



South Burlington
School District
Annual Report
Card
2013

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

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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,

Student assessment results in South Burlington 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.**

We are continuing to develop indicators being used to ensure we are able to provide the best possible education. Our goal is to prepare our students 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



The Global Ends Statement, of the South Burlington School Board, states that, “Students successfully complete their education from South Burlington School District demonstrating readiness for their next step. To be ready, they will show competence appropriate to grade and developmental capacity. We envision all graduates are ready for college, career, or individually determined next steps.” Educational programs work towards the Ends to achieve these outcomes for all students. One of the focus areas of personal development over the last few years has been the Wellness and Resilience Program that teaches students and teachers mindfulness and stress reduction. We have also worked on programs to increase student engagement, such as Project-Based Learning at FHTMS, which is critical for developing a disposition for life-long learning. Programs like Big Picture at SBHS, Humanities and at least Algebra I

for all grade 9 students, and American Studies for grade 10 students, are steps that are being taken to provide better outcomes for our students. The New England Common Assessment results, found on these pages, are one measure of academic proficiency used by our District to assess student learning.

Stuart Weiss
Director of Learning

ENROLLMENTS

INDIVIDUAL SCHOOL TOTALS (as of 10/01/12)

Early Essential Education	22
Rick Marcotte Central School	337
Orchard School	370
Chamberlin School	245
Frederick H. Tuttle Middle School	531
South Burlington High School*	859

Total Enrollments: 2,364

**Includes Tuition and School Choice Students*



Years	Tuition Students
2012-2013	98
2011-2012	88
2010-2011	136
2009-2010	110
2008-2009	124



South Burlington High School
"Building a Proud Tradition"

**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.*

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	15
Orchard	17
FHTMS *	21.59
SBHS *	22.71

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 2011-2012 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	6.78%	0%
Orchard School	0.00%	0%
Rick Marcotte Central School	0.00%	0%
So. Burlington High School	0.80%	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 2011-2012 we continued to operate at our increased enrollment of 59 children a day at each of the schools. We enrolled a total of 234 students in the program (80 at Orchard, 71 at Chamberlin, and 83 at Rick Marcotte Central). These figures include children who are enrolled full-time as well as part-time. There were 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.

School's Out Central was awarded 2 STARS through the Step Ahead Recognition System. Our program directors at the other sites will continue the process of applying for state recognition. 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.

School's Out received a grant from the Child Development Division in the amount of \$12,000 to startup an after-school program for the 2012/2013 school year.

STUDENT SUPPORT SERVICES

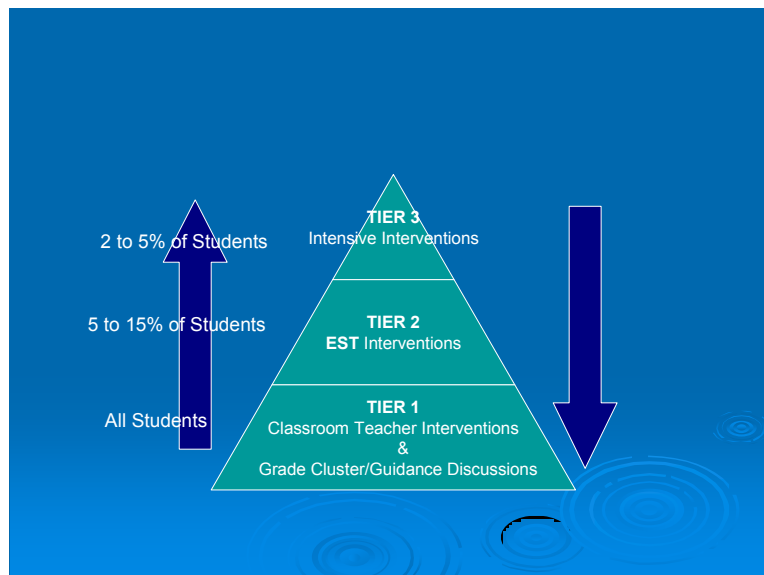
ENROLLMENTS AND SPECIAL PROGRAMS

Year	Total Students Enrolled	Special Education Child Count*	Section 504**	English Language Learners	Total In Programs	% of SBSB Students Receiving Services
2012-2013	2351	262	107	141	510	21.7%
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%

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

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

The District's number of students in special education has remained stable since last year. We continue to review and examine service delivery models in each school. Recently instituting a "student independence" process to work with teams in developing the independence of all students, moving them away from unnecessary adult supports. 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 176 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 22 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 151 to 141 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 second year of the District's 1:1 Program, an innovative program in which each student in grades 7 - 10 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. 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 prepare them for teaching in a 1:1 environment.

Our second year of 1:1 computing was a great success. 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

- ◆ Writing Prompt (Gr. K-5)
January
- ◆ Gates-MacGinitie Reading Test (Gr. 3-9)
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
- ◆ American College Test (High School)
Throughout the School Year
- ◆ American College Test/PLAN (Gr. 10)
October
- ◆ Quality Core English (Gr. 9)

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 (High School)
Throughout the School Year
- ◆ American College Test/PLAN (Gr. 10)
October

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

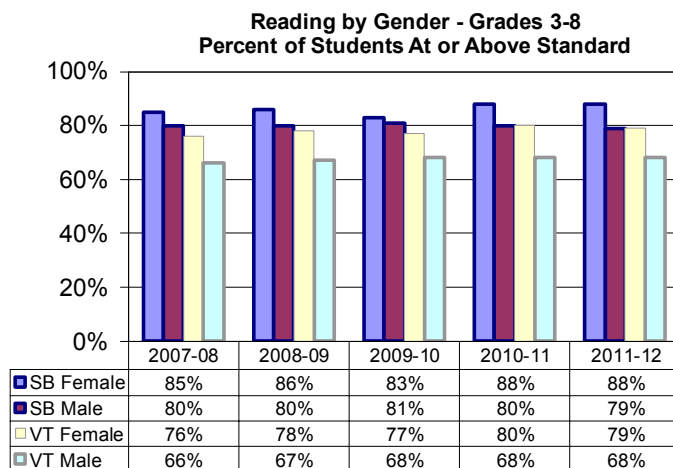
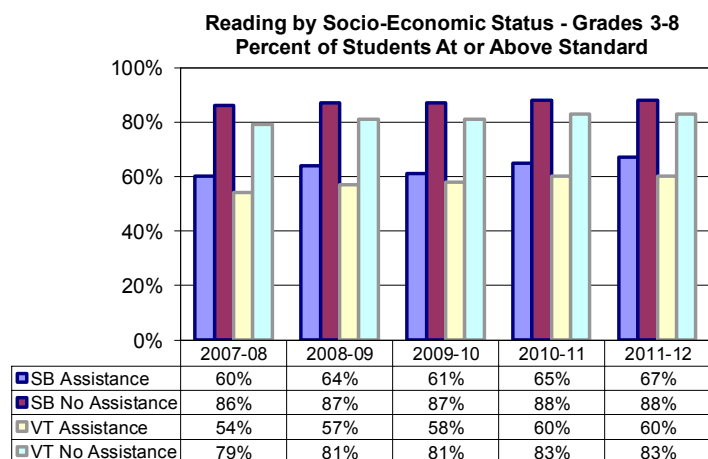
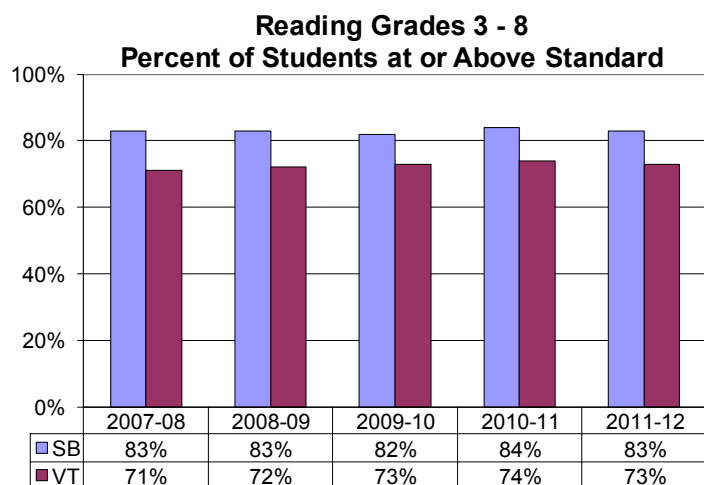
ASSESSMENTS—STATE

