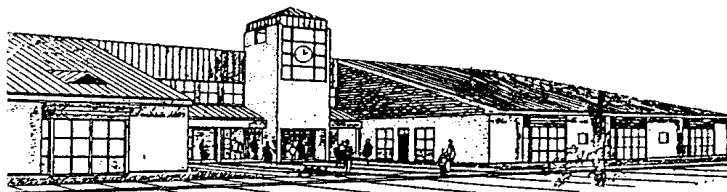


ST. ALBANS TOWN EDUCATIONAL CENTER

2008-2009 School Report



The following is an update of SATEC's school wide-initiatives, opportunities for students and staff initiatives. Also included is information on: student assessments, technology, building improvements, curriculum, staff achievements and goals, community support and involvement, plus the school's action plan goals for 2008-2010. Thank you.

SCHOOL WIDE INITIATIVES

Responsive Classroom/Responsive Design for Middle School

SATEC uses Responsive Classroom in grades K-4 and Responsive Design for Middle School in grades 5-8. The programs help to build respect and rapport with students and give them a voice and sense of belonging. The model is designed to promote cooperation, assertiveness, responsibility, empathy, and self-control.

Olweus Bullying Prevention Program

As bullying is an issue in many schools, SATEC is taking proactive steps to prevent and stop the problem by adopting the Olweus Bullying Prevention Program. SATEC's implementation of the program began last fall after a spectacular kick off event at the Collins Perley Complex. The Olweus program, which started in Norway, uses a research-based, school wide "systems-change" approach that has been successful in schools all around the world.

As part of the **Olweus** program, students participate in weekly class meetings to learn about the effects of bullying, what they can do about it, and how they can work with adults at school to put a stop to it, even as bystanders. This program is a coordinated effort by all the adults in the school to supervise and intervene when bullying happens. Although this is a learning process for everyone in the school, we anticipate long-lasting and positive results.

OPPORTUNITIES FOR STUDENTS

Extra Curricular/Enrichment

- Open Doors after school and summer program is offered to students in grades 4-8. The program offers students exciting opportunities to expand their skills in many areas and build their confidence and experience greater connections to school and community. Students who participate in Open Doors have a greater likelihood of increasing their school day attendance and academic performance.

- ❑ Community service: donations of time, money and products to local organizations
 - Franklin County Emergency Food Shelf
 - WRSA Radio-thon Fundraiser on Ch. 15
 - Laura's House Christmas stockings
 - Soldiers' care packages & letters
 - Clothes donations to county organizations
 - Knitted hats and scarves to the needy
 - Martha's Kitchen
 - Humane Society
 - Greyhound Rescue
 - Samaritan House
 - Operation Happiness
 - Holiday House
- ❑ Extra curricular activities: Spelling Bee, Geo Bee, Drama, Soccer, Softball, Basketball, Baseball, Live Y'ers, Cheerleading, and Open Doors
- ❑ Boy's and Girl's on the Move for grades 3-5
- ❑ Fine Arts presentations: Art shows, Band and Chorus concerts
- ❑ Odyssey Of the Mind Competition
- ❑ Increased participation in Band and Chorus that takes place during school day
- ❑ Writing letters to soldiers
- ❑ Recognition of "Star Students" at weekly School Sing Assembly
- ❑ Mentoring program for K-8 at-risk students
 - Win Win- BFA Athletic mentors
 - Leadership Class mentors
 - Big Buddy/Little Buddy-Service Learning Tutoring Project
- ❑ Summer school for K-8 Reading and Math and 5-8 Work Completion
- ❑ Emphasis on student leadership
 - Student run Snack Cart
 - Student Voices Exposed
 - Tech Savvy Kids
 - VT Kids Against Tobacco (VKAT)
 - Jr. High Prevention (JHP)
 - Student Council activities



Academic Opportunities

Career Exploration: The 5-8 guidance counselor provides career exploration opportunities during guidance classes. 6th graders use Career Explorer to learn how to make decisions and determine individual interests. 7th graders use Tuning into my Future to reflect on personal interests, skills, personality traits, and values. 7th grade also uses the Real Game, which explores jobs, finances, and relates education to jobs. 8th graders use the VT Student Assistance (VSAC) software for career and job market exploration.

