

It's About Learning
produced by Lamoille South Supervisory Union

June 2011

Morristown School District

School Report

2010 Student Performance



To the Morristown Community,

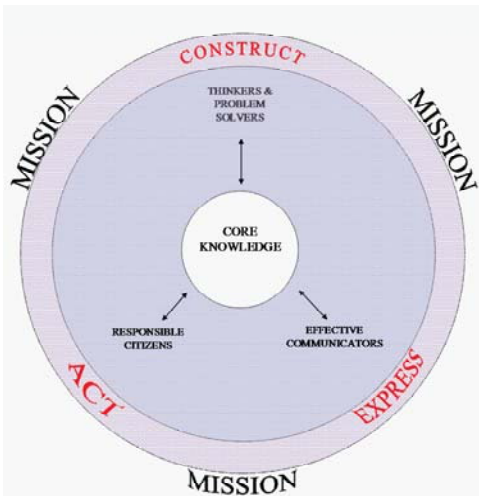
We are pleased to present the 2010 Annual School Report for the Morristown School District. Pursuant to our change to an on-line reporting format beginning with the 2008-2009 school year, we continue to include expanded information on student achievement, student accomplishments, and other pertinent 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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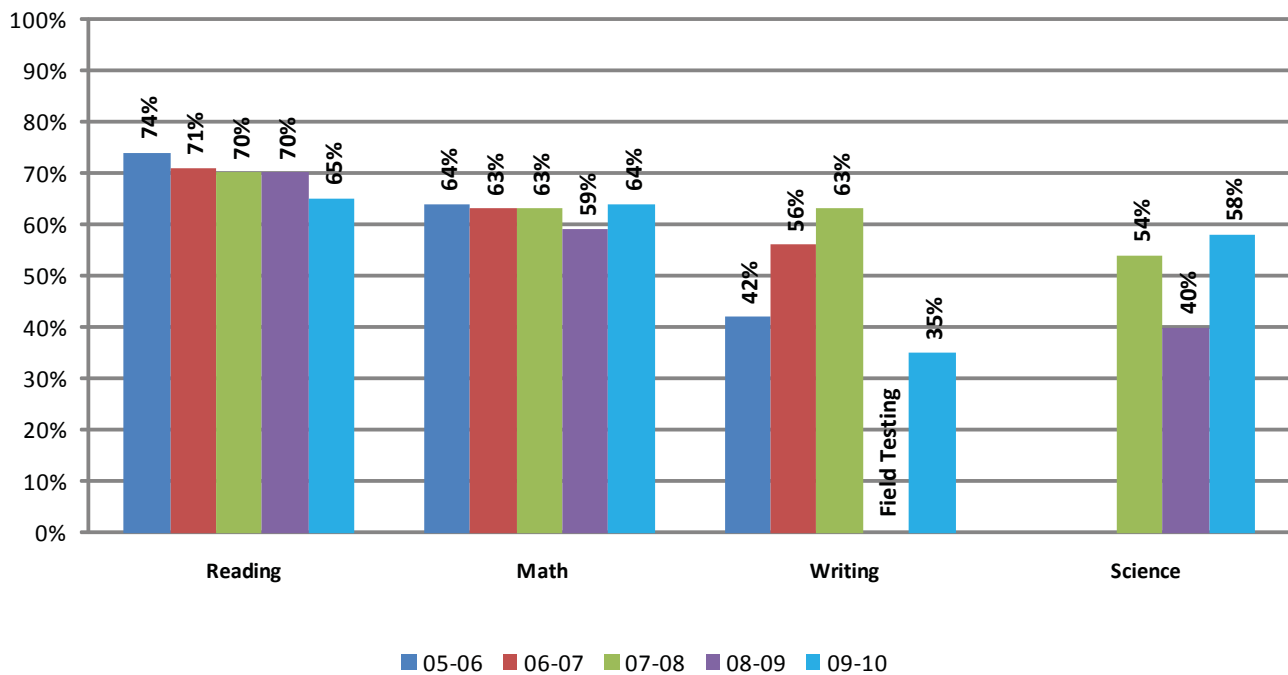
New England Common Assessment Program (NECAP)

