

South Burlington
School District
2009
Report Card

MISSION STATEMENT

“The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring life-long learning.”

South Burlington School Board

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Please visit our Office of Instruction website at www.sbschools.net to view the 2007-12 Strategic Plan. The four areas targeted for improvement are Community Engagement, Curriculum, Instruction and Assessment, School Finance, and Healthy and Safe Learning Environments.



Thomas Dunn

SUPERINTENDENT'S MESSAGE

South Burlington School District continues to live up to its reputation for excellence around the state. Students perform at the highest levels on state assessments, state competitions, course enrollments, and co-curricular engagement. Teachers work to develop their knowledge and instructional skills, both during the school year and in the summer. Many have received recognition for excellence in the state and some at the national level. After two years serving as your school superintendent, I am more hopeful than ever about the possibilities for your children in their 21st Century lives. While we have increased our efforts to share the good things that students and teachers do in your schools, we are still not doing enough to communicate the stories to you.

Some recent examples of student excellence include Rebecca Lee being named a 2008 Presidential Scholar, Lane Kisonak winning the top speaker award at the Vermont Public Forum Debate, Cody Yu and Vivian Huang holding the top individual Mathcounts Awards for our winning middle school team, our Jazz Ensemble taking the top prize in the Vermont Jazz Festival, and five of our students, Varun tej Gonuguntla, Amsal Karic, Thomas Piper, Jonathan Girard, and Michael Gaffney winning the 2009 Vermont Real World Design Challenge.

Teachers have excelled as well. Marion Voorheis won the Siemens Award for Advanced Placement Teachers; Karen Bohmann, the Veteran of Foreign Wars High School Teacher of the Year; and Jay Hoffman, National Finalist for Cable's Leaders in Learning Award.

The achievement of these students and teachers offer some insight into the quality of the performance of South Burlington Schools.

As we think about your children's 21st Century lives, we know technology will play a large part. They will need the skills to navigate through and use the vast quantities of information available at their fingertips. They will need to think critically about what they see, hear, and read. They will need to solve problems collaboratively with others – others from our culture as well as others from cultures around the globe. A major effort of the school district is to examine the knowledge, skills, and dispositions required for your children to be successful in their future. We will look for ways to build opportunities for children to learn and practice these important goals of education.

As I wrote last year, without your help, we cannot prepare your children to use those skills to address problems and opportunities in their rapidly changing world. We need each South Burlington resident to be open to connect your lives with the work of the schools. We need you to help us connect the children and youth of South Burlington to your interests and desire to improve the community, Vermont, our nation, and the world.

Sincerely,



ENROLLMENTS

INDIVIDUAL SCHOOL TOTALS (as of 10/01/08)

| | |
|-----------------------------------|-----|
| Early Essential Education | 26 |
| Rick Marcotte Central School | 346 |
| Orchard School | 363 |
| Chamberlin School | 262 |
| Frederick H. Tuttle Middle School | 521 |
| South Burlington High School* | 872 |

Total Enrollments: **2,390**

*Includes Tuition and School Choice Students



| Years | Tuition Students* | High School Students | FHTMS Students |
|-----------|-------------------|----------------------|----------------|
| 2008-2009 | 124 | 13.2% | 1.1% |
| 2007-2008 | 137 | 13.9% | 1.9% |
| 2006-2007 | 106 | 11.0% | n/a |
| 2005-2006 | 103 | 11.0% | n/a |
| 2004-2005 | 112 | 12.0% | n/a |

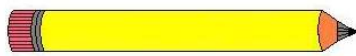
*Tuition and school choice students have been an important factor in providing enrollment and budgetary flexibility. Nearly all of these students attend the South Burlington High School (SBHS) and Frederick H. Tuttle Middle School (FHTMS) and represent a significant proportion of that student body.



South Burlington High School
"Building a Proud Tradition"



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



Rick Marcotte Central School
"Where Everybody is Somebody"



Chamberlin School

Orchard School
"A Place to Grow"

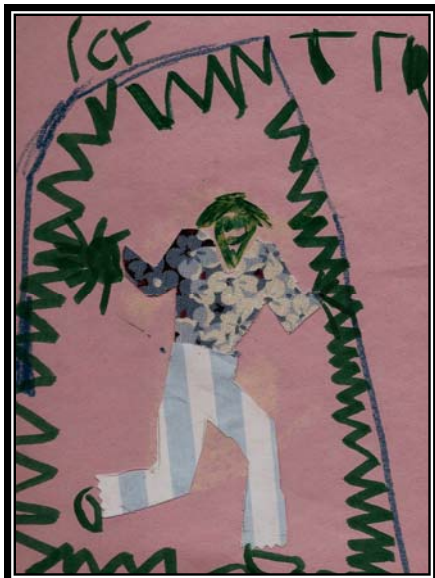
| School | Student/Teacher Ratio (Literacy, Math, Science, Social Studies) |
|------------|--|
| RCMS | 17 |
| Chamberlin | 17.4 |
| Orchard | 17.1 |
| FHTMS * | 20 |
| SBHS * | 20 |

PROFESSIONAL QUALIFICATIONS

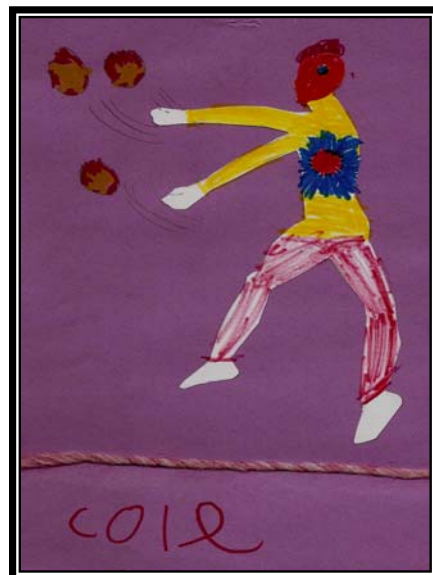
Title I (III)(h) of NCLB requires LEAs to publicly report the percentage of core academic classes* **NOT** taught by highly qualified teachers, the percentage of teachers teaching on emergency credentials by LEA and school, and the professional qualifications of their teachers. The following is the percentage of core academic classes **NOT** taught by highly qualified teachers and the percentage of teachers teaching on emergency credentials for your LEA as a whole and for all schools in your LEA for the 2007-2008 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% | 0% |
| F. H. Tuttle Middle School | 5.58% | 0% |
| Orchard School | 0% | 0% |
| Rick Marcotte Central School | 0% | 0% |
| So. Burlington High School | 3.22% | 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.



Traicy Plaza



Cole Gilder

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 2007-2008, we continued to operate at our increased enrollment of 59 children a day at each of the schools. We enrolled a total of 201 students in the program (70 at Orchard, 61 at Chamberlin, and 71 at Rick Marcotte Central). These figures include children who are enrolled full-time as well as part-time. There is never more than 59 children on-site at any given time.

The programs at all three elementary schools focused heavily on enrichment opportunities for the children. The sites also focused heavily on providing more opportunities for children to work on homework and more homework support from staff and high school volunteers.

Our program directors are currently in the process of applying for state recognition through the Step Ahead Recognition System (S.T.A.R.S). S.T.A.R.S. is Vermont's rating system for recognizing the quality of child care programs in the state. This process will recognize our efforts to create a quality after school program, and help us to identify ways to enhance the program.

The School's Out Website can be found at <http://district.sbschools.net/schoolsout/> 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

GROWTH IN TOTAL ENROLLMENTS AND SPECIAL PROGRAMS

| Year | Total Students Enrolled (10/08) | Special Education Child Count* (12/08) | Section 504** | English Language Learners | Total | % of SBSB Students Receiving Services |
|-----------|---------------------------------|--|---------------|---------------------------|-------|---------------------------------------|
| 2008-2009 | 2390 | 232 | 93 | 143 | 468 | 19.6 |
| 2007-2008 | 2442 | 227 | 127 | 119 | 473 | 19.3 |
| 2006-2007 | 2519 | 256 | 115 | 126 | 524 | 20.8 |
| 2005-2006 | 2600 | 254 | 114 | 141 | 509 | 19.6 |
| 2004-2005 | 2614 | 271 | 101 | 111 | 483 | 18.5 |

***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 numbers of students in special education has decreased some since last year. We have examined our service delivery models across the district and schools continue to implement new service delivery models. Each school has increased professional contact with students with needs, including team teaching, special educators assigned to grade levels, and classroom teachers differentiating instruction. The District has also committed to improving the efficiency of our Educational Support System. Intensive early intervention for students on the autism spectrum is also fully implemented. These strategies allow for many students to receive supports, regardless of eligibility as special education students.

PRESCHOOL (AGES 3-5)

The South Burlington Essential Early Education Program (EEE) serves 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 districts' students who are currently enrolled. Some students receive their services in the EEE/YMCA collaborative preschool setting at Orchard or Chamberlin School. Children may also receive services in their home or preschool setting. We continue to provide intensive services for our children on the spectrum. Students receive one to one instruction to develop learning and social communication skills and in class instruction for generalization of these skills. Research has shown that early identification and direct instruction for students with autism spectrum disorders has good outcomes for future independence.



