



South Burlington School District

Annual Report Card

2014



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.”

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TABLE OF CONTENTS

<i>Mission Statement</i>	2
<i>Enrollments</i>	4
<i>Professional Qualifications</i>	5
<i>Individual Program Updates</i>	6-9
<i>Assessment Data</i>	10-23
<i>Adequate Yearly Progress (AYP)</i>	19
<i>High School Data</i>	24-28
<i>District Awards & Achievements</i>	29

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.



ENROLLMENTS

INDIVIDUAL SCHOOL TOTALS (as of 10/01/13)

Early Essential Education	38
Rick Marcotte Central School	367
Orchard School	355
Chamberlin School	238
Frederick H. Tuttle Middle School	562
South Burlington High School*	853

Total Enrollments: **2,413**

**Includes Tuition and School Choice Students*



Years	Tuition Students
2013-2014	97
2012-2013	98
2011-2012	88
2010-2011	136
2009-2010	110



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	19.42
Chamberlin	18.36
Orchard	18.85
FHTMS *	22.84
SBHS *	20.59

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 2012-2013 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	7.63%	0%
Orchard School	0.00%	0%
Rick Marcotte Central School	0.00%	0%
So. Burlington High School	0.00%	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 2013-2014, we increased enrollment from 65 to 75 children per day at each of the schools. We enrolled a total of 274 students in the program (92 at Orchard, 84 at Chamberlin, 17 at Tuttle and 81 at Rick Marcotte Central). These figures include children who are enrolled full-time as well as part-time. There are never more than 75 children on-site at any given time.

The program focused heavily on enrichment, community outreach, field trips and learning opportunities for the children. A new curriculum component was introduced this year entitled "FUSE (Fun and Unique School's Out Experiences)". FUSE workshops allowed students the opportunity to immerse themselves in a week long curriculum that focused on a central theme (i.e. dance, archeology, weather, cartooning) and learning new skills.



The School's Out website can be found at <http://www.sbschoolsout.com> 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

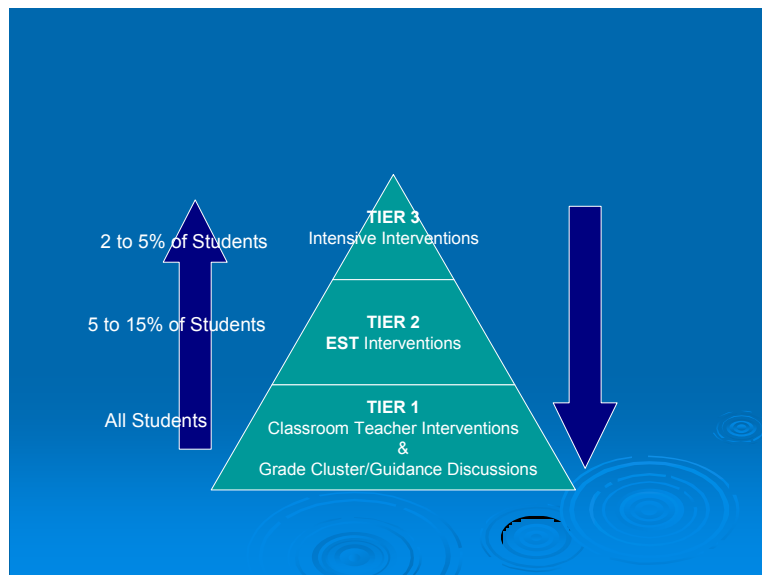
ENROLLMENTS AND SPECIAL PROGRAMS

Year	Total Students Enrolled	Special Education Child Count*	Section 504**	English Language Learners	Total In Programs	% of SBSB Students Receiving Services
2013-2014	2413	284	109	165	558	23.1%
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%

***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 since last year. Annually we 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 38 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 has increased, with a significant increase at the elementary level. Growth is expected to continue at every level as we enroll students from Bhutan, Somalia, Iraq and China.

We are collaborating with UVM on researching co-teaching in our high school biology class. This class is made up of 1/3 ELL students and is seen as a model of inclusion and success for all students. We provide homework club for students during the school year and extended school services during the summer. Summer services include our new partnership with South Burlington Parks and Recreation for students in grades K-5, our district run middle level summer school program, and individual tutoring of some high school students.

INFORMATION TECHNOLOGY EDUCATION



This year marks the third year of SBSD's 1:1 Program, an innovative program in which each student in grades 7 - 11 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 *2012-2015 Vermont State Educational Technology 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 are well-equipped with a variety of software including Microsoft Office Professional, the Adobe Digital School Collection, and a variety of free tools. Students utilize the software for learning experiences which integrate communication; collaboration; data collection, organization, and analysis; critical thinking and problem solving; and creativity skills. Students routinely use their computers to write and edit documents, conduct Internet research, collect and analyze data, create presentations, explore geography with interactive maps, create original music and videos, explore science simulations, communicate and collaborate with their teachers and their peers, and more. Teachers are able to provide a wide variety of learning opportunities that are tailored to individual learners.

Our third year of 1:1 computing has been a great success. As teachers and students become more skilled at using the laptops to enrich and enhance learning, we have seen ever more effective use of these powerful learning tools. Teachers continue to engage in ongoing professional development to continue transforming learning opportunities which maximize use of the laptops. More information on the 1:1 program is available through the One-to-One Program link on the Parents menu at the top of the SBSD home page, www.sbschools.net.



Complementary to the 1:1 program is EDU 2.0, our online learning management system. This year marks the second year of implementation of EDU 2.0 as an online component to classrooms for learning activities, resources, and grades. Students at FHTMS and SBHS use EDU 2.0 daily to engage in online learning.

While the 1:1 program has been a focal point for much of our efforts the past few years, 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 online 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

