

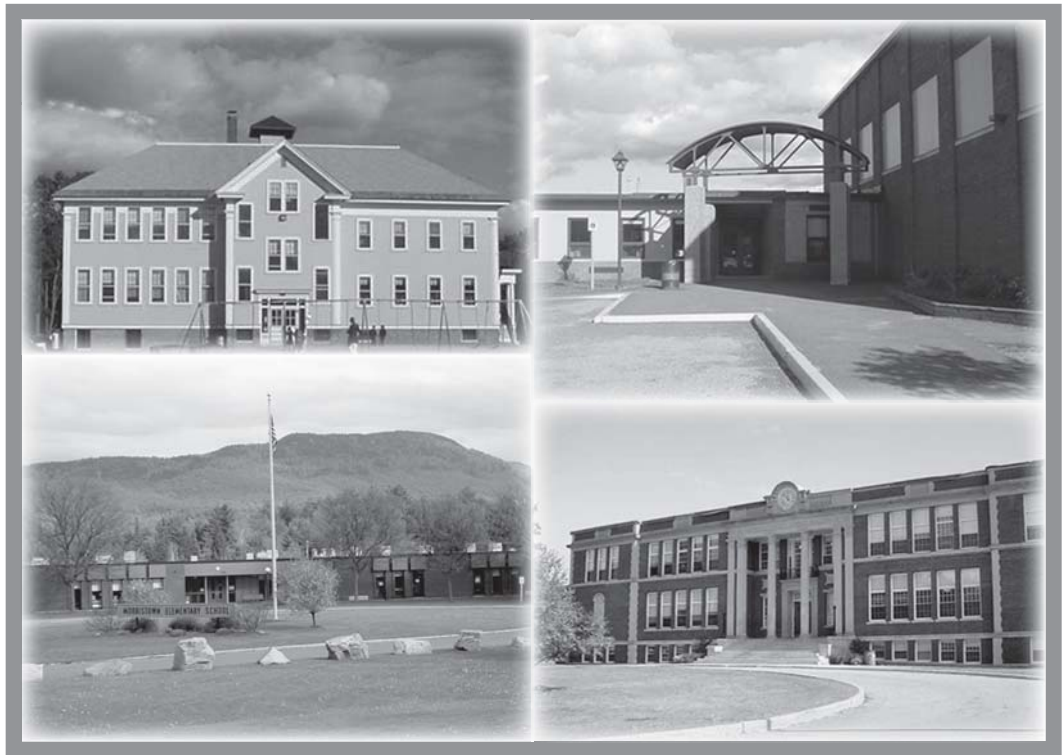
It's About Learning
produced by Lamoille South Supervisory Union

June 2007

Morristown School District

School Report

2006 Student Performance



To all Members of the Morristown Community,

The Morristown School Board is pleased to provide you with this annual report, which presents information about the performance of our students and our school. The tracking of student data provides valuable information to our school district to enable us to identify the things we are doing well and the areas in need of improvement.

As a School Board, our work on behalf of our students continues to be guided by the Morristown School District Mission that states:

“As a community of learners with the courage to grow, we are committed to creating and sustaining an environment which nurtures student wellness and success. We facilitate high levels of student performance across a wide range of disciplines, instill intellectual curiosity and life long love of learning, and foster responsible citizenship that acknowledges an increasingly diverse and rapidly changing world.”

Meeting the needs of students and supporting learning opportunities for higher academic achievement in a time of fiscal constraints provides an increasing challenge for the school and for the community.

On behalf of the entire Morristown School Board, I would like to thank the Morristown community for their ongoing concern and support for the well-being of our students.

Judy Geer
School Board Chairperson

Dear Parents and Community Members,

This is my final opportunity to contribute to “It’s About Learning”. In this issue we will present multiple student performance results that reflect the learning opportunities provided for students across our district.

The Morristown school system, with the support of the community, works to provide the students of Morristown with a comprehensive, well-balanced educational experience. The success of each of our students is dependent on a strong partnership between parents, school, and community. Our students are very fortunate that their educational well-being is so important to this community. Committed parents and a supportive citizenry enable the school to address students’ intellectual, social, and physical development.

Although Morristown students generally do well on national, state, and local assessments, until each and every student is successful, due diligence must be paid to strive to continue to improve the learning opportunities for all students.

In closing, I would like to say that I have deeply appreciated the opportunity to serve as your school superintendent for the past twenty-one years. I am most gratified by what we have been able to accomplish together for students and I am humbled by the opportunity to work with such a fine and professional group of educators. I would like to offer a special note of thanks to the many members of the community who have supported our students, community, and school district staff through their service on the school board. I am confident that I am leaving a fine school district in excellent, competent, and caring hands as I make my transition towards retirement.

I wish you, your new leadership team, and the students of this community continued success as you move forward.

Alice Angney
Superintendent of Schools

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New England Common Assessment Program (NECAP)

This year marks our second year of participation in a new “tri-state” large scale assessment system. Vermont, New Hampshire and Rhode Island have joined forces to create a common assessment system that complies with the new federal regulations for statewide assessment as outlined in the No Child Left Behind Act (NCLBA). Last year a competitive contract bid was won by “Measured Progress” (a testing company in New Hampshire) to design the new large scale assessment system. Consequently, we will no longer administer the New Standards References Exam after this year. Our new state assessment, The New England Common Assessment Program (NECAP) was administered for the first time in the fall of 2005 to students in grades three through eight in mathematics and reading, and to students in grades five and eight for writing.



