

It's About Learning
produced by Lamoille South Supervisory Union

May 2008

Stowe School District

School Report
2007 Student Performance



To the Community of Stowe,

The Stowe School District K-12 Philosophy includes the following statement:

“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 the knowledge responsively, expressively, and for the good of themselves and the greater community.”

This, our 10th annual school report, provides information about how we are doing in our efforts to operationalize the vision shaped by our philosophy. As you will see, Stowe students continue to do well on assessments and we are proud of their many accomplishments. As a Board, we want to acknowledge the hard work and high levels of aspiration on the part of students, teachers and parents that is reflected in this report.

Our work is never done, however, and we will continue working to improve the achievements of each of our students. We are doing so despite increasing constraints that are not under local control. The Board is committed to maintaining the essential instructional programs that reflect our community’s priorities for our children.

On behalf of the entire Board, I’d like to thank you for your continued support for the children of and youth of Stowe.

Cam Page, Chair
Stowe Board of School Directors

Dear Parents and Community Members,

For a decade, we have used *It’s About Learning* as a forum to share data about the performance of our students and schools with you. Our school report represents one way that we use data to monitor our progress toward supporting each and every student in meeting high standards. Achieving our goals for our children, schools and communities is not a finite task with a beginning and end, however. It is an on-going process that begins again and again with each new school year and each new child who walks through the doors of one of the schools of the Stowe School District. The school community has embraced the cycle of continuous improvement and sees each year’s school report as a time to reflect on the successes of the past as well as the challenges that frame the opportunity for the future.

We invite you to review the information in this report and hope that you will find it helpful and informative. Your questions and comments are welcome.

Tracy Wrend
Superintendent of Schools

Table of Contents

Standards-Based Assessments

New England Common Assessment Program (<i>Elementary, Middle, and High School</i>)	2
Vermont Developmental Reading Assessment (<i>Elementary</i>).....	3

Norm Referenced Exams

SAT1: Reasoning Test (<i>High School</i>).....	3
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Other School Information

2007 Advanced Placement Assessments (<i>High School</i>).....	4
Co-curricular Activities (<i>Middle and High School</i>).....	5
Attendance Rate (<i>Elementary, Middle, and High School</i>).....	6
School-wide Discipline	6
Dropout Rate (<i>Middle and High School</i>)	6
Average Class Size (<i>Elementary, Middle, and High School</i>).....	6
College Acceptances (<i>High School</i>).....	7
Post Secondary Plans (<i>High School</i>).....	7
Graduation Rate (<i>High School</i>).....	7
Action Planning	8
Early Literacy	9
Early Care and Educational Opportunities	10
Health & Well-Being Status of Our Children	10
Technical Education	11
Community Support	11
Teacher Quality	12
(<i>HQT, Years of Teaching Experience, Undergraduate and Graduate Education, and Professional Development Activities</i>)	
Comparative Data for Cost-Effectiveness	14

New England Common Assessment Program (NECAP)

This year marks our third year of participation in a “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). A competitive contract bid was won by “Measured Progress” (a testing company in New Hampshire) to design the large scale assessment system. Our 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. The NECAP was administered for the first time in 2007 to high school students in grade 11 in mathematics, reading, and 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		2007	
	VT	Stowe	VT	Stowe	VT	Stowe
ELEMENTARY						
Reading	67%	81%	68%	83%	70%	80%
Mathematics	63%	83%	63%	80%	63%	79%
Writing	53%	66%	49%	55%	48%	77%
MIDDLE LEVEL						
Reading	67%	88%	68%	83%	70%	92%
Mathematics	63%	79%	63%	80%	63%	81%
Writing	53%	63%	49%	42%	48%	78%
HIGH SCHOOL	No assessment data available					
Reading					68%	82%
Mathematics					30%	51%
Writing					39%	71%

