Addison Northeast Supervisory Union

2007-2008

School Report

Reporting student assessment results for

the 2006 – 2007 school year at

Beeman Elementary School
Bristol Elementary School
Lincoln Community School
Monkton Central School
Robinson Elementary School
Mt. Abraham Union Middle/High School

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Office of the Superintendent
Addison Northeast Supervisory Union

February 2008

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, 2006, and 2007. These tests are required by federal legislation under the No Child Left Behind Act. The results of these tests appear in this report. This year, for the first time, grade 11 students also took NECAP tests in reading, writing and math, but the results of those assessments will not be available to us until sometime in March. 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 more closely examines early literacy success. We are beginning to collect data that reflects the involvement of students in extra-curricular activities. We are looking at data across our six schools based on student success in meeting behavior expectations. 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, teaching to diverse groups of students, and ensuring students' social and emotional well-being. 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 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 also 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).

How can we use assessment data?

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
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
Competence in the areas of math computation and problem solving (Goal 1)			
Math Problem Solving Portfolio Standards-Based Classroom Assessments	K-12	Ongoing	Classroom Indicator
NECAP No Child Left Behind Math Assessments	3-8	October beginning fall, 2005	Program Indicator State Indicator
NECAP No Child Left Behind Math Assessment	11	October beginning Fall, 2007	Program Indicator State Indicator
Scholastic Aptitude Test (SAT I) Math	11, 12 Selective	Fall / Spring	National college admissions screening tool
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	Every other year	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

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. New ANESU Math Assessments will begin in grades 3 and 6 in May 2008, and in grade 8 in 2009.

- **State Indicators** seek to measure how student performance on certain standards compare 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. At this time none of our schools have been identified as “failing” under the NCLB act. 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 test taken by our students is the Scholastic Aptitude Test (SAT).

What else can the assessment data tell us?

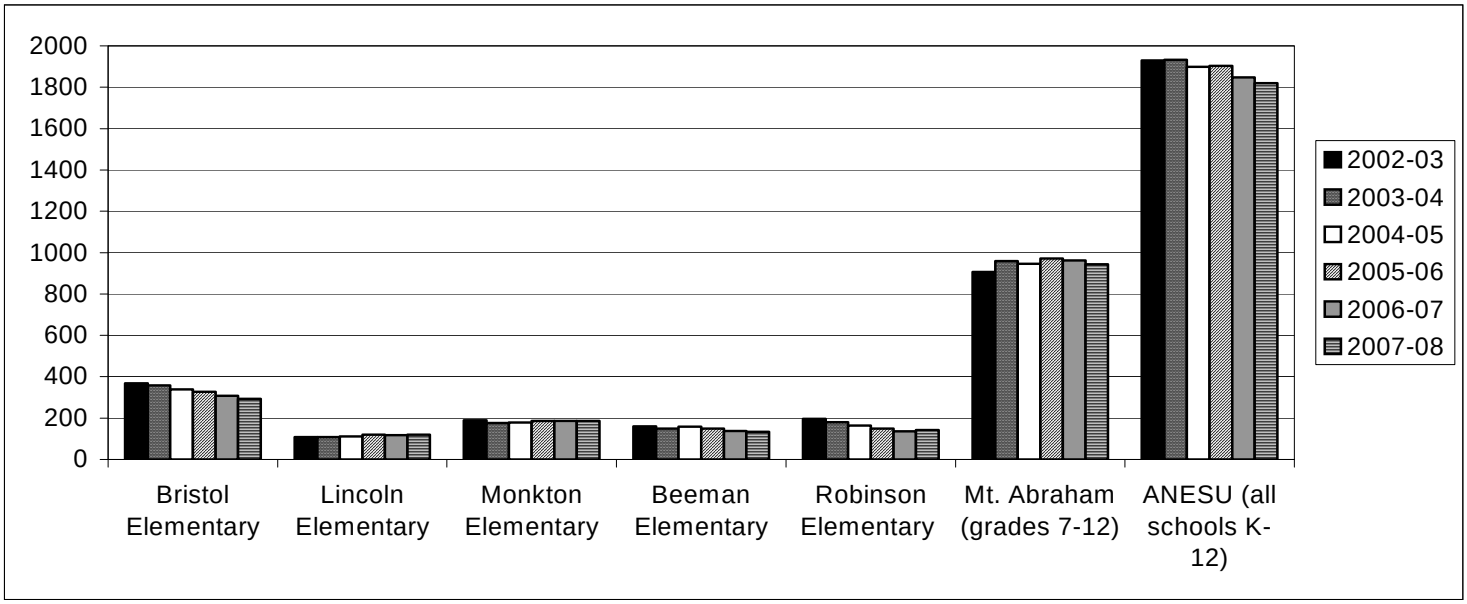
Disaggregation - knowing about the performance of various groups of students - allows us to look closely at how different groups of students are doing. When we take assessment data apart to look at the performance of different groups of students, we can begin to find answers to questions like: In reading 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 Middle/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).

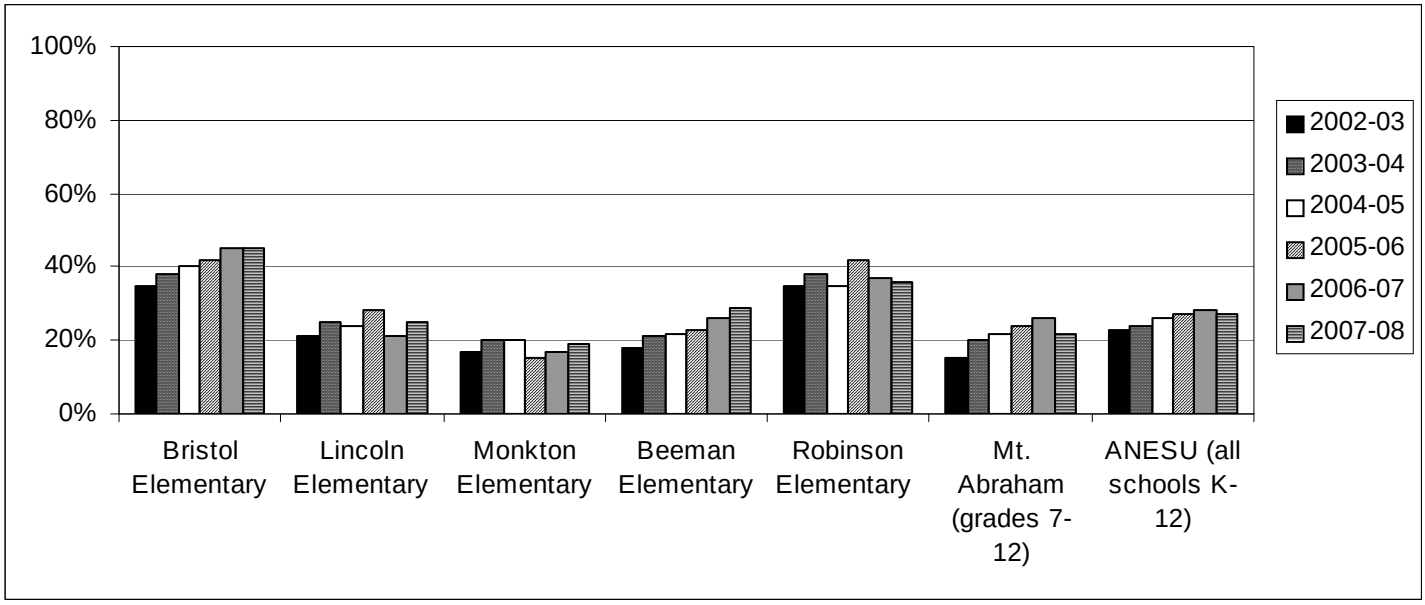
Section A: The ANESU Student Population

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.

Student Enrollment:



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 $38,203 or less, and for free lunch if the annual family income is $26,845 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 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?

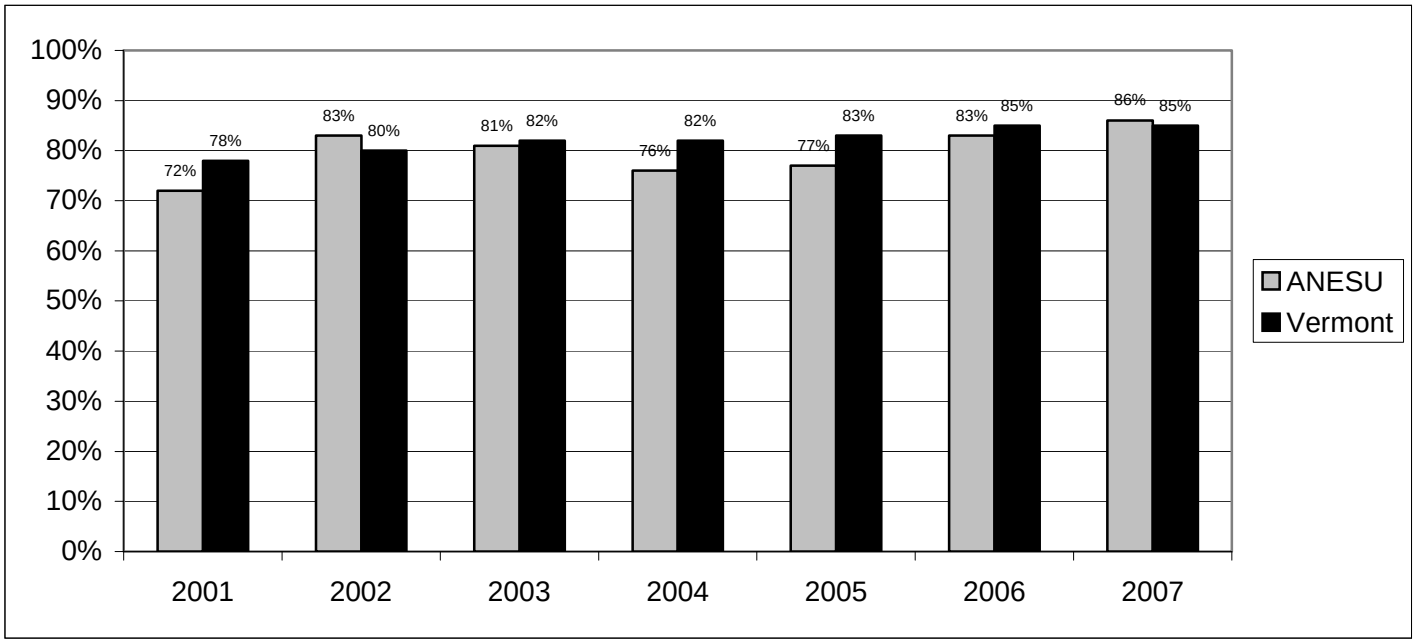
Our large scale assessment results in reading and writing come from:

- the Developmental Reading Assessment (DRA) (administered at grade 2)
- the New England Common Assessment Program (NECAP) (administered in grades 3 - 8)

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 seventh 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 (2007) 86% of ANESU 2nd graders met or exceeded the overall reading standards of this assessment. They performed slightly above the Vermont average (85%).

- In 2007 ANESU females performed better than males on this assessment.

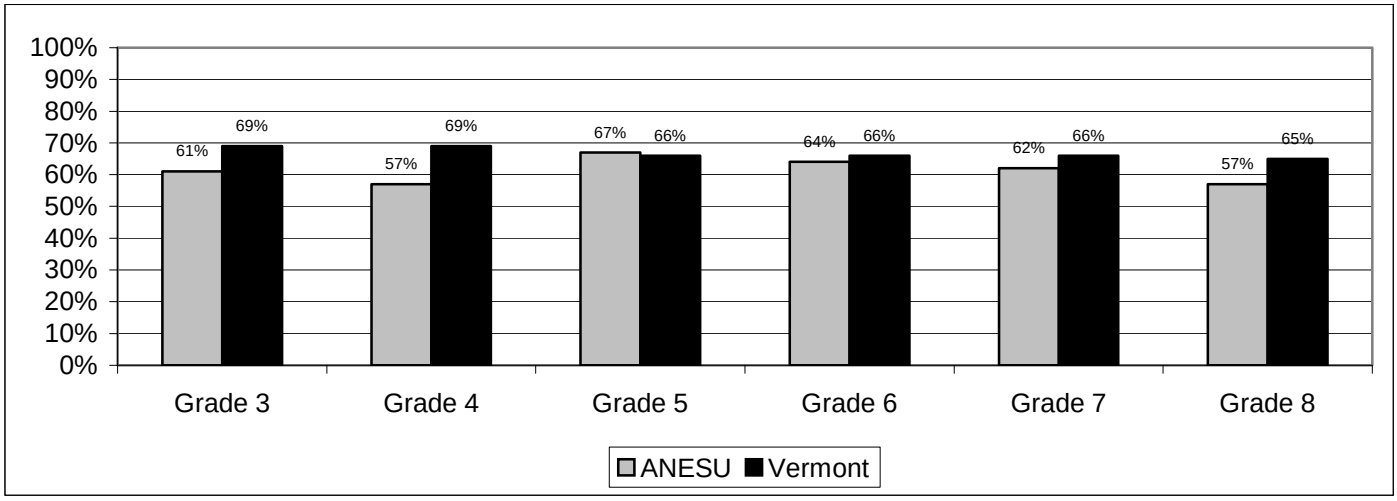
- ANESU 2nd graders qualifying for free or reduced lunch (a measure of economic need) did not perform as well on this assessment as students from middle and upper income families.

New England Common Assessment Program (NECAP) – These assessments, required as a result of 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 tests in reading. Students in grade 5 and grade 8 also were assessed in writing. The NECAP provides results in terms of four levels of achievement:

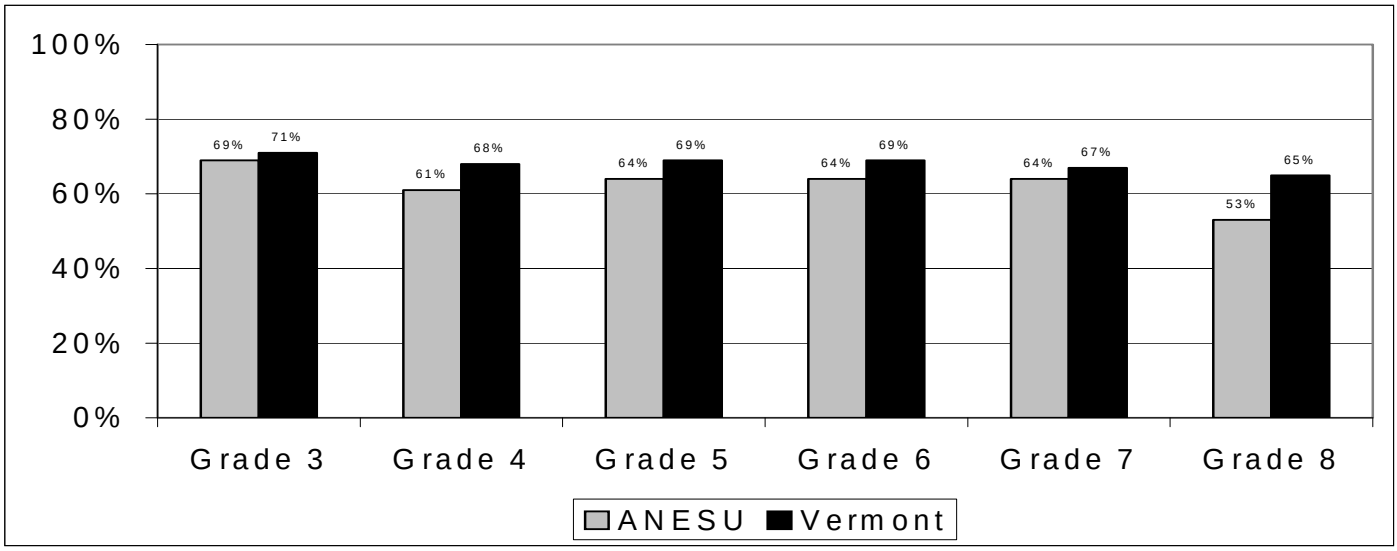
- Proficient with Distinction – Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the Vermont Grade Level Expectations at the current grade level. Errors are few and minor and do not reflect gaps 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, 2006, and 2007 appear in the next six graphs.

