



No Child Left Behind

State Report Card 2002–2003



COLORADO DEPARTMENT OF EDUCATION DECEMBER 2003



No Child Left Behind State Report Card 2002–2003

Introduction

The No Child Left Behind Act of 2001 (NCLB) requires that each state develop and implement an accountability system that is effective in helping to ensure that every school district and every school makes Adequate Yearly Progress (AYP) as defined by the federal legislation and approved by the United States Department of Education (USDE). The law requires that the accountability system shall, at a minimum:

- Be based on academic standards and assessments;
- Take into account the achievement of all public school students;
- Be the same for all school districts and schools in the State; and
- Include sanctions and rewards.

Adequate Yearly Progress is determined for each school and district based upon a formula approved by the United States Department of Education. AYP is limited to reading and mathematics with the

expectation that all students in each and every student sub-group will attain proficiency by the end of the 2013–2014 school year. The AYP goals that must be attained to “make AYP” increase incrementally over time leading to a goal of 100% proficiency by 2013–2014.

The No Child Left Behind Act also requires each state to prepare and disseminate a concise *State Report Card* that informs the public regarding the progress the State is making toward the goals of 100% proficiency in reading and mathematics. Colorado’s NCLB Report Card focuses primarily on student performance on the Colorado Student Assessment Program (CSAP). The student information in this report is broken down by:

- Gender
- Race/Ethnicity
- Limited English Proficiency status
- Economically Disadvantaged status
- Students with Disabilities

Disaggregating the information in this way helps to reveal Colorado’s strengths and areas that need additional attention. With this knowledge, we can take the first steps toward ensuring that we leave no child behind.

In this report, you will find information concerning:

- CSAP mathematics proficiency by grade level
- CSAP reading proficiency by grade level
- Adequate Yearly Progress assessment participation rates by grade level and subject area
- State trend data by grade span
- High School graduation rates by racial/ethnic groups
- Highly Qualified Teachers
- District AYP determinations
- Title I schools on Improvement
- Glossary





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CSAP MATHEMATICS PROFICIENCY

Grade 5/ Grade 6/ Grade 7/ Grade 8/ Grade 9/ Grade 10

The following graphs represent the percentage of students scoring advanced, proficient and non-proficient on the 2003 Mathematics CSAP. All students enrolled in public schools in the State of Colorado are included, except for students who have been in the US for less than three years and are Limited English Proficient or Non English Proficient.

Please note the following definitions for all graphs:

Advanced: Advanced score on the CSAP

Proficient: Partially Proficient or Proficient on CSAP
Emerging, Developing or Novice on CSAP-A

Non-Proficient: Unsatisfactory on CSAP
Inconclusive or Exploring on CSAP-A

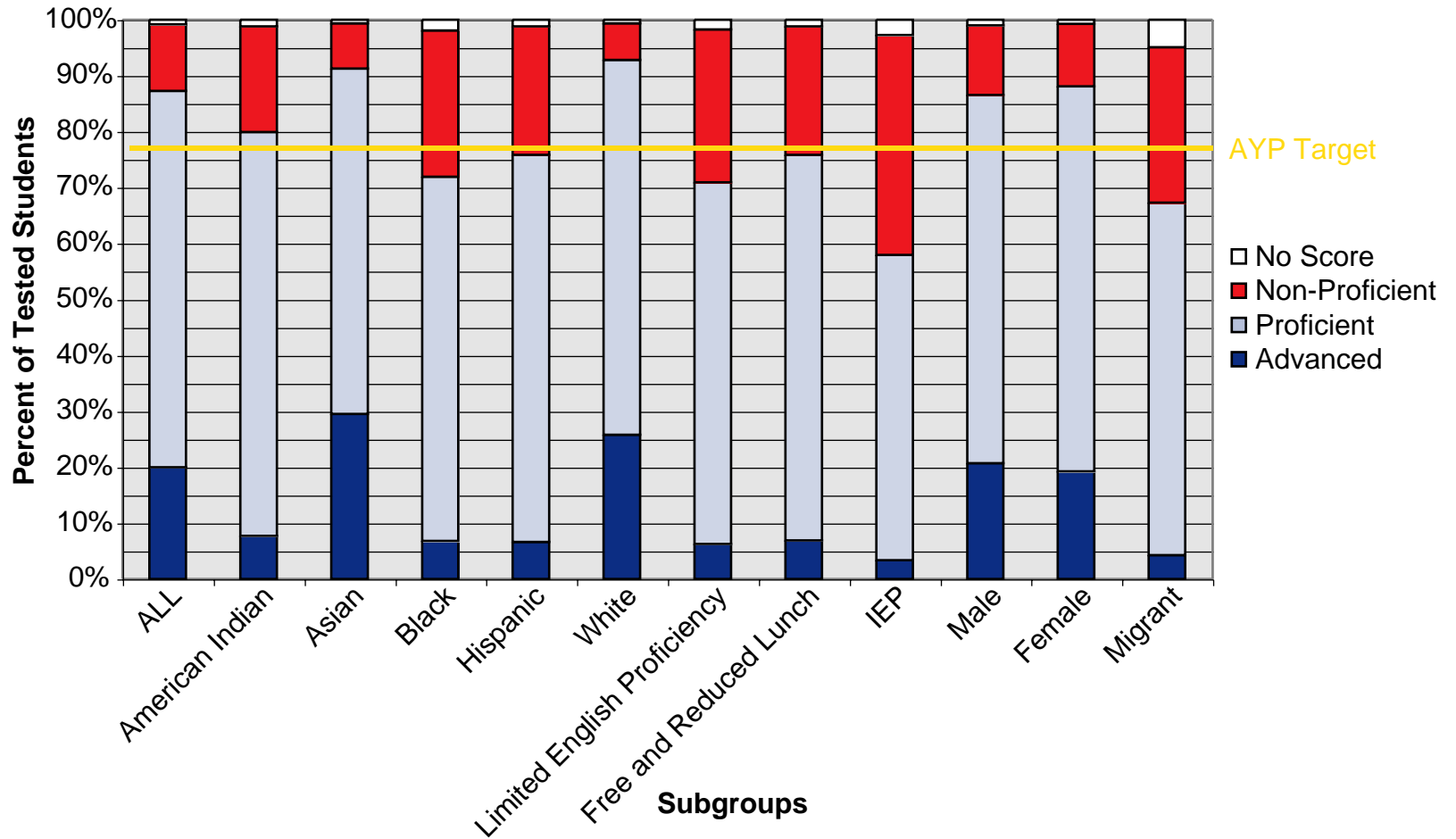
No Score: CSAP Test was not scored. Test was invalidated prior to scoring.

Students Tested: All public school students in Colorado were included except for English Language Learners who have been in the U.S. for less than three years and are Limited English Proficient or Non English Proficient



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5th Grade Math 2002–2003



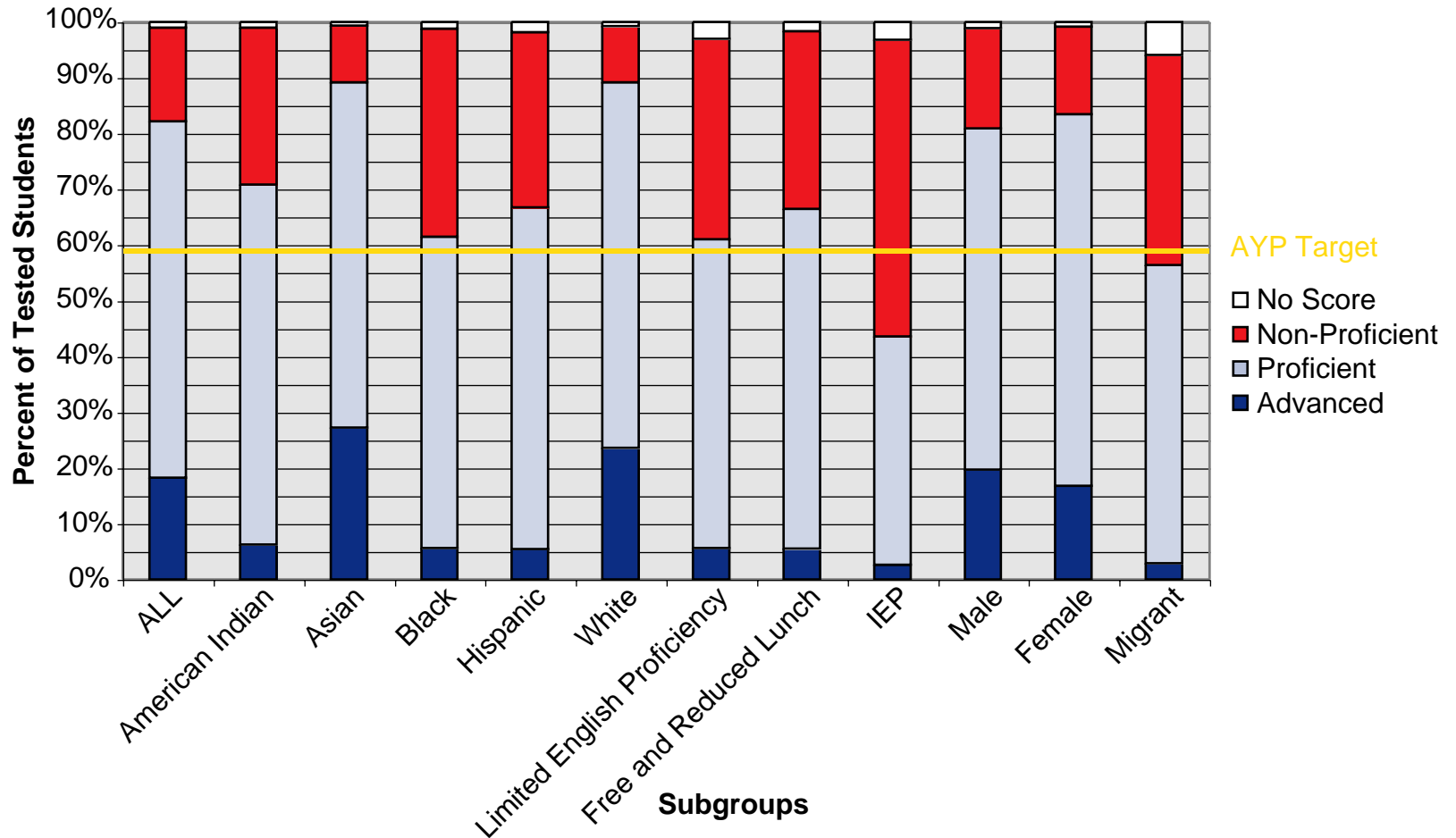
Overall, fifth graders in the state are meeting the math proficiency targets. However, looking at the disaggregated information, Black, Hispanic, limited English proficient students, students who receive free or reduced lunch, students with IEPs and migrant students all do not reach the math targets.





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6th Grade Math 2002–2003

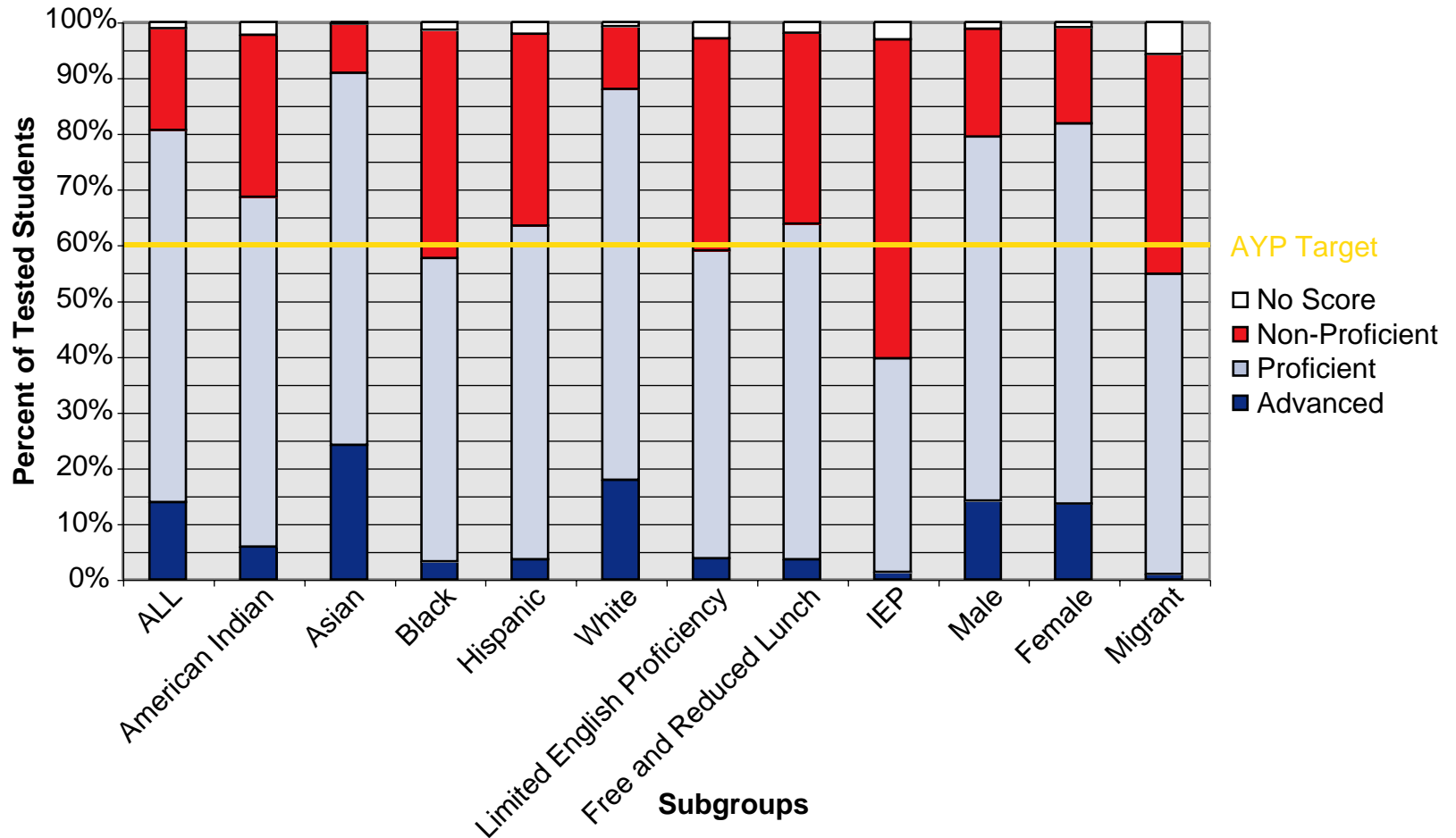


In sixth grade the proficiency target changes to reflect the middle school AYP math goals. All students and subgroups are meeting the target, except for students with IEPs and migrant students.



