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Addison Northeast Supervisory Union

2005-2006
School Report

**Reporting 2004-2005
Student Assessment Results for
Addison Northeast Supervisory Union**

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**Office of the Superintendent
Addison Northeast Supervisory Union**

January 2006

Dear Community Members:

The schools and communities of Addison Northeast Supervisory Union conduct a series of assessment activities each year designed to provide information about the success of students in achieving identified performance targets. These targets are outlined in the Addison Northeast Educational Goals (page 2), and guide the efforts of each of our six schools in planning for improved student performance. We are continually seeking to identify better assessment tools, and a better combination of tools – for understanding and improving student performance. We use these assessment tools in several different ways. We use some kinds of information to assess individual student success, and other kinds of information to evaluate and improve our programs. We know that one of the most powerful kinds of assessment occurs when students set learning goals with their teachers; and when they reflect on their own progress in relation to the goals they have set for themselves.

Each of our schools participated in the New England Common Assessment Program (NECAP) in grades three through eight for reading and mathematics, and grades 5 and 8 for writing, in October 2005. These tests are required by federal legislation under the No Child Left Behind Act. The results of these new tests, administered to all Vermont students in these grades, will not be available before March 2006. These new testing requirements made the state's system of measuring student achievement with the New Standards Reference Exams inoperable, causing a gap in the data collected for the 2004-05 school year. The last data collected under the state assessment system was for the year 2003-04 in grades four and eight. The New Standards Reference Exam for grade 10 did continue for 2004-05 while the state complies with a transition for high school testing. In making the transition to new exams, school districts are required to build new data profiles to track patterns and trends in achievement.

This report begins to expand the kind of information on students and schools that we report to communities each year. We believe that we must consider a wider spectrum of indicators when we evaluate the success of students and when we evaluate the success of program changes made within our schools. We are collecting information through the Primary Observation Assessment (POA) that examines more closely early literacy success. We are beginning to collect data that reflects the involvement of students in extra-curricular activities. You will also find, in pages 42-47, a set of reports designed and prepared by the Department of Education and required by legislative action to be included in this assessment report. If you have any questions about these reports, please let us know.

We continue to be concerned about the gaps in achievement that we see for males and females, particularly in the area of language arts. We also know that students from low-income families do not do as well as their peers in school. Both of these kinds of achievement gaps are of great concern. A common professional development focus in each school across the supervisory union will be on the teaching of non-fiction writing and on teaching to diverse groups of students. We are convinced that these areas of common focus will enable us to eliminate these gaps so that all students are succeeding and thriving at high levels of achievement.

Sincerely,
Evelyn T. Howard
Superintendent

Nancy A. Cornell
Associate Superintendent

What is the purpose of this report?

This report is designed to describe how well ANESU students meet some of our Addison Northeast Supervisory Union learning goals as specified by the Vermont Standards. It describes what our school community hopes and expects of our students, and how well our programs are progressing toward helping all of our students succeed.

What are the ANESU Educational Goals?

The Educational Goals (formerly called the Reinvention Advisor Council, or RAC Goals) are our learning goals for all students. They were developed through an extensive collaborative process that included input from teachers, administrators, school board members, parents, representatives from the 5-town business community, and other community members from Bristol, Lincoln, Monkton, New Haven, and Starksboro. The ANESU Educational Goals, and the Vermont Standards (1996), which give the goals an additional level of specificity, represent our answer to the question: "What should all students know and be able to do in order to be successful adults in the 21st Century?" The Addison Northeast Educational Goals are listed below:

GOAL 1: All students will demonstrate competence in the areas of speaking, listening, reading, writing, math computation and problem solving, research and the scientific process. Students will demonstrate ability to solve problems in a creative manner throughout all areas of the curriculum.

GOAL 2: All students will demonstrate awareness, knowledge and respect for the connections and differences among world cultures, natural environments, and economic and political systems.

GOAL 3: All students will demonstrate high self-esteem and individual social responsibility through: ethical behavior and trustworthiness; taking initiative for problem solving; accepting responsibility for their actions, and participating in the democratic process.

GOAL 4: All students will acquire the skills and attitudes necessary to develop and maintain a high quality of life through: application of employment skills (sense of purpose, teamwork, leadership, accountability and commitment); parenting and nurturing skills; physical fitness and interest in life sports and wellness; understanding, appreciating and participating in the arts, and enthusiasm and desire to be a life-long learner.

What are the Vermont Standards?

The Vermont Standards define, more specifically than the ANESU Educational Goals, what all students should know and be able to do by the time they leave high school. They also explain what kinds of learning opportunities need to be available to all students, in order for the students to succeed.

What is assessment?

Assessment is the process of collecting information about what students know and are able to do. Assessment includes tasks that students complete "on the spot" (these can be multiple-choice questions, short answers, and longer essays) and student work samples collected over time (i.e., portfolios).

ASSESSMENT TOOLS	GRADES	DATES	PRIMARY PURPOSE
Competence in areas of reading and writing (Goal 1)			
ANESU Writing Genre Portfolio Standards-Based Classroom Assessments	K-8 & pilot of grade 9 electronic portfolio	Ongoing	Classroom Indicator
Developmental Reading Assessment	2	May 1-31	Classroom Indicator Program Indicator
New Standards Reference Exam English/Language Arts	10	March	Classroom Indicator Program Indicator State Indicator
NECAP No Child Left Behind English/Language Arts Assessments	Reading: 3-8 Writing: 5; 8	October beginning fall, 2005	Program Indicator State Indicator
Scholastic Aptitude Test (SAT I) Ver	11, 12 Selective	Fall, Spring	National Predictor of College Performance
Competence in the areas of math computation and problem solving (Goal 1)			
Math Problem Solving Standards-Based Classroom Assessments	K-12	Ongoing	Classroom Indicator
NECAP No Child Left Behind English/Language Arts Assessments	3-8	October beginning fall, 2005	Program Indicator State Indicator
Scholastic Aptitude Test (SAT I) Mat	11, 12 Selective	Fall / Spring	National Predictor of College Performance
New Standards Reference Exam Mathematics	10	March	Classroom Indicator Program Indicator State Indicator
Competence in using the scientific process (Goal 1)			
NECAP No Child Left Behind Science Assessment	4, 8, 11	Spring, Beginning 2008	Program Indicator State Indicator
Demonstration of high self-esteem and individual and social responsibility (Goal 3)			
Youth Risk Behavior Survey	8, 9, 10, 11, 12	Spring, Alternate years	Program Indicator
Acquisition of skills and attitudes to develop and maintain a high quality of life through enthusiasm and desire to be a life-long learner (Goal 4)			
Graduation Rates; Drop Out Rates	7 - 12	Ongoing	Program Indicator State Indicator
Post-Secondary Education	Seniors and Post Graduates	Spring	Program Indicator State Indicator

How can we use assessment data?

In all ANESU schools, we use assessment to:

- Determine how well our students are understanding classroom lessons and developing and using skills. This information helps teachers make decisions about classroom instruction and curriculum.
 - Screen and refer students for additional assistance, as necessary, from special education, enrichment, speech and language, and remedial programs.
 - Verify that students have made progress in meeting learning standards and identify the learning students have or have not attained.

Because we recognize that students learn in different ways, we assess in different ways. We use four main types of assessment indicators to collect information about student progress and program performance.

- **Classroom Indicators** are generally created by the teacher and are based directly on what has been taught in the classroom. They include short quizzes, extended projects, observations, samples of student work, and final exams. Classroom assessments reveal how well students have learned specific concepts and skills, determine student strengths and weaknesses in order to focus instruction, and provide parents with a variety of information about student progress. Classroom assessments may be unique to a particular classroom setting or may be used consistently within a school. We are currently developing a variety of standards-based assessment tools for consistent classroom use.

- **Program Indicators** show the degree to which student learning in the classroom matches that described in our curriculum. Program indicators reveal the strengths and weaknesses of school and district programs and instruction and indicate where additional staff development and curricular changes may be needed.

- **State Indicators** seek to measure how student performance on certain standards compared to student performance in other Vermont schools. Under the federal No Child Left Behind Act, state indicators are also used to determine whether schools are making adequate yearly progress. New state assessments have been added this year in grades 3-8. New grade 10 state assessments will begin in the fall, 2007 in reading and math. New state science assessments in grades 4, 8, and 11 will begin in the spring, 2008.

- **National Indicators** are used to compare the performance of students across the country. The tests are given to large numbers of students in different classrooms and schools under "standardized conditions" (everybody gets the same test, the same instructions, and has the same amount of time to finish). The national tests taken by our students are the Scholastic Aptitude Test (SAT).

What else can the assessment data tell us?

Disaggregation - knowing about the performance of various groups of students - allows us to look closely at how different groups of students are doing. When we take assessment data apart to look at the performance of different groups of students, we can begin to find answers to questions like: In Reading and Writing, do boys do as well as girls? However, when we look at assessment data from groups or subgroups smaller than 20 students, we have to be very careful. Data from groups this small is not statistically valid. Schools with small groups or subgroups have to collect assessment data over several years to see trustworthy patterns or trends.

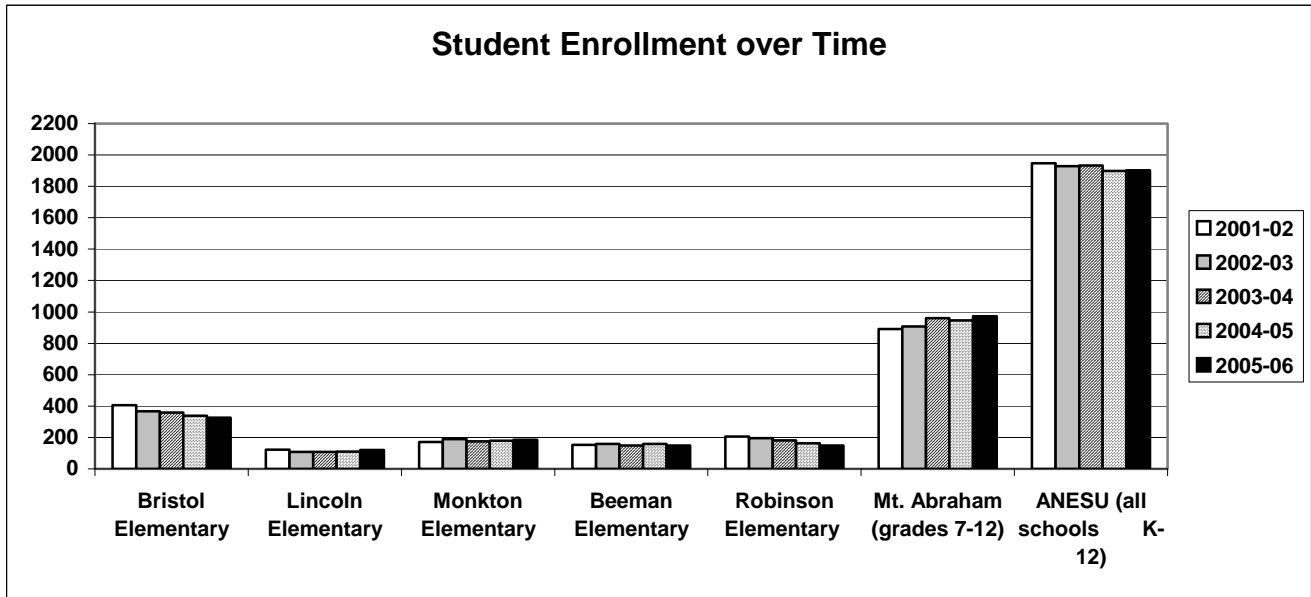
The information on the next few pages describes how the students in Addison Northeast Schools (Bristol Elementary School, Lincoln Community School, Monkton Central School, Beeman Elementary School, Robinson Elementary School, and Mt. Abraham Union High School) performed on a variety of local, state and national assessments last year. Some of these results also examine how different groups of students performed in relation to each other (such as girls and boys).

Section A: The ANESU Student Population

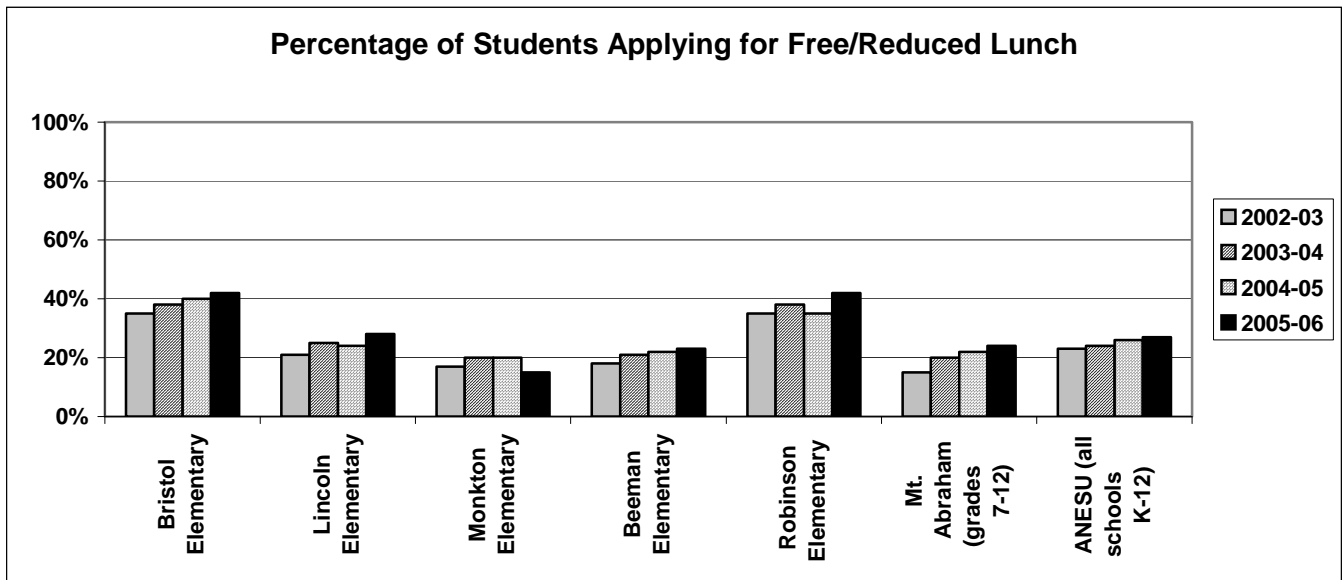
How has the Addison Northeast student population changed over time?

