

# WINDSOR SOUTHEAST SUPERVISORY UNION

## 2015-16 ANNUAL REPORT CARD

SECTION	PAGE(S)
WSESU AND SCHOOL INFORMATION	2
CURRICULUM DIRECTOR'S REPORT	3
SUPERINTENDENT'S REPORT	4
ADMINISTRATOR AND TEACHER QUALIFICATIONS AND HQT STATEMENTS (SU AND SCHOOLS)	5-10
WSESU SCHOOLS' 2014-15 ENROLLMENT DATA	11
VERMONT AND WSESU MS & HS 2013-14 DROPOUT RATES AND HS GRADUATION RATES	12-17
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)	
- VERMONT NAEP OVERVIEW	18
- VERMONT NAEP GRADE 8 SCIENCE 2011	19
- VERMONT NAEP GRADE 4 & 8 READING 2015	20-21
- VERMONT NAEP GRADE 4 & 8 MATHEMATICS 2015	22-23
WSESU FALL 2012 NECAP TEST SUMMARY (READING, MATH, & WRITING)	24
VTAOE ANNOUNCEMENT ON THE 2015 RELEASED NECAP SCIENCE SCORES	25-26
WSESU SPRING 2015 NECAP SCIENCE TEST SUMMARY & PARTICIPATION STATEMENT (GR. 4, 8, & 11)	27
WSESU SPRING 2015 NECAP SCIENCE TEST RESULTS (DISAGGREGATED & DETAILED)	
- 4 <sup>TH</sup> GRADE SCIENCE NECAP	28-31
- 8 <sup>TH</sup> GRADE SCIENCE NECAP	32-35
- 11 <sup>TH</sup> GRADE SCIENCE NECAP	36-39
TRANSITIONING FROM NECAP TO SBAC	40-41
SMARTER BALANCED ASSESSMENT FACT SHEET	42
HOW IS SBAC DIFFERENT THAN THE NECAP?	43
WHAT IS COMPUTER ADAPTIVE TESTING (CAT)?	44
WHY IS C.A.T. BETTER THAN THE OLD "FILL IN THE BUBBLE" TESTS?	45
WHY WE TEST?	46-48
VTAOE ANNOUNCEMENT - VERMONT SBAC RESULTS RELEASE	49-50
SMARTER BALANCES ACHIEVEMENT LEVEL SCALE SCORES	51
WSESU STUDENTS TESTED IN ELA AND MATH & PARTICIPATION STATEMENT (ALL SU STUDENTS)	52
WSESU SBAC ASSESSMENT RESULTS - (BY DEMOGRAPHIC AND SCHOOL)	53-92
ALBERT BRIDGE SCHOOL - LOCAL INFORMATION AND NECAP & SBAC ACHIEVEMENT	
- FALL 2012 NECAP TEST SUMMARY (READING, MATH, & WRITING)	93
- LOCAL INFORMATION (2014-15 ENROLLMENT, ATTENDANCE, TEACHER/STUDENT)	94
- 2013 ADEQUETE YEARLY PROGRESS (AYP) AND STATUS BY DEMOGRAPHIC	95-96
- 2014-15 SBAC (ELA AND MATH) AND 2015 SCIENCE NECAP ACHIEVEMENT - ALL TESTED GRADES	97-114
HARTLAND ELEMENTARY SCHOOL - LOCAL NECAP AND SBAC ACHIEVEMENT DATA	
- FALL 2012 NECAP TEST SUMMARY (READING, MATH, & WRITING)	115
- LOCAL INFORMATION (2014-15 ENROLLMENT, ATTENDANCE, TEACHER/STUDENT)	116
- 2013 ADEQUETE YEARLY PROGRESS (AYP) AND STATUS BY DEMOGRAPHIC	117-118
- 2014-15 SBAC (ELA AND MATH) AND 2015 SCIENCE NECAP ACHIEVEMENT - ALL TESTED GRADES	119-142
WEATHERSFIELD SCHOOL - LOCAL NECAP AND SBAC ACHIEVEMENT DATA	
- FALL 2012 NECAP TEST SUMMARY (READING, MATH, & WRITING)	143
- LOCAL INFORMATION (2014-15 ENROLLMENT, ATTENDANCE, TEACHER/STUDENT)	144
- 2013 ADEQUETE YEARLY PROGRESS (AYP) AND STATUS BY DEMOGRAPHIC	145-146
- 2014-15 SBAC (ELA AND MATH) AND 2015 SCIENCE NECAP ACHIEVEMENT - ALL TESTED GRADES	147-170
WINDSOR SCHOOLS - LOCAL NECAP AND SBAC ACHIEVEMENT DATA	
- FALL 2012 NECAP TEST SUMMARY (READING, MATH, & WRITING)	171-172
- LOCAL INFORMATION (2014-15 ENROLLMENT, ATTENDANCE, TEACHER/STUDENT)	173-174
- 2013 ADEQUETE YEARLY PROGRESS (AYP) AND STATUS BY DEMOGRAPHIC	175-179
- 2014-15 SBAC (ELA AND MATH) AND 2015 SCIENCE NECAP ACHIEVEMENT - ALL TESTED GRADES	180-121
ALL DATA AND CONTENTS COLLECTED AND DRAFTED BY CBC 01/15/2016	

## **WSESU AND SCHOOL CONTACT INFORMATION**

### ***WINDSOR SOUTHEAST SUPERVISORY UNION (CENTRAL OFFICE)***

105 MAIN STREET, SUITE 200  
WINDSOR, VT 05089

PHONE: (802) 674-2144  
*SUPERINTENDENT - DAVID BAKER*  
*DIRECTOR OF CURRICULUM - CARL CHAMBERS*  
*DIRECTOR OF SPECIAL EDUCATION - KAREN WOLLSEY*  
*BUSINESS MANAGER - ED CONNORS*  
*DIRECTOR OF EARLY CHILDHOOD PROGRAM - JAN CROW*

### ***ALBERT BRIDGE SCHOOL***

108 HARTLAND ROAD  
BROWNSVILLE, VT 05037

PHONE: (802) 484-3344  
*PRINCIPAL - JENNIFER ALDRICH*

### ***HARTLAND ELEMENTARY SCHOOL***

97 MARTINSVILLE ROAD  
HARTLAND, VT 05048

PHONE: (802) 436-2255  
*PRINCIPAL - JEFF MORENO*  
*DEAN OF STUDENTS/AI COORDINATOR - ANGELA LADEAU*

### ***WEATHERSFIELD SCHOOL***

135 SCHOOLHOUSE ROAD  
ASCUTNEY, VT 05030

PHONE: (802) 674-5400  
*PRINCIPAL - JEAN MARIE OAKMAN*

### ***WINDSOR SCHOOL***

127 STATE STREET  
WINDSOR, VT 05089

PHONE: (802) 674-2310  
*PRINCIPAL - TIFFANY CASSANO*  
*ASSISTANT PRINCIPAL - BEN GARDNER*  
*ASSISTANT PRINCIPAL (INTERIM) - ANDY TUFTS*  
*ATHLETIC DIRECTOR & WSESU FACILITIES DIRECTOR - JIM TAFT*

## 2015-16 WSESU CURRICULUM DIRECTOR'S REPORT

This year has been a busy one. We have implemented new SU-wide PreK-12 curricula in English Language Arts and Math. We have also begun to review our other curriculum areas and grading practices & policies. To accomplish our goals and distribute leadership throughout the organization, we are regularly meeting in SU-wide and school level collaborative Professional Learning Communities. In short, we are continuously improving the educational services and programs that are provided to all of our students by building a laser-focused and sustainable culture of ongoing professional collaboration.

Many of our collaborative efforts as a Supervisory Union are guided through the Vermont Educational Quality Standards (EQS). At the district level we are responsible for ensuring that WSESU has either met or is working towards meeting the Vermont EQS in all of our schools. As the Director of Curriculum much of my work around the EQS is in overseeing the areas of instructional practices, flexible pathways, provision of career and technical education, personalized learning plans, curriculum content and coordination, and establishment of graduation requirements. To review these areas more in-depth in the Vermont EQS, please go to the following link:

<http://education.vermont.gov/state-board/rules/2000>

Below are brief summaries of the three SU-wide goals in Curriculum, Instruction, and Assessment:

### Focus Area #1 – Coordinated SU Curricula, Pedagogy, and Assessment

**1.1 Curriculum** - Ensure engaging, rigorous, and coordinated & coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or VTAOE adopted content standards

**1.2 Instructional Practices** - Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching, aligned to the curricula, engaging for all students, and meets the needs of all learners so that all students produce meaningful work products

**1.3 Assessment** - Align assessments to district curricula, use on-going assessment and consistent grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the SU PLC team, school, and classroom levels

### Focus Area #2 – SU and School Culture

**2.1 Positive Learning Environment** - Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

**2.2 High Expectations** - Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations



### Focus Area #3 – Structures for Improvement

**3.1 Leveraging Resources** - Make strategic organizational decisions to support the SU and schools instructional goals and meet student-learning needs, as evidenced by meaningful student work products

**3.2 Teacher Support and Supervision** – Train, observe, and evaluate teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection

**3.3 Goals and Action Plans** - Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community. These goals will be a part of the SU and School Continuous Improvement Plans.

**3.4 Teacher Teams and Leadership Development** – Professional Learning Communities established to allow engagement in structured professional collaborations on teams using an **inquiry approach** that promotes shared leadership and focuses on improved student learning

**3.5 Monitoring and Revising Systems** - Evaluate the quality of SU and school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the SU and schools, with particular attention to the Common Core Learning Standards (CCLS)

It is a pleasure to continue serving as your SU Director of Curriculum and to help guide the quality of instructional services and programming that we are providing to all of our students.

Sincerely,  
Carl Chambers, WSESU Director of Curriculum

## WINDSOR SOUTHEAST SUPERVISORY UNION

Hartland • Weathersfield • West Windsor • Windsor School Districts

105 Main Street, Suite 200 • Windsor, Vermont 05089

(802) 674-2144 • fax (802) 674-6357



March 2016

Dear Communities of West Windsor, Windsor, Weathersfield and Hartland:

It continues to be a professional pleasure to work for all four communities as we try to build the best educational system within our taxpayers' ability to pay. This is always a challenge. The challenge is much more bearable because of the quality of our staff; the expertise of our administrative team; the support of our school boards, and the continued generosity of our communities. That said, this year has been particularly challenging. Just as our four towns were finishing all of the difficult work around centralizing certain services at the Supervisory Union, the State adopted Act 46. This is requiring districts with less than 900 students to merge with other small districts and become larger entities. All four of our districts are under the 900 student requirement. In fact, it will take all four of our districts' student populations to meet the 900 student requirement. The process of merger was made more complicated because our Supervisory Union is made up of both tuition towns and an operating high school. The State, at least at the time of this writing, will not allow operating schools and choice within the same merged entity.

We have formed an Act 46 Study Committee to deal with this complex issue of merger. Win Townsend from Windsor and Anthony French from Weathersfield are Chair and Vice-Chair respectively. The committee is made up of our four board chairs and three community members from each town. There is a real spirit of cooperation among the membership. Just recently, the committee decided to slow the process down just a bit. Instead of trying to develop a merger proposal by July 2016, the committee has decided to wait until the following year to finalize a proposal. This will give us a chance to see what the state legislators might do during this next session. It will also allow us more time to review options and check in with our communities at various stages along the way. We have to develop a proposal that will be acceptable by all four towns. Again, a challenge, but we remain optimistic. These towns have worked well together and want to make every effort to stay together.

Along with Act 46 came some additional budget challenges. The legislature, as part of Act 46, imposed some Equalized per Pupil spending caps across the state. Initially, our boards worked to define budgets that would not exceed those caps. The penalty for exceeding those caps would be quite harsh. Every effort was made in budget development to hold the line. The central office, the local principals, and the boards have tried to do just that. The budget you will see on the subsequent pages of this town report reflects that effort.

I will continue to update our communities on our Study Committee progress. If you ever have any comments or questions do not hesitate to contact me by phone (802-674-2144) or by email ([dbaker@wsesu.net](mailto:dbaker@wsesu.net)). Please read all of the reports in this annual report. They include valuable information about this year's budget.

Again, thank you for the opportunity to serve these communities. I look forward to our future together.

Sincerely,

*David W. Baker*

Dr. David W. Baker, Superintendent



WSESU  
Administrator Licenses

Name	License	Expiration Date
Jenifer Aldrich	3-91 – Principal	6/30/2016
David W. Baker	3-91 – Principal 3-90 – Superintendent 2-11 – Mathematics, Grades 7-12	6/30/2019 6/30-2019 6/30-2019
Carl Chambers	2-05 – English, 7-12 3-90 – Superintendent 3-91 – Principal 3-93 – Director of Curriculum	6/30/2017 6/30/2016 6/30/2016 6/30/2016
Tiffany Cassano	3-91 – Principal 1-00 – Elementary Ed	6/30/2016 6/30/2016
Jan Crow	5-80 – Early Childhood Spec Educator Birth – Age 6	6/30/2020
Bridget Fariel	3-91 – Principal 2-11 – Mathematics 7-12	6/30/2016 6/30/2016
Ben Gardner	2-05 - English 3-91 – Principal	6/30/2016 6/30/2018
Jeffrey Moreno	1-00 - Elem. Ed K-6 3-91 – Principal	6/30/2021 6/30/2021
JeanMarie Oakman	3-91 - Principal 1-00 – Elem Ed K-6 3-90 – Superintendent	6/30/2019 6/30/2019 6/30/2017
Andrew Tufts	3-91 – Principal 2-15 – Social Studies	6/30/2017 6/30-2021
Angela Turgeon-Ladeau	3-91 – Principal 1-0 – Elementary Ed 4-19B – Math Grades 5-9	6/30/2016 6/30/2019 6/30/2019
Karen E. Woolsey	6-86 – Director of Special Education, Age 3-21 3-66 – School Psychologist	6/30/2020 6/30/2018

WSESU TEACHERS			
2015-2016			
Name	Yrs. In Dist.	License & Date of Expiration	
Martin, Barbara	15	12-82; 1-00; 6/30/2020	
Herbert, Tim	12	12-82; 6/30/2020	
Odell, Karen	9	12-82; 1-00; 6/30/2020; 6-86; 6/30/2018	
Callahan, Anne	7.4	0-36; 6/30/2017; 8-82; 6/30/2021	
McGuire, Janice	6	12-82; 6/30/2021; 6-86 - 6/30/2017	
Hughes Smith, Susan	5	12-82; 6/30/2021	
Gissel, Emily	3	0-36; 6/30/2020; 1-00; 6/30/2018	
Provost, Kelly	3	5-80; 6/30/2020	
Minsinger, Alexandra	2	3-66; 6/30/2016	
Osgood, Christine	0.67	12-82; 1-00; 6/30/2016	
Pomerleau, Patricia	0.67	1-00; 6-30-2016	
Knapp, Emily	0	8-82; 1-00; 6/30/2016	
Preston, Brittany	0	8-82; 6/30/2018	
Rogstad, Erica	0	0-36; 12-82; 6/30/2019	
Crawford, Jacqueline	0	12-82; 1-00; 6/30/2016	
Rice, Jillian	0	1-00; 6/30/2016	
Shelford, Amy	0	12-85; 12-82; 6/30/2020	
Neal Crounce	0	12-82; 6/30/2021	

WEST WINDSOR SCHOOL DISTRICT			
Contracts 2015-2016			
	Years In District	Endorsements and Date of Expiration	
Cronin, Mary Kay	18	1-00; 6/30/2020	
Callahan, Anne	6.6	0-36; 6/30/2017; 8-82; 6/30/2021	
Armstrong, Virginia	5.4	3-12; 6/30/2020	
Bodley, Wendy	6	1-00; 6/30/2021	
Pride, Mark	5	7-64; 6/30/2017	
Allen, Patrick	3.4	3-08; 6/30/2016	
Butler, Martin	5	1-00; 6/30/2020	
Roby, Jennifer	2.15	7-06B; 6/30/2016	
Harris, Patricia	4	1-00; 6/30/2020	
Day, Sarah	4	0-36; 6/30/2018	
Edwards, Nerissa	1	3-64; 6/30/2018	
Davis, Marcia	0	1-00; 2-13; 4-19; 12-82; 6/30/2020	
Mathis, Alexandra	0	3-02; 06/30/2019	
Chick, Jean	0	3-65; 6/30/2017	

Hartland School District		
2015-16		
	Date of Hire	Endorsements/Date of Expiration
Symancyk, Theresa	9/1/79	12-82, 1-00; 6/30/2018
Hitchcock, Mary	7/1/89	1-00; 6/30/2021
Murphy, Susan	1/20/80	9-10; 6/30/2021; 3-31, 3-08; 6/30/2021
McClure, Elizabeth	9/4/84	1-00; 6/30/2019
White, Virginia	9/18/85	1-00; 6/30/2020
Wood, Suzanne	9/1/86	3-12; 6/30/2017
Cramer, Shannon	8/5/94	1-00; 6/30/2017
Christie-Maples, Deborah	7/8/96	3-31, 3-65; 6/30/2017
Summarsell, Michele	6/26/00	1-00; 6/30/2016
Bernstein, Jaime	7/10/00	3-12; 6/30/2016
DeTurk, Ann	6/14/04	1-00; 6/30/2018
Driscoll, Jennifer	6/28/04	1-00; 6/30/2018
Wolfe, Nicholas	6/28/04	2-15; 6/30/2020
Skehan, Tina	6/13/05	1-00; 6/30/2020
Zeigler, Elizabeth	6/13/05	1-00; 6/30/2016
Karb, Amy	3/1/06	1-00; 6/30/2017
Driscoll, Peter	6/12/06	1-08; 6/30/2020; 1-00; 6/30/2018; 3-08; 6/30/2021
Gray, Patricia	7/23/07	1-00, 0-36; 6/30/2021
Colby, Sarah	8/20/07	4-19C, 1-00; 6/30/2020
Morse, Eugene	5/12/08	3-64; 6/30/2017
Pogue, Halleck	6/14/10	1-00; 6/30/2020; 4-19B; 6/30/2018
Duranceau, Jennifer	2/7/13	1-00; 6/30/2019
McGinn, Martha	6/13/13	3-61; 6/30/2020
Meyer, Jeanine	8/8/13	3-06B; 6/30/2016 (P); 2-06B; 6/30/2018
Skilling, Lauren	6/4/14	1-00; 6/30/2021
Morrison, Emily	6/11/14	12-82; 1-00; 6/30/2017
Herb, Leah	6/16/14	3-02; 6/30/2021
Treat, Amy	6/18/14	3-64; 6/30/2021
Pogue, Heather	6/19/14	1-00; 6/30/2021
Bojko, MaryAnne	8/1/14	9-09; 3-31; 6/30/2016; 2-13; 6-30/2022
Soule, Amanda	5/30/15	1-00; 6/30/2016
McAree, Larissa	8/11/15	4-19A; 2-05; 6/30/2019

**WEATHERSFIELD SCHOOL DISTRICT**  
**2015-2016**

	Years In District	Endorsements and Date of Expiration
Pullinen, Peter	31	2-15, 1-00; 6/30/2020
Berger, Peter	30	4-19A, 4-19D, 9-10, 2-05; 6/30/2016
Fuller, Candy	19	1-00; 6/30/2016
Day, Diana	17	1-00; 6/30/2021; 4-19B; 6/30/2016
McNamara, Kirsten	17	6-81; 6/30/2017; 0-36; 6/30/2021
Tennis, Jaime	17	1-00; 6/30/2020
Allen, Wendy*	13.5	1-00; 6/30/2017
Berry, Laura	13	3-08, 6/30/2020
Hughes, Kristina	8.85	1-00; 6/30/2018; 12-82; 6/30/2018
Karaffa, Cathleen	7	3-42; 6/30/2018; 1-00; 6/30/2020
Wilmot, Jessica	6	1-00; 6/30/2019
Huebner, Kristen	4	1-76; 6/30/2026; 1-00; 6/30/2020
Sprague, Beth Ann	4	3-64; 6/30/2016
Powers, Lora	4	0-36; 6/30/2020
Stevens, Emily	3.75	3-65A; 6/30/2016
French, Amanda	3	1-00; 6/30/2018
Smith, Tara	1.5	1-00; 6/30/2016
Flanigin, Caitlin	1	1-00; 6/30/2021; 3-02; 6/30/2018
Wood, Rebecca	1	3-12; 6/30/2016
Robinson, Leeanna	0	1-00; 6/30/2018; 0-36; 6/30/2020
Moffitt, Roy	0	4-19C; 6/30/2017
Roby, Jennifer	0	7-06B; 6/30/2016

WINDSOR SCHOOL DISTRICT			
Contracts for 2015-16			
	Date of Hire	Yrs. in Dist.	Endorsements and Dates of Expiration
Hull, Karen	2/25/1985	30.5	1-00; 6/30/2016
White, Deborah	7/1/1991	28	1-00; 6/30/2020
Powers, Mary	9/1/1988	27	3-61; 6/30/2018
Wall, Louise	7/1/1991	23	12-82; 1-00; 6/30/2019
Ewald, Donna	7/6/1994	21	12-82; 3-08; 6/30/2020
Henson, Janet	9/27/1995	20	0-36; 6/30/2017
Ives, Timothy	7/16/1997	17	1-00; 6/30/2020
Aylward, Julie	11/1/2013	15.8	3-37; 6/30/2020
Hebert, Timothy	6/7/1999	16	3-64; 6/30/2016
Townsend, Jennifer	9/7/1999	16	2-13; 2-11 6/30/2016
George, Denise	6/19/2000	15	2-06B; 6/30/2016
Lawyer, Destiny	6/19/2000	15	1-00; 6/30/2016
Zwicker, Richard	7/31/2001	14	2-05; 6/30/2017
DeSchamp, Colleen	6/17/2002	13	4-19C; 6/30/2015; 3-31; 6/30/2020
Franzen, Bruce	6/6/2005	10	1-00; 6/30/2021
Houde, Beth	8/15/2005	10	2-05; 6/30/2018
Sykie, Tammy	6/19/2006	9	1-00; 6/30/2016; 4-19B; 6/30/2020
Day, J. Aaron	7/9/2007	8	9-10; 6/30/2020
Kelly, Ryan	6/15/2009	6	2-05; 6/30/2017
Ryan, Kathleen	7/1/2009	6	1-00; 6/30/2015
Davis, Regina	6/17/2010	5	1-00; 6/30/2021; 3-76; 6/30/2018
McKenney, Rebecca	6/17/2010	5	1-00; 4-19B; 6/30/2020
Spencer, Stan	6/24/2010	5	2-15; 6/30/2019
Engwall, Catharine	8/17/2010	5	2-13; 6/30/2018
Brinck-Johnsen, Kim	8/24/2010	5	2-05; 4-19D; 2-15; 6/30/2020
Meagher, Matthew	7/1/12012	3	3-08; 6/30/2020
Reidy, Michelle	7/13/2012	3	2-05; 6/30/2020
Palmer, Jessica	11/19/2012	2.67	0-36; 1-00; 6/30/2018
Westgate, Theresa	7/1/2013	2	1-00; 6/30/2018
Engwall, Joel	8/9/2013	1.6	3-02; 6/30/2016
Campbell, Owen	8/13/2013	2	2-13; 6/30/2016
Allen, Karen	10/7/2013	2	3-64; 6/30/2016
Fotion, Lee	1/16/2014	1.5	1-00; 6/30/2016
Kieffer, Rachel	4/10/2014	1.2	3-06A; 4-19A; 2-05; 6/30/2017
Townsend, Karen	5/12/2014	1	3-65; 6/30/2018
Priestley, Ericka	7/7/2014	1	1-00; 6/30/2017
Robarge, Kaitlyn	8/12/2014	1	3-12; 6/30/2022
Cronce, Carol	9/3/2014	1	3-12; 6/30/2016

WINDSOR SCHOOL DISTRICT			
Contracts for 2015-16			
	Date of Hire	Yrs. in Dist.	Endorsements and Dates of Expiration
Keeney, Christiana	5/11/2015	0	3-02; 6/30/2020
Mulloy, Steven	7/17/2015	0	2-15; 6/30/2017
Meunier, Ian	6/1/2015	0	2-11; 6/30/2018
Rivet, Christopher	6/9/2015	0	2-13; 6/30/2016
Johnstone, Robert	6/9/2015	0	2-05; 6/30/2017
Chapman, Keighan	6/9/2015	0	2-15; 6/30/2016
Chennette, Dale	6/10/2015	0	1-00; 4-19B; 6/30/2017
Gordon, Patrick	6/11/2015	0	8-82; 1-00; 6/30/2018
Bachey, Jeffrey	8/14/2015	0	2-13; 6/30/2017
Card, Jamileth	10/14/2015	0	3-64; 3-06B; 6/30/2017
Dougher, Angela	1/6/2016	0	1-00; 6/30/2017

**2014-15 WINDSOR COUNTY SCHOOL ENROLLMENT DATA**

County	SU/SD	Operating District	School Name	PK/EEE	K Part	K Full	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	AW	PD	Total		
Windsor County	Hartford SD	Hartford	Dothan Brook School	33		37	40	33	40	34	33											250	
			Hartford High School													142	132	132	116	12		534	
			Hartford Memorial Middle School										104	118	90								312
			Ottawaquechee School	32		38	44	32	33	34	31												244
			White River School	42		38	33	29	32	30	32												236
	Orange Windsor SU	Royalton	South Royalton Elementary/High School	44		11	36	17	23	25	24	29	23	24	28	32	39	24					379
		Sharon	Sharon Elementary School	41		17	14	18	14	20	20	17											161
	Sau 70	Norwich	Marion W Cross School	3		25	40	52	46	53	46	43										308	
	Springfield SD	Springfield	Elm Hill School	137		84	89	103															413
			Riverside Middle School										91	109	91								291
			Springfield High School														129	117	96	91			433
			Union Street School																				256
	Two Rivers SU	Black River USD #39 (District)	Black River USD #39 (School)											28	32	18	30	37	27			172	
		Cavendish	Cavendish Town Elementary School	17		17	12	10	15	12	17	16											116
		Chester Andover USD #29 (District)	Chester Andover USD #29 (School)	42		22	37	35	26	32	33	34											261
		Green Mountain UHSD #35 (District)	Green Mountain UHSD #35 (School)											47	71	55	55	59	49			338	
		Ludlow	Ludlow Elementary School	20		10	19	14	12	12	16	12											115
	Windsor Central SU	Barnard	Barnard Central School	11		9	9	8	3	10	9	11											70
		Bridgewater	Bridgewater Village School	1		5	5	4	5	6	4	7											37
		Pomfret	Pomfret School			4	8	6	7	7	9	12											53
		Reading	Reading Elementary School	13		6	9	7	5	5	4	8											57
		Woodstock	Woodstock Elementary School	1		15	22	24	34	16	34	30											176
		Woodstock UHSD #4	Woodstock Senior UHSD #4													73	93	107	74				347
			Woodstock Union Middle School												70	75							145
	Windsor Northwest SU	Bethel	Bethel Elementary School	32		21	32	14	28	17	23	13											180
			Whitcomb Junior/Senior High School											18	22	22	24	20	20				128
		Rochester	Rochester School	23	1	11	10	12	10	8	8	6	11	10	9	13	14	15	1				162
		Stockbridge	Stockbridge Central School	1	5		8	10	5	6	8	10											53
	Windsor Southeast SU	Hartland	Hartland Elementary School	9	1	25	36	33	29	47	26	40	34	37									316
		Weathersfield	Weathersfield School	2		22	18	24	28	23	23	21	27	27									215
		West Windsor	Albert Bridge School (West Windsor)	3		6	15	11	11	7	11	16											80
		Windsor	Windsor High School											34	33	66	73	53	35				294
			Windsor State Street School	17		29	47	34	36	38	37	36											
County Total				524	7	452	582	530	531	522	535	556	519	512	542	569	557	451	13			7,402	
Statewide Total				6,213	96	5,689	6,192	6,195	5,965	6,188	6,079	6,064	6,015	6,083	6,007	6,049	5,876	5,741	92	2		84,546	



Vermont MS & HS 2013-14 Dropout Rates (WSESU Schools Highlighted)

PSID	Name	Dropout Rate 7-12	Dropout Rate 9-12
PA002	BURR AND BURTON AC	0.00309119	0.00309119
PA003	LYNDON INSTITUTE	0.014760148	0.014760148
PA004	ST JOHNSBURY ACADEM	0.011148272	0.011148272
PA005	THETFORD ACADEMY	0	0
PI004	RIVENDELL ACADEMY	0.004854369	0.007633588
PS007	ALBANY COMMUNITY S	0	0
PS009	ALBERT D LAWTON SCH	0	0
PS010	ALBURGH COMMUNITY	0.023255814	0
PS011	ARLINGTON MEMORIA	0.05027933	0.08411215
PS015	BAKERSFIELD SCHOOL	0	0
PS018	BARNET ELEMENTARY S	0	0
PS020	BARRE TOWN ELEMEN	0	0
PS021	BARSTOW MEMORIAL S	0	0
PS022	BARTON GRADED SCHC	0	0
PS024	BELLOWS FALLS MIDL	0	0
PS025	BELLOWS FALLS UHS #2	0.052173913	0.052173913
PS027	BELLOWS FREE ACADEM	0	0
PS031	BENSON VILLAGE SCHC	0	0
PS032	BERKSHIRE ELEMENTAF	0.025641026	0
PS035	BLACK RIVER US #39	0.005376344	0.007352941
PS036	BLUE MOUNTAIN US #2	0.034013605	0.048543689
PS040	BRATTLEBORO UHS #6	0.041916168	0.041916168
PS044	BRIGHTON ELEMENTAF	0	0
PS049	BROWNINGTON CENTR	0	0
PS050	BROWNS RIVER MIDL	0	0
PS051	BURKE TOWN SCHOOL	0	0
PS052	BURLINGTON SENIOR H	0.027462121	0.027462121
PS055	CABOT SCHOOL	0.012195122	0.01754386
PS058	CAMELS HUMPS MIDL	0	0
PS059	CANAAN SCHOOLS	0.010989011	0.014492754
PS061	CASTLETON HUBBARDT	0	0
PS066	CHAMPLAIN VALLEY UF	0.005714286	0.005714286
PS067	CHARLESTON ELEM SCI	0	0
PS068	CHARLOTTE CENTRAL S	0	0
PS069	CHELSEA ELEM HIGH SC	0.029126214	0.038961039
PS072	COLCHESTER HIGH SCH	0.011220196	0.011220196
PS073	COLCHESTER MIDDLE S	0	0
PS074	CONCORD GRADED/HIK	0.009708738	0.015151515
PS077	COVENTRY VILLAGE SCI	0	0
PS078	CRAFTSBURY SCHOOLS	0.01010101	0.014492754
PS082	DANVILLE SCHOOL	0	0
PS085	DORSET SCHOOL	0	0
PS087	DUMMERSTON SCHOO	0	0
PS095	EDMUNDS MIDDLE SCH	0	0
PS098	ENOSBURG MIDDLE HI	0.025974026	0.030959752
PS101	ESSEX MIDDLE SCHOOL	0	0
PS103	FAIR HAVEN GRADE SCI	0	0
PS104	FAIR HAVEN UHS #16	0.022522523	0.022522523

PS105	FAIRFIELD CENTER SCH	0	0
PS111	FLOOD BROOK	0	0
PS112	FOLSOM ED AND COMI	0	0
PS117	GEORGIA ELEM/MIDDL	0	0
PS118	GLOVER COMMUNITY ;	0	0
PS122	GRAND ISLE SCHOOL	0	0
PS124	GREEN MOUNTAIN UH:	0.048433048	0.074235808
PS129	HALIFAX SCHOOL	0	0
PS134	HARTFORD HIGH SCHO	0.023214286	0.023214286
PS135	HARTFORD MEM MIDD	0	0
PS137	HARTLAND ELEMENTAF	0	0
PS138	HARWOOD UHS #19	0.011029412	0.011029412
PS139	HAZEN UHS #26	0.021978022	0.033333333
PS143	HINESBURG COMMUNI	0	0
PS147	IRASBURG VILLAGE SCH	0	0
PS157	LAKE REGION UHS #24	0.037900875	0.037900875
PS158	LAMOILLE UHS #18	0.010810811	0.010810811
PS161	LELAND AND GRAY UH:	0.019774011	0.029288703
PS166	LOWELL GRADED SCHO	0	0
PS168	LUNENBURG/GILMAN ;	0	0
PS169	LYMAN C HUNT MIDDLE	0	0
PS170	LYNDON TOWN SCHOC	0	0
PS173	MAIN STREET MIDDLE ;	0	0
PS175	MANCHESTER ELEM/M	0	0
PS177	MARLBORO ELEMENTA	0	0
PS180	MIDDLEBURY UNION H	0.024604569	0.024604569
PS183	MILL RIVER US #40	0.019267823	0.026525199
PS184	MILLERS RUN SCHOOL	0	0
PS185	MILTON MIDDLE SCHO	0	0
PS186	MILTON HIGH SCHOOL	0.019120459	0.019120459
PS187	MISSISQUOI VALLEY UH	0.022592152	0.030927835
PS190	MONTGOMERY ELEMEI	0	0
PS191	MONTPELIER HIGH SCH	0.024647887	0.024647887
PS195	MT ABRAHAM UHS #28	0.014705882	0.022088353
PS196	MT ANTHONY SR UHS #	0.036437247	0.036437247
PS197	MT ANTHONY UNION H	0	0
PS199	MT MANSFIELD US #17	0.007017544	0.007017544
PS201	NEWMARK SCHOOL	0	0
PS206	NEWTON SCHOOL	0	0
PS208	NORTH COUNTRY UHS	0.053738318	0.053738318
PS211	NORTHFIELD MIDDLE/H	0.018315018	0.029239766
PS215	ORANGE CENTER SCHO	0	0
PS217	ORLEANS ELEMENTARY	0	0
PS218	ORWELL VILLAGE SCHO	0	0
PS219	OTTER VALLEY UHS #8	0.007285974	0.010810811
PS220	OXBOW UHS #30	0.025510204	0.034013605
PS224	PEOPLES ACADEMY	0.011857708	0.011857708
PS230	POULTNEY HIGH SCHO	0.013513514	0.01986755
PS233	PROCTOR JR/SR HIGH S	0.014388489	0.020618557

PS234	PUTNEY CENTRAL SCHC	0	0
PS237	RANDOLPH UHS #2	0.029411765	0.043771044
PS240	READSBORO ELEMENT	0	0
PS242	RICHFORD JR/SR HIGH :	0.063559322	0.088757396
PS245	RIVERSIDE MIDDLE SCH	0	0
PS247	ROCHESTER SCHOOL	0.013333333	0.017241379
PS253	RUTLAND HIGH SCHOO	0.022805017	0.022805017
PS258	RUTLAND TOWN ELEM	0	0
PS264	SHELBURNE COMMUNI	0	0
PS266	SHELDON ELEMENTARY	0	0
PS272	SO BURLINGTON HIGH	0.010380623	0.010380623
PS273	FREDERICK H TUTTLE N	0	0
PS274	SO ROYALTON ELEM/H	0.042553191	0.055944056
PS276	SPAULDING UHS #41	0.031081081	0.031081081
PS278	SPRINGFIELD HIGH SCH	0.053304904	0.053304904
PS284	STAMFORD ELEMENTA	0	0
PS287	STOWE MIDDLE/HIGH ;	0.002915452	0.004329004
PS288	ST ALBANS CITY SCHOC	0	0
PS289	ST ALBANS TOWN EDU	0	0
PS294	SUTTON VILLAGE SCHO	0	0
PS302	TROY ELEMENTARY SCH	0	0
PS303	TUNBRIDGE CENTRAL S	0	0
PS304	TWINFIELD US #33	0.036585366	0.053097345
PS305	U32 UHS #32	0.012820513	0.018691589
PS310	WATTS RIVER VALLEY U	0	0
PS312	VERGENNES UHS #5	0.00591716	0.008571429
PS316	WALDEN SCHOOL	0	0
PS322	WASHINGTON VILLAGE	0	0
PS324	WATERFORD ELEMENT	0	0
PS331	WEST RUTLAND SCHOC	0.013793103	0.011111111
PS333	WESTFORD ELEMENTA	0	0
PS338	WHITCOMB JR/SR HIGH	0.016	0.012048193
PS344	WILLIAMSTOWN MIDD	0.025454545	0.035714286
PS346	TWIN VALLEY HIGH SCH	0.04516129	0.04516129
PS348	WINDSOR HIGH SCHOC	0.041522491	0.054794521
PS351	WINOOSKI HIGH SCHOC	0.086363636	0.086363636
PS356	WOODSTOCK SR UHS #	0.01061008	0.01061008
PS364	NORTH COUNTRY UNIC	0	0
PS365	RUTLAND MIDDLE SCH	0	0
PS366	MIDDLEBURY UNION N	0	0
PS367	BRAIT AREA MIDDLE S	0	0
PS368	WOODSTOCK UNION N	0	0
PS381	BARRE CITY ELEM/MID	0	0
PS388	ESSEX HIGH SCHOOL	0.010069713	0.010069713
PS391	CROSSETT BROOK MIDD	0.00729927	0
PS393	HARWOOD UNION MLC	0	0
PS394	PEOPLES ACADEMY MII	0	0
PS398	WILLISTON SCHOOLS	0	0
PS400	ST JOHNSBURY SCHOOL	0	0

PS401	WINOOSKI MIDDLE SCH	0.02	0
PS403	TWIN VALLEY MIDDLE S	0	0
PS404	LAMOILLE UNION MIDD	0	0
PS405	BELLOWS FREE ACADEM	0.015197568	0.015197568
PS406	BELLOWS FREE ACADEM	0.039660057	0.039660057
PS407	WEATHERSFIELD SCHOL	0	0
VT	Statewide Total	0.0173	0.0248

Vermont HS 2013-14 Graduation Rates (Windsor HS Highlighted)

PSID	School	Grad Rate	Cohort Grad Rate Still Attending
PS011	ARLINGTON MEMORIAL HIGH SCHOOL	0.8182	0.8571
PS025	BELLOWS FALLS UHS #27	0.7971	0.6173
PS406	BELLOWS FREE ACADEMY (ST ALBANS)	0.9593	0.883
PS405	BELLOWS FREE ACADEMY HS (FAIRFAX)	0.9605	0.9315
PS035	BLACK RIVER US #39	0.8649	0.8649
PS036	BLUE MOUNTAIN US #21	0.7778	0.8333
PS040	BRATTLEBORO UHS #6	0.8835	0.8711
PS052	BURLINGTON SENIOR HIGH SCHOOL	0.9321	0.8804
PA002	BURR AND BURTON ACADEMY	0.98 *	*
PS055	CABOT SCHOOL	0.9375	0.8667
PS059	CANAAN SCHOOLS	1	0.8947
PS066	CHAMPLAIN VALLEY UHS #15	0.9781	0.957
PS069	CHELSEA ELEM HIGH SCHOOL	1	0.875
PS072	COLCHESTER HIGH SCHOOL	0.9634	0.963
PS074	CONCORD GRADED/HIGH SCHOOL	0.9167 +	0
PS078	CRAFTSBURY SCHOOLS	1	1
PS082	DANVILLE SCHOOL	0.8824	0.9063
PS098	ENOSBURG MIDDLE-HIGH SCHOOL	0.9444	0.8764
PS388	ESSEX HIGH SCHOOL	0.935	0.9254
PS104	FAIR HAVEN UHS #16	0.9224	0.9
PS124	GREEN MOUNTAIN UHS #35	0.8667	0.8125
PS134	HARTFORD HIGH SCHOOL	0.9338	0.8765
PS138	HARWOOD UHS #19	0.8599	0.8882
PS139	HAZEN UHS #26	0.9322	0.9455
PS157	LAKE REGION UHS #24	0.9474	0.8974
PS158	LAMOILLE UHS #18	0.927	0.8921
PS161	LELAND AND GRAY UHS #34	1	0.7808
PA003	LYNDON INSTITUTE	0.95 *	*
PS180	MIDDLEBURY UNION HIGH SCHOOL	0.8705	0.8623
PS183	MILL RIVER US #40	0.949	0.8796
PS186	MILTON HIGH SCHOOL	0.9527	0.9139
PS187	MISSISQUOI VALLEY UHS #7	0.8954	0.8025
PS191	MONTPELIER HIGH SCHOOL	0.9438	0.9022
PS195	MT ABRAHAM UHS #28	0.8832	0.8788
PS196	MT ANTHONY SR UHS #14	0.8809	0.8217
PS199	MT MANSFIELD US #17	0.9528	0.9651
PS208	NORTH COUNTRY UHS #22A	0.8413	0.8048
PS211	NORTHFIELD MIDDLE/HIGH SCHOOL	0.9565	0.8654
PS219	OTTER VALLEY UHS #8	0.9684	0.8879
PS220	OXBOW UHS #30	0.9412	0.9028
PS224	PEOPLES ACADEMY	1	0.9394
PS230	POULTNEY HIGH SCHOOL	0.9677	0.8788
PS233	PROCTOR JR/SR HIGH SCHOOL	0.963	0.9615
PS237	RANDOLPH UHS #2	0.9412	0.7973
PS242	RICHFORD JR/SR HIGH SCHOOL	0.9783	0.7925
PI004	RIVENDELL ACADEMY	0.9333	0.8438
PS247	ROCHESTER SCHOOL	1	0.8667
PS253	RUTLAND HIGH SCHOOL	0.9344	0.9038



PS272	SO BURLINGTON HIGH SCHOOL	0.9204	0.9249	0.032864
PS274	SO ROYALTON ELEM/HIGH SCHOOL	0.8947	0.8974	0
PS276	SPAULDING UHS #41	0.9209	0.8508	0.071823
PS278	SPRINGFIELD HIGH SCHOOL	0.913	0.822	0.050847
PA004	ST JOHNSBURY ACADEMY	0.99 *	*	
PS287	STOWE MIDDLE/HIGH SCHOOL	1	0.9831	0.016949
PA005	THETFORD ACADEMY	0.97 *	*	
PS346	TWIN VALLEY HIGH SCHOOL	0.9091	0.8372	0
PS304	TWINFIELD US #33	0.8438	0.9167	0.041667
PS305	U32 UHS #32	0.9118	0.8797	0.037594
PS312	VERGENNES UHS #5	0.9293	0.9121	0.054945
PS331	WEST RUTLAND SCHOOL	0.9667	0.9063	0.03125
PS338	WHITCOMB JR/SR HIGH SCHOOL	0.7647	0.65	0.25
PS344	WILLIAMSTOWN MIDDLE/HIGH SCHOOL	0.7619	0.7073	0.097561
PS348	WINDSOR HIGH SCHOOL	0.8571	0.7636	0.036364
PS351	WINOOSKI HIGH SCHOOL	0.5882	0.541	0.131148
PS356	WOODSTOCK SR UHS #4	0.9691	0.956	0.032967
VT	Statewide Total	0.9244	0.878	0.0378
+	Data are suppressed because of small ns			
*	Data are not available			

**National Center for Education Statistics (NCES)**  
**Institute of Education Sciences (IES)**  
**National Assessment of Educational Progress (NAEP)**  
 This report was generated using the District Profiles, <http://nces.ed.gov/nationsreportcard/districts/>

Summary of NAEP results for Vermont

Subject	Assessment	Grade	Year	Average Scale Score				Achievement Level					
				State		National Public		at or above Basic		above Proficient		at Advanced	
				Avg.	SE	Avg.	SE	Pct.	SE	Pct.	SE	Pct.	SE
Mathematics		4	2015	245 (0.7)		240 (0.3)		85 (1.0)		43 (1.9)		9 (0.8)	
		2013	246 (0.5)		241 (0.2)		87 (0.7)		52 (1.1)		31 (0.7)		
		2011	242 (0.5)		240 (0.2)		89 (0.7)		49 (1.0)		6 (0.6)		
		2009	248 (0.4)		239 (0.2)		89 (0.6)		51 (1.0)		9 (0.7)		
		2007	246 (0.5)		239 (0.2)		89 (0.7)		49 (1.3)		7 (0.5)		
		2005	244 (0.5)		237 (0.2)		87 (0.8)		44 (1.1)		6 (0.5)		
		2003	240 (0.8)		234 (0.2)		85 (1.1)		42 (1.2)		5 (0.5)		
		2000	232 (1.6)		224 (1.0)		73 (2.0)		29 (2.2)		4 (0.9)		
		2000 <sup>1</sup>	232 (1.6)		226 (1.0)		73 (2.0)		29 (2.2)		4 (0.7)		
		1996 <sup>1</sup>	225 (1.2)		222 (1.0)		67 (2.1)		23 (1.1)		3 (0.5)		
		8	2015	261 (0.7)		281 (0.3)		79 (0.8)		45 (1.2)		11 (0.9)	
Reading		2013	255 (0.7)		284 (0.2)		84 (0.9)		47 (1.0)		14 (0.8)		
		2011	254 (0.7)		283 (0.2)		82 (1.1)		46 (1.1)		13 (0.8)		
		2009	293 (0.5)		282 (0.3)		81 (0.8)		43 (0.9)		13 (0.8)		
		2007	291 (0.7)		280 (0.3)		81 (1.0)		41 (1.3)		10 (0.8)		
		2005	287 (0.7)		278 (0.2)		78 (1.0)		38 (1.1)		8 (0.7)		
		2003	266 (0.8)		276 (0.3)		72 (0.9)		35 (1.1)		7 (0.7)		
		2000	261 (1.5)		272 (0.9)		74 (1.6)		31 (1.4)		6 (0.8)		
		2000 <sup>1</sup>	263 (1.1)		274 (0.8)		75 (1.7)		32 (1.5)		6 (0.6)		
		1996 <sup>1</sup>	259 (1.0)		271 (1.2)		75 (1.7)		27 (1.5)		4 (0.6)		
		4	2015	210 (0.8)		221 (0.4)		76 (1.0)		45 (1.4)		12 (0.9)	
		2013	229 (0.5)		221 (0.3)		76 (1.0)		42 (1.1)		12 (0.7)		
Science		2011	227 (0.5)		220 (0.3)		73 (0.9)		41 (0.9)		11 (0.6)		
		2009	225 (0.8)		220 (0.3)		75 (1.0)		41 (1.0)		12 (0.9)		
		2007	228 (0.8)		220 (0.3)		74 (1.2)		41 (1.2)		11 (0.7)		
		2005	227 (0.9)		217 (0.2)		74 (1.3)		39 (1.2)		10 (1.0)		
		2003	226 (0.9)		216 (0.3)		73 (1.5)		37 (1.1)		8 (0.8)		
		2002	227 (1.1)		217 (0.5)		73 (1.4)		39 (1.6)		9 (0.9)		
		8	2015	274 (0.8)		264 (0.2)		83 (1.0)		44 (1.4)		16 (0.7)	
		2013	274 (0.7)		266 (0.2)		84 (0.9)		45 (1.0)		16 (0.7)		
		2011	274 (0.9)		264 (0.2)		82 (0.8)		44 (1.3)		16 (0.7)		
		2009	272 (0.6)		262 (0.3)		84 (0.7)		41 (1.0)		3 (0.4)		
		2007	273 (0.8)		261 (0.2)		84 (1.1)		42 (1.3)		4 (0.5)		
Writing		2005	269 (0.7)		260 (0.2)		79 (1.0)		37 (1.2)		4 (0.4)		
		2003	271 (0.8)		261 (0.2)		81 (1.0)		39 (0.2)		4 (0.5)		
		2002	272 (0.9)		263 (0.5)		82 (1.2)		40 (1.5)		4 (0.6)		
		8	2011	153 (0.8)		151 (0.2)		80 (1.1)		43 (1.5)		2 (0.4)	
		4	2002	156 (1.4)		153 (0.5)		87 (1.0)		32 (1.8)		3 (0.5)	
		8	2007	162 (1.0)		154 (0.3)		89 (1.0)		40 (1.2)		3 (0.4)	
		2002	163 (1.2)		152 (0.6)		89 (0.9)		43 (1.5)		5 (0.7)		

<sup>1</sup>Accommodations were not permitted for this assessment.  
 Note: Standard Errors (SE) are shown in parentheses.

