

Colorado Springs School District Eleven

CONNECTIONS

Report to the Public

2003-2004



1115 N El Paso Street
Colorado Springs, CO 80903
www.d11.org

Accreditation

The purpose of district and school accreditation in Colorado Springs School District 11 is to help sustain schools in their drive for excellence and to ensure that state and federal legal obligations are met.

Accreditation in Colorado is a two part process. The state accredits the district and the district accredits their respective schools.

Accreditation Indicators for D11 schools include Adequate Yearly Progress (AYP), School Accountability Reports (SAR) and School Improvement Plans. Included in each of these respective plans are specific criteria that schools must meet in order to remain accredited. In the instance where the specific criteria are not met, as specified in the Accreditation Contract, schools can be determined to be on Accredited Status: Alert; Accredited Status: Accreditation Watch; Accredited Status: Academic Probation or Non-Accredited.

All District 11 schools were initially granted accredited status beginning July 1, 2002 by the District 11 Board of Education in a motion approved at the regular board meeting on June 26, 2002. This accredited status is valid for up to six years and is consistent with the District Accreditation Contract with the State Board of Education. To retain accredited status, District 11 schools must meet the requirements outlined in School Accreditation rules.

When a school has not met the specified criteria and is determined to be on some level other than fully Accredited, Technical Assistance is provided by the school district with the purpose of helping the school regain the Accredited status.

As a result of performance on CSAP, Accreditation status for District 11 schools is as follows:

Schools on Accredited Status: Alert are:

- Columbia Elementary School
- Jefferson Elementary School
- Russell Middle School
- TESLA Middle School *
- Doherty High School

*TESLA MS was determined by the State to have an Unsatisfactory SAR Rating

Schools on Accredited Status: Academic Watch are:

- | | |
|------------------------------|----------------------------|
| Roosevelt Edison Elementary | Community Prep High School |
| Stratton Elementary School | Coronado High School |
| East Middle School | Globe High School |
| Emerson Edison Middle School | Mitchell High School |
| Holmes Middle School | Wasson High School |
| Irving Middle School | |
| Mann Middle School | |

All other schools are fully accredited for the school year 2003-2004:

- | | | | |
|----------------|-----------------|---------------|----------------|
| Adams ES | Audubon ES | Bates ES | Bristol ES |
| Buena Vista ES | Carver ES | Chipeta ES | Edison ES |
| Fremont ES | Grant ES | Henry ES | Howbert ES |
| Hunt ES | Ivywild ES | Jackson ES | Keller ES |
| King ES | Lincoln ES | Longfellow ES | Madison ES |
| Martinez ES | Midland ES | Monroe ES | Penrose ES |
| Pike ES | Queen Palmer ES | Rogers ES | Rudy ES |
| Scott ES | Steele ES | Taylor ES | Trailblazer ES |
| Twain ES | Washington ES | Whittier ES | Wilson ES |
| Jenkins MS | North MS | Sabin MS | West MS |
| CIVA | Palmer HS | Tesla HS | |

School Accountability Report

School Accountability Reports (SAR) are distributed by the state to each public school annually as a report of performance and improvement in academic achievement. The SAR reports are intended to assist the public in identifying those schools that are providing students with an opportunity for quality education. The ratings are based on a composite of each school's CSAP scores from 2004. The State did not calculate improvement ratings for the 2003-2004 school year.

	SchoolName	Rating 2001	Rating 2002	Rating 2003	*Rating 2004	Change 03 to 04
Elementary	Adams	Low	Low	Low	Low	Same
	Audubon	Average	Average	Average	Average	Same
	Bates	Average	Average	Average	High	Up
	Bristol	Average	Low	Average	Average	Same
	Buena Vista	Average	Low	Average	Average	Same
	Carver	Average	Average	Average	Average	Same
	Chipeta	High	Excellent	Excellent	Excellent	Same
	Columbia	Low	Average	Low	Low	Same
	Edison	Average	Low	Low	Average	Up
	Fremont	High	Average	High	High	Same
	Globe	Low	Low	Low	Average	Up
	Grant	Average	Average	Average	Average	Same
	Henry	Average	Average	Average	Average	Same
	Howbert	High	High	High	High	Same
	Hunt	Low	Low	Low	Low	Same
	Ivywild	Low	Low	Low	Low	Same
	Jackson	Average	Average	Average	Average	Same
	Jefferson	Low	Low	Average	Average	Same
	Keller	Average	Average	Average	Average	Same
	King	High	Average	High	High	Same
Lincoln	Average	Average	Average	Average	Same	
Longfellow	Low	Low	Average	Average	Same	
Madison	Average	Average	Average	High	Up	
Martinez	Average	High	High	High	Same	
Midland	Low	Average	Average	Average	Same	
Monroe	Average	Low	Low	Average	Up	
Penrose	Average	Average	Average	Average	Same	
Pike	Average	Average	Average	Average	Same	
Queen Palmer	Average	Low	Average	Low	Down	
Rogers	Low	Low	Average	Average	Same	
Roosevelt/Ed	Low	Low	Low	Low	Same	
Rudy	Average	High	Average	Average	Same	
Scott	High	High	High	High	Same	
Steele	Excellent	Excellent	Excellent	Excellent	Same	
Stratton	High	High	Excellent	High	Down	
Taylor	Average	Average	Average	Average	Same	
Trailblazer	High	Excellent	Excellent	Excellent	Same	
Twain	Low	Low	Low	Low	Same	
Washington	Low	Average	Average	Average	Same	
Whittier	Average	Average	Average	Average	Same	
Wilson	Low	Low	Low	Low	Same	
Middle	East	Low	Low	Low	Low	Same
	Emerson/Ed	Low	Low	Low	Low	Same
	Globe	Low	Low	Low	Low	Same
	Holmes	High	High	High	High	Same
	Irving	Average	Average	Average	Average	Same
	Ivywild			Low	Low	Same
	Jenkins	High	High	High	High	Same
	Mann	Average	Average	Average	Average	Same
	North	Average	Average	Average	High	Up
	Russell	Average	Average	Average	Average	Same
Sabin	Average	High	Average	Average	Same	
Tesla				Unsat		
West	Average	Average	Average	Average	Same	
High	Bijou				Low	
	CIVA	Low	Average	Average	Average	Same
	Coronado	Average	High	High	High	Same
	CPS	Low	Low	Low	NS	NS
	Doherty	Average	High	High	High	Same
	Globe	Average	Average	Average	Average	Same
	Mitchell	Low	Low	Average	Average	Same
	Palmer	High	High	High	High	Same
	Tesla High				Low	
	Wasson	Low	Average	Average	Average	Same

School Improvement Plan (SIP) Process

Colorado Springs School District 11 has developed a school improvement planning process that encompasses mandates from “No Child Left Behind” legislation, best practices, and accreditation requirements. All schools are completing a three year cycle. A new SIP will be completed for 2005-2008.