The two graphs below provide some information about how our student population in different towns and in the supervisory union as a whole has been changing.

Enrollment: Enrollment in two schools (Bristol Elementary and Robinson Elementary) has decreased slightly since 2001. The Mt. Abraham enrollment has increased.



Economic Diversity: The percentage of students who apply for free or reduced lunch prices is one way to measure the level of poverty in a school or supervisory union. Children in a family of 4, for example, qualify reduced lunch prices if the annual family income is \$35,798 or less, and for free lunch if the annual family income is \$25,155 or less. As the graph below shows, since 2002, an increasing number of students have been found eligible for free or reduced lunch prices in five of the six ANESU schools. Bristol Elementary and Robinson Elementary are the schools with the highest percentage of students who qualify.



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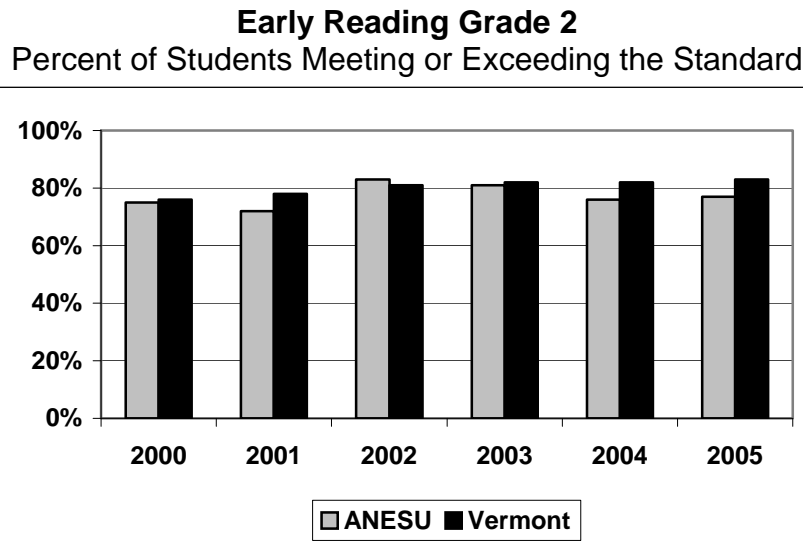
Section B: Reading and Writing

How well are the students in Addison Northeast doing in the area of reading and writing?

Our large scale assessment results in reading and writing come from:

- the Developmental Reading Assessment (DRA) (administered at grade 2)
- the New Standards Reference Exam (administered at grades 4, 8, and 10)

Early Reading (Developmental Reading Assessment Grade 2) - This is an assessment that is given to each student individually. It is a standards-based assessment, designed to tell us whether students meet our learning goals for 2nd graders, in the areas of reading accuracy and reading comprehension. Last year was the fourth year of this test. Below are our results from last year and the previous years.



1. Last spring (2005) 77% of ANESU 2nd graders met or exceeded the overall reading standards of this assessment. They performed slightly below the Vermont average (83%).
2. ANESU females performed significantly better than males on this assessment.
3. ANESU 2nd graders qualifying for free or reduced lunch (a measure of economic need) did not perform as well on this assessment, compared with students from middle and upper income families.

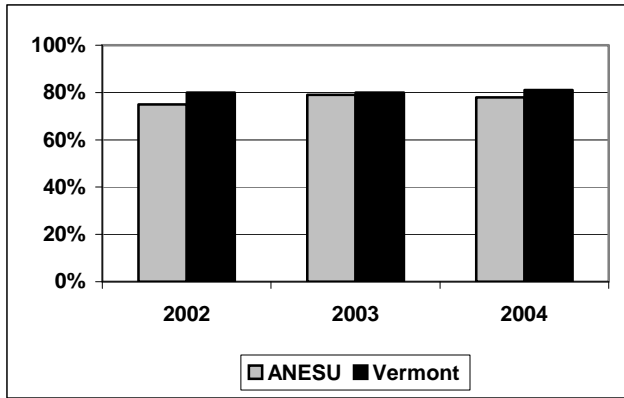
New Standards Reference Exam in English/Language Arts – In previous years, this statewide exam was administered to all students in grades 4, 8, and 10 annually. Beginning in the 2004-2005 school year, the exam was only administered to 10th graders, in preparation for the new NECAP No Child Left Behind assessments for grades 3-8, that were piloted in the fall of 2004, and fully implemented for the first time in the fall, 2005. (Results from these new assessments are not yet available). The New Standards Reference exams have uniform administration and are based on Vermont Standards. The test is designed to measure how well students perform in the areas of Reading - Basic Understanding, Reading - Analysis and Interpretation, Writing Effectiveness, and Writing Conventions (word usage, sentence structure, spelling, and punctuation). The test provides results in terms of five levels of achievement:

- Achieved the Standard with Honors (exceeded the standard) means that in addition to meeting the standards, a number of the student's responses exceed the basic criteria for meeting the standard or display features characteristic of advanced knowledge and skill.
- Achieved the Standard means that the student's performance meets the standards set by the State of Vermont.
- Nearly Achieved the Standard means that the student's performances almost but do not quite meet the standards. With some direct teaching, improvement should be seen.
- Below the Standard means that the student's performances clearly do not meet the standards.
- Little Evidence of Achievement means that the student's performances demonstrate little or none of the knowledge and skill expected in the standards.

Our results for grades 4, 8, and 10 from previous years appear in the next [several](#) graphs.

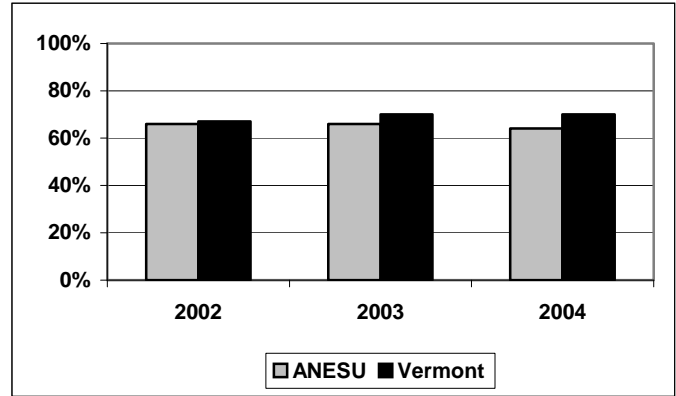
Basic Reading – Grade 4

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



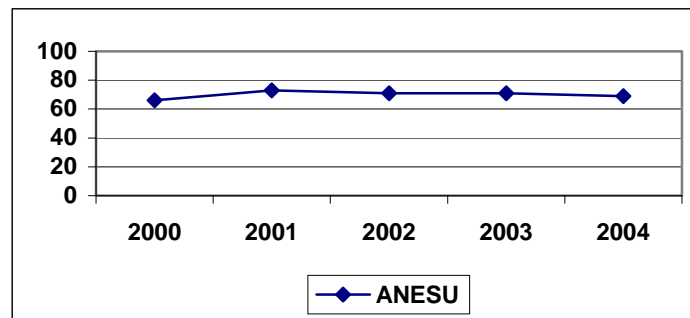
Reading Analysis & Interpretation – Grade 4

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



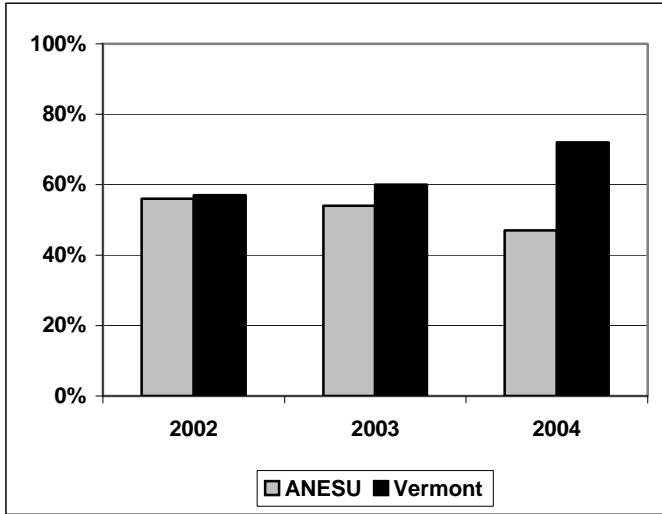
Overall Reading – Grade 4

Average Percentile on the Stanford Achievement Test (SAT 9) Items
embedded in the New Standards Reference Exam
(Note: the 50th Percentile is considered exactly average)



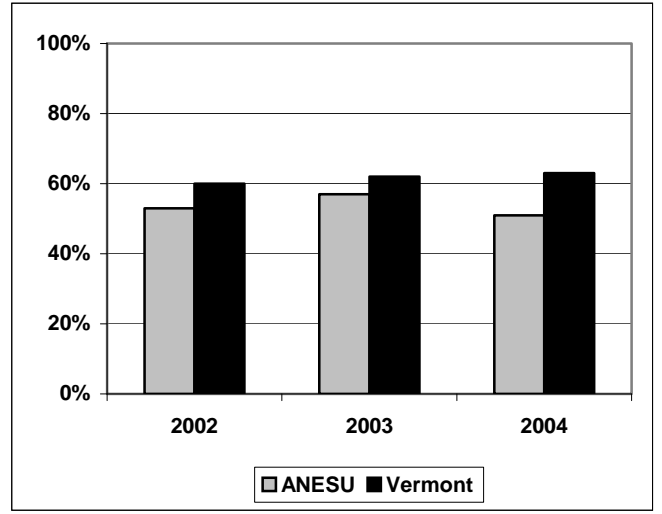
Writing Effectiveness – Grade 4

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



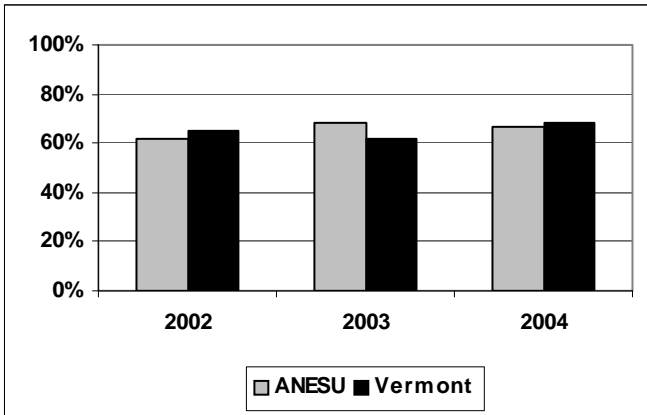
Writing Conventions – Grade 4

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



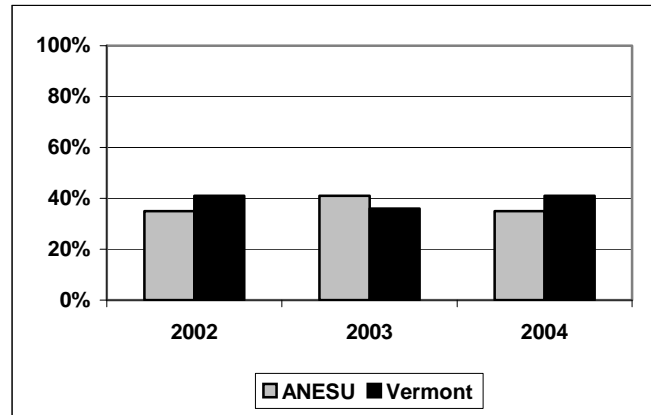
Basic Reading – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



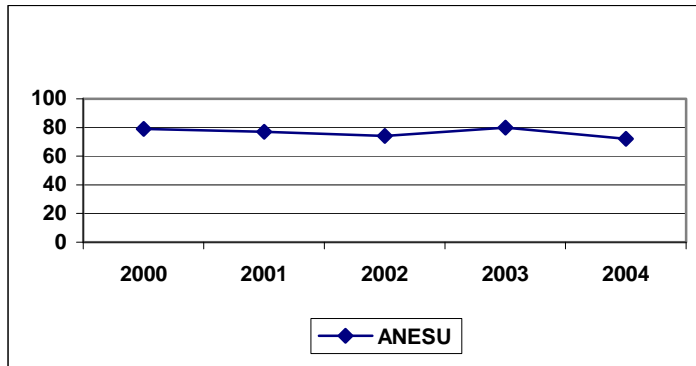
Reading Analysis & Interpretation – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



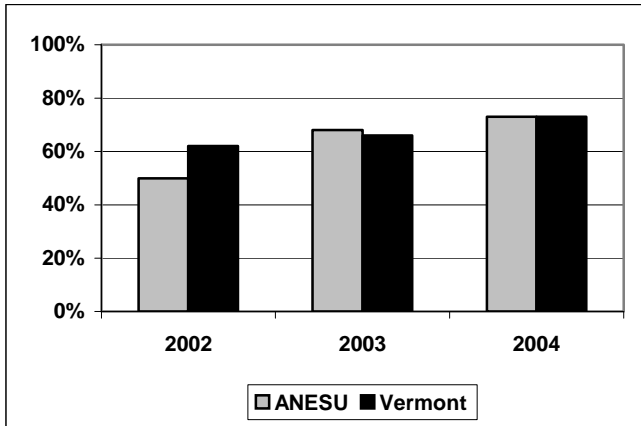
Overall Reading – Grade 8

Average Percentile on the Stanford Achievement Test (SAT 9) Items
embedded in the New Standards Reference Exam
(Note: the 50th Percentile is considered exactly average)