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

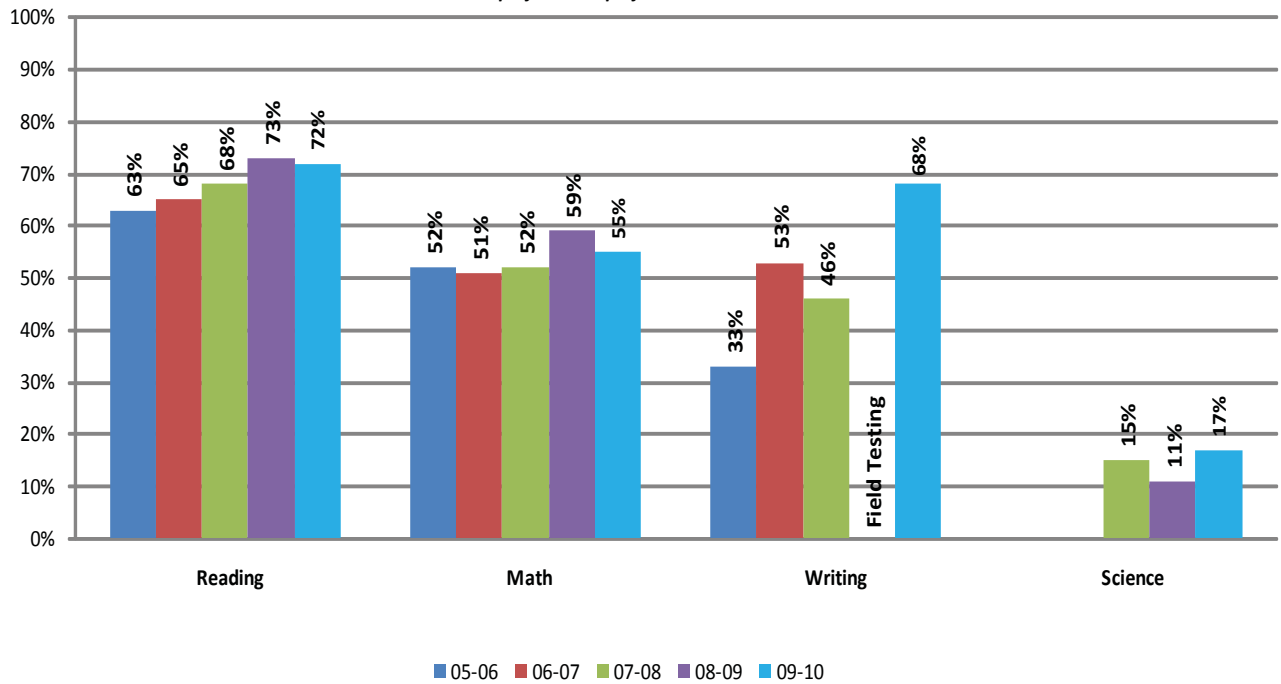
Morristown Elementary School
New England Common Assessment Program (NECAP)
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

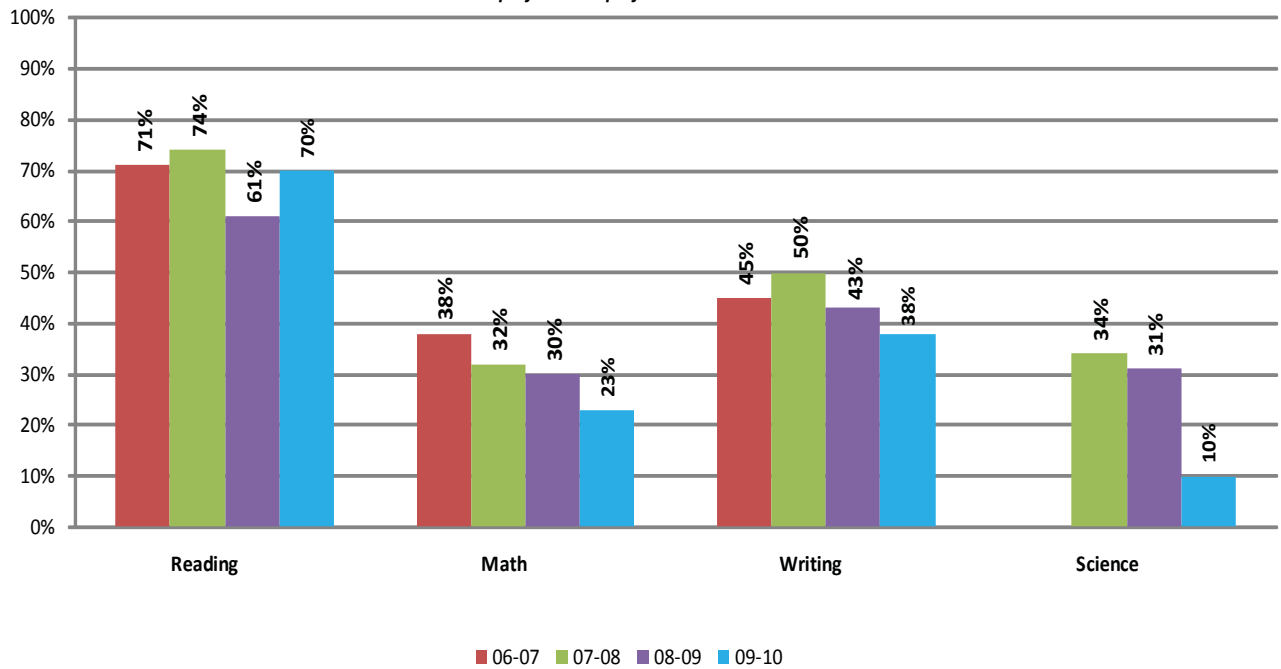
**Peoples Academy Middle Level
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