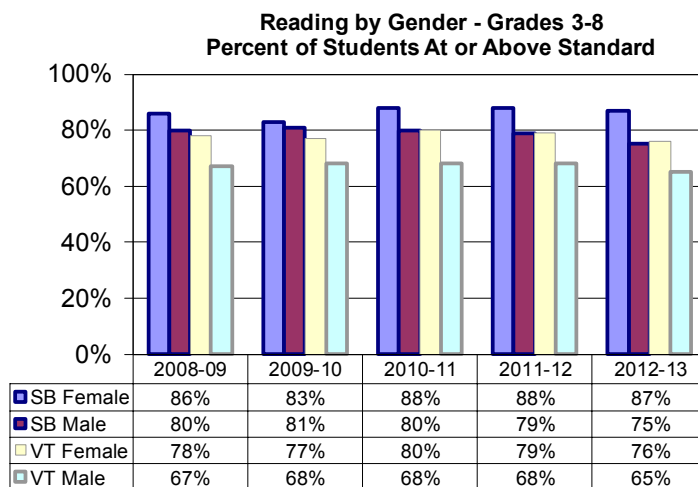
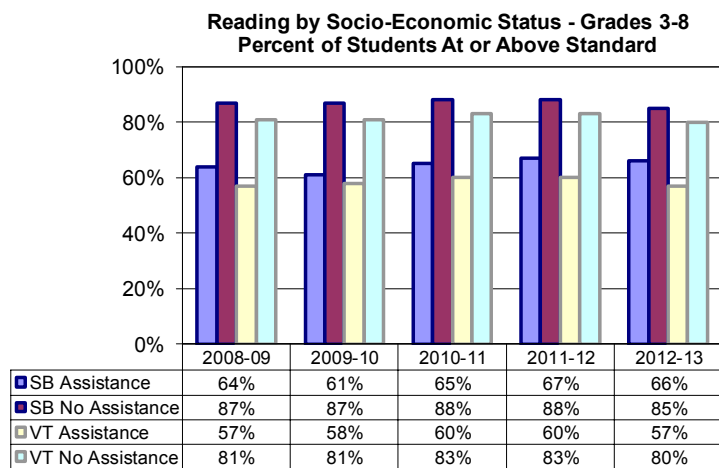
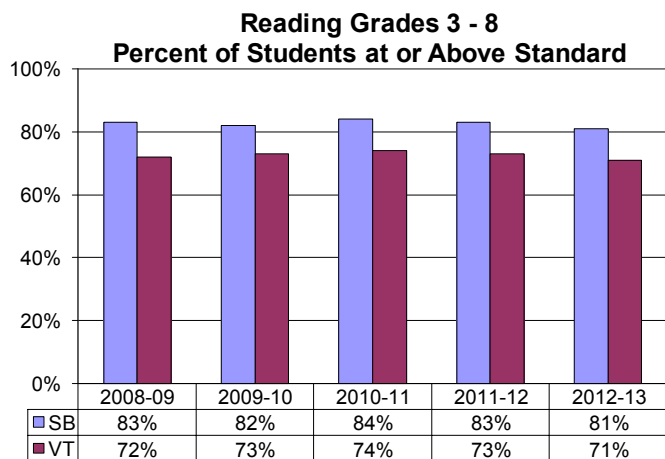
ASSESSMENTS—STATE

New England Common Assessment (NECAP) Grades 3-8 Results Fall 2013

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 2013 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 2012-13 because that is the year of knowledge that was tested in the fall of 2013. 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 nine 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.



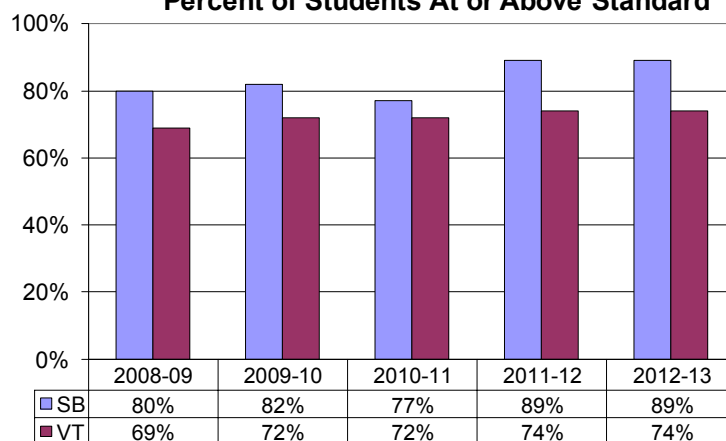
ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—READING GRADE 11

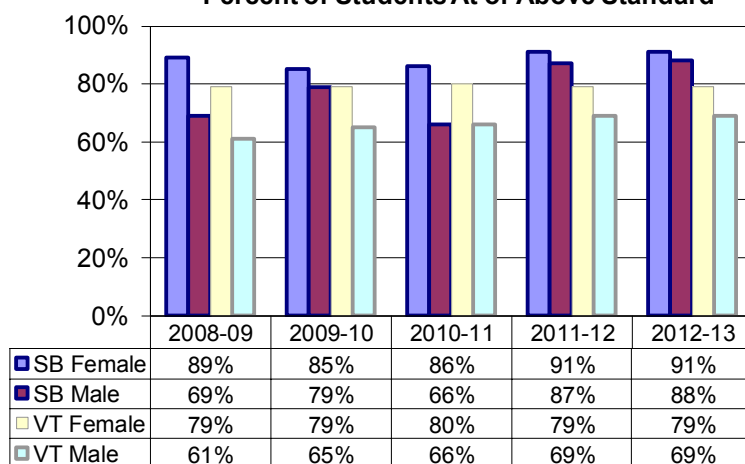
READING—The South Burlington High School New England Common Assessment Program (NECAP) results in Reading remain above state averages. Our overall results remained constant as compared to last year. Keep in mind that new items are selected for the assessment each year. In addition, we are not assessing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



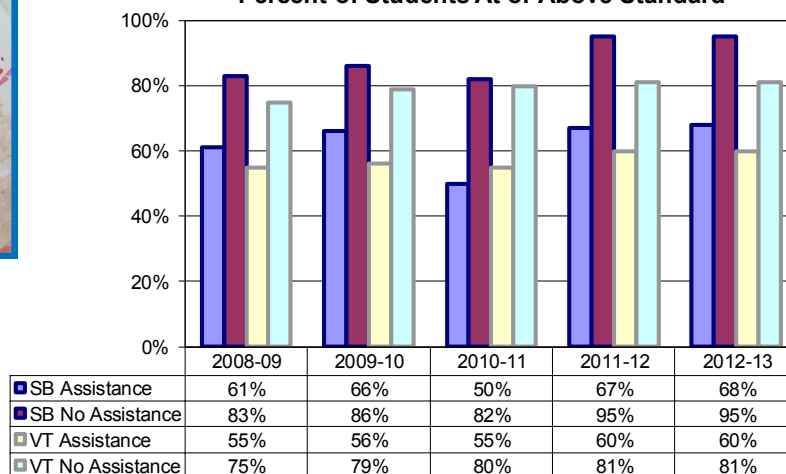
Reading Grade 11
Percent of Students At or Above Standard



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

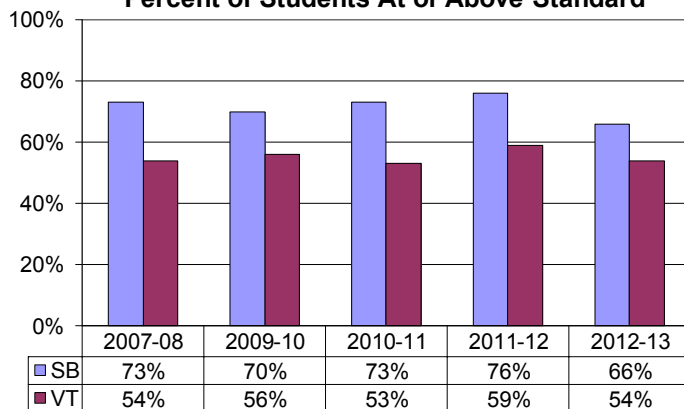


ASSESSMENTS—STATE

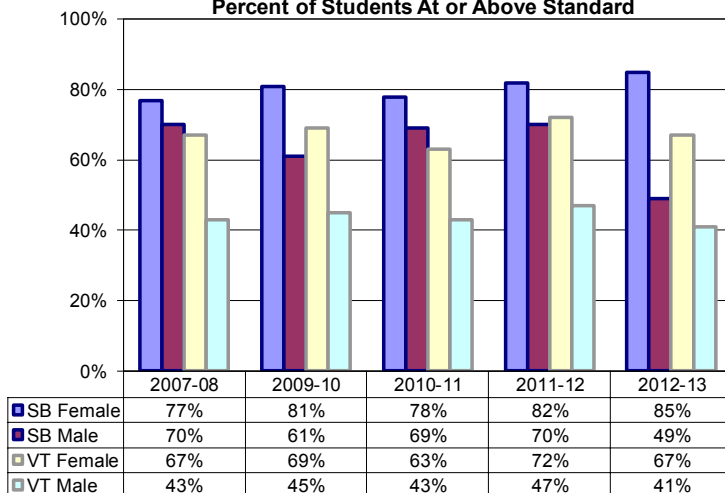
WRITING— As you examine the charts for Grade 5 and 8 results you will notice that there is no data for 2008-09. We did not receive results from the Grade 5 and 8 test that year as the state was piloting new items.

