

March 2010

The St. Johnsbury School Report Card

“Reporting to the Community through a School Report Card”



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What is the New England Common Assessment Program (NECAP)?

Since 2005, Vermont students have been participating in the NECAP, a series of reading, writing, mathematics and science achievement tests. The NECAP tests were developed in collaboration with Vermont, Rhode Island and New Hampshire. This year, Maine students participated for the first time.

The NECAP tests measure students' academic knowledge and skills relative to the Grade Expectations for Vermont's Framework of Standards and Learning Opportunities. Student scores are reported at four levels of academic achievement: Proficient with Distinction; Proficient; Partially Proficient and Substantially Below Proficient. Reading and mathematics are assessed in grades 3-8 and 11, writing is assessed in grades 5 & 8 and 11, and science is assessed in grades 4, 8, and 11. The reading, math and writing tests are administered each year in October. The science tests are administered in May. This year, however, the writing test was piloted and student scores are not reported.

The NECAP tests are one measure we use to drive our instructional practices, professional development focus, supports for students, and systemic organization. More importantly, we have a comprehensive local assessment system that enables the SJS community to have high expectations for student learning. We do this with a common set of practices that include shared leadership, evidence based instruction, ongoing professional development, purposeful collaboration, intentional assessments (formative, common, local and state), and a standards based curriculum.

If you have any questions about the NECAP tests or data provided within this report, please feel free to call me at 748-8616 X 1173. You may generate customized NECAP reports by using the VT DOE link: <http://edw.vermont.gov/REPORTSERVER>

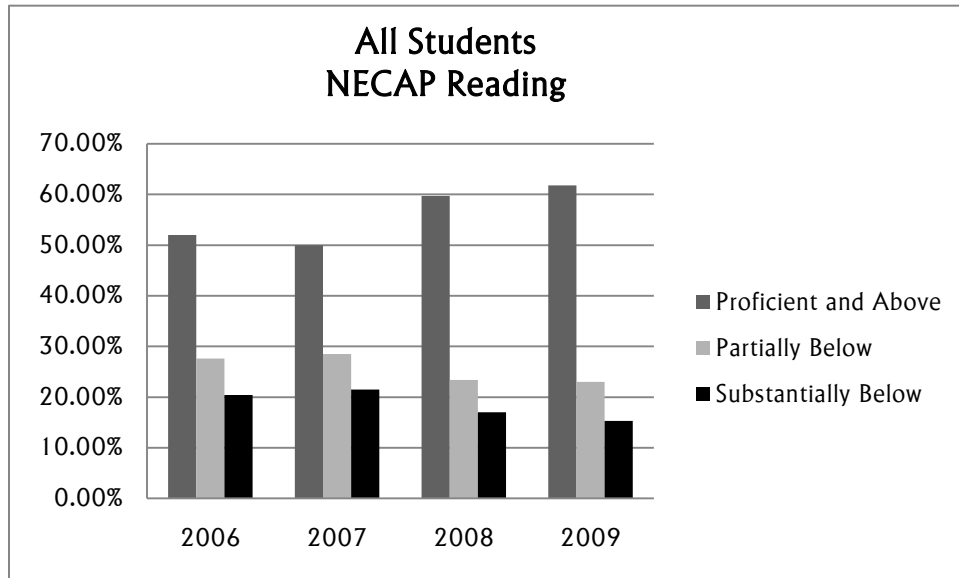
Respectfully,

Marion Anastasia, Principal



NECAP READING

NECAP Reading: ALL STUDENTS

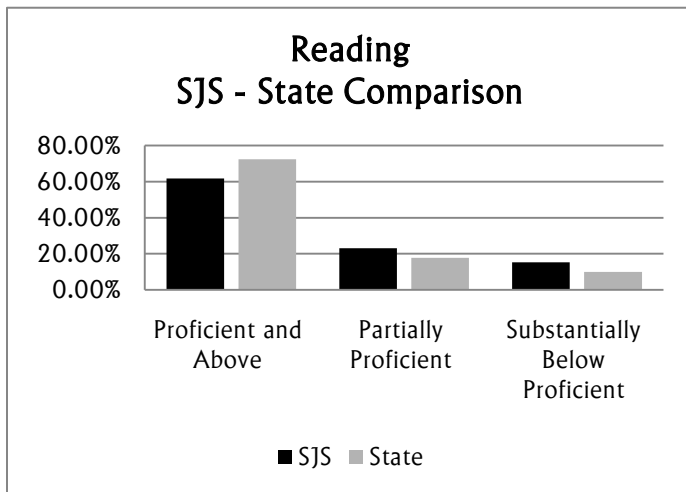


Since the 2006 administration of the Reading NECAPs, the students (not disaggregated into subgroups) in the

Proficiency Level	2006	2007	2008	2009
Proficient and Above	52.00%	50.00%	59.70%	61.80%
Partially Below	27.60%	28.50%	23.40%	23.00%
Substantially Below	20.40%	21.50%	17.00%	15.30%

'proficient and above' categories have increased by 10%. The students in the 'partially and substantially below' proficiency levels have decreased by 10%.

