



# *East Montpelier Elementary School Report*

- ◆ *Our school is a place where everyone is valued.*
- ◆ *Through shared responsibility, we will create a meaningful educational foundation for students to become lifelong learners.*
- ◆ *We will provide an environment that fosters creativity where individual growth and uniqueness are encouraged.*
- ◆ *Our goal is for students to become contributing members of the community and to gain respect for themselves and for others.*
- ◆ *The purpose of our school is to teach all children to become competent, caring citizens and lifelong learners, through a challenging and relevant curriculum.*

## **Principal's Message** by Alice W. Angney

In this year of transition for the East Montpelier Elementary School, we would like to highlight a few of the fine programs and activities that take place at the school everyday. The school community, including students, teachers, support staff, and parents have demonstrated their resiliency through all of the changes in the principal's office this fall. As the EMES Board worked through the many issues raised by this year's Audit Report and made necessary changes in the school's leadership, the teachers and support staff continued to provide the children of the community with the same quality education as they have year after year.

One of the most significant changes in the educational program this year has been the introduction of the new WCSU-wide math

program, *Investigations in Number, Data, and Space*. EMES teachers worked with elementary teachers from across WCSU last year to review math programs and selected *Investigations* as

the best fit for our students, teachers, and communities. Teachers in grades Kindergarten through second grade across WCSU are working in a Professional Learning Community with a math consultant to implement the new program. In addition, at EMES the new program is being piloted in grade 4 and with one section of

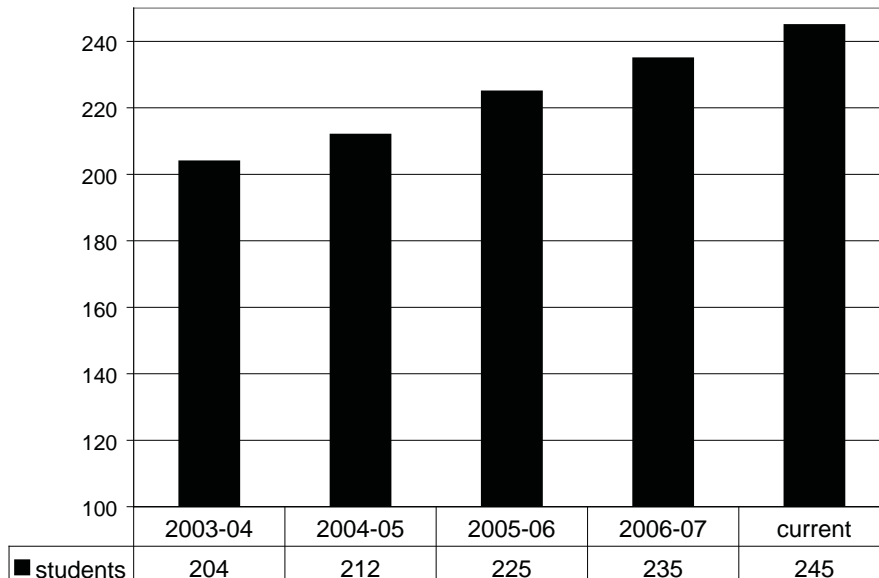
students in grade 5. Teachers and children are enthusiastic about the content of the program and its emphasis on using concrete materials to demonstrate concepts as well as its greater emphasis on explaining student thinking and problem solving. Next fall, the program will be

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# School Information

## Student Enrollment:

The following is a snapshot of our K-6 school population over the past five years:



## EMES Facts for 2006-07:

- ◆ Student daily attendance was 96.14%.
- ◆ 100% of our kindergarten through sixth grade students received health screenings provided by our school nurse. Preschool screenings were done on an as-need basis.
- ◆ There were more than 3,500 visits to the school nurse's office. 73 visits required medical referral.
- ◆ 75% of our first through sixth grade students participated in the fluoride program.
- ◆ 23 students had Individual Education Plans as of December 2007.
- ◆ 5 new students were referred for evaluations from September 2007 to December 2007.
- ◆ 6 new students were referred for evaluations from September 2006 to September 2007.
- ◆ 46 students had EST plans as of Nov. 2007
- ◆ 8 students had 504 plans as of Dec. 2007.
- ◆ 72% (147) of EMES students participated in Community Connections after-school programs in 2006-07.
- ◆ 13% of students participated in the 9 weeks of summer programs provided by Community Connections in 2007.

