

## Annual Report of Student Performance Results

## WARREN ELEMENTARY SCHOOL GENERAL INFORMATION 2005 - 2006 School Year

### Introduction

How do our students measure up? Can they meet challenging state and national standards for student performance? What are we doing to improve the results? What do we know about their health and social well being? This information in this Report is intended to help answer some of these questions.

For the last several years, students in grades 2 and 4 have been tested annually using tests provided by the State of Vermont Department of Education; the results of these assessments were used to determine whether schools were making adequate yearly progress under the provisions of the "No Child Left Behind" law.

In 2004, the Department of Education introduced a new set of tests developed by the New England Common Assessment Program. The tests were piloted in the fall of 2004; In October 2005, they were given statewide to all students starting in grade 2. As the NECAP tests were designed to replace the other tests used in previous years (including the SAT-9 tests), no statewide testing was done in the spring of 2005, and therefore, we have no new data to report for that year. The results of the October 2005 NECAP tests are included in this section. The tests were given again in October 2006; those results will not be available until March, 2007.

As a matter of interest, we are reporting the results from previous years. For each group and each test, we show the percent of students who met or exceeded the performance standard each year, so you can see how this year's second grade compares to last year's, etc. Note that in small school populations, classes can vary greatly in their size, gender balance, academic aptitude and special needs.

Our reporting format also lets you track the progress of each class as it moves through the grades. Note however that the scores reported are from different tests with different standards and different approaches, so the data are only roughly comparable. Also, since each class may change as it progresses through the grades when individual students enter or leave the class, we report the number of students who took the test.

We use the information we get from these assessments to improve what we teach. We are careful to avoid over-reliance on test data, however. The results of a group test show only one part of the picture of an individual student's work and potential.

We hope you will read the descriptions of the various assessments used, and consider the limits of their usefulness.

	Warren	Vermont
<b>Average Class Size</b>		
Kindergarten	15	
Grades 1-6	16	16.0*
<b>Total Enrollment</b>		
Pre-K-Grade 6	143	
<b>Special Services % of total enrollment</b>		
Students with Individualized Educational Plans	9.1%	14.3%*
504 Plans	2.1%	
Title 1 Support	30.8%	
<b>Staff</b>		
Professional Teachers	13.7*	
Administrator	1	
Secretary	1	
Student/Teacher Ratio	10.4*	11.3*
<b>Professional Teachers' Salary</b>		
Average Salary	\$ 45,218*	\$ 45,609*
<b>Length of School Year</b>		
Student Days	180	
Teacher Days	190	
<b>Length of School Day</b>		
Kindergarten	3.0 hours	
Grades 1-6	7.0 hours	6.5 hours*
<b>Education Spending per Equalized Pupil PK-12</b>		
FY 2006	\$ 9,975*	\$ 9,808*
FY 2007	\$10,769*	\$10,464*

\* VT Dept Education

## INFORMATION ABOUT THE HEALTH & SOCIAL WELL-BEING OF CHILDREN IN WARREN

Source: VT Dept Education School Report

Warren Elementary School	Warren	Vermont
Students eligible for Free or Reduced Lunch	21%	29%
Families eligible for Food Stamps	2.1%	10.8%
Adjusted Gross Income per exemption (2004)	\$25,917	\$21,676
Median Family Income (for Joint & Head of Household)	\$59,777	\$50,396
Adults in Warren with at least some Post-secondary education (2000 data)	73%	54%
Attendance Rate in 2003-2004	95.3%	--- %
Joint & HOH returns less than \$75,000 (2004)	61.9%	72.6%

Other Washington West Communities	Fayston	Waits-field	More-town	Thatcher Brook
Students eligible for Free or Reduced Lunch:	12%	16%	17%	28%
Families eligible for Food Stamps:	0.5%	3.2%	1.3%	5.8%
Adjusted Gross Income (2003)	\$26,199	\$24,830	\$22,606	\$24,736
Median Family Income	\$63,872	\$59,211	\$56,245	\$59,927
Adults with at least some Post-secondary education	80%	72%	58%	61%
Joint & HOH Returns less than \$75,000	62.1%	65.9%	71.1%	63.8%

## ASSESSMENT OF STUDENT PERFORMANCE

### New England Common Assessment Program (NECAP)

The New England Common Assessment Program (NECAP) is the result of collaboration among the states of Vermont, New Hampshire, and Rhode Island. The three states created common grade level expectations (GLE), and developed the NECAP to assess students' success in meeting those expectations.

