

Colorado Springs

SCHOOL
DISTRICT



Building Tomorrows Today

Connections

Report to the Public
2006-2007

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Superintendent's Forward

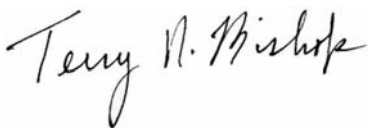
Colorado Springs District 11 is committed to empowering every student to become a successful, educated, lifelong learner, and responsible citizen. It is this overarching devotion to our students and community that motivates our staff and guides our classroom instruction, curriculum, assessments, research, facilities improvements, and staff training.

District 11 underwent a variety of changes in the 2006-2007 academic year. Many of these changes presented challenges in our goal to continuously improve student achievement. Nonetheless, we made significant improvements in many areas. I am particularly pleased with our improvement in CSAP composite score, which measures the percent of proficient and advanced scores for all students tested at all grade levels and across all subjects. District 11's percentage point gain in composite score is one of the highest for Colorado's large school districts.

Although many challenges lie ahead, I want to assure you that District 11 is orchestrating many positive changes using continuous quality improvement principles. Our curriculum is better aligned than in past years, and our teachers and staff are using assessment data and research to improve educational processes. We are forging ahead with many initiatives to enhance education in District 11. As an example, the implementation of our new Educational Achievement System (EASy) is particularly exciting as it puts student information, assessment data, state aligned curricula, and lesson plans at the fingertips of our educators. It is just one of many initiatives we are using to accelerate student achievement.

I am also pleased to report that District 11 provides a very safe, effective learning setting for almost 30,000 students. Recent surveys of students, parents, and staff overwhelmingly confirm that our schools provide a safe, positive learning environment. Repeated surveys indicate that our greatest strengths are our teachers, principals, and classroom instruction. This is no surprise as we have taken strong steps to recruit, hire, and train only the best educators.

I am proud to describe the status and accomplishments of our district, schools, and students for the 2006-2007 school year in the following report. I thank each of you for supporting the high expectations we have of our students. As always, my staff and I are here to serve you. We thank you for your continued support, and we welcome your thoughts on how we may better serve you and continue to boost student achievement in District 11.



Dr. Terry N. Bishop
Colorado Springs School District 11
Superintendent



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 and School Improvement

Accreditation

The purpose of district and school accreditation in 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 its schools. This publication, which shows Accreditation Status for District 11 schools in 2006-2007, fulfills one of the district accreditation requirements.

All District 11 schools were initially granted accredited status beginning July 1, 2002 by the District 11 Board of Education. This accredited status is valid for up to six years and is consistent with the District Accreditation Contract with the State Board of Education. Accreditation contracts for D11 schools mandate they meet specific criteria from Adequate Yearly Progress (AYP), School Accountability Reports (SAR), and School Improvement Plans. In the instance where these criteria are not met, schools can be determined to be on Accredited Status: Alert; Accredited Status: Accreditation Watch; Accredited Status: Academic Probation; or Non-Accredited.

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 to help the school regain Accredited Status.

School Improvement

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 Status. District 11 has one Title 1 school identified for School Improvement Status: Emerson-Edison Middle School. The 2006-2007 school year marked the fifth year Emerson-Edison was identified for School Improvement Status. This school is currently on Corrective Action and must make AYP for two consecutive years to be removed from School Improvement Status.

Middle and High Schools	Fully Accredited	Academic Watch	Academic Probation
CIVA	X		
East			no status
Emerson Edison		X	
GLOBE	X		
Holmes	X		
Irving		X	
Jenkins	X		
Mann	X		
North	X		
Russell	X		
Sabin	X		
Tesla	X		
21st Century	X		
West	X		
Bijou		X	
CIVA	X		
Community Prep		X	
Coronado		X	
Doherty	X		
Life Skills		X	
Mitchell		X	
Palmer	X		
Tesla High		X	
Wasson			X

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

Adequate Yearly Progress

School and District AYP Status

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 93% of its indicators (142 out of 153) for AYP (see below). Of the District's schools, 56 out of 67 made AYP overall in 2006-2007 (seen at left) — an increase of almost 8% from the previous year.

	2003	2004	2005	2006	2007		2003	2004	2005	2006	2007	
Elementary	Adams	NO	YES	YES	NO	YES	Stratton	YES	YES	YES	YES	YES
	Audubon	YES	YES	YES	YES	YES	Taylor	YES	YES	YES	YES	YES
	Bates	YES	YES	YES	YES	YES	Trailblazer	YES	YES	YES	YES	YES
	Bristol	NO	YES	YES	YES	YES	Twain	YES	YES	NO	YES	YES
	Buena Vista	YES	YES	YES	YES	YES	21st Century				YES	YES
	Carver	YES	YES	YES	YES	YES	Washington	NO	YES	YES	YES	YES
	Chipeta	YES	YES	YES	YES	YES	Whittier	YES	NO	YES	YES	YES
	Columbia	YES	NO	YES	YES	YES	Wilson	YES	NO	NO	YES	YES
	Edison	YES	YES	YES	YES	YES	CIVA			YES	YES	YES
	Fremont	YES	YES	YES	YES	YES	East	NO	NO	NO	NO	NO
	GLOBE	NO	YES	YES	YES	YES	Emerson-Edison	NO	NO	NO	NO	NO
	Grant	YES	YES	YES	YES	YES	GLOBE	NO	YES	YES	YES	YES
	Henry	YES	YES	YES	YES	YES	Holmes	NO	NO	YES	YES	YES
	Howbert	YES	YES	YES	YES	YES	Irving	NO	NO	NO	NO	NO
	Hunt	YES	YES	YES	YES	YES	Jenkins	NO	YES	NO	YES	YES
	Ivywild	NO	YES	NO	YES	YES	Mann	NO	NO	NO	NO	YES
	Jackson	YES	YES	YES	YES	YES	North	YES	YES	YES	NO	YES
	Jefferson	YES	YES	YES	YES	YES	Russell	NO	NO	NO	NO	YES
	Keller	YES	YES	YES	YES	YES	Sabin	YES	YES	YES	NO	YES
	King	YES	YES	YES	YES	YES	Tesla		NO	YES	YES	YES
Lincoln	YES	YES	YES	YES	NO	21st Century				NO	YES	
Longfellow	YES	YES	YES	YES	YES	West	NO	YES	YES	YES	YES	
Madison	YES	YES	YES	YES	YES	Bijou		YES	NO	NO	NO	
Martinez	YES	YES	YES	YES	YES	CIVA	YES	YES	YES	YES	YES	
Midland	NO	YES	YES	YES	YES	Community Prep	NO	NO	NO	NO	NO	
Monroe	YES	YES	NO	YES	YES	Coronado	NO	NO	NO	YES	NO	
Penrose	YES	YES	YES	YES	YES	Doherty	NO	YES	NO	YES	YES	
Pike	YES	YES	YES	YES	YES	GLOBE	NO	NO	NO	NO	YES	
Queen Palmer	YES	YES	NO	YES	YES	Life Skills				NO	NO	
Rogers	NO	YES	YES	YES	YES	Mitchell	NO	NO	NO	NO	NO	
Roosevelt-Edison	NO	NO	YES	YES	YES	Palmer	YES	NO	NO	YES	YES	
Rudy	YES	YES	YES	YES	YES	Tesla		NO	NO	NO	NO	
Scott	YES	YES	YES	YES	YES	Wasson	NO	NO	NO	NO	NO	
Steele	YES	YES	YES	YES	YES							

