

It's About Learning
produced by Lamoille South Supervisory Union

June 2010

Stowe School District

School Report

2009 Student Performance



To the Stowe Community,

We are pleased to provide you with the 2009 edition of the Annual School Report on Student Performance for the Stowe School District. The report provides information regarding the extent to which our schools and students are meeting Vermont's high standards, national benchmarks, and our local priorities. We also include other required information on teacher quality, technical education, and action planning in our annual report to you.

We recognize that the world in which we live is rapidly changing and the understandings, knowledge, skills, and abilities that today's children need to be successful in this world are profound and beyond our imagination 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. We know now that students must construct new knowledge, engage and inquire, discuss and collaborate to meet their greatest potential. We understand that students need to be able 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. We hope you'll find that the individual student and school wide successes included in this report provide you with encouraging evidence that the Stowe School District is preparing students for our changing world and continues to promote high levels of achievement.

The report is available 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, 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 print and mail a copy to you.

C. Cameron Page, Chair
Board of Directors
Stowe School District

Tracy Wrend, Superintendent
Lamoille South Supervisory Union

Students of Lamoille South Supervisory Union will use core knowledge to CONSTRUCT, EXPRESS, and ACT upon learning.

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.

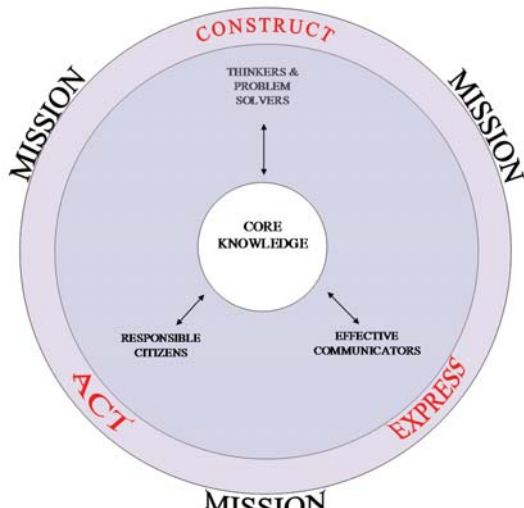


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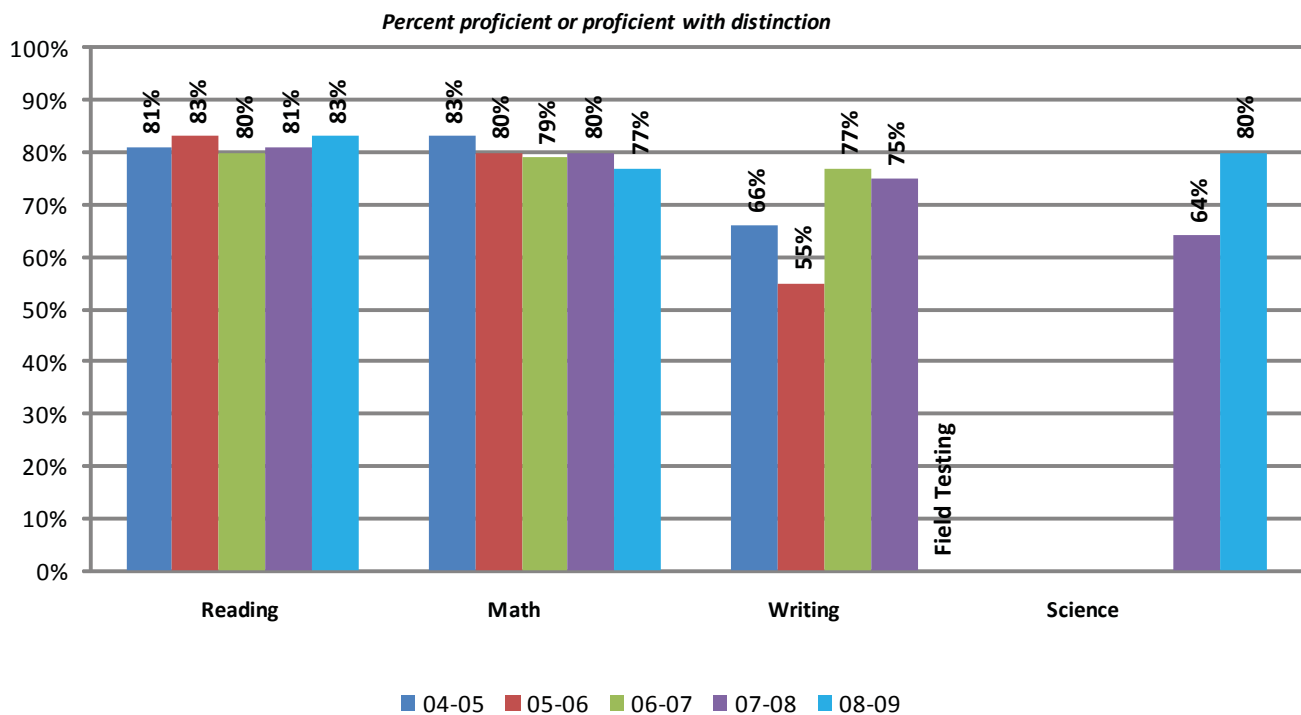
New England Common Assessment Program (NECAP)

This year marks our fifth year of participation in a “tri-state” large scale assessment system. Vermont, New Hampshire and Rhode Island have 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

