90	1.00	10.19	213.00	20.90
	Twin Valley Joint Contract Elementary School	PK - 5	216	22.50	1.00	9.60	216.00	22.50
Averaged SCHOOL cohort data			246.77	19.81	1.06	12.46	231.90	18.61

School District: East Montpelier
LEA ID: T065

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

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

FY2014 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) 14 out of 16
Smaller → ← Larger	Thetford	PK-6	200.55	\$14,903	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.
	Westminster	PK-6	206.62	\$14,384	
	East Montpelier	PK-6	208.41	\$13,458	
	Berlin	PK-6	211.22	\$12,573	
	Pittsford	PK-6	214.04	\$13,855	
	Bradford ID	PK-6	228.68	\$11,848	
Averaged SCHOOL DISTRICT cohort data			244.19	\$12,050	

FY2016 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 <small>Use these tax rates to compare towns rates.</small>	MUN Equalized Homestead Ed tax rate	MUN Common Level of Appraisal	MUN Actual Homestead Ed tax rate <small>These tax rates are not comparable due to CLA's.</small>
Smaller → ← Larger	T019 Berlin	PK-6	179.29	15,684.95	1.6416	1.6658	104.23%	1.5982
	T065 East Montpelier	PK-6	185.00	19,727.72	2.0647	1.8591	94.10%	1.9757
	U029 Chester-Andover USD #29	PK-6	202.03	14,516.27	1.5193	-	-	-
	T154 Pittsford	PK-6	203.32	16,112.27	1.6863	1.6352	109.99%	1.4867
	T023 Bradford ID	PK-6	224.08	13,839.63	1.4485	1.5128	104.99%	1.4409

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

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

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall

establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.



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

School Report

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

The 2014-2015 school year was a wonderful year, and I can say that during this first year as the Principal at U-32, I have come to admire the commitment that the community has to this school. Our vision to cultivate passionate, creative and empowered learners who contribute to their local and global community really exemplifies the values of the five towns that make up our district. Education tends to dominate a large part of the news and we hear the debates about spending, enrollment, and what kids need to know. Our vision, "to cultivate," keeps us focused as a school community on what we know to be important. All our students are the responsibility of the entire community, and the long-term economic health of central Vermont depends on the students who graduate from U-32. We work to develop a

growth mindset, which means we are open to change while at the same time valuing the things that have helped us become what we are today. I see daily the support from the citizens of the five towns that make up our supervisory union. The support for the bud-

get 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

continued on page 14



Student Information

Free and Reduced Lunch:

- ◆ 30% of students are eligible for free or reduced lunch

U-32 Facts

- ◆ In November 2014, 39 student musicians participated in the Winooski Valley Music Festival that was hosted by U-32;
- ◆ In February 2015, 15 students participated in the Winooski Valley Jazz Festival;
- ◆ In March 2015, 6 students participated in the New England Music Festival;
- ◆ In April 2015, 42 students participated in the Middle School Winooski Valley Music Festival;
- ◆ In May 2015, 13 students participated in the All State Music & All State Jazz Festival.

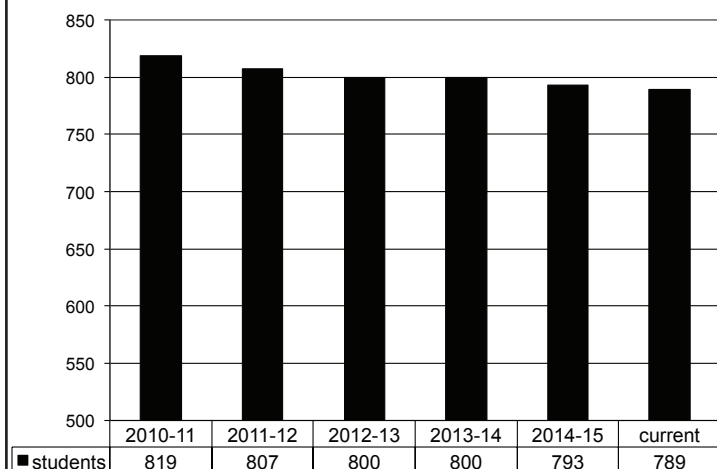
Health Services for the 2014-15 Year:

- ◆ There were 5,436 unscheduled student and staff visits to the school nurse for illness or injury.
- ◆ There were 1,255 daily visits to the office for prescription medications and/or treatments.
- ◆ The Health Office conducted 288 vision screenings resulting in 29 vision referrals.
- ◆ There were 31 student and 6 staff incident reports generated out of the Health Office.
- ◆ There were 71 off-campus field trips to support.



Eliza Merrylees, gr. 12

Student Enrollment



Source: Student Census, October, 2015

Student Discipline:

As reflected in our "Safe and Healthy Schools Data Collection" for 2014-2015, there were:

- ◆ 19 disciplinary actions for violations of the Drug & Alcohol Policy;
- ◆ 7 disciplinary actions for violations of the Weapons Policy;
- ◆ 11 disciplinary actions for threats/intimidation, fighting, or assault;
- ◆ 70 disciplinary actions for student conduct/policy violations;
- ◆ 9 incidents of harassment; and
- ◆ 6 incidents of bullying.

