

Burlington School District RE-6J
2007-2008 School Year
Annual Report to the Public
December 1, 2008

Mission Statement: The Burlington School District shall strive to provide a safe environment, meaningful opportunities, and innovative educational programs for all students so that they reach their learning potential, including that they meet or exceed state and district content standards, through partnerships between home, school and the community.

Annual Yearly Progress: Each year, the Colorado Department of Education issues a School Accountability Report (SAR) for Burlington Elementary, Burlington Middle School (5th/6th & 7th/8th), and Burlington High School. The District also prepares an Annual Report to the Public. Together these reports provide information about school performance. The District uses the SAR results to assess and accredit our schools. The SAR was mailed to each parent with their child's second quarter report card on January 12, 2009.

The Colorado Department of Education has given Burlington School District **FULL ACCREDITATION** as the district has met the requirements set forth by the Department of Education. Through this accreditation process and the **No Child Left Behind Act**, the elementary school met **AYP (Adequate Yearly Progress)**. The middle school met all but two of their **AYP Goals**. They did not meet the AYP Goal in 7th/8th grade reading, (economically disadvantaged students) and the 7th/8th grade math (economically disadvantaged, limited English proficient and Hispanic students). The high school met all but one of their **AYP Goals**. It did not meet the target for high school students in the area of math (Hispanic students). As a district we met 93.59% of our **AYP Goals**.

Accreditation Process: As indicated on our Annual Accreditation Report from the Colorado Department of Education, "The District is in compliance with the requirements in the Education Accreditation Act through the provision of a school improvement plan that develops high goals for performance expectations along with several research-based programs or strategies to improve the academic achievement of all students". These "requirements" include the development of school improvement goals set forth by the Board of Education and closely monitored by the District Accountability Committee and school administration. The district accountability committee annually reviews the school's performance. The district accredits each of the three schools. The building goals for the 2007-2008 school year are indicated below.

BURLINGTON ELEMENTARY
Goals for 07/08

Reading:

1. Burlington Elementary School Learning Community will increase by 5% the number of male students scoring proficient or above on the Reading CSAP in grades 3 and 4 at the end of the 2008 – 2009 academic year. This will be done while maintaining/improving female proficient or above Reading CSAP scores.

Goal Achieved: Male proficient and advanced scores increased by 15.50% from 67.50% in 2007 to 83% in 2008. Female proficient and advanced scores increased by 3% from 78.5% in 2007 to 81.50% in 2008.

2. Burlington Elementary School Learning Community will increase by 5% the number of Hispanic students scoring proficient or above on the Reading CSAP in grades 3 and increase by an additional 5% in grade 4 at the end of the 2009-2010 academic year. This will be done while maintaining/improving Non Hispanic proficient or above Reading CSAP scores.

Goal Achieved: Hispanic students proficient and advanced scores increased by 19% from 71% in 2007 to 92% in 2008. Non-Hispanic students proficient and advanced scores increased by 1% from 91% in 2007 to 92% in 2008.

Writing:

Burlington Elementary School Learning Community will increase by 5% the number of Hispanic students scoring proficient or above on the Writing CSAP in grades 3 and 4 at the end of the 2008 – 2009 academic year from where they scored in 2006. This will be done while maintaining/improving Non-Hispanic proficient or above Writing CSAP scores.

Goal Achieved: Hispanic students proficient and advanced scores increased by 28.5% from 29% in 2006 to 57.5% in 2008. Non-Hispanic students proficient and advanced scores increased by 12% from 57% in 2006 to 69% in 2008.

Math:

Burlington Elementary School Learning Community will exceed the National Average and/or increase the median Math RIT Score by 2 points at each grade level (2nd, 3rd, and 4th) on the Spring NWEA Maps testing of the 2008 – 2009 academic school year.

Goal Not Achieved in 2nd Grade:

Goal Achieved in 3rd and 4th Grade:

	National RIT Score:	Burlington Elementary Score Spring 2008:
2nd Grade	191	184
3rd Grade	202	207
4th grade	210	216

**BURLINGTON MIDDLE SCHOOL IMPROVEMENT GOALS
2007-2008**

Reading Goal:

BMS will improve male reading scores, in grades 5-8, as measured by their spring, 2006 CSAP results. Spring, 2006 CSAP results demonstrated that 63% of our male students were proficient/advanced in reading. By August, 2008, we strive to have 68% of our male students to be proficient/advanced. By August, 2009, our ultimate goal will be 70 % of our male students will be proficient and/or advanced.