ENGLISH LANGUAGE LEARNERS (ELL)

In 2008-2009, English Language Learners (ELLs) comprise approximately 6% of the student population in South Burlington schools. The five schools in our district are experiencing a growing cultural linguistic diversity with more home languages other than English represented.

To meet the needs of our ELLs, District has 4.4 full-time teachers. The ELL teachers work directly with students and collaborate with classroom teachers to ensure that ELLs have access to the District's challenging curriculum while they are gaining English language proficiency skills. The ELL teachers assess English proficiency levels annually, as mandated by No Child Left Behind.

The Vermont Department of Education and St. Michael's College, in partnership with the South Burlington School District, recognize the challenge of meeting the needs of ELLs in low incidence populations. We have established several initiatives to encourage classroom teachers, guidance counselors, and administrators to learn about instructional practices and issues in ELL education. South Burlington School District is involved in Project CREATE, an initiative that promotes collaboration among pre-service teachers, education faculty, and classroom teachers in teaching content to ELL students.

INFORMATION TECHNOLOGY EDUCATION

South Burlington School District students and faculty continue to expand our use of information technology as a powerful tool for learning. Our focus is on helping students master “21st century skills” such as creativity and innovation, critical thinking and problem solving, and communication and collaboration, as well as fundamental technology skills and subject area content.

To help us accomplish these broad goals we engage students in a wide variety of projects using a relatively vast array of technology tools, such as:

- **Moodle**—Moodle is an open source (free), password-protected, on-line course management system that a growing number of teachers are using with their students. Moodle enables teachers to build on-line lessons with links to resources; forums in which students discuss questions posed by the teacher or comment on each other’s remarks; wikis where students collaboratively build web pages; quizzes; and more. Moodle has proven to be a very engaging tool—a quick glance at the usage logs has found students working as late as 2:00 am and as early as 5:00 am!

- **Video Cameras and Editing Software**—Students are using low-cost Flip video cameras and the free Windows Movie Maker software to create original movies on a variety of topics, ranging from presidential campaign ads to instructional videos for younger students on basic science topics. Such video projects not only are fun but also require students to work on planning, researching, writing, editing, collaborating, and other 21st century skills. In addition, students at the high school use higher-end software such as Adobe Premiere to create professional quality videos, while students at the middle school produce a weekly video news program that is aired throughout the school.

- **Excel**—Students from elementary school through high school use the power of Microsoft Excel to collect, organize, analyze, and present data. Spreadsheets and graphs are great tools for exploring election data collected in a mock poll, science lab data, economic and demographic data from around the world, etc. Data analysis projects enable students to hone vital critical thinking and problem-solving skills.

- **Document Cameras**—Document cameras enable teachers and students to project documents and three-dimensional objects on a screen so that the class may view and discuss them as a group. For example, a student might display and discuss a poem he has written and hand-illustrated, a teacher might display different rocks and minerals as part of a geology lesson, a student might illustrate how she would solve a math problem using math “manipulatives,” etc.

- **SMART Boards**—SMART Boards are one brand of “interactive whiteboard”—a whiteboard that mirrors a computer screen and that can be used to control the computer using a pen or one’s finger. There is a growing library of software designed to use this technology to engage students in highly interactive lessons. Teachers can design their own lessons, and they can even record an entire class lesson so that students can use it for review after class.

- **Google Earth**—Google Earth is free software that enables students to “fly” to and explore fairly detailed satellite images of any place on the planet. Students can create custom virtual tours that include both text and pictures that “pop up” when one visits a designated location. Google Earth is an intriguing tool for studying geography and developing a concrete sense of the world.

- **Skype**—Skype is a free video-conferencing system. We’re just beginning to tap its potential to connect students around the district, state, and world, but are very enthusiastic about the possibilities. For example, we’ve had middle school students share their work with elementary students, without ever leaving their classrooms. Students in a social studies class studying the Middle East had a live video-conference with a woman in Dubai. (See below.)



- **SchoolFusion**—SchoolFusion is a powerful web site development tool that the district has adopted. Our goals are to make it easier to navigate the thousands of district web pages and to provide a variety of tools and resources for teachers, students, parents, and community members, such as calendars that merge information for different schools or classrooms, podcasts, discussion forums, and more. Development of our SchoolFusion web site will be an ongoing project, but we hope to have a basic site available early next fall.

ASSESSMENTS

Early Reading

State

- ◆ State—VT Developmental Reading Assessment (Gr. 2)

◆

Local

- ◆ Local—Primary Observation Assessment (Gr. K-2)
September and May
- ◆ Local—Phonological Assessment (Gr. K)
September

English Language Arts

State

- ◆ New England Common Assessment
October (Gr. 3-8) and May (Gr. 11)

Local

- ◆ Gates-MacGinitie Reading Test (Gr. 3-9)
September and May
- ◆ Scholastic Aptitude Test I (Gr. 11, 12)
May
- ◆ Advanced Placement (Gr. 12)
May
- ◆ Advanced College Test/PLAN (Gr. 10, 12)

World Language

- ◆ Local World Language Assessment (Gr. 8,10)
May and June
- ◆ Advanced Placement French (Gr. 12)
May
- ◆ Advanced Placement Spanish (Gr. 12)
May

Mathematics

State

- ◆ New England Common Assessment
October (Gr. 3-8) and May (Gr. 11)

Local

- ◆ Scholastic Aptitude Test I (Gr. 11, 12)
May
- ◆ Advanced Placement Calculus (Gr. 12)
May
- ◆ Advanced Placement Computer Science (Gr. 12)
May
- ◆ American College Test/PLAN (Gr. 10, 12)
Throughout the School Year
- ◆ Mathematics Recovery Screening (Gr. K)

History/Social Studies

- ◆ Advanced Placement European History (Gr. 12)
May
- ◆ American College Test (Gr. 12)
October and June

Science

State

- ◆ New England Common Assessment (Gr. 4, 8, 11)
May

Local

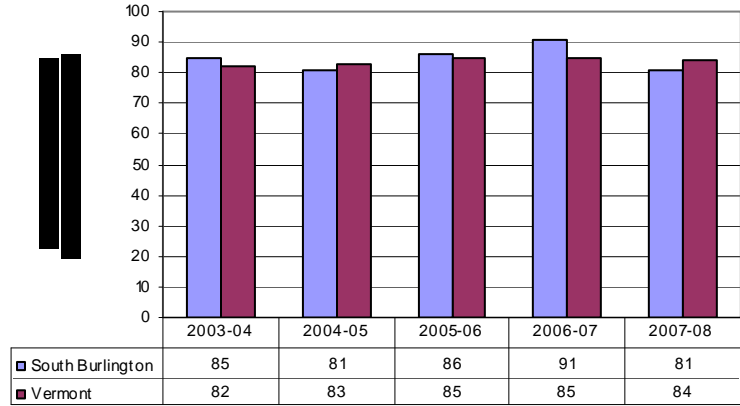
- ◆ Advanced Placement Biology (Gr. 12)
May
- ◆ Advanced Placement Chemistry (Gr. 11)
May
- ◆ Advanced Placement Env. Sciences (Gr. 12)
May
- ◆ Advanced Placement Physics BC (Gr. 12)
May
- ◆ American College Test (Gr. 12)
Throughout the School Year

ASSESSMENTS—EARLY READING

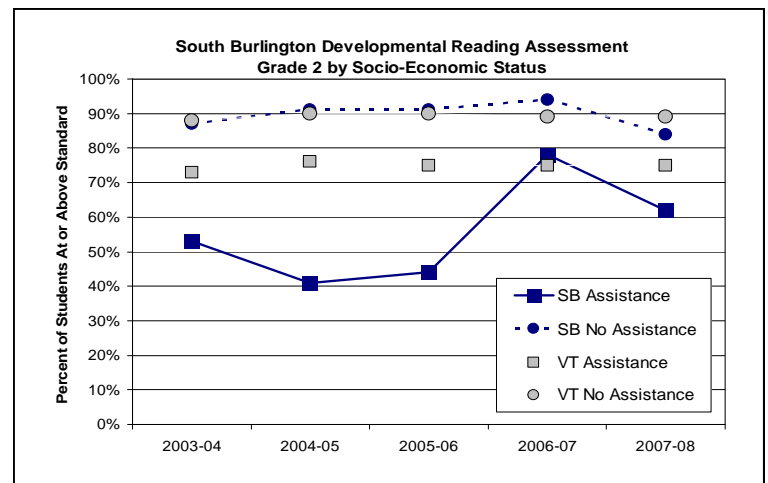
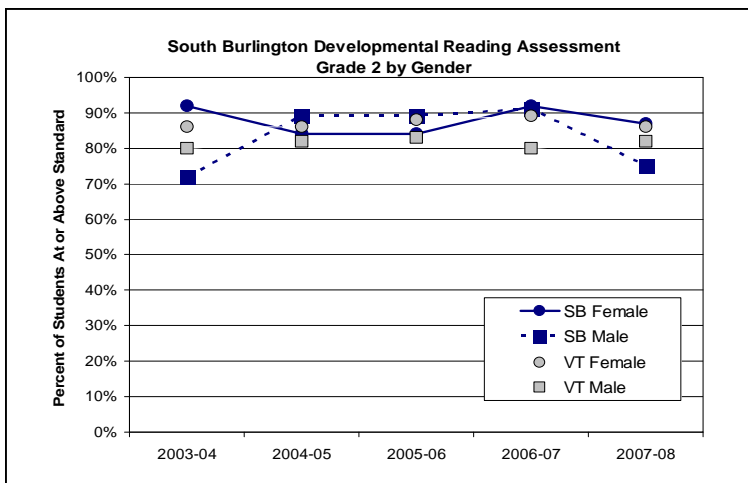
Vermont Developmental Reading Assessment (VT DRA) - Spring 2008

