

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Evangeline Andrews
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eva R. Baca Elementary School
(As it should appear in the official records)

School Mailing Address 2800 E. 17th Street
(If address is P.O. Box, also include street address)

Pueblo Colorado 81001-4741
City **State** **Zip Code+4 (9 digits total)**

Tel. (719) 549-7530 **Fax** (719) 583-1983

Website/URL www.pueblo60.k12.co.us **E-mail** eandrews@pueblo60.k12.co.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature) **Date** _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Joyce F. Bales
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pueblo School District No. 60 **Tel.** (719) 549-7148

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent’s Signature) **Date** _____

**Name of School Board
President/Chairperson** Mrs. Christine Pacheco-Koveleski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President’s/Chairperson’s Signature) **Date** _____

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. **Number of schools in the district:** 22 Elementary schools
 6 Middle schools
 0 Junior high schools
 5 High schools (1 Alternative High School)
- 33 TOTAL
2. **District Per Pupil Expenditure:** \$5682.00
- Average State Per Pupil Expenditure:** \$5795.00

SCHOOL (To be completed by all schools)

3. **Category that best describes the area where the school is located:**

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 **Number of years the principal has been in her/his position at this school.**

_____ If fewer than three years, how long was the previous principal at this school?

5. **Number of students enrolled at each grade level or its equivalent in applying school:
 Oct. 1, 2002**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	19	21	40	7			
1	25	17	42	8			
2	21	19	40	9			
3	24	15	39	10			
4	22	20	42	11			
5	14	15	29	12			
6				Preschool	13	14	27
TOTAL STUDENTS IN THE APPLYING SCHOOL							259

6. **Racial/ethnic composition of the students in the school:**
- | | |
|--------------|----------------------------------|
| <u>11.58</u> | % White |
| <u>1.93</u> | % Black or African American |
| <u>84.17</u> | % Hispanic or Latino |
| <u>.77</u> | % Asian/Pacific Islander |
| <u>1.54</u> | % American Indian/Alaskan Native |

100% Total

7. **Student turnover, or mobility rate, during the past year (2001-02):** 31.7%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	246
(5)	Subtotal in row (3) divided by total in row (4)	.317
(6)	Amount in row (5) multiplied by 100	31.70

8. **Limited English Proficient students in the school:** 8% (K-5)
19 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. **Students eligible for free/reduced-priced meals:** 86%
223 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. **Students receiving special education services:** $\frac{10\%}{27}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 2 </u>	Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u>	Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u>	Specific Learning Disability
<u> </u> Hearing Impairment	<u> 13 </u>	Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u>	Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u>	Visual Impairment Including Blindness

11. **Indicate number of full-time and part-time staff members in each of the categories below:**

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers (K-5)	<u> 11 </u>	<u> </u>
Special resource teachers/specialists	<u> 6 </u>	<u> </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> 6 </u>	<u> 6 </u>
Total number	<u> 20 </u>	<u> 6 </u>

12. **Student-“classroom teacher” ratio (K-5):** 21

13. **Show the attendance patterns of teachers and students.** The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95%	94%	95%	94%	94%
Daily teacher attendance	94%	92%	90%	92%	93%
Teacher turnover rate	22%	22%	33%	17%	17%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Eva R. Baca Elementary School is a PreK-5 Title I Schoolwide elementary school with a student body of 259 students. It is a close-knit community located on the East Side of Pueblo, Colorado. It is one of twenty-two elementary schools in Pueblo School District No. 60. The school serves a diverse, but highly concentrated minority community. Many of our students come from families where Spanish is spoken in the home. Eight-six percent qualify for free or reduced lunch. Our student population is approximately 84% Hispanic, 12% White, 2% American Indian, 2% Black, and 1% Asian.

Baca Elementary School, formerly known as Eastwood Heights, is named in honor of a well-known Pueblo educator, Eva R. Baca, who captured the hearts of the community she served so diligently. Mrs. Baca served as a principal at Eastwood Heights and held the post of Title I Director in Pueblo School District No. 60 for many years.

