

South Burlington School District

Annual Report

2016

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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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

Early Essential Education	40
Rick Marcotte Central School	355
Orchard School	353
Chamberlin School	226
Frederick H. Tuttle Middle School	525
South Burlington High School*	861

Total Enrollments: 2,360

**Includes Tuition and School Choice Students*

Years	Tuition Students
2015-2016	142
2014-2015	89
2013-2014	97
2012-2013	98
2011-2012	88



South Burlington High School
"Building a Proud Tradition"

**Tuition and school choice students have been an important factor in providing enrollment and budgetary flexibility. All of these students attend the South Burlington High School (SBHS) and represent a significant proportion of that student body.*

Frederick H. Tuttle Middle School
"Working Together to Make a Difference"



Rick Marcotte Central School
"Where Everybody is Somebody"



Orchard School
"A Place to Grow"



Chamberlin School

School	Student/Teacher Ratio (Literacy, Math, Science, Social Studies)
RCMS	18.7
Chamberlin	16.1
Orchard	17.7
FHTMS *	21.9
SBHS *	23.7

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 2015-2016 school year. The South Burlington School District works 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	3.85%	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.

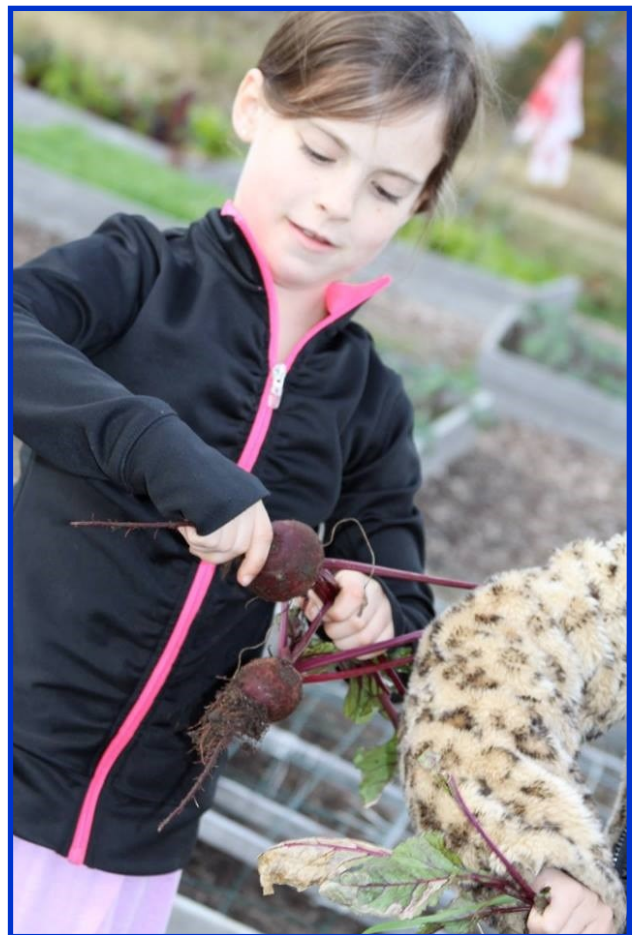
SCHOOL'S OUT!

South Burlington School District's after school program, "School's Out" has been offering high quality after school experiences for South Burlington students for 15 years. 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 2015 - 2016, we once again increased enrollment at each of the elementary schools. We enrolled a total of 392 students (up from 310 the year prior). This was the second year operating kindergarten programs at Orchard and Rick Marcotte Central. "The K-Space" is a kindergarten only program that is designed to meet the developmental needs of the youngest participants.

Our CIT (Counselors in training) program is open for 5th graders looking to develop leadership and take on more responsibilities. We had over 30 CITs participate in the program throughout the year. They were rewarded with an end of the year trip to the great escape. Our CITs are looked up to by the younger students and are excellent role models.

