

# **Addison Northeast Supervisory Union**

2006-2007  
School Report

**Reporting Student Assessment Results  
for the schools in the  
Addison Northeast Supervisory Union**

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

February 2007

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 3 through 8 for reading and mathematics, and grades 5 and 8 for writing, in October 2005 and 2006. These tests are required by federal legislation under the No Child Left Behind Act. The results of these new tests, from last year and this year, appear in this report. The New Standards Reference Exam for grade 10 did continue for 2005-06 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 49-54, 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 continues to 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. In 2004, the state of Vermont created the Vermont Grade Expectations, which define standards-based learning expectations by grade, or grade cluster, for all subject areas. ANESU teachers use the Vermont Grade Expectations as a resource in designing classroom curriculum and assessment

## **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).

<b>ASSESSMENT TOOLS</b>	<b>GRADES</b>	<b>DATES</b>	<b>PRIMARY PURPOSE</b>
<b>Competence in areas of reading and writing (Goal 1)</b>			
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
NECAP No Child Left Behind English/Language Arts Assessments	Reading: 3-8 Writing: 5; 8	October	Program Indicator State Indicator
NECAP No Child Left Behind English/Language Arts Assessments	Reading: 11 Writing: 11	October beginning Fall, 2007	Program Indicator State Indicator
Scholastic Aptitude Test (SAT I) Ver	11, 12 Selective	Fall, Spring	National College Admissions screening tool
<b>Competence in the areas of math computation and problem solving (Goal 1)</b>			
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) Math	11, 12 Selective	Fall / Spring	National College Admissions screening tool
New Standards Reference Exam Mathematics	11	October beginning Fall, 2007	Program Indicator State Indicator
<b>Competence in using the scientific process (Goal 1)</b>			
NECAP No Child Left Behind Science Assessment	4, 8, 11	Spring, Beginning 2008	Program Indicator State Indicator
<b>Demonstration of high self-esteem and individual and social responsibility (Goal 3)</b>			
Developmental Assets Survey	7, 8, 9, 10, 11, 12	Periodically	Program Indicator
<b>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)</b>			
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 were added last year in grades 3-8. New grade 11 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).

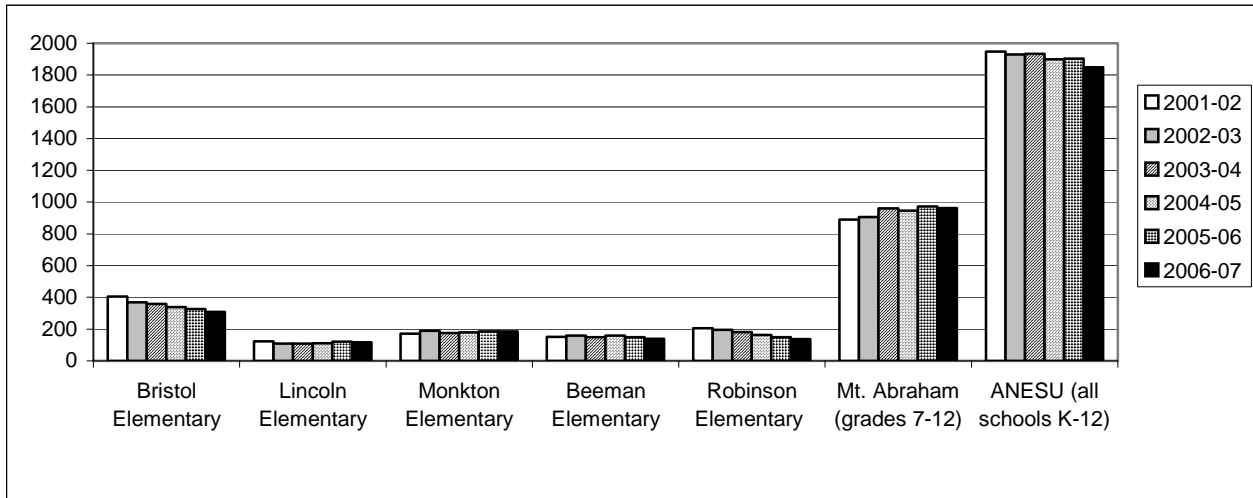


## Section A: The ANESU Student Population

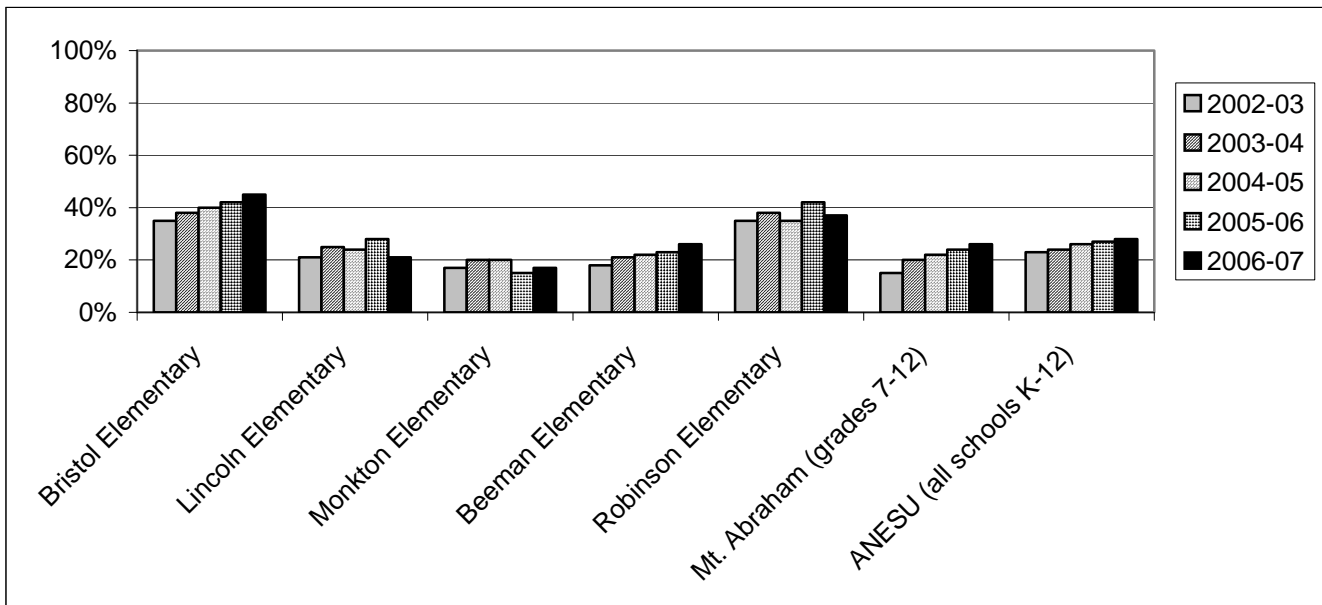
### How has the Addison Northeast student population changed over time?

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. Currently, children in a family of 4, for example, qualify for reduced lunch prices if the annual family income is \$37,000 or less, and for free lunch if the annual family income is \$26,000 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.



## Section B: Reading and Writing

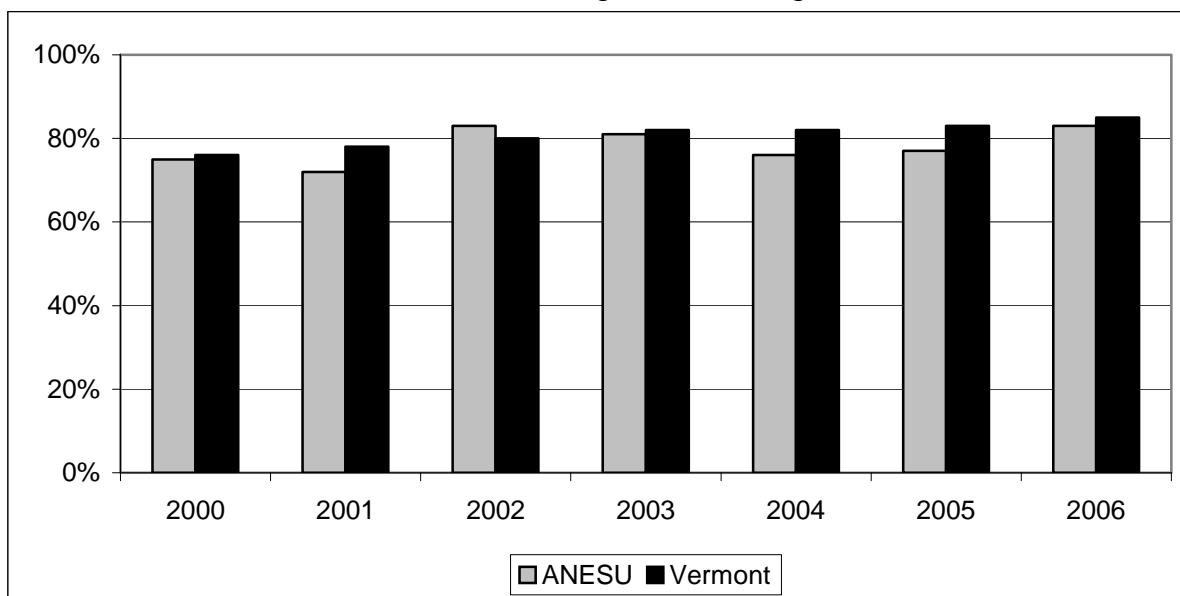
### How well are the students in Addison Northeast doing in the area of reading and writing?

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

- the Developmental Reading Assessment (DRA) (administered at grade 2)
- the New England Common Assessment Program (NECAP) (administered in grades 3 through 8)
- the New Standards Reference Exam (NSRE) administered in grade 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 2<sup>nd</sup> 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.

**Early Reading Grade 2**  
Percent of Students Meeting or Exceeding the Standard



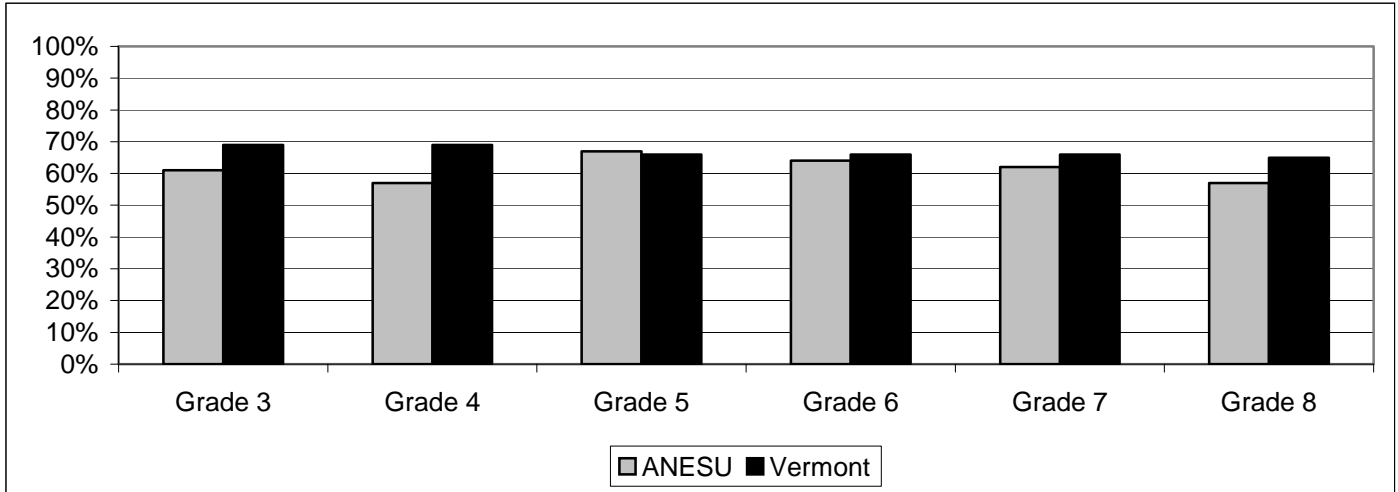
- Last spring (2006) 83% of ANESU 2nd graders met or exceeded the overall reading standards of this assessment. They performed slightly below the Vermont average (85%).
- ANESU females and males performed about the same on this assessment.
- ANESU 2<sup>nd</sup> graders qualifying for free or reduced lunch (a measure of economic need) did not perform as well on this assessment, compared with students from middle and upper income families.

**New England Common Assessment Program (NECAP)** – These assessments, required through the federal No Child Left Behind legislation, were administered for the first time in grades 3-8 in the fall, 2005, in Vermont, and also in New Hampshire and Rhode Island. These tests are based on the Vermont Grade Expectations. Students in grades 3 through 8 took a test in reading, and students in grade 5 and grade 8 also were assessed in writing. The NECAP provides results in terms of four levels of achievement:

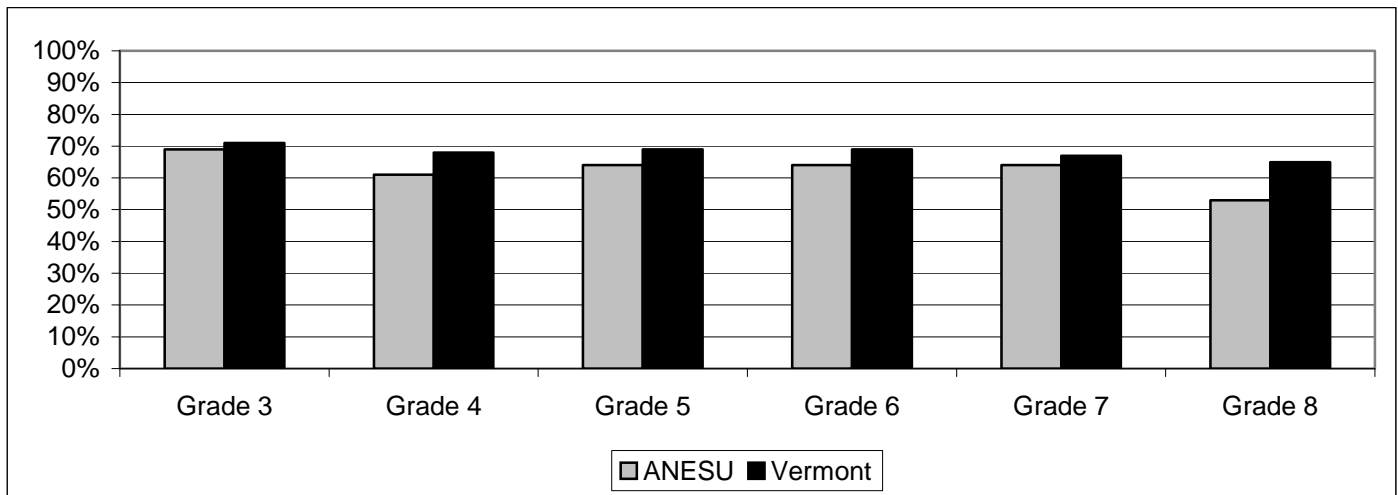
- Proficient with Distinction – Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the Vermont Grade Level Expectations at the current grade level. Errors are few and minor and do not reflect gaps in pre-requisite knowledge and skills.
- Proficient – Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the Grade Level Expectations at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.
- Partially Proficient – Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the Grade Level Expectations at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.
- Substantially Below Proficient – Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the Grade Level Expectations at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

Our results for grades 3 through 8, from the fall, 2005 and the fall 2006 administration of this test appear in the next four graphs.

