


South Burlington School District

Annual Report Card

2012








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@sbschools.net**
Elizabeth Fitzgerald, Clerk **865-4554** **efitzgerald@sbschools.net**
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Julie Beatty **862-9627** **jbeatty@sbschools.net**
Diane Bugbee **660-8683** **dbugbee@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

Dear Citizens of South Burlington,

Each year the School District reports to you on the educational success of our students. We are doing so in two ways. First, we will publish a full report that provides an extensive review of the data we have on student performance. That report will be published on our District web page (www.sbschools.net) with copies in the schools and the community library. In addition to this full report, we have published our state assessment results in the Other Paper.

Student assessment results remain higher than state averages. While that is encouraging, we continue to seek improved results for a higher percentage of our students. Our elementary schools have been and continue to redesign their systems of assessment and support of student learning in order to increase the number of students meeting state standards.

It is important to remember that these measures do not tell the whole story about students being ready for their next step. Our students are not only learning the state tested areas of literacy, math, and science; they are advancing in the arts and other academic areas. The School Board has established desirable outcomes for all students called Ends. The Ends have four focus areas: **Disposition for Life-long Learning, Academic Proficiency, Personal Development and Citizenship.**

The entire district has been working to identify indicators (learning outcomes) that can be used to measure student progress on the achievement of our Ends. We believe that successful achievement of our Ends will ensure our students are ready for their next step, either career, college, or individually determined next steps.

All of us who serve in the South Burlington School District work to accomplish the mission of the District. We care deeply about the safety and the educational development of our students. We appreciate the trust and support you offer us in this work.

Sincerely,

David Young
Superintendent of Schools

ENROLLMENTS

INDIVIDUAL SCHOOL TOTALS (as of 10/01/11)

Early Essential Education	*21*
Rick Marcotte Central School	*343*
Orchard School	*377*
Chamberlin School	*252*
Frederick H. Tuttle Middle School	*545*
*South Burlington High School**	*881*
Total Enrollments:	***2,419***

**Includes Tuition and School Choice Students*

Years	*Tuition Students*
2011-2012	88
2010-2011	136
2009-2010	110
2008-2009	124
2007-2008	137

**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 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"

Chamberlin School

Orchard School
"A Place to Grow"

School	Student/Teacher Ratio (Literacy, Math, Science, Social Studies)
RCMS	19
Chamberlin	17
Orchard	18
FHTMS *	21
SBHS *	20

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 2010-2011 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	0.00%	0%
F. H. Tuttle Middle School	1.77%	0%
Orchard School	1.85%	0%
Rick Marcotte Central School	0.00%	0%
So. Burlington High School	0.79%	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 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 2010-2011 we continued to operate at our increased enrollment of 59 children a day at each of the schools. We enrolled a total of 211 students in the program (75 at Orchard, 65 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 program focused heavily on enrichment, community outreach, field trips and learning opportunities for the children. Staff also worked to develop the "Counselor in Training" (CIT) program for fifth graders. The CITs help staff with the daily routine, character development, team building, anti-bullying, and mentoring. The CIT program has been a great success.

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.

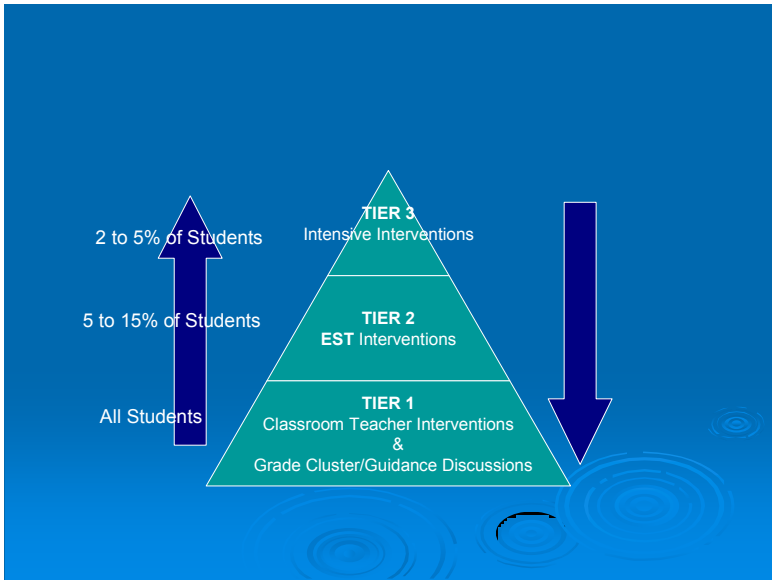
STUDENT SUPPORT SERVICES

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
2011-2012	2419	261	89	151	501	20.8%
2010-2011	2427	245	70	168	483	19.9%
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%

*__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 risen sharply this current year. 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 review student data regularly and provide 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 175 preschoolers in accessing quality preschool programs. The District continues to collaborate with Child Care Resource to implement the South Burlington Early Childhood Plan. 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 5.4 (FTE) very talented and committed educators. The overall number of students served at the elementary schools has increased while the population at the high school has declined. During this last year, we went from 168 to 151 ELL students, with more growth expected in the younger grades 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. During the 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

This was the first year of the District's 1:1 Program, an innovative program in which each grade 8 and 9 student has been issued a District-owned, Windows 7 laptop for his or her use. Consistent with the 2012-2015 Vermont Educational Technology Plan, the District sees the 1:1 program as key to transforming student learning by "…enabling students to engage actively with their learning environment, to access resources beyond school walls, and to communicate globally." The state plan further states that "…1:1 across the state should be our new overarching goal, whether this is achieved locally or through state funding. It is through this ubiquitous access that we will change the nature of learning and meet the needs of the diverse range of learners."

The SBSD laptops have an assortment of software including Microsoft Office Professional, the Adobe Digital School Collection, and a variety of free tools. With this software students are able to hone their "21st century skills" such as communication; collaboration; data collection, organization, and analysis; critical thinking and problem solving; and creativity and innovation. Students routinely use their computers to write and edit documents, conduct Internet research, collect and analyze data, create presentations, explore geography with Google Earth, create original music and videos, explore science simulations, communicate and collaborate with their teachers and their peers, and more. And teachers are able to provide a wide variety of learning opportunities that are tailored to individual learners.

Our plan is to expand the 1:1 program to include additional grades, with an ultimate goal of putting 1:1 computing devices in the hands of all 5th – 12th grade students, and depending on the state of available technology, hopefully even younger students as well. To help ensure that we are effectively capitalizing on the learning opportunities the laptops make possible, teachers are engaged in a variety of professional development activities to help them prepare them for teaching in a 1:1 environment.

Our first year of 1:1 computing was a great success, though not without its learning experiences. As teachers and students become more skilled at using the laptops to enrich and enhance learning, we look forward to ever more effective use of these powerful learning tools. For more information on the 1:1 program, please see the **One-to-One Program** link in the **Parents** menu at the top of the District home page, **www.sbschools.net**.

The 1:1 project has been a focal point for much of our effort this year, but technology continues to play a key learning role throughout the District. Middle school students use technology in their P3 (Project/Problem/Place-Based) projects; students throughout the District use online resources in "electronic classrooms" developed by their teachers; students create original music, presentations, videos, and other multimedia projects; students engage in projects with their peers around the world; students collect data with on-line forms and surveys and analyze it with Excel; and of course students do extensive research, writing, editing, and much more using technology throughout the curriculum.

