

St. Albans City School

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2015-2016 NCLB Annual Report Card

- Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (NECAP/SBACs) disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (where the minimum "n" has been met):

Grade 3 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	6110	2438 ±1	54	23 24 24 29
Franklin Central SU (SU023)	184	2418 ±6	45	33 23 20 24
St Albans City School (SU023-PS288)	79	2418 ±10	46	33 22 19 27

Grade 3 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	6127	2442 ±1	56	20 24 32 24
Franklin Central SU (SU023)	184	2425 ±5	43	26 30 29 14
St Albans City School (SU023-PS288)	79	2426 ±8	42	24 34 30 11

Grade 4 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5882	2477 ±1	54	25 21 25 29
Franklin Central SU (SU023)	168	2438 ±7	36	40 23 20 16
St Albans City School (SU023-PS288)	74	2438 ±12	38	43 19 16 22

Grade 4 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5884	2482 ±1	50	17 33 30 20
Franklin Central SU (SU023)	168	2454 ±6	31	29 40 22 9
St Albans City School (SU023-PS288)	74	2451 ±9	31	36 32 20 11

Grade 5 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	6066	2515 ±1	58	23 19 32 26
Franklin Central SU (SU023)	180	2488 ±7	46	33 21 29 16
St Albans City School (SU023-PS288)	72	2496 ±10	47	31 22 32 15

Grade 5 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	6087	2509 ±1	43	26 31 22 21
Franklin Central SU (SU023)	180	2489 ±6	34	39 27 20 14
St Albans City School (SU023-PS288)	72	2510 ±10	46	31 24 25 21

Grade 6 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5979	2539 ±1	56	19 24 36 21
Franklin Central SU (SU023)	161	2524 ±7	45	24 32 26 17
St Albans City School (SU023-PS288)	74	2535 ±12	51	26 23 30 22

Grade 6 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5996	2522 ±1	41	27 32 24 17
Franklin Central SU (SU023)	161	2519 ±8	38	30 32 20 18
St Albans City School (SU023-PS288)	74	2527 ±14	49	27 24 26 23

Grade 7 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5888	2562 ±1	58	21 22 38 19
Franklin Central SU (SU023)	154	2545 ±7	50	23 27 38 12
St Albans City School (SU023-PS288)	66	2553 ±13	55	26 20 39 15

Grade 7 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5897	2548 ±1	46	24 30 27 20
Franklin Central SU (SU023)	155	2552 ±8	50	21 30 32 18
St Albans City School (SU023-PS288)	67	2562 ±13	57	21 22 31 25

Grade 8 ELA

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5956	2580 ±1	59	19 23 39 19
Franklin Central SU (SU023)	185	2586 ±7	61	19 23 40 21
St Albans City School (SU023-PS288)	67	2598 ±11	66	12 22 40 25

Grade 8 Math

Name	Number of Students	Average Scale Score	Percent at Level 3 or Above	Percentage in Each Achievement Level
Vermont	5955	2564 ±2	44	
Franklin Central SU (SU023)	185	2574 ±8	44	
St Albans City School (SU023-PS288)	67	2611 ±13	55	

Grade 4 Science is linked [HERE](#)

Grade 8 Science is linked [HERE](#)

Further information, including data disaggregated by subgroup, is available [HERE](#)

2. Information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the State as a whole:

This information is provided in the infographics under number 1 above. It can also be disaggregated [HERE](#).

3. The percentage of students not tested, disaggregated by the same categories noted above by subject:

1% of students were not tested in both math (3/336) and English language arts (4/336). This number is too small to disaggregate.

4. The most recent two-year trend in student achievement in each subject at each grade level for grades in which assessment is required. If you only have one year of SBAC data, a note explaining why you cannot provide this data is required:

We only have one year of data, as the first SBAC assessments in 2015 were considered a pilot year. The 2016 data above is considered the baseline year. In 2017 we will have comparison data.

5. Graduation rates that are consistent with ED-approved State definitions (for schools with high school grade levels).

Not applicable. Graduation rates only apply to high schools.

6. The professional qualifications of teachers in the LEA, including the percentage of such teachers teaching with emergency or provisional credentials.

All core academic classes at Saint Albans City School were taught by highly qualified teachers in 2015-2016. No teachers at Saint Albans City School were on emergency credentials in the 2015-2016 school year. Please see the document linked [HERE](#) for the complete report on teacher qualifications.

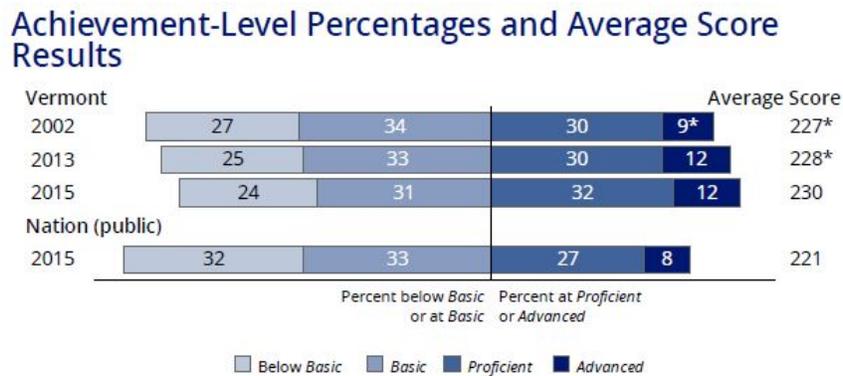
7. The number of recently arrived LEP students who are not assessed on the State’s reading/language arts test.