Our belief that every child is unique and can achieve high levels of success is the premise for our mission, which is “to create a community of learners in a multicultural environment where each child acquires skills essential for success, to celebrate learning as a life-long endeavor.” Parents, staff, and community members work together to develop the individuality, academic excellence, and the social responsibility of every student. Our mission provides direction for goals we have developed in the areas of curriculum, instruction, program planning, professional development, grant writing, parent involvement, and extracurricular activities.

Baca Elementary School is committed to becoming an ever increasingly effective learning community. The staff has collaboratively developed a common focus and a written strategic plan to meet the needs of students. Professional development opportunities have created a common understanding of "Best Practices".

The staff is committed to actively engaging the community and parents in the education of children. Many parents volunteer in classrooms, serve as tutors, and mentor individual children. Partnerships with businesses, Pueblo Community College, the University of Southern Colorado, and the Community of Pueblo also enrich the curriculum for all of our students.

Baca’s staff creates a unique family-like environment, presents a rigorous and challenging curriculum aligned to standards, and enables students to become productive members of society. Working collaboratively, the school community has tailored the curriculum to address the needs of students so that they will be better prepared for the challenges that await them.

We have made great strides because of our commitment to educational excellence. Baca Elementary School is a supportive and caring place focused on fostering the intellectual, social, physical, and emotional growth of all students. We prepare students to use their intellectual and creative abilities, not only for their elementary school years, but also for a future of life-long learning. It is a school filled with eager, happy children who are excited about learning, whose teachers continue to find joy in learning themselves.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.**

See Pages 12-19.

2. **Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Baca Elementary is a data-driven, evidence-based school. All our decisions are based on extensive data, with technical support provided by the District. Our goal is to ensure that our curricula meet the highest standards possible, basing modifications to our instructional program on student achievement.

Our intense school pride and drive to excel motivates everyone to seek out avenues that will lead to improved instruction and greater student achievement. Both vertical and horizontal teams of teachers actively pursue data analysis of the Colorado Student Assessment Program (CSAP) tests, the District Quarterly Achievement Report, Accelerated Reader reports, Lindamood-Bell assessments, grades, and informal reading & math inventories.

Data analysis impacts our decisions regarding what to teach, and how to teach it. For example, the Lindamood-Bell Reading Process was made a school norm because of information gained from achievement reports. After school programs are also offered to meet specific student needs as indicated by data.

When slow progress or gaps between student groups are noted, our self-review is comprehensive and examined for indicators of needed improvement. Possible solutions are discussed and agreed upon in order to help students and teachers improve performance. As a result of careful, continuous consideration of data and research, specific improvements have been implemented to better serve our children throughout the year.

3. **Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

In an effort to keep parents, students, and the community actively informed about the results of the assessment process, Baca Elementary School disseminates the state school report card which outlines the school population's performance on the Colorado Student Assessment Program (CSAP) and breaks down scores according to content areas by gender and ethnicity. Individual student CSAP report cards update parents on their child's performance and offer explanations to help parents understand performance results. A parent meeting at the beginning of each year provides an opportunity for teachers to share assessment data with parents.

Teachers also regularly communicate student progress through Parent Teacher Student Organization (PTSO) meetings, parent letters, newsletters, workshops, and home visits. Several times a year, we hold instructional parent workshops focused on a particular area such as reading, writing, or math. Relevant data is shared at each of these meetings. Teachers interpret data into meaningful information using graphs and explanations. After the data interpretation, we always provide examples of ideas parents can use to follow up at home.

During fall and spring Parent/Teacher conferences, teachers share assessment results while covering expectations and standards for achievement. Individual parent conferences are conducted throughout the year to communicate concerns regarding student achievement, to involve parents in their child's

education, to establish clear goals for learning, to outline expectations, and to ensure parent/student accountability.