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

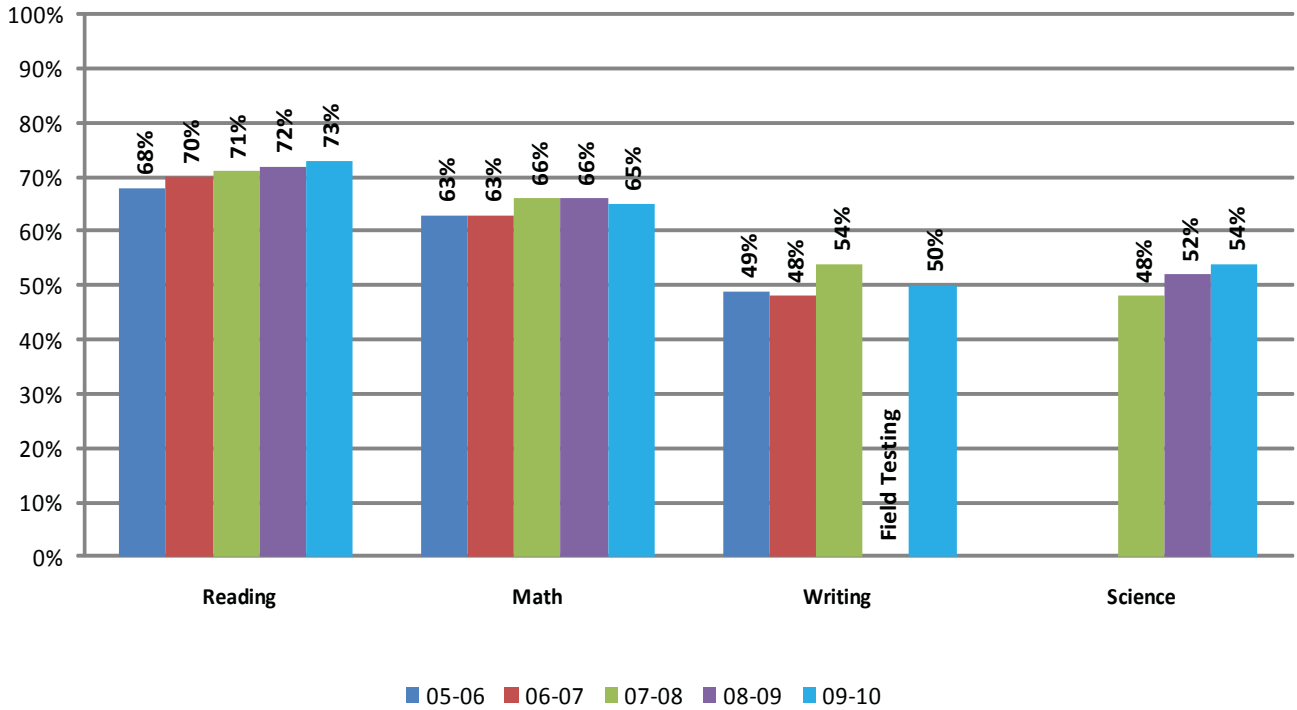
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

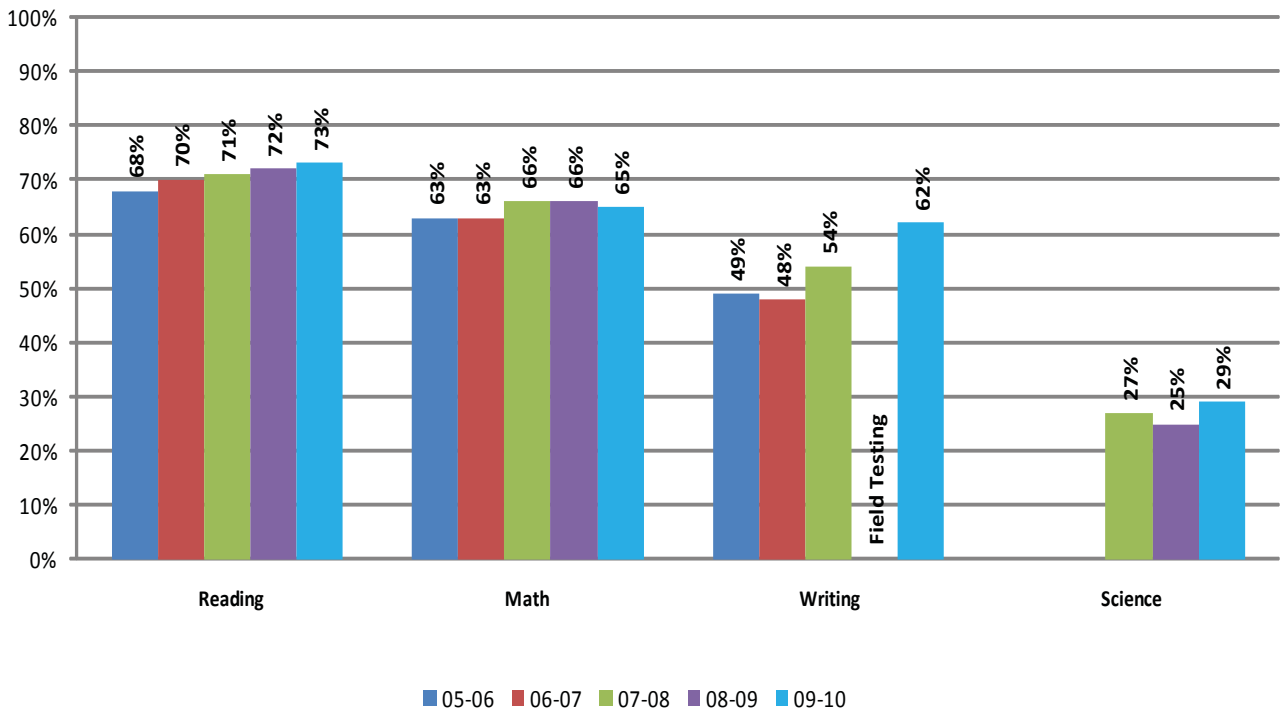
**Vermont - Elementary
New England Common Assessment Program (NECAP)**

