

Addison Northeast Supervisory Union

2008-2009 School Report

Reporting student assessment results for

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

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

February 2009

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, and grade 11 for reading and mathematics, and grades 5, 8 and 11 for writing. These tests are required by federal legislation under the No Child Left Behind Act. The results of these tests appear in this report. In May, 2008, students in grades 4, 8 and 11 participated in the NECAP science assessment.

This report continues our efforts 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 the back of this book, 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, along with the Vermont Standards, the Vermont Grade Expectations, and the ANESU Power Standards, (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 VT Standards, the VT Grade Expectations and the ANESU Power 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. Most recently, ANESU has defined power standards for math, social studies and science. These power standards are a subset of the Vermont Grade Expectations, and represent our learning priorities in these subject areas.

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 and pilot of grade 9 electronic portfolio	Ongoing	Classroom Indicator
Developmental Reading Assessment	2	May	Classroom Indicator Program Indicator
NECAP No Child Left Behind English/Language Arts Assessments	Reading: 3-8, & 11 Writing: 5, 8, & 11	October	Program Indicator State Indicator
Scholastic Aptitude Test (SAT I) Verbal	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, and 11	October	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	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
Discipline Data	K – 12	On-going	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	9 - 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, based on the ANESU Math Power Standards, began in grades 3 and 6 in May 2008, and will begin in grade 8 in May, 2009.
- **State Indicators** seek to measure how student performance on certain standards compares 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 science assessments in grades 4, 8, and 11 began 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.

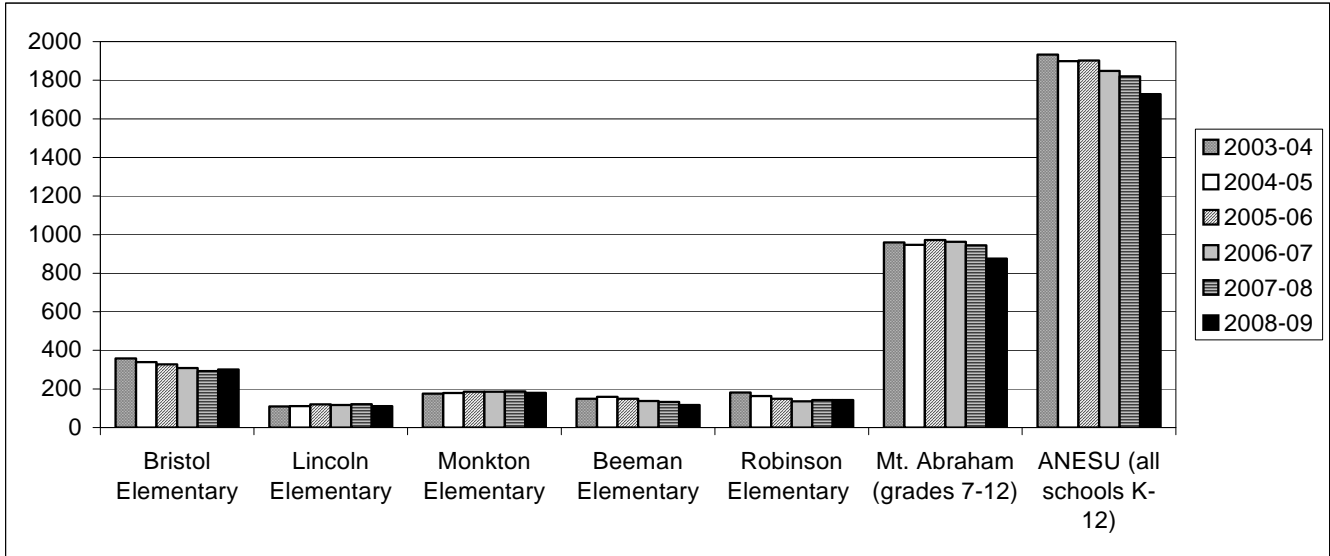
The information on the next few pages describes how the students in Addison Northeast schools (Bristol Elementary School, Lincoln Community School, Monkton Central School, Beeman Elementary School, Robinson Elementary School, and Mt. Abraham Union Middle/High School) performed on a variety of local, 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

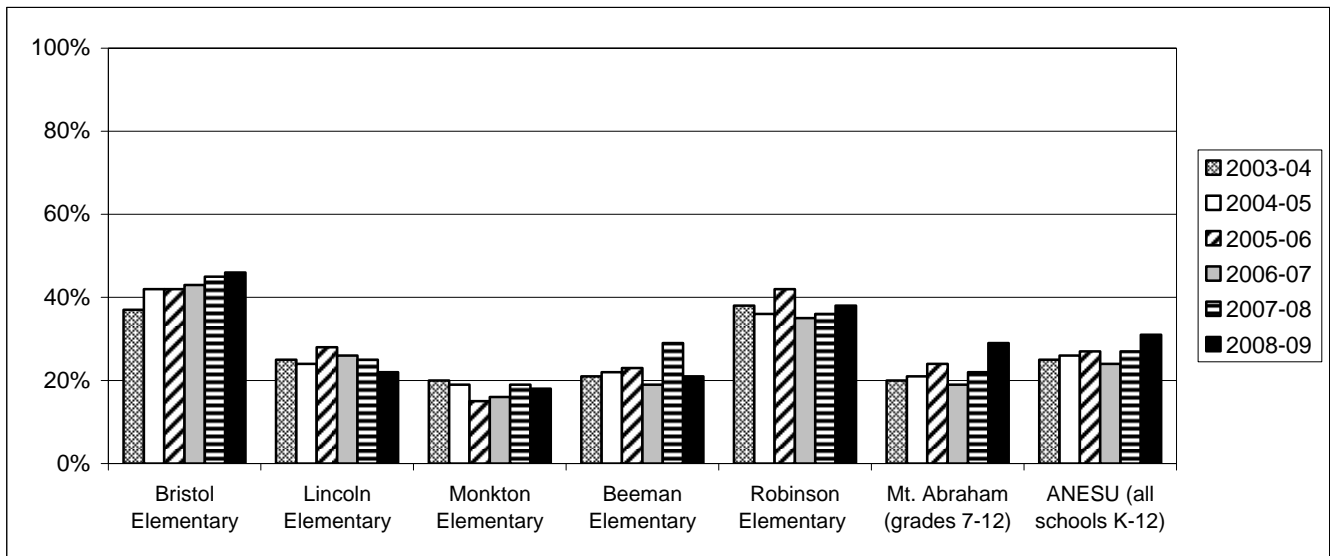
How has the Addison Northeast student population changed over time?

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 \$39,220 or less, and for free lunch if the annual family income is \$27,560 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

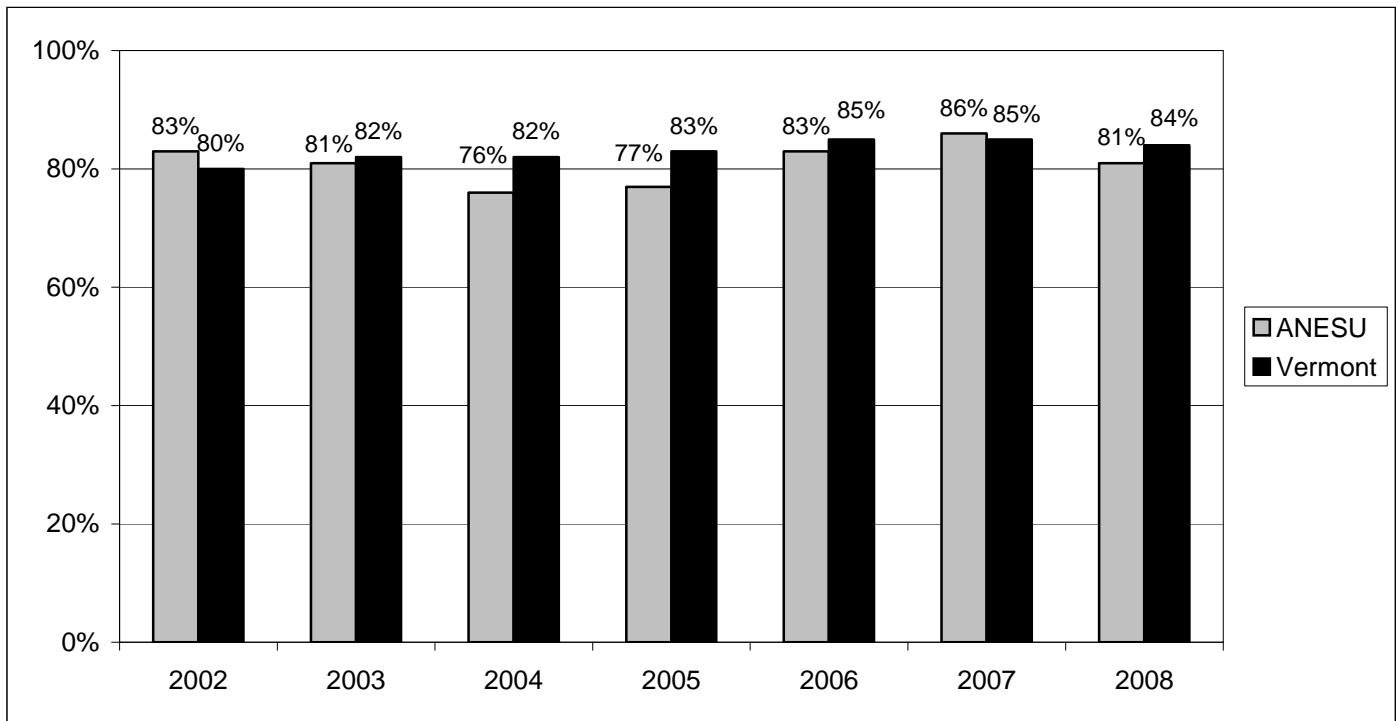
How well are the students in Addison Northeast doing in the area of reading and writing?

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 and grade 11)

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 (2008) 81% of ANESU 2nd graders met or exceeded the overall reading standards of this assessment. They performed slightly below the Vermont average (84%).

Gender Comparisons

- In 2008 ANESU females performed better than males on this assessment.

Socio-economic Status Comparison

- 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. Beginning in 2007, students in grades 3 through 8, and grade 11, took tests in reading. Students in grade 5, grade 8 and grade 11, 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.

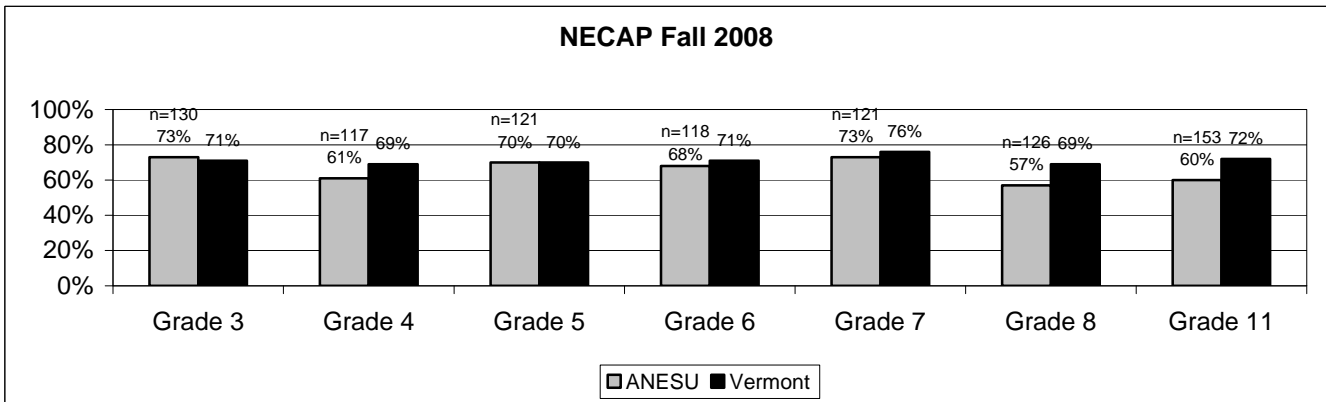
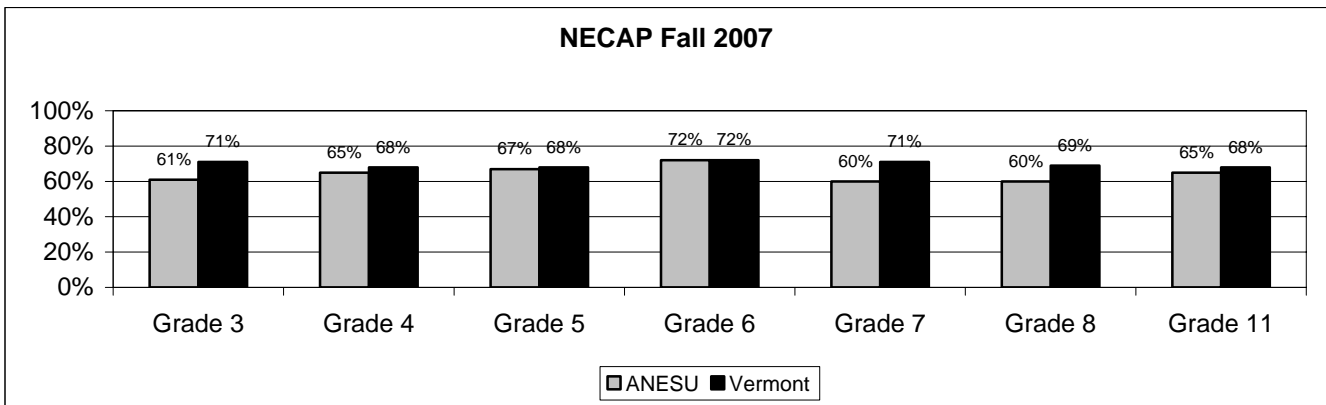
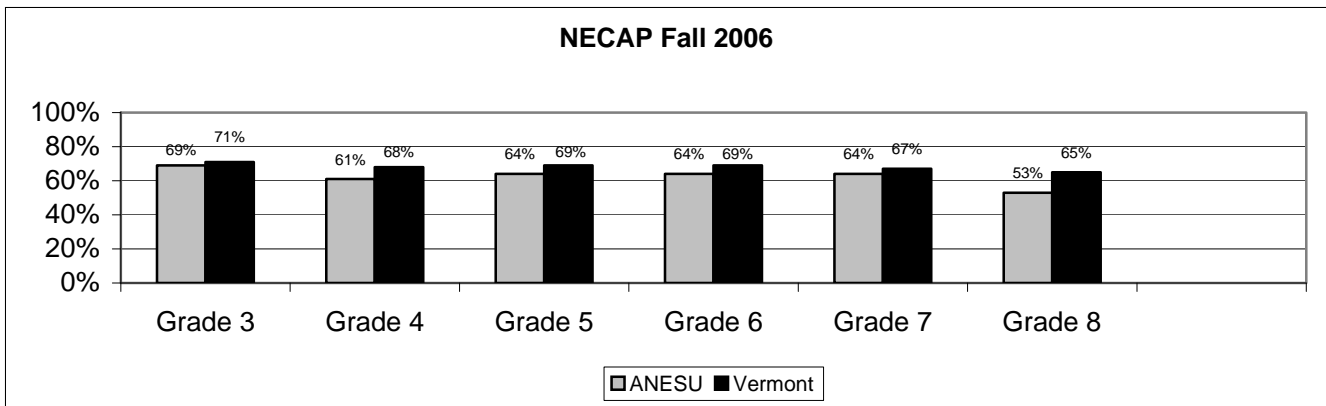
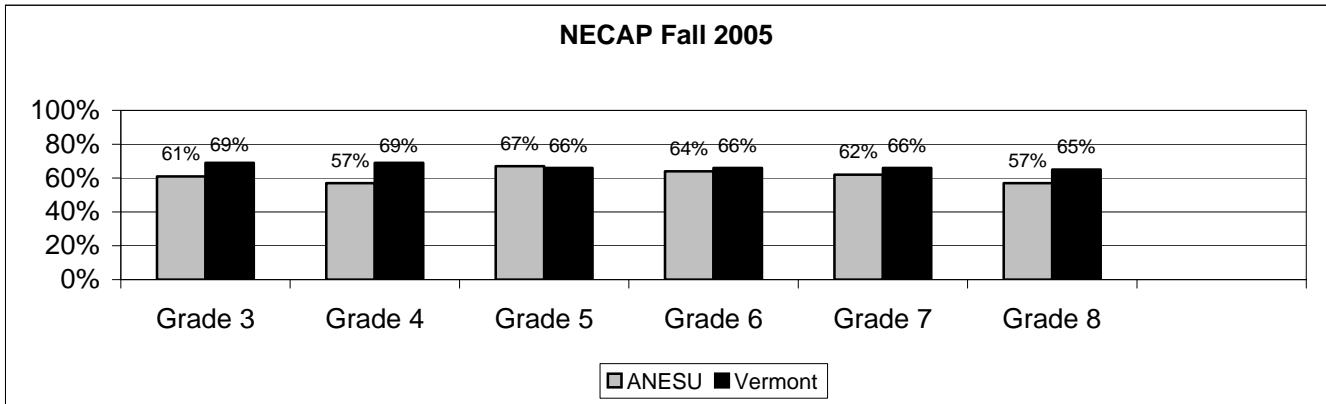
- Proficient – Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the Grade Level Expectations at the current grade level. It is likely that any gaps in prerequisite 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, and grade 11, appear in the next eight graphs.

Reading – Grades 3 through 8
Percent of students scoring proficient or higher



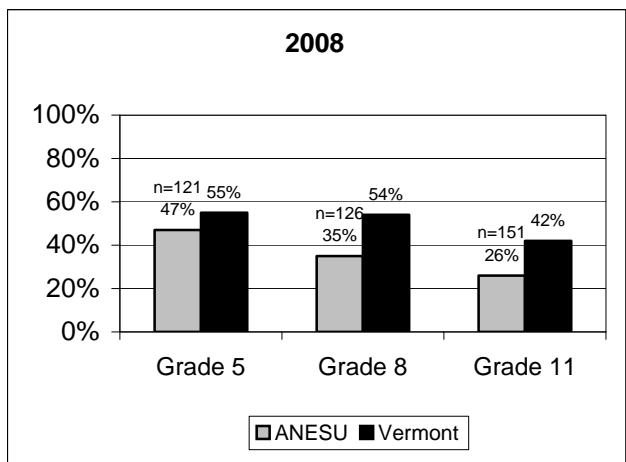
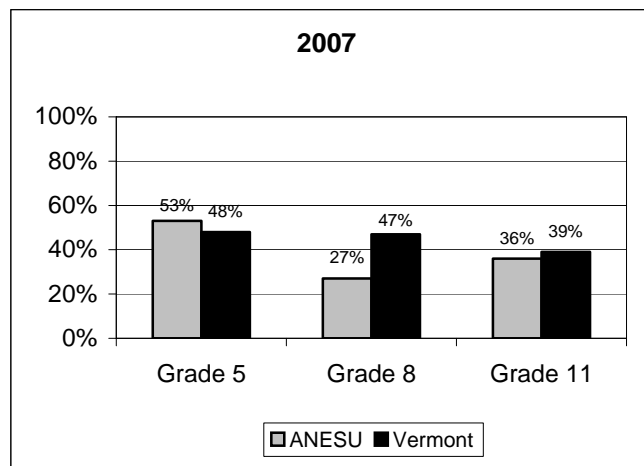
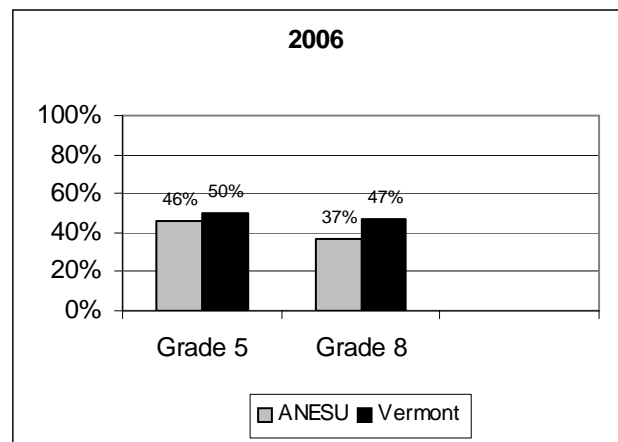
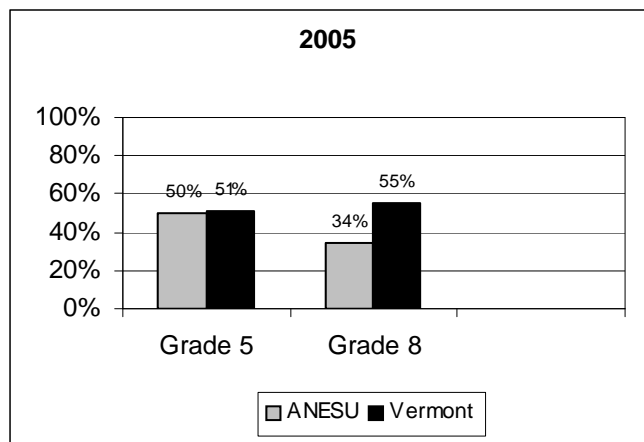
Gender Comparisons

- 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 2008, females performed better than males except in grade 7, where males outperformed females.

Socio-economic Status Comparison

- 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, 2007 and 2008, students qualifying for free or reduced lunch performed 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



Gender Comparisons

- In 2005 and 2006, ANESU females performed significantly better than males in writing at both 5th and 8th grade. In 2007 and 2008, ANESU females outperformed males in grades 5, 8 and 11.

Socio-economic Status Comparisons

- In 2005 and 2006, ANESU students qualifying for free or reduced lunch performed significantly below other students in writing on this assessment. In 2007 and 2008, this pattern continued.