NECAP Reading: State & SJS Comparison 2009

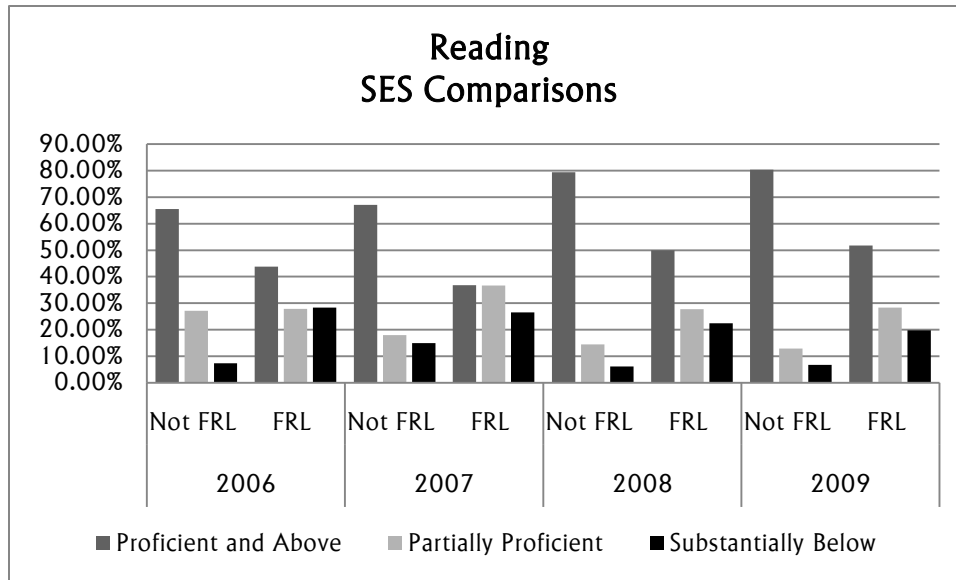


Proficiency Level	St. Johnsbury School	State
Proficient and Above	61.80%	72.30%
Partially Proficient	23.00%	17.70%
Substantially Below Proficient	15.30%	10.00%



NECAP Reading: 2006-2009 SES Comparisons

Free/Reduced Lunch & Non Free/Reduced Lunch



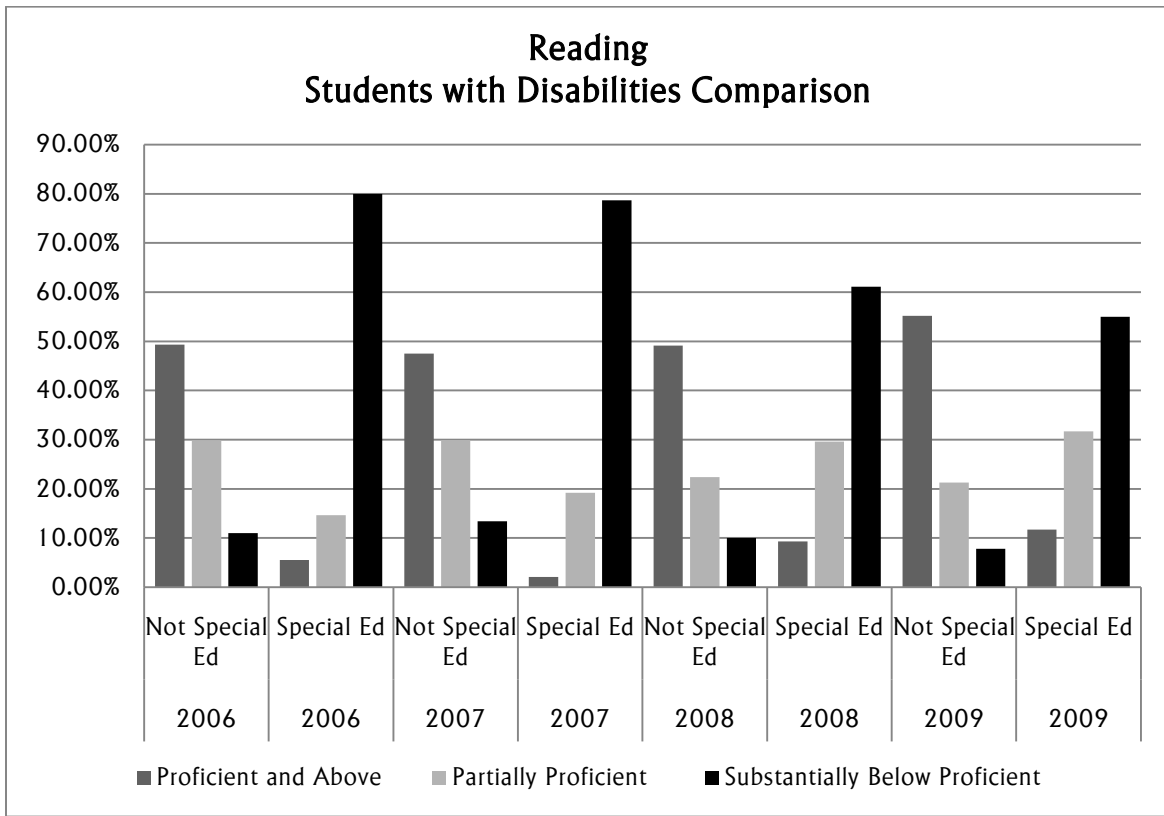
Proficiency Level	2006		2007		2008		2009	
	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Proficient and Above	65.50%	43.80%	67.10%	36.80%	79.40%	49.90%	80.30%	51.80%
Partially Proficient	27.20%	27.90%	18.00%	36.70%	14.50%	27.80%	12.90%	28.30%
Substantially Below	7.30%	28.30%	15.00%	26.50%	6.10%	22.40%	6.80%	19.80%

