

No Child Left Behind

State Report Card 2007–2008



Brooke, West Park Elementary

cde

Colorado Department of Education, June 2009

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Aleya, Ellis Elementary

Introduction

The Colorado Department of Education (CDE) is pleased to present to its constituents the 2008 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 assessment data, 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/districtprofiles/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 saw significant gains in reading from 2007 to 2008. At the elementary level, Hispanic students, English language learners, economically disadvantaged students and migrant students all showed a 10% reduction in the percent non-proficient. At the middle level, American Indian, Black, Hispanic, English language learners, and migrants students all showed the 10% reduction for reading. Additionally, American Indian and English language learners showed these gains at the high school level for reading.
- Almost ninety-eight percent of core academic classes are being taught by highly qualified teachers, including special education teachers. The state is ensuring that districts have a plan to get the remaining two percent highly qualified.
- Sixty-eight districts have been identified for Program Improvement or Corrective Action status.
- Three Title I schools have made AYP for two consecutive years and have been removed from the School Improvement list, even with increases to AYP expectations. Another 21 schools on Improvement made AYP for the first time, and will exit Improvement if they make AYP again in 2008–2009.

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.

Patrick Chapman, *Executive Director*
Office of Federal Programs Administration
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/cdeassess/documents/csapa/csapa_summary.html.

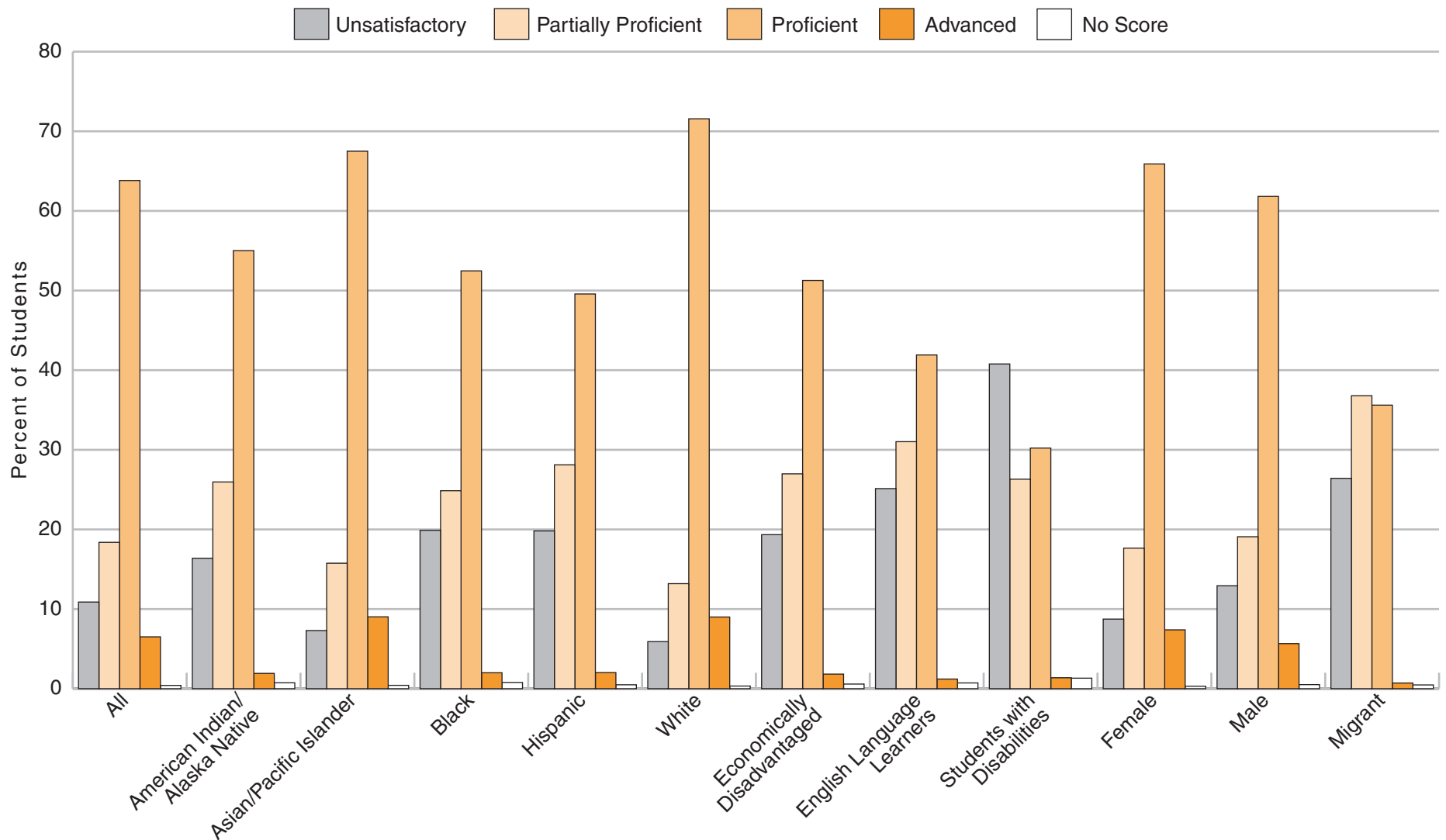
The following graphs represent the percentage of students scoring advanced, proficient, partially proficient, unsatisfactory, and no score on the CSAP and novice, developing, emerging, exploring, inconclusive, and no score on CSAPA. Tests may receive a "No Score" if a student does not take the test, 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.

