School Report
2010 Student Performance
To the Morristown Community,

We are pleased to present the 2010 Annual School Report for the Morristown School District. Pursuant to our change to an on-line reporting format beginning with the 2008-2009 school year, we continue to include expanded information on student achievement, student accomplishments, and other pertinent information about our schools. In addition to another year of achievement data, new for 2010 is information on the individual academic accomplishments of Peoples Academy, Peoples Academy Middle Level and Morristown Elementary School students. We are proud of the many accomplishments of our students, faculty, and schools.

Every year, we take this opportunity to say that the support of the community is essential for the success of our students and schools. We understand that the community appreciates information about the impact of your support of our schools. We are committed to continuous improvement and continue to seek 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

**********************************************

Students of LSSU will use core knowledge to **construct**, **express**, and **act upon** learning.

Students of LSSU will **construct** meanings and respond to complex situations using sound reasoning and creative thinking.

Students of LSSU will **express** ideas accurately, creatively, and effectively to a variety of audiences.

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

นstance

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-06: 74%</td>
<td>06-07: 71%</td>
<td>07-08: 65%</td>
<td>08-09: 42%</td>
</tr>
<tr>
<td>05-06: 70%</td>
<td>06-07: 69%</td>
<td>07-08: 65%</td>
<td>08-09: 63%</td>
</tr>
<tr>
<td>05-06: 70%</td>
<td>06-07: 67%</td>
<td>07-08: 65%</td>
<td>08-09: 59%</td>
</tr>
<tr>
<td>05-06: 64%</td>
<td>06-07: 63%</td>
<td>07-08: 64%</td>
<td>08-09: 64%</td>
</tr>
<tr>
<td>05-06: 62%</td>
<td>06-07: 63%</td>
<td>07-08: 62%</td>
<td>08-09: 63%</td>
</tr>
<tr>
<td>05-06: 56%</td>
<td>06-07: 58%</td>
<td>07-08: 56%</td>
<td>08-09: 56%</td>
</tr>
<tr>
<td>05-06: 40%</td>
<td>06-07: 58%</td>
<td>07-08: 56%</td>
<td>08-09: 42%</td>
</tr>
<tr>
<td>05-06: 59%</td>
<td>06-07: 63%</td>
<td>07-08: 63%</td>
<td>08-09: 59%</td>
</tr>
</tbody>
</table>

It’s About Learning
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 2010, fifty-five advanced placement assessments were taken by Peoples Academy students in the following subject areas: Biology, Calculus AB, Chemistry, English Literature and Composition, Environmental Science, and U.S. History. Thirty-six 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 2010, sixty-five percent of Peoples Academy scores met the requirement for earning college credit.

<table>
<thead>
<tr>
<th>Score</th>
<th>Peoples Academy</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>36%</td>
<td>22%</td>
</tr>
<tr>
<td>2</td>
<td>17%</td>
<td>23%</td>
</tr>
<tr>
<td>1</td>
<td>18%</td>
<td>25%</td>
</tr>
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</table>
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>% Involved</th>
<th>Participants</th>
<th>% Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer Girls</td>
<td>39</td>
<td>17%</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td>Soccer Boys</td>
<td>25</td>
<td>11%</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>Cross-Country Running</td>
<td>17</td>
<td>7%</td>
<td>22</td>
<td>10%</td>
</tr>
<tr>
<td>WINTER SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball Girls</td>
<td>19</td>
<td>8%</td>
<td>18</td>
<td>8%</td>
</tr>
<tr>
<td>Basketball Boys</td>
<td>26</td>
<td>11%</td>
<td>31</td>
<td>14%</td>
</tr>
<tr>
<td>Cross-Country Skiing</td>
<td>9</td>
<td>4%</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>SPRING SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td>49</td>
<td>21%</td>
<td>31</td>
<td>14%</td>
</tr>
<tr>
<td>Golf</td>
<td>12</td>
<td>5%</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Band/Jazz Band</td>
<td>47</td>
<td>20%</td>
<td>47</td>
<td>21%</td>
</tr>
<tr>
<td>Chorus</td>
<td>53</td>
<td>23%</td>
<td>52</td>
<td>24%</td>
</tr>
<tr>
<td>THEATRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama Club</td>
<td>91</td>
<td>39%</td>
<td>60</td>
<td>27%</td>
</tr>
<tr>
<td>GOVERNMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal's Advisory</td>
<td>18</td>
<td>8%</td>
<td>17</td>
<td>8%</td>
</tr>
</tbody>
</table>