A complete SIP includes elements of data analysis, goals and measures, parent involvement, reform strategies, transitions, staff development, tech integration, information literacy, extended learning time, and a safe and civil learning environment.

The SIP is the individual school accreditation plan based on adequate yearly progress and other state and district criteria. Contained within the SIP is the School Improvement Action Plan which is used to guide instruction and provide criteria for continual improvement and monitoring.

All plans are written, reviewed and updated annually. DAAC members and other peer readers participate in the review. Schools who do not meet AYP are required to update their plan, addressing specifically the issues of need. Title I Schools will continue to develop a School Wide Plan on a 4 year cycle, and provide the School Improvement Action Plan on an annual basis.

Plans are rewritten until they meet a proficient rating on the standards. All school teams (including BAACs) have completed training on the SIP. Schools review goals annually and re-write as necessary.

Professional Qualifications of Teachers

District 11 is committed to recruiting and retaining the best teachers in the nation. The following is data concerning the professional qualifications of the district’s 1,795 teachers as of December 31, 2003.

Professional Licenses	1535 teachers	85.5%
Provisional Licenses	177 teachers	9.8%
P3 Provisional Licenses	20 teachers	1.1%
Provisional Special Service	11 teachers	0.6%
Type 6 Temporary Licenses	33 teachers	1.8%
Alternative Licenses	16 teachers	0.8%
Other	3 teachers	0.2%

Contact Dave Parker, 520-2143, for more information.

Literacy Assessments

The chart below shows the trend data for the Literacy Assessments. For kindergarten through second grade, the determination for putting a student on an Individual Literacy Plan (ILP) is based on the Literacy Assessment and the teacher’s body of evidence. In grades 3-9, a student is placed on an ILP if he/she falls below grade level on two of three tests. Beginning the 2003-2004 school year these tests include the CSAP, Terra Nova, and a Literacy Assessment.

The Literary Assessment at the elementary level, is the Adams 50, at the middle school level it is the Basic Reading Inventory, and the identifying tool at the high school level the SRI.

The rules for calculating the number of students on ILP’s changed for the 2003-2004 year. This year’s numbers for grades 4-8 are based on the number of students who were part of a 3rd grade cohort on ILP’s and who are on ILP’s

Literacy Assessments					
Grade	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Kdg	742	677	526	836	785
1	1005	865	856	892	874
2	754	659	609	875	865
3	896	920	841	875	884
4	509	550	541	517	590
5		513	366	381	537
6			224	215	384
7				0	391
8					0

Number of students on ILPs in the Spring

Standards and Assessment

Standards and assessments have become a vital part of measuring progress in public education. The Colorado Student Assessment Program (CSAP) is designed to assess student performance against Colorado educational standards. In addition, District 11 uses a variety of other evaluation and testing tools such as the Terra Nova standardized assessment and standards-based reports in grades K-5 to inform parents of their child’s progress.

Assessments that are mandated at the state level, required by the district, or developed by a school or teacher are used to determine what individual students or groups of students have learned. The results of such assessments are used to improve instruction and increase student achievement.

CSAP Trend Data

Trend data refers to the comparison of scores on the CSAP for the past five years of testing. As one can see, each year new areas of testing have been added. This data is used by our schools to develop their school improvement plans and by the district to determine curriculum, enrichment activities and intervention strategies for increasing student achievement. The trend information has been broken down by subject at each grade level for the past five years.

SchoolYear	Grade	Subject	#Ss	#U	%U	#PP	%PP	#P	%P	#A	%A	%PA	#NS	%NS
1999-2000	3	R	2528	220	9%	542	21%	1583	63%	117	5%	67%	66	3%
2000-2001	3	R	2503	216	9%	529	21%	1528	61%	175	7%	68%	55	2%
2001-2002	3	R	2387	223	9%	497	21%	1413	59%	212	9%	68%	42	2%
2002-2003	3	R	2336	185	8%	473	20%	1466	63%	195	8%	71%	17	1%
2003-2004	3	R	2284	196	9%	447	20%	1431	63%	153	7%	69%	57	2%
2001-2002	3	W	2377	161	7%	982	41%	1026	43%	176	7%	51%	32	1%
2002-2003	3	W	2330	154	7%	928	40%	898	39%	337	14%	53%	13	1%
2003-2004	3	W	2239	151	7%	959	43%	867	39%	241	11%	49%	21	1%
1999-2000	4	R	2613	341	13%	688	26%	1349	52%	171	7%	58%	64	2%
2000-2001	4	R	2508	314	13%	631	25%	1384	55%	139	6%	61%	40	2%
2001-2002	4	R	2438	327	13%	646	26%	1295	53%	128	5%	58%	42	2%
2002-2003	4	R	2324	293	13%	592	25%	1297	56%	125	5%	61%	17	1%
2003-2004	4	R	2293	252	11%	604	26%	1295	56%	104	5%	61%	38	2%
1998-1999	4	W	2555	289	11%	1109	43%	862	34%	117	5%	38%	178	7%
1999-2000	4	W	2613	283	11%	1071	41%	938	36%	216	8%	44%	105	4%
2000-2001	4	W	2508	217	9%	1059	42%	918	37%	197	8%	44%	117	5%
2001-2002	4	W	2443	158	6%	1028	42%	1023	42%	196	8%	50%	38	2%
2002-2003	4	W	2334	200	9%	966	41%	956	41%	189	8%	49%	23	1%
2003-2004	4	W	2268	154	7%	893	39%	1005	44%	207	9%	53%	9	0%
2000-2001	5	R	2624	290	11%	647	25%	1485	57%	160	6%	63%	42	2%
2001-2002	5	R	2523	340	13%	549	22%	1448	57%	128	5%	62%	58	2%
2002-2003	5	R	2383	265	11%	494	21%	1448	61%	143	6%	67%	33	1%
2003-2004	5	R	2304	238	10%	443	19%	1424	62%	157	7%	69%	42	2%
2001-2002	5	W	2523	139	6%	1057	42%	1130	45%	154	6%	51%	43	2%
2002-2003	5	W	2387	114	5%	983	41%	1083	45%	169	7%	52%	38	2%
2003-2004	5	W	2279	100	4%	928	41%	1063	47%	179	8%	54%	9	0%
2000-2001	5	M	2624	393	15%	930	35%	899	34%	359	14%	48%	43	2%
2001-2002	5	M	2522	293	12%	844	33%	904	36%	430	17%	53%	51	2%
2002-2003	5	M	2365	262	11%	785	33%	910	38%	396	17%	55%	12	1%
2003-2004	5	M	2301	262	11%	686	30%	874	38%	440	19%	57%	39	2%