Higher than National public  
 Not significantly different from National public  
 Lower than National public



# The Science Nations Report Card 2011 State Snapshot Report

Vermont  
Grade 8  
Public Schools

## Overall Results

- In 2011, the average score of eighth-grade students in Vermont was 163. This was higher than the average score of 151 for public school students in the nation.
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 43 percent in 2011. This percentage was greater than the nation (31 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 80 percent in 2011. This percentage was greater than the nation (64 percent).

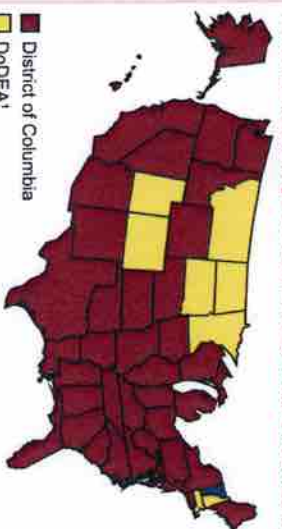
## Achievement-Level Percentages and Average Score Results

Vermont	Average Score		
2011	20	37	41
Nation (public)	20	37	41
2011	36*	34*	29*
	Percent below Basic or at Basic		
	Percent at Proficient or Advanced		
	151*		

\* Significantly different ( $p < .05$ ) from Vermont. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

## Compare the Average Score in 2011 to Other States/Jurisdictions



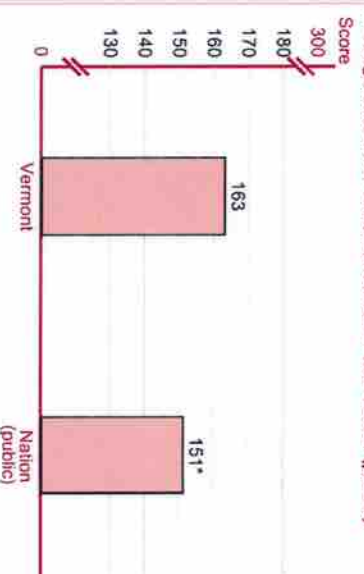
■ District of Columbia  
■ DODEA<sup>1</sup>

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Vermont** (163) was

- lower than those in 0 states/jurisdictions
- higher than those in 42 states/jurisdictions
- not significantly different from those in 9 states/jurisdictions

## Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from Vermont. Significance tests were performed using unrounded numbers.

## Results for Student Groups in 2011

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percent at Proficient	Percent at Advanced
Race/Ethnicity					
White	93	164	81	44	2
Black	1	±	±	±	±
Hispanic	2	±	±	±	±
Asian	1	±	±	±	±
American Indian/Alaska Native	#	±	±	±	±
Native Hawaiian/Pacific Islander	#	±	±	±	±
Two or more races	2	±	±	±	±
Gender					
Male	51	165	82	47	3
Female	49	160	78	39	1
National School Lunch Program					
Eligible	34	150	95	28	#
Not eligible	66	170	87	51	3

# Rounds to zero.

± Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Score Gaps for Student Groups

- Data are not reported for Black students in 2011, because reporting standards were not met.
- Data are not reported for Hispanic students in 2011, because reporting standards were not met.
- In 2011, male students in Vermont had an average score that was higher than female students by 5 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than the nation (27 points).

## Overall Results

- In 2015, the average score of fourth-grade students in Vermont was 230. This was higher than the average score of 221 for public school students in the nation.
- The average score for students in Vermont in 2015 (230) was higher than their average score in 2013 (228) and in 2002 (227).
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 45 percent in 2015. This percentage was not significantly different from that in 2013 (42 percent) and was greater than that in 2002 (39 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 76 percent in 2015. This percentage was not significantly different from that in 2013 (75 percent) and in 2002 (73 percent).

## Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Vermont (230) was

- lower than those in 2 states/jurisdictions
- higher than those in 42 states/jurisdictions
- not significantly different from those in 7 states/jurisdictions

DODEA = Department of Defense Education Activity (overseas and domestic schools)

## Results for Student Groups in 2015

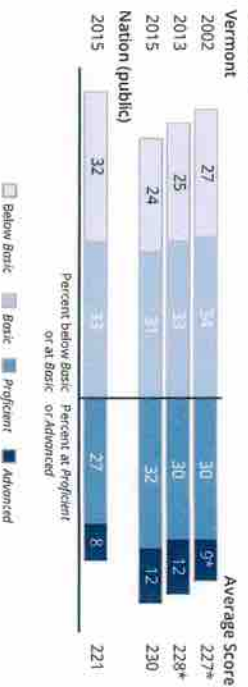
Reporting Groups	Race/Ethnicity	Percentage of students score	Avg. Basic	Percentage at or above Proficient	Percentage at Advanced
White		91	231	76	45
Black		2	+	+	13
Hispanic		2	+	+	+
Asian		2	+	+	+
American Indian/Alaska Native		#	+	+	+
Native Hawaiian/Pacific Islander		#	+	+	+
Two or more races		3	+	+	+
Gender					
Male		52	226	72	40
Female		48	234	80	49
National School Lunch Program					
Eligible		42	217	64	30
Not eligible		58	239	85	55
					17

# Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

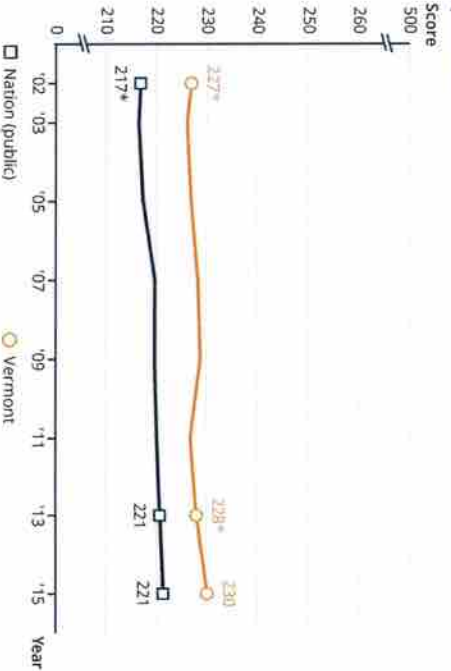
## Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

## Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

## Score Gaps for Student Groups

- Data are not reported for Black students in 2015, because reporting standards were not met.
- Data are not reported for Hispanic students in 2015, because reporting standards were not met.
- In 2015, female students in Vermont had an average score that was higher than that for male students by 8 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2002 (20 points).



### Overall Results

- In 2015, the average score of eighth-grade students in Vermont was 274. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Vermont in 2015 (274) was not significantly different from their average score in 2013 (274) and in 2002 (272).
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 44 percent in 2015. This percentage was not significantly different from that in 2013 (45 percent) and in 2002 (40 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 83 percent in 2015. This percentage was not significantly different from that in 2013 (84 percent) and in 2002 (82 percent).

### Compare the Average Score in 2015 to Other States/Jurisdictions



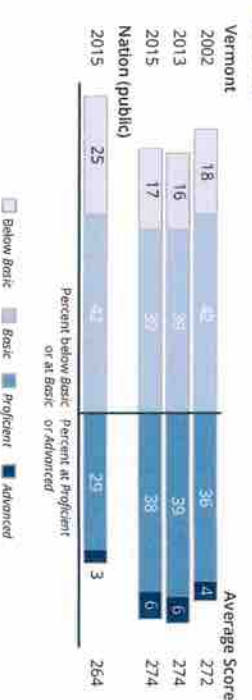
### Results for Student Groups in 2015

Reporting Groups	Percentage of Avg. score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/ethnicity				
White	91	275	84	44
Black	2	+	+	+
Hispanic	1	+	+	+
Asian	2	+	+	+
American Indian/Alaska Native	#	+	+	+
Native Hawaiian/Pacific Islander	#	+	+	+
Two or more races	3	+	+	+
Gender				
Male	51	269	80	38
Female	49	279	87	50
National School Lunch Program				
Eligible	39	261	72	29
Not eligible	61	282	91	53
# Rounds to zero.				

+ Reporting standards not met.

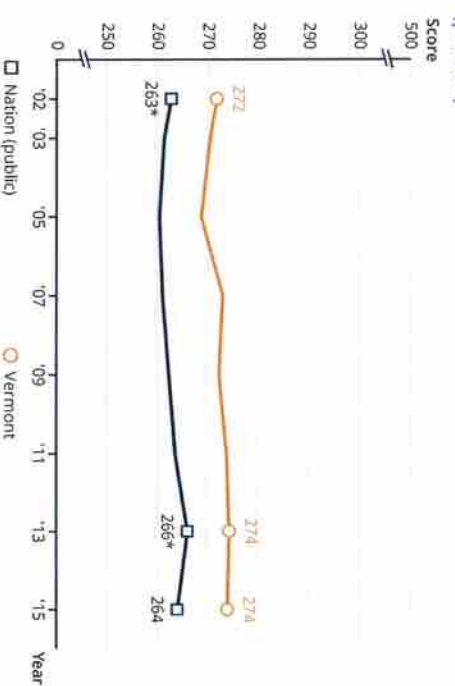
NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

### Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

### Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

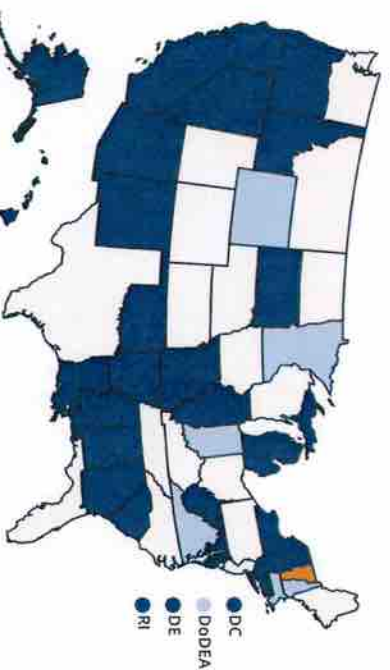
### Score Gaps for Student Groups

- Data are not reported for Black students in 2015, because reporting standards were not met.
- Data are not reported for Hispanic students in 2015, because reporting standards were not met.
- In 2015, female students in Vermont had an average score that was higher than that for male students by 10 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 21 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2002 (19 points).

## Overall Results

- In 2015, the average score of fourth-grade students in Vermont was 243. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Vermont in 2015 (243) was lower than their average score in 2013 (248) and was higher than their average score in 2000 (232).
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 43 percent in 2015. This percentage was smaller than that in 2013 (52 percent) and was greater than that in 2000 (29 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 85 percent in 2015. This percentage was smaller than that in 2013 (87 percent) and was greater than that in 2000 (73 percent).

## Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Vermont (243) was

- lower than those in 7 states/jurisdictions
- higher than those in 26 states/jurisdictions
- not significantly different from those in 18 states/jurisdictions

DODEA = Department of Defense Education Activity (overseas and domestic schools)

## Results for Student Groups in 2015

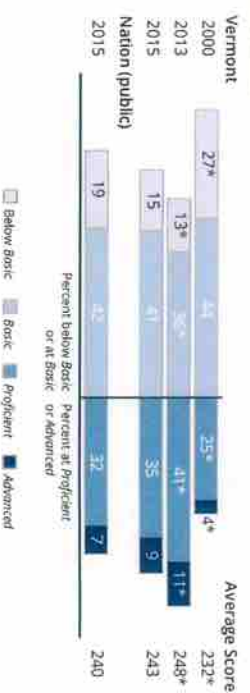
Reporting Groups	Percentage of Avg. or above students score	Percentage at Basic Proficient	Percentage at Advanced
Race/Ethnicity			
White	91	244	85
Black	2	+	+
Hispanic	2	+	+
Asian	2	+	+
American Indian/Alaska Native	#	+	+
Native Hawaiian/Pacific Islander	#	+	+
Two or more races	3	+	+
Gender			
Male	52	243	84
Female	48	244	85
National School Lunch Program			
Eligible	42	232	74
Not eligible	58	252	92

# Rounds to zero.

+ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

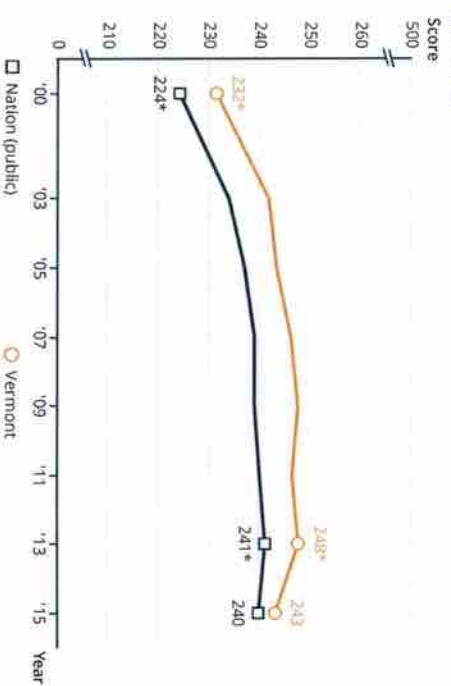
## Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

## Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

## Score Gaps for Student Groups

- Data are not reported for Black students in 2015, because reporting standards were not met.
- Data are not reported for Hispanic students in 2015, because reporting standards were not met.
- In 2015, male students in Vermont had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (22 points).



## Overall Results

- In 2015, the average score of eighth-grade students in Vermont was 290. This was higher than the average score of 281 for public school students in the nation.
- The average score for students in Vermont in 2015 (290) was lower than their average score in 2013 (295) and was higher than their average score in 2000 (281).
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 42 percent in 2015. This percentage was smaller than that in 2013 (47 percent) and was greater than that in 2000 (31 percent).
- The percentage of students in Vermont who performed at or above the NAEP *Basic* level was 79 percent in 2015. This percentage was smaller than that in 2013 (84 percent) and was greater than that in 2000 (73 percent).

## Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Vermont (290) was

- lower than those in 3 states/jurisdictions
- higher than those in 44 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

DODEA = Department of Defense Education Activity (overseas and domestic schools)

## Results for Student Groups in 2015

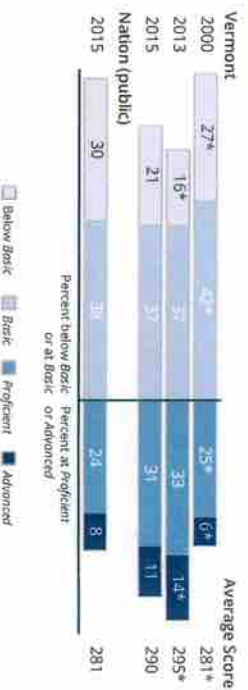
Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at or above Proficient	Percentage at or above Advanced
Race/Ethnicity					
White	91	291	80	43	11
Black	2	+	+	+	+
Hispanic	1	+	+	+	+
Asian	2	+	+	+	+
American Indian/Alaska Native	#	+	+	+	+
Native Hawaiian/Pacific Islander	#	+	+	+	+
Two or more races	3	+	+	+	+
Gender					
Male	51	292	79	44	14
Female	49	289	78	40	9
National School Lunch Program					
Eligible	39	278	68	27	5
Not eligible	61	299	85	52	16

# Rounds to zero.

\* Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

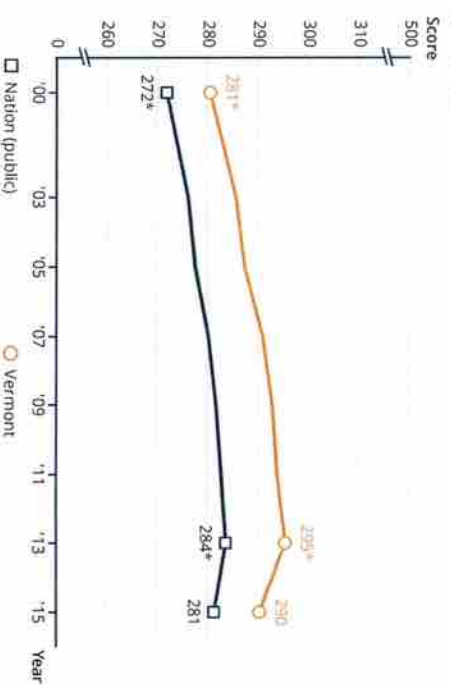
## Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

## Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

## Score Gaps for Student Groups

- Data are not reported for Black students in 2015, because reporting standards were not met.
- Data are not reported for Hispanic students in 2015, because reporting standards were not met.
- In 2015, male students in Vermont had an average score that was higher than that for female students by 4 points. This performance gap was wider than that in 2000 (3 points in favor of female).
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 21 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (25 points).



# Fall 2012 NECAP Tests District Summary 2011-2012 Students

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level												Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1						
					N	%	N	%	N	%	N	%					
Windsor Southeast SU				626	157	25	324	52	94	15	51	8					
Beginning of Grade 3				96	9	9	54	56	18	19	15	16	344				
Beginning of Grade 4				104	25	24	51	49	18	17	10	10	446				
Beginning of Grade 5				107	26	24	55	51	20	19	6	6	549				
Beginning of Grade 6				87	15	17	52	60	12	14	8	9	648				
Beginning of Grade 7				84	22	26	48	57	11	13	3	4	751				
Beginning of Grade 8				102	50	49	42	41	9	9	1	1	858				
Beginning of Grade 11				46	10	22	22	48	6	13	8	17	1144				

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level												Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1						
					N	%	N	%	N	%	N	%					
Windsor Southeast SU				629	147	23	284	45	105	17	93	15					
Beginning of Grade 3				96	12	13	50	52	22	23	12	13	343				
Beginning of Grade 4				105	29	28	47	45	17	16	12	11	447				
Beginning of Grade 5				108	30	28	48	44	12	11	18	17	546				
Beginning of Grade 6				88	16	18	44	50	16	18	12	14	644				
Beginning of Grade 7				84	25	30	40	48	13	15	6	7	747				
Beginning of Grade 8				102	32	31	46	45	12	12	12	12	846				
Beginning of Grade 11				46	3	7	9	20	13	28	21	46	1135				

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level												Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1						
					N	%	N	%	N	%	N	%					
Windsor Southeast SU				255	57	22	94	37	82	32	22	9					
Beginning of Grade 5				107	21	20	38	36	39	36	9	8	543				
Beginning of Grade 8				102	35	34	49	48	14	14	4	4	848				
Beginning of Grade 11				46	1	2	7	15	29	63	9	20	449				

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



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## **Statewide Science Assessment Results Released**

### **Results Show No Improvement from 2014**

**BARRE** –Today the Vermont Agency of Education released the Spring 2015 New England Common Assessment Program (NECAP) Science assessment results for Vermont students in grades four, eight, and 11. The science assessment is designed to measure students' scientific literacy and inquiry. Overall, students performed nearly the same in 2015 as they did in 2014.

#### **Scale Scores**

Scale scores locate each student's level of achievement on a scale of 80 possible points. There is no statistically significant difference in average scale scores at any of the three tested grade levels between 2014 and 2015. However, when we compare scale scores in 2011 to 2015, 4<sup>th</sup> grade science scores are slightly lower. There was no statistically significant change in scores at the 8<sup>th</sup> and 11<sup>th</sup> grade.

Vermont Statewide Assessment Area and Grade	Average Scale Scores <sup>1</sup>				
	2011	2012	2013	2014	2015
NECAP Science Grade 04	40.2	40.0	38.7	38.2	38.5
NECAP Science Grade 08	34.6	35.0	35.4	34.5	33.7
NECAP Science Grade 11	34.4	34.9	34.7	34.8	34.6

"Science and scientific inquiry are important to Vermonters," said Secretary Rebecca Holcombe. "Our children need to be scientifically literate and able to reason from scientific evidence and able to ask important scientific questions, whether they want to be scientists or just good citizens worried about issues like climate change. Some of our schools provide excellent opportunities to learn in science, and others have work to do. We are committed to supporting improvements in science instruction across all our systems, to ensure that all our children, no matter where they live, have access to high-quality science instruction."

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<sup>1</sup> One point change on a scale score at the state level is considered a statistically significant difference, hence the use of decimal points.



		Total "Proficient" and Above				
Assessment Area and Grade		2011	2012	2013	2014	2015
NECAP Science Grade 04		53%	53%	47%	44%	46%
NECAP Science Grade 08		29%	30%	32%	25%	24%
NECAP Science Grade 11		30%	33%	31%	30%	32%

"This is also a time of transition in science education from NECAP targets and grade expectations to Next Generation Science Standards (NGSS)," explained AOE Science Consultant Gail Hall. "To support this transition, several professional learning opportunities addressing NGSS instructional practices will be available to Vermont science educators in their implementation of the new science standards."

#### Vermont Statewide Results for High and Low Income Students

As seen in previous years, statewide and nationally, an achievement gap persists between students who live in poverty and students from wealthier families across all subjects assessed, including science. In Vermont, the science achievement gap continues to be large.

Assessment Area and Grade	Free/Reduced Lunch Status	Average Scale Score				
		2011	2012	2013	2014	2015
NECAP Science Grade 04	FRL	36.4	36.0	34.9	34.5	34.6
NECAP Science Grade 04	Not FRL	43.0	43.1	41.6	40.8	41.4
NECAP Science Grade 08	FRL	30.5	31.3	31.7	30.6	30.4
NECAP Science Grade 08	Not FRL	36.9	37.3	37.8	36.8	35.8
NECAP Science Grade 11	FRL	30.2	30.5	30.6	30.7	30.6
NECAP Science Grade 11	Not FRL	36.1	36.8	36.8	36.5	36.2

"These results give us a means to evaluate the size and direction of our achievement gaps," said State Testing Director Michael Hock. "At the state level, we will look closely at scores to assess challenges related to equity and set goals."

Reports are available online: <http://education.vermont.gov/assessment/data#science>.

For more information, contact Michael Hock at (802) 479-1288 or

[Michael.hock@vermont.gov](mailto:Michael.hock@vermont.gov).

###



# District Summary

## 2014-2015 Students

District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052

Science	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Windsor Southeast SU	235	1	0	234	0	0	75	32	113	48	46	20			
Grade 4	107	0	0	107	0	0	46	43	46	43	15	14	438		
Grade 8	90	1	0	89	0	0	19	21	47	53	23	26	833		
Grade 11	38	0	0	38	0	0	10	26	20	53	8	21	1136		

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

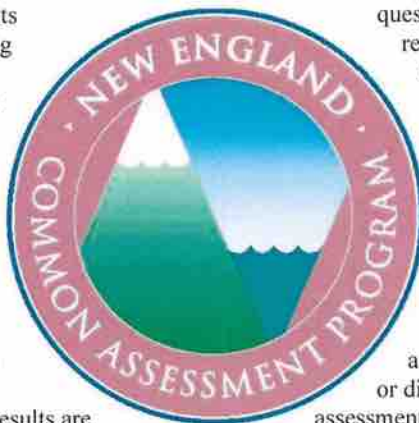
# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation. This report contains a variety of school- and/or district- and state-level

assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 4 NECAP Science Test

### District Results

**District:** Windsor Southeast SU

**Code:** SU052



# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4		107	6,179		100	100
Science						
Students tested		107	6,113		100	99
With an approved accommodation		7	886		7	14
Current LEP Students		0	126		0	2
With an approved accommodation		0	38			30
IEP Students		12	912		11	15
With an approved accommodation		5	590		42	65
Students not tested in NECAP		0	66		0	1
State Approved		0	28			42
Alternate Assessment		0	0			0
Withdrew After May 4		0	4			14
Enrolled After May 4		0	0			0
Special Consideration		0	24			86
Other		0	38			58

### NECAP RESULTS

SCIENCE	District											State													
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
					N	%	N	%	N	%	N	%													
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	%	
107	0	0	107	0	0	46	43	46	43	15	14	438	6,113	1	45	40	14	439							

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

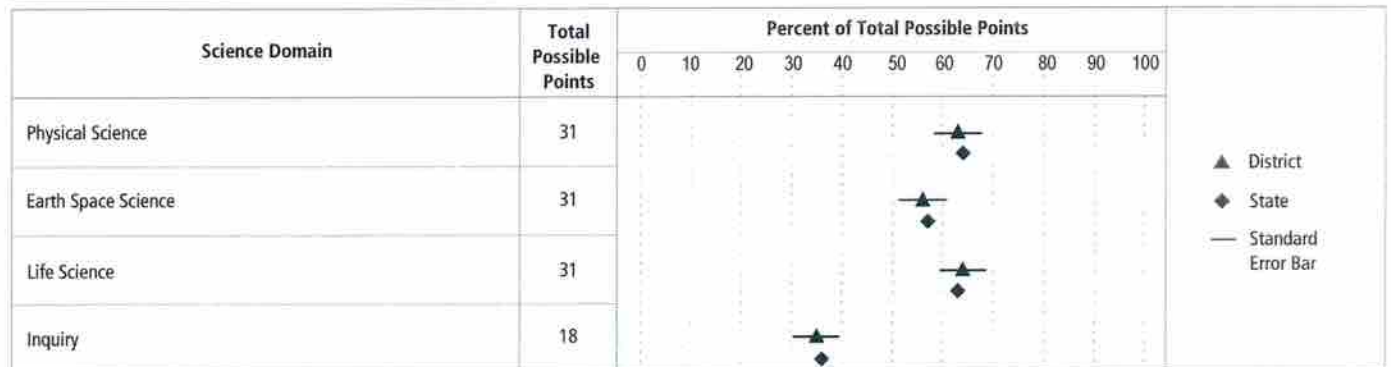
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13													
2013-14													
2014-15													
Cumulative Total													
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439





# Spring 2015 - Grade 4 NECAP Science Test

## Disaggregated Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

REPORTING CATEGORIES	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	0	0	107	0	0	46	43	46	43	15	14	438	6,113	1	45	40	14	439						
Gender																									
Male	52	0	0	52	0	0	17	33	26	50	9	17	435	3,180	1	42	43	15	438						
Female	55	0	0	55	0	0	29	53	20	36	6	11	440	2,915	1	48	38	13	439						
Not Reported	0	0	0	0										18	0	39	33	28	436						
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										1											
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										14	0	36	21	43	432						
Asian	1	0	0	1										115	1	48	36	16	438						
Black or African American	0	0	0	0										104	0	20	45	35	431						
Native Hawaiian or Pacific Islander	0	0	0	0										3											
White	103	0	0	103	0	0	44	43	45	44	14	14	438	5,540	1	46	40	13	439						
Two or more races	3	0	0	3										311	1	37	40	22	436						
No Race/Ethnicity Reported	0	0	0	0										25	0	36	40	24	435						
LEP Status																									
Current LEP student	0	0	0	0										126	0	20	42	38	431						
Former LEP student - monitoring year 1	1	0	0	1										96	0	42	48	10	438						
Former LEP student - monitoring year 2	0	0	0	0										6											
All Other Students	106	0	0	106	0	0	45	42	46	43	15	14	438	5,885	1	45	40	13	439						
IEP																									
Students with an IEP	12	0	0	12	0	0	2	17	7	58	3	25	432	912	0	16	47	38	430						
All Other Students	95	0	0	95	0	0	44	46	39	41	12	13	438	5,201	1	50	39	10	440						
SES																									
Economically Disadvantaged Students	50	0	0	50	0	0	19	38	21	42	10	20	435	2,488	<1	31	47	21	435						
All Other Students	57	0	0	57	0	0	27	47	25	44	5	9	440	3,625	1	54	36	9	441						
Migrant																									
Migrant Students	0	0	0	0										11	0	18	55	27	434						
All Other Students	107	0	0	107	0	0	46	43	46	43	15	14	438	6,102	1	45	40	14	439						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation. This report contains a variety of school- and/or district-, and state-level

assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 8 NECAP Science Test

### District Results

**District:** Windsor Southeast SU

**Code:** SU052





# Spring 2015 - Grade 8 NECAP Science Test

## Grade Level Summary Report

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4		90	6,150		100	100
Students tested		Science			Science	
With an approved accommodation		89	6,060		99	99
Current LEP Students		7	766		8	13
With an approved accommodation		0	106		0	2
IEP Students		0	39			37
With an approved accommodation		11	936		12	15
Students not tested in NECAP		6	537		55	57
State Approved		1	90		1	1
Alternate Assessment		1	40		100	44
Withdrew After May 4		0	0		0	0
Enrolled After May 4		0	2		0	5
Special Consideration		0	0		0	0
Other		1	38		100	95
		0	50		0	56

### NECAP RESULTS

SCIENCE	District												State												
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
					N	%	N	%	N	%	N	%													
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	%	
90	1	0	89	0	0	19	21	47	53	23	26	833	6,060	<1	24	51	25	834							

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 8 NECAP Science Test

## Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 855–880)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 840–854)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

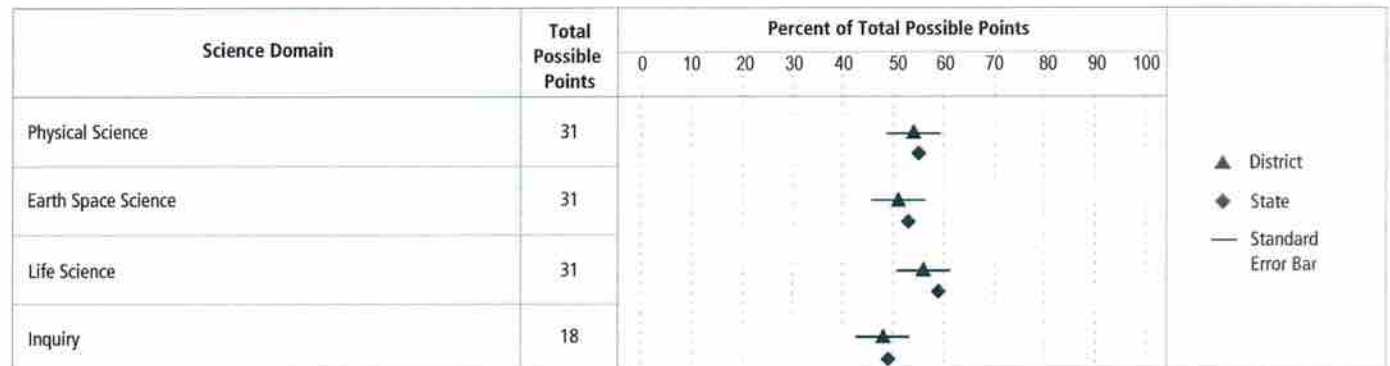
(Scaled Score 829–839)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 800–828)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13													
2013-14													
2014-15													
Cumulative Total													
<b>District</b>													
2012-13	104	0	0	104	0	0	46	44	45	43	13	13	837
2013-14	87	1	0	86	1	1	18	21	53	62	14	16	835
2014-15	90	1	0	89	0	0	19	21	47	53	23	26	833
Cumulative Total	281	2	0	279	1	<1	83	30	145	52	50	18	835
<b>State</b>													
2012-13	6,422	17	33	6,372	39	1	2,016	32	3,014	47	1,303	20	835
2013-14	6,279	21	53	6,205	47	1	1,529	25	3,237	52	1,392	22	834
2014-15	6,150	40	50	6,060	22	<1	1,449	24	3,062	51	1,527	25	834
Cumulative Total	18,851	78	136	18,637	108	1	4,994	27	9,313	50	4,222	23	834





# Spring 2015 - Grade 8 NECAP Science Test

## Disaggregated Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

REPORTING CATEGORIES	District													State													
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%			
All Students	90	1	0	89	0	0	19	21	47	53	23	26	833	6,060	<1	24	51	25	834								
Gender																											
Male	41	0	0	41	0	0	10	24	23	56	8	20	834	3,083	<1	24	48	27	833								
Female	49	1	0	48	0	0	9	19	24	50	15	31	832	2,960	<1	23	53	23	834								
Not Reported	0	0	0	0										17	0	12	59	29	832								
Race/Ethnicity																											
Hispanic or Latino	0	0	0	0										0													
Not Hispanic or Latino																											
American Indian or Alaskan Native	0	0	0	0										27	0	0	44	56	826								
Asian	0	0	0	0										127	1	27	50	23	835								
Black or African American	1	0	0	1										126	0	12	47	41	829								
Native Hawaiian or Pacific Islander	0	0	0	0										4													
White	88	1	0	87	0	0	19	22	46	53	22	25	833	5,480	<1	24	51	24	834								
Two or more races	1	0	0	1										271	0	23	45	32	833								
No Race/Ethnicity Reported	0	0	0	0										25	0	12	60	28	832								
LEP Status																											
Current LEP student	0	0	0	0										106	1	13	25	60	828								
Former LEP student - monitoring year 1	0	0	0	0										4													
Former LEP student - monitoring year 2	0	0	0	0										6													
All Other Students	90	1	0	89	0	0	19	21	47	53	23	26	833	5,944	<1	24	51	25	834								
IEP																											
Students with an IEP	11	0	0	11	0	0	2	18	0	0	9	82	826	936	0	2	28	70	824								
All Other Students	79	1	0	78	0	0	17	22	47	60	14	18	834	5,124	<1	28	55	17	835								
SES																											
Economically Disadvantaged Students	39	0	0	39	0	0	5	13	18	46	16	41	830	2,266	0	12	49	40	830								
All Other Students	51	1	0	50	0	0	14	28	29	58	7	14	835	3,794	1	31	52	17	836								
Migrant																											
Migrant Students	0	0	0	0										5													
All Other Students	90	1	0	89	0	0	19	21	47	53	23	26	833	6,055	<1	24	51	25	834								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
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Each test contains a mix of multiple-choice and constructed-response



questions. Constructed-response questions require students to develop their own answers to questions. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation. This report contains a variety of school- and/or district-, and state-level

assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

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## Spring 2015 Grade 11 NECAP Science Test

### District Results

**District:** Windsor Southeast SU

**Code:** SU052



# Spring 2015 - Grade 11 NECAP Science Test

## Grade Level Summary Report

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4		38	6,126		100	100
Science						
Students tested		38	5,866		100	96
With an approved accommodation		1	488		3	8
Current LEP Students		0	91		0	2
With an approved accommodation		0	22			24
IEP Students		3	707		8	12
With an approved accommodation		1	322		33	46
Students not tested in NECAP		0	260		0	4
State Approved		0	23			9
Alternate Assessment		0	0			0
Withdrew After May 4		0	5			22
Enrolled After May 4		0	0			0
Special Consideration		0	18			78
Other		0	237			91

### NECAP RESULTS

SCIENCE	District										State														
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
	38	0	0	38	0	0	10	26	20	53	8	21	1136	5,866	2	30	41	27	1135						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 11 NECAP Science Test

## Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 1152–1180)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 1140–1151)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

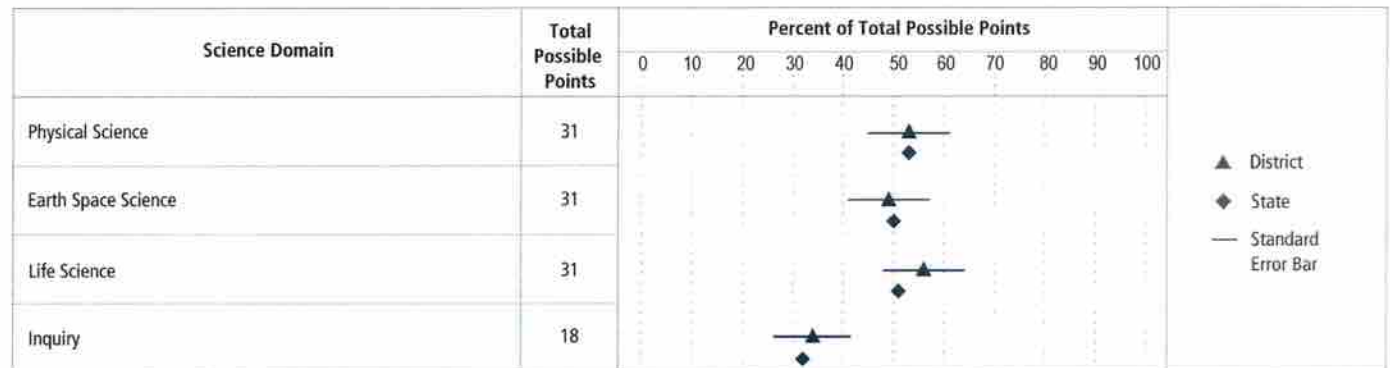
(Scaled Score 1130–1139)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 1100–1129)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13													
2013-14													
<b>2014-15</b>													
Cumulative Total													
<b>District</b>													
2012-13	45	0	3	42	0	0	16	38	18	43	8	19	1136
2013-14	38	0	2	36	0	0	11	31	13	36	12	33	1135
<b>2014-15</b>	38	0	0	38	0	0	10	26	20	53	8	21	1136
Cumulative Total	121	0	5	116	0	0	37	32	51	44	28	24	1136
<b>State</b>													
2012-13	6,388	30	112	6,246	104	2	1,857	30	2,677	43	1,608	26	1135
2013-14	6,369	26	188	6,155	116	2	1,728	28	2,722	44	1,589	26	1135
<b>2014-15</b>	6,126	23	237	5,866	93	2	1,773	30	2,423	41	1,577	27	1135
Cumulative Total	18,883	79	537	18,267	313	2	5,358	29	7,822	43	4,774	26	1135







# Spring 2015 - Grade 11 NECAP Science Test

## Disaggregated Science Results

District: Windsor Southeast SU  
State: Vermont  
Code: SU052

REPORTING CATEGORIES	District													State													
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%			
All Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	5,866	2	30	41	27	1135								
Gender																											
Male	21	0	0	21	0	0	7	33	8	38	6	29	1135	2,977	2	29	39	29	1134								
Female	17	0	0	17	0	0	3	18	12	71	2	12	1136	2,871	1	31	43	24	1135								
Not Reported	0	0	0	0										18	0	11	28	61	1126								
Race/Ethnicity																											
Hispanic or Latino	0	0	0	0										0													
Not Hispanic or Latino																											
American Indian or Alaskan Native	0	0	0	0										15	0	7	53	40	1129								
Asian	1	0	0	1										160	3	30	29	39	1133								
Black or African American	0	0	0	0										101	1	13	32	54	1127								
Native Hawaiian or Pacific Islander	0	0	0	0										3													
White	35	0	0	35	0	0	9	26	18	51	8	23	1135	5,352	2	31	42	26	1135								
Two or more races	2	0	0	2										209	0	25	40	34	1133								
No Race/Ethnicity Reported	0	0	0	0										26	0	8	27	65	1124								
LEP Status																											
Current LEP student	0	0	0	0										91	0	5	8	87	1122								
Former LEP student - monitoring year 1	0	0	0	0										15	0	0	20	80	1124								
Former LEP student - monitoring year 2	0	0	0	0										39	0	10	36	54	1129								
All Other Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	5,721	2	31	42	26	1135								
IEP																											
Students with an IEP	3	0	0	3										707	0	2	23	75	1124								
All Other Students	35	0	0	35	0	0	10	29	20	57	5	14	1137	5,159	2	34	44	20	1136								
SES																											
Economically Disadvantaged Students	13	0	0	13	0	0	3	23	4	31	6	46	1132	1,736	<1	16	41	42	1131								
All Other Students	25	0	0	25	0	0	7	28	16	64	2	8	1138	4,130	2	36	41	21	1136								
Migrant																											
Migrant Students	0	0	0	0										5													
All Other Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	5,861	2	30	41	27	1135								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



## AGENCY OF EDUCATION

### Transitioning from NECAP to SBAC

#### *Frequently Asked Questions*

Why do we need a new test?

Three reasons: (1) NECAP was not designed to assess student achievement related to the Common Core State Standards; (2) The array of digital assessment technologies that have emerged since 2004, when NECAP was introduced, have made our old test obsolete; (3) The opportunity to join a large national assessment consortium, with the influx of federal grant funds, has resulted in a much better test for about the same cost as NECAP.

Will the quality or accuracy of the scores change?

Yes, because Computer Adaptive Assessment technology provides scores that are generally more precise than NECAP, and significantly more precise at the top and bottom of the grade level learning progressions. This means more useful scores for our most and least proficient students. SBAC scores are also better than NECAP scores because they are based on performance assessments as well as more typical multiple choice, short answer and short essay questions.

Will the types of scores or student groupings change?

Yes and No.

- Student groupings will be the same as NECAP (e.g., All Students, Students with Disabilities, Low Income Students, English Language Learners, students from racial/ethnic groups, gender). However, schools will be able to use a new tool called "rostering" that will allow them to get results on unique groups of interest locally.
- NECAP provided scores in three content areas: Reading and Math at grades 3-8 and 11, and Writing at grades 5, 8 and 11. Smarter Balanced will provide broad scores for English Language Arts and Mathematics, plus sub-content area scores in Reading, Writing, Listening and Research in English Language Arts, and Calculation, Algebra, Geometry and Math Practices in Math.
- NECAP provided both Proficiency Level scores and Scaled scores, but not on the same report. SBAC will provide both on the same report.

Will the definition of "Meets the Standard" change?



Yes. On NECAP, which was administered in the early fall, scores were designed to indicate if students were sufficiently prepared to learn the new skills and concepts that would be introduced at their new grade level. Because Smarter Balanced is designed to measure the career and college ready skills articulated in the Common Core State Standards, scores will be presented in terms of the extent to which students are on track to be career and college ready by graduation.

Will it be possible to continue a progress or trend line from NECAP to SBAC?

No. There are statistical procedures that would permit creation of a trend line between the two tests, but it would be of very questionable accuracy because the tests are very different, as are the standards they are designed to assess.

Will test scores go down?

It is very likely that schools will see less students scoring proficient or above on SBAC than they saw on NECAP. This is because the common core was designed to measure fewer standards at greater depth. So, if the test accurately measures the new standards we would expect to see less students scoring in the proficient range. The question that is difficult to answer is "how much lower." The research data that was gathered during last spring's field test show less than half of the students scoring proficient and above across grade levels and content areas. However, that was an average across all the states that participated. Based on what we know from the National Assessment of Educational Progress (NAEP), Vermont students consistently score among the best in the country. Therefore, although we should not be surprised to see lower SBAC scores, decreases may not be as dramatic for Vermont as many other consortium member states. The important thing to keep in mind if we see a drop in scores is that the decrease was not caused by less skillful students, but a much harder test.

Will SBAC change Vermont's school accountability system?

AOE staff are currently working on a new "balanced" accountability system that will incorporate more school quality indicators than the currently over-used test scores. In part, SBAC has prompted this change, but the real drivers for the AOE are to produce a system that uses a variety of indicators than can provide a comprehensive view of school quality. The goal is to have the new system ready for the switch to SBAC results. Please stay tuned.



### **Smarter Balanced Assessment Fact Sheet**

- The Smarter Balanced Assessments represent the "next generation" of educational tests. All assessments are delivered by computer, which permits the use of innovative "technology enhanced" test questions, Computer Adaptive Testing, and an array of Universal digital tools, accessibility features for special populations, and assistive technologies such as refreshable Braille, on-screen American Sign Language translations, and specialized keyboards and pointing devices.
- Smarter Balanced (SBAC) is a consortium of 22 states and the US Virgin Islands that was formed to develop state of the art, computer delivered assessments using funds provided by a Federal Race to the Top grant of nearly 178 million dollars.
- The New England Assessment Consortium (NEAC) is a regional assessment partnership made up of Vermont, New Hampshire and Connecticut. By jointly selecting a contractor to deliver the assessment, all three states are able to offer a very high quality assessment system for less money than would be possible if the states contracted individually.
- The American Institutes for Research (AIR) is the contractor selected by NEAC to operate the testing system. AIR's assessment delivery systems were used successfully last spring during SBAC field testing that involved 4.4 million students, 16.5 thousand schools, 22 states, and the Virgin Islands. At one point during the field testing, 185,000 students were being assessed at the same time.
- Nearly all of Vermont's costs for the new test are covered by Federal funds provided through the Elementary and Secondary Education Act.
- The window for this year's SBAC testing is March 17<sup>th</sup> through June 12<sup>th</sup>. Schools can schedule the testing, which is estimated to take about 8 hours, at any time in the 3 month testing window.
- The SBAC system has three parts: (1) a summative assessment that can be used by the state for school accountability, and by schools to compare student groups or measure trends across time, (2) an interim assessment that can be used by schools, on a voluntary basis, to meet a number of local assessment needs, and (3) a digital professional development library designed to help teachers learn to use formative assessment processes during classroom instruction.
- SBAC assess achievement in English Language Arts and Mathematics at grades 3-8 and 11.
- SBAC is designed to determine if students' achievement in the core content areas is sufficient to be on track toward career or college readiness at the time of graduation.
- All student and school reports will be made available to schools through the Online Reporting System (ORS). This system is designed to produce a quick turnaround of scoring and reporting.





