

No Child Left Behind

State Report Card 2005–2006



cde

Colorado Department of Education

April 2007

Table of Contents

2007 State Board of Education	3
Introduction	4
Assessment Data	5
CSAP Reading (3–10)	7–14
CSAP Lectura (3–4)	15–16
CSAP Math (3–10)	17–24
CSAPA Reading (3–10)	25–32
CSAPA Math (3–10)	33–40
Accountability Data	41
AYP Target Tables	43–45
AYP Reading Trend Data (elementary, middle, high)	46–48
AYP Math Trend Data (elementary, middle, high)	49–51
Graduation Rate Data	52
District Results	55
School Improvement Data	63
Highly Qualified Teacher Data	69

2007 Colorado State Board of Education

Pamela Jo Suckla (R) Chairman
3rd Congressional District, Slickrock

Bob Schaffer (R) Vice-Chairman
4th Congressional District, Fort Collins

Elaine Gantz Berman (D)
1st Congressional District, Denver

Randy DeHoff (R)
6th Congressional District, Littleton

Evie Hudak (D)
2nd Congressional District, Westminster

Peggy Littleton (R)
5th Congressional District, Colorado Springs

Karen Middleton (D)
7th Congressional District, Aurora



Introduction

The Colorado Department of Education (CDE) is pleased to present to its constituents the 2006 No Child Left Behind Report Card. This report card details the progress Colorado and its districts and schools are making in reaching the goals of the federal *No Child Left Behind Act (NCLB)*.

Public reporting is a key component of NCLB. Only when information and data become public, do they become a catalyst for change. The intent of the NCLB Report Card is to inform parents, teachers, the general public, key policy-makers and other decision makers about the status of education in Colorado in relation to NCLB goals.

Two of the major goals outlined in No Child Left Behind are:

- 100% of all students proficient in reading and math by 2013–2014
- 100% Highly Qualified Teachers by 2005–2006

Specifically, the report includes:

- Assessment Data—the results of the reading and math state content assessments (CSAP, CSAPA and Spanish Lectura)
- Accountability Data—the Adequate Yearly Progress (AYP) results for the state
- Graduation Rate Data
- Federal accountability status of individual school districts in the state
- Improvement status of Title I schools in the state
- Information about teacher qualifications and percentages of classes taught by highly qualified teachers

This year's report card will also allow parents, school/districts staff and the general public to easily access Adequate Yearly Progress and highly qualified teacher data for an individual school or a district on the CDE website at: <http://www.cde.state.co.us/scripts/cfpu/NCLBProfiles0607/index.asp>.

Please visit this site and send us feedback on other data to include that you believe would be helpful.

Some highlights from this year's report include:

- The state is seeing significant gains for English language learners in math at the elementary level, Hispanic and economically disadvantaged students in reading at the middle school level, and Black students in math at the high school level.
- Ninety-three percent of core academic classes are being taught by highly qualified teachers. The state is ensuring that districts have a plan to get the remaining seven percent highly qualified.
- Sixty-two districts have been identified for Program Improvement status.
- Nine Title I schools have made AYP for two consecutive years and have been removed from the School Improvement list. This is quite an accomplishment with two years of increased AYP targets. Additionally, six of the nine schools received a School Improvement Grant and a School Support Team visit.

If you have questions about an individual school or district, I encourage you to contact the applicable school or district administrative office. Additionally, all districts in the state create an Annual Report to the Public, which contains more information about how the specific district and schools are succeeding.

The Colorado Department of Education thanks you for your interest in the education of our state's students. Working together, we can provide an educational environment where no child will be left behind.

William Windler, *Assistant Commissioner*
Office of Special Services
Colorado Department of Education

Assessment Data



Assessment Data

Every year the state of Colorado administers the Colorado Student Assessment Program (CSAP) to measure the progress students are making in achieving proficiency in Colorado's Content Standards. The CSAP assesses third through tenth grade students in reading, writing and mathematics. Additionally, science content standards are measured in fifth, eighth and tenth grade. The complete reports of CSAP results can be found at: www.cde.state.co.us/cdeassess/documents/csap/csap_summary.html.

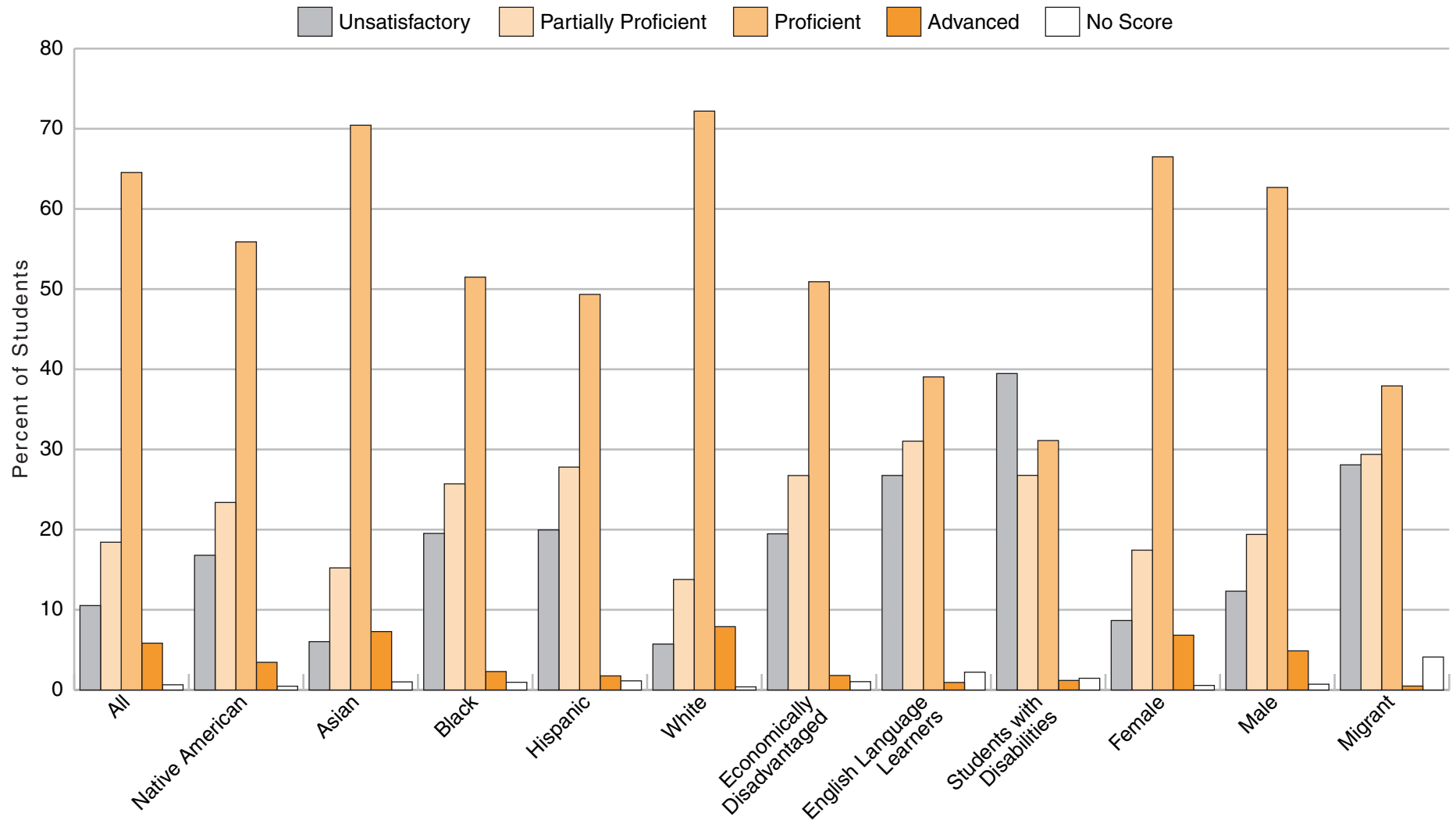
Students with significant cognitive disabilities (about 1% of the student population) may be eligible to take the CSAP Alternate (CSAPA), which assess students in modified state content standards. CSAPA results are included in the reports on the following pages. CSAPA data can also be found at: www.cde.state.co.us/cdesped/CSAPA_Reports.asp.

The following graphs represent the percentage of students scoring advanced, proficient, partially proficient, unsatisfactory, and no score on the CSAP and CSAPA. Tests may receive a "No Score" if a student does not take the test, or does not complete the test. Each graph shows a specific grade level and subject area.

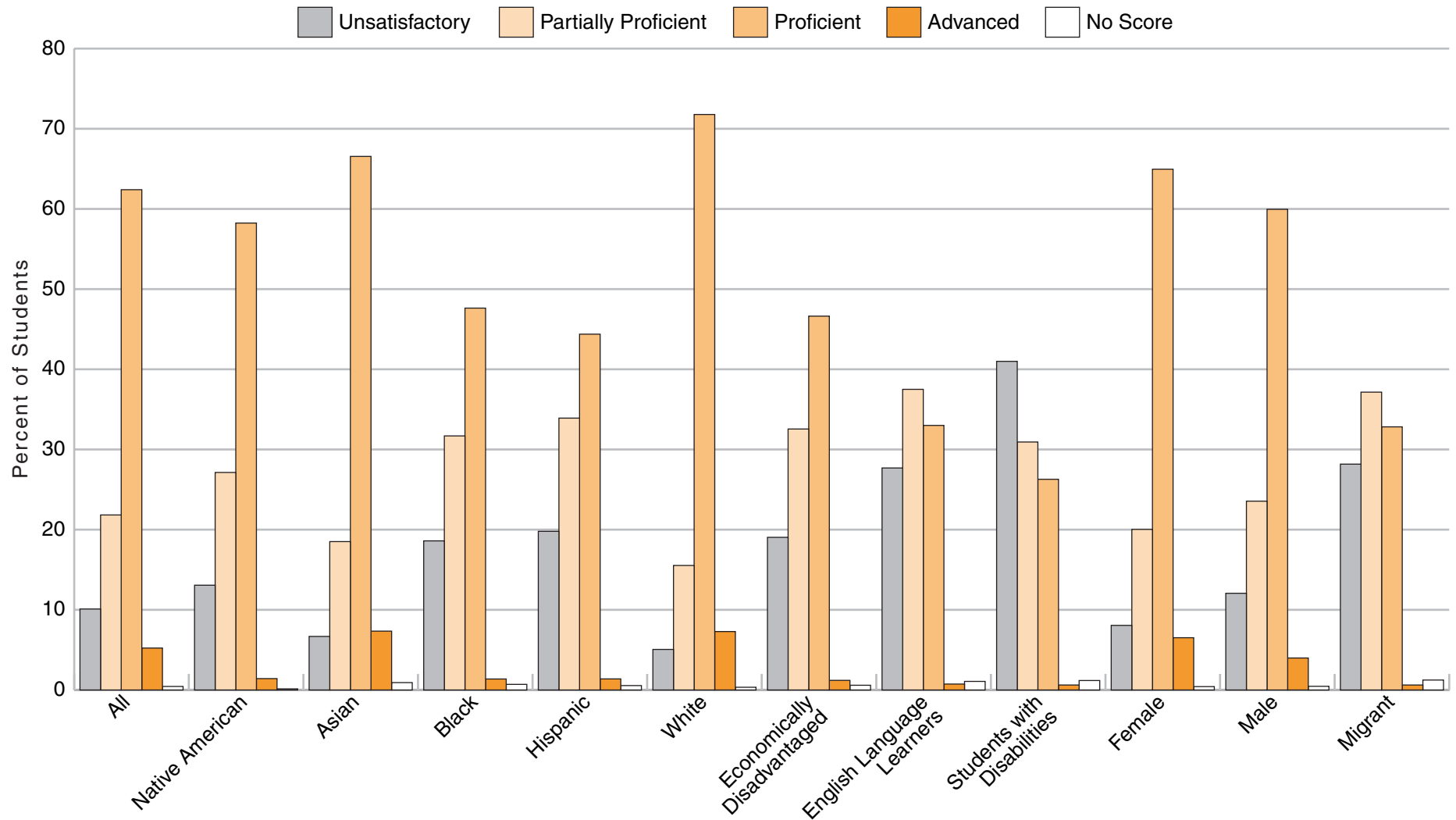
The data is disaggregated for race/ethnicity, English language learners, students eligible for free or reduced lunch, students with disabilities, gender, and migrant status.



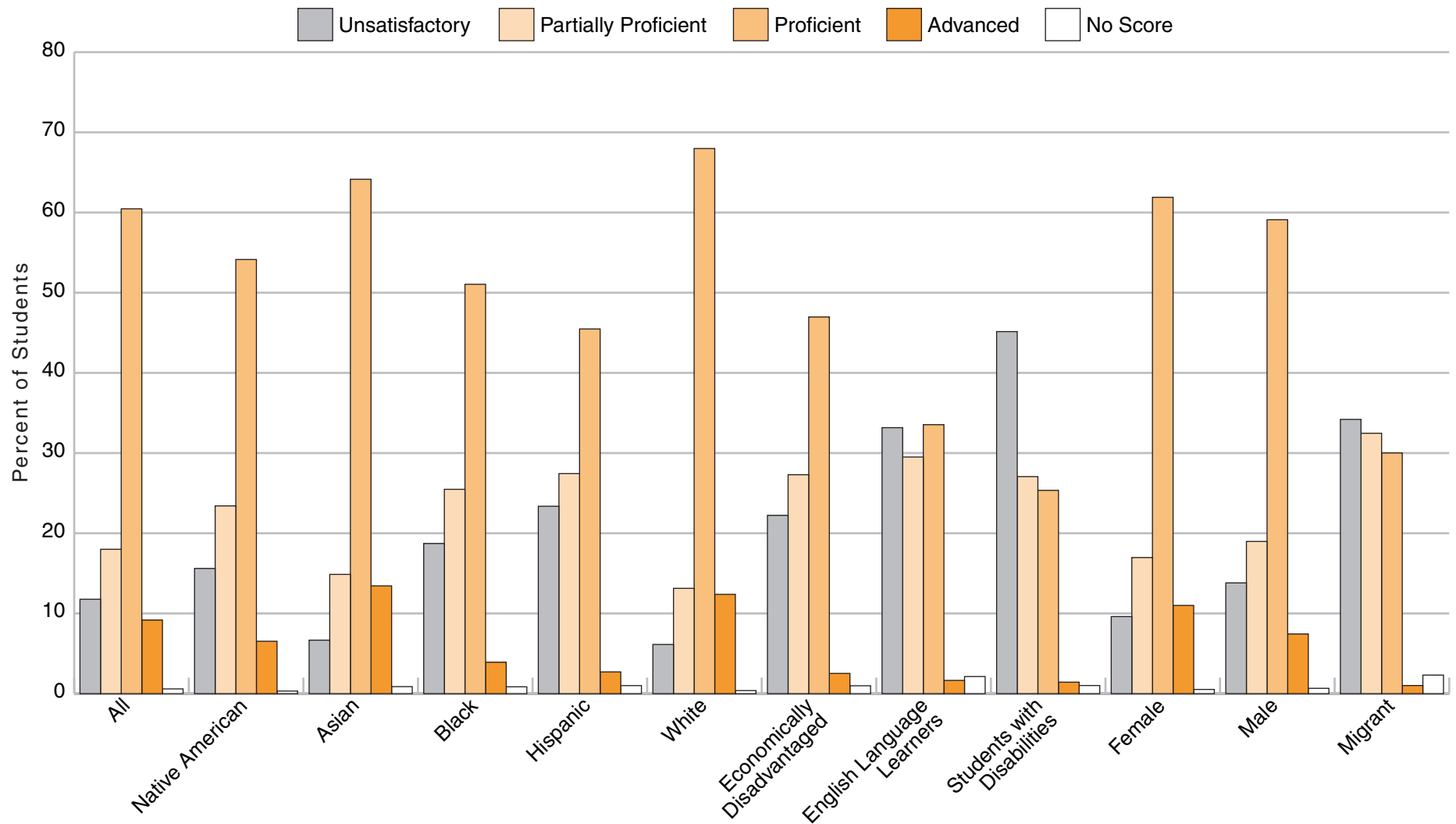
Assessment Data > Third Grade Reading CSAP 2006



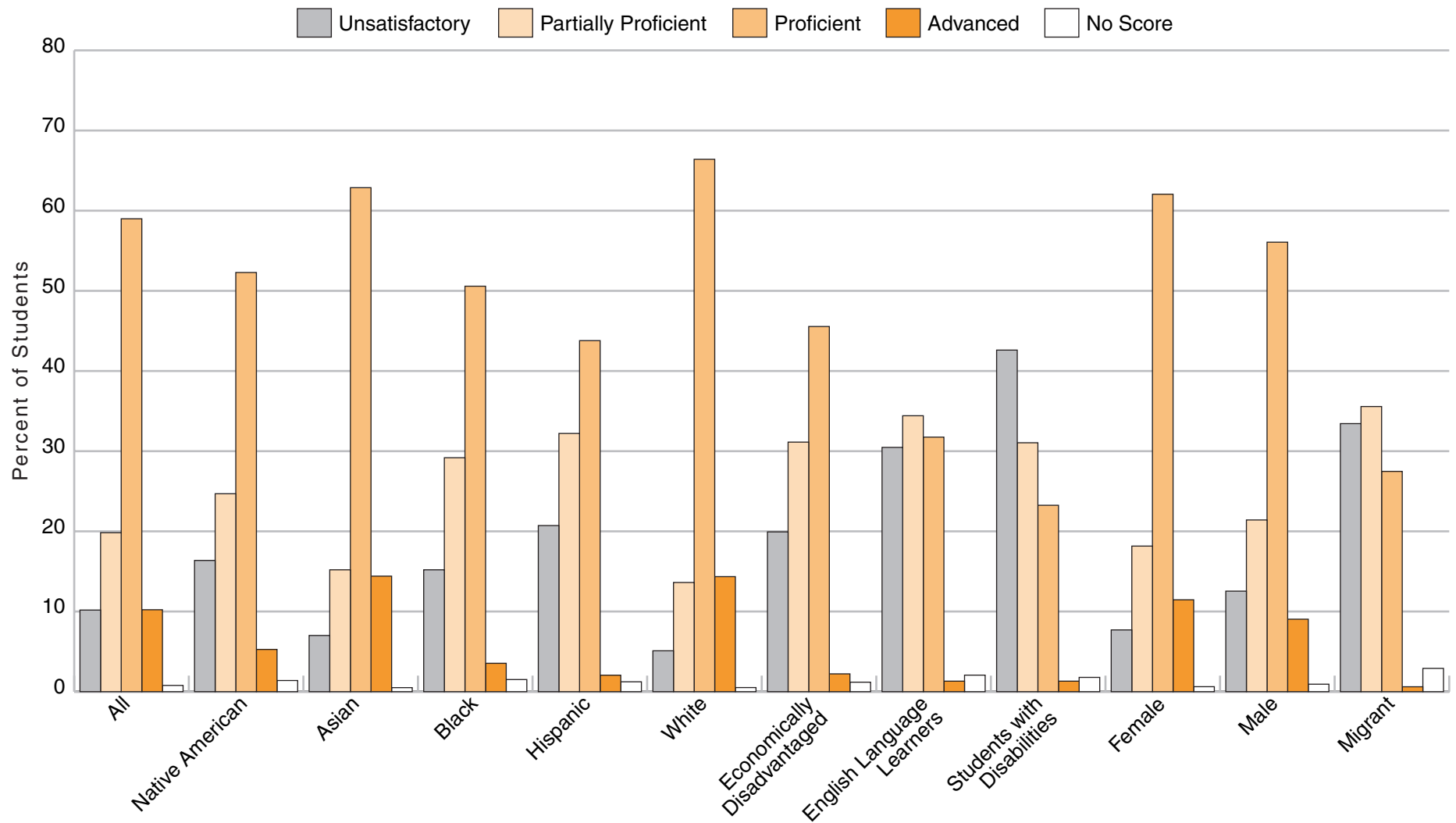
Assessment Data > Fourth Grade Reading CSAP 2006



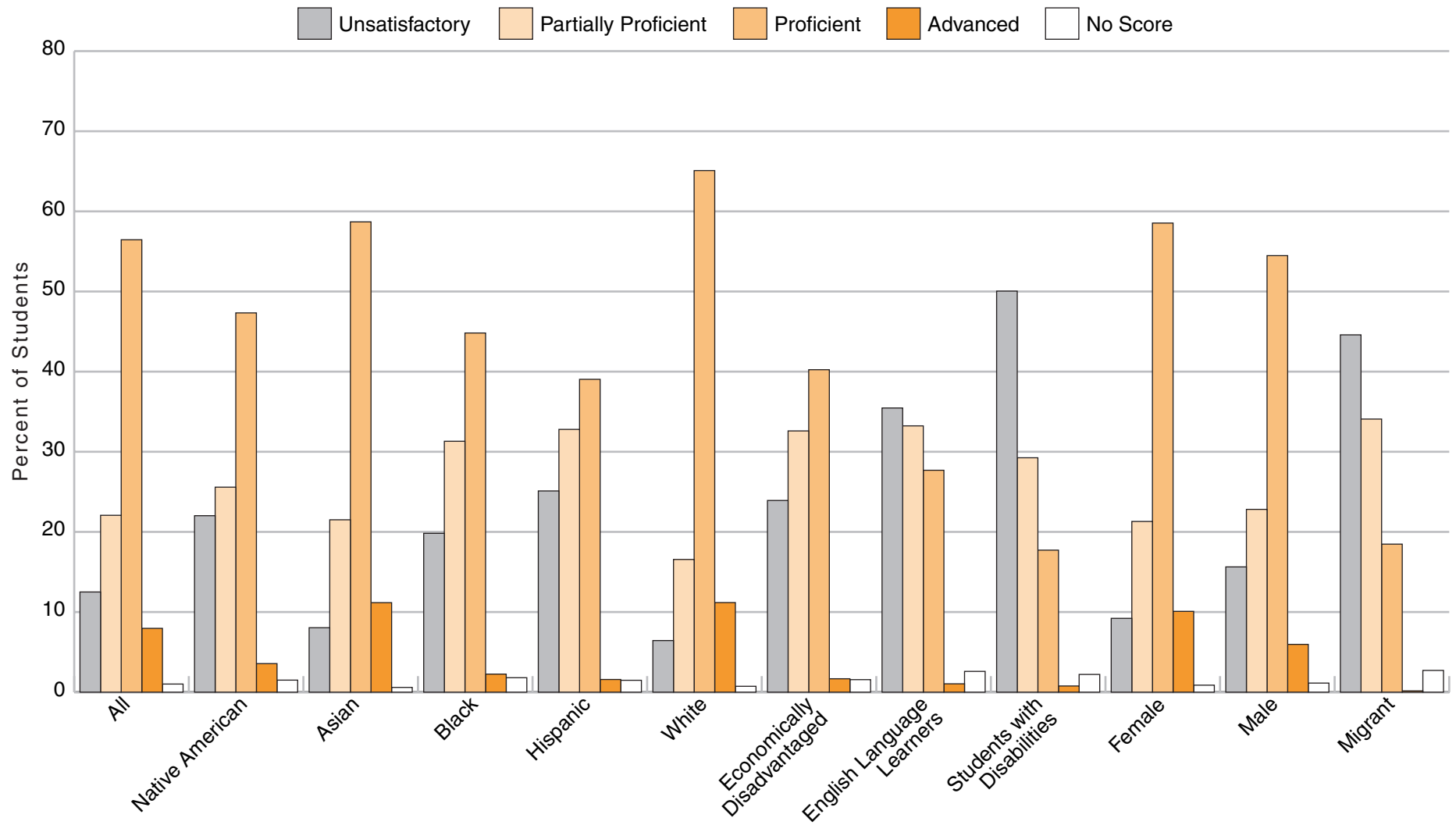
Assessment Data > Fifth Grade Reading CSAP 2006