**Reading – Grades 3 through 8**  
 Percent of students scoring proficient or higher  
 NECAP Fall, 2005



**Reading – Grades 3 through 8**  
 Percent of students scoring proficient or higher  
 NECAP Fall, 2006



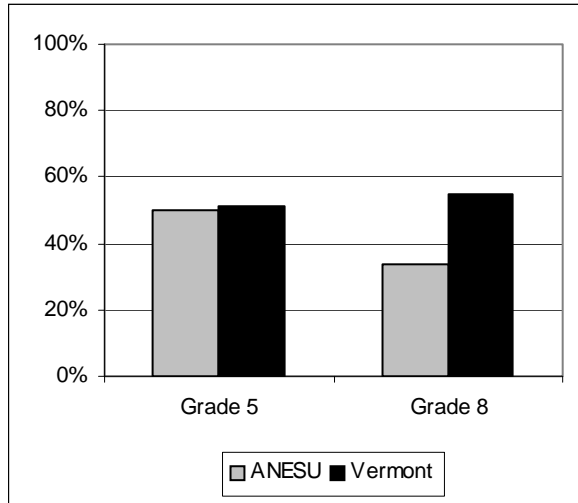
- In 2005, in grades 5 and 6, ANESU students performed about the same as students statewide, in reading. In grades 3, 4, 7, and 8, students statewide outperformed ANESU students. In 2006, in grades 3-8, ANESU students performed below students statewide, in reading.

- In 2005, in grades 3, 6, 7, and 8, in reading, ANESU females performed significantly better than males. In grade 4, and 5, females and males performed about the same. In 2006, in grades 3, 4, 5, and 8, ANESU females performed better than males. In grade 6 males performed better than females and in grade 7, males and females performed about the same.

- In 2005, students qualifying for free or reduced lunch performed significantly worse than other students in reading on this assessment, at all grades except grade 6, where they performed slightly better than other students. In 2006, students qualifying for free or reduced lunch performed significantly worse than other students in reading on this assessment, at all grades.

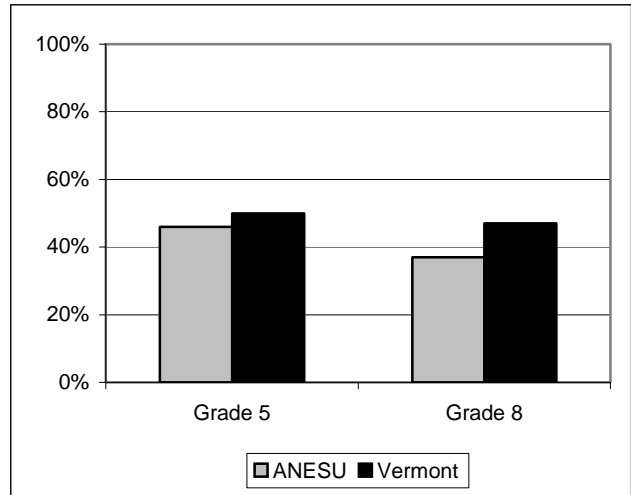
### Writing – Grades 5 and 8

Percent of students scoring proficient or higher  
NECAP Fall, 2005



### Writing – Grades 5 and 8

Percent of students scoring proficient or higher  
NECAP Fall, 2006



- In 2005, in writing, ANESU 5<sup>th</sup> graders scored slightly below 5<sup>th</sup> graders statewide. ANESU 8<sup>th</sup> graders scored significantly lower than 8<sup>th</sup> graders statewide. In 2006 in writing, ANESU 5<sup>th</sup> graders scored below 5<sup>th</sup> graders statewide. ANESU 8<sup>th</sup> graders also scored significantly lower than 8<sup>th</sup> graders statewide.
- In 2005, ANESU Females performed significantly better than males in writing at both 5<sup>th</sup> and 8<sup>th</sup> grade. In 2006, this pattern continued.
- In 2005, ANESU students qualifying for free or reduced lunch performed significantly below other students in writing on this assessment, at both 5<sup>th</sup> and 8<sup>th</sup> grade. In 2006, this pattern continued.

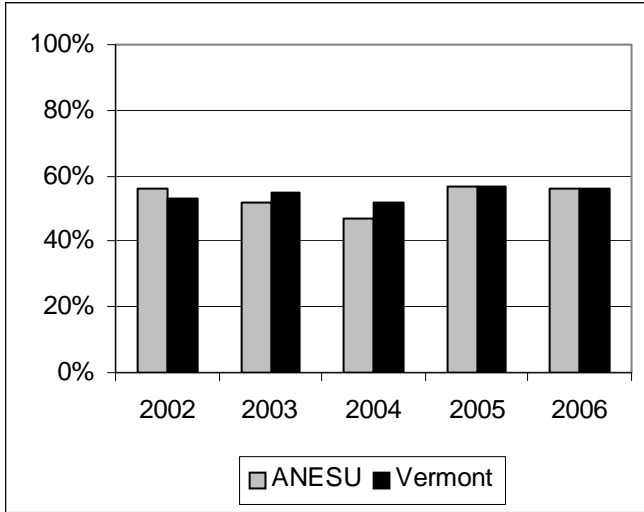
**New Standards Reference Exam in English/Language Arts** – In previous years, this statewide exam was administered to all students in grades 4, 8, and 10 annually. Beginning in the 2004-2005 school year, the exam was only administered to 10<sup>th</sup> graders. The New Standards Reference exams have 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 grade 10 from previous years appear in the next five graphs.

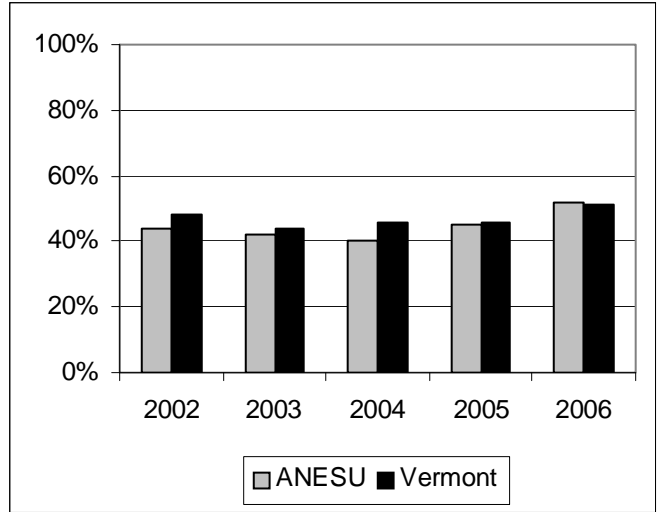
**Basic Reading – Grade 10**

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



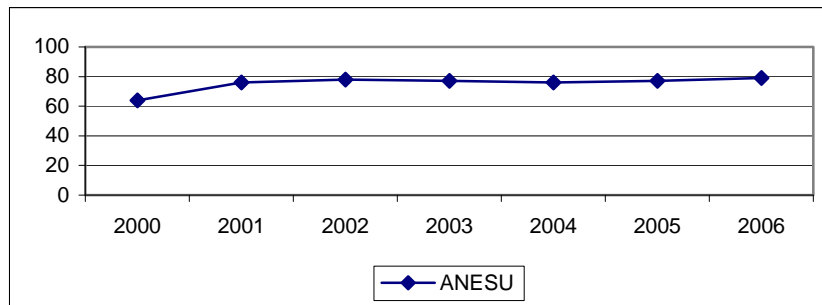
**Reading Analysis & Interpretation – Grade 10**

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



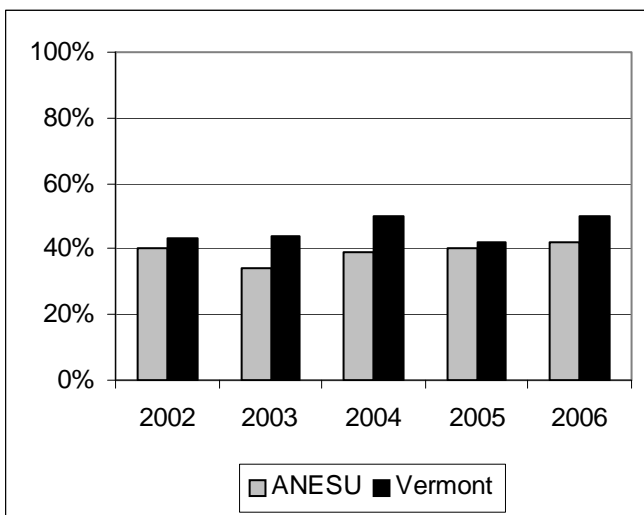
**Overall Reading – Grade 10**

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



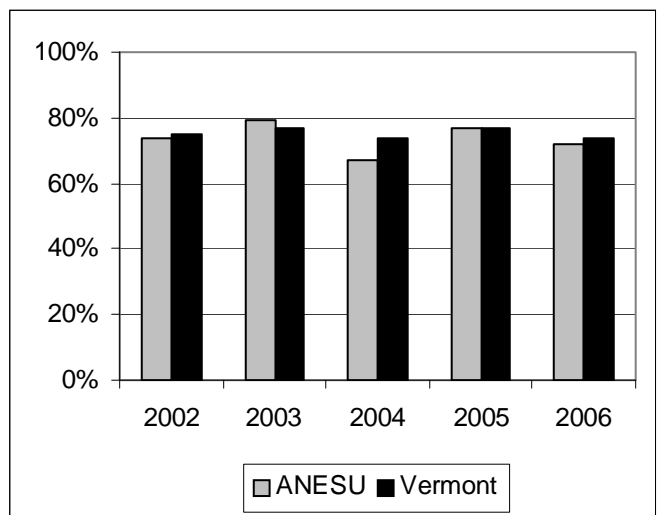
**Writing Effectiveness – Grade 10**

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, 2006 to 10<sup>th</sup> graders:

- 56% of 10th graders met or exceeded the standard in Reading: Basic Understanding.
- 52% of 10th graders met or exceeded the standard in Reading: Analysis and Interpretation.
- 42% of 10th graders met or exceeded the standard in Writing Effectiveness.
- 72% 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, 10<sup>th</sup> graders scored at the 79<sup>th</sup> percentile in overall reading. This means that, on the average, Mt. Abraham 10<sup>th</sup> graders would have scored better than 79% 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.
- 10<sup>th</sup> grade students qualifying for free or reduced lunch did not perform as well as other students in the areas of reading or writing, on this assessment.

## **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?**

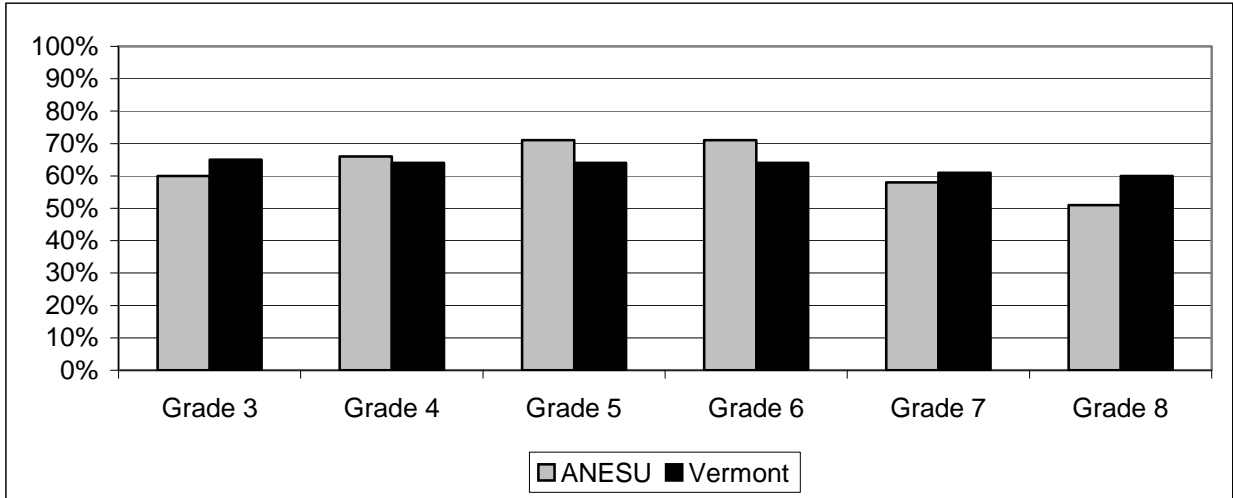
Our large scale assessment results in mathematics come from:

- the New England Common Assessment Program (NECAP) administered at grades 3 through 8
- the New Standards Reference Exam (NSRE) administered at grade 10

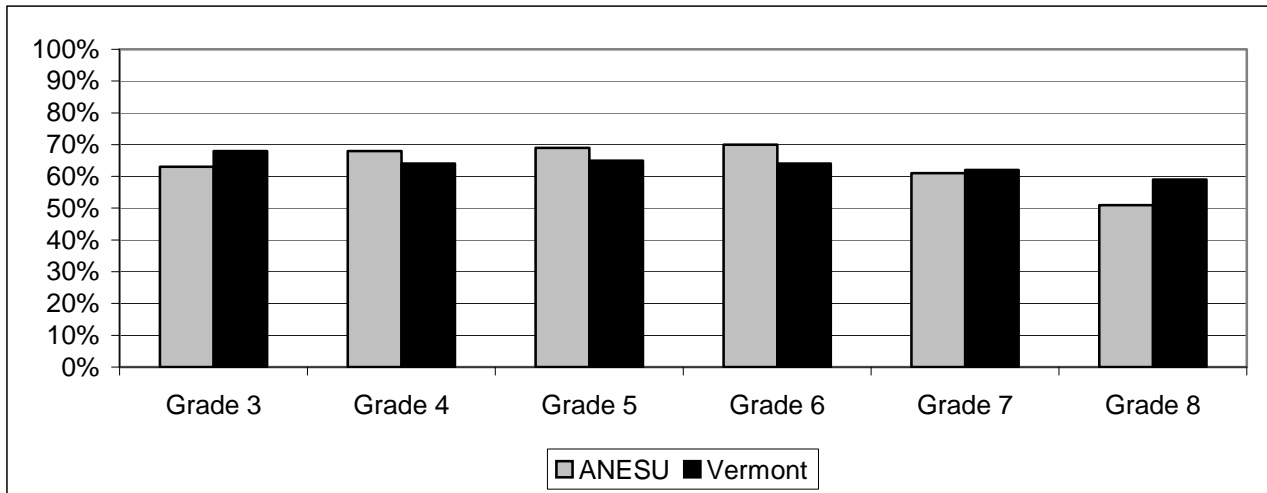
**New England Common Assessment Program (NECAP)** – These assessments, required through the federal No Child Left Behind legislation, were administered for the first time in grades 3-8 in the fall, 2005, in Vermont, and also in New Hampshire and Rhode Island. These tests are based on the Vermont Grade Expectations. Students in grades 3 through 8 took a test in math. The NECAP provides results in terms of four levels of achievement: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. (Please see page 8 for an explanation of these four performance levels.) Our results for grades 3 through 8, from the fall, 2005 and the fall 2006 administration of this test appear in the two graphs on the next page.



