

**Hinsdale County School District RE-1
Annual Report to the Public
December 1, 2008**

(To fulfill Colorado's Accreditation and No Child Left Behind Reporting Requirements)

District Improvement Plan Progress Report

Goal #1 – Improve student achievement.

Objectives:

Improve student achievement as measured by CSAP – students will achieve one year's growth in one year's time (and more for students below the "proficient" level) as measured by the Weighted Index Score [HCSA Accreditation Contract]. Increase the number of students scoring "advanced" in reading, writing, math and science CSAP.

Implementation:

- continue to refine the individualized academic planning process,
- continue the use of NWEA's MAP both to inform instruction and to track student growth
- continue the use of more detailed disaggregation of CSAP data with Alpine Achievement Systems to inform instruction
- schedule professional development sessions for teachers focused on our areas of need in writing, reading and math as identified through analysis of assessment data in order to maximize achievement in writing, continue growth in reading and math and accelerate students to the next level of proficiency in all content areas

Results/Status of Goal:

Weighted Index Scores

A year-to-year comparison of the district as a whole determined the following:

'07 district weighted index score in reading was 93 – preliminary '08 WIS is 93

'07 district weighted index score in writing was 91 – preliminary '08 WIS is 93

'07 district weighted index score in math was 111 – preliminary '08 WIS is 107 (incl grade 3 for first time)

District weighted index score in reading indicates a year's growth; district WIS in writing indicates greater than a year's growth.

"Advanced" Scores

	2007	2008
Reading	0	6
Writing	3	6
Math	11	17

Goal #2 – Maximize graduation rate

Objectives:

Maintain graduation rate of 100%

Implementation:

Continue Academic mentoring in conjunction with ACT prep in gr 11-12, EXPLORE in 9th, PLAN in 10th, ACT and PSAT in 11th and the use of www.CollegeinColorado.org.

Results/Status of Goal:

2008 graduation rate was 100%

Goal #3 – Increase ratings of school's accreditation category

Objectives:

Maintain accredited status of district and school

Results/Status of Goal:

Both Hinsdale County School District and Lake City Community School are accredited.

ASSESSMENT DATA

Colorado's state assessment system includes three different types of assessments to measure student achievement. The main assessment used in the state is the Colorado Student Assessment Program, which assesses students in reading, writing and math state standards in grades 3 through 10. The CSAP science assessment is also given in 5th, 8th and 10th grades.

The second assessment available is for students in third and fourth grade who are receiving instruction in Spanish. The Lectura is the Spanish reading version of the CSAP and the Escritura is the Spanish writing version of the CSAP.

CSAP, Lectura and Escritura are scored with the following ratings: Unsatisfactory (student is not demonstrating knowledge of the content standards), Partially Proficient (student is beginning to demonstrate knowledge on the standards), Proficient (student is meeting the standards), Advanced (student is above and beyond the standards), and No Score (the student was unable to complete the test).

The third assessment, the CSAPA (CSAP Alternate), is available for use with students with the most significant cognitive disabilities. It is used to assess reading, writing, math and science content knowledge. Only about 1% of students in Colorado take the CSAPA.

No HCSD students took Lectura, Escritura or CSAP-A.

The following link shows district results from CSAP: <http://www.cde.state.co.us/districtprofiles.asp>
Test results for fewer than 16 students are not published as per state statute.

GROWTH DATA

Colorado's Growth Model measures student progress from one year to the next in the context of a student's "academic peers." The Growth Model compares each student's performance to students in the same grade throughout Colorado who had similar CSAP scores in past years and calculates a growth percentile. A student growing as well or better than 60 percent of his or her academic peers would be at the 60th percentile.

Student growth percentiles can be used to determine "How much growth is enough?" The percentiles show the amount of growth necessary for each student to reach proficiency ("catch up") or maintain proficiency ("keep up") within three years or by 10th grade.