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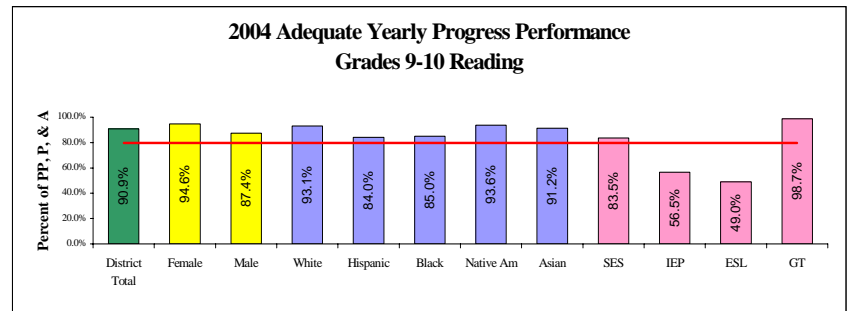
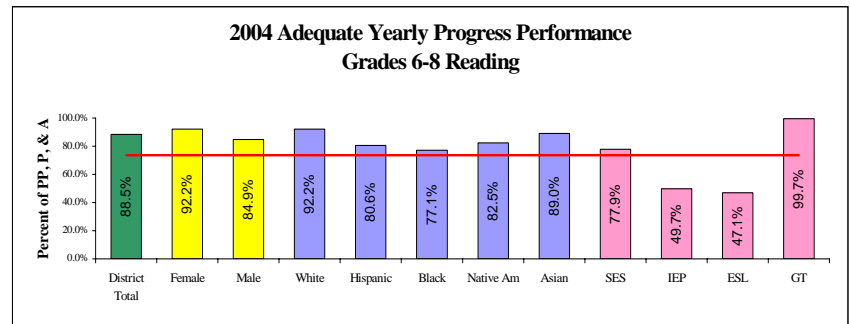
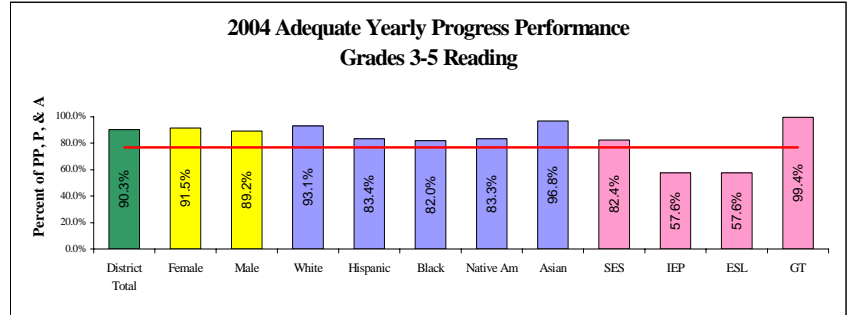
CSAP Trend Data Continued