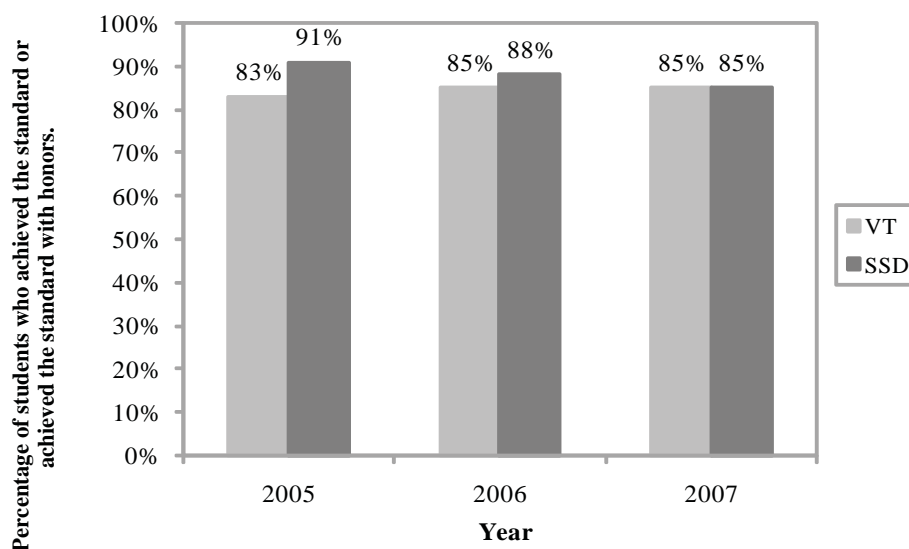
Vermont Developmental Reading Assessment (DRA)

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 2007. 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. 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 2007				
Critical Reading	502	516	556	(95% of Stowe students participated)
Math	515	518	553	
Writing	494	508	561	
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	

2007 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.

Calculus AB

7 student represented

AP Scores	Nationally	Stowe
5	20.98%	0.00%
4	18.74%	28.57%
3	19.11%	0.00%
2	15.45%	42.86%
1	25.72%	28.57%

Environmental Science

21 students represented

AP Scores	Nationally	Stowe
5	10.82%	38.09%
4	23.07%	38.10%
3	17.90%	19.05%
2	17.52%	0.00%
1	30.69%	4.76%

Physics B

5 students represented

AP Scores	Nationally	Stowe
5	16.16%	0.00%
4	16.90%	80.00%
3	27.20%	0.00%
2	18.60%	20.00%
1	21.14%	0.00%

Statistics

1 student represented

AP Scores	Nationally	Stowe
5	11.88%	0.00%
4	21.50%	0.00%
3	25.42%	0.00%
2	17.09%	0.00%
1	24.11%	100.00%

Studio Art:

Drawing, 2-D Design, 3-D Design

3 students represented

AP Scores	Nationally	Stowe
5	11.60%	33.33%
4	19.31%	0.00%
3	36.34%	66.67%
2	26.92%	0.00%
1	5.83%	0.00%

US History

14 students represented

AP Scores	Nationally	Stowe
5	11.13%	14.29%
4	19.88%	42.86%
3	22.23%	28.57%
2	26.16%	7.14%
1	20.60%	7.14%

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	2006		2007	
	Participants	% Involved	Participants	% Involved
FALL SPORTS				
Soccer Girls	32	18%	37	22%
Soccer Boys	60	33%	19	12%
Field Hockey	35	19%	20	12%
WINTER SPORTS				
Basketball Girls	20	11%	23	14%
Basketball Boys	23	13%	12	7%
MUSIC				
Band and Chorus	87	48%	63	37%
Jazz Band	22	12%	14	9%
Musical	63	35%	47	28%
GOVERNMENT				
Student Council	16	9%	12	7%
Yearbook	8	5%	12	7%

