

WCUUSD Post-Secondary Outcomes

Education Quality Committee
November 13, 2025

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

of essential academic subjects



Literacy



Math Content
& Practices



Physical
Education
& Health



Global
Citizenship



Artistic
Expression



Financial
Literacy



Scientific Inquiry &
Content Knowledge

TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long
learning and success



Creative
& Practical
Problem
Solving



Working
Independently &
Collaboratively



Informed,
Integrated
& Critical
Thinking



Effective &
Expressive
Communication



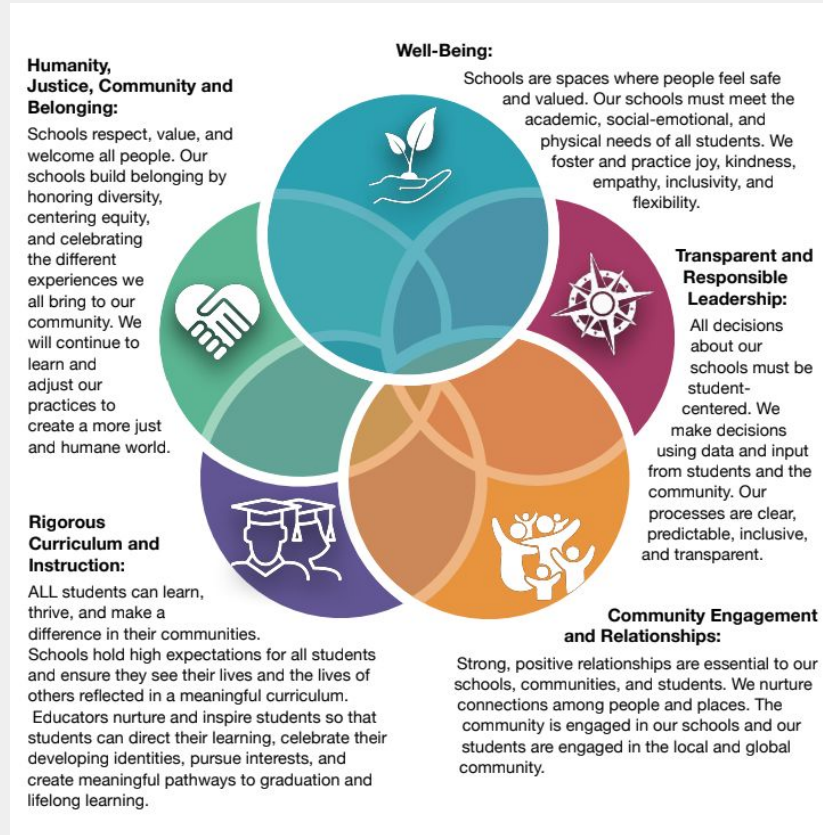
Engaged
Citizenship



Self-Awareness
& Self-Direction

Education Quality Committee Reflection

- Are students learning and thriving?
- Are we using our resources effectively and equitably?
- Are we making progress toward our strategic goals?



Post-Secondary Planning

- Embedded career lessons in core classes
- 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

Pathways

- [Early College](#) (video is 3:23)
- [Dual Enrollment](#)
- [Central Vermont Career Center](#)
- [Randolph Technical Career Ctr](#)
- [Job Corps](#)
- [Military](#)
- [Youth Build](#)



Dual Enrollment

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

- 22 students currently enrolled in Fall 2025 Dual Enrollment
- 24 *concurrent* students taught by Nick Holquist at U-32 (Composition & Literature- CCV)
- 31 *concurrent* students taught by Kate McCann at U-32 (Statistics- Norwich)

Early College

Class of 2026: Total attending Early College (EC) = 23

- 18 attending Norwich
- 4 attending Community College of Vermont
- 1 attending Vermont Technical College

Class of 2025 Total attending EC = 33

Class of 2024 Total attending EC = 18

Class of 2023 Total attending EC = 15

Class of 2022 Total attending EC= 20

Early College: Student Voices

Why I Chose Early College

- I chose early college so that I would have the opportunity to continue my interest in math and physics past what was readily available at U32.
- I chose early college to better myself and challenge myself. Especially doing Early College at Norwich University. I went to Early College at Norwich because it is my number one college and I want good academic standing with them especially since I have been accepted to Norwich in the Corps of Cadets for 2026.