	SchoolYear	Grade	Subject	#Ss	#U	%U	#PP	%PP	#P	%P	#A	%A	%PA	#NS	%NS
GRADES 6-8	2000-2001	6	R	2484	303	12%	607	24%	1339	54%	161	6%	60%	74	3%
	2001-2002	6	R	2589	265	10%	574	22%	1481	57%	193	7%	65%	76	3%
	2002-2003	6	R	2418	281	12%	501	21%	1441	60%	169	7%	67%	26	1%
	2003-2004	6	R	2260	224	10%	489	22%	1239	55%	245	11%	66%	63	3%
	2001-2002	6	W	2591	191	7%	1058	41%	1086	42%	176	7%	49%	80	3%
	2002-2003	6	W	2418	168	7%	962	40%	1077	45%	187	8%	52%	24	1%
	2003-2004	6	W	2237	112	5%	787	35%	980	44%	165	7%	51%	193	9%
	2001-2002	6	M	2590	481	19%	835	32%	883	34%	332	13%	47%	59	2%
	2002-2003	6	M	2415	470	19%	811	34%	794	33%	320	13%	46%	20	1%
	2003-2004	6	M	2260	406	18%	698	31%	829	37%	283	13%	49%	44	2%
	1999-2000	7	R	2433	304	12%	600	25%	1294	53%	124	5%	58%	111	5%
	2000-2001	7	R	2392	256	11%	581	24%	1328	56%	161	7%	62%	66	3%
	2001-2002	7	R	2477	350	14%	590	24%	1301	53%	142	6%	58%	94	4%
	2002-2003	7	R	2541	369	15%	585	23%	1401	55%	160	6%	61%	26	1%
	2003-2004	7	R	2380	307	13%	555	23%	1331	56%	121	5%	61%	66	3%
	1999-2000	7	W	2433	105	4%	974	40%	990	41%	187	8%	48%	177	7%
	2000-2001	7	W	2393	86	4%	952	40%	1037	43%	176	7%	51%	142	6%
	2001-2002	7	W	2478	87	4%	1096	44%	1033	42%	184	7%	49%	78	3%
	2002-2003	7	W	2542	118	5%	1093	43%	1138	45%	179	7%	52%	14	1%
	2003-2004	7	W	2361	110	5%	1016	43%	993	42%	204	9%	51%	38	2%
	2001-2002	7	M	2473	601	24%	946	38%	599	24%	242	10%	34%	85	3%
	2002-2003	7	M	2546	567	22%	1017	40%	659	26%	282	11%	37%	21	1%
	2003-2004	7	M	2383	555	23%	885	37%	606	25%	274	11%	37%	63	3%
	2000-2001	8	R	2421	238	10%	540	22%	1400	58%	169	7%	65%	74	3%
	2001-2002	8	R	2340	227	10%	471	20%	1366	58%	185	8%	66%	91	4%
	2002-2003	8	R	2384	232	10%	480	20%	1437	60%	205	9%	69%	30	1%
	2003-2004	8	R	2517	245	10%	550	22%	1453	58%	216	9%	66%	53	2%
	2001-2002	8	W	2345	101	4%	1052	45%	942	40%	168	7%	47%	82	3%
	2002-2003	8	W	2384	104	4%	1143	48%	955	40%	161	7%	47%	21	1%
	2003-2004	8	W	2511	122	5%	1084	43%	1057	42%	196	8%	50%	52	2%
	1999-2000	8	M	2410	753	31%	705	29%	536	22%	316	13%	35%	100	4%
	2000-2001	8	M	2414	654	27%	711	29%	614	25%	354	15%	40%	81	3%
	2001-2002	8	M	2333	603	26%	705	30%	618	26%	328	14%	41%	79	3%
2002-2003	8	M	2381	787	33%	738	31%	561	24%	268	11%	35%	27	1%	
2003-2004	8	M	2518	685	27%	760	30%	630	25%	393	16%	41%	50	2%	
1999-2000	8	S	2413	481	20%	761	32%	965	40%	104	4%	44%	102	4%	
2000-2001	8	S	2409	443	18%	739	31%	1014	42%	132	5%	48%	81	3%	
2001-2002	8	S	2340	464	20%	626	27%	1020	44%	154	7%	50%	76	3%	
2002-2003	8	S	2381	508	21%	746	31%	962	40%	144	6%	46%	21	1%	
2003-2004	8	S	2508	539	21%	676	27%	1082	43%	172	7%	50%	39	20%	
GRADES 9 & 10	2000-2001	9	R	2489	240	10%	598	24%	1370	55%	180	7%	62%	101	4%
	2001-2002	9	R	2379	207	9%	457	19%	1456	61%	158	7%	68%	101	4%
	2002-2003	9	R	2369	206	9%	486	21%	1521	64%	112	5%	69%	44	2%
	2003-2004	9	R	2407	206	9%	498	21%	1527	63%	121	5%	68%	55	2%
	2001-2002	9	W	2379	139	6%	1027	43%	980	41%	140	6%	47%	93	4%
	2002-2003	9	W	2373	102	4%	978	41%	1074	45%	175	7%	53%	44	2%
	2003-2004	9	W	2387	60	3%	955	40%	1209	51%	128	5%	56%	35	1%
	2001-2002	9	M	2379	854	36%	685	29%	507	21%	231	10%	31%	102	4%
	2002-2003	9	M	2371	854	36%	720	30%	551	23%	208	9%	32%	38	2%
	2003-2004	9	M	2406	840	35%	744	31%	532	22%	221	9%	31%	69	3%
	2000-2001	10	R	2197	194	9%	504	23%	1250	57%	160	7%	64%	89	4%
	2001-2002	10	R	2255	226	10%	441	20%	1345	60%	151	7%	66%	92	4%
	2002-2003	10	R	2306	185	8%	472	20%	1375	60%	213	9%	69%	61	3%
	2003-2004	10	R	2204	184	8%	516	23%	1251	57%	205	9%	66%	48	2%
	2000-2001	10	W	2195	76	3%	835	38%	945	43%	111	5%	48%	228	10%
	2001-2002	10	W	2258	126	6%	906	40%	953	42%	181	8%	50%	92	4%
	2002-2003	10	W	2312	141	6%	923	40%	1007	44%	174	8%	51%	67	3%
	2003-2004	10	W	2195	91	4%	969	44%	990	45%	112	5%	50%	33	2%
	2000-2001	10	M	2192	824	38%	778	35%	446	20%	61	3%	23%	83	4%
	2001-2002	10	M	2258	751	33%	810	36%	525	23%	84	4%	27%	88	4%
2002-2003	10	M	2296	839	37%	810	35%	498	22%	87	4%	25%	62	3%	
2003-2004	10	M	2204	781	35%	802	36%	486	22%	81	4%	26%	54	2%	

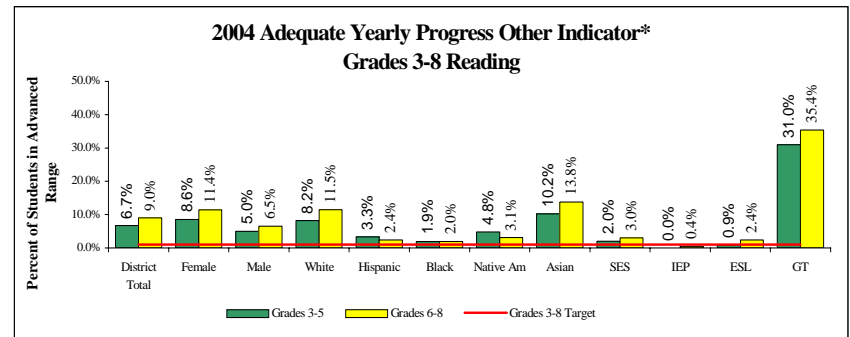
District 2004 Reading Adequate Yearly Progress

Adequate Yearly Progress (AYP) is a federal accountability measure that sets the year 2014 as the target for all students to demonstrate proficient academic performance. It measures pupil performance in reading and math. It sets standards specifically for closing achievement gaps for students traditionally seen as underserved, and data must be disaggregated by ethnicity and special populations. District 11 made 50 of 54 (91%) of the indicators at the elementary level; 51 of 54 (94%) of the indicators at middle school and 35 of 41 (85%) of the indicators at the high school level. Although there is a net gain of 4 schools that meet AYP criteria during 2003-2004, District 11 will be considered a District on Program Improvement, 1st year as a result of not meeting AYP 2 years in a row. East Middle School and Emerson Edison Charter are on 1st Year School Improvement. Roosevelt Edison Charter School is on 2nd Year School Improvement.

