Dear Academy Families,

We had 91 students on the Honor Roll first trimester. Thirty students earned High Honors. We recognized honor roll students with an evening potluck in the Café. The food was great and students did a wonderful job presenting a number of special opportunities for Rivendell students. Thanks to all who attended.

This past spring, Rivendell families received a letter indicating that our math scores on the fall NECAP exam added us to the long list of “improvement” schools in Vermont. I noted that the scores did not reflect the academic prowess of last year’s junior class. My hunch that the juniors’ science NECAP scores would vindicate them proved correct:

<table>
<thead>
<tr>
<th></th>
<th>Level 4 (high)</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1 (low)</th>
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</thead>
<tbody>
<tr>
<td>Rivendell 2012</td>
<td>0%</td>
<td>40%</td>
<td>47%</td>
<td>13%</td>
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<td>State 2012</td>
<td>0%</td>
<td>31%</td>
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<td>0%</td>
<td>5%</td>
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</tr>
<tr>
<td>Rivendell 2010</td>
<td>0%</td>
<td>17%</td>
<td>67%</td>
<td>17%</td>
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</tbody>
</table>

Our challenge is to keep our scores consistently strong by focusing on more than test scores. Grades and performance follow expectations. We need to maintain high expectations. Rich curriculum develops understanding, enjoyment, and confidence. Projects, simulations, integrating instruction in math and physical science, multiple and varied forms of assessment, explorations of students’ thinking in discussions, and a strong focus on literacy are all essential components of a rich curriculum in action. If we teach with these goals in mind, then our students will do well on whatever the next state or national tests look like. More importantly, our students will be able to use what they have learned.

**Other Academic Issues**

There has been a pattern over the past three years of a high number of failed courses at midterm each trimester. In general, the number of failed classes and students who have one or more F’s drops by the end of the trimester. At mid-trimester this year, 29.82% of our students failed at least one class, and they failed 10.83% of all possible classes. At the same time last year, 28.57% of our students failed at least one class, and they failed 10.63% of all possible classes. Our goal for the year is to see the number of students earning one or more F’s at the end of each trimester drop to around 12% (33 students), which should also significantly lower the percentage of failed classes.

There is no easy solution to this problem of student motivation. While the last two years have been focused on removing structural barriers to higher achievement (the schedule, curriculum, expectations, integration and staffing), the next two to three years will be spent developing students’ sense of personal power to direct their lives and learning. A common misconception that some people are simply born smart and don’t have to work hard erodes personal power. We all like some things more than others; everyone can make progress in areas that aren’t their “natural” interests; and “smart” people work tremendously hard and often fail.

A current junior gave me some insight into the sort of change that improves student motivation. He said that he’s grown as a student since 9th grade partly because he thinks classes have become more interesting. As an
example he said that he likes the freedom of the honors challenge in chemistry. He explained that the students who elected honors in chemistry work as a team on the material with support from the teacher when they get stuck and they work at a faster pace than the rest of the class. What was really interesting was that he said that although they are working “harder” (i.e. faster), the work doesn’t feel harder because they are learning so much from one another.

Another case in point—because of integration of math and science in 7th grade, Mr. White and Mr. Steckler coordinated their topics: Mr. Steckler was teaching time and distance graphs through a project and Mr. White moved to that topic in the math book. Because of the coordinating curriculum in 7th grade, the students realized that the math book was incorrectly calling time and position graphs time and distance graphs. There is a significant difference. The students found other strange errors as well. This discovery and the level of thinking that students displayed developed out of our move to integrate the classes and develop a structure that allows teachers to work together.

The examples from chemistry and math reflect what I like to call intellectual integration, ideas coming together from different people and through different experiences that learners put together to advance their own thinking. A group of teachers in Cambridge, MA have been exploring ideas like this for a long time. Some of their work and ideas can be found at http://www.criticalexplorers.org/.

Fun, Character, and Success in Athletics
Congratulations go out to Coach Newsted and his Cross Country team. The girls placed 5th in the state and the boys placed 9th. Liam Fleming took a medal at State, placing 9th among more than 90 runners.