### High School

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>% Involved</th>
<th>Participants</th>
<th>% Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer Girls</td>
<td>47</td>
<td>15%</td>
<td>45</td>
<td>14%</td>
</tr>
<tr>
<td>Soccer Boys</td>
<td>39</td>
<td>12%</td>
<td>40</td>
<td>12%</td>
</tr>
<tr>
<td>Cross-Country Running</td>
<td>13</td>
<td>4%</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>WINTER SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball Girls</td>
<td>21</td>
<td>7%</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td>Basketball Boys</td>
<td>30</td>
<td>9%</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Cross-Country Skiing</td>
<td>14</td>
<td>4%</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>18</td>
<td>6%</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>Indoor Track</td>
<td>16</td>
<td>5%</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>SPRING SPORTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball Girls</td>
<td>13</td>
<td>4%</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Baseball Boys</td>
<td>24</td>
<td>7%</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td>Track and Field</td>
<td>24</td>
<td>7%</td>
<td>22</td>
<td>7%</td>
</tr>
<tr>
<td>Golf</td>
<td>15</td>
<td>5%</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>MUSIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>21</td>
<td>7%</td>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td>Chorus</td>
<td>28</td>
<td>9%</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>THEATRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama Club</td>
<td>30</td>
<td>9%</td>
<td>40</td>
<td>12%</td>
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<tr>
<td>GOVERNMENT</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student Leadership</td>
<td>16</td>
<td>5%</td>
<td>16</td>
<td>5%</td>
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<tr>
<td>National Honor Society</td>
<td>21</td>
<td>7%</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>MISC. CLUBS &amp; ACTIVITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1%</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>
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.
College Acceptances - Class of 2010

Adelphi University  Green Mountain College  State University of New York - Oneonta
American University  Hampshire College  State University of New York - Oswego
Amherst College  Hobart & William Smith Colleges  State University of New York - Plattsburgh
Armstrong Atlantic State University  Hofstra University  State University of New York - Potsdam
Baldwin-Wallace College  Husson University  State University of New York - Purchase
Bates College  Ithaca College  Suffolk University
Bishop's University  Johnson State College  Syracuse University
Boston College  Juniata College  The Art Institute of Boston
Boston University  Keene State College  Tufts University
Burlington College  Lasell College  University of Arizona
Castleton State College  Lyndon State College  University of Bridgeport
Cazenovia College  Maine College of Art  University of Connecticut
Champlain College  Marymount Manhattan College  University of Guelph
City University of New York - Hunter College  Massachusetts College of Art - Boston  University of Maine - Farmington
Clark University  Middlebury College  University of Massachusetts - Boston
Clarkson University  Montana State University - Bozeman  University of Massachusetts - Dartmouth
Clemson University  Mount Holyoke College  University of Nevada - Reno
Clinton Community College  Nazareth College  University of New England
Coastal Carolina University  New England Institute of Art  University of New Hampshire
Coker College  New England Institute of Technology  University of New Haven
Colby College  Northeastern University  University of Rhode Island
College of the Atlantic  Norwich University  University of Southern California
Columbia College Chicago  Oberlin College  University of Southern Maine
Community College of Vermont  Plymouth State College  University of Vermont
Concordia University  Reed College  Vassar College
Drexel University  Roanoke College  Vermont Technical College
Elmira College  Sacred Heart University  Wagner College
Elon University  Saint Lawrence University  Webster University
Emerson College  Saint Michael's College  Wellesley College
Emmanuel College  Simmons College  Wesleyan College
Fairfield University  Smith College  Western Connecticut State University

