

Colorado Springs

SCHOOL
DISTRICT



Building Tomorrows Today

Connections

Report to the Public
2005-2006

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Colorado Springs School District 11 Strategic Plan Goals

GOAL 1: STUDENT ACHIEVEMENT

- 1.1 District 11 will be the highest performing school district in the state, with all schools accredited.
- 1.2 All students will perform at or above a proficient level in state-assessed academic subjects, as defined by Colorado.
- 1.3 All schools will offer a comprehensive instructional program.
- 1.4 All students will meet or exceed graduation requirements.
- 1.5 All classrooms and schools will demonstrate an orderly environment that promotes the skills needed for both society and the workplace.
- 1.6 All students will integrate technology and information literacy skills into learning.

GOAL 2: SAFETY

- 2.1 The learning and working environment in all District 11 facilities and activities will be (a) physically and (b) emotionally safe.
- 2.2 The physical facilities in District 11 will be safe for students, staff and visitors.
- 2.3 District 11 will be in compliance with state/federal safe schools requirements.

GOAL 3: HIGH PERFORMING WORKFORCE

- 3.1 District 11 will attract and maintain a highly qualified, diverse workforce.
- 3.2 District 11 will maintain a collaborative workforce.
- 3.3 All staff will have a results-based professional growth plan that is aligned with district goals.
- 3.4 All staff will use technology to acquire, analyze and present information to enhance work performance.

GOAL 4: COMMUNITY

- 4.1 An environment will exist where all parents/guardians are involved in their child's education.
- 4.2 The percentage and quality of community/school partnerships will be maximized.
- 4.3 All members of the Colorado Springs community will be satisfied with the communications system of District 11.
- 4.4 The number and quality of Board of Education/student/staff community outreach activities will be maximized.
- 4.5 All District 11 residents will be involved with a school community.
- 4.6 Each District 11 school will be the center of learning in its community.

GOAL 5: EFFECTIVE AND EFFICIENT USE OF RESOURCES

- 5.1 All resources will be aligned on an annual basis to district goals.
- 5.2 District 11 will demonstrate continuous improvement in fiscal resource management in optimizing the taxpayer dollar.
- 5.3 District 11 will demonstrate continuous improvement in human resources management in optimizing the taxpayer dollar.
- 5.4 District 11 will demonstrate continuous improvement in the use of technology and capital assets in optimizing the taxpayer dollar.

Accreditation in School District 11

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. This publication fulfills one of the district accreditation requirements.

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.

Accreditation status for District 11 schools in 2005-2006 is shown in the two tables to the right.

Middle and High Schools	Fully Accredited	Academic Watch	Academic Probation
CIVA	×		
East			×
Emerson Edison		×	
GLOBE	×		
Holmes	×		
Irving		×	
Jenkins	×		
Mann		×	
North	×		
Russell		×	
Sabin	×		
Tesla	×		
21st Century	×		
West	×		
Bijou	×		
CIVA	×		
Community Prep		×	
Coronado	×		
Doherty	×		
Life Skills	×		
Mitchell		×	
Palmer	×		
Tesla High	×		
Wasson			×

Elementary Schools	Fully Accredited	Academic Watch	Academic Probation
Adams	×		
Audubon	×		
Bates	×		
Bristol	×		
Buena Vista	×		
Carver	×		
Chipeta	×		
Columbia	×		
Edison	×		
Fremont	×		
GLOBE	×		
Grant	×		
Henry	×		
Howbert	×		
Hunt	×		
Ivywild	×		
Jackson	×		
Jefferson	×		
Keller	×		
King	×		
Lincoln	×		
Longfellow	×		
Madison	×		
Martinez	×		
Midland	×		
Monroe	×		
Penrose	×		
Pike	×		
Queen Palmer	×		
Rogers	×		
Roosevelt Ed	×		
Rudy	×		
Scott	×		
Steele	×		
Stratton	×		
Taylor	×		
Trailblazer	×		
Twain	×		
21st Century	×		
Washington	×		
Whittier	×		
Wilson	×		

Title I schools are also given an Improvement Status based on their AYP determinations. If a Title I school misses AYP for two consecutive years in the same content area (math or reading) they are placed on School Improvement. These schools must make AYP for two consecutive years to be removed from School Improvement.

Adequate Yearly Progress (AYP)

Both the District and the individual schools must make *Adequate Yearly Progress (AYP)*, in both math and reading, each year. AYP is based on standards set at federal and state levels. AYP status for elementary and middle school grade levels is determined by CSAP performance made by aggregate and disaggregate groups. High school AYP status is determined by both CSAP performance and graduation rates. AYP must be made in all subgroups in both content areas to make AYP overall. District 11 made 144 out of 153 indicators for AYP (94%). Of the District's schools, 51 out of 67 made AYP overall in 2005-2006 (seen at right).

