

**Waitsfield Elementary
Report of Student Performance
2008-2009 School Year
(Reported March 2009)**

In 1996, the Vermont Department of Education developed the “Framework of Standards and Learning Opportunities.” In 2004, the standards were refined and are now called grade expectations (GE’s). The GE’s are more specific than were the standards. We are using the GE’s to guide our decisions regarding what needs to be taught at each grade level. If you are interested in seeing the GE’s, you can find a copy on the Vermont Department of Education’s web page or call the school.

Each Vermont school is required to assess student progress and to report to the community. In 2004, all schools in Vermont began using a new assessment program called the New England Common Assessment (NECAP). In addition to the NECAP, we are continuing to administer the Developmental Reading Assessment (DRA) at grade 2. The following chart indicates which assessments are administered by grade level.

Grade ↓ / Area →	Reading	Writing	Math	Science
2 nd DRA	•			
3 rd NECAP	•		•	
4 th NECAP	•		•	•
5 th NECAP	•	•	•	
6 th NECAP	•		•	

Why is it important to assess student progress? Assessing student progress is important for a number of reasons. First, it informs us with regard to our instructional effectiveness. Second, it provides us with specific information to better support the educational needs of individual students. Finally, it is a way for the community to assess its investment in education. If you have any questions or would like to discuss the information in this report, please contact the school and ask for Dr. Richard Schattman, Principal.

2005-2009 Demographic Data							
Total Enrollment (PK-6 grade) at Waitsfield Elementary School (As of January of each year)							
Year	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9
Students	160	171	180	169	166	152	159

Class size is a critical factor relating to the ability of a school for providing instruction in a manner that is individualized and meaningful to all children. At the time of this report, the average class size in grades 1 through 3 is 16 students, and the average class size in grades 4 through 6 is 14 students. These numbers fall within the limits established by the school board. Please refer to the Waitsfield Town School District Report for complete data regarding population trends for the past 12 years.

Support Services				
	2005-6 Waitsfield	2006-7 Waitsfield	2007-8 Waitsfield	2007-8 Vermont
Students with Disabilities	10.9%	12.8%	12.5%	14.9%
Students with 504 Plans	2% (3 students)	3% (5 students)	3% (5 students)	Data not available from state Department of Education
Students receiving Title 1 Remedial Reading/Math Support	10%	10%	10%	
Home School Students	1%	1%	1%	

Staff			
	2005-6	2006-7	2007-8
Professional Staff (instructional)	16.9 FTE	16.9 FTE	16.9 FTE
Administrators	1.0 FTE	1.0 FTE	1.0 FTE
Secretary/Administrative Assistants	1.4 FTE	1.4 FTE	1.4 FTE
FTE = Full Time Equivalent			

Length of the School Year/Day				
	2005-6	2006-7	2007-8	2008-9
Student Days	175	175	180	180
Teacher Days	184	184	190	190
Length of School Day kindergarten	3.3 hrs	3.3 hrs	3.3 hrs	3.5
Length of School Day Grades 1-6	6.75 hrs	6.75 hrs	6.75	6.75

Distribution of Budget				
	2004-5	2005-6	2006-7	2007-8
Direct Instruction	70.6% (VT = 61.7%)	70.1% (VT = 61.4%)	69.4% (VT = 61.6%)	69.6% (VT = 60.9%)
Student Services	6.0% (VT = 7.7%)	6.2% (VT = 7.7%)	7.4% (VT = 7.8%)	7.5% (VT = 7.7%)
Administration	8.8% (VT = 9.8%)	9.0% (VT = 9.8%)	8.8% (VT = 9.5%)	8.9% (VT = 9.6%)
Buildings and Maintenance	12.3% (VT = 17%)	11.8% (VT = 17.1%)	12.3% (VT 17.3%)	11.6% (VT 17.7%)

Health and Wellness of Children in Waitsfield				
	2004-5	2005-6	2006-7	2007-8
Students Eligible for Free and Reduced Lunch	18% (VT = 27%)	16% (VT = 29%)	18% (VT = 29%)	22% (VT = 29%)
Families Eligible for Food Stamps	4.1% (VT = 10.2%)	3.2% (VT = 10.8%)	Data Not Available from SDE at time of Printing	Data Not Available from SDE at time of Printing
Adjusted Gross Income Per Exemption	\$23,646 (VT = \$20,680)	\$24,830 (VT = \$21,676)	Data Not Available from State Department	Data Not Available from State Department
Median Family Income	\$54,388 (VT = \$48,162)	\$59,211 (VT = \$50,398)	\$63,198 (VT = \$52,682)	Data Not Available from State Department