# How is SBAC different than NECAP?

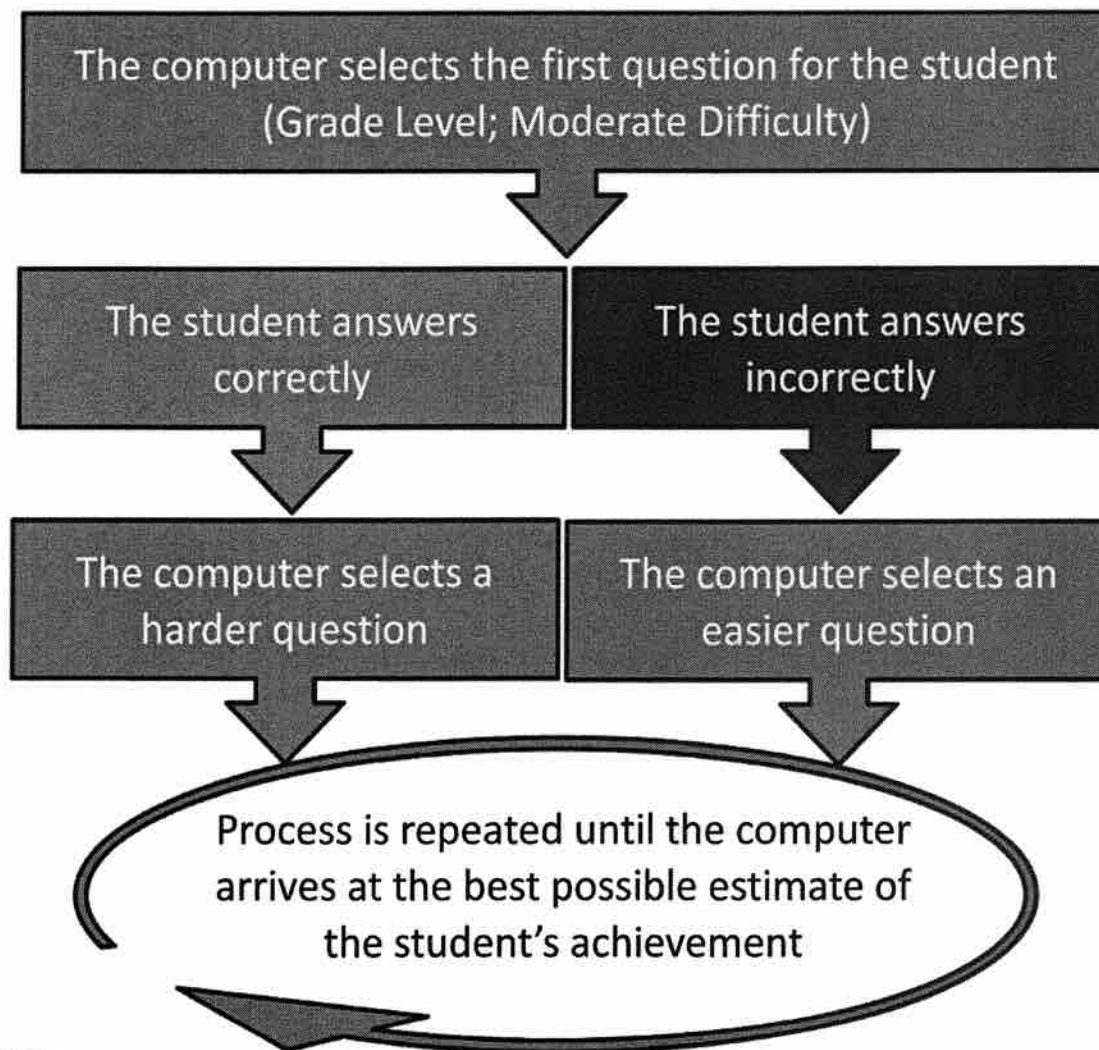
	Smarter Balanced	NECAP
Content Standards	Common Core State Standards	Tri-State Grade Expectations
Achievement Descriptors	On Track to be Career and College Ready	Prepared for Next Grade Level Learning
Test Format	Web-Based	Pencil and Paper
Item Delivery	Computer Adaptive	Fixed Form/Common Item Set
Assessment Types	Summative, Interim and Formative	Summative
Item Types	Multiple Choice, Short Answer, Tech Enhanced, Performance Task	Multiple Choice, Short Answer, Constructed response
Testing Window	Last 3 Months of School Year (March 17, 2015 – June 12, 15)	3 Weeks/ Fall
Results Turnaround	Individual Student Results Within 2 Weeks of Submitting Completed Test; School Scores in Early July	About 3 Months



# What is Computer Adaptive Testing?



The CAT Algorithm  
Vastly Simplified





# Why is CAT better than the old "fill in the bubble" tests?

## Increased precision

- In comparison to older tests, CAT is equally precise from the bottom to the top of the grade level scale

## Individualized

- Computer algorithm selects a unique set of test questions for each student from a large bank of grade level test items.

## Increased security

- Because each student receives a unique set of items, it is very difficult to cheat.

## Shorter test length

- CAT eliminates items that are too easy and too hard for the student, resulting in a more accurate score in less time

## Faster results

- Student results will be available in about two weeks from the time the student submits a completed test. School scores available in early July.

## Mature technology

- Although relatively new to educational testing, CAT is used in medical licensure exams, the GRE, ASVAB, and the Maps assessment.

## Student Friendly

- Algorithm designed to select questions the student can and cannot get right in roughly equal measure.

## Why We Test

The Agency has received several requests from school leaders to provide a rationale for state-wide testing, one that can help address questions from students, teachers, parents and the community. To that end, we offer the following:

### ***1. Statewide assessments provide information on students' mastery of state standards.***

States adopt standards to provide a consistent set of learning goals for all students in all schools. These standards are our operational description of what we want our students to know and be able to do, and what level of proficiency we think they need to have to thrive in civic and economic life.

A recent report by the National Conference of State Legislatures indicates that 20% or more of first year college students are required to take at least one remedial course, and that number approaches 40% for African-American, Hispanic and low-income students (NCSL, 2015). These first-year students who are required to take remedial courses are also twice as likely to drop out of college without a degree. Vermont adopted the Common Core State Standards, because these standards were developed to address the concern that too many students graduate from high school lacking the basic reading, writing and mathematics skills they will need to succeed in college and in the workplace. Common standards give us a shared way to talk about the progress of all our students, in all regions, towards goals in English language arts and mathematics.

The Smarter Balanced Assessment, administered in schools across Vermont for the first time this spring, was developed to assess student mastery of Common Core standards. To be very clear, the purpose of the test is not for student tracking or to discourage them from considering college as an option, but to provide our systems with feedback on whether and how students are progressing towards the goals we have set for them. Because students in all schools participate in the same assessment, we receive statewide data on student performance that allows us to evaluate overall progress statewide with respect to mastery of standards, as well as performance gaps between different, substantively important groups of students, such as students living in poverty and their more affluent peers, and students with and without disabilities. Without standardized assessments we would not have clear evidence suggesting that our schools systematically struggle to reach and support the learning of our boys in poverty. Without these assessments, any inequities are hidden, and thus likely to be left unaddressed.

### ***2. Statewide assessments can provide useful information for comparing student achievement:***

- in the same subject and grade level across school years
- between student groups
- or in comparison to statewide benchmarks



**Statewide standardized assessments should not be used to compare student achievement for any consequential purpose:**

- across different subjects and different grade levels
- across testing groups with too few students to provide for valid inferences (Hollingshead and Childs, 2011)<sup>1</sup>

Schools use a wide variety of assessments, but for the most part, locally developed assessments do not have the reliability and technical qualities necessary to support valid inferences about the progress and performance of schools, and about specific groups of students within those schools. Our statewide assessments will help us assess the success of our efforts to close performance gaps.

***3. The Smarter Balanced Assessments provide Vermont with an innovative and high-quality system for gathering and reporting information on implementation of our state learning standards.***

Unlike some corporate testing solutions, the Smarter Balanced Assessments represent the cooperative effort of more than half of the states, and in the future it will reside at a major university (UCLA) for on-going development, improvement and validation. It improves on previous generations of standardized tests for several reasons.

- The computer delivery system will produce results that are more precise than our current assessments, in less time.
- A variety of embedded digital tools improve the assessment experience for all students, but for students with disabilities and students with special assessment needs in particular because of a wide variety of accessibility tools that are embedded in the computer test delivery system.
- Because it is a computer adaptive test, no student should have the experience of taking a test on which she or he could not answer a single question, or on which she or he was able to answer every question.
- The Smarter Balanced Assessment system was field-tested with 4.4 million students in 16.5 thousand schools across 22 states and the U.S. Virgin Islands. So, we are confident the Smarter Balanced Online Test Delivery System will function as intended, and will correct many of the issues we've had with our current assessments.

***4. Nearly every institution that serves the public, both public and private, is monitored against quality standards, using uniform assessment tools.***

It's hard to think of a human enterprise that is not evaluated periodically against common standards and success criteria. While scores on standardized tests by no means capture all the learning we care about, and do not determine life outcomes, they are one measure of the outcomes that result from our investment of education dollars. We have a public assurance responsibility to provide our citizens with data they can use to reflect on the education we buy with our tax dollars. Our schools and the Agency believe that there are other critical learning outcomes that are not captured by these scores. We also need to look at other measures of these other outcomes. However, this does not mean we can't gain insight on the skills of our

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<sup>1</sup> Recently, Hollingshead and Childs (2011) found that comparisons of testing results are accurate when schools have a minimum of 81 students taking exams, but are even more trustworthy when the group is greater than 160.



students or the impact of our investments and programs by looking at test data. Without transparency, we will struggle to make progress.

**5. *Now that we have a better test, it's time to create a better accountability system.***

When you ask individuals who say they are against testing why they are opposed, what you often learn is that their problem is not with testing *per se*, but with how tests are being used. They believe it is unfair to judge the quality of a school based exclusively on reading and math results from a standardized test. They object to the notion that 100% of students must demonstrate the ability to read, write and solve math problems on grade level, even when many of those students have documented learning problems and when the standards are set so high that we'd expect half the students in the highest performing nations in the world to fail to score as proficient. Critics often believe that evaluating teachers based on test scores is unfair and may drive good teachers from the profession, or at the very least, penalize them for choosing to work with the students who need their skill and expertise the most. In other words, critics are often opposed to how tests have been used for accountability purposes, rather than to the tests themselves. The Agency of Education is sympathetic to these concerns, and asks all our educators and parents and community members to help us keep our focus on powerful, engaged learning across all critical outcomes in our Vermont Education Quality Standards.

Under Federal law, we are now required to label all our schools "low performing," because every single student in every single school is not scoring as "proficient." We are confident that if every student did score as proficient, we would instead be told our tests were too easy. Please help us reject simplistic labels, and instead, hold us accountable for keeping our students engaged and positive about learning, and for supporting them and guiding them as they demonstrate greater and greater levels of proficiency across all critical outcomes. In addition, please help us preserve appropriate uses of these tests as a tool to help our parents and educators improve learning, rather than supporting inappropriate uses of these tests that might actually undermine our goal of high quality, engaging teaching and learning for every child.

Please direct your comments or questions to State Assessment Director, Michael Hock  
([Michael.Hock@state.vt.us](mailto:Michael.Hock@state.vt.us) / 802-479-1288)







219 North Main Street, Suite 402, Barre, VT 05641 | 802-479-1030 | [www.education.vermont.gov](http://www.education.vermont.gov)

## **Vermont Statewide Assessment Results Released**

**BARRE** – Today, Secretary of Education Rebecca Holcombe announced statewide results for the 2014-15 Smarter Balanced Assessment. This new, computer adaptive test was developed by the Smarter Balanced Assessment Consortium, a partnership of 31 states plus the US Virgin Islands and the Department of Defense Education Activity Office. These tests, which were administered this spring in 18 states, the US Virgin Islands and Department of Defense schools, provide the first test results aligned with the Common Core State Standards. Over time, these tests will provide teachers and parents with a more reliable and accurate snapshot of how their kids are performing in English Language Arts and Mathematics.

Vermont's statewide results:

<b>2015 Smarter Balanced Results</b>	<b>Total "Proficient" and Above</b>	<b>2015 Smarter Balanced Results</b>	<b>Total "Proficient" and Above</b>
Math Grade 3	52%	English Language Arts Grade 3	52%
Math Grade 4	45%	English Language Arts Grade 4	51%
Math Grade 5	42%	English Language Arts Grade 5	57%
Math Grade 6	37%	English Language Arts Grade 6	53%
Math Grade 7	43%	English Language Arts Grade 7	55%
Math Grade 8	40%	English Language Arts Grade 8	54%
Math Grade 11	37%	English Language Arts Grade 11	58%

"These results give us a means to evaluate the size and direction of our achievement gaps, as well as the mastery of individual students on specific content," said Holcombe. "At the state level, we will look closely at scores to assess challenges related to equity and set goals. At the local level, educators will use individual scores, along with other locally collected data, to assess students' needs and plan instruction. For parents, the tests can help them ask good questions when they meet with teachers, and provide one benchmark for monitoring their student's progress and success."

Since the student test scores released today establish a new baseline aligned with the Common Core, they should not be compared to previous statewide test scores on different tests. As with any

change, there will be a period of adjustment, as teachers and students get used to the new standards and tests.

The new assessment replaces Vermont's previous tests in English language arts and mathematics, known as the NECAP (New England Common Assessment Program). The Smarter Balanced test asks students to demonstrate and apply their knowledge and skills in areas such as critical thinking, analytical writing, and problem solving.

The Smarter Balanced Assessment is a computer adaptive test, administered online. This means the test adjusts the difficulty of the test items based on how a test taker responds. If a student answers incorrectly, he or she gets a slightly easier item. If she answers correctly, she gets a slightly harder item. This means very few children take a test that feels too hard or too easy. It also means the test can provide a more precise measure of what students can and cannot do.

Parents may notice that fewer students scored as proficient on the Smarter Balanced test than did on the NECAP tests. This does not mean our students now know less, nor does it mean that our schools—both public and independent—are doing worse. It simply means the test is a more challenging test, and the Smarter Balanced Consortium deliberately set a proficiency threshold that it knew most students would not meet.

Vermont's State Board of Education and the Agency of Education continue to meet federal requirements to report school level test results in terms of the percent of students who score proficient or better. However, we find that proficiency scores alone have negative effects in supporting school improvement and recognizing the gains students make each year. For this reason, Vermont is moving to an increased focus on scale scores and identifying reliable methods for calculating growth scores. Both of these endeavors require multiple years of testing and are not currently available.

"I'm very grateful that Vermont was able to qualify for a US Department of Education Accountability Waiver," said State Assessment Director Michael Hock. "It will give us a year to figure out how to use the new test results in ways that are more precise and productive than what we've been able to do in the past."

While no single test can give a complete picture of achievement, annual assessments can provide important information about student progress and areas for improvement, especially when combined with student grades and teacher reports. Parents and teachers can use this information to make sure students get the support they need to succeed.

The Agency has compiled several tools to help the public interpret these results. To see your local results, and for more information: <http://education.vermont.gov/assessment/data#smarter-balanced-results>.

Connect with the Vermont Agency of Education on Twitter (<https://twitter.com/VTEducation>), Facebook ([www.facebook.com/VTEducation](https://www.facebook.com/VTEducation)), and YouTube ([www.youtube.com/VTEducation](https://www.youtube.com/VTEducation)).

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## Smarter Balanced Achievement Level Scale Scores

The charts below outline the scale score ranges for each achievement level by grade and content area for the Smarter Balanced Summative Assessments.

English Language Arts/Literacy							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
Level 4	2490–2623	2533–2663	2582–2701	2618–2724	2649–2745	2668–2769	2682–2795
Level 3	2432–2489	2473–2532	2502–2581	2531–2617	2552–2648	2567–2667	2583–2681
Level 2	2367–2431	2416–2472	2442–2501	2457–2530	2479–2551	2487–2566	2493–2582
Level 1	2114–2366	2131–2415	2201–2441	2210–2456	2258–2478	2288–2486	2299–2492

Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
Level 4	2501–2621	2549–2659	2579–2700	2610–2748	2635–2778	2653–2802	2718–2862
Level 3	2436–2500	2485–2548	2528–2578	2552–2609	2567–2634	2586–2652	2628–2717
Level 2	2381–2435	2411–2484	2455–2527	2473–2551	2484–2566	2504–2585	2543–2627
Level 1	2189–2380	2204–2410	2219–2454	2235–2472	2250–2483	2265–2503	2280–2542

## ***WSESU STUDENTS TESTED IN ELA/LITERACY***

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	99	47%
Grade 4	107	47%
Grade 5	94	51%
Grade 6	110	49%
Grade 7	95	60%
Grade 8	90	42%
Grade 11	39	51%

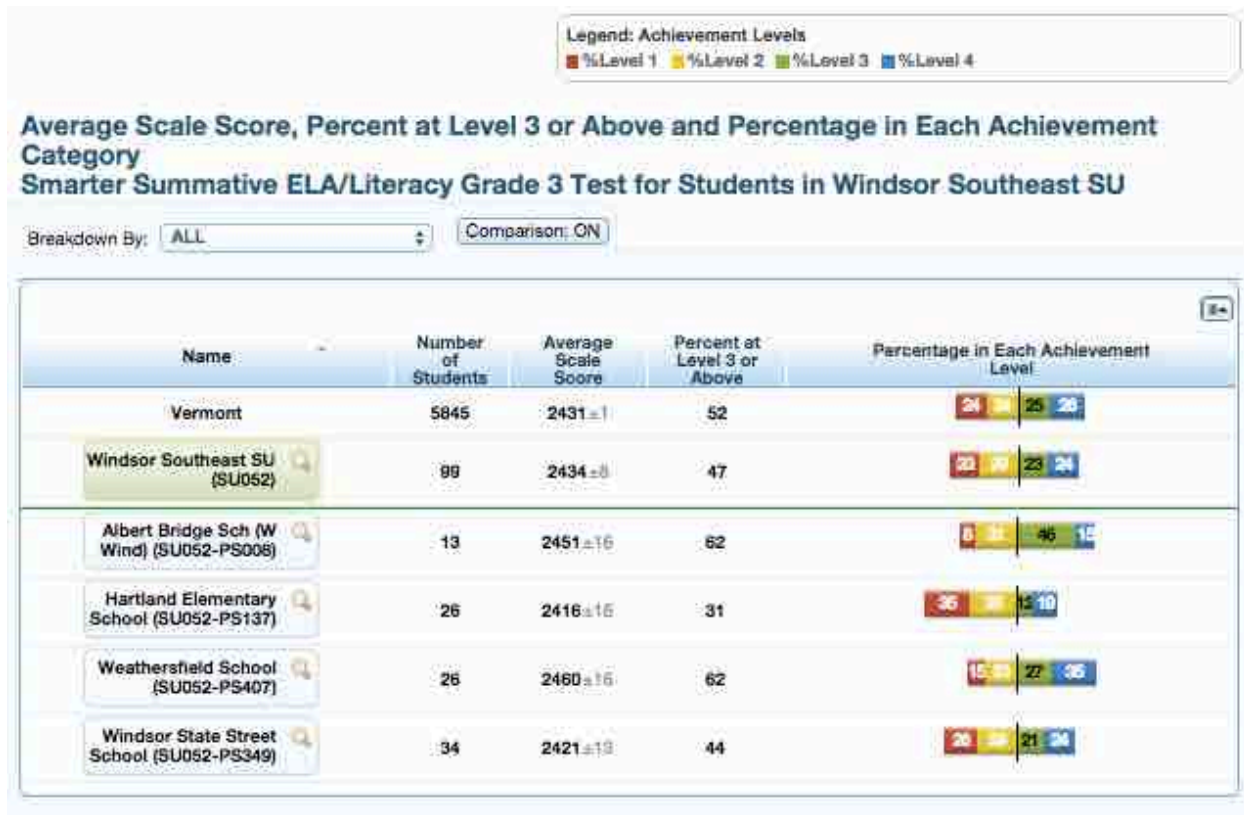
## ***WSESU STUDENTS TESTED IN MATHEMATICS***

Grade	Number of Students Tested	Percent Level 3 or above
Grade 3	99	47%
Grade 4	107	41%
Grade 5	93	32%
Grade 6	111	36%
Grade 7	95	56%
Grade 8	90	37%
Grade 11	39	36%



**WINDSOR SOUTHEAST SUPERVISORY UNION  
SMARTER BALANCED ASSESSMENT RESULTS (SBAC)  
ENGLISH LANGUAGE ARTS (ELA)  
SPRING 2015**

**SBAC - GRADE 3 ELA: ALL STUDENTS**



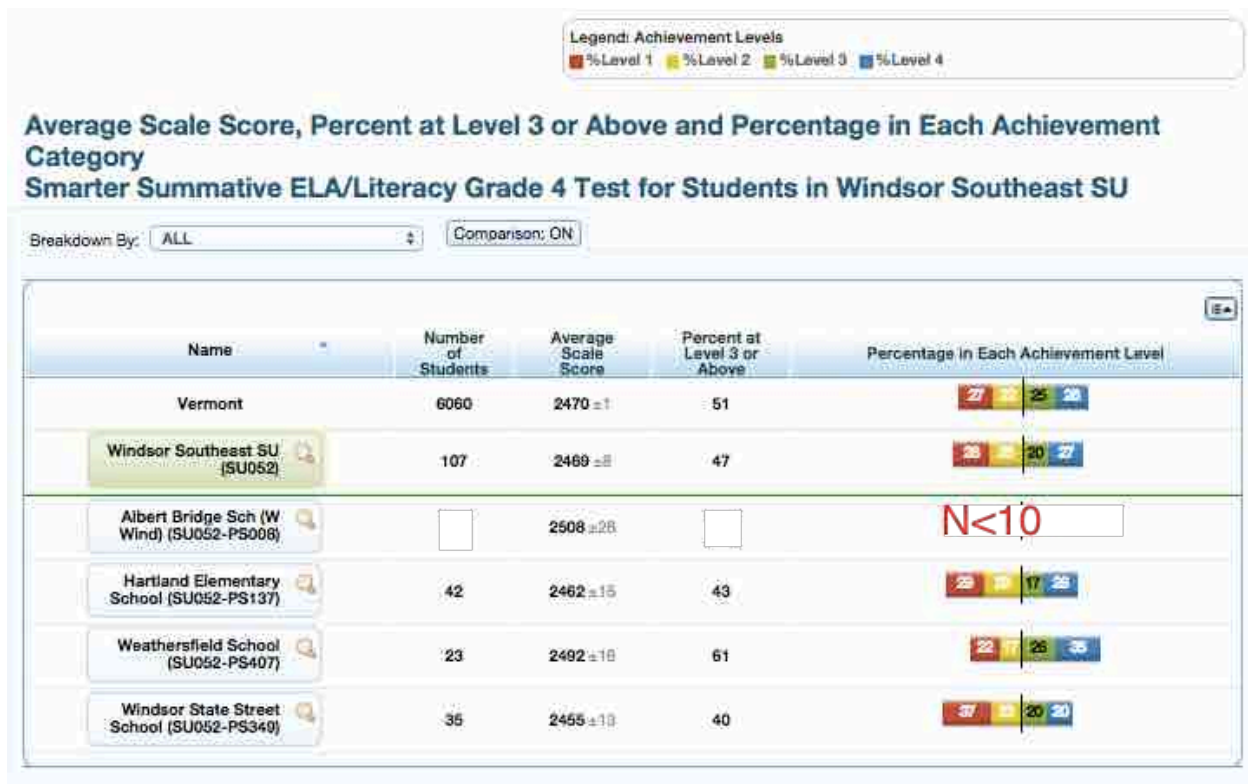
# SBAC - GRADE 3 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	5845	2431 $\pm 1$	52	24	25
Vermont	Unknown	3235	2457 $\pm 1$	65	14	29
Vermont	Yes	2610	2399 $\pm 2$	35	35	21
Windsor Southeast SU (SU052)	ALL	99	2434 $\pm 5$	47	29	23
Windsor Southeast SU (SU052)	Unknown	55	2450 $\pm 11$	55	10	22
Windsor Southeast SU (SU052)	Yes	44	2415 $\pm 11$	39	27	25
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	13	2451 $\pm 15$	62	8	46
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2455 $\pm 28$		N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2449 $\pm 21$			
Hartland Elementary School (SU052-PS137)	ALL	26	2416 $\pm 16$	31	35	12
Hartland Elementary School (SU052-PS137)	Unknown	16	2435 $\pm 20$	38	19	13
Hartland Elementary School (SU052-PS137)	Yes	10	2385 $\pm 24$	20	80	10
Weathersfield School (SU052-PS407)	ALL	26	2460 $\pm 16$	62	15	27
Weathersfield School (SU052-PS407)	Unknown	18	2469 $\pm 21$	67	22	22
Weathersfield School (SU052-PS407)	Yes		2440 $\pm 17$		N<10	
Windsor State Street School (SU052-PS349)	ALL	34	2421 $\pm 13$	44	26	21
Windsor State Street School (SU052-PS349)	Unknown	16	2440 $\pm 18$	50	18	19
Windsor State Street School (SU052-PS349)	Yes	18	2404 $\pm 19$	39	33	22

## SBAC - GRADE 3 ELA: GENDER

Breakdown By: <span>Gender</span>		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	5845	2431 $\pm$ 1	52	24	25 26
Vermont	Female	2875	2443 $\pm$ 2	58	20	26 32
Vermont	Male	2970	2419 $\pm$ 2	46	28	25 21
Windsor Southeast SU (SU052)	ALL	99	2434 $\pm$ 8	47	23	23 24
Windsor Southeast SU (SU052)	Female	48	2458 $\pm$ 12	63	21	33 40
Windsor Southeast SU (SU052)	Male	51	2412 $\pm$ 9	33	25	24 10
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	13	2451 $\pm$ 18	62	8	45 15
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2472 $\pm$ 22		N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2427 $\pm$ 21			
Hartland Elementary School (SU052-PS137)	ALL	26	2416 $\pm$ 18	31	36	12 19
Hartland Elementary School (SU052-PS137)	Female	12	2419 $\pm$ 27	42	42	17 26
Hartland Elementary School (SU052-PS137)	Male	14	2414 $\pm$ 19	21	28	7 14
Weathersfield School (SU052-PS407)	ALL	26	2460 $\pm$ 18	62	15	27 15
Weathersfield School (SU052-PS407)	Female	14	2472 $\pm$ 23	64	24	21 4
Weathersfield School (SU052-PS407)	Male	12	2448 $\pm$ 21	58	8	33 25
Windsor State Street School (SU052-PS349)	ALL	34	2421 $\pm$ 13	44	26	21 24
Windsor State Street School (SU052-PS349)	Female	15	2469 $\pm$ 19	73	15	20 33
Windsor State Street School (SU052-PS349)	Male	19	2382 $\pm$ 13	21	37	41 21

## SBAC - GRADE 4 ELA: ALL STUDENTS





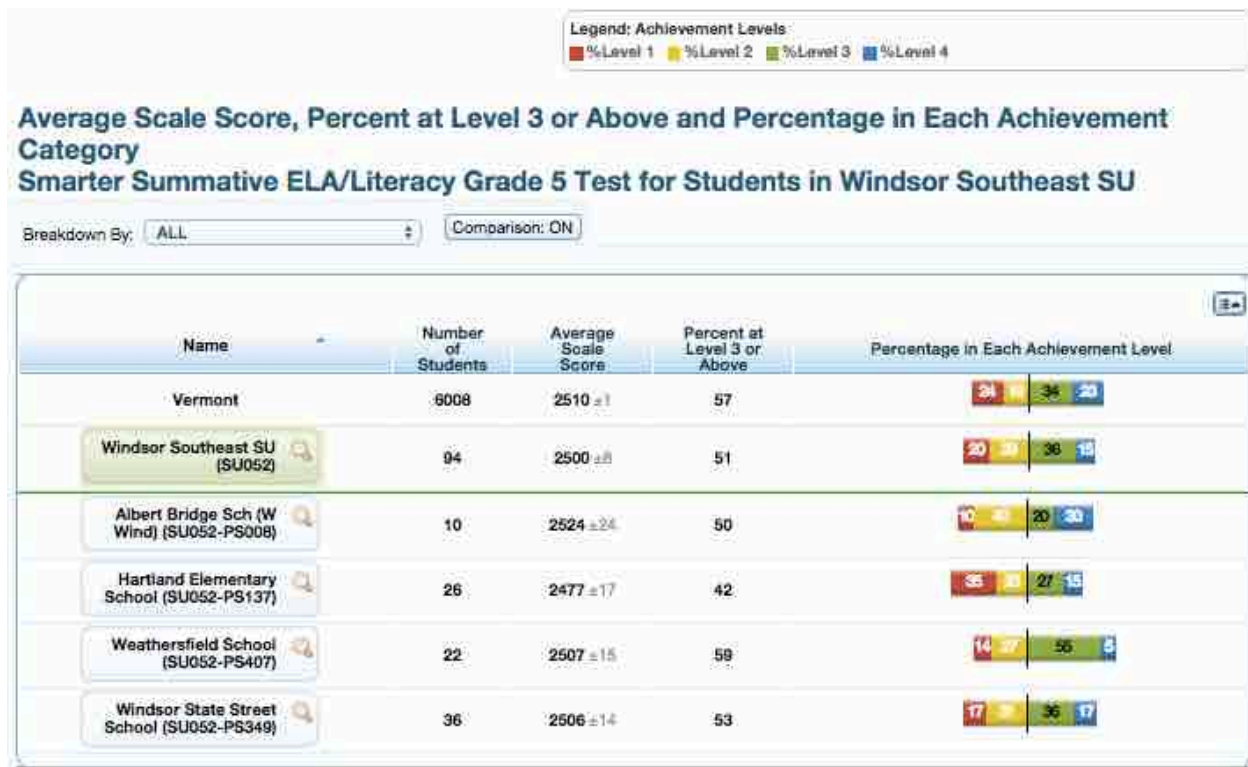
## SBAC - GRADE 4 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	6060	2470 $\pm 1$	51	27	25 26
Vermont	Unknown	3487	2494 $\pm 1$	63	17	28 35
Vermont	Yes	2573	2437 $\pm 2$	35	41	22 13
Windsor Southeast SU (SU052)	ALL	107	2469 $\pm 8$	47	28	20 27
Windsor Southeast SU (SU052)	Unknown	57	2483 $\pm 12$	54	20	18 37
Windsor Southeast SU (SU052)	Yes	50	2453 $\pm 11$	38	28	22 18
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL		2508 $\pm 28$	N<10		
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2522 $\pm 29$			
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2420			
Hartland Elementary School (SU052-PS137)	ALL	42	2462 $\pm 15$	43	29	17 28
Hartland Elementary School (SU052-PS137)	Unknown	26	2495 $\pm 17$	58	19	19 35
Hartland Elementary School (SU052-PS137)	Yes	16	2409 $\pm 22$	19	44	13 8
Weathersfield School (SU052-PS407)	ALL	23	2492 $\pm 16$	61	22	26 35
Weathersfield School (SU052-PS407)	Unknown	12	2514 $\pm 28$	75	25	17 58
Weathersfield School (SU052-PS407)	Yes	11	2469 $\pm 15$	45	18	36 9
Windsor State Street School (SU052-PS349)	ALL	35	2455 $\pm 13$	40	37	20 20
Windsor State Street School (SU052-PS349)	Unknown	13	2413 $\pm 21$	23	62	15 8
Windsor State Street School (SU052-PS349)	Yes	22	2479 $\pm 15$	50	23	23 27

## SBAC - GRADE 4 ELA: GENDER

Breakdown By: Gender Comparison: ON					
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	6060	2470 $\pm$ 1	51	27 25 26
Vermont	Female	2915	2483 $\pm$ 2	57	23 25 31
Vermont	Male	3145	2458 $\pm$ 2	46	31 25 20
Windsor Southeast SU (SU052)	ALL	107	2469 $\pm$ 0	47	28 20 27
Windsor Southeast SU (SU052)	Female	55	2488 $\pm$ 12	53	24 24 36
Windsor Southeast SU (SU052)	Male	52	2449 $\pm$ 11	40	33 27 23 17
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL		2508 $\pm$ 06		N<10
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2525 $\pm$ 47		
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2484 $\pm$ 29		
Hartland Elementary School (SU052-PS137)	ALL	42	2462 $\pm$ 15	43	29 22 17 28
Hartland Elementary School (SU052-PS137)	Female	22	2500 $\pm$ 18	55	18 27 34 41
Hartland Elementary School (SU052-PS137)	Male	20	2420 $\pm$ 19	30	40 30 20 10
Weathersfield School (SU052-PS407)	ALL	23	2492 $\pm$ 18	61	22 17 26 35
Weathersfield School (SU052-PS407)	Female	10	2502 $\pm$ 28	60	20 10 30 30
Weathersfield School (SU052-PS407)	Male	13	2485 $\pm$ 18	62	25 15 35 25
Windsor State Street School (SU052-PS349)	ALL	35	2455 $\pm$ 13	40	37 31 20 20
Windsor State Street School (SU052-PS349)	Female	19	2458 $\pm$ 19	42	37 31 21 21
Windsor State Street School (SU052-PS349)	Male	16	2450 $\pm$ 10	38	38 31 19 19

## SBAC - GRADE 5 ELA: ALL STUDENTS



# SBAC - GRADE 5 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	8008	2510 ±1	57	24 34 23
Vermont	Unknown	3482	2537 ±1	69	14 38 31
Vermont	Yes	2526	2474 ±2	40	37 29 11
Windsor Southeast SU (SU052)	ALL	94	2500 ±8	51	20 36 15
Windsor Southeast SU (SU052)	Unknown	51	2516 ±11	59	12 37 22
Windsor Southeast SU (SU052)	Yes	43	2482 ±13	42	30 35 7
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	10	2524 ±24	50	10 40 30
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2528 ±22	N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2516 ±23		
Hartland Elementary School (SU052-PS137)	ALL	26	2477 ±17	42	35 30 27 15
Hartland Elementary School (SU052-PS137)	Unknown	16	2496 ±25	56	31 31 25
Hartland Elementary School (SU052-PS137)	Yes	10	2448 ±17	20	40 40 20
Weathersfield School (SU052-PS407)	ALL	22	2507 ±16	59	14 27 55 5
Weathersfield School (SU052-PS407)	Unknown	10	2533 ±21	70	20 60 10
Weathersfield School (SU052-PS407)	Yes	12	2485 ±20	50	25 31 50
Windsor State Street School (SU052-PS349)	ALL	36	2506 ±14	53	17 31 36 17
Windsor State Street School (SU052-PS349)	Unknown	18	2520 ±17	56	6 38 33 22
Windsor State Street School (SU052-PS349)	Yes	18	2492 ±22	50	25 33 30 11

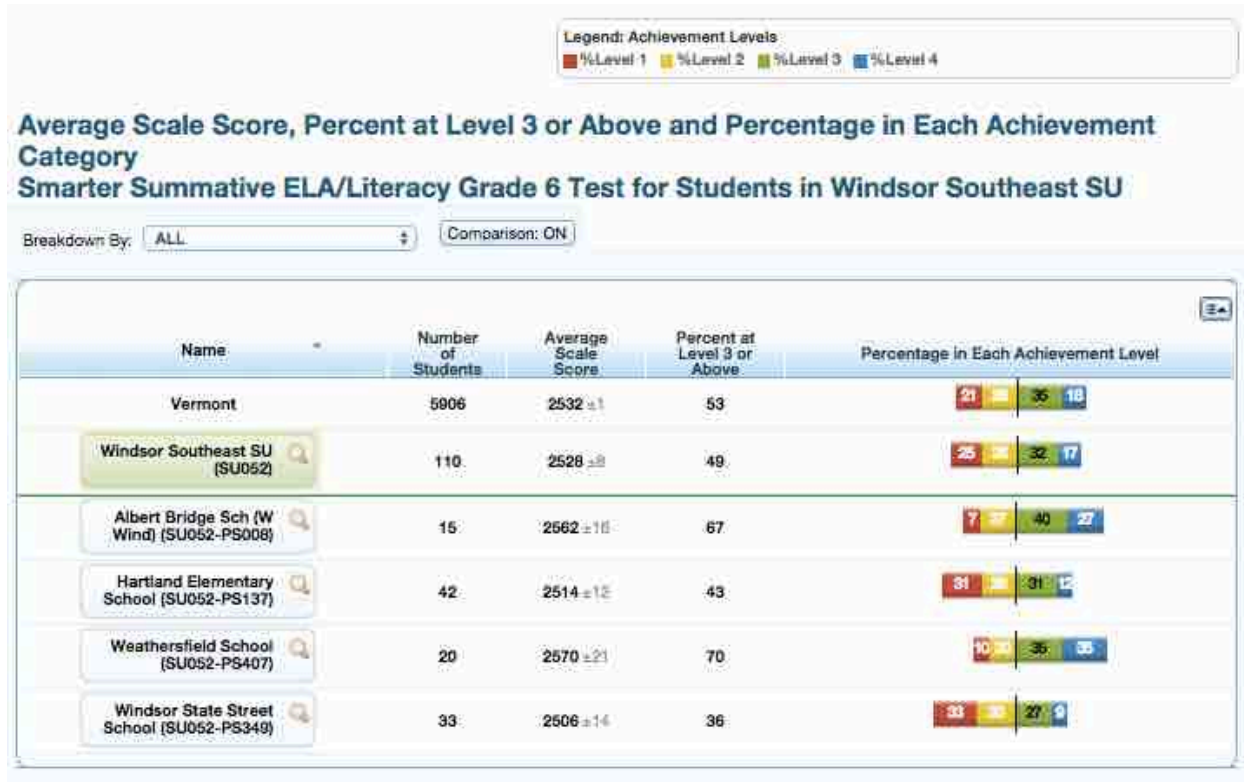


# SBAC - GRADE 5 ELA: GENDER

Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	6008	2510 $\pm 1$	57	24 10 34 23
Vermont	Female	2849	2525 $\pm 2$	63	18 11 36 28
Vermont	Male	3159	2497 $\pm 2$	51	28 11 33 18
Windsor Southeast SU (SU052)	ALL	94	2500 $\pm 8$	51	20 22 36 19
Windsor Southeast SU (SU052)	Female	48	2513 $\pm 11$	58	10 23 36 21
Windsor Southeast SU (SU052)	Male	46	2487 $\pm 12$	43	30 27 36 8
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	10	2524 $\pm 24$	50	10 40 20 30
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2551 $\pm 27$		N<10
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2464 $\pm 33$		
Hartland Elementary School (SU052-PS137)	ALL	26	2477 $\pm 17$	42	35 23 27 15
Hartland Elementary School (SU052-PS137)	Female	15	2505 $\pm 22$	60	13 27 40 20
Hartland Elementary School (SU052-PS137)	Male	11	2439 $\pm 34$	18	64 18 9 8
Weathersfield School (SU052-PS407)	ALL	22	2507 $\pm 15$	59	14 27 36 5
Weathersfield School (SU052-PS407)	Female	10	2504 $\pm 13$	60	10 30 60
Weathersfield School (SU052-PS407)	Male	12	2509 $\pm 26$	58	17 25 50 8
Windsor State Street School (SU052-PS349)	ALL	36	2506 $\pm 14$	53	17 31 36 17
Windsor State Street School (SU052-PS349)	Female	16	2510 $\pm 24$	50	13 25 25 25
Windsor State Street School (SU052-PS349)	Male	20	2503 $\pm 16$	55	20 25 45 10

## SBAC - GRADE 6 ELA: ALL STUDENTS



# SBAC - GRADE 6 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status: Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5906	2532 $\pm 1$	53	21 36 18
Vermont	Unknown	3515	2557 $\pm 1$	65	10 30 28
Vermont	Yes	2391	2495 $\pm 2$	36	22 31 29 7
Windsor Southeast SU (SU052)	ALL	110	2528 $\pm 8$	49	25 32 17
Windsor Southeast SU (SU052)	Unknown	66	2548 $\pm 10$	56	16 30 28
Windsor Southeast SU (SU052)	Yes	44	2500 $\pm 11$	39	34 34 8
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	15	2562 $\pm 16$	67	7 40 27
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown	10	2580 $\pm 17$	70	30 30 40
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2525 $\pm 31$		N<10
Hartland Elementary School (SU052-PS137)	ALL	42	2514 $\pm 12$	43	31 31 12
Hartland Elementary School (SU052-PS137)	Unknown	30	2532 $\pm 15$	50	23 33 17
Hartland Elementary School (SU052-PS137)	Yes	12	2470 $\pm 19$	25	50 25
Weathersfield School (SU052-PS407)	ALL	20	2570 $\pm 21$	70	10 35 36
Weathersfield School (SU052-PS407)	Unknown	10	2578 $\pm 40$	70	20 20 30
Weathersfield School (SU052-PS407)	Yes	10	2562 $\pm 17$	70	30 50 20
Windsor State Street School (SU052-PS349)	ALL	33	2506 $\pm 14$	36	33 27 8
Windsor State Street School (SU052-PS349)	Unknown	16	2538 $\pm 19$	50	19 31 19
Windsor State Street School (SU052-PS349)	Yes	17	2476 $\pm 17$	24	47 32 24

## SBAC - GRADE 6 ELA: GENDER

Breakdown By:  Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5906	2532 $\pm$ 1	53	21 28 35 18
Vermont	Female	2852	2551 $\pm$ 2	62	14 19 30 23
Vermont	Male	3054	2515 $\pm$ 2	45	27 31 31 14
Windsor Southeast SU (SU052)	ALL	110	2528 $\pm$ 5	49	25 33 32 17
Windsor Southeast SU (SU052)	Female	54	2540 $\pm$ 11	56	18 22 30 17
Windsor Southeast SU (SU052)	Male	56	2517 $\pm$ 11	43	30 27 25 18
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	15	2562 $\pm$ 10	67	7 27 40 27
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2574 $\pm$ 16		N<10
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2544 $\pm$ 32		
Hartland Elementary School (SU052-PS137)	ALL	42	2514 $\pm$ 12	43	31 38 31 12
Hartland Elementary School (SU052-PS137)	Female	20	2503 $\pm$ 18	45	35 40 45
Hartland Elementary School (SU052-PS137)	Male	22	2524 $\pm$ 17	41	27 37 18 20
Weathersfield School (SU052-PS407)	ALL	20	2570 $\pm$ 21	70	10 25 35 35
Weathersfield School (SU052-PS407)	Female	10	2607 $\pm$ 22	90	10 50 40
Weathersfield School (SU052-PS407)	Male	10	2534 $\pm$ 33	50	20 37 20 30
Windsor State Street School (SU052-PS349)	ALL	33	2506 $\pm$ 14	36	33 33 27 9
Windsor State Street School (SU052-PS349)	Female	15	2526 $\pm$ 19	40	20 40 27 13
Windsor State Street School (SU052-PS349)	Male	18	2490 $\pm$ 16	33	44 33 28 6



## SBAC - GRADE 7 ELA: ALL STUDENTS



## SBAC - GRADE 7 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5945	2558 ±1	55	21 38 17
Vermont	Unknown	3611	2584 ±1	67	12 44 24
Vermont	Yes	2334	2517 ±2	36	34 31 7
Windsor Southeast SU (SU052)	ALL	95	2563 ±10	60	22 31 41 19
Windsor Southeast SU (SU052)	Unknown	56	2576 ±12	68	16 46 21
Windsor Southeast SU (SU052)	Yes	39	2546 ±18	49	31 33 15
Hartland Elementary School (SU052-PS137)	ALL	34	2577 ±16	62	16 32 29
Hartland Elementary School (SU052-PS137)	Unknown	24	2582 ±19	71	17 42 29
Hartland Elementary School (SU052-PS137)	Yes	10	2566 ±31	40	20 42 10 30
Weathersfield School (SU052-PS407)	ALL	27	2564 ±16	59	22 33 44 15
Weathersfield School (SU052-PS407)	Unknown	16	2571 ±17	63	13 38 50 13
Weathersfield School (SU052-PS407)	Yes	11	2565 ±33	55	35 36 18
Windsor High School (SU052-PS348)	ALL	34	2549 ±17	59	20 35 47 13
Windsor High School (SU052-PS348)	Unknown	16	2571 ±26	69	19 38 50 19
Windsor High School (SU052-PS348)	Yes	18	2529 ±23	50	33 33 44 6

## SBAC - GRADE 7 ELA: GENDER

Breakdown By: Gender Comparison: QN

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5945	2558 $\pm 1$	55	21 34 38 17
Vermont	Female	2952	2574 $\pm 2$	62	15 32 41 21
Vermont	Male	2993	2542 $\pm 2$	48	26 36 36 13
Windsor Southeast SU (SU052)	ALL	95	2563 $\pm 10$	60	22 16 41 19
Windsor Southeast SU (SU052)	Female	46	2593 $\pm 14$	72	15 15 38 33
Windsor Southeast SU (SU052)	Male	49	2535 $\pm 12$	49	29 22 43 8
Hartland Elementary School (SU052-PS137)	ALL	34	2577 $\pm 16$	62	18 11 32 29
Hartland Elementary School (SU052-PS137)	Female	15	2630 $\pm 25$	80	7 15 20 60
Hartland Elementary School (SU052-PS137)	Male	19	2536 $\pm 17$	47	26 36 42 5
Weathersfield School (SU052-PS407)	ALL	27	2564 $\pm 16$	59	22 15 44 19
Weathersfield School (SU052-PS407)	Female	14	2593 $\pm 22$	71	14 14 50 21
Weathersfield School (SU052-PS407)	Male	13	2534 $\pm 23$	46	31 23 38 8
Windsor High School (SU052-PS348)	ALL	34	2549 $\pm 17$	59	26 15 47 12
Windsor High School (SU052-PS348)	Female	17	2562 $\pm 24$	65	24 12 47 15
Windsor High School (SU052-PS348)	Male	17	2535 $\pm 25$	53	29 18 47 8