4. Describe in one-half page how the school will share its successes with other schools.

Leading important change is always challenging. It requires a passion for excellence, sustained effort, and attention to details, as well as high levels of persuasion, patience, and determination. Our aim is to help schools and districts in their implementation of best practices.

We have built our knowledge of best practices through research, by tapping experts in the field, and through hard work. Our goals include improving student achievement for all students, improving teacher effectiveness, and promoting continuous professional development for teachers within our district as well as across other districts.

Site visits enable visitors to talk about evidenced-based teaching/learning strategies with teachers who are experiencing high levels of success with their students. Through site visits, we will share how we stay abreast of and incorporate best practices into teaching, learning, leadership and support; identify the ongoing process for successful implementation and problem-solving; make professional development a part of everyday school life; ensure the necessary resources are available; and evaluate teacher, school and system effectiveness through our strategic plan and data analysis.

Other strategies for sharing our successes with other schools throughout the year will include a school newsletter, phone calls, e-mail, and our web site where data as well as best practices will be posted. Giving teachers ideas for effective learning activities and replying to specific questions will be done on a continuing basis.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

The curriculum is designed and developed to ensure high academic levels for our diverse populations. Our objectives are geared so that high expectations are required of every student in the following areas: academics, personal growth, physical development and values.

Beginning in kindergarten, basic skills are the center of all instruction at Baca Elementary School while keeping in mind the uniqueness of each child. All teachers emphasize the practice and ultimate mastery of basic reading, writing, math, and science skills. Once these skills are mastered, students are challenged to apply what they have learned. All instruction is aligned with District and State Standards, as well as state and local assessments.

For the past four years, Baca Elementary School has had a multi-sensory, research-based, reading program. The reading program is consistent across grade levels as well as across the District. Classrooms are rich in print and reflect an environment, which allows children to be active learners.

Children write at all grade levels, in all curricular areas, for a variety of purposes. Skills and concepts are presented often using the techniques of 6+1 Traits of Writing, Writing Alive, and Step-Up to Writing. They learn to draft, revise, edit, and rewrite their work. Students conference with their peers and teachers to discuss pieces they have written. These conferences frequently result in specific skill instruction given to individuals, small groups, and the whole class as deemed appropriate.

Teachers conduct math lessons in keeping with the Colorado State Standards as well as the standards suggested by the National Council of Teachers of Mathematics. These standards include problem solving, communicating mathematics, mathematical reasoning, and technology. Students work in cooperative groups as well as individually.

Our science curriculum utilizes the scientific process involving predicting, analyzing, hypothesizing, and concluding. It is studied and enjoyed through hands-on experiences using science modules provided by the District.

Physical Education plays an important role at our school. All students participate in the Physical Education program where they learn about nutrition, the functioning of the body, and health. Students in each class are grouped according to skill level, which is continually assessed. There is an emphasis on sportsmanship, cooperation, and effort.

Our curriculum includes a variety of activities that promote appreciation of different cultures and peoples. Students celebrate other cultures, incorporating literature, writing, and the arts.

Music of other cultures is important to our music program as well. The music department ensures a well-balanced program, which emphasizes the visual, aural, and kinesthetic aspects of learning music.

All of our special programs strive to personalize instruction in order to permit each student to achieve to his/her potential. Support staff teachers meet with the classroom teachers to review and plan for the progress of each student. The plan includes support for the regular instructional program so that students with special needs – Gifted Students, English as a Second Language Learners, Special Education Students – receive individual assistance. Close cooperation among all concerned ensures that diverse learners have the opportunity to learn challenging content and achieve at high levels.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Baca Elementary’s reading curriculum employs a multi-sensory approach to reading, Lindamood-Bell Learning Processes (LBLP). Research and a successful pilot program within our district, which demonstrated significant gains in reading, led us to embrace Lindamood-Bell. This curriculum embodies the “best practices” research evident in reading nationally to date.

Our curriculum is comprised of five components: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students acquire skill in reading through phonemic awareness, vocabulary development, and through meaningful reading activities. Units of study are organized around symbol imagery and verbalizing and visualizing. The focus is always child-centered. Children are given many opportunities to read, listen, and write.

