

*It's About Learning*  
produced by Lamoille South Supervisory Union

May 2008

Morristown School District

# School Report

## 2007 Student Performance



To the Morristown Community,

The Board of Directors of the Morristown School District is pleased to provide you with our 10<sup>th</sup> annual school report, which provides information about the performance of our students and our schools in 2007. We are proud of the achievements of Morristown students and want to acknowledge the hard work on the part of all members of the school community in support of their learning.

Our work as a school board on behalf of the children and community of Morristown continues to be guided by the Morristown School District Mission, which states:

“As a community of learners with the courage to grow, we are committed to creating and sustaining an environment which nurtures student wellness and success. We facilitate high levels of student performance across a wide range of disciplines, instill curiosity and lifelong love of learning, and foster responsible citizenship that acknowledges an increasingly diverse and rapidly changing world.”

Our commitment to our “community of learners with the courage to grow” has been maintained in the context of community affordability. We continually monitor the balance between our fiscally responsible budgets, our community’s unique needs and priorities, and our obligation and desire to provide high-quality, essential instructional programs for our students.

The success of our students is dependent upon strong partnerships between parents, school and the community. We would like to thank the community of Morristown for their ongoing support of our schools and our students.

Judy Geer, Chair  
Board of Directors  
Morristown School District

Dear Parents and Community Members,

For a decade, we have used *It's About Learning* as a forum to share data about the performance of our students and schools with you. Our school report represents one way that we use data to monitor our progress toward supporting each and every student in meeting high standards. Achieving our goals for our children, schools and communities is not a finite task with a beginning and end, however. It is an on-going process that begins again and again with each new school year and each new child who walks through the doors of one of the schools of the Morristown School District. As a school community, we have embraced the cycle of continuous improvement and see each year’s school report as a time to reflect on the successes of the past as well as the challenges that frame the opportunity for the future.

We invite you to review the information in this report and hope that you will find it helpful and informative. Your questions and comments are welcome.

Tracy Wrend  
Superintendent of Schools

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# New England Common Assessment Program (NECAP)

This year marks our third 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). A competitive contract bid was won by “Measured Progress” (a testing company in New Hampshire) to design the new large scale assessment system. Our state assessment, the New England Common Assessment Program (NECAP) was administered for the first time in the fall of 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.



- For more information, please visit the Vermont Department of Education website at:

[http://education.vermont.gov/new/html/pgm\\_assessment/data.html](http://education.vermont.gov/new/html/pgm_assessment/data.html).

## New England Common Assessment Program (NECAP)

Percent of students who achieved proficient or proficient with distinction.

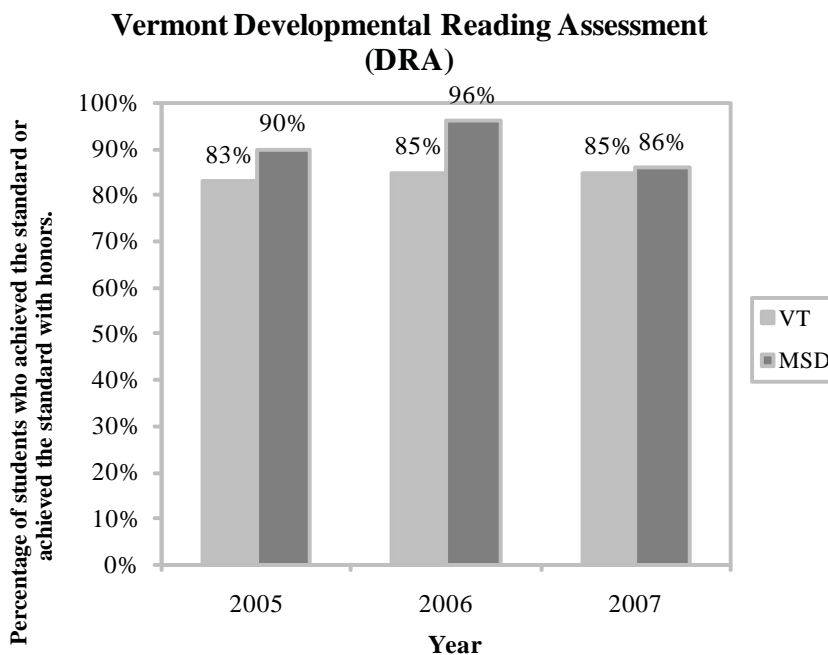
	2005		2006		2007	
	VT	MSD	VT	MSD	VT	MSD
<b>ELEMENTARY</b>						
Reading	67%	67%	68%	74%	70%	71%
Mathematics	63%	68%	63%	64%	63%	63%
Writing	53%	40%	49%	42%	48%	56%
<b>MIDDLE LEVEL</b>						
Reading	67%	79%	68%	63%	70%	65%
Mathematics	63%	64%	63%	52%	63%	51%
Writing	53%	73%	49%	33%	48%	53%
<b>HIGH SCHOOL</b>	No assessment data available					
Reading					68%	71%
Mathematics					30%	38%
Writing					39%	45%