Best Things about Early College

- If I had to pinpoint a few things that I find the best about early college I would probably choose the rigor of the classes primarily. They are hard enough to challenge me while also allowing me to have enough time to compete in competitions and continue sports at u32. I also have been enjoying the buffet style cafeteria quite a bit and been looking forward to the credits transferring to some of the colleges I will be applying to.
- I am able to get a headstart on college and my success and I am able to take classes I actually want to take and challenge myself. While also playing sports and being involved with both the Norwich Family and U-32 Community.

Early College: Student Voices (continued)

Hardest Things about Early College

- The hardest parts of early college for me has been the age gap between myself and the other students in my classes. I don't think the other students from U-32 doing this program are having this problem however.
- Keeping up with work especially with HS sports and also sometimes the commute.

Why I Choose not to Do Early College

- I feel that early college is not really necessary. From what I have heard, the classes are incredibly easy and you basically have free time all the time. That doesn't sound bad, but it's really not preparing you for college. You'll have free time, but the work is not going to be easy. You're better off taking AP level classes in high school if you want to be prepared for a college class. And, the credits don't even transfer to most schools, unless you are staying in VT or maybe another New England state that will accept the credits. I really dislike how it feels like an easy way out of not doing hard work and slacking off. It makes me sad that almost half of the seniors are not at school and are so disconnected from U-32. You go from having a grade community to two communities, and it feels weird. I basically never see some people anymore. It really messes with the vibe of senior year in that aspect. I personally love being at school and being involved in senior activities and seeing my friends. I know the benefits to early college, like earning credits and having lots of free time, but I don't like how it divides our grade and gives a sub-par education to the students.
- I didn't go to college because it seems really isolating. You're so divided from the college students there because you don't go there and you are in high school. And you miss out on all the events at U-32. It seems pointless to create relationships with new teachers and students if it is only for a short period of time. Also it costs money and I'll already be in college for 4 years after that so there seems like there's no point.

Equity Indicators - Access

We have equity indicators that we have identified as a district to determine whether or not we are providing equitable access to multiple pathways. The following slides indicate a narrow set of college and career readiness pathways and whether or not we are solving disproportionality. Base proportions for Grades 7-12 are:

# Students	Male id	Female id	FRL	IEP	504	BIPOC
674	54%	46%	32%	23%	15%	8%

Equity Indicators - Access to Pathways

	AP	Dual Enroll	Early College	CVCC	RTCC	Youth Build
N	79	77	23	49	23	Too small
Special ed	2%	Under	Under	Over	Over	
Gender	Over F Under M	Over F Under M	Under F Over M		Under F Over M	
BIPOC	Under	Under	Under		Under	
FRL	Under	Under	Under	Over	Over	
Applied vs Accepted				95 Applied, 58 Accepted	31 Applied, 24 Accepted	

Post-Secondary Planning Assessments

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

Standardized Testing Results

TEST	2024 # U-32	2024 U-32 Avg	2024 # VT	2024 VT Avg	24-25 # U-32	2025 U-32 Avg	2025 VT Avg
Pre ACT	71	18.7	Not Avail	Not Avail	72 (36M/36F)	19.9	Not yet avail
PSAT(Math)	89 (45M/44F)	508	3134	510	56 (22M/33F)	512	512
PSAT (ERW)	89 (45M/44F)	555	3134	460	56 (22M/33F)	531	533
SAT (Math)	49	573	2720	535	62 (30M/32F)	589	539
SAT (ERW)	49	618	2720	562	62 (30M/32F)	615	576
ACT (composite)	4	–	23.6	23.6	5	–	23.6-24