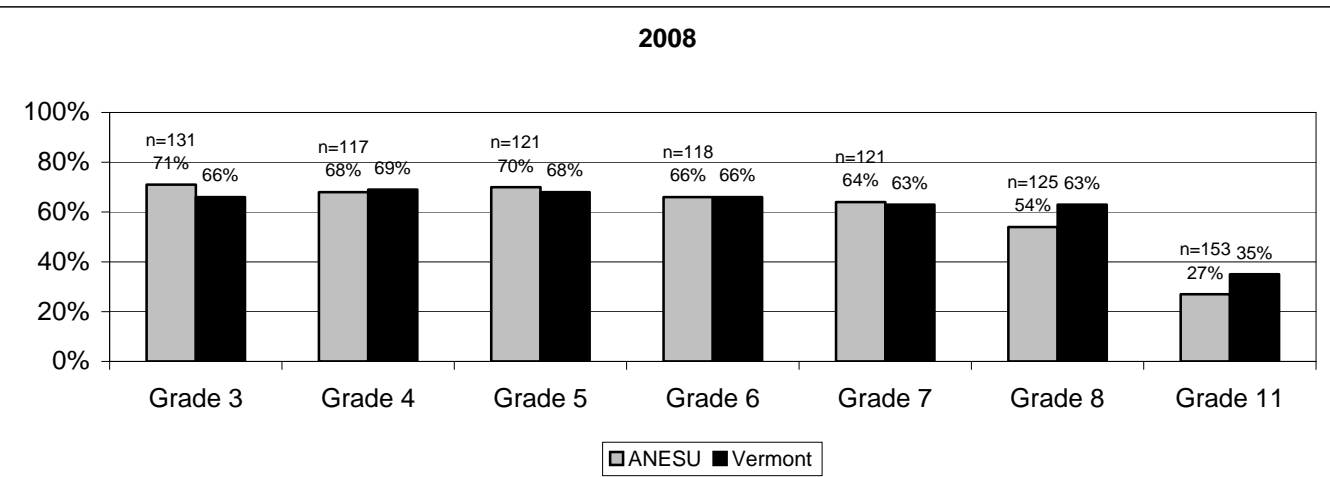
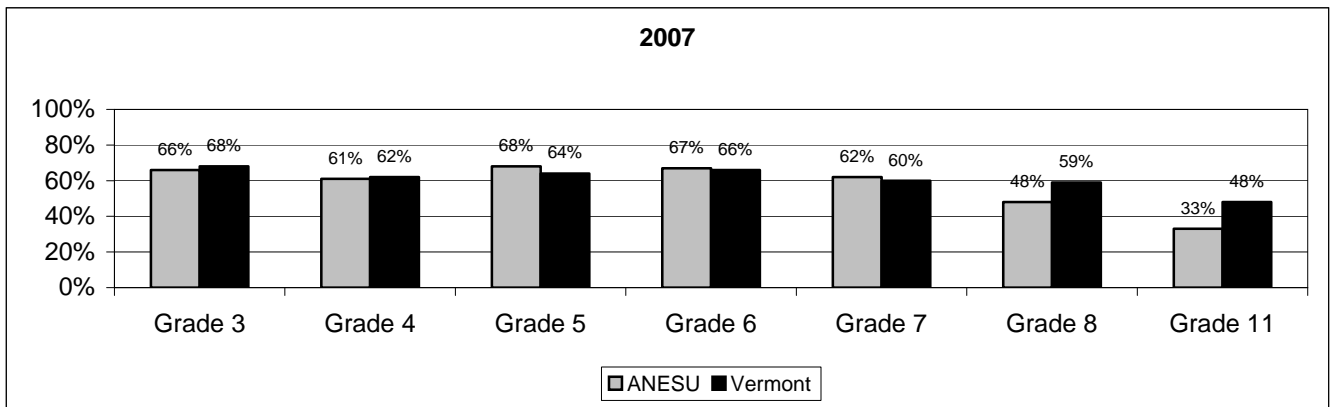
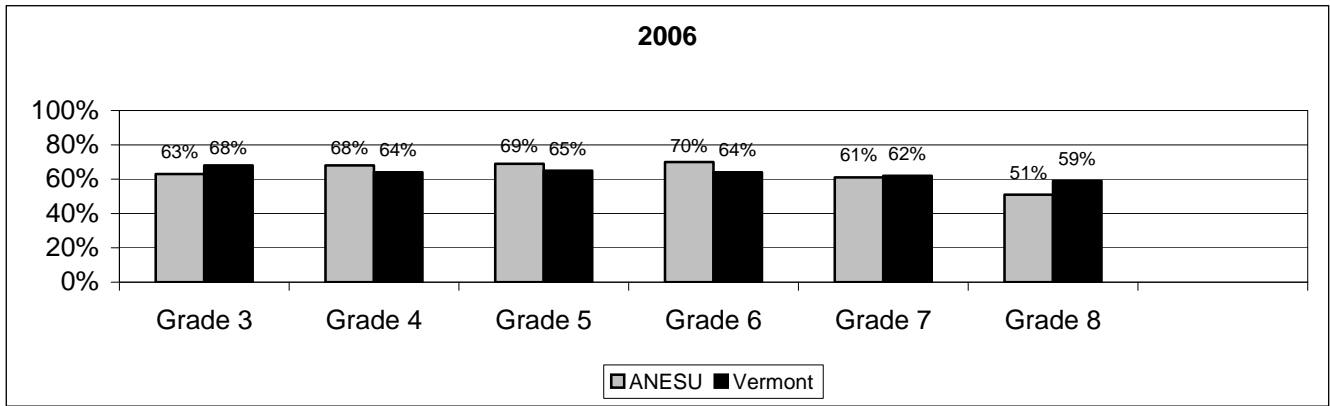
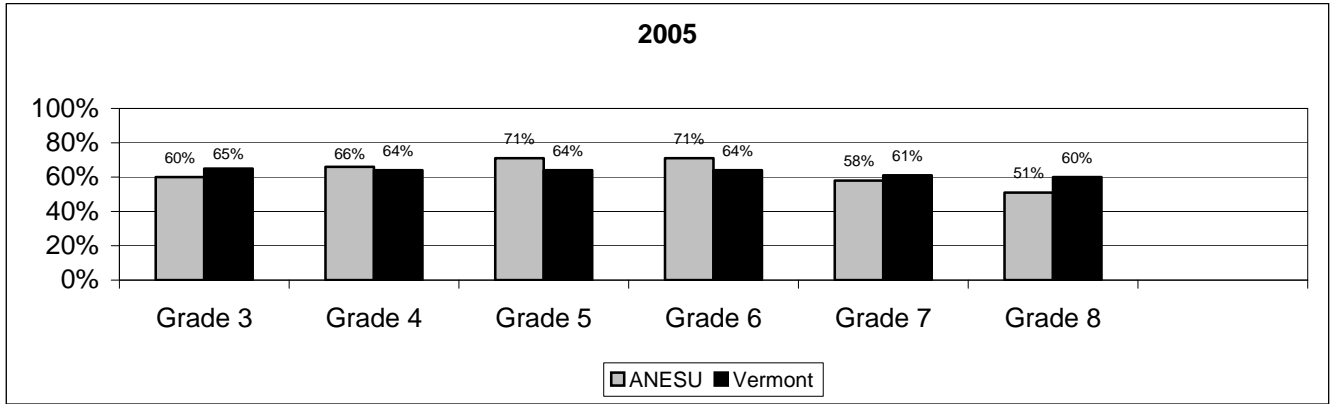
Section C: Mathematics

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, and grade 11.

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. Beginning in 2007, students in grades 3 through 8, and grade 11, 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, and grade 11 appear in the four graphs on the next page.

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



Gender Comparisons

- 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, 8 and 11. In 2008, males performed better than females in math, on this assessment, in grades 4, 6, 7 and 11. Females performed better than males in grades 5 and 8. At grade 3, males and females scored about the same.

Socio-economic Status Comparisons

- 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, 2007 and 2008 assessment results.

Section D: Science

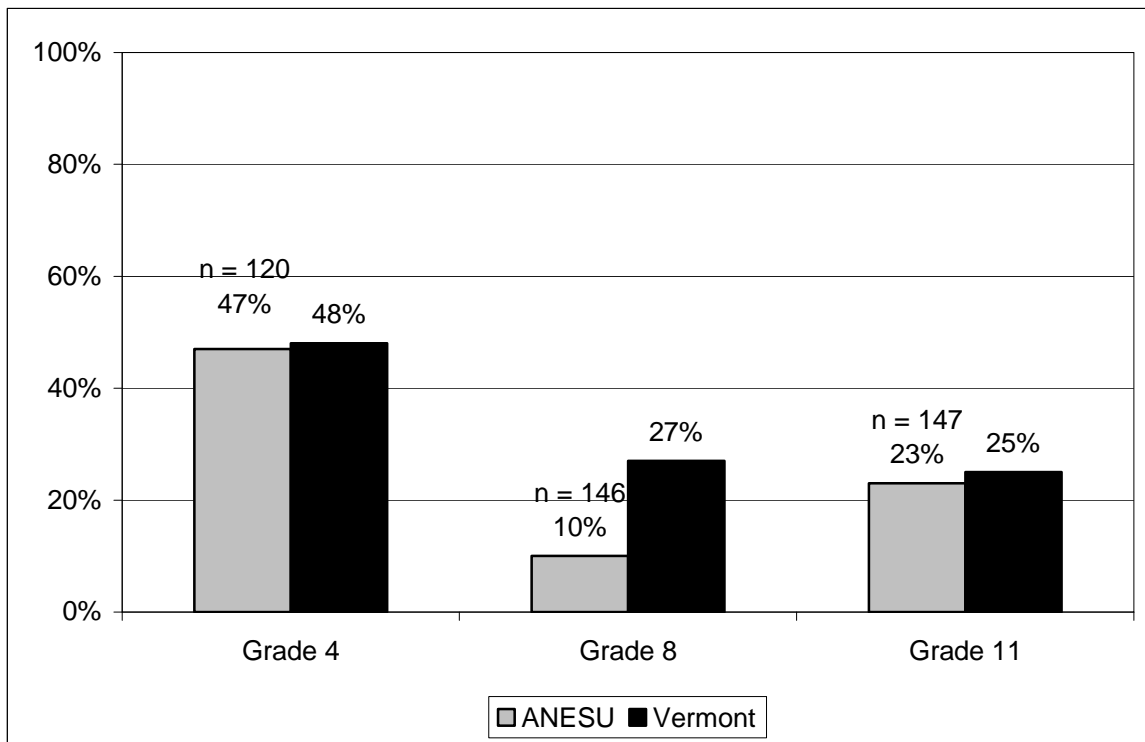
How well do students in Addison Northeast understand scientific concepts; design, carry out, and communicate the results of scientific investigations; and analyze and interpret scientific data?

Our large scale assessment results in science come from the New England Common Assessment Program (NECAP) science test in grades 4, 8, and 11, which was administered for the first time in May, 2008.

New England Common Assessment Program Science Assessment.

These assessments, required by the Vermont Department of Education, are also administered in New Hampshire and Rhode Island. The tests are based on the Vermont Grade Expectations for Science. The NECAP science tests provide results in terms of four levels of achievement: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Our results from the first year of this assessment appear in the graph below. Individual school results appear later in this booklet.

Science – Grades 4, 8, and 11
Percent of students scoring proficient or higher
NECAP Spring, 2008



Gender Comparisons

- In 2008, at Grade 4, ANESU females performed better than males on the NECAP science assessment. At Grade 8 and 11, females and males performed about the same.

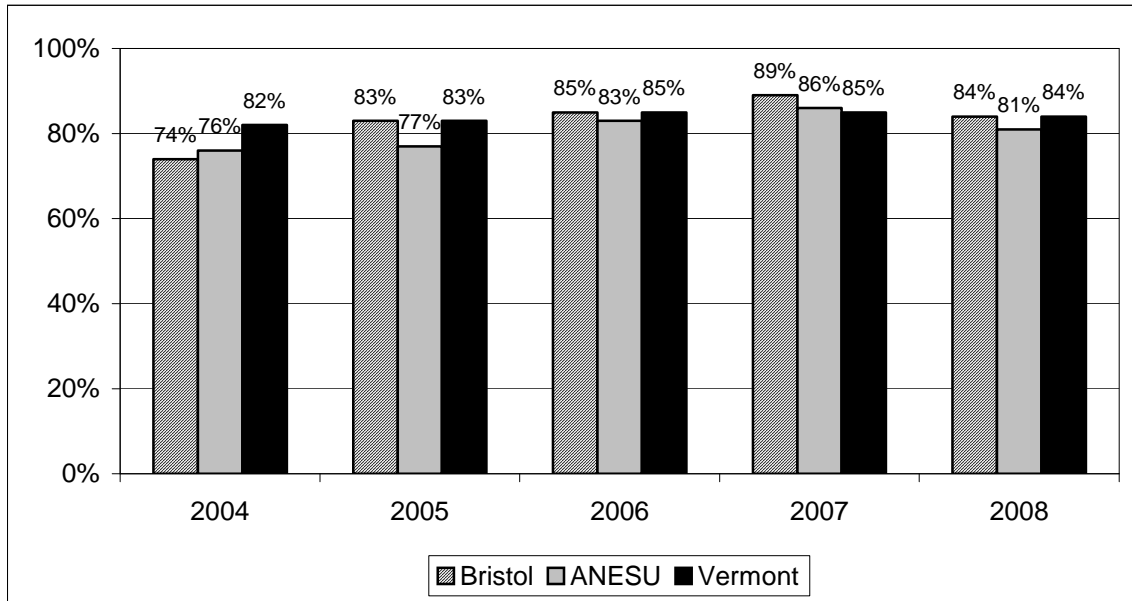
Socio-economic Status Comparisons

- Students qualifying for free or reduced lunch in 2008 performed significantly worse than other students on this assessment, in all three grades (4, 8, and 11).

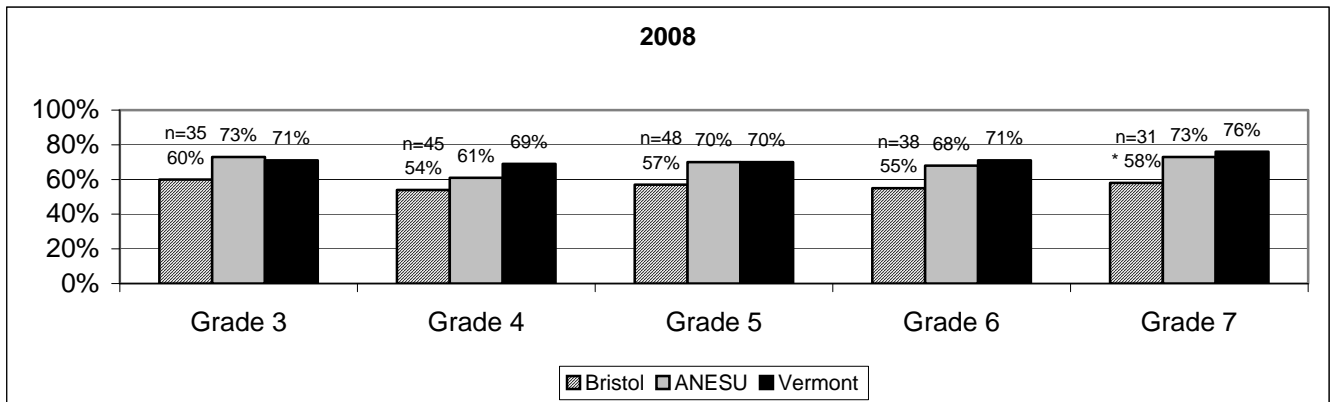
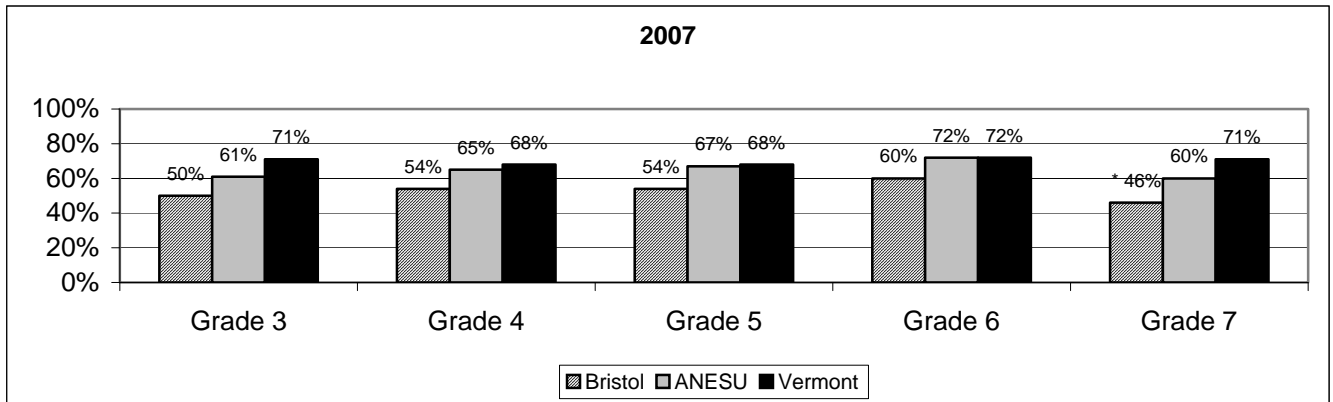
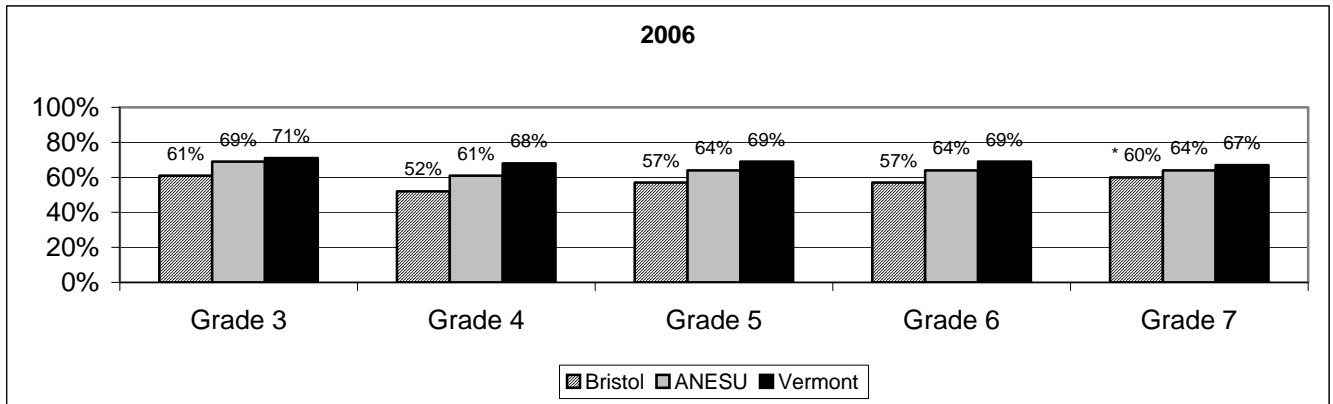
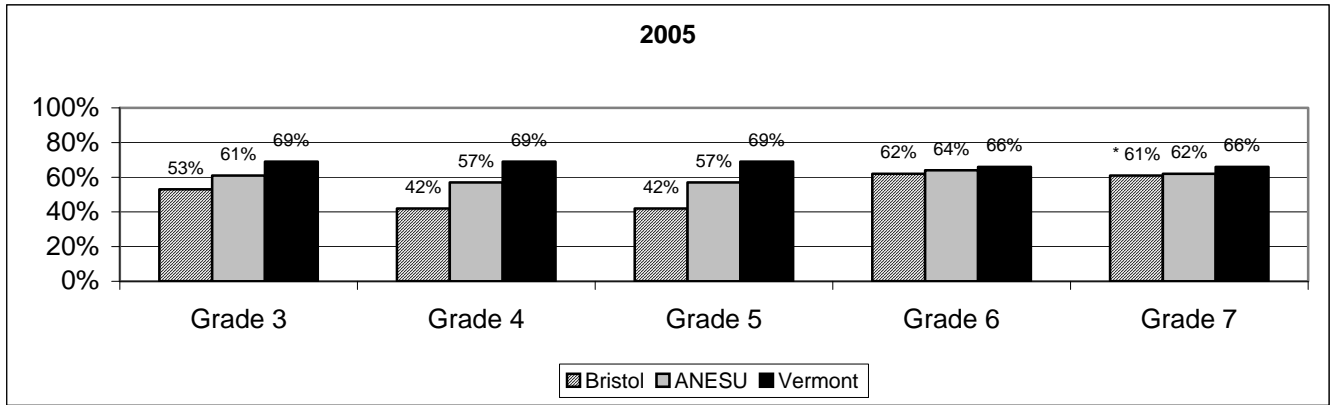
Bristol Elementary School Assessment Results

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

Early Reading – Grade 2

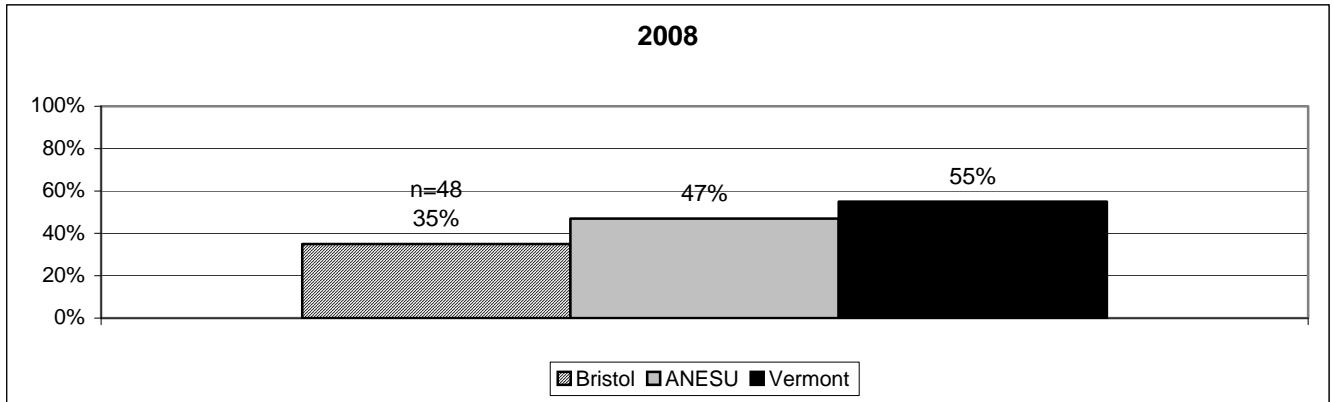
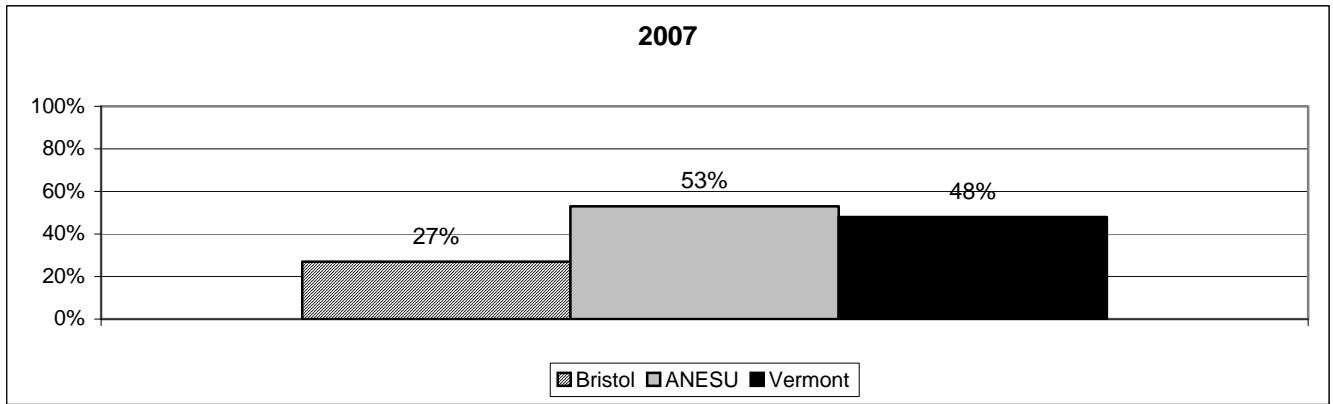
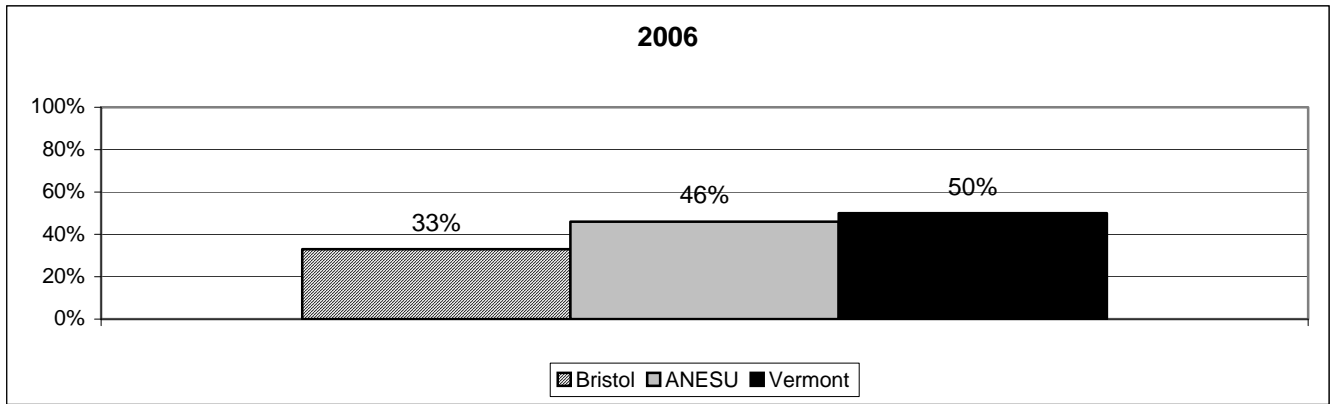
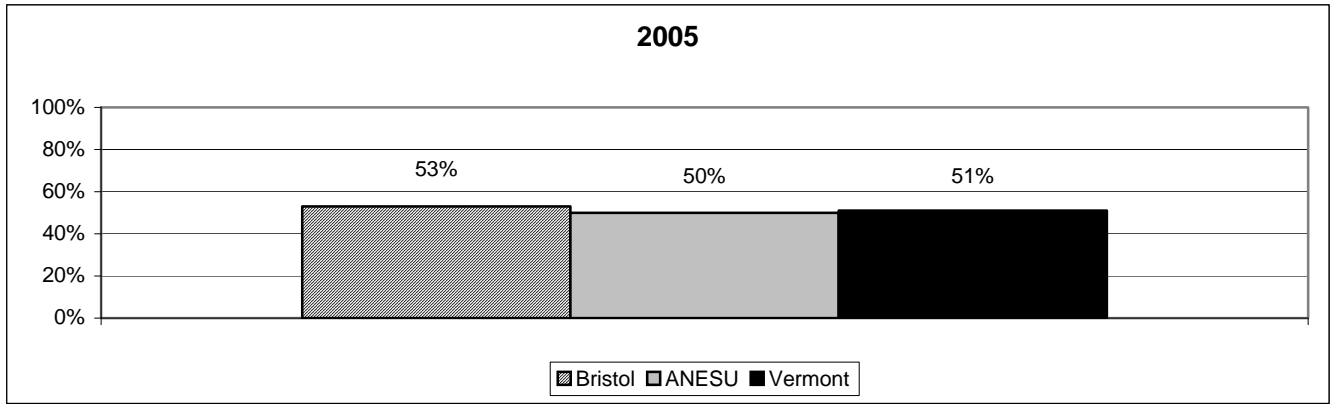


