

# Sargent School District

## ANNUAL ACCREDITATION INDICATOR REPORT

January, 2008

### A Message from the Superintendent

Sargent School District Re-33J continues its tradition of academic excellence, achieving full accreditation with the Colorado Department of Education through the annual review process.

The spring, 2007 School Accountability Report indicates the district met all targets for “adequate yearly progress” established by the Colorado Department of Education as part of No Child Left Behind Act. Small class sizes are a big factor in the academic success of the Sargent School. Small class sizes can be a positive or a negative because a few students with high or low scores can skew the test results in either direction. Student mobility can also have a positive or negative effect, depending on the student’s ability that transfer into our district.

The district’s Academic Improvement Council continues to play an important role in the school improvement process. Suggestions made by the Academic Improvement Council to the Sargent Board of Education which were acted upon include the following:

- 1) Cost of living increases for staff based on October count – 2%
- 2) \$75,000 match for technology grant
- 3) The extra duty list is currently under review
- 4) Match for future capital construction grants
- 5) One and one half time music teacher added
- 6) Add PE and weight classes; currently under review for next school year.

Parent involvement remains strong and community support for the Sargent School District is excellent. Staff, parents and community remain committed to providing a quality education in a rural setting.

## District Improvement Plan Progress Report:

### Educational Improvement Plan

- The district improvement plan is developed/reviewed annually as evidenced by minutes of the AIC (Academic Improvement Council) and the Board of Education. Updates to the plan, such as in the content area of math, are consistent with needs identified by data analysis. Closing the achievement gap is an area of continued focus as evidenced by page 10 of the district's accreditation plan. The District Academic Improvement Council continues to complete the annual accreditation evaluation of the district's schools. The district's educational improvement plan describes goals, implementation strategies, as well as the results/status of achievement goals. Action plans are consistent with district objectives and are aligned with needs identified by data.
- The district is undertaking a major initiative, possible through a successful grant application, to improve students' use of technology.
- The high school is creating pre and post tests to assess student progress and to create a library of aligned assessments. The major focus is on developing math assessments. Math assessments will be the first assessments completed in this focused district effort.
- The district assesses each student for grade level proficiency in order to ensure one year's growth for each child.

### CSAP Goals

- The district goals are as follows:
  - 80% proficiency in reading, writing and math by 2008. The district's ultimate goal is for 100% of students to be proficient or advanced on CSAP grade level assessments. The intermediate benchmark is that 80% of students will be proficient or advanced on CSAP assessments. Short term benchmarks include: Within the six-year term of the accreditation plan - demonstrate improvement, over time, in the achievement of student cohorts as measured by the CSAP district weighted score indices in reading, writing and math, until the intermediate and ultimate goals are achieved. As stated in the annual improvement plan, student performance will reflect a minimum of one year's growth in one year's time and more than one year's growth in one year's time for students below grade level.

(Relating to 2006-2007 Board of Education Charge)

Sargent Elementary School:

*Item 6: Develop and implement measurable pre- and post- measures for all grade levels and subject areas for measuring achievement.*

Sargent Elementary teachers have identified "power benchmarks" for each of the grade levels they teach in mathematics, reading, and writing. These benchmarks reflect the essential knowledge and skills on which students must demonstrate proficiency to achieve grade level mastery. Each benchmark is correlated with the Colorado Model Student Assessments (CSAP). Teachers are now developing common assessments that are intended to measure whether students are meeting proficiency on these established benchmarks. These common assessments are described in detail for each of the benchmarks, and are used to communicate with both students and their parents/guardians about their progress toward meeting proficiency. Additionally,

Sargent Elementary has implemented a comprehensive assessment plan that incorporates the use of standardized assessments such as AIMSweb, STAR Reading, STAR Math, STAR Early Literacy, and CSAP to create a “body of evidence” that is used to communicate with parents/guardians regarding whether their child is achieving grade level proficiency. These assessment results are also used to evaluate program effectiveness, and are correlated with the common assessments developed by teachers to determine if they are effective measures of student competency.

