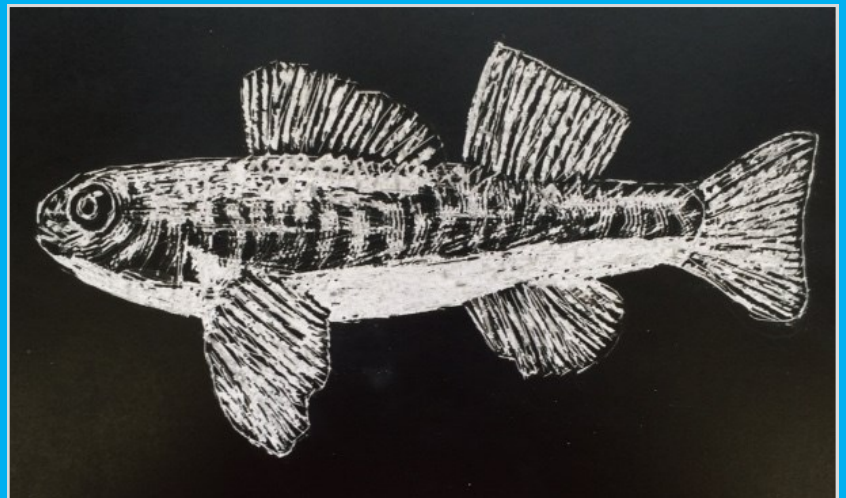


# South Burlington School District

## Annual Report

2015



# 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.”

<b>South Burlington School Board</b>
<b>Members</b>
<b>General E-mail: <a href="mailto:schoolboard@sbschools.net">schoolboard@sbschools.net</a></b>
<b>General Voicemail: 652-7476</b>
<b>Elizabeth Fitzgerald, Chair</b>
865-4554
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Please visit our District website at [www.sbschools.net](http://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 10/01/14)

<i>Early Essential Education</i>	40
<i>Rick Marcotte Central School</i>	361
<i>Orchard School</i>	360
<i>Chamberlin School</i>	226
<i>Frederick H. Tuttle Middle School</i>	495
<i>South Burlington High School*</i>	896

**Total Enrollments:** 2,378

*\*Includes Tuition and School Choice Students*



<i>Years</i>	<i>Tuition Students</i>
2014-2015	89
2013-2014	97
2012-2013	98
2011-2012	88
2010-2011	136



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"



Chamberlin School

Orchard School  
"A Place to Grow"

<b>School</b>	<b>Student/Teacher Ratio (Literacy, Math, Science, Social Studies)</b>
RCMS	19.1
Chamberlin	16.4
Orchard	18.2
FHTMS *	20.9
SBHS *	22.8



# 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 2013-2014 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	0.00%	0%
Orchard School	0.00%	0%
Rick Marcotte Central School	0.00%	0%
So. Burlington High School	1.19%	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.



**Martin Luther King Jr. Celebration with Sheryl Garner from Envision Children and community member Monica Ostby**  
*"Everyone Can Be Great, Because Everybody Can Serve..."*

# SCHOOL'S OUT!

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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 2014-2015, we once again increased enrollment at each of the elementary schools. We enrolled a total of 310 students. We also added the "K-Space" to the Rick Marcotte and Orchard programs. The K-Space is a kindergarten only program that is designed to meet the developmental needs of the youngest participants. The addition of this program allowed us to significantly increase capacity and improve the overall after school experience for participants of all ages.

The School's Out summer program continued to take advantage of the many outdoor recreational activities around the state. We also continued our very popular summer learning program which focuses on math and literacy practice in a fun, kid-directed environment.