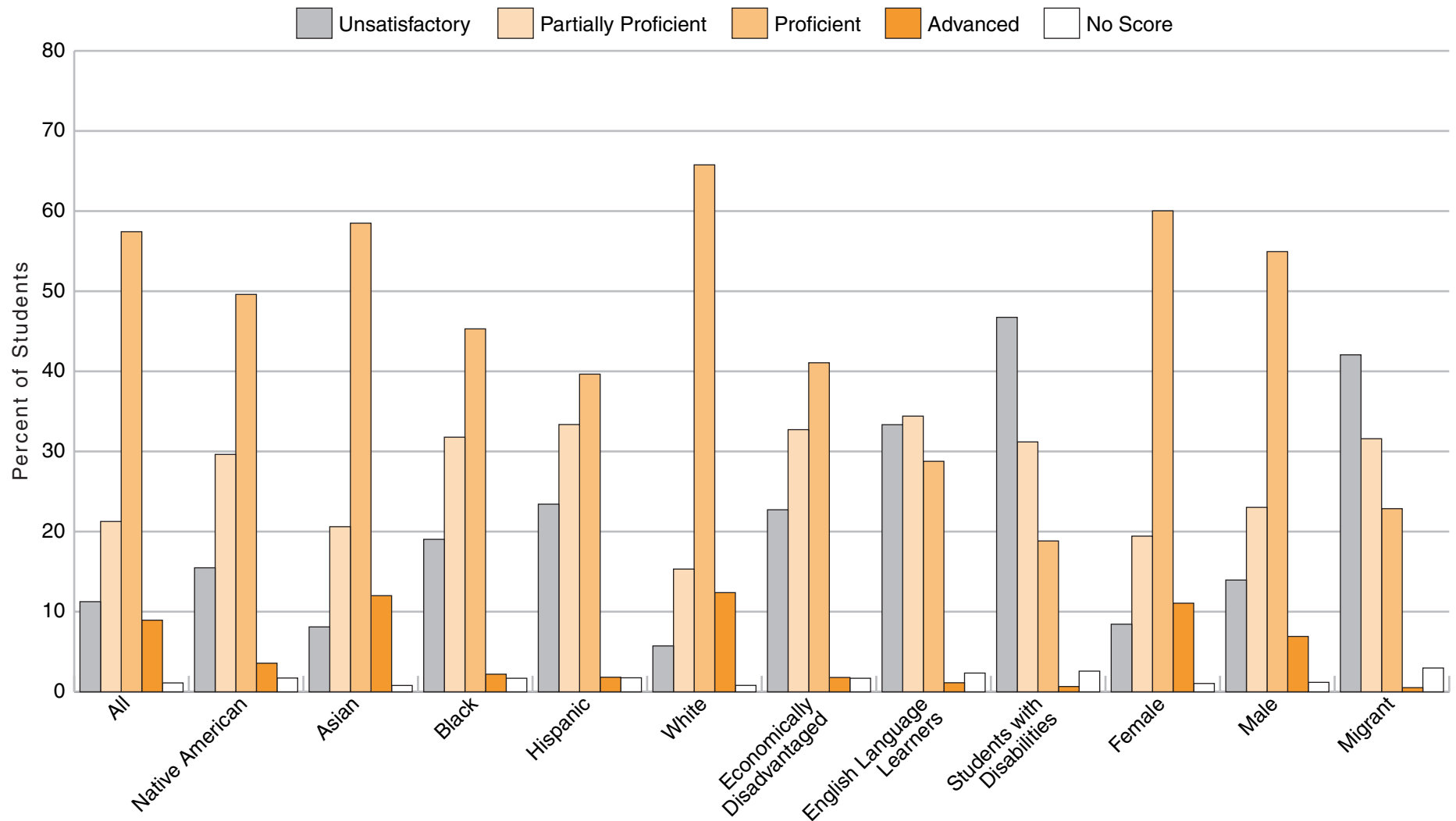
Assessment Data > Sixth Grade Reading CSAP 2006



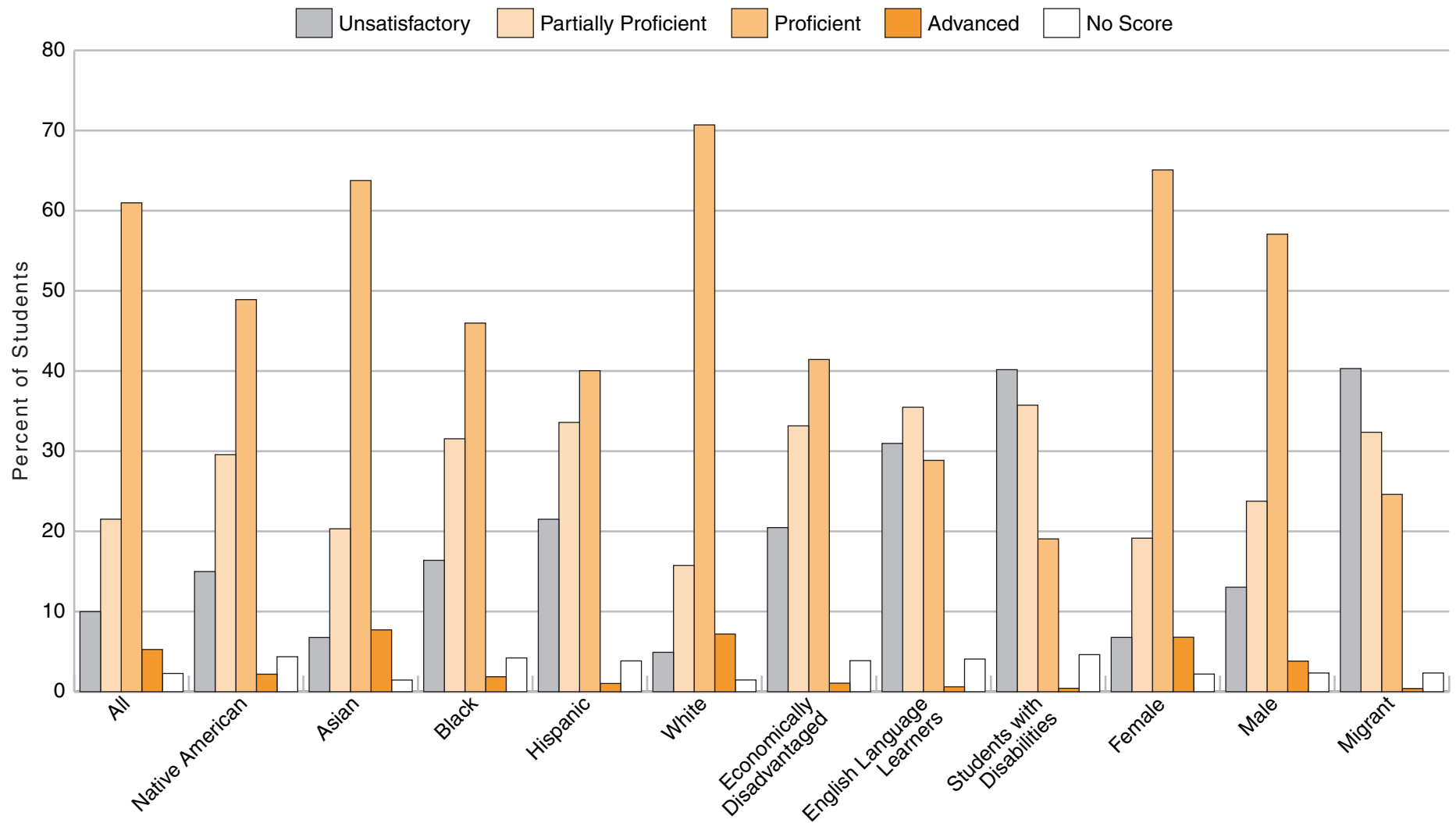
Assessment Data > Seventh Grade Reading CSAP 2006



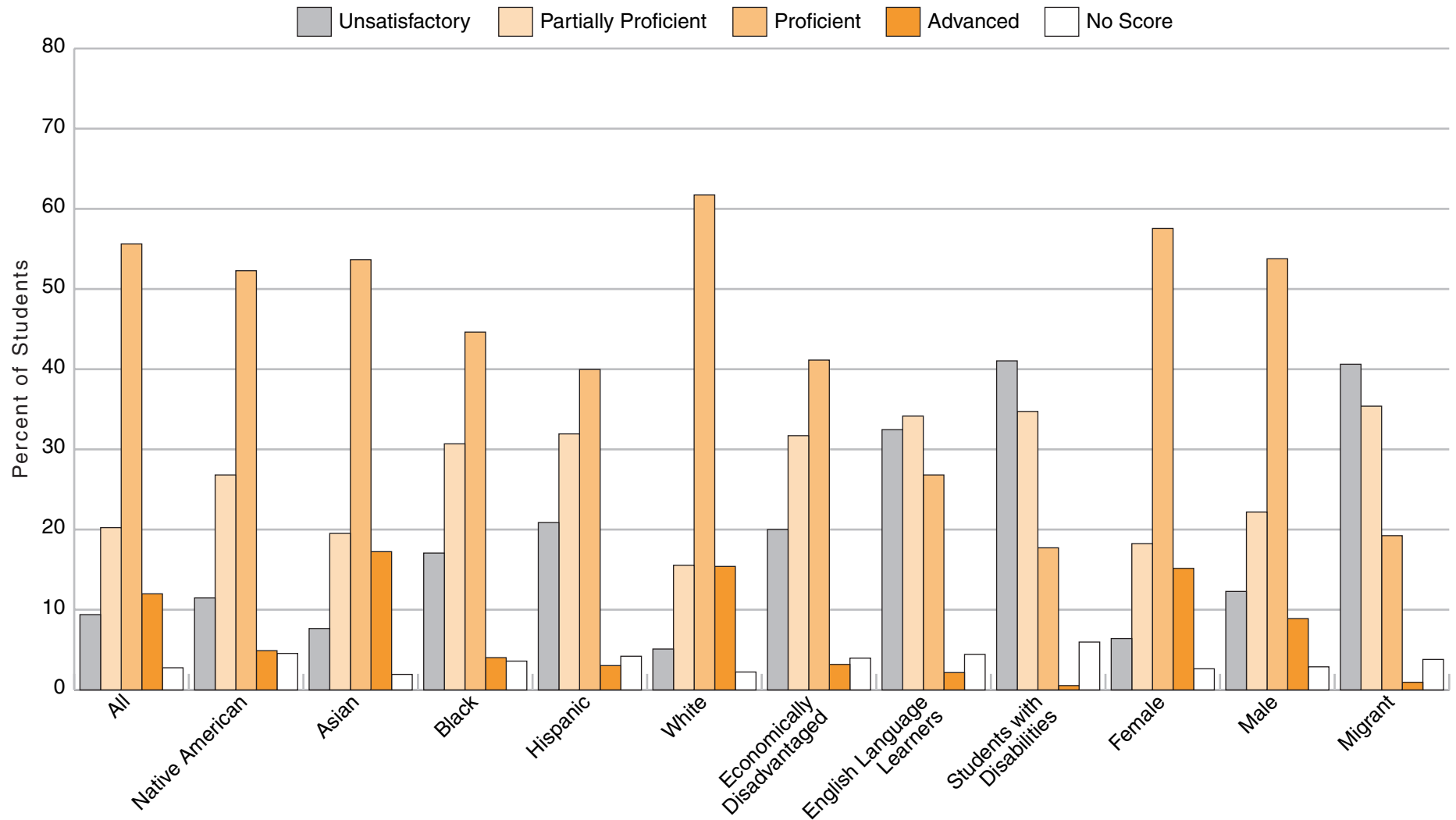
Assessment Data > Eighth Grade Reading CSAP 2006



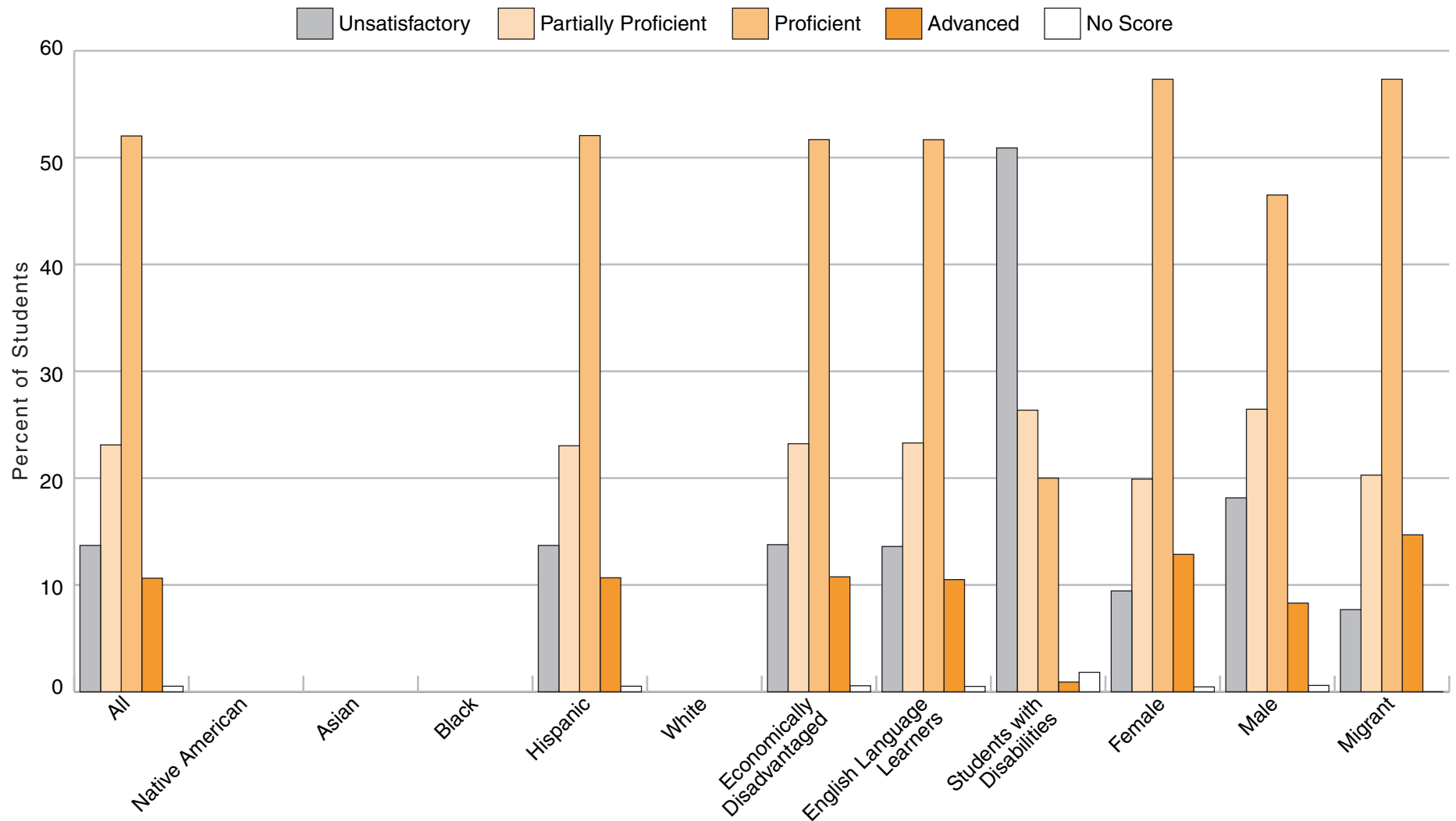
Assessment Data > Ninth Grade Reading CSAP 2006



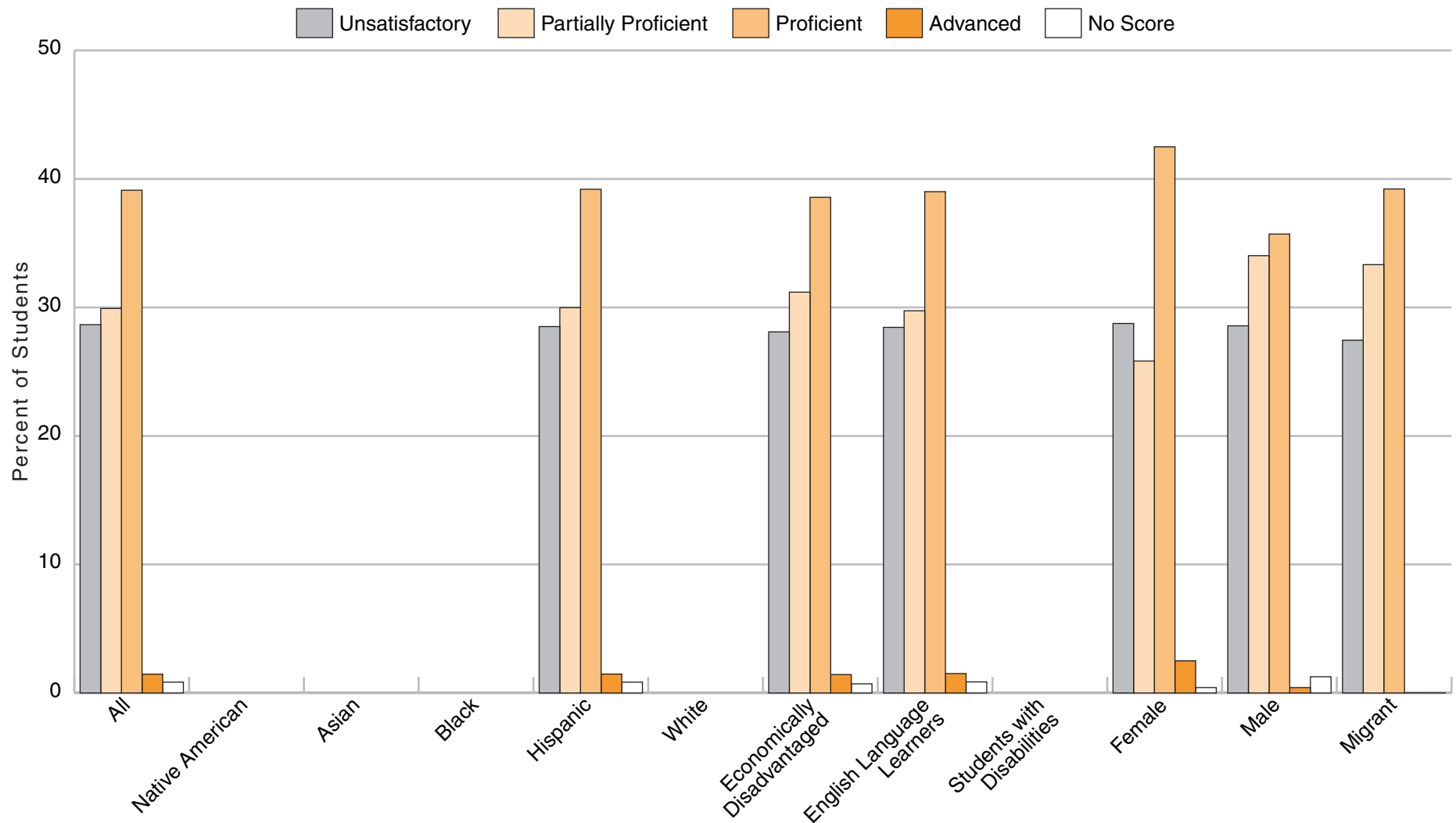
Assessment Data > Tenth Grade Reading CSAP 2006



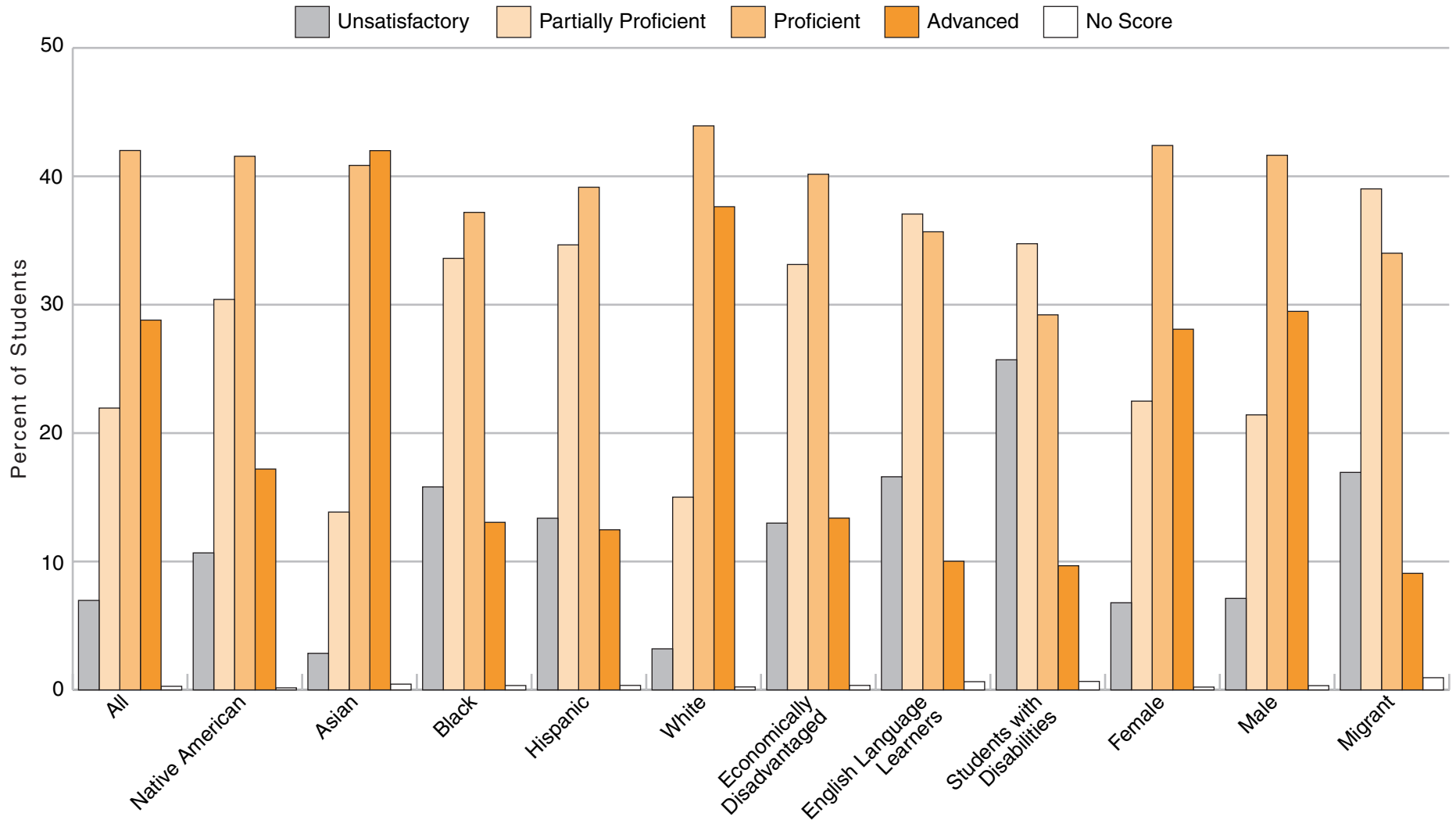
Assessment Data > Third Grade Lectura CSAP 2006



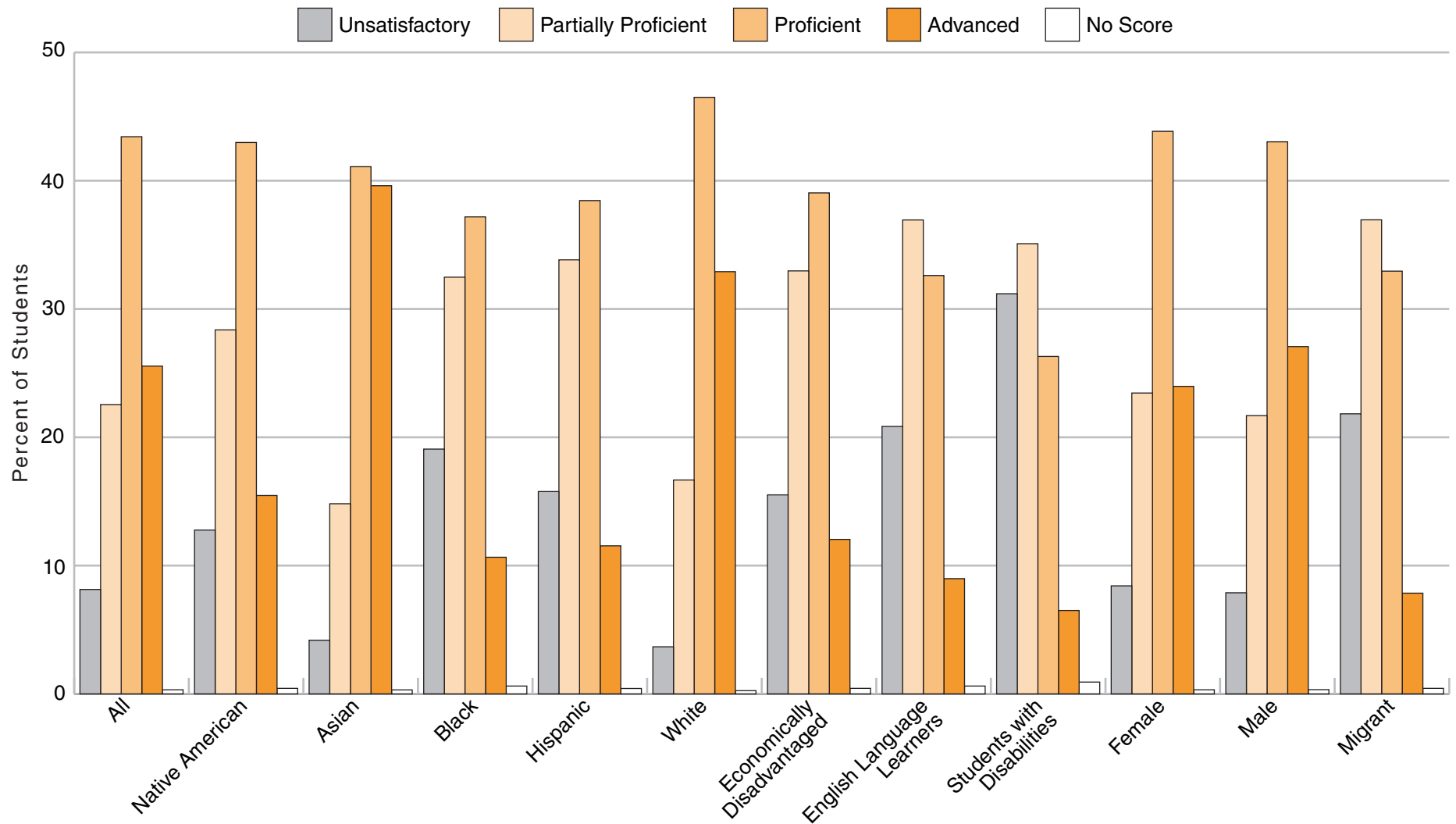
Assessment Data > Fourth Grade Lectura CSAP 2006