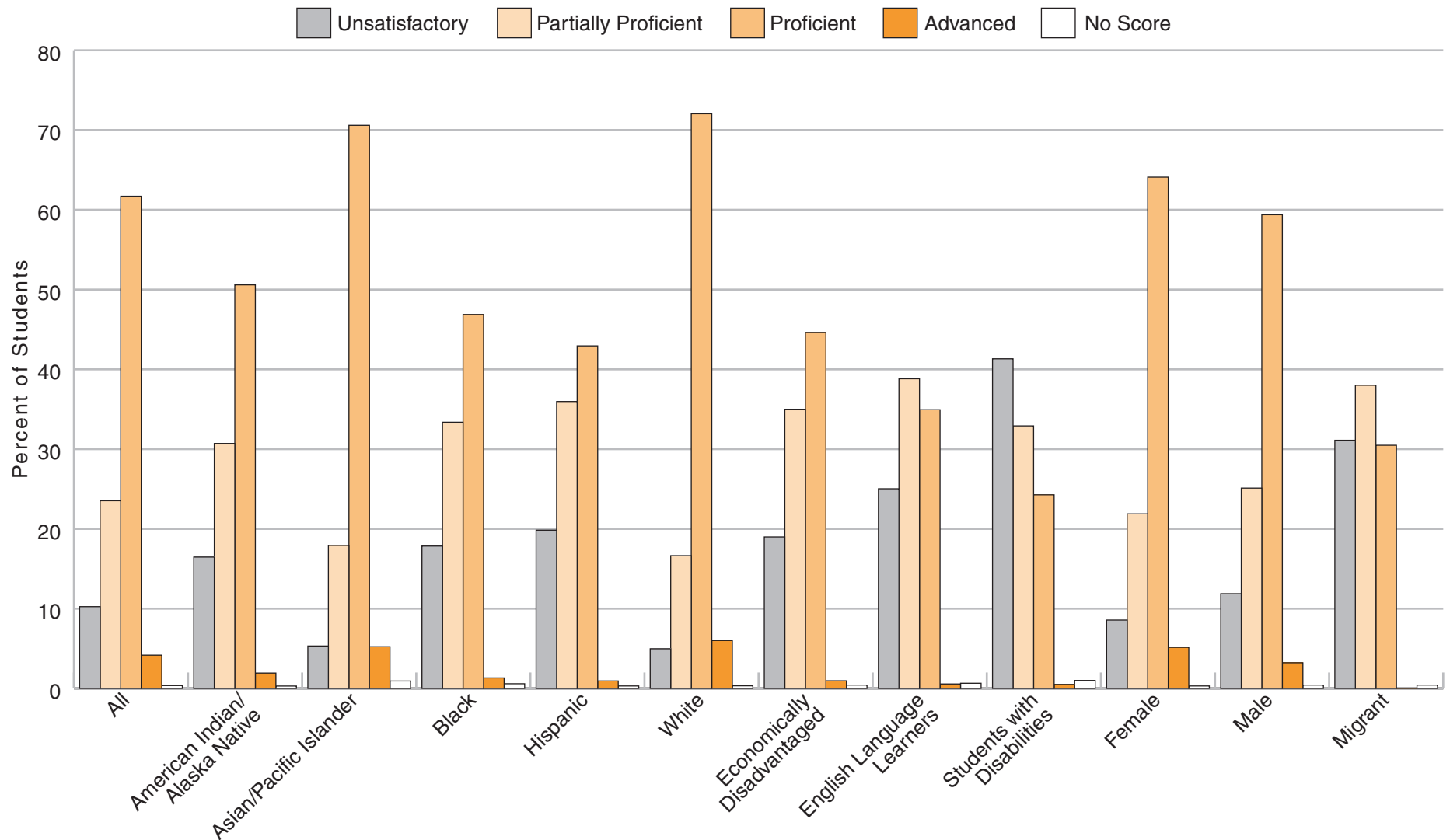


Lillie, Ellis Elementary

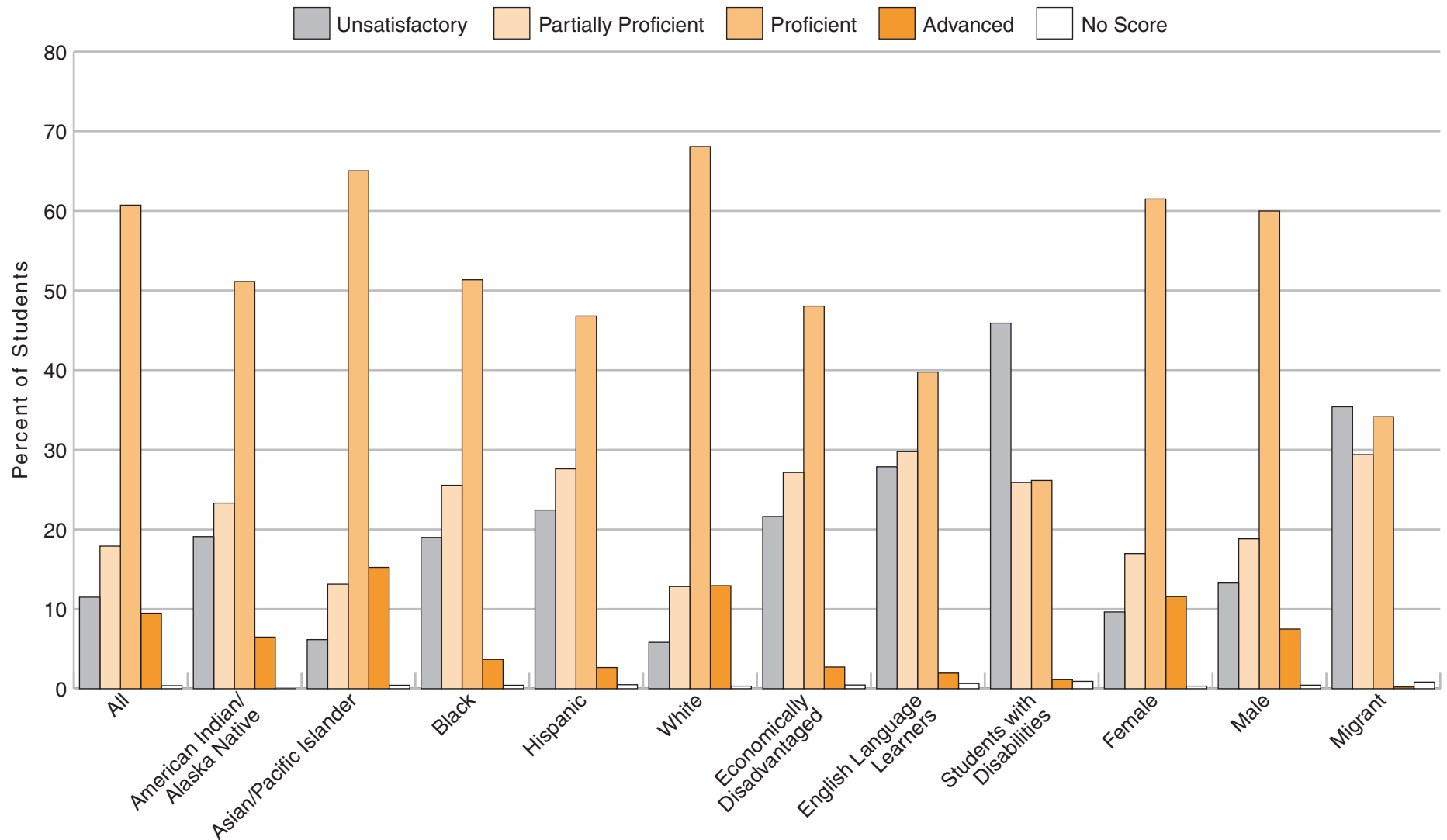
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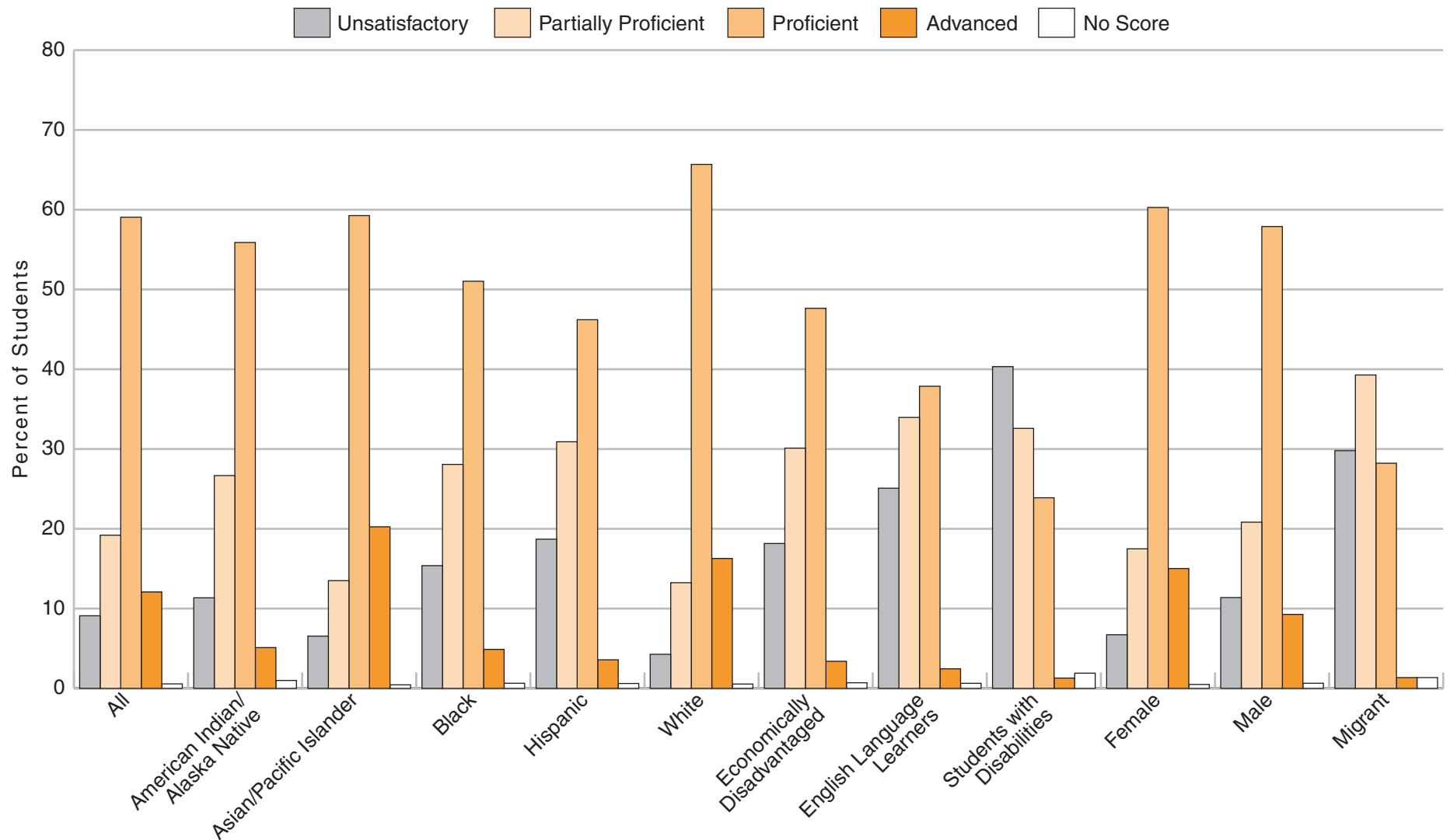
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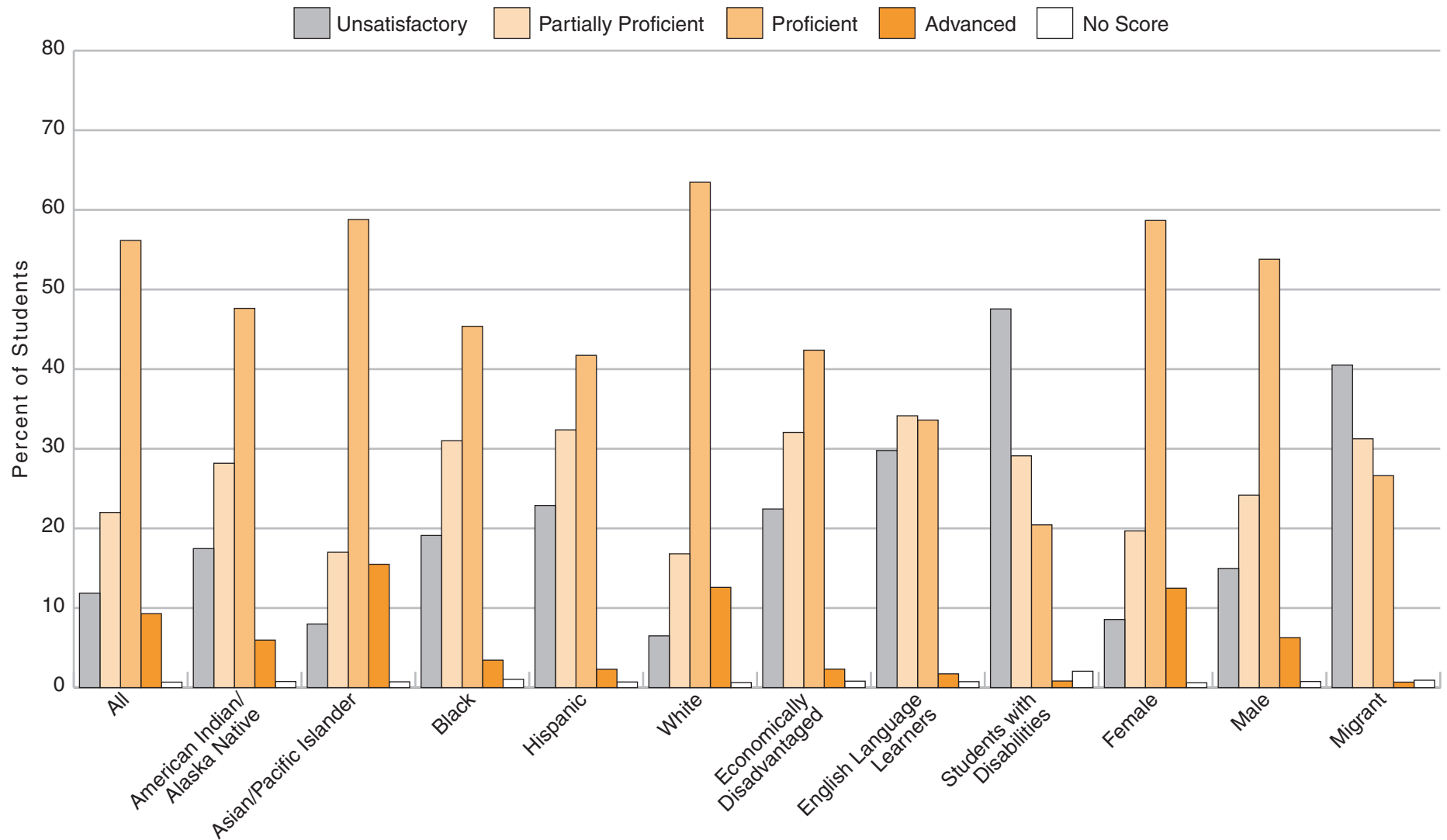
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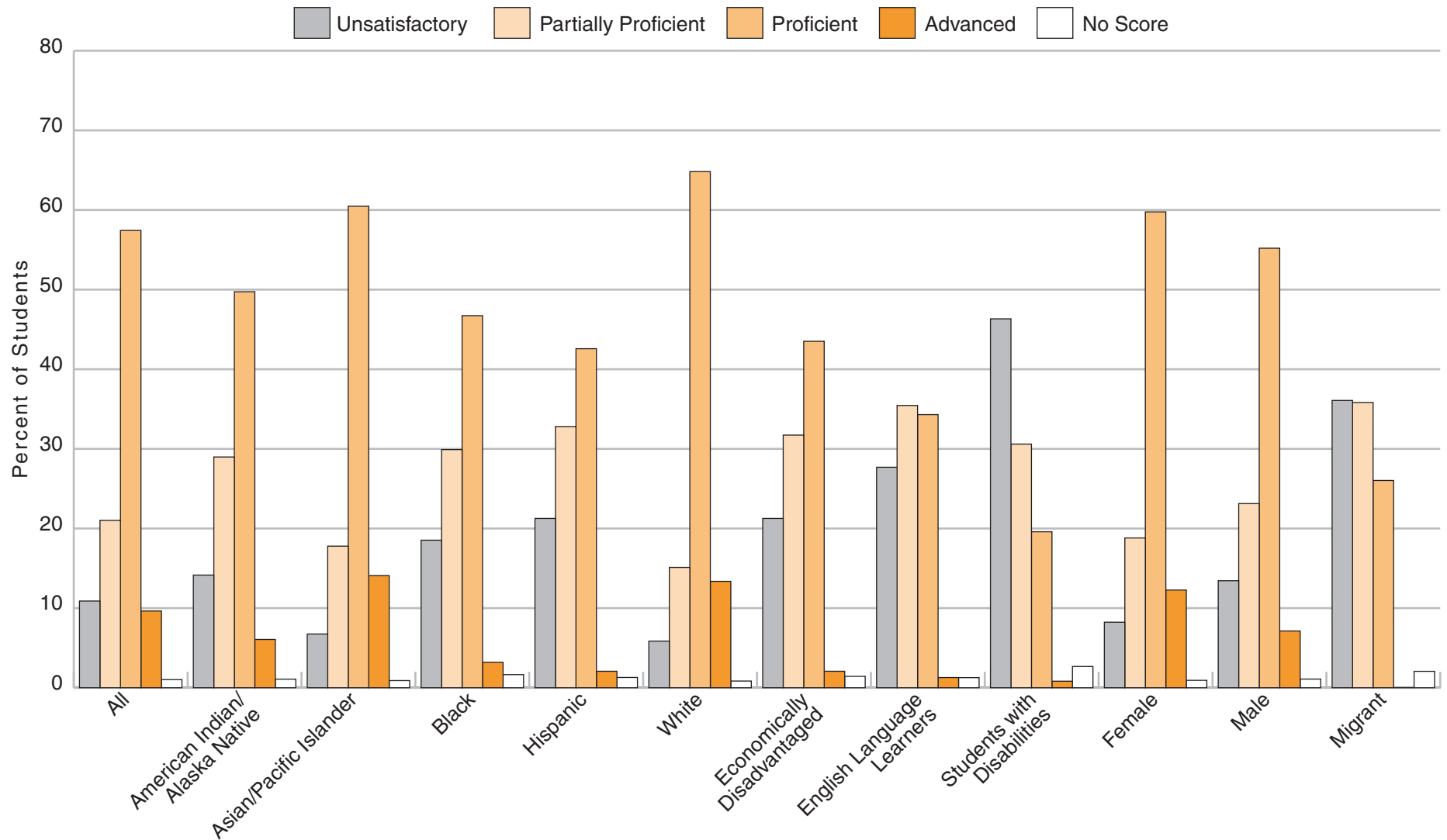
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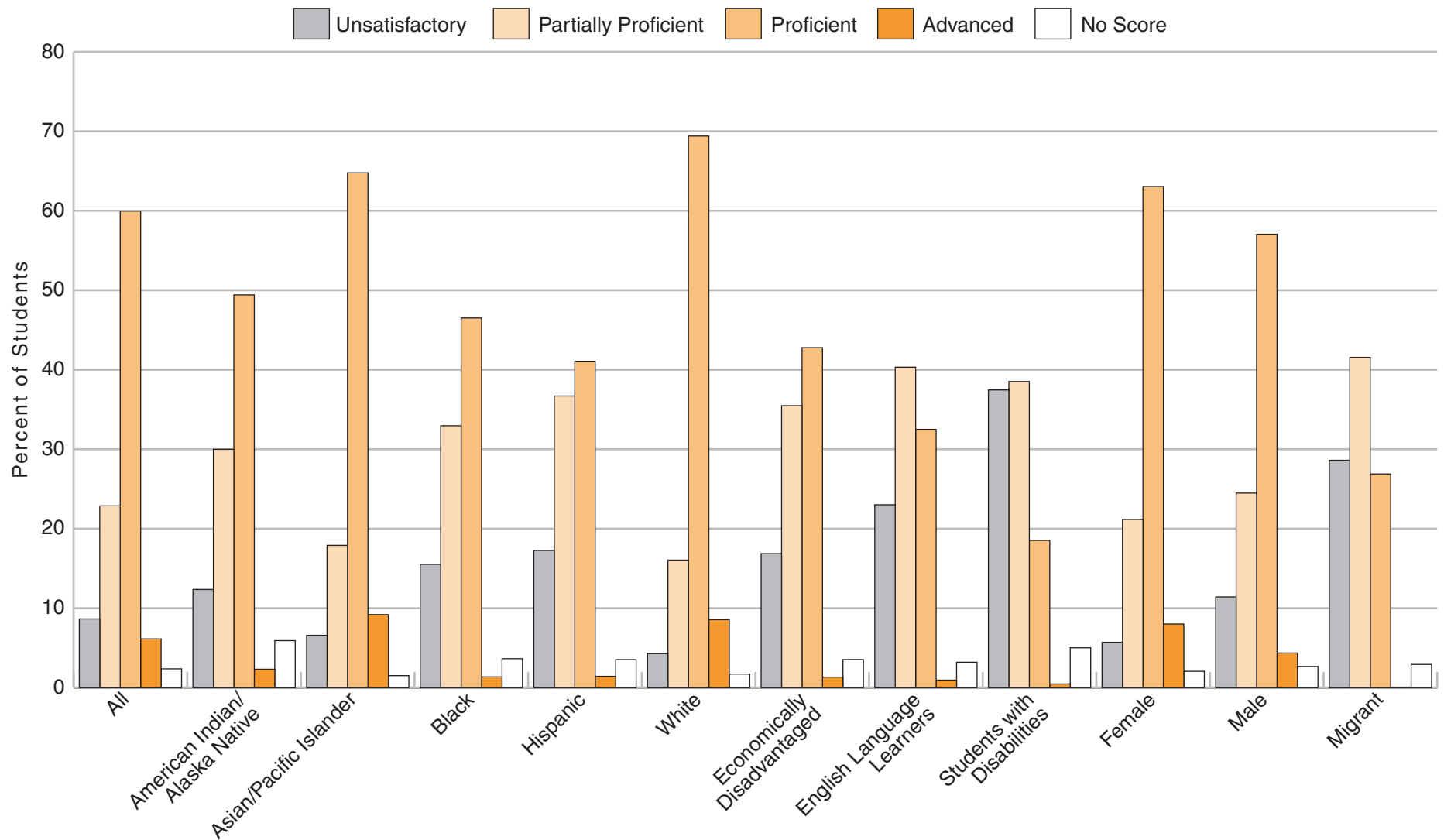
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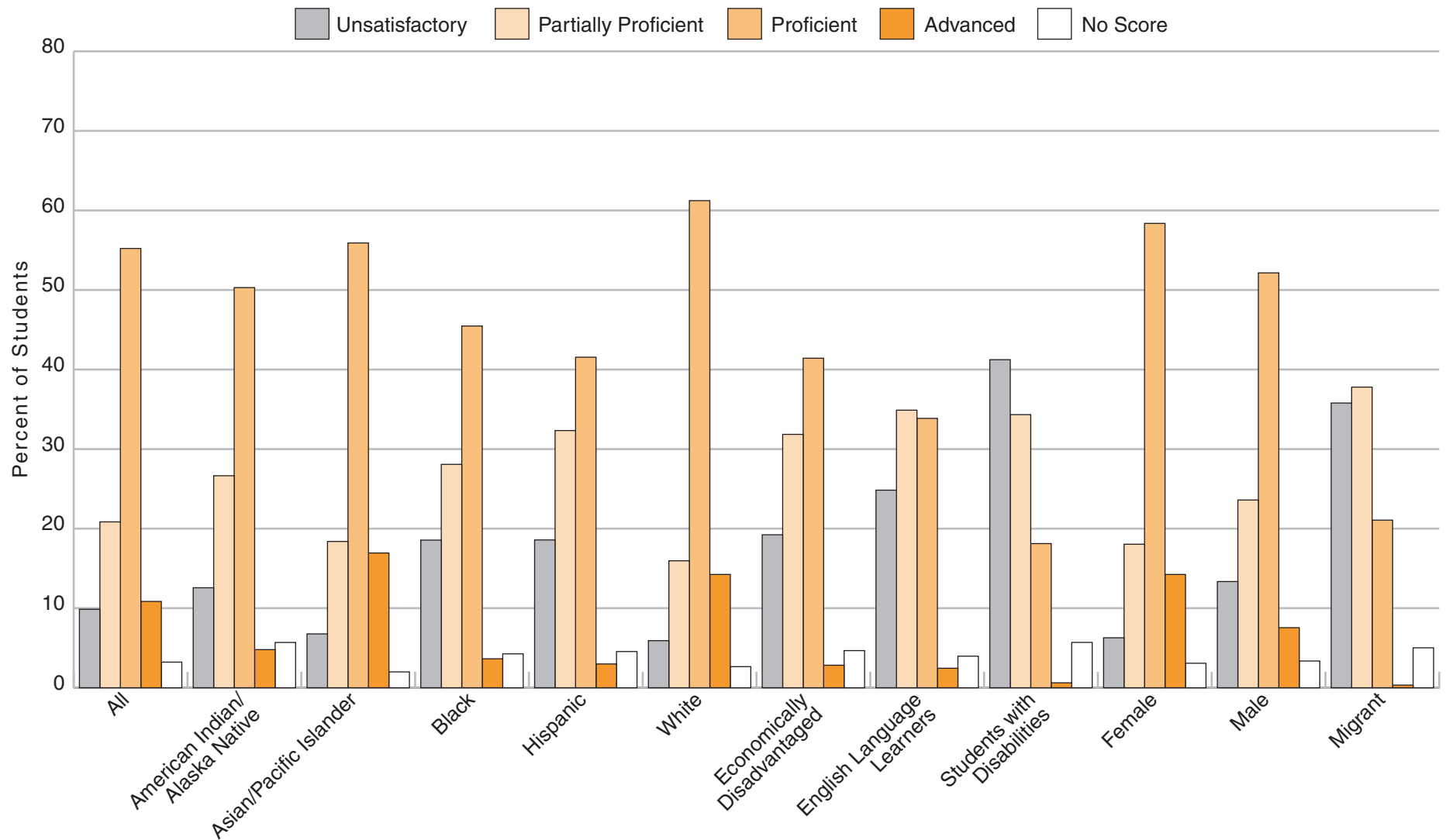
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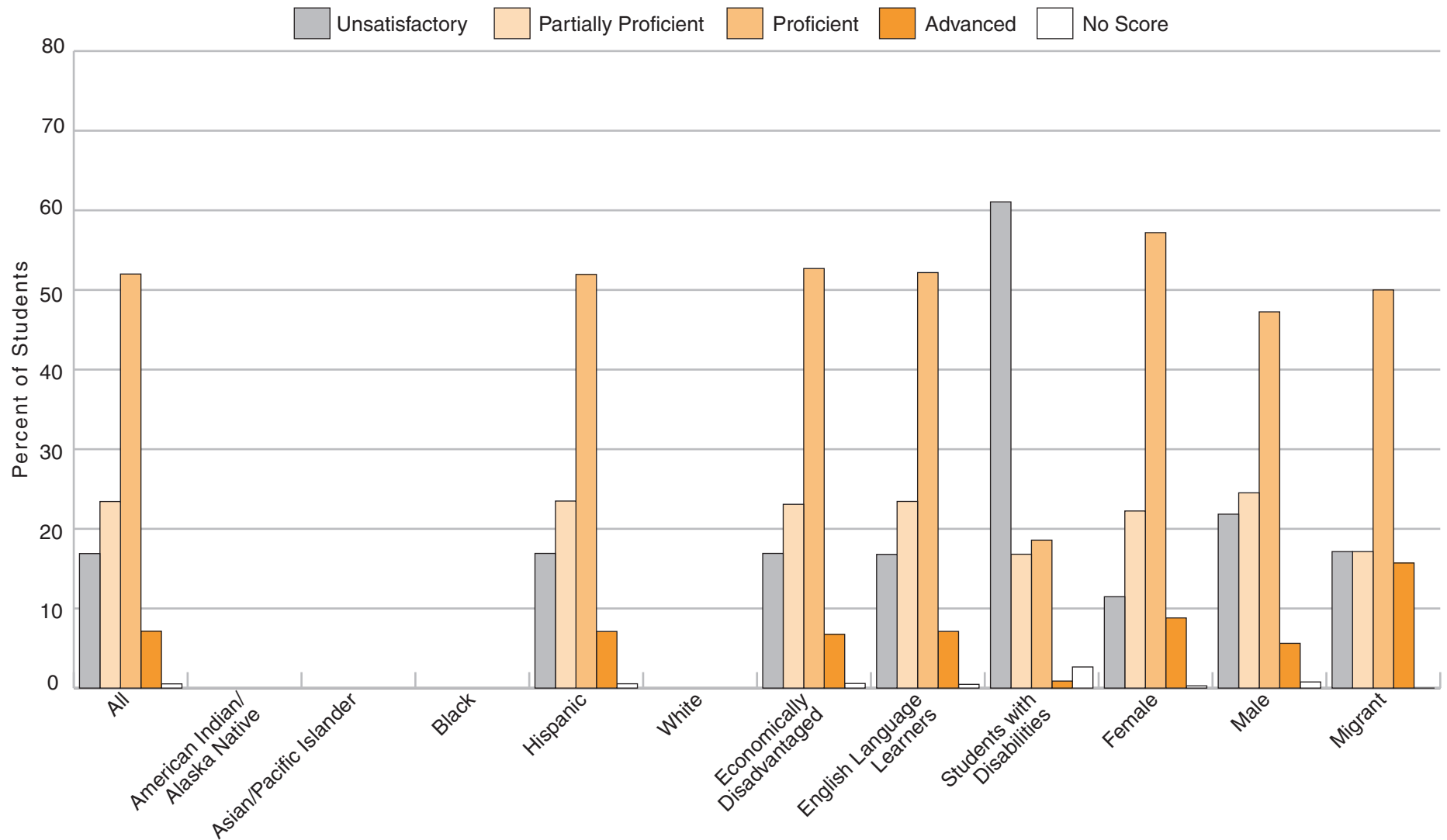
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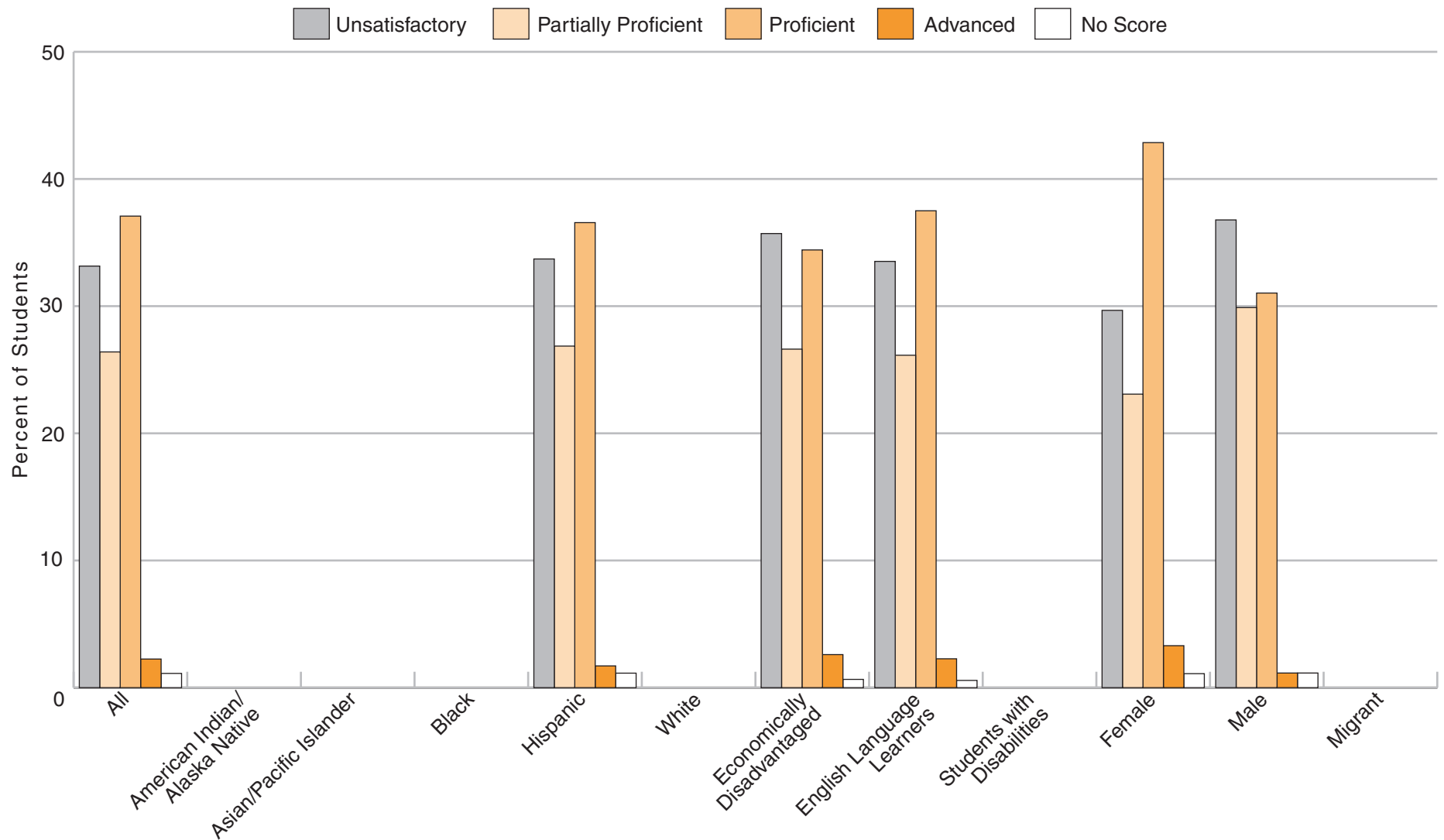