Baca’s staff uses a variety of instructional strategies and techniques to accommodate different learning styles and involve students in their own learning. The McMillan McGraw-Hill reading program is the district adoption available to grades K through 5. Teachers supplement the reading program with Accelerated Reader and other computer-based reading programs. Within this framework students participate in flexible groups, whole groups, small intensive groups, and individual instruction. It is important to note that all of Baca’s staff, including support personnel, conducts daily reading groups.

A wide range of materials is used to introduce students to the magic of reading. Daily silent reading, word walls, reader’s corner, classroom libraries, reading buddies, and staff regularly reading to children cultivate a love of books and reading.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Students do not learn subject matter in isolation, but rather when topics are integrated and connections are made between school and the outside world. This statement holds true especially in the teaching of mathematics at Baca Elementary. Students work in cooperative groups as well as individually.

Our mathematics curriculum is based upon the standards established by the Colorado Department of Education and the National Council of Teachers of Mathematics. Aligned with these standards is the Scott Foresman Mathematics program, which is used across the district. Computation, math applications, and problem solving strategies are emphasized.

Basic skills are taught through vocabulary, speed drills, problem solving, mathematics labs, calculators, and extensive use of manipulatives and computers for concept development and problem solving throughout all grades. Reading and writing skills are addressed in the mathematics curriculum through activities such as explaining the reasoning involved in problem solving. As students build on their knowledge, they are able to use whole numbers, decimals, and fractions as well as investigate probability, and graph data.

To support our math program, extended enrichment and remediation activities are provided for all students. Teachers give feedback, which helps students understand difficult concepts.

Our mathematics curriculum enables each student to develop competency and confidence in the areas of reasoning, making connections to other subject areas, and assimilating information to become competent problem solvers for today’s world.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

We recognize that the *way students learn* is just as significant as *what they learn*. To satisfy our goals, we deliver a curriculum that is rich with experiences relevant to students' daily lives. Teachers employ diversified instructional methods to accommodate different learning styles. Students learn the benchmark skills that are appropriate to their developmental and cognitive levels. At any time, a visitor can see children learning in small and large groups, engaged in cooperative learning experiences, involved in hands-on activities or working with teachers one-on-one.

Faced with the challenge of meeting a large range of individual needs, teachers implement curriculum differentiation with flexible grouping, learning centers, and curriculum compacting to provide meaningful instruction to all students. The coordination of a team of specialists, the use of cross-grade level tutoring programs, an infusion of multicultural materials, parent education programs, and the services of a community advocate have greatly advanced our ability to meet the needs of all children.

If a student experiences difficulty, our Teacher Support Team (TST) process ensures that there is appropriate intervention. Parents, teachers and administrators meet to develop intervention plans. These may include referral to the tutoring program, or consultation and sharing of materials with the special education, gifted programs and/or language acquisition programs.

By working together, we will accomplish our goal to inspire all students to be passionate learners and empower them to fulfill their dreams.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

An ongoing review of student achievement data directs focused planning of professional development workshops and in-service training for staff. The steps for designing our building professional development plan include: a review of district and building goals; reflection on strengths; drafting of a growth plan that addresses district, school and grade level goals; conversation with colleagues to discuss areas of need and to outline strategies to meet the plan through district-sponsored activities, building-sponsored activities, professional organization workshops, and graduate work.

Staff training is ongoing and embedded in our daily activities. Professional development is not a one-shot approach. Workshops target teaching strategies and educational research in all curriculum areas.

Student needs are addressed through planned and purposeful opportunities to talk about children and their learning. Our Literacy Coordinator meets regularly with teachers to discuss students' learning and current research. Through these discussions, the professional community at Baca Elementary is strengthened and the capacity to support the learning of all students is enhanced.

