

COLCHESTER HIGH SCHOOL
SCHOOL AND COMMUNITY PROFILE

I. DATA ON THE COMMUNITY

A. COMPOSITION OF THE COMMUNITY

1. Briefly describe the physical setting of the school and the surrounding area, to include location, accessibility, and proximity to other town/city services.

Colchester High School is located on a fifty-acre campus in Colchester, Vermont, a growing and diverse town of 17,237 with an active business community. Located on the scenic shore of Lake Champlain, thirty-five miles from the Canadian border and in close proximity to Burlington and Interstate Highway 89, Colchester enjoys access to a wealth of recreational, cultural, social and educational resources. Currently there are more than 500 businesses in the town of Colchester.

2. Provide a brief socioeconomic profile of the community, including median income.

Since 1960, the population of Colchester has tripled from 5,000 to approximately 17,000. Colchester is the fourth largest municipality in Vermont behind Burlington, Rutland and Essex. The average wage in 2008 was \$67,069, and the percentage of people living above the poverty level at that time was 93.7%. Colchester School District has a total student population of 2,170.

3. Briefly describe types and sizes of major businesses and industries in the community/communities served by the school.

Currently there are more than 500 businesses in the town of Colchester. This list is very diverse and it includes: St. Michaels College, Hazeletts Manufacturing, Costco, several Banks, the Fairfield Inn, the Hampton Inn, and many more. The majority of the businesses (88) are construction based. Sixty of the business are in the area of retail, 66 are considered profession, scientific, and or technical.

4. Briefly describe any significant changes in the local economy over the past few years.

As in all areas across the United States the Colchester economy is currently struggling. Many small businesses have closed, many our parents have lost their jobs, and several of our students have someone close to them that has been deployed.

5. Indicate the current unemployment rate of the community.

The current unemployment rate is 5.10%.

6. Report the percentage of the families in this school community that have incomes below the poverty level.

The average wage in 2008 was \$67,069, and the percentage of people living above the poverty level at that time was 93.7%. Approximately 25% of the school population receives the free and reduced lunch program as a direct result of living in homes under the poverty level.

7. Identify the languages spoken by students and the percentage of students for whom this is their primary language.

CHS has seven students who are enrolled in our ESL course. This is 0.9% of the CHS student population. More than a dozen nationalities are represented in the student body.

8. Report the level of Chapter I participation.

Colchester High School does not participate in Chapter I.

9. Indicate the population of the town/city/district.

Since 1960, the population of Colchester has tripled from 5,000 to approximately 17,000. Colchester is the fourth largest municipality in Vermont behind Burlington, Rutland and Essex.

10. Indicate the total student population of the district.

Colchester School District has a total student population of 2,170. There are three elementary schools and one middle school. The high school was built in 1975, serves grades nine through twelve, and currently educates 779 students.

B. FINANCIAL RESOURCES

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| 1. Report the state average for per pupil expenditures for the past two years. |
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| 2. Report the school's per pupil expenditure for the past two years based on the same components as those used to determine the state per pupil expenditure. |
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| 3. List the percentage of school funds obtained from the following sources for the past two years |
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a. local resources

b. state resources

c. federal resources

d. other resources

4. Report the percentage of the local property tax allocated to schools for the past two years.

5. Report the annual tuition charge for nonresident students enrolled in the school and the number of tuition students for the past two years.

See answers below

	FY'07	FY'08	FY'09
State Average PP Spending	\$10,464	\$11,069	\$11,599
CSD's PP Spending	\$9,210	\$9,999	\$10,783
School Funding Rev Sources			
Local	3.30%	2.84%	2.65%
State	89.90%	90.57%	91.34%
Federal	1.63%	1.66%	1.58%
Other	5.16%	4.94%	4.43%
% Local Property Tax	72.25%	70.84%	74.92%
Annual Tuition	\$8,900	\$9,500	\$10,200
# Students Tuition	24	24	33

C. SCHOOL SYSTEM POPULATION AND ENROLLMENT DATA

1. Indicate the number of nonresident youth attending schools in the community/communities and the high school through tuition or school choice. 57
2. Use the following chart to provide the number and enrollments of types of schools in the community/school system:

	Total Number of Schools	Total Enrollment	Enrollment From This Community
Public Elementary	3	904	904
Non-public Elementary	4	Unknown	82
Public Secondary	1	750	693
Public Vocational/Technical	2	791	85
Non-public Secondary	1	363	6

- List the names and enrollment figures for the junior high, middle and/or elementary feeder/sending schools in the district.

School	Enrollment
Colchester Middle School	516
Malletts Bay Elementary School	448
Union Memorial Elementary School	215
Porters Point Elementary School	241

- Provide the percentage of high school age students who attend non-public schools.

