

Annual Report of Student Performance Results

WARREN ELEMENTARY SCHOOL GENERAL INFORMATION 2007 - 2008 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, 2006, 2007, and 2008 NECAP tests are included in this section.

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 |
|---|------------|------------|
| Average Class Size | | |
| Kindergarten | 22 | |
| Grades 1-6 | 17.7 | 16.0* |
| Total Enrollment | | |
| Pre-K-Grade 6 | 158 | |
| Special Services % of total enrollment | | |
| Students with Individualized Educational Plans | 10.1% | 14.9%* |
| 504 Plans | 2.5% | |
| Title 1 Support | 25.3% | |
| Staff | | |
| Professional Teachers | 13.2 | |
| Administrator | 1 | |
| Secretary | 1 | |
| Student/Teacher Ratio | 12.7 | 11.1* |
| Professional Teachers' Salary | | |
| Average Salary | \$ 48,261* | \$ 49,521* |
| Length of School Year | | |
| Student Days | 180 | |
| Teacher Days | 190 | |
| Length of School Day | | |
| Kindergarten | 3.0 hours | |
| Grades 1-6 | 7.0 hours | 6.5 hours* |
| Education Spending per Equalized Pupil PK-12 | | |
| FY 2007 | \$10,769 | \$10,464 |
| FY 2008 | \$10,909 | \$11,066 |
| FY 2009 | \$11,881 | \$11,599 |

* 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 | 25% | 29% |
| Families eligible for Food Stamps | 2.1% | 10.8% |
| Adjusted Gross Income per exemption (2005) | \$27,347 | \$22,327 |
| Median Family Income (for Joint & Head of Household) | \$64,111 | \$52,682 |
| Adults in Warren with at least some Post-secondary education (2000 data) | 73% | 54% |
| Attendance Rate in 2005-2006 | 94.6% | --- % |
| Joint & HOH returns less than \$75,000 (2005) | 61.1% | 70.2% |

| Other Washington West Communities | Fayston | Waits-field | More-town | Thatcher Brook |
|--|----------|-------------|-----------|----------------|
| Students eligible for Free or Reduced Lunch: | 9% | 22% | 11% | 19% |
| Families eligible for Food Stamps: | 0.5% | 3.2% | 1.3% | 5.8% |
| Adjusted Gross Income (2005) | \$27,289 | \$26,249 | \$23,739 | \$25,611 |
| Median Family Income | \$68,517 | \$63,198 | \$61,564 | \$64,953 |
| Adults with at least some Post-secondary education | 80% | 72% | 58% | 61% |
| Joint & HOH Returns less than \$75,000 | 55.8% | 62.0% | 66.3% | 59.3% |

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 and in 2007; the results of that testing are also included here.

NECAP Science

After a long hiatus, our students were tested on their knowledge of Science on a new NECAP Science Assessment for fourth graders in the spring of 2008. This assessment was piloted in 2007, but no scores were published. 64% of Warren students met the standard result vs 48% statewide.

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 4th 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 prob-

lems. Although the test is given to 4th graders, the results indicate the overall effectiveness of the K-4 math program.

Similarly, the English Language Arts NSRE seeks to determine how well 4th graders can meet very high academic standards in reading and language arts. Administered to 4th graders (as well as 8th and 10th 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.

“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 435 in Language Arts and 427 in Mathematics; the 2008 Index score for Warren students was 476 in Reading, and 481 in Math.

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 2005 | Class of 2006 | Class of 2007 | Class of 2008 | Class of 2009 | Class of 2010 |
|---|----------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| 4 | NSRE Effective- ness | 2003 18 st 84% VT: 60% | 2004 25 st 92% VT: 71% | | | | |
| 4 | NSRE Conven- tions | 2003 18 st 73% VT: 62% | 2004 25 st 84% VT: 63% | | | | |
| 4 | NECAP Total Writing | | | 2005 18 st 84% VT: 51% | 2006 18 st 94% VT: 50% | 2007 12 st 67% VT: 48% | 2008 10 st 90% VT: 55% |