## SBAC - GRADE 8 ELA: ALL STUDENTS





## SBAC - GRADE 8 ELA: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status Comparison: ON

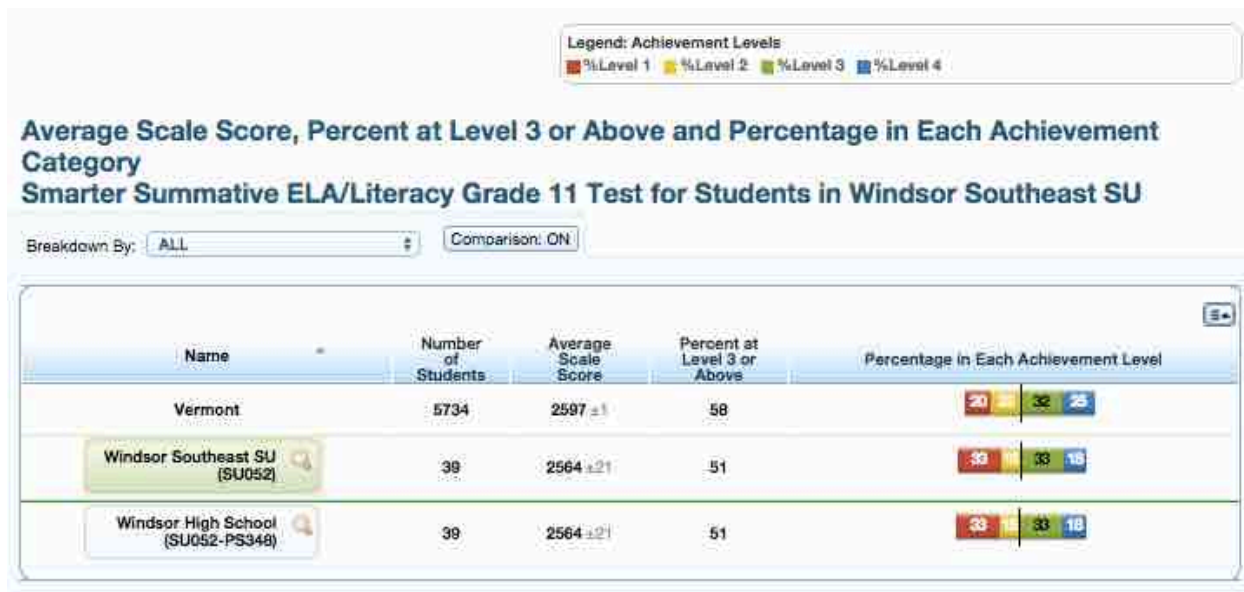
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	6004	2569 $\pm 1$	54	21 2 38 19
Vermont	Unknown	3659	2594 $\pm 1$	64	19 1 43 37
Vermont	Yes	2345	2531 $\pm 2$	37	39 1 30 30
Windsor Southeast SU (SU052)	ALL	90	2547 $\pm 11$	42	28 1 30 41
Windsor Southeast SU (SU052)	Unknown	50	2589 $\pm 12$	56	14 1 36 49
Windsor Southeast SU (SU052)	Yes	40	2494 $\pm 14$	25	45 1 23 31
Hartland Elementary School (SU052-PS137)	ALL	36	2519 $\pm 19$	39	36 1 26 37
Hartland Elementary School (SU052-PS137)	Unknown	17	2565 $\pm 25$	53	29 1 35 35
Hartland Elementary School (SU052-PS137)	Yes	19	2479 $\pm 25$	26	47 1 21 31
Weathersfield School (SU052-PS407)	ALL	24	2596 $\pm 15$	63	8 1 50 41
Weathersfield School (SU052-PS407)	Unknown	18	2615 $\pm 17$	72	6 1 56 37
Weathersfield School (SU052-PS407)	Yes		2541 $\pm 23$		N<10
Windsor High School (SU052-PS348)	ALL	30	2540 $\pm 16$	30	30 1 17 52
Windsor High School (SU052-PS348)	Unknown	15	2586 $\pm 21$	40	7 1 13 80
Windsor High School (SU052-PS348)	Yes	15	2494 $\pm 18$	20	53 1 20 27

## SBAC - GRADE 8 ELA: GENDER

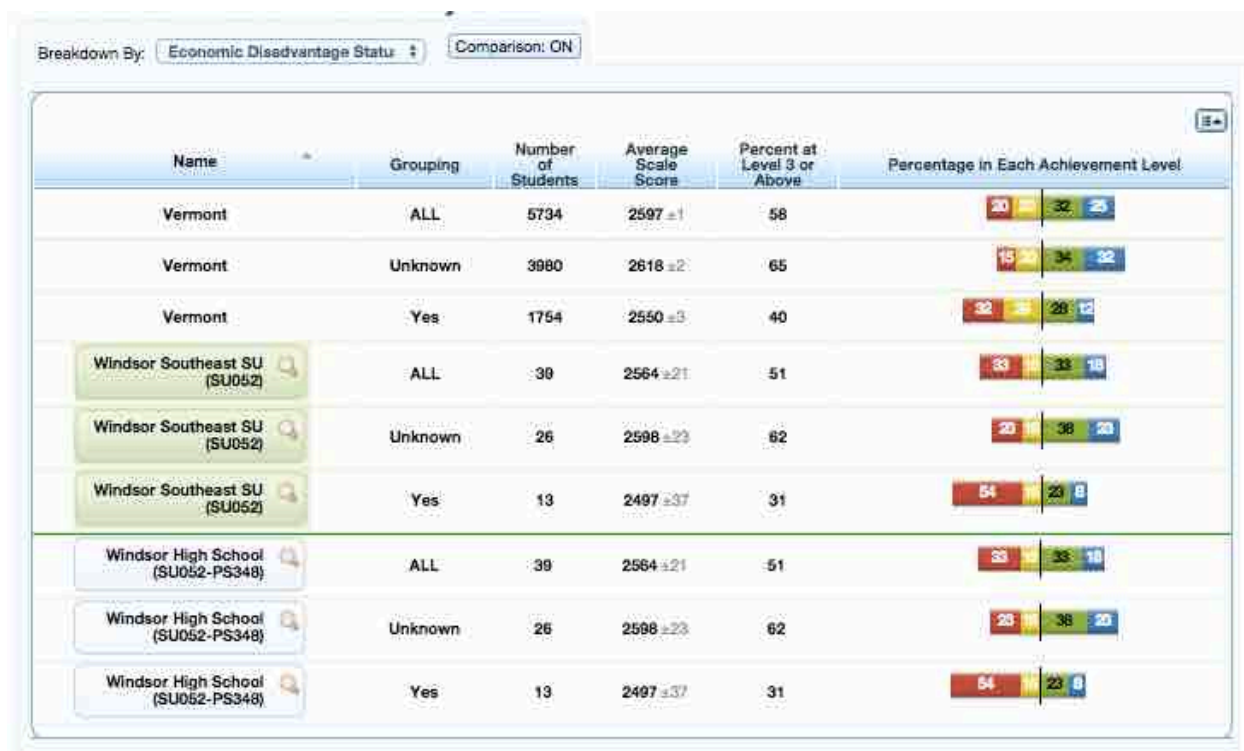
Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	8004	2569 $\pm 1$	54	21 38 41
Vermont	Female	2927	2587 $\pm 2$	61	15 41 44
Vermont	Male	3077	2552 $\pm 2$	47	27 36 37
Windsor Southeast SU (SU052)	ALL	90	2547 $\pm 11$	42	26 30 44
Windsor Southeast SU (SU052)	Female	49	2553 $\pm 15$	45	27 29 44
Windsor Southeast SU (SU052)	Male	41	2539 $\pm 15$	39	29 32 39
Hartland Elementary School (SU052-PS137)	ALL	36	2519 $\pm 19$	39	39 28 33
Hartland Elementary School (SU052-PS137)	Female	21	2525 $\pm 27$	48	43 33 24
Hartland Elementary School (SU052-PS137)	Male	15	2512 $\pm 25$	27	33 46 21
Weathersfield School (SU052-PS407)	ALL	24	2596 $\pm 15$	63	8 50 42
Weathersfield School (SU052-PS407)	Female	12	2615 $\pm 23$	67	33 42 25
Weathersfield School (SU052-PS407)	Male	12	2578 $\pm 20$	58	17 58 25
Windsor High School (SU052-PS348)	ALL	30	2540 $\pm 16$	30	30 42 28
Windsor High School (SU052-PS348)	Female	16	2545 $\pm 21$	25	25 38 37
Windsor High School (SU052-PS348)	Male	14	2535 $\pm 26$	36	36 36 28

## SBAC - GRADE 11 ELA: ALL STUDENTS



## SBAC - GRADE 11 ELA: ECONOMICALLY DISADVANTAGED STUDENTS



## SBAC - GRADE 11 ELA: GENDER

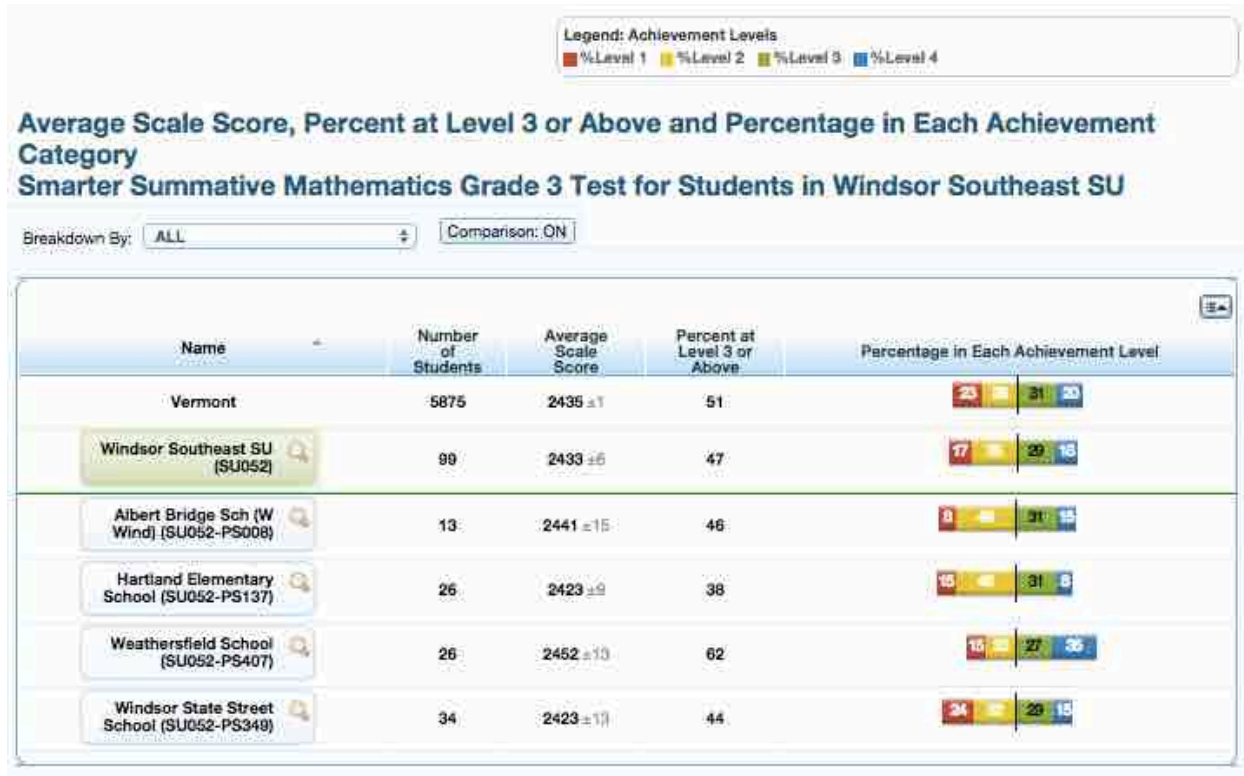
Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5734	2597 $\pm 1$	58	
Vermont	Female	2795	2617 $\pm 2$	65	
Vermont	Male	2939	2578 $\pm 2$	51	
Windsor Southeast SU (SU052)	ALL	39	2564 $\pm 21$	51	
Windsor Southeast SU (SU052)	Female	18	2586 $\pm 25$	56	
Windsor Southeast SU (SU052)	Male	21	2546 $\pm 33$	48	
Windsor High School (SU052-PS348)	ALL	39	2564 $\pm 21$	51	
Windsor High School (SU052-PS348)	Female	18	2586 $\pm 25$	56	
Windsor High School (SU052-PS348)	Male	21	2546 $\pm 33$	48	



# WINDSOR SOUTHEAST SUPERVISORY UNION SMARTER BALANCED ASSESSMENT RESULTS (SBAC) MATHEMATICS SPRING 2015

## SBAC - GRADE 3 MATH: ALL STUDENTS



# SBAC - GRADE 3 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

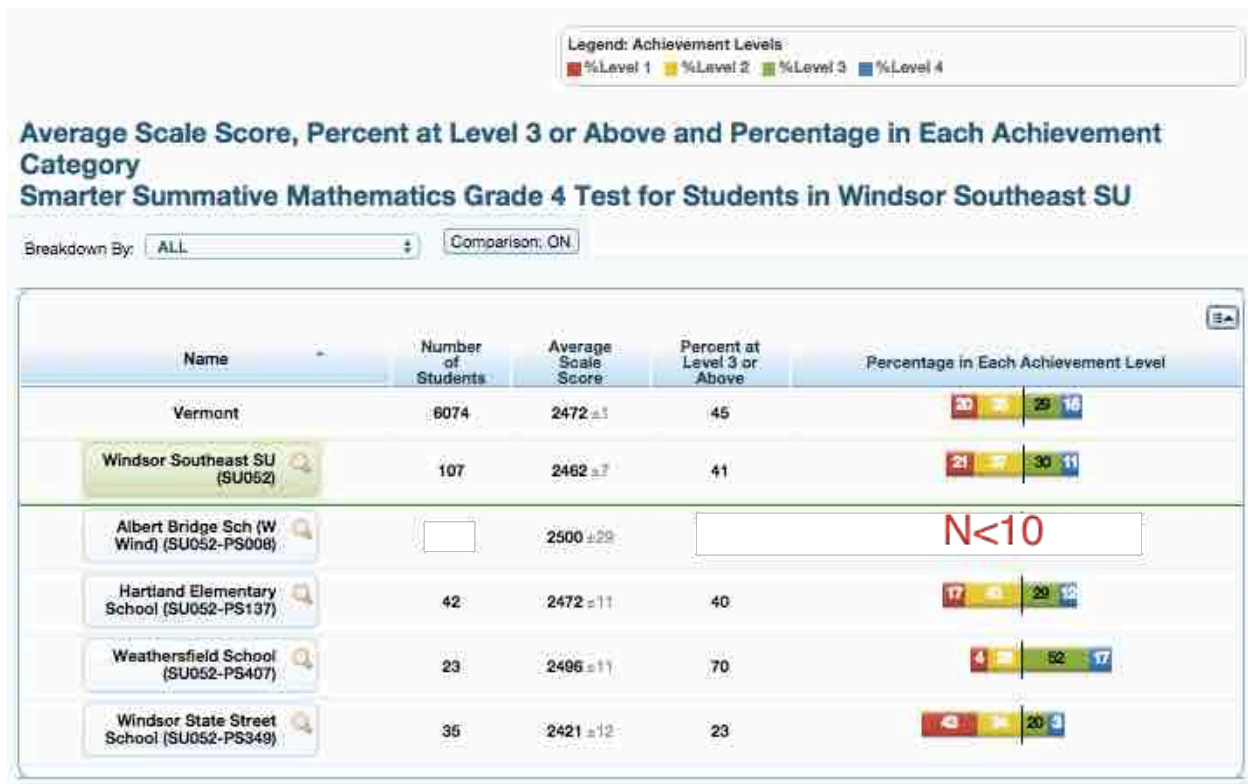
Breakdown By: Economic Disadvantage Status		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	5875	2435 $\pm$ 1	51	23	31 20
Vermont	Unknown	3249	2458 $\pm$ 1	64	14 25	36 28
Vermont	Yes	2626	2407 $\pm$ 1	36	34 30	26 10
Windsor Southeast SU (SU052)	ALL	99	2433 $\pm$ 5	47	17 22	29 18
Windsor Southeast SU (SU052)	Unknown	55	2446 $\pm$ 8	55	11 22	31 24
Windsor Southeast SU (SU052)	Yes	44	2417 $\pm$ 10	39	25 22	27 11
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	13	2441 $\pm$ 15	46	8 23	31 15
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2451 $\pm$ 17		N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2435 $\pm$ 23			
Hartland Elementary School (SU052-PS137)	ALL	26	2423 $\pm$ 9	38	15 23	31 8
Hartland Elementary School (SU052-PS137)	Unknown	16	2444 $\pm$ 7	50	15 23	44 8
Hartland Elementary School (SU052-PS137)	Yes	10	2388 $\pm$ 18	20	40 20	10 10
Weathersfield School (SU052-PS407)	ALL	26	2452 $\pm$ 13	62	15 22	27 25
Weathersfield School (SU052-PS407)	Unknown	18	2461 $\pm$ 17	61	17 22	11 50
Weathersfield School (SU052-PS407)	Yes		2433 $\pm$ 16		N<10	
Windsor State Street School (SU052-PS349)	ALL	34	2423 $\pm$ 13	44	24 22	29 15
Windsor State Street School (SU052-PS349)	Unknown	16	2430 $\pm$ 19	50	19 22	36 13
Windsor State Street School (SU052-PS349)	Yes	18	2418 $\pm$ 16	39	25 22	22 17

## SBAC - GRADE 3 MATH: GENDER

Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5875	2435 $\pm$ 1	51	23 31 20
Vermont	Female	2890	2435 $\pm$ 1	51	22 31 20
Vermont	Male	2985	2435 $\pm$ 1	52	23 31 21
Windsor Southeast SU (SU052)	ALL	99	2433 $\pm$ 6	47	17 29 10
Windsor Southeast SU (SU052)	Female	48	2441 $\pm$ 9	54	21 27 27
Windsor Southeast SU (SU052)	Male	51	2425 $\pm$ 8	41	14 31 10
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	13	2441 $\pm$ 15	46	6 31 15
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2445 $\pm$ 27		N<10
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2436 $\pm$ 14		
Hartland Elementary School (SU052-PS137)	ALL	26	2423 $\pm$ 9	38	15 31 8
Hartland Elementary School (SU052-PS137)	Female	12	2412 $\pm$ 17	42	33 33 8
Hartland Elementary School (SU052-PS137)	Male	14	2431 $\pm$ 10	36	14 29 7
Weathersfield School (SU052-PS407)	ALL	26	2452 $\pm$ 13	62	15 27 35
Weathersfield School (SU052-PS407)	Female	14	2458 $\pm$ 17	64	14 14 50
Weathersfield School (SU052-PS407)	Male	12	2445 $\pm$ 20	58	17 42 17
Windsor State Street School (SU052-PS349)	ALL	34	2423 $\pm$ 13	44	24 29 15
Windsor State Street School (SU052-PS349)	Female	15	2447 $\pm$ 17	60	20 40 20
Windsor State Street School (SU052-PS349)	Male	19	2405 $\pm$ 18	32	26 21 11

## SBAC - GRADE 4 MATH: ALL STUDENTS





# SBAC - GRADE 4 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

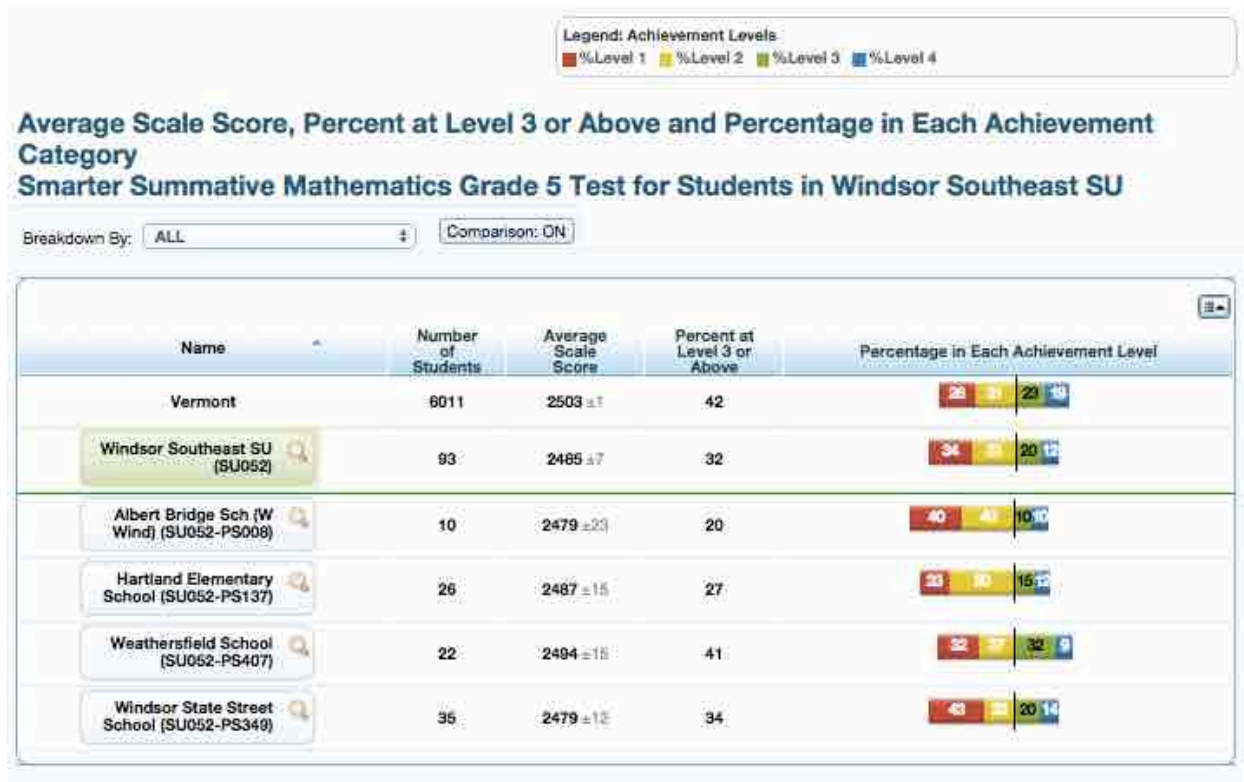
Breakdown By: Economic Disadvantage Status Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	6074	2472 $\pm 1$	45	
Vermont	Unknown	3493	2493 $\pm 1$	56	
Vermont	Yes	2581	2444 $\pm 1$	30	
Windsor Southeast SU (SU052)	ALL	107	2462 $\pm 7$	41	
Windsor Southeast SU (SU052)	Unknown	57	2473 $\pm 10$	44	
Windsor Southeast SU (SU052)	Yes	50	2450 $\pm 9$	38	
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL		2500 $\pm 29$	N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2515 $\pm 29$		
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2413 $\pm 1$		
Hartland Elementary School (SU052-PS137)	ALL	42	2472 $\pm 11$	40	
Hartland Elementary School (SU052-PS137)	Unknown	26	2480 $\pm 13$	38	
Hartland Elementary School (SU052-PS137)	Yes	18	2459 $\pm 19$	44	
Weathersfield School (SU052-PS407)	ALL	23	2496 $\pm 11$	70	
Weathersfield School (SU052-PS407)	Unknown	12	2515 $\pm 13$	83	
Weathersfield School (SU052-PS407)	Yes	11	2474 $\pm 15$	55	
Windsor State Street School (SU052-PS349)	ALL	35	2421 $\pm 12$	23	
Windsor State Street School (SU052-PS349)	Unknown	13	2401 $\pm 22$	15	
Windsor State Street School (SU052-PS349)	Yes	22	2434 $\pm 14$	27	

## SBAC - GRADE 4 MATH: GENDER

Breakdown By: Gender		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	6074	2472 $\pm$ 1	45	20	29 16
Vermont	Female	2922	2472 $\pm$ 1	45	20	30 14
Vermont	Male	3152	2472 $\pm$ 1	45	21	29 17
Windsor Southeast SU (SU052)	ALL	107	2462 $\pm$ 7	41	21	30 11
Windsor Southeast SU (SU052)	Female	55	2470 $\pm$ 11	45	22	29 16
Windsor Southeast SU (SU052)	Male	52	2455 $\pm$ 9	37	21	31 8
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL		2500 $\pm$ 29	N<10		
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2505 $\pm$ 51			
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2494 $\pm$ 23			
Hartland Elementary School (SU052-PS137)	ALL	42	2472 $\pm$ 11	40	17	29 12
Hartland Elementary School (SU052-PS137)	Female	22	2495 $\pm$ 16	55	14	32 20
Hartland Elementary School (SU052-PS137)	Male	20	2447 $\pm$ 11	25	20	25
Weathersfield School (SU052-PS407)	ALL	23	2496 $\pm$ 11	70	4	52 17
Weathersfield School (SU052-PS407)	Female	10	2490 $\pm$ 21	70	10	50 20
Weathersfield School (SU052-PS407)	Male	13	2500 $\pm$ 11	69	11	54 15
Windsor State Street School (SU052-PS349)	ALL	35	2421 $\pm$ 12	23	4	20 3
Windsor State Street School (SU052-PS349)	Female	19	2422 $\pm$ 15	21	4	21
Windsor State Street School (SU052-PS349)	Male	16	2421 $\pm$ 20	25	44	19 3

## SBAC - GRADE 5 MATH: ALL STUDENTS



# SBAC - GRADE 5 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

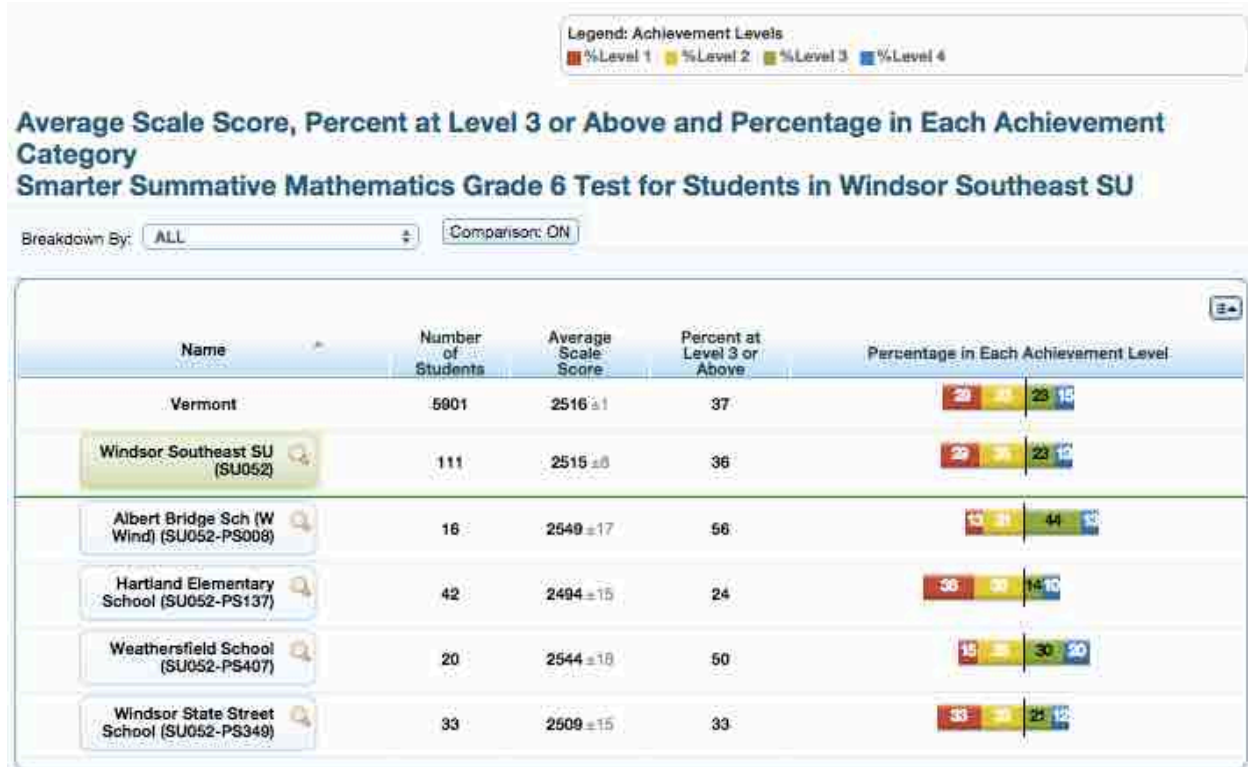
Breakdown By: Economic Disadvantage Status		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	6011	2503 ±1	42	26	23 19
Vermont	Unknown	3486	2526 ±1	53	18	27 26
Vermont	Yes	2525	2470 ±2	26	41	18 8
Windsor Southeast SU (SU052)	ALL	93	2485 ±7	32	34	20 12
Windsor Southeast SU (SU052)	Unknown	51	2499 ±10	37	22	20 10
Windsor Southeast SU (SU052)	Yes	42	2467 ±11	26	50	21 5
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	10	2479 ±23	20	40	10 10
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown		2480 ±24		N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes		2479 ±63			
Hartland Elementary School (SU052-PS137)	ALL	26	2487 ±15	27	28	15 12
Hartland Elementary School (SU052-PS137)	Unknown	16	2504 ±20	38	8	19 19
Hartland Elementary School (SU052-PS137)	Yes	10	2458 ±18	10	50	10
Weathersfield School (SU052-PS407)	ALL	22	2494 ±15	41	32	30 9
Weathersfield School (SU052-PS407)	Unknown	10	2514 ±15	40	10	30 10
Weathersfield School (SU052-PS407)	Yes	12	2477 ±25	42	50	33 8
Windsor State Street School (SU052-PS349)	ALL	35	2479 ±12	34	43	20 14
Windsor State Street School (SU052-PS349)	Unknown	18	2495 ±18	44	38	22 22
Windsor State Street School (SU052-PS349)	Yes	17	2463 ±18	24	50	18 8



## SBAC - GRADE 5 MATH: GENDER

Breakdown By: <span>Gender</span>		Comparison: ON				
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level	
Vermont	ALL	6011	2503 $\pm$ 1	42	28	23 19
Vermont	Female	2851	2502 $\pm$ 2	40	27	23 17
Vermont	Male	3160	2503 $\pm$ 2	43	28	23 20
Windsor Southeast SU (SU052)	ALL	93	2485 $\pm$ 7	32	34	20 12
Windsor Southeast SU (SU052)	Female	47	2475 $\pm$ 10	28	36	21 6
Windsor Southeast SU (SU052)	Male	46	2494 $\pm$ 11	37	33	20 17
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	10	2479 $\pm$ 23	20	40	10 10
Albert Bridge Sch (W Wind) (SU052-PS008)	Female		2491 $\pm$ 28		N<10	
Albert Bridge Sch (W Wind) (SU052-PS008)	Male		2453 $\pm$ 47			
Hartland Elementary School (SU052-PS137)	ALL	26	2487 $\pm$ 15	27	23	15 12
Hartland Elementary School (SU052-PS137)	Female	15	2491 $\pm$ 19	33	13	27 7
Hartland Elementary School (SU052-PS137)	Male	11	2480 $\pm$ 24	18	36	18
Weathersfield School (SU052-PS407)	ALL	22	2494 $\pm$ 15	41	32	32 8
Weathersfield School (SU052-PS407)	Female	10	2482 $\pm$ 13	30	30	30
Weathersfield School (SU052-PS407)	Male	12	2503 $\pm$ 25	50	33	33 17
Windsor State Street School (SU052-PS349)	ALL	35	2479 $\pm$ 12	34	43	20 14
Windsor State Street School (SU052-PS349)	Female	15	2447 $\pm$ 17	20	60	15 7
Windsor State Street School (SU052-PS349)	Male	20	2503 $\pm$ 16	45	30	25 20

## SBAC - GRADE 6 MATH: ALL STUDENTS



# SBAC - GRADE 6 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5901	2516 $\pm$ 1	37	
Vermont	Unknown	3507	2541 $\pm$ 1	48	
Vermont	Yes	2394	2477 $\pm$ 2	22	
Windsor Southeast SU (SU052)	ALL	111	2515 $\pm$ 8	36	
Windsor Southeast SU (SU052)	Unknown	67	2539 $\pm$ 10	46	
Windsor Southeast SU (SU052)	Yes	44	2479 $\pm$ 13	20	
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	16	2549 $\pm$ 17	56	
Albert Bridge Sch (W Wind) (SU052-PS008)	Unknown	11	2567 $\pm$ 20	73	
Albert Bridge Sch (W Wind) (SU052-PS008)	Yes	5	2511 $\pm$ 25	20	
Hartland Elementary School (SU052-PS137)	ALL	42	2494 $\pm$ 15	24	
Hartland Elementary School (SU052-PS137)	Unknown	30	2514 $\pm$ 15	27	
Hartland Elementary School (SU052-PS137)	Yes	12	2444 $\pm$ 32	17	
Weathersfield School (SU052-PS407)	ALL	20	2544 $\pm$ 18	50	
Weathersfield School (SU052-PS407)	Unknown	10	2546 $\pm$ 32	50	
Weathersfield School (SU052-PS407)	Yes	10	2542 $\pm$ 18	50	
Windsor State Street School (SU052-PS349)	ALL	33	2509 $\pm$ 15	33	
Windsor State Street School (SU052-PS349)	Unknown	16	2562 $\pm$ 17	63	
Windsor State Street School (SU052-PS349)	Yes	17	2458 $\pm$ 18	8	

## SBAC - GRADE 6 MATH: GENDER

Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5901	2516 $\pm 1$	37	
Vermont	Female	2850	2523 $\pm 2$	40	
Vermont	Male	3051	2509 $\pm 3$	35	
Windsor Southeast SU (SU052)	ALL	111	2515 $\pm 8$	36	
Windsor Southeast SU (SU052)	Female	54	2517 $\pm 12$	37	
Windsor Southeast SU (SU052)	Male	57	2514 $\pm 12$	35	
Albert Bridge Sch (W Wind) (SU052-PS008)	ALL	16	2549 $\pm 17$	56	
Albert Bridge Sch (W Wind) (SU052-PS008)	Female	9	2556 $\pm 20$	67	
Albert Bridge Sch (W Wind) (SU052-PS008)	Male	7	2541 $\pm 29$	43	
Hartland Elementary School (SU052-PS137)	ALL	42	2494 $\pm 18$	24	
Hartland Elementary School (SU052-PS137)	Female	20	2464 $\pm 19$	10	
Hartland Elementary School (SU052-PS137)	Male	22	2521 $\pm 21$	36	
Weathersfield School (SU052-PS407)	ALL	20	2544 $\pm 18$	50	
Weathersfield School (SU052-PS407)	Female	10	2569 $\pm 22$	60	
Weathersfield School (SU052-PS407)	Male	10	2518 $\pm 27$	40	
Windsor State Street School (SU052-PS349)	ALL	33	2509 $\pm 15$	33	
Windsor State Street School (SU052-PS349)	Female	15	2529 $\pm 22$	40	
Windsor State Street School (SU052-PS349)	Male	18	2492 $\pm 21$	28	



## SBAC - GRADE 7 MATH: ALL STUDENTS



## SBAC - GRADE 7 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

Breakdown By: Economic Disadvantage Status:  Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5839	2542 $\pm 1$	43	
Vermont	Unknown	3603	2568 $\pm 0$	54	
Vermont	Yes	2336	2500 $\pm 2$	26	
Windsor Southeast SU (SU052)	ALL	95	2569 $\pm 0$	56	
Windsor Southeast SU (SU052)	Unknown	56	2584 $\pm 11$	59	
Windsor Southeast SU (SU052)	Yes	39	2547 $\pm 15$	51	
Hartland Elementary School (SU052-PS137)	ALL	34	2577 $\pm 17$	62	
Hartland Elementary School (SU052-PS137)	Unknown	24	2591 $\pm 18$	71	
Hartland Elementary School (SU052-PS137)	Yes	10	2543 $\pm 38$	40	
Weathersfield School (SU052-PS407)	ALL	27	2559 $\pm 15$	52	
Weathersfield School (SU052-PS407)	Unknown	18	2564 $\pm 15$	50	
Weathersfield School (SU052-PS407)	Yes	11	2552 $\pm 30$	55	
Windsor High School (SU052-PS348)	ALL	34	2567 $\pm 16$	53	
Windsor High School (SU052-PS348)	Unknown	16	2592 $\pm 23$	50	
Windsor High School (SU052-PS348)	Yes	18	2545 $\pm 23$	56	

## SBAC - GRADE 7 MATH: GENDER

Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5939	2542 ±1	43	27 32 26 15
Vermont	Female	2950	2545 ±2	44	24 32 26 18
Vermont	Male	2989	2538 ±2	43	29 33 25 17
Windsor Southeast SU (SU052)	ALL	95	2569 ±9	56	19 31 28 27
Windsor Southeast SU (SU052)	Female	46	2577 ±14	65	17 17 35 30
Windsor Southeast SU (SU052)	Male	49	2561 ±13	47	20 35 22 24
Hartland Elementary School (SU052-PS137)	ALL	34	2577 ±17	62	21 31 26 35
Hartland Elementary School (SU052-PS137)	Female	15	2605 ±23	73	13 13 27 47
Hartland Elementary School (SU052-PS137)	Male	19	2555 ±24	53	26 31 26 20
Weathersfield School (SU052-PS407)	ALL	27	2559 ±15	52	16 33 37 15
Weathersfield School (SU052-PS407)	Female	14	2573 ±25	71	14 14 50 21
Weathersfield School (SU052-PS407)	Male	13	2544 ±16	31	15 34 23 8
Windsor High School (SU052-PS348)	ALL	34	2567 ±18	53	21 31 24 29
Windsor High School (SU052-PS348)	Female	17	2554 ±24	53	24 34 29 24
Windsor High School (SU052-PS348)	Male	17	2581 ±22	53	18 33 18 35

## SBAC - GRADE 8 MATH: ALL STUDENTS





# SBAC - GRADE 8 MATH: ECONOMICALLY DISADVANTAGED STUDENTS

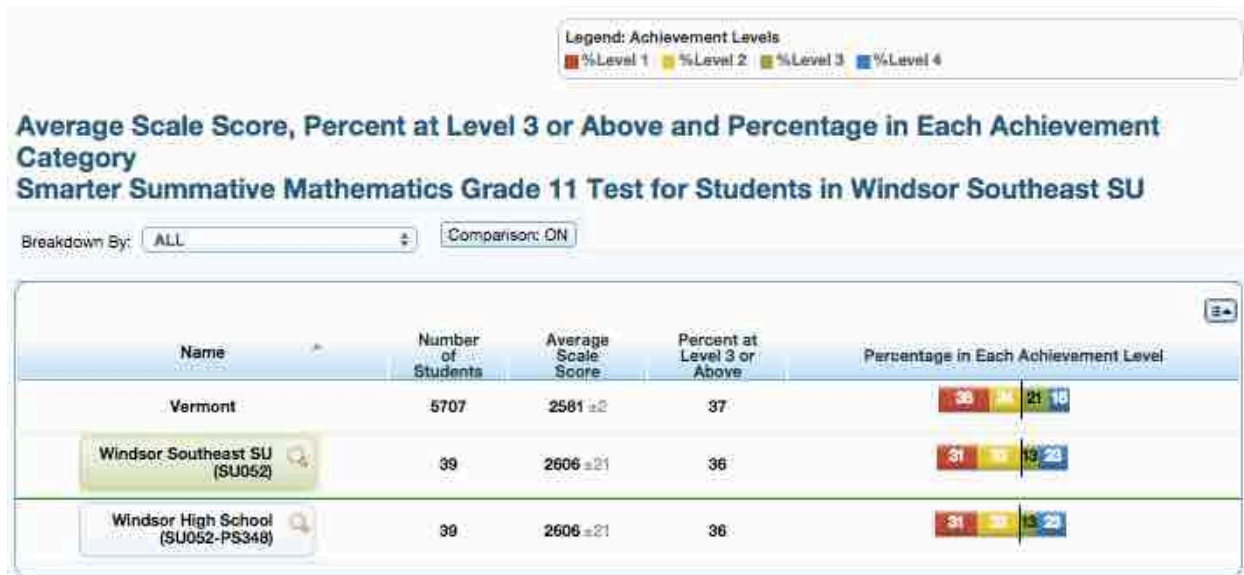
Breakdown By:		Economic Disadvantage Status:	Comparison: ON		
Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5944	2553 $\pm 1$	40	
Vermont	Unknown	3632	2581 $\pm 2$	50	
Vermont	Yes	2312	2509 $\pm 2$	25	
Windsor Southeast SU (SU052)	ALL	90	2546 $\pm 11$	37	
Windsor Southeast SU (SU052)	Unknown	50	2577 $\pm 14$	46	
Windsor Southeast SU (SU052)	Yes	40	2508 $\pm 16$	25	
Hartland Elementary School (SU052-PS137)	ALL	36	2519 $\pm 18$	31	
Hartland Elementary School (SU052-PS137)	Unknown	17	2552 $\pm 25$	35	
Hartland Elementary School (SU052-PS137)	Yes	19	2489 $\pm 26$	26	
Weathersfield School (SU052-PS407)	ALL	24	2578 $\pm 19$	46	
Weathersfield School (SU052-PS407)	Unknown	18	2589 $\pm 20$	50	
Weathersfield School (SU052-PS407)	Yes		2546 $\pm 64$		
Windsor High School (SU052-PS348)	ALL	30	2553 $\pm 19$	37	
Windsor High School (SU052-PS348)	Unknown	15	2591 $\pm 29$	53	
Windsor High School (SU052-PS348)	Yes	15	2515 $\pm 22$	20	

## SBAC - GRADE 8 MATH: GENDER

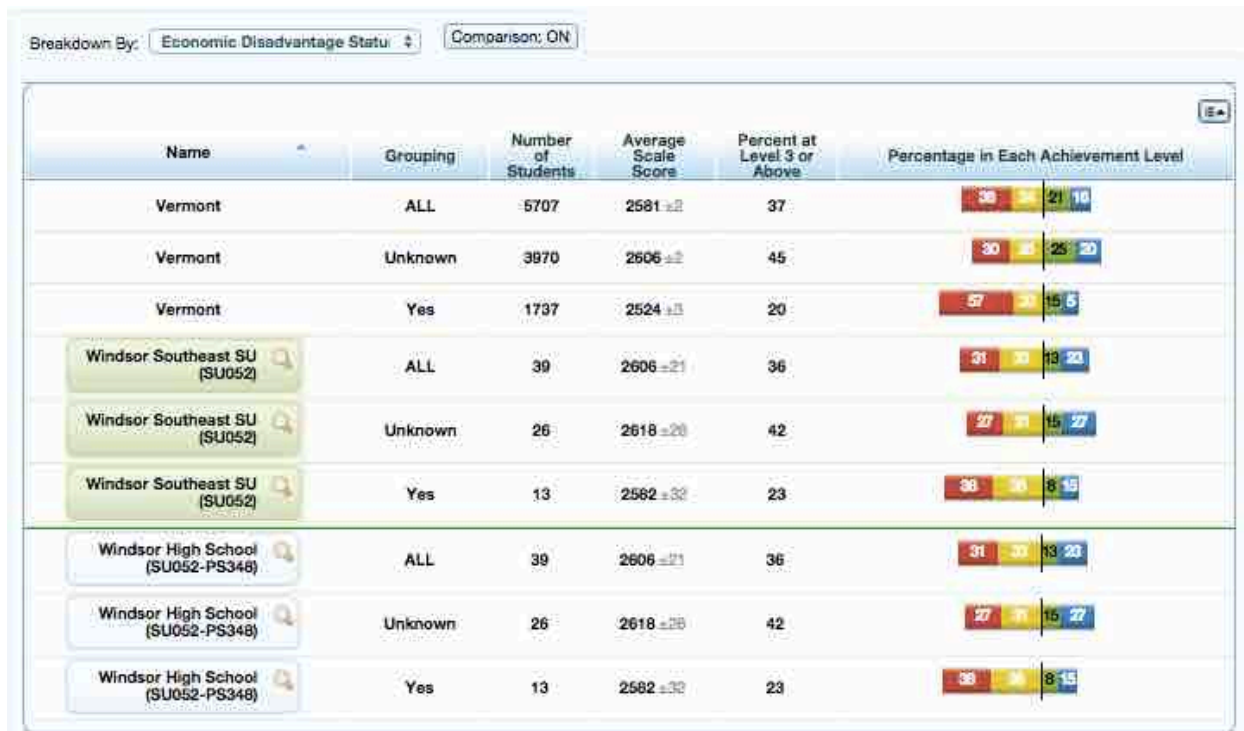
Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5944	2553 $\pm 1$	40	33 27 21 20
Vermont	Female	2907	2558 $\pm 2$	41	30 30 22 19
Vermont	Male	3037	2548 $\pm 8$	40	35 28 19 21
Windsor Southeast SU (SU052)	ALL	90	2546 $\pm 11$	37	33 30 21 16
Windsor Southeast SU (SU052)	Female	49	2534 $\pm 15$	33	37 31 22 10
Windsor Southeast SU (SU052)	Male	41	2561 $\pm 17$	41	29 29 20 22
Hartland Elementary School (SU052-PS137)	ALL	36	2519 $\pm 18$	31	42 33 22 3
Hartland Elementary School (SU052-PS137)	Female	21	2518 $\pm 24$	38	43 38 33 5
Hartland Elementary School (SU052-PS137)	Male	15	2521 $\pm 30$	20	40 40 17 3
Weathersfield School (SU052-PS407)	ALL	24	2578 $\pm 19$	46	21 37 21 25
Weathersfield School (SU052-PS407)	Female	12	2586 $\pm 26$	33	8 38 8 25
Weathersfield School (SU052-PS407)	Male	12	2571 $\pm 27$	58	33 8 33 25
Windsor High School (SU052-PS348)	ALL	30	2553 $\pm 19$	37	33 30 20 17
Windsor High School (SU052-PS348)	Female	16	2517 $\pm 25$	25	50 25 19 6
Windsor High School (SU052-PS348)	Male	14	2595 $\pm 26$	50	14 36 21 29

## SBAC - GRADE 11 MATH: ALL STUDENTS



## SBAC - GRADE 11 MATH: ECONOMICALLY DISADVANTAGED STUDENTS



## SBAC - GRADE 11 MATH – GENDER

Breakdown By: Gender Comparison: ON

Name	Grouping	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	ALL	5707	2581 $\pm 2$	37	<div><div>35</div><div>21</div><div>16</div></div>
Vermont	Female	2796	2586 $\pm 2$	38	<div><div>36</div><div>23</div><div>15</div></div>
Vermont	Male	2911	2576 $\pm 3$	37	<div><div>41</div><div>20</div><div>17</div></div>
Windsor Southeast SU (SU052)	ALL	39	2606 $\pm 21$	36	<div><div>31</div><div>13</div><div>20</div></div>
Windsor Southeast SU (SU052)	Female	18	2618 $\pm 17$	39	<div><div>22</div><div>26</div><div>11</div></div>
Windsor Southeast SU (SU052)	Male	21	2596 $\pm 36$	33	<div><div>36</div><div>33</div></div>
Windsor High School (SU052-PS348)	ALL	39	2606 $\pm 21$	36	<div><div>31</div><div>13</div><div>20</div></div>
Windsor High School (SU052-PS348)	Female	18	2618 $\pm 17$	39	<div><div>22</div><div>26</div><div>11</div></div>
Windsor High School (SU052-PS348)	Male	21	2596 $\pm 36$	33	<div><div>36</div><div>33</div></div>



# Fall 2012 NECAP Tests School Summary 2011-2012 Students

School: Albert Bridge Sch (W Windsor)  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS008

Reading	Enrolled		NT Approved		NT Other		Tested		Achievement Level									
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Score					
					N	%	N	%	N	%	N	%						
Albert Bridge Sch (W Windsor)					52	11	21	28	54	8	15	5	10					
Beginning of Grade 3					10	2	20	4	40	2	20	2	20	344				
Beginning of Grade 4					16	6	38	8	50	0	0	2	13	448				
Beginning of Grade 5					14	3	21	8	57	3	21	0	0	551				
Beginning of Grade 6					9													
Beginning of Grade 7					3													

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Albert Bridge Sch (W Windsor)				52	18	35	22	42	11	21	1	2			
Beginning of Grade 3				10	3	30	5	50	2	20	0	0	348		
Beginning of Grade 4				16	9	56	5	31	2	13	0	0	453		
Beginning of Grade 5				14	5	36	7	50	2	14	0	0	552		
Beginning of Grade 6				9											
Beginning of Grade 7				3											

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Albert Bridge Sch (W Windsor)				14	1	7	6	43	7	50	0	0			
Beginning of Grade 5				14	1	7	6	43	7	50	0	0		544	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient





SU/SD NAME: Windsor Southeast SU  
 SCHOOL NAME: Albert Bridge School (West Windsor)  
 SCHOOL YEAR: 2014-2015

## School Report

### Albert Bridge School (West Windsor)

### Student Count

Grade	Enrollment	
Pre-Kindergarten	3	
Kindergarten - Full Time	6	
1st Grade	15	
2nd Grade	11	
3rd Grade	11	
4th Grade	7	
5th Grade	11	
6th Grade	16	
<b>Total Enrollment</b>	<b>80</b>	

### Student Type: Student Support Services

Albert Bridge School (West Windsor)

Windsor Southeast SU



School	SU/SD	State
++	++	76 %
++	++	13 %
++	++	7 %
++	++	4 %

Student Information	School	SU/SD	Vermont
Attendance Rate	93.32 %	0.00 %	94.72 %
Truancy Rate	2.50 %	1.70 %	4.44 %
Promotion Rate	100.00 %	100.00 %	99.00 %

Staff Information	School	SU/SD	Vermont
Student:Teacher Ratio	7.27	10.97	10.55
Teacher: Administrator Ratio	11.00	8.95	9.88
Student: Administrator Ratio	80.00	98.25	104.24
Average Teacher Salary	\$32,425.64	\$47,043.30	\$56,355.04

For schools operating PreKindergarten programs enrollment for Early Essential Education is reported under the grade level PreKindergarten. Missing data indicates the data were suppressed to protect student privacy or the indicator is not available for the school or at the time of posting the information.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Albert Bridge School (W Windsor) (Windsor Southeast S.U.)