Fluency Lab: The Fluency Lab is an intervention program that serves approximately 70 students in grades 4-8 to improve their reading fluency. Students attend between two and five times a week for 15-20 minute sessions to practice oral reading. Students graph their progress and exit the program when their fluency reaches the rate determined for their grade level.

French: SATEC offers French to students in grades 1-8. Students in grades 1-4 have French one to two trimesters twice a week, while students in grades 5-8 have French two times a week for the entire year. Students learn vocabulary and conversational skills using an active approach (TPR, total physical response) that engages them both mentally and often physically in learning a second language.

Writing Lab: Many students benefit from participation in SATEC's new Writing Lab. This intervention is a technology-based program, which is provided to over 100 students in grades 4-8, from 2 to 5 times per week. Computer lab staff oversees this program with the help of several other teachers. Raising achievement in writing also helps raise performance in reading. Students use software that gives them immediate feedback; instructors give additional feedback on the content that helps students improve their writing.

Math Support: SATEC's math content specialists provide supplemental instruction to students in math during the school day. Students are selected to receive this support based on test scores, classroom assessments, and teacher recommendation. Some of the support is provided during Supplemental Instruction Time (see below for explanation).

Algebra: This year we are offering an Algebra class to SATEC's 8th grade students. This class takes place during the school day, is taught by one of our middle school math teachers and is in addition to the regular 8th grade Connected Math course 8th grade students take. We determine eligibility for participation in Algebra based on student performance on the NECAP assessment, the Algebra Prognosis Test, overall performance in math class in 7th grade, and teacher recommendation.

Reading Support: We have six reading teachers who provide individual and small group instruction to over 100 students. Students receive support in letter sounds, decoding, reading strategies, comprehension, and fluency through research based intervention programs.

Supplemental Instruction Time (SIT):

Supplemental Instruction Time (SIT) is additional instruction that is provided to all students during the school day for 30 minutes. We are in our second year of implementing SIT with our students and teachers. Grades 5-8 are in their second year, and grades K-4 are in their first year. Our goals are to provide supplemental instruction to all of our students in the areas they have demonstrated need. With this flexible structure built into the school day, it enables the teachers to provide a broad range of instruction at a variety of levels. During SIT, students may receive remedial, on level, or enrichment in subjects that range from math and literacy to technology. Students, groupings, and subjects may change as often as monthly, and are based on assessment data.

PROFESSIONAL WORK OF THE STAFF

Data Team/ Supplemental Instruction Time (SIT)

Teachers meet at least monthly as Data Teams to set instructional goals, review data and student progress for Supplemental Instruction Time. Teachers set SMART goals for their students in identified areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Timely. Here is a sampling of the learning opportunities students have during this time period:

- Name & number writing, Rhyming, Foundations (Literacy), Number Sense, Math computation fluency, Science, Writing, Place Value, Reading Comprehension, Main Idea, Weather, Continents & Oceans, Student newsletter, and Technology enrichment.

Since SIT and Data Team work is new for us, we continue to fine tune how it is being implemented throughout the grades. Our goal is to have a close connection among the assessments, the data and the individualized, engaging instruction for students in need of remediation, as well as rich and challenging curriculum opportunities for all other students. Teachers are reporting excellent results with all SIT groups. We look forward to continuing to refine this process of using teacher Data Teams throughout the year.

Olweus Bullying Prevention Training: SATEC's entire staff received a one-day training in August in order to implement the Olweus Bullying Prevention Program. The Olweus committee meets monthly to assess progress, to plan activities and events, and to discuss how to support colleagues in the Olweus implementation.