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.

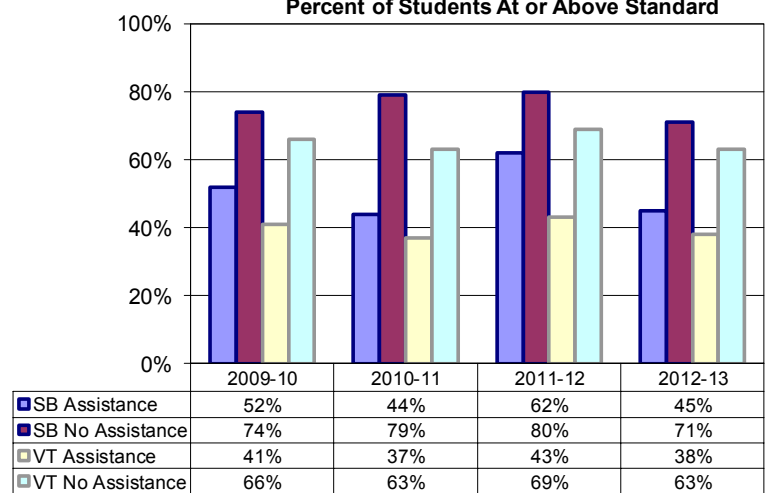
**Writing Grades 5 and 8
Percent of Students At or Above Standard**



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



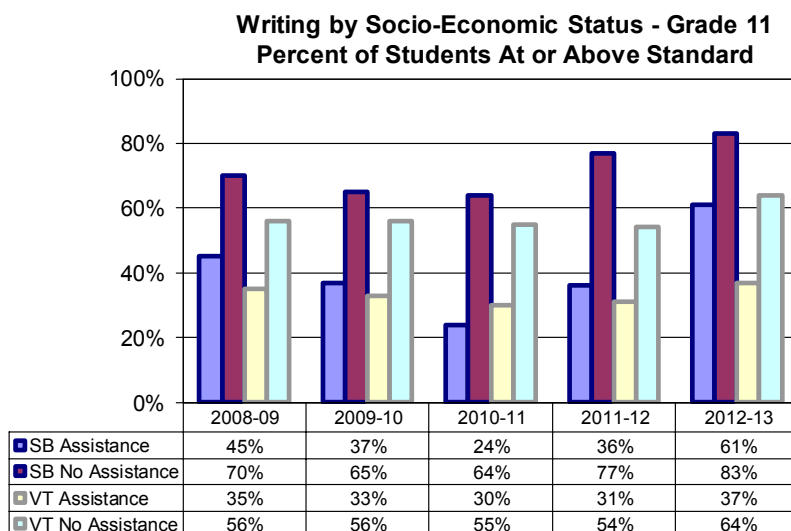
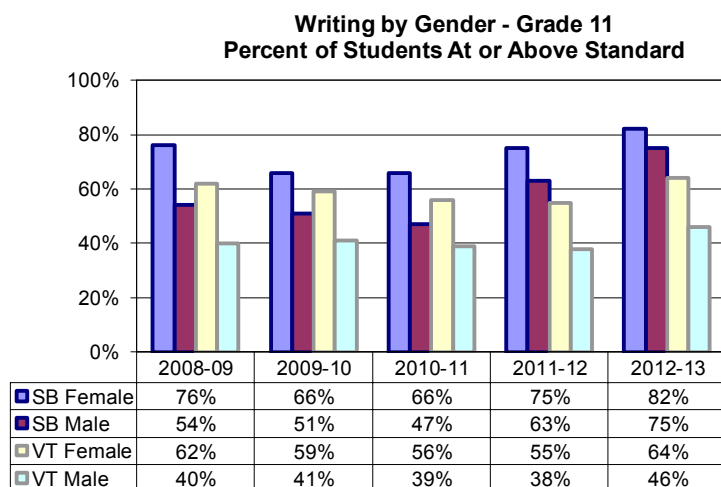
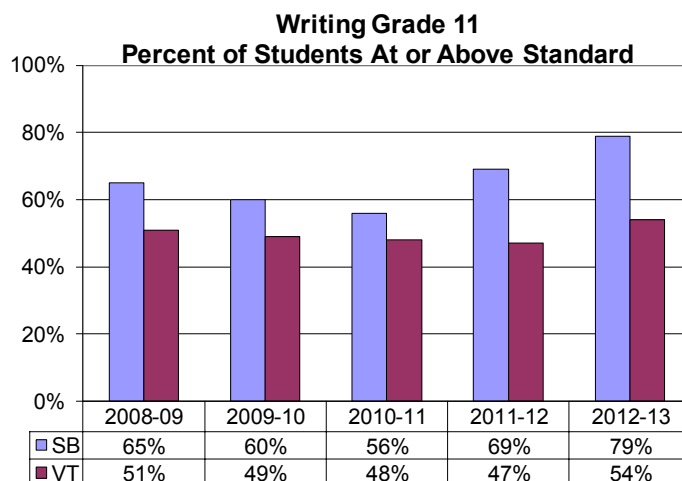
**Writing by Socio-Economic Status - Grades 5 and 8
Percent of Students At or Above Standard**



ASSESSMENTS—STATE

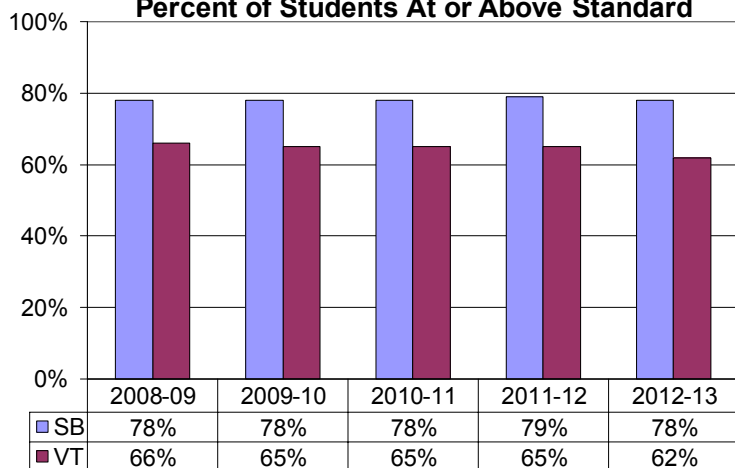
SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11

WRITING—In Grade 11, our scores have significantly improved in the past two years. This is 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 impacted 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.