		All	Am. Indian	Asian	Black	Hispanic	White	Limited English Proficient	Economically Disadvantaged	Students with Disabilities
Reading 3-5	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Math 3-5	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reading 6-8	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Math 6-8	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Other Indicator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reading 9-10	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
	Other Indicator	Yes	No	Yes	No	No	Yes	Yes	No	No
Math 9-10	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	No	No	Yes	Yes	No	No

District NCLB Accountability

The No Child Left Behind (NCLB) Act mandates that districts meet adequate yearly progress (AYP) by meeting or exceeding state AYP targets. The tables below summarize District 11's 2006-2007 AYP performance by school level and compares them to state targets for each subject area and disaggregated by NCLB subgroup. If an AYP target is missed, it is still possible in some cases to make the AYP target via safe harbor (determined by the state).

Elementary Level

	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested Goal: 95%		Percent PP, P, A Goal: 82.69%		Percent Tested Goal: 95%		Percent PP, P, A Goal: 83.64%		Advanced Performance Reading Goal: 1.10%		Advanced Performance Mathematics Goal: 1.10%	
	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.87	90.39	87.63	100.00	99.97	93.45	90.62	9.00	7.60	31.20	27.60
African American	100.00	99.93	86.90	79.73	100.00	99.98	88.16	80.50	4.00	2.80	15.30	13.10
American Indian/Native Alaskan	100.00	100.00	89.29	82.65	100.00	100.00	93.53	86.55	7.90	3.70	26.10	18.40
Asian/Pacific Islander	100.00	99.63	96.90	92.48	100.00	99.77	98.60	95.67	17.10	11.00	51.40	44.00
Hispanic	100.00	99.64	84.49	76.87	100.00	99.93	89.18	83.13	5.00	2.30	19.50	12.30
White	100.00	99.99	93.88	93.60	100.00	99.99	96.47	95.21	11.90	10.70	38.80	35.80
Students with Disabilities	100.00	99.96	61.43	57.61	100.00	99.99	75.90	66.23	1.50	1.30	7.50	7.30
English Language Learners	100.00	99.30	80.75	70.49	100.00	99.81	88.06	80.12	3.20	1.70	16.70	11.20
Economically Disadvantaged	100.00	99.75	84.09	77.89	100.00	99.93	88.86	83.31	3.80	2.30	17.50	13.00

Middle School Level

	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested Goal: 95%		Percent PP, P, A Goal: 80.21%		Percent Tested Goal: 95%		Percent PP, P, A Goal: 69.63%		Advanced Performance Reading Goal: 1.10%		Advanced Performance Mathematics Goal: 1.10%	
	District	State	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.94	89.95	87.39	100.00	99.98	87.87	82.61	12.10	9.50	26.30	21.00
African American	100.00	99.97	85.43	78.99	100.00	99.99	76.90	66.57	4.30	2.80	12.00	7.60
American Indian/Native Alaskan	100.00	100.00	92.38	84.03	100.00	100.00	88.13	75.77	16.40	4.80	25.40	12.90
Asian/Pacific Islander	100.00	99.80	97.84	92.18	100.00	99.86	94.65	91.89	15.20	14.40	40.20	36.70
Hispanic	100.00	99.84	81.39	75.34	100.00	99.94	81.04	69.54	6.10	2.30	16.00	7.30
White	100.00	99.99	93.82	93.46	100.00	100.00	92.35	89.75	15.90	13.20	32.30	27.80
Students with Disabilities	100.00	100.00	59.87	54.88	100.00	100.00	54.88	45.81	2.00	1.20	5.40	3.80
English Language Learners	100.00	99.62	72.05	68.11	100.00	99.84	75.57	66.18	2.50	1.40	16.40	7.00
Economically Disadvantaged	100.00	99.89	81.76	76.17	100.00	99.96	79.86	69.50	4.60	2.10	14.30	7.50

High School Level

	Reading/Language Arts				Mathematics				Other Indicator	
	Percent Tested Goal: 95%		Percent PP, P, A Goal: 84.74%		Percent Tested Goal: 95%		Percent PP, P, A Goal: 60.25%		Graduation Rate Goal: 57.40%	
	District	State	District	State	District	State	District	State	District	State
All Students	100.00	99.93	93.18	89.11	100.00	99.95	73.38	64.51	66.10	74.10
African American	100.00	99.91	90.70	80.33	100.00	99.91	56.01	39.18	55.30	62.70
American Indian/Native Alaskan	100.00	100.00	95.74	84.98	100.00	100.00	84.45	51.68	54.80	56.90
Asian/Pacific Islander	100.00	99.62	98.13	92.53	100.00	99.65	86.96	77.74	76.90	82.50
Hispanic	100.00	99.83	87.71	78.80	100.00	99.91	58.28	41.60	53.10	56.70
White	100.00	99.98	95.58	94.08	100.00	99.99	80.32	75.70	71.30	80.80
Students with Disabilities	100.00	100.00	64.40	61.74	100.00	100.00	34.36	23.64	57.40	68.50
English Language Learners	100.00	99.43	77.82	71.52	100.00	99.60	47.13	37.51	68.50	65.90
Economically Disadvantaged	100.00	99.86	88.39	79.14	100.00	99.90	57.77	41.83	56.60	69.70

Legend
Made AYP Goal
Made Safe Harbor
AYP Goal Not Made

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 2007. In 2006-2007 District 11's *performance ratings* resulted in 8 Excellent, 16 High, 27 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. The district had 26 schools Improving or Significantly Improving, 19 Stable, and 17 Declining or Significantly Declining.