Advanced Placement	2013					2014					2015				
Test Results	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
English Lit/Composition	2	6	7	6	0	0	8	5	4	0	3	9	7	2	0
US Gov/Politics						1	0	0	0	0	0	0	1	0	0
US History	0	2	6	5	2	0	4	7	6	0	2	9	6	8	4
Calculus AB	3	2	5	1	3	6	3	5	1	1	5	2	1	2	3
Calculus BC						1	0	0	0	0					
Comp Science A	1	1	1	0	0	2	2	0	0	0	3	0	1	0	0
Statistics	3	6	6	6	0	2	6	5	2	0	5	7	4	3	1
Biology	1	3	3	1	0	0	4	4	0	0	0	4	0	0	0
Chemistry						0	3	3	3	2	0	4	5	5	2
Physics C Mechanics	2	0	5	3	1	2	3	1	3	0	3	2	1	1	1
German Language											1	0	0	0	0
Spanish Language	0	0	2	0	0										

Advanced Placement (AP) Test Results:

36 seniors, 28 juniors and 4 sophomores took a total of 117 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: 2014-15:
16 students (2.852%)

Principal's Message from page 12

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 improving curriculum, instruction and assessment so our students can achieve at the highest levels and be prepared for the next stage of learning in their life.

Other Highlights from 2014-15 School Year

- ◆ Boys and Girls Track and Field won dual Vermont State Championships
- ◆ Boys and Girls Cross Country, Boys Ice Hockey, Girls Nordic Skiing and Field Hockey were D2 State Runners Ups
- ◆ U-32 sent 2 groups overseas this year
 - ✓ Cultural and service trip to Peru in April - <http://www.u32.org/grades9-12/images/stories/Peru.jpg>
 - ✓ Cultural and art trip to the Fringe Festival in August
- ◆ On June 10, 2015, approximately 80 U-32 Seniors participated in the Student Community Outreach Program (SCOP). The recent graduates spent most of that day helping several community members, throughout our sending towns, working vigorously on varying tasks.



Zora Vermilya, Sarena Pickells, Iris Gardner, Jennifer Lorden and Sadie St. John participated in the Student Community Outreach Program, June 10.

- ◆ U-32 was named a Vermont ENERGY STAR® school (http://www.u32.org/grades9-12/images/pdf/bus_stop/bus_stop_mar.11.15.pdf)
- ◆ Competed in Unified Bowling, Snowshoeing and Bocce State championships
- ◆ U-32 becomes First School in VT to be named a First Team, Safe Sports School
- ◆ Produced two fantastic theater productions – Once Upon This Island and Black Comedy
- ◆ Over 40 students qualified to participate in at least one of the 3 music festivals (Winooski Valley, All State, New England)
- ◆ Three U-32 teams participated in two Science and Technology competitions
 - ✓ Two MS FLL teams competed in the Vermont State FLL Robotics Tournament (along with 4 elementary school teams)
 - ✓ Our HS team competed in the WPI High School Programming Challenge

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.

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
4 / 224	1.79%	0 / 84	0%

6% of teachers are teaching with provisional licenses.

71% of teachers have masters degrees and 77% of teachers have Level II licenses.



Celine Biron gr. 10

Four-Year Graduation Rate:

2014-15: 88%	2011-12: 95%,
2013-14: 87%	2010-11: 94%,
2012-13: 90%	2009-10: 87%,

Life after High School

	2010	2011	2012	2013	2014	2015
# of Graduates	124	144	136	124	127	118
% Attending College	66.13%	64.58%	68.38%	77%	54.3%	68.7%
2-Year %	7.26%	13.89%	16.18%	11%	7.1%	12.7%
4-Year %	58.87%	50.7%	52.21%	66%	47.2%	56%
% Apprenticeship/ Career Ed/Prep	4.03%	2.08%	2.94%	1.6%	4.7%	.8%
% Employed	18.55%	19.44%	22.79%	12.1%	27.6%	19.5%
% Military	1.61%	0.69%	1.47%	.8%	2.4%	1.7%
% Gap Year/ Undeclared	9.68%	13.2%	4.41%	8.5%	11%	9.3%