PreACT Overview

OVERVIEW OF ACT TEST SECTIONS

English

- 75 multiple-choice questions
- 45 minutes
- Tests grammar, punctuation, sentence structure and rhetorical skills
- Learn more about the [ACT English Test](#)

Math

- 60 multiple-choice questions
- 60 minutes
- Algebra I and II, geometry, and some trigonometry
- Learn more about the [ACT Math Test](#)

Reading

- 40 multiple-choice questions
- 35 minutes
- Four passages (prose fiction, social studies, humanities, and natural sciences) with 10 questions per passage
- Learn more about the [ACT Reading Test](#)

Science

- 40 multiple-choice questions
- 35 minutes
- Questions on science-based passages presented with graphs, charts, tables and research summaries
- Learn more about the [ACT Science Test](#)

Pre ACT Math/Science/ STEM Benchmark Data

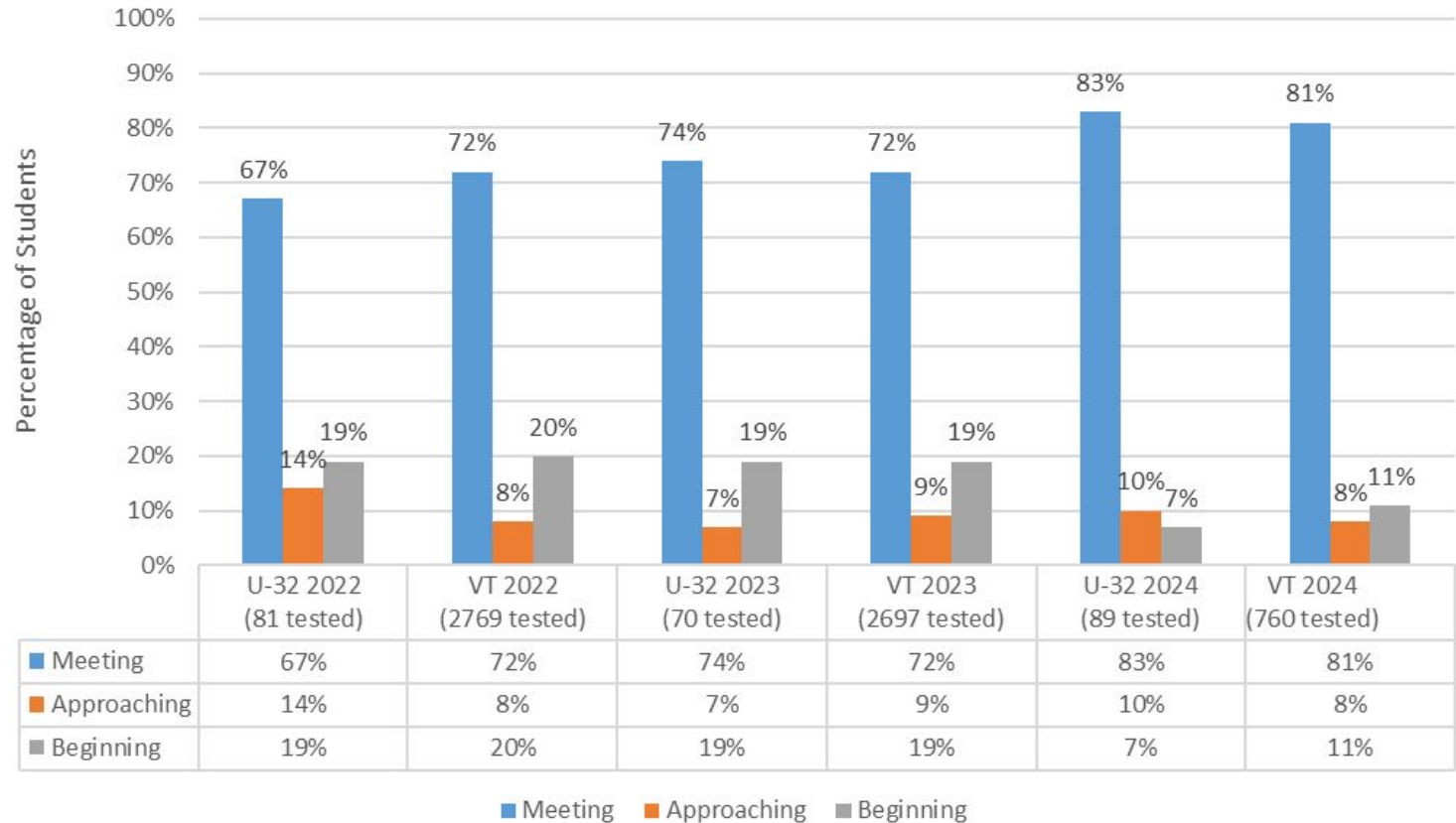
Year of administration	2022	2023	2024	2025
# of testers U-32	88	88	71	72
<i>U-32 on target</i> <i>Math</i> <i>Science</i> <i>STEM</i>	56% 43%	41% 39% 15%	42% 45% 14%	40% 39% 24%
<i>U-32 close to target</i> <i>Math</i> <i>Science</i> <i>STEM</i>	19% 20%	16% 22% 18%	18% 11% 17%	17% 17% 7%
<i>U-32 in need of intervention</i> <i>Math</i> <i>Science</i> <i>STEM</i>	45% 36%	43% 40% 67%	39% 44% 69%	43% 44% 69%

