

It's About Learning
produced by Lamoille South Supervisory Union

June 2011

Stowe School District

School Report

2010 Student Performance



To the Stowe Community,

As part of the curriculum renewal process, we have developed a student learning centered focus, or mission related goals; they state that:



LSSU Mission: 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.

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 2010 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.

As we note so often, 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. Your questions, comments, and suggestions are always welcome.

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

Tracy Wrend, Superintendent
Lamoille South Supervisory Union

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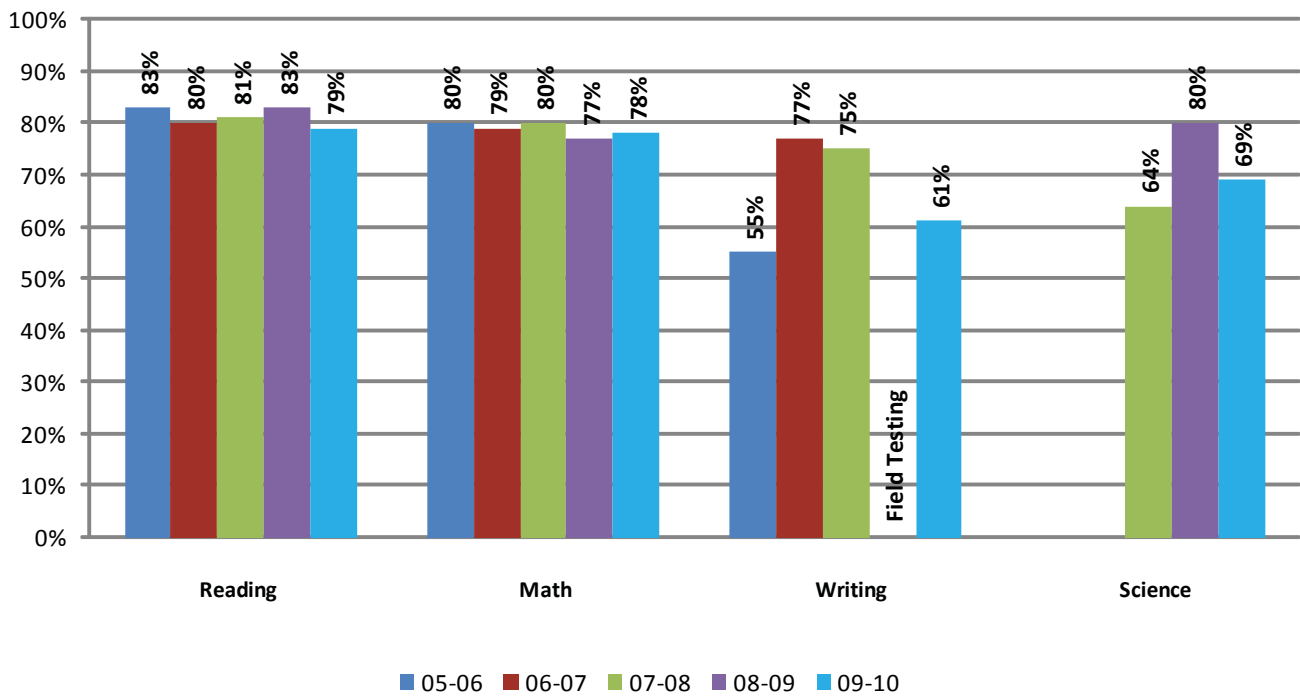
New England Common Assessment Program (NECAP)

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.