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 (Gr. 3-8, 11)

Local

- D.I.B.E.L.S (Gr 3-5)
  September
- Writing Prompt (Gr. K-5)
  January
- Gates-MacGinitie Reading Test (Gr. 6-10)
  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

History/Social Studies

- Advanced Placement European 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 (Gr. 3-8, 11)

Local

- G.E. 30 Problem Solving Assessment (Gr. K-5)
  Throughout the School Year
- 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

- Science Inquiry Task (Gr. K-5)
  Throughout the School Year
- 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

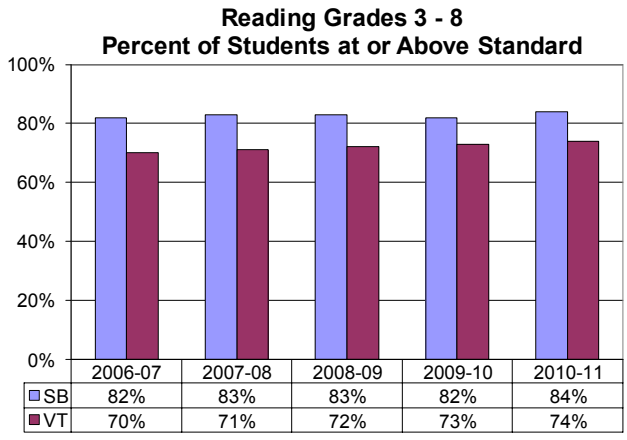
ASSESSMENTS—STATE

New England Common Assessment (NECAP) Grades 3-8
Results Fall 2011

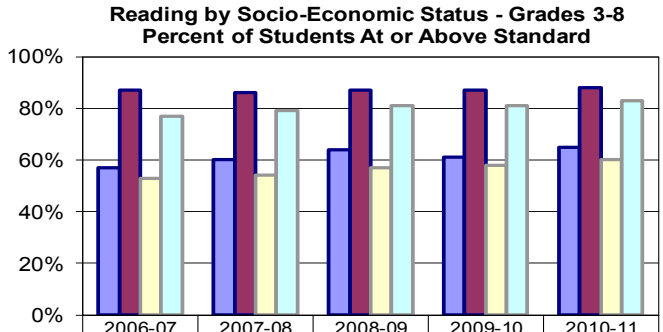
The NECAP is administered to students in New Hampshire, Rhode Island, Maine, and Vermont as part of the No Child Left Behind Act. The test measures student performance on Vermont Grade Expectations in Reading, Mathematics, Writing and Science. Student performance on these assessments fall into one of four proficiency levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Below are the District's October 2011 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 previous grades. The graphs below will show the year 2010-11 because that is the year of knowledge that was tested in the fall of 2011. 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.

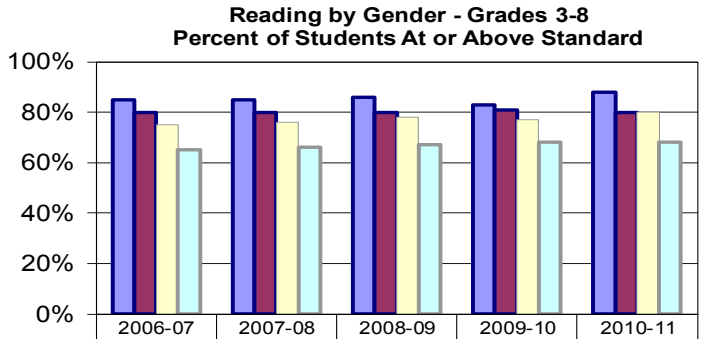
READING—The NECAP has been administered for the past seven years. Results indicate that we still have a gap between males and females. We have seen a slight increase in the reading performance of students from different socioeconomic backgrounds.



	2006-07	2007-08	2008-09	2009-10	2010-11
SB	82%	83%	83%	82%	84%
VT	70%	71%	72%	73%	74%



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Assistance	57%	60%	64%	61%	65%
SB No Assistance	87%	86%	87%	87%	88%
VT Assistance	53%	54%	57%	58%	60%
VT No Assistance	77%	79%	81%	81%	83%

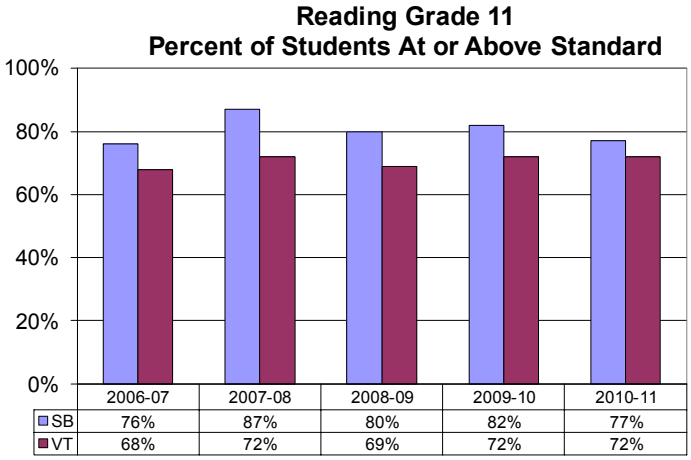


	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	85%	85%	86%	83%	88%
SB Male	80%	80%	80%	81%	80%
VT Female	75%	76%	78%	77%	80%
VT Male	65%	66%	67%	68%	68%

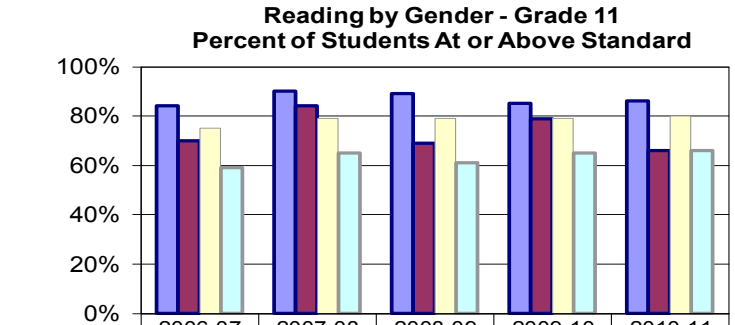
ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—READING GRADE 11

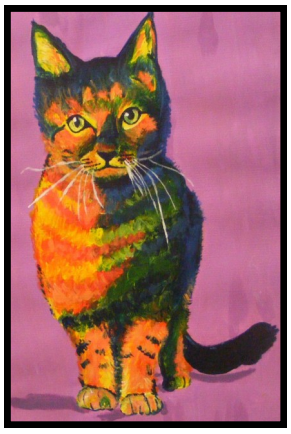
READING—The South Burlington High School New England Common Assessment Program (NECAP) results in Reading remain above state averages. We had a slight decrease in overall results as compared to last year. Keep in mind that new items are selected for the assessment each year. In addition, we are not assessing the same cohort of students. Grade-level results are being analyzed along with sub-group performance to determine areas in need of improvement. Our departments are also working in data teams where student work and assessment results are analyzed and teachers collaborate in the design of instruction.

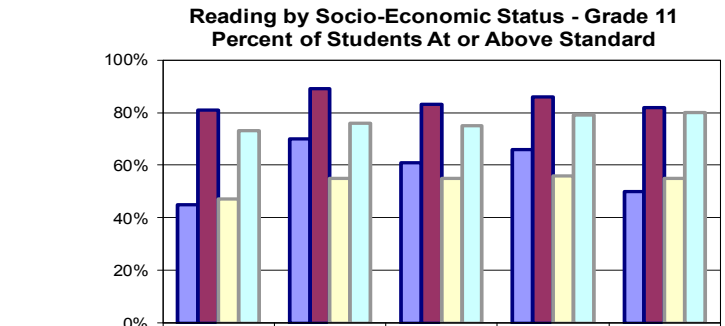


	2006-07	2007-08	2008-09	2009-10	2010-11
SB	76%	87%	80%	82%	77%
VT	68%	72%	69%	72%	72%



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	84%	90%	89%	85%	86%
SB Male	70%	84%	69%	79%	66%
VT Female	75%	79%	79%	79%	80%
VT Male	59%	65%	61%	65%	66%



