

Colorado Springs

SCHOOL
DISTRICT



Building Tomorrows Today

Connections

Report to the Public
2007-2008

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Superintendent's Forward

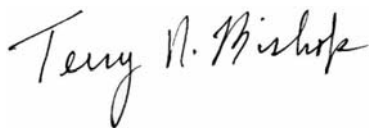
The World is Changing. Meet the future!

Everyone involved in our district, from students and parents to administrators and the Board of Education, is excited about the positive academic success taking place in our schools. District 11 is the only large district in the state of Colorado to have continually improved student achievement on the CSAP state assessment. Over the past three years, D-11 has seen the highest CSAP gains of any large school district in Colorado – even though the diversity of our student population has changed dramatically. We are building on our past successes as we move toward ensuring that every District 11 student graduates with all the knowledge and skills necessary to succeed in the 21st century.

The world is changing at an unprecedented pace. Vast amounts of information are rapidly and easily available; automation and digitization are increasing; global mobility and competition are on the rise; social, political and economic landscapes are shifting. Tomorrow will see new industries and a more demanding workplace; in fact, when our children move into the work force, many will enter jobs not yet envisioned.

School District 11 promises to provide education that equips students for today and for tomorrow. Not only does our children's future depend on this; the well-being and viability of our entire community also hinge on it. District 11 is meeting the demands of the 21st century by developing "21st Century Learners." Our talented, dedicated, award-winning teachers and educational professionals are committed to creating challenging, individualized academic experiences for all students. Our outstanding educational programs result in exceptional academic preparation for our students – preschool through 12th grade. Our focus on cultural competency and civic responsibility equips students to navigate and influence a shifting world. We are generating class after class of inventive problem-solvers, practiced communicators, skilled collaborators, expert users of technology and lifelong learners.

District 11 continues to need your support and participation. Whether you have a student in a district school, volunteer in one of our buildings and/or run a business that partners with a school, we ask you to continue to play an active role in producing successful outcomes for students. Your investment of time, expertise and passion for education are helping us deliver the most diverse and challenging programs possible to our 21st Century Learners!



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 2007-2008, 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: with Letter of Support; Accredited Status: with Notice of Support; 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 2007-2008 school year marked the sixth year Emerson-Edison was identified for School Improvement Status.

Middle and High Schools	Fully Accredited	w/ Notice of Support	w/ Letter of Support
CIVA	X		
Emerson Edison			X
Galileo	New 2008-09		
GLOBE	X		
Holmes	X		
Irving		X	
Jenkins	X		
Mann	X		
North	X		
Russell	X		
Sabin	X		
Tesla	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	w/ Notice of Support	w/ Letter of Support
Adams	X		
Audubon	X		
Bates	X		
Bristol	X		
Buena Vista	X		
Carver	X		
Chipeta	X		
Columbia	X		
Edison	X		
Freedom	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		
McAuliffe	X		
Midland	X		
Monroe	X		
Penrose	X		
Pike	X		
Queen Palmer	X		
Rogers	X		
Roosevelt Ed	X		
Rudy	X		
Scott	X		
STAR		X	
Steele	X		
Stratton	X		
Taylor	X		
Trailblazer	X		
Twain	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 88% of its indicators (134 out of 153) for AYP (see below). Of the District's schools, 39 out of 64 made AYP overall in 2007-2008 (seen at right).

	2004	2005	2006	2007	2008		2004	2005	2006	2007	2008		
Elementary	Adams	YES	YES	NO	YES	YES	Middle	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	YES	YES	YES	YES	YES		Twain	YES	NO	YES	YES	NO
	Buena Vista	YES	YES	YES	YES	YES		Washington	YES	YES	YES	YES	YES
	Carver	YES	YES	YES	YES	YES		Whittier	YES	YES	YES	YES	YES
	Chipeta	YES	YES	YES	YES	YES		Wilson	NO	NO	YES	YES	NO
	Columbia	NO	YES	YES	YES	NO		CIVA		YES	YES	YES	YES
	Edison	YES	YES	YES	YES	NO		Emerson-Edison	NO	NO	NO	NO	NO
	Fremont	YES	YES	YES	YES	YES		GLOBE	YES	YES	YES	YES	YES
	GLOBE	YES	YES	YES	YES	YES		Holmes	NO	YES	YES	YES	YES
	Grant	YES	YES	YES	YES	YES		Irving	NO	NO	NO	NO	YES
	Henry	YES	YES	YES	YES	YES		Jenkins	YES	NO	YES	YES	NO
	Howbert	YES	YES	YES	YES	YES		Mann	NO	NO	NO	YES	NO
	Hunt	YES	YES	YES	YES	YES		North	YES	YES	NO	YES	NO
	Ivywild	YES	NO	YES	YES	YES		Russell	NO	NO	NO	YES	YES
	Jackson	YES	YES	YES	YES	YES		Sabin	YES	YES	NO	YES	NO
	Jefferson	YES	YES	YES	YES	YES		Tesla	NO	YES	YES	YES	NO
	Keller	YES	YES	YES	YES	YES		West	YES	YES	YES	YES	NO
	King	YES	YES	YES	YES	YES		Bijou	YES	NO	NO	NO	NO
Lincoln	YES	YES	YES	NO	YES	CIVA	YES	YES	YES	YES	NO		
Longfellow	YES	YES	YES	YES	YES	Community Prep	NO	NO	NO	NO	NO		
Madison	YES	YES	YES	YES	YES	Coronado	NO	NO	YES	NO	NO		
Martinez	YES	YES	YES	YES	YES	Doherty	YES	NO	YES	YES	NO		
Midland	YES	YES	YES	YES	YES	GLOBE	NO	NO	NO	YES	NO		
Monroe	YES	NO	YES	YES	NO	Life Skills			NO	NO	NO		
Penrose	YES	YES	YES	YES	YES	Mitchell	NO	NO	NO	NO	NO		
Pike	YES	YES	YES	YES	YES	Palmer	NO	NO	YES	YES	NO		
Queen Palmer	YES	NO	YES	YES	YES	Tesla	NO	NO	NO	NO	NO		
Rogers	YES	YES	YES	YES	YES	Wasson	NO	NO	NO	NO	NO		
Roosevelt-Edison	NO	YES	YES	YES	YES								
Rudy	YES	YES	YES	YES	NO								
STAR					NO								
Scott	YES	YES	YES	YES	YES								