This assessment is an individually administered, standards-based reading assessment. Students read and retell short books. Teachers administer the assessment, score oral reading for accuracy, score retellings for comprehension, and determine the highest range of text difficulty at which students read with both acceptable accuracy and comprehension. This year 81 percent of South Burlington School District's second graders achieved or exceeded the standards.

SB - Developmental Reading Assessment
Grade 2



| Performance Levels | 2004 | | 2005 | | 2006 | | 2007 | | 2008 | |
|---------------------------------|------|-----|------|-----|------|-----|------|-----|------|-----|
| | VT | SB | VT | SB | VT | SB | VT | SB | VT | SB |
| Achieved the Standard w/ Honors | 47% | 64% | 48% | 58% | 50% | 60% | 51% | 64% | 51% | 56% |
| Achieved the Standard | 35% | 21% | 35% | 22% | 35% | 26% | 34% | 27% | 33% | 25% |
| Nearly Achieved the Standard | 10% | 10% | 10% | 12% | 9% | 10% | 9% | 6% | 9% | 13% |
| Below the Standard | 4% | 1% | 4% | 4% | 3% | 3% | 3% | 1% | 4% | 4% |
| Little Evidence of Achievement | 4% | 3% | 4% | 3% | 3% | 1% | 3% | 1% | 3% | 3% |

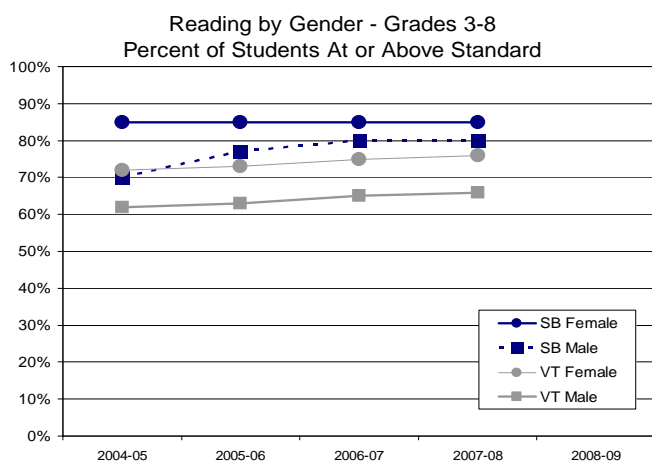
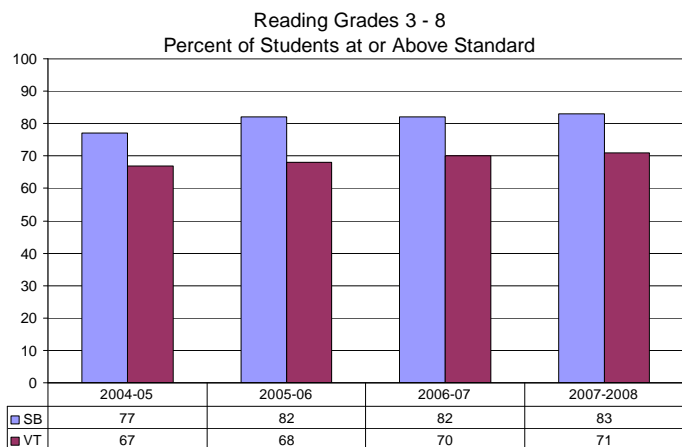


ASSESSMENTS—STATE

New England Common Assessment (NECAP) Grades 3-8 Results Fall 2008

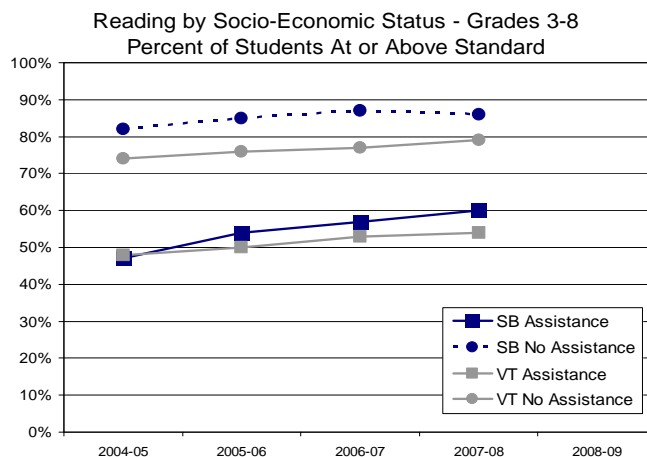
The NECAP is administered to students in New Hampshire, Rhode Island, and Vermont as part of the No Child Left Behind Act. The test measures student performance on Vermont Grade Expectations in Reading, Mathematics, and Writing. Student performance on these assessments fall into one of four proficiency levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. Below are the District's October 2008 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 second grade and so on. The graphs below will show the year 2007-08 because that is the year of knowledge that was tested in the fall of 2008. 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, and Mathematics.

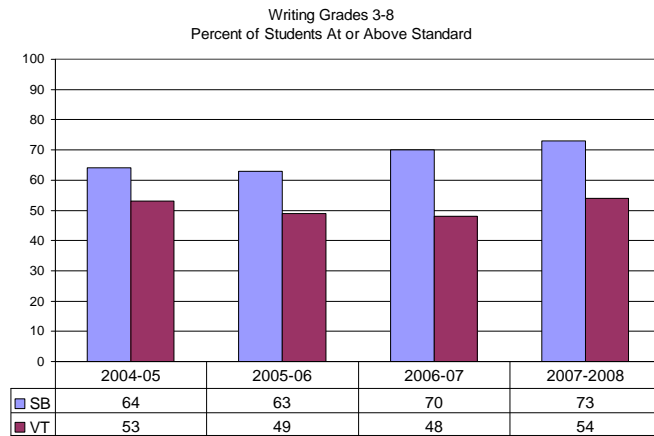


READING—The NECAP has been administered for the past four years. Results indicate that we are closing the gap between males and females; however, we need to close the gap between students of different socio-economic backgrounds. Our plans to address this deficiency include a review of the newly created reading and writing curriculum and determination of local assessments that will assist us in monitoring our students' progress towards attainment of goals *before* the state assessment is administered.

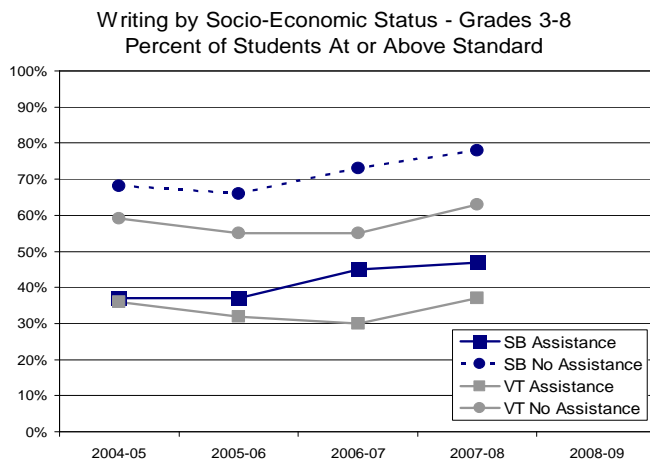
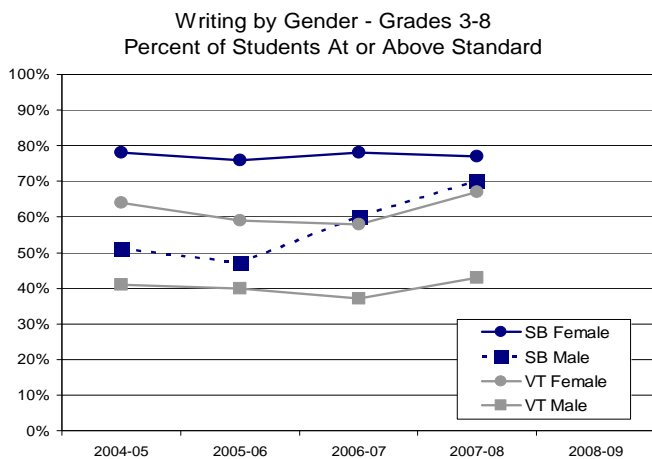
Our federal funding will be used for professional development activities that address student performance targets. The creation of Literacy Coaches is one grant funded activity that will enhance each school's ability to analyze performance data and to provide on-going, embedded professional development opportunities for our teachers to improve instructional techniques.