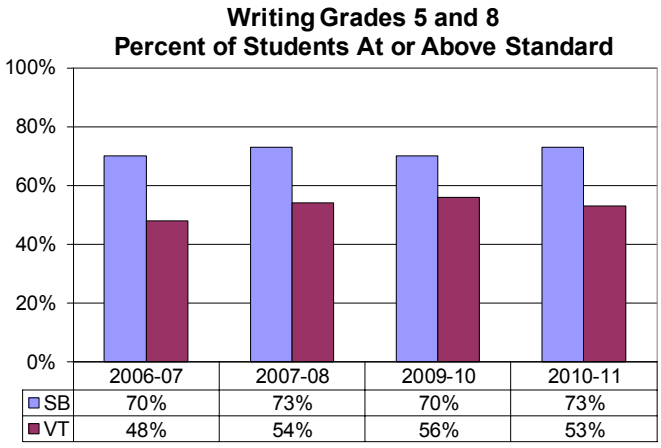


	2006-07	2007-08	2008-09	2009-10	2010-11
SB Assistance	45%	70%	61%	66%	50%
SB No Assistance	81%	89%	83%	86%	82%
VT Assistance	47%	55%	55%	56%	55%
VT No Assistance	73%	76%	75%	79%	80%

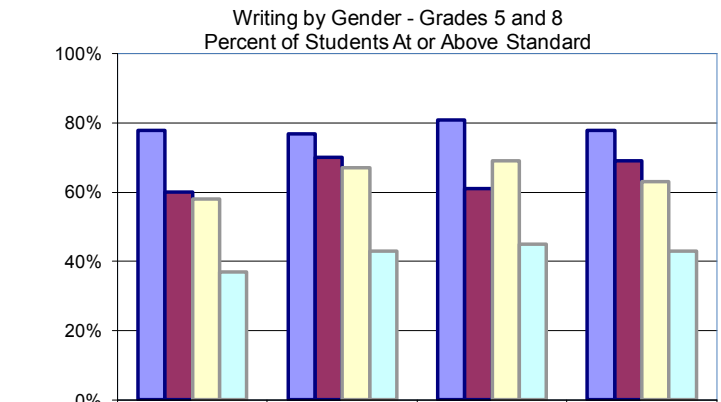
ASSESSMENTS—STATE

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

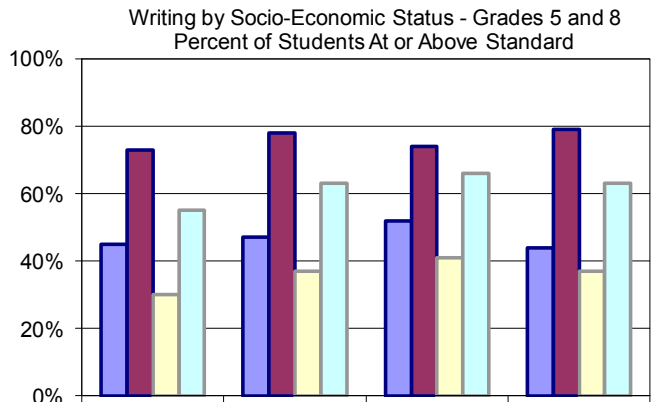
Our results continue to be well above the state average, though our overall results have leveled off since improving in 2006-07. Providing practice tasks to the students, and also increasing opportunities for writing across the curriculum in different genres, has helped us maintain these scores. A closer 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.



	2006-07	2007-08	2009-10	2010-11
SB	70%	73%	70%	73%
VT	48%	54%	56%	53%



	2006-07	2007-08	2009-10	2010-11
SB Female	78%	77%	81%	78%
SB Male	60%	70%	61%	69%
VT Female	58%	67%	69%	63%
VT Male	37%	43%	45%	43%

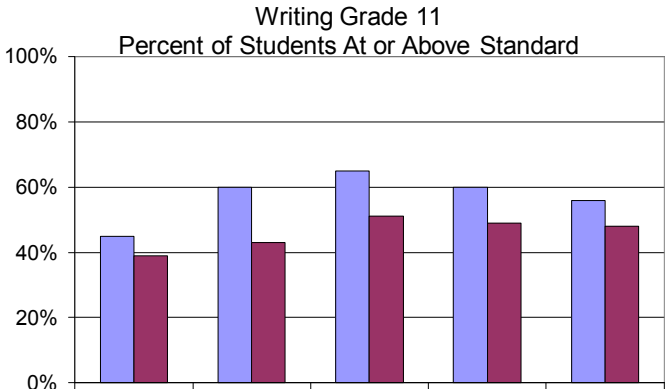


	2006-07	2007-08	2009-10	2010-11
SB Assistance	45%	47%	52%	44%
SB No Assistance	73%	78%	74%	79%
VT Assistance	30%	37%	41%	37%
VT No Assistance	55%	63%	66%	63%

ASSESSMENTS—STATE

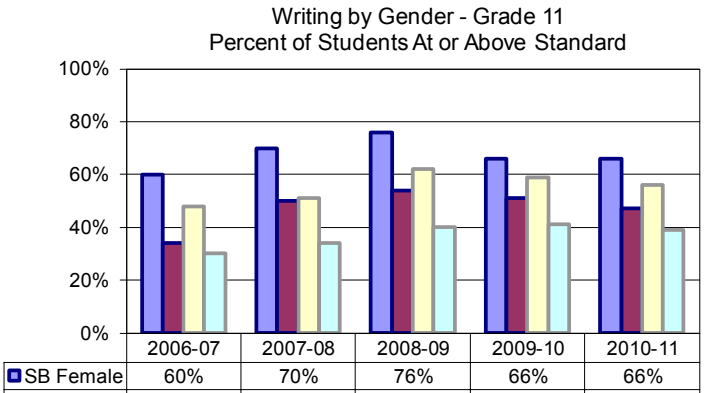
SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11

WRITING—In Grade 11, after some years of improvement, we see a 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 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. This type of integrated program, that encourages writing across curriculums, has been shown to improve student outcomes on state tests though these students will not be tested until 2013-2014.



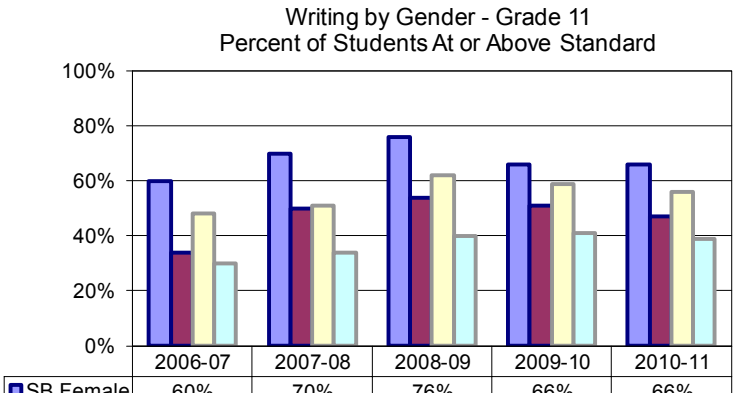
	2006-07	2007-08	2008-09	2009-10	2010-11
SB	45%	60%	65%	60%	56%
VT	39%	43%	51%	49%	48%

SBHS Students Sponsor Duffle Bag Project



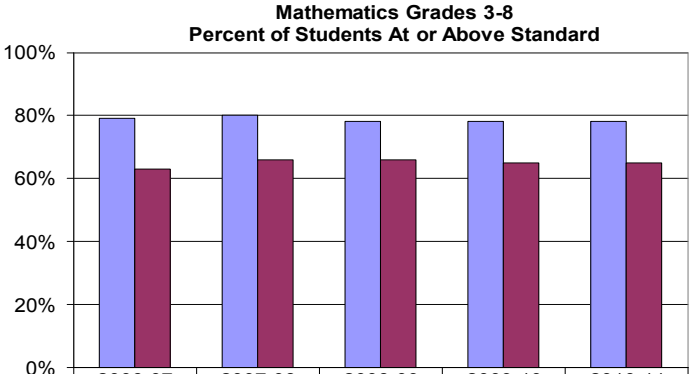
	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	60%	70%	76%	66%	66%
SB Male	34%	50%	54%	51%	47%
VT Female	48%	51%	62%	59%	56%
VT Male	30%	34%	40%	41%	39%