		All	American Indian	Asian	Black	Hispanic	White	Economically Disadvantaged	Students with Disabilities	English Language Learner
Reading 3-5	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes
	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	No	Yes	Yes	Yes	No	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	No	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	No	Yes	Yes	Yes	No	No
	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	No	Yes	Yes	No	No	Yes
	Other Indicator	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes
Math 9-10	Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Performance Target	Yes	Yes	Yes	No	No	Yes	No	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 2007-2008 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	99.78	99.26	92.12	88.79	99.92	99.71	93.85	91.35	8.80	6.84	32.76	28.21
African American	99.72	99.58	88.01	81.29	100.00	99.61	87.14	81.32	3.94	2.61	17.31	13.43
American Indian/Native Alaskan	100.00	99.85	90.40	83.68	100.00	99.95	91.20	87.63	8.79	4.31	21.80	17.92
Asian/Pacific Islander	99.49	99.69	96.26	93.95	100.00	99.60	97.10	96.32	18.67	10.59	49.11	45.90
Hispanic	99.93	98.21	88.17	79.35	99.93	99.74	91.10	84.42	5.16	2.14	22.47	13.06
White	99.74	99.70	95.08	94.17	99.90	99.71	96.77	95.73	11.46	9.51	40.10	36.50
Students with Disabilities	99.20	98.53	59.66	57.90	100.00	99.10	71.24	67.99	1.27	1.15	10.10	7.78
English Language Learners	99.75	97.27	84.62	74.53	100.00	99.69	89.55	81.81	4.34	1.66	23.66	12.13
Economically Disadvantaged	99.75	98.62	87.50	79.92	99.90	99.69	89.92	84.41	4.08	2.03	20.48	13.43

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	99.57	99.40	91.62	88.86	99.64	99.47	87.41	81.71	13.96	10.52	25.59	21.31
African American	99.85	99.15	86.82	82.05	99.55	99.16	78.23	66.15	6.25	4.22	12.07	8.59
American Indian/Native Alaskan	99.07	99.21	92.96	86.27	99.07	99.30	90.39	74.14	15.52	6.79	24.95	13.62
Asian/Pacific Islander	99.43	99.57	98.09	93.01	100.00	99.53	95.20	91.88	29.49	17.72	42.53	37.86
Hispanic	99.47	99.38	86.44	78.71	99.55	99.45	80.11	67.95	8.45	2.82	14.93	7.88
White	99.58	99.43	94.67	93.99	99.69	99.50	91.93	89.09	17.41	14.32	31.86	27.87
Students with Disabilities	99.23	98.19	61.16	54.70	99.61	98.41	52.06	44.06	2.31	1.15	5.12	3.63
English Language Learners	98.93	99.47	81.11	72.48	99.11	99.51	77.30	64.59	4.44	2.02	13.60	7.75
Economically Disadvantaged	99.42	99.26	85.25	78.79	99.50	99.36	79.98	68.00	5.94	2.74	13.65	7.98

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	98.20	97.49	92.35	89.84	98.33	97.79	75.84	67.76	67.50	75.00
African American	97.68	96.52	84.50	81.89	97.70	96.89	55.25	45.22	58.60	65.40
American Indian/Native Alaskan	98.55	95.14	95.82	87.26	98.55	96.09	83.23	55.97	47.60	58.90
Asian/Pacific Islander	97.52	98.55	98.38	93.38	97.52	98.90	86.24	79.93	67.70	83.50
Hispanic	97.49	96.45	88.18	80.83	97.63	96.94	62.84	45.50	56.20	57.10
White	98.50	97.99	95.20	94.29	98.65	98.20	83.17	78.76	72.70	82.10
Students with Disabilities	98.70	95.17	60.83	58.19	98.70	95.73	38.10	26.58	65.70	63.70
English Language Learners	99.12	97.12	80.98	75.38	98.68	97.51	50.90	41.21	71.40	55.40
Economically Disadvantaged	98.13	96.33	85.26	80.41	98.28	96.88	60.40	46.01	63.50	63.20

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 2008. In 2007-2008 District 11's *performance ratings* resulted in 6 Excellent, 19 High, 29 Average, 8 Low, and no Unsatisfactory ratings. The possible *Academic growth ratings*, which are based on individual students' academic growth at each school, are High, Typical and Low. The district had 14 schools with High growth, 37 schools with Typical growth and 7 schools with Low growth.