_____ <1% _____ %

II. DATA ON THE SCHOOL AND THE STUDENTS

A. STUDENT PERFORMANCE DATA

- Attach a copy of the school profile, (e.g., profile prepared for state department of education, for colleges, for town annual report, the school district's annual report, the NCLB annual report, etc.).
- Students taking the SAT or ACT:
If the following information is not included in the attached profile, indicate the number of students taking the SAT or ACT for the last two years:

SAT DATA

Year	Number of Males	Number of Females	Percentage of School Total	State Percentage
2009-2010	50	69	119=15%	0.3%
2008-2009	45	62	107=13%	0.3%
2007-2008	53	79	132=16%	0.3%
2006-2007	57	60	117=15%	0.3%

ACT DATA

Year	Number of Males	Number of Females	Percentage of School Total	State Percentage
2009-2010	39	57	96=13%	Not available
2008-2009	38	55	93=11%	Not available
2007-2008	31	51	82=10%	Not available
2006-2007	19	21	30=4%	Not available

B. OTHER SCHOOL PERFORMANCE INDICATORS

1. Indicate the percentage of members of the senior class who graduated in each of the last two years.

Year	Percentage
2009-2010	197 Grads = 97%
2008-2009	184 Grads = 99%
2007-2008	204 Grads =97%
2006-2007	172 Grads=100%

2. Indicate the percentage of students who were retained (not promoted) in each of the past two years.

Year	Number
2009-2010	6
2008-2009	0
2007-2008	1
2006-2007	2

3. Indicate the total number of expulsions in each of the past two years.

Year	Number
2009-2010	3
2008-2009	8

4. Indicate the total number of in-school suspensions in each of the past two years.

Year	Number
2009-2010	26
2008-2009	44

5. Indicate the total number of out-of-school suspensions in each of the past two years.

Year	Number
2009-2010	74
2008-2009	81

6. Indicate the number of students with failing grades in the past two years. Please note that if a student had more than one F they were counted in the numbers below for EACH F that they had.

	2007 - 2008			2008 - 2009		
Number of Failing Grades	M	F	Total	M	F	Total
Grade 9	31	19	50	18	3	21
Grade 10	29	12	41	24	16	40
Grade 11	27	35	62	29	15	44
Grade 12	25	22	47	36	13	49

	2009-2010		
Number of Failing Grades	M	F	Total
Grade 9	24	9	33
Grade 10	22	11	33
Grade 11	37	18	55
Grade 12	17	15	32

7. Indicate any data on graduates' performance in college (e.g. percent who required remediation, percent who graduate from college.)

CHS has not formally tracked this information, however, we have received very positive feedback from parents and student regarding how prepared they felt for college during their freshman year.

VSAC releases reports each year with general VT findings but it is not specific to schools.

C. SCHOOL ENROLLMENT DATA

1. Complete the chart below, using enrollments as of October 1 of each year.

Grades Included In This School	2009-2010			2010-2011		
	M	F	Total	M	F	Total
Grade 9	95	99	194	105	77	182
Grade 10	99	91	190	92	95	187
Grade 11	114	94	208	97	92	189
Grade 12	94	104	198	110	96	206
Grade 13	4	7	11	3	2	5
Grade						
Grade						
Non-Graded						
Totals	406	395	801	407	362	769

Projected Enrollment Grades Included In This School	Year One 2011-2012			Two Years 2012-2013		
	M	F	Total	M	F	Total
Grade 9			162			166
Grade 10			182			162
Grade 11			187			182
Grade 12			189			187
Grade 12			5			5
Grade 9 students from Grand Isle County that we project to enroll			15			15
Grade						
Non-Graded						
Totals			740			717

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D. ATTENDANCE DATA

1. Indicate the average daily student attendance rate for the past two years.

MALE		FEMALE	
Year	Rate	Year	Rate
2009-2010	94.36%	2009-2010	93.32%
2008-2009	92.49%	2008-2009	94.45%

2. Indicate the average daily teacher attendance rate for the past two years excluding absences for professional reasons.

Our school district keeps attendance for teachers on an individual basis and does not discriminate among schools, professional days, personal days, and sick days. As a result, this data, which is available for individual teachers only, does not reflect an average teacher attendance rate. In addition, this information is confidential and available only to central office personnel and individual teachers for reviewing their own files.

E. ETHNIC, RACIAL & CULTURAL COMPOSITION

1. List the percentage breakdown of identifiable ethnic and racial groups that comprise the student body.

Group	Percentage
Caucasian	726 students =94%
American Indian	6 students =0.7%
African American	15 students=1.9%
Asian	17 students=2.2%
Hawaiian/Pacific Islander	1 student=0.1%
Unclassified	4 students=0.5%

2. Describe any significant changes in the ethnic and racial composition of the student body in recent years. **NONE**

F. AGE-GRADE DISTRIBUTION

1. Describe any unusual variance in age/grade distribution, explain the cause, and discuss the implications for school programs or services.

