# South Burlington School District

## 2011

## 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<br>General E-mail: schoolboard@sbschools.net<br>General Voicemail: 652-7476 |
|---|
| **Richard Cassidy, Chair**<br>**864-8144**<br>**rcassidy@sbschools.net** |
| **Elizabeth Fitzgerald, Clerk**<br>**865-4554** |
| **Martin LaLonde**<br>**863-3086**<br>**mlalonde@sbschools.net** |
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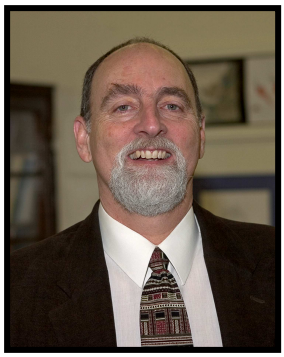
Please visit our District website at www.sbschools.net to view the Global Ends Policy, found by going to the Policies and Procedures tab. The school board has identified four goal areas for students to be **ready for their next step**. They are: disposition for life-long learning, academic proficiency, personal development, and citizenship.

# SUPERINTENDENT'S MESSAGE



South Burlington students continue to perform at the highest levels on state assessments, state competitions, course enrollments, co-curricular engagement, and post secondary school enrollment. Last year 75% of our graduates enrolled in higher education. This is the highest percentage in the last six years. Vermont students score high on national assessments and South Burlington students score high compared with other Vermont schools. There is no doubt that South Burlington graduates are ready for their next step, especially in relation to the board goal of academic proficiency.

South Burlington School District continues to be a high performing system. Students have been winners in contests – Geo Bee, Real World Design, varsity athletics, Junior Iron Chef, Math Counts, and video production. Our high school has represented Vermont in the regional High School Redesign in Action conference. Our high school students maintain valuable connections with our international partners in The International Experience (TIE) building life-long connections with students from four different countries.

While we are proud of our student, teacher, and school accomplishments, we are not satisfied. We continually look for ways to improve the effectiveness and efficiency of both operations and instruction. In operations we have initiated a "Suggestion Box" on our district website where anyone can pass on their ideas and concerns for consideration. To improve our instruction, we have focused on using student progress data to be sure we are providing support as soon as possible to students not performing at satisfactory levels.

Our work during the past year to put more technology directly into students' hands is showing promising results. Students are more engaged in project work and are able to produce more 21st Century level products and we will continue this change in our deployment of technology resources and instructional practices. This increasing student engagement in school is a key ingredient in meeting the School Board's goal of students graduating with a disposition for life-long learning.

Another area of development in our schools pertains to the Board goal of student personal development. Beyond the social and collaborative skills being taught directly in classrooms and the teaming skills being taught through co-curricular activities, we are teaching mindfulness skills to assist students in being present both for learning and for relationship building.

The projects of our senior students, where they identify and study issues in the school and community that they believe need improvement, is a tangible manifestation of developing citizenship, the fourth Board goal for students. These projects and the community work of students through our Career Development Center shine a bright light on the success of our schools.

Sincerely,

John Everitt

# ENROLLMENTS

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

| | |
|---|---|
| *Early Essential Education* | *21* |
| *Rick Marcotte Central School* | *354* |
| *Orchard School* | *368* |
| *Chamberlin School* | *261* |
| *Frederick H. Tuttle Middle School* | *519* |
| *South Burlington High School** | *904* |
| ***Total Enrollments:*** | ***2,427*** |

**Includes Tuition and School Choice Students*


| *Years* | *Tuition Students** | *High School Students* | *FHTMS Students* |
|---|---|---|---|
| 2010-2011 | 136 | 14.6% | .8% |
| 2009-2010 | 110 | 11.7% | .4% |
| 2008-2009 | 124 | 13.2% | 1.1% |
| 2007-2008 | 137 | 13.9% | 1.9% |
| 2006-2007 | 106 | 11.0% | n/a |

**Tuition and school choice students have been an important factor in providing enrollment and budgetary flexibility. 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.*

South Burlington High School
"Building a Proud Tradition"

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

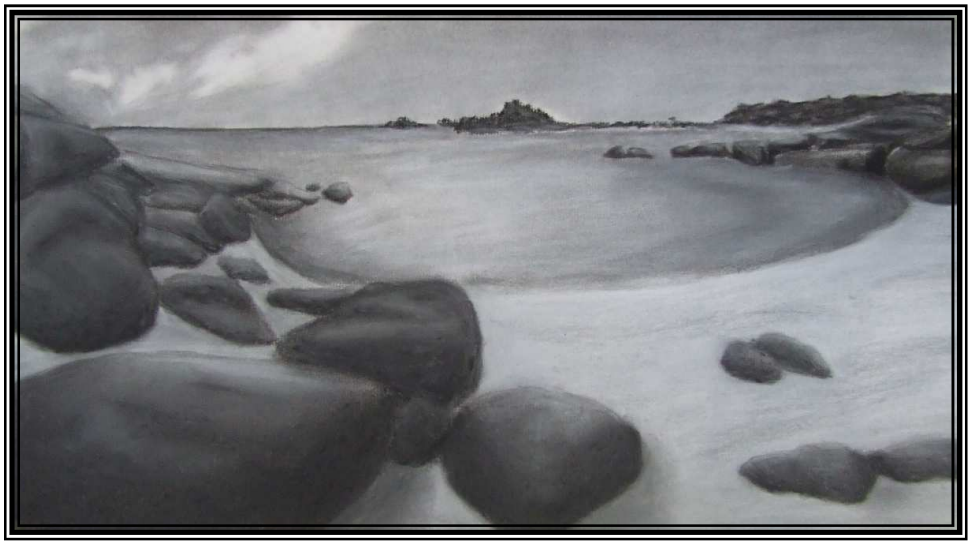
| School | Student/Teacher Ratio (Literacy, Math, Science, Social Studies) |
|---|---|
| RCMS | 18 |
| Chamberlin | 17 |
| Orchard | 17 |
| FHTMS * | 22 |
| SBHS * | 21 |

# PROFESSIONAL QUALIFICATIONS

Title I (111)(h) of the federal No Child Left Behind Law 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 the 2009-2010 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 | 0% | 0% |
| F. H. Tuttle Middle School | 3.15% | 0% |
| Orchard School | 0% | 0% |
| Rick Marcotte Central School | 0% | 0% |
| So. Burlington High School | .84% | 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.



# SCHOOL'S OUT!

South Burlington School District's after school program, "School's Out," was created in 2000. Since it's 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 2009 - 2010 we continued to operate at full capacity at each of the schools. We enrolled a total of 215 students in the program (72 at Orchard, 69 at Chamberlin, and 74 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 at each site at any given time.


The programs at all three elementary schools focus heavily on enrichment, community outreach, and learning opportunities. The sites also provided more opportunities for children to work on homework and more homework support from staff and high school volunteers. We also began initiatives to encourage professional development of the staff.

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://schoolsout.sbsd.schoolfusion.us 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.

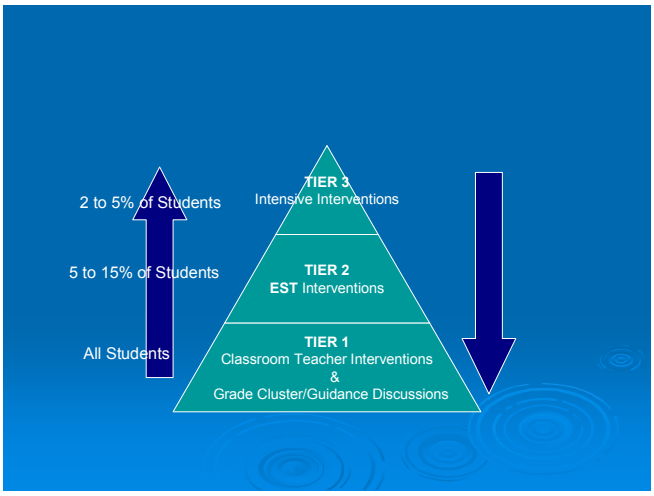
# STUDENT SUPPORT SERVICES

ENROLLMENTS AND SPECIAL PROGRAMS

| Year | Total Students Enrolled (10/09) | Special Education Child Count* (12/09) | Section 504** | English Language Learners | Total In Programs | % of SBSD Students Receiving Services |
|---|---|---|---|---|---|---|
| 2010-2011 | 2427 | 245 | 70 | 168 | 483 | 20.0% |
| 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% |

*__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 increased slightly. 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 the Educational Support Systems tab on the district website.



