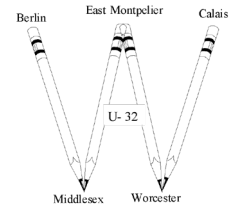


# Washington Central Unified Union School District

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761



## **WCUUSD Quality Committee Meeting Agenda 11.6.24 5:00-6:00 PM In Person/Virtual Doty Memorial School 24 Calais Road Worcester, VT 05682**

### **Virtual Meeting Information**

**<https://tinyurl.com/yck9ryua>**

**Meeting ID: 897 2682 4666**

**Password: 329275**

**Dial by Your Location: 1-929-205-6099**

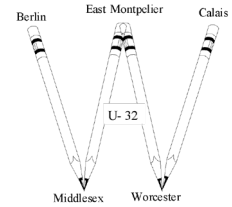
1. Call to Order
2. Approve Minutes of 10.1.24 – pg. 2
3. Discussion/Action
  - 3.1. Post Secondary Outcomes – pg. 4
4. Future Agenda Items
  - 4.1. SLO: Financial Literacy, 12.4.24
  - 4.2. No January Meeting
5. Adjourn

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## WCUUSD Quality Committee Meeting 10.1.24 5:00-6:00 PM In Person/Virtual Calais Elementary 321 Lightning Ridge Rd. Plainfield, VT

**Present:** Ursula Stanley, Flor Diaz Smith, Natasha Eckart, Mckalyn Leclerc, Zach Sullivan, Diane Nichols-Fleming, Superintendent Dellinger-Pate, Jen Miller-Arsenault

1. **Call to Order:** Ursula Stanley called the meeting to order at 5:02 p.m.
2. **Approve Minutes of 9.4.24:** Flor Diaz Smith moved to approve the minutes of September 4, 2024. Seconded by Natasha Eckart, this motion carried unanimously.

### 3. Discussion/Action

- 3.1. **Student Monitoring Report (Spring Data, continued):** Jen Miller-Arsenault presented the slide deck: *Monitoring Student Achievement, Spring 2024 Data, Part 2* Ursula Stanley reminded the committee that the questions to consider will be:

- *How did our students do last year?*
- *What are the implications for our committee's work this year?*

Diane Nichols-Fleming wonders whether one of the implications is that we need to better understand Act 139.

***What are the implications for the full board's budget development?*** Diane Nichols-Fleming: continued PD and per pupil cost for the assessment (e.g. Acadience). Ursula Stanley asked if the plan as of now is to continue with both I-Ready and Acadience? Jen Miller-Arsenault: yes, because for example the comprehension in I-Ready is much deeper than that in Acadience. She feels that they complement each other (in grades 3-6). Zach Sullivan asked whether we have looked closely to see how much the results from the two tests correlate. Jen Miller-Arsenault: no - this is the work that we need to do. Diane Nichols-Fleming: there is a need to understand the ebbs and flows. In order to carry this out with fidelity, then we need to stay with it for a while; we need to understand what a long-term cost is over time. Superintendent Dellinger-Pate stated that one implication is: what resources are we placing toward students with IEPs and students who qualify for FRL. If we do not put resources toward this, we will not see change. Jen Miller-Arsenault stated that, linked to the strategic plan is an action step related to social emotional learning.

There has been some work around screeners for social emotional learning. She stated that we are likely to propose a per student cost for purchasing screening tools in this area. Ursula Stanley stated that another budgetary implication would be purchasing technology, e.g., tablets, to address the technological glitches that were experienced when administering Acadience.

***What information from this data do we want to share with the full board?*** Ursula Stanley had prepared a draft for the committee to consider - a summary of data to share with the full board. She invited feedback from committee members. Diane Nichols-Fleming noted that sharing that Acadience lines up well with Act 139 is worth sharing, as well as the discussion that the two tests complement one another, from our experience. She also reiterated Superintendent Dellinger-Pate's comment about the need to resource FRL and IEP students. Ursula Stanley asked whether a sub-group of this committee would like to address this draft. Ursula, Diane and Zach will work together to edit the draft. This will be shared with the WCUUSD Board at the next board meeting (after tonight). Zach Sullivan suggested moving some of the definition verbiage within the document down further might be helpful, as far as readability. Diane Nichols-Fleming asked, re: Acadience, did teachers keep a log of the experience since there is mention that there were glitches along the way? Jen Miller-Arsenault noted that teachers went to training and that some of the glitches were with technology. Diane Nichols-Fleming noted that the results from I-Ready are dramatically different from Acadience. Jen Miller-Arsenault stated that we have not taken the time yet to compare the two tests to see exactly what they are testing. Diane asked what the reasons for deciding to go with Acadience are. Jen Miller-Arsenault stated that Acadience is aligned with Act 139 and that the skills that are assessed are more in alignment with what we are teaching. Mckalyn Leclerc asked whether grade level proficiency changes from level to level. Jen Miller-Arsenault: Yes, she explained the issue of grade level proficiency from the beginning of the year to the end. Mckalyn Leclerc stated that in order to show results over time we need to continue with the same assessment, which is why she would not like to give up I-Ready until we have some consistent data over time. She is hesitant to add new forms of assessment without giving one up, as she has concerns about how much time is spent doing assessments. Diane Nichols-Fleming stated that it would be helpful to have an idea of a "day in the life of a teacher" to understand the implications of assessment. Discussion followed about time as a resource. Jen Miller-Arsenault stated that students who are receiving interventions or IEP services might be missing the personalized work ("my path") within the I-Ready program. Some discussion followed around the balance between providing small group or 1:1 intervention or IEP services to students and the time that they miss doing whole class work (such as "my path").