Action Plan

During the 2006-2007 school year, staff, parents, board members and others participated in the development of a new Waitsfield Elementary School Action Plan. This plan maps out a three-year set of goals and objectives in the areas of math problem solving, math computation, reading, writing, hand-writing, and health/wellness. A complete copy of the Action Plan is on the school web site at <http://www.waitsfielelementary.org/pdf.php>. The plan includes a complete listing of the needs as identified by data review, assessment targets, action steps,

timelines, resources needed, and strategies. Targets (goals) identified in the Waitsfield Elementary Action Plan include (partial listing):

Reading	Mathematics	Writing
<p>Grade 2 (DRA) 95% meet standard</p> <p>Grade 3 (NECAP) 80% (yr 1), 85% (yr 2) 87% (yr 3) meet standard</p> <p>Grade 4 (NECAP) 85% (yr 1), 87% (yr 2) 89% (yr 3) meet standard</p> <p>Grade 5 (NECAP) 85% (yr 1), 87% (yr 2) 89% (yr 3) meet standard</p> <p>Grade 6 (NECAP) 81% (yr 1), 83% (yr 2) 87% (yr 3) meet standard</p>	<p>NECAP performance in the area of Math Problem Solving will improve, reflecting 83% at or above the standard by June 07, 85% by June 08, and 87% by June 09.</p> <p>NECAP performance in the area of Math Skills and Computation will meet or exceed WWSU performance levels by June 07.</p>	<p>To meet or exceed district performance levels in the area of writing as measured by portfolio and NECAP assessments at the fifth grade level.</p> <p>All students will be able to write in cursive by the end of grade 4.</p>

Goals identified in the area of Health and Wellness include:

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| <ul style="list-style-type: none"> • Increase number of students accessing school food program • Track and assess trends of student health in terms of recommended weight ranges • Expand health education to include nutrition education • Increase amount of physical activity during the school ay |
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Assessment of Student Performance

In 1996 the State of Vermont Department of Education completely redesigned the assessment framework. All schools in Vermont administer the New England Common Assessment Program, commonly referred to as the NECAP. In

In addition to the NECAP, Waitsfield will continue to administer the Developmental Reading Assessment (DRA) in grade two. Both the NECAP and the DRA are described below.

The Vermont Developmental Reading Assessment (DRA)

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.

Developmental Reading Assessment	% of students who met or exceeded Vermont’s reading standard				
	Waitsfield				VT
Vermont Standard 1.2 Reading Accuracy (GE R2:9) Read grade-appropriate material, with at least 90-94% accuracy, in a way that makes meaning clear.	2005	2006	2007	2008	2008
Vermont Standard 1.3 Reading Comprehension (GE R2:10) Demonstrates initial understanding of elements of literacy text by retelling the key elements of a story					
% of Students meeting or exceeding the Vermont Standards for Reading	81%	100%	88%	87%	84%
Number of students assessed	16	21	16	23	6,150

This year’s assessment demonstrates performance similar to that of last year’s second graders. The data continues to indicate that our instructional program in reading is strong and effective. The DRA is a powerful tool for looking at the performance of individual students and for developing remedial plans for those

students who did not meet the standard. These performance scores are one piece of data considered when we consider the provision of supplemental instruction. Please note that the performance of second graders reflects the work that they have done in reading in preschool, kindergarten, first and second grade.

The New England Common Assessment Program

The New England Common Assessment Program is a result of collaboration among New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3-8 to meet the requirements of the No Child Left Behind Act (NCLB). The NECAP is a comprehensive test that covers a broad range of objectives in reading and mathematics in grades 3, 4, 5, 6, 7, and 8 and in writing at grades 5 and 8. In addition, the NECAP assesses student performance in science at grade 4. The NECAP uses a variety of types of questions including multiple choice items, short answer items, constructed response items, and writing prompts. Each of these different types of questions challenge our students in different ways. The NECAP is one important tool for parents and educators to use when determining if our school is helping students meet the new grade level expectations. This assessment was administered to each student in grades 3-6 at the Waitsfield School during October. Results for this year’s administration are received at the end of January. A more complete analysis of the data will be available on the school web site in the Spring once all state level data has been received.