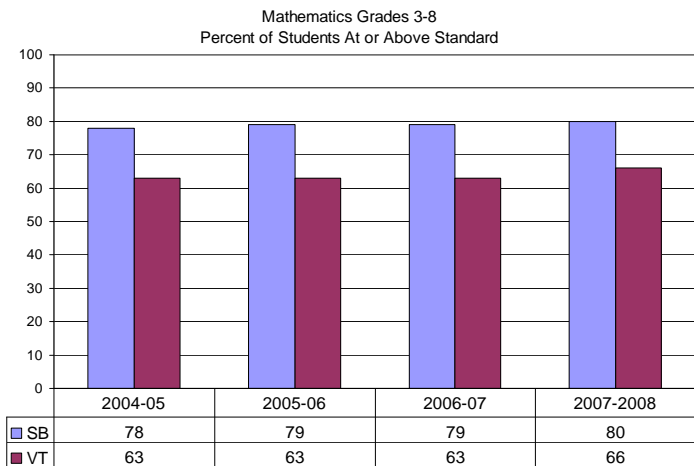
ASSESSMENTS—STATE



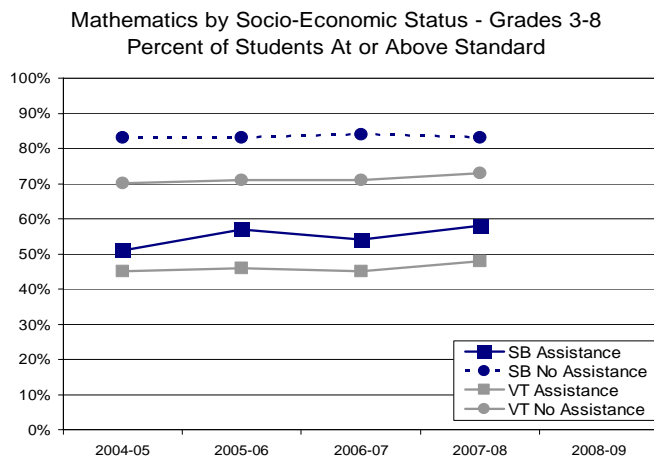
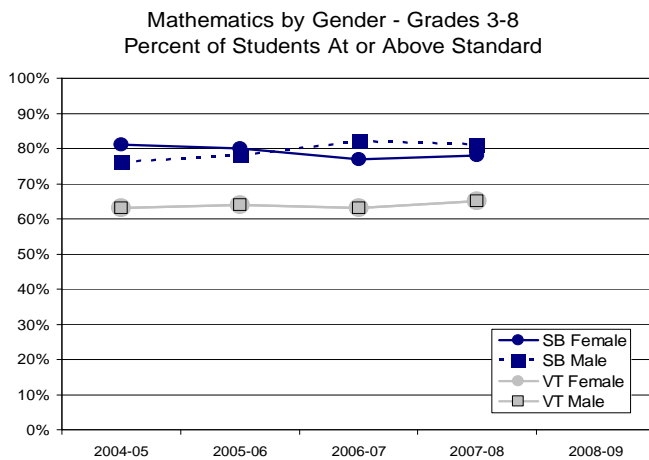
WRITING—While we continue to score above state averages in this area, our overall results reveal that a significant number of students are not proficient in the area of writing. Specifically, we have determined that students have difficulty creating a constructed response to text and questions which require specific and concise information. While Vermont students consistently score above national averages in writing, our overall proficiency scores indicate that many students are not prepared for the quality of writing that is required in higher education institutions, as well as vocational education. This is an area that we will continue to focus considerable time and attention to in the next years. A considerable amount of staff development dollars have been targeted to the improvement of writing in the District. At the elementary level, teachers have participated in a variety of writing workshops, and the middle/high school teachers have participated in professional development such as using technology to improve writing, brain research, and using a variety of curriculum designs that specify learning targets and assessments that promote depth rather than breadth. While we have not analyzed the impact of these professional development opportunities, our teachers have already identified ways in which instruction has improved, resulting from their new learning.



ASSESSMENTS—STATE



MATHEMATICS—Our student performance results in this area rank above the state average and are among the highest in the state. Along with reading and writing, we will need to close the achievement gap of students in poverty and we are working on a plan that will address the instructional needs of students in special education. We are in year two of the new Bridges to Mathematics Program and we continue to provide high-quality learning opportunities for the teachers to be more comfortable with this curriculum.

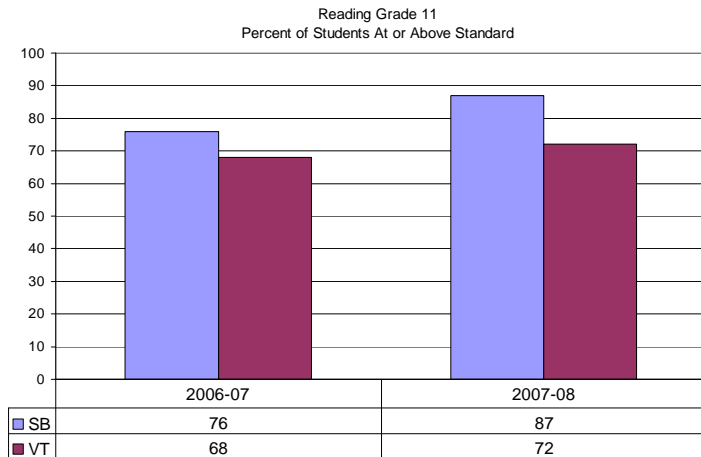


For detailed information regarding assessment data, please visit the State of Vermont's Department of Education website at:

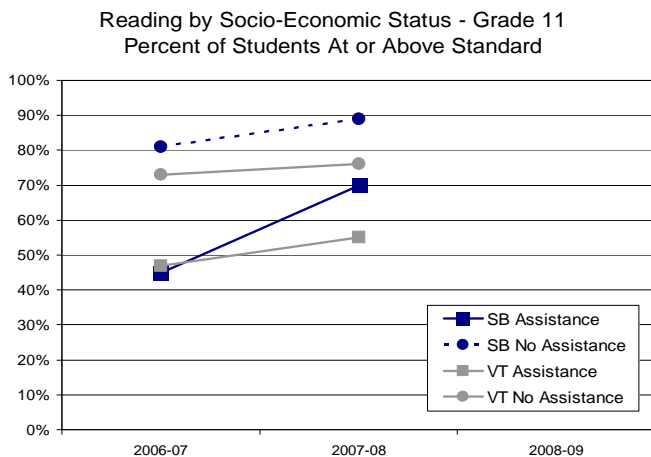
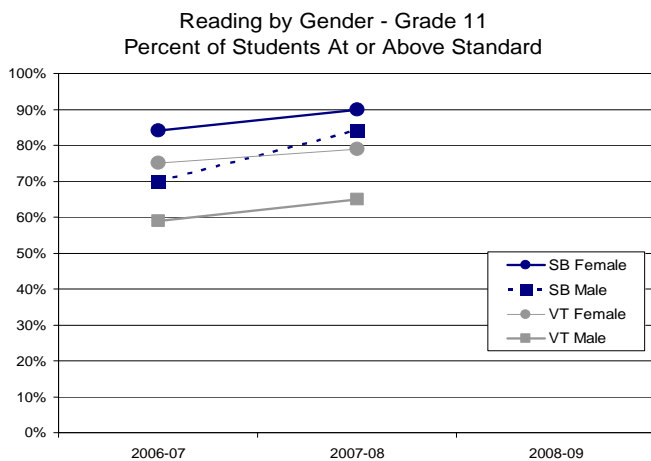
http://education.vermont.gov/new/html/pgm_assessment/data.html

ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—READING GRADE 11

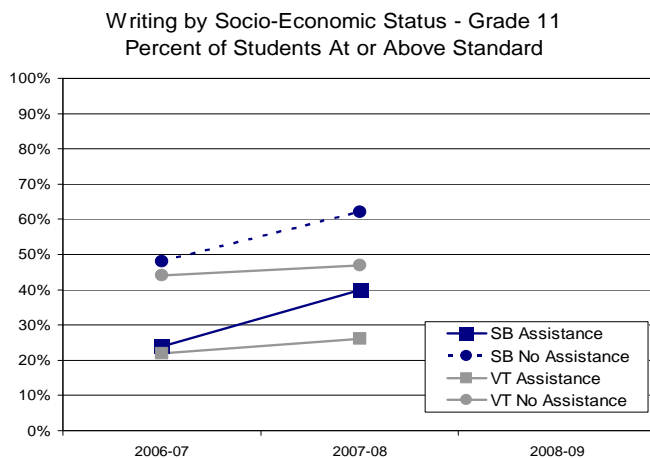
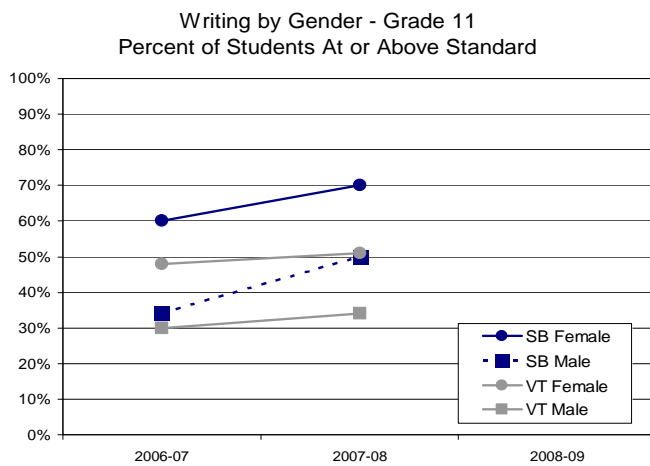
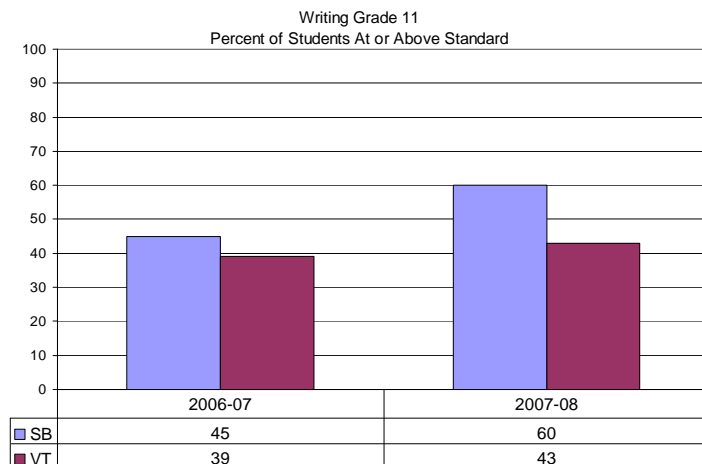


READING, WRITING & MATHEMATICS—The high school NECAP components in reading, writing and mathematics are administered to all eleventh graders annually. We are very excited about the improvements in reading and writing results in year two of this assessment. Our students perform significantly above state averages in reading and writing and also rank among the highest in the state. Our mathematics student performance results are also above state averages, however, fall behind our reading and writing scores. Of particular interest is that our students did better on items relating to higher level mathematics concepts as evidenced in function and algebra as opposed to numbers and operation. We will need to further analyze these results to better understand how to target school action plans.



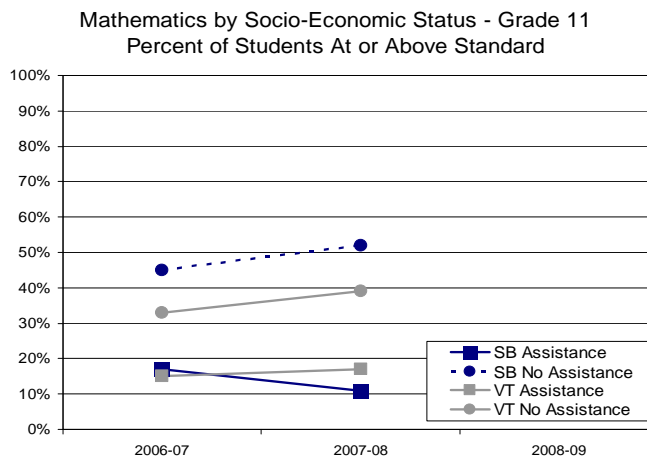
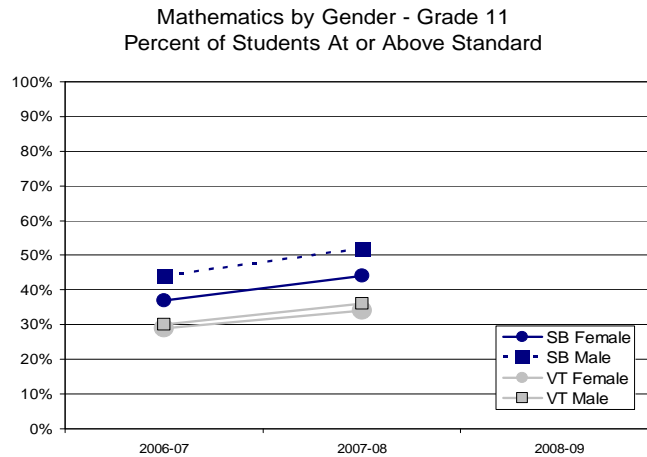
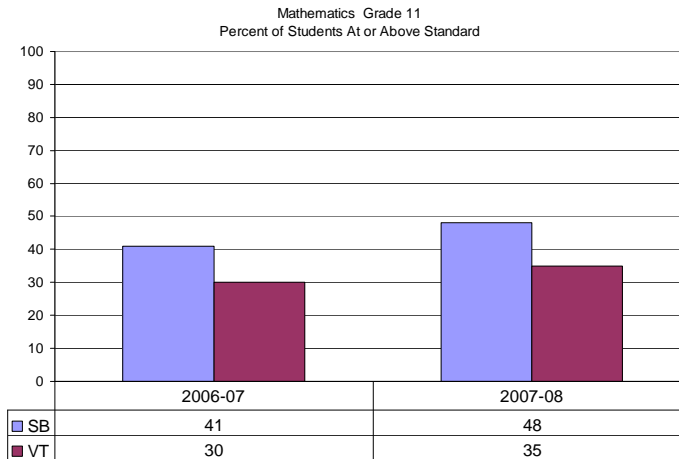
ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—WRITING GRADE 11



ASSESSMENTS—STATE

SOUTH BURLINGTON HIGH SCHOOL—MATHEMATICS GRADE 11

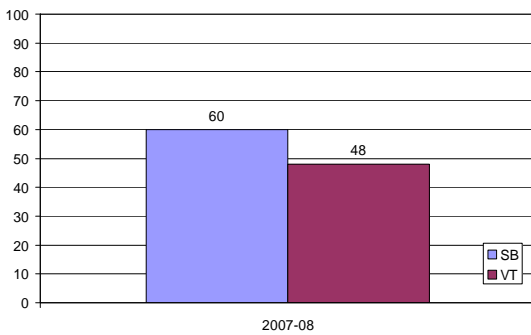


ASSESSMENTS—STATE

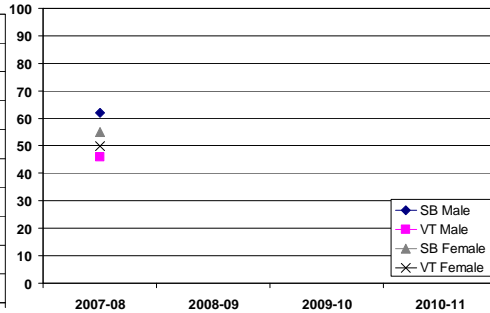
SCIENCE—The science NECAPS are administered to students in grade 4, 8 and 11 only. The results contained within this report represent how our students performed on the assessment in May, 2008. The students are assessed with items that represent four domains in science. They include: Physical Science, Earth/Space Science, Life Science and Inquiry. The Achievement Level descriptors (Levels 1, 2, 3, and 4) have the same meaning as in the other NECAP program assessments.