Goal Not Achieved: Our goal to increase the male reading scores on CSAP from 2006 to 2008 by 5% was not accomplished. However, a 2. 5% growth was shown in reading by BMS males from the 2006-2007 school year to the 2007-2008 school year.

Writing Goal:

BMS will improve male writing scores in grades 5-8 as measured by their spring, 2006 CSAP results. Spring, 2006 CSAP results demonstrated that 50% of these students are proficient/advanced. By August 2008, we strive to have 55% of our male math students to be P/A. By August 2009, our goal will be 57% of our male students to be proficient and /or advanced.

Goal Not Achieved: Our goal to increase the male writing scores on CSAP from 2006 to 2008 by 5% was not accomplished. However, a 2. 0 % growth was shown in writing by BMS males from the 2006-2007 school year to the 2007-2008 school year.

Math Goal:

BMS will improve female math scores in grades 5-8 as measured by their spring, 2006 CSAP results. Spring, 2006 CSAP results demonstrated that 61% of these students are proficient/advanced. By August, 2008, we strive to have 66% of our female math students will be proficient and advanced. By August, 2009, our goal will be for 68% of our female students will be proficient and /or advanced.

Goal Not Achieved: Our goal to increase the female math scores on CSAP from 2006 to 2008 by 5 % was not accomplished. However, a 2.2 % growth was shown in math by BMS females from the 2006-2007 school year to the 2007-2008 school year.

BURLINGTON HIGH SCHOOL IMPROVEMENT GOALS 2007-2008

Goal # 1: Graduation Rate

Burlington High School Graduation rates for:

2003.2004	91%
2004.2005	82.5%
2005.2006	83.9%
2006.2007	83.3%
2007-2008	CDE has not yet posted

Goal #2: Attendance

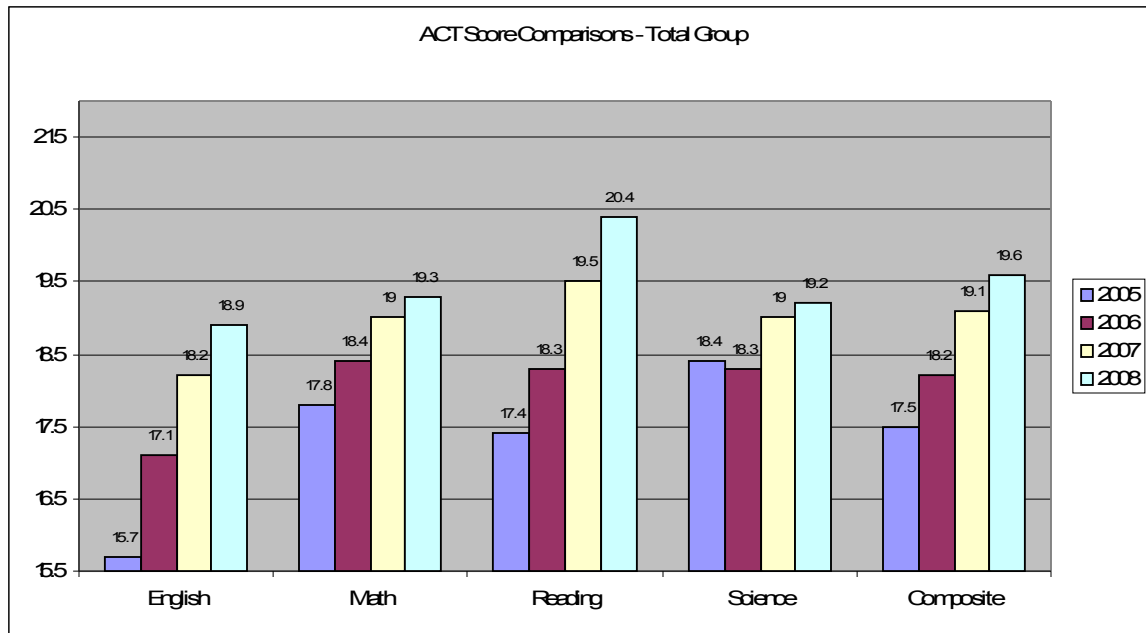
Attendance is one of the most critical attributes of educational success. The average daily attendance in 2007-2008 was 94.00%. This is comparable to the 2006-2007 rate of 94.94%.

	Freshman	Sophomores	Juniors	Seniors	Average
2004-2005	95.70%	94.07%	91.76%	91.97%	93.375%
2005-2006	94.99%	94.16%	93.39%	94.06%	94.150%
2006-2007	94.08%	94.48%	95.61%	95.69%	94.940%
2007-2008	94.01%	93.92%	94.70%	94.23%	94.000%

Goal #3: Student Achievement

ACT Test Scores

The chart below shows the ACT scores of our juniors in the 2005-2008 in each subject area and their total composite score.



