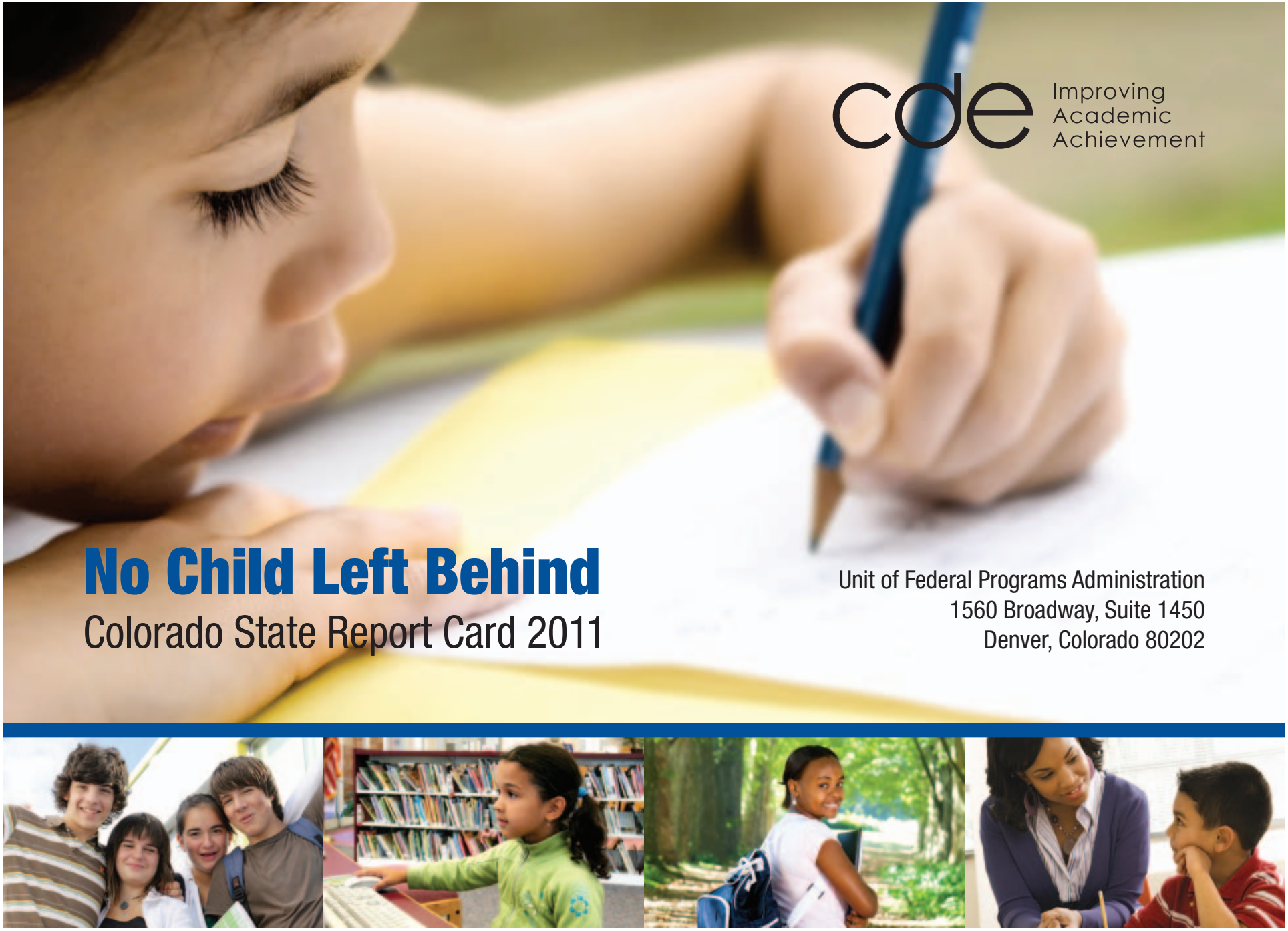


cde Improving Academic Achievement

No Child Left Behind

Colorado State Report Card 2011

Unit of Federal Programs Administration
1560 Broadway, Suite 1450
Denver, Colorado 80202

2011 Colorado State Board of Education

Marcia Neal (R)
3rd Congressional District, Grand Junction

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

Paul Lundeen (R)
5th Congressional District, Colorado Springs

Debora Scheffel (R)
6th Congressional District, Parker

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

Jane Goff (D)
7th Congressional District, Arvada

Angelika Schroeder (D)
2nd Congressional District

Robert Hammond
Commissioner of Education, Secretary to the Board of Education

Table of Contents

Introduction **2**

Assessment Data **3**
Assessment CSAP Reading (grades 3–10) *5–12*
CSAP Lectura (grades 3 & 4) *13, 14*
CSAP Math (grades 3–10) *15–22*
CSAPA Reading (grades 3–10) *23–30*
CSAPA Math (grades 3–10) *31–38*

Accountability Data **39**
AYP 2011 State Level *41–43*
AYP Reading Trends (elementary, middle, high) *44–46*
AYP Math Trends (elementary, middle, high) *47–49*
District Results *50–57*
School Results *58–70*

Highly Qualified (HQ) Teacher Data **71**

Introduction

The Colorado Department of Education (CDE) is pleased to present to its constituents the *No Child Left Behind 2011 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, this report includes:

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

Parents, school/district staff and the general public also have easy access to assessment, Adequate Yearly Progress (AYP) and highly qualified (HQ) teacher data for individual schools and districts through SchoolView, on the CDE website at:

http://www.schoolview.org/performance.asp

Please explore this site and let us know what other data to include that you believe would be helpful.

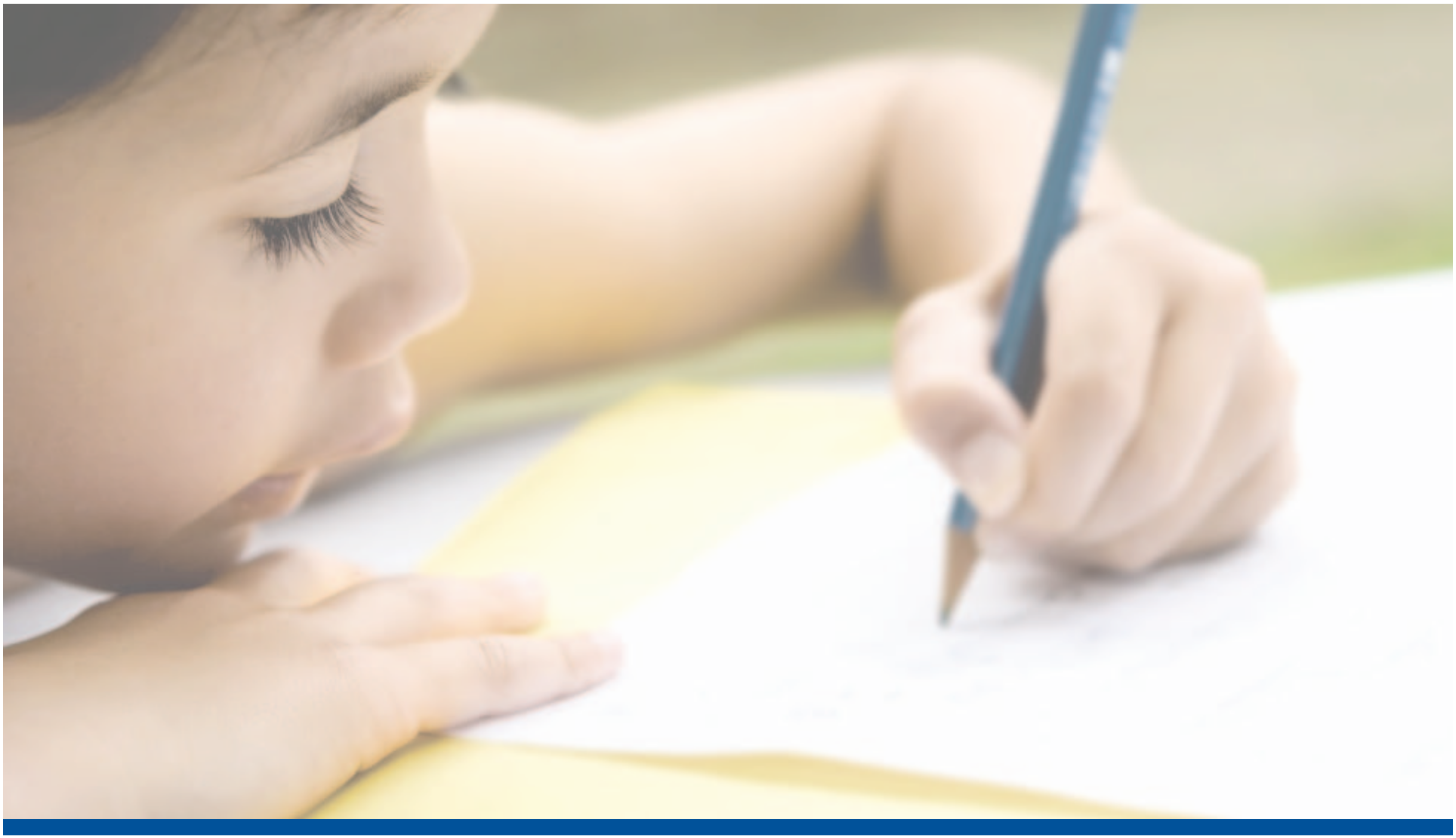
Some highlights from this year's report include:

- Almost 100 percent (99.54%) of core academic classes were taught by highly qualified teachers, including special education teachers.
- Eighty-nine (89) districts have been identified for Program Improvement or Corrective Action status.
- Sixteen (16) Title I schools made AYP for the second consecutive year and were removed from School Improvement, despite raised AYP targets.

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

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

Patrick Chapman, *Executive Director*
Unit of Federal Programs Administration
Colorado Department of Education



Assessment Data

Assessment Data

Every year, Colorado administers the Colorado Student Assessment Program (CSAP) to measure student progress toward proficiency on Colorado's Content Standards. CSAP assesses 3rd–10th grade students in reading, writing and mathematics. Additionally, science content standards are measured by CSAP in 5th, 8th and 10th grades. Lectura (reading) and Escritura (writing) are available to 3rd and 4th grade Spanish speaking students with limited English fluency. Complete CSAP/Lectura/Escritura results can be found at:

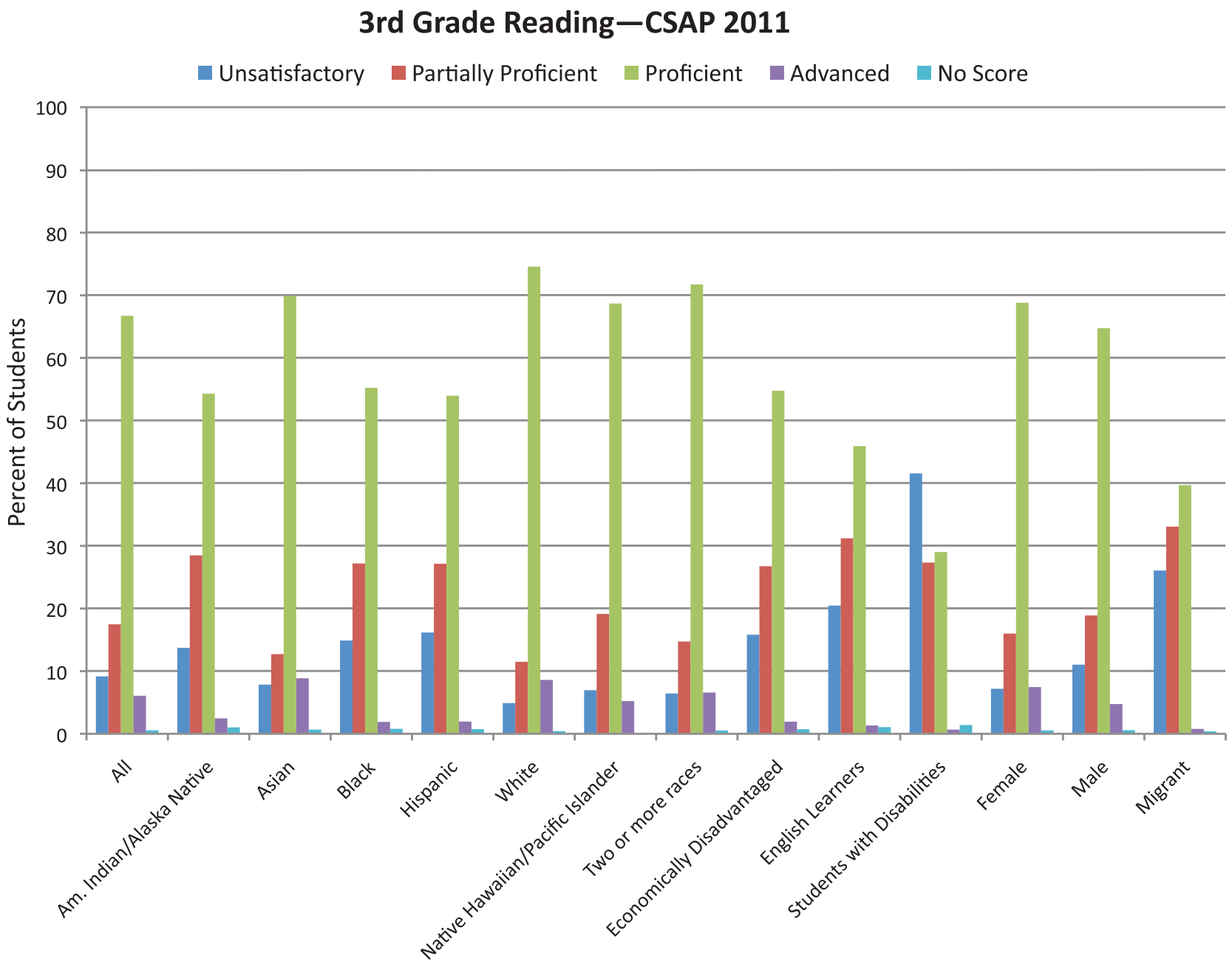
http://www.cde.state.co.us/assessment/CoAssess-DataAndResults.asp.

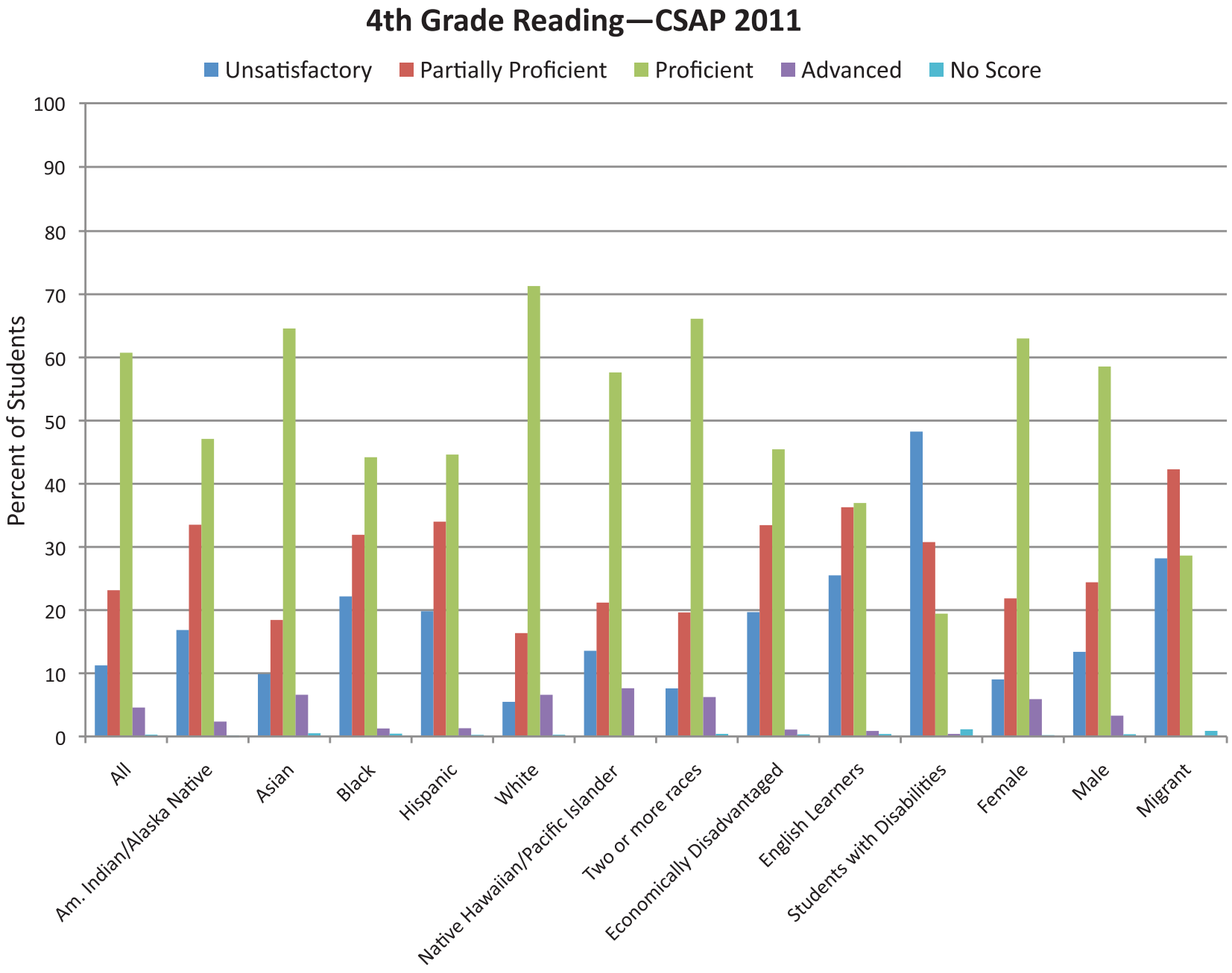
Students with significant cognitive disabilities (about 1% of the student population) may be eligible to take the CSAP Alternate (CSAPA), which assesses students on modified state content standards in reading, writing, mathematics (grades 3–10) and science (grades 5, 8 and 10). CSAPA data can be found at:

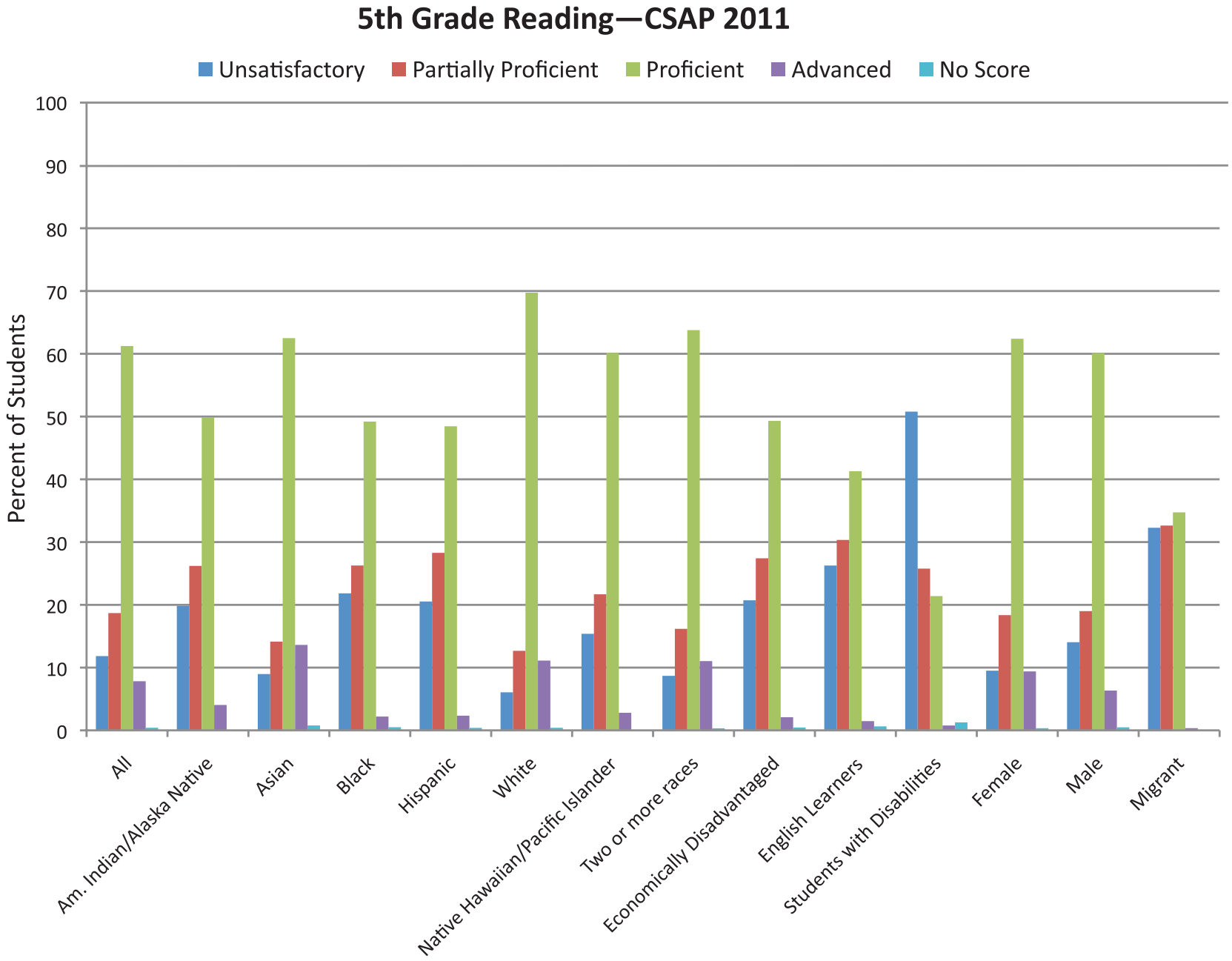
http://www.cde.state.co.us/assessment/CoAltAssess-DataAndResults.asp.

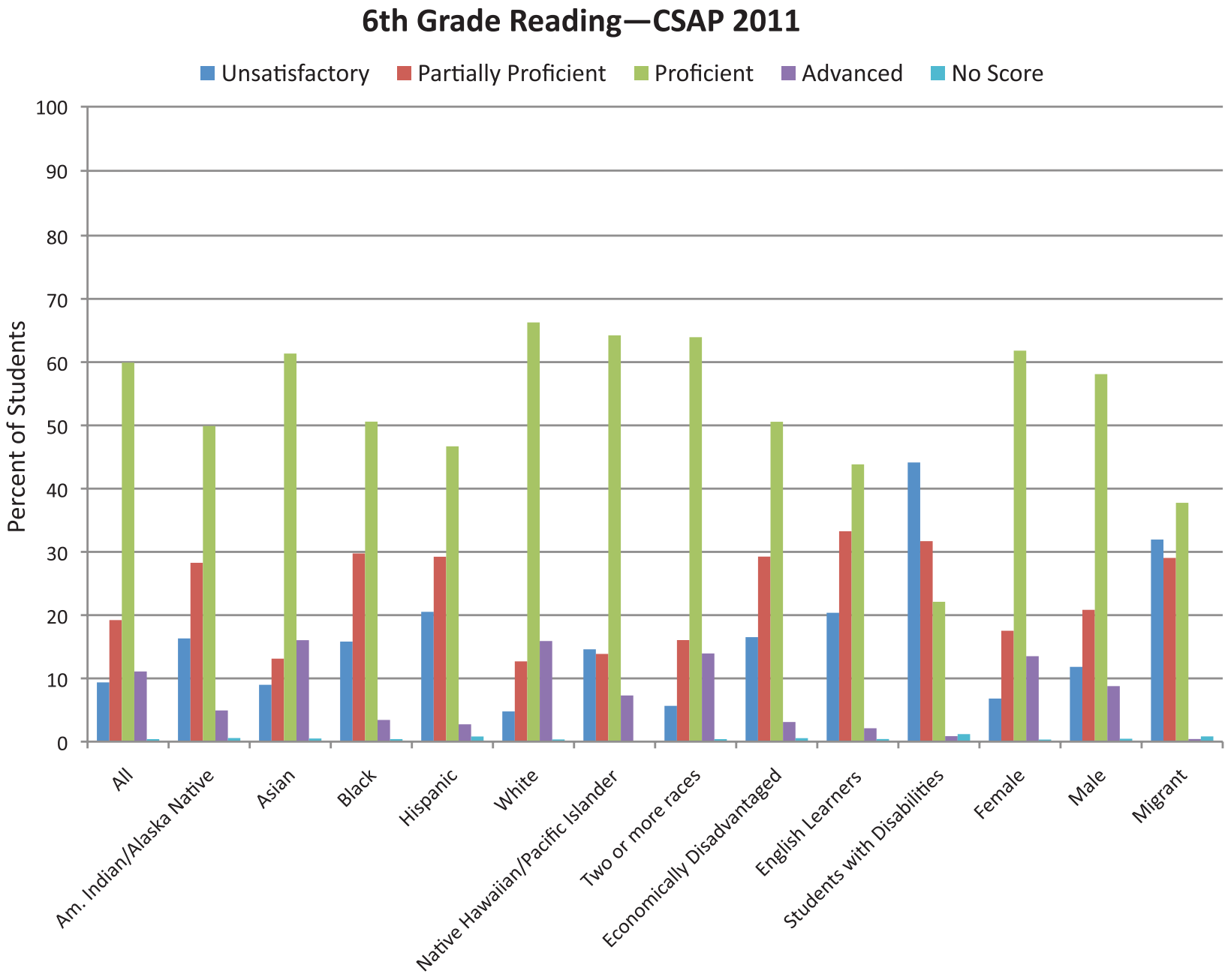
The following graphs represent the percentage of students scoring unsatisfactory, partially proficient, proficient, advanced, and no score on CSAP reading/Lectura and math, and inconclusive, exploring, emerging, developing, novice, and no score on CSAPA reading and math by specific grade and content area. Test booklets are marked "no score" if a student does not take the test or does not complete a minimum number of questions in all test sessions.

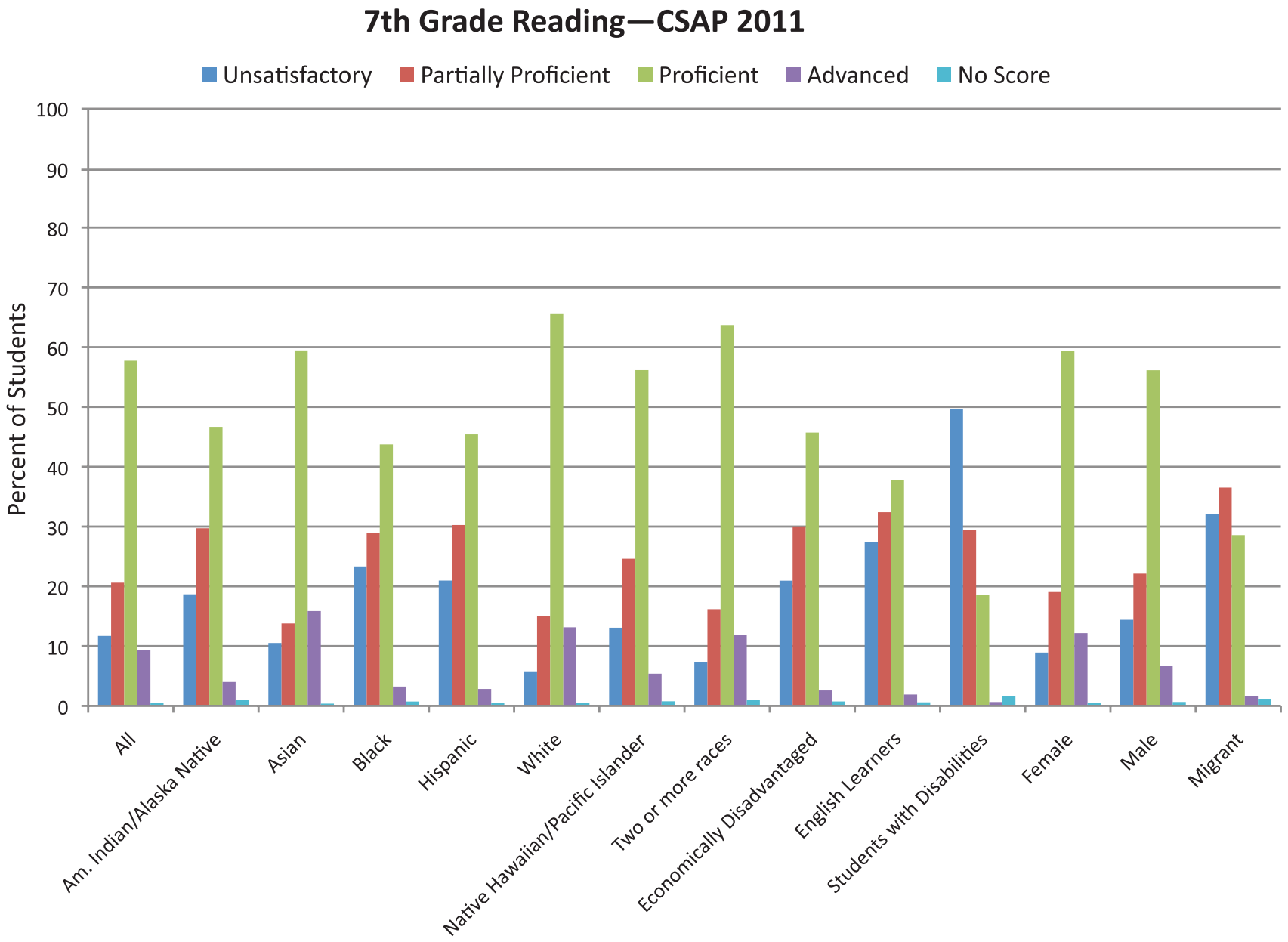
The data are disaggregated by race/ethnicity, English learners, students eligible for free or reduced cost lunch, students with disabilities, gender, and migrant status. Any disaggregated groups with fewer than 16 students are not included.

