

It's About Learning
produced by Lamoille South Supervisory Union

June 2010

Morristown School District

School Report

2009 Student Performance



The Morristown School District Mission

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-level student performance across a range of disciplines, instill intellectual curiosity and a life-long love of learning, and foster responsible citizenship that acknowledges an increasingly diverse and rapidly changing world.

As part of the curriculum renewal process, we have developed a student learning centered focus for accomplishing the Morristown School District mission. Our mission related goals state that:

*Students of Lamoille South Supervisory Union will use core knowledge to **CONSTRUCT, EXPRESS, and ACT** upon learning and they will be:*

Thinkers and Problem Solvers

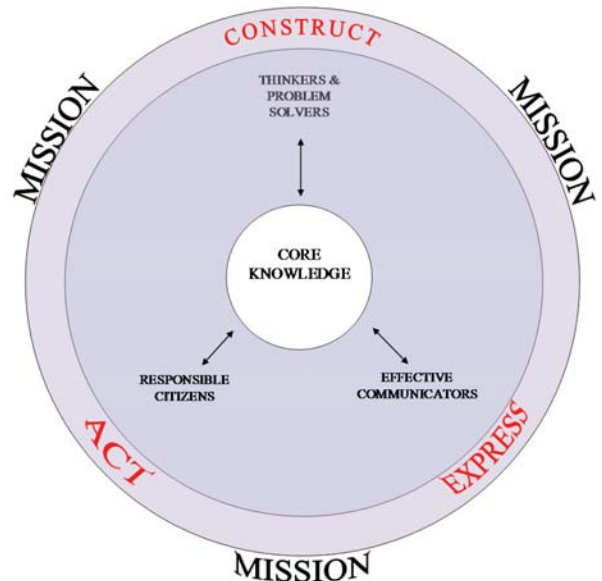
*Students of Lamoille South Supervisory Union will **construct** meanings and respond to complex situations using sound reasoning and creative thinking.*

Effective Communicators

*Students of Lamoille South Supervisory Union will **express** ideas accurately, creatively and effectively to a variety of audiences.*

Personally and Socially Responsible Citizens

*Students of Lamoille South Supervisory Union will **act** upon their rights and obligations as informed, respectful individuals and citizens of a democratic and interdependent society.*



We hope you'll join us in taking this opportunity to reflect upon our shared mission and review the data and evidence in this, our 2009 School Report, with an eye to our mission related goals. This report helps to demonstrate the extent to which our schools and students are meeting Vermont's high standards, National benchmarks and local priorities. We also include information on teacher quality, technical education, and action planning in our annual report to you.

The School Report on Student Performance for the 2008-2009 school year is again presented to you in a full-color, on-line format. In this way, we can include much more information than we have been able to report on in the past, and in a more cost effective way. We understand that some community members may prefer a print version, however, so please feel free to contact the Lamoille South Supervisory Union office at 888-4541 if you need assistance with printing from the web or would like for us to mail a print copy to you.

The support of the community is essential for the success of our students and schools and we understand that the community benefits greatly from information about the impact of your support of our schools. We are always looking for new and better ways to share information about areas we are working to improve as well as individual student, school and district-wide successes. Your questions, comments and suggestions are always welcome.

Peter Jones, Chair
Board of Directors
Morristown School District

Tracy Wrend, Superintendent
Lamoille South Supervisory Union

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(HQT, Years of Teaching Experience, Undergraduate and Graduate Education, and Professional Development)

New England Common Assessment Program (NECAP)

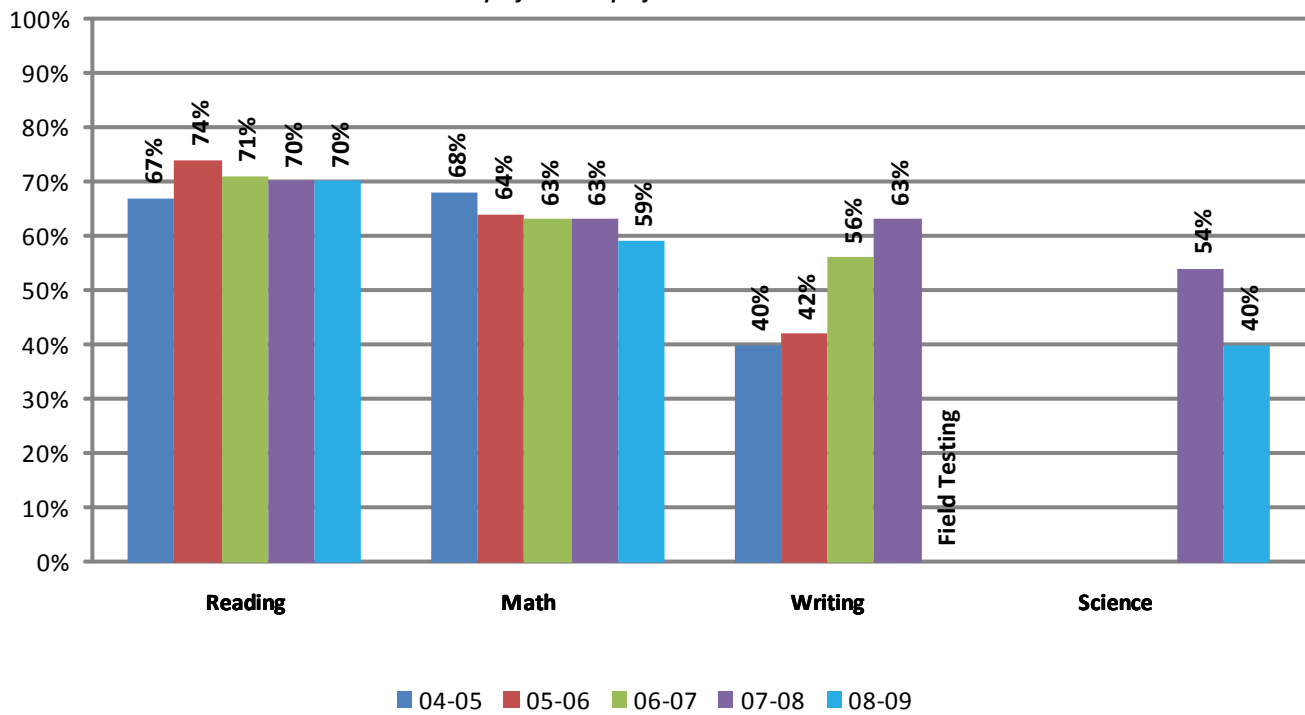
This year marks our fifth year of participation in a “tri-state” large scale assessment system. Vermont, New Hampshire and Rhode Island joined forces to create a common assessment system that complies with the federal regulations for statewide assessment as outlined in the No Child Left Behind Act (NCLBA). Our state assessment, the New England Common Assessment Program (NECAP) was administered for the first time in 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, and for the first time in science in 2008 to grades 4, 8, and 11.