District 11 AYP Indicators Made in 05-06

		Total	White	Hispanic	African American	Am. Indian	Asian	Economically Disadvantaged	Students w/ Disabilities	ELL
Math 3-5	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reading 3-5	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Math 6-8	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Reading 6-8	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Math 9-10	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Reading 9-10	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes
	Proficiency	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No

Schools Made AYP

	2003	2004	2005	2006
Adams	NO	YES	YES	NO
Audubon	YES	YES	YES	YES
Bates	YES	YES	YES	YES
Bristol	NO	YES	YES	YES
Buena Vista	YES	YES	YES	YES
Carver	YES	YES	YES	YES
Chipeta	YES	YES	YES	YES
Columbia	YES	NO	YES	YES
Edison	YES	YES	YES	YES
Fremont	YES	YES	YES	YES
GLOBE	NO	YES	YES	YES
Grant	YES	YES	YES	YES
Henry	YES	YES	YES	YES
Howbert	YES	YES	YES	YES
Hunt	YES	YES	YES	YES
Ivywild	NO	YES	NO	YES
Jackson	YES	YES	YES	YES
Jefferson	YES	YES	YES	YES
Keller	YES	YES	YES	YES
King	YES	YES	YES	YES
Lincoln	YES	YES	YES	YES
Longfellow	YES	YES	YES	YES
Madison	YES	YES	YES	YES
Martinez	YES	YES	YES	YES
Midland	NO	YES	YES	YES
Monroe	YES	YES	NO	YES
Penrose	YES	YES	YES	YES
Pike	YES	YES	YES	YES
Queen Palmer	YES	YES	NO	YES
Rogers	NO	YES	YES	YES
Roosevelt-Edison	NO	NO	YES	YES
Rudy	YES	YES	YES	YES
Scott	YES	YES	YES	YES
Steele	YES	YES	YES	YES
Stratton	YES	YES	YES	YES
Taylor	YES	YES	YES	YES
Trailblazer	YES	YES	YES	YES
Twain	YES	YES	NO	YES
21st Century				YES
Washington	NO	YES	YES	YES
Whittier	YES	YES	YES	YES
Wilson	YES	NO	NO	YES
CIVA			YES	YES
East	NO	NO	NO	NO
Emerson-Edison	NO	NO	NO	NO
GLOBE	NO	YES	YES	YES
Holmes	NO	NO	YES	YES
Irving	NO	NO	NO	NO
Jenkins	NO	YES	NO	YES
Mann	NO	NO	NO	NO
North	YES	YES	YES	NO
Russell	NO	NO	NO	NO
Sabin	YES	YES	YES	NO
Tesla		NO	YES	YES
21st Century				NO
West	NO	YES	YES	YES
Bijou		YES	NO	NO
CIVA	YES	YES	YES	YES
Community Prep	NO	NO	NO	NO
Coronado	NO	NO	NO	YES
Doherty	NO	YES	NO	YES
GLOBE	NO	NO	NO	NO
Life Skills				NO
Mitchell	NO	NO	NO	NO
Palmer	YES	NO	NO	YES
Tesla		NO	NO	NO
Wasson	NO	NO	NO	NO

School Accountability Report Ratings

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 SARs are intended to assist the public in identifying those schools that are providing students with an opportunity for quality education. Performance ratings and growth ratings are two of the measures reported on the SAR and are based on a composite of each school's CSAP scores from Spring 2006. In 2005-2006 District 11's *performance ratings* resulted in 5 Excellent, 16 High, 30 Average, 11 Low, and no Unsatisfactory ratings. The possible school *growth ratings*, which are based on individual students' academic growth at each school, are Significant Improvement, Improvement, Stable, Decline, and Significant Decline. District 11 had 19 schools Improving or Significantly Improving, 29 Stable, and 14 Declining or Significantly Declining.

School	Rating 2004	Rating 2005	Rating 2006	Rating Change 05-06	Academic Growth 05-06
Adams	Low	Low	Low	—	Improve
Audubon	Avg.	Avg.	Average	—	Improve
Bates	High	High	High	—	Improve
Bristol	Avg.	Low	Average	↑	Sig. Imp.
Buena Vista	Avg.	High	Average	↓	Improve
Carver	Avg.	Avg.	Average	—	Stable
Chipeta	Excel.	Excel.	Excellent	—	Stable
Columbia	Low	Avg.	Average	—	Stable
Edison	Avg.	Low	Average	↑	Sig. Imp.
Fremont	High	Excel.	High	↓	Stable
Globe	Avg.	Low	Low	—	Stable
Grant	Avg.	High	High	—	Stable
Henry	Avg.	Avg.	Average	—	Stable
Howbert	High	High	Excellent	↑	Improve
Hunt	Low	Avg.	Average	—	Stable
Ivywild	Low	Low	Low	—	Decline
Jackson	Avg.	High	High	—	Sig. Dec.
Jefferson	Avg.	Avg.	Average	—	Stable
Keller	Avg.	Avg.	Average	—	Stable
King	High	High	High	—	Stable
Lincoln	Avg.	Avg.	Average	—	Decline
Longfellow	Avg.	Avg.	Average	—	Improve
Madison	High	High	High	—	Stable
Martinez	High	High	High	—	Improve
Midland	Avg.	Avg.	Average	—	Sig. Dec.
Monroe	Avg.	Avg.	Average	—	Stable
Penrose	Avg.	Avg.	Average	—	Stable
Pike	Avg.	Avg.	Average	—	Stable
Queen Palmer	Low	Low	Low	—	Sig. Imp.
Rogers	Avg.	Low	Low	—	Sig. Dec.
Roosevelt Ed	Low	Avg.	Average	—	Sig. Imp.
Rudy	Avg.	Avg.	High	↑	Sig. Imp.
Scott	High	High	High	—	Stable
Steele	Excel.	Excel.	Excellent	—	Stable
Stratton	High	High	High	—	Sig. Dec.
Taylor	Avg.	Avg.	Average	—	Decline
Trailblazer	Excel.	Excel.	Excellent	—	Stable
Twain	Low	Low	Average	↑	Stable
Washington	Avg.	Avg.	Average	—	Decline
Whittier	Avg.	Avg.	Average	—	Stable
Wilson	Low	Low	Average	↑	Stable
21st Century			Low	NA	Sig. Dec.