NECAP consists of reading and mathematics assessments in grades 3 through 8 and 11, as well as writing assessments at grades 5, 8, and 11. Tests include multiple-choice, short-answer, constructed-response, and extended-response items.

In October, 2005, students were tested on the previous year's learning – third graders, for example, were tested on grade 2 expectations. The scores are reported with four levels: Proficient (Level 3) and Proficient with Distinction (4), Partially Proficient (2), and Substantially Below Proficient (1). We report the percent of students who achieved Proficiency (Levels 3 and 4).

Students took the NECAPs again in 2006; the results of that testing are also included here.

### The Vermont Developmental Reading Assessment

The DRA is an individually administered standards-based reading assessment given at the end of grade 2. It involves students reading and retelling selected short books. Teachers administer the assessment using uniform procedures, scoring the accuracy of students' oral reading, as well as their comprehension. Teachers determine the highest range of text difficulty at which students read with both acceptable accuracy and comprehension. The tables show the percent of students who met or exceeded the performance standard.

### The New Standards Reference Exams

These exams were last given in the spring of 2004. How well can 4<sup>th</sup> graders meet the national standards in Mathematics? The NSRE provides a partial answer. A standards-based test, it includes both multiple-choice questions, and questions in which a student is required to provide the solutions to problems. It is administered in three separate 50 minute sittings to all students in grades 4 (and 8 and 10), assessing their accumulated knowledge and understanding of mathematical skills, concepts, and the ability to solve problems. Although the test is given to 4<sup>th</sup> graders, the results indicate the overall effectiveness of the K-4 math program.

Similarly, the English Language Arts NSRE seeks to determine how well 4<sup>th</sup> graders can meet very high academic standards in reading and language arts. Administered to 4<sup>th</sup> graders (as well as 8<sup>th</sup> and 10<sup>th</sup> graders), it assesses their ability to comprehend and analyze different kinds of texts, including multiple-choice questions and

open-ended responses. It also measures *writing effectiveness* based on two writing assignments, and knowledge and use of conventional grammar, usage and punctuation, based on multiple-choice editing questions and a scoring of their written response.

### The Vermont Science Assessment

The VSA was administered to 6<sup>th</sup> graders in 1998 and 1999 to assess the students' accumulated knowledge and understanding of science. No assessment was done in 2000. It has been replaced by the VT PASS assessment, which was administered to 5<sup>th</sup> graders statewide in December 2001 and again in the 2002-3 school year.

### "No Child Left Behind"

Following the requirements of the federal program, the Vermont Department of Education monitors each school's yearly progress as measured on the Developmental Reading Assessment and the New Standards Reference Exams in Language Arts and Math. The Warren School has made "adequate yearly progress" in all areas, based on two-year averages of those scores. The "Annual Measurable Objective" target score for Vermont schools is 403 in Language Arts and 390 in Mathematics; Warren students averaged 471 and 457 respectively.

## Writing Achievement

The table below shows the percentage of students who achieved the standards on statewide writing assessments including the New Standards Reference Exams given in grade 4, and the NECAP assessments given at the beginning of grade 5. Each data box includes the year the test was given, and the number of students who took the test – note that small changes in the population can affect the results. We also report the state average scores where available.

Read ACROSS to compare the scores on an exam over the years;  
read DOWN to see the progress of one class through the grades.

		Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
4	NSRE Effective- ness	2002 21 st 95% State: 57%	2003 18 st 84% State: 60%	2004 25 st 92% State: 71%	2005 No testing	
4	NSRE Conven- tions	2002 21 st 81% State: 60%	2003 18 st 73% State: 62%	2004 25 st 84% State: 63%	2005 No testing	
4	NECAP Total Writing				2005 18 st 84% State: 51%	2006 18 st 94% State:

## Reading Achievement

The table below shows the percentage of students who achieved the standards in reading over a seven year period ending in 2006 on the VT Developmental Reading Assessment given in grade 2, the New Standards Reference Exams given in grade 4, and the New England Common Assessment Program for grades 2, 3, 4, 5 and 6.