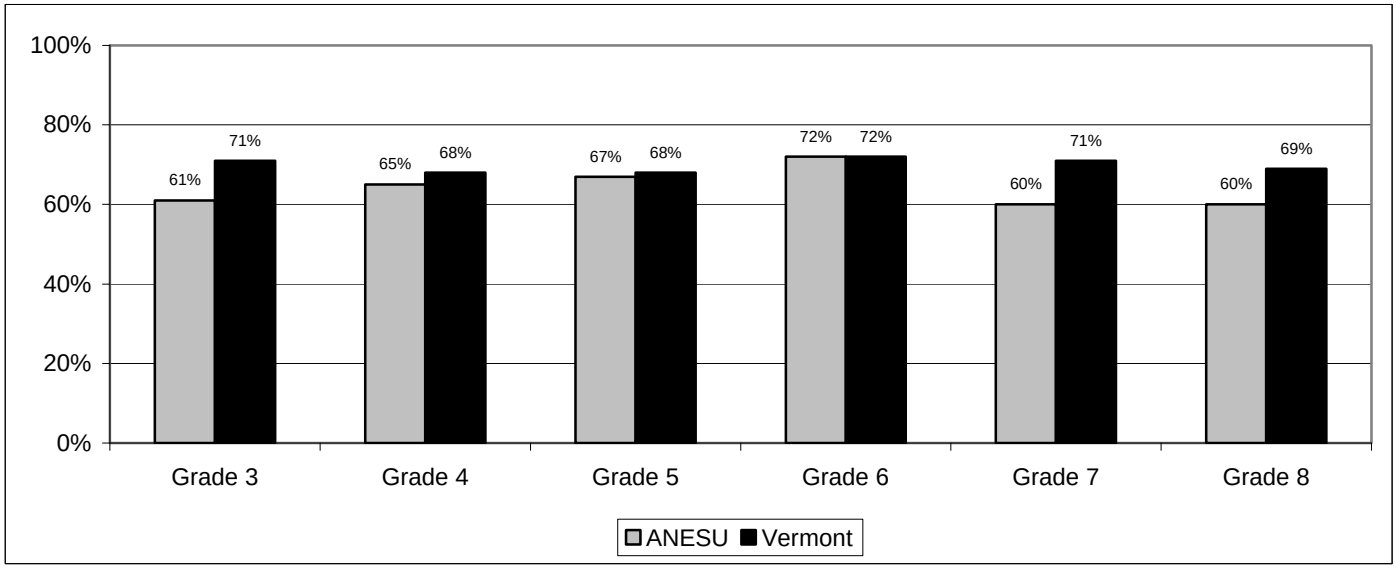
Reading – Grades 3 through 8
Percent of students scoring proficient or higher
NECAP Fall, 2005



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



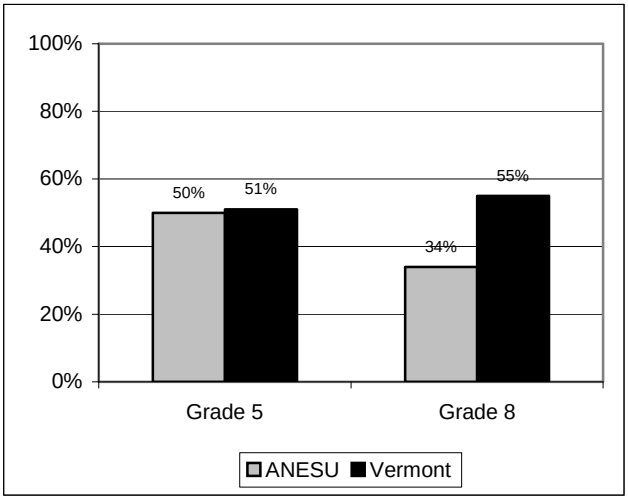
Reading – Grades 3 through 8
Percent of students scoring proficient or higher
NECAP Fall, 2007



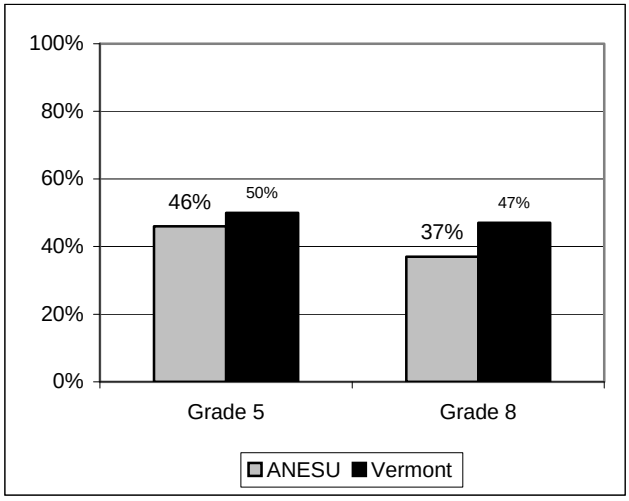
- In 2005, in grades 3, 6, 7, and 8, in reading, ANESU females performed significantly better than males. In grade 4, and 5, females and males performed about the same. In 2006, in grades 3, 4, 5, and 8, ANESU females performed better than males. In grade 6 males performed better than females and in grade 7, males and females performed about the same. In 2007, ANESU females performed better than males, in reading, in all grades.

- 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 and 2007, students qualifying for free or reduced lunch performed significantly worse than other students in reading on this assessment, at all grades.

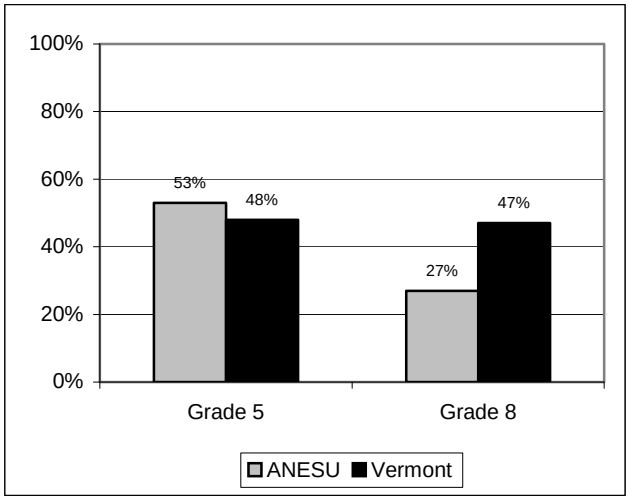
Writing – Grades 5 and 8
Percent of students scoring proficient or higher
NECAP Fall, 2005



Writing – Grades 5 and 8
Percent of students scoring proficient or higher
NECAP Fall, 2006



Writing – Grades 5 and 8
Percent of students scoring proficient or higher
NECAP Fall, 2007



- In 2007, ANESU 5th graders scored above the state average, and ANESU 8th graders scored significantly below the state average.

- In 2005, ANESU females performed significantly better than males in writing at both 5th and 8th grade. In 2006, and in 2007, 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 5th and 8th grade. In 2006, and 2007, this pattern continued.

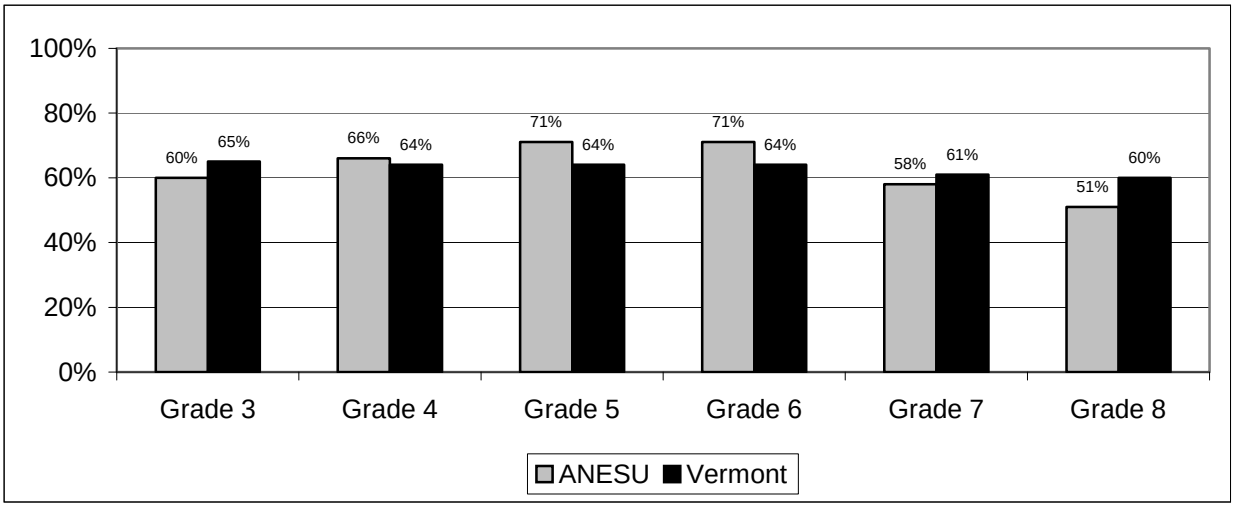
Section C: Mathematics

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

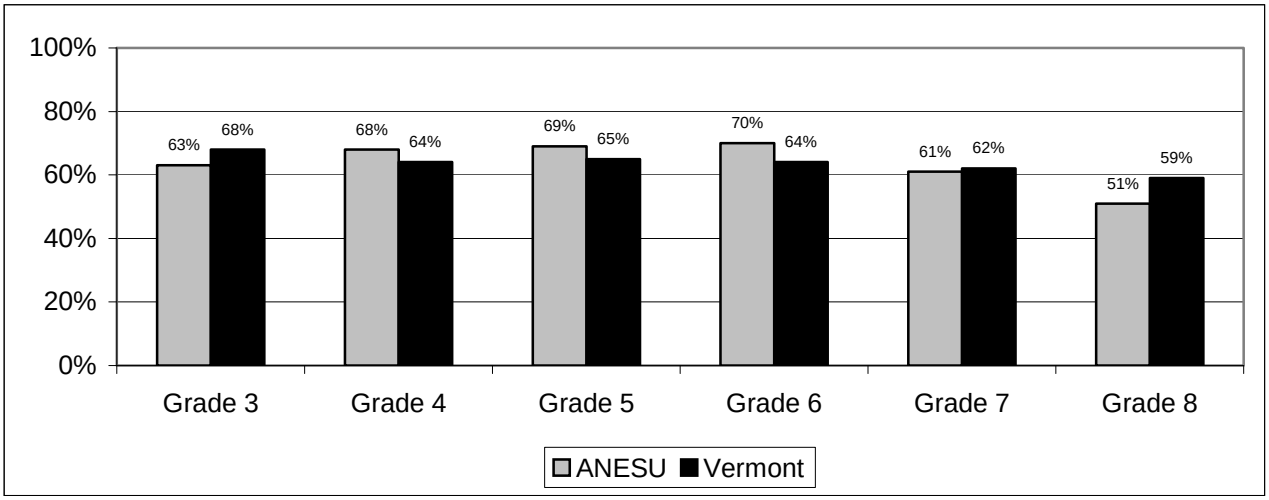
Our large scale assessment results in mathematics come from the New England Common Assessment Program (NECAP) administered at grades 3 through 8.

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 tests 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, 2006, and 2007 appear in the three graphs on the next page.

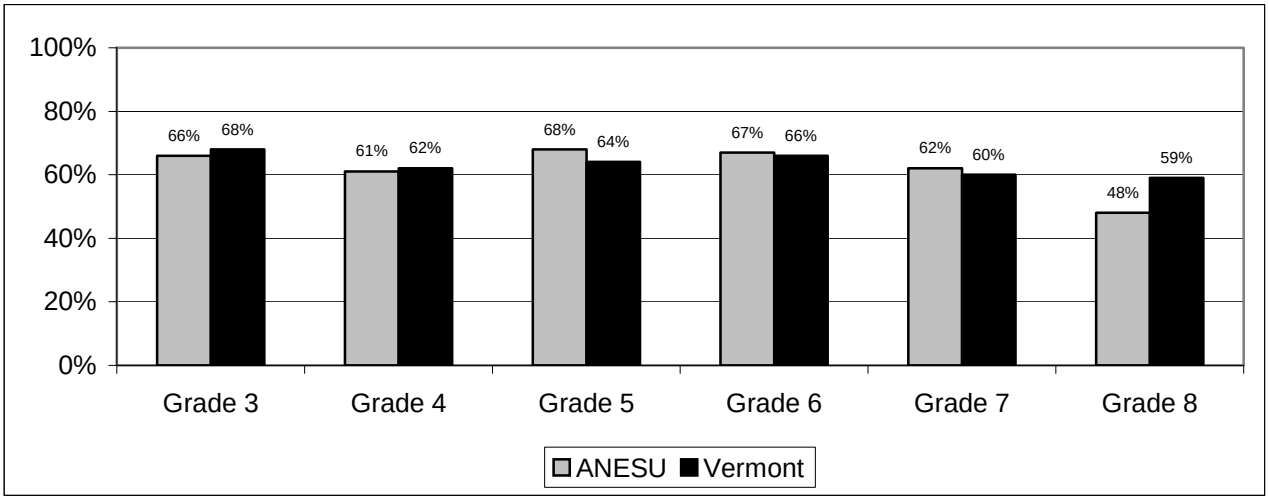
Mathematics – Grades 3 through 8
Percent of students scoring proficient or higher
NECAP Fall, 2005



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



Mathematics – Grades 3 through 8
Percent of students scoring proficient or higher
NECAP Fall, 2007



- In 2005, ANESU males performed better than females in math on this assessment at grades 3, 4 and 5. Females 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. In 2007, males performed better than females in math on this assessment at grades 3 and 5. Females performed better than males at grades 4, 6, 7, and 8.

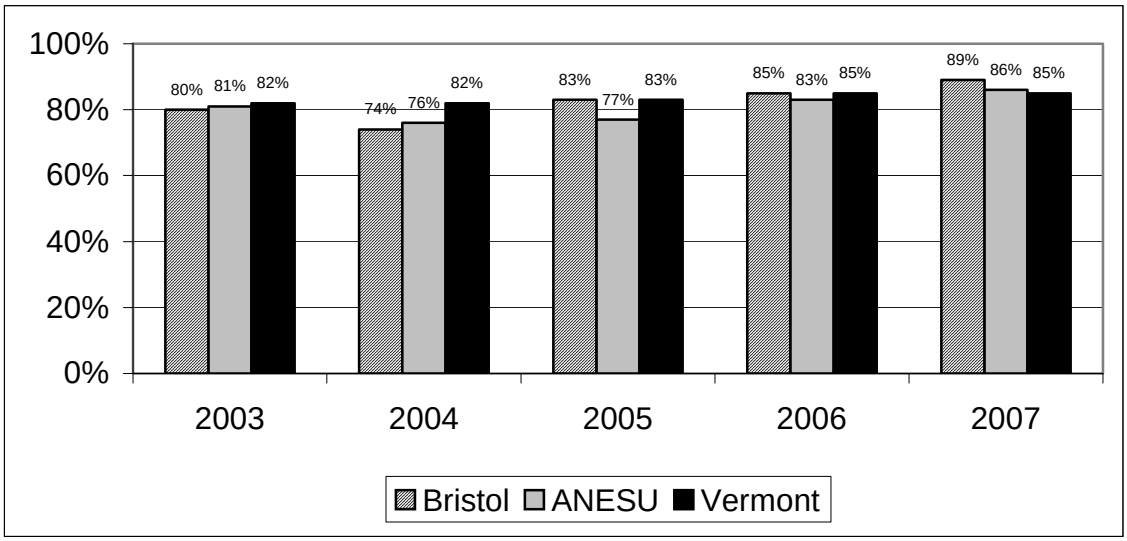
- Students qualifying for free or reduced lunch in 2005 performed significantly worse than other students in math on this assessment, at all grades. This was also the case in the 2006 and 2007 assessment results.