Percent proficient or proficient with distinction



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

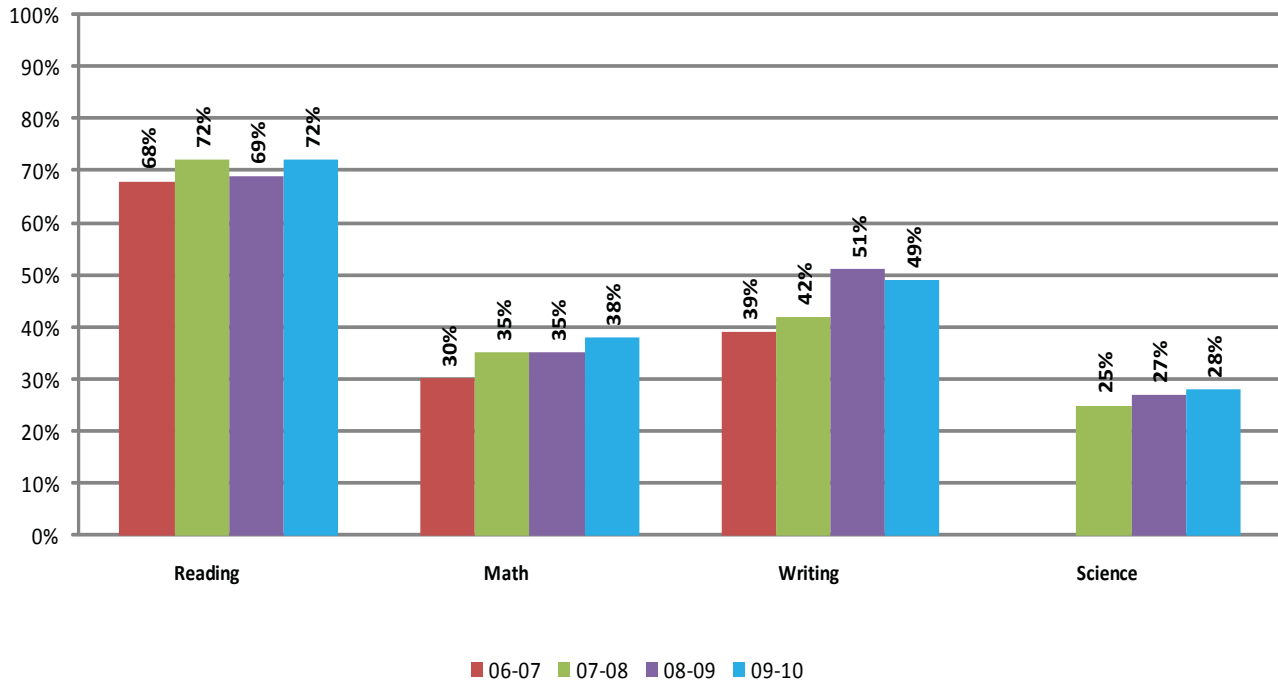
Percent proficient or proficient with distinction



New England Common Assessment Program (NECAP) continued

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

Percent proficient or proficient with distinction



2010 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.