GRADE 4

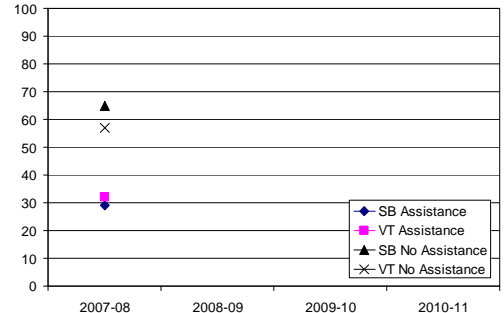
Science Grade 4
Percent of Students At or Above Standard



Science by Gender - Grade 4
Percent of Students At or Above Standard

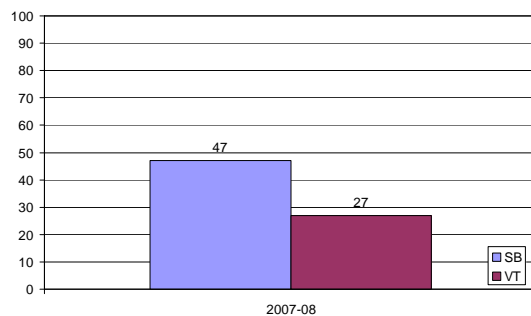


Science by Socio-Economic Status - Grade 4
Percent of Students At or Above Standard

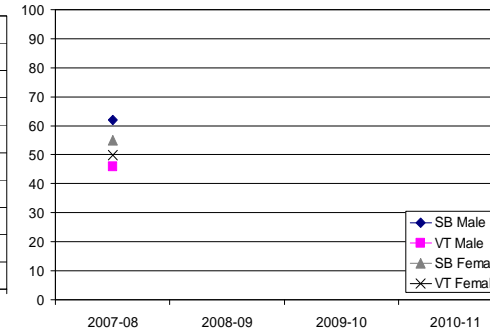


GRADE 8

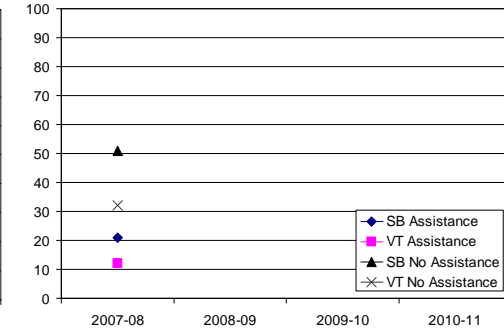
Science Grade 8
Percent of Students At or Above Standard



Science by Gender - Grade 8
Percent of Students At or Above Standard

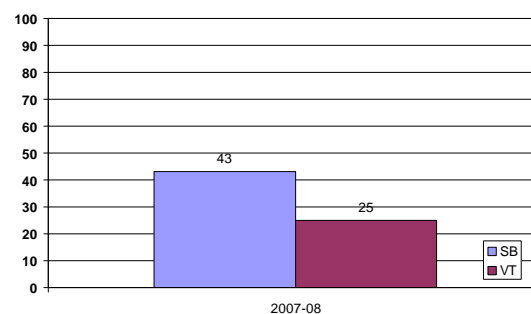


Science by Socio-Economic Status - Grade 8
Percent of Students At or Above Standard

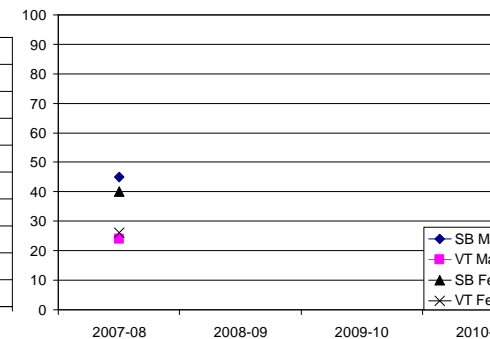


GRADE 11

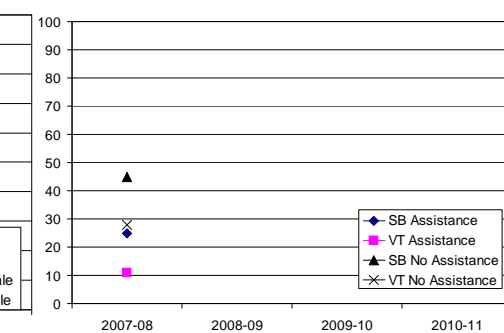
Science Grade 11
Percent of Students At or Above Standard



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



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



ASSESSMENTS—NATIONAL

SCHOLASTIC APTITUDE TEST I—School Year Summary 2007-08

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. This year 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 |
|------------------------------|-----------------------|------------------------|
| 240 | 175 | 73% |

The table below compares SBHS student scores to state and national scores. The numbers in this table reflect the scores of all students, not necessarily seniors, who took the test during the academic year.

| YEAR | Reading—Avg. Scores | | | Math—Avg. Scores | | |
|-----------|---------------------|-----|-------|------------------|-----|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2007-2008 | 540 | 519 | 502 | 555 | 523 | 515 |
| 2006-2007 | 540 | 516 | 502 | 564 | 518 | 515 |
| 2005-2006 | 550 | 513 | 503 | 555 | 519 | 518 |
| 2004-2005 | 550 | 521 | 508 | 541 | 517 | 520 |
| 2003-2004 | 536 | 516 | 508 | 546 | 512 | 518 |

The Educational Testing Service provides data separated by gender. The table below shows SAT I results for the 2007-2008 academic year.

| Gender | Reading | | | Mathematics | | |
|--------|---------|------|-------|-------------|------|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| Female | 547 | n/a | 500 | 541 | n/a | 500 |
| Male | 535 | 516* | 504 | 571 | 518* | 533 |

* Not broken out by gender

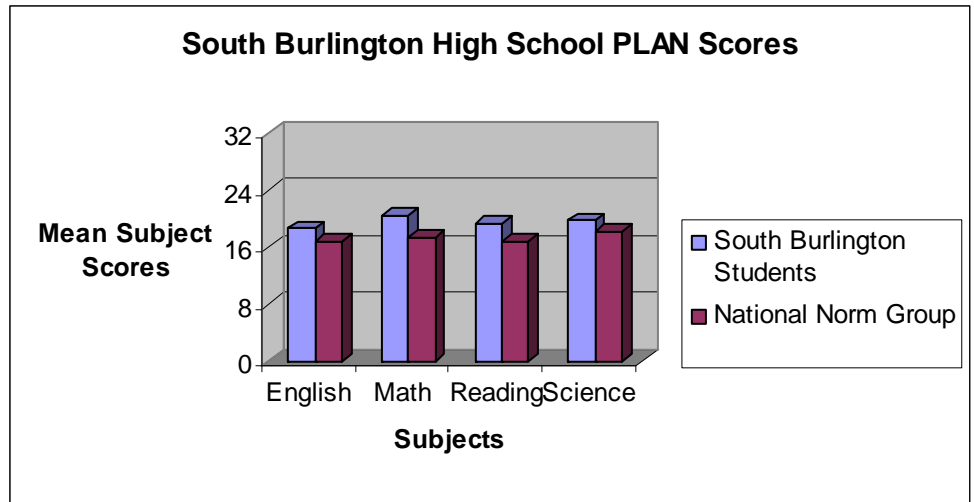
ASSESSMENTS—NATIONAL

PLAN® — Fall 2008

SBHS administered the PLAN® Assessment, which is a practice ACT, to all tenth grade students in the fall of 2007. 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 tests cover the skills and knowledge that are important for success in high

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.



Artwork by
Paul Bracchitta

ASSESSMENTS—NATIONAL

ACT—School Year 2007-08

Recently, more SBHS students are taking the ACT test. 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 |
| 2007-2008 | 110 | 2203 | 1421941 | 23.7 | 22.4 | 20.6 | 24.1 | 22.4 | 21.0 |
| 2006-2007 | 90 | 1855 | 1300599 | 24.0 | 22.6 | 20.7 | 24.5 | 22.5 | 21.0 |
| 2005-2006 | 56 | 1528 | 1206455 | 23.9 | 22.1 | 20.6 | 24.5 | 22.2 | 20.8 |
| 2004-2005 | 61 | 1318 | 1186251 | 22.5 | 22.3 | 20.1 | 22.9 | 22.1 | 20.7 |
| 2003-2004 | 22 | 387 | 661290 | 23.1 | 23.2 | 21.5 | 22.9 | 22.9 | 21.7 |

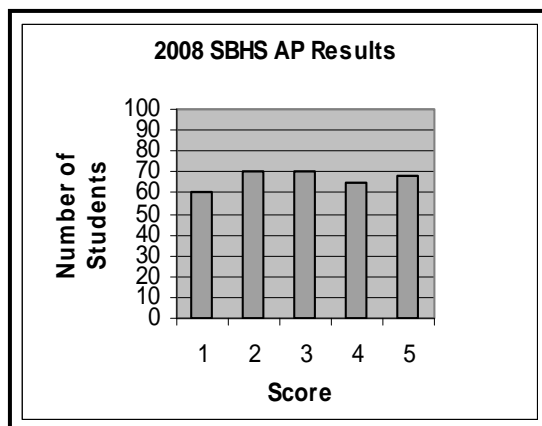
| YEAR | Reading | | | Science Reason | | | Composite | | |
|-----------|---------|------|-------|----------------|------|-------|-----------|------|-------|
| | SBHS | VT | NAT'L | SBHS | VT | NAT'L | SBHS | VT | NAT'L |
| 2007-2008 | 23.4 | 23.5 | 21.4 | 23.7 | 22.2 | 20.8 | 23.4 | 22.7 | 21.1 |
| 2006-2007 | 25.4 | 23.3 | 21.5 | 24.0 | 22.3 | 21.0 | 24.6 | 22.8 | 21.2 |
| 2005-2006 | 24.1 | 22.9 | 21.4 | 23.6 | 22.2 | 20.9 | 24.1 | 22.5 | 21.1 |
| 2004-2005 | 23.1 | 23.5 | 21.3 | 23.1 | 22.1 | 20.9 | 23.0 | 22.6 | 20.9 |
| 2003-2004 | 24.5 | 24.3 | 22.3 | 24.0 | 22.9 | 21.7 | 23.8 | 23.5 | 21.9 |