## Current School Services:

- ◆ 54 students (22%) are eligible for free and reduced meals.
- ◆ An average of 43 students have school breakfast daily.
- ◆ An average of 117 students have school hot lunch daily.
- ◆ 23 students receive special education services.
- ◆ 6 students have U-32 student mentors and 3 students have adult mentors.
- ◆ 25 fourth grade students participate in Beginner Band, 25 fifth and sixth grade students participate in Advanced Band, 11 fifth and sixth grade students are members of the 5/6 chorus, 14 fourth grade students are members of the fourth grade chorus and 14 students participate in Jazz Band.
- ◆ 27 students are enrolled in the pre-school program.

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## Principal's Report continued from pg. 7

fully implemented in grades K-5.

In addition to this major change in the instructional program, EMES teachers have continued to provide many enrichment and special opportunities for student learning. This year's program in ***Reading to End Racism*** in November was very successful. Building on that program, teachers are planning for a special school-wide "Celebration of Learning" in February that will see students learning more about Vietnam and the Celebration of TET.

In addition to its strong academic program, EMES continues to have a very active PTNO and enjoys the support of many parent volunteers. The ***Four Winds*** program (*used to be ELF*) continues with parent volunteers leading monthly lessons in environmental education.

***Community Connections*** continues to be a strong partner to parents and the school. From the pre-school aftercare program to its jazz band and everything in between, the Community Connections programs provide a safe and enriching program for children that extends the school day.

One major project to enhance the school facilities that is being driven by committed parents and community members is to raise funds for the renewal of the EMES ***playground***. This group has embarked on an ambitious campaign to raise \$100,000 from private contributions and grants to provide EMES with



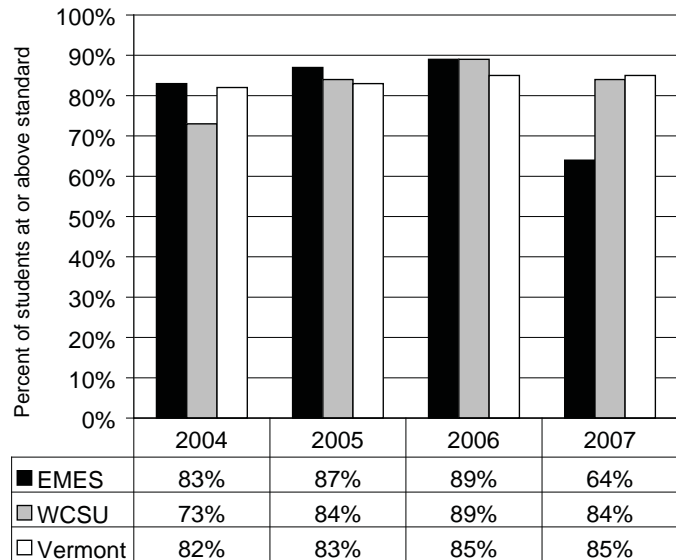
a state of the art playground. The school is grateful for this dedicated group of volunteers.

As EMES moves forward this spring, the school and community will engage in the process of hiring a new leader. The school is well positioned to find an outstanding educator and make EMES an even stronger school.



## VT Developmental Reading Assessment

The Vermont Developmental Reading Assessment (VT-DRA) is an individually administered, standards-based reading assessment for second graders. It assesses VT Standard 1.2: reading accuracy and VT Standard 1.3: reading comprehension. The chart shows the percentage of students at the end of Grade 2, in spring 2004-2007, who met or exceeded the standards. District and statewide results are also included. In 2007, 31 East Montpelier Elementary second-graders, 20 boys and 11 girls, were tested. 60% of boys and 73% of girls achieved the standard.