- For more information, please visit the Vermont Department of Education website at: http://education.vermont.gov/new/html/pgm_assessment/data.html.

New England Common Assessment Program (NECAP)

Percent of students who achieved proficient or proficient with distinction.

		2005		2006	
	VT	MSD	VT	MSD	
ELEMENTARY					
Reading	67%	67%	68%	74%	
Mathematics	63%	68%	63%	64%	
Writing	53%	40%	49%	42%	
MIDDLE LEVEL					
Reading	67%	79%	68%	63%	
Mathematics	63%	64%	63%	52%	
Writing	53%	73%	49%	33%	

Performance Data

New Standards Reference Exams

English/Language Arts

The New Standards Reference Exam (NSRE) in English/Language Arts measures competence in reading and writing. It involves students writing an essay, completing multiple choice questions about short reading passages, and writing short and long responses to questions about a long reading passage.

- For more information, please visit the Vermont Department of Education website at http://education.vermont.gov/new/html/pgm_assessment/data.html.

English/Language Arts Results

Percent of students achieving the standard or achieving the standard with honors.

HIGH SCHOOL (assessed at Grade 10)	2004		2005		2006	
	VT	MSD	VT	MSD	VT	MSD
Reading for Basic Understanding	52%	51%	57%	63%	56%	33%
Reading for Analysis and Interpretation	46%	46%	46%	46%	51%	33%
Writing	50%	50%	42%	35%	50%	33%
Grammar	73%	73%	77%	78%	74%	67%

Mathematics

The New Standards Reference Exam (NSRE) in Mathematics measures students' accurate and appropriate use of mathematical skills, their understanding of mathematical concepts, and their application of skills and concepts in solving problems. It involves completing multiple choice questions and questions that require students to solve problems across the Vermont Standards for numbers and operations, functions and algebra, geometry and measurement, and probability and statistics.

- For more information, please visit the Vermont Department of Education website at http://education.vermont.gov/new/html/pgm_assessment/data.html.

Mathematics Results

Percent of students achieving the standard or achieving the standard with honors.

HIGH SCHOOL (assessed at Grade 10)	2004		2005		2006	
	VT	MSD	VT	MSD	VT	MSD
Mathematical Concepts	43%	38%	45%	46%	46%	31%
Mathematical Skills	64%	62%	47%	66%	66%	55%
Mathematical Problem Solving	40%	37%	62%	47%	42%	30%

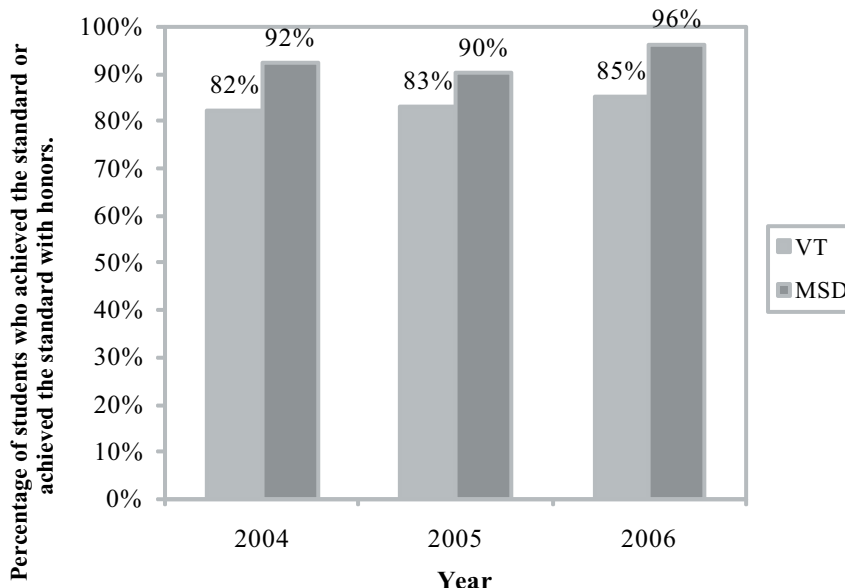
Vermont Developmental Reading Assessment (DRA)

The Vermont Developmental Reading Assessment is an individually administered reading test in which students read and retell story books. Students must read accurately and be able to comprehend what was read. The test was administered to all second graders in the spring of 2006. Here is an example of the type of text a second grader must read to earn a rating of “Achieved the Standard with Honors.”

Filled with a proud feeling that they had accomplished something big, they jumped off their stilts and ran home with their coffee cans banging and clashing behind them.

Ramona burst in through the back door, dropped her wet stilts with a crash on the linoleum, and announced hoarsely, “We did it.”

Vermont Developmental Reading Assessment (DRA)



SAT1 Reasoning Test

The SAT1 Reasoning Test is a three hour test that measures verbal and quantitative reasoning. The test forecasts college performance for individual students. The test is group administered and includes multiple choice questions, open ended math questions, and essay composition. Students voluntarily take the test, generally in the eleventh and twelfth grades.