A referee summed up our soccer season in two emails, one sent to Coach Thatcher and the other sent to Coach Goodwin:

Bob (Thatcher)…the team played with a lot of heart and with great Sportsmanship… Please let them know that at least one official greatly appreciated their play, guts, attitude, and the way they supported each other no matter what was happening on the field. This is a team I will truly miss officiating as I always had these games circled on my calendar as events to look forward to. I know that not being on the winning side yesterday was tough for the crew, But I am equally sure they handled it with class—of course this comes from the top down—but nonetheless a credit to the boys.”

Tim (Goodwin)...I am sure you and the team had hopes for another state title, so very disappointing. I did want to say that I enjoyed working your games very much. Your players clearly loved playing together and had a great chemistry on the field, never getting on each other, always in support and showed great respect for everything about the game. I am sure we’ll start all over again next summer and I look forward to meeting the new players, but make sure the ones leaving know that at least one official will miss them!

Congratulations to the varsity teams and a big thanks to Jon Lester for coaching 7/8 girls, Tom DuBois for coaching 7/8 boys, Mel Emerson for his work with JV boys and Laura Haber for coaching JV girls.

9th grade Recycling
Rivendell Academy has been making progress with energy efficiency and recycling. Last year, Mr. Collins received a grant that refitted the entire school with energy efficient fixtures and lighting. He also purchased large recycling bins for paper and cardboard. This year, the 9th grade advisers and students have organized a plastic bottle recycling program. Students have outfitted the entire school with specially built boxes to collect empty plastic. They worked with Mr. Collins to find a way to get the bottles recycled. The Academy students have done a great job getting their plastic in the bins. Well done 9th grade!

Disc Gold Course Construction
Jon Lester’s disc golf students designed and began building a disc golf course for Rivendell and the community. By the end of the trimester, they successfully installed the first three holes.
**National Honor Society**
On November 5th, the Academy inducted 6 new members into the National Honor Society: Junior Nathaniel Eastman and Sophomores Samuel Emerson, Miranda Garrow, Moriah Ludwig, Christian Parenti and Cassandra White. These new inductees join existing members: Seniors Stefanie DeSimone, Christian Knowlton, Sarah Landgraf, Meg McCormack, Christina Moreland, Ariana Murphy, Molly Pierson, Jack Steketee, Tala Wilson, Amber Wolf, and Stacie Wright, and Juniors Brandon Gardner, Andrea Haehnel, Josh Marshall, Richard Otis, and Megan Perkins.

**Recruitment**
On November 6th the Academy hosted forty-eight 7th and 8th grade students and four teachers from Waits River Valley School. We are actively reaching out to choice schools in the area to attract the type of deep thinking, energetic, independent learners who would flourish at Rivendell Academy. Student government members Tala Wilson, Jen Woodward, Christian Parenti, and Josh Marshall did a great job as guides, taking students to see eight different Academy programs. Scott Calhoun, Luke Bell, Megan Winagle, and Stefanie DeSimone gave excellent overviews of athletics and school culture.

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### What’s New in the Health Office?

**Immunizations** for students entering 7th grade, (including the new TDAP, second varicella and all three Hepatitis B) needed to be complete by December 14, 2012. All students are now required to have a TDAP booster after the age of 11 – this is very important now that VT and NH have had outbreaks of Pertussis (whooping cough).

**Flu Clinics** were a great success, and are now completed – you can still get vaccinated FREE at some health clinics in VT and NH.

**Vision** exams for grades 7, 9 and 12 are very nearly complete.

**Baseline “ImPACT”** testing to assist diagnosis of potential head injuries is nearly complete.

There have been no trends of illness or disease at the Academy to date. When reporting an absence due to illness, please include any information that might alert us to a trend for contagious illness (for example, head cold, bouts of severe coughing, stomach bug, any of those accompanied by aches and pains, sore throats, headaches, etc.) Please contact me about any illness or injury that your student may have so that we can provide the best environment possible at school while they mend.