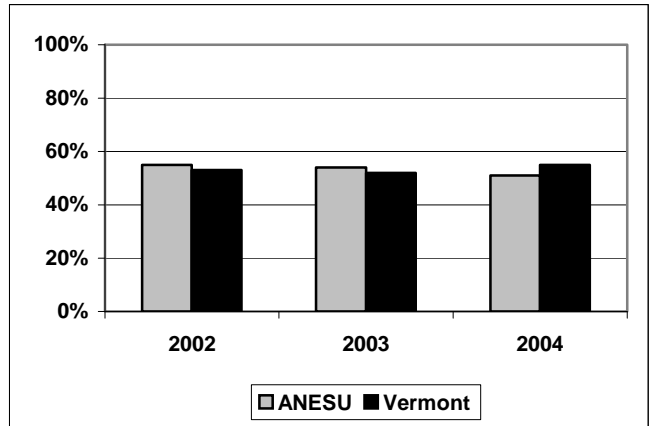
Writing Effectiveness – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



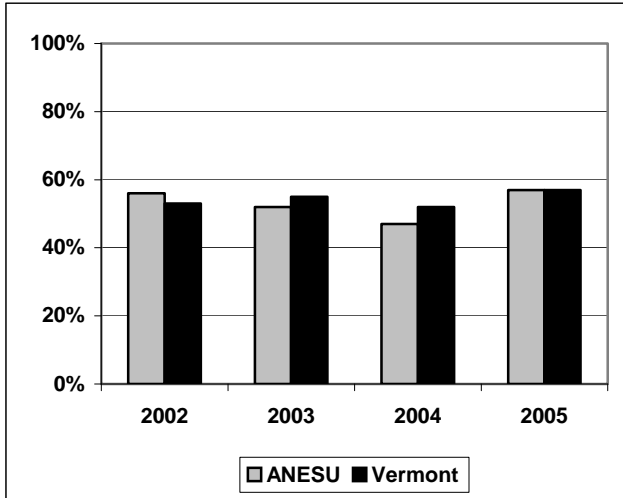
Writing Conventions – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



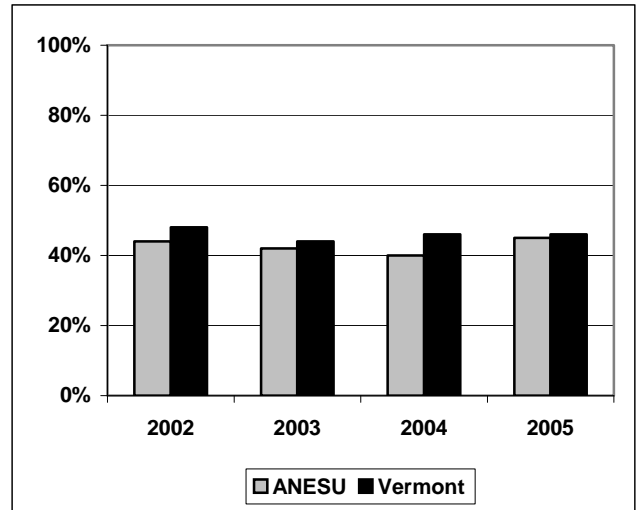
Basic Reading – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



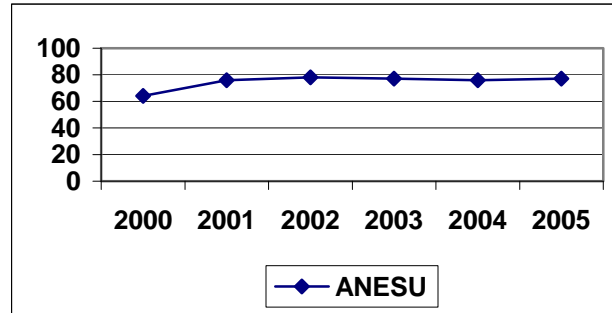
Reading Analysis & Interpretation – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



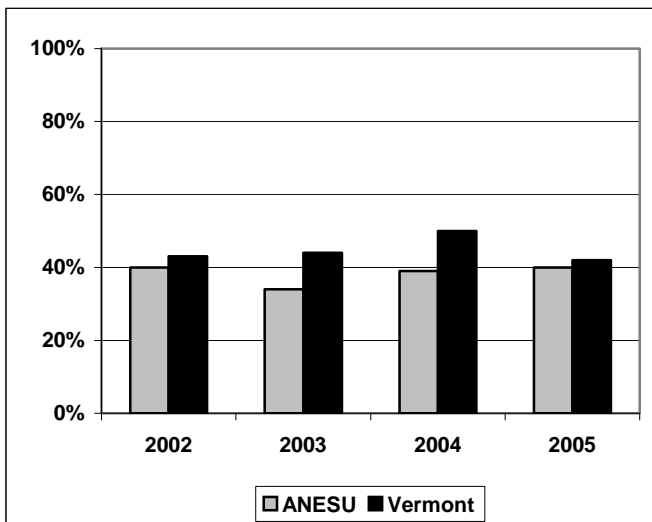
Overall Reading – Grade 10

Average Percentile on the SAT 9 Items
embedded in the New Standards Reference Exam
(Note: the 50th Percentile is considered exactly average)



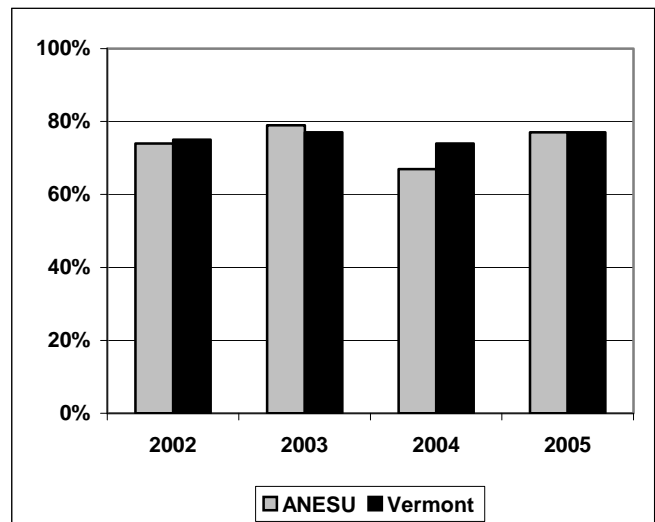
Writing Effectiveness – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



Writing Conventions – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



On the New Standards Reference Exam in English/Language Arts, administered in the spring, 2005 to 10th graders:

- 57% of 10th graders met or exceeded the standard in Reading: Basic Understanding.
- 45% of 10th graders met or exceeded the standard in Reading: Analysis and Interpretation.
- 40% of 10th graders met or exceeded the standard in Writing Effectiveness.
- 77% of 10th graders met or exceeded the standard in Conventions: Usage, Spelling, and Punctuation.
- On the Stanford Achievement Test (SAT 9) items that are embedded in the New Standards Reference Exam, 10th graders scored at the 77th percentile in overall reading. This means that, on the average, Mt. Abraham 10th graders would have scored better than 77% of all students in a national norm sample, had they taken the whole Stanford Achievement Test.
- At the 10th grade level, ANESU females performed better than ANESU males in all areas of language arts. Similar gender differences are also evident in the statewide results on this assessment.

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Section C: Mathematics

How well do students in Addison Northeast understand mathematical concepts, perform skills, solve problems, and communicate their results with words, graphs/charts, and numbers?

Our large scale assessment data for mathematics comes from the New Standards Reference Exam.

New Standards Reference Exam in Mathematics (grades 4, 8, and 10)

In previous years this statewide exam was administered to all students in grades 4, 8, and 10 annually. Beginning in the 2004-2005 school year, the exam was only administered to 10th graders, in preparation for the new NECAP No Child Left Behind assessments for grades 3-8, that were piloted in the fall of 2004, and fully implemented for the first time in the fall, 2005. (Results from these new assessments are not yet available.) The New Standards Reference exams have uniform administration and are based on Vermont Standards. The test is designed to measure how well students perform in the areas of skills (performing mathematical routines or techniques correctly), concepts (understanding of mathematical ideas), and problem solving (selecting and applying skills and concepts in the context of complex mathematical tasks). The test provides results in terms of five levels of achievement:

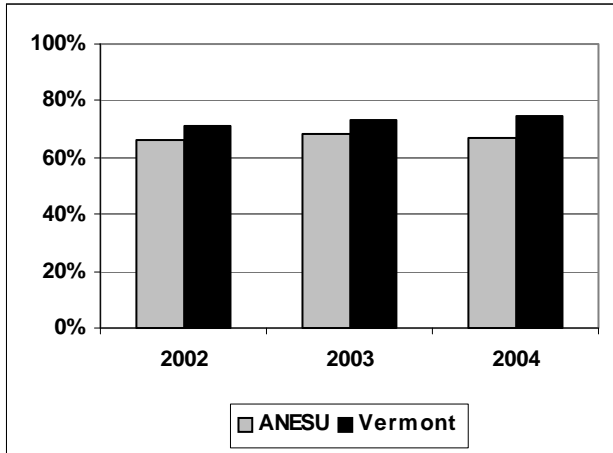
- Achieved the Standard with Honors (exceeded the standard)
- Achieved the Standard
- Nearly Achieved the Standard
- Below the Standard
- Little Evidence of Achievement

Our results for grades 4, 8, and 10 appear on the following three pages.

Math Skills – Grade 4

Percent of Students Meeting or Exceeding the Standard

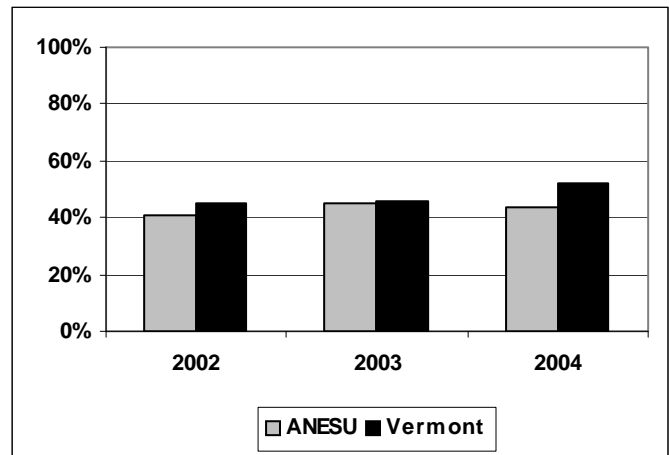
New Standards Reference Exam



Math Concepts – Grade 4

Percent of Students Meeting or Exceeding the Standard

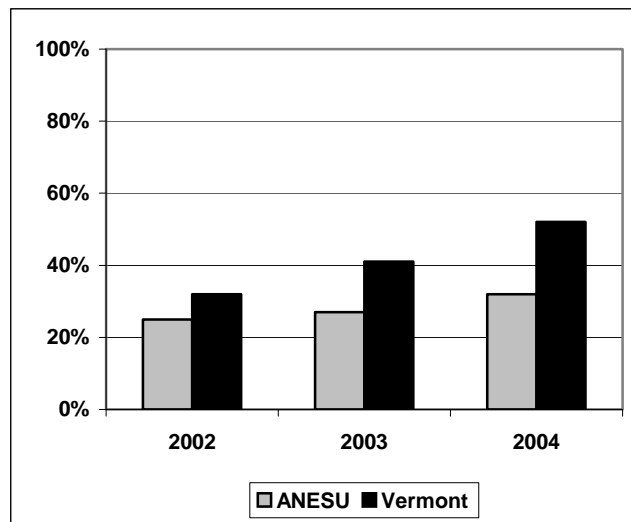
New Standards Reference Exam



Math Problem Solving – Grade 4

Percent of Students Meeting or Exceeding the Standard

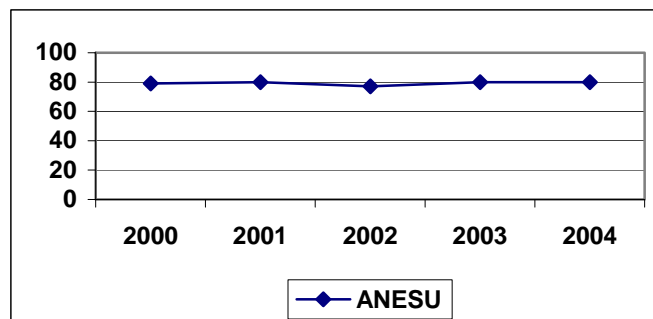
New Standards Reference Exam



Overall Math – Grade 4

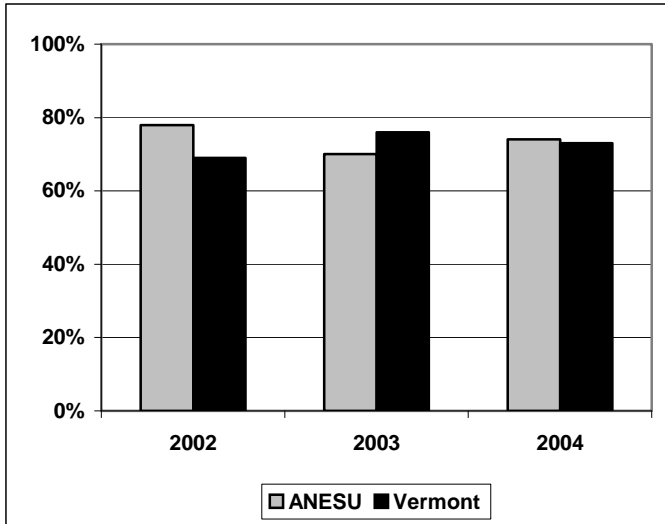
Average Percentile on the Stanford Achievement Test (SAT 9) items embedded in the New Standards Reference Exam