Lights, Camera, Activism! Interview on Channel 17



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	60%	70%	76%	66%	66%
SB Male	34%	50%	54%	51%	47%
VT Female	48%	51%	62%	59%	56%
VT Male	30%	34%	40%	41%	39%

ASSESSMENTS—STATE



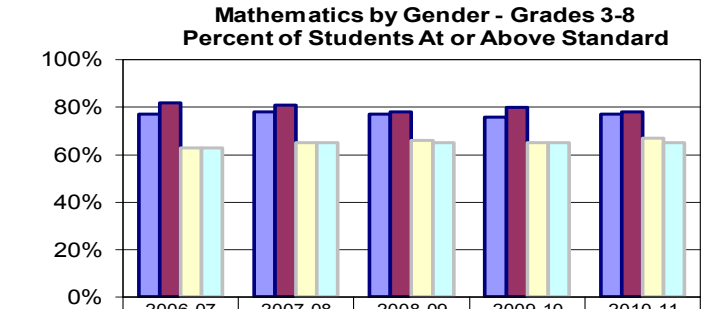
	2006-07	2007-08	2008-09	2009-10	2010-11
SB	79%	80%	78%	78%	78%
VT	63%	66%	66%	65%	65%

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.

The category identified as Assistance represent students that qualify for free or reduced lunch. This group is performing below South Burlington peers and continues to be evaluated as to how we can better support them.

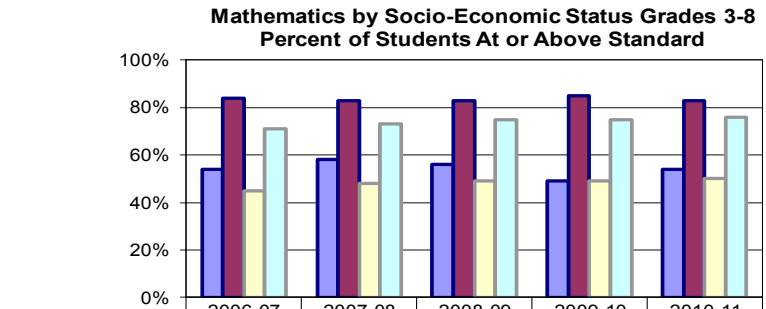
Each school continues to analyze this data so that we may better plan for how to address this area.



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	77%	78%	77%	76%	77%
SB Male	82%	81%	78%	80%	78%
VT Female	63%	65%	66%	65%	67%
VT Male	63%	65%	65%	65%	65%

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



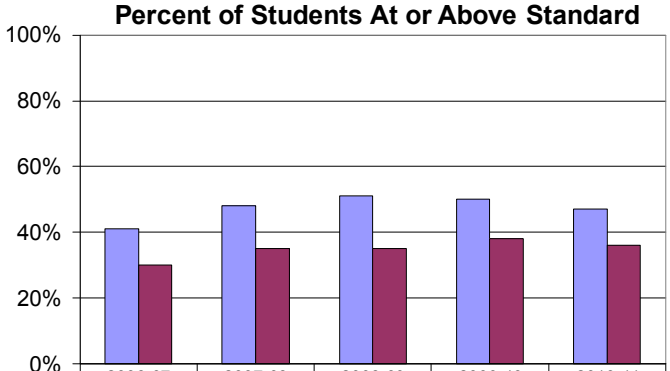
	2006-07	2007-08	2008-09	2009-10	2010-11
SB Assistance	54%	58%	56%	49%	54%
SB No Assistance	84%	83%	83%	85%	83%
VT Assistance	45%	48%	49%	49%	50%
VT No Assistance	71%	73%	75%	75%	76%

ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—MATHEMATICS GRADE 11

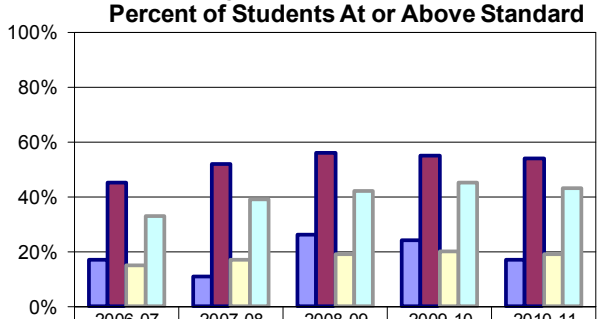
MATHEMATICS—At the high school level, our overall mathematics performance is above state averages. When we analyze the results for gender, our male students performed slightly better than females, but the female results have improved since the NECAPs were first administrated. Our students in poverty results declined from last year. 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. Starting in school year 2012-2013, all students in grade 9 will be in at least Algebra I.

Mathematics Grade 11
Percent of Students At or Above Standard



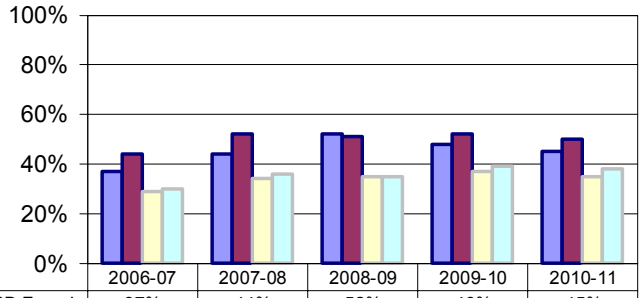
	2006-07	2007-08	2008-09	2009-10	2010-11
SB	41%	48%	51%	50%	47%
VT	30%	35%	35%	38%	36%

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



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Assistance	17%	11%	26%	24%	17%
SB No Assistance	45%	52%	56%	55%	54%
VT Assistance	15%	17%	19%	20%	19%
VT No Assistance	33%	39%	42%	45%	43%

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



	2006-07	2007-08	2008-09	2009-10	2010-11
SB Female	37%	44%	52%	48%	45%
SB Male	44%	52%	51%	52%	50%
VT Female	29%	34%	35%	37%	35%
VT Male	30%	36%	35%	39%	38%

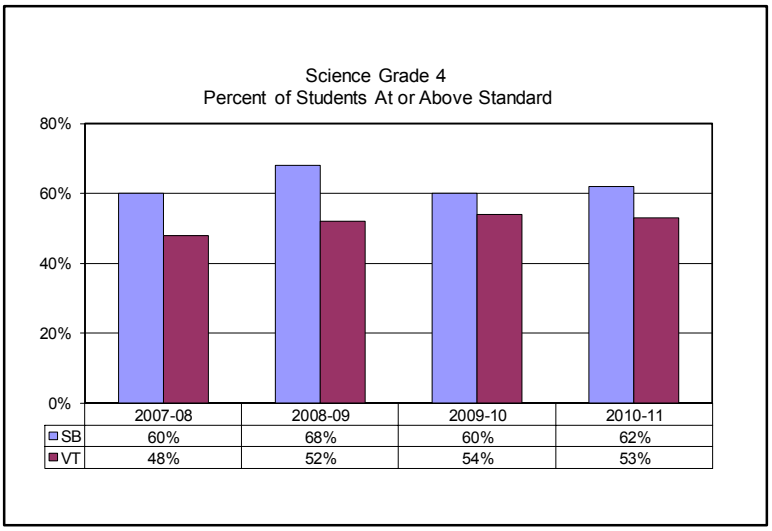
TIE France 2012

ASSESSMENTS—STATE

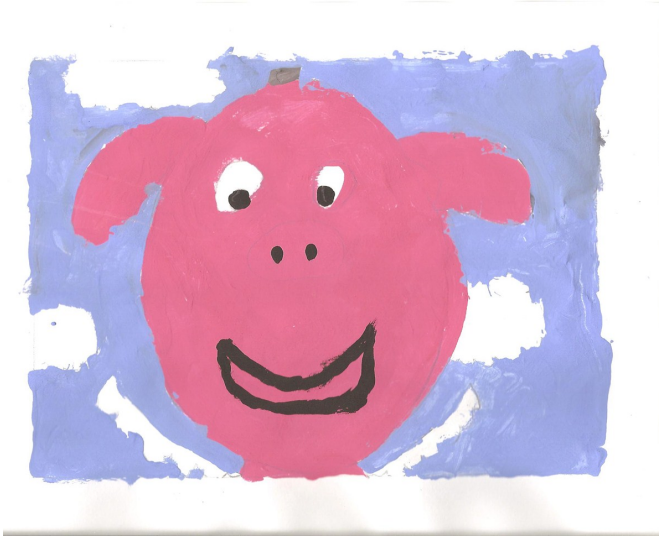
SCIENCE— The New England Common Assessment Program (NECAP) Science test is given in May. All Vermont students in Grades 4, 8 and 11, including publicly funded students attending private independent schools, participate; unless a student qualifies for alternate assessment.