Made AYP in all required areas.

READING

Met AYP for all requirements in Reading.

MATH

Met AYP for all requirements in Mathematics.

ACADEMIC INDICATOR

Met the Academic Indicator.

PARTICIPATION

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Indicator (6)	LCB (7)	Total Students (8)	Percent Tested (9)
All Students	YES	YES	YES	YES	52	10%	0%	49	100%
Not Free/Reduced Lunch (For Reporting Only)					++	++	++	++	++
Free/Reduced Lunch	N<40	N<40		N<40	++	++	++	++	++
Without Disability (For Reporting Only)					++	++	++	++	++
With Disability	N<40	N<40		N<40	++	++	++	++	++
American Indian/Alaskan Native	N<40	N<40		N<40	++	++	++	++	++
Asian	N<40	N<40		N<40	++	++	++	++	++
African American	N<40	N<40		N<40	++	++	++	++	++
Hispanic or Latino	N<40	N<40		N<40	++	++	++	++	++
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	++	++	++	++	++
White	YES	YES		YES	++	++	++	++	++
Not English Language Learner (For Reporting Only)					52	10%	0%	49	100%
English Language Learner	N<40	N<40		N<40	0			0	

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the index.

3-Accountability decision for the Academic Indicator. Academic Indicator must be met for All Students. No decisions are made for subgroups.

4-Accountability decision for Participation. Participation rate must be at least 95% for any group in which there are 40 or more students in the testing cohort.

5-Number of students in the Academic Indicator.

6-Academic Indicator is the percentage of students in the lowest achievement level of the reading test.

7-Lower boundary of the Academic Indicator confidence interval. The LCB must be below 15% to meet the indicator.

8-Total number of students in the Participation Rate calculation. This is the total number of students expected to be tested.

9-Percentage of students tested.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Albert Bridge School (W Windsor) (Windsor Southeast S.U.)

Reading Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	468	52	452	443	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		++	++	++			
Free/Reduced Lunch	468	++	++	++	N/A	N/A	N<40
Without Disability (For Reporting Only)		++	++	++			
With Disability	468	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	468	++	++	++			N<40
Asian	468	++	++	++	N/A	N/A	N<40
African American	468	++	++	++	N/A	N/A	N<40
Hispanic or Latino	468	++	++	++			N<40
Native Hawaiian/Pacific Islander	468	++	++	++			N<40
White	468	++	++	++	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		52	452	443			
English Language Learner	468	0					N<40
Math Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	463	52	469	436	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		++	++	++			
Free/Reduced Lunch	463	++	++	++	N/A	N/A	N<40
Without Disability (For Reporting Only)		++	++	++			
With Disability	463	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	463	++	++	++			N<40
Asian	463	++	++	++	N/A	N/A	N<40
African American	463	++	++	++	N/A	N/A	N<40
Hispanic or Latino	463	++	++	++			N<40
Native Hawaiian/Pacific Islander	463	++	++	++			N<40
White	463	++	++	++	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		52	469	436			
English Language Learner	463	0					N<40

10-Annual Measurable Objective (AMO): the target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in the index.

12-Reading Achievement Index includes NECAP and VT Alternate Assessment reading results; Math Achievement Index includes NECAP and VT Alternate Assessment math results.

13-Lower Confidence Boundary (LCB) of the AMO confidence interval; if the index is equal to the LCB or higher, AYP is met for the content area.

14-If an index is below the LCB but is at least 10% higher than the previous year's index, Safe Harbor is met.

15-Academic Indicator (A.I.) must be met for any group that uses Safe Harbor to make AYP.

16-No AYP decisions are made for subgroups with less than 40 students in the index.

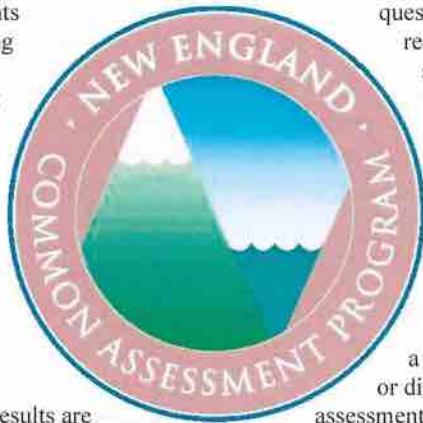
# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 4 NECAP Science Test

### School Results

**School:** Albert Bridge Sch (W Wind)

**District:** Windsor Southeast SU

**Code:** SU052-PS008





# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	7	107	6,179	100	100	100
Science						
Students tested	7	107	6,113	100	100	99
With an approved accommodation	0	7	886	0	7	14
Current LEP Students	0	0	126	0	0	2
With an approved accommodation	0	0	38			30
IEP Students	0	12	912	0	11	15
With an approved accommodation	0	5	590		42	65
Students not tested in NECAP	0	0	66	0	0	1
State Approved	0	0	28			42
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	4			14
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	24			86
Other	0	0	38			58

## NECAP RESULTS

	School									District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score		Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	N	%	%	%	%	N	%
SCIENCE	7	0	0	7											107	0	43	43	14	438	6,113
																1	45	40	14	439	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

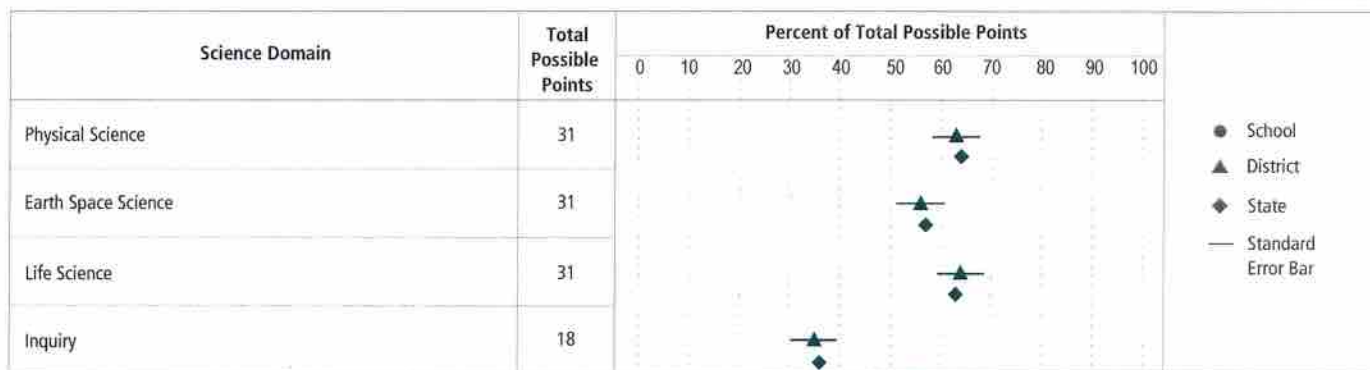
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	17	0	0	17	0	0	13	76	3	18	1	6	443
2013-14	9	0	0	9									
2014-15	7	0	0	7									
Cumulative Total													
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439





# Spring 2015 - Grade 4 NECAP Science Test

## Disaggregated Science Results

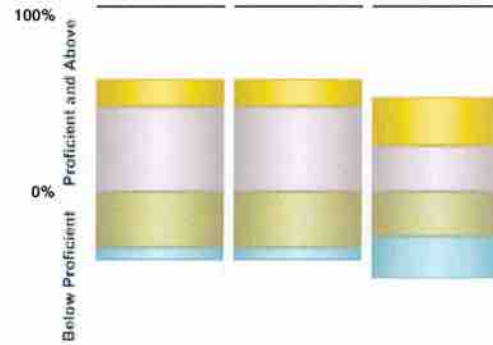
School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

REPORTING CATEGORIES	School										District						State								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	7	0	0	7										107	0	43	43	14	438	6,113	1	45	40	14	439
Gender																									
Male	3	0	0	3										52	0	33	50	17	435	3,180	1	42	43	15	438
Female	4	0	0	4										55	0	53	36	11	440	2,915	1	48	38	13	439
Not Reported	0	0	0	0										0						18	0	39	33	28	436
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						1					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						14	0	36	21	43	432
Asian	0	0	0	0										1						115	1	48	36	16	438
Black or African American	0	0	0	0										0						104	0	20	45	35	431
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	7	0	0	7										103	0	43	44	14	438	5,540	1	46	40	13	439
Two or more races	0	0	0	0										3						311	1	37	40	22	436
No Race/Ethnicity Reported	0	0	0	0										0						25	0	36	40	24	435
LEP Status																									
Current LEP student	0	0	0	0										0						126	0	20	42	38	431
Former LEP student - monitoring year 1	0	0	0	0										1						96	0	42	48	10	438
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	7	0	0	7										106	0	42	43	14	438	5,885	1	45	40	13	439
IEP																									
Students with an IEP	0	0	0	0										12	0	17	58	25	432	912	0	16	47	38	430
All Other Students	7	0	0	7										95	0	46	41	13	438	5,201	1	50	39	10	440
SES																									
Economically Disadvantaged Students	1	0	0	1										50	0	38	42	20	435	2,488	<1	31	47	21	435
All Other Students	6	0	0	6										57	0	47	44	9	440	3,625	1	54	36	9	441
Migrant																									
Migrant Students	0	0	0	0										0						11	0	18	55	27	434
All Other Students	7	0	0	7										107	0	43	43	14	438	6,102	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

## Albert Bridge School - Smarter Balanced Assessment Grade 3 ELA Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 03
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

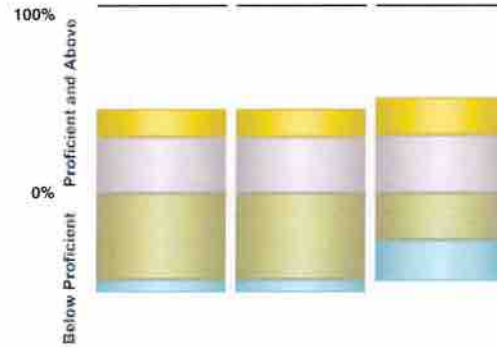


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	13	13	5,842
<b>Average Scaled Score</b>	<b>2451.5</b>	<b>2451.5</b>	<b>2431.0</b>
Proficiency Cut Score	2432.0	2432.0	2432.0
Proficient With Distinction	15 %	15 %	26 %
Proficient	46 %	46 %	25 %
Partially Proficient	30 %	30 %	24 %
Substantially Below Proficient	7 %	7 %	23 %
Total Proficient and Above	61 %	61 %	51 %
Total Below Proficient	38 %	38 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Albert Bridge School - Smarter Balanced Assessment Grade 3 Math Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 03
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

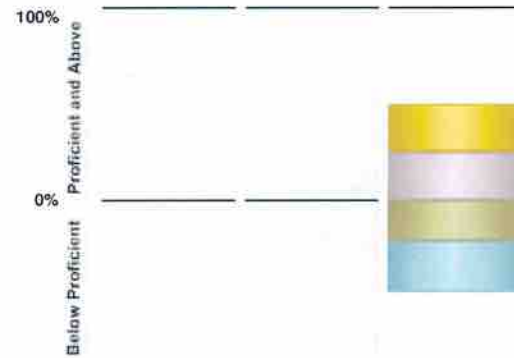


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	13	13	5,870
<b>Average Scaled Score</b>	<b>2440.9</b>	<b>2440.9</b>	<b>2435.0</b>
Proficiency Cut Score	2436.0	2436.0	2436.0
Proficient With Distinction	15 %	15 %	20 %
Proficient	30 %	30 %	31 %
Partially Proficient	46 %	46 %	25 %
Substantially Below Proficient	7 %	7 %	22 %
Total Proficient and Above	46 %	46 %	51 %
Total Below Proficient	53 %	53 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Albert Bridge School - Smarter Balanced Assessment Grade 4 ELA Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



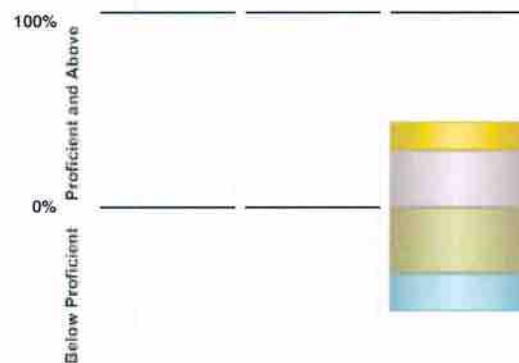
	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	++	++	6,049
<b>Average Scaled Score</b>	<b>++</b>	<b>++</b>	<b>2470.1</b>
Proficiency Cut Score	++	++	2473.0
Proficient With Distinction	++	++	25 %
Proficient	++	++	25 %
Partially Proficient	++	++	21 %
Substantially Below Proficient	++	++	27 %
Total Proficient and Above	++	++	51 %
Total Below Proficient	++	++	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



# Albert Bridge School - Smarter Balanced Assessment Grade 4 Math Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

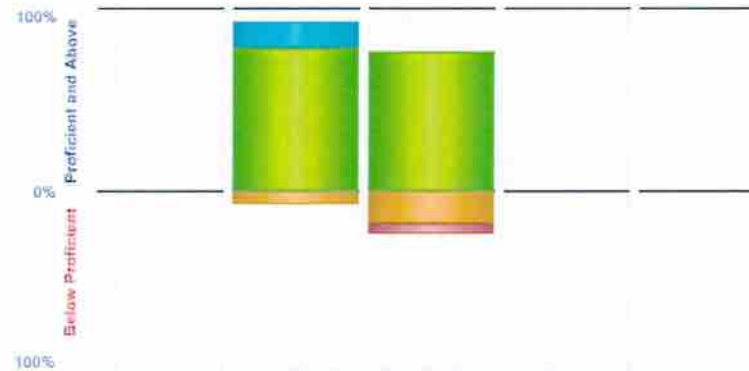


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	++	++	6,064
<b>Average Scaled Score</b>	++	++	<b>2472.0</b>
Proficiency Cut Score	++	++	2485.0
Proficient With Distinction	++	++	15 %
Proficient	++	++	29 %
Partially Proficient	++	++	34 %
Substantially Below Proficient	++	++	20 %
Total Proficient and Above	++	++	44 %
Total Below Proficient	++	++	55 %

**Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.**

## Assessment Report by Grade

**Organization:** Albert Bridge School (W Windsor)  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?

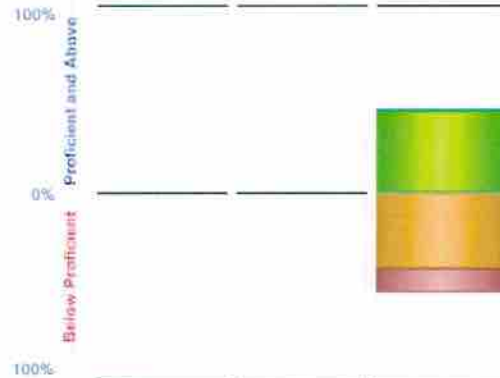


	2011	2012	2013	2014	2015
	All Students	All Students	All Students	All Students	All Students
Number of Students Tested	++	14	17	++	++
Proficient With Distinction	++	14 %	0 %	++	++
Proficient	++	79 %	76 %	++	++
Partially Proficient	++	7 %	18 %	++	++
Substantially Below Proficient	++	0 %	6 %	++	++
Total Proficient and Above	++	93 %	76 %	++	++
Total Below Proficient	++	7 %	24 %	++	++
Average Scaled Score	++	450.3	443.5	++	++

The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

**Organization:** Albert Bridge School (W Windsor)  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	++	++	6,110
Proficient With Distinction	++	++	1 %
Proficient	++	++	44 %
Partially Proficient	++	++	40 %
Substantially Below Proficient	++	++	13 %
Total Proficient and Above	++	++	45 %
Total Below Proficient	++	++	54 %
Average Scaled Score	++	++	438.5

The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 4 NECAP Science Test

### School Results

**School:** Albert Bridge Sch (W Wind)

**District:** Windsor Southeast SU

**Code:** SU052-PS008





# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	7	107	6,179	100	100	100
Students tested	Science			Science		
	7	107	6,113	100	100	99
With an approved accommodation	0	7	886	0	7	14
Current LEP Students	0	0	126	0	0	2
With an approved accommodation	0	0	38			30
IEP Students	0	12	912	0	11	15
With an approved accommodation	0	5	590		42	65
Students not tested in NECAP	0	0	66	0	0	1
State Approved	0	0	28			42
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	4			14
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	24			86
Other	0	0	38			58

### NECAP RESULTS

	School									District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N %	N %	N %	N %		N	%	%	%	%		N	%	%	%	%	
SCIENCE	7	0	0	7						107	0	43	43	14	438	6,113	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

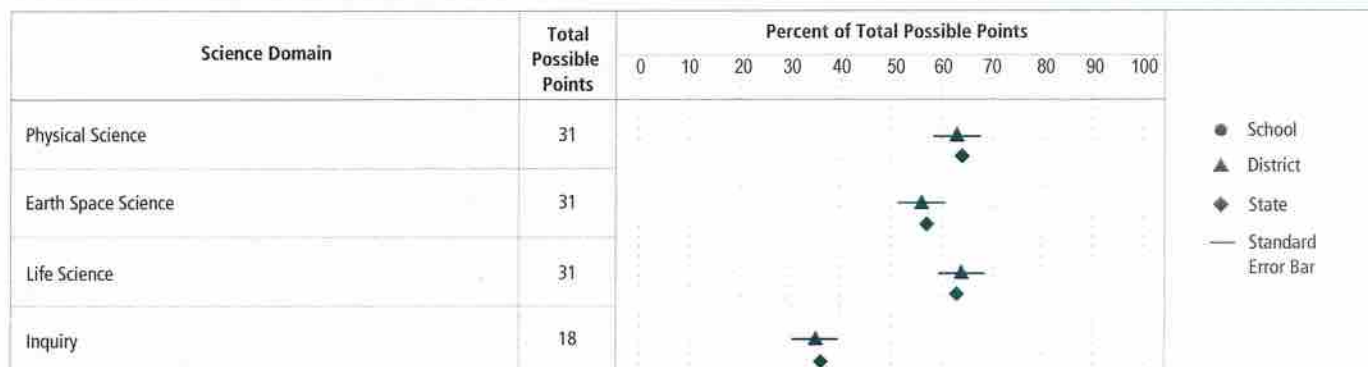
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	17	0	0	17	0	0	13	76	3	18	1	6	443
2013-14	9	0	0	9									
2014-15	7	0	0	7									
Cumulative Total													
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439





# Spring 2015 - Grade 4 NECAP Science Test

## Disaggregated Science Results

School: Albert Bridge Sch (W Wind)  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS008

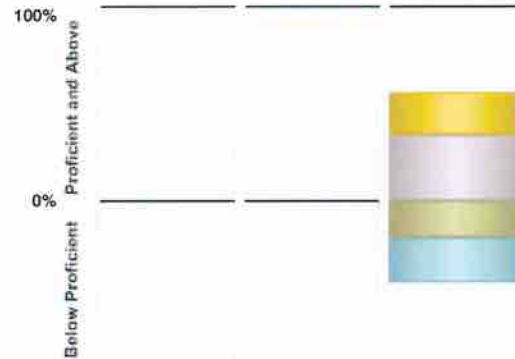
REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	7	0	0	7										107	0	43	43	14	438	6,113	1	45	40	14	439
Gender																									
Male	3	0	0	3										52	0	33	50	17	435	3,180	1	42	43	15	438
Female	4	0	0	4										55	0	53	36	11	440	2,915	1	48	38	13	439
Not Reported	0	0	0	0										0						18	0	39	33	28	436
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						1					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						14	0	36	21	43	432
Asian	0	0	0	0										1						115	1	48	36	16	438
Black or African American	0	0	0	0										0						104	0	20	45	35	431
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	7	0	0	7										103	0	43	44	14	438	5,540	1	46	40	13	439
Two or more races	0	0	0	0										3						311	1	37	40	22	436
No Race/Ethnicity Reported	0	0	0	0										0						25	0	36	40	24	435
LEP Status																									
Current LEP student	0	0	0	0										0						126	0	20	42	38	431
Former LEP student - monitoring year 1	0	0	0	0										1						96	0	42	48	10	438
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	7	0	0	7										106	0	42	43	14	438	5,885	1	45	40	13	439
IEP																									
Students with an IEP	0	0	0	0										12	0	17	58	25	432	912	0	16	47	38	430
All Other Students	7	0	0	7										95	0	46	41	13	438	5,201	1	50	39	10	440
SES																									
Economically Disadvantaged Students	1	0	0	1										50	0	38	42	20	435	2,488	<1	31	47	21	435
All Other Students	6	0	0	6										57	0	47	44	9	440	3,625	1	54	36	9	441
Migrant																									
Migrant Students	0	0	0	0										0						11	0	18	55	27	434
All Other Students	7	0	0	7										107	0	43	43	14	438	6,102	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

## Smarter Balanced Assessment by Grade Report

**Organization:** Albert Bridge School (W Windsor)  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 05  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

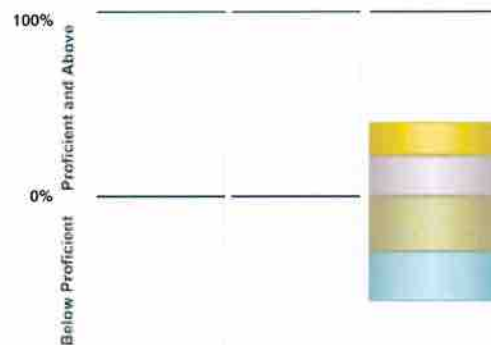


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	++	++	5,993
Average Scaled Score	++	++	2510.4
Proficiency Cut Score	++	++	2502.0
Proficient With Distinction	++	++	22 %
Proficient	++	++	34 %
Partially Proficient	++	++	19 %
Substantially Below Proficient	++	++	23 %
Total Proficient and Above	++	++	56 %
Total Below Proficient	++	++	43 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

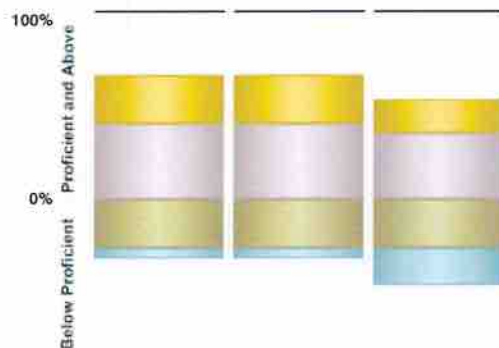


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	++	++	5,995
<b>Average Scaled Score</b>	++	++	<b>2502.7</b>
Proficiency Cut Score	++	++	2528.0
Proficient With Distinction	++	++	18 %
Proficient	++	++	22 %
Partially Proficient	++	++	30 %
Substantially Below Proficient	++	++	27 %
Total Proficient and Above	++	++	41 %
Total Below Proficient	++	++	58 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



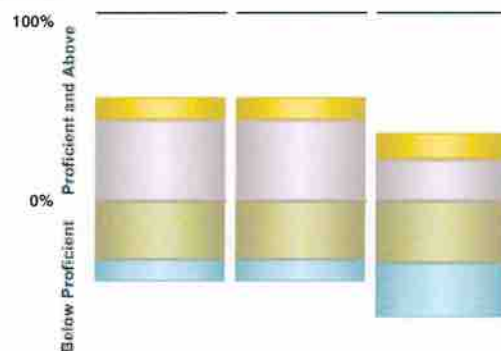
	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	15	15	5,884
<b>Average Scaled Score</b>	<b>2561.9</b>	<b>2561.9</b>	<b>2532.3</b>
Proficiency Cut Score	2531.0	2531.0	2531.0
Proficient With Distinction	26 %	26 %	18 %
Proficient	40 %	40 %	35 %
Partially Proficient	26 %	26 %	26 %
Substantially Below Proficient	6 %	6 %	20 %
Total Proficient and Above	66 %	66 %	53 %
Total Below Proficient	33 %	33 %	46 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Albert Bridge School (W Windsor)
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	16	16	5,881
Average Scaled Score	2549.4	2549.4	2515.5
Proficiency Cut Score	2552.0	2552.0	2552.0
Proficient With Distinction	12 %	12 %	14 %
Proficient	43 %	43 %	22 %
Partially Proficient	31 %	31 %	33 %
Substantially Below Proficient	12 %	12 %	29 %
Total Proficient and Above	56 %	56 %	37 %
Total Below Proficient	43 %	43 %	62 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



# Fall 2012 NECAP Tests School Summary 2011-2012 Students

School: Hartland Elementary School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS137

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N		Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Hartland Elementary School				197	57	29	103	52	22	11	15	8			
Beginning of Grade 3				30	0	0	19	63	5	17	6	20	341		
Beginning of Grade 4				38	8	21	19	50	7	18	4	11	445		
Beginning of Grade 5				33	10	30	19	58	4	12	0	0	551		
Beginning of Grade 6				28	8	29	14	50	2	7	4	14	648		
Beginning of Grade 7				28	11	39	17	61	0	0	0	0	756		
Beginning of Grade 8				40	20	50	15	38	4	10	1	3	858		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Hartland Elementary School				198	48	24	97	49	31	16	22	11			
Beginning of Grade 3				30	2	7	15	50	9	30	4	13	342		
Beginning of Grade 4				38	6	16	19	50	8	21	5	13	444		
Beginning of Grade 5				33	10	30	16	48	3	9	4	12	549		
Beginning of Grade 6				29	3	10	17	59	5	17	4	14	642		
Beginning of Grade 7				28	12	43	14	50	2	7	0	0	751		
Beginning of Grade 8				40	15	38	16	40	4	10	5	13	847		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N		N	Level 4		Level 3		Level 2		Level 1			
						N	%	N	%	N	%	N	%		
Hartland Elementary School				73	27	37	28	38	14	19	4	5			
				33	9	27	12	36	10	30	2	6	545		
				40	18	45	16	40	4	10	2	5	849		

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

**SU/SD NAME:** Windsor Southeast SU  
**SCHOOL NAME:** Hartland Elementary School  
**SCHOOL YEAR:** 2014-2015

## School Report

### Hartland Elementary School

### Student Count

Grade	Enrollment	
Pre-Kindergarten	9	
Kindergarten - Part Time	1	
Kindergarten - Full Time	25	
1st Grade	35	
2nd Grade	33	
3rd Grade	29	
4th Grade	47	
5th Grade	26	
6th Grade	40	
7th Grade	34	
8th Grade	37	
<b>Total Enrollment</b>	<b>316</b>	

### Student Type: Student Support Services



Windsor Southeast SU



No Support Services  
 Individualized Education Plan  
 Education Support Team  
 504 Plan

School	SU/SD	State
91 %	++	76 %
++	++	13 %
++	++	7 %
++	++	4 %

Student Information	School	SU/SD	Vermont
Attendance Rate	96.00 %	0.00 %	94.72 %
Truancy Rate	0.95 %	1.70 %	4.44 %
Promotion Rate	100.00 %	100.00 %	99.00 %

Staff Information	School	SU/SD	Vermont
Student:Teacher Ratio	14.36	10.97	10.55
Teacher: Administrator Ratio	11.00	8.95	9.88
Student: Administrator Ratio	158.00	98.25	104.24
Average Teacher Salary	\$50,923.64	\$47,043.30	\$56,355.04

**For schools operating PreKindergarten programs enrollment for Early Essential Education is reported under the grade level PreKindergarten. Missing data indicates the data were suppressed to protect student privacy or the indicator is not available for the school or at the time of posting the information.**

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Hartland Elementary School (Windsor Southeast S.U.)

Did not make AYP for the first time.

READING

Met AYP for all requirements in Reading.

MATH Did not make AYP for the first time.

Did not meet requirements in Mathematics for all students, free/reduced lunch students, white students.

ACADEMIC INDICATOR

Met the Academic Indicator.

PARTICIPATION

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Indicator (6)	LCB (7)	Total Students (8)	Percent Tested (9)
All Students	YES	NO	YES	YES	193	8%	3%	203	100%
Not Free/Reduced Lunch (For Reporting Only)					120	7%	1%	126	99%
Free/Reduced Lunch	YES	NO		YES	73	10%	2%	77	100%
Without Disability (For Reporting Only)					++	++	++	++	++
With Disability	N<40	N<40		N<40	++	++	++	++	++
American Indian/Alaskan Native	N<40	N<40		N<40	++	++	++	++	++
Asian	N<40	N<40		N<40	++	++	++	++	++
African American	N<40	N<40		N<40	++	++	++	++	++
Hispanic or Latino	N<40	N<40		N<40	++	++	++	++	++
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	++	++	++	++	++
White	YES	NO		YES	++	++	++	++	++
Not English Language Learner (For Reporting Only)					193	8%	3%	203	100%
English Language Learner	N<40	N<40		N<40	0			0	

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the index.

3-Accountability decision for the Academic Indicator. Academic Indicator must be met for All Students. No decisions are made for subgroups.

4-Accountability decision for Participation. Participation rate must be at least 95% for any group in which there are 40 or more students in the testing cohort.

5-Number of students in the Academic Indicator.

6-Academic Indicator is the percentage of students in the lowest achievement level of the reading test.

7-Lower boundary of the Academic Indicator confidence interval. The LCB must be below 15% to meet the indicator.

8-Total number of students in the Participation Rate calculation. This is the total number of students expected to be tested.

9-Percentage of students tested.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Hartland Elementary School (Windsor Southeast S.U.)

Reading Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	468	196	459	455	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		121	466	451			
Free/Reduced Lunch	468	75	447	447	N/A	N/A	YES
Without Disability (For Reporting Only)		++	++	++			
With Disability	468	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	468	++	++	++			N<40
Asian	468	++	++	++	N/A	N/A	N<40
African American	468	++	++	++	N/A	N/A	N<40
Hispanic or Latino	468	++	++	++			N<40
Native Hawaiian/Pacific Islander	468	++	++	++			N<40
White	468	++	++	++	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		196	459	455			
English Language Learner	468	0					N<40
Math Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	463	197	445	449	NO	N/A	NO
Not Free/Reduced Lunch (For Reporting Only)		122	457	445			
Free/Reduced Lunch	463	75	425	441	NO	N/A	NO
Without Disability (For Reporting Only)		++	++	++			
With Disability	463	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	463	++	++	++			N<40
Asian	463	++	++	++	N/A	N/A	N<40
African American	463	++	++	++	N/A	N/A	N<40
Hispanic or Latino	463	++	++	++			N<40
Native Hawaiian/Pacific Islander	463	++	++	++			N<40
White	463	++	++	++	NO	N/A	NO
Not English Language Learner (For Reporting Only)		197	445	449			
English Language Learner	463	0					N<40

10-Annual Measurable Objective (AMO): the target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in the index.

12-Reading Achievement Index includes NECAP and VT Alternate Assessment reading results; Math Achievement Index includes NECAP and VT Alternate Assessment math results.

13-Lower Confidence Boundary (LCB) of the AMO confidence interval; if the index is equal to the LCB or higher, AYP is met for the content area.

14-If an index is below the LCB but is at least 10% higher than the previous year's index, Safe Harbor is met.

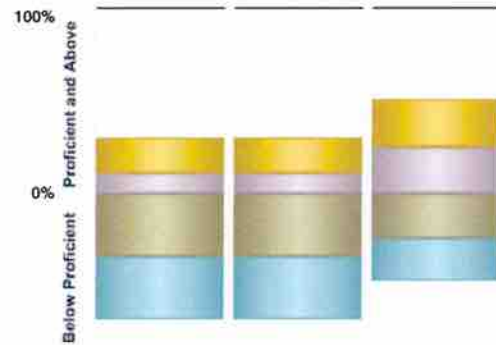
15-Academic Indicator (A.I.) must be met for any group that uses Safe Harbor to make AYP.

16-No AYP decisions are made for subgroups with less than 40 students in the index.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 03
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

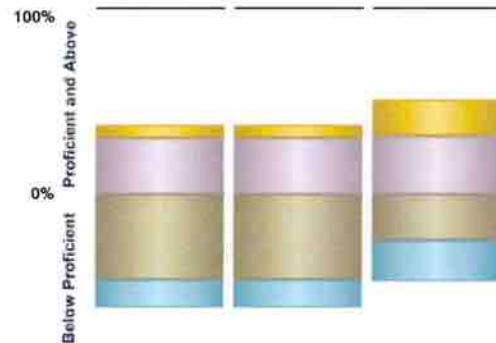


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	26	26	5,842
<b>Average Scaled Score</b>	<b>2416.1</b>	<b>2416.1</b>	<b>2431.0</b>
Proficiency Cut Score	2432.0	2432.0	2432.0
Proficient With Distinction	19 %	19 %	26 %
Proficient	11 %	11 %	25 %
Partially Proficient	34 %	34 %	24 %
Substantially Below Proficient	34 %	34 %	23 %
Total Proficient and Above	30 %	30 %	51 %
Total Below Proficient	69 %	69 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 03
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

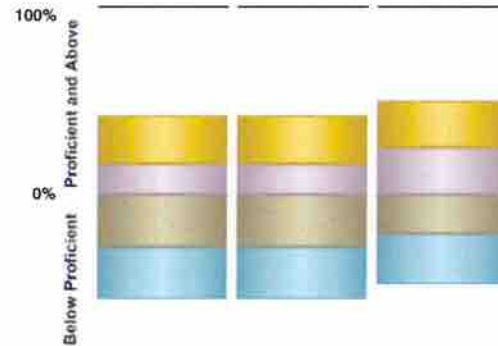


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	26	26	5,870
Average Scaled Score	2422.5	2422.5	2435.0
Proficiency Cut Score	2436.0	2436.0	2436.0
Proficient With Distinction	7 %	7 %	20 %
Proficient	30 %	30 %	31 %
Partially Proficient	46 %	46 %	25 %
Substantially Below Proficient	15 %	15 %	22 %
Total Proficient and Above	38 %	38 %	51 %
Total Below Proficient	61 %	61 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

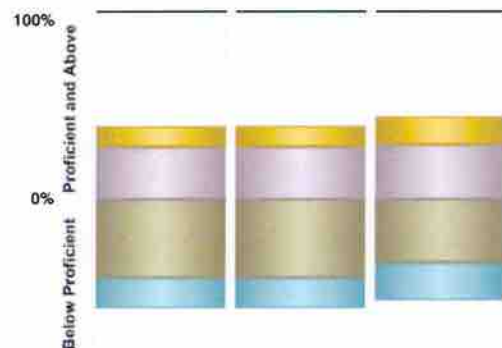


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>		<b>All Students</b>
Number of Students Tested	42	42	6,049
<b>Average Scaled Score</b>	<b>2462.1</b>	<b>2462.1</b>	<b>2470.1</b>
Proficiency Cut Score	2473.0	2473.0	2473.0
Proficient With Distinction	26 %	26 %	25 %
Proficient	16 %	16 %	25 %
Partially Proficient	28 %	28 %	21 %
Substantially Below Proficient	28 %	28 %	27 %
Total Proficient and Above	42 %	42 %	51 %
Total Below Proficient	57 %	57 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

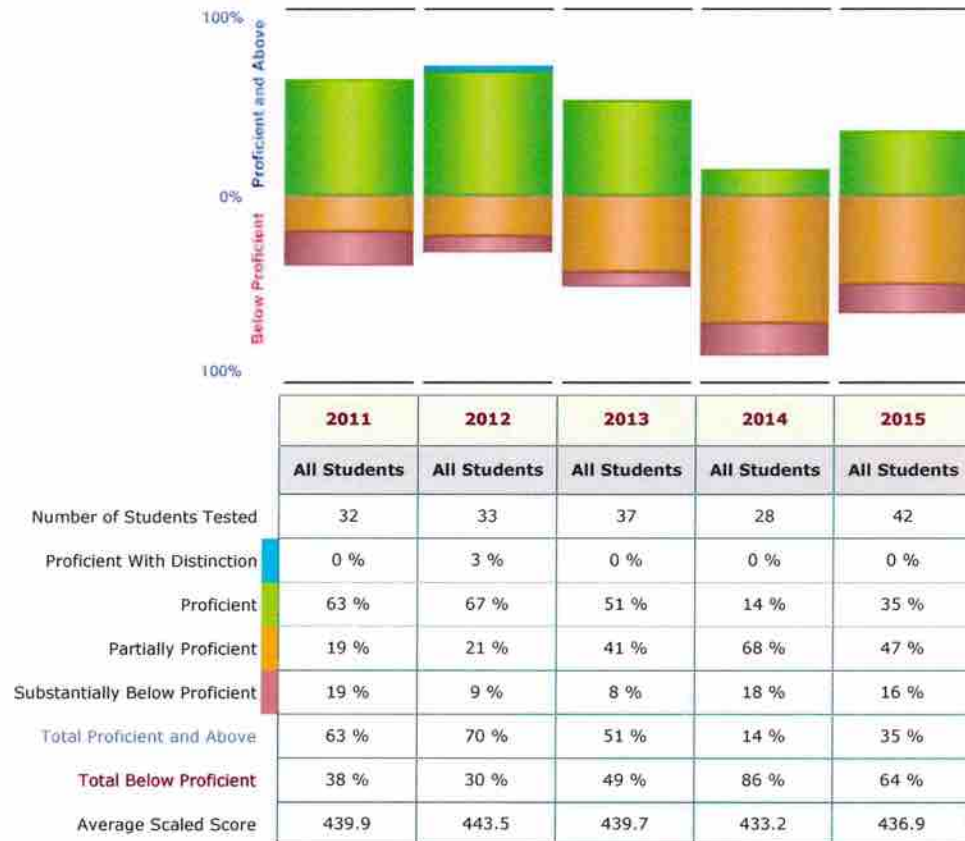


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	42	42	6,064
<b>Average Scaled Score</b>	<b>2472.0</b>	<b>2472.0</b>	<b>2472.0</b>
Proficiency Cut Score	2485.0	2485.0	2485.0
Proficient With Distinction	11 %	11 %	15 %
Proficient	28 %	28 %	29 %
Partially Proficient	42 %	42 %	34 %
Substantially Below Proficient	16 %	16 %	20 %
Total Proficient and Above	40 %	40 %	44 %
Total Below Proficient	59 %	59 %	55 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

**Organization:** Hartland Elementary School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?

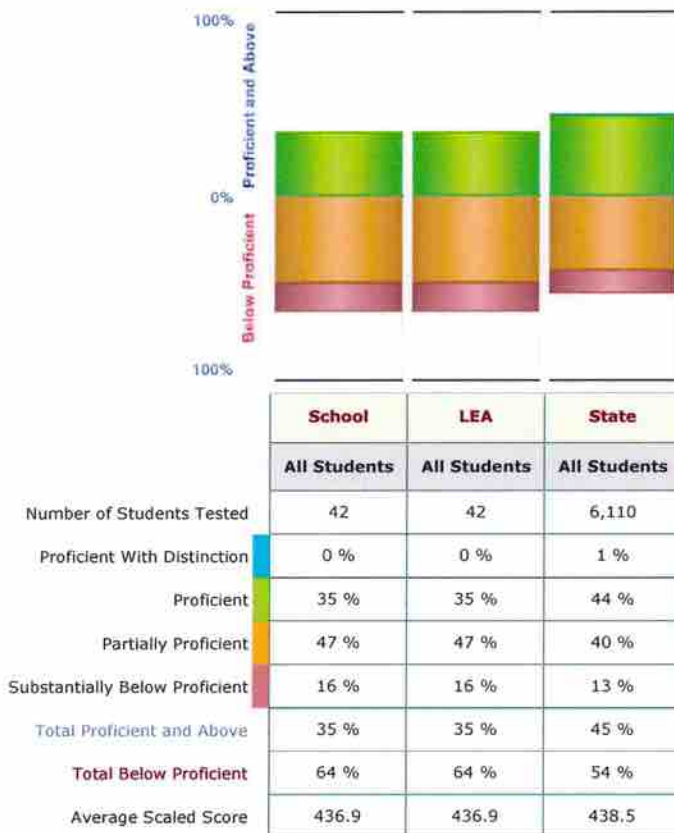


The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.



## Assessment Report by Grade

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

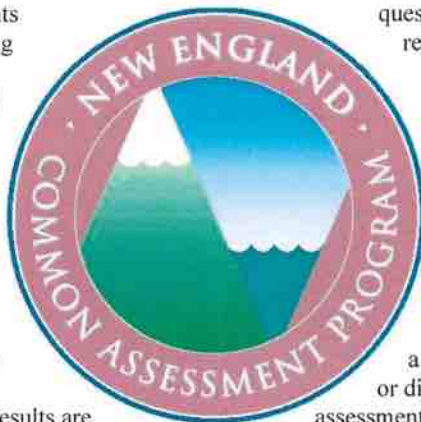
# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested grade.

