



## Points of Pride 2017

*The model format used for this report has been adapted with permission from the Londonderry School District, Londonderry, NH.*

February 2017

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## INTRODUCTION

**Points of Pride** provides a descriptive profile of our school district, a progress report which demonstrates the educational effectiveness of our school, and with careful reflection and analysis may indicate areas for continued change and improvement. The compilation and distribution of this report is in keeping with the School Board's desire for both accountability and communication with our public. The employees of our district are proud of our educational programs and student accomplishments.

This report provides residents of Chelsea objective, quantifiable data presented in the following pages, and a review of the literature on high performing schools identifying several other factors that contribute to their effectiveness. Among these identified factors are strong leadership, a school mission focused on students and results, staff agreement on the general approach to teaching and learning, a civil and safe school climate, and a view of schools as problem-solving institutions. It must be understood that no single indicator gives a complete picture. All indicators should be examined and reviewed over time to gain an understanding of the school district's accomplishments and a clear view of the quality of educational experiences provided for our young people.

Whenever possible, comparisons are made using data from the district, the state of Vermont and the nation. The indicators in this report will be updated annually and will form the basis of continual review and analysis. Chelsea Public School has a tradition of academic and athletic success. The data in this report provides the vehicle for continuous improvement.

## A MESSAGE FROM THE SCHOOL BOARD

### 2016-2017 School Year Highlights

There are exciting things happening within the walls of the Chelsea school that are bubbling out into the community. Here are just a few examples of new and expanded experiential learning opportunities for our students.

The kindergarten “Woods Wednesday” program follows the Education Children Outdoors (ECO) model to provide students with appropriate opportunities and activities to: assess and manage personal risks, learn about our natural environment, develop a sense of place in nature, and connect with nature in a way that will foster them to be good stewards of the earth in the future. The program incorporates activities that align with common core, next generation, and social curriculum standards.

On Wednesday mornings, kindergarteners gear up and make the short hike out to our woods classroom where we spend up to a couple of hours engaged in learning activities. This routine typically includes: morning circle, hike to our outdoor classroom, snack, storytelling, guided exploration, choice time, sit spot and closing circle. The outdoor classroom emerges students in nature, providing them with natural tools for hands on learning, engaging their senses more fully in the learning process, and making the learning more relevant and meaningful.

The students in the first and second grade cluster are getting daily technology instruction as part of our collaboration with Library Media Specialist, Tracey Koehler. First and second graders are getting daily use of Chromebooks, learning how to sign-in, and basic typing practice. This work is motivating for students and a way to integrate technology into the curriculum on a daily basis.

Fun Friday in the 3-4-5 is for everyone... regardless of behaviors. It's a time for students to get together and enjoy each other. It's a time when our cluster can show unity, get along with each other, and have fun together! It also keeps a feeling of a strong community. Each Fun Friday is themed with activities related to current units and students are asked to indicate their preferred activity. For example, the first Fun Friday included cooking traditional Native American cuisine and theatre groups.

The Chelsea and Tunbridge Middle School Students experienced their second year of a combined exploratorium in late September. Students spent a full week in mixed groups of Chelsea and Tunbridge students; they built bridges, performed a one-act play, painted landscapes and played with filmography. This shared experience fosters creativity and community by establishing relationships and furthering bonds between the two schools.

January Term (J-Term) is a new special two-week period of study in which Chelsea high school students explored subjects outside of their regular course of academic study, discovered new interests, and tested their creativity through classes held both on campus and in the community. It was a time to experiment, create, and dream, and takes place between the first and second semesters. During J-Term this year, students took a single course, concentrating on one topic for the full two weeks. In this inaugural year, courses were

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offered by school faculty. Students participated in one of the following workshops: Financial Health, Igloo Making and Survival, Natural Communities in Vermont, or Modern Brush Calligraphy.

### 2017-2018 Budget Summary

The budget this year encompasses needed improvements to our school program and infrastructure. It includes a 5 day a week kindergarten program (up from 4 days a week) for the first time, bringing us into alignment with the rest of the supervisory union. Of a \$40,000 surplus from last year, half will be returned to taxpayers and the other half will be put into our building reserve fund to address much needed repair of the school bell tower.

Our Common Level of Appraisal (CLA) rate changed during our budgeting process. Also, the potential changes to our high school program because of Act 46 led many tuitioning high school students to decide to attend other high schools in the 2017-18 school year. This led to an unexpected loss of anticipated income. These two factors increased our tax rate. The proposed budget is an increase of 4.71% over last year, with a tax rate of \$1.666.

### PreK-12 Study Committee

The PreK-12 Study Committee has been meeting over the last year to create a district that will have increased opportunity for students and financial savings with slower growth in expense for the member districts. Chelsea had school board and community members on the study committee. They have tested a few models with the communities involved through public forums in each community. The model which will move forward will be one which has each member district having an elementary school in their home town and union middle and high schools consolidated for the district. Chelsea is a member of the committee.

However, the transporting of middle school students to Bethel was a turning point for some Chelsea Board members and some community citizens. They felt that the time on a school bus was too great for that age group of children. The towns that will now join together are Bethel, Rochester and Royalton. The success of this vote is important because it is the precursor for other districts in the supervisory union to form side by side districts that do not operate high schools.

### PreK-6/8 Committee

The PreK-6 or 8 Committee began meeting last summer. The towns of Strafford, Sharon, Stockbridge and Tunbridge were the members. Rochester and Chelsea attended as interested parties. No clear path to joining all the districts together was acceptable to all participants.

Strafford stepped away from the table. Two subcommittees were formed. A PreK-6 subcommittee with Sharon and Stockbridge. This committee has since disbanded. The PreK-8 subcommittee had Tunbridge, Chelsea, and Waits River working together in the beginning. Waits River joining was viewed as too complex due to their membership in neighboring supervisory union. The subcommittee continued with Chelsea and Tunbridge.

### PreK-8 Subcommittee of the PreK-6/8 Study Committee

The PK-8 study subcommittee has been tasked with exploring the creation of a unified school district between Chelsea and Tunbridge, which as proposed, would include the operation of grades K-8 and tuitioning students in grades 9-12 to a high school of choice. The new district would have a single school board, a single budget, and a single pre-CLA tax rate. Our work has explored this options ability to provide a strong educational program for our students at

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all levels, to preserve and foster our sense of community, and to keep our youngest students as close to home as long as possible; while meeting the requirements being set at the state level. While the articles of agreement do not mandate the formation of a joint middle school in the first year of operation, discussion of the eventuality was a primary interest of the committee. In this scenario, each town would continue to operate an elementary school and it would be likely that the future merged board would consider Chelsea as the site for a joint middle school because there is capacity to take on additional middle school students in the absence of high school students in the building.

Sincerely,

Joe Spinella, Board Chair

Rebecca Mattoon, Board Vice Chair

Emily Marshia, Clerk

Jessie Schmidt, Member

Deborah Ackerman, Member

## Mission, Motto, Beliefs, Mascot, Colors

### *Mission Statement:*

We believe that all students deserve learning, community, and respect in a school where all students learn and each student is educated as a whole child.

### *Motto:*

“Learning, Community, Respect”

### *Beliefs:*

Chelsea Public School is a place where we all are committed to:

- The expectation that every child will learn.
- The expectation that every student is educated as a whole child.
- The expectation that flexibility in teaching and learning is embraced.
- The expectation that a student centered environment is maintained, within which all parents, teachers and staff are partners in nurturing every student and are held accountable to the expectation that every student succeeds in learning and takes an active role in his/her education.

### *Our Mascot:*

Red Devils

### *Our Colors:*

Red and White

# ASPECTS OF ACCOMPLISHMENT

## COMMUNITY, CLIMATE AND CULTURE

Our learning community is a place where everyone, administration, faculty, support staff and parents work together to help all students reach their potential. Our school shares the responsibility of preparing our young people for life in a democratic society with families, civic and religious organizations, business groups, other government agencies, and the community at large.

## INNOVATIVE/NEW PROGRAMS

- Everybody Wins! Reading Program at Elementary
- Education Children Outdoors Program at Grade K
- Partnership with Second Growth, a substance abuse and mental health education program
- Vocational programs with the Randolph Technical Career Center; Hartford Technical Center and Barre Technical Center
- Partnership with Vermont Academy of Science & Technology
- Senior Projects that foster research, community service and exploration in a topic of interest
- Bridges Math K-5; Larson Big Ideas Math Grades 6-8; and Larson Math Series Grades 9-12
- Fontas & Pinnell Leveled Literacy and Foundations Programs at K-3
- In-house and inclusive Special Education Programs
- Learning Support Services
- Team-taught multi-aged environments at K-5
- Upper Valley Business Education partnership
- Technology: 1:1 High School iPad Initiative; Chrome Book Initiative; Library/Computer Lab
- K-5 Summer School Services in literacy and math
- WRVSU One Planet After-School and Summer Programs at Chelsea Public School
- Chelsea-Tunbridge Collaborative – Five-day Community Exploratorium at Grade 6; First Branch Exploratorium at Grades 7-8
- Chelsea-Tunbridge Collaborative – Elementary/Middle School Joint Soccer and Basketball Teams

## SCHOOL TRADITIONS

- Back to School Picnic with students and families sponsored by Friends of Chelsea
- Open-House for students, families and new perspective students
- Diversity Day
- Winter Carnival
- Academic Honors Events
- Athletic Recognition Nights
- Green-Up Day/Spring Fling

## Points of Pride 2017

- College Fairs and Support through School Counselor
- Annual “Seniors serving Seniors” partnership with Chelsea Senior Citizens
- Chelsea Senior Citizen Luncheons at Chelsea Public School (twice annually)
- Parents and Grandparents Breakfast and Luncheon Events.
- Senior Class Brunch
- School Vegetable Garden and student entries at the World’s Fair in Tunbridge, VT.
- Farm to School Educational Programs and Outreach

## AWARDS AND RECOGNITION

- Recipient of a 21<sup>st</sup> Century Grant to support One Planet After-School and Summer Programming at Chelsea Public School.
- Recipient of a two year PreK-3 Vermont Agency of Education/First School Grant in partnership with Tunbridge Central School and Orange County Parent Child Center to support classroom culture and climate initiatives.
- 2015-2017 Recipient of Vermont/US Department of Education State Personnel Development Grants Program (SPDG) to support state/supervisory union efforts on multi-systems of academic supports in literacy and math.
- Recipient of a 2016-2017 New England Grass Roots Environment Fund to support Farm to School Educational Programs and coordinator.
- 2014-2017 recipient of Steve Iby Music Foundation funds to support K-12 music lessons.
- Participation in Winooski Music Festival – Fall 2016.
- Award winning faculty: Amanda Gray, Tara Jesmonth, Dee Miller, Stephanie Joyce – Orange Windsor Supervisory Union Teacher of the Year recipients.
- 2016 UVM Green and Gold Scholar: Senior Fiona Milchman.