Asa Maas, grade 12

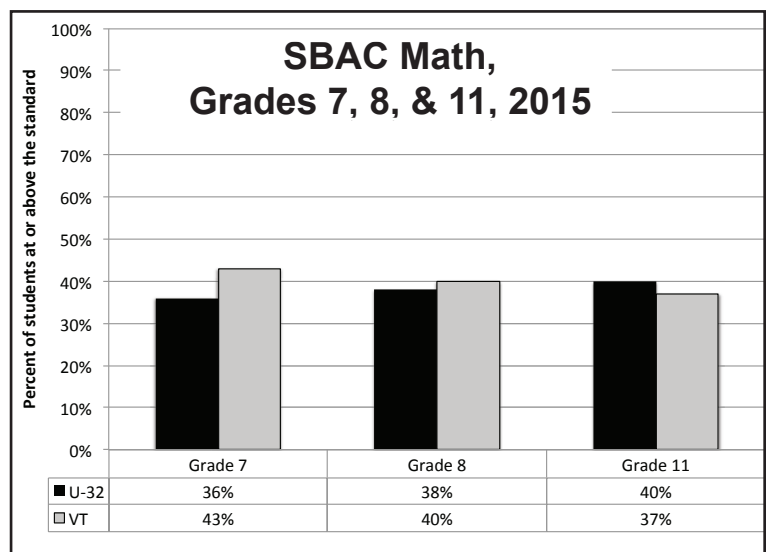
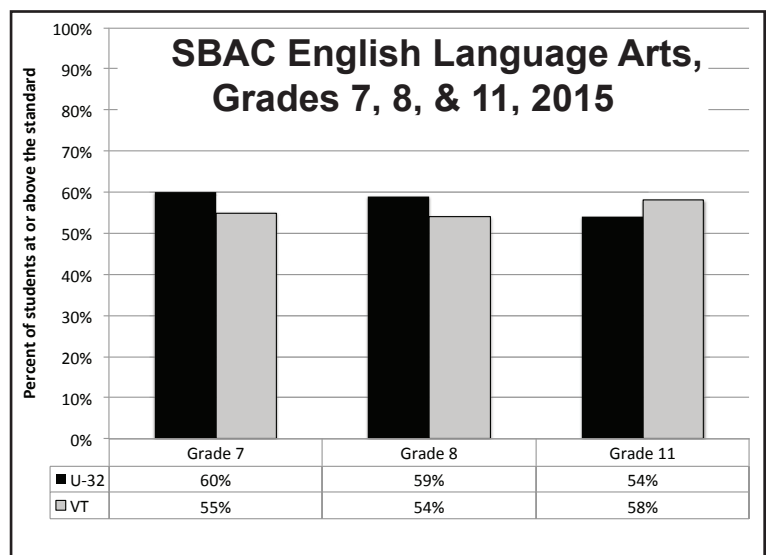
Assessments

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

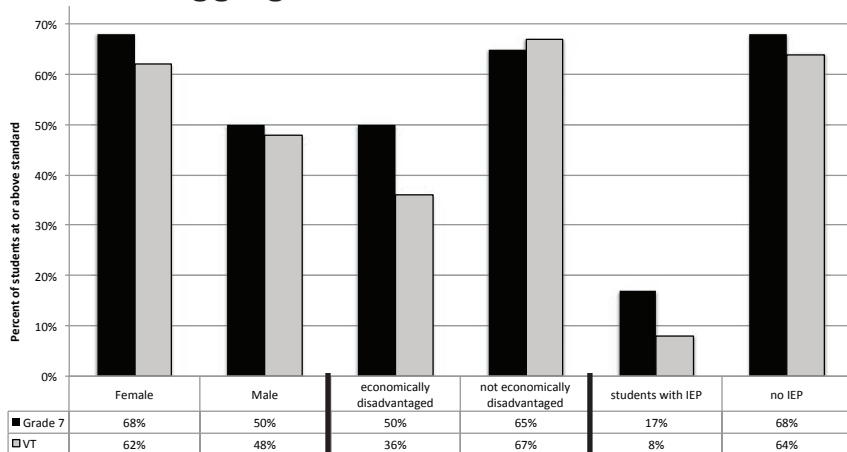
The Smarter Balanced Assessment Consortium (SBAC) tests replaced Vermont's previous assessment test, the **NECAP (New England Common Assessment Program)**, in 2015. Vermont students in Grades 3-8 and 11 participated in SBAC testing for the first time in the spring of 2015. For more info, see page 6.

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

The graphs to the right compare the percent of U-32 students to the percent of students in Vermont meeting the standards in academic areas. At U-32, 113 seventh grade students, 105 eighth grade students and 110 eleventh grade students were tested in reading, and 111 seventh grade students, 105 eighth grade students and 104 eleventh grade students were tested in math.