School	Rating 2004	Rating 2005	Rating 2006	Rating Change 05-06	Academic Growth 05-06
CIVA		Avg.	Average	—	Stable
East	Low	Low	Low	—	Decline
Emerson/Ed	Low	Low	Low	—	Improve
Globe	Low	Avg.	Low	↓	Decline
Holmes	High	High	Excellent	↑	Sig. Imp.
Irving	Avg.	Avg.	Average	—	Stable
Ivywild	Low	Low	NA	NA	NA
Jenkins	High	High	High	—	Improve
Mann	Avg.	Avg.	Average	—	Improve
North	High	High	High	—	Stable
Russell	Avg.	Avg.	Average	—	Improve
Sabin	Avg.	High	High	—	Improve
Tesla	Unsat	Low	NA	NA	NA
West	Avg.	Avg.	Average	—	Improve
21st Century			Low	NA	Sig. Dec.
Bijou	Low	NA	NA	NA	NA
CIVA	Avg.	Avg.	Average	—	Sig. Dec.
Coronado	High	High	High	—	Stable
CPS	NA	NA	NA	NA	NA
Doherty	High	High	High	—	Stable
Globe	Avg.	Low	Low	—	Decline
Life Skills		Unsat	NA	NA	NA
Mitchell	Avg.	Avg.	Average	—	Stable
Palmer	High	High	High	—	Stable
Tesla High	Low	Low	NA	NA	NA
Wasson	Avg.	Low	Average	↑	Stable