As this data indicates, there is an achievement gap for students that receive free/reduced lunch and those that do not. Our goal is to close the gap by holding high expectations for all students. Since 2006, the students that receive free/reduced lunch have increased their proficiency level (proficient and above) by 8%. The gap between the Non-Free/Reduced students (80.3% meeting standards) and the Free/Reduced students (51.80% meeting standards) indicates a 28% difference in proficiency.



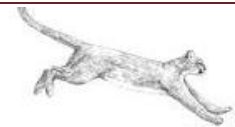
NECAP Reading: 2006-2009

Students with/without Disabilities Comparisons



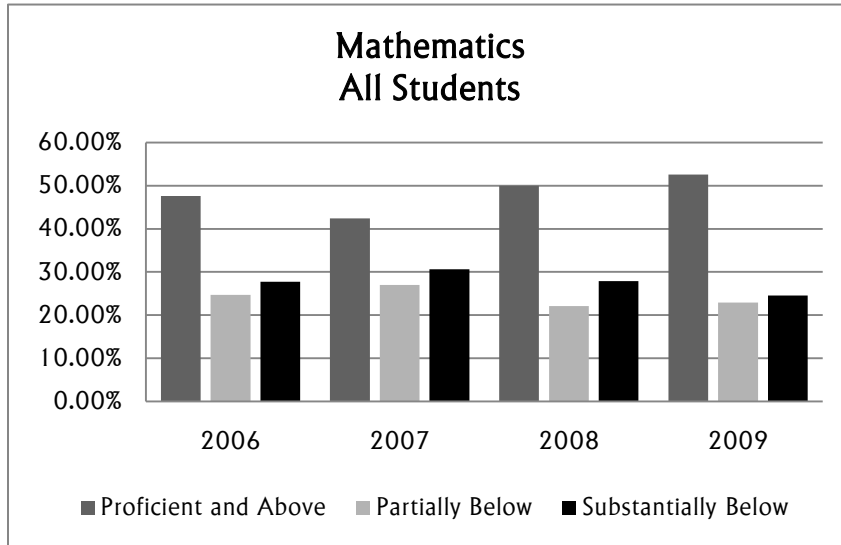
	2006	2006	2007	2007	2008	2008	2009	2009
Proficiency Level	Not Special Ed	Special Ed	Not Special Ed	Special Ed	Not Special Ed	Special Ed	Not Special Ed	Special Ed
Proficient and Above	49.30%	5.50%	47.50%	2.10%	49.10%	9.30%	55.20%	11.70%
Partially Proficient	29.70%	14.60%	29.90%	19.20%	22.40%	29.60%	21.30%	31.70%
Substantially Below Proficient	11.00%	80.00%	13.40%	78.70%	10.00%	61.10%	7.80%	55.00%

The students with disabilities within the 'proficiency or above' categories have increased by 7.2% since 2006. Also, 25% of students have moved out of the substantially below proficiency level into the partially proficient category.



NECAP MATHEMATICS

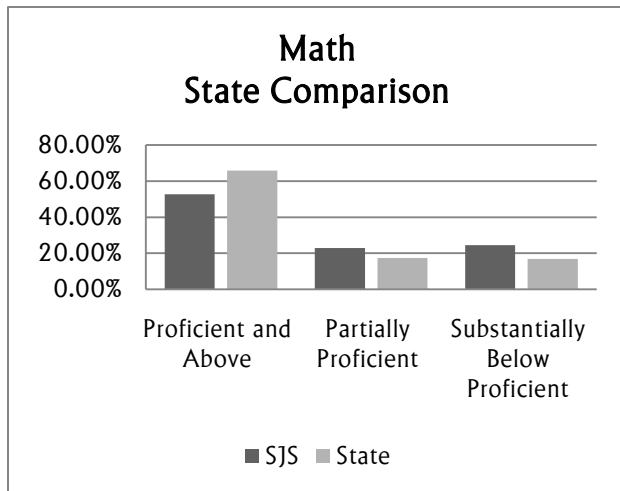
NECAP Mathematics: ALL STUDENTS



Proficiency Level	2006	2007	2008	2009
Proficient and Above	47.60%	42.40%	50%	52.60%
Partially Below	24.70%	27%	22.10%	22.90%
Substantially Below	27.70%	30.60%	27.90%	24.50%

Since the 2006 administration of the Mathematics NECAPs, the students (not disaggregated into subgroups) in the 'proficient and above' categories have increased by 5%. The students in the 'partially and substantially below' proficiency levels have decreased by the same percentage.