Goal #4

Burlington High School Learning Community will decrease by 15% the number of students on the ineligible list at the end of the 2007 – 2008 academic year and an additional 15% the number of students on the ineligible list at the end of the 2008 – 2009 academic year. This will be done while maintaining/improving general student population proficient or above CSAP scores.

Results:

The first year of this goal we have reduced the number of students on the ineligibility list by 18.2%. This was done though our work with the students and their understanding of ELT’s and our understanding of the RtI process.

Goal #5

Burlington High School Learning Community will increase by 10% the number of students scoring proficient or above on the CSAP reading and writing assessments at the end of the 2007 – 2008 academic year and an additional 10% the number of students scoring proficient or above on the CSAP reading and writing assessments at the end of the 2008 – 2009 academic year This will be done while maintaining/improving general student population proficient or above CSAP scores

Results: Goal achieved in 10th grade reading and not achieved in 9th/10th grade writing or 9th grade reading.

Following is the comparison of the 2006-2007 school year with the 2007-2008 school year.

Grade	Subject	2006-2007 %age proficient/advanced	2007-2008 %age proficient/advanced
9th	reading	67	70
10th	reading	58	70
9th	writing	47	52
10th	writing	41	41

Assessment Data: Colorado’s state assessment system is utilized to measure student achievement. The main assessment used in the state is the CSAP, which assesses students in reading, writing, and math standards in grades 3 through 10. The CSAP science assessment is also given in 5th, 8th, and 10th grade. The 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 demonstrates knowledge of standards), Advanced (students knowledge is above and beyond the standards) and No Score (the student was unable to complete the test). Another assessment provided by the state is the CSAPA (CSAP Alternative). It is available for use with students with the most significant cognitive disabilities. It is used to assess reading, writing, math, and science content knowledge. Only about 1% of students in Colorado take the CSAPA.

The following links show our district and schools’ results from the various assessments.

Third – tenth grade CSAP – Reading, Writing, Math, and Science & CSAPA
 (pre-populated by CDE in the Colorado School and District profiles
<http://www.cde.state.co.us/districtprofiles.asp>)

Growth Data: Reading, Writing, and Math by school and by district.
<http://www.cde.state.co.us/districtprofiles.asp>

**DISTRICT ASSESSMENT OF STANDARDS
 (Not Addressed by CSAP)**

The following data represents student achievement in the other curriculum areas not tested on CSAP. Grades of A, B, C, and D equates to Proficient and Advanced percent.

BURLINGTON MIDDLE SCHOOL

SUBJECT	Proficient	Percent of A Grades	Percent of B Grades	Percent of C Grades	Percent of D Grades	Percent of F Grades
	Or Advanced					
Social Studies	98.4	40.9	28.3	21.8	6.6	.75
Home Ec.	100	85.9	11.5	2.3	.3	0
Computers	100	82.7	13.3	3	.5	0
Band/Music	100	98.6	1.4	0	0	0
Physical Education	100	91.5	7.5	.5	.5	0
Art	100	72	24	4.6	.4	0
Science	98	52	30	11	6	1

**DISTRICT ASSESSMENT OF STANDARDS
(Not Addressed by CSAP)**

The following data represents student achievement in the other curriculum areas not tested on CSAP. Grades of A, B, C, and D equates to Proficient and Advanced percent.

BURLINGTON HIGH SCHOOL

SUBJECT	Proficient	Percent of A Grades	Percent of B Grades	Percent of C Grades	Percent of D Grades	Percent of F Grades
	Or Advanced					
Social Studies	92.1	42.3	20.5	18	11.3	8
Spanish	100	80	15	5	0	0
Vocational Education	97.1	55.3	22.3	16	3.4	2.9
Physical Education	95.0	51	18.9	10.5	4.6	3.6
Fine Arts	98.8	74.3	14.2	8	2.3	1.4

Accountability Data: Adequate Yearly Progress (AYP), School identified for School Improvement, Highly Qualified Teachers

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

Status of School Improvement in the District: If schools do not make adequate yearly progress (AYP) for two consecutive years, in the same content area, they are placed on School Improvement.