Note: NECAP writing results for the 08-09 school year were not reported, for grades 5 and 8, because of field-testing an updated version of the writing test.

- For more information, please visit the Vermont Department of Education website at: http://education.vermont.gov/new/html/pgm_assessment/data.html
- Sample questions for each assessment can be found at the following website: http://education.vermont.gov/new/html/pgm_assessment/necap/resources/released_items.html

Morristown Elementary School New England Common Assessment Program (NECAP)

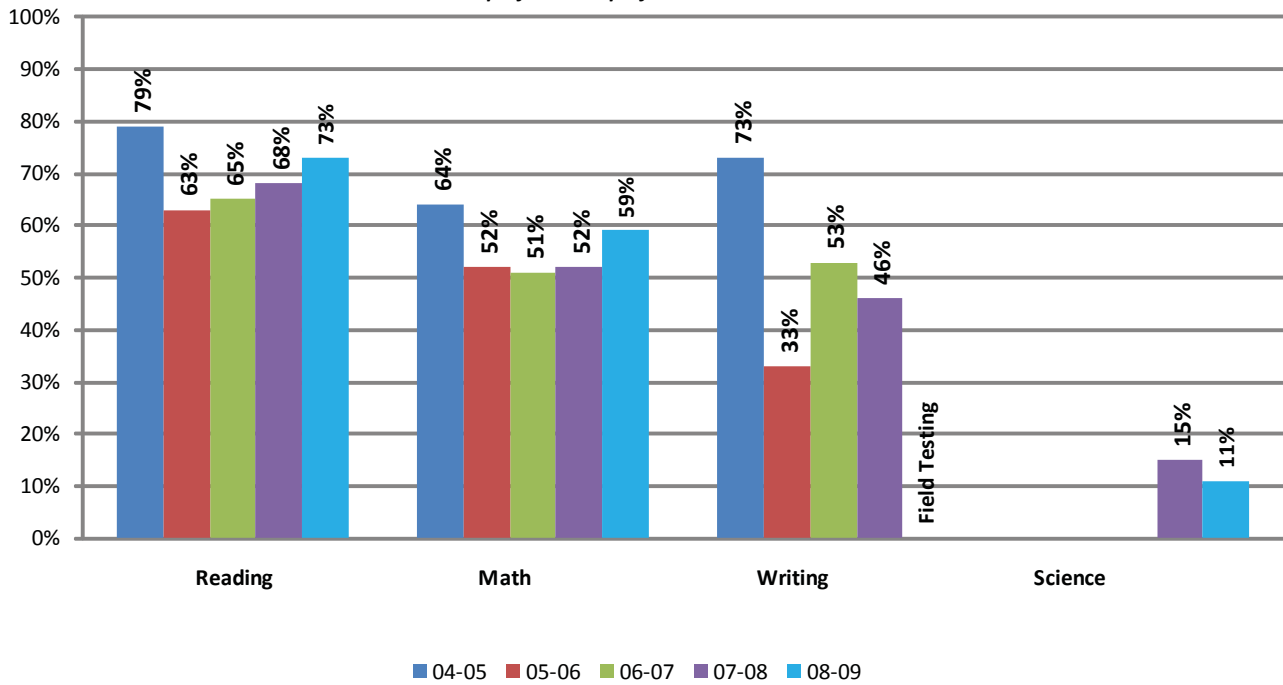
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

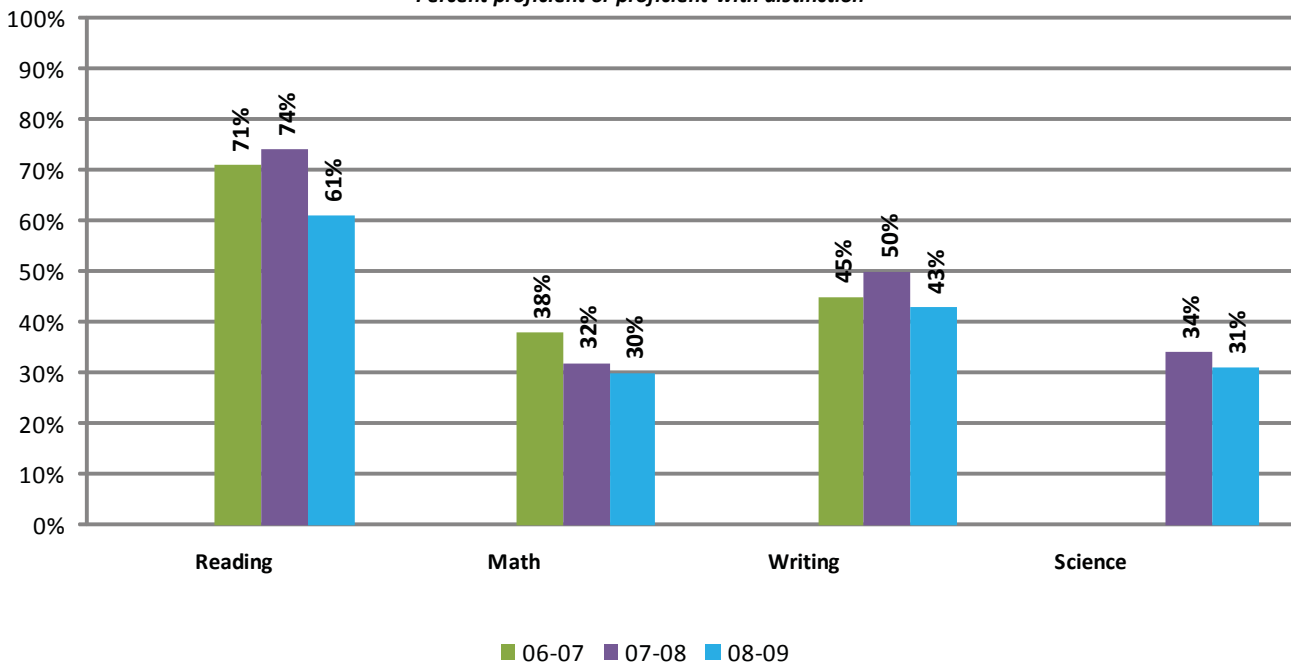
**Peoples Academy Middle Level
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



