



St Vrain Valley School District

**Accreditation Report
2005-2006**

November 30, 2006

**Michael Clough, CDE
North Central Regional Manager**

St Vrain Valley School District
395 South Pratt Parkway
Longmont, CO 80501-6499
Phone: (303)682-7292

<http://www.stvrain.k12.co.us/>

Superintendent: Dr. Randy Zila
Board President: Sandra Searls

District Demographics

| | | |
|--------------------------------|------------------------|---------------|
| Total District Students | | 22,542 |
| Free/Reduced | | 28.13% |
| | | |
| Ethnicity: | | |
| | White | 68.21% |
| | Asian | 3.28% |
| | Hispanic | 26.56% |
| | Black | 1.08% |
| | Native American | .86% |
| | | |
| Schools: | | |
| | Elementary | 22 |
| | Middle Schools | 10 |
| | High Schools | 7 |
| | Alternative | 2 |
| | Charters | 4 |
| | Total | 45 |

St Vrain School District Status: Accredited

Upon review of the preponderance of evidence for the accreditation indicators, the Colorado Department of Education determines that the St Vrain School District is meeting the intent of the requirements, as set forth in Colorado State Board of Education Rules 2202-R-0.00 through 4.02 (5), and will continue to be accredited.

Commendations

- The District's Annual Action Plan is developed each spring. The plan guides the district budget, the consolidated grant application, and the improvement plan required under NCLB. Most importantly, the Plan guides the actions around curriculum, instruction, and professional development. The District Action Plan is developed through analysis of student data at the District, School, and individual student level. As part of the review, Longmont High presented their goals for the year.
- The District is data focused and makes plans around professional development based on the needs stated in the data. There has been a great deal of training and staff development centered on the school and program improvement. In addition, schools have been working to develop common assessments.
- The steady and consistent improvement in math for the entire district is noted. Not only has the district seen strong growth in math performance, but all subgroups have made strides in increased student achievement.
- The district is especially proud of the increased offerings and doubling of secondary students who are taking advantage of Advanced Placement offerings in the high schools.
- All elementary schools are using a standards based report card and there is constant revision of the document to keep current with what is occurring with updates in curriculum.

Actions to Be Taken 2006-2007

- The District needs to continue to develop assessments to measure achievement in the content areas not tested by CSAP. This alignment and assessments are a work in progress. **4.01 (1) (E)**
- The math achievement gap between students with disabilities and all students in the district needs to be defined and addressed. **4.01 (1) (C)**

- Writing and reading cohort scores for 4th grade students have generally trended down in 2006. The district may want to perform a study to pinpoint the reason for the decline in the scores. **4.01 (1) (B)**
- If the improvement in student achievement is going to be sustained the district may need to examine options around increasing professional development time for staff and administration. **4.01 (1) (A)**

Annual Accreditation Report St Vrain Valley School District

Colorado Accreditation Program Indicators

A. Educational Improvement Plan

- The School District is guided by a state approved improvement plan, a process that was adopted by the board on June 5, 2000. This plan is reviewed on an annual basis and its goals were put into action by the St Vrain Valley Board of Education.
- Provide educational programs that allow students to achieve optimal academic and social growth to reach their full potential. The district's website contains the following quote- "*We strive to be an exemplary school district guided by a clear vision and supported by a Strategic Plan that focuses on Student Achievement, Well-Being, and Partnerships.*"
- The District focuses on practices that are research based. Over the last three years the efforts have centered on math and reading programs with a strong research base.
- The district has been commended for its integrated service model which is utilized to attain for all students, including those with learning challenges, standards-based continuous improvement. Multiple assessments are administered, tracked and reported to assist with increased student achievement.
- The district accredited all its schools with the bulk of the review performed by the District Accountability Committee. The Accountability gauges much of the progress of the buildings based on achievement goals established in each building's improvement plan. There is a plan in place to recognize schools that are in need of support as well as recognize schools which are performing well.

B. CSAP Goals

- The District established CSAP goals and communicates these goals to each of the schools.