Bristol Elementary School
Assessment Results

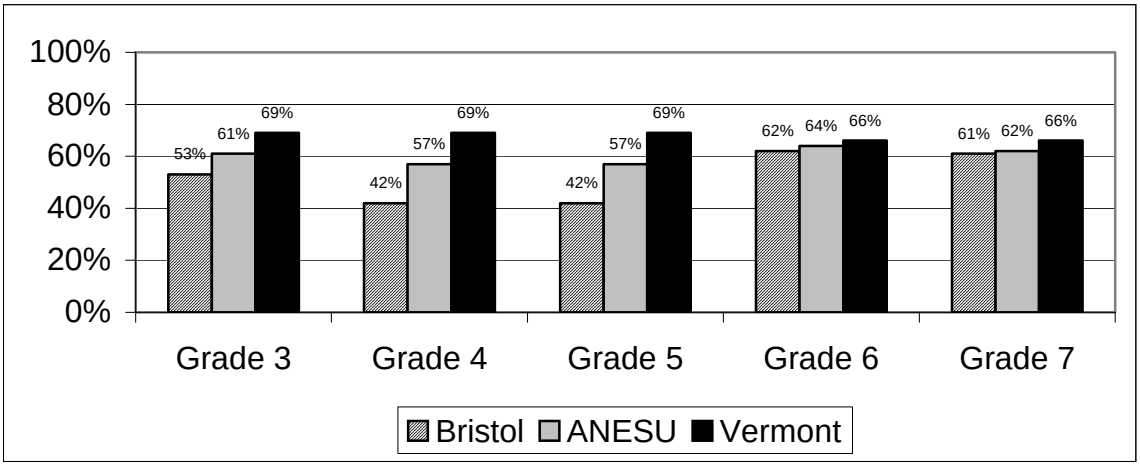
Bristol Elementary School Results

Percent of Students Who Met or Exceeded the Standard

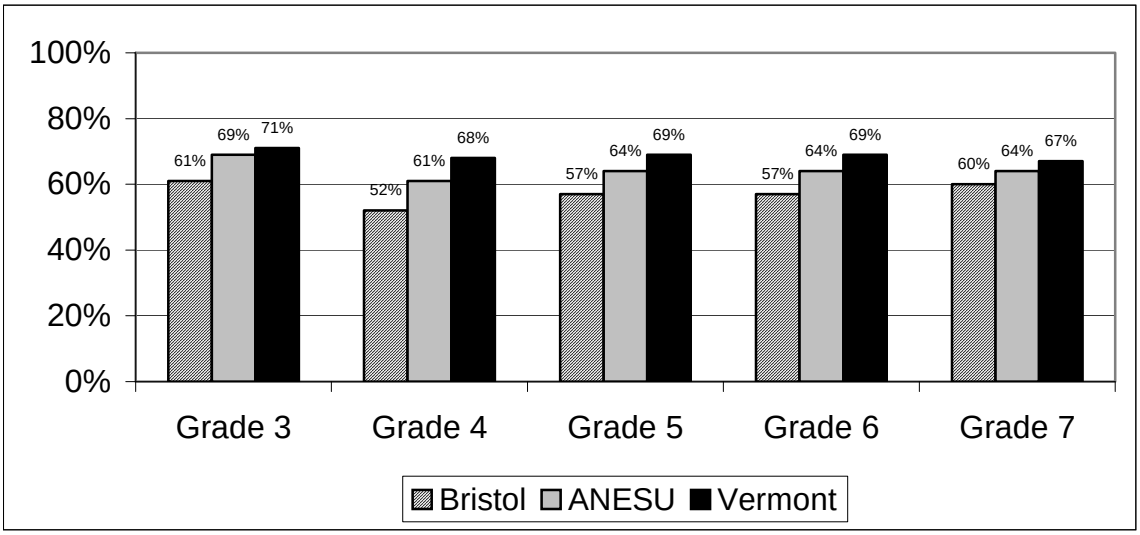
Early Reading – Grade 2



Reading – NECAP 2005



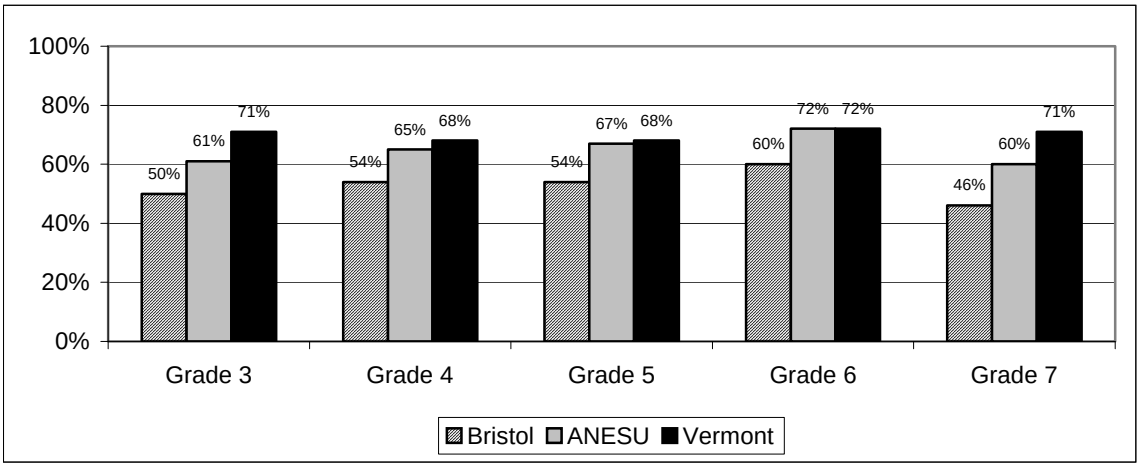
Reading – NECAP 2006



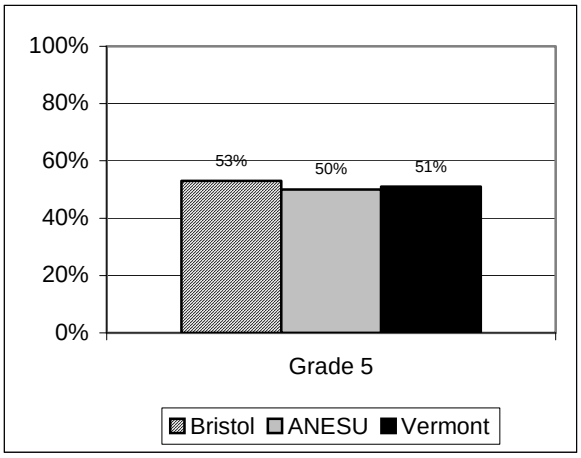
Bristol Elementary School Results

Percent of Students Who Met or Exceeded the Standard

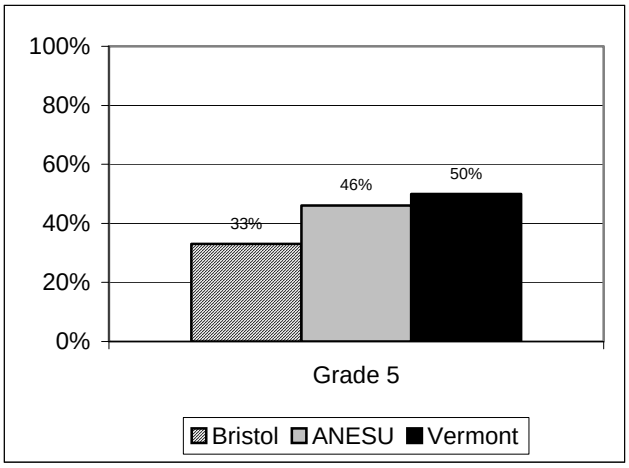
Reading – NECAP 2007



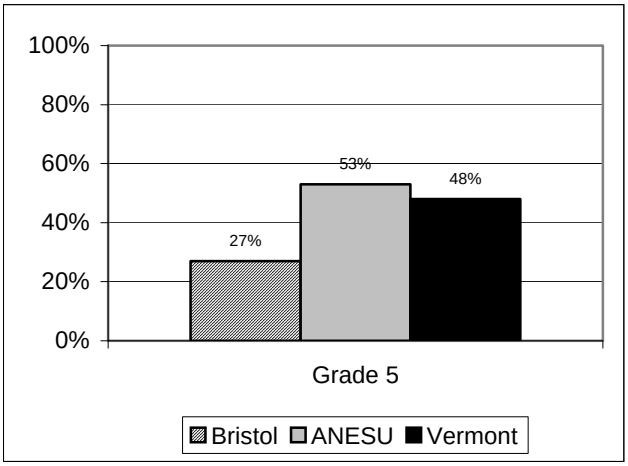
Writing – NECAP 2005



Writing – NECAP 2006



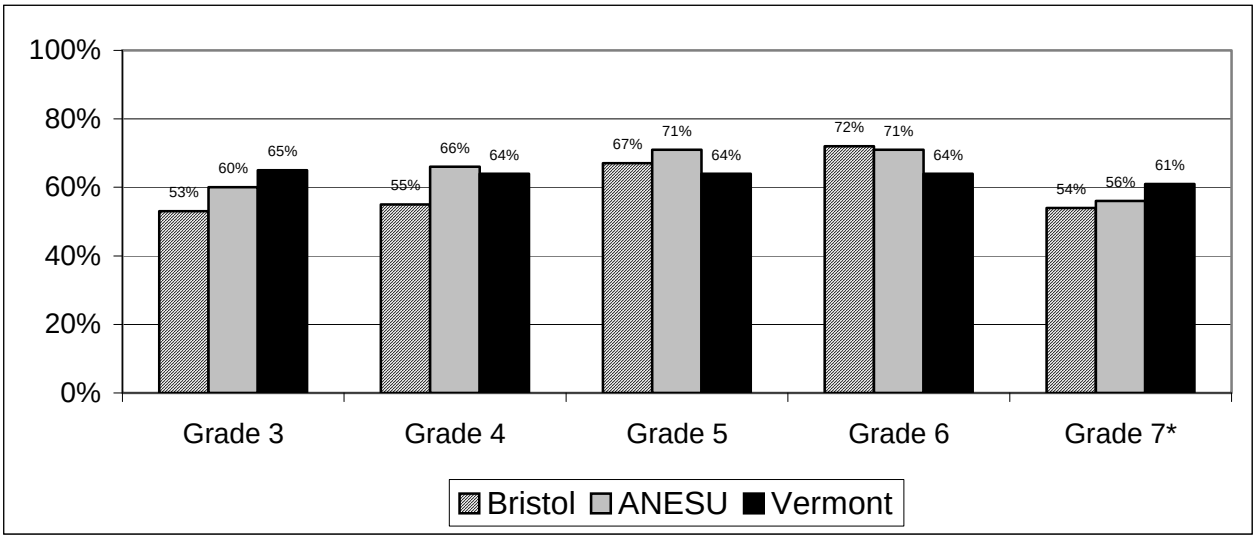
Writing – NECAP 2007



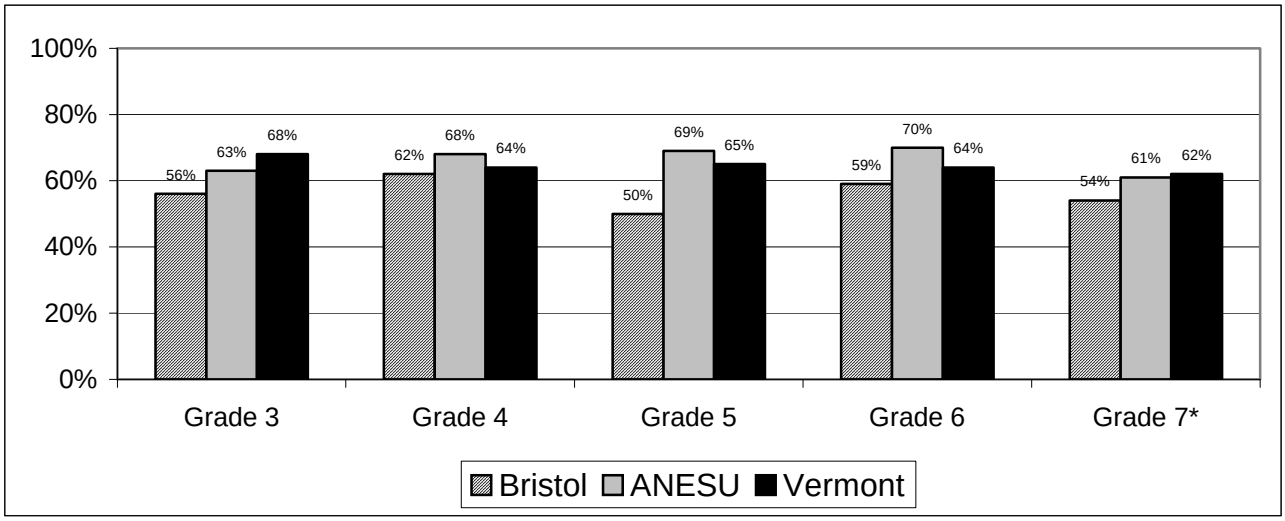
Bristol Elementary School Results

Percent of Students Who Met or Exceeded the Standard

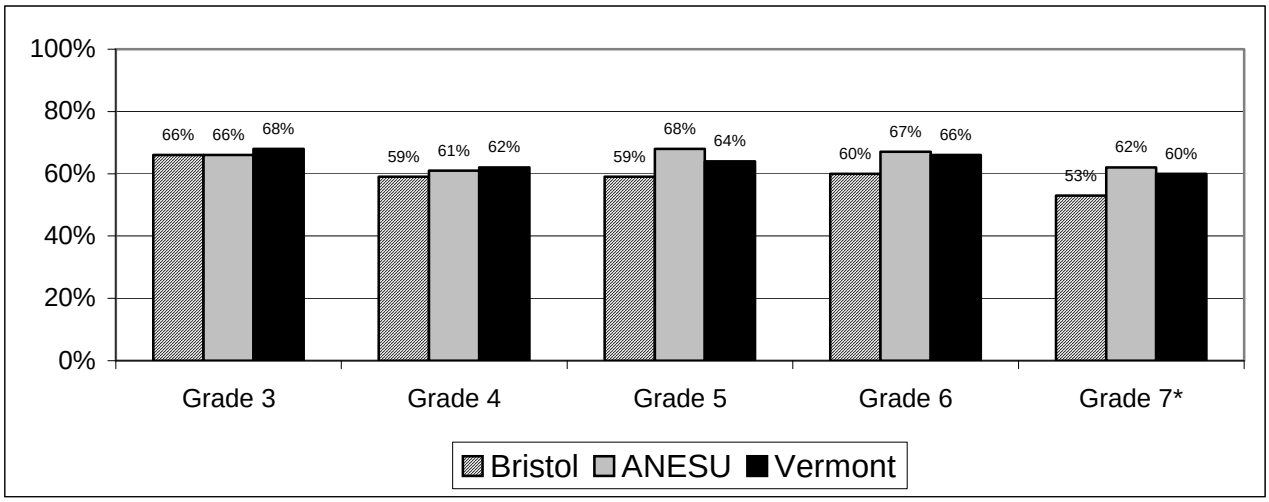
Math – NECAP 2005



Math – NECAP 2006



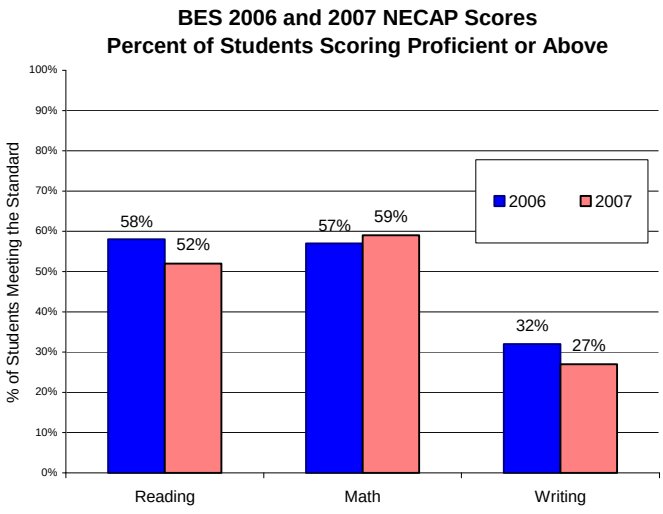
Math – NECAP 2007



A Message from the Bristol Elementary School Co-Principals

Teachers in grade K-6 administer formal and informal assessments to guide instruction and monitor student progress. We currently measure student literacy proficiency with the Primary Observation Assessment in kindergarten and first grade; the Vermont Developmental Reading Assessment in grade 2; and the NECAP in grades 3-6. Math proficiency is formally measured in kindergarten with an early numeracy skills assessment and in grades 3-6 with the NECAP. The NECAP assesses proficiency in number and operations; geometry and measurement; functions and algebra and data; statistics and probability. All students in grades 3-6 took the NECAP Assessment in the fall of 2007.

This data informs our program assessment and guides our Action Plan. Data from three years of early literacy assessments indicate that our kindergarten students develop a strong foundation for learning to read; 84% of first graders and 86% of second graders meet or exceed the reading standard for their grade level. These assessments measure reading accuracy and comprehension.



Our NECAP data for literacy, which are not as pretty as our K-2 data, measures more sophisticated skills, such as analysis and interpretation. Our scores have been relatively stable for the past two years and indicate the need for us to continue to focus on our reading and especially, our writing programs.

The math results are similar to the results in reading. We implemented a new math program this year and expect students' math skills and reasoning to improve over time and to be reflected in future NECAP results.

Test scores provide us with important information, but they are not our only information. Teachers frequently assess student progress in all academic areas; they meet regularly to review student work together, to share instructional strategies, and to plan for further professional development. We remain committed to our vision for BES, which is to create a community of confident learners. We continually work toward that goal.

We thank you for your continued support of Bristol Elementary School.

Sincerely,
Anne Driscoll and Jill Mackler
Co-Principals
Bristol Elementary School

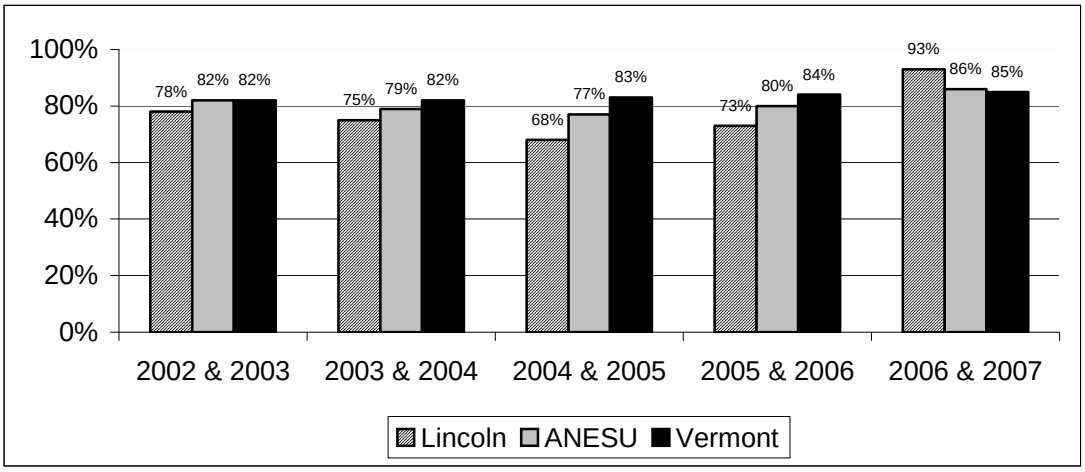
Lincoln Community School
Assessment Results

Lincoln Community School Results

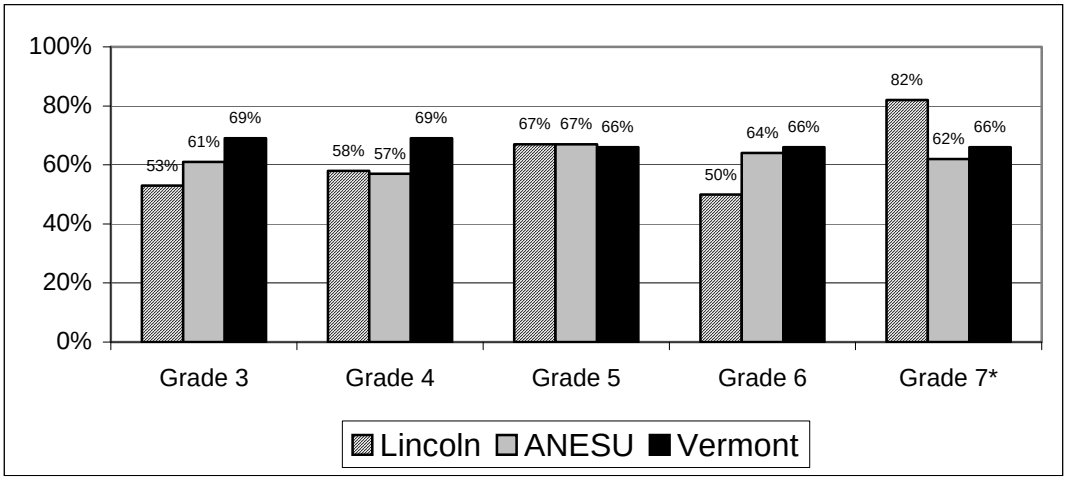
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

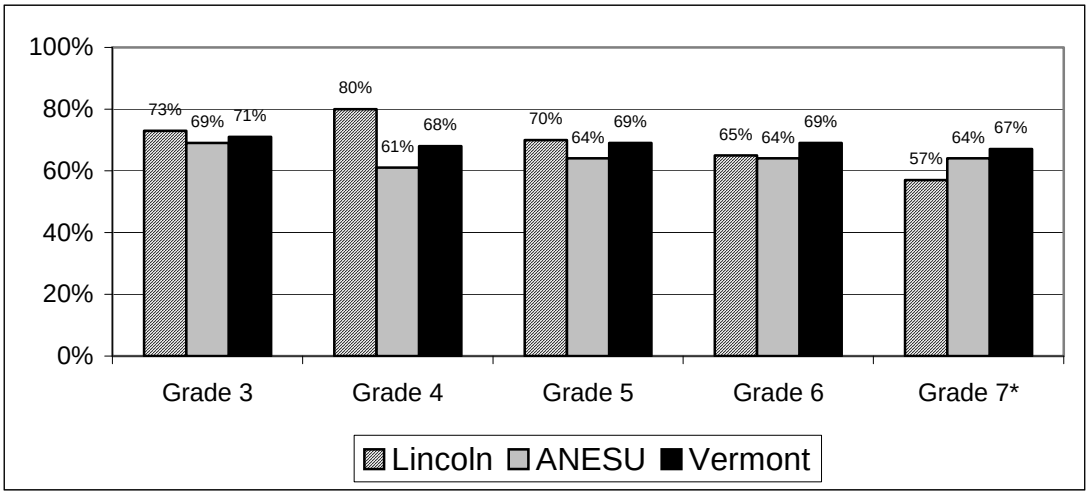
(Please note: results from two years at a time are combined to compensate for small class sizes)