Best teaching/learning practices are taught through professional development seminars. Among this year's offerings, teachers attended workshops to address weaknesses found in math problem-solving skills, reading comprehension, and writing technique. It is through the implementation of these effective teaching strategies that students at Baca Elementary have made significant gains in academic achievement.

3rd Grade Reading Colorado Student Assessment Program

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3 Reading

Test: Colorado Student Assessment Program (CSAP)

Edition/publication year: 1998 - 2002

Publisher: CTB / McGraw Hill

What groups were excluded from testing?

All students from Baca Elementary School, including those with Individualized Education Plans (IEP's) participate in the state assessment as determined by the student's IEP team

Why, and how were they assessed?

All students with disabilities participate in the general CSAP assessment. Some of those students may require accommodations to demonstrate knowledge and skills. A very small number of students with significant disabilities will require the CSAP Alternate (CSAPA) to demonstrate a measure of achievement or growth.

Number excluded: 0

Percent excluded: 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut-point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut-points. Note that the reported percentage of students scoring above the basic cut-point should include students scoring above the proficiency, and advanced cut-points.

The Colorado Student Assessment Program (CSAP) is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3 - 10.

The results are reported according to the following performance levels:

Advanced: *Third grade students are advanced in Reading Comprehension if they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, and legends), expository, and poetry in an in-depth manner. They are able to: restate and evaluate main idea and significant details, problem and solution, and cause and effect, paraphrase and summarize information, and analyze the sequence of events. They are also able to identify and infer character traits and motives, the theme of a narrative, and meaning from figurative language, including metaphor and personification, interpret complex or content specific vocabulary, reread and search text to confirm less obvious information and meaning, and draw conclusions by inferring from the text using higher levels of thinking.*

Proficient: *Third grade students are proficient in Reading comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to: draw inferences from what they read, follow directions, identify main idea and supporting details, accurately and thoroughly sequence events, draw conclusions, determine cause and effect, reread and search to confirm obvious information and meaning, demonstrate thorough understanding of text through a written response, and understand vocabulary essential to the text.*

Partially Proficient: *Third grade students are partially proficient in Reading Comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to: demonstrate limited accuracy in the identification and sequencing of facts and events, demonstrate minimal understanding in a written response, and demonstrate understanding of simple vocabulary*

Unsatisfactory: *Third grade students are unsatisfactory in Reading Comprehension when they read narratives and simple texts with familiar content with little evidence of literal comprehension.*

Data Table 1: Baca Elementary School, 3rd Grade Reading Colorado Student Assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
TESTING MONTH	Feb	Feb	Mar	Mar	Mar
SCHOOL SCORES					
TOTAL					
Percentage of Students Unsatisfactory	3%	6%	6%	21%	13%
Percentage of Students Partially Proficient	30%	21%	26%	38%	28%
Percentage of Students Proficient	63%	74%	66%	40%	54%
Percentage of Students Advanced Proficient	5%	0%	3%	0%	5%
Number of students tested	40	34	35	42	39
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Hispanic Students	36	31	30	35	36
Percentage of Students Unsatisfactory	3%	3%	3%	23%	11%
Percentage of Students Partially Proficient	31%	23%	30%	43%	31%
Percentage of Students Proficient	61%	74%	63%	34%	56%
Percentage of Students Advanced Proficient	6%	0%	3%	0%	3%
STATE SCORES					
TOTAL					
Percentage of Students Unsatisfactory	9%	8%	9%	11%	12%
Percentage of Students Partially Proficient	18%	18%	20%	20%	20%
Percentage of Students Proficient	61%	63%	63%	59%	58%
Percentage of Students Advanced Proficient	11%	10%	7%	8%	8%

The Colorado Student Assessment Program (CSAP) establishes and reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels.

Baca Elementary School is a “Schoolwide” Title I school with a consistently high percentage of students eligible for free and reduced meals. For this reason, assessment results are not disaggregated by socio-economic status.

Colorado has established 16 students as the minimum number of students for reporting purposes. Of the ethnic subgroups reported by CSAP only the Hispanic subgroup for 3rd grade at Baca Elementary School had more than the minimum necessary for reporting.