Pre ACT English and Reading Benchmark Data

Year of administration	2021	2022	2023	2024	2025
# of testers U-32	96	88	88	71	72
<i>U-32 on target</i> <i>English</i> <i>Reading</i>	53% 45%	75% 65%	83% 58%	76% 55%	78% 58%
<i>U-32 close to target</i> <i>English</i> <i>Reading</i>	22% 26%	11% 7%	11% 26%	13% 18%	8% 15%
<i>U-32 in need of intervention</i> <i>English</i> <i>Reading</i>	25% 29%	14% 28%	6% 16%	11% 27%	14% 26%

PSAT Reading/Writing

Fall 2022, Fall 2023, Fall 2024



PSAT Reading/Writing Growth Report Class 2025

Growth Report: Class of 2025 Fall Tests | Evidence-Based Reading and Writing

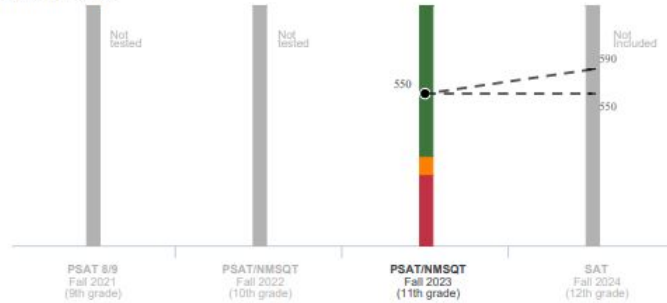
Long-Term Growth

The graph and table below show how your students' mean scores changed between tests. These are the mean scores of students who took the same tests in the same season.

At U-32 Middle & High School, this group includes **70 students in the class of 2025**.

When they took the **PSAT/NMSQT Fall 2023 in 11th grade** their mean ERW score was **550**, which **meets or exceeds the benchmark**. No projected score range is shown because these students did not take the **PSAT/NMSQT in 10th grade**.