New England Common Assessment (NECAP) Grades 3-8 Results Fall 2012

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 2012 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 2011-12 because that is the year of knowledge that was tested in the fall of 2012. 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 eight 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.



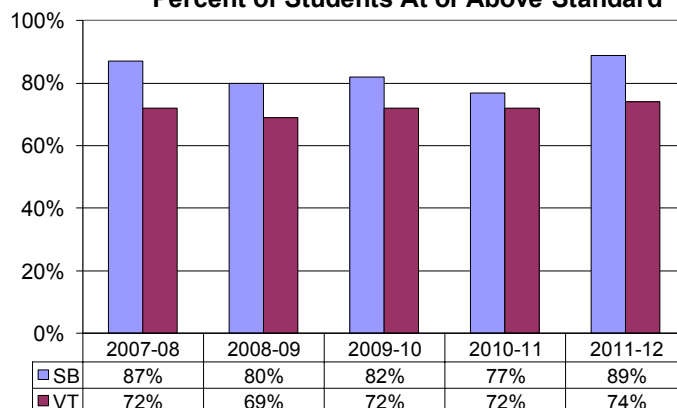
ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—READING GRADE 11

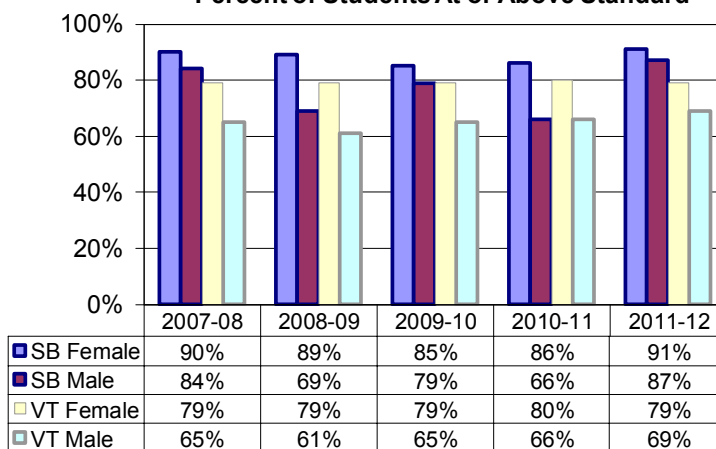
READING—The South Burlington High School New England Common Assessment Program (NECAP) results in Reading remain above state averages. We had an increase in overall results as compared to last year. Keep in mind that new items are selected for the assessment each year. In addition, we are not assessing 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.



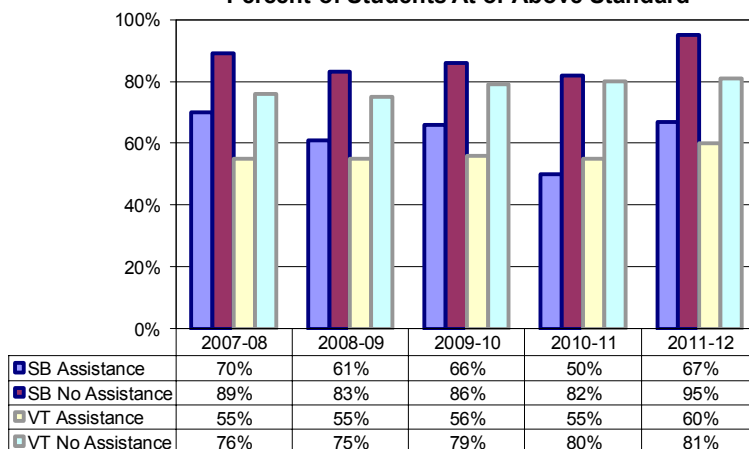
Reading Grade 11
Percent of Students At or Above Standard



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



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

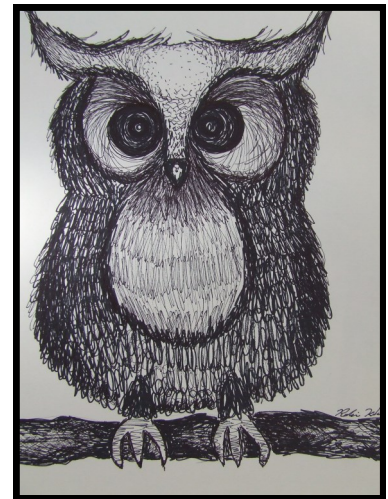
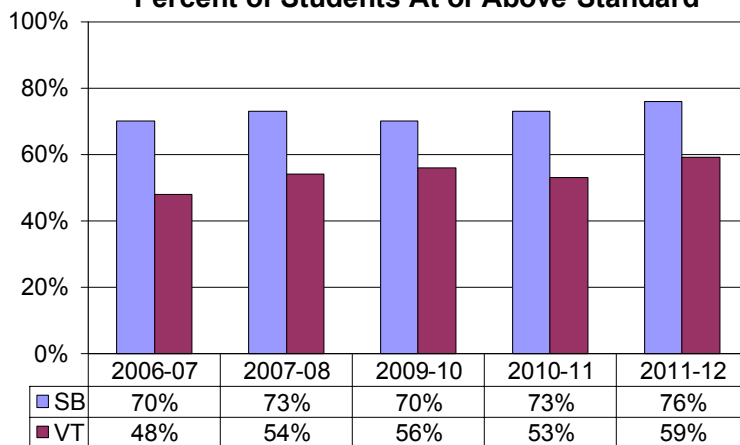


ASSESSMENTS—STATE

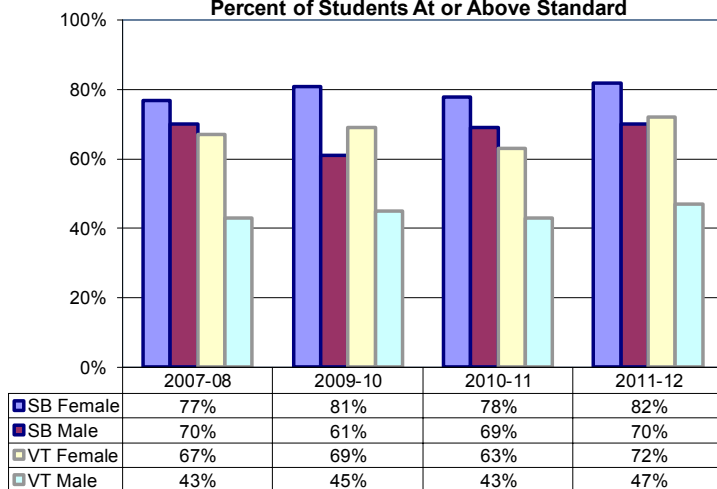
WRITING— As you examine the charts for Grade 5 and 8 results you will notice that there is no data for 2008-09. We did not receive results from the Grade 5 and 8 test that year as the state was piloting new items.