4th Grade Reading Colorado Student Assessment Program

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: *4 Reading*

Test: *Colorado Student Assessment Program (CSAP)*

Edition/publication year: *1998 - 2002*

Publisher: *CTB / McGraw Hill*

What groups we re excluded from testing?

All students from Baca Elementary School, including those with Individualized Education Plans (IEP's) participate in the state assessment as determined by the student's IEP team

Why, and how were they assessed?

All students with disabilities participate in the general CSAP assessment. Some of those students may require accommodations to demonstrate knowledge and skills. A very small number of students with significant disabilities will require the CSAP Alternate (CSAPA) to demonstrate a measure of achievement or growth.

Number excluded: 0

Percent excluded: 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut-point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut-points. Note that the reported percentage of students scoring above the basic cut-point should include students scoring above the proficiency, and advanced cut-points.

The Colorado Student Assessment Program (CSAP) is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3 - 10.

The results are reported according to the following performance levels:

Advanced: *An advanced student uses multiple strategies to read a variety of selections to demonstrate a deeper understanding (e.g., insight into text), responds to a specific text by thoroughly categorizing facts and details using a graphic organizer, differentiating fact from opinion, evaluating the main idea, defining both a problem and a solution, defending and thoroughly supporting a reaction to a text, or interpreting the author's style. They demonstrate skill in finding and using information from a complex variety of sources.*

Proficient: *A proficient 4th grader demonstrates comprehension of a variety of reading selections by using multiple strategies such as context and visual clues, word parts (prefixes and suffixes), or multiple word meanings and idiomatic expressions. They respond to a specific text by: understanding and following directions, recognizing the author's point of view and purpose, expressing a character's reactions or explaining a reaction to the text, locating relevant information, or making predictions and drawing conclusions.*

Partially Proficient: *A partially proficient 4th grader demonstrates use of limited strategies to comprehend reading materials using context clues to comprehend word meanings, recalling details to answer questions, and skimming to locate a limited number of details. These students demonstrate analysis of a text by using a graphic organizer to categorize facts. They also demonstrate accurate identification and use of information presented in the text. Partially proficient 4th grade students demonstrate the ability to read and respond to literature by: classifying vocabulary in a basic way, understanding a text (e.g., poem) at a literal level.*

Unsatisfactory: *Fourth graders receiving an unsatisfactory demonstrate minimal evidence of comprehension of a text that has substantial textual or visual support/clues. They give inconsistent responses to a specific task when predicting or drawing conclusions using text and/or visual clues and demonstrate limited accuracy in the identification and use of facts presented in the text.*

Data Table 2: Baca Elementary School, 4th Grade Reading Colorado Student Assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
TESTING MONTH	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
TOTAL					
Percentage of Students Unsatisfactory	7%	6%	18%	27%	15%
Percentage of Students Partially Proficient	43%	34%	33%	30%	59%
Percentage of Students Proficient	50%	57%	46%	42%	24%
Percentage of Students Advanced Proficient	0%	3%	3%	0%	0%
Number of students tested	28	35	27	36	34
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Hispanic Students	25	30	25	35%	
Percentage of Students Unsatisfactory	8%	3%	16%	37%	
Percentage of Students Partially Proficient	44%	70%	52%	49%	
Percentage of Students Proficient	48%	24%	32%	14%	
Percentage of Students Advanced Proficient	0%	3%	0%	0%	
STATE SCORES					
TOTAL					
Percentage of Students Unsatisfactory	13%	13%	13%	15%	16%
Percentage of Students Partially Proficient	24%	23%	24%	25%	26%
Percentage of Students Proficient	55%	56%	53%	52%	50%
Percentage of Students Advanced Proficient	6%	7%	7%	6%	5%

The Colorado Student Assessment Program (CSAP) establishes and reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels.

Baca Elementary School is a “Schoolwide” Title I school with a consistently high percentage of students eligible for free and reduced meals. For this reason, assessment results are not disaggregated by socio-economic status.