School	Rating 2006	Rating 2007	Rating Change 06-07	Academic Growth 06-07
Adams	Low	Average	↑	Improve
Audubon	Average	Average	—	Decline
Bates	High	Average	↓	Decline
Bristol	Average	Average	—	Improve
Buena Vista	Average	Average	—	Decline
Carver	Average	Average	—	Stable
Chipeta	Excellent	Excellent	—	Improve
Columbia	Average	Average	—	Decline
Edison	Average	Average	—	Improve
Fremont	High	Excellent	↑	Stable
Globe	Low	Low	—	Improve
Grant	High	High	—	Decline
Henry	Average	Average	—	Sig. Imp.
Howbert	Excellent	Excellent	—	Improve
Hunt	Average	Average	—	Stable
Ivywild	Low	Average	↑	Sig. Imp.
Jackson	High	High	—	Improve
Jefferson	Average	Average	—	Stable
Keller	Average	Average	—	Sig. Imp.
King	High	High	—	Stable
Lincoln	Average	Low	↓	Sig. Dec.
Longfellow	Average	Average	—	Improve
Madison	High	High	—	Improve
Martinez	High	High	—	Stable
Midland	Average	High	↑	Sig. Imp.
Monroe	Average	Low	↓	Decline
Penrose	Average	Average	—	Improve
Pike	Average	Average	—	Stable
Queen Palmer	Low	Average	↑	Improve
Rogers	Low	Low	—	Stable
Roosevelt Ed	Average	Average	—	Improve
Rudy	High	High	—	Improve
Scott	High	Excellent	↑	Improve
Steele	Excellent	Excellent	—	Sig. Imp.
Stratton	High	High	—	Stable
Taylor	Average	Average	—	Stable
Trailblazer	Excellent	Excellent	—	Stable
Twain	Average	Low	↓	Decline
Washington	Average	Average	—	Decline
Whittier	Average	Average	—	Stable
Wilson	Average	Average	—	Improve
21st Century	Low	Low	—	Sig. Dec.



School	Rating 2006	Rating 2007	Rating Change 06-07	Academic Growth 06-07
CIVA	Average	Average	—	Stable
East	Low	Low	—	Sig. Dec.
Emerson/Ed	Low	Low	—	Stable
Globe	Low	Low	—	Decline
Holmes	Excellent	Excellent	—	Improve
Irving	Average	Average	—	Stable
Jenkins	High	Excellent	↑	Improve
Mann	Average	High	↑	Improve
North	High	High	—	Stable
Russell	Average	High	↑	Improve
Sabin	High	High	—	Stable
Tesla	N/A	N/A	N/A	N/A
West	Average	High	↑	Improve
21st Century	Low	Low	—	Sig. Dec.
Bijou	N/A	N/A	N/A	N/A
CIVA	Average	Average	—	Improve
Coronado	High	High	—	Decline
CPS	N/A	N/A	N/A	N/A
Doherty	High	High	—	Stable
Globe	Low	Low	—	Decline
Life Skills	N/A	N/A	N/A	N/A
Mitchell	Average	Average	—	Decline
Palmer	High	High	—	Stable
Tesla High	N/A	N/A	N/A	N/A
Wasson	Average	Average	—	Decline