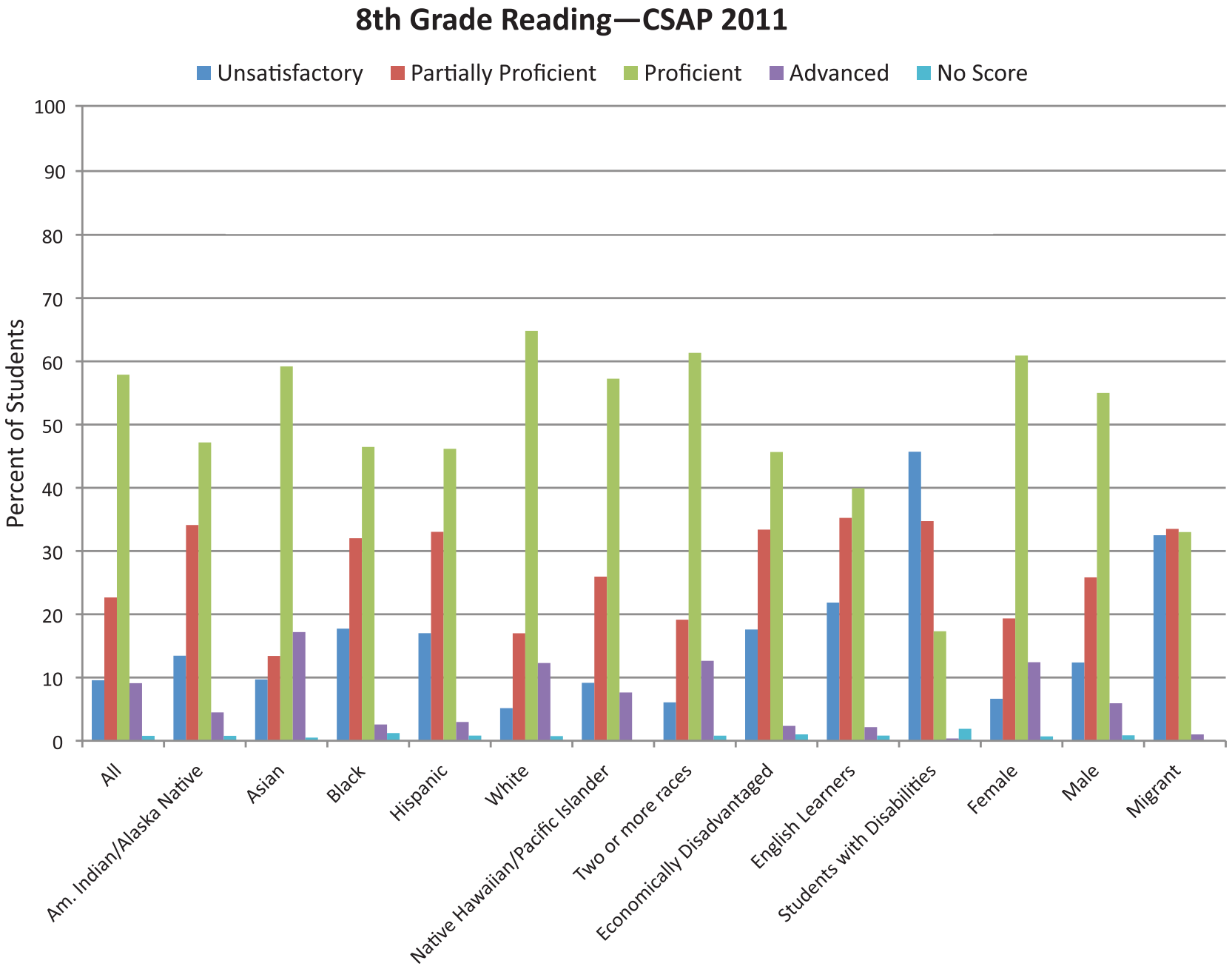

3rd Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

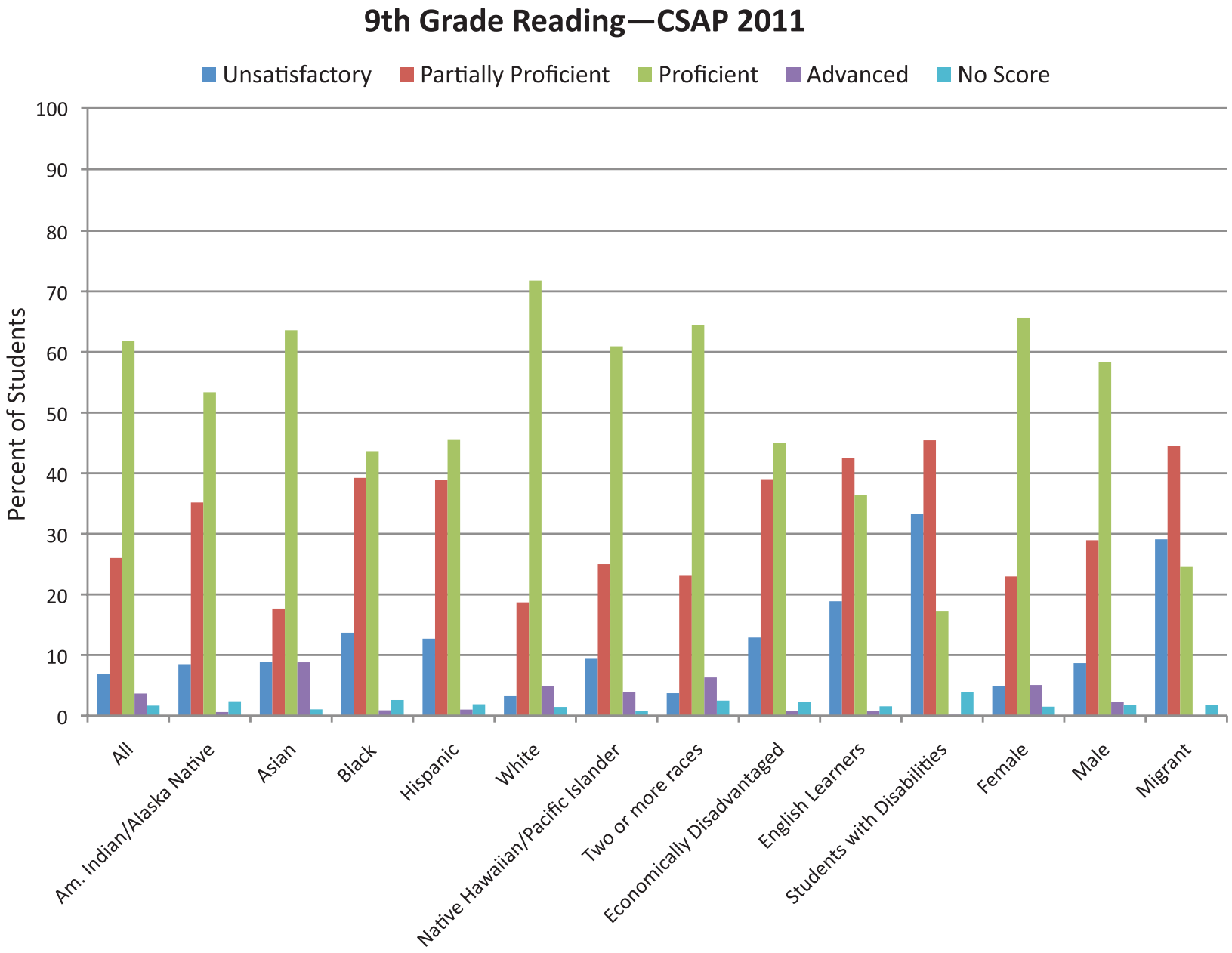

4th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

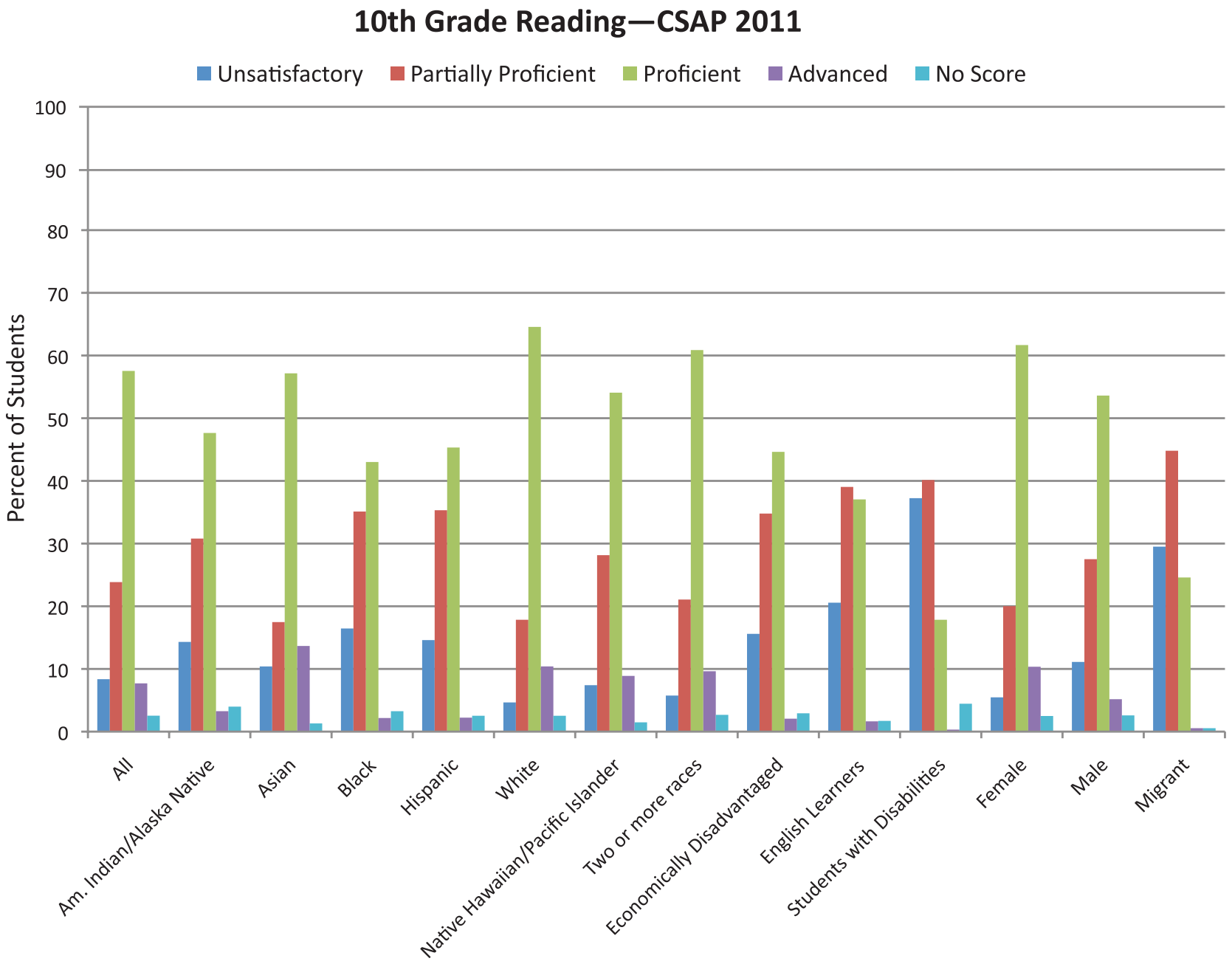

5th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

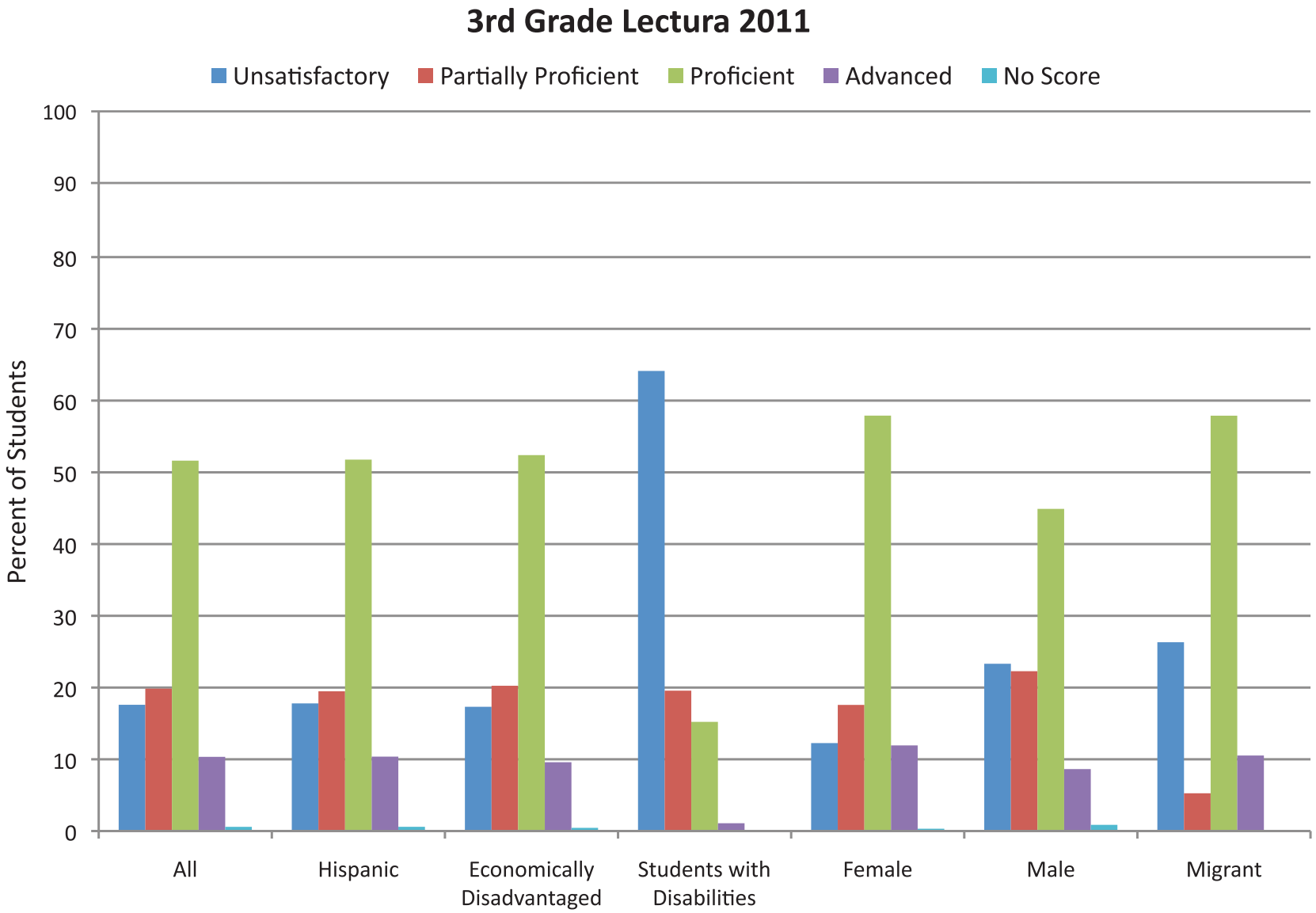

6th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

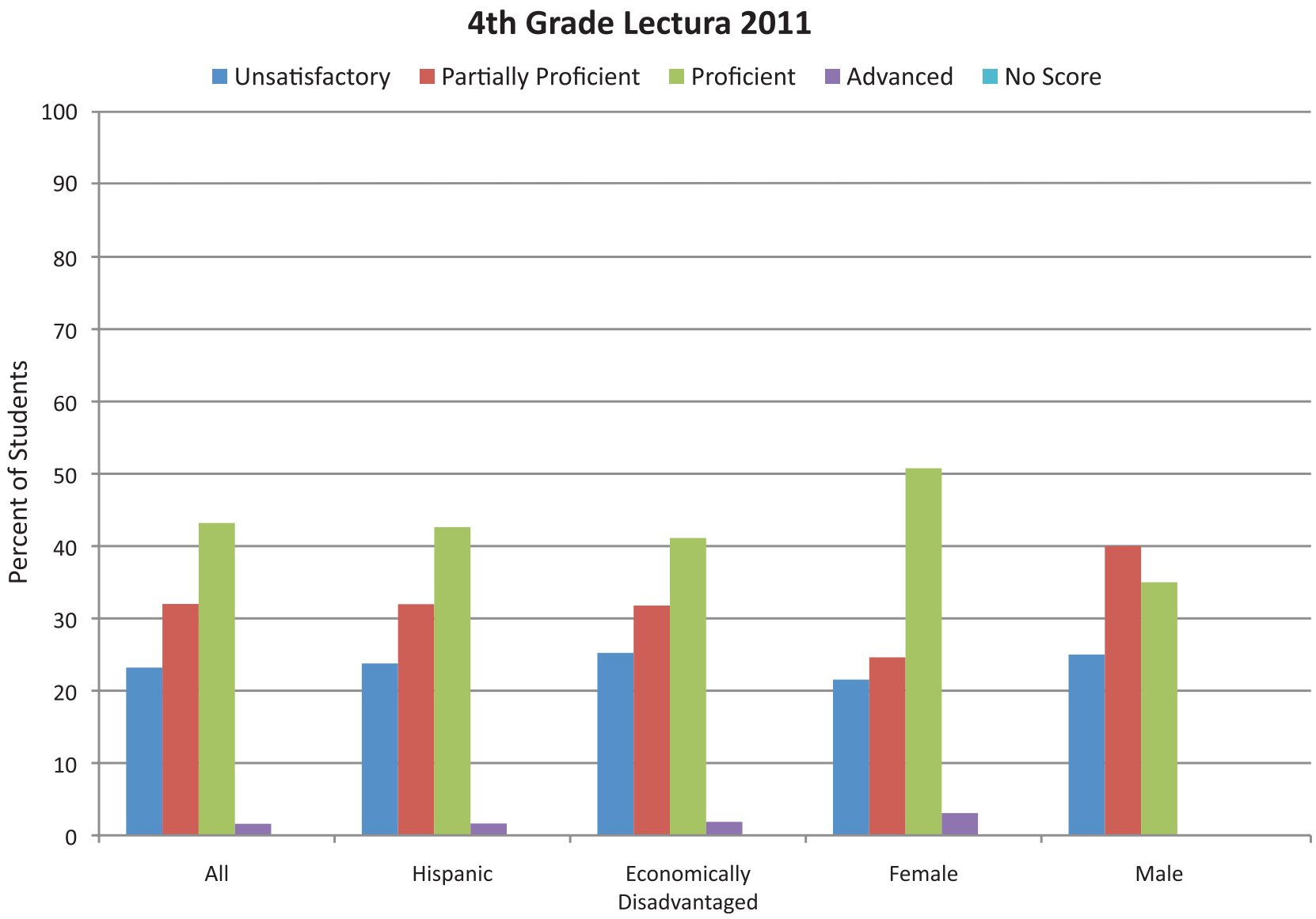

7th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

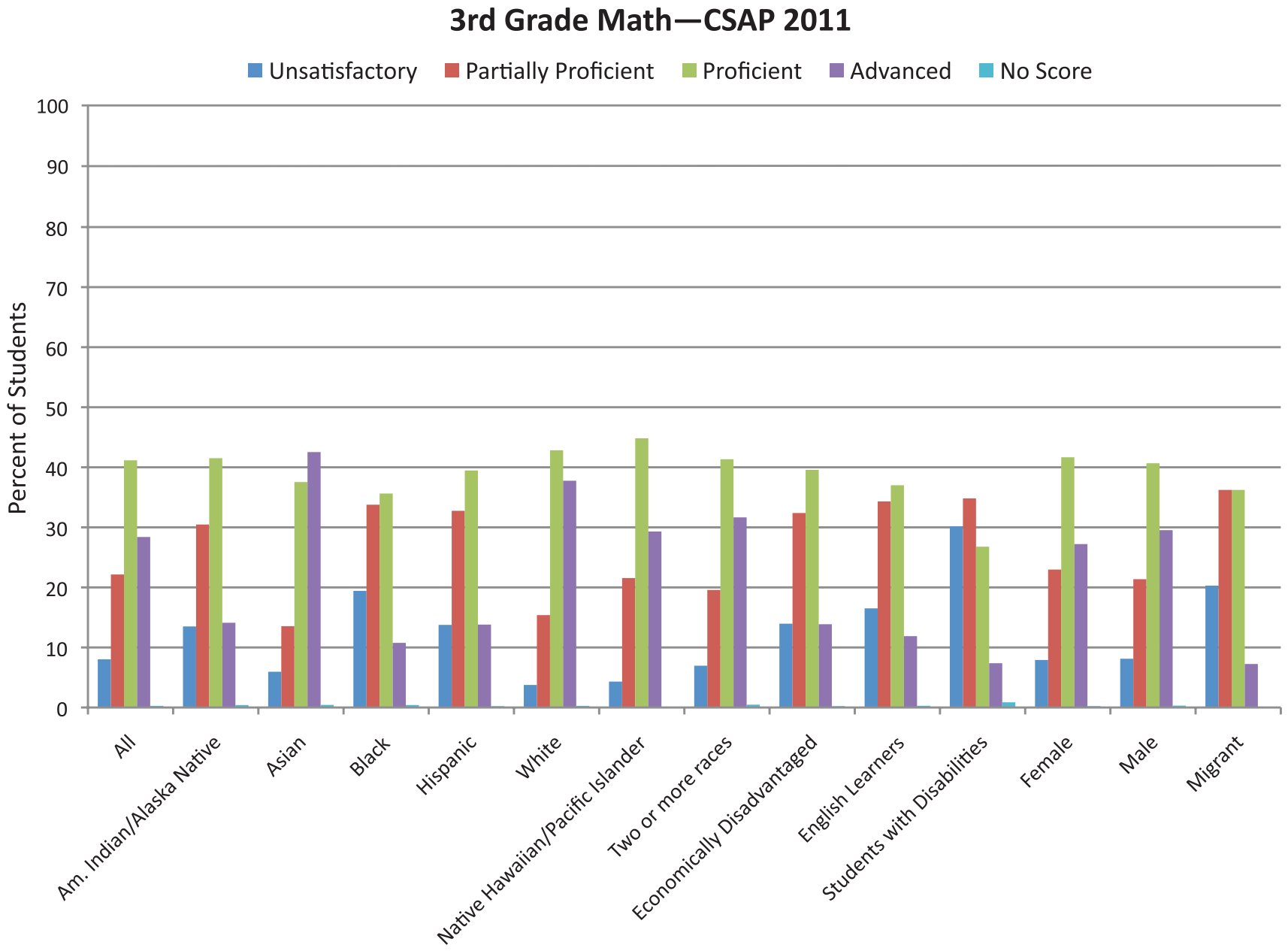

8th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