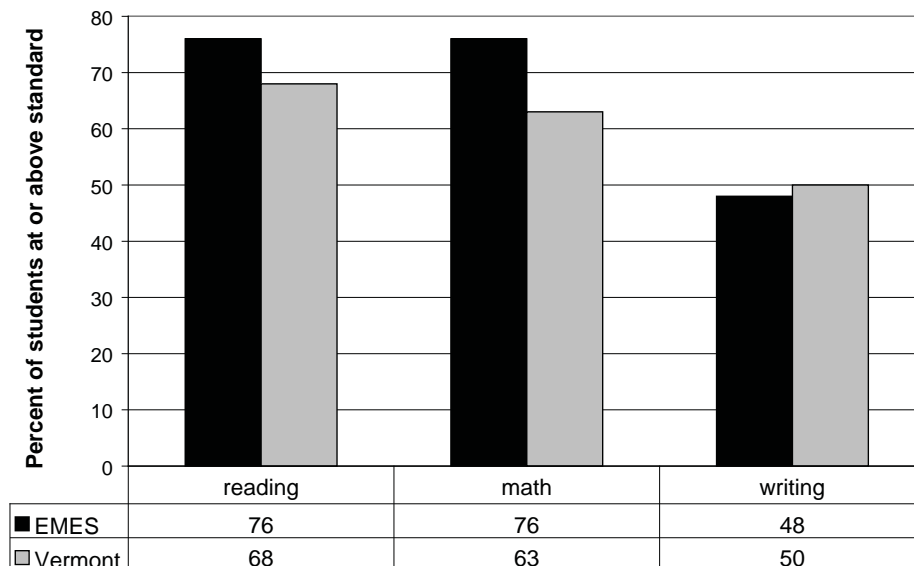
## Vermont State Assessment Program

In 2005, Vermont joined with New Hampshire and Rhode Island to develop and implement the New England Common Assessment Program (NECAP) in order to satisfy the requirements of the federal law – No Child Left Behind. NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8.

On the NECAP, students are tested in the fall of the year to determine progress made in the prior year. The graphs below compare the percent of EMES students to the percent of students in Vermont meeting the standards in academic areas. 136 EMES students, (100%) were tested. The fall 2007 scores will be published as soon as they are released.

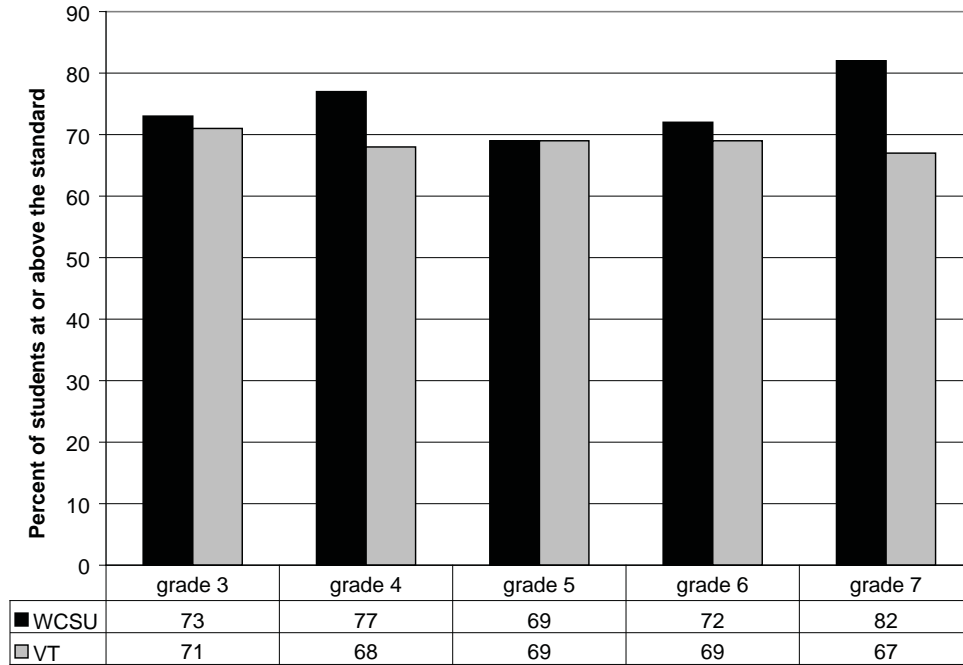
**What percentage of our students met or exceeded the standards on state reading, math and writing assessments?**

