



Union Memorial School

SCHOOL REPORT CARD

March 24, 2009

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Enrollment

| | |
|-----------------------------|---------------------|
| Kindergarten (4 sections): | 68 students |
| First Grade (3 sections): | 52 students |
| Second Grade (4 sections): | 79 students |
| Total Enrollment K-2 | 199 students |

TUITION RATES

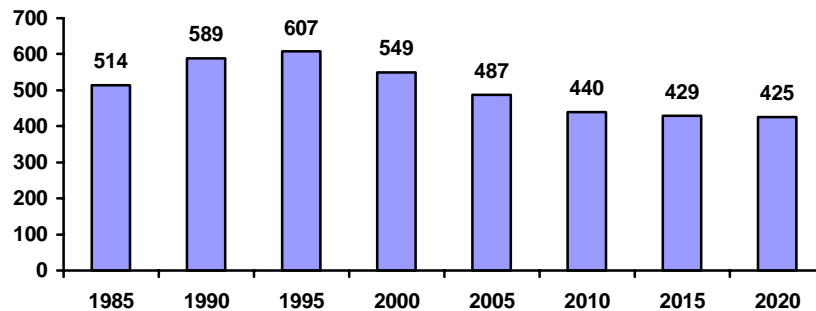
Grades K-6 – \$9,500
Grades 7-8 – \$9,800
Grades 9-12 – \$10,200

Average Class Size

| YEAR | K | GRADE 1 | GRADE 2 |
|-----------|------|---------|---------|
| 2003-2004 | 18.3 | 20.5 | 18.3 |
| 2004-2005 | 16.8 | 19.3 | 19.5 |
| 2005-2006 | 17.8 | 17.8 | 17.5 |
| 2006-2007 | 18.3 | 19.0 | 16.0 |
| 2007-2008 | 13.5 | 20.0 | 17.5 |
| 2008-2009 | 17.0 | 17.3 | 19.8 |

State Average K-6: 16.6
National Average K-6: 18.6
NEA Recommends: 15
VT Quality Standards Recommend: fewer than 20
Federal Government Recommends: fewer than 20

K-2 Enrollment – History and Projection



Demographics

29 students (14.6%) are eligible for and receive Special Education services.

62 students (31.2%) receive free or reduced lunch.

10 students (5.0%) speak a primary language that is not English.

There are 6 languages (Bosnian, Somali, Chinese, Ewe, Twi and Vietnamese) other than English which students speak as a primary language.

Attendance

Average Daily Attendance 2003-2004: 96%

Average Daily Attendance 2004-2005: 94%

Average Daily Attendance 2005-2006: 94%

Average Daily Attendance 2006-2007: 95%

Average Daily Attendance 2007-2008: 94%

Average Daily Attendance 2008-2009: 93% (as of January 31, 2009)

Health Information

The following information refers to data as of January 31 for each school year:

| <u>07-08</u> | <u>08-09</u> | |
|---------------------|---------------------|---|
| 15 | 23 | number of students requiring prescription medications at school |
| 45 | 37 | number of students with chronic health conditions |
| 160 | 131 | number of students initially screened for hearing and vision |
| 24 | 11 | number of students requiring a second screening for hearing and/or vision |
| 13 | 6 | number of students referred for further evaluation of hearing and/or vision |
| 5 | 7 | number of Child Protection Team (CPT) meetings held |

Student Discipline

The following information refers to data as of January 31 for each school year:

| <u>07-08</u> | <u>08-09</u> | |
|---------------------|---------------------|--|
| 12 | 12 | number of bus incidents |
| 7 | 6 | number of incidents of students showing disrespect |
| 3 | 0 | number of incidents of students fighting |
| 24 | 18 | number of incidents of physical aggression (e.g. pushing, hitting and tripping) |
| 9 | 4 | number of incidents of students using obscene or profane language |
| 7 | 10 | number of incidents of students disrupting class (e.g. calling out repeatedly or being unsafe) |