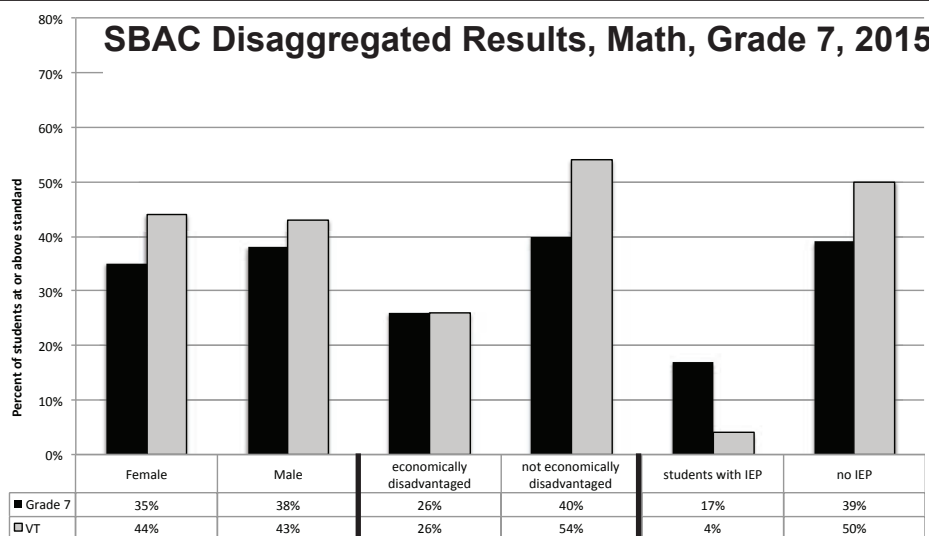
SBAC Disaggregated Results, ELA, Grade 7, 2015



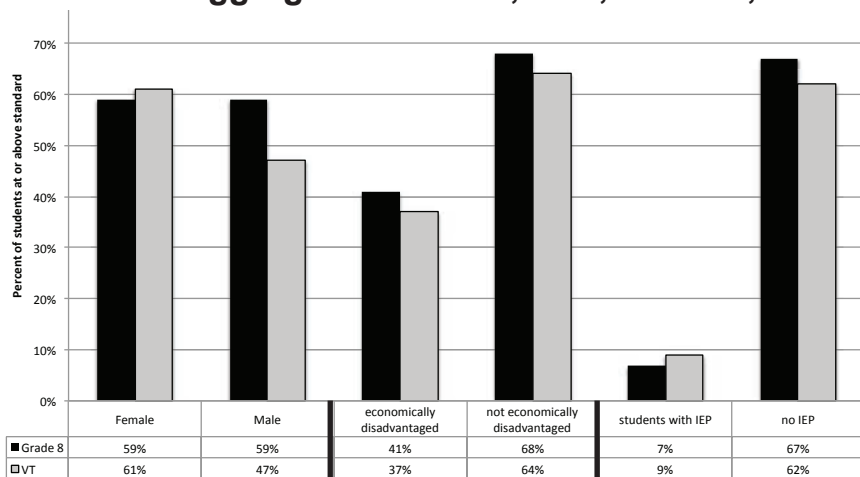
In the spring of 2015, 113 (99%) U-32 grade seven students took the SBAC test in ELA. 48 were male and 65 were female. 18 of the students had an IEP and 34 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.

In the spring of 2015, 111 (97%) U-32 grade seven students took the SBAC test in Math. 48 were male and 63 were female. 18 of the students had an IEP and 34 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.

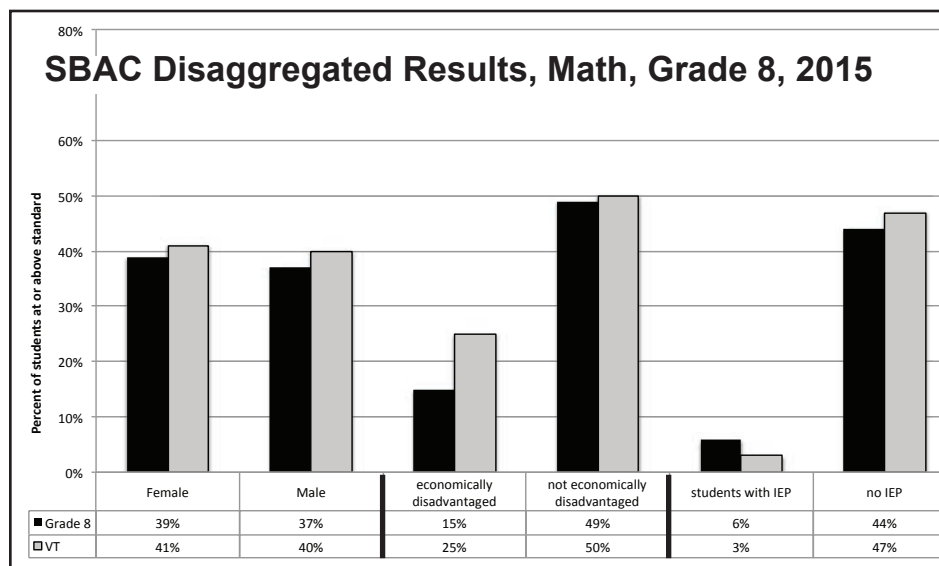
SBAC Disaggregated Results, Math, Grade 7, 2015