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

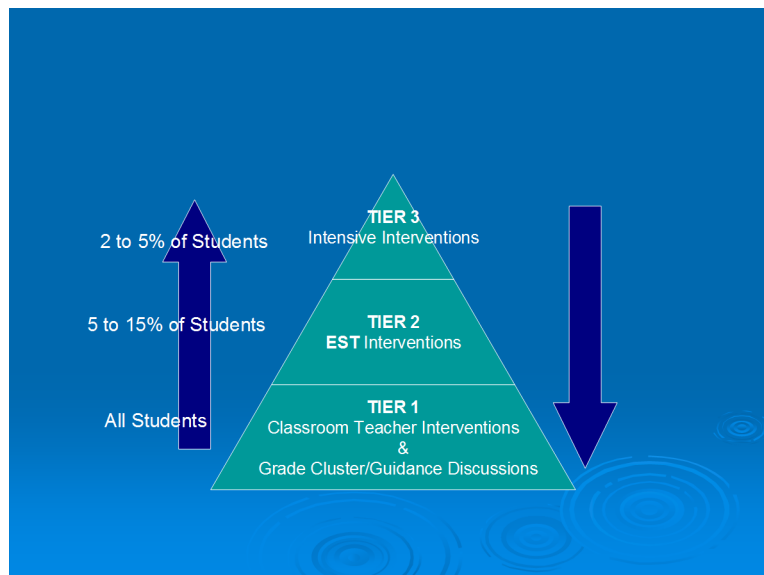
## ENROLLMENTS AND SPECIAL PROGRAMS

Year	Total Students Enrolled	Special Education Child Count*	Section 504**	English Language Learners	Total In Programs	% of SBSB Students Receiving Services
2014-2015	2331	272	106	217	595	25.5%
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%

\***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.

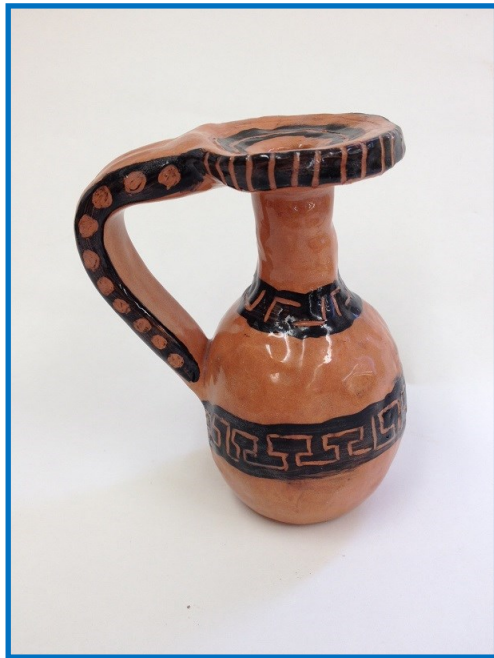




# PRESCHOOL (AGES 3-5)

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South Burlington is part of the Early Learning Project in Chittenden County. These preschool partnerships currently support 212 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 30 students who are currently enrolled.



# ENGLISH LANGUAGE LEARNERS (ELL)

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We have a vibrant English Language Learner (ELL) Program which is served by 5.7 (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.

# 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

- ◆ Smarter Balanced Assessment Consortium  
(Gr. 3-8, 11) *March—June*

### 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

- ◆ Smarter Balanced Assessment Consortium  
(Gr. 3-8, 11) *March—June*

### Local

- ◆ Formative Assessment System for Teachers (FAST)  
(Gr. K-5) *September, January, June*
- ◆ 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

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## New England Common Assessment (NECAP) Grade 3-8 Results

The New England Common Assessment Program (NECAP) was 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. Starting in 2015, students are taking a new assessment for English Language Arts and Mathematics, the Smarter Balance Assessment Consortium (SBAC). Students will continue to be assessed with the NECAP in Science until 2017. 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 2013-14 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.

One of the main reasons that the assessment is moving from the NECAP to the SBAC is the change in standards. The NECAP was designed to assess the Vermont Grade Level Expectations in Reading, Writing and Math. The SBAC is designed to assess the Common Core State Standards (CCSS) in English Language Arts and Mathematics, which we have been implementing over the last four years. While we will continue to use the NECAP for Science assessment over the next two years, we will be moving to full implementation of the Next Generation Science Standards (NGSS) which are replacing the current Vermont Grade Level Expectations in Science.

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**READING**—The NECAP has been administered for the past ten 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.

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**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 FRL represent students that qualify for free or reduced lunch (FRL). 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.

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**WRITING**— 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.

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**SCIENCE**— The NECAP Science test is given in May. All Vermont students in Grades 4, 8 and 11, take this assessment; unless a student qualifies for alternate assessment. South Burlington students outperformed the State average in each of the grades assessed.

# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 3 Results

NECAP Reading Grade 3	2012-13	2013-14
SB	84%	82%
VT	68%	68%
SB Male	81%	81%
VT Male	64%	63%
SB Female	87%	82%
VT Female	73%	72%
SB FRL	63%	77%
VT FRL	56%	55%
SB Not FRL	90%	83%
VT Not FRL	79%	78%

NECAP Math Grade 3	2012-13	2013-14
SB	78%	81%
VT	65%	62%
SB Male	81%	84%
VT Male	66%	62%
SB Female	75%	78%
VT Female	65%	61%
SB FRL	49%	67%
VT FRL	53%	48%
SB Not FRL	87%	85%
VT Not FRL	76%	72%



# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 4 Results

NECAP Reading Grade 4	2012-13	2013-14
SB	82%	84%
VT	70%	66%
SB Male	71%	81%
VT Male	66%	61%
SB Female	89%	88%
VT Female	75%	72%
SB FRL	70%	60%
VT FRL	58%	51%
SB Not FRL	85%	91%
VT Not FRL	80%	78%

NECAP Math Grade 4	2012-13	2013-14
SB	76%	80%
VT	68%	65%
SB Male	69%	82%
VT Male	66%	65%
SB Female	80%	78%
VT Female	70%	65%
SB FRL	64%	44%
VT FRL	56%	51%
SB Not FRL	79%	89%
VT Not FRL	78%	76%

NECAP Science Grade 4	2012-13	2013-14
SB	62%	63%
VT	48%	44%
SB Male	50%	61%
VT Male	45%	43%
SB Female	73%	65%
VT Female	50%	46%
SB FRL	41%	22%
VT FRL	32%	31%
SB Not FRL	68%	74%
VT Not FRL	59%	54%





# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 5 Results

NECAP Reading Grade 5	2012-13	2013-14
SB	83%	85%
VT	72%	71%
SB Male	80%	72%
VT Male	67%	64%
SB Female	86%	95%
VT Female	76%	80%
SB FRL	67%	77%
VT FRL	58%	58%
SB Not FRL	87%	87%
VT Not FRL	82%	81%

NECAP Math Grade 5	2012-13	2013-14
SB	85%	78%
VT	65%	64%
SB Male	81%	69%
VT Male	63%	62%
SB Female	90%	85%
VT Female	67%	66%
SB FRL	73%	67%
VT FRL	51%	49%
SB Not FRL	88%	81%
VT Not FRL	75%	74%

NECAP Writing Grade 5	2012-13	2013-14
SB	64%	72%
VT	51%	53%
SB Male	54%	48%
VT Male	39%	40%
SB Female	74%	91%
VT Female	63%	67%
SB FRL	50%	60%
VT FRL	37%	39%
SB Not FRL	67%	75%
VT Not FRL	61%	62%



# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 6 Results

NECAP Reading Grade 6	2012-13	2013-14
SB	82%	79%
VT	73%	73%
SB Male	81%	73%
VT Male	68%	65%
SB Female	83%	85%
VT Female	79%	80%
SB FRL	62%	59%
VT FRL	62%	59%
SB Not FRL	88%	83%
VT Not FRL	82%	82%



NECAP Math Grade 6	2012-13	2013-14
SB	77%	81%
VT	67%	64%
SB Male	78%	78%
VT Male	68%	62%
SB Female	76%	85%
VT Female	68%	66%
SB FRL	57%	66%
VT FRL	56%	48%
SB Not FRL	83%	85%
VT Not FRL	77%	75%



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](http://education.vermont.gov/new/html/pgm_assessment/data.html)

# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 7 Results

NECAP Reading Grade 7	2012-13	2013-14
SB	77%	81%
VT	74%	71%
SB Male	68%	77%
VT Male	68%	68%
SB Female	86%	86%
VT Female	81%	74%
SB FRL	54%	66%
VT FRL	60%	57%
SB Not FRL	81%	86%
VT Not FRL	84%	80%

NECAP Math Grade 7	2012-13	2013-14
SB	71%	78%
VT	61%	59%
SB Male	67%	79%
VT Male	61%	58%
SB Female	75%	77%
VT Female	63%	59%
SB FRL	54%	52%
VT FRL	44%	43%
SB Not FRL	74%	85%
VT Not FRL	73%	69%





# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 8 Results

NECAP Reading Grade 8	2012-13	2013-14
SB	94%	79%
VT	80%	75%
SB Male	92%	70%
VT Male	75%	69%
SB Female	95%	88%
VT Female	86%	82%
SB FRL	86%	53%
VT FRL	67%	61%
SB Not FRL	96%	81%
VT Not FRL	88%	83%