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

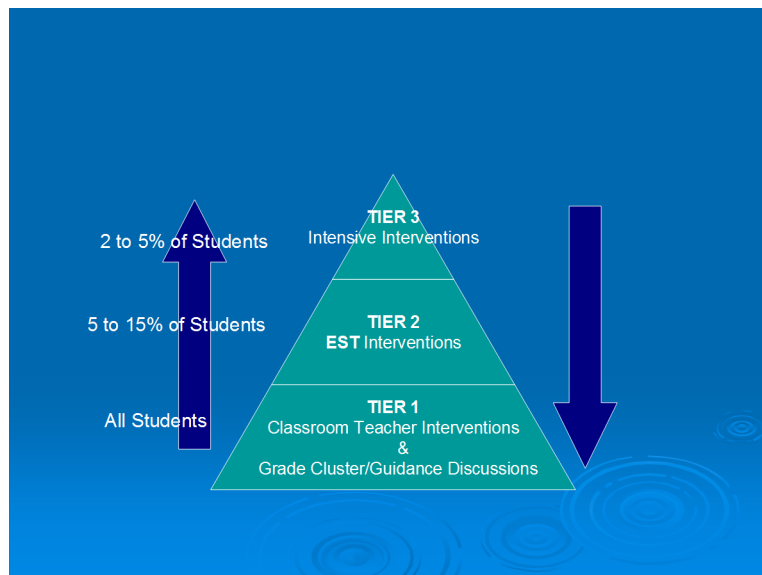
ENROLLMENTS AND SPECIAL PROGRAMS

Year	Total Students Enrolled	Special Education Child Count*	Section 504**	English Language Learners	Total In Programs	% of SBSB Students Receiving Services
2015-2016	2320	280	75	210	565	24.3%
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%

***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 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 40 students who are currently enrolled.

ENGLISH LANGUAGE LEARNERS (ELL)

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

Smarter Balanced Assessment Consortium (SBAC) Grade 3-8 Results

With the adoption of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), the Agency of Education took a critical step forward in implementing education standards to reflect the knowledge and skills needed for Vermont students to experience success in our pK-12 system and to be college and career ready. The development of Smarter Balanced Assessment Consortium (SBAC) assesses our students in Language Arts and Mathematics. Students take the SBAC electronically on a computer and part of the test is adaptive. That means that questions are unique to the student being assessed and the test can change complexity based on the previous answers. Student performance on these assessments fall into one of four proficiency levels: Above the Standard, Proficient, Partially Proficient, and Substantially Below Proficient. Below are the District's June of 2015 and June of 2016 for SBAC and May 2015 and 2016 for all students 3-8 who scored proficient or better. NECAP Science reflecting all students in Grades 4 and 8 who scored proficient and above.

The window for SBAC is March through June. This large window allows for some flexibility for our schools on when they administer this assessment. The charts below will show the years 2014-15 and 2015-16. 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 Language Arts, Mathematics, and Science.

One of the main reasons that the assessment changed 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 six years. We will continue to use the NECAP for Science assessment until May of 2017. We already moving to full implementation of the Next Generation Science Standards (NGSS) which are replacing the current Vermont Grade Level Expectations in Science. A new Science Assessment will be piloted in the spring of 2018.

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

We have only two years of SBAC data and because the standards are different results can not be compared to our previous data. The areas that are assessed on the SBAC are Common Core Standards in Reading, Writing, Listening and Research/Inquiry. These components are put together to give each student a scale score. This score is what determines proficiency.

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

We have only two years of SBAC data, and because the standards are different, results can not be compared to our previous data. The areas that are assessed on the SBAC are Common Core Standards in Concepts and Procedures, Problem Solving and Modeling & Data Analysis and Communicating Reasoning. These components are put together to give each student a scale score. This score is what determines proficiency.