Long-Term Growth: Chart

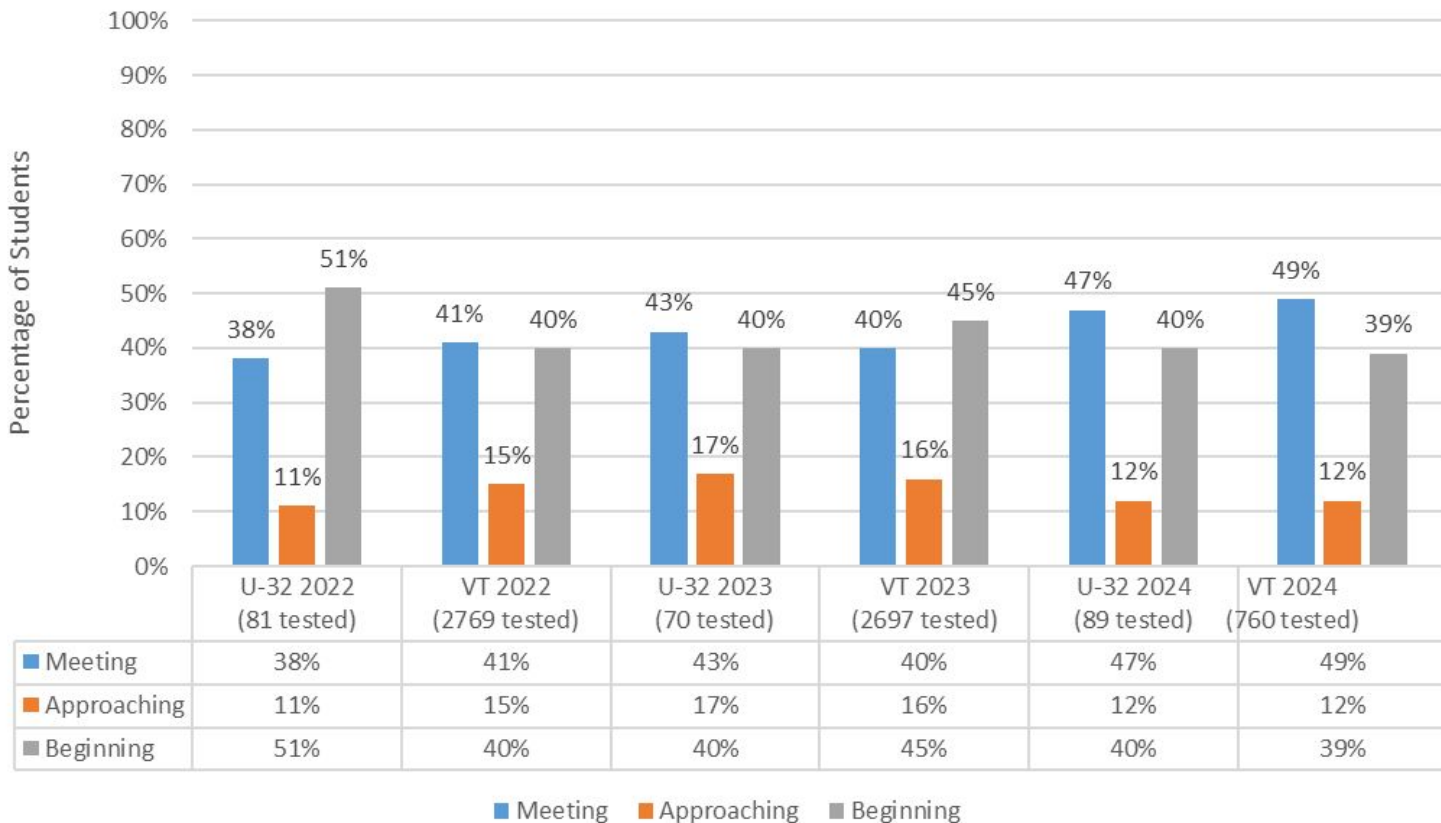


Long-Term Growth: Table

Test	Test Takers	Students Who Took All Tests	Mean Evidence-Based Reading and Writing Score	Projected Mean Score*	Benchmark
PSAT 8/9 Fall 2021 (9th grade)	Not Tested				
PSAT/NMSQT Fall 2022 (10th grade)	Not Tested				
PSAT/NMSQT Fall 2023 (11th grade)	70	70	550	N/A	460
SAT Fall 2024 (12th grade)	Not included in the report				