Bristol Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Reading – NECAP

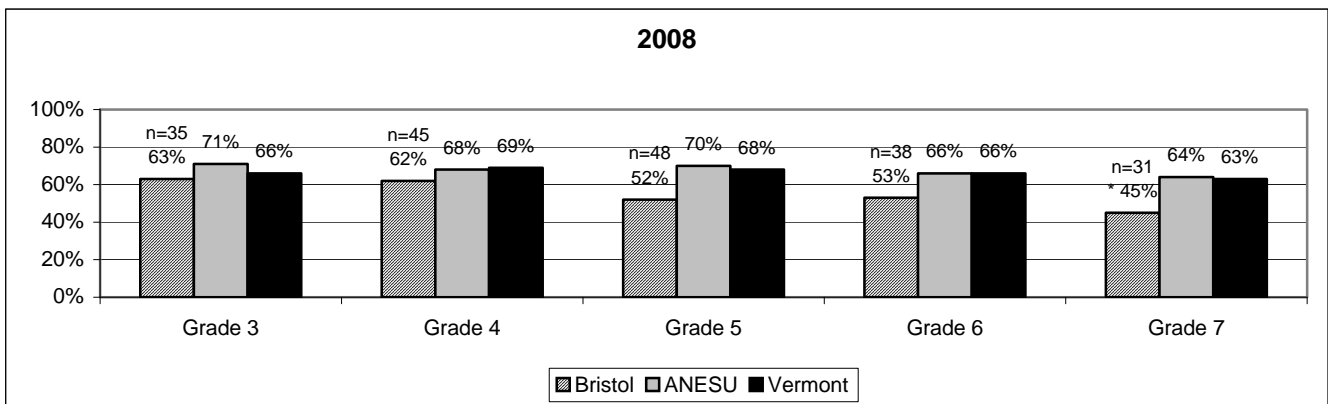
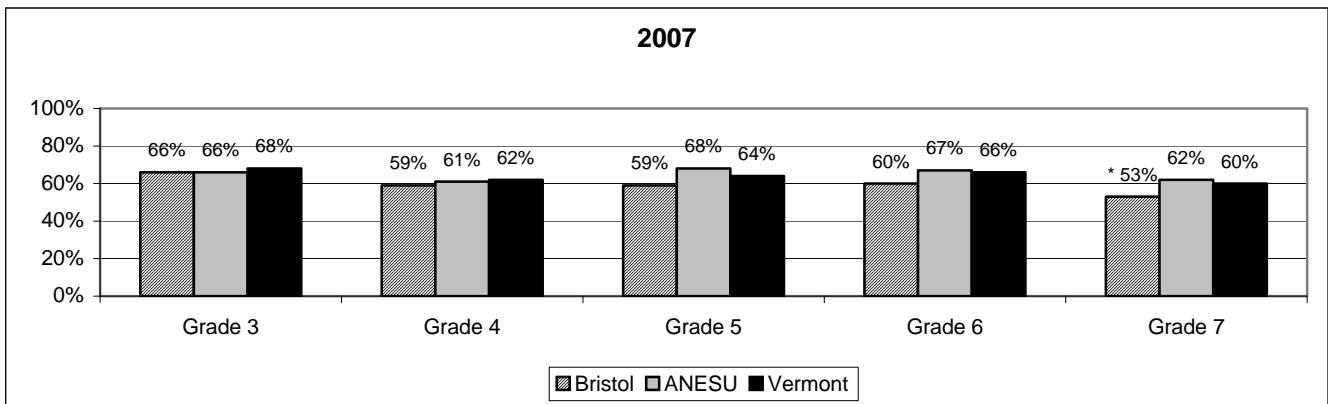
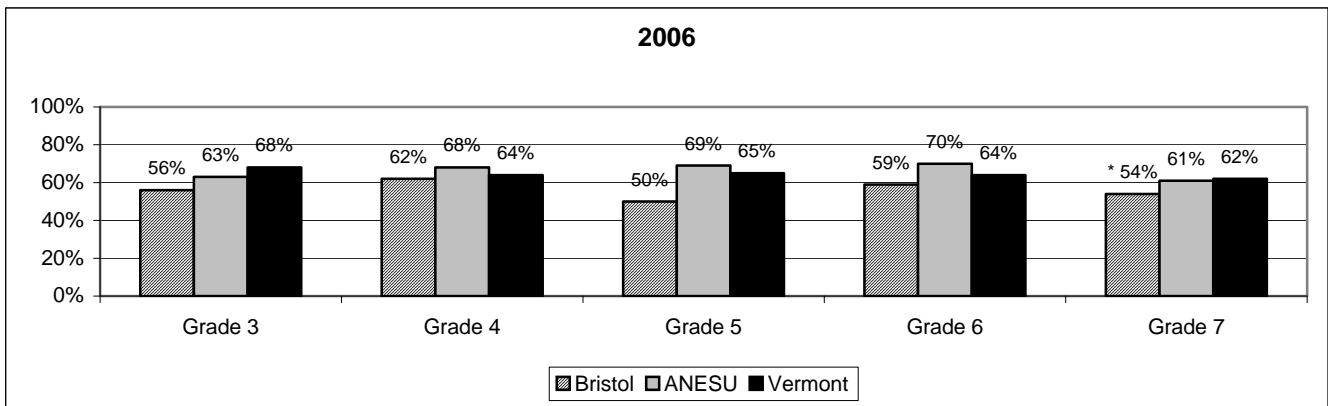
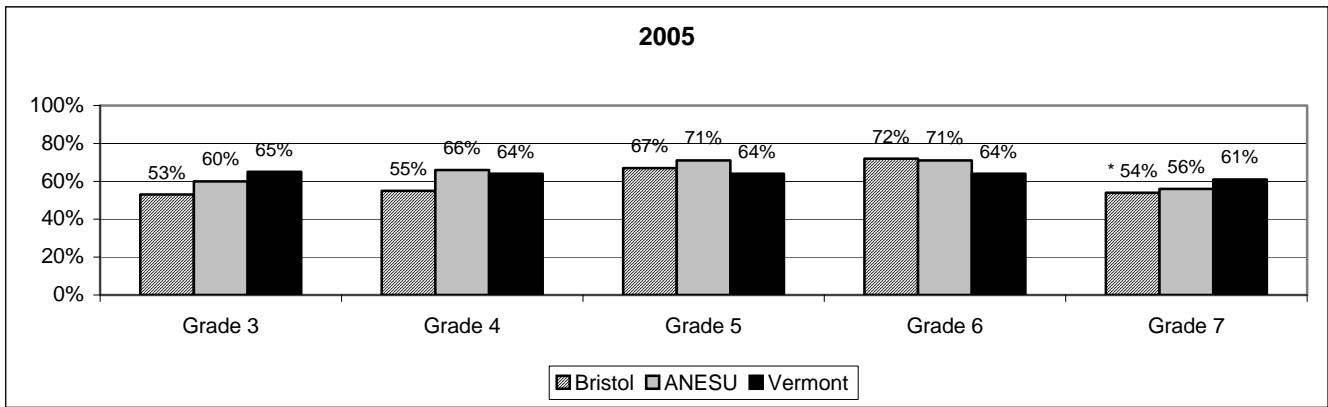


* Grade 7 students who attended BES as 6th graders.

Bristol Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Writing – NECAP – Grade 5

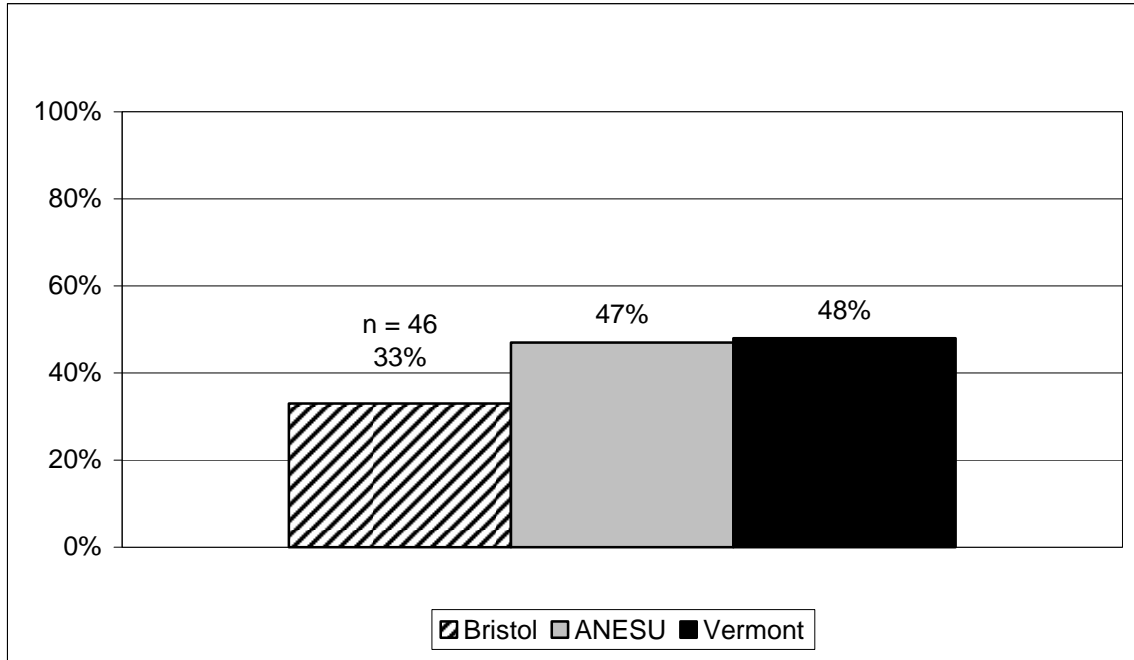


Bristol Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Math – NECAP



* Grade 7 students who attended BES as 6th graders.

Bristol Elementary School Results
Percent of Students Who Met or Exceeded the Standard
Science NECAP - Spring 2008 - Grade 4



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. All students in grades K – 6 participate in these assessments.

Kindergarten through 2nd Grade Assessment Data

We currently measure student literacy proficiency with the Primary Observation Assessment in Kindergarten and 1st grade and the VT Developmental Reading Assessment in grade 2.

Primary Observation Assessment (POA) – Kindergarten and Grade One

The POA is administered three times per year and results represent the percentage of students who meet and/or exceed the standard expectation for reading.

- Kindergarten Text Level Reading Results in May 2008: 90%.
- First Grade Text Level Reading Results May 2008: 89%

Vermont Developmental Reading Assessment (VTDRA) – Grade Two

The DRA, a standards based assessment, is closely aligned with the above mentioned POA and measures reading accuracy and comprehension.

- BES May Results 2008: 85% of 2nd graders met or exceeded the standard expectations.
- Boys (41%) and girls (44%) performed equally well on this assessment.
- 33% of students receiving Free/Reduced Lunch (FRL)** met the standard as compared to 56% of students not receiving FRL**.

3rd through 6th Grade Assessment Data

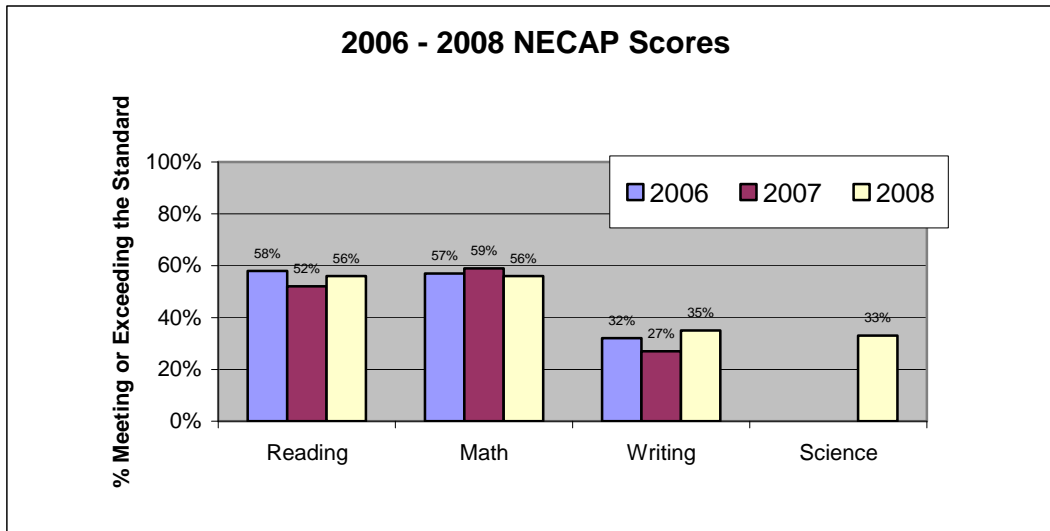
In May and October of 2008 all students in grades 3-6 participated in the state-mandated New England Common Assessment Program (NECAP). In May, 4th grade students were assessed in science. In October of 2008, students in grades 3-7 were assessed in the reading and math skills they had gained by the end of the prior school year. Fifth grade students were also assessed in writing in October.

In May of 2008, students in the 4th grade took the science NECAP for the first time. This new assessment measures students' knowledge of Physical Science, Earth Space Science, Life Science and Inquiry.

NECAP Data

The data from the NECAP informs our program assessment and guides our Action Plan. Our reading scores have been relatively stable for the past three years and indicate the need for us to continue to focus on our reading, and especially, our writing program. The reading focus in our 2008-2010 Action Plan is on increasing students' vocabulary and spelling skills.

Our writing scores have not been consistent over time. As only 5th graders participate in the writing assessment, our scores are based on a much smaller group of children: the smaller the number the more variable the results. However, it is clear that we need to continue our emphasis on improving student writing. In our 2008-2010 Action Plan we are focusing on developing students' ability to write on-demand constructed responses (such as those called for on the NECAP as well as in other venues) that demonstrate understanding of topic, can be understood by readers, and reflect the skills they have been taught.



Like reading, the math results have been relatively stable. We implemented a new math program last year and expect students' math skills and reasoning to improve over time and to be reflected in future NECAP results. Our Action Plan focuses on increasing students' math vocabulary and conceptual understanding by increasing the staff's depth of math content knowledge and best practices in math instruction.

The science results, which we received in October, provide us with base line data from which to move forward. We have already made changes in our science curriculum to address our greatest areas of deficiency: Inquiry and Earth Space Science. In addition, students are practicing their inquiry skills through our Enrichment Program, our work with the Montshire Science Museum, and through the Four Winds Natural Science program. As the NECAP science assessment is very language based, we believe that students' increased engagement with science as well as our continued focus on reading and writing will have a positive impact on future scores.

The table below provides data covering three years of testing in reading, math and writing, and one year of testing in science. In addition to the overall score for students in the testing group, it also includes the percentage of students meeting or exceeding the standard in sub-groups with populations of 11 students or more. These sub-groups include males as compared to females, students with Individual Educational Plans as compared to those without such plans, and students who receive free or reduced lunch as compared to those who do not. No scores for students with Individual Educational Plans (IEP) are reported for writing in 2006 and 2007 because fewer than 11 5th graders were on IEPs during October of those years.

**Students Meeting or Exceeding NECAP* Standards
2006 through and 2008**

	2006	2007	2008
Reading			
All Students	58%	52%	56%
Male	52%	41%	49%
Female	62%	63%**	63%**
IEP	6%	6%	0%
No IEP	62%**	57%*	62%**
FRL	39%	44%	51%
Not FRL	69%**	58%**	61%

	2006	2007	2008
Math			
All Students	57%	59%	56%
Male	56%	55%	53%
Female	57%	62%	58%
IEP	0%	6%	0%
No IEP	61%**	64%**	60%**
FRL	41%	45%	44%
Not FRL	66%	71%**	65%**

	2006	2007	2008
Writing			
All Students	32%	27%	35%
Male	21%	0%	13%
Female	44%**	56%**	56%**
IEP	NA	NA	NA
No IEP	NA	NA	NA
FRL	36%	15%	15%
Not FRL	30%	33%**	50%**

	2006	2007	2008
Science			
All Students	No Test	No Test	33%
Male	No Test	No Test	20%
Female	No Test	No Test	43%**
FRL	No Test	No Test	19%
Not FRL	No Test	No Test	45%**

* Math, Reading and Writing tests are administered to students in grades 3 – 7 in October of each year, reflecting the learning in the previous school year. 5th graders also take the Writing test in October. The Science test is given to 4th graders in May. That test measures the current year's learning.

** Indicates a substantial difference (20% more or less) between scores

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 continually work toward measureable progress in student learning and the Creation of a Community of Confident Learners, our vision for BES.