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

Smarter Balanced Assessment Consortium (SBAC)

Grade 3 Results

SBAC Language Arts		
Grade 3	2014-15	2015-16
SB	69%	73%
VT	52%	54%
SB Male	59%	68%
VT Male	46%	49%
SB Female	74%	78%
VT Female	58%	58%
SB FRL	64%	NA
VT FRL	35%	38%

SBAC Math		
Grade 3	2014-15	2015-16
SB	65%	82%
VT	51%	56%
SB Male	63%	84%
VT Male	52%	56%
SB Female	67%	78%
VT Female	51%	55%
SB FRL	50%	NA
VT FRL	35%	40%

ASSESSMENTS—STATE

Smarter Balanced Assessment Consortium (SBAC) & Science NECAP Grade 4 Results

SBAC Language Arts Grade 4	2014-15	2015-16
SB	68%	75%
VT	51%	53%
SB Male	69%	65%
VT Male	51%	48%
SB Female	83%	83%
VT Female	63%	59%
SB FRL	49%	NA
VT FRL	35%	36%

SBAC Math Grade 4	2014-15	2015-16
SB	62%	73%
VT	45%	65%
SB Male	64%	75%
VT Male	45%	51%
SB Female	45%	48%
VT Female	45%	48%
SB FRL	39%	NA
VT FRL	30%	32%

NECAP Science Grade 4	2014-15	2015-16
SB	65%	69%
VT	46%	48%
SB Male	65%	62%
VT Male	43%	47%
SB Female	65%	75%
VT Female	49%	50%
SB FRL	50%	53%
VT FRL	31%	32%

ASSESSMENTS—STATE

Smarter Balanced Assessment Consortium (SBAC) Grade 5 Results

SBAC Language Arts Grade 5	2014-15	2015-16
SB	76%	82%
VT	53%	58%
SB Male	71%	80%
VT Male	51%	65%
SB Female	82%	88%
VT Female	63%	80%
SB FRL	41%	60%
VT FRL	39%	41%

SBAC Math Grade 5	2014-15	2015-16
SB	62%	70%
VT	46%	43%
SB Male	58%	74%
VT Male	43%	43%
SB Female	66%	66%
VT Female	40%	43%
SB FRL	34%	48%
VT FRL	26%	28%

ASSESSMENTS—STATE

Smarter Balanced Assessment Consortium (SBAC) Grade 6 Results

SBAC Language Arts Grade 6	2014-15	2015-16
SB	64%	71%
VT	53%	56%
SB Male	51%	62%
VT Male	45%	49%
SB Female	75%	80%
VT Female	NA	63%
SB FRL	45%	35%
VT FRL	36%	38%

SBAC Math Grade 6	2014-15	2015-16
SB	48%	59%
VT	37%	41%
SB Male	40%	56%
VT Male	35%	40%
SB Female	55%	61%
VT Female	40%	40%
SB FRL	34%	15%
VT FRL	22%	25%

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

Smarter Balanced Assessment Consortium (SBAC) Grade 7 Results

SBAC Language Arts Grade 7	2014-15	2015-16
SB	82%	75%
VT	54%	58%
SB Male	74%	63%
VT Male	48%	49%
SB Female	90%	86%
VT Female	62%	66%
SB FRL	66%	51%
VT FRL	37%	39%

SBAC Math Grade 7	2014-15	2015-16
SB	66%	64%
VT	40%	46%
SB Male	64%	55%
VT Male	43%	43%
SB Female	67%	71%
VT Female	44%	48%
SB FRL	33%	42%
VT FRL	27%	28%

ASSESSMENTS—STATE

Smarter Balanced Assessment Consortium (SBAC) & Science NECAP Grade 8 Results

SBAC Language Arts Grade 8	2014-15	2015-16
SB	77%	78%
VT	54%	56%
SB Male	73%	62%
VT Male	47%	50%
SB Female	82%	93%
VT Female	61%	67%
SB FRL	62%	46%
VT FRL	47%	41%

SBAC Math Grade 8	2014-15	2015-16
SB	59%	64%
VT	40%	44%
SB Male	62%	58%
VT Male	40%	42%
SB Female	56%	69%
VT Female	41%	45%
SB FRL	39%	30%
VT FRL	24%	26%