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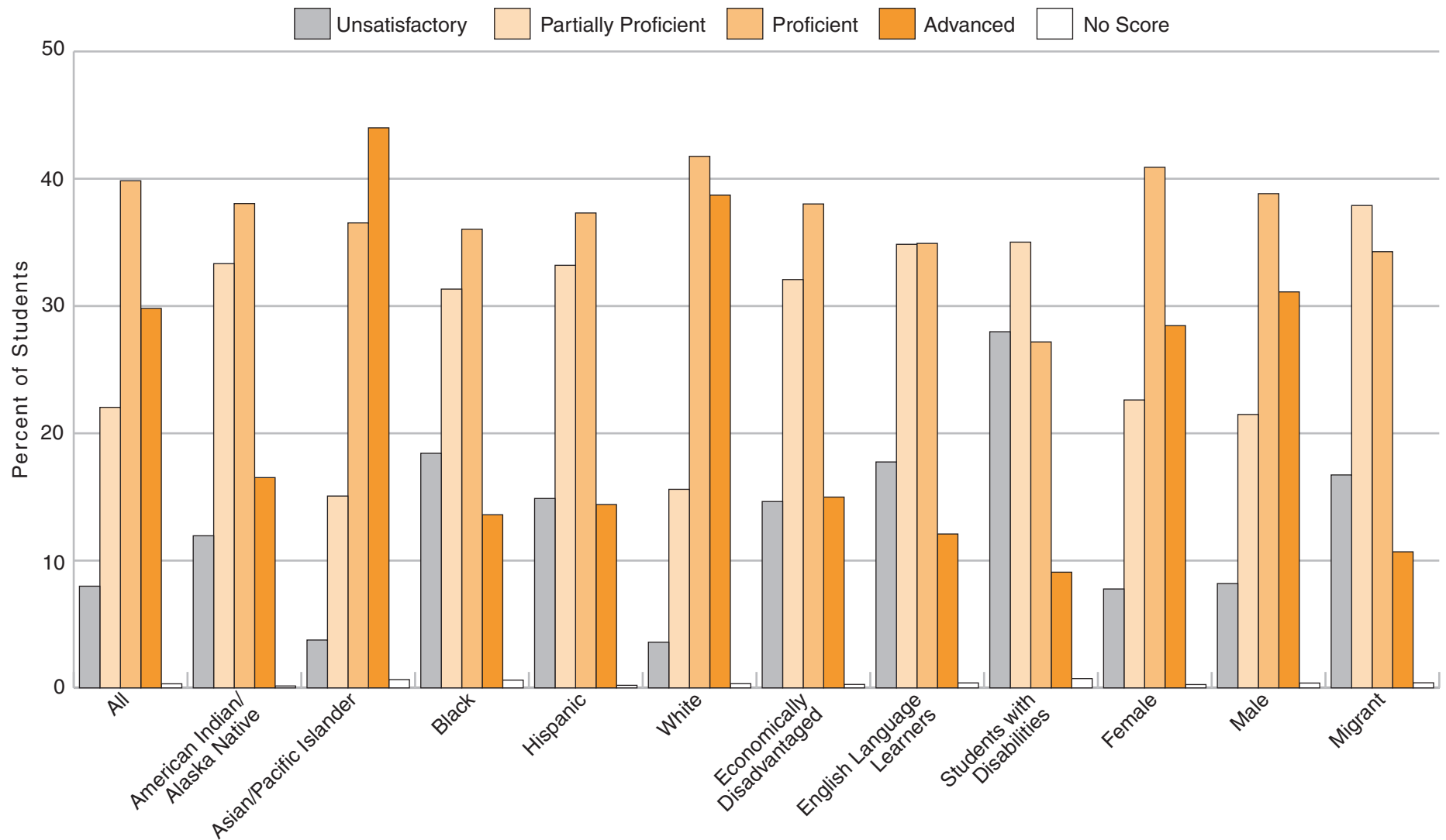
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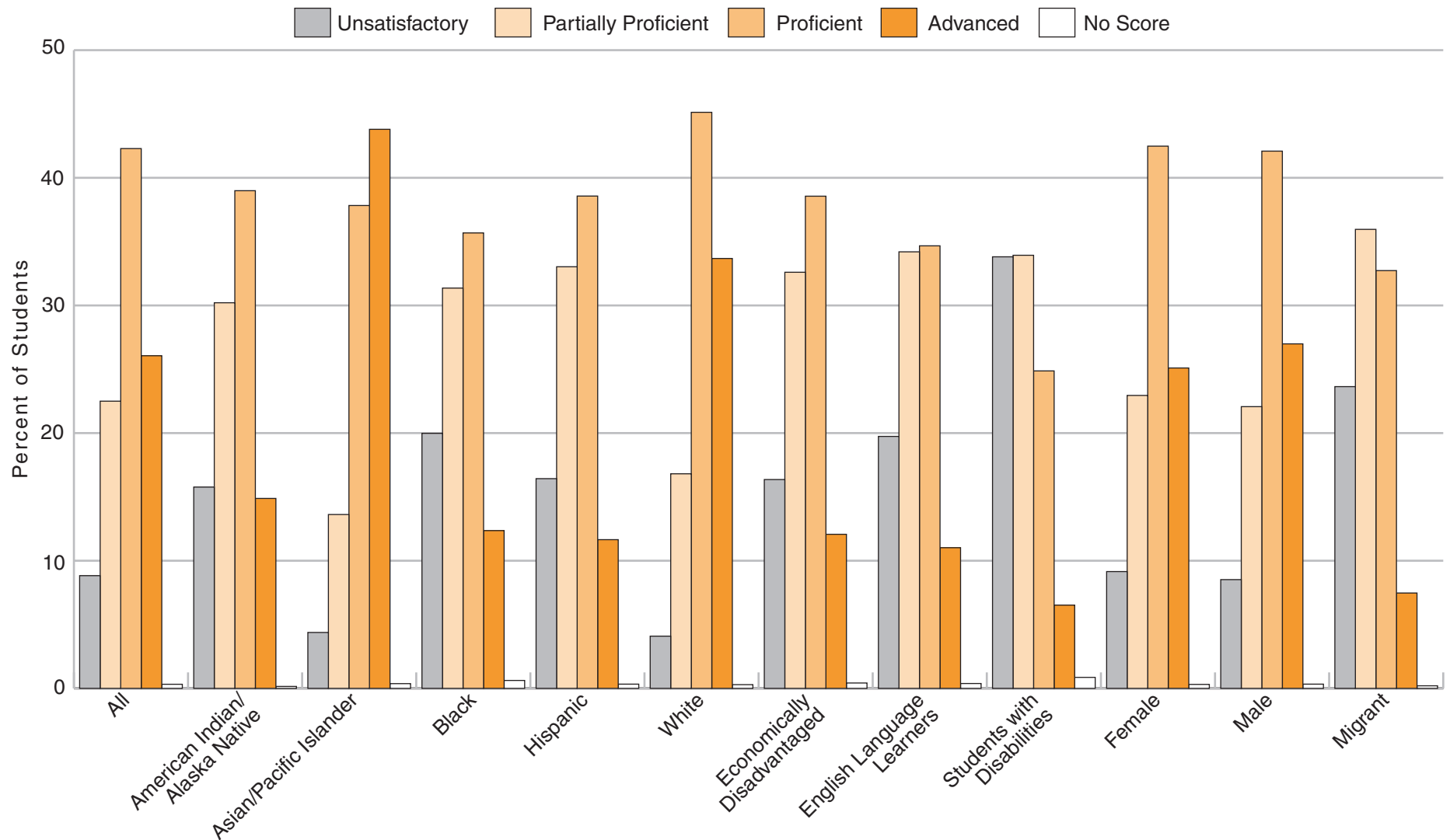
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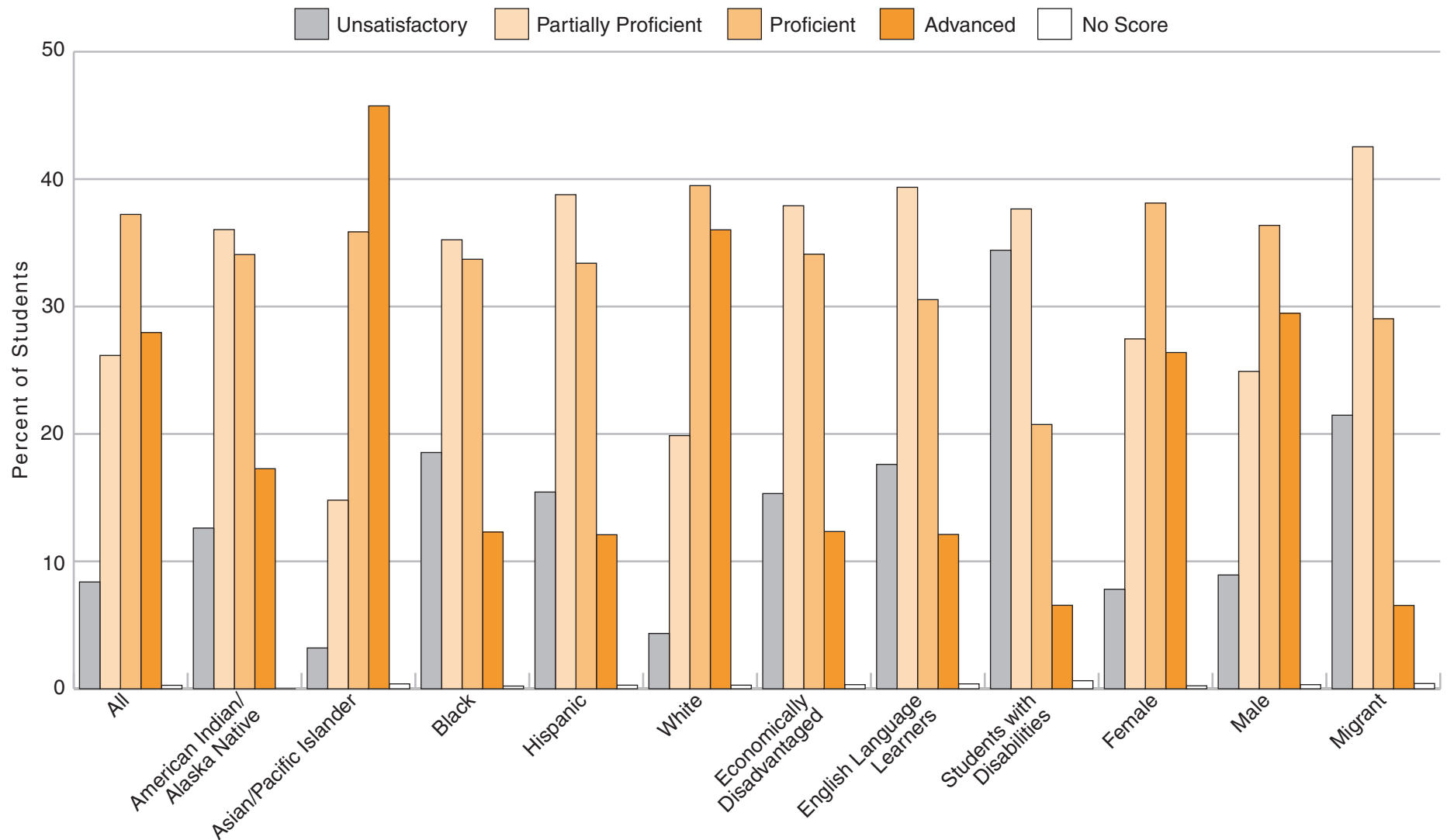
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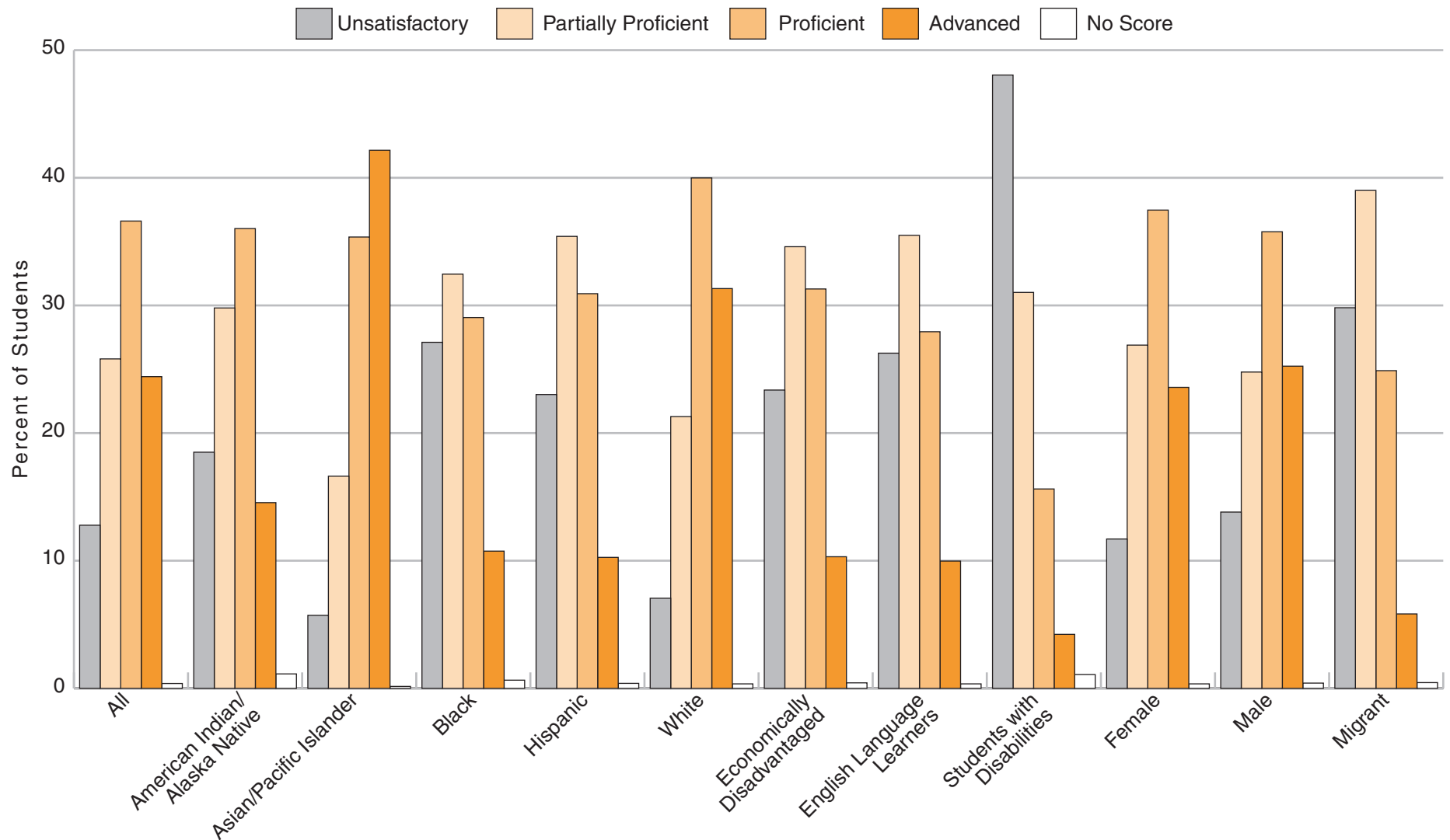
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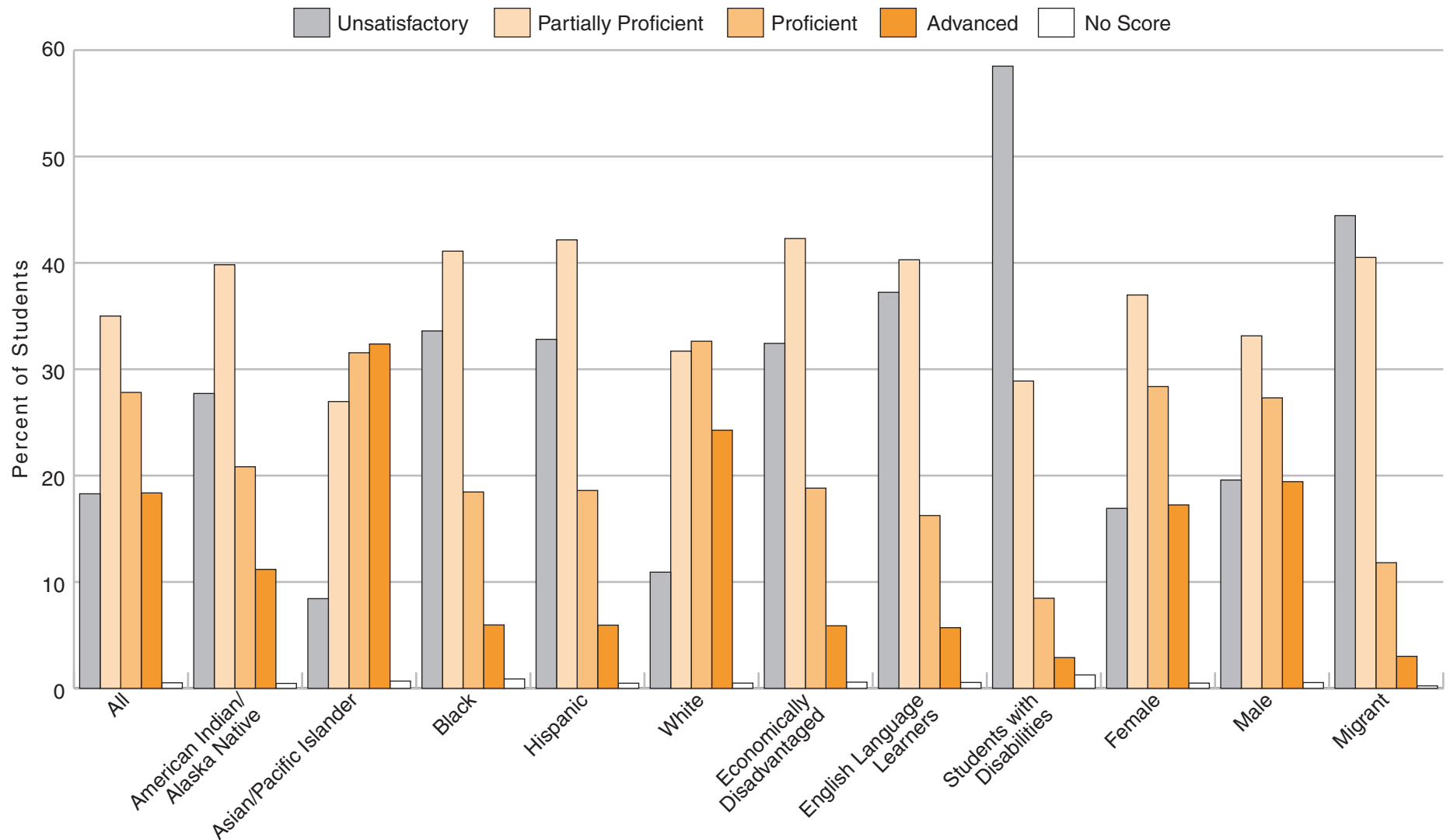
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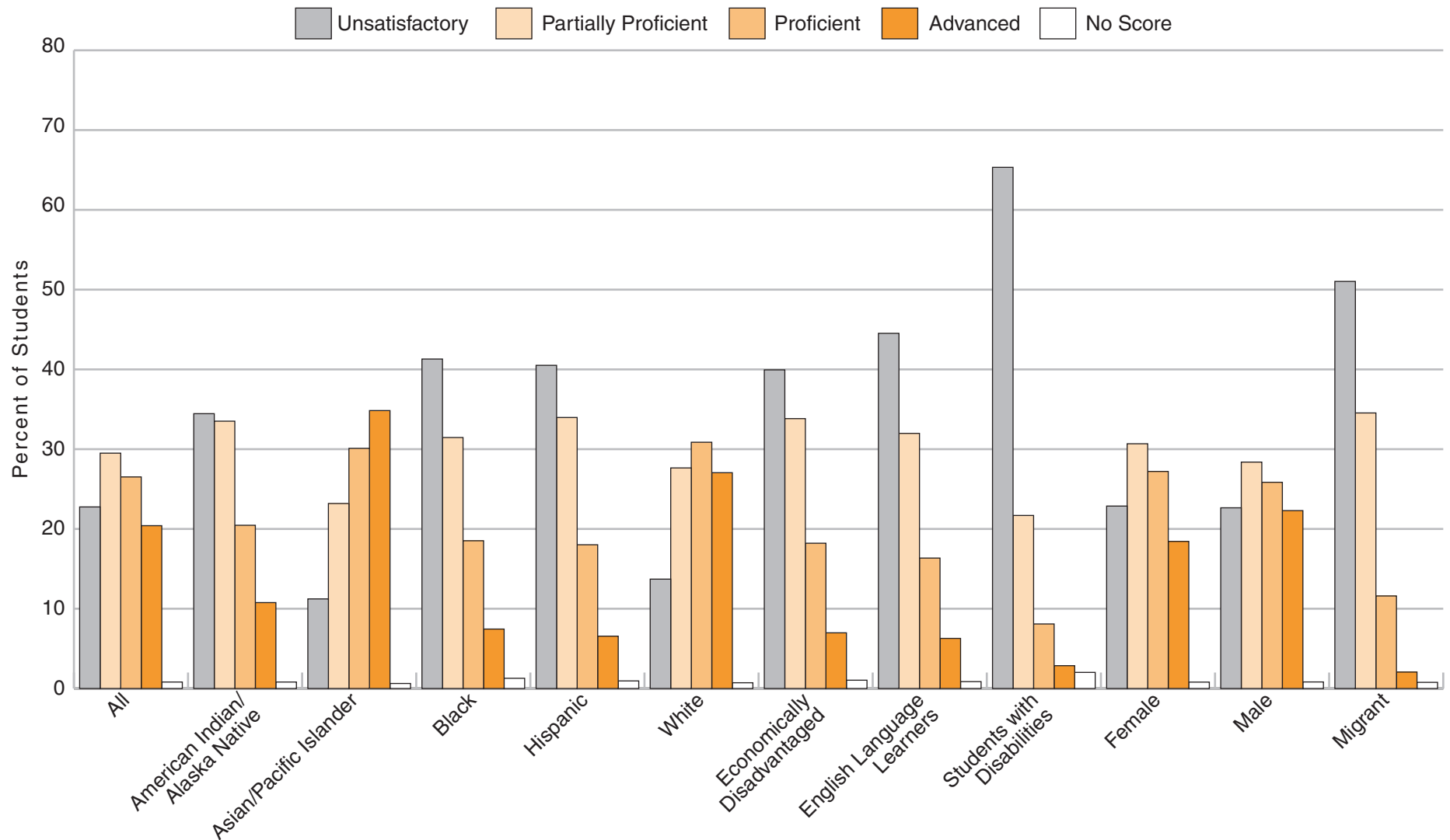
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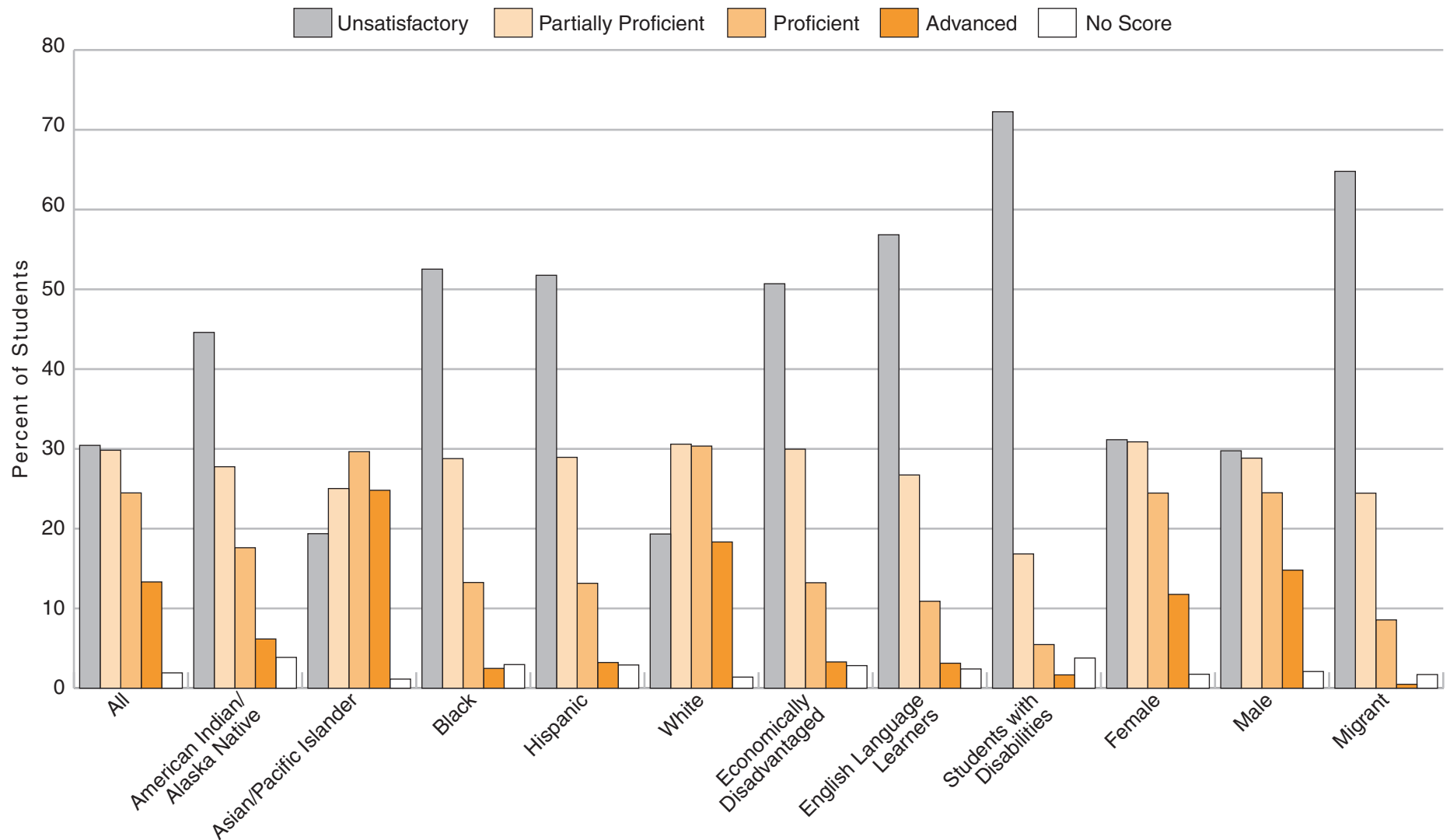
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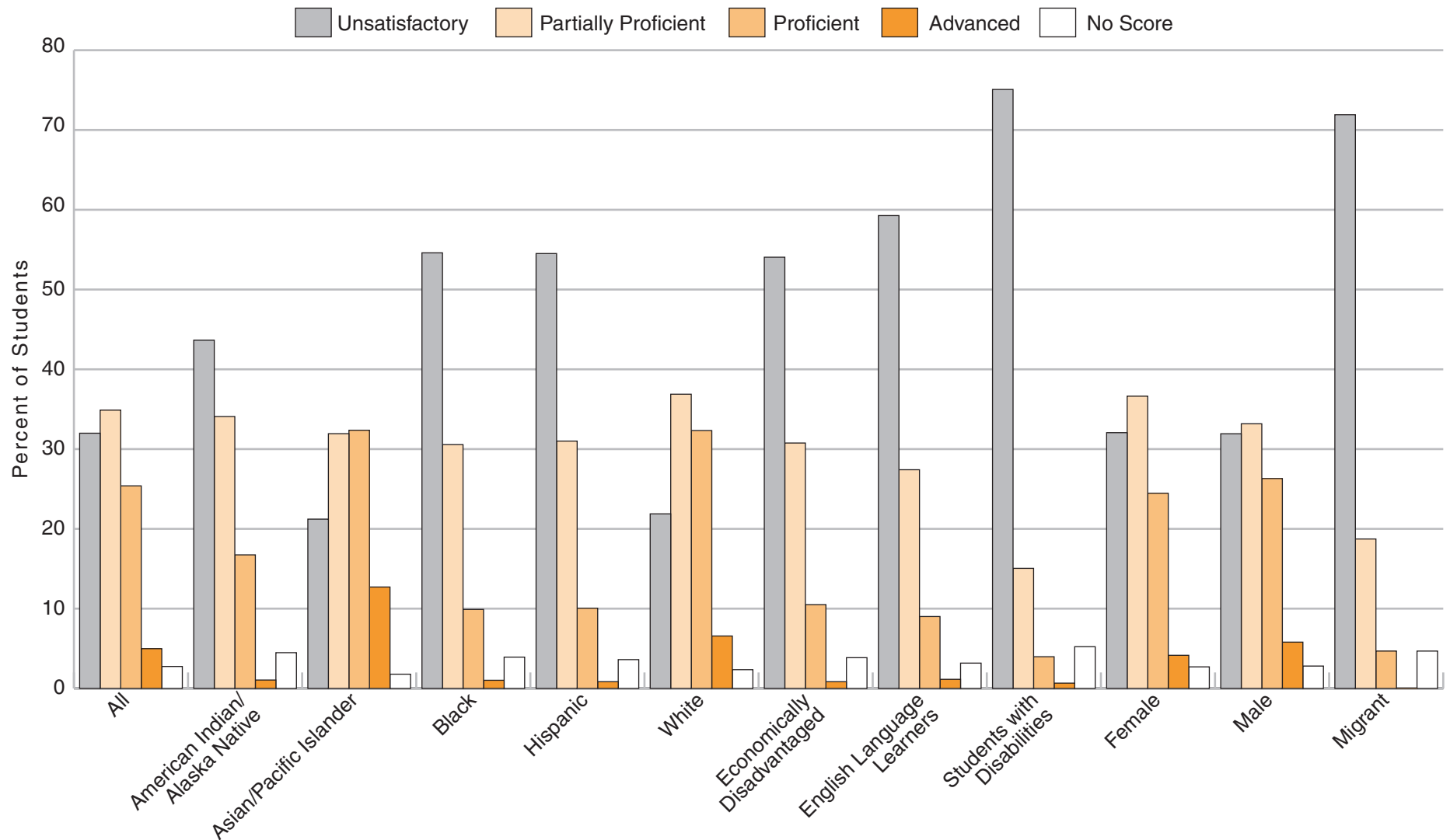