The following table represents the percentage of students proficient or advanced on CSAP assessment from 2001-2006.

Colorado Department of Education District Proficient and Advanced Report 2001-2006

| ST VRAIN VALLEY RE 1J | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|--|----------|-------------|-------------|-------------|-------------|--------------|--------------|
| MATH | Grade 5 | 56.3 | 53.2 | 59.9 | 57.3 | 66.5 | 68.6 |
| | Grade 6 | | 50.7 | 51.8 | 56.7 | 56.8 | 62.1 |
| | Grade 7 | | 41.3 | 44.7 | 41.5 | 48.9 | 49.5 |
| | Grade 8 | 39.9 | 40.6 | 41.1 | 48.2 | 47.1 | 51.7 |
| | Grade 9 | | 35.2 | 37.3 | 38.3 | 39.2 | 45.8 |
| | Grade 10 | 25.1 | 27.0 | 27.9 | 29.3 | 32.2 | 37.2 |
| READING | Grade 3 | 77.2 | 74.1 | 79.9 | 76.3 | 75.3 | 73.7 |
| | Grade 4 | 65.7 | 62.4 | 62.4 | 64.8 | 65.8 | 69.1 |
| | Grade 5 | 67.9 | 62.9 | 67.1 | 68.8 | 73.4 | 73.3 |
| | Grade 6 | 66.0 | 66.8 | 65.1 | 67.1 | 68.8 | 71.3 |
| | Grade 7 | 65.3 | 60.9 | 65.7 | 60.9 | 67.6 | 70.5 |
| | Grade 8 | 66.3 | 65.1 | 68.2 | 68.7 | 67.4 | 68.3 |
| | Grade 9 | 64.4 | 67.1 | 68.0 | 69.4 | 70.8 | 72.1 |
| | Grade 10 | 68.1 | 63.9 | 69.5 | 66.3 | 69.5 | 73.3 |
| SCIENCE | Grade 8 | 55.4 | 53.0 | 51.1 | 54.9 | 52.9 | 54.0 |
| WRITING | Grade 3 | | 47.8 | 57.0 | 52.7 | 60.4 | 55.5 |
| | Grade 4 | 47.0 | 49.4 | 48.2 | 52.7 | 52.1 | 50.2 |
| | Grade 5 | | 50.8 | 53.1 | 56.2 | 63.0 | 62.6 |
| | Grade 6 | | 52.2 | 53.3 | 57.6 | 61.4 | 60.1 |
| | Grade 7 | 52.5 | 51.8 | 56.1 | 53.0 | 56.9 | 61.9 |
| | Grade 8 | | 50.4 | 51.9 | 55.3 | 54.6 | 52.1 |
| | Grade 9 | | 54.6 | 53.7 | 56.8 | 57.2 | 56.4 |
| | Grade 10 | 54.2 | 50.3 | 54.7 | 51.0 | 54.5 | 56.9 |
| Total % Points | | 871.3 | 1,231.5 | 1,287.7 | 1,303.8 | 1,362.3 | 1,396.2 |
| Math Grades 3 & 4 - Science Grades 5 & 10 | | | | | | | |
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| MATH | Grade 3 | | | | | 63.7 | 74.7 |
| | Grade 4 | | | | | 62.5 | 71.1 |
| SCIENCE | Grade 5 | | | | | | 42.7 |
| | Grade 10 | | | | | | 51.8 |
| Total % Points | | | | | | 126.2 | 240.3 |

The table above represents 23 assessments administered for at least three consecutive years for all students except students taking CSAP A. The second portion of the table represents assessments that have been administered for two years or less.

St Vrain Proficient and Advanced Compared to State Scores

- St Vrain School District scored above the state (PA) on all of the 31 CSAP assessments.
- The District made gains in 18 out of the 29 subtests from 2005 to 2006 (year to year).
- The district has made progress of 123.4 percentage points from the baseline years (contract) of 2001/2002 to 2006.