# PRESCHOOL (AGES 3-5)

South Burlington is part of the Early Learning Project in Chittenden County. These preschool partnerships currently support 166 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 an 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 21 students who are currently enrolled.

# ENGLISH LANGUAGE LEARNERS (ELL)

We have a vibrant English Language Learner (ELL) Program which is served by 5 very talented and committed educators. The overall number of students that we serve has increased after several years of slow growth. During this last year, we went from 147 to 168 ELL students, with more growth expected as we continue to enroll students from countries that are new to us such as Bhutanese children 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. One of these is a co-teaching science class at the high school that is a model for other area schools. This summer we are planning a workshop to increase the knowledge base of our regular education teachers on good instructional strategies, cultural understanding, and other best practices for working with our growing ELL population. For additional information about our ELL program please see our website http://ell.sbsd.tuttle.schoolfusion.

# INFORMATION TECHNOLOGY EDUCATION

**Information Technology Update**

Educational research is beginning to document what seems intuitively obvious--effective use of information technology in the classroom can lead to enriched and enhanced student learning. South Burlington teachers continue to increase and improve their use of technology. Students throughout the district take part in projects that use a variety of powerful technology tools to help them master 21st century skills such as creativity, communication, collaboration, critical thinking, problem solving, and information literacy. (See the overview on www.p21.org.)

Research has also shown that if each student has his or her own computer (e.g., a laptop or a netbook), his or her learning can be truly transformed. Student engagement and attendance increase and behavior referrals decrease. Students participate in more extensive lessons, make greater use of current resources and primary source documents, and explore topics in much more depth. They write more often, research more often, and collect and analyze data more often.

South Burlington has only one "one-to-one" (computer-to-student) project at the moment--in the Big Picture program at the high school--although Marcotte Central and FHTMS are both exploring how netbooks can provide greater access and more engaging learning opportunities. The fifth grade team at Marcotte has one netbook for every two students, as do the seventh grade teams at FHTMS. Sometimes teachers combine sets of netbooks so that each student has his or her own. Other times students work collaboratively in pairs. The district is exploring how South Burlington students can someday each have a computer that they can use 24/7.

Students in the seventh grade teams at FHTMS have used their new netbooks as key tools in their project, problem, and place-based projects. In these projects, students explore real-world problems or issues that are linked to South Burlington. For example, the Discovery Team researched the human and natural history of the Dorset Park Natural Area and developed a management plan that they presented to the South Burlington Natural Resources Committee. They used their netbooks for conducting surveys and research; journaling; persuasive writing; collecting, organizing, and analyzing data; and much more.

Research has shown that such project-based learning is not only extremely engaging for students, but also leads to improved learning, including higher levels of academic achievement, as measured on standardized tests.

A particularly exciting project at the high school took place outside of the classroom. Twenty students were divided into three teams and competed in the Real World Design Challenge in which they worked with mentors to design an airplane wing. Not only did they wrestle with engineering issues, well beyond what they have studied in their courses, on their own time outside of the school day, but the three South Burlington teams placed first, second, and third in the competition. This project exemplifies the kind of multidisciplinary project addressing authentic real-world issues, problems, and challenges that are increasingly common throughout the district.

At Orchard School, students are using Google Earth to learn about geography, history, and their place in the world. In the online, collaborative "Playgrounds Around the World" project, kindergarten students mapped the school's "Magical Woods" and play areas and shared digital images and text with other schools around the globe. Second graders used Google Earth to explore their community, drew pictures of their homes, and placed the images in the correct geographical locations. They also "traveled" to Washington, D.C., to visit national landmarks with Google Earth's 3D Building View. Fourth graders used Google Earth to explore the thirteen colonies, follow Paul Revere's famous ride, and learn about Revolutionary War battlefields.

There are far too many exciting, technology-rich learning projects taking place in K-12 classrooms to describe fully in this short update. Some of the highlights include the Global Schoolhouse research project at Chamberlin in which students compared schools around the world, middle school students creating original music that other students are using in their projects, high school students creating music videos, middle school students using videoconferencing to teach elementary school students about photosynthesis, students at FHTMS and SBHS creating electronic portfolios, and of course a wide array of writing, research, data analysis, and multimedia production projects.

# 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)
  *Throughout the School Year*
- Advanced Placement English Language and Composition (High School)
  *May*
- Advanced Placement English Literature and Composition (High School)
  *May*
- Advanced College Test/PLAN (High School)
  *Throughout the School Year*

### *History/Social Studies*

- Advanced Placement European History (High School)
  May
- Advanced Placement US History (High School)
  *May*
- Advanced Placement US Gov't & Politics (High School)
  *May*
- American College Test (High School)
  *Throughout the School Year*

### *Mathematics*

*State*

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

*Local*

- Scholastic Aptitude Test I (High School)
  *Throughout the School Year*
- 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

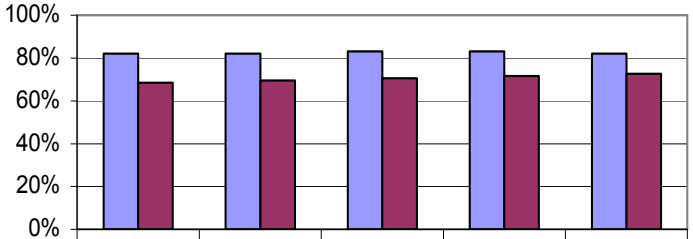
## New England Common Assessment (NECAP) Grades 3-8
## Results Fall 2010

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, Writing and Science. 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 2010 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 2009-10 because that is the year of knowledge that was tested in the fall of 2010. 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, Mathematics, and Science.

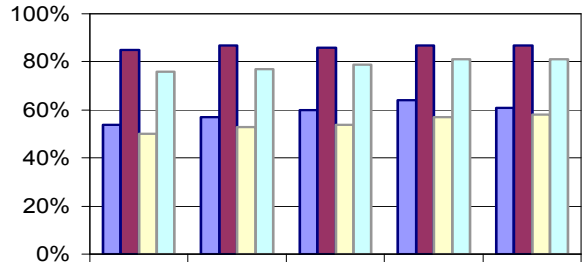
**READING**—The NECAP has been administered for the past six years. Results indicate that we are closing the gap between males and females. However, after making some good gains in improving the reading performance of students from different socioeconomic backgrounds, this year we have seen a slight decline.

**Reading Grades 3 - 8**
**Percent of Students at or Above Standard**



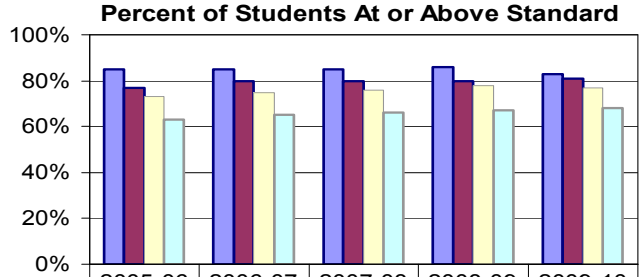

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB | 82% | 82% | 83% | 83% | 82% |
| VT | 68% | 70% | 71% | 72% | 73% |

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




| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB Assistance | 54% | 57% | 60% | 64% | 61% |
| SB No Assistance | 85% | 87% | 86% | 87% | 87% |
| VT Assistance | 50% | 53% | 54% | 57% | 58% |
| VT No Assistance | 76% | 77% | 79% | 81% | 81% |

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



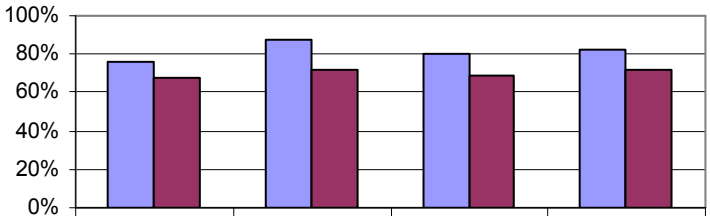

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB Female | 85% | 85% | 85% | 86% | 83% |
| SB Male | 77% | 80% | 80% | 80% | 81% |
| VT Female | 73% | 75% | 76% | 78% | 77% |
| VT Male | 63% | 65% | 66% | 67% | 68% |

# 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. This year we had a slight increase in results as compared to last year. 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 improved significantly this year. We also showed some improvement for students in poverty.