**Mathematics – Grades 3 through 8**  
Percent of students scoring proficient or higher  
NECAP Fall, 2005



**Mathematics – Grades 3 through 8**  
Percent of students scoring proficient or higher  
NECAP Fall, 2006



- In 2005, in grades 4, 5, and 6, ANESU students performed better in math than students statewide. At grades 3, 7, and 8, in that same year, ANESU students did not perform as well as their counterparts statewide. In 2006, this same pattern was repeated.
- In 2005, ANESU males performed better than females in math on this assessment at grades 3, 4 and 5. Female performed better than males at grades 6, 7, and 8. In 2006, ANESU males performed better than females in math on this assessment at grades 5, 6, and 7. Females outperformed males at grades 3, 4, and 8.
- Students qualifying for free or reduced lunch in 2005 performed significantly worse than other students in math on this assessment, at all grades. This was also the case in the 2006 assessment results.

### **New Standards Reference Exam in Mathematics (grade 10)**

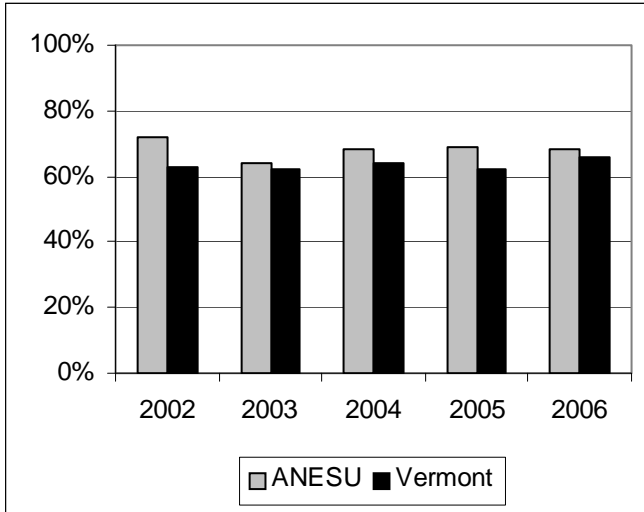
In previous years this statewide exam was administered to all students in grades 4, 8, and 10 annually. Beginning in the 2004-2005 school year, the exam was only administered to 10<sup>th</sup> graders. The New Standards Reference exam has uniform administration and is based on Vermont Standards. The 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 grade 10 appear on the following two pages.

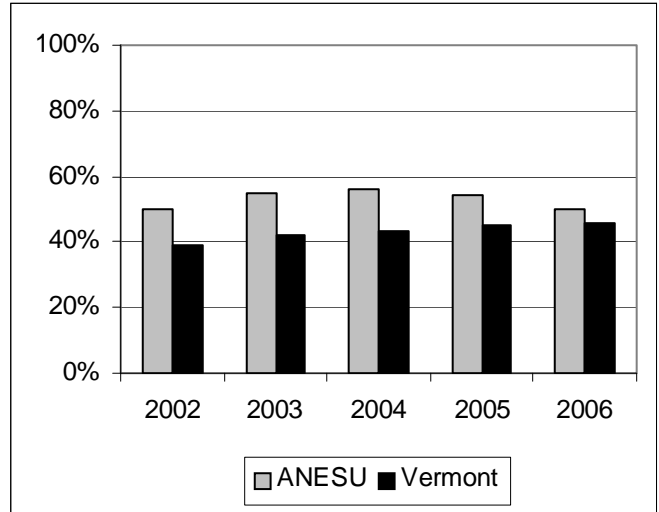
**Math Skills – Grade 10**

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



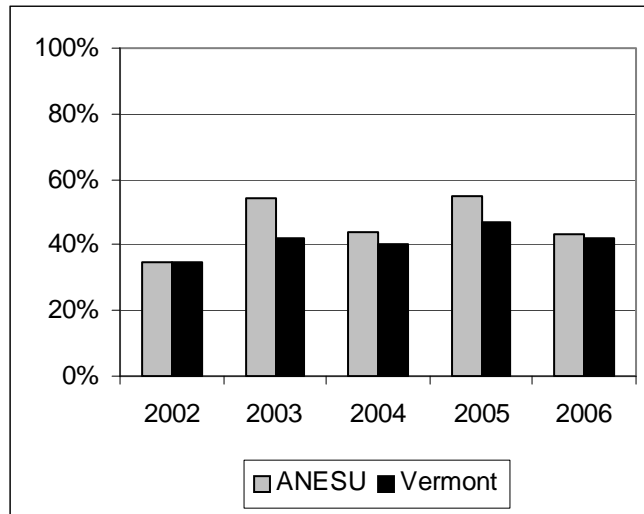
**Math Concepts – Grade 10**

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



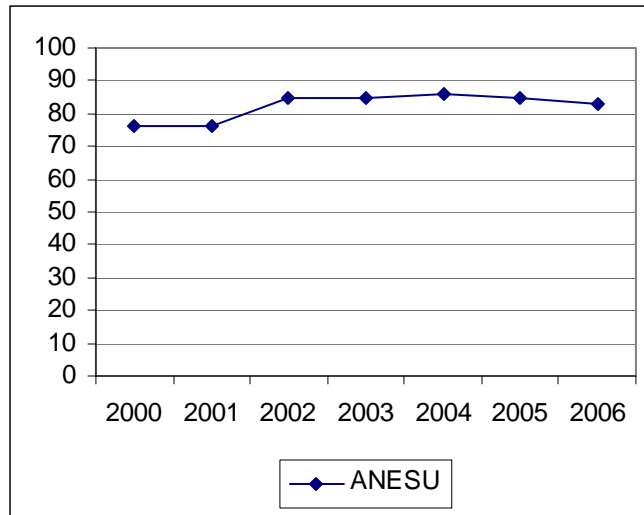
**Math Problem Solving – Grade 10**

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 50<sup>th</sup> Percentile is considered exactly average)



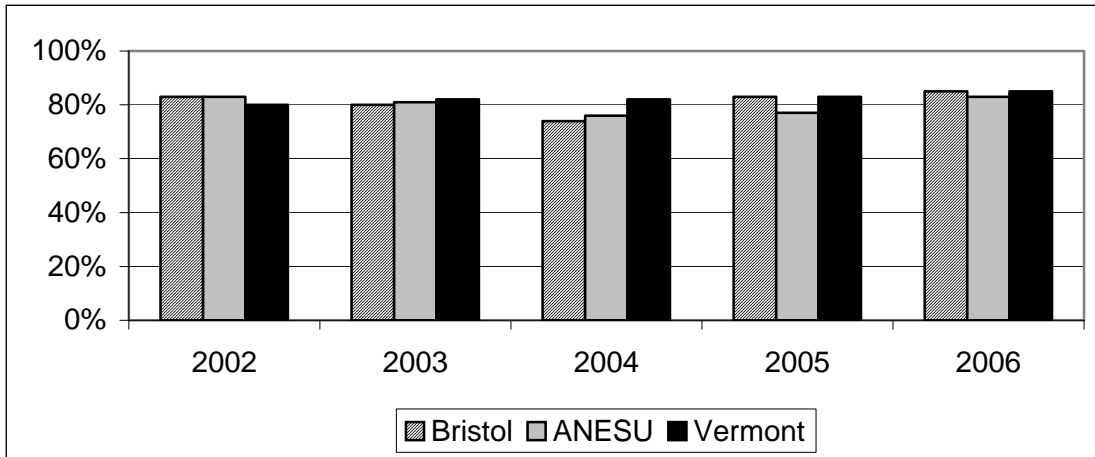
On the New Standards Reference Exam in Mathematics, given in the spring, 2006:

- In the area of math skills, 68% of 10<sup>th</sup> graders met or exceeded the standard in math skills.
- In the area of math concepts, 50% of 10<sup>th</sup> graders met or exceeded the standard.
- In the area of math problem solving, 43% of 10<sup>th</sup> 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 10<sup>th</sup> graders scored at the 83<sup>rd</sup> percentile in 2005. This means that, on the average, our students would have scored better than 83% of all students in a national norm sample, had they taken the entire Stanford Achievement test.
- At grade 10, ANESU females performed slightly better than males in math problem solving, but not as well as males in math skills and math concepts. In Vermont overall, females and males performed about the same on this assessment.
- 10<sup>th</sup> grade students qualifying for free or reduced lunch did not perform as well as other students in math on this assessment.

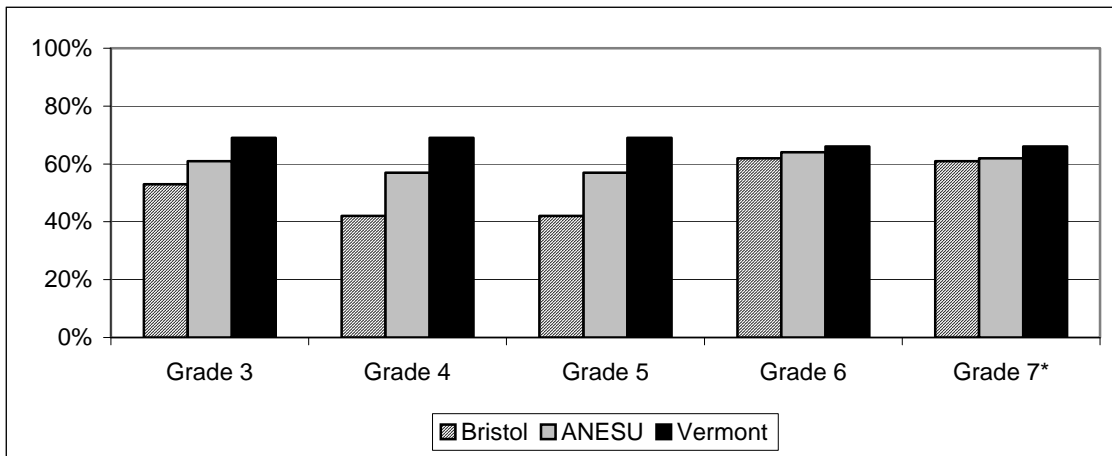
# Bristol Elementary School Assessment Results