	<u>Nation</u>	<u>VT</u>	<u>MSD</u>	
Class of 2006				
Critical Reading	503	513	491	
Math	518	519	500	(62% of Peoples Academy students participated)
Writing	497	502	467	
Class of 2005				
Verbal	508	521	494	
Math	520	517	488	(76% of Peoples Academy students participated)
Class of 2004				
Verbal	508	516	539	
Math	518	512	525	(65% of Peoples Academy students participated)
Class of 2003				
Verbal	507	515	478	
Math	519	512	467	(63% of Peoples Academy students participated)

2006 Advanced Placement Assessment

The Advanced Placement Program at Peoples Academy is based on the premise that college level material can be successfully taught to able and well prepared secondary students. Participating colleges, in turn, grant credit and/or appropriate placement to students who have scored a three or better on the AP examinations.

English Literature and Composition

11 students represented

AP Scores	Nationally	Peoples Academy
5	7.1%	0.0%
4	20.8%	18.2%
3	34.3%	27.3%
2	29.8%	54.5%
1	8.1%	0.0%

Biology

21 students represented

AP Scores	Nationally	Peoples Academy
5	19.6%	19.0%
4	20.3%	19.0%
3	21.2%	28.6%
2	23.3%	33.3%
1	15.6%	0.0%

Calculus AB

13 students represented

AP Scores	Nationally	Peoples Academy
5	22.3%	38.0%
4	20.5%	38.0%
3	18.6%	8.0%
2	15.5%	8.0%
1	23.2%	8.0%

Environmental Science

17 students represented

AP Scores	Nationally	Peoples Academy
5	9.3%	11.8%
4	21.9%	23.5%
3	19.2%	29.4%
2	17.5%	23.5%
1	32.0%	11.8%

Physics B

7 students represented

AP Scores	Nationally	Peoples Academy
5	12.8%	14.3%
4	18.4%	14.3%
3	29.2%	42.8%
2	14.3%	14.3%
1	25.3%	14.3%

Spanish

1 student represented

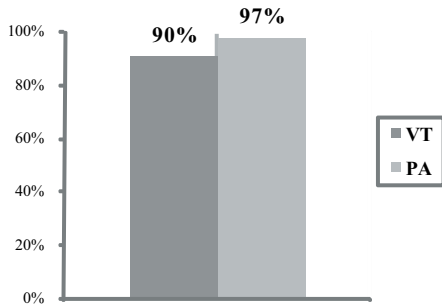
AP Scores	Nationally	Peoples Academy
5	8.6%	0.0%
4	16.1%	100.0%
3	31.1%	0.0%
2	26.2%	0.0%
1	18.0%	0.0%

High School Experience

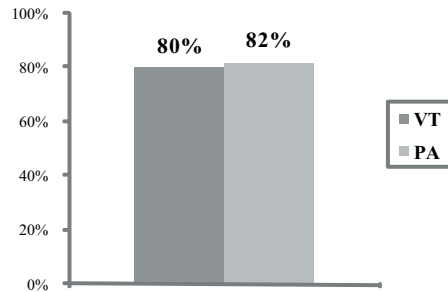
Class of 2005

Every other year the Vermont Student Assistance Corporation surveys senior class members about their high school experiences. Students are asked to rate the quality of their education, the quality of guidance for post secondary planning, the safety of the learning environment, the challenge of the academic program, and the consistency of rule enforcement. The table below compares Peoples Academy responses with statewide averages. Percentages indicate agreement with the statement or a satisfactory to excellent rating.

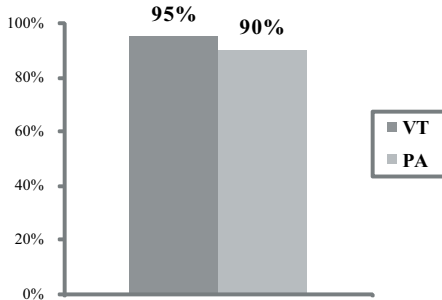
School provided a good education



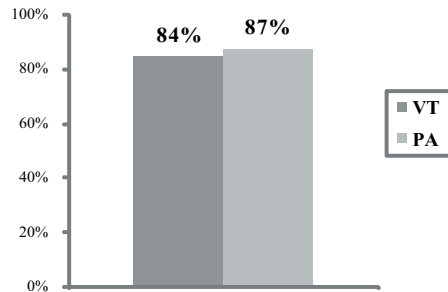
School provided guidance to reach goals



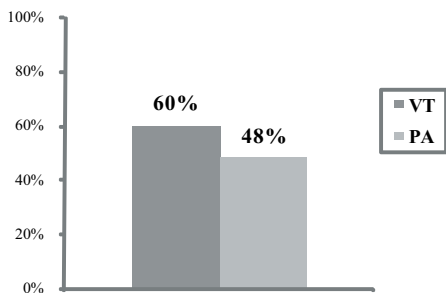
School provided a safe learning environment



Teachers challenged students to do their best work



School rules have been enforced consistently and fairly



2006 Average Class Size

Elementary	18.5
Middle Level	21.0
High School	17.2

Co-Curricular Activities

Research on school performance and the success of students in later life indicate that participation in co-curricular activities helps students be more successful. The more a student feels he or she belongs and is important in a setting—whether in school, at home, or in the community—the more successful that student is likely to be in that setting.