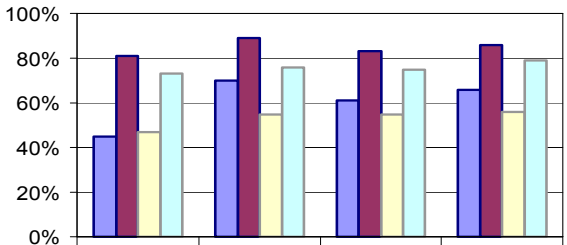
**Reading Grade 11**
**Percent of Students At or Above Standard**




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB | 76% | 87% | 80% | 82% |
| VT | 68% | 72% | 69% | 72% |

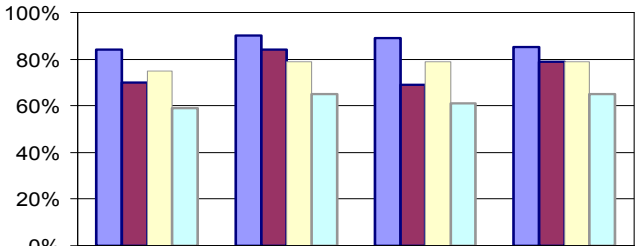
Photo taken by Mountain Dog Photography, LLC.

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




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Assistance | 45% | 70% | 61% | 66% |
| SB No Assistance | 81% | 89% | 83% | 86% |
| VT Assistance | 47% | 55% | 55% | 56% |
| VT No Assistance | 73% | 76% | 75% | 79% |

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



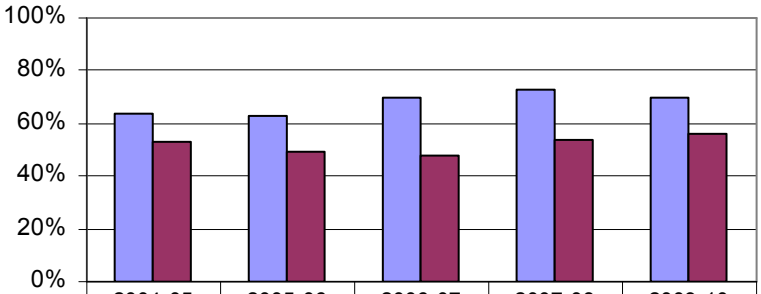

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Female | 84% | 90% | 89% | 85% |
| SB Male | 70% | 84% | 69% | 79% |
| VT Female | 75% | 79% | 79% | 79% |
| VT Male | 59% | 65% | 61% | 65% |

# ASSESSMENTS—STATE

**WRITING**— As you examine the charts for Grade 5 and 8 results you will notice that there is no data for 2008-09. Last year we did not get the results from the Grade 5 and 8 test as the state was piloting new items.

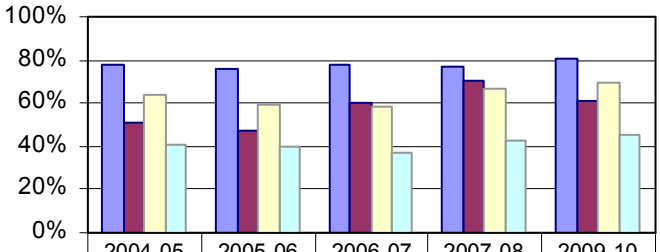
Our results continue to be well above the state average though our overall results have leveled off since improving in 2006-07. Providing practice tasks to the students and also increasing opportunities for writing across the curriculum in different genres, has helped us maintain these scores. In the next couple of weeks, a closer analysis of writing items will provide us with additional information for the next steps. One area that we have already started to work on is our students ability to write constructed responses, which are open ended questions requiring higher-level thinking.

**Writing Grades 5 and 8**
**Percent of Students At or Above Standard**



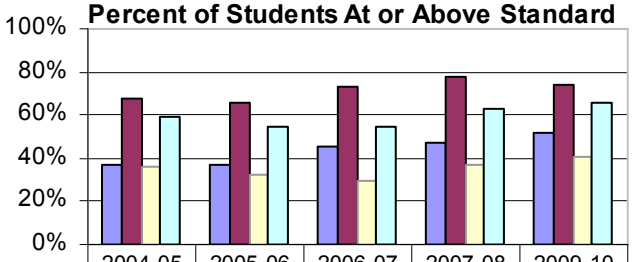

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2009-10 |
|---|---|---|---|---|---|
| SB | 64% | 63% | 70% | 73% | 70% |
| VT | 53% | 49% | 48% | 54% | 56% |

**Writing by Gender - Grades 5 and 8**
**Percent of Students At or Above Standard**




| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2009-10 |
|---|---|---|---|---|---|
| SB Female | 78% | 76% | 78% | 77% | 81% |
| SB Male | 51% | 47% | 60% | 70% | 61% |
| VT Female | 64% | 59% | 58% | 67% | 69% |
| VT Male | 41% | 40% | 37% | 43% | 45% |

**Writing by Socio-Economic Status**
**Grades 5 and 8**
**Percent of Students At or Above Standard**



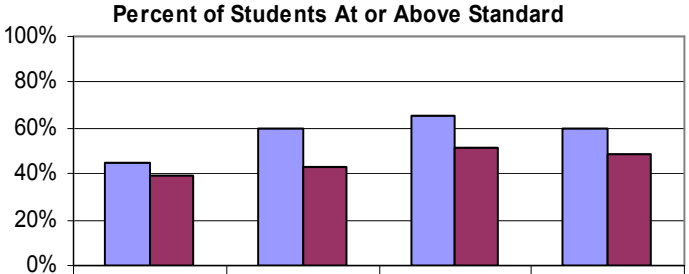

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2009-10 |
|---|---|---|---|---|---|
| SB Assistance | 37% | 37% | 45% | 47% | 52% |
| SB No Assistance | 68% | 66% | 73% | 78% | 74% |
| VT Assistance | 36% | 32% | 30% | 37% | 41% |
| VT No Assistance | 59% | 55% | 55% | 63% | 66% |

# ASSESSMENTS—STATE

## SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11

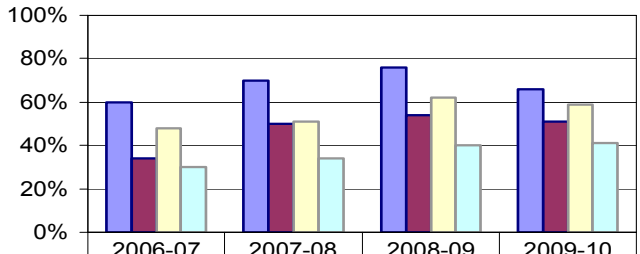
**WRITING—**In Grade 11, after some years of improvement, we saw a slight downward trend in our scores. This was also true when looking at the results by gender and our students in poverty. Again, we continue to score much higher than the state average. One programmatic change that we believe will improve student results is our shift to humanities for all ninth grade students next year. This type of integrated program, that encourages writing across curriculums, has been shown to improve student outcomes on state tests.