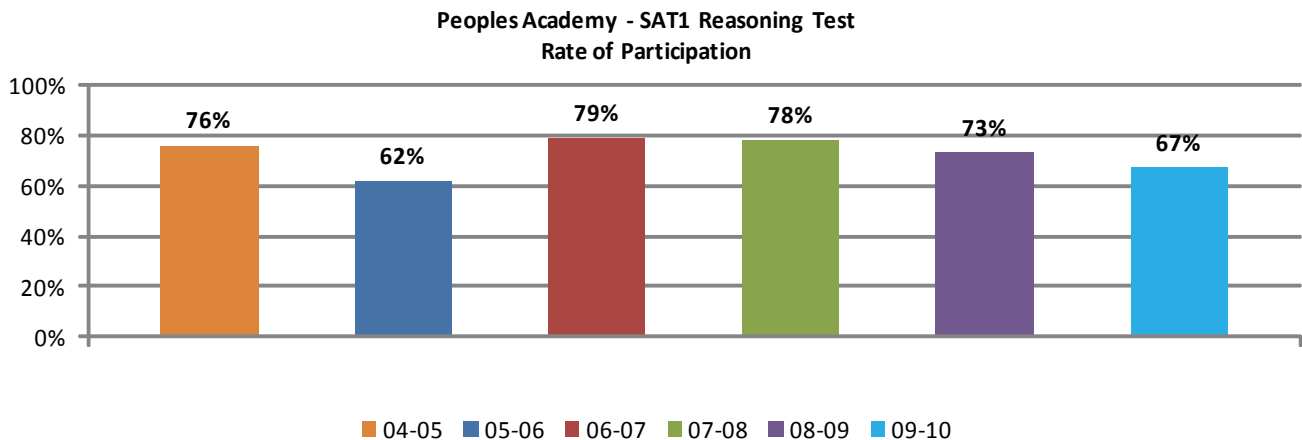
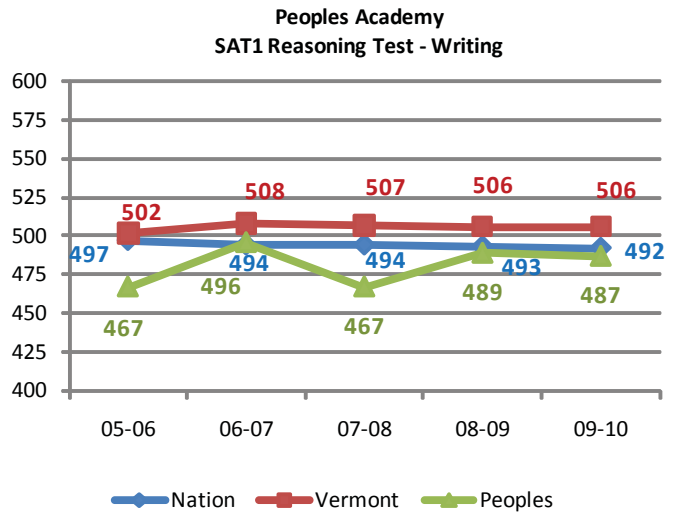
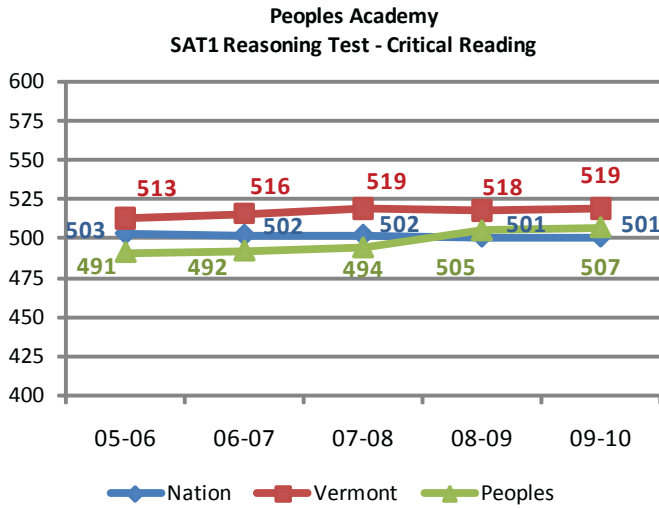
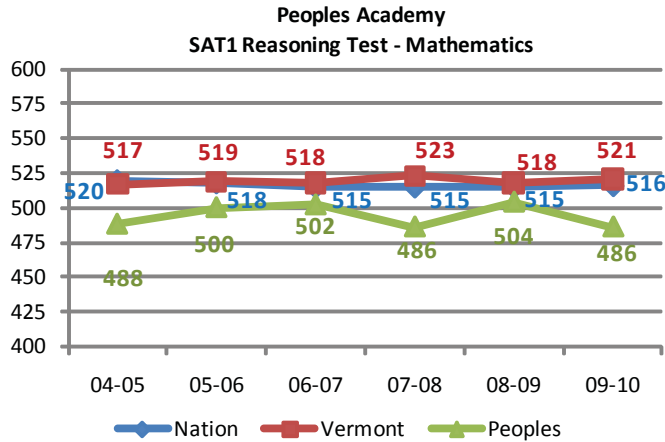
In 2010, fifty-five advanced placement assessments were taken by Peoples Academy students in the following subject areas: Biology, Calculus AB, Chemistry, English Literature and Composition, Environmental Science, and U.S. History. Thirty-six of the assessments taken by Peoples Academy students resulted 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.

Score	Peoples Academy	National
5	7%	12%
4	22%	18%
3	36%	22%
2	17%	23%
1	18%	25%

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.

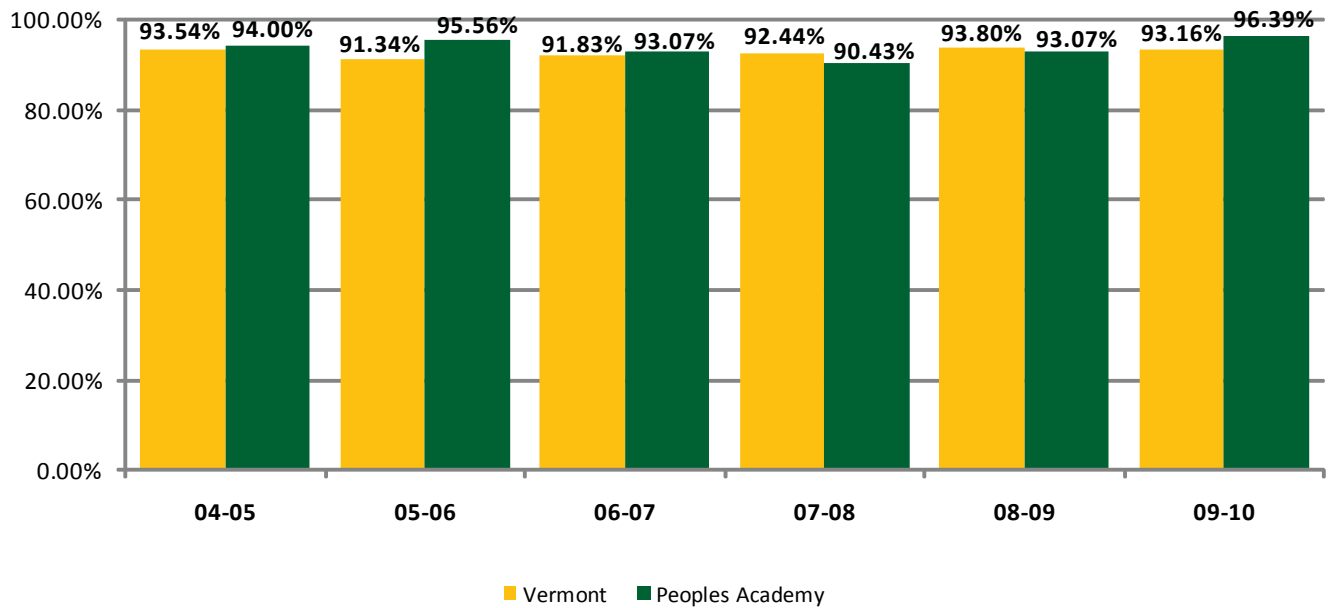
Co-curricular activities support student achievement by offering students ways to succeed in school in addition to the core academic program.