Reading Achievement

The table below shows the percentage of students who achieved the standards in reading over a seven year period ending in 2008 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 2006 | Class of 2007 | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 |
|---|--------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|-------------------------------|
| 2 | DRA Reading | 2002 24 st 83% VT: 81% | 2003 23 st 96% VT: 82% | 2004 20 st 95% VT: 82% | 2005 10 st 90% VT: 83% | 2006 10 st 80% VT: 85% | 2007 20 st 100% VT: % | 2008 19 st 100% VT: 84% |
| 2 | NECAP Reading | | | | 2005 10 st 80% VT: 69% | 2006 10 st 80% VT: 71% | 2007 20 st 85% VT: 71% | 2008 18 st 89% VT: 71% |
| 3 | NECAP Reading | | | 2005 20 st 95% VT: 69% | 2006 11 st 91% VT: 68% | 2007 11 st 82% VT: 68% | 2008 25 st 84% VT: 69% | |
| 4 | NSRE Basic un- derstand | 2004 25 st 100% VT: 81% | | | | | | |
| 4 | NSRE Analysis/ Interpret | 2004 25 st 92% VT: 70% | | | | | | |
| 4 | NECAP Reading | | 2005 18 st 67% VT: 66% | 2006 18 st 100% VT: 69% | 2007 12 st 92% VT: 68% | 2008 10 st 80% VT: 70% | | |
| 5 | NECAP Reading | 2005 20 st 96% VT: 66% | 2006 20 st 70% VT: 69% | 2007 20 st 100% VT: 72% | 2008 12 st 100% VT: 71% | | | |
| 6 | NECAP Reading | 2006 25 st 96% VT: 67% | 2007 20 st 80% VT: 71% | 2008 22 st 86% VT: 76% | | | | |

Math Achievement

The table below shows the percentage of students who achieved the standards in mathematics over a six year period ending in 2008, 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 2006 | Class of 2007 | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 |
|---|-------------------------|-------------------------------|------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| 2 | NECAP Math | | | | 2005 10 st 60% VT: 65% | 2006 10 st 80% VT: 68% | 2007 20 st 95% VT: 71% | 2008 18 st 94% VT: 66% |
| 3 | NECAP Math | | | 2005 20 st 75% VT: 64% | 2006 11 st 91% VT: 64% | 2007 11 st 73% VT: 62% | 2008 24 st 83% VT: 69% | |
| 4 | NSRE Math Skills | 2004 25 st 96% VT: 75% | | | | | | |
| 4 | NSRE Math Concepts | 2004 25 st 56% VT: 52% | | | | | | |
| 4 | NSRE Problem Solving | 2004 25 st 68% VT: 52% | | | | | | |
| 4 | NECAP Math | | 2005 18 st 78% VT: 64% | 2006 18 st 100% VT: 65% | 2007 12 st 92% VT: 64% | 2008 10 st 70% VT: 68% | | |
| 5 | NECAP Math | 2005 23 st 100% VT: 64% | 2006 20 st 85% VT: 64% | 2007 20 st 100% VT: 66% | 2008 12 st 92% VT: 66% | | | |
| 6 | NECAP Math | 2006 25 st 92% VT: 62% | 2007 20 st 85% VT: 60% | 2008 22 st 86% VT: 63% | | | | |

Warren School Improvement Action Plan 2008-2009

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.

Specific targets for improvement include:

- Reading: Critical reading, analysis and interpretation; understanding text organization.
- Writing: organizing information and maintaining focus, using details, elaborating on important points in written responses
- Math: improve students understanding in areas of Geometry & Measurement, Functions & Algebra, and Data, Statistics
- Science: analyze data from May 2008 NECAP Science assessment, and develop plans for improving science instruction.

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

In collaboration with other WWSU schools, develop and integrate use of formative local assessments in Math and Language Arts across the grades. Change classroom practice to implement assessments, to shape classroom instruction and to improve student learning.

3. Improve the social climate of the school for students.

Reaffirm and sustain commitment to Responsive Classroom program. 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.

4. Address goals set forth in the 2007-2009 Technology Plan

Students will have access to the learning experiences they need in order to be able to learn and practice the technology grade-level expectations, ICT Literacy, and Media literacy.

Students will have access to the technology they need to have an adequate opportunity to learn and practice the technology grade-level expectations, ICT Literacy, and Media literacy

Increase staff skills, resources, and knowledge of options for integrating technology in the mainstream curriculum.