NECAP Math Grade 8	2012-13	2013-14
SB	86%	71%
VT	64%	60%
SB Male	88%	68%
VT Male	62%	57%
SB Female	83%	74%
VT Female	67%	62%
SB FRL	77%	43%
VT FRL	47%	41%
SB Not FRL	88%	75%
VT Not FRL	75%	70%

NECAP Writing Grade 8	2012-13	2013-14
SB	89%	63%
VT	66%	54%
SB Male	86%	50%
VT Male	53%	42%
SB Female	92%	79%
VT Female	80%	67%
SB FRL	74%	27%
VT FRL	50	37%
SB Not FRL	93	69%
VT Not FRL	75	64%

NECAP Science Grade 8	2012-13	2013-14
SB	60%	39%
VT	33%	26%
SB Male	65%	34%
VT Male	31%	25%
SB Female	56%	46%
VT Female	33%	26%
SB FRL	41%	3%
VT FRL	17%	12%
SB Not FRL	65%	46%
VT Not FRL	42%	34%



# ASSESSMENTS—STATE

## SOUTH BURLINGTON HIGH SCHOOL— GRADE 11

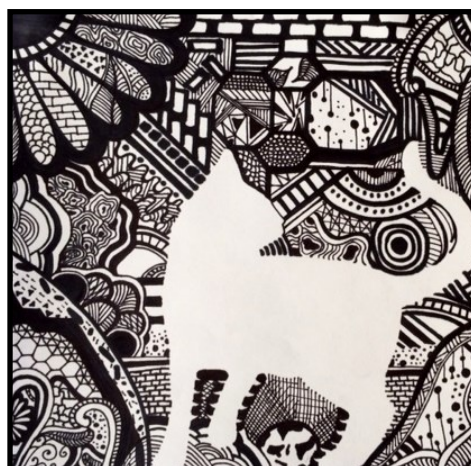
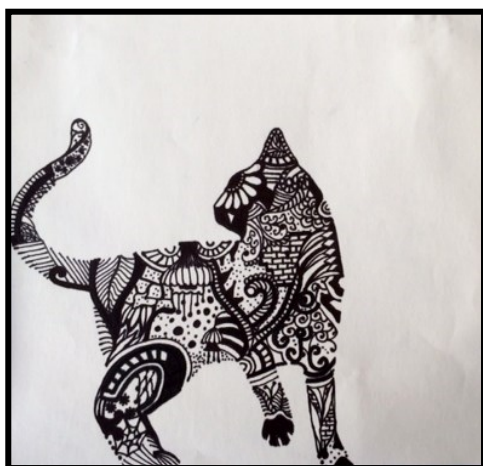
### New England Common Assessment (NECAP) Results

**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.

**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. Starting in 2014-15 all students in grade nine started taking a Common Core aligned program called Math Course 1. This program will continue with the same students moving to Math Course 2, by 2015-16. By the time these students take the SBAC as 11<sup>th</sup> graders in 2017 they will be the first cohort to have had a math program totally aligned to the new math standards, though they will be the third cohort to take the new assessment.

**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.

**SCIENCE**— In Grade 11, our scores, since the start of testing, have remained constant with a slight increase each year. As mentioned before we are in the process of shifting to the NGSS. These new standards place greater emphasis on the role of engineering in science. We are in the process of realigning curriculum based on these new standards. Our results for students based on socio-economic status still show a significant achievement gap. We continue to work on this issue.



# ASSESSMENTS—STATE

## New England Common Assessment (NECAP) Grade 11 Results

NECAP Reading Grade 11	2012-13	2013-14
SB	88%	90%
VT	74%	74%
SB Male	87%	88%
VT Male	69%	69%
SB Female	91%	91%
VT Female	79%	79%
SB FRL	67%	68%
VT FRL	60%	60%
SB Not FRL	94%	95%
VT Not FRL	81%	81%



NECAP Math Grade 11	2012-13	2013-14
SB	52%	57%
VT	38%	35%
SB Male	54%	63%
VT Male	39%	35%
SB Female	49%	51%
VT Female	38%	36%
SB FRL	15%	25%
VT FRL	21%	18%
SB Not FRL	61%	64%
VT Not FRL	47%	44%

NECAP Writing Grade 11	2012-13	2013-14
SB	69%	79%
VT	47%	54%
SB Male	62%	76%
VT Male	38%	46%
SB Female	74%	82%
VT Female	55%	64%
SB FRL	36%	60%
VT FRL	31%	37%
SB Not FRL	77%	84%
VT Not FRL	54%	64%



NECAP Science Grade 11	2012-13	2013-14
SB	54%	57%
VT	32%	30%
SB Male	53%	54%
VT Male	31%	29%
SB Female	54%	58%
VT Female	32%	31%
SB FRL	15%	27%
VT FRL	16%	15%
SB Not FRL	63%	63%
VT Not FRL	39%	36%



# 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 2013-14

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
208	160	77%

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
77%	2013-2014	541	522	497	549	525	513	532	507	487
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

The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2013-2014 academic year.