**East Montpelier NECAP Reading, Math, Writing, Grades 3-6, Fall 2006**

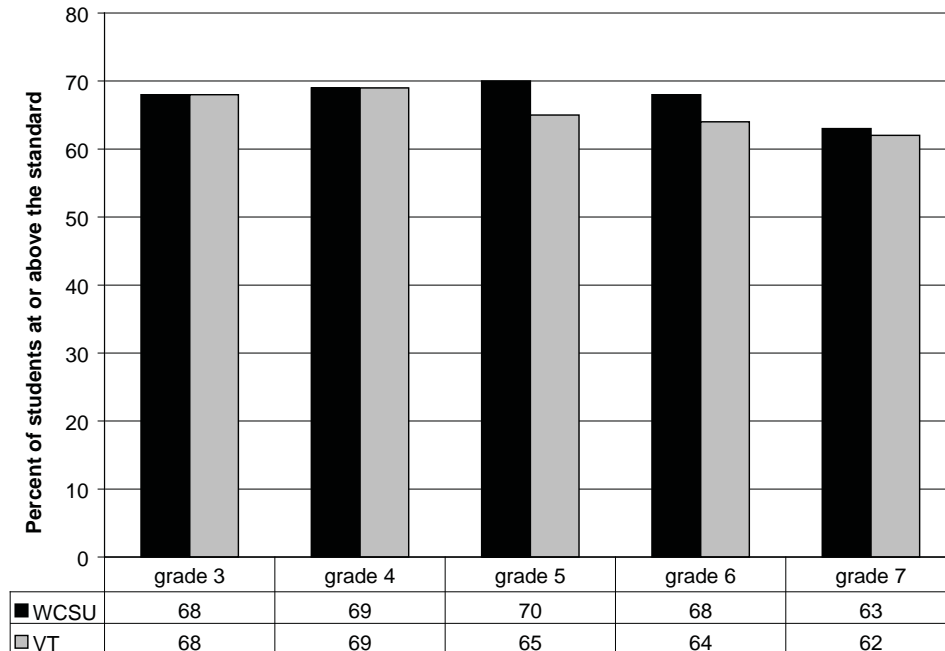


## NECAP Reading, Grades 3-7, 2006

94 grade 3, 90 grade 4, 93 grade 5, 101 grade 6, and 118 grade 7 Washington Central Supervisory Union students took NECAP tests in reading and math in the fall of 2006. The graphs below compare the percent of Washington Central students to the percent of students in Vermont meeting the standards in academic areas.