Over the past four years Colchester High School has recruited heavily for students from Grand Isle County to attend our school. This has affected the number of incoming freshman we can expect each year. In addition, the students we receive from the Islands have demonstrated a strong need for support services. This has at times resulted in CHS having to increase the number of instructional aides and or social workers to meet their needs.

G. Parental Involvement

1. Indicate the percentage of students whose parents participated in some type of parent/student/teacher conversation or discussion pertaining to the academic progress of the student as well as how the school tracks this information.

We currently do not have a mechanism to track this data as requested. Parents can and do request meetings at any time during the school year to have a parent teacher conference. We have not kept statistical data on these meetings in the past. Every IEP, 504, and EST student has a minimum of ONE parent/teacher/student meeting that is required by their plan. Many of these students have multiple meetings throughout the school year as requested by their parents, case manager, and or teachers as needed. We do have a system to track these meetings. Colchester High School has three parent teacher evenings annually. Historically, these evenings have been extremely well attended. During the 2009-2010 school year 432 parents attended our parent teacher conference evenings.

H. TRANSIENCE AND MOBILITY

1. Briefly describe any issues with transience or mobility in the student population.

For the 2010-2011 school year CHS has three homeless students. During the 2009-2010 school year CHS had four students. This population at CHS historically has been small and we believe that we have supported this population well.

2. Explain any implications for transience or mobility in the student population.

The biggest implication for this population is consistent attendance. Many of these students have difficulty finding stable housing which causes them to miss school consistently.

I. WITHDRAWALS AND TRANSFERS

1. Explain any unusual conditions which might affect withdrawals and transfers.

Colchester High School does not have any unusual conditions that effect withdrawals and transfers.

2. Report the percentage of dropouts (as reported to the state department of education) for the past two years.

Year	Percentage	State Average
2008-2009	1.78%	2.89%
2007-08	2.23%	3.25%
2006-07	2.54%	3.08%

J. CURRICULAR AND CO-CURRICULAR ENROLLMENTS AND PROGRAMS

1. List curricular enrollments for each instructional area/team disaggregated by gender and race for the current school year.

	Business & Technology	Fine Arts	English	Math	Physical Education	Science & Health	Social Studies	World Languages
Grade 9	38F, 23M	115F, 143M	95M, 99 F	95M, 99 F	104M, 78 F	95M, 99 F	95M, 99 F	93M, 91 F
Grade 10	26F, 36M	26F, 36M	99M, 91F	99M, 91F	26F, 36M	26F, 36M	99M, 91F	89M, 86F
Grade 11	21F, 22M	34F, 12M	114M, 94F	114M, 94F	44F, 81M	114M, 94F	114M, 94F	79F, 64M
Grade 12	12F, 10M	38F, 23M	94M, 104F	82F, 81M	44F, 12M	62F, 82M	94M, 104F	63F, 42M

2.List co-curricular enrollments for the current year, e.g., clubs, athletics and activities.

CHS Athletic Participation

Sport	Season	07/08	08/09	09/10
Boys' Varsity Soccer	Fall	19	20	23
Boys' JV Soccer	Fall	32	18	16
Varsity Football	Fall	30	33	34
JV Football	Fall	38	39	36
Girls' Varsity Soccer	Fall	24	22	26
Girls' JV Soccer	Fall	23	20	27
Varsity Field Hockey	Fall	20	15	15
JV Field Hockey	Fall	15	15	17
Cross Country	Fall	X	24	38
Total each season:		201	206	232
Boys' Varsity Basketball	Winter	11	12	12
Boys' JV Basketball	Winter	13	12	13
Boys' Ice Hockey	Winter	21	20	21
Girls' Varsity Basketball	Winter	12	12	10
Girls' JV Basketball	Winter	14	13	12
Girls' Ice Hockey	Winter	22	18	16
Wrestling	Winter	12	14	12
Dance	Winter	8	8	13
Alpine Ski	Winter	21	17	16
Nordic Ski	Winter	X	21	30
Total each season:		134	147	155
Boys' Varsity Baseball	Spring	15	16	
Boys' JV Baseball	Spring	16	14	
Lacrosse	Spring	35	40	
Girls' Varsity Softball	Spring	15	17	
Girls' JV Softball	Spring	18	16	
Rugby	Spring	28	22	
Track/Field	Spring	68	65	
Boys' Tennis	Spring	16	13	
Girls' Tennis	Spring	14	16	
Golf	Spring	21	17	
Total each season:		246	236	