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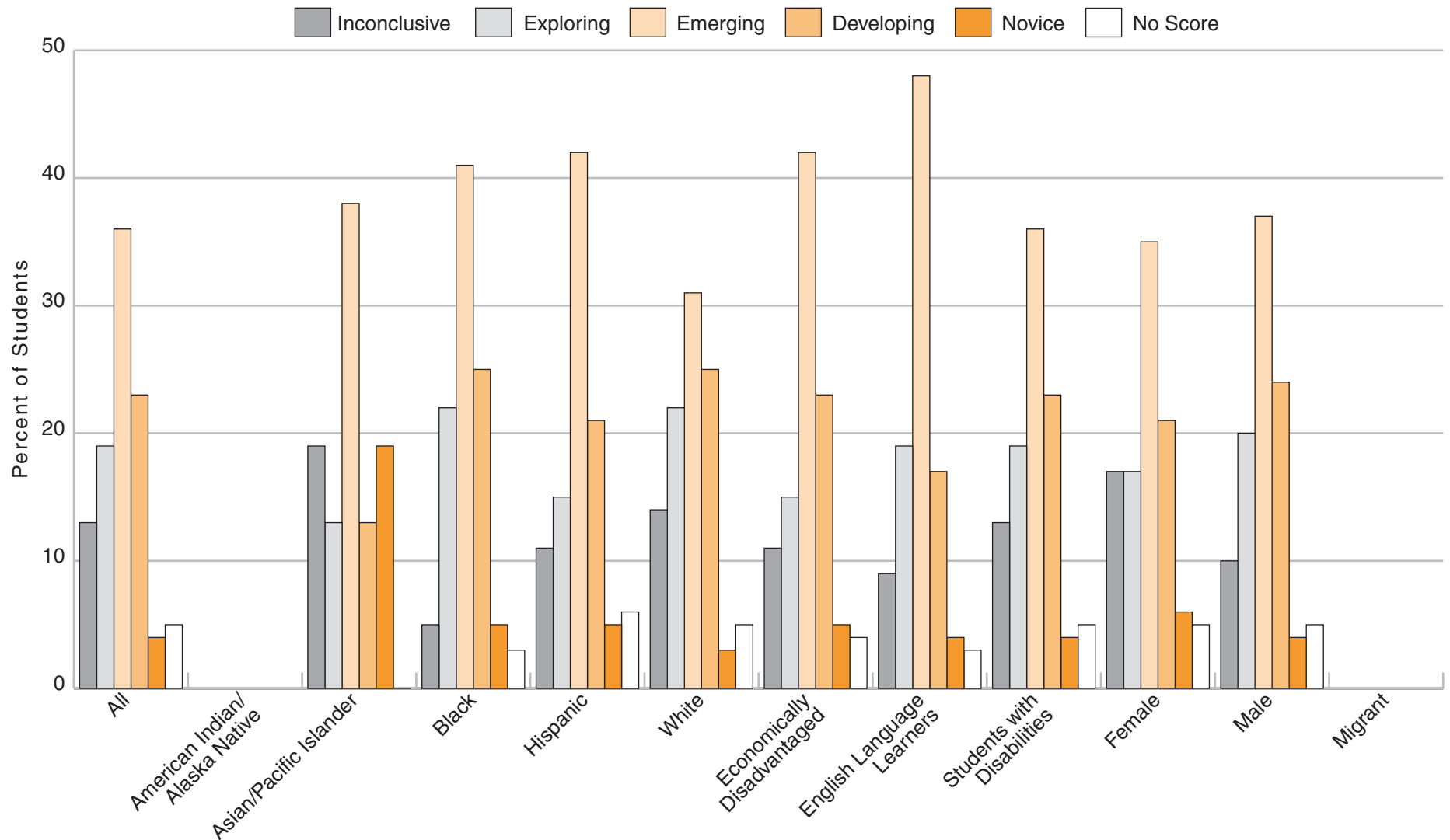
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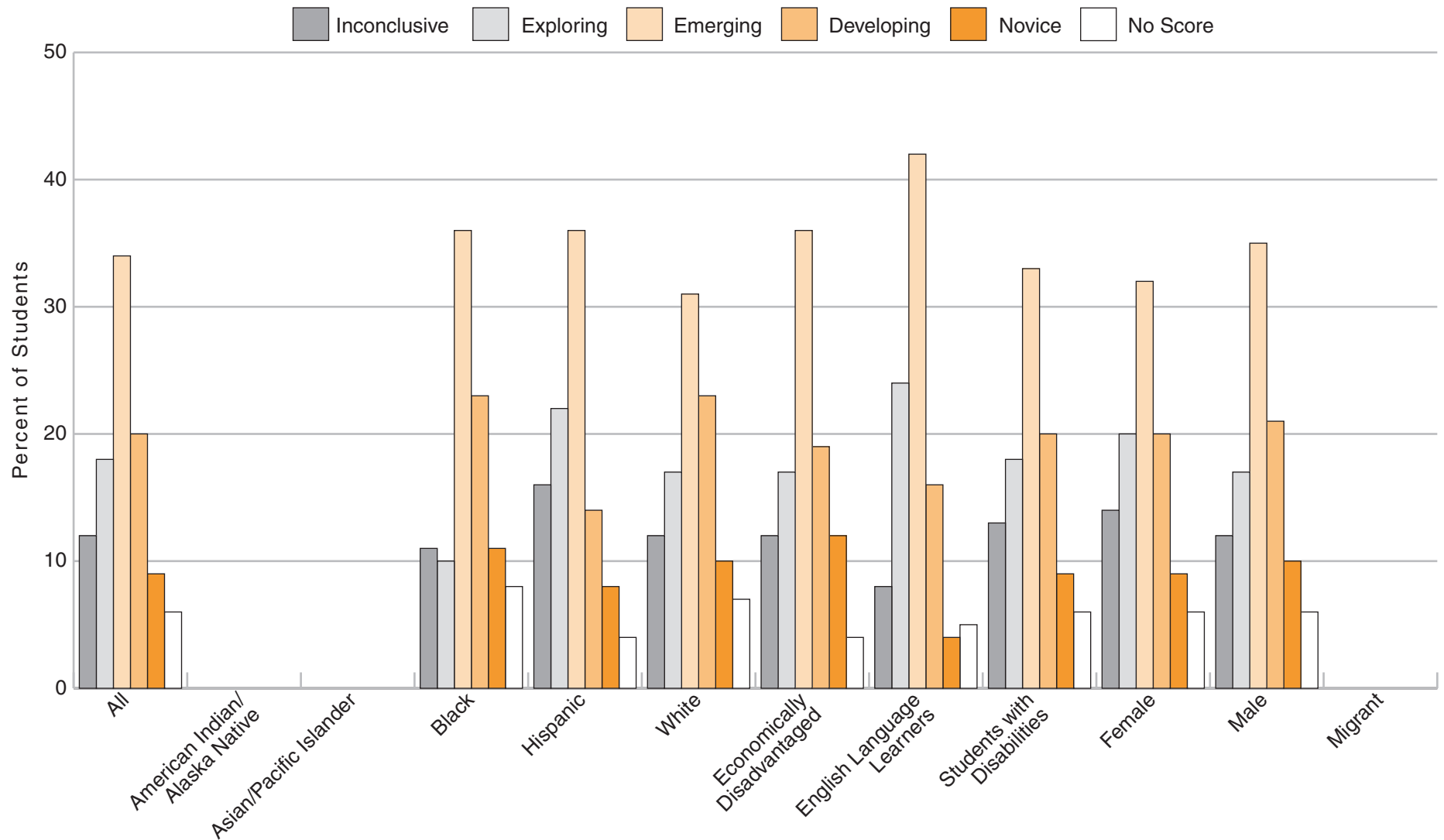
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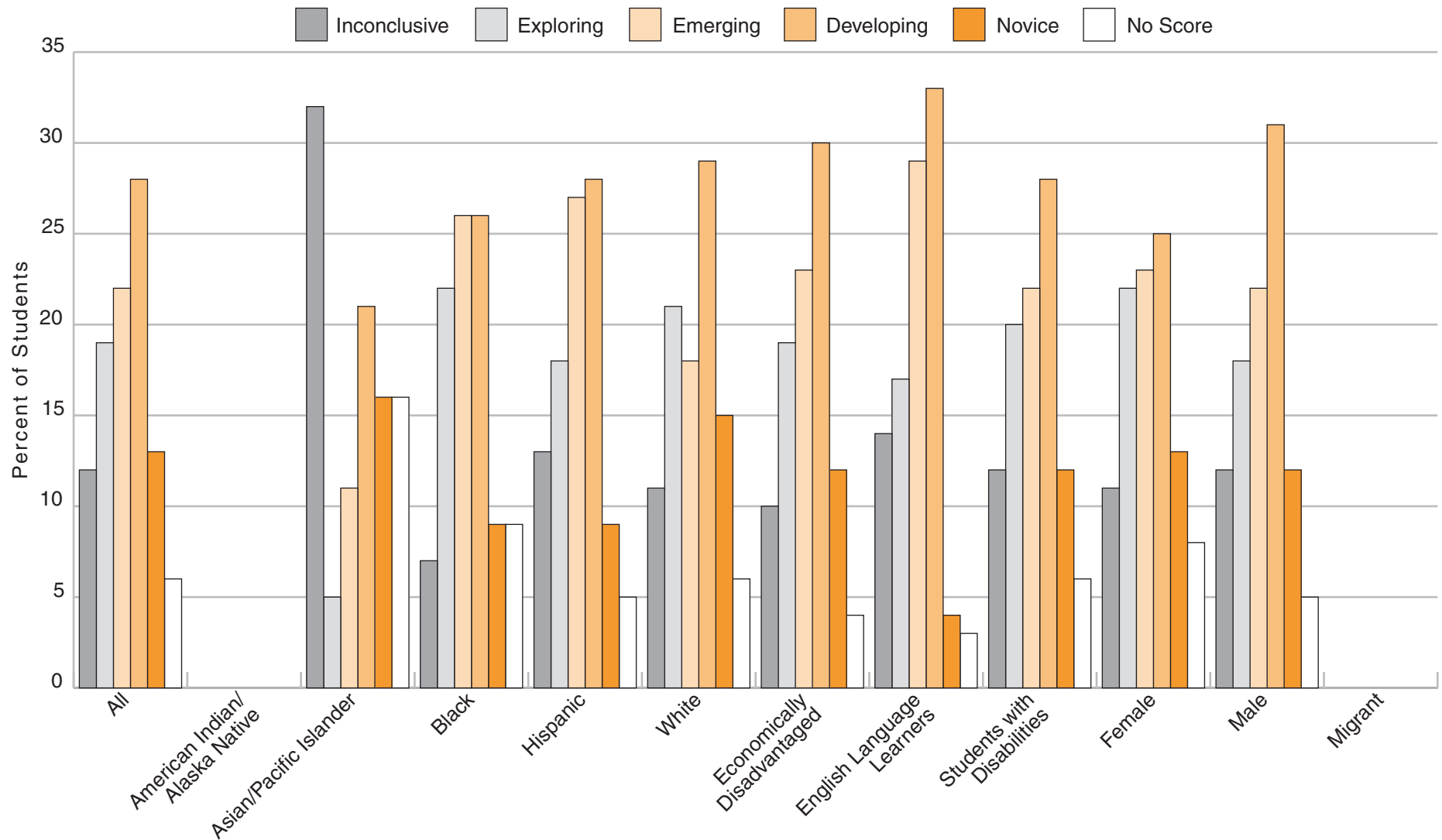
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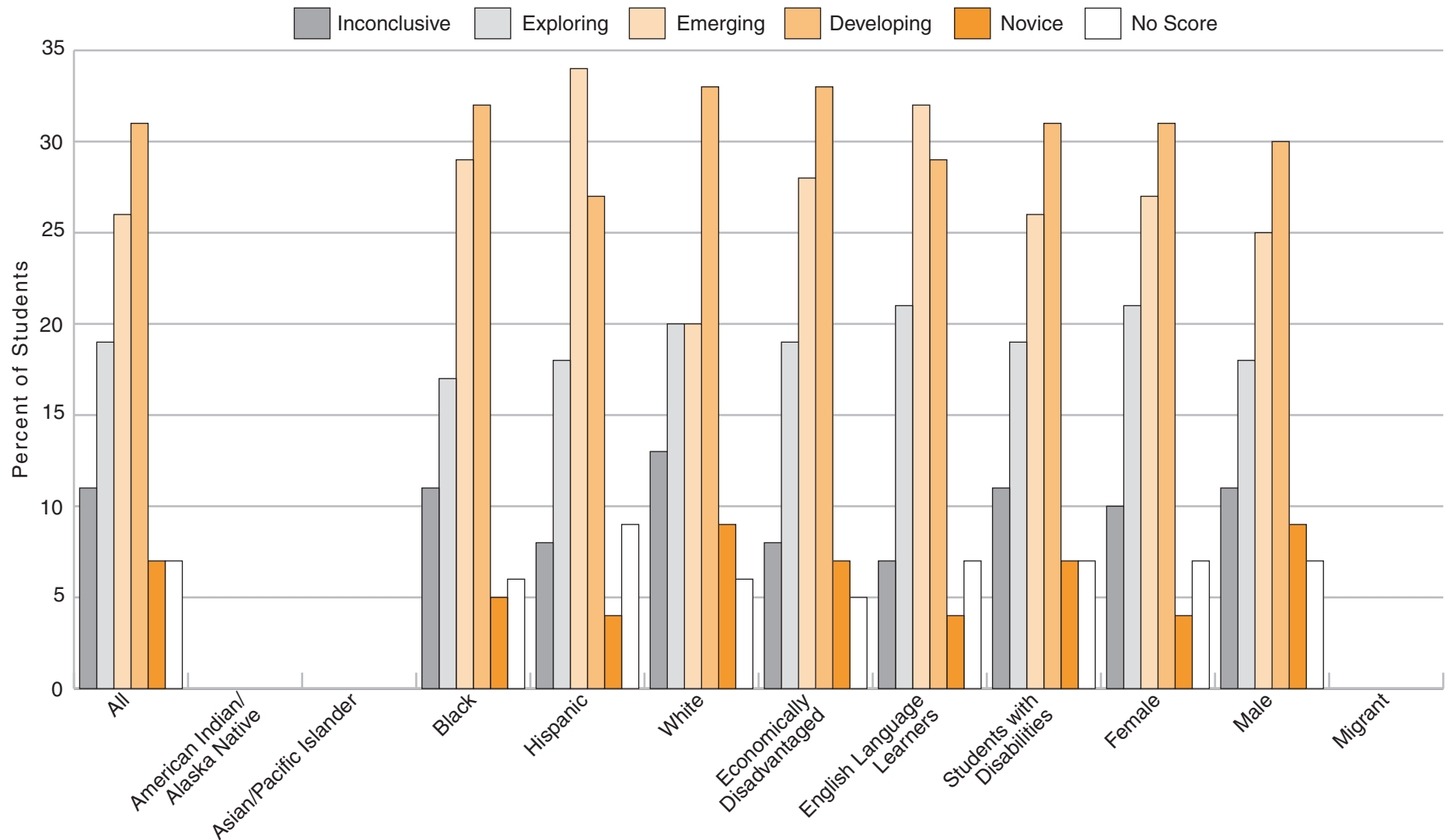
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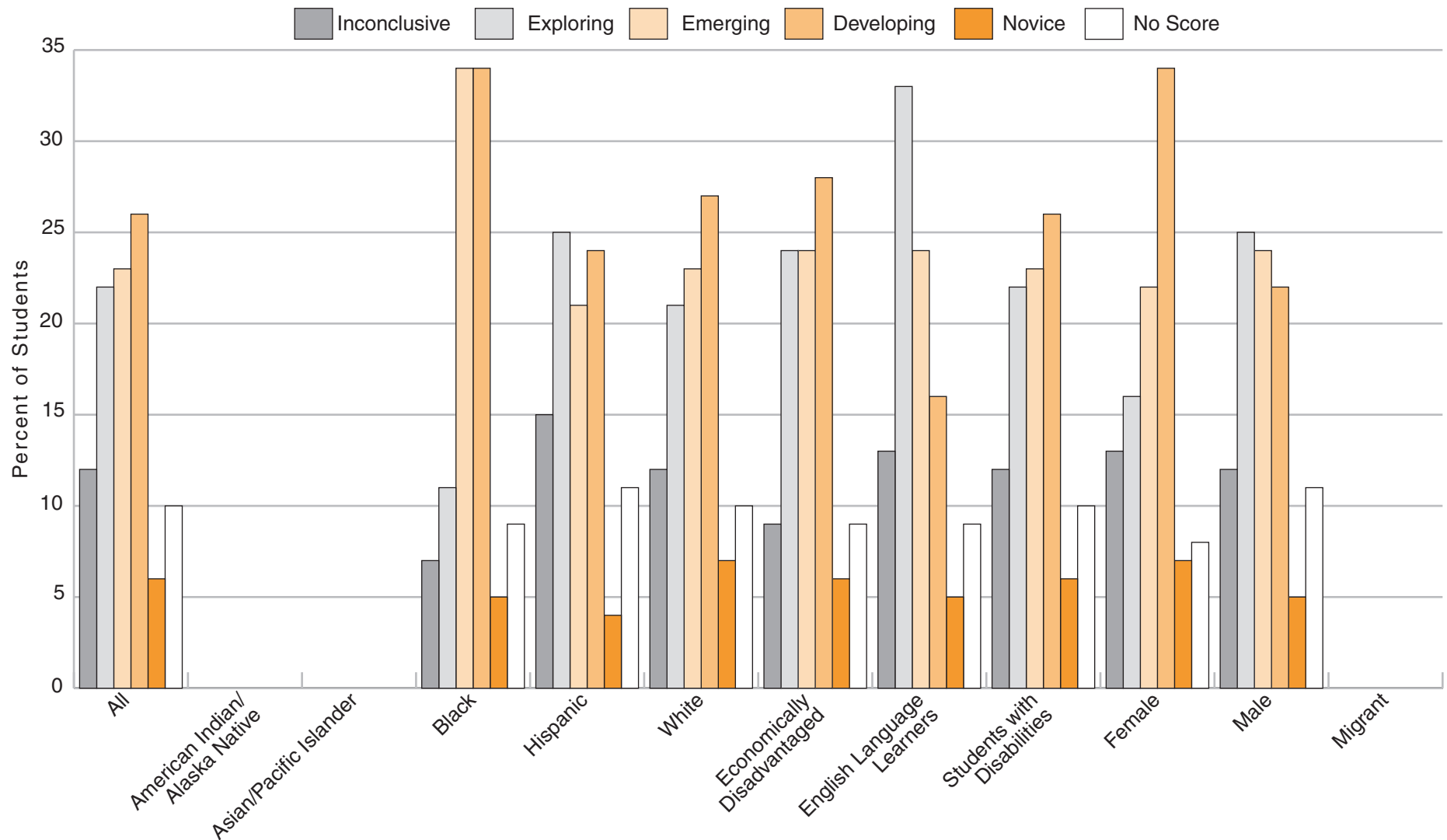
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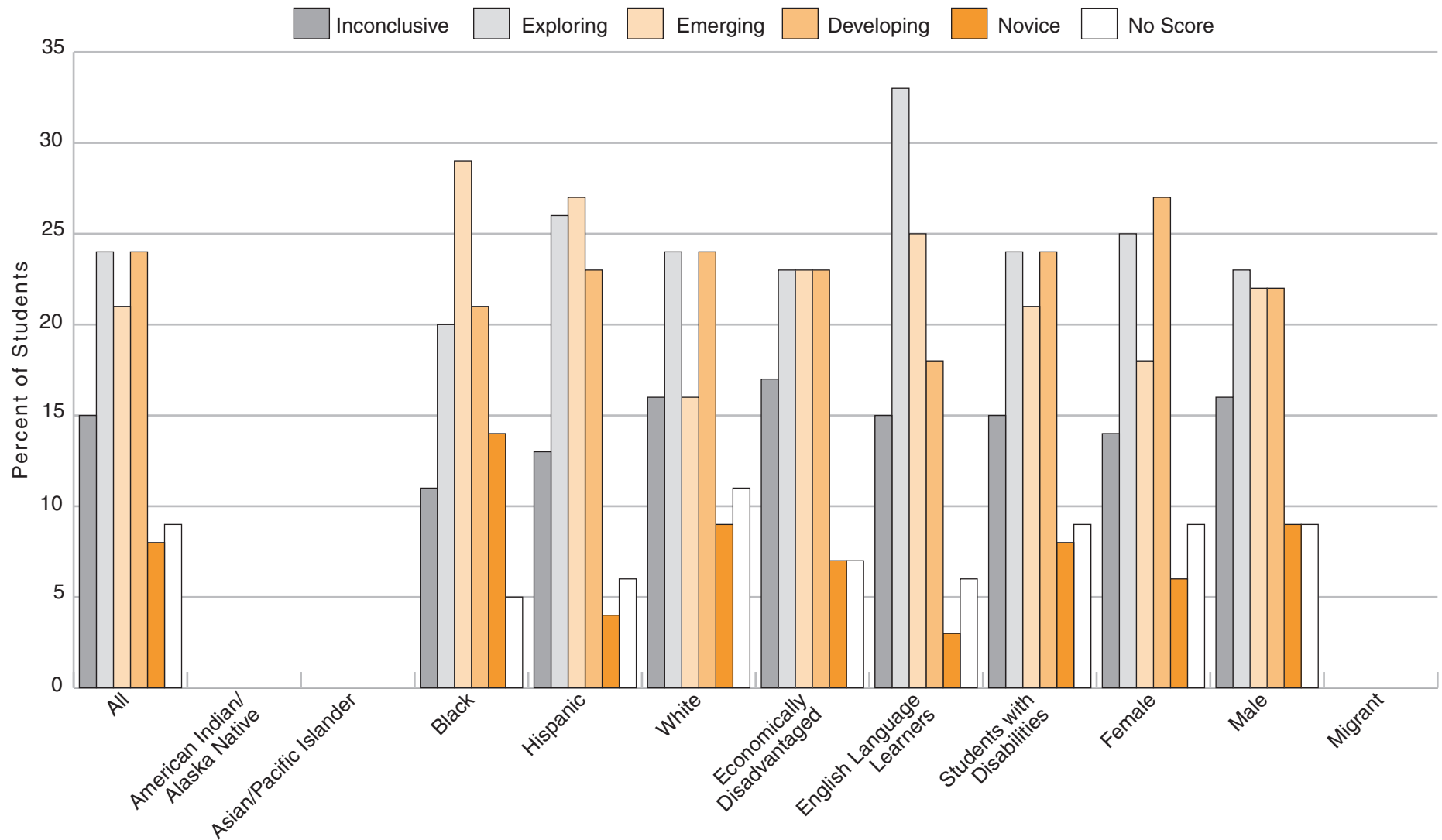
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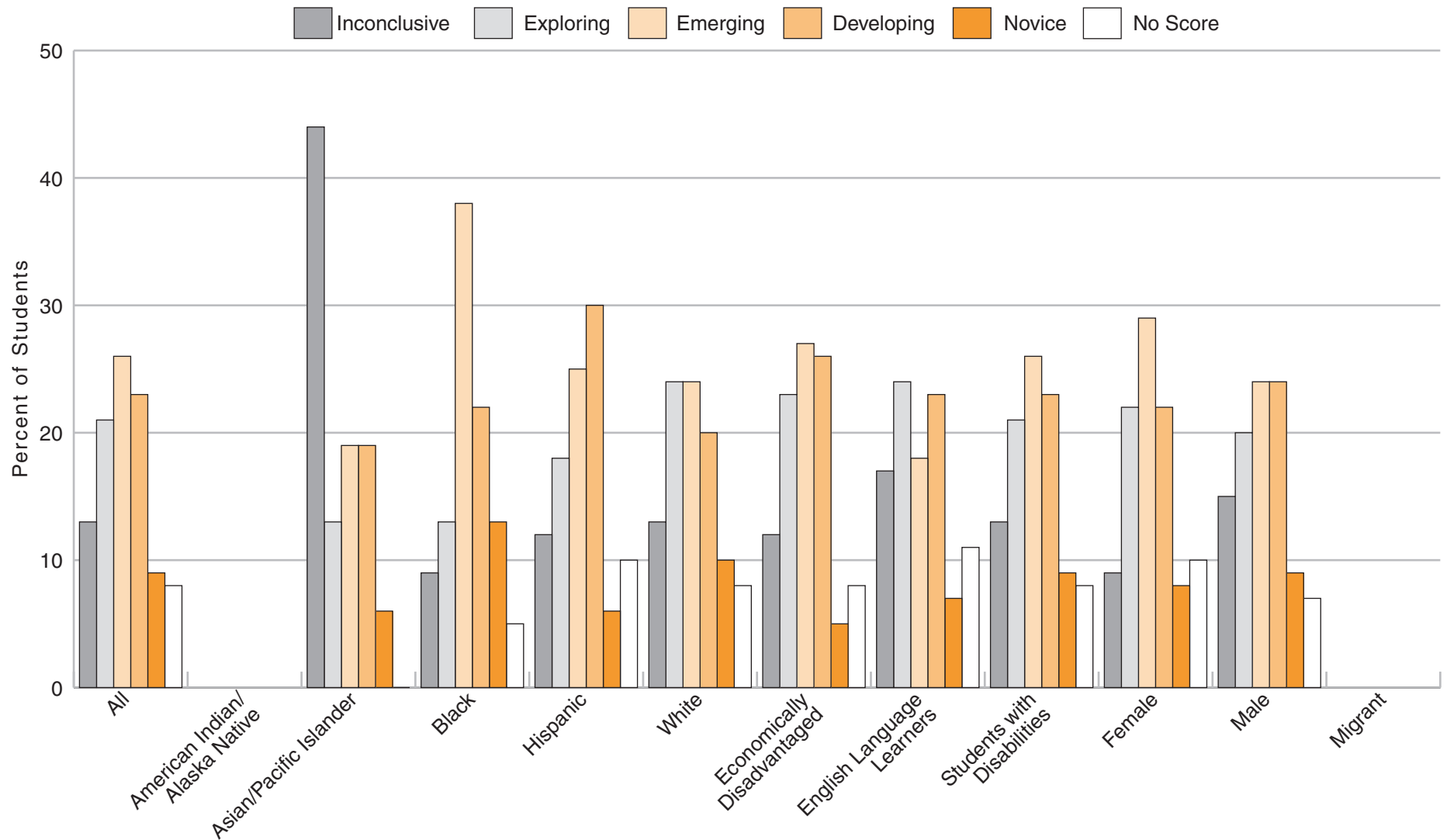
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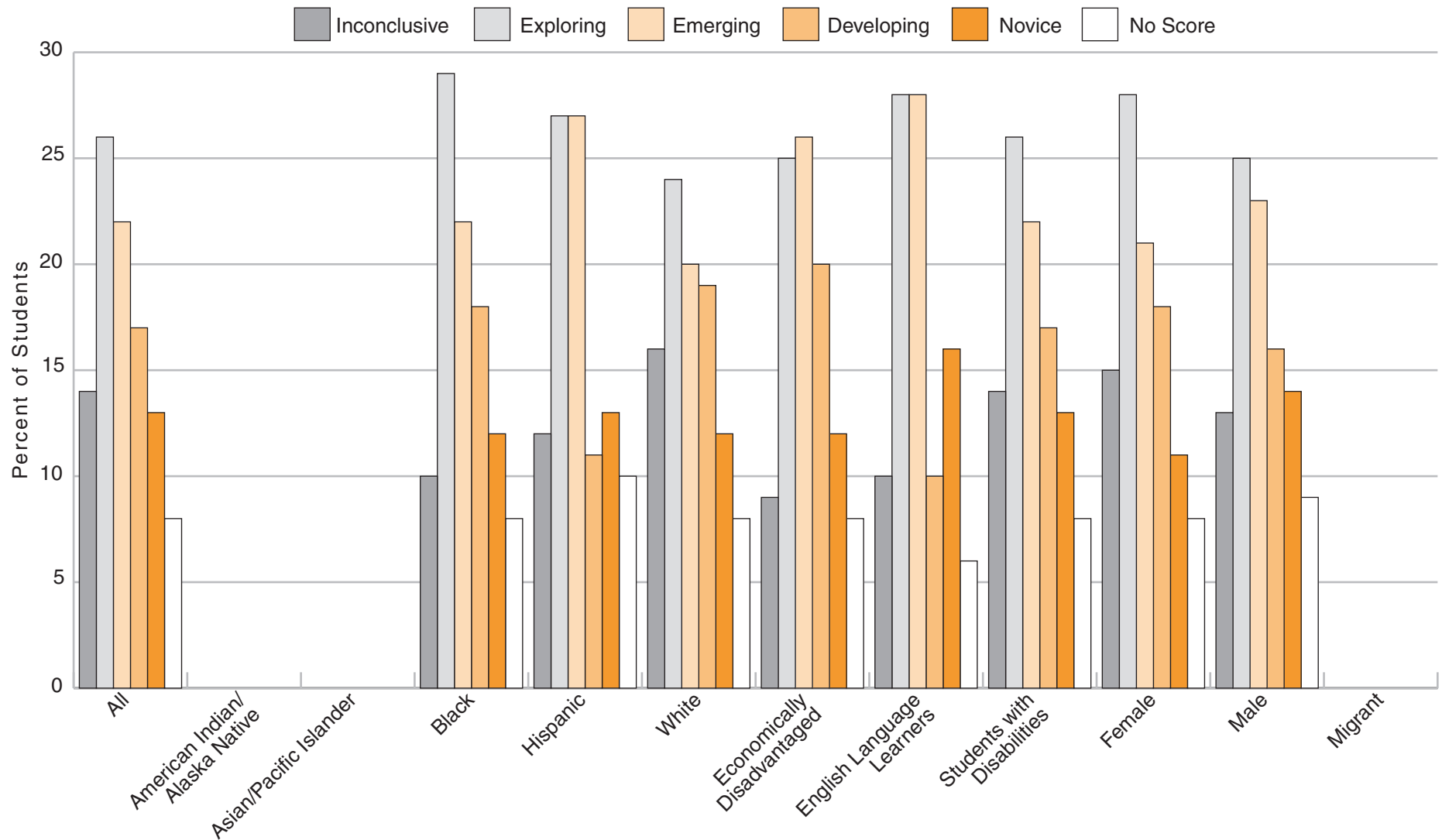