## ATHLETIC ACCOMPLISHMENTS

### **Basketball**

Sydney Allen - Central Vermont League First Team  
 Fiona Milchman - Central Vermont League Second Team  
 Taylor Chapin - Central Vermont League Second Team  
 Kiana Johnson - Central Vermont League Second Team  
 Jake Colby - Central Vermont League Second Team  
 Ronald Johnson - Central Vermont League Second Team  
 Sydney Allen - All State Team  
 Taylor Chapin - All State Team  
 Fiona Milchman - All State Team  
 Kiana Johnson - All State Dream Dozen  
 Central Vermont League Champions- Varsity Girls

### **Indoor Track**

Tristan Larocque - All State Indoor Track & Field  
 Tristan Larocque - Division II second place finish in shot put and weight throw

### **Baseball**

Jake Colby - Central Vermont League Second Team All-League

## Points of Pride 2017

Shawn King - Central Vermont League Second Team All-League

### Lacrosse

Eliza Amber - First Team All- State

Taylor Chapin - First Team All-State

Grace Kay - Second Team All-State

Fiona Milchman - Second Team All- State

Lauren Halaquist - Second Team All-State

Sydney Allen - Honorable Mention All-State

Kiana Johnson - Honorable Mention All-State

Kiana Johnson - Raising Stars Team

Eliza Amber - 200 Goals (Fifth player in Chelsea history)

Northern Vermont Athletic Conference League Champions - Varsity Girls

Vermont Division II State Champions - Varsity Girls

### Soccer

Tucker Chapin - Central Vermont League First Team

Alexis Allen - Central Vermont League Second Team

Kiana Johnson - Central Vermont League Second Team

Jake Colby - Central Vermont League First Team

Tucker Chapin - Times Argus Second Team

Alexis Allen - Times Argus Honorable Mention

Kiana Johnson - Times Argus Honorable Mention

Jake Colby - Times Argus Honorable Mention

Tucker Chapin - All State Soccer Team

### Cross Country

Keegan Marshia - Central Vermont League All League Team

Laurel Marshia - Central Vermont League All League Team

Elisha Mattoon - Central Vermont League All League Team

Maegan Winters- Central Vermont League All League Team

## GRADUATION STANDARDS

The Chelsea Board of School Directors believes that each high school student should pursue an appropriately challenging course of studies which includes a solid foundation in English language and literature, mathematics, science, and social studies as well as a variety of other courses. Accordingly, the Board adopted the following requirements for high school graduation in 2002:

<b>Number of Credits Needed</b>	<b>Academic Area of Concentration</b>
4	English
4	Social Studies (1 US History & 3 other Social Studies courses)
3 or 4	Math (a combination of 7 credits are needed between Math & Science)
3 or 4	Science (a combination of 7 credits are needed between Math & Science)
2	Fine Arts (Art, Music & Foreign Language)
2	Physical Education (which includes .50 Health credit)
3	Electives
1	Senior Project
<hr/>	
23	Total Credits

Credits may be earned by attending Chelsea High School classes and through alternative programs such as classes offered at other institutions (Distance Education – University of Missouri – Columbia, RTCC, VAST, Mountain School). Chelsea High School administration and parent/guardians must approve participation in alternative programs.

**INPUT INDICATORS**

Mission

School District Goals & Policies

School District Budget

Staff Development Plans

Professional In-service Programs

Faculty's Educational Level

Faculty's Experience Level

Master Negotiated Agreements

Employee Evaluation Process

Academic Recognition Programs

Culture of the Community

Education Level of the Populace

Chelsea's Tax Base

Technology Plan

Common Core and Vermont State Curriculum Frameworks

Vermont Public Acts, Rules and Regulations for Public Schools

District Curriculum

**OUTPUT INDICATORS**

Graduation Standards

Grade Level Benchmarks

School Enrollments

Student Attendance

High School Drop-Out Rate

Student Post-Secondary School Acceptance and Attendance

Special Education Enrollment

Distribution of Budgeted Funds

Per Pupil Expenditure

Scholastic Aptitude Test Scores

NECAP Science Assessment (Grades 4, 8, 11)

POA Reading Results

PNOA Math Results

Renaissance STAR Early Literacy, Reading and Math Results (K-10)

Smarter Balanced Assessment (Grades 3-8, 11) – Reading and Mathematics

Reading and Math Series Assessments

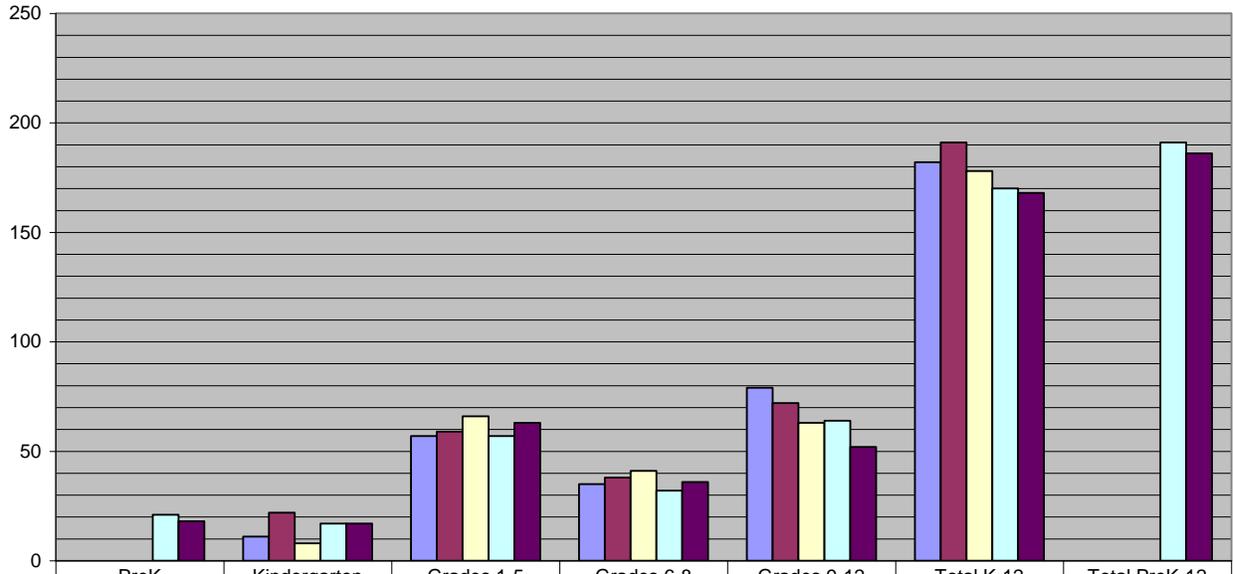
Library Media Reports

Employee Awards and Recognition

Student Awards and Recognition

## 5-YEAR ENROLLMENT HISTORY

**Chelsea Public School 5-Year Enrollment History**



	PreK	Kindergarten	Grades 1-5	Grades 6-8	Grades 9-12	Total K-12	Total PreK-12
2012-13		11	57	35	79	182	
2013-14		22	59	38	72	191	
2014-15		8	66	41	63	178	
2015-16	21	17	57	32	64	170	191
2016-17	18	17	63	36	52	168	186

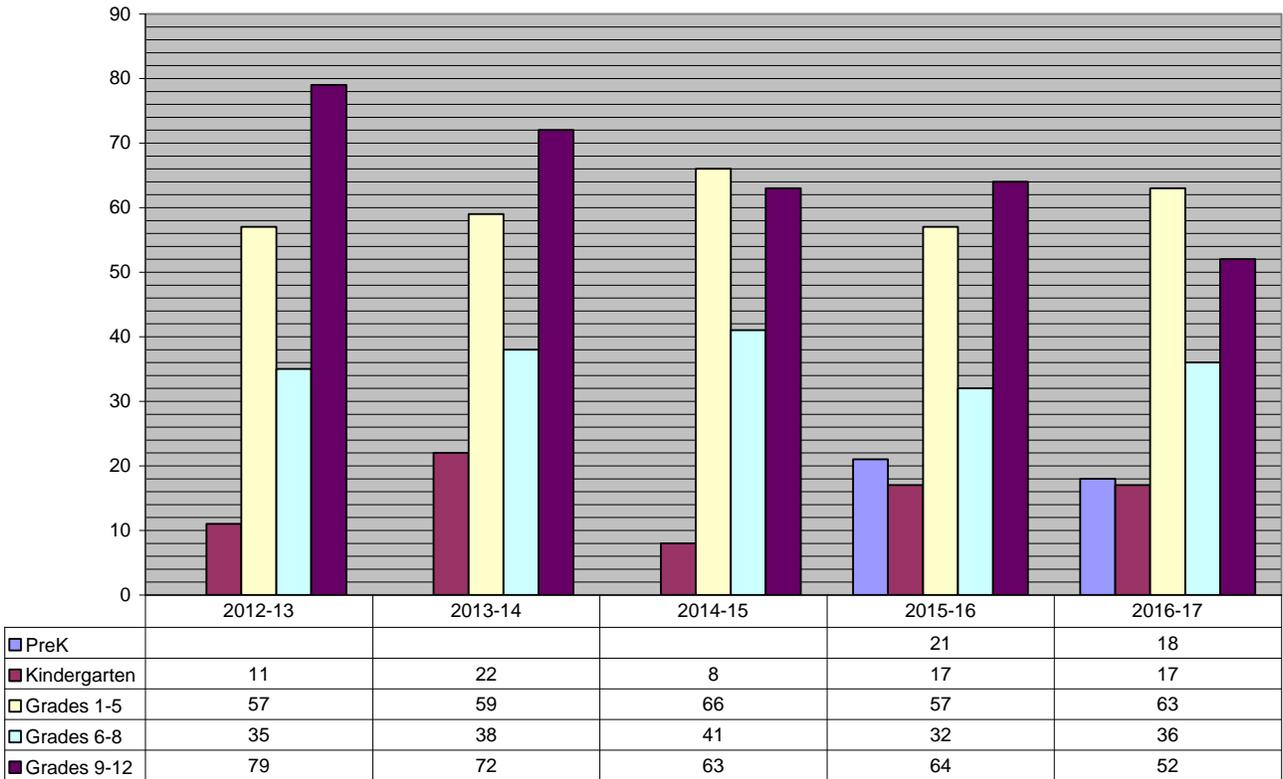
Note: Universal Preschool (PreK) began in school year 2015-16.