Our results continue to be well above the state average. Providing practice tasks to 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.

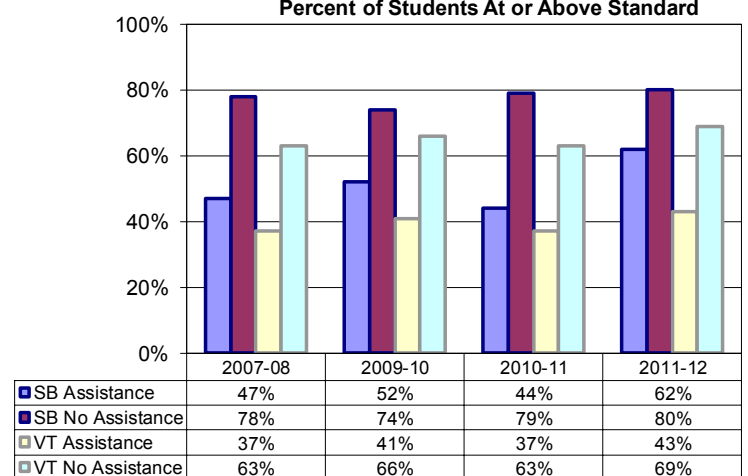
**Writing Grades 5 and 8
Percent of Students At or Above Standard**



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



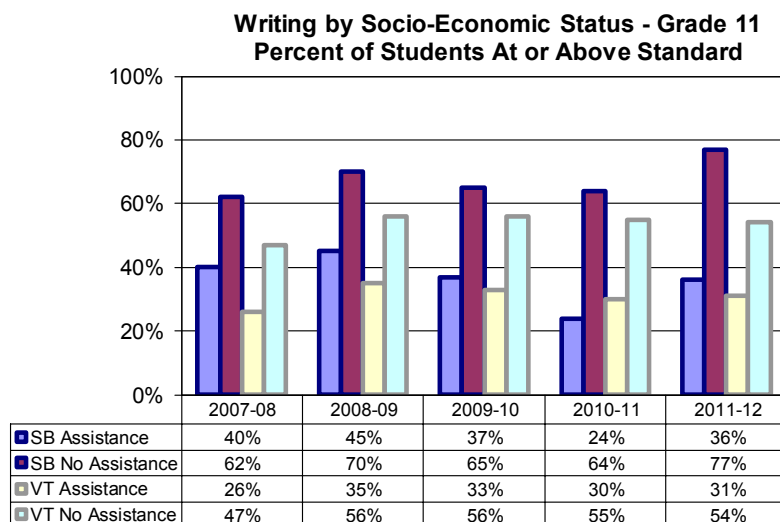
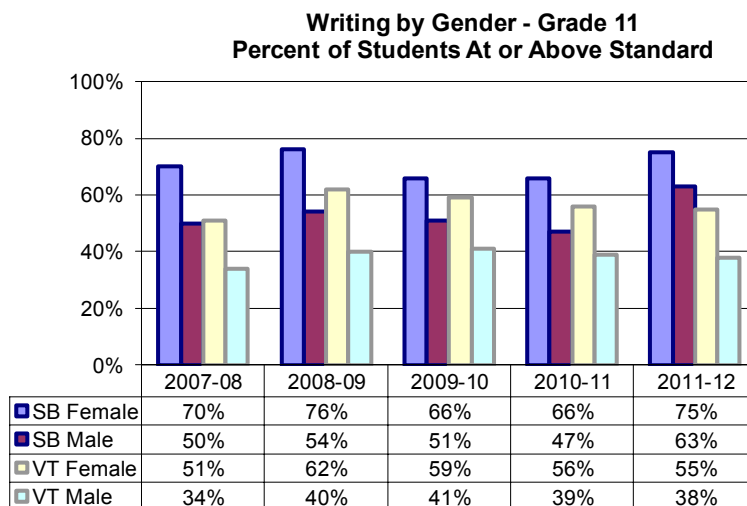
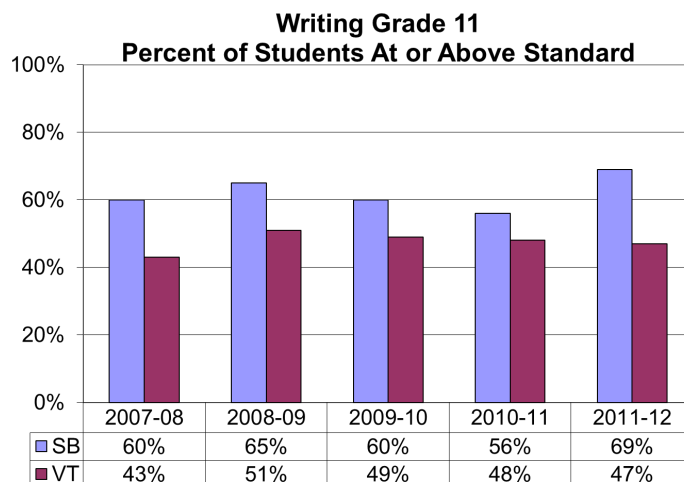
**Writing by Socio-Economic Status - Grades 5 and 8
Percent of Students At or Above Standard**



ASSESSMENTS—STATE

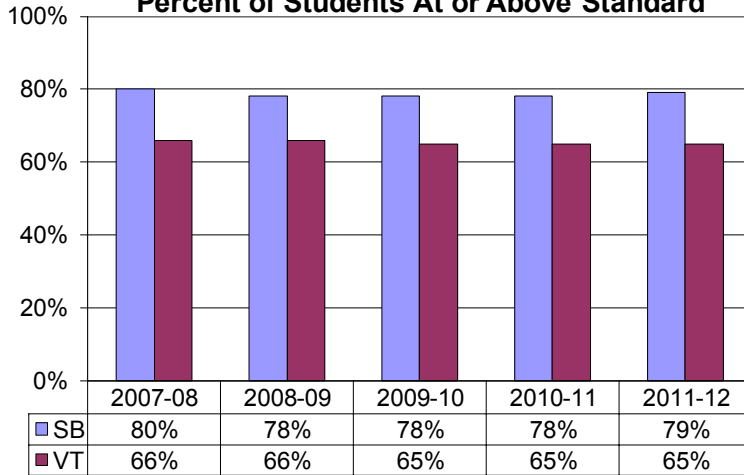
SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11

WRITING—In Grade 11, after a dip last year, our scores improved this year. 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.