**Writing Grade 11**
**Percent of Students At or Above Standard**



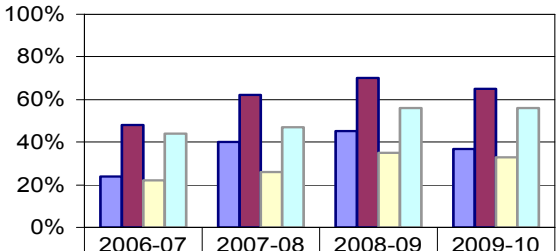

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB | 45% | 60% | 65% | 60% |
| VT | 39% | 43% | 51% | 49% |

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




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Female | 60% | 70% | 76% | 66% |
| SB Male | 34% | 50% | 54% | 51% |
| VT Female | 48% | 51% | 62% | 59% |
| VT Male | 30% | 34% | 40% | 41% |

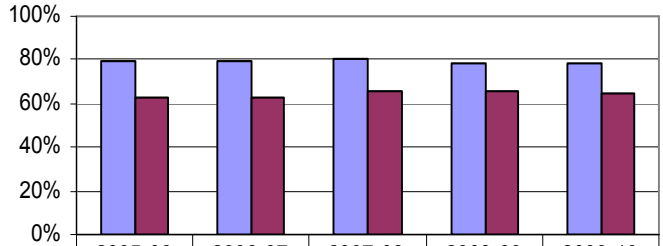
**Writing by Socio-Economic Status - Grade 11**
**Percent of Students At or Above Standard**




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Assistance | 24% | 40% | 45% | 37% |
| SB No Assistance | 48% | 62% | 70% | 65% |
| VT Assistance | 22% | 26% | 35% | 33% |
| VT No Assistance | 44% | 47% | 56% | 56% |

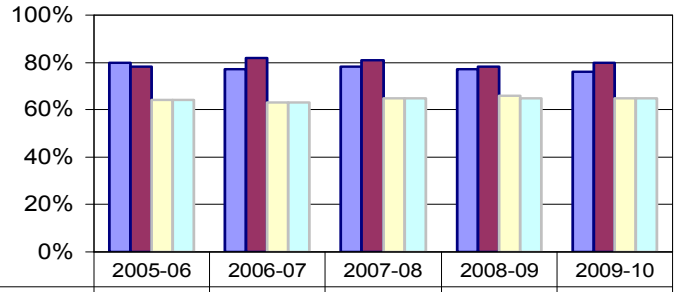
# ASSESSMENTS—STATE

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



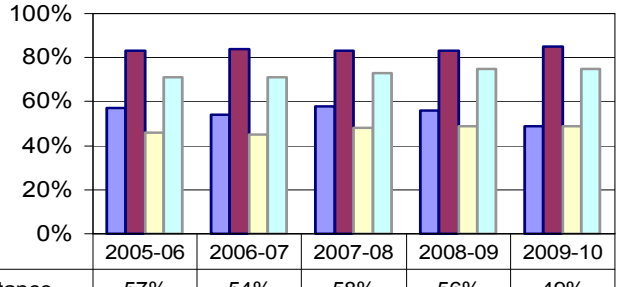

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB | 79% | 79% | 80% | 78% | 78% |
| VT | 63% | 63% | 66% | 66% | 65% |

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




| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB Female | 80% | 77% | 78% | 77% | 76% |
| SB Male | 78% | 82% | 81% | 78% | 80% |
| VT Female | 64% | 63% | 65% | 66% | 65% |
| VT Male | 64% | 63% | 65% | 65% | 65% |

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




| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| SB Assistance | 57% | 54% | 58% | 56% | 49% |
| SB No Assistance | 83% | 84% | 83% | 83% | 85% |
| VT Assistance | 46% | 45% | 48% | 49% | 49% |
| VT No Assistance | 71% | 71% | 73% | 75% | 75% |

**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 continues to be no significant difference between male and female groups.

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

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

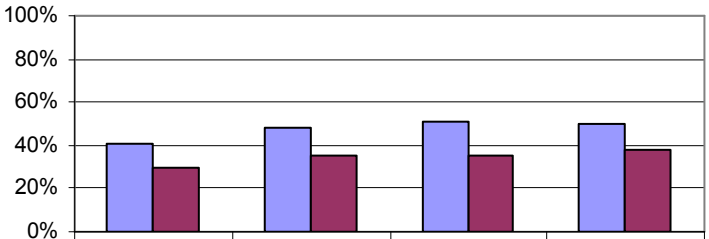
For detailed information regarding assessment data, please visit the State of Vermont's Department of Education website at:

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

## SOUTH BURLINGTON HIGH SCHOOL—MATHEMATICS GRADE 11

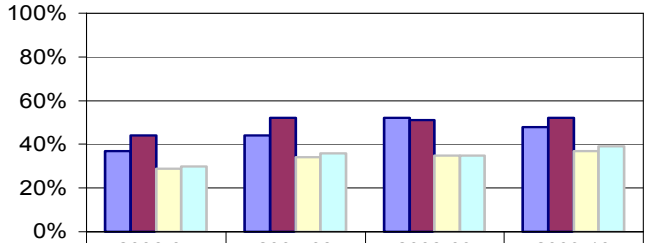
**MATHEMATICS—**At the high school level, our overall mathematics performance is above state averages and is level with last year. When we analyze the results for gender, our male students performed slightly better than females, but the female results have improved since the NECAPs were first administrated. Our students in poverty had no significant change in result over last year, but our results have greatly improved from 2007-08. We understand that the NECAP items in mathematics are based on the State Grade Expectations in Algebra and Geometry. If a student has not had the opportunity to complete this level of curriculum, it would impact their results. We will be discussing this in more depth to identify actions to address this issue of opportunities to learn aligned with the test.

**Mathematics Grade 11**
**Percent of Students At or Above Standard**



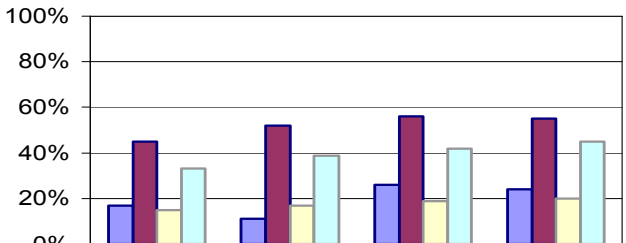

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB | 41% | 48% | 51% | 50% |
| VT | 30% | 35% | 35% | 38% |

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




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Female | 37% | 44% | 52% | 48% |
| SB Male | 44% | 52% | 51% | 52% |
| VT Female | 29% | 34% | 35% | 37% |
| VT Male | 30% | 36% | 35% | 39% |

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




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|
| SB Assistance | 17% | 11% | 26% | 24% |
| SB No Assistance | 45% | 52% | 56% | 55% |
| VT Assistance | 15% | 17% | 19% | 20% |
| VT No Assistance | 33% | 39% | 42% | 45% |

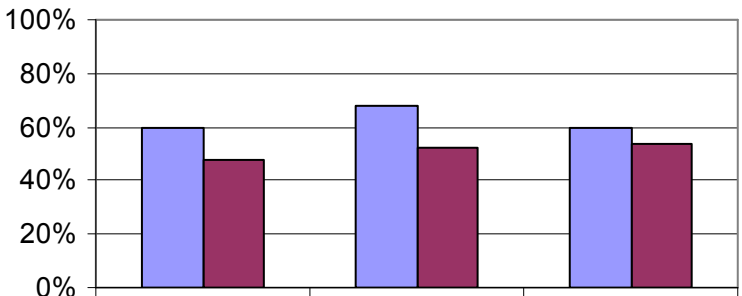
# ASSESSMENTS—STATE

**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 average in each of the grades assessed. This year we saw a decrease in students meeting the standard in grade four. The lower scores were the result of not doing well on the inquiry part of the test. This year the elementary science committee has focused on inquiry as we work to improve results.

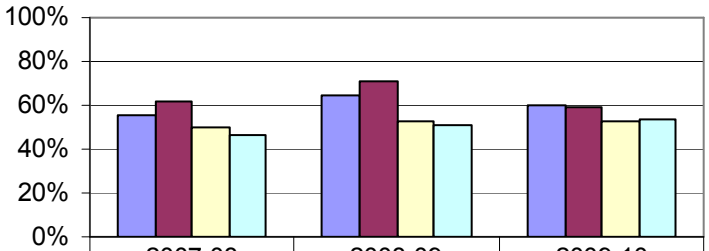
## GRADE 4

**Science Grade 4**
**Percent of Students At or Above Standard**



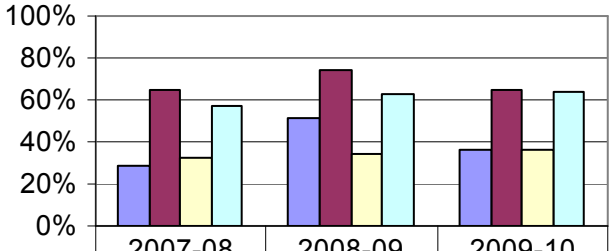

| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB | 60% | 68% | 60% |
| VT | 48% | 52% | 54% |