Responsive Designs for Middle School Training: The staff of grades 5-8 received training in the Responsive Designs for Middle School program this fall. The Responsive Designs for Middle School program is a community-building curriculum that is similar to the Responsive Classroom program, however it is designed for adolescents. It focuses on building relationships, social skills, and engagement in order to meet the needs of middle school students.

ASSESSMENT RESULTS:

The State Department of Education uses NECAP scores to determine the academic performance of SATEC's students. The state requires us to break down and look at the NECAP data for certain subgroups of students. The Vermont State Department of Education sets targets or goals for each school as a whole and for students in identified subgroups. This target is referred to Adequate Yearly Progress.

We have analyzed the results of the math, reading, and writing NECAP assessments that were administered in the fall of 2007 to our 3rd through 8th grade students. In reading, our school as a whole met "Adequate Yearly Progress", however students with disabilities and students receiving free and reduced lunch did not. In math, our school as a whole did not meet Adequate Yearly Progress and students with disabilities and students receiving free and reduced lunch also did not meet AYP. Here are some details of what this means:

- In reading, we are considered to be in Year 1 of School Improvement for the 2007-2008 school year.
- In math, we are considered to be in Year 2 of School Improvement for the 2007-2008 school year.

The Year 1 and 2 of School Improvement designations means that SATEC must implement a number of required actions. For example, we must collect school-wide data and provide a narrative report two times per year. This report is sent to our School Support Coordinator at the Department of Education for review. The SATEC principals must participate in monthly meetings with other principals from schools with the same designation. Also, we are required to have an Action Plan to address ways we will improve student performance. (See last page of the report for an outline of our Action Plan). The positive news regarding the NECAP scores is that our students overall in both reading and math have made improvements in each subcategory over the past three years.

The following page provides you with an overview of our NECAP scores over the past several years, however, if you would like a more complete picture of our data, you can access all of our state assessment results at the website of the VT Department of Education, <http://crs.uvm.edu/schlrpt/> and select St. Albans Town. When you get there, scroll down and you will be able to select the [Complete School Report](#)

ASSESSMENT DATA 2007-2008 Vermont Department of Education School Report

| St. Albans Town Education Center | | | | |
|---|-----------|-----------|-----------|-------------------------------|
| Percent of Students in the Highest Two Performance Levels: Achieving the Standard or Achieving the Standard with Honors | | | | |
| | 2005-2006 | 2006-2007 | 2007-2008 | State of Vermont 2007-2008 |
| Developmental Reading (DRA)- Tested at Grade 2 | 89% | 88% | 94% | 84% |

The [New England Common Assessment Program](#) (NECAP) is the result of collaboration among New Hampshire, Rhode Island and Vermont to build a set of assessment for grades 3 through 8 and grade 11 to meet the requirements of the No Child Left Behind Act (NCLB). NECAP was administered for the first time in October 2005, and measures student learning on the previous year's grade expectations.

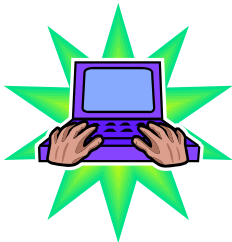
Level 4 = Proficient with Distinction; Level 2 = Partially Proficient;
Level 3 = Proficient; Level 1 = Substantially Below Proficient