(Note: the 50th Percentile is considered exactly average)



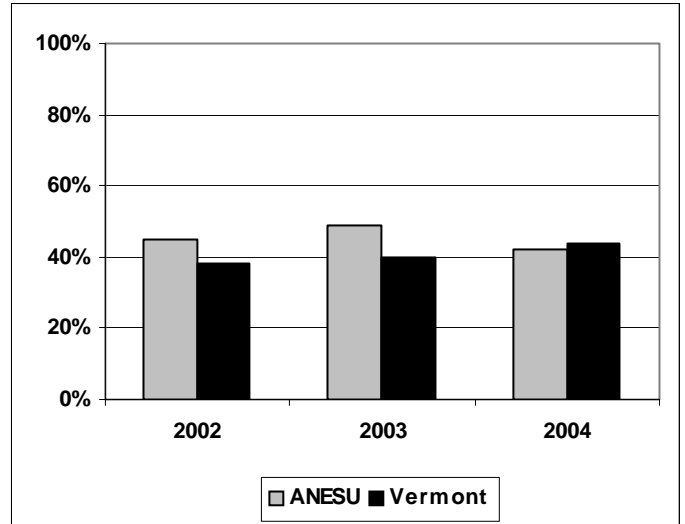
Math Skills – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



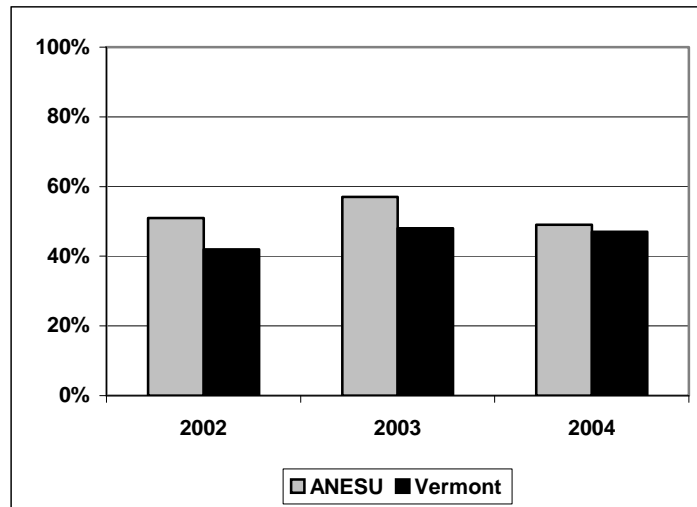
Math Concepts – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



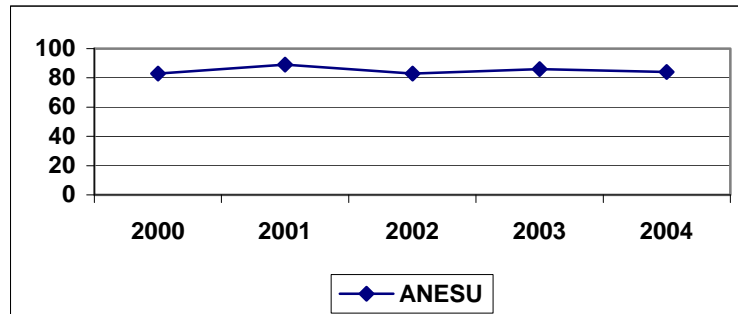
Math Problem Solving – Grade 8

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



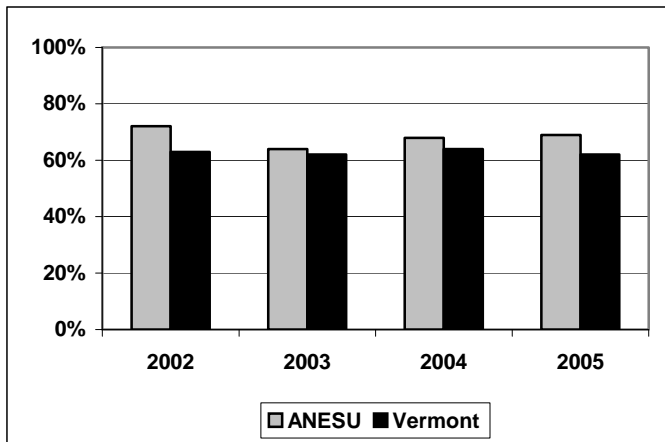
Overall Math – Grade 8

Average Percentile on the Stanford Achievement Test (SAT 9) items
embedded in the New Standards Reference Exam
(Note: the 50th Percentile is considered exactly average)



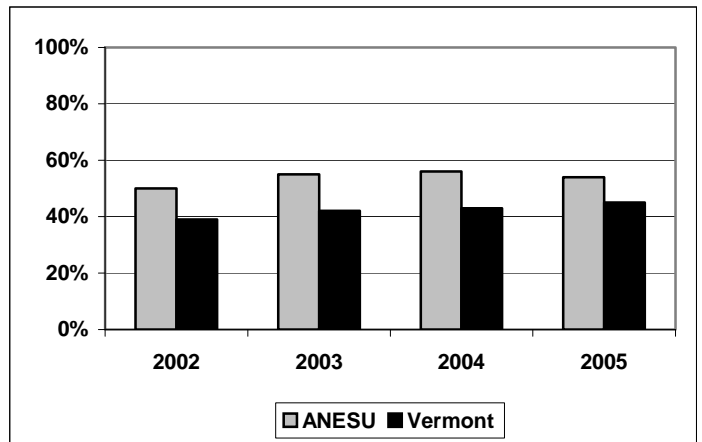
Math Skills – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



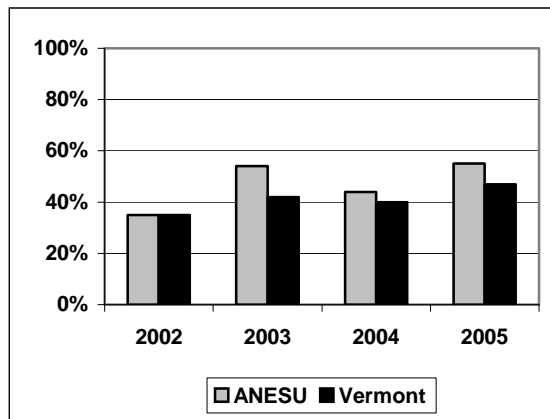
Math Concepts – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



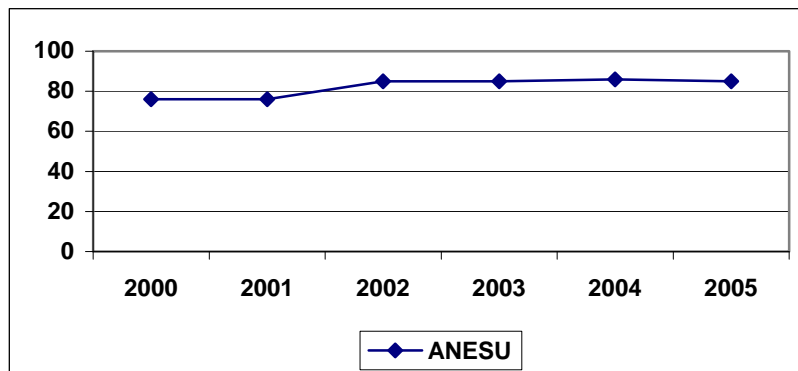
Math Problem Solving – Grade 10

Percent of Students Meeting or Exceeding the Standard
New Standards Reference Exam



ANESU Overall Math – Grade 10

Average Percentile on the Stanford Achievement Test (SAT 9) Items
embedded in the New Standards Reference Exam
(Note: the 50th Percentile is considered exactly average)



On the New Standards Reference Exam in Mathematics, given in the spring, 2005:

- In the area of math skills, 69% of 10th graders met or exceeded the standard in math skills.
- In the area of math concepts, 54% of 10th graders met or exceeded the standard.
- In the area of math problem solving, 55% of 10th graders met or exceeded the standard.
- On the Stanford Achievement Test (SAT 9) items embedded in the New Standards Reference Exam, in the area of mathematics, ANESU 10th graders scored at the 85th percentile in 2005. This means that, on the average, our students would have scored better than 85% of all students in a national norm sample, had they taken the entire Stanford Achievement test.
- At grade 10 females performed better than males in math. In Vermont overall, females and males performed about the same on this assessment.

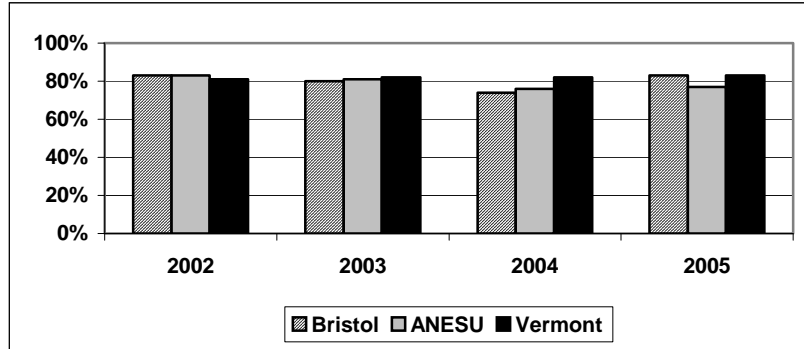
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Bristol Elementary School
Assessment Results

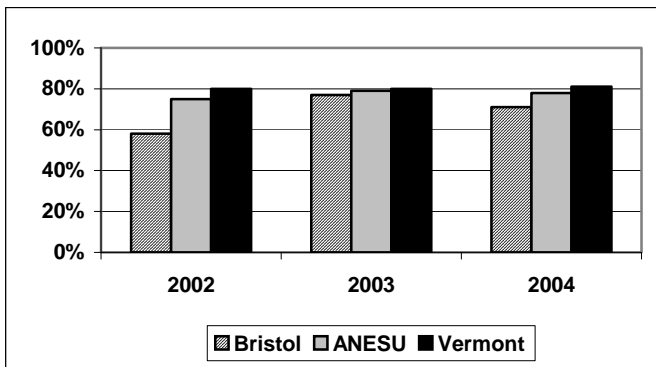
Bristol Elementary School Results

Percent of Students Who Met or Exceeded the Standard

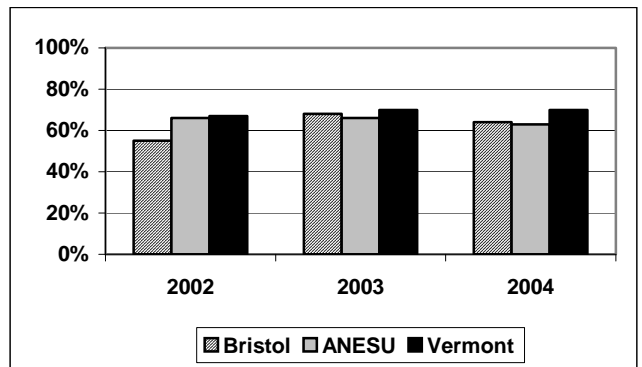
Early Reading – Grade 2



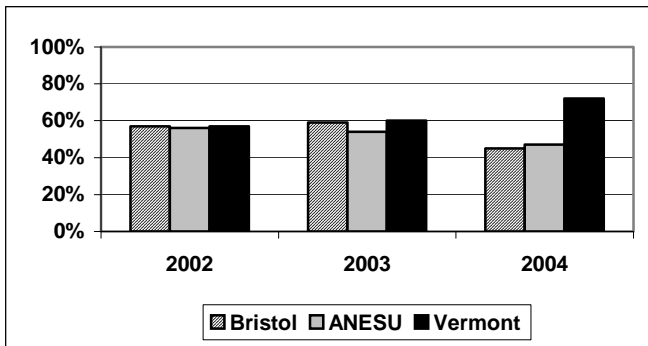
Reading Basic Understanding – Grade 4



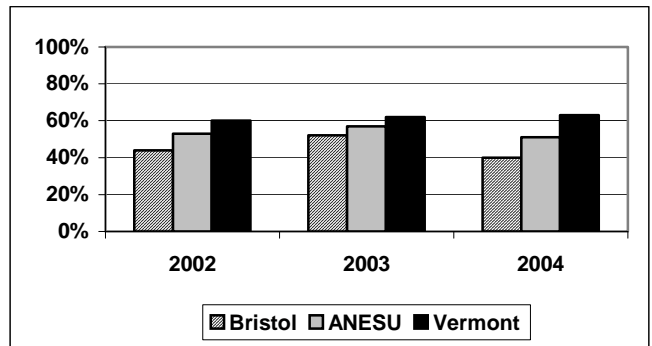
Reading Analysis & Interpretation – Grade 4