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7th Grade Math 2002–2003

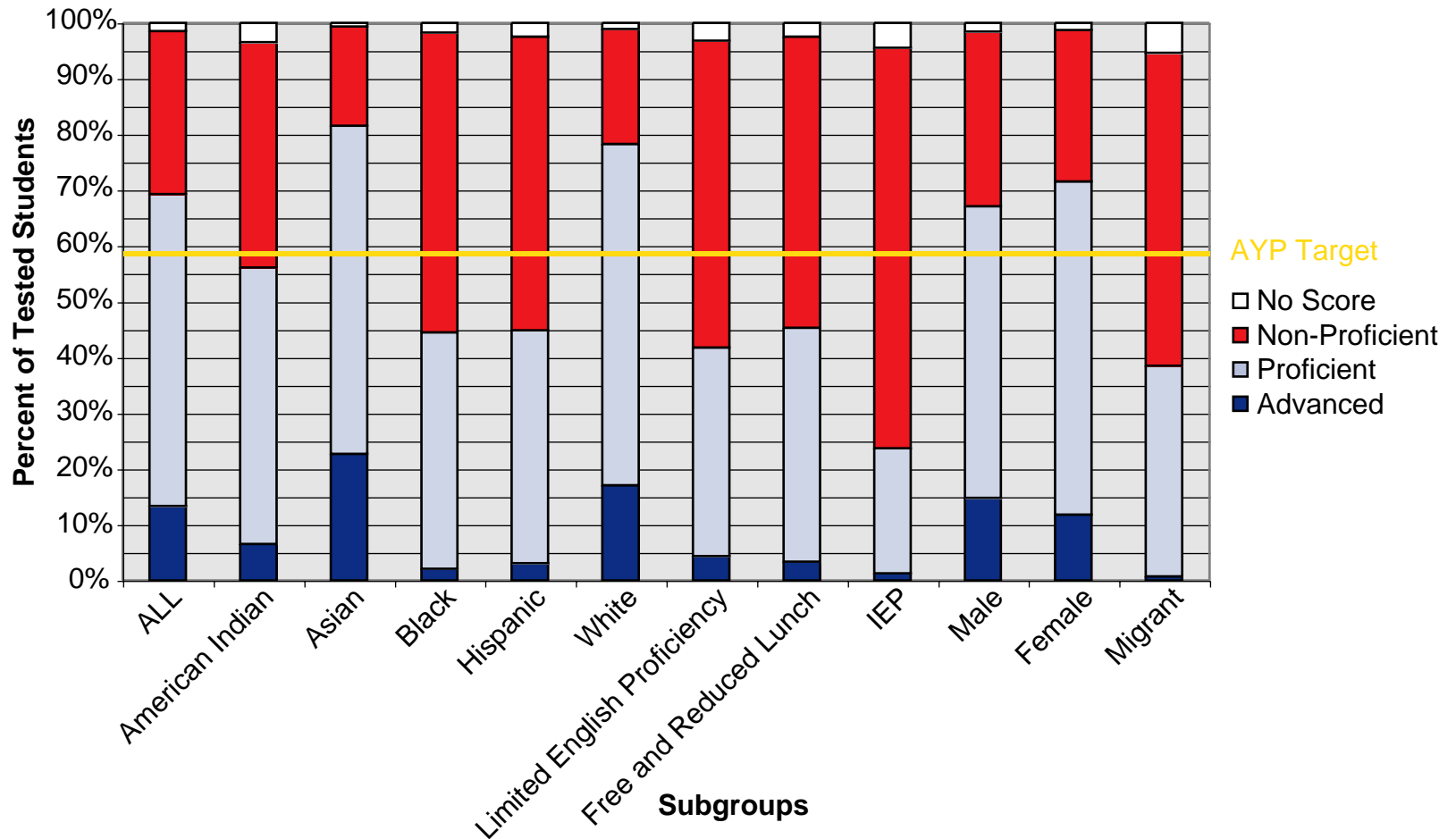


Seventh graders are performing similarly to sixth graders, although Black students and limited English proficient students are scoring just below the performance targets. Asian and White students continue to exceed the target and have a larger percentage of students scoring at the advanced level.



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8th Grade Math 2002–2003



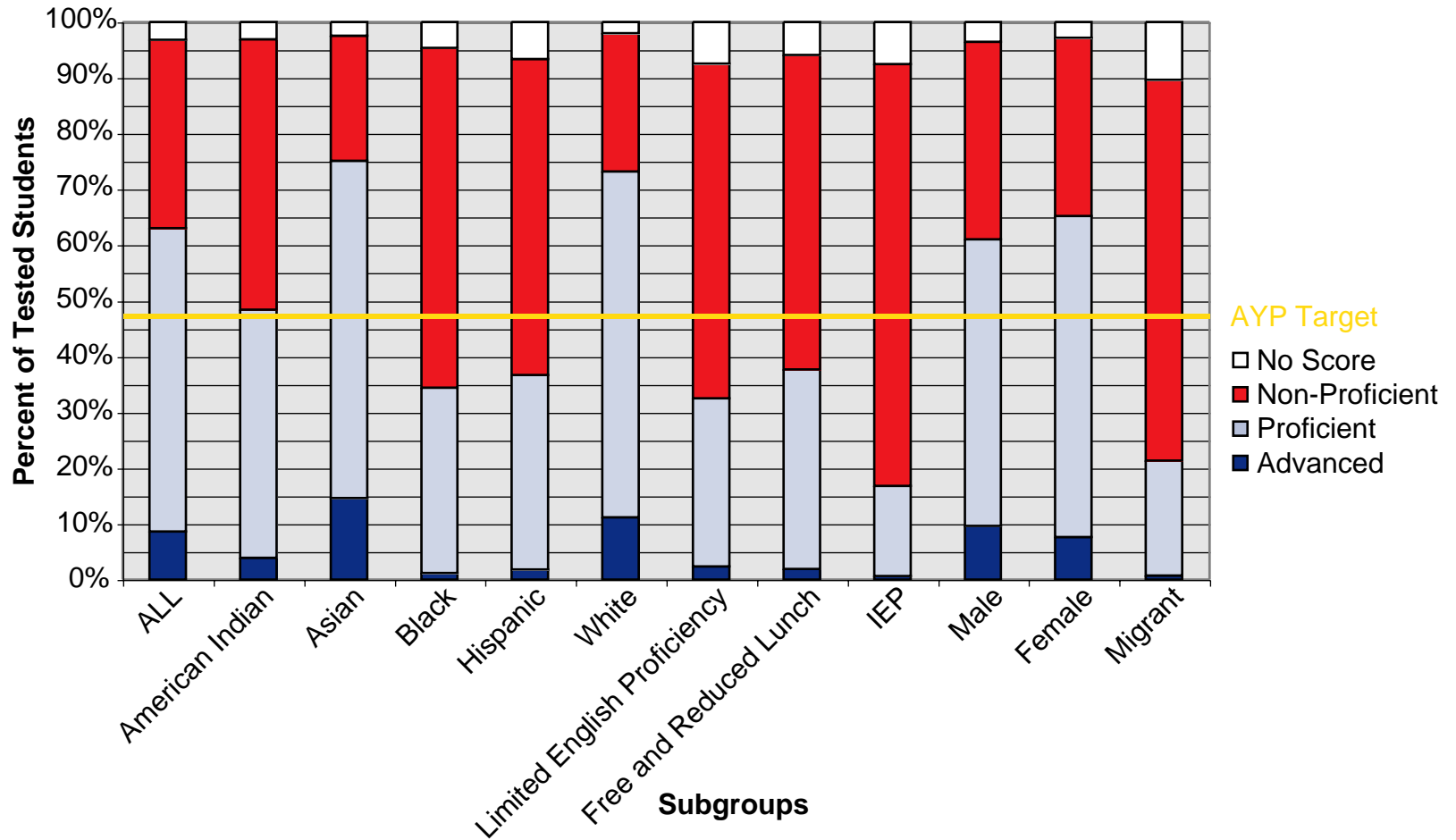
In eighth grade, the percentage of students scoring proficient declines. Overall all eighth graders are meeting the targets, as are Asian, White, male and female students. All other subgroups did not reach the proficiency target.





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9th Grade Math 2002–2003



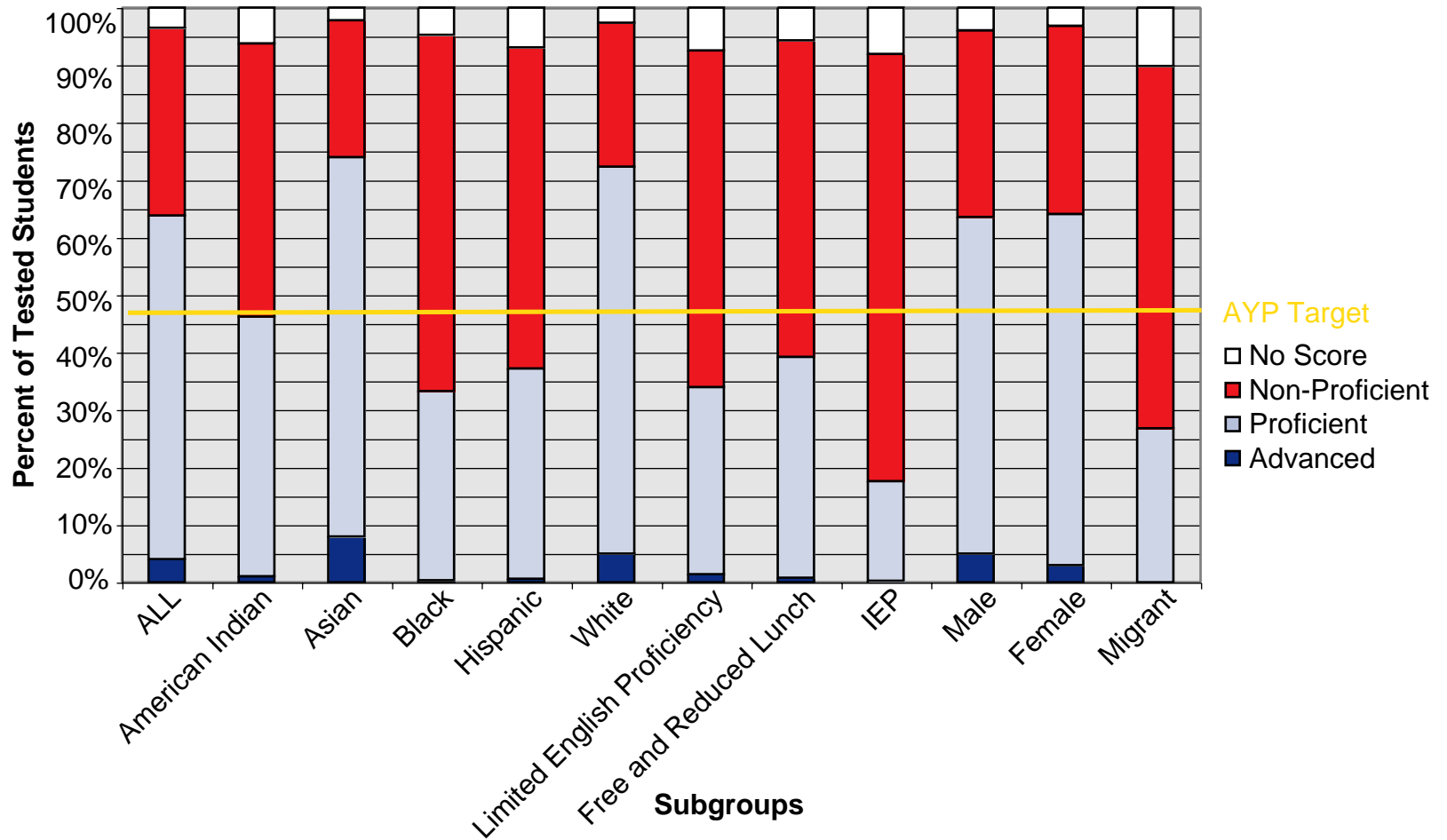
The proficiency target changes to the high school AYP goal in ninth grade. Performance is very similar to the 8th grade scores, although overall a bit lower. Also, Native Americans meet the performance target in ninth grade.





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10th Grade Math 2002–2003



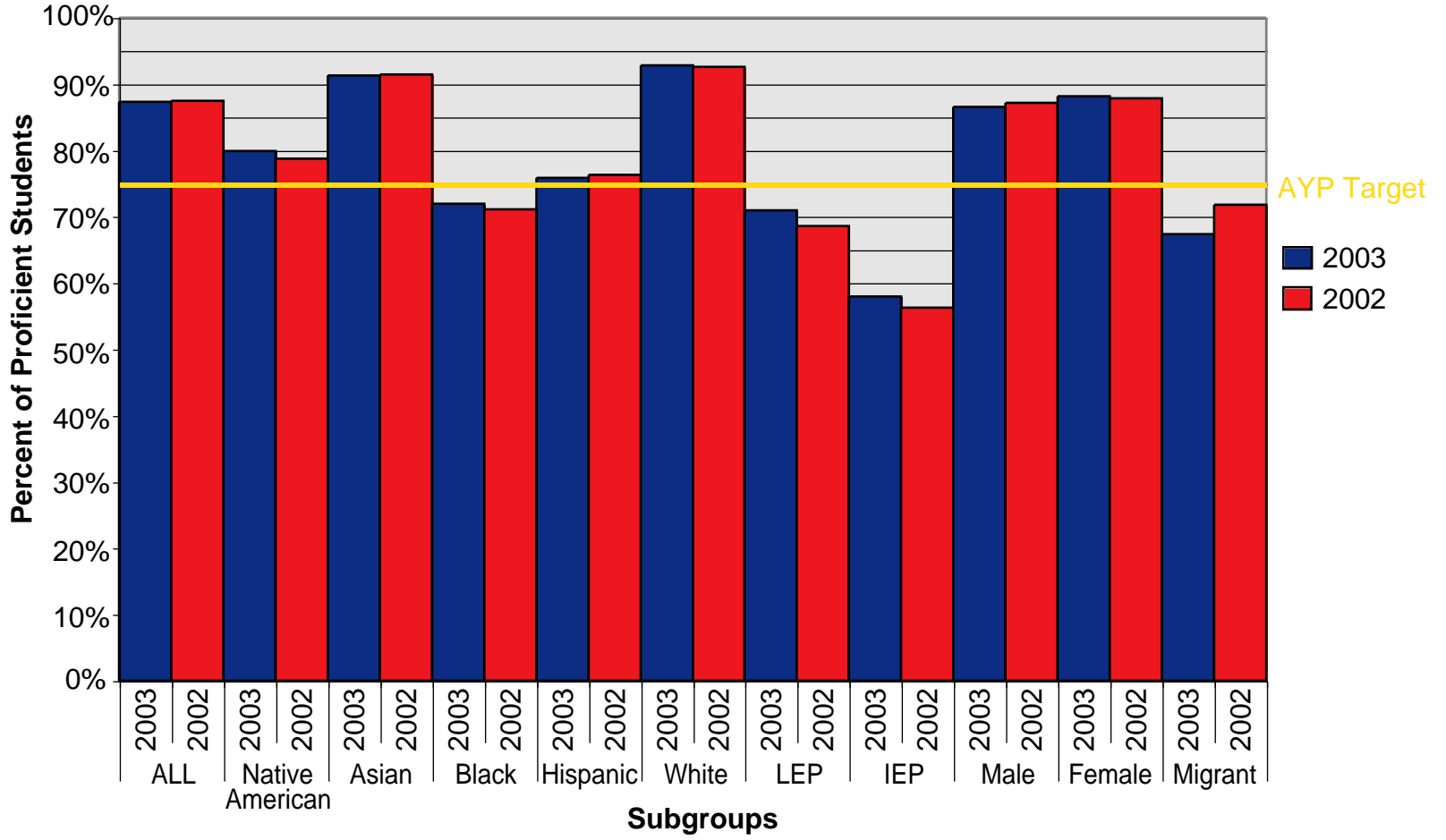
Tenth graders again reflect the general trend of higher performance from Asian, White, male and female students. All other subgroups do not meet the targets and students with IEPs and migrant students are especially struggling.