Colorado has established 16 students as the minimum number of students for reporting purposes. Of the ethnic subgroups reported by CSAP only the Hispanic subgroup for 4th grade at Baca Elementary School had more than the minimum necessary for reporting.

5th Grade Reading Colorado Student Assessment Program

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5 Reading

Test: Colorado Student Assessment Program (CSAP)

Edition/publication year: 2001 - 2002

Publisher: CTB / McGraw Hill

What groups were excluded from testing?

All students from Baca Elementary School, including those with Individualized Education Plans (IEP's) participate in the state assessment as determined by the student's IEP team

Why, and how were they assessed?

All students with disabilities participate in the general CSAP assessment. Some of those students may require accommodations to demonstrate knowledge and skills. A very small number of students with significant disabilities will require the CSAP Alternate (CSAPA) to demonstrate a measure of achievement or growth.

Number excluded: 0

Percent excluded: 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut-point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut-points. Note that the reported percentage of students scoring above the basic cut-point should include students scoring above the proficiency, and advanced cut-points.

The Colorado Student Assessment Program (CSAP) is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3 - 10.

The results are reported according to the following performance levels:

Advanced: *Fifth-grade students are advanced when they use multiple strategies to read a variety of selections and demonstrate insight into text. They can respond to a specific text by generating solutions to problems or applying information to a new situation. They demonstrate skill in finding and using information from a variety of complex sources, demonstrate the ability to read and respond to literature, use knowledge of complex literary techniques (e.g., symbolism and metaphor) and literary elements (e.g., suspense) to interpret a variety of text.*

Proficient: *Proficient fifth-graders use multiple strategies to read a variety of selections and demonstrate comprehension. They identify sequential order in fiction and non-fiction text, determine main idea from a variety of text, make inferences using contextual clues, and generate a comparison or finding supporting details from similar narrative texts. They respond to a specific text by analyzing, inferring and making predictions, or drawing conclusions from text in various genres. Proficient fifth-grade students demonstrate the accurate use of information from a variety of reference sources and respond to literature by identifying action and events in literature, using knowledge of literary techniques to interpret a text and details of a text.*

Partially Proficient: *A partially proficient 5th grader uses limited strategies to demonstrate comprehension of reading materials by identifying word meaning in context, determining obvious main idea in a narrative text, identifying basic word meaning out of context, or locating and recalling information in text with different structures. Fifth-grade students are partially proficient when they begin to demonstrate accurate identification and uses of information presented in the text by locating information in sequence.*

Unsatisfactory: *Fifth graders receiving an unsatisfactory demonstrate little or no evidence of comprehension (i.e., gist) of a text that has substantial textual or visual support/clues. They give inconsistent responses to a specific task when predicting, drawing conclusions, or using facts presented in the text.*

Data Table 3: Baca Elementary School, 5th Grade Reading Colorado Student Assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
TESTING MONTH	Mar	Mar	State Assessments Not Administered		
SCHOOL SCORES					
TOTAL					
Percentage of Students Unsatisfactory	8%	16%			
Percentage of Students Partially Proficient	26%	32%			
Percentage of Students Proficient	62%	51%			
Percentage of Students Advanced Proficient	3%	0%			
Number of students tested	39	37			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0%	0%			
SUBGROUP SCORES					
1. Hispanic Students	36	29			
Percentage of Students Unsatisfactory	8%	2%			
Percentage of Students Partially Proficient	22%	28%			
Percentage of Students Proficient	64%	52%			
Percentage of Students Advanced Proficient	3%	0%			
STATE SCORES					
TOTAL					
Percentage of Students Unsatisfactory	14%	12%			
Percentage of Students Partially Proficient	20%	22%			
Percentage of Students Proficient	56%	56%			
Percentage of Students Advanced Proficient	7%	8%			

The Colorado Student Assessment Program (CSAP) establishes and reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels.