Co-curricular activities support student performances by offering students ways to succeed in school in addition to the core academic program.

Co-curricular opportunities and patterns of student participation are as follows:

Middle Level		2005		2006	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	Soccer Girls	41	16%	56	21%
	Soccer Boys	41	16%	40	15%
	Cross-Country Running	23	9%	15	6%
WINTER SPORTS	Basketball Girls	27	10%	26	10%
	Basketball Boys	28	10%	35	13%
	Cross-Country Skiing	17	6%	14	5%
SPRING SPORTS	Track and Field	31	12%	34	13%
	Golf	11	4%	10	4%
MUSIC	Band/Jazz Band	28	11%	26	10%
	Chorus/Select Chorus	69	27%	56	21%
THEATRE	Drama Club	74	29%	70	27%
GOVERNMENT	Principal's Advisory	14	5%	15	6%

High School		2005		2006	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	Soccer Girls	35	9%	45	11%
	Soccer Boys	38	10%	41	10%
	Cross-Country Running	19	5%	16	4%
WINTER SPORTS	Basketball Girls	25	6%	16	4%
	Basketball Boys	48	12%	60	15%
	Cheerleading			15	4%
	Cross-Country Skiing	12	3%	13	3%
	Ice Hockey			20	5%
	Indoor Track			10	3%
SPRING SPORTS	Softball Girls	30	8%	15	4%
	Baseball Boys	36	9%	28	7%
	Track and Field	25	6%	39	10%
	Golf	22	6%	14	4%
MUSIC	Band/Jazz Band	18	5%	27	7%
	Chorus/Select Chorus	41	11%	48	12%
THEATRE	Drama Club	38	10%	34	9%
GOVERNMENT	Student Leadership	20	5%	25	6%
MISC. CLUBS & ACTIVITIES	National Honor Society	46	12%	52	13%
	Other	20	5%	19	5%

College Acceptances

Class of 2006

Bard College
 Bridgewater State College
 Castleton State College
 Clinton Community College
 Coastal Carolina University
 Community College of Vermont
 Duke University
 Emerson College
 Empire Beauty School
 Fisher College
 Green Mountain College
 Herikmer Community College
 Johnson and Wales University
 Johnson State College
 Jones College
 Keene State University
 Lyndon State College

McIntosh College
 New Hampshire Technical Institute
 Norwich University
 Olivet College
 Pine Manor College
 Quinnipiac University
 Rensselaer Polytechnic Institute
 Skidmore College
 Southern Maine Technical College
 St. Lawrence University
 State University of New York, Cobleskill
 Syracuse University
 University of Tampa, FL
 University of Vermont
 Vermont College of Cosmetology
 Vermont Technical College

Post Secondary Plans

Class of 2005

87 Graduates

Post Secondary Plans	Vermont	Peoples Academy
4 Year College	60.1%	62.2%
2 Year College	9.6%	9.4%
Technical, business or trade school	2.9%	4.1%
Military	1.9%	2.7%
Working	11.2%	8.1%
Undecided	13.9%	13.5%
Other	0.4%	0.0%



The Vermont Student Assistance Corporation (VSAC) conducts a survey of seniors every other year and this survey is the source for this chart. The next VSAC survey will be conducted in 2007.

Graduation Rate

School Year	Vermont	Peoples Academy
2005-2006	91.34%	95.56%

Attendance Rate

School Year	Vermont	Morristown Elementary	Peoples Academy Middle Level	Peoples Academy
2005-2006	95.0%	95.9%	94.4%	92.1%

School-Wide Discipline Plan

The Morristown School District believes that students and adults must interact in ways that increase effort, caring, and achievement of high standards. Our school-wide discipline plan is designed to maintain a safe and orderly learning environment. Early intervention, proactive teaching, and positive reinforcement are methods used to help students learn, and consistently use, responsible and respectful behavior. The Morristown School District's standards of behavior are:

- Be respectful of self, faculty, staff, students, property and environment.
- Comply with all reasonable requests.
- Be responsible for yourself and your actions.
- Encourage those around you to succeed.
- Strive to improve yourself.
- Be where you are supposed to be, when you are supposed to be there.
- Comply with school guidelines, rules and school district policies.



Dropout Rate

A school's dropout rate is often used as one of the indicators of a successful school program. Peoples Academy dropout rates have consistently been reported in grades 7-12 because this configuration is the most common one throughout the state. Peoples' rate has been compared to the State of Vermont for the past eight years.