Average Class Size

Elementary  Middle Level  High School

<table>
<thead>
<tr>
<th>Year</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.30</td>
<td>18.90</td>
<td>16.67</td>
<td>18.65</td>
<td>18.37</td>
<td>18.37</td>
<td>18.90</td>
</tr>
<tr>
<td>20.00</td>
<td>21.00</td>
<td>22.00</td>
<td>21.91</td>
<td>20.51</td>
<td>19.82</td>
<td>18.49</td>
</tr>
<tr>
<td>17.80</td>
<td>17.20</td>
<td>17.32</td>
<td>15.71</td>
<td>15.43</td>
<td>14.81</td>
<td>15.15</td>
</tr>
<tr>
<td>15.43</td>
<td>18.37</td>
<td>19.82</td>
<td>15.71</td>
<td>15.43</td>
<td>14.81</td>
<td>15.15</td>
</tr>
<tr>
<td>14.81</td>
<td>18.37</td>
<td>19.82</td>
<td>15.71</td>
<td>15.43</td>
<td>14.81</td>
<td>15.15</td>
</tr>
</tbody>
</table>
Peoples Academy Student Recognition

Scholarships and Awards - Class of 2010

Valedictorians: Silene DeCiucies and Megan LaCasse

Bette Rochette Citizenship Award
Lucas Fitzgerald

Boosters Club Awards
Samantha LaMonda
Nicole West

Christabel Wallace Burnham Award
Kristin Mayo

Concept II Scholarship
Erin Nichols
Lucas Fitzgerald

Donna Densmore Memorial Award
Adina Barron

Dr. Alice Angney Scholarship
Ryan Cross

Ethelda Graves Award
Devaney Cote
Ryan Cross
Megan LaCasse
Elaina Lefevre

Eugene H. Call Award
Tucker Grant

Francis L. and Myrtie N. Merritt Scholarship
Christopher Allen
Katherine Anderson
Natasha Baker
Mariah Bradley
Tyler Griswold
Christopher McDonnell

Gardner Manosh Scholarship
Jaynie Sudol

George Foss Athletic Improvement Award
Dana Bourne
Ryan Cross

George and Nettie Merritt Scholarship
Brandon Arnold

Greg Rothhammer Memorial Scholarship
Bryanna Doe

Hildred M. Knox Scholarship
Nicole West

Homer J. Edmunds Scholarship
Kelsea Darragh-Godfrey
Mikayla Geraci
Geoffroy Jaquish
Jeffrey Lathe
Elaina Lefevre
Shannon McDowell
Alicia Menard
Andrea Menard
Jaynie Sudol
Caroline Wells
Kaitlyn Wolff

Hugh Tomlinson Memorial Scholarship
Jonathon Blake

Jake Melcher Community Service Memorial Award
Ethan Nutting

Joseph Yando Memorial Award
Nina Teed

Knights of Columbus - Brownson Council
Alicia Menard

Lake Elmore Fire Department Auxiliary
Seline DeCiucies

Lamoille County Players - Sigrid Bronner Memorial
Michala Demars

Lamoille River Swingers Scholarship
Michala Demars

Lamoille Valley Chamber of Commerce Scholarship
Silene DeCiucies

Logan Voyer Memorial Scholarship
Lucas Fitzgerald

Lynford T. Waring Memorial Scholarship
Devaney Cote

Madge Churchill Award
Erin Nichols

Madge & Oscar Churchill Award
Nicole West

Manufacturing Solutions Inc. Scholarship
Michala Demars
Erin Nichols

Maude M. Chaffee Award
Dana Bourne

Michael Wright-Lanpher Memorial Scholarship
Ethan Nutting

-10-
Peoples Academy Student Recognition continued

Morristown Educators’ Association Award
Heather Courchaine
Chelsea Hostetter
Samantha LaMonda