NECAP Science Grade 8	2014-15	2015-16
SB	40%	36%
VT	24%	23%
SB Male	41%	35%
VT Male	24%	21%
SB Female	38%	38%
VT Female	23%	24%
SB FRL	22%	14%
VT FRL	12%	10%

ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL— GRADE 11

Smarter Balanced Assessment Consortium (SBAC)

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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

Smarter Balanced Assessment Consortium (SBAC) & Science New England Common Assessment (NECAP) & Grade 11 Results

SBAC Language Arts Grade 11	2014-15	2015-16
SB	73%	83%
VT	58%	57%
SB Male	72%	80%
VT Male	51%	50%
SB Female	73%	87%
VT Female	65%	65%
SB FRL	55%	62%
VT FRL	40%	38%

SBAC Math Grade 11	2014-15	2015-16
SB	55%	60%
VT	37%	38%
SB Male	55%	61%
VT Male	37%	36%
SB Female	54%	59%
VT Female	38%	40%
SB FRL	30%	39%
VT FRL	20%	19%

NECAP Science Grade 11	2014-15	2015-16
SB	56%	57%
VT	32%	30%
SB Male	61%	57%
VT Male	31%	29%
SB Female	49%	58%
VT Female	32%	32%
SB FRL	27%	32%
VT FRL	16%	14%

ADEQUATE YEARLY PROGRESS

2015-2016

Under the Federal No Child Left Behind Act (NCLB), 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.

As a result of the NCLB requirement that **all** students be proficient in Reading and Math by 2014, Rick Marcotte Central School (RMCS) was identified as needing improvement for the first time. According to the policies and procedures in place, RMCS would no longer be available as a choice school after a second identification, which would be automatic for the 2015-2016 school year.

Due to the new Smarter Balanced Assessment Consortium (SBAC) tests, the State of Vermont Board of Education applied for a waiver from the Federal Government requesting that the results for SBAC not count for making AYP determinations. This waiver was granted at the end of May, 2015 and is in place for the school year 2015-2016. The key result is that no school moves to the next level in the improvement cycle, including RMCS. South Burlington is required to continue offering elementary school choice for all incoming k-5 students attending Orchard or Chamberlin for the 2015-2016 school year.

2015 AYP Determinations by School (remain the same as 2014 determinations due to waiver).

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

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
2015-2016	38

ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2015-2016

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
213	138	65%

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
65%	2015-2016	546	520	494	540	520	508	526	501	482
78%	2014-2015	548	523	495	551	524	511	534	507	484
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

The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2015-2016 academic year.

Gender	Reading			Mathematics			Writing		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
Females	528	519	493	508	505	494	523	509	487
Males	563	520	495	570	537	524	528	492	475

ASSESSMENTS—NATIONAL

ACT—School Year 2015-16

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
2015-2016	117	2104	2,090,342	24.4	22.9	20.1	23.6	22.9	20.6
2014-2015	118	2179	1,924,436	24.3	23.2	204.4	24.1	23.0	20.8
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

YEAR	Reading			Science			Composite		
	SBHS	VT	NAT'L	SBHS	VT	NAT'L	SBHS	VT	NAT'L
2015-2016	26.2	24.1	21.3	24.9	23.2	20.8	24.9	23.4	20.8
2014-2015	25.0	24.1	21.4	24.4	23.2	20.9	24.5	23.5	21.0
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



**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 2015-16 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.

2016 Advanced Placement Test Results								
(266 Tests Taken by 144 Students)								
Subject/Score	5	4	3	2	1	Total	3 or Better	Mean Score
Biology						*4		
Calculus AB	3	2	3	1	1	10	8	3.50
Calculus BC						*6		
Chemistry	1	5	2	3		11		3.36
Computer Science A						*3		
English Language	10	16	23	14		63	49	3.35
English Literature	1	8	8	3		20	17	3.35
Environ. Science						*9		
European History						*6		
French Language						*8		
Physics I	3	4	3	2		12	10	3.67
Psychology	21	39	18	7	3	88	78	3.77
Spanish Language						*9		
Statistics						*6		
US Gov't & Politics	1	4	4	1	1	11	9	3.27
Total	40	78	61	31	5	266	Overall Mean	
Percent of Total	15%	29%	23%	12%	2%		3.47	

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. To follow is the four year cohort graduation rate.