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

Middle Level		2009		2010	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	-Soccer Girls	39	17%	33	15%
	Soccer Boys	25	11%	30	14%
	Cross-Country Running	17	7%	22	10%
WINTER SPORTS	-Basketball Girls	19	8%	18	8%
	Basketball Boys	26	11%	31	14%
	Cross-Country Skiing	9	4%	6	3%
SPRING SPORTS	-Track and Field	49	21%	31	14%
	Golf	12	5%	10	5%
MUSIC	-Band/Jazz Band	47	20%	47	21%
	Chorus	53	23%	52	24%
THEATRE	-Drama Club	91	39%	60	27%
GOVERNMENT	-Principal's Advisory	18	8%	17	8%

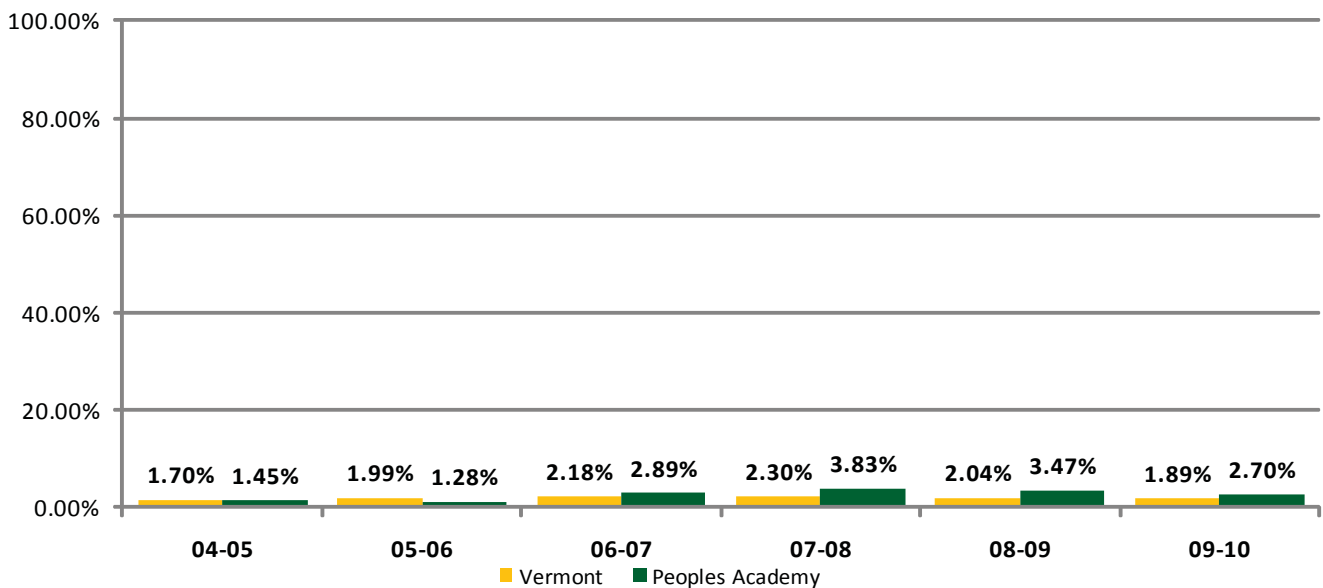
High School		2009		2010	
		Participants	% Involved	Participants	% Involved
FALL SPORTS	-Soccer Girls	47	15%	45	14%
	Soccer Boys	39	12%	40	12%
	Cross-Country Running	13	4%	10	3%
WINTER SPORTS	-Basketball Girls	21	7%	20	6%
	Basketball Boys	30	9%	23	7%
	Cross-Country Skiing	14	4%	11	3%
	Ice Hockey	18	6%	16	5%
	Indoor Track	16	5%	4	1%
SPRING SPORTS	-Softball Girls	13	4%	17	5%
	Baseball Boys	24	7%	20	6%
	Track and Field	24	7%	22	7%
	Golf	15	5%	11	3%
MUSIC	-Band	21	7%	19	6%
	Chorus	28	9%	15	5%
THEATRE	-Drama Club	30	9%	40	12%
GOVERNMENT	-Student Leadership	16	5%	16	5%
	-National Honor Society	21	7%	17	5%
MISC. CLUBS & ACTIVITIES	Other	3	1%	3	1%