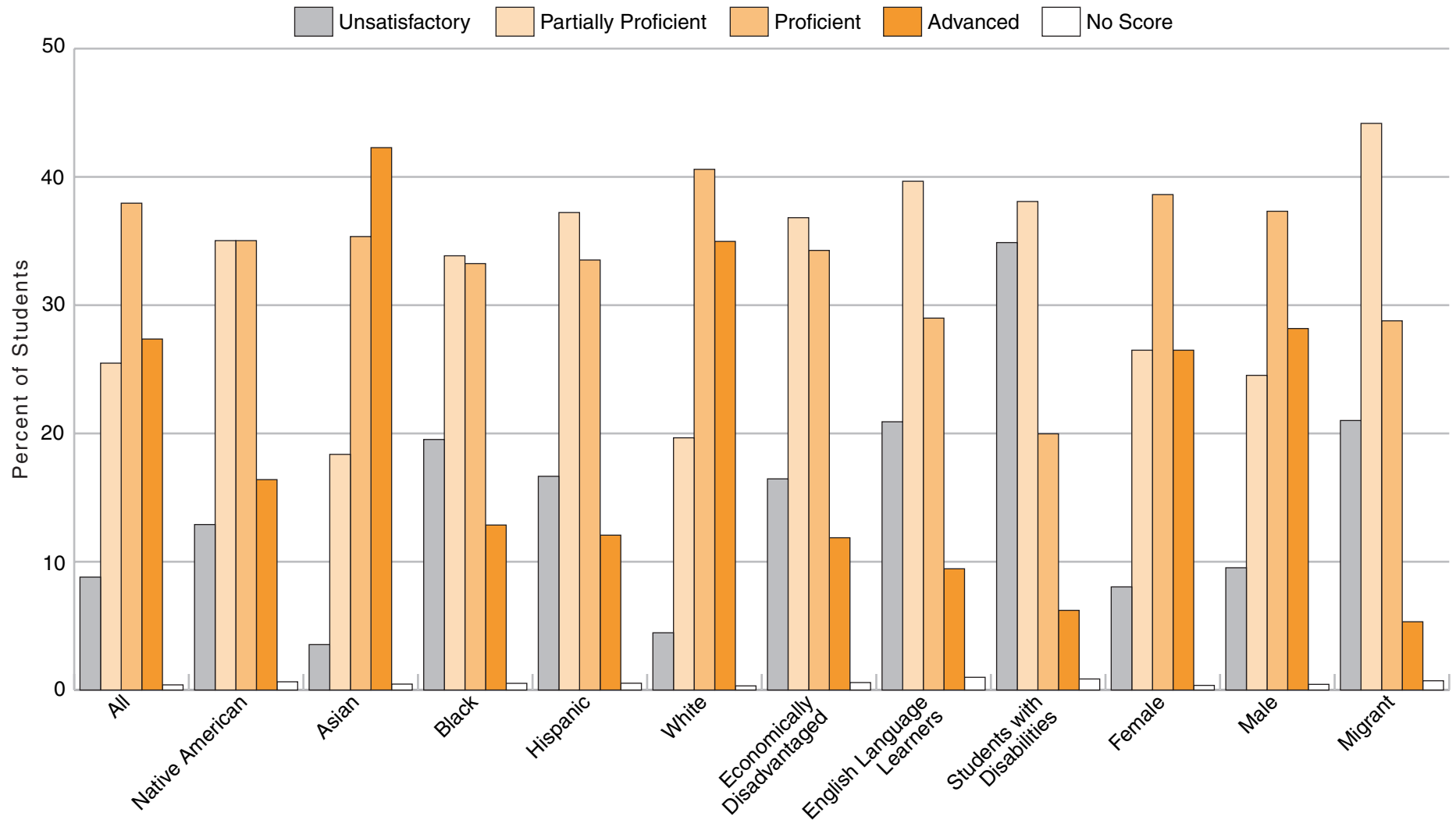
Assessment Data > Third Grade Math CSAP 2006



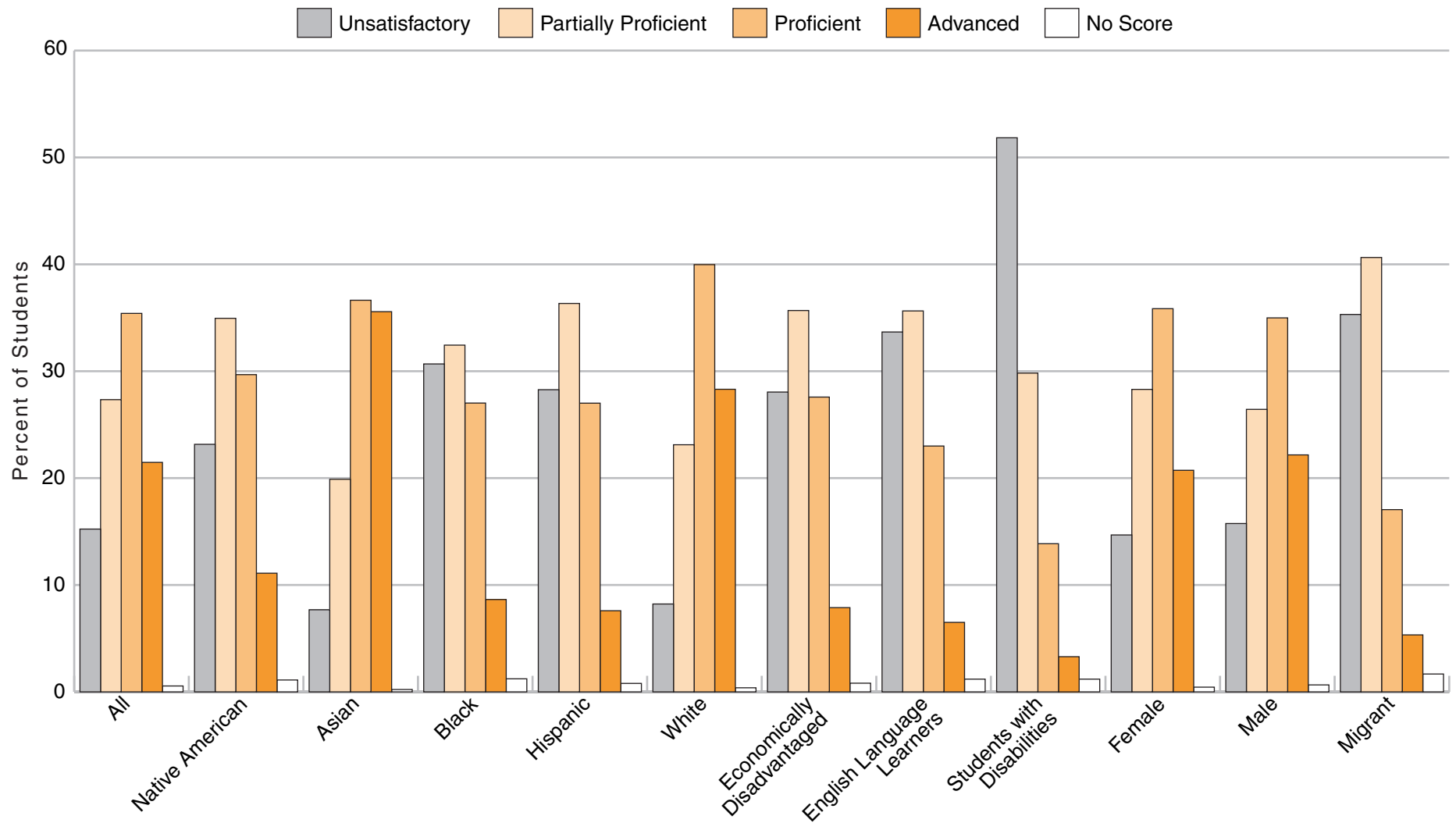
Assessment Data > Fourth Grade Math CSAP 2006



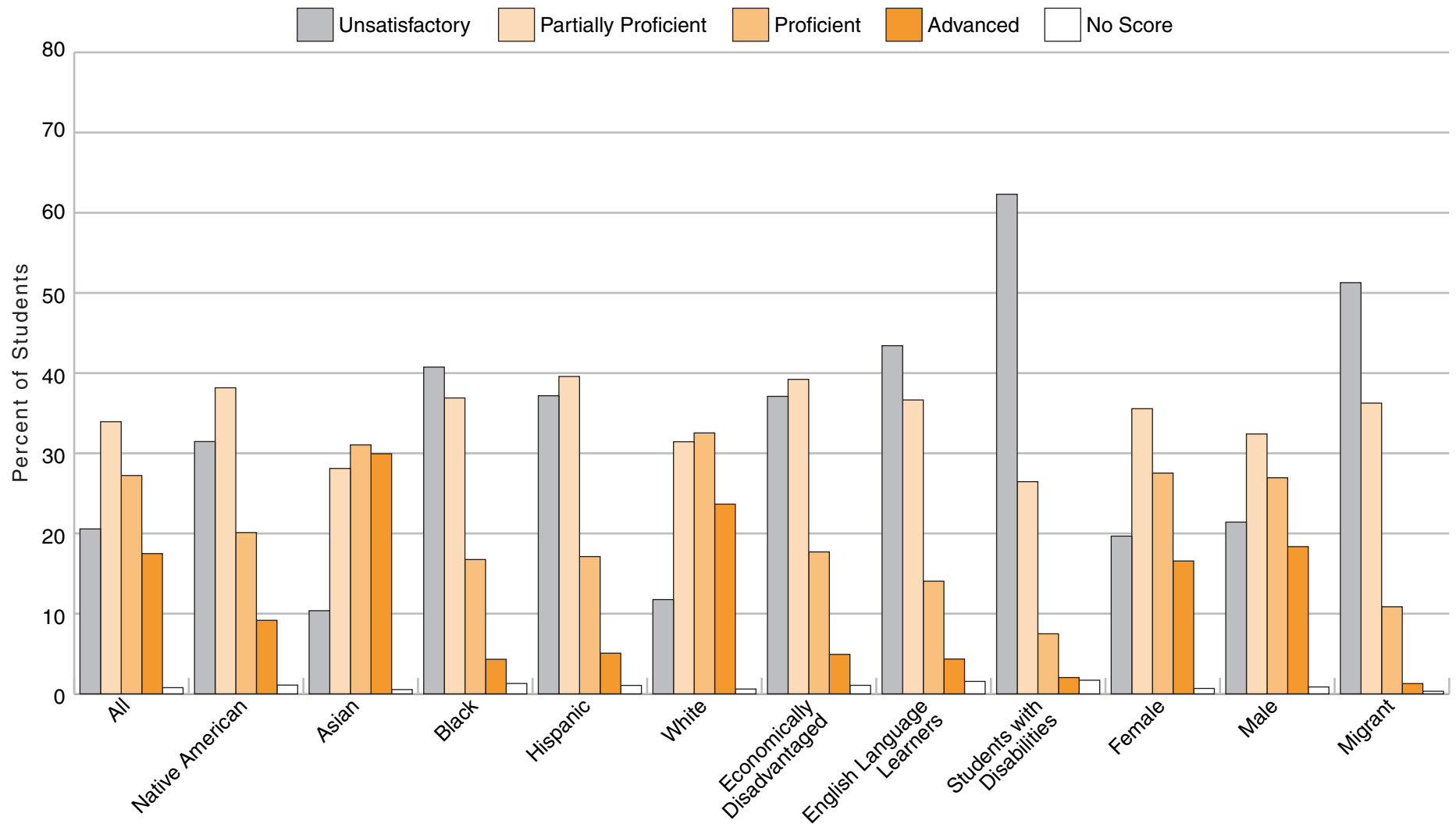
Assessment Data > Fifth Grade Math CSAP 2006



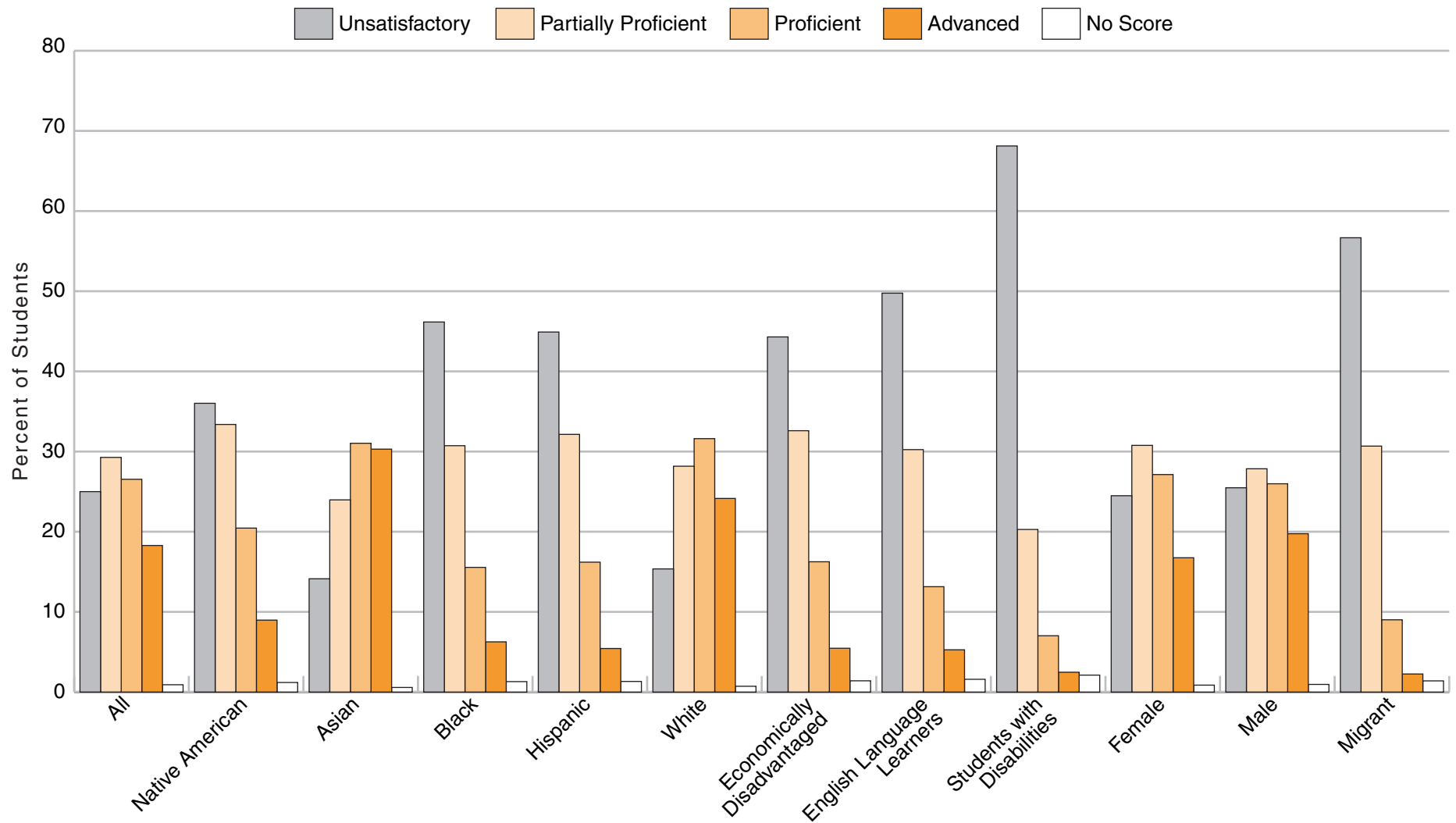
Assessment Data > Sixth Grade Math CSAP 2006



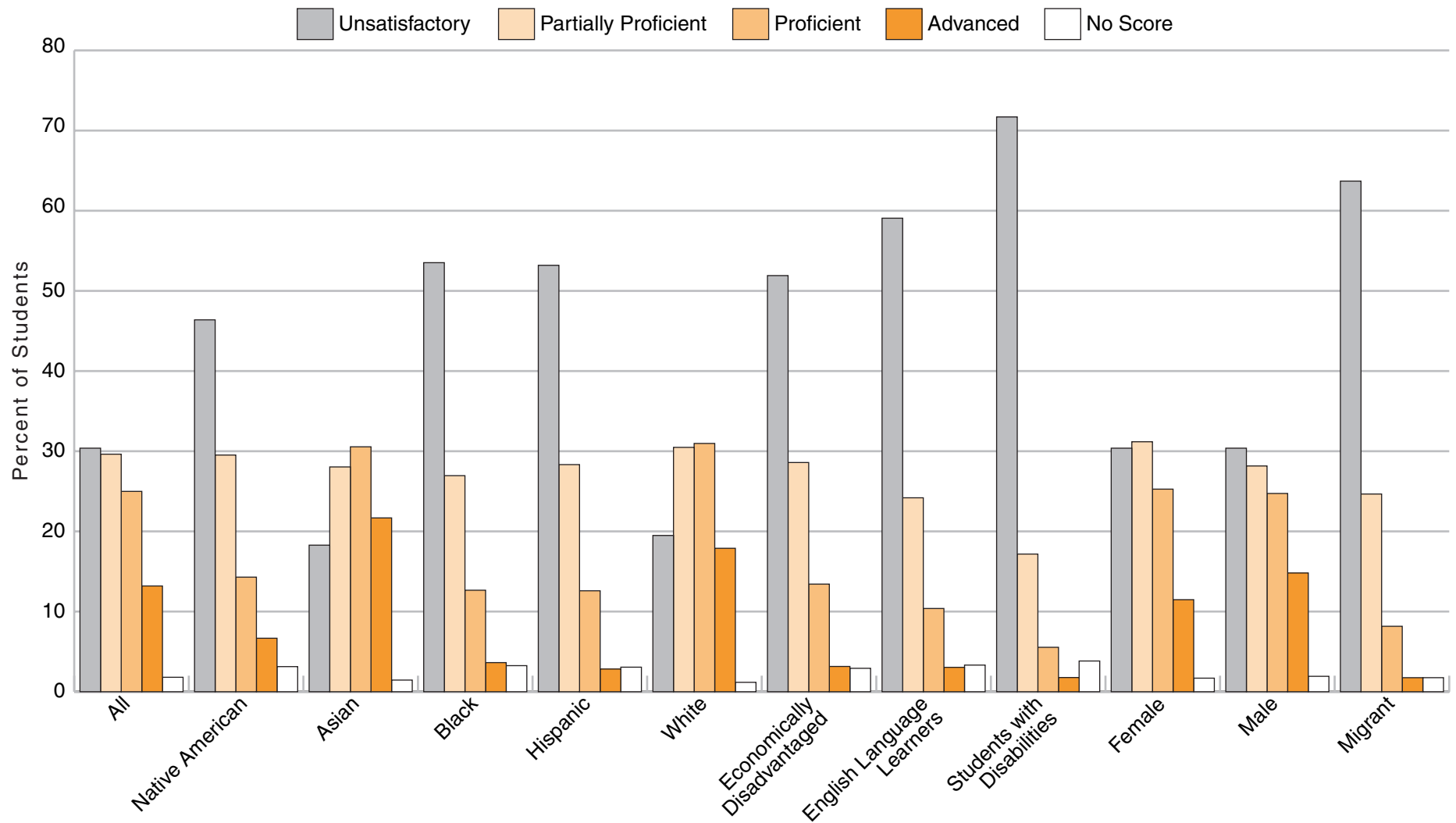
Assessment Data > Seventh Grade Math CSAP 2006



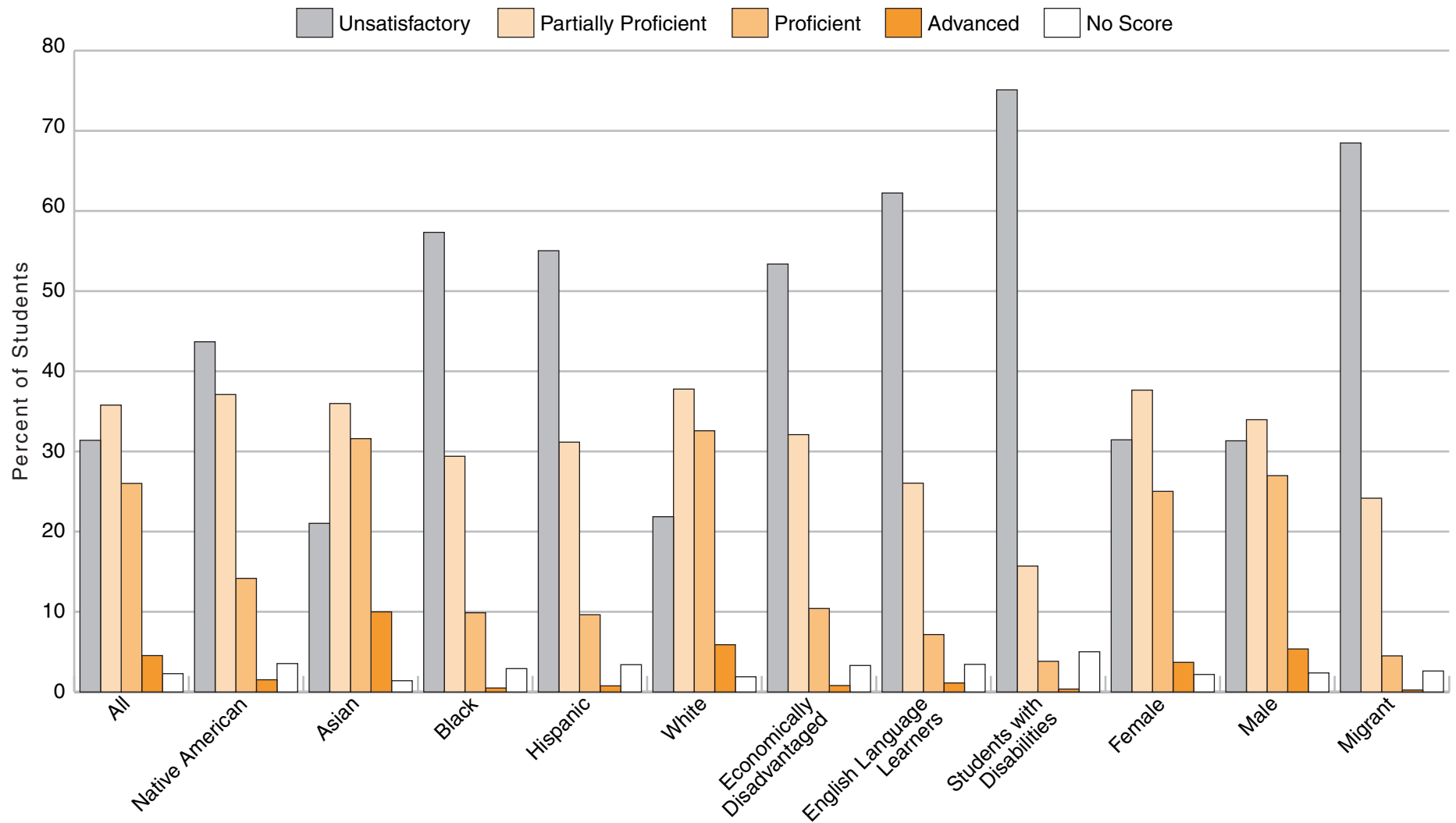
Assessment Data > Eighth Grade Math CSAP 2006