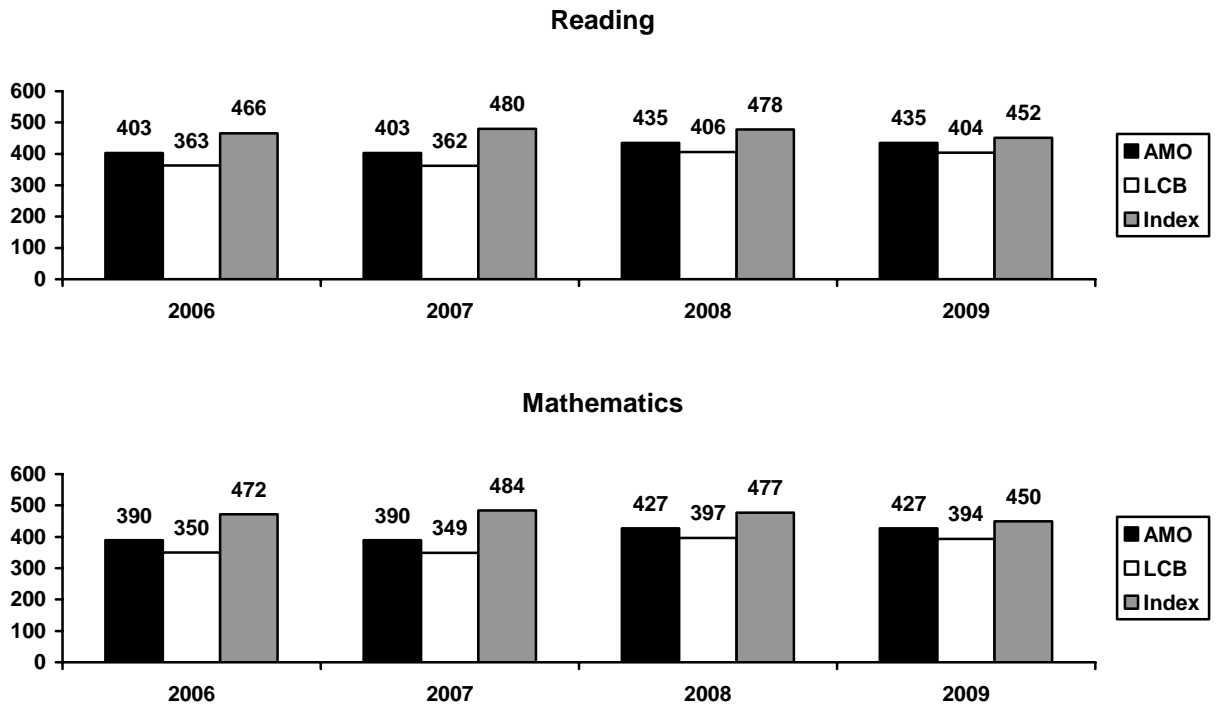
Vermont School Quality Standards

Act 68 established minimum quality standards for Vermont schools. Here is a sample of some of the standards and how we fair:

- ❖ Classes in grades K-3, when taken together, shall average fewer than 20 students per teacher. (*Our average class size is 18.1 students.*)
- ❖ Schools with 10 or more full-time equivalent teachers shall employ a full-time licensed principal. (*We have a full-time licensed principal for a professional staff of 11.0 full-time equivalent teachers.*)
- ❖ Schools with over 300 students shall have at least one full-time library-media specialist. (*We have a full-time library-media specialist for 199 students.*)
- ❖ At the elementary level there shall be no more than 400 students per school counselor. (*We have a full-time counselor for 199 students.*)
- ❖ There shall be no more than 500 students per school nurse. (*We have a full-time Registered Nurse for 199 students.*)
- ❖ Each elementary school shall provide students with programs at least twice weekly, or the equivalent thereof, in both the arts and physical education. (*Students at UMS participate in physical education twice a week, art once a week and music once a week.*)
- ❖ Each school offering education in grades K-8 shall provide at minimum the equivalent of daily instruction in English/Language Arts, mathematics, science, history and social studies. (*Although most of our science, history and social studies curricula is imbedded in English/Language Arts, we do provide daily instruction in these areas.*)

No Child Left Behind (NCLB) Accountability Scores

The reauthorization of the Elementary and Secondary Education Act of 1965, better known as the No Child Left Behind Act, has many provisions. One requires that states have challenging academic content and achievement standards for all students in at least reading and mathematics. The states are also required to measure student achievement annually and determine whether or not a school is making “Adequate Yearly Progress.” Union Memorial School has exceeded our Annual Measurable Objective in each of the years since the law was enacted in both reading and mathematics.



AMO (Annual Measurable Objective): This is the target that the school is expected to meet.

LCB (Lower Confidence Boundary): This is the lowest a school’s index can be and still meet Adequate Yearly Progress.

Index: This is the actual level achieved. The Index includes UMS student results for the prior two years.