Reading – NECAP 2005



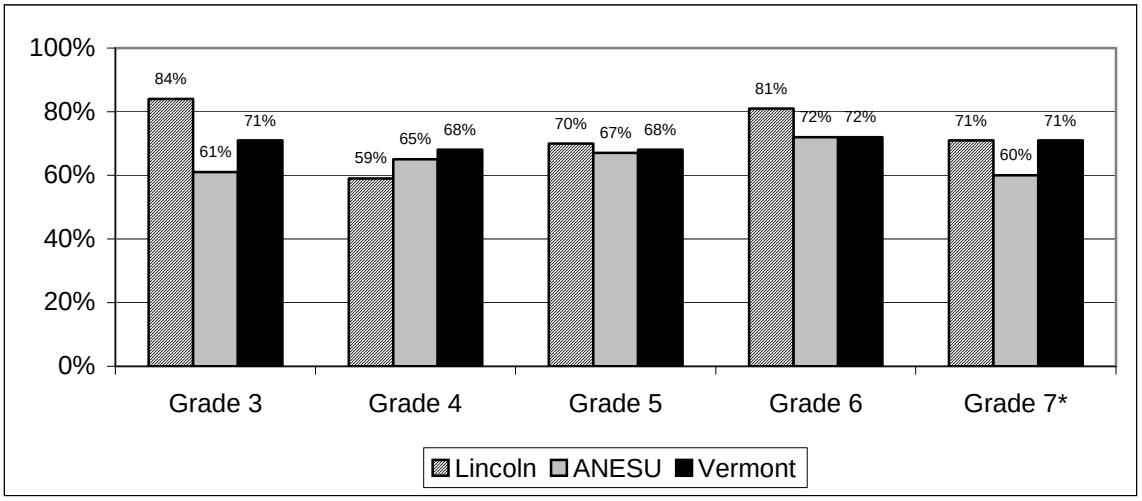
Reading – NECAP 2006



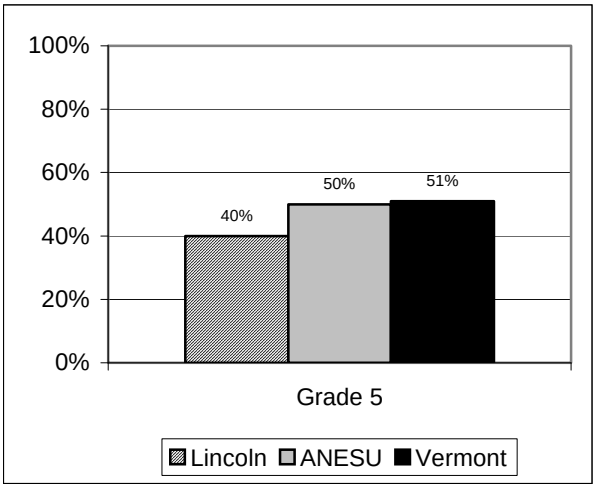
Lincoln Community School Results

Percent of Students Who Met or Exceeded the Standard

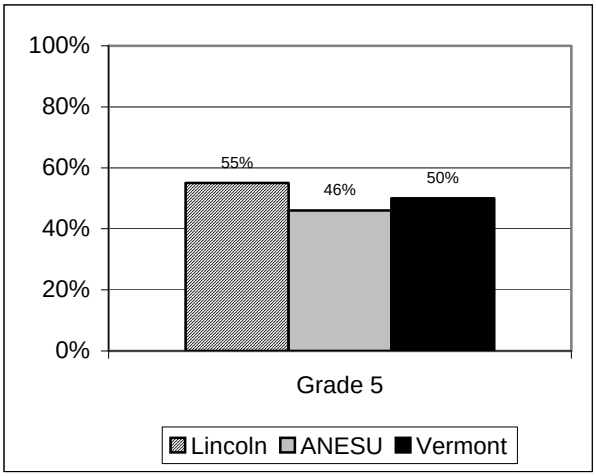
Reading – NECAP 2007



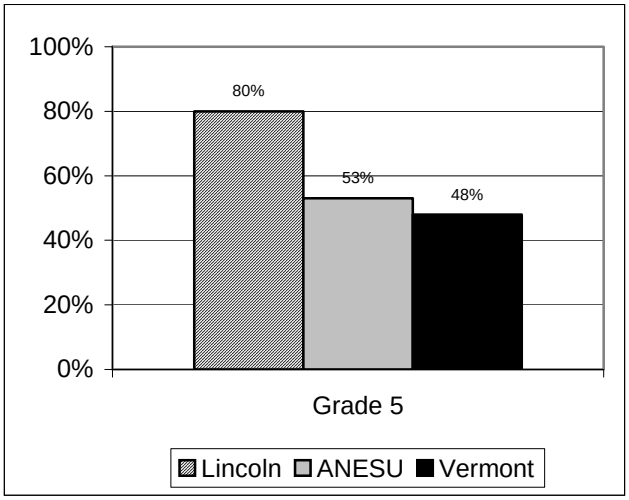
Writing – NECAP 2005



Writing – NECAP 2006



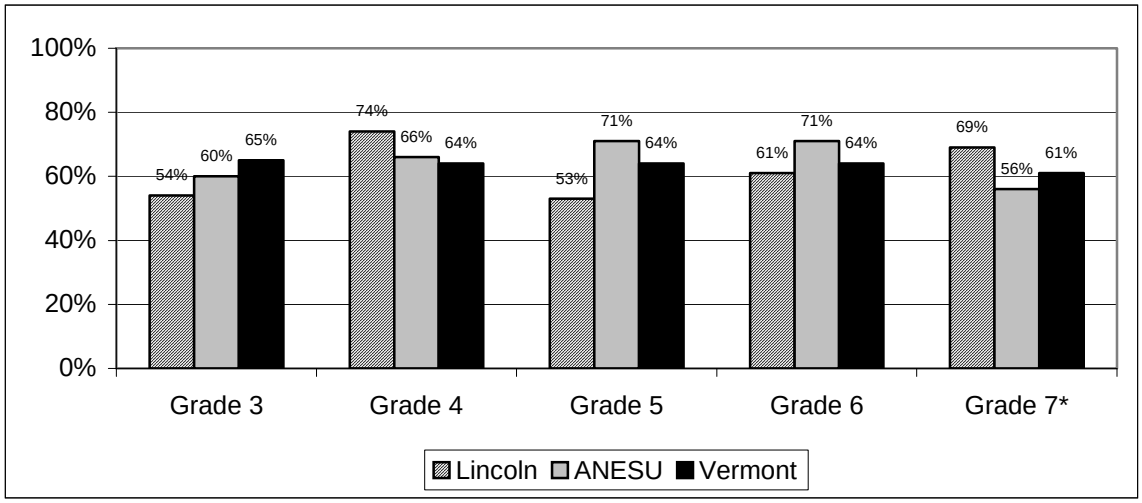
Writing – NECAP 2007



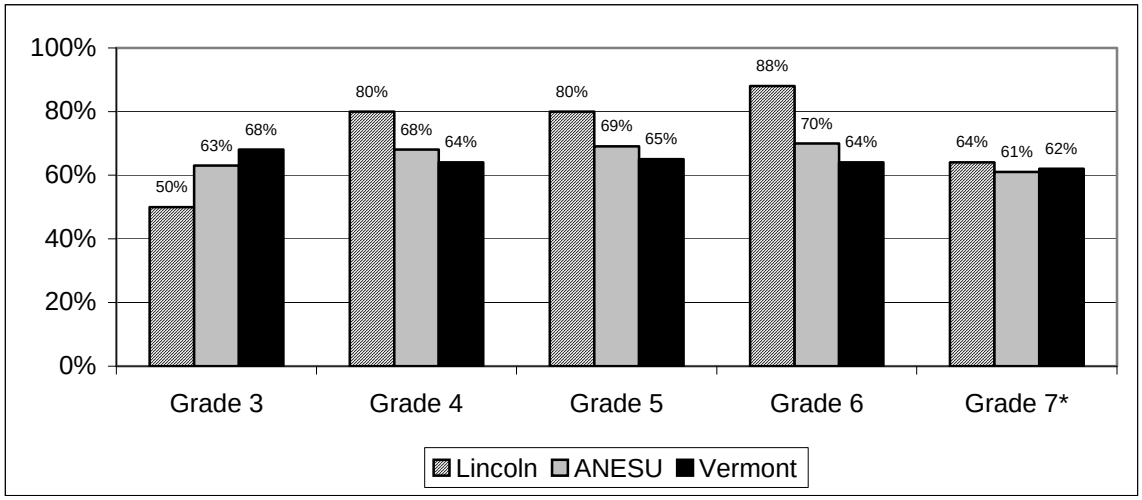
Lincoln Community School Results

Percent of Students Who Met or Exceeded the Standard

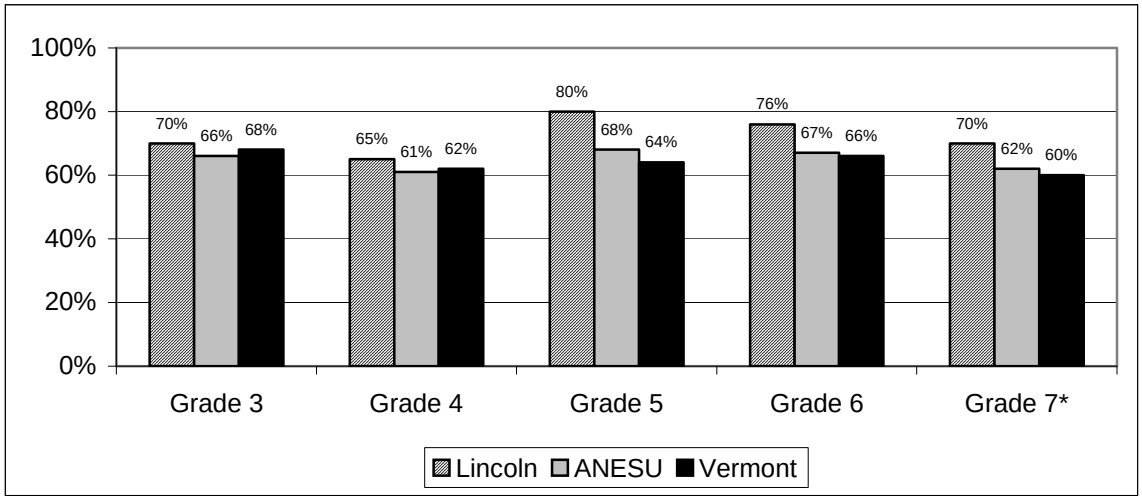
Math – NECAP 2005



Math – NECAP 2006



Math – NECAP 2007



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. We continue to strengthen our early literacy program by team teaching, placing students in smaller, flexible reading groups, using similar instructional strategies across the early grades, and assessing students more frequently in order to guide instruction. We continue to see positive results in early reading.

We continue to see overall improvement in our New England Common Assessment Program (NECAP) scores in reading, math, and writing. All students in grades 3-6 took the NECAP Assessment in the fall of 2007. While we're pleased with the progress, our classes have small sample sizes, so we read the results with caution. Our focus remains, "How we can improve our curriculum, teaching, and learning?" To these ends, this year we are implementing the *Bridges to Mathematics* program in grades kindergarten through five. This will provide continuity for students as they move from grade to grade. *Bridges* is a rich program that provides entry points for learners of all capabilities. We have developed a K-6 writing instruction continuum and are working on a reading instruction continuum. Both of these will result in more consistent instruction and expectations for student performance.

Tory Riley and Bill Jesdale
Co-Principals
Lincoln Community School

Monkton Community School
Assessment Results

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. Our curriculum framework is based on the Vermont Grade Expectations and addresses reading, writing, and communications skills. Our math approach is based on using the *Everyday Math* or the *Math in My World* program. Having the choice to place every student in a math program that meets the child's learning style has proven to be very successful. Both math programs support our recently developed Addison Northeast district-wide math power standards and expectations which are derived from the state standards and Grade Expectations.

The information in this packet includes some of the assessment data that has been collected over the past several years. This information has been reviewed and has been used to make decisions about our teaching. To maximize the reliability of information we have combined several years of information together. 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.

We continue to be pleased that our school scores tend to meet or exceed state assessment scores. The latest New England Common Assessments given to students in grades 3, 4, 5 and 6 this past October indicate we are above the district and state scores in 21 of 22 areas. It is evident from this information that our programs are on target in meeting the grade level expectations set by the State of Vermont Department of Education.

We continue to look carefully at the state Developmental Reading Assessment for 2nd grade students. Some of our primary grade students are having difficulty with phonics, recognizing letters, decoding, and mastering reading by the end of 2nd grade. Our energy has been directed into developing small group sessions where skill development and the interest to read are fostered. We are also utilizing a variety of different teaching strategies to help children who are having difficulty with learning to read. We will continue to monitor and review the DRA and other assessments to ensure all our students' needs are met. Our expectation is that every child will master the skill of reading as early as possible.

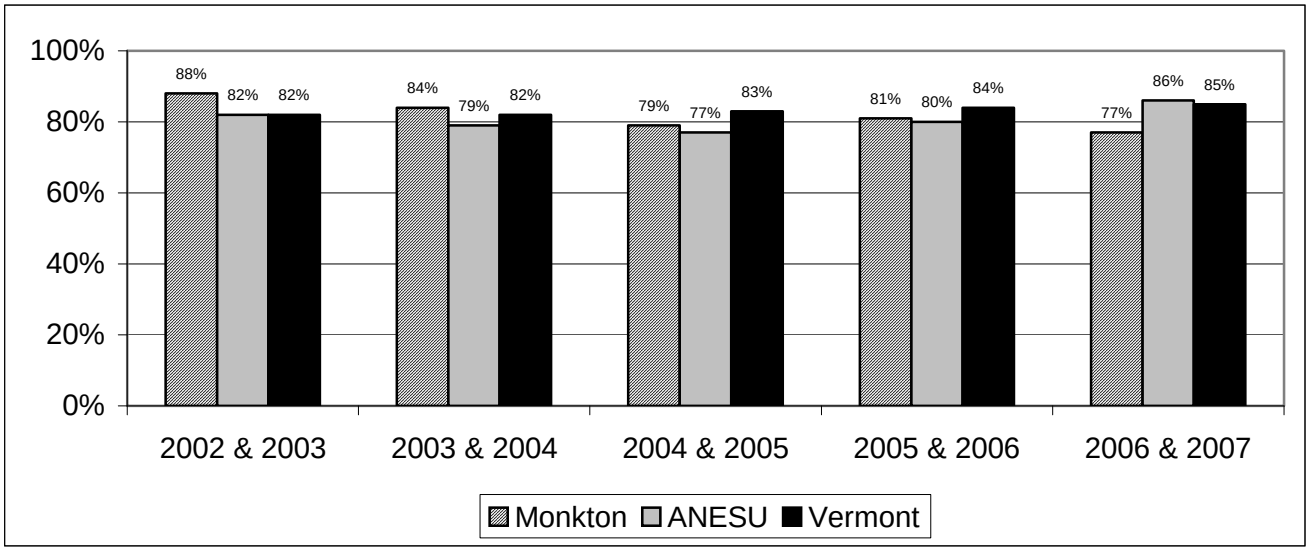
To increase communication and the ease with which all community members and parents can access information about the Monkton Central School, we have created a school web site at: **http://www.vita-learn.org/mcs**. With this internet connection, you will be able to link to various school data including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

Rich Jesset
Principal
Monkton Central School

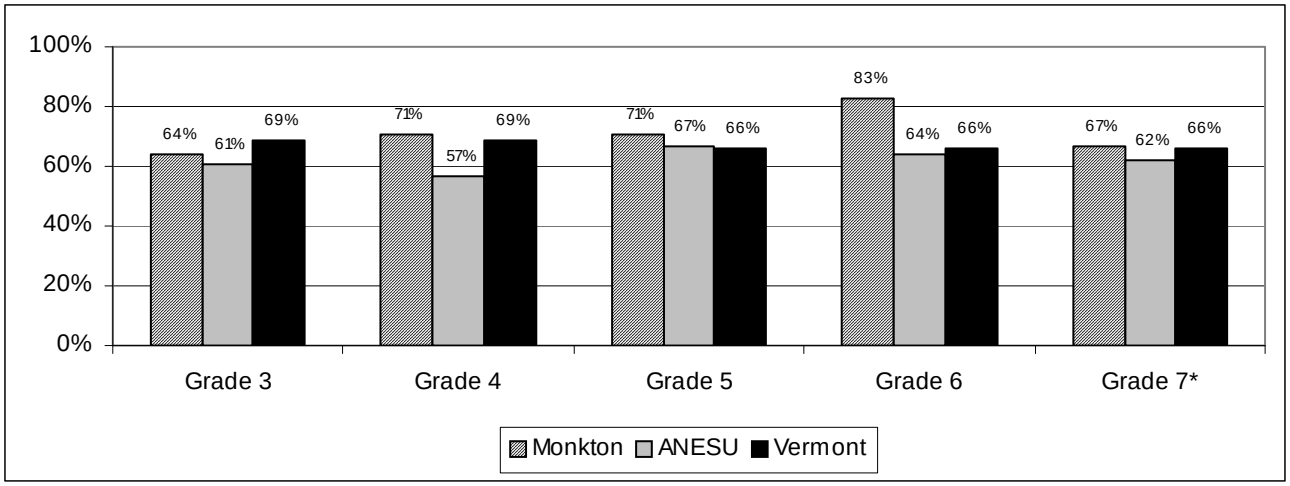
Monkton Community School Results
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