CHS Co-Curricular Activities

Co-Curricular Activity	Student Numbers	Faculty Leader(s)
Art Club	26	Anne Cummings
Debate Club	10	Amy deLarchiere
Drama Fall Performance	85	John Coon
Drama Spring Performance	78	John Coon
Freshman Class Advisor 2013	All Freshman	John Coon
GMTI	5	Danielle Grise/Kerry Shearman
H2O Help to Others	22	Cecelia Miga
Journalism/Newspaper	28	Dennis McCannell
Junior Class Advisor 2011	All Juniors	Wayland Cole Katie Lenox
Math League	34	
Musical Accompaniment	n/a	Paul Hawkins
NHS	97	Steve Fiske Julie Nadeau
Reflections	42	Jason Thime
Saturday School Teacher	n/a	Carrie Robinson
Senior Class Advisor 2010	All Seniors	Tom Perry Deb Deschamps
Service Learning- CHS Cares/Red Cross	62	Deb Deschamps
Sophomore Class Advisor 2012	All Sophomores	Jeff Richey
Speech Club/Forensics	32	
Student Government	16	Sean MacArdle Erin Brady

3. Report the average class size and the range of class sizes school-wide and by academic area.

At CHS we believe that Green House classes (grades 9 & 10) should be smaller than Blue House classes (grade 11 & 12) in the core academic areas. Smaller classes in the Green House will increase student success as they transition into high school. We also believe higher class sizes in the Blue House will better prepare students for the transition into post secondary education. The maximum class size in the Green House is 22, the average is currently 20 students. In the Blue House the maximum class size is 25 and the average is currently 24.

Art 24
 Business 25
 English - Green House 20/Blue House 22
 Math - Green House 20/Blue House 25
 Music class average varies depending on ensemble
 Science - Green House 20/Blue House 22
 Social Studies - Green House 20/Blue House 22
 World Languages 24

4. Report the full-time equivalent for: teachers, administrators, student support staff, other professional staff, and non-professional staff (clerical, custodial, other).

Total Teacher FTE: 55.1

Total Enrollment: 780

Teacher : Student: 14.2 : 1

See Attachment

5. Report the average student load for teachers by semester in the different content areas.

Art 125 students per teacher on average

Business 125 students per teacher

English - 110 students per teacher on average

Math - 125 students per teacher on average

Music class average varies depending on ensemble

Science - 110 students per teacher on average

Social Studies - 120 students per teacher on average

World Languages 125 students per teacher on average

6. Report the amount of daily instructional time per year, the number of days per academic year for students, and the number of days for teachers, indicating the state requirement for each.

Students at CHS must be enrolled in a minimum of six classes per semester. We currently use a form a block scheduling in which students meet in each class every other day for approximately 86 minutes. Most classes for ninth and tenth graders last the full-year; for eleventh and twelfth graders classes are a mix between full-year and semester courses. The average student has one study hall per semester. As a result, the average amount of instruction time (when both A and B days are considered) is 5 hours 41 minutes, plus 27 minutes for lunch each day.

7,568 minutes instruction minutes for each class that meets every other day.

15,136 minutes for classes that meet every day.

CHS requires 176 student days annually. Vermont requires 175 days.

CHS teachers are required to work 187 days.

7. Using the categories below, list other educational programs and/or services, besides non-public secondary schools, available to students in the school:
 - a. Collegiate institutions: **Dual Enrollment at UVM, CCV, and Champlain College**
 - b. Vocational and technical schools: **Burlington Technical Center and The Center for Technology at Essex**
 - c. Institutions providing adult education and continuing education: **Burlington Technical Center, The Center for Technology at Essex, and Vermont Adult Learning**
 - d. E-learning (electronic learning) and distance learning programs **Virtual High School, Champlain College, CCV, and UVM**

8. Briefly describe any examples of business or industry partnerships with the school in the following areas:
 - a. Employment opportunities: **The CHS Employment Program, Career Start, and Fast Forward**
 - b. School-to-Career opportunities: **The CHS Employment Program**
 - c. Job shadowing/apprenticeship program: **The CHS Employment Program**

Many Colchester businesses and others from surrounding towns participate in all aspects of the CHS Employment Program.

Gulliver's Doggie Day Care
 Burnham Library
 Fitzgerald's Veterinary Hospital
 Humane Society of Chittenden County
 Milton Veterinary Hospital
 Colchester Parks and Recreation
 Cone Artist
 Sophie's American Bistro
 Green Mountain Power
 Friendlies (Colchester)
 Lowes (Essex)
 NYPO (Colchester)
 Pizza Hut
 McDonalds (the two in Colchester, and Essex Junction)
 Dick Mazza's
 Maplefield's (by Costco)
 Hannaford's (North Ave, Burlington)
 Shaw's (Colchester)
 Adult Day Program (VNA Colchester)
 Brown's Animal Hospital
 A Passion for Pets
 Oil n Go (Essex Junction)
 Cup & Cone
 Moe's (Williston Road)
 Ray's Seafood
 Ace Hardware (Colchester)

9. Briefly describe any other examples of partnerships with the community, institutions of higher education, or other post-secondary institutions.