*Item 8: The Sargent School District should support and encourage the full implementation of the Reading First Grant.*

Sargent Elementary completed its first year of participation in the Colorado Reading First Grant program during the 2005-2006 school year. As a member of the second cohort group of 40 schools funded by the grant, Sargent Elementary distinguished itself by being one of only four schools who achieved the target established by Colorado Reading First of having 80 percent or more of its students achieving grade level proficiency on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures. As a component of the grant’s implementation, Sargent Elementary adopted a new core reading program that effectively incorporates the five essential components specified by the National Reading Panel: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. The \$75,000 cost of purchasing this program was absorbed by the grant funding. Another component of the grant’s implementation was completion of over 60 hours of professional development by all members of the K-3 faculty, support staff, and administration. Seven members of the Sargent Elementary faculty are completing their Masters Degree in reading at Adams State College's part of this initiative. During the second year of the grants implementation, funding was used to purchase computers for faculty to use in managing the assessment data required by the grant, and this supported the school’s efforts to create an additional stationary computer lab for student use throughout reassignment of existing teacher desk-top computers. Teachers are now in the process of developing a comprehensive plan for supporting at-risk readers, and are incorporating the use of technology based programs (Fluent Reader, English-in-a-Flash, and Lexia Early Reading software) to support all students in achieving grade level reading proficiency.

Sargent Junior/Senior High School

*Item 6: Develop and implement measurable pre- and post- tests for all grade levels and subject areas for measuring achievement*

For the past three years, Sargent Junior/Senior High School teachers have been developing pre and post tests for each unit that they teach. It is our goal to eventually have a library of formative and summative assessments for every topic of every subject area. By having this library of assessments it will make it easier for new staff to know what our students have and have not been exposed to. This year we have implemented adding one to three constructed response items on those assessments that are designed to be similar to those that the students will see on the CSAP.

*Item 7: Focus on Math and Science at the secondary level:*

*Alignment with the state framework is important. CSAP results should be reviewed and strategies developed to address areas that need improvement:*

This year the secondary staff has been given a copy of the state standards, benchmarks, and frameworks for each subject area. In-services and staff meetings were held to review these standards and frameworks in order to gain knowledge pertaining to what will be tested on the CSAP. All teachers, including math and science teachers have had training on navigating the CDE assessment website. Focus has been given to exposing our students to more constructed response items similar to those included in CSAP.

## District CSAP Results

<b>SARGENT RE-33J</b>								
		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>MATH</b>	Grade 5	48.5	51.9	45.9	61.3	64.0	65.7	80.6
	Grade 6		52.6	51.7	41.5	63.6	63.3	36.6
	Grade 7		45.8	38.1	38.2	38.5	43.6	51.5
	Grade 8	36.4	12.5	54.2	43.6	52.9	42.9	57.5
	Grade 9		24.3	11.8	38.5	23.1	45.9	31.6
	Grade 10	13.3	24.0	16.7	12.1	26.9	33.3	61.3
<b>READING</b>	Grade 3	83.9	83.3	81.0	78.9	92.3	81.8	88.9
	Grade 4	63.3	63.3	61.8	54.2	70.6	77.8	87.5
	Grade 5	75.8	80.8	73.0	67.7	60.0	77.1	87.1
	Grade 6	78.9	76.3	86.2	71.4	90.9	76.7	80.5
	Grade 7	42.9	75.0	76.2	76.5	69.2	74.4	69.7
	Grade 8	60.6	53.1	91.7	76.9	82.4	68.6	82.5
	Grade 9	76.7	56.8	58.8	88.5	79.5	86.8	81.6
	Grade 10	73.3	76.0	66.7	60.6	80.8	79.5	80.6
<b>SCIENCE</b>	Grade 8	51.5	46.9	75.0	64.1	73.5	74.3	75.0
<b>WRITING</b>	Grade 3		56.8	47.4	55.3	84.6	66.7	70.4
	Grade 4	46.7	63.3	52.9	45.8	50.0	70.4	55.0
	Grade 5		73.1	62.2	61.3	64.0	60.0	77.4
	Grade 6		65.8	72.4	64.3	75.8	63.3	65.9
	Grade 7	31.4	70.8	66.7	58.8	69.2	66.7	66.7
	Grade 8		37.5	70.8	69.2	58.8	71.4	70.0
	Grade 9		37.8	47.1	69.2	74.4	63.2	57.9
	Grade 10	53.3	60.0	56.7	54.5	61.5	69.2	51.6
<b>Total % Points</b>		836.5	1,287.7	1,365.0	1,352.4	1,506.5	1,522.6	1,567.4
<b>Math Grades 3 &amp; 4 - Science Grades 5 &amp; 10</b>								
		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>MATH</b>	Grade 3					100	72.7	88.9
	Grade 4					67.6	81.5	82.5
<b>SCIENCE</b>	Grade 5						54.3	71
	Grade 10						74.4	74.2
<b>Total % Points</b>						<b>167.6</b>	<b>282.9</b>	<b>316.6</b>