**Peoples Academy
New England Common Assessment Program (NECAP)**

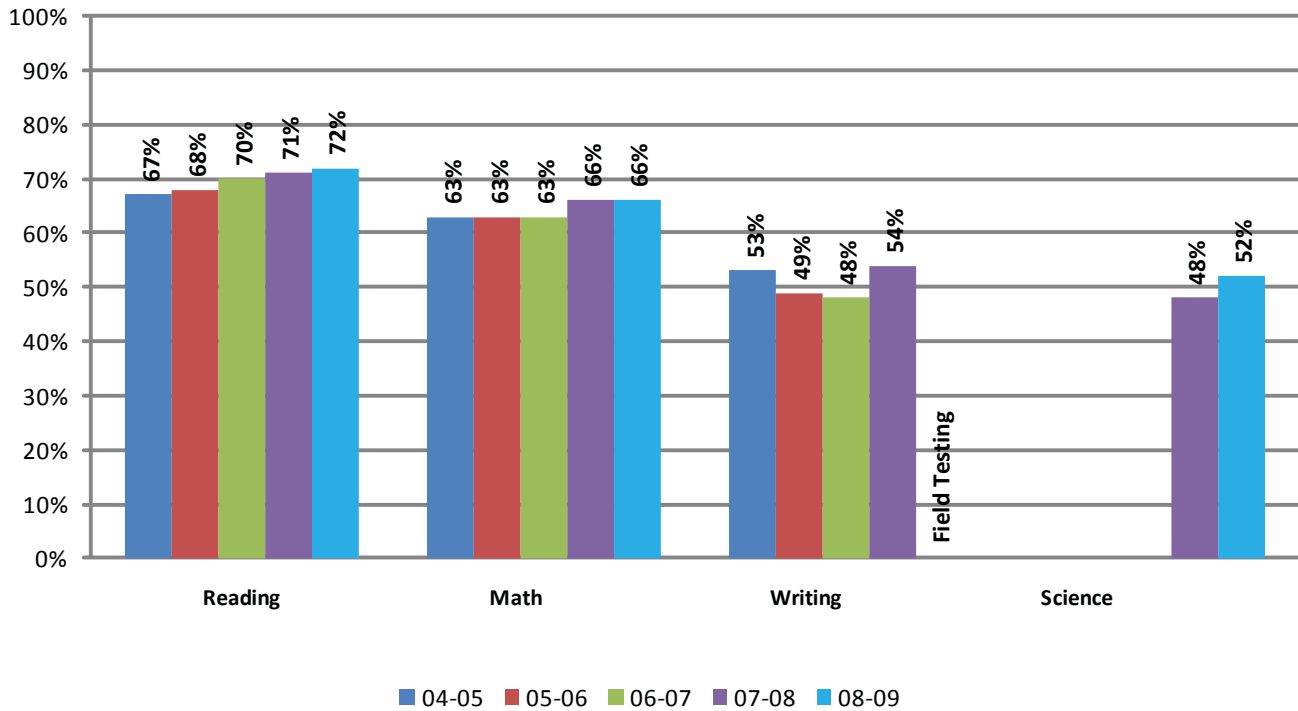
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

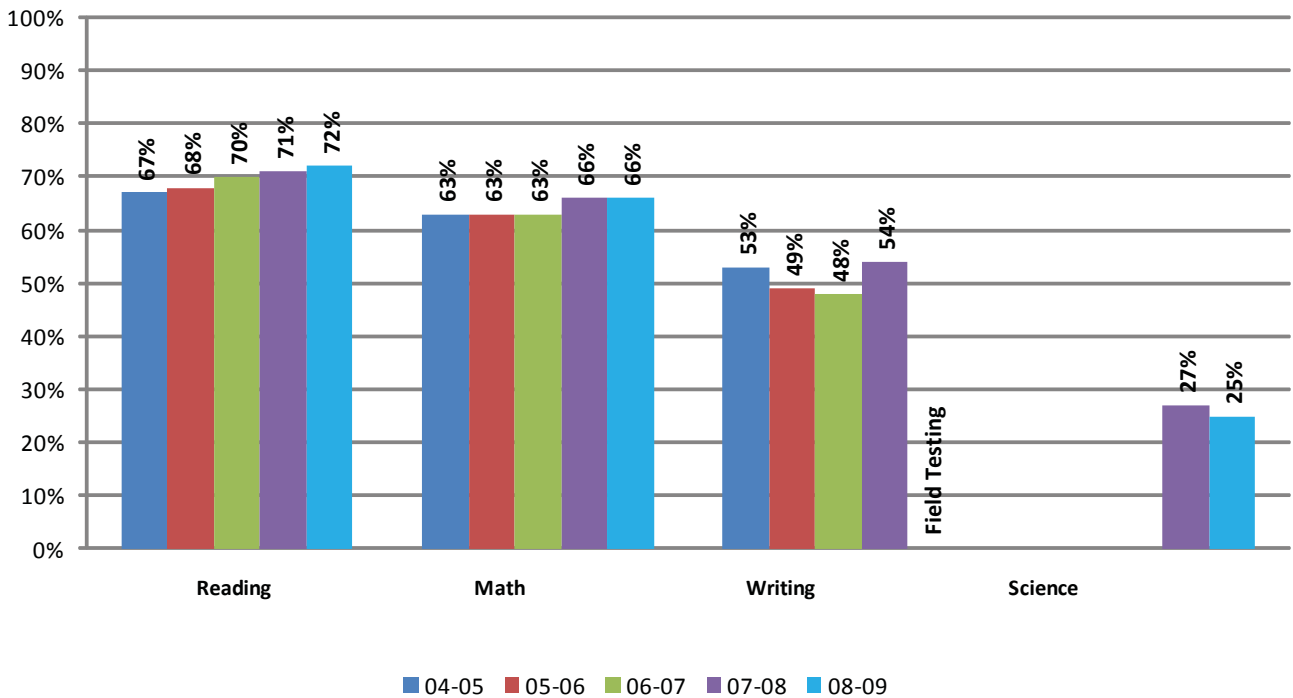
**Vermont - Elementary
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