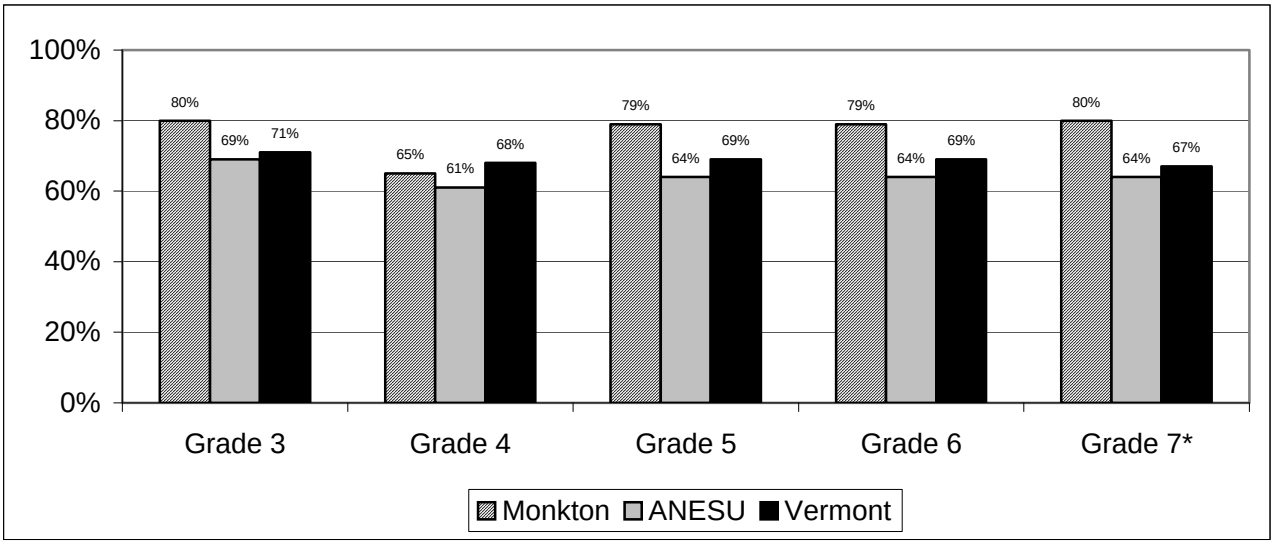
(Please note: results from two years at a time are combined to compensate for small class sizes)



Reading – NECAP 2005



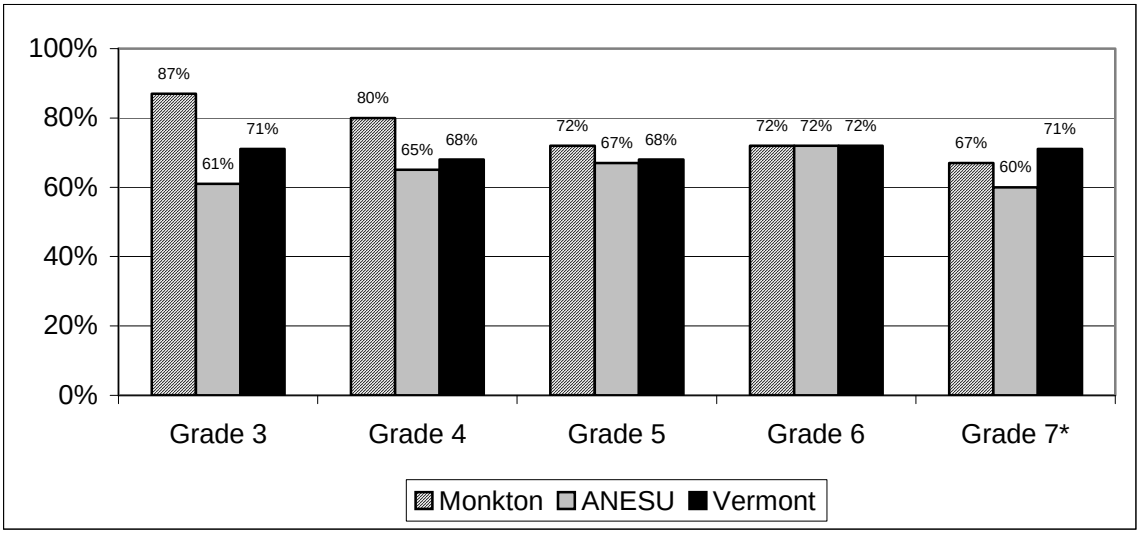
Reading – NECAP 2006



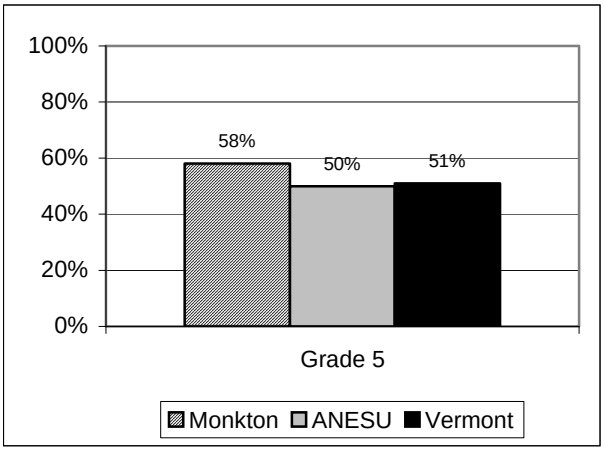
Monkton Community School Results

Percent of Students Who Met or Exceeded the Standard

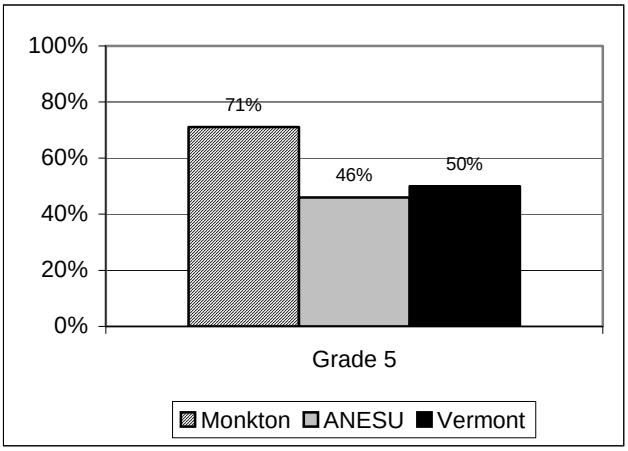
Reading – NECAP 2007



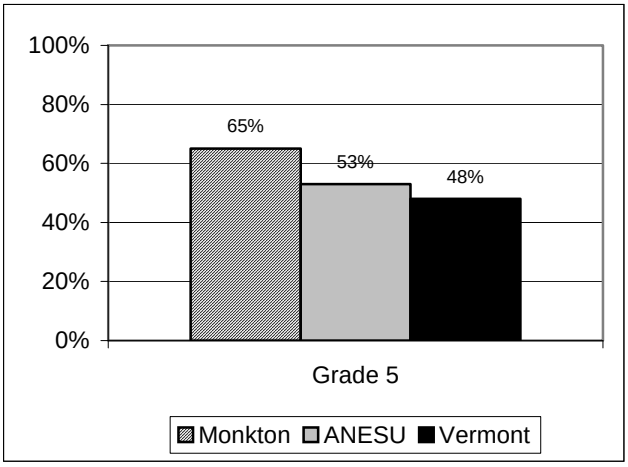
Writing – NECAP 2005



Writing – NECAP 2006



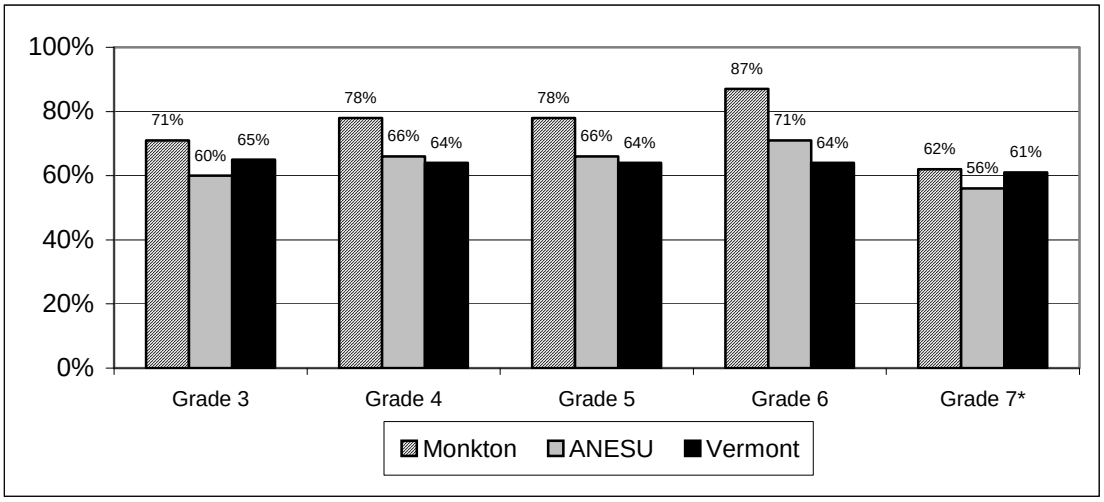
Writing – NECAP 2007



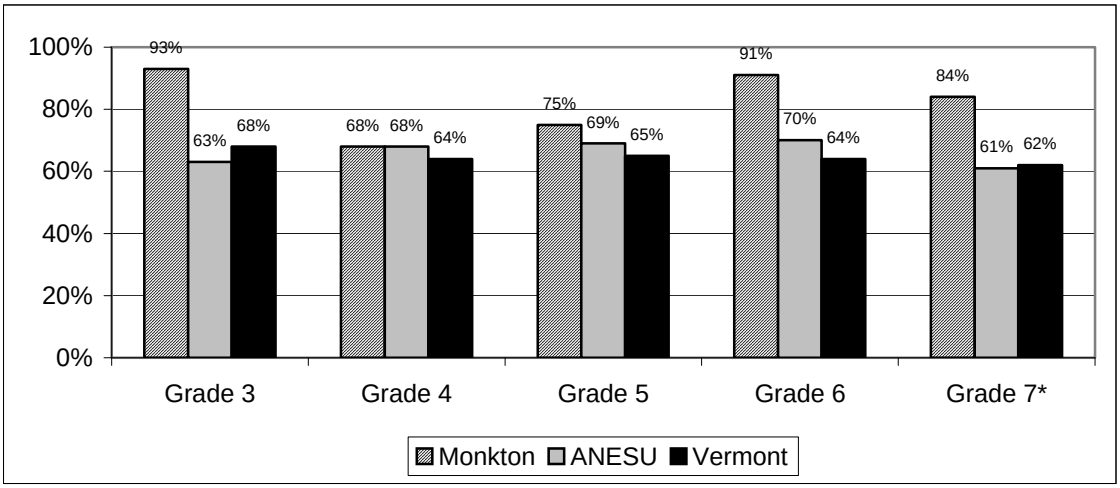
Monkton Community School Results

Percent of Students Who Met or Exceeded the Standard

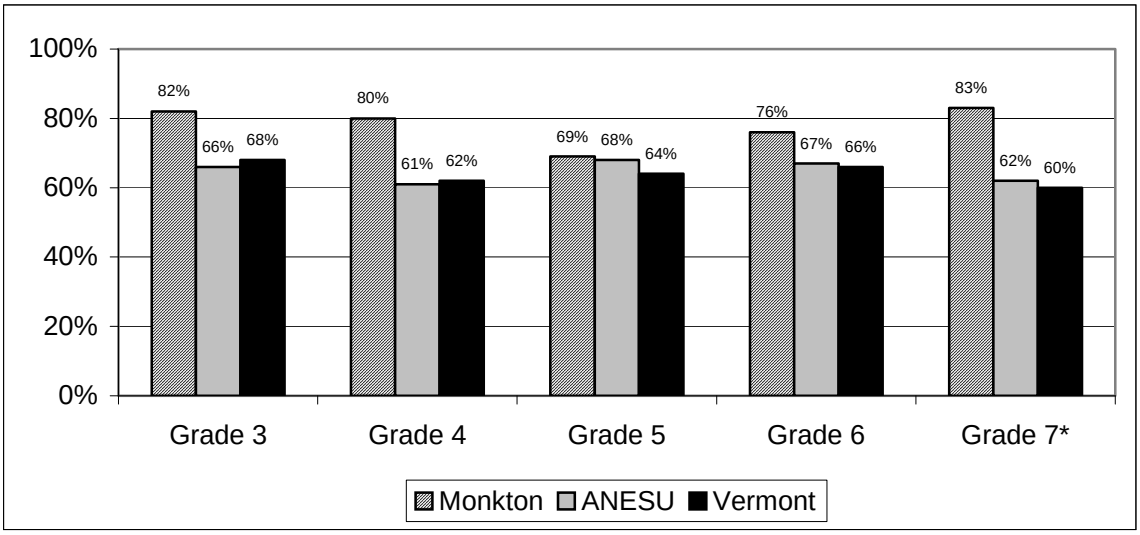
Math – NECAP 2005



Math – NECAP 2006



Math – NECAP 2007



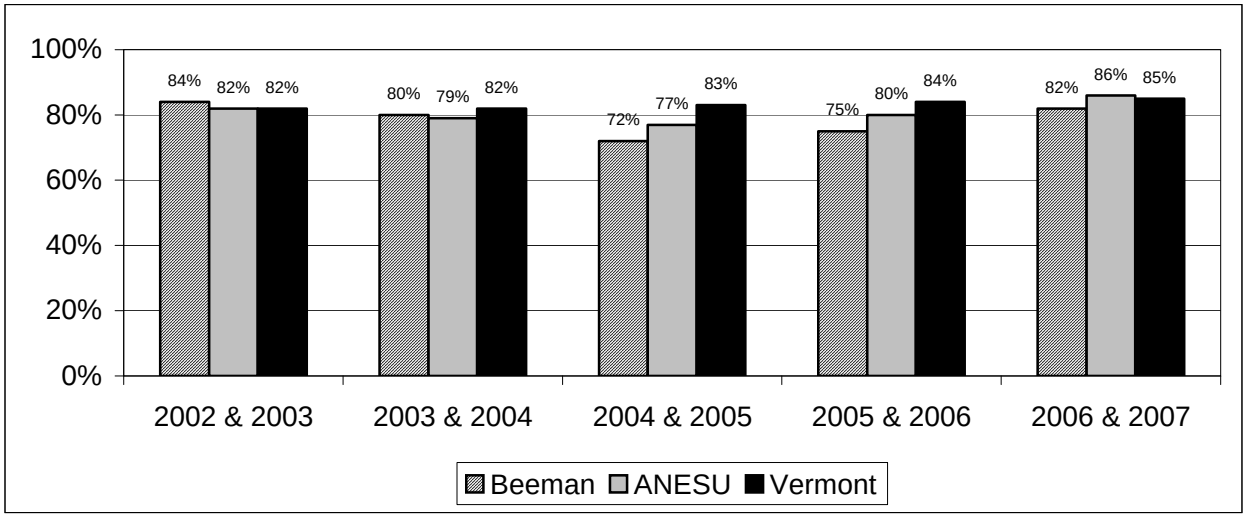
Beeman Elementary School
Assessment Results

Beeman Elementary School Results

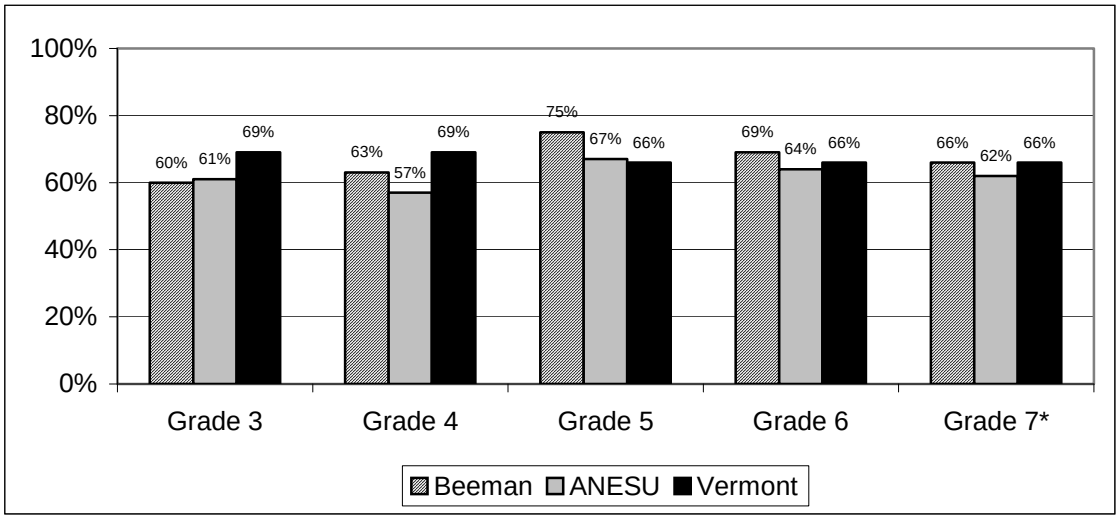
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

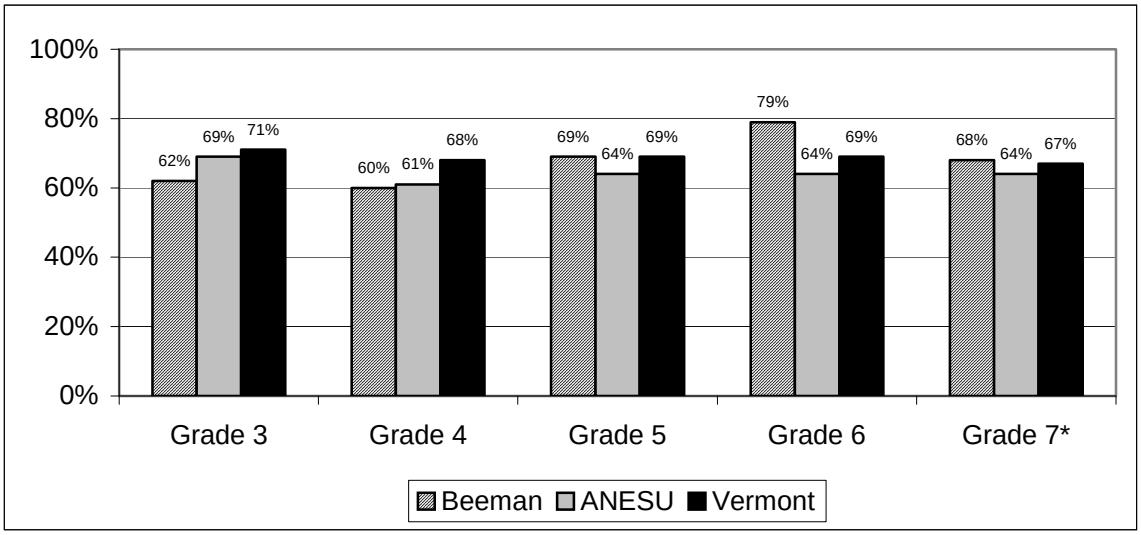
(Please note: results from two years at a time are combined to compensate for small class sizes)



