



CSD K-2 SCHOOL REPORT

October 18, 2016

Porters Point School: Carolyn Millham, Principal

Union Memorial School: Chris Antonicci, Principal

PPS Enrollment

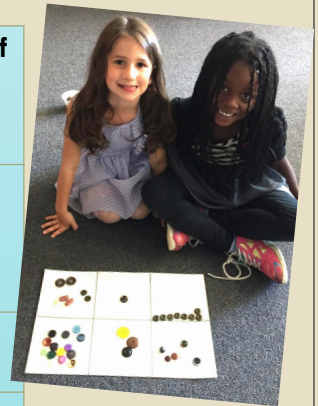
Grade Level	Students	Classrooms	Average class size
Kindergarten	76 students	4 classrooms	19
Grade 1	81 students	4 classrooms	20
Grade 2	76 students	4 classrooms	19
Total	233 students	12 classrooms	

Average daily attendance:
above 96% for the past three years



PPS Demographics

Demographic	Number of students in each demographic	Percentage of total student population
Students receiving Special Education instruction/504 accommodations	37	16%
Students qualifying for subsidized meals	72	31%
English Language Learners	6	3%



UMS Enrollment

Grade Level	Students	Classrooms	Average class size
Kindergarten	83 students	4 classrooms	20.8
Grade 1	88 students	4 classrooms	22.0
Grade 2	82 students	4 classrooms	20.5
Total	253 students	12 classrooms	

Average daily attendance:
above 96% for the past three years



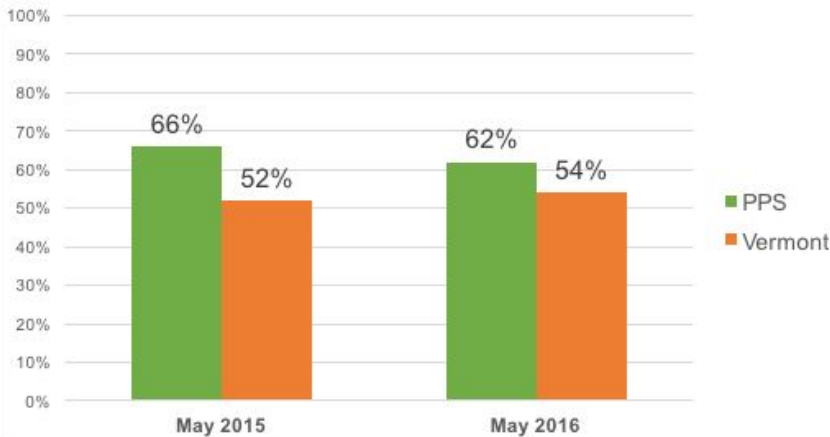
UMS Demographics

Demographic	Number of students in each demographic	Percentage of total student population
Students receiving Special Education instruction/504 accommodations	21	13%
Students qualifying for subsidized meals	102	40%
English Language Learners	14	6%

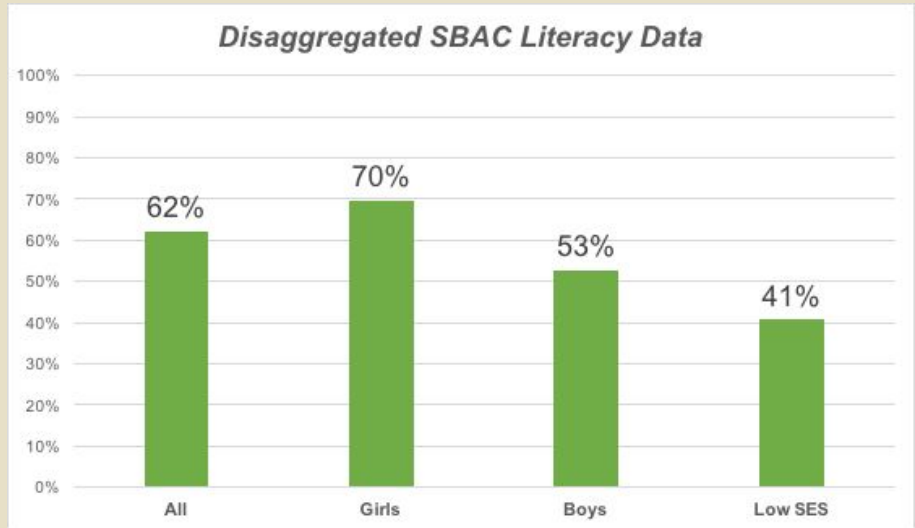
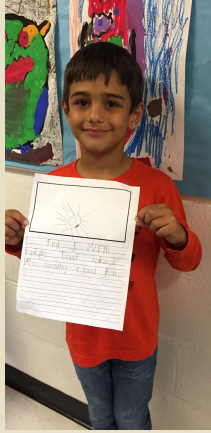