**Science By Gender Grade 4**
**Percent of Students At or Above Standard**




| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Female | 55% | 65% | 60% |
| SB Male | 62% | 71% | 59% |
| VT Female | 50% | 53% | 53% |
| VT Male | 46% | 51% | 54% |

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



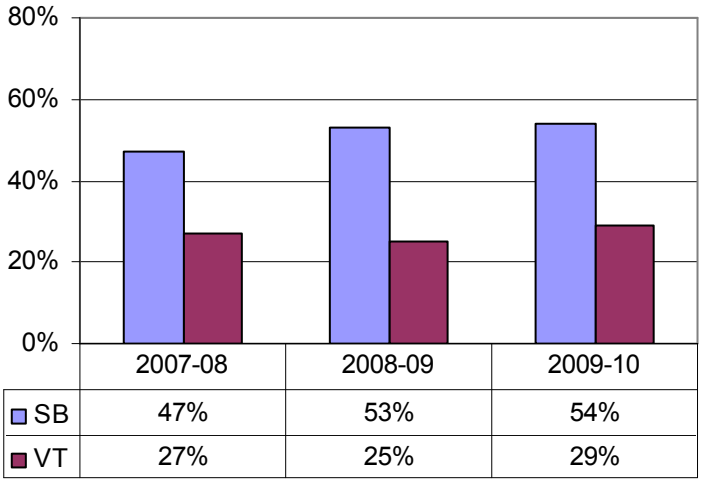

| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Assistance | 29% | 51% | 36% |
| SB No Assistance | 65% | 74% | 65% |
| VT Assistance | 32% | 34% | 36% |
| VT No Assistance | 57% | 63% | 64% |

# ASSESSMENTS—STATE

**SCIENCE**— When we look at our results for science in Grade 8, we see overall improvement and our scores are some of the best in the state. When looking at the data, we see that our students in poverty are not advancing at the same rate as their peers. We will continue to work with our teachers to focus on instruction that takes into account the academic needs of these students.

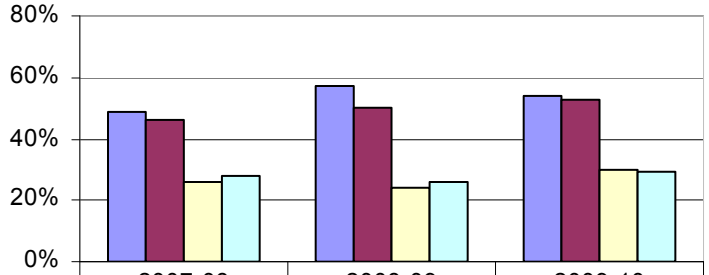
## GRADE 8

**Science Grade 8**
**Percent of Students At or Above Standard**

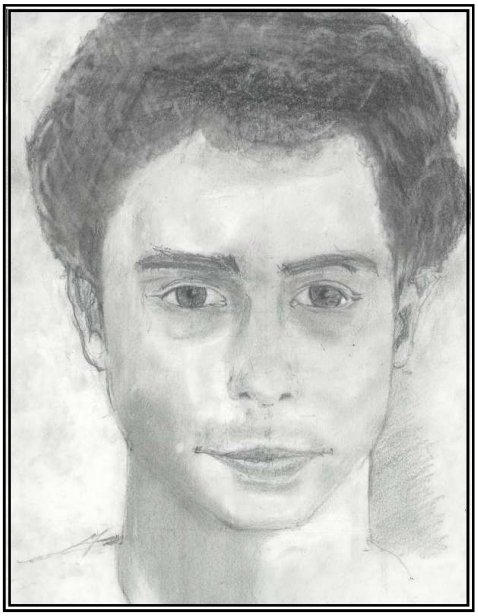



| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB | 47% | 53% | 54% |
| VT | 27% | 25% | 29% |

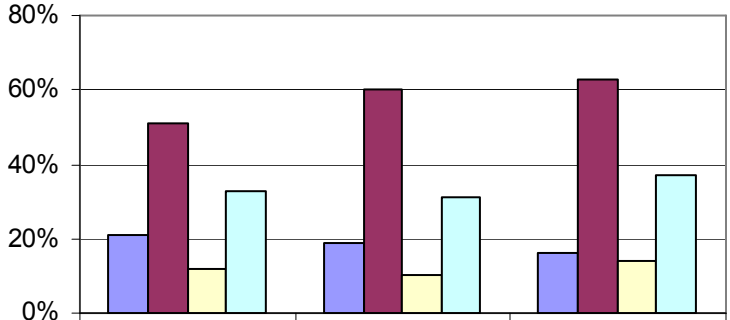
**Science By Gender Grade 8**
**Percent of Students At or Above Standard**




| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Female | 49% | 57% | 54% |
| SB Male | 46% | 50% | 53% |
| VT Female | 26% | 24% | 30% |
| VT Male | 28% | 26% | 29% |



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



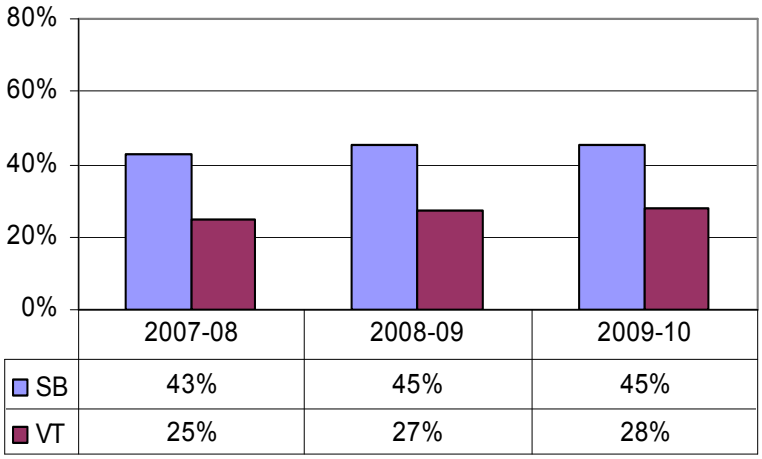

| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Assistance | 21% | 19% | 16% |
| SB No Assistance | 51% | 60% | 63% |
| VT Assistance | 12% | 10% | 14% |
| VT No Assistance | 33% | 31% | 37% |

# ASSESSMENTS—STATE

**SCIENCE**— In Grade 11, our scores since the start of testing have remained constant. This coming year, we will analyze these results to continue re-examining the science curriculum. Two years ago we revamped the ninth grade science curriculum, in part, based on the NECAP results. We will continue this process with science in tenth and eleventh grade, as this test covers all the science standards taught in the first three years of high school. While our results improved for students based on socio-economic status, after a dip last year, those results still show a significant achievement gap.

## GRADE 11

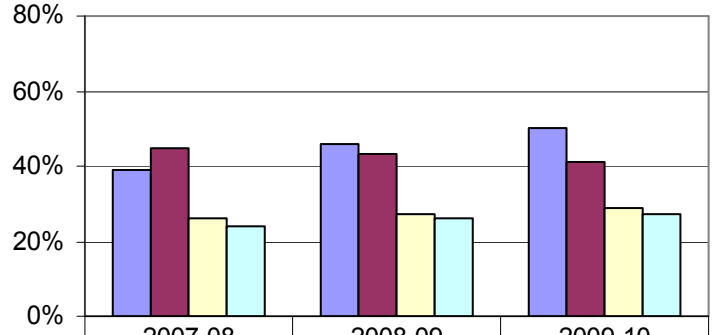
**Science Grade 11**
**Percent of Students At or Above Standard**




| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB | 43% | 45% | 45% |
| VT | 25% | 27% | 28% |

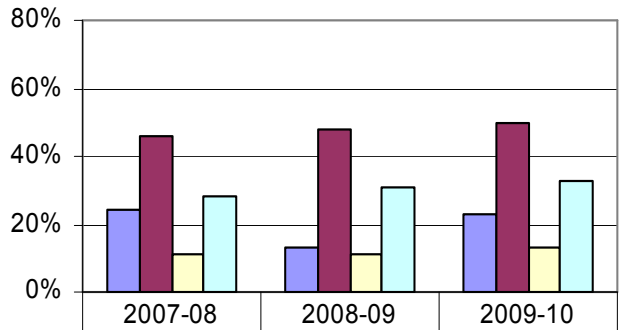
**TIE– Spain**

**Science By Gender Grade 11**
**Percent of Students At or Above Standard**




| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Female | 39% | 46% | 50% |
| SB Male | 45% | 43% | 41% |
| VT Female | 26% | 27% | 29% |
| VT Male | 24% | 26% | 27% |