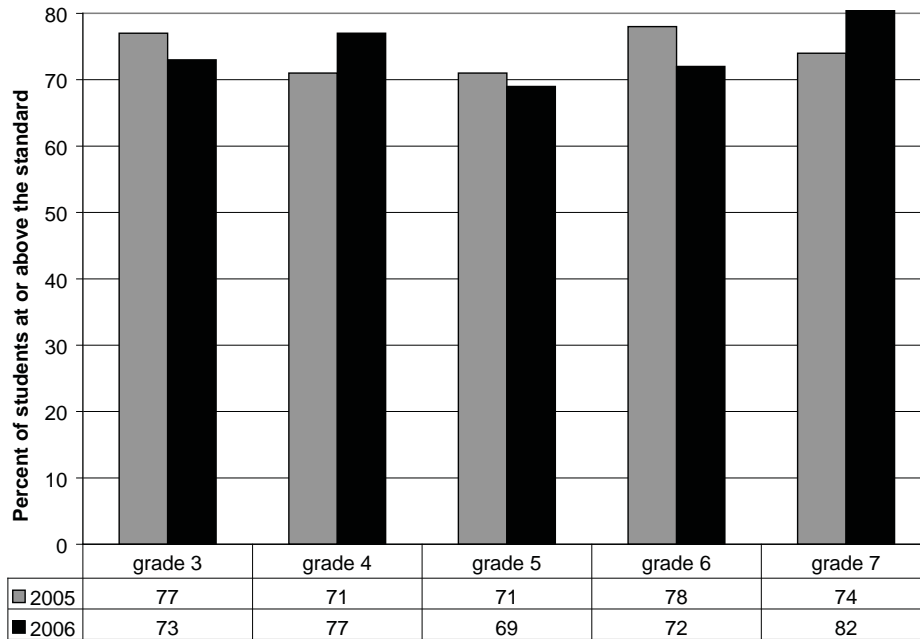
## NECAP Math, Grades 3-7, 2006



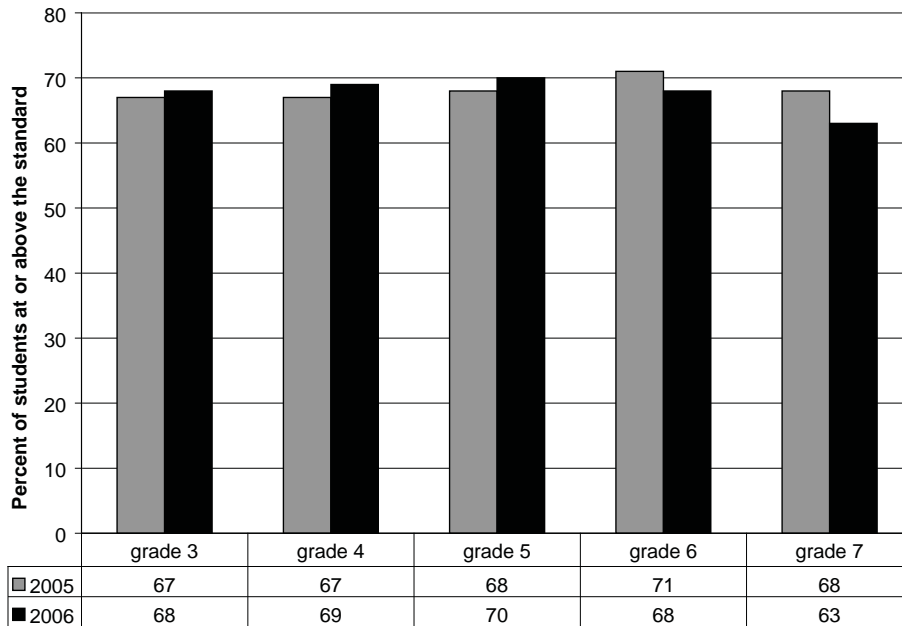
## NECAP Reading, Grades 3-7, 2005-2006

### How do they compare to past year's results?

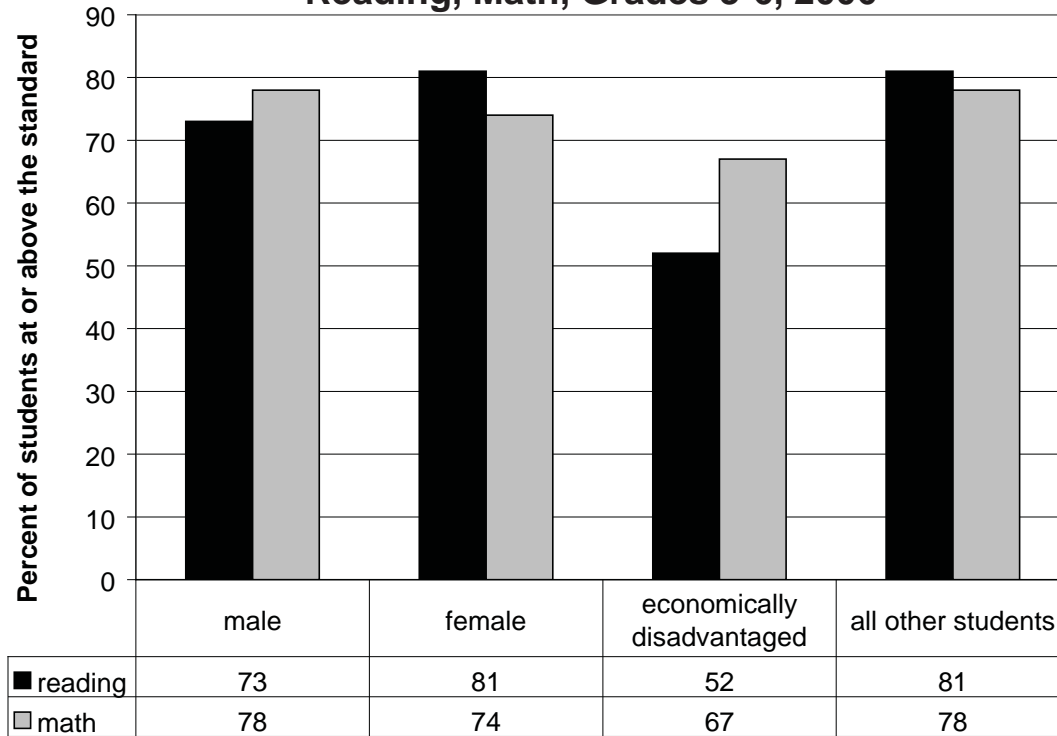
The graphs below compare the percent of Washington Central students meeting the standards in reading and math from 2005 to 2006.