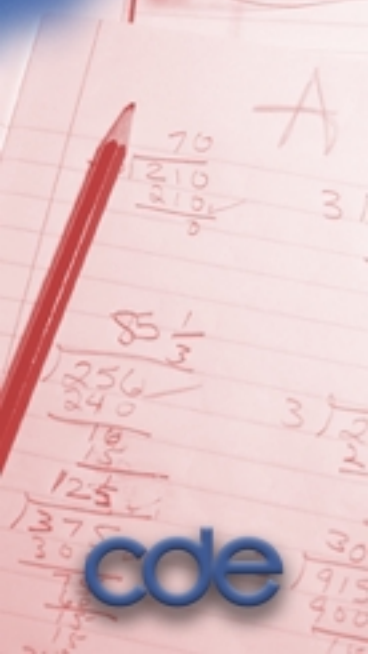


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Elementary Math 2001–2002 and 2002–2003



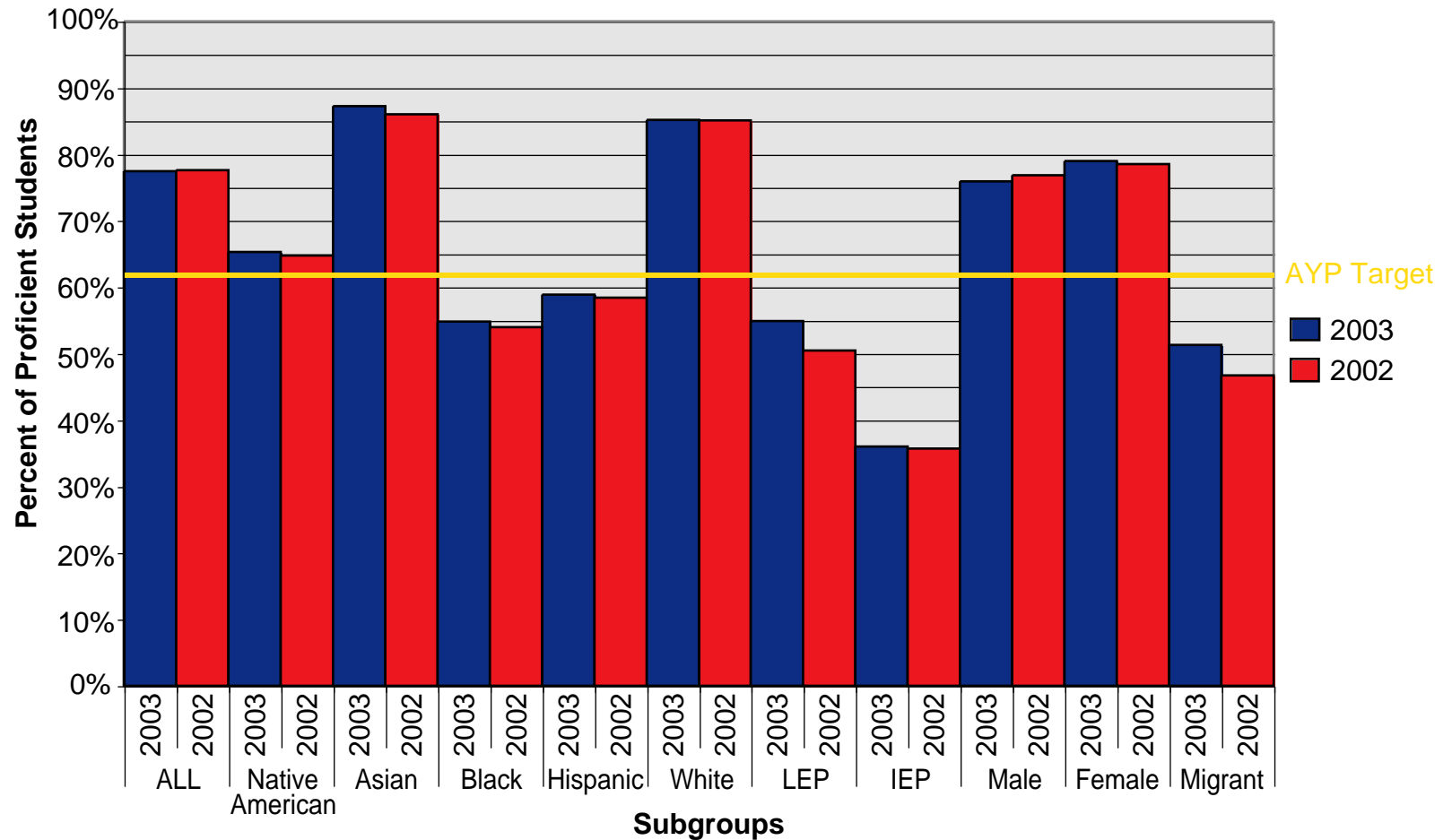
In the elementary grade span performance was very similar between 2001–2002 and 2002–2003. While Black students, limited English proficient students and students on IEPs did not reach the AYP target, they all showed increased proficiency in 2002–2003. Migrant student performance declined, however.





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Middle Math 2001–2002 and 2002–2003



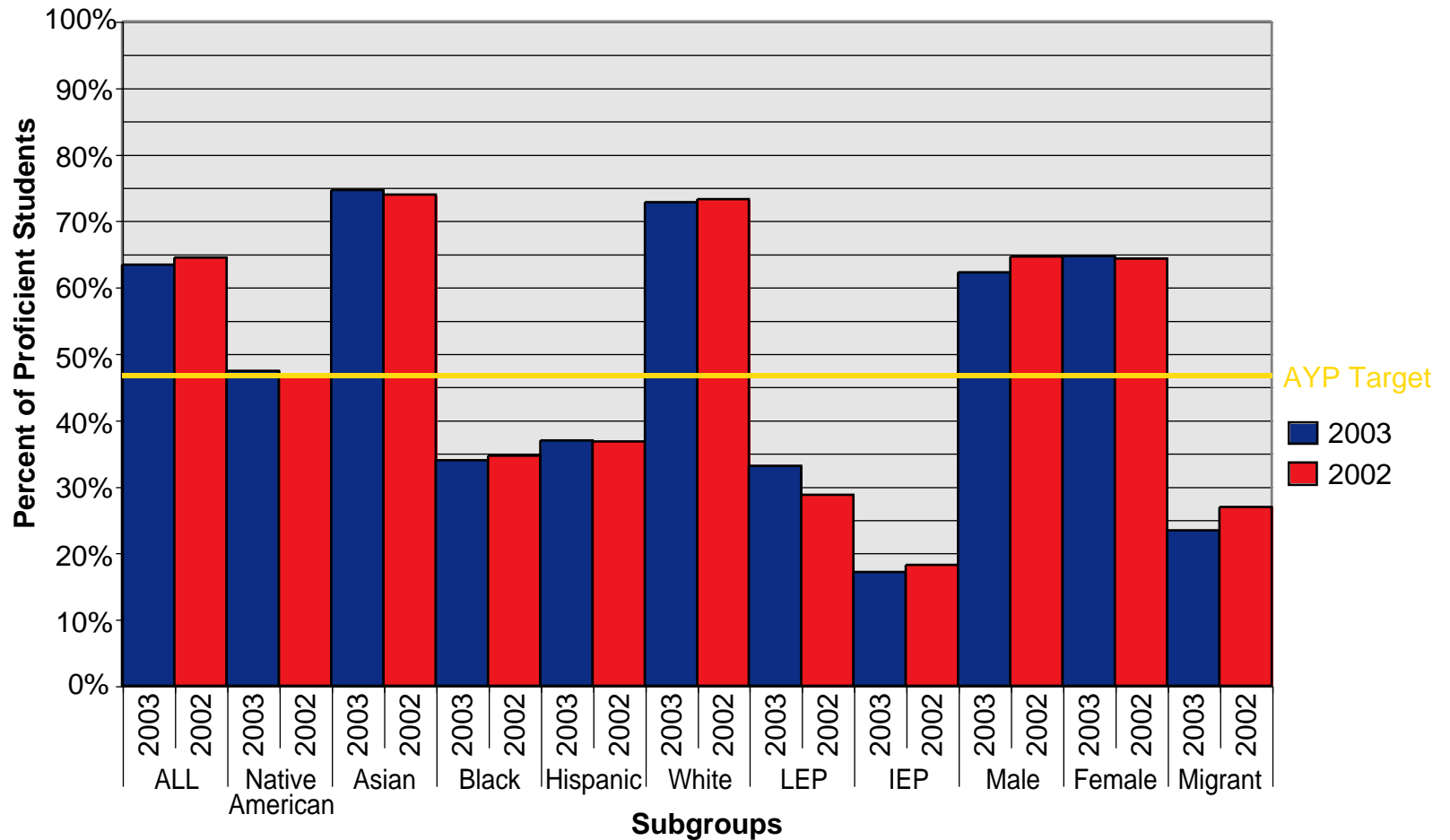
Middle school math trend data shows increases in all subgroups from 2001–2002 to 2002–2003, except for male students. While Black, Hispanic, Limited English proficient students, students on IEPs and migrant students did not reach the target, they all showed growth from 2001–2002.





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High Math 2001–2002 and 2002–2003



There is little consistency among subgroup performance from 2001–2002 and 2002–2003. Overall, high school performance declined. Achievement gaps exist between Asian and White students and Black, Hispanic, LEP, IEP and migrant students.





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CSAP READING PROFICIENCY

Grade 3/ Grade 4/ Grade 5/ Grade 6/ Grade 7/ Grade 8/ Grade 9/ Grade 10

The following graphs represent the percentage of students scoring advanced, proficient and non-proficient on the 2003 Reading CSAP. All students enrolled in public schools in the State of Colorado are included, except for students who have been in the US for less than three years and are Limited English Proficient or Non English Proficient, and did not take the Spanish version (Lectura) of the CSAP.

Please note the following definitions for all graphs:

Advanced: Advanced score on the CSAP or Lectura

Proficient: Partially Proficient or Proficient on CSAP or Lectura
Emerging, Developing or Novice on CSAP-A

Non-Proficient: Unsatisfactory on CSAP or Lectura
Inconclusive or Exploring on CSAP-A

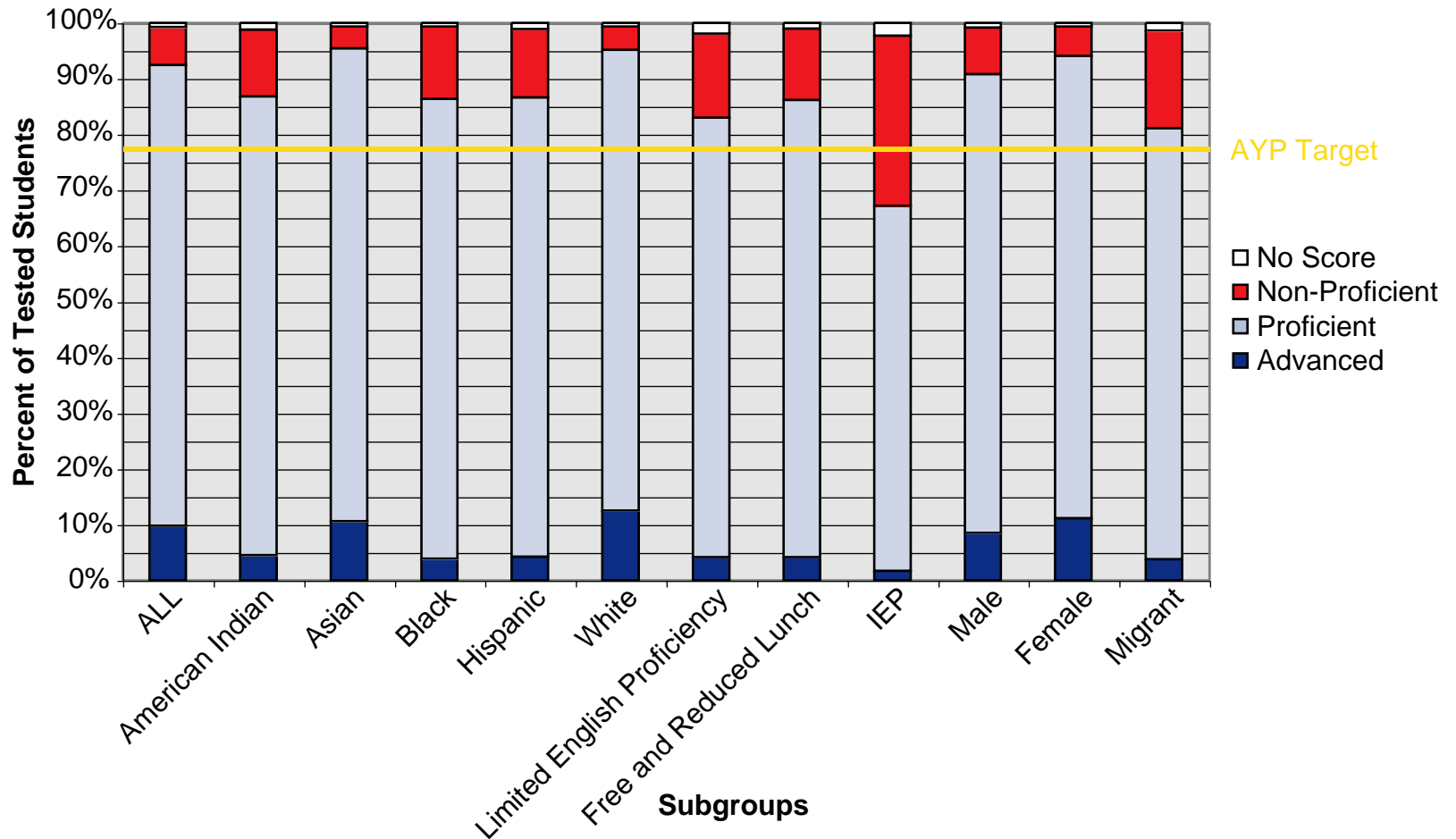
No Score: CSAP Test was not scored. Test was invalidated prior to scoring.

Students Tested: All public schools students in Colorado were included except for English Language Learners who have been in the US for less than three years, are Limited English Proficient or Non English Proficient, and did not take the Lectura.



