

Annual Report of Student Performance

2007-2008 School Year

(Reported March 2008)

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 2004 the NECAP was piloted in the areas of reading, math, and writing. This year we administered the assessment in October. In addition to the NECAP, we are continuing to administer the Developmental Reading Assessment (DRA) at grade 2. This assessment was administered in the Spring of 2007. 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 Richard Schattman.

2005-2008 Demographic Data

Average Class Size			
	2005 -2006	2006 – 2007	2007-2008
Kindergarten to 6 th Grade	15	16	14
Range	12 to 17	7* to 19	7* to 18

* represents less than one half of the kindergarten program (two half day sessions)

Total Enrollment at Waitsfield Elementary School						
	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8
Preschool to 6 th Grade	160	171	180	169	166	152

Please refer to the *WAITSFIELD TOWN SCHOOL DISTRICT REPORT OF THE SCHOOL BOARD AND SCHOOL ADMINISTRATION* for complete data regarding population trends for the past 11 years.

Support Services			
	2005 -2006	2006 – 2007 Waitsfield	2006-2007 Vermont
Students with Disabilities	11.7%	10.9%	14.3%
Students with 504 Plans	2% (3 students)	3% (5 students)	Data not available from Vermont Department of Education at time of printing
Students receiving Title 1 Remedial Reading/Math support	10%	10%	
Home Schoolers	1%	1%	

Staff			
	2005 -2006	2006 – 2007	2007-2008
Professional Staff (instructional)	16.9 (Full-time equivalent (FTE))	16.9 FTE	17.4 FTE
Administrators	1.0 FTE	1.0 FTE	1.0 FTE
Secretary/Administrative Assistants	1.4 FTE	1.4 FTE	1.4 FTE

Length of the School Year/Day			
	2005 -2006	2006 – 2007	2007-2008
Student Days	175	175	180
Teacher Days	184	184	190
Length of School Day – kindergarten	3.3 hours	3.3 hours	3.3 hours
Length of School Day – grades 1-6	6.75 hours	6.75 hours	6.75

Distribution of Budget			
	2005 -2006	2006 – 2007	2007-2008
Direct Instruction	70.6% (VT = 61.7%)	70.1% (VT = 61.4%)	69.4% (VT = 61.6%)
Student Services	6.0% (VT = 7.7%)	6.2% (VT = 7.7%)	7.4% (VT = 7.8%)
Administration	8.6% (VT = 9.8%)	9.0% (VT = 9.8%)	8.8% (VT = 9.5%)
Buildings and Maintenance	12.3% (VT = 17%)	11.8% (VT = 17.1%)	12.3% (VT 17.3%)

Health and Wellness of Children in Waitsfield			
	2004 -2005	2006 – 2007	2007-08
Students Eligible for Free and Reduced Lunch	18% (VT = 27%)	16% (VT = 29%)	18% (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
Adjusted Gross Income Per Exemption	\$23,646 (VT = \$20,680)	\$24,830 (VT = \$21,676)	Data Not Available from SDE at time of Printing
Median Family Income	\$54,388 (VT = \$48,162)	\$59,211 (VT = 50,398)	\$63,198 (VT = 52,682)

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.waitsfieldelementary.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:

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

Goals identified in the area of Health and Wellness include:

- 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 day

At the beginning of this school year, staff met to review progress toward our goals. Progress toward our goals is on track. Staff development is a key ingredient for continuous school improvement. This year's comprehensive staff development plan directly aligns with our goals and supports our teachers as they acquire new skills, confer with teachers in neighboring schools and develop class based implementation plans. Another key component of meeting our action planning goals is continued professional staff appraisal. This is a responsibility of the administration and occurs each year with each staff member.

Assessment of Student Performance

In 1996 the State of Vermont Department of Education completely redesigned the assessment framework. Instead of assessments such as the New Standards Reference Exam (NSRE) or the SAT-9, all schools in Vermont now administer the New England Common Assessment Program, commonly referred to as the NECAP. 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 standards			
	2005	2006	2007 WES	2007 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.				
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				
<i>% of Students meeting or exceeding the Vermont Standards for Reading</i>	81%	100% (VT = 85%)	88%	85%
<i>Number of students assessed</i>	16	21	16	6,342

This year's assessment demonstrates a decrease with the performance of Waitsfield's second graders. It is important to note, that the change from 100% to 88% of students meeting or exceeding the standards does not represent a significant change statistically. With only 16 students taking the assessment, this change in performance numbers represents one student not meeting the standard. 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.

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 in October. As you can see from the data below, Waitsfield students perform significantly above the state average in all assessed areas. We are proud of our students' performance and also recognize the need for continued growth.

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% 77%	40% 79%	21% 59%	14% 67%	18% 63%	9% 53%
Proficient	53%	39%	38%	53%	45%	44%
Partially Proficient	13% 24%	14% 20%	38% 42%	23% 33%	20% 37%	33% 47%
Below Proficient	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			
Proficient with Distinction	39% 85%	35% 82%	25% 56%	17% 70%	19% 63%	13% 48%
Proficient	46%	47%	31%	53%	44%	35%
Partially Proficient	10% 15%	10% 17%	25% 44%	19% 30%	19% 37%	32% 52%
Below Proficient	5%	7%	19%	11%	18%	20%

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. Richard Schattman would be happy to meet with you and explain the program and how our school is performing.

Summary

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