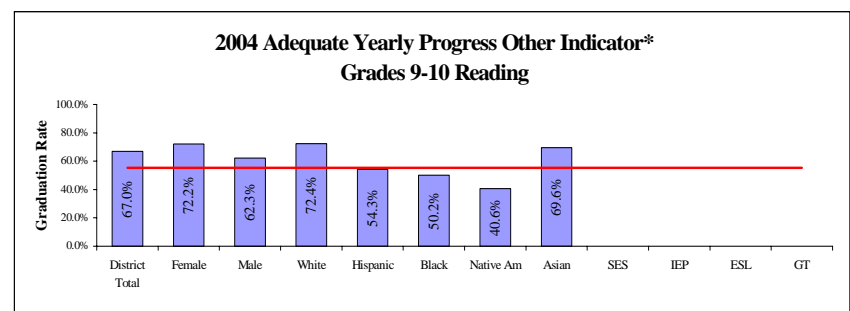
		Grades 3-5	Grades 6-8	Grades 9-10
Reading Performance (% PP, P & A)	Total	90.30%	88.51%	90.90%
	Female	91.52%	92.19%	94.62%
	Male	89.17%	84.86%	87.42%
	White	93.10%	92.16%	93.09%
	Hispanic	83.39%	80.64%	84.03%
	Black	81.96%	77.13%	85.00%
	Native Am	83.33%	82.47%	93.62%
	Asian	96.84%	89.03%	91.23%
	SES	82.45%	77.88%	83.53%
	Disabilities	57.57%	49.69%	56.51%
	ESL	57.63%	47.06%	48.98%
	GT	99.45%	99.67%	98.70%
	2004 State Target	76.92%	73.61%	79.65%



		Grades 3-5	Grades 6-8	Grades 9-10
Reading Participation Rate	Total	99.8%	99.8%	99.8%
	Female	99.8%	99.9%	99.9%
	Male	99.8%	99.8%	99.7%
	White	100.0%	100.0%	99.9%
	Hispanic	99.2%	99.3%	99.2%
	Black	99.9%	99.9%	99.8%
	Native Am	100.0%	100.0%	100.0%
	Asian	100.0%	98.9%	99.2%
	SES	99.6%	99.7%	99.3%
	Disabilities	99.6%	99.6%	99.4%
	ESL	98.3%	99.5%	95.0%
	GT	100.0%	100.0%	100.0%
	2004 State Target	95.0%	95.0%	95.0%



		Grades 3-5	Grades 6-8	Grades 9-10
Reading Other Indicator*	Total	6.7%	9.0%	67.0%
	Female	8.6%	11.4%	72.2%
	Male	5.0%	6.5%	62.3%
	White	8.2%	11.5%	72.4%
	Hispanic	3.3%	2.4%	54.3%
	Black	1.9%	2.0%	50.2%
	Native Am	4.8%	3.1%	40.6%
	Asian	10.2%	13.8%	69.6%
	SES	2.0%	3.0%	unavailable
	Disabilities	0.0%	0.4%	unavailable
	ESL	0.9%	2.4%	unavailable
	GT	31.0%	35.4%	unavailable
	2004 State Target	1.0%	1.0%	55.3%

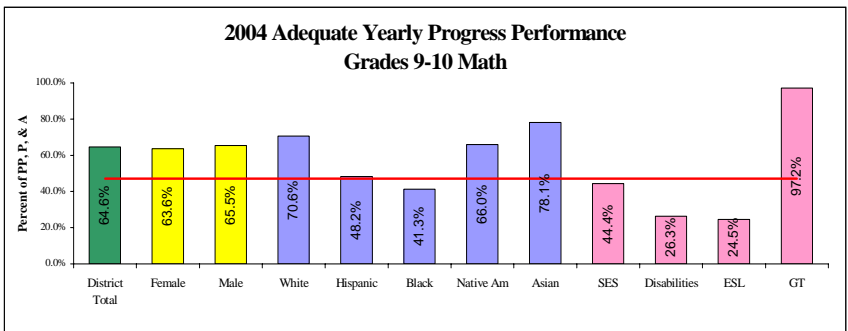
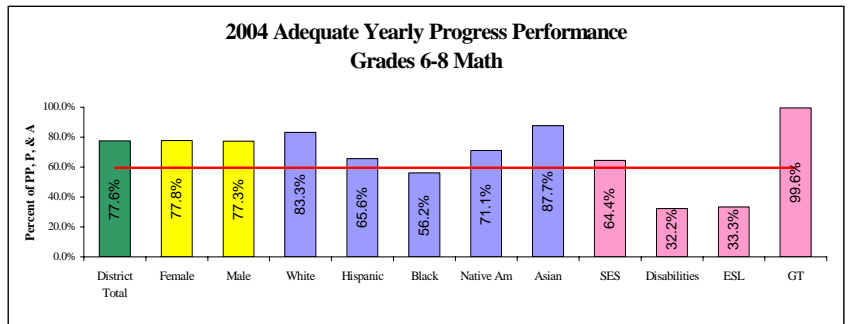
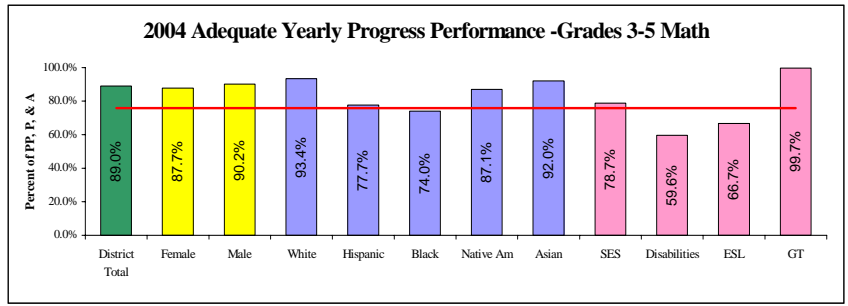


* The other indicator for grades 3-8 is the percentage of students in the advanced range. The other indicator for grades 9-10 is graduation rate.