Gender	Reading			Mathematics			Writing		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
86 Females	533	519	495	528	510	499	540	512	492
74 Males	550	526	499	572	543	530	522	502	481

# ASSESSMENTS—NATIONAL

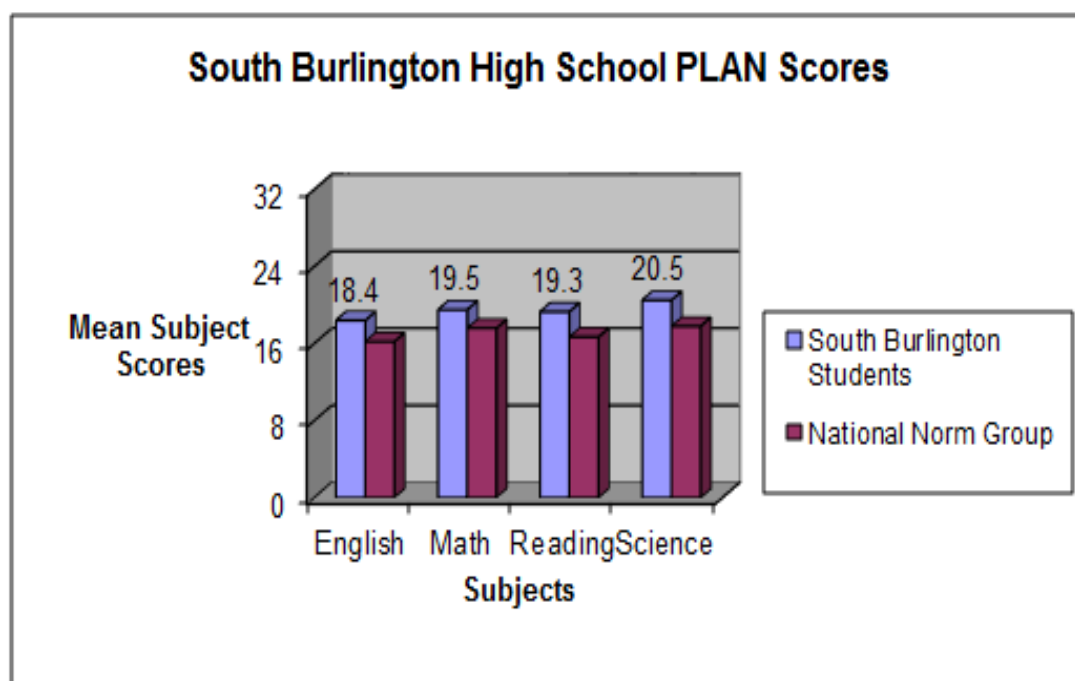
## PLAN® — Fall 2013

SBHS administered the **PLAN®** Assessment, which is a practice ACT, to all tenth grade students in the fall of 2013. 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 2013-14

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
2013-2014	108	2105	1,845,787	23.8	22.8	20.3	23.6	23.0	20.9
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

YEAR	Reading			Science			Composite		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2013-2014	24.5	23.7	21.3	23.6	22.8	20.8	24.0	23.2	21.0
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



**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.

AP exams are scored on a scale from 1 to 5. A score of 3 or higher is considered passing. Students scoring five on more than one test receive commendations from the testing service and many receive additional credit at some colleges.