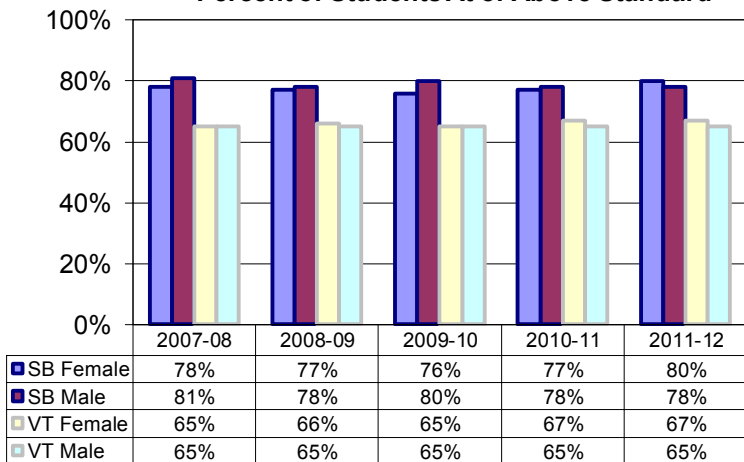


ASSESSMENTS—STATE

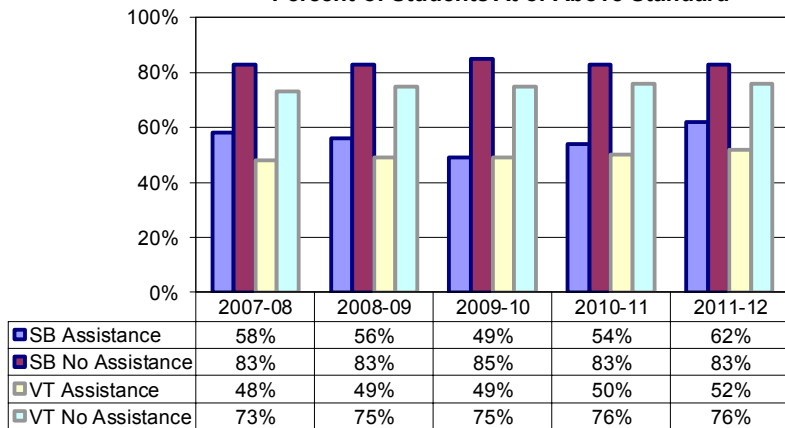
Mathematics Grades 3-8
Percent of Students At or Above Standard



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



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



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

When reviewing student performance results in mathematics, there 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.

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

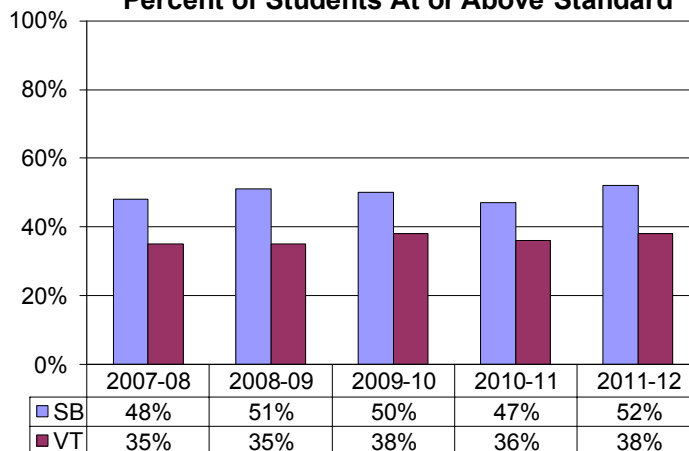


ASSESSMENTS—STATE

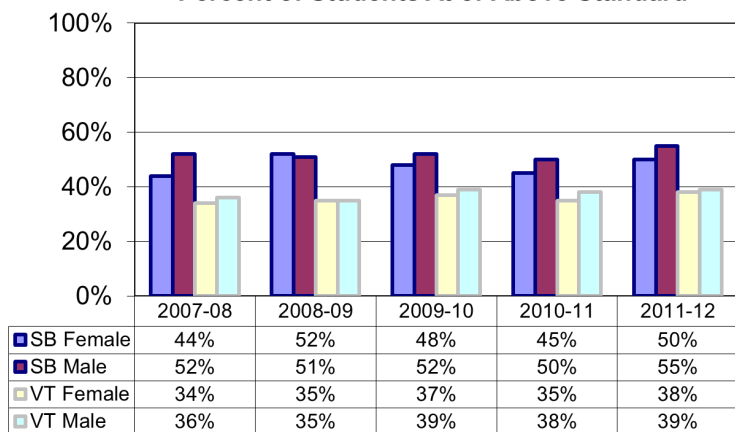
SOUTH BURLINGTON HIGH SCHOOL—MATHEMATICS GRADE 11

MATHEMATICS—At the high school level, our overall mathematics performance is above state average. When we analyze the results by gender, our male students perform slightly better than females, but the female results have improved since the NECAPs were first administrated. Our students in poverty results increased 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 took at least Algebra I.

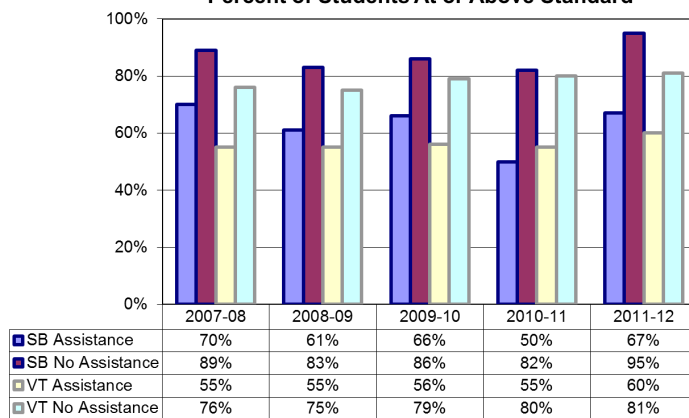
Mathematics Grade 11
Percent of Students At or Above Standard



