

October 19, 2017

Dear Parent or Guardian:

The Every Child Succeeds Act (ESSA) of 2015 requires all local educational agencies (LEA) publish an annual report card containing information described in the law and identified by the 2014 Vermont Education Quality Standards (EQS). This report includes the results of our Smarter Balanced Assessment Consortium (SBAC) scores for our school from the Spring of 2017 and Windham Central Supervisory (WCSU) schools.

**I. Student Performance on the Most Recent State Assessment (SBAC)**

**WCSU 2017 State Assessment Results**  
 Total "Proficient" and Above

	Reading/Language Arts			Mathematics		
	Marlboro	WCSU	Vermont	Marlboro	WCSU	Vermont
Grade 3	45%	46%	49%	55%	46%	52%
Grade 4	*	54%	59%	*	46%	47%
Grade 5	*	48%	55%	*	41%	42%
Grade 6	*	75%	52%	*	58%	39%
Grade 7	*	54%	55%	*	32%	44%
Grade 8	*	39%	55%	*	31%	41%
Grade 11	*	40%	59%	*	18%	37%

**WCSU 2017 State Assessment Results by Disaggregated Subgroup**  
 Total "Proficient" and Above

	Reading/ Language Arts					Mathematics				
	Marlboro	Free & Reduced Lunch	Gender		WCSU	Marlboro	Free & Reduced Lunch	Gender		WCSU
			M	F				M	F	
Grade 3	45%	*	*	*	46%	55%	*	*	*	52%
Grade 4	*	*	*	*	54%	*	*	*	*	47%
Grade 5	*	*	*	*	48%	*	*	*	*	42%
Grade 6	*	*	*	*	75%	*	*	*	*	39%
Grade 7	*	*	*	*	54%	*	*	*	*	44%
Grade 8	*	*	*	*	39%	*	*	*	*	41%
Grade 11	*	*	*	*	40%	*	*	*	*	37%

SBAC scores disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged.

\* “Data cannot be reported because the minimum “n count” of ten students has not been met.” Federal legislation requires reporting the following data for each school where minimum “n count” is 10 or more. In other words, we cannot report any data on groups that contain less than ten students.

**II. Students Not Required to Participate in State Assessments**

The percentage of students not tested disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged: **0%**

The number of recently arrived Limited English Proficiency (LEP) students who were not assessed on the most recent State reading/language arts Test. **0%**

**III. Two-year Trend Performance Data by Individual Grade Level**

Schools in Vermont began taking the SBAC in 2015. This data represents the last two years of data for the schools in our Supervisory Union (2016 - 2017). Due to our small schools and class sizes, much of our data cannot be reported because the groups are not larger than ten. Please see Section I of this report to see grade level data that can be reported for our school.

Windham Central Supervisory Union - 2-year Comparison of SBAC Data  
Percentage of Total “Proficient” and Above

Reading/Language Arts			Math		
School	2016	2017	School	2016	2017
Dover	82%	67%	Dover	67%	53%
Jamaica	59%	52%	Jamaica	53%	59%
<b>Marlboro</b>	<b>56%</b>	<b>60%</b>	<b>Marlboro</b>	<b>38%</b>	<b>40%</b>
NewBrook	59%	46%	NewBrook	39%	44%
Townshend	77%	69%	Townshend	86%	59%
Wardsboro	62%	48%	Wardsboro	53%	44%
Windham	67%	54%	Windham	61%	23%
L & G	48%	42%	L & G	37%	25%
WCSU	58%	51%	WCSU	46%	40%
VT	58%	51%	VT	46%	45%

Percentages represent the scores of “Proficient, Score 3 or Above”. The percentages in this table represent the total number of students who scored proficient out of the total number of students who took the SBAC in that school.

## **V. School Continuous Improvement Plans (CIPS)**

Each school has developed Continuous Improvement Plans (CIPS) to address student performance. Our School Continuous Improvement Plan can be found at <http://marlboroschool.net/about>. Paper copies are also available upon request. The WCSU Comprehensive Plan for Continuous Improvement can be found at: <http://www.windhamcentral.org/home/mission-core-values/strategic-plan>.