District 11 2005-2006 CSAP Results

		%Un	%PP	%P	%A	%PA	%NS			%Un	%PP	%P	%A	%PA	%NS			%Un	%PP	%P	%A	%PA	%NS					
MATH	District	6	20	45	28	74	2	GRADE 3	7	21	46	25	71	2	GRADE 4	8	26	39	26	65	2	GRADE 5	8	26	39	26	65	2
	State	7	22	42	29	71	1		8	23	43	26	69	1		9	25	38	27	65	1		9	25	38	27	65	1
	Male	5	19	47	28	76	2		7	21	46	26	72	2		8	26	38	27	66	1		8	26	38	27	66	1
	Female	7	22	43	28	71	2		7	22	47	24	71	2		9	27	40	25	64	2		9	27	40	25	64	2
	Am.Indian/Alaskan	10	33	36	21	56	0		6	34	42	18	60	0		13	32	35	19	55	0		13	32	35	19	55	0
	Asian/Pacific Islander	1	14	34	49	83	3		2	22	37	39	76	3		4	20	39	37	76	3		4	20	39	37	76	3
	African American	12	35	42	12	53	1		15	29	43	12	56	1		16	40	33	11	44	1		16	40	33	11	44	1
	Hispanic	9	30	42	18	60	7		13	30	41	15	56	7		13	35	34	17	52	5		13	35	34	17	52	5
	White	4	14	48	34	82	0		4	16	49	31	80	1		5	21	42	31	74	0		5	21	42	31	74	0
	IEP	21	38	32	8	40	2		28	35	32	6	38	6		36	38	21	5	25	2		36	38	21	5	25	2
	ELL	16	33	40	10	50	1		22	35	33	9	42	1		24	38	31	8	39	4		24	38	31	8	39	4
	GT	0	0	15	85	100	1		0	1	21	77	98	0		0	2	21	77	98	0		0	2	21	77	98	0
READING	District	11	19	64	6	70	2	GRADE 3	9	22	64	5	69	2	GRADE 4	10	20	62	8	69	2	GRADE 5	10	20	62	8	69	2
	State	11	18	65	6	70	2		10	22	62	5	68	1		12	18	60	9	70	1		12	18	60	9	70	1
	Male	3	12	76	9	86	2		3	15	75	6	82	2		5	12	71	12	83	2		5	12	71	12	83	2
	Female	2	9	75	13	88	2		2	10	78	10	88	2		3	10	68	18	86	2		3	10	68	18	86	2
	Am Indian/Alaskan	25	20	48	8	55	0		10	24	66	0	66	0		10	33	47	10	57	0		10	33	47	10	57	0
	Asian/Pacific Islander	3	16	70	12	81	3		7	22	65	6	70	4		3	17	63	17	80	3		3	17	63	17	80	3
	African American	18	25	54	2	56	2		14	33	51	2	53	1		17	27	52	4	56	2		17	27	52	4	56	2
	Hispanic	16	27	53	2	55	6		16	30	51	3	54	7		19	23	52	5	57	5		19	23	52	5	57	5
	White	7	15	70	8	78	1		5	17	71	7	78	1		6	18	67	9	76	1		6	18	67	9	76	1
	IEP	41	29	29	0	29	2		38	35	25	0	26	4		37	39	22	0	22	2		37	39	22	0	22	2
	ELL	28	35	35	1	36	0		26	38	36	0	36	0		36	32	32	0	32	4		36	32	32	0	32	4
	GT	0	3	49	47	96	1		0	1	62	37	99	0		0	1	63	36	99	0		0	1	63	36	99	0
WRITING	District	5	39	44	12	55	2	GRADE 3	6	43	43	7	50	2	GRADE 4	4	36	46	13	59	2	GRADE 5	4	36	46	13	59	2
	State	7	41	41	11	52	1		8	42	42	8	50	1		6	34	47	13	59	1		6	34	47	13	59	1
	Male	5	42	45	8	53	2		8	48	39	4	43	2		5	42	45	8	52	2		5	42	45	8	52	2
	Female	5	36	42	16	58	2		4	39	47	10	57	2		3	30	48	19	67	2		3	30	48	19	67	2
	Am Indian/Alaskan	x	x	x	x	x	0		x	x	x	x	x	0		x	x	x	x	x	0		x	x	x	x	x	0
	Asian/Pacific Islander	1	6	41	52	93	3		2	11	36	52	88	4		0	3	24	73	97	3		0	3	24	73	97	3
	African American	5	32	48	15	63	0		12	22	49	16	65	1		16	29	41	14	55	1		16	29	41	14	55	1
	Hispanic	6	25	40	29	69	6		3	18	59	20	78	7		3	20	47	30	77	5		3	20	47	30	77	5
	White	2	11	41	46	87	0		1	11	45	43	87	1		3	14	41	42	83	1		3	14	41	42	83	1
	IEP	18	65	15	1	16	1		25	61	12	0	12	7		14	68	16	0	16	3		14	68	16	0	16	3
	ELL	18	56	22	3	25	0		18	61	20	0	20	0		20	59	19	1	20	6		20	59	19	1	20	6
	GT	0	4	33	63	96	1		1	3	61	34	95	0		0	1	49	49	98	0		0	1	49	49	98	0
MATH	District	15	25	37	22	59	2	GRADE 6	19	35	27	18	45	2	GRADE 7	19	35	27	18	45	2	GRADE 8	19	35	27	18	45	2
	State	15	27	35	21	57	1		21	34	27	17	45	2		21	34	27	17	45	2		21	34	27	17	45	2
	Male	15	25	36	23	59	1		19	35	27	19	45	2		19	35	27	19	45	2		19	35	27	19	45	2
	Female	16	25	38	21	59	2		19	36	27	17	44	2		19	36	27	17	44	2		19	36	27	17	44	2
	Am Indian/Alaskan	11	36	33	19	53	0		27	37	24	12	37	3		27	37	24	12	37	3		27	37	24	12	37	3
	Asian/Pacific Islander	10	22	41	26	67	7		7	33	36	25	61	5		7	33	36	25	61	5		7	33	36	25	61	5
	African American	32	35	26	7	32	1		38	40	17	3	20	2		38	40	17	3	20	2		38	40	17	3	20	2
	Hispanic	28	33	27	12	39	6		34	38	20	7	28	6		34	38	20	7	28	6		34	38	20	7	28	6
	White	9	21	42	28	70	0		12	34	30	24	53	1		12	34	30	24	53	1		12	34	30	24	53	1
	IEP	56	27	12	4	16	1		63	31	5	0	5	4		63	31	5	0	5	4		63	31	5	0	5	4
	ELL	51	34	14	2	16	2		56	27	13	5	18	0		56	27	13	5	18	0		56	27	13	5	18	0
	GT	1	4	27	68	95	0		0	7	31	62	93	0		0	7	31	62	93	0		0	7	31	62	93	0
READING	District	11	19	59	10	69	2	GRADE 6	13	22	55	9	64	2	GRADE 7	13	22	55	9	64	2	GRADE 8	13	22	55	9	64	2
	State	10	20	59	10	69	2		13	22	56	8	64	2		13	22	56	8	64	2		13	22	56	8	64	2
	Male	4	10	68	17	86	2		6	12	70	11	82	2		6	12	70	11	82	2		6	12	70	11	82	2
	Female	1	9	68	21	90	2		3	9	71	18	89	2		3	9	71	18	89	2		3	9	71	18	89	2
	Am Indian/Alaskan	14	22	61	3	64	0		27	12	51	10	61	3		27	12	51	10	61	3		27	12	51	10	61	3
	Asian/Pacific Islander	5	19	66	10	76	7		8	15	69	8	77	5		8	15	69	8	77	5		8	15	69	8	77	5
	African American	17	31	48	2	51	2		20	31	45	2	47	2		20	31	45	2	47	2		20	31	45	2	47	2
	Hispanic	22	29	45	4	49	7		27	30	41	2	43	6		27	30	41	2	43	6		27	30	41	2	43	6
	White	7	14	65	14	79	0		7	19	61	12	73	1		7	19	61	12	73	1		7	19	61	12	73	1
	IEP	50	31	16	2	18	2		53	33	13	0	13	3		53	33	13	0	13	3		53	33	13	0	13	3
	ELL	48	35	16	0	16	0		62	20	18	1	19	3		62	20	18	1	19	3		62	20	18	1	19	3
	GT	1	1	53	44	97	0		1	2	60	37	97	0		1	2	60	37	97	0		1	2	60	3		