District CSAP Results for 2006 and 2007

	Year	Grade 3							Grade 4							Grade 5						
		U	PP	P	A	PA	NS	U	PP	P	A	PA	NS	U	PP	P	A	PA	NS			
M A T H	District	2007	7	23	42	28	70	0	7	21	43	29	72	0	9	25	37	28	66	0		
		2006	6	20	45	28	74	2	7	21	46	25	71	2	8	26	39	26	65	2		
	State	2007	7	24	43	25	68	0	9	21	43	27	71	0	11	24	35	30	65	0		
		2006	7	22	42	29	71	1	8	23	43	26	69	1	9	25	38	27	65	1		
	Male	2007	7	23	43	27	70	0	7	19	44	30	74	0	11	25	35	30	64	0		
		2006	5	19	47	28	76	2	7	21	46	26	72	2	8	26	38	27	66	1		
	Female	2007	7	23	41	29	70	0	7	23	42	28	70	0	8	25	40	27	67	0		
		2006	7	22	43	28	71	2	7	22	47	24	71	2	9	27	40	25	64	2		
	Am. Indian	2007	13	30	43	15	58	0	13	26	42	18	61	0	9	36	38	18	56	0		
		2006	10	33	36	21	56	0	6	34	42	18	60	0	13	32	35	19	55	0		
	Asian	2007	4	18	46	32	78	0	2	12	35	51	86	0	4	20	47	29	76	0		
		2006	1	14	34	49	83	3	2	22	37	39	76	3	4	20	39	37	76	3		
	African Am.	2007	12	35	40	13	53	0	20	33	38	9	47	0	17	36	35	12	46	0		
		2006	12	35	42	12	53	1	15	29	43	12	56	1	16	40	33	11	44	1		
	Hispanic	2007	12	31	41	16	57	0	12	29	42	16	58	0	15	33	37	15	52	0		
		2006	9	30	42	18	60	7	13	30	41	15	56	7	13	35	34	17	52	5		
	White	2007	3	18	43	36	79	0	3	16	45	37	81	0	6	20	38	36	74	0		
		2006	4	14	48	34	82	0	4	16	49	31	80	1	5	21	42	31	74	0		
	IEP	2007	21	51	24	4	28	0	33	33	28	6	34	0	38	38	19	5	23	1		
		2006	21	38	32	8	40	2	28	35	32	6	38	6	36	38	21	5	25	2		
	ELL	2007	15	33	39	13	52	0	15	31	38	16	54	0	17	35	38	9	48	0		
	2006	16	33	40	10	50	1	22	35	33	9	42	1	24	38	31	8	39	4			
GT	2007	1	1	15	83	98	0	0	1	19	79	98	0	0	1	15	84	99	0			
	2006	0	0	15	85	100	1	0	1	21	77	98	0	0	2	21	77	98	0			
R E A D I N G	District	2007	9	20	64	7	71	0	12	21	59	8	67	0	12	19	61	9	69	0		
		2006	11	19	64	6	70	2	9	22	64	5	69	2	10	20	62	8	69	2		
	State	2007	10	19	64	7	71	0	13	22	58	6	64	0	13	18	59	9	69	0		
		2006	11	18	65	6	70	2	10	22	62	5	68	1	12	18	60	9	70	1		
	Male	2007	10	20	63	7	69	0	13	22	59	5	65	0	14	20	58	7	65	1		
		2006	3	12	76	9	86	2	3	15	75	6	82	2	5	12	71	12	83	2		
	Female	2007	7	19	66	8	73	0	11	20	60	10	69	0	9	17	63	10	73	0		
		2006	2	9	75	13	88	2	2	10	78	10	88	2	3	10	68	18	86	2		
	Am. Indian	2007	12	27	59	2	61	0	26	21	47	5	53	0	11	20	67	2	69	0		
		2006	25	20	48	8	55	0	10	24	66	0	66	0	10	33	47	10	57	0		
	Asian	2007	9	21	66	4	70	0	6	14	63	17	80	0	6	12	75	8	82	0		
		2006	3	16	70	12	81	3	7	22	65	6	70	4	3	17	63	17	80	3		
	African Am.	2007	9	29	61	1	62	0	24	31	43	1	44	1	19	28	49	4	53	0		
		2006	18	25	54	2	56	2	14	33	51	2	53	1	17	27	52	4	56	2		
	Hispanic	2007	15	27	55	3	58	0	20	29	48	3	51	0	21	26	49	5	53	0		
		2006	16	27	53	2	55	6	16	30	51	3	54	7	19	23	52	5	57	5		
	White	2007	7	14	69	10	79	0	7	16	67	10	76	0	7	15	66	11	77	1		
		2006	7	15	70	8	78	1	5	17	71	7	78	1	6	18	67	9	76	1		
	IEP	2007	42	37	20	0	20	1	50	30	19	0	19	1	47	31	20	1	21	1		
		2006	41	29	29	0	29	2	38	35	25	0	26	4	37	39	22	0	22	2		
	ELL	2007	19	33	48	1	48	0	30	32	35	3	38	0	26	30	43	1	44	0		
	2006	28	35	35	1	36	0	26	38	36	0	36	0	36	32	32	0	32	4			
GT	2007	1	1	56	43	99	0	1	2	63	34	97	0	0	1	56	42	98	0			
	2006	0	3	49	47	96	1	0	1	62	37	99	0	0	1	63	36	99	0			
W R I T I N G	District	2007	5	39	46	10	56	0	7	42	43	7	50	0	4	38	47	10	58	0		
		2006	5	39	44	12	55	2	6	43	43	7	50	2	4	36	46	13	59	2		
	State	2007	6	40	46	9	54	0	8	42	41	8	49	0	5	37	47	10	57	0		
		2006	7	41	41	11	52	1	8	42	42	8	50	1	6	34	47	13	59	1		
	Male	2007	7	42	43	8	51	0	8	46	41	4	45	0	6	43	43	8	51	0		
		2006	5	42	45	8	53	2	8	48	39	4	43	2	5	42	45	8	52	2		
	Female	2007	3	35	49	13	62	0	6	38	46	10	56	0	2	33	52	13	65	0		
		2006	5	36	42	16	58	2	4	39	47	10	57	2	3	30	48	19	67	2		
	Am. Indian	2007	8	43	43	8	50	0	13	42	45	0	45	0	7	36	58	0	58	0		
		2006	X	X	X	X	X	0	X	X	X	X	X	0	X	X	X	X	X	0		
	Asian	2007	3	34	50	13	63	0	2	26	52	20	72	0	0	25	63	12	75	0		
		2006	1	6	41	52	93	3	2	11	36	52	88	4	0	3	24	73	97	3		
	African Am.	2007	7	51	39	4	42	0	14	52	31	2	33	1	7	53	35	4	40	0		
		2006	5	32	48	15	63	0	12	22	49	16	65	1	16	29	41	14	55	1		
	Hispanic	2007	7	52	36	4	41	0	12	53	32	4	35	0	7	49	41	3	44	0		
		2006	6	25	40	29	69	6	3	18	59	20	78	7	3	20	47	30	77	5		
	White	2007	4	31	51	14	65	0	4	38	49	9	58	0	3	32	51	14	65	0		
		2006	2	11	41	46	87	0	1	11	45	43	87	1	3	14	41	42	83	1		
	IEP	2007	22	62	14	1	15	1	30	57	12	0	12	1	19	67	11	1	12	1		
		2006	18	65	15	1	16	1	25	61	12	0	12	7	14	68	16	0	16	3		
	ELL	2007	8	58	32	3	34	0	17	56	22	5	27	0	8	56	33	3	36	0		
	2006	18	56	22	3	25	0	18	61	20	0	20	0	20	59	19	1	20	6			
GT	2007	1	5	46	49	95	0	1	9	60	29	89	0	0	5	49	46	95	0			
	2006	0	4	33	63	96	1	1	3	61	34	95	0	0	1	49	49	98	0			

U is % Unsatisfactory, PP is % Partially Proficient, P is % Proficient, A is % Advanced, PA is % Proficient and Advanced, NS is % Not Scored/Not Tested

District CSAP Results for 2006 and 2007 (cont.)