TIE Spain 2009

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 courses. 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, and Spanish and U.S. Government and Politics. Students who take these courses are required to take the exam. Exams in other areas are sometimes given by special request from individual students. 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.



| 2008 Advanced Placement Test Results | | | | | | | | |
|--------------------------------------|------------|------------|------------|------------|------------|-------------|---------------------------|------------|
| (333 Tests Taken by 175 Students) | | | | | | | | |
| Subject/Score | 5 | 4 | 3 | 2 | 1 | Total | 3 or Better | Mean Score |
| Biology | 9 | 4 | 5 | 12 | 13 | 43 | 42% | 2.628 |
| Calculus AB | 5 | 8 | 3 | 2 | 0 | 18 | 89% | 3.889 |
| Calculus BC | 7 | 3 | 2 | 1 | 0 | 13 | 92% | 4.231 |
| Computer Science A | 4 | 1 | 0 | 0 | 2 | 7 | 71% | 3.714 |
| Chemistry | 8 | 8 | 12 | 5 | 0 | 33 | 85% | 3.576 |
| English Language | 0 | 3 | 2 | 0 | 0 | 5 | 100% | 3.6 |
| English Literature | 1 | 9 | 12 | 3 | 0 | 25 | 88% | 3.32 |
| Environ. Science | 4 | 6 | 3 | 8 | 19 | 40 | 33% | 2.2 |
| European History | 4 | 8 | 9 | 3 | 2 | 26 | 81% | 3.346 |
| French Language | 4 | 4 | 1 | 6 | 2 | 17 | 53% | 3.13 |
| Spanish Language | 0 | 2 | 0 | 5 | 9 | 16 | 13% | 1.688 |
| Music Theory | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physics B | 6 | 7 | 5 | 2 | 1 | 21 | 86% | 3.714 |
| Studio Art Drawing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spanish Literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| US Govt & Politics | 8 | 7 | 16 | 18 | 20 | 69 | 45% | 2.493 |
| Total | 60 | 70 | 70 | 65 | 68 | 333 | Overall Mean 3.194 | |
| Percent of Total | 18% | 21% | 21% | 20% | 20% | 100% | | |

HIGH SCHOOL DATA

DESTINATIONS OF STUDENTS AFTER GRADUATION

Percentage of Graduating Students Entering Higher Education

| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|--------------|------|------|------|------|------|------|
| Total | 70% | 70% | 70% | 72% | 71% | 68% |

STUDENTS FROM THE CLASS OF 2007 WERE ACCEPTED AT THE FOLLOWING INSTITUTIONS:

Alfred University
 American University
 American University of Paris
 Arizona State University
 Arizona, University of
 Babson College
 Bard College
 Bentley College
 Bloomsburg University
 Boston College
 Boston University
 Bowdoin College
 Brandeis
 Bridgton Academy
 Bryant University
 Bucknell University
 Burlington College
 CA University of Santa Barbara
 Carnegie-Mellon University
 Case Western Reserve
 Castleton State
 Catholic University of America
 Central Florida, University of
 Champlain College
 Clark University
 Clarkson University
 Clemson University
 Coastal Carolina University
 Colby College
 Colby Sawyer
 Colgate University
 College of Charleston
 College of the Holy Cross
 Collins College
 Colorado Mountain
 CO, University of @ Boulder
 Community College of Vermont
 Concordia University
 Connecticut College
 Connecticut, University of
 Cornell University
 Coventry University, UK
 Curry College
 Davidson College
 Dean College
 Denver, University of
 Drew University
 Drexel University
 Duke University
 E. Carolina University
 Eckerd College
 Emory University
 Endicott College
 Fairfield University
 Fisher College
 FL Atlantic University
 Fordham University
 Fort Lewis College
 Framingham State
 Franklin Pierce College

Full Sail
 Gannon University
 George Washington University
 Georgetown University
 Gettysburg College
 Gonzaga University
 Goucher College
 Green Mountain College
 Hamilton College
 Hartford, University of
 Hartwick College
 Hobart & William Smith
 Hofstra University
 Houston, University of
 Indiana University
 Iowa, University of
 Ithaca College
 James Madison University
 Johns Hopkins
 Johnson & Wales
 Johnson State College
 Kalamazoo College
 Keene State College
 Lehigh University
 Long Island University
 Lyndon State
 MA College of Art
 MA, U of @ Amherst
 MA, U of @ Dartmouth
 Macalester College
 Manhattan School of Music
 Manhattanville College
 Marist College
 Mary Washington, U of
 Maryland Institute College Of Art
 McGill University
 Maine, University of @ Farmington
 Maine, University of @ Fort Kent
 Maine, University of @ Machias
 Maine, University of @ Orono
 Merrimack College
 Miami University
 Middlebury College
 Minnesota, University of
 Montana State University
 Mt. Holyoke College
 New Eng. Culinary Inst.
 New England College
 New Eng. Conservatory Of Music
 NH, University of
 New School of Jazz & Contemp. Music
 NY University
 NC School of the Arts
 NC, U of @ Charlotte
 Northampton University, UK
 Northeastern University
 Northern Colorado, U of
 Northwestern University
 Norwich University
 Oberlin College

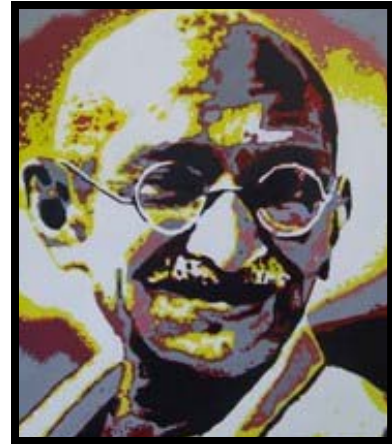
Ohio State University
 Oregon State
 Oxford, University of, UK
 Parsons School of Design
 Pennsylvania State University
 Pratt Institute
 Princeton
 Providence College
 Regis University
 Rensselaer Polytechnic Institute
 Rhode Island School of Design
 Rhode Island, University of
 Rice University
 Richmond, University of
 Ringling School of Art & Design
 Rochester Institute of Technology
 Rochester, University of
 Roger Williams University
 Rutgers University
 Sacred Heart University
 Sage College
 Salem State
 Salve Regina University
 Savannah College of Art
 School of Museum of Fine Arts
 School of Visual Arts
 Shenandoah University
 Siena College
 Skidmore College
 Southern Maine, University of
 Southern NH University
 Springfield College
 St. Lawrence University
 St. Michael's College
 Sterling College
 Stonehill College
 Suffolk University
 SUNY Plattsburgh
 SUNY Potsdam
 Syracuse University
 Towson State University
 Trinity College
 Tufts University
 Unity College
 University of Notre Dame
 University of the Pacific
 Utah, University of
 UVM Guaranteed Adm. Program
 Vanderbilt University
 Vassar College
 Vermont Technical College
 Vermont, University of
 Wentworth Institute of Technology
 Wesleyan University
 Western New England College
 Western State College of Colorado
 Wheaton College
 Whitman College
 Widener University
 Worcester Polytechnic Institute

HIGH SCHOOL DATA

GRADUATION RATE

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

| Year | Oct. 1 Census | Number Graduated | Graduation Rate |
|-----------|---------------|------------------|-----------------|
| 2007-2008 | 222 | 231 | 92.6 |
| 2006-2007 | 256 | 246 | 96% |
| 2005-2006 | N/A* | 215 | 95% |
| 2004-2005 | 217 | 207 | 95.3% |
| 2003-2004 | 236 | 217 | 91.9% |



Kaye Carter

DROPOUT RATE

The Vermont State Department of Education calculates dropout data. Dropout information, as well as other statistical data, is available on the Internet at the Vermont School Report homepage, which can be accessed at <http://crs.uvm.edu/schlrpt>. 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

| Year | SBHS | VT |
|-----------|-------|-----|
| 2007-2008 | 1.54 | 3.2 |
| 2006-2007 | 1.27% | 3.0 |
| 2005-2006 | 1.04% | 2.9 |
| 2004-2005 | .93% | 2.4 |
| 2003-2004 | 2.6% | 2.6 |



Andrea Smith

HIGH SCHOOL DATA

CO-CURRICULAR PARTICIPATION

In the past eight years the Director of Student Activities has coordinated all co-curricular activities.