Writing Effectiveness – Grade 4

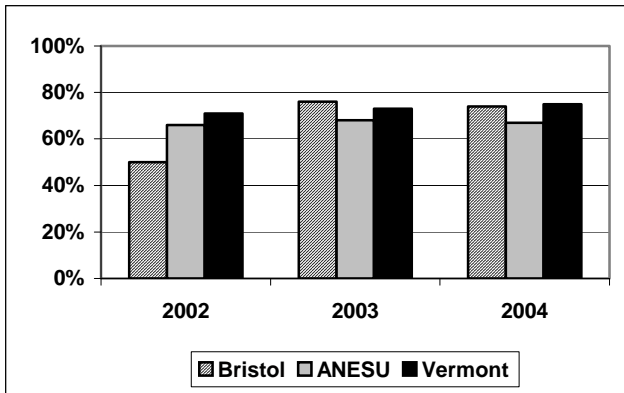


Writing Conventions – Grade 4

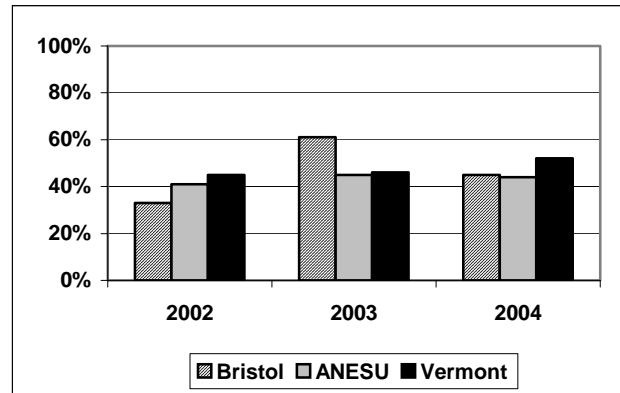


Percent of Students Who Met or Exceeded the Standard

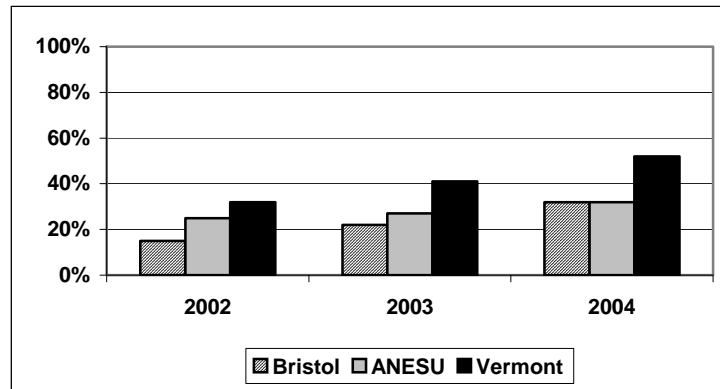
Math Skills – Grade 4



Math Concepts – Grade 4



Math Problem Solving – Grade 4



A Message from the Bristol Elementary School Co- Principals

In addition to the assessment results above, teachers in grades K-6 administer formal and informal assessments to guide instruction and monitor student progress. We also administer the Primary Observation Assessment (POA) – in Kindergarten and Grade One. The POA is administered one-on-one to students. Results represent the percentage of students who met and/or exceeded the standard expectations:

- Kindergarten Text Level Reading Results May 2005: 98%
- First Grade Text Level Reading Results May 2005: 87%

In October 2005 students in grades 3-6 participated in the new state mandated assessment: New England Comprehensive Assessment Program (NECAP). This intensive standard based assessment measures performance in reading, writing and math. As this test was piloted in 2004, the previous assessment (New Standards Reference Exams) was not given. Therefore, there are no test results for 2004-2005 and at the time this report was written, we had not yet received this year's results. When the test results are available we will publish them on the school's website.

Anne Driscoll and Jill Mackler
Bristol Elementary Co-Principals

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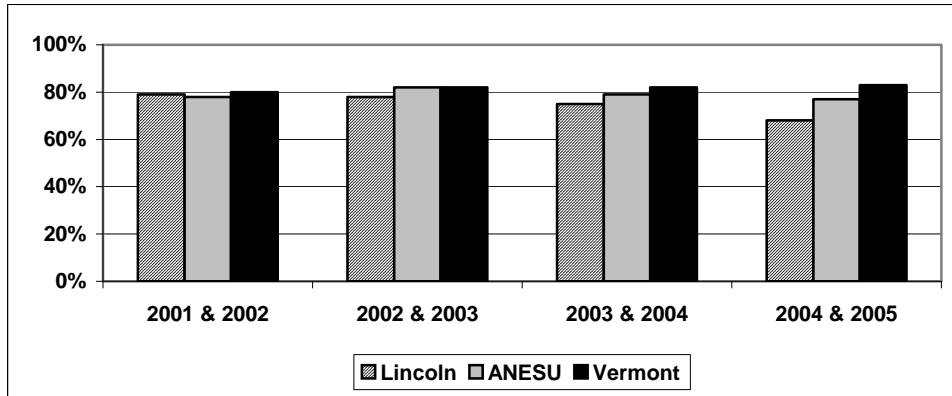
Lincoln Community School Assessment Results

Lincoln Community School Results

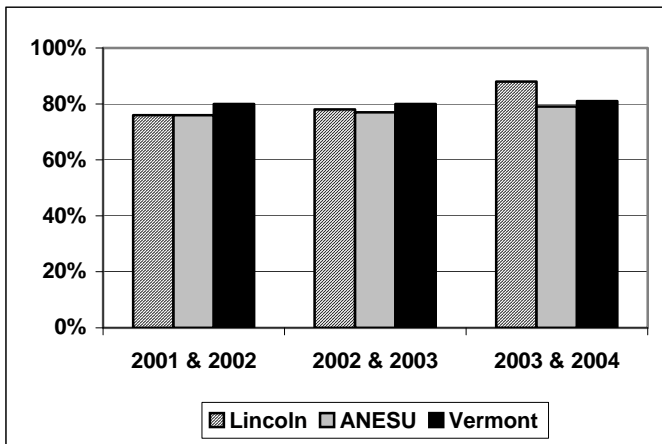
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

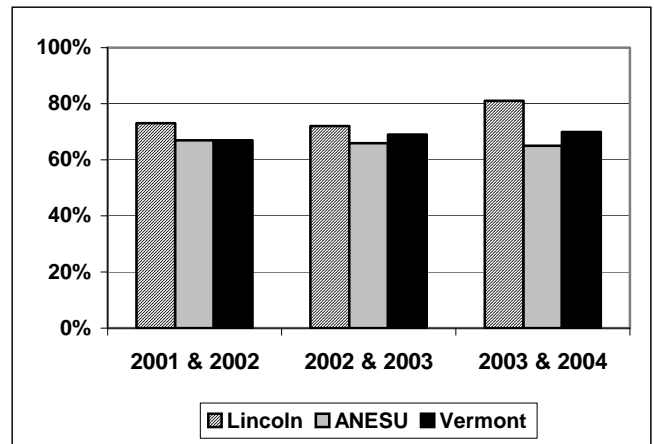
Early Reading – Grade 2



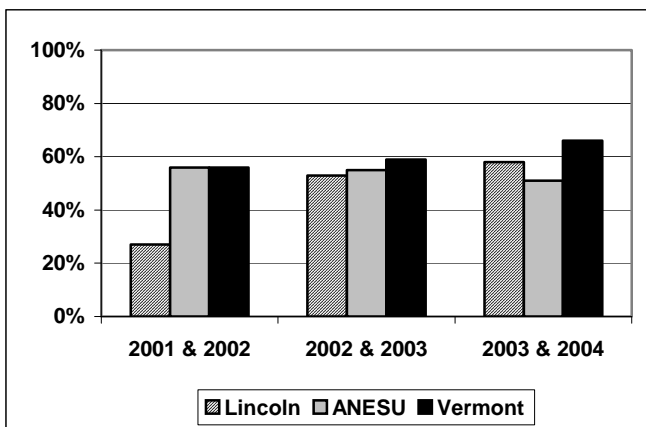
Reading Basic Understanding – Grade 4



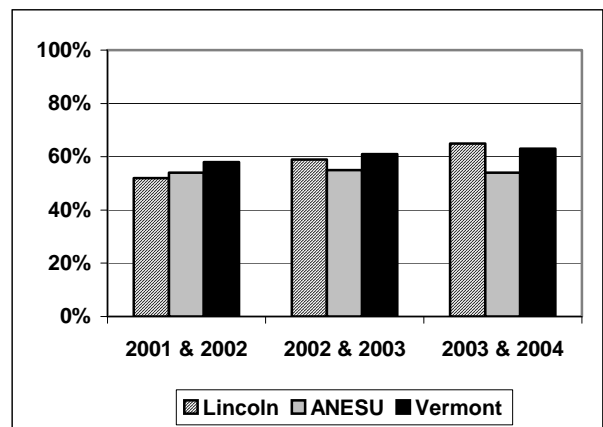
Reading Analysis & Interpretation – Grade 4



Writing Effectiveness – Grade 4



Writing Conventions – Grade 4

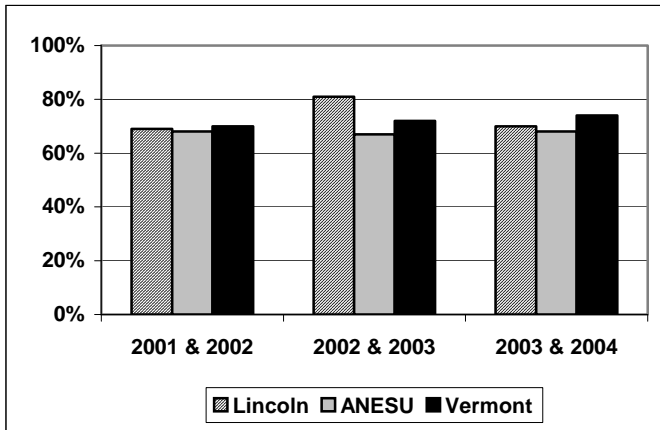


Lincoln Community School Results

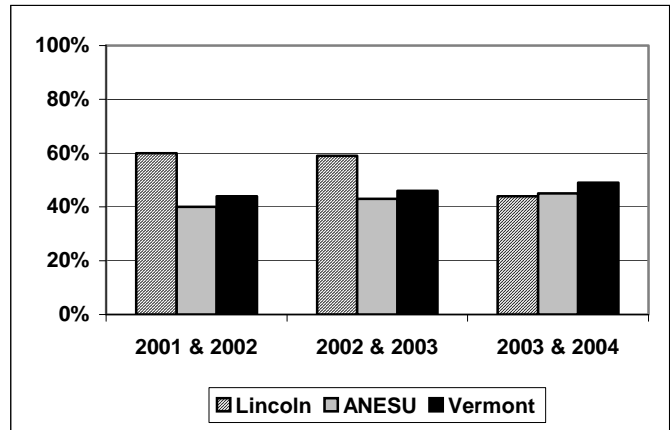
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

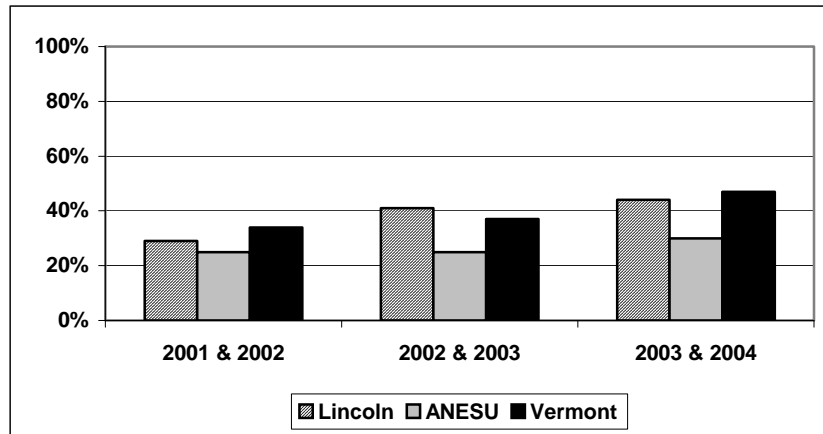
Math Skills – Grade 4



Math Concepts – Grade 4



Math Problem Solving – Grade 4



A Message from the Lincoln Community School Co- Principals

Standardized testing data can provide us with valuable information about our school's programs, teaching, and what changes we can make that will support student achievement. While our fourth grade reading scores have been strong, our recent early reading scores show a greater need for improvement. We have taken action to address this need. We've changed the kindergarten entrance age so that children wait until they are five to come to our school; we've expanded the kindergarten program to 4 ½ days per week to allow for a broader experience of early reading. Through examining our data, we've noted that boys make up the majority of students who do not meet the standard on the second grade early reading test. Since boys tend to have a greater interest in non-fiction, we're developing our classroom and school libraries to reflect this interest. In addition, we're focusing much of our K-6 writing instruction on non-fiction pieces.

In math, problem solving remains a challenge for most Vermont schools. We're working to improve our teaching and curriculum in two ways. This year, our faculty is focusing on looking at actual students' problem solving work and determining how to adjust our teaching and math program to meet the needs we identify. In addition, with the support of the Vermont Institutes, we've begun an analysis of our K-6 math program to determine what changes to make to improve students' math skills and concepts.