# Vermont Developmental Reading Assessment (DRA)

The Vermont Developmental Reading Assessment is an individually administered reading test in which students read and retell story books. Students must read accurately and be able to comprehend what was read. The test was administered to all second graders in the spring of 2007. Here is an example of the type of text a second grader must read to earn a rating of “Achieved the Standard with Honors.”

*Filled with a proud feeling that they had accomplished something big, they jumped off their stilts and ran home with their coffee cans banging and clashing behind them.*

*Ramona burst in through the back door, dropped her wet stilts with a crash on the linoleum, and announced hoarsely, “We did it.”*



## SAT1 Reasoning Test

The SAT1 Reasoning Test is a three hour test that measures verbal 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.

	<u>Nation</u>	<u>VT</u>	<u>MSD</u>	
<b>Class of 2007</b>				
Critical Reading	502	516	492	(78% of Peoples Academy students participated)
Math	515	518	502	
Writing	494	508	496	
<b>Class of 2006</b>				
Critical Reading	503	513	491	(62% of Peoples Academy students participated)
Math	518	519	500	
Writing	497	502	467	
<b>Class of 2005</b>				
Verbal	508	521	494	(76% of Peoples Academy students participated)
Math	520	517	488	
<b>Class of 2004</b>				
Verbal	508	516	539	(65% of Peoples Academy students participated)
Math	518	512	525	

# 2007 Advanced Placement Assessment

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

## English Literature and Composition

*13 students represented*

AP Scores	Nationally	Peoples Academy
5	6.98%	7.69%
4	20.86%	23.08%
3	33.26%	53.85%
2	30.17%	15.38%
1	8.73%	0.00%

## Biology

*12 students represented*

AP Scores	Nationally	Peoples Academy
5	19.33%	0.00%
4	20.26%	16.67%
3	21.24%	50.00%
2	23.25%	25.00%
1	15.92%	8.33%

## Calculus AB

*10 students represented*

AP Scores	Nationally	Peoples Academy
5	20.98%	0.00%
4	18.74%	10.00%
3	19.11%	20.00%
2	15.45%	50.00%
1	25.72%	20.00%

## Physics C: Mechanics

*5 students represented*

AP Scores	Nationally	Peoples Academy
5	26.13%	0.00%
4	25.34%	0.00%
3	20.02%	0.00%
2	14.06%	20.00%
1	14.45%	80.00%

## Physics B

*15 students represented*

AP Scores	Nationally	Peoples Academy
5	16.16%	0.00%
4	16.90%	6.67%
3	27.20%	13.33%
2	18.60%	53.33%
1	21.14%	26.67%

## Spanish Language

*1 student represented*

AP Scores	Nationally	Peoples Academy
5	20.16%	0.00%
4	25.08%	100.00%
3	19.23%	0.00%
2	17.68%	0.00%
1	17.85%	0.00%

# 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 performances 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:

<b>Middle Level</b>		<b>2006</b>		<b>2007</b>	
		<b>Participants</b>	<b>% Involved</b>	<b>Participants</b>	<b>% Involved</b>
FALL SPORTS	Soccer Girls	56	21%	45	17%
	Soccer Boys	40	15%	49	18%
	Cross-Country Running	15	6%	14	5%
WINTER SPORTS	Basketball Girls	26	10%	28	11%
	Basketball Boys	35	13%	36	14%
	Cross-Country Skiing	14	5%	13	5%
SPRING SPORTS	Track and Field	34	13%	31	12%
	Golf	10	4%	9	3%
MUSIC	Band/Jazz Band	26	10%	48	18%
	Chorus/Select Chorus	56	21%	44	17%
THEATRE	Drama Club	70	27%	98	37%
GOVERNMENT	Principal's Advisory	15	6%	15	6%

<b>High School</b>		<b>2006</b>		<b>2007</b>	
		<b>Participants</b>	<b>% Involved</b>	<b>Participants</b>	<b>% Involved</b>
FALL SPORTS	Soccer Girls	45	11%	41	11%
	Soccer Boys	41	10%	40	11%
	Cross-Country Running	16	4%	19	5%
WINTER SPORTS	Basketball Girls	16	4%	21	6%
	Basketball Boys	60	15%	38	10%
	Cheerleading	15	4%	9	2%
	Cross-Country Skiing	13	3%	13	4%
	Ice Hockey	20	5%	22	6%
	Indoor Track	10	3%	11	3%
SPRING SPORTS	Softball Girls	15	4%	15	4%
	Baseball Boys	28	7%	27	7%
	Track and Field	39	10%	31	8%
	Golf	14	4%	10	3%
MUSIC	Band/Jazz Band	27	7%	21	6%
	Chorus/Select Chorus	48	12%	41	11%
THEATER	Drama Club	34	9%	32	9%
GOVERNMENT	Student Leadership	25	6%	26	7%
MISC. CLUBS & ACTIVITIES	National Honor Society	52	13%	29	8%
	Other	19	5%	16	4%

# Attendance Rate

School Year	Vermont	Morristown Elementary	Peoples Academy Middle Level	Peoples Academy
2006-2007	95.3%	96.2%	94.3%	91.9%
2005-2006	95.0%	95.9%	94.4%	92.1%

# School-Wide Discipline Plan

The Morristown School District believes that students and adults must interact in ways that increase effort, caring, and achievement of high standards. Our school-wide discipline plan is designed to maintain a safe and orderly learning environment. Early intervention, proactive teaching, and positive reinforcement are methods used to help students learn, and consistently use, responsible and respectful behavior. The Morristown School District's standards of behavior are:

- Be respectful of self, faculty, staff, students, property and environment.
- Comply with all reasonable requests.
- Be responsible for yourself and your actions.
- Encourage those around you to succeed.
- Strive to improve yourself.
- Be where you are supposed to be, when you are supposed to be there.
- Comply with school guidelines, rules and school district policies.

# 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 eight years.

## 2007 Average Class Size

Elementary	16.67
Middle Level	22.00
High School	17.32

School Year	Vermont Dropout Rate Grades 7 - 12	Peoples Academy Dropout Rate Grades 7 - 12
2006-07	2.18%	2.89%
2005-06	1.99%	1.28%
2004-05	1.70%	1.45%
2003-04	1.77%	2.55%
2002-03	2.31%	1.34%
2001-02	2.67%	4.53%
2000-01	3.13%	3.51%
1999-00	3.16%	4.07%

# College Acceptances

## Class of 2007

Alfred University  
 Barnard College  
 Bishop's University  
 Boston College  
 Boston University  
 Castleton State College  
 Clarkson University  
 Colorado State University  
 Dartmouth College  
 Endicott College  
 Franklin Pierce College  
 Green Mountain College  
 Hampshire College  
 High Point University  
 Ithaca College  
 Johnson and Wales University  
 Johnson State College  
 Keene State University

Lynchburg College  
 Lyndon State College  
 Marlboro College  
 Newbury College  
 Northeastern University  
 Norwich University  
 Paul Smith's College  
 Roanoke University  
 Skidmore College  
 Smith College  
 St. Lawrence University  
 St. Michael's College  
 University of Colorado, Boulder  
 University of New Hampshire  
 University of Rhode Island  
 University of Vermont  
 Wesleyan University  
 Western State College



## Post Secondary Plans

### Class of 2007

### 84 Graduates

Post Secondary Plans	Vermont	Peoples Academy
4 Year College	60.47%	66.67%
2 Year College	10.70%	13.10%
Technical, business or trade school	4.14%	3.57%
Military	1.92%	2.38%
Working	12.00%	4.76%
Undecided	10.77%	9.52%
Other	0.00%	0.00%

The Vermont Student Assistance Corporation (VSAC) conducts a survey of seniors every other year and this survey is the source for this chart. The next VSAC survey will be conducted in 2009.