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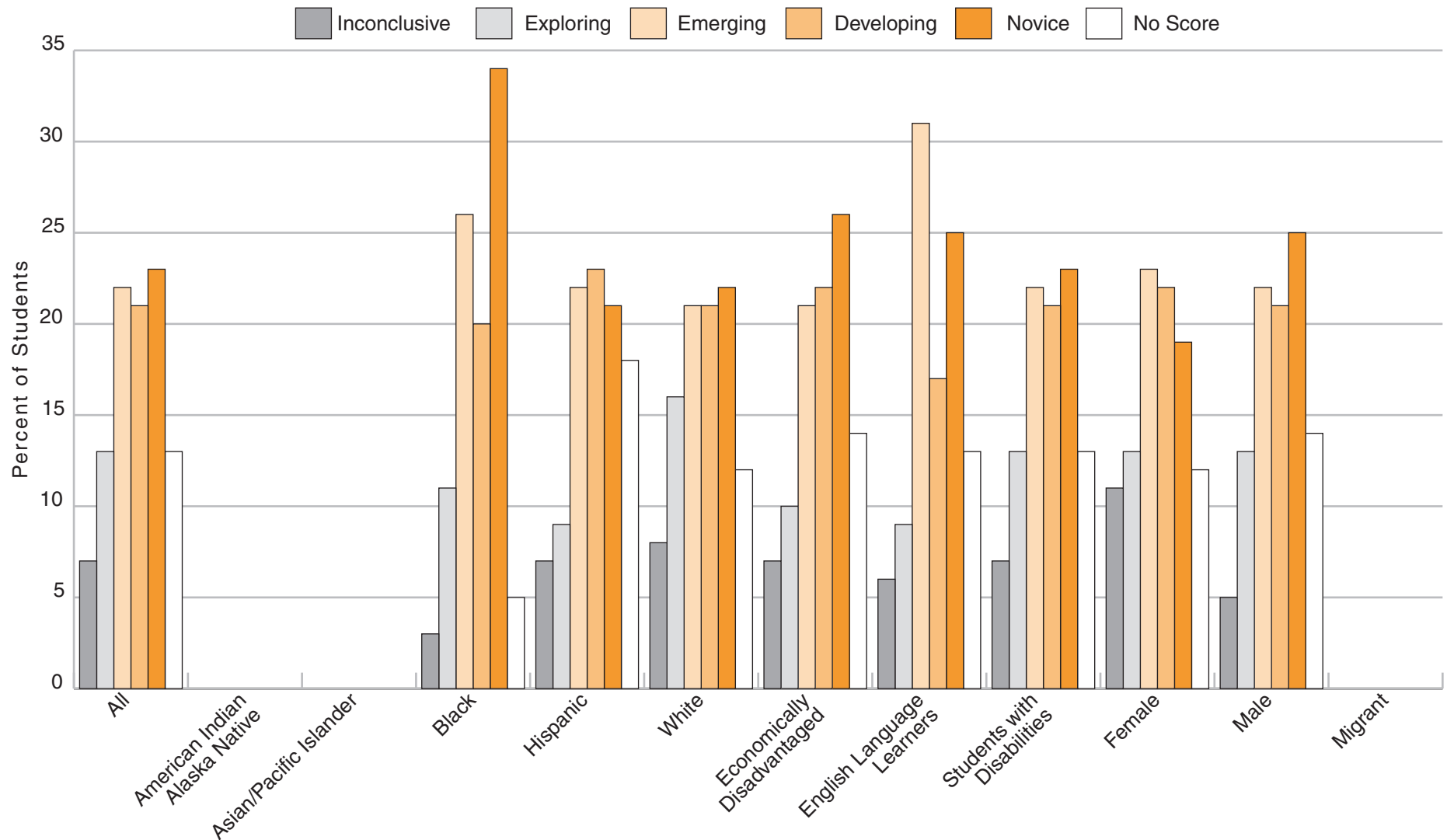
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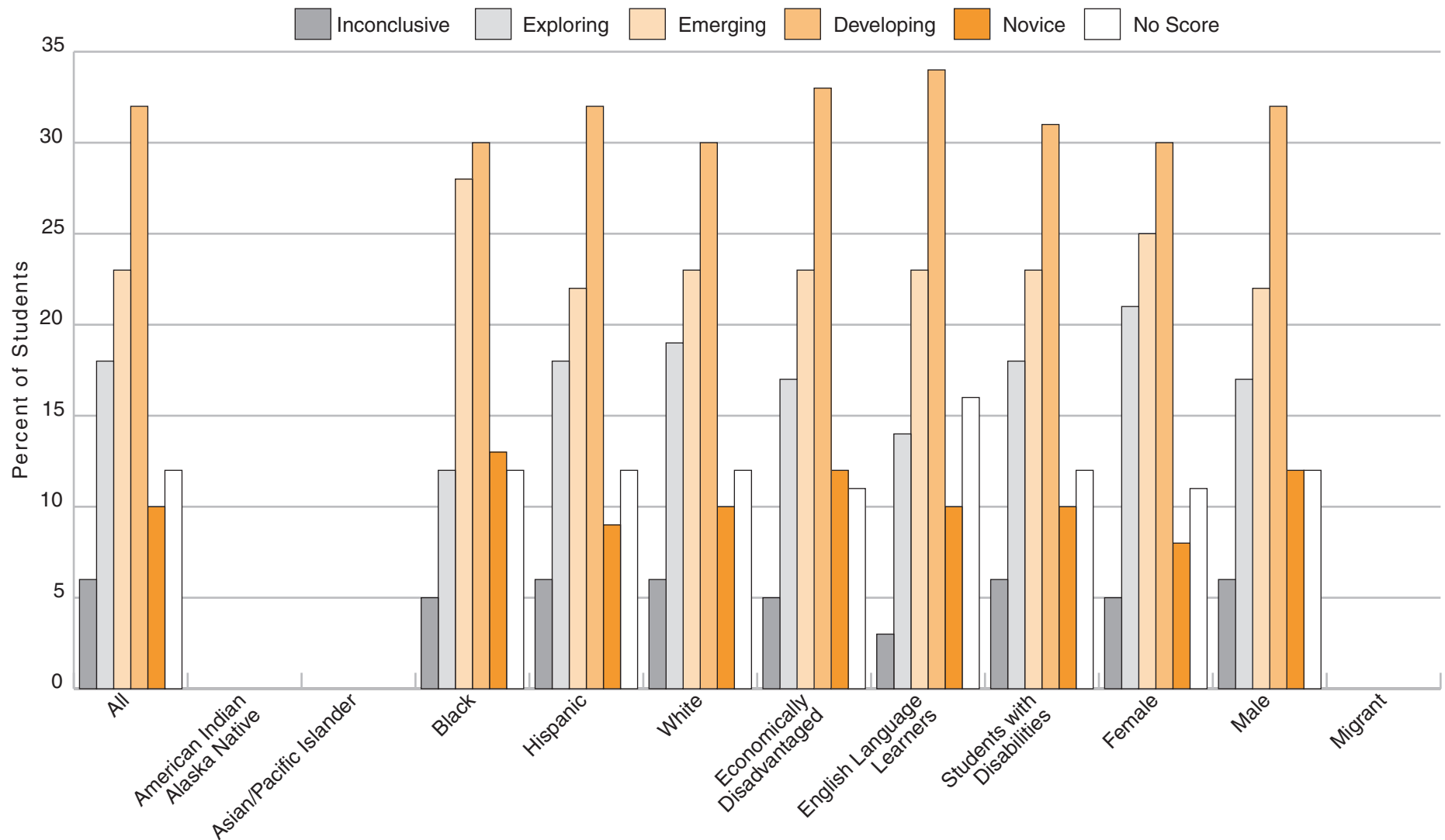
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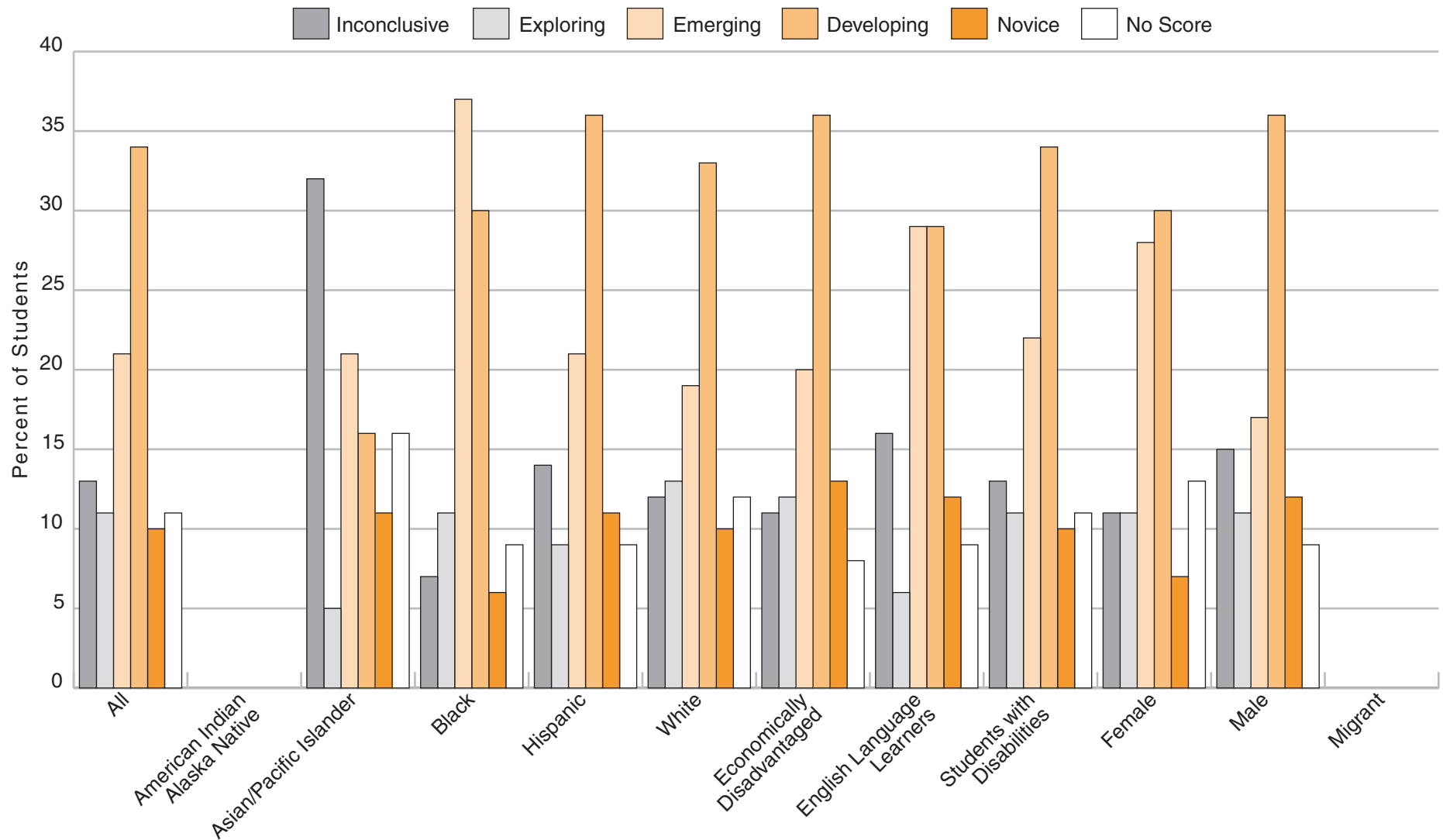
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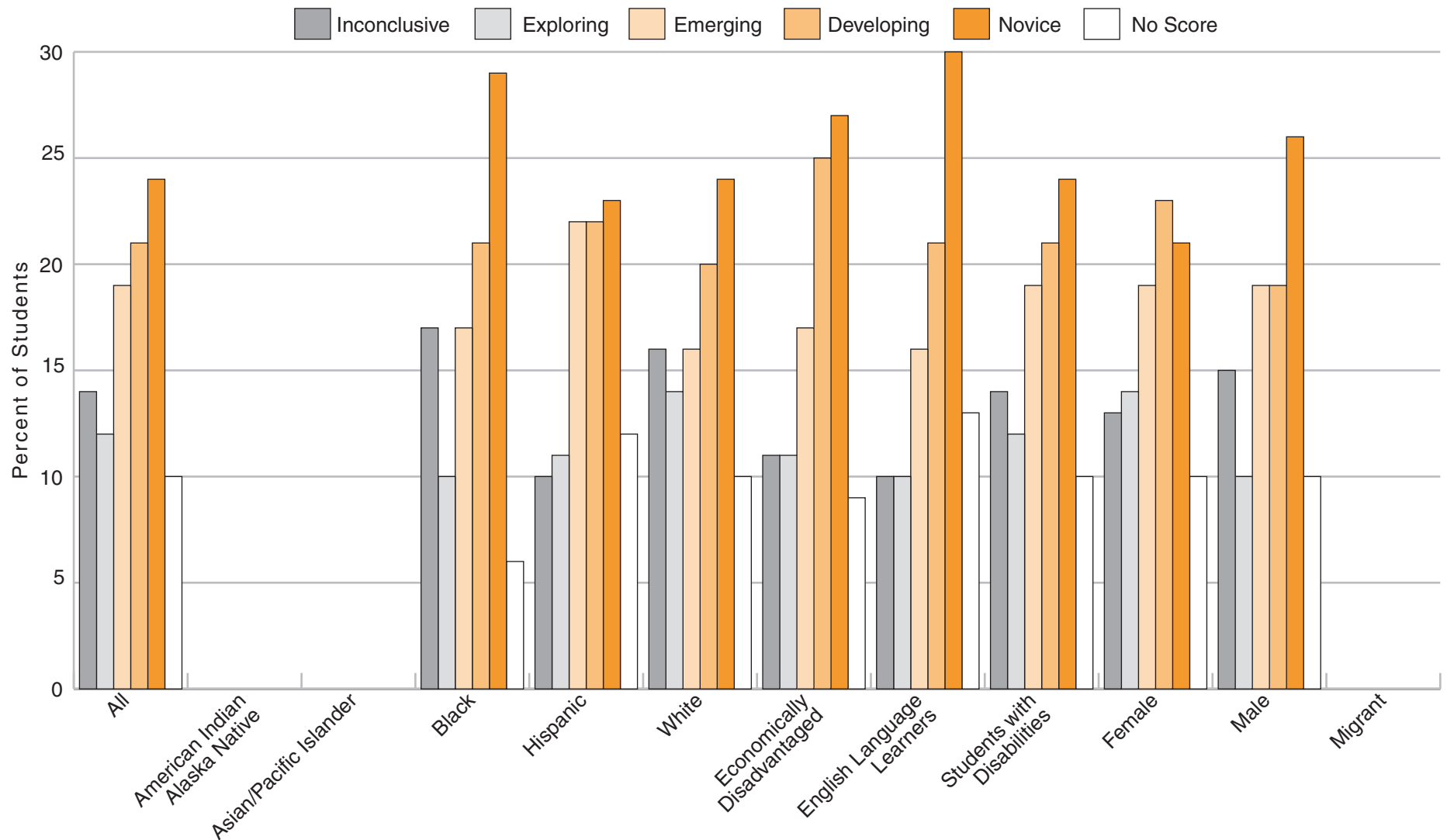
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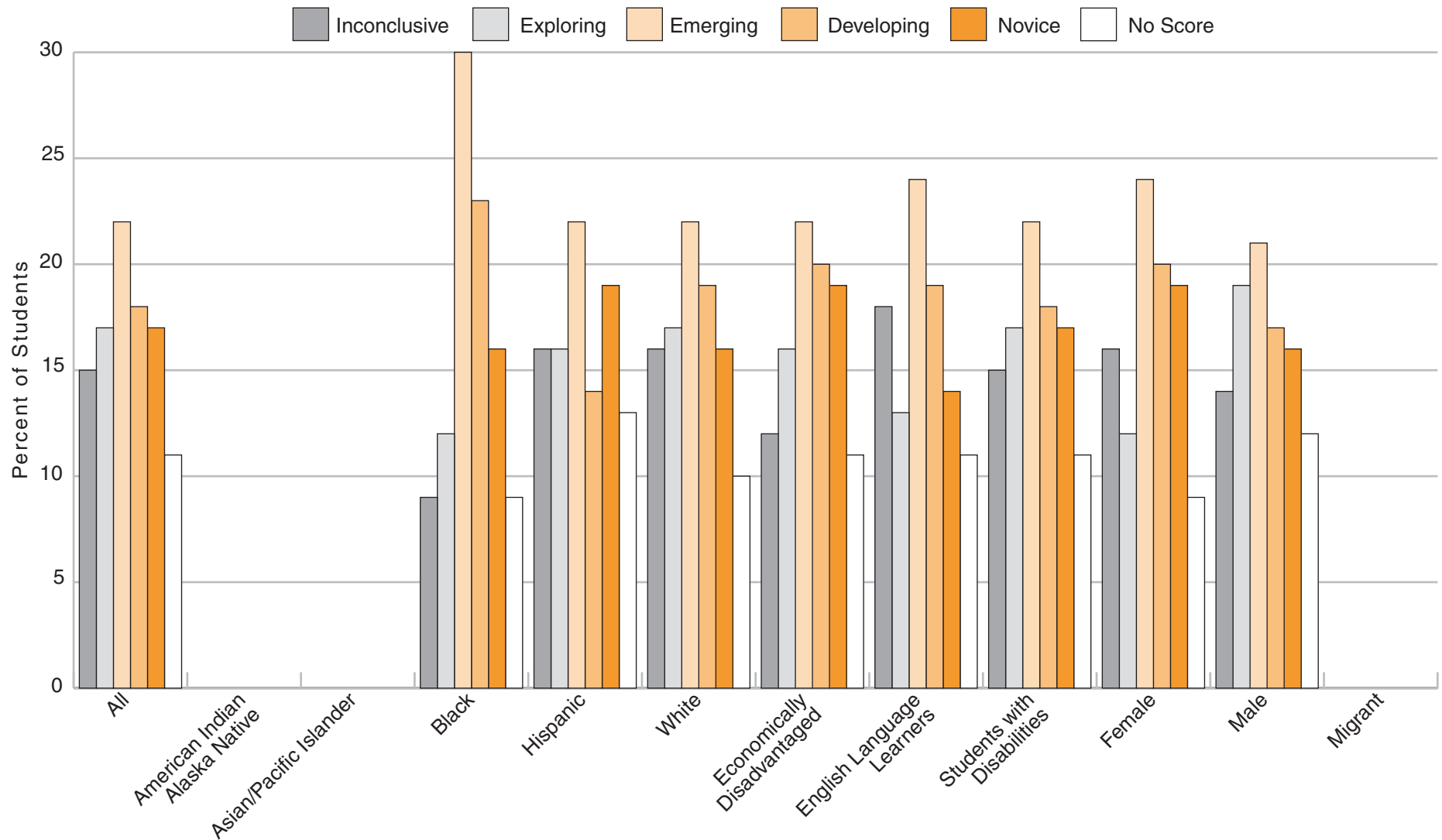
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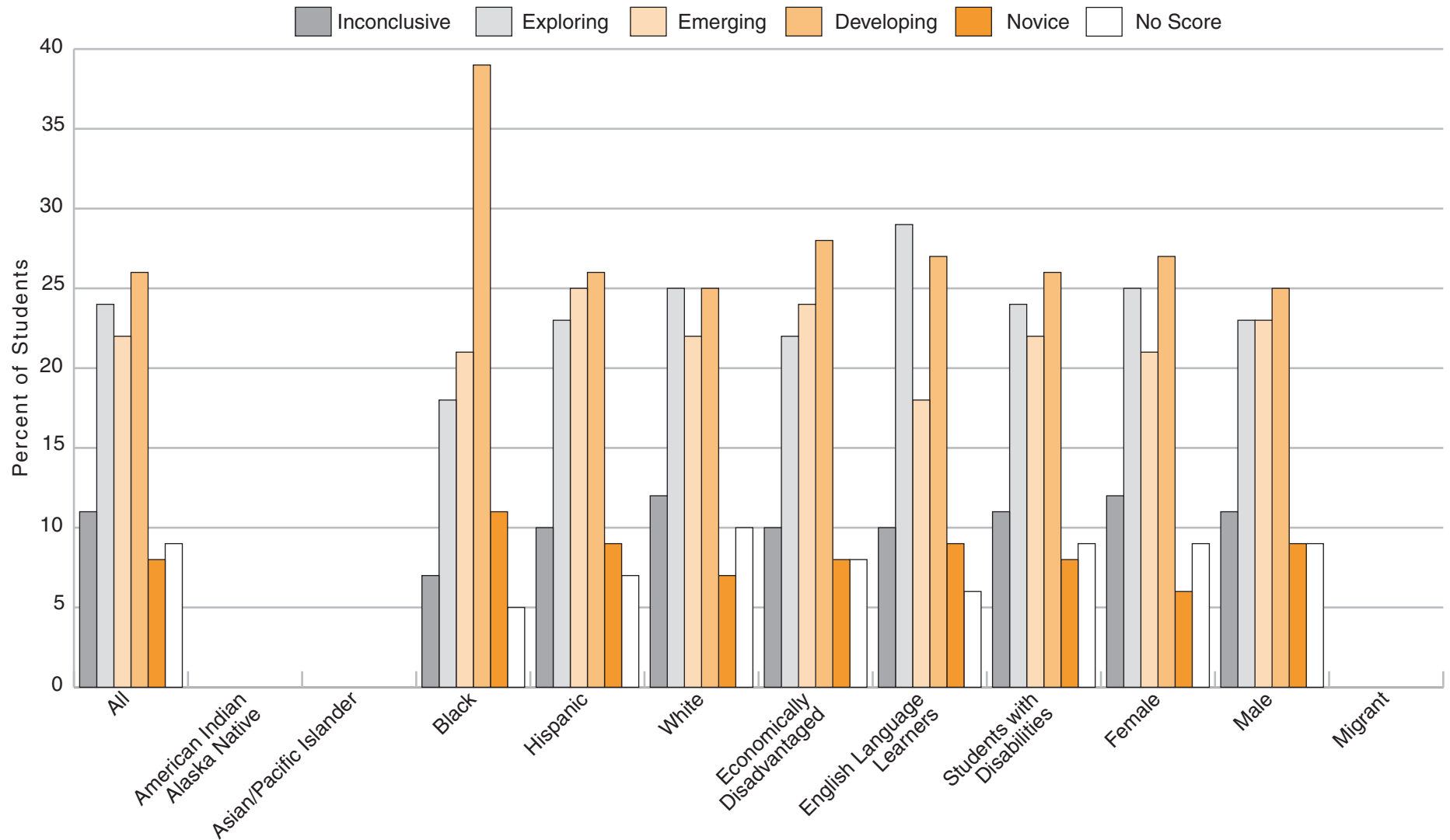
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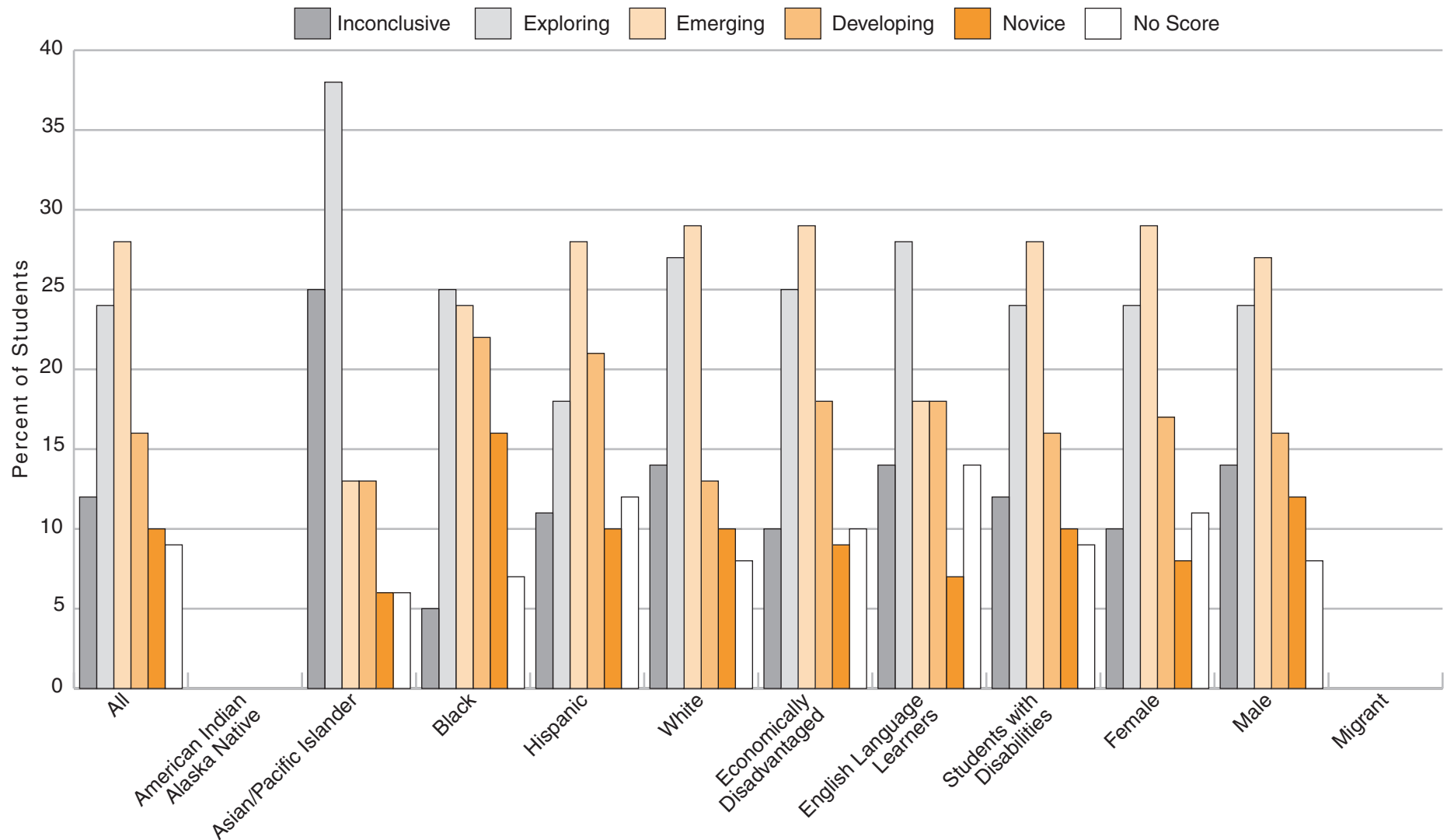
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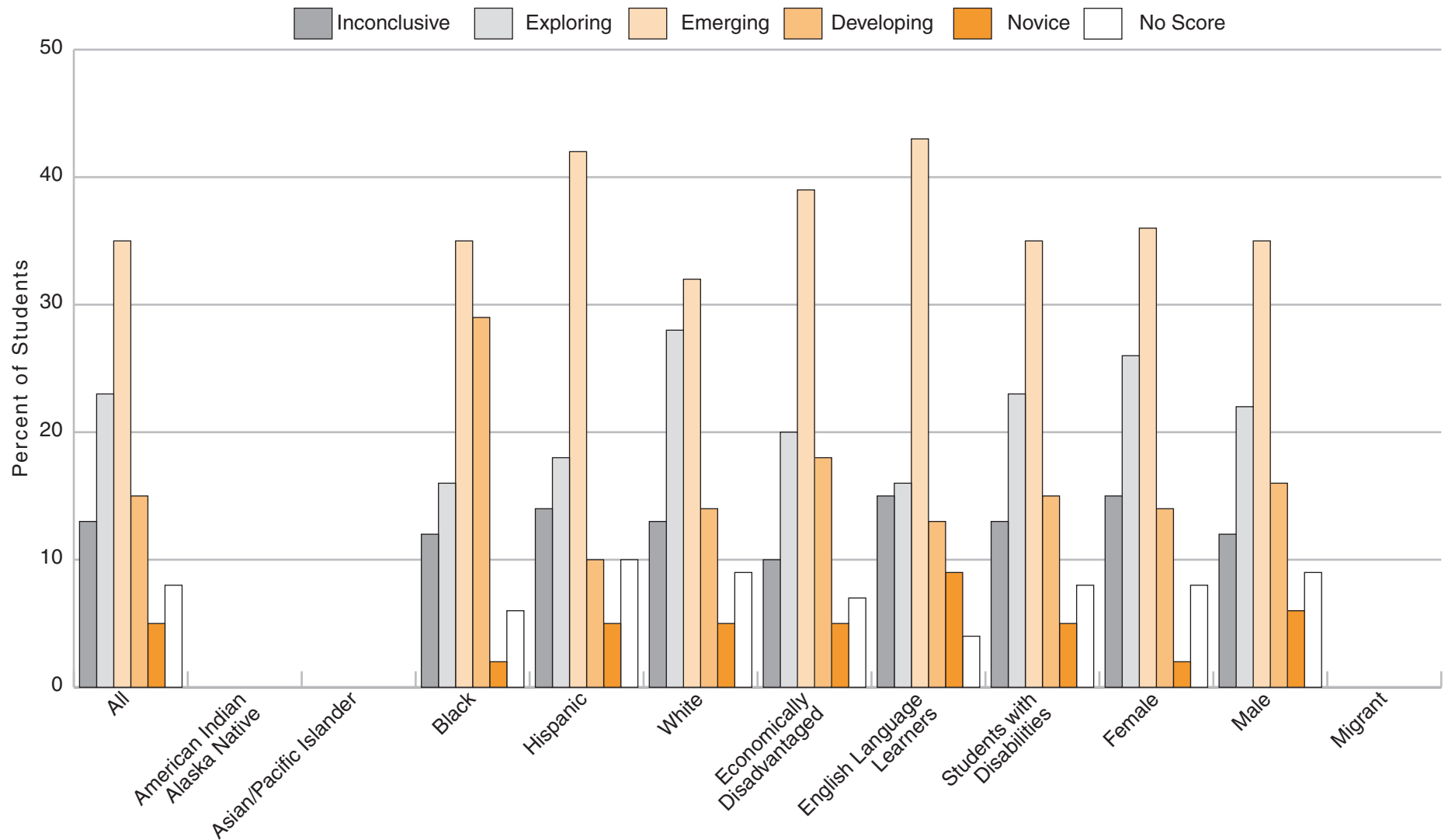
Assessment Data > Eighth Grade Math CSAPA 2008