### Observations:

- During the last two school years, kindergarten has remained stable at 17 students. PreK, housed at the Orange County Parent Child Center has 18 students.
- 63 students are enrolled at grades 1-5, an increase of six students from the prior year.
- 36 students are enrolled at grades 6-8 which reflecting the average of 36.4 students at the three grade levels during the last five years.
- At Chelsea High School enrollment fell from 64 students in 2015-2016 to 52 students in 2016-2017.
- Total enrollment PK-12 declined from 191 students last year to 186 students in 2016-2017 due to a slightly smaller PreK and loss among high school students.

## SCHOOL ENROLLMENT BY GRADE LEVEL

**Chelsea Public School 5-Year Enrollment History by Grade Level**

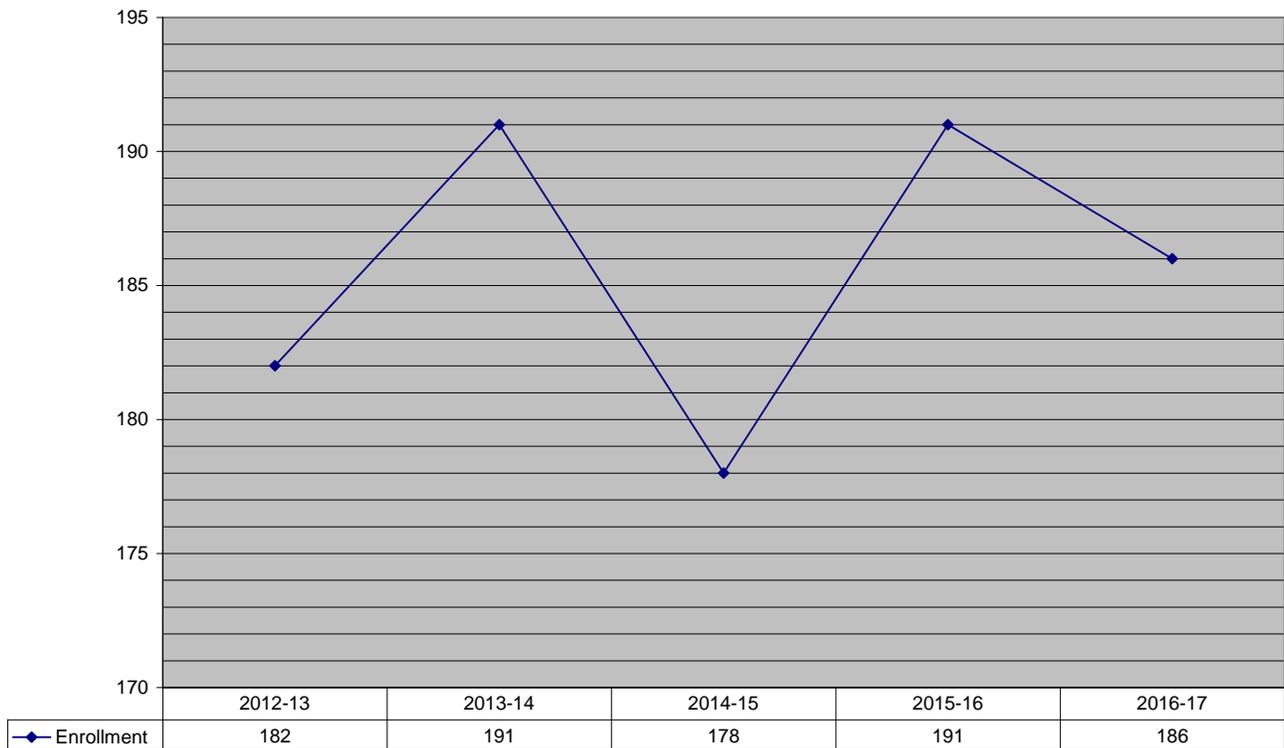


**Observations:**

- PreK enrollment fell to 18 students, down 3 students from the prior year.
- Kindergarten enrollment has remained stable at 17 students during the last two years.
- Grades 1-5 enrollment increased to 63 students, up six students from last year.
- Grades 6-8 enrollment has averaged 36 students the last five years.
- High school enrollment has averaged 66 students the last five years.

## SCHOOL-WIDE FIVE YEAR ENROLLMENT HISTORY

**Chelsea Public School School-Wide 5-Year Enrollment History**



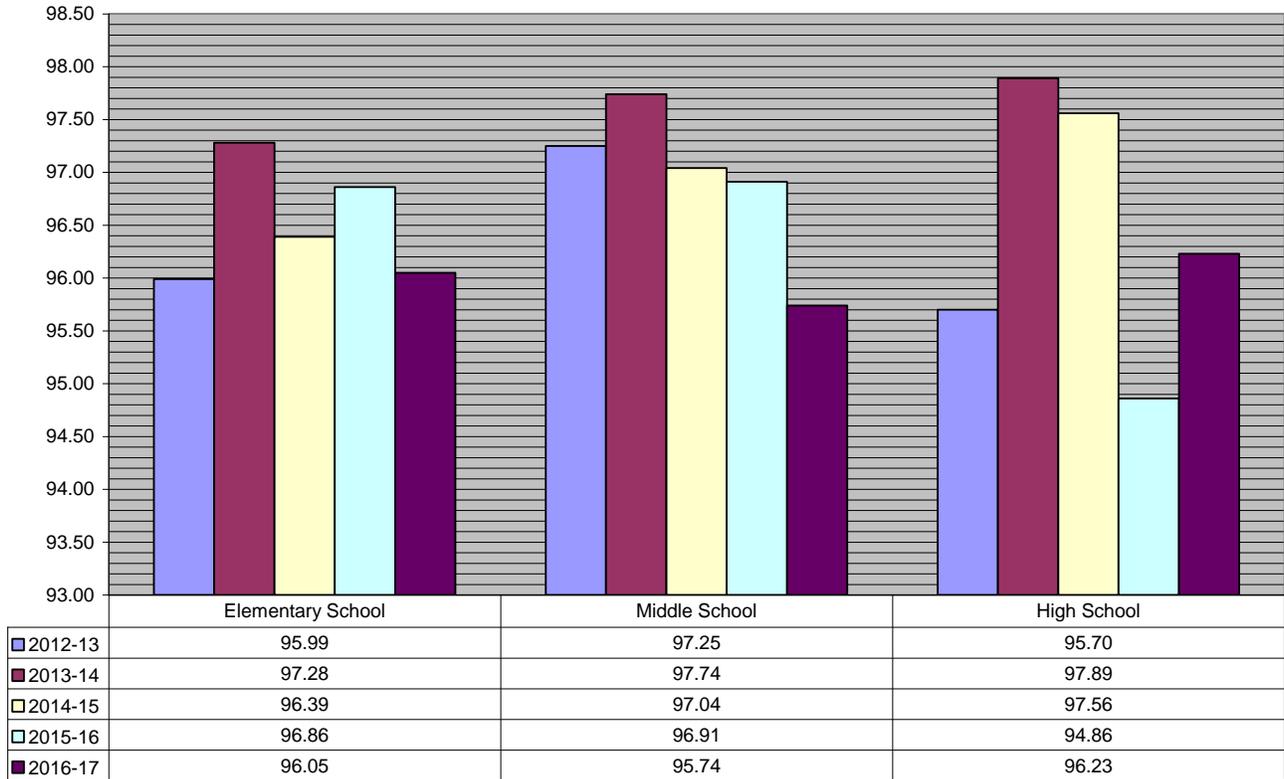
**Note: Beginning with school year 2015-16, enrollment includes PreK to Grade 12.**

### Observations:

- Chelsea Public School was recognized by the Agency of Education as one of the fastest growing school districts in 2013.
- Enrollment with the inclusion of PreK has averaged 186 students during the last five years. Without the inclusion of PreK enrollment, average enrollment has averaged 178 students during the last five years.