SBAC Disaggregated Results, ELA, Grade 8, 2015

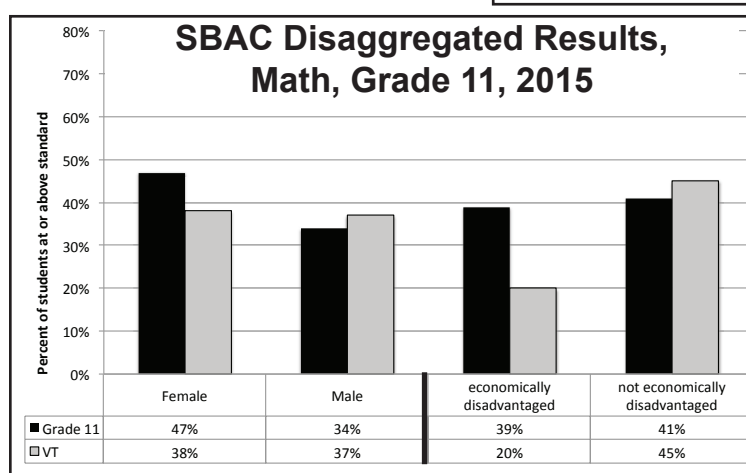
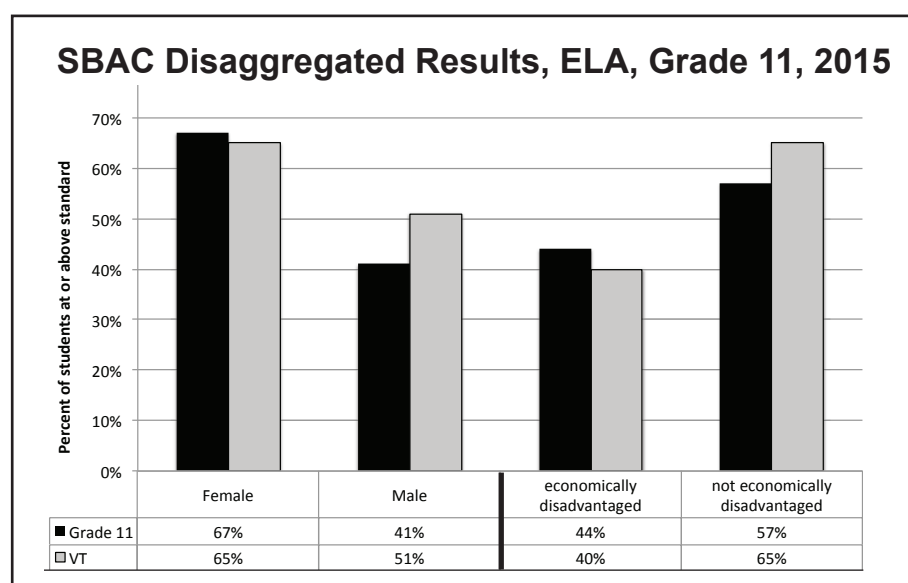


In the spring of 2015, 105 (94%) U-32 grade eight students took the SBAC test in ELA. 51 were male and 54 were female. 17 of the students had an IEP and 34 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.



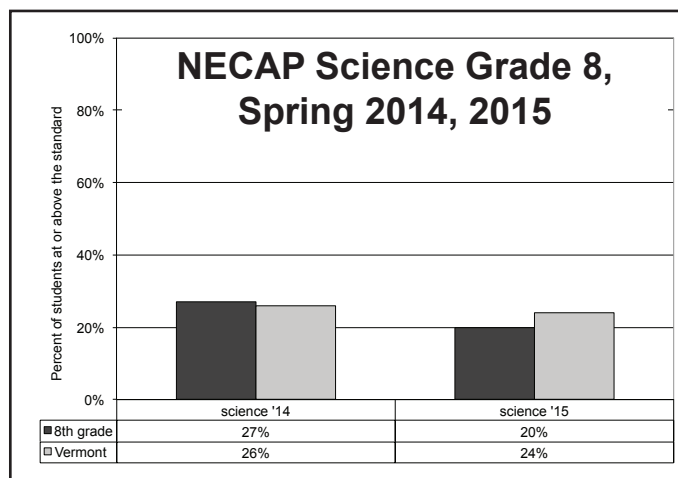
In the spring of 2015, 105 (94%) U-32 grade eight students took the SBAC test in Math. 51 were male and 54 were female. 17 of the students had an IEP and 34 were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.

In the spring of 2015, 110 (79%) U-32 grade eleven students took the SBAC test in ELA. 56 were male and 54 were female. 27 were identified as economically disadvantaged students. The number of students with an IEP was too small to report on. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.



In the spring of 2015, 104 (74%) U-32 grade eleven students took the SBAC test in Math. 53 were male and 51 were female. 23 were identified as economically disadvantaged students. The number of students with an IEP was too small to report on. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.