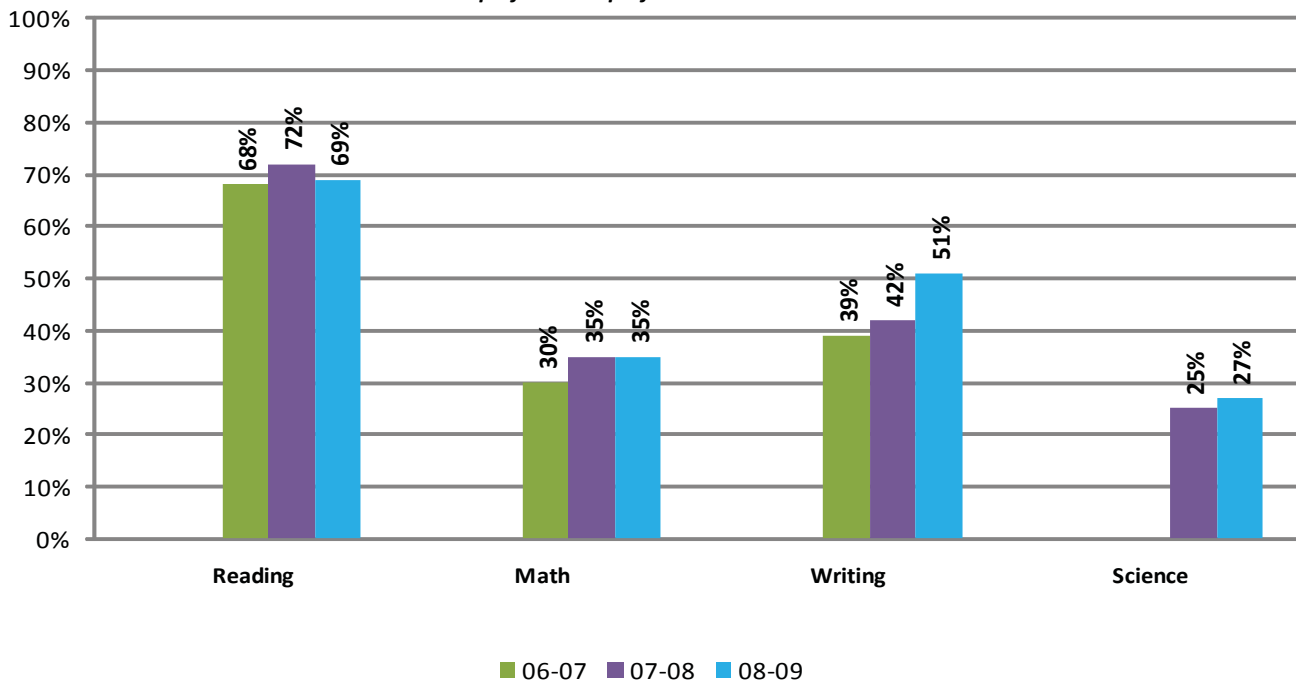
**Vermont - Middle Level
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



Vermont - High School
New England Common Assessment Program (NECAP)

Percent proficient or proficient with distinction



2009 Advanced Placement Assessment

The Advanced Placement Program at Peoples Academy is based on the premise that college level material can be successfully taught to 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 examination.

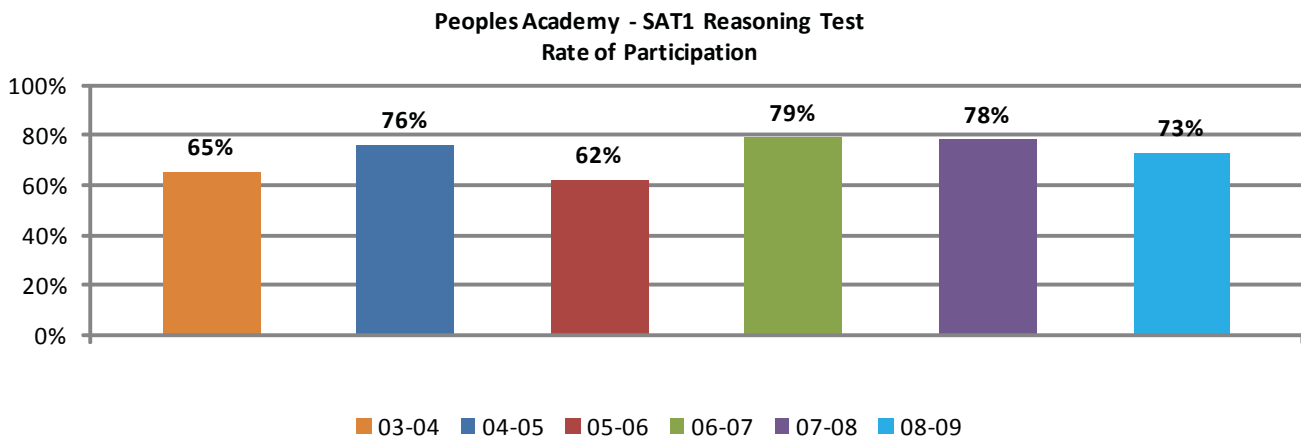
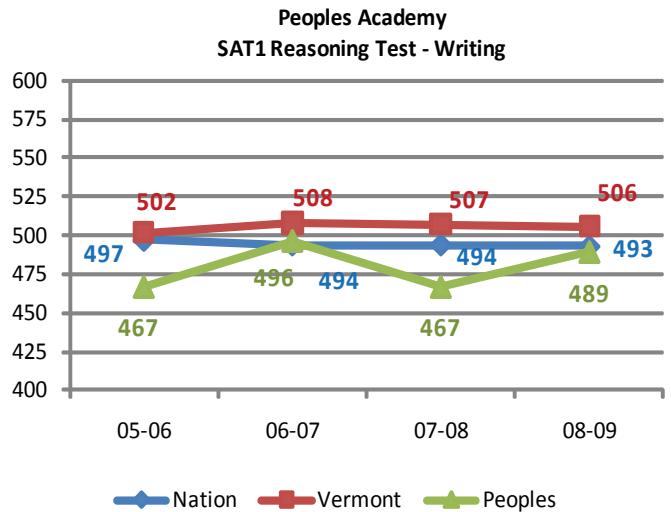
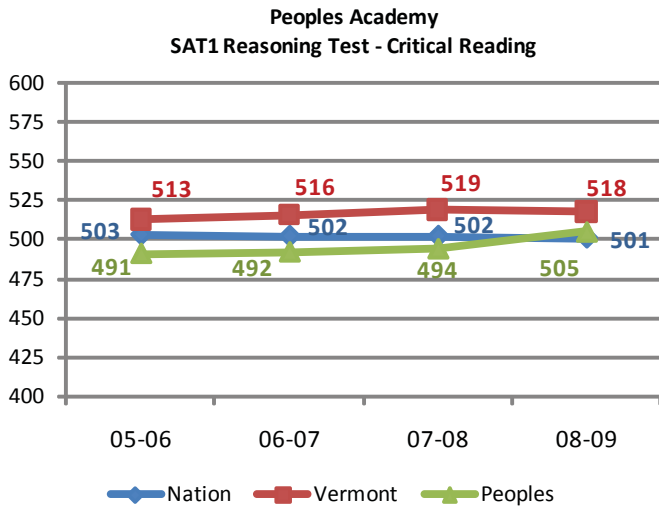
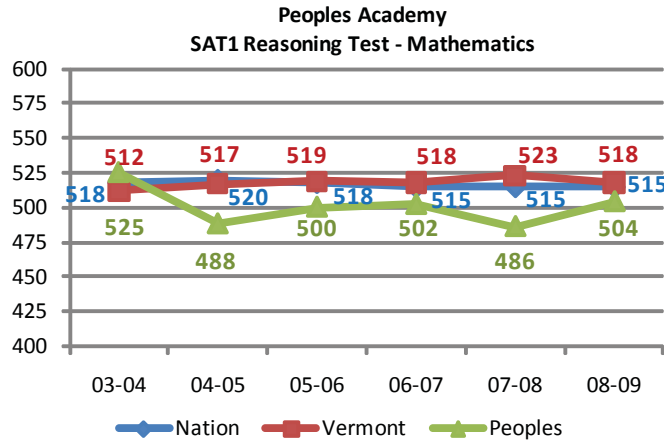
In 2009, fifty-three advanced placement assessments were taken by Peoples Academy students in the following subject areas: Calculus AB, Chemistry, English Literature and Composition, Environmental Science, Spanish Language, and U.S. History. Thirty-five of the assessments taken by Peoples Academy students resulted in a score of 3 or better which is the benchmark that most colleges establish for granting these students college credit.