One Year Quasi-Cohort Data (grade level testing in the same content area the following year)

- Cohort data analysis reveals increases in 8 of the 19 tests given in 2005 and 2006.
- The largest cohort gains were in grade 9 reading and grade 5 writing. The largest cohort declines were in grade 4 writing and grade 7 math. Grade 4 writing is of particular concern with a decline of 10.2 percentage points.

| ST VRAIN VALLEY RE 1J | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Cohort |
|-----------------------|-----------------|------|------|------|------|------|------|--------|
| MATH | Grade 5 | 56.3 | 53.2 | 59.9 | 57.3 | 66.5 | 68.6 | N/A |
| | Grade 6 | | 50.7 | 51.8 | 56.7 | 56.8 | 62.1 | -4.4 |
| | Grade 7 | | 41.3 | 44.7 | 41.5 | 48.9 | 49.5 | -7.3 |
| | Grade 8 | 39.9 | 40.6 | 41.1 | 48.2 | 47.1 | 51.7 | 2.8 |
| | Grade 9 | | 35.2 | 37.3 | 38.3 | 39.2 | 45.8 | -1.3 |
| | Grade 10 | 25.1 | 27.0 | 27.9 | 29.3 | 32.2 | 37.2 | -2.0 |
| READING | Grade 3 | 77.2 | 74.1 | 79.9 | 76.3 | 75.3 | 73.7 | N/A |
| | Grade 4 | 65.7 | 62.4 | 62.4 | 64.8 | 65.8 | 69.1 | -6.2 |
| | Grade 5 | 67.9 | 62.9 | 67.1 | 68.8 | 73.4 | 73.3 | 7.5 |
| | Grade 6 | 66.0 | 66.8 | 65.1 | 67.1 | 68.8 | 71.3 | -2.1 |
| | Grade 7 | 65.3 | 60.9 | 65.7 | 60.9 | 67.6 | 70.5 | 1.7 |
| | Grade 8 | 66.3 | 65.1 | 68.2 | 68.7 | 67.4 | 68.3 | 0.7 |
| | Grade 9 | 64.4 | 67.1 | 68.0 | 69.4 | 70.8 | 72.1 | 4.7 |
| | Grade 10 | 68.1 | 63.9 | 69.5 | 66.3 | 69.5 | 73.3 | 2.5 |
| SCIENCE | Grade 8 | 55.4 | 53.0 | 51.1 | 54.9 | 52.9 | 54.0 | N/A |
| WRITING | Grade 3 | | 47.8 | 57.0 | 52.7 | 60.4 | 55.5 | N/A |
| | Grade 4 | 47.0 | 49.4 | 48.2 | 52.7 | 52.1 | 50.2 | -10.2 |
| | Grade 5 | | 50.8 | 53.1 | 56.2 | 63.0 | 62.6 | 10.5 |
| | Grade 6 | | 52.2 | 53.3 | 57.6 | 61.4 | 60.1 | -2.9 |

| | | | | | | | | |
|--|-----------------|------|------|------|------|------|------|------|
| | Grade 7 | 52.5 | 51.8 | 56.1 | 53.0 | 56.9 | 61.9 | 0.5 |
| | Grade 8 | | 50.4 | 51.9 | 55.3 | 54.6 | 52.1 | -4.8 |
| | Grade 9 | | 54.6 | 53.7 | 56.8 | 57.2 | 56.4 | 1.8 |
| | Grade 10 | 54.2 | 50.3 | 54.7 | 51.0 | 54.5 | 56.9 | -0.3 |

C. Closing Achievement Gaps

- Beginning in the 2003-2004 school year, the District established achievement goals for each building. The basis for these goals was a measure of growth based on the CSAP and on one year's growth for all students. In addition, the District established the expectation of a year and a third growth for students who started the year at less than proficiency.

Sub-group Performance

The following chart compares achievement gaps in the district to the gaps that are present at the state level. The final column ('06 to '05) relates whether the gap difference is gaining or losing ground as compared to the statewide trends. A negative number represents losing ground when compared to the state averages weighted index.