| Reading | St. Albans Town Education Center | | | | State of Vermont |
|----------------|---|------|------|------|-------------------------|
| | Grades 3-8 | | | | Grades 3-8 |
| | 2005 | 2006 | 2007 | 2008 | 2008 |
| Number Tested | 426 | 447 | 460 | 455 | 38,800 |
| % At Level 4 | 11% | 11% | 11% | 9% | 18% |
| % At Level 3 | 54% | 51% | 56% | 60% | 53% |
| % At Level 2 | 27% | 26% | 22% | 22% | 19% |
| % At Level 1 | 8% | 12% | 11% | 9% | 10% |
| Math | St. Albans Town Education Center | | | | State of Vermont |
| | Grades 3-8 | | | | Grades 3-8 |
| | 2005 | 2006 | 2007 | 2008 | 2008 |
| Number Tested | 426 | 447 | 460 | 455 | 38,831 |
| % At Level 4 | 8% | 8% | 12% | 15% | 21% |
| % At Level 3 | 38% | 39% | 41% | 47% | 45% |
| % At Level 2 | 28% | 28% | 25% | 21% | 18% |
| % At Level 1 | 26% | 25% | 22% | 17% | 17% |
| Writing | St. Albans Town Education Center | | | | State of Vermont |
| | Grades 5 & 8 | | | | Grades 5 & 8 |
| | 2005 | 2006 | 2007 | 2008 | 2008 |
| Number Tested | 147 | 151 | 145 | 161 | 13,168 |
| % At Level 4 | 5% | 6% | 6% | 15% | 19% |
| % At Level 3 | 41% | 33% | 31% | 32% | 35% |
| % At Level 2 | 40% | 32% | 41% | 39% | 29% |
| % At Level 1 | 13% | 29% | 21% | 14% | 17% |

SATEC General School Information

| School Participation Information | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | State of Vermont 2007-2008 |
|---|-----------|-----------|-----------|-----------|----------------------------|
| Total School Enrollment | 693 | 662 | 672 | 697 | 94,114 |
| Attendance Rate | 96.5% | 96.2% | 96.4% | N/AV | N/AV |
| Retention Rate | .9% | .5% | N/AV | N/AV | N/AV |
| Estimated HS Cohort Graduation Rate | N/A | N/A | N/A | N/A | N/AV |
| Student/Teacher Ratio | 12.04 | 10.64 | 10.80 | 11.01 | 11.13 |
| Eligible Special Education | 10.0% | 10.0% | 10.6% | 10.8% | 14.9% |
| 11-12 Technical Education Rate | N/A | N/A | N/A | N/AV | N/AV |
| 9-12 Dropout Rate | N/A | N/A | N/A | N/A | N/AV |
| Home Study (Number) | 12 | 20 | 23 | 28 | 2,096 |

TECHNOLOGY



- ❑ Student Technology Leadership program- Tech Savvy Kids
- ❑ Technology integration into curriculum continues
- ❑ Lab Tech position assisting with technology integration
- ❑ Network software in Reading, Writing, Math, and Reference Materials
- ❑ Reading Counts, Kidspiration and Inspiration software
- ❑ Updating Supervisory Union Technology Plan for 2009-2012
- ❑ Computer labs and mobile lab are getting frequent usage by students and staff
- ❑ Student and staff technology skills are improving, using projectors, thumb drives, SmartBoards, PowerPoint, and other software programs and Internet resources.
- ❑ Increased use of data to improve student performance.

BUILDING IMPROVEMENTS

- Carpet replacement in CN, CM, CS, 3rd grade house, A hallway, and in K-4 SSC
- Security System installed
- Doors replaced or repaired in 3rd grade house, gym, and back entrance
- Push button locks installed on classroom doors
- Magnetic locks and door holders on 2/3 of house doors
- Exterior cameras and bus cameras installed
- Phone system upgraded
- Dugout materials for baseball and softball fields purchased.

STAFF ACKNOWLEDGEMENT

- ❑ The Superintendent's Leadership Award was given to Jo-Anne McCoy
- ❑ The UVM Teacher of the Year award was presented to Isabelle Leroux-Passini in October 2008.
- ❑ Required technology goal for all staff, leading to technology proficiency for teachers by 2008.
- ❑ Professional Development in Technology, Data Driven Decision Making, and formative assessment.
- ❑ Teacher Leader in Technology- Shelia McKennerney
- ❑ Special Event Coordinator- Heather Lamson,
- ❑ Pathwise Mentoring Program to support new teachers

COMMUNITY SUPPORT AND INVOLVEMENT:

Grants received:

BEST Educational Supports
Safe & Drug Free Schools
E-Rate Telecommunications
Medicaid Reimbursement
Title IIA Professional Development
Title I
J & L Mobil Grant
Jolley donation for athletics
Title IID Technology
Youth initiated grant

Donations received:

| | |
|----------------------------|--------------------------------|
| Pie in the Sky | Garden Patch |
| Mimmo's | Rail City Salon |
| M/M Connors | Bob's Meat Market |
| People's Trust Co. | Kartula's |
| Northern Valley Eye Care | Patrick's Bake Shop |
| V.F.W. | Welden Theatre |
| NW Medical Center | Subway |
| Hannaford | The Morin Family |
| Sweet Nothings | Rosario's II |
| Salon Elizabeth | Eastern Dragon |
| Howard's Flower Shop | People's Trust Co. |
| American Legion Post #1 | Unisex |
| Betty's Flower Basket | Mobil- R.L. Valley |
| Maple City Cards and Candy | Grandma's Dreams |
| Cosmic Bakery and Café | T.D.H. Surveying and Design |
| Grand Avenue Bus Co. | |

- ❑ Emergency procedure planning completed for SATEC with the support of local fire and police departments and local businesses that serve as re-location sites.
- ❑ PTO has planned/sponsored many school based events:
 - Movie night
 - Bullying presenters
 - Family Dances
 - Bingo night
- ❑ Foster grandparent and parent volunteers
- ❑ Community resource speakers
- ❑ The building continues to be used almost daily in the afternoon, evening, and on the weekends for both school and community functions, such as sports, meetings and the Health Fair
- ❑ Designation as Mass Dispensing Site in case of emergency for the community by the VT Department of Health

School Community

We strive to build a sense of belonging to our school community in numerous ways including:

- Each morning, students read the daily announcements, announce the day's birthdays and share words of wisdom from Project Wisdom.
- At the end of every day, music is played while the students leave the building. Our School Spirit Committee has contributed several community projects.
- House Flags -Every house has a flag that represents the theme of the house.
- School T-Shirts- All students and staff have the opportunity to have a Wildcat t-shirt
- YO-YO Days-Younger and Older students get together 3-4 times a year for activities such as reading, math, anti-bullying, and Yo-Yo Fun.
- Cafeteria- We reorganized the tables into home-style seating. Open Doors students have created seasonal centerpieces.
- Winter Carnival- Our school spends a half-day enjoying activities at Hard'ack and SATEC.
- K-8 Student and Staff Talent Show.

- Staff serve lunch to students on Halloween and St. Patrick's Day.
- Grandparent Lunch- New this year.
- Some classes partner up for Book Buddies or other activities.

The SATEC website, www.satecvt.org, includes information on:

- School calendar
- Lunch menus
- Athletic information
- Teacher pages
- Facilities information and room requests
- Destiny-Browsing software for the library collection
- "Did You Know"-Information about our school programs
- Open Doors after school and summer program
- PTO updates and events



Action Plan Goals 2008-2010

READING

- Decrease number of students in lowest performing categories on VT DRA and NECAP
 - Less than 20% of students on level 1 or 2 on NECAP Reading

WRITING

- Decrease number of students in lowest performing categories on NECAP Writing
 - Less than 50% of students on level 1 or 2 in NECAP Writing

MATH

- Decrease number of students in lowest performing categories on NECAP Math
 - Less than 35% of students on level 1 or 2 in NECAP Math

STUDENT ASSETS

Improve student conduct in the following areas:

- Following directions
- Keeping to self
- Reduced physical contact
- Respecting adults
- Improved bus behavior to reduce incidents
- Building positive relationships among staff and students

OTHER

We continue to work on Social Studies, Science, and Technology through FCSU committees. These committees develop common local assessments and align curriculum, instruction, and assessments.

We are very proud of the efforts our students and staff have put forth in striving for success and we appreciate the continued support of our entire school community.

Sincerely,

Angela Stebbins & Diane Lemieux