Baca Elementary School is a “Schoolwide” Title I school with a consistently high percentage of students eligible for free and reduced meals. For this reason, assessment results are not disaggregated by socio-economic status.

Colorado has established 16 students as the minimum number of students for reporting purposes. Of the ethnic subgroups reported by CSAP only the Hispanic subgroup for 5th grade at Baca Elementary School had more than the minimum necessary for reporting.

5th Grade Math Colorado Student Assessment Program

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5 Math

Test: Colorado Student Assessment Program (CSAP)

Edition/publication year: 2000 - 2002

Publisher: CTB / McGraw Hill

What groups were excluded from testing?

All students from Baca Elementary School, including those with Individualized Education Plans (IEP's) participate in the state assessment as determined by the student's IEP team

Why, and how were they assessed?

All students with disabilities participate in the general CSAP assessment. Some of those students may require accommodations to demonstrate knowledge and skills. A very small number of students with significant disabilities will require the CSAP Alternate (CSAPA) to demonstrate a measure of achievement or growth.

Number excluded: 0

Percent excluded: 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut-point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut-points. Note that the reported percentage of students scoring above the basic cut-point should include students scoring above the proficiency, and advanced cut-points.

The Colorado Student Assessment Program (CSAP) is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3 - 10.

The results are reported according to the following performance levels:

Advanced: *Advanced fifth graders demonstrate exceptional use of number sense and computational techniques. They use algebraic methods to explore, model, and describe patterns and functions. Advanced students use data collection and analysis, statistics, and probability well. They demonstrate exceptional use of geometric concepts, properties, and relationships to solve problems. Advanced fifth graders demonstrate exceptional use of a variety of tools and techniques for measurement.*

Proficient: *Proficient fifth-grade Students demonstrate appropriate use of number sense and computational techniques in problem-solving situations, solving equations using number properties, or recognizing the equivalent relationship between common fractions and percents. They can use of algebraic methods to explore, model, and describe patterns and functions; use data collection and analysis, statistics, and probability; and geometric concepts, properties, and relationships.*

Partially Proficient: *Partially proficient 5th graders demonstrate limited use of number sense, computational technique, algebraic methods to explore, model, and describe patterns and functions and show limited use of data collection and analysis, statistics, and probability.*

Unsatisfactory: *Fifth grade students who receive an unsatisfactory rating demonstrate minimal ability with number sense and computation, algebraic methods or geometric concepts, and data gathering or analysis.*

Data Table 4: Baca Elementary School, 5th Grade Math Colorado Student Assessments.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
TESTING MONTH	Mar	Mar	Sept	State Assessments Not Administered	
SCHOOL SCORES					
TOTAL					
Percentage of Students Unsatisfactory	5%	14%	9%		
Percentage of Students Partially Proficient	33%	41%	45%		
Percentage of Students Proficient	49%	43%	45%		
Percentage of Students Advanced Proficient	13%	3%	0%		
Number of students tested	39	37	33		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. Hispanic Students	36	27	30		
Percentage of Students Unsatisfactory	6%	15%	7%		
Percentage of Students Partially Proficient	33%	30%	50%		
Percentage of Students Proficient	47%	52%	43%		
Percentage of Students Advanced Proficient	14%	4%	0%		
STATE SCORES					
TOTAL					
Percentage of Students Unsatisfactory	12%	14%	8%		
Percentage of Students Partially Proficient	31%	32%	43%		
Percentage of Students Proficient	35%	38%	36%		
Percentage of Students Advanced Proficient	14%	13%	12%		

The Colorado Student Assessment Program (CSAP) establishes and reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels.

Baca Elementary School is a “Schoolwide” Title I school with a consistently high percentage of students eligible for free and reduced meals. For this reason, assessment results are not disaggregated by socio-economic status.

Colorado has established 16 students as the minimum number of students for reporting purposes. Of the ethnic subgroups reported by CSAP only the Hispanic subgroup for 5th grade math at Baca Elementary School had more than the minimum necessary for reporting.