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

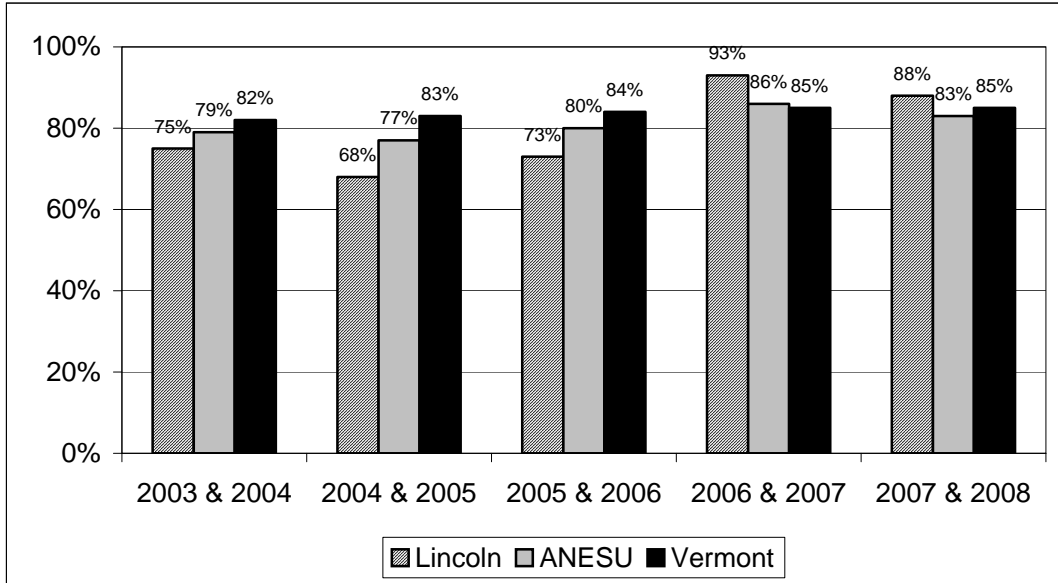
Sincerely,
Anne Driscoll
Jill Mackler

Lincoln Community School Assessment Results

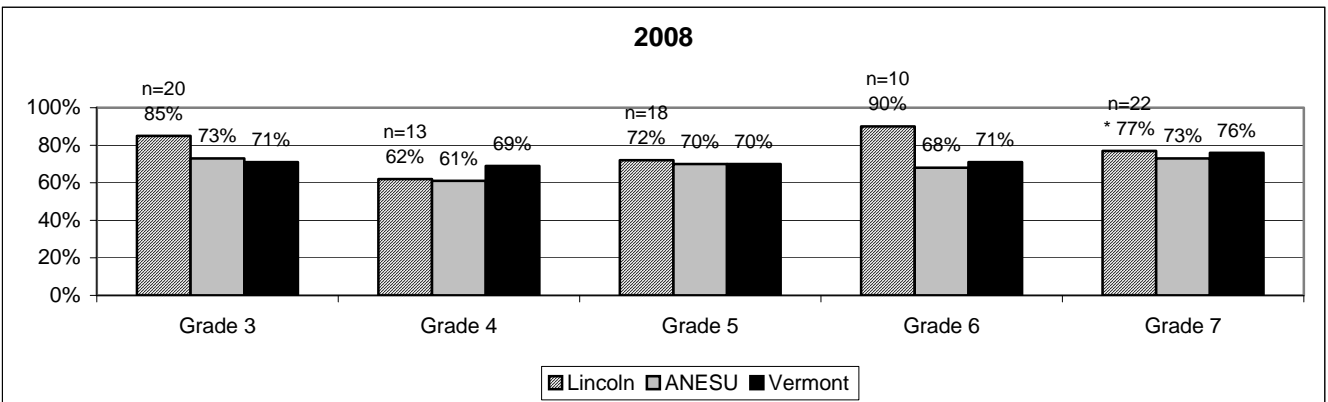
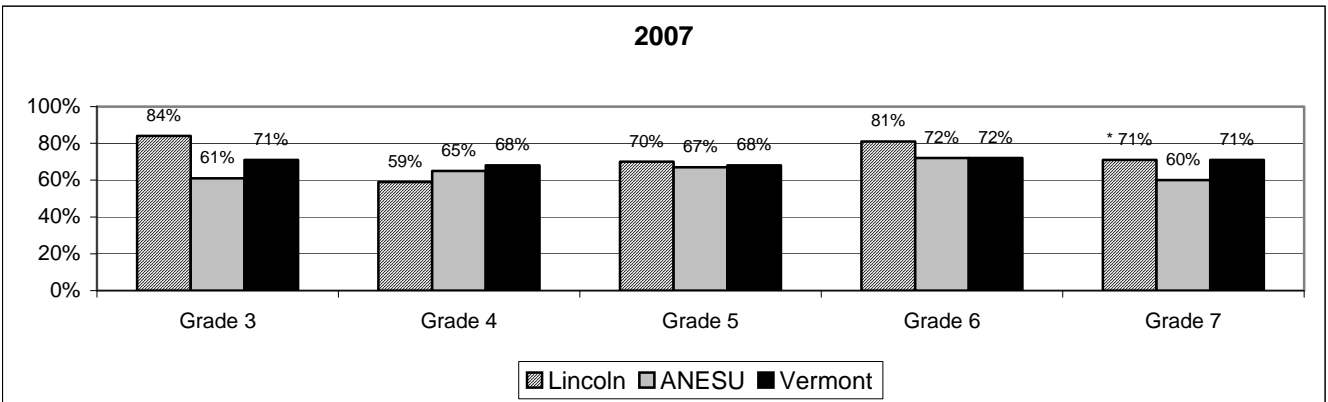
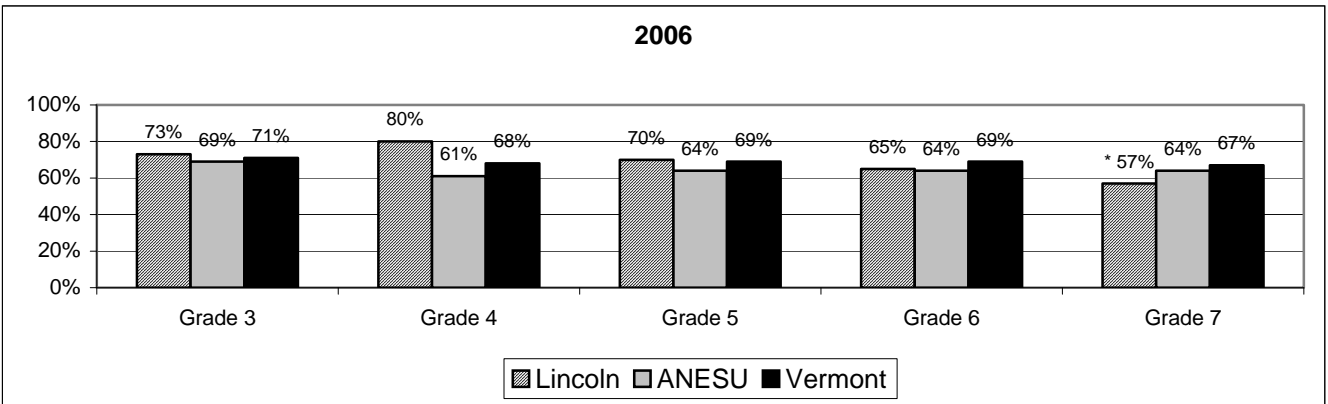
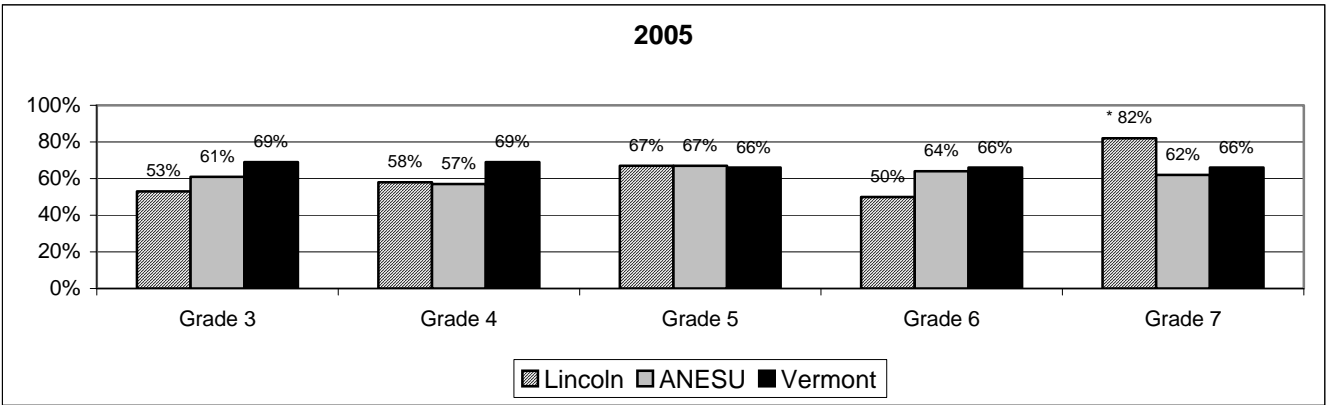
Lincoln Community School Results
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

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

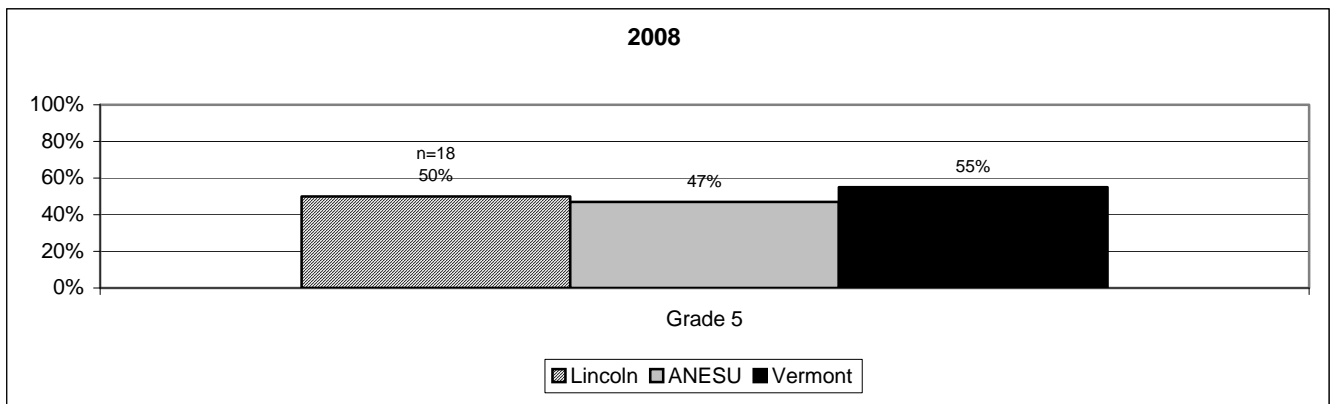
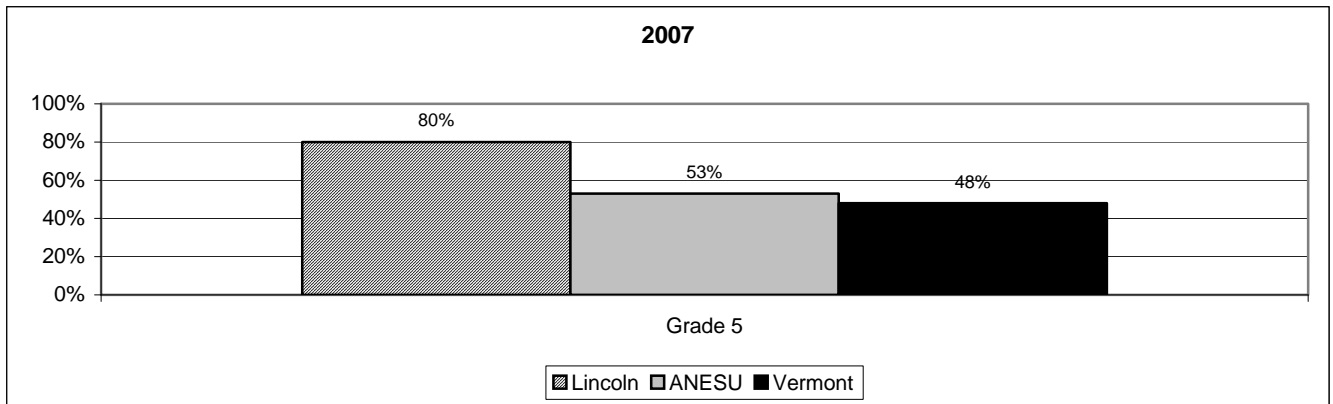
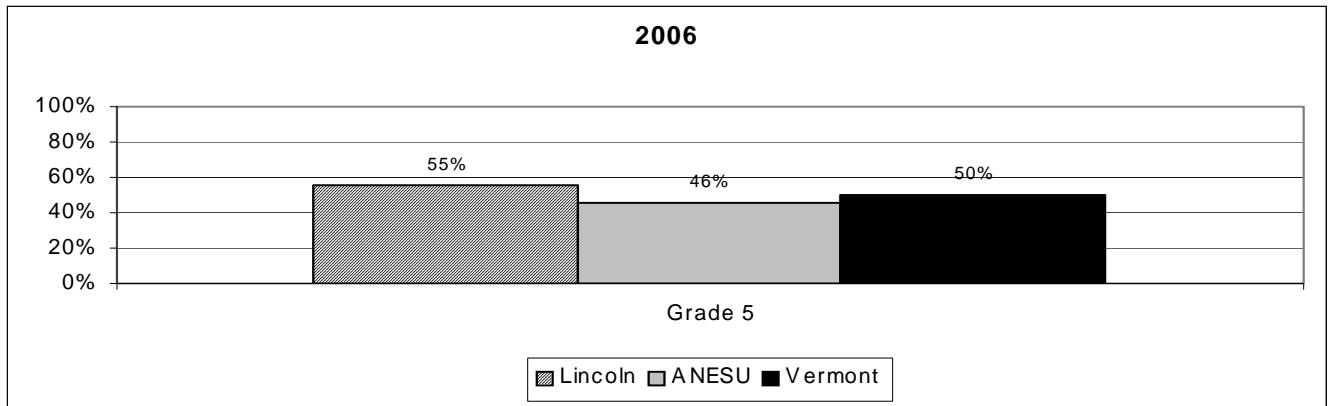
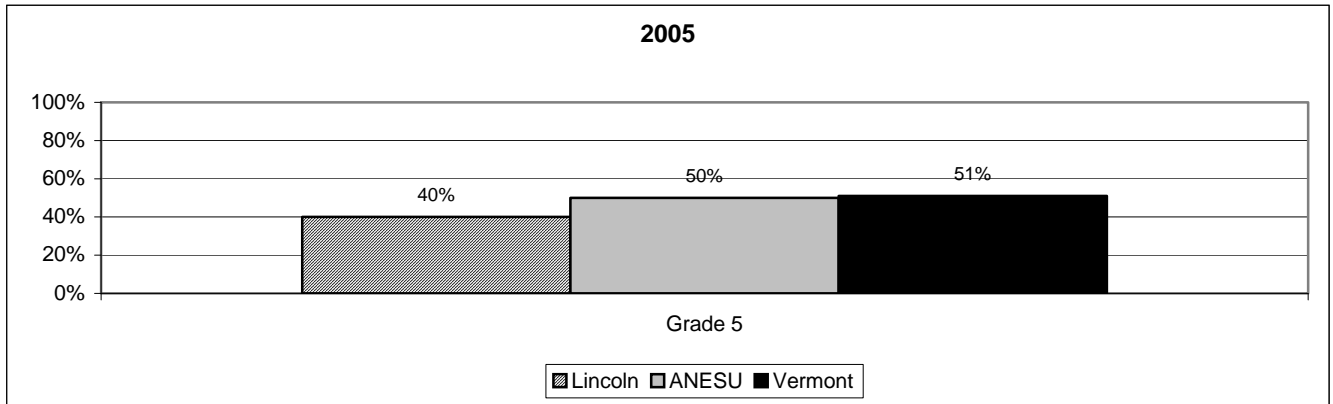


Lincoln Community School Results
 Percent of Students Who Met or Exceeded the Standard
Reading – NECAP

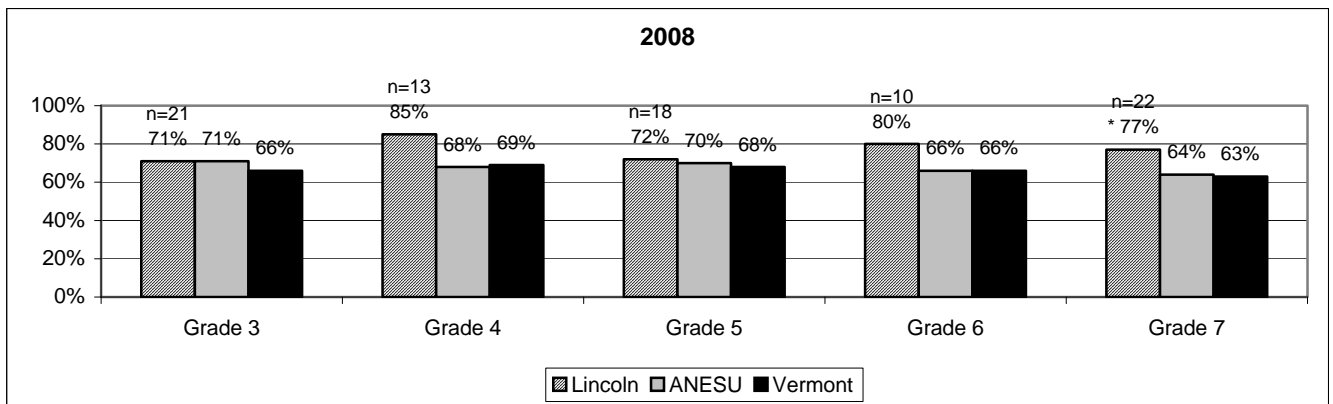
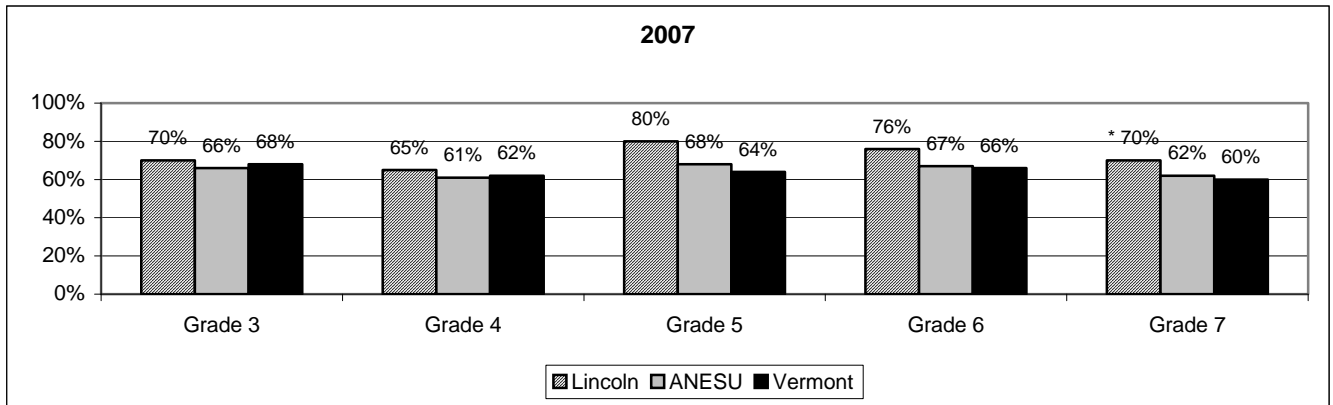
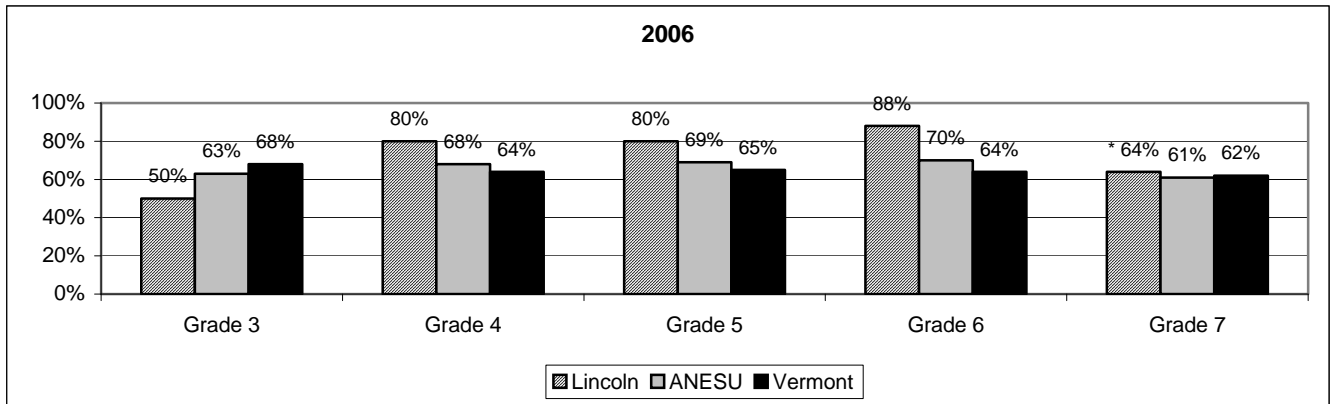
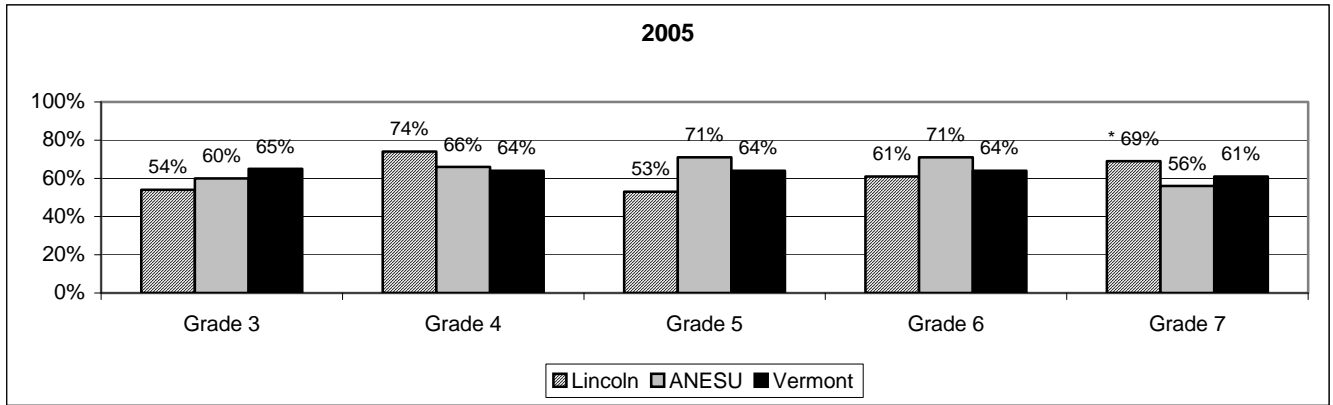


* Grade 7 students who attended LCS as 6th graders.

Lincoln Community School Results
 Percent of Students Who Met or Exceeded the Standard
Writing – NECAP

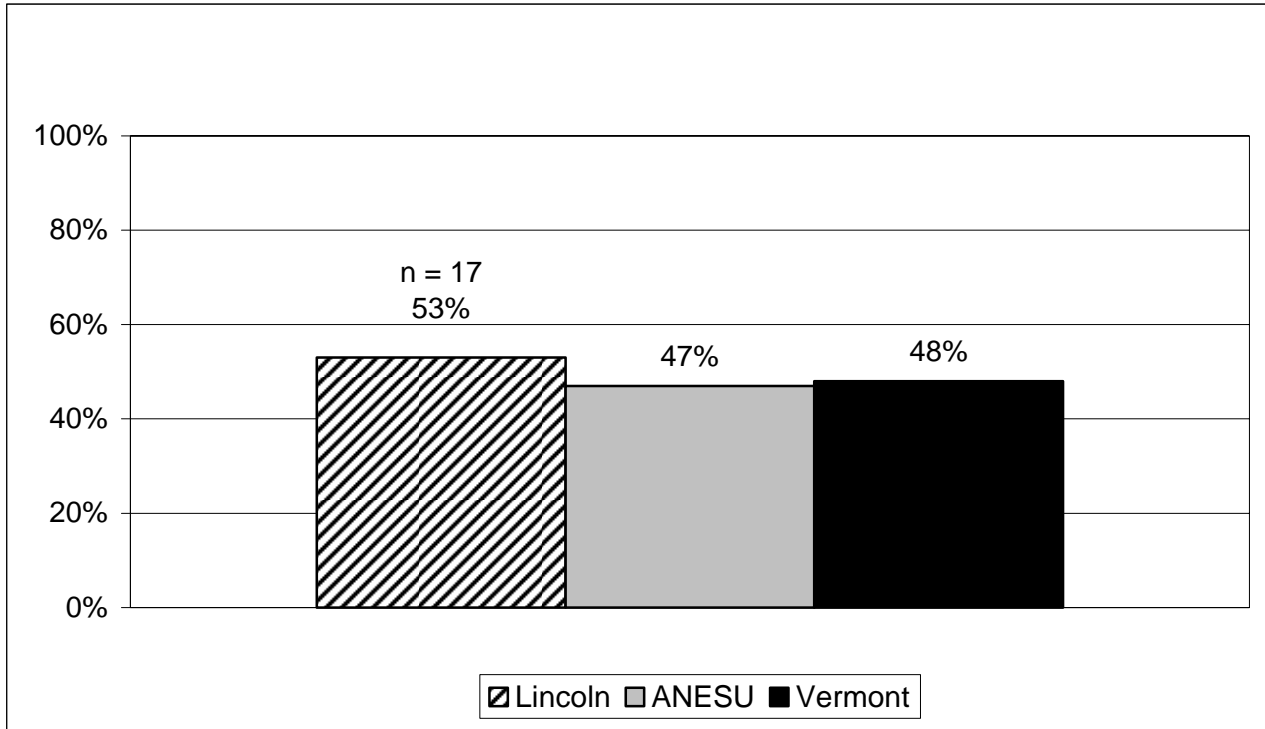


Lincoln Community School Results
 Percent of Students Who Met or Exceeded the Standard
Math – NECAP



* Grade 7 students who attended LCS as 6th graders.

Lincoln Community School Results
Percent of Students Who Met or Exceeded the Standard
Science NECAP - Spring 2008 - Grade 4



A Message from the Lincoln Community School Co- Principals

This is the fourth year that we've administered the standardized New England Common Assessment Program (NECAP) in math and reading to our 3rd-6th graders. In addition, fifth graders took the NECAP writing test. 100% of 3rd-6th graders took the math and writing tests, while 98% of those students took the reading test.

In both reading and math, the percent of students who score at the "proficient" or "proficient with distinction" level has steadily increased over time. We've continued to implement components of a literacy program that we know work: early intervention, small groups, ongoing assessment, and adjusting instruction based on student performance. We especially celebrate the October 2008 NECAP results in reading. Students from families with lower incomes (as measured by free and reduced lunch status) scored at the same rate (78% met or exceeded the standard) as students from middle/upper income families. This means that there was no "achievement gap" in our reading results based on family income.

Last year we completed our first year of using a new math program (*Bridges in Mathematics*) in kindergarten through fifth grades. Teachers received training in the new program, and students are benefiting from this consistent, rigorous program. Overall, students scored well on the NECAP math assessment, with 80% of students not on free or reduced lunch at least meeting the standard, and 70% of those students on free or reduced lunch at least meeting the standard. This gap has closed from a 22% difference just two years ago.