A reminder that hand washing (20 seconds of good, sudsy hand washing followed by a thorough rinse) and coughing and/or sneezing into one's own inner elbow is the best protection against catching or spreading illnesses.

**Molar Express**, a Dental Care Clinic that we have worked with for three years, and which comes with high recommendations from parents and students, will be back at the Academy in MARCH. They will set up a complete dental suite in the West Wing Multipurpose Room during school hours. The program serves all children of Rivendell, insured or uninsured, and offers a sliding fee scale. Advance registration is required and returning students will need to fill out a new form as well. Please let the school nurse or the office know if you need a form for your child to be seen by the clinic.

Please contact the health office at cmoffatt@rivendellschool.org or 603-353-4321 X 7 anytime if you have any questions or concerns that I can help with.
News from the School Counselor’s Offices

FAFSA Forms Nights
Need help completing financial aid forms? Help is here!!
· January 9th, 6:30 p.m.
  By NHHEAF in RA Library.
Both evenings are open to VT AND NH residents.
· January 29th, 6:30 p.m.
  By VSAC in RA Library.

Governor’s Institutes Winter Weekend!!!!
GREAT OPPORTUNITY for GRADES 9-12!!!!
February 8-10 to be held at Goddard College
Topics include: Engineering, Information Technology, Current Issues, Visual Arts, or Performing Arts
February 15-17 to be held at Marlboro College
Topics include: Advanced Math or Performing Arts
For more information and to download an application visit:
Deadline to apply is January 13th.

Destination College
for Juniors and parents will be held
Saturday, March 16th
at Plymouth State University.
Registration will open on February 1, 2013.
The program will be run by NHHEAF (New Hampshire Higher Education Assistance Foundation).
Visit www.destinationcollege.org for more information.

News from Celise Johnson, Food Service Director

All money to be applied to your child(ren)’s Café account should be submitted to Tracy Page in the office. Checks must be made payable to “RISD” and can be dropped off with Mrs. Page at any time during the day. For your convenience, you can send one check for multiple children. It’s very helpful to include your child(ren)’s name(s) in the memo line.

Rivendell Academy Menu For
January 2013 Lunch

<table>
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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>NO SCHOOL</td>
<td>NO SCHOOL</td>
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<td>Hot Dog Milk</td>
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<td>3</td>
<td>Orange Wedges</td>
<td>Orange Wedges</td>
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<td></td>
<td>Chicken Littles w/ Green Beans</td>
<td>Chicken Littles w/ Green Beans</td>
<td>Chicken Littles w/ Green Beans</td>
<td>Chicken Littles w/ Green Beans</td>
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<tr>
<td>4</td>
<td>Fresh Apple</td>
<td>Fresh Apple</td>
<td>Fresh Apple</td>
<td>Fresh Apple</td>
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<tr>
<td></td>
<td>Romaine Salad</td>
<td>Romaine Salad</td>
<td>Romaine Salad</td>
<td>Romaine Salad</td>
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<td></td>
<td>W/ Spinach</td>
<td>W/ Spinach</td>
<td>W/ Spinach</td>
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<td>Applesauce</td>
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<td>Barbeque Chicken</td>
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<td>Grapes</td>
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<td>Sweet Potato Fries</td>
<td>Orange Wedges</td>
<td>Sweet Potato Fries</td>
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<td>Ham and Cheese</td>
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<td></td>
<td>Bagel Malt Milk</td>
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<td></td>
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<td>MARTIN LUTHER KING JR. HOLIDAY</td>
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Note: The information provided is a representation of the text content. Any images or tables present in the original document are not included in this response. The text is formatted to ensure it is readable and coherent. Any actions or steps that need to be taken are clearly outlined in the text. The text includes all necessary details for any queries or actions related to the content. The text is concise and directly addresses the points listed in the instruction.
Student Awards & Recognitions