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

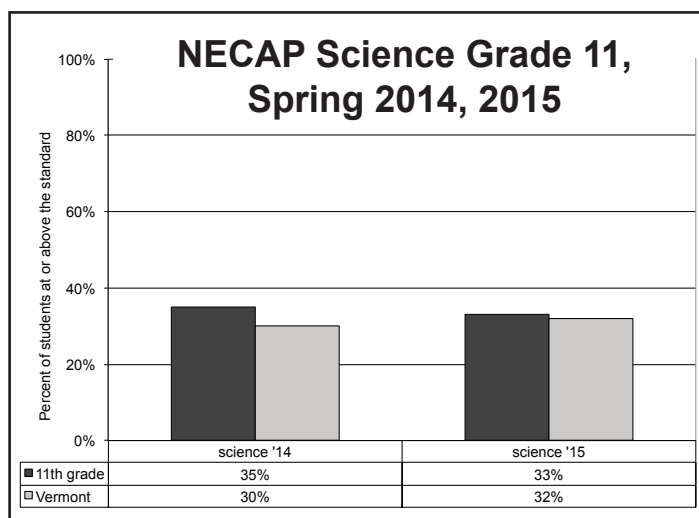
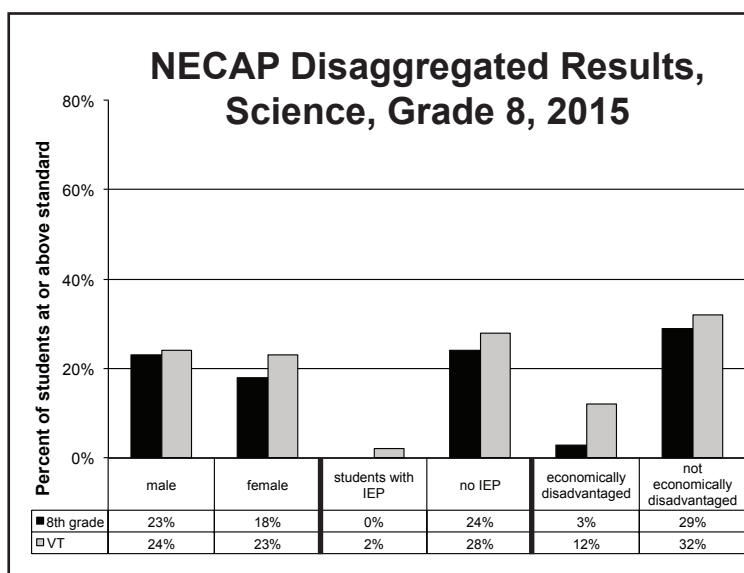


What percentage of our students met or exceeded the standards on state science assessments?

The graph to the left compares the percent of U-32 grade 8 and Vermont students meeting the standards in science in 2014 and 2015.

135 (100%) grade 8 students took the NECAP test in science in the spring of 2014 and 109 (98%) grade 8 students took the NECAP test in science in the spring of 2015.

In the spring of 2015, 109 U-32 grade eight students took the NECAP test in science. 52 were male and 57 were female. 16 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 as was the number of students disaggregated by race/ethnicity.

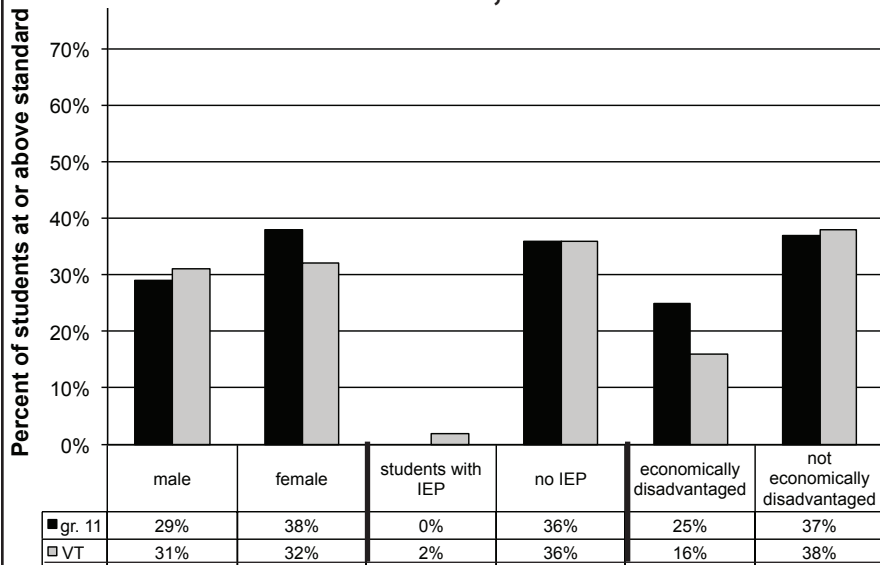


What percentage of our students met or exceeded the standards on state science assessments?

The graph to the left compares the percent of U-32 grade 11 and Vermont students meeting the standards in science in 2014 and 2015.