| Activity | 2003-2004 Student Participants* | 2004-2005 Student Participants* | 2005-2006 Student Participants* | 2006-2007 Student Participants* | 2007-2008 Student Participants* |
|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Art Club | 10 | 8 | 10 | 12 | 11 |
| Coalition Community Service | 12 | 20 | 23 | 27 | 66 |
| Coffee House | 16 | 17 | 22 | 24 | 7 |
| Drama | 71 | 75 | 68 | 70 | 64 |
| Film Club | - | - | - | - | 9 |
| Future Educators of America | 12 | 17 | 25 | 25 | 13 |
| French Club | - | - | - | - | 25 |
| Gay/Straight Alliance | 10 | 8 | 4 | 7 | 10 |
| Dominican Dream Project | 13 | 36 | 36 | 33 | 14 |
| Habitat for Humanity | - | - | - | - | 22 |
| Key Club | 38 | 35 | 25 | 20 | n/a |
| Math League | 8 | 20 | 17 | 17 | 20 |
| National Honor Society | 26 | 67 | 68 | 68 | 82 |
| Oceanography Club | - | - | - | - | 10 |
| Radio Club | 20 | 15 | 9 | 6 | 8 |
| Rowing club | - | - | - | - | 13 |
| Scholars' Bowl | 12 | 12 | 22 | 15 | 16 |
| Speech & Debate Club | 15 | 25 | 9 | 14 | 22 |
| Student Council | 30 | 33 | 33 | 33 | 33 |
| Table Tennis Club | 10 | 12 | 12 | 10 | 8 |

*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 | 2003-2004 923 | 2004-2005 962 | 2005-2006 965 | 2006-2007 954 | 2007-2008 906 |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|
| Girls' Soccer | 36 | 38 | 37 | 38 | 41 |
| Boys' Soccer | 34 | 41 | 34 | 32 | 31 |
| Girls' Cheerleading | 20 | 9 | 8 | 12 | 10 |
| Girls' Field Hockey | 48 | 51 | 38 | 52 | 50 |
| Girls' XC Running | 12 | 12 | 13 | 11 | 17 |
| Boys' XC Running | 20 | 18 | 13 | 18 | 23 |
| Boys' Football | 63 | 51 | 69 | 71 | 63 |
| Fall Sports Sub - Total | 233 | 220 | 212 | 234 | 235 |
| <i>Fall Participation</i> | <i>25%</i> | <i>23%</i> | <i>22%</i> | <i>25%</i> | <i>26%</i> |
| Girls' Basketball | 36 | 35 | 25 | 26 | 27 |
| Girls' Gymnastics | 16 | 14 | 12 | 14 | 12 |
| Girls' Alpine Skiing | 9 | 17 | 20 | 19 | 15 |
| Girls' Nordic Skiing | 15 | 9 | 8 | 3 | 7 |
| Girls' Dance Team | 19 | 18 | 18 | 18 | 22 |
| Girls' Cheerleading | 13 | 10 | 13 | 13 | 13 |
| Girls' Snowboarding | 7 | 7 | 5 | 8 | 9 |
| Girls' Ice Hockey | 24 | 17 | 17 | 17 | 18 |
| Girls' Indoor Track | 14 | 20 | 19 | 26 | 22 |
| Boys' Basketball | 37 | 35 | 35 | 30 | 35 |
| Boys' Alpine Skiing | 16 | 19 | 15 | 9 | 8 |
| Boys' Nordic Skiing | 10 | 10 | 5 | 7 | 7 |
| Boys' Snowboarding | 37 | 40 | 18 | 13 | 21 |
| Boys' Ice Hockey | 24 | 22 | 22 | 23 | 22 |
| Boys' Indoor Track | 11 | 22 | 24 | 27 | 24 |
| Winter Sports Sub - Total | 288 | 295 | 256 | 253 | 262 |
| <i>Winter Participation</i> | <i>31%</i> | <i>31%</i> | <i>27%</i> | <i>27%</i> | <i>29%</i> |
| Softball | 29 | 28 | 24 | 14 | 14 |
| Girls' Track & Field | 40 | 44 | 44 | 47 | 41 |
| Girls' Lacrosse | 56 | 39 | 34 | 43 | 35 |
| Girls' Tennis | 18 | 22 | 17 | 22 | 23 |
| Girls' Golf | 4 | 20 | 14 | 16 | 12 |
| Baseball | 31 | 44 | 46 | 28 | 33 |
| Boys' Golf | 18 | 18 | 14 | 23 | 15 |
| Boys' Track & Field | 28 | 40 | 40 | 47 | 39 |
| Boys' Lacrosse | 54 | 50 | 50 | 48 | 49 |
| Boys' Tennis | 14 | 15 | 14 | 17 | 14 |
| Spring Sports Sub - Total | 292 | 320 | 297 | 305 | 275 |
| <i>Spring Participation</i> | <i>32%</i> | <i>33%</i> | <i>31%</i> | <i>32%</i> | <i>30%</i> |

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 and the Center for Technology Essex 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 Essex are single-year programs that run most of a school day. This year South Burlington has 50 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 | 2003 | 2004 | 2005 | 2006 | 2007 |
|---|------|------|------|------|------|
| Pursuing related post-secondary education | 50% | 39% | 64% | 48% | 49% |
| Pursuing unrelated post-secondary education | 3% | 6% | 6% | 9% | 13% |
| Employed in a related field | 20% | 25% | 14% | 19% | 13% |
| Employed in an unrelated field | 15% | 18% | 14% | 12% | 16% |
| Military service in a related field | 0% | 5% | 0% | 0% | 3% |
| Military service in an unrelated field | 0% | 0% | 1% | 1% | 1% |
| Unemployed but seeking employment | 3% | 3% | 1% | 2% | 0% |
| Unemployed | 2% | 1% | 1% | 0% | 2% |
| Still in high school | 2% | 2% | 1% | 2% | 1% |
| No Data | - | 1% | 2% | 8% | 2% |

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

| Performance Indicator | 2003 | 2004 | 2005 | 2006 | 2007 |
|--|------|------|------|------|------|
| Students who meet 90% of program competencies. | 94% | 92% | 94% | 93% | 92% |
| Programs that offer industry credentials or college credit | 92% | 100% | 82% | 81% | 100% |
| Students who earn a transcript from post secondary schools | N/A | N/A | N/A | N/A | 17% |
| Students who complete program with industry credentials | 61% | 47% | 59% | N/A | 50% |
| Non-traditional student enrollment | 15% | 7% | 14% | 10% | 15% |
| Graduates who enter employment or military | 99% | - | 86% | 98% | 87% |

DISTRICT AWARDS & ACHIEVEMENTS

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

10+ Years of Service

Denise Alosa (Athletic Trainer—SBHS)
Nancy E. Baker (Speech Language Pathologist—SBHS)
Jennifer Belisle (Elementary Teacher—RMCS)
Judith Crocker (Paraeducator—RMCS)
Stephanie Hockenbury (Mathematics Specialist/Coach—Chamberlin)
Sarah Meisenzahl (7th/8th Grade Social Studies Teacher—FHTMS)
Benjamin Moses (Head Custodian—FHTMS)
Denise Mowczan (Office Clerk—District)
Madelyn Nash (Guidance Counselor—RMCS)
Joanna Pecor (Elementary Teacher—Orchard)
Roberta Pennington (Elementary Teacher—RMCS)
JoAnne Rice (Interventionist—SBHS)
Anjanette Soucy (Physical Education Teacher—FHTMS)
Anne Stetson (Special Education Teacher—FHTMS)
Kelly Thieret (Elementary Teacher—RMCS)
Christine Tompkins (Custodian—SBHS)
Sarah Vachereau (Elementary Teacher—Orchard)
Joannie Wales (Art Teacher—Chamberlin)
Gloria Waterhouse (Food Service—FHTMS)
Denise Weaver (9th Grade Dean of Students—SBHS)
Steve Webster (Information Technology Education—District)
Heidi Western (ELL Teacher—SBHS)
Timothy Wile (Director of Guidance—SBHS)
William Wisell (Bus Driver—District)

20 Years of Service

Jacquelin Bennett (Food Service—SBHS)
Joan Foley (Food Service—FHTMS)
Debra Gurwicz (Intermediate Teacher—Orchard)
Jeffrey Hendee (Custodian—Chamberlin)
Christine LaPointe (Food Service Supervisor—FHTMS)
Joyce Ordway (Substitute Coordinator—SBHS)

30 Years of Service

Kathryn Buley (Elementary Teacher—Chamberlin)
Sheila Burleigh (Physical Education Teacher—SBHS)
Edward Darling (English Teacher—SBHS)
Judith Duval (Special Educator—Chamberlin)
Kathleen Kaye (English Teacher—FHTMS)
Cynthia Matthews (Music Teacher—Chamberlin/Orchard)

40 Years of Service

Carol Cummings (Path Coordinator—SBHS)

45 Years of Service

Miles Heller (Social Studies Teacher—SBHS)

SBSD Outstanding Teacher Award

Barbara Picard (7th/8th Grade Social Studies Teacher—FHTMS)
Joannie Wales (Art Teacher—Chamberlin)

Dominick Marabella Support Staff Award

Julie McLane (Paraeducator—Chamberlin)



Landscape by Grace Neudecker