#### **4. Future Agenda Items**

**4.1. Post-Secondary Outcomes (11.6.24):** Jen Miller-Arsenault reviewed some of the data that will be included in this presentation.

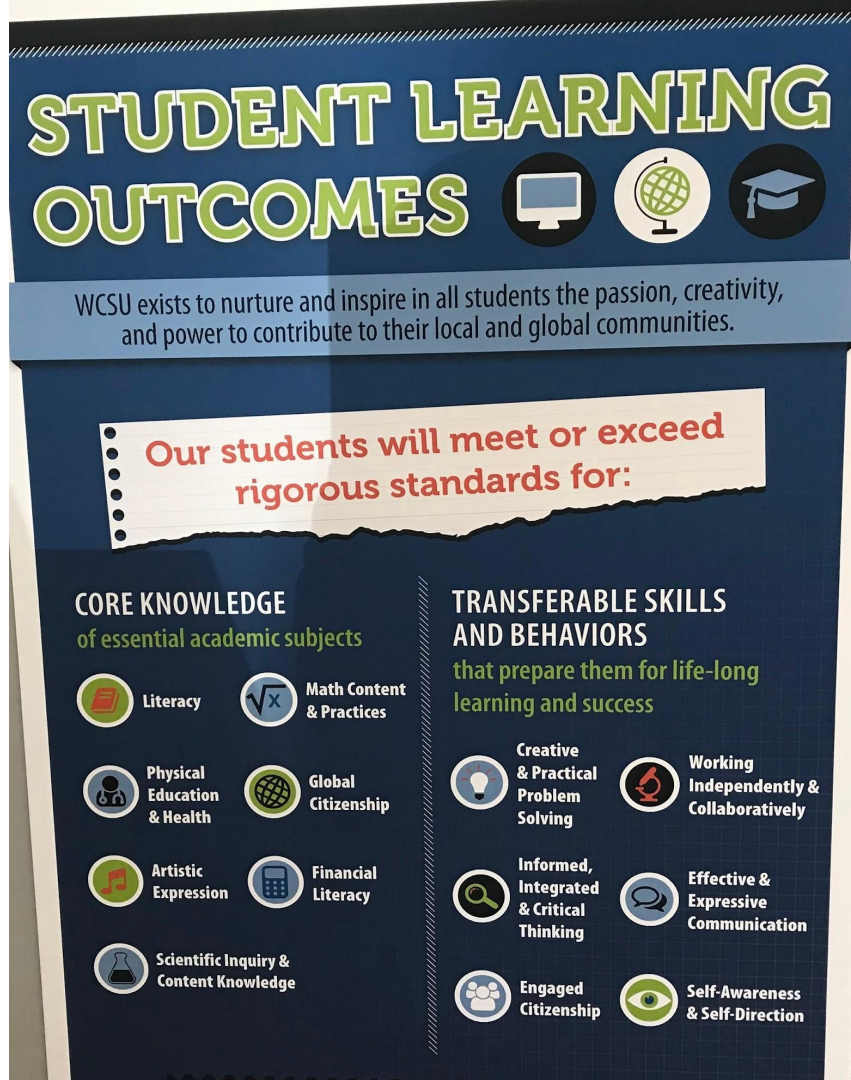
**4.2. Next Meeting:** November 6, 2024

#### **5. Adjourn: Diane Nichols-Fleming moved to adjourn at 5:53 p.m. Seconded by Mckalyn Leclerc, this motion carried and the committee adjourned.**

Respectfully submitted,  
Lisa Grace, Committee Recording Secretary

# WCUUSD Post-Secondary Outcomes

Education Quality Committee  
November 6, 2024



# Education Quality Committee Reflection

- How did our students do last year?
- What are the implications for our committee work this year?
- What are the implications for the full board's budgeting work?
- What are the key points we want to share with the full board?

## **Humanity, Justice, Community and Belonging:**

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

## **Rigorous Curriculum and Instruction:**

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

## **Well-Being:**

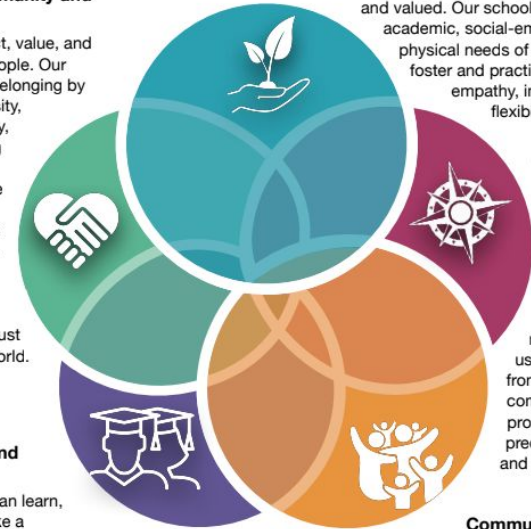
Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

## **Transparent and Responsible Leadership:**

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

## **Community Engagement and Relationships:**

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.



# Post-Secondary Planning

- Next Step via Flex Time in 8th grade
  - Skills A curriculum (SY 23-24)
- High School Seminars during Callback
  - 9th grade: Transition to HS / 4 year planning
  - 10th grade: Naviance introduction or resources / update to 4 year plan
  - 11th grade [Post High School Planning Guide](#) and Naviance
  - 12th grade: Continued Post High School Planning
- 12th grade In-school field trip
  - College application support, essay help, financial aid, resume writing, interviewing skills, career exploration
- Individual meetings with school counselors (College, Career, Personal/Social)
- College fairs / Military fairs / Alumni fair / Alumni panel
- Career Callbacks
- [U-32 Program of Studies](#)
- Community Based learning / Branching Out, etc.

