



South Burlington
School District

2010

Report Card

MISSION STATEMENT

“The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring life-long learning.”

South Burlington School Board

Members

General E-mail: schoolboard@sbschools.net

General Voicemail: 652-7476

Richard Cassidy, Chair

864-8144

rcassidy@hoffcurtis.com

Elizabeth Fitzgerald, Clerk

865-4554

Agnes Clift

658-0690

agclift@sbschools.net

Janine Allo

865-3892

j.allo@comcast.net

Martin LaLonde

863-3086

mlalonde@sbschools.net

TABLE OF CONTENTS

| | |
|---|-------|
| <i>Mission Statement</i> | 2 |
| <i>Superintendent's Message</i> | 3 |
| <i>Enrollments</i> | 4 |
| <i>Professional Qualifications</i> | 5 |
| <i>Individual Program Updates</i> | 6-9 |
| <i>Assessment Data</i> | 10-20 |
| <i>High School Data</i> | 21-25 |
| <i>District Awards & Achievements</i> | 26 |

Please visit our District website at www.sbschools.net to view the Global Ends Policy, found by going to the Policies and Procedures tab. The 2007-12 Strategic Plan can be found by entering the Curriculum, Instruction and Assessment tab. The four areas targeted for improvement are Community Engagement, Curriculum, Instruction and Assessment, School Finance, and Healthy and Safe Learning Environments.



SUPERINTENDENT'S MESSAGE



South Burlington students perform at the highest levels on state assessments, state competitions, course enrollments, co-curricular engagement, and post secondary school enrollment. Vermont students as a whole, score high on national assessments and South Burlington students score high compared with other Vermont schools. A review of this report will show you that there is no doubt that students are taking advantage of the educational opportunities available to them in South Burlington.

Recently South Burlington School District was recognized by Forbes Magazine as the fourth best in the nation among cities with similar housing prices. The ranking was determined by using student performance data including graduation rate, state and national tests, advance placement courses' exams, and property taxes as a percent of home value. The high rating of the schools are a feather in the city's cap.

All this high performance does not mean that we are satisfied with our work. We look for ways to improve the efficiency and effectiveness of our instruction and our operations. We look for ways to deploy our resources differently to better meet the needs of students, especially those students not yet performing at satisfactory levels. Two initiatives are worth mentioning here. At the high school we have started the "Big Picture School." This program increases student engagement by focusing on their interests. Teachers work with students to design learning activities that explore their interests through interdisciplinary studies and through community internships.

A second noteworthy initiative centers on placing more technology in students hands to support their use of 21st Century skills. We have purchased a number of netbook computers for students in the middle school and one elementary school. Their teachers are piloting a variety of ways to change instruction so that students take more responsibility for their learning and develop themselves as problem solvers and critical thinkers.

The work of the teachers to develop their knowledge and instructional skills, both during the school year and in the summer, are critical to forward movement in our schools. Four areas of teacher development are showing immediate impacts on instruction – assessment to quickly monitor student progress, mindfulness to draw all aspects of the children into learning, technology to open new windows into the wider world, and project-based instruction to connect the academic and practical aspects of learning.

Without the help of the community, we cannot prepare the children of South Burlington for their future.

A handwritten signature in black ink that reads "John Ewert". The signature is fluid and cursive, with a stylized "J" and "E".

ENROLLMENTS

INDIVIDUAL SCHOOL TOTALS (as of 10/01/09)

| | |
|-----------------------------------|-----|
| Early Essential Education | 21 |
| Rick Marcotte Central School | 368 |
| Orchard School | 361 |
| Chamberlin School | 258 |
| Frederick H. Tuttle Middle School | 532 |
| South Burlington High School* | 920 |

Total Enrollments: **2,460**

**Includes Tuition and School Choice Students*



| Years | Tuition Students* | High School Students | FHTMS Students |
|-----------|-------------------|----------------------|----------------|
| 2009-2010 | 110 | 11.7% | .38% |
| 2008-2009 | 124 | 13.2% | 1.1% |
| 2007-2008 | 137 | 13.9% | 1.9% |
| 2006-2007 | 106 | 11.0% | n/a |
| 2005-2006 | 103 | 11.0% | n/a |



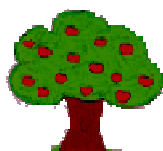
South Burlington High School
"Building a Proud Tradition"

**Tuition and school choice students have been an important factor in providing enrollment and budgetary flexibility. Nearly all of these students attend the South Burlington High School (SBHS) and Frederick H. Tuttle Middle School (FHTMS) and represent a significant proportion of that student body.*

Frederick H. Tuttle Middle School
"Working Together to Make a Difference"



Rick Marcotte Central School
"Where Everybody is Somebody"



Orchard School
"A Place to Grow"



Chamberlin School

| School | Student/Teacher Ratio (Literacy, Math, Science, Social Studies) |
|------------|--|
| RCMS | 18 |
| Chamberlin | 16 |
| Orchard | 17 |
| FHTMS * | 19.5 |
| SBHS * | 19 |

PROFESSIONAL QUALIFICATIONS

Title I (III)(h) of NCLB requires LEAs to publicly report the percentage of core academic classes* **NOT** taught by highly qualified teachers, the percentage of teachers teaching on emergency credentials by LEA and school, and the professional qualifications of their teachers. The following is the percentage of core academic classes **NOT** taught by highly qualified teachers and the percentage of teachers teaching on emergency credentials for your LEA as a whole and for all schools in your LEA for the 2008-2009 school year. The South Burlington School District is working with teachers to ensure that all HQT requirements are being met.

| School Name | Percentage of core classes taught by teachers who were not HQT . | Percent of teachers teaching with emergency credentials. |
|------------------------------|--|--|
| Chamberlin School | 3.45% | 0% |
| F. H. Tuttle Middle School | 3.66% | 0% |
| Orchard School | 3.84% | 0% |
| Rick Marcotte Central School | 0% | 0% |
| So. Burlington High School | 1.59% | 0% |

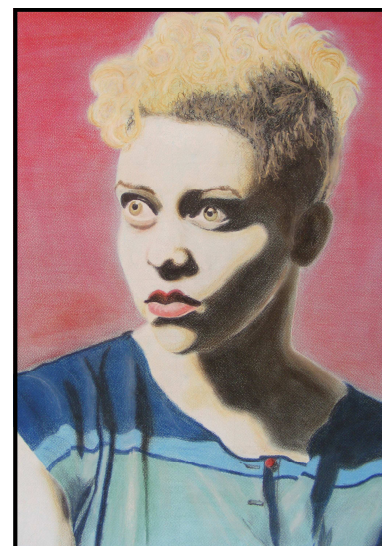
*Core academic subjects are: English/language arts (including ESL), math, science, social studies, reading, foreign languages, art, music, and the generalist endorsement areas of elementary education and early childhood education (grades K-3 only). In addition, alternative program and special education primary instruction assignments in math, science, social studies and/or ELA/reading are also considered "core" areas.



Elementary School



Middle School



High School

SCHOOL'S OUT!

South Burlington School District's after school program, "School's Out", was created in 2000. Since its inception, School's Out has always strived to stay true to its mission: School's Out will provide children a safe environment where they will be given the opportunity to express themselves and develop socially, physically, artistically, and creatively through a program that nurtures and respects the uniqueness of every child.

In 2008 – 2009 we continued to operate at our increased enrollment of 59 children a day at each of the schools. We enrolled a total of 201 students in the program (70 at Orchard, 61 at Chamberlin, and 71 at Rick Marcotte Central). These figures include children who are enrolled full-time as well as part-time. There is never more than 59 children on-site at any given time.

The programs at all three elementary schools focused heavily on enrichment, community outreach, and learning opportunities. The sites also focused heavily on providing more opportunities for children to work on homework and more homework support from staff and high school volunteers.

Our program directors are continuing the process of applying for state recognition through the Step Ahead Recognition System (S.T.A.R.S). S.T.A.R.S is Vermont's rating system for recognizing the quality of child care programs in the state. This process will recognize our efforts to create a quality after school program, and help us to identify ways to enhance the program.

The School's Out Website can be found at <http://district.sbschools.net/schoolsout/> and a direct link can be found on the district's home page. The website is an excellent tool to learn more about the School's Out program.