2014 Advanced Placement Test Results (392 Tests Taken by 190 Students)								
Subject/Score	5	4	3	2	1	Total	3 or Better	Mean Score
Biology	1	5	7	6	1	20	65%	2.95
Calculus AB	11	7	7	3	5	33	76%	3.48
Calculus BC						3*		
Chemistry	4	4	6	6	6	26	54%	2.77
Computer Science A						6*		
English Language	8	14	13	8		43	81%	3.51
English Literature	3	10	18	16		47	66%	3.00
Environ. Science		5	3	4		12	67%	3.08
European History		5	5	1	2	13	77%	3.00
French Language						5*		
Physics B	1	7	9	6	3	26	65%	2.88
Psychology	22	36	23	22	7	110	74%	3.40
Spanish Language	1	2	6	2		11	82%	3.18
Statistics						6*		
US Gov't & Politics	5	7	7	9	3	31	61%	3.06
<b>Total</b>	<b>56</b>	<b>102</b>	<b>104</b>	<b>83</b>	<b>27</b>	<b>372</b>	<b>Overall Mean</b>	
<b>Percent of Total</b>	<b>15%</b>	<b>27%</b>	<b>28%</b>	<b>22%</b>	<b>7%</b>		<b>3.21</b>	

# 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
2013-2014	214	208	97%
2012-2013	228	212	93%
2011-2012	231	212	92%
2010-2011	242	231	95.5%
2009-2010	224	220	99%

## 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
2013-2014	1.04%	2.48%
2012-2013	1.16%	2.68%
2011-2012	2%	2.70%
2010-2011	.78%	2.58%
2009-2010	1.21%	2.69%





# HIGH SCHOOL DATA

## DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

	2009	2010	2011	2012	2013	2014
<b>Total</b>	<b>72%</b>	<b>75%</b>	<b>76%</b>	<b>78%</b>	<b>73%</b>	<b>77%</b>

### STUDENTS FROM THE CLASS OF 2014 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Alabama, University of  
Alfred University  
American University  
Amherst College  
Aquinas College  
Arizona State University  
Assumption College  
Bard College  
Bates College  
Bay Path College  
Baylor University  
Berklee College of Music  
Boston University  
Brandeis University  
Brock University  
Brown University  
Burlington College  
California at Davis, University of  
California at San Diego, University of  
California State University, Chico  
Carleton University  
Castleton State College  
Champlain College  
Charleston Southern University  
Clark University  
Clarkson University  
Clemson University  
Colby College  
Colby-Sawyer College  
Colorado, University of, at Boulder  
Colorado, University of, at Denver  
College of Charleston  
Colorado State University  
Columbia College, Chicago  
Community College of Vermont  
Concordia University  
Connecticut College  
Connecticut, University of  
Curry College  
Davidson College  
Delaware, University of  
Denver, University of  
Dickinson College  
Drexel University  
Eckerd College  
Elon University  
Embry-Riddle Aeronautical University  
Emerson College  
Emmanuel college  
Endicott College  
Fashion Institute of Technology  
Florida Institute of Technology  
Florida Southern College  
Fordham University  
Franklin and Marshall College  
Franklin Pierce University  
Furman University  
Gannon University  
George Mason University

The George Washington University  
Gonzaga University  
Goucher College  
Green Mountain College  
Hamilton College—NY  
Hartford, University of  
High Point University  
Hillsdale College  
Hobart & William Smith Colleges  
Hofstra University  
Illinois, University of, at Chicago  
Illinois, University of, at Urbana-Champaign  
Illinois State University  
Indiana University of Pennsylvania  
Iowa, University of  
Ithaca College  
Johns Hopkins University  
Johnson & Wales University, Providence  
Johnson State College  
Kalamazoo College  
Keene State College  
Kutztown University  
Lafayette College  
Lasell College  
Lesley University  
Lewis & Clark College  
Lyndon State College  
Maine, University of  
Manhattan College  
Marist College  
Marquette University  
Mary Washington, University of  
Massachusetts College of Art & Design  
Massachusetts College of Pharmacy & Health Sciences  
Massachusetts, University of, Amherst  
Massachusetts, University of, Boston  
Massachusetts, University of, Dartmouth  
Massachusetts, University of, Lowell  
McDaniel College  
McGill University  
McMaster University  
Merrimack College  
Michigan State University  
Michigan, University of  
Middlebury College  
Minnesota, University of, Twin Cities  
Mississippi, University of  
Montana State University, Bozeman  
Mount Holyoke College  
New College of Florida  
New England College  
New England, University of  
New Hampshire, University of  
New York University  
North Carolina, University of, at Wilmington