ASSESSMENTS—STATE

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

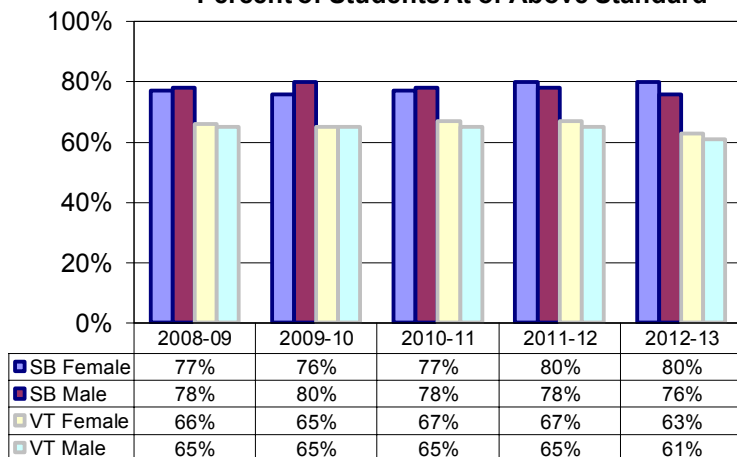


MATHEMATICS—Our student performance results in this area rank above the state average and are among the highest in the state.

When reviewing student performance results in mathematics, there 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.

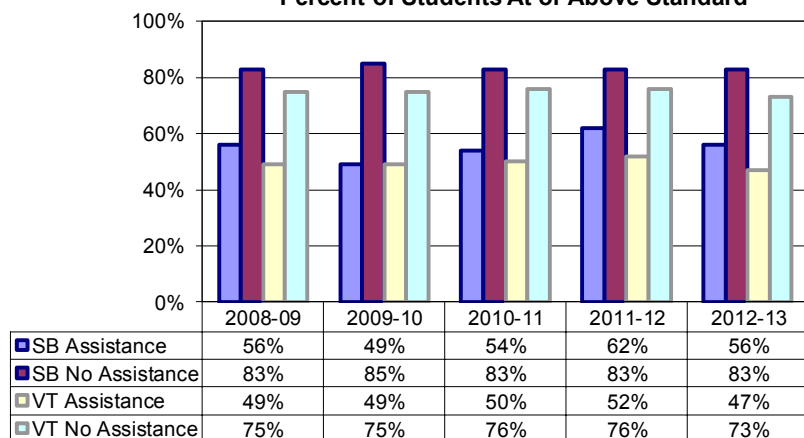
Mathematics by Gender - Grades 3-8
Percent of Students At or Above Standard



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

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

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

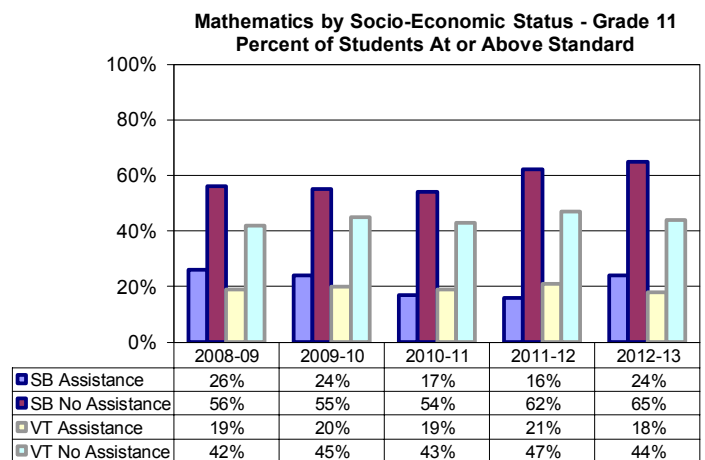
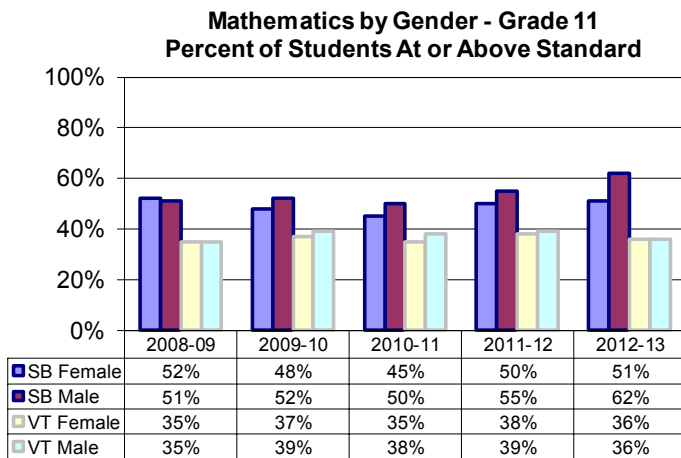
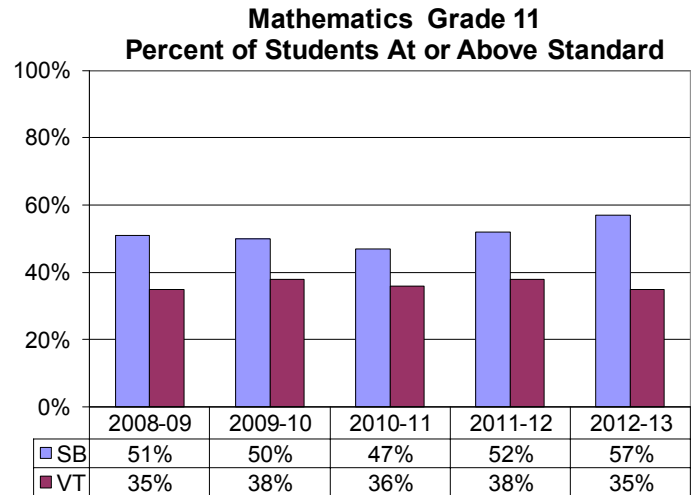


Rain Garden at Chamberlin School

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 continue to perform better than females. 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. Starting in school year 2012-2013, all students in grade 9 took at least Algebra I.



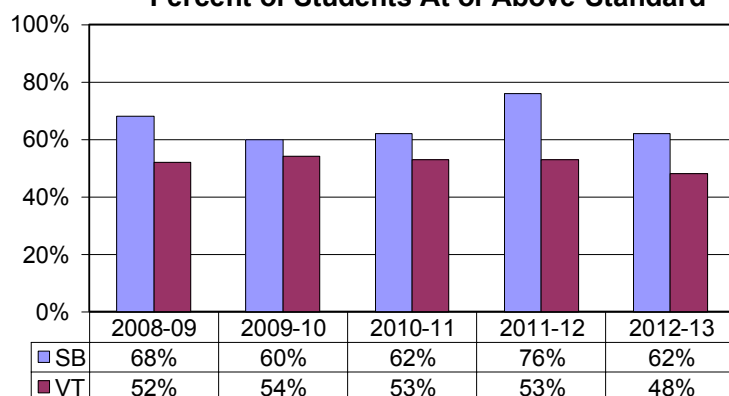
ASSESSMENTS—STATE

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.