## Graduation Rate

School Year	Vermont	Peoples Academy
2006-2007	91.83%	93.07%
2005-2006	91.34%	95.56%

# Peoples Academy

## Scholarships and Awards

Valedictorian:  
Hannah Zukswert

### **Boosters Club Awards**

Kristen Cosgrove  
Ben Guihan  
Jeremy Randall  
Megan Williams

### **Christabel Wallace Burnham Award**

Evelyn Kirk

### **Concept II Scholarship**

Alison Hemphill  
Brad Jones

### **Daughters of the American Revolution**

Henry Kiely

### **Donna Densmore Memorial Award**

Hannah Zukswert

### **Ethelda Graves Award**

Sydney Bard  
Maya Carter  
Joshual Jarvis  
Collin Kennedy  
Danielle Plante  
Jonathan Putvain

### **Eugene H. Call Award**

Matthew Buckley

### **Francis L. and Myrtie N. Merritt Scholarship**

Elias Audy  
Jordan Benson  
Lydia Bickford  
Lindsay Blake  
Kelsey Bourne  
Keith Cote  
Michael Dolan  
Emma Duda  
Brett Eisenhardt  
Nathan Foltz  
Jacob Houston

### **George Foss Athletic Improvement Award**

Jeremy Randall

### **George and Nettie Merritt Scholarship**

Jazanne Trombley

### **Hildred M. Knox Scholarship**

Elisabeth Wilhjelm

### **Homer J. Edmunds Scholarship**

Maxine Bleau  
Jessica Chase  
Robyn Flanders  
Shawn George  
Sandi Schlosser  
James Wills

### **Hugh Tomlinson Memorial Scholarship**

John T Lukens

### **Jake Melcher Community Service Memorial Award**

Dominique Couture

### **Joseph Yando Memorial Award**

David Coffey

### **Lake Elmore Auxillary Scholarship**

Hannah Zukswert

### **Lamoille County Players Sigrid Bronner Scholarship**

Lydia Bickford

### **Lamoille River Swingers Scholarship**

Samuel Eckert

### **Lynford T. Waring Memorial Scholarship**

Amanda Coffin

### **Madge Churchill Award**

Leah Sherman

### **Madge & Oscar Churchill Award**

Brad Jones

### **Maude M. Chaffee Award**

Evelyn Kirk

### **Michael Wright- Lanpher Memorial Scholarship**

Jared Tomlinson

### **Morristown Educators' Association Award**

Matthew Bingnot  
Phoebe Green  
Henry Kiely  
Taylor Rousselle

### **Morrisville Rotary Scholarship**

Morgan Hickory

### **Morrisville Women's Club Scholarship**

Maya Gailmor

### **National Choral Award**

Lydia Bickford  
Henry Kiely

### **National Honor Society Recycler of the Year**

Morgan Hickory

### **Oscar Churchill Scholarship**

Noah Hartley-Shepherd

### **Robert Hasseltine Citizenship Award**

Ben Sampson

### **Ron Tatro Memorial Scholarship**

Taylor Rousselle

# Student Recognition

## Class of 2007

Salutatorian:  
Phoebe Green

**Ron Terrill Memorial Award**

Christopher Clement  
Kristen Cosgrove  
Noah Hartley-Shepherd  
Megan Williams

**Rysz Family Scholarship**

Leah Sherman

**Saint Michael's College Presidential Scholar**

Phoebe Green

**Saint Michael's College Green Mountain Scholar**

Davis Koier

**Sally Mortier Memorial Scholarship**

Maya Gailmor

**Senior Class Award**

Dominique Couture

**Sharon Brown Award**

Meranda McCulloch

**Sidney & Dorothy Mason Award**

Christina Brailey

**Sigrid Bronnor Scholarship Fund**

Ben Guihan

**Sportsmanship Award**

Maya Carter  
Keith Cote

**Thomas C Cheney Award**

Amanda Coffin

**UVM Vermont Scholar**

Alison Hemphill

**V. Faith Edmunds Scholarship**

Cody Brgant

**VSAC/Vermont Honor Scholarship**

Hannah Zukswert



*Class of 2007 Graduates*

# Action Planning

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. Action planning combines commitment, collaboration, and continuous effort by focusing on student performance results and other indicators that are closely associated with improved student learning.