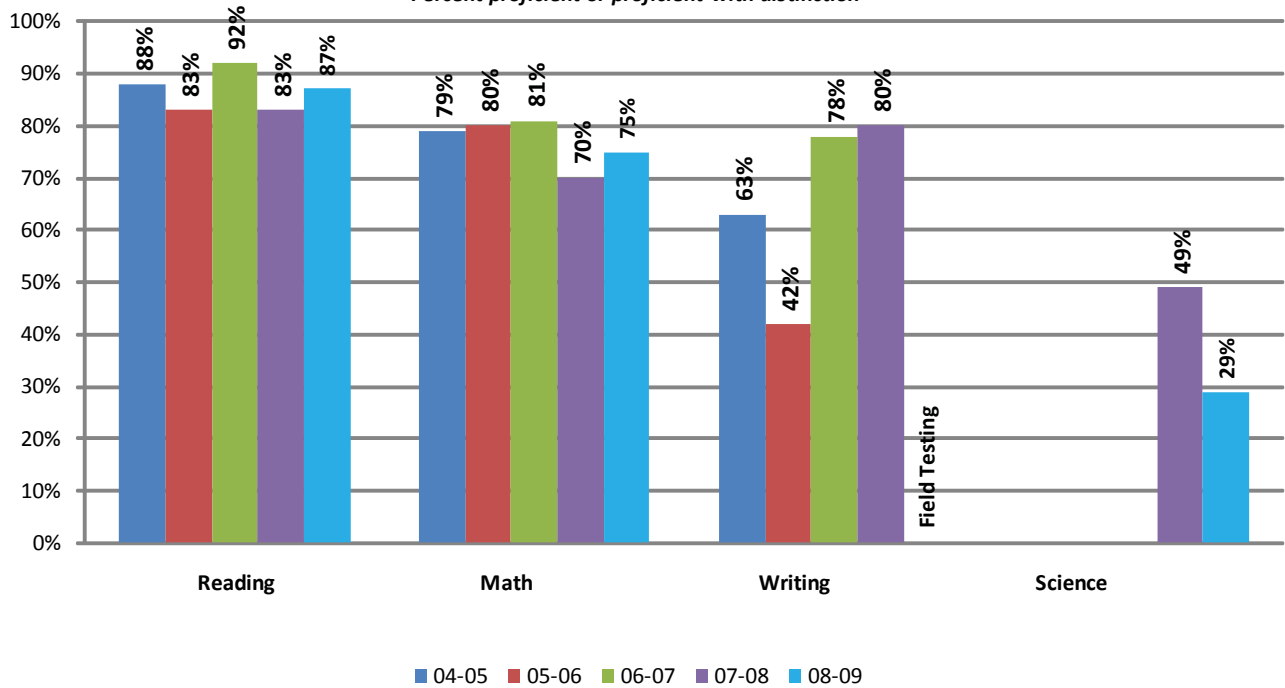
Stowe Elementary School New England Common Assessment Program (NECAP)



New England Common Assessment Program (NECAP) continued

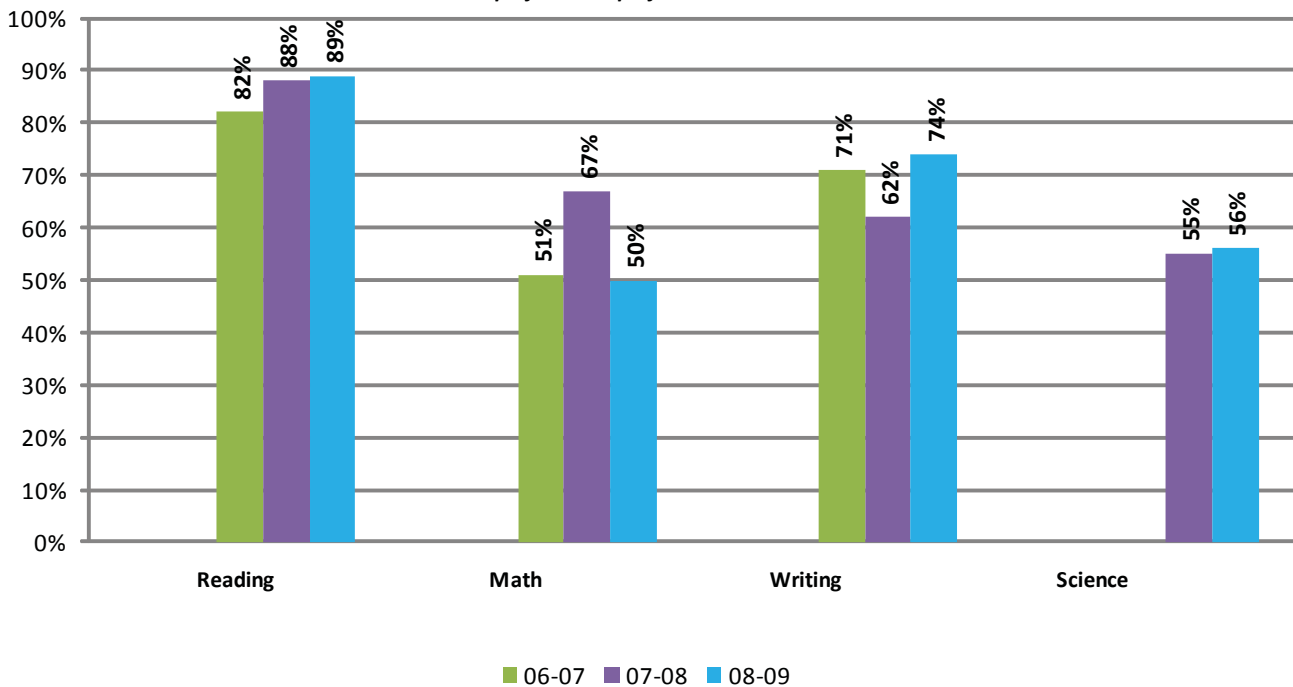
**Stowe Middle School
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