The following chart compares the overall distribution of Peoples Academy scores, by percentage, to the national distribution of scores on the same assessments. In 2009, sixty-six percent of Peoples Academy scores met the requirement for earning college credit.

Score	Peoples Academy	National
5	15%	12%
4	30%	19%
3	21%	23%
2	17%	24%
1	17%	22%

SAT1 Reasoning Test

The SAT1 Reasoning Test is a three hour test that measures critical reading, writing, 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. The SAT1 Critical Reading and Writing tests were introduced in 2006.



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.

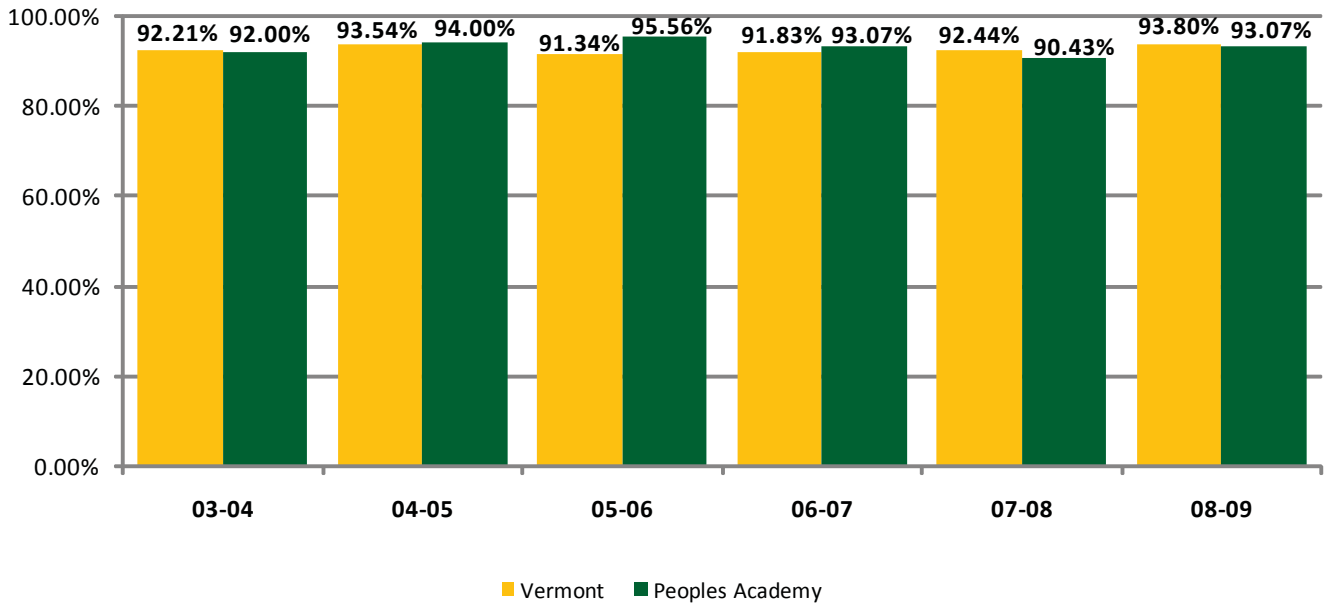
Co-curricular activities support student achievement by offering students ways to succeed in school in addition to the core academic program.

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

Middle Level		2008		2009	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	-Soccer Girls	46	19%	39	17%
	Soccer Boys	33	14%	25	11%
	Cross-Country Running	17	7%	17	7%
WINTER SPORTS	-Basketball Girls	20	8%	19	8%
	Basketball Boys	26	11%	26	11%
	Cross-Country Skiing	12	5%	9	4%
SPRING SPORTS	-Track and Field	28	12%	49	21%
	Golf	10	4%	12	5%
MUSIC	-Band/Jazz Band	38	16%	47	20%
	Chorus/Select Chorus	78	32%	53	23%
THEATRE	-Drama Club	53	22%	91	39%
GOVERNMENT	-Principal's Advisory	16	7%	18	8%