We have a linkage agreement which offers students a diploma through Job Corp. We partner with Vermont Adult Learning which provides students with a Colchester High School diploma. We also partner with Youth Build which results in a CHS diploma for students.

10. Briefly describe any service learning requirements.

All CHS students are required to take Senior Seminar Civics, a 0.5 credit semester long course that is one of our graduation requirements. This class is a service learning course.

11. Indicate which faculty have common planning time and the amount.

The CHS master schedule gives all teachers who teach a team taught class to have 86 minutes of common prep time every other day. The principal works directly

with each department head to determine what other teachers in their department need common prep time. This year both art teachers, all earth system science teachers, and many math teachers have common prep time. All consulting teachers and crossroads teachers in our special education department also have common prep time.

12. Indicate the type of schedule (e.g., rotating 4X4 block, 43-minute periods.)

CHS has an alternating block schedule: A days and B days with approximately 86 minutes per class.

13. Briefly describe any use of levels, teams, interdisciplinary grouping, small learning communities, or other grouping arrangements.

CHS is broken up into two houses. The Green House/Blue House model recognizes that, in many cases, freshmen and sophomores have different needs than juniors and seniors. Green House students are challenged by a common and integrated curriculum. Both ninth and tenth grade years introduce students to the rigor of high school work within a supportive, collaborative, differentiated setting, while preparing students for the independence they'll encounter in the Blue House.

In humanities students in grades 9 and 10 receive their English/social studies curriculum through an interdisciplinary team taught model. All freshman are enrolled in Thinkers and Revolutionaries the required grade 9 humanities course which meets daily all year long for 2.0 credits. Each class has no more than 46 students and is taught by two teachers: one English, one social studies. In grade 10 students are required to take American Experience a two credit course that meets daily. This course also has two teachers: one English, one social studies.

14. Indicate the percentage of students in special education courses.

8%. Most of these student are in supplemental classes they are not supplanted. Ten students are in our Crossroads courses. CHS offers supplemental classes for special education students called Direct Instruction. We offer DI Green House (26 students enrolled), DI Grade 11 (13 students enrolled), and DI 12 (12 students enrolled). All Direct Instruction courses are taught by one of our special educators who case manages the students in the grade level of the DI course that they are teaching.

15. Indicate the percentage of students in bilingual/ESL courses.

CHS has seven students who are enrolled in our ESL course. This is 0.9% of the CHS student population.

16. Indicate the total amount of professional development time per year in hours. This should include professional development days, faculty meetings, department/content area meetings, common planning periods and half-days

CHS teachers are required to attend the following professional development meetings: seven in-service days, 20 faculty meetings, and 19 department meetings during the CHS 2010-2011 school year.

56 hours of in-service time

24 hours of faculty meeting time (CWG's – planned by principal)

15 hours of department meeting time (planned by team leader)

All in-service and faculty meetings are opportunities used to provide professional development growth for the faculty. Four department meetings this year will be devoted to Collaborative Work Groups which will be planned by the building principal. Each team leader is responsible for planning all other department meetings.

CHS Philosophy of Professional Development:

Faculty meetings continue to be committed to best practices. Exit cards from faculty meetings are used to help plan the next faculty meeting, and some faculty meetings will be differentiated according to readiness and/or interest, so at times the faculty will get to choose which best practice they would like to learn more about. There are two types of faculty meetings: Best Practice Meetings, and Collaborative Work Groups.

Best practice meetings are typically large group meetings that revolve around educating the faculty as a whole on a specific educational topic. Trainings during the school year have been around brain research, technology, formative assessment, literacy, differentiated instructional strategies, and more.

Collaborative Work Group faculty meetings are most often small groups of faculty members working together around a common goal, for a limited period of time. During the 10-11 school year there will be two CWG cycles. Every CWG cycle must involve teachers analyzing student work to improve the quality of their classroom instruction and their goal must focus on formative assessment. Each collaborative work group must have their goal approved by the building principal and the CWG facilitator before their work begins, and they must demonstrate their learning with a product and presentation at the end of the cycle. The focus of the first CWG cycle this year is their understanding and use of formative assessment as a means of increasing student performance.

17. Indicate the number of students taking college courses at the high school on-line or on a college campus by gender for the last two years.

Students are still enrolling in college and on-line courses for the 2010-2011 school year as part of our dual enrollment process. All CHS students in grades 9-12 have

the opportunity to enroll in our College Connections program as well as Virtual High School (on-line courses).

Previous Years:

2009-2010 CHS students took 109 college courses.

2008-2009 40 students were enrolled in college courses.

