

**SUMMIT STREET SCHOOL
ANNUAL SCHOOL REPORT
2009-2010**

**CHITTENDEN CENTRAL SUPERVISORY UNION
ESSEX JUNCTION SCHOOL DISTRICT**

Demographics - Summit

Demographic	Number =N	Percentage (%)
Student Enrollment	223	100%
Female Students	104	47%
Male Students	118	53%
Students not listed as Caucasian	42	19%
Free/Reduced Lunch Students	49	22%
English Language Learners	8	4%

Student Services	Number = N	Percentage
Special Education (IEP Services)	13	6%
Speech/Language IEP Services	8	4%
EST Plans	19	9%
Section 504 Plans	5	2%

New England Common Assessment Program

- The New England Common Assessment Program (NECAP) is administered in October of each school year.
- The NECAP was developed with other New England states to meet the state assessment requirement of the No Child Left Behind Act (NCLB).
- Students in Grades 3-8 and 11 are assessed in reading and math each year.
- The Vermont Framework of Standards and Learning Opportunities is used to help design the NECAP.
- Results were released and publicly reported in February 2010 and analyzed by educators in the district during February and March.

New England Common Assessment Program

Reading

- Word ID & Vocabulary
- Types of Text: Literary
- Types of Text: Informational
- Level of Comprehension: Initial Understanding
- Level of Comprehension: Analysis & Interpretation

Mathematics

- Numbers & Operations
- Geometry & Measurement
- Functions & Algebra
- Data, Statistics, & Probability

New England Common Assessment Program

Teaching Year Reports

Data listed in reports reflects the performance results from the students that were enrolled in the school during the 2008-2009. Teaching year reports are used to set our Achievement Goals, determine adequate yearly progress (AYP), and report the student achievement levels to school personnel for analysis for the students that were taught in our district.

New England Common Assessment Program

Testing Year Reports

Data listed in reports reflects the results from the students that were enrolled in the school during October 2009. Testing year reports reflect the student achievement levels for the students that were tested in the district. Not all of those student attended our schools during the previous year of instruction.

New England Common Assessment Program

Students scores are based upon achievement levels:

1 – Substantially Below Proficient

2 – Partially Proficient

3 – Proficient

4 – Proficient with Distinction

The PERCENT PROFICIENT is percent of students proficient plus the percent of students proficient with distinction.

How do Summit Current 3rd Grade Learners Perform?

<i>Reading</i>	<i>2007</i>	<i>2008</i>	<i>2009 (Current)</i>
<i>ALL</i>	80%	81%	90%
<i>FRL</i>	62%	48%	50%
<i>IEP</i>	++	++	++

<i>Math</i>	<i>2007</i>	<i>2008</i>	<i>2009 (Current)</i>
<i>ALL</i>	80%	80%	90%
<i>FRL</i>	62%	45%	63%
<i>IEP</i>	++	++	++

How do Summit Learners Perform as 4th Graders?

<i>Reading</i>	<i>2007</i>	<i>2008</i>	<i>2009 (Current)</i>
<i>ALL</i>	83%	76%	80%

<i>Math</i>	<i>2007</i>	<i>2008</i>	<i>2009 (Current)</i>
<i>ALL</i>	77%	77%	84%

What performance targets have we set to improve student performance at Summit Street School?

- Aggregate student achievement averages (end of second grade and end of third grade scores) will remain or exceed 90 % as measured by the Fall 2011 New England Common Assessment Program.
- Disaggregated FRL student achievement averages will increase from 50% in reading to 55%; and increase from 63% in math to 68% as measured by the Fall 2011 New England Common Assessment Program.

What steps are we taking at Summit to improve student performance?

- Profiling each students' learning style, interests, demographic and academic data to establish progress base line, implement differentiated instruction and monitor progress.
- Design continuum of learning (curriculum map) across grade levels; tracking student progress toward established standards as measured by progress indicators.
- Implement analysis system to monitor progress of FRL and IEP students, providing strategic interventions, regular ongoing monitoring while prioritizing scheduled times for additional strategic instruction within/beyond school day in addition to engaging students/parents in support system and tracking.

Steps at Summit (Continued)

- ① Implement student support services' model by assigning learning specialists to co-teach and implement interventions within four classrooms; thereby, increasing professional support while building capacity in reading/math instruction and behavior management.
- ② Extend Responsive Classroom approach to ensure safe, healthy, student-centered learning by incorporating taking a break, logical consequences, buddy system, and academic choice.
- ③ Integrate differentiated technology learning opportunities for students who nearly meet or just meet benchmarks so that progress is tracked/ensured as measured and documented on student profile.

What can parents do to support their children's learning?

- ⦿ Read or listen to your child read about 20 minutes each night.
- ⦿ Ask your child questions about what is being read.
- ⦿ Encourage your child to write about things, including what they are reading.
- ⦿ Model good reading and writing habits for your child.
- ⦿ Create writing opportunities for your child such as letter writing, notes to family members, making lists, and journaling.
- ⦿ Encourage children to think 'mathematically' throughout the day. Math problems abound when using time, money, calendars, home chores, and visits to the store.

Essex Junction School District

Adequate Yearly Progress Information

EJSD (K-8) did not make AYP. Title I Year 2 Corrective Action

READING Title I Year 2 Corrective Action

- Did not meet requirements in Reading for free/reduced lunch students, students with disabilities.

MATH Title I Year 2 Corrective Action

- Did not meet requirements in Mathematics for students with disabilities.

ACADEMIC INDICATOR

- Met the Academic Indicator.

PARTICIPATION

- Met all Participation requirements.