127 (97%) grade 11 students took the NECAP test in science in the spring of 2014 and 128 (94%) grade 11 students took the NECAP test in science in the spring of 2015.

NECAP Disaggregated Results, Science, Grade 11, 2015



In the spring of 2015, 128 eleventh graders took the NECAP test in science. 64 were male and 64 were female. 12 of the students had an IEP and 38 of the students who took the science test were identified as economically disadvantaged students. The number of ELL (English Language Learners) and migrant students was also too small to report on as was the number of students disaggregated by race/ethnicity.



Maddie Goddard, gr. 12

School Climate Data



For the 27th year, WCSU first graders were presented with books written and illustrated for them by U-32 seventh graders.

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 582 students.

◆ When I am at school, I feel I belong.

19%: Strongly Agree 7%: Disagree
52%: Agree 4%: Strongly Disagree
18%: Neutral

◆ When I am at school, I feel I am safe

27%: Strongly Agree 4%: Disagree
50%: Agree 2%: Strongly Disagree
16%: Neutral

◆ When I am at school, I feel my teachers believe I can learn.

22%: Strongly Agree 3%: Disagree
50%: Agree 2%: Strongly Disagree
23%: Neutral

◆ When I am at school, I feel my teachers offer me opportunities to challenge myself.

19%: Strongly Agree 4%: Disagree
46%: Agree 3%: Strongly Disagree
28%: Neutral

◆ When I am at school, I feel I know what I am supposed to be learning in my classes.

15%: Strongly Agree 6%: Disagree
48%: Agree 3%: Strongly Disagree
28%: Neutral

◆ When I am at school, I feel quality work is expected of me.

23%: Strongly Agree 3%: Disagree
50%: Agree 3%: Strongly Disagree
22%: Neutral



Seventh graders from U-32's Porthos Core hiked Hunger Mountain for their annual elevation study, October 15th.



Stage 32's production of *Sweeney Todd* played to sold out audiences in November.

Ethan McCollister and Tillie Quattrone are U-32 Vermont Presidential Scholars.



Scholastic Aptitude Test (SAT)

- U-32 students continue to score significantly higher than both the Vermont and national averages on the three SAT tests.
- 58 members of the senior class took the SAT's, 42 as seniors and 16 when they were juniors.
- 10 students took 25 SAT Subject Tests. They all also took the SAT and their mean SAT Test scores were Critical Reading: 654, Mathematics: 624, and Writing: 605.

ACT Information (Composite)

	U-32	Vermont
2011	23.4	22.7
2012	23.4	23
2013	21.5	23
2014	23.8	23.2
2015	22.5	23.5

SAT Math	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2011	529	548	539	518	514
2012	575	554	564	523	514
2013	552	529	540	519	514
2014	570	504	536	525	513
2015	548	541	544	524	511
SAT Critical Reading	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2011	495	553	526	515	497
2012	554	582	568	519	496
2013	517	546	532	516	496
2014	530	515	522	522	497
2015	546	566	557	523	495
SAT Writing	U-32 Males	U-32 Females	U-32 Average All Students	Vermont Average All Students	National Average All Students
2011	494	548	523	505	489
2012	517	566	542	505	488
2013	490	547	521	505	488
2014	517	498	507	507	487
2015	508	538	525	507	484

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/>

FY2015 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	Mill River UHS #40	7 - 12	493	43.49	2.00	11.34	246.50	21.75
	Otter Valley UHS #8	7 - 12	528	42.41	2.00	12.45	264.00	21.21
	Mt Abraham UHS #28	7 - 12	706	72.88	2.00	9.69	353.00	36.44
	U-32 UHS	7 - 12	776	71.90	4.00	10.79	194.00	17.98
	Missisquoi Valley UHS #7	7 - 12	816	87.08	5.00	9.37	163.20	17.42

Averaged SCHOOL cohort data

379.17

35.32

1.99

10.73

190.83

17.78

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

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

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

FY2014 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	North Country Sr UHSD #22	9-12	655.68	\$16,312
	Lamoille UHSD #18	7-12	710.24	\$14,268
	Mount Abraham UHSD #28	7-12	721.14	\$14,122
	U-32 High School (UHSD #32)	7-12	751.50	\$15,033
	Missisquoi Valley UHSD #7	7-12	812.16	\$13,117
	Middlebury UHSD #3	7-12	813.50	\$16,741
	Bellows Free Academy UHSD #48	9-12	906.65	\$14,167

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

Averaged SCHOOL DISTRICT cohort data

595.45

\$15,080

FY2016 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 -> -< Larger	U005 Vergennes UHSD #5	7-12	572.58	16,518.70	1.7289	-	-	-
	U008 Otter Valley UHSD #8	7-12	597.86	15,162.72	1.5870	-	-	-
	U019 Harwood UHSD #19	7-12	706.61	16,721.24	1.7501	-	-	-
	U032 U-32 High School (UHSD #32)	7-12	757.28	16,097.03	1.6848	-	-	-
	U048 Bellows Free Academy UHS	9-12	761.16	16,442.41	1.7209	-	-	-
	U028 Mount Abraham UHSD #28	7-12	795.41	15,480.33	1.6202	-	-	-
	U041 Spaulding HSUD #41	9-12	824.12	12,474.41	1.3056	-	-	-

Use these tax rates to compare towns rates.