## Naviance: Student Resources (14:48)

- **Planning and advising process:** Keep a four year plan, set smart goals, build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- **Learning styles:** Students can take the *Learning Styles Inventory* to see how they learn
- **Explore careers that are related to interests:** Students complete *Do What You Are* to see which careers relate to their interests. Watch *RoadTrip Nation* videos to learn about the many careers available
- **Enrichment Opportunities:** Search for summer enrichment opportunities locally and nationally
- **Research colleges:** Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- **College search:** Use the *Super Match* feature to begin creating a college list
- **Scholarships:** Up to date access to available scholarships

# Additional Pathways

## Dual Enrollment

VT students have the opportunity to use 2 college course vouchers during junior and senior year.

- 17 students currently enrolled in fall 2024 Dual Enrollment
- 16 *concurrent* students taught by Nick Holquist at U-32



# Additional Pathways (continued)

## Early College

Class of 2025: Total attending Early College (EC) = 33

- 26 attending Norwich
- 6 attending Community College of Vermont
- 1 attending Vermont Technical College

Class of 2024 Total attending EC = 18

Class of 2023 Total attending EC = 15

Class of 2022 Total attending EC= 20

# “Why I Choose Early College”

- “Because I had taken almost all the classes at u32 I’m interested before senior year. I am someone who is not very interested in STEM. If the school had AP economics or AP gov or more interesting classes in the ‘humanities’ in general, I probably would’ve stayed. There were other reasons for earlier college (my friends were doing it, a more flexible schedule), but this lack of classes at u32 was definitely the deciding factor.”
- “The options were more diverse and plentiful than AP or advanced options offered at U32”
- “ I choose to do early college because I was hoping to experience a college level curriculum while still living at home. I also was hoping to get started early on the many classes I hope to take in the future.”

# “Best Things about Early College”

- “There’s way more free time; I don’t even have school on Tuesdays and Thursdays. To college applications I’ve heard it looks similar to a senior year of AP classes at u32, but it’s less stressful.”
- “It offers great opportunities to meet new people and explore extremely specific academic interests at a high level”
- “I really enjoy being around new people and making connections with new teachers. I also appreciate having the privilege of experiencing the college level learning while still at home.”

# “Hardest Things about Early College”

- “Driving further. The schoolwork is generally much less engaging, at least for me.”
- “It was a costly investment initially and the drive is a continued cost”
- “The homework and the faster curriculum.”

# “Why I Choose to not Do Early College”

- “I did not choose early college because I was drawn by a high level class in the field I am interested in: AP Physics 2. I also enjoy and use the resources here at U-32 like Branching Out and clubs to explore areas of study that I wouldn't normally get to explore.”
- “I chose not to attend early college because I feel more connected to U-32 and I am not yet ready to leave it behind. I wanted to spend my senior year at the school where I started high school. I also felt like I would be more academically challenged at U-32 and would be more entertained by my classes and teachers. U-32 is just such a familiar environment and it's nice to know that I've been in this building for 8 years! And now I'm in the oldest grade! It also just makes things simpler for my co-curriculars: theater and tennis, because I don't need a ride from a college to get to practice or rehearsals. Also, I know people well here. I know all of my teachers and everyone in my classes very well and that makes me feel much more comfortable than if I didn't know them well in college. Finally, I wanted to do Pilot and pursue playwriting and create a feminist club at U-32, which I have been dreaming about for a long time.”

# Additional Pathways (cont.)

Central Vermont Career Center

Job Corp

Military

Youth Build



ReSOURCE YouthBuild

## Are You Ready to Make a Change?

YouthBuild is a national program for 16-24 year old youth, providing an opportunity to earn trade certifications and an AmeriCorps Education Award, while learning construction skills.

- ✓ Develop construction and weatherization skills
- ✓ Engage in meaningful community service
- ✓ Join a supportive, empowering community

Enroll Today

# Post-Secondary Planning Assessments

| Assessment                     | Grade Level             | Subjects  | Notes   |
|--------------------------------|-------------------------|---|---|
| <b>PreACT</b>                  | 10                      | English, math, reading, science   | Part of Local Comprehensive Assessment Plan (LCAP)<br>District funded |
| <b>PSAT</b>                    | 11                      | Reading, writing, math  | LCAP<br>District funded   |
| <b>SAT/ACT</b>                 | 11 and/or 12            | SAT: Reading, writing, math<br>ACT: English, math, reading, science   | Self pay  |
| <b>Advanced Placement (AP)</b> | Varies (mostly 11 & 12) | English, biology, physics, chemistry, US history, calculus, statistics, computer science, French, <sup>16</sup> Spanish | District funded   |

# What PreACT tests

## OVERVIEW OF ACT TEST SECTIONS

|                |   |
|----------------|---|
| <b>English</b> | <ul style="list-style-type: none"><li>• 75 multiple-choice questions</li><li>• 45 minutes</li><li>• Tests grammar, punctuation, sentence structure and rhetorical skills</li><li>• Learn more about the <a href="#">ACT English Test</a></li></ul>  |
| <b>Math</b>    | <ul style="list-style-type: none"><li>• 60 multiple-choice questions</li><li>• 60 minutes</li><li>• Algebra I and II, geometry, and some trigonometry</li><li>• Learn more about the <a href="#">ACT Math Test</a></li></ul>  |
| <b>Reading</b> | <ul style="list-style-type: none"><li>• 40 multiple-choice questions</li><li>• 35 minutes</li><li>• Four passages (prose fiction, social studies, humanities, and natural sciences) with 10 questions per passage</li><li>• Learn more about the <a href="#">ACT Reading Test</a></li></ul> |
| <b>Science</b> | <ul style="list-style-type: none"><li>• 40 multiple-choice questions</li><li>• 35 minutes</li><li>• Questions on science-based passages presented with graphs, charts, tables and research summaries</li><li>• Learn more about the <a href="#">ACT Science Test</a></li></ul>              |