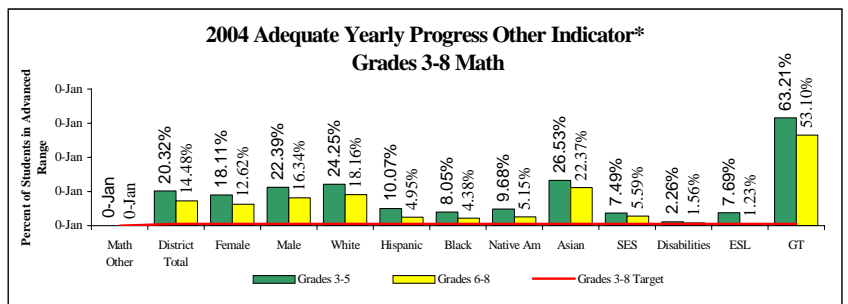
— State Target

District 2004 Math Adequate Yearly Progress

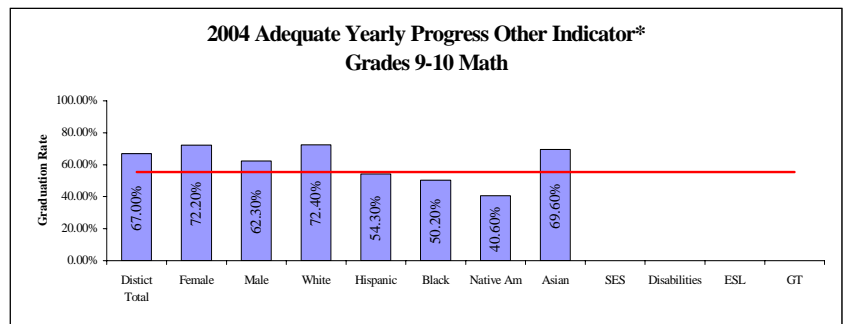
	Grades 3-5	Grades 6-8	Grades 9-10	
Math Performance (% PP, P & A)	Total	89.0%	77.6%	64.6%
	Female	87.7%	77.8%	63.6%
	Male	90.2%	77.3%	65.5%
	White	93.4%	83.3%	70.6%
	Hispanic	77.7%	65.6%	48.2%
	Black	74.0%	56.2%	41.3%
	Native Am	87.1%	71.1%	66.0%
	Asian	92.0%	87.7%	78.1%
	SES	78.7%	64.4%	44.4%
	Disabilities	59.6%	32.2%	26.3%
	ESL	66.7%	33.3%	24.5%
	GT	99.7%	99.6%	97.2%
2004 State Target	75.9%	59.5%	47.0%	



	Grades 3-5	Grades 6-8	Grades 9-10	
Math Participation Rate	Total	100.0%	99.8%	99.8%
	Female	99.9%	99.8%	99.9%
	Male	100.0%	99.8%	99.7%
	White	100.0%	100.0%	99.9%
	Hispanic	99.8%	99.2%	99.2%
	Black	100.0%	99.9%	99.8%
	Native Am	100.0%	100.0%	100.0%
	Asian	100.0%	98.9%	99.2%
	SES	99.9%	99.6%	99.3%
	Disabilities	100.0%	99.5%	99.4%
	ESL	99.1%	99.5%	95.0%
	GT	100.0%	100.0%	100.0%
2004 State Target	95.0%	95.0%	95.0%	



	Grades 3-5	Grades 6-8	Grades 9-10	
Math Other Indicator*	Total	20.3%	14.5%	67.0%
	Female	18.1%	12.6%	72.2%
	Male	22.4%	16.3%	62.3%
	White	24.2%	18.2%	72.4%
	Hispanic	10.1%	5.0%	54.3%
	Black	8.0%	4.4%	50.2%
	Native Am	9.7%	5.2%	40.6%
	Asian	26.5%	22.4%	69.6%
	SES	7.5%	5.6%	unavailable
	Disabilities	2.3%	1.6%	unavailable
	ESL	7.7%	1.2%	unavailable
	GT	63.2%	53.1%	unavailable
2004 State Target	1.0%	1.0%	55.3%	



* The other indicator for grades 3-8 is the percentage of students in the advanced range. The other indicator for grades 9-10 is graduation rate.

Adequate Yearly Progress by School

	School	Made AYP 02-03	Made AYP 03-04
	Elementary	Adams	YES*
Audubon		YES	YES
Bates		YES	YES
Bristol		YES*	YES
Buena Vista		YES	YES
Carver		YES	YES
Chipeta		YES	YES
Columbia		YES	NO
Edison		YES	YES
Fremont		YES	YES
Globe		YES*	YES
Grant		YES	YES
Henry		YES	YES
Howbert		YES	YES
Hunt		YES	YES
Ivywild		YES*	YES
Jackson		YES	YES
Jefferson		YES	YES
Keller		YES	YES
King		YES	YES
Lincoln		YES	YES
Longfellow		YES	YES
Madison		YES	YES
Martinez		YES	YES
Midland		YES*	YES
Monroe		YES	YES
Penrose		YES	YES
Pike		YES	YES
Queen Palmer		YES	YES
Rogers		YES*	YES
Roosevelt-Edison		YES*	NO
Rudy		YES	YES
Scott		YES	YES
Steele		YES	YES
Stratton	YES	YES	
Taylor	YES	YES	
Trailblazer	YES	YES	
Twain	YES	YES	
Washington	YES*	YES	
Whittier	YES	YES	
Wilson	YES	NO	
Middle	East	NO	NO
	Emerson-Edison	NO	NO
	Globe	YES*	YES
	Holmes	NO	NO
	Irving	NO	NO
	Ivywild	YES*	YES
	Jenkins	NO	YES
	Mann	NO	NO
	Nikola Tesla		NO
	North	YES	YES
	Russell	NO	NO
High	Sabin	YES	YES
	West	NO	YES
	Bijou		YES
	CIVA	YES	YES
	CPS	NO	NO
	Coronado	NO	NO
	Doherty	NO	YES
	Globe	NO	NO
	Mitchell	NO	NO
Nikola Tesla		YES	
Palmer	YES	NO	
Wasson	NO	NO	