Assessment Data > Ninth Grade Math CSAPA 2008



Assessment Data > Tenth Grade Math CSAPA 2008



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 increased in 2007–2008 by 5–13 percentage points.
3. Meet the other indicator requirement, which is 1.21% 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, 59.50%.

These targets must be made for all applicable disaggregated groups. Possible disaggregated groups include: all students, White, Hispanic, Black, Asian/Pacific Islander, American Indian/Alaskan Native, English language learners, economically disadvantaged students, and students with disabilities. 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: <http://www.cde.state.co.us/scripts/districtprofiles/index.asp>.

Colorado did not make AYP as a state for the 2007–2008 school year. In 2007–2008, the state was responsible for 153 targets; Colorado made 111 of those targets (represented by the light orange cells). Colorado did not make 33 targets (represented by the gray 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 9 targets. In 2007–2008 Colorado met 78% of the targets, which is lower than the 83% met in 2006–2007. Targets increased from 2007 to 2008 which resulted in the drop.

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, by disaggregated group. The orange line represents the 2007–2008 AYP performance target; the black line represents the 2006–2007 target; and the gray line represents the 2003–2004 target. Any disaggregated group whose performance falls below the orange line did not make the 2007–2008 AYP performance target. However, eight of those disaggregated groups did make the safe harbor provision. Current data (2008) is compared with data from 2002, 2003, 2004, 2005, 2006 and 2007 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 88.46%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 89.09%	Advanced Performance Reading Goal 1.21%	Advanced Performance Mathematics Goal 1.21%
All Students	99.26	88.79	99.71	91.35	6.84	28.21
American Indian/Alaska Native	99.85	83.68	99.95	87.63	4.31	17.92
Asian/Pacific Islander	99.69	93.95	99.6	96.32	10.59	45.90
Black	99.58	81.29	99.61	81.32	2.61	13.43
Hispanic	98.21	79.35	99.74	84.42	2.14	13.06
White	99.7	94.17	99.71	95.73	9.51	36.50
English Language Learners	97.27	74.53	99.69	81.81	1.66	12.13
Economically Disadvantaged	98.62	79.92	99.69	84.41	2.03	13.43
Students with Disabilities	98.53	57.90	99.1	67.99	1.15	7.78
Male*	99.18	86.94	99.66	91.19	5.61	29.55
Female*	99.33	90.84	99.76	91.64	8.21	27.00
Migrant*	98.11	71.43	99.73	80.97	1.68	9.77

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 86.81%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 79.75%	Advanced Performance Reading Goal 1.21%	Advanced Performance Mathematics Goal 1.21%
All Students	99.40	88.86	99.47	81.71	10.52	21.31
American Indian/Alaska Native	99.21	86.27	99.30	74.14	6.79	13.62
Asian/Pacific Islander	99.57	93.01	99.53	91.88	17.72	37.86
Black	99.15	82.05	99.16	66.15	4.22	8.59
Hispanic	99.38	78.71	99.45	67.95	2.82	7.88
White	99.43	93.99	99.50	89.09	14.32	27.87
English Language Learners	99.47	72.48	99.51	64.59	2.02	7.75
Economically Disadvantaged	99.26	78.79	99.36	68.00	2.74	7.98
Students with Disabilities	98.19	54.70	98.41	44.06	1.15	3.63
Male*	99.35	86.14	99.44	80.93	7.75	22.63
Female*	99.46	91.85	99.49	82.69	13.54	20.10
Migrant*	99.53	66.09	99.77	60.92	1.36	4.91

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

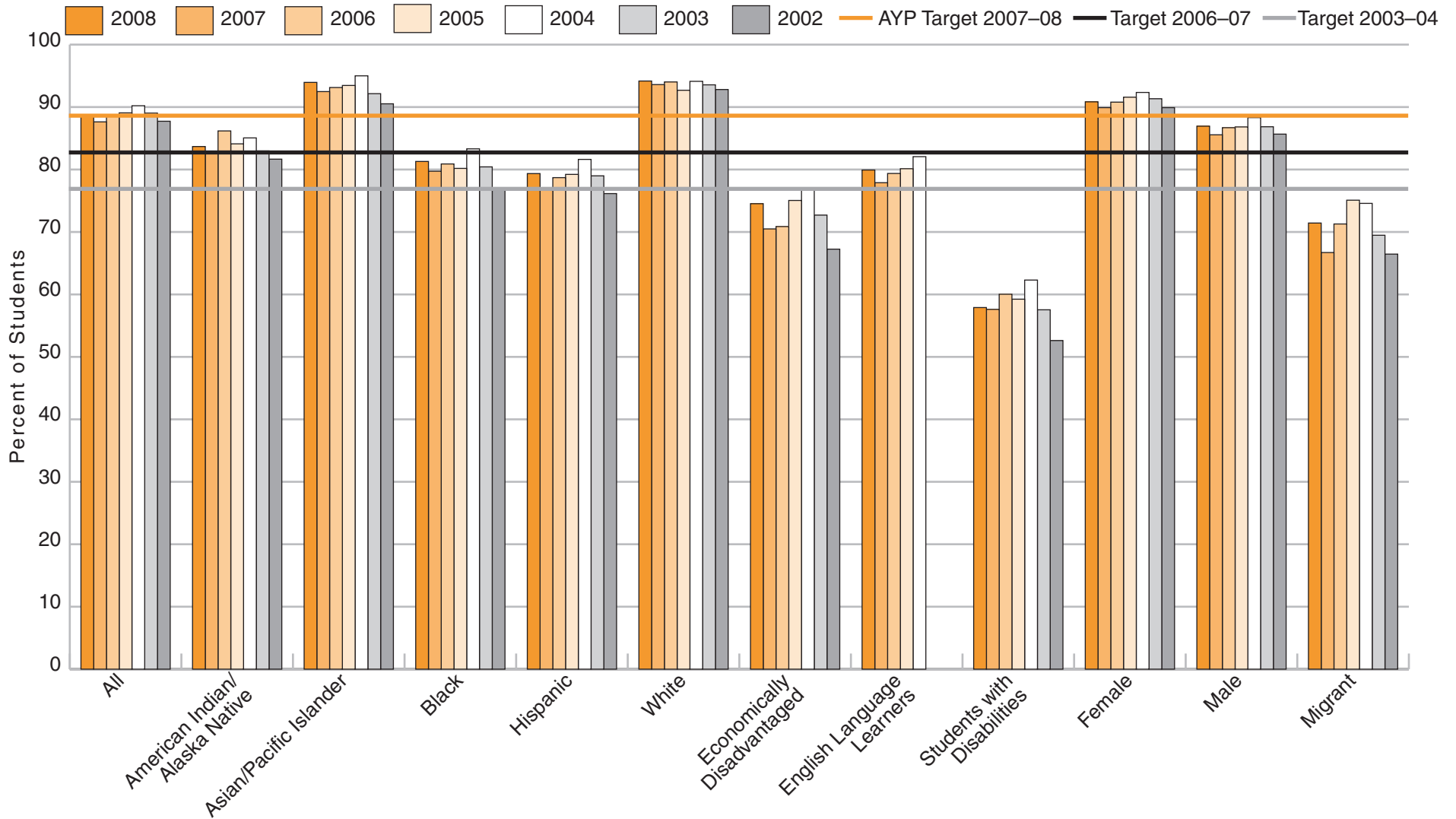
Student Group	Reading/Language Arts		Mathematics		Other Indicator
	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 89.83%	Percent Tested Goal 95%	Percent Partially Proficient, Proficient & Advanced Goal 73.50%	Graduation Rate Goal 59.5%
All Students	97.49	89.84	97.79	67.76	75.0
American Indian/Alaska Native	95.14	87.26	96.09	55.97	58.9
Asian/Pacific Islander	98.55	93.38	98.90	79.93	83.5
Black	96.52	81.89	96.89	45.22	65.4
Hispanic	96.45	80.83	96.94	45.5	57.1
White	97.99	94.29	98.20	78.76	82.1
English Language Learners	97.12	75.38	97.51	41.21	55.4
Economically Disadvantaged	96.33	80.41	96.88	46.01	63.2
Students with Disabilities	95.17	58.19	95.73	26.58	63.7
Male*	97.35	86.53	97.69	68.07	71.5
Female*	97.64	93.45	97.90	67.68	78.6
Migrant*	96.50	70.04	97.62	33.49	61.1