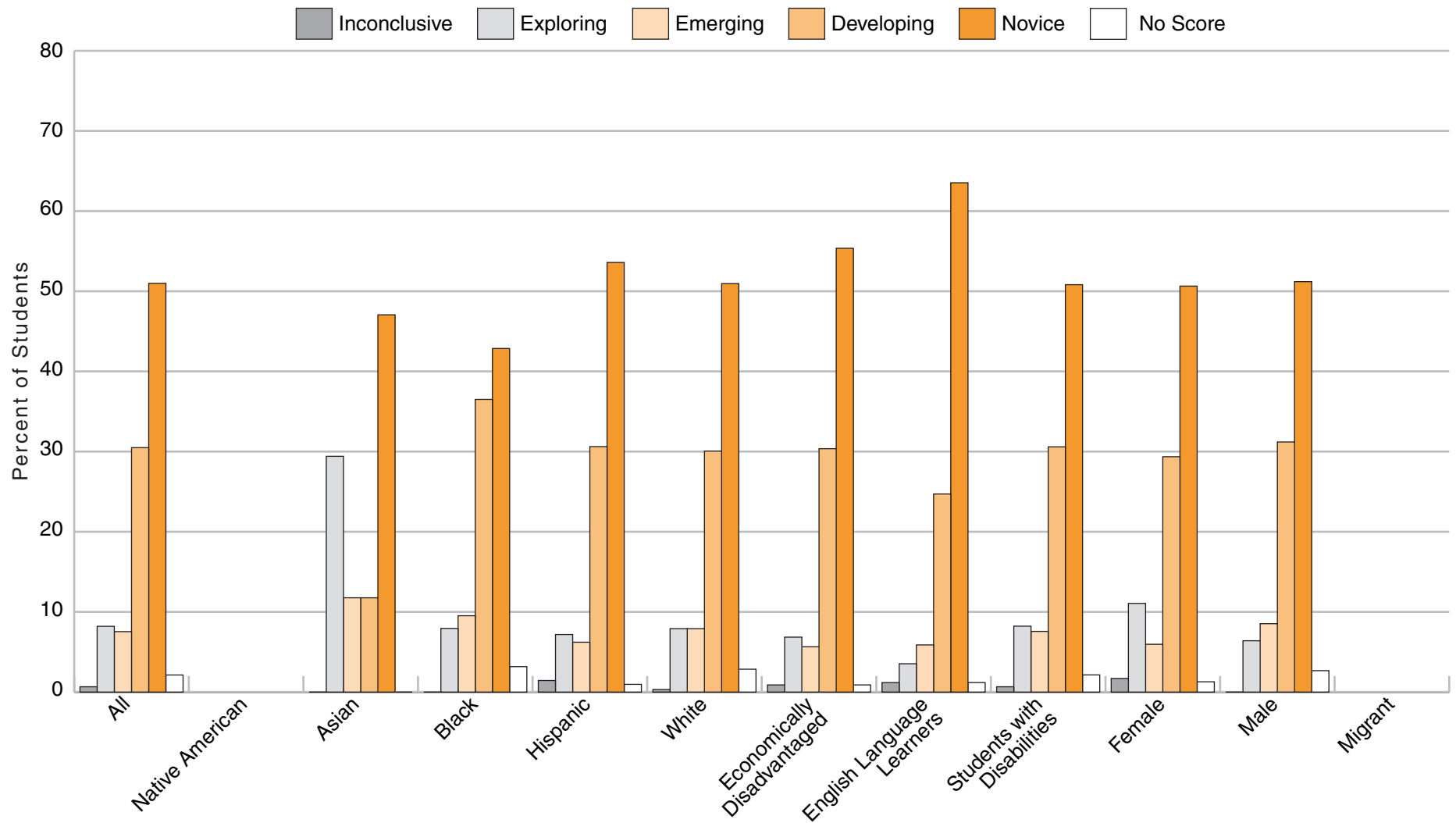
Assessment Data > Ninth Grade Math CSAP 2006



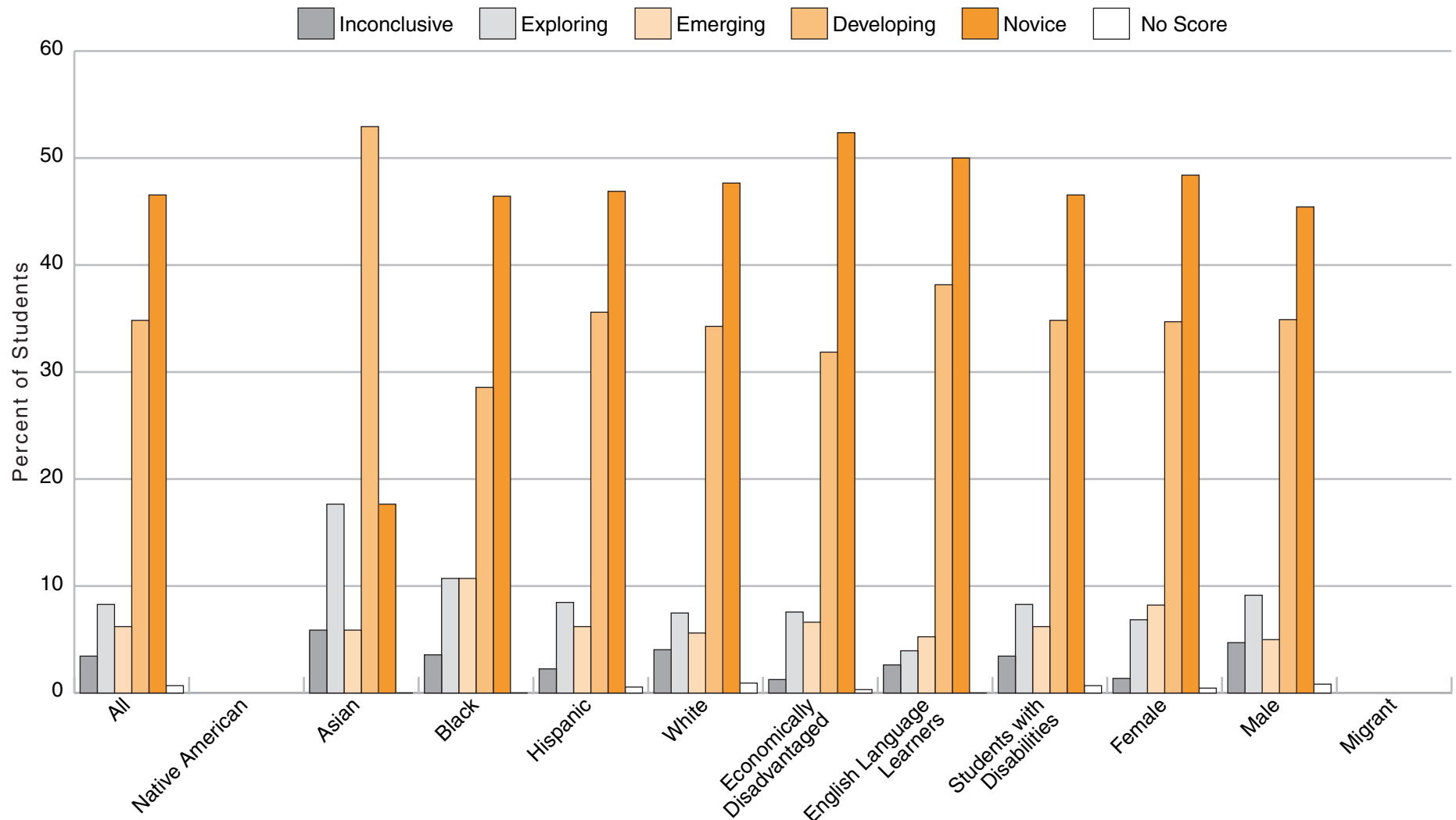
Assessment Data > Tenth Grade Math CSAP 2006



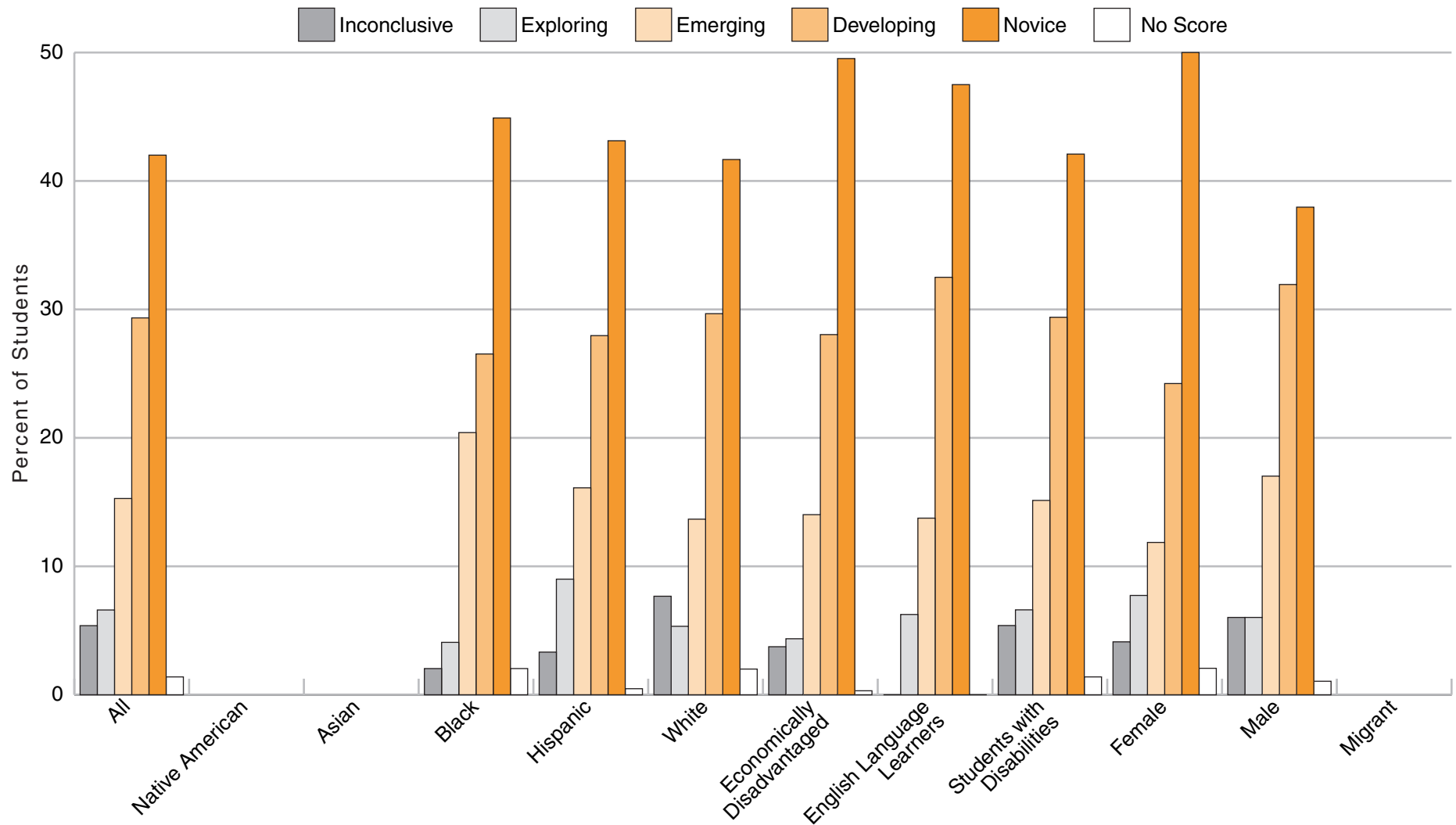
Assessment Data > Third Grade Reading CSAPA 2006



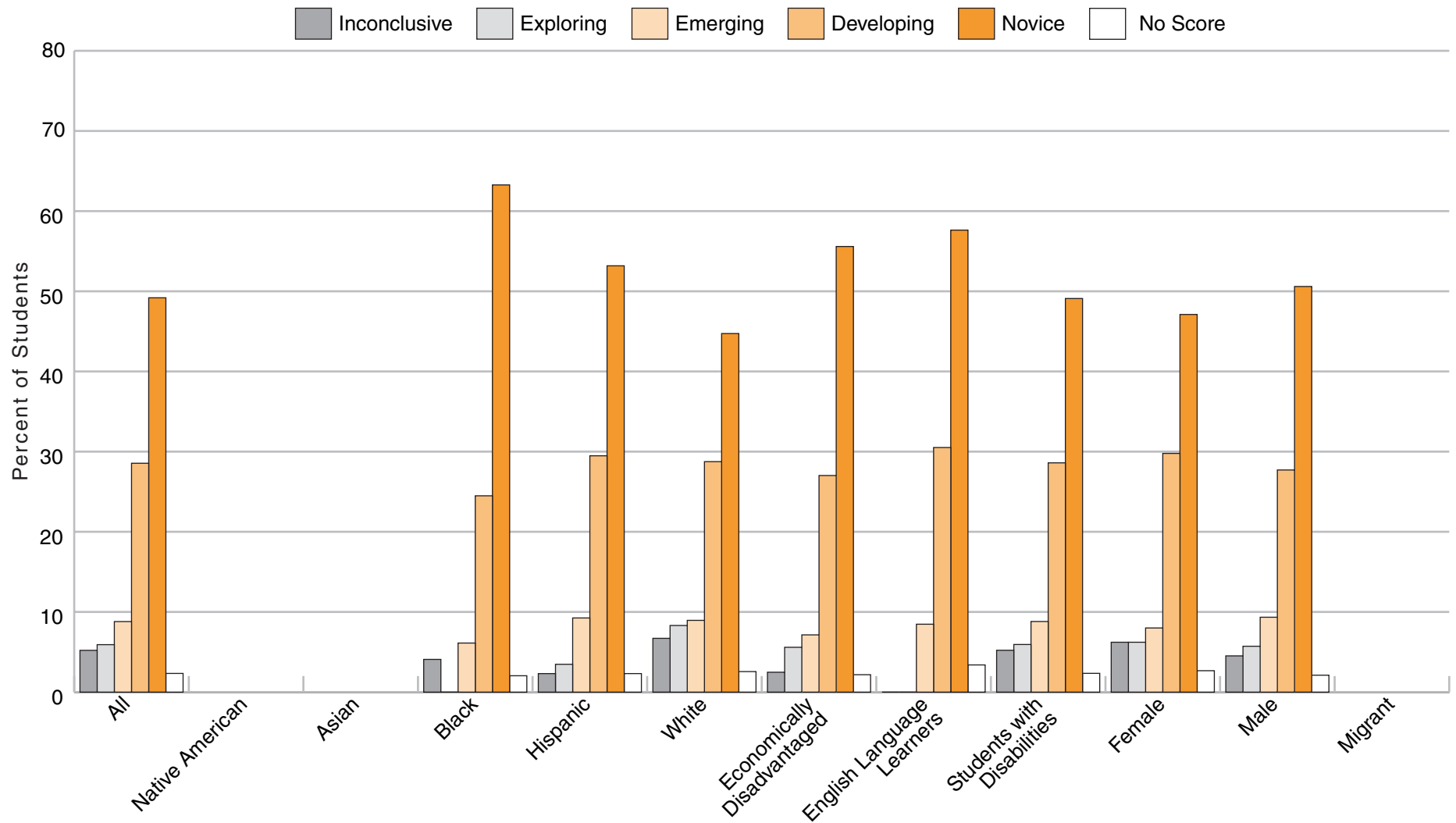
Assessment Data > Fourth Grade Reading CSAPA 2006



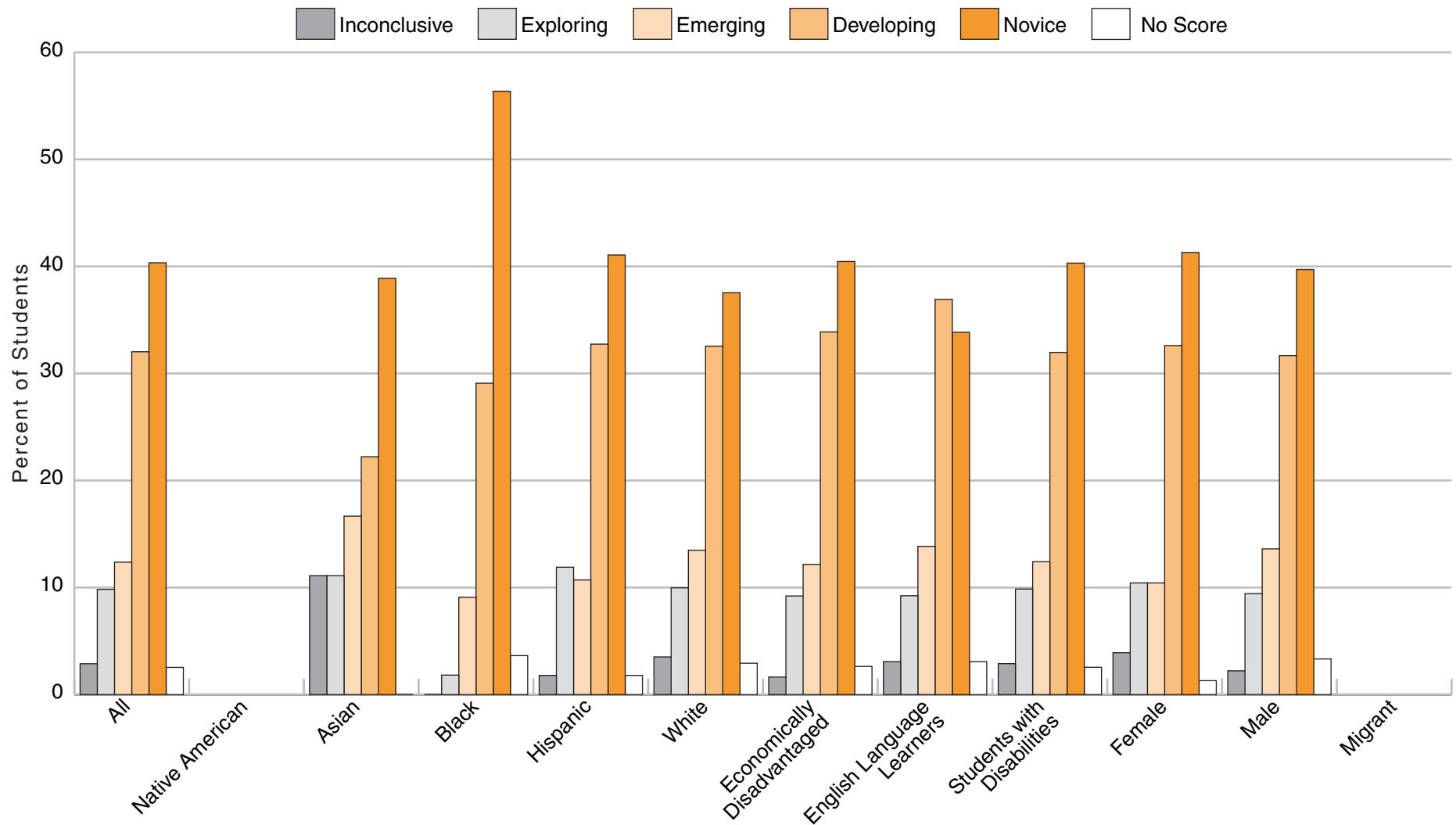
Assessment Data > Fifth Grade Reading CSAPA 2006



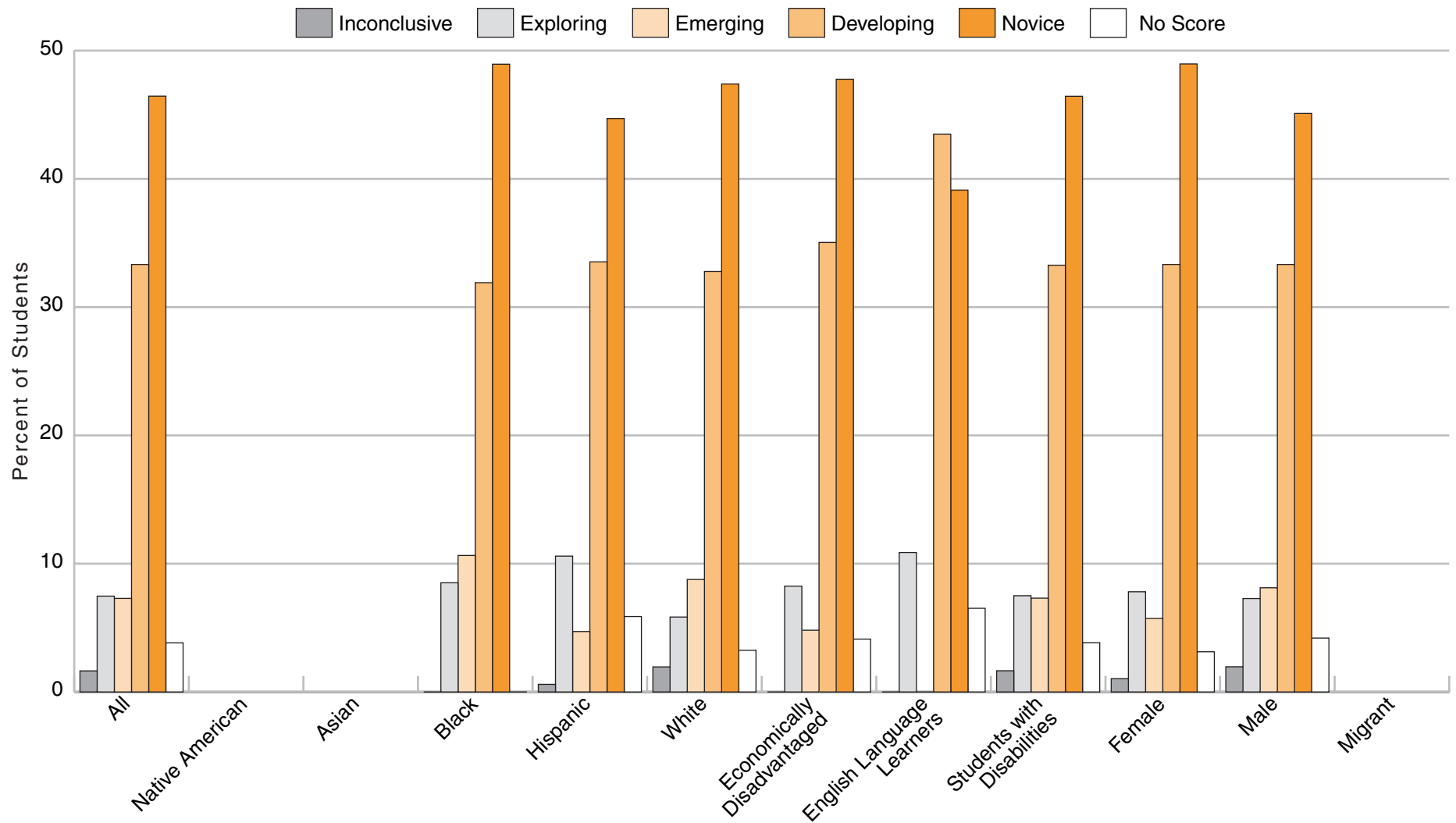
Assessment Data > Sixth Grade Reading CSAPA 2006



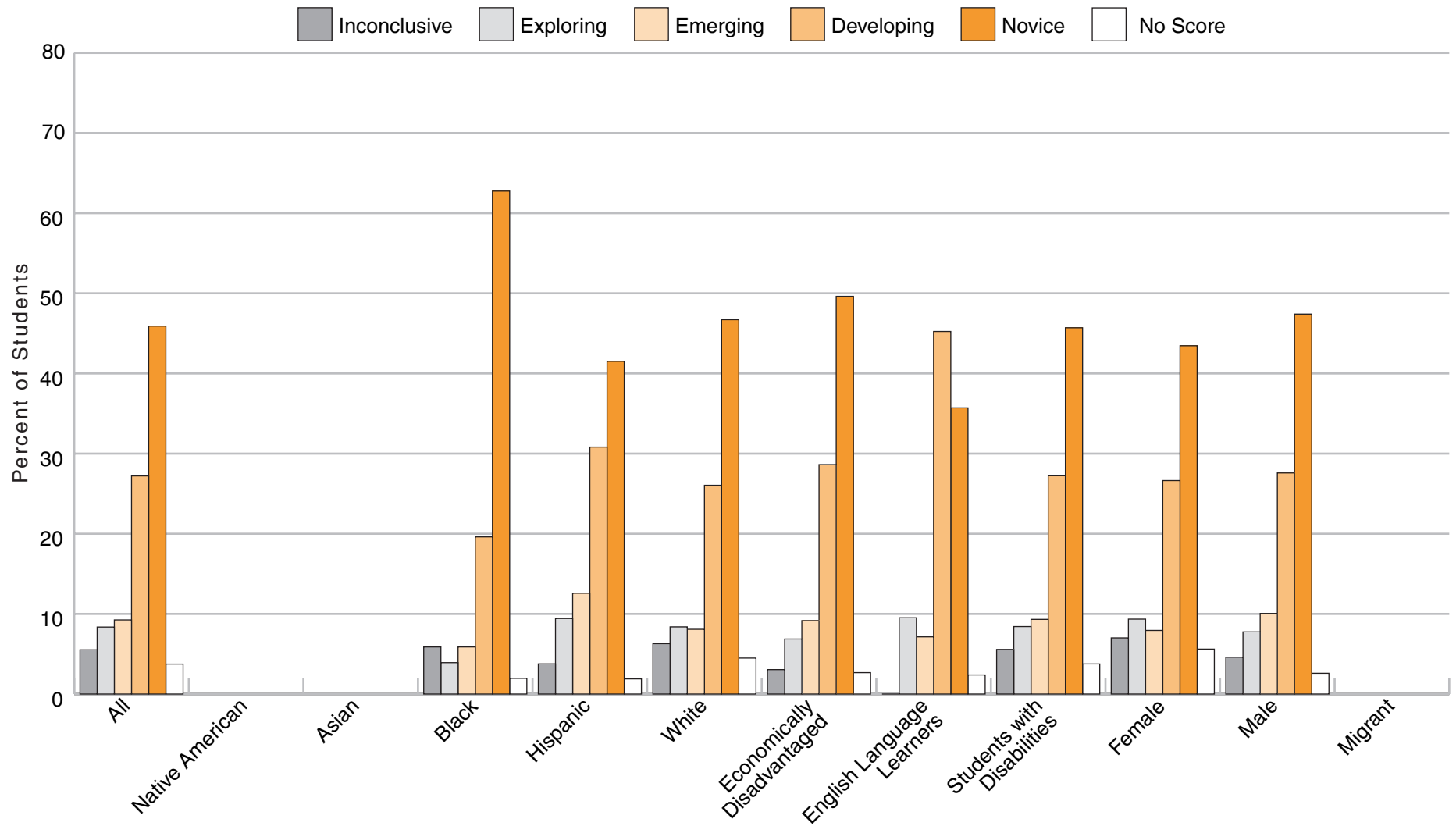
Assessment Data > Seventh Grade Reading CSAPA 2006