The weighted index score is one comprehensive way to measure changes in performance of students over a period of years. It factors in not only the change in students reaching proficiency, but also the students reaching partially proficient and advanced status. The scores may range from a low of -.50 if all students were unsatisfactory to a high of 1.50 if all students scored advanced. The goal should be to reach the weighted score of 1.00 or more for all groups, indicating an overall proficient performance level. Decimals are removed and numbers presented as a positive or negative whole number in the narrative.

<b>2750 - SARGENT RE-33J</b>		<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>DIFF</b>
<b>MATH</b>	American Indian	***	***	***	***	***	***	***
	Asian			***		***	***	***
	Black	***	***		***			***
	District	0.47	0.47	0.58	0.64	0.71	0.74	0.27
	ELL					***	***	***
	Female	0.51	0.44	0.60	0.62	0.61	0.72	0.21
	Free and Reduced			0.30	0.49	0.62	0.59	0.29
	Gifted and Talented					***	1.21	0.17
	Hispanic	-0.21	0.06	0.24	0.50	0.60	0.67	0.88
	IEP	***	***	***	***	***	***	***
	Male	0.43	0.49	0.56	0.66	0.79	0.75	0.32
	Migrant					0.92		***
	White	0.40	0.64	0.71	0.72	0.75	0.78	0.38
<b>READING</b>	American Indian	***	***	***	***	***	***	***
	Asian			***	***	***	***	***
	Black	***	***	***	***	***	***	***
	District	0.82	0.83	0.83	0.90	0.93	0.91	0.09
	ELL				***	***	***	***
	Female	0.88	0.91	0.89	0.93	0.97	0.96	0.08
	Free and Reduced			0.71	0.79	0.84	0.79	0.08
	Gifted and Talented					1.10	1.12	0.02
	Hispanic	0.58	0.62	0.66	0.79	0.88	0.84	0.26
	IEP	***	-0.03	***	***	***	***	***
	Male	0.75	0.76	0.77	0.87	0.89	0.87	0.12
	Migrant					0.94		***
	White	0.82	0.92	0.90	0.95	0.96	0.96	0.14
<b>SCIENCE</b>	American Indian						***	***
	Asian							
	Black				***			***
	District			0.77	0.81	0.95	0.97	0.20
	Female			0.70	0.75	***	0.96	0.26
	Free and Reduced			0.62	***	***	***	***
	Gifted and Talented					***	***	***
	Hispanic			***	***	***	***	***
	IEP					***	***	***
	Male			0.84	0.88	0.94	***	***
	White			0.88	0.86	0.98	1.07	0.19
<b>WRITING</b>	American Indian	***	***	***	***	***	***	***
	Asian			***	***	***	***	***
	Black	***	***	***	***	***	***	***
	District	0.79	0.81	0.84	0.90	0.87	0.83	0.04
	ELL				***	***	***	***

	Female	0.84	0.90	0.94	0.97	0.94	0.91	0.07
	Free and Reduced			0.74	0.82	0.78	0.74	***
	Gifted and Talented					1.15	1.12	-0.03
	Hispanic	0.39	0.67	0.70	0.80	0.79	0.76	0.37
	IEP	***	0.29	***	***	***	***	***
	Male	0.73	0.73	0.75	0.83	0.81	0.75	0.02
	Migrant					0.85		***
	White	0.78	0.87	0.89	0.95	0.92	0.87	0.09