School Year	Vermont Dropout Rate Grades 7 - 12	Peoples Academy Dropout Rate Grades 7 - 12
2005-06	0.88%	1.28%
2004-05	1.70%	1.45%
2003-04	1.77%	2.55%
2002-03	2.31%	1.34%
2001-02	2.67%	4.53%
2000-01	3.13%	3.51%
1999-00	3.16%	4.07%
1998-99	3.06%	3.47%

Peoples Academy

Pro Merito Class of 2006

John Adams
Jesse Baker
Samuel Barton
Maria Beattie
Jennie Bender
Shawn Billado
John Brennan
Corey Brooks
Selina Cote
Teersa Cote
Anna Dunn
Samuel Fellows

Rachel Guillot
Joel Heller
Kenneth Judd
Fey Kennedy
Denise Limoge
Daniel Long
Johannah Ludington
Jacques Marcoux
Cristine Martin
Ellen McCormick
Averill McDowell
Corinne Mesa

Hannah Plante
Kristine Plante
Jonathan Purcell
Josiah Quad
Jeb Rivait
Alexander Rousselle
Katherine Spalding
Sara Staples
Moriah Stokes
Hannah Streeter
Alex Walker



Class of 2006 Graduates

Scholarships and Awards Class of 2006

Valedictorian:
Samuel Barton

Salutatorian:
Rachel Guillot

Boosters Club Awards
Denise Limoge
Katherine Spalding

**Christabel Wallace
Burnham Scholarship**
Kyle Cote

**Commended Vermont
Scholar**
Maria Beattie
Moriah Stokes
Samantha Strong

Concept II Scholarship
Johannah Ludington
Alexander Rousselle

Student Recognition

Daughters of the American Revolution

Jacques Marcoux

Donna Densmore Award

Rachel Guillot

Ethelda Graves Award

Samuel Barton
Averill McDowell

Eugene H. Call Award

Philip Paritz

Francis L. and Myrtie N. Merritt Scholarship

Maria Beattie
Selina Cote
Anna Dunn
Samuel Fellows
Cristine Martin
Katelyn Menard
Jeb Rivait
Rachael Scott

George Foss Athletic Improvement Award

Samuel Barton

George and Nettie Merritt Scholarship

Shawn Billado

Hildred M. Knox Scholarship

Sara Staples

Homer J. Edmunds Scholarship

John Adams
Ann Marie Belval
John Brennan
Victoria Cochran
Whitney Despault

Joel Heller
Kenneth Judd
Erin Kitonis
Kara Powers
Jonathan Purcell

Hugh Tomlinson Memorial Scholarship

Michael Thomas

Jake Melcher Community Service Award

Samantha Strong

Joseph Yando Memorial Award

Fey Kennedy

Lake Elmore Auxillary Scholarship

Alexander Rousselle

Lamoille County Players Sigrid Bronner Scholarship

Katherine Spalding

Lamoille River Swingers Scholarship

Rachel Towns

Lamoille Valley Chamber of Commerce Student Scholarships

John Brennan
Alexander Rousselle
Rachael Scott

Lorna Moulton Award

Joel Heller

Lynford T. Waring Memorial Scholarship

Sara Staples

Madge Churchill Award

Rachel Guillot

Madge & Oscar Churchill Award

Jonathan Purcell

Maude M. Chaffee Award

Denise Limgoe

Michael Wright-Lanpher Memorial Scholarship

Alex Walker

Morristown Educators' Association Award

Selina Cote

Joel Heller
Cristine Martin
Hannah Plante

Morrisville Rotary Scholarship

Jennie Bender

Morrisville Women's Club Scholarship

Teersa Cote

National Choral Award

Samuel Barton
Katherine Spalding

National Honor Society Recycler of the Year

Sara Staples

Oscar Churchill Award

Rachel Guillot

Robert Hasseltine Citizenship Award

Jacques Marcoux

Ron Tatro Memorial Scholarship

Katelyn Menard

Ron Terrill Memorial Award

Fey Kennedy
Daniel Long
Corinne Mesa
Hannah Plante
Katherine Spalding

Rysz Family Scholarship

Samantha Strong

Sally Mortier Memorial Scholarship

Denise Limoge

Senior Class Award

Michael Dolan

Sharon Brown Award

Katelyn Menard

Sidney & Dorothy Mason Award

Vincent McNulty

Sportsmanship Award

Selina Cote
Daniel Long

Thomas C. Cheney Award

David Sandridge

V. Faith Edmunds Scholarship

Moriah Stokes

Action Planning

Successful schools are the result of many people planning together, working together, and taking shared responsibility for the success of all students. Schools become successful by sustaining their focus on improved student performance. It is in these schools that one finds high achieving and motivated students, an outstanding staff, involved parents, supportive communities, and a commitment to thoughtful and strategic planning. Action planning combines commitment, collaboration, and continuous effort by focusing on student performance results and other indicators that are closely associated with improved student learning.

In that spirit, the Morristown School District (MSD) has worked diligently to develop specific action plans designed to improve student learning. While we realize that we have a long way to go to meet the high standards we have set for our system, we are confident that focused attention in targeted areas will lead to sustained improvement in student learning. This year the Morristown School District Action Plan will look very different. From this point forward the MSD action plan will be embedded in a new four year plan that has been designed to be a supervisory union wide plan. While we will still continue to focus on the areas of literacy, mathematics, science, and positive school climate, the new plan will be formatted differently and it will include six specific district goals and a set of essential questions and enduring understandings that are designed to impact the learning of all students across the Lamoille South Supervisory Union. The LSSU district plan includes a set of coordination strategies designed to improve student performance in all targeted areas. In addition to the supervisory union level plan, more specific plans will be developed for each building across the district. This summer, MSD staff will begin the process of outlining the building based plans that will guide our work over the next four years.