		Year	U	PP	P	A	PA	NS		U	PP	P	A	PA	NS						
M	A	T	H	District	2007	11	27	38	24	62	0	13	31	32	25	56	0				
				2006	15	25	37	22	59	2	19	35	27	18	45	2					
				State	2007	13	26	35	25	60	0	14	35	30	21	50	1				
				2006	15	27	35	21	57	1	21	34	27	17	45	2					
				Male	2007	11	27	36	26	62	0	13	30	32	26	58	0				
				2006	15	25	36	23	59	1	19	35	27	19	45	2					
				Female	2007	10	27	41	21	63	1	13	32	32	23	55	1				
				2006	16	25	38	21	59	2	19	36	27	17	44	2					
				Am. Indian	2007	18	34	34	13	47	0	11	37	31	20	51	0				
				2006	11	36	33	19	53	0	27	37	24	12	37	3					
				Asian	2007	13	23	30	34	64	0	11	23	32	34	66	0				
				2006	10	22	41	26	67	7	7	33	36	25	61	5					
				African Am.	2007	19	40	32	8	40	0	31	41	19	10	28	0				
				2006	32	35	26	7	32	1	38	40	17	3	20	2					
				Hispanic	2007	16	33	35	16	51	0	22	38	28	12	40	1				
				2006	28	33	27	12	39	6	34	38	20	7	28	6					
				White	2007	7	23	41	29	70	0	7	27	35	31	66	0				
				2006	9	21	42	28	70	0	12	34	30	24	53	1					
				IEP	2007	48	32	15	4	18	2	50	30	14	4	18	2				
				2006	56	27	12	4	16	1	63	31	5	0	5	4					
ELL	2007	22	29	32	17	49	0	30	45	19	6	25	0								
2006	51	34	14	2	16	2	56	27	13	5	18	0									
GT	2007	0	3	21	76	97	1	0	2	24	73	97	0								
2006	1	4	27	68	95	0	0	7	31	62	93	0									
R	E	A	D	I	N	G	6	District	2007	11	20	56	13	69	0	13	19	58	9	68	0
								2006	11	19	59	10	69	2	13	22	55	9	64	2	
								State	2007	10	19	59	12	70	1	13	21	57	9	65	1
								2006	10	20	59	10	69	2	13	22	56	8	64	2	
								Male	2007	14	21	55	10	65	0	15	21	58	6	65	0
								2006	4	10	68	17	86	2	6	12	70	11	82	2	
								Female	2007	8	19	58	15	73	0	12	17	58	12	71	0
								2006	1	9	68	21	90	2	3	9	71	18	89	2	
								Am. Indian	2007	16	26	45	13	58	0	11	37	49	3	51	0
								2006	14	22	61	3	64	0	27	12	51	10	61	3	
								Asian	2007	9	14	66	10	76	1	13	21	55	11	66	0
								2006	5	19	66	10	76	7	8	15	69	8	77	5	
								African Am.	2007	14	33	49	3	52	0	27	27	45	1	46	0
								2006	17	31	48	2	51	2	20	31	45	2	47	2	
								Hispanic	2007	18	29	48	6	53	0	26	26	43	4	47	1
								2006	22	29	45	4	49	7	27	30	41	2	43	6	
								White	2007	8	15	61	17	78	0	7	15	66	13	78	0
								2006	7	14	65	14	79	0	7	19	61	12	73	1	
								IEP	2007	44	32	22	0	22	3	51	27	19	2	20	1
								2006	50	31	16	2	18	2	53	33	13	0	13	3	
ELL	2007	27	32	39	2	41	1	42	31	26	1	27	0								
2006	48	35	16	0	16	0	62	20	18	1	19	3									
GT	2007	1	1	45	52	97	0	0	3	56	41	97	0								
2006	1	1	53	44	97	0	1	2	60	37	97	0									
W	R	I	T	I	N	G	7	District	2007	5	36	46	12	58	0	3	36	46	15	61	0
								2006	6	33	48	11	59	3	5	40	44	11	55	3	
								State	2007	5	35	49	11	60	1	3	36	46	15	60	1
								2006	5	35	48	11	59	2	5	38	45	11	56	2	
								Male	2007	8	42	42	8	50	0	4	42	43	10	54	0
								2006	9	38	44	7	51	3	6	45	40	8	48	3	
								Female	2007	2	31	50	16	67	1	2	29	48	20	68	0
								2006	3	28	53	15	68	3	3	33	48	15	63	3	
								Am. Indian	2007	11	45	26	16	42	3	6	40	49	6	54	0
								2006	×	×	×	×	×	5	19	25	31	25	56	3	
								Asian	2007	6	26	47	20	67	1	2	23	53	23	75	0
								2006	6	15	38	41	79	8	9	19	26	46	72	5	
								African Am.	2007	8	50	37	5	42	0	3	55	38	4	42	0
								2006	23	23	42	11	53	3	23	40	27	8	35	4	
								Hispanic	2007	8	50	36	5	41	1	7	52	34	6	40	1
								2006	13	30	35	22	57	8	15	38	36	11	47	7	
								White	2007	3	30	52	15	67	0	2	28	51	20	70	0
								2006	3	17	45	35	79	1	6	26	36	31	68	1	
								IEP	2007	24	62	10	1	11	3	16	70	12	1	13	1
								2006	37	49	9	2	11	9	23	69	7	0	7	6	
ELL	2007	15	54	27	4	30	1	11	65	22	3	24	0								
2006	27	58	15	0	15	0	25	63	11	1	12	5									
GT	2007	0	3	48	48	96	1	0	2	43	55	98	0								
2006	0	5	50	44	94	0	1	4	50	45	95	0									

U is % Unsatisfactory, PP is % Partially Proficient, P is % Proficient, A is % Advanced, PA is % Proficient and Advanced, NS is % Not Scored/Not Tested

District CSAP Results for 2006 and 2007 (cont.)