High School	2006		2007		
	Participants	% Involved	Participants	% Involved	
FALL SPORTS	124	54%	124	55%	
WINTER SPORTS	101	44%	101	45%	
SPRING SPORTS	105	46%	124	55%	
		73% of students participated in at least one sport.		75% of students participated in at least one sport.	
MUSIC					
Concert Band	34	15%	35	16%	
Jazz Band	18	8%	18	8%	
Chorus	26	11%	23	10%	
		22% of students participated in at least one musical experience.		23% of students participated in at least one musical experience.	
THEATER					
Musical	33	14%	23	10%	
		11% of students participated in at least one theatrical event.		10% of students participated in at least one theatrical event.	
GOVERNMENT					
Student Council	12	5%	20	9%	

Attendance Rate

School Year	Vermont	Stowe Elementary	Stowe Middle/High School
2006-2007	95.3%	94.9%	95.4%
2005-2006	95.0%	95.0%	95.6%

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.

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.

2007 Average Class Size

Elementary	16.44
Middle Level	19.56
High School	14.82

School Year	Vermont Dropout Rate Grades 7-12	Stowe Middle/High School Dropout Rate Grades 7-12
2006-07	2.18%	0.85%
2005-06	1.99%	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%

College Acceptances

Class of 2007

Alaska Pacific University
 Albertson College of Idaho
 American University
 Anna Maria College
 Arizona State University
 Art Institute of Boston
 Boston College
 Boston University
 Carnegie Mellon University
 Case Western Reserve University
 Castleton State College
 Clark University
 Clarkson University
 Colby Sawyer College
 Colorado State University
 Columbia College, Chicago
 Cornish College
 Curry College
 Drew University
 Eckerd College
 Emmanuel College
 Emory University
 Florida Gulf Coast University
 Fordham University
 Franklin Pierce College
 Georgia Tech University
 Goddard College
 Green Mountain College
 High Point University
 Hobart and William Smith College
 Ithaca College

Jacksonville University
 Johnson State College
 Keene State College
 Keiser College
 Maryland Institute College of Art
 McGill University
 Middlebury College
 Montana State University, Bozeman
 Mount Holyoke College
 New England College
 Newbury College
 New Hampshire CTC, Laconia
 Northeastern University
 Nova Southeastern
 New York University
 Otterbein College
 Pace University
 Plymouth State College
 Providence College
 Quinnipiac University
 Rochester Institute of Technology
 Roger Williams University
 Saint Thomas University
 San Diego State University
 Savannah College of Art and Design
 St. Lawrence University
 St. Michael's College
 Sterling College
 Stetson University
 Stonehill College

Southern University
 of New York, Canton
 Syracuse University
 Thomas College
 University of Maine, Orono
 University of Arizona
 University of California,
 Santa Barbara
 University of California, Irvine
 University of California,
 Santa Cruz
 University of Colorado, Boulder
 University of Colorado, Denver
 University of Hartford
 University of Massachusetts,
 Amherst
 University of Maryland
 University of Montana, Missoula
 University of New Haven
 University of Rochester
 University of San Francisco
 University of Tampa
 University of Utah
 University of New Hampshire,
 Thompson School
 University of Vermont
 Vanderbilt University
 Virginia Tech
 Warren Wilson College
 Western New England College
 Western State College of Colorado
 Westminster College
 Wheaton College
 Worcester Polytechnic Institute

Post Secondary Plans

Class of 2007

25 Graduates

Post Secondary Plans	Vermont	Stowe High School
4 Year College	60.47%	80.00%
2 Year College	10.70%	8.00%
Technical, business or trade school	4.14%	0.00%
Military	1.92%	0.00%
Working	12.00%	4.00%
Undecided	10.77%	8.00%
Other	0.00%	0.00%

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 2009.

Graduation Rate

School Year	Vermont	Stowe High School
2006-2007	91.83%	95.74%
2005-2006	91.34%	98.04%

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 (SSD) 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.