The supervisory union approach to action planning has been in the works for the past several years. Since the passage of the federal No Child Left Behind Act (2001) and the revised Vermont School Quality Standards (2006) it no longer makes sense for action planning to be done by town school districts. A desire for more coordination, continuity, cohesiveness and equitable resource allocation combined with more federal and state mandates all lead us down the path towards supervisory union wide planning. Over the past three years, our district has been preparing for this coordination transition through our work on our local comprehensive assessment and professional development systems. Excellent work has already been completed on the literacy assessment system (reading and writing) and assessment work is now well under way in mathematics with science assessment work to begin in this summer. LSSU has embarked on a major teaching and assessment effort designed to improve student writing. This initiative was the focus of two years worth of collaborative professional development in our two middle schools. The professional development strategy was expanded across the supervisory union and it led to the creation of supervisory-union-wide writing prompts for grades 3-12. This cross-district training has helped us to maximize limited training resources and will help us map out an implementation strategy to address the new state grade level expectations (GLE).

This summer, LSSU faculty will work together to refine our writing and math assessments and to create the first rendition of our district based science assessments.

We have been utilizing the outstanding research of Dr. Robert Marzano, Rick Dufour, Jay McTigue, Grant Wiggins and Charlotte Danielson to inform our district action plan revisions. Research confirms that we are unlikely to see dramatic results over night. However, we are committed to staying the course and doing the hard work that it will take to produce outstanding student performance improvements over the next four years.

Early Literacy



The Morristown School District recognizes the critical role that early literacy plays in laying the foundation for successful learning experiences throughout the school years and beyond. To this end, we employ a number of strategies to help students acquire these skills. Some of these are:

- Collaborating with Success by Six to offer a variety of professional development opportunities focusing on children’s growth and development.
- Providing intensive and supplemental literacy support for students on an as needed basis in kindergarten through grade five.
- Implementing a rigorous language arts curriculum that emphasizes phonics and comprehension instruction in developmentally appropriate ways, kindergarten through grade five.
- Offering a summer reading camp to students who qualify. This provides the opportunity for students to maintain literacy skills.
- Refining assessment practices and linking assessment to instruction to help students achieve the standards.
- Providing professional development in all aspects of literacy for all staff who are engaged in literacy instruction.
- Organizing school-wide activities such as:
 - o Literacy Trivia, a school-wide Jeopardy game conducted in the early spring through our school’s library program.
 - o The Reading is Fundamental (RIF) program that offers free books to students during the school year.
 - o The Reading Olympics Program that offers students in grades two through five the chance to learn about different genres of writing by reading a variety of books.
 - o Parent literacy workshops to share information about the various aspects of reading.
 - o Celebrations that enhance the enjoyment of reading such as Dr. Seuss Day and Drop Everything and Read.



Early Care and Educational Opportunities

The towns of Morrisville, Stowe, and Elmore offer a variety of early child care and educational opportunities. Early Essential Education, the Early Education Initiative, Head Start, and preschool programs provide many young children with an introduction to academic and socialization activities. The Lamoille Family Center offers the following pre-school and children's services: Play groups, childcare consultation services, childcare subsidy services, Healthy Babies, Kids and Families, Family Infant and Toddler Program, Child Care Food Program. The Early Childhood Behavioral Health project provides mental health outreach and intervention for children birth to six. The Even Start Family Literacy program integrates adult, parenting, and early childhood education into a comprehensive family literacy program. There are seventeen licensed child care centers and thirteen registered home based providers within the three towns. You can contact any of these programs for more information at the following numbers:

Head Start: 888-2935

Lamoille Family Center: 888-5229

Early Childhood Behavioral Health: 888-4914

Early Essential Education and Early Education Initiative: 888-6707

Even Start Family Literacy Program: 888-6810

Health and Well-Being Status of Our Children

Lamoille South Supervisory Union collects an array of data on the conditions of well being that affect our children. This data is obtained from a variety of sources that measure such indicators as youth assets, (positive values, high expectations, and constructive use of time) rates of alcohol, tobacco and drug use, immunization rates, teen pregnancy, juvenile offenses, discipline, and attendance. LSSU works closely with community agencies in gathering the data. This data serves as a tool with which to identify and measure student behavior and evaluate programs designed to address these areas.

Here is a sample of the results from the 2005 survey of students in grades 8 through 12 within Morristown School District.

- 26% of our students report always or almost always wearing a helmet when riding a bicycle.
- 8% of our students reported smoking cigarettes every day.
- 79% of our students report that they always or almost always wear a safety belt when riding in a car with someone else.
- 17% of our students are at risk for being overweight.
- 51% of our students report spending one or more hours volunteering their time for community service.

Community Support

There are a number of community organizations and agencies that provide support to children and families in the Lamoille Valley. The Agency of Human Services regional office is located in Morrisville and offers outreach services to families in Stowe, Morrisville, and Elmore through the Departments of Social Welfare, Health, Vocational Rehabilitation, and Children and Families. Additionally Lamoille County Mental Health, Sterling Area Services, Lamoille County Court Diversion, and the Lamoille Family Center also provide comprehensive child and family services and programs. The staff of the Lamoille South Supervisory Union works closely with and collaboratively with all of the agencies.