School	Rating 2007	Rating 2008	Rating Change 07-08	Academic Growth 07-08
Adams	Average	Average	—	Typical
Audubon	Average	Average	—	Typical
Bates	Average	High	↑	Typical
Bristol	Average	Average	—	Typical
Buena Vista	Average	Average	—	Typical
Carver	Average	Average	—	Typical
Chipeta	Excellent	Excellent	—	High
Columbia	Average	Average	—	Typical
Edison	Average	Low	↓	Typical
Freedom	New 08	High	New 08	Low
Fremont	Excellent	High	↓	Low
Globe 1-5	Low	Average	↑	Typical
Grant	High	High	—	Typical
Henry	Average	Average	—	Typical
Howbert	Excellent	Excellent	—	High
Hunt	Average	Average	—	Typical
Ivywild	Average	Average	—	Typical
Jackson	High	High	—	Typical
Jefferson	Average	Low	↓	Typical
Keller	Average	Average	—	Typical
King	High	High	—	Typical
Lincoln	Low	Average	↑	Typical
Longfellow	Average	High	↑	High
Madison	High	High	—	Typical
Martinez	High	High	—	Typical
McAuliffe	New 08	Average	New 08	Typical
Midland	High	High	—	Typical
Monroe	Low	Low	—	Low
Penrose	Average	Average	—	Low
Pike	Average	High	↑	High
Queen Palmer	Average	Average	—	Typical
Rogers	Low	Low	—	Typical
Roosevelt Ed	Average	Average	—	High
Rudy	High	High	—	Typical
Scott	Excellent	Excellent	—	High
STAR	New 08	Low	New 08	No rating
Steele	Excellent	Excellent	—	High
Stratton	High	Excellent	↑	Typical
Taylor	Average	Average	—	Low
Trailblazer	Excellent	High	↓	Low
Twain	Low	Average	↑	Typical
Washington	Average	Average	—	Typical
Whittier	Average	Average	—	Typical
Wilson	Average	Average	—	Typical

School	Rating 2007	Rating 2008	Rating Change 07-08	Academic Growth 07-08
CIVA	Average	Average	—	Typical
Emerson/Ed	Low	Low	—	Typical
Globe	Low	Low	—	High
Holmes	Excellent	Excellent	—	High
Irving	Average	Average	—	Typical
Jenkins	Excellent	High	↓	High
Mann	High	Average	↓	High
North	High	Average	↓	Low
Russell	High	High	↑	High
Sabin	High	Average	↓	Typical
Tesla	N/A	N/A	N/A	N/A
West	High	High	↑	Typical
Bijou	N/A	N/A	N/A	N/A
CIVA	Average	Average	—	
Coronado	High	High	—	Typical
CPS	N/A	N/A	N/A	N/A
Doherty	High	High	—	Typical
Globe 6-9	Low	Low	—	High
Life Skills	N/A	N/A	N/A	N/A
Mitchell	Average	Average	—	Typical
Palmer	High	High	—	High
Tesla High	N/A	N/A	N/A	N/A
Wasson	Average	Average	—	Typical