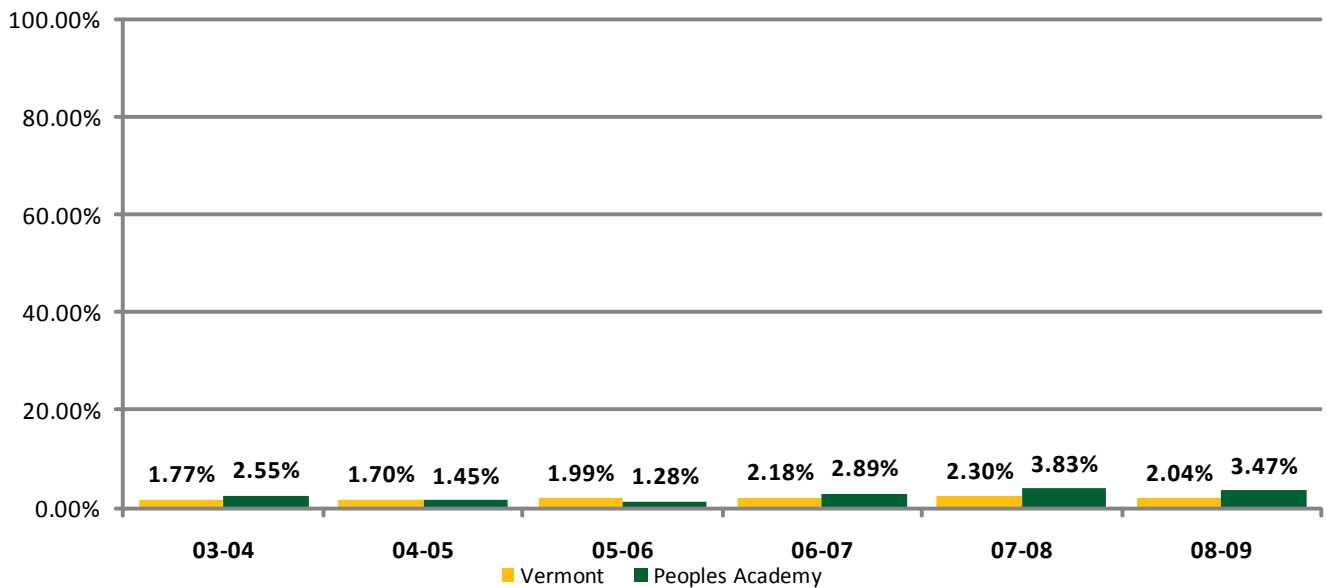
High School		2008		2009	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	-Soccer Girls	39	11%	47	15%
	Soccer Boys	35	10%	39	12%
	Cross-Country Running	10	3%	13	4%
WINTER SPORTS	-Basketball Girls	16	5%	21	7%
	Basketball Boys	24	7%	30	9%
	Cheerleading	8	2%	7	2%
	Cross-Country Skiing	14	4%	14	4%
	Ice Hockey	13	4%	18	6%
	Indoor Track	17	5%	16	5%
SPRING SPORTS	-Softball Girls	13	4%	13	4%
	Baseball Boys	18	5%	24	7%
	Track and Field	31	9%	24	7%
	Golf	10	3%	15	5%
MUSIC	-Band/Jazz Band	35	10%	21	7%
	Chorus/Select Chorus	45	13%	28	9%
THEATRE	-Drama Club	40	12%	30	9%
GOVERNMENT	-Student Leadership	16	5%	16	5%
	-National Honor Society	19	6%	21	7%
MISC. CLUBS & ACTIVITIES	Other	4	1%	3	1%

Peoples Academy Graduation Rate

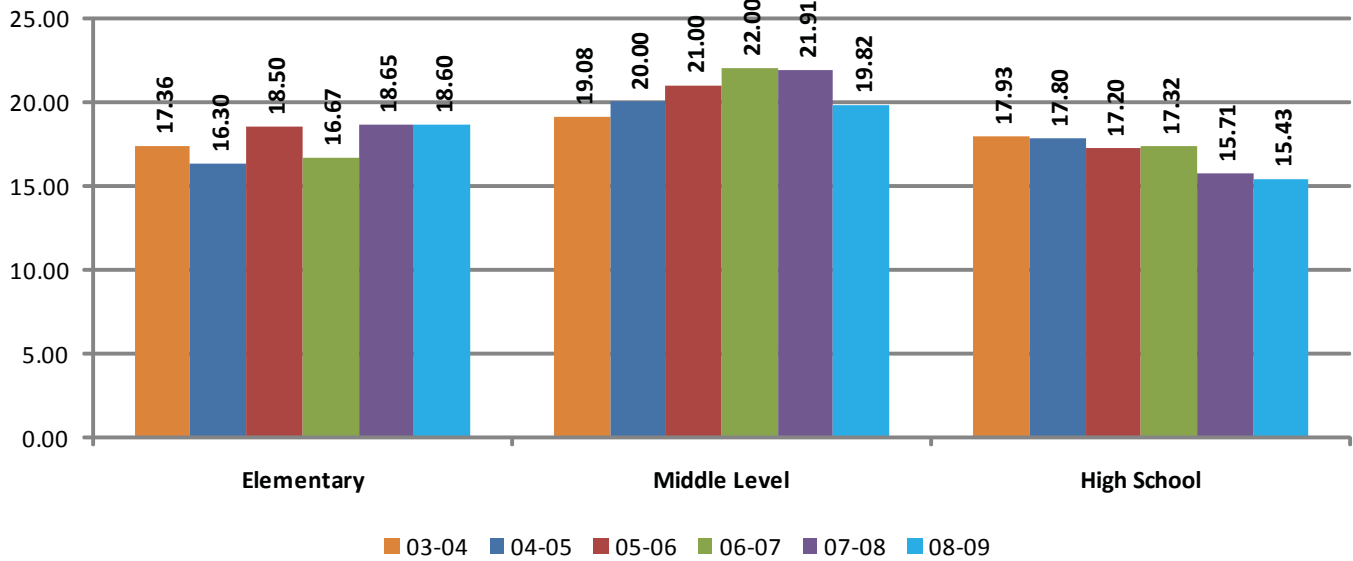


Dropout Rate

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 six years.



Average Class Size



College Acceptances Class of 2009

Academy of Art University
 Baldwin-Wallace College
 Bates College
 Bay State College
 Castleton State College
 Champlain College
 Clarkson University
 Colby College
 College of St. Joseph
 Community College of Vermont
 Crane School of Music/SUNY Potsdam
 Culinary Institute of America
 Dartmouth College
 Drexel University
 Eastern Nazarene College
 Eckerd College
 Elmira College
 Embry-Riddle University
 Endicott College
 Florida Gulf Coast University
 Full Sail University
 Hamilton College
 Hartt School of Music/University of Hartford
 Hobart and William Smith College
 Ithaca College

Johnson State College
 Keene State College
 Lasell College
 Lyndon State College
 Marywood University
 Middlebury College
 Montana State University
 Mount Holyoke College
 Mount Ida College
 New England School of Art/Design
 New River Community College
 Northeastern University
 Norwich University
 Olivet Nazarene University
 Paier College of Art
 Penn State University
 Plymouth State College
 Providence College
 Radford University
 Rensselaer Polytechnic Institute
 Ringling College of Art/Design
 Ringling School of Art
 Roanoke College
 Rochester Institute of Technology
 Savannah School of Art/Design

Seton Hall University
 Smith College
 Southern Vermont College
 St. Lawrence University
 St. Michael's College
 Suffolk University
 SUNY Plattsburgh
 Syracuse University
 Trevecca Nazarene University
 Union College
 University of Maine/Presque Isle
 University of Maine/Orono
 University of Massachusetts/Amherst
 University of Nevada/Reno
 University of New England
 University of New Hampshire
 University of Phoenix
 University of Southern California
 University of Southern Maine
 University of Vermont
 Vermont Technical College
 Washington College
 Wellesley College
 Wesleyan University
 Williams College