## Pre ACT Math/Science/ STEM Benchmark Data

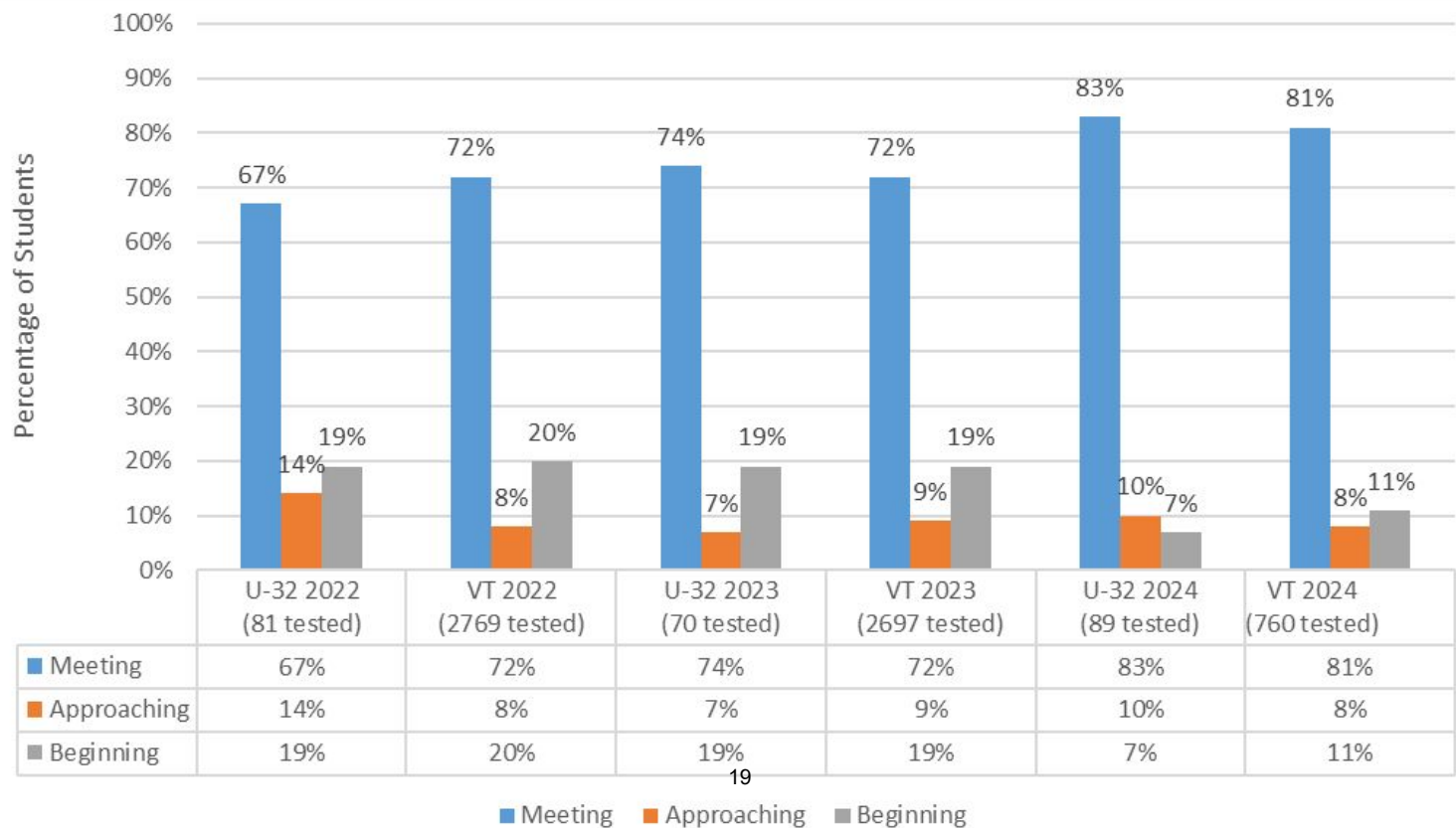
| Year of administration  | 2021       | 2022       | 2023              | 2024              |
|---|------------|------------|-------------------|-------------------|
| # of testers U-32   | 96         | 88         | 88                | 71                |
| <i><b>U-32 on target</b></i><br><i><b>Math</b></i><br><i><b>Science</b></i><br><i><b>STEM</b></i>               | 22%<br>38% | 56%<br>43% | 41%<br>39%<br>15% | 42%<br>45%<br>14% |
| <i><b>U-32 close to target</b></i><br><i><b>Math</b></i><br><i><b>Science</b></i><br><i><b>STEM</b></i>         | 23%<br>27% | 19%<br>20% | 16%<br>22%<br>18% | 18%<br>11%<br>17% |
| <i><b>U-32 in need of intervention</b></i><br><i><b>Math</b></i><br><i><b>Science</b></i><br><i><b>STEM</b></i> | 55%<br>35% | 45%<br>36% | 43%<br>40%<br>67% | 39%<br>44%<br>69% |

