

It's About Learning
produced by Lamoille South Supervisory Union

June 2007

Stowe School District

School Report
2006 Student Performance



To the Stowe Community,

The Stowe School Board is pleased to have this opportunity to share information on the performance of the Stowe schools. The students continue to do well on assessments and we are proud of their many accomplishments.

Your School Board works diligently on behalf of Stowe students. Our work is guided by the Stowe School Philosophy which states,

“The Stowe School System is committed to a comprehensive educational experience for all students. Through a variety of academic, athletic, social, cultural, and community activities, our students learn to communicate effectively, to value themselves and others, to make informed choices, and to contribute to their society. They learn how to learn and how to use their knowledge responsibly, expressively, and for the good of themselves and the greater community.”

It continues to be a major challenge for the school and the community to balance providing support for quality, effective learning opportunities for high academic achievement with the reality of fiscal constraints. The Board is grateful for the enduring support of the Stowe community for our school and students.

Cam Page, Chair
Stowe Board of School Directors

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 Stowe school system, with the support of the community, works to provide the students of Stowe 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 Stowe 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 student who achieved proficient or proficient with distinction

		2005		2006	
	VT	Stowe	VT	Stowe	
ELEMENTARY					
Reading	67%	81%	68%	83%	
Mathematics	63%	83%	63%	80%	
Writing	53%	66%	49%	55%	
MIDDLE LEVEL					
Reading	67%	88%	68%	83%	
Mathematics	63%	79%	63%	80%	
Writing	53%	63%	49%	42%	

Performance Data

New Standards Reference Exams (NSRE)

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	Stowe	VT	Stowe	VT	Stowe
Reading for Basic Understanding	52%	57%	57%	71%	56%	67%
Reading for Analysis and Interpretation	46%	55%	46%	54%	51%	65%
Writing	50%	57%	42%	46%	50%	63%
Grammar	73%	75%	77%	85%	74%	81%

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 across the Vermont Standards for numbers and operations, functions and algebra, geometry and measurement, and probability and statistics. It involves completing multiple choice questions and questions that require students to solve problems.

- 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	Stowe	VT	Stowe	VT	Stowe
Mathematical Concepts	43%	53%	45%	37%	46%	63%
Mathematical Skills	64%	73%	47%	80%	66%	83%
Mathematical Problem Solving	40%	49%	62%	51%	42%	61%

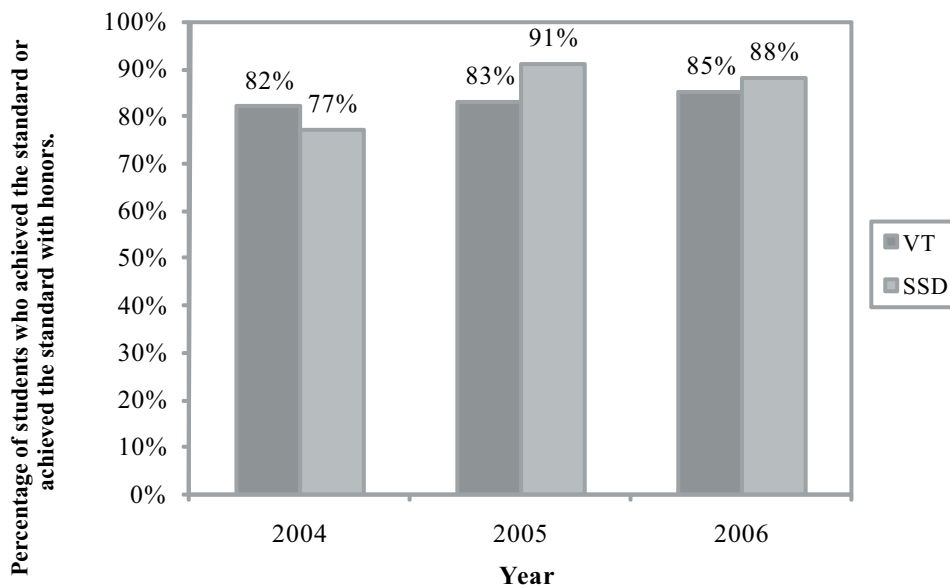
Vermont Developmental Reading Assessment (DRA)