## SCHOOL ATTENDANCE

**Chelsea Public School Attendance by Grade Level**

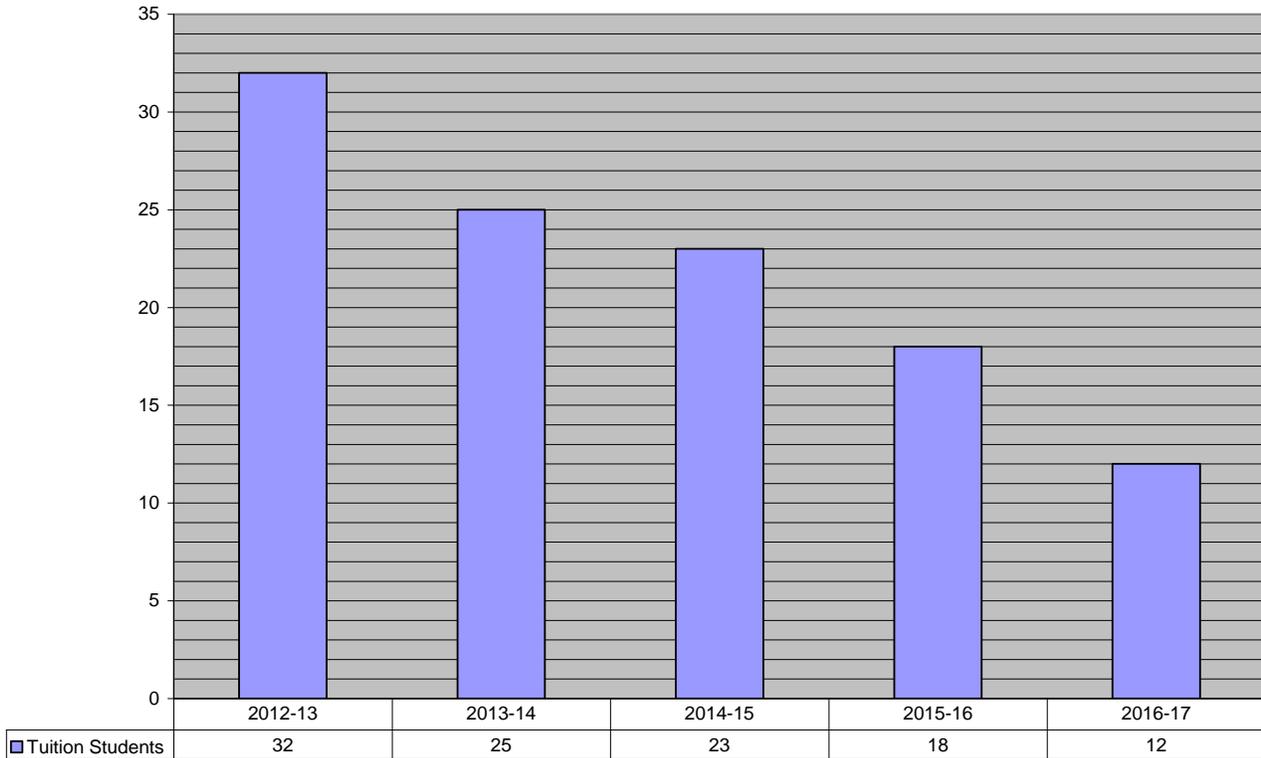


**Observations:**

- Consistently high attendance rates have been achieved at all levels.
- We recognize the importance of attendance because there is a positive correlation between attendance and achievement.
- All parents and staff should continue to work to encourage excellent school attendance for all students.

## 5-YEAR TUITION STUDENT ENROLLMENT

Chelsea High School Tuition Students: 5-Year History of Enrollment

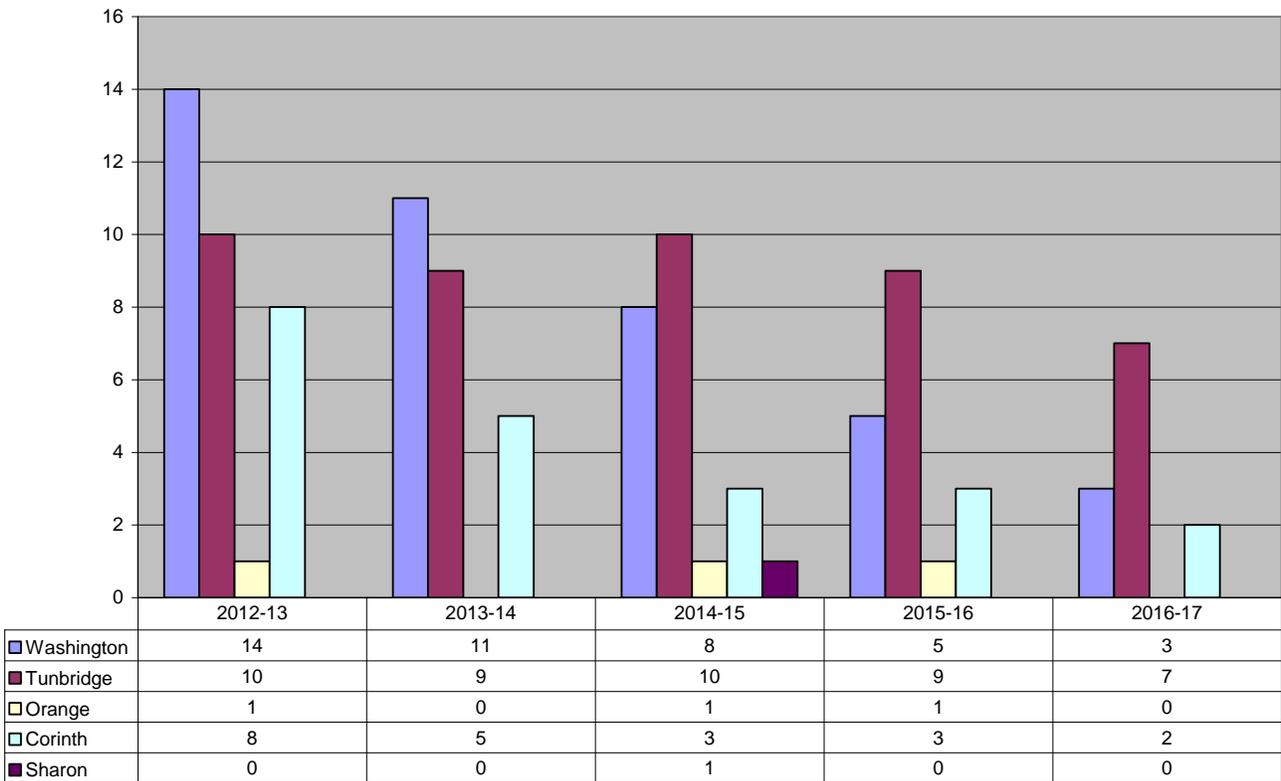


### Observations:

- The school has averaged 22 tuition students during the last five years.
- Enrollment of tuition students has declined from 32 students in 2012-2013 to 12 students in 2016-2017 due to continuing state-wide declines in the PreK-12 enrollment as well as declines in enrollment of Chelsea’s tuition sending schools.

## 5-YEAR TUITION STUDENT HISTORY BY SENDING TOWN

**Chelsea High School Tuition Students: 5-Year History by Sending Town**

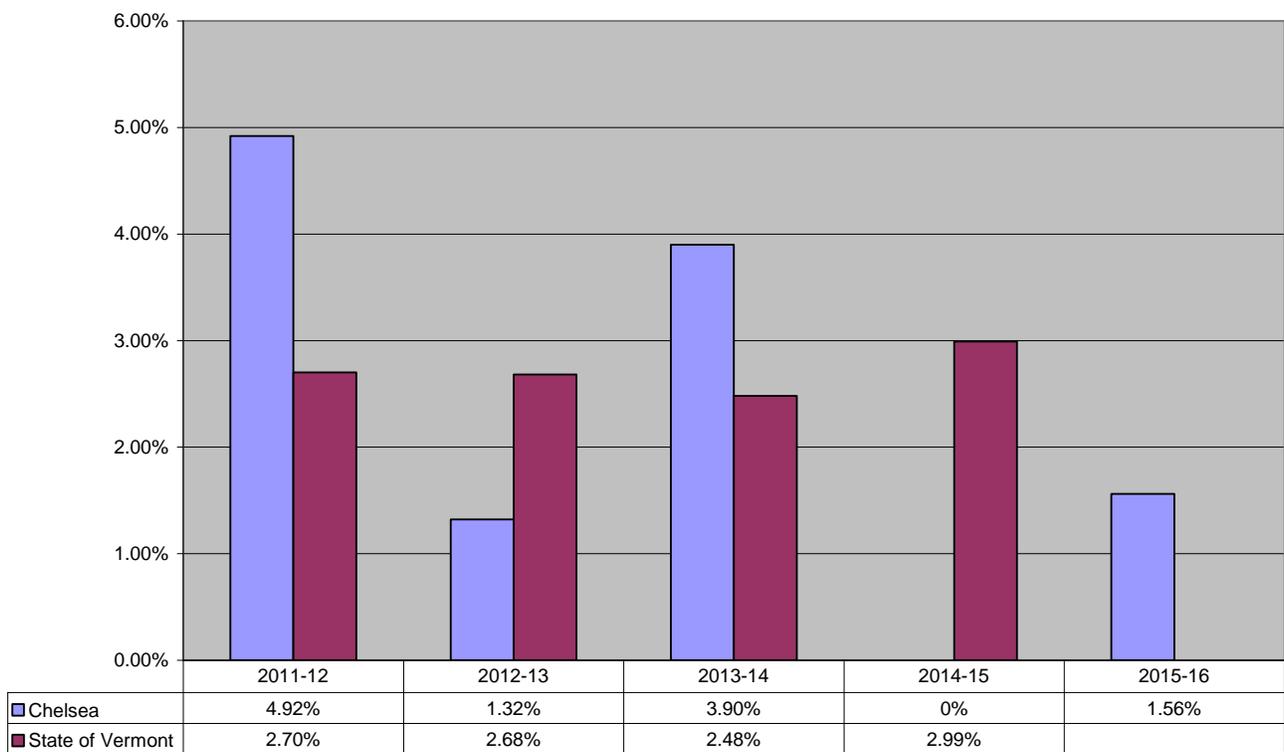


### Observations:

- Most of the school’s tuition students come from Tunbridge (7) followed by Washington (3).
- During the last five school years (2012-2017) there has been a decline of tuition students from Washington (14 students to 3 students) due to a declining student population at the sending school.
- During the three years (2015-2017) there has been a decline of tuition students attending from Tunbridge due smaller class sizes from the sending school.
- During the last five years (2012-2017) there has been a decline of tuition students attending from Cornith due to smaller class sizes at the sending school.