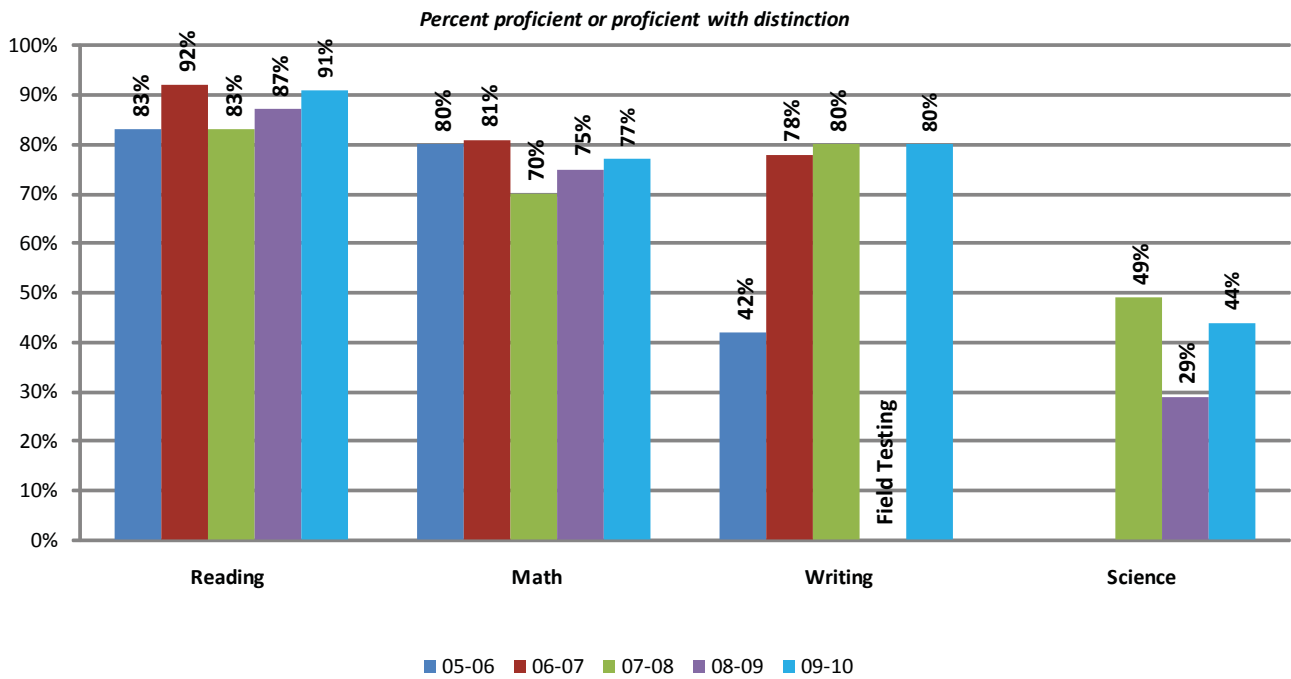
- For more information, please visit the Vermont Department of Education website at: http://education.vermont.gov/new/html/pgm_assessment/data.html
- Sample questions for each assessment can be found at the following website: http://education.vermont.gov/new/html/pgm_assessment/necap/resources/released_items.html