## NECAP Math, Grades 3-7, 2005-2006



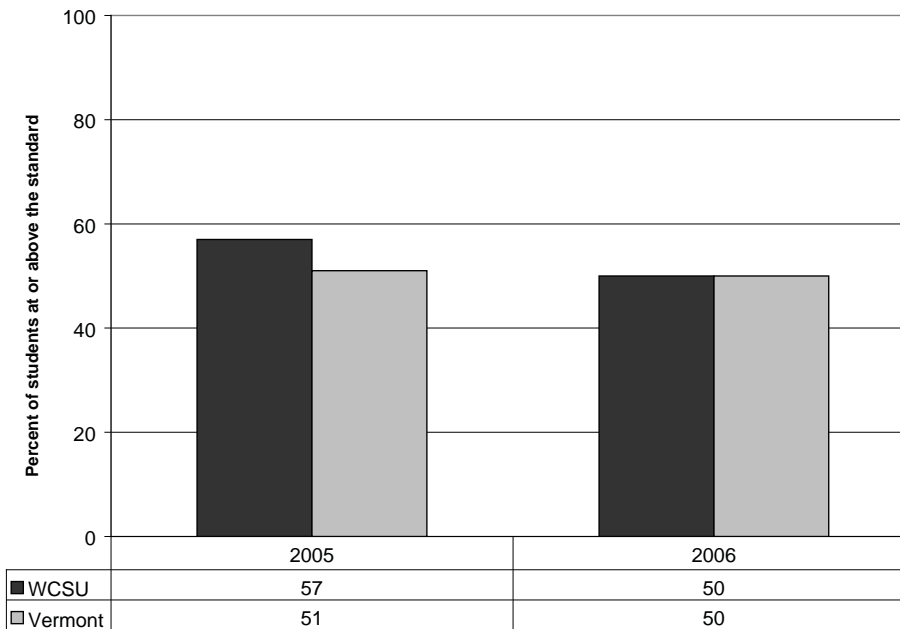
## East Montpelier NECAP Disaggregated Results, Reading, Math, Grades 3-6, 2006



In the fall of 2006, 136 EMES students took the NECAP tests in reading and math. 78 were male and 58 were female. 21 of these students were identified as economically disadvantaged students.