Morrisville Rotary Scholarship
Dana Bourne

Morrisville Women’s Club Scholarship
Kristen Piper

National Honor Society Recycler of the Year
Samantha LaMonda

Order of Eagles
Ethan Nutting

Oscar Churchill Scholarship
Ethan Nutting

Paul Desrochers Memorial Scholarship
Samantha LaMonda

Robert Hasseltine Citizenship Award
Shannon McDowell

Ron “Tate” Tatro Memorial Scholarship
Chelsea Hostetter

Ron Terrill Memorial Award
Heather Courchaine
Bryanna Doe
Candra Hodgson
Chelsea Hostetter
Samantha LaMonda

Rysz Family Scholarship
Megan LaCasse

Sally Mortier Memorial Scholarship
Adina Barron

Senior Class Award
Kasey Small

Sharon Brown Award
Devaney Cote

Sigrid Bronner Scholarship
Silene DeCiucies

Sportsmanship Award
Megan LaCasse
Colby Putvain

Stephen Paul Raymond Scholarship
Nathan Schramm

Thomas C. Cheney Award
Nathan Schramm

Town of Morristown Billings Scholarship
Ryan Cross
Silene DeCiucies
Shannon McDowell
Kaia Waller

V. Faith Edmunds Scholarship
Alyssa Jones

Verlie Tillotson Award
Jeffrey Parrott

VSAC/Endowment Scholarship
Adina Barron

VSAC/Vermont Honor Scholarship
Silene DeCiucies

Class of 2010 Graduates
### Morristown Student Recognition

**Morristown Elementary School**

- Math League Contest
  - James Tisdell
- National Geographic Society’s Geography Bee
  - Zachary Hess

**President’s Award for Educational Achievement**

- Jamie Barrett
- Sarah Davis
- Meaghan Emerson
- Allison Fitzgerald
- Tucker Garrett
- Mercedes Laraway
- Isaiah Quittner
- Richard Spradling
- Jacob Walker

**President’s Award for Educational Excellence**

- Tara Barney
- Andrew Bowen
- Hannah Dambach
- Madeline Dwyer
- Alexis Faith
- Kevin Griggs
- Zachary Hess
- Evelyn Leikert
- Emily McCormack
- Gary Mercy
- McKenna Montminy
- Paige Palmer
- Emily Rogers
- Will Seivwright
- Sydney Scott
- James Tisdell

### Peoples Academy Middle Level

- President’s Award for Educational Achievement
  - Justin Barrett
  - Avery Boyea-Traber
  - Devon Bucer
  - Ashley Douglas
  - Dylan Flynn
  - Deanna Mandigo
  - Taylor MElanson
  - Jonathan Merchant
  - Desserra Small
  - Myrlande Spaulding
  - Nathan Tanner

**Eagle Merit Badges**

- Jonathon Blake
- Christopher McDonnell
- Ethan Nutting

**Envirothon**

- Bronwyn Case
- Seline DeCiucies
- Katie Foltz
- Tucker Grant
- Emma Guider
- Kayla Henry
- Alex Kadinoff
- Casey Kennedy
- Kaia Waller
- Ben Wan
- Jenna Wells

**Girls Basketball All League Honorable Mention**

- Devany Cote
- Kaleigh Newton

**Green Team Members**

- Kelsea Darrah-Godfrey
- Skye Ferland
- Bethany Glodgett
- AmySue Gravel
- Shelby Mandigo
- Haley Parker
- Volicia Smith
- Morgan VanCor