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

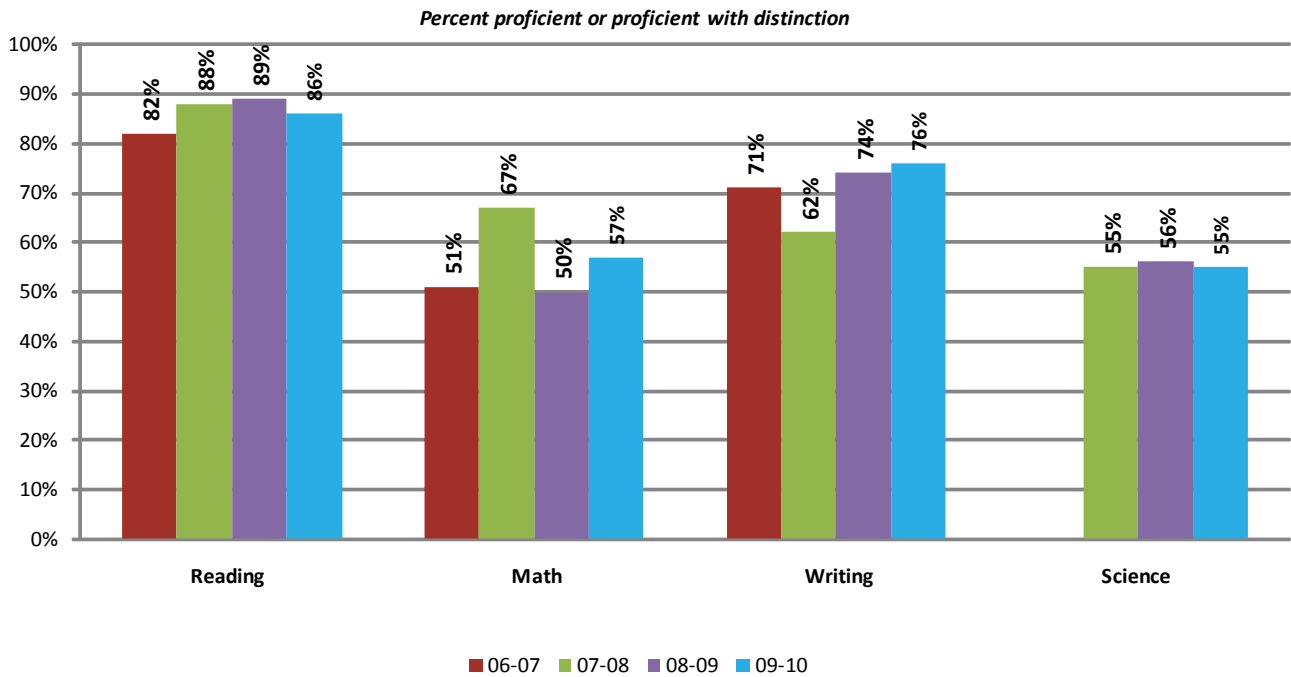


New England Common Assessment Program (NECAP) continued

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



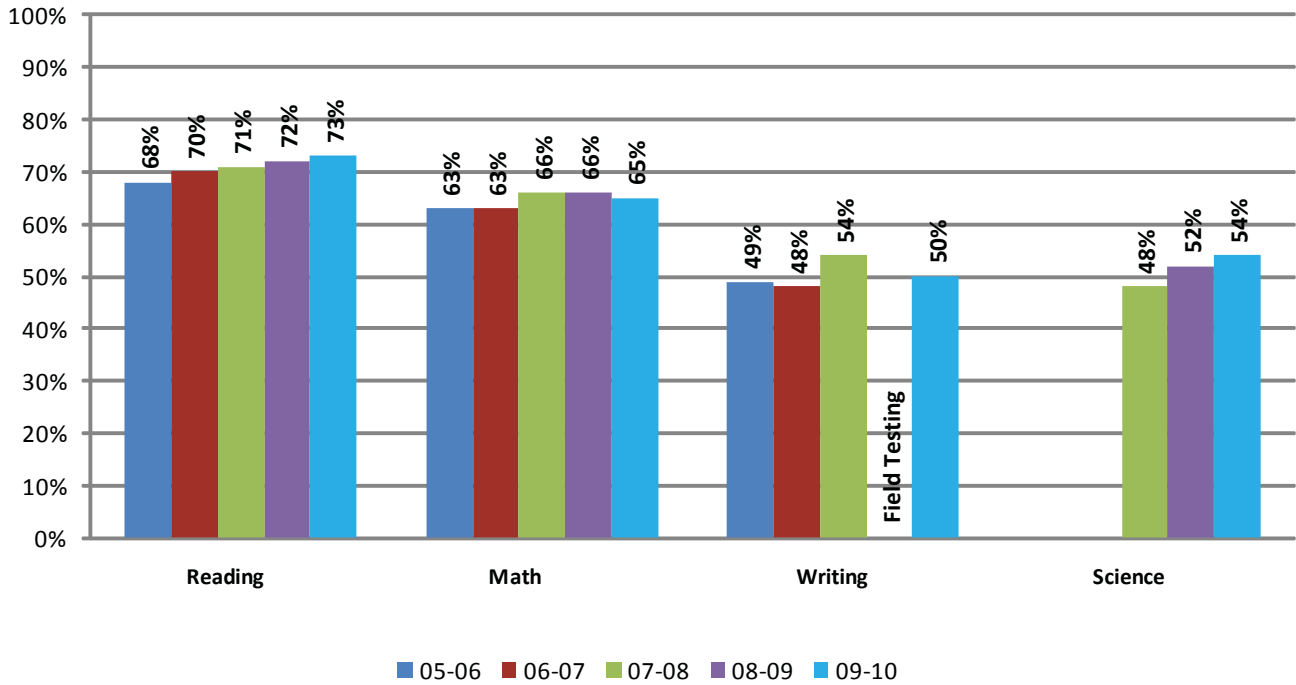
**Stowe High School
New England Common Assessment Program (NECAP)**



New England Common Assessment Program (NECAP) continued

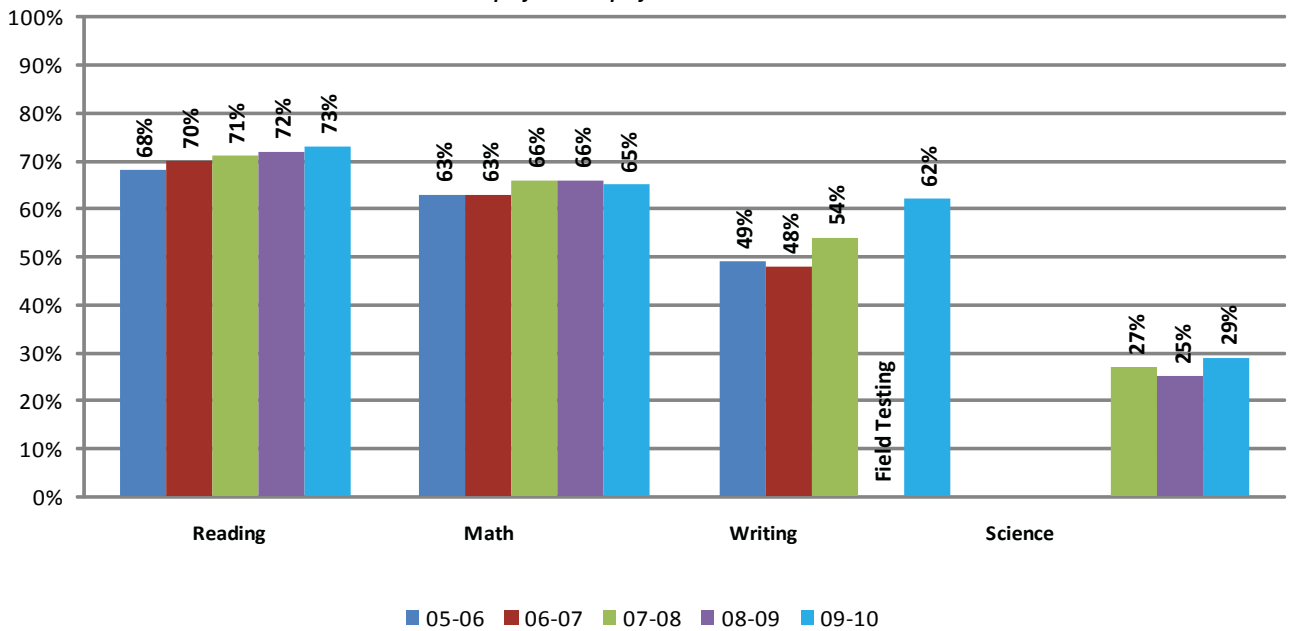
Vermont - Elementary
New England Common Assessment Program (NECAP)