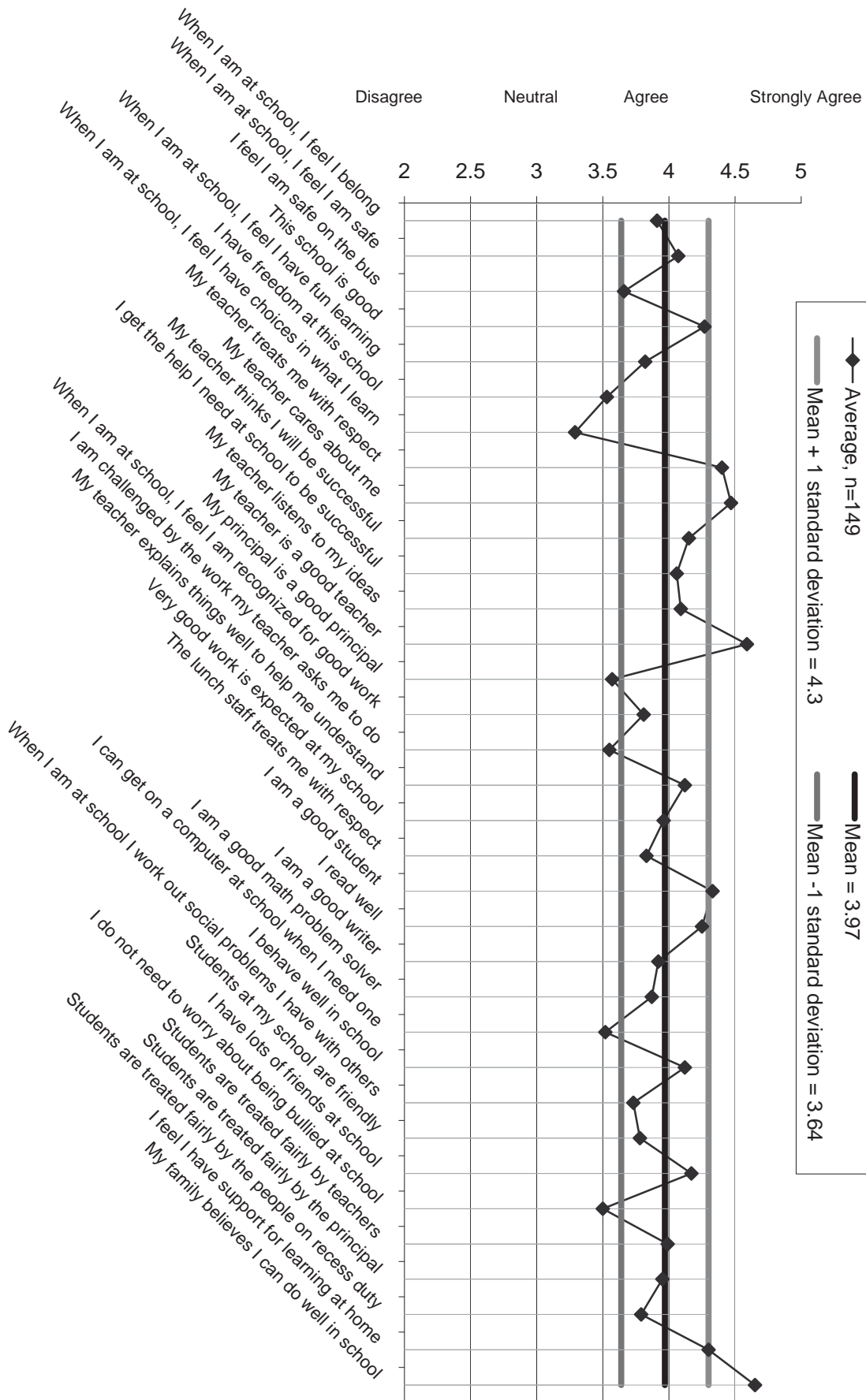
**What percentage of our students met or exceeded the standards on state writing assessments?**