Reading – NECAP 2005



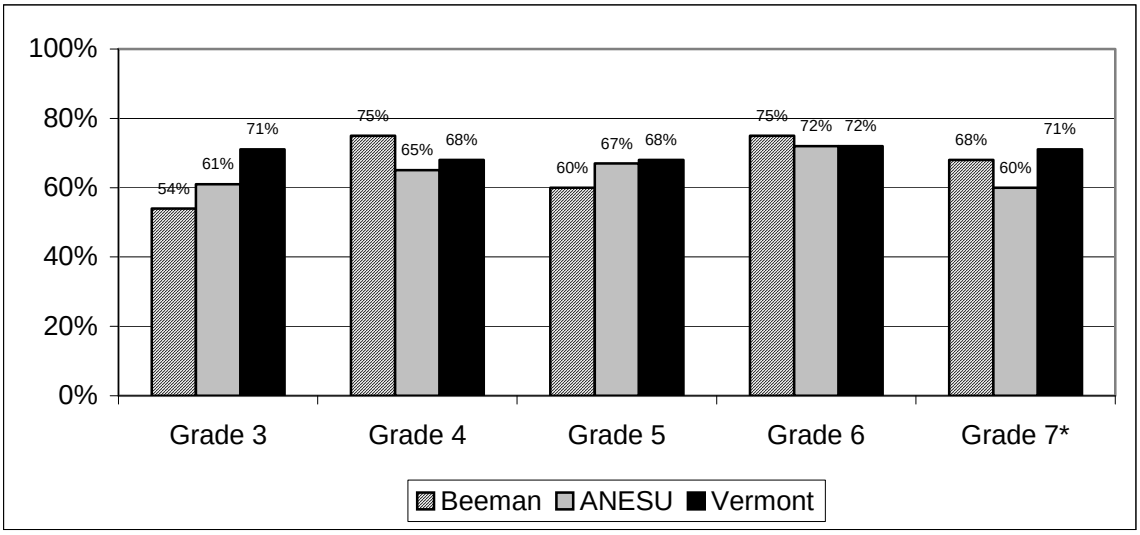
Reading – NECAP 2006



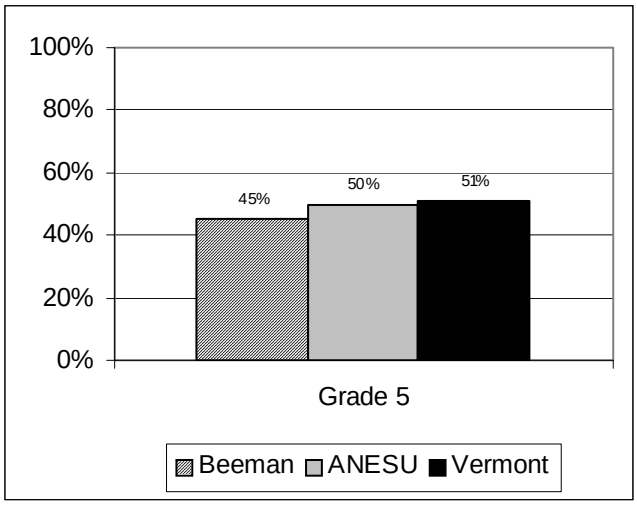
Beeman Community School Results

Percent of Students Who Met or Exceeded the Standard

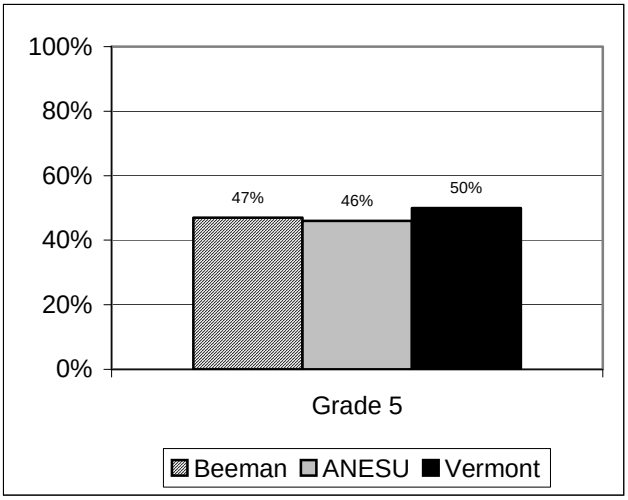
Reading – NECAP 2007



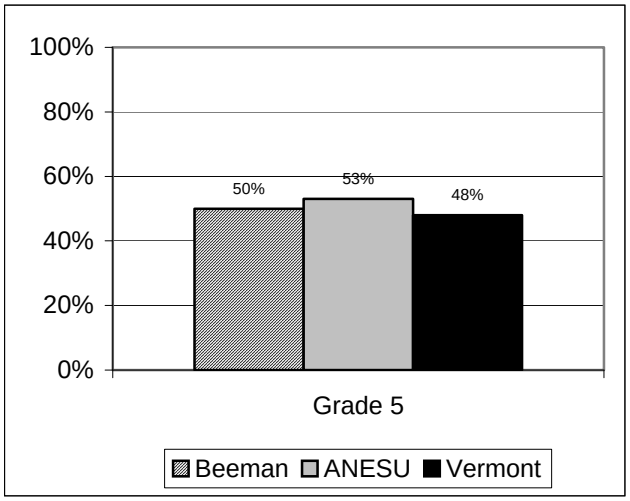
Writing – NECAP 2005



Writing – NECAP 2006



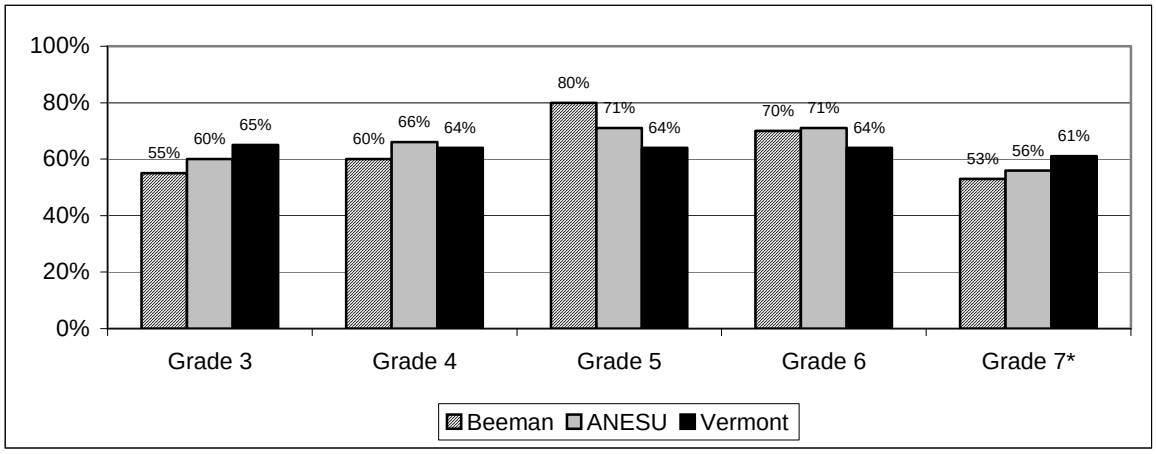
Writing – NECAP 2007



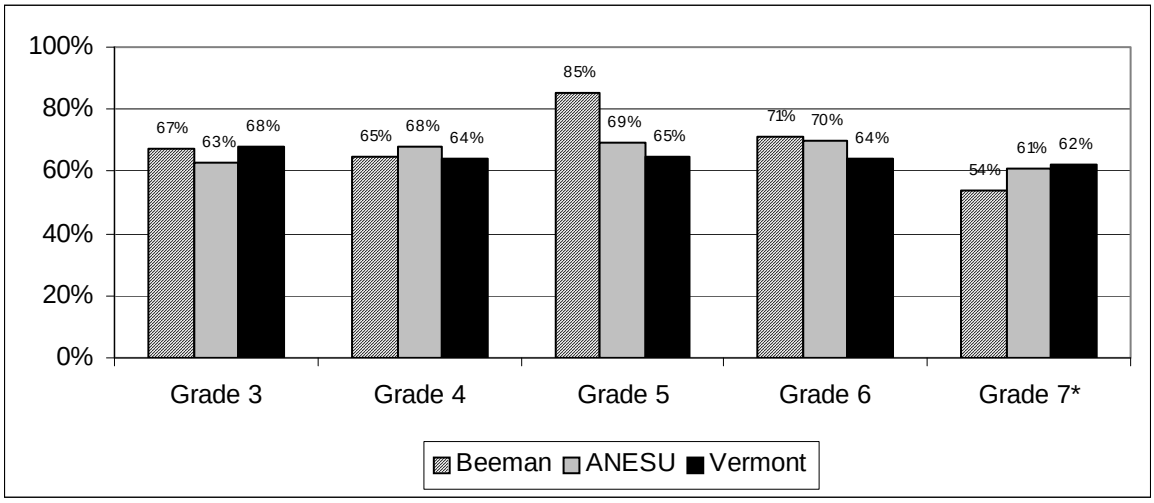
Beeman Community School Results

Percent of Students Who Met or Exceeded the Standard

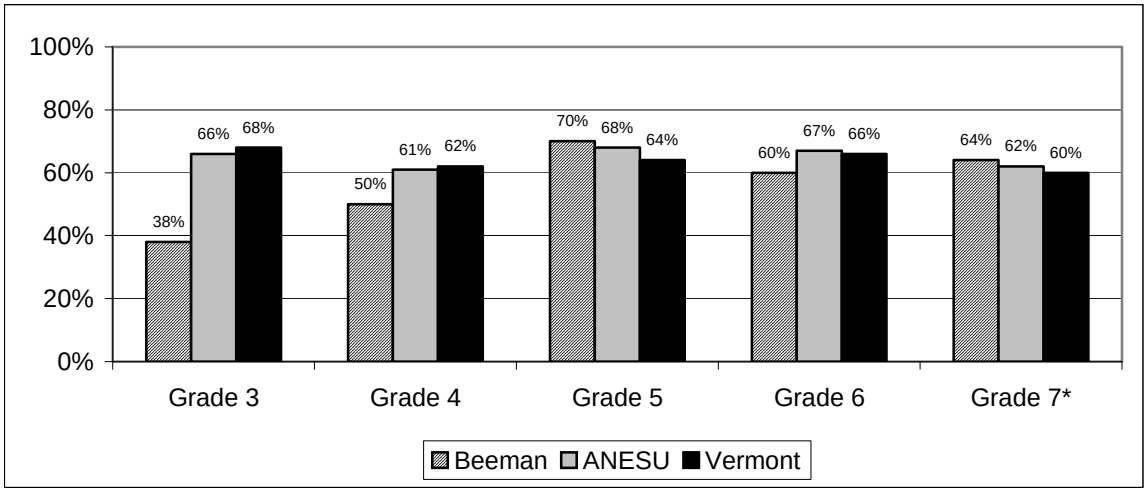
Math – NECAP 2005



Math – NECAP 2006



Math – NECAP 2007



A Message from the Beeman Elementary School Principal

Our staff and students utilize a wide range of assessments. Some are at the discretion of the school and/or supervisory union, and other assessments are much larger in scale and required of all Vermont public schools. We regularly compare the results from the range of assessments to help us get a true picture of how our students are doing and to help us make adjustments to the instructional programs. Beeman students currently participate in a couple of large-scale assessments, which are described below.

Vermont Developmental Reading Assessment:

This assessment is done by all 2nd grade students throughout Vermont. It assesses a student's ability to read accurately and retell what was read. Our teachers administer the assessment in the spring of each year. Because we have a small sampling of students, the results from two consecutive years are combined. The most recent results show that students at Beeman continue to show improvement over previous years. Overall, 82% of our 2nd graders either met or exceeded the standard (results from this year and last year combined).

Word Study (spelling, vocabulary, etc.) continues to be an area where we focus a lot of attention. It is one of our three action plan goals and several of our faculty meetings and professional development days have been dedicated to this work.

The New England Comprehensive Assessment Program (NECAP):

This assessment was designed and implemented as a mandate from the No Child Left Behind Act. We have just completed the third year of testing since its implementation. All students in grades 3 through 8 and 11 take the reading and math assessments each Fall. Students in grades 5, 8, and 11 also take an assessment in writing. This year students in grades 4, 8, and 11 will be taking the science assessment, which was piloted last spring. The NECAPs are designed to assess learning that happened during the prior year. For example, the 4th grade students taking the assessment this year were being tested on the learning that happened last fall in 3rd grade. Students participate in three testing sessions for reading, three sessions for math, two for writing, and two for science. Each session takes anywhere from 45-90 minutes.

Generally speaking, students at Beeman continue to show growth in reading and writing. This year we saw our scores go down from last year's results. Again, this information is a portion of what we use to monitor student learning and make program adjustments.

Steven Flint
Principal
Beeman Elementary School

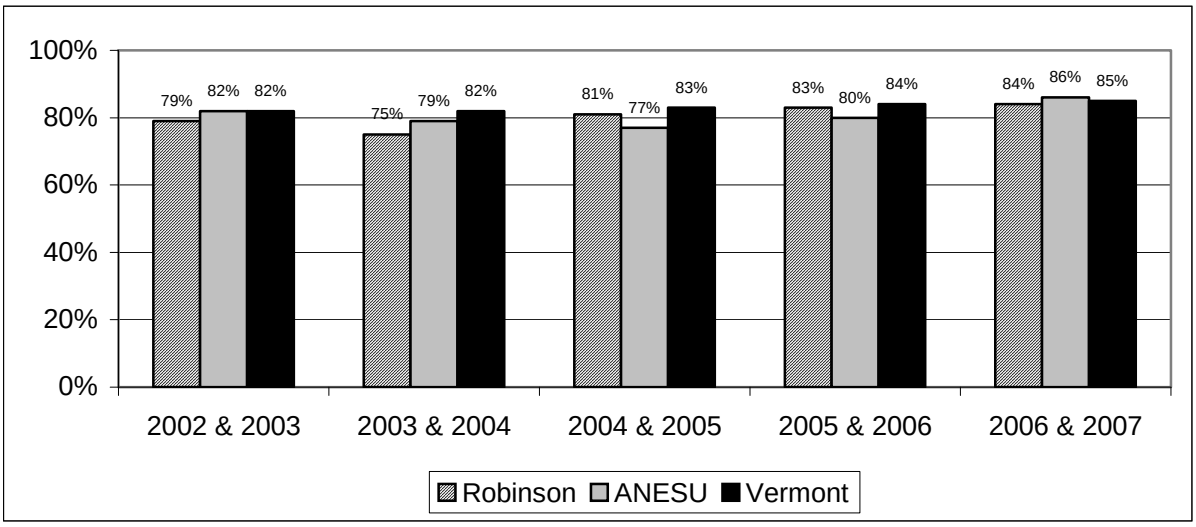
Robinson Elementary School
Assessment Results

Robinson Elementary School Results

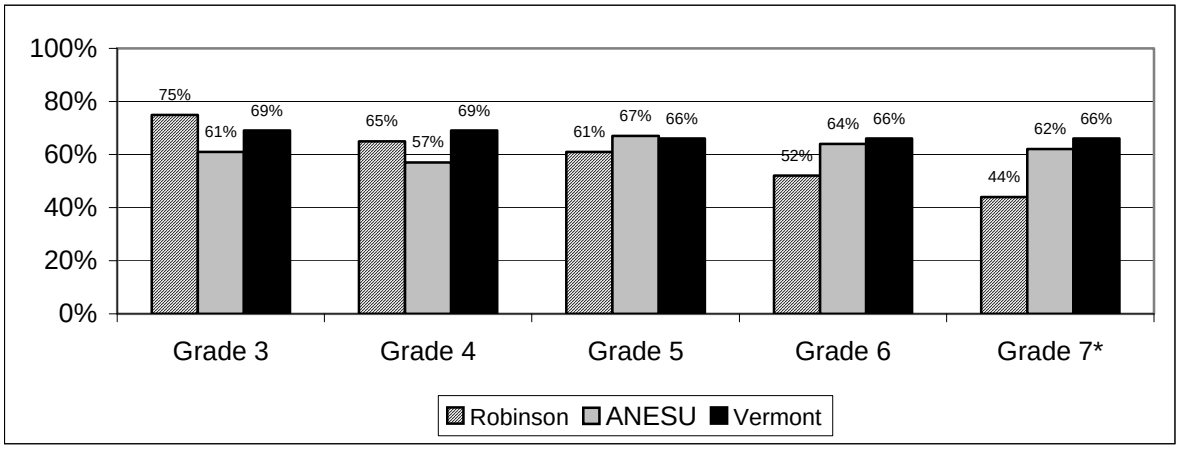
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

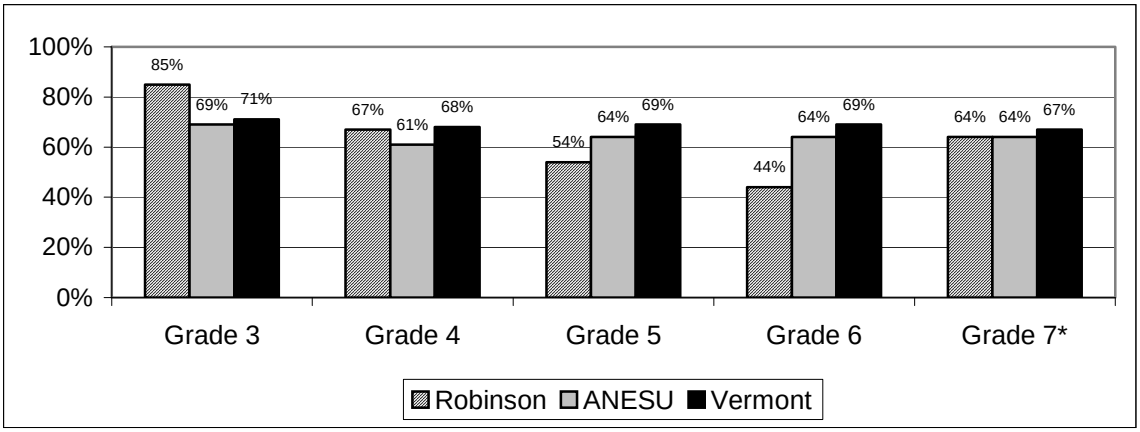
(Please note: results from two years at a time are combined to compensate for small class sizes)