**Bristol Elementary School Results**  
Percent of Students Who Met or Exceeded the Standard

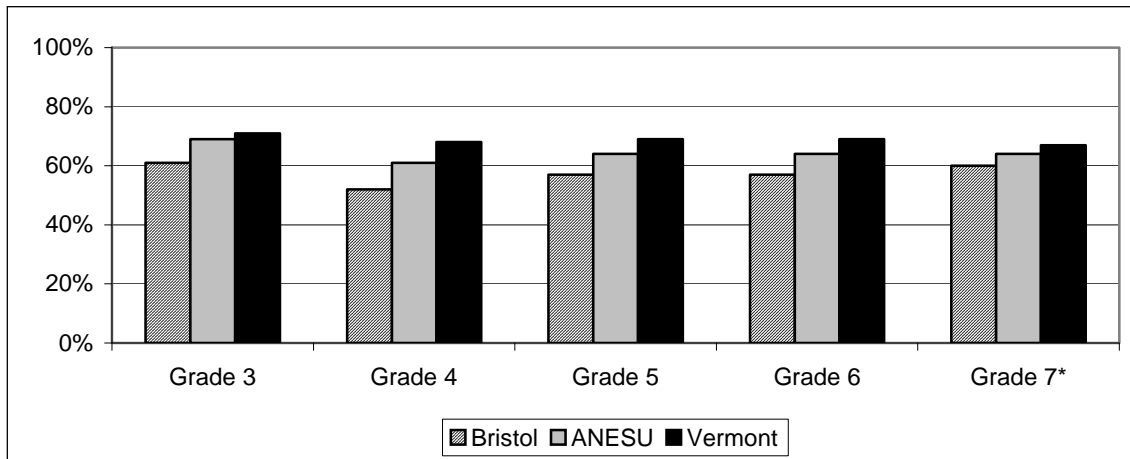
**Early Reading – Grade 2**



**Reading – NECAP 2005**

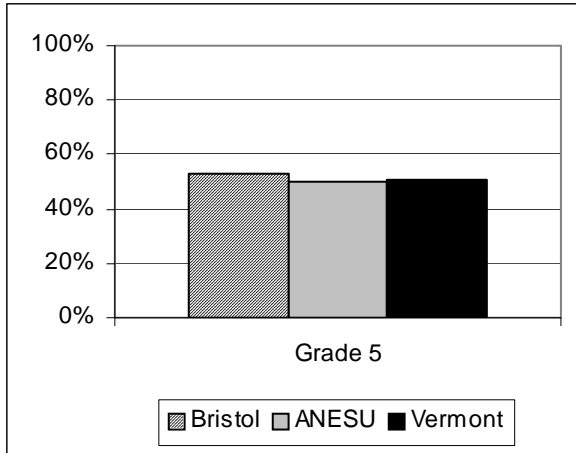


**Reading – NECAP 2006**

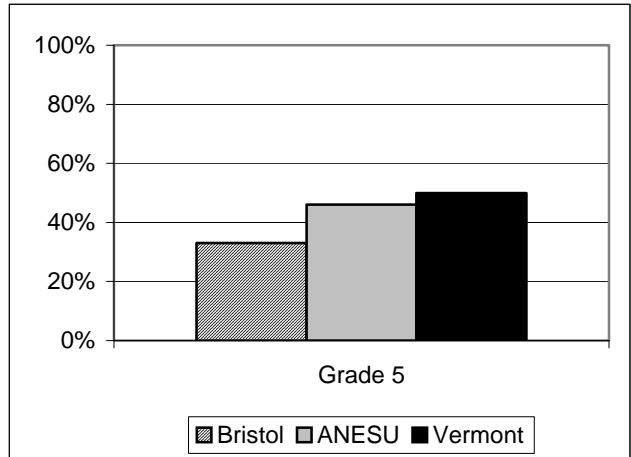


**Bristol Elementary School Results**  
Percent of Students Who Met or Exceeded the Standard

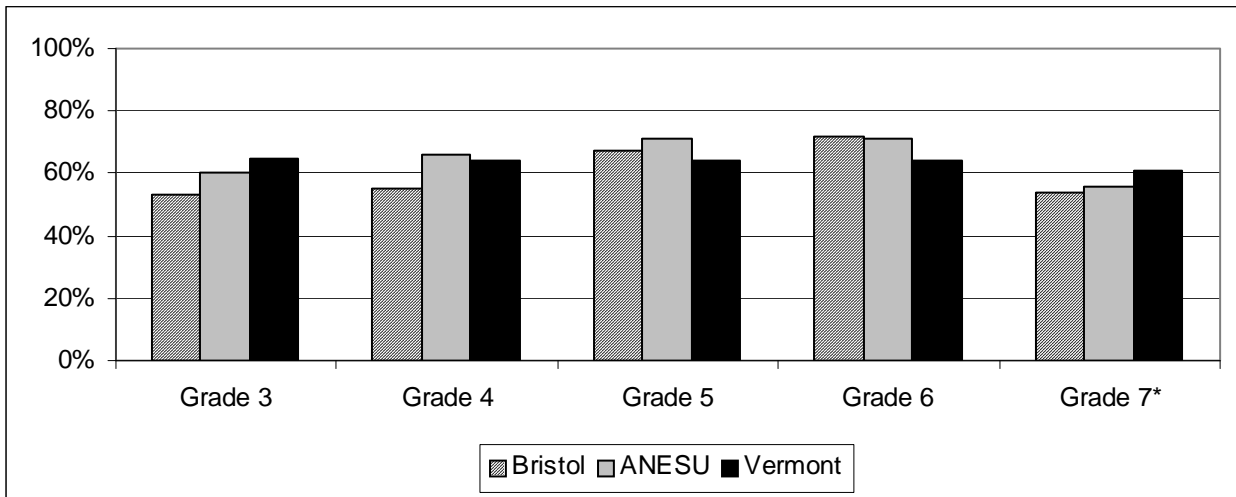
**Writing – NECAP 2005**



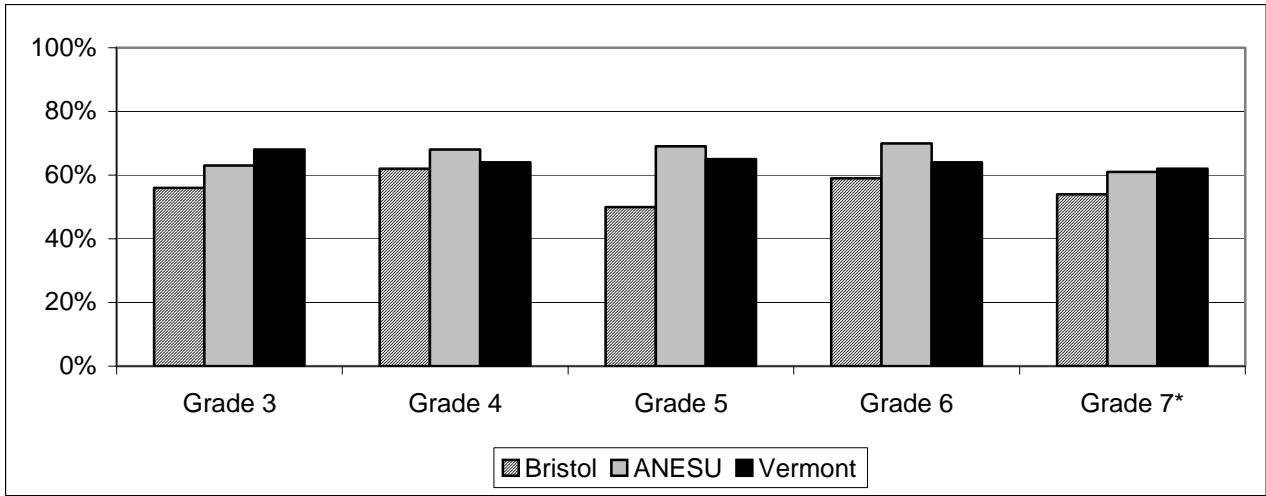
**Writing – NECAP 2006**



**Math – NECAP 2005**

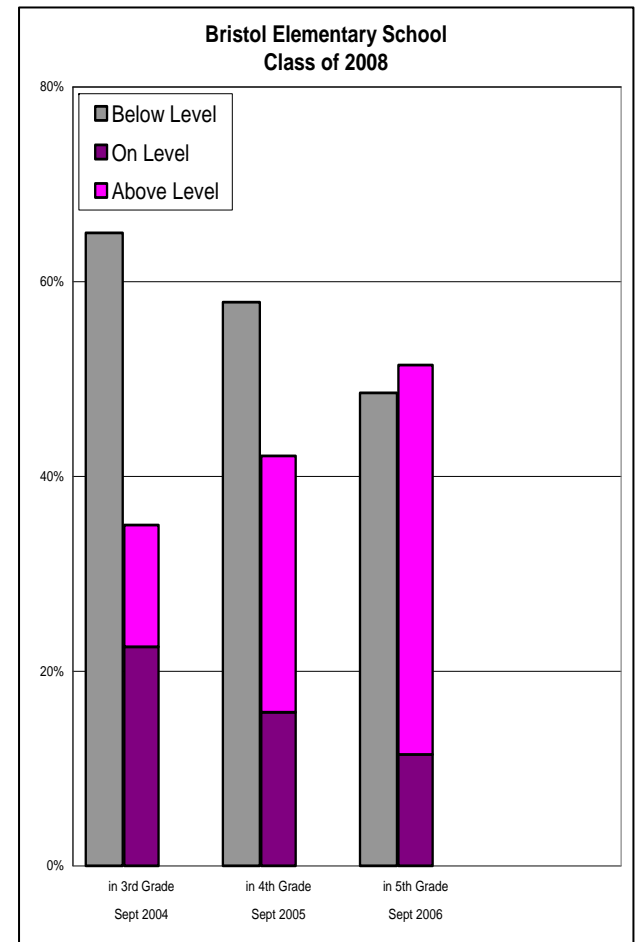
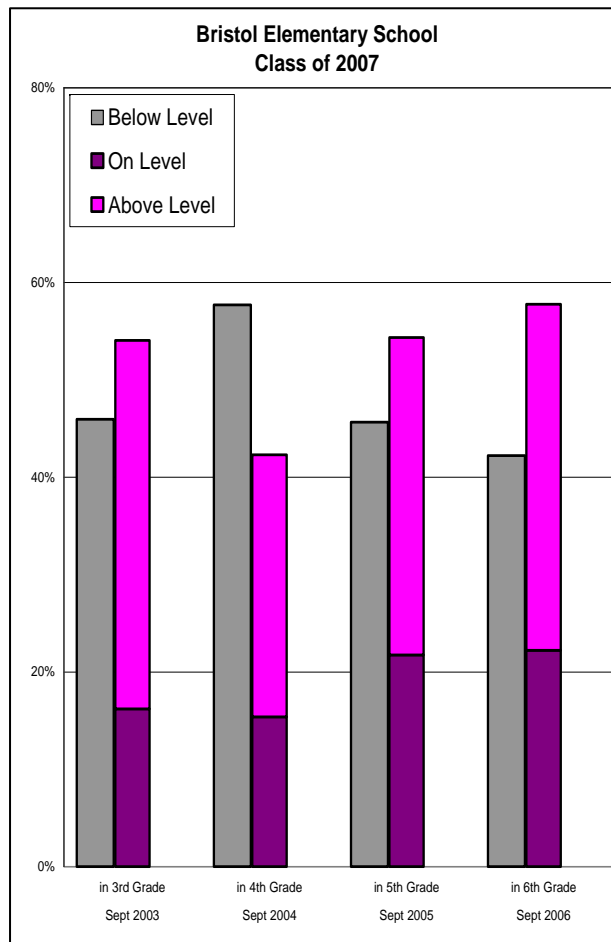
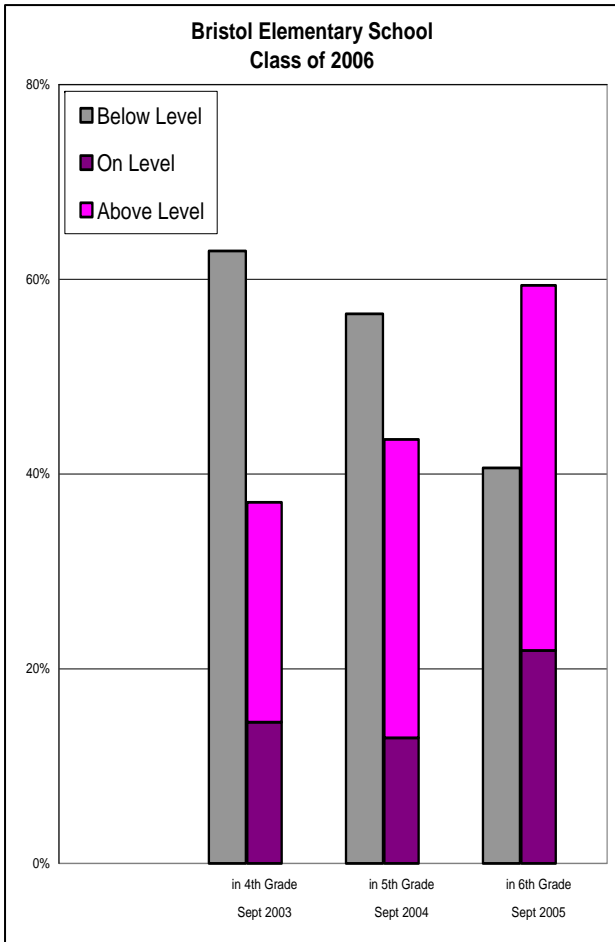


**Math – NECAP 2006**





# Bristol Elementary School Standardized Assessment of Vocabulary and Reading Comprehension



Gates-MacGinite Test Scores

### **A Message from the Bristol Elementary School Co- Principals**

Teachers in grades K-6 administer formal and informal assessments to guide instruction and monitor student progress.

#### **Primary Observation Assessment (POA) – Kindergarten and Grade One**

The POA is administered one-on-one to students. The results below represent the percentage of students who met and/or exceeded the standard expectations:

- Kindergarten Text Level Reading Results May 2006: 92%
- First Grade Text Level Reading Results May 2006: 87%

**Vermont Developmental Reading Assessment (VTDRA) – Grade Two** The DRA is closely aligned with the above mentioned POA. The DRA is a standards-based assessment that is administered one on one to all Vermont second grade students in May.

- BES May Results 2006: 85% met or exceeded the standard expectations.

#### **Gates-MacGinitie Assessment of Vocabulary and Reading Comprehension**

We have been administering this nationally-normed test since September 2003 to students in grades 3 – 6. The graphs shown on page 18 track the growth, by grade, of students as each group moved from 3<sup>rd</sup>, to 4<sup>th</sup>, to 5<sup>th</sup> and to 6<sup>th</sup> grades. We are very pleased to see that the trend over time for each class has been steady improvement: more students performing at or above grade level and fewer students below grade level.

This data is a snapshot of BES as a whole. We will be analyzing and reflecting on both grade level and school wide data for 2005 and 2006 so that we can make appropriate adjustments to our programs and instruction.

Thank you for your continued support of Bristol Elementary School.

Respectfully submitted,

Anne Driscoll, Co-Principal  
Jill Mackler, Co-Principal

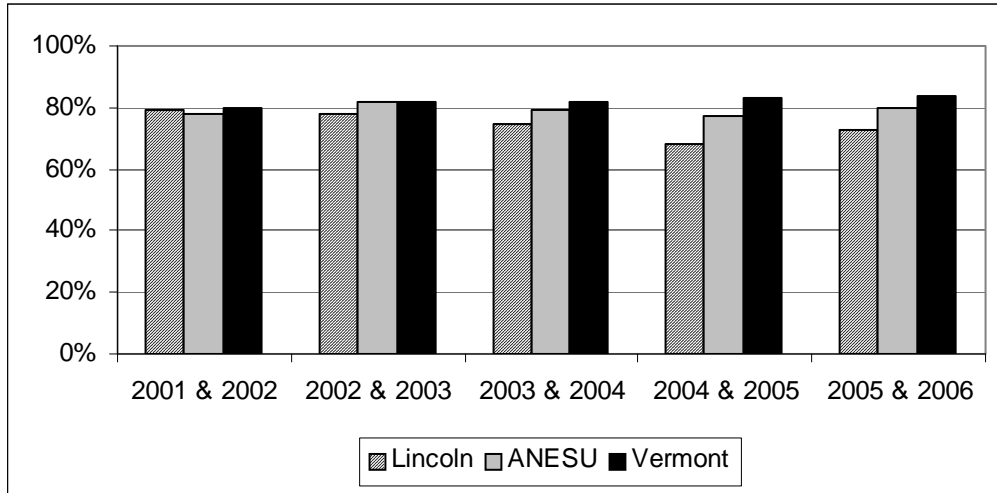
# Lincoln Community School Assessment Results

# Lincoln Community School Results

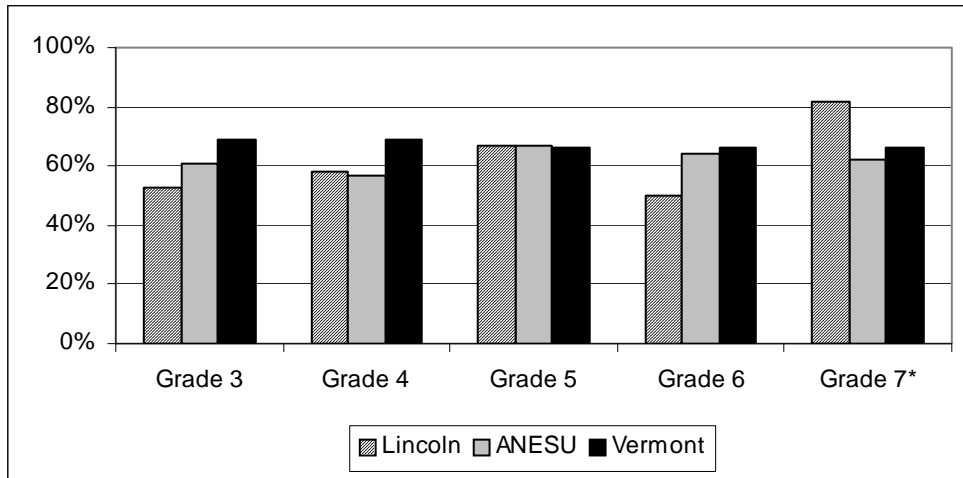
Percent of Students Who Met or Exceeded the Standard