## 5 YEAR DROPOUT RATE VS STATE OF VERMONT

**High School Dropout Rate 5-Year Comparison**



The State of Vermont Dropout Rate for 2015-16 was not available at time of printing.

### Observations:

- Chelsea’s dropout rate has been under 2% for three of the last five years. The 2014-15 rates for the State of VT (latest figures from the VT Agency of Education) was 2.99%.
- Drop out rates for Chelsea High School may fluctuate significantly from year to year due to small class sizes.

## POST SECONDARY PLANS

Chelsea High School Students Attending Two or Four Year Colleges, Serving in the Military, or  
Entering the Workforce

	<u>Post Secondary Edu.</u>	<u>Military</u>	<u>Entering the Workforce</u>
Class of 2016	15	0	2
Class of 2015	11	2	4
Class of 2014	13	0	1
Class of 2013	6	0	5
Class of 2012	6	1	3
Class of 2011	9	0	5
Class of 2010	13	2	5
Class of 2009	15	0	14
Class of 2008	13	0	5

### Observations:

- ◆ The Class of 2016 had 88 % of its graduates accepted at two and four year colleges.
- ◆ The Class of 2016 had 0 % accepted to military service.
- ◆ The Class of 2016 had 12 % of its graduates enter the workforce.
- ◆ Students attend some of the finest state, regional, and national institutions of higher education. Examples include the following:
  - Marlboro College
  - Community College of Vermont
  - Castleton State College
  - The University of Vermont
  - Norwich University
  - University of Northwestern Ohio
  - Lyndon State College
  - Lakes Region Community College
  - Vermont Technical College
  - The University of New Hampshire
  - Montserrat College of Art
  - Savannah College of Art & Design
  - Oberlin College
  - New Castle School of Trades
  - University of New Haven
  - Colby Sawyer College
  - Princeton University
  - New England Culinary Institute
  - Ithaca College
  - Evergreen College
  - Worcester Polytechnic Institute
  - Rhode Island School of Design
  - Paul Smith's College
  - Lehigh University
  - University of Delaware
  - Unites States Army
  - Unites States Marine Corp
  - University of New England
  - Beloit College

SCHOLARSHIPS AND AWARDS  
Class of 2016

Melvin C. Somers Math Award

David Shipp English Award

Balfour Award

The Chapin Award

The Harry Goodwin Memorial Award

The George Washington Masonic Lodge #51 Award

The Hilary Spires Memorial Poetry Award

Merle Fitzgerald "Ideal Senior" Award

The Elizabeth Richter Memorial Scholarship

The Faculty Award

The Principal's Award

The Arthur Scott Memorial Trust Award

The LB & Bertha Bowen Charitable Trust Award

The Chelsea Academy & Alumni Association Scholarship

The Friends of Chelsea School Award

The Society of Women Engineer's Certificate of Merit Program

The Class of 2016 was recognized at graduation for being awarded a total of \$ 401,200.08 in scholarship money to further their education. This amount includes scholarships awarded both prior to graduation and at graduation.

## GRADUATION, DISABILITY, INCOME and STUDENT SUPPORT SERVICES INFORMATION

<b>2016 Graduation Rate</b>	100%
-----------------------------	------

<b>2016-17 Free &amp; Reduced Lunch Rate</b>	53.44%
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<b>% Student Support</b>	<b>Chelsea Public School</b>	<b>Supervisory Union</b>	<b>State of Vermont</b>
None	75	75	73
IEP	16	**	15
EST	**	**	7
504	**	**	4

\*\*Missing data suppressed to protect student privacy as sample size was too small.

*Source: Vermont School Report*

## DISTRIBUTION OF FUNDS

Chelsea Public School District  
Fiscal Year 2017: School Year 2016-2017

<b>Budget Category</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Regular Education	36.8%	35.3%	37.9%	37.4%
Special Education	15.3%	16.4%	16.4%	14.3%
Special Programs	2.4%	2.6%	2%	2.3%
Vocational Education	1.6%	1.5%	2.4%	3%
Co-Curricular/Athletics	2.8%	2.8%	2.4%	2.4%
Student Services	0.5%	0.4%	0.4%	0.4%
Improvement/Instruction	1.2%	1.5%	1.2%	1.2%
Library /Technology	4.2%	4.1%	3.3%	3.4%
Transportation	5.2%	5.6%	4.9%	5%
Administration	13%	13.6%	13.3%	13.5%
Buildings and Grounds	10.7%	10%	10%	9.9%
Support Services/Health/Guidance	5.5%	5.4%	5.2%	6.6%
Treasurer/Debt Service	0.8%	0.8%	0.6%	0.6%

### Observations:

- The 2016-17 distribution of funds for education in the Chelsea Public School District is representative of various costs from year to year.
- Administration includes the School Board, White River Valley Supervisory Union Office and the Office of the Principal.

## PER PUPIL COSTS

Chelsea Public School comparison to similar K-12 schools  
2013-14 through 2016-17

	2013-14	2014-15	2015-16	2016-17
Bethel	\$15,516.00	\$16,168.00	\$16,570.00	\$16,610.00
<b>Chelsea</b>	<b>\$13,969.00</b>	<b>\$13,742.00</b>	<b>\$15,089.00</b>	<b>\$16,236.00</b>
Rochester	\$14,085.00	\$13,814.00	\$14,159.00	\$15,558.00
Craftsbury	\$17,390.00	\$18,113.00	\$16,933.00	\$16,260.00
Royalton	\$13,889.00	\$14,282.00	\$14,498.00	\$14,757.00
<b>VT State Average</b>	<b>\$13,144.00</b>	<b>\$14,008.54</b>	<b>\$14,297.00</b>	<b>\$14,617.00</b>

### Observations:

- Chelsea's per pupil average cost ranked the in the **MIDDLE** of the five similar K-12 schools in 2016-2017 school year.
- Chelsea consistently ranked **ABOVE** the VT state average during the last 4 years.

## STAR ASSESSMENT SYSTEM

At the start of the 2014-15 school year, the K-5 Elementary Team sought out a grant to acquire systems for monitoring progress in student achievement in reading and math, above and beyond the general curriculum and report cards. The team settled on the comprehensive assessment system in STAR Enterprise from Renaissance Learning. In the 2015-16 school year, we began implementing these assessments in grades K-10.

STAR Enterprise assessments are designed to help teachers assess students quickly, accurately, and efficiently. STAR provides teachers with reliable and valid data instantly which allows them to target instruction, monitor progress, provide students with the most appropriate instructional materials, and intervene with at-risk students. Administrators use real-time data from STAR to make decisions about curriculum, assessment, and instruction at the classroom, school, and district levels. Three STAR Enterprise assessments measure student achievement in four areas:

- STAR Early Literacy Enterprise assesses early literacy and early numeracy skills (grades pre-K–3)
- STAR Reading Enterprise assesses reading skills (grades K–12)
- STAR Math Enterprise assesses math skills (grades K–12)

All STAR Enterprise assessments include skills-based test items, the Core Progress learning progressions for instructional planning, and in-depth reports. Operating on the Renaissance Place hosted platform, STAR Enterprise is a comprehensive assessment system for data-driven schools.

Students take STAR Enterprise assessments on individual computers or iPads. The software delivers grade-appropriate, multiple choice items one by one. Students select answers with a mouse, keyboard, or touch screen. Assessments are self-adjusting to adapt to student skill-level, which allows the tool to accurately assess and provide feedback. After an assessment is completed, the software calculates the student's score. Teachers and administrators then select reports to provide results for an individual student, class, grade, school, or district.

STAR Assessments have been favorably reviewed as reliable, valid, and efficient by various independent groups, including the National Center on Intensive Intervention, the National Center on Response to Intervention, and the National Center on Student Progress Monitoring. STAR also has a significant research base as shown below. Additional information can be found at [renlearn.com](http://renlearn.com)

Research Support for STAR Assessments™

Assessment	Total Research Publications	Independent Research
STAR Early Literacy	21	14
STAR Reading	76	22
STAR Math	65	21

(Renaissance Learning, 2014)

## STAR Enterprise Tests

Below are the reading and math results for Chelsea Public school for students in grades 1-10 during the screening windows listed. Results show the percentage of students at each grade level that are at the National Percentile Rank of 40<sup>th</sup> percentile or above.

## STAR READING TEST RESULTS

	Spring 2015	Spring 2016
Grade 1 (2028)		
Grade 2 (2027)		80%
Grade 3 (2026)	64%	73%
Grade 4 (2025)	67%	89%
Grade 5 (2024)	67%	100%
Grade 6 (2023)	67%	70%
Grade 7 (2022)	82%	80%
Grade 8 (2021)		89%
Grade 9 (2020)		56%
Grade 10 (2019)		56%

## STAR MATH TEST RESULTS

Grade (Year)	Spring 2015	Spring 2016
Grade 1 (2028)		
Grade 2 (2027)		40%
Grade 3 (2026)	46%	58%
Grade 4 (2025)	50%	72%
Grade 5 (2024)	57%	62%
Grade 6 (2023)	56%	66%
Grade 7 (2022)	55%	90%
Grade 8 (2021)		69%
Grade 9 (2020)		89%
Grade 10 (2019)		54%

Observations:

- Using results of the assessments, Chelsea teachers are able to specifically identify specific reading and math skills and areas of challenges to target appropriate instruction and intervention in order to maximize progress for all students.

## Points of Pride 2017

Below are the Early Literacy results for Kindergarten students at Chelsea Public School in the Fall of the 2015-15 school year through to the Fall of the 2016-17 school year.