**Science By Socio-Economic Status Grade 11**
**Percent of Students At or Above Standards**




| | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| SB Assistance | 24% | 13% | 23% |
| SB No Assistance | 46% | 48% | 50% |
| VT Assistance | 11% | 11% | 13% |
| VT No Assistance | 28% | 31% | 33% |

# ASSESSMENTS—NATIONAL

## SCHOLASTIC APTITUDE TEST I—School Year Summary 2009-10

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 |
|---|---|---|
| 220 | 154 | 70% |

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 |
| 2009-2010 | 554 | 519 | 501 | 557 | 521 | 516 | 533 | 506 | 492 |
| 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 |

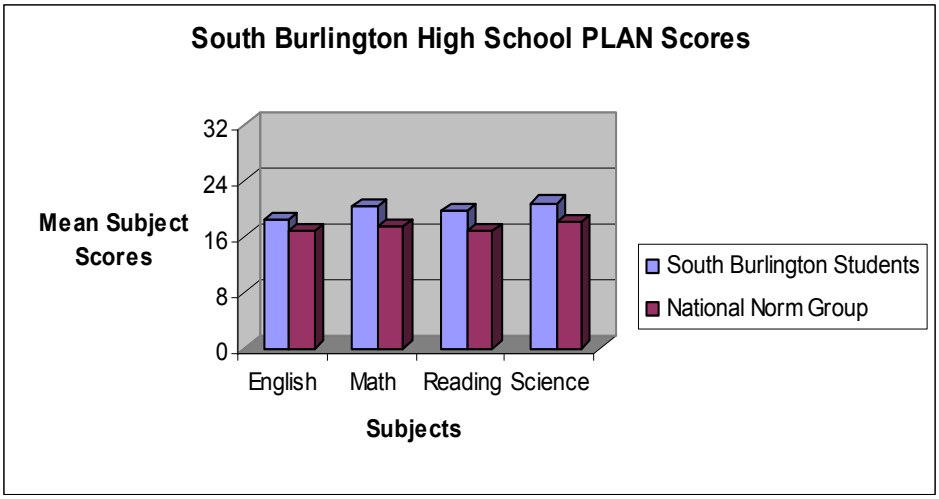
The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2009-2010 academic year.

| Gender | Reading | | | Mathematics | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| Female | 547 | 516 | 498 | 529 | 504 | 500 | 535 | 511 | 498 |
| Male | 564 | 522 | 503 | 594 | 541 | 534 | 531 | 500 | 486 |

# ASSESSMENTS—NATIONAL

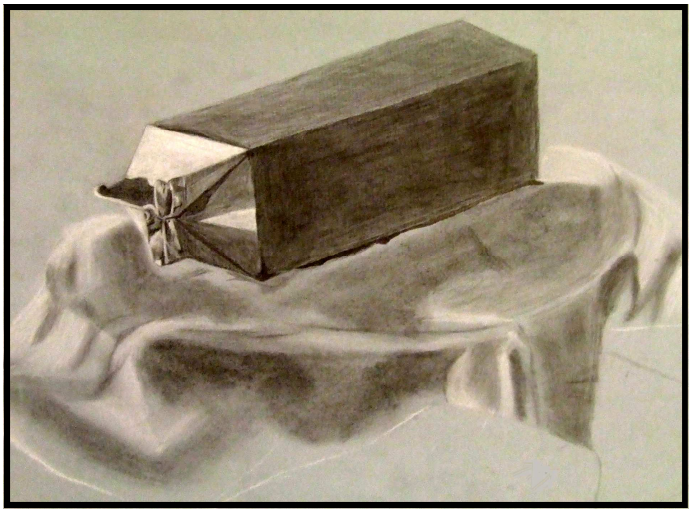
## PLAN® — Fall 2010

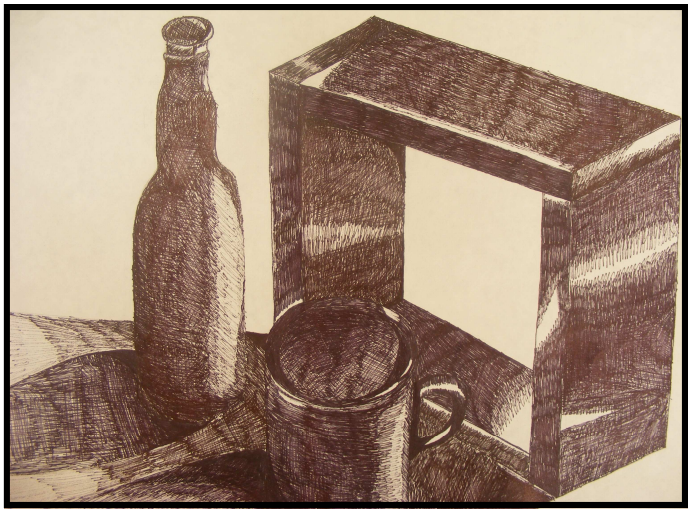
SBHS administered the **PLAN®** Assessment, which is a practice ACT, to all tenth grade students in the fall of 2010. The **PLAN®** assessment helps tenth graders build a solid foundation for future academic and career success and provides information needed to help analyze SBHS' high priority issues. 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 test covers 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 2009-10

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.

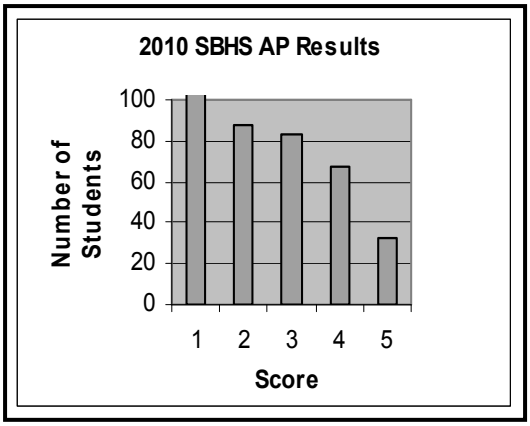
| YEAR | Number of Students Tested | | | English | | | Mathematics | | |
|---|---|---|---|---|---|---|---|---|---|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2009-2010 | 109 | 2,054 | 1,568,835 | 24.5 | 22.8 | 20.5 | 24.8 | 22.8 | 21.0 |
| 2008-2009 | 110 | 2008 | 1,480,469 | 25.1 | 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 |

| YEAR | Reading | | | Science Reason | | | Composite | | |
|---|---|---|---|---|---|---|---|---|---|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2009-2010 | 25.3 | 23.7 | 21.3 | 24.4 | 22.8 | 20.9 | 24.9 | 23.2 | 21.0 |
| 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 |

# 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 exams. 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, 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 individuals as 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.




**2010 Advanced Placement Test Results**

(381 Tests Taken by 206 Students)

| Subject/Score | 5 | 4 | 3 | 2 | 1 | Total | 3 or Better | Mean Score |
|---|---|---|---|---|---|---|---|---|
| Biology | 2 | 8 | 6 | 12 | 10 | 38 | 42% | 2.5 |
| Calculus AB | 1 | 6 | 7 | 5 | 30 | 49 | 29% | 1.8 |
| Calculus BC | 7 | 3 | 0 | 0 | 0 | 10 | 100% | 4.7 |
| Chemistry | 3 | 0 | 7 | 8 | 15 | 33 | 30% | 2.0 |
| English Language | 2 | 8 | 11 | 5 | 0 | 26 | 81% | 3.3 |
| English Literature | 3 | 10 | 10 | 8 | 0 | 31 | 74% | 3.3 |
| Environ. Science | 1 | 7 | 4 | 8 | 22 | 42 | 29% | 2.0 |
| European History | 3 | 7 | 14 | 1 | 3 | 28 | 86% | 3.2 |
| French Language | 0 | 2 | 4 | 5 | 0 | 11 | 55% | 2.7 |
| Spanish Language | 0 | 2 | 3 | 5 | 6 | 16 | 31% | 2.1 |
| Physics B | 6 | 4 | 5 | 2 | 1 | 18 | 83% | 3.7 |
| Studio Art Drawing | 0 | 0 | 1 | 0 | 0 | 1 | 100% | 3.0 |
| Statistics | 1 | 1 | 0 | 1 | 9 | 12 | 16% | 1.7 |
| US Govt & Politics | 4 | 9 | 11 | 28 | 13 | 65 | 37% | 2.4 |
| **Total** | **33** | **67** | **83** | **88** | **110** | **381** | **Overall Mean 2.7** | |
| **Percent of Total** | **9%** | **18%** | **22%** | **23%** | **29%** | **100%** | | |