For all students, we're continuing with a focused and consistent approach to teaching non-fiction writing so that students develop their ability to transfer their excellent thinking into writing. Doing this independently is a challenge for many students, and while we see much fine writing across the grades throughout the school year, we're not seeing this excellence transfer to the NECAP writing test.

Students take their learning seriously at LCS, and they persevere on a daily basis, as well as on standardized assessments. While these tests are just one measure of student performance, we continue to use the results to hone our curriculum and instruction.

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. We believe that one of the various types of 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, Science, and Communications skills. Our math approach is based on Everyday Math or the Math in My World curriculum. 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 the Addison Northeast district-wide math power standards, which are derived from the state standards and GE's.

The information in this packet includes some of the assessment data that has been collected over the past several years. This information is reviewed and 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.

Last spring, our school, along with all the other schools in the state, took the New England Common Assessment tests (NECA) in science. In October, the NECA reading, writing and mathematics assessments were given. We continue to be pleased that our school scores tend to meet or exceed state assessment scores. For example, on the science assessment, 60% of our 4th grade students scored at the proficient or higher level, while the state average was 48%. As this was the first year of the science assessment, we are already reviewing our results and our teaching process to improve our curriculum and better meet our students' needs. On the NECA assessments for math and reading, given to students in 3rd, 4th, 5th and 6th grade classes in October, the state data indicates we are above the district and state scores in 48 of 50 areas. As our scores are consistently solid, it appears that our programs continue to meet our students' needs.

Another assessment we use to determine our students' growth is the Primary Observation Assessment evaluation. This test gives us information on kindergarten and first grade students' mastery of the building blocks of literacy - phonics, sight words, reading accuracy and comprehension. It is apparent that our strong literacy teaching is on target. The assessments completed in December show that 92% of our students in kindergarten and first grade are meeting or exceeding the standard. Of Monkton's 36 second grade students, 83% met or exceeded the standards in spelling/writing tasks. Children who did not meet the POA goals are being instructed through personalized programs or Special Education plans.

On our latest state Developmental Reading Assessment, 29 of our 36 second graders met or exceeded the DRA reading standards. The children who did not meet the grade level expectations are working in individual programs and/or in small groups within their classrooms to improve skills. Our teachers know the level on which children are working, and those who need help receive it. We are determined to make sure that every student is able to read and write!

From this information, it is evident that our programs are on target in meeting the grade level expectations set by the State of Vermont Department of Education.

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.

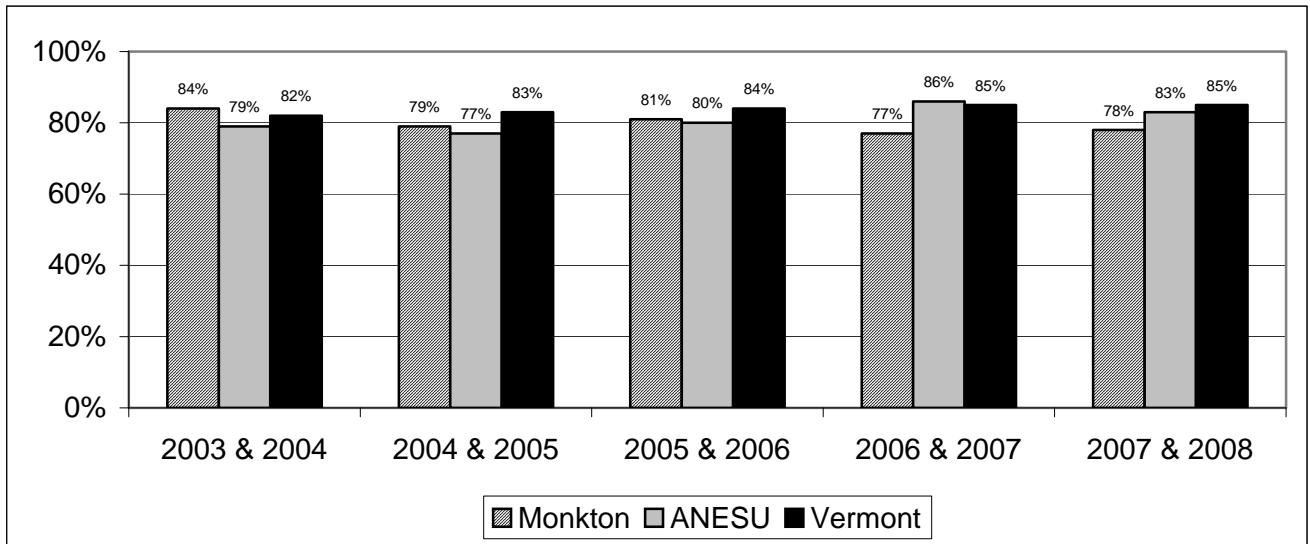
Respectfully submitted,

Rich Jesset, Principal, Monkton Central School

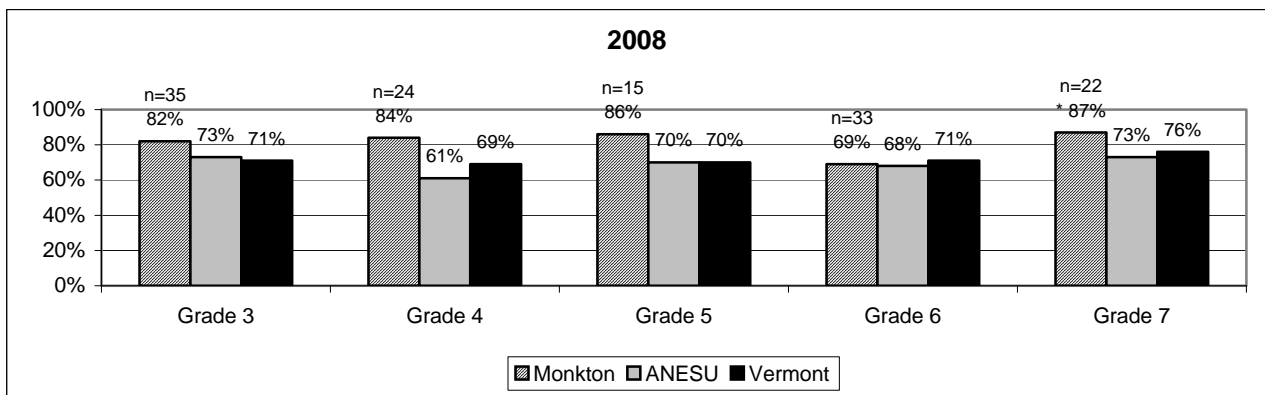
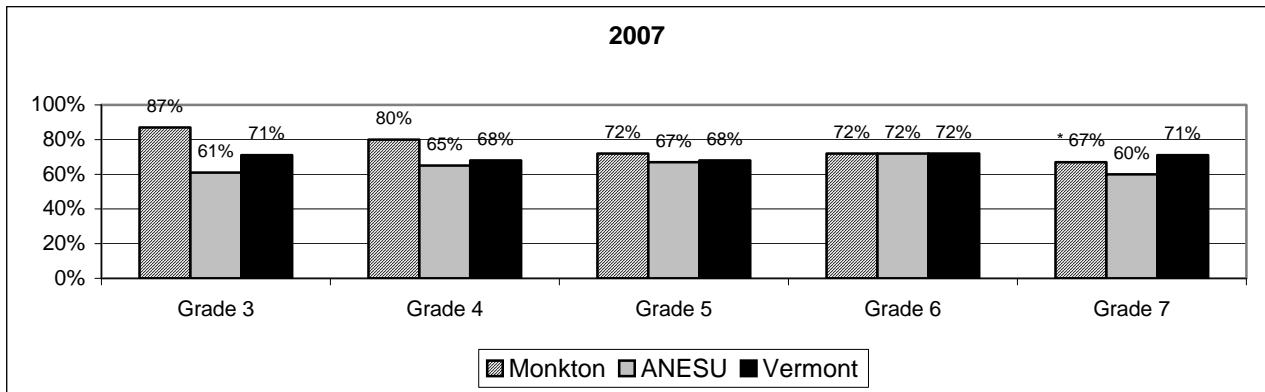
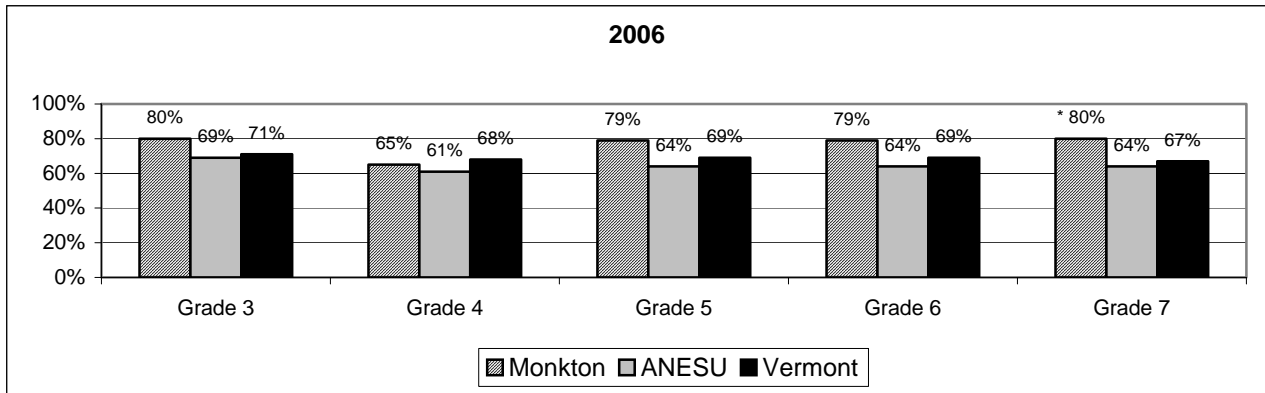
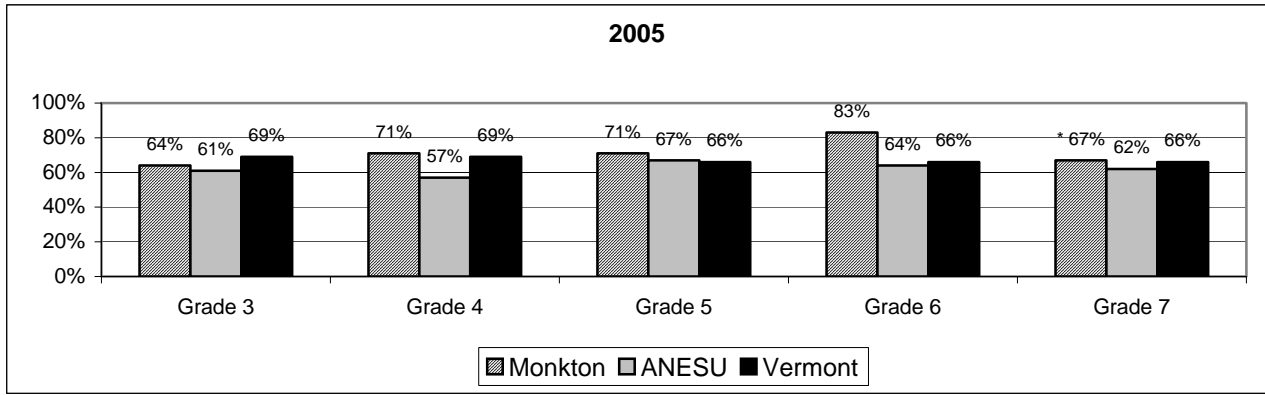
Monkton Community School Results
Percent of Students Who Met or Exceeded the Standard

Early Reading – Grade 2

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

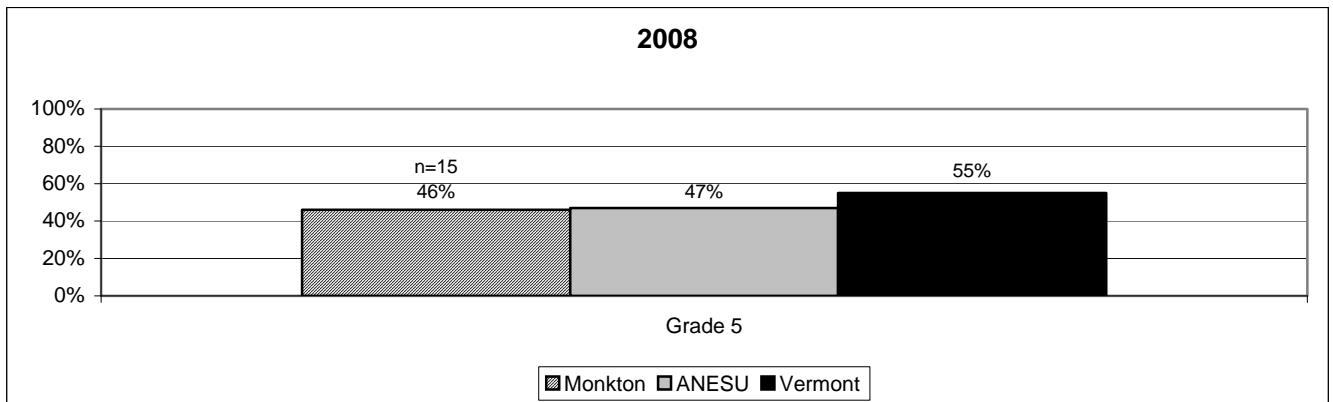
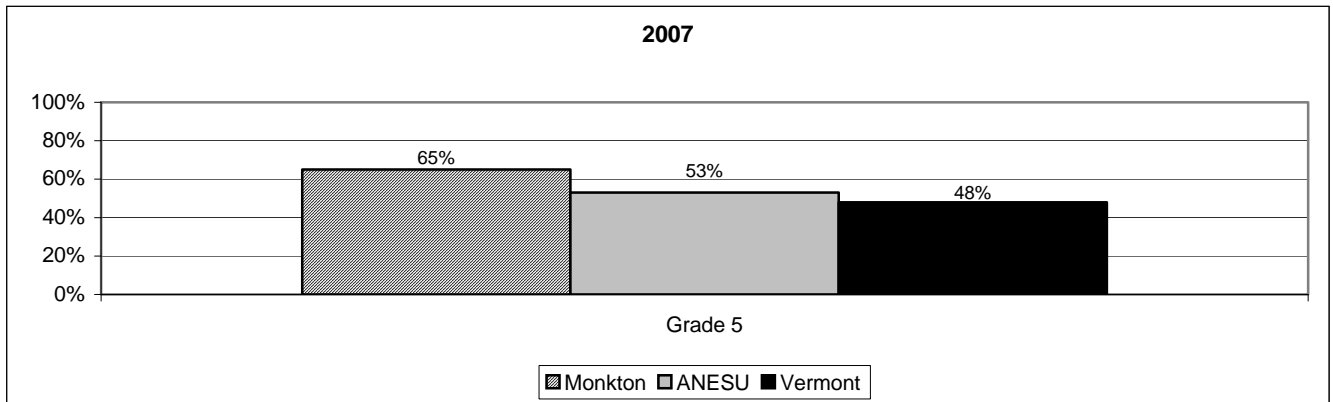
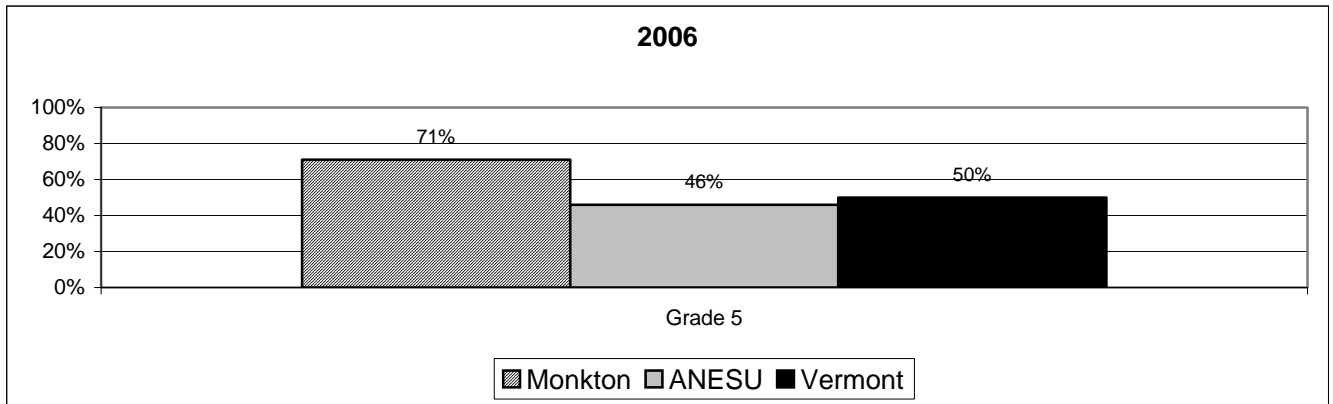
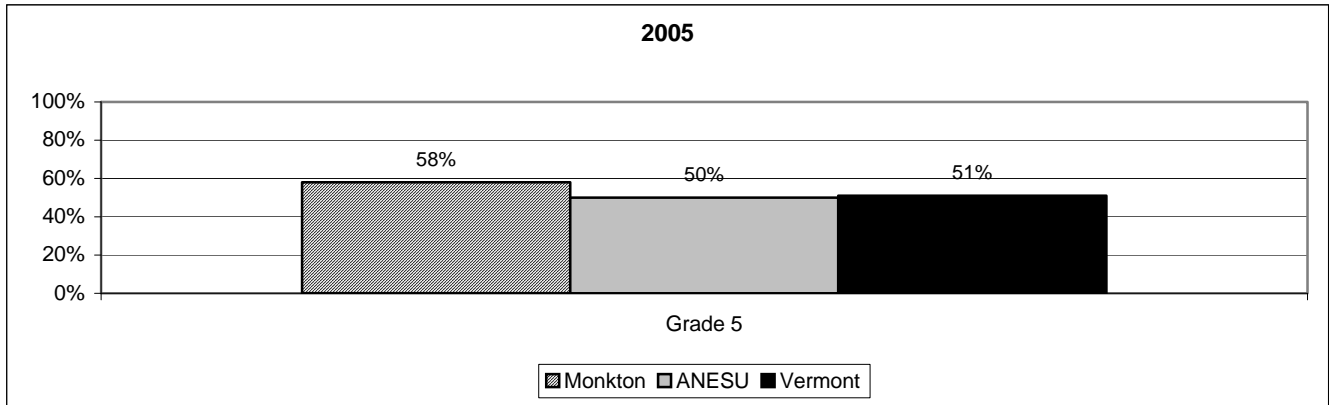


Monkton Community School Results
 Percent of Students Who Met or Exceeded the Standard
Reading – NECAP

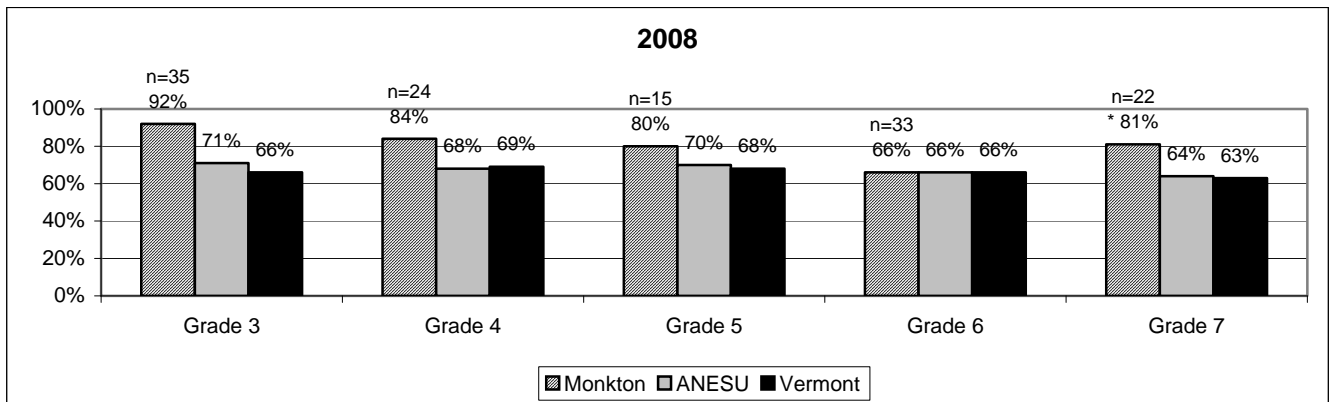
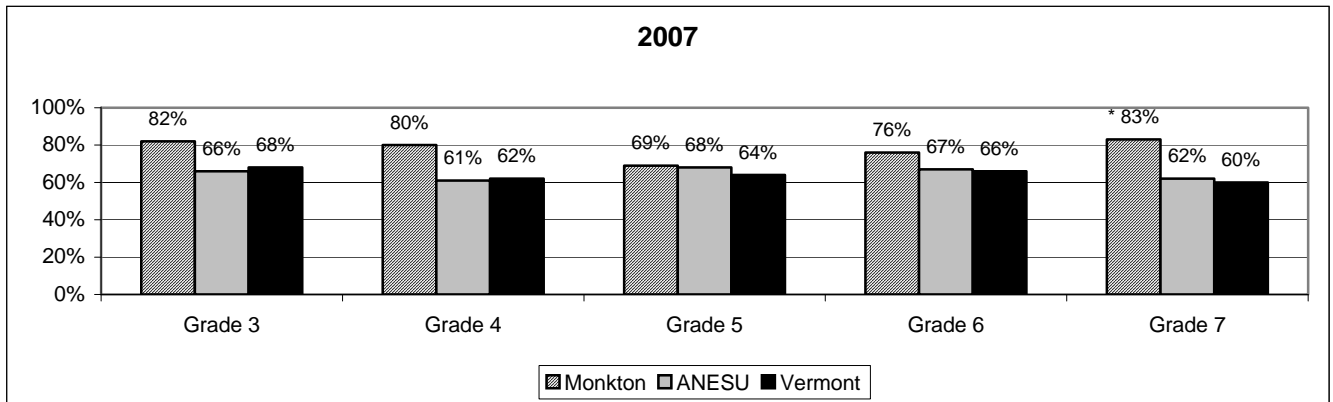
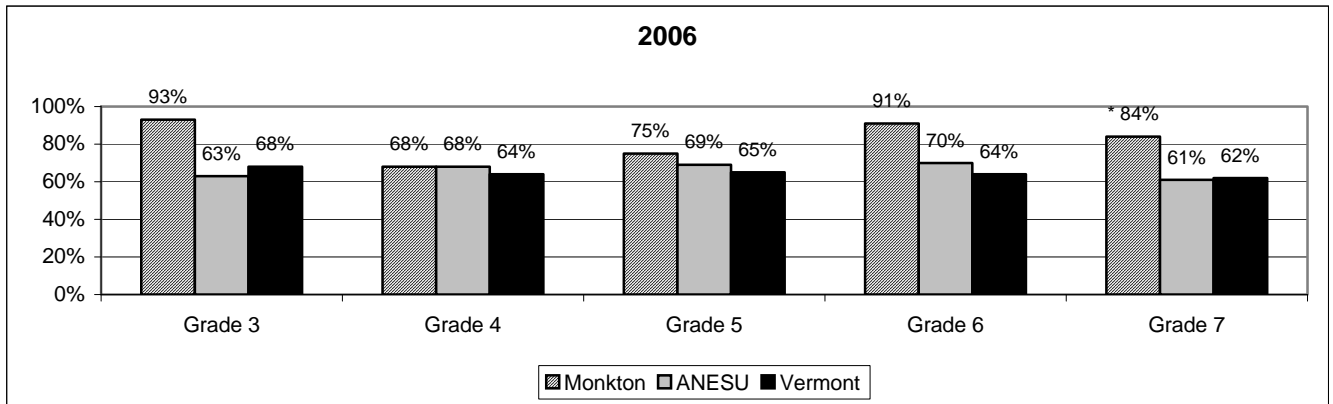
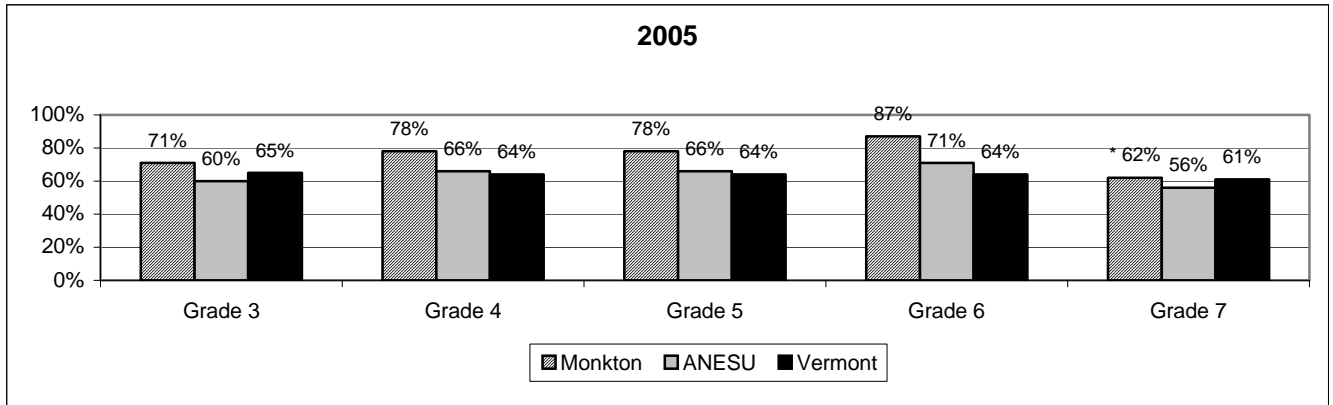


* Grade 7 students who attended MCS as 6th graders.