2007-2008 23 students were enrolled in college courses.

**** Please note that due to the CCV colleges interpretation of the privacy policy, they will not provide student information to us of the data release to us by other participate institution in the 2009-2010 school year. However, we know that we have 26 students, 14 females and 12 males participate. In 2007-2008 we do not have the breakage by gender.**

***K. POST SECONDARY CHOICES
CLASSES OF 2008, 2007, 2006***

1. Use the following to report the post-secondary choices of seniors over the last three years.

	Class of 2010	Class of 2009	Class of 2008	Class of 2007	Class of 2006
	Percent	Percent	Percent	Percent	Percent
Post-Secondary Education	72	68	72	74	78
Four-year college	58	56	55	58	59
Two-year college	14	12	17	16	19
Other training	CHS	DOES	NOT	ASK	THIS
Immediate Employment	24	23	22	24	20
Military	2	4	1	1	<1
Other	2	6	5	2	1

3. Indicate any results of a follow-up study of graduates.

CHS has not formally tracked this information, however, we have received very positive feedback from parents and student regarding how prepared they felt for college during their freshman year. VSAC releases reports each year with general VT findings but it is not specific to schools.

L. SCHOOL INITIATIVES

1. Briefly describe any existing or planned school reform initiatives. Include the faculty and staff involved, the student population affected, and an explanation of how such initiatives are aligned with the school's mission and expectations for student learning.
2. Briefly describe the rationale for undertaking each existing and each planned initiative.
3. Briefly describe the result of each existing initiative in the last few years.

Over the last five years several important restricting efforts have taken place. Some reform initiatives have been small, other large. Please review the descriptions below for the faculty and staff involved, student population affected, rationales, and results.

a. Curriculum Revision

As part of the “new” state-wide assessment in Vermont: New England Common Assessments the CHS math, science, and humanities departments have worked on aligning their curriculum to the Grade Expectations with a strong focus on ensure that the skills assessed on the NECAP were being taught at CHS. Our social studies curriculum will begin a revision process during the 2010-2011 school year. These changes were a result of what we believed were our low state wide test scores. Over the past year we have seen strong gain in our math, reading, and writing scores. We are hoping to see gains when we receive the data from the 2009 science NECAP's. Curriculum and student performance are a direct link to all four of essential expectations for student learning.

b. Teacher Advisory Reform

CHS has a strong Teacher Advisory program that was transformed during the last school year. The entire CHS community parents, students, teachers, and administrators had input in this year long process. Parents and student survey data was used. There were several presentations and feedback opportunities for faculty. This is year one of the transformation and we are excited to see what future changes come from TA. Teacher Advisory is overseen by a building based committee composed of teachers, administrators, and students. TA was transformed because the building principal and CHS leadership team did not believe that we had full buy in from the faculty on the current structure of TA. We also believed that in order for TA to be more successful that students needed to be a part of the planning and oversight of this important initiative. Teacher Advisory directly connects to our problem solving and learning habits essential expectation.

c. Administrative Restructuring

Over the past three years the building principal has restructured the make- up of the administrative team and leadership team to better meet the needs of CHS. This changed was made to ensure that all departments were represented in the leadership structure of the school through a team leader. The administrative restructuring resulted in a stronger support services program that links the 504, Special Education, Education Support Team, and other support services under one umbrella. Prior to the restructuring each support service was overseen by a different building administrator. This resulted in disjointed and inconsistent implementation of not services and plans for students. All of these changes support all of our essential expectations for student learning as well as increasing student performance school wide as students now have stronger and more supports in place.

d. Assessment Transformation/Student Data Management Software Implementation

Over the past two years CHS has been working on transforming how we assess students at CHS. This reform initiative was sparked by building administration

wanting to increase state wide test scores, but also our student performance on SAT and ACT exams. We began this work two years ago when we chose to convert from our current student data management software program: SASI to Power School. This major purchase would allow CHS teachers to more easily track formative assessment data that would change a teacher's instruction before a unit, during a unit, and after a unit. In our old student data management software system teachers were unable to track this data. During the 2010-2011 school year CHS will use Power School for the first time. This is an ongoing initiative that we will hopefully see tremendous gains from two to three years down the road. This supports increasing student performance towards all four of our essential expectations for student learning. We are hoping to also use this new software system to track each student's progress towards the essential expectations. This is a very large goal and initiative for CHS and excited about what the future may bring.

M. GOVERNMENT AND FOUNDATION SUPPORTED PROGRAMS

1. List and briefly describe any projects or grants currently in operation in this school that are financed by federal, state or municipal agencies.
NONE
2. List and briefly describe any projects or grants currently in operation in this school that are supported by public or private foundations or agencies.