PSAT Math

Fall 2022, Fall 2023, Fall 2024



PSAT Math Growth Report Class of 2025

Growth Report: Class of 2025 Fall Tests | Math

Growth Between Paired Tests

The table below shows how your student's mean scores changed between two tests taken in consecutive grades. These are the mean scores of students who took both tests in the same season.

Paired-Test Growth

Test	Test Takers	Students Who Took Both Tests	Mean Math Score		Projected Mean Score*	Benchmark
PSAT/NMSQT Fall 2023 (11th grade)	70	23	530		N/A	510
SAT Spring 2024 (11th grade)	25	23	560		540-580	530
SAT Spring 2024 (11th grade)	25	12	580		N/A	530
SAT Fall 2024 (12th grade)	27	12	620		570-610	530

Meets or Exceeds Benchmark

Approaching Benchmark

Needs to Strengthen Skills

Mean Score

Projected Mean for Past Test

Projected Mean for Future

SAT Benchmark Data: U-32 and Vermont

	Class 2023	Class 2024	Class 2025
# U-32 of testers # of VT	19 1008	26 2061	40 2857
<i>Reading / Writing</i> U-32 Mean Score VT Mean Score	606 558	619 575	617 576
<i>Math</i> U-32 Mean Score VT Mean Score	586 537	549 537	570 539

U-32 Class 2025 by Gender

Gender	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	25	63%	1137	591	546	56%	88%	56%	12%
Male	15	38%	1269	660	609	87%	100%	87%	0%

Vermont Class of 2025 by Gender

Gender	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	1,475	52%	1096	571	525	46%	83%	47%	16%
Male	1,326	46%	1134	579	554	57%	85%	58%	14%
No Response	56	2%	1179	624	555	66%	93%	68%	5%

Advanced Placement (AP)



SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	94	68	74	84	75
Number of Exams	180	134	140	167	135
AP Students with Scores 3+	57	50	40	63	63
% of Total AP Students with Scores 3+	60.64	73.53	54.05	75.00	84.00

Advanced Placement (AP) (continued)

May 2025 Data

May 2025	Biology	Eng Lit	Physics 1	Pre Calc	Stats	US History
# of exams	10	12	11	28	10	30
Avg score	3.1	4.42	4.55	3.71	2.09	3.63
% w/ Score of 3 or higher	70%	100%	100%	96%	45%	61%

Advanced Placement (AP) Sign Ups as of 11/6/25

Student Registrations

Students

83

Enrollments

137

Exam Registrations

Taking

108

Not Taking

8

Undecided

21

Decision deadline: **2025-11-07** [edit](#)

Cost

Total Cost

\$8,943

Course	Biology	Calc	Comp Sci	French	Physics 1	Physics 2	Pre Calc	Spanish	US History
# currently enrolled	14	11	6	4	18	8	29	4	23

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
2014-2015	88%	88%	94%	91%
2015-2016	88%	88%	90%	92%
2016-2017	89%	89%	92%	91%
2017-2018	90%	85%	91%	91%
2018-2019	82%	85%	91%	92%
2019-2020	84%	83%	95%	88%
2020-2021	77%	83%	89%	87%
2021-2022	85%	83%		
2022-2023	76%	82%		

Senior “Self Reported” Post HS Plans

	2018	2019	2020	2021	2022	2023	2024	2025
# of Graduates	126	106	113	119	119	122	104	107
% Attending College	68	65	65	68.8	66.4	52.9	60.5	59
% Career Ed	2.4	7.5	8	.8	1.7	4.9	4.8	1.8
% Employed	27.8	19.6	17.7	17.6	22.7	31.7	25	25
% Military	2.4	.9	3.5	.8	0	.8	2.9	.9
% Year Off	.8	6.5	6.2	11.8	9.2	8.9	6.7	12