## **VI. Parents' Right to Know: Teacher-Paraeducator Qualification**

Teachers providing K-12 instruction in core academic areas, as defined by Every Student Succeeds Act (ESSA) of 2014, must meet licensure and content knowledge requirements pertaining to their assignment. ESSA defines core academic areas as: English language arts (including English as a Second Language), math, science, social studies, reading, foreign (modern) languages, art, music, and the generalist endorsement areas of elementary education and early childhood education (grades K-3 only). At Marlboro, 100% of our school staff are Highly Qualified for the position they hold.

## **VII. LEP Students Not Assessed**

The number of recently arrived Limited English Proficient (LEP) students who are not assessed on the State's reading /language arts test are: 0%

## **VII. NAEP Results**

Annually some Vermont Schools are selected to participate in the National Assessment for Educational Progress (NAEP) providing Vermont with state-wide results. NAEP does not provide scores for individual students or schools. Students in grades 4 & 8 take NAEP assessments for Reading and Mathematics. Please view the NAEP scores for the most recent [Vermont NAEP scores from 2015](#).

## **VIII. Parent and Family Engagement**

All school districts will have or will develop a written parent and family engagement policy. This policy will be developed jointly with, agreed upon with, and distributed to, parents and family members of participating students. The policy shall be incorporated into the local educational agency's plan and describe the agency's expectations for parent and family involvement. *Marlboro is in the beginning process of developing this policy and will be reaching out soon for input.*

Throughout the school year we will provide multiple opportunities for parents to provide feedback about our school community. Feedback may be requested about instructional practices, family engagement activities, school culture, activities and other matters pertinent to your school community. Parent-Teacher meetings, surveys, regularly scheduled principal and parent meetings are opportunities to share feedback, as well as setting up individual meetings with teachers or your principal.

All schools receiving Title I funds must have a Home-School Compact. The purpose of this document is to highlight what the students, principal, teachers and families agree to do to support and enrich their student's school experience. Parent feedback on this document is encouraged. Below is our Home-School Compact.

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If you have any questions or comments related to this document, please do not hesitate to reach out.

Best,  
Wayne

**Marlboro School Home-School Compact**  
*Be respectful of everyone and everything, including all living creatures*  
2017-2018

**The School:**

Will provide a program focused on intellectual, social, and emotional development with high standards and support for students in reaching those standards.

- Staff will be positive role models for students:
  - Be available to students, parents, and the community
  - Use effective instructional strategies
  - Use best practices
  - Communicate in a positive manner
  - Respond to concerns
  - Be proactive
  - Build on strengths
  - Engage in lifelong learning
  - Support school events
  - Promote self-esteem
  - Use current technology, as appropriate
- Will communicate with families:
  - Progress Reports
  - Parent Conferences
  - Student Led Conferences
  - Weekly newsletters (Friday Notes)
  - Special request conferences scheduled as needed throughout the year
- Will encourage parent involvement, participation, and input

**Parents:**

- Will ensure attendance at school every day (please telephone the school if your child is ill)
- Will communicate with the school
- Will attend parent/student/teacher conferences
- Will participate in school activities as possible:
  - Attend student performances and presentations
  - Volunteer in the classroom
  - Chaperone on field research trips
  - Help with Winter Sports
  - Assist with special school events and after school programs
- Will read to or with your child(ren) at least 15-30 minutes every day:
  - To develop fluent readers
  - To establish the habit of reading
    - Reading to, with, or by a child is the best preparation for reading growth. Successful readers come from homes where the adults demonstrate the importance of reading on a regular basis.
- Will provide homework support:
  - Provide encouragement and time for homework in the family's schedule.
  - Provide a quiet space for study.
  - Provide homework supplies as needed.
  - Encourage your child to complete homework and turn it in on time.

*When schools and families work together to support learning, children benefit through increased self-esteem, better attendance, and positive attitudes.*