**Stowe High School
New England Common Assessment Program (NECAP)**

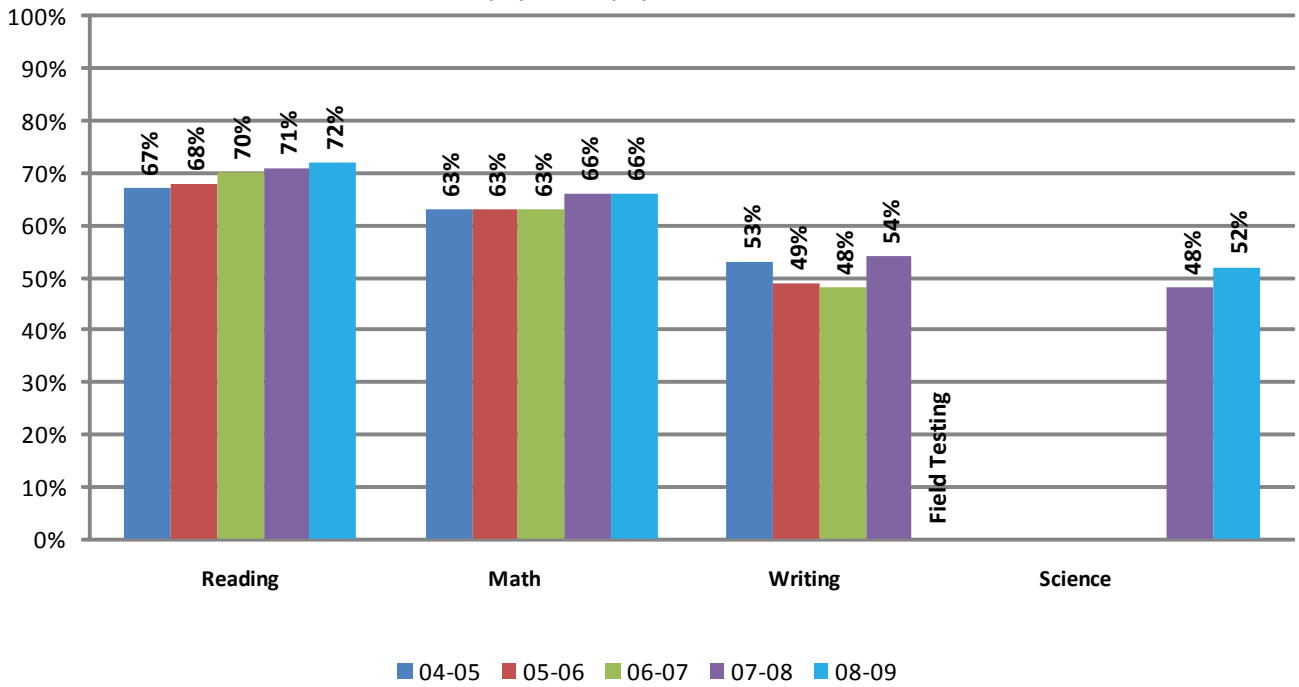
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

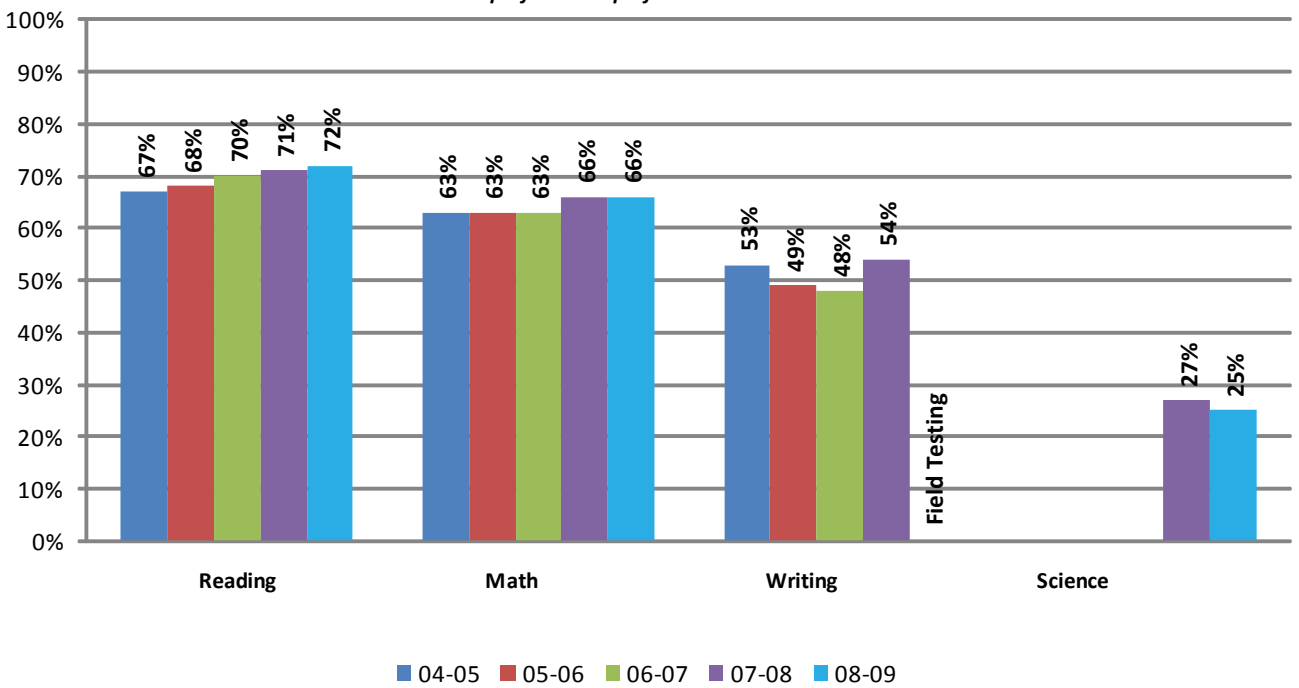
**Vermont - Elementary
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