STUDENT SUPPORT SERVICES

GROWTH IN TOTAL ENROLLMENTS AND SPECIAL PROGRAMS

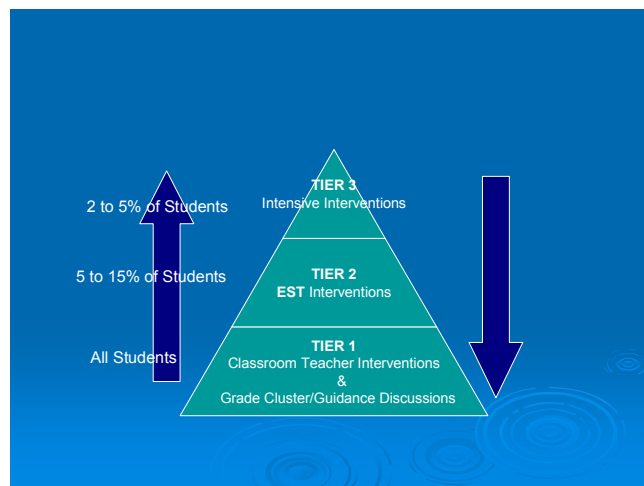
| Year | Total Students Enrolled (10/09) | Special Education Child Count* (12/09) | Section 504** | English Language Learners | Total | % of SBS D Students Receiving Services |
|-----------|---------------------------------|--|---------------|---------------------------|-------|--|
| 2009-2010 | 2460 | 232 | 77 | 147 | 456 | 19.0 |
| 2008-2009 | 2390 | 232 | 93 | 143 | 468 | 19.6 |
| 2007-2008 | 2442 | 227 | 127 | 119 | 473 | 19.3 |
| 2006-2007 | 2519 | 256 | 115 | 126 | 524 | 20.8 |
| 2005-2006 | 2600 | 254 | 114 | 141 | 509 | 19.6 |

***Child Count** includes students who are identified as disabled under state and federal law and who require unique instruction.

****Section 504** includes students with disabilities who do not require unique instruction. They are legally entitled to and receive special accommodations in the Classroom, such as special seating and modified tests.

The District's number of students in special education has remained constant. We continue to review and examine service delivery models in each school with an eye to inclusiveness, efficiency and effectiveness. Each school has professional Special Educators who serve students in our Child Count along with students who may be at risk. Each school has an educational support system with tiered levels of support for all students. Classroom teachers are reviewing student data and providing differentiated instruction at tier I. Tier II may involve some supplemental support, such as extra instruction in reading or a structured study hall. At Tier III students are identified with a disability that may require special education services. Our efforts are to support students as early as possible to ensure their success in school. To learn more about Educational Support services go to:

<http://sbsd.schoolfusion.us/modules/cms/pages.phtml?pageid=57774&sessionid=750f362631c4fe9b9499f05f3a4e168f&sessionid=750f362631c4fe9b9499f05f3a4e168f>



PRESCHOOL (AGES 3-5)

South Burlington is part of the Early Learning Project in Chittenden County. These preschool partnerships currently support 172 preschoolers in accessing quality preschool programs. The District is currently collaborating with Child Care Resource to develop the South Burlington Early Childhood Plan. The final plan is due to be completed this spring and will guide decision-making about policy and resources for South Burlington families with young children for the next five years. South Burlington continues to offer Essential Early Education Program (EEE) for children ages 3 through 5 experiencing developmental delays or those who have a medical condition that may interfere with learning and future success in the home, school and community. This special education program provides specialized instruction to meet the unique needs of the district's 23 students who are currently enrolled.



ENGLISH LANGUAGE LEARNERS (ELL)

We have a vibrant English Language Learner (ELL) Program which is served by 4.4 very talented and committed educators. The overall number of students that we serve is not changing dramatically, however, we are enrolling students from countries that are new to us such as Bhutanese from Nepal and Meskhetian Turks from Russia.

The Vermont Department of Education, in collaboration with Saint Michael's College, works with area schools to build curriculum units which incorporate strategies that support English Language Learners in content area classes. We have several key initiatives to support this collaboration between higher education and public schools including Project Create and course work such as CLIMBS. For additional information about our ELL program please see our website <http://ell.sbsd.tuttle.schoolfusion>.

INFORMATION TECHNOLOGY EDUCATION

Information Technology Update

SBSD teachers continue to attend workshops, conferences, and courses in which they learn how to ever more effectively use information technology to enrich and enhance student learning. This past summer, thirty-two district teachers took part in the 21st Century Technology Teams summer institute, hosted by the district. In this institute teachers worked in collaborative teams as they explored a variety of technology topics and tools. They developed standards-based projects to help their students master 21st century skills. Participants earned technology tools for their classrooms and schools—including such things as digital cameras, document cameras, projection systems, and interactive white boards (aka SMART Boards).

Nineteen teachers at the high school are using their monthly Teacher Learning Community professional development time to learn about assessing 21st century skills such as communication, collaboration, critical thinking, problem-solving, and information literacy. Many of these skills are things we have taught for years, but together they comprise a fundamental set of skills that all students must master in order to be successful in their lives. Assessing 21st century skills often requires more than a multiple choice test, so teachers are using this time to either find or develop new assessment tools. (For more information about 21st century skills, see <http://www.21stcenturyskills.org>. There is a link to the **Skills Framework** in the **Overview** menu at the top of the page which provides a pretty good introduction.)

District wide, teachers are learning how to use a variety of technologies that enable them to transform learning in their classrooms. These technologies include:

- interactive whiteboards, projection systems, and document cameras that enable teachers to develop engaging interactive experiences in which students manipulate text or objects displayed on a large screen that the whole class can see;
- electronic student response systems that enable teachers to quickly check for student understanding, poll the class on a topic to stimulate discussion, conduct quizzes with instant feedback for students, and more; and



online learning software such as Moodle (<http://moodle.org>) and SchoolFusion (www.schoolfusion.com) that enable students to access online resources or engage in learning activities using any Internet-connected computer.

The district has a new, two-year, grant-funded Assistive Technology Coordinator, Jean Chute. Jean's job is to help ensure that students who need specialized technology to meet their learning goals ("assistive technology") have adequate access to such hardware and software. She also helps district teachers employ Universal Design for Learning (www.cast.org/research/udl/index.html) strategies to meet the needs of a diverse population of learners. Jean serves as a resource person and professional developer for special educators in particular and all teachers in general. A key piece of software that she supports is Read and Write Gold, a rather amazing software package that reads text aloud to students (text-to-speech), helps students take and organize notes, and much more.

The district is also undertaking two netbook pilot projects—one in the 5th grade at Marcotte Central and one at Tuttle Middle School. We hope that these low-cost, portable computers will significantly increase student access to digital learning tools that students can use throughout the day and throughout their classes. In particular, we hope to use the netbooks to engage students in "project-based learning"—multi-week, interdisciplinary units in which students conduct deep explorations of real-world problems or issues of interest to them, in the process learning and applying knowledge and skills from throughout the curricula.

ASSESSMENTS

Early Reading

Local

- ◆ Local Early Literacy Assessment (Gr. K, 1, 2)
September and May
- ◆ Local—Phonological Assessment (Gr. K, 1, 2)
September and May

English Language Arts

State

- ◆ New England Common Assessment
October and May (Gr. 3-8, 11)

Local

- ◆ Gates-MacGinitie Reading Test (Gr. 3-10)
September and May
- ◆ Scholastic Aptitude Test I (High School)
- ◆ Advanced Placement English Language and Composition (High School)
May
- ◆ Advanced Placement English Literature and Composition (High School)
May
- ◆ Advanced College Test/PLAN (High School)

History/Social Studies

- ◆ Advanced Placement European History (High School)
May
- ◆ Advanced Placement US History (High School)
May
- ◆ Advanced Placement US Govt & Politics (High School)
May
- ◆ American College Test (High School)

Mathematics

State

- ◆ New England Common Assessment
October and May (Gr. 3-8, 11)

Local

- ◆ Scholastic Aptitude Test I (High School)
- ◆ Advanced Placement Calculus AB (High School)
May
- ◆ Advanced Placement Calculus BC (High School)
May
- ◆ Advanced Placement Computer Science (High School)
May
- ◆ American College Test/PLAN (High School)
Throughout the School Year

World Language

- ◆ Local World Language Assessment (Gr. 8, 10)
May and June
- ◆ Advanced Placement French (High School)
May
- ◆ Advanced Placement Spanish (High School)
May