Percent proficient or proficient with distinction



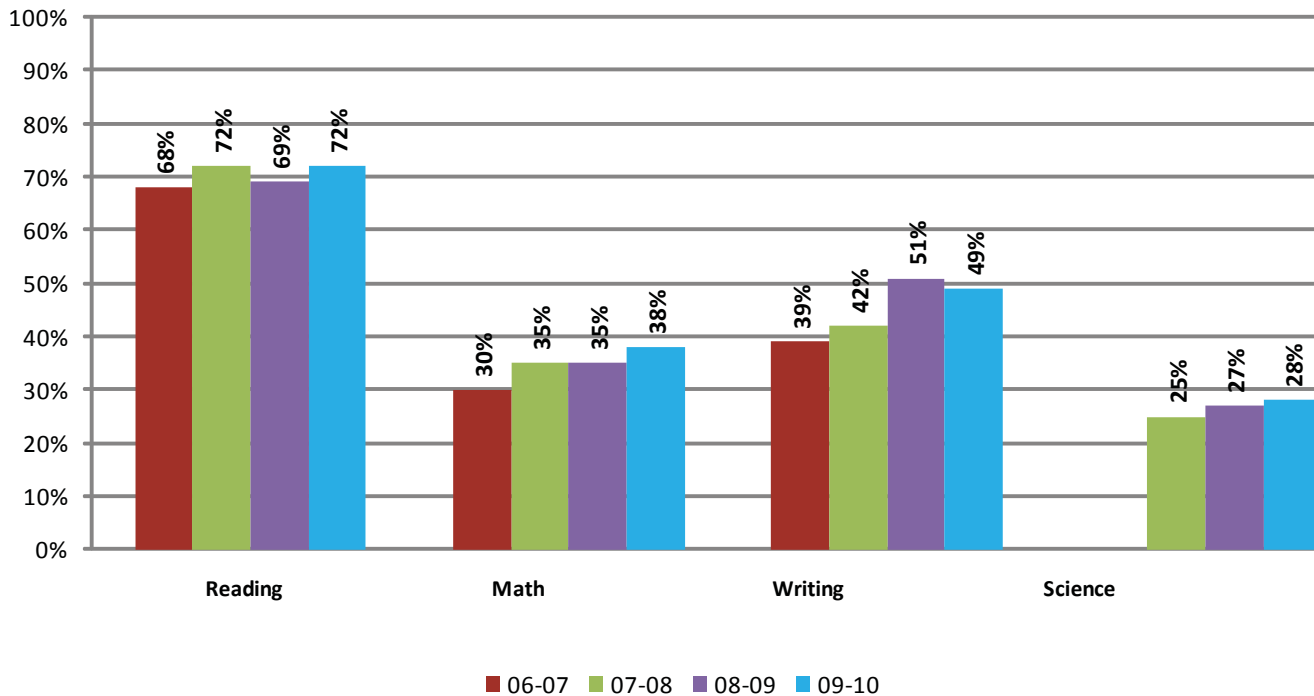
Vermont - Middle Level
New England Common Assessment Program (NECAP)

Percent proficient or proficient with distinction



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

Percent proficient or proficient with distinction



2010 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.

