

Bayfield School District

Annual Report to the Public

December 1, 2011

(To fulfill No Child Left Behind Reporting Requirements)

District Improvement Plan Progress Report (information provided by district)

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 CSAP, 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 grade. 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. These assessments 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 percent of students in Colorado take the CSAPA.

The following show our district and schools' results from the various assessments:

- [District Growth Summary](#)
- [School Growth Summaries](#)

NAEP Data:

The National Assessment of Educational Progress (NAEP), a.k.a. "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in different subject areas. Its two major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation as a whole and for individual states. Performance is reported by groups of students (e.g. gender, racial and ethnic groups) and by participation in special programs such as those servicing students with special needs and limited English proficiency. Each of these assessments/studies is based on a representative sample of the student population of the state and the nation and *none are designed to produce individual district, school or student data.*

- [State of Colorado Results](#)

ACCOUNTABILITY DATA:

Adequate Yearly Progress determinations and Highly Qualified Teacher information are requirements of the federal *No Child Left Behind Act*. The following data shows how our district is doing in relation to these measures.

- [Bayfield Accountability Report](#)

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.

Improvement levels	Schools	Percent of schools in the district
Not on Improvement	Bayfield Elementary School Bayfield Middle School Bayfield High School	100%
School Improvement- Year 1	None	0%
School Improvement- Year 2	None	0%
Corrective Action	None	0%
Restructuring- Planning	None	0%
Restructuring- Implementation	None	0%

TEACHER QUALITY DATA:

School Name	# of classes taught by HQ teacher	# of classes taught by non-HQ teacher	Total # of classes	% of classes taught by HQ teacher	% of classes taught by non-HQ teacher	# of teachers HQ	# of teachers not HQ	Total # of teachers	% of teachers that are HQ	% of teachers that are not HQ
BAYFIELD ELEMENTARY	264.5	0	264.5	100%	0.00%	43	0	43	100%	0.00%
BAYFIELD HIGH	121	0	121	100%	0.00%	17	0	17	100%	0.00%
BAYFIELD MIDDLE	106	0	106	100%	0.00%	17	0	17	100%	0.00%

Extracted from: http://www.cde.state.co.us/FedPrograms/dl/danda_hqtdata_2010-11schoolLevelHQData.xls