District 11 CSAP (Continued)

		%Un	%PP	%P	%A	%PA	%NS							%Un	%PP	%P	%A	%PA	%NS
MATH	District	23	29	27	20	47	2	25	31	28	13	42	3	32	36	26	5	30	3
	State	25	29	27	18	45	2	30	30	25	13	38	4	31	36	26	5	31	3
	Male	23	29	27	21	48	2	27	28	28	15	43	3	30	36	27	5	32	3
	Female	24	30	27	19	46	1	23	34	29	12	41	3	34	36	24	4	28	3
	Am Indian/Alaskan	12	35	26	24	50	0	50	21	15	15	29	0	47	35	9	3	12	4
	Asian/Pacific Islander	8	25	41	25	67	2	18	29	27	25	53	2	33	42	23	0	23	5
	African American	45	29	17	9	26	1	46	28	21	3	24	5	52	35	10	1	12	4
	Hispanic	38	34	20	8	27	4	41	34	17	5	21	5	48	36	14	1	15	3
	White	17	28	30	25	55	1	18	30	33	17	50	2	25	36	31	6	37	3
	IEP	69	20	7	2	9	3	67	19	7	1	9	5	71	20	6	2	7	4
ELL	61	23	12	4	16	0	69	20	4	4	8	5	84	15	1	0	1	0	
GT	1	5	30	63	93	0	0	7	39	54	93	1	2	18	55	25	80	1	
READING	District	11	20	58	11	69	2	9	20	65	5	70	3	9	20	56	12	69	3
	State	11	21	57	9	66	2	10	22	61	5	66	4	9	20	56	12	68	3
	Male	5	12	67	15	82	2	4	17	71	8	79	3	5	16	65	14	78	3
	Female	2	9	66	23	89	1	2	8	76	14	90	3	2	8	66	24	89	3
	Am Indian/Alaskan	3	21	59	15	74	0	12	32	56	0	56	0	18	35	41	3	44	4
	Asian/Pacific Islander	0	16	65	20	84	2	4	24	62	11	73	2	9	30	51	7	58	5
	African American	25	27	44	4	48	1	16	32	50	1	51	4	15	26	55	2	57	3
	Hispanic	20	32	44	3	47	5	17	29	50	1	51	6	20	28	46	5	51	4
	White	6	16	64	14	77	1	5	15	72	7	79	2	5	17	59	16	75	3
	IEP	51	31	16	1	16	4	42	38	16	0	16	5	37	36	24	0	24	6
ELL	49	37	12	1	13	0	43	32	21	0	21	5	58	36	6	0	6	8	
GT	1	2	52	45	97	1	0	1	74	25	99	1	0	2	54	42	96	1	
WRITING	District	5	42	43	10	53	2	4	39	49	7	55	3	7	39	45	7	52	4
	State	5	42	42	9	51	2	5	41	44	8	52	4	7	39	43	8	50	4
	Male	7	49	39	5	44	3	6	45	43	5	47	3	10	45	39	5	44	4
	Female	3	34	47	15	62	2	2	32	56	9	64	3	4	33	51	10	61	4
	Am Indian/Alaskan	x	x	x	x	x	3	x	x	x	x	0		38	38	25	0	25	14
	Asian/Pacific Islander	8	18	39	35	74	2	4	24	46	25	72	2	13	38	38	10	48	5
	African American	22	41	25	12	37	1	39	45	11	5	16	4	42	39	18	0	18	4
	Hispanic	17	26	44	11	56	5	23	31	32	14	46	5	33	46	20	1	21	5
	White	9	25	36	29	66	2	14	30	35	21	56	2	16	40	37	7	44	3
	IEP	32	57	8	1	8	7	20	67	8	0	8	5	27	60	10	1	11	8
ELL	30	58	11	0	11	0	19	67	10	1	11	5	45	52	2	0	2	8	
GT	0	4	59	36	95	1	0	4	64	32	96	1	0	8	62	29	91	1	
SCIENCE	District	21	44	26	9	35	1	19	28	44	8	52	1	26	25	41	4	45	3
	State	21	41	26	11	37	0	20	28	44	7	50	2	26	24	43	4	47	2
	Male	21	43	27	9	36	1	18	25	45	11	55	1	23	23	45	6	51	3
	Female	21	44	25	8	33	1	20	30	43	6	49	1	30	27	37	2	39	3
	Am Indian/Alaskan	25	31	34	9	44	0	12	32	50	3	53	0	44	35	12	3	15	6
	Asian/Pacific Islander	11	53	21	11	33	3	8	27	51	14	65	0	37	26	35	0	35	2
	African American	38	47	12	1	13	1	42	29	27	2	29	0	44	29	22	1	23	5
	Hispanic	37	43	18	2	20	0	36	33	26	2	28	4	45	24	27	0	27	4
	White	13	43	31	12	43	1	11	26	51	11	62	1	19	25	48	6	54	3
	IEP	56	32	9	2	10	1	61	24	10	1	11	2	57	22	16	2	17	4
ELL	61	31	8	0	8	0	68	15	11	1	12	0	90	7	0	0	0	3	
GT	0	11	47	42	89	1	1	5	60	34	94	0	2	8	71	19	90	1	



Un Unsatisfactory
 PP Partially Proficient
 P Proficient
 A Advanced
 PA Proficient and Advanced
 NS No Score/Not Tested

Terra Nova and Quarterly Assessments

Terra Nova

The Terra Nova Standardized Assessment is administered to students in the fall and spring each year. A primary reason for administering the Terra Nova is to show growth from the fall pre-test to the spring post-test. Growth on the Terra Nova is measured in two ways. It is measured in the same proficiency categories as CSAP as well as by a percentage of mastery on state standards. Mastery is defined as correctly answering 75% of the questions on a subtest.