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

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

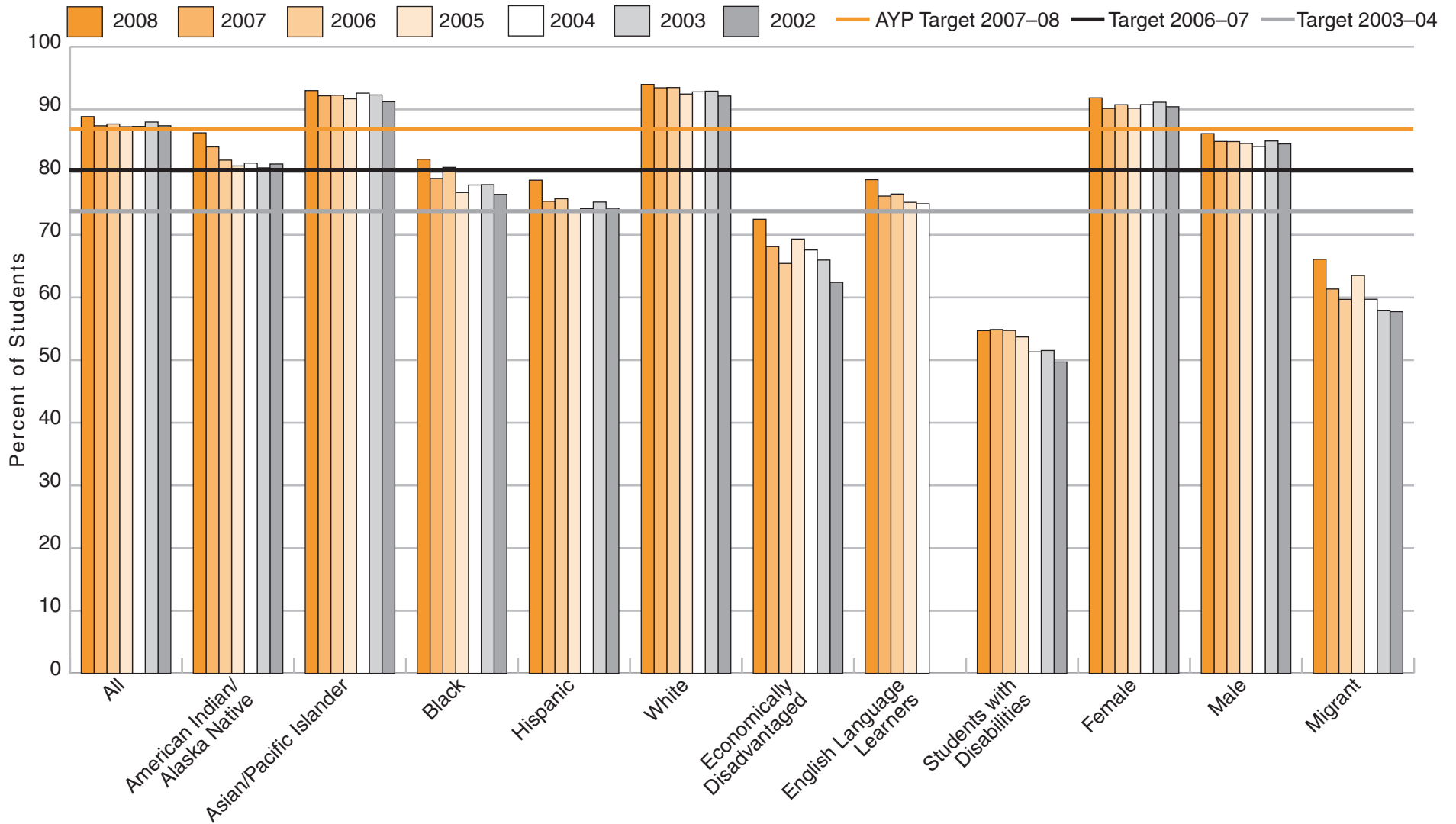
Accountability Data >

Elementary Reading Performance, AYP Trend Data 2002–2008



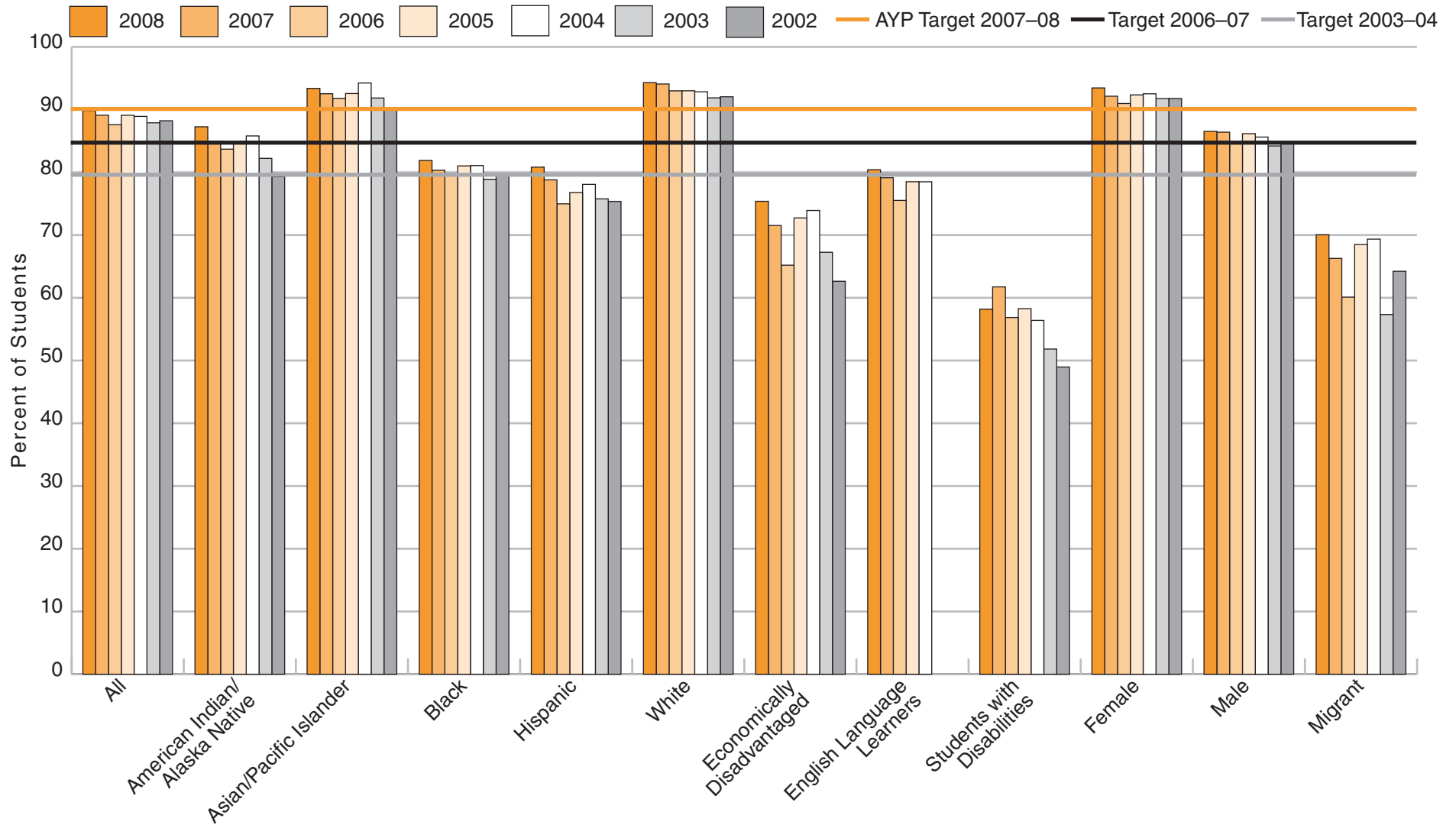
Accountability Data >

Middle Reading Performance, AYP Trend Data 2002–2008



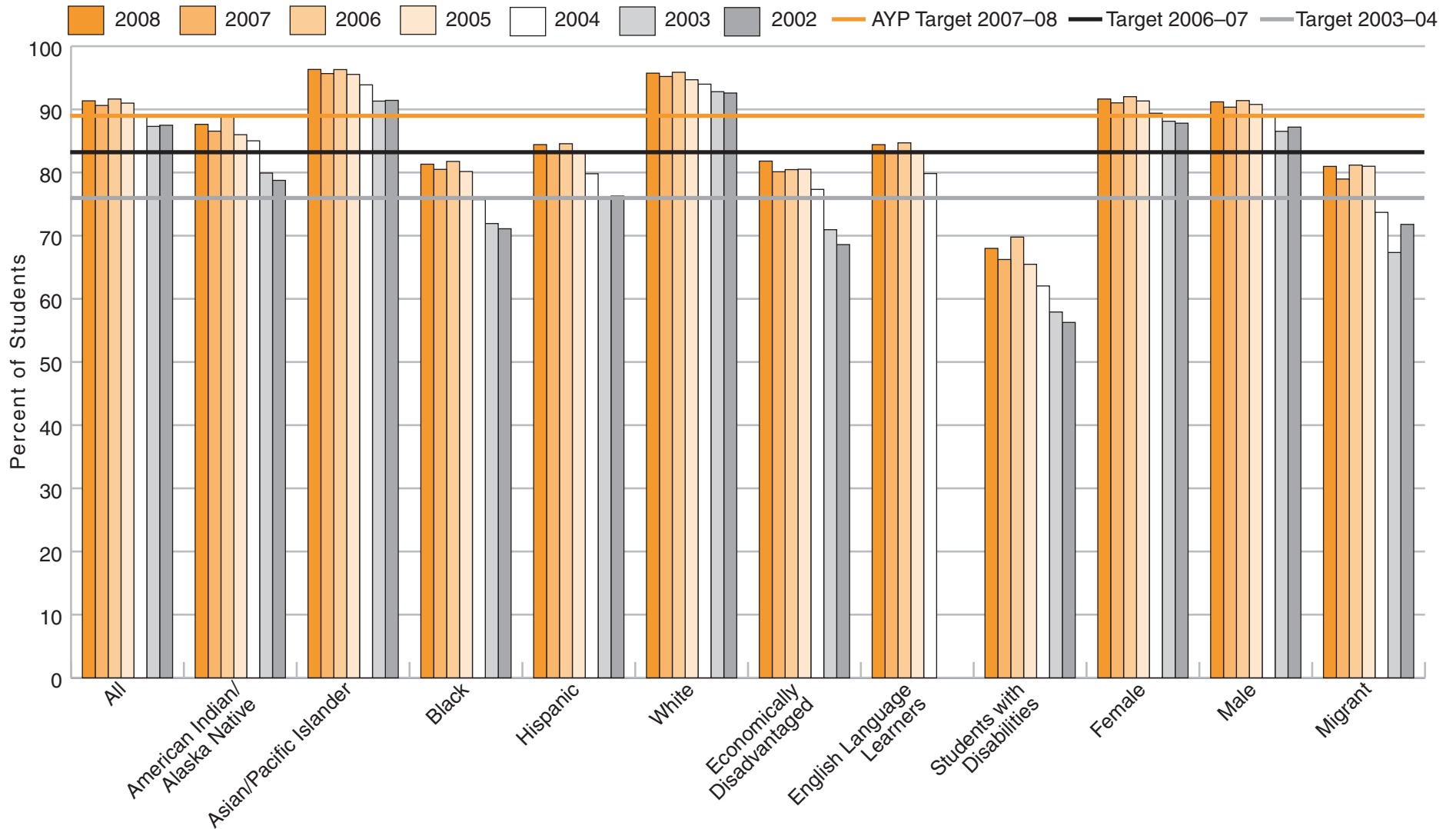
Accountability Data >

High Reading Performance, AYP Trend Data 2002–2008



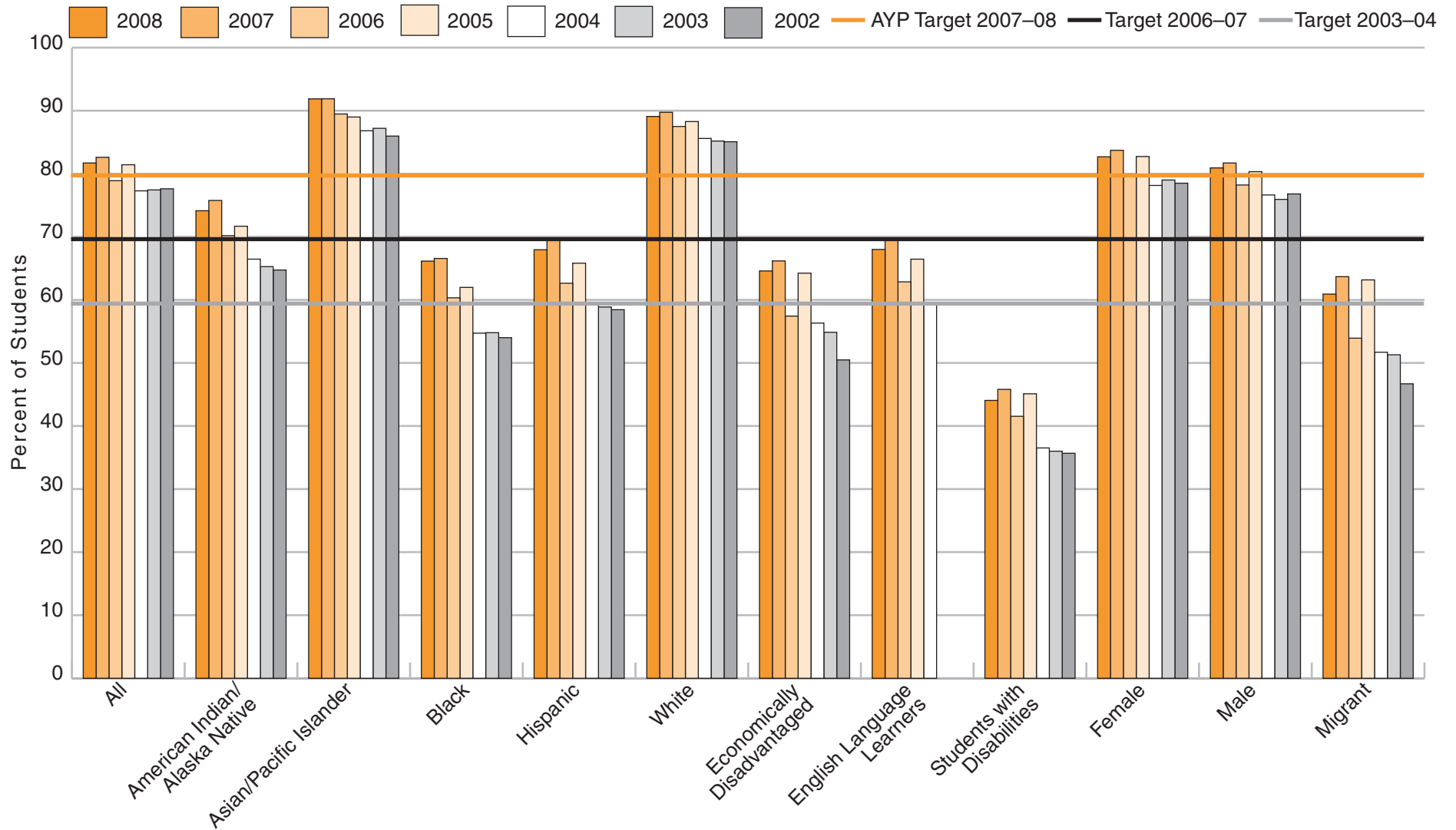
Accountability Data >

Elementary Math Performance, AYP Trend Data 2002–2008



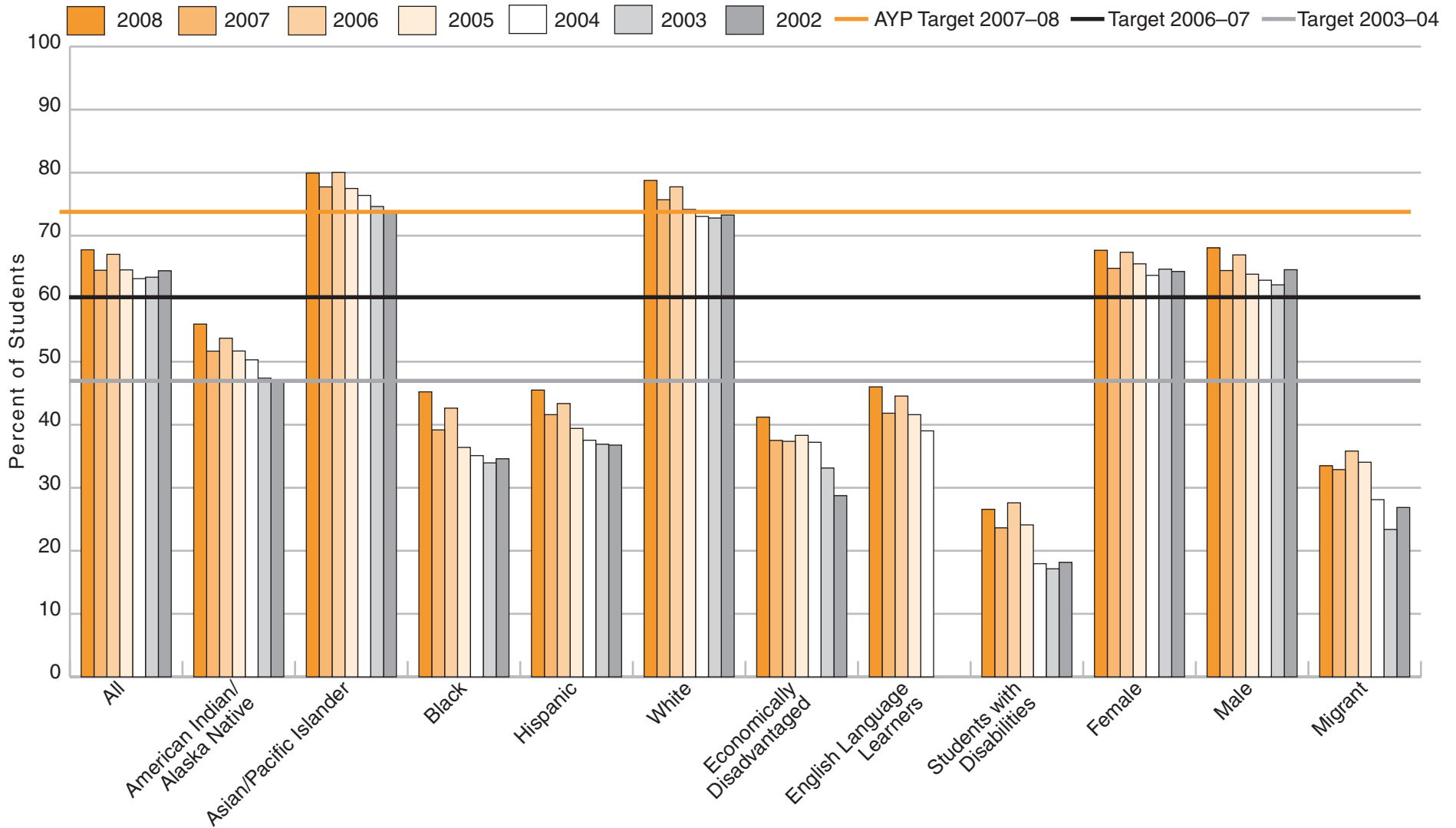
Accountability Data >

Middle Math Performance, AYP Trend Data 2002–2008



Accountability Data >

High Math Performance, AYP Trend Data 2002–2008



Class of 2007 Graduation Data

The graduation rate for the Class of 2007 was 75.0 percent. This is a 0.9 percentage point increase from the Class of 2006 rate of 74.1 percent and a 5.1 percentage point decrease compared to the Class of 2005 graduation rate of 80.1 percent.

Graduation Rate Notes

1) 2006–2007 was the second academic year in which new policies and formulas mandated by CCR 301-67—“Rules for the Administration of Colorado Data Reporting for School Accreditation” affected the graduation rate calculation:

A. This legislation changed the way the Colorado Department of Education counts students who leave a Colorado school district to pursue a GED (General Educational Development) certificate. Previously, students bound for a GED program were treated as transfers and did not affect the graduation rate calculation. Under the new formula, students who opt for a GED program remain in the “membership base” (the graduation rate denominator) and thereby reduce the graduation rate for their graduating class.

B. Another provision of the legislation requires Colorado’s school districts to obtain adequate documentation of transfer for all students who transfer from the district to attend a school outside the state or country, a private school, or a home-based education program. Adequate documentation is defined as an official request for academic records from the student’s new school or, in the case of a home-based education program, a signed form from a parent or legal guardian. If the district cannot obtain this documentation, the student must be reported as a dropout. The quantitative effect of this provision on the graduation rate cannot be calculated precisely. However, by applying a conservative estimate that ten percent of all twelfth graders reported as dropouts in the 2006–2007 school year would have been counted as transfers rather than dropouts under

the old methodology, the state graduation rate would increase by 0.6 percentage points. Districts serving highly mobile student populations were potentially affected by this provision to a much greater degree

2) 2006–2007 was the fourth year the Colorado Department of Education collected Student End of Year data for each individual student using the 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 used prior to 2003–2004. More accurate student tracking and reporting resulted in a slightly—but increasingly negative—effect on the graduation rate for the classes of 2004, 2005, 2006, and 2007. The graduating class of 2007 was the first group of students to graduate after being tracked individually (via SASIDs) during all four years of high school (9th–12th grades). The Colorado Department of Education expects this gradual negative effect on the graduation rate that began in the 2003–2004 year to level off after the class of 2007 graduates.

Questions and Answers About Colorado’s Graduation Rates

Who is counted as 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 meet the standard high school graduation requirements. Also, some students who do not meet the traditional high school graduation requirements do successfully achieve a general educational development certificate (GED).

Under what circumstances is a student reported as a transfer? A ‘transfer’ is, for the purposes of the graduation rate and the completer rate, a student who can be verified as attending another school that awards diplomas or a home-based education program (home school) pursuant to 22-33-104.5. It does not include students who enroll in a GED preparation program.

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 over a four-year period (i.e., from Grades 9–12) and could have graduated with the current graduating class.

A graduation rate is reported for each graduating class (i.e., the Class of 2007). The rate is calculated by dividing the number of graduates by the membership base. The membership base is derived from the number students entering ninth grade four years earlier (i.e., during the 2003–2004 year), and adjusted for students who have transferred into or out of the district during the years covering grades 9 through 12.

The Graduation Rate Calculation:

$$\frac{\text{Number of students receiving a regular diploma during the 2006–2007 school year}}{(\text{Number of students beginning 9}^{\text{th}} \text{ grade in 2003–2004}) + (\text{Number of transfers in}) - (\text{Number of verified transfers out})}$$

What is meant by the “Class of 2007”? The Class of 2007 includes students who graduated during the 2006–2007 academic year. While most of these graduates are those students who began 9th grade four years earlier, the graduating class may include students who completed high school in three years, four years, or longer.

What happens to students who graduate in the summer? Summer graduates are included in the graduation rate calculation of the current graduating class—provided they receive a diploma before August 31 of the reported school year.

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.

Additional graduation rate and completer rate data can be found at: <http://www.cde.state.co.us/cdereval/rv2007GradLinks.htm>

Graduation Rate Data >

Colorado State Graduation Rates 2006 & 2007

	Class of 2006		Class of 2007	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
All	44,424	74.1%	45,628	75.0%
American Indian/Alaskan Native	398	56.9%	445	58.9%
Asian/Pacific Islander	1,617	82.5%	1,635	83.5%
Black	2,129	62.7%	2,417	65.4%
Hispanic	7,727	56.7%	8,100	57.1%
White	32,553	80.8%	33,031	82.1%
English Language Learners	2,511	65.9%	2,787	55.4%
Economically Disadvantaged	9,201	69.7%	10,891	63.2%
Students with Disabilities	3,555	68.5%	3,866	63.7%
Female	22,906	78.0%	23,429	78.6%
Male	21,518	70.3%	22,199	71.5%
Migrant	359	70.5%	470	61.1%

District Results

Districts are required to make Adequate Yearly Progress (AYP) in reading and math, as is the state and schools. Seventy eight (42% of the 184 districts in the state) made all of their AYP targets for the 2007–2008 school year. 73% of districts made more than 90% of the AYP targets. In 2006–2007, 57% of districts made AYP. Again, this decrease is due to the fact that the targets districts needed to reach to make AYP increased in 2007–2008.

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 disaggregated group. If there are less than thirty students in a disaggregated group, 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, at the same level (elementary, middle, high), 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: <http://www.cde.state.co.us/scripts/districtprofiles/index.asp>.