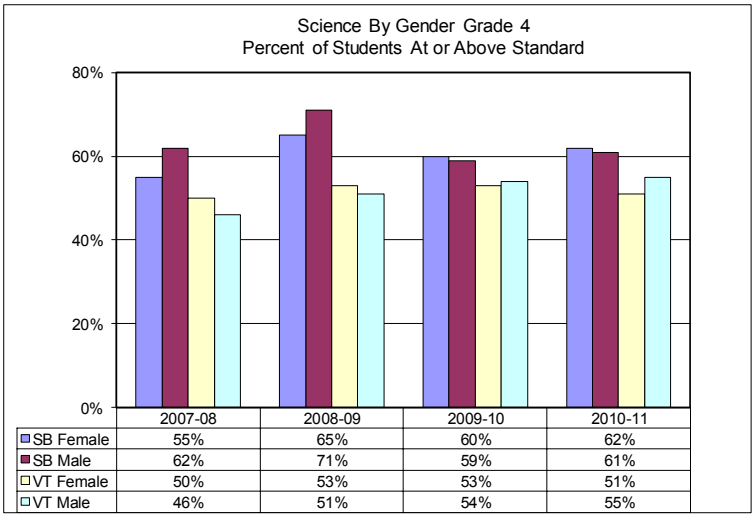
South Burlington students outperformed the State average in each of the grades assessed. This year we saw an increase in students meeting the standard in grade four. This year the elementary schools have added an inquiry task at each grade level as we work to improve results.

GRADE 4

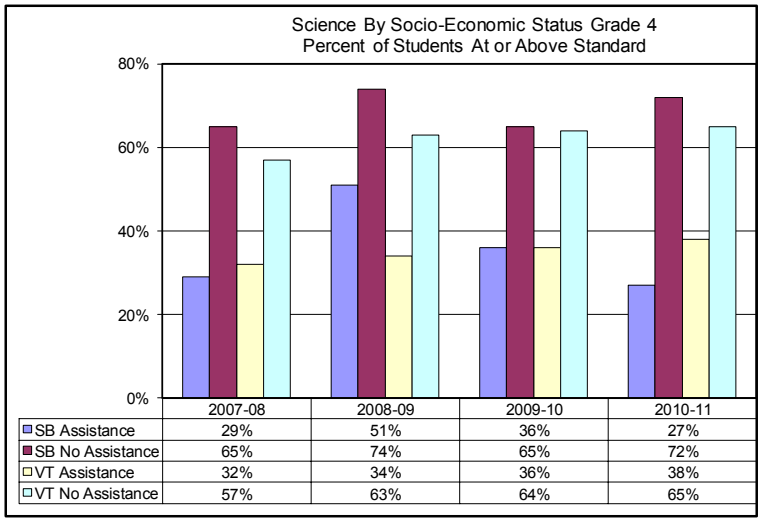


	2007-08	2008-09	2009-10	2010-11
SB	60%	68%	60%	62%
VT	48%	52%	54%	53%





	2007-08	2008-09	2009-10	2010-11
SB Female	55%	65%	60%	62%
SB Male	62%	71%	59%	61%
VT Female	50%	53%	53%	51%
VT Male	46%	51%	54%	55%

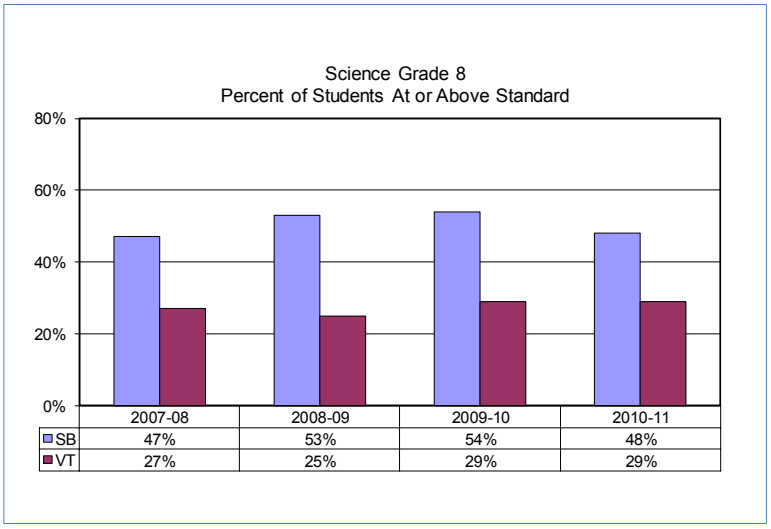


	2007-08	2008-09	2009-10	2010-11
SB Assistance	29%	51%	36%	27%
SB No Assistance	65%	74%	65%	72%
VT Assistance	32%	34%	36%	38%
VT No Assistance	57%	63%	64%	65%

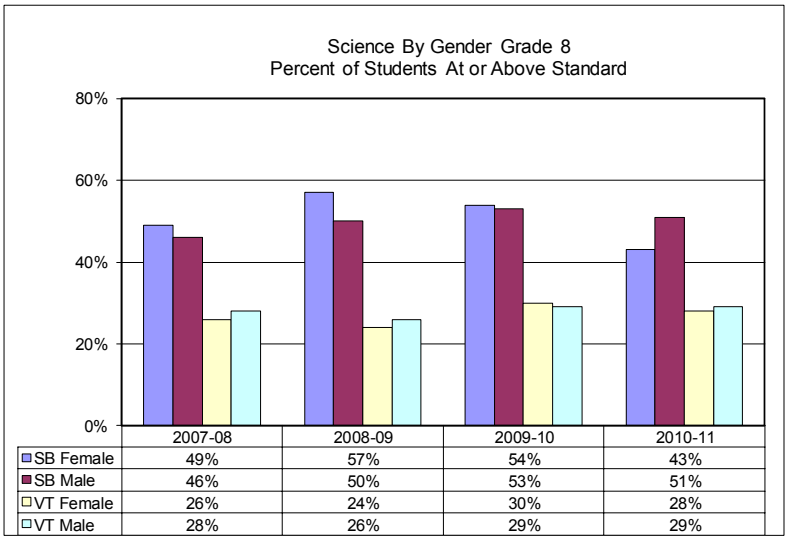
ASSESSMENTS—STATE

SCIENCE— When we look at our results for science in Grade 8, we are encouraged as our results are above the state average. 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.