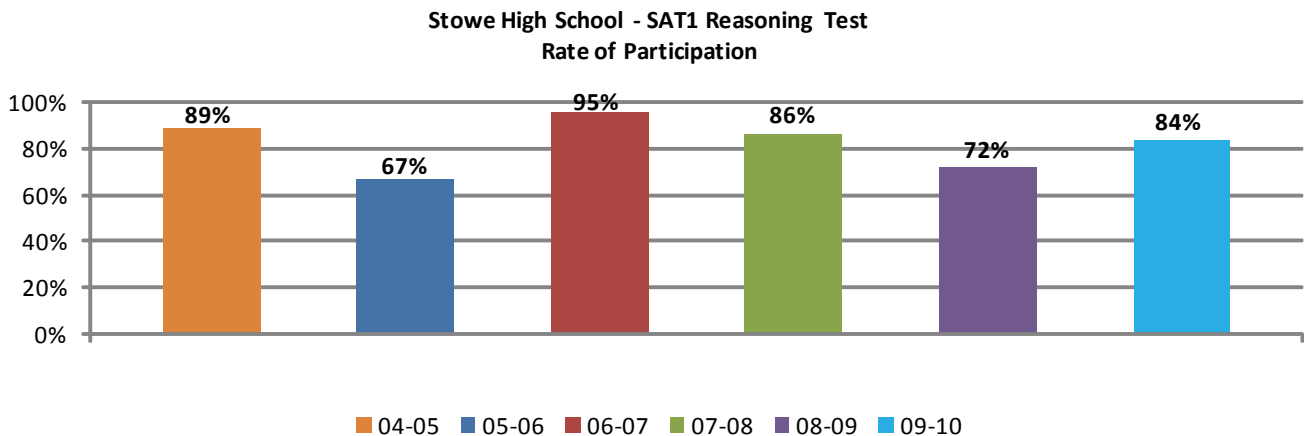
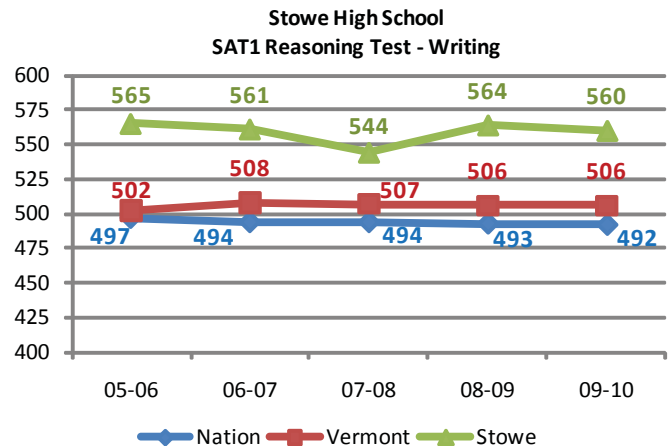
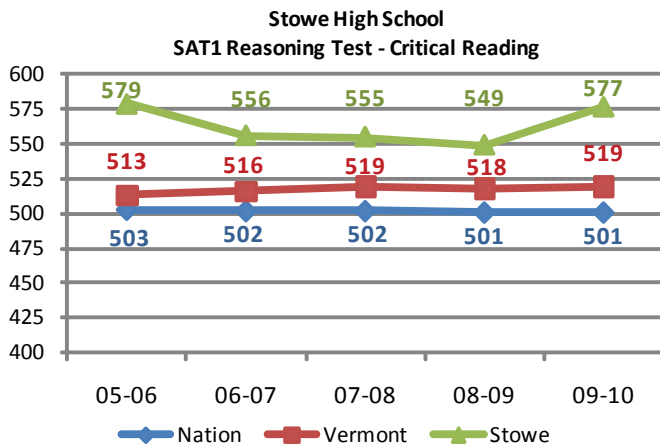
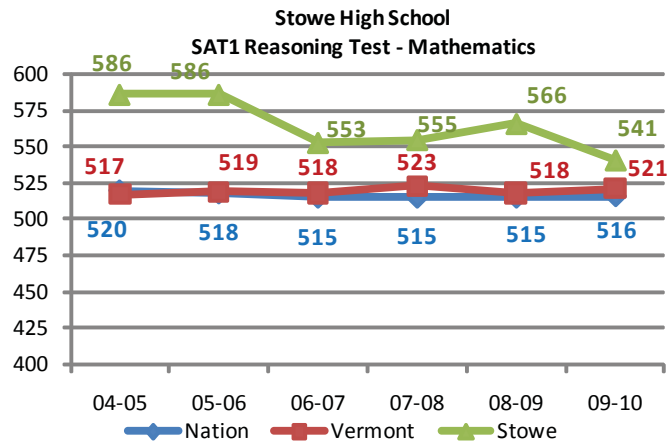
In 2010, fifty-three advanced placement assessments were taken by Stowe High School students in the following subject areas: Biology, Calculus AB, English Literature and Composition, European History, Physics B, Spanish Language, and Studio Art: 2-D Design Portfolio. Forty-seven of the assessments taken 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 2010, eighty-nine percent of Stowe High School advanced placement scores met the requirement for earning college credit.

Score	Stowe High School	National
5	34%	14%
4	32%	18%
3	23%	24%
2	4%	21%
1	7%	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.