Last year the Stowe School District worked collaboratively with all schools in the supervisory union to develop a comprehensive plan which targets six specific district strategies designed to impact the learning of all students across the Lamoille South Supervisory Union (LSSU). These strategies focus on development and implementation of comprehensive curriculum, instruction and assessment systems to meet the needs and support all students; use of data and continuous progress monitoring; and supporting a school environment that is conducive to learning.



To focus the work and provide opportunity for change the schools developed and began to implement school level plans that will guide our work over the next three years. Schools have begun the process of identifying baseline data in multiple areas and as multiple measures to determine our growth and improvement and to identify areas of continued focus. Throughout the year, school administrators have reflected upon this data and the actions occurring in their buildings as a continuous growth model and as a tool to focus dialogue, collaboration and professional development in their building.

The supervisory union continues to focus on the areas of literacy, mathematics, science, and positive school climate. To support the curriculum, instruction and assessment work, committees of teachers and administrators from across the supervisory union are working collaboratively to support the development of a comprehensive and responsive curriculum and to continue the excellent work that has already begun in literacy, math and science. This year we continued to assess students in On Demand Writing twice a year in grades 3-12. This summer, LSSU faculty will continue to refine writing, math and science assessments.

We have been utilizing the outstanding research of Dr. Robert Marzano, Rick Dufour, Jay McTighe, Grant Wiggins and Charlotte Danielson to inform our district action plan revisions. Research confirms that we are unlikely to see dramatic results overnight. 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:

- School and district investigations into promising assessment and instruction resources to improve the delivery of early reading in instruction
- Continued professional development for staff 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
- 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
- Dissemination of suggestions for at-home activities that parents and families can provide to support literacy instruction at home
- Continued expansion of the “Literacy Lab” school project to surrounding towns, providing our district with sustained professional development opportunities
- Summer reading camp 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 and refinement of the spelling program
- Addition of new support materials for reading instruction and enjoyment funded with district funds and PTO donations
- Continued emphasis on 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 sixteen licensed child care centers and fourteen 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 2007 survey of students in grades 8, 10, and 12 within the Stowe School District.

- 46% of our students report always or almost always wearing a helmet when riding a bicycle.
- 3% of our students reported smoking cigarettes every day during the past 30 days.
- 85% of our students report that they always or almost always wear a safety belt when riding in a car with someone else.
- 4% of our students are at risk for being overweight.
- 64% 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 two students participating in technical education during the 2006-2007 school year.



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, Juvenile Justice, Lamoille County Truancy Project, and the Lamoille Family Center also provide comprehensive child and family services and programs. The staff of the Lamoille South Supervisory Union works closely 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 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.