## STAR EARLY LITERACY RESULTS

## Kindergarten

Results are percentage of students at each grade level that are at the National Percentile Rank of 40<sup>th</sup> percentile or above

	Spring 2015	Spring 2016
Kindergarten	63%	60%

Observations:

- Using the results of the Star Early Literacy assessment, teachers are able to specifically identify areas of need for individual students, groups of students and classes of students in order to target appropriate instruction.
- Chelsea Kindergarten students made great progress between the Fall and Spring screening periods.

## SCHOLASTIC APTITUDE TEST

### Class of 2016 vs. Nation

The Scholastic Aptitude Test (SAT) is administered by the College Board to high school juniors and seniors who intend on applying to college. It must be noted that all students, even some college bound students, do not choose to take this test so it should not be construed to reflect the performance of an entire school population.

The College Board offers guidelines on the appropriate use of SAT scores, and notes that most College Board tests are taken only by particular groups of self-selected students. The results are important indicators in predicting college success for individual students. It is not a curriculum based achievement test, and is limited in that it does not measure work habits, enthusiasm, desires, study skills, responsibility, creativity, artistic ability, musical talent, leadership skills, interest, motivation, perseverance, initiative or character.

College Board SAT results are outlined in the SAT-I Profile sent to high schools in the early fall. The scores sent to each participating high school reflect each senior's most recent SAT-I Scores. If a student takes the SAT-I as a junior and never takes it again, that junior SAT-I score become his/her most recent SAT-I score as a senior and is included in the totals provided to the school.

The SAT assesses reading, writing and mathematical reasoning skills. These skills are developed over time both in and outside of the classroom. Therefore, SAT scores are useful in making decisions about an individual student's linguistic and mathematical abilities, and in assessing academic preparation. However, using these scores in aggregate form as a single measure to evaluate or rate schools, teachers, districts, or states is invalid because they do not include all students.

Furthermore, the College Board stresses that in looking at average SAT scores the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors, and others which are less apparent, may have a significant influence on average test scores.

Average SAT scores, along with many other indicators of quality, may be analyzed over time to reveal trends regarding the academic preparation of students who take the test. A careful examination of all these factors, as well as conditions impinging on the educational process, such as pupil teacher ratios, adequate classroom space, and expenditures are also important.

#### Class of 2016

	<b>Chelsea</b>	<b>Nation</b>
Reading	533	<b>494</b>
Math	509	<b>508</b>
Writing	505	<b>482</b>

#### Observations:

- Chelsea High School students scored above the national average on the SAT in reading, math and writing.
- Results were significantly higher than the national average in reading and writing.

## STATE ASSESSMENT PROGRAMS

### Smarter Balanced/New England Common Assessment Program Grades 3-8, and 11

The Smarter Balanced Assessment Program (SBAC) tests are administered to students in Vermont and 22 other states as part of each state's statewide assessment program. SBAC test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system under Every Child Achieves Act. More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

SBAC tests in reading and mathematics are administered to students in grades 3 through 8, writing tests are administered to students in grades 5, 8 and 11. The New England Common Assessment Program (NECAP) science assessments are administered to students in grades 4, 8 and 11. Both SBAC and the NECAP tests are intended to evaluate how well students and schools are achieving in relation to the Common Core Standards in Reading and Mathematics and Next Generation Science Standards (NGSS). SBAC/NECAP results can be used, along with other assessments and measures, to identify students' strengths and weaknesses. SBAC/NECAP is only one indicator of student performance and should not be used as the sole indicator for referring students to special education, promotion, retention, or graduation decisions.

*Source: New England Common Assessment Program Guide to Using the NECAP Reports and Smarter Balanced Consortium website.*

## SBAC – ASSESSMENT RESULTS – GRADES 3-11

### English Language Arts (ELA) – Proficient & Above

Grade	Vermont	Chelsea
3	53	50
4	54	25
5	58	33
6	56	73
7	58	54
8	59	78
11	57	27

### ELA – Proficient & Above Change from 2014 to 2015

Grade	Chelsea 2014-2015	Chelsea 2015-2016
3-4	50	25
4-5	27	33
5-6	54	73
6-7	33	54
7-8	71	78

Source: Vermont Agency of Education Website

### Observations:

- With small class sizes, teachers are able to analyze SBAC Test scores and tailor reading instruction to help students meet grade level expectations.
- For the spring 2016 English Language Arts Assessments, students at Grades 6 and 8 scored above state averages for proficient or above.
- Over a two year period, the percentage of students scoring proficient or higher increased at grades 6 through grade 8 on the statewide ELA assessments.

**ELA Subgroup Summary\*:** The following disaggregate data was found on the *Vermont Agency of Education website* for Chelsea Public School:

Grade	Disaggregate	Group	Test	% Prof.
3	Gender	Female	ELA	67
3	Gender	Male	ELA	25
4	Gender	Female	ELA	33
4	Gender	Male	ELA	20
5	Gender	Female	ELA	40
5	Gender	Male	ELA	29
6	Gender	Female	ELA	100

## Points of Pride 2017

6	Gender	Male	ELA	50
7	Gender	Female	ELA	100
7	Gender	Male	ELA	25
8	Gender	Female	ELA	100
8	Gender	Male	ELA	60
11	Gender	Female	ELA	33
11	Gender	Male	ELA	20

\*No other subgroup data found on the *Vermont Agency of Education website*. No data is available for subgroups with less than 40 students.

**Two Year Data Trends:** Two year data trends show gains at grade 5 through grade 8 on the ELA Assessment. Declines were noted at grade 4 and grade 11.

**Adequate Yearly Progress (AYP):** The Vermont Agency of Education did not provide a decision for Chelsea Public School for reading due to having less than 40 students in the index.

**Academic Indicator:** Chelsea Public School met the graduation rate requirements.

**Participation:** Chelsea Public School met all participation requirements.

**Students Not Tested:** There was one (1) non- participant in the English Language Arts assessment of SBAC.

*Source: Vermont Agency of Education Website*

**Math – Proficient & Above**

Grade	Vermont	Chelsea
3	56	50
4	50	38
5	43	67
6	41	64
7	46	54
8	44	67
11	38	9

**Math – Proficient & Above Change from 2014 to 2015**

Grade	Chelsea 2014-2015	Chelsea 2015-2016
3-4	50	38
4-5	45	67
5-6	75	64
6-7	27	54
7-8	71	67

*Source: Vermont Agency of Education Website*

## Points of Pride 2017

Observations:

- With small class sizes, teachers are able to analyze SBAC Test scores and tailor math instruction to help students meet grade level expectations.
- For the spring 2016 Math Assessments, Chelsea Public School scored at or above the state average in math proficiency grade 5 through grade 8.
- Over a two year period, the percentage of students scoring proficient or higher increased at grade 5, grade 6 and grade 7 on the statewide Math assessments.

**Math Subgroup Summary:** The following disaggregate data was found on the *Vermont Agency of Education website* for Chelsea Public School:

Grade	Disaggregate	Group	Test	% Prof.
3	Gender	Female	Math	50
3	Gender	Male	Math	50
4	Gender	Female	Math	67
4	Gender	Male	Math	20
5	Gender	Female	Math	60
5	Gender	Male	Math	71
6	Gender	Female	Math	100
6	Gender	Male	Math	33
7	Gender	Female	Math	80
7	Gender	Male	Math	38
8	Gender	Female	Math	100
8	Gender	Male	Math	40
11	Gender	Female	Math	0
11	Gender	Male	Math	20

\*No other subgroup data found on the *Vermont Agency of Education website*. No data is available for subgroups with less than 40 students.

**Two Year Data Trends:** Two year trends show gains at grade 5 through grade 7 on the Math Assessment. Declines were noted at grades 4, 8 and 11.

**Adequate Yearly Progress (AYP):** The Vermont Agency of Education did not provide a decision for Chelsea Public School for math due to having less than 40 students in the index.

**Academic Indicator:** Chelsea Public School met the graduation rate requirements.

**Participation:** Chelsea Public School met all participation requirements.

**Students Not Tested:** There was one (1) non-participant in the mathematics assessment of SBAC.

*Source: Vermont Agency of Education Website*

## NECAP – SCIENCE TEST RESULTS – GRADES 4, 8, 11

### NECAP Science (Grades 4, 8, 11)

Grade Spring	Chelsea Public School % Proficient/Above (test year data)				State % Proficient/Above (test Year Data)			
	2013	2014	2015	2016	2013	2014	2015	2016
4		27	27	38		43	46	47
8	36	11	32	0	48	26	24	22
11	27	5	24	0	33	30	32	29

Source: Vermont Agency of Education Website

### Observations:

- Using results of the assessment, Chelsea teachers are able to identify science skill deficiencies of students as well as target appropriate support services.
- Chelsea students at grades 4, 8, and 11 scored below state proficiency averages on the science assessment. Most of the Chelsea students scored in the partially proficient range of the science assessment (i.e. 62% at grade 4; 100% at grade 8; and 42% at grade 11).

## PRIMARY OBSERVATION ASSESSMENT (POA)

The Primary Observation Assessment is a literacy assessment given three times a year to students in kindergarten, grade 1, and grade 2. Students’ literacy skills are individually assessed each fall, mid year and in the spring. The assessment looks at a student’s: phonological awareness, concepts about books, letter identification, word reading, writing vocabulary, spelling and instructional reading level.

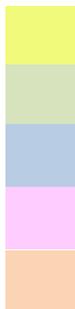
The POA allows us to determine what each particular child knows in order to take him/her to a higher level of learning and not waste time teaching what has already been learned. The POA also allows teachers to monitor change over time and follow individual, class and school progress as it meets local, state and national standards, ensuring teachers are supporting every child in working to his/her highest potential.