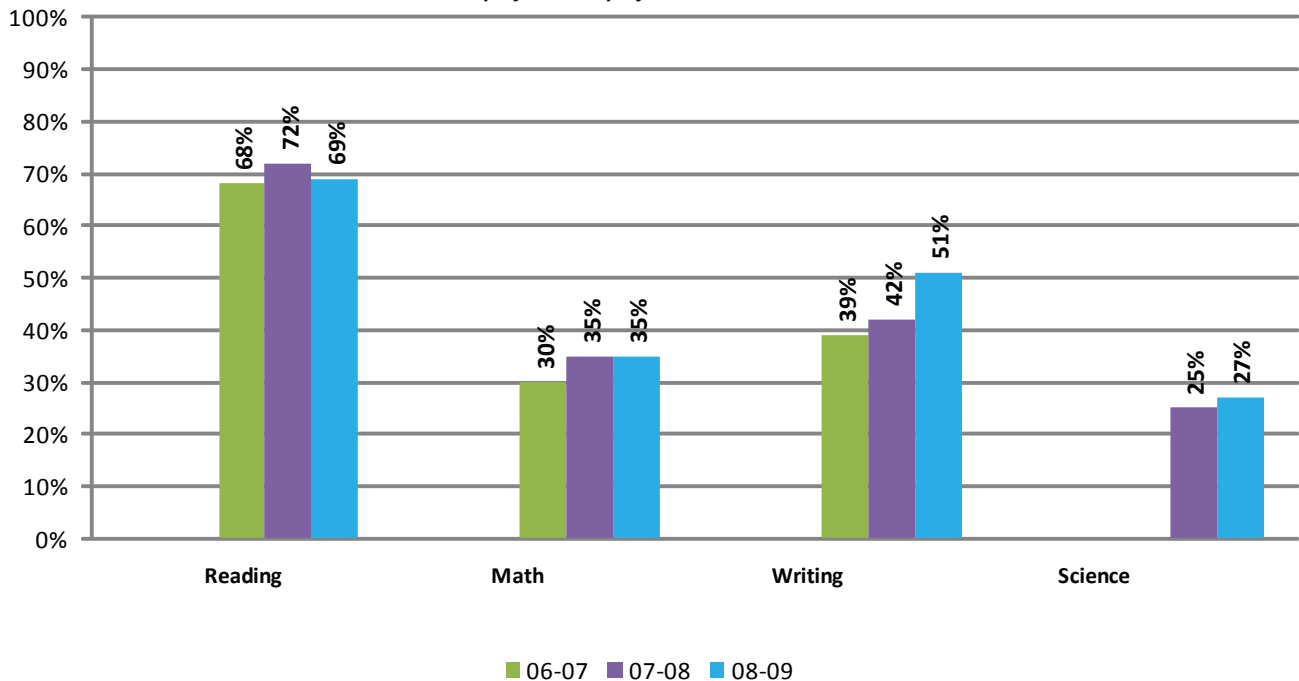
**Vermont - Middle Level
New England Common Assessment Program (NECAP)**

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 Stowe High School 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.