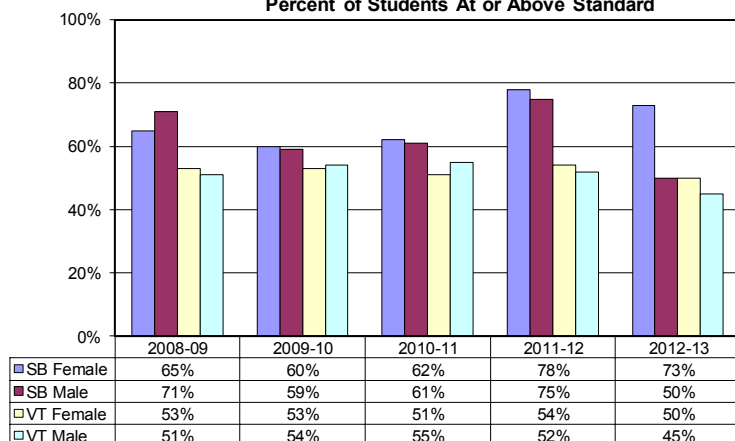
South Burlington students outperformed the State average in each of the grades assessed. Three years ago the elementary schools added an inquiry task at each grade level as we work to improve results.

GRADE 4

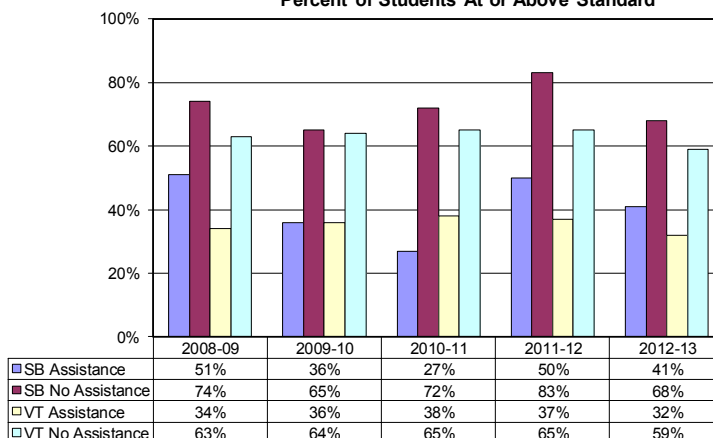
Science Grade 4
Percent of Students At or Above Standard



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



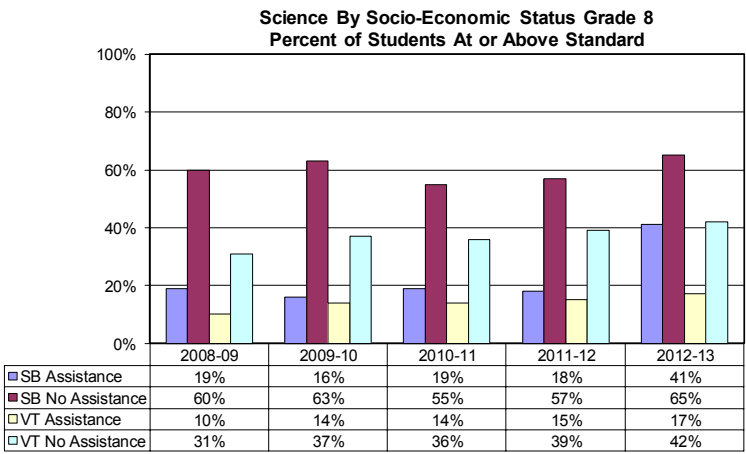
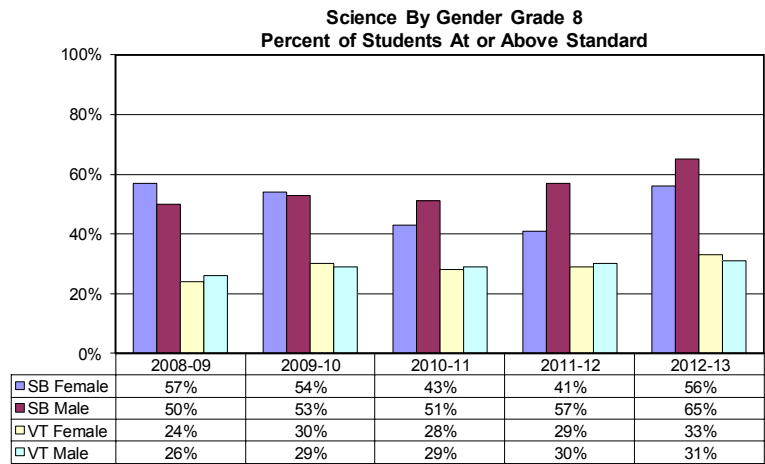
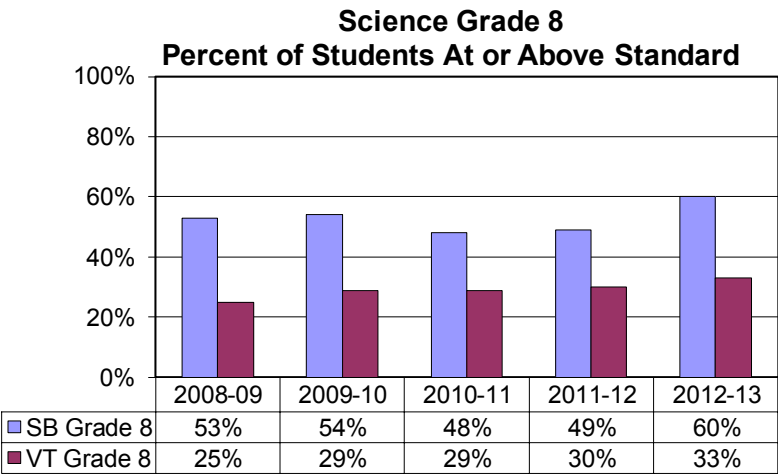
Science By Socio-Economic Status Grade 4
Percent of Students At or Above Standard



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 have had significant gains, although they continue to perform significantly lower than their peers. We will continue to work with our teachers to focus on instruction that takes into account the academic needs of these students.