CHS has received for the past several years the GEAR UP grant, through Vermont Student Assistance Corporation (VSAC). This grant has provided us with funding our College Connections program. The dollars from this grant pay for CHS students to take college courses at no cost to the families.

N. PREPARATION OF TEACHERS

1. Indicate the number and percentage of teachers who are teaching out of their area of certification.
NONE
2. Indicate the number and subject areas of teachers who have provisional teaching credentials/certification.
TWO: library long-term substitute, English
3. Indicate the percentage of faculty with advanced degrees.
42 teachers = 62% of faculty have a degree beyond a Bachelors.

III. SCHOOL IMPROVEMENT PLANNING

1. List identified targets for improved school performance based on the analysis of standardized assessment scores and other school/district assessment results (e.g., students below standard, students in the lowest performance level).
2. List identified targets for improved performance based on the analysis of equity gaps in state assessment scores and other school/district assessment results (e.g., special education students, gaps between genders, students not proficient in English, minority students, students in poverty, vocational students).
3. Identify other school improvement targets as well as the manner by which they were identified and the data source identifying the deficiency.
4. Briefly describe how the school's improvement plan/strategic plan is aligned with the school's mission and expectations, as well as identified targets for improved school performance related to learning expectation in the mission.
5. Describe any changes in the school's expectations for student learning as stated in the mission in response to identified targets for improved school performance.

SCHOOL AND COMMUNITY PROFILE

Colchester High School is located on a fifty-acre campus in Colchester, Vermont, a growing and diverse town of 17,237 with an active business community. Located on the scenic shore of Lake Champlain, thirty-five miles from the Canadian border and in close proximity to Burlington and Interstate Highway 89, Colchester enjoys access to a wealth of recreational, cultural, social and educational resources. Currently there are more than 500 businesses in the town of Colchester. Since 1960, the population of Colchester has tripled from 5,000 to approximately 17,000.

Colchester is the fourth largest municipality in Vermont behind Burlington, Rutland and Essex. The average wage in 2008 was \$67,069, and the percentage of people living above the poverty level at that time was 93.7%. Colchester School District has a total student population of 2,170. There are three elementary schools and one middle school. The high school was built in 1975, serves grades nine through twelve, and currently educates 779 students. 85 students attend two regional technical schools in Burlington and Essex Junction. Five students receive instruction in English as a Second Language. More than a dozen nationalities are represented in the student body. 57 tuition students attend Colchester High School at this time, at a cost of \$11,100 per pupil. Approximately 25% of the school population receives the free and reduced lunch program as a direct result of living in homes under the poverty level. The high school age population has remained relatively stable and age appropriate.

At this time, approximately 800 students are enrolled in the high school. Colchester High School actively supports international student exchange programs as a way to provide diversity and enrich the experience of students. In 2002, The Department of Education named Colchester High School one of ten **Vermont High Schools on the Move**. In 2007, Colchester High School was awarded the Siemens Award for Advanced Placement. In 2010, Colchester High School was honored by having two teachers named as recipients' the Presidential Award for Excellence in Science and Mathematics teaching.

Approximately 90% of the Class of 2010 entered the school together as freshmen four years ago. Representatives of the high school link this stability to the school's proven success with a variety of learners. In 2008, our attendance rate for students was 92.49%; during the following year, it was 94.36%. For the past three years over 70% of our graduates went onto post secondary

education. Approximately 2% of students pursue the military, and approximately 20% of our graduates go directly into the work force.

Colchester High School offers courses and activities designed to meet the needs of a wide range of student abilities, interests, and learning styles. The school is organized in two houses: Green House and Blue House. Courses in the Green House are designed to foster a sense of community and to build a foundation for more specialized Blue House courses. The Green House (grades 9 and 10) is primarily heterogeneously grouped using differentiated instruction to meet the needs of and challenge all learners. In grades 9 and 10 students complete most of their core graduation requirements. In 9th grade, humanities teams (Asian Experience in the past now named Thinkers and Revolutionaries) integrate instruction and make significant connections to science and mathematics. In 10th grade students also learn in interdisciplinary, differentiated humanities teams: The American Experience. The Green House Mathematics program differentiates Algebra and Geometry, providing a rigorous course of study for all students. Beginning with the class of 2007 students may earn Honors distinction through high achievement on the Habits of Learning Rubric used in many of the courses in the Green House. In the Blue House (grades 11 and 12) students who seek advanced level work may enroll in semester courses and pursue Honors level work. The “Honors” designation will appear on the transcript of any student who fulfills the requirements of the Honors Contract. In science students may be recommended for accelerated courses and/or may enroll in two lab courses in the same year. The mathematics sequence extends through AP Calculus. Students who elect to accelerate beyond the CHS curriculum may study college-level courses through Dual Enrollment. Last year, students completed 112 courses from CCV, UVM, VTC and Champlain College. Colchester is proud to announce that we are now a part of Virtual High School, which will provide more diverse and on-line course offerings for our students.