\*\*\*Too small for public reporting

# High School Student Performance in Other Content Areas

Percentage of District grades by subject content area for spring, 2006-07

Grades 9-12

Course	A	B	C	D	F	TOTAL
Photography	41.08%	46.49%	7.03%	3.24%	2.16%	100%
Art	40.74%	40.74%	11.11%	6.80%	0.61%	100%
Digital Imaging	80%	9.23%	6.15%	3.08%	1.54%	100%
<b>ART</b>	<b>53.95%</b>	<b>32.15%</b>	<b>8.10%</b>	<b>4.37%</b>	<b>1.43%</b>	<b>100%</b>
US History	62.81%	26.88%	6.55%	3.13%	0.63%	100%
World History	32.55%	43.69%	16.43%	6.16%	1.17%	100%
Government	64.45%	29.29%	5.05%	1.27%	0.00%	100%
<b>SOCIAL STUDIES</b>	<b>53.26%</b>	<b>33.28%</b>	<b>9.34%</b>	<b>3.52%</b>	<b>0.60%</b>	<b>100%</b>
Spanish 1	28.92%	29.17%	24.33%	12.17%	5.41%	100%
Spanish 2	37.79%	27.32%	19.19%	9.30%	6.40%	100%
Spanish 3	43.45%	40.16%	10.65%	4.92%	0.82%	100%
Spanish 4	100.00%	0.00%	0.00%	0.00%	0.00%	100%
<b>FOREIGN LANGUAGE</b>	<b>52.54%</b>	<b>24.16%</b>	<b>13.54%</b>	<b>6.60%</b>	<b>3.16%</b>	<b>100%</b>
Band	80.25%	13.57%	2.47%	2.47%	1.24%	100%
<b>MUSIC</b>	<b>80.25%</b>	<b>13.57%</b>	<b>2.47%</b>	<b>2.47%</b>	<b>1.24%</b>	<b>100%</b>
Chemistry	51.95%	33.12%	9.09%	4.54%	1.30%	100%
Physics	87.78%	10.00%	2.22%	0.00%	0.00%	100%
Biology	48.08%	25.00%	19.23%	5.76%	1.93%	100%
Biology II	69.36%	24.33%	4.51%	1.80%	0.00%	100%
Chem. Com.	45.00%	30.00%	21.00%	4.00%	0.00%	100%
Earth Science	51.80%	31.47%	13.12%	3.61%	0.00%	100%
Physical Science	21.45%	48.06%	26.35%	2.59%	1.55%	100%
<b>SCIENCE</b>	<b>53.64%</b>	<b>28.85%</b>	<b>13.64%</b>	<b>3.19%</b>	<b>0.68%</b>	<b>100%</b>

## Graduation Requirements

Starting with the graduating class of 2007 and beyond, Sargent High School shall require a minimum of 27 credits for graduation. The following must be included in the 27 credits: [note that the graduating class of 2006 is required a minimum of 30 credits]

English	4 credits	Second Language	2 credits
Mathematics	4 credits	Speech/Health	1 credit
Science	4 credits	Technology	2 credits
Social Studies	4 credits	Electives	6 credits

### Grading Scale:

A= 100-90%

B= 89-80%

C=79-70%

D= 69-60%

F= 59-0%

## Implementing the Colorado Basic Literacy Act

The Colorado Basic Literacy Act requires that students who are not achieving at grade level in reading (as determined by a body of assessment data) must be supported with an Individual Literacy Plan (ILP) that details specific areas of need and appropriate interventions to be implemented by the student, parents, and school.

- The district uses DIBELS, CSAP, and a body of evidence for its individual literacy plans. At the elementary and secondary schools, all students on an ILP get extra reading instruction.
- CBLA targets are used to assist in defining grade level reading benchmarks. An analysis of the DIBELS data in kindergarten, first and second grades show that almost every child is hitting appropriate reading benchmarks in DIBELS.

## Status of 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	(1) Sargent Elementary School (1) Sargent Junior High School (1) Sargent High School
Accredited-Academic Watch	None
Accredited-Academic Probation	None
Non-Accredited	None

## Adequate Yearly Progress Report

NCLB Goals	2006	2007
Number of NCLB AYP Goals	37	43
Number of Goals Achieved	37	43
Percentage of Goals Achieved	100.00%	100.00%