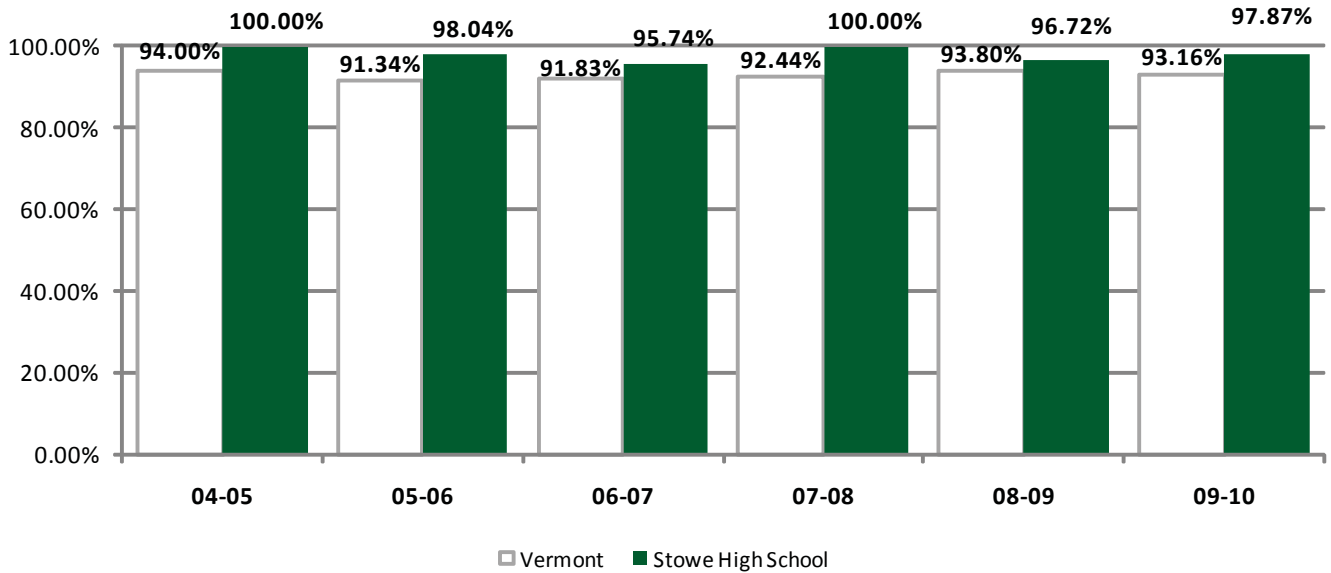
Co-curricular activities support student achievement by offering students ways to succeed in school in addition to the core academic program.

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

Middle School	2009		2010	
	Participants	% Involved	Participants	% Involved
FALL SPORTS				
Soccer Girls	28	16%	27	14%
Soccer Boys	50	29%	32	16%
Field Hockey	17	10%	25	13%
Cross-Country Running			17	9%
WINTER SPORTS				
Basketball Girls	17	10%	21	11%
Basketball Boys	29	17%	23	12%
MUSIC				
Band and Chorus	57	33%	71	36%
Jazz Band	11	6%	14	7%
Musical/Drama	58	34%	45	23%
GOVERNMENT				
Student Council	16	9%	14	7%
Yearbook	13	8%	18	9%

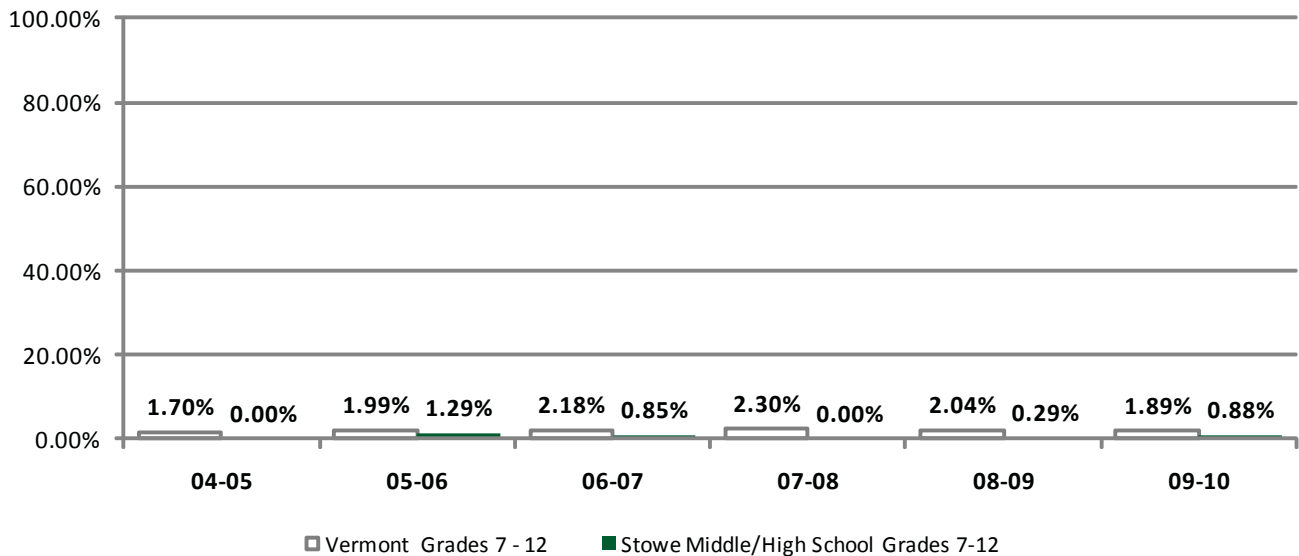
High School	2009		2010	
	Participants	% Involved	Participants	% Involved
FALL SPORTS	112	50%	113	55%
WINTER SPORTS	83	37%	72	35%
SPRING SPORTS	98	43%	83	40%
	72% of students participated in at least one sport.		74% of students participated in at least one sport.	
MUSIC				
Concert Band	34	15%	26	13%
Jazz Band	15	7%	12	6%
Chorus	20	9%	15	7%
	21% of students participated in at least one musical experience.		20% of students participated in at least one musical experience.	
THEATRE				
Musical	27	12%	32	15%
	12% of students participated in at least one theatrical event.		15% of students participated in at least one theatrical event.	
GOVERNMENT				
Student Council	17	8%	13	6%

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.