Reading:

| 0470 - ST VRAIN VALLEY RE 1J | | | | | | | | |
|------------------------------|----------------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|
| | | State 2005 | Dist 2005 | Diff 2005 | State 2006 | Dist 2006 | Diff 2006 | '06 to '05 |
| READING | District | 0.79 | 0.82 | 0.03 | 0.80 | 0.84 | 0.04 | 0.01 |
| | Native American | 0.64 | 0.77 | 0.13 | 0.65 | 0.76 | 0.11 | -0.02 |
| | Asian | 0.88 | 0.88 | 0.00 | 0.90 | 0.93 | 0.03 | 0.03 |
| | Black | 0.58 | 0.74 | 0.16 | 0.60 | 0.83 | 0.23 | 0.07 |
| | ELL | 0.32 | 0.12 | -0.20 | 0.29 | 0.12 | -0.17 | 0.03 |
| | Female | 0.85 | 0.88 | 0.03 | 0.85 | 0.90 | 0.05 | 0.02 |
| | Free and Reduced | 0.55 | 0.53 | -0.02 | 0.57 | 0.57 | 0.00 | 0.02 |
| | Gifted and Talented | 1.14 | 1.19 | 0.05 | 1.17 | 1.21 | 0.04 | -0.01 |
| | Hispanic | 0.55 | 0.52 | -0.03 | 0.57 | 0.57 | 0.00 | 0.03 |
| | IEP | 0.19 | 0.18 | -0.01 | 0.19 | 0.25 | 0.06 | 0.07 |
| | Male | 0.74 | 0.76 | 0.02 | 0.74 | 0.78 | 0.04 | 0.02 |
| | Migrant | 0.35 | 0.37 | 0.02 | 0.43 | 0.47 | 0.04 | 0.02 |
| | White | 0.89 | 0.91 | 0.02 | 0.90 | 0.93 | 0.03 | 0.01 |
| | Black to White | -0.31 | -0.17 | 0.14 | -0.30 | -0.10 | 0.20 | 0.06 |
| | ELL to District | -0.47 | -0.70 | -0.23 | -0.51 | -0.72 | -0.21 | 0.02 |
| | Females to Males | 0.11 | 0.12 | 0.01 | 0.11 | 0.12 | 0.01 | 0.00 |
| | Hispanic to District | -0.24 | -0.30 | -0.06 | -0.23 | -0.27 | -0.04 | 0.02 |
| | Hispanic to White | -0.34 | -0.39 | -0.05 | -0.33 | -0.36 | -0.03 | 0.02 |
| | IEP to District | -0.60 | -0.64 | -0.04 | -0.61 | -0.59 | 0.02 | 0.06 |

- Gaps in reading achievement do exist in the St Vrain School District and in most instances are larger than the average gaps statewide. One exception is gaps for students with disabilities which are 2 weighted index points smaller than the state average.
- Gaps in achievement in reading have narrowed from 2005 to 2006 for all subgroups in the district

Writing:

| 0470 - ST VRAIN VALLEY RE 1J | | | | | | | | |
|------------------------------|----------------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|
| | | State 2005 | Dist 2005 | Diff 2005 | State 2006 | Dist 2006 | Diff 2006 | '06 to '05 |
| WRITING | District | 0.78 | 0.81 | 0.03 | 0.78 | 0.80 | 0.02 | -0.01 |
| | Native American | 0.63 | 0.66 | 0.03 | 0.64 | 0.78 | 0.14 | 0.11 |
| | Asian | 0.88 | 0.88 | 0.00 | 0.90 | 0.91 | 0.01 | 0.01 |
| | Black | 0.61 | 0.73 | 0.12 | 0.60 | 0.78 | 0.18 | 0.06 |
| | ELL | 0.45 | 0.37 | -0.08 | 0.39 | 0.27 | -0.12 | -0.04 |
| | Female | 0.86 | 0.90 | 0.04 | 0.86 | 0.88 | 0.02 | -0.02 |
| | Free and Reduced | 0.59 | 0.58 | -0.01 | 0.58 | 0.57 | -0.01 | 0.00 |
| | Gifted and Talented | 1.13 | 1.18 | 0.05 | 1.16 | 1.19 | 0.03 | -0.02 |
| | Hispanic | 0.59 | 0.59 | 0.00 | 0.58 | 0.58 | 0.00 | 0.00 |
| | IEP | 0.31 | 0.29 | -0.02 | 0.30 | 0.34 | 0.04 | 0.06 |
| | Male | 0.70 | 0.72 | 0.02 | 0.70 | 0.72 | 0.02 | 0.00 |
| | Migrant | 0.45 | 0.55 | 0.10 | 0.49 | 0.53 | 0.04 | -0.06 |
| | White | 0.86 | 0.88 | 0.02 | 0.86 | 0.87 | 0.01 | -0.01 |
| | Black to White | -0.25 | -0.15 | 0.10 | -0.26 | -0.09 | 0.17 | 0.07 |
| | ELL to District | -0.33 | -0.44 | -0.11 | -0.39 | -0.53 | -0.14 | -0.03 |
| | Females to Males | 0.16 | 0.18 | 0.02 | 0.16 | 0.16 | 0.00 | -0.02 |
| | Hispanic to District | -0.19 | -0.22 | -0.03 | -0.20 | -0.22 | -0.02 | 0.01 |
| | Hispanic to White | -0.27 | -0.29 | -0.02 | -0.28 | -0.29 | -0.01 | 0.01 |
| | IEP to District | -0.47 | -0.52 | -0.05 | -0.48 | -0.46 | 0.02 | 0.07 |

- Gaps in writing achievement do exist in the St Vrain School District and are larger than the average gaps statewide. One exception is the gap for students with disabilities which are 2 weighted index points smaller than the state average.
- Males have narrowed the achievement gap by 2 points by holding their weighted index score at 72 while females decreased from 90 to 88.

Math:

| 0470 - ST VRAIN VALLEY RE 1J | | | | | | | | |
|------------------------------|----------------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|
| | | State 2005 | Dist 2005 | Diff 2005 | State 2006 | Dist 2006 | Diff 2006 | '06 to '05 |
| MATH | District | 0.62 | 0.67 | 0.05 | 0.63 | 0.71 | 0.08 | 0.03 |
| | Native American | 0.39 | 0.58 | 0.19 | 0.40 | 0.54 | 0.14 | -0.05 |
| | Asian | 0.82 | 0.86 | 0.04 | 0.85 | 0.93 | 0.08 | 0.04 |
| | Black | 0.24 | 0.42 | 0.18 | 0.26 | 0.63 | 0.37 | 0.19 |
| | ELL | 0.20 | 0.16 | -0.04 | 0.16 | 0.17 | 0.01 | 0.05 |
| | Female | 0.61 | 0.67 | 0.06 | 0.62 | 0.70 | 0.08 | 0.02 |
| | Free and Reduced | 0.32 | 0.34 | 0.02 | 0.32 | 0.35 | 0.03 | 0.01 |
| | Gifted and Talented | 1.19 | 1.26 | 0.07 | 1.24 | 1.27 | 0.03 | -0.04 |
| | Hispanic | 0.30 | 0.31 | 0.01 | 0.31 | 0.34 | 0.03 | 0.02 |
| | IEP | -0.01 | -0.03 | -0.02 | -0.02 | 0.00 | 0.02 | 0.04 |
| | Male | 0.62 | 0.67 | 0.05 | 0.63 | 0.72 | 0.09 | 0.04 |
| | Migrant | 0.19 | 0.29 | 0.10 | 0.22 | 0.31 | 0.09 | -0.01 |
| | White | 0.75 | 0.78 | 0.03 | 0.77 | 0.82 | 0.05 | 0.02 |
| | Black to White | -0.51 | -0.36 | 0.15 | -0.51 | -0.19 | 0.32 | 0.17 |
| | ELL to District | -0.42 | -0.51 | -0.09 | -0.47 | -0.54 | -0.07 | 0.02 |
| | Females to Males | -0.01 | 0.00 | 0.01 | -0.01 | -0.02 | -0.01 | -0.02 |
| | Hispanic to District | -0.32 | -0.36 | -0.04 | -0.32 | -0.37 | -0.05 | -0.01 |
| | Hispanic to White | -0.45 | -0.47 | -0.02 | -0.46 | -0.48 | -0.02 | 0.00 |
| IEP to District | -0.63 | -0.70 | -0.07 | -0.65 | -0.71 | -0.06 | 0.01 | |