Student performance (Fall 2006) was as follows:

	Waitsfield Elementary School			State of Vermont		
	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)
Number Assessed	104	104	24	39,884	40,133	13,806
Proficient with Distinction	24%	40%	21%	14%	18%	9%
Proficient	77%	79%	59%	67%	63%	53%
Partially Proficient	53%	39%	38%	53%	45%	44%
Below Proficient	24%	20%	42%	33%	37%	47%
	11%	6%	4%	10%	17%	14%

Student performance (Fall 2007) was as follows:

	Waitsfield Elementary School			State of Vermont		
	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)
Number Assessed	95	95	16	NA	NA	NA
Proficient with Distinction	39%	35%	25%	17%	19%	13%
	85%	82%	56%	70%	63%	48%
Proficient	46%	47%	31%	53%	44%	35%
Partially Proficient	10%	10%	25%	19%	19%	32%
Below Proficient	15%	17%	44%	30%	37%	52%
	5%	7%	19%	11%	18%	20%

Student performance (Fall 2008) was as follows:

	Waitsfield Elementary School			State of Vermont		
	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)	Reading (Grade 3-6)	Math (Grade 3-6)	Writing (Grade 5)
Number Assessed	75	75	21	State level data were not available At the time of printing		
Proficient with Distinction	30%	40%	19%			
	79%	79%	57%			
Proficient	49%	39%	38%			
Partially Proficient	11%	16%	29%			
Below Proficient	20%	21%	43%			
	9%	5%	14%			

NECAP/Science

This year is the first year that we have NECAP science data to report. This assessment is administered at the 4th grade level only and reflects student learning in grades k-4.

Student performance (Fall 2008) was as follows:

	Waitsfield Elementary School	State of Vermont
	Science (Grade 4)	Science (Grade 4)
Number Assessed	19	6,390
Proficient with Distinction	5%	2%
Proficient	53% 58%	46% 48%
Partially Proficient	26%	38%
Below Proficient	16% 42%	13% 51%

Performance in the area of Science indicates that students at WES are performing at levels higher than the State of Vermont Average. Nevertheless, there is a need for us to look at our science instruction and look at ways to improve performance. We have met with district specialists and teachers to discuss strategies and goals in this area. It is anticipated that steps for improvement in this domain will be clearly stated in the development of the school’s new action plan.

Report of Waitsfield’s “Adequate Yearly Progress”

What is adequate yearly progress (AYP)? No Child Left Behind requires that every school make AYP based on its performance on state assessments. A complex formula has been developed in Vermont to chart a school’s progress. Based on this formula, a school is given targets to meet. If they do not meet their targets for two years in a row, they are considered to be a failing school and are provided technical assistance from the State Department of Education. Based on the state of Vermont calculations of AYP, the Waitsfield School has met its goals for progress this year and in fact is performing at levels expected of the school in 2013. We should be very proud of our school’s performance as measured by AYP.

What if I have questions regarding the school's assessment program?

Please call the school and ask to speak with the principal, Dr. Richard Schattman. He would be happy to speak with you and explain the program and how our school is performing.

Summary

The assessment results, as measured by the Vermont Assessment Framework, only tells part of the story. While we are pleased to report that WES students perform well and have historically performed above the state average in all areas, there is a great deal that we do at WES that is not assessed. We need to be asking questions regarding how our children are doing socially, emotionally, and in their service to others. We are seeing a change in the demographics of Waitsfield and the school is having an increasingly important role in providing families with support for their more basic needs. The role of our school counselor, nurse, and administration are critical in addressing these needs. I have no doubt that we will continue to see strong academic gains with our students but we must also be vigilant in supporting families that are struggling to cloth their children and put food on the table.

In Waitsfield, we are fortunate to have a school that performs well. We pride ourselves on defining our success in terms of ALL CHILDREN. We have truly great classroom teachers, highly skilled special educators, talented and dedicated co-curricula teachers, and wonderful children. Our school is constantly challenging itself to grow and improve. With the continued support of parents and the community, there is no doubt that our school will continue evolving to meet the ever-changing expectations for public education. Please contact Richard if you have any questions regarding this report or any other aspect of your school.

Respectfully submitted:
Richard Schattman, Ed.D.
Principal