**POA Assessment Results**

Assessment	Spring 2014			Spring 2015			Spring 2016		
	K	1	2	87%	59%	NA	K	1	2
Writing Vocabulary	54%	67%	NA	75%	68%	NA	100%	55%	NA
Sentence Dictation	54%	67%	NA	100%	77%	NA	100%	78%	NA
Concepts of Print	83%	67%	NA	100%	64%	NA	100%	88%	NA
Letter Identification	79%	100%	NA	50%	64%	100%	100%	89%	NA
Text Level	30%	83%	54%	75%	41%	NA	67%	55%	87%
Word Test	46%	75%	NA	NA	37%	64%	87%	55%	NA
Paragraph Write	NA	67%	90%	87%	59%	NA	NA	45%	56%

Observations:

- Class of 2024
- Class of 2025
- Class of 2026
- Class of 2027
- Class of 2028



- ◆ Teachers reflect on POA results each trimester and use the information to guide decisions around support services, literacy groupings, and to evaluate of programming for individual students and curriculum.

## REPORT ON TECHNOLOGY

Equitable distribution of equipment and resources continues to be a critical goal in the area of computer technology. At the middle and high level, computers are available in library/media center as well as in the middle school/high school computer lab. All high school students are participating in our 1:1 program where each student is assigned an iPad that they can utilize throughout the school year to aid in their work and access to technology. There are additional iPads available to all in the library as an additional resource available on a check-out basis. At the elementary level, computers are available for student use in the library/media center as well as in the elementary school computer/reading room. In addition to these fixed areas, the elementary level also has direct access to fifteen laptops and twenty Chromebooks dedicated to the elementary level. Middle school students also have access to thirty Chromebooks for their use. Additionally, the library has ten Chromebooks available for general use as needed.

Contracted IT support through WRVSU maintains the school's technology infrastructure. Faculty and staff are provided ongoing instructional training in the use of existing and emerging technologies.

### TECHNOLOGY INVENTORY

◆ Mounted Projectors	18
◆ Portable Projectors	2
◆ SmartBoards	6
◆ Printers	10
◆ Workstations	55
◆ Laptops	35
◆ ChromeBooks	60
◆ iPads	64
◆ Wireless Access Points	19

## LIBRARY MEDIA COLLECTIONS

A certified Library Media Specialist provides professional services K-12.

### **Chelsea School Library**

**Open:** 8am - 4pm M-F (during 180 school days)

**Personnel:** 1 full-time professional librarian (MLS & K-12, Certification)

**Website:** [www.chelseaschoolvt.org](http://www.chelseaschoolvt.org) Choose the LIBRARY tab (24/7 availability)

**Automation vendor:** Follett Destiny & WebPath Express

#### **Collection totals:**

Books 10,985

Video 541

Audio 27

Periodical subscriptions 22

Database and electronic subscriptions 24

#### **Use Statistics:**

Annual Circulation: Books & Video 4184

Inter-library Loans borrowed: 204/yr

Reference Questions: 50/wk

Weekly Census: 306 patrons

Weekly Computer Use: 150 patrons

#### **Class Instruction Schedule Weekly :**

K-5 Library class

Grade 1-2 Technology classes daily

High School Learning Block

Middle School (7-8) Digital Citizenship

Middle School (6-7) Website Exploration

High School ipad and chromebook training /updating

Everybody WINS Vermont: Reading mentor program grades 3-5

Technology Training: Staff, community members, students

#### **Equipment available:**

Public Computer Stations: 6

Circulation Desk Station: Desktop 1

Chromebooks: 6

Laptop: 1 (Staff)

iPad: 1:1 initiative HS (22)

Portable Projector screen: 2

iPad: 20 circulating

Digital cameras: 2

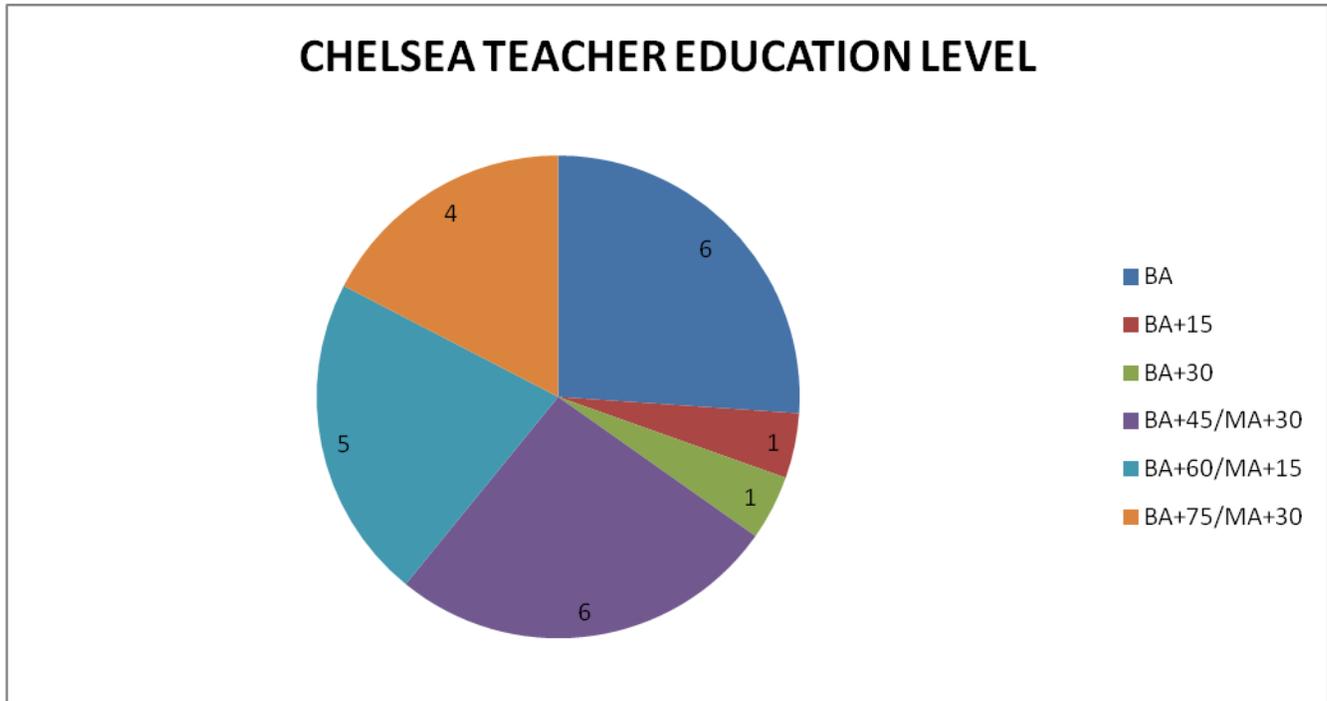
Kindles: 10

MP3 players: 5

1 Voice Microphone (iRig)

Document Camera: 1

## EDUCATIONAL LEVEL OF PROFESSIONAL STAFF



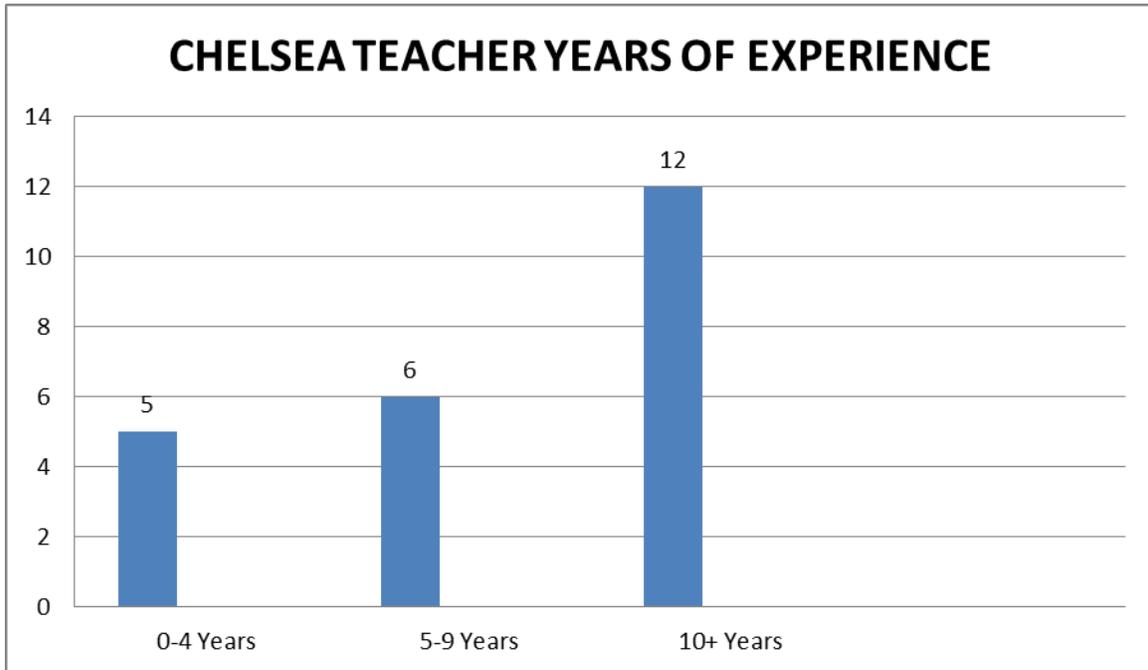
Numbers of Staff at each Educational Level:

Bachelor's	6 staff members	Master's	6 staff members
Bachelor's+15	1 staff members	Master's+15	5 staff members
Bachelor's+30	1 staff member	Master's+30	4 staff member

### Observations:

- The faculty of the Chelsea Public School is a community of learners. They continue their own education by earning advanced degrees, attending professional development workshops and conferences, and participating in in-service training.
- 67% hold Master's degrees. 33% are at Bachelor's degree.
- We are proud of our well-educated faculty who demonstrate that they value learning.