Science

State

- ◆ New England Common Assessment (Gr. 4, 8, 11)
May

Local

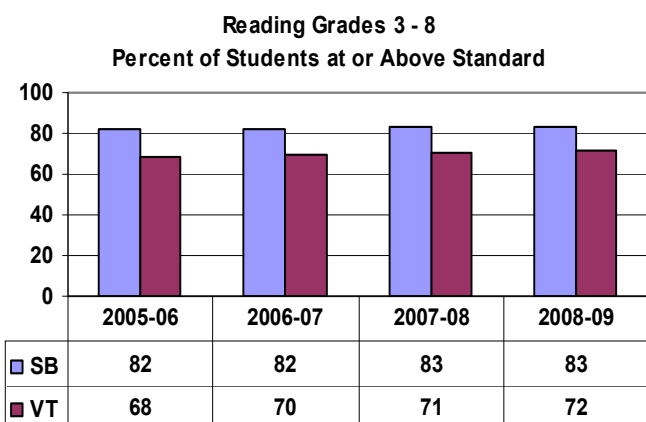
- ◆ Advanced Placement Biology (High School)
May
- ◆ Advanced Placement Chemistry (High School)
May
- ◆ Advanced Placement Env. Sciences (High School)
May
- ◆ Advanced Placement Physics B (High School)
May
- ◆ American College Test (High School)
Throughout the School Year

ASSESSMENTS—STATE

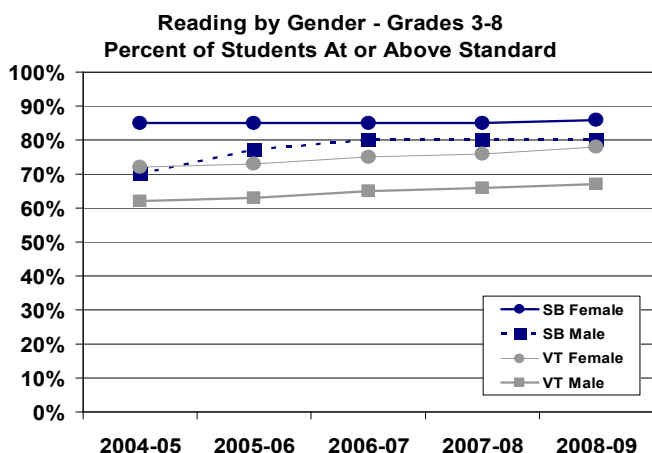
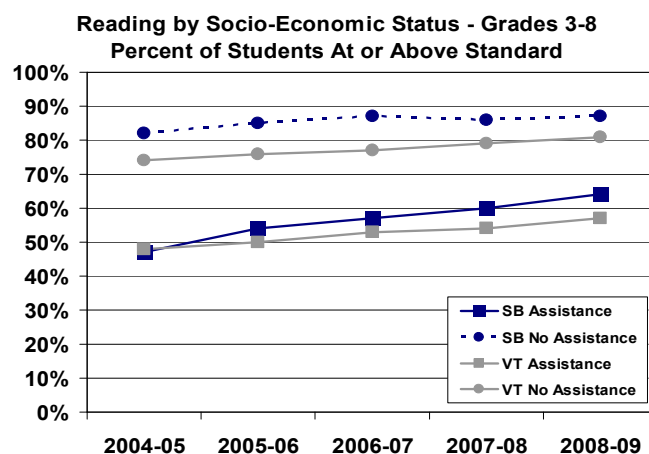
New England Common Assessment (NECAP) Grades 3-8 Results Fall 2009

The NECAP is administered to students in New Hampshire, Rhode Island, Maine and Vermont as part of the No Child Left Behind Act. The test measures student performance on Vermont Grade Expectations in Reading, Mathematics, and Writing. Student performance on these assessments fall into one of four proficiency levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Below are the District's October 2009 results, reflecting all students in grades 3-8 who scored proficient and above.

It is important to realize that the NECAP assessment results reflect our students' performance from the previous grade. For instance, the third grade results reflect the students' performance in the second grade and so on. The graphs below will show the year 2008-09 because that is the year of knowledge that was tested in the fall of 2009. The District student performance results indicate that our students consistently perform above the state average and are among the top ranking schools/districts in the state in each of the areas of Reading, Writing, and Mathematics.

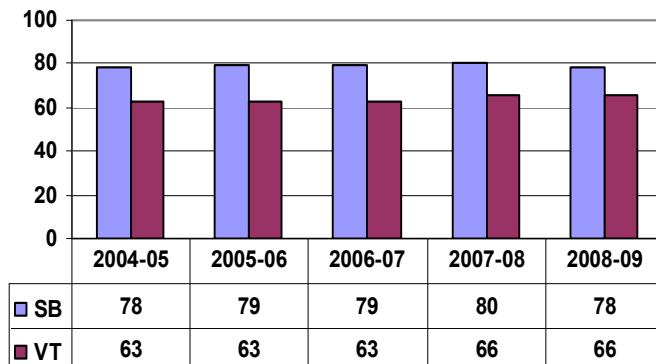


READING—The NECAP has been administered for the past four years. Results indicate that we are closing the gap between males and females. We are also making some good gains improving the reading performance of students from different socio-economic backgrounds.



ASSESSMENTS—STATE

Mathematics Grades 3-8
Percent of Students At or Above Standard



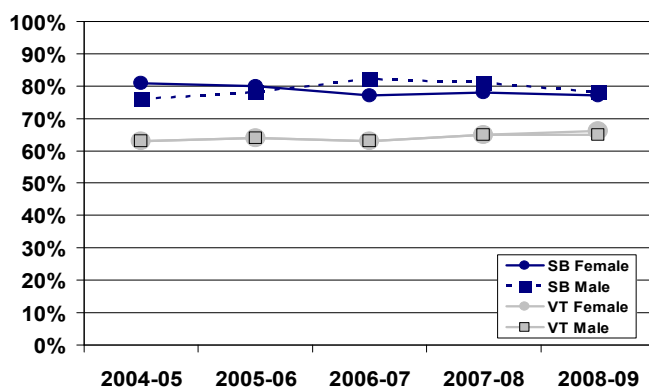
MATHEMATICS—Our student performance results in this area rank above the state average and are among the highest in the state.

When reviewing student performance results in mathematics, there is no significant difference between male and female groups.

Students who qualify for free and reduced lunch continue to perform less well than their peers. Over time, we see a slight increase in performance.

Each school will analyze this data more closely so that we may better plan for how to address this area.

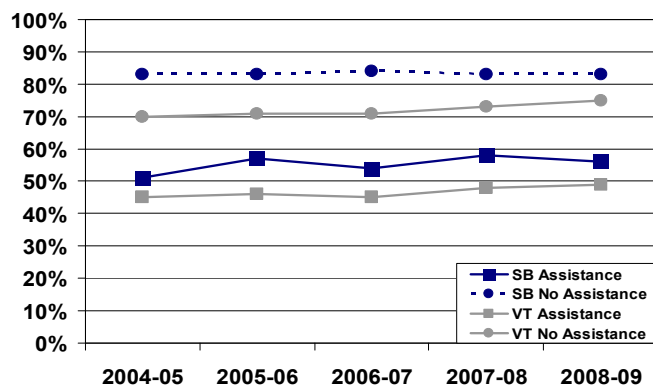
Mathematics by Gender - Grades 3-8
Percent of Students At or Above Standard



For detailed information regarding assessment data, please visit the State of Vermont's Department of Education website at:

http://education.vermont.gov/new/html/pgm_assessment/data.html

Mathematics by Socio-Economic Status - Grades 3-8
Percent of Students At or Above Standard