No Child Left Behind (NCLB) Timeline of Key Events

| | |
|---------------------|--|
| January 8, 2002 | The No Child Left Behind act is signed into law. |
| 2003-04 School Year | Schools must provide parents with an annual report card. |
| 2004-05 School Year | The federal government will establish a “What Works” data base for effective practices. |
| 2005-06 School Year | States must provide annual assessments in reading and math in each grade, three through eight, and at least once in the grade span ten through twelve. |
| 2007-08 School Year | All teachers must meet the “highly qualified” requirements of their state. States must provide annual science assessments at least once in each grade span: three through five, six through nine and ten through twelve. |
| January 8, 2014 | Full achievement of state proficient level of academic achievement must be reached by all students, twelve years from the date of enactment of No Child Left Behind. |

Professional Staff Experience

There are many factors that attribute to a quality staff. Four such factors are longevity, the percentage of teachers who hold a masters degree, the percentage that hold a Level II license and the percentage that are highly qualified.

| | Mean Years Teaching | % w/Masters Degree | % w/Level II License | % Highly Qualified |
|-------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
| Classroom Teachers (11) | 13.4 | 55 | 100 | 100 |
| SPED (3) | 14.0 | 68 | 100 | 100 |
| Specialists (4) | 23.5 | 75 | 100 | 100 |
| Reading (2) | 7.0 | 50 | 100 | 100 |
| Guidance (1) | 16.0 | 100 | 100 | 100 |
| TOTAL STAFF (20) | 15.5 | 60 | 100 | 100 |

Reading Instruction

T.16 § 2903 (c) of the Vermont Statutes states:

A public school which offers instruction in grades one, two or three shall provide highly effective, research-based reading instruction to all students. In addition, for any student whose reading performance falls below the level expected in order to achieve third grade reading proficiency, as defined under subdivision 164(9) of this title, the school shall work to improve the student's reading skills by providing additional research-based reading instruction to the student, and by providing support and information to parents and other family members.

Union Memorial School provides highly effective, research-based reading instruction as defined by the National Reading Panel's publication *Put Reading First: The Research Building Blocks for Teaching Children to Read*. The research indicates reading instruction at this level needs to focus on these five components:

- ✓ **Phonemic awareness** – the ability to notice, think about and work with the individual sounds in spoken word
- ✓ **Phonics instruction** – teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language
- ✓ **Fluency** – the ability to read a text accurately and quickly
- ✓ **Vocabulary** – refers to the words we must know to communicate effectively
- ✓ **Comprehension** – understanding what is being read

Reading Support

We also provide the following supplemental support for those students who fall below the benchmarks for success we've established:

Title I – for students who are slightly below the expected level of performance

Reading Specialist – for students who struggle with reading, but do not qualify for Special Education services

Special Education – for students who meet eligibility through the federally established guidelines

English Language Learners – for students for whom English is not their primary language

Speech Articulation – for students who struggle with proper articulation of the English language

Community Support

The Colchester community offers the following support agencies for children and families:

ACE After School Program – a weekly after school daycare program for students in grades K-5
Carolyn’s Red Balloon – daycare center
Colchester Family Health Center – family health care
Dynamite Daycare – daycare center
Early Years Development Center – daycare center
Expectations – a childbirth education business
Field of Dreams – daycare center
Fletcher Allen Health Care – an acute care hospital
Healthy Work Systems – family counseling
Little Feats – daycare center
Little Tots – daycare center
R.E.A.C.H. – counseling

Action Plan Highlights

The Vermont School Quality Standards require an action plan be developed and implemented in each public school. The plan shall be designed to improve the performance of all students enrolled in the school. Here are some of the highlights of our action plan:

1. Continue the Emergent Reader Program in kindergarten and first grade
2. Create and implement a process to analyze and interpret assessment results to drive curriculum and instruction
3. Engage in professional development that focuses on:
 - a. implementing the Writer’s Workshop
 - b. the Writing Workshop components of student conferencing and mini-lessons
 - c. creating a curriculum map for writing that includes portfolio pieces
 - d. creating a rubric for writing that includes student benchmark pieces by grade level
4. Incorporate nonfiction reading and writing into science and social studies topics
5. Establish a unified, underlying philosophy about problem solving in mathematics
6. Engage in professional development that embeds problem solving into the *Everyday Math* program
7. Develop, implement and evaluate a K-2 math problem solving process that integrates the *Everyday Math* language and activities with the Colchester math portfolio assessment
8. Create a survey for staff and parents that focuses on climate (as per the Colchester District Vision)
9. Share and interpret the results of the climate survey and implement action steps as needed at each building

(NOTE: The complete action plan can be found on our school website www.csdvt.org/ums.)

New England Common Assessment Program (NECAP) Results

The New England Common Assessment Program (NECAP) tests are administered in New Hampshire, Rhode Island and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB).

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLEs) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved the problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

The numbers below indicate the percentage of students who are proficient or proficient with distinction for Union Memorial School (UMS), the Colchester School District (District) and State of Vermont (State) on the Beginning of Grade 3 Tests in reading and mathematics. (NOTE: Beginning of Grade 3 Tests assess second grade expectations.)