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

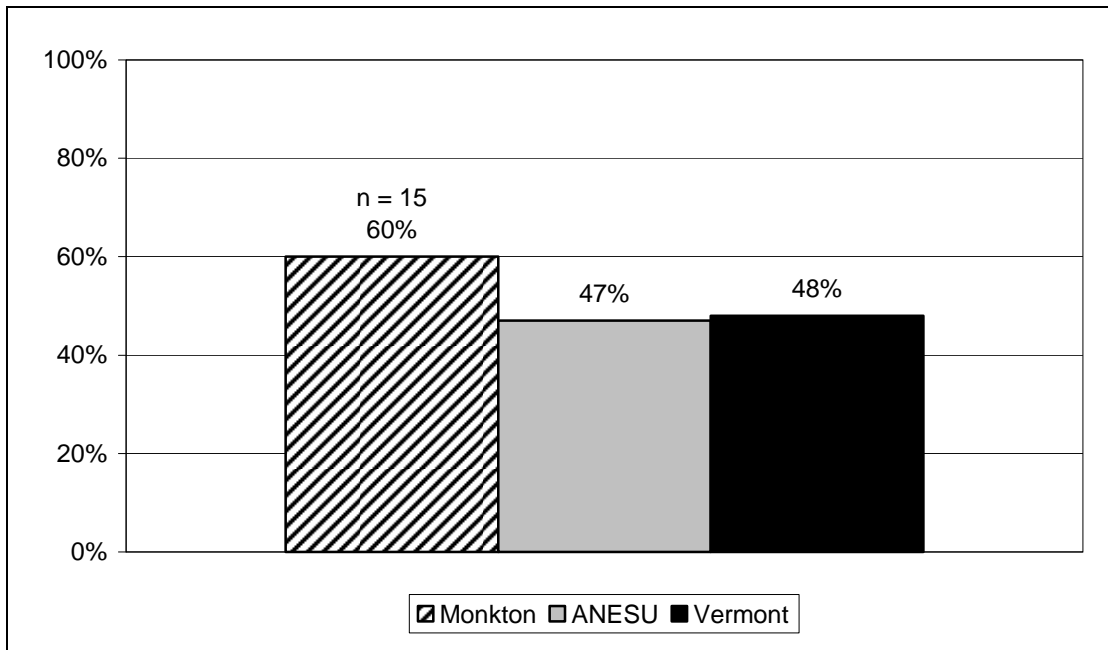


Monkton Community School Results
 Percent of Students Who Met or Exceeded the Standard
Math – NECAP



* Grade 7 students who attended MCS as 6th graders.

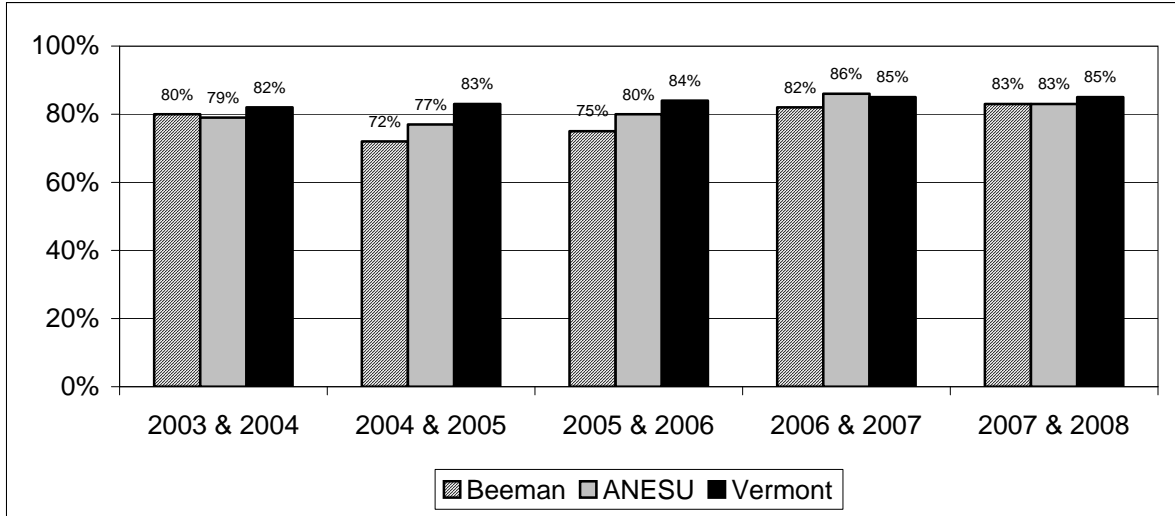
Monkton Central School Results
Percent of Students Who Met or Exceeded the Standard
Science NECAP - Spring 2008 - Grade 4



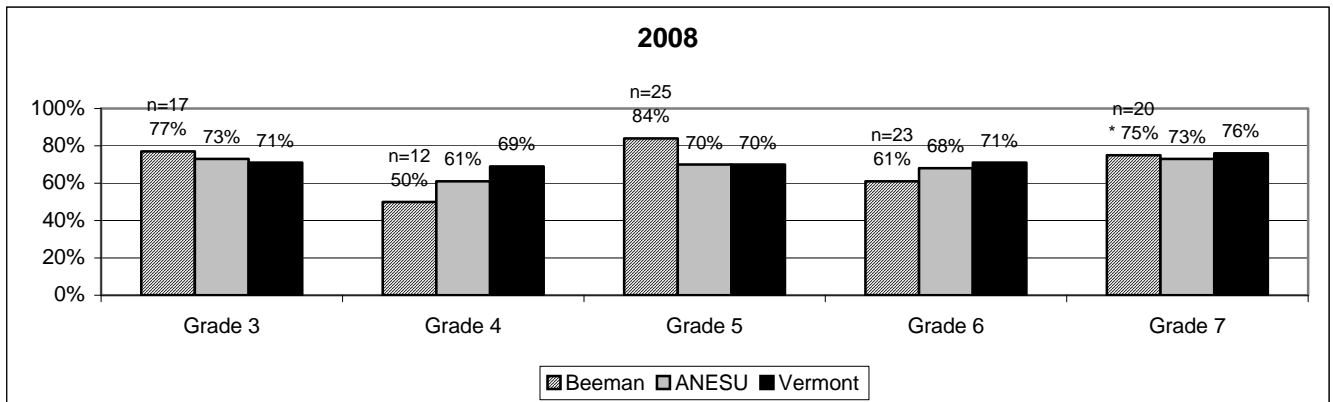
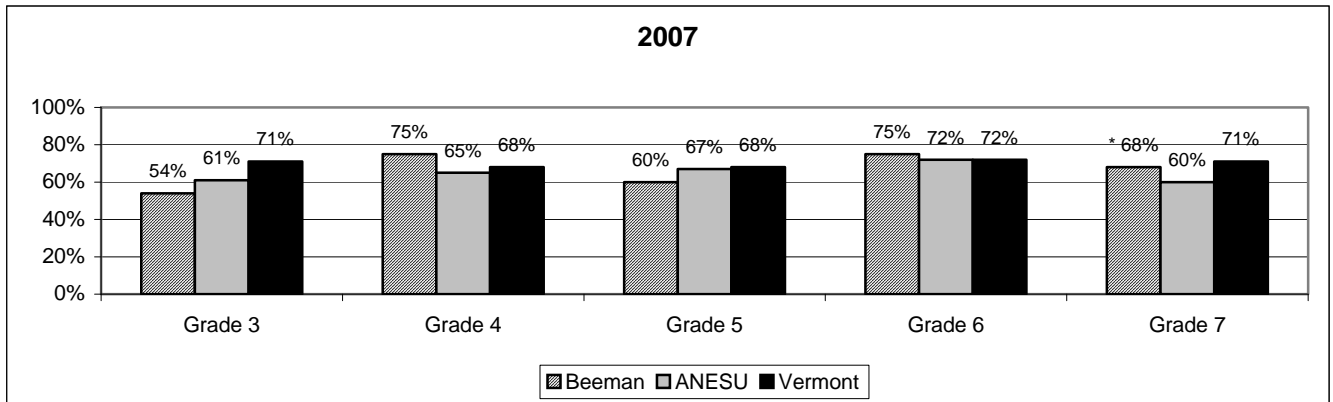
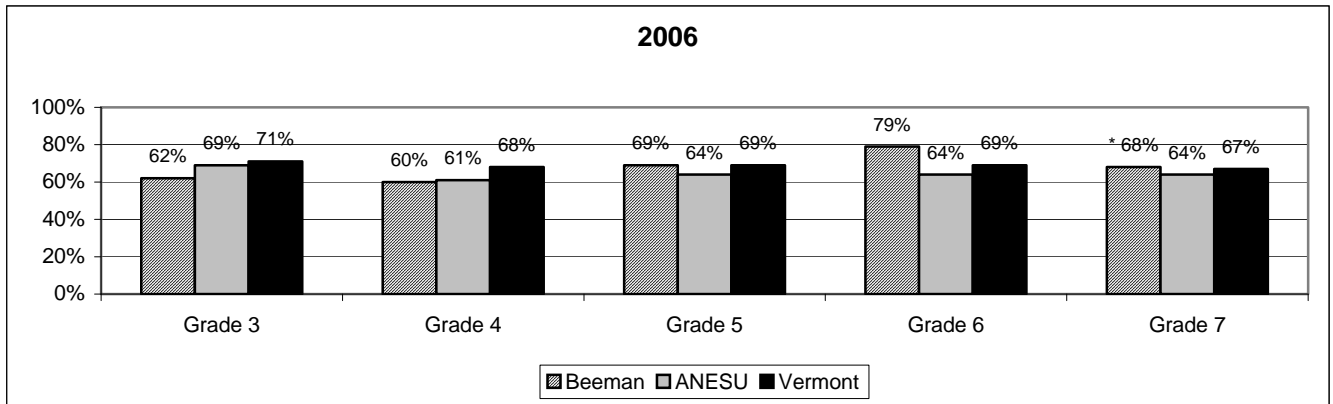
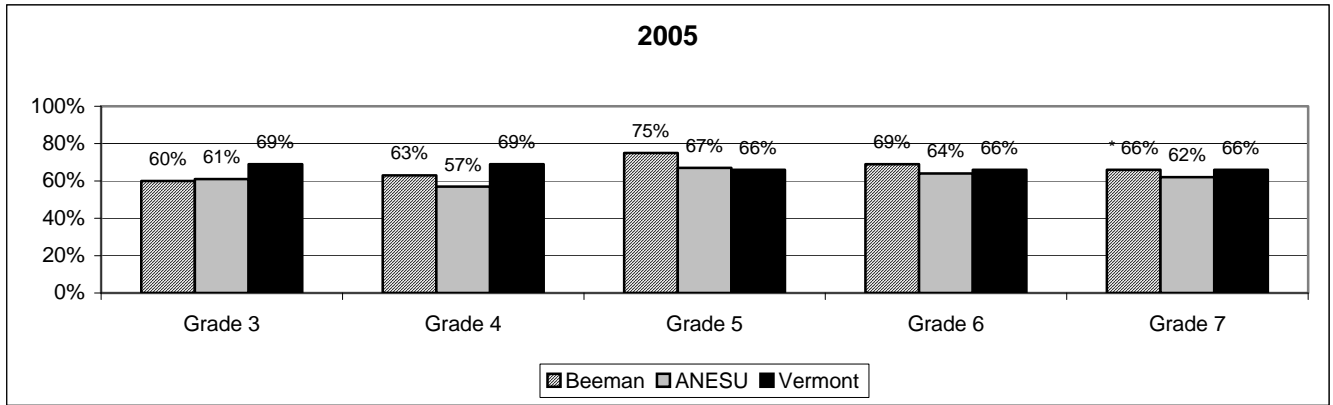
Beeman Elementary School Assessment Results

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)

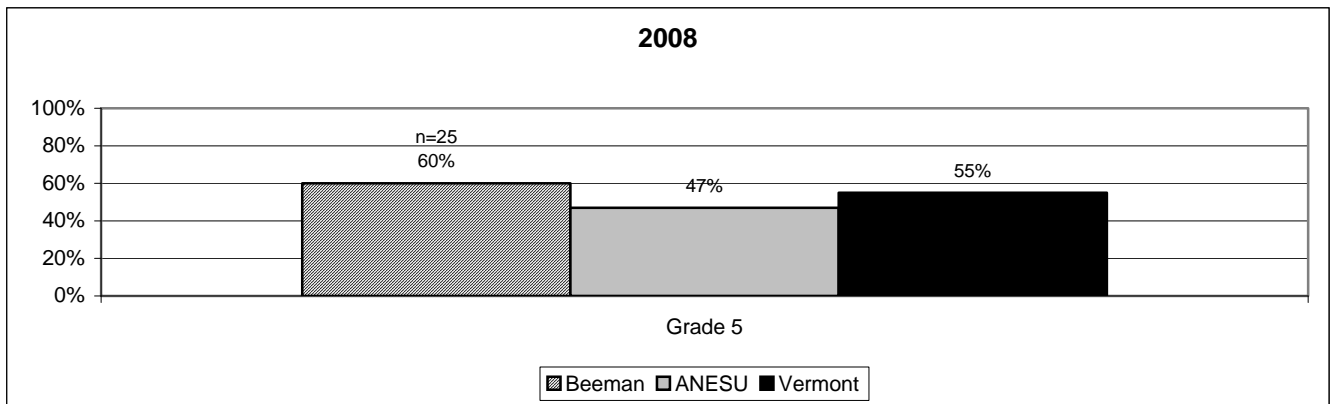
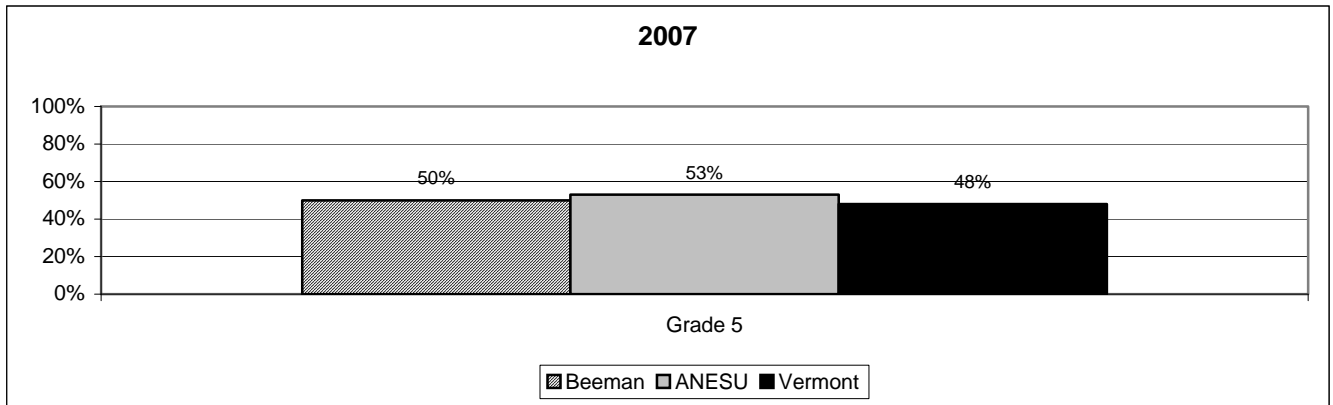
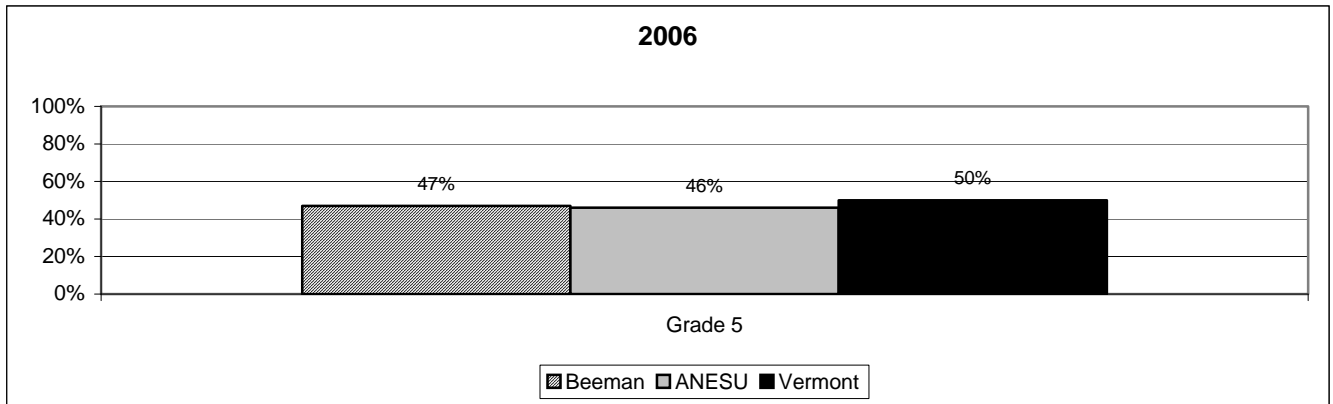
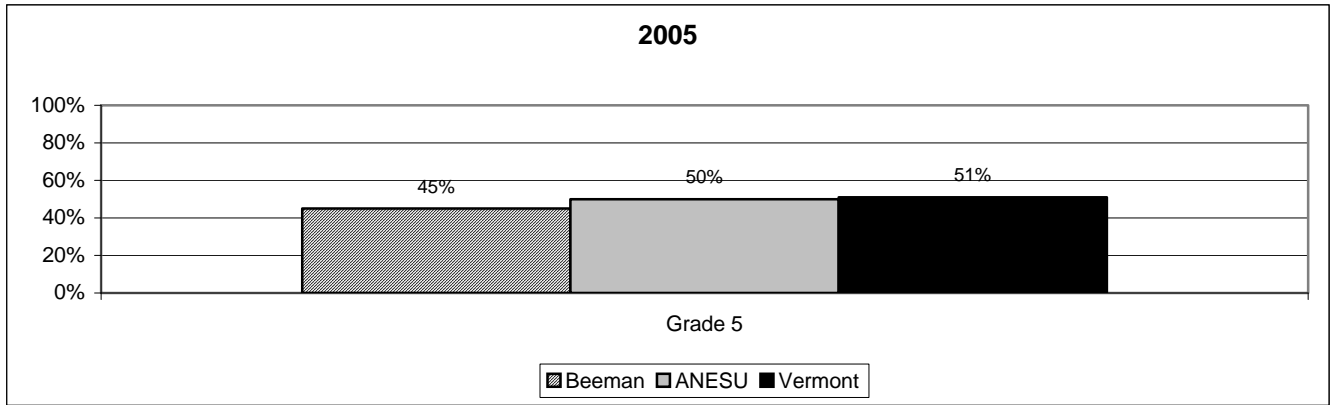