Colchester High School offers a variety of alternative paths for students as well. They may earn elective credit through the Options Program, which includes community service, outside course work, student aide assignments, work study, and independent study. In addition, students for whom the traditional programs are not successful may enter Target Graduation, an outcomes-based graduation program.

Graduation requirements at Colchester High School are in compliance with state and federal regulations. In all academic areas, students must demonstrate proficiency with clearly stated content and standards in order to receive credit. Specific graduation requirements may be found in the Program of Studies or the School Profile. Individual course standards are directly linked to the *Vermont Framework of Standards and Learning Opportunities* and our school wide Essential Expectations. Student achievement in each course is reported with a quarterly letter grade, and parents are provided with progress reports in every course at the middle of each quarter. Students earn honors designation (honor roll and high honor roll) by earning grades of B- and better or A- and better, respectively.

Colchester High School is fortunate to have an active community and parent presence. Every hiring committee at CHS must contain at minimum of one parent and one student, but often times there will be more than one of each. CHS frequently holds informational parent evenings on new initiatives, or to just provide the opportunity to general parent feedback. The several Athletic Boosters and Project Graduation groups chaperone school activities, sell concessions at sporting events, and provide valuable parent and community participation in co-curricular decision-making. The Football Boosters, a separate group, fund the entire football program at CHS. Parental attendance at school events and athletic contests ranges from average to high, depending on the event.

Community and business leaders have come together and raised money for a Community Scholars Program that provides yearly scholarships to CHS students. Individual benefactors, businesses, private groups and fraternal organizations annually contribute significant funds for scholarships as well as for special events sponsored through the school. Over forty scholarships from these many sources are awarded to graduating seniors each year. Each month, a luncheon at an area restaurant is sponsored by a local business to recognize student achievement in a variety of areas. Local businesses sponsor the Student-of-the-Month luncheons designed to recognize a variety of achievements by high school students. In addition, several students attend either the Essex or Burlington Technical Center. Plans for four-year technical center in Chittenden County are strongly supported by the town's business community.

Local businesses and the industrial community provide strong support to the school by supporting our employment program, our annual Green House Career Day: Fast Forward and numerous food drives, fundraising events, and blood drives. However, we struggle with overall community support during budget season. The biggest challenge that CHS will face over the next five years is decreasing enrollment, decreasing revenue, and looming staffing reductions.

Colchester High School is fortunate to have a plethora of other educational opportunities in the area available to students. Students may attend and transfer credit to CHS from the University of Vermont (UVM), Burlington College, Saint Michael's College, Trinity College and the Community College of Vermont. The cost of these transfer credits is borne by student and their parents. Students may also pursue a CHS diploma through the Adult Diploma Program conducted by the State Department of Education. There is no cost to students for this program. Students who have received their GED may return to CHS to pursue the additional credits necessary to graduate from the high school to conduct meetings, workshops, and training sessions unrelated to the CHS curriculum.

CHS recognizes students for their accomplishments through several means: Student of the Month lunch, awards assemblies, pep-rallies, Underclass Awards Night, Class Night, Honor Roll, and the Honor's Banquet. In addition, local newspapers sponsor academic and athletic awards, and they are committed to providing news coverage on our achievements.

Colchester High School has engaged in several school-wide initiatives to improve the school, but more importantly student learning. Based on the school's mission CHS has firmly embedded our four essential expectations into all curricula at CHS over the past five years. We have increased the number of advanced placement offerings for students with the addition of AP Chemistry and AP Probability and Statistics. CHS students are required to participate in several exhibition evenings for the community through required courses such as: senior seminar civics and essential topics science. Finally, the CHS New Teacher Mentoring Program has undergone several changes in an effort to train new teachers.

School improvement planning occurs in three ways: Administrative Team: a school-based admin team of four administrators; District-Wide Curriculum Team: a team of k-12 content specific teachers who meet to review and make modifications to our curriculum; a school leadership team comprised of four administrators, and six team leaders who meet weekly to direct the implementation of plans from the first two groups and other building based and/or district-wide based committees. Colchester High School has several building based committees who work on focused goals for the school. For the past five year the district has developed a district-wide action plan that guided the work of each building under one large umbrella.

The Leadership Team at Colchester High school takes school improvement very seriously, and this group is responsible for analyzing all of the student assessment data to develop a building based improvement plan to increase student performance. The school's mission and expectation for learning are widely communicated but it may be time for us to revisit both documents.

A few of our most critical challenges are:

- budgetary shortfalls both in state and local contributions
- increasing numbers of families who qualify for free/reduced lunch
- ensuring adequate and current technology to help students meet post-secondary goals
- increasing parent partnerships