PPS SBAC Scores: English Language Arts

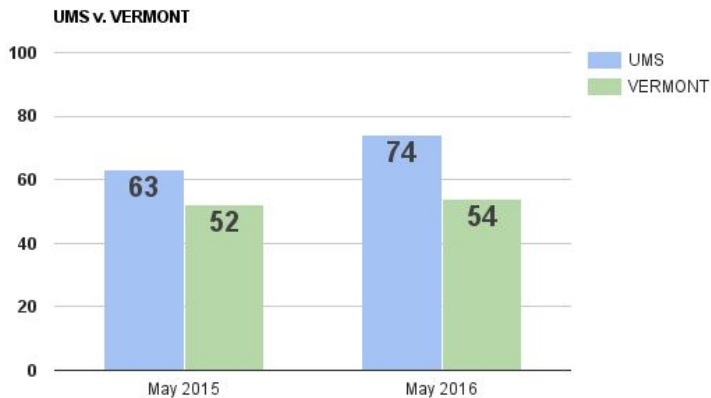
**SBAC Score Comparison:
PPS and Vermont - Literacy**



PPS SBAC Scores: English Language Arts



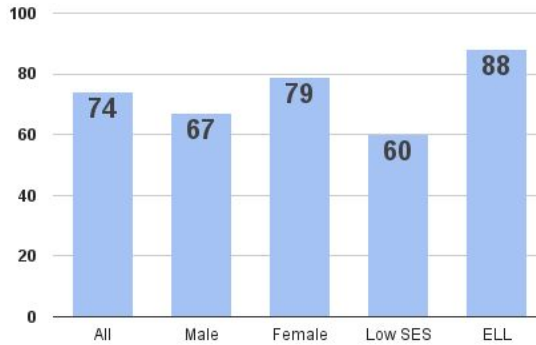
UMS SBAC SCORES: *English-Language Arts*



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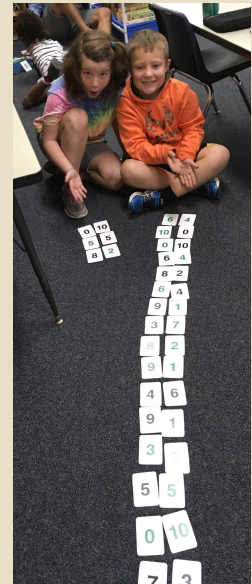
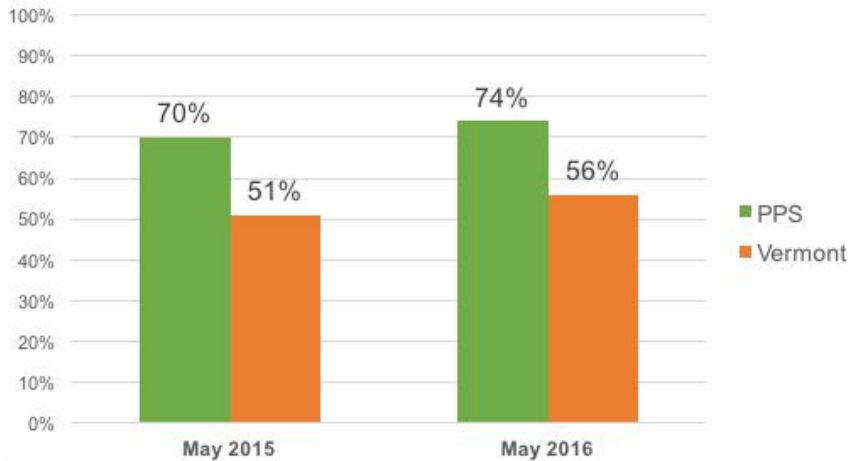