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3rd Grade Reading 2002–2003

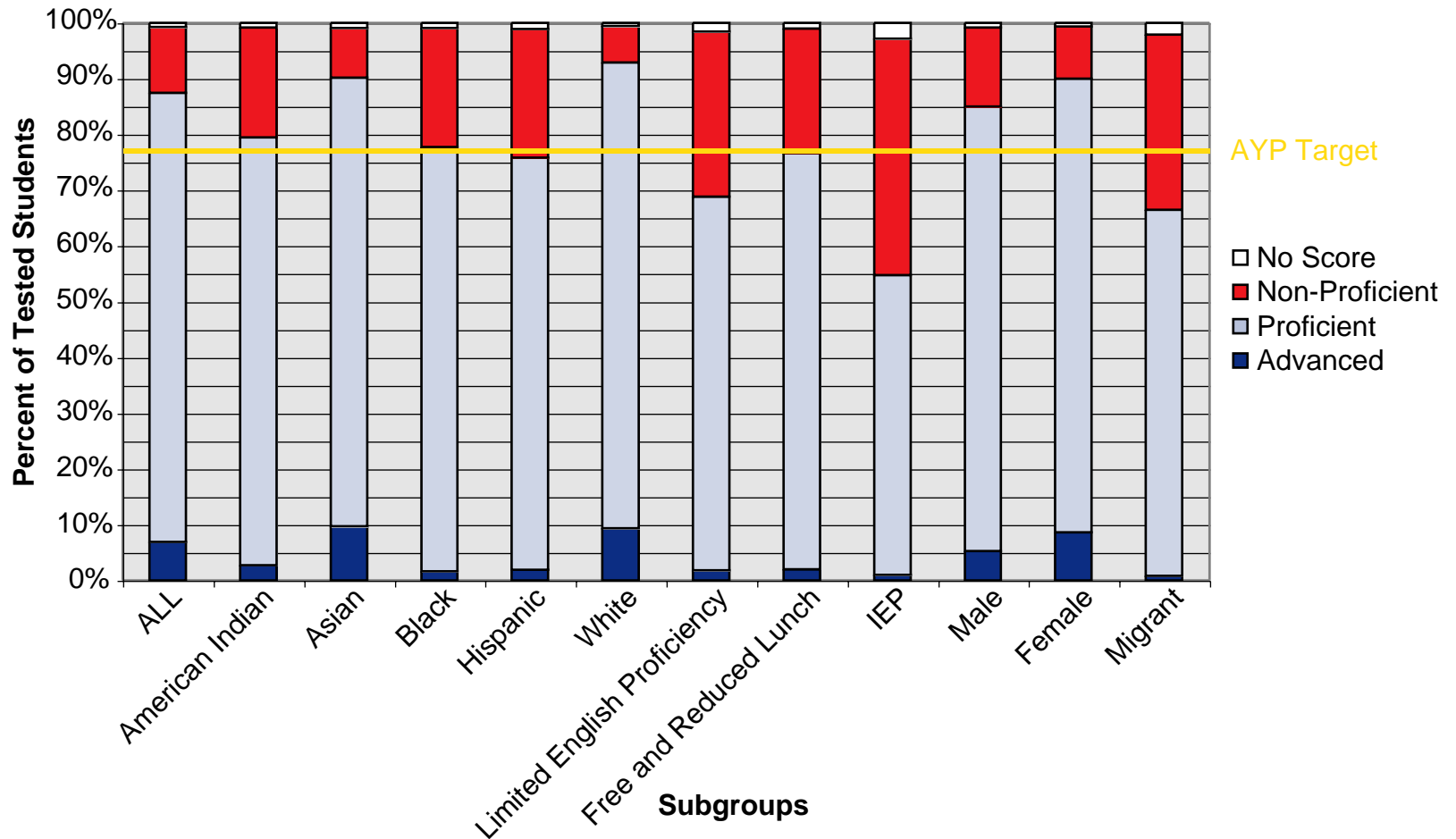


Statewide, third grade students are exceeding the proficiency target for reading in all subgroups, except for students with IEPs.



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4th Grade Reading 2002–2003

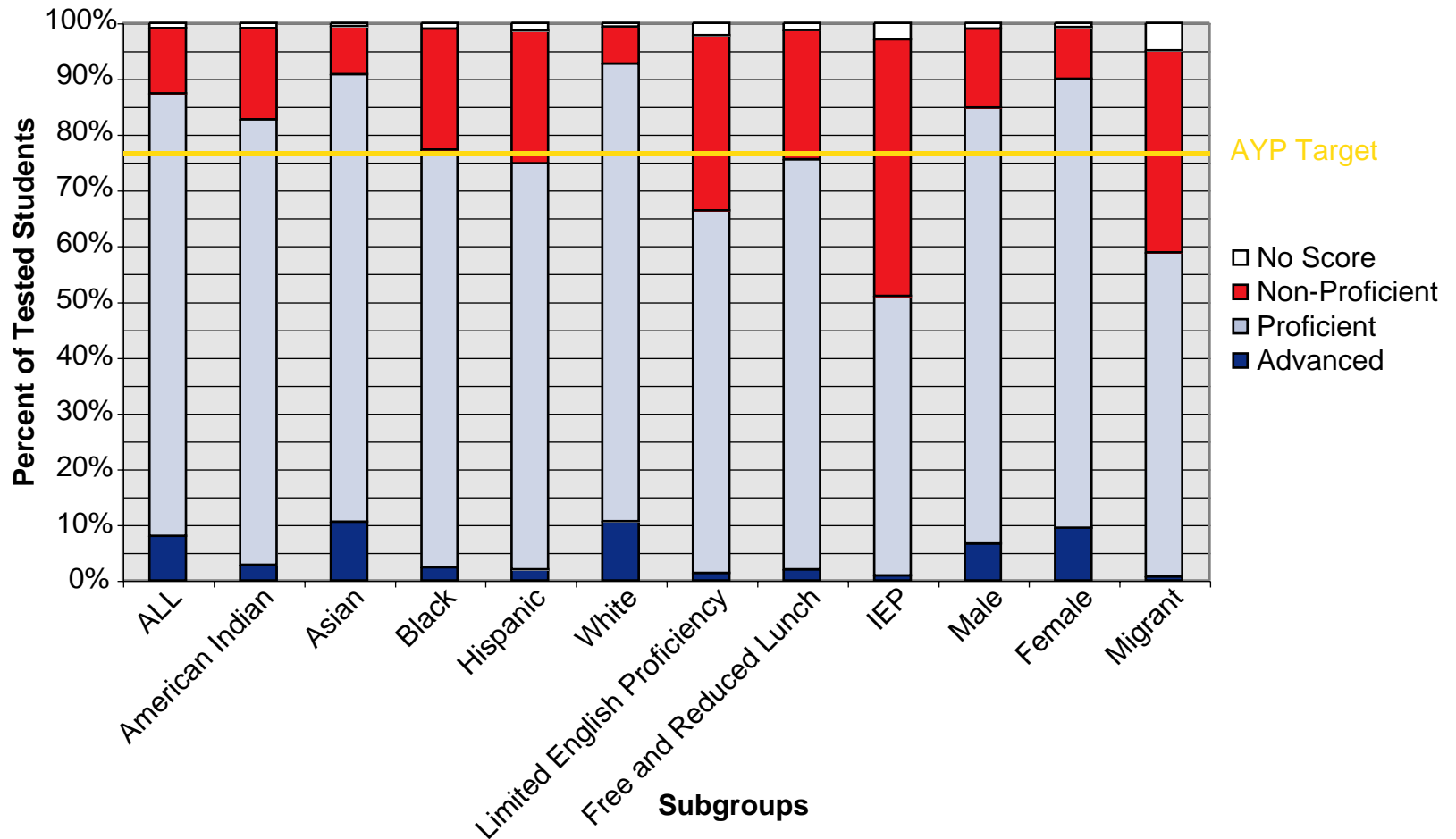


While overall fourth graders are exceeding the proficiency target, as are white and Asian students, many subgroups are either just barely making the targets or are missing them completely. Limited English Proficient students, students with IEPs and migrant students are not meeting the targets. American Indian, Hispanic, Black, and students receiving free or reduced lunch are all scoring near the reading proficiency targets.



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5th Grade Reading 2002–2003

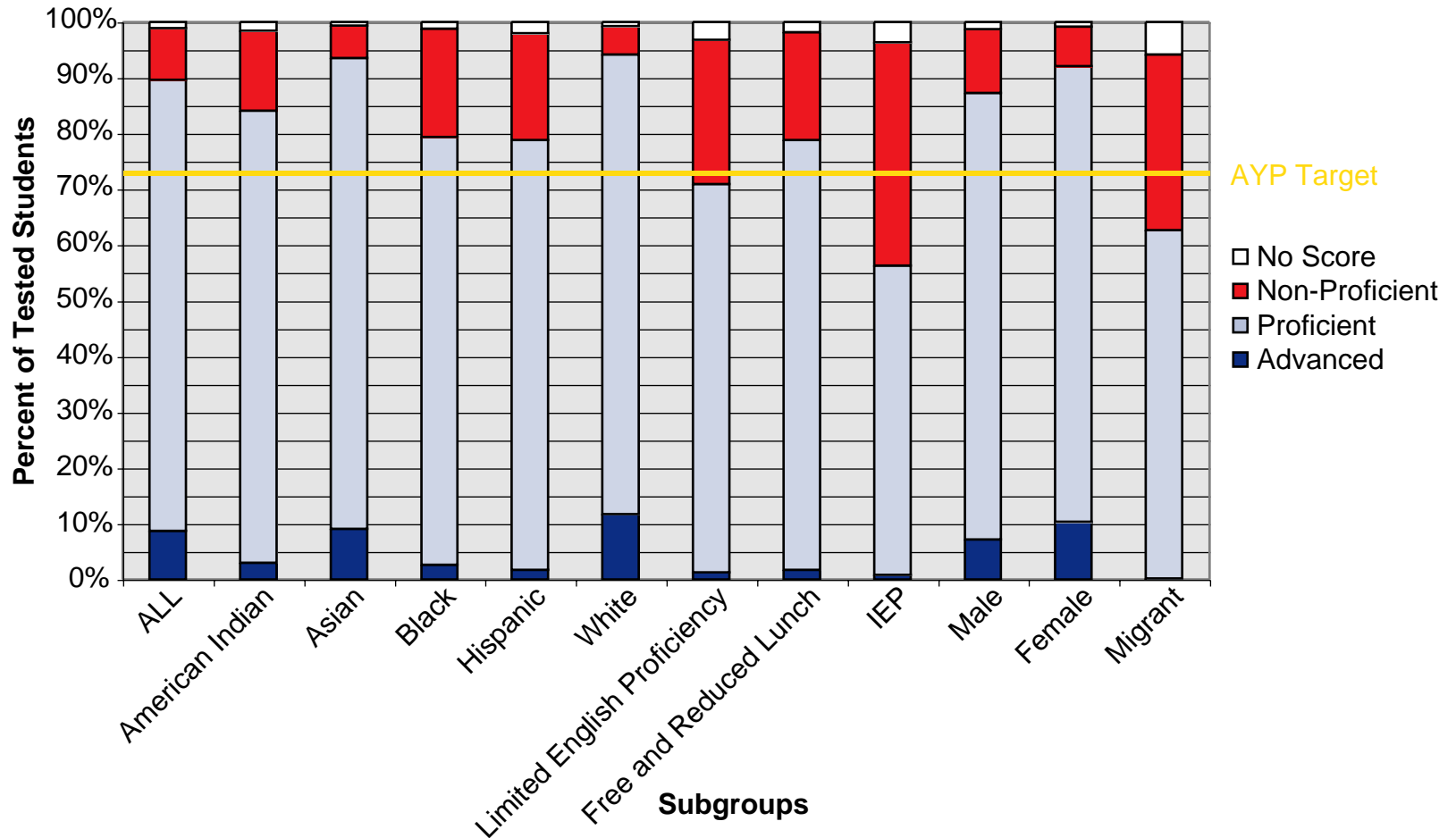


Fifth grade students are performing very similarly to the fourth graders in the state. Disparities seem to be increasing slightly; subgroups of students with IEPs and migrant students show a lower percentage of proficient students than in fourth grade.



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6th Grade Reading 2002–2003

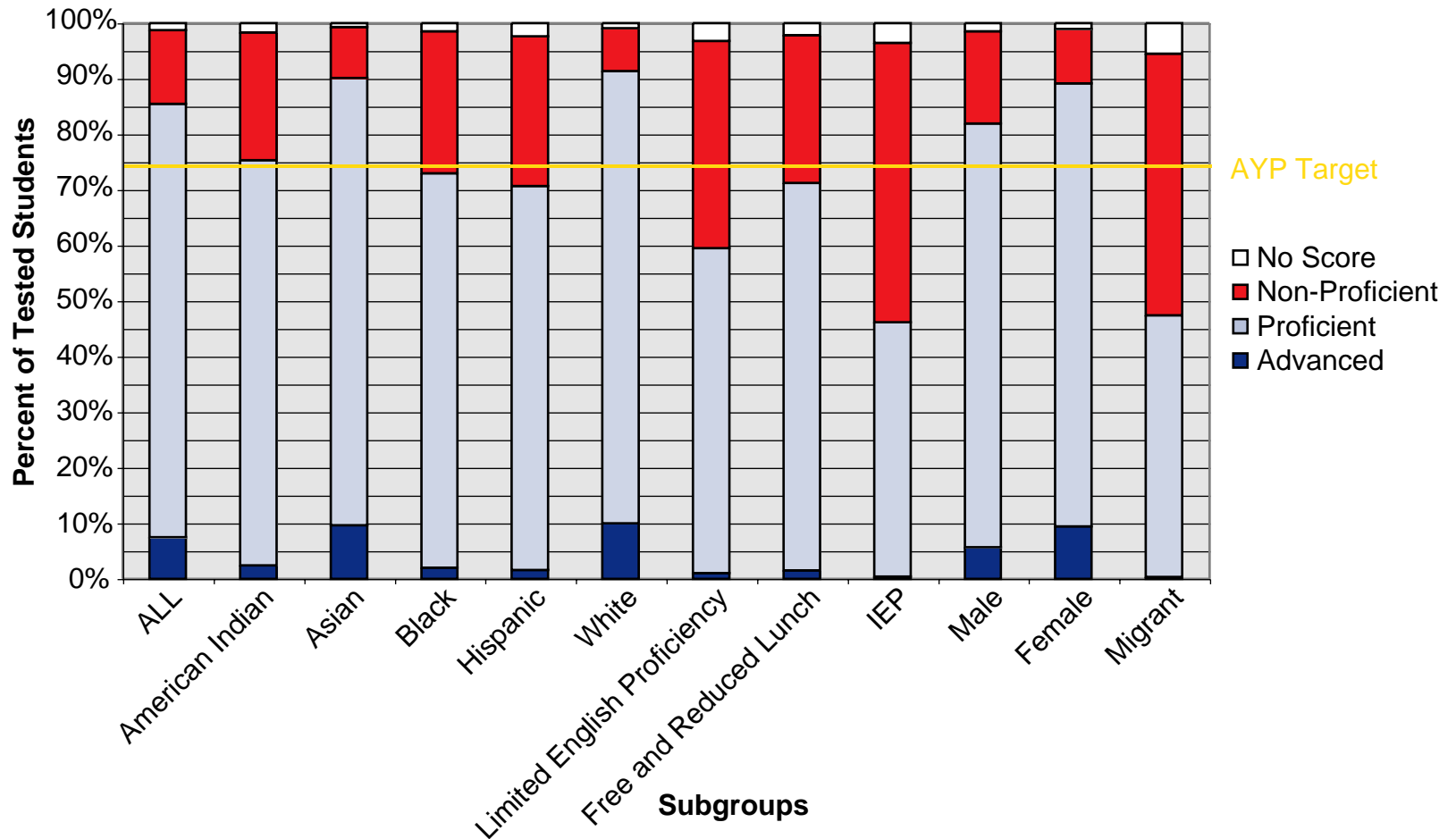


In sixth grade, the reading proficiency target changes to represent the middle school target. All racial/ethnic subgroups are exceeding the reading target, but students with IEPs and migrant students are still failing to reach the targets, as are limited English proficient students, who are only slightly below.