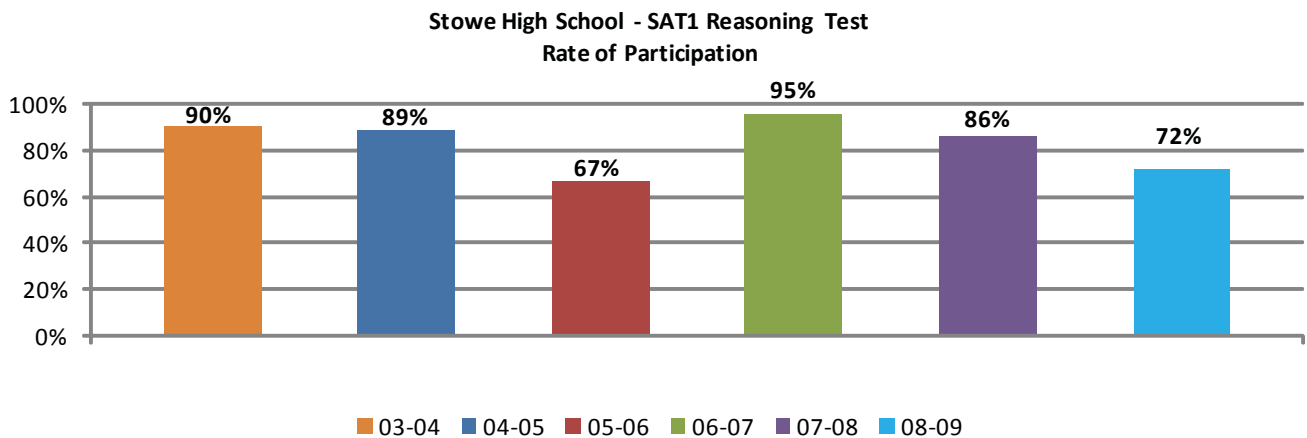
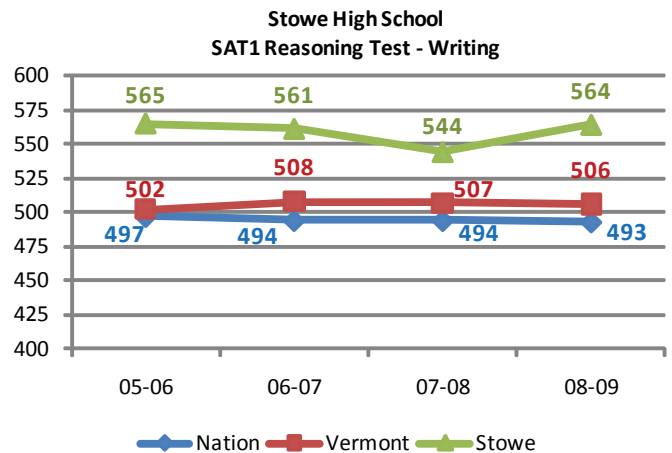
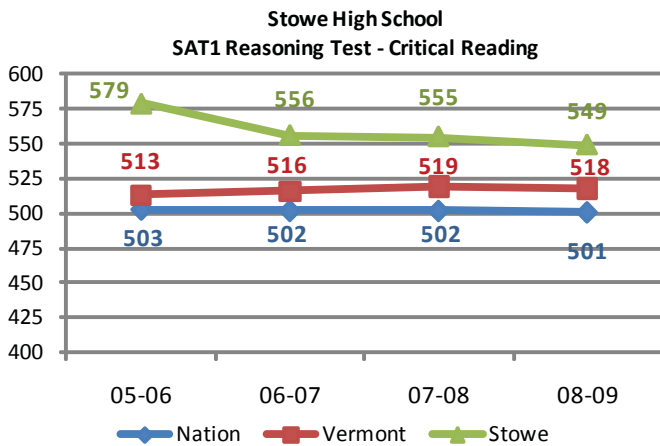
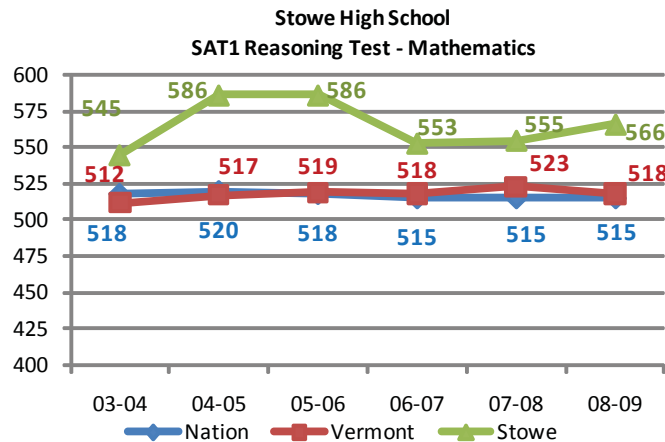
In 2009, fifty-seven advanced placement assessments were taken by Stowe High School students in the following subject areas: Calculus AB, English Literature and Composition, Environmental Science, Physics B, and US History. Forty-three of the assessments taken by Stowe High School students resulted in a score of three or better which is the benchmark that most colleges establish for granting these students college credit.

The following chart compares the overall distribution of Stowe High School scores, by percentage, to the national distribution of scores on the same assessments. In 2009, seventy six percent of Stowe High School advanced placement scores met the requirement for earning college credit.

Score	Stowe High School	National
5	25%	11%
4	30%	18%
3	21%	23%
2	14%	24%
1	10%	23%

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.

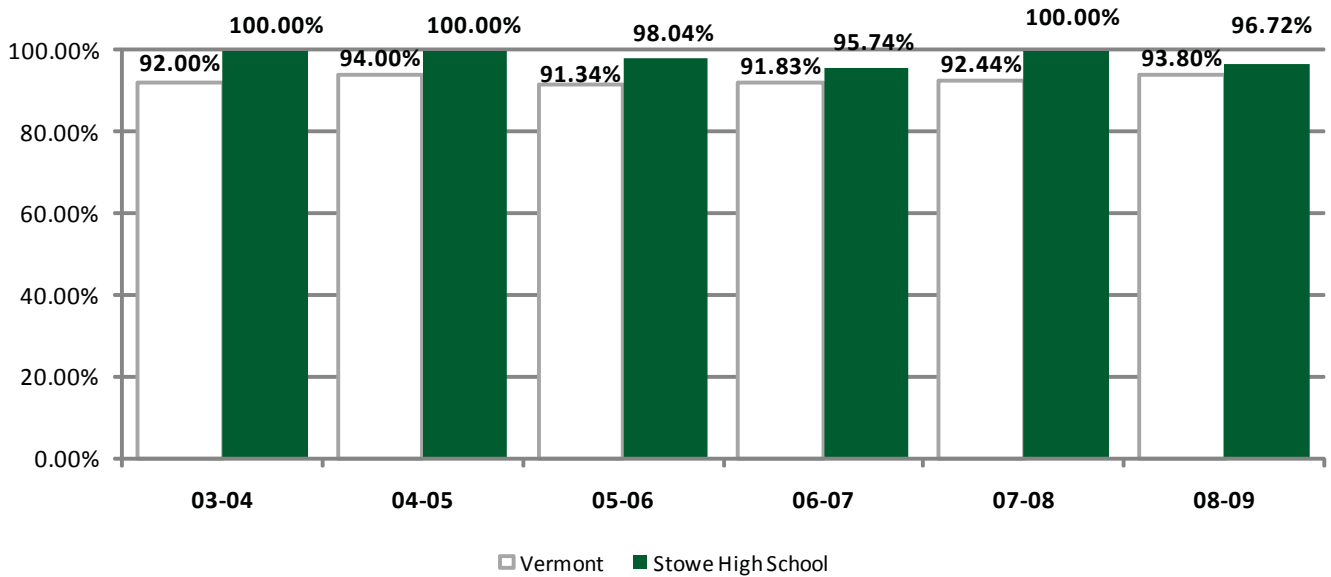
Co-curricular activities support student achievement by offering students ways to succeed in school in addition to the core academic program.