NECAP Mathematics: 2009 State and SJS Comparison

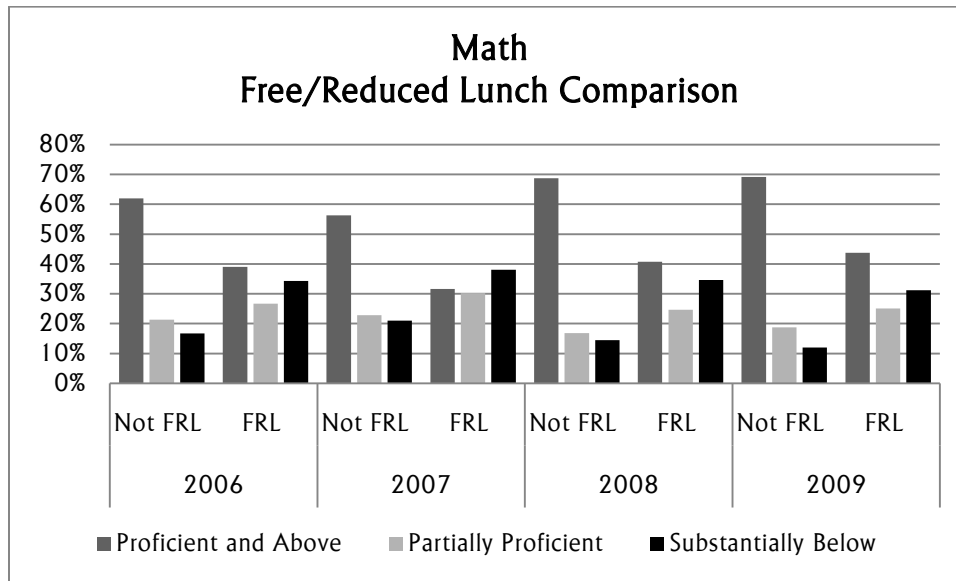


Proficiency Level	SJS	State
Proficient and Above	52.60%	65.90%
Partially Proficient	22.90%	17.40%
Substantially Below Proficient	24.50%	16.80%



NECAP Mathematics: 2006-2009 SES Comparisons

Free/Reduced Lunch & Non Free/Reduced Lunch



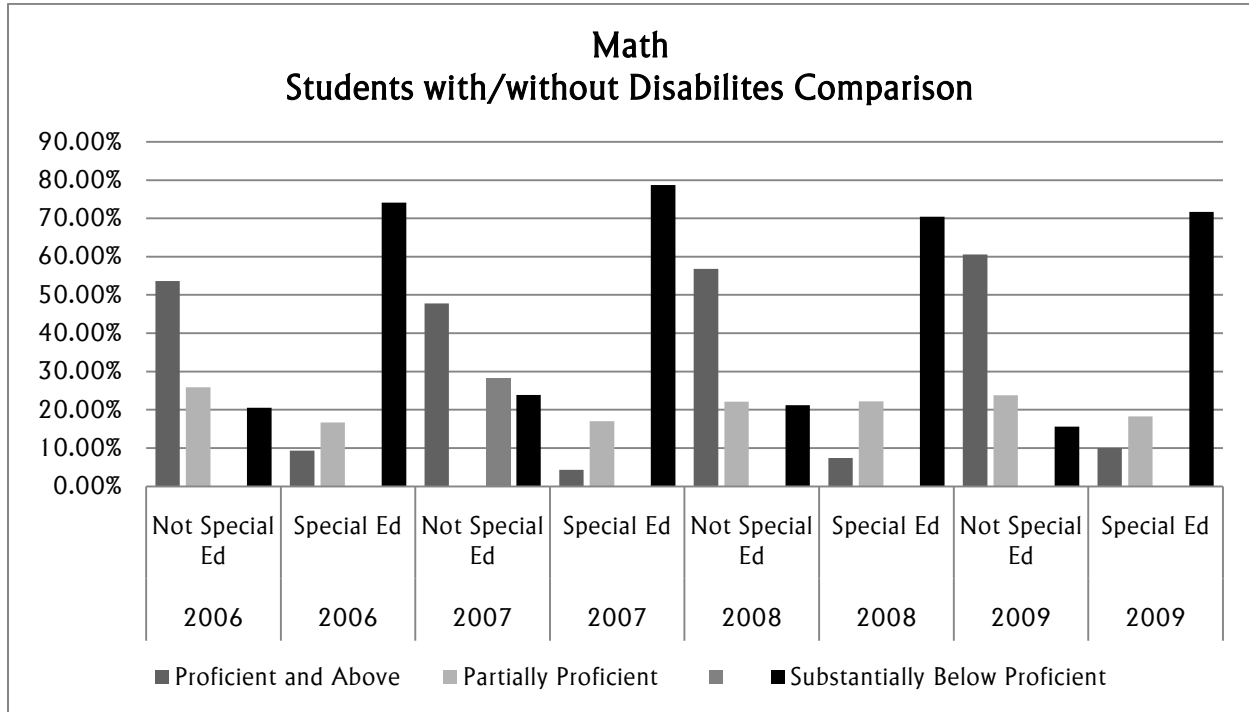
	2006		2007		2008		2009	
Proficiency Level	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL	Not FRL	FRL
Proficient and Above	62%	39%	56.30%	31.60%	68.70%	40.70%	69.20%	43.70%
Partially Proficient	21.30%	26.70%	22.80%	30.20%	16.80%	24.70%	18.80%	25.10%
Substantially Below	16.70%	34.30%	21%	38.10%	14.50%	34.60%	12%	31.20%