2008 Growth Charts:

<http://www.cde.state.co.us/cdeedserv/GrowthCharts-2008.htm>

Current year District and School Diagnostic Growth Summary:

<http://www.cde.state.co.us/districtprofiles.asp>

Previous year District and School Diagnostic Growth Summary:

<http://www.cde.state.co.us/districtprofiles.asp>

ACCOUNTABILITY DATA

The Colorado state law requires all districts to be accredited by the Department of Education. Each district is also required to accredit all of its schools. Additionally, Adequate Yearly Progress determinations and Highly Qualified Teacher information are requirements of the federal *No Child Left Behind Act*. The following charts show how our district is doing in relation to these measures.

Status of School Accreditation in the District

Schools can be recommended for any of the following accreditation status designations using criteria detailed in the district's accreditation contract. The number and identity of schools in each accreditation category as established by the district:

Accreditation Category	Number and names of schools in each accreditation category
Accredited	Lake City Community School
Accredited-Notice with Support	None
Accredited-Probation	None
Non-Accredited	None

NO CHILD LEFT BEHIND MEASURES

Adequate Yearly Progress Elementary School Level Data: Error!

Student group	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Advanced Performance Reading *		Advanced Performance Mathematics *	
	Goal: 95%		Goal: 88.46%		Goal: 95%		Goal: 89.09%		Goal: 1.21%		Goal: 1.21%	
	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.26	97.06	88.79	100.00	99.71	100.00	91.35	24.64	6.84	53.99	28.21
African American	NA	99.58	NA	81.29	NA	99.61	NA	81.32	NA	2.61	NA	13.43
American Indian/ Native Alaskan	NA	99.85	NA	83.68	NA	99.95	NA	87.63	NA	4.31	NA	17.92
Asian/Pacific Islander	NA	99.69	NA	93.95	NA	99.60	NA	96.32	NA	10.59	NA	45.90
Hispanic	NA	98.21	NA	79.35	NA	99.74	NA	84.42	NA	2.14	NA	13.06
White	NA	99.70	NA	94.17	NA	99.71	NA	95.73	NA	9.51	NA	36.50
Students with Disabilities	NA	98.53	NA	57.90	NA	99.10	NA	67.99	NA	1.15	NA	7.78
English Language Learners	NA	97.27	NA	74.53	NA	99.69	NA	81.81	NA	1.66	NA	12.13
Economically Disadvantaged	NA	98.62	NA	79.92	NA	99.69	NA	84.41	NA	2.03	NA	13.43

*Confidence Intervals Used

Legend

	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor
	Made Matched Safe Harbor

Middle School Level Data:

Student group	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Advanced Performance Reading *		Advanced Performance Mathematics *	
	Goal: 95%		Goal: 86.81%		Goal: 95%		Goal: 79.75%		Goal: 1.21%		Goal: 1.21%	
	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.40	98.73	88.86	100.00	99.47	100.00	81.71	39.94	10.52	67.41	21.31
African American	NA	99.15	NA	82.05	NA	99.16	NA	66.15	NA	4.22	NA	8.59
American Indian/ Native Alaskan	NA	99.21	NA	86.27	NA	99.30	NA	74.14	NA	6.79	NA	13.62
Asian/Pacific Islander	NA	99.57	NA	93.01	NA	99.53	NA	91.88	NA	17.72	NA	37.86
Hispanic	NA	99.38	NA	78.71	NA	99.45	NA	67.95	NA	2.82	NA	7.88
White	NA	99.43	NA	93.99	NA	99.50	NA	89.09	NA	14.32	NA	27.87
Students with Disabilities	NA	98.19	NA	54.70	NA	98.41	NA	44.06	NA	1.15	NA	3.63
English Language Learners	NA	99.47	NA	72.48	NA	99.51	NA	64.59	NA	2.02	NA	7.75
Economically Disadvantaged	NA	99.26	NA	78.79	NA	99.36	NA	68.00	NA	2.74	NA	7.98

*Confidence Intervals Used

Legend

	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor
	Made Matched Safe Harbor

High School Level Data:

Student group	Reading/Language Arts				Mathematics				Other Indicator	
	Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Graduation Rate	
	Goal: 95%		Goal: 89.83%		Goal: 95%		Goal: 73.50%		Goal: 59.50%	
	District	State	District	State	District	State	District	State	District	State
All Students	100.00	97.49	100.00	89.84	100.00	97.79	100.00	67.76	100.00	75.00
African American	NA	96.52	NA	81.89	NA	96.89	NA	45.22	NA	65.40
American Indian/ Native Alaskan	NA	95.14	NA	87.26	NA	96.09	NA	55.97	NA	58.90
Asian/Pacific Islander	NA	98.55	NA	93.38	NA	98.90	NA	79.93	NA	83.50
Hispanic	NA	96.45	NA	80.83	NA	96.94	NA	45.50	NA	57.10
White	NA	97.99	NA	94.29	NA	98.20	NA	78.76	NA	82.10
Students with Disabilities	NA	95.17	NA	58.19	NA	95.73	NA	26.58	NA	63.70
English Language Learners	NA	97.12	NA	75.38	NA	97.51	NA	41.21	NA	55.40
Economically Disadvantaged	NA	96.33	NA	80.41	NA	96.88	NA	46.01	NA	63.20

*Confidence Intervals Used

Legend

	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor
	Made Matched Safe Harbor

Status of School Improvement in the District

If Title I schools do not make AYP for two consecutive years, in the same content area, they are placed on School Improvement.

Lake City Community School is not on School Improvement.

Teacher Data:

The Federal *No Child Left Behind Act* (NCLB) of 2001 requires that all teachers teaching in core-academic content areas meet the requirements for being designated as “Highly Qualified,” no later than the end of the 2006-2007 school year. Core-academic content areas are defined as: English, Reading, Language Arts, Mathematics, Science, Foreign Languages, Social Studies, the Arts (visual art music and drama). Beginning with the 2002 – 2003 school year, each local school district will provide to the public the percent of its “Highly Qualified” teachers, and the percent of classes taught by “Highly Qualified” teachers teaching in the core academic subjects. This information is reported by district and by school.

School Year	2008
Percentage Highly Qualified	100.00%
Target Percentage	100.00%
Target Made	YES

School Year	2008
Percentage Highly Qualified	100.00%
Target Percentage	100.00%
Target Made	YES

Classes Taught by Highly Qualified Teachers in the District by High and Low Poverty

	High Poverty Schools ¹	Low Poverty Schools ²
Percentage in District	*	100.00%
Percentage in State	96.98%	98.02%

- No schools in district at this poverty level.

Professional Qualifications of Teachers

Professional Qualification	Percent of Teachers
Bachelors Degree	72.7%
Masters Degree	27.3%
PhD	0.00%

Teacher Licenses

License	Percent of Teachers
Initial	18%
Emergency	0

¹ Schools are ranked from highest to lowest based on their free and reduced lunch eligibility counts. High-poverty schools are the 25% of schools with the highest poverty rate.

² Low-Poverty schools are the 25% of schools with the lowest poverty rate, as measured by free and reduced lunch eligibility.

POST-SECONDARY READINESS DATA:

Number of students in the district enrolled in post-secondary options, advanced placement courses, populated by CDE, data posted in the Colorado School and District Profiles <http://www.cde.state.co.us/districtprofiles.asp>. Data for student populations less than 16 may not be published.

Number and percent of students enrolled in post-secondary options

Year	Number of Students	Percent of Students
2008	NA	NA
2007	NA	NA

Number and percent of students enrolled in advanced placement courses

Year	Number of Students	Percent of Students
2008	NA	NA
2007	NA	NA

*NA: N = < than 16 students

District ACT Results

	District Composite Score	State Average Composite Score
2008	NA*	19.4
2007	NA	19.1

*NA: N = < than 16 students

District Graduation Rate: 100%

Dropout Rate: **Reported on School Accountability Report**

Graduation Requirements:

Credits	Required credits/courses Area
4	English
3/4 [3 math/4 science or 4 math/3 science]	mathematics
4/3	science
4	social studies (including American government)
2	physical education
2	community/school service
5	electives
24	Total

District Attendance rate: **Reported on School Accountability Report**

Evidence of a safe, civil, learning environment: **Reported on School Accountability Report**

Number of Expelled and Suspended Students District-wide: **Reported on School Accountability Report**

School Accountability Reports were mailed to each family and are available online at <http://reportcard.cde.state.co.us/reportcard/CommandHandler.jsp>