**New England Culinary Institute’s Vermont Culinary Classic**

- Josh Norton

### Peoples Academy

- Champlain College Young Writer’s Conference
  - Audrey Hunt
  - Craig Preavy
- Comcast Leaders and Achievers Award
  - Nicole West
- Vermont Congressional Art Competition
  - Anna Couture
  - Katelyn Dewey
- Vermont Skills USA Competition
  - Ben Demars
- Vermont State Boys Soccer Team
  - Ryan Cross
  - Lucas Fitzgerald
- Vermont State Girls Player of the Year (Soccer)
  - Chelsea Hostetter
- Vermont State Girls Soccer 2nd Team
  - Erin Nichols
- Vermont Stock Market Game
  - Adina Barron
  - Bryanna Doe
- Vermont Winter Indoor Track High Jump
  - Allison Scarf

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*It’s About Learning*
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 greatest promise for children and society is education. The growth and potential of each child is influenced by many variables some of which we may feel we have little impact. While school communities may lack total control, we do have influence and the districts of Lamoille South Supervisory Union are committed to attending to the necessary conditions that create the opportunity for learning to take place. These conditions include child-centered learning, rigorous, relevant and aligned instructional expectations and assessments, and effective teachers and leaders. As a school community we have organized our focus on these conditions and the related Curriculum, Instruction, and Assessment needs into a 6 focus area action plan. The focus areas are; comprehensive curriculum, local assessment system, progress monitoring, educational support system, learning environment, and professional development. This report reflects the accomplishments during the third year of a four year action plan.

Schools have identified data in multiple areas and on multiple measures to determine our growth and improvement and to identify areas of continued focus. Much of this 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), Math Bridge, and Science Inquiry assessments. 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.
The Curriculum, Assessment, and Instruction council continues to focus attention on attending to the whole child and framing our primary learning goals in context with preparing students for tomorrow. They are doing this with a focus on our mission related goals which outlines the expectation that students of LSSU will be critical thinkers and problem solvers, effective communicators, and socially responsible citizens. In addition to the focus on advancing the mission related goals the curriculum council has established a curriculum renewal timeline and they, with additional school based teams, received professional development on the Habits of Mind. The Habits of Mind are “....dispositions that are skillfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems, the solutions to which are not immediately apparent” (www.instituteforhabitsofmind.org). Clearly, attention to these dispositions for learning will benefit us as we help teachers to design instruction and learning opportunities that are concept-based and focused on the mission related goals.

Over the past few years it has become common practice to work collaboratively across schools and districts and to engage in common, embedded professional development. These conversations and the level of professionalism displayed by all involved have been tremendous. The conversations and outcomes reflect a commitment to excellence and equity of experiences for all students. The expectation for collaboration with colleagues from across the supervisory union has resulted in the creation of a K–12 supervisory union history and social sciences committee in 2010. This team began the comprehensive curriculum renewal process and has identified K–12 student expectations and enduring understandings.

Lamoille South Supervisory Union continues to have a focus on improved mathematics instruction and outcomes for students. To support teachers and students we adopted new math programs from Elementary and Middle levels; Think Math! and Big Ideas, respectively. Continued guidance and coaching with Dr. Mahesh Sharma, a renowned mathematics instruction consultant and teacher, has focused on high school instruction and the needs of adolescents.

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 2009-2010 school year, nearly 98% 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.

![Years of Teaching Experience Graph](image)

**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-six percent of Morristown teachers have earned a Master’s degree.

![Undergraduate and Graduate Education Chart](image)
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 and Peoples Academy Middle level teachers of mathematics engaged in a book study to learn collaboratively about how math is learned and the impact of this cognitive science on classroom instruction and experiences. Teachers of mathematics also worked collaboratively with their colleagues from Stowe Elementary and Stowe Middle school during faculty meeting time to learn and support one another in the implementation of Think Math! and Big Ideas, our new math programs. Across the supervisory union, teams of teachers worked collaboratively on curriculum and assessment in literacy, math, science, and history. 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.

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It’s About Learning