As this data indicates, there is an achievement gap for students that receive free/reduced lunch and those that do not. Our goal is to close the gap by holding high expectations for all students. Since 2006, the students that receive free/reduced lunch have increased their proficiency level (proficient and above) by 4.7%. The gap between the Non-Free/Reduced students (69.2% meeting standards) and the Free/Reduced students (43.70% meeting standards) indicates a 25.5% difference in proficiency.



NECAP Mathematics: 2006-2009

Students with/without Disabilities Comparisons



	2006	2006	2007	2007	2008	2008	2009	2009
Proficiency Level	Not Special Ed	Special Ed	Not Special Ed	Special Ed	Not Special Ed	Special Ed	Not Special Ed	Special Ed
Proficient and Above	53.60%	9.30%	47.80%	4.30%	56.80%	7.40%	60.60%	10%
Partially Proficient	25.90%	16.70%	28.40%	17%	22.10%	22.20%	23.80%	18.30%
Substantially Below Proficient	20.50%	74.10%	23.90%	78.70%	21.20%	70.40%	15.60%	71.70%

The students with disabilities within the 'proficiency or above' categories have increased by .70% since 2006. Also, 2.4% students have moved out of the substantially below proficiency level into the partially proficient category.



Mathematics

Consistency of math programs
K-5 and 6-8;
Standards of Practice for
Mathematics Instruction;
Written curriculum that is
aligned with VT GEs;
Address achievement gap and
strategies for students not
making standards.

Language Arts

Written PK-8 LA curriculum
that aligns with VT GEs;
Standards of Practice for
Literacy Instruction;
Address achievement gap and
strategies for students not
making standards.



Middle School Restructuring

7/8 multiage grouping;
Teacher & student teams;
Algebra research study;
Shared science and social
studies content;
Advisories;
Middle school consultation.

Technology

Integrate into all content areas;
Staff uses technology for
internal & external
communication;
Teachers and students connect
with peers using video
conferencing;
School Website resources for
student collaboration &
external communication.

Science

Articulated science curriculum
k-8;
Develop science assessments;
Increase capacity for science
instruction.

Wellness & Climate

Re-establish a common school
philosophy regarding climate
and behavior that will guide
school wide initiatives;
Reestablish school routines that
celebrate accomplishments;
Examine data to evaluate all
positions to determine
effectiveness on an ongoing
basis;
Define needs of student
population through behavioral
data;
Maintain and expand capacity
of programs designed to
encourage a healthy lifestyle.

We would like to invite you to the following School Board meetings that will address the progress we are making toward our Action Planning goals:

March 15, 2010 - State Accountability Reports to the St. Johnsbury School Board:

Progress Toward Commissioner's Required Actions and AYP determination
Progress Monitoring Narratives and Local & State Reporting
PLC Survey Results and S.M.A.R.T goal development

April 5, 2010

The St. Johnsbury School's Mission/Vision Process and Board Adoption
Language Arts & Mathematics Curriculum Development
Teacher Learning Community (TLC) Update

April – May – June 2010

Middle Level Restructuring Progress and Plan for 2010-2011; Progress toward Technology, Science and Wellness & Climate Action steps



The Commissioner's Required Actions & Progress to Date

What are Commissioner's Required Actions? T.16 § 165: "The Commissioner of Education describes, in writing, actions that a district must take in order to meet standards and provide technical assistance to the school."

#1 Implement a Restructuring Plan

A written report of the progress of the plan will be submitted to the Vermont Department of Education in January and July of 2010.

The 4 Significant Changes Addressed in the Restructuring Plan:

Curriculum, Instruction & Assessment Concerning Language Arts and Mathematics

Aligned written curriculum in Math & LA including standards of practice & common assessments;
New 6-8 math curriculum (Connected Math 2);
Implementation of iwalkthrough data system to collect school wide data;

Community outreach;
Supplemental labs and ELO opportunities for all students;
Data driven decisions concerning embedded professional development.