2003-2004 School Attendance Rates	
School	Rate
Adams	93.8
Audubon	94.6
Bates	94.4
Bristol	94.8
Buena Vista	92.5
Carver	94.1
Chipeta	95.2
Columbia	93.3
Edison	94.2
Fremont	94.6
Globe	92.0
Grant	94.1
Henry	94.0
Howbert	94.4
Hunt	93.0
Ivywild	90.6
Jackson	93.4
Jefferson	93.8
Keller	95.4
King	95.2
Lincoln	92.9
Longfellow	94.3
Madison	94.3
Martinez	95.3
Midland	94.6
Monroe	91.8
Penrose	95.0
Pike	93.7
Queen Palmer	92.3
Rogers	93.2
Roosevelt-Edison	100.0
Rudy	94.1
Scott	95.2
Steele	94.8
Stratton	95.3
Taylor	94.2
Trailblazer	96.1
Twain	92.6
Washington	93.6
Whittier	93.9
Wilson	93.3
East	89.5
Emerson-Edison	100.0
Globe	92.0
Holmes	93.0
Irving	91.9
Ivywild	90.6
Jenkins	94.6
Mann	93.0
North	92.6
Russell	92.2
Sabin	93.1
West	90.9
Coronado	91.4
CIVA	90.3
CPS	75.4
Doherty	91.4
Globe	92.0
Mitchell	84.9
Palmer	89.8
Wasson	89.3
District	91.8

College Entrance Exams

The American College Testing (ACT) program and the Scholastic Aptitude Test (SAT) are college entrance examinations that predict a student's potential for success as a college freshman. ACT and SAT scores are not intended to assess the programmatic quality of education in a school district. While the ACT is a mandatory test for all Colorado high school juniors, the scores reported below represent those of the 2004 graduating seniors for the district, the state and the country.

D-11 ACT Scores: Ten Year Trend

SchoolYear	#Ss	English	Math	Reading	Science	Composite
1994-1995	970	20.9	20.9	22.1	21.9	21.6
1995-1996	951	21.0	20.8	22.2	21.1	21.6
1996-1997	947	20.8	20.9	22.0	21.7	21.5
1997-1998	935	21.1	21.6	22.2	22.0	21.9
1998-1999	960	21.4	21.6	22.2	21.9	21.9
1999-2000	974	21.1	21.7	22.2	21.9	21.8
2000-2001	996	21.0	21.6	21.9	21.7	21.7
2001-2002	1,840	18.6	19.6	20.1	19.6	19.6
2002-2003	1,980	18.4	19.4	19.7	20.0	19.5
2003-2004	1,660	19.3	20.3	20.8	20.5	20.2

SAT Scores 2003-2004 by Ethnicity and Gender

Disag Group	#Ss	Verbal	Math
District			
Native Am	0		
Asian	44	488	551
Black	26	473	466
Hispanic	35	509	531
White	458	560	570
Male	251	550	580
Female	312	545	546
Total	563	547	561
Colorado			
Native Am	78	519	532
Asian	579	535	575
Black	372	468	449
Hispanic	544	522	515
White	8,021	559	557
Male	5,692	557	573
Female	6,550	552	536
Total	12,242	554	553
National			
Native Am	8,219	483	488
Asian	112,542	507	577
Black	137,953	430	527
Hispanic	122,380	455	460
White	719,753	528	531
Male	660,270	512	537
Female	758,737	504	501
Total	1,419,007	508	518

D-11 SAT Scores: Ten Year Trend

SchoolYear	#Ss	Verbal	Math
1994-1995	460	456	514
1995-1996	427	544	548
1996-1997	358	550	538
1997-1998	409	540	540
1998-1999	437	539	543
1999-2000	447	531	535
2000-2001	457	537	547
2001-2002	371	542	550
2002-2003	360	547	555
2003-2004	563	547	561

* The number of students taking the ACT in each group may not sum to the total due to information not coded during test administration.

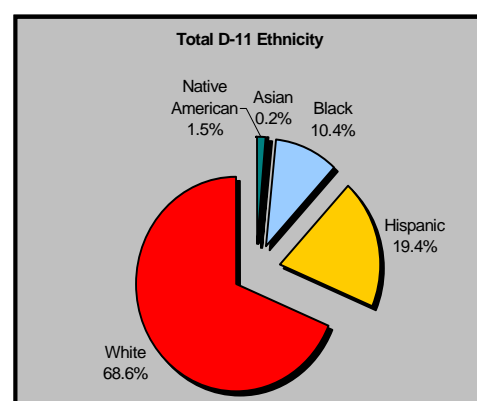
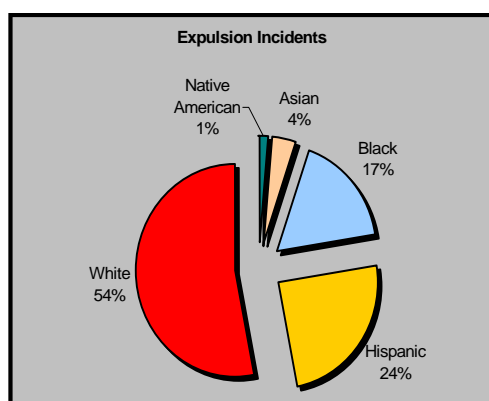
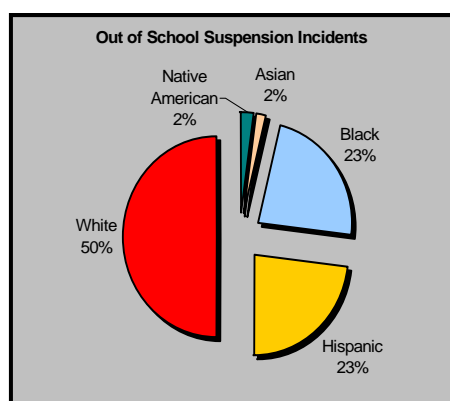
ACT Scores 2003-2004 by Ethnicity and Gender*