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



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

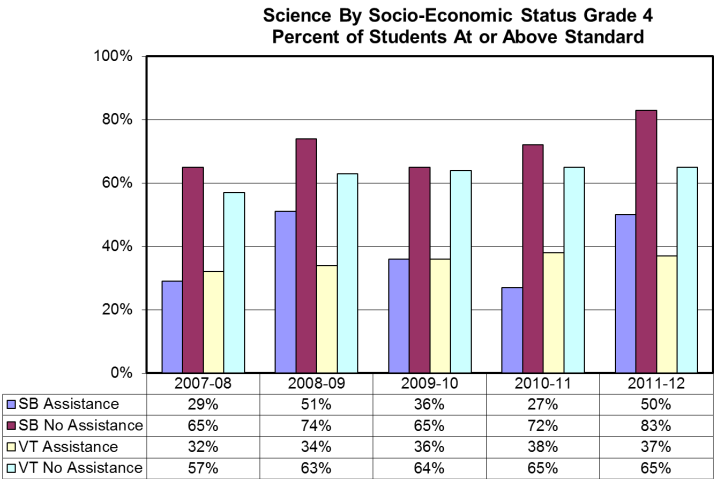
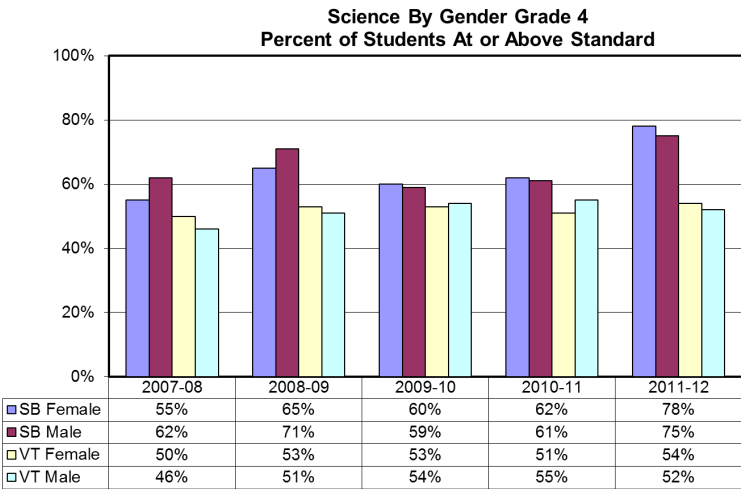
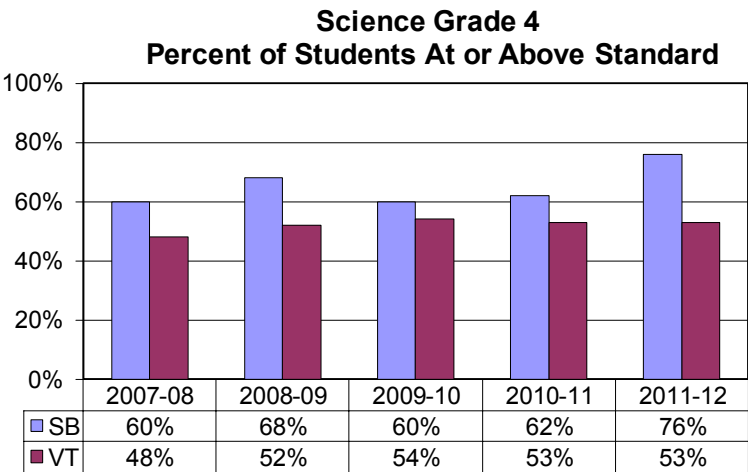


ASSESSMENTS—STATE

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. Last year the elementary schools added an inquiry task at each grade level as we work to improve results.

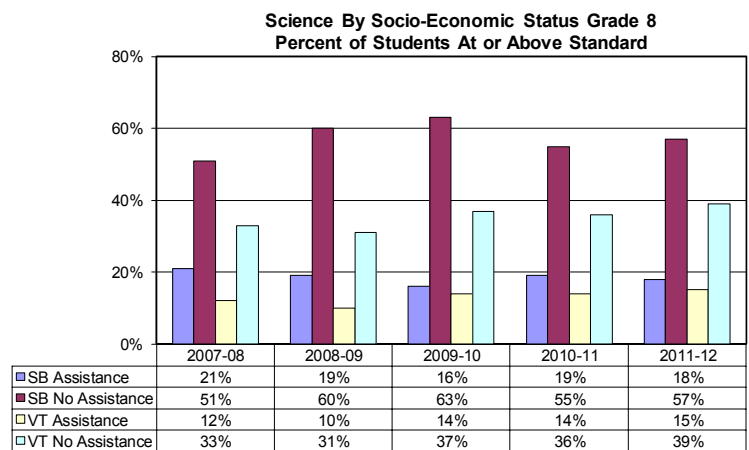
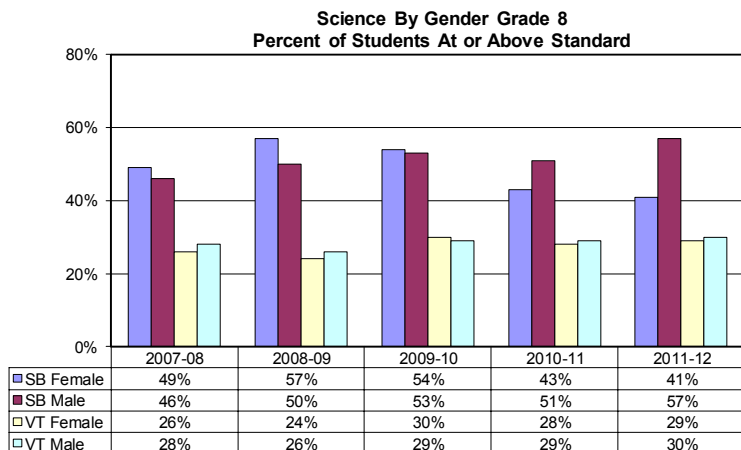
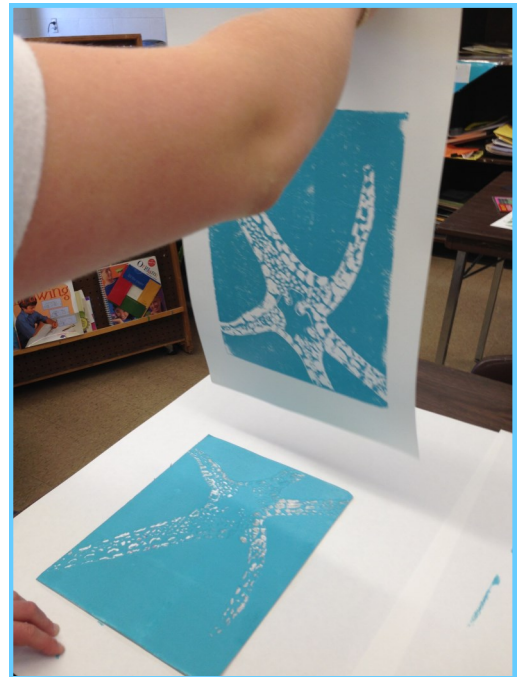
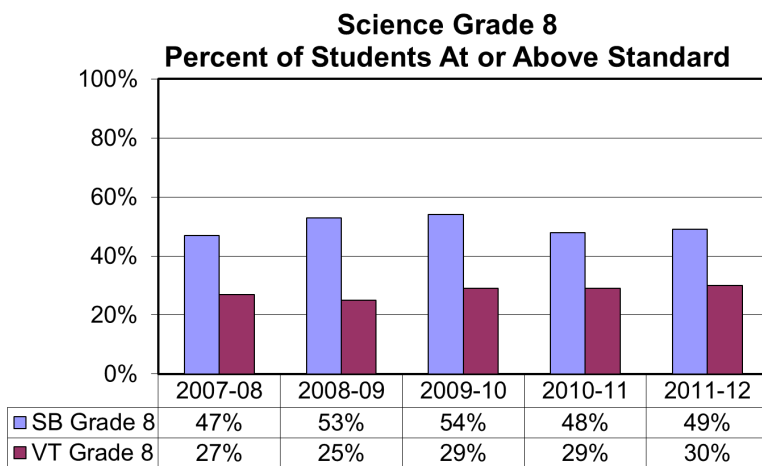
GRADE 4



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.