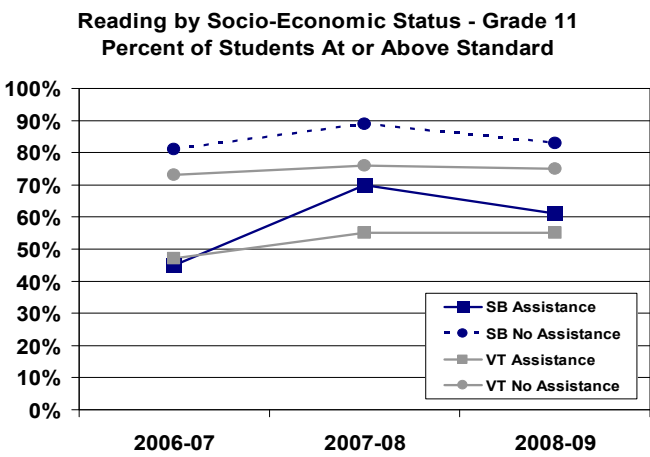
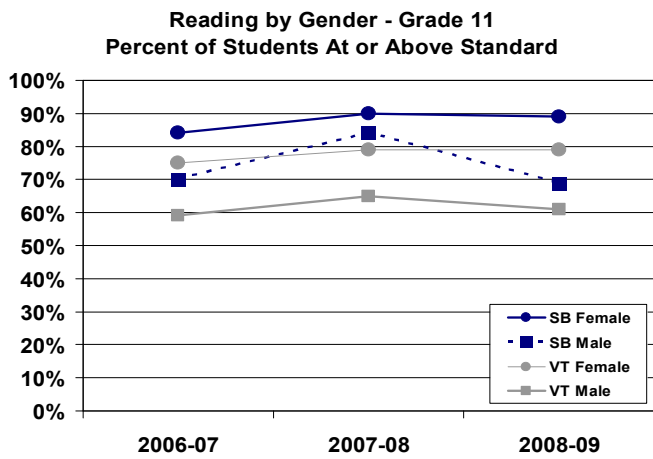
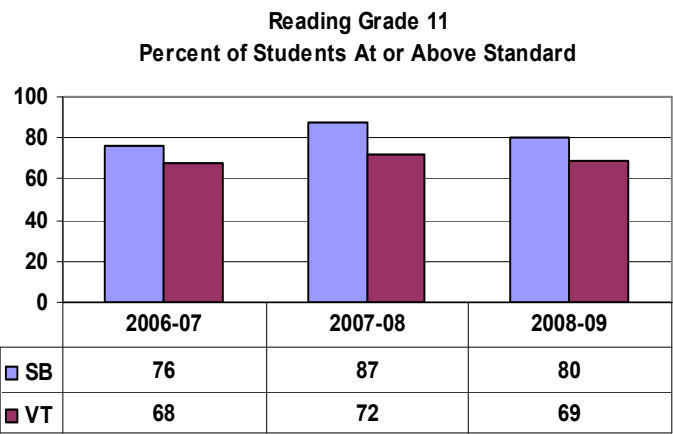


Global Classroom

ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—READING GRADE 11

READING—The South Burlington High School New England Common Assessment Program (NECAP) results in Reading are above State averages. We noticed a decline in results as compared to last year as was the case for the State average. One must keep in mind that new items are selected for the assessment each year. In addition, we are not assessing the same cohort of students. Upon review of the disaggregated data for gender, it should be noted that the performance of males and students in poverty had the biggest impact on the decline in high school results.



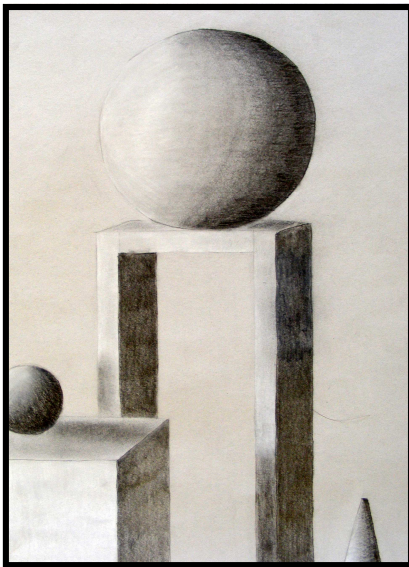
TIE
Germany

ASSESSMENTS—STATE

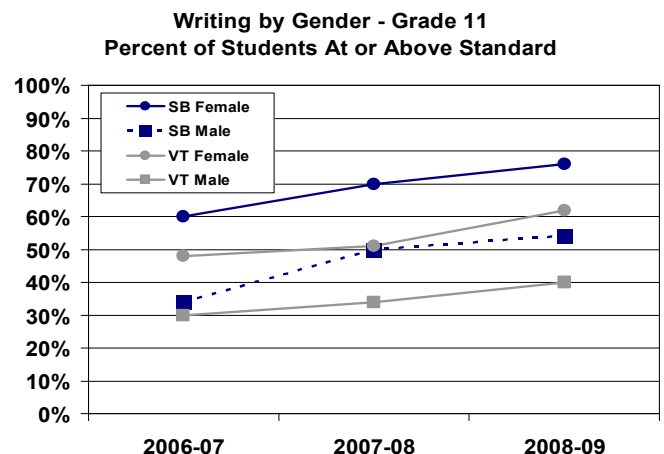
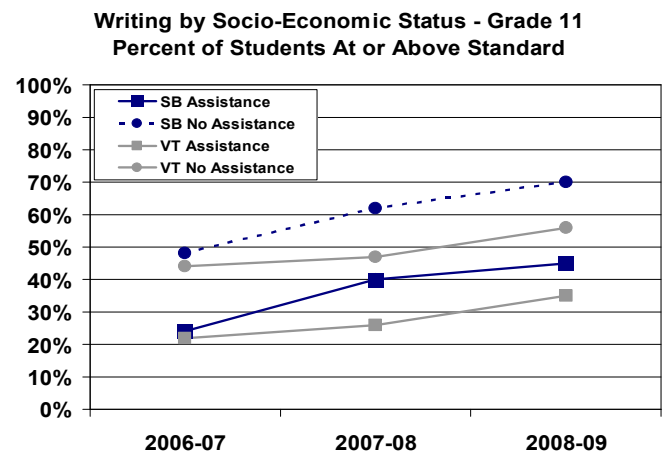
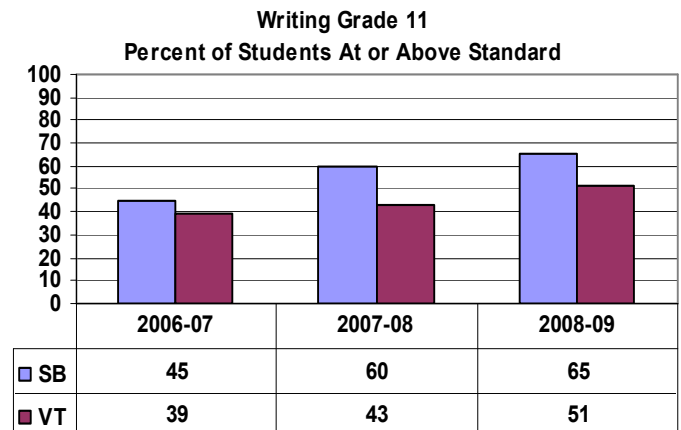
SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11

WRITING—In grade 11, we continue to see a trend towards improvement. It is also encouraging that both genders and students in poverty are also represented in this trend. We feel that this is due in part to our focus on writing across the curriculum and curriculum mapping initiative.

The New England Common Assessment Program writing component was administered to students in grades 5, 8, and 11 this year. The results, however, are only available for grade 11. Grade 5 and 8 items were piloted this year and will not be reported to the public. This is a process that will occur every 5 years.



Tie France

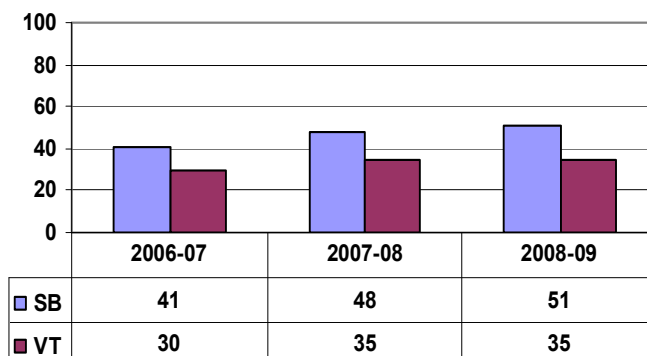


ASSESSMENTS—STATE

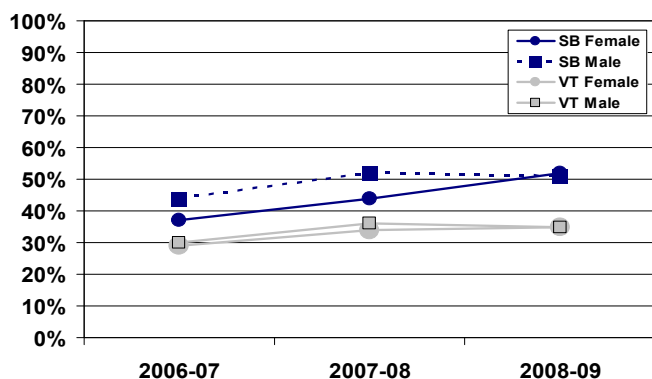
SOUTH BURLINGTON HIGH SCHOOL—MATHEMATICS GRADE 11

MATHEMATICS—At the high school level, our overall mathematics performance is above State averages and reflected a slight improvement over last year. When we analyze the results for gender, our female students perform slightly better than males and are trending towards improvement over time. Our students in poverty made significant gains over last year which is especially important since the previous years results showed a slight decline. Over the summer, the Mathematics Department developed practice tasks to administer to students in preparation for the NECAP assessments. We feel this had some positive impact on results.