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)



Attendance Rate

School Year	Vermont	Stowe Elementary	Stowe Middle/High School
2005-2006	95.0%	95.0%	95.6%

2006 Average

Class Size

Elementary	18.0
Middle Level	20.4
High School	16.5

SAT1 Reasoning Test

The SAT1 Reasoning Test is a three hour test that measures verbal and quantitative reasoning. This test also 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>Stowe</u>	
Class of 2006				
Critical Reading	503	513	579	(67% of Stowe students participated)
Math	518	519	586	
Writing	497	502	565	
Class of 2005				
Verbal	508	521	602	(89% of Stowe students participated)
Math	520	517	586	
Class of 2004				
Verbal	508	516	560	(90% of Stowe students participated)
Math	518	512	545	
Class of 2003				
Verbal	507	515	509	(93% of Stowe students participated)
Math	519	512	500	

Graduation Rate

School Year	Vermont	Stowe High School
2005-2006	91.34%	98.04%

Post Secondary Plans Class of 2005 36 Graduates

Post Secondary Plans	Vermont	Stowe High School
4 Year College	60.1%	77.4%
2 Year College	9.6%	0.0%
Technical, business or trade school	2.9%	0.0%
Military	1.9%	0.0%
Working	11.2%	6.5%
Undecided	13.9%	12.9%
Other	0.4%	3.2%

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.

2006 Advanced Placement Assessment

The Advanced Placement Program at Stowe High School 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

1 student represented

AP Scores	Nationally	Stowe
5	7.1%	0.0%
4	20.8%	0.0%
3	34.3%	100.0%
2	29.8%	0.0%
1	8.1%	0.0%

Physics B

5 students represented

AP Scores	Nationally	Stowe
5	12.8%	40.0%
4	18.4%	20.0%
3	29.2%	20.0%
2	14.3%	0.0%
1	25.3%	20.0%

Calculus AB

6 students represented

AP Scores	Nationally	Stowe
5	22.3%	33.3%
4	20.5%	16.7%
3	18.6%	16.7%
2	15.5%	16.7%
1	23.2%	16.7%

Studio Art

1 student represented

AP Scores	Nationally	Stowe
5	9.3%	0.0%
4	18.2%	100.0%
3	38.7%	0.0%
2	28.2%	0.0%
1	5.6%	0.0%

Environmental Science

7 students represented

AP Scores	Nationally	Stowe
5	9.3%	57.0%
4	21.9%	43.0%
3	19.2%	0.0%
2	17.5%	0.0%
1	32.0%	0.0%

US History

3 students represented

AP Scores	Nationally	Stowe
5	11.0%	33.3%
4	19.9%	33.3%
3	22.2%	33.3%
2	26.1%	0.0%
1	20.8%	0.0%

Biology

6 students represented

AP Scores	Nationally	Stowe
5	19.6%	33.3%
4	20.3%	33.3%
3	21.2%	33.3%
2	23.3%	0.0%
1	15.6%	0.0%

Latin

1 student represented

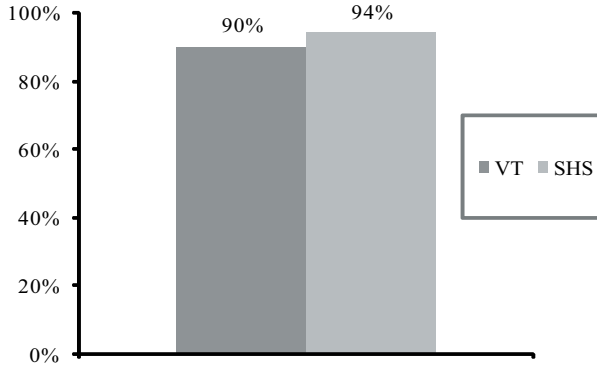
AP Scores	Nationally	Stowe
5	19.7%	0.0%
4	18.4%	0.0%
3	26.2%	0.0%
2	15.6%	100.0%
1	20.2%	0.0%