	Year	2006							2007							2006							2007																
		U	PP	P	A	PA	NS	U	PP	P	A	PA	NS	U	PP	P	A	PA	NS	U	PP	P	A	PA	NS														
M A T H	District	2007	18	30	30	21	51	1	29	31	27	12	39	1	31	38	25	4	28	2	2006	23	29	27	20	47	2	25	31	28	13	42	3	32	36	26	5	30	3
	State	2007	22	31	29	17	46	1	33	30	24	11	35	2	33	34	25	5	30	3	2006	25	29	27	18	45	2	30	30	25	13	38	4	31	36	26	5	31	3
	Male	2007	18	30	29	22	51	1	28	31	28	12	40	1	31	38	24	5	29	2	2006	23	29	27	21	48	2	27	28	28	15	43	3	30	36	27	5	32	3
	Female	2007	19	30	31	20	51	1	31	31	26	11	37	1	32	38	25	2	28	2	2006	24	30	27	19	46	1	23	34	29	12	41	3	34	36	24	4	28	3
	Am. Indian	2007	29	24	32	15	46	0	22	42	25	8	33	3	55	21	18	3	21	3	2006	12	35	26	24	50	0	50	21	15	15	29	0	47	35	9	3	12	4
	Asian	2007	6	22	46	24	70	2	24	25	37	14	51	0	17	48	23	10	33	2	2006	8	25	41	25	67	2	18	29	27	25	53	2	33	42	23	0	23	5
	African Am.	2007	40	38	15	6	22	0	56	27	12	4	16	1	49	38	12	1	13	1	2006	45	29	17	9	26	1	46	28	21	3	24	5	52	35	10	1	12	4
	Hispanic	2007	32	34	24	9	33	1	47	30	18	4	22	1	48	37	12	1	13	1	2006	38	34	20	8	27	4	41	34	17	5	21	5	48	36	14	1	15	3
	White	2007	11	28	34	27	61	1	21	32	31	15	46	1	24	38	30	5	35	3	2006	17	28	30	25	55	1	18	30	33	17	50	2	25	36	31	6	37	3
	IEP	2007	61	31	6	1	8	1	76	16	6	1	7	1	75	17	2	1	3	5	2006	69	20	7	2	9	3	67	19	7	1	9	5	71	20	6	2	7	4
	ELL	2007	43	27	19	10	29	1	63	22	12	2	14	1	62	29	7	1	8	1	2006	61	23	12	4	16	0	69	20	4	4	8	5	84	15	1	0	1	0
	GT	2007	0	6	30	64	94	0	3	9	38	49	87	0	1	17	61	19	80	2	2006	1	5	30	63	93	0	0	7	39	54	93	1	2	18	55	25	80	1
	District	2007	11	22	58	9	67	1	6	22	66	4	70	1	8	19	62	9	70	3	2006	11	20	58	11	69	2	9	20	65	5	70	3	9	20	56	12	69	3
	State	2007	12	24	55	8	63	1	8	24	62	4	66	2	8	19	60	9	69	3	2006	11	21	57	9	66	2	10	22	61	5	66	4	9	20	56	12	68	3
	Male	2007	12	24	57	7	64	1	8	24	64	3	67	1	12	23	57	6	62	3	2006	5	12	67	15	82	2	4	17	71	8	79	3	5	16	65	14	78	3
	Female	2007	9	20	60	10	70	1	4	21	69	5	73	1	4	15	67	12	79	2	2006	2	9	66	23	89	1	2	8	76	14	90	3	2	8	66	24	89	3
	Am. Indian	2007	17	32	44	7	51	0	11	17	64	8	72	0	18	24	52	3	55	3	2006	3	21	59	15	74	0	12	32	56	0	56	0	18	35	41	3	44	4
	Asian	2007	5	21	68	5	73	2	4	18	73	6	78	0	4	15	65	13	79	2	2006	0	16	65	20	84	2	4	24	62	11	73	2	9	30	51	7	58	5
	African Am.	2007	21	31	45	2	47	0	15	34	49	0	50	1	11	33	52	3	55	1	2006	25	27	44	4	48	1	16	32	50	1	51	4	15	26	55	2	57	3
	Hispanic	2007	23	29	46	2	48	0	11	33	53	1	54	2	18	25	53	2	55	2	2006	20	32	44	3	47	5	17	29	50	1	51	6	20	28	46	5	51	4
White	2007	5	18	64	12	76	1	3	18	72	5	77	1	5	15	65	11	77	3	2006	6	16	64	14	77	1	5	15	72	7	79	2	5	17	59	16	75	3	
IEP	2007	44	41	13	1	14	1	39	39	21	0	21	1	45	37	12	1	12	6	2006	51	31	16	1	16	4	42	38	16	0	16	5	37	36	24	0	24	6	
ELL	2007	44	24	33	0	33	0	28	47	23	0	23	1	43	33	23	0	23	1	2006	49	37	12	1	13	0	43	32	21	0	21	5	58	36	6	0	6	8	
GT	2007	0	1	60	38	98	0	0	2	78	20	98	0	0	2	61	35	96	2	2006	1	2	52	45	97	1	0	1	74	25	99	1	0	2	54	42	96	1	
District	2007	4	41	45	10	54	1	3	43	44	8	52	2	7	38	45	8	53	3	2006	5	42	43	10	53	2	4	39	49	7	55	3	7	39	45	7	52	4	
State	2007	4	44	42	9	51	1	5	44	42	7	49	2	7	39	43	8	51	3	2006	5	42	42	9	51	2	5	41	44	8	52	4	7	39	43	8	50	4	
Male	2007	5	47	41	6	47	1	5	47	41	5	46	2	9	46	37	5	42	3	2006	7	49	39	5	44	3	6	45	43	5	47	3	10	45	39	5	44	4	
Female	2007	3	34	48	14	62	1	2	38	48	11	58	2	4	30	53	11	64	2	2006	3	34	47	15	62	2	2	32	56	9	64	3	4	33	51	10	61	4	
Am. Indian	2007	5	54	32	10	41	0	6	53	31	11	42	0	9	61	24	3	27	3	2006	×	×	×	×	×	3	×	×	×	×	×	0	38	38	25	0	25	14	
Asian	2007	2	37	51	10	60	2	2	41	47	10	57	0	2	38	44	13	58	2	2006	8	18	39	35	74	2	4	24	46	25	72	2	13	38	38	10	48	5	
African Am.	2007	8	61	29	2	31	0	9	57	32	1	33	1	11	47	38	3	41	1	2006	22	41	25	12	37	1	39	45	11	5	16	4	42	39	18	0	18	4	
Hispanic	2007	9	54	32	3	35	1	6	58	31	2	33	3	12	50	33	4	36	2	2006	17	26	44	11	56	5	23	31	32	14	46	5	33	46	20	1	21	5	
White	2007	2	33	51	13	64	1	2	37	50	10	60	1	5	33	50	9	59	3	2006	9	25	36	29	66	2	14	30	35	21	56	2	16	40	37	7	44	3	
IEP	2007	20	73	5	0	5	1	23	65	8	1	9	3	36	53	5	0	5	6	2006	32	57	8	1	8	7	20	67	8	0	8	5	27	60	10	1	11	8	
ELL	2007	18	63	18	1	19	1	19	71	9	0	9	1	29	52	14	2	16	2	2006	30	58	11	0	11	0	19	67	10	1	11	5	45	52	2	0	2	8	
GT	2007	0	5	54	41	95	0	0	7	57	34	91	1	0	7	57	33	90	2	2006	0	4	59	36	95	1	0	4	64	32	96	1	0	8	62	29	91	1	

U is % Unsatisfactory, PP is % Partially Proficient, P is % Proficient, A is % Advanced, PA is % Proficient and Advanced, NS is % Not Scored/Not Tested

District CSAP Results for 2006 and 2007 (cont.)