College Acceptances

Class of 2010

Academy of Art University
 Alfred University
 Arizona State University
 Assumption College
 Bates College
 Boston College
 Boston University
 Bucknell University
 Cabrini College
 Cazenovia College
 Champlain College
 Chapman University
 Clemson University
 Cleveland Institute of Art
 Colby College
 Colby-Sawyer College
 Cornell University
 Curry College
 Dickinson College
 Drew University
 Drexel University
 Emerson College
 Fairleigh Dickinson University
 Hamilton College
 Hartwick College
 Harvard University
 Hofstra University
 Johns Hopkins University
 Johnson State College
 Keene State College
 Lesley University

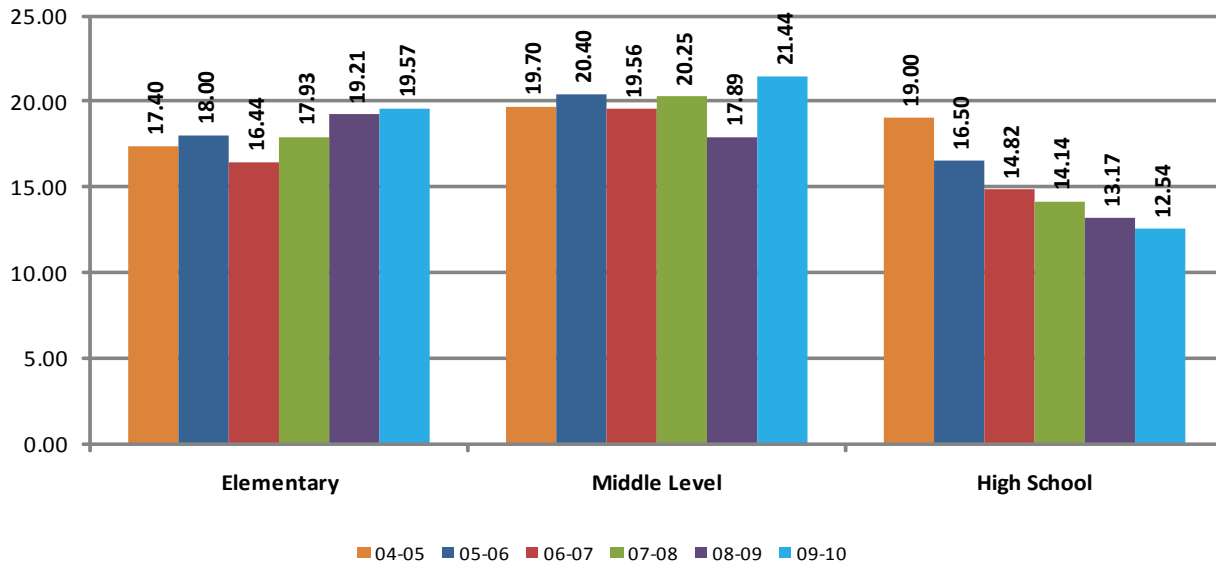
Loyola Marymount University
 Lyndon State College
 Middlebury College
 Montana State University, Bozeman
 Montserrat College of Art
 Nazareth College of Rochester
 New York University
 Ohio Wesleyan University
 Otis College of Art and Design
 Pennsylvania State University, University Park
 Plattsburgh State University
 Plymouth State University
 Pratt Institute
 PrattMWP
 Prescott College
 Providence College
 Purchase College
 Quinnipiac University
 Rocky Mountain College
 Roger Williams University
 Rosemont College
 Rutgers
 Sacred Heart University
 Saint Anselm College
 Saint Michaels College
 Salve Regina University
 Santa Clara University
 Savannah College of Art and Design
 School of the Museum of Fine Arts
 Siena College
 Sierra Nevada College

SUNY College, Potsdam
 Syracuse University
 The College of Idaho
 Trinity College
 Tufts University
 University of Alaska Anchorage
 University of Alaska, Fairbanks
 University of Arizona
 University of Colorado at Boulder
 University of Colorado, Boulder
 University of Connecticut
 University of Denver
 University of Hartford, The Hartt School
 University of Kentucky
 University of Maine
 University of Maine, Farmington
 University of Massachusetts, Amherst
 University of Michigan
 University of New Hampshire
 University of Pittsburgh
 University of Rhode Island
 University of Rochester
 University of San Diego
 University of Tennessee, Knoxville
 University of Vermont
 Vermont Technical College
 Wake Forest University
 Wesleyan University
 Western Washington University
 Westminster College



Class of 2010

Average Class Size



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 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.