Peoples Academy Graduation Rate



Dropout Rate

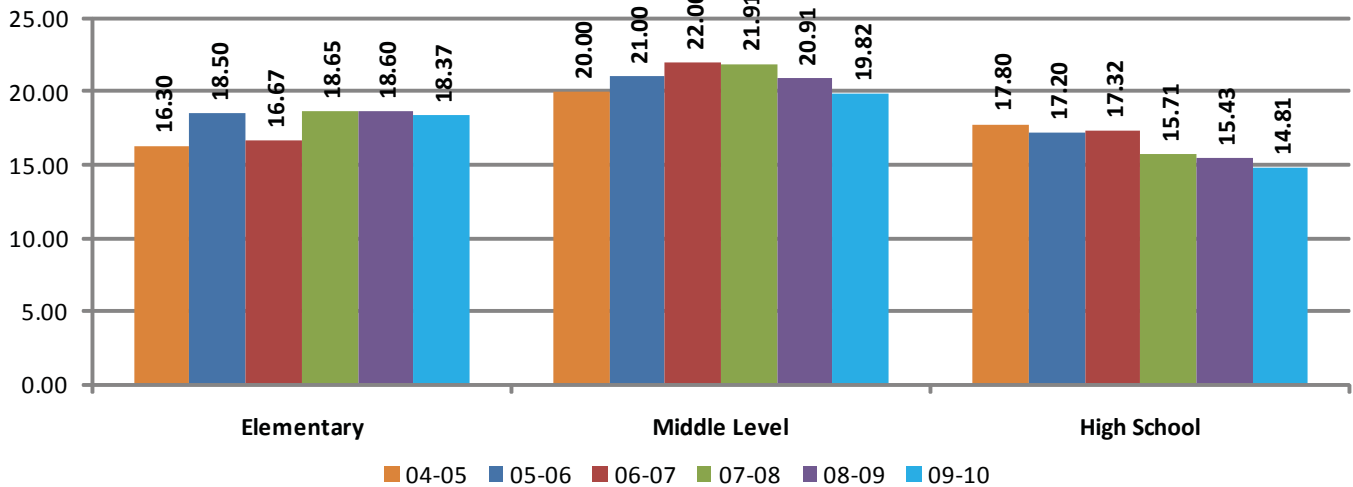
A school’s dropout rate is often used as one of the indicators of a successful school program. Peoples Academy dropout rates have consistently been reported in grades 7-12 because this configuration is the most common one throughout the state. Peoples’ rate has been compared to the State of Vermont for the past six years.



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

Average Class Size



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 Rothammer Memorial Scholarship

Bryanna Doe

Hildred M. Knox Scholarship

Nicole West

Homer J. Edmunds Scholarship

Kelsea Darrah-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

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 Buker

Ashley Douglas

Dylan Flynn

Deanna Mandigo

Taylor MELanson

Jonathan Merchant

Desserra Small

Myrlande Spaulding

Nathan Tanner

President's Award for Educational Excellence

Benjamin Demars

Katherine Fish

Micaela Gailmor

Leesa Gravel

Rebecca Harris

Jenna Henry

Jessica Johnson

Hannah Larro

Alysha Lefevre

Nicole Leikert

Oakley Lisson

Hannah Merriam

Summer Moran

Daniel Safford

Gavin Southworth

Katherine Stames

Anastasia Swift

Allison VanNorden

Carie Wan

Haillie Williams

Christopher Wiltshire

Michelle Yando

Molly Zmich

VAMLE Scholar Leaders

Katie Stames

Ben Demars

Vermont Young Authors

Emma Lodge

Peoples Academy

Champlain College Young Writer's Conference

Audrey Hunt

Craig Preavy

Comcast Leaders and Achievers Award

Nicole West

Eagle Merit Badges

Jonathon Blake

Christopher McDonnell

Ethan Nutting

Environthon

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

Outdoor Track Long Jump State Champion

Chelsea Hostetter

Outdoor Track Pole Vault State Champion

Kayla Henry

Pete Hartt Award

Megan LaCasse

Vermont Congressional Art Competition

Caroline Wells

Vermont Skills USA Competition

Anna Couture

Katelyn Dewey

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

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.