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7th Grade Reading 2002–2003



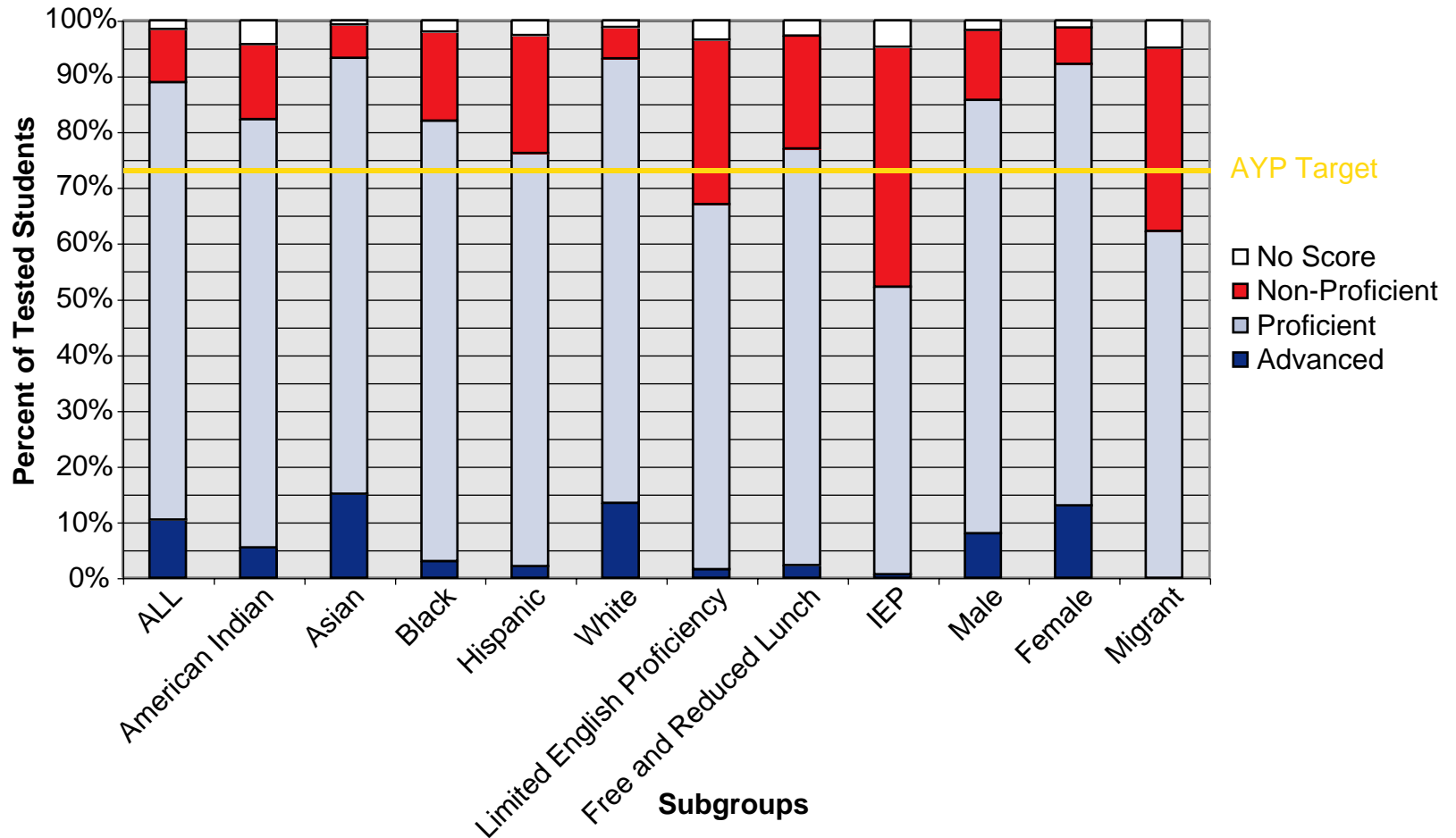
Larger discrepancies begin to appear again in seventh grade, as White and Asian students are exceeding the target while limited English proficient students, students with IEPs and migrant students are far from meeting the targets. Additionally, Black, Hispanic, and students receiving free or reduced lunch did not meet the proficiency target.





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8th Grade Reading 2002–2003

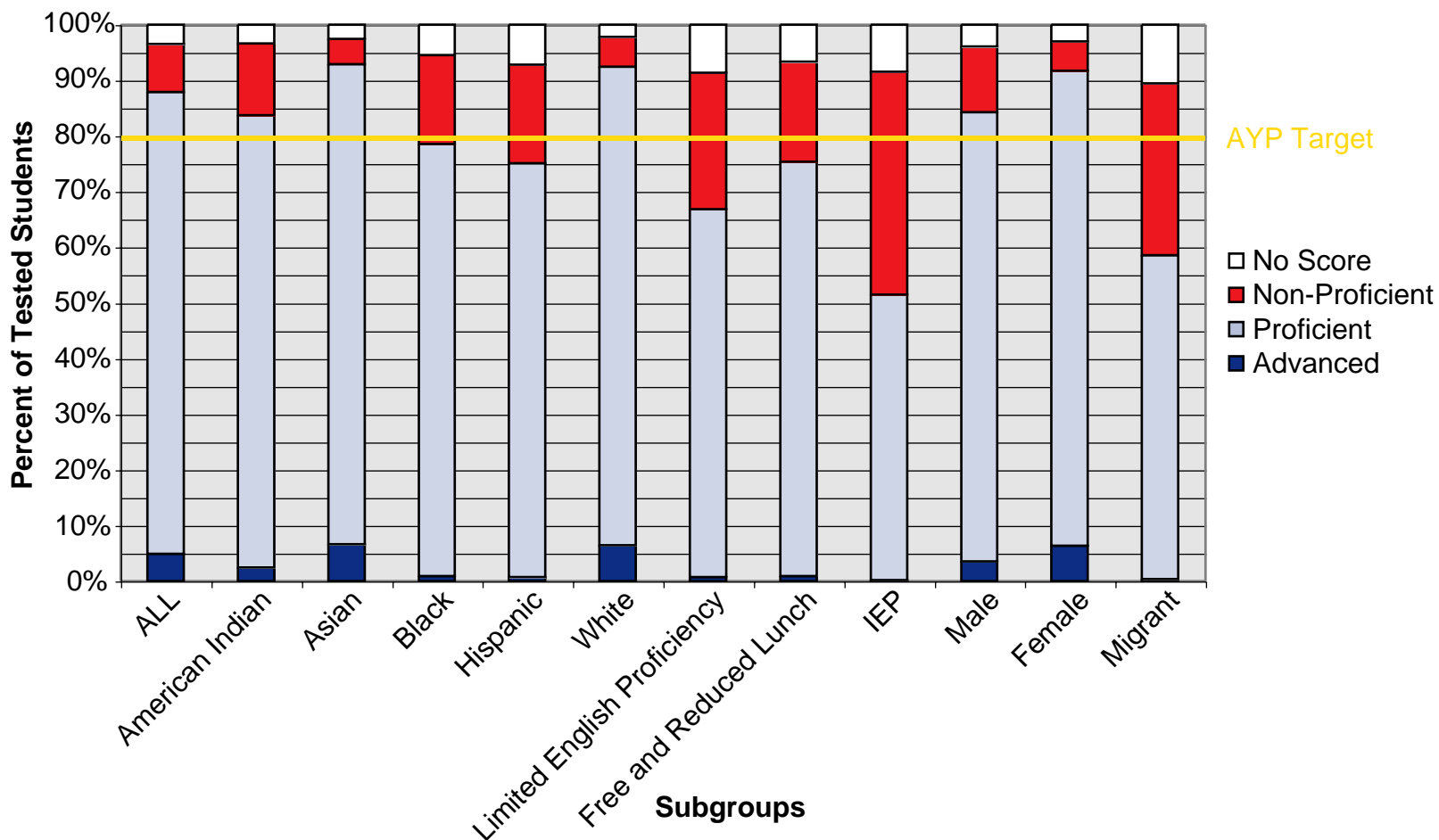


Achievement gaps still exist in eighth grade reading, however only limited English proficient students, students with IEPs and migrant students do not meet the proficiency target.



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9th Grade Reading 2002–2003

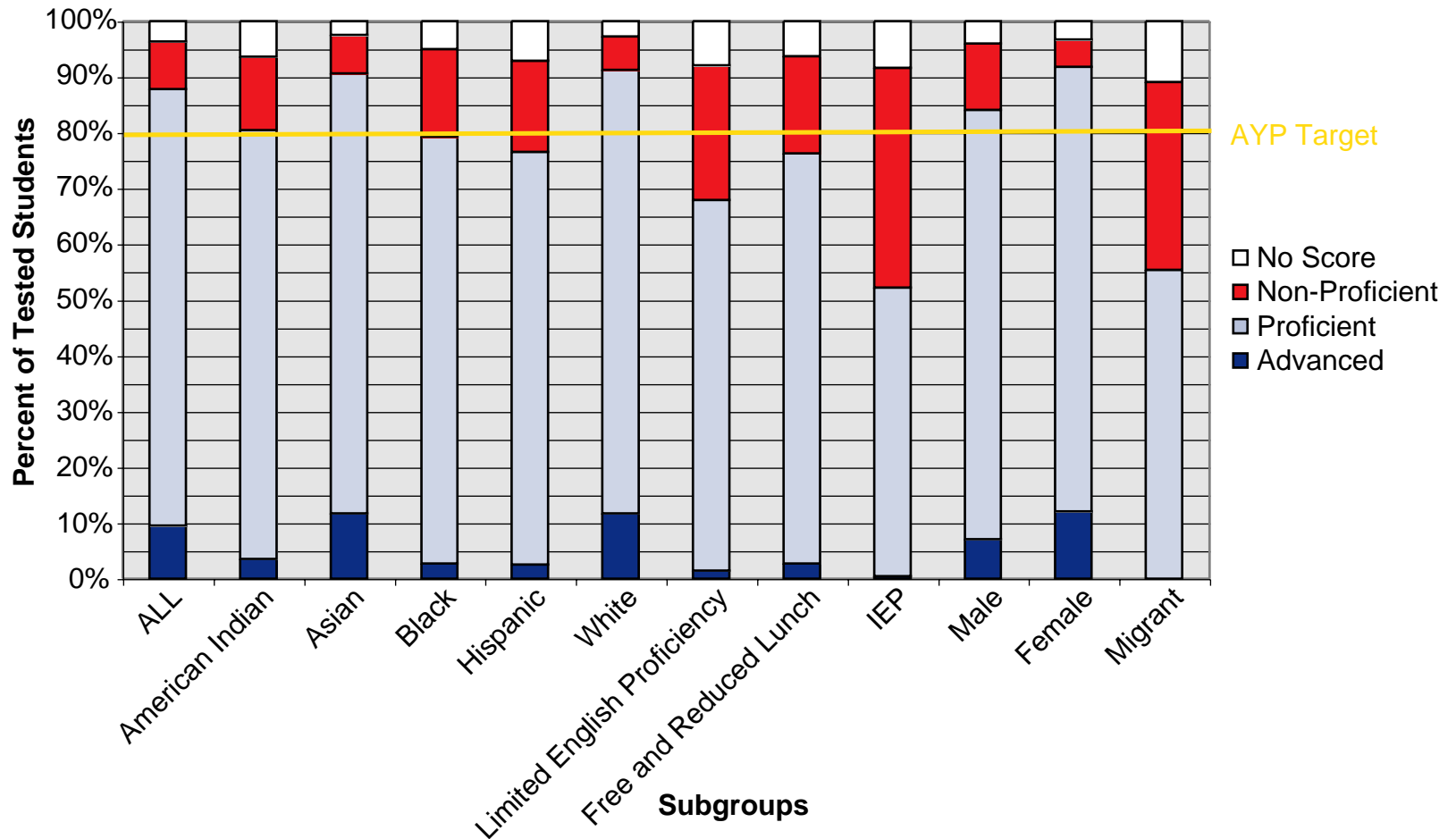


In ninth grade the targets change again to reflect the high school AYP 2003 goals. Again Limited English proficient students, students with IEPs and migrant students are not making the proficiency targets. Additionally, Black, Hispanic and students receiving free and reduced lunch are not meeting the targets either.