High School Experience

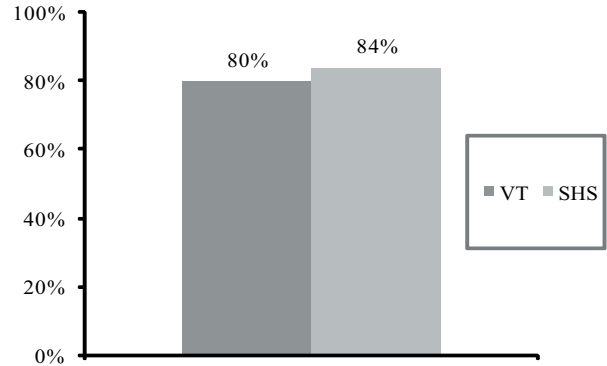
Class of 2005

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 Stowe High School responses with statewide averages. Percentages indicate agreement with the statement or a satisfactory to excellent rating.

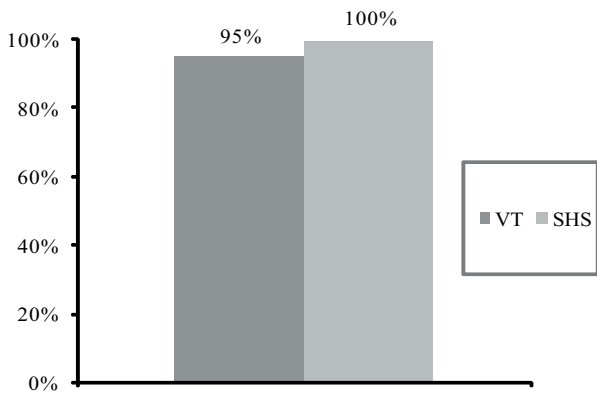
School provided a good education



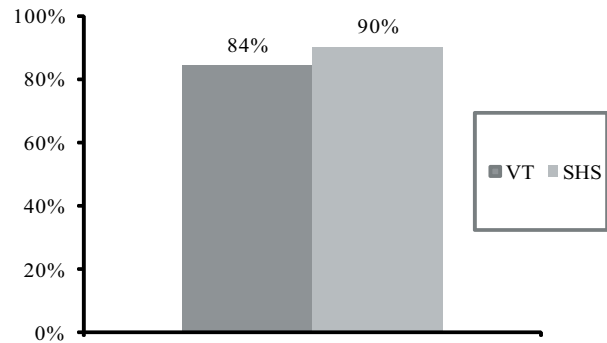
School provided guidance to reach goals



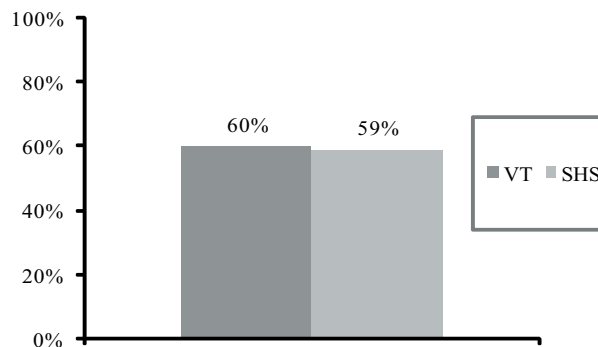
School provided a safe learning environment



Teachers challenged students to do their best work



School rules have been enforced consistently and fairly



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 performance 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 School	2005		2006	
	Participants	% Involved	Participants	% Involved
FALL SPORTS				
Soccer Girls	30	17%	32	18%
Soccer Boys	55	31%	60	33%
Field Hockey	31	18%	35	19%
WINTER SPORTS				
Basketball Girls	17	10%	20	11%
Basketball Boys	30	17%	23	13%
MUSIC				
Band and Chorus	74	42%	87	48%
Jazz Band	19	11%	22	12%
Musical	60	34%	63	35%
GOVERNMENT				
Student Council	15	9%	16	9%
Yearbook	10	6%	8	5%