Year	Oct. 1 Census	Number Graduated	Graduation Rate
2015-2016	222	207	93.36%
2014-2015	229	208	90.95%
2013-2014	226	209	92.49%
2012-2013	228	207	91.00%
2011-2012	246	228	92.58%

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 the four year cohort. The data currently available is as follows:

Year	SBHS	VT
2015-2016	1.46%	2.80%
2014-2015	1.45%	2.99%
2013-2014	1.04%	2.48%
2012-2013	1.16%	2.68%
2011-2012	2.00%	N/A



HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

	2011	2012	2013	2014	2015	2016
Total	76%	78%	73%	77%	77%	79%

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

Akron, University of	Endicott College	Middlebury College	Suffolk University
Alabama, University of, Tuscaloosa	Fairfield University	Montana State University, Bozeman	Syracuse University
American University	Fashion Institute of Technology	Montserrat College of Art	Tampa, University of
Arizona, University of	Flagler College	New England Conservatory of Music	Temple University
Bard College	Florida Atlantic University	New England, University of	Tennessee, University of, Knoxville
Bates College	Florida Southern College	New Hampshire, University of	Texas State University
Baylor University	Fordham University	New Haven, University of	The Ohio State University
Bentley University	Franklin Pierce University	New York University	Toronto, University of
Boston University	Furman University	North Carolina, University of, Chapel Hill	Tufts University
Brandeis University	George Mason University	North Carolina, University of, Charlotte	Tulane University
Brigham Young University	George Washington University	North Texas, University of	Union College
Brown University	Georgia Institute of Technology	Northeastern University	Unity College
Bryant University	Grinnell College	Norwich University	University of Edinburgh
Butler University	Hamilton College	Nova Southeastern University	University of Manchester
California State University, Los Angeles	Hartford, University of	Oklahoma State University	University of Nottingham
California State University, San Marcos	Hartwick College	Oregon, University of	University of St. Andrews
California, University at Berkeley	Harvard University	Pace University	Ursinus College
Carleton University	High Point University	Paul Smith's College	University of Utah
California, University of, Los Angeles	Hobart and William Smith College	Peabody Institute of John Hopkins University	Vassar College
California, University of, Santa Cruz	Hofstra University	Pennsylvania College of Technology	Vermont Technical College
Carlton College	Husson University	Pennsylvania State University	Vermont, University of
Case Western Reserve University	Illinois, University of, at Urbana-Champaign	Pepperdine University	Villanova University
Castleton University	Indiana University, Bloomington	Pittsburgh, University of	Virginia Tech
Central Connecticut State University	Ithaca College	Plymouth State University	Virginia State University
Champlain College	James Madison University	Pomona College	Virginia, University of
Chapman University	John Jay College of Criminal Justice	Pratt Institute	Wake Forest University
College of Charleston	Johnson & Wales University, Denver	Providence College	Warren Wilson College
Christopher Newport University	Johnson & Wales University, Providence	Purdue University	Washington University in St. Louis
Clark University	Johnson State College	Quinnipiac University	Washington, University of
Clarkson University	Keen State College	Rensselaer Polytechnic Institute	Wentworth Institute of Technology
Clemson University	Kent State University	Rhode Island, University of	Wesleyan University
Coastal Carolina University	Kentucky, University of	Rice University	Western new England University
Colby-Sawyer College	Kenyon College	Rochester Institute of Technology	Western State Colorado University
Colgate University	Lawrence University	Rochester, University of	Whitman College
College of Coastal Georgia	Lesley University	Roger Williams University	William & Mary, College of
Colorado, University of, at Boulder	Long Island University, Brooklyn	Rutgers University, New Brunswick	Wisconsin, University of, Madison
Colorado State University	Longwood University	Sacred Heart University	Worcester Polytechnic Institute
Columbia College	Loyola Marymount University	Saint Leo University	Yale University
Columbia University	Loyola Chicago	Saint Michael's College	Yale-NUS College
Community College of Vermont	Lyndon State College	Salve Regina University	York College of Pennsylvania
Concordia University	Lynn University	San Diego State University	
Connecticut College	Macalester College	San Diego, University of	
Connecticut, University of	Maine, University of, at Fort Kent	San Francisco, University of	
Curry College	Maine, University of	San Jose State University	
Dallas, University of	Manhattanville College	Santa Clara University	
Dartmouth College	Marist College	Savannah College of Art & Design	
Delaware, University of	Marquette University	Siena College	
DePaul University	Mary Washington, University of	Skidmore College	
Dickinson College	Maryland, University of, College Park	South Carolina, University of	
Dominican University	Massachusetts Institute of Technology	Sothorn Maine, University of	
Drexel University	Massachusetts, University of, Dartmouth	Southern New Hampshire University	
Duke University	McGill University	St. Edward's University	
East Tennessee State University	Merrimack College	St. Lawrence University	
Elmira College	Miami University, Oxford	St. Thomas University	
Elon University	Miami, University of	State University of New York, Buffalo	
Embry-Riddle Aero University, Daytona Beach	Michigan State University	State University of New York, Plattsburgh	
Emerson College	Michigan, University of	State University of New York, Potsdam	
Emmanuel College		State University of New York, Stony Brook	
Emory University		Stevens Institute of Technology	
		Stonehill College	

HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

Activity	2011-2012 Student Participants*	2012-2013 Student Participants*	2013-2014 Student Participants*	2014-2015 Student Participants*	2015-2016 Student Participants*
Art Club	28	21	8	15	18
Backcountry Club	-	-	-	7	13
Bowling Club				9	
Broadcast Club	-	-	-	-	11
Chess Club	-	-	-	-	7
Coalition for Communi- ty Service	136	154	135	162	157
DECA	-	-	-	-	76
Drama—Fall Musical	42	54	27	-	N/A
Future Educators of America	7	11	16	9	15
French Club	12	42	23	24	24
Gender Sexuality Alli- ance	8	13	6	N/A	17
Green Team	8	8	13	11	N/A
Journalism Club	28	-	-	21	15
Key Club	71	45	71	N/A	N/A
Math League	19	27	17	19	18
Medical Club	-	-	-	-	21
Multi-Media Club	-	-	-	-	9
National Honor Society	43	55	116	76	N/A
PACTeens Club	54	31	53	N/A	75
R.O.C. Club					17
Rowing Club	50	30	30	16	21
Rugby Club	25	21	15	N/A	N/A
Scholars' Bowl	20	48	22	26	N/A
Snowboarding	-	-	-	11	11
Speech & Debate Club	18	25	28	35	10
Strength & Conditioning Club	8	3	0	4	12
Student Council	31	34	32	31	32
Table Tennis Club	-	35	33	41	N/A
Ultimate Frisbee	24	29	28		
Unified Sports	6	19	13	9	14