# HIGH SCHOOL DATA

## DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **Total** | 70% | 72% | 71% | 68% | 72% | 75% |

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

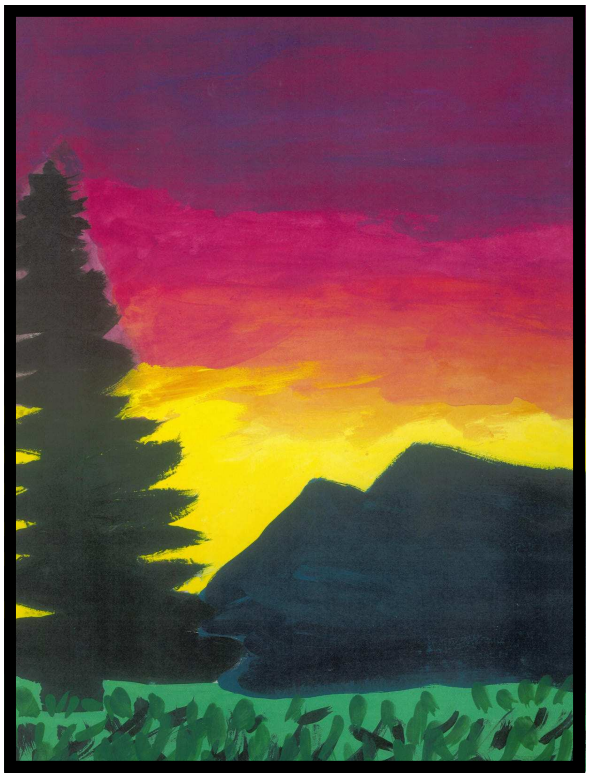
Acadia University
Albany College of Pharmacy
American University
Arcadia University
Arizona State University
Assumption College
Barry University
Bates College
Bentley University
Binghamton University
Bishop's University
Boston College
Boston University
Bowdoin College
Bradley University
Brandeis University
Bridgewater State College
Bridgton Academy
British Columbia, University of
Bryant University
Burlington College
California College of the Arts
Carnegie Mellon University
Case Western Reserve University
Castleton State College
Central Connecticut State University
Central Florida, University of
Champlain College
Christopher Newport University
Cincinnati, University of
Clark University
Clarkson University
Clemson University
Clinton Community College
Coastal Carolina University
Colby Sawyer College
Colgate University
Colorado, University of, at Boulder
Colorado, University of, at Colorado Springs
Community College of Vermont
Connecticut College
Connecticut, University of
Cornell University
Curry College
Davidson College
Dayton, University of
Denver, University of
DePaul University
Drew University
Drexel University
Duke University
Earlham College
East Carolina University
Edison State College
Elmira College
Emerson College
Endicott College
Fairfield University
Fashion Institute of Technology
Florida Gulf Coast University
Florida Southern College
Full Sail University
George Washington University
Gettysburg College
Hartford, University of
Harvard University
Haverford College
Hendrix College
High Point University
Hobart & William Smith Colleges
Hofstra University
Houston, University of
Iona College
Iowa, University of
Ithaca College
James Madison University
John Hopkins University
Johnson & Wales University
Johnson State College
Kansas, University of
Keene State College
Kendall College of Art & Design
La Salle University
Lafayette College
Landmark College
Lasell College
Lyndon State College
Maine College of Art
Maine, University of
Maine, University of @ Farmington
Manhattan College
Manhattanville College
Marist College
Mary Washington, University of
MA College of Pharmacy & Health Sciences
Massachusetts, University of @ Amherst
Massachusetts, University of @ Lowell
McGill University
Merrimack College
Michigan State College
Middlebury College
Minnesota State University, Mankato
Mount Holyoke College
New England College
New England , University of
New Hampshire Institute of Art
New Hampshire, University of
New Haven, University of
New York City Institute of Technology
New York University
NC, University of at Charlotte
NC, University at Greensboro
NC, University at Wilmington
Northeastern University
Northwestern University
Nova Southeastern University
Ohio State University
Ohio Wesleyan University
Oregon, University of
Pace University, New York City
Parsons School of Design, New School University
Paul Smith's College
Pennsylvania State University
Pennsylvania, University of
Pittsburgh, University of
Plattsburgh State University
Pratt Institute
Princeton University
Providence College
Purdue University
Quinnipiac University
Regis College
Rensselaer Polytechnic Institute
Rhode Island, University of
Richard Stockton College of New Jersey
Ringling College of Art and Design
Rochester Institute of Technology
Rochester, University of
Rollins College
Rutgers
Sacred Heart University
Saint Anselm College
Saint Michael's College
Salve Regina University
Savannah College of Art & Design
Siena College
Skidmore College
Smith College
Southern Maine, University of
Southern New Hampshire University
Southern Vermont College
Springfield College
St. Lawrence University
St. Mary's College of Maryland
State University of New York at Albany
State University of New York Geneseo
State University of New York New Paltz
State University of New York Potsdam
Stetson University
Stonehill College
Stony Brook University
Suffolk University
Syracuse University
Tampa, University of
Texas A & M University
Touro College
Towson University
Tufts University
Union College
US Air Force Academy
Ursinus College
Utica College
Vassar College
Vermont Technical College
Vermont, University of
Villanova University
Virginia Polytechnic Institute
Washington & Jefferson College
West Virginia University
Western New England College
Westminster College
Wheaton College
Wisconsin, University of @ Madison
Wittenberg University
Worcester Polytechnic Institute
Wyoming, University of

# 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.

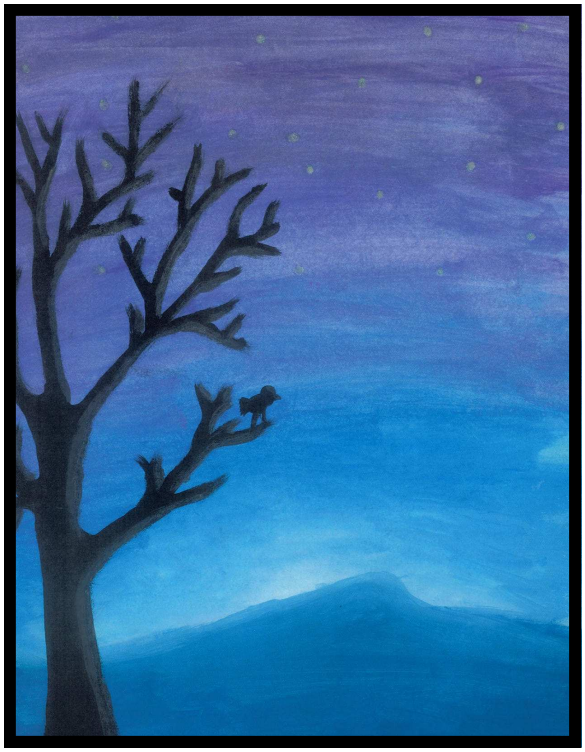
| Year | Oct. 1 Census | Number Graduated | Graduation Rate |
|---|---|---|---|
| 2009-2010 | 224 | 220 | 99% |
| 2008-2009 | 229 | 218 | 95% |
| 2007-2008 | 222 | 231 | 93% |
| 2006-2007 | 256 | 246 | 96% |
| 2005-2006 | N/A* | 215 | 95% |



## 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 |
|---|---|---|
| 2009-2010 | 0.1% | Not Available |
| 2008-2009 | 1.0% | 2.9% |
| 2007-2008 | 1.5% | 3.2% |
| 2006-2007 | 1.3% | 3.0% |
| 2005-2006 | 1.0% | 2.9% |