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

Middle School	2008		2009	
	Participants	% Involved	Participants	% Involved
FALL SPORTS				
Soccer Girls	37	22%	28	16%
Soccer Boys	19	11%	50	29%
Field Hockey	20	12%	17	10%
WINTER SPORTS				
Basketball Girls	23	13%	17	10%
Basketball Boys	12	7%	29	17%
MUSIC				
Band and Chorus	58	34%	57	33%
Jazz Band	12	7%	11	6%
Musical	48	28%	58	34%
GOVERNMENT				
Student Council	11	6%	16	9%
Yearbook	12	7%	13	8%

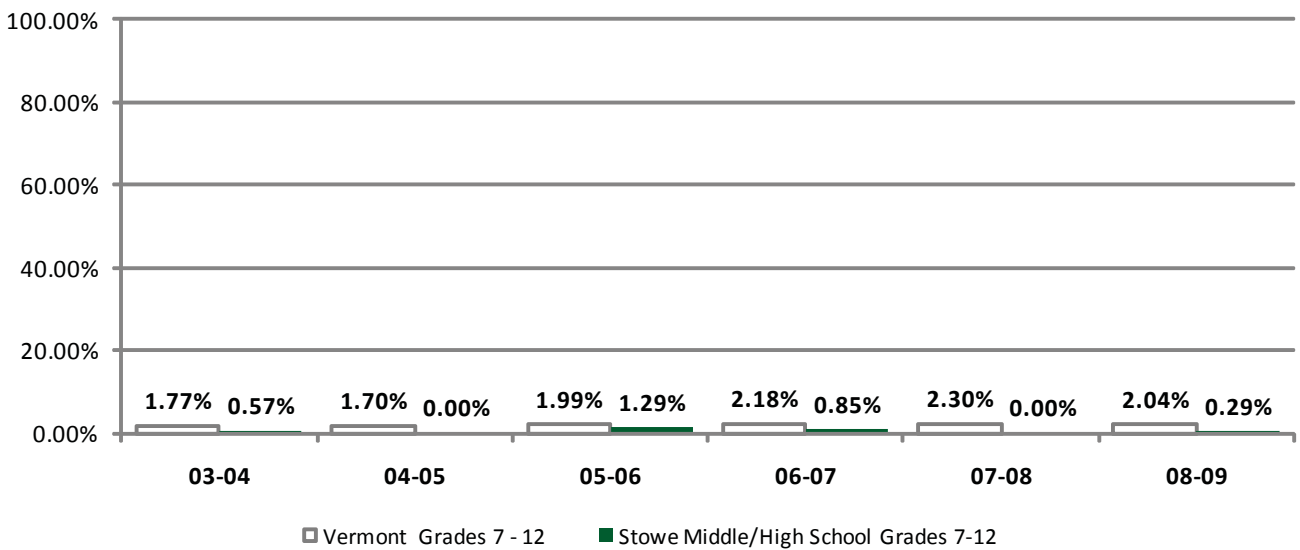
High School	2008		2009		
	Participants	% Involved	Participants	% Involved	
FALL SPORTS	122	54%	112	50%	
WINTER SPORTS	95	42%	83	37%	
SPRING SPORTS	99	44%	98	43%	
		73% of students participated in at least one sport.		72% of students participated in at least one sport.	
MUSIC					
Concert Band	31	14%	34	15%	
Jazz Band	18	8%	15	7%	
Chorus	29	13%	20	9%	
		24% of students participated in at least one musical experience.		21% of students participated in at least one musical experience.	
THEATRE					
Musical	20	9%	27	12%	
		9% of students participated in at least one theatrical event.		12% of students participated in at least one theatrical event.	
GOVERNMENT					
Student Council	16	7%	17	8%	