High School	2005		2006	
	Participants	% Involved	Participants	% Involved
FALL SPORTS	99	44%	124	54%
WINTER SPORTS	117	52%	101	44%
SPRING SPORTS	117	52%	105	46%
	78% of students participated in at least one sport.		73% of students participated in at least one sport.	
MUSIC				
Concert Band	30	14%	34	15%
Jazz Band	16	7%	18	8%
Chorus	11	5%	26	11%
	17% of students participated in at least one musical experience.		22% of students participated in at least one musical experience.	
THEATRE				
Musical	22	10%	33	14%
	10% of students participated in at least one theatrical event.		11% of students participated in at least one theatrical event.	
GOVERNMENT				
Student Council	20	9%	12	5%

College Acceptances

Class of 2006

Academy of Art University	Johnson State College	State University of New York Canton
Albertson College of Idaho	Kettering University	Syracuse University
American University	Lewis and Clark College	Trinity College
Boston College	Lyndon State College	Tulane University
Boston University	Lynn University	University of Colorado Boulder
Brooks Institute of Photography	University of Mary Washington	University of British Columbia
California College of the Arts	McGill University	Edinboro University of Pennsylvania
Castleton State College	Montana State University Bozeman	University of Miami
Champlain College	Mount Ida College	University of New Hampshire
Clark University	Norwich University	University of Southern Maine
College of Holy Cross	New York University	University of the Pacific
Colby College	Pomona College	University of Redlands
Colby-Sawyer College	Paul Smith's College	University of Utah
Colgate University	Plymouth State College	University of Washington
Cornell University	Prescott College	University of California Santa Cruz
Dartmouth University	Queens University	Union College
Dean College	Rhode Island Institute of Technology	University of Vermont
Dickinson College	Roanoke College	Vanderbilt University
Emerson College	Sacred Heart University	Vermont Technical College
Fisher College	San Francisco Art Institute	Wentworth Institute of Technology
Florida Technical College	Sarah Lawrence College	Western State College of Colorado
Franklin and Marshall College	Simon's Rock College of Bard	Western Washington University
Franklin Pierce College	Sound Audio Engineering Institute	Westminster College
Full Sail	St. Lawrence University	Wheaton College
University of Guelph	St. Michael's College	Whittier College
High Point University	Stonehill College	

Dropout Rate

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

School Year	Vermont Dropout Rate Grades 7-12	Stowe Middle/High School Dropout Rate—Grades 7-12
2005-06	0.88%	1.29%
2004-05	1.70%	0.00%
2003-04	1.77%	0.57%
2002-03	2.31%	0.00%
2001-02	2.67%	2.51%
2000-01	3.13%	2.77%
1999-00	3.16%	1.00%
1998-99	3.06%	1.18%

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 Stowe School District 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 Stowe School District (SSD) Action Plan will look very different. From this point forward the SSD 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, SSD 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 Stowe School District continues its long history of commitment to early literacy services for all of its students. For many years the district has made investments in time, resources, training, and support of faculty and staff to create successful programs that help all students become successful, enthusiastic readers.

Listed below are just some of the strategies that the district has used to improve early literacy:

- Continued professional development for all faculty members in early reading strategies such as phonological awareness, reading and spelling strategies, and analysis of assessment data.
- Continued implementation, auditing, and review of our standards-based language arts curriculum.
- Continued use of the Spotlight on Literacy program published by Macmillan-McGraw Hill.
- Use of supplemental literacy materials and resources to support individual learning needs of students.
- A full-time early literacy facilitator works with students and teachers to provide on-going professional development, peer supervision, and direct instruction focused in the K-3 grade levels.
- Increased dissemination of suggestions for at-home activities that parents and families can provide to support literacy instruction at home.
- Continued support and expansion of the “Literacy Lab” school project to surrounding towns, providing our district with sustained professional development opportunities.
- Summer school for young children needing an extra ‘boost’ in literacy.
- Use of grant monies to support professional development and direct services in literacy instruction.
- School-wide reading initiative programs for first grade readers.
- Continued emphasis on literacy instruction in the school district’s action plan.
- Continued review, refinement, and expansion of the spelling program.
- Addition of new support materials for reading instruction and enjoyment funded with district funds and PTO donations.
- Increased emphasis on improvement of transition planning for children with special needs who are entering kindergarten.



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, and 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, 10, and 12 within the Stowe School District.

- 47% of our students report always or almost always wearing a helmet when riding a bicycle.
- 3% of our students reported smoking cigarettes every day.
- 87% of our students report that they always or almost always wear a safety belt when riding in a car with someone else.
- 11% of our students are at risk for being overweight.
- 62% of our students report spending one or more hours volunteering their time for community service.

Technical Education

Stowe High School

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. At the midpoint of the tenth grade, personnel from the Green Mountain Technical and Career Center visit our school and give an overview of available programs. 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 the Technical Center 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. Stowe High School has worked hard to make certain that all students are aware of the offerings of the technical center. There were three students participating in technical education during the 2005-2006 school year.

School-Wide Discipline Plan

The Stowe 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 Stowe 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.

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.

Stowe Teacher Quality

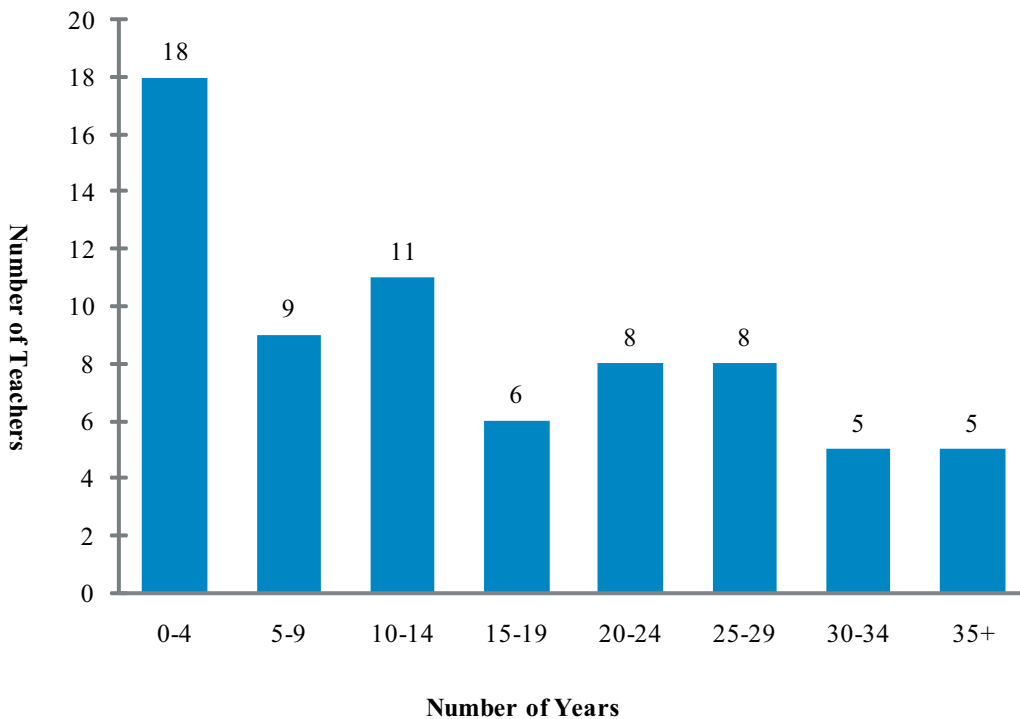
On January 8, 2002, the No Child Left Behind Act (NCLBA) went into effect. Among many other things, this federal law requires that school districts begin to report their progress toward ensuring that all teachers are “highly qualified”. A “highly qualified teacher” (HQT) is one who has been fully licensed 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 Stowe School District is very proud of its staff—teachers, para-educators, support personnel, and administration. During the 2005-2006 school year, better than 96% of core academic classes were taught by highly qualified teachers. The percentage of teachers teaching with emergency credentials was zero.