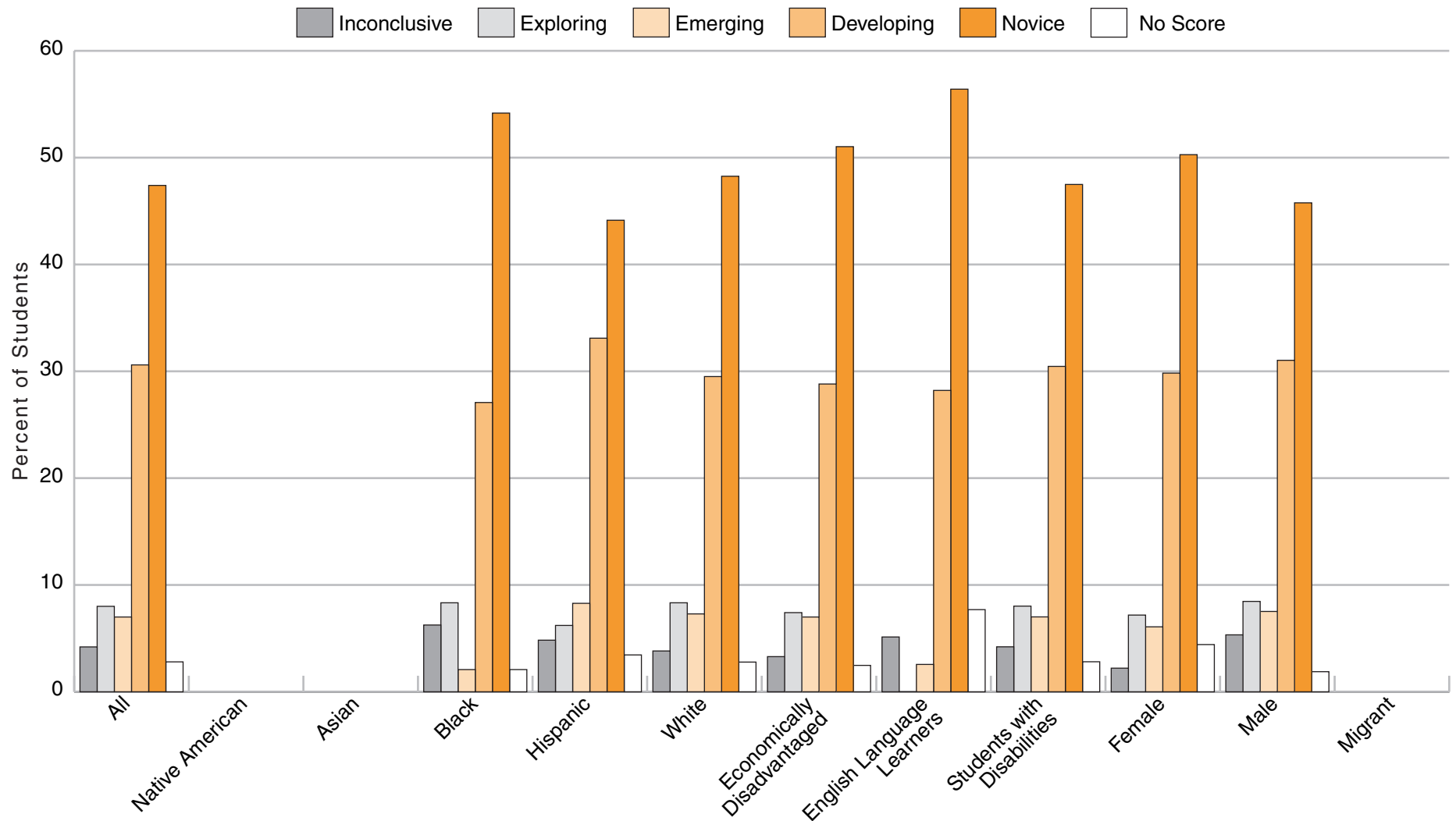
Assessment Data > Eighth Grade Reading CSAPA 2006



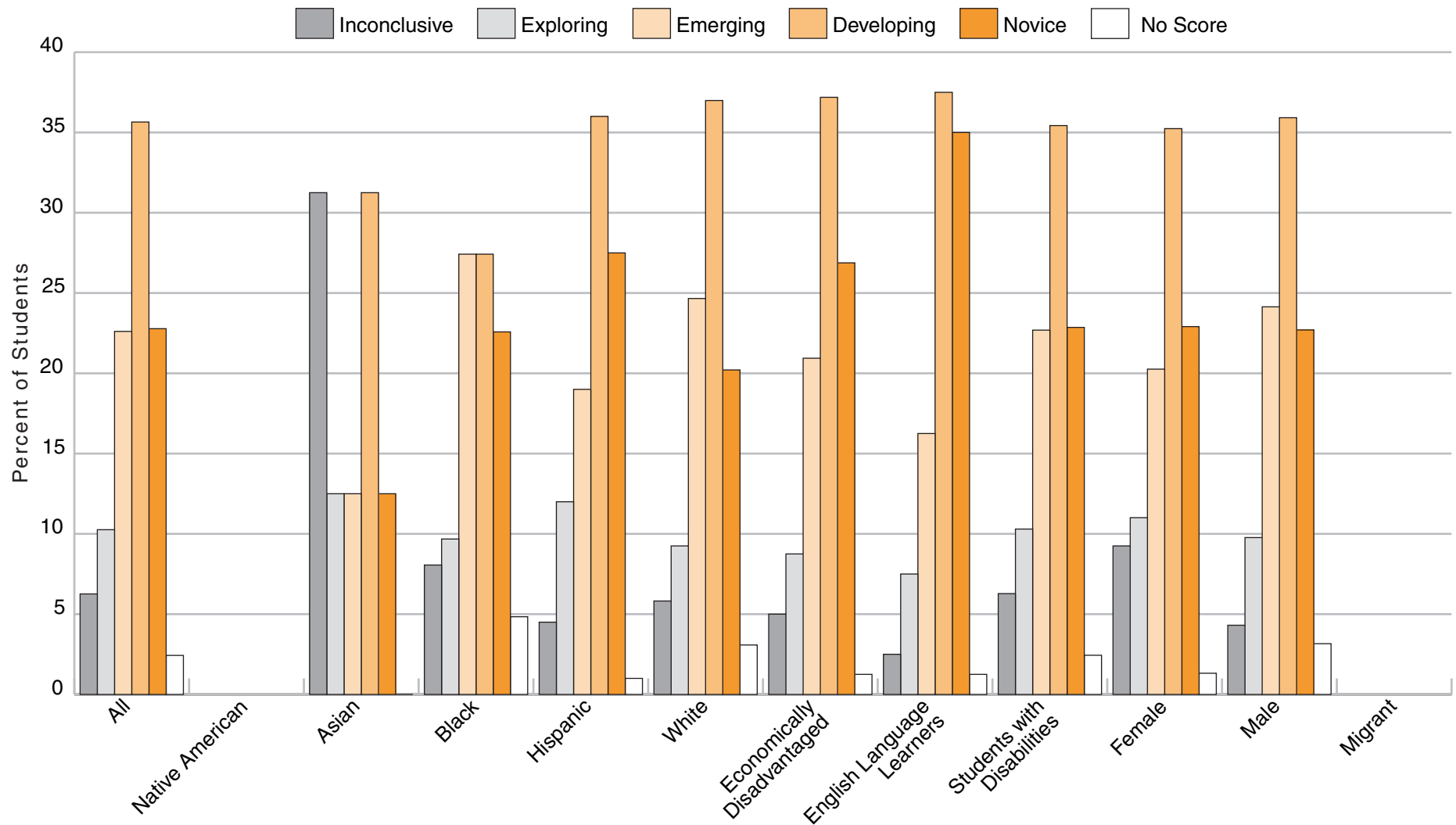
Assessment Data > Ninth Grade Reading CSAPA 2006



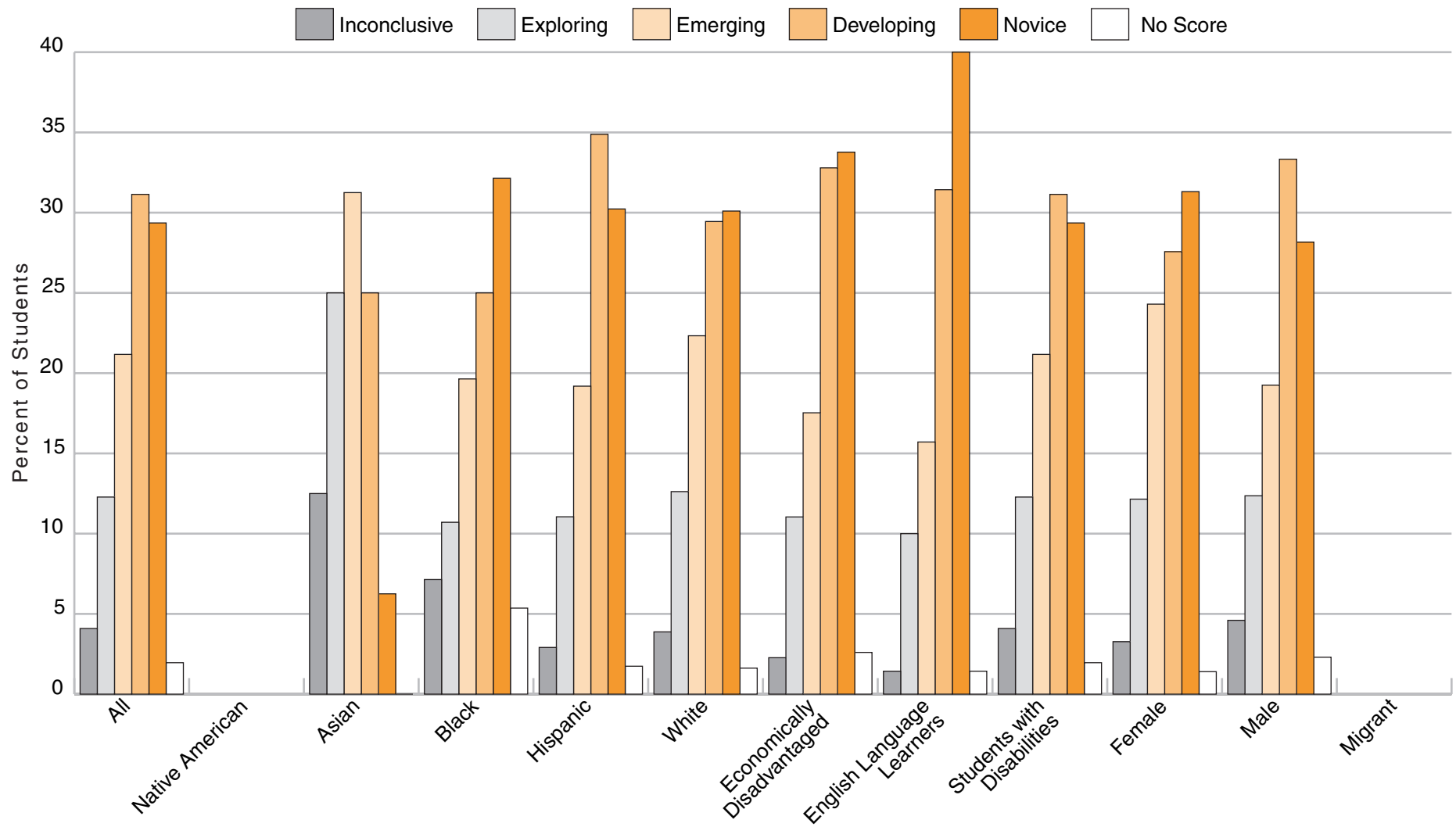
Assessment Data > Tenth Grade Reading CSAPA 2006



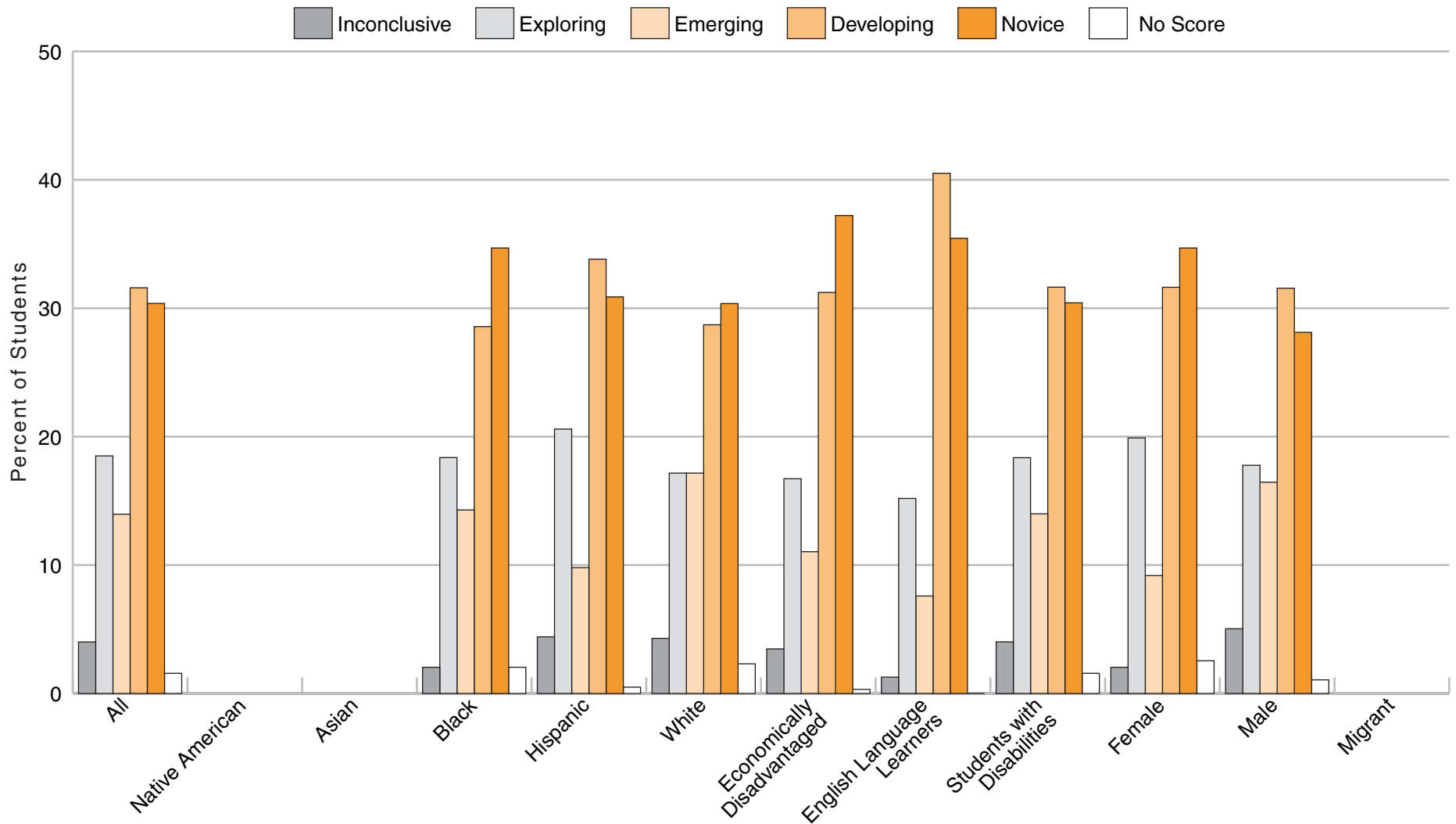
Assessment Data > Third Grade Math CSAPA 2006



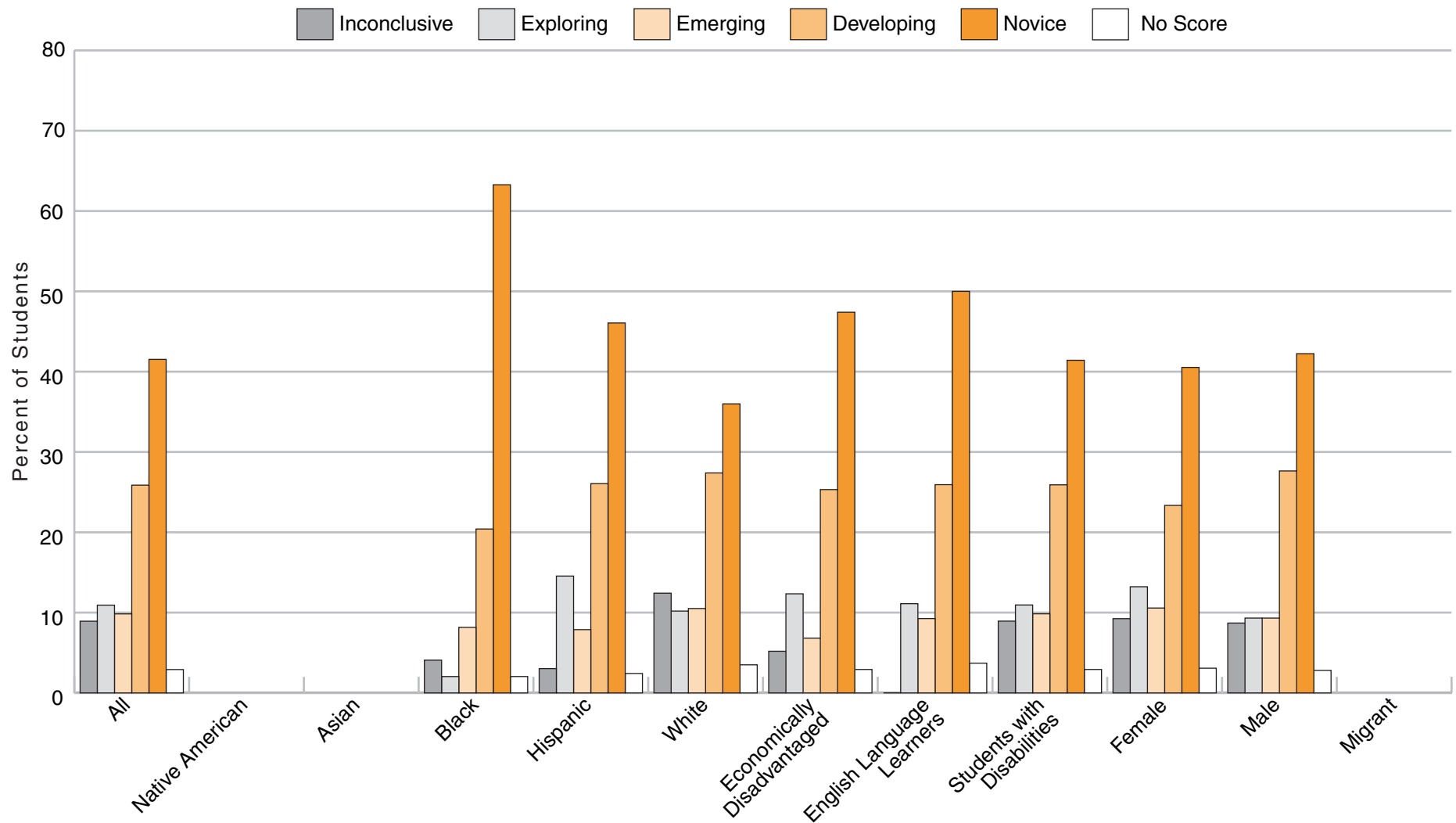
Assessment Data > Fourth Grade Math CSAPA 2006



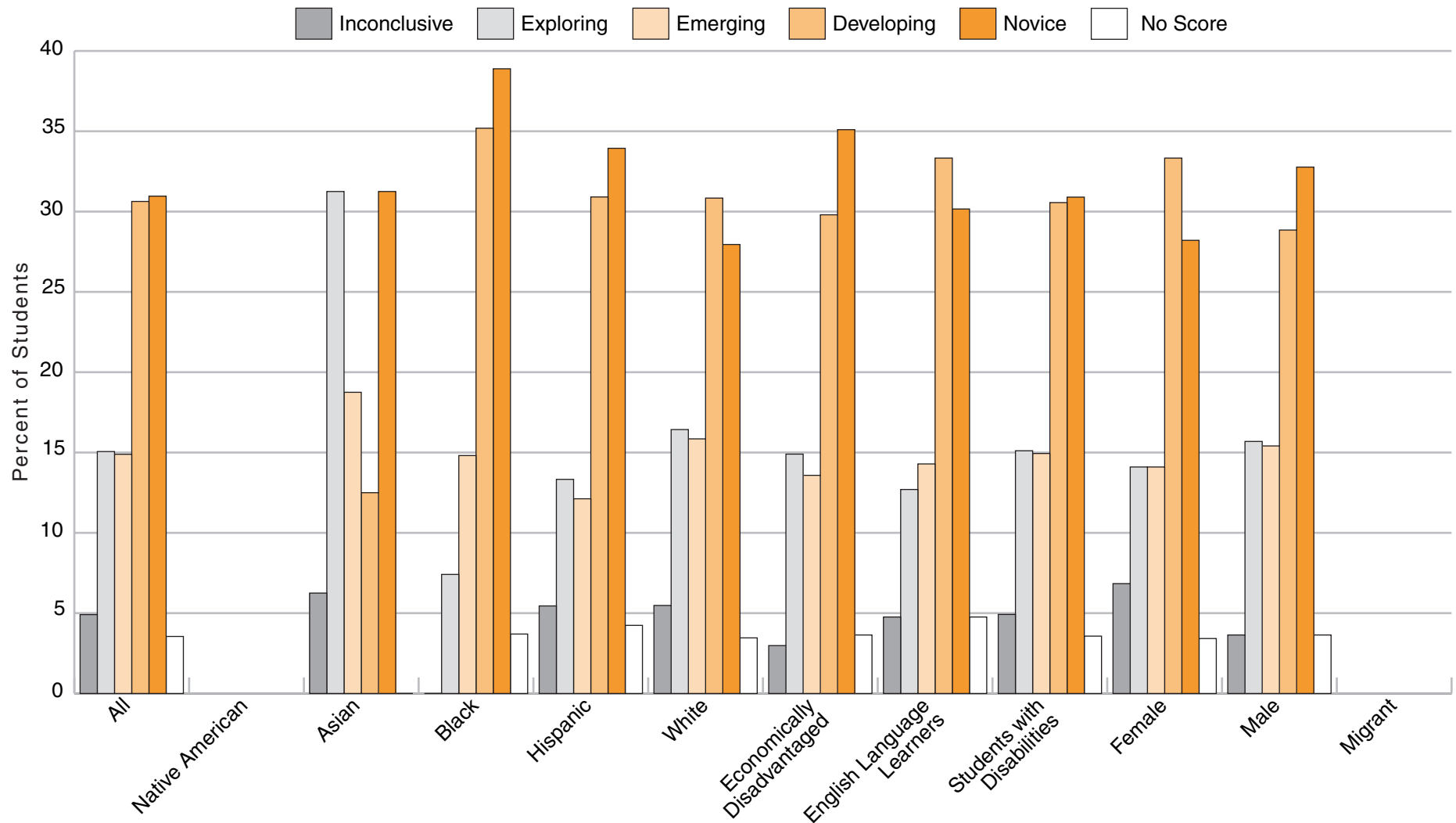
Assessment Data > Fifth Grade Math CSAPA 2006