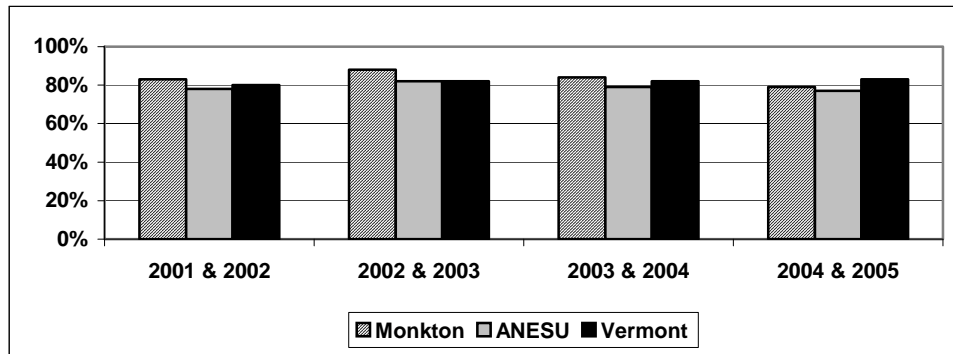
Tory Riley and Bill Jesdale, Co-Principals

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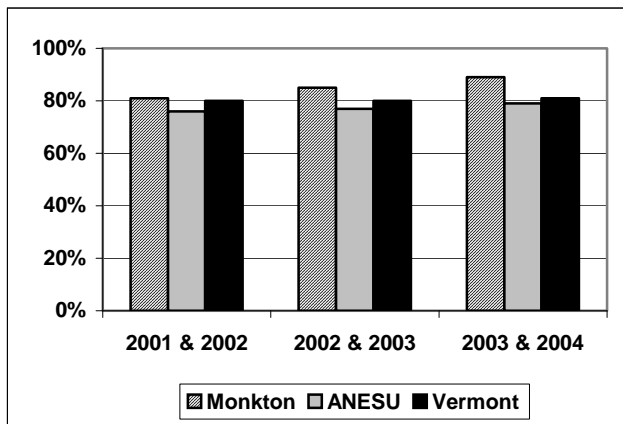
Monkton Community School Assessment Results

Percent of Students Who Met or Exceeded the Standard
(Please note: results from two years at a time are combined to compensate for small class sizes)

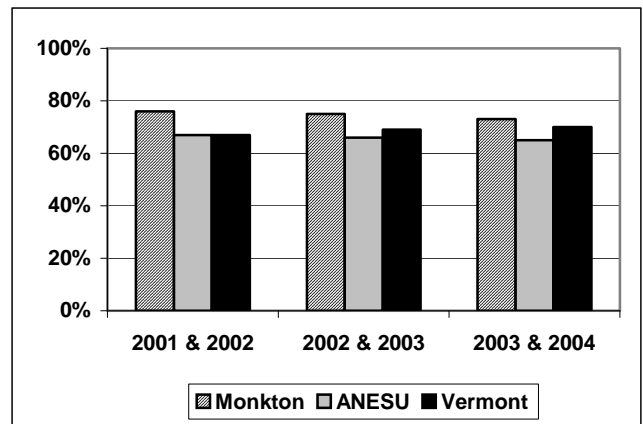
Early Reading – Grade 2



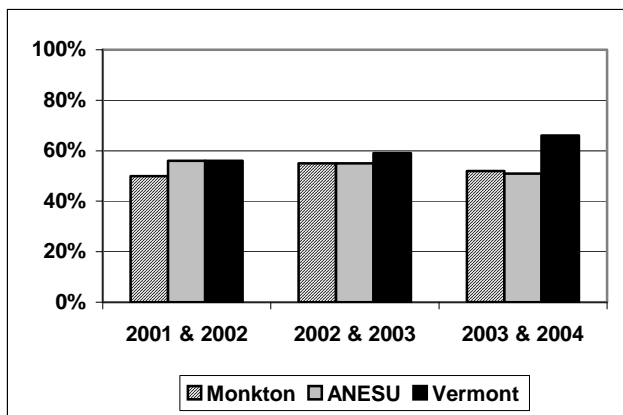
Reading Basic Understanding – Grade 4



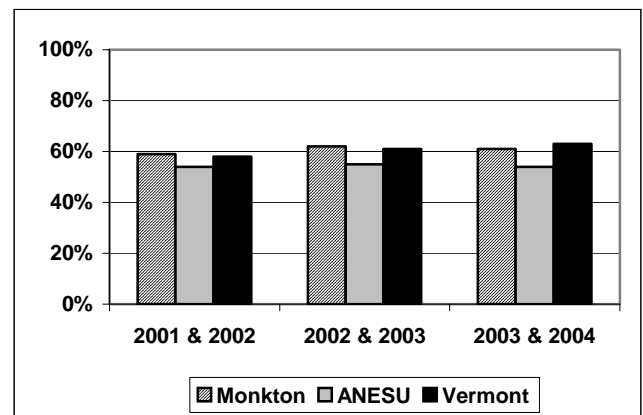
Reading Analysis & Interpretation – Grade 4



Writing Effectiveness – Grade 4



Writing Conventions – Grade 4

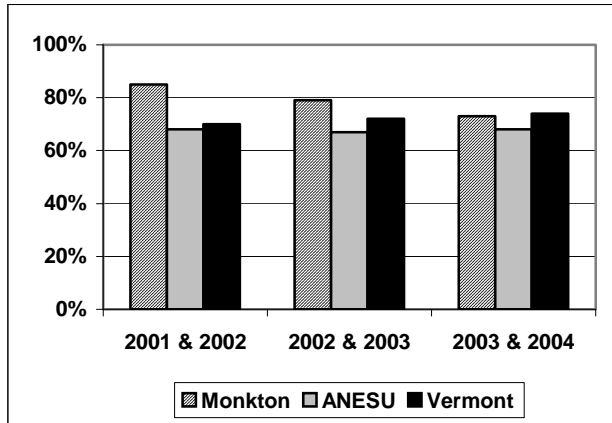


Monkton Community School Results

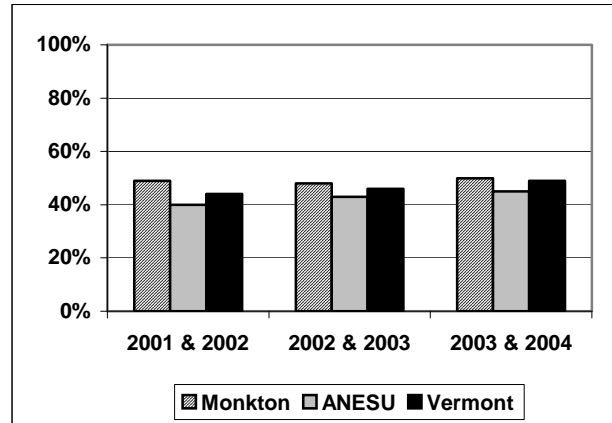
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

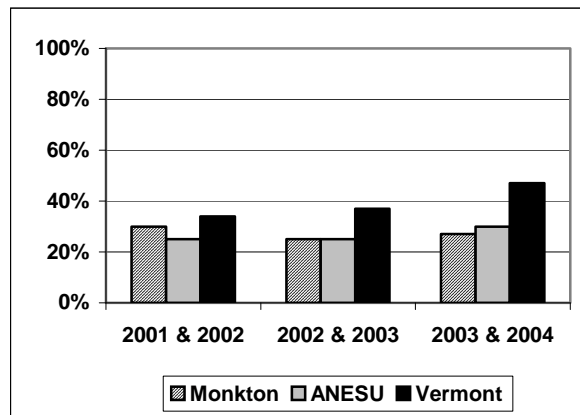
Math Skills – Grade 4



Math Concepts – Grade 4



Math Problem Solving – Grade 4



A Message from the Monkton Community School Principal

The Monkton Central School staff views the collection of assessment data as one of the key ingredients in our process of creating and maintaining the strongest possible learning culture for students in our school. This view is interwoven with our belief that assessment should be included at every level in the development of curriculum. Simply stated, assessment drives curriculum. With this in mind, the information in this report includes some of the assessment data that has been collected over the past several years. This information is reviewed and used when making decisions about our school. To maximize the reliability of information, we have combined several years of information together in some cases. This process increases the number of students evaluated and subsequently strengthens the reliability of the data. One final point of importance is to recognize that no single test or assessment should be used as an absolute when viewing students' progress or our schools' level of achievement.

To increase communication and the ease in which all community members and parents can access information about the Monkton Central School, we have created a school web site at: <http://www.vita-learn.org/mcs>. Upon reaching this internet connection, you will be able to link to various school data including assessment information, and school goals. If you have any questions, please feel free to call me at 453-2314 extension 11.

Rich Jesset,
Monkton Central School Principal

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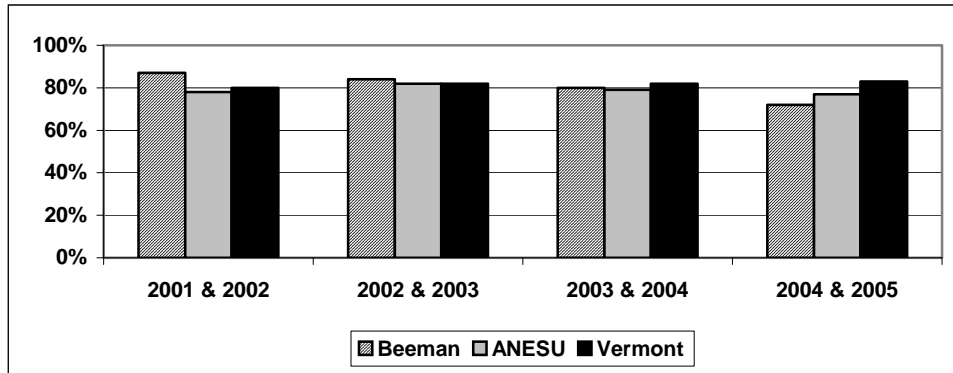
Beeman Elementary School Assessment Results

Beeman Elementary School Results

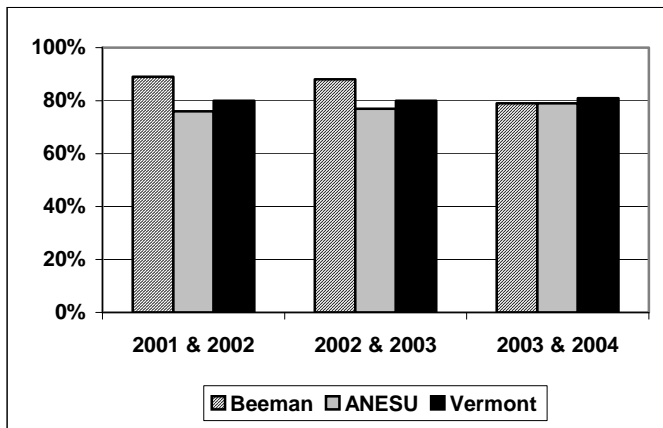
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

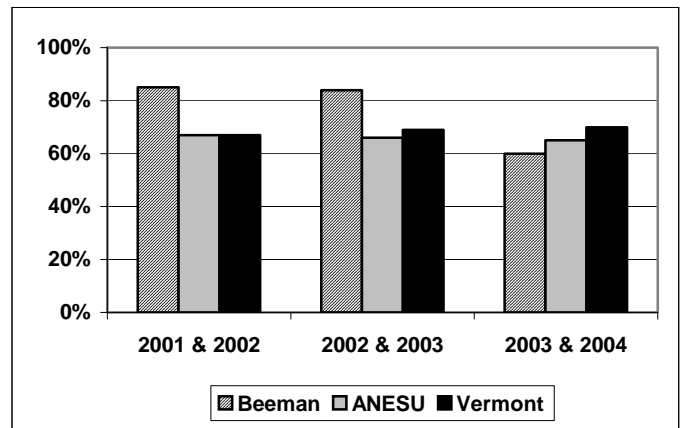
Early Reading – Grade 2



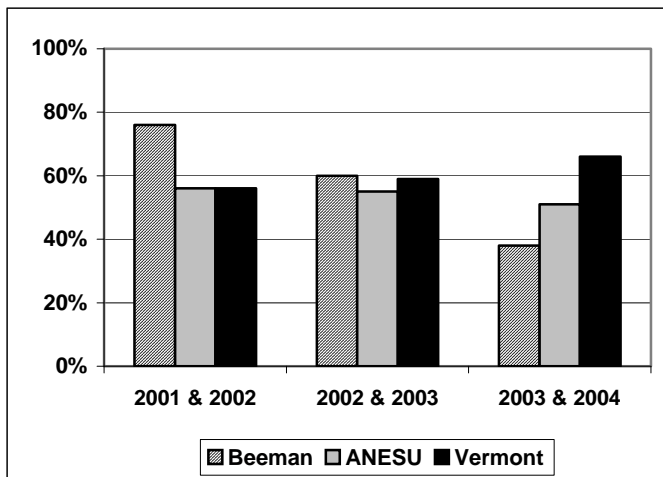
Reading Basic Understanding – Grade 4



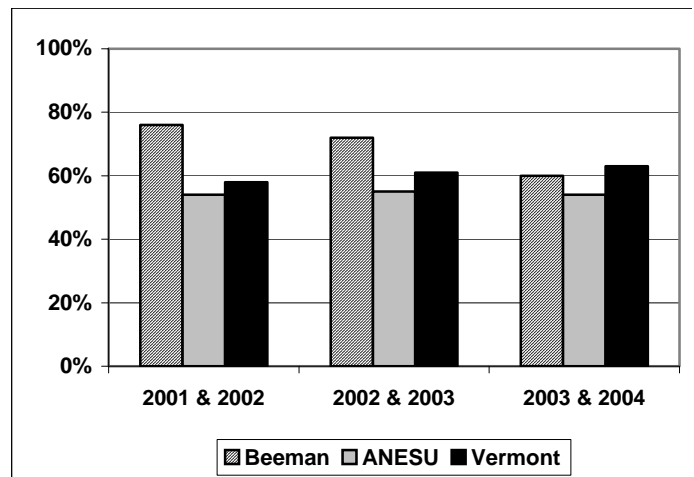
Reading Analysis & Interpretation – Grade 4