Stowe High School Graduation Rate

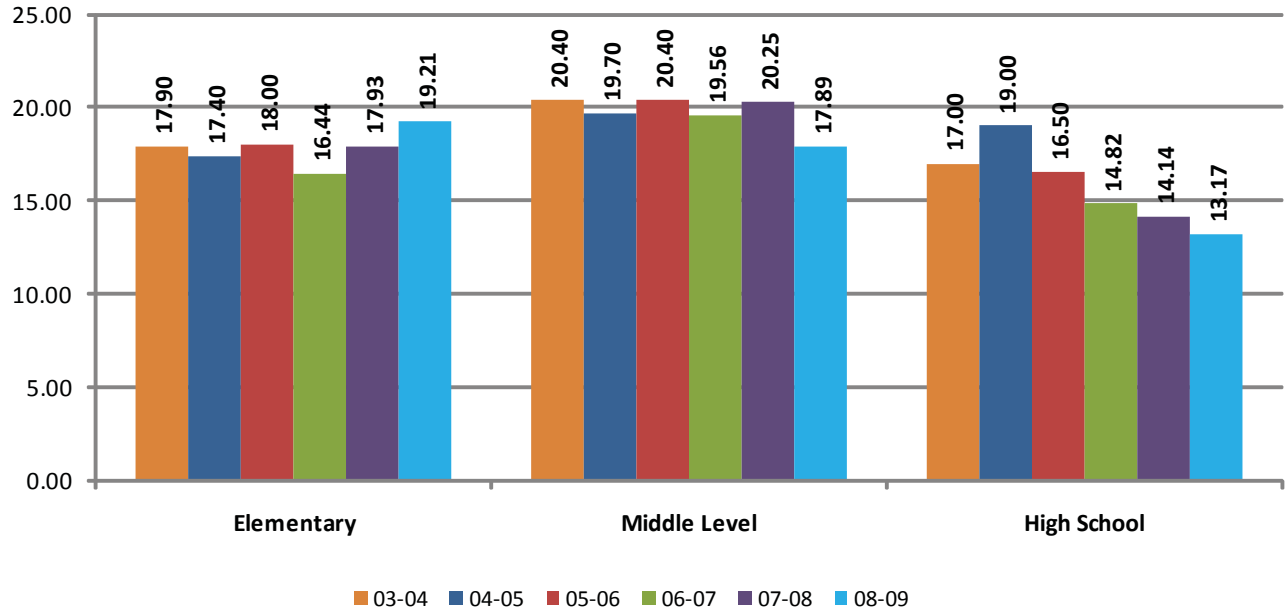


Dropout Rate

A school's dropout rate is often used as one of the indicators of a successful school program. Stowe 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 six years.



Average Class Size



College Acceptances Class of 2009

American University
 Art Institute of Colorado
 Babson College
 Barnard College
 Bates College
 Boston College
 Champlain College
 Clark University
 Colorado College
 Curry College
 Dalhousie University
 Dean College
 Emerson College
 Florida Gulf Coast University
 Fordham University
 George Washington University
 Hobart & William Smith Colleges
 Johnson State College
 LaSalle University
 Lewis & Clark College
 Middlebury College
 Montana State University
 New Mexico Military Institute
 New York University
 Paul Smith's College
 Plymouth State University

Regis University
 Rollins College
 Sierra Nevada College
 St. Lawrence University
 University of British Columbia
 University of Mary Washington
 University of New England

University of New Hampshire
 University of San Francisco
 University of Vermont
 Villanova University
 Warren Wilson College
 Westminster College, Utah



Class of 2009 Graduates

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.

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 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. 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 Stowe.

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.

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

Action Planning continued

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 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 algebra based 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. 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.

Stowe Teacher Quality

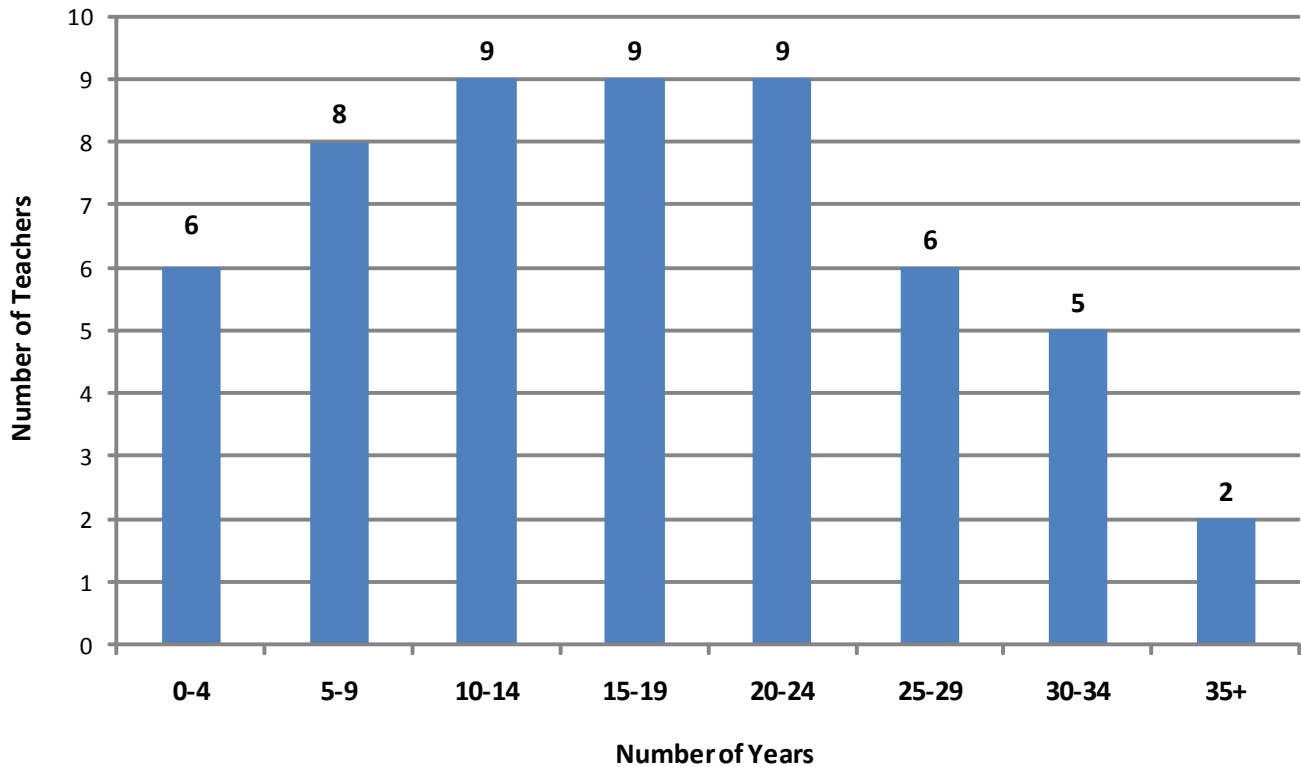
On January 8, 2002, the No Child Left Behind Act (NCLBA) went into effect. Among many other things, this federal law requires that school districts report their progress toward ensuring that all teachers are "highly qualified". A "highly qualified teacher" (HQT) is one who has been fully licensed or 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 2008-2009 school year, 99% of Stowe core academic classes were being taught by teachers who were highly qualified.