## Early Reading – Grade 2

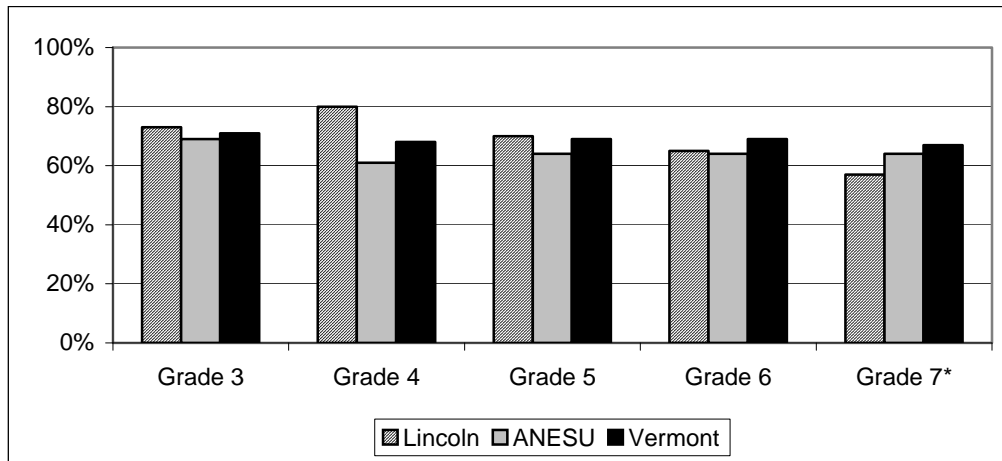
(Please note: results from two years at a time are combined to compensate for small class sizes)



## Reading – NECAP 2005

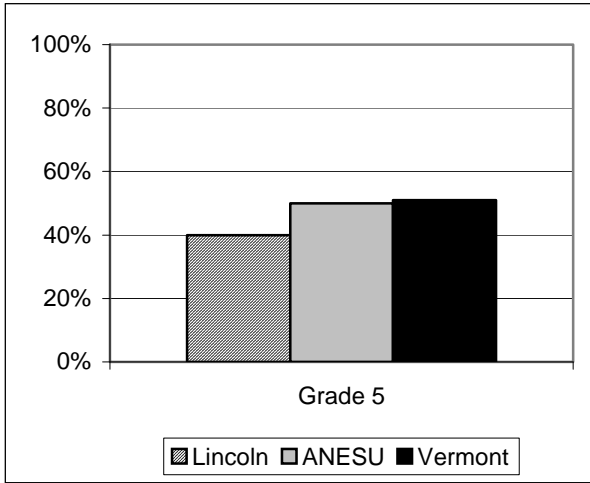


## Reading – NECAP 2006

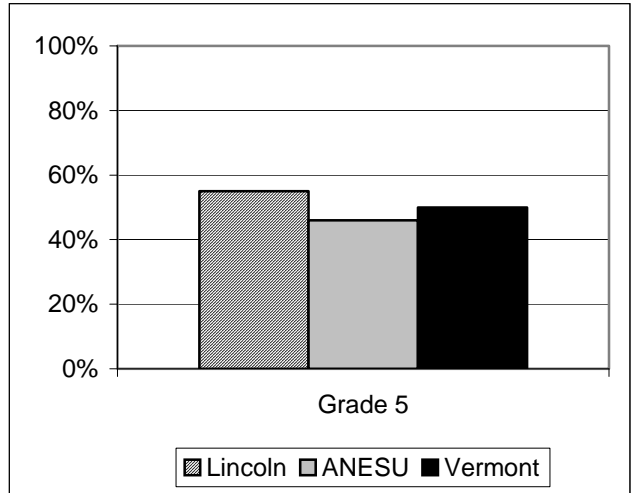


**Lincoln Community School Results**  
Percent of Students Who Met or Exceeded the Standard

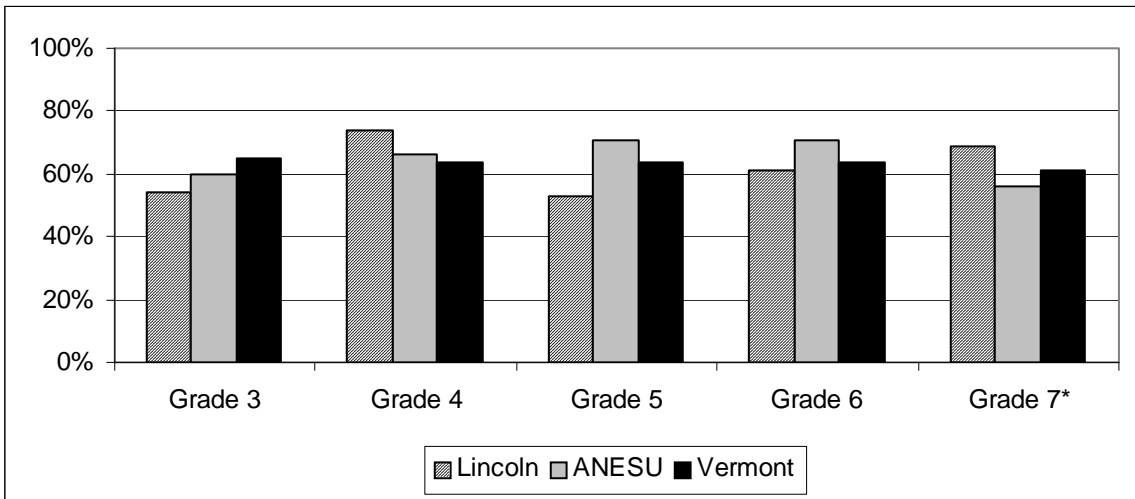
**Writing – NECAP 2005**



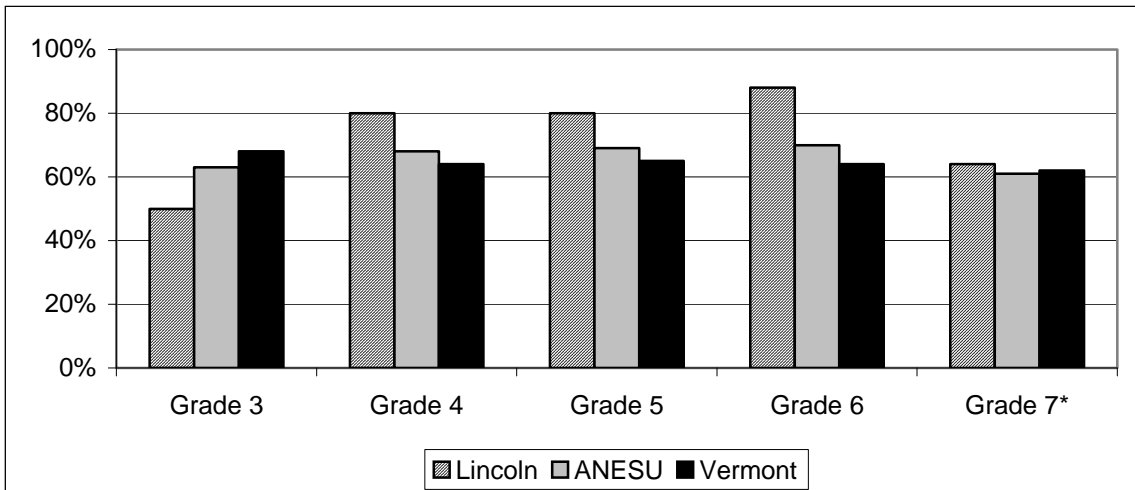
**Writing – NECAP 2006**



**Math – NECAP 2005**



**Math – NECAP 2006**



## **A Message from the Lincoln Community School Co- Principals**

Standardized testing data can provide some information about our school's programs and what changes we can make to further support student achievement. Over the past few years, we have intensified our early literacy program to give students a solid foundation in reading and writing. In May 2006 all regular education second graders met or exceeded the standard for the Early Reading test (because the results are combined with the previous year, the numbers are lower). Beginning in the school year 2005-2006, we changed the kindergarten entrance age to 5 and increased the kindergarten program from a 2 ½ day to a 4 ½ day per week program. We are realizing the positive results of these changes in our kindergarten and first grade data, and expect the trend to continue as students progress through the grades.

In most grades, our school's October 2006 NECAP scores in reading, writing, and math improved, compared to the October 2005 NECAP scores. While we're delighted with the progress, our classes have small sample sizes, so we read the results with caution, and always with an eye to greater student learning and achievement.

For all students, we're continuing a focused and consistent approach to teaching non-fiction writing. Our goal is for students to develop more independence in their writing, which will result in greater achievement on standardized tests. Also, we've begun a new program—Higher Order Thinking Skills (HOTS)—for some 4<sup>th</sup>-6<sup>th</sup> graders. This program helps students develop critical thinking skills that improve both their reading and writing.

Finally, our school has recently approved a change in math programs that will result in a more coherent mathematical experience and more imbedded problem solving for kids K-6.

Tory Riley and Bill Jesdale, Co-Principals  
Lincoln Community School

# Monkton Community School Assessment Results

## **A Message from the Monkton Community School Principal**

It is important to remember that no one test can measure success or failure. We therefore continue to pay close attention to how students do individually and as a group in the classroom everyday when we think about assessment, curriculum, programs, and change. Please feel assured that our close contact with our students and the relationship teachers establish with children and parents remains a key ingredient on how we measure progress and success in our school. Keeping this in mind, we also use assessments mandated by the State of Vermont, our Addison Northeast School District, and assessments we choose as a school to determine our strengths, weaknesses, and future goals. I believe when you review the information on the following pages, you will attain a positive feeling of the effort that the children, teachers, and parents place on education in Monkton.

During October of 2005, our students in grades 3, 4, 5, and 6 took the New England Consortium Assessment. The content of this assessment is based exclusively on grade level expectations developed and adopted by educators from Vermont, New Hampshire, and Rhode Island. The GLE's reflect content to be addressed at specific grade levels.

I am pleased to report that our Monkton students scored well on the NECA when compared to students in Addison Northeast and the State of Vermont. It is apparent that our expectations and programs are on target. However, we recognize that there is always room for improvement and we intend to continue to watch for trends, and identify grade and class concerns in a way that allows us to meet all students' needs. Our goal continues to be to increase the percentage of students who meet and exceed the standards.

Our Early Reading Scores indicate a consistent level of achievement. For the past six years, at least 80% of our students have met or exceeded the reading standard. Our local Primary Observation Assessment indicates the majority of our kindergarten, first, and second grade students are meeting or exceeding standards in reading, decoding, retelling, sight words and phonics. It is interesting to note that when our students move on to attend Mt. Abe, they continue to do well. The fall honor roll statistics indicate that 86 Monkton School graduates reached honor roll recognition during the first marking period of the 2006-2007 school year.

Our school goals this year include math and literacy initiatives. Action plans include solidifying our student's math facts and fine tuning our literacy programs. Much work is underway!

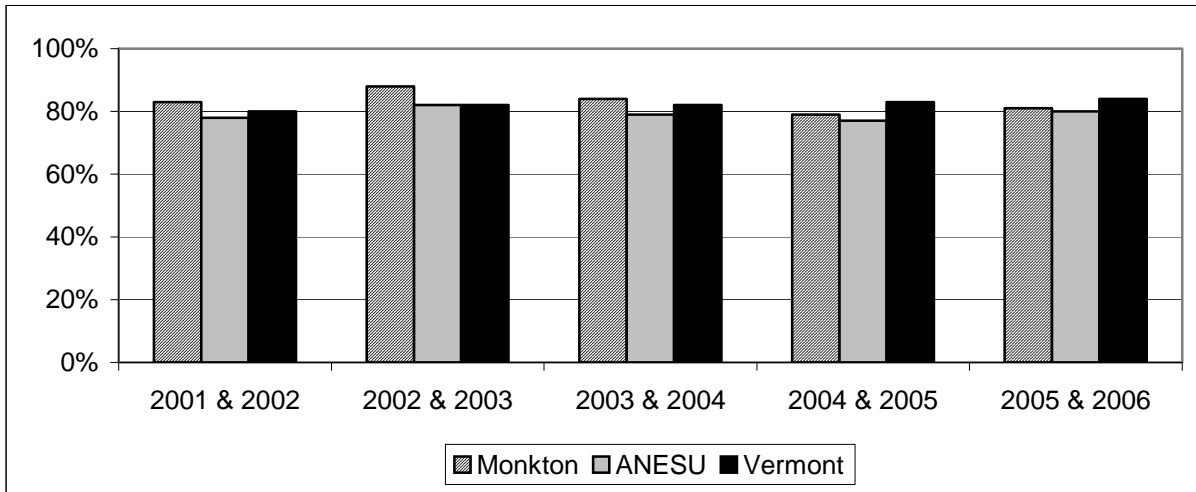
Rich Jesset,  
Monkton Central School Principal



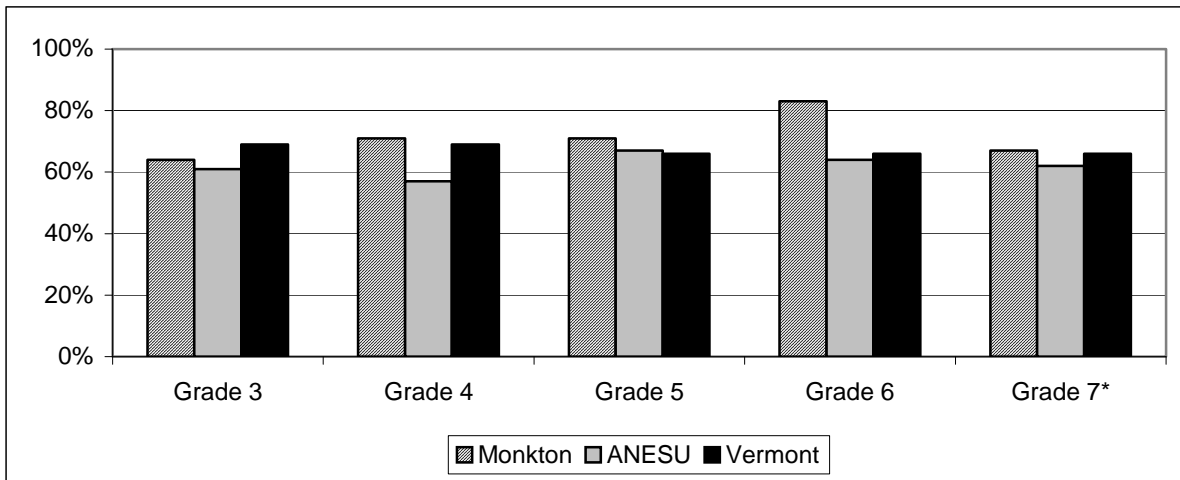
**Monkton Community School Results**  
Percent of Students Who Met or Exceeded the Standard