DISAGGREGATED RESULTS

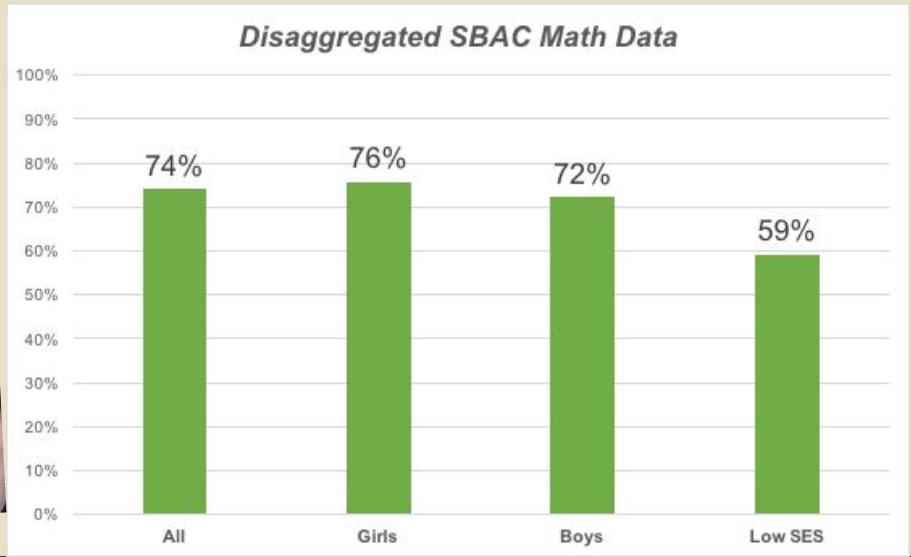


PPS SBAC Scores: Math

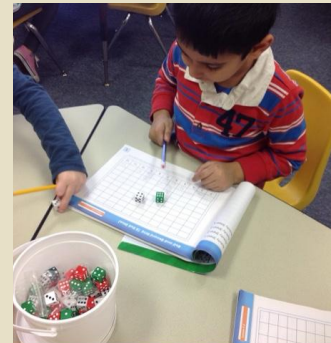
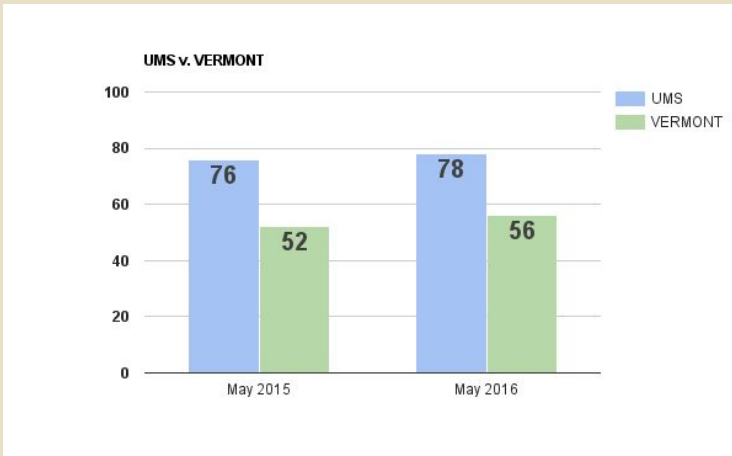
SBAC Score Comparison:
PPS and Vermont - Math



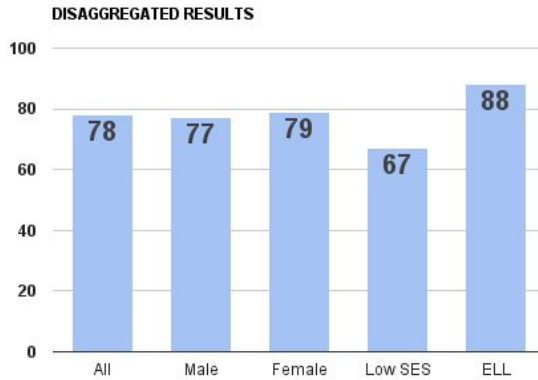
PPS SBAC Scores: Math



UMS SBAC SCORES: *Mathematics*

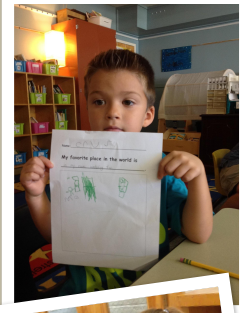


UMS SBAC SCORES: *Mathematics*



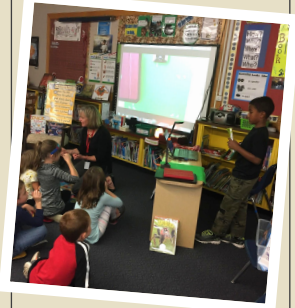
PPS 2016 PBIS Staff Self-Assessment Survey