North Carolina State University  
Northeastern University  
Norwich University  
Nova Southeastern University  
Ohio Wesleyan University  
Oregon, University of  
Pace University, New York City  
Pennsylvania State University, Erie  
Pennsylvania State University, University Park  
Pittsburgh, University of  
Plymouth State University  
Providence College  
Purchase College, SUNY  
Purdue University  
Queen's University  
Quinnipiac University  
Rensselaer Polytechnic Institute  
Rhode Island School of Design  
Rhode Island, University of  
Rivier University  
Robert Morris University  
Rochester Institute of Technology  
Rochester, University of  
Roger Williams University  
Rollins College  
Rutgers New Brunswick  
Saint Anselm College  
Saint Joseph's College—ME  
Saint Michael's College  
Saint Rose, The College of  
Salisbury University  
San Diego, University of  
San Jose State University  
Sarah Lawrence College  
Savannah College of Art and Design  
Seton Hall University  
Simmons College  
Skidmore College  
Smith College  
South Carolina, University of  
Southern Maine, University of  
Southern New Hampshire University  
St. Francis Xavier University  
St. John's University, Queens Campus  
St. Lawrence University  
Stonehill College  
Stony Brook University  
Suffolk University  
SUNY College at Cortland  
SUNY College at Geneseo  
SUNY College at Potsdam  
Syracuse University  
Tampa, University of  
Toledo, University of  
Toronto, University of  
Towson University  
Tufts University  
Tulane University  
Union College  
University at Buffalo, SUNY

Ursinus College  
Vermont Technical College  
Vermont, University of  
Villanova University  
Virginia Commonwealth University  
Virginia Polytechnic Institute  
Wake Forest University  
Warren Wilson College  
Washington, University of  
Waterloo, University of  
Wentworth Institute of Technology  
West Virginia University  
Western New England University  
Western University, Ontario  
Wheaton College, MA  
Wheelock College  
William and Mary, College of  
Williams College  
Wisconsin, University of, Madison  
Worcester Polytechnic Institute  
Xavier University



# HIGH SCHOOL DATA

## CO-CURRICULAR PARTICIPATION

Activity	2009-2010 Student Participants*	2010-2011 Student Participants*	2011-2012 Student Participants*	2012-2013 Student Participants*	2013-2014 Student Participants*
Art Club	15	7	28	21	8
Bowling Club	-	-	-	14	10
Coalition for Community Service	63	108	136	154	135
Drama—Fall Musical	50	41	42	54	27
Future Educators of America	14	10	7	11	16
French Club	22	23	12	42	23
Gay/Straight Alliance	13	15	8	13	6
Green Team	6	9	8	8	13
Habitat for Humanity	25	37	28	-	-
Key Club	26	22	71	45	71
Math League	13	17	19	27	17
Multi-Media Club	9	11	7	9	14
National Honor Society	35	40	43	55	116
Oceanography Club	15	10	9	-	-
PACTeens Club	16	22	54	31	53
Rowing Club	35	54	50	30	30
Rugby Club	39	40	25	21	15
Scholars' Bowl	13	15	20	48	22
Speech & Debate Club	29	20	18	25	28
Strength & Conditioning Club	7	7	8	3	0
Student Council	31	31	31	34	32
Table Tennis Club	20	5	-	35	33
Ultimate Frisbee	-	15	24	29	28
Unified Sports	10	11	6	19	13