Beeman Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Reading – NECAP

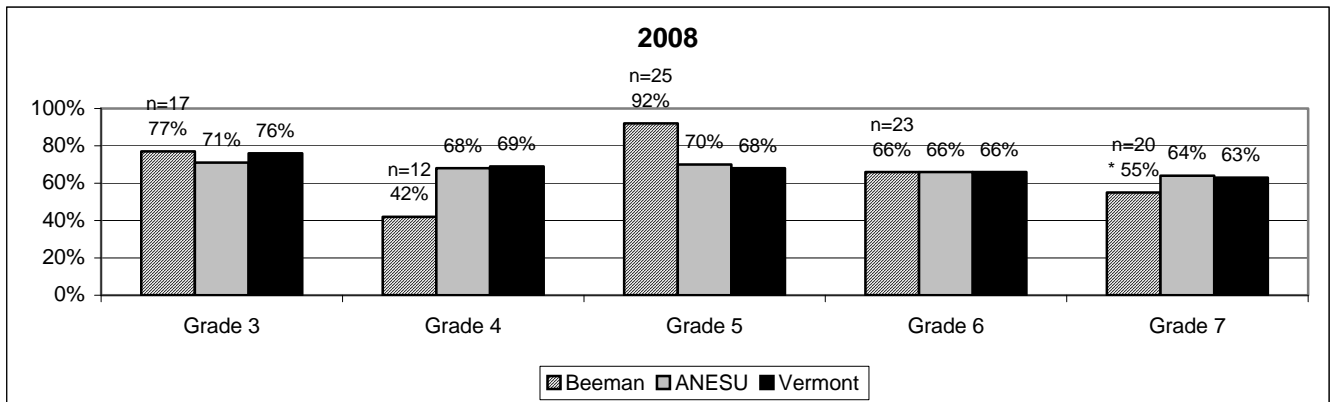
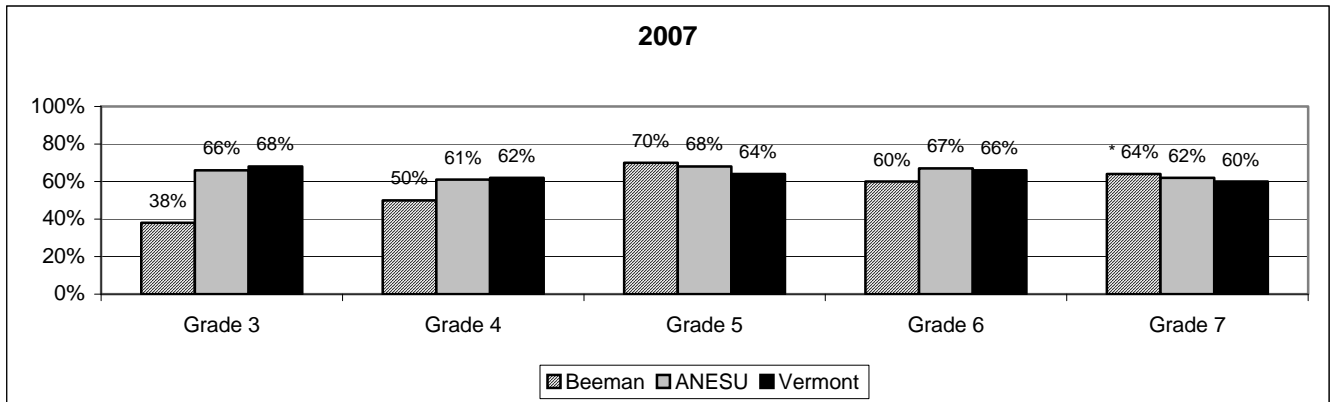
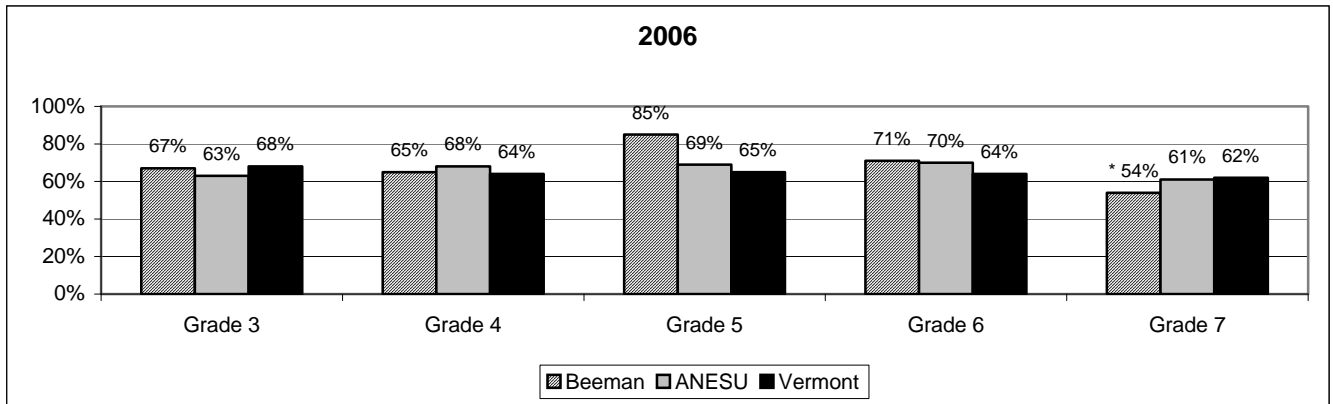
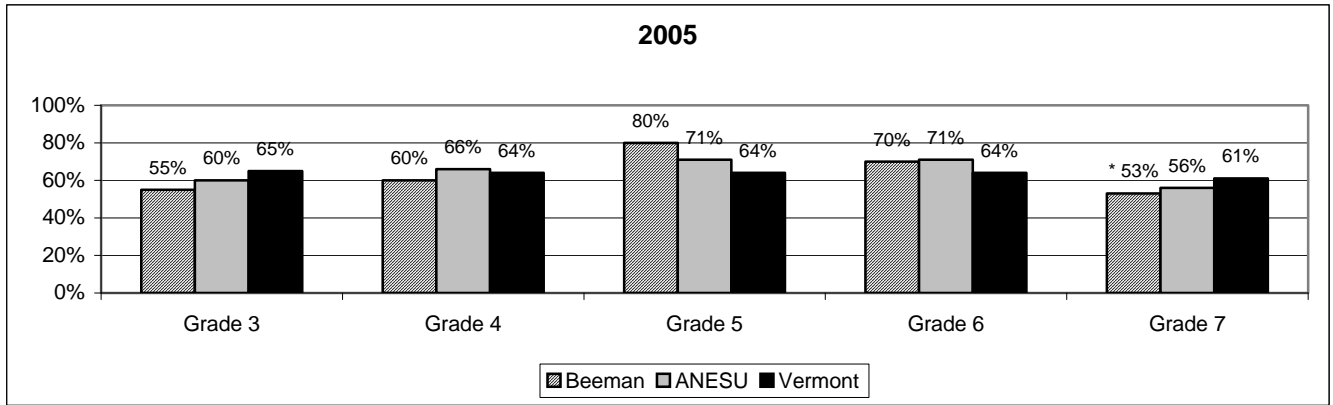


* Grade 7 students who attended Beeman Elementary School as 6th graders.

Beeman Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Writing – NECAP

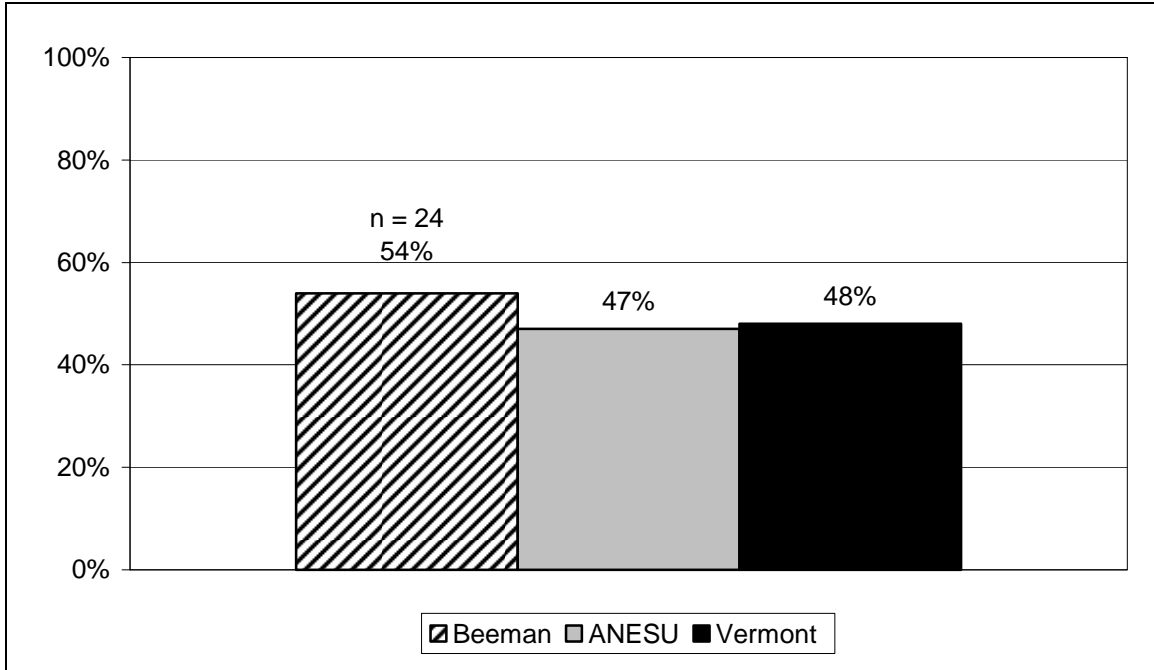


Beeman Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Math – NECAP



* Grade 7 students who attended Beeman Elementary School as 6th graders.

Beeman Elementary School Results
Percent of Students Who Met or Exceeded the Standard
Science NECAP - Spring 2008 - Grade 4



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 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 our 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.

The New England Common Assessment Program (NECAP):

This assessment was designed and implemented in collaboration with Rhode Island and New Hampshire. We have just completed the fourth year of testing since its inception. All students in grades 3 through 8 and 11 take the reading and math assessments each fall. 5th, 8th and 11th graders also take an assessment in writing. Last spring students in grades 4, 8, and 11 took the science assessment, which was a new component of the Vermont assessment system. 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 assessed on the learning that happened last year in 3rd grade. Students participate in 3 testing sessions for reading, 3 sessions for math, 2 for writing, and 2 for science. Each session takes anywhere from 45-90 minutes.

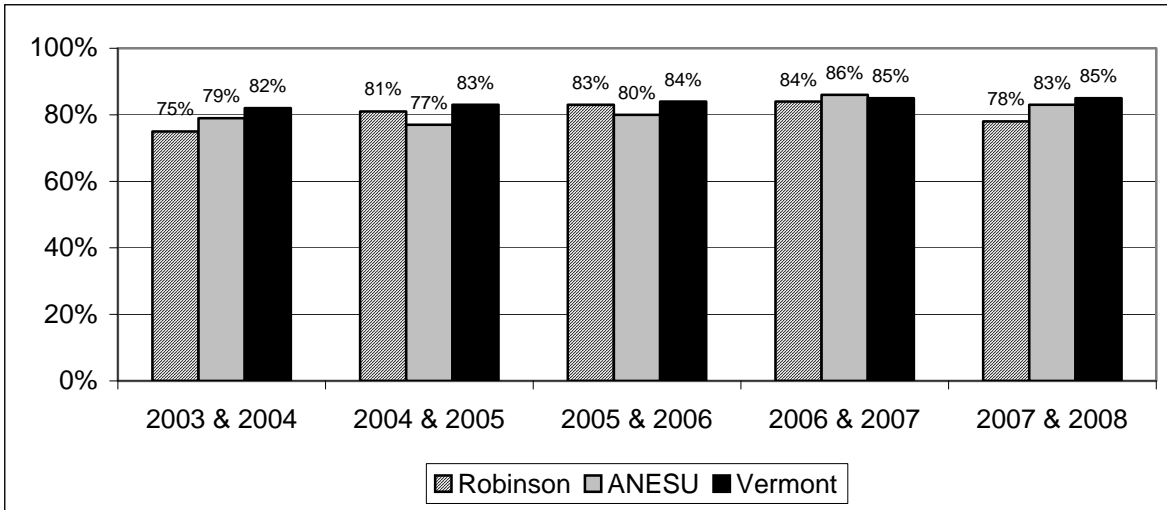
We are very pleased with the results from this year's assessments. Overall it shows that we have demonstrated growth in all areas. This information is a portion of what we use to monitor student learning and make program adjustments.

Steven Flint, Principal
Beeman Elementary School

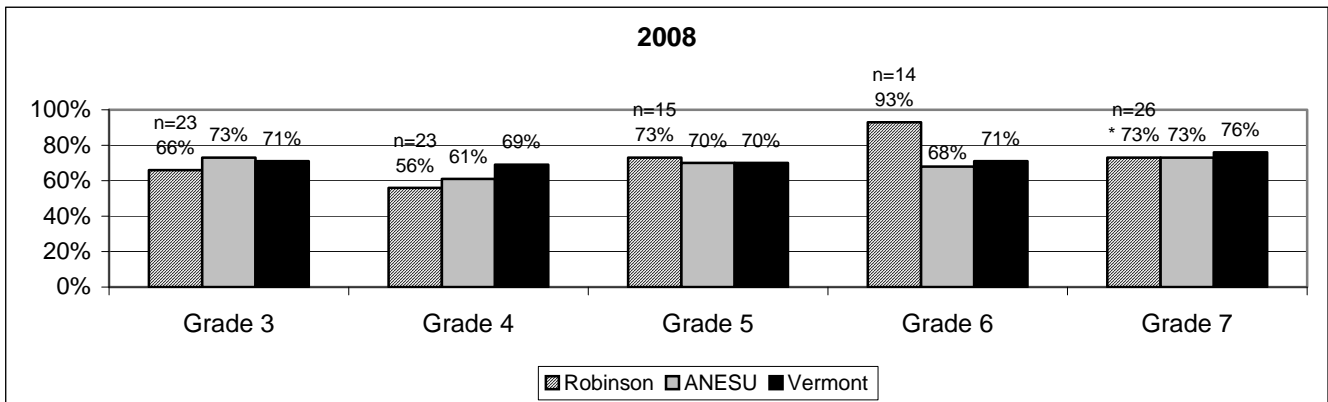
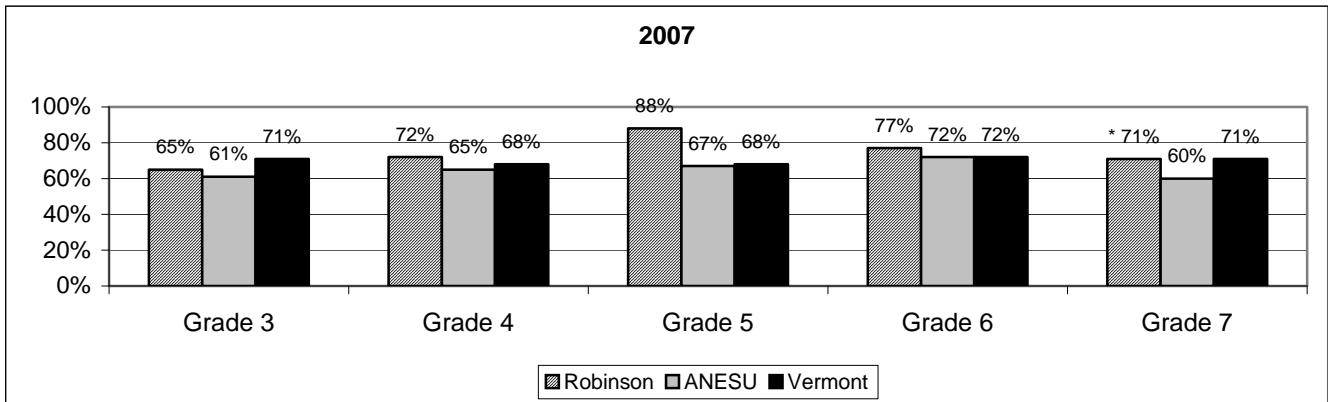
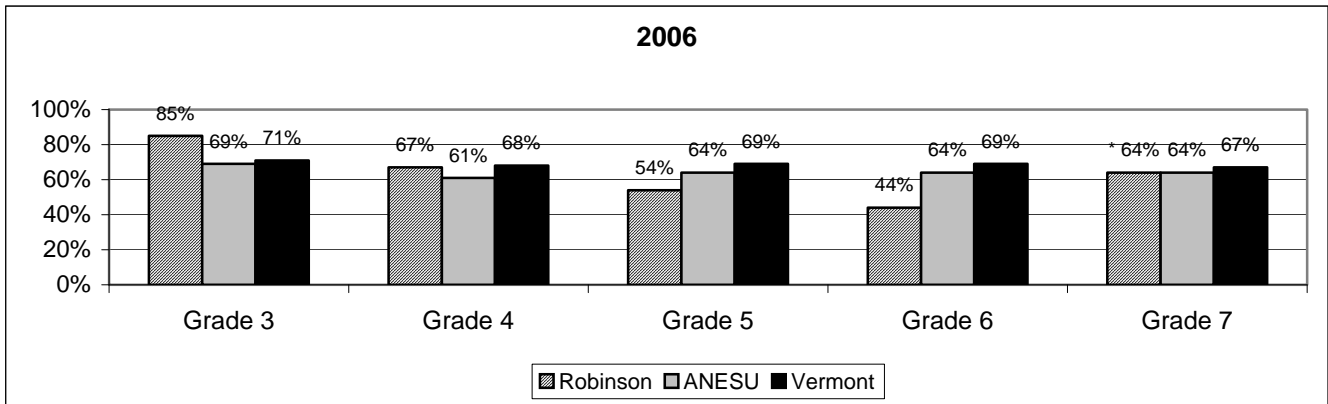
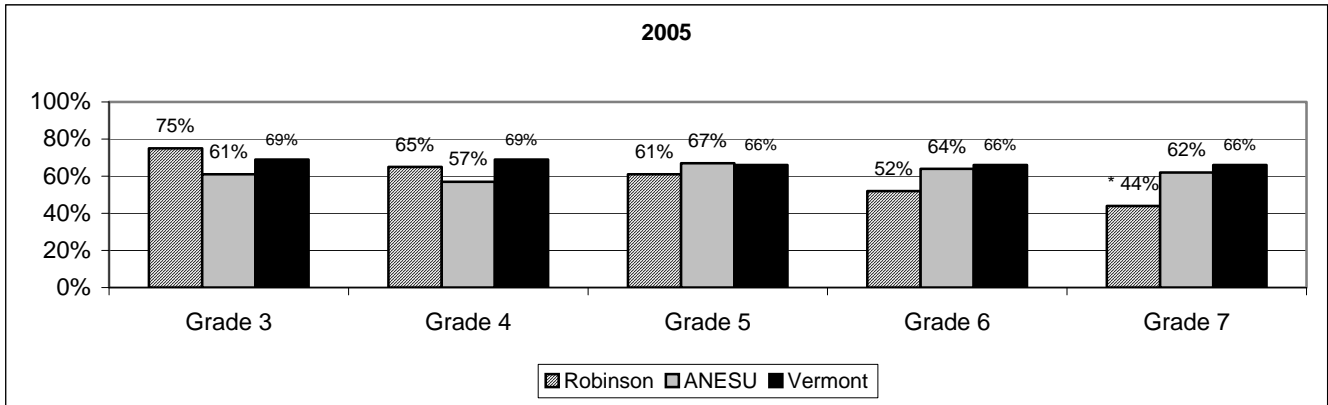
Robinson Elementary School Assessment Results

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)

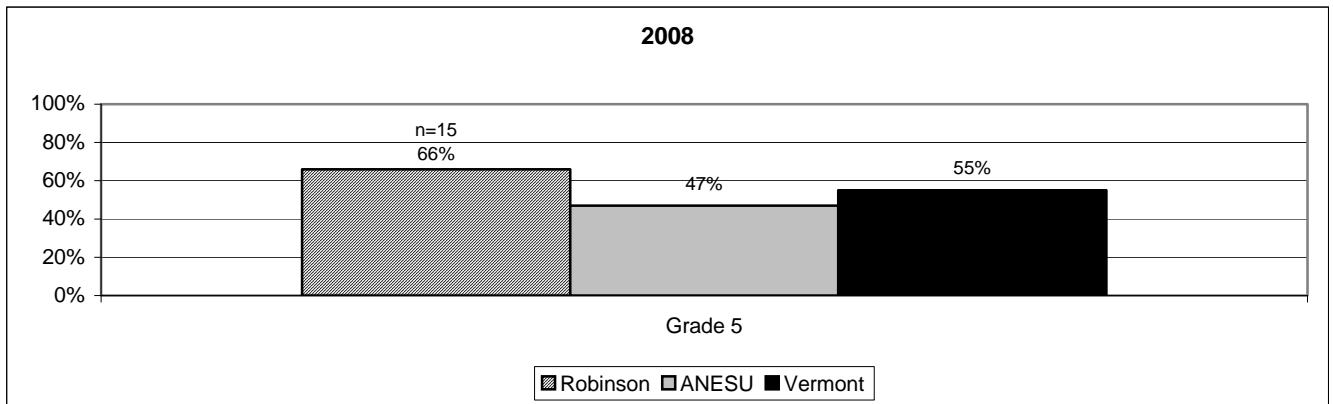
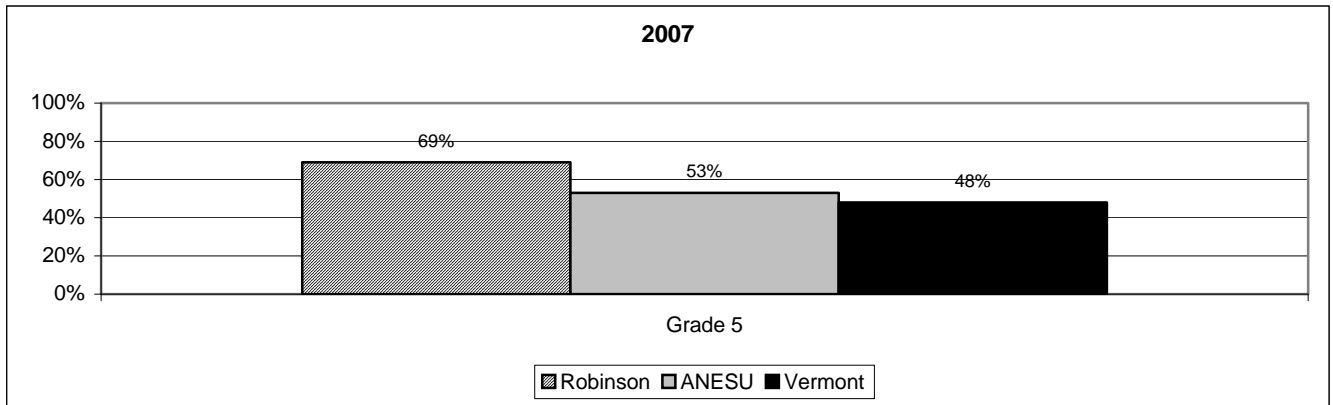
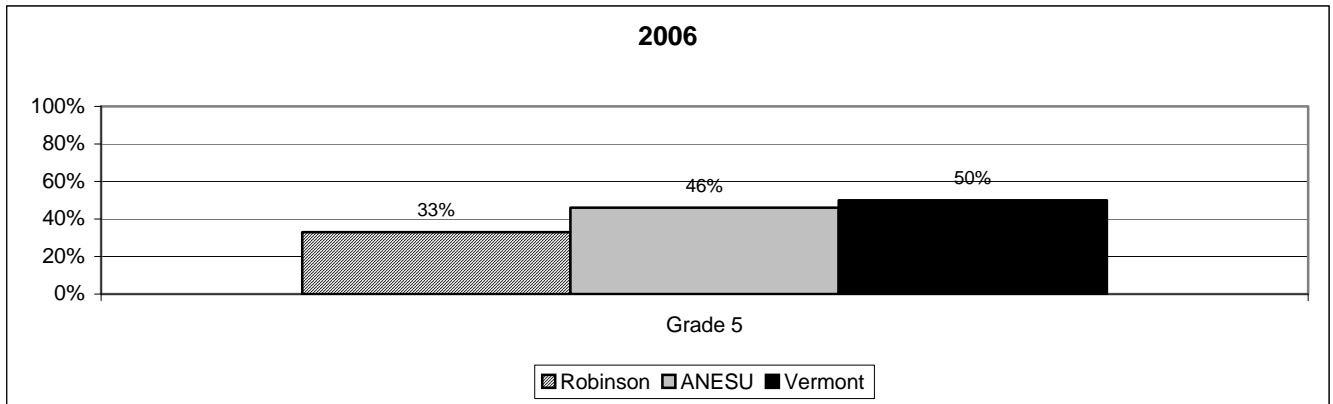
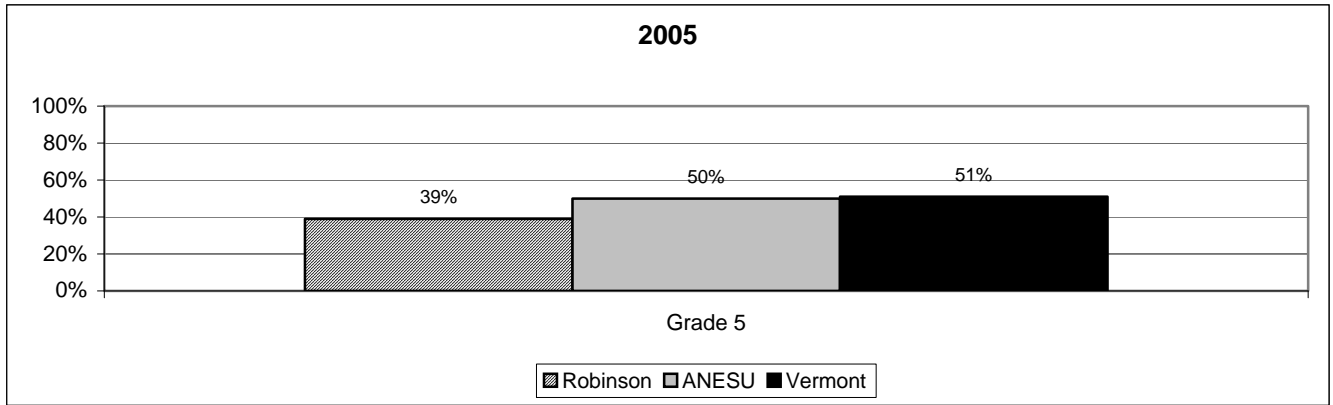