Group	#Ss	English	Math	Reading	Science	Composite
District						
Native Am	13					
Asian	68	18.3	20.4	18.9	20.0	19.3
Black	120	15.6	16.5	17.2	17.8	16.7
Hispanic	222	17.4	18.5	18.9	18.9	18.5
White	1,237	20.1	21.0	21.6	21.2	21.0
Male	826	18.9	20.8	20.4	20.8	20.3
Female	834	19.8	19.8	21.2	20.3	20.2
Total	1,660	19.3	20.3	20.8	20.5	20.2
Colorado						
Native Am	480	16.9	18.2	18.6	18.6	18.2
Asian	1,509	19.1	21.2	20.1	20.6	20.4
Black	1,720	16.0	16.8	17.2	17.3	16.9
Hispanic	5703*	15.6	17.3	17.2	17.7	17.1
White	27,451	20.9	21.0	21.9	21.4	21.4
Male	23,286	20.1	19.7	21.1	20.1	20.4
Female	22,471	18.9	20.5	20.2	20.6	20.2
Total	46,183	19.5	20.0	20.6	20.4	20.3
National						
Native Am	12,507	17.8	18.6	19.3	19.2	18.8
Asian	39,337	21.0	23.0	21.5	21.7	21.9
Black	131,925	16.3	16.9	17.1	17.4	17.1
Hispanic	78,584	17.5	18.6	18.7	18.7	18.5
White	787,870	21.4	21.4	22.3	21.6	21.8
Male	653,158	20.8	20.2	21.5	20.5	20.9
Female	508,835	19.9	21.3	21.1	21.3	21.0
Total	1,171,460	20.4	20.7	21.3	20.9	20.9
Coronado						
Native Am	1					
Asian	8					
Black	12					
Hispanic	39	18.3	18.9	19.3	19.4	18.8
White	276	20.4	21.2	21.7	21.1	21.1
Male	175	18.9	20.8	20.0	20.8	20.1
Female	161	21.1	20.8	22.7	20.9	21.2
Total	336	20.0	20.8	21.3	20.8	20.7
Doherty						
Native Am	4					
Asian	19	19.0	20.6	20.4	19.8	19.8
Black	16					
Hispanic	46	20.0	20.8	21.3	21.0	20.7
White	330	20.4	21.2	21.7	21.3	21.0
Male	205	19.4	21.5	21.3	21.4	20.8
Female	210	20.3	20.4	21.6	20.8	20.6
Total	415	19.8	20.9	21.4	21.1	20.7
Mitchell						
Native Am	2					
Asian	15					
Black	31	15.8	16.5	16.9	18.0	16.5
Hispanic	38	15.7	17.0	17.4	17.9	17.2
White	139	19.2	19.6	20.4	19.9	19.9
Male	109	17.4	19.5	18.8	19.4	18.9
Female	116	18.5	18.1	19.4	19.0	18.8
Total	225	18.0	18.7	19.1	19.2	18.8
Palmer						
Native Am	1					
Asian	18	18.9	21.5	19.3	21.2	20.1
Black	28	16.0	16.9	18.1	18.0	17.4
Hispanic	64	17.1	18.3	18.4	18.6	18.3
White	317	21.6	22.4	22.8	22.3	22.3
Male	214	20.1	21.8	21.3	21.7	21.3
Female	214	20.7	21.0	22.1	21.1	21.3
Total	428	20.4	21.4	21.7	21.4	21.3
Wasson						
Native Am	5					
Asian	8					
Black	33	13.9	15.4	16.1	16.8	15.5
Hispanic	35	15.7	16.9	17.9	17.3	17.0
White	175	18.3	18.8	20.2	19.8	19.2
Male	123	17.3	19.0	19.6	19.7	19.0
Female	133	17.0	17.1	18.8	18.4	17.7
Total	256	17.2	18.0	19.2	19.0	18.3

Suspensions and Expulsions

Colorado law requires schools to report the number of students suspended or expelled by race/ethnicity and gender. Because an incident may have included more than one student and the same student may have been involved in more than one incident, the unduplicated count of students will not equal the number of incidents. The statistics about each school are contained in the 2003-2004 School Profiles, available at School District 11's administration building or at the school site.

	Native American		Asian		Black		Hispanic		White		Total Incidents
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
In-School Suspension	13	16	8	12	218	82	245	98	607	243	1542
Out-of-School Suspension	46	25	51	13	587	192	537	237	1309	388	3385
Expelled	3	1	8	3	41	8	56	13	132	19	284
Referred to Law Enforcement	0	0	0	0	6	7	7	3	26	7	56
Other	1	4	9	4	73	26	84	3	293	96	622
Unduplicated count of students	49	36	62	26	608	226	653	293	1769	595	Total Students = 4317



Graduation and Dropout Rates

The State has not yet calculated Graduation and Dropout Rates for the 2003-2004 School Year.

Graduation Requirements

The minimum number of semester credits for graduation from the high schools of District 11 shall be 44. The subjects for which credits must be earned in grades nine through twelve are outlined below.

Subject Area	Credits
English	8
(3-4 and 5-6 required)	
Social Studies	6
Mathematics	6
Science	4
Physical Education	3
Health	1
Humanities	2
Computer Education	1
Economics	1
Practical Arts	1
Total Required Subjects	33
Electives	11
Minimum total for graduation	44

Advanced Placement Exams

Advanced Placement (AP) classes are offered at the District 11 high schools listed below. The classes prepare students to take AP exams. Colleges and universities throughout the world give credit for passing these exams, allowing students to "place out" of various college classes. Colleges and universities set their own cutoff scores; however, a score of 3 or higher is determined to be passing according to the State of Colorado.

Advanced Placement Exams 2003-2004

High School	# Students	# Exams	Exams Scored
			3+
Coronado - 8 Courses	50	66	47
Doherty - 12 Courses	135	231	150
Mitchell - 5 Courses	53	53	26
Palmer - 14 Courses	161	268	134
Wasson - 6 Courses	32	43	40
Total - 45 Courses	431	661	397