## Pre ACT English and Reading Benchmark Data

| Year of administration   | 2021       | 2022       | 2023       | 2024       |
|--|------------|------------|------------|------------|
| # of testers U-32  | 96         | 88         | 88         | 71         |
| <i><b>U-32 on target</b></i><br><i><b>English</b></i><br><i><b>Reading</b></i>               | 53%<br>45% | 75%<br>65% | 83%<br>58% | 76%<br>55% |
| <i><b>U-32 close to target</b></i><br><i><b>English</b></i><br><i><b>Reading</b></i>         | 22%<br>26% | 11%<br>7%  | 11%<br>26% | 13%<br>18% |
| <i><b>U-32 in need of intervention</b></i><br><i><b>English</b></i><br><i><b>Reading</b></i> | 25%<br>29% | 14%<br>28% | 6%<br>16%  | 11%<br>27% |

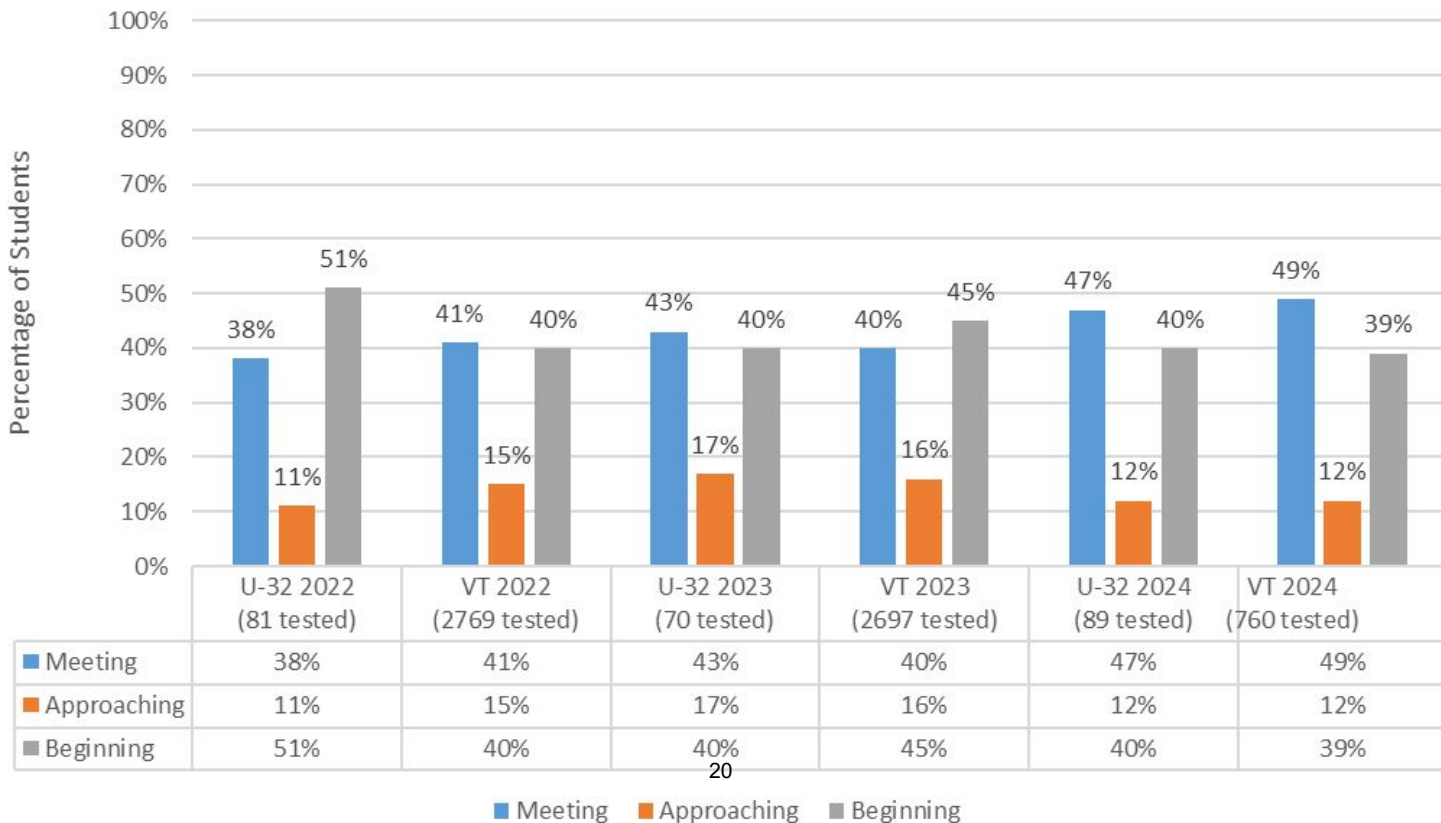
# PSAT Reading/Writing

## Fall 2022, Fall 2023, Fall 2024



# PSAT Math

## Fall 2022, Fall 2023, Fall 2024



## SAT Benchmark Data

|   | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|---|-------------|-------------|-------------|
| <b># U-32 of testers<br/># of VT</b>                                  | 22<br>1167  | 19<br>1008  | 26<br>2061  |
| <b><i>Reading / Writing</i><br/>U-32 Mean Score<br/>VT Mean Score</b> | 587<br>558  | 606<br>558  | 619<br>575  |
| <b><i>Math</i><br/>U-32 Mean Score<br/>VT Mean Score</b>              | 587<br>537  | 586<br>537  | 549<br>537  |

# Advanced Placement (AP)



## SCHOOL SUMMARY

|                                       | 2020  | 2021  | 2022  | 2023  | 2024  |
|---------------------------------------|-------|-------|-------|-------|-------|
| Total AP Students                     | 75    | 94    | 68    | 74    | 84    |
| Number of Exams                       | 153   | 180   | 134   | 140   | 167   |
| AP Students with Scores 3+            | 48    | 57    | 50    | 40    | 63    |
| % of Total AP Students with Scores 3+ | 64.00 | 60.64 | 73.53 | 54.05 | 75.00 |