Brooke, Las Animas Elementary

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Academy 20	NO	143	136	95.10%	Not on PI, as district declined Title I funds in 2007–2008
Adams 12 Five Star Schools	NO	152	132	86.84%	Corrective Action—Year 3
Adams County 14	NO	110	82	74.55%	Corrective Action—Year 3
Adams-Arapahoe 28j	NO	150	116	77.33%	Corrective Action—Year 3
Agate 300	YES	17	17	100.00%	
Aguilar Reorganized 6	NO	17	13	76.47%	Program Improvement—Year 1
Akron R-1	YES	41	41	100.00%	
Alamosa Re-11j	NO	96	79	82.29%	Corrective Action—Year 3
Archuleta County 50 Jt	NO	68	67	98.53%	Program Improvement—Year 1
Arickaree R-2	YES	19	19	100.00%	
Arriba-Flagler C-20	YES	23	23	100.00%	
Aspen 1	YES	68	68	100.00%	
Ault-Highland Re-9	NO	77	73	94.81%	
Bayfield 10 Jt-R	YES	47	47	100.00%	
Bennett 29j	YES	58	58	100.00%	
Bethune R-5	YES	17	17	100.00%	
Big Sandy 100j	YES	39	39	100.00%	
Boulder Valley Re 2	NO	148	127	85.81%	Corrective Action—Year 3
Branson Reorganized 82	NO	35	31	88.57%	Corrective Action—Year 1
Briggsdale Re-10	YES	17	17	100.00%	
Brighton 27j	NO	134	108	80.60%	Corrective Action—Year 3
Brush Re-2(J)	NO	84	77	91.67%	Program Improvement—Year 1
Buena Vista R-31	YES	48	48	100.00%	
Buffalo Re-4	YES	35	35	100.00%	
Burlington Re-6j	NO	78	73	93.59%	Program Improvement—Year 1
Byers 32j	NO	40	39	97.50%	
Calhan Rj-1	YES	44	44	100.00%	

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Campo Re-6	YES	17	17	100.00%	
Canon City Re-1	NO	84	77	91.67%	Corrective Action—Year 3
Centennial Boces	NO	6	2	33.33%	
Centennial R-1	NO	47	40	85.11%	Corrective Action—Year 1
Center 26 Jt	NO	67	55	82.09%	Corrective Action—Year 3
Charter School Institute	NO	94	93	98.94%	
Cheraw 31	YES	27	27	100.00%	
Cherry Creek 5	NO	152	140	92.11%	Corrective Action—Year 3
Cheyenne County Re-5	YES	21	21	100.00%	
Cheyenne Mountain 12	NO	118	116	98.31%	Program Improvement—Year 1
Clear Creek Re-1	YES	41	41	100.00%	
Colorado School for the Deaf and Blind	NO	24	16	66.67%	Corrective Action—Year 2
Colorado Springs 11	NO	153	134	87.58%	Corrective Action—Year 3
Cotopaxi Re-3	NO	29	28	96.55%	
Creede School District	YES	19	19	100.00%	
Cripple Creek-Victor Re-1	NO	45	43	95.56%	
Crowley County Re-1-J	NO	57	54	94.74%	
Custer County School District C-1	YES	40	40	100.00%	
De Beque 49jt	NO	19	18	94.74%	
Deer Trail 26j	YES	21	21	100.00%	
Del Norte C-7	NO	66	63	95.45%	
Delta County 50(J)	NO	101	97	96.04%	Corrective Action—Year 3
Denver County 1	NO	153	117	76.47%	Corrective Action—Year 3
Dolores County Re No.2	NO	35	33	94.29%	
Dolores Re-4a	YES	46	46	100.00%	
Douglas County Re 1	NO	152	141	92.76%	Not on PI, as district didn't receive Title I funds in 2006–2007
Durango 9-R	NO	113	105	92.92%	Corrective Action—Year 2

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Eads Re-1	YES	25	25	100.00%	
Eagle County Re 50	NO	102	93	91.18%	Corrective Action—Year 2
East Grand 2	NO	56	52	92.86%	Program Improvement—Year 1
East Otero R-1	NO	82	80	97.56%	Corrective Action—Year 2
Eaton Re-2	NO	72	70	97.22%	
Edison 54 Jt	NO	17	15	88.24%	
Elbert 200	YES	33	33	100.00%	
Elizabeth C-1	NO	72	69	95.83%	Program Improvement—Year 1
Ellicott 22	YES	65	65	100.00%	Program Improvement—Year 1
Englewood 1	NO	93	81	87.10%	Corrective Action—Year 3
Expeditionary Boces	YES	33	33	100.00%	
Falcon 49	NO	143	133	93.01%	Corrective Action—Year 1
Florence Re-2	NO	77	71	92.21%	Corrective Action—Year 1
Fort Morgan Re-3	NO	96	84	87.50%	Corrective Action—Year 3
Fountain 8	NO	118	110	93.22%	Corrective Action—Year 2
Fowler R-4j	YES	39	39	100.00%	
Frenchman Re-3	YES	23	23	100.00%	
Garfield 16	NO	79	68	86.08%	Program Improvement—Year 2
Garfield Re-2	NO	99	88	88.89%	Corrective Action—Year 2
Genoa-Hugo C113	YES	25	25	100.00%	
Gilpin County Re-1	YES	32	32	100.00%	
Granada Re-1	YES	29	29	100.00%	
Greeley 6	NO	124	105	84.68%	Corrective Action—Year 3
Gunnison Watershed Re1j	NO	74	63	85.14%	
Hanover 28	YES	31	31	100.00%	
Harrison 2	NO	146	127	86.99%	Corrective Action—Year 3
Haxtun Re-2j	YES	33	33	100.00%	

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
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	45	45	100.00%	
Holly Re-3	NO	39	37	94.87%	
Holyoke Re-1j	YES	54	54	100.00%	
Huerfano Re-1	NO	65	57	87.69%	Program Improvement—Year 2
Idalia Rj-3	NO	17	16	94.12%	
Ignacio 11 Jt	NO	69	62	89.86%	Corrective Action—Year 3
Jefferson County R-1	NO	153	136	88.89%	Corrective Action—Year 3
Johnstown-Milliken Re-5j	NO	98	84	85.71%	Corrective Action—Year 2
Julesburg Re-1	YES	35	35	100.00%	
Karval Re-23	NO	22	19	86.36%	
Keenesburg Re-3(J)	NO	89	87	97.75%	
Kim Reorganized 88	YES	17	17	100.00%	
Kiowa C-2	YES	34	34	100.00%	
Kit Carson R-1	YES	17	17	100.00%	
La Veta Re-2	YES	41	41	100.00%	
Lake County R-1	NO	90	76	84.44%	Corrective Action—Year 3
Lamar Re-2	NO	90	80	88.89%	Corrective Action—Year 1
Las Animas Re-1	NO	63	61	96.83%	
Lewis-Palmer 38	NO	107	105	98.13%	Program Improvement—Year 2
Liberty J-4	NO	17	16	94.12%	
Limon Re-4j	YES	44	44	100.00%	
Littleton 6	NO	141	128	90.78%	Corrective Action—Year 2
Lone Star 101	YES	17	17	100.00%	
Mancos Re-6	YES	45	45	100.00%	

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Manitou Springs 14	NO	53	51	96.23%	
Manzanola 3j	YES	29	29	100.00%	
Mapleton 1	NO	114	74	64.91%	Corrective Action—Year 3
McClave Re-2	YES	23	23	100.00%	
Meeker Re1	YES	38	38	100.00%	
Mesa County Valley 51	NO	142	114	80.28%	Corrective Action—Year 3
Miami/Yoder 60 Jt	YES	36	36	100.00%	
Moffat 2	YES	27	27	100.00%	
Moffat County Re:No 1	NO	81	70	86.42%	Program Improvement—Year 2
Monte Vista C-8	NO	74	71	95.95%	Program Improvement—Year 1
Montezuma-Cortez Re-1	NO	117	94	80.34%	Corrective Action—Year 3
Montrose County Re-1j	NO	102	79	77.45%	Corrective Action—Year 3
Mountain Boces	NO	20	11	55.00%	
Mountain Valley Re 1	NO	17	16	94.12%	
North Conejos Re-1j	NO	68	66	97.06%	
North Park R-1	YES	29	29	100.00%	
Northwest Colo Boces	NO	5	4	80.00%	
Norwood R-2j	NO	29	27	93.10%	
Otis R-3	YES	33	33	100.00%	
Ouray R-1	YES	27	27	100.00%	
Park (Estes Park) R-3	NO	74	69	93.24%	
Park County Re-2	YES	45	45	100.00%	
Pawnee Re-12	YES	19	19	100.00%	
Peyton 23 Jt	YES	42	42	100.00%	
Plainview Re-2	YES	17	17	100.00%	
Plateau Re-5	YES	23	23	100.00%	
Plateau Valley 50	NO	37	34	91.89%	Corrective Action—Year 1

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Platte Canyon 1	YES	53	53	100.00%	
Platte Valley Re-3	YES	19	19	100.00%	
Platte Valley Re-7	NO	73	65	89.04%	
Poudre R-1	NO	147	130	88.44%	Corrective Action—Year 3
Prairie Re-11	YES	23	23	100.00%	
Primero Reorganized 2	YES	21	21	100.00%	
Pritchett Re-3	YES	17	17	100.00%	
Pueblo City 60	NO	136	108	79.41%	Corrective Action—Year 3
Pueblo County Rural 70	NO	103	96	93.20%	Corrective Action—Year 3
Rangely Re-4	NO	34	32	94.12%	
Ridgway R-2	YES	33	33	100.00%	
Roaring Fork Re-1	NO	101	84	83.17%	Corrective Action—Year 3
Rocky Ford R-2	NO	63	55	87.30%	Corrective Action—Year 1
Salida R-32	NO	59	56	94.92%	Program Improvement—Year 1
Sanford 6j	YES	43	43	100.00%	
Sangre De Cristo Re-22j	YES	31	31	100.00%	
Sargent Re-33j	YES	52	52	100.00%	
Sheridan 2	NO	97	72	74.23%	Corrective Action—Year 3
Sierra Grande R-30	YES	35	35	100.00%	Program Improvement—Year 1
Silverton 1	YES	17	17	100.00%	
South Conejos Re-10	NO	41	34	82.93%	
South Routt Re 3	YES	35	35	100.00%	
Springfield Re-4	YES	35	35	100.00%	
St Vrain Valley Re 1j	NO	151	135	89.40%	Corrective Action—Year 3
Steamboat Springs Re-2	NO	57	55	96.49%	
Strasburg 31j	NO	50	47	94.00%	
Stratton R-4	YES	33	33	100.00%	

District Name	District Met AYP 2007–08?	Total Targets Accountable for 2007–08	Targets Met 2007–08	Percent of Targets Met 2007–08	District Program Improvement (PI) Overall 2008–09
Summit Re-1	NO	101	86	85.15%	Corrective Action—Year 2
Swink 33	YES	41	41	100.00%	
Telluride R-1	YES	43	43	100.00%	
Thompson R-2j	NO	125	107	85.60%	Corrective Action—Year 3
Trinidad 1	NO	80	77	96.25%	Corrective Action—Year 2
Valley Re-1	NO	96	83	86.46%	Corrective Action—Year 3
Vilas Re-5	NO	104	61	58.65%	
Walsh Re-1	YES	23	23	100.00%	
Weld County Re-1	NO	95	86	90.53%	Corrective Action—Year 3
Weld County S/D Re-8	NO	97	87	89.69%	Corrective Action—Year 3
Weldon Valley Re-20(J)	NO	25	24	96.00%	
West End Re-2	YES	40	40	100.00%	
West Grand 1-Jt.	YES	42	42	100.00%	
Westminster 50	NO	127	108	85.04%	Corrective Action—Year 3
Widefield 3	NO	131	126	96.18%	Corrective Action—Year 2
Wiggins Re-50(J)	NO	54	52	96.30%	
Wiley Re-13 Jt	YES	23	23	100.00%	
Windsor Re-4	NO	82	76	92.68%	Program Improvement—Year 2
Woodland Park Re-2	NO	79	77	97.47%	
Woodlin R-104	NO	17	16	94.12%	
Wray Rd-2	NO	58	53	91.38%	
Yuma 1	NO	79	75	94.94%	

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. Three 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 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 nine 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 sixteen 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. Eighteen Colorado schools are in the Restructuring—Planning year, and thirty four 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: 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/scripts/districtprofiles/index.asp.

District Name	School Removed from School Improvement	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Center 26 Jt	Skoglund Middle School*	YES	YES		OFF
Denver County 1	Newlon Elementary School	YES	YES	OFF	
Jefferson County R-1	Edgewater Elementary School*	NO	YES		OFF

* 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 Name (continues on following pages)	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Adams 12 Five Star Schools	McElwain Elementary School*	YES	YES	RI1	
Adams 12 Five Star Schools	Niver Creek Middle School*	NO	NO	RI1	RI1
Adams 12 Five Star Schools	North Star Elementary School*	YES	NO	SI2	SI1
Adams 12 Five Star Schools	Thornton Elementary School*	NO	NO	RI2	
Adams 12 Five Star Schools	Thornton Middle School*	NO	NO	RI1	RP
Adams County 14	Adams City Middle School*	NO	NO	RP	RP
Adams County 14	Kearney Middle School*	NO	NO	CA	
Adams County 14	Rose Hill Elementary School	YES	NO		SI1
Adams-Arapahoe 28j	Elkhart Elementary School	NO	NO	SI1	SI2
Adams-Arapahoe 28j	Fletcher Elementary School	YES	NO	SI2	
Adams-Arapahoe 28j	Lansing Elementary School	NO	NO	CA	SI2
Adams-Arapahoe 28j	Laredo Elementary School	YES	YES	SI2	
Adams-Arapahoe 28j	Lyn Knoll Elementary School	NO	YES	SI2	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 Name	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Adams-Arapahoe 28j	North Middle School	NO	NO	RP	CA
Adams-Arapahoe 28j	Paris Elementary School	YES	YES		SI1
Adams-Arapahoe 28j	Peoria Elementary School	NO	NO	SI1	SI1
Adams-Arapahoe 28j	Sable Elementary School	NO	NO		SI2
Adams-Arapahoe 28j	West Middle School	NO	NO	CA	RP
Adams-Arapahoe 28j	Wheeling Elementary School	YES	NO	SI2	SI2
Aguilar Reorganized 6	Aguilar Junior-Senior High School	NO	NO	SI1	
Boulder Valley Re 2	Columbine Elementary School*	NO	NO	SI2	SI1
Boulder Valley Re 2	Pioneer Bilingual Elementary School*	YES	YES	SI1	
Boulder Valley Re 2	University Hill Elementary School*	YES	YES	CA	
Brighton 27j	North Elementary School*	YES	NO	SI2	SI1
Centennial R-1	Centennial High School*	YES	NO		RI2
Colorado School for the Deaf and Blind	Colorado School for the Deaf and The Blind	NO	NO		SI1
Colorado Springs 11	Emerson-Edison Junior Charter Academy*	NO	NO	RP	CA
Delta County 50(J)	Garnet Mesa Elementary School*	YES	YES	SI2	
Delta County 50(J)	Lincoln Elementary School*	NO	NO	SI2	
Denver County 1	Abraham Lincoln High School*	NO	NO	RI1	RI1
Denver County 1	Ace Community Challenge Charter School (Middle School)	NO	YES		SI1
Denver County 1	Ace Community Challenge Charter School (High School)	NO	NO		SI2
Denver County 1	Amesse Elementary School*	NO	NO	RI3	SI2
Denver County 1	Ashley Elementary School	YES	YES	SI2	OFF
Denver County 1	Barnum Elementary School	NO	YES	RI1	
Denver County 1	Bruce Randolph School*	YES	YES	RP	RP
Denver County 1	Castro Elementary School*	YES	NO	RI2	

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District Name	School Name	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Denver County 1	Centennial K-8 School	NO	NO	SI2	SI1
Denver County 1	Charles M. Schenck (CMS) Community School*	NO	NO	RI3	
Denver County 1	Cheltenham Elementary School*	YES	YES	RI1	
Denver County 1	Colfax Elementary School*	YES	NO	SI2	
Denver County 1	College View Elementary School*	YES	YES	RI1	
Denver County 1	Columbian Elementary School	NO	NO	CA	
Denver County 1	Cowell Elementary School*	NO	NO	RI3	RI1
Denver County 1	Denver Arts & Technology Academy	NO	NO	SI1	SI1
Denver County 1	Doull Elementary School	NO	NO	CA	SI1
Denver County 1	Eagleton Elementary School*	NO	NO	CA	
Denver County 1	Ellis Elementary School	YES	NO		SI2
Denver County 1	Emerson Street School	NO	NO	SI1	SI1
Denver County 1	Fairmont K-8 School	NO	NO	RI2	CA
Denver County 1	Florence Crittenton High School	NO	NO	SI1	
Denver County 1	Force Elementary School*	YES	YES	CA	
Denver County 1	Ford Elementary School*	YES	YES	RI3	RI2
Denver County 1	Garden Place Elementary School	NO	NO	RI2	SI1
Denver County 1	Gilpin K-8 School	NO	NO	SI2	RI2
Denver County 1	Godsman Elementary School*	YES	NO	RP	RI1
Denver County 1	Goldrick Elementary School*	YES	YES	RI2	
Denver County 1	Grant Middle School*	NO	NO	CA	RP
Denver County 1	Green Valley Elementary School	NO	YES	SI2	SI1
Denver County 1	Greenlee K-8 School*	NO	YES	RP	OFF
Denver County 1	Gust Elementary School*	NO	NO	CA	SI1

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District Name	School Name	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Denver County 1	Harrington Elementary School*	NO	NO	RP	
Denver County 1	Hill Campus Of Arts And Sciences	YES	NO	CA	CA
Denver County 1	Johnson Elementary School*	NO	YES	CA	OFF
Denver County 1	Kepner Middle School*	NO	NO	RI3	RI3
Denver County 1	Kipp Sunshine Peak Academy	NO	NO	SI1	
Denver County 1	Knapp Elementary School*	NO	NO	RI2	RI2
Denver County 1	Kunsmiller Middle School*	YES	NO	RP	RI1
Denver County 1	Lake Middle School	NO	NO	RI3	RI3
Denver County 1	Marrama Elementary School	NO	NO	SI2	
Denver County 1	Martin Luther King Middle College*	NO	NO	RP	RP
Denver County 1	McGlone Elementary School	NO	YES	SI1	
Denver County 1	Montbello High School	NO	NO	RP	RP
Denver County 1	Montclair Elementary School	YES	NO	OFF	SI1
Denver County 1	Munroe Elementary School*	YES	NO	RI1	
Denver County 1	Noel Middle School*	NO	NO	RP	RP
Denver County 1	North High School*	NO	NO	RP	RP
Denver County 1	Oakland Elementary School*	YES	NO	CA	CA
Denver County 1	Philips Elementary School*	NO	NO		SI2
Denver County 1	Pioneer Charter School	NO	YES	SI2	
Denver County 1	Ridge View Academy Charter School	NO	NO	CA	SI2
Denver County 1	Rishel Middle School*	NO	NO	RI3	RI3
Denver County 1	Skinner Middle School*	YES	NO	RI3	RI3
Denver County 1	Smith Elementary School*	NO	YES	RI1	RP
Denver County 1	Stedman Elementary School*	YES	NO	RP	SI1

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District Name	School Name	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Denver County 1	Swansea Elementary School*	NO	YES	RI3	SI2
Denver County 1	Valdez Elementary School*	YES	NO	OFF	SI2
Denver County 1	Valverde Elementary School*	YES	NO	RI1	SI1
Denver County 1	West High School*	NO	NO	RP	RI1
Denver County 1	Wyatt-Edison Charter Elementary School	YES	NO		SI1
Eagle County Re 50	Avon Elementary School*	YES	YES	SI2	
East Otero R-1	La Junta Intermediate School*	YES	YES		SI1
East Otero R-1	La Junta Middle School	NO	YES	RP	RP
Ellicott 22	Ellicott Elementary School	YES	YES	SI1	
Garfield 16	Bea Underwood Elementary School*	NO	NO	SI2	SI2
Garfield Re-2	Highland Elementary School	NO	NO		SI2
Garfield Re-2	Wamsley Elementary School*	YES	YES	SI2	
Greeley 6	Cameron Elementary School*	NO	YES		SI1
Greeley 6	Romero Elementary School*	YES	YES	SI2	
Jefferson County R-1	Arvada Middle School*	NO	NO	SI1	
Jefferson County R-1	Eiber Elementary School*	NO	NO		SI2
Jefferson County R-1	Kullerstrand Elementary School*	NO	YES		SI1
Jefferson County R-1	Molholm Elementary School*	NO	YES	RP	
Jefferson County R-1	O'connell Middle School*	YES	NO	RP	RI1
Jefferson County R-1	Pleasant View Elementary School*	NO	NO		SI2
Jefferson County R-1	Wheat Ridge Middle School*	NO	NO	RP	CA
Mapleton 1	Adventure Elementary	NO	YES	SI1	
Mapleton 1	Enrichment Academy	NO	NO	SI1	SI1
Mapleton 1	Monterey Community School	NO	NO	SI1	SI1

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District Name	School Name	Made AYP Reading 2008	Made AYP Math 2008	School Improvement Status Reading 2008	School Improvement Status Math 2008
Montezuma-Cortez Re-1	Kemper Elementary School*	NO	NO		RP
Montezuma-Cortez Re-1	Manaugh Elementary School*	YES	YES	RI1	
Pueblo City 60	Freed Middle School*	NO	NO	SI1	SI1
Pueblo City 60	James H Risley Middle School*	NO	NO		RI2
Pueblo City 60	Keating Continuing Education*	NO	NO	CA	CA
Pueblo City 60	Lemuel Pitts Middle School*	NO	NO		SI1
Pueblo City 60	Youth & Family Academy Charter	NO	NO	RI1	
Sheridan 2	Fort Logan Elementary School*	NO	NO	SI1	SI1
Sheridan 2	Sheridan Middle School*	NO	NO		RP
St Vrain Valley Re 1j	Columbine Elementary School*	NO	NO	SI1	SI1
St Vrain Valley Re 1j	Spangler Elementary School*	NO	NO	SI1	
Thompson R-2j	Winona Elementary School*	NO	NO		SI1
Weld County S/D Re-8	Twombly Elementary School*	YES	YES	CA	SI2
Westminster 50	Baker Elementary School*	YES	YES	CA	
Westminster 50	Fairview Elementary School*	NO	YES	SI1	
Westminster 50	Francis M. Day Elementary School*	NO	NO	SI1	SI2
Westminster 50	Skyline Vista Elementary School*	YES	NO	CA	
Yuma 1	Yuma Middle School	NO	YES	SI1	

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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; social studies (civics, government, history, geography, economics); and the arts (visual arts, drama, music). 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 most 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: www.cde.state.co.us/FedPrograms/nclb/tiia.asp.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers
All Schools in State	239,719	234,041	97.6	2.4
Elementary Level Schools				
High Poverty	36,987	36,149	97.7	2.3
Low Poverty	42,010	41,099	97.8	2.2
All Elementary	149,667	146,534	97.9	2.1
Secondary Level Schools				
High Poverty	18,256	17,424	95.4	4.6
Low Poverty	30,511	29,987	98.3	1.7
All Secondary	90,052	87,506	97.2	2.8

Districts’ individual percentages of highly qualified teachers can be found on the NCLB District Profile pages at: <http://www.cde.state.co.us/scripts/districtprofiles/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 all teachers in Colorado.

Professional Qualifications of All Public Elementary and Secondary School Teachers in the State	Bachelors Degree	Masters Degree	Ph.D./Ed.D
Number of Teachers	49.67%	48.93%	0.96%

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	39	0.08%
Initial License	4,290	8.71%
Professional License	36,175	73.00%
Alternative License	90	0.18%