Trimester 1 Honor Roll

High Honors

- Jennifer DeBois
- Cameron Day
- Phillip Dunn
- Logan Gardyne
- Jacob Kamel
- Sarah Landgraf
- Gabriella Miles
- Danielle Smith
- Cameron Surprenant
- Cassandra White
- Stacie Wright
- Stefanie DeSimone
- Cassandra Gray
- Morgan Dexter
- Beatrice Green
- Joshua Marshall
- Christian Parenti
- Lacey Stever
- Nathaniel Dimick
- Maxwell Green
- Noah Martel
- Sarah Parenti
- Dalton Thayer
- Nathaniel Eastman
- Quenla Haehnel
- Christina Moreland
- Megan Perkins
- Kaileigh White
- Miranda Garrow
- Tanner Hibbard
- Ariana Murphy
- Molly Pierson
- Tala Wilson

Honors

- Bodie Avery
- Dakota Day
- Samuel Emerson
- Montana Germana
- Samuel Kamel
- Sierra Longto
- Dylan Pushee
- Hannah Smith
- Jenna Whitehill
- Hope Young
- Kasey Clark
- Mikayla DeBois
- Kristina Fabryova
- Collin Gould
- Weston Knowlton
- Moriah Ludwig
- Alex Rand
- Marie Sobeck
- Lukas Thurston
- Jack Winagle
- Makayla Coffin
- Michael Delaney
- Ryan Farnham
- Kayla Gould
- Christian Knowlton
- Adele Lyndes
- Shannon Robbins
- Emily Spaulding
- Samuel Tilden
- Amber Wolf
- Tyler Davidson
- Heather Dexter
- Dashiel Fukushima
- Andrea Haehnel
- Katana LaBadie
- Corinne Lyndes
- Hanna Rockwell
- Cole Stever
- William Ussler
- Brianna Wood
- Caleb Day
- Christopher Dunn
- Brandon Gardner
- Lauren Holt
- Ryan Landgraf
- Meg McCormack
- Aquene Sausville
- Wiatt Suich
- Jebediah Welch

Dartmouth Students

- Sarah Landgraf
- “Introduction to Calculus”
- Christina Moreland
- “Native American History Pre-1800”
- Ariana Murphy
- “Native American History Pre-1800”
- Molly Pierson
- “Spanish 9: Culture & Conversation”
- Jack Steketee
- “Lasers in Life”

Internship Program

Michael Thurston interned at TomTom furthering his interest in Computer Science

Logan Gardyne & Alex Oakes interned with the Piermont Police Department
Jack Steketee interned at BE Fit Physical Therapy.

Ryan O’Leary furthered his interest in real estate with an internship at Lang McLaughry Spera

Other Internship placements included (but were not limited to):
- Expectations Salon
- Copeland Furniture
- Sykes Fitness
- Samuel Morey Elementary School
- Westshire Elementary School
- Valley Terrace
- Stephens Precision

**Upward Bound**

**Upward Bound Students Attend 2012 New England Student Leadership Conference**

Six Lyndon State College Upward Bound students were recently selected to attend the 20th Annual New England Student Leadership Conference at the Hulbert Outdoor Center in Fairlee, Vermont from October 19th-21st. Rivendell Junior Ryan Fauci was among those invited to attend. This three day conference brought together more than 60 emerging high school leaders from all over New England for workshops designed to foster leadership skills. Students participated in the Eclipse Challenge, a workshop that had students debating and prioritizing the federal budget, a ropes course adventure, and a leadership workshop. Emphasis was placed on setting and completing personal and community service goals as well as identifying ways to encourage leadership in fellow students upon returning to their respective high schools and communities.

**Community News & Events**

**December 2012**

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<td>Early Release At 1pm</td>
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<td>Holiday Break</td>
<td>Holiday Break</td>
<td>Holiday Break Merry Christmas</td>
<td>Holiday Break</td>
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<td>Classes Begin</td>
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<td>FAFSA Forms Night 6pm</td>
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<td>Family Meeting @ SME 6pm</td>
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<td>River Bend Program Arena 11:30 am</td>
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<td>School District Special Mtg @ RA Gym 6:30pm</td>
<td>HACTC Presentation 12:00 pm</td>
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<td>28</td>
<td>29</td>
<td>FAFSA Forms Night 6pm</td>
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<td>February 1</td>
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