District CSAP Results for 2007 and 2008

		Year	U	PP	P	A	NS			U	PP	P	A	NS			U	PP	P	A	NS
MATH	District	2008	6	21	39	34	0	GRADE	8	23	44	24	0	GRADE	7	27	37	29	0		
		2007	7	23	42	28	0		7	21	43	29	0		9	25	37	28	0		
	State	2008	8	22	40	30	0		9	23	42	26	0		8	26	37	28	0		
		2007	7	24	43	25	0		9	21	43	27	0		11	24	35	30	0		
	Male	2008	6	19	39	36	0		8	23	44	24	0		7	27	37	29	0		
		2007	7	23	43	27	0		7	19	44	30	0		11	25	35	30	0		
	Female	2008	6	22	39	33	0		8	24	44	24	0		6	28	38	28	0		
		2007	7	23	41	29	0		7	23	42	28	0		8	25	40	27	0		
	Am. Indian	2008	5	31	49	15	0		13	27	52	8	0		20	29	37	15	0		
		2007	13	30	43	15	0		13	26	42	18	0		9	36	38	18	0		
	Asian	2008	3	11	34	50	2		6	15	48	30	0		3	14	42	41	0		
		2007	4	18	46	32	0		2	12	35	51	0		4	20	47	29	0		
	African Am.	2008	13	26	42	19	0		17	34	38	11	0		19	42	31	8	0		
		2007	12	35	40	13	0		20	33	38	9	0		17	36	35	12	0		
	Hispanic	2008	11	31	36	22	0		13	30	41	16	0		10	37	37	16	0		
		2007	12	31	41	16	0		12	29	42	16	0		15	33	37	15	0		
	White	2008	3	16	40	41	0		4	19	45	31	0		4	22	38	36	0		
		2007	3	18	43	36	0		3	16	45	37	0		6	20	38	36	0		
	IEP	2008	29	36	25	10	0		37	39	22	2	0		32	41	19	8	0		
		2007	21	51	24	4	0		33	33	28	6	0		38	38	19	5	1		
ELL	2008	13	26	37	23	0	16	32	37	14	0	10	34	39	17	0					
	2007	15	33	39	13	0	15	31	38	16	0	17	35	38	9	0					
GT	2008	0	0	15	84	0	0	1	22	76	0	0	2	17	81	0					
	2007	1	1	15	83	0	0	1	19	79	0	0	1	15	84	0					
Lower Income	2008	10	27	41	23	0	13	32	41	15	0	11	38	36	15	0					
	2007	11	32	41	16	0	13	29	43	16	0	15	33	37	15	0					
READING	District	2008	10	18	65	7	0	GRADE	8	24	63	4	0	GRADE	9	17	63	11	0		
		2007	9	20	64	7	0		12	21	59	8	0		12	19	61	9	0		
	State	2008	11	18	64	7	0		10	24	62	4	0		11	18	61	9	0		
		2007	10	19	64	7	0		13	22	58	6	0		13	18	59	9	0		
	Male	2008	12	20	62	7	0		9	27	60	4	0		10	18	63	8	0		
		2007	10	20	63	7	0		13	22	59	5	0		14	20	58	7	1		
	Female	2008	8	16	68	7	0		7	22	66	5	0		8	15	64	13	0		
		2007	7	19	66	8	0		11	20	60	10	0		9	17	63	10	0		
	Am. Indian	2008	8	38	51	3	0		13	35	52	0	0		22	20	54	5	0		
		2007	12	27	59	2	0		26	21	47	5	0		11	20	67	2	0		
	Asian	2008	10	19	56	15	0		6	15	74	3	0		3	7	71	19	0		
		2007	9	21	66	4	0		6	14	63	17	0		6	12	75	8	0		
	African Am.	2008	14	24	59	3	0		14	36	49	0	0		19	27	51	2	0		
		2007	9	29	61	1	0		24	31	43	1	1		19	28	49	4	0		
	Hispanic	2008	18	24	54	3	0		13	31	54	2	0		13	23	59	4	0		
		2007	15	27	55	3	0		20	29	48	3	0		21	26	49	5	0		
	White	2008	6	14	71	9	0		5	20	69	6	0		6	13	67	14	0		
		2007	7	14	69	10	0		7	16	67	10	0		7	15	66	11	1		
	IEP	2008	45	26	28	0	1		45	37	18	0	1		47	23	27	1	2		
		2007	42	37	20	0	1		50	30	19	0	1		47	31	20	1	1		
ELL	2008	24	25	48	2	0	14	39	47	0	0	19	24	53	4	0					
	2007	19	33	48	1	0	30	32	35	3	0	26	30	43	1	0					
GT	2008	1	0	67	32	0	0	1	73	24	1	1	2	57	40	1					
	2007	1	1	56	43	0	1	2	63	33	1	0	1	56	42	0					
Lower Income	2008	14	22	60	3	0	12	33	53	2	0	16	23	58	4	0					
	2007	14	26	57	3	0	21	28	48	3	0	19	24	53	3	0					
WRITING	District	2008	5	41	42	12	0	GRADE	5	41	44	10	0	GRADE	4	31	50	14	0		
		2007	5	39	46	10	0		7	42	43	7	0		4	38	47	10	0		
	State	2008	7	43	40	10	0		7	41	43	9	0		6	35	47	12	0		
		2007	6	40	46	9	0		8	42	41	8	0		5	37	47	10	0		
	Male	2008	6	44	41	8	0		6	45	41	7	1		5	36	49	10	0		
		2007	7	42	43	8	0		8	46	41	4	0		6	43	43	8	0		
	Female	2008	4	39	42	15	0		3	37	47	13	0		3	27	52	18	0		
		2007	3	35	49	13	0.1		6	38	46	10	0		2	33	52	13	0		
	Am. Indian	2008	10	46	41	3	0		8	46	44	2	0		7	39	41	10	2		
		2007	8	43	43	8	0		13	42	45	0	0		7	36	58	0	0		
	Asian	2008	5	39	32	24	0		2	35	53	8	0		1	14	59	22	0		
		2007	3	34	50	13	0		2	26	52	20	0		0	25	63	12	0		
	African Am.	2008	11	50	34	5	0		9	53	34	3	1		10	47	36	6	0		
		2007	7	51	39	4	0		14	52	31	2	1		7	53	35	4	0		
	Hispanic	2008	8	51	35	5	0		8	51	36	4	0		6	41	44	8	0		
		2007	7	52	36	4	0		12	53	32	4	0		7	49	41	3	0		
	White	2008	3	36	46	15	0		3	36	48	13	0		2	25	55	17	0		
		2007	4	31	51	14	0		4	38	49	9	0		3	32	51	14	0		
	IEP	2008	22	65	11	1	1		23	67	7	2	1		17	60	20	1	2		
		2007	22	62	14	1	1		30	57	12	0	1		19	67	11	1	1		
ELL	2008	10	55	29	6	0	11	56	29	3	1	9	44	39	7	0					
	2007	8	58	32	3	0	17	56	22	5	0	8	56	33	3	0					
GT	2008	0	6	51	42	0	0	8	52	39	1	0	5	45	50	1					
	2007	1	5	46	49	0	1	9	60	29	0	0	5	49	46	0					
Lower Income	2008	10	27	41	23	0	7	54	35	5	1	7	45	41	7	0					
	2007	11	32	41	16	0	12	54	31	3	0	8	49	40	4	0					

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

District CSAP Results for 2007 and 2008 (cont.)