Peoples Academy Student Recognition

Scholarships and Awards - Class of 2009

Valedictorians: Sarah Guillot and Jenna Zukswert

Bette Rochette Citizenship Award

Ekta Sampson

Boosters Club Awards

Allison Compagna
Elisabeth Paige

Christabel Wallace Burnham Award

Joseph Ingersoll

Concept II Scholarship

Sarah Guillot
Connor Hunt

Dell Scholarship

Scott Moran

Donna Densmore Memorial Award

Jenna Zukswert

Ethelda Graves Award

Mikael Andres
Brooke Billado
Elizabeth Bousquet
Audrey Kiely
Jenna Zukswert

Eugene H. Call Award

Adina Barron

Francis L. and Myrtie N. Merritt Scholarship

Mikael Andres
Jake Barton
Jordan Billings
Allison Compagna
Danielle Ferrante
Rachel Long
Ekta Sampson
Baoyi Wan

George Foss Athletic Improvement Award

Kelby Benson

George and Nettie Merritt Scholarship

Cote Trombley

Greg Rothammer Memorial Scholarship

Tamara Bessette

Hildred M. Knox Scholarship

Ashley Patnoe

Homer J. Edmunds Scholarship

Michael Brailey
Brooke Billado
Laura Fellows
Tyler Hanson
Megan Leonard
Tanner Moody
Sean O'Neil
Lucia Sforza
Wyatt Shane
Michael Stewart
Tia-Marie Tallman

Hugh Tomlinson Memorial Scholarship

Danielle Ferrante

Jake Melcher Community Service Memorial Award

Elizabeth Cosgrove

Joseph Yando Memorial Award

Ekta Sampson

Lamoille River Swingers Scholarship

Kelsey Jones

Lamoille Valley Chamber of Commerce Scholarship

Elizabeth Bousquet

Lynford T. Waring Memorial Scholarship

Alex Lanpher

Madge Churchill Award

Ekta Sampson

Madge & Oscar Churchill Award

Elizabeth Bousquet

Manufacturing Solutions Inc. Scholarship

Ethan Dreissigacker
Josh Munson

Maude M. Chaffee Award

Kelby Benson

Michael Wright-Lanpher Memorial Scholarship

Max Vinick

Morristown Educators' Association Award

Laura Fellows
Kelsey Jones
Audrey Kiely
Ekta Sampson

Morrisville Rotary Scholarship

Elizabeth Bousquet

Morrisville Women's Club Scholarship

Kristen Piper

Peoples Academy Student Recognition continued

Mount Vernon Lodge

Jordan Billings
Alex Lanpher

National Honor Society Recycler of the Year

Kelby Benson

Oscar Churchill Scholarship

Justin Allen

Paul Desrochers Memorial Scholarship

Jenna Zukswert

Robert Hasseltine Citizenship Award

Lucia Sforza

Ron Tatro Memorial Scholarship

Michael Brailey

Ron Terrill Memorial Award

Kelby Benson
Elizabeth Cosgrove
Katlynn Van Norden
Max Vinick

Rysz Family Scholarship

Allison Compagna

Sally Mortier Memorial Scholarship

Elizabeth Paige

Senior Class Award

Jacob Thompson

Sidney & Dorothy Mason Award

Michael Stengel

Sigrid Bronner Scholarship

Elisabeth Paige

Sportsmanship Award

Elizabeth Bousquet
Nicholas Dewey

Thomas C. Cheney Award

Tanner Moody

Trace Santos-Barber Scholarship

Hollis Keith

V. Faith Edmunds Scholarship

Scott Moran

VSAC/Robert Byrd Scholarship

Audrey Kiely

VSAC/Vermont Honor Scholarship

Elisabeth Cosgrove



Class of 2009 Graduates

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. For more information about the Green Mountain Technical and Career Center, please visit <http://www.gmtcc.info/>

Action Planning

The world in which we live is complex and rapidly changing. The knowledge, skills, and abilities that today's children need to be successful in this world are profound and beyond the imagination of teachers only a generation ago. The 'traditional' classroom was static, locked in time and space, every student reading the same book, doing the same assignment, having the same pen and paper assessment. Today's students need to explore and be passionate learners. When this occurs we see evidence of students exceeding expectations, doing more than we thought they could, creating something we didn't expect, and otherwise demolishing long held stereotypes about intelligence and capability. Our commitment to provide children with these learning opportunities is strong and unwavering. To do this we must promote collaboration, set high expectations, expect new learning from students, teachers, and administrators alike, and have a focused mission of attending to the academic, social, and emotional needs of students in Morristown.

A significant structure for collaboration is the Curriculum, Assessment, and Instruction Council. This group of teachers and administrators from across the supervisory union are working together to provide guidance and a vision for a curriculum renewal process. In particular, this process emphasizes the need for concept based instruction which focuses on 'big ideas' and assessing for transfer to new and novel situations. Our mission related goals focus on providing opportunities, in a safe and engaging learning environment, for students to be thinkers and problem solvers, effective communicators, and personally and socially responsible citizens. Content specific committee structures are working collaboratively to determine the instructional methods, learning opportunities, and assessments that address each mission related goal.

Action Planning continued

Schools have identified baseline data in multiple areas and on multiple measures to determine our growth and improvement and to identify areas of continued focus. Much of the baseline data is reported in various sections throughout this School Report. We use this data to create dialogue, monitor growth and improvements, and identify areas of strength and weakness. Our goal is to establish a progress monitoring system which allows us to look for statistical gains, effectively track student progress over time, and analyze instructional and programmatic successes and challenges. We have devoted significant time and effort to our locally developed On Demand Writing Prompt (ODWP) assessment. Through the collaboration, work, and focus on writing for the past several years we have been able to provide significant professional development, emphasis on improved instructional practices, and greater equity for all students. As the data reflects, we are pleased to see significant gains in writing for all students.

Mathematics is an area that our school community is working on improving. We have begun an assessment system, similar to the ODWP assessment, which assesses children’s reasoning skills at grade 2, 5, 8, and 10. Teachers and administrators, with support from a teacher leader, are building opportunities for collaboration and discussion, and creating extensions, supports, and enrichment that meet the needs of all students. Through this discussion and collaboration the need for concept-based, inquiry rich, and embedded algebra classroom resources was identified. Teams of teachers from across the supervisory union evaluated several programs to determine instructional resources which would best support the rigorous LSSU mathematics curriculum. A significant focus of professional development for the past two years has been on mathematics instructional methods and best practices, including professional learning and guidance by Mahesh Sharma, a renowned mathematics instruction consultant and teacher. We recognize that it took several years of focused attention on writing to have the evidence of success we currently see. We are confident that our focus on curriculum, assessment, and instruction in mathematics will result in improvements.

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.

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 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.