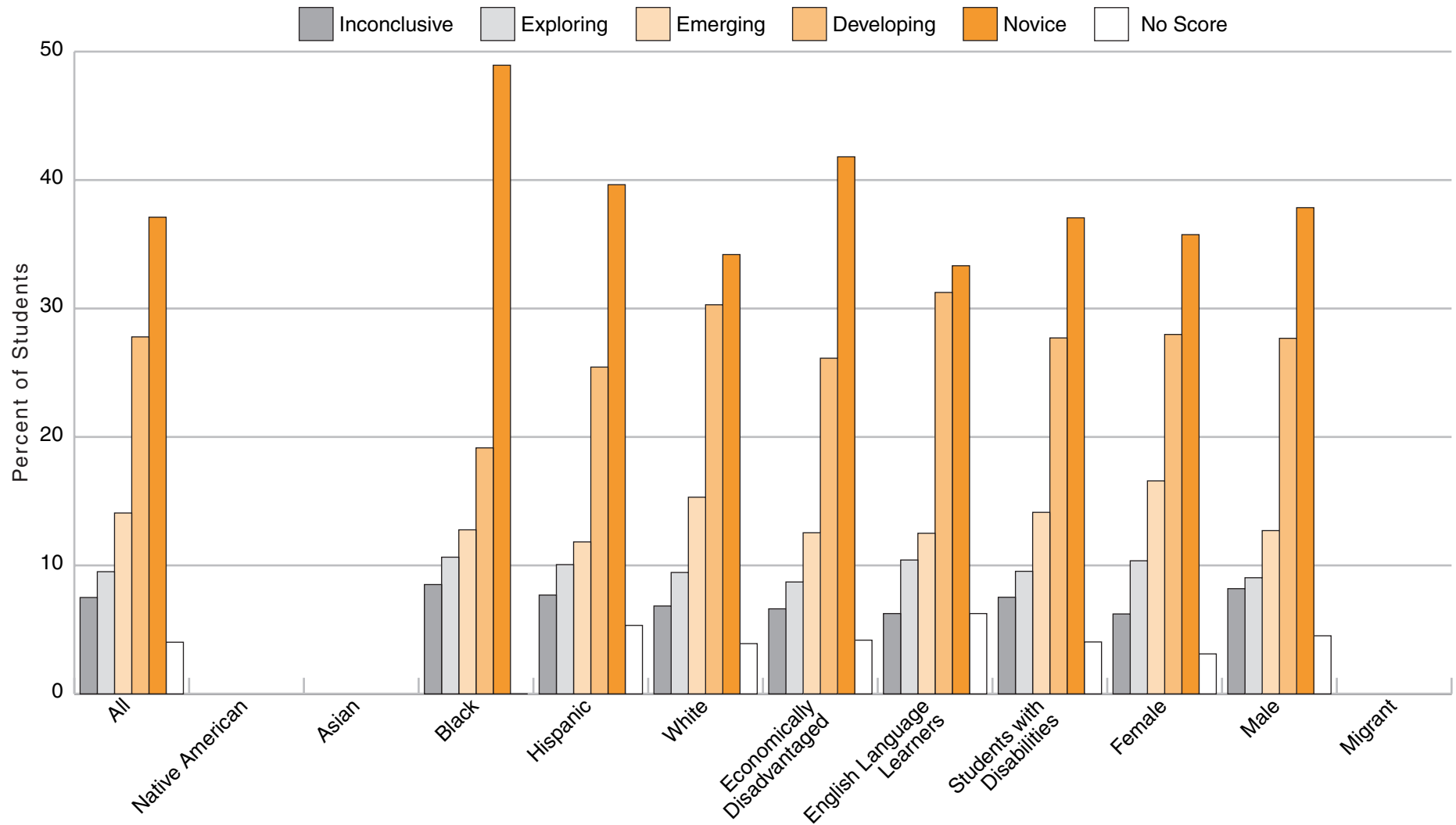
Assessment Data > Sixth Grade Math CSAPA 2006



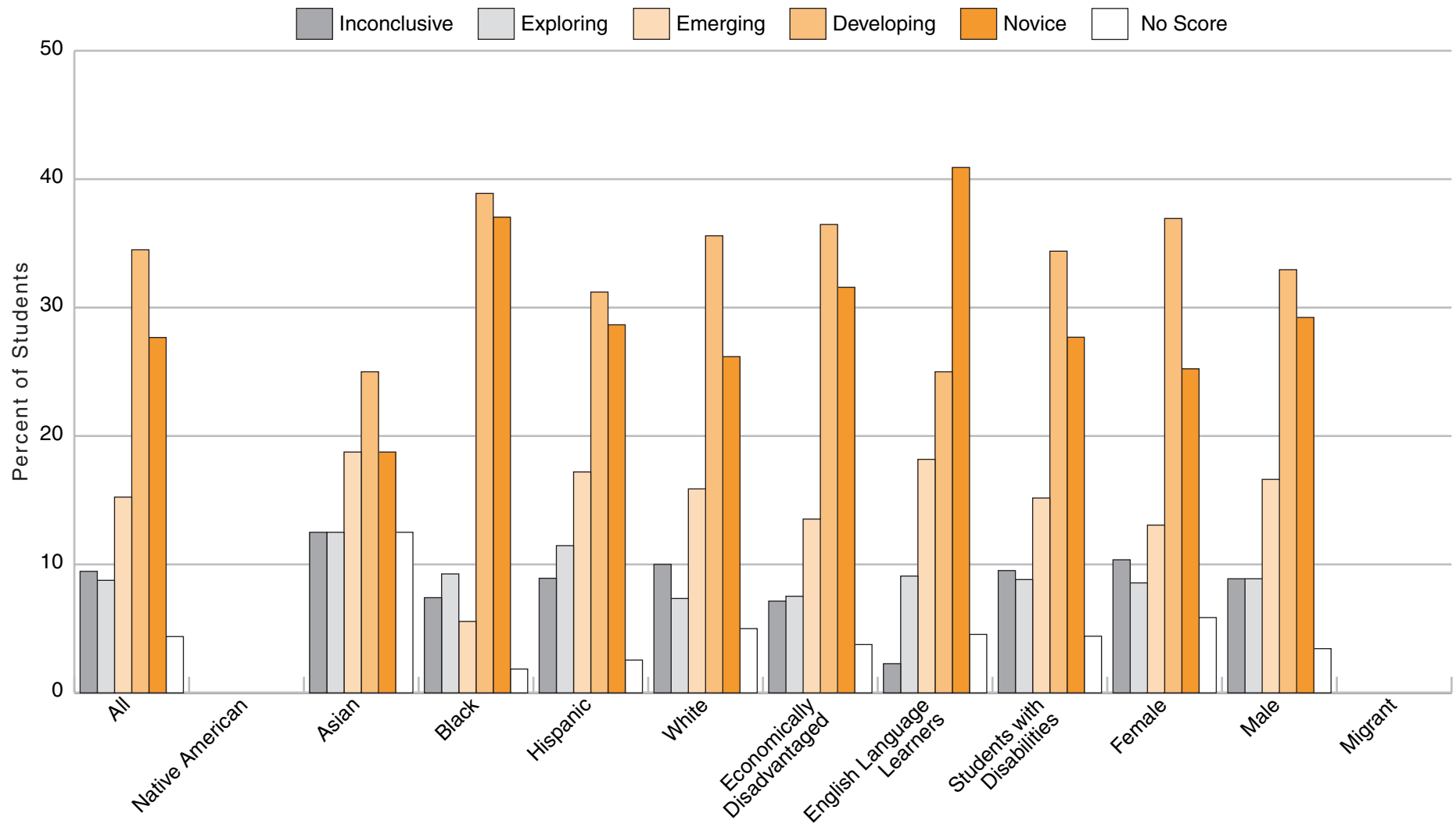
Assessment Data > Seventh Grade Math CSAPA 2006



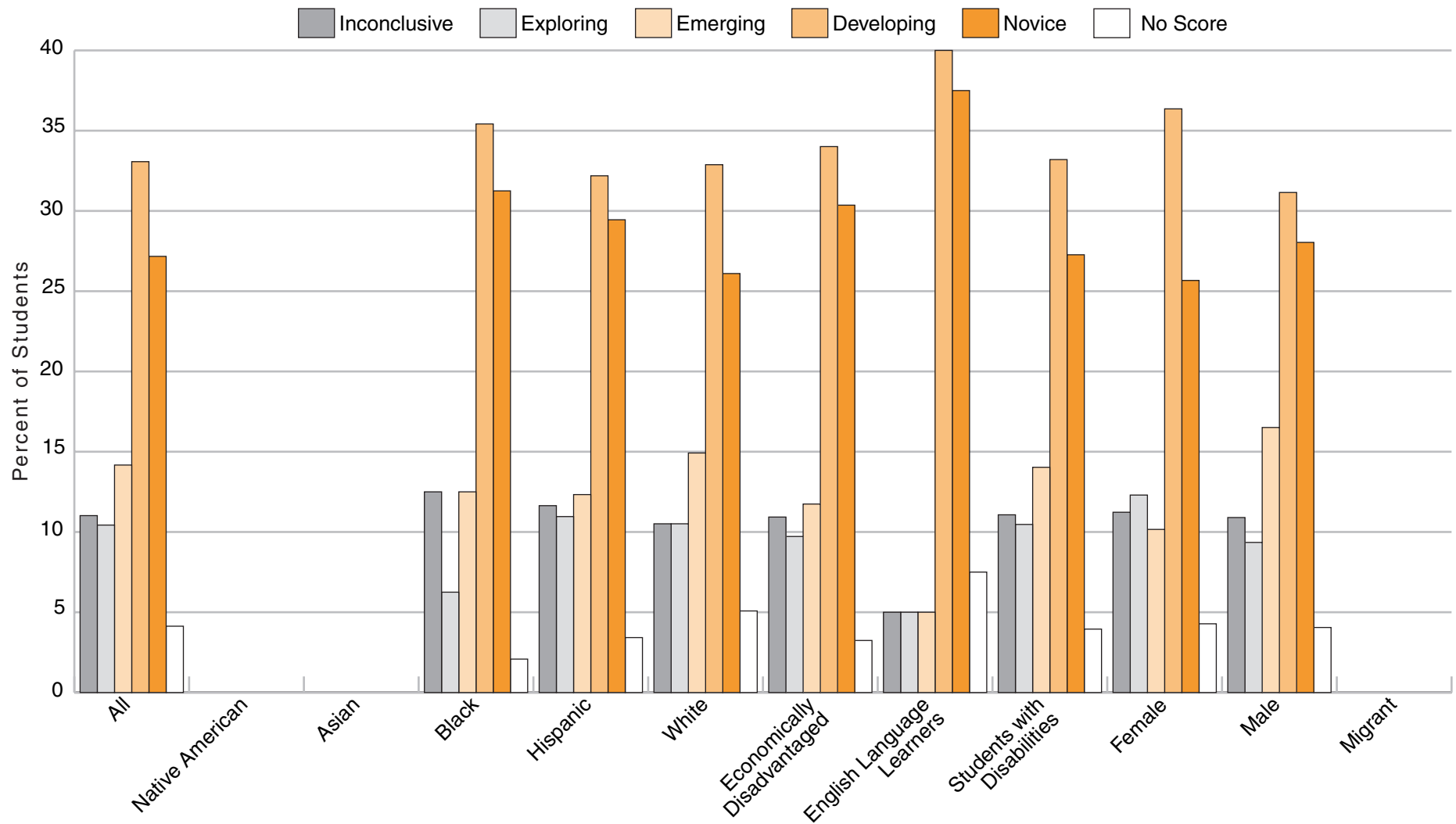
Assessment Data > Eighth Grade Math CSAPA 2006



Assessment Data > Ninth Grade Math CSAPA 2006



Assessment Data > Tenth Grade Math CSAPA 2006



Accountability Data



Accountability Data

The No Child Left Behind Act requires the Colorado Department of Education to determine if school districts make Adequate Yearly Progress (AYP) every year. Districts, in turn, are required to make AYP determinations for their schools. The state as a whole must also calculate AYP.

To make AYP the school/ district/ state must:

1. Meet the 95% participation requirement (95% of students enrolled in the school must be assessed with the CSAP or CSAPA).
2. Meet the math and reading performance targets, or decrease the percent of students scoring non-proficient by 10% from the prior year. The targets are set state wide and vary by elementary, middle and high school level and content area. Additionally, targets increase every three years in order to meet the goal of 100% of students proficient in 2013–2014. Targets last increased during for the 2004–2005 calculations and will increase again in 2007–2008.
3. Meet the other indicator requirement, which is 1.10% of students scoring at the advanced level on reading and math at the elementary and middle school level. At the high school level the school must meet the graduation rate target, 57.40%.

These targets must be made for all applicable subgroups. Possible subgroups include: all students, White, Hispanic, Black, Asian, Native American, English language learners (ELL), students eligible for free or reduced lunch (FRL), and students with disabilities (IEP). The state must also report scores for male, female, and migrant students.

AYP data is based on CSAP, Lectura, CSAPA, and graduation rate data. Scores from all those assessments are aggregated in AYP calculations.

The following tables and graphs reflect Colorado's State Adequate Yearly Progress (AYP) data. Individual school and district AYP results can be found at: www.cde.state.co.us/scriptscfpu/NCLBProfiles0607/index.asp.

Colorado did not make AYP as a state for the 2005–2006 school year. In 2005–2006, the state was responsible for 153 targets; Colorado made 124 of those targets (represented by the green cells). Colorado did not make 26 targets (represented by the pink cells). Colorado used the safe harbor provision (a 10% reduction in the percent of students scoring non-proficient from the previous year) to make an additional 3 targets. In 2005–2006 Colorado made 83% of its targets, an increase of one percentage point from 82% in 2004–2005.

The tables on pages 43–45 show the specific targets the state was accountable for and the performance on each. Male, female, and migrant students are included on these tables for reporting purposes only.

The graphs on pages 46–51 show the performance data, for reading and math, disaggregated by subgroups. The black line represents the 2005–2006 AYP performance target; the grey line represents the 2003–2004 target. Any disaggregated group whose performance falls below the black line, did not make the 2005–2006 AYP performance target. However, three of those disaggregated groups did make the safe harbor provision. Current data (2006) is compared with data from 2002, 2003, 2004 and 2005 to show the trend in performance over time.

Accountability Data >

Colorado Adequate Yearly Progress Data—Elementary Level

Student Group	Reading/Language Arts		Mathematics		Other Indicator	
	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 82.69%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 83.64%	Advanced Performance Reading Goal 1.10%	Advanced Performance Mathematics Goal 1.10%
All Students	99.68	88.63	99.94	91.64	6.9	27.4
Native American	100.00	86.18	100.00	88.81	4.6	18.0
Asian	99.38	93.13	99.71	96.30	10.1	42.6
Black	99.91	80.89	99.93	81.76	2.9	12.8
Hispanic	99.02	78.70	99.84	84.56	2.4	12.3
White	99.98	94.02	100.00	95.87	9.4	35.5
English Language Learners	98.35	70.87	99.57	80.46	1.9	9.9
Economically Disadvantaged	99.30	79.37	99.88	84.70	2.2	12.7
Students with Disabilities	99.80	60.03	99.99	69.78	1.2	7.8
Male*	99.68	86.70	99.94	91.39	5.6	28.5
Female*	99.68	90.79	99.93	92.01	8.3	26.5
Migrant*	97.97	71.28	99.77	81.18	2.3	8.6

Made AYP Target
 Missed AYP Target
 Made AYP Target through Safe Harbor

* Male, Female and Migrant Subgroups are required for reporting, but not accountability.

Accountability Data >

Colorado Adequate Yearly Progress Data—Middle Level

Student Group	Reading/Language Arts		Mathematics		Other Indicator	
	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 80.21%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 69.63%	Advanced Performance Reading Goal 1.10%	Advanced Performance Mathematics Goal 1.10%
All Students	99.85	87.68	99.90	78.90	9.2	19.2
Native American	100.00	81.91	100.00	70.18	5.0	11.0
Asian	99.70	92.27	99.72	89.48	13.5	33.2
Black	99.85	80.76	99.87	60.33	3.0	6.9
Hispanic	99.55	75.75	99.73	62.64	1.9	6.3
White	99.98	93.5	99.99	87.50	12.8	25.6
English Language Learners	98.71	65.43	99.16	57.43	1.3	5.7
Economically Disadvantaged	99.67	76.50	99.78	62.86	2.0	6.3
Students with Disabilities	99.97	54.73	99.98	41.54	1.1	2.9
Male*	99.83	84.88	99.89	78.22	7.5	20.3
Female*	99.87	90.76	99.91	79.79	11.1	18.3
Migrant*	97.98	59.70	99.10	53.93	0.8	3.9

Made AYP Target
 Missed AYP Target
 Made AYP Target through Safe Harbor

* Male, Female and Migrant Subgroups are required for reporting, but not accountability.

Accountability Data >

Colorado Adequate Yearly Progress Data—High Level

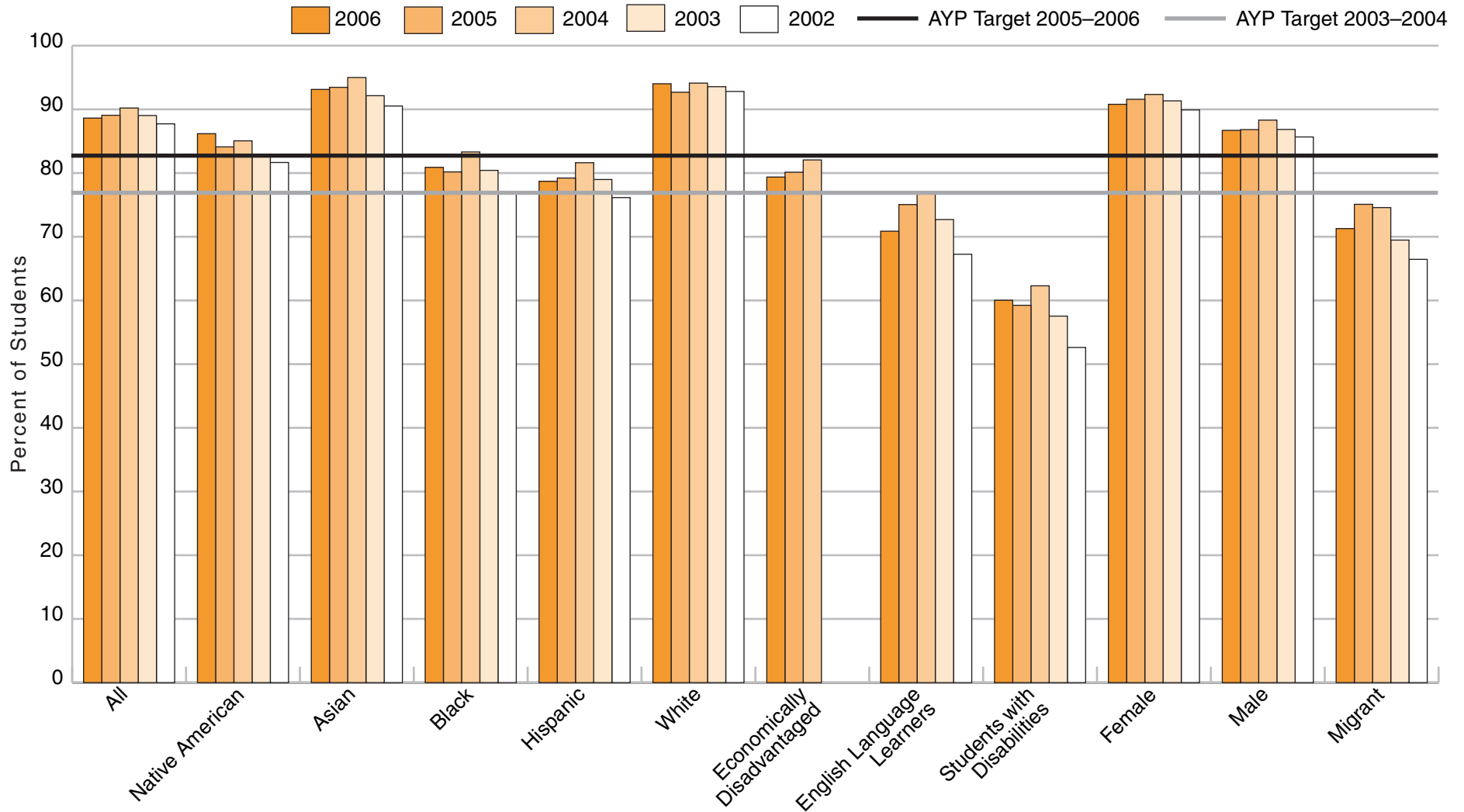
Student Group	Reading/Language Arts		Mathematics		Other Indicator
	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 84.74%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 60.25%	Graduation Rate Goal 57.40%
All Students	99.86	87.59	99.89	67.04	80.1
Native American	100.00	83.69	100.00	53.73	62.6
Asian	99.55	91.80	99.60	80.04	86.1
Black	99.89	79.47	99.89	42.63	74.0
Hispanic	99.51	74.98	99.62	43.36	63.7
White	99.99	92.99	99.99	77.75	85.5
English Language Learners	98.41	65.2	98.75	37.37	79.7
Economically Disadvantaged	99.7	75.52	99.77	44.55	81.6
Students with Disabilities	99.97	56.86	99.99	27.61	76.5
Male*	99.84	84.54	99.87	66.95	77.5
Female*	99.87	90.97	99.91	67.37	82.7
Migrant*	99.68	60.1	99.68	35.82	82.7

Made AYP Target
 Missed AYP Target
 Made AYP Target through Safe Harbor

* Male, Female and Migrant Subgroups are required for reporting, but not accountability.