These tax rates are not comparable due to CLA's.



Katie Phillips, gr. 10

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

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

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

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: Arabic, advanced French, German, Japanese and Russian languages, aviation, custom ski design, driving horses, facilitating a women's group, fashion blogging, guitar, gunsmithing, make-up artistry, mechanical dioramas, middle eastern history and current events, midwifery, nursing, opiate addiction recovery support, poetry, projection as an art form, screenwriting & film, sound engineering and rap, and wildlife biology

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

Last year 7 students pursued studies in

Branching Out English, 15 students pursued studies in Branching Out Middle School, 23 students participated in Community-Based Learning, and 16 students were in the Pilot Program.



Branching Out mentor Steve Bronstein of Blackthorne Forge coaches U-32 junior Henry Hoffert in his first blacksmithing experience.

Vocational/Technical Education Programs

Last year 26 students attended The Central Vermont Career Center. Their program areas included Automotive Tech, Building Trades, Cosmetology I, Culinary Arts, Digital Media Arts, Electrical, Emergency Services, Human Services, Plumbing & Heating.

Vermont Virtual Learning Cooperative (online courses)

Last year, 40 students completed and received U-32 graduation credit for their online courses. The subjects taken include: Algebra II, Analytical Writing, AP Politics & Government, AP Statistics, Creative Writing, Digital Image Manipulation, Earth Space Science, Economics, English IV, English IV Honors, Game Design I, Geometry, Know Your Rights, Latin I, Life Management, Marine Biology, Music Composition, Personal Fitness, Physics, Physics Honors, Spanish II & III, Spanish III Honors, The Beatles & Literature, VHS - Forensic Science.

Centralizing Services for Our Students

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 centralized, collaborative work.

WCSU Curriculum Committees

WCSU has six supervisory union-wide curriculum committees. They are: the Curriculum Council, the Literacy Steering Committee, the Math Steering Committee, the Science Steering Committee, the Social and Emotional Learning Steering Committee and the Social Studies Steering Committee. During

the summer teachers came together to engage in curriculum, instruction and assessment work in literacy, math, science and social studies. The work that they did this summer is directly impacting students this school year.

Local Comprehensive Assessment System

WCSU has created a local comprehensive assessment system that includes different types of assessments. Teachers come together at least twice each year (during the October and February

continued on page 23

Centralizing Services for Our Students

continued from page 21

inservice days) to analyze the data at their respective grade levels. For example, fourth grade teachers from all five elementary schools came together in October to score students' reading assessments together. Such scoring opportunities and data analyses inform next instructional steps for individual students and classes and implications for the school system as a whole.

WCSU Math Coach

This year our math coach is directly supporting teacher leaders and administrators in all six of our schools as we work to build capacity in our schools related to instructional leadership in mathematics. The math coach's work is anchored in the learning outcomes that we have articulated for all students. Specifically, she is working to deepen teachers' understanding of students' levels of knowing mathematics and to articulate learning progressions that best meet students' needs.

Special Education Consolidation

The overall number of students that are eligible for special education continues to hover around two hundred. It's important to note however, that although the total number remains consistent, the needs of the students are increasing. We have students across the schools with significant behavioral challenges in addition to a few low incidence disabilities that are fairly new to the supervisory union.

In an effort to find ways to "work smarter, not harder", we have been looking at personnel across the supervisory union to determine more efficient ways to fulfill our commitment to students with our current staff.

There have been a few opportunities throughout the school year thus far in which we were able to shift resources to better meet the needs of the students. For example:

◆ In one elementary school there was an increase



Calais preschool teacher Beth Downing and U-32 teacher Steve Barrows were recognized as UVM outstanding teachers, October 22nd.

in speech and language services, while another school had a reduction in need. Through a careful review we were able to determine that we could move the speech and language pathologist from one school to another; a win-win situation for both schools.

◆ In another school there was a resignation early in the fall of a speech and language pathologist. Again, after careful review of workloads, we were able to fill this need with current staff in the super-

visory union.

◆ We created a position that is shared between U-32 and WCSU. We now have a position that is a half time U-32 special education co-ordinator and half time WCSU intensive needs case manager. This opportunity resulted from a creative response to a vacancy of a full-time administrative position at U-32.

With special education consolidated at the supervisory union level we were able to make these changes without having to spend time changing contracts, etc. This allows us to think differently and ask questions about how we are going about the work to best meet the needs of the students across the supervisory union.



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



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

Budget Vote

Tuesday, March 1, 2016

By Australian Ballot in each town's polling place

Budget Informational Meeting:
Monday, February 29, 2016, 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.***