Class of 2025 (Naviance)

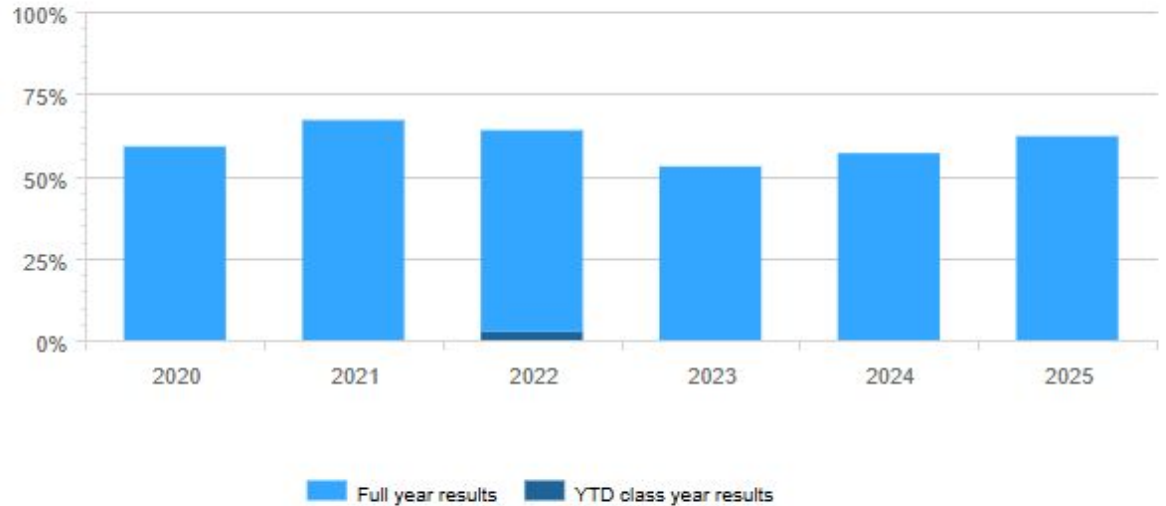
YTD results
62%

Class Year
2025

Applied to 1+ 

 Analysis

Applied to at least 1 college



Alumni Report from Naviance

	Enrolled Immediately	Enrolled in 1st Year	Returned for 2nd Year	Graduated in 4 yrs	Graduated in 6 yrs
2014	46%	48%	51%	31%	37%
2015	48%	50%	53%	33%	47%
2016	49%	52%	58%	34%	46%
2017	45%	49%	48%	29%	44%
2018	49%	50%	59%	26%	42%
2019	58%	61%	61%	36%	49%

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
 ✉ llaplante@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

Class Snapshot

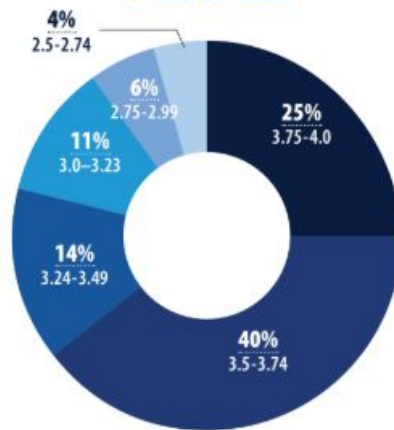
SAT / ACT SCORES

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

COLLEGE PLACEMENT

Class of	2024	2025
# of graduates	104	107
% attending college	61	59
% 4-year college	55	57
% 2-year college	6	2
% gap year	7	12