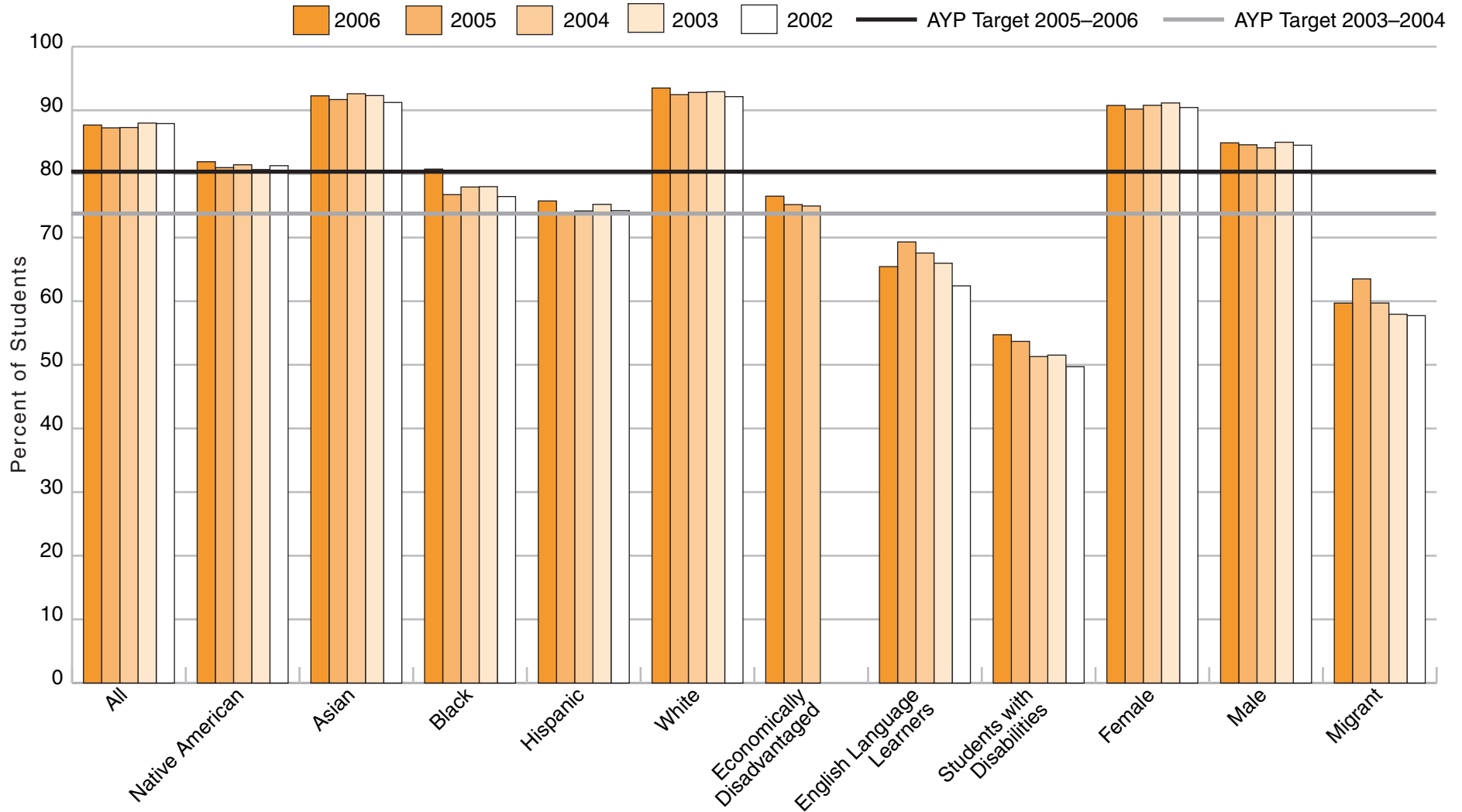
Accountability Data >

Elementary Reading Performance, AYP Trend Data 2002–2006



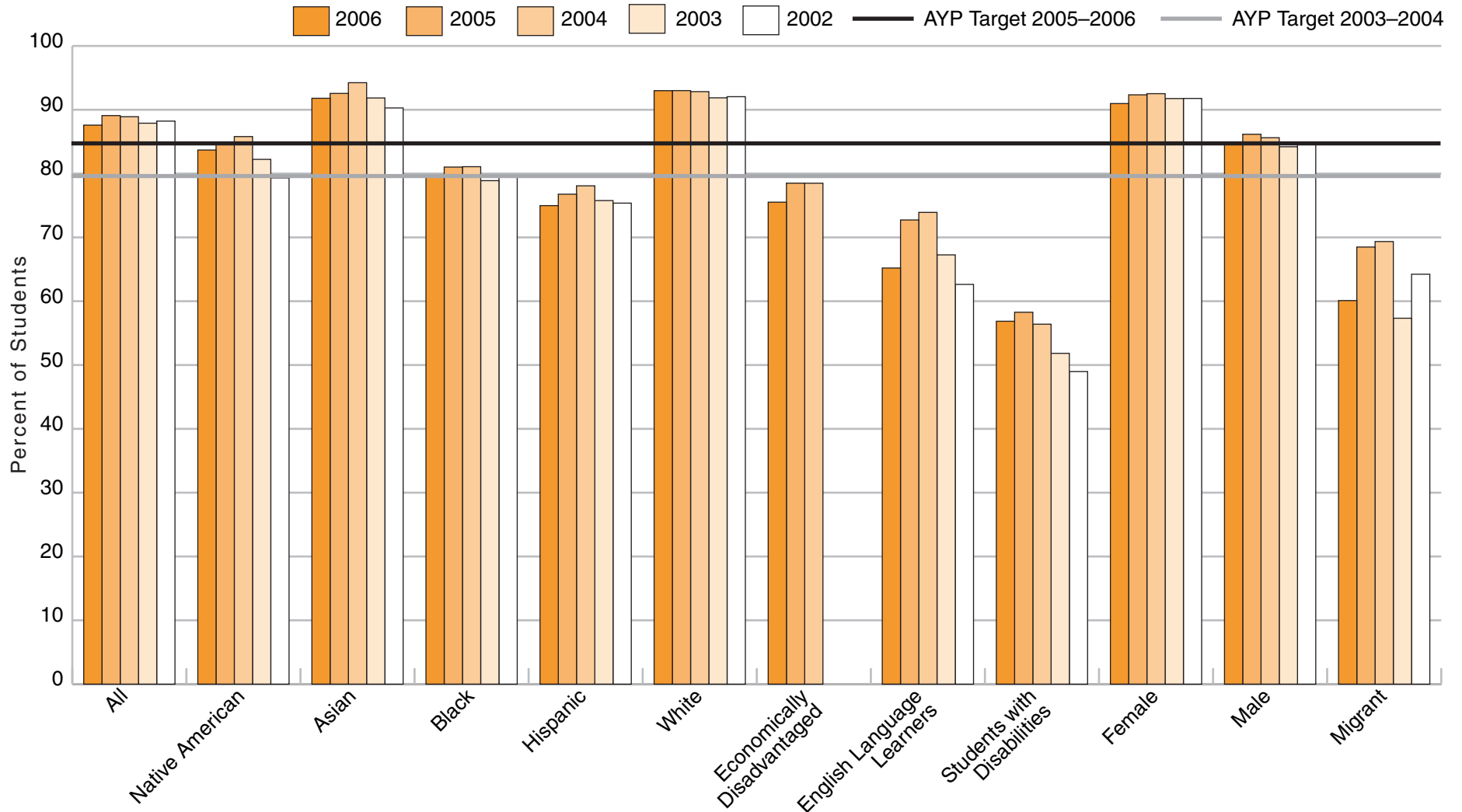
Accountability Data >

Middle Reading Performance, AYP Trend Data 2002–2006



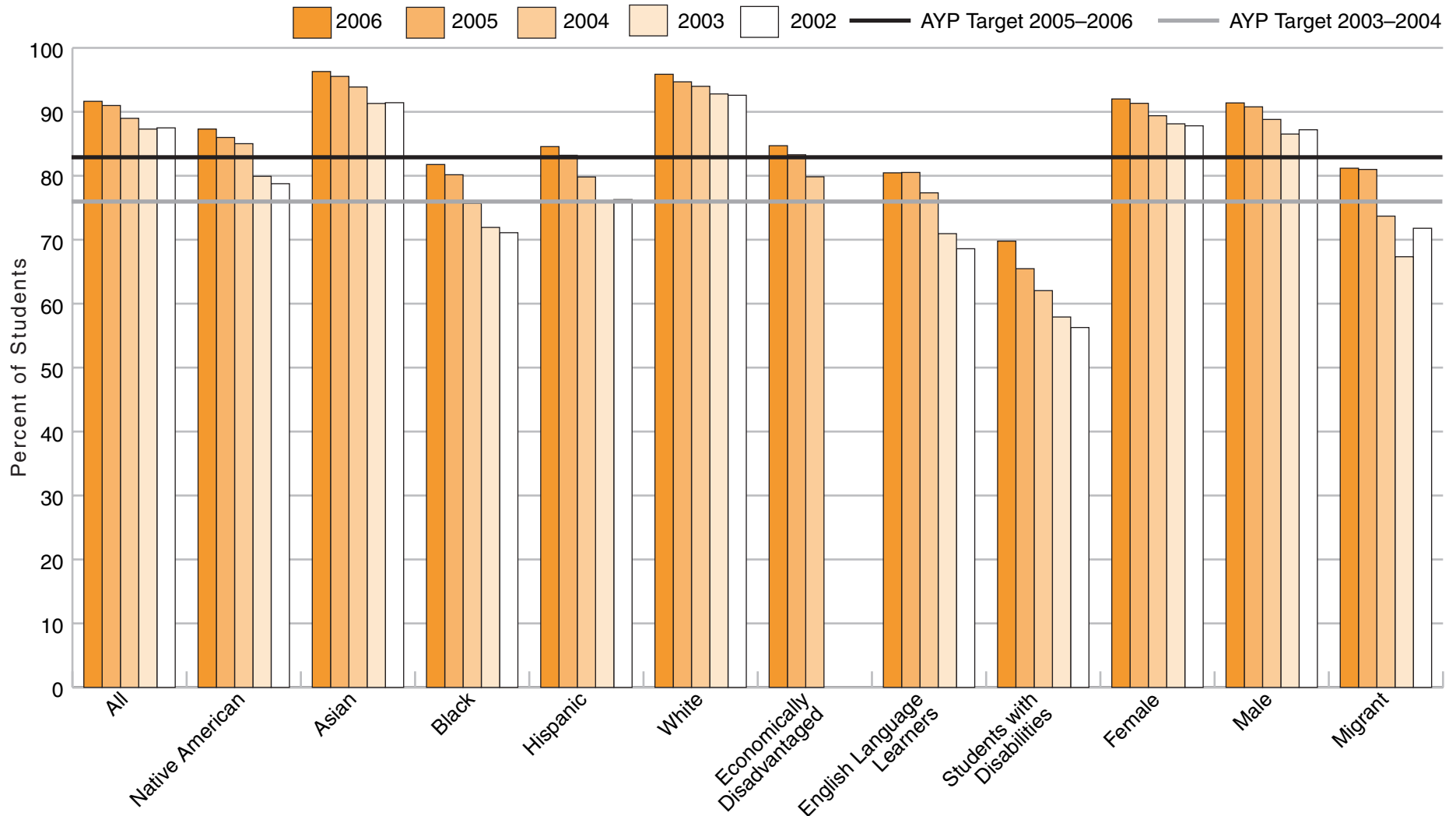
Accountability Data >

High Reading Performance, AYP Trend Data 2002–2006



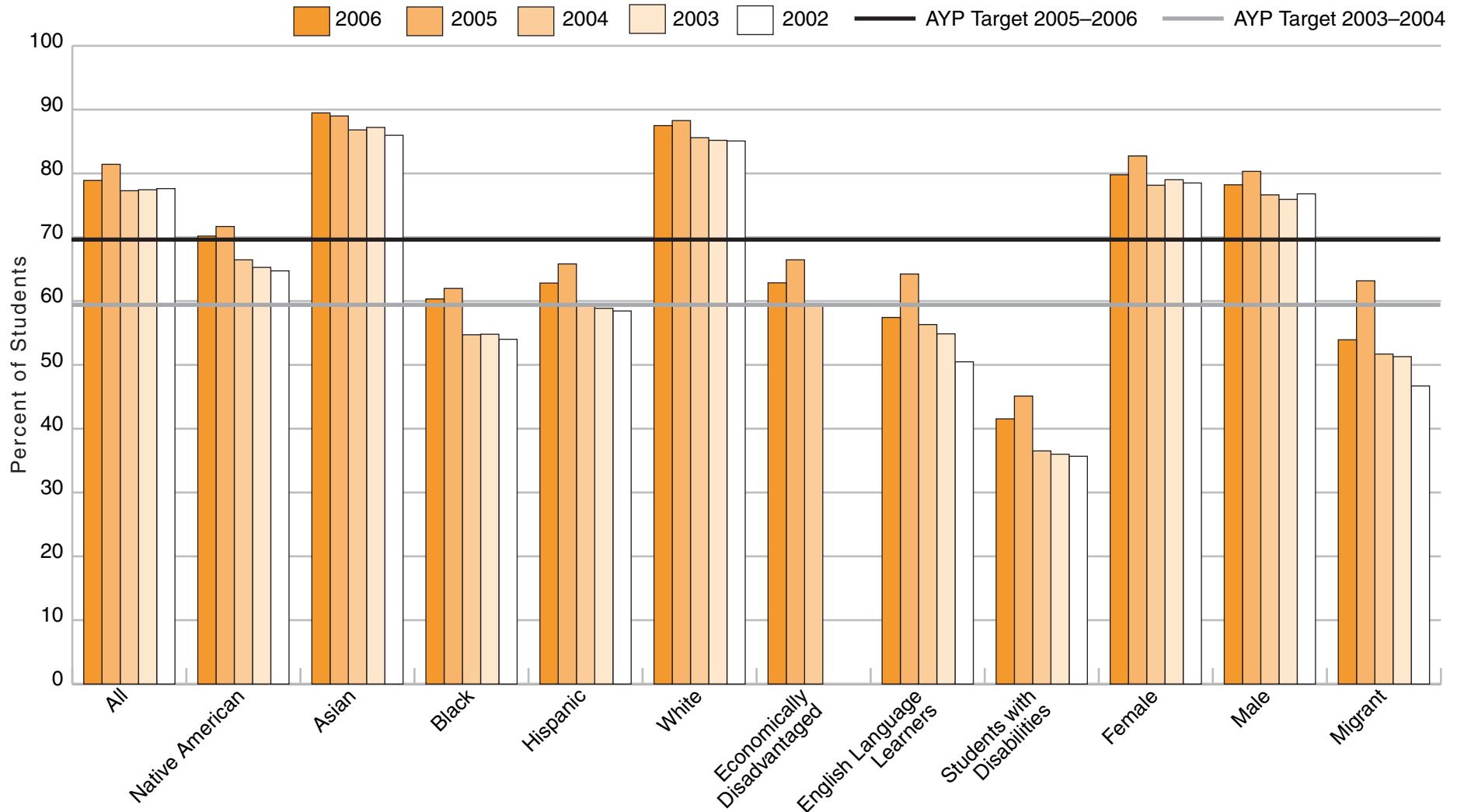
Accountability Data >

Elementary Math Performance, AYP Trend Data 2002–2006



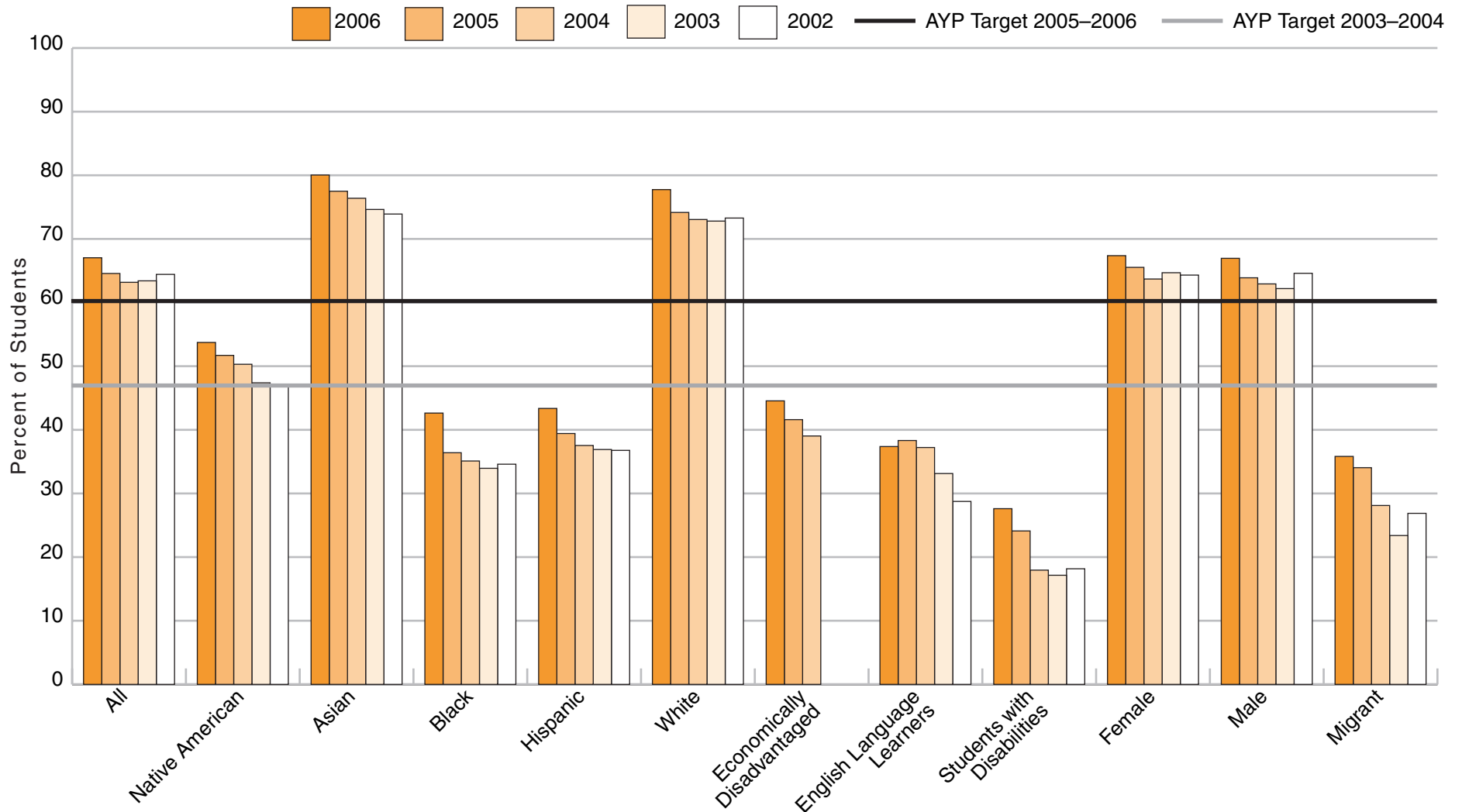
Accountability Data >

Middle Math Performance, AYP Trend Data 2002–2006



Accountability Data >

High Math Performance, AYP Trend Data 2002–2006



Class of 2005 Graduation Data

The Class of 2005 had a graduation rate of 80.1 percent. This is a 2.2 percentage point decrease from the Class of 2004 rate of 82.3 percent and a 3.5 percentage point decrease over the Class of 2003 rate of 83.6 percent.

Graduation Rate Note: Many districts and schools will note a decrease in the graduation rate reported for the 2004–2005 collection period compared to previous years. In most cases this decrease is due to the fact that 2003–2004 was the first year the Colorado Department of Education collected Student End of Year data for each individual student using the new State Assigned Student Identifier (SASID) system. Tracking students individually rather than in aggregate allows a more accurate accounting of students' progress through the public education system than was possible under the old data collection method. The Colorado Department of Education expects this gradual decline in the graduation rate to continue over the next two years then level off after the class of 2007 graduates. The graduating class of 2007 will be the first group of students to graduate after being tracked individually (via SASIDs) during all four years of high school (9th–12th grades).

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.

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 2005”? Graduation rates and completer rates will be reported for a particular class. The Class of 2005 includes students who graduated in the spring and summer of 2005. It may include students who completed high school in three years, four years or longer.

Additional graduation rate and completer rate data can be found at: www.cde.state.co.us/cdereval/rv2005GradLinks.htm.

Graduation Rate Data >

Colorado Final 2004 & 2005 Graduation Rates

	Class of 2004		Class of 2005	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
All	44,773	82.3%	44,532	80.1%
Native American	403	66.6%	419	62.6%
Asian	1,597	86.9%	1,528	86.1%
Black	2,194	76.2%	2,224	74.0%
Hispanic	7,198	68.7%	7,362	63.7%
White	33,381	86.4%	32,999	85.5%
Economically Disadvantaged	5,867	86.6%	7,771	81.6%
English Language Learners	1,355	88.1%	1,990	79.7%
Students with Disabilities	3,370	84.9%	3,539	76.5%
Female	22,737	85.6%	22,547	82.7%
Male	22,036	79.1%	21,985	77.5%

District Results

Districts are required to make Adequate Yearly Progress (AYP) in reading and math, as is the state and schools. One hundred twelve districts (61% of the 183 districts in the state) made all of their AYP targets for the 2005–2006 school year. 91% of districts made more than 90% of the AYP targets. In 2004–2005, 59% of districts made AYP.

How can districts have a different number of targets?

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

The following table shows all districts in the state, whether or not the district made AYP, the number of targets they met, the number of targets they were required to meet, the percent of targets met, and the district's Program Improvement Status. Districts are placed on Improvement if they do not make AYP in the same content area for two consecutive years. While most districts are on Improvement for both reading and math, there are a few districts that have only missed targets in one content area.

To see detailed district reports which show exactly which targets the district missed, please go to the CDE website at: www.cde.state.co.us/scriptscfpu/NCLBProfiles0607/index.asp.



District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
ACADEMY 20	NO	145	141	97.24%	Not on Program Improvement, as district declines Title I funds
ADAMS 12 FIVE STAR SCHOOLS	NO	151	140	92.72%	Corrective Action
ADAMS COUNTY 14	NO	111	101	90.99%	Corrective Action
ADAMS-ARAPAHOE 28J	NO	150	130	86.67%	Corrective Action
AGATE 300	YES	17	17	100.00%	
AGUILAR REORGANIZED 6	NO	21	19	90.48%	Program Improvement—Year 1
AKRON R-1	YES	42	42	100.00%	
ALAMOSA RE-11J	NO	89	80	89.89%	Corrective Action
ARCHULETA COUNTY 50 JT	YES	69	69	100.00%	
ARICKAREE R-2	YES	17	17	100.00%	
ARRIBA-FLAGLER C-20	YES	31	31	100.00%	
ASPEN 1	YES	47	47	100.00%	
AULT-HIGHLAND RE-9	NO	72	68	94.44%	
BAYFIELD 10 JT-R	YES	46	46	100.00%	
BENNETT 29J	YES	50	50	100.00%	
BETHUNE R-5	YES	17	17	100.00%	
BIG SANDY 100J	YES	37	37	100.00%	
BOULDER VALLEY RE 2	NO	150	138	92.00%	Corrective Action
BRANSON REORGANIZED 82	NO	32	29	90.63%	Program Improvement—Year 1
BRIGGSDALE RE-10	YES	17	17	100.00%	
BRIGHTON 27J	NO	122	112	91.80%	Corrective Action
BRUSH RE-2(J)	YES	86	86	100.00%	
BUENA VISTA R-31	YES	31	31	100.00%	
BUFFALO RE-4	YES	35	35	100.00%	
BURLINGTON RE-6J	YES	68	68	100.00%	
BYERS 32J	YES	40	40	100.00%	

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
CALHAN RJ-1	YES	46	46	100.00%	
CAMPO RE-6	YES	17	17	100.00%	
CANON CITY RE-1	NO	83	76	91.57%	Corrective Action
CENTENNIAL R-1	NO	45	42	93.33%	Program Improvement—Year 1
CENTER 26 JT	NO	67	61	91.04%	Corrective Action
CHERAW 31	YES	27	27	100.00%	
CHERRY CREEK 5	NO	150	137	91.33%	Corrective Action
CHEYENNE COUNTY RE-5	YES	31	31	100.00%	
CHEYENNE MOUNTAIN 12	NO	104	102	98.08%	Program Improvement—Year 1
CLEAR CREEK RE-1	YES	44	44	100.00%	
COLORADO DOE	NO	30	25	83.33%	Program Improvement—Year 2
COLORADO SPRINGS 11	NO	153	144	94.12%	Corrective Action
COTOPAXI RE-3	YES	37	37	100.00%	
CREEDE CONSOLIDATED 1	YES	23	23	100.00%	
CRIPPLE CREEK-VICTOR RE-1	YES	44	44	100.00%	
CROWLEY COUNTY RE-1-J	YES	58	58	100.00%	
CUSTER COUNTY SCHOOL DIST C-1	YES	36	36	100.00%	
DE BEQUE 49JT	YES	25	25	100.00%	
DEER TRAIL 26J	YES	26	26	100.00%	
DEL NORTE C-7	YES	65	65	100.00%	
DELTA COUNTY 50(J)	NO	100	96	96.00%	Corrective Action
DENVER COUNTY 1	NO	153	114	74.51%	Corrective Action
DOLORES COUNTY RE NO.2	YES	35	35	100.00%	
DOLORES RE-4A	YES	48	48	100.00%	
DOUGLAS COUNTY RE 1	NO	149	145	97.32%	Not on Program Improvement, as district does not receive Title I funds
DURANGO 9-R	NO	104	98	94.23%	Program Improvement—Year 2

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
EADS RE-1	YES	31	31	100.00%	
EAGLE COUNTY RE 50	NO	101	96	95.05%	Program Improvement—Year 2
EAST GRAND 2	YES	49	49	100.00%	
EAST OTERO R-1	NO	82	78	95.12%	Corrective Action
EATON RE-2	NO	79	78	98.73%	Program Improvement—Year 1
EDISON 54 JT	YES	17	17	100.00%	
ELBERT 200	YES	33	33	100.00%	
ELIZABETH C-1	YES	70	69	98.57%	
ELLCOTT 22	NO	63	59	93.65%	
ENGLEWOOD 1	NO	95	90	94.74%	Corrective Action
EXPEDITIONARY BOCES	YES	31	31	100.00%	
FALCON 49	NO	128	122	95.31%	Program Improvement—Year 2
FLORENCE RE-2	NO	79	75	94.94%	Program Improvement—Year 2
FORT MORGAN RE-3	NO	82	74	90.24%	Corrective Action
FOUNTAIN 8	NO	116	114	98.28%	Program Improvement—Year 2
FOWLER R-4J	YES	39	39	100.00%	
FRENCHMAN RE-3	YES	27	27	100.00%	
GARFIELD 16	NO	66	65	98.48%	
GARFIELD RE-2	NO	96	87	90.63%	Corrective Action
GENOA-HUGO C113	YES	25	25	100.00%	
GILPIN COUNTY RE-1	YES	34	34	100.00%	
GRANADA RE-1	YES	30	30	100.00%	
GREELEY 6	NO	122	107	87.70%	Corrective Action
GUNNISON WATERSHED RE1J	YES	52	52	100.00%	
HANOVER 28	YES	43	43	100.00%	
HARRISON 2	NO	148	137	92.57%	Corrective Action

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
HAXTUN RE-2J	YES	33	33	100.00%	
HAYDEN RE-1	YES	34	34	100.00%	
HINSDALE COUNTY RE 1	YES	17	17	100.00%	
HI-PLAINS R-23	YES	17	17	100.00%	
HOEHNE REORGANIZED 3	YES	39	39	100.00%	
HOLLY RE-3	YES	43	43	100.00%	
HOLYOKE RE-1J	YES	48	48	100.00%	
HUERFANO RE-1	NO	60	57	95.00%	Program Improvement—Year 1
IDALIA RJ-3	YES	17	17	100.00%	
IGNACIO 11 JT	NO	64	55	85.94%	Corrective Action
JEFFERSON COUNTY R-1	NO	153	140	91.50%	Corrective Action
JOHNSTOWN-MILLIKEN RE-5J	NO	98	92	93.88%	Corrective Action
JULESBURG RE-1	YES	37	37	100.00%	
KARVAL RE-23	YES	21	21	100.00%	
KEENESBURG RE-3(J)	YES	86	86	100.00%	Program Improvement—Year 2
KIM REORGANIZED 88	YES	17	17	100.00%	
KIOWA C-2	YES	33	33	100.00%	
KIT CARSON R-1	YES	17	17	100.00%	
LA VETA RE-2	YES	39	39	100.00%	
LAKE COUNTY R-1	NO	89	73	82.02%	Corrective Action
LAMAR RE-2	NO	90	83	92.22%	Program Improvement—Year 2
LAS ANIMAS RE-1	YES	61	61	100.00%	
LEWIS-PALMER 38	NO	86	84	97.67%	Program Improvement—Year 1
LIBERTY J-4	YES	17	17	100.00%	
LIMON RE-4J	YES	42	42	100.00%	
LITTLETON 6	NO	134	132	98.51%	Corrective Action