### NECAP Writing, Grade 5, Fall 2005, 2006



93 grade 5 Washington Central Supervisory Union students took the NECAP test in writing in the fall of 2005 and 2006. This chart compares the percent of Washington Central students to the percent of students in Vermont meeting the standards in 2005 and 2006.

# 2007 East Montpelier Student Survey Average



## Comparative Data for Cost-Effectiveness

### 16 V.S.A. § 165(a)(2)(K)

**School:** East Montpelier Elementary Sch  
**S.U.:** Washington Central S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports":  
<http://www.state.vt.us/educ/>

#### FY2007 School Level Data

**Cohort Description:** Elementary school, enrollment ≥ 200 but <300  
 (38 schools in cohort)

**Cohort Rank by Enrollment** (1 is largest)  
 29 out of 38

School level data		Grades Offered	Enrollment	Total Teachers	Total Administrators	Stu / Tchr Ratio	Stu / Admin Ratio	Tchr / Admin Ratio
Smaller ->	White River School	PK - 5	219	17.85	1.00	12.27	219.00	17.85
	Clarendon Elementary School	PK - 6	223	22.00	1.00	10.14	223.00	22.00
	Hyde Park Elementary School	PK - 6	226	22.60	1.00	10.00	226.00	22.60
	<b>East Montpelier Elementary Sch</b>	<b>PK - 6</b>	<b>231</b>	<b>18.52</b>	<b>1.00</b>	<b>12.47</b>	<b>231.00</b>	<b>18.52</b>
< -Larger	Johnson Elementary School	PK - 6	231	22.90	1.00	10.09	231.00	22.90
	Berlin Elementary School	PK - 6	232	19.65	1.00	11.81	232.00	19.65
	Bradford Elementary School	K - 6	235	22.20	1.00	10.59	235.00	22.20
<b>Averaged SCHOOL cohort data</b>			<b>253.68</b>	<b>22.52</b>	<b>1.08</b>	<b>11.26</b>	<b>235.12</b>	<b>20.87</b>

**School District:** East Montpelier  
**LEA ID:** T065

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

#### FY2006 School District Data

**Cohort Description:** Elementary school district, FY2004 FTE ≥ 200 but < 300  
 (19 school districts in cohort)

**Cohort Rank by FTE** (1 is largest)  
 16 out of 19

School district data (local, union, or joint district)		Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE <b>EXCLUDING</b> special education costs
Smaller ->	Shafsbury	K-6	201.53	\$8,596
	Westminster	K-6	202.75	\$10,971
	Ferrisburgh	K-6	205.96	\$9,352
	<b>East Montpelier</b>	<b>K-6</b>	<b>209.29</b>	<b>\$9,096</b>
< -Larger	Berlin	K-6	211.34	\$9,598
	Thetford	K-6	213.78	\$10,829
	Hyde Park	PK-6	229.14	\$9,156
<b>Averaged SCHOOL DISTRICT cohort data</b>			<b>243.93</b>	<b>\$9,299</b>

Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.

#### FY2008 Municipal School District Data

**Town School District data (resident PK - 12 students, publicly funded)**

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate	Common Level of Appraisal	Actual Homestead Ed tax rate
T065	East Montpelier	\$11,533	\$1.297	60.89%	\$2.130

Use these tax rates to compare town rates.

These tax rates are not comparable due to CLA's.



The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include: (K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.