TERRA NOVA		Fall 05				Spring 06			
Grade		%U	%PP	%P	%A	%U	%PP	%P	%A
2	Language	40	54	5	1	9	53	27	11
	Math	38	58	5	0	8	53	31	8
	Reading	32	55	10	4	6	45	29	19
3	Language	12	5	51	31	6	41	36	17
	Math	7	11	45	37	3	34	39	24
	Reading	8	10	44	37	6	37	36	22
4	Language	9	49	33	9	11	33	39	17
	Math	7	42	36	15	7	39	33	22
	Reading	9	46	30	15	7	41	36	16
5	Language	11	43	35	11	13	45	26	17
	Math	12	48	27	13	13	48	25	15
	Reading	10	44	33	13	9	49	28	14
6	Language	13	51	27	8	13	47	29	11
	Math	13	51	24	12	10	45	24	21
	Reading	11	57	25	7	11	49	30	9
7	Language	16	49	25	9	15	45	25	16
	Math	12	55	25	8	14	45	27	14
	Reading	13	49	28	11	13	44	27	15
8	Language	17	53	23	6	16	48	23	12
	Math	13	47	25	16	15	41	29	16
	Reading	12	49	26	13	14	43	27	16
9	Language	13	51	26	11	15	54	24	8
	Math	12	48	30	10	14	50	29	8
	Reading	10	46	33	11	12	43	36	8
10	Language	16	45	27	12	17	45	24	14
	Math	18	44	27	10	19	47	23	11
	Reading	11	54	26	8	16	54	20	10



Quarterly Assessments

The Quarterly Assessments are administered at the end of the first three quarters of the school year. The primary reason for administering these assessments is to inform instructors and ensure that students are learning the aligned district curriculum. Teachers develop these assessments using the curriculum alignment guides as a framework. The assessments are common across the district for each grade level. A test objective is defined as mastered if a student correctly answers 75% or more of the questions in that content area. The table below shows the percent of all possible objectives mastered in each grade level.

QUARTERLY ASSESSMENTS (05-06)
% Mastery in Reading and Math

Grade	Quarter 1	Quarter 2	Quarter 3
2	55	60	56
3	55	58	65
4	48	51	58
5	40	49	57
6	33	40	52
7	39	36	43
8	43	44	50



ACT and SAT

The SAT is a standardized test taken by college bound high school students. The tables below present data for high school graduates in the year 2006. Although students can take the SAT several times, only the student's most recent score is included in the calculations.

The Colorado ACT is a mandatory, standardized test for all high school juniors in Colorado. The results reported to the right are representative of the 2005-2006 high school juniors only. The ACT trend data below is for the *graduating class* of 2006. It includes the students' most recent scores.

The sum of the subgroups may not equal the total due to incomplete demographic information on test booklets.

**SAT Average Scores 2005-2006
by Ethnicity and Gender**

Disag Group	#Ss	Verbal	Math
District			
Am. Indian	4	×	×
Asian	27	49	557
African Am.	17	481	493
Hispanic	25	537	559
White	253	552	576
Male	162	548	591
Female	198	544	553
Total	360	546	570
Colorado			
Am. Indian	82	558	553
Asian	645	535	592
African Am.	347	488	478
Hispanic	605	533	529
White	8,830	562	567
Male	5,313	558	581
Female	6,493	557	549
Total	11,806	558	564
National			
Am. Indian	494	487	494
Asian	138,303	510	578
African Am.	150,643	434	429
Hispanic	151,761	456	463
White	825,921	527	536
Male	674,242	505	536
Female	791,502	502	502
Total	1,465,744	503	518

**School District 11 Average SAT and ACT Scores
Five Year Trend for Graduating Seniors**

School Year	SAT # Students	SAT Verbal	SAT Math	ACT # Students	ACT Comp
2001-2	371	542	550	1840	19.6
2002-3	360	547	555	1980	19.5
2003-4	433	541	552	1660	20.2
2004-5	390	557	565	1993	19.7
2005-6	360	546	570	1993	19.8