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10th Grade Reading 2002–2003

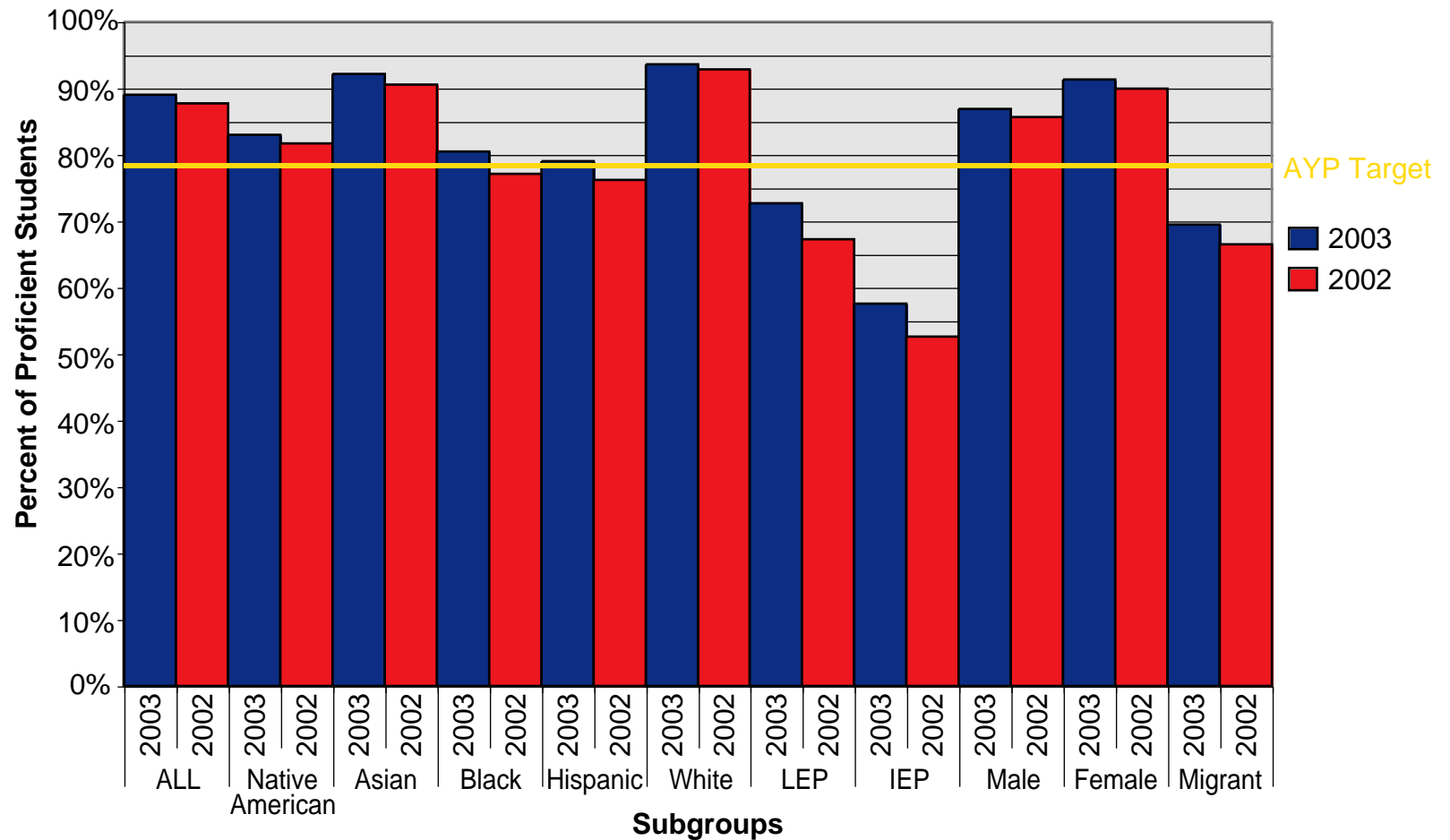


Tenth grade students are performing very similarly to ninth grade students. As an aggregate, 10th graders are meeting the target, as are Asian, White, male and female students.



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Elementary Reading 2001–2002 and 2002–2003

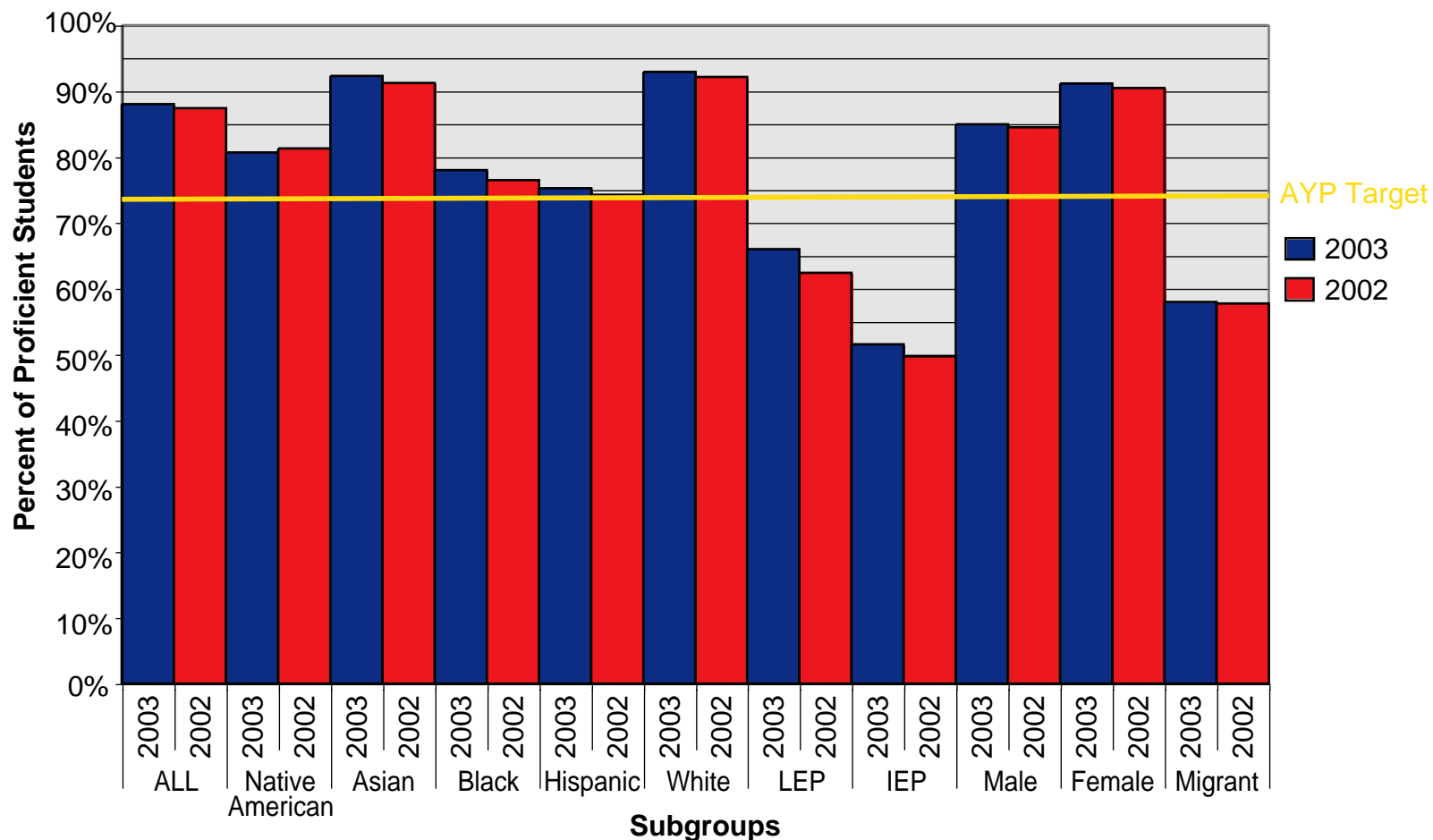


All subgroups increased performance from 2001–2002 to 2002–2003. Black and Hispanic students who would not have met the target in 2001–2002, exceeded the proficiency goal in 2002–2003. LEP, IEP and migrant students, while making improvements, still did not meet the target.



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Middle Reading 2001–2002 and 2002–2003



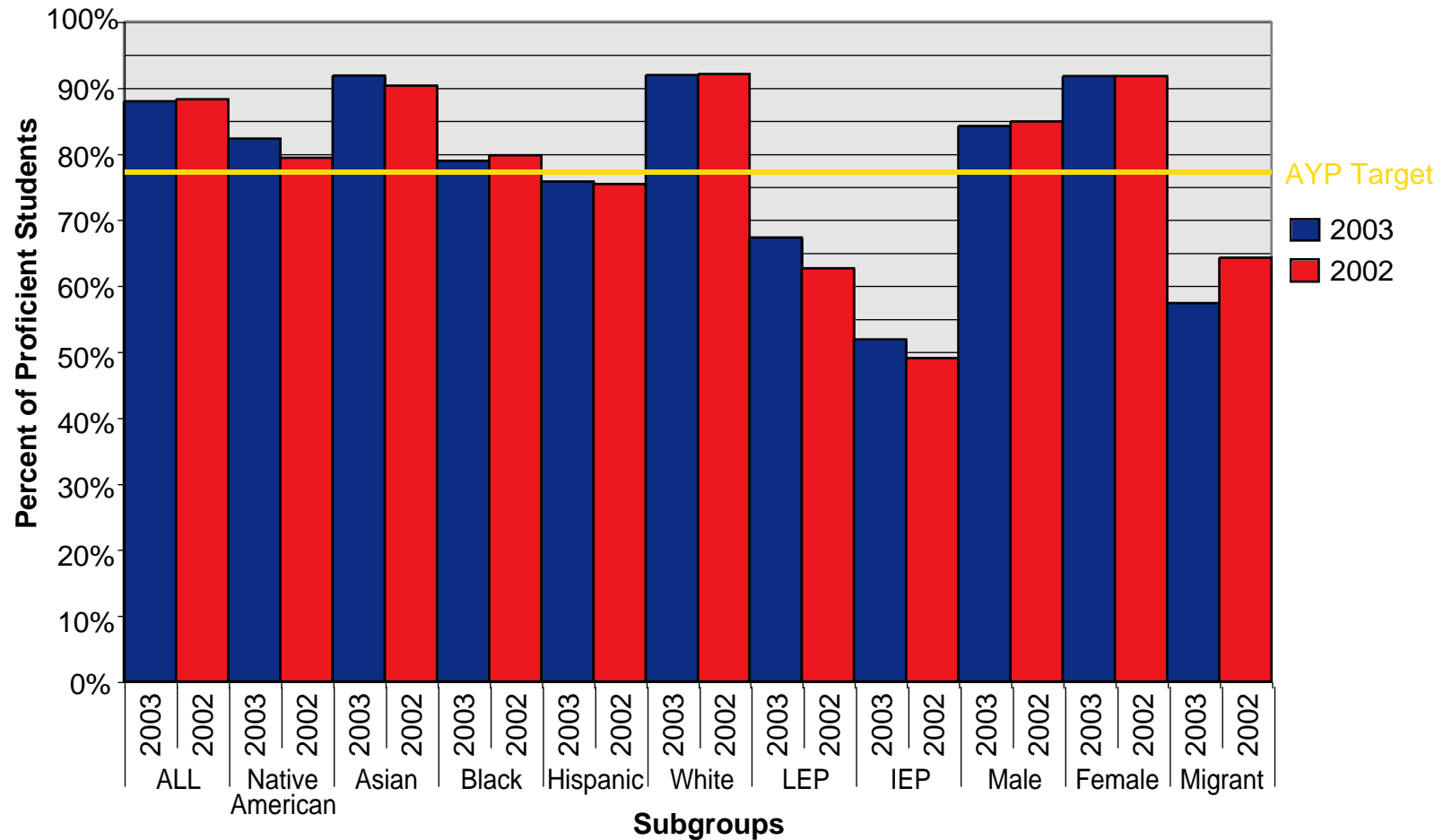
Middle school trend data shows increased performance for all subgroups except for Native American students. LEP, IEP and migrant students continue to not meet the proficiency target.





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High Reading 2001–2002 and 2002–2003



Overall high school performance declined from 2001–2002 to 2002–2003. However, LEP and IEP subgroups, which did not meet the target, both showed increased performance. Migrant students' performance declined while Hispanic students remained constant.





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2003 AYP Participation Rates

Grade 3/ Grade 4/ Grade 5/ Grade 6/ Grade 7/ Grade 8/ Grade 9/ Grade 10

The definition of AYP requires a 95% participations rate of students taking state assessments. English Language Learners who have been in the US for less than three years participate by taking an English Language Assessment instead of the CSAP, when no Spanish version available. Students with disabilities that qualify for the CSAP-A or CSAP-A online, may also take those exams in order to participate.

The following data reports the participation rates for grades three through ten, for reading and math (if applicable), disaggregated by subgroups. Students participating in English Language Assessments and the CSAP-A or CSAP-A online are included here.

Grade 3	
Subgroup	Participation Rate Reading
ALL	99.90
American Indian	99.86
Asian	99.94
Black	100.00
Hispanic	99.97
White	99.87
Limited English Proficiency	99.99
Free and Reduced Lunch	99.92
IEP	99.48
Male	99.88
Female	99.93
Migrant	100.00

Grade 4	
Subgroup	Participation Rate Reading
ALL	99.84
American Indian	99.86
Asian	99.87
Black	99.80
Hispanic	99.91
White	99.82
Limited English Proficiency	99.94
Free and Reduced Lunch	99.84
IEP	99.18
Male	99.85
Female	99.83
Migrant	100.00





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2003 AYP Participation Rates

Grade 5		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.81	99.82
American Indian	100.00	100.00
Asian	99.94	100.00
Black	99.91	99.91
Hispanic	99.91	99.93
White	99.75	99.76
Limited English Proficiency	99.95	99.96
Free and Reduced Lunch	99.82	99.84
IEP	98.88	98.89
Male	99.77	99.79
Female	99.85	99.86
Migrant	100.00	100.00

Grade 6		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.78	99.79
American Indian	99.86	99.86
Asian	99.82	99.82
Black	99.85	99.85
Hispanic	99.85	99.84
White	99.74	99.77
Limited English Proficiency	99.96	99.96
Free and Reduced Lunch	99.85	99.85
IEP	98.91	98.99
Male	99.75	99.76
Female	99.81	99.82
Migrant	100.00	99.83





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2003 AYP Participation Rates

Grade 7		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.73	99.74
American Indian	99.70	99.70
Asian	99.88	99.94
Black	99.88	99.88
Hispanic	99.85	99.83
White	99.67	99.69
Limited English Proficiency	99.95	99.94
Free and Reduced Lunch	99.77	99.76
IEP	98.86	98.94
Male	99.71	99.73
Female	99.76	99.76
Migrant	100.00	100.00

Grade 8		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.70	99.71
American Indian	99.57	99.56
Asian	99.82	99.82
Black	99.87	99.87
Hispanic	99.83	99.82
White	99.64	99.66
Limited English Proficiency	99.91	99.91
Free and Reduced Lunch	99.76	99.76
IEP	98.80	98.88
Male	99.69	99.69
Female	99.72	99.74
Migrant	100.00	100.00





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2003 AYP Participation Rates

Grade 9		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.47	99.50
American Indian	99.85	99.85
Asian	99.55	99.55
Black	99.59	99.59
Hispanic	99.52	99.48
White	99.44	99.48
Limited English Proficiency	99.75	99.78
Free and Reduced Lunch	99.46	99.49
IEP	98.65	98.68
Male	99.45	99.49
Female	99.49	99.50
Migrant	100.00	100.00

Grade 10		
Subgroup	Participation Rate Reading	Participation Rate Math
ALL	99.14	99.20
American Indian	98.76	98.77
Asian	99.62	99.68
Black	99.48	99.55
Hispanic	99.34	99.37
White	99.05	99.11
Limited English Proficiency	99.79	99.76
Free and Reduced Lunch	99.41	99.46
IEP	97.40	97.68
Male	99.11	99.17
Female	99.17	99.23
Migrant	100.00	100.00





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Class of 2003 Graduation Data

The Class of 2003 had a graduation rate of 83.6 percent. This is a 1.8 percentage point increase from the Class of 2002 rate of 81.8 percent and a 3.1 percentage point increase over the Class of 2001 rate of 80.5 percent.

QUESTIONS AND ANSWERS ABOUT COLORADO GRADUATION AND COMPLETER RATES

Who is a graduate?

There is no statewide definition. In Colorado, local school boards are responsible for establishing the requirements for high school graduation. A graduate is a student who has met the requirements for the locally defined high school diploma.

Do all Colorado school districts have the same requirements for graduation?

No. Each local school board defines graduation requirements for its district. These vary from district to district. The state considers a graduate to be any student who has met the graduation requirements of his or her local school district.

Are there students who complete 12 years of school and do not graduate?