Writing Effectiveness – Grade 4



Writing Conventions – Grade 4

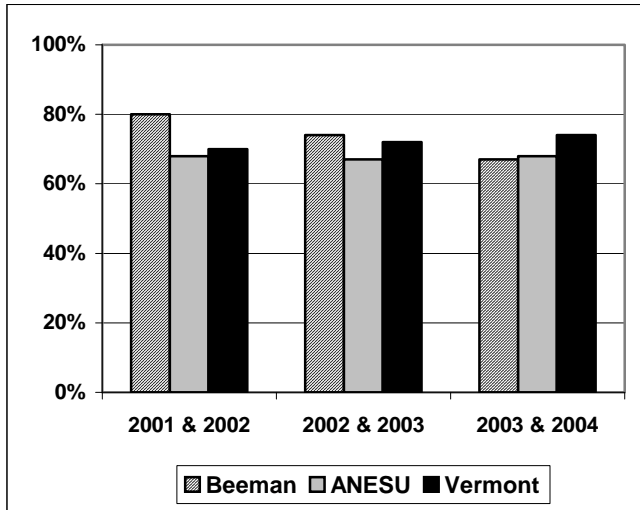


Beeman Community School Results

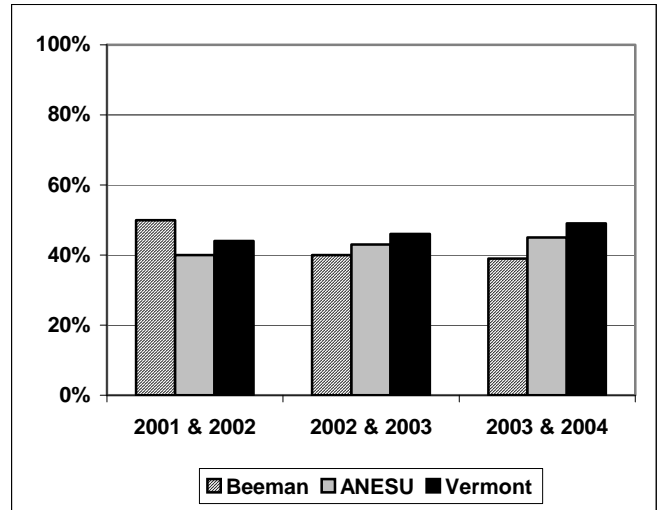
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

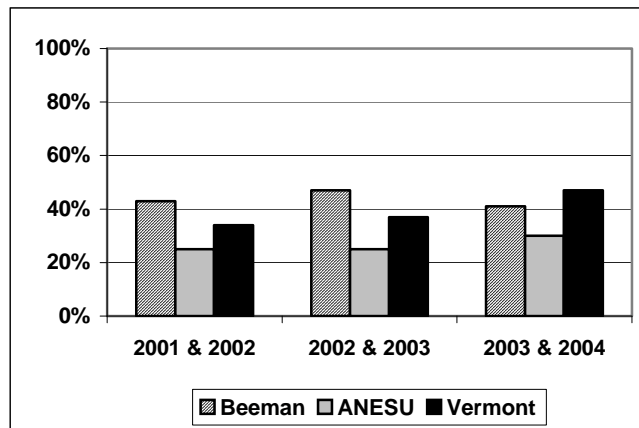
Math Skills – Grade 4



Math Concepts – Grade 4



Math Problem Solving – Grade 4



A Message from the Beeman Elementary School Principal

Our recent large-scale assessments have included the following:

Vermont Developmental Reading Assessment (DRA): in the 2004 & 2005 combined year results, 72% of our 2nd grade students met or exceeded the standard. This year our faculty has been working with literacy specialists from the University of Vermont and with non-fiction writing consultants (in line with the three-year non-fiction writing district initiative) to identify our challenges and work toward our goals in literacy instruction for students.

The New Standards Reference Examinations: These assessments in reading, writing, and math were last given to grade 4 students in the spring of 2004. In the area of Basic Understanding of Reading, 79% of Beeman students met or exceeded the standard in the combined years of 2003 & 2004. In Reading Analysis & Interpretation the percentage of students meeting or exceeding the standard was 60%. Writing effectiveness has been a challenge area with 38% of grade 4 students meeting or exceeding the standard during the combined years of 2003 & 2004. In Writing Conventions, 60% of 2003 & 2004 4th graders met or exceeded the standard. In Math Skills, 67% of our 4th graders met or exceeded the standard in 2003 & 2004. Math Concepts and Math Problem Solving proved to be more problematic (in keeping with district wide and state wide patterns for 4th graders). We have been meeting regularly with the district math recovery specialist to learn how we can better address these challenges.

The New England Common Assessment Program (NECAP): This test, designed in concert with the states of New Hampshire and Rhode Island to meet the requirements of the federal No Child Left Behind act, was given during the month of October, 2005. Last year was the pilot year for this assessment. We will be receiving data from this test later in 2006.

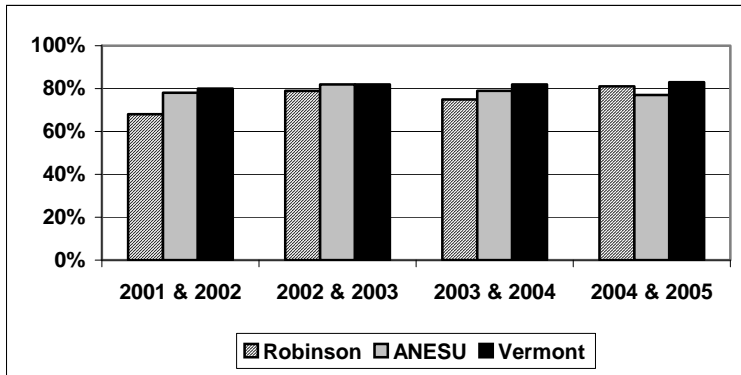
Carol Barnes, Beeman Elementary School Principal

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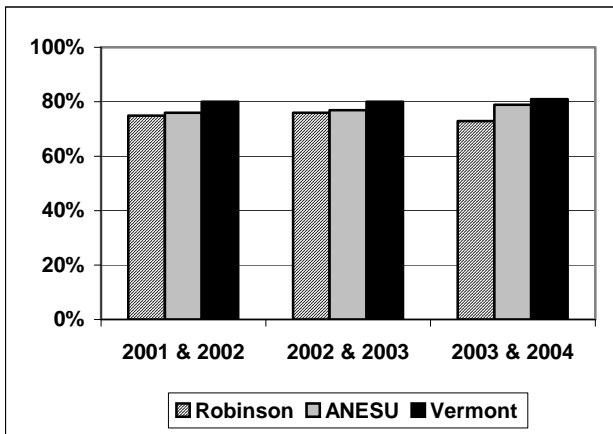
Robinson Elementary School Assessment Results

Percent of Students Who Met or Exceeded the Standard
 (Please note: results from two years at a time are combined to compensate for small class sizes)

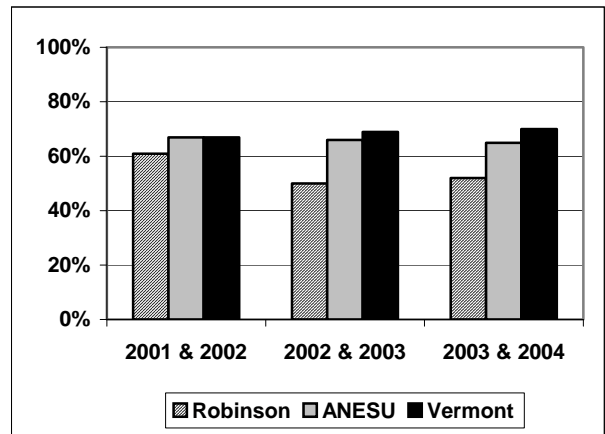
Early Reading – Grade 2



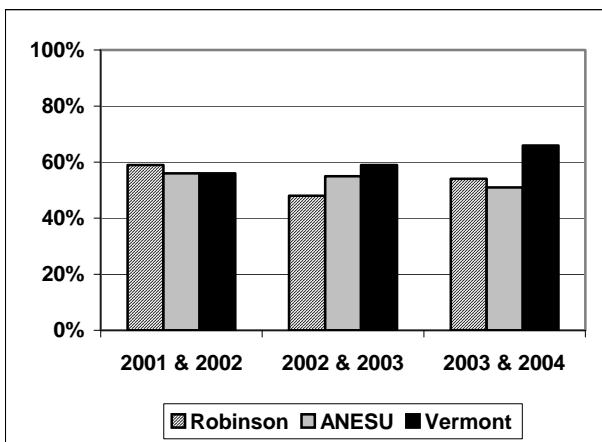
Reading Basic Understanding – Grade 4



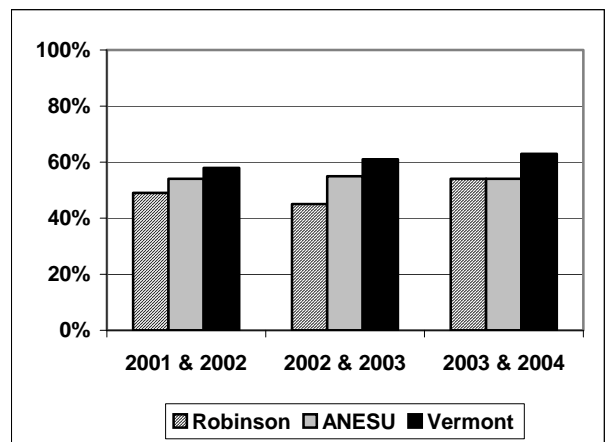
Reading Analysis & Interpretation – Grade 4



Writing Effectiveness – Grade 4



Writing Conventions – Grade 4

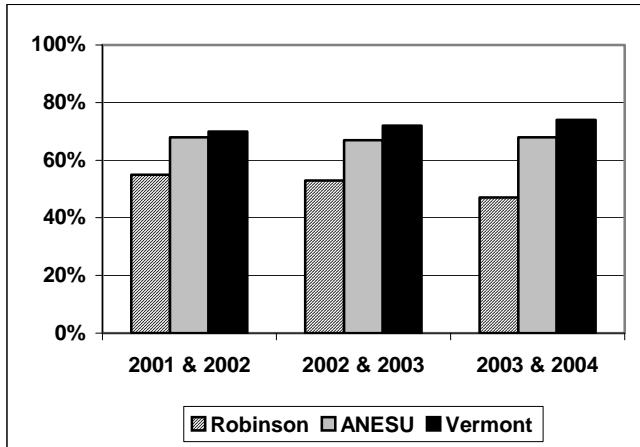


Robinson Elementary School Results

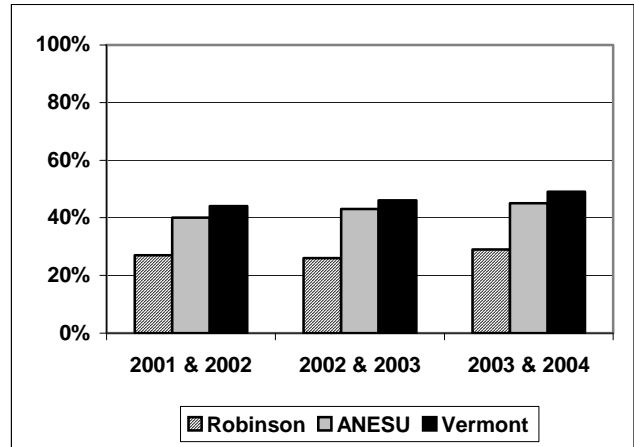
Percent of Students Who Met or Exceeded the Standard

(Please note: results from two years at a time are combined to compensate for small class sizes)

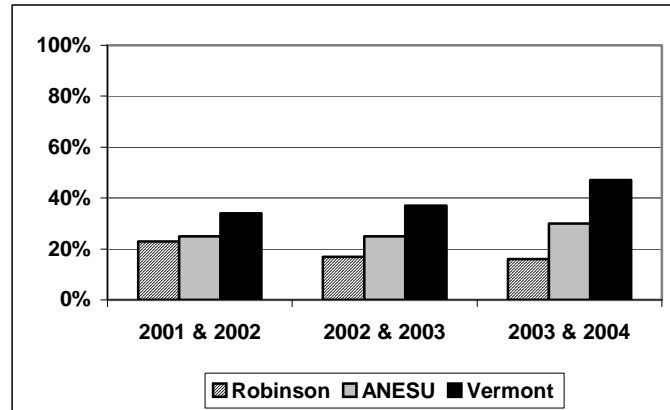
Math Skills – Grade 4



Math Concepts – Grade 4



Math Problem Solving – Grade 4



A Message from the Robinson Elementary School Principal

At Robinson, we look at multiple measures of student achievement when we work to evaluate the success of our students. Multiple measures include formal assessments (like the standardized test results above, portfolios of student work, and classroom assessments) and school processes (what the teachers are doing or teaching to get the results we are getting). Each of these measures is individually important but by looking at how these measures relate to each other we can often get a better idea of how to work to improve the processes we use to get the results we want. The assessment results above suggest both areas of growth and areas of needed improvement in school processes. Robinson has shown a general improvement in several areas of literacy skills. While we are proud of this growth there is still room for growth in all areas of literacy. We are confident that we have identified those areas, have developed professional plans that affect the teaching of reading and writing and are working to improve student understanding. In mathematics, this assessment data suggests that we have a greater need for improvement. Because of this, we have developed a comprehensive action plan to guide improvement. We have established a new problem solving portfolio system and have provided direct professional development opportunities for teachers. We are also using a standards based approach to determine and evaluate the effectiveness of our current mathematics curriculum to recommend changes for the coming year. Please see the school website (<http://vitaschools.learningnetworks.org/rs>) for a more detailed version of the action plan. We welcome your thoughts regarding our plans to improve, our areas of needed growth or any questions you may have. Please feel free to call the school at any time to discuss your ideas (453-2949).

Dan Noel, Robinson Elementary School Principal

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Mt. Abraham Union Middle School and High School Assessment Results

Please Note: Mt. Abraham results also appear on
pages: 10-12 and 15-17

Mt. Abraham Union High School Results

SCHOLASTIC APTITUDE TEST (SAT) - SAT scores are primarily intended to measure verbal and math skills that predict the college academic performance of individual students. SAT scores are designed to maintain the same meaning from year to year, and because the population of SAT takers is relatively stable from year to year, comparisons can be made over time. Five years of data are reported below. Because the SAT is generally taken by high school seniors who are anticipating entering college, the sample of students taking the SAT is a selective one. Results, therefore, are more a reflection of individual performance than they are of school programs.