Reading – NECAP 2005



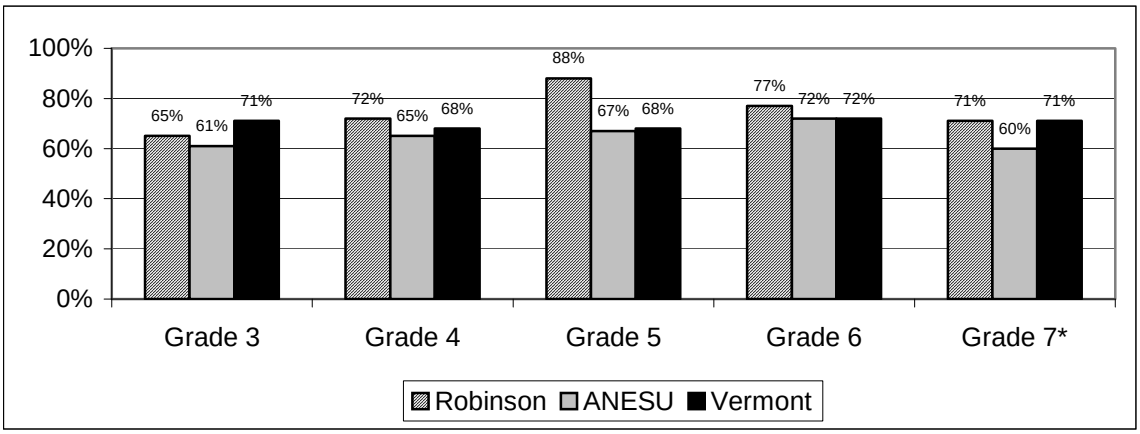
Reading – NECAP 2006



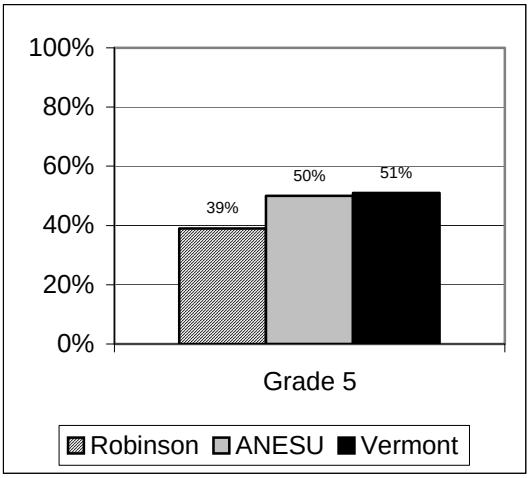
Robinson Elementary School Results

Percent of Students Who Met or Exceeded the Standard

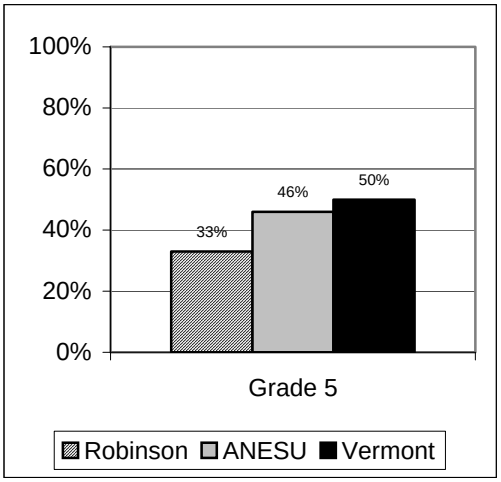
Reading – NECAP 2007



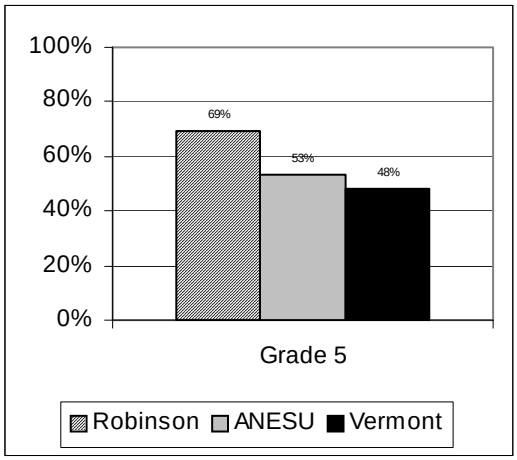
Writing – NECAP 2005



Writing – NECAP 2006



Writing – NECAP 2007

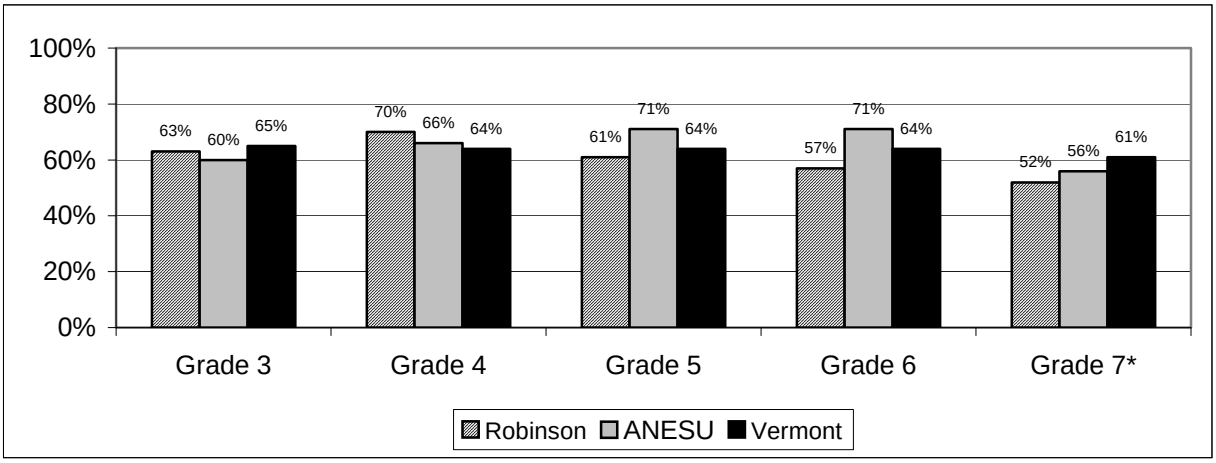


All students in grades 3 – 6 took the NECAP Assessment in the fall of 2007.

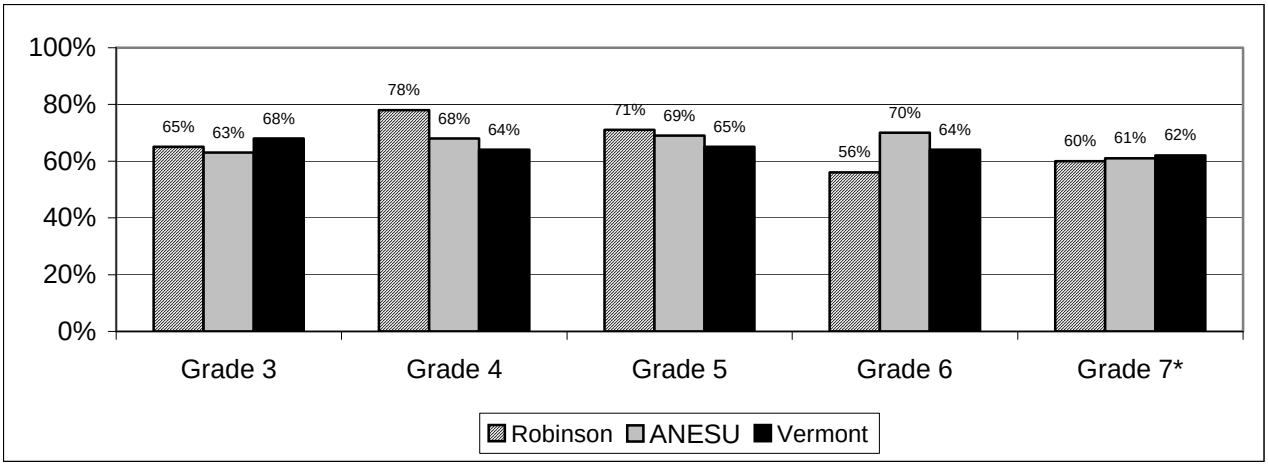
Robinson Elementary School Results

Percent of Students Who Met or Exceeded the Standard

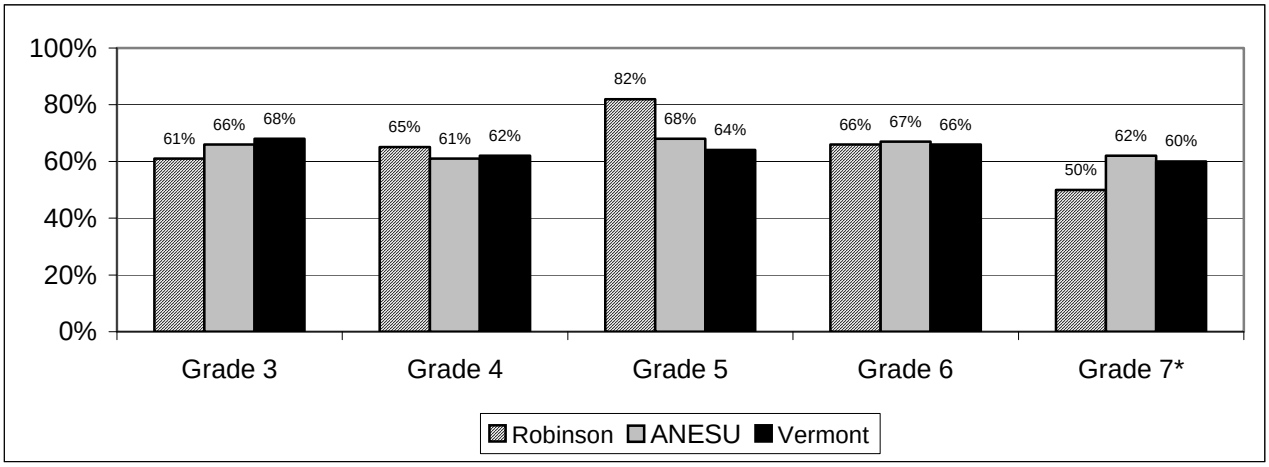
Math – NECAP 2005



Math – NECAP 2006



Math – NECAP 2007



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 across grade levels. While we are proud of this growth there is still room for improvement in all areas of literacy across all grade levels.

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/comprehension throughout the elementary levels.

In mathematics, this assessment data suggests that we have a more urgent need for improvement. Because of this, we have developed a comprehensive plan to guide improvement. We have established and used a problem solving portfolio system and have provided direct professional development opportunities for teachers here at Robinson. We will implement a new curriculum beginning in the fall that more closely alligns with state grade level expectations.

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 me at the school any time to discuss your ideas (453-2949).

Respectfully,
Dan Noel

Mt. Abraham Union Middle School and High School Assessment Results

Please Note: Mt. Abraham results also appear on pages: 8-13

Mt. Abraham Union High School Results

SCHOLASTIC APTITUDE TEST (SAT) - SAT scores are primarily intended to measure verbal and math skills that students need in college. Some colleges use SAT scores as one of their admissions criteria. 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
2002	56%	64%	36%
2003	53%	49%	51%
2004	65%	65%	35%
2005	64%	45%	55%
2006	61%	61%	39%
2007	68%	64%	36%

SAT Average Verbal Score

	2002	2003	2004	2005	2006	2007
Mt. Abraham	511	548	546	523	518	537
Vermont	512	515	516	521	513	516
U.S.	504	507	508	508	503	502

SAT Average Writing Score

	2006	2007
Mt. Abraham	505	529
Vermont	502	508
U.S.	497	494

SAT Average Math Score

	2002	2003	2004	2005	2006	2007
Mt. Abraham	503	520	529	541	538	534
Vermont	510	512	512	517	519	518
U.S.	516	519	518	520	518	515

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. AP classes are offered in English Literature, Biology, U.S. History, Calculus and Studio Art. 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**	**2006**	**2007**
# Students	36	29	24	33	53	55	55	73
# Exams	50	49	35	49	76	89	78	109
Percent of test takers who scored 3 or higher	44%	57%	63%	67%	49%	39%	45%	55%

PLAN Test Results – 2005 and 2006

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. The 2005 and 2006 mean scores appear below. 65% of Mt. Abraham 10th graders took the PLAN in 2006, (compared to 45% in 2005).

In 2005 and 2006, the mean scores for Mt. Abraham students were above the national average in all areas.

Test Area (# in parenthesis is highest possible score)	**Average scores of Mt. Abraham students who took this test**		**Averaage scores of all students in the U.S. who took this test**	
	2005	**2006**	**2005**	**2006**
English (32)	19.7	18	16.1	17.4
Usage/Mechanics (16)	9.8	9.0	7.8	8.7
Rhetorical (16)	10.6	9.2	8.0	8.7
Mathematics (32)	20.5	18.8	16.3	17.8
Pre-Algebra/Algebra (16)	10.2	9.3	7.1	8.5
Geometry (16)	10.7	9.8	8.4	9.0
Reading (32)	19.8	18.5	15.8	17.2
Science (32)	20.4	19.1	17.4	18.3
Composite (32)	20.2	18.7	16.5	17.8

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 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007
2 & 4 Yr Colleges	57%	62%	61%	64%	63%
Military	2.6%	2%	1%	<1%	1%
Employment	36.5%	32%	19%	35%	33%
Trade/Apprentice					3%
Undecided	4%	4%	19%	0	0

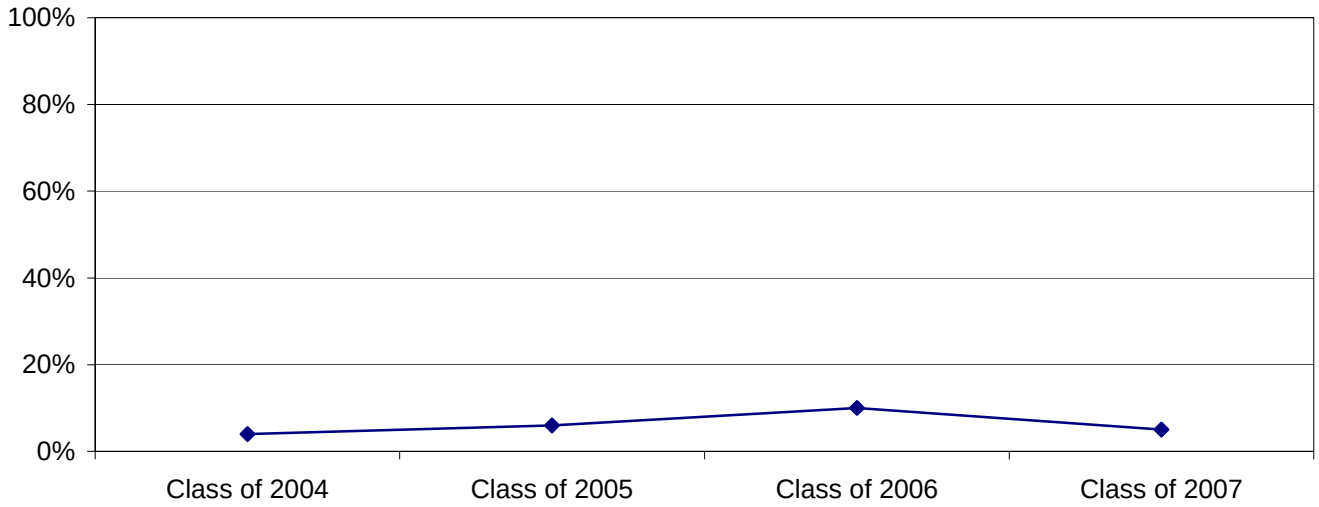
(Source: Mt. Abraham Horizons Department)

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 approach looks at the percent of students in any particular class (as in, the class of 2007, or the class of 2006) who dropped out of school over the course of four years of high school. This rate is calculated by comparing 9th grade enrollment to the size of that same class at graduation.

Over the last four years, the Mt. Abraham cohort drop out rate began to rise slightly, and then declined for the class of 2007.



Event Drop Out Rate (Grades 9-12)

The event drop out rate looks at the number of 9 - 12 graders who dropped out during a particular school year. 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.

	02-03	03-04	04-05	05-06	06-07
# of 9-12 students	8	12	18	11	18
% of 9-12 population	1.5%	2%	2.8%	1.7%	2.7%

Vermont Youth Risk Behavior Survey 2007

Every two years the Vermont Department of Health and the Vermont Department of Education sponsor a survey of Vermont students. The Youth Risk Behavior Survey (YRBS) measures the prevalence of behaviors that contribute to the leading causes of death, disease and injury in youth, as well as lifestyle choices. The survey is administered to Mt. Abraham students in grades 8 - 12. When the survey was last administered in February, 2007, 74% of the Mt. Abraham 8th - 12th graders participated. Some of the results from the most recent survey of MAHUS students, and trends in our results over time, appear below. Please note that changes of 6 percentage points or more are considered statistically significant.

When one looks at the results of this survey over time, one sees a general decline in risky behaviors among the 8th - 12th grade students at Mt. Abraham. This mirrors the results statewide and is very encouraging. At the same time, the incidence of dangerous behaviors among any of our youth is cause for concern.

Physical Fighting: There has been a significant decline, over time, in the percentage of students who reported being in a physical fight during the past 12 months.

- In 2007, 27% of students reported being in a fight. In 1995, this figure was 37%
- Males reporting that they were involved in a physical fight in the past year decreased from 40% in 2005, to 33% in 2007.

Weapons and Fear: The questions in this category asked about possessing weapons, damage to property and feeling safe at school.

- The percentage of students who reported carrying a weapon on school property has decreased significantly over time, from 18% in 1995, to 12% in 2007.
- The percent of male students who reported bullying someone during the past 30 days dropped from 31% in 2005, to 25% in 2007.
- The percentage of students who said someone had stolen or damaged their property on school property during the past 12 months has dropped from 38% in 1995, to 21% in 2007.

Vehicle Safety: This area of the survey covered wearing safety belts and helmets, and driving under the influence of alcohol and marijuana.