Robinson Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Reading – NECAP

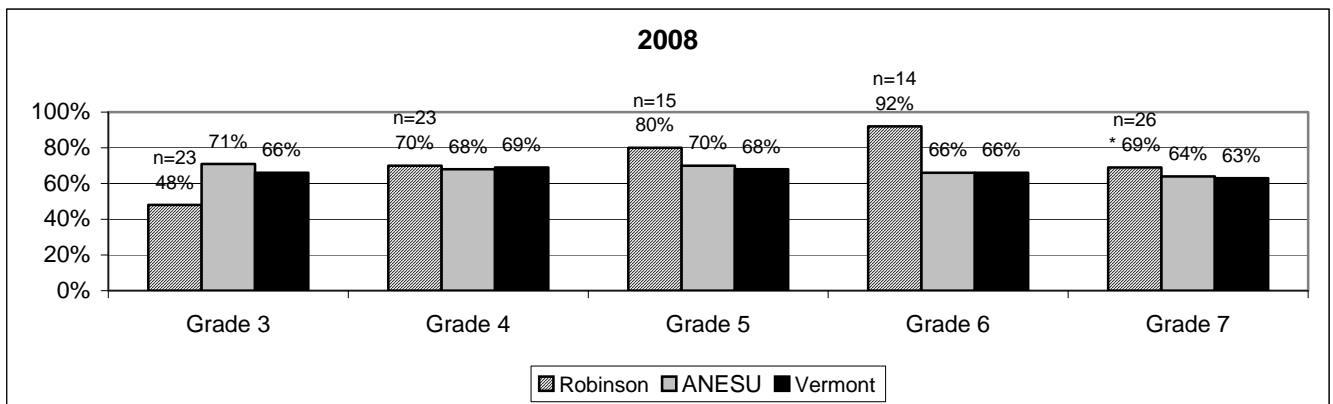
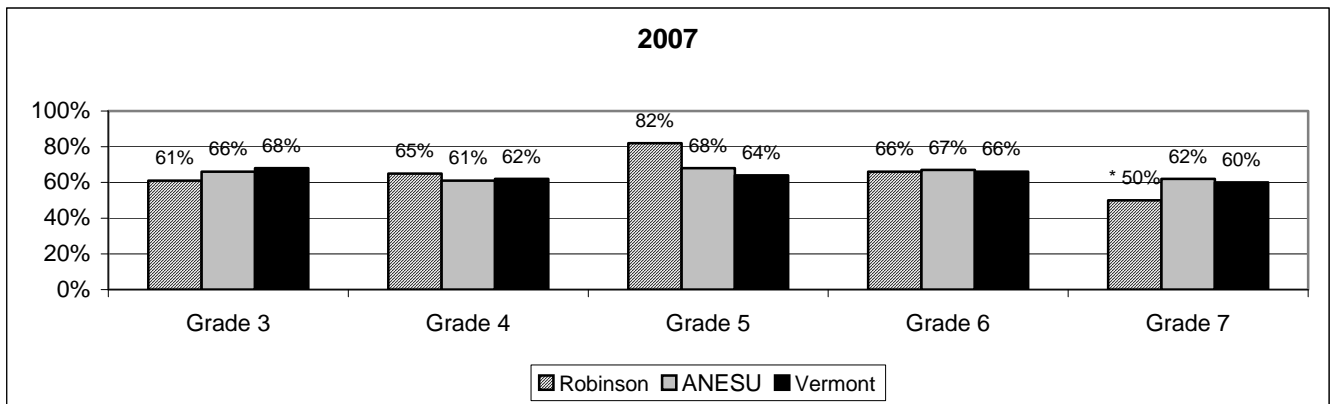
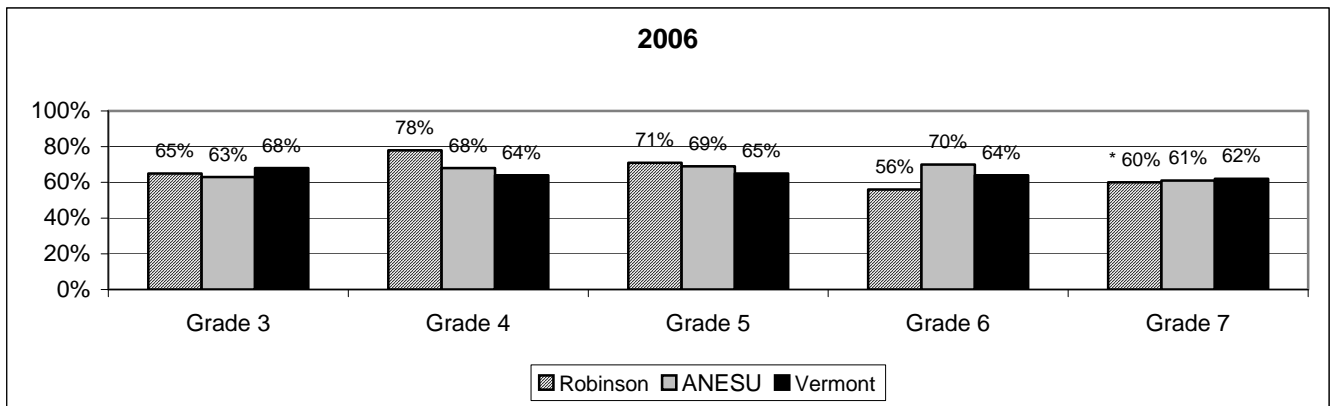
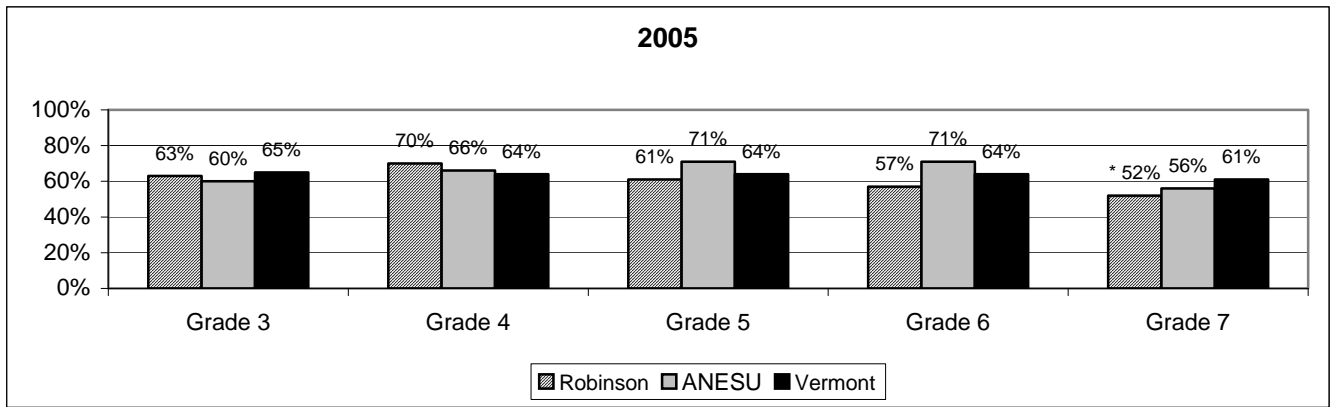


* Grade 7 students who attended Robinson Elementary School as 6th graders.

Robinson Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Writing – NECAP

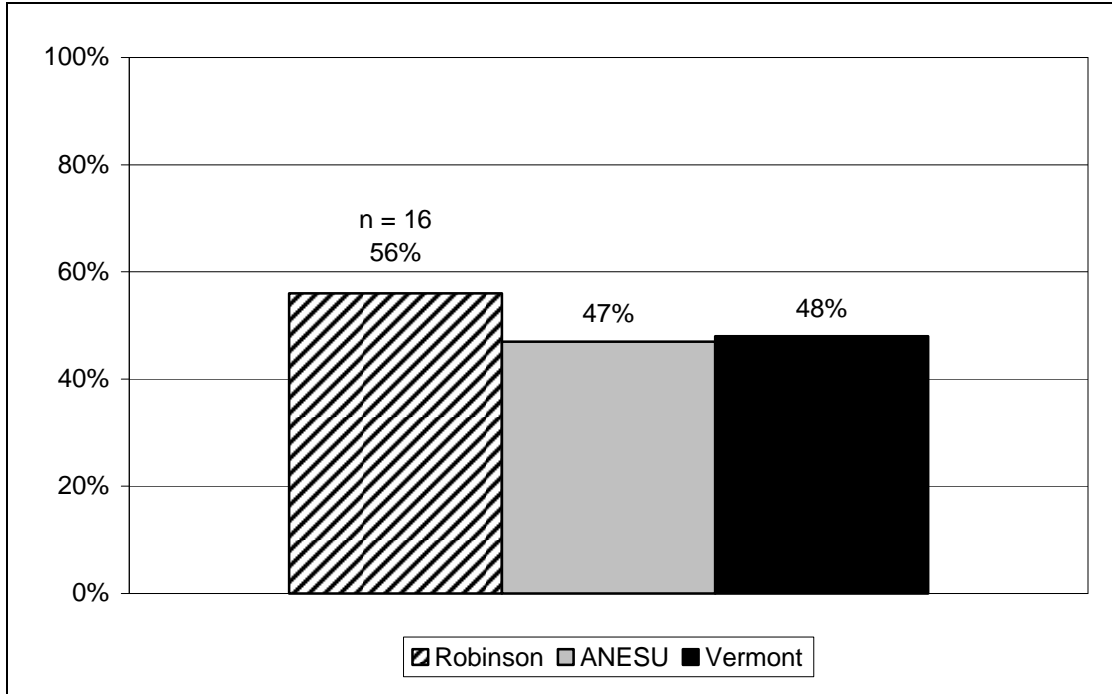


Robinson Elementary School Results
 Percent of Students Who Met or Exceeded the Standard
Math – NECAP



* Grade 7 students who attended Robinson Elementary School as 6th graders.

Robinson Elementary School Results
Percent of Students Who Met or Exceeded the Standard
Science NECAP - Spring 2008 - Grade 4



A Message from the Robinson Elementary School Principal

At Robinson, we look at multiple measures of student achievement when we work to evaluate the success of our students. Multiple measures include formal assessments (like the standardized test results on the previous pages, 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 in this report 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 and as students move up in grade levels. While we are proud of this growth, there is still room for improvement in all areas of literacy across all grade levels. Our goal will always be that every student meets or exceeds the standard in literacy. One of the specific areas of growth for us is the strength of our remedial literacy program for a number of struggling students in the lower 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 also have a 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 have implemented a new curriculum that began in the fall of 2008 that more closely aligns with state grade level expectations. Our teaching staff is also currently doing a tremendous amount of professional development in the area of mathematics to support the implementation of the new curriculum. Our hope is that we see growth in our students in the area of mathematics in the coming years.

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 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: [8-14](#)

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%
2008	46%	60%	40%

SAT Average Reading Score							
	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Mt. Abraham	511	548	546	523	518	537	533
Vermont	512	515	516	521	513	516	519
U.S.	504	507	508	508	503	502	502

SAT Average Writing Score			
	<u>2006</u>	<u>2007</u>	<u>2008</u>
Mt. Abraham	505	529	512
Vermont	502	508	507
U.S.	497	494	494

SAT Average Math Score							
	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Mt. Abraham	503	520	529	541	538	534	529
Vermont	510	512	512	517	519	518	523
U.S.	516	519	518	520	518	515	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).

	2001	2002	2003	2004	2005	2006	2007	2008
# Students	29	24	33	53	55	55	73	44
# Exams	49	35	49	76	89	78	109	62
Percent of test takers who scored 3 or higher	57%	63%	67%	49%	39%	45%	55%	58%

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, 2006 and 2007 mean scores appear below. 69% of Mt. Abraham 10th graders took the PLAN in 2007, (compared to 65% in 2006 and 45% in 2005).

In all three years, 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			Average scores of all students in the U.S. who took this test		
	2005	2006	2007	2005	2006	2007
English (32)	19.7	18	17.1	16.1	17.4	16.9
Usage/Mechanics (16)	9.8	9.0	8.5	7.8	8.7	8.3
Rhetorical (16)	10.6	9.2	8.5	8.0	8.7	8.4
Mathematics (32)	20.5	18.8	18	16.3	17.8	17.4
Pre-Algebra/Algebra (16)	10.2	9.3	8.5	7.1	8.5	8.2
Geometry (16)	10.7	9.8	9.3	8.4	9.0	8.7
Reading (32)	19.8	18.5	17.3	15.8	17.2	16.9
Science (32)	20.4	19.1	18.6	17.4	18.3	18.2
Composite (32)	20.2	18.7	17.8	16.5	17.8	17.5

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.

Post-Secondary Education Percent of Mt. Abraham Graduates						
	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
2 & 4 Yr Colleges	57%	62%	61%	64%	63%	57%
Military	2.6%	2%	1%	<1%	1%	1%
Employment	36.5%	32%	19%	35%	33%	40%
Trade/Apprentice					3%	2%
Undecided	4%	4%	19%	0	0	0

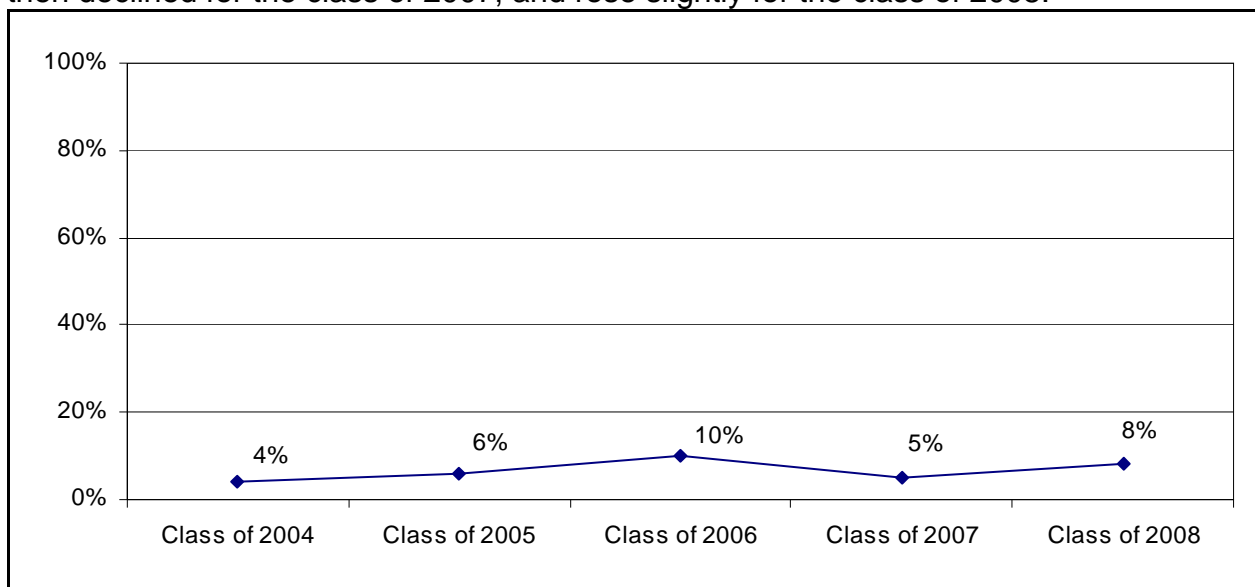
(Source: Mt. Abraham Horizons Department)

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 2008, or the class of 2007) 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 five years, the Mt. Abraham cohort drop out rate began to rise slightly, then declined for the class of 2007, and rose slightly for the class of 2008.



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	07-08
# of 9-12 students	8	12	18	11	19	24
% of 9-12 population	1.5%	2%	2.8%	1.7%	2.9%	3.7%

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

The Fall 2007 NECAP scores indicated that we needed to improve the reading, writing and math scores of all students, especially of males and students of low socio-economic status. At the end of the 07-08 school year, we developed a three-year action plan. The five goals are to:

- Improve all students' reading skills.
- Improve all students' writing skills.
- Improve all students' numeracy, mathematical reasoning, and problem-solving skills.
- Increase the percentage of students who meet or exceed the priority learning expectations/power standards.
- Improve all students' positive behavioral skills.

We set three-year targets and first year benchmarks in the three areas of the NECAP tests. The 2008 NECAP results indicate that we did not meet most of the first year benchmarks in grades 8 and 11. Reading performance for grades 8 and 11 was down compared to last year, but writing performance for grade 8 was improved over 2007. In Math, grade 8 performance was improved over the previous year, but down at grade 11. Because we believe that all students can succeed at high levels, even modest improvement in student performance on NECAP tests only strengthens our resolve to help our students do better. Males and students on free and reduced lunch are still low-achieving groups. The actions being taken, and the conversations taking place in classrooms, meetings, offices, and hallways, center on working together to make our school a model of respect and academic excellence.

This is not blind faith or groundless hope, but faith and hope rooted in a dream of excellence that we are collectively determined to work toward. Some of the ways we are building the foundation for this dream are:

- Restructuring the middle school for the 2008-9 school year by:
 - Adding more instruction time in core subjects;
 - Focusing on reading and writing improvement during interdisciplinary crew/team planning time;
 - Creating a planning block for middle school subject area teachers: math, science, and humanities (English and social studies).
- Our Action Plan that calls for the implementation of the following strategies:
 - Collaborative Teams
 - Guaranteed and Viable Curriculum
 - Data-Driven Decision-Making
 - Literacy Across the Curriculum
 - Student Interest and Voice
 - Core behavior expectations (known as "TREAT")
- All departments within the school have reviewed the Action Plan, identified how they will support the achievement of this plan, and created goals to target and measure their progress.
- A Community Council was formed, providing broader voice and more democratic procedures for school-based decision-making.
- The Umbrella Team was created at the beginning of the 2008-9 year to improve the school's system of response for students who struggle to succeed, and move us forward with our commitment to support all students to achieve high standards.

- The administrative team worked with the Vermont Institutes to create and administer a comprehensive Student Engagement Survey in December 2008. We are currently awaiting the report from that survey, and will begin assessing the report to better address the identified obstacles to engagement.
- Faculty meeting time has increased with the new teacher's contract signed toward the end of the 2007-8 school year. This time is beginning to shift toward more collaborative conversations and actions for improving student learning.
- The Math Department received a grant to purchase software for math instruction using interactive white board technology and to train teachers in the use of formative assessment.

On one hand, it is heartening to note that our students do compare favorably on national standardized tests, such as the SAT, the PLAN and ACT. Those are tests taken by students who plan to attend college. We will not be satisfied until we can show high performance and engagement by *all* of our students. We are committed to addressing and resolving the issues that are leading to unsatisfactory test results. We are committed to strengthening professional practices among teachers, administrators and support personnel. We believe that our collaborative efforts will move us toward even greater achievement in the years to come.

With great respect,

Paulette Bogan
Building Principal and grades 10-12

Leon Wheeler
Principal, grades 7-9

Social - Emotional Learning

Discipline Data

Making sure that all children are available for learning in the classroom is a priority in all ANESU schools. Two years ago, through a grant from the Vermont Department of Education, ANESU purchased a web-based information system to assist schools in collecting and analyzing office discipline referral data. This information informs efforts to improve school-wide environments, to support students' social-emotional learning, to maximize learning for all students, and to focus professional development.

These data help us identify the most common behaviors for which students are sent to the office. In 2007-2008 students in grades K-6 were referred to the office most often for disrespect and disruption in the classroom. In grades 7-8, students were referred most often for physical aggression, and in grades 9-12, students were referred most often for skipping class.

As a general rule of thumb, one indicator that a school has pro-active practices and effective behavioral supports in place is when 80% of the students in a school have fewer than 2 office referrals. End of year data from 2007-2008 show that nearly 80% of ANESU students in grades K-12 had fewer than 2 office discipline referrals. As of January 31, 2009, the percentage of students at each school with fewer than 2 office discipline referrals is as follows: Robinson (90%), Bristol (92%), Lincoln (80%), Beeman (97%), Monkton (93%) and Mt. Abraham (85%). These data will continue to inform our district's on-going efforts to improve the social-emotional learning of our students, pre-K through grade 12.

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>.

PROFESSIONAL QUALIFICATIONS - 2007 - 2008 TOTAL TEACHING STAFF

SCHOOL DISTRICTS	EDUCATIONAL DEGREES			YEARS OF EXPERIENCE			
	BA - BA30	MA/MA15	MA30	0-5 years	6-15 years	16+ years	
ANESU: EE/TAD Programs							
# teachers	6						
% of teachers	17%	67%	17%	33%	17%	50%	
BRISTOL:							
# teachers	34						
% of teachers	32%	41%	26%	26%	32%	41%	
LINCOLN:							
# teachers	20						
% of teachers	40%	40%	20%	15%	55%	30%	
MONKTON:							
# teachers	23						
% of teachers	35%	43%	22%	4%	57%	39%	
NEW HAVEN:							
# teachers	18						
% of teachers	39%	28%	33%	6%	22%	72%	
STARKSBORO:							
# teachers	25						
% of teachers	36%	28%	36%	8%	44%	48%	
MT ABRAHAM UHS:							
# teachers	100						
% of teachers	22%	50%	28%	15%	38%	47%	
TOTAL TEACHERS:	226	71	98	67	37	85	113

**2007-2008 Vermont Department of Education Report
Data for Mandatory NCLBA (No Child Left Behind Act) HQT Reporting
Winter/Spring dated January, 2009**

Core Academic Classes* Not taught by Highly Qualified Teachers (HQT) / Total Classes						
	Bristol	Lincoln	Monkton	New Haven	Starksboro	Mt. Abraham
# classes	0 / 30	5 / 20	0 / 16	1 / 13	3 / 27	14.5 / 496
% of classes	0.00%	25.00%	0.00%	7.69%	11.11%	2.92%

*Core academic subjects include: English language arts (including ESL), reading, math, science, social studies (history, geography, civics, economics), foreign languages, art, music & the generalist endorsement areas of elementary & early childhood education-grades K-3 only. In addition, alternative program and special education primary instruction in math, science, social studies, and/or English language arts/reading are also considered "core" classes.

Emergency Credentialed Teachers / Total Teachers*						
	Bristol	Lincoln	Monkton	New Haven	Starksboro	Mt. Abraham
# teachers	0 / 35	1 / 19	0 / 20	0 / 16	1 / 23	0 / 90
% of teachers	0.00%	5.26%	0.00%	0.00%	4.35%	0.00%

*Note that total # of teachers reported here does not include administrators or student support personnel (e.g., guidance counselors, school nurses, speech/language pathologists, etc.) per Educator Census reporting.

Notes:

Kassie Kircher
Mt. Abraham - Grade 10

Addison Northeast Supervisory Union
15 Orchard Terrace, Suite 10
Bristol, VT 05443

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