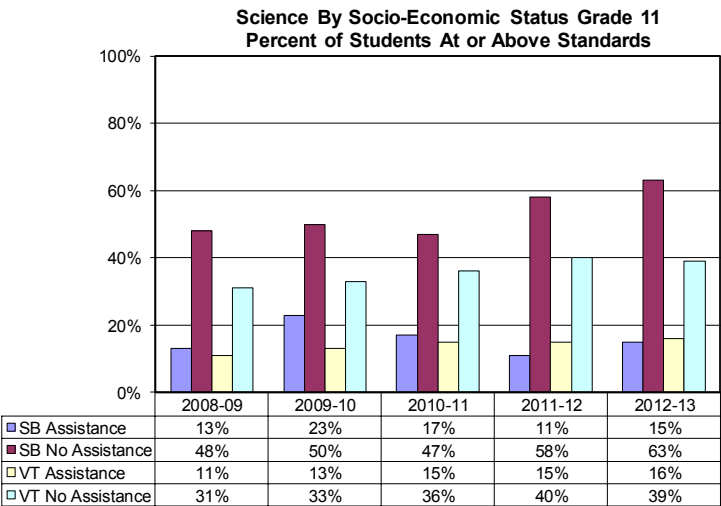
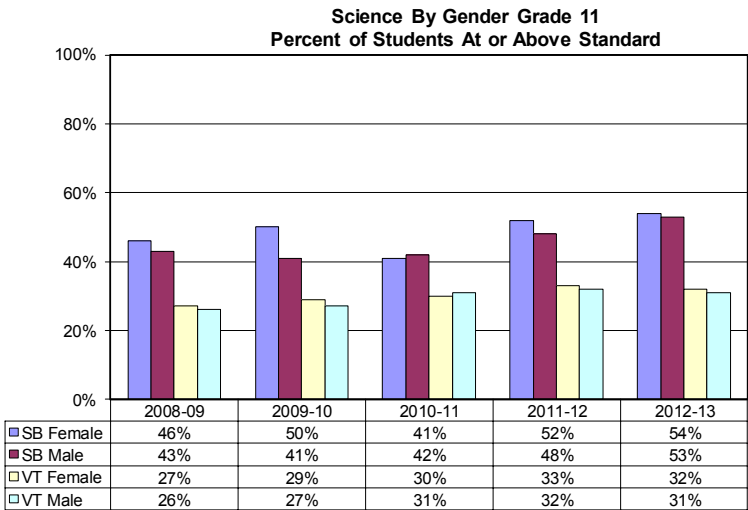
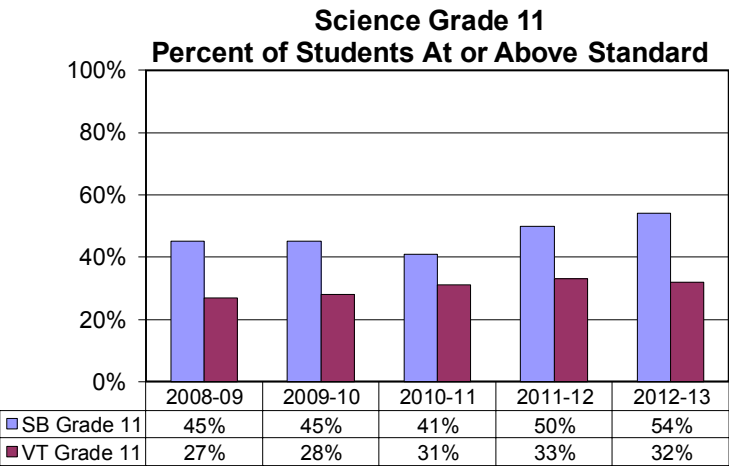
GRADE 8



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



ADEQUATE YEARLY PROGRESS

2014-2015

Under the Federal No Child Left Behind Act, all schools must show that they are making adequate yearly progress for all students in order to reach the goal of full proficiency for all students in reading and math by 2014. Under the law, each state must use an “Adequate Yearly Progress” (AYP) formula to look at data from the annual New England Common Assessment Program (NECAP) and make comparisons across different sub-groups of students. These results, measured against the target, indicate whether a school’s progress in student performance is adequate each year. Progress is measured in each school based on the overall school population, but progress is also determined at the subgroup level. Those four subgroups are comprised of students with disabilities, students receiving free or reduced lunch, minority students, and English language learners. Schools must have at least 40 students in these subgroups to receive an AYP determination.

2014 AYP Determinations by School

Chamberlin School – Year 1 Corrective Action

Orchard School – Year 1 Corrective Action

Rick Marcotte Central School – Did not make AYP for the first time

Frederick H. Tuttle Middle School – Year 1 Corrective Action

South Burlington High School – Year 2 of School Improvement

For more information about Adequately Yearly Progress, click the link below to view the Agency of Education’s Frequently Asked Questions

<http://education.vermont.gov/data/accountability/faqs>

This year, all students must be proficient in reading and Math based on their NECAP scores. The Vermont Agency of Education has identified all 5 schools as schools not making Adequate Yearly Progress.

As a result of Chamberlin School and Orchard School not making AYP for more than one year, and Rick Marcotte Central School not making AYP for the first time, families continue to have the choice to either send their child(ren) to their neighborhood school or they may attend Rick Marcotte Central School.

Total Number of Children Attending Rick Marcotte Central School from Families that Have Exercised School Choice

Year	Total Number of School Choice Students
2012-2013	3
2013-2014	48
2014-2015	41

ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2012-13

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
206	150	73%

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
73%	2012-2013	560	516	496	565	519	514	549	505	488
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

The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2012-2013 academic year.

Gender	Reading			Mathematics			Writing		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
Female	558	516	494	544	506	499	550	514	493
Male	561	516	499	588	533	531	547	496	482

ASSESSMENTS—NATIONAL

PLAN® — Fall 2012

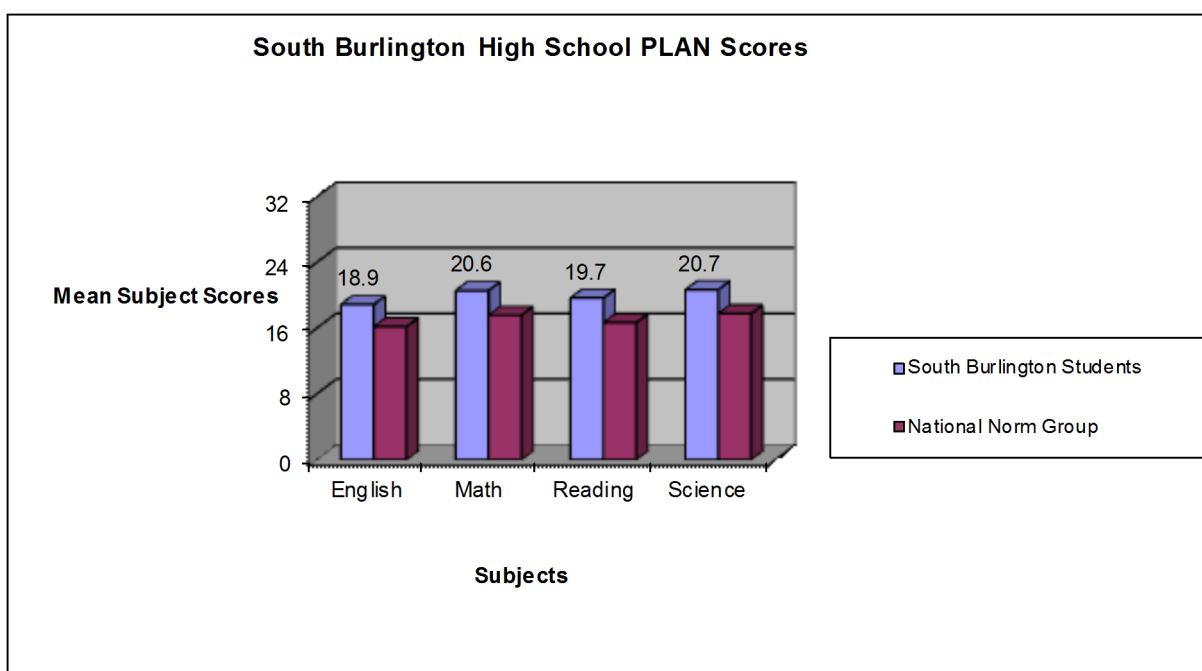
SBHS administered the **PLAN®** Assessment, which is a practice ACT, to all tenth grade students in the fall of 2012. The **PLAN®** assessment helps tenth graders build a solid foundation for future academic and career success and provides information needed to help analyze SBHS' high priority issues. 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 2012-13