### Early Reading – Grade 2

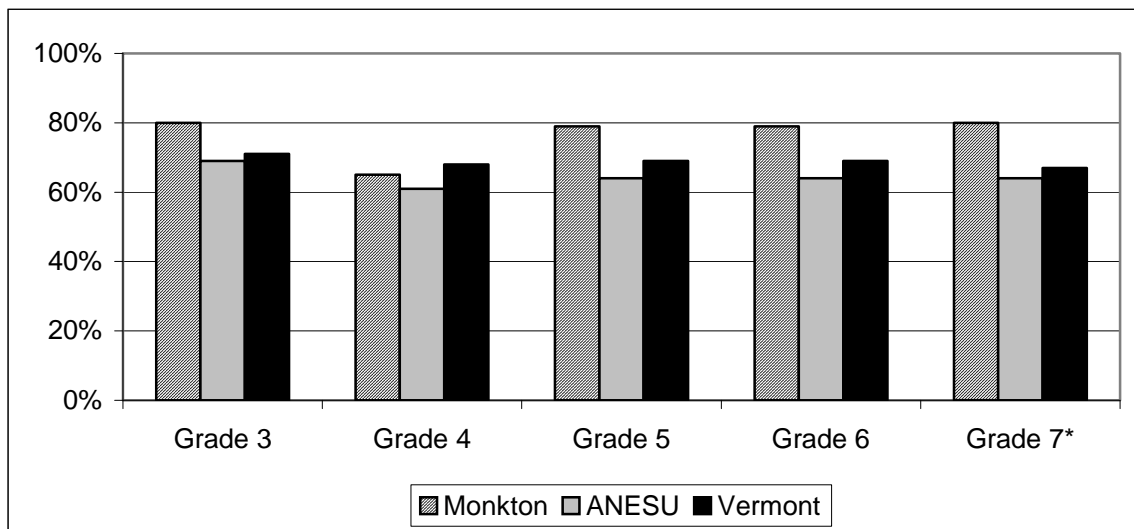
(Please note: results from two years at a time are combined to compensate for small class sizes)



### Reading – NECAP 2005



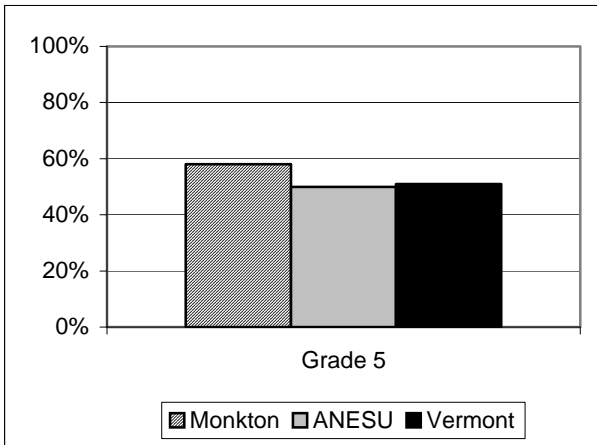
### Reading – NECAP 2006



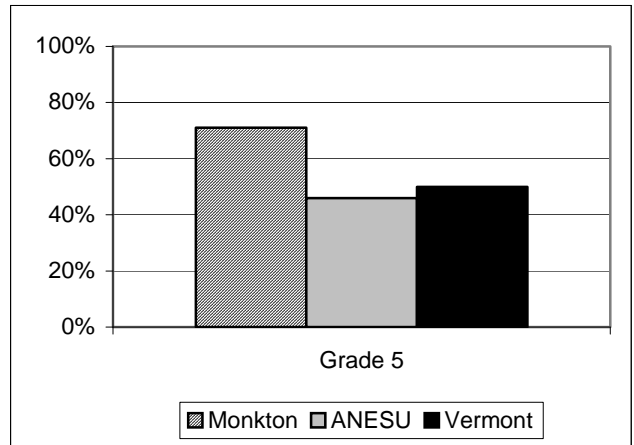
## Monkton Community School Results

Percent of Students Who Met or Exceeded the Standard

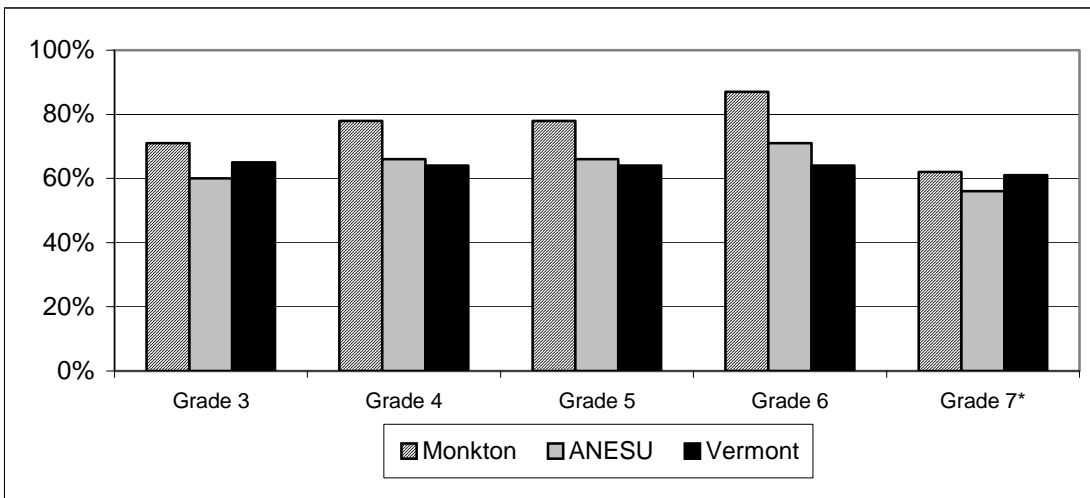
**Writing – NECAP 2005**



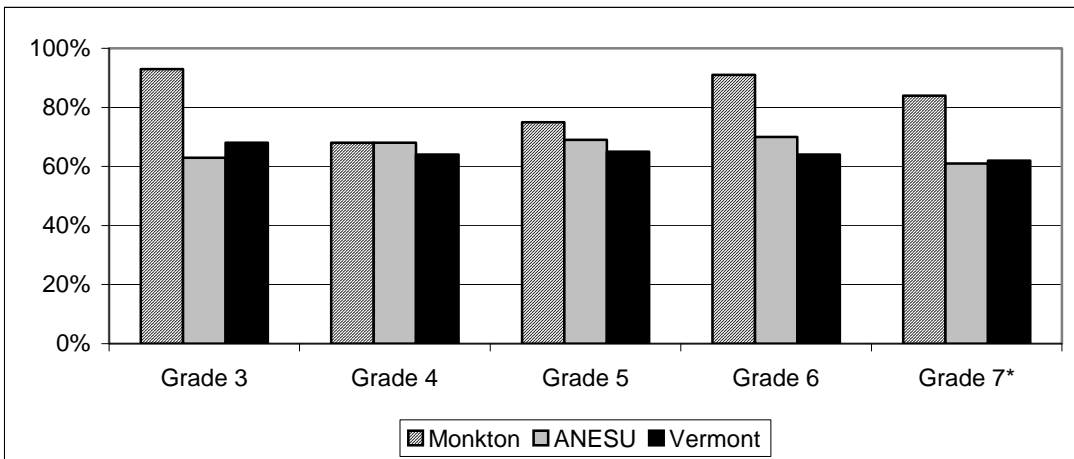
**Writing – NECAP 2006**



**Math – NECAP 2005**



**Math – NECAP 2006**



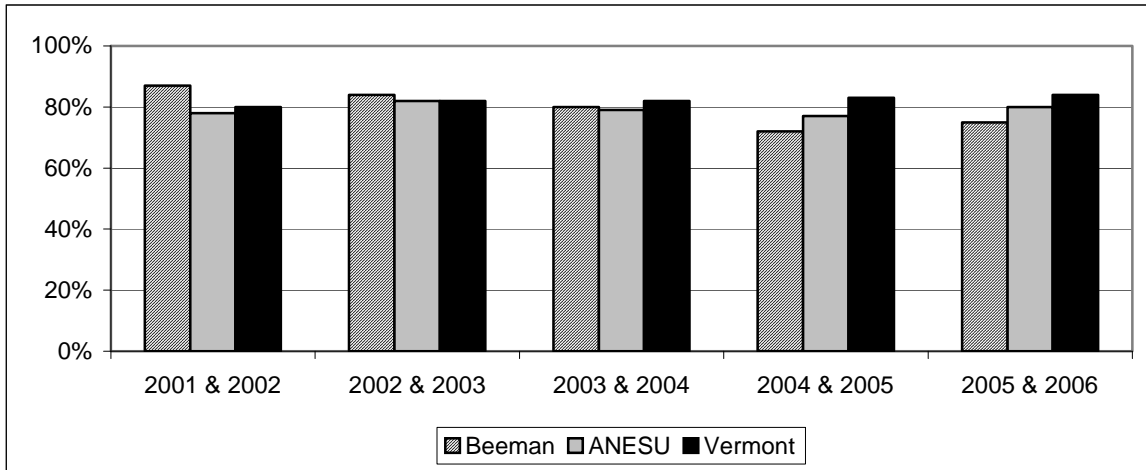
# Beeman Elementary School Assessment Results

# Beeman Elementary School Results

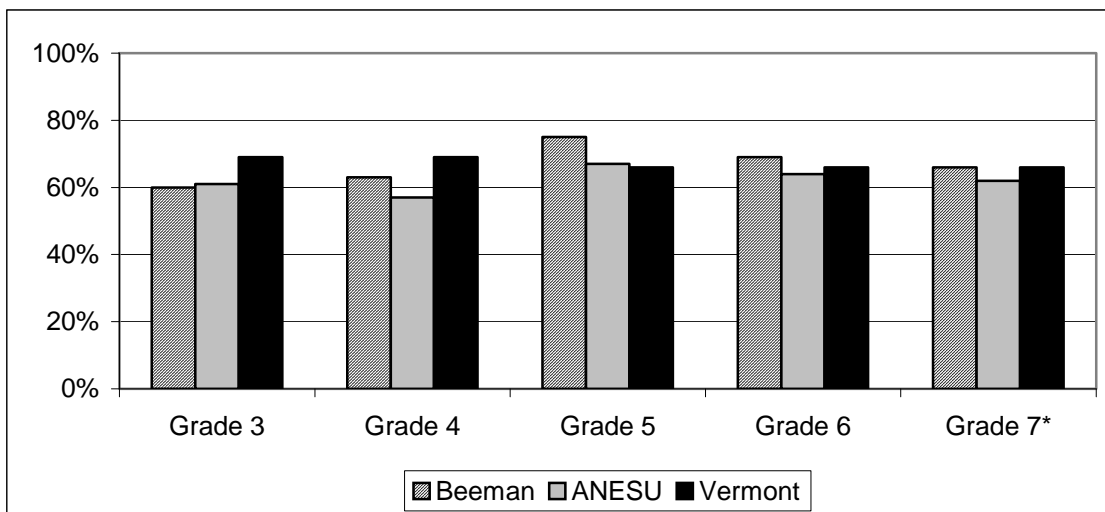
Percent of Students Who Met or Exceeded the Standard

## Early Reading – Grade 2

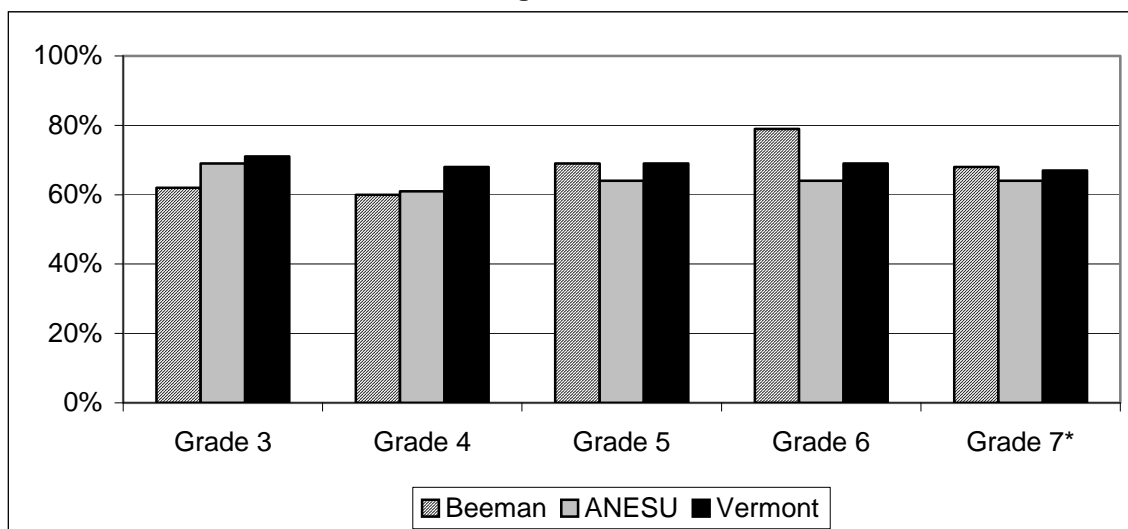
(Please note: results from two years at a time are combined to compensate for small class sizes)