PBIS Components at PPS	Fully in place	Partially in place
School expectations are clearly stated	88%	12%
Expected behaviors are recognized and celebrated	88%	12%
Expected behaviors in all settings is taught directly	100%	0%
Data is used regularly by school teams for active decision-making	71%	29%
Emergency procedures in place to address dangerous situations	92%	8%



PPS 2016 PBIS Staff Self-Assessment Survey: Areas for Growth

PBIS Components at PPS	Fully in place	Partially in place
Calibration on what is an office vs. classroom managed problem	50%	46%
Booster training for students is conducted based on data	43%	38%
Regular trainings for staff to develop & improve active supervision skills	40%	40%
School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies	23%	48%



UMS CLIMATE SURVEY RESULTS:

Parents

Feel Welcome	98%
Child Enjoys Going to School	99%
Communication is Adequate	96%
Feel Their Child is Safe at UMS	99%
Feel They Receive a Timely Response	98%
Would Recommend UMS to Other Parents	99%

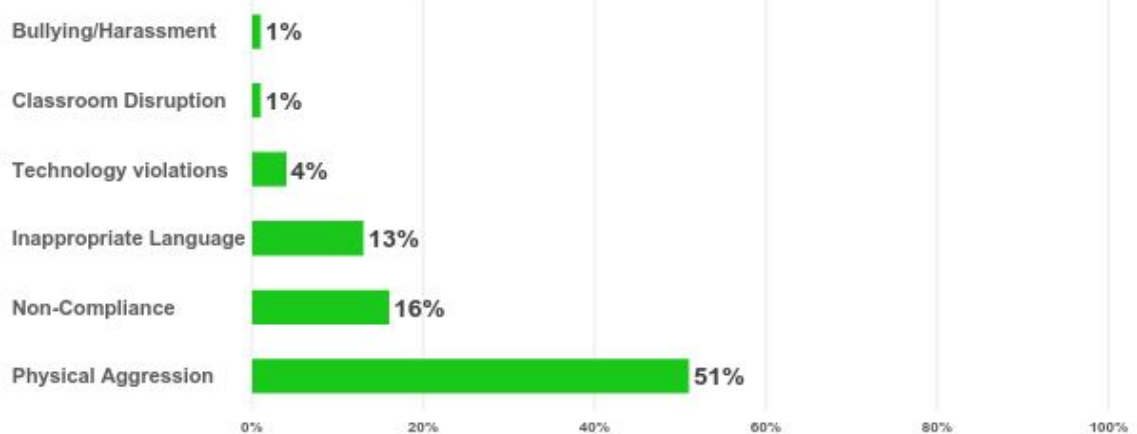
UMS CLIMATE SURVEY RESULTS:

Students

Feel UMS Safe	99%
Feel the Playground is Safe	95%
Feel the Bus is Safe	92%
Have Friends at UMS	99%
Know the School Rules	99%
Have an Adult They Can Talk to if Needed	99%