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
2012-2013	89	2005	1,799,243	24.5	22.7	20.2	25.0	22.8	20.9
2011-2012	113	2009	1,666,017	23.5	22.6	20.5	24.1	22.9	21.1
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

YEAR	Reading			Science Reason			Composite		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2012-2013	24.8	23.4	21.1	24.2	22.6	20.7	24.7	23.0	20.9
2011-2012	24.9	23.3	21.3	24.3	22.6	20.9	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



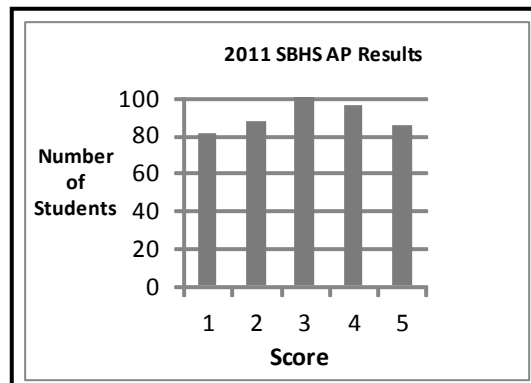
**TIE France
2014**



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 2012-13 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.



2013 Advanced Placement Test Results								
(393 Tests Taken by 194 Students)								
Subject/Score	5	4	3	2	1	Total	3 or Better	Mean Score
Biology	2	6	11	11	1	31	61%	2.90
Calculus AB	12	9	8	2	2	33	89%	3.82
Calculus BC	3	-	3	-	-	6	100%	4.00
Chemistry	3	5	4	4	2	18	67%	3.17
Computer Science A	-	-	-	-	-	-	100%	-
English Language	3	6	8	5	-	22	77%	3.32
English Literature	10	16	18	14	-	58	76%	3.38
Environ. Science	-	1	-	3	5	9	11%	1.67
European History	8	10	14	3	2	37	86%	3.51
French Language	1	8	4	2	-	15	87%	3.53
Physics B	7	7	13	5	3	35	77%	3.29
Psychology	15	17	15	11	8	66	71%	3.30
Spanish Language	2	1	4	4	1	12	58%	2.92
Statistics	2	1	7	1	1	12	83%	3.17
US Gov't & Politics	3	4	12	10	8	37	51%	2.57
Total	71	92	121	75	33	393	Overall Mean	
Percent of Total	18%	23%	31%	19%	8%	100%	3.20	

HIGH SCHOOL DATA

GRADUATION RATE

The Vermont State Agency 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
2012-2013	228	212	93%
2011-2012	231	212	92%
2010-2011	242	231	95.5%
2009-2010	224	220	99%
2008-2009	229	218	95%

DROPOUT RATE

The Vermont State Agency 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
2012-2013	1.16%	2.68%
2011-2012	2%	2.70%
2010-2011	.78%	2.58%
2009-2010	1.21%	2.69%
2008-2009	1.0%	2.89%



HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

	2008	2009	2010	2011	2012	2013
Total	68%	72%	75%	76%	78%	73%

STUDENTS FROM THE CLASS OF 2013 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Advanced Welding Institute	Emmanuel College	Massachusetts, University of, Dartmouth	State University of New York at New Paltz
Albany College of Pharmacy	Emory University	Massachusetts, University of, Lowell	Stonehill College
American University	Endicott College	McGill University	Stony Brook University
Amherst College	Fairfield University	Merrimack College	Suffolk University
Arizona State University	Flagler College	Miami, University of	SUNY Alfred State College
Assumption College	Florida Southern College	Michigan, University of	SUNY College at Potsdam
Augsburg College	Florida, University of	Middlebury College	SUNY Oswego
Bates College	Fordham University	Mount Holyoke College	Syracuse University
Baylor University	Franklin Peirce University	New England College	Texas Tech University
Bel-Rea Institute of Animal Technology	George Mason University	New England Institute of Technology	Trent University
Beloit College	The George Washington University	New Hampshire, University of	Tufts University
Bennington College	Georgetown University	New York Institute of Technology, Old	Union College
Bentley University	George Mason University	Westbury	University of Buffalo, SUNY
Berklee College of Music	George Washington University	New York University	University of Northwestern Ohio
Bishops University	Georgetown University	Nichols College	Vassar College
Boston College	Georgia Institute of Technology	North Carolina, University of, at Chapel Hill	Vermont Technical College
Boston University	Guilford College	North Carolina, University of, at Wilmington	Vermont, University of
Bowdoin College	Hamilton College—NY	North Carolina State University	Villanova University
Bridgewater College	Hampshire College	Northeastern University	Virginia Polytechnic Institute & State University
Bridgton Academy	Hartwick College	Northwestern University	Viterbo University
British Columbia, University of	Harvard University	Norwich University	Wake Forest University
Brown University	Haverford College	Notre Dame, University of	Warren Wilson College
Bryant University	High Point University	Ohio State University	Washington University in St. Louis
California at Irvine, University of	Hobart & William Smith Colleges	Oregon, University of	Wellesley College
California at Riverside, University of	Hofstra University	Otterbein University	Wells College
California State University, Fullerton	Houston, University of	Pace University, New York City	Wentworth Institute of Technology
Carleton University	Husson University	Paul Smith's College	West Virginia University
Case Western Reserve University	Indiana University at Bloomington	Pennsylvania State University, University Park	Western New England University
Castleton State College	Ithaca College	Pennsylvania, University of	Westminster College
Champlain College	James Madison University	Pittsburgh, University of	Wheaton College, MA
Chicago, University of	Johns Hopkins University	Plymouth State University	Williams College
Claremont McKenna College	Johnson & Wales University, Providence	Princeton University	Wisconsin, University of, Madison
Clark University	Johnson State College	Providence College	Worcester Polytechnic Institute
Clarkson University	Juniata College	Queen's University	Wyoming, University of
Clemson University	Kansas State University	Quest University Canada	Yale University
Cleveland State University	Keene State College	Quinnipiac University	
Colby College	Kentucky, University of	Rensselaer Polytechnic Institute	
Colby-Sawyer College	Kenyon College	Rhode Island College	
Colgate University	Lasell College	Rhode Island, University of	
Colorado, University of, at Boulder	Lawrence University	Rider University	
College of Charleston	Lehigh University	Rochester Institute of Technology	
Colorado State University	LIU Post	Rochester, University of	
Columbia University	Long Island University, C.W. Post	Roger Williams University	
Community College of Vermont	Campus	Sacred Heart University	
Concordia University, River Forest	Loyola University, Maryland	Saint Michael's College	
Connecticut College	Lyndon State College	Salem State University	
Connecticut, University of	Macalester College	Salve Regina University	
Cornell University	University of Maine at Farmington	Savannah College of Art and Design	
Curry College	Maine, University of	Simmons College	
Dartmouth College	Marietta College	Skidmore College	
Denver, University of	Marist College	Smith College	
Drexel University	Maryland, University of, Baltimore County	Southern California, University of	
Duke University	Maryland, University of, College Park	Southern Maine, University of	
Duquesne University	Marymount University	Southern Methodist University	
Eckerd College	Massachusetts College of Art & Design	Southern New Hampshire University	
Elms College	Massachusetts College of Liberal Arts	St. Lawrence University	
Elon University	Massachusetts College of Pharmacy & Health Sciences	St. Olaf College	
Emerson College	Massachusetts, University of, Amherst	State University of New York, Plattsburg	
		State University of New York at Albany	
		State University of New York at Albany	

HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

Activity	2008-2009 Student Participants*	2009-2010 Student Participants*	2010-2011 Student Participants*	2011-2012 Student Participants*	2012-2013 Student Participants*
Art Club	8	15	7	28	21
Bowling Club	-	-	-	-	14
Coalition Community Service	56	63	108	136	154
Drama	38	50	41	42	54
Future Educators of America	21	14	10	7	11
French Club	7	22	23	12	42
Gay/Straight Alliance	15	13	15	8	13
Green Team	6	6	9	8	8
Habitat for Humanity	23	25	37	28	-
Key Club	32	26	22	71	45
Math League	20	13	17	19	27
Multi-Media Club	-	9	11	7	9
National Honor Society	48	35	40	43	55
Oceanography Club	10	15	10	9	-
PACTeens Club	-	16	22	54	31
Rowing club	37	35	54	50	30
Rugby Club	-	39	40	25	21
Scholars' Bowl	13	13	15	20	48
Speech & Debate Club	24	29	20	18	25
Strength & Conditioning Club	-	7	7	8	3
Student Council	29	31	31	31	34
Table Tennis Club	14	20	5	-	35
Ultimate Frisbee	-	-	15	24	29
Unified Sports	-	10	11	6	19

*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	2008-2009 902	2009-2010 892	2010-2011 895	2011-2012 870	2012-2013 862
Girls' Soccer	56	42	38	36	38
Boys' Soccer	48	40	40	56	52
Cheerleading	12	11	13	9	9
Girls' Field Hockey	53	65	49	50	37
Girls' XC Running	15	20	22	26	26
Boys' XC Running	17	19	27	26	31
Boys' Football	62	77	58	54	63
Fall Sports Sub - Total	263	274	247	257	256
<i>Fall Participation</i>	29%	31%	28%	30%	30%
Girls' Basketball	24	28	24	25	23
Girls' Gymnastics	19	17	17	19	14
Girls' Alpine Skiing	10	17	14	15	12
Girls' Nordic Skiing	10	10	9	6	11
Girls' Dance Team	17	19	14	27	31
Cheerleading	11	12	0	7	
Girls' Snowboarding	7	6	7	7	2
Girls' Ice Hockey	16	16	15	16	11
Girls' Indoor Track	32	33	54	51	48
Boys' Basketball	31	38	35	36	38
Boys' Alpine Skiing	9	13	16	19	10
Boys' Nordic Skiing	6	3	5	7	7
Boys' Snowboarding	17	24	16	18	22
Boys' Ice Hockey	25	25	20	22	22
Boys' Indoor Track	29	34	48	52	72
Winter Sports Sub - Total	263	295	294	327	323
<i>Winter Participation</i>	29%	33%	33%	38%	37%
Softball	24	16	16	13	19
Girls' Track & Field	42	37	37	37	31
Girls' Lacrosse	38	42	42	46	36
Girls' Tennis	25	16	16	34	31
Girls' Golf	14	10	10	15	9
Baseball	36	32	32	36	44
Boys' Golf	19	13	13	10	10
Boys' Track & Field	26	27	27	44	53
Boys' Lacrosse	55	45	45	59	64
Boys' Tennis	14	17	17	15	16
Spring Sports Sub - Total	293	255	255	309	313
<i>Spring Participation</i>	32%	29%	33%	36%	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	2008	2009	2010	2011	2012
Pursuing related post-secondary education	44%	55%	45%	55%	45%
Pursuing unrelated post-secondary education	9%	5%	4%	6%	8%
Employed in a related field	16%	7%	13%	9%	8%
Employed in an unrelated field	18%	9%	11%	18%	24%
Military service in a related field	2%	5%	3%	1%	.5%
Military service in an unrelated field	1%	2%	1%	1%	.5%
Unemployed but seeking employment	5%	5%	1%	4%	2.5%
Unemployed	1%	2%	3%	1%	0%
Still in high school	0%	1%	1%	0%	0%
No Data	5%	10%	17%	5%	12%

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	2008	2009	2010	2011	2012
Students who meet 90% of program competencies	83%	86%	90%	92%	89%
Programs that offer industry credentials or college credit	100%	100%	100%	100%	100%
Students who earn a transcript from post secondary schools	18%	18.5%	17.5%	19.8%	22%
Students who complete program with industry credentials	60%	62%	92%	69%	70%
Non-traditional student enrollment	17%	16.5%	14.5%	12%	12%
Graduates who enter employment or military	92%	90%	89%	87%	92%

DISTRICT AWARDS & ACHIEVEMENTS

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

10 Years of Service

Alysia Backman (Literacy Coach—SBHS)
Amy Blauvelt (Library/Media Specialist—FHTMS)
Slade Bosley (Bus Driver—District)
Arthur Demarais (Bus Driver—District)
Susie Ely (Art Teacher—RMCS)
Philip Galiga (Art/Technology Education Teacher—SBHS)
Kathy Grzywna (Bus Monitor—District)
Dorothy Hardy (Food Service—Orchard)
Sissel Ann Kristiansen (Paraeducator—FHTMS)
Craig LaPine (Special Education Teacher—Orchard)
John Luce (World Language Teacher—SBHS)
Christine Lundie (Big Picture Teacher—SBHS)
Amelia Lutz (Science Teacher—FHTMS)
Jennifer Opel (ELL Teacher—Chamberlin)
Laura Payson (Reading Recovery/Literacy Teacher—Chamberlin)
Steven Schmidt (Elementary Teacher—Orchard)

20 Years of Service

Elizabeth Coleman (Art Teacher—FHTMS)
Michelle DeGrechie (Paraeducator—RMCS)
Carolyn King (Special Education Teacher—RMCS)
Sylvie Leonard (Bus Driver—District)
Kristin Manazir (Mathematics Teacher—FHTMS)
Carol McQuillen (Elementary Teacher—Orchard)
Bonnie O'Day (Reading Recovery Teacher—RMCS)
Jason Pecor (Elementary Teacher—Orchard)
Roberta Pennington (Elementary Teacher—RMCS)

30 Years of Service

Janet Hayden (ELL Teacher—Orchard)
Ellen Lascelle (Speech Language Pathologist—RMCS)

35 Years of Service

Barbara Gill (World Languages Teacher—FHTMS)

40 Years of Service

Sheila Burleigh (Physical Education Teacher—SBHS)
Edward Darling (Language Arts Teacher—SBHS)
Kathleen Kaye (Language Arts Teacher—FHTMS)

Dominick Marabella Support Staff Award

Peg Adams (Registrar—SBHS)
Jackie Stevenson (Administrative Assistant—SBHS)

SBSD Outstanding Teacher Award

Amy Frostman (Music Teacher—Orchard)
George Cannon (Science Teacher—SBHS)

Theodore Manazir South Burlington School Board Award

PACT—Parents and Adults Celebrating Children and Teens (Susie Merrick and Steve Loyer—District)



Dominick Marabella with Peg Adams and Jackie Stevenson