PROGRESS TO DATE: The language arts and mathematics written curriculum have been developed using the Vermont Standards and Grade Level Expectations (GLEs) as a guide to align the concepts and skills both vertically, K-8 and across each grade level. In addition, we are creating units of study using the Backwards Design Model which includes learning outcomes, essential questions, formative, common and summative assessments, and specific learning intentions for all lessons. This ensures a viable curriculum and equitable instruction for all students.

Middle School Model Implementation

Multiage 7/8 teams;
Interdisciplinary and integrated units and planning;
Shared content for science and social studies;
Community council;

Leadership and teaming focus;
Flexible, fluid data-based scheduling for students;
Support of a middle level consultant.

PROGRESS TO DATE: The middle school is structured into 7/8 multiage teams (A&B). Each team has a mathematics, humanities, science and special education teacher. All students participate in small group advisories every day with an adult advisor. The schedule allows for flexible grouping of students, so that specific skills and concepts can be addressed for individual students' needs within each team. Teachers team with their content area partners as well as their team partners. Interdisciplinary units are planned and created together during professional development blocks. The community council is active and they are responsible for school wide initiatives such as daily announcements, monthly assemblies, and school-wide communication. We are afforded the support of a middle level consultant, Otho Thompson, to guide our middle level restructuring efforts.



Upscale of the Keeping Learning on Track Program

Once a month (8 times a year) for ½ day during early release or mornings of full- day in service for all teachers; facilitated by a trained 'KLT' teacher leader.

PROGRESS TO DATE: We are in our 3rd year of full implementation of the 'Keeping Learning on Track' formative assessment program. The monthly TLC meetings focus on the content of formative assessment strategies and associated techniques. Teachers learn new strategies, reflect, and share learning experiences with their TLC members. The process is practiced daily as they implement formative assessment in their classrooms. Strategies include: Sharing Learning Expectations; Questioning; Feedback; Self Assessment and Peer Assessment.

Re-establish a Common School Philosophy Regarding School Climate

A professional developer position will provide embedded support to teachers that link instructional and behavioral strategies.

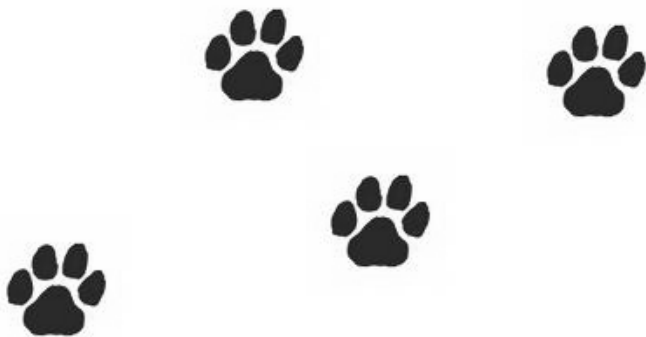
PROGRESS TO DATE: There is support for teachers and students to address behavioral challenges as well as the important link between instructional and behavioral strategies in the classrooms. Specific data is being collected and analyzed to inform intervention strategies.

2 Teacher Learning Communities (TLC) & Professional Learning Communities (PLC)

-Teacher Learning Communities (TLC) each with a trained teacher -leader, will meet monthly during the teacher contracted day to implement the 'Keeping Learning on Track' formative assessment program to focus on KLT content.

-In addition, Professional Learning Communities (PLC) will meet in grade level /house level teams to review and analyze student performance data, share student work, and share teaching strategies with the goal of improving student achievement weekly during professional development blocks.

PROGRESS TO DATE: In addition to the TLCs that are associated with the Keeping Learning on Track program, teachers meet weekly in grade/house level professional learning communities to create units and assessments to inform teaching strategies and identify students that are not meeting standards.



3 Evaluation of Teacher Learning Communities

- All faculty and administration will complete an online survey in September 2009.

PROGRESS TO DATE: All teachers completed the PLC 'Pulse' survey in September 2009. The principal and coordinator of professional development attended a session with the VT DOE to learn how to analyze the survey results and share the information with the SJS professional staff. The survey addressed the following essential areas for successful professional learning communities: Mission, Interdependency, Teaming, Systems of Intervention, Data Based Decision Making, Embedded, Teacher-Driven PD, Principal Leadership Focused on Student Learning, and Shared Leadership. The staff identified three areas that need strengthening, using the PLC survey data. They are: Goal # 1: School Administrators will seek input from teachers on issues related to teaching and learning; Goal # 2 Teachers will help design professional development; Goal # 3 Instructional teams will have collaborative time to improve teaching and learning. Given this, we have developed 3 S.M.A.R.T. (specific, measureable, attainable, realistic, and time-bound) goals to include as Action steps when we revise our School Improvement and Action Plan this spring.