In that spirit, the Morristown School District (MSD) has worked diligently to develop specific action plans designed to improve student learning. While we realize that we have a long way to go to meet the high standards we have set for our system, we are confident that focused attention in targeted areas will lead to sustained improvement in student learning.



Last year the Morristown School District worked collaboratively with all schools in the supervisory union to develop a comprehensive plan which targets six specific district strategies designed to impact the learning of all students across the Lamoille South Supervisory Union (LSSU). These strategies focus on development and implementation of comprehensive curriculum, instruction and assessment systems to meet the needs and support all students, use of data and continuous progress monitoring, and supporting a school environment that is conducive to learning. To focus the work and provide opportunity for change the schools developed and began to implement school level plans that will guide our work over the next three years. Schools have begun the process of identifying baseline data in multiple areas and as multiple measures to determine our growth and improvement and to identify areas of continued focus. Throughout the year, school administrators have reflected upon this data and the actions occurring in their buildings as a continuous growth model and as a tool to focus dialogue, collaboration and professional development in their building.

The supervisory union continues to focus on the areas of literacy, mathematics, science, and positive school climate. To support the curriculum, instruction and assessment work, committees of teachers and administrators from across the supervisory union are working collaboratively to support the development of a comprehensive and responsive curriculum and to continue the excellent work that has already begun in literacy, math and science. This year we continued to assess students in On Demand Writing twice a year in grades 3-12. This summer, LSSU faculty will continue to refine writing, math and science assessments.

We have been utilizing the outstanding research of Dr. Robert Marzano, Rick Dufour, Jay McTighe, Grant Wiggins and Charlotte Danielson to inform our district action plan revisions. Research confirms that we are unlikely to see dramatic results overnight. However, we are committed to staying the course and doing the hard work that it will take to produce outstanding student performance improvements over the next four years.

# Early Literacy

Early literacy skills, the wide variety of language skills that children acquire before coming to school and in their first few years of school, are gaining increasing recognition as important to the well being of our community.

The Morristown School District recognizes the critical role that early literacy plays in laying the foundation for successful learning experiences throughout the school years and beyond. To this end, we employ a number of strategies to help students acquire these skills. Some of these are:

- Providing intensive and supplemental literacy support for students on an as needed basis in kindergarten through grade five
- Implementing a rigorous language arts curriculum that emphasizes phonics and comprehension instruction in developmentally appropriate ways, kindergarten through grade five
- Offering a summer reading camp to students who qualify (This provides the opportunity for students to maintain literacy skills.)
- Refining assessment practices and linking assessment to instruction to help students achieve the standards
- Providing professional development in all aspects of literacy for all staff engaged in literacy instruction
- Organizing school-wide activities such as:
  - ❖ Literacy Trivia, a school wide Jeopardy game conducted in the early spring through our school's library program
  - ❖ The Reading is Fun (RIF) program that offers free books to students during the school year
  - ❖ Parent literacy workshops to share information about the various aspects of reading
  - ❖ Celebrations that enhance the enjoyment of reading such as Read Across America and Drop Everything and Read
  - ❖ Developing a summer reading calendar to encourage students to read throughout the summer and celebrate their reading in the fall