# Advanced Placement (AP) (continued)

|                           | Biology | Chem | Eng Lit | Physics 1 | Pre Calc | Stats | US History |
|---------------------------|---------|------|---------|-----------|----------|-------|------------|
| # of exams                | 14      | 11   | 19      | 17        | 21       | 20    | 34         |
| Avg score                 | 3.5     | 2.2  | 3.3     | 3.1       | 3.8      | 2.5   | 3.7        |
| % w/ Score of 3 or higher | 79%     | 45%  | 74%     | 59%       | 90%      | 45%   | 88%        |

# **AOE Definition of 4-year Cohort Graduation Rate**

The cohort graduation rate is calculated by tracking the students from the time they enter Grade 9. Students who graduate within four years are considered on-time graduates. Students who graduate one or two years later are included in the 5- and 6-year graduation rates. The total number of graduates is divided by the total number of students in the cohort. Students who transfer into a school are included in the cohort, while students who transfer out are dropped from the cohort.



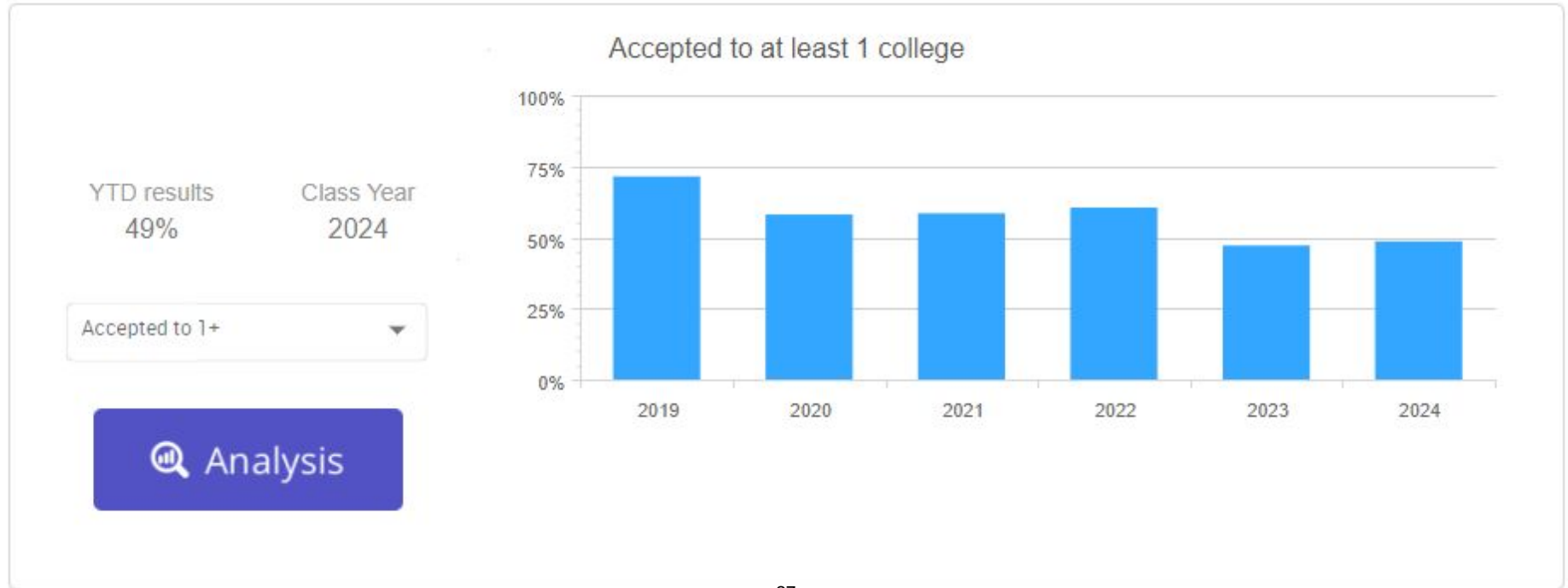
# WCUUSD and Vermont Graduation Rates

| Year             | U-32 4-Year Rate | VT 4-Year Rate | U-32 6-Year Rate | VT 6-Year Rate |
|------------------|------------------|----------------|------------------|----------------|
| <b>2014-2015</b> | 88%              | 88%            | 94%              | 91%            |
| <b>2015-2016</b> | 88%              | 88%            | 90%              | 92%            |
| <b>2016-2017</b> | 89%              | 89%            | 92%              | 91%            |
| <b>2017-2018</b> | 90%              | 85%            | 91%              | 91%            |
| <b>2018-2019</b> | 82%              | 85%            | 91%              | 92%            |
| <b>2019-2020</b> | 84%              | 83%            | 95%              | 88%            |
| <b>2020-2021</b> | 77%              | 83%            | 89%              | 87%            |
| <b>2021-2022</b> | 85%              | 83%            |                  |                |
| <b>2022-2023</b> | 76%              | 82%            |                  |                |

# Senior “Self Reported” Post HS Plans

|                            | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b># of Graduates</b>      | 123         | 126         | 106         | 113         | 119         | 119         | 122         | 104         |
| <b>% Attending College</b> | 65          | 68          | 65          | 65          | 68.8        | 66.4        | 52.9        | 60.5        |
| <b>% Career Ed</b>         | 6.3         | 2.4         | 7.5         | 8           | .8          | 1.7         | 4.9         | 4.8         |
| <b>% Employed</b>          | 24.2        | 27.8        | 19.6        | 17.7        | 17.6        | 22.7        | 31.7        | 25          |
| <b>% Military</b>          | .8          | 2.4         | .9          | 3.5         | .8          | 0           | .8          | 2.9         |
| <b>% Year Off</b>          | 3.8         | .8          | 6.5         | 6.2         | 11.8        | 9.2         | 8.9         | 6.7         |