		Year	U	PP	P	A	NS						U	PP	P	A	NS					
M	A	T	H	District	2008	11	25	40	25	0	G	R	A	D	E	7	2007	16	35	31	18	0
					13	31	32	25	0													
				State	2008	13	26	37	24	0							18	35	28	18	1	
					2007	13	26	35	25	0							14	35	30	21	1	
				Male	2008	11	26	38	26	0							18	34	29	19	0	
					2007	11	27	36	26	0							13	30	32	26	0	
				Female	2008	10	24	41	24	0							14	35	33	18	0	
					2007	10	27	41	21	1							13	32	32	23	1	
				Am. Indian	2008	7	32	48	11	2							17	40	23	20	0	
					2007	18	34	34	13	0							11	37	31	20	0	
				Asian	2008	4	16	46	34	0							9	28	31	32	0	
					2007	13	23	30	34	0							11	23	32	34	0	
				African Am.	2008	18	37	33	11	0							26	45	23	6	0	
					2007	19	40	32	8	0							31	41	19	10	0	
				Hispanic	2008	19	28	40	14	0							25	40	24	10	1	
					2007	16	33	35	16	0							22	38	28	12	1	
				White	2008	7	22	40	31	0							11	31	35	23	0	
					2007	7	23	41	29	0							7	27	35	31	0	
				IEP	2008	48	33	13	4	1							66	27	5	2	0	
					2007	48	32	15	4	2							50	30	14	4	2	
				ELL	2008	25	28	36	11	0							27	39	24	8	1	
					2007	22	29	32	17	0							30	45	19	6	0	
				GT	2008	0	1	20	78	0							1	4	26	69	0	
					2007	0	3	21	76	1							0	2	24	73	0	
				Lower Income	2008	17	32	36	14	0							24	43	26	6	0	
					2007	18	36	35	11	0							21	39	26	13	0	
				District	2008	8	18	60	14	1							11	22	56	10	1	
					2007	11	20	56	13	0							13	19	58	9	0	
State	2008	9	19	59	12	1	12	22	56	9	1											
	2007	10	19	59	12	1	13	21	57	9	1											
Male	2008	10	21	57	11	1	15	25	53	6	0											
	2007	14	21	55	10	0	15	21	58	6	0											
Female	2008	6	14	62	16	1	7	18	60	14	1											
	2007	8	19	58	15	0	12	17	58	12	0											
Am. Indian	2008	7	23	64	5	2	17	20	49	14	0											
	2007	16	26	45	13	0	11	37	49	3	0											
Asian	2008	6	10	55	27	2	8	14	58	20	0											
	2007	9	14	66	10	1	13	21	55	11	0											
African Am.	2008	13	27	54	6	0	21	29	46	4	0											
	2007	14	33	49	3	0	27	27	45	1	0											
Hispanic	2008	14	28	50	8	1	19	31	45	5	1											
	2007	18	29	48	6	0	26	26	43	4	1											
White	2008	5	12	65	17	1	7	18	62	13	1											
	2007	8	15	61	17	0	7	15	66	13	0											
IEP	2008	42	32	22	1	2	52	33	14	0	1											
	2007	44	32	22	0	3	51	27	19	2	1											
ELL	2008	20	36	40	4	1	27	31	40	1	1											
	2007	27	32	39	2	1	42	31	26	1	0											
GT	2008	0	0	42	57	0	0	2	57	40	1											
	2007	1	1	45	52	0	0	3	56	41	0											
Lower Income	2008	15	24	55	6	1	19	29	48	3	0											
	2007	19	29	47	4	1	23	26	48	4	0											
District	2008	4	32	52	11	0	5	37	45	13	0											
	2007	5	36	46	12	0	3	36	46	15	0											
State	2008	5	35	49	10	1	5	37	46	12	1											
	2007	5	35	49	11	1	3	36	46	15	1											
Male	2008	6	37	48	8	0	8	44	40	8	0											
	2007	8	42	42	8	0	4	42	43	10	0											
Female	2008	2	27	56	14	0	2	29	51	18	1											
	2007	2	31	50	16	1	2	29	48	20	0											
Am. Indian	2008	5	36	50	7	2	11	40	37	11	0											
	2007	11	45	26	16	3	6	40	49	6	0											
Asian	2008	2	20	53	24	2	2	26	48	25	0											
	2007	6	26	47	20	1	2	23	53	23	0											
African Am.	2008	8	43	43	6	0	8	46	39	6	0											
	2007	8	50	37	5	0	3	55	38	4	0											
Hispanic	2008	6	45	43	5	0	8	51	35	5	0											
	2007	8	50	36	5	1	7	52	34	6	1											
White	2008	2	26	57	14	0	3	30	50	16	0											
	2007	3	30	52	15	0	2	28	51	20	0											
IEP	2008	20	63	15	1	1	27	63	10	0	1											
	2007	24	62	10	1	3	16	70	12	1	1											
ELL	2008	8	56	32	4	1	11	57	27	4	1											
	2007	15	54	27	4	1	11	65	22	3	0											
GT	2008	0	2	51	47	0	0	4	45	51	0											
	2007	0	3	48	48	1	0	2	43	55	0											
Lower Income	2008	7	45	43	4	1	9	49	39	3	0											
	2007	9	49	37	4	1	11	65	22	3	0											

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

District CSAP Results for 2007 and 2008 (cont.)