S C I E N C E	G R A D E	Year	Grade 5						Grade 8						Grade 10					
			U	PP	P	A	PA	NS	U	PP	P	A	PA	NS	U	PP	P	A	PA	NS
			District	2007	19	40	29	12	41	0	17	26	45	11	56	1	24	26	44	3
	2006	21	44	26	9	35	1	19	28	44	8	52	1	26	25	41	4	45	3	
State	2007	19	39	28	13	42	0	20	27	44	8	52	1	25	24	44	4	48	3	
	2006	21	41	26	11	37	0	20	28	44	7	50	2	26	24	43	4	47	2	
Male	2007	18	40	28	13	41	0	17	25	45	12	57	1	25	23	44	5	50	2	
	2006	21	43	27	9	36	1	18	25	45	11	55	1	23	23	45	6	51	3	
Female	2007	19	40	31	10	40	0	18	28	45	9	54	1	23	30	44	1	45	2	
	2006	21	44	25	8	33	1	20	30	43	6	49	1	30	27	37	2	39	3	
Am. Indian	2007	27	36	31	7	38	0	22	32	41	5	46	0	50	13	34	0	34	3	
	2006	25	31	34	9	44	0	12	32	50	3	53	0	44	35	12	3	15	6	
Asian	2007	14	47	29	10	39	0	13	30	46	10	56	2	10	33	52	4	56	2	
	2006	11	53	21	11	33	3	8	27	51	14	65	0	37	26	35	0	35	2	
African Am.	2007	34	46	16	4	20	0	37	35	25	1	27	1	40	29	29	1	30	1	
	2006	38	47	12	1	13	1	42	29	27	2	29	0	44	29	22	1	23	5	
Hispanic	2007	33	44	18	4	23	0	34	30	33	2	35	1	44	28	26	1	27	1	
	2006	37	43	18	2	20	0	36	33	26	2	28	4	45	24	27	0	27	4	
White	2007	11	38	35	16	51	0	9	23	51	15	67	1	17	26	51	4	56	2	
	2006	13	43	31	12	43	1	11	26	51	11	62	1	19	25	48	6	54	3	
IEP	2007	48	39	10	2	12	1	51	33	13	1	13	2	68	17	10	1	10	5	
	2006	56	32	9	2	10	1	61	24	10	1	11	2	57	22	16	2	17	4	
ELL	2007	45	42	12	1	13	0	48	25	24	2	26	1	67	20	12	0	12	1	
	2006	61	31	8	0	8	0	68	15	11	1	12	0	90	7	0	0	0	3	
GT	2007	1	6	44	49	93	0	0	3	53	44	97	0	1	4	77	16	93	2	
	2006	0	11	47	42	89	1	1	5	60	34	94	0	2	8	71	19	90	1	

U is % Unsatisfactory, PP is % Partially Proficient, P is % Proficient, A is % Advanced, PA is % Proficient and Advanced, NS is % Not Scored/Not Tested



ACT and SAT

The SAT is a standardized test taken by college bound high school students. The SAT table below presents data for high school graduates in the year 2007. 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 2006-2007 high school juniors only. The ACT and SAT trend data below is for the *graduating class* of 2007. It includes the students' most recent scores. (Note: The sum of the subgroups may not equal the total due to incomplete information on test booklets.)

**SAT Average Scores 2006-2007
by Ethnicity and Gender**

	# Tested	Reading	Math
District			
Am. Indian	2	—	—
Asian	13	587	618
African Am.	17	536	525
Hispanic	25	507	528
White	237	565	574
Male	153	561	586
Female	163	562	554
Total	317	561	569
Colorado			
Am. Indian	77	541	541
Asian	627	550	598
African Am.	363	493	472
Hispanic	604	523	522
White	8,392	566	570
Male	5,021	561	584
Female	6,099	561	549
Total	11,142	560	565
National			
Am. Indian	9,897	487	494
Asian	140,794	514	578
African Am.	159,849	433	429
Hispanic	168,544	458	463
White	828,038	527	534
Male	690,500	504	533
Female	798,030	502	499
Total	1,494,531	502	515

**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
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
2006-7	184	550	558	1165	19.8

2007 Colorado 11th Grade ACT Averages

	English	Math	Reading	Science	Composite
State of Colorado					
Native Am.	15.9	17.6	17.7	17.5	17.3
Asian	19.7	21.8	20.3	20.9	20.8
African Am.	15.1	16.7	16.6	16.9	16.4
Hispanic	15.2	17.1	17.0	17.1	16.7
White	20.7	21.1	21.6	21.1	21.3
Male	18.2	20.1	19.6	20.0	19.6
Female	19.6	19.5	20.6	19.6	19.9
Total	18.9	19.8	20.1	19.8	19.8
District					
Native Am.	15.7	17.5	18.0	18.3	17.5
Asian	17.9	20.0	19.3	19.1	19.2
African Am.	15.3	17.1	16.9	17.0	16.7
Hispanic	16.0	17.8	17.3	17.6	17.3
White	19.9	20.4	20.9	20.3	20.5
Male	18.0	20.1	19.4	19.7	19.4
Female	19.4	19.3	20.2	19.3	19.7
Total	18.7	19.7	19.8	19.5	19.6
Coronado					
Native Am.	19.8	20.0	20.3	20.3	20.3
Asian	18.5	21.5	20.3	19.5	20.0
African Am.	18.3	16.3	18.7	18.1	18.0
Hispanic	17.2	18.0	18.3	18.2	18.0
White	21.1	21.5	21.8	21.3	21.6
Male	19.1	21.0	20.4	20.9	20.5
Female	21.7	20.8	21.9	20.6	21.3
Total	20.4	20.9	21.2	20.7	20.9
Doherty					
Native Am.	19.3	18.7	22.7	21.3	20.7
Asian	17.4	19.3	18.5	18.1	18.5
African Am.	16.2	18.4	17.3	18.3	17.6
Hispanic	17.8	17.8	18.5	18.8	18.4
White	20.5	20.4	21.1	20.6	20.8
Male	19.0	20.2	19.9	20.2	20.0
Female	20.5	19.5	20.9	20.0	20.3
Total	19.7	19.8	20.4	20.1	20.1
Mitchell					
Native Am.	12.0	16.0	11.5	11.5	12.5
Asian	13.1	17.4	15.4	17.3	15.9
African Am.	15.1	16.8	16.8	15.7	16.3
Hispanic	14.3	17.6	16.6	16.7	16.4
White	19.1	20.1	20.2	19.5	19.9
Male	16.2	18.9	18.0	18.0	17.9
Female	18.0	18.7	19.2	18.1	18.6
Total	17.1	18.8	18.6	18.1	18.3
Palmer					
Native Am.	18.0	19.6	20.8	21.2	20.2
Asian	25.4	25.5	25.1	25.5	25.5
African Am.	16.7	18.5	17.6	18.4	18.0
Hispanic	18.2	19.3	19.3	18.8	19.0
White	21.3	22.1	22.5	21.6	22.0
Male	20.4	22.6	21.8	21.6	21.7
Female	20.7	20.6	21.6	20.5	21.0
Total	20.5	21.5	21.7	21.0	21.3
Wasson					
Native Am.	14.0	16.8	17.4	17.8	16.6
Asian	13.0	17.8	13.0	15.8	15.0
African Am.	14.5	16.8	16.9	16.8	16.3
Hispanic	13.9	17.3	14.9	16.7	15.8
White	17.6	18.4	18.8	18.6	18.5
Male	15.7	18.9	17.3	18.4	17.7
Female	17.0	17.1	18.0	17.6	17.5
Total	16.4	18.0	17.7	18.0	17.6

Literacy, AP, & Quarterly Assessments

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 3-10, 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 CSAP, a short-cycle assessment, and a literacy assessment.