# Class of 2024 (Naviance)



# Alumni Report from Naviance

|             | Enrolled Immediately | Enrolled in 1st Year | Returned for 2nd Year | Graduated in 4 yrs | Graduated in 6 yrs |
|-------------|----------------------|----------------------|-----------------------|--------------------|--------------------|
| <b>2014</b> | 49%                  | 50%                  | 47%                   | 38%                | 40%                |
| <b>2015</b> | 49%                  | 52%                  | 45%                   | 46%                | 48%                |
| <b>2016</b> | 52%                  | 57%                  | 50%                   | 42%                | 38%                |
| <b>2017</b> | 47%                  | 50%                  | 40%                   | 38%                | 44%                |
| <b>2018</b> | 49%                  | 51%                  | 44%                   | 39%                | 42%                |
| <b>2019</b> | 59%                  | 63%                  | 51%                   | 46%                |                    |

# U-32 School Profile



**U-32 Middle and High School**  
930 Gallison Hill Road  
Montpelier, Vermont 05602  
☎ 802.229.0321  
🌐 wcsu32.org  
CEEB # 460262

**PRINCIPAL**  
Rebecca Tatistcheff  
✉ rtatistcheff@u32.org

**DIRECTOR OF STUDENT SERVICES**  
Lisa LaPlante  
✉ llaplane@u32.org

## Proficiency Based Learning and Assessment

U-32's proficiency based graduation requirements ensure that all students demonstrate proficiency in all Student Learning Outcomes (SLOs) prior to graduation.

### Core Knowledge SLOs

- Literacy
- Mathematical Content and Practices
- Scientific Inquiry and Content
- Global Citizenship
- Physical Education and Health
- Artistic Expression
- Financial Literacy

### Transferable Skills

- Creative and Practical Problem Solving

## U-32: A SCHOOL COMMUNITY DEDICATED TO EXCELLENCE IN TEACHING AND LEARNING

*U-32 is accredited by the State of Vermont Agency of Education. We are a regional public school, grades 7-graduation, with an enrollment of about 750 students.*

### Our Community

U-32 serves the five rural towns that surround Montpelier, Vermont's state capital. The towns – Berlin, Calais, East Montpelier, Middlesex and Worcester – are all classic, close-knit New England villages. The presence of state government, the home office of a national financial services company, a variety of post-secondary educational institutions, and a relatively well-educated population ensure that our students have many educational, social, and cultural opportunities.

### Academics: U-32 Program of Study

The academic program at U-32 is designed to motivate and challenge all students. Our proficiency-based learning, assessment, and graduation policies ensure that all of our students enter college, the workforce, the armed services, or any area of endeavor as skilled, literate, and empathetic learners. In grades 9 and 10, core academic classes are taught heterogeneously and include students with varying levels of academic achievement and proficiency.

U-32 offers the following AP courses: AP Biology, AP Calculus, AP Chemistry, AP Computer Science, AP French, AP Physics, AP Spanish, AP Statistics, and AP US History. Students who have taken 2 of the 3 most advanced English classes have the necessary preparation for the AP English Lit/Comp exam.

### MOST ADVANCED COURSES

| Literacy (English)      | Typical Year | Mathematical Content and Practices | Typical Year |
|-------------------------|--------------|------------------------------------|--------------|
| American Writers        | 11-12        | AP Calculus                        | 11-12        |
| World Authors           | 11-12        | AP Statistics                      | 11-12        |
| Adv. Expository Writing | 11-12        | AP Computer Science                | 9-12         |

Scientific Inquiry and Content

### Scoring System

U-32 uses a 4-point scoring system. GPA is not weighted and is factored on core knowledge SLOs only. (Transferable skills are not factored into a student's GPA.) Students are scored in core knowledge areas as follows:

- 4 = Exceeding course expectations
- 3 = Meeting course expectations
- 2 = Progressing toward meeting course expectations
- 1 = Beginning to meet course expectations

Scores reflecting progress toward meeting graduation requirements are as follows:

- A = Advanced
- D = Developing
- P = Proficient
- B = Beginning

### U-32 GPA Conversion Chart

| Proficiency-Based Grades at U-32                   | GPA Equivalent |
|--|----------------|
| Exceeding course expectations = 4                  | 4.0            |
| Meeting course expectations = 3                    | 3.5            |
| Progressing toward meeting course expectations = 2 | 2.5            |
| Beginning to meet course expectations = 1          | 1.5            |

### Unique Features of Our School

**Teacher Advisor (TA) System:** Each staff member acts as an advocate for 8 to 12 students, allowing each student to experience an ongoing, in-depth relationship with one staff member throughout their school career.

**Pilot and Branching Out:** These standards-based programs offer students the opportunity to initiate and develop independent studies and/or learning plans with a community mentor and program advisor. In the Pilot program, work is evaluated based on periodic exhibitions of work and portfolio creation.

**Co-Curricular Rather Than Extra-Curricular:** We believe that sports, drama, and student clubs are co-curricular learning experiences rather than extra-curricular. The co-curricular program at U-32 uses competitive experiences to aid students in developing favorable habits and attitudes that prepare them for adult life in a democratic and pluralistic society. Athletic programs include field hockey, football, soccer, ice hockey, basketball, cross country, alpine and Nordic skiing, track and field, baseball, softball, lacrosse, and tennis.