Each data box includes the year the test was given, and the number of students who took the test – note that small changes in the population can affect the results. We also report the state average scores where available.

Read ACROSS to compare the scores on an exam over the years;  
read DOWN to see the progress of one class through the grades

		Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
2	DRA Reading	2000 25 st 88% State: 76%	2001 23 st 67% State: 78%	2002 24 st 83% State: 81%	2003 23 st 96% State: 82%	2004 20 st 95% State: 82%	2005 10 st 90% State: 83%	2006 10 st 80% State: 85%
2	NECAP Reading						2005 10 st 80% State: 69%	2006 10 st 80% State: %
3	NECAP Reading					2005 20 st 95% State: 69%	2006 11 st 91% State: --%	
4	NSRE Basic un- derstand	2002 21 st 95% State: 80%	2003 18 st 94% State: 80%	2004 25 st 100% State: 81%				
4	NSRE Analysis/ Interpret	2002 21 st 72% State: 67%	2003 18 st 72% State: 70%	2004 25 st 92% State: 70%				
4	NECAP Reading					2005 18 st 67% State: 66%	2006 18 st 100% State: --%	
5	NECAP Reading				2005 20 st 96% State: 66%	2006 20 st 70% State: --%		
6	NECAP Reading		2005 17 st 83% State: 66%	2006 25 st 96% State: --%				

# Math Achievement

The table below shows the percentage of students who achieved the standards in mathematics over a six year period ending in 2006, on the New Standards Reference Exams given in grade 4, and the New England Common Assessment Program for grades 2, 3, 4, 5 and 6..

Each data box includes the year the test was given, and the number of students who took the test – note that small changes in the population can affect the results. We also report the state average scores where available.

Read ACROSS to compare the scores on an exam over the years;  
read DOWN to see the progress of one class through the grades.

		Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
2	NECAP Math						2005 10 st 60% VT: 65%	2006 10 st 80% VT: --%
3	NECAP Math					2005 20 st 75% VT: 64%	2006 11 st 91% VT: ---	
4	NSRE Math Skills	2002 21 st 100% VT: 71%	2003 18 st 77% VT: 73%	2004 25 st 96% VT: 75%				
4	NSRE Math Concepts	2002 21 st 67% VT: 42%	2003 18 st 55% VT: 46%	2004 25 st 56% VT: 52%				
4	NSRE Problem Solving	2002 21 st 33% VT: 32%	2003 18 st 61% VT: 41%	2004 25 st 68% VT: 52%				
4	NECAP Math				2005 18 st 78% VT: 64%	2006 18 st 100% VT: ---%		
5	NECAP Math			2005 23 st 100% VT: 64%	2006 18 st 85% VT: ---%			
6	NECAP Math		2005 17 st 65% VT: 64%	2006 25 st 92% VT: ---%				

## Warren School Improvement Action Plan October, 2006

The original plan was written in the summer and fall of 1998 by a committee of teachers, board members, and parents. It was updated in December 2000, and revised and updated in the fall of 2002, 2003, 2004 2005, and again in 2006. The plan sets goals for improving student achievement.

1. Improve students' opportunities to learn the Vermont Grade Level Expectations in Math and Science.
 

Teachers will continue their in-depth study of the Vermont Grade Level Expectations, deepening their familiarity and understanding in order to provide effective instruction that will enable all students to achieve those expectations.

They will also increase their use of formative assessments to identify areas where students need more instruction and support.
2. Continue work on Local Assessment Plans
 

As specified in the Vermont School Quality standards, develop a local comprehensive assessment system that:

  - is aligned with the Framework,
  - is consistent with the VT Comprehensive Assessment System,
  - enables decisions to be made about instruction, professional development, and educational resources and curriculum, and employs a balance of classroom-based and school-level assessments.
3. Improve the social climate of the school for students.
 

Complete the process of implementing the Responsive Classroom program initiated in 2005. Students' academic achievement benefits from a stronger social curriculum in a safe, challenging and joyful school, with a school-wide climate of respect and caring, where children learn useful social skills. Year two will focus on school-wide rules & logical consequences, and academic choice.
4. Adapt to declining enrollment, maintaining program quality.