- Gaps in math achievement do exist in the St Vrain School District and are larger than the achievement gaps at the state level. One exception is that achievement gaps are smaller for black students when compared to white children than exist at the state level.
- All subgroups narrowed (or remained the same) achievement gaps from 2005 to 2006.

AYP Progress Report for St Vrain School District-2006

The No Child Left Behind legislation requires each school and district to make Adequate Yearly Progress (AYP). Meeting AYP requires schools and districts to meet several criteria in reading and math for each subgroup of students and for overall performance. These criteria include:

| NCLB District Goals | 2004-2005 Results | 2005-2006 Results |
|-------------------------------------|--------------------------|--------------------------|
| Number of AYP Goals Possible | 139 | 143 |
| Number of AYP Goals Achieved | 133 | 136 |
| Percentage of AYP Goals Met | 95.6% | 94.5% |

- The District is commended for meeting or exceeding 136 of its 143 AYP achievement goals and its continuing commitment to learning for all children.
- District plans and progress relative to remaining AYP goals, yet to be achieved, are reviewed as part of the District's overall plan to close achievement gaps.

D. Value-Added Growth

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.

Reading:

| 0470 - ST VRAIN VALLEY RE 1J | | | | | | | |
|-------------------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2002 | 2003 | 2004 | 2005 | 2006 | DIFF |
| READING | Native American | 0.58 | 0.63 | 0.75 | 0.77 | 0.76 | 0.18 |
| | Asian | 0.84 | 0.87 | 0.89 | 0.88 | 0.93 | 0.09 |
| | Black | 0.70 | 0.74 | 0.73 | 0.74 | 0.83 | 0.13 |
| | District | 0.76 | 0.80 | 0.80 | 0.82 | 0.84 | 0.08 |
| | ELL | | 0.20 | 0.11 | 0.12 | 0.12 | -0.08 |
| | Female | 0.81 | 0.86 | 0.86 | 0.88 | 0.90 | 0.09 |
| | Free and Reduced | | | 0.49 | 0.53 | 0.57 | 0.08 |
| | Gifted and Talented | | | 1.18 | 1.19 | 1.21 | 0.03 |
| | Hispanic | 0.37 | 0.44 | 0.48 | 0.52 | 0.57 | 0.20 |

| | | | | | | | |
|--|---------|------|------|------|------|------|------|
| | IEP | 0.08 | 0.16 | 0.14 | 0.18 | 0.25 | 0.17 |
| | Male | 0.70 | 0.74 | 0.74 | 0.76 | 0.78 | 0.08 |
| | Migrant | | | 0.37 | 0.37 | 0.47 | 0.10 |
| | White | 0.87 | 0.90 | 0.90 | 0.91 | 0.93 | 0.06 |

- The district weighted indices gained 2 points from 2005 to 2006 and posted an 8 point gain from the baseline year of 2002.
- All subgroups have shown growth on weighted indices from 2002 with the exception of ELL students who lost 8 weighted index points.
- Most subgroups have shown growth as measured by weighted indices from 2005 to 2006 except Native American which experienced a small decline of 1 point. The subgroup does represent a small number of children.