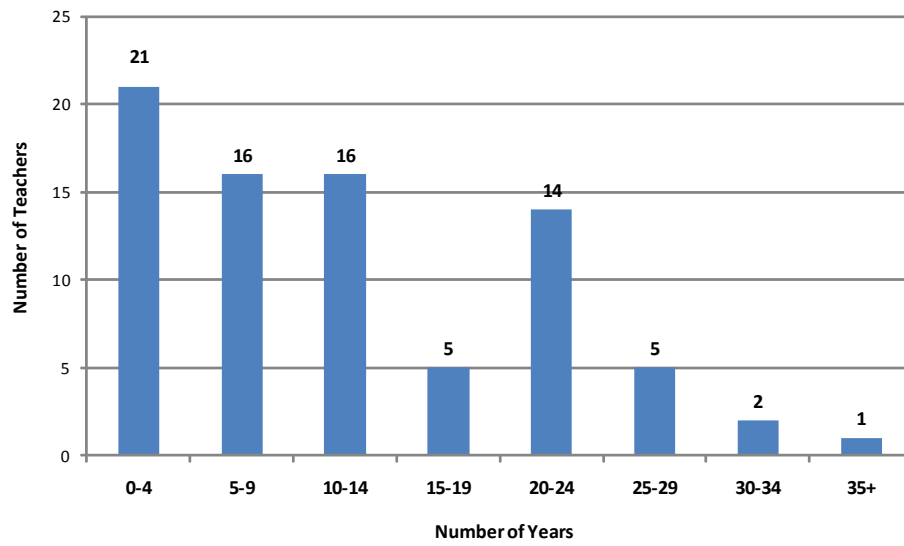
The Morristown School District is very proud of its staff — teachers, para-educators, support personnel, and administration. During the 2008-2009 school year, 99% of Morristown core academic classes were being taught by teachers who were highly qualified.

Morristown Teacher Quality continued

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.

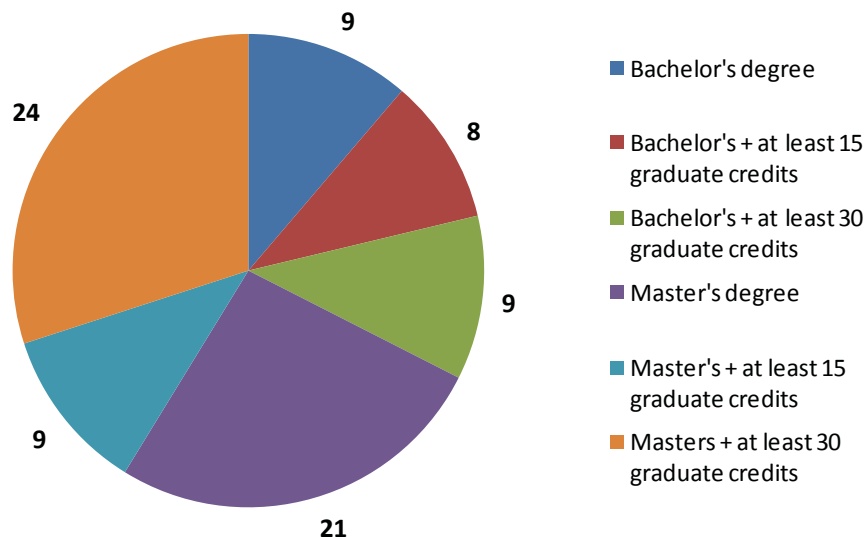
Years of Teaching Experience

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



Undergraduate and Graduate Education

The chart 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-eight percent of Morristown teachers have earned a Master's degree.



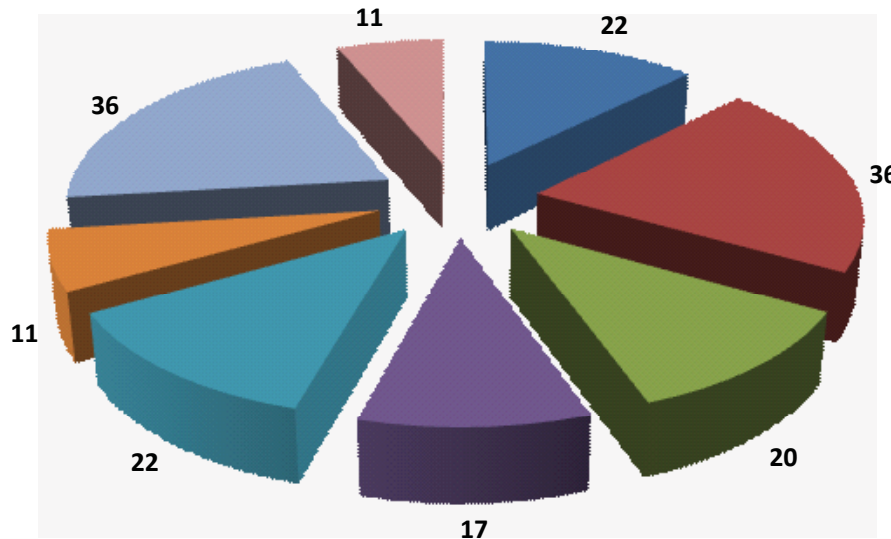
Professional Development

In order to effectively educate a diverse population of students in a rapidly changing world, teachers must continually upgrade their skills and knowledge. To maintain their professional license, all Vermont educators are required to develop an Individual Professional Development Plan (IPDP) which outlines their proposed professional development activities for the next licensure cycle. Teachers must also show how their professional development activities are aligned with district initiatives and school based action plans.

Professional development can be a traditional course, workshop, and conference, or embedded within the teaching environment. Embedded professional development is usually team or school based, and uses coaching, collaboration, and dialogue as key components. Examples of embedded professional development include using faculty meetings for focused, combined learning of all faculty members. Morristown Elementary School engaged in a book study during faculty meetings to learn collaboratively about the tenets and instructional design of a concept based classroom. Across the supervisory union, teams of teachers worked collaboratively on curriculum and assessment in literacy, math and science. We have maintained a strong mentoring program for teachers new to Lamoille South Supervisory Union. This unique partnership not only provides invaluable support for new teachers but builds a culture of collaboration and dialogue that is based on a robust definition of good teaching. These few examples highlight the collective learning, collaboration, and commitment to the success of all students and teachers that embedded professional development provides.

In addition to these job embedded opportunities teachers have participated in courses which are often sponsored by Lamoille Area Professional Development Academy, University of Vermont, Johnson State College, or St. Michael's College. The chart below shows the number of faculty and staff who participated in courses over the past year.

**Morristown School District
Professional Development
2008-2009**



■ Climate ■ Concept Based ■ Leadership ■ Literacy ■ Math ■ Positive Behavior Support ■ Student Support ■ Technology

Superintendent of Schools
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