# Early Care and Educational Opportunities

The towns of Morrisville, Stowe, and Elmore offer a variety of early child care and educational opportunities. Early Essential Education, the Early Education Initiative, Head Start, and preschool programs provide many young children with an introduction to academic and socialization activities. The Lamoille Family Center offers the following pre-school and children's services: Play groups, childcare consultation services, childcare subsidy services, Healthy Babies, Kids and Families, Family Infant and Toddler Program, Child Care Food Program. The Early Childhood Behavioral Health Project provides mental health outreach and intervention for children birth to six. The Even Start Family Literacy program integrates adult, parenting, and early childhood education into a comprehensive family literacy program. There are sixteen licensed child care centers and fourteen registered home based providers within the three towns. You can contact any of these programs for more information at the following numbers:

Head Start: 888-2935

Lamoille Family Center: 888-5229

Early Childhood Behavioral Health: 888-4914

Early Essential Education and Early Education Initiative: 888-6707

Even Start Family Literacy Program: 888-6810

## Health and Well-Being Status of Our Children

Lamoille South Supervisory Union collects an array of data on the conditions of well being that affect our children. This data is obtained from a variety of sources that measure such indicators as: youth assets; positive values, high expectations and constructive use of time; rates of alcohol, tobacco and drug use; immunization rates; teen pregnancy; juvenile offenses; discipline; and attendance. LSSU works closely with community agencies in gathering the data. This data serves as a tool with which to identify and measure student behavior and evaluate programs designed to address these areas.



Here is a sample of the results from the 2007 survey of students in grades 8 through 12 within Morristown School District.

- 32% of our students report always or almost always wearing a helmet when riding a bicycle.
- 6% of our students reported smoking cigarettes every day during the past 30 days.
- 79% of our students report that they always or almost always wear a safety belt when riding in a car with someone else.
- 17% of our students are at risk for being overweight.
- 50% of our students report spending one or more hours volunteering their time for community service.

# Community Support

There are a number of community organizations and agencies that provide support to children and families in the Lamoille Valley. The Agency of Human Services regional office is located in Morrisville and offers outreach services to families in Stowe, Morrisville, and Elmore through the Departments of Social Welfare, Health, Vocational Rehabilitation, and Children and Families. Additionally Lamoille County Mental Health, Sterling Area Services, Lamoille County Court Diversion, Juvenile Justice, Lamoille County Truancy Project, and the Lamoille Family Center also provide comprehensive child and family services and programs. The staff of the Lamoille South Supervisory Union works closely and collaboratively with all of the agencies.



## 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. There were twenty students participating in technical education during the 2006-2007 school year.

# 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.

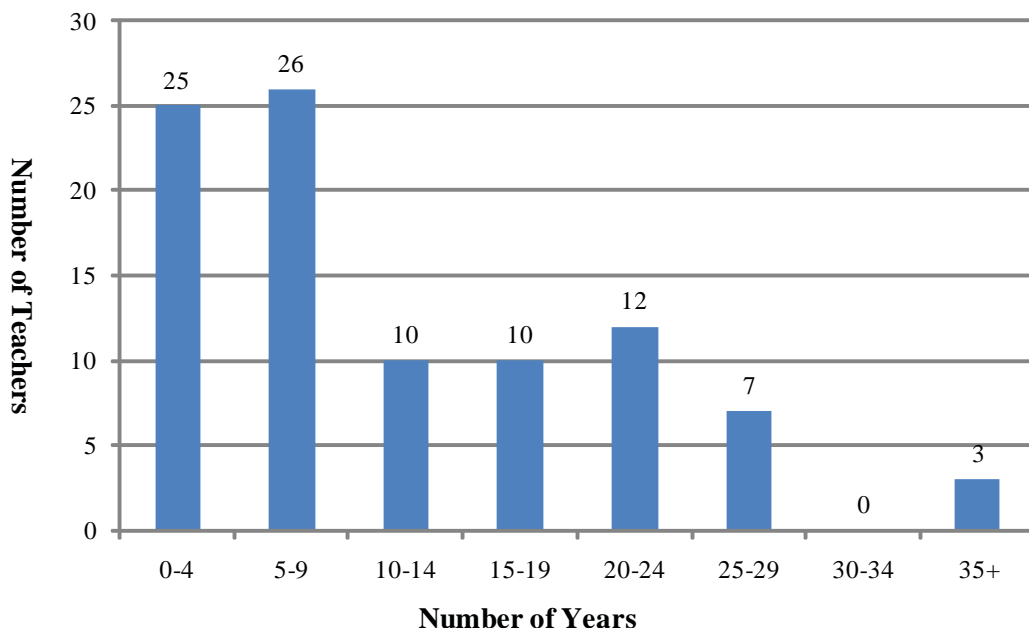


The Morristown School District is very proud of its staff — teachers, para-educators, support personnel, and administration. During the 2006-2007 school year, nearly 97% of Morristown core academic classes were being taught by teachers who were highly qualified. The percentage of teachers teaching with emergency credentials was slightly over one percent.