	Year	MATH					Year	READING					Year	WRITING					
		U	PP	P	A	NS		U	PP	P	A	NS		U	PP	P	A	NS	
MATH	District	2008	19	29	27	25	1	2007	27	31	25	16	1	2008	30	36	28	4	2
	2007	18	30	30	21	1	29	31	27	12	1	31	38	25	4	2			
	State	2008	23	30	27	20	1	2007	30	30	24	13	2	2008	32	35	25	5	3
	2007	22	31	29	17	1	33	30	24	11	2	33	34	25	5	3			
	Male	2008	18	28	26	27	1	2007	26	30	24	18	1	2008	29	36	29	5	1
	2007	18	30	29	22	1	28	31	28	12	1	31	38	24	5	2			
	Female	2008	19	31	27	22	1	2007	27	31	26	14	1	2008	31	37	27	2	3
	2007	19	30	31	20	1	31	31	26	11	1	32	38	25	2	2			
	Am. Indian	2008	22	19	41	19	0	2007	38	36	10	13	3	2008	23	50	27	0	0
	2007	29	24	32	15	0	22	42	25	8	3	55	21	18	3	3			
	Asian	2008	16	28	28	29	0	2007	18	23	39	16	3	2008	27	32	32	7	2
	2007	6	22	46	24	2	24	25	37	14	0	17	48	23	10	2			
	African Am.	2008	39	38	14	8	0	2007	47	38	11	2	2	2008	58	24	13	2	3
	2007	40	38	15	6	0	56	27	12	4	1	49	38	12	1	1			
	Hispanic	2008	31	34	22	12	1	2007	44	29	19	6	3	2008	44	37	16	1	2
	2007	32	34	24	9	1	47	30	18	4	1	48	37	12	1	1			
	White	2008	11	27	30	32	0	2007	19	30	29	21	1	2008	22	38	34	5	2
	2007	11	28	34	27	1	21	32	31	15	1	24	38	30	5	3			
	IEP	2008	64	26	7	2	1	2007	68	25	4	2	1	2008	81	14	3	1	1
	2007	61	31	6	1	1	76	16	6	1	1	75	17	2	1	5			
ELL	2008	39	36	14	9	2	2007	60	20	15	4	1	2008	62	25	10	1	2	
2007	43	27	19	10	1	63	22	12	2	1	62	29	7	1	1				
GT	2008	1	5	19	75	0	2007	1	6	38	54	0	2008	3	16	62	19	1	
2007	0	6	30	64	0	3	9	38	49	0	1	17	61	19	2				
Lower Income	2008	29	35	23	12	1	2007	43	34	15	7	2	2008	47	35	16	1	2	
2007	31	37	22	10	1	45	32	18	4	1	50	34	12	1	2				
READING	District	2008	9	19	59	12	1	2007	8	23	60	7	2	2008	10	22	56	10	2
	2007	11	22	58	9	1	6	22	66	4	1	8	19	62	9	3			
	State	2008	11	21	57	10	1	2007	9	23	60	6	2	2008	10	21	55	11	3
	2007	12	24	55	8	1	8	24	62	4	2	8	19	60	9	3			
	Male	2008	12	20	58	9	1	2007	11	26	57	5	2	2008	13	23	54	7	2
	2007	12	24	57	7	1	8	24	64	3	1	12	23	57	6	3			
	Female	2008	7	18	60	14	1	2007	5	20	64	10	2	2008	7	20	57	13	3
	2007	9	20	60	10	1	4	21	69	5	1	4	15	67	12	2			
	Am. Indian	2008	15	15	67	4	0	2007	13	26	51	8	3	2008	7	7	80	7	0
	2007	17	32	44	7	0	11	17	64	8	0	18	24	52	3	3			
	Asian	2008	5	21	59	14	2	2007	8	21	59	8	3	2008	8	25	53	12	2
	2007	5	21	68	5	2	4	18	73	6	0	4	15	65	13	2			
	African Am.	2008	19	32	47	2	1	2007	16	36	46	1	2	2008	24	29	39	4	4
	2007	21	31	45	2	0	15	34	49	0	1	11	33	52	3	1			
	Hispanic	2008	19	25	49	5	1	2007	17	32	47	2	3	2008	15	34	45	4	2
	2007	23	29	46	2	0	11	33	53	1	2	18	25	53	2	2			
	White	2008	5	14	64	12	1	2007	4	18	67	10	1	2008	7	18	61	13	2
	2007	5	18	64	12	1	3	18	72	5	1	5	15	65	11	3			
	IEP	2008	49	34	15	1	2	2007	36	45	17	1	2	2008	57	27	16	0	1
	2007	44	41	13	1	1	39	39	21	0	1	45	37	12	1	6			
ELL	2008	28	38	31	1	2	2007	36	34	27	1	2	2008	29	48	21	1	1	
2007	44	24	33	0	0	28	47	23	0	1	43	33	23	0	1				
GT	2008	0	2	48	49	1	2007	1	1	68	29	0	2008	2	1	55	41	1	
2007	0	1	60	38	0	0	2	78	20	0	0	0	2	61	35	2			
Lower Income	2008	16	26	51	5	1	2007	16	32	47	2	3	2008	18	31	47	3	2	
2007	20	32	45	2	1	11	35	52	1	1	16	29	50	2	3				
WRITING	District	2008	5	41	42	10	1	2007	5	42	43	8	2	2008	9	40	40	9	2
	2007	4	41	45	10	1	3	43	44	8	2	7	38	45	8	3			
	State	2008	4	40	45	11	1	2007	5	43	42	7	2	2008	10	40	39	8	3
	2007	4	44	42	9	1	5	44	42	7	2	7	39	43	8	3			
	Male	2008	5	46	41	7	1	2007	8	47	38	6	2	2008	12	44	35	6	2
	2007	5	47	41	6	1	5	47	41	5	2	9	46	37	5	3			
	Female	2008	2	34	49	15	1	2007	2	37	48	12	2	2008	7	35	45	11	3
	2007	3	34	48	14	1	2	38	48	11	2	4	30	53	11	2			
	Am. Indian	2008	4	59	33	4	0	2007	0	59	33	5	3	2008	7	43	40	10	0
	2007	5	54	32	10	0	5	38	46	8	3	9	61	24	3	3			
	Asian	2008	2	29	55	12	2	2007	2	41	47	10	0	2008	8	44	37	8	2
	2007	2	37	51	10	2	2	41	47	10	0	2	38	44	13	2			
	African Am.	2008	6	59	32	2	1	2007	11	58	27	1	2	2008	22	46	25	3	5
	2007	8	61	29	2	0	9	57	32	1	1	11	47	38	3	1			
	Hispanic	2008	7	55	32	5	1	2007	9	55	30	3	3	2008	12	56	28	2	2
	2007	9	54	32	3	1	6	58	31	2	3	12	50	33	4	2			
	White	2008	2	32	51	14	1	2007	3	35	49	11	1	2008	7	34	46	11	2
	2007	2	33	51	13	1	2	37	50	10	1	5	33	50	9	3			
	IEP	2008	26	64	8	1	2	2007	23	71	4	0	1	2008	53	40	8	0	0
	2007	20	73	5	0	1	23	65	8	1	3	36	53	5	0	6			
ELL	2008	12	63	21	1	3	2007	19	61	17	1	2	2008	27	61	9	1	2	
2007	18	63	18	1	1	19	71	9	0	1	29	52	14	2	2				
GT	2008	0	4	50	46	0	2007	0	5	60	34	1	2008	1	6	59	33	1	
2007	0	5	54	41	1	0	7	57	34	1	0	7	57	33	2				
Lower Income	2008	6	54	35	4	1	2007	10	56	28	2	3	2008	17	51	27	3	2	
2007	8	57	31	4	1	6	60	30	2	2	14	50	30	2	3				