Writing:

| 0470 - ST VRAIN VALLEY RE 1J | | | | | | | |
|------------------------------|---------------------|------|------|------|------|------|-------|
| | | 2002 | 2003 | 2004 | 2005 | 2006 | DIFF |
| WRITING | Native American | 0.54 | 0.57 | 0.68 | 0.66 | 0.78 | 0.24 |
| | Asian | 0.82 | 0.87 | 0.87 | 0.88 | 0.91 | 0.09 |
| | Black | 0.68 | 0.69 | 0.71 | 0.73 | 0.78 | 0.10 |
| | District | 0.72 | 0.77 | 0.79 | 0.81 | 0.80 | 0.08 |
| | ELL | | 0.34 | 0.26 | 0.37 | 0.27 | -0.07 |
| | Female | 0.80 | 0.87 | 0.88 | 0.90 | 0.88 | 0.08 |
| | Free and Reduced | | | 0.53 | 0.58 | 0.57 | 0.04 |
| | Gifted and Talented | | | 1.20 | 1.18 | 1.19 | -0.01 |
| | Hispanic | 0.39 | 0.49 | 0.53 | 0.59 | 0.58 | 0.19 |
| | IEP | 0.17 | 0.23 | 0.26 | 0.29 | 0.34 | 0.17 |
| | Male | 0.64 | 0.67 | 0.70 | 0.72 | 0.72 | 0.08 |
| | Migrant | | | 0.45 | 0.55 | 0.53 | 0.08 |
| | White | 0.81 | 0.85 | 0.87 | 0.88 | 0.87 | 0.06 |

- The district weighted indices scores decreased by 1 point from 2005 to 2006 which is much like the state trend data.
- The district weighted indices is above the state average. The state average is 78.
- Native Americans and Hispanic students showed the greatest increase from 2002 to 2006 with increases of 24 and 19 points, respectively.
- All subgroups have shown growth from 2002 to 2006 except gifted and talented (-1) and ELL (-7)

Math:

| 0470 - ST VRAIN VALLEY RE 1J | | 2002 | 2003 | 2004 | 2005 | 2006 | DIFF |
|-------------------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| MATH | Native American | 0.35 | 0.38 | 0.32 | 0.58 | 0.54 | 0.19 |
| | Asian | 0.67 | 0.75 | 0.78 | 0.86 | 0.93 | 0.26 |
| | Black | 0.46 | 0.44 | 0.38 | 0.42 | 0.63 | 0.17 |
| | District | 0.55 | 0.60 | 0.61 | 0.67 | 0.71 | 0.16 |
| | ELL | | 0.10 | 0.03 | 0.16 | 0.17 | 0.07 |
| | Female | 0.55 | 0.61 | 0.60 | 0.67 | 0.70 | 0.15 |
| | Free and Reduced | | | 0.24 | 0.34 | 0.35 | 0.11 |
| | Gifted and Talented | | | 1.25 | 1.26 | 1.27 | 0.02 |
| | Hispanic | 0.09 | 0.20 | 0.22 | 0.31 | 0.34 | 0.25 |
| | IEP | -0.10 | -0.07 | -0.09 | -0.03 | 0.00 | 0.10 |
| | Male | 0.54 | 0.60 | 0.62 | 0.67 | 0.72 | 0.18 |
| | Migrant | | | 0.06 | 0.29 | 0.31 | 0.25 |
| | White | 0.66 | 0.71 | 0.72 | 0.78 | 0.82 | 0.16 |

- Weighted indices in math have increased by 4 points for the district from 2005 to 2006. The state averages increased by 6 points.
- All subgroups have shown an increase from 2002 to 2006.
- Subgroups have made gains from 2002 to 2006: Hispanics (+25) Asians (+26) and Migrants (+25).
- From 2005-2006 all subgroups except Native Americans posted gains.

E. Other Curriculum Standards Areas

- The District has adopted the state standards in all of the disciplines. In the areas not tested by CSAP, St Vrain has worked to outline what students need to know and be able to do. This includes social studies, physical education, music, and art. This is a work in progress for the district.
- District assessments for art, civics, geography, history, music, and physical education are in progress.

F. School Accountability Report

- The district distributed the SAR in a timely manner to all district parents by mail.

G. Annual Report to the Public

- The district distributed the Annual Report to all patrons by newspaper publication and website availability in December, 2005.