SAT Participation – Mt. Abraham Seniors

Class of:	% of Class	% of SAT takers	
		Females	Males
2001	57%	64%	36%
2002	56%	64%	36%
2003	53%	49%	51%
2004	65%	65%	35%
2005	64%	45%	55%

SAT Average Verbal Score

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Mt. Abraham	511	548	546	523
Vermont	512	515	516	521
U.S.	504	507	508	508

SAT Average Math Score

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Mt. Abraham	503	520	529	541
Vermont	510	512	512	517
U.S.	516	519	518	520

Advanced Placement Tests

Mt. Abraham offers several Advanced Placement (AP) classes and AP test opportunities to seniors who aspire to the challenge of college-level classes in high school. Seniors who choose to take the AP test in a specific subject area can receive college level credit from colleges and universities for scoring a 3, 4, or 5 on the test (test scores range from 1 to 5).

	2000	2001	2002	2003	2004	2005
# Students	36	29	24	33	53	55
# Exams	50	49	35	49	76	89
Percent of test takers who scored 3 or higher	44%	57%	63%	67%	49%	39%

PLAN Test Results - 2004

The PLAN test is comparable to the College Board's PSAT. The PLAN is designed to provide 10th grade students, parents, counselors, and teachers with information that can be used to plan and prepare for future academic and career success. It tests skills in English, reading, mathematics, and science. Although the Fall, 2005 PLAN scores are not yet available, the 2004 mean scores appear below. 77 Mt. Abraham 10th graders(44% of the class) took the PLAN in 2004. 90% of the Mt. Abraham students who took the A summary of the results appears below.

	Mt. Abraham students who took this test	All college bound students in the U.S. who took this test	All students in the U.S. who took this test
English	20.8	17	16.1
Usage/Mechanics	10.7	8.4	7.8
Rhetorical	10.8	8.5	8.0
Mathematics	21.9	16.9	16.3
Pre-Algebra/Algebra	11.5	7.6	7.1
Geometry	11.2	8.7	8.4
Reading	21.4	16.5	15.8
Science	21.6	17.9	17.4
Composite	21.5	17.2	16.5

(Please note: 32 is the highest possible score.)

Post-Secondary Education

One measure of the effectiveness of our school programs is post-secondary education - the degree to which our students participate in educational opportunities after high school. We collect information about post-secondary activities through our own data collection at Mt. Abraham, and through the Vermont Student Assistance Program (VSAC) senior surveys.

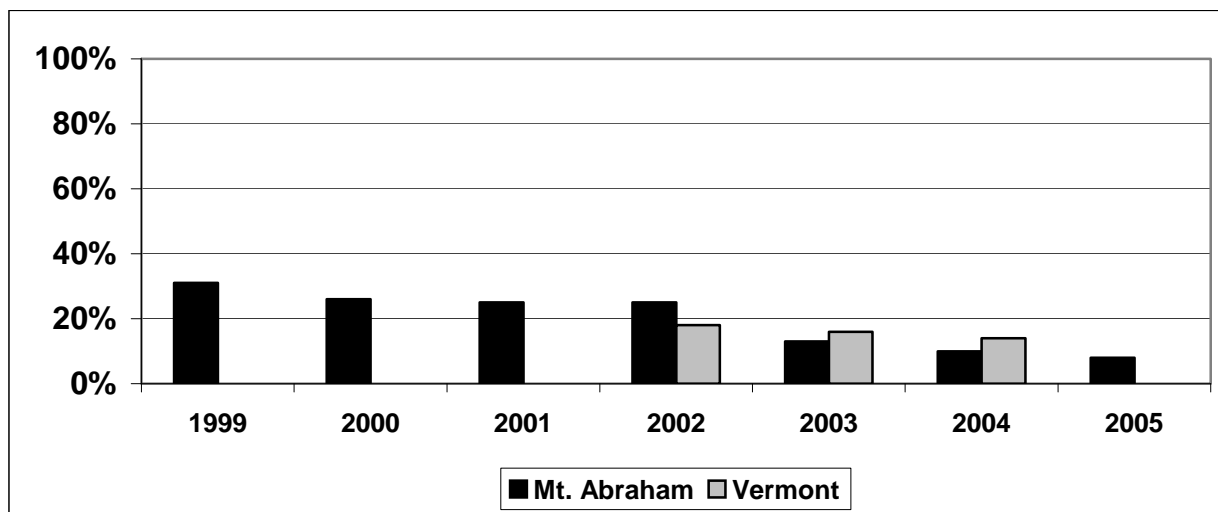
Post-Secondary Education Percent of Mt. Abraham Graduates				
	Class of 2002	Class of 2003	Class of 2004	Class of 2005
2 & 4 Year Colleges	45%	57%	62%	61%
Military	4%	2.6%	2%	1%
Employment	43%	36.5%	32%	19%
Undecided	8%	4%	4%	19%

(Source: Mt. Abraham Horizons Department)

Drop Out Rate

There are several ways to calculate drop out rates. The graph below shows the "cohort" drop out rate for Mt. Abraham. This rate is calculated by comparing 9th grade enrollment to the size of that same class at graduation. This method of calculating cohort drop out rate assumes that migration rates into and out of the school for any class, over the four year period between 9th and 12th grade, are equal. In the graph that follows, the statewide cohort drop out rate is shown for the years that this measure is available.

For the class of 2005, we experienced another decrease in our drop out rate over the previous year - which is great news!



Vermont Youth Risk Behavior Survey

Every two years since 1985, the Vermont Department of Health and the Vermont Department of Education has sponsored a survey of Vermont students. The Vermont Youth Risk Behavior Survey (YRBS) measures prevalence of behaviors that contribute to the leading causes of death, disease, and injury among youth. The survey is administered to Mt. Abraham students in grades 8-12. When the survey was administered in the spring of 2005, 73% of Mt. Abraham 8th through 12th graders participated. Some of the results from the most recent survey of Mt. Abraham students, and trends in our results over time, appear below.

Smoking: Overall smoking rates continue to decline at Mt. Abraham and statewide. However, in 2005 we saw an increase in the number of 8th and 12th graders who had smoked one or more cigarettes in the past 30 days.

- The percent of 8th-12th graders who reported smoking one or more cigarettes in the past 30 days has decreased from 21% in 2001 to 13% in 2005.
- The percent of 8th graders who had smoked one or more cigarettes in the past 30 days increased from 6% in 2003 to 12% in 2005 and for 12th graders it increased from 20% to 26%.

Alcohol: Other than seeing a decrease in the percent of students who first consumed alcohol, other than a few sips before age 13, student's behaviors with regard to alcohol have remained fairly constant over the past four years, and slightly below the state averages.

- The percent of 8th-12th graders who first consumed alcohol, other than a few sips, before 13 years of age decreased from 27% in 2003 to 19% in 2005.

Marijuana: Marijuana use is continuing to decline, however, as students progress through high school the percent of students who have tried marijuana increases significantly.

- The percent of 8th-12th graders who reported ever trying marijuana has decreased from 41% in 2001 to 33% in 2005. The statewide average in 2005 was 37%.
- In 2005, 18% of 8th graders and 51% of 12th graders reported having tried marijuana at least once.

Attitudes and Perceptions about Alcohol and Other Drugs: Most students believe it is easy to get alcohol, tobacco and marijuana and that their parents think it is wrong or very wrong for them to use these substances.

- In 2005, 68% of 8th-12th grade students felt that it was easy to get cigarettes, 71% said it was easy to get alcohol and 58% of students reported that it was easy to get marijuana.
- In 2005, the percent of 8th-12th grade students who reported that they think their parents think it is wrong or very wrong for them to smoke cigarettes was 90%, to drink alcohol was 75% and to smoke marijuana was 89%.

Physical Fights, Personal Property and Unwanted Touching: There has been an increase in unwanted touching, physical fights and theft or damage to students' property on school grounds.

- The percent of 8th-12th grade students who reported being touched against their wishes or forced to touch someone else within the last month increased from 6% in 2003 to 11% in 2005. The statewide average in 2005 was 10%.
- The percent of 8th-12th grade students who reported being in a physical fight on school property during the last month increased from 13% in 2003 to 19% in 2005.
- The percent of 8th-12th grade students who said someone had stolen or damaged their property on school grounds during the past 12 months increased from 24% in 2003 to 38% in 2005. The statewide average in 2005 was 24%.

Vehicle Safety: The majority of students are making healthy decisions about vehicle safety. However, in 2005 there was an increase in the number of students who reported having ridden in a vehicle with someone who had been smoking marijuana.

- 87% percent of 8th-12th grade students said they always or almost always wear a safety belt when riding in a car driven by someone else
- The percent of 8th-12th grade students who were injured in a crash during the past 12 months and said they were not wearing their safety belts decreased from 39% in 2003 to 31% in 2005.
- The percent of 8th-12th grade students who during the past 30 days rode in a car or other vehicle driven by someone who had been smoking marijuana increased from 17% in 2003 to 22% in 2005. The statewide average in 2005 was 23%.

Suicide: More students are showing suicidal tendencies

- The percent of 8th-12th grade students who reported that, during the past 12 months they felt so sad or hopeless almost every day for at least 2 weeks that they stopped doing some usual activities, increased from 17% in 2003 to 25% in 2005. The statewide average in 2005 was 22%.

Sexual Behavior: More students are engaging in sexual activity.

- The percent of females in grades 8-12 who have ever had sexual intercourse increased from 20% in 2003 to 28% in 2005. The statewide average in 2005 was 34%.
- The percent of females in grades 8-12 who have had sexual intercourse during the past 3 months increased from 12% in 2003 to 19% in 2005. The statewide average in 2005 was 27%.
- The percent of 8th-12th grade students who used drugs or alcohol before their most recent sexual experience increased from 30% in 2003 to 37% in 2005.

Physical Activity: Students are spending more time watching TV or playing on the computer.

- The percent of 8th-12th grade students who spend 3 or more hours per school day watching TV or playing on the computer increased from 31% in 2003 to 38% in 2005. The statewide average in 2005 was 36%.

A Message from the Mt. Abraham Middle and High School Principals

The second overarching goal of the Mt. Abraham Action Plan is to increase the percentage of students who meet or exceed the Vermont standards. At the national level, our students compare favorably. The average scores of the Mt. Abraham students who take the SAT are higher in both the math and verbal tests than the average state and national scores. Reporting our successes and challenges in the state-based tests is increasingly difficult with the changes in the state standardized tests. We have no state test results to report for grade 8 students due to the change from the New Standard Reference Exam (NSRE) to the New England Common Assessment Program (NECAP). Grade 8 NSRE overall reading and math scores had not changed significantly from 2000 to 2004. Grade 10 NSRE overall reading scores have remained fairly constant across the years. Grade 10 overall math skills have improved, most likely due to the Math Department's focus on problem-solving and students' increased access to math labs across all grade levels, 7-12.

We have initiated several efforts to improve students' reading and writing skills. We are in the second year of a three-year professional development program across the district to support teachers' writing instruction. Reading strategies are taught to all freshmen; and our reading specialists assist teachers at other grade levels to incorporate reading strategies into their instruction. More reading and writing assignments have been incorporated into all classes so that students can apply their skills in their areas of interest, be it art, drafting, woodworking or photography. Our literacy-focused Learning Center, now in its second year, is helping more and more students to gain the skills needed to be successful in their classes.

The most useful evidence of good instruction and learning is to be found in the classroom assessments (quizzes, tests, projects) and not necessarily in standardized test scores. Thus, we provide time for our grades 7 and 8 teachers and our grade 9 English and social studies teachers to meet on a regular basis to plan curriculum so that all students taking the same course will have equal opportunities to demonstrate their learning in consistent ways and be evaluated using the same criteria. It should not matter which teacher a student has for a required course. All students should demonstrate mastery of a core set of skills and knowledge and be evaluated fairly and consistently.

In the Middle School, the faculty and staff are in the second year of work with the Access Center, a national technical assistance center based in Washington D.C. The teachers have been reading and learning more about differentiating their classroom instruction and assessments. Differentiation allows more students to have greater access to, and to understand, the general education curriculum in ways that better match their personal learning styles, interests and ability levels. To support this work and the Action Plan, the Middle School has made Math and Reading Labs, as well as crew-based study halls, available each day. Additionally, students participate in silent reading daily for twenty minutes to assist with literacy skill development.

Every two years the Department of Health has sponsored the Youth Risk Behavior Survey of Vermont students. The YRBS enables us to monitor trends in the health behaviors of Mt. Abraham students, compare our students with a statewide and a national sample and plan, evaluate and improve community programs which prevent health problems and promote healthy behaviors. To protect student privacy, the questionnaire is anonymous.

We have been working hard to keep students in school. Our efforts are rewarded as we continue to see a decrease in the cohort dropout rate. This is the rate determined by comparing the number of students who enter ninth grade and the number who graduate four years later. The dropout rate was 25% in 2002, 13% in 2003, 10% in 2004 and 8% in 2005. Of course, our goal is to see every student graduate.

Paulette Bogan,
Mt. Abraham Principal

June Sargent,
Middle School Principal

Norman Reuss,
Dean of Students

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What steps are we taking in ANESU schools to use these assessment results, and other data, to improve student learning?

Student results on a rich variety of assessments direct our attention to the continued work that must be done in our schools to improve teaching and learning. Through the process of action planning in each school, teachers, parents, the principal, board members, and other community members examine these results to get information about how best to strengthen our educational programs. Each year, our schools' Action Planning teams analyze results and work with school staff to adjust our school plans, so that our resources can be focused where they will do our students the most good. We believe that this ongoing attention to our students' performance will help our schools to continually move toward meeting our goal: Success for ALL Students.

If you would like to get a copy of the action plan for your school, please don't hesitate to contact the school principal or the superintendent's office.

You can also view individual school assessment results on the Vermont Department of Education website: <http://data.ed.state.vt.us/apg/index.html>

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