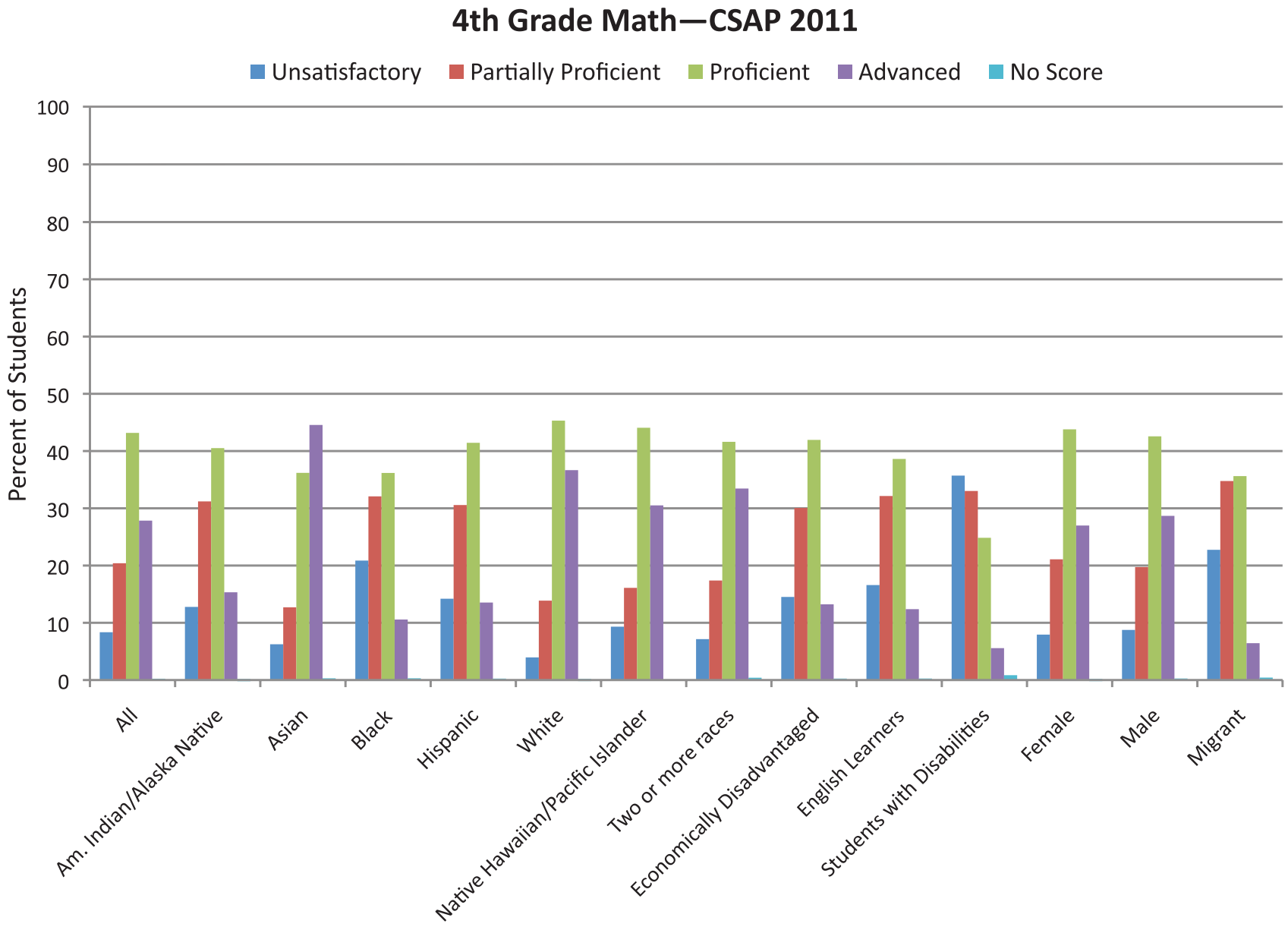

9th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

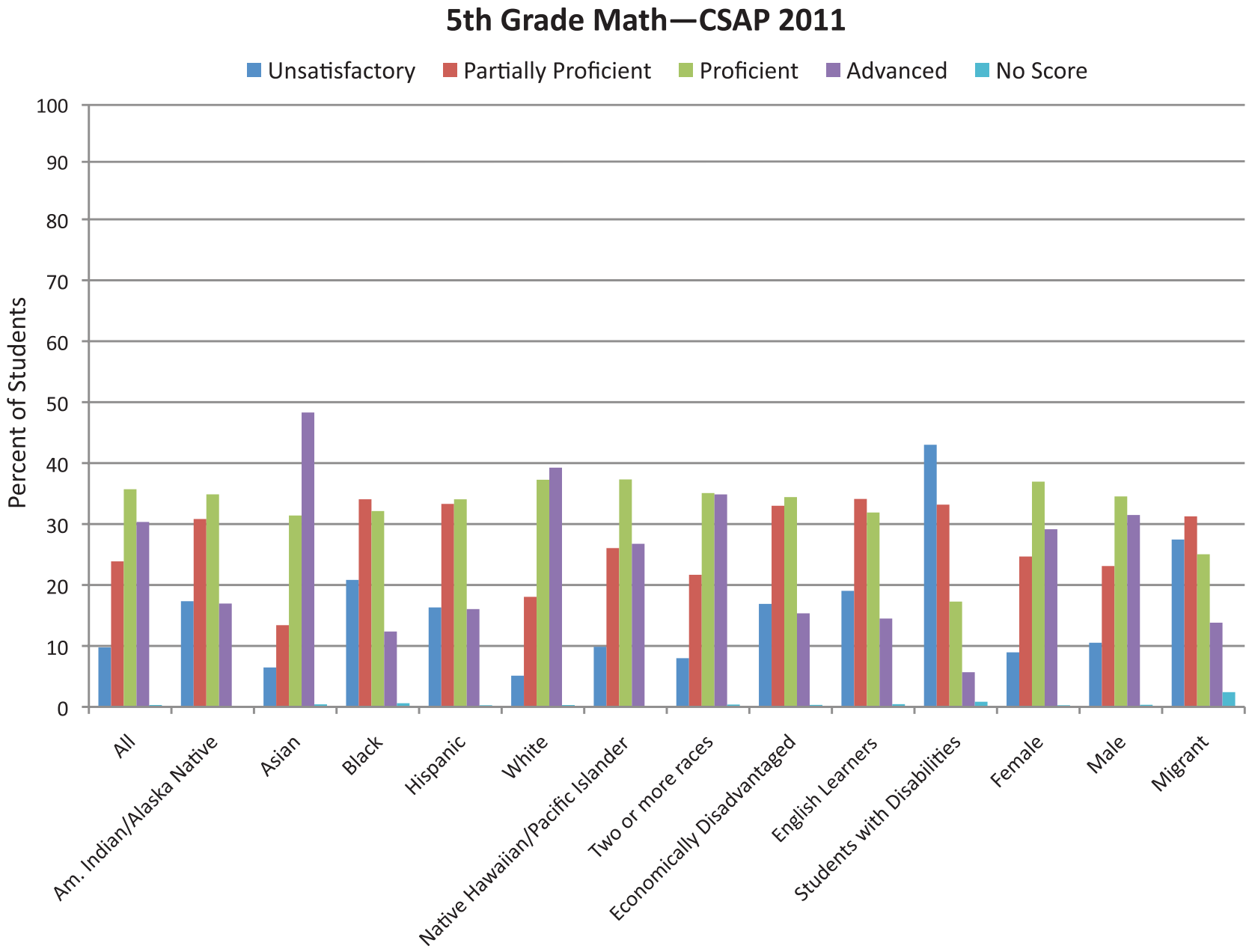

10th Grade Reading—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

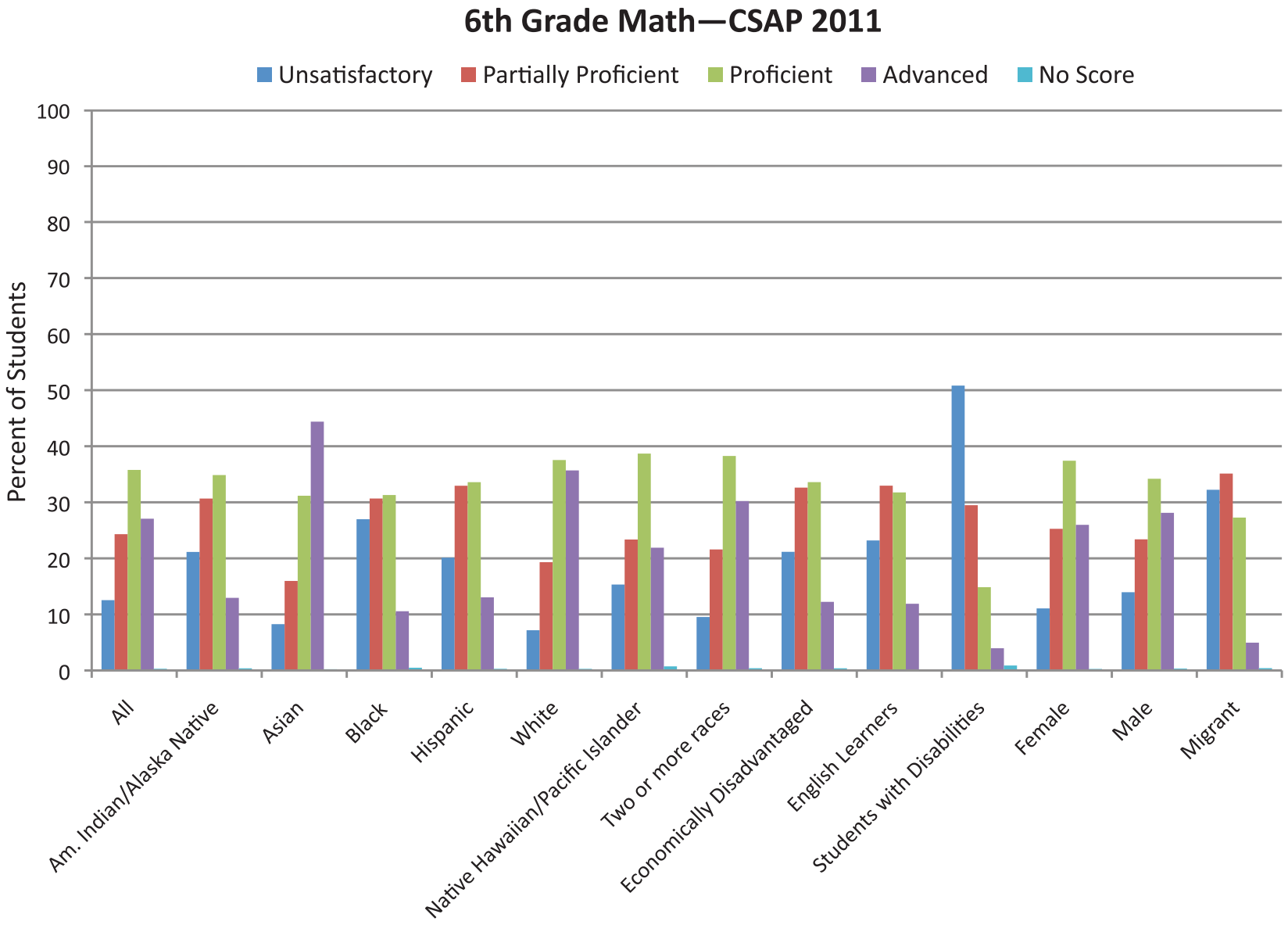

3rd Grade Lectura 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Hispanic
Economically Disadvantaged
Students with Disabilities
Female
Male
Migrant

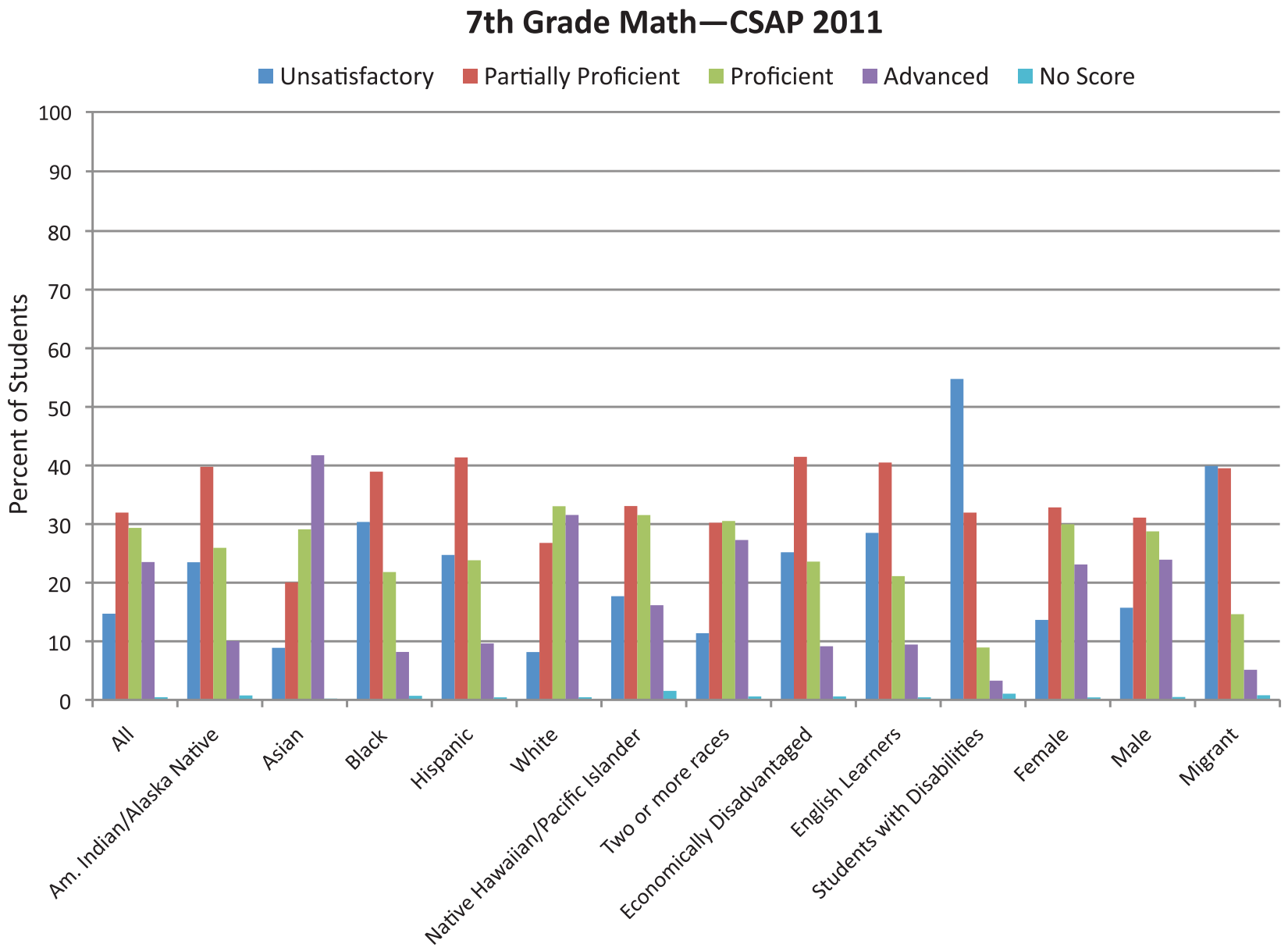

4th Grade Lectura 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Hispanic
Economically Disadvantaged
Female
Male

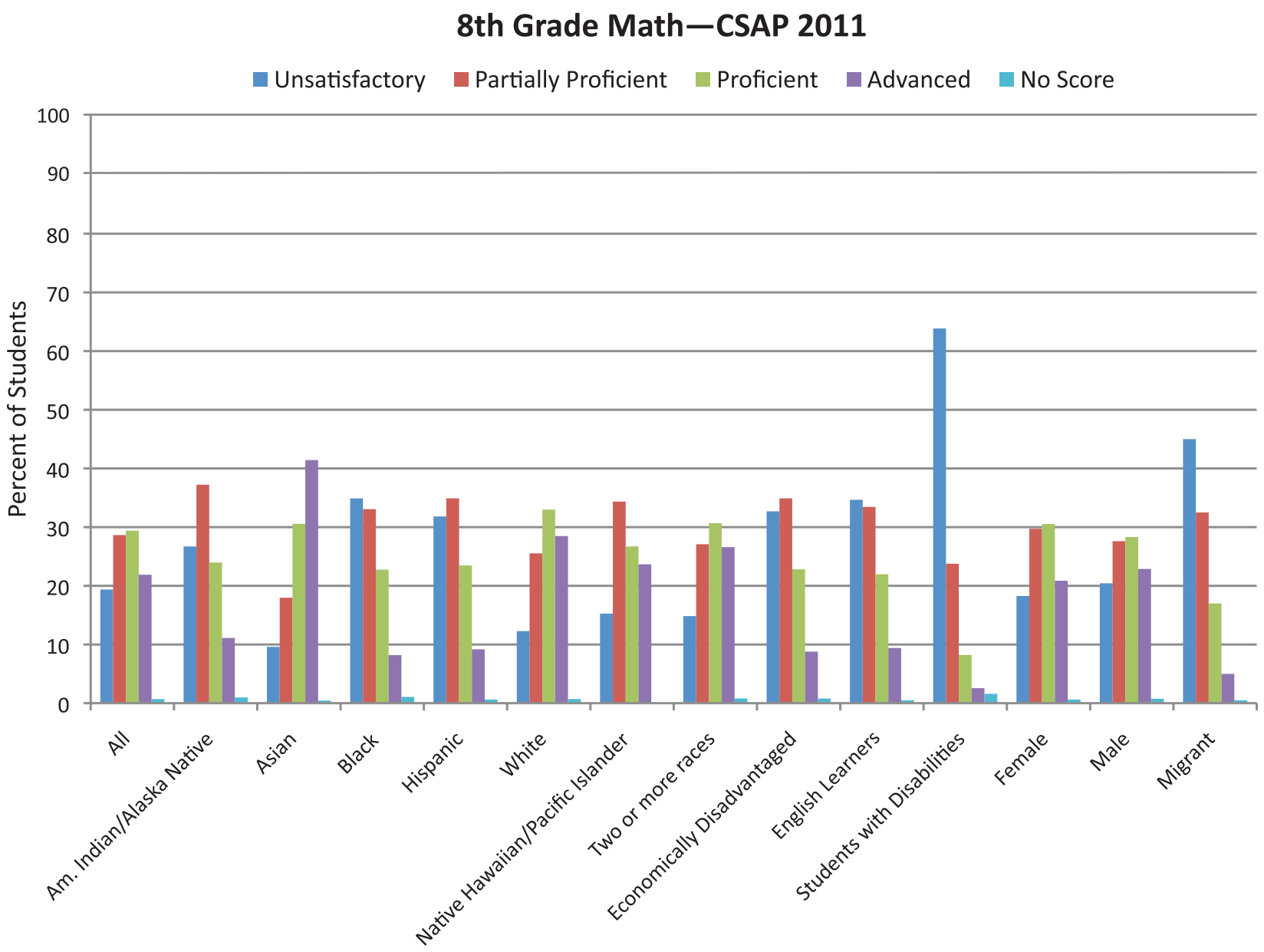

3rd Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

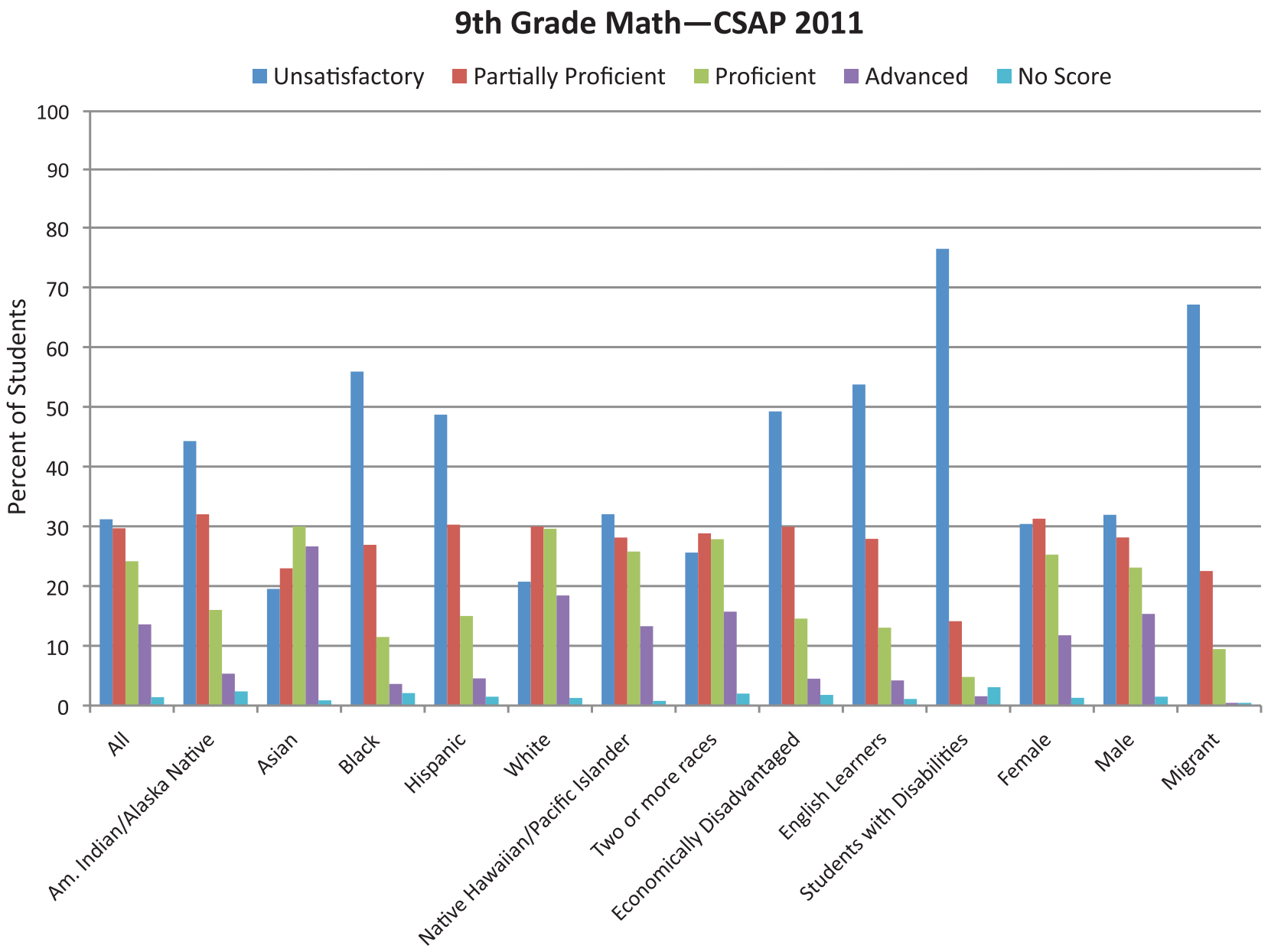

4th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

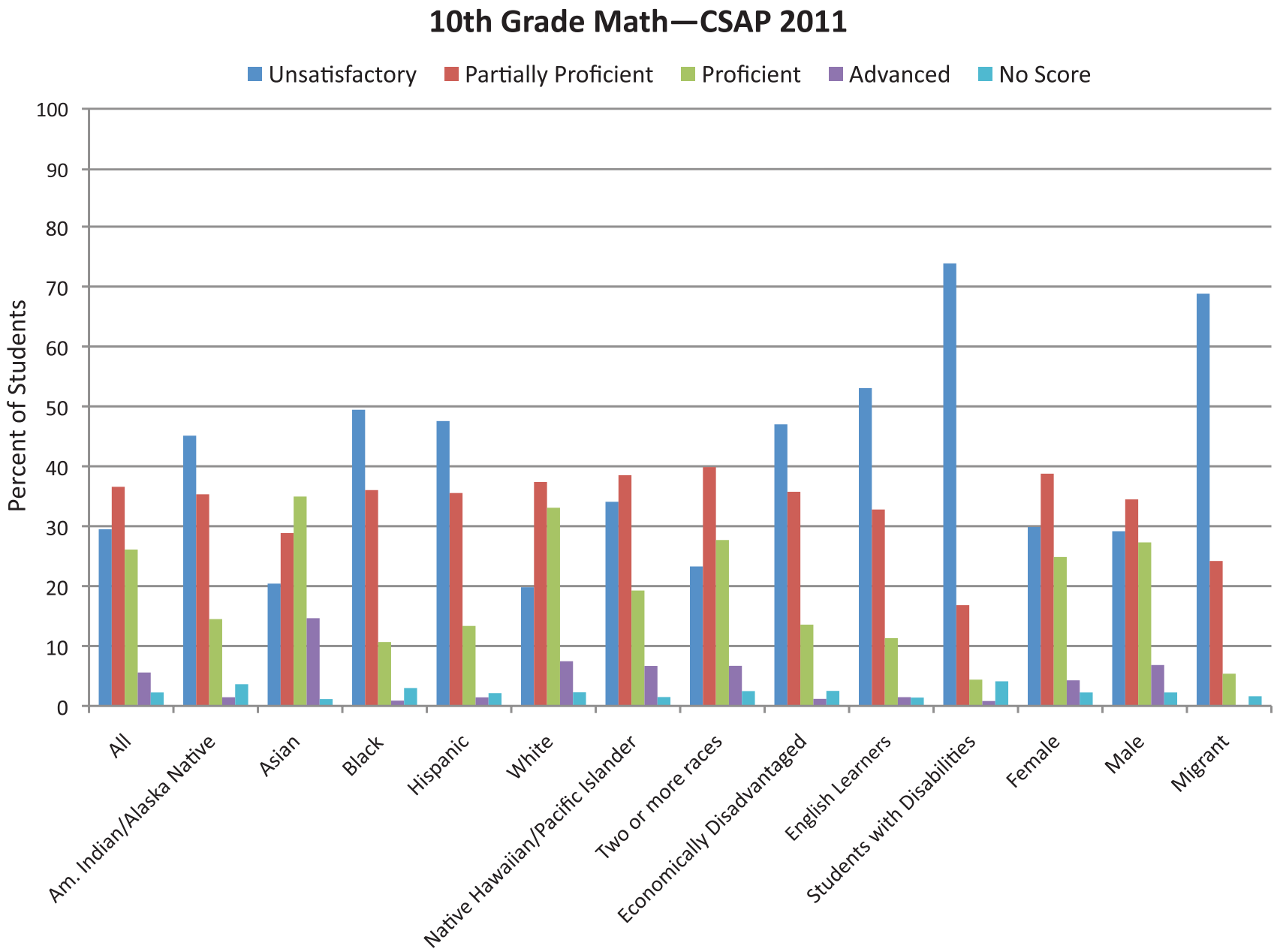

5th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

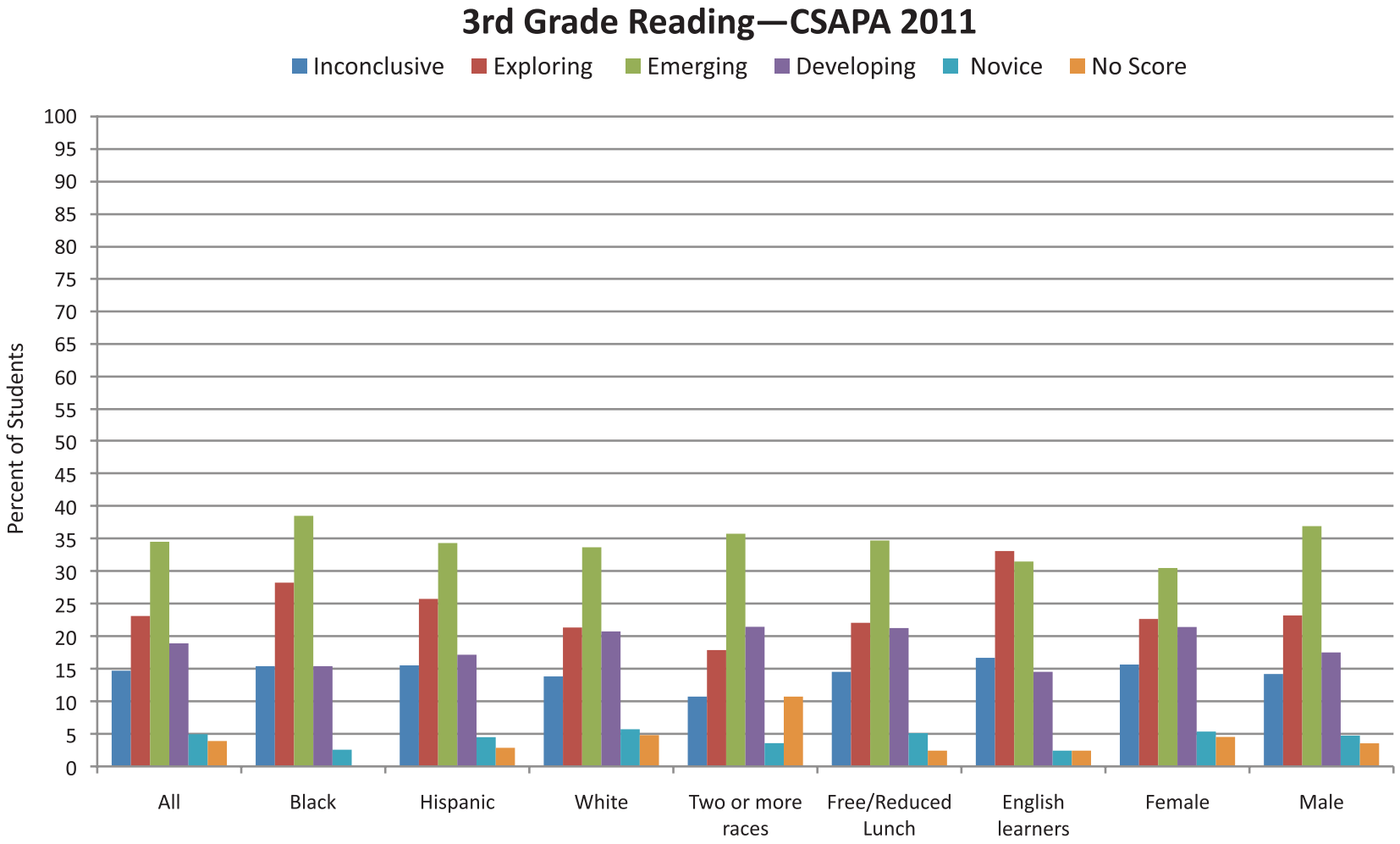

6th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

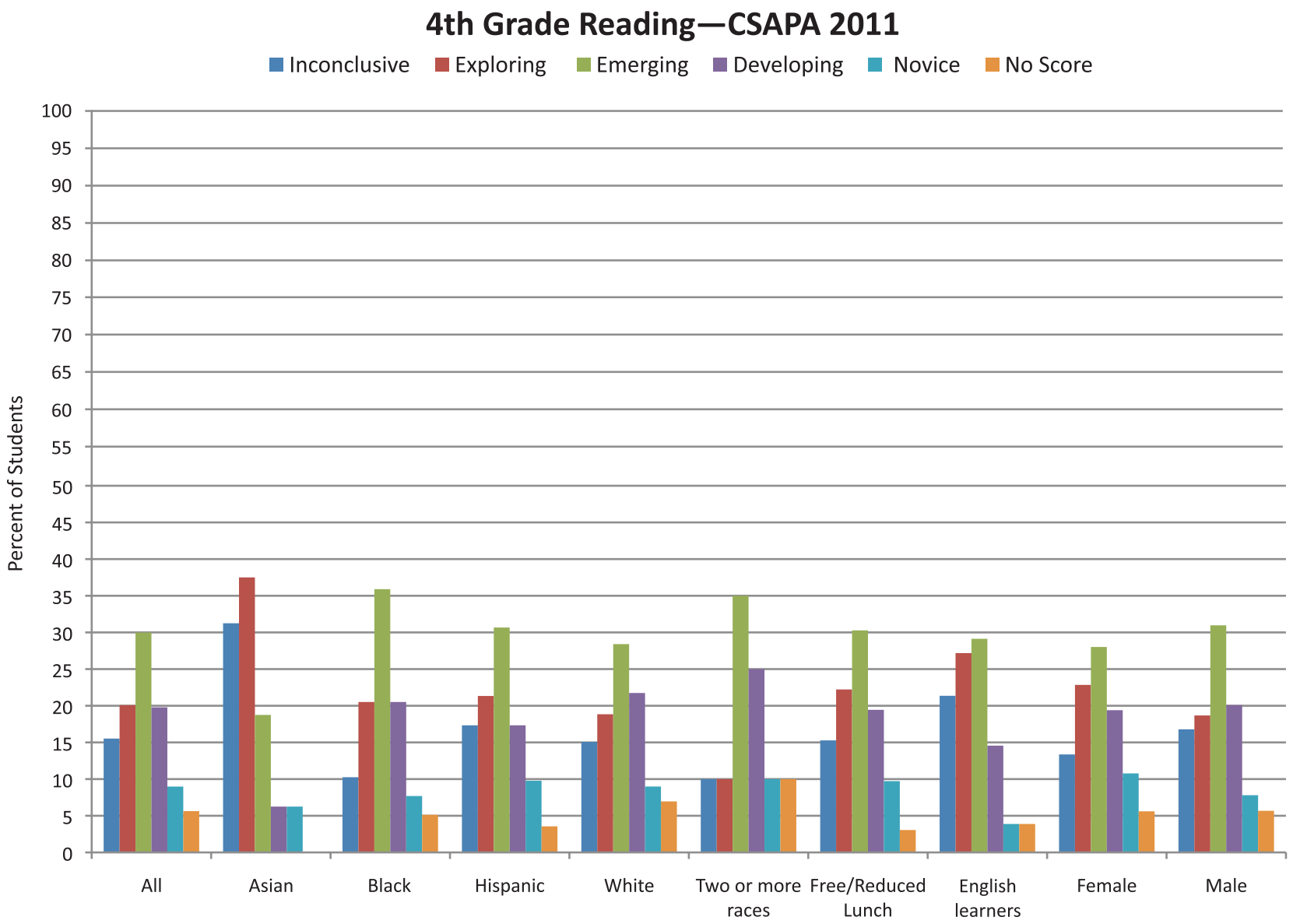

7th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

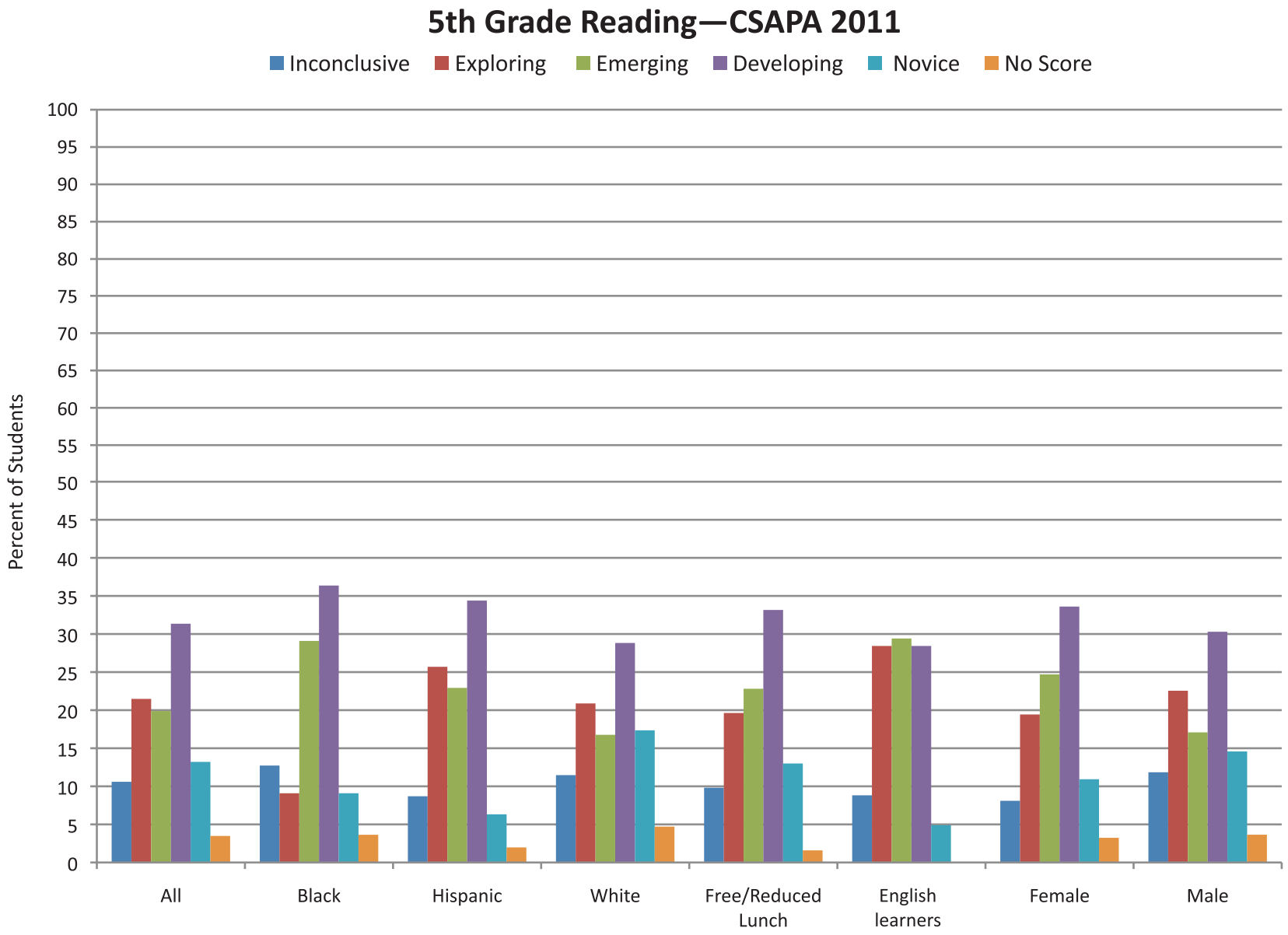

8th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

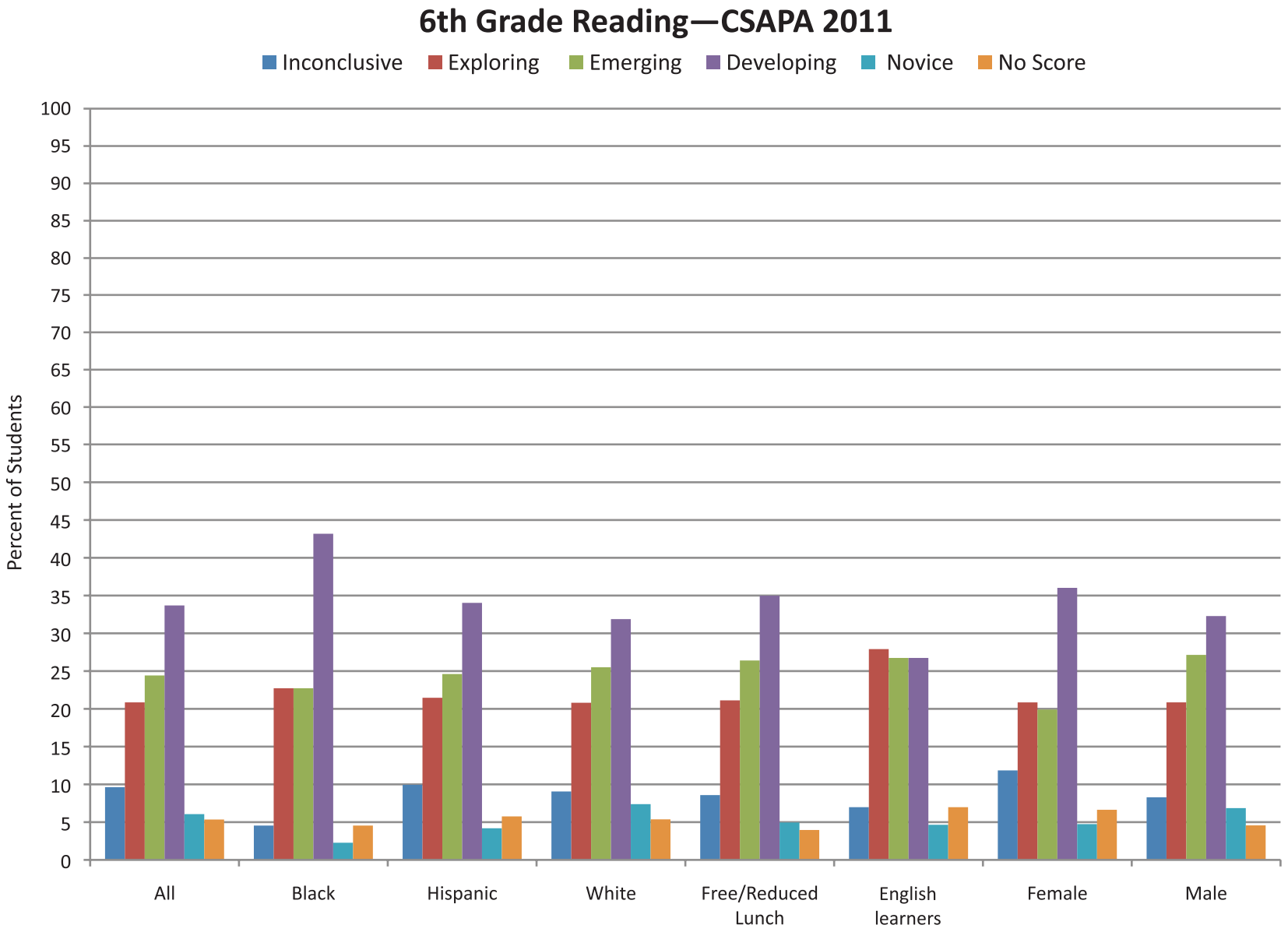

9th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

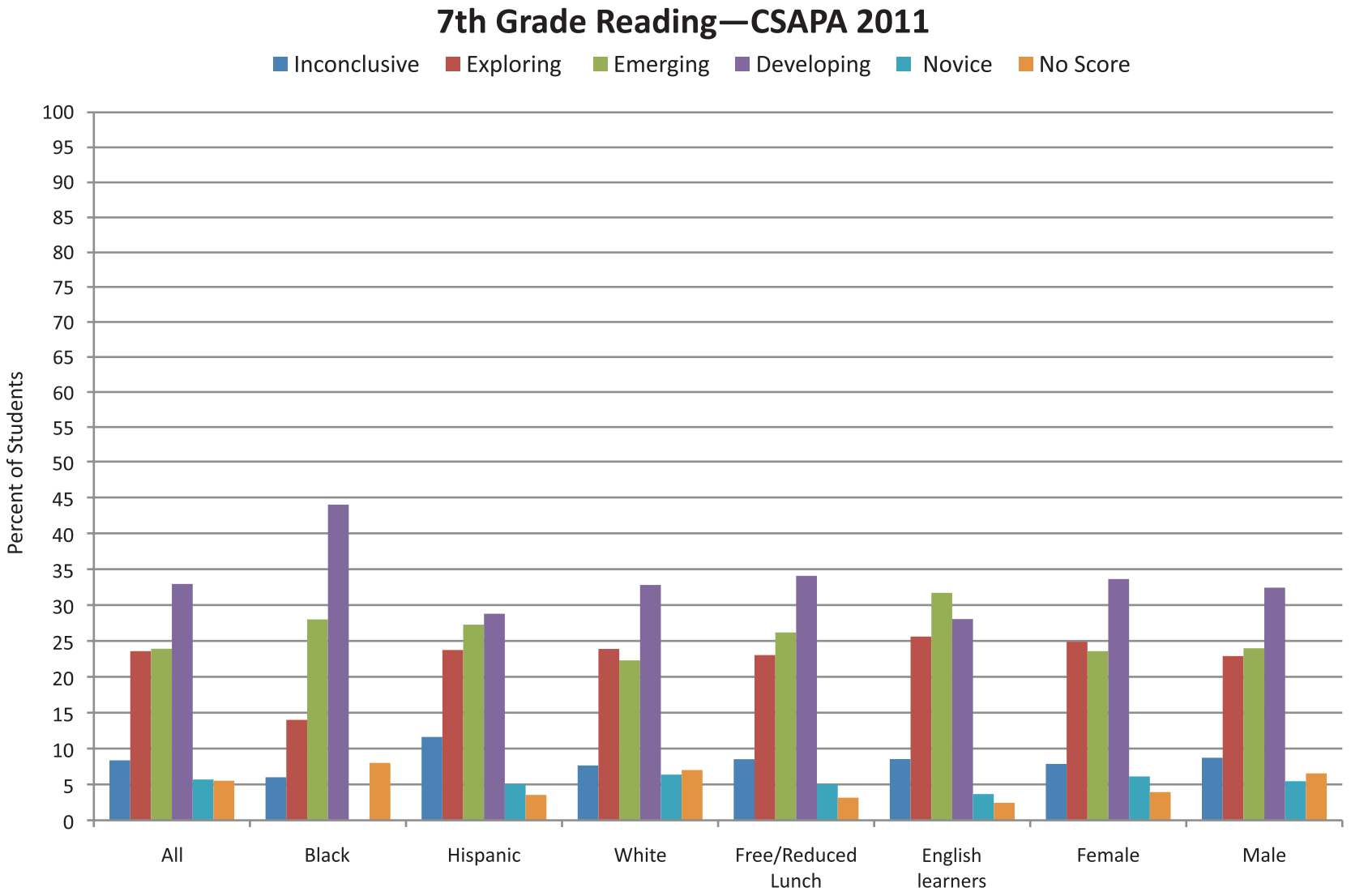

10th Grade Math—CSAP 2011
Unsatisfactory
Partially Proficient
Proficient
Advanced
No Score
Percent of Students
100
90
80
70
60
50
40
30
20
10
0
All
Am. Indian/Alaska Native
Asian
Black
Hispanic
White
Native Hawaiian/Pacific Islander
Two or more races
Economically Disadvantaged
English Learners
Students with Disabilities
Female
Male
Migrant

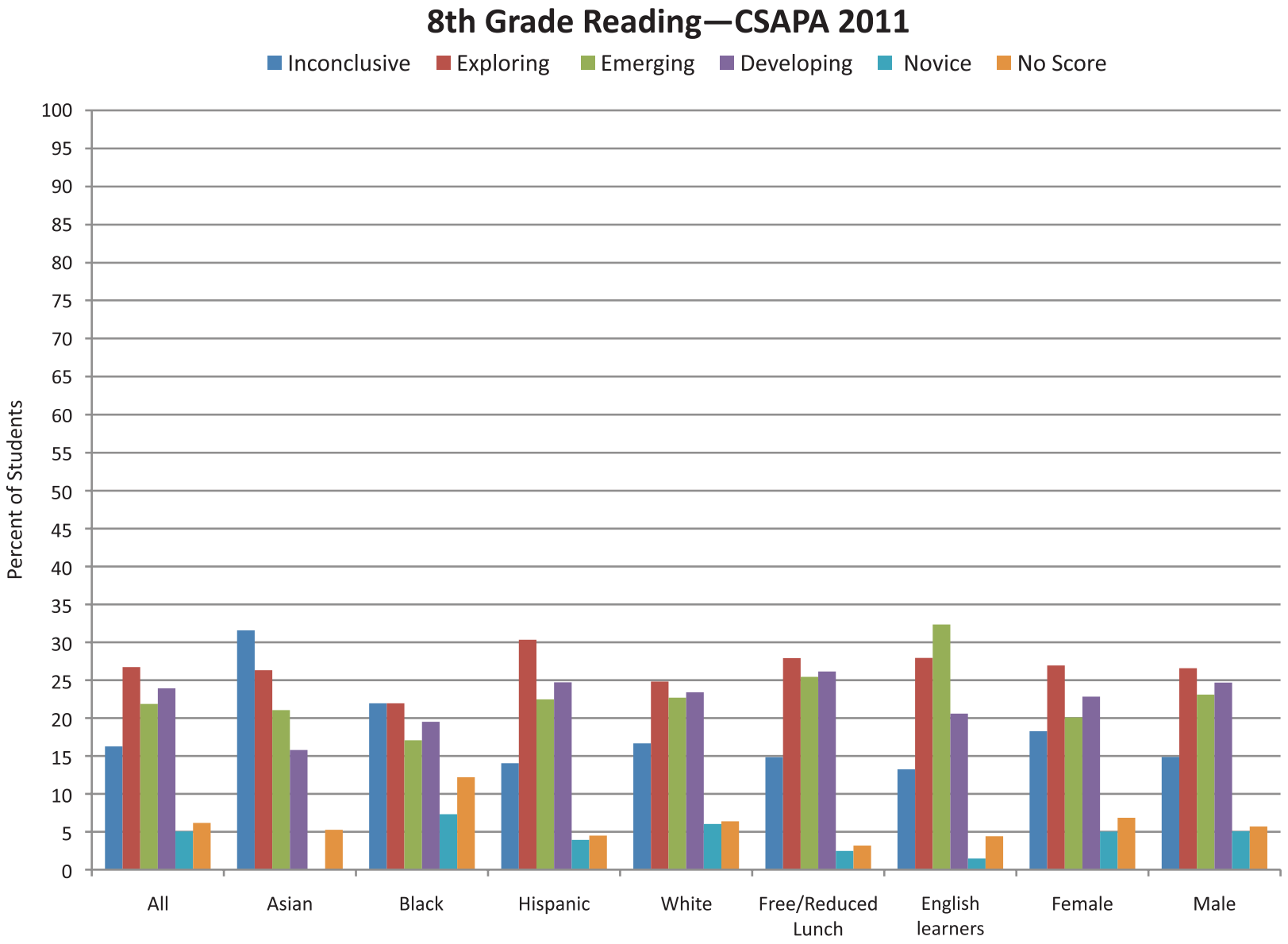

3rd Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male

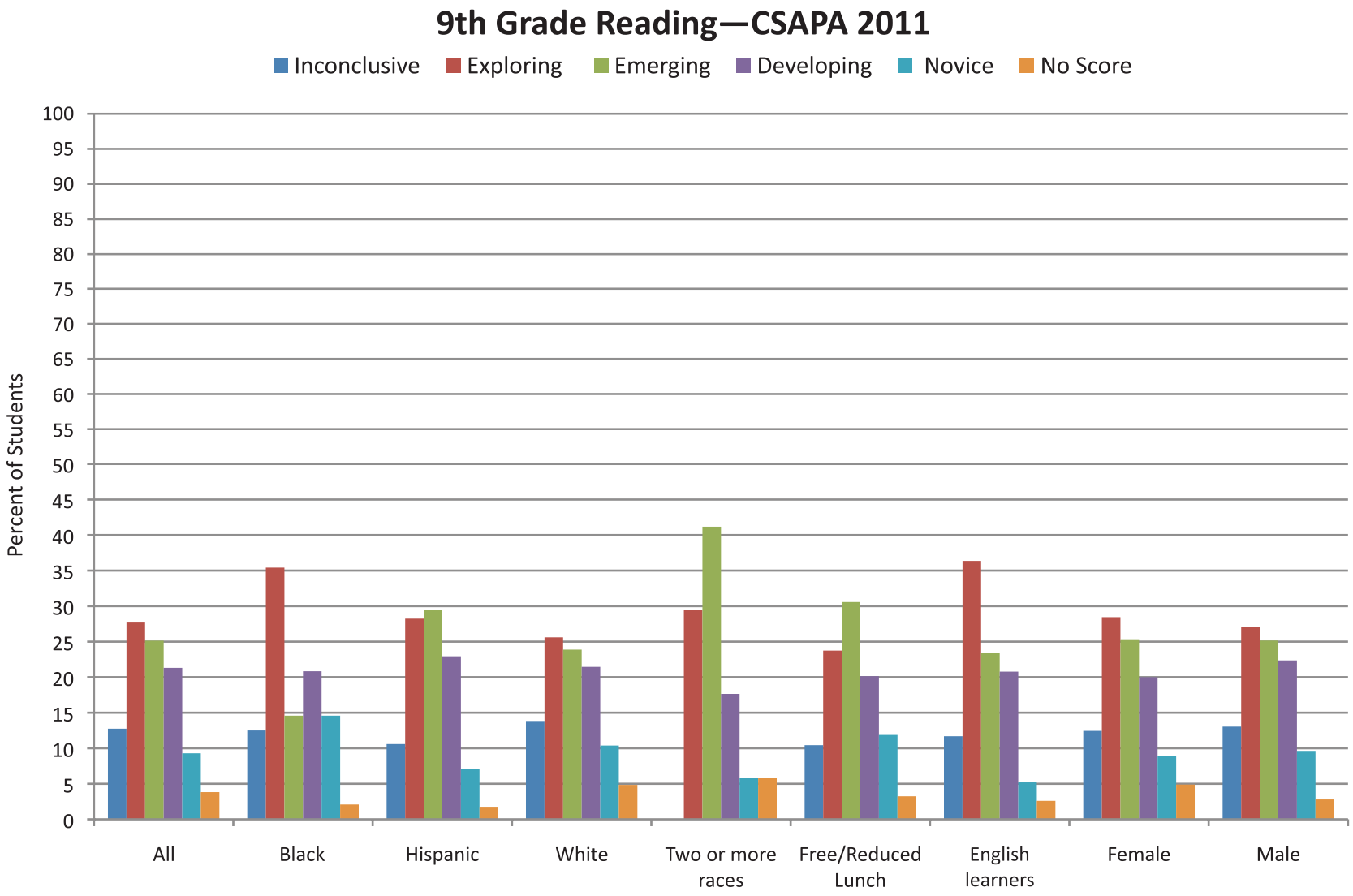

4th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Asian
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male

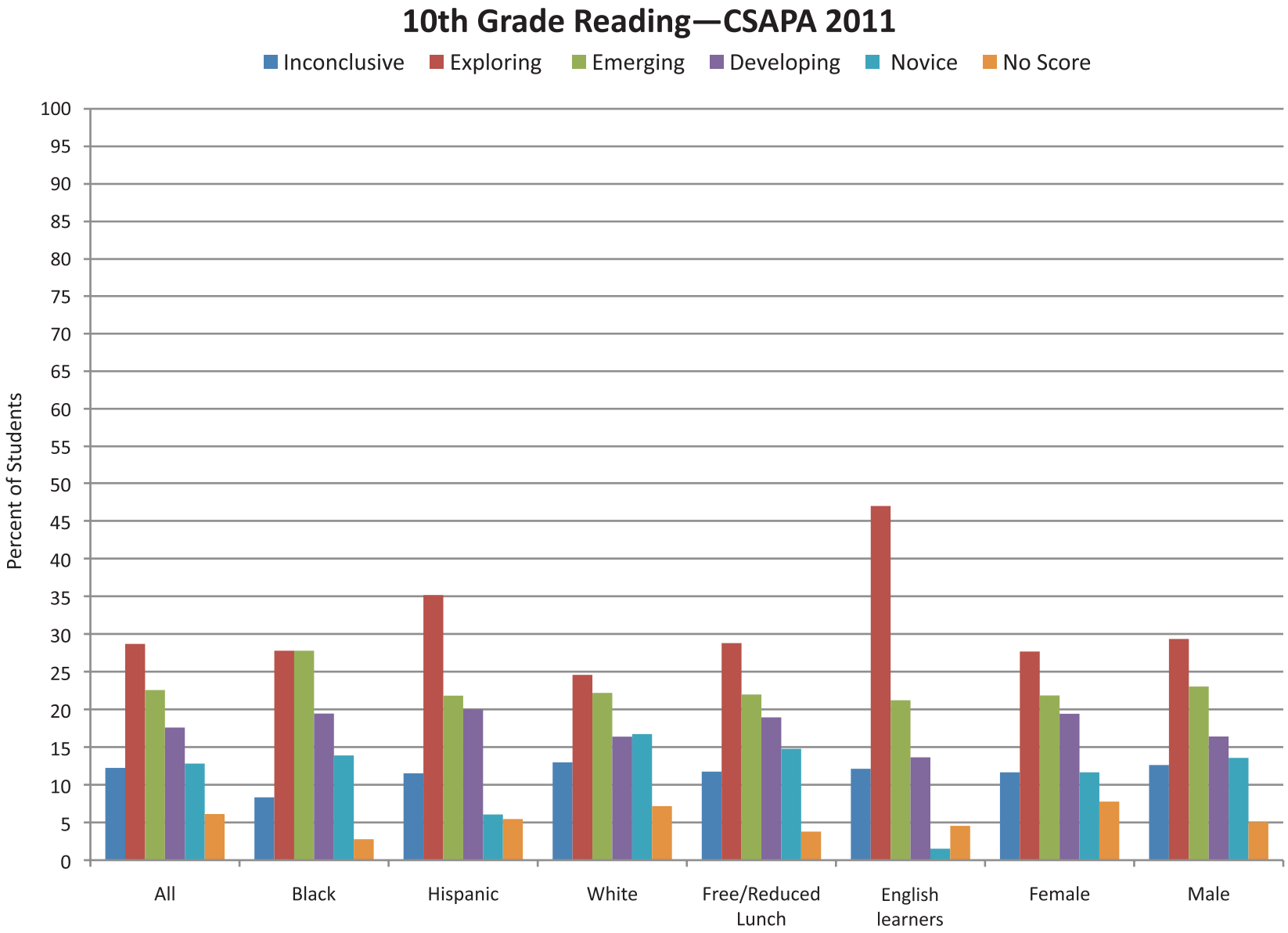

5th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

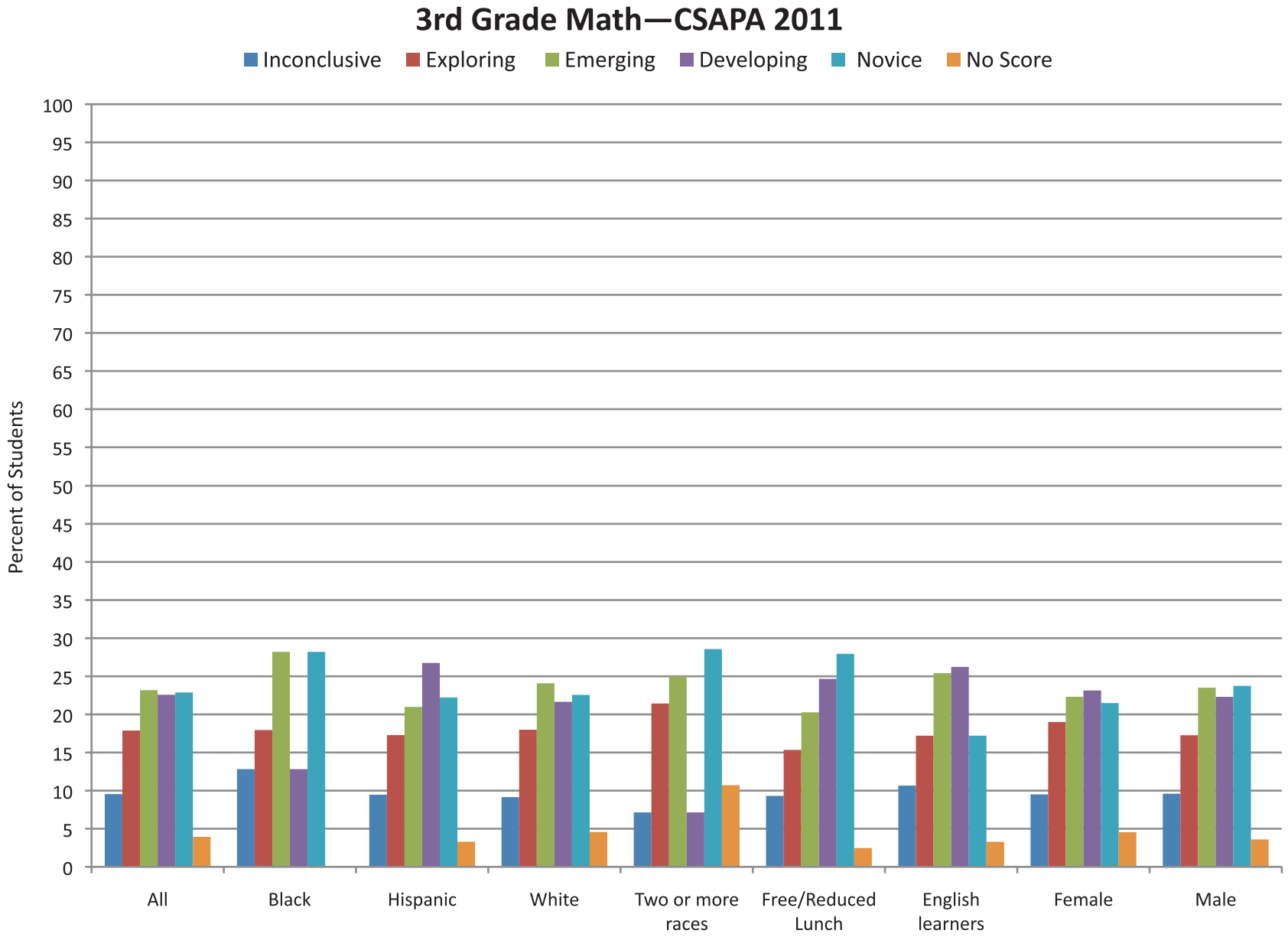

6th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

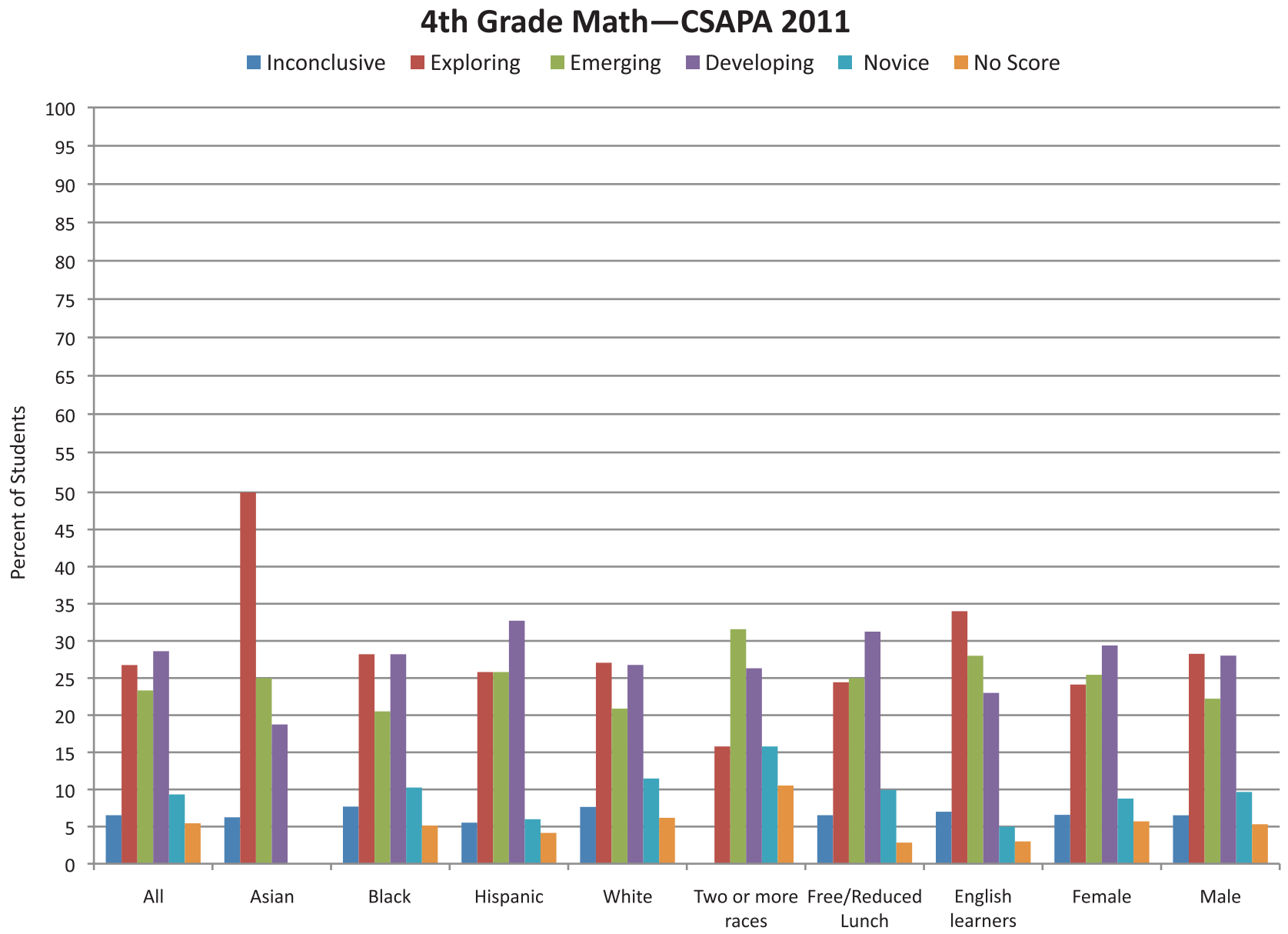

7th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

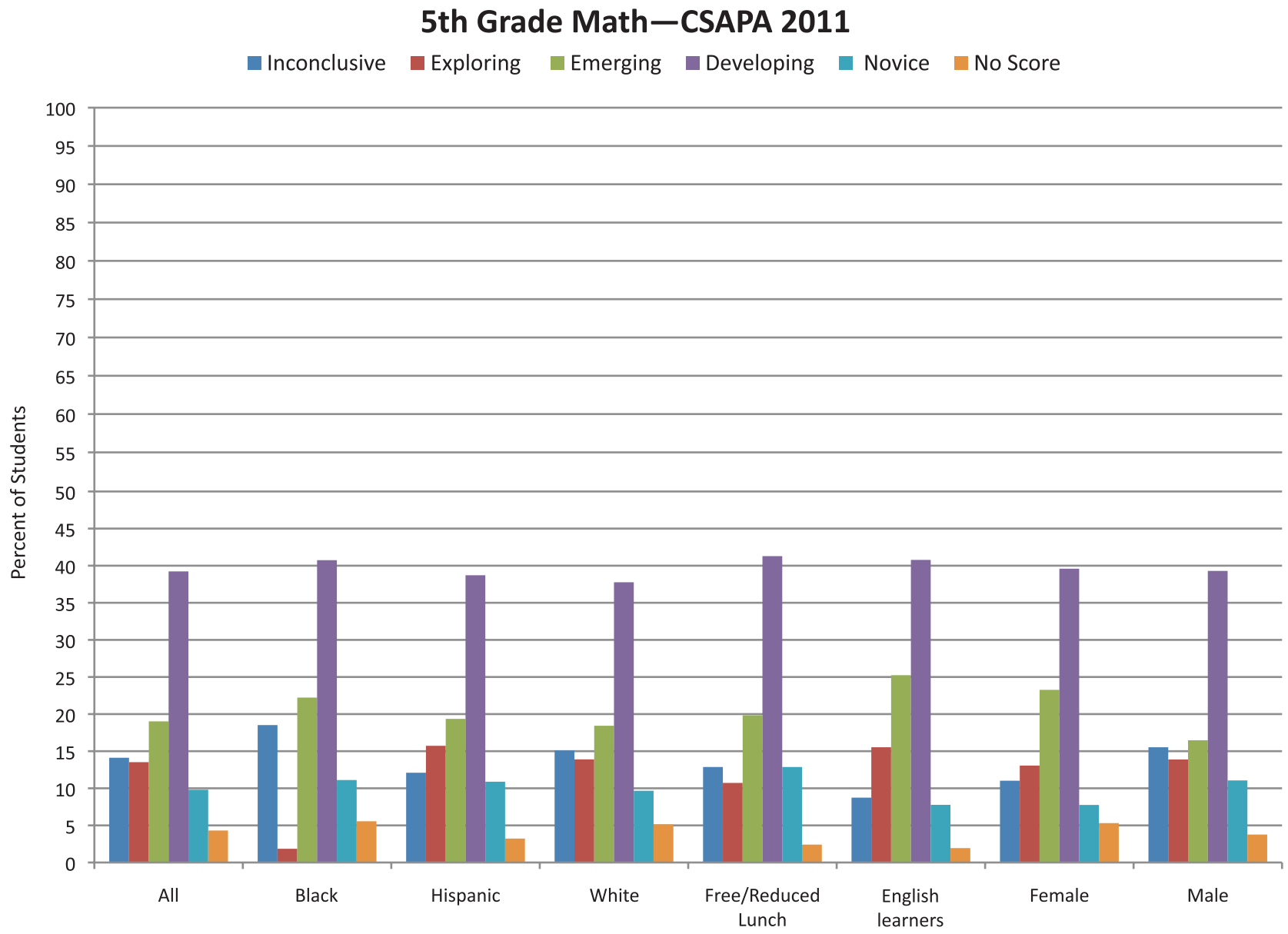

8th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Asian
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

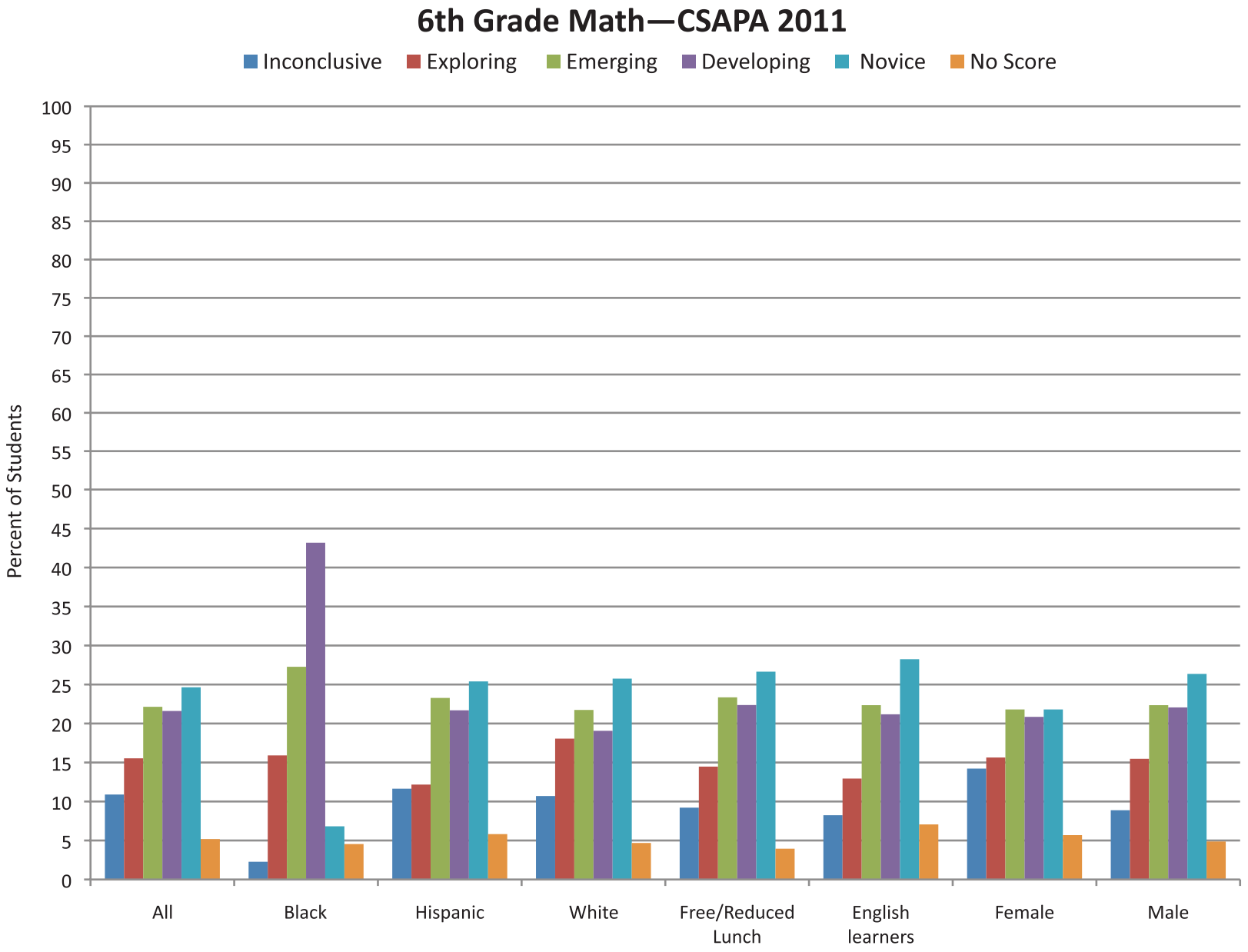

9th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male

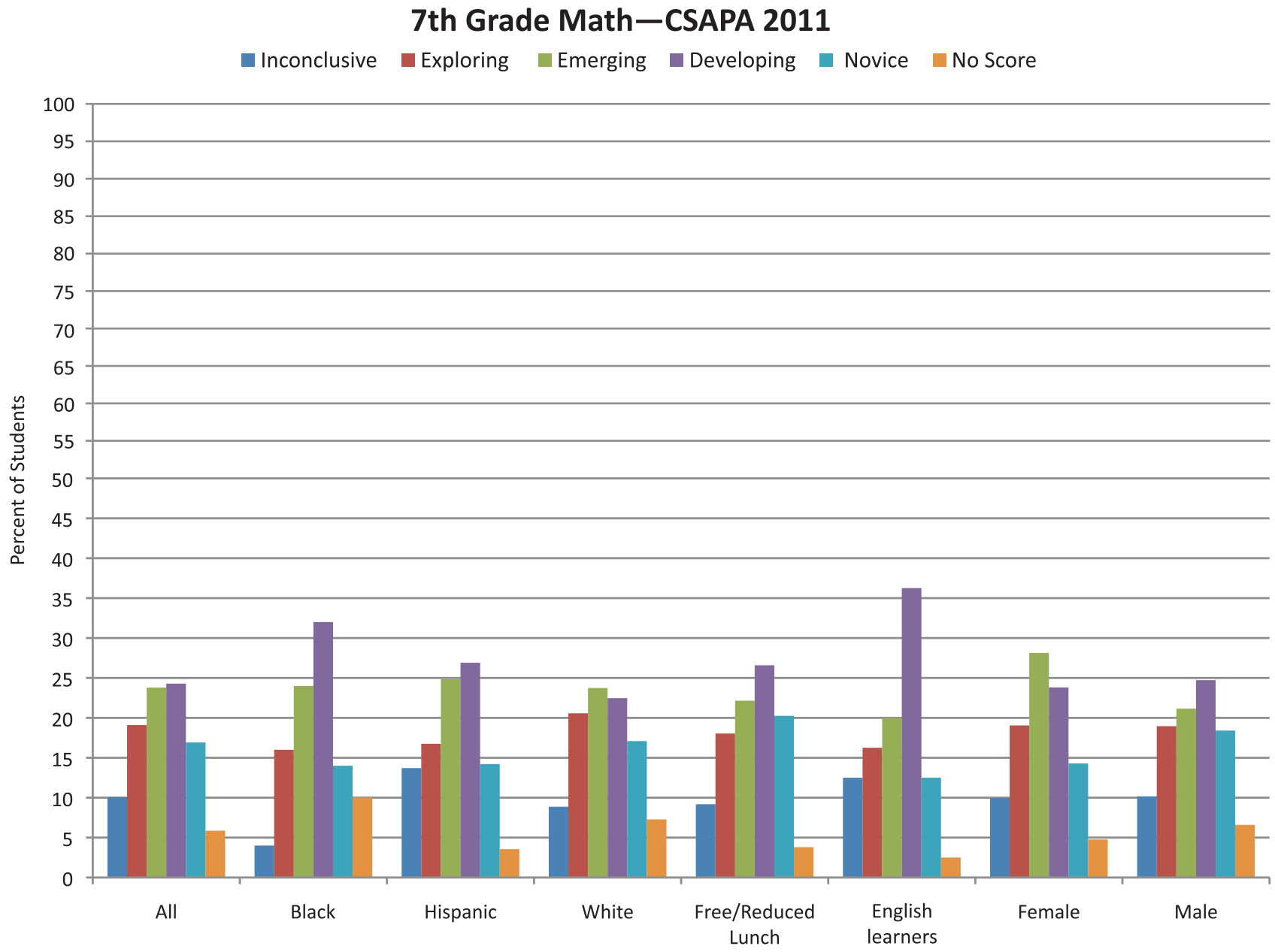

10th Grade Reading—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

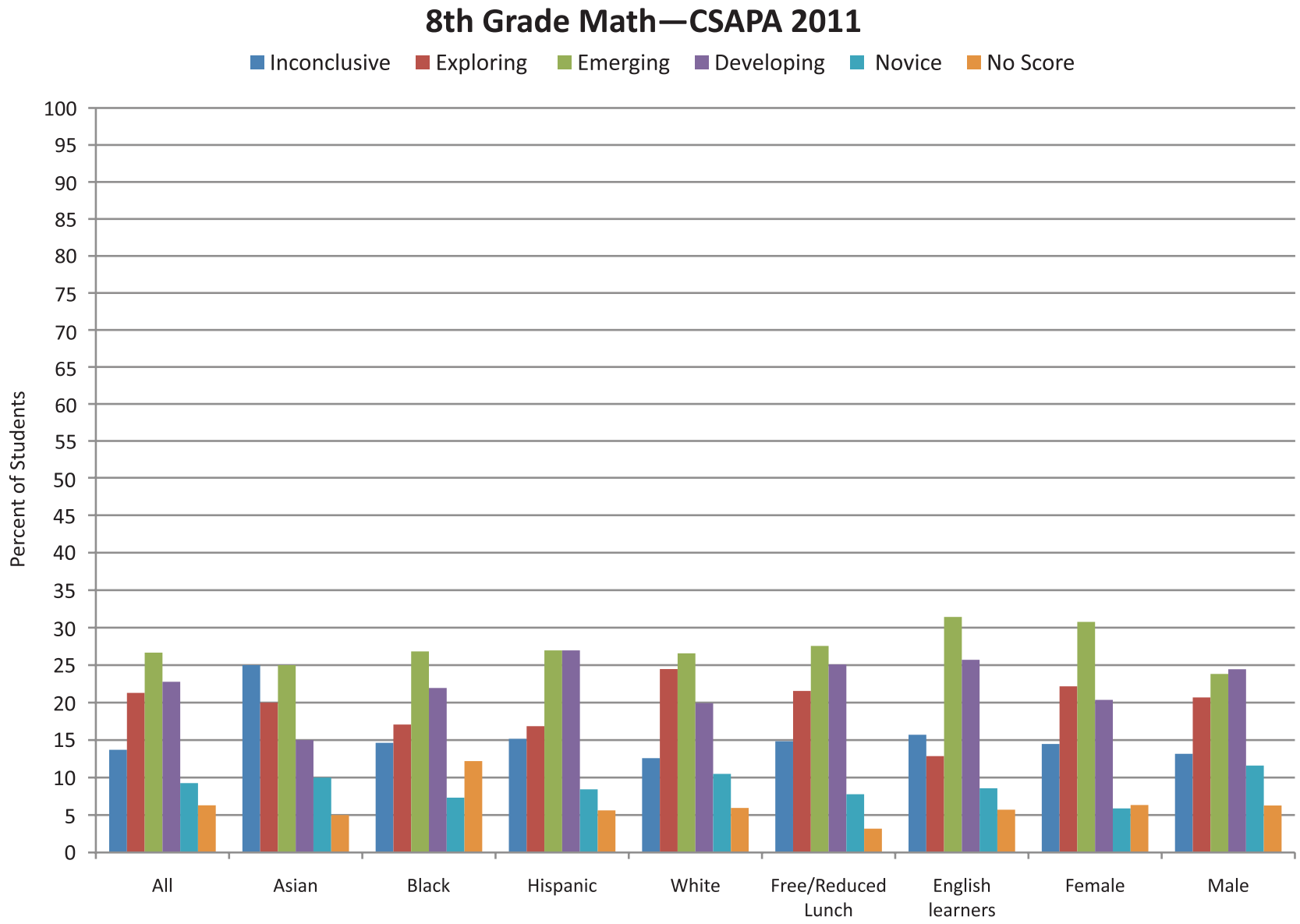

3rd Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male

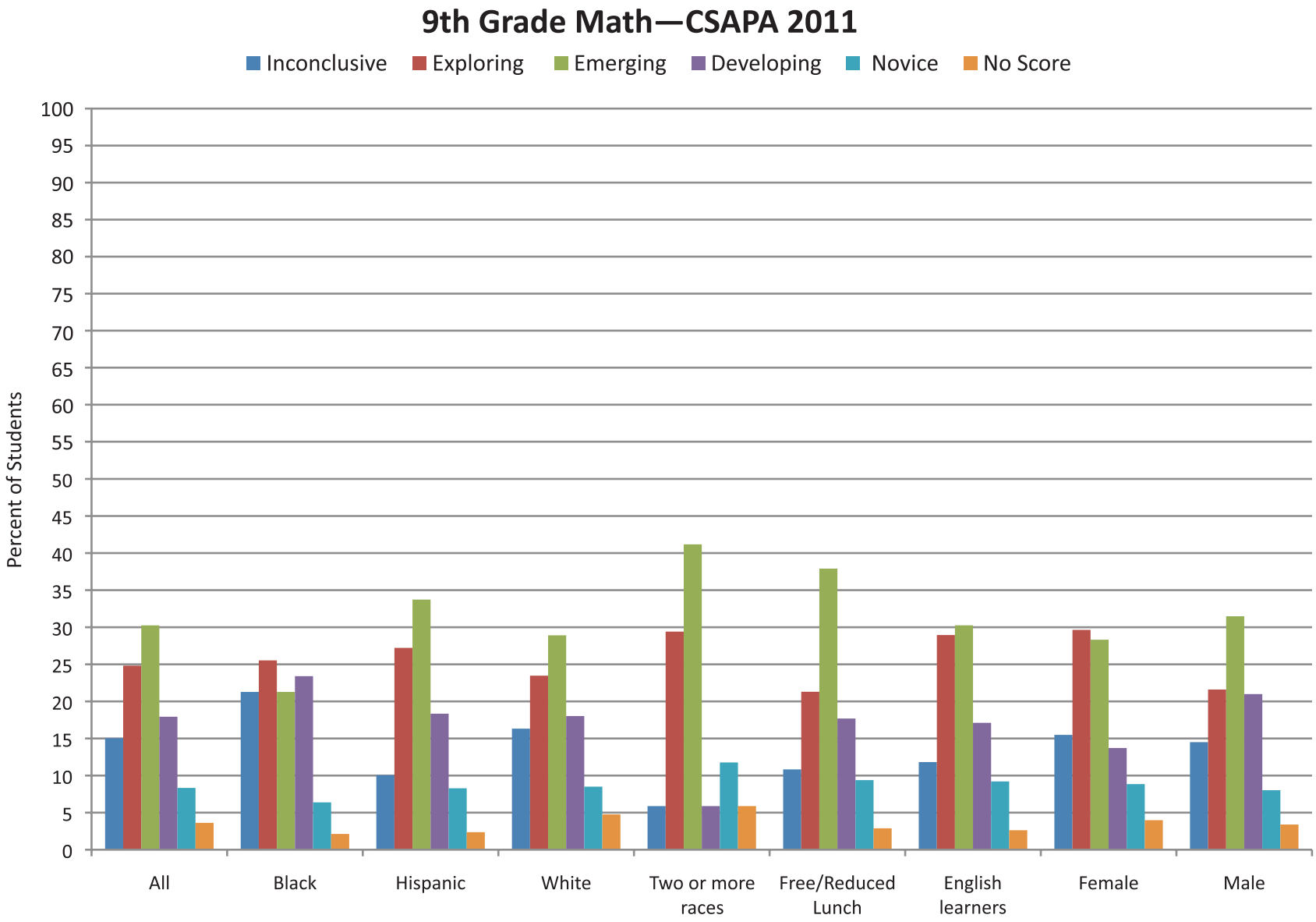

4th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Asian
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male