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 currently under review by the Vermont State Board of Education.

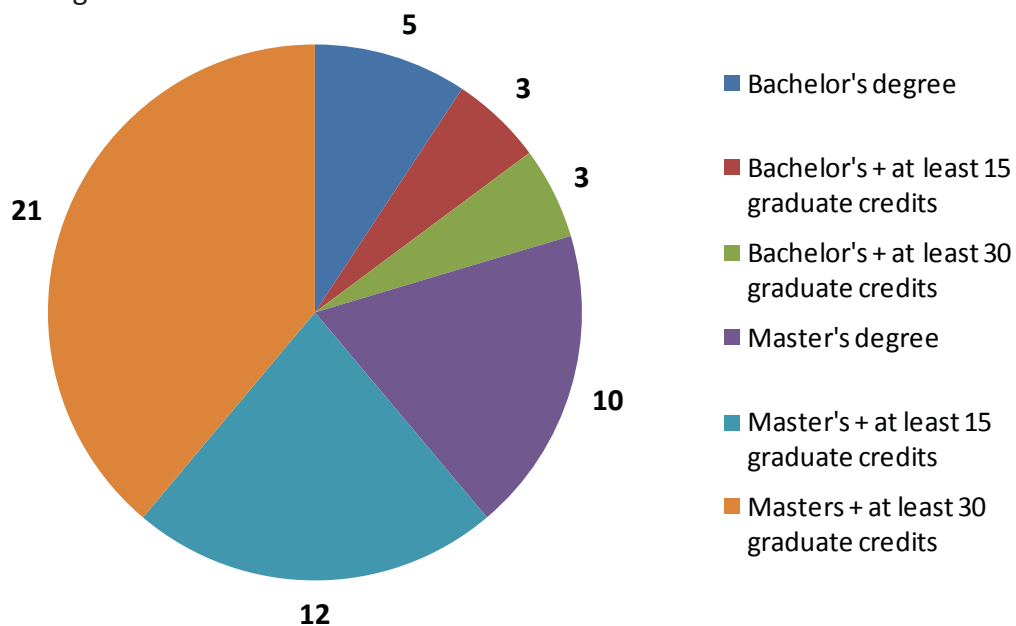
Years of Teaching Experience

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, eighty percent of Stowe teachers have earned a Master's degree.



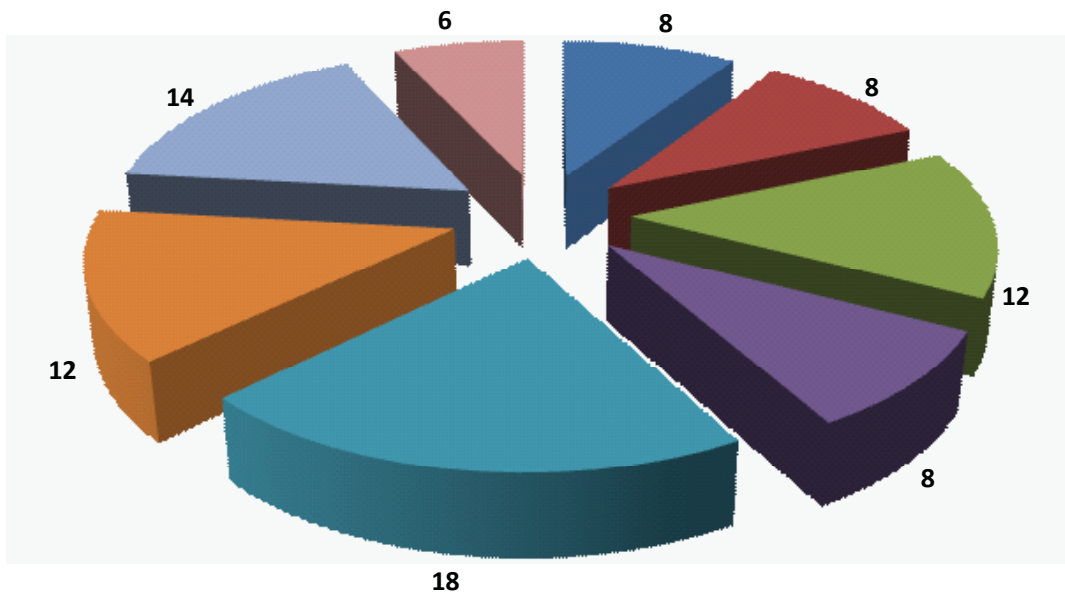
Professional Development

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. Stowe elementary and middle schools 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 Stowe faculty and staff who participated in courses over the past year.

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



■ Climate ■ Concept Based ■ Differentiated Instruction ■ Leadership ■ Literacy ■ Math ■ Student Support ■ Technology

Superintendent of Schools
Lamoille South Supervisory Union
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