4 Principal Learning Community

Marion Anastasia, the principal, will attend a Principal Learning Community (PLC) made up of other principals in the region on a monthly or bimonthly basis.

PROGRESS TO DATE: The principal has attended all Principal Learning Community meetings with other Vermont principals to receive support from a VT DOE school improvement coordinator. The Associate principal, Bernice Burroughs, will be attending the PLCs along with the principal for the remaining PLCs this year.

5 Aligned Curriculum

- Mathematics and Language Arts curriculum will be written and submitted to the State by June 2010.

PROGRESS TO DATE: The curriculum will be prepared and ready for submission by June 2010. Progress is described in the section addressing the significant restructuring strategies above.

6 Progress Monitoring System

- Mathematics and Language Arts: Track student progress to inform professional development and educational support systems. Separate progress monitoring system for special education: progress toward IEP goals. Grade level teams will collect and analyze data at end of marking periods to identify supports and provide reflective feedback.



PROGRESS TO DATE: Teachers identify students not making standards with common and formative assessments in the classroom. Supports are identified and measured. This process informs professional development focus, identifies specific concepts and skills that are problematic for students, and informs what interventions are necessary. The first progress chart was submitted to the State in January, 2010.

7 Local and State Reports Submitted to the VT Dept. of Education

In February and July of 2010 each grade level teams and special educators will provide written reports and updated data charts. A summary report will be presented to the local school board.

PROGRESS TO DATE: The teachers met to analyze the charts they created for their students (in grade levels) in February 2010. They answered a battery of questions provided by the State to reflect on the progress of the interventions they are giving students and the professional development they are receiving. Narratives were submitted to the State in February 2010. A separate narrative was created for reflection on the Special Education charts as well. Both Special Education and Regular Education teachers provided input to both charts.

Additional Supports for Students

Academic supports have been built into the master schedule so that all students have an opportunity to receive additional instructional support in an identified area of need/strength. All grades have an ELO (extended learning opportunity) block available daily designed to provide specific skill-based instruction. There are also grade level 'labs' offered at this time for numeracy and literacy support that occur on a 4-6 week rotation.

Educational Support Teams

Within each school district's comprehensive system of educational services, Title 16 of the Vermont Statutes requires each public school to develop and maintain an educational support system (ESS) for children who require additional assistance in order to succeed in the general education environment. Support includes prevention, intervention, and pre-school services. The educational support system is required to include an educational support team (EST) and a range of support and remedial services, including instructional and behavioral interventions and accommodations. Act 117 requires each school board to assign responsibility for developing and maintaining the ESS to the superintendent or principal. The EST meetings for grades PK – 4 are scheduled every Monday, 3:00- 5:00; and the meetings for grades 5-8 are scheduled every Tuesday, 3:00- 5:00. If you would like to refer your child to an EST, please contact your child's teacher.

Early Education Support and Programs

The SJS offers 4 sessions (1/2 days – 5 days a week) of Pre-Kindergarten to our community's 4 and 5 year old children. The program follows the Vermont Early Learning Standards which guides the development and learning of children. Also, the SJS partners with the Lincoln Center prekindergarten for an additional session.



Language Arts Instruction: Standards of Practice

The components of a balanced literacy block:

Early Literacy: Guided reading and writing; Independent reading and writing; Word work/phonological & phonemic awareness.

Intermediate and Middle School: Readers' and Writers' workshops- Guided reading and writing; Independent reading and writing; Word study vocabulary/spelling/grammar instruction.

What is Guided Reading?

Guided Reading is designed for small group instruction to help students with similar reading abilities/needs.

What is the purpose of guided reading?

Learn how to process a variety of increasingly challenging texts with understanding and fluency;
Enable students to develop and use strategies on the run;
Allows for flexible groupings and changes based on assessment;
Allows for additional practice with teacher's guidance.

What does guided reading look like?

Students are using leveled texts;
Teachers guiding the reading using explicit teaching;
Students practicing focused skills;
Teacher sitting with and facilitating a small group.

What materials may be used during guided reading?

Multiple copies of leveled texts;
Whiteboards;
Sticky notes;
Magnetic Letters;
Anecdotal Record Sheets;
Running Record Recording Sheets;
Journals/Reader's Notebook/Learning Log.

How often does guided reading occur?

Daily, not necessarily with all students;
15-30 minutes per group (based on need).

Assessment Opportunities should provide evidence that students can independently use the skill or strategy that was explicitly taught.

What is Independent Reading?

Independent Reading involves individual students reading a text usually of their own choosing. Over time students read and respond to a variety of text independently. Unlike "free reading" or "sustained silent reading" independent reading is framed by instruction.

What is the purpose of independent reading?

Students apply strategies taught during guided reading, shared reading and teacher read aloud;
Students become confident, motivated and enthusiastic about their ability to read and to gain knowledge;
Teachers use this as an opportunity to assess the reading progress.



What does independent reading look like?