Improvement Levels	Schools	Content Area
Not on Improvement	Burlington Elementary Burlington Middle School	
School Improvement Year 1	Burlington High School	Math Subgroup – Hispanic
School Improvement Year 2		
Corrective Action		
Restructuring-Planning		
Restructuring-Implementation		

Post-Secondary Readiness: Graduation Rates, Dropout Rates, ACT results

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

Graduation Rates: 2006-2007 school year-83.33% Do not have this data from the state for the 2007-2008 school year.

Dropout Rate: 2005-2006=4.5%, 2006-2007=5.1% Do not have this data from the state for the 2007-2008 school year.

Graduation Requirements:

Twenty-four required credits – Sixteen Required (below) and Eight Elective

English	3 credits	Career & Tech. Ed.	2 credits
Math	3 credits	Fine Arts	1 credits
Science	3 credits	Physical Ed./Health	1 credit
Social Studies	3 credits		

Dual Credit Courses-Burlington High School and Morgan Community College:

In the 2007-2008 school year forty-three juniors and seniors took dual high school and college courses through Morgan Community College. The forty-three students earned 434 credits.

Other Data: Attendance Rates, Enrollment, Free and Reduced Lunch Percentages, Safety and Discipline, School Pride:

Attendance Rates by School:

	<u>06-07</u>	<u>07-08</u>
Burlington Elementary	95.7%	95%
Burlington Middle School	95.2%	96%
Burlington High School	94.9%	94%

Enrollment by School:

Burlington Elementary	338 students	(Preschool – 4 th Grade)
Burlington Middle School	210 students	(5 th Grade – 8 th Grade)
Burlington High School	228 students	(9 th Grade – 12 th Grade)

Free and Reduced Lunch Percentages by School:

	<u>06-07</u>	<u>07-08</u>
Burlington Elementary	59.1%	58%
Burlington Middle School	51.5%	50%
Burlington High School	37.9%	46.5%

Safety and Discipline by School: (BES-Burlington Elementary, BMS-Burlington Middle, BHS-Burlington High School)

	<u>BES</u>	<u>BMS</u>	<u>BHS</u>
Substance Abuse – Drugs	0	0	0
Substance Abuse – Alcohol	0	0	0
Substance Abuse – Tobacco	0	0	1
Felony Assaults	0	0	5
Fights	3	6	4
Possession of Dangerous Weapon	1	0	0
Other Violations Code of Conduct	3	24	33

Safe Schools Act:

The Burlington Schools have a crisis plan in place and it is reviewed annually. The Colorado Department of Education reported that the District's School Safety report was submitted in September and meets all of the Department's requirements.

School Pride:

Burlington Elementary School-Our parent community is an integral component of our school community as numerous parents volunteer in their child's classroom. Parents tell us they feel very welcome in our school. Burlington Elementary utilizes community volunteers as reading tutors for some of our at-risk students. We have developed community partnerships for our after school enrichment programs as well. All of our elementary students receive physical education, music and computer instruction along with the core content. We have developed Advanced Learning Plans for our Gifted and Talented students to ensure their curriculum is challenging.

Burlington Middle School-Students at Burlington Middle School have the opportunity to participate in a spelling bee, knowledge bowl, yearbook, student council, geography, Ameritown, waterfest, and interscholastic activities. During the 2007-2008 school Burlington Middle School utilized STAT, which is a program that provides homework help sessions for students that need extra support. Our students are recognized quarterly for their academic and behavioral accomplishments and perfect attendance.

Since the 2002-2003 school year, Burlington Middle school has used the **Positive Behavior Support Program** (PBS) as the basis for our school-wide discipline and rewards system for students at BMS. All students and staff are trained in delivering the program and in practicing the 4 R's as a backbone for our building's support system. The 4R's represent:

1. Respect for Self
2. Respect for Others
3. Respect for the Environment
4. Responsibility for their Actions

The staff meets twice a year (August and January) with the students and staff to review the basic components of the PBS behavior.

Burlington High School-Burlington High School was proud of the fact that the Colorado High School Activities Association as Academic All State Champions recognized the girl's basketball team and football team in their respective sports for the 2A classification. Community Service plays an important role for a high school student at Burlington High. Over eighty high school students volunteer time at the elementary school and middle school through the National Honor Society and Future Business Leaders of America. Burlington High School volunteers have assisted with the following community projects: Blood Drive, Immunizations, Big Brother Big Sister, River Watch, and Clean Up Day. For Burlington High School's size it does offer numerous programs for students to become involved in: Drama Club, Spanish Club, Student Council, FBLA, FFA, Interscholastic Sports, Band, Choir, Journalism (Broadcaster-School Newspaper), Yearbook, and Cheerleading.