No students were held out of testing due to recent arrival status.

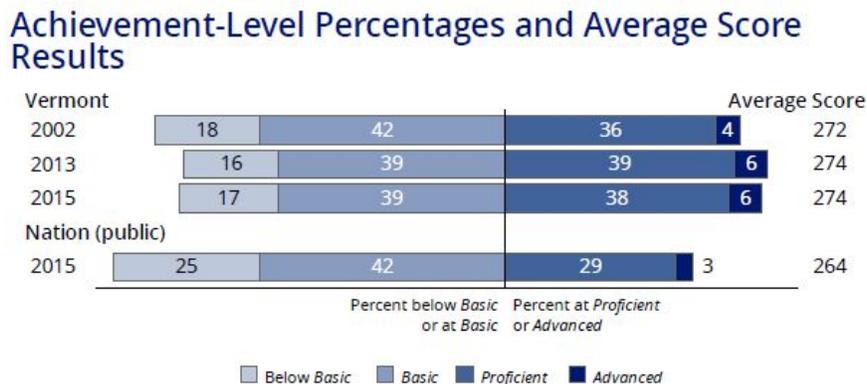
8. State data from the National Assessment of Educational Progress (NAEP)

The most recent data available is from 2015.

4th Grade Reading

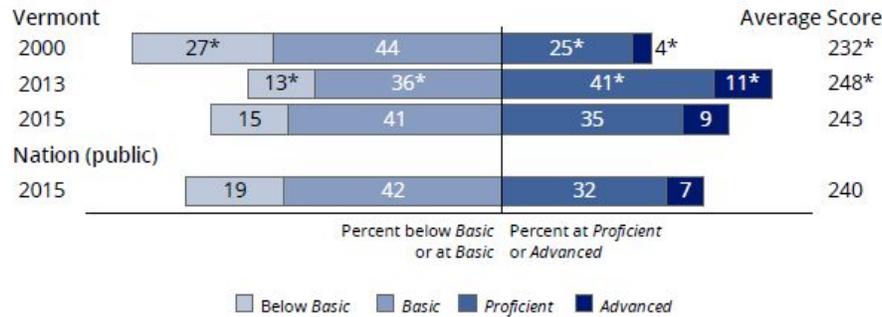


8th Grade Reading



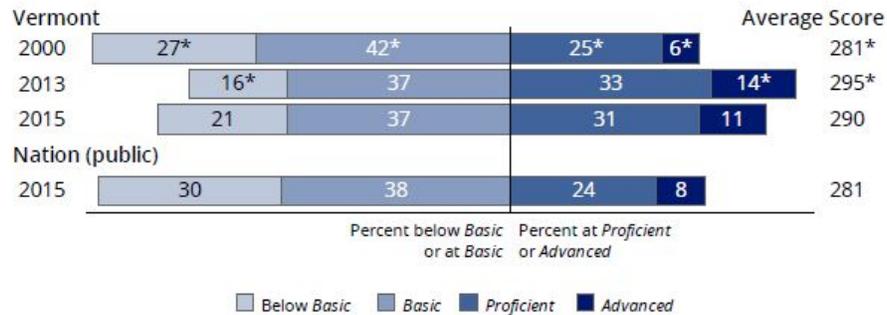
4th Grade Math

Achievement-Level Percentages and Average Score Results



8th Grade Math

Achievement-Level Percentages and Average Score Results



What is the biggest challenge facing the school?

As a school we have evidence that when a child enters our school and stays with us through their school years, we are seeing significant growth. Unfortunately, 30% of our students enter or leave our school each year. This lack of educational stability hurts their ability to demonstrate growth, and also has an effect on the total school. The effect is more than just on individual and school numbers, it is a social and emotional disruption to the education process for all children. Another major challenge has been the impact trauma has had on too many of our students.

Are there other metrics that the public should know?

Our school has looked at many ways that we can be successful. In 2013 we were the first National Green Ribbon school in the State of Vermont. In addition, we have won several School Wellness awards and Exemplar (Positive Behavior Intervention System) PBIS awards for our school-wide positive behavior system. In 2016 we started a pilot of Conscious Discipline and have started a school-wide implementation for FY17. We are focused on the whole child.

St. Albans City school is the focus of a documentary the Vermont Agency of Education did on effective use of technology in school. For the last four years our 7th and 8th grade students (and

last year our 6th grade) have been participants in, and won, the e-cybermission science project competition.

In 2015, the school became a part of the First School pilot project, which focuses on improvement in the prekindergarten through third grade band. That was also our first year offering all day pre-kindergarten. Additionally, the school qualified for community eligibility for its nutrition program, and now provides free meals to all students regardless of their family income level.

We are very proud of the many accomplishments that our school and students have achieved. We are also constantly reflecting on where we are and what we can do next to best meet the needs of our students, school and community.