## EXPERIENCE LEVEL OF PROFESSIONAL STAFF



### Observations:

- Approximately 79% of Chelsea Public School teachers have five or more years of classroom teaching experience. An experienced staff is an invaluable asset when they work collaboratively as mentors and cooperating teachers for those who are new to the profession or the district.
- The balance in the years of experience of the faculty provides an ideal learning environment to suit the needs of the students and their diverse learning styles.

## TEACHER QUALITY INFORMATION

### Highly Qualified Teacher Information

<b>Ratio</b>	<b>Chelsea</b>	<b>Supervisory Union</b>	<b>State of Vermont</b>
Student to Teacher	11.21	9.52	10.45
Teacher to Admin.	17.21	9.51	9.40
Student to Admin.	193	90.55	98.26
Ave. Teacher Salary	\$48,697.51	\$49,037.37	\$57,062.61

*Source: Vermont School Report 2015-2016*

### School Highly Qualified Teacher and Emergency Licensure Data

<b>HQT and Emergency Licensure</b>	<b>Chelsea Public School</b>
# of classes not taught by HQT Teach/Core Total	4.5/60
% if core academic not taught by HQT Teacher	7.50%
# of Teachers with Emergency Certification/Total	0/20
% of Teachers with Emergency Certification	0%

*Source: Vermont Agency of Education 2014-15 School HQT and Emergency Licensure Data*

## SCHOOL POSITION CLASSIFICATIONS

- **Teacher:** Is a person who provides education to students. The role of teacher is often formal and is carried out at a school or other place of formal education.
- **Principal:** Head administrator of the school.
- **Superintendent:** Highest executive or administrator of a school district or group of public schools. Superintendents report directly to the school board, a body of elected advisors who make decisions about schools.
- **Custodian:** Person responsible for general maintenance and cleaning.
- **Paraeducator:** A teacher's assistant generally to support special education or special needs.
- **Administrative Assistant:** Person whose task is to assist the principal with the day-to-day affairs of the school.
- **Registrar:** Person whose task it is to assist the principal in maintaining student personal and academic records, issues reports of grades, and processes new students. In addition this person is responsible for processing invoices, submitting state census reports and supporting the supervisory union's business department with financial recordkeeping of the school.
- **Student Support Specialist:** Person whose task is to provide academic and behavioral support and remediation to students. Additionally, the person is charged in supporting teachers with student behavioral support services as needed.
- **Athletic Director:** Is an administrator who oversees the work of coaches and related staff involved in elementary, middle and high school athletic programs.
- **School Nurse:** Is a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. The school nurse facilitates positive responses to normal human development; promotes health and safety in the school environment; intervenes with actual and potential health problems; provides case management services; and actively collaborates with others to build student and family capacity for adaptation, self-care, self-advocacy, and learning.
- **School Counselor:** Is a specialized position that provides a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. The school counselor is a professional school advocate, who provides support to maximize student potential and academic achievement. In partnership with other teachers, parents, and the community, the school counselor facilitates the support system to ensure all students have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.
- **Librarian:** The primary purpose of the school librarian is to support students, teachers, and the curriculum of the school. The librarian is charged with the presentation, storage, and retrieval of information and acquires and deals with resources in a wide variety of formats and settings.
- **Speech and Language (OWSU):** This specialist position provides diagnostic, remedial and consultative services for elementary, middle and high school age students with communicative disorders.
- **Kitchen Manager:** This position is responsible for overseeing the entire operations of the food service program. A kitchen manager is responsible for ensuring that the kitchen meets all state/federal health and safety requirements as mandated by law.

## Points of Pride 2017

- **Kitchen Assistant:** supports the kitchen manager in the day-to-day operations of the food service program.
- **Head of Maintenance:** This position is responsible for overseeing the cleaning and maintenance to the facilities and grounds. The primary function is to keep the premises functioning, safe, efficient, and attractive.
- **Certified Occupational Therapist (OWSU):** An allied health professional who evaluates a student's abilities, directs a student's participation in selected tasks to restore, reinforce, and enhance performance; facilitates learning of skills and functions essential for adaptation and productivity; diminishes or corrects disorders; and promotes and maintains health.
- **Farm-to-School Coordinator (Grant Funded):** This position is responsible for the oversight of farm-to-school activities, K-12 programming, and outreach.

## The Chelsea School

We find, if we look closely at their rhymes  
They had strange ways in Chelsea's early times  
They made their roads upon the highest hills  
Where brooks were smallest, there they build their mills  
Where soil was poorest, there they made their farms  
As if the hardest way had greatest charms  
No woodstove warmed their Sunday meeting place  
No fire they had except the fire of grace

Eighteen little schools, one small room each  
Where farmers' children they did try to teach  
Just how to read and write and deal with numbers  
A ruler's slap would end a student's slumbers  
Boys and girls, each had their busy season  
And might be called away for any reason  
Chores for most were always front and center  
And some those little schoolyards rarely entered

Bravely, little district schools held out  
Though one by one their stoves were going out  
In 1852 the folks decreed:  
A modern hall of learning was their need  
An academy to carry out their mission  
All paid for by a county-wide tuition  
Most courses could be taken for a dollar  
And attendance was expected of each scholar!

Thoughtful, clean, obedient and wise  
Grew the students under Chelsea skies  
Botany, Geography and Greek,  
French and Latin parents heard them speak  
Music played and sporting orbs took flight  
And everyone was called on to recite  
But the old academy that served so well  
One day would cease the ringing of its bell

In 1912 the cornerstone was set  
For what would be the grandest schoolhouse yet  
An architect from far away designed it  
Tall and wide with room to grow behind it  
To some it seemed a church without a steeple  
And some a barn for cows and not for people!  
The whole town turned out to dedicate it  
Heard the speeches, cut the cake and ate it

Now Chelsea has few famous sons or daughters  
Our name isn't sung across the waters  
But we have had our moments and its glory  
Our trophy case can tell a happy story  
Champion baseballs boys and girls' lacrosse –  
Go Red Devils! Show 'em who's the boss!  
Forensics shows another breed of fighters  
And not to mention we've got great young writers!

Some ways are gone, but others may outlast us  
Perhaps because the interstate bypassed us  
Woods and fields are where we feel alive  
And county fairs and kitchen junkets thrive  
Where friendships like our families have grown  
And even city cousins call it 'home'  
As sure as Chelsea's always had two greens  
This little town will fill our sweetest dreams

Written by Pete Sutherland, 2013

## COMMUNITY PROFILE

### Chelsea, Vermont...

The town of Chelsea was settled 1784. A unique feature of Chelsea is the two commons, or greens, as they were called in the early history of the town. The North Common dates back to 1795 when the town purchased "a piece of land for a public parade," paying five pounds, English money. In 1802, a prominent early citizen of the town gave land for a "new common" upon which to erect a court house and jail which, when cleared, became the South Common.

Chelsea is located near the center of Orange County and in 1795 it was designated as the seat of the county government, thus becoming the "Shire Town," an old English term. The Court House that stands at the head of the South Common was built in 1847, on nearly the same site as the earlier court house. In 1796, a first jail was erected on nearly the same site as the present one, which was built in 1864. A Congregational Society was organized in Chelsea in 1789. In 1813, the group completed construction of their church that stands at the head of the North Common.

Education was an early priority in New England towns and Chelsea was no exception. Within ten years of settlement, the town had erected a school house in the village. In the early 1800s when the local population reached its peak of nearly 2,000 inhabitants, the town was divided into 18 school districts and had 17 district schools. There was a Chelsea Academy, 1851-1870, and from this evolved the Chelsea High School. Today, all students K-12 are taught at the village school located near the South Common.

Chelsea has received considerable positive recognition for its twin commons and its fine old buildings, some dating prior to 1800. Most of the brick buildings were built in the period of 1820-1835 with the exception of the Town Hall, which was dedicated in 1894. The local Historical Society was instrumental in establishing a Chelsea Village Historical District. In late 1983, the society was notified that the local Historical District, encompassing nearly all of the central part of the village, has been officially entered into the Register of Historic Places in Washington, DC.

There is a strong sense of community that is demonstrated by broad participation in numerous service, recreational organizations and civic involvement. Family activities, including school sports programs are well supported. Residents take an active role in the school, which has a total enrollment of 186 students (as of 9/22/2016) in grades pre-kindergarten through twelve. The school provides a challenging academic program around its motto of "Learning, Community, Respect."

While Chelsea's charm is its rural character and geography, its location is in close proximity to northern New England's best cultural and recreational areas, in combination with its own charm and amenities, make it one of the most desirable areas in central Vermont.

*Source: Official Website of the Town of Chelsea, Vermont, USA*

**CHELSEA-FACTS AT A GLANCE**

<b>Land Area.....</b>	<b>39.9 Square Miles</b>
<b>Chartered.....</b>	<b>1781</b>
<b>County.....</b>	<b>Orange</b>
<b>Population (2010).....</b>	<b>1,238</b>
<b>Median Income (2013).....</b>	<b>\$40,856.00</b>
<b>Total Households.....</b>	<b>695</b>
<b>Percent of Population under Age 18.....</b>	<b>25.1%</b>
<b>Government .....</b>	<b>Town Selectboard</b>

SUMMARY

Our school will continue to strive towards providing all of our students with the skills and attitudes necessary to achieve their potentials. As future citizens they must learn to think critically and creatively to solve problems, make decisions, communicate clearly, respect individual rights, assume responsibilities and appreciate that learning is a life-long process.

In order for us to accomplish this mission, we must continue to review, evaluate and analyze our programs, curriculum, instructional methods, evaluation strategy and expectations. To that end, we must view our ability to deliver services and the performance of our students with a consistent and critical eye.

We are very pleased with the large number of positive performance indicators identified on the previous pages. We are also aware of areas that indicate to us that we need to examine what services and delivery systems we provide to our students. The indicators contained in this report provide a picture in time of our district operation for both inputs and outputs. The data will help us with our continuous and ongoing planning in developing a truly outstanding educational experience for all of our children.

Mark A. Blount  
Principal

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