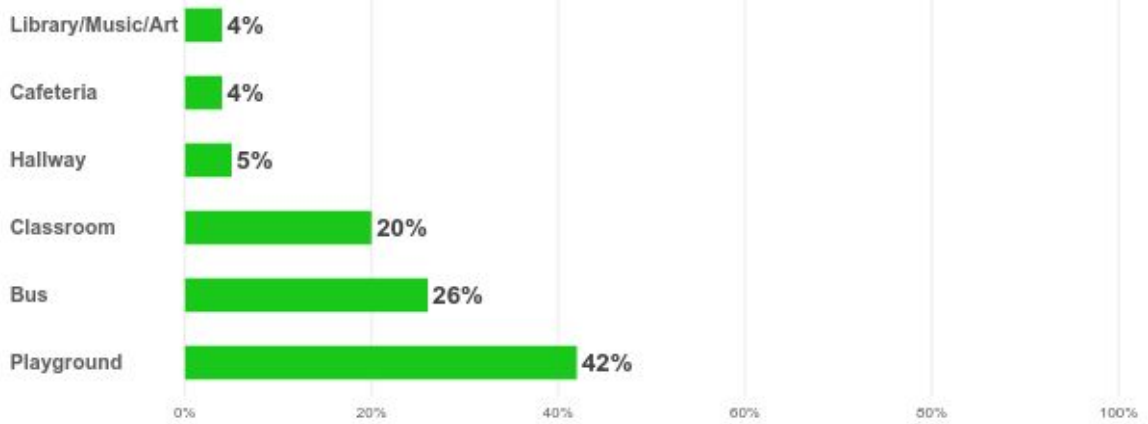
PPS Student Behavior

Office Referrals by Behavior Type, 2015-16



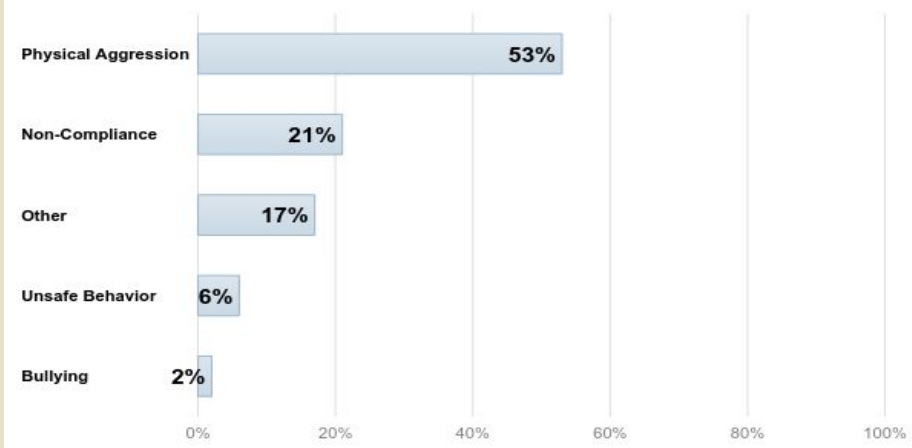
PPS Student Behavior

Office Referrals by Location, 2015-16

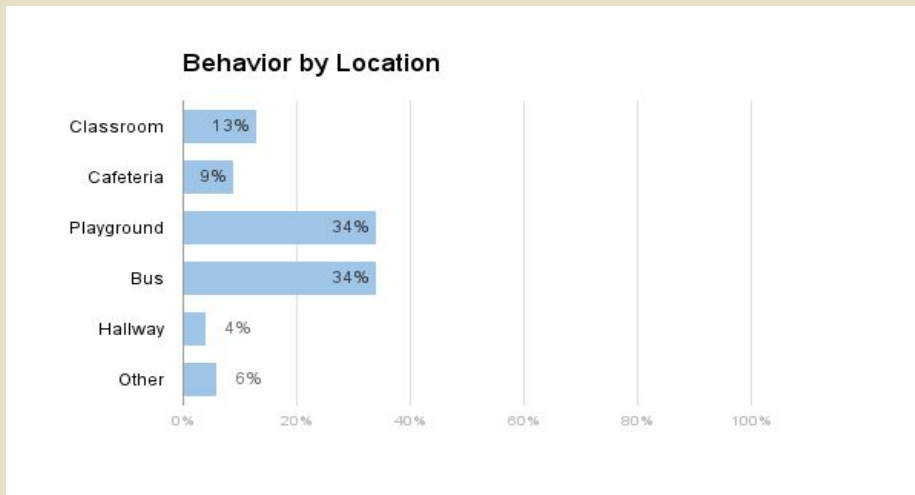


UMS Student Behavior

Behavior by Type



UMS Student Behavior



Action Plan Highlights

- Increase amount of rigor in instruction
- Pilot the *ReadWorks* reading comprehension program
- Mathematical understanding through conversations
- Understand and incorporate the SAMR Model of technology
 - **Substitution:** technology acts as a direct tool with no functional change
 - **Augmentation:** technology acts as a direct tool substitute with functional improvements
 - **Modification:** technology allows significant task redesign
 - **Redefinition:** technology allows creation of new task, previously inconceivable