### Class Snapshot

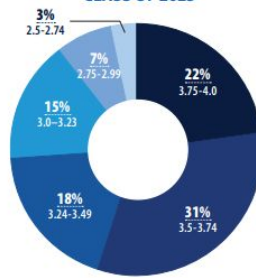
#### SAT / ACT SCORES

| Class | 2023 | 2024 | VT Average |
|-------|------|------|------------|
| ERW   | 606  | 619  | 562        |
| Math  | 586  | 549  | 535        |
| ACT   | 26   | 22   | 24         |

#### COLLEGE PLACEMENT

| Class of            | 2023 | 2024 |
|---------------------|------|------|
| # of graduates      | 122  | 104  |
| % attending college | 53   | 61   |
| % 4-year college    | 46   | 55   |
| % 2-year college    | 7    | 6    |
| % gap year          | 9    | 7    |

#### GPA SUMMARY: CLASS OF 2025



Class of 2024 College Acceptances: American University, Bard College, Barnard University, Bates



**Class of 2024 College Acceptances:** American University, Bard College, Barry University, Bates College, Beloit College, Bentley University, Brandeis University, Bryant University, Butler University, Case Western Reserve University, Champlain College, Coastal Carolina University, Colby-Sawyer College, College of Charleston, Colorado College, Colorado State University, Community College of Vermont, Connecticut College, Culinary Institute of America, Curry College, Dartmouth College, Dean College, Delaware Valley University, Drexel University, Duquesne University, Emmanuel College, Endicott College, Fordham University, Franklin Pierce University, Georgian Court University, Gonzaga University, Gordon College, Hartwick College, High Point University, Hobart and William Smith, Hofstra University, Ithaca College, James Madison University, Johnson & Wales University, Kansas State University, La Salle University, Louisiana State University, Marymount University, Massachusetts College of Art and Design, Mercy University, Michigan State University, Middlebury College, Monmouth University, New England College, Northeastern University, Norwich University, Oregon State University, Pace University, Pennsylvania State University, Plymouth State University, Pratt Institute, Princeton University, Queens University of Charlotte, Quinnipiac University, Regent University, Roanoke College, Rochester Institute of Technology, Roger Williams University, SUNY College of Agriculture and Technology at Cobleskill, SUNY College of Technology at Delhi, SUNY Cortland, SUNY at Purchase College, Saint Joseph's College of Maine, Saint Michael's College, Salem State University, Salve Regina University, Sarah Lawrence College, Simmons University, Skidmore College, Springfield College, St. Joseph's University, St. Lawrence University, Stevenson University, Suffolk University, Syracuse University, The College of New Jersey, The George Washington University, The University of Alabama, The University of Montana, The University of Tampa, Union College, University of Colorado Boulder, University of Connecticut, University of Idaho, University of Illinois, University of Kentucky, University of Maine, University of Mary Washington, University of MA-Amherst, University of MA-Boston, University of MA-Lowell, University of Miami, University of Michigan, University of New England

# Celebrations, Awards, and Future Plans

- College Book and Key Awards
- Senior Scholarships
- CVCC Scholarship and Awards
- Student [Video](#) (17:11)  
Testimonials about  
Future Plans





# Class of 2025 College Applications as of 10/30/24

Application Status

Pending: 259

Initial Materials sent: 117

Total Applications to date: 376

Early Action: 107

Early Decision: 9

Total # of Colleges: 159





# School Board Role

- Monitoring student learning outcomes and equity indicators
- Asking good questions
- Exploration of and support for flexibility and student opportunities regarding time
- What else?

**STUDENT LEARNING OUTCOMES**

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

**Our students will meet or exceed rigorous standards for:**

| CORE KNOWLEDGE<br>of essential academic subjects | TRANSFERABLE SKILLS<br>AND BEHAVIORS<br>that prepare them for life-long learning and success |
|--|--|
| Literacy   | Math Content & Practices   |
| Physical Education & Health                      | Global Citizenship   |
| Artistic Expression                              | Financial Literacy   |
| Scientific Inquiry & Content Knowledge           | Creative & Practical Problem Solving   |
|  | Independent & Collaborative Work   |
|  | Informed, Integrated & Critical Thinking   |
|  | Effective & Expressive Communication   |
|  | Self-Awareness & Direction   |
|  | Engaged Citizenship  |

**WASHINGTON CENTRAL  
SUPERVISORY UNION**

# Education Quality Committee Reflection

- How did our students do last year?
- What are the implications for our committee work this year?
- What are the implications for the full board's budgeting work?
- What are the key points we want to share with the full board?

## **Humanity, Justice, Community and Belonging:**

Schools respect, value, and welcome all people. Our schools build belonging by honoring diversity, centering equity, and celebrating the different experiences we all bring to our community. We will continue to learn and adjust our practices to create a more just and humane world.

## **Rigorous Curriculum and Instruction:**

ALL students can learn, thrive, and make a difference in their communities. Schools hold high expectations for all students and ensure they see their lives and the lives of others reflected in a meaningful curriculum. Educators nurture and inspire students so that students can direct their learning, celebrate their developing identities, pursue interests, and create meaningful pathways to graduation and lifelong learning.

## **Well-Being:**

Schools are spaces where people feel safe and valued. Our schools must meet the academic, social-emotional, and physical needs of all students. We foster and practice joy, kindness, empathy, inclusivity, and flexibility.

## **Transparent and Responsible Leadership:**

All decisions about our schools must be student-centered. We make decisions using data and input from students and the community. Our processes are clear, predictable, inclusive, and transparent.

## **Community Engagement and Relationships:**

Strong, positive relationships are essential to our schools, communities, and students. We nurture connections among people and places. The community is engaged in our schools and our students are engaged in the local and global community.