**Reading – NECAP 2005**

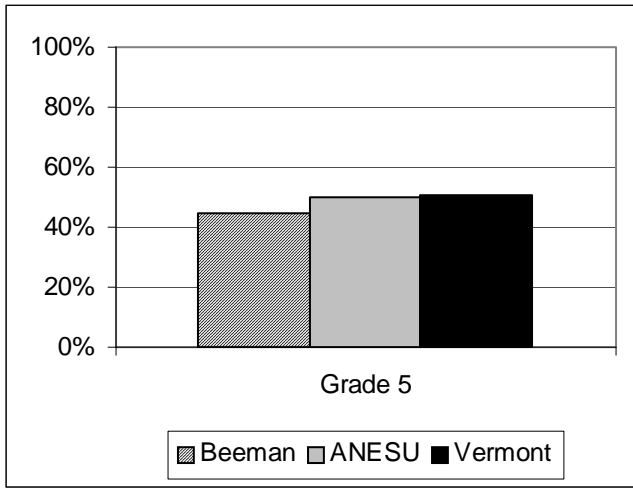


**Reading – NECAP 2006**

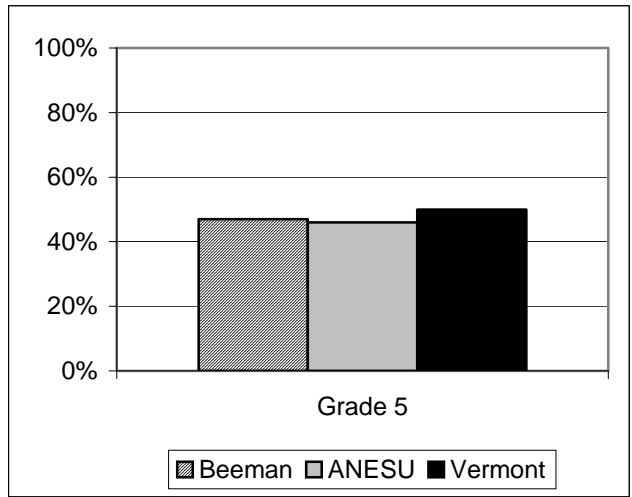


**Beeman Community School Results**  
 Percent of Students Who Met or Exceeded the Standard

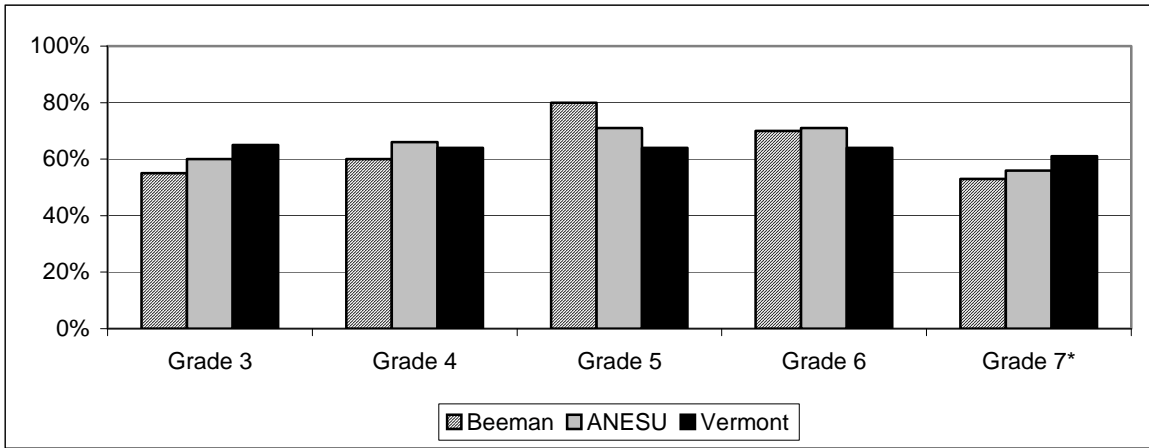
**Writing – NECAP 2005**



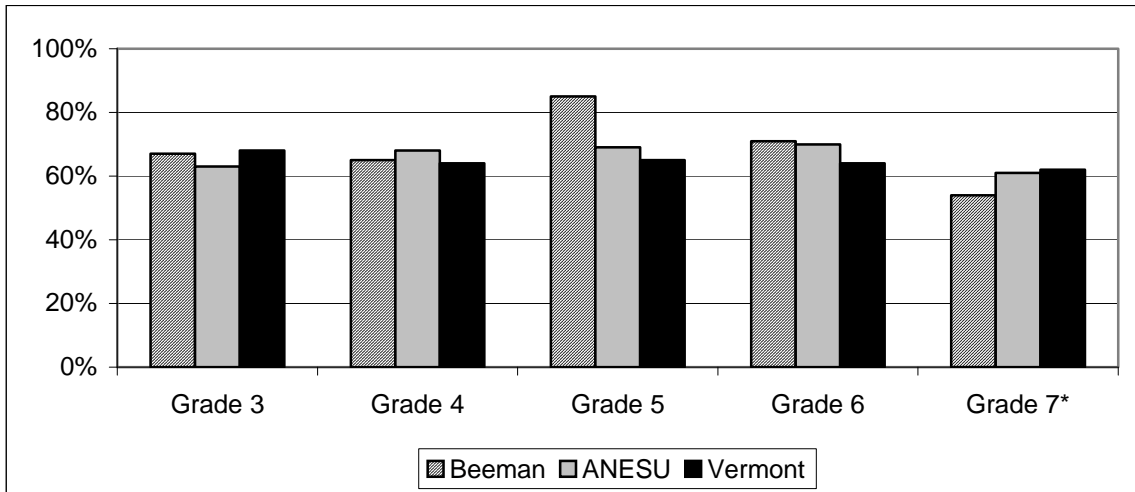
**Writing – NECAP 2006**



**Math – NECAP 2005**



**Math – NECAP 2006**



## **A Message from the Beeman Elementary School Principal**

Our recent large-scale assessments have included the following:

Vermont Developmental Reading Assessment (DRA): in the spring of 2006, our second graders met or exceeded the standard on this test at a rate of 84% giving the 2005-2006 combined year results of 75%, which was a reversal of the prior downward trend. The staff has continued to focus on Word Study and early intervention for readers including retelling and comprehension practice.

### The New England Comprehensive 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* mandate was given in October in 2005 and 2006. Our grade 3 through grade 6 students took this assessment in reading and math with the fifth graders also taking the test in writing.

In reading, in 2005, 3<sup>rd</sup> and 4<sup>th</sup> graders scored below the state average, 5<sup>th</sup> and 6<sup>th</sup> graders scored above the state average, and 7<sup>th</sup> graders who previously attended Beeman scored about even with the state average, in terms of the number of students who met or exceeded the standard. In 2006, in reading, 3<sup>rd</sup> and 4<sup>th</sup> graders scored below the state average, 6<sup>th</sup> graders scored above the state average, and 5<sup>th</sup> graders and 7<sup>th</sup> graders who previously attended Beeman scored about even with the state average.

In writing, in 2005 and 2006, Beeman 5<sup>th</sup> graders scored a bit below the state average.

In math, in 2005 and 2006, Beeman 5<sup>th</sup> and 6<sup>th</sup> graders scored above the state average. In 2005 3<sup>rd</sup> and 4<sup>th</sup> graders scored below the state average, and in 2006, 3<sup>rd</sup> and 4<sup>th</sup> graders scored about even with the state average, again, in terms of the percentage of students who met or exceeded the standard.

We are currently working on specific strategies to improve understanding and achievement in target areas.

The National Assessment of Educational Progress (NAEP): is a congressionally mandated project that continuously monitors the knowledge, skills, and performance of the Nation's children and youth. The "Nation's Report Card" has measured what fourth, eighth, and twelfth graders know in the areas of reading, math, writing, and other subjects. Our fourth grade students took this assessment in January this year. We do not receive school specific data from this assessment, but information is available at <http://nces.ed.gov/nationsreportcard>.

Carol Barnes, Principal  
Beeman Elementary School

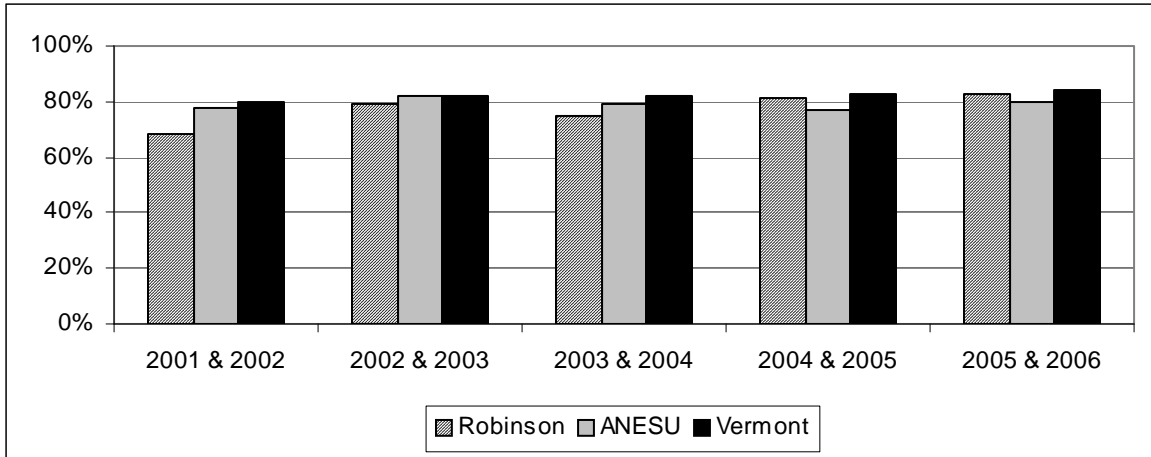


# Robinson Elementary School Assessment Results

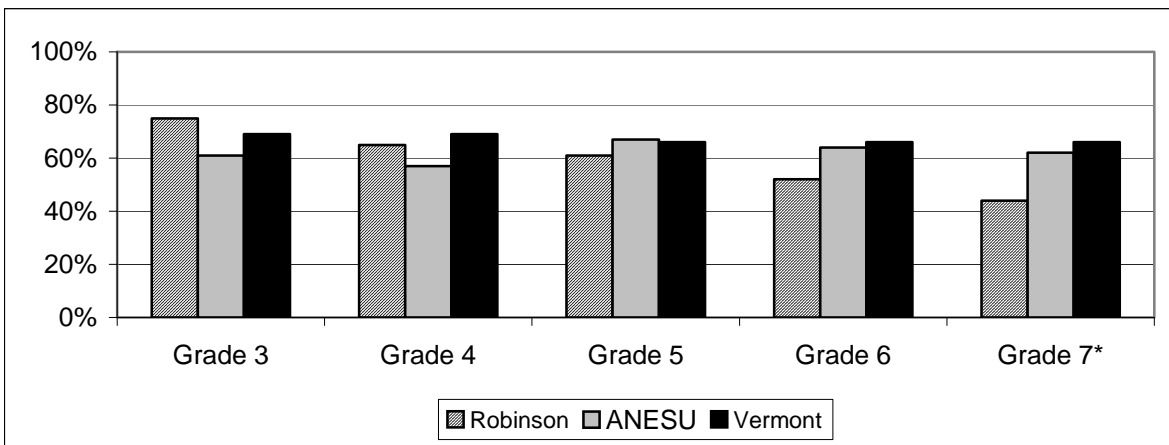
**Robinson Elementary School Results**  
Percent of Students Who Met or Exceeded the Standard

**Early Reading – Grade 2**

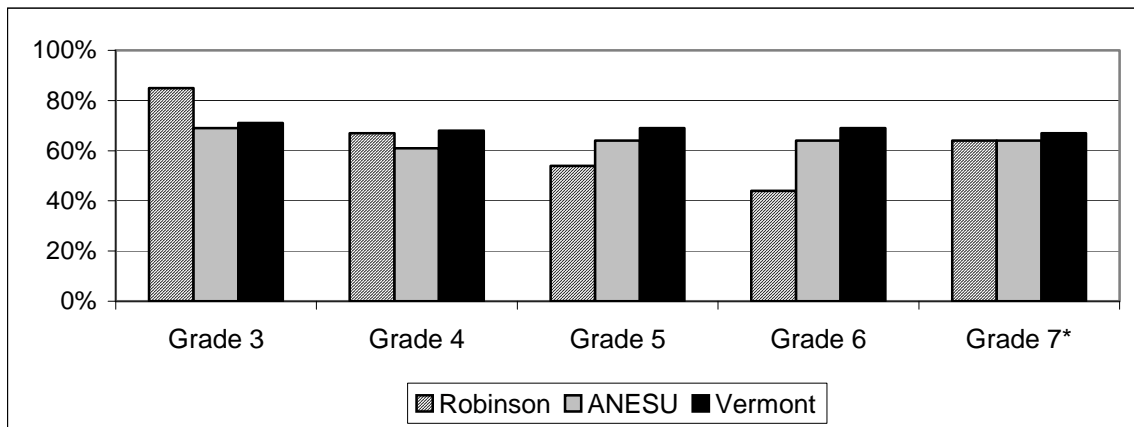
(Please note: results from two years at a time are combined to compensate for small class sizes)