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 table 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-seven percent of Morristown teachers have earned a Master's degree.

Bachelor's degree	12
Bachelor's + at least 15 graduate credits	9
Bachelor's + at least 30 graduate credits	10
Master's degree	22
Master's + at least 15 graduate credits	20
Masters + at least 30 graduate credits	20

## Professional Development Activities

In order to effectively educate a diverse population of students in a rapidly changing world, teachers must continually upgrade their skills and knowledge. In order to maintain their professional license to work in public schools, all Vermont educators are required to develop an Individual Professional Development Plan (IPDP) which outlines their proposed professional development activities for the next seven year cycle. All Morristown teachers must also show how their professional development activities are aligned with district initiatives and school based action plans. One strategy that we have employed to help our teachers meet their professional development goals was to create LAPDA (the Lamoille Area Professional Development Academy). LAPDA is a regional collaborative that offers high quality professional development activities for local educators.

The table below shows the number of Morristown faculty and staff who participated in LAPDA courses over the past year.

2007 Morristown LAPDA Participation

Administrative/Leadership	7
Instructional/Learning Theory	5
Mathematics	8
Science	9
School Climate	2

In addition to participation in LAPDA offerings, Morristown teachers also participated in many other professional development activities such as workshops, conferences, and other graduate course offerings too numerous to summarize here.

## Comparative Data for Cost-Effectiveness

School: Morristown Elementary Schools

S.U.: Lamoille South S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports". <http://www.state.vt.us/educ/>

FY2007 School Level Data

Cohort Description: Elementary school, enrollment  $\geq$  300

Cohort Rank/Enrollment (1 is largest)

(25 schools in cohort)

15 out of 25

School level data		Grades Offered	Enrollment	Total Teachers	Administrators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller ^	J. J. Flynn School	K - 5	327	30.00	1.00	10.90	327.00	30.00
	Orchard School	K - 5	338	24.39	1.00	13.86	338.00	24.39
	Highgate Elementary	K - 6	351	30.00	2.00	11.70	175.50	15.00
<b>Morristown Elementary School</b>		<b>K - 5</b>	<b>352</b>	<b>31.53</b>	<b>1.00</b>	<b>11.16</b>	<b>352.00</b>	<b>31.53</b>
Larger v	Academy School	K - 6	358	32.00	2.00	11.19	179.00	16.00
	Neshobe School	PK - 6	369	24.36	2.00	15.15	184.50	12.18
	Union Elementary School	K - 5	369	34.60	1.00	10.66	369.00	34.60
Averaged SCHOOL cohort data			407.16	32.50	1.85	12.53	219.94	17.55

School: Peoples Academy Middle Level

S.U.: Lamoille South S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports". <http://www.state.vt.us/educ/>

FY2007 School Level Data

Cohort Description: Middle school

Cohort Rank(1 is largest)

(26 schools in cohort)

20 out of 26

School level data		Grades Offered	Enrollment	Total Teachers	Administrators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller ^	Winooski Middle School	6 - 8	167	19.14	1.22	8.73	136.89	15.69
	Woodstock Union Middle School	7 - 8	190	45.70	1.00	4.16	190.00	45.70
	Main Street School	6 - 8	243	27.70	1.00	8.77	243.00	27.70
<b>Peoples Academy Middle Level</b>		<b>6 - 8</b>	<b>258</b>	<b>20.58</b>	<b>1.50</b>	<b>12.54</b>	<b>172.00</b>	<b>13.72</b>
Larger v	Bellows Falls Middle School	5 - 8	277	40.90	3.00	6.77	92.33	13.63
	Brattleboro Area Middle School	7 - 8	282	31.00	2.00	9.10	141.00	15.50
	Lamoille Union Middle School #18	7 - 8	282	25.80	2.00	10.93	141.00	12.90
Averaged SCHOOL cohort data			328.62	30.88	1.77	10.64	186.10	17.49

School: Peoples Academy

S.U.: Lamoille South S.U.