HIGH SCHOOL DATA

ATHLETIC PARTICIPATION

Year Total School Population	2011-2012 870	2012-2013 862	2013-2014 855	2014-2015 855	2015-2016 888
Girls' Soccer	36	38	37	42	37
Boys' Soccer	56	52	54	58	61
Cheerleading	9	9	14	14	10
Girls' Field Hockey	50	37	45	44	40
Girls' XC Running	26	26	33	34	32
Boys' XC Running	26	31	46	41	39
Boys' Football	54	63	66	67	67
Fall Sports Sub - Total	257	256	295	300	286
<i>Fall Participation</i>	30%	30%	35%	35%	32%
Girls' Basketball	25	23	29	22	24
Girls' Bowling	-	-	-	-	2
Girls' Gymnastics	19	14	16	13	14
Girls' Alpine Skiing	15	12	16	14	8
Girls' Nordic Skiing	6	11	6	2	1
Girls' Dance Team	27	31	30	32	31
Cheerleading	7		12	11	8
Girls' Snowboarding	7	2	23	2	0
Girls' Ice Hockey	16	11	14	14	19
Girls' Indoor Track	51	48	39	27	46
Boys' Basketball	36	38	33	38	35
Boys' Bowling	-	-	-	-	9
Boys' Alpine Skiing	19	10	10	2	7
Boys' Nordic Skiing	7	7	4	4	4
Boys' Snowboarding	18	22	26	16	8
Boys' Ice Hockey	22	22	22	24	21
Boys' Indoor Track	52	72	61	50	65
Winter Sports Sub - Total	327	323	341	271	302
<i>Winter Participation</i>	38%	37%	40%	32%	34%
Softball	13	19	24	33	N/A
Girls' Track & Field	37	31	42	37	46
Girls' Lacrosse	46	36	45	48	48
Girls' Tennis	34	31	26	22	15
Girls' Golf	15	9	17	15	20
Baseball	36	44	39	48	N/A
Boys' Golf	10	10	11	10	9
Boys' Track & Field	44	53	65	72	50
Boys' Lacrosse	59	64	59	53	50
Boys' Tennis	15	16	14	14	13
Boys' Ultimate				31	36
Spring Sports Sub - Total	309	313	342	385	290

DISTRICT AWARDS & ACHIEVEMENTS

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

10 Years of Service

Theresa Akerley (Science Teacher, SBHS)
Khaddouj Baaja (Custodian, FHTMS)
Geoffrey Bennett (Driver Education Teacher, SBHS)
Fredricka Bessette (Bus Aide, District)
Cheryl Carter (Paraeducator, Orchard)
Lori Centerbar (Language Arts Teacher, FHTMS)
Karen Davis (Food Service, FHTMS)
Jennifer Hurst (Interventionist, Chamberlin)
Diane Kinnon (Human Resource Coordinator, District)
Marnita Leach (Bus Driver, District)
Kelsey Lewis (Art Teacher, RMCS)
Kara McDonough (Early Childhood Special Educator, Orchard/District)
Jean Ohlson (Mathematics Teacher, SBHS)
Patrick Phillips (Assistant Principal, SBHS)
Maria Portela (Food Service, FHTMS)
Christopher Provost (Elementary Teacher, Chamberlin)
Gary Russell (Social Studies Teacher, FHTMS)
Sheila Ryan, (Bus Driver, District)
Jessica Stevens (Special Educator, Chamberlin)
Natalie Tessier (Bus Driver, District)
Jessica Witty (Adm. Asst. for Facilities/Energy Education Manager, District)
David Young, (Superintendent, District)

20 Years of Service

Jennifer Belisle (Elementary Teacher, RMCS)
Sally Charbonneau (Elementary Teacher, Chamberlin)
Ellen Copley (Reading Recovery Coach, RMCS)
Lisa Divoll-Painter (Art Teacher, SBHS)
Christine Madkour-Companion (Early Childhood Special Educator, Chamberlin)
Julie McLane (Paraeducator, Chamberlin)
Dean Melen (Guidance Counselor, Chamberlin)
Kathleen Murphy (Elementary Teacher, Chamberlin)
Michael Vining (Information Technology, District)

30 Years of Service

Maureen Caruso (Elementary Teacher, RMCS)
Marie Smith (Paraeducator, RMCS)
Karola Troidl (Music Teacher/Information Technology Educator, FHTMS)

Dominick Marabella Support Staff Award

Bart Miceli (Director of Facilities, District)

SBSD Outstanding Teacher Award

Jennifer Belisle (Elementary Teacher, RMCS)
Theresa Mazza-Anthony—CAS, World Languages, SBHS)

Theodore Manazir South Burlington School Board Award

Kristin Romick (Special Education Teacher, FHTMS)