Colorado 11th Grade ACT Averages

	English	Math	Reading	Science	Composite
State of Colorado					
Native Am.	15.1	16.7	16.9	17.0	16.5
Asian	18.8	20.8	20.1	20.4	20.1
African Am.	14.6	15.6	16.0	16.4	15.7
Hispanic	14.4	16.1	16.0	16.4	15.8
White	20.4	20.5	21.4	20.9	20.9
Male	17.5	19.1	20.1	19.2	18.8
Female	19.0	18.7	19.3	19.2	19.4
Total	18.2	18.9	19.4	19.1	19.0
District					
Native Am.	15.9	17.0	17.4	17.4	17.0
Asian	18.6	19.8	20.2	20.4	19.9
African Am.	14.4	15.1	15.9	15.6	15.3
Hispanic	15.4	16.1	16.8	16.8	16.4
White	19.8	19.7	21.0	20.2	20.3
Male	16.8	18.2	18.1	18.4	18.0
Female	17.9	17.3	19.0	18.0	18.2
Total	17.3	17.7	18.6	18.2	18.1
Coronado					
Native Am.	×	×	×	×	×
Asian	×	×	×	×	×
African Am.	×	×	×	×	×
Hispanic	18.1	18.4	19.1	19.2	18.8
White	20.3	19.8	21.3	20.6	20.6
Male	18.1	19.2	19.3	19.6	19.2
Female	19.5	18.5	20.5	19.4	19.6
Total	18.8	18.9	19.8	19.5	19.4
Doherty					
Native Am.	×	×	×	×	×
Asian	×	×	×	×	×
African Am.	16.0	16.5	17.3	17.1	16.8
Hispanic	17.5	17.3	18.6	18.9	18.2
White	20.2	19.9	20.8	20.5	20.5
Male	18.4	19.2	19.0	19.5	19.1
Female	19.1	17.9	19.9	19.0	19.1
Total	18.7	18.5	19.4	19.2	19.1
Mitchell					
Native Am.	×	×	×	×	×
Asian	×	×	×	×	×
African Am.	14.5	15.2	16.0	15.7	15.4
Hispanic	13.2	14.5	14.4	14.6	14.3
White	18.6	18.9	19.9	19.5	19.4
Male	15.2	16.7	16.4	17.1	16.5
Female	15.2	15.4	17.2	16.3	16.2
Total	15.5	16.0	16.8	16.7	16.4
Palmer					
Native Am.	×	×	×	×	×
Asian	×	×	×	×	×
African Am.	×	×	×	×	×
Hispanic	×	×	×	×	×
White	21.6	22.1	23.3	21.8	22.4
Male	18.8	20.4	20.8	20.4	20.3
Female	19.9	19.7	21.2	19.7	20.3
Total	19.4	20.1	21.0	20.1	20.3
Wasson					
Native Am.	×	×	×	×	×
Asian	×	×	×	×	×
African Am.	×	×	×	×	×
Hispanic	×	×	×	×	×
White	19.5	19.1	21.4	19.8	20.0
Male	14.6	16.1	16.0	16.6	15.9
Female	16.2	16.2	17.6	17.1	16.8
Total	15.4	16.2	16.8	16.8	16.3

Literacy and Advanced Placement

For kindergarten through second grade, the determination for placing 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 eligible for an ILP if he or she falls below grade level on two of three tests. Starting in the 2003-2004 school year these tests included the CSAP, Terra Nova, and a Literacy Assessment.

In the 2005-2006 school year the Literacy Assessment at the elementary school level was DIBELS (Dynamic Indicators of Basic Early Literacy Skills), at the middle school level it was TOWRE (Test of Word Reading Efficiency), and the identifying tool at the high school level was the SRI (Scholastic Reading Inventory).

The ILP is written by the student's teacher, in conjunction with the parent and/or student. It contains specific actions that are based on the five components of developing proficient readers. The reading services may be provided by the teacher, a tutor, or through additional time spent in specific reading instruction. As illustrated in the table below, over the last seven years District 11 has served a fairly stable number of students through ILPs.

Percent of Students on ILPs in the Spring Term

Grade	99-00	00-01	01-02	02-03	03-04	04-05	05-06
K	35	31	24	38	72	35	40
1	42	37	37	38	38	34	47
2	32	28	27	39	38	35	56
3	37	39	37	39	40	34	45
4	21	23	23	23	27	26	32
5		21	15	16	24	19	31
6			10	10	19	17	24
7				0	18	21	24
8					0	19	24
9							18

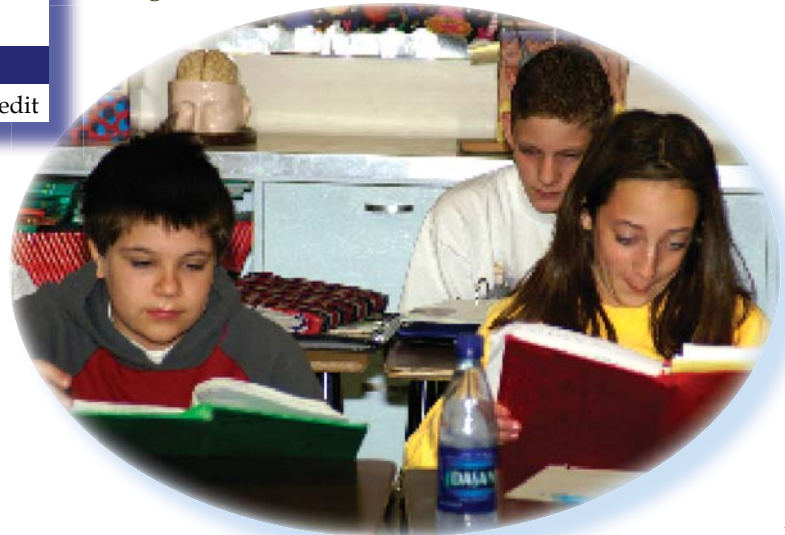
Grade	% of Students Taken Off ILPs in 2005-2006
K	20
1	15
2	11
3	10
4	2
5	3
6	4
7	3
8	3
9	5