A list of schools and school districts in each cohort may be found on the DOE website under "School Data and Reports". <http://www.state.vt.us/educ/>

FY2007 School Level Data

Cohort Description: Senior high school

Cohort Rank(1 is largest)

(27 schools in cohort)

24 out of 27

School level data		Grades Offered	Enrollment	Total Teachers	Administrators	Student / Teacher Ratio	Student / Admin. Ratio	Teacher / Admin. Ratio
Smaller ^	Winooski High School	9 - 12	237	24.02	1.30	9.87	182.31	18.48
	Twin Valley High School	9 - 12	238	24.40	2.00	9.75	119.00	12.20
	Bellows Falls UHSD #27	9 - 12	377	61.00	2.00	6.18	188.50	30.50
<b>Peoples Academy</b>		<b>9 - 12</b>	<b>379</b>	<b>29.29</b>	<b>1.50</b>	<b>12.94</b>	<b>252.67</b>	<b>19.53</b>
Larger v	Bellows Free Academy Fairfax	9 - 12	385	30.90	1.00	12.46	385.00	30.90
	Lake Region UHSD #24	9 - 12	387	32.05	2.00	12.07	193.50	16.03
	Montpelier High School	9 - 12	404	39.40	1.00	10.25	404.00	39.40
Averaged SCHOOL cohort data			758.15	58.79	3.03	12.90	250.46	19.42

School District:Morristown

LEA ID:T132

Special education expenditures vary substantially from district to district and year to year. Therefore, they have been excluded from these figures.

FY2006 School District Data

Cohort Description: K - 12 school district

Cohort Rank by FTE(1 is largest)

(33 school districts in cohort)

9 out of 33

	School district data (local, union, or joint district)	Grades offered in School District	Student FTE enrolled in school district	Current expenditures per student FTE EXCLUDING special education costs	
Smaller >	Northfield	PK-12	710.09	\$9,076	Current expenditures are an effort to calculate an amount per FTE spent by a district on students enrolled in that district. This figure excludes tuitions and assessments paid to other providers, construction and equipment costs, debt service, adult education, and community service.
	Winooski ID	PK-12	747.67	\$10,709	
	Fairfax	PK-12	844.50	\$8,393	
	Morristown	K-12	955.73	\$7,876	
Larger <	Montpelier	K-12	1,050.23	\$10,463	
	Springfield	K-12	1,366.97	\$10,716	
	Hartford	PK-12	1,711.14	\$9,355	
Averaged SCHOOL DISTRICT cohort data			854.99	\$9,725	

FY2008 Municipal School District Data

Town School District data(resident PK - 12 students, publicly funded)

LEA ID	School District	Education Spending per Equalized Pupil	Equalized Homestead Ed tax rate	Common Level of Appraisal	Actual Homestead Ed tax rate
T132	Morristown	\$9,454	\$1.063	106.60%	\$0.997

Use these tax rates to compare town rates.

These tax rates are not comparable due to CLA's.

The Legislature has required the Department of Education to provide this information per the following statute:

16 V.S.A. § 165(a)(2) The school, at least annually, reports student performance results to community members in a format selected by the school board. . . . The school report shall include:

(K) data provided by the commissioner which enable a comparison with other schools, or school districts if school level data are not available, for cost-effectiveness. The commissioner shall establish which data are to be included pursuant to this subdivision and, notwithstanding that the other elements of the report are to be presented in a format selected by the school board, shall develop a common format to be used by each school in presenting the data to community members. The commissioner shall provide the most recent data available to each school no later than October 1 of each year. Data to be presented may include student-to-teacher ratio, administrator-to-student ratio, administrator-to-teacher ratio, and cost per pupil.

Superintendent of Schools  
Lamoille South Supervisory Union  
P. O. Box 340  
Morrisville, VT 05661  
(802) 888-4541