Yes. Some districts award certificates or other designations of high school completion or attendance to students who do not complete the standard high school graduation requirements. Also, some students who do not complete the traditional high school graduation requirements do successfully achieve a general equivalency certificate (GED).

Who will be included in the calculation of graduation rate?

Two types of rates are calculated by the department for school districts and for the state: Graduation Rates and Completer Rates.

Graduation Rates:

Graduation rates are calculated based on high school graduates only. If a student is not considered a graduate by the local board of education, then he/she is not included in the graduation rate calculation.

Completer Rates:

Completer rates are calculated based on all students who are graduates, *plus* those who are not considered graduates but receive another certificate or designation of high school completion.

What happens to students who graduate in the summer?

Summer graduates are included in the graduation rate calculation of the current graduating class.



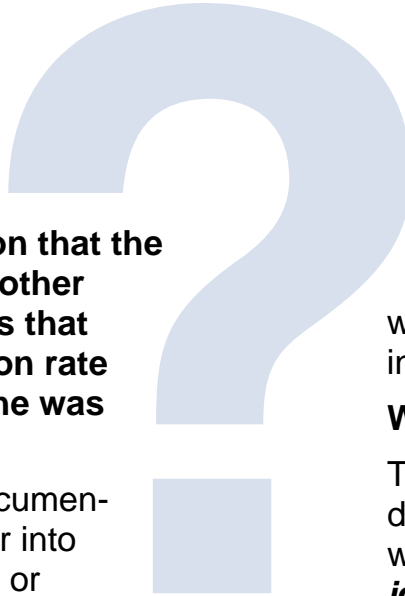
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What happens if a student was reported as a dropout at some point during his or her high school years and the school subsequently receives information that the student transferred into another educational program? Does that student affect the graduation rate for the class of which he/she was originally a member?

No. If the high school has documentation of the student's transfer into another educational program or completion of an educational program, then an adjustment may be made to the membership base used to calculate the graduation rate. These students are not reported as completers from the district; they are taken out of the membership base of the school and treated as if they transferred from the school. However, the dropout rate for the year in which they were reported as a dropout remains unchanged.

What is the graduation rate?

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).



A graduation rate will be reported for each graduating class (i.e., the Class of 1999). The rate is calculated by dividing the number of graduates by the membership base. The membership base is derived from the end-of-year count of eighth graders four years earlier (i.e., in the spring of 1995), and adjusted for the number of students who have transferred into or out of the district during the years covering grades 9 through 12.

What Is the Completer Rate?

The Completer Rate is also a cumulative or longitudinal rate which calculates the number of students who **graduate, receive certificates, or other designations of high school completion**. It is also calculated as a percent of those who were in membership and could have graduated or completed over a four-year period (i.e., from Grades 9–12).

Information needed to calculate graduation and completer rates is available from the dropout data collection system initiated in the 1987–88 school year.

What Is Meant By the “Class of 2003”?

Graduation rates and completer rates will be reported for a particular class. The Class of 2003 includes students who graduated in the spring and summer of 2003. It may include students who completed high school in three years, four years or longer.



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Colorado Final 2002 & 2003 Graduation Rates

Graduation Rates Including Alternative Schools

	Class of 2002		Class of 2003	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
Total	40,760	81.8%	42,379	83.6%
Male	19,883	78.5%	20,679	80.3%
Female	20,877	85.2%	21,700	87.0%
American Indian	314	58.3%	368	65.8%
Asian	1,442	86.2%	1,397	87.0%
Black	1,798	73.7%	1,849	76.8%
Hispanic	5,700	65.4%	6,270	69.6%
White	31,506	86.4%	32,495	87.5%

Graduation Rates Excluding Alternative Schools

	Class of 2002		Class of 2003	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
Total	39,202	84.1%	40,843	85.4%
Male	19,151	80.9%	19,975	82.2%
Female	20,051	87.4%	20,868	88.8%
American Indian	296	65.9%	347	70.7%
Asian	1,420	87.5%	1,372	88.3%
Black	1,719	79.1%	1,770	81.5%
Hispanic	5,308	67.9%	5,905	72.6%
White	30,459	88.2%	31,449	88.7%





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Highly Qualified Teachers in Colorado

The federal No Child Left Behind Act of 2001 requires that all teachers teaching in core academic subject areas must be highly qualified no later than the end of the 2005–06 school year. The core academic subject areas are defined as **English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography**. The federal statute provides a broad definition of the term highly qualified for all public elementary or secondary teachers. For each grade level, the law requires that teachers demonstrate competency in the applicable

subject areas and outlines multiple mechanisms for demonstrating their competency. Go to <http://www.cde.state.co.us/cdeunified/tiaa.htm> for more information on how Colorado plans to meet the federal requirement for NCLB.

Colorado collected the number of teachers that were not highly qualified in the 2002–2003 school year. The number of classes taught by teachers not highly qualified will be available at the beginning of the 2004–2005 school year.

Colorado's Highly Qualified Teacher Data

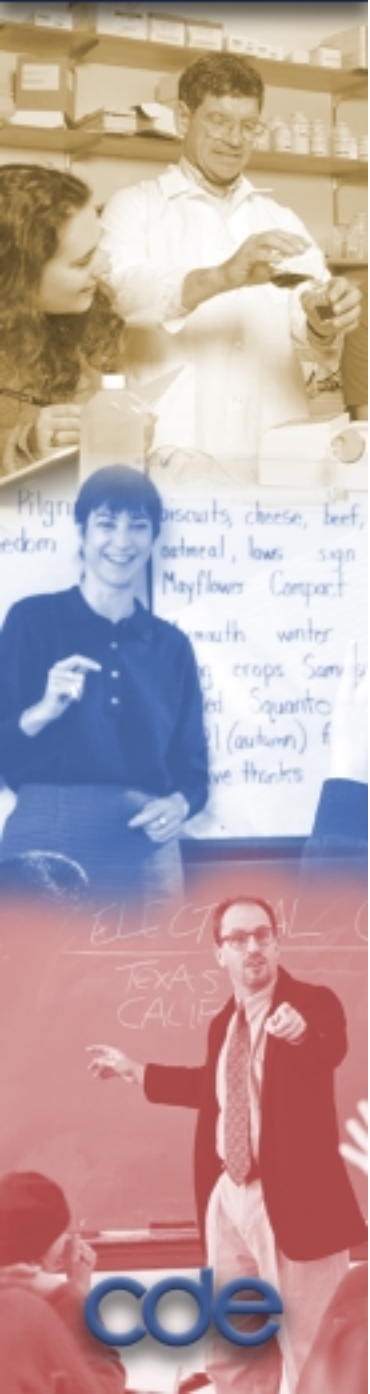
	Highly Qualified Teacher	Teacher not Highly Qualified	Total Teachers	Percent Highly Qualified Teachers
Elementary School	19,313	1,090	20,403	94.66%
Middle School	8,317	3,981	12,452	66.80%
High School	14,808	1,885	16,693	88.71%
All Colorado Teachers	42,438	6,956	49,548	85.65%



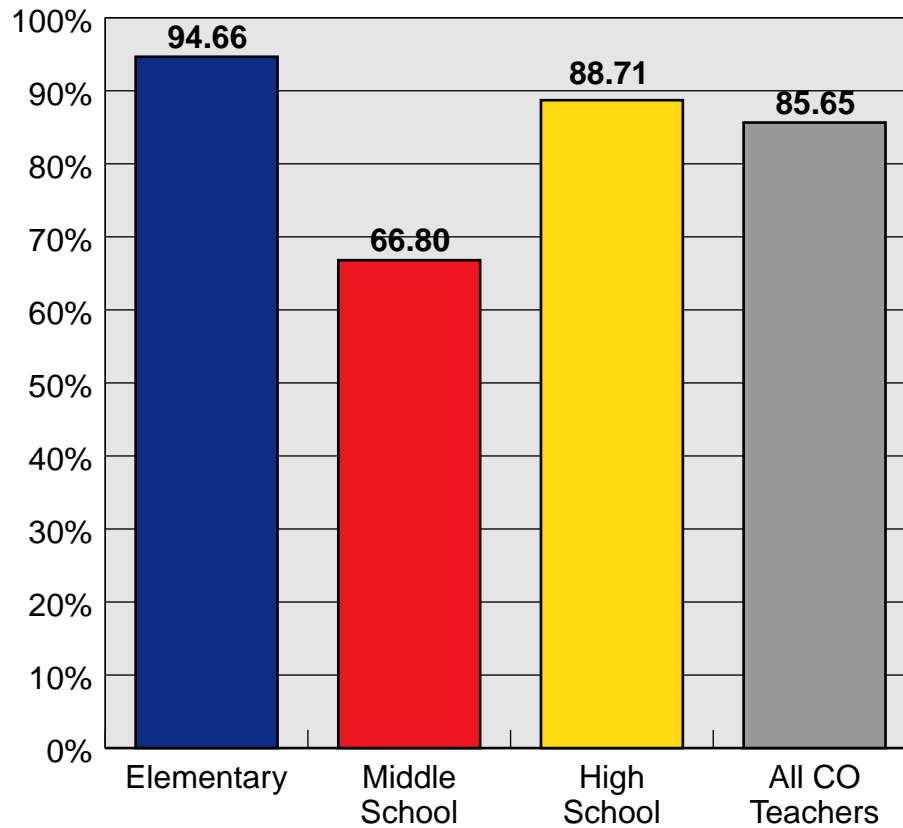


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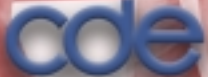
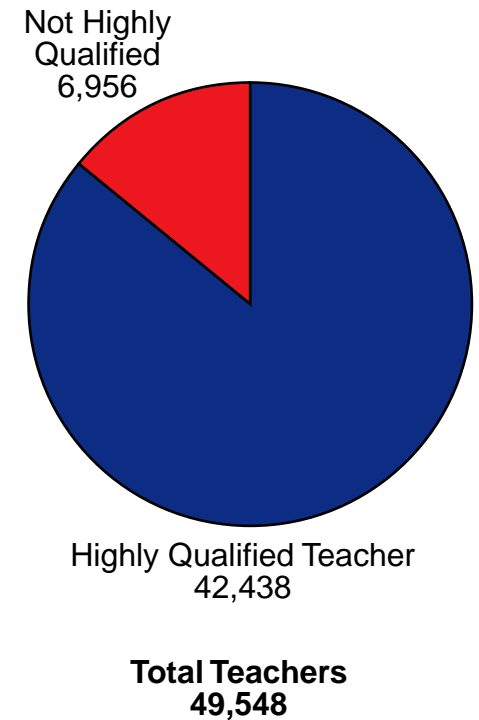
Percent of Highly Qualified Teachers in Colorado, 2003



HQ Teachers by Type



Percent HQ Teachers of Total





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District AYP Determinations

After completing the Request for Review process, 59% of Colorado’s school districts have made all of their Adequate Yearly Progress (AYP) targets. 74% of districts made 90% or more of their AYP targets and another 16% of districts made between 80 and 90% of their AYP targets. The following list shows all the districts in the State, the number of targets they were required to meet, the number of targets they met, the percentage of their targets they met, and whether or not they made AYP for the 2002–2003 school year.

How can districts have a different number of targets?

Targets are based on the number of students in a subgroup. If there are less than thirty students in a subgroup, the district is not held to that target. Thus, smaller, rural districts tend to have fewer targets than large, urban districts.

For a more detailed explanation of AYP and the specific targets, please go to www.cde.state.co.us/ayp

District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
LEWIS-PALMER 38	63	63	100.00	YES
YUMA 1	56	56	100.00	YES
ARCHULETA COUNTY 50 JT	55	55	100.00	YES
BURLINGTON RE-6J	52	52	100.00	YES
ELIZABETH C-1	51	51	100.00	YES
HUERFANO RE-1	50	50	100.00	YES
PARK (ESTES PARK) R-3	48	48	100.00	YES
LAS ANIMAS RE-1	47	47	100.00	YES
HOLYOKE RE-1J	47	47	100.00	YES
GARFIELD 16	46	46	100.00	YES
SALIDA R-32	44	44	100.00	YES
ELLCOTT 22	44	44	100.00	YES





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
BAYFIELD 10 JT-R	43	43	100.00	YES
WIGGINS RE-50(J)	42	42	100.00	YES
BUENA VISTA R-31	41	41	100.00	YES
PLATTE CANYON 1	40	40	100.00	YES
ASPEN 1	40	40	100.00	YES
WRAY RD-2	40	40	100.00	YES
CRIPPLE CREEK-VICTOR RE-1	39	39	100.00	YES
MANITOU SPRINGS 14	39	39	100.00	YES
EAST GRAND 2	38	38	100.00	YES
DOLORES RE-4A	38	38	100.00	YES
CALHAN RJ-1	37	37	100.00	YES
PEYTON 23 JT	37	37	100.00	YES
MEEKER RE1	37	37	100.00	YES
MIAMI/YODER 60 JT	36	36	100.00	YES
LIMON RE-4J	36	36	100.00	YES
PARK COUNTY RE-2	36	36	100.00	YES
HOLLY RE-3	36	36	100.00	YES
BYERS 32J	35	35	100.00	YES
SANFORD 6J	35	35	100.00	YES
MANCOS RE-6	34	34	100.00	YES
WEST END RE-2	34	34	100.00	YES
FOWLER R-4J	34	34	100.00	YES
RANGELY RE-4	34	34	100.00	YES
TELLURIDE R-1	34	34	100.00	YES
AKRON R-1	34	34	100.00	YES





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
BENNETT 29J	33	33	100.00	YES
SPRINGFIELD RE-4	33	33	100.00	YES
CUSTER COUNTY SCHOOL DISTRICT C-1	33	33	100.00	YES
PLATEAU VALLEY 50	33	33	100.00	YES
WILEY RE-13 JT	33	33	100.00	YES
HAYDEN RE-1	33	33	100.00	YES
SOUTH ROUTT RE 3	33	33	100.00	YES
KIOWA C-2	32	32	100.00	YES
SANGRE DE CRISTO RE-22J	31	31	100.00	YES
SIERRA GRANDE R-30	31	31	100.00	YES
HANOVER 28	31	31	100.00	YES
GILPIN COUNTY RE-1	31	31	100.00	YES
JULESBURG RE-1	31	31	100.00	YES
CHEYENNE COUNTY RE-5	30	30	100.00	YES
DOLORES COUNTY RE NO.2	30	30	100.00	YES
BIG SANDY 100J	30	30	100.00	YES
NORTH PARK R-1	30	30	100.00	YES
STRATTON R-4	30	30	100.00	YES
BUFFALO RE-4	30	30	100.00	YES
SWINK 33	30	30	100.00	YES
RIDGWAY R-2	30	30	100.00	YES
HAXTUN RE-2J	30	30	100.00	YES
NORWOOD R-2J	30	30	100.00	YES
MC CLAVE RE-2	29	29	100.00	YES
ELBERT 200	29	29	100.00	YES