Students read quietly in a comfortable place;
 Teachers provide mini-lessons, guide text selection, confer with individual students, and facilitate a shared discussion to extend students' understanding and enjoyment;
 Teachers circulate having instructional conversations with individual readers and provide feedback;
 Reading is usually followed by a form of sharing and evaluation (oral or written).

How often does independent reading occur?

Daily, across settings, including content area materials.

What materials may be used during independent reading?

A variety of genres and leveled texts;
 Notebooks;
 Sticky notes;
 Recording sheet for anecdotal notes;
 Timer.

Assessment Opportunities should provide evidence that students can independently use the skill or strategy that was explicitly taught.

What is a read aloud?

During a read aloud the teacher selects and reads grade appropriate books or other texts to the students.

What is the purpose of a read aloud?

For enjoyment and/or motivation;
 To build background knowledge (schema) and commonality;
 To model fluent reading;
 To model thinking strategies;
 To expose students to a variety of sentence structures (syntax) and new vocabulary;
 Expose students to a variety of genres.

What does a read aloud look like?

Students gathered as a group;
 Teacher holds the text while reading to the group;
 Teacher establishes a purpose for reading;
 Interactive.

How often does independent reading occur?

At least daily.

What materials may be used during independent reading?

A variety of genres and books by a variety of authors/illustrators.

Assessment Opportunities should provide evidence that the students can integrate the modeled strategies independently.

What is Shared Reading?

Shared reading is a purposeful, interactive experience where the students join in reading a text while guided by a teacher or other experienced reader.

What is the purpose of shared reading?

Student interactivity is the distinguishing feature of shared reading versus just reading the text aloud;
 Teacher models the reading process and strategies used by readers.



What does shared reading look like?

The teacher initially reads the text to students;
The teacher is the primary reader and children follow along by reading aloud together with enlarged text displayed on chart paper, a "big book," Smartboard, or an overhead projector.

How often does shared reading occur?

Frequently, across settings, including content area materials.

When could you use a shared read?

To model a skill or strategy using a mentor text so that students can apply to their leveled texts;
Introduce text (share theme, examine title, cover, illustrations, etc. make predictions);

Excite student's imagination and relate prior experience to text;

Discuss personal responses to the book;
Identify vocabulary, ideas and facts, discuss author's craft, skill, and viewpoint;
Model fluent reading;
Discuss colorful phrases or words.

What materials may be used during a shared read?

Big book;
Anchor chart;
Multiple copies of text;
Transparency/smart notebook file;
Highlighters;
Sticky notes.

Assessment Opportunities should provide evidence that students can independently use the skill or strategy that was explicitly taught.

What are additional small group reading opportunities?

Small group reading opportunities may take a variety of forms. Its intent is to meet the specific needs of students.

What is the purpose of additional small group reading opportunities?

Allows for peer to peer discussion;
Encourages a love of reading and risk taking;
Students learning to interpret and analyze text;
Empowers students to take control of their own learning;
Emphasizes student accountability.

What do additional small group reading opportunities look like?

Literature Circles, Book Clubs, Discussion Groups (see additional resources);
Teacher is listening in to student discussions.

How often do additional small group reading opportunities occur?

Daily, not necessarily with all students;
15-30 minutes per group (based on need).

What materials may be used during additional small group reading opportunities?

Multiple copies of leveled texts;
Sticky notes;
Anecdotal Record Sheets;
Journals/Reader's Notebook/Learning Log.

Assessment Opportunities should provide evidence that students can independently use the skill or strategy that was explicitly taught.



Mathematics Instruction – The standards of practice for Mathematics are currently being created.

The district uses standards based mathematical programs, with an emphasis on Number Sense, Geometry, and Algebra.

Early Mathematics

PreK–Growing with Mathematics

Intermediate Mathematics

Grades K-5– Investigations

Middle School

Grades 6,7& 8 Connected Math Program 2

Science and Social Studies Instruction

During the 2009-2010 school year, we will begin to following a similar process for identifying power standards and GE's for creating the science and social studies curriculum. Integration of science and social studies within the language arts and mathematics units are underway as we are creating multidisciplinary units of study.

The St. Johnsbury School Mission & Vision Process for Revision

We are currently revising our school mission and vision for anticipated school board adoption this spring. To date, the staff has created the following statements using data from a focus forum:

- #1. A successful SJS student has a positive disposition, considers themselves as learners and feels a sense of community. Staff at the SJS feels that it is important for all children to have their basic needs met in order for them to learn.
- #2. Learning is regarded as the most significant in our mission and vision. It is essential to hold all learners accountable and to have high expectations for every student. All students and staff strive to be respectful of each other in order to build community and feel safe.
- # 3. The staff at the SJS identified embedded professional development; beliefs about how students learn; the content and process (TLCs & KLT) of formative assessment; and the supports provided for struggling students as the professional practices that lend themselves to support the mission and vision. Community building, behavioral systems and responsive classroom have a positive impact on implementing the mission and vision of our school.

We look forward to your feedback and input as we continue with this work!