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 Morrystown teaching staff. These categories were adapted from the Vermont Content Knowledge Rubric.

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, nearly three-quarters of Stowe teachers have earned a Master's degree.

Bachelor's degree	10
Bachelor's + at least 15 graduate credits	5
Bachelor's + at least 30 graduate credits	3
Master's degree	18
Master's + at least 15 graduate credits	14
Masters + at least 30 graduate credits	20

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 Stowe 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 is the creation of LAPDA (Lamoille Area Professional Development Academy), a regional collaborative offering.

2006 Stowe LAPDA Participation

Administrative/Leadership	10
Classroom Behavior Management	4
Instructional/Learning Theory	7
English/Language Arts Reading	30
Mathematics	18
High School Study Group (HSOM)	6

Comparative Data for Cost-Effectiveness

School: Stowe Elementary School

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 ≥ 200 but < 300

Cohort Rank (1 is largest)

(42 schools in cohort)

13 out of 42

	School level data	Grades Offered	Enrollment	Total Teachers	Administrators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller \rightarrow	Rutland Northeast Primary School	PK - 2	270	18.50	1.00	14.59	270.00	18.50
	Jericho Elementary School	K - 4	273	19.59	1.00	13.94	273.00	19.59
	Chamberlin School	K - 5	274	29.10	1.00	9.42	274.00	29.10
	Stowe Elementary School	K - 5	274	24.45	1.00	11.21	274.00	24.45
\leftarrow Larger	Richmond Elementary School	PK - 4	276	17.80	1.00	15.51	276.00	17.80
	C. P. Smith School	K - 5	278	39.50	1.00	7.04	278.00	39.50
	Dothan Brook School	K - 5	282	23.60	1.00	11.95	282.00	23.60
	Averaged SCHOOL cohort data		251.17	21.98	1.14	11.43	219.77	19.23

School: Stowe Middle/High School

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: Junior/Senior high school

Cohort Rank (1 is largest)

(23 schools in cohort)

12 out of 23

	School level data	Grades Offered	Enrollment	Total Teachers	Administrators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller \rightarrow	Hazen UHSD #26	7 - 12	381	38.38	2.00	9.93	190.50	19.19
	Windsor High School	7 - 12	381	34.00	2.00	11.21	190.50	17.00
	Leland & Gray UHSD #34	7 - 12	395	41.42	2.00	9.54	197.50	20.71
	Stowe Middle/High School	6 - 12	412	31.10	2.00	13.25	206.00	15.55
\leftarrow Larger	Northfield Middle/High School	6 - 12	427	40.00	2.00	10.68	213.50	20.00
	Green Mountain UHSD #35	7 - 12	428	36.10	2.00	11.86	214.00	18.05
	Oxbow UHSD #30	7 - 12	448	41.59	2.00	10.77	224.00	20.80
	Averaged SCHOOL cohort data		470.22	40.92	2.13	11.49	220.26	19.17

School District:Stowe

LEA ID:T198

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)

15 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 >	Poultney	K-12	495.05	\$10,101	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.	
	Rivendell Interstate School District	K-12	532.89	\$10,414		
	Williamstown	PK-12	568.87	\$6,972		
	Stowe	K-12	656.24	\$9,181		
< Larger	Windsor	K-12	664.10	\$8,475		
	Enosburg Falls ID	K-12	681.14	\$7,866		
	Winooski ID	PK-12	727.93	\$10,055		
Averaged SCHOOL DISTRICT cohort data			878.37	\$9,062		

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
T198 Stowe	\$10,861	\$1.408	107.67%	\$1.307

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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