Each test contains a mix of multiple-choice and constructed-response

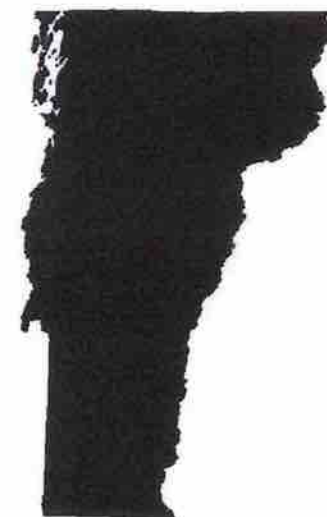


questions. Constructed-response questions require students to develop their own answers to questions. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 4 NECAP Science Test

### School Results

**School:** Hartland Elementary School

**District:** Windsor Southeast SU

**Code:** SU052-PS137



# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

School: Hartland Elementary School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS137

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	42	107	6,179	100	100	100
Students tested	42	107	6,113	100	100	99
With an approved accommodation	0	7	886	0	7	14
Current LEP Students	0	0	126	0	0	2
With an approved accommodation	0	0	38			30
IEP Students	4	12	912	10	11	15
With an approved accommodation	0	5	590	0	42	65
Students not tested in NECAP	0	0	66	0	0	1
State Approved	0	0	28			42
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	4			14
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	24			86
Other	0	0	38			58

### NECAP RESULTS

	School											District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
					N	%	N	%	N	%	N	%													
	N	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	%	N	%	%	%	%	%	%
SCIENCE	42	0	0	42	0	0	15	36	20	48	7	17	437	107	0	43	43	14	438	6,113	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

School: Hartland Elementary School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS137

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

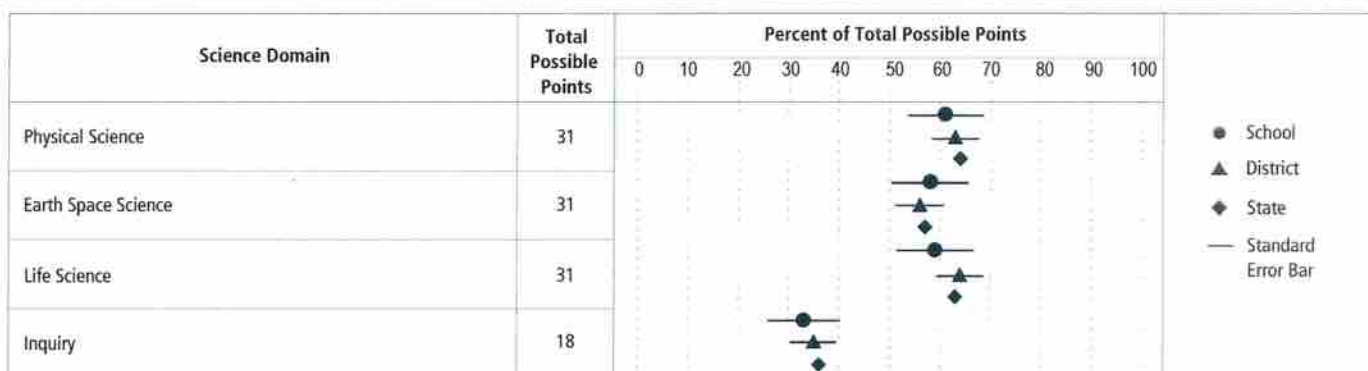
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	37	0	0	37	0	0	19	51	15	41	3	8	440
2013-14	28	0	0	28	0	0	4	14	19	68	5	18	433
2014-15	42	0	0	42	0	0	15	36	20	48	7	17	437
Cumulative Total	107	0	0	107	0	0	38	36	54	50	15	14	437
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439





# Spring 2015 - Grade 4 NECAP Science Test

## Disaggregated Science Results

School: Hartland Elementary School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS137

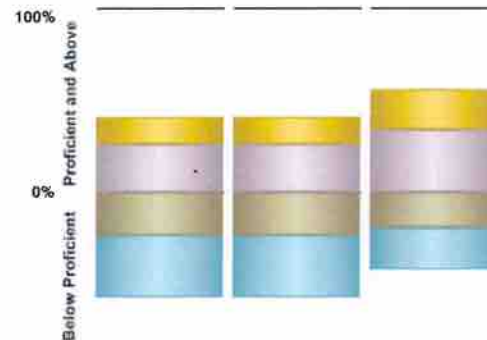
REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	0	0	42	0	0	15	36	20	48	7	17	437	107	0	43	43	14	438	6,113	1	45	40	14	439
Gender																									
Male	20	0	0	20	0	0	3	15	12	60	5	25	432	52	0	33	50	17	435	3,180	1	42	43	15	438
Female	22	0	0	22	0	0	12	55	8	36	2	9	441	55	0	53	36	11	440	2,915	1	48	38	13	439
Not Reported	0	0	0	0										0						18	0	39	33	28	436
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						1					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						14	0	36	21	43	432
Asian	0	0	0	0										1						115	1	48	36	16	438
Black or African American	0	0	0	0										0						104	0	20	45	35	431
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	42	0	0	42	0	0	15	36	20	48	7	17	437	103	0	43	44	14	438	5,540	1	46	40	13	439
Two or more races	0	0	0	0										3						311	1	37	40	22	436
No Race/Ethnicity Reported	0	0	0	0										0						25	0	36	40	24	435
LEP Status																									
Current LEP student	0	0	0	0										0						126	0	20	42	38	431
Former LEP student - monitoring year 1	0	0	0	0										1						96	0	42	48	10	438
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	42	0	0	42	0	0	15	36	20	48	7	17	437	106	0	42	43	14	438	5,885	1	45	40	13	439
IEP																									
Students with an IEP	4	0	0	4										12	0	17	58	25	432	912	0	16	47	38	430
All Other Students	38	0	0	38	0	0	15	39	18	47	5	13	438	95	0	46	41	13	438	5,201	1	50	39	10	440
SES																									
Economically Disadvantaged Students	16	0	0	16	0	0	5	31	5	31	6	38	432	50	0	38	42	20	435	2,488	<1	31	47	21	435
All Other Students	26	0	0	26	0	0	10	38	15	58	1	4	440	57	0	47	44	9	440	3,625	1	54	36	9	441
Migrant																									
Migrant Students	0	0	0	0	0	0	15	36	20	48	7	17	437	0	0	43	43	14	438	11	0	18	55	27	434
All Other Students	42	0	0	42	0	0	15	36	20	48	7	17	437	107	0	43	43	14	438	6,102	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

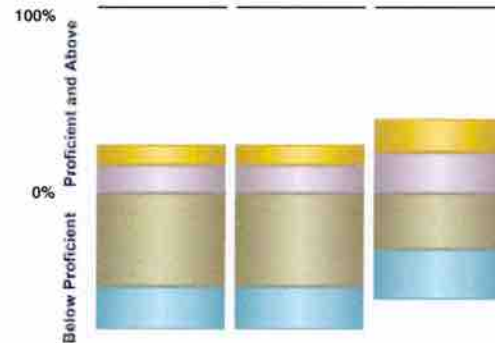


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	26	26	5,993
<b>Average Scaled Score</b>	<b>2477.6</b>	<b>2477.6</b>	<b>2510.4</b>
Proficiency Cut Score	2502.0	2502.0	2502.0
Proficient With Distinction	15 %	15 %	22 %
Proficient	26 %	26 %	34 %
Partially Proficient	23 %	23 %	19 %
Substantially Below Proficient	34 %	34 %	23 %
Total Proficient and Above	42 %	42 %	56 %
Total Below Proficient	57 %	57 %	43 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

**Organization:** Hartland Elementary School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB Math Grade 05  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

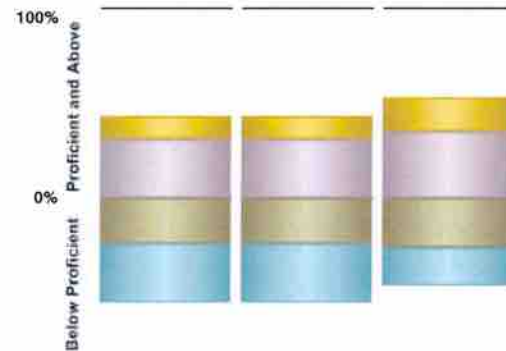


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	26	26	5,995
<b>Average Scaled Score</b>	<b>2486.7</b>	<b>2486.7</b>	<b>2502.7</b>
Proficiency Cut Score	2528.0	2528.0	2528.0
Proficient With Distinction	11 %	11 %	18 %
Proficient	15 %	15 %	22 %
Partially Proficient	50 %	50 %	30 %
Substantially Below Proficient	23 %	23 %	27 %
Total Proficient and Above	26 %	26 %	41 %
Total Below Proficient	73 %	73 %	58 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

**Organization:** Hartland Elementary School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 06  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

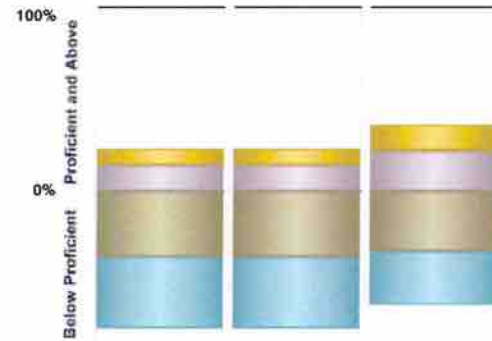


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	41	41	5,884
Average Scaled Score	2513.9	2513.9	2532.3
Proficiency Cut Score	2531.0	2531.0	2531.0
Proficient With Distinction	12 %	12 %	18 %
Proficient	31 %	31 %	35 %
Partially Proficient	24 %	24 %	26 %
Substantially Below Proficient	31 %	31 %	20 %
Total Proficient and Above	43 %	43 %	53 %
Total Below Proficient	56 %	56 %	46 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

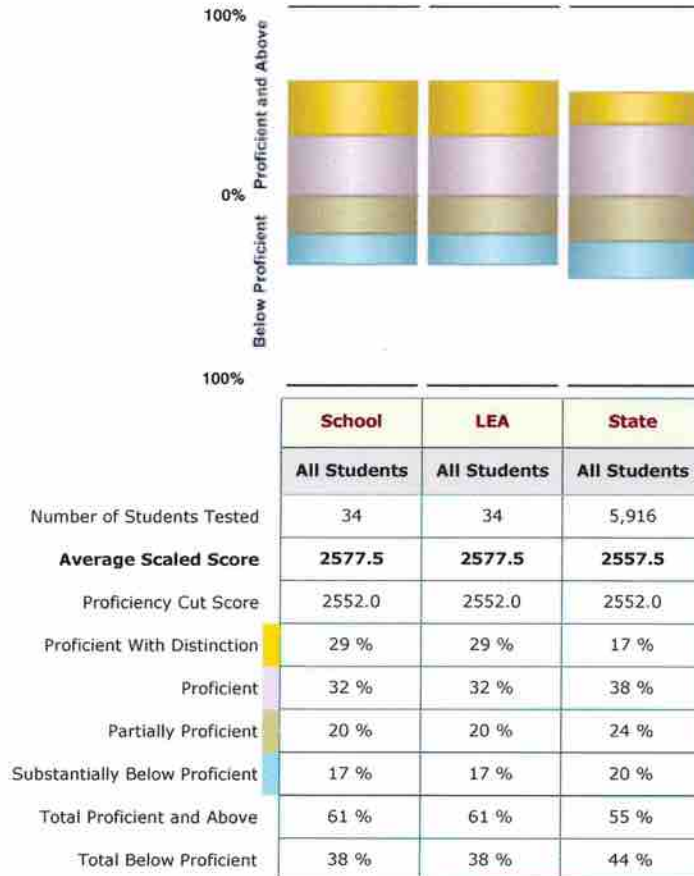


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	41	41	5,881
<b>Average Scaled Score</b>	<b>2493.3</b>	<b>2493.3</b>	<b>2515.5</b>
Proficiency Cut Score	2552.0	2552.0	2552.0
Proficient With Distinction	9 %	9 %	14 %
Proficient	14 %	14 %	22 %
Partially Proficient	36 %	36 %	33 %
Substantially Below Proficient	39 %	39 %	29 %
Total Proficient and Above	24 %	24 %	37 %
Total Below Proficient	75 %	75 %	62 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

**Organization:** Hartland Elementary School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 07  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

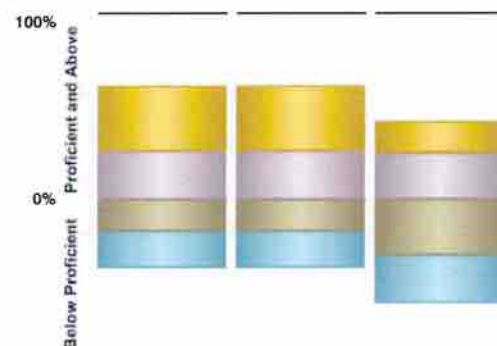


Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 07
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

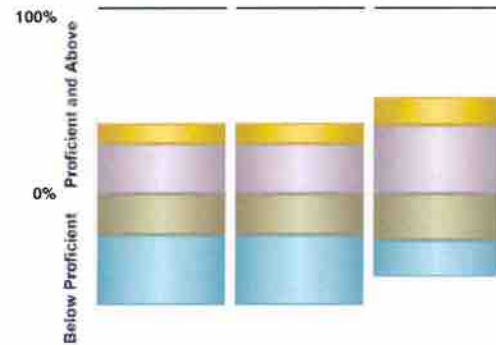


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	34	34	5,910
<b>Average Scaled Score</b>	<b>2577.1</b>	<b>2577.1</b>	<b>2541.5</b>
Proficiency Cut Score	2567.0	2567.0	2567.0
Proficient With Distinction	35 %	35 %	17 %
Proficient	26 %	26 %	25 %
Partially Proficient	17 %	17 %	30 %
Substantially Below Proficient	20 %	20 %	26 %
Total Proficient and Above	61 %	61 %	43 %
Total Below Proficient	38 %	38 %	56 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

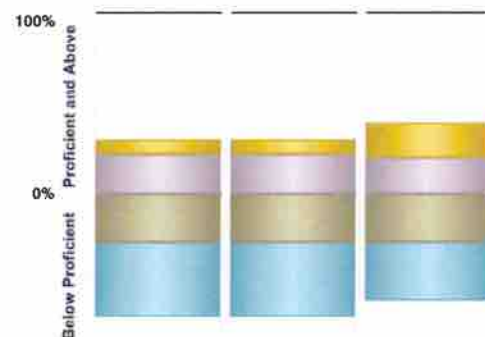


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	36	36	5,970
<b>Average Scaled Score</b>	<b>2519.3</b>	<b>2519.3</b>	<b>2569.3</b>
Proficiency Cut Score	2567.0	2567.0	2567.0
Proficient With Distinction	11 %	11 %	15 %
Proficient	27 %	27 %	37 %
Partially Proficient	22 %	22 %	25 %
Substantially Below Proficient	38 %	38 %	20 %
Total Proficient and Above	38 %	38 %	53 %
Total Below Proficient	61 %	61 %	46 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

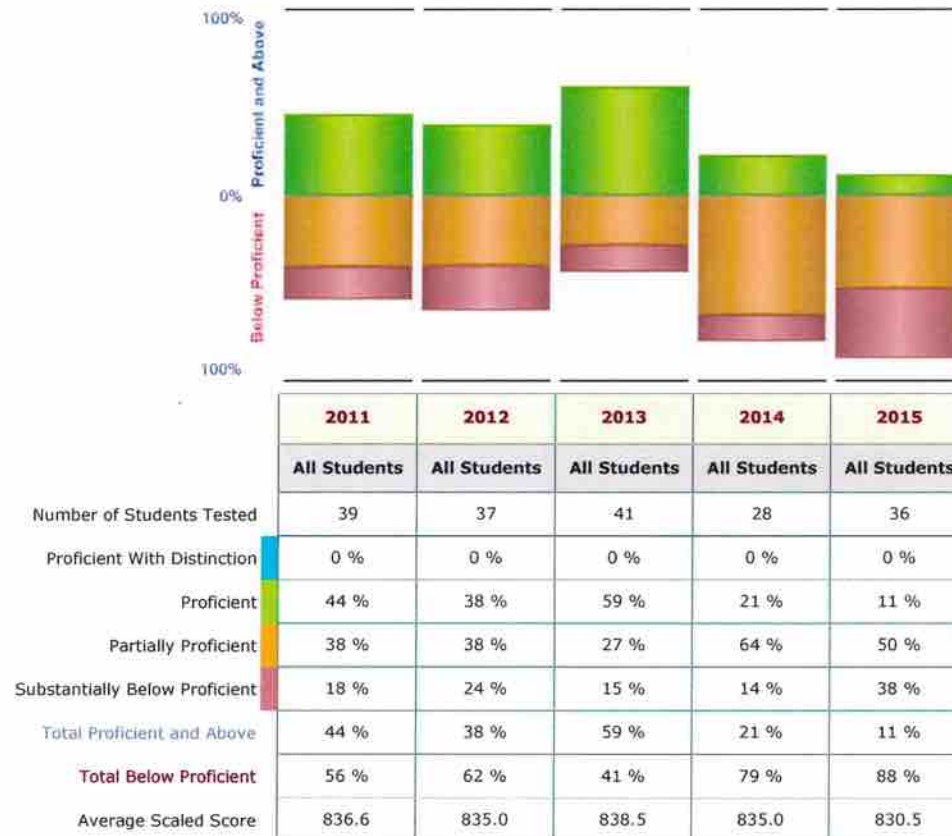


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	36	36	5,908
<b>Average Scaled Score</b>	<b>2519.1</b>	<b>2519.1</b>	<b>2552.7</b>
Proficiency Cut Score	2586.0	2586.0	2586.0
Proficient With Distinction	8 %	8 %	19 %
Proficient	22 %	22 %	20 %
Partially Proficient	27 %	27 %	27 %
Substantially Below Proficient	41 %	41 %	32 %
Total Proficient and Above	30 %	30 %	40 %
Total Below Proficient	69 %	69 %	59 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

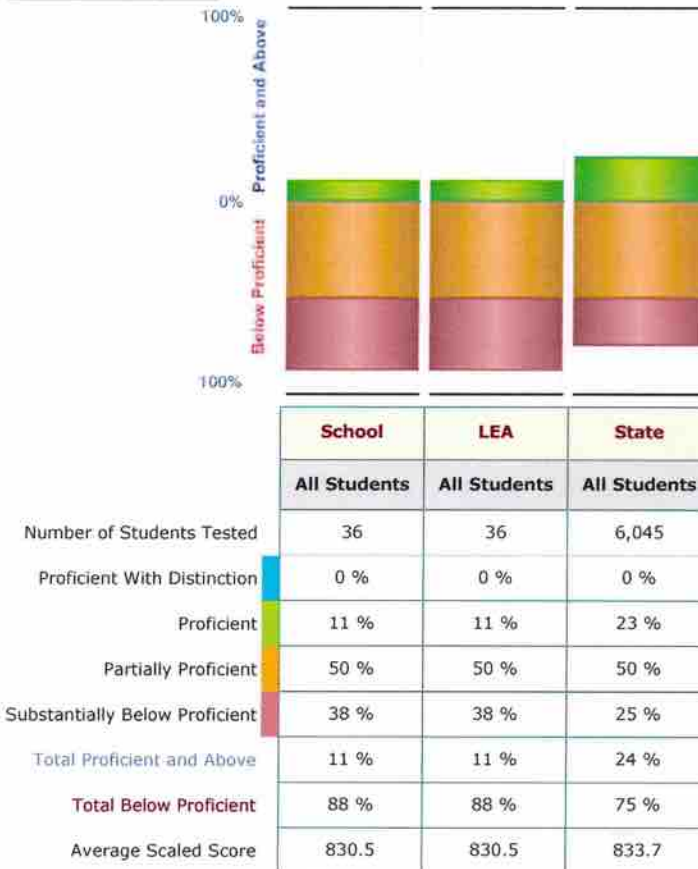
<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Over Time?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

<b>Organization:</b>	Hartland Elementary School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.



# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation. This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 8 NECAP Science Test

### School Results

**School:** Hartland Elementary School

**District:** Windsor Southeast SU

**Code:** SU052-PS137



# Spring 2015 - Grade 8 NECAP Science Test

## Grade Level Summary Report

**School:** Hartland Elementary School  
**District:** Windsor Southeast SU  
**State:** Vermont  
**Code:** SU052-PS137

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
<b>Students enrolled on or after May 4</b>	<b>36</b>	<b>90</b>	<b>6,150</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Students tested</b>	<b>36</b>	<b>89</b>	<b>6,060</b>	<b>100</b>	<b>99</b>	<b>99</b>
With an approved accommodation	0	7	766	0	8	13
Current LEP Students	0	0	106	0	0	2
With an approved accommodation	0	0	39			37
IEP Students	5	11	936	14	12	15
With an approved accommodation	0	6	537	0	55	57
<b>Students not tested in NECAP</b>	<b>0</b>	<b>1</b>	<b>90</b>	<b>0</b>	<b>1</b>	<b>1</b>
State Approved	0	1	40		100	44
Alternate Assessment	0	0	0		0	0
Withdrew After May 4	0	0	2		0	5
Enrolled After May 4	0	0	0		0	0
Special Consideration	0	1	38		100	95
Other	0	0	50		0	56

### NECAP RESULTS

SCIENCE	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		%	N	%	%	%	
	36	0	0	36	0	0	4	11	18	50	14	39	831	89	0	21	53	26	833	6,060	<1	24	51	25	834

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 8 NECAP Science Test

## Science Results

School: Hartland Elementary School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS137

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 855–880)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 840–854)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

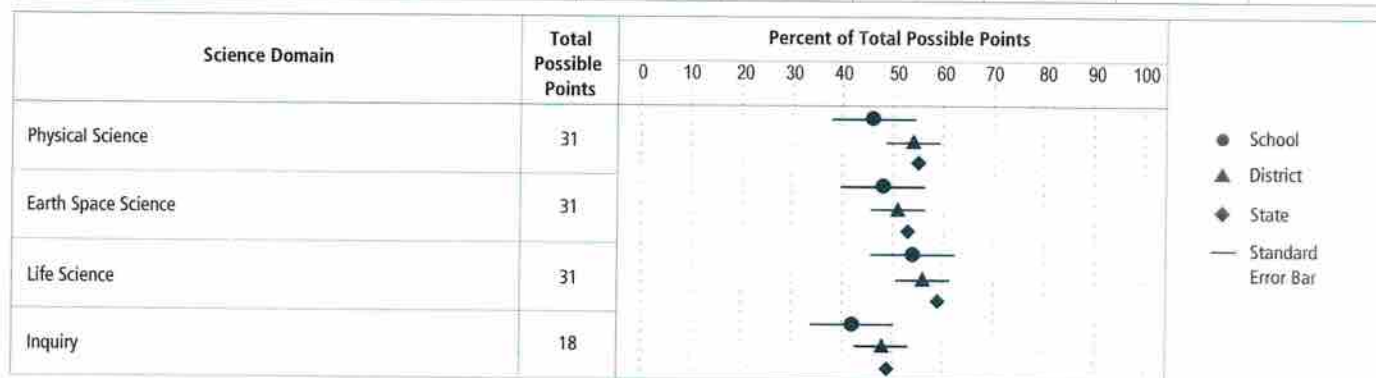
(Scaled Score 829–839)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 800–828)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	41	0	0	41	0	0	24	59	11	27	6	15	838
2013-14	28	0	0	28	0	0	6	21	18	64	4	14	835
2014-15	36	0	0	36	0	0	4	11	18	50	14	39	831
Cumulative Total	105	0	0	105	0	0	34	32	47	45	24	23	835
<b>District</b>													
2012-13	104	0	0	104	0	0	46	44	45	43	13	13	837
2013-14	87	1	0	86	1	1	18	21	53	62	14	16	835
2014-15	90	1	0	89	0	0	19	21	47	53	23	26	833
Cumulative Total	281	2	0	279	1	<1	83	30	145	52	50	18	835
<b>State</b>													
2012-13	6,422	17	33	6,372	39	1	2,016	32	3,014	47	1,303	20	835
2013-14	6,279	21	53	6,205	47	1	1,529	25	3,237	52	1,392	22	834
2014-15	6,150	40	50	6,060	22	<1	1,449	24	3,062	51	1,527	25	834
Cumulative Total	18,851	78	136	18,637	108	1	4,994	27	9,313	50	4,222	23	834







# Spring 2015 - Grade 8 NECAP Science Test

## Disaggregated Science Results

School: Hartland Elementary School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS137

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	0	0	36	0	0	4	11	18	50	14	39	831	89	0	21	53	26	833	6,060	<1	24	51	25	834
Gender																									
Male	15	0	0	15	0	0	1	7	8	53	6	40	831	41	0	24	56	20	834	3,083	<1	24	48	27	833
Female	21	0	0	21	0	0	3	14	10	48	8	38	830	48	0	19	50	31	832	2,960	<1	23	53	23	834
Not Reported	0	0	0	0										0						17	0	12	59	29	832
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						0					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						27	0	0	44	56	826
Asian	0	0	0	0										0						127	1	27	50	23	835
Black or African American	1	0	0	1										1						126	0	12	47	41	829
Native Hawaiian or Pacific Islander	0	0	0	0										0						4					
White	35	0	0	35	0	0	4	11	17	49	14	40	830	87	0	22	53	25	833	5,480	<1	24	51	24	834
Two or more races	0	0	0	0										1						271	0	23	45	32	833
No Race/Ethnicity Reported	0	0	0	0										0						25	0	12	60	28	832
LEP Status																									
Current LEP student	0	0	0	0										0						106	1	13	25	60	828
Former LEP student - monitoring year 1	0	0	0	0										0						4					
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	36	0	0	36	0	0	4	11	18	50	14	39	831	89	0	21	53	26	833	5,944	<1	24	51	25	834
IEP																									
Students with an IEP	5	0	0	5										11	0	18	0	82	826	936	0	2	28	70	824
All Other Students	31	0	0	31	0	0	3	10	18	58	10	32	832	78	0	22	60	18	834	5,124	<1	28	55	17	835
SES																									
Economically Disadvantaged Students	19	0	0	19	0	0	1	5	9	47	9	47	829	39	0	13	46	41	830	2,266	0	12	49	40	830
All Other Students	17	0	0	17	0	0	3	18	9	53	5	29	833	50	0	28	58	14	835	3,794	1	31	52	17	836
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	36	0	0	36	0	0	4	11	18	50	14	39	831	89	0	21	53	26	833	6,055	<1	24	51	25	834

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 NECAP Tests School Summary 2011-2012 Students

School: Weathersfield School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS407

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N		Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Weathersfield School				144	31	22	77	53	29	20	7	5			
Beginning of Grade 3				20	1	5	12	60	5	25	2	10	343		
Beginning of Grade 4				21	4	19	9	43	7	33	1	5	445		
Beginning of Grade 5				29	3	10	15	52	8	28	3	10	544		
Beginning of Grade 6				24	4	17	17	71	2	8	1	4	651		
Beginning of Grade 7				22	4	18	12	55	6	27	0	0	749		
Beginning of Grade 8				28	15	54	12	43	1	4	0	0	860		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N		Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Weathersfield School				144	19	13	66	46	33	23	26	18			
Beginning of Grade 3				20	0	0	10	50	5	25	5	25	338		
Beginning of Grade 4				21	4	19	6	29	5	24	6	29	439		
Beginning of Grade 5				29	2	7	15	52	5	17	7	24	540		
Beginning of Grade 6				24	5	21	12	50	5	21	2	8	645		
Beginning of Grade 7				22	1	5	11	50	8	36	2	9	741		
Beginning of Grade 8				28	7	25	12	43	5	18	4	14	844		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Weathersfield School				57	12	21	21	37	20	35	4	7			
Beginning of Grade 5				29	3	10	6	21	16	55	4	14	537		
Beginning of Grade 8				28	9	32	15	54	4	14	0	0	849		

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



**SU/SD NAME:** Windsor Southeast SU  
**SCHOOL NAME:** Weathersfield School  
**SCHOOL YEAR:** 2014-2015

## School Report

### Weathersfield School

### Student Count

Grade	Enrollment	
Pre-Kindergarten	2	
Kindergarten - Full Time	22	
1st Grade	18	
2nd Grade	24	
3rd Grade	28	
4th Grade	23	
5th Grade	23	
6th Grade	21	
7th Grade	27	
8th Grade	27	
<b>Total Enrollment</b>	<b>215</b>	

### Student Type: Student Support Services



Windsor Southeast SU



No Support Services  
 Individualized Education Plan  
 Education Support Team  
 504 Plan

School	SU/SD	State
79 %	++	76 %
9 %	++	13 %
7 %	++	7 %
5 %	++	4 %

Student Information	School	SU/SD	Vermont
Attendance Rate	95.72 %	0.00 %	94.72 %
Truancy Rate	0.47 %	1.70 %	4.44 %
Promotion Rate	99.00 %	100.00 %	99.00 %

Staff Information	School	SU/SD	Vermont
Student:Teacher Ratio	12.84	10.97	10.55
Teacher: Administrator Ratio	16.75	8.95	9.88
Student: Administrator Ratio	215.00	98.25	104.24
Average Teacher Salary	\$50,126.27	\$47,043.30	\$56,355.04

**For schools operating PreKindergarten programs enrollment for Early Essential Education is reported under the grade level PreKindergarten. Missing data indicates the data were suppressed to protect student privacy or the indicator is not available for the school or at the time of posting the information.**

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Weathersfield School (Windsor Southeast S.U.)

Did not make AYP. Title I Year 2 School Improvement.

READING Did not make AYP for the first time.

Did not meet requirements in Reading for free/reduced lunch students.

MATH Title I Year 2 School Improvement

Did not meet requirements in Mathematics for all students, free/reduced lunch students, white students.

ACADEMIC INDICATOR

Met the Academic Indicator.

PARTICIPATION

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Indicator (6)	LCB (7)	Total Students (8)	Percent Tested (9)
All Students	YES	NO	YES	YES	135	5%	1%	157	99%
Not Free/Reduced Lunch (For Reporting Only)					83	2%	0%	94	99%
Free/Reduced Lunch	NO	NO		YES	52	10%	0%	63	100%
Without Disability (For Reporting Only)					122	2%	0%	138	100%
With Disability	N<40	N<40		N<40	13	38%	7%	19	95%
American Indian/Alaskan Native	N<40	N<40		N<40	0			0	
Asian	N<40	N<40		N<40	0			0	
African American	N<40	N<40		N<40	0			0	
Hispanic or Latino	N<40	N<40		N<40	0			0	
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	0			0	
White	YES	NO		YES	135	5%	1%	157	99%
Not English Language Learner (For Reporting Only)					135	5%	1%	157	99%
English Language Learner	N<40	N<40		N<40	0			0	

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the index.

3-Accountability decision for the Academic Indicator. Academic Indicator must be met for All Students. No decisions are made for subgroups.

4-Accountability decision for Participation. Participation rate must be at least 95% for any group in which there are 40 or more students in the testing cohort.

5-Number of students in the Academic Indicator.

6-Academic Indicator is the percentage of students in the lowest achievement level of the reading test.

7-Lower boundary of the Academic Indicator confidence interval. The LCB must be below 15% to meet the indicator.

8-Total number of students in the Participation Rate calculation. This is the total number of students expected to be tested.

9-Percentage of students tested.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Weathersfield School (Windsor Southeast S.U.)

Reading Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	468	136	460	452	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		84	476	448			
Free/Reduced Lunch	468	52	433	443	NO	N/A	NO
Without Disability (For Reporting Only)		122	473	451			
With Disability	468	14	339	419	N/A	N/A	N<40
American Indian/Alaskan Native	468	0					N<40
Asian	468	0					N<40
African American	468	0					N<40
Hispanic or Latino	468	0					N<40
Native Hawaiian/Pacific Islander	468	0					N<40
White	468	136	460	452	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		136	460	452			
English Language Learner	468	0					N<40
Math Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	463	136	419	446	NO	N/A	NO
Not Free/Reduced Lunch (For Reporting Only)		84	452	442			
Free/Reduced Lunch	463	52	365	436	NO	N/A	NO
Without Disability (For Reporting Only)		122	436	445			
With Disability	463	14	268	412	N/A	N/A	N<40
American Indian/Alaskan Native	463	0					N<40
Asian	463	0					N<40
African American	463	0					N<40
Hispanic or Latino	463	0					N<40
Native Hawaiian/Pacific Islander	463	0					N<40
White	463	136	419	446	NO	N/A	NO
Not English Language Learner (For Reporting Only)		136	419	446			
English Language Learner	463	0					N<40

10-Annual Measurable Objective (AMO): the target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in the index.

12-Reading Achievement Index includes NECAP and VT Alternate Assessment reading results; Math Achievement Index includes NECAP and VT Alternate Assessment math results.

13-Lower Confidence Boundary (LCB) of the AMO confidence interval; if the index is equal to the LCB or higher, AYP is met for the content area.

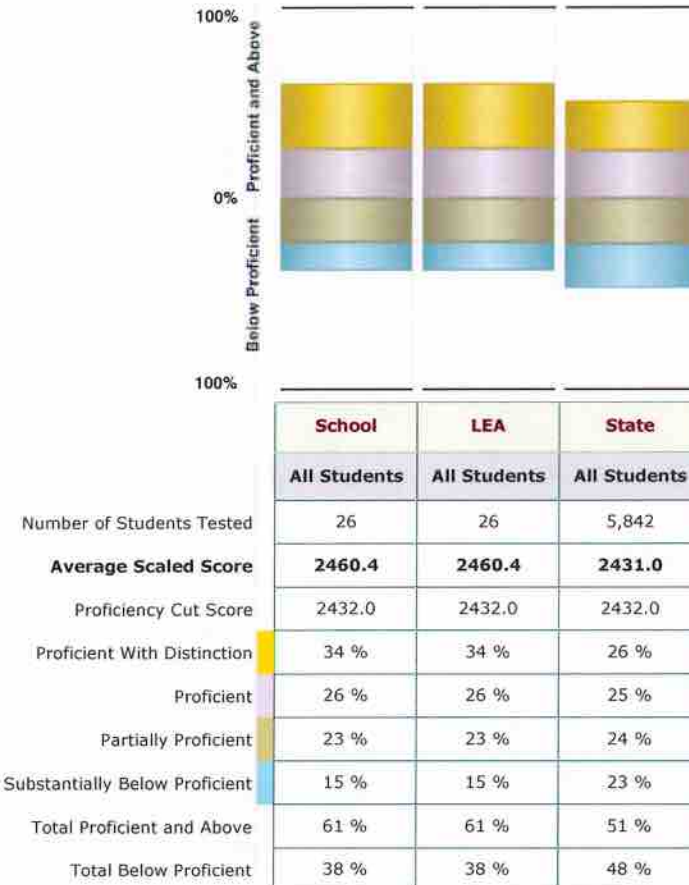
14-If an index is below the LCB but is at least 10% higher than the previous year's index, Safe Harbor is met.

15-Academic Indicator (A.I.) must be met for any group that uses Safe Harbor to make AYP.

16-No AYP decisions are made for subgroups with less than 40 students in the index.

## Smarter Balanced Assessment by Grade Report

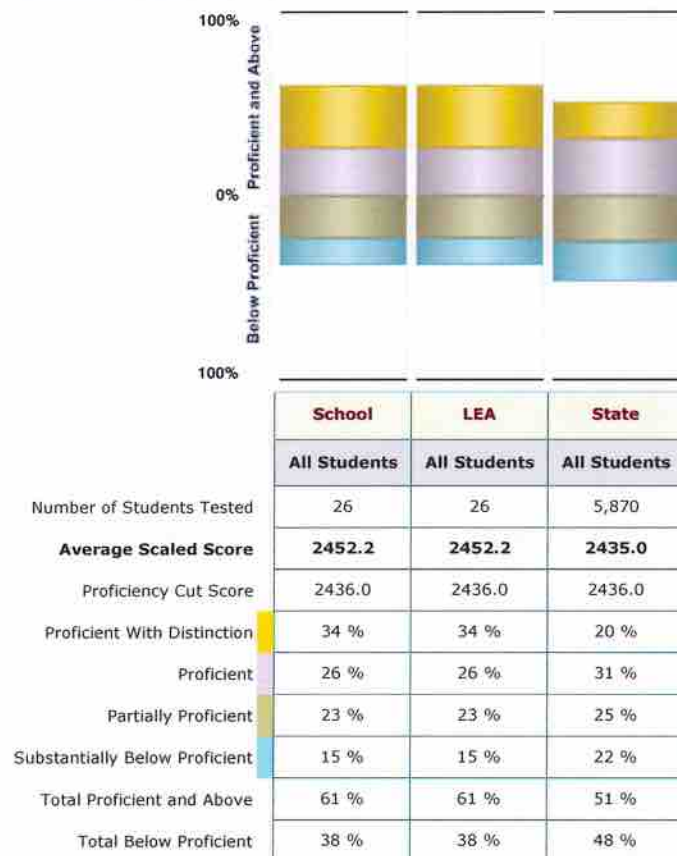
**Organization:** Weathersfield School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 03  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 03
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

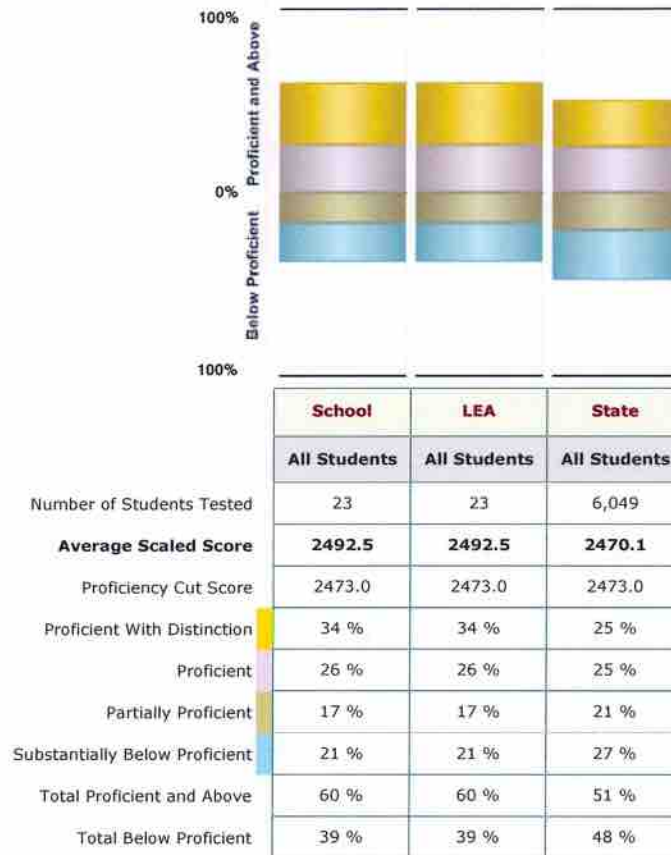


Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

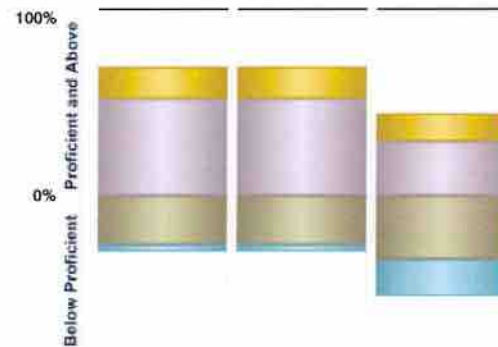
**Organization:** Weathersfield School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

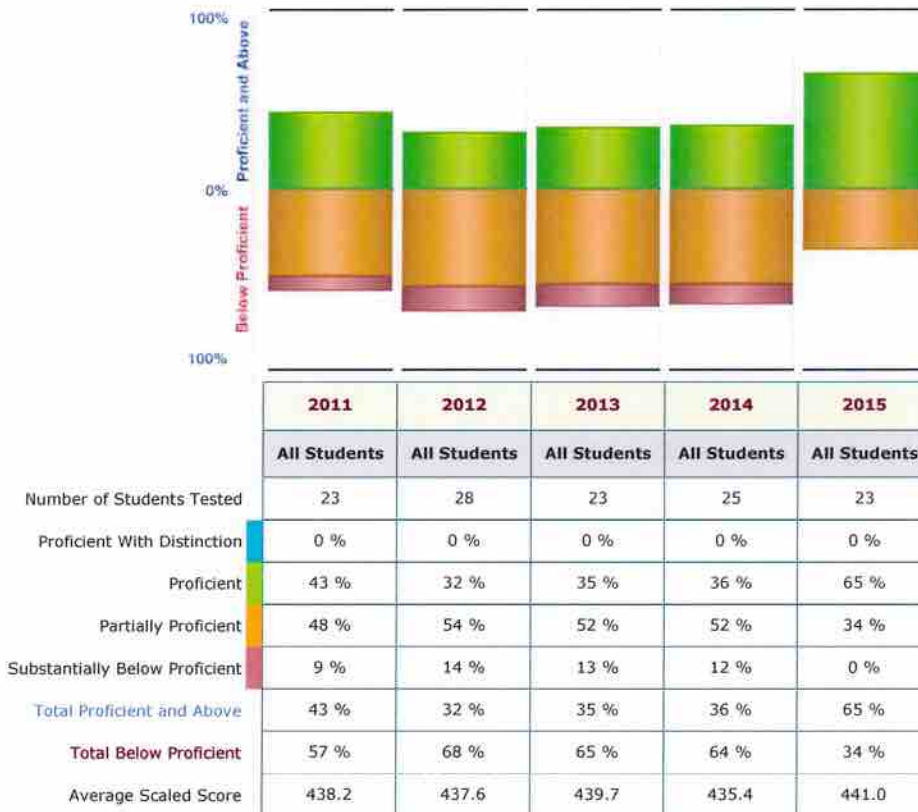


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	23	23	6,064
<b>Average Scaled Score</b>	<b>2495.6</b>	<b>2495.6</b>	<b>2472.0</b>
Proficiency Cut Score	2485.0	2485.0	2485.0
Proficient With Distinction	17 %	17 %	15 %
Proficient	52 %	52 %	29 %
Partially Proficient	26 %	26 %	34 %
Substantially Below Proficient	4 %	4 %	20 %
Total Proficient and Above	69 %	69 %	44 %
Total Below Proficient	30 %	30 %	55 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

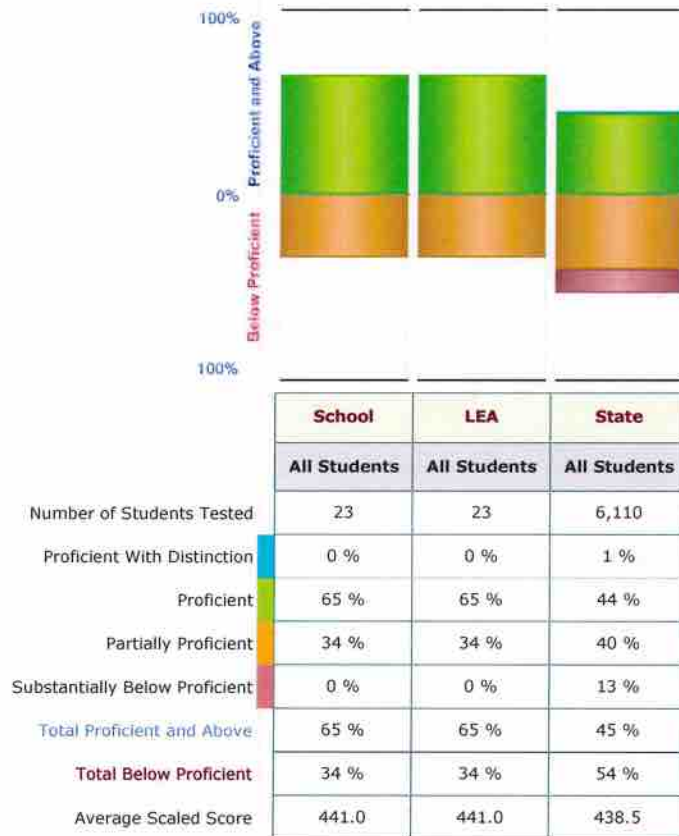
**Organization:** Weathersfield School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.



# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 4 NECAP Science Test

### School Results

**School:** Weathersfield School

**District:** Windsor Southeast SU

**Code:** SU052-PS407





# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	23	107	6,179	100	100	100
Science						
Students tested	23	107	6,113	100	100	99
With an approved accommodation	4	7	886	17	7	14
Current LEP Students	0	0	126	0	0	2
With an approved accommodation	0	0	38			30
IEP Students	4	12	912	17	11	15
With an approved accommodation	3	5	590	75	42	65
Students not tested in NECAP	0	0	66	0	0	1
State Approved	0	0	28			42
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	4			14
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	24			86
Other	0	0	38			58

### NECAP RESULTS

	School										District						State								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
SCIENCE	23	0	0	23	0	0	15	65	8	35	0	0	441	107	0	43	43	14	438	6,113	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

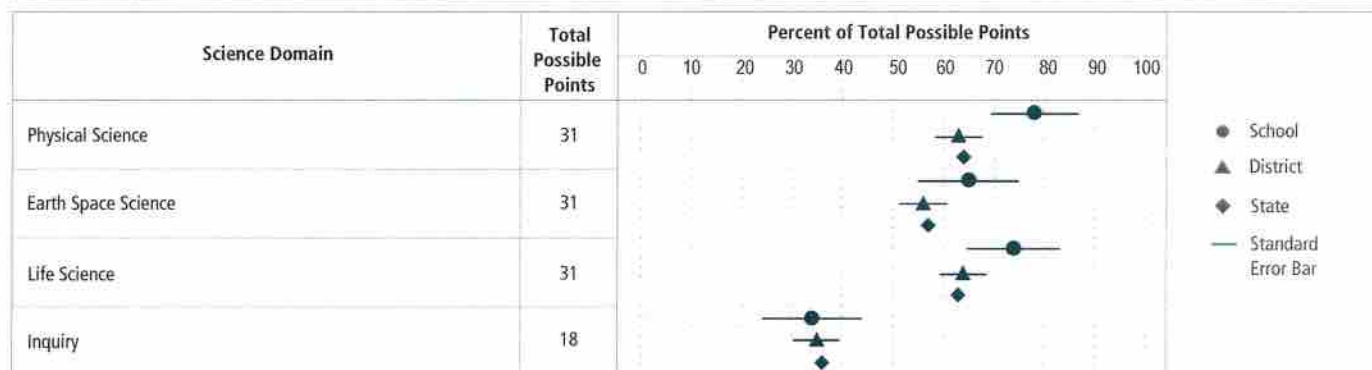
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	23	0	0	23	0	0	8	35	12	52	3	13	440
2013-14	25	0	0	25	0	0	9	36	13	52	3	12	435
2014-15	23	0	0	23	0	0	15	65	8	35	0	0	441
Cumulative Total	71	0	0	71	0	0	32	45	33	46	6	8	439
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439





# Spring 2015 - Grade 4 NECAP Science Test

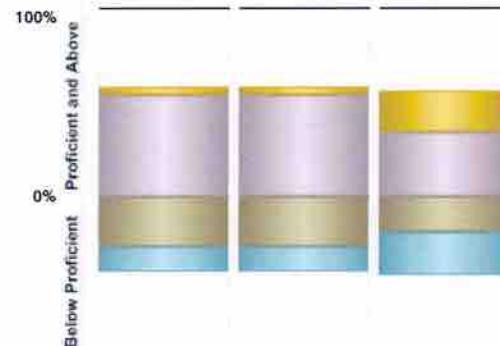
## Disaggregated Science Results

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	0	0	23	0	0	15	65	8	35	0	0	441	107	0	43	43	14	438	6,113	1	45	40	14	439
Gender																									
Male	13	0	0	13	0	0	9	69	4	31	0	0	440	52	0	33	50	17	435	3,180	1	42	43	15	438
Female	10	0	0	10	0	0	6	60	4	40	0	0	442	55	0	53	36	11	440	2,915	1	48	38	13	439
Not Reported	0	0	0	0										0						18	0	39	33	28	436
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						1					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						14	0	36	21	43	432
Asian	0	0	0	0										1						115	1	48	36	16	438
Black or African American	0	0	0	0										0						104	0	20	45	35	431
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	23	0	0	23	0	0	15	65	8	35	0	0	441	103	0	43	44	14	438	5,540	1	46	40	13	439
Two or more races	0	0	0	0										3						311	1	37	40	22	436
No Race/Ethnicity Reported	0	0	0	0										0						25	0	36	40	24	435
LEP Status																									
Current LEP student	0	0	0	0										0						126	0	20	42	38	431
Former LEP student - monitoring year 1	0	0	0	0										1						96	0	42	48	10	438
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	23	0	0	23	0	0	15	65	8	35	0	0	441	106	0	42	43	14	438	5,885	1	45	40	13	439
IEP																									
Students with an IEP	4	0	0	4										12	0	17	58	25	432	912	0	16	47	38	430
All Other Students	19	0	0	19	0	0	13	68	6	32	0	0	441	95	0	46	41	13	438	5,201	1	50	39	10	440
SES																									
Economically Disadvantaged Students	10	0	0	10	0	0	5	50	5	50	0	0	438	50	0	38	42	20	435	2,488	<1	31	47	21	435
All Other Students	13	0	0	13	0	0	10	77	3	23	0	0	444	57	0	47	44	9	440	3,625	1	54	36	9	441
Migrant																									
Migrant Students	0	0	0	0										0						11	0	18	55	27	434
All Other Students	23	0	0	23	0	0	15	65	8	35	0	0	441	107	0	43	43	14	438	6,102	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



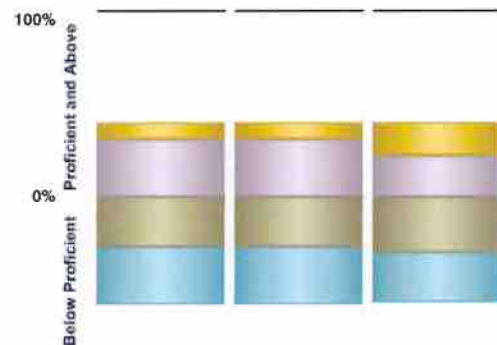
100%		School	LEA	State
		All Students	All Students	All Students
Number of Students Tested		22	22	5,993
Average Scaled Score		2506.5	2506.5	2510.4
Proficiency Cut Score		2502.0	2502.0	2502.0
Proficient With Distinction		4 %	4 %	22 %
Proficient		54 %	54 %	34 %
Partially Proficient		27 %	27 %	19 %
Substantially Below Proficient		13 %	13 %	23 %
Total Proficient and Above		59 %	59 %	56 %
Total Below Proficient		40 %	40 %	43 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



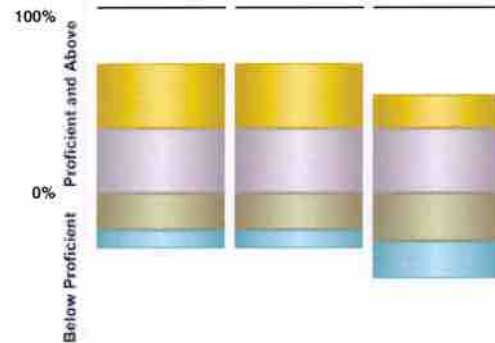
	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	22	22	5,995
<b>Average Scaled Score</b>	<b>2493.6</b>	<b>2493.6</b>	<b>2502.7</b>
Proficiency Cut Score	2528.0	2528.0	2528.0
Proficient With Distinction	9 %	9 %	18 %
Proficient	31 %	31 %	22 %
Partially Proficient	27 %	27 %	30 %
Substantially Below Proficient	31 %	31 %	27 %
<b>Total Proficient and Above</b>	<b>40 %</b>	<b>40 %</b>	<b>41 %</b>
<b>Total Below Proficient</b>	<b>59 %</b>	<b>59 %</b>	<b>58 %</b>

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

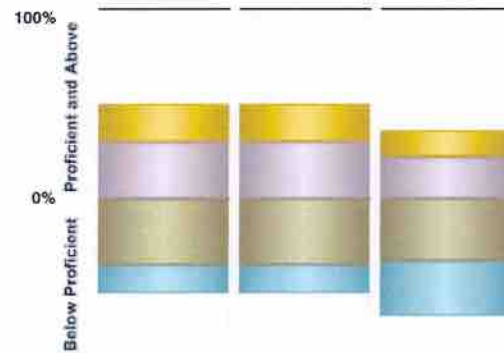


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	20	20	5,884
<b>Average Scaled Score</b>	<b>2570.1</b>	<b>2570.1</b>	<b>2532.3</b>
Proficiency Cut Score	2531.0	2531.0	2531.0
Proficient With Distinction	35 %	35 %	18 %
Proficient	35 %	35 %	35 %
Partially Proficient	20 %	20 %	26 %
Substantially Below Proficient	10 %	10 %	20 %
Total Proficient and Above	70 %	70 %	53 %
Total Below Proficient	30 %	30 %	46 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

**Organization:** Weathersfield School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB Math Grade 06  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

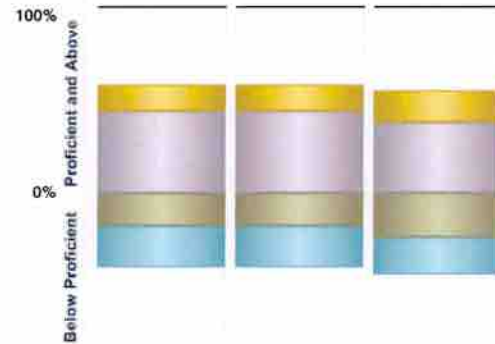


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	20	20	5,881
Average Scaled Score	2543.9	2543.9	2515.5
Proficiency Cut Score	2552.0	2552.0	2552.0
Proficient With Distinction	20 %	20 %	14 %
Proficient	30 %	30 %	22 %
Partially Proficient	35 %	35 %	33 %
Substantially Below Proficient	15 %	15 %	29 %
Total Proficient and Above	50 %	50 %	37 %
Total Below Proficient	50 %	50 %	62 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 07
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

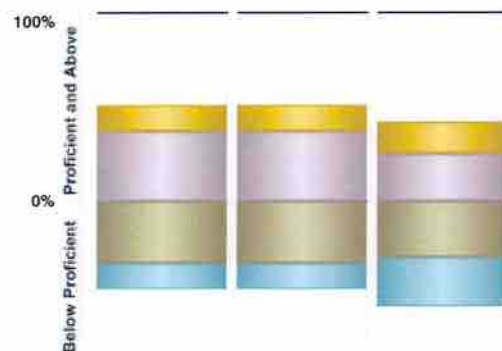


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	27	27	5,916
<b>Average Scaled Score</b>	<b>2564.3</b>	<b>2564.3</b>	<b>2557.5</b>
Proficiency Cut Score	2552.0	2552.0	2552.0
Proficient With Distinction	14 %	14 %	17 %
Proficient	44 %	44 %	38 %
Partially Proficient	18 %	18 %	24 %
Substantially Below Proficient	22 %	22 %	20 %
Total Proficient and Above	59 %	59 %	55 %
Total Below Proficient	40 %	40 %	44 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 07
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

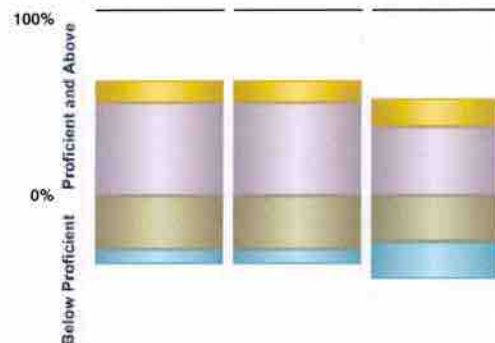


	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	27	27	5,910
<b>Average Scaled Score</b>	<b>2559.3</b>	<b>2559.3</b>	<b>2541.5</b>
Proficiency Cut Score	2567.0	2567.0	2567.0
Proficient With Distinction	14 %	14 %	17 %
Proficient	37 %	37 %	25 %
Partially Proficient	33 %	33 %	30 %
Substantially Below Proficient	14 %	14 %	26 %
Total Proficient and Above	51 %	51 %	43 %
Total Below Proficient	48 %	48 %	56 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



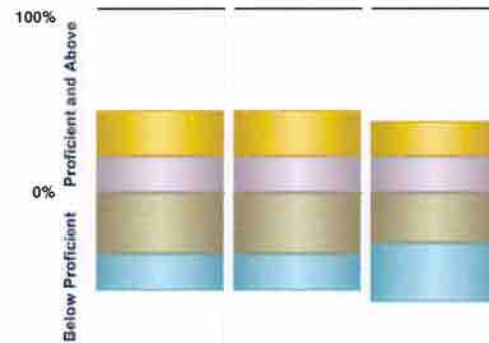
	<b>School</b>	<b>LEA</b>	<b>State</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
Number of Students Tested	24	24	5,970
<b>Average Scaled Score</b>	<b>2596.2</b>	<b>2596.2</b>	<b>2569.3</b>
Proficiency Cut Score	2567.0	2567.0	2567.0
Proficient With Distinction	12 %	12 %	15 %
Proficient	50 %	50 %	37 %
Partially Proficient	29 %	29 %	25 %
Substantially Below Proficient	8 %	8 %	20 %
Total Proficient and Above	62 %	62 %	53 %
Total Below Proficient	37 %	37 %	46 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

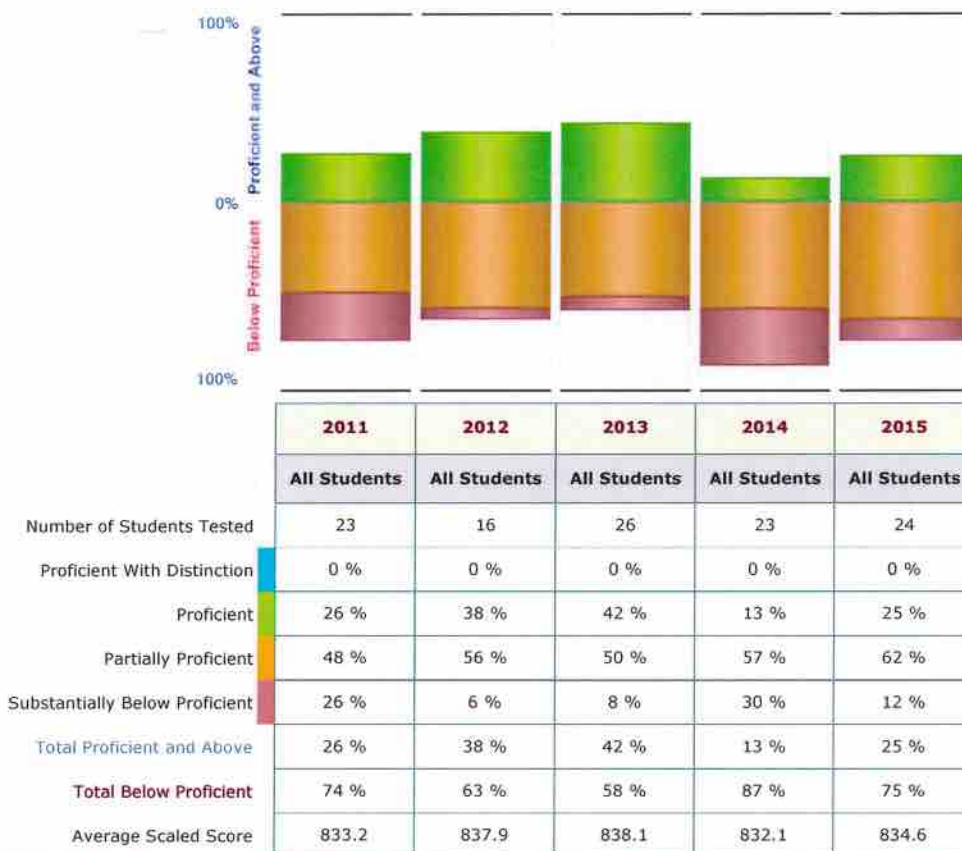


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	24	24	5,908
<b>Average Scaled Score</b>	<b>2578.5</b>	<b>2578.5</b>	<b>2552.7</b>
Proficiency Cut Score	2586.0	2586.0	2586.0
Proficient With Distinction	25 %	25 %	19 %
Proficient	20 %	20 %	20 %
Partially Proficient	33 %	33 %	27 %
Substantially Below Proficient	20 %	20 %	32 %
Total Proficient and Above	45 %	45 %	40 %
Total Below Proficient	54 %	54 %	59 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

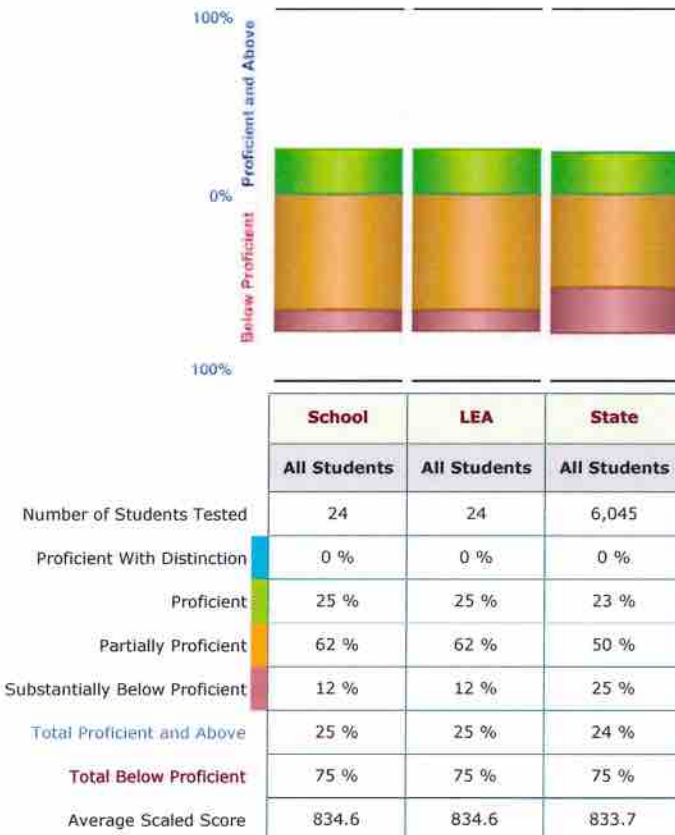
**Organization:** Weathersfield School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 08  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

<b>Organization:</b>	Weathersfield School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 8 NECAP Science Test

### School Results

**School:** Weathersfield School

**District:** Windsor Southeast SU

**Code:** SU052-PS407





# Spring 2015 - Grade 8 NECAP Science Test

## Grade Level Summary Report

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	25	90	6,150	100	100	100
Students tested	Science			Science		
	24	89	6,060	96	99	99
With an approved accommodation	1	7	766	4	8	13
Current LEP Students	0	0	106	0	0	2
With an approved accommodation	0	0	39			37
IEP Students	1	11	936	4	12	15
With an approved accommodation	1	6	537	100	55	57
Students not tested in NECAP	1	1	90	4	1	1
State Approved	1	1	40	100	100	44
Alternate Assessment	0	0	0	0	0	0
Withdrew After May 4	0	0	2	0	0	5
Enrolled After May 4	0	0	0	0	0	0
Special Consideration	1	1	38	100	100	95
Other	0	0	50	0	0	56

### NECAP RESULTS

SCIENCE	School											District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
	25	1	0	24	0	0	6	25	15	63	3	13	835	89	0	21	53	26	833	6,060	<1	24	51	25	834

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 8 NECAP Science Test

## Science Results

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 855–880)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 840–854)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

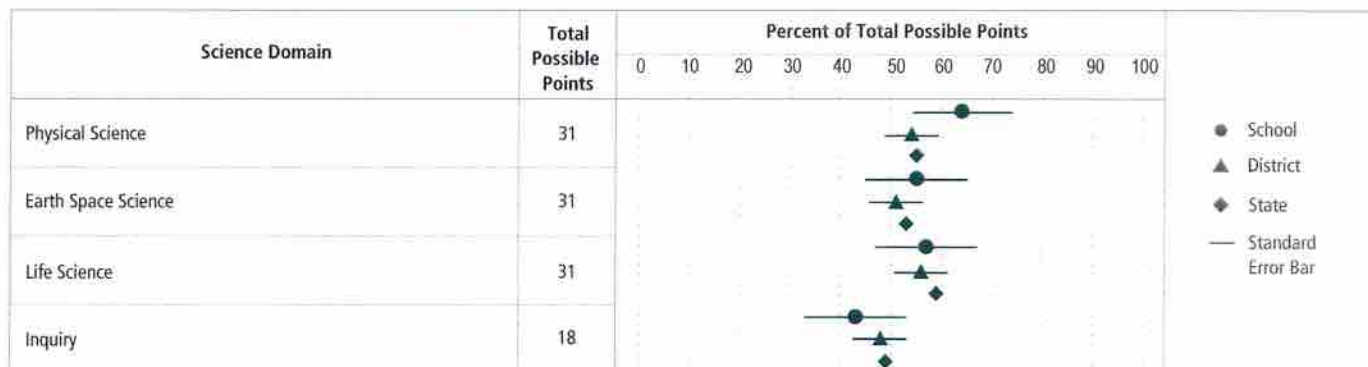
(Scaled Score 829–839)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 800–828)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	26	0	0	26	0	0	11	42	13	50	2	8	838
2013-14	23	0	0	23	0	0	3	13	13	57	7	30	832
2014-15	25	1	0	24	0	0	6	25	15	63	3	13	835
Cumulative Total	74	1	0	73	0	0	20	27	41	56	12	16	835
<b>District</b>													
2012-13	104	0	0	104	0	0	46	44	45	43	13	13	837
2013-14	87	1	0	86	1	1	18	21	53	62	14	16	835
2014-15	90	1	0	89	0	0	19	21	47	53	23	26	833
Cumulative Total	281	2	0	279	1	<1	83	30	145	52	50	18	835
<b>State</b>													
2012-13	6,422	17	33	6,372	39	1	2,016	32	3,014	47	1,303	20	835
2013-14	6,279	21	53	6,205	47	1	1,529	25	3,237	52	1,392	22	834
2014-15	6,150	40	50	6,060	22	<1	1,449	24	3,062	51	1,527	25	834
Cumulative Total	18,851	78	136	18,637	108	1	4,994	27	9,313	50	4,222	23	834





# Spring 2015 - Grade 8 NECAP Science Test

## Disaggregated Science Results

School: Weathersfield School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS407

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	25	1	0	24	0	0	6	25	15	63	3	13	835	89	0	21	53	26	833	6,060	<1	24	51	25	834
Gender																									
Male	12	0	0	12	0	0	4	33	7	58	1	8	836	41	0	24	56	20	834	3,083	<1	24	48	27	833
Female	13	1	0	12	0	0	2	17	8	67	2	17	833	48	0	19	50	31	832	2,960	<1	23	53	23	834
Not Reported	0	0	0	0										0						17	0	12	59	29	832
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						0					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						27	0	0	44	56	826
Asian	0	0	0	0										0						127	1	27	50	23	835
Black or African American	0	0	0	0										1						126	0	12	47	41	829
Native Hawaiian or Pacific Islander	0	0	0	0										0						4					
White	25	1	0	24	0	0	6	25	15	63	3	13	835	87	0	22	53	25	833	5,480	<1	24	51	24	834
Two or more races	0	0	0	0										1						271	0	23	45	32	833
No Race/Ethnicity Reported	0	0	0	0										0						25	0	12	60	28	832
LEP Status																									
Current LEP student	0	0	0	0										0						106	1	13	25	60	828
Former LEP student - monitoring year 1	0	0	0	0										0						4					
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	25	1	0	24	0	0	6	25	15	63	3	13	835	89	0	21	53	26	833	5,944	<1	24	51	25	834
IEP																									
Students with an IEP	1	0	0	1										11	0	18	0	82	826	936	0	2	28	70	824
All Other Students	24	1	0	23	0	0	6	26	15	65	2	9	835	78	0	22	60	18	834	5,124	<1	28	55	17	835
SES																									
Economically Disadvantaged Students	6	0	0	6										39	0	13	46	41	830	2,266	0	12	49	40	830
All Other Students	19	1	0	18	0	0	5	28	12	67	1	6	835	50	0	28	58	14	835	3,794	1	31	52	17	836
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	25	1	0	24	0	0	6	25	15	63	3	13	835	89	0	21	53	26	833	6,055	<1	24	51	25	834

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 NECAP Tests School Summary 2011-2012 Students

School: Windsor State Street School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS349

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
					Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Windsor State Street School				187	48	26	94	50	29	16	16	9			
				36	6	17	19	53	6	17	5	14	346		
				29	7	24	15	52	4	14	3	10	447		
				31	10	32	13	42	5	16	3	10	550		
				26	3	12	15	58	6	23	2	8	645		
Beginning of Grade 6				26	3	12	15	58	6	23	2	8	645		
Beginning of Grade 7				31	7	23	17	55	4	13	3	10	749		
Beginning of Grade 8				34	15	44	15	44	4	12	0	0	858		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Windsor State Street School				189	59	31	90	48	17	9	23	12			
Beginning of Grade 3				36	7	19	20	56	6	17	3	8	345		
Beginning of Grade 4				30	10	33	17	57	2	7	1	3	452		
Beginning of Grade 5				32	13	41	10	31	2	6	7	22	546		
Beginning of Grade 6				26	7	27	11	42	3	12	5	19	646		
Beginning of Grade 7				31	12	39	14	45	1	3	4	13	747		
Beginning of Grade 8				34	10	29	18	53	3	9	3	9	847		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level									
					Level 4		Level 3		Level 2		Level 1		Mean Score	
	N	N	N	N	%	N	%	N	%	N	%			
Windsor State Street School				65	16	25	32	49	12	18	5	8		
Beginning of Grade 5				31	8	26	14	45	6	19	3	10	545	
Beginning of Grade 8				34	8	24	18	53	6	18	2	6	846	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



# Fall 2012 NECAP Tests School Summary 2011-2012 Students

School: Windsor High School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS348

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Windsor High School				46	10	22	22	48	6	13	8	17			
Beginning of Grade 11				46	10	22	22	48	6	13	8	17	1144		

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level										Mean Score
	N	N	N	N	Level 4		Level 3		Level 2		Level 1				
					N	%	N	%	N	%	N	%			
Windsor High School				46	3	7	9	20	13	28	21	46			
Beginning of Grade 11				46	3	7	9	20	13	28	21	46	1135		

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level									
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Score	
					N	%	N	%	N	%	N	%		
Windsor High School				46	1	2	7	15	29	63	9	20		
Beginning of Grade 11				46	1	2	7	15	29	63	9	20	4.9	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient





SU/SD NAME: Windsor Southeast SU  
 SCHOOL NAME: Windsor High School  
 SCHOOL YEAR: 2014-2015

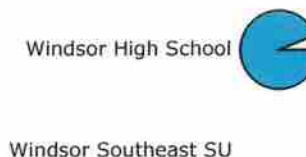
## School Report

### Windsor High School

### Student Count

Grade	Enrollment	
7th Grade	34	
8th Grade	33	
9th Grade	66	
10th Grade	73	
11th Grade	53	
12th Grade	35	
<b>Total Enrollment</b>	<b>294</b>	

### Student Type: Student Support Services



No Support Services  
 Individualized Education Plan  
 Education Support Team  
 504 Plan

School	SU/SD	State
88 %	++	76 %
6 %	++	13 %
++	++	7 %
++	++	4 %

Student Information	School	SU/SD	Vermont
Attendance Rate	93.75 %	0.00 %	94.72 %
Truancy Rate	3.74 %	1.70 %	4.44 %
Promotion Rate	100.00 %	100.00 %	99.00 %

Staff Information	School	SU/SD	Vermont
Student:Teacher Ratio	12.15	10.97	10.55
Teacher: Administrator Ratio	16.13	8.95	9.88
Student: Administrator Ratio	196.00	98.25	104.24
Average Teacher Salary	\$45,895.66	\$47,043.30	\$56,355.04

For schools operating PreKindergarten programs enrollment for Early Essential Education is reported under the grade level PreKindergarten. Missing data indicates the data were suppressed to protect student privacy or the indicator is not available for the school or at the time of posting the information.





SU/SD NAME: Windsor Southeast SU  
 SCHOOL NAME: Windsor State Street School  
 SCHOOL YEAR: 2014-2015

## School Report

### Windsor State Street School

### Student Count

Grade	Enrollment	
Pre-Kindergarten	17	
Kindergarten - Full Time	29	
1st Grade	47	
2nd Grade	34	
3rd Grade	36	
4th Grade	38	
5th Grade	37	
6th Grade	36	
<b>Total Enrollment</b>	<b>274</b>	

### Student Type: Student Support Services



Windsor Southeast SU



No Support Services  
 Individualized Education Plan  
 Education Support Team  
 504 Plan

School	SU/SD	State
83 %	++	76 %
11 %	++	13 %
++	++	7 %
++	++	4 %

Student Information	School	SU/SD	Vermont
Attendance Rate	94.29 %	0.00 %	94.72 %
Truancy Rate	1.09 %	1.70 %	4.44 %
Promotion Rate	100.00 %	100.00 %	99.00 %

Staff Information	School	SU/SD	Vermont
Student:Teacher Ratio	16.31	10.97	10.55
Teacher: Administrator Ratio	11.20	8.95	9.88
Student: Administrator Ratio	182.67	98.25	104.24
Average Teacher Salary	\$49,166.85	\$47,043.30	\$56,355.04

For schools operating PreKindergarten programs enrollment for Early Essential Education is reported under the grade level PreKindergarten. Missing data indicates the data were suppressed to protect student privacy or the indicator is not available for the school or at the time of posting the information.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Windsor State Street School (Windsor Southeast S.U.)

Did not make AYP. Title I Year 3 Corrective Action.

READING Title I Year 2 School Improvement

Did not meet requirements in Reading for free/reduced lunch students.

MATH Title I Year 3 Corrective Action

Did not meet requirements in Mathematics for free/reduced lunch students.

ACADEMIC INDICATOR

Met the Academic Indicator.

PARTICIPATION

Met all Participation requirements.

Group	AYP Decisions				Academic Indicator			Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Number (5)	Indicator (6)	LCB (7)	Total Students (8)	Percent Tested (9)
All Students	YES	YES	YES	YES	177	7%	3%	125	99%
Not Free/Reduced Lunch (For Reporting Only)					85	2%	0%	50	100%
Free/Reduced Lunch	NO	NO		YES	92	12%	4%	75	99%
Without Disability (For Reporting Only)					156	3%	0%	111	99%
With Disability	N<40	N<40		N<40	21	38%	13%	14	100%
American Indian/Alaskan Native	N<40	N<40		N<40	++	++	++	++	++
Asian	N<40	N<40		N<40	++	++	++	++	++
African American	N<40	N<40		N<40	++	++	++	++	++
Hispanic or Latino	N<40	N<40		N<40	++	++	++	++	++
Native Hawaiian/Pacific Islander	N<40	N<40		N<40	++	++	++	++	++
White	YES	YES		YES	++	++	++	++	++
Not English Language Learner (For Reporting Only)					++	++	++	125	99%
English Language Learner	N<40	N<40		N<40	++	++	++	0	

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the index.

3-Accountability decision for the Academic Indicator. Academic Indicator must be met for All Students. No decisions are made for subgroups.

4-Accountability decision for Participation. Participation rate must be at least 95% for any group in which there are 40 or more students in the testing cohort.

5-Number of students in the Academic Indicator.

6-Academic Indicator is the percentage of students in the lowest achievement level of the reading test.

7-Lower boundary of the Academic Indicator confidence interval. The LCB must be below 15% to meet the indicator.

8-Total number of students in the Participation Rate calculation. This is the total number of students expected to be tested.

9-Percentage of students tested.

8/6/2013

Page 1

School Accountability System Based on Student Performance

2013 Adequate Yearly Progress Report (Based on 2012 Results)

Windsor State Street School (Windsor Southeast S.U.)



Reading Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	468	181	455	454	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		85	481	448			
Free/Reduced Lunch	468	96	432	449	NO	N/A	NO
Without Disability (For Reporting Only)		157	473	453			
With Disability	468	24	339	431	N/A	N/A	N<40
American Indian/Alaskan Native	468	++	++	++	N/A	N/A	N<40
Asian	468	++	++	++	N/A	N/A	N<40
African American	468	++	++	++	N/A	N/A	N<40
Hispanic or Latino	468	++	++	++	N/A	N/A	N<40
Native Hawaiian/Pacific Islander	468	++	++	++			N<40
White	468	++	++	++	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		++	++	++			
English Language Learner	468	++	++	++	N/A	N/A	N<40
Math Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	463	181	453	448	N/A	N/A	YES
Not Free/Reduced Lunch (For Reporting Only)		85	474	442			
Free/Reduced Lunch	463	96	435	443	NO	N/A	NO
Without Disability (For Reporting Only)		157	476	447			
With Disability	463	24	302	424	N/A	N/A	N<40
American Indian/Alaskan Native	463	++	++	++	N/A	N/A	N<40
Asian	463	++	++	++	N/A	N/A	N<40
African American	463	++	++	++	N/A	N/A	N<40
Hispanic or Latino	463	++	++	++	N/A	N/A	N<40
Native Hawaiian/Pacific Islander	463	++	++	++			N<40
White	463	++	++	++	N/A	N/A	YES
Not English Language Learner (For Reporting Only)		++	++	++			
English Language Learner	463	++	++	++	N/A	N/A	N<40

10-Annual Measurable Objective (AMO): the target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in the index.

12-Reading Achievement Index includes NECAP and VT Alternate Assessment reading results; Math Achievement Index includes NECAP and VT Alternate Assessment math results.

13-Lower Confidence Boundary (LCB) of the AMO confidence interval; if the index is equal to the LCB or higher, AYP is met for the content area.

14-If an index is below the LCB but is at least 10% higher than the previous year's index, Safe Harbor is met.

15-Academic Indicator (A.I.) must be met for any group that uses Safe Harbor to make AYP.

16-No AYP decisions are made for subgroups with less than 40 students in the index.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Windsor High School (Windsor Southeast S.U.)

Did not make AYP. Year 2 School Improvement.

READING Did not make AYP for the first time.

Did not meet requirements in Reading for all students, white students.

MATH Year 2 School Improvement

Did not meet requirements in Mathematics for all students, white students.

ACADEMIC INDICATOR

Met the Graduation Rate requirements.

PARTICIPATION

Met all Participation requirements.

Group	AYP Decisions				Participation	
	Reading Index (1)	Math Index (2)	Academic Indicator (3)	Participation (4)	Total Students (8)	Percent Tested (9)
All Students	NO	NO	YES	YES	116	99%
Not Free/Reduced Lunch (For Reporting Only)					67	100%
Free/Reduced Lunch	N<40	N<40	N<40	YES	49	98%
Without Disability (For Reporting Only)					101	99%
With Disability	N<40	N<40	N<40	N<40	15	100%
American Indian/Alaskan Native	N<40	N<40	N<40	N<40	++	++
Asian	N<40	N<40	N<40	N<40	++	++
African American	N<40	N<40	N<40	N<40	++	++
Hispanic or Latino	N<40	N<40	N<40	N<40	++	++
Native Hawaiian/Pacific Islander	N<40	N<40	N<40	N<40	++	++
White	NO	NO	YES	YES	++	++
Not English Language Learner (For Reporting Only)					++	++
English Language Learner	N<40	N<40	N<40	N<40	++	++

1-AYP decision for Reading. No decision is made for subgroups with less than 40 students in the index.

2-AYP decision for Mathematics. No decision is made for subgroups with less than 40 students in the index.

3-Accountability decision for the Academic Indicator. Academic Indicator must be met for All Students. No decisions are made for subgroups.

4-Accountability decision for Participation. Participation rate must be at least 95% for any group in which there are 40 or more students in the testing cohort.

8-Total number of students in the Participation Rate calculation. This is the total number of students expected to be tested.

9-Percentage of students tested.

School Accountability System Based on Student Performance  
2013 Adequate Yearly Progress Report (Based on 2012 Results)



Windsor High School (Windsor Southeast S.U.)

Reading Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	468	45	436	441	NO	N/A	NO
Not Free/Reduced Lunch (For Reporting Only)		27	431	433			
Free/Reduced Lunch	468	18	444	425	N/A	N/A	N<40
Without Disability (For Reporting Only)		++	++	++			
With Disability	468	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	468	++	++	++			N<40
Asian	468	++	++	++	N/A	N/A	N<40
African American	468	++	++	++			N<40
Hispanic or Latino	468	++	++	++	N/A	N/A	N<40
Native Hawaiian/Pacific Islander	468	++	++	++			N<40
White	468	++	++	++	NO	N/A	NO
Not English Language Learner (For Reporting Only)		45	436	441			
English Language Learner	468	0					N<40
Math Achievement Index							
Group	AMO (10)	Number (11)	Index (12)	LCB (13)	Safe Harbor (14)	Safe Harbor A.I. (15)	Met AYP (16)
All Students	427	45	342	386	NO	N/A	NO
Not Free/Reduced Lunch (For Reporting Only)		27	366	374			
Free/Reduced Lunch	427	18	306	362	N/A	N/A	N<40
Without Disability (For Reporting Only)		++	++	++			
With Disability	427	++	++	++	N/A	N/A	N<40
American Indian/Alaskan Native	427	++	++	++			N<40
Asian	427	++	++	++	N/A	N/A	N<40
African American	427	++	++	++			N<40
Hispanic or Latino	427	++	++	++	N/A	N/A	N<40
Native Hawaiian/Pacific Islander	427	++	++	++			N<40
White	427	++	++	++	NO	N/A	NO
Not English Language Learner (For Reporting Only)		45	342	386			
English Language Learner	427	0					N<40

10-Annual Measurable Objective (AMO): the target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014.

11-Number of students included in the index.

12-Reading Achievement Index includes NECAP and VT Alternate Assessment reading results; Math Achievement Index includes NECAP and VT Alternate Assessment math results.

13-Lower Confidence Boundary (LCB) of the AMO confidence interval; if the index is equal to the LCB or higher, AYP is met for the content area.

14-If an index is below the LCB but is at least 10% higher than the previous year's index, Safe Harbor is met.

15-Academic Indicator (A.I.) must be met for any group that uses Safe Harbor to make AYP.

16-No AYP decisions are made for subgroups with less than 40 students in the index.



### Met Academic Indicator (Graduation Rate)

Four-year Graduation Rate							
Group	Graduation Rate Goal (17)	2012 Cohort Count (18)	2012 Graduation Rate (19)	Met Four-year Graduation Rate Goal (20)	2011 Graduation Rate (21)	Graduation Rate Target (22)	Met Four-year Graduation Rate Target (23)
All Students	86.0%	82	81.7%	NO	77.9%	81.2%	YES
Not Free/Reduced Lunch (For Reporting Only)		52	92.3%		93.8%		
Free/Reduced Lunch	86.0%	30	63.3%	N<40	51.7%	N/A	N/A
Without Disability (For Reporting Only)		++	++		82.8%		
With Disability	86.0%	++	++	N<40	53.8%	N/A	N/A
American Indian/Alaskan Native	86.0%	++	++	N<40	++	N/A	N/A
Asian	86.0%	++	++	N<40	++	N/A	N/A
African American	86.0%	++	++	N<40	++	N/A	N/A
Hispanic or Latino	86.0%	++	++	N<40	++	N/A	N/A
Native Hawaiian/Pacific Islander	86.0%	++	++	N<40	++	N/A	N/A
White	86.0%	++	++	NO	++		YES
Not English Language Learner (For Reporting Only)		82	81.7%		++		
English Language Learner	86.0%	0		N<40	++	N/A	N/A
Five-year Graduation Rate							
Group	Graduation Rate Goal (17)	2012 Cohort Count (18)	2012 Graduation Rate (19)	Met Five-year Graduation Rate Goal (20)	2011 Graduation Rate (21)	Graduation Rate Target (22)	Met Five-year Graduation Rate Target (23)
All Students	86.0%	76	82.9%	NO	81.6%	85.3%	NO
Not Free/Reduced Lunch (For Reporting Only)		48	93.8%		93.9%		
Free/Reduced Lunch	86.0%	28	64.3%	N<40	59.3%	N/A	N/A
Without Disability (For Reporting Only)		64	87.5%		87.3%		
With Disability	86.0%	12	58.3%	N<40	53.8%	N/A	N/A
American Indian/Alaskan Native	86.0%	++	++	N<40	++	N/A	N/A
Asian	86.0%	++	++	N<40	++	N/A	N/A
African American	86.0%	++	++	N<40	++	N/A	N/A
Hispanic or Latino	86.0%	++	++	N<40	++	N/A	N/A
Native Hawaiian/Pacific Islander	86.0%	++	++	N<40	++	N/A	N/A
White	86.0%	++	++	NO	++		NO
Not English Language Learner (For Reporting Only)		++	++		81.6%		
English Language Learner	86.0%	++	++	N<40		N/A	N/A
Six-year Graduation Rate							
Group	Graduation Rate Goal (17)	2012 Cohort Count (18)	2012 Graduation Rate (19)	Met Six-year Graduation Rate Goal (20)	2011 Graduation Rate (21)	Graduation Rate Target (22)	Met Six-year Graduation Rate Target (23)
All Students	86.0%	74	85.1%	NO	82.4%	86.8%	NO
Not Free/Reduced Lunch (For Reporting Only)		49	93.9%		94.1%		
Free/Reduced Lunch	86.0%	25	68.0%	N<40	56.5%	N/A	N/A
Without Disability (For Reporting Only)		61	91.8%		89.8%		
With Disability	86.0%	13	53.8%	N<40	53.3%	N/A	N/A
American Indian/Alaskan Native	86.0%	++	++	N<40	++	N/A	N/A
Asian	86.0%	++	++	N<40	++	N/A	N/A
African American	86.0%	++	++	N<40	++	N/A	N/A
Hispanic or Latino	86.0%	++	++	N<40	++	N/A	N/A
Native Hawaiian/Pacific Islander	86.0%	++	++	N<40	++	N/A	N/A
White	86.0%	++	++	NO	++		NO
Not English Language Learner (For Reporting Only)		74	85.1%		82.4%		
English Language Learner	86.0%	0		N<40		N/A	N/A

17-State graduation rate goal expected to be met (86.0% for all schools/districts).

18-The number of students included in the 2012 graduation rate cohort.

19-Percentage of students from the cohort that graduated by 2012.

20-A school meets the graduation rate goal if its graduation rate is equal to or greater than 86%.

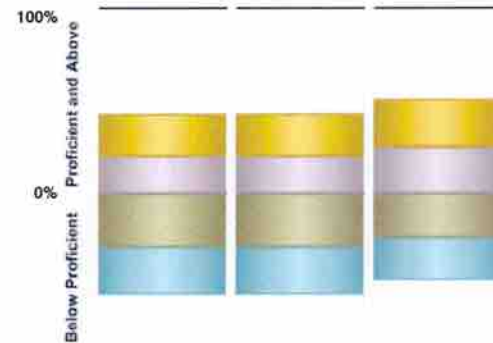
21-Previous year graduation rate.

22-Graduation rate improvement target based on school/district previous year rate. Improvement target is applicable only if the goal is not met.

23-A school meets the graduation rate target if its graduation rate is equal to or greater than its target.

## Smarter Balanced Assessment by Grade Report

**Organization:** Windsor State Street School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 03  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?

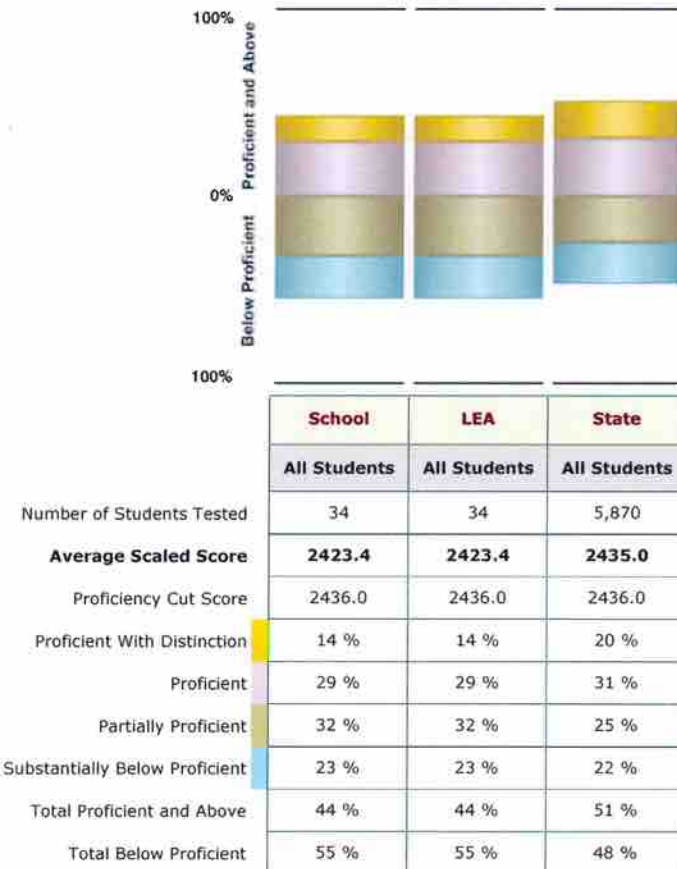


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	34	34	5,842
<b>Average Scaled Score</b>	<b>2420.9</b>	<b>2420.9</b>	<b>2431.0</b>
Proficiency Cut Score	2432.0	2432.0	2432.0
Proficient With Distinction	23 %	23 %	26 %
Proficient	20 %	20 %	25 %
Partially Proficient	29 %	29 %	24 %
Substantially Below Proficient	26 %	26 %	23 %
Total Proficient and Above	44 %	44 %	51 %
Total Below Proficient	55 %	55 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

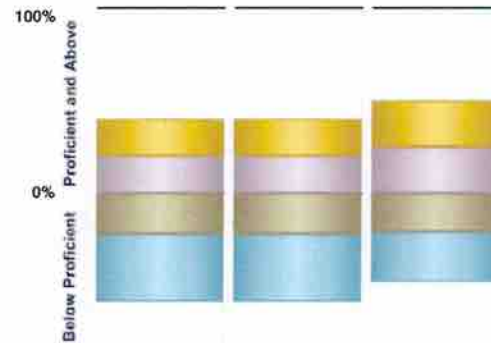
**Organization:** Windsor State Street School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB Math Grade 03  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

**Organization:** Windsor State Street School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



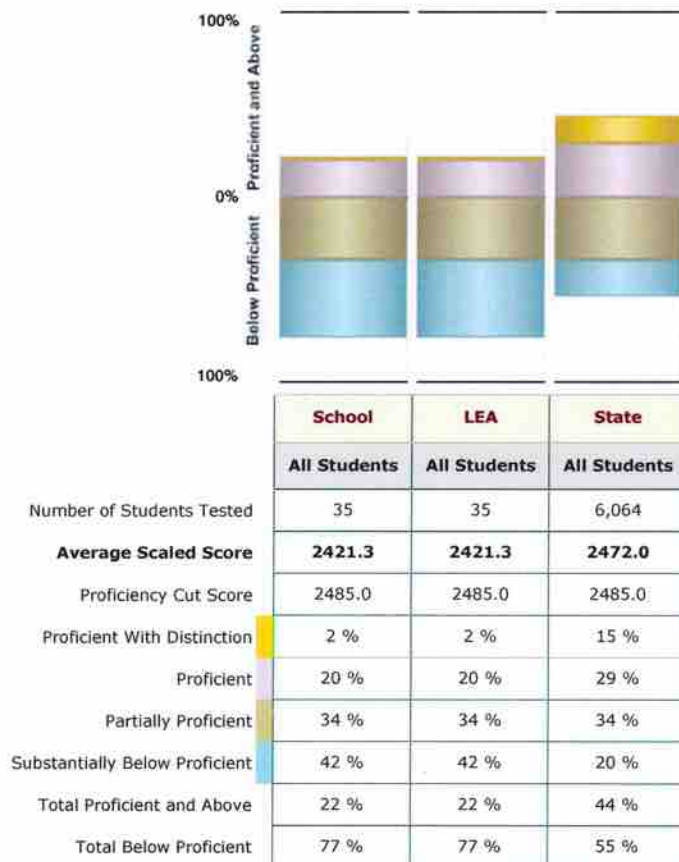
	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	35	35	6,049
Average Scaled Score	2454.6	2454.6	2470.1
Proficiency Cut Score	2473.0	2473.0	2473.0
Proficient With Distinction	20 %	20 %	25 %
Proficient	20 %	20 %	25 %
Partially Proficient	22 %	22 %	21 %
Substantially Below Proficient	37 %	37 %	27 %
Total Proficient and Above	40 %	40 %	51 %
Total Below Proficient	60 %	60 %	48 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

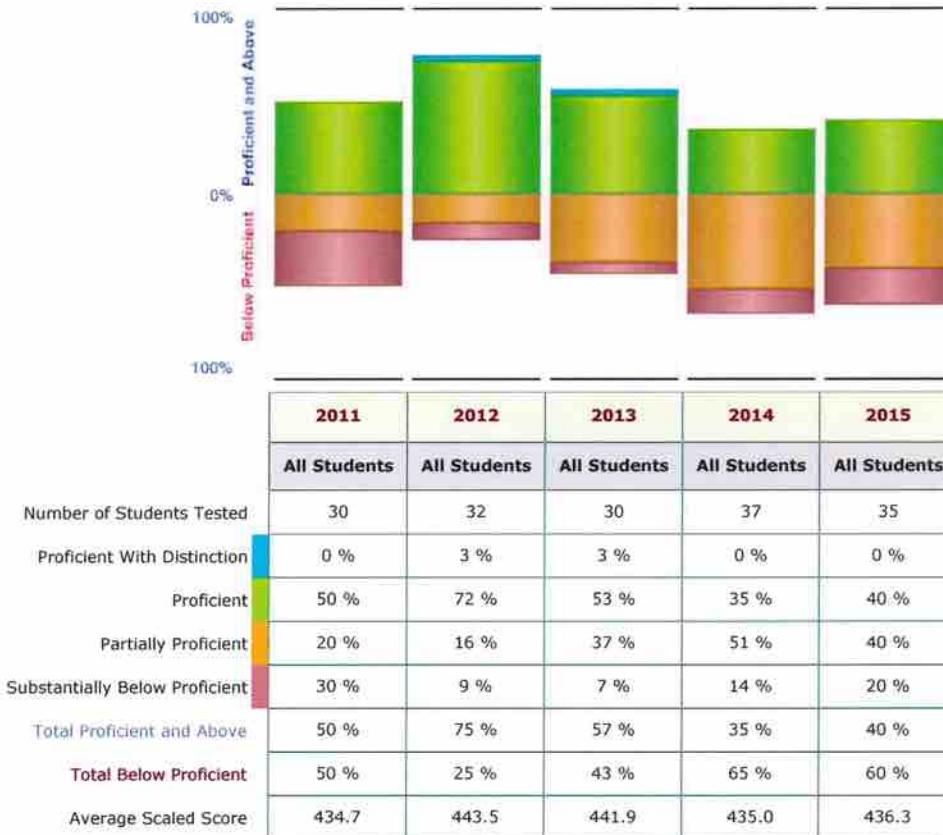


Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.