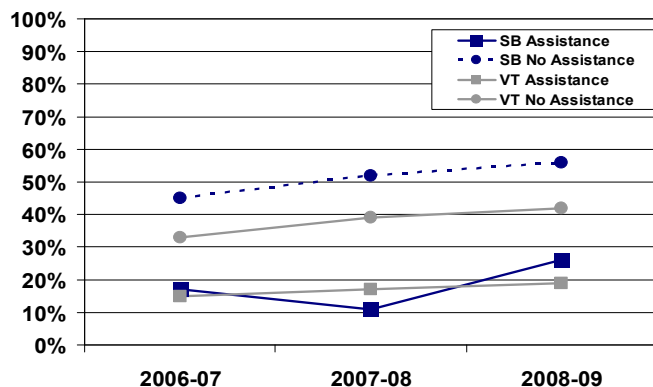
Mathematics Grade 11
Percent of Students At or Above Standard



Mathematics by Gender - Grade 11
Percent of Students At or Above Standard



Mathematics by Socio-Economic Status - Grade 11
Percent of Students At or Above Standard



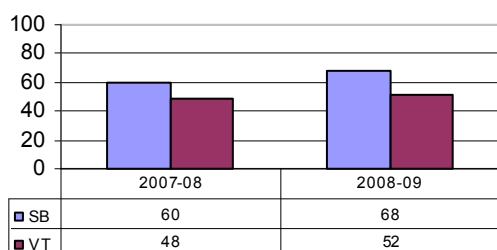
ASSESSMENTS—STATE

SCIENCE— The administration window for this year's New England Common Assessment Program (NECAP) Science tests is May. All Vermont students in grades 4, 8 and 11, including publicly funded students attending private independent schools, participate unless a student qualifies for alternate assessment.

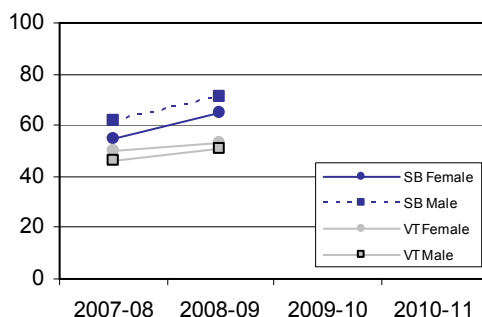
South Burlington students outperformed the State averages in each of the grades assessed. We are seeing a trend towards improvement when one compares the assessment results over a two year period in grade four. We are also seeing some overall improvement in performance at grade eight, however our students in poverty are not advancing at the same rate as their peers. In grade eleven, our female students slightly outperform male students and we see a trend toward improvement with our students in poverty in this area.

GRADE 4

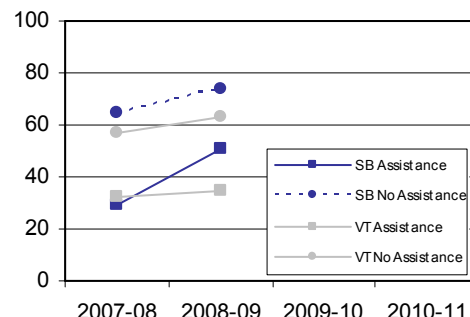
Science Grade 4
Percent of Students At or Above Standard



Science by Gender - Grade 4
Percent of Students At or Above Standard

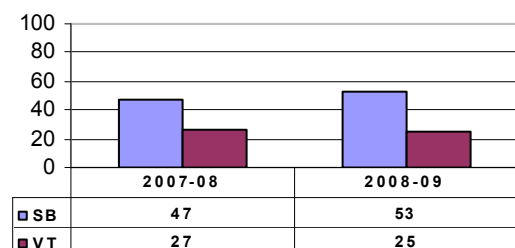


Science by Socio-Economic Status - Grade 4
Percent of Students At or Above Standard

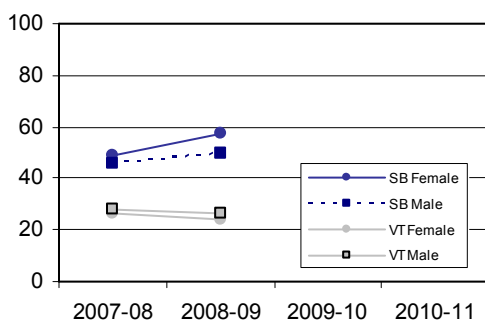


GRADE 8

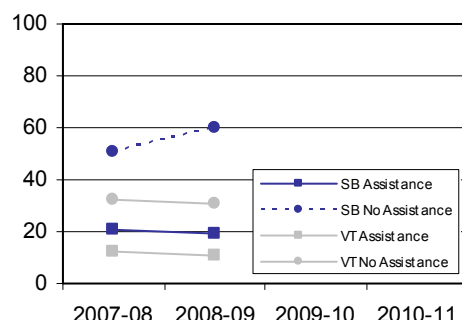
Science Grade 8
Percent of Students At or Above Standard



Science by Gender - Grade 8
Percent of Students At or Above Standard

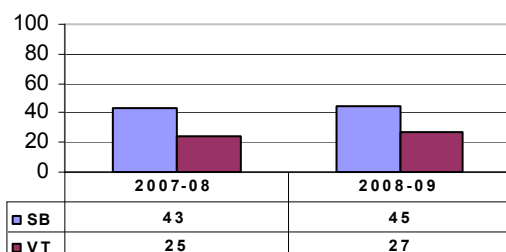


Science by Socio-Economic Status - Grade 8
Percent of Students At or Above Standard

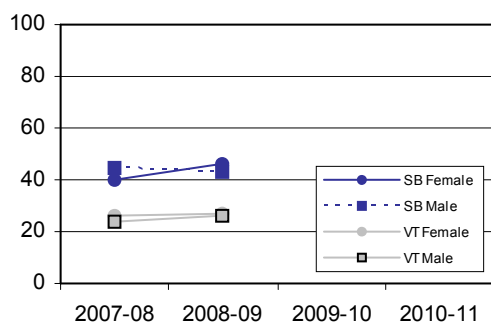


GRADE 11

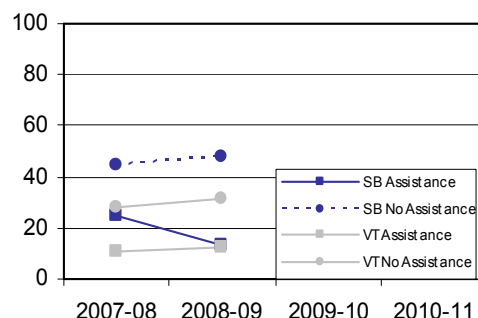
Science Grade 11
Percent of Students At or Above Standard



Science by Gender - Grade 11
Percent of Students At or Above Standard



Science by Socio-Economic Status - Grade 11
Percent of Students At or Above Standard



ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2008-09

The College Board and Educational Testing Service administers the Scholastic Aptitude Test I (SAT I). Many colleges utilize this test as an indicator of a student's basic knowledge and ability in mathematics and verbal skills. In recent years there has been a trend away from using SAT I as an indicator of future success and fewer colleges are requiring it for admission. At SBHS, as at other high schools, students are substituting different standardized tests such as the ACT, for entry to their college of choice. This year the participation ratio is based solely on the percent of last year's graduating senior class who took the tests sometime during their high school career.

| Number of Graduating Seniors | Number who took SAT I | Ratio of Participation |
|------------------------------|-----------------------|------------------------|
| 218 | 149 | 68% |

The table below compares SBHS student scores to state and national scores. The numbers in this table reflect the scores of all students, not necessarily seniors, who took the test during the academic year.

| YEAR | Reading—Avg. Scores | | | Math—Avg. Scores | | | Writing —Avg. Scores | | |
|-----------|---------------------|-----|-------|------------------|-----|-------|----------------------|-----|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2008-2009 | 544 | 518 | 501 | 556 | 518 | 515 | 534 | 506 | 493 |
| 2007-2008 | 540 | 519 | 502 | 555 | 523 | 515 | 515 | 507 | 494 |
| 2006-2007 | 540 | 516 | 502 | 564 | 518 | 515 | 518 | 508 | 494 |
| 2005-2006 | 550 | 513 | 503 | 555 | 519 | 518 | n/a | n/a | n/a |
| 2004-2005 | 550 | 521 | 508 | 541 | 517 | 520 | n/a | n/a | n/a |

The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2008-2009 academic year.