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

District CSAP Results for 2007 and 2008 (cont.)

District	Year	U	PP	P	A	NS	New Science standards adopted in 2008 no comparison to 2007					New Science standards 2008					
	2008	13	44	33	9	0	U	PP	P	A	NS	U	PP	P	A	NS	
S C I E N C E 5	State	2008	15	41	33	11	0	25	28	39	7	1	27	23	41	6	3
			New standards for Science in 2008														
	Male	2008	12	43	34	11	0	23	23	44	10	1	23	21	45	8	2
			New standards for Science in 2008														
	Female	2008	15	45	33	7	0	27	28	38	7	1	27	27	41	3	3
			New standards for Science in 2008														
	Am. Indian	2008	24	51	24	0	0	26	37	37	0	0	17	37	43	3	0
			New standards for Science in 2008														
	Asian	2008	6	33	51	10	0	25	21	44	11	0	34	20	37	8	0
			New standards for Science in 2008														
	African Am.	2008	30	50	18	1	0	51	30	17	2	0	52	20	23	1	3
			New standards for Science in 2008														
	Hispanic	2008	23	52	20	5	0	45	28	23	2	1	40	27	29	2	2
			New standards for Science in 2008														
	White	2008	7	40	40	12	0	14	24	51	11	1	17	24	50	7	2
			New standards for Science in 2008														
	IEP	2008	39	41	17	3	0	66	24	9	0	1	75	15	7	2	1
			New standards for Science in 2008														
	ELL	2008	31	48	18	3	0	63	22	11	2	2	68	19	10	1	2
		New standards for Science in 2008															
GT	2008	1	9	50	40	0	1	4	58	37	0	1	6	66	26	0	
		New standards for Science in 2008															
Lower Income	2008	23	51	22	3	0	40	29	28	3	1	41	27	28	1	3	
		New Science standards 2008															

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



ACT and Advanced Placement

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 2007-2008 high school juniors only.