Advanced Placement Courses and Exams

School	Number of Courses	Number of Students	Number of Exams	Exams Scored 3+
Coronado*	7	39	53	38
Doherty	16	159	261	162
Mitchell	7	63	84	45
Palmer	15	318	567	335
Wasson	11	33	59	20
Total	56	612	1024	600

*347 CU Gold enrollments equivalent to 1,089 semester hours of credit

Students in AP classes participate in a rigorous curriculum that prepares them for AP exams and potential college credit. In addition, Coronado High School hosts the CU Succeed Gold program, which provides potential college credit, and Palmer High School conducts an advanced level college prep program: The International Baccalaureate Diploma Programme.



Staff Information and Student Attendance

Professional Qualifications of Teachers

District 11 is committed to recruiting and retaining the best teachers in the nation. Of the 2,038 teacher's in District 11 in 2005-2006, 77% (1,566 teachers) have completed a minimum of three full consecutive years of successful full-time probationary teaching. This means that they have achieved a non-probationary status. Below is a list of the professional qualifications of the district's probationary and non-probationary teachers as of December 31, 2006.

Type of License	Number of Teachers	% of Teachers
Alternative Teacher License	12	0.6%
Professional Licenses	1749	85.8%
Provisional Licenses	224	11.0%
ROTC	4	0.2%
Teacher in Residence	29	1.4%
Type 3 Emergency License	6	0.3%
Type 6 Emergency License	9	0.4%
Vocational Credential	1	0.0%
Substitute Authorization	4	0.2%



2005-6 Attendance Rates (%)

Adams	94.1
Audubon	94.0
Bates	93.8
Bristol	94.4
Buena Vista	92.1
Carver	93.4
Chipeta	94.0
Columbia	92.4
Edison	94.1
Fremont	94.3
Grant	94.3
Henry	94.3
Howbert	95.1
Hunt	92.4
Ivywild	90.1
Jackson	94.0
Jefferson	93.5
Keller	95.3
King	95.0
Lincoln	93.0
Longfellow	93.8
Madison	94.3
Martinez	95.0
Midland	91.6
Monroe	91.7
Penrose	94.8
Pike	93.6
Queen Palmer	93.2
Rogers	92.2
Roosevelt-Edison	91.3
Rudy	94.1
Scott	95.1
Steele	94.3
Stratton	94.3
Taylor	94.2
Trailblazer	94.2
Twain	92.1
Washington	92.9
Whittier	93.1
Wilson	92.8
East	89.5
Emerson-Edison	91.7
Holmes	93.0
Irving	91.4
Jenkins	93.7
Mann	92.5
North	92.4
Russell	92.1
Sabin	93.1
West	89.2
Bijou	65.0
CIVA	91.1
CPS	87.2
Coronado	90.7
Doherty	90.5
Life Skills	60.7
Mitchell	86.0
Palmer	88.9
Wasson	87.6
Tesla	82.6
Globe	89.2

Graduation and Discipline

Dropout, Graduation, and Completer Rates

As defined by the Colorado Department of Education (CDE), the Graduation Rate is a cumulative or longitudinal rate which calculates the number of students who actually graduate as a percent of those who were in membership and could have graduated over a four-year period (i.e., from Grades 9-12). Completer Rate includes both graduates and those who receive another certificate or designation of high school completion (e.g., GED). The Colorado Dropout Rate, as defined by CDE, is an annual rate reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year. The 2004-2005 "End of Year Report" data is the most recent data provided by the state and is displayed in the table below.

Gender	Am. Indian%			Asian%			African Am.%			Hispanic%			White%			Total%		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Dropout	5	9	7	4	2	3	8	5	7	8	8	8	3	3	3	5	4	5
Graduation	40	55	49	84	73	79	47	72	58	55	55	55	70	78	74	66	73	69
Completer	40	55	49	84	80	82	49	76	61	58	60	59	75	82	78	70	77	73

2004-2005 "End of Year Report" data is the most recent data provided by the state.

Graduation Requirements

Subject Area	# of Credits
Economics	1
Computer Education	1
English (3-4 and 5-6 required)	8
Health	1
Humanities	2
Mathematics	6
Practical Arts	1
Physical Education	3
Science	4
Social Studies	6
Electives	11
Total Credits Needed	44



Student Discipline Statistics

Discipline Report 05-06 (Level 3 and 4 offenses only)	Am. Indian		Asian		African American		Hispanic		White		Total Incidents
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
In-School Suspension	0	0	0	0	9	8	8	4	19	4	52
Out-of-School Suspension	12	4	11	6	180	42	210	62	374	104	1,005
Expelled	1	0	3	0	25	4	26	4	41	13	117
Referred to Law Enforcement	0	0	0	0	0	0	0	0	3	3	6
Other	6	3	8	3	48	18	54	22	179	58	399
Unduplicated count of students	14	5	16	6	143	44	178	61	367	138	972

Because a single student can be involved in more than one incident, total students (unduplicated count) will not equal total incidents.