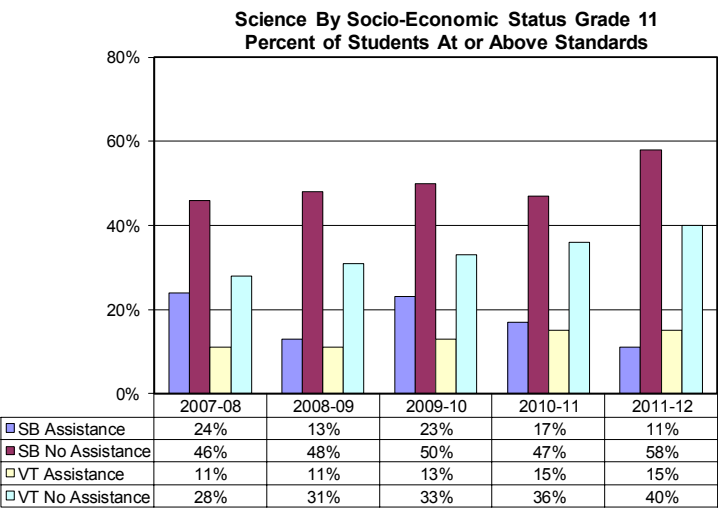
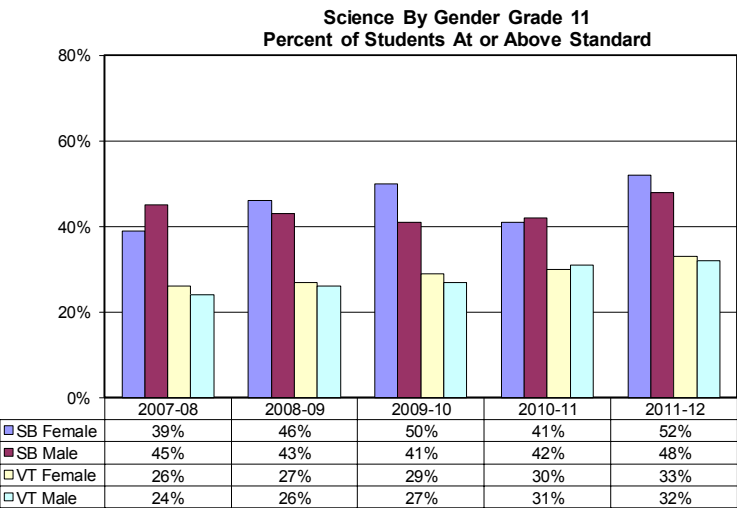
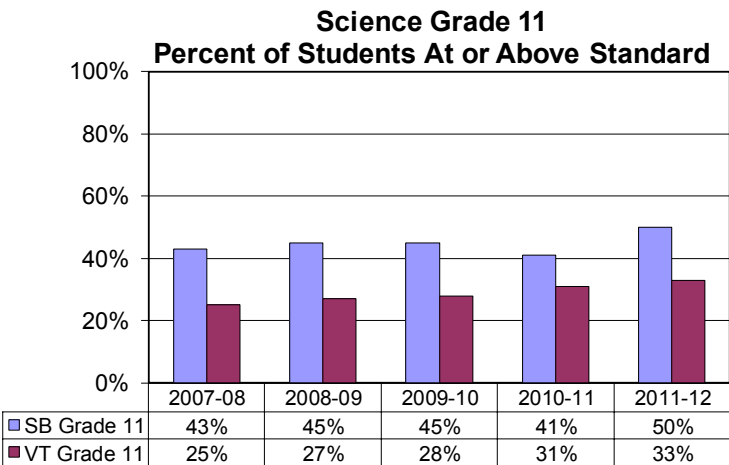
GRADE 8



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. Three years ago we revamped the ninth grade science curriculum, in part, based on the NECAP results. Two years ago we worked on chemistry and last 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



ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2011-12

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
218	175	80%

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
80%	2011-2012	540	519	496	553	523	514	533	505	488
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

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	542	516	488	540	506	490	541	510	486
Male	537	523	495	571	541	524	523	496	474

ASSESSMENTS—NATIONAL

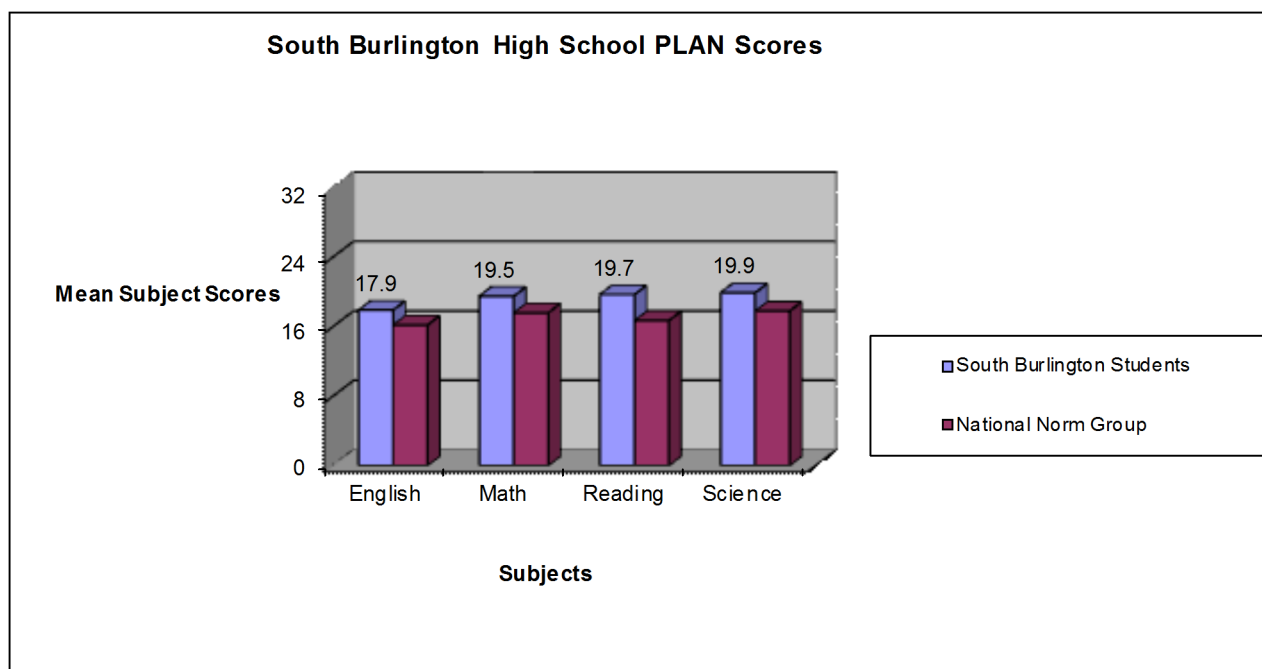
PLAN® — Fall 2011

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>.

PLAN® English Scores It is desirable to have students in the 1-13 and 14-16 score range **LOWER** than the national average.