ACT 2008

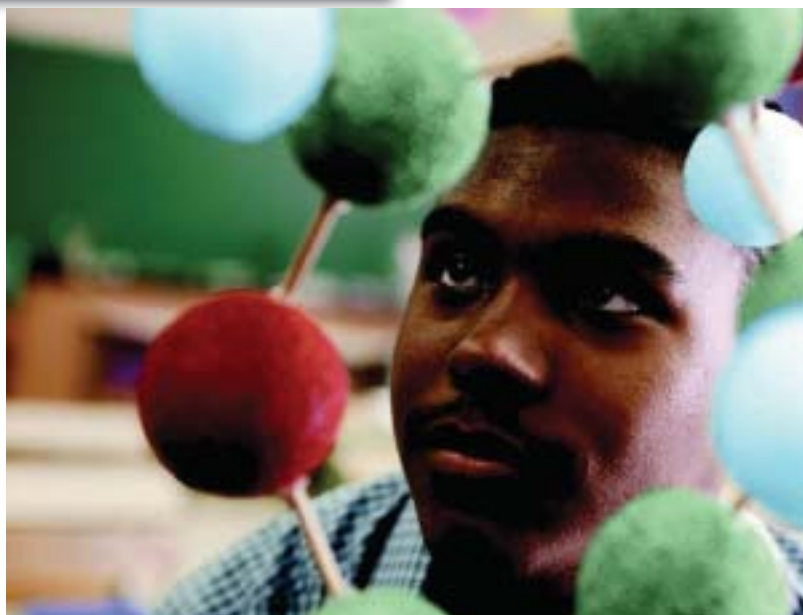
	2007 Composite Score	2008 Composite Score
State	19.1	19.4
District	18.6	18.5
Bijou	14.6	15.4
CIVA	17.9	18.3
Comm. Prep	13.3	16.4
Coronado	20.4	20.1
Doherty	19.5	19.4
Life Skills	13.2	11.9
Mitchell	16.3	16.2
Tesla	16.4	N/A
Palmer	20.9	20.7
Wasson	15.9	16.4

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.

Advanced Placement Courses and Exams

School	Number of Courses	Number of Students	Number of Exams	Exams Scored 3+	% Scoring 3+
Coronado*	12	100	170	130	76%
Doherty	15	244	385	204	53%
Mitchell	9	145	83	70	84%
Palmer	16	158	267	169	63%
Wasson	11	40	61	24	39%
Total	63	687	966	597	62%

*368 CU Gold enrollments representing 1,109 semester hours of credit



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 2,074 teacher's in District 11 in 2007-2008, 79% (1,639 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, 2007.

Teachers Highly Qualified in the District					
School Year	2003-4	2004-5	2005-6	2006-7	2007-8
Percentage Highly Qualified	90.86%	94.14%	89.52%	99.67%	99.43%
Target Percentage	-	93.88%	96.94%	100.00%	100.00%
Target Made		YES	NO	NO	NO

Classrooms in the District Taught by Highly Qualified Teachers					
School Year	2003-4	2004-5	2005-6	2006-7	2007-8
Percentage Highly Qualified	91.73%	94.35%	89.18%	99.72%	99.46%
Target Percentage	-	94.46%	97.23%	100.00%	100.00%
Target Made		NO	NO	NO	NO

Classes Taught by Highly Qualified Teachers in the District by High and Low Poverty		
	High Poverty Schools ¹	Low Poverty Schools ²
Percentage in District	99.00%	100.00%
Percentage in State	96.98%	98.02%

Professional Qualifications of Teachers	
Professional Qualifications	Percent of Teachers
Bachelors Degree	41.60%
Masters Degree	57.89%
PhD	0.51%

Teacher Licenses	
License	Percent of Teachers
Initial	8.47%
Emergency	0

¹ Schools are ranked from highest to lowest based on their free and reduced lunch eligibility counts. High-poverty schools are the 25% of schools with the highest poverty rate.

² Low-Poverty schools are the 25% of schools with the lowest poverty rate, as measured by free and reduced lunch eligibility.

2007-8 Attendance Rates (%)

Adams	94.9%
Audubon	94.9%
Bates	93.5%
Bristol	93.6%
Buena Vista	92.8%
Carver	93.2%
Chipeta	96.0%
Columbia	93.7%
Edison	94.5%
Fremont	94.2%
Grant	94.9%
Henry	94.7%
Howbert	95.1%
Hunt	93.1%
E Ivywild	92.6%
L Jackson	93.6%
E Jefferson	92.6%
M Keller	94.9%
E King	94.8%
N Lincoln	91.9%
T Longfellow	95.1%
A Madison	95.2%
R Martinez	94.6%
Y Midland	93.9%
Pike	94.5%
Queen Palmer	92.3%
Rogers	92.8%
Roosevelt-Edison	94.5%
Rudy	94.7%
Scott	94.5%
Steele	95.1%
Stratton	94.2%
Taylor	93.3%
Trailblazer	95.4%
Twain	92.7%
Washington	93.2%
Whittier	93.3%
Wilson	92.6%
Emerson-Edison	93.9%
M Holmes	94.6%
I Irving	92.5%
D Jenkins	94.4%
D Mann	92.8%
L North	92.9%
E Russell	93.4%
West	93.8%
Bijou	65.6%
CIVA	89.1%
H CPS	85.0%
I Coronado	90.4%
G Doherty	91.7%
H Life Skills	73.1%
Mitchell	86.3%
Palmer	88.6%
Wasson	87.5%
Tesla	81.7%
Globe	92.9%

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	6
Social Studies	6
Electives	11
Total Credits Needed	46



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	27	12	25	13	203	120	256	158	668	262	1,744
Suspension	40	14	39	27	414	148	498	227	996	310	2,713
Expelled	1	0	3	1	9	4	14	2	27	7	68
Referred to Law Enforcement	0	0	0	0	0	0	1	0	2	0	3
Other	3	3	2	1	58	38	80	32	209	72	498
Unduplicated count of students	60	28	59	30	606	261	759	370	1,726	617	4,516

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