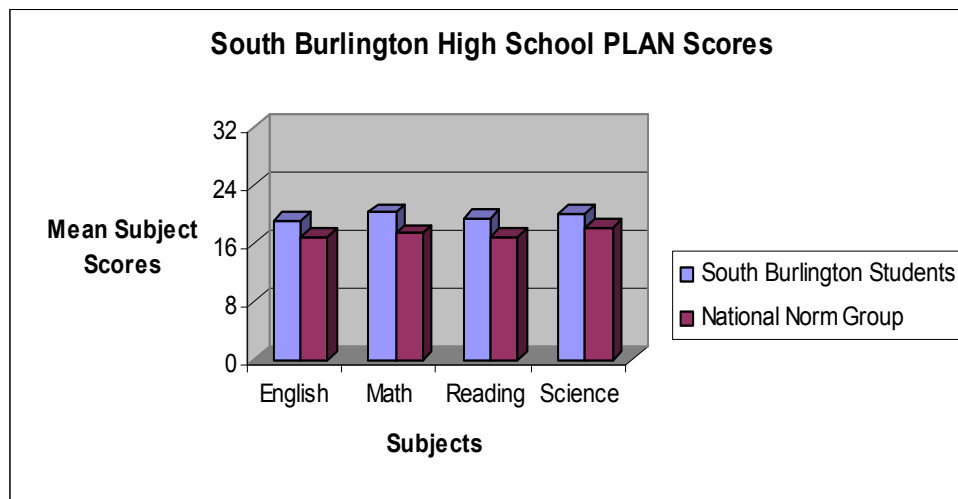
| Gender | Reading | | | Mathematics | | | Writing | | |
|--------|---------|------|-------|-------------|------|-------|---------|------|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| Female | 544 | n/a* | 498 | 530 | n/a* | 499 | 539 | n/a* | 499 |
| Male | 544 | n/a* | 503 | 576 | n/a* | 534 | 530 | n/a* | 486 |

* Not broken out by gender

ASSESSMENTS—NATIONAL

PLAN® — Fall 2009

SBHS administered the PLAN® Assessment, which is a practice ACT, to all tenth grade students in the fall of 2009. The PLAN® assessment helps tenth graders build a solid foundation for future academic and career success and provides information needed to help analyze SBHS' high priority issues. It is a comprehensive resource that helps students measure their current academic development, explore career/training options, and make plans for their remaining high school and post-graduation years.



PLAN® helps all SBHS students—those who are college bound as well as those who are likely to enter the workforce directly after high school. As a practice assessment, **PLAN®** is a powerful predictor of success on the ACT, which is one of the nation's most widely accepted college placement tests. SBHS recognizes the importance of **PLAN®** testing for all students as it focuses attention on improving academic achievement. The curriculum-based tests cover the skills and knowledge that are important for success in high school and college. The **PLAN®** tests measure students' knowledge and how they apply it. For more information on the **PLAN®** visit <http://www.act.org>.

Please note that all students at SBHS take the PLAN in their sophomore year (compared to selected students from across the country) making the higher comparable scores of our students especially impressive.



ASSESSMENTS—NATIONAL

ACT—School Year 2008-09

Recently, more SBHS students are taking the ACT test. The ACT is the nation's most widely accepted college entrance exam. It assesses high school students' general educational development and ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The writing test, which is optional, measures skill in planning and writing a short essay.

| YEAR | Number of Students Tested | | | English | | | Mathematics | | |
|-----------|---------------------------|------|-----------|---------|------|-------|-------------|------|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2008-2009 | 110 | 2008 | 1,480,469 | 25.1 | 22.9 | 20.6 | 25.1 | 22.9 | 21.0 |
| 2007-2008 | 110 | 2203 | 1,421,941 | 23.7 | 22.4 | 20.6 | 24.1 | 22.4 | 21.0 |
| 2006-2007 | 90 | 1855 | 1,300,599 | 24.0 | 22.6 | 20.7 | 24.5 | 22.5 | 21.0 |
| 2005-2006 | 56 | 1528 | 1,206,455 | 23.9 | 22.1 | 20.6 | 24.5 | 22.2 | 20.8 |
| 2004-2005 | 61 | 1318 | 1,186,251 | 22.5 | 22.3 | 20.1 | 22.9 | 22.1 | 20.7 |

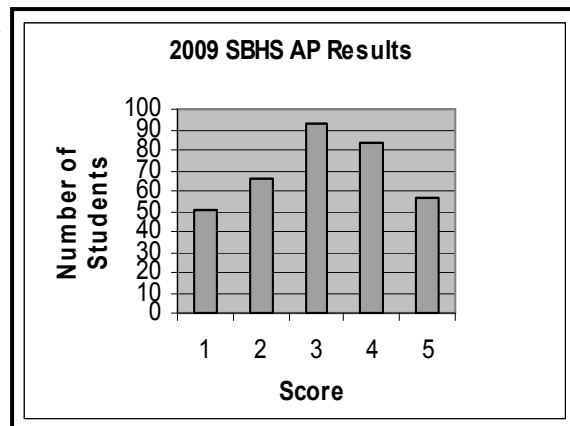
| YEAR | Reading | | | Science Reason | | | Composite | | |
|-----------|---------|------|-------|----------------|------|-------|-----------|------|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2008-2009 | 25.7 | 23.7 | 21.4 | 24.7 | 22.5 | 20.9 | 25.3 | 23.1 | 21.1 |
| 2007-2008 | 23.4 | 23.5 | 21.4 | 23.7 | 22.2 | 20.8 | 23.4 | 22.7 | 21.1 |
| 2006-2007 | 25.4 | 23.3 | 21.5 | 24.0 | 22.3 | 21.0 | 24.6 | 22.8 | 21.2 |
| 2005-2006 | 24.1 | 22.9 | 21.4 | 23.6 | 22.2 | 20.9 | 24.1 | 22.5 | 21.1 |
| 2004-2005 | 23.1 | 23.5 | 21.3 | 23.1 | 22.1 | 20.9 | 23.0 | 22.6 | 20.9 |

TIE Spain 2009

ASSESSMENTS—NATIONAL

ADVANCED PLACEMENT TESTS

The Advanced Placement (AP) Program provides students with the opportunity to complete college-level studies during high school. Many colleges grant credits to students who successfully complete AP courses. In order to receive college credit, a student must take the AP test. SBHS regularly offers courses to prepare students to pass these exams in the areas of Biology, Calculus AB, Calculus BC, Computer Science A, European History, English Literature and Composition, English Language and Composition, Environmental Science, French, Chemistry, Physics B, and Spanish and U.S. Government and Politics. Students who take these courses are required to take the exam. Exams in other areas are sometimes given by special request from individual students. Students are not required to take a formal AP course in preparation for the exam. The results shown in the table include a few students who prepared independently.



| 2009 Advanced Placement Test Results | | | | | | | | |
|--------------------------------------|------------|------------|------------|------------|------------|-------------|---------------------------|------------|
| (350 Tests Taken by 182 Students) | | | | | | | | |
| Subject/Score | 5 | 4 | 3 | 2 | 1 | Total | 3 or Better | Mean Score |
| Biology | 10 | 9 | 13 | 4 | 7 | 43 | 74% | 3.256 |
| Calculus AB | 4 | 6 | 9 | 8 | 3 | 30 | 63% | 3.00 |
| Calculus BC | 7 | 3 | 3 | 1 | 0 | 14 | 93% | 4.143 |
| Computer Science A | 0 | 1 | 2 | 0 | 0 | 3 | 100% | 3.333 |
| Chemistry | 4 | 9 | 2 | 8 | 8 | 31 | 48% | 2.774 |
| English Language & Composition | 5 | 12 | 4 | 1 | 0 | 22 | 95% | 3.955 |
| English Literature & Composition | 5 | 15 | 15 | 7 | 0 | 42 | 83% | 3.429 |
| Environ. Science | 1 | 2 | 1 | 5 | 13 | 22 | 18% | 1.773 |
| European History | 5 | 8 | 13 | 4 | 3 | 33 | 78% | 3.242 |
| French Language | 1 | 3 | 2 | 6 | 0 | 12 | 50% | 2.917 |
| Spanish Language | 2 | 0 | 1 | 2 | 3 | 8 | 38% | 2.500 |
| Physics B | 6 | 9 | 13 | 5 | 1 | 34 | 82% | 3.412 |
| US History | 0 | 1 | 0 | 0 | 0 | 1 | 100% | 4.00 |
| US Govt & Politics | 7 | 5 | 15 | 15 | 13 | 55 | 49% | 2.600 |
| Total | 57 | 83 | 93 | 66 | 51 | 350 | Overall Mean 3.167 | |
| Percent of Total | 16% | 24% | 27% | 19% | 15% | 100% | | |

HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|------|------|------|------|
| Total | 70% | 70% | 72% | 71% | 68% | 72% |

STUDENTS FROM THE CLASS OF 2009 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Academy of Art University
 Alfred University
 American International College
 American University
 Arizona State University
 Arizona, University of
 Assumption College
 Bard College
 Bay Path College
 Beloit College
 Binghamton University
 Boston College
 Boston University
 Bradley University
 Brown University
 Bryant University
 Bucknell University
 Burlington College
 Carnegie Mellon University
 Case Western Reserve University
 Castleton State College
 Catholic University of America
 Central Florida, University of
 Champlain College
 Charleston, College of
 Chicago, University of
 Clark University
 Clarkson University
 Clemson University
 Colby College
 Colby Sawyer College
 Colorado State University
 Colorado, University of, at Boulder
 Columbia College
 Community College of Vermont
 Connecticut College
 Connecticut, University of
 Cornell College
 Cornell University
 Curry College
 Dartmouth College
 Daytona State College
 DePaul University
 Dickinson College
 Drexel University
 Earlham College
 East Carolina University
 Eckerd College
 Elon University
 Emmanuel College
 Fashion Institute of Technology
 Fisher College
 Florida Institute of Technology
 Fordham University
 Franklin Pierce College
 Full Sail University
 George Mason University
 George Washington University
 Goucher College
 Grinnell College

Guelph, University of
 Guilford College
 Harvard University
 Hobart and William Smith Colleges
 Hofstra University
 Humboldt State University
 Ithaca College
 James Madison University
 Johnson & Wales University
 Johnson State College
 Keene State College
 Kenyon College
 Kettering University
 La Salle University
 Lafayette College
 Lasell College
 Lehigh University
 Lyndon State College
 Maine College of Art
 Maine Maritime Academy
 Maine, University of
 Manhattan College
 Marist College
 Marshall University
 Maryland Institute College of Art
 Massachusetts College of Art
 Massachusetts, University of @ Amherst
 Massachusetts, University of @ Lowell
 McGill University
 Meredith College
 Merrimack College
 Miami, University of
 Michigan, University of
 Middlebury College
 Montana State University, Bozeman
 Mt. Holyoke College
 New England, University of
 New Hampshire Institute of Art
 New Hampshire, University of
 New Mexico State University
 New York City College of Technology
 New York University
 NC, University of at Chapel Hill
 NC, University at Greensboro
 NC, University at Wilmington
 NC School of the Arts, University of
 North Carolina State University
 Northeastern University
 Northwestern University
 Norwich University
 Ohio State University
 Ohio Wesleyan University
 Pennsylvania State University
 Pennsylvania, University of
 Plattsburgh State University
 Plymouth State University
 Portland, University of
 Purdue University
 Queens University
 Quinnipiac University

Rensselaer Polytechnic Institute
 Rhode Island, University of
 Richmond, University of
 Rivier College
 Rochester Institute of Technology
 Rochester, University of
 Roger Williams University
 Rollins College
 Sacred Heart University
 Saint Anselm College
 Saint Joseph, College of
 Saint Lawrence University
 Saint Michael's College
 Salem State College
 Salve Regina University
 Scranton, University of
 Seminole Community College
 Simmons College
 Skidmore College
 Smith College
 South Carolina, University of
 Southern California, University of
 Southern Maine, University of
 Southern New Hampshire University
 State University of New York at Albany
 Stetson University
 Stonehill College
 Stony Brook University
 Suffolk University
 SUNY College of Technology at Canton
 Susquehanna University
 Syracuse University
 Tampa, University of
 Texas Tech University
 Trinity College
 Tufts University
 Tulane University
 University at Buffalo, SUNY
 Ursinus College
 Vassar College
 Vermont Technical College
 Vermont, University of
 Villanova University
 Virginia Polytechnic Institute
 Warren Wilson College
 Washington State University
 Washington University in St. Louis
 Western Ontario, University of
 Western Washington University
 Wisconsin, University of @ Madison
 Wittenberg University
 Worcester Polytechnic Institute

HIGH SCHOOL DATA

GRADUATION RATE

The Vermont State Department of Education defines the graduation rate as the number of students who graduated divided by the senior census count on October 1.

| Year | Oct. 1 Census | Number Graduated | Graduation Rate |
|-----------|---------------|------------------|-----------------|
| 2008-2009 | 229 | 218 | 95% |
| 2007-2008 | 222 | 231 | 92.6 |
| 2006-2007 | 256 | 246 | 96% |
| 2005-2006 | N/A* | 215 | 95% |
| 2004-2005 | 217 | 207 | 95.3% |



DROPOUT RATE

The Vermont State Department of Education calculates dropout data. This rate does not credit SBHS for students who withdraw but return in either the current or next year or who may eventually graduate. It only gives a snapshot of the total SBHS dropout rate for one year. The data currently available is as follows:

| Year | SBHS | VT |
|-----------|-------|-------|
| 2008-2009 | 1% | 2.89% |
| 2007-2008 | 1.54% | 3.2% |
| 2006-2007 | 1.27% | 3.0% |
| 2005-2006 | 1.04% | 2.9% |
| 2004-2005 | .93% | 2.4% |



HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

In the past eight years the Director of Student Activities has coordinated all co-curricular activities.

| Activity | 2004-2005 Student Participants* | 2005-2006 Student Participants* | 2006-2007 Student Participants* | 2007-2008 Student Participants* | 2008-2009 Student Participants* |
|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Art Club | 8 | 10 | 12 | 11 | 8 |
| Coalition Community Service | 20 | 23 | 27 | 66 | 56 |
| Coffee House | 17 | 22 | 24 | 7 | 14 |
| Drama | 75 | 68 | 70 | 64 | 38 |
| Film Club | - | - | - | 9 | 18 |
| Future Educators of America | 17 | 25 | 25 | 13 | 21 |
| French Club | - | - | - | 25 | 7 |
| Gay/Straight Alliance | 8 | 4 | 7 | 10 | 15 |
| Green Team | - | - | - | - | 6 |
| Dominican Dream Project | 36 | 36 | 33 | 14 | 12 |
| Habitat for Humanity | - | - | - | 22 | 23 |
| Key Club | 35 | 25 | 20 | n/a | 32 |
| Math League | 20 | 17 | 17 | 20 | 20 |
| National Honor Society | 67 | 68 | 68 | 82 | 48 |
| Oceanography Club | - | - | - | 10 | 10 |
| Radio Club | 15 | 9 | 6 | 8 | 9 |
| Rowing club | - | - | - | 13 | 37 |
| Scholars' Bowl | 12 | 22 | 15 | 16 | 13 |
| Speech & Debate Club | 25 | 9 | 14 | 22 | 24 |
| Student Council | 33 | 33 | 33 | 33 | 29 |
| Table Tennis Club | 12 | 12 | 10 | 8 | 14 |

*The total reflects student participation and does not account for students who may participate in more than one co-curricular activity or who may participate minimally.

HIGH SCHOOL DATA

ATHLETIC PARTICIPATION

| Year Total School Population | 2004-2005 962 | 2005-2006 965 | 2006-2007 954 | 2007-2008 906 | 2008-2009 902 |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|
| Girls' Soccer | 38 | 37 | 38 | 41 | 56 |
| Boys' Soccer | 41 | 34 | 32 | 31 | 48 |
| Girls' Cheerleading | 9 | 8 | 12 | 10 | 12 |
| Girls' Field Hockey | 51 | 38 | 52 | 50 | 53 |
| Girls' XC Running | 12 | 13 | 11 | 17 | 15 |
| Boys' XC Running | 18 | 13 | 18 | 23 | 17 |
| Boys' Football | 51 | 69 | 71 | 63 | 62 |
| Fall Sports Sub - Total | 220 | 212 | 234 | 235 | 263 |
| <i>Fall Participation</i> | <i>23%</i> | <i>22%</i> | <i>25%</i> | <i>26%</i> | <i>29%</i> |
| Girls' Basketball | 35 | 25 | 26 | 27 | 24 |
| Girls' Gymnastics | 14 | 12 | 14 | 12 | 19 |
| Girls' Alpine Skiing | 17 | 20 | 19 | 15 | 10 |
| Girls' Nordic Skiing | 9 | 8 | 3 | 7 | 10 |
| Girls' Dance Team | 18 | 18 | 18 | 22 | 17 |
| Cheerleading | 10 | 13 | 13 | 13 | 11 |
| Girls' Snowboarding | 7 | 5 | 8 | 9 | 7 |
| Girls' Ice Hockey | 17 | 17 | 17 | 18 | 16 |
| Girls' Indoor Track | 20 | 19 | 26 | 22 | 32 |
| Boys' Basketball | 35 | 35 | 30 | 35 | 31 |
| Boys' Alpine Skiing | 19 | 15 | 9 | 8 | 9 |
| Boys' Nordic Skiing | 10 | 5 | 7 | 7 | 6 |
| Boys' Snowboarding | 40 | 18 | 13 | 21 | 17 |
| Boys' Ice Hockey | 22 | 22 | 23 | 22 | 25 |
| Boys' Indoor Track | 22 | 24 | 27 | 24 | 29 |
| Winter Sports Sub - Total | 295 | 256 | 253 | 262 | 263 |
| <i>Winter Participation</i> | <i>31%</i> | <i>27%</i> | <i>27%</i> | <i>29%</i> | <i>29%</i> |
| Softball | 28 | 24 | 14 | 14 | 24 |
| Girls' Track & Field | 44 | 44 | 47 | 41 | 42 |
| Girls' Lacrosse | 39 | 34 | 43 | 35 | 38 |
| Girls' Tennis | 22 | 17 | 22 | 23 | 25 |
| Girls' Golf | 20 | 14 | 16 | 12 | 14 |
| Baseball | 44 | 46 | 28 | 33 | 36 |
| Boys' Golf | 18 | 14 | 23 | 15 | 19 |
| Boys' Track & Field | 40 | 40 | 47 | 39 | 26 |
| Boys' Lacrosse | 50 | 50 | 48 | 49 | 55 |
| Boys' Tennis | 15 | 14 | 17 | 14 | 14 |
| Spring Sports Sub - Total | 320 | 297 | 305 | 275 | 293 |
| <i>Spring Participation</i> | <i>33%</i> | <i>31%</i> | <i>32%</i> | <i>30%</i> | <i>32%</i> |

HIGH SCHOOL DATA

TECHNICAL CENTER STUDENT DESTINATIONS

A significant number of South Burlington students are choosing to begin their careers by attending one of the two technical centers that serve our community. Both Burlington Technical Center and the Center for Technology Essex offer a wide variety of occupation oriented educational experiences that prepare students for further related study and/or direct entry into the workplace after graduation. Burlington Technical Center offers two-year programs that are half-day in length while most of the offerings at the Center for Technology Essex are single-year programs that run most of a school day. This year South Burlington has 50 students attending the two technical centers.

Each technical center has an excellent record for student placement in post-secondary education and in related occupations. The following statistics help to highlight the value of these educational opportunities available to South Burlington students. The two centers report different data, which is why they are listed here in two tables.

GRADUATE PLACEMENT Burlington Technical Center

| STATUS | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|------|------|------|------|------|
| Pursuing related post-secondary education | 39% | 64% | 48% | 49% | 44% |
| Pursuing unrelated post-secondary education | 6% | 6% | 9% | 13% | 9% |
| Employed in a related field | 25% | 14% | 19% | 13% | 16% |
| Employed in an unrelated field | 18% | 14% | 12% | 16% | 18% |
| Military service in a related field | 5% | 0% | 0% | 3% | 2% |
| Military service in an unrelated field | 0% | 1% | 1% | 1% | 1% |
| Unemployed but seeking employment | 3% | 1% | 2% | 0% | 5% |
| Unemployed | 1% | 1% | 0% | 2% | 1% |
| Still in high school | 2% | 1% | 2% | 1% | 0% |
| No Data | 1% | 2% | 8% | 2% | 5% |

Each year's data were gathered the following year and is not updated thereafter. Rounding errors keep some columns from adding to 100 percent.

GRADUATE PLACEMENT Center for Technology - Essex

| Performance Indicator | 2004 | 2005 | 2006 | 2007 | 2008 |
|--|------|------|------|------|------|
| Students who meet 90% of program competencies. | 92% | 94% | 93% | 92% | 83% |
| Programs that offer industry credentials or college credit | 100% | 82% | 81% | 100% | 100% |
| Students who earn a transcript from post secondary schools | N/A | N/A | N/A | 17% | 18% |
| Students who complete program with industry credentials | 47% | 59% | N/A | 50% | 60% |
| Non-traditional student enrollment | 7% | 14% | 10% | 15% | 17% |
| Graduates who enter employment or military | - | 86% | 98% | 87% | 92% |

DISTRICT AWARDS & ACHIEVEMENTS

The District gratefully recognizes the following individuals for their dedication, expertise, and love of students and learning.

10+ Years of Service

Edith Ainsley (6th/7th Grade Language Arts Teacher—FHTMS)
Jennifer Bates (Food Service—FHTMS)
Karen Bohmann (English Teacher—SBHS)
Jennifer Boudreau (Elementary Teacher—Chamberlin)
Aimee Bushey (Music Teacher—FHTMS/SBHS)
Shelley Butterfield (Paraeducator—Orchard)
Glen Button (Planning Room Assistant—FHTMS)
Christa Chambers (Business Office—District)
Meg Collins (Administrative Assistant—District)
Rosanne Datilio (Administrative Assistant—Chamberlin)
Margaret Ferguson (Library/Media Assistant—FHTMS)
Amy Frostman (Music Teacher—Orchard)
Renee Gardner (Consulting Teacher—SBHS)
Tara Gauding (Paraeducator—FHTMS)
Michael Hoffman (Special Education Teacher—FHTMS)
Nancy Hunter Rogers (Elementary Teacher—Chamberlin)
Todd Jemison (Mathematics Coach—Orchard)
Sean Jones (Physical Education Teacher—SBHS)
Brett Leonard (Paraeducator—FHTMS)
Tonya Lord (Food Service—Chamberlin)
Joseph Maley (Social Studies CAS—SBHS)
Mark McFadden (English Teacher—SBHS)
Robert McGowan (7th/8th Grade Mathematics Teacher—FHTMS)
John Painter (Mathematics Teacher—High School)
Erin Randall-Mullins (Family/Consumer Education—SBHS)
Maxim Skapof (Science Teacher—SBHS)
Christina Toner (Music Teacher—FHTMS/SBHS)
Kimberly Watkin (Social Studies Teacher—SBHS)
William Wight (7th/8th Grade Social Studies Teacher—FHTMS)

20 Years of Service

Claire Buckley (Library/Media Specialist—SBHS)
Karen Couillard (World Language Teacher—SBHS)
Amadee Denton (Fiscal Coordinator—District)
Lori Dow-Moore (World Language Teacher—SBHS)
Patricia Fath (Food Service—FHTMS/RMCS)
Mary Lou Monell (Lunchroom/Recess Asst./Schools Out—Orchard)
Susan O'Brien (Administrative Assistant—Orchard)
Barbara Robitaille (World Language Teacher—FHTMS)
Melinda Tate (Elementary Teacher—Orchard)
Maura Weatherly (Paraeducator—Orchard)

30 Years of Service

Maurice Mahoney (Social Studies Teacher—SBHS)
Carol McDonald (Head Custodian—Orchard)
Arlene Moore (Consulting Teacher—SBHS)
John Radimer (Mathematics Teacher—FHTMS)
Marion Voorheis (Science CAS—SBHS)

35 Years of Service

Norman Lavalette (Auto Mechanic Asst.—District)
Vincent Masseau (Science Teacher—SBHS)
William Minard (REAL/Driver Ed. Teacher—SBHS)

40 Years of Service (In Memory)

Ronald Kingsbury (Maintenance—District)

Dominick Marabella Support Staff Award

Ronald Kingsbury (Maintenance—District)

SBSD Outstanding Teacher Award

Madelyn Nash (Guidance Counselor—RMCS)
Kimberly Watkin (Social Studies Teacher—SBHS)