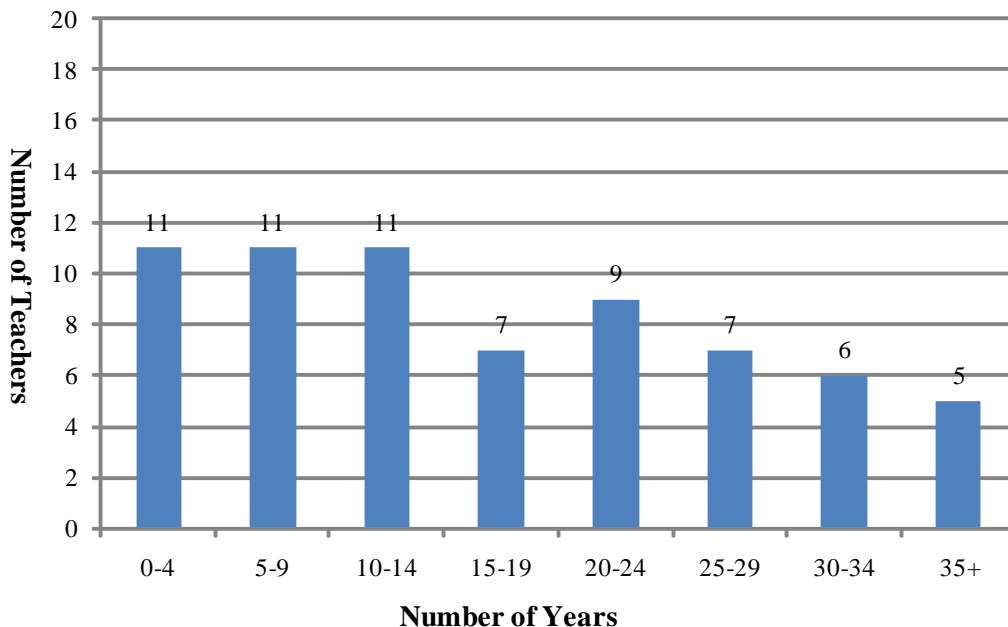


The Stowe School District is very proud of its staff—teachers, para-educators, support personnel, and administration. During the 2006-2007 school year, nearly 94% of core academic classes were taught by highly qualified teachers. The percentage of teachers teaching with emergency credentials was just over three 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 Stowe 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	8
Bachelor's + at least 15 graduate credits	6
Bachelor's + at least 30 graduate credits	4
Master's degree	17
Master's + at least 15 graduate credits	13
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 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.



2007 Stowe LAPDA Participation

Instructional/Learning Theory	6
High School Study Group (HSOM)	6
Mathematics	9
School Climate	3

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/>

FY2007 School Level Data

Cohort Description: Elementary school, enrollment \geq 200 but $<$ 300

Cohort Rank (1 is largest)

(38 schools in cohort)

19 out of 38

School level data		Grades Offered	Enrollment	Total Teachers	Adminis- trators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller ->	Union Memorial School	PK - 2	240	19.80	1.00	12.12	240.00	19.80
	Porters Point School	K - 2	246	16.60	1.00	14.82	246.00	16.60
	Windsor State Street School	K - 6	247	26.50	1.00	9.32	247.00	26.50
Stowe Elementary School		K - 5	251	25.25	1.00	9.94	251.00	25.25
<- Larger	Chamberlin School	K - 5	255	27.68	1.00	9.21	255.00	27.68
	Green Street School	K - 6	265	24.50	1.00	10.82	265.00	24.50
	Bennington Elementary School	K - 6	271	16.40	1.50	16.52	180.67	10.93
Averaged SCHOOL cohort data			253.68	22.52	1.08	11.26	235.12	20.87

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/>

FY2007 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	Adminis- trators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller ->	Hazen UHSD #26	7 - 12	363	38.70	3.00	9.38	121.00	12.90
	Leland & Gray UHSD #34	7 - 12	383	39.00	2.00	9.82	191.50	19.50
	Windsor High School	7 - 12	383	35.00	2.00	10.94	191.50	17.50
Stowe Middle/High School		6 - 12	399	30.80	2.00	12.95	199.50	15.40
<- Larger	Northfield Middle/High School	6 - 12	411	38.70	1.50	10.62	274.00	25.80
	Green Mountain UHSD #35	7 - 12	416	36.60	2.00	11.37	208.00	18.30
	Oxbow UHSD #30	7 - 12	463	38.34	3.00	12.08	154.33	12.78
Averaged SCHOOL cohort data			462.91	40.59	2.25	11.41	205.38	18.01

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.

FY2006 School District Data

Cohort Description: K - 12 school district

Cohort Rank(1 is largest)

(33 school districts in cohort)

13 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 ->	Williamstown	PK-12	571.23	\$8,228	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.
	Windsor	K-12	620.03	\$10,273	
	Enosburg Falls ID	K-12	643.37	\$9,058	
Stowe		K-12	658.37	\$9,745	
Larger ->	Northfield	PK-12	710.09	\$9,076	
	Winooski ID	PK-12	747.67	\$10,709	
	Fairfax	PK-12	844.50	\$8,393	
Averaged SCHOOL DISTRICT cohort data			854.99	\$9,725	

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
T198 Stowe	\$11,805	\$1.328	96.56%	\$1.375

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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