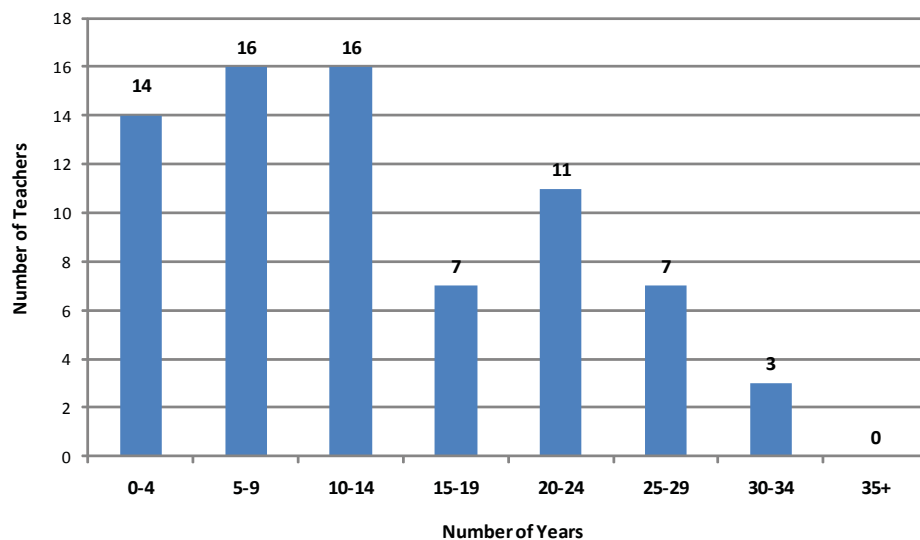
The Morristown School District is very proud of its staff — teachers, para-educators, support personnel, and administration. During the 2009-2010 school year, nearly 98% of Morristown core academic classes were being taught by teachers who were highly qualified.

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.

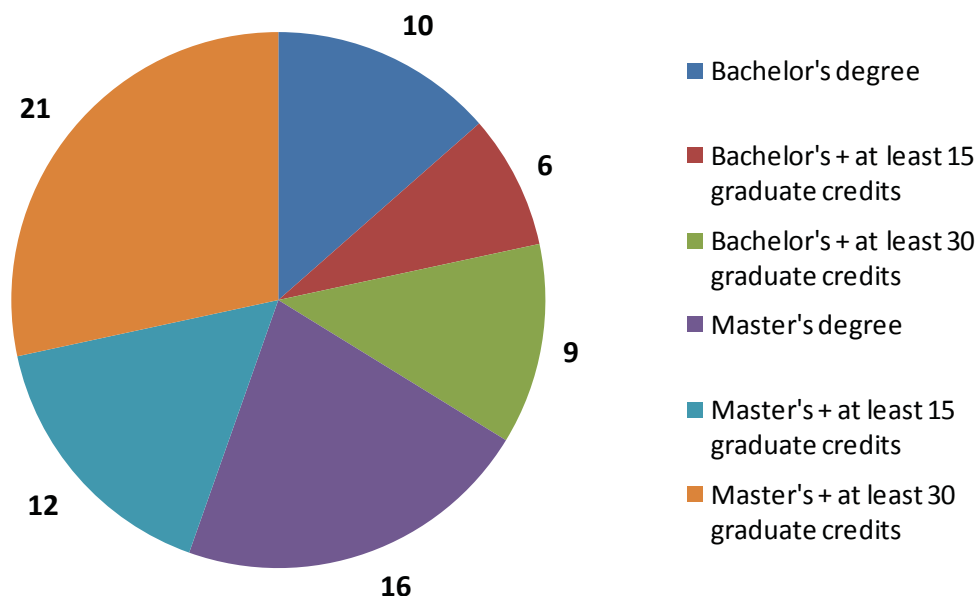
Years of Teaching Experience

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



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.



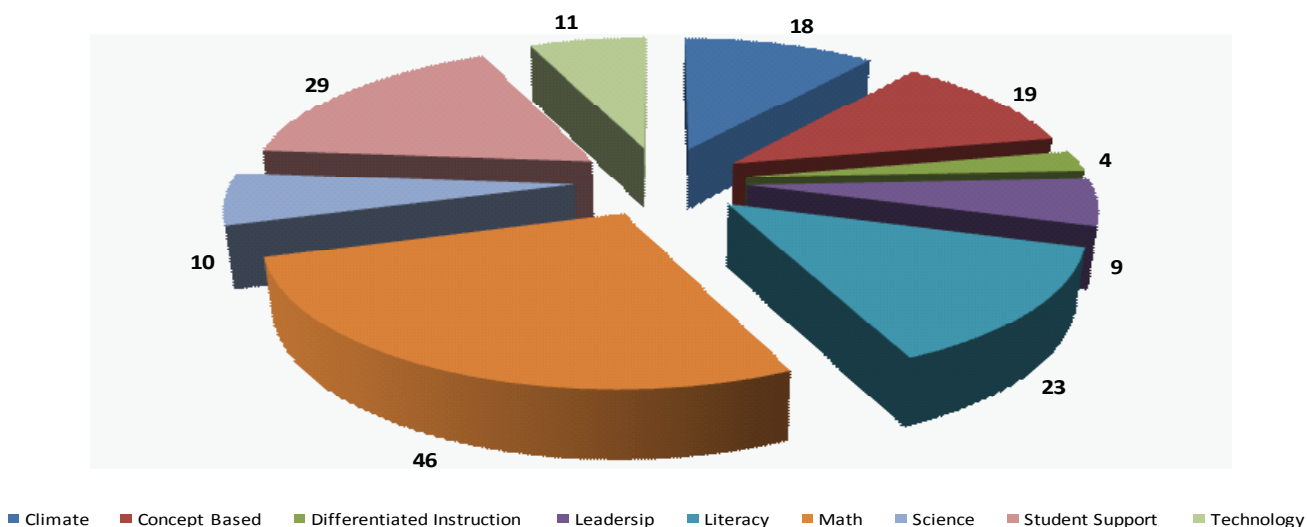
Professional Development

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 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.

**Morristown School District
Professional Development
2009-2010**



Superintendent of Schools
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