- The percentage of students who reported always, or almost always, wearing a seatbelt while riding in a car has increased steadily over time. In 1995 the figure was 77%; in 2007 it was 87%. In 2007, female seatbelt use (90%) was higher than male seatbelt use (84%).
- The percentage of students reporting that they always, or almost always, use a helmet when riding a bicycle has also increased steadily over time (from 18% in 1995, to 31% in 2007).
- The percentage of students who reported riding in a car driven by someone who had been drinking alcohol has decreased from 43% in 1995, to 21% in 2007. There has also been a significant decrease in the percent of students reporting that they drove a car in the last 30 days when they had been drinking alcohol (from 20% in 1995 to 6% in 2007).

- There was also a significant decrease in the percent of Mt. Abraham students who reported riding in a car with a driver who had been smoking marijuana (from 28% in 1997, to 18% in 2007).

Alcohol Use: This section of the survey asks questions about general alcohol use as well as binge drinking, defined as consuming 5 or more drinks within a couple of hours.

- Since 1995, there has been a declining trend in the percentage of students who reported consuming at least one drink of alcohol in the past 30 days (57% in 1995, and 36% in 2007).
- Binge drinking has also declined (from 37% in 1995, to 20% in 2007).
- The percent of students who reported that they first consumed alcohol before the age of 13 has also significantly declined over time, from 42% in 1995, to 18% in 2007.

Tobacco Use: Survey questions in this category addressed use of both cigarettes and chewing tobacco.

- Smoking also seems to have declined dramatically over time. In 1995, 44% of Mt. Abraham 8^{th} – 12^{th} graders reported that they smoked cigarettes on one or more days during the past month, compared to 11% in 2007.
- The percent of students who reported that they smoked every day during the past month has dropped from 16% in 1995, to 5% in 2007.

Marijuana Use:

- The percent of Mt. Abraham 8^{th} – 12^{th} graders who reported ever having tried marijuana has declined steadily over the past 10 years (from 46% in 1997, to 30% in 2007).
- The number of males in grades 8 - 12 who reported having used marijuana dropped from 39% in 2005, to 33% in 2007.

Other Drug Use: This section of the survey contains questions about the use of steroids, inhalants, heroin, methamphetamines, hallucinogens, and non-prescribed prescription drugs.

- Students reporting use of inhalants dropped from 27% in 1995, to 9% in 2007.
- Students reporting use of steroids without a prescription dropped from 8% in 1995, to 2% in 2007.
- Students reporting use of methamphetamines dropped from 11% in 1999, (the first year this question appeared on the survey), to 2% in 2007. Student-reported use of hallucinogens has also declined from 21% in 1999, to 8% in 2007.
- The percentage of students who reported that they were offered, sold, or given an illegal drug on school property during the past year has declined steadily over the past 12 years, from 43% in 1995, to 20% in 2007.

Attitudes and Perceptions about the Use of Alcohol, Tobacco and Other Drugs):

- The percentage of students who think it is wrong, or very wrong, for someone their age to use marijuana increased from 64% in 2005, to 70% in 2007. (The range in 2007 from different grades was great, 93% in 8th grade to 42% in 12th grade.)

- The percentage of students who think there is a great risk in people harming themselves from smoking one or more packs of cigarettes per day increased from 68% in 2003, to 74% in 2007.
- The percent of students who reported that they know an adult who has used marijuana, cocaine, or another illegal drug during the past year decreased from 56% in 2001, to 49% in 2007. (In 2007, 27% of students reported that they know an adult who has sold drugs in the past year.)

Sexual Behavior: Questions were asked about sexual behaviors that contribute to HIV infection, and other sexually transmitted diseases.

- The percentage of Mt. Abraham 11th and 12th graders reporting that they have ever had sexual intercourse decreased from 60% in 1995, to 43% in 2007.
- The percentage of students who reported having had sex in the past 3 months decreased over the last 10 years from 30% in 1997, to 24% in 2007.
- The percentage of students who reported having used drugs or alcohol before their most recent sexual experience dropped from 44% in 1995, to 23% in 2007.
- In 2007, 74% of 8^{th} – 10^{th} graders who are sexually active reported using condoms, while 59% of sexually active 11^{th} – 12^{th} graders reported using condoms during their most recent sexual experience.

Body Weight and Nutrition: Students responded to questions about their height and weight and their feelings about those; also about eating breakfast, fruits and vegetables and drinking milk and soda.

- There were no significant differences over the past 10 years in results dealing with weight. One note though: In 2007, although 71% of females said they were underweight or about the right weight, 49% indicated they were trying to lose weight.

Physical Activity: This category included questions about getting regular exercise, participating in physical education classes, and spending time watching TV and playing computer games.

- In 2007, 39% of males and 29% of females indicated that they spend 3 or more hours per school day watching TV or playing on the computer. These are about the same as the statewide results.

Youth Assets: Students responded to questions about grades, parents' involvement in school, family meals, participation in youth programs and service to community, and youth as resources in the school and larger community

- There was an increase in the proportion of students who agree that they help decide what goes on in their school, from 37% in 2005, to 48% in 2007, with males and females being almost even.

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

The release of the Fall 2007 NECAP results in February 2008 show that Mount Abraham is not seeing the growth we would like to see in any subject area. Of specific concern are our poor results in writing. Responding to the questions these data raise will become a priority in the days, weeks, and months to come. While we are not willing to make judgments too quickly, we do have a solid sense of both the obstacles to learning that are standing in our way, and how to overcome these obstacles. It is worth stating that our reconfiguration of the middle school intentionally supports practices that are fundamental for improving student learning, and that the refinement of our supervision system can lead to enhanced professional practice.

The differences in student achievement based on gender and on socio-economic status are of great concern to all of us. Females outperform males in all testing areas. Students who qualify for free or reduced lunch perform significantly below other students in our school who do not qualify for such assistance.

This is the first year that we will have NECAP scores for students in grade 11. However, those results are not yet available. When the grade 11 NECAP scores are available, the faculty will examine the released items and determine how to help students improve their performance. On a positive note, our students do compare favorably on national standardized tests, such as the SAT and the PLAN.

We maintain that all teachers are teachers of reading and writing. Our reading consultants train teachers in reading and writing strategies. Several departments (English, social studies, science, technology education, visual arts, health, driver education, special education) are focusing their efforts on non-fiction writing and examine samples of student work during in-service every year. The math department is in the process of integrating the agreed-upon standards into their curriculum. Several math teachers have completely transformed the structure of their classes, allowing more practice time for students in class with the teachers. In Math Lab, math teachers help students who struggle in math to improve their skills.

One of our overarching goals has been to have a higher percentage of students go on to post-secondary study. The percentage has been creeping upwards but at a much slower rate than we would hope. A high school diploma is no longer sufficient preparation for most jobs, so we continually encourage students to consider some form of study after high school, be it technical school or a two-year or four-year college.

Mount Abraham is a good school. We see many amazing things happening with students, teachers, and support staff on a daily basis. Even so, our standardized test scores (NECAP, SAT, PLAN, etc.) continue to show mixed results. We are committed to addressing and resolving the issues that are leading to poor test results. We are committed to strengthening professional practices among our teachers and support personnel. We are committed to increasing both student and parent voice in the decision-making process. We are committed to improved student learning, and we know that together we can and will make excellence a reality.

Paulette Bogan
Principal

Leon Wheeler
Principal, grades 7-9

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, principals, 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/maindata.html.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Bristol Elementary School
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Elementary school, enrollment ≥ 300 (25 schools in cohort)

Cohort Rank by Enrollment (1 is largest): 23 out of 25

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Cambridge Elementary School	PK - 6	305	26.50	1.00	11.51	305.00	26.50
	Molly Stark School	K - 6	307	19.10	2.00	16.07	153.50	9.55
	Bristol Elementary School	**K - 6**	**308**	**30.10**	**1.80**	**10.23**	**171.11**	**16.72**
<- Larger	Edmunds Elementary School	K - 5	310	23.00	1.00	13.48	310.00	23.00
	Marion W. Cross School	K - 6	311	23.40	1.00	13.29	311.00	23.40
	Northfield Elementary School	PK - 5	316	23.00	1.00	13.74	316.00	23.00
	Averaged SCHOOL cohort data		**407.16**	**32.50**	**1.85**	**12.53**	**219.94**	**17.55**

School District: Bristol
LEA ID: T031

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: Elementary school district, FY2004 FTE ≥ 300 (10 school districts in cohort)

Cohort Rank by FTE (1 is largest): 6 out of 10

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Newport City	K-6	316.18	$9,271
	Highgate	K-6	324.66	$8,614
	Brandon	K-6	341.15	$8,434
	Bristol	**K-6**	**345.52**	**$9,245**
<- Larger	Derby	K-6	396.01	$8,340
	Middlebury ID #4	K-6	416.72	$9,819
	Swanton	PK-6	581.12	$8,317
	Averaged SCHOOL DISTRICT cohort data		**478.76**	**$9,632**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Town School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T031	Bristol	$10,957	$1.232	102.05%	$1.207

The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Lincoln Community School
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports": http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Elementary school, enrollment ≥ 100 but <200 (50 schools in cohort)

Cohort Rank by Enrollment (1 is largest) 38 out of 50

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Fayston Elementary School	PK - 6	114	10.40	1.00	10.96	114.00	10.40
	Whitingham School	PK - 5	117	9.10	0.38	12.86	307.89	23.95
	Samuel Morey Elementary	K - 5	118	11.70	1.00	10.09	118.00	11.70
	Lincoln Community School	**K - 6**	**118**	**11.01**	**1.00**	**10.72**	**118.00**	**11.01**
<- Larger	Ludlow Elementary School	K - 6	118	14.55	1.10	8.11	107.27	13.23
	Fletcher Elementary School	PK - 6	121	8.80	3.40	13.75	35.59	2.59
	Elm Hill School	K - 5	121	8.90	1.00	13.60	121.00	8.90
	Averaged SCHOOL cohort data		**143.64**	**13.08**	**1.03**	**10.98**	**139.48**	**12.70**

School District: Lincoln
LEA ID: T112

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: Elementary school district, FY2004 FTE ≥ 100 but < 200 (34 school districts in cohort)

Cohort Rank by FTE (1 is largest) 22 out of 34

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Fletcher	PK-6	114.60	$9,766
	Ludlow	K-6	118.11	$15,795
	Eden	PK-6	118.57	$13,449
	Lincoln	**K-6**	**119.39**	**$9,746**
<- Larger	Underhill ID	K-4	121.13	$7,292
	Currier Memorial USD #23	K-6	122.73	$8,118
	Huntington	PK-4	123.26	$8,216
	Averaged SCHOOL DISTRICT cohort data		**135.62**	**$9,953**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Town School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T112	Lincoln	$11,458	$1.289	78.99%	$1.631

The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Monkton Central School
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":
http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Elementary school, enrollment ≥ 100 but <200 (50 schools in cohort)

Cohort Rank by Enrollment (1 is largest): 7 out of 50

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Shaftsbury Elementary School	K - 6	183	14.80	1.00	12.36	183.00	14.80
	Woodstock Elementary School	K - 6	185	19.10	1.00	9.69	185.00	19.10
	Enosburg Falls Elementary School	K - 5	186	18.50	1.00	10.05	186.00	18.50
	Monkton Central School	**K - 6**	**186**	**14.70**	**1.00**	**12.65**	**186.00**	**14.70**
<- Larger	Waitsfield Elementary School	PK - 6	188	13.99	1.00	13.44	188.00	13.99
	Proctor Elementary School	PK - 6	192	15.80	1.00	12.15	192.00	15.80
	Ferrisburgh Central School	K - 6	193	19.50	1.00	9.90	193.00	19.50
	Averaged SCHOOL cohort data		**143.64**	**13.08**	**1.03**	**10.98**	**139.48**	**12.70**

School District: Monkton
LEA ID: T127

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2008 School District Data

Cohort Description: Elementary school district, FY2004 FTE ≥ 100 but < 200 (34 school districts in cohort)

Cohort Rank by FTE (1 is largest): 5 out of 34

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Moretown	PK-6	156.34	$8,968
	Newbury	PK-6	157.60	$8,751
	Waitsfield	PK-6	158.18	$9,190
	Monkton	**K-6**	**166.90**	**$10,294**
<- Larger	Wilmington	PK-5	187.69	$10,484
	Mettawee Comm. UESD #47	K-6	187.30	$9,560
	Vernon	PK-6	191.20	$11,542
	Averaged SCHOOL DISTRICT cohort data		**135.62**	**$9,953**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Town School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T127	Monkton	$11,558	$1.300	89.51%	$1.452

The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Beeman Elementary School
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports": http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Elementary school, enrollment ≥ 100 but <200 (50 schools in cohort)

Cohort Rank by Enrollment (1 is largest) 24 out of 50

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Fisher School	K - 5	134	13.40	1.00	10.00	134.00	13.40
	Robinson School	K - 6	136	15.40	1.00	8.83	136.00	15.40
	Underhill Central School	K - 4	136	9.00	1.00	15.11	136.00	9.00
	Beeman Elementary School	**K - 6**	**138**	**12.20**	**1.00**	**11.31**	**138.00**	**12.20**
< Larger	Franklin Central School	K - 6	138	9.25	1.00	14.92	138.00	9.25
	Monument School	K - 6	141	7.70	1.00	18.31	141.00	7.70
	North Bennington Graded School	K - 6	141	12.30	1.00	11.46	141.00	12.30
	Averaged SCHOOL cohort data		**143.64**	**13.08**	**1.03**	**10.98**	**139.48**	**12.70**

School District: New Haven
LEA ID: T138

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: Elementary school district, FY2004 FTE ≥ 100 but < 200 (34 school districts in cohort)

Cohort Rank by FTE (1 is largest) 12 out of 34

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Middlesex	K-6	141.47	$9,793
	Wolcott	K-6	142.06	$8,930
	Underhill Town	K-4	144.78	$7,099
	New Haven	**K-6**	**145.67**	**$9,983**
< Larger	North Bennington ID	K-6	146.46	$9,014
	Starksboro	K-6	149.11	$10,425
	Wallingford	K-6	156.32	$11,263
	Averaged SCHOOL DISTRICT cohort data		**135.62**	**$9,953**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Town School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T138	New Haven	$11,461	$1.289	79.77%	$1.616

The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Robinson School
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports": http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Elementary school, enrollment ≥ 100 but <200 (50 schools in cohort)

Cohort Rank by Enrollment (1 is largest) 26 out of 50

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Warren Elementary School	PK - 6	131	14.25	1.00	9.19	131.00	14.25
	Wolcott Elementary School	K - 6	133	12.20	1.00	10.90	133.00	12.20
	Fisher School	K - 5	134	13.40	1.00	10.00	134.00	13.40
	Robinson School	**K - 6**	**136**	**15.40**	**1.00**	**8.83**	**136.00**	**15.40**
<- Larger	Underhill Central School	K - 4	136	9.00	1.00	15.11	136.00	9.00
	Beeman Elementary School	K - 6	138	12.20	1.00	11.31	138.00	12.20
	Franklin Central School	K - 6	138	9.25	1.00	14.92	138.00	9.25
	Averaged SCHOOL cohort data		**143.64**	**13.08**	**1.03**	**10.98**	**139.48**	**12.70**

School District: Starksboro
LEA ID: T196

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: Elementary school district, FY2004 FTE ≥ 100 but < 200 (34 school districts in cohort)

Cohort Rank by FTE (1 is largest) 10 out of 34

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Underhill Town	K-4	144.78	$7,099
	New Haven	K-6	145.67	$9,983
	North Bennington ID	K-6	146.46	$9,014
	Starksboro	**K-6**	**149.11**	**$10,425**
<- Larger	Wallingford	K-6	156.32	$11,283
	Moretown	PK-6	156.34	$8,958
	Newbury	PK-6	157.60	$8,761
	Averaged SCHOOL DISTRICT cohort data		**135.62**	**$9,953**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Town School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T196	Starksboro	$11,518	$1.295	104.69%	$1.237

The Legislature has required the Department of Education to provide this information per the following statute:

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(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Comparative Data for Cost-Effectiveness
16 V.S.A. § 165(a)(2)(K)

School: Mount Abraham UHSD #28
S.U.: Addison Northeast S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports": http://www.state.vt.us/educ/

FY2007 School Level Data

Cohort Description: Junior/Senior high school (23 schools in cohort)

Cohort Rank by Enrollment (1 is largest): 2 out of 23

	School level data	Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	Mill River UHSD #40	7 - 12	688	56.80	3.00	12.11	229.33	18.93
	Otter Valley UHSD #8	7 - 12	718	58.67	3.00	12.24	239.33	19.56
	U-32 High School	7 - 12	883	74.93	4.00	11.78	220.75	18.73
	Mount Abraham UHSD #28	**7 - 12**	**953**	**83.61**	**3.63**	**11.40**	**262.53**	**23.03**
<- Larger	Missisquoi Valley UHSD #7	7 - 12	1,053	80.48	3.00	13.08	351.00	26.83
	Averaged SCHOOL cohort data		**462.91**	**40.59**	**2.25**	**11.41**	**205.38**	**18.01**

School District: Mount Abraham UHSD #28
LEA ID: U028

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: Junior/Senior high school district (20 school districts in cohort)

Cohort Rank by FTE (1 is largest): 6 out of 20

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE **EXCLUDING** special education costs
Smaller ->	Lamoille UHSD #18	7-12	793.74	$8,472
	Harwood UHSD #19	7-12	802.09	$9,924
	U-32 High School (UHSD #32)	7-12	869.53	$9,688
	Mount Abraham UHSD #28	**7-12**	**910.86**	**$9,400**
<- Larger	Middlebury UHSD #3	7-12	941.18	$10,862
	Missisquoi Valley UHSD #7	7-12	1,016.16	$7,974
	Brattleboro UHSD #6	7-12	1,164.60	$10,466
	Averaged SCHOOL DISTRICT cohort data		**749.47**	**$9,316**

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

FY2008 Municipal School District Data

Union Member School District data (resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate (Use these tax rates to compare town rates.)	Common Level of Appraisal	Actual Homestead Ed tax rate (These tax rates are not comparable due to CLA's.)
T031	Bristol	$10,957	$1.232	102.05%	$1.207
T112	Lincoln	$11,458	$1.289	78.99%	$1.631
T127	Monkton	$11,658	$1.300	89.51%	$1.452
T138	New Haven	$11,461	$1.289	79.77%	$1.616
T196	Starksboro	$11,518	$1.295	104.69%	$1.237

The Legislature has required the Department of Education to provide this information per the following statute:

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