In the 2006-2007 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 eight years District 11 has served a fairly stable number of students through ILPs.

Percent of Students On ILPs in the Spring

Grade	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
K	35	31	24	38	72	35	40	32
1	42	37	37	38	38	34	47	39
2	32	28	27	39	38	35	56	44
3	37	39	37	39	40	34	45	45
4	21	23	23	23	27	26	32	45
5		21	15	16	24	19	31	39
6			10	10	19	17	24	33
7				0	18	21	24	33
8					0	19	24	33
9							18	27
10								26

Grade	% of Students Taken Off ILPs in 2006-2007
K	15
1	15
2	10
3	11
4	8
5	7
6	12
7	7
8	6
9	7
10	9

Quarterly Assessments (2006-2007) % Mastery in Reading and Math

Grade	Quarter 1	Quarter 2*
2	62.5	55.0
3	61.3	66.0
4	61.5	57.5
5	51.5	45.5
6	53.0	37.5
7	43.0	44.5
8	37.5	46.4

*Quarterly Assessments were optional in Quarter 2

Quarterly assessments are administered 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.

Advanced Placement Courses and Exams

School	Number of Courses	Number of Students	Number of Exams	% Scoring 3+
Coronado*	12	86	164	73%
Doherty	17	202	352	66%
Mitchell	9	64	83	52%
Palmer	15	286	281	58%
Wasson**	9	33	68	37%
Total	62	671	948	61%

*323 CU Gold enrollments representing 1,002 semester hours of credit

**12 CU Gold enrollments representing 36 semester hours of credit

Students in Advanced Placement (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 2,009 teacher's in District 11 in 2006-2007, 79% (1,582 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 teachers as of October 1, 2006.

Teachers Highly Qualified in the District				
	2003-4	2004-5	2005-6	2006-7
Highly Qualified	90.86%	94.14%	89.52%	99.67%
Target Percentage	—	93.88%	96.94%	100%
Target Made	—	Yes	No	No

Classrooms in the District Taught by Highly Qualified Teachers				
	2003-4	2004-5	2005-6	2006-7
Highly Qualified	91.73%	94.35%	89.19%	99.72%
Target Percentage	—	94.46%	97.23%	100%
Target Made	—	No	No	No

Classes Taught by Highly Qualified Teachers in District 11 by High and Low Poverty in 2006-2007		
	High Poverty Schools	Low Poverty Schools
Percentage in District	99.00%	100%
Percentage in State	97.94%	98.47%

Type of License	Number of Teachers	Percent of Teachers
Alternative Teacher License	5	0.2
Professional Licenses	1704	84.8
Provisional Licenses	261	13.0
Emergency License	3	0.1
Teacher in Residence	21	1.0
Substitute Authorization	2	0.1
Temporary Teacher	9	0.4

Professional Qualification	Number of Teachers	Percent of Teachers
Bachelor's Degree	715	35.6
Master's Degree	1276	63.5
Ph.D.	18	0.9

2006-7 Attendance Rates (%)

Adams	95.3%
Audubon	94.2%
Bates	94.4%
Bristol	94.7%
Buena Vista	93.0%
Carver	94.0%
Chipeta	95.3%
Columbia	94.1%
Edison	94.3%
Fremont	94.1%
Grant	94.6%
Henry	94.8%
Howbert	96.0%
Hunt	93.2%
E Ivywild	92.1%
L Jackson	94.8%
E Jefferson	92.9%
M Keller	95.0%
E King	95.5%
N Lincoln	93.1%
T Longfellow	94.0%
A Madison	95.2%
R Martinez	95.6%
Y Midland	93.3%
Pike	94.2%
Queen Palmer	91.9%
Rogers	93.5%
Roosevelt-Edison	92.8%
Rudy	95.4%
Scott	95.3%
Steele	95.6%
Stratton	95.0%
Taylor	94.0%
Trailblazer	95.7%
Twain	92.6%
Washington	93.2%
Whittier	93.3%
Wilson	93.4%
East	92.0%
M Emerson-Edison	90.7%
I Holmes	93.6%
D Irving	93.2%
D Jenkins	95.2%
L Mann	94.1%
E North	94.1%
Sabin	94.1%
West	91.8%
Bijou	63.7%
CIVA	91.7%
H CPS	90.4%
I Coronado	91.8%
G Doherty	91.2%
H Life Skills	62.0%
Mitchell	86.0%
Palmer	88.9%
Wasson	88.2%
Tesla	82.2%
Globe	90.6%

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 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 2006-2007 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	3.8	4.5	4.2	5.6	2.6	4.1	6.0	5.9	5.9	8.0	6.6	7.3	3.6	3.6	3.6	4.8	4.4	4.6
Graduation	42.1	50.0	46.5	59.3	78.6	67.7	50.6	65.5	58.6	49.7	62.9	56.2	68.6	77.2	72.7	62.6	72.6	67.4
Completer	47.4	66.7	58.1	64.8	81.0	71.9	57.1	70.1	64.0	55.2	66.2	60.6	75.2	81.2	78.0	68.9	76.7	72.7

Graduation Requirements

Subject Area	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 2006-2007 (Level 3 and 4 offenses only)	Am. Indian		Asian		African Am.		Hispanic		White		Total Incidents
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Detention	2	1	0	1	23	25	23	9	69	24	177
Suspension	20	8	9	8	203	56	235	61	424	130	1,154
Expelled	2	0	4	1	20	5	24	5	42	14	117
Referred to Law Enforcement	0	0	0	0	0	0	1	1	0	1	3
Other	2	2	1	0	67	49	60	19	147	54	401
Unduplicated count of students	18	8	12	6	160	67	189	63	420	158	1,101

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