**Reading – NECAP 2005**

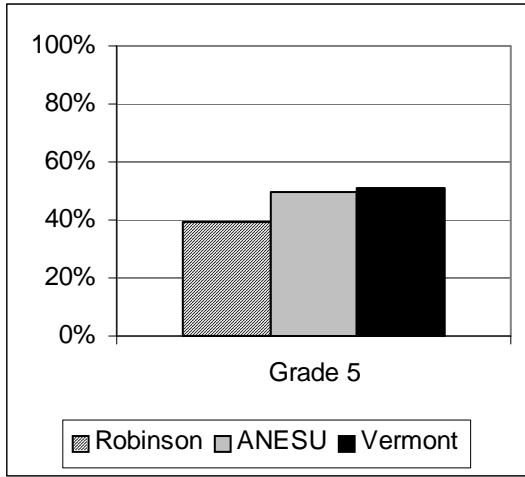


**Reading – NECAP 2006**

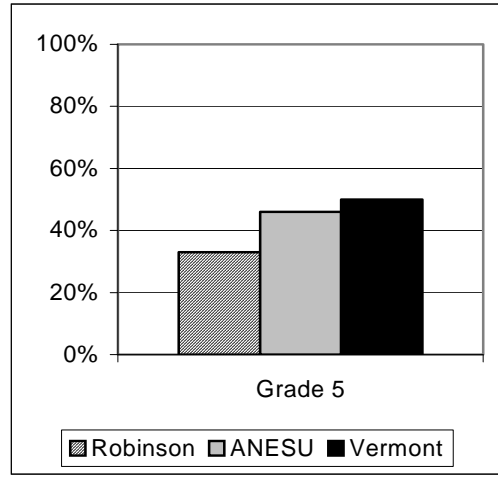


**Robinson Elementary School Results**  
Percent of Students Who Met or Exceeded the Standard

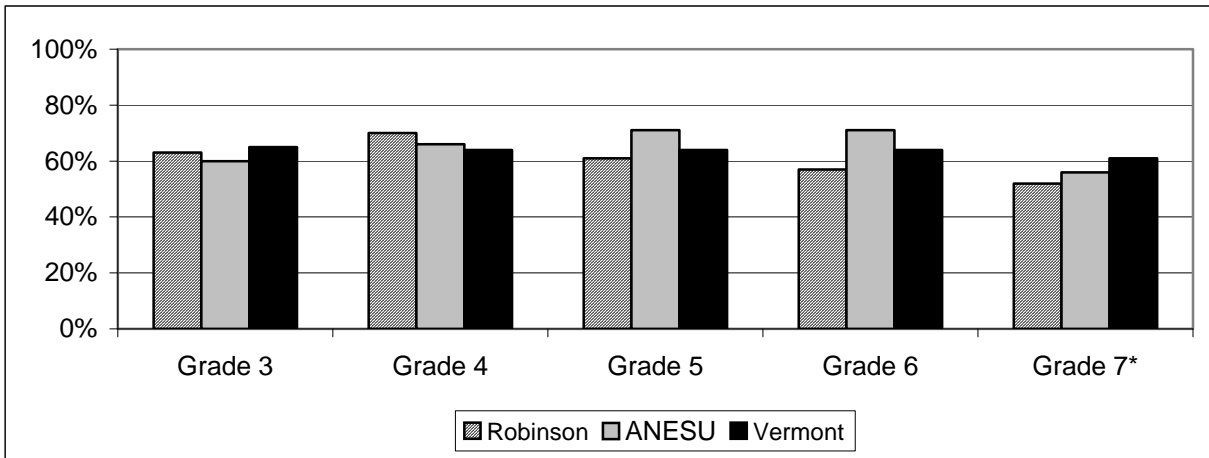
**Writing – NECAP 2005**



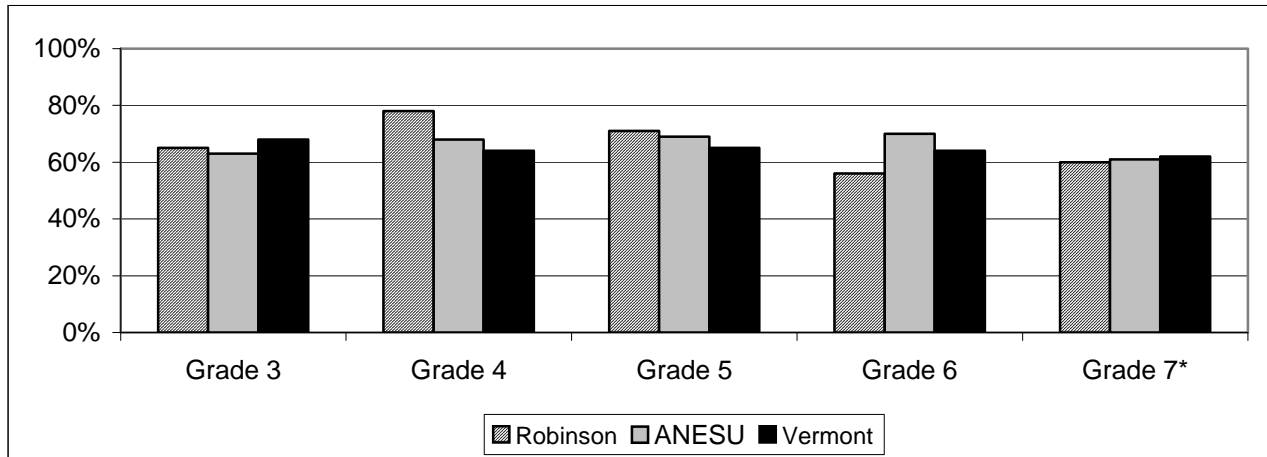
**Writing – NECAP 2006**



**Math – NECAP 2005**



**Math – NECAP 2006**



## **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 for our students.

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 especially in the area of early literacy. While we are proud of this growth there is still room for improvement in all areas of literacy. One of the specific areas of growth for us is the strength of our literacy program as students progress through the upper elementary levels. We have identified this area of needed growth, have developed professional plans that affect the teaching of reading and writing across the K – 6 grade levels and are working to improve student understanding at the upper elementary levels.

In mathematics, this assessment data suggests that we also have a need for improvement. Because of this, we have developed a comprehensive plan to guide improvement. We have established a new problem solving portfolio system and have provided direct professional development opportunities for teachers here at Robinson. We are also using a standards based approach to determine and evaluate the effectiveness of our current mathematics curriculum and will implement a new curriculum over the next several years.

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

Mt. Abraham Union  
Middle School  
and  
High School  
Assessment Results

Please Note: Mt. Abraham results also appear on  
pages: 8-17

## 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%
2006	61%	61%	39%

### SAT Average Verbal Score

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Mt. Abraham	511	548	546	523	518
Vermont	512	515	516	521	513
U.S.	504	507	508	508	503

### SAT Average Writing Score - 2006

Mt. Abraham	505
Vermont	502
U.S.	497

### SAT Average Math Score

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Mt. Abraham	503	520	529	541	538
Vermont	510	512	512	517	519
U.S.	516	519	518	520	518

## 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).

	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
# Students	36	29	24	33	53	55	55
# Exams	50	49	35	49	76	89	78
Percent of test takers who scored 3 or higher	44%	57%	63%	67%	49%	39%	45%

### **PLAN Test Results - 2005**

The PLAN test is comparable to the College Board's PSAT. The PLAN is designed to provide 10<sup>th</sup> 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. The 2005 mean scores appear below. 45% of Mt. Abraham 10<sup>th</sup> graders took the PLAN in 2005. A summary of the results appears below.

<b>Test Area</b> (# in parenthesis is highest possible score)	<b>Mt. Abraham students who took this test</b>	<b>All college bound students in the U.S. who took this test</b>	<b>All students in the U.S. who took this test</b>
English (32)	19.7	17.0	16.1
Usage/Mechanics (16)	9.8	8.4	7.8
Rhetorical (16)	10.6	8.5	8.0
Mathematics (32)	20.5	16.9	16.3
Pre-Algebra/Algebra (16)	10.2	7.6	7.1
Geometry (16)	10.7	8.7	8.4
Reading (32)	19.8	16.5	15.8
Science (32)	20.4	17.9	17.4
Composite (32)	20.2	17.2	16.5

### 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.

<b>Post-Secondary Education</b> Percent of Mt. Abraham Graduates					
	Class of 2002	Class of 2003	Class of 2004	Class of 2005	Class of 2006
2 & 4 Year Colleges	45%	57%	62%	61%	64%
Military	4%	2.6%	2%	1%	<1
Employment	43%	36.5%	32%	19%	35%
Undecided	8%	4%	4%	19%	0

(Source: Mt. Abraham Horizons Department)

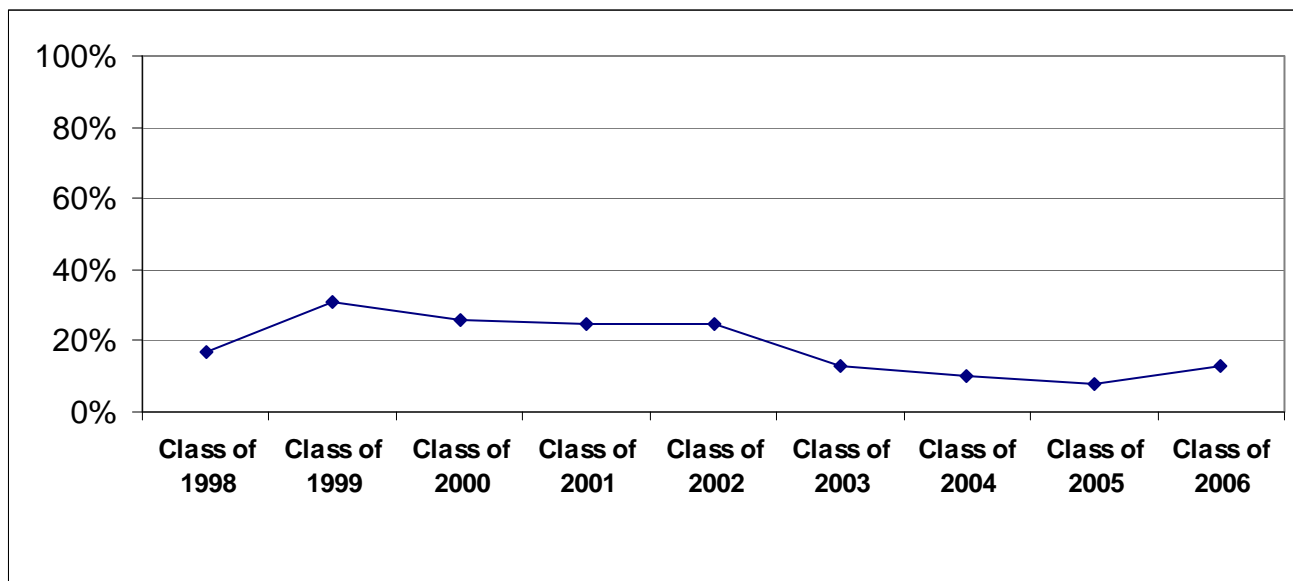


## Drop Out Rate

### Cohort 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 9<sup>th</sup> 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 9<sup>th</sup> and 12<sup>th</sup> 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!



### Event Drop Out Rate (Grades 9-12)

The chart below represents the actual number of students in grades 9-12 who left school permanently and did not graduate. The percentages represent the portion of the total grades 9-12 student population for that year. Please note that some students represented in the numbers below went on to get their diplomas through the GED program, but they did not get a diploma from a public or private secondary school.

	<u>01-02</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>
# of 9-12 students	31	7	11	13	9
% of 9-12 population	5.3%	1.3%	1.8%	2.0%	1.4%

## Developmental Assets Survey

Periodically, we administer the Developmental Assets Survey to a sample of students at Mt. Abraham. This survey is based on the research on high risk behavior prevention and resiliency. The survey is designed to determine the extent to which ANESU students experience the assets known to be associated with lower levels of risky behavior, with school success, and with the ability to respond with resilience to highly difficult life circumstances (such as, a family tragedy, sexual abuse, violence, etc.) The Developmental Assets Survey results describe the percentage of our students who experience Internal Assets (a young person's own commitment, values, and competencies) and External Assets (positive developmental experiences that surround youth with support, empowerment, boundaries and expectations, and opportunities for constructive use of time.)

The two charts on the following two pages show how Mt. Abraham students responded to this survey in 05-06 and previously, in 1999-2000. In 05-06, 713 students in grades 7-12 took the survey, representing 75% of the student population in those grades. In 1999-2000, 412 students in grades 6, 8, 10, and 12 took the survey, representing 70% of the student population in those grades.

## External Assets

### Percent of ANESU Youth Reporting Each of 20 External Assets

Asset Type	Asset Name	Definition	Percent 2005- 2006	Percent 1999- 2000
Support	1. Family support	Family life provides high levels of love & support.	72	66
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person	35	34
	3. Other adult relationships	Young person receives support from three or	45	46
	4. Caring neighborhood	Young person experiences caring neighbors.	45	47
	5. Caring school climate	School provides a caring, encouraging environment.	29	32
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young	23	33
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	23	27
	8. Youth as resources	Young people are given useful roles in the community.	24	27
	9. Service to others	Young person serves in the community one hour	45	47
	10. Safety	Young person feels safe at home, school, & in	60	56
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and	40	44
	12. School boundaries	School provides clear rules and consequences.	35	49
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring	45	47
	14. Adult role models	Parents and other adults model positive, responsible behavior.	30	28
	15. Positive peer influence	Young person's best friends model responsible	56	68
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	48	46
Constructive Use of Time	17. Creative activities	Young person spends 3 or more hours per week	16	20
	18. Youth programs	Young person spends 3 or more hours per week	55	58
	19. Religious community	Young person spends 1 or more hours per week	25	36
	20. Time at home	Young person is out with friends "with nothing	61	63

## Internal Assets

### Percent of ANESU Youth Reporting Each of 20 Internal Assets

Asset Type	Asset Name	Definition	Percent 2005- 2006	Percent 1999- 2000
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	62	52
	22. School engagement	Young person is actively engaged in learning.	48	53
	23. Homework	Young person reports doing at least 1 hour of	52	58
	24. Bonding to school	Young person cares about his or her school.	37	45
	25. Reading for pleasure	Young person reads for pleasure 3 or more hours per week.	30	35
Positive Values	26. Caring	Young person places high value on helping other people.	44	47
	27. Equality & social justice	Young person places high value on promoting	45	55
	28. Integrity	Young person acts on convictions and stands up	66	66
	29. Honesty	Young person tells the truth even when it is not	67	64
	30. Responsibility	Young person accepts and takes personal responsibility.	63	59
	31. Restraint	Young person believes it is important not to be	35	49
Social Competencies	32. Planning & decision-making	Young person knows how to plan ahead and	29	29
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	43	46
	34. Cultural competence	Young person has knowledge of and comfort	36	45
	35. Resistance skills	Young person can resist negative peer pressure	40	38
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	45	55
Positive Identity	37. Personal power	Young person feels he or she has control over	44	41
	38. Self-esteem	Young person reports having a high self-esteem.	49	44
	39. Sense of purpose	Young person reports that "my life has a purpose."	61	56
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	73	68

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

One of the two primary goals in the Mt. Abraham Action Plan is to increase the percentage of students who meet or exceed the Vermont standards. Subsets of that goal are to:

- Implement standards-based curriculum and instruction
- Improve reading and writing across the curriculum
- Expand opportunities for student exhibitions; develop school-wide portfolios of student work
- Improve supports for students by continuing to provide professional development and resources on differentiated instruction
- Upgrade information technology access and skills for students and teachers.

At the national level, our students compare favorably. The average scores of the Mt. Abraham students who take the SAT are higher in the math, verbal and writing tests than the average state and national scores. Students taking the PLAN scored higher in all areas (English, reading, math, and science) than students at the national level. Our 2005

NECAP scores indicate a need for significant improvement in 8<sup>th</sup> grade students' writing and improvement in reading and math in grades 7 and 8. Grade 10 NSRE overall reading scores have not changed significantly from 2001 to 2006, although there was a slight increase in Reading Analysis and Interpretation from 2005 to 2006. Our grade 10 students' writing scores have been predominantly below the statewide average over the years. Grade 10 overall math skills dropped slightly in 2006 from the previous four years, but were higher than the state average in all math areas – skills, concepts and problem solving.

To improve our students' achievement, we are concentrating on the quality of instruction in each classroom. The principals are working with teachers to set goals for improved instruction in reading and writing skills in all subjects. In the 06-07 school year, teachers are learning how to determine the reading level of the assignments they give students and how to teach vocabulary for improved comprehension. The math department continues to work on common tests for students in the same level of math. They have also described common math standards for students in grades kindergarten to 8. This effort will help teachers to concentrate on certain areas of math at specific grade levels and avoid overlaps and gaps in math instruction.

The Middle School faculty and staff are in the third year of work with the Access Center, a national technical assistance center out of Washington D.C. The teachers are utilizing resources and professional development opportunities that support differentiating their classroom instruction and assessments. Differentiation offers all students the ability to more easily understand the general education curriculum in ways that consider their personal learning styles, interests and ability levels.

The differences in student achievement based on gender and on socio-economic status are of great concern in our school. Females outperform males in all testing areas except in grade 10 where males perform better in math skills and concepts than females. Students who qualify for free or reduced lunch perform significantly below other students in our school who do not qualify.

Paulette Bogan,  
Mt. Abraham Principal

June Sargent,  
Middle School Principal

**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://education.vermont.gov/new/html/pgm\\_assessment/data.html](http://education.vermont.gov/new/html/pgm_assessment/data.html) (the space is an underscore).

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