Technical Education Peoples Academy

Students gain their first exposure to technical education opportunities when parents and guidance personnel meet to begin to map out a four-year high school plan at the end of the eighth grade. Program offerings are explained to students. At the end of the ninth grade year, this four-year plan is reviewed with students.

Students at the end of ninth grade, across the region, have an opportunity to be nominated by their school guidance counselor to apply for the Pre-Technology Program. This program is designed for tenth graders and provides a challenging environment for students with varied learning styles. The classroom setting encourages creativity through experiential learning.

At the midpoint of the tenth grade, personnel from the Green Mountain Technical and Career Center (GMTCC) visit our school and provide an overview of available programs to all interested students. Guidance personnel follow up with personal interviews with students as they begin to plan the last two years of their high school experience.

Students who are interested in technical education are encouraged to visit GMTCC with their parents. Students spend at least one full day at the center before making a commitment. Students are encouraged to explore technical education at any time in their high school career. Peoples Academy has worked hard to see that all students are aware of the offerings of the technical center. There were twenty-six students participating in technical education during the 2005-2006 school year.

Morristown Teacher Quality

On January 8, 2002, the No Child Left Behind Act (NCLBA) went into effect. Among many other things, this federal law requires that school districts begin to report their progress toward ensuring that all teachers are “highly qualified”. A “highly qualified teacher” (HQT) is one who has been fully licensed or certified by the state in which they are employed and they demonstrate content knowledge in each core academic area that they teach. NCLBA specifies some of the criteria states must use to determine if a teacher is “highly qualified”. States must interpret the criteria for highly qualified in the context of their unique licensure and school systems. NCLBA also provides states with some flexibility to establish highly objective uniform state standards of evaluation to assess the subject matter competence of veteran teachers. We have been working closely with the Vermont Department of Education to assist them in the process of determining the HQT status of all our teachers.

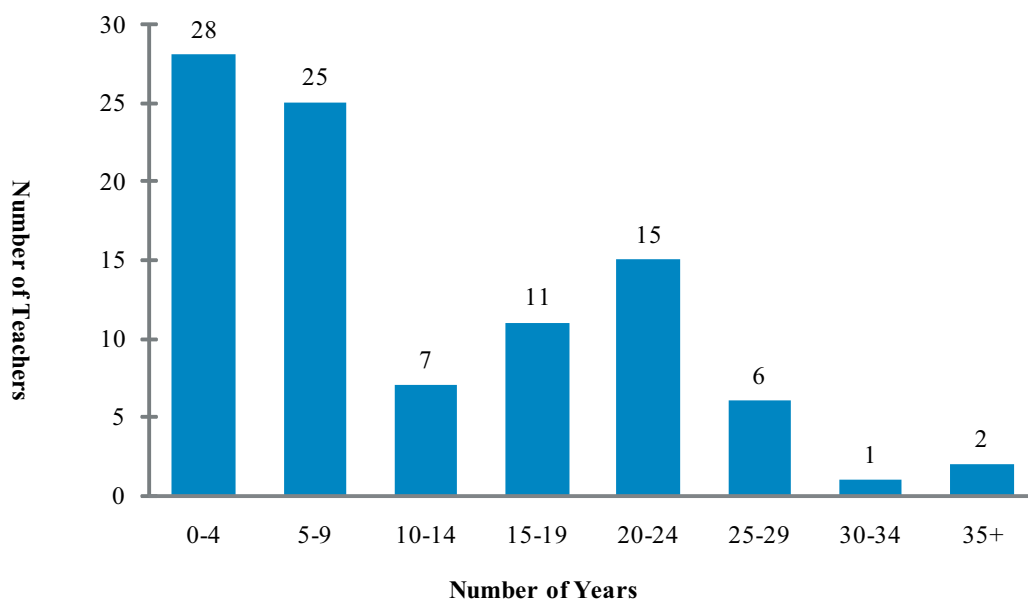


The Morristown School District is very proud of its staff — teachers, para-educators, support personnel, and administration. During the 2005-2006 school year, better than 92% of Morristown core academic classes were being taught by teachers who were highly qualified. The percentage of teachers teaching with emergency credentials was slightly over one percent.

That said, it is very challenging to try and quantify the competence of those individuals. The following are several metrics which give some indication of the professional status of the Morristown teaching staff. These categories were adapted from the Vermont Content Knowledge Rubric currently under review by the Vermont State Board of Education.

Years of Teaching Experience

The graph below represents the range of total years of teaching accumulated by our faculty.



Undergraduate and Graduate Education

The table below indicates the number of teachers holding each of the degree types, as well as additional graduate credits earned beyond that degree. As you will note, sixty-six percent of Morristown teachers have earned a Master's degree.