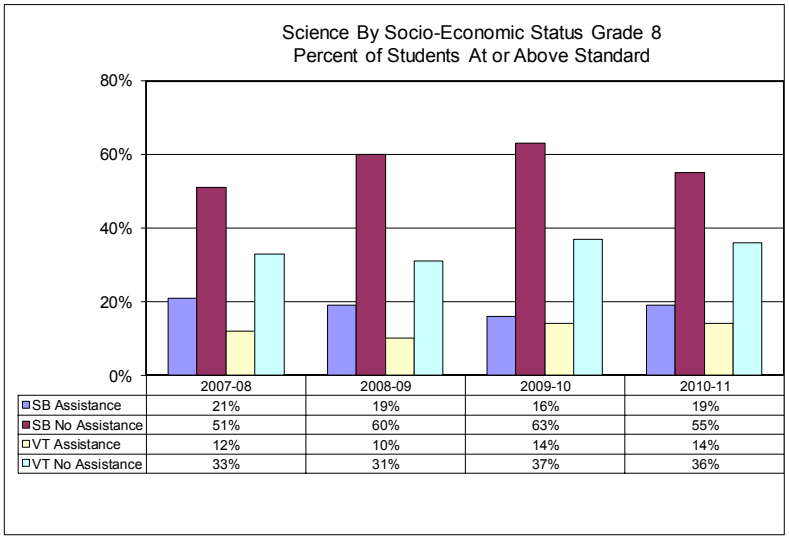
GRADE 8



	2007-08	2008-09	2009-10	2010-11
SB	47%	53%	54%	48%
VT	27%	25%	29%	29%



	2007-08	2008-09	2009-10	2010-11
SB Female	49%	57%	54%	43%
SB Male	46%	50%	53%	51%
VT Female	26%	24%	30%	28%
VT Male	28%	26%	29%	29%

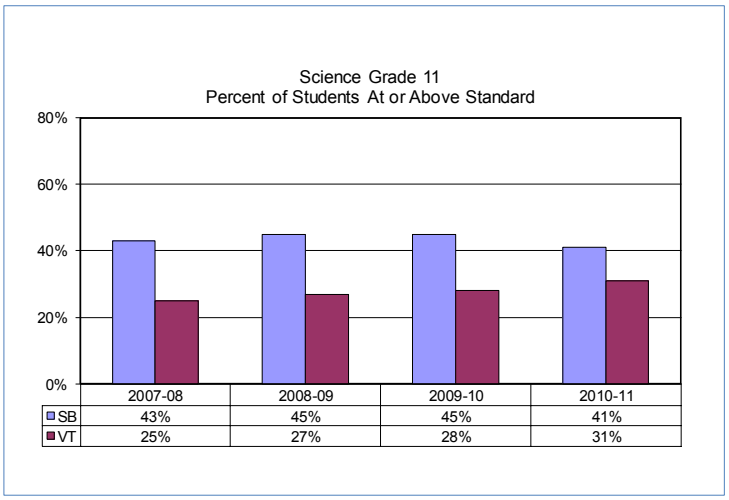


	2007-08	2008-09	2009-10	2010-11
SB Assistance	21%	19%	16%	19%
SB No Assistance	51%	60%	63%	55%
VT Assistance	12%	10%	14%	14%
VT No Assistance	33%	31%	37%	36%

ASSESSMENTS—STATE

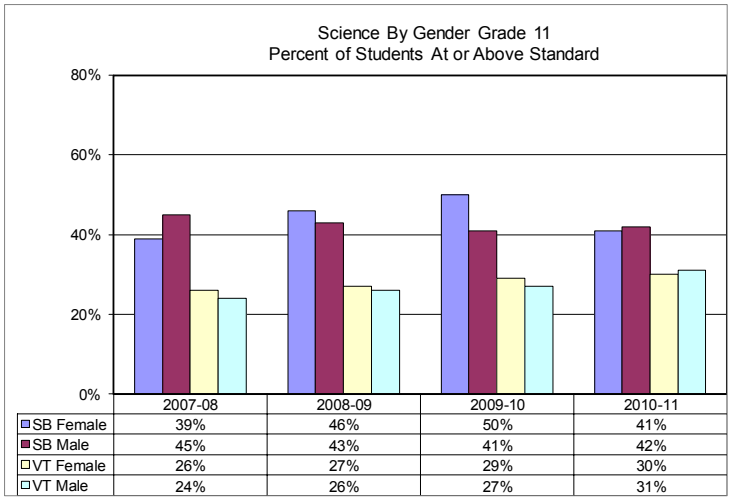
SCIENCE— In Grade 11, our scores, since the start of testing, have remained constant. We use our results to continue re-examining the science curriculum. Two years ago we revamped the ninth grade science curriculum, in part, based on the NECAP results. Last year we worked on chemistry and this year biology, as this test covers all the science standards taught in the first three years of high school. Our results for students based on socio-economic status still show a significant achievement gap.

GRADE 11

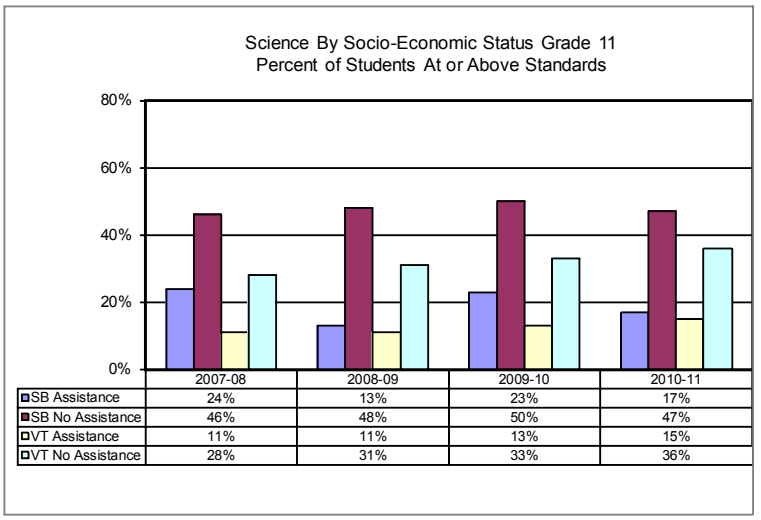


	2007-08	2008-09	2009-10	2010-11
SB	43%	45%	45%	41%
VT	25%	27%	28%	31%

Sara-Thoners



	2007-08	2008-09	2009-10	2010-11
SB Female	39%	46%	50%	41%
SB Male	45%	43%	41%	42%
VT Female	26%	27%	29%	30%
VT Male	24%	26%	27%	31%



	2007-08	2008-09	2009-10	2010-11
SB Assistance	24%	13%	23%	17%
SB No Assistance	46%	48%	50%	47%
VT Assistance	11%	11%	13%	15%
VT No Assistance	28%	31%	33%	36%

ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2010-11

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. 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
230	196	85%

The table below compares SBHS seniors' scores to state and national scores.

Ratio of Participation	YEAR	Reading—Mean Scores			Math—Mean Scores			Writing—Mean Scores		
		SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
85%	2010-2011	539	515	497	541	518	514	516	505	489
70%	2009-2010	554	519	501	557	521	516	533	506	492
68%	2008-2009	544	518	501	556	518	515	534	506	493
73%	2007-2008	540	519	502	555	523	515	515	507	494
78%	2006-2007	540	516	502	564	518	515	518	508	494

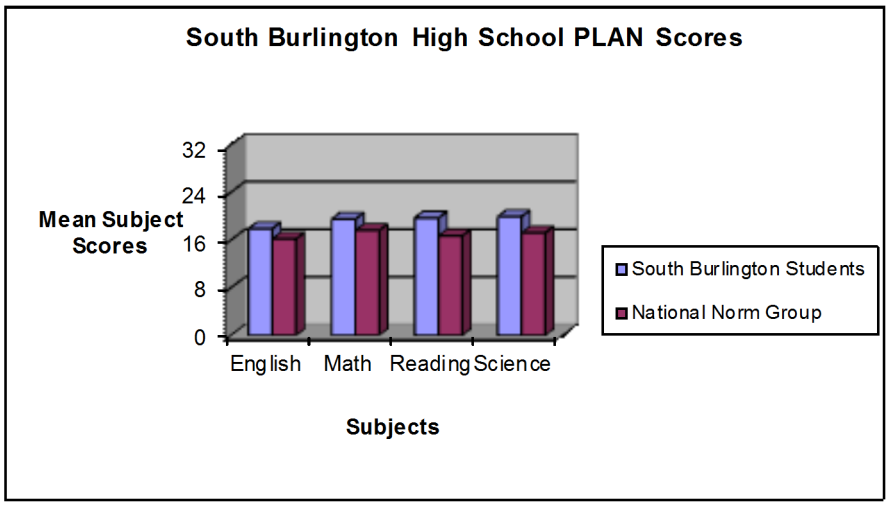
The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2010-2011 academic year.