## Assessment Report by Grade

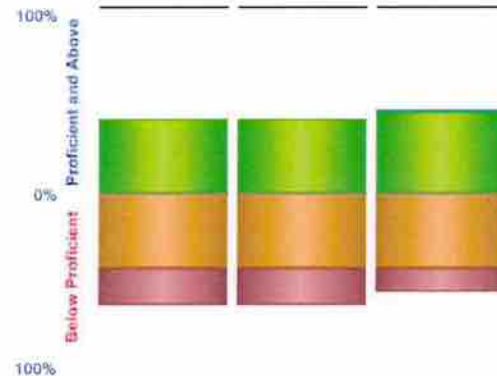
**Organization:** Windsor State Street School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 04  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 04
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	35	35	6,110
Proficient With Distinction	0 %	0 %	1 %
Proficient	40 %	40 %	44 %
Partially Proficient	40 %	40 %	40 %
Substantially Below Proficient	20 %	20 %	13 %
Total Proficient and Above	40 %	40 %	45 %
Total Below Proficient	60 %	60 %	54 %
Average Scaled Score	436.3	436.3	438.5

The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

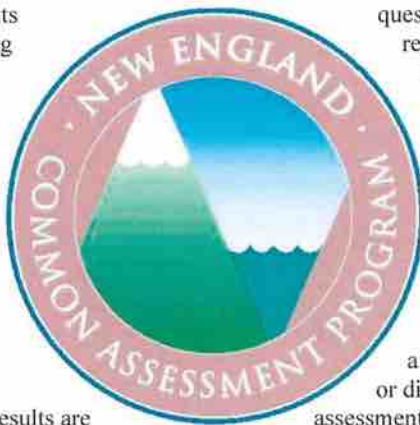
# About The New England Common Assessment Program

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questions. Constructed-response questions require students to develop their own answers to questions. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

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## Spring 2015 Grade 4 NECAP Science Test

### School Results

**School:** Windsor State Street School

**District:** Windsor Southeast SU

**Code:** SU052-PS349





# Spring 2015 - Grade 4 NECAP Science Test

## Grade Level Summary Report

School: Windsor State Street School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS349

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	35	107	6,179	100	100	100
Students tested	35	107	6,113	100	100	99
With an approved accommodation	3	7	886	9	7	14
Current LEP Students	0	0	126	0	0	2
With an approved accommodation	0	0	38			30
IEP Students	4	12	912	11	11	15
With an approved accommodation	2	5	590	50	42	65
Students not tested in NECAP	0	0	66	0	0	1
State Approved	0	0	28			42
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	4			14
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	24			86
Other	0	0	38			58

### NECAP RESULTS

	School									District						State									
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		
	N	N	N	N	N	%	N	%	N	%	N	N	%	%	%	%	%	N	%	%	%	%	%		
SCIENCE	35	0	0	35	0	0	14	40	14	40	7	20	436	107	0	43	43	14	438	6,113	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 4 NECAP Science Test

## Science Results

School: Windsor State Street School  
District: Windsor Southeast SU  
State: Vermont  
Code: SU052-PS349

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 463–480)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 440–462)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

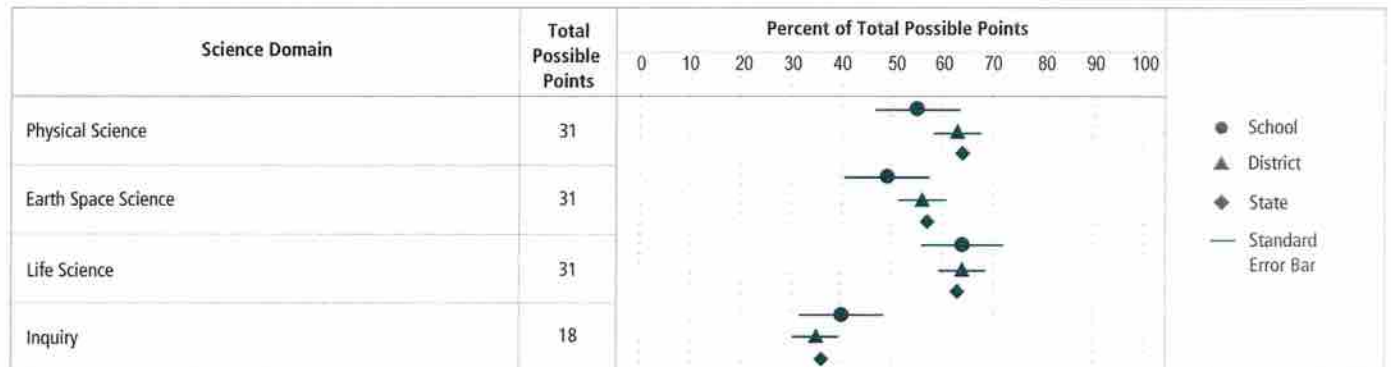
(Scaled Score 427–439)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 400–426)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	30	0	0	30	1	3	16	53	11	37	2	7	442
2013-14	37	0	0	37	0	0	13	35	19	51	5	14	435
2014-15	35	0	0	35	0	0	14	40	14	40	7	20	436
Cumulative Total	102	0	0	102	1	1	43	42	44	43	14	14	437
<b>District</b>													
2012-13	107	0	0	107	1	1	56	52	41	38	9	8	441
2013-14	99	0	0	99	0	0	29	29	56	57	14	14	435
2014-15	107	0	0	107	0	0	46	43	46	43	15	14	438
Cumulative Total	313	0	0	313	1	<1	131	42	143	46	38	12	438
<b>State</b>													
2012-13	6,135	20	22	6,093	32	1	2,838	47	2,373	39	850	14	439
2013-14	6,140	17	24	6,099	29	<1	2,648	43	2,587	42	835	14	438
2014-15	6,179	28	38	6,113	58	1	2,744	45	2,470	40	841	14	439
Cumulative Total	18,454	65	84	18,305	119	1	8,230	45	7,430	41	2,526	14	439







# Spring 2015 - Grade 4 NECAP Science Test

## Disaggregated Science Results

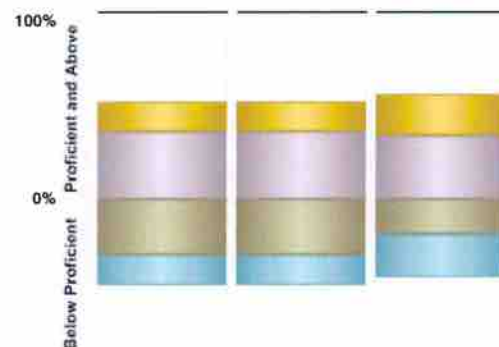
School: Windsor State Street School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS349

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	0	0	35	0	0	14	40	14	40	7	20	436	107	0	43	43	14	438	6,113	1	45	40	14	439
Gender																									
Male	16	0	0	16	0	0	5	31	8	50	3	19	435	52	0	33	50	17	435	3,180	1	42	43	15	438
Female	19	0	0	19	0	0	9	47	6	32	4	21	438	55	0	53	36	11	440	2,915	1	48	38	13	439
Not Reported	0	0	0	0										0						18	0	39	33	28	436
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						1					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						14	0	36	21	43	432
Asian	1	0	0	1										1						115	1	48	36	16	438
Black or African American	0	0	0	0										0						104	0	20	45	35	431
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	31	0	0	31	0	0	12	39	13	42	6	19	436	103	0	43	44	14	438	5,540	1	46	40	13	439
Two or more races	3	0	0	3										3						311	1	37	40	22	436
No Race/Ethnicity Reported	0	0	0	0										0						25	0	36	40	24	435
LEP Status																									
Current LEP student	0	0	0	0										0						126	0	20	42	38	431
Former LEP student - monitoring year 1	1	0	0	1										1						96	0	42	48	10	438
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	34	0	0	34	0	0	13	38	14	41	7	21	436	106	0	42	43	14	438	5,885	1	45	40	13	439
IEP																									
Students with an IEP	4	0	0	4										12	0	17	58	25	432	912	0	16	47	38	430
All Other Students	31	0	0	31	0	0	14	45	11	35	6	19	437	95	0	46	41	13	438	5,201	1	50	39	10	440
SES																									
Economically Disadvantaged Students	23	0	0	23	0	0	9	39	10	43	4	17	437	50	0	38	42	20	435	2,488	<1	31	47	21	435
All Other Students	12	0	0	12	0	0	5	42	4	33	3	25	435	57	0	47	44	9	440	3,625	1	54	36	9	441
Migrant																									
Migrant Students	0	0	0	0										0						11	0	18	55	27	434
All Other Students	35	0	0	35	0	0	14	40	14	40	7	20	436	107	0	43	43	14	438	6,102	1	45	40	14	439

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

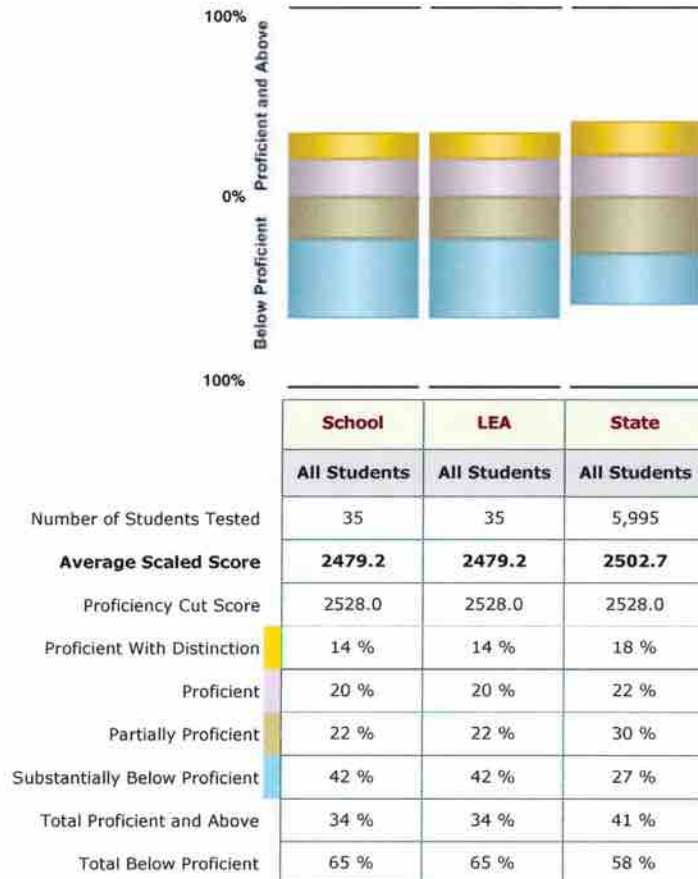


100%			
	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	36	36	5,993
<b>Average Scaled Score</b>	<b>2506.1</b>	<b>2506.1</b>	<b>2510.4</b>
Proficiency Cut Score	2502.0	2502.0	2502.0
Proficient With Distinction	16 %	16 %	22 %
Proficient	36 %	36 %	34 %
Partially Proficient	30 %	30 %	19 %
Substantially Below Proficient	16 %	16 %	23 %
Total Proficient and Above	52 %	52 %	56 %
Total Below Proficient	47 %	47 %	43 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

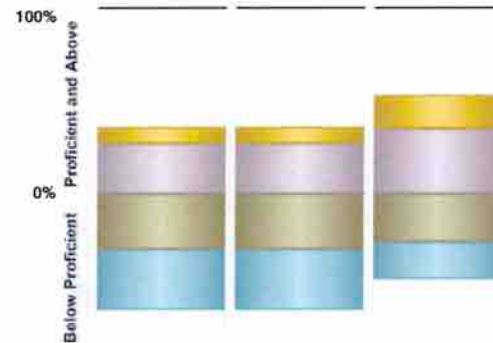
<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 05
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



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## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

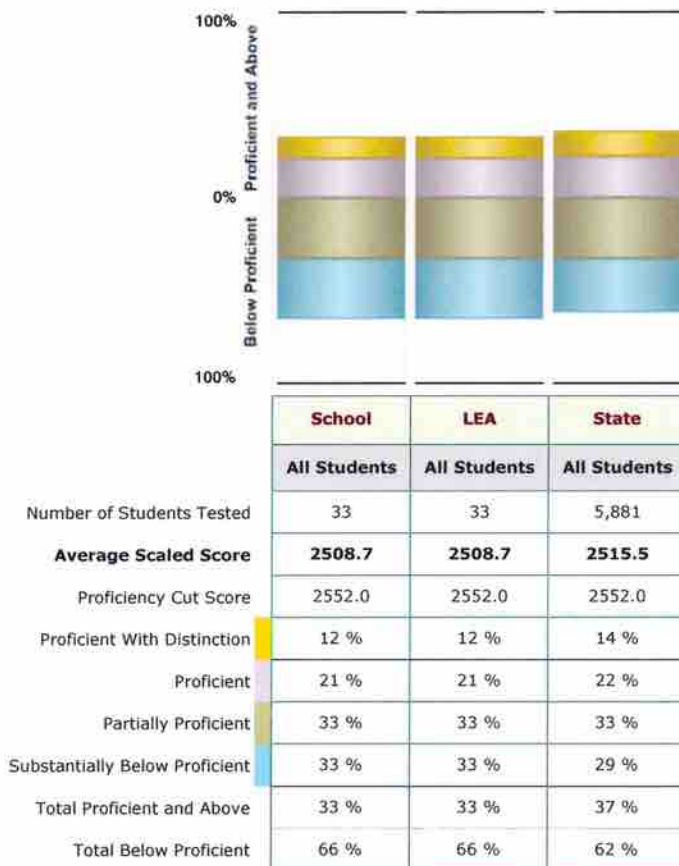


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	33	33	5,884
<b>Average Scaled Score</b>	<b>2506.5</b>	<b>2506.5</b>	<b>2532.3</b>
Proficiency Cut Score	2531.0	2531.0	2531.0
Proficient With Distinction	9 %	9 %	18 %
Proficient	27 %	27 %	35 %
Partially Proficient	30 %	30 %	26 %
Substantially Below Proficient	33 %	33 %	20 %
Total Proficient and Above	36 %	36 %	53 %
Total Below Proficient	63 %	63 %	46 %

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<b>Organization:</b>	Windsor State Street School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 06
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

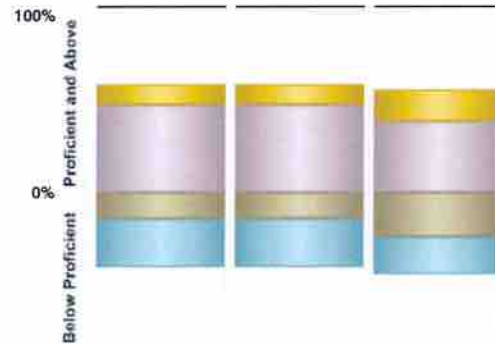


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## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 07
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

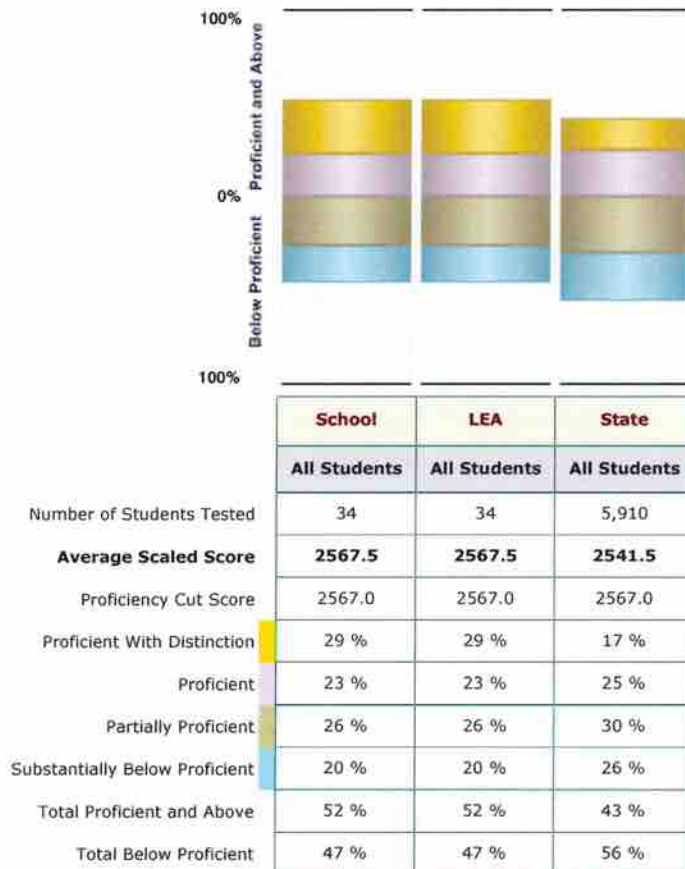


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	34	34	5,916
<b>Average Scaled Score</b>	<b>2548.7</b>	<b>2548.7</b>	<b>2557.5</b>
Proficiency Cut Score	2552.0	2552.0	2552.0
Proficient With Distinction	11 %	11 %	17 %
Proficient	47 %	47 %	38 %
Partially Proficient	14 %	14 %	24 %
Substantially Below Proficient	26 %	26 %	20 %
Total Proficient and Above	58 %	58 %	55 %
Total Below Proficient	41 %	41 %	44 %

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## Smarter Balanced Assessment by Grade Report

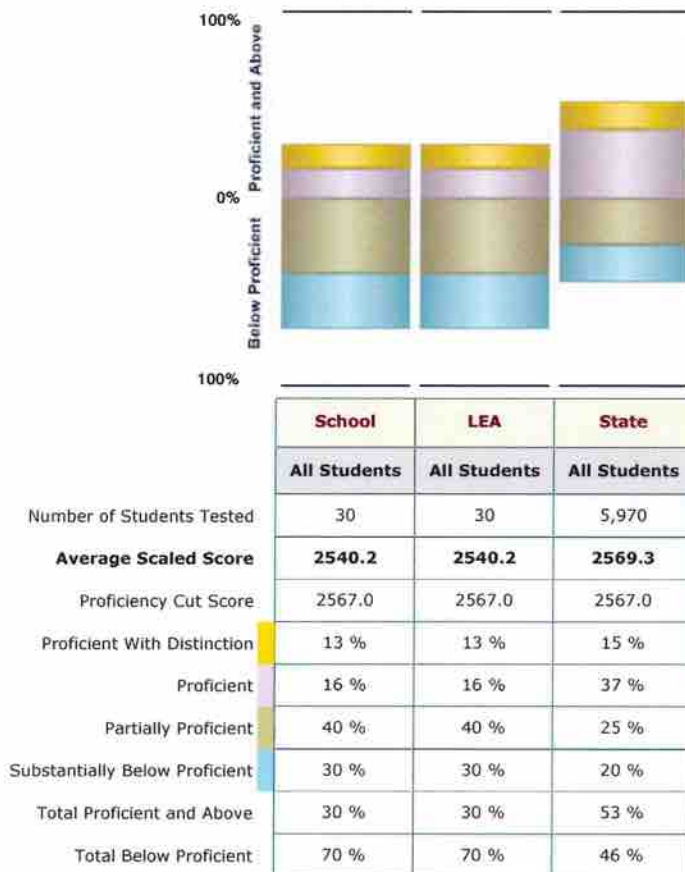
<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 07
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



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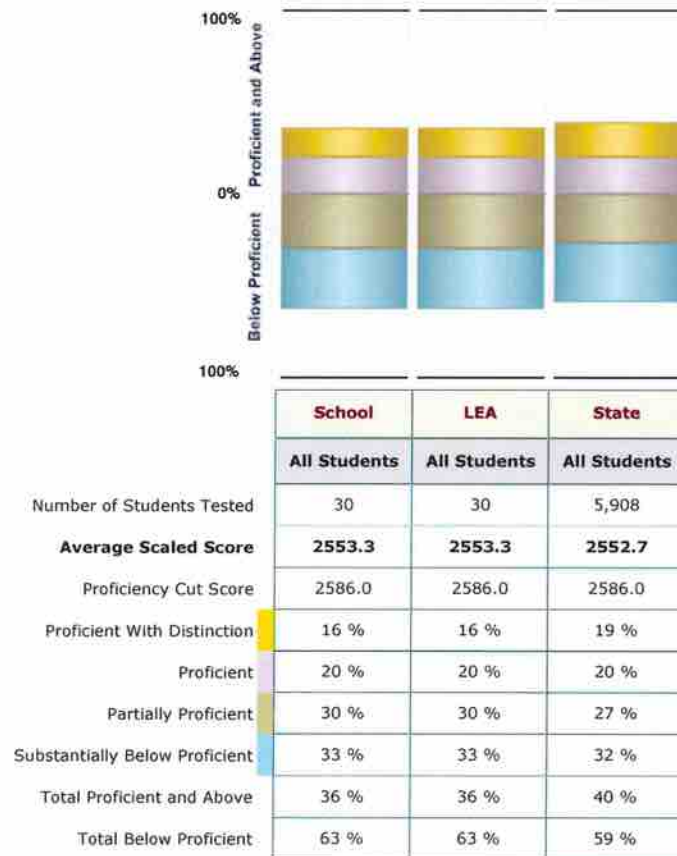
**Organization:** Windsor High School  
**Teaching Year:** 2014-2015  
**Test/Subject:** SB English Language Arts Grade 08  
**Breakdown:** How did our students do?  
**Comparison:** Compared to its District and Vermont?



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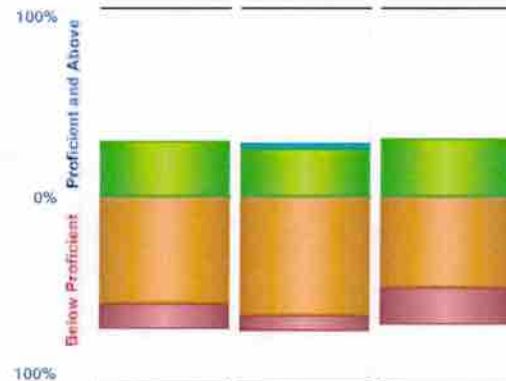
<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



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## Assessment Report by Grade

**Organization:** Windsor High School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 08  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?



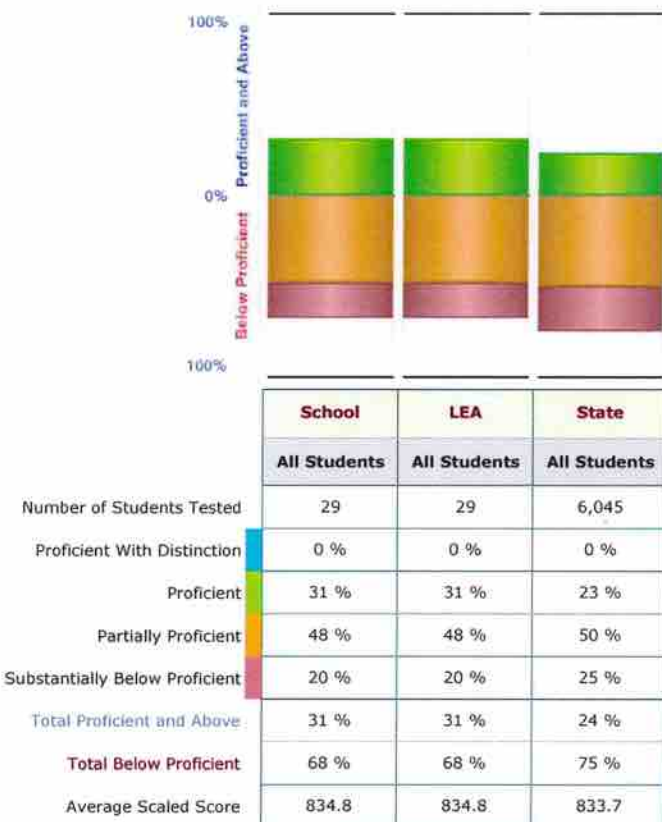
	2013	2014	2015
	All Students	All Students	All Students
Number of Students Tested	37	35	29
Proficient With Distinction	0 %	3 %	0 %
Proficient	30 %	26 %	31 %
Partially Proficient	57 %	63 %	48 %
Substantially Below Proficient	14 %	9 %	20 %
Total Proficient and Above	30 %	29 %	31 %
Total Below Proficient	70 %	71 %	68 %
Average Scaled Score	835.4	836.7	834.8

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## Assessment Report by Grade

<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 08
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



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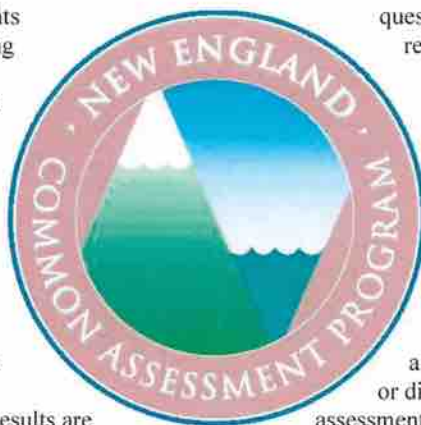
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## Spring 2015 Grade 8 NECAP Science Test

### School Results

**School:** Windsor High School

**District:** Windsor Southeast SU

**Code:** SU052-PS348



# Spring 2015 - Grade 8 NECAP Science Test

## Grade Level Summary Report

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	29	90	6,150	100	100	100
Science						
Students tested	29	89	6,060	100	99	99
With an approved accommodation	6	7	766	21	8	13
Current LEP Students	0	0	106	0	0	2
With an approved accommodation	0	0	39			37
IEP Students	5	11	936	17	12	15
With an approved accommodation	5	6	537	100	55	57
Students not tested in NECAP	0	1	90	0	1	1
State Approved	0	1	40		100	44
Alternate Assessment	0	0	0		0	0
Withdrew After May 4	0	0	2		0	5
Enrolled After May 4	0	0	0		0	0
Special Consideration	0	1	38		100	95
Other	0	0	50		0	56

### NECAP RESULTS

SCIENCE	School											District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
	29	0	0	29	0	0	9	31	14	48	6	21	835	89	0	21	53	26	833	6,060	<1	24	51	25	834

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Spring 2015 - Grade 8 NECAP Science Test

## Science Results

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 855–880)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 840–854)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

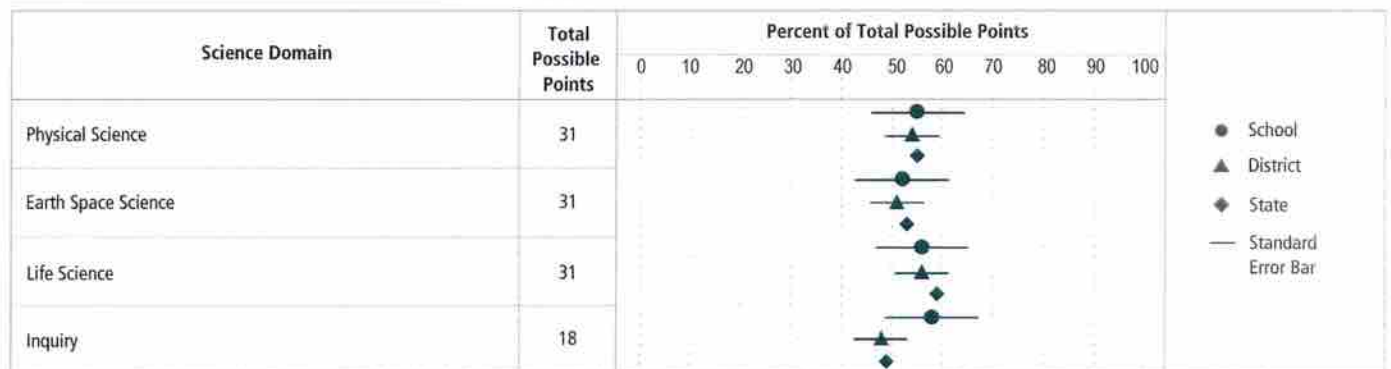
(Scaled Score 829–839)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 800–828)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2012-13	37	0	0	37	0	0	11	30	21	57	5	14	835
2013-14	36	1	0	35	1	3	9	26	22	63	3	9	837
2014-15	29	0	0	29	0	0	9	31	14	48	6	21	835
Cumulative Total	102	1	0	101	1	1	29	29	57	56	14	14	836
<b>District</b>													
2012-13	104	0	0	104	0	0	46	44	45	43	13	13	837
2013-14	87	1	0	86	1	1	18	21	53	62	14	16	835
2014-15	90	1	0	89	0	0	19	21	47	53	23	26	833
Cumulative Total	281	2	0	279	1	<1	83	30	145	52	50	18	835
<b>State</b>													
2012-13	6,422	17	33	6,372	39	1	2,016	32	3,014	47	1,303	20	835
2013-14	6,279	21	53	6,205	47	1	1,529	25	3,237	52	1,392	22	834
2014-15	6,150	40	50	6,060	22	<1	1,449	24	3,062	51	1,527	25	834
Cumulative Total	18,851	78	136	18,637	108	1	4,994	27	9,313	50	4,222	23	834





# Spring 2015 - Grade 8 NECAP Science Test

## Disaggregated Science Results

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	29	0	0	29	0	0	9	31	14	48	6	21	835	89	0	21	53	26	833	6,060	<1	24	51	25	834
Gender																									
Male	14	0	0	14	0	0	5	36	8	57	1	7	837	41	0	24	56	20	834	3,083	<1	24	48	27	833
Female	15	0	0	15	0	0	4	27	6	40	5	33	833	48	0	19	50	31	832	2,960	<1	23	53	23	834
Not Reported	0	0	0	0										0						17	0	12	59	29	832
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						0					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						27	0	0	44	56	826
Asian	0	0	0	0										0						127	1	27	50	23	835
Black or African American	0	0	0	0										1						126	0	12	47	41	829
Native Hawaiian or Pacific Islander	0	0	0	0										0						4					
White	28	0	0	28	0	0	9	32	14	50	5	18	835	87	0	22	53	25	833	5,480	<1	24	51	24	834
Two or more races	1	0	0	1										1						271	0	23	45	32	833
No Race/Ethnicity Reported	0	0	0	0										0						25	0	12	60	28	832
LEP Status																									
Current LEP student	0	0	0	0										0						106	1	13	25	60	828
Former LEP student - monitoring year 1	0	0	0	0										0						4					
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	29	0	0	29	0	0	9	31	14	48	6	21	835	89	0	21	53	26	833	5,944	<1	24	51	25	834
IEP																									
Students with an IEP	5	0	0	5										11	0	18	0	82	826	936	0	2	28	70	824
All Other Students	24	0	0	24	0	0	8	33	14	58	2	8	837	78	0	22	60	18	834	5,124	<1	28	55	17	835
SES																									
Economically Disadvantaged Students	14	0	0	14	0	0	3	21	6	43	5	36	831	39	0	13	46	41	830	2,266	0	12	49	40	830
All Other Students	15	0	0	15	0	0	6	40	8	53	1	7	838	50	0	28	58	14	835	3,794	1	31	52	17	836
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	29	0	0	29	0	0	9	31	14	48	6	21	835	89	0	21	53	26	833	6,055	<1	24	51	25	834

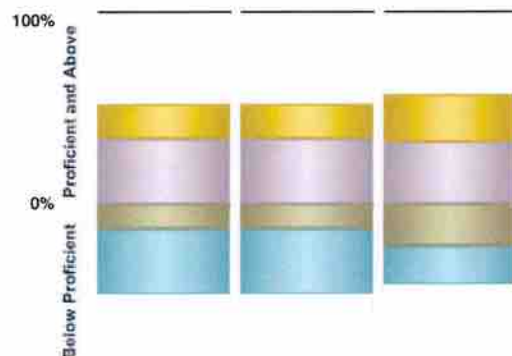
Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB English Language Arts Grade 11
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

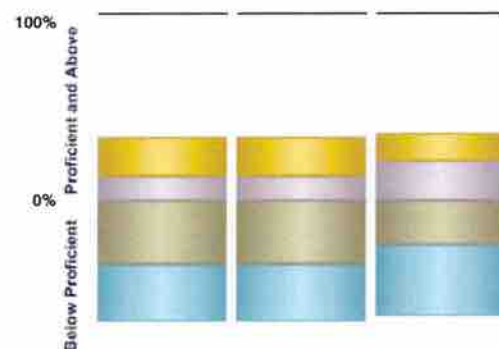


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	38	38	5,711
<b>Average Scaled Score</b>	<b>2566.1</b>	<b>2566.1</b>	<b>2597.2</b>
Proficiency Cut Score	2583.0	2583.0	2583.0
Proficient With Distinction	18 %	18 %	25 %
Proficient	34 %	34 %	32 %
Partially Proficient	13 %	13 %	22 %
Substantially Below Proficient	34 %	34 %	20 %
Total Proficient and Above	52 %	52 %	57 %
Total Below Proficient	47 %	47 %	42 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Smarter Balanced Assessment by Grade Report

<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	SB Math Grade 11
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?

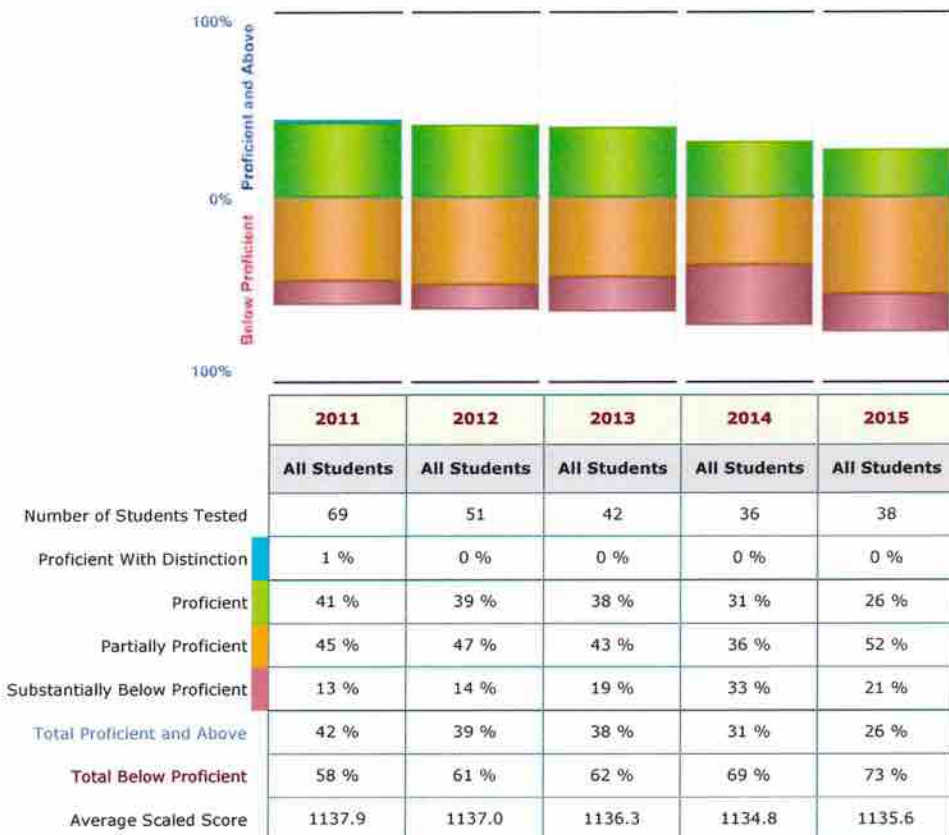


	School	LEA	State
	All Students	All Students	All Students
Number of Students Tested	38	38	5,677
<b>Average Scaled Score</b>	<b>2601.2</b>	<b>2601.2</b>	<b>2580.6</b>
Proficiency Cut Score	2628.0	2628.0	2628.0
Proficient With Distinction	21 %	21 %	15 %
Proficient	13 %	13 %	21 %
Partially Proficient	34 %	34 %	24 %
Substantially Below Proficient	31 %	31 %	38 %
Total Proficient and Above	34 %	34 %	37 %
Total Below Proficient	65 %	65 %	62 %

Smarter Balanced Math and English Language Arts assessments measure achievement of the Common Core Standards. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

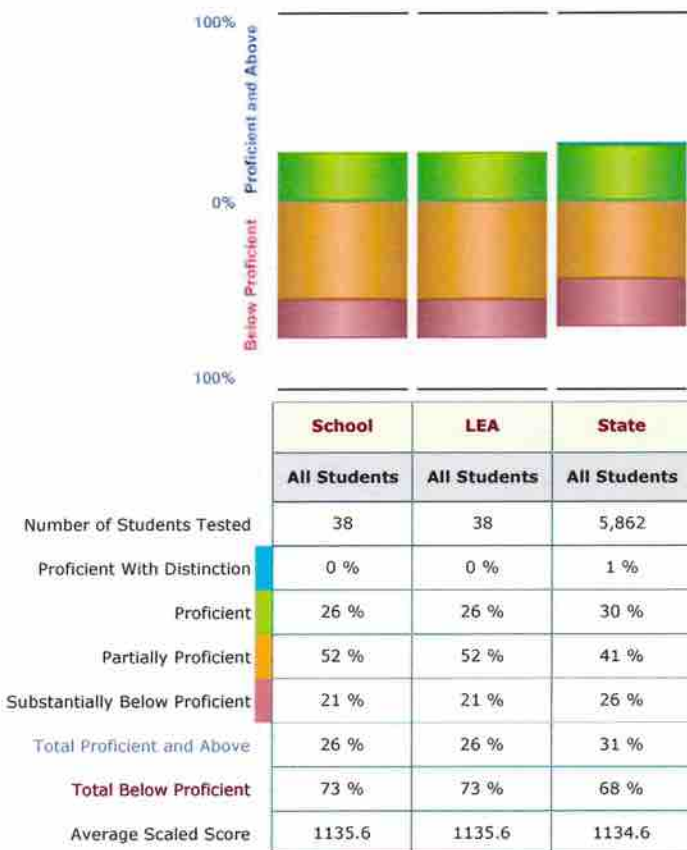
**Organization:** Windsor High School  
**Teaching Year:** 2014-2015  
**Test/Subject:** NECAP Science Grade 11  
**Breakdown:** How did our students do?  
**Comparison:** Over Time?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.

## Assessment Report by Grade

<b>Organization:</b>	Windsor High School
<b>Teaching Year:</b>	2014-2015
<b>Test/Subject:</b>	NECAP Science Grade 11
<b>Breakdown:</b>	How did our students do?
<b>Comparison:</b>	Compared to its District and Vermont?



The NECAP Math, Reading, and Writing tests are administered in October and measure achievement of Grade Expectations for previous school years. NECAP Science tests are administered in May and measure achievement of Grade Expectations in current and previous school years. Alternate Assessments represent a portfolio of academic work accumulated throughout the school year and scored at the end of the school year. District data are for the accountability LEA which is the operating school district.



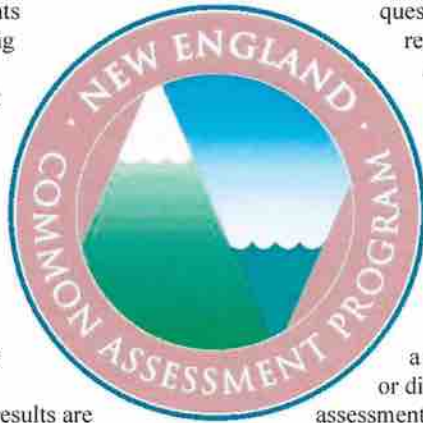
# About The New England Common Assessment Program

This report highlights results from the Spring 2015 New England Common Assessment Program (NECAP) science tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP science test results are used primarily for program evaluation, school improvement and public reporting. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

The NECAP science tests are administered to students in grades 4, 8, and 11. The tests are designed to measure student performance on standards 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 complete the K-4, 5-8, and 9-11 grade spans—in other words, the content and skills that students have learned through the end of the tested 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. The science test also includes an inquiry session that requires students to answer questions based on results of an actual scientific investigation.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP

science tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on four specific science domains.

In addition to this report of grade level results, schools and districts will also receive Item Analysis Reports, released item support materials, and student-level data files containing NECAP results. Districts will also receive a Summary Report that will show results for all district schools. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen the school's and district's evaluation of their ongoing improvement efforts.



## Spring 2015 Grade 11 NECAP Science Test

### School Results

**School:** Windsor High School

**District:** Windsor Southeast SU

**Code:** SU052-PS348





# Spring 2015 - Grade 11 NECAP Science Test

## Grade Level Summary Report

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2014-15 school year, students who withdrew from the school after May 4, 2015, students who enrolled in the school after

May 4, 2015, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number			Percentage		
	School	District	State	School	District	State
Students enrolled on or after May 4	38	38	6,126	100	100	100
Science						
Students tested	38	38	5,866	100	100	96
With an approved accommodation	1	1	488	3	3	8
Current LEP Students	0	0	91	0	0	2
With an approved accommodation	0	0	22			24
IEP Students	3	3	707	8	8	12
With an approved accommodation	1	1	322	33	33	46
Students not tested in NECAP	0	0	260	0	0	4
State Approved	0	0	23			9
Alternate Assessment	0	0	0			0
Withdrew After May 4	0	0	5			22
Enrolled After May 4	0	0	0			0
Special Consideration	0	0	18			78
Other	0	0	237			91

### NECAP RESULTS

SCIENCE	School											District						State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
	38	0	0	38	0	0	10	26	20	53	8	21	1136	38	0	26	53	21	1136	5,866	2	30	41	27	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Spring 2015 - Grade 11 NECAP Science Test

## Science Results

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

### Proficient with Distinction (Level 4)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

(Scaled Score 1152–1180)

### Proficient (Level 3)

Students performing at this level demonstrate the knowledge and skills as described in the content standards for this grade span with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

(Scaled Score 1140–1151)

### Partially Proficient (Level 2)

Students performing at this level demonstrate gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support may be necessary for these students to achieve proficiency on the content standards.

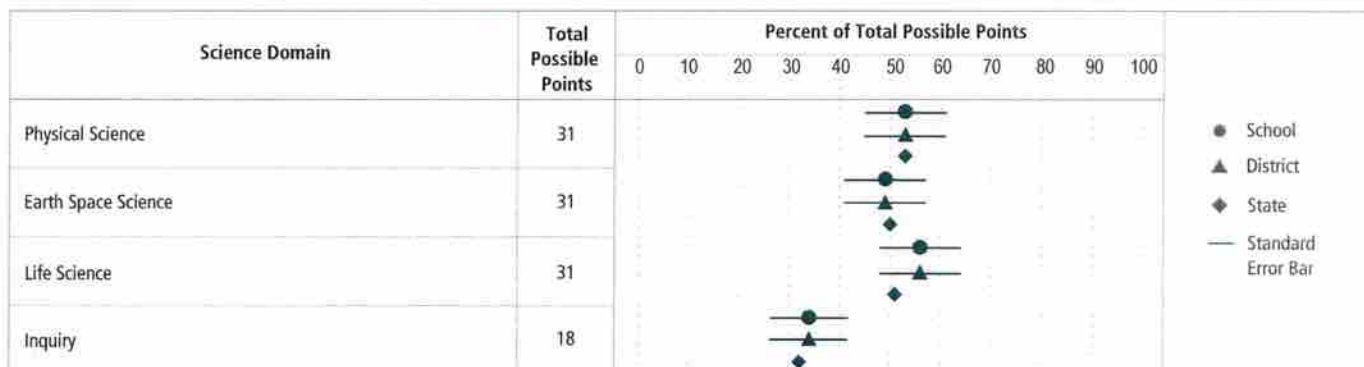
(Scaled Score 1130–1139)

### Substantially Below Proficient (Level 1)

Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the content standards for this grade span. Additional instructional support is necessary for these students to achieve proficiency on the content standards.

(Scaled Score 1100–1129)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2012-13	45	0	3	42	0	0	16	38	18	43	8	19	1136
2013-14	38	0	2	36	0	0	11	31	13	36	12	33	1135
2014-15	38	0	0	38	0	0	10	26	20	53	8	21	1136
Cumulative Total	121	0	5	116	0	0	37	32	51	44	28	24	1136
District													
2012-13	45	0	3	42	0	0	16	38	18	43	8	19	1136
2013-14	38	0	2	36	0	0	11	31	13	36	12	33	1135
2014-15	38	0	0	38	0	0	10	26	20	53	8	21	1136
Cumulative Total	121	0	5	116	0	0	37	32	51	44	28	24	1136
State													
2012-13	6,388	30	112	6,246	104	2	1,857	30	2,677	43	1,608	26	1135
2013-14	6,369	26	188	6,155	116	2	1,728	28	2,722	44	1,589	26	1135
2014-15	6,126	23	237	5,866	93	2	1,773	30	2,423	41	1,577	27	1135
Cumulative Total	18,883	79	537	18,267	313	2	5,358	29	7,822	43	4,774	26	1135





# Spring 2015 - Grade 11 NECAP Science Test

## Disaggregated Science Results

School: Windsor High School  
 District: Windsor Southeast SU  
 State: Vermont  
 Code: SU052-PS348

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	38	0	26	53	21	1136	5,866	2	30	41	27	1135
Gender																									
Male	21	0	0	21	0	0	7	33	8	38	6	29	1135	21	0	33	38	29	1135	2,977	2	29	39	29	1134
Female	17	0	0	17	0	0	3	18	12	71	2	12	1136	17	0	18	71	12	1136	2,871	1	31	43	24	1135
Not Reported	0	0	0	0										0						18	0	11	28	61	1126
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						0					
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						15	0	7	53	40	1129
Asian	1	0	0	1										1						160	3	30	29	39	1133
Black or African American	0	0	0	0										0						101	1	13	32	54	1127
Native Hawaiian or Pacific Islander	0	0	0	0										0						3					
White	35	0	0	35	0	0	9	26	18	51	8	23	1135	35	0	26	51	23	1135	5,352	2	31	42	26	1135
Two or more races	2	0	0	2										2						209	0	25	40	34	1133
No Race/Ethnicity Reported	0	0	0	0										0						26	0	8	27	65	1124
LEP Status																									
Current LEP student	0	0	0	0										0						91	0	5	8	87	1122
Former LEP student - monitoring year 1	0	0	0	0										0						15	0	0	20	80	1124
Former LEP student - monitoring year 2	0	0	0	0										0						39	0	10	36	54	1129
All Other Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	38	0	26	53	21	1136	5,721	2	31	42	26	1135
IEP																									
Students with an IEP	3	0	0	3										3						707	0	2	23	75	1124
All Other Students	35	0	0	35	0	0	10	29	20	57	5	14	1137	35	0	29	57	14	1137	5,159	2	34	44	20	1136
SES																									
Economically Disadvantaged Students	13	0	0	13	0	0	3	23	4	31	6	46	1132	13	0	23	31	46	1132	1,736	<1	16	41	42	1131
All Other Students	25	0	0	25	0	0	7	28	16	64	2	8	1138	25	0	28	64	8	1138	4,130	2	36	41	21	1136
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	38	0	0	38	0	0	10	26	20	53	8	21	1136	38	0	26	53	21	1136	5,861	2	30	41	27	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient  
 Note: Some numbers may have been left blank because fewer than ten (10) students were tested.