\*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	2009-2010 892	2010-2011 895	2011-2012 870	2012-2013 862	2013-2014 855
Girls' Soccer	42	38	36	38	37
Boys' Soccer	40	40	56	52	54
Cheerleading	11	13	9	9	14
Girls' Field Hockey	65	49	50	37	45
Girls' XC Running	20	22	26	26	33
Boys' XC Running	19	27	26	31	46
Boys' Football	77	58	54	63	66
Fall Sports Sub - Total	<b>274</b>	<b>247</b>	<b>257</b>	<b>256</b>	<b>295</b>
<i>Fall Participation</i>	31%	28%	30%	30%	35%
Girls' Basketball	28	24	25	23	29
Girls' Gymnastics	17	17	19	14	16
Girls' Alpine Skiing	17	14	15	12	16
Girls' Nordic Skiing	10	9	6	11	6
Girls' Dance Team	19	14	27	31	30
Cheerleading	12	0	7		12
Girls' Snowboarding	6	7	7	2	23
Girls' Ice Hockey	16	15	16	11	14
Girls' Indoor Track	33	54	51	48	39
Boys' Basketball	38	35	36	38	33
Boys' Alpine Skiing	13	16	19	10	10
Boys' Nordic Skiing	3	5	7	7	4
Boys' Snowboarding	24	16	18	22	26
Boys' Ice Hockey	25	20	22	22	22
Boys' Indoor Track	34	48	52	72	61
Winter Sports Sub - Total	<b>295</b>	<b>294</b>	<b>327</b>	<b>323</b>	<b>341</b>
<i>Winter Participation</i>	33%	33%	38%	37%	40%
Softball	16	16	13	19	24
Girls' Track & Field	37	37	37	31	42
Girls' Lacrosse	42	42	46	36	45
Girls' Tennis	16	16	34	31	26
Girls' Golf	10	10	15	9	17
Baseball	32	32	36	44	39
Boys' Golf	13	13	10	10	11
Boys' Track & Field	27	27	44	53	65
Boys' Lacrosse	45	45	59	64	59
Boys' Tennis	17	17	15	16	14
Spring Sports Sub - Total	<b>255</b>	<b>255</b>	<b>309</b>	<b>313</b>	<b>342</b>
<i>Spring Participation</i>	29%	33%	36%	36%	40%



# 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	2010	2011	2012	2013	2014
Pursuing related post-secondary education	45%	55%	45%		
Pursuing unrelated post-secondary education	4%	6%	8%		
Employed in a related field	13%	9%	8%		
Employed in an unrelated field	11%	18%	24%		
Military service in a related field	3%	1%	.5%		
Military service in an unrelated field	1%	1%	.5%		
Unemployed but seeking employment	1%	4%	2.5%		
Unemployed	3%	1%	0%		
Still in high school	1%	0%	0%		
No Data	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	2010	2011	2012	2013	2014
Students who meet 90% of program competencies	90%	92%	89%	92%	90%
Programs that offer industry credentials or college credit	100%	100%	100%	100%	100%
Students who earn a transcript from post secondary schools	17.5%	19.8%	22%	21%	19%
Students who complete program with industry credentials	92%	69%	70%	71%	70%
Non-traditional student enrollment	14.5%	12%	12%	10%	10%
Graduates who enter employment or military	89%	87%	92%	94%	90%

# DISTRICT AWARDS & ACHIEVEMENTS

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

## 10 Years of Service

Alex Anthony (Mathematics Teacher—SBHS)  
Kate Branon (Special Education Teacher—Orchard)  
Luke Goyette (Health/Physical Education Teacher—FHTMS)  
Ray Harvey (Bus Driver—District)  
Marc Juneau (World Language Teacher—SBHS)  
Justin Kaulius (Special Education Teacher —FHTMS)  
Mariah Larkin (SAP Counselor—SBHS)  
Kristin Romick (Special Education Teacher—FHTMS)  
Bernadette Thompson (Interventionist—FHTMS)  
Miroslaw Wietrzyk (Custodian—FHTMS)  
Jill Wilkens (CAS Mathematics—SBHS)  
Linda Wright (Paraeducator—FHTMS)

## 20 Years of Service

Carol Blakely (ELL Teacher—RMCS)  
Deirdre Guilizio (Elementary Teacher—RMCS)  
Tom Kessler (Mathematics Teacher—SBHS)  
Diane Martin (Paraeducator—Chamberlin)  
Debra Paul (Mathematics/Science Teacher —FHTMS)  
Janet Russell (Social Studies Teacher —SBHS)

## 30 Years of Service

Barb Gilmore (Administrative Assistant —RMCS)  
Roger Guillemette (Custodian—FHTMS)  
Jody Smith (Elementary Teacher —RMCS)  
Rich Wise (Science Teacher —SBHS)

## 35 Years of Service

Kathy Buley (Elementary Teacher—Chamberlin)

## 40 Years of Service

Norm Lavalette (Transporation Mechanic — District)  
Vince Masseau (Science Teacher —SBHS)  
Bill Minard (Driver Education Teacher —SBHS)

## Dominick Marabella Support Staff Award

Adele Strashnick (Administrative Assistant — FHTMS)

## SBSD Outstanding Teacher Award

Bill Wight (Social Studies Teacher—FHTMS)  
Denise Parker (Elementary Teacher—Chamberlin)

## Theodore Manazir South Burlington School Board Award

Kim Watkin (Social Studies Teacher —SBHS)



Adele Strashnick with Dominick Marabella