Stowe Teacher Quality

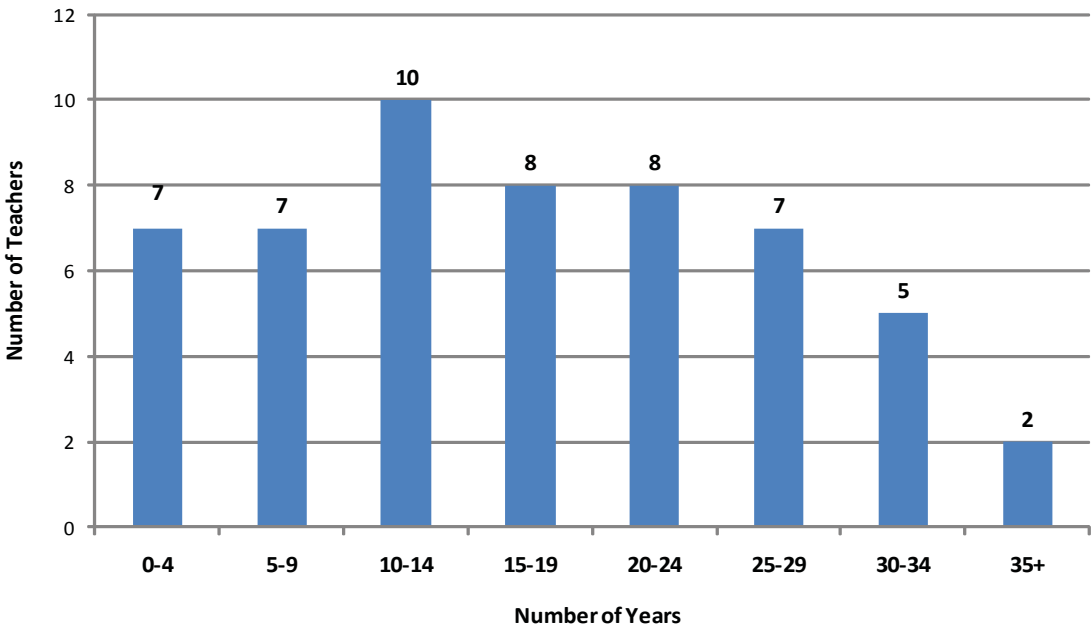
On January 8, 2002, the No Child Left Behind Act (NCLBA) went into effect. Among many other things, this federal law requires that school districts report their progress toward ensuring that all teachers are “highly qualified”. A “highly qualified teacher” (HQT) is one who has been fully licensed or 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 2009-2010 school year, 96% 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.

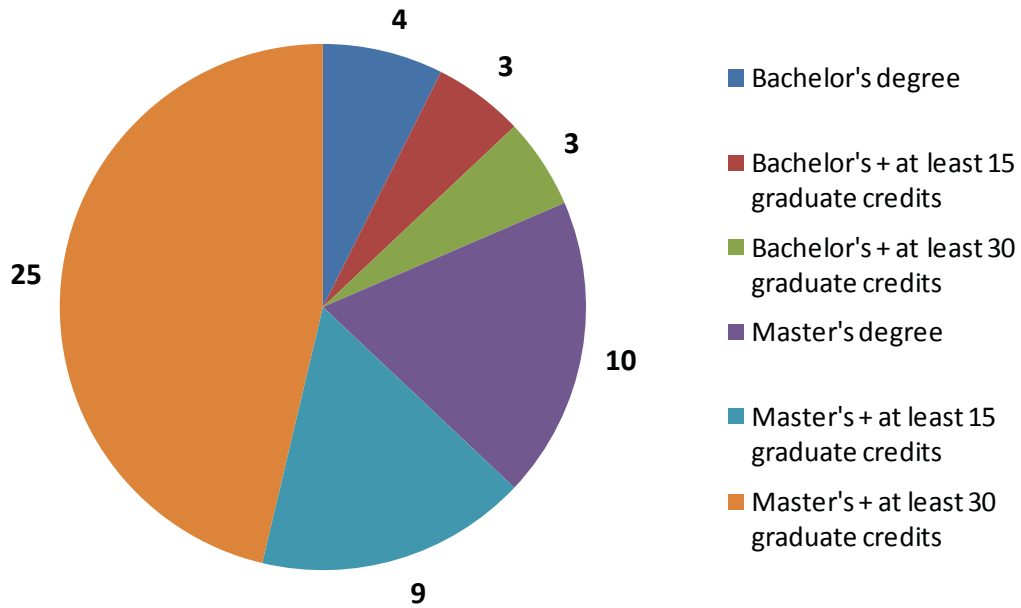
Years of Teaching Experience

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-one percent of Stowe teachers have earned a Master's degree.



Superintendent of Schools
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