Bachelor's degree	13
Bachelor's + at least 15 graduate credits	7
Bachelor's + at least 30 graduate credits	12
Master's degree	26
Master's + at least 15 graduate credits	18
Masters + at least 30 graduate credits	19

Professional Development Activities

In order to effectively educate a diverse population of students in a rapidly changing world, teachers must continually upgrade their skills and knowledge. In order to maintain their professional license to work in public schools, all Vermont educators are required to develop an Individual Professional Development Plan (IPDP) which outlines their proposed professional development activities for the next seven year cycle. All Morristown teachers must also show how their professional development activities are aligned with district initiatives and school based action plans. One strategy that we have employed to help our teachers meet their professional development goals was to create LAPDA (the Lamoille Area Professional Development Academy). LAPDA is a regional collaborative that offers high quality professional development activities for local educators.

The table below shows the number of Morristown faculty and staff who participated in LAPDA courses over the past year.

Administrative/Leadership	11
Classroom Behavior Management	21
Instructional/Learning Theory	7
English/Language Arts Reading	34
Mathematics	16
Science	9

In addition to participation in LAPDA offerings, Morristown teachers also participated in many other professional development activities such as workshops, conferences, and other graduate course offerings too numerous to summarize here.

Comparative Data for Cost-Effectiveness

School: Morristown Elementary Schools

S.U.: Lamoille South 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/>

FY2006 School Level Data

Cohort Description: Elementary school, enrollment \geq 300
(25 schools in cohort)

Cohort Rank(1 is largest)
15 out of 25

School level data		Grades Offered	Enrollment	Total Teachers	Adminis- trators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
^	Randolph Elementary School	K - 6	334	27.90	2.00	11.97	167.00	13.95
^	Orchard School	K - 5	337	26.50	1.00	12.72	337.00	26.50
^	Highgate Elementary	K - 6	346	28.50	2.00	12.14	173.00	14.25
	Morristown Elementary School	K - 5	358	32.73	1.00	10.94	358.00	32.73
v	Academy School	K - 6	361	31.90	2.00	11.32	180.50	15.95
v	Neshobe School	PK - 6	378	23.36	2.00	16.18	189.00	11.68
v	J. F. Kennedy Elementary School	PK - 5	382	31.92	2.33	11.97	163.95	13.70
	Averaged SCHOOL cohort data		416.28	33.46	1.77	12.44	234.76	18.87

School: Peoples Academy Middle Level

S.U.: Lamoille South 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/>

FY2006 School Level Data

Cohort Description: Middle school
(26 schools in cohort)

Cohort Rank(1 is largest)
20 out of 26

School level data		Grades Offered	Enrollment	Total Teachers	Adminis- trators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
^	Winooski Middle School	6 - 8	168	16.49	1.33	10.19	126.32	12.40
^	Woodstock Union Middle School	7 - 8	208	16.00	1.00	13.00	208.00	16.00
^	Main Street School	6 - 8	232	25.70	1.00	9.03	232.00	25.70
	Peoples Academy Middle Level	6 - 8	249	19.33	1.50	12.88	166.00	12.89
v	Lamoille Union Middle School #18	7 - 8	274	26.00	1.00	10.54	274.00	26.00
v	Milton Junior High School	7 - 8	275	21.00	1.00	13.10	275.00	21.00
v	Bellows Falls Middle School	5 - 8	281	45.80	3.00	6.14	93.67	15.27
	Averaged SCHOOL cohort data		333.88	30.23	1.73	11.05	193.38	17.51

School: Peoples Academy

S.U.: Lamoille South 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/>

FY2006 School Level Data

Cohort Description: Senior high school
(27 schools in cohort)

Cohort Rank(1 is largest)
22 out of 27

School level data		Grades Offered	Enrollment	Total Teachers	Adminis- trators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
^	Bellows Free Academy Fairfax	9 - 12	345	28.60	1.00	12.06	345.00	28.60
^	Bellows Falls UHSD #27	9 - 12	360	56.20	5.50	6.41	65.45	10.22
^	Lake Region UHSD #24	9 - 12	373	29.96	2.00	12.45	186.50	14.98
	Peoples Academy	9 - 12	399	28.54	1.50	13.98	266.00	19.03
v	Woodstock Senior UHSD #4	9 - 12	425	47.95	2.80	8.86	151.79	17.13
v	Montpelier High School	9 - 12	430	38.20	1.00	11.26	430.00	38.20
v	Springfield High School	9 - 12	546	42.50	2.00	12.85	273.00	21.25
	Averaged SCHOOL cohort data		763.26	58.35	3.28	13.08	233.02	17.81

School District:Morristown

LEA ID:T132

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

FY2005 School District Data

Cohort Description: K - 12 school district

Cohort Rank(1 is largest)

(33 school districts in cohort)

9 out of 33

School district data (local, union, or joint district)		Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE EXCLUDING special education costs
Smaller ^	Winooski ID	PK-12	727.93	\$10,055
	Northfield	PK-12	731.37	\$8,295
	Fairfax	PK-12	872.42	\$7,666
Morristown		K-12	958.92	\$7,671
Larger v	Montpelier	K-12	1,024.27	\$10,296
	Springfield	K-12	1,427.17	\$9,752
	Hartford	PK-12	1,814.23	\$8,551
Averaged SCHOOL DISTRICT cohort data			878.37	\$9,062

Current expenditures are an effort to calculate an amount per FTE a district spends 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.

FY2007 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
T132	Morristown	\$9,011	\$1.17	87.59%	\$1.33

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.

Superintendent of Schools
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