H. Safe Schools Act

- The District has an updated Crisis Management Plan that standardizes procedures throughout the District. Local police, fire, and other municipal departments have contributed to the revision. All schools have held a crisis management drill with the staff.
- School District Board of Education policies JH, JHB, JI, JIC, JJ, JICC, JICDA, JICDE,, JICF, JICG, JICH, JICI, JII, JIJ, JK- JKG all relate to conduct and discipline codes. All schools in the District have a code of conduct in place and follow it in regard to disciplinary and behavioral infractions by students.
- Policy JICDE – Bully Prevention and Education on file with the district. In the last three years, all schools have implemented a bully-proofing program.
- School Board Policies JIH, JIHB, JII, JII-R, JIJ, JJ all related to policies and procedures for dealing with students who cause disruptions in the classroom, on school grounds, in a school vehicle, or at school activities.
- The District, Longmont police and EMS are all in possession of plans to meet the safety concerns at each of the District’s schools.
- The District has a School Board Policy JICI specifically relates to the Gun-Free Act; PL 017-110 section 4141.

I. Colorado Basic Literacy Act

- The District completed the annual CBLA report in June, 2005.
- All students in grade K-3 are assessed a minimum of two times per year in the five components of reading. Any student on an Individualized Learning Plan (ILP) in grade 5-10 is also assessed a minimum of two times per year. Reading teachers have assessment, ILP documentation (if applicable) and progress monitoring data on every child. Building and

district administration use the assessment data to determine building and district staff development priorities.

- Reading teachers have all been trained in the use of data to inform instruction and best-practice instruction in the 5 components of reading. The assessment data helps to drive the instruction in the classrooms. Teachers first use the assessment data to determine the specific needs of each child. Teachers will target specific proficiencies for any child on an ILP and they will utilize the teaching strategies recommended in the *Pikes Peak Literacy Strategies* to assist in instructional practices.

J. Other Reports

Educational Technology & Information Literacy

- The District has an educational technology and information literacy plan which is directly related to student achievement and staff and administrative quality. The plan has been approved by CDE. A revised plan was submitted to CDE in April of 2006.
- The District has developed an acceptable use policy that must be signed by all students with access to district computers. Parents must also sign this policy. The District also has software installed that screens out inappropriate materials and alerts the technology department.

Recruiting and Retaining Teachers

- Recruitment for the District takes place all year. District personnel attend job fairs in Colorado and neighboring states and visit local colleges.
- The District is currently working on increasing the percentage of teachers who are “highly qualified.” At present 98% of the District’s teachers meet the definition of highly qualified.
- The Director of Human Resources regularly coaches administrators on the importance of retention. A 2004-2005 resignation/retirement report was compiled by Human Resources. The report was closely analyzed for patterns and possible concerns to address. It was determined that one way to retain teachers is to continue to offer intensive and ongoing professional development.

Contextual Learning

- Students have numerous contextual learning opportunities in the St Vrain School District. These include: programs at the Career Development

Center in Business, Computer Hardware and Software, Cosmetology, early Childhood, Medical Careers, Automotive, Agri-Science, Building Trades, Horticulture, Culinary, Printing and Welding.

- Extracurricular activities include: Business Career (FBLA), Health Careers (HOSA), Early Childhood Education (HERO), and Vocational Agriculture (FFA).
- Students are offered a number of community service volunteer opportunities.
- Juniors and Seniors may take concurrent courses at Front Range in: nursing, office administration, Para-Education, emergency medical services, early childhood, computer information services, accounting, medical technology and teaching English as a Second Language.

Drop Out Rate & Attendance

- St Vrain School District has a dropout rate of 3.8 for males and 3.4 for females.
- Average daily attendance rates have been maintained throughout the district at an average of 94.4%.
- The District maintains an alternative high school as second chance opportunities for secondary students.

K. Finance

- The district has passed a resolution meeting the requirements of SB 03-248.
- The district has adopted policies to ensure that the rights of school district employees and students to display reasonably the flag of the United States of America is not infringed.
- The district has in place a comprehensive professional development program for principals which is required by law.