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
GRANADA RE-1	29	29	100.00	YES
LA VETA RE-2	28	28	100.00	YES
GENOA-HUGO C113	28	28	100.00	YES
OURAY R-1	28	28	100.00	YES
EXPEDITIONARY BOCES	28	28	100.00	YES
PLATEAU RE-5	27	27	100.00	YES
EADS RE-1	26	26	100.00	YES
HOEHNE REORGANIZED 3	26	26	100.00	YES
SARGENT RE-33J	26	26	100.00	YES
OTIS R-3	26	26	100.00	YES
CREEDE CONSOLIDATED 1	25	25	100.00	YES
WALSH RE-1	24	24	100.00	YES
FRENCHMAN RE-3	24	24	100.00	YES
WELDON VALLEY RE-20(J)	24	24	100.00	YES
CHERAW 31	24	24	100.00	YES
DEER TRAIL 26J	22	22	100.00	YES
ARRIBA-FLAGLER C-20	22	22	100.00	YES
DE BEQUE 49JT	22	22	100.00	YES
MOFFAT 2	21	21	100.00	YES
KIT CARSON R-1	19	19	100.00	YES
PAWNEE RE-12	19	19	100.00	YES
AGUILAR REORGANIZED 6	18	18	100.00	YES
MANZANOLA 3J	18	18	100.00	YES
MOUNTAIN VALLEY RE 1	18	18	100.00	YES
PRITCHETT RE-3	17	17	100.00	YES





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
CAMPO RE-6	17	17	100.00	YES
EDISON 54 JT	17	17	100.00	YES
HINSDALE COUNTY RE 1	17	17	100.00	YES
PLAINVIEW RE-2	17	17	100.00	YES
HI-PLAINS R-23	17	17	100.00	YES
BETHUNE R-5	17	17	100.00	YES
PRIMERO REORGANIZED 2	17	17	100.00	YES
KIM REORGANIZED 88	17	17	100.00	YES
KARVAL RE-23	17	17	100.00	YES
SILVERTON 1	17	17	100.00	YES
PLATTE VALLEY RE-3	17	17	100.00	YES
ARICKAREE R-2	17	17	100.00	YES
LONE STAR 101	17	17	100.00	YES
WOODLIN R-104	17	17	100.00	YES
PRAIRIE RE-11	17	17	100.00	YES
IDALIA RJ-3	17	17	100.00	YES
MOUNTAIN BOCES	8	8	100.00	YES
EAGLE COUNTY RE 50	86	85	98.84	YES*
EATON RE-2	63	62	98.41	YES*
WEST GRAND 1-JT.	29	28	96.55	NO
MONTE VISTA C-8	56	54	96.43	NO
DEL NORTE C-7	28	27	96.43	NO
CHEYENNE MOUNTAIN 12	78	75	96.15	NO
STEAMBOAT SPRINGS RE-2	48	46	95.83	NO

* Due to the inclusion of Safe Harbor targets, this district made AYP without 100% of their targets met.





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
IGNACIO 11 JT	66	63	95.45	NO
TRINIDAD 1	64	61	95.31	NO
ROCKY FORD R-2	60	57	95.00	NO
PLATTE VALLEY RE-7	60	57	95.00	NO
STRASBURG 31J	34	32	94.12	NO
ACADEMY 20	117	110	94.02	NO
KEENESBURG RE-3(J)	65	61	93.85	NO
CHERRY CREEK 5	126	118	93.65	NO
LITTLETON 6	118	110	93.22	NO
CROWLEY COUNTY RE-1-J	44	41	93.18	NO
JEFFERSON COUNTY R-1	146	135	92.47	NO
DOUGLAS COUNTY RE 1	131	121	92.37	NO
DURANGO 9-R	88	81	92.05	NO
NORTHGLENN-THORNTON 12	141	128	90.78	NO
POUDRE R-1	141	128	90.78	NO
WINDSOR RE-4	65	59	90.77	NO
GUNNISON WATERSHED RE1J	51	46	90.20	NO
FALCON 49	111	100	90.09	NO
FOUNTAIN 8	99	89	89.90	NO
CLEAR CREEK RE-1	49	44	89.80	NO
MESA COUNTY VALLEY 51	116	104	89.66	NO
NORTH CONEJOS RE-1J	58	52	89.66	NO
SUMMIT RE-1	75	67	89.33	NO
BRIGGS DALE RE-10	18	16	88.89	NO
WIDEFIELD 3	114	101	88.60	NO





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
PUEBLO CITY 60	121	106	87.60	NO
EAST OTERO R-1	72	63	87.50	NO
BOULDER VALLEY RE 2	141	123	87.23	NO
AULT-HIGHLAND RE-9	62	54	87.10	NO
GARFIELD RE-2	84	73	86.90	NO
COLORADO SPRINGS 11	144	125	86.81	NO
SOUTH CONEJOS RE-10	30	26	86.67	NO
BRUSH RE-2(J)	81	70	86.42	NO
ALAMOSA RE-11J	78	67	85.90	NO
PUEBLO COUNTY RURAL 70	78	67	85.90	NO
LAMAR RE-2	74	63	85.14	NO
WOODLAND PARK RE-2	60	51	85.00	NO
WELD COUNTY RE-1	84	71	84.52	NO
ST VRAIN VALLEY RE 1J	138	115	83.33	NO
CENTENNIAL BOCES	6	5	83.33	YES
THOMPSON R-2J	101	84	83.17	NO
JOHNSTOWN-MILLIKEN RE-5J	83	69	83.13	NO
FLORENCE RE-2	71	59	83.10	NO
BRIGHTON 27J	100	83	83.00	NO
AGATE 300	17	14	82.35	NO
LIBERTY J-4	17	14	82.35	NO
ADAMS COUNTY 14	105	86	81.90	NO
ENGLEWOOD 1	87	71	81.61	NO
MOFFAT COUNTY RE:NO 1	70	57	81.43	NO
MAPLETON 1	102	83	81.37	NO





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District Name	Number of Targets	Number of Targets Met	Percent of Targets Met	Made AYP?
HARRISON 2	138	112	81.16	NO
DELTA COUNTY 50(J)	84	68	80.95	NO
VALLEY RE-1	78	62	79.49	NO
CANON CITY RE-1	75	58	77.33	NO
WELD COUNTY S/D RE-8	92	71	77.17	NO
MONTEZUMA-CORTEZ RE-1	100	77	77.00	NO
CENTENNIAL R-1	39	30	76.92	NO
ADAMS-ARAPAHOE 28J	155	117	75.48	NO
FORT MORGAN RE-3	81	61	75.31	NO
ROARING FORK RE-1	96	71	73.96	NO
WESTMINSTER 50	138	102	73.91	NO
MONTROSE COUNTY RE-1J	95	70	73.68	NO
SHERIDAN 2	80	55	68.75	NO
GREELEY 6	122	82	67.21	NO
DENVER COUNTY 1	169	113	66.86	NO
COTOPAXI RE-3	33	22	66.67	NO
CENTER 26 JT	60	38	63.33	NO
LAKE COUNTY R-1	88	51	57.95	NO
VILAS RE-5	21	12	57.14	NO
BRANSON REORGANIZED 82	16	2	12.50	NO





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Title I Schools on Improvement

Under IASA, Title I schools were listed as Schools on Improvement based on a previous “adequate yearly progress” definition. As a result, Colorado currently has 80 schools on improvement. No new schools were added as a result of 2003 data. If a school does not make AYP for two years in a row, they will be added to the improvement list. Thus, more schools may be added as a result of the 2004 CSAP administration. The current list of schools on improvement is found below.

Schools on their first year of improvement are required to offer transportation for school choice to a higher performing school in the district, if feasible. For more information, please go to http://www.cde.state.co.us/cdeunified/download/tia_faq_choice.pdf

Schools on their second year of improvement are required to offer supplemental services (<http://www.cde.state.co.us/cdeunified/SuppServices.htm>) for eligible students, as well as transportation for school choice.

Once a school enters Corrective Action (year 3) they must begin plans for restructuring.

Of the 80 schools on improvement, 40, or 50% made AYP in 2002–2003 and 40 schools did not make AYP in 2002–2003.

District	School	Status	Years on List	Made AYP 2002–2003?
Adams 12	Coronado Hills Elementary	School Improvement—Year 2	2	No
Adams 12	Federal Heights Elementary	School Improvement—Year 2	2	No
Adams 12	McElwain Elementary	School Improvement—Year 2	2	No
Adams 12	North Star Elementary	School Improvement—Year 1	2	Yes
Adams 12	Thornton Elementary	School Improvement—Year 2	2	No
Adams 14	Alsup Elementary	School Improvement—Year 1	2	Yes
Adams 14	Dupont Elementary	School Improvement—Year 1	2	Yes
Adams 14	Monaco Elementary	School Improvement—Year 1	2	Yes





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District	School	Status	Years on List	Made AYP 2002–2003?
Adams 14	Rose Hill Elementary	School Improvement—Year 1	2	Yes
Arapahoe 2	Fort Logan Elementary	School Improvement—Year 2	2	No
Arapahoe 28	Vaughn Elementary	School Improvement—Year 2	2	No
Boulder 1	Spangler Elementary	School Improvement—Year 2	2	No
Conejos 10	Antonito High School	School Improvement—Year 1	2	Yes
Costilla	Centennial Jr. High	School Improvement—Year 2	2	No
Costilla	Centennial High School	School Improvement—Year 2	2	No
Costilla	Centennial Elementary	School Improvement—Year 1	2	Yes
Denver	Amesse Elementary	School Improvement—Year 2	2	No
Denver	Baker Middle School	School Improvement—Year 2	2	No
Denver	Barnum Elementary	School Improvement—Year 1	2	Yes
Denver	Barrett Elementary	School Improvement—Year 2	2	No
Denver	Cheltenham Elementary	School Improvement—Year 2	2	No
Denver	Cole Middle School	School Improvement—Year 2	2	No
Denver	College View Elementary	School Improvement—Year 2	2	No
Denver	Cowell Elementary	School Improvement—Year 2	2	No
Denver	Del Pueblo Elementary	School Improvement—Year 2	2	No
Denver	Fairmont Elementary	School Improvement—Year 1	2	Yes
Denver	Fairview Elementary	School Improvement—Year 1	2	Yes
Denver	Ford Elementary	Restructuring	4	No
Denver	Garden Place Elementary	School Improvement—Year 1	2	Yes
Denver	Gilpin Elementary	School Improvement—Year 2	2	No
Denver	Goldrick Elementary	School Improvement—Year 2	2	No
Denver	Hallett Elementary	School Improvement—Year 1	2	Yes
Denver	Horace Mann Middle	School Improvement—Year 2	2	No





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District	School	Status	Years on List	Made AYP 2002–2003?
Denver	Kepner Middle	School Improvement—Year 2	2	No
Denver	Knapp Elementary	School Improvement—Year 1	2	Yes
Denver	Lake Middle School	School Improvement—Year 2	2	No
Denver	Mitchell Elementary	School Improvement—Year 2	2	No
Denver	Munroe Elementary	School Improvement—Year 2	2	No
Denver	Remington	Restructuring	4	No
Denver	Rishel Middle	School Improvement—Year 2	2	No
Denver	Schenck Elementary	School Improvement—Year 2	2	No
Denver	Skinner Middle	Restructuring	4	No
Denver	Smedley Elementary	School Improvement—Year 1	2	Yes
Denver	Smith Elementary	School Improvement—Year 1	2	Yes
Denver	Stedman Elementary	School Improvement—Year 2	2	No
Denver	Swansea Elementary	School Improvement—Year 2	2	No
Denver	Valverde Elementary	School Improvement—Year 2	2	No
Denver	Castro Elementary	School Improvement—Year 2	2	No
Denver	Whiteman Elementary	School Improvement—Year 1	2	Yes
Denver	Whittier Elementary	School Improvement—Year 1	2	Yes
Dolores 2	Seventh St Elementary	School Improvement—Year 1	2	Yes
El Paso 2	Bricker Elementary	School Improvement—Year 1	2	Yes
El Paso 2	Wildflower Elementary	School Improvement—Year 1	2	Yes
El Paso 3	Talbott Elementary	School Improvement—Year 1	2	Yes
El Paso 11	Ivywild Elementary	School Improvement—Year 1	2	Yes
El Paso 11	Monroe Elementary	School Improvement—Year 1	2	Yes
El Paso 11	Roosevelt Edison Charter	School Improvement—Year 1	2	Yes
El Paso 60	Miami-Yoder Elementary	School Improvement—Year 1	2	Yes





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District	School	Status	Years on List	Made AYP 2002–2003?
Garfield 1	Carbondale Elementary	School Improvement—Year 2	2	No
Garfield 16	Bea Underwood Elementary	School Improvement—Year 1	2	Yes
Jefferson 1	Eiber Elementary	School Improvement—Year 1	2	Yes
Jefferson 1	Lumberg Elementary	Corrective Action	4	Yes
Jefferson 1	Molholm Elementary	School Improvement—Year 1	2	Yes
Jefferson 1	Russell Elementary	School Improvement—Year 1	2	Yes
La Plata 11	Ignacio Intermediate	School Improvement—Year 2	2	No
Mesa 51	Clifton Elementary	School Improvement—Year 1	2	Yes
Montezuma 1	Kemper Elementary	School Improvement—Year 2	2	No
Montezuma 1	Managh Elementary	School Improvement—Year 2	2	No
Montezuma 1	Mesa Elementary	School Improvement—Year 1	2	Yes
Morgan 3	Green Acres Elementary	School Improvement—Year 1	2	Yes
Morgan 3	Pioneer Elementary	School Improvement—Year 1	2	Yes
Otero 2	Jefferson Middle	School Improvement—Year 1	2	Yes
Otero 2	Liberty Elementary	School Improvement—Year 1	2	Yes
Powers 2	Lincoln Elementary	School Improvement—Year 1	2	Yes
Powers 3	Shanner Elementary	School Improvement—Year 1	2	Yes
Pueblo 60	Risley Middle School	School Improvement—Year 2	2	No
Weld 6	Billie Martinez	School Improvement—Year 2	2	No
Weld 9	Highland Elementary	School Improvement—Year 1	2	Yes
Weld 9	Highland Middle	School Improvement—Year 2	2	No
Yuma	Yuma Middle	School Improvement—Year 1	2	Yes





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Glossary

AYP—Adequate Yearly Progress. See www.cde.state.co.us/ayp for more information.

Race/Ethnicity Coding—determined by the race/ethnicity code filled in on the student biographical data section of the CSAP test booklets

Students with Disabilities—defined by a student with an IEP (Individualized Education Plan), as determined by the code filled in on the student biographical data section of the CSAP test booklets

Economically Disadvantaged—defined by a student who received free or reduced lunch through the Federal School Lunch Program, as collected by CDE on CSAP booklets and the October count.

Limited English Proficiency—defined by a student who is coded as NEP (Non-English Proficient), LEP (Limited English Proficient) or FEP (Fluent English Proficient) on the student biographical data section of the CSAP test booklets.

Proficient—For AYP purposes, proficiency is defined as students scoring partially proficient, proficient or advanced on the CSAP or Lectura, and emerging, developing or novice on CSAP-A.

Highly Qualified Teachers—<http://www.cde.state.co.us/cdeunified/tia.htm>

Title I—Federal Program providing financial assistance to schools with high percentages of low-income students. See <http://www.ed.gov> for more information.

