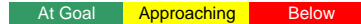


OSSU ENDS POLICY SUMMARY REPORT

RTCC Senior Profile 2010/2011

Resources: ISTE Standards, CAR Superstandards, 21st Century Skills, Vermont Grade Level Expectations, Industry Recognized Credentials, State Approved Program Competencies

Legend



Policy 1.0 Mission Statement: Students have the knowledge, skills and tools to be prepared for the next step in their lives, worth the resources invested.

Superintendent's Interpretation Students graduating RTCC must be prepared for the next step in their lives, whether that be college, working in their field, joining the military, or other.

	Year-End Graduation	
Overall Percent of Students Graduated	98%	
Meet IRC and/or State Program Competencies	96%	
% Students attend College or Employed	90%	
Technical Project Completion	99%	
Induction into National Honors Society	8%	

(6 Month Follow-up Survey) Post Graduation	2007/8	2008/9	2009/10
Pursuing Related Post Secondary Education	31.5	27.3	30
Pursuing Un-Related Post Secondary Education	4.4	3	5
Employed in a Related Technical Field	34.3	24.3	27
Employed in an Un-Related Field	21	36.4	20
Military	0	0	1
Unemployed	4.4	9	8
Other	4.4	0	9
Total	100	100	100

	% Graduation	% Successful Completion	% IRC	% State Competencies
Overall Foundational Knowledge	100	100	100	50
Automotive Technology	100	100	100	50
Building Trades	100	100	n/a	still testing
Business Management	100	100	100	78
Culinary Arts	100	100	still testing	still testing
Diesel Technology	100	100	n/a	n/a
Environmental Resource Management	100	100	100	n/a
Graphic Arts	100	100	n/a	n/a
Health Careers	100	100	33	n/a
Human Services	100	100	100	n/a
Media and Communications	100	100	n/a	n/a
Power and Sustainable Technology	100	100	n/a	n/a
Public Safety and Criminal Justice	92	100	100	n/a

	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
Completed Introduction to College Studies	29	39	28	33	25	27
Completed Other Colleges Courses		13	8	25	15	15
Completed Dual Enrollment					8	7

Ability to Adapt - Superintendent's Interpretation See attached Ability to Adapt Addendum

Automotive Technology	100
Building Trades	100
Business Management	100
Culinary Arts	100
Diesel Technology	100
Environmental Resource Management	100
Graphic Arts	100
Health Careers	100
Human Services	100
Media and Communications	100
Power and Sustainable Technology	100
Public Safety and Criminal Justice	92

Information Technology - Superintendent's Interpretation See attached Information Technology Addendum

Automotive Technology	100
Building Trades	100
Business Management	100
Culinary Arts	100
Diesel Technology	100
Environmental Resource Management	100
Graphic Arts	100
Health Careers	100
Human Services	100
Media and Communications	100
Power and Sustainable Technology	100
Public Safety and Criminal Justice	92

CRITICAL THINKING - Superintendent's Interpretation See attached Critical Thinking Addendum

Automotive Technology	100
Building Trades	100
Business Management	100
Culinary Arts	100
Diesel Technology	100
Environmental Resource Management	100
Graphic Arts	100
Health Careers	100
Human Services	100
Media and Communications	100
Power and Sustainable Technology	100
Public Safety and Criminal Justice	92

CRITICAL THINKING - Superintendent's Interpretation	In order to determine whether students are performing to an acceptable level in the area of Critical thinking, the following areas will be used. Two primary content areas measure aspects of Critical Thinking; they are, Mathematics and Science. More specifically, Mathematics measures student performance in Numeracy, Functions and Algebra, Data and Statistics, and Problem Solving. By comparison, Science measures a student's ability to apply the scientific method and utilize the processes of enquiry. Both content areas specifically address Critical Thinking and, therefore, act as solid benchmarks. Data from report cards and local and state assessments will be used.							
Legend	At Goal	Approaching	Below					
		Fall NECAP	Fall Local	Spring Local	Year-End Report Card			
Overall percentage of students succeeding								
Math assessment data								
Numeracy		68%	51%	65%	87%			
Functions and algebra		70%	29%	75%	n/a			
Data and statistics		43%	75%	71%	n/a			
Problem solving		79%	62%	52%	81%			
Science assessment data								
The scientific method		n/a	n/a	n/a	97%			
Enquiry		n/a	n/a	n/a	n/a			

ABILITY TO ADAPT (Social and Work Habits): Superintendent's Interpretation:									
	To determine whether or not a student is developing an ability to adapt primarily requires measurements in the Affective and problem solving domains. It is, therefore, my interpretation that social, behavioral, and problem solving indicators best correlate to a student's adaptability. Data from report cards and the Developmental Assessment Survey will be used.								
Legend	At Goal	Approaching	Below						
		Year-End							
		Report Card							
Overall percentage of students succeeding									
	Completes Class Work	100%							
	Completes Homework	85%							
	Works Carefully	94%							
	Works Independently	89%							
	Works Collaboratively	92%							
	Listens Actively	92%							
	Seeks Help When Needed	97%							
	Demonstrates Organizational Skills	94%							
	Participates Constructively in Class	94%							
	Gets Along with Others	97%							
	Expresses Positive Attitude	96%							
	Solves Problems Constructively	85%							
	Accepts Responsibility	95%							
	Accepts Constructive Feedback	95%							
	Challenges Self	96%							
	Problem Solving	81%							
	Scientific Method	97%							
Development Asset Survey Indicators									
		Survey Results							
	Safety	69%							
	Positive Peer Influence	78%							
	High Expectations	79%							
	Creative Activities	27%							
	Achievement Motivated	52%							
	Reading for Pleasure	44%							
	Responsibility	75%							
	Healthy Lifestyle	78%							
	Interpersonal Competence	29%							
	Resistance Skills	66%							
	Peaceful Conflict Resolution	71%							
	Personal Drive	53%							
	Self-Esteem	54%							
	Positive View of Future	47%							
DAS Summary Report									
	0-10 Assets	14%							
	11-20 Assets	26%							
	21-30 Assets	42%							
	31-40 Assets	18%							