# HIGH SCHOOL DATA

## CO-CURRICULAR PARTICIPATION

| Activity | 2005-2006 Student Participants* | 2006-2007 Student Participants* | 2007-2008 Student Participants* | 2008-2009 Student Participants* | 2009-2010 Student Participants* |
|---|---|---|---|---|---|
| Art Club | 10 | 12 | 11 | 8 | 15 |
| Coalition Community Service | 23 | 27 | 66 | 56 | 63 |
| Coffee House | 22 | 24 | 7 | 14 | 3 |
| Drama | 68 | 70 | 64 | 38 | 50 |
| Future Educators of America | 25 | 25 | 13 | 21 | 14 |
| French Club | - | - | 25 | 7 | 22 |
| Gay/Straight Alliance | 4 | 7 | 10 | 15 | 13 |
| Green Team | - | - | - | 6 | 6 |
| Habitat for Humanity | - | - | 22 | 23 | 25 |
| Key Club | 25 | 20 | n/a | 32 | 26 |
| Math League | 17 | 17 | 20 | 20 | 13 |
| Multi-Media Club | - | - | - | - | 9 |
| National Honor Society | 68 | 68 | 82 | 48 | 35 |
| Oceanography Club | - | - | 10 | 10 | 15 |
| PACTeens Club | - | - | - | - | 16 |
| Rowing club | - | - | 13 | 37 | 35 |
| Rugby Club | - | - | - | - | 39 |
| Scholars' Bowl | 22 | 15 | 16 | 13 | 13 |
| Speech & Debate Club | 9 | 14 | 22 | 24 | 29 |
| Strength & Conditioning Club | - | - | - | - | 7 |
| Student Council | 33 | 33 | 33 | 29 | 31 |
| Table Tennis Club | 12 | 10 | 8 | 14 | 20 |
| Unified Sports | - | - | - | - | 10 |

*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<br>Total School Population | 2005-2006<br>965 | 2006-2007<br>954 | 2007-2008<br>906 | 2008-2009<br>902 | 2009-2010<br>892 |
|---|---|---|---|---|---|
| Girls' Soccer | 37 | 38 | 41 | 56 | 42 |
| Boys' Soccer | 34 | 32 | 31 | 48 | 40 |
| Girls' Cheerleading | 8 | 12 | 10 | 12 | 11 |
| Girls' Field Hockey | 38 | 52 | 50 | 53 | 65 |
| Girls' XC Running | 13 | 11 | 17 | 15 | 20 |
| Boys' XC Running | 13 | 18 | 23 | 17 | 19 |
| Boys' Football | 69 | 71 | 63 | 62 | 77 |
| Fall Sports Sub - Total | **212** | **234** | **235** | **263** | **274** |
| *Fall Participation* | *22%* | *25%* | *26%* | 29% | 31% |
| Girls' Basketball | 25 | 26 | 27 | 24 | 28 |
| Girls' Gymnastics | 12 | 14 | 12 | 19 | 17 |
| Girls' Alpine Skiing | 20 | 19 | 15 | 10 | 17 |
| Girls' Nordic Skiing | 8 | 3 | 7 | 10 | 10 |
| Girls' Dance Team | 18 | 18 | 22 | 17 | 19 |
| Cheerleading | 13 | 13 | 13 | 11 | 12 |
| Girls' Snowboarding | 5 | 8 | 9 | 7 | 6 |
| Girls' Ice Hockey | 17 | 17 | 18 | 16 | 16 |
| Girls' Indoor Track | 19 | 26 | 22 | 32 | 33 |
| Boys' Basketball | 35 | 30 | 35 | 31 | 38 |
| Boys' Alpine Skiing | 15 | 9 | 8 | 9 | 13 |
| Boys' Nordic Skiing | 5 | 7 | 7 | 6 | 3 |
| Boys' Snowboarding | 18 | 13 | 21 | 17 | 24 |
| Boys' Ice Hockey | 22 | 23 | 22 | 25 | 25 |
| Boys' Indoor Track | 24 | 27 | 24 | 29 | 34 |
| Winter Sports Sub - Total | **256** | **253** | **262** | **263** | **295** |
| *Winter Participation* | *27%* | *27%* | *29%* | 29% | 33% |
| Softball | 24 | 14 | 14 | 24 | 16 |
| Girls' Track & Field | 44 | 47 | 41 | 42 | 37 |
| Girls' Lacrosse | 34 | 43 | 35 | 38 | 42 |
| Girls' Tennis | 17 | 22 | 23 | 25 | 16 |
| Girls' Golf | 14 | 16 | 12 | 14 | 10 |
| Baseball | 46 | 28 | 33 | 36 | 32 |
| Boys' Golf | 14 | 23 | 15 | 19 | 13 |
| Boys' Track & Field | 40 | 47 | 39 | 26 | 27 |
| Boys' Lacrosse | 50 | 48 | 49 | 55 | 45 |
| Boys' Tennis | 14 | 17 | 14 | 14 | 17 |
| Spring Sports Sub - Total | **297** | **305** | **275** | **293** | **255** |
| *Spring Participation* | *31%* | *32%* | *30%* | *32%* | *29%* |

# 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 in 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 in Essex are single-year programs that run most of a school day. This year South Burlington has 56 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 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| Pursuing related post-secondary education | 64% | 48% | 49% | 44% | 55% |
| Pursuing unrelated post-secondary education | 6% | 9% | 13% | 9% | 5% |
| Employed in a related field | 14% | 19% | 13% | 16% | 7% |
| Employed in an unrelated field | 14% | 12% | 16% | 18% | 9% |
| Military service in a related field | 0% | 0% | 3% | 2% | 5% |
| Military service in an unrelated field | 1% | 1% | 1% | 1% | 2% |
| Unemployed but seeking employment | 1% | 2% | 0% | 5% | 5% |
| Unemployed | 1% | 0% | 2% | 1% | 2% |
| Still in high school | 1% | 2% | 1% | 0% | 1% |
| No Data | 2% | 8% | 2% | 5% | 10% |

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 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| Students who meet 90% of program competencies | 94% | 93% | 92% | 83% | 86% |
| Programs that offer industry credentials or college credit | 82% | 81% | 100% | 100% | 100% |
| Students who earn a transcript from post secondary schools | N/A | N/A | 17% | 18% | 18.5% |
| Students who complete program with industry credentials | 59% | N/A | 50% | 60% | 62% |
| Non-traditional student enrollment | 14% | 10% | 15% | 17% | 16.5% |
| Graduates who enter employment or military | 86% | 98% | 87% | 92% | 90% |

# District Awards & Achievements

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

**10+ Years of Service**

Sarah Beers (Administrative Assistant—FHTMS)
Marlene Boucher (Food Service—SBHS)
Anthony Cannizzaro (Science Teacher—SBHS)
Brian Conroy (Language Arts/Social Studies Teacher—FHTMS)
Ellen Copley (Reading Recovery Coach—RMCS)
Caryl Davidson (School Nurse—SBHS)
Deirdre Donovan (Social Studies Teacher—SBHS)
Patrick Duffy (Transportation—District)
Matthew Guyette (Guidance Counselor—FHTMS)
Paula Jensvold (Elementary Teacher—RMCS)
Greg Lewis (Social Studies Teacher—SBHS)
Linda Mickel (Paraeducator—Orchard)
Leroy Nedd (Custodian—SBHS)
Margaret Pasqual (Administrative Assistant—FHTMS)
Susan Ringey (Administrative Assistant—District)

**20 Years of Service**

Christina Brown (Elementary Teacher—Chamberlin)
Annick Cooper (Elementary Teacher—RMCS)
Douglas Day (Physical Education Teacher—RMCS)
Kathleen Kort (Special Education Teacher—FHTMS/SBHS)
Joseph McDonald (Physical Education Teacher — SBHS)
Sophie Szwaja (Food Service—RMCS)
Nancy Tavares (Paraeducator—RMCS)
Elizabeth White (Paraeducator—RMCS)

**35 Years of Service**

Mary Lou Wasko (Family & Consumer Science Teacher—FHTMS)

**Dominick Marabella Support Staff Award**

Rose Dattilio (Administrative Assistant — Chamberlin)

**SBSD Outstanding Teacher Award**

Lori Centerbar (Language Arts Teacher—FHTMS)
Donna Sullivan-MacDonald (School Librarian and Media Specialist—Orchard)