Gender	Reading			Mathematics			Writing		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
Female	536	513	495	526	503	500	525	512	496
Male	543	518	500	557	536	531	505	497	482

ASSESSMENTS—NATIONAL

PLAN® — Fall 2011

SBHS administered the **PLAN®** Assessment, which is a practice ACT, to all tenth grade students in the fall of 2011. 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 2010-11

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.

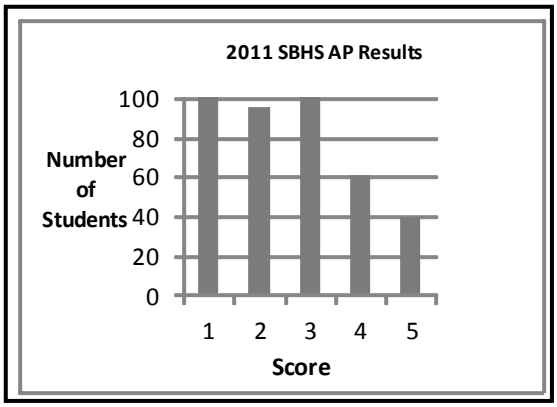
YEAR	Number of Students Tested			English			Mathematics		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2010-2011	116	2,053	1,623,112	23.2	22.5	20.6	24.0	22.6	21.1
2009-2010	109	2,054	1,568,835	24.5	22.8	20.5	24.8	22.8	21.0
2008-2009	110	2008	1,480,469	25.1	22.9	20.6	25.1	22.9	21.0
2007-2008	110	2203	1,421,941	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

YEAR	Reading			Science Reason			Composite		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2010-2011	24.4	23.0	21.3	23.4	22.2	20.9	23.8	22.7	21.1
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

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 were enrolled in these classes during the 2011-12 school year were 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.



2011 Advanced Placement Test Results

(420 Tests Taken by 231 Students)

Subject/Score	5	4	3	2	1	Total	3 or Better	Mean Score
Biology	0	8	6	6	8	28	50%	2.5
Calculus AB	3	6	10	13	14	46	41%	2.4
Calculus BC	3	1	2	0	1	7	88%	3.7
Computer Science A	0	2	2	0	6	10	40%	2.0
Chemistry	1	4	5	7	9	26	39%	2.3
English Language	13	7	11	3	2	36	86%	2.3
English Literature	5	5	16	5	0	31	84%	3.3
Environ. Science	1	2	4	17	23	47	15%	1.7
European History	2	9	14	5	3	33	76%	3.1
French Language	2	1	4	5	2	14	50%	2.7
Spanish Language	0	1	2	5	11	19	16%	1.6
Physics B	2	3	14	8	7	34	27%	2.6
Statistics	2	1	2	7	9	21	24%	2.0
US Gov't & Politics	5	11	15	15	21	67	46%	2.4
Total	**39**	**61**	**107**	**96**	**116**	**419**	**Overall Mean 2.5**	
Percent of Total	**9%**	**15%**	**26%**	**23%**	**28%**	**100%**		

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
2010-2011	242	231	95.5%
2009-2010	224	220	99%
2008-2009	229	218	95%
2007-2008	222	231	93%
2006-2007	256	246	96%

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
2010-2011	.78%	2.55%
2009-2010	1.0%	2.69%
2008-2009	1.0%	2.9%
2007-2008	1.5%	3.2%
2006-2007	1.3%	3.0%

HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

	2006	2007	2008	2009	2010	2011
Total	72%	71%	68%	72%	75%	76%

STUDENTS FROM THE CLASS OF 2011 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Academy of Art University
Acadia University
Alabama, University of
Albany College of Pharmacy
American International College
American International University in London (Richmond)
American University
Arizona State University
Arkansas, University of
Baruch College CUNY
Bates College
Bennington College
Bentley University
Berklee College of Maine
Binghamton University
Bishop's University
Borough of Manhattan CC CUNY
Boston University
Bridgton Academy
Brooklyn College CUNY
Brown University
Bryant University
Buffalo State College
Case Western Reserve University
Castleton State College
Centre College
Champlain College
Clark University
Clarkson University
Clemson University
Cleveland State University
Clinton Community College
Coastal Carolina University
Colby College
Colby-Sawyer College
Colgate University
College of Creative Studies
Colorado, University of, at Boulder
Community College of Vermont
Concordia University
Connecticut College
Connecticut, University of
Cornell University
Dartmouth College
Delaware, University of
Denver, University of
Dickinson College
Drew University
Drexel University
Earlham College
East Carolina University
Emerson College
Emmanuel College
Endicott College
Essex County College
Eugene Lange College
Evergreen State College
Fairfield University
Fashion Institute of Technology
Fitchburg State University
Florida International University
Fordham University
Franklin Pierce University
George Washington University
Georgetown University
Green Mountain College
Hamilton College
Hampshire College
Hartford, University of
Hartwick College
Hobart & William Smith Colleges
Hofstra University
Hunter College CUNY
Husson College
Illinois, University of @ Urbana-Champaign
Indiana Bible College
Iowa, University of
Ithaca College
James Madison University
Johnson & Wales University
Johnson State College
Keene State College
Kenyon College
Lafayette College
Lasell College
Lawrence Technological University
Le Moyne College
Lesley University
Limestone College
Long Island University
Lyndon State College
Lynn University
Maine, University of @ Farmington
Maine, University of @ Orono
Marist College
Mary Washington, University of
Maryland, University of @ Baltimore County
Maryland, University of @College Park
Marymount Manhattan College
MA College of Pharmacy & Health Sciences
Massachusetts Institute of Technology
Massachusetts, University of @ Amherst
Massachusetts, University of @ Lowell
McGill University
McMaster University
Merrimack College
Miami University, Oxford
Miami, University of
Michigan State University
Middle Georgia College
Middlebury College
Minnesota, University of @ Duluth
Mississippi, University of
Mitchell College
Montana State University, Bozeman
Montana, University of, Missoula
Mount Holyoke College
Mount Ida College
New England College
New England Culinary Institute
New England, University of
New Hampshire Institute of Art
New Hampshire, University of
New Haven, University of
New York University
Newbury College
North Carolina, University of, Wilmington
North Carolina State University
Northeastern University
Norwich University
Nyack College
Ohio Dominican University
Ohio Northern University
Ohio State University
Old Dominion University
Oregon, University of
Ottawa, University of
Pace University
Parsons New School for Design
Pennsylvania State University, University Park
Pennsylvania State University
Pittsburgh, University of
Plymouth State University
Portland, University of
Pratt Institute
Providence College
Purchase College
Purdue University
Quinnipiac University
Rensselaer Polytechnic Institute
Rhode Island College
Rhode Island, University of
Rhodes College
Richmond, University of
Ringling College of Art and Design
Rio Grande, University of
Rochester Institute of Technology
Rochester, University of
Roger Williams University
Sacred Heart University
Saint Anselm College
Saint Joseph's College, Maine
Saint Michael's College
Saint Rose, College of
Salve Regina University
San Francisco, University of
School of Visual Arts
Siena College
Simmons College
Skidmore College
Smith College
South Carolina, University of
South Georgia College
Southern California, University of
Southern Maine, University of
Southern New Hampshire University
Southern Vermont College
Springfield College
St. Lawrence University
SUNY Albany
SUNY Cortland
SUNY Geneseo
SUNY New Paltz
SUNY Potsdam
Stonehill College
Stony Brook University
Syracuse University
Temple University
Texas A&M University
Towson University
Tulane University
Utica College
Vassar College
Vermont Technical College
Vermont, University of
Villanova University
Virginia Polytechnic Institute
Virginia, University of
Wake Forest University
Warren Wilson College
Washington, University of
Waterloo, University of
Wells College
Wentworth Institute of Technology
Westchester Community College
Western New England College
Westfield State University
Wheaton College, MA
Wheelock College
Worcester Polytechnic Institute
Wittenberg University
Worcester Polytechnic Institute

HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

Activity	2006-2007 Student Participants*	2007-2008 Student Participants*	2008-2009 Student Participants*	2009-2010 Student Participants*	2010-2011 Student Participants*
Art Club	12	11	8	15	7
Coalition Community Service	27	66	56	63	108
Coffee House	24	7	14	3	N/A
Drama	70	64	38	50	41
Future Educators of America	25	13	21	14	10
French Club	-	25	7	22	23
Gay/Straight Alliance	7	10	15	13	15
Green Team	-	-	6	6	9
Habitat for Humanity	-	22	23	25	37
Key Club	20	n/a	32	26	22
Math League	17	20	20	13	17
Multi-Media Club	-	-	-	9	11
National Honor Society	68	82	48	35	40
Oceanography Club	-	10	10	15	10
PACTeens Club	-	-	-	16	22
Rowing club	-	13	37	35	54
Rugby Club	-	-	-	39	40
Scholars' Bowl	15	16	13	13	15
Speech & Debate Club	14	22	24	29	20
Strength & Conditioning Club	-	-	-	7	7
Student Council	33	33	29	31	31
Table Tennis Club	10	8	14	20	5
Ultimate Frisbee	-	-	-	-	15
Unified Sports	-	-	-	10	11

*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	2006-2007 954	2007-2008 906	2008-2009 902	2009-2010 892	2010-2011 895
Girls' Soccer	38	41	56	42	38
Boys' Soccer	32	31	48	40	40
Cheerleading	12	10	12	11	13
Girls' Field Hockey	52	50	53	65	49
Girls' XC Running	11	17	15	20	22
Boys' XC Running	18	23	17	19	27
Boys' Football	71	63	62	77	58
Fall Sports Sub - Total	**234**	**235**	**263**	**274**	**247**
Fall Participation	*25%*	*26%*	29%	31%	28%
Girls' Basketball	26	27	24	28	24
Girls' Gymnastics	14	12	19	17	17
Girls' Alpine Skiing	19	15	10	17	14
Girls' Nordic Skiing	3	7	10	10	9
Girls' Dance Team	18	22	17	19	14
Cheerleading	13	13	11	12	0
Girls' Snowboarding	8	9	7	6	7
Girls' Ice Hockey	17	18	16	16	15
Girls' Indoor Track	26	22	32	33	54
Boys' Basketball	30	35	31	38	35
Boys' Alpine Skiing	9	8	9	13	16
Boys' Nordic Skiing	7	7	6	3	5
Boys' Snowboarding	13	21	17	24	16
Boys' Ice Hockey	23	22	25	25	20
Boys' Indoor Track	27	24	29	34	48
Winter Sports Sub - Total	**253**	**262**	**263**	**295**	**294**
Winter Participation	*27%*	*29%*	29%	33%	33%
Softball	14	14	24	16	16
Girls' Track & Field	47	41	42	37	37
Girls' Lacrosse	43	35	38	42	42
Girls' Tennis	22	23	25	16	16
Girls' Golf	16	12	14	10	10
Baseball	28	33	36	32	32
Boys' Golf	23	15	19	13	13
Boys' Track & Field	47	39	26	27	27
Boys' Lacrosse	48	49	55	45	45
Boys' Tennis	17	14	14	17	17
Spring Sports Sub - Total	**305**	**275**	**293**	**255**	**255**
Spring Participation	*32%*	*30%*	*32%*	*29%*	*33%*

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 (BTC) and the Center for Technology in Essex (CTE) 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. In 2010-2011 South Burlington had 37 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	2006	2007	2008	2009	2010
Pursuing related post-secondary education	48%	49%	44%	55%	45%
Pursuing unrelated post-secondary education	9%	13%	9%	5%	4%
Employed in a related field	19%	13%	16%	7%	13%
Employed in an unrelated field	12%	16%	18%	9%	11%
Military service in a related field	0%	3%	2%	5%	3%
Military service in an unrelated field	1%	1%	1%	2%	1%
Unemployed but seeking employment	2%	0%	5%	5%	1%
Unemployed	0%	2%	1%	2%	3%
Still in high school	2%	1%	0%	1%	1%
No Data	8%	2%	5%	10%	17%

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	2006	2007	2008	2009	2010
Students who meet 90% of program competencies	93%	92%	83%	86%	90%
Programs that offer industry credentials or college credit	81%	100%	100%	100%	100%
Students who earn a transcript from post secondary schools	N/A	17%	18%	18.5%	17.5%
Students who complete program with industry credentials	N/A	50%	60%	62%	92%
Non-traditional student enrollment	10%	15%	17%	16.5%	14.5%
Graduates who enter employment or military	98%	87%	92%	90%	89%

District Awards & Achievements

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

10+ Years of Service

Margaret Adams (Guidance Registrar—SBHS)
Carl Backman (Math Teacher—SBHS)
Jacquelyn Bailey (Elementary Teacher—RMCS)
Shirlene Bouffard (Interventionist—FHTMS)
Barbara Carmichael (Interventionist—FHTMS)
Judith Gilmartin (Media Assistant—Orchard)
Raymond Hall (Custodian—FHTMS)
Jacob Kane (Information Technology—District)
Nancy Lines (Math Teacher—FHTMS)
Kristin Lowe (Paraeducator—RMCS)
Susan Luck (Principal—RMCS)
Theresa Mazza-Anthony (World Languages CAS—SBHS/FHTMS)
Brenda Nerber (Administrative Assistant—SBHS)
Katie Ransom (Elementary Teacher—RMCS)
Maryellen Schaefer (Language Arts CAS—SBHS)
Joyce Sheehey (Language Arts Teacher—SBHS)
Susan Spear (Staff Accountant –SBHS)
Jacqueline Stevenson (Administrative Assistant—SBHS)
Adele Strashnick (Guidance Registrar—FHTMS)
Karolyn Towne (Nurse—FHTMS)
Steven Walker (Information Technology—District)
Stuart Weiss (Director of Learning—District)

20 Years of Service

Laruen Bartlett (Science Teacher—FHTMS)
Patrick Bose (Physical Education Teacher—Orchard)
Kristin Kenlan (Mathematics Teacher—FHTMS)
Kimberly Kimball (Art Teacher—SBHS)
Paul Kolbenson (Custodian —RMCS)
Barbara Lawrence (Elementary Teacher—Orchard)
Dominick Marabella (Student Management Assistant—SBHS)
Michelle Price (Art Teacher—SBHS/FHTMS)
Stephanie Smith (Interventionist—Chamberlin)
Lynda Waltien (Elementary Teacher—Orchard)

30 Years of Service

Paul Allard (Transportation—District)
Debra Courtemanche (Transportation—District)
Susan Dattilio (Administrative Assistant—RMCS)
Patricia Mainer (Language Arts Teacher—FHTMS)

Dominick Marabella Support Staff Award

Tara Gauding (Paraeducator —FHTMS)

SBSD Outstanding Teacher Award

Steven Barner (Technology Education CAS—SBHS)
Suzanne McKegney (Elementary Teacher—Chamberlin)

Tara Gauding

Suzanne McKegney

Steve Barner