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
LONE STAR 101	YES	19	19	100.00%	
MANCOS RE-6	YES	45	45	100.00%	
MANITOU SPRINGS 14	YES	48	48	100.00%	
MANZANOLA 3J	YES	25	25	100.00%	
MAPLETON 1	NO	114	86	75.44%	Corrective Action
MC CLAVE RE-2	YES	27	27	100.00%	
MEEKER RE1	YES	41	41	100.00%	
MESA COUNTY VALLEY 51	NO	134	126	94.03%	Corrective Action
MIAMI/YODER 60 JT	YES	37	37	100.00%	
MOFFAT 2	YES	23	23	100.00%	
MOFFAT COUNTY RE:NO 1	NO	82	78	95.12%	Program Improvement—Year 2
MONTE VISTA C-8	YES	70	70	100.00%	
MONTEZUMA-CORTEZ RE-1	NO	118	101	85.59%	Corrective Action
MONTROSE COUNTY RE-1J	NO	101	90	89.11%	Corrective Action
MOUNTAIN BOCES	NO	14	12	85.71%	
MOUNTAIN VALLEY RE 1	YES	17	17	100.00%	
NORTH CONEJOS RE-1J	NO	68	65	95.59%	Program Improvement—Year 2
NORTH PARK R-1	YES	25	25	100.00%	
NORWOOD R-2J	YES	33	33	100.00%	
OTIS R-3	YES	25	25	100.00%	
OURAY R-1	YES	33	33	100.00%	
PARK (ESTES PARK) R-3	YES	68	68	100.00%	Program Improvement—Year 1
PARK COUNTY RE-2	YES	43	43	100.00%	
PAWNEE RE-12	YES	19	19	100.00%	
PEYTON 23 JT	YES	34	34	100.00%	
PLAINVIEW RE-2	YES	17	17	100.00%	

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
PLATEAU RE-5	YES	19	19	100.00%	
PLATEAU VALLEY 50	NO	35	32	91.43%	Program Improvement—Year 1
PLATTE CANYON 1	YES	46	46	100.00%	
PLATTE VALLEY RE-3	YES	17	17	100.00%	
PLATTE VALLEY RE-7	YES	82	82	100.00%	
POUDRE R-1	NO	147	134	91.16%	Corrective Action
PRAIRIE RE-11	YES	17	17	100.00%	
PRIMERO REORGANIZED 2	YES	19	19	100.00%	
PRITCHETT RE-3	YES	17	17	100.00%	
PUEBLO CITY 60	NO	135	126	93.33%	Corrective Action
PUEBLO COUNTY RURAL 70	NO	97	89	91.75%	Corrective Action
RANGELY RE-4	YES	34	34	100.00%	
RIDGWAY R-2	YES	31	31	100.00%	
ROARING FORK RE-1	NO	101	86	85.15%	Corrective Action
ROCKY FORD R-2	NO	73	72	98.63%	Program Improvement—Year 1
SALIDA R-32	YES	54	54	100.00%	
SANFORD 6J	YES	47	47	100.00%	
SANGRE DE CRISTO RE-22J	YES	29	29	100.00%	
SARGENT RE-33J	YES	37	37	100.00%	
SHERIDAN 2	NO	94	83	88.30%	Corrective Action
SIERRA GRANDE R-30	NO	37	36	97.30%	
SILVERTON 1	YES	17	16	94.12%	
SOUTH CONEJOS RE-10	NO	45	44	97.78%	
SOUTH ROUTT RE 3	YES	34	34	100.00%	
SPRINGFIELD RE-4	YES	39	39	100.00%	
ST VRAIN VALLEY RE 1J	NO	143	136	95.10%	Corrective Action

District Name	District Made AYP 2006	Total Targets	Targets Met	Percent of Targets Met	Program Improvement Status
STEAMBOAT SPRINGS RE-2	NO	58	57	98.28%	Program Improvement—Year 1
STRASBURG 31J	YES	46	46	100.00%	
STRATTON R-4	YES	35	35	100.00%	
SUMMIT RE-1	NO	98	90	91.84%	Program Improvement—Year 2
SWINK 33	YES	35	35	100.00%	
TELLURIDE R-1	YES	36	36	100.00%	
THOMPSON R-2J	NO	119	111	93.28%	Corrective Action
TRINIDAD 1	NO	78	76	97.44%	Program Improvement—Year 2
VALLEY RE-1	NO	86	84	97.67%	Corrective Action
VILAS RE-5	NO	43	36	83.72%	Not on Program Improvement, as district declines Title I funds
WALSH RE-1	YES	25	25	100.00%	
WELD COUNTY RE-1	NO	100	91	91.00%	Corrective Action
WELD COUNTY S/D RE-8	NO	92	77	83.70%	Corrective Action
WELDON VALLEY RE-20(J)	YES	25	25	100.00%	
WEST END RE-2	YES	41	41	100.00%	
WEST GRAND 1-JT.	YES	38	38	100.00%	
WESTMINSTER 50	NO	135	114	84.44%	Corrective Action
WIDEFIELD 3	NO	129	125	96.90%	Program Improvement—Year 2
WIGGINS RE-50(J)	YES	52	52	100.00%	
WILEY RE-13 JT	YES	33	33	100.00%	
WINDSOR RE-4	NO	82	76	92.68%	
WOODLAND PARK RE-2	NO	72	70	97.22%	
WOODLIN R-104	YES	17	17	100.00%	
WRAY RD-2	YES	52	52	100.00%	
YUMA 1	YES	76	76	100.00%	

School Improvement Data

Title I schools that do not make AYP targets in the same content area for two consecutive years are identified for Title I School Improvement. Schools are placed on Improvement in reading, math, or both depending upon their AYP status. Schools are removed from School Improvement when they make AYP for two consecutive years in the content area(s) that placed them on improvement. Nine Title I schools made AYP for a second year and are no longer on School Improvement! Those schools are listed on the next page.

Thirty-six Title I schools are on School Improvement—Year 1. These schools need to create a School Improvement Plan and the district must offer transportation for Public School Choice. Twenty-five schools are on School Improvement—Year 2. In addition to the first year sanctions, they must also offer Supplemental Services to students. If, after two years of undergoing school improvement, implementing a school improvement plan, and receiving extensive technical assistance, a school still does not make adequate yearly progress, the school district must identify the school for Corrective Action. Identifying a school for Corrective Action signals the district's intention to take greater control of the school's management and to have a more direct hand in its decision-making. The district must continue to offer Public School Choice and Supplemental Services. Colorado has twenty-one schools on Corrective Action. If AYP still is not made, the Restructuring–Planning year requires the LEA to prepare a restructuring plan to implement **at least one** of the following actions;

1. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress;
2. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
3. Turn the operation of the school over to the SEA if this action is permitted under state law and the State agrees;

4. Re-open the school as a public charter school; or
5. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring.

If, in the following year improvement still is not made, then the Restructuring plan must be implemented. Sixteen Colorado schools are in the Restructuring–Planning year, and fourteen schools are in the Restructuring–Implementation year.

Additionally, all schools on Improvement are eligible to receive the Title I School Improvement Grant. The Title I School Improvement Grant is an opportunity for any Title I school on NCLB School Improvement to receive the following:

1. A School Support Team (SST) review of the school.
2. A first-year grant to help with the analysis of the SST report and planning for school improvement. (\$50,000)
3. A second year grant for implementation of the recommendations in the SST Report. (\$100,000)

Each school is eligible to receive up to \$150,000 over a two-year period. This is not a competitive grant however funds are limited and schools will be served on a first come first served basis. At this time, all schools that have requested the grant process have received it. Schools involved with the grant are marked with an asterisk (*) on the following pages.

The following pages list the schools on Improvement.

For more information about the improvement process, please visit the CDE website at: <http://www.cde.state.co.us/FedPrograms/improvement/schimp.asp>.

You can look up detailed AYP results for schools on the CDE website at: www.cde.state.co.us/scriptscfpu/NCLBProfiles0607/index.asp.

District Name	School Removed from School Improvement	Made AYP Reading 2006	Made AYP Math 2006
ADAMS 12 FIVE STAR SCHOOLS	CORONADO HILLS ELEMENTARY SCHOOL*	YES	YES
ADAMS 12 FIVE STAR SCHOOLS	FEDERAL HEIGHTS ELEMENTARY SCHOOL*	YES	YES
ADAMS-ARAPAHOE 28J	VAUGHN ELEMENTARY SCHOOL	YES	YES
ST VRAIN VALLEY RE 1J	SPANGLER ELEMENTARY SCHOOL*	YES	YES
ST VRAIN VALLEY RE 1J	ROCKY MOUNTAIN ELEMENTARY SCHOOL*	YES	YES
ADAMS COUNTY 14	MONACO ELEMENTARY SCHOOL*	YES	YES
DENVER COUNTY 1	FAIRVIEW ELEMENTARY SCHOOL	YES	YES
DENVER COUNTY 1	MCGLONE ELEMENTARY SCHOOL*	YES	YES
COLORADO SPRINGS 11	ROOSEVELT EDISON CHARTER SCHOOL	YES	YES

* Schools volunteered to participate in School Improvement Grant in which they received a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

District Name	School in School Improvement (continues on following pages)	Made AYP Reading 2006	Made AYP Math 2006	School Improvement Status Reading 2006	School Improvement Status Math 2006
ADAMS 12 FIVE STAR SCHOOLS	MC ELWAIN ELEMENTARY SCHOOL*	NO	YES	RP	-
ADAMS 12 FIVE STAR SCHOOLS	THORNTON MIDDLE SCHOOL*	NO	NO	CA	CA
ADAMS 12 FIVE STAR SCHOOLS	NORTH STAR ELEMENTARY SCHOOL	NO	YES	SI1	-
ADAMS 12 FIVE STAR SCHOOLS	NIVER CREEK MIDDLE SCHOOL*	NO	NO	CA	CA
ADAMS 12 FIVE STAR SCHOOLS	THORNTON ELEMENTARY SCHOOL*	NO	YES	RP	-
ADAMS COUNTY 14	ADAMS CITY MIDDLE SCHOOL*	YES	NO	SI2	CA
ADAMS COUNTY 14	KEARNEY MIDDLE SCHOOL*	NO	YES	SI2	-
BRIGHTON 27J	NORTH ELEMENTARY SCHOOL*	YES	YES	SI1	-
BRIGHTON 27J	OVERLAND TRAIL MIDDLE SCHOOL*	YES	YES	SI1	SI1
BRIGHTON 27J	VIKAN MIDDLE SCHOOL*	NO	NO	SI1	SI1
WESTMINSTER 50	BAKER ELEMENTARY SCHOOL*	YES	YES	SI2	-
WESTMINSTER 50	SKYLINE VISTA ELEMENTARY SCHOOL*	YES	YES	SI2	-

Code Key: SI# = School Improvement Year #; CA = Corrective Action; RP = Restructuring–Planning; RI = Restructuring–Implementation

* Schools have volunteered to participate in School Improvement Grant in which they receive a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

District Name	School in School Improvement	Made AYP Reading 2006	Made AYP Math 2006	School Improvement Status Reading 2006	School Improvement Status Math 2006
SHERIDAN 2	SHERIDAN MIDDLE SCHOOL	YES	NO	-	SI2
ADAMS-ARAPAHOE 28J	FLETCHER ELEMENTARY SCHOOL	NO	YES	SI1	-
ADAMS-ARAPAHOE 28J	FULTON ELEMENTARY SCHOOL	YES	YES	SI1	-
ADAMS-ARAPAHOE 28J	LANSING ELEMENTARY SCHOOL	YES	NO	SI1	-
ADAMS-ARAPAHOE 28J	LAREDO ELEMENTARY SCHOOL	NO	YES	SI1	-
ADAMS-ARAPAHOE 28J	LYN KNOLL ELEMENTARY SCHOOL	NO	NO	SI1	-
ADAMS-ARAPAHOE 28J	NORTH MIDDLE SCHOOL	NO	NO	CA	SI2
ADAMS-ARAPAHOE 28J	SABLE ELEMENTARY SCHOOL	NO	NO	-	SI1
ADAMS-ARAPAHOE 28J	SIXTH AVENUE ELEMENTARY SCHOOL	YES	NO	SI1	-
ADAMS-ARAPAHOE 28J	WEST MIDDLE SCHOOL	NO	NO	SI2	SI2
ADAMS-ARAPAHOE 28J	WHEELING ELEMENTARY SCHOOL	NO	NO	SI1	-
BOULDER VALLEY RE 2	UNIVERSITY HILL ELEMENTARY SCHOOL*	YES	YES	SI2	-
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL*	YES	NO	-	RP
DELTA COUNTY 50(J)	GARNET MESA ELEMENTARY SCHOOL*	NO	YES	SI1	-
DELTA COUNTY 50(J)	LINCOLN ELEMENTARY SCHOOL*	NO	NO	SI1	-
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL*	NO	NO	CA	CA
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	NO	NO	SI1	-
DENVER COUNTY 1	AMESSE ELEMENTARY SCHOOL*	NO	NO	RI	SI1
DENVER COUNTY 1	VALDEZ ELEMENTARY SCHOOL	NO	NO	SI1	-
DENVER COUNTY 1	ASHLEY ELEMENTARY SCHOOL	NO	NO	SI1	SI2
DENVER COUNTY 1	BARNUM ELEMENTARY SCHOOL	NO	YES	RP	-
DENVER COUNTY 1	CHELTENHAM ELEMENTARY SCHOOL*	NO	YES	RP	-
DENVER COUNTY 1	COLFAX ELEMENTARY SCHOOL	YES	YES	SI1	-
DENVER COUNTY 1	COLLEGE VIEW ELEMENTARY SCHOOL*	YES	YES	RP	-
DENVER COUNTY 1	COLUMBIAN ELEMENTARY SCHOOL	NO	YES	SI1	-

Code Key: SI# = School Improvement Year #; CA = Corrective Action; RP = Restructuring–Planning; RI = Restructuring–Implementation

* Schools have volunteered to participate in School Improvement Grant in which they receive a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

District Name	School in School Improvement	Made AYP Reading 2006	Made AYP Math 2006	School Improvement Status Reading 2006	School Improvement Status Math 2006
DENVER COUNTY 1	COWELL ELEMENTARY SCHOOL	NO	YES	RI	CA
DENVER COUNTY 1	DOULL ELEMENTARY SCHOOL	NO	YES	SI2	-
DENVER COUNTY 1	EAGLETON ELEMENTARY SCHOOL	NO	NO	SI1	-
DENVER COUNTY 1	DEL PUEBLO ELEMENTARY SCHOOL	NO	NO	RP	-
DENVER COUNTY 1	FAIRMONT ELEMENTARY SCHOOL	NO	NO	RP	SI1
DENVER COUNTY 1	FORCE ELEMENTARY SCHOOL	NO	YES	SI2	-
DENVER COUNTY 1	FORD ELEMENTARY SCHOOL*	NO	YES	RI2	RI
DENVER COUNTY 1	GARDEN PLACE ELEMENTARY SCHOOL	NO	YES	RP	-
DENVER COUNTY 1	GILPIN ELEMENTARY SCHOOL	NO	NO	SI1	RP
DENVER COUNTY 1	GODSMAN ELEMENTARY SCHOOL	NO	NO	CA	CA
DENVER COUNTY 1	GOLDRICK ELEMENTARY SCHOOL	NO	YES	RI	-
DENVER COUNTY 1	GRANT MIDDLE SCHOOL	NO	NO	SI1	SI2
DENVER COUNTY 1	GREENLEE/METRO LAB ELEMENTARY SCHOOL	NO	NO	CA	SI1
DENVER COUNTY 1	GUST ELEMENTARY SCHOOL	NO	YES	SI1	-
DENVER COUNTY 1	HALLETT ELEMENTARY SCHOOL	YES	NO	-	CA
DENVER COUNTY 1	HARRINGTON ELEMENTARY SCHOOL	NO	NO	SI2	-
DENVER COUNTY 1	HILL MIDDLE SCHOOL	NO	NO	SI2	SI2
DENVER COUNTY 1	HORACE MANN MIDDLE SCHOOL	NO	NO	RI	RP
DENVER COUNTY 1	JOHNSON ELEMENTARY SCHOOL*	NO	NO	SI2	SI1
DENVER COUNTY 1	KEPNER MIDDLE SCHOOL*	NO	NO	RI	RI
DENVER COUNTY 1	KNAPP ELEMENTARY SCHOOL	NO	NO	RP	RP
DENVER COUNTY 1	KUNSMILLER MIDDLE SCHOOL*	NO	NO	CA	CA
DENVER COUNTY 1	LAKE MIDDLE SCHOOL	NO	NO	RI	RI
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE SCHOOL	NO	NO	SI2	SI2
DENVER COUNTY 1	MITCHELL ELEMENTARY SCHOOL*	NO	NO	RI	RP

Code Key: SI# = School Improvement Year #; CA = Corrective Action; RP = Restructuring–Planning; RI = Restructuring–Implementation

* Schools have volunteered to participate in School Improvement Grant in which they receive a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

District Name	School in School Improvement	Made AYP Reading 2006	Made AYP Math 2006	School Improvement Status Reading 2006	School Improvement Status Math 2006
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	NO	NO	SI2	SI2
DENVER COUNTY 1	OAKLAND ELEMENTARY SCHOOL	NO	NO	SI2	SI1
DENVER COUNTY 1	MONTCLAIR ELEMENTARY SCHOOL	NO	YES	SI1	-
DENVER COUNTY 1	MUNROE ELEMENTARY SCHOOL*	NO	NO	RP	-
DENVER COUNTY 1	NEWLON ELEMENTARY SCHOOL	NO	YES	CA	-
DENVER COUNTY 1	NORTH HIGH SCHOOL*	NO	NO	SI2	SI2
DENVER COUNTY 1	RANDOLPH MIDDLE SCHOOL*	NO	NO	CA	CA
DENVER COUNTY 1	NOEL MIDDLE SCHOOL	NO	NO	SI2	SI2
DENVER COUNTY 1	PHILIPS ELEMENTARY SCHOOL	YES	NO	-	SI1
DENVER COUNTY 1	PLACE MIDDLE SCHOOL	NO	NO	SI1	SI2
DENVER COUNTY 1	REMINGTON ELEMENTARY SCHOOL*	YES	YES	RI	RI
DENVER COUNTY 1	RISHEL MIDDLE SCHOOL*	NO	NO	RI	RI
DENVER COUNTY 1	SCHENCK ELEMENTARY SCHOOL	NO	NO	RI	-
DENVER COUNTY 1	SCHMITT ELEMENTARY SCHOOL	YES	YES	SI1	-
DENVER COUNTY 1	SKINNER MIDDLE SCHOOL*	NO	NO	RI2	RI2
DENVER COUNTY 1	SMEDLEY ELEMENTARY SCHOOL	NO	YES	SI1	-
DENVER COUNTY 1	SMITH ELEMENTARY SCHOOL*	NO	YES	RP	CA
DENVER COUNTY 1	STEDMAN ELEMENTARY SCHOOL	YES	YES	CA	-
DENVER COUNTY 1	SWANSEA ELEMENTARY SCHOOL*	NO	NO	RI	SI1
DENVER COUNTY 1	VALVERDE ELEMENTARY SCHOOL	NO	YES	RP	-
DENVER COUNTY 1	WEST HIGH SCHOOL*	NO	NO	CA	CA
DENVER COUNTY 1	CASTRO ELEMENTARY SCHOOL*	NO	NO	RI	-
DENVER COUNTY 1	WHITEMAN ELEMENTARY SCHOOL	YES	NO	-	SI1
EAGLE COUNTY RE 50	AVON ELEMENTARY SCHOOL*	NO	YES	SI1	-
COLORADO SPRINGS 11	EAST MIDDLE SCHOOL*	NO	NO	CA	CA

Code Key: SI# = School Improvement Year #; CA = Corrective Action; RP = Restructuring–Planning; RI = Restructuring–Implementation

* Schools have volunteered to participate in School Improvement Grant in which they receive a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

District Name	School in School Improvement	Made AYP Reading 2006	Made AYP Math 2006	School Improvement Status Reading 2006	School Improvement Status Math 2006
COLORADO SPRINGS 11	EMERSON-EDISON JUNIOR CHARTER ACADEMY	YES	NO	SI2	SI2
COLORADO SPRINGS 11	WILSON ELEMENTARY SCHOOL	YES	YES	SI1	-
GARFIELD RE-2	WAMSLEY ELEMENTARY SCHOOL*	NO	YES	SI1	-
GUNNISON WATERSHED RE1J	GUNNISON ELEMENTARY SCHOOL*	YES	YES	SI2	-
JEFFERSON COUNTY R-1	EDGEWATER ELEMENTARY SCHOOL*	YES	NO	-	SI1
JEFFERSON COUNTY R-1	MOLHOLM ELEMENTARY SCHOOL*	NO	YES	CA	-
JEFFERSON COUNTY R-1	O'CONNELL MIDDLE SCHOOL*	NO	NO	CA	CA
JEFFERSON COUNTY R-1	WHEAT RIDGE MIDDLE SCHOOL*	NO	NO	CA	SI2
AGUILAR REORGANIZED 6	AGUILAR ELEMENTARY SCHOOL*	YES	YES	-	SI1
MONTEZUMA-CORTEZ RE-1	KEMPER ELEMENTARY SCHOOL*	YES	NO	CA	-
MONTEZUMA-CORTEZ RE-1	MANAUGH ELEMENTARY SCHOOL*	NO	YES	RP	-
MONTROSE COUNTY RE-1J	POMONA ELEMENTARY SCHOOL*	YES	YES	SI1	-
EAST OTERO R-1	LA JUNTA MIDDLE SCHOOL*	NO	NO	CA	CA
PUEBLO CITY 60	CORWIN MIDDLE SCHOOL*	NO	NO	SI2	SI2
PUEBLO CITY 60	JAMES H RISLEY MIDDLE SCHOOL*	YES	NO	RP	RP
PUEBLO CITY 60	KEATING CONTINUING EDUCATION*	NO	NO	SI1	SI1
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	NO	YES	CA	SI2
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	YES	YES	SI2	SI2
CENTER 26 JT	HASKIN ELEMENTARY SCHOOL*	YES	YES	-	SI1
CENTER 26 JT	SKOGLUND MIDDLE SCHOOL*	YES	NO	SI2	SI2
GREELEY 6	BELLA ROMERO ELEMENTARY SCHOOL*	YES	YES	SI1	-
GREELEY 6	BILLIE MARTINEZ ELEMENTARY SCHOOL*	YES	NO	CA	-
WELD COUNTY S/D RE-8	TWOMBLY ELEMENTARY SCHOOL*	NO	NO	SI2	SI1
COLORADO DOE	COLORADO SCHOOL FOR THE DEAF AND THE BLIND	YES	YES	SI1	-
COLORADO DOE	COLORADO SCHOOL FOR THE DEAF AND THE BLIND	YES	YES	SI1	-

Code Key: SI# = School Improvement Year #; CA = Corrective Action; RP = Restructuring–Planning; RI = Restructuring–Implementation

* Schools have volunteered to participate in School Improvement Grant in which they receive a comprehensive school support team review and up to \$150,000 for improvement efforts. More information can be found at http://www.cde.state.co.us/FedPrograms/improvement/schimp_tia.asp.

Highly Qualified Teacher Data



Highly Qualified Teacher Data

NCLB requires that all teachers teaching in core academic subjects 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. In general, in order to be considered highly qualified, teachers must hold at least a bachelor’s degree and have demonstrated subject knowledge. The following data shows the current status of highly qualified teachers and classrooms in Colorado. If you would like more information about Colorado’s definition of a highly qualified teacher, go to:

<http://www.cde.state.co.us/FedPrograms/nclb/tiia.asp>.

School Type	Total Number of Core Academic Classics	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	244,525	226,485	92.62
Elementary Level			
High Poverty Schools	39,192	35,126	89.63
Low Poverty Schools	38,363	35,599	92.80
All Elementary Schools	133,813	123,253	92.11
Secondary Level			
High Poverty Schools	16,171	14,669	90.72
Low Poverty Schools	52,994	49,440	93.30
All Secondary Schools	110,712	103,232	93.24

Districts’ individual percentages of highly qualified teachers can be found on the NCLB District Profile pages at: www.cde.state.co.us/scriptscfpu/NCLBProfiles0607/index.asp.

Educational Level of Teachers in Colorado

Part of the requirement for being a Highly Qualified teacher includes holding, at minimum a bachelor’s degree. The following table shows the educational level of teachers in Colorado.

Professional Qualifications of All Public Elementary and Secondary School Teachers in the State	Bachelors Degree	Post Bachelors	Masters Degree	Ph.D. Ed. D
Number of Teachers	33,378	6,458	8,000	26

Certification of Teachers in Colorado

Teachers may either hold a professional or provisional license to be Highly Qualified in Colorado. Teachers with an alternative license can be Highly Qualified for the two years in which they can hold the license.

Certification	Number of Core Academic Public School Elementary and Secondary Teachers	Percent of Teachers
Emergency License	116	0.32%
Provisional License	6,439	17.52%
Professional License	28,391	77.24%
Alternative License	669	1.82%