GPA SUMMARY: CLASS OF 2026



Class of 2025 College Acceptances: Advanced Welding Institute, American Univ., Arizona State Univ.-Tempe, Augustana College, Bay Path Univ., Bennington College, Bentley Univ., Boston Univ., Bowie State Univ., Bryant Univ., California College of the Arts, Central Connecticut State Univ., Central Michigan Univ., Champlain College, Clark Univ., Clarkson Univ., Coastal Carolina Univ., Colby-Sawyer College, College of Charleston, College of Coastal Georgia, Colorado College, Concordia Univ., Connecticut College, Cornell Univ., Curry College, Dartmouth College, Dean College, Dickinson College, Drew Univ., Elmira College, Emmanuel College, Endicott College, Florida Atlantic Univ., Fordham Univ., Franklin and Marshall College, Franklin Pierce Univ., George Mason Univ., Georgia Institute of Technology, Hartwick College, Heriot-Watt Univ., High Point Univ., Hofstra Univ., Illinois Institute of Technology, Ithaca College, Johnson & Wales Univ.-Providence, Keene State College, Lasell Univ., Lesley Univ., Loyola Univ. Chicago, Loyola Univ. Maryland, Macalester College, Maine College of Art & Design, Massachusetts College of Art and Design, Massachusetts College of Pharmacy, Merrimack College, Middlebury College, Montserrat College of Art, Mount Holyoke College, Muhlenberg College, New England College, New England Institute of Technology, New York Institute of Technology, North Carolina State Univ. at Raleigh, Northeastern Univ., Northern Illinois Univ., Norwich Univ., Oberlin College, Pace Univ., Pennsylvania State Univ., Plymouth State Univ., Pratt Institute Brooklyn, Princeton Univ., Regis College, Rensselaer Polytechnic Institute, Rhode Island College, Rider Univ., Rochester Institute of Technology, Roger Williams Univ., Sacred Heart Univ., Saint Anselm College, Saint Michael's College, Salem State Univ., Salve Regina Univ., Siena Univ., Simmons Univ., Skidmore College, Southern New Hampshire Univ., St. Lawrence Univ., Stonehill College, Suffolk Univ., SUNY College at Plattsburgh, The George Washington Univ., The Univ. of Tampa, Union College (NY), Univ. of Chicago, Univ. of Colorado Denver, Univ. of Connecticut, Univ. of Delaware, Univ. of Denver, Univ. of Glasgow, Univ. of Hartford, Univ. of Illinois Chicago, Univ. of Maine, Univ. of Maine at Farmington, Univ. of Massachusetts-Amherst, Univ. of Massachusetts-Boston, Univ. of Massachusetts-Dartmouth, Univ. of Massachusetts-Lowell, Univ. of Missouri-Kansas City, Univ. of New England, Univ. of New Hampshire, Univ. of North Carolina at Charlotte, Univ. of North Carolina at Greensboro, Univ. of Oregon, Univ. of Rhode Island, Univ. of San Francisco, Univ. of South Florida, Univ. of Southern Maine, Univ. of Vermont, Univ. of Wyoming, Utica Univ., Vermont State Univ., Virginia Commonwealth Univ., Wentworth Institute of Technology, Western New England Univ., Wheaton College - Massachusetts, William & Mary, Williams College, Worcester Polytechnic Institute

Celebrations, Awards, and Future Plans

- College Book and Key Awards
- Senior Scholarships
- CVCC Scholarship and Awards
- Student [Video](#) (20:28)
Testimonials about
Future Plans



Class of 2026 College Applications as of 11/7/25

Application Status

Pending: 196

Initial materials sent: 243

Total applications to date: 439

Early Action: 115




Early Decision: 17

Total # of colleges: 195
















School Board Role

- Monitoring student learning outcomes and equity indicators
- Asking good questions
- Exploration of and support for flexibility and student opportunities regarding time, location, pathways
- 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 of essential academic subjects	TRANSFERABLE SKILLS AND BEHAVIORS 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

- Are students learning and thriving?
- Are we using our resources effectively and equitably?
- Are we making progress toward our strategic goals?

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.