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 2011-12

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
2011-2012	113	2009	1,666,017	83	78	67	70	66	46
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

YEAR	Reading			Science Reason			Composite		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2011-2012	76	66	52	58	43	31	24.3	23.0	21.1
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



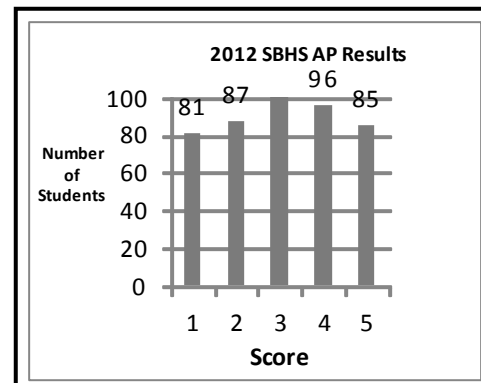
TIE Spain 2013



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.



2012 Advanced Placement Test Results (477 Tests Taken by 239 Students)								
Subject/Score	5	4	3	2	1	Total	3 or Better	Mean Score
Biology	6	4	11	11	10	42	50%	2.64
Calculus AB	7	13	14	6	4	44	77%	3.30
Chemistry	8	9	6	2	3	28	82%	3.61
Computer Science A	-	-	-	-	-	-	50%	2.50
English Language	17	13	8	3	0	41	93%	4.07
English Literature	5	12	24	20	2	63	65%	2.97
Environ. Science	2	7	10	15	26	60	32%	2.07
European History	5	6	17	2	3	33	85%	3.24
French Language	5	5	3	2	0	15	87%	3.87
Physics B	2	5	8	4	1	20	75%	3.15
Psychology	16	12	12	12	12	64	63%	3.13
Spanish Language	1	1	2	0	6	10	40%	2.10
US Gov't & Politics	10	8	10	10	11	49	57%	2.92
Total	85	96	126	87	81	475	Overall Mean 3.04	
Percent of Total	18%	20%	27%	18%	17%	100%		

HIGH SCHOOL DATA

GRADUATION RATE

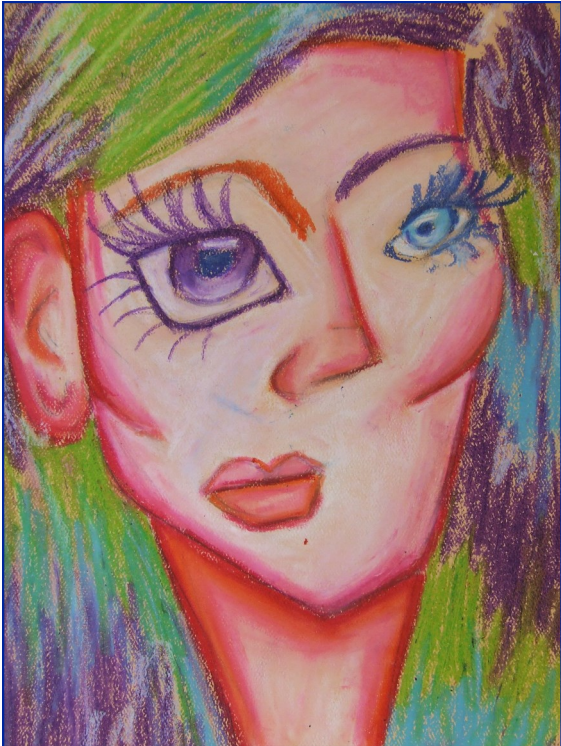
The Vermont State Department of Education defines the graduation rate as the number of students who graduated divided by the senior census count on October 1.

Year	Oct. 1 Census	Number Graduated	Graduation Rate
2011-2012	231	212	92%
2010-2011	242	231	95.5%
2009-2010	224	220	99%
2008-2009	229	218	95%
2007-2008	222	231	93%

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
2011-2012	.04%	N/A
2010-2011	.78%	2.55%
2009-2010	1.0%	2.69%
2008-2009	1.0%	2.9%
2007-2008	1.5%	3.2%



HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

	2007	2008	2009	2010	2011	2012
Total	71%	68%	72%	75%	76%	78%

STUDENTS FROM THE CLASS OF 2012 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Albany College of Pharmacy
American University
Arcadia University
Arizona State University
Art Institute of Boston at Lesley University
Bard College
Becker College
Bentley University
Berklee College of Maine
Binghamton University
Boston College
Boston University
Brandeis University
Bridgewater College
Bridgewater State University
Bryant University
Burlington College
Butler University
Calvin College
Carleton University
Castleton State College
Champlain College
Clark University
Clarkson University
Coastal Carolina University
Colby College
Colby-Sawyer College
Colgate University
College of Charleston
College of William and Mary
Colorado State University
Columbia University
Community College of Vermont
Concordia University
Connecticut College
Cornell University
Dartmouth College
Delaware College of Art & Design
Drexel University
East Carolina University
Eckerd College
Elon University
Endicott College
Fisher College
Florida Atlantic University
Florida State University
Fordham University
Franklin Pierce University
Furman University
George Mason University
Georgetown University
George Washington University
Georgia Southern University
Gettysburg College
Gordon College
Goucher College
Hamilton College
Hartwick College
Harvard University

Herkimer County Community College
Hobart & William Smith Colleges
Hofstra University
Houghton College
Iona College
Iowa State University
Ithaca College
James Madison University
Johnson State College
Keene State College
Kutztown University
Lasell College
Liberty University
Loyola University, Maryland
Lyndon State College
Macalester College
Mannes College of Maine
Maryland Institute College of Art
Massachusetts College of Art & Design
Massachusetts College of Liberal Arts
Massachusetts College of Pharmacy & Health Sciences
Massachusetts Institute of Technology
Merrimack College
Miami University, Oxford
Michigan State University
Middlebury College
Montana State University, Bozeman
Moravian College
Mount Holyoke College
Mount Ida College
National University of Ireland, Galway
New College of Florida
New York University
Northeastern University
Norwich University
Occidental College
Ohio State University
Ohio Wesleyan University
Pace University
Parsons The New School for Design
Pennsylvania State University
Pitzer College
Plymouth State University
Pratt Institute
Quinnipiac University
Radford University
Rensselaer Polytechnic Institute
Rider University
Roanoke College
Rochester Institute of Technology
Roger Williams University
Rollins College
Sacred Heart University
Saint Michael's College
Salve Regina University
San Jose State University
School of Visual Arts
Siena College
Simmons College
Skidmore College

Southern New Hampshire University
Springfield College
St. Lawrence University
SUNY Albany
SUNY Ithaca
SUNY Potsdam
Stonehill College
Stony Brook University
Suffolk University
Swarthmore College
Syracuse University
Temple University
Towson University
Tufts University
Union College
United States Coast Guard Academy
University of Alabama
University of Colorado at Boulder
University of Connecticut
University of Delaware
University of Denver
University of Hartford
University of Illinois at Urbana-Champaign
University of Iowa
University of Maine
University of Maine, Augusta
University of Mary Washington
University of Massachusetts, Boston
University of Massachusetts, Dartmouth
University of Miami
University of Michigan
University of Montana, Missoula
University of New England
University of New Hampshire
University of North Carolina, Charlotte
University of North Carolina, Greensboro
University of North Florida
University of Oregon
University of Ottawa
University of Pennsylvania
University of Rhode Island
University of Richmond
University of South Florida, Tampa
University of Southern California
University of Southern Maine
University of Texas, Dallas
University of Toronto
University of Vermont
University of Wisconsin, Madison
Ursinus College
Utica College
Vermont Technical College
Villanova University
Wagner College
Washington College
Wentworth Institute of Technology
West Virginia University
Western New England University
Westminster College
Wheaton College, MA
Wheelock College
Xavier University
York College of Pennsylvania
York University

HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

Activity	2007-2008 Student Participants*	2008-2009 Student Participants*	2009-2010 Student Participants*	2010-2011 Student Participants*	2011-2012 Student Participants*
Art Club	11	8	15	7	28
Coalition Community Service	66	56	63	108	136
Coffee House	7	14	3	-	-
Drama	64	38	50	41	42
Future Educators of America	13	21	14	10	7
French Club	25	7	22	23	12
Gay/Straight Alliance	10	15	13	15	8
Green Team	-	6	6	9	8
Habitat for Humanity	22	23	25	37	28
Key Club	n/a	32	26	22	71
Math League	20	20	13	17	19
Multi-Media Club	-	-	9	11	7
National Honor Society	82	48	35	40	43
Oceanography Club	10	10	15	10	9
PACTeens Club	-	-	16	22	54
Rowing club	13	37	35	54	50
Rugby Club	-	-	39	40	25
Scholars' Bowl	16	13	13	15	20
Speech & Debate Club	22	24	29	20	18
Strength & Conditioning Club	-	-	7	7	8
Student Council	33	29	31	31	31
Table Tennis Club	8	14	20	5	-
Ultimate Frisbee	-	-	-	15	24
Unified Sports	-	-	10	11	6

*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	2007-2008 906	2008-2009 902	2009-2010 892	2010-2011 895	2011-2012 870
Girls' Soccer	41	56	42	38	36
Boys' Soccer	31	48	40	40	56
Cheerleading	10	12	11	13	9
Girls' Field Hockey	50	53	65	49	50
Girls' XC Running	17	15	20	22	26
Boys' XC Running	23	17	19	27	26
Boys' Football	63	62	77	58	54
Fall Sports Sub - Total	235	263	274	247	257
<i>Fall Participation</i>	26%	29%	31%	28%	30%
Girls' Basketball	27	24	28	24	25
Girls' Gymnastics	12	19	17	17	19
Girls' Alpine Skiing	15	10	17	14	15
Girls' Nordic Skiing	7	10	10	9	6
Girls' Dance Team	22	17	19	14	27
Cheerleading	13	11	12	0	7
Girls' Snowboarding	9	7	6	7	7
Girls' Ice Hockey	18	16	16	15	16
Girls' Indoor Track	22	32	33	54	51
Boys' Basketball	35	31	38	35	36
Boys' Alpine Skiing	8	9	13	16	19
Boys' Nordic Skiing	7	6	3	5	7
Boys' Snowboarding	21	17	24	16	18
Boys' Ice Hockey	22	25	25	20	22
Boys' Indoor Track	24	29	34	48	52
Winter Sports Sub - Total	262	263	295	294	327
<i>Winter Participation</i>	29%	29%	33%	33%	38%
Softball	14	24	16	16	13
Girls' Track & Field	41	42	37	37	37
Girls' Lacrosse	35	38	42	42	46
Girls' Tennis	23	25	16	16	34
Girls' Golf	12	14	10	10	15
Baseball	33	36	32	32	36
Boys' Golf	15	19	13	13	10
Boys' Track & Field	39	26	27	27	44
Boys' Lacrosse	49	55	45	45	59
Boys' Tennis	14	14	17	17	15
Spring Sports Sub - Total	275	293	255	255	309
<i>Spring Participation</i>	30%	32%	29%	33%	36%

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 2011-2012 South Burlington had 26 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	2007	2008	2009	2010	2011
Pursuing related post-secondary education	49%	44%	55%	45%	55%
Pursuing unrelated post-secondary education	13%	9%	5%	4%	6%
Employed in a related field	13%	16%	7%	13%	9%
Employed in an unrelated field	16%	18%	9%	11%	18%
Military service in a related field	3%	2%	5%	3%	1%
Military service in an unrelated field	1%	1%	2%	1%	1%
Unemployed but seeking employment	0%	5%	5%	1%	4%
Unemployed	2%	1%	2%	3%	1%
Still in high school	1%	0%	1%	1%	0%
No Data	2%	5%	10%	17%	5%

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

GRADUATE PLACEMENT Center for Technology - Essex

Performance Indicator	2007	2008	2009	2010	2011
Students who meet 90% of program competencies	92%	83%	86%	90%	92%
Programs that offer industry credentials or college credit	100%	100%	100%	100%	100%
Students who earn a transcript from post secondary schools	17%	18%	18.5%	17.5%	19.8%
Students who complete program with industry credentials	50%	60%	62%	92%	69%
Non-traditional student enrollment	15%	17%	16.5%	14.5%	12%
Graduates who enter employment or military	87%	92%	90%	89%	87%

DISTRICT AWARDS & ACHIEVEMENTS

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

10 Years of Service

Sharon Blow (Paraeducator—SBHS)
Judy Bradbury (Special Educator—FHTMS)
Les Burdzy (Custodian—Orchard)
Lynn Kynoch (Administrative Assistant—SBHS)
Leigh Lamphere (Schools Out Director—District)
Diane Lampman (Head Custodian—Chamberlin)
Ryan Navin (Social Studies Teacher—SBHS)
Deb Pyle (Administrative Assistant—FHTMS)
Kelly Quinn (Paraeducator—Orchard)
Nikki St. Mary (Guidance Counselor—SBHS)
Carolyn Sala (Paraeducator—Orchard)
Jim Shields (Big Picture Teacher—SBHS)
Gwen Schuppe (Media Center Assistant—RMCS)
Paul Wales (Custodian—RMCS)
Chadde Wolf (Physical/Health Education Teacher—FHTMS)
Lee Wrigley (Bus Driver—District)

20 Years of Service

Steve Barner (CAS, Technology—SBHS)
Paula Draper (Paraeducator—FHTMS)
David Grippo (Music Teacher—FHTMS/SBHS)
Anne McKenzie (Paraeducator—RMCS)
Pamela Van de Graaf (Elementary Teacher – Chamberlin)
Donna Sullivan-MacDonald (Library/Media Specialist—Orchard)
Carol Wheeler (Guidance Counselor—RMCS)
Greg Wolf (Science Teacher—FHTMS)

35 Years of Service

Curtis Belton (Science Teacher—SBHS)
William Brakeley (Elementary Teacher—RMCS)
David Lapointe (Science Teacher—FHTMS)

40 Years of Service

Kris Larson (Library/Media Specials—RMCS)

Dominick Marabella Support Staff Award

Bill Wisell (District)

SBSD Outstanding Teacher Award

Jody Smith (Elementary Teacher—RMCS)
Amelia Lutz (Science Teacher—FHTMS)

Theodore Manazir South Burlington School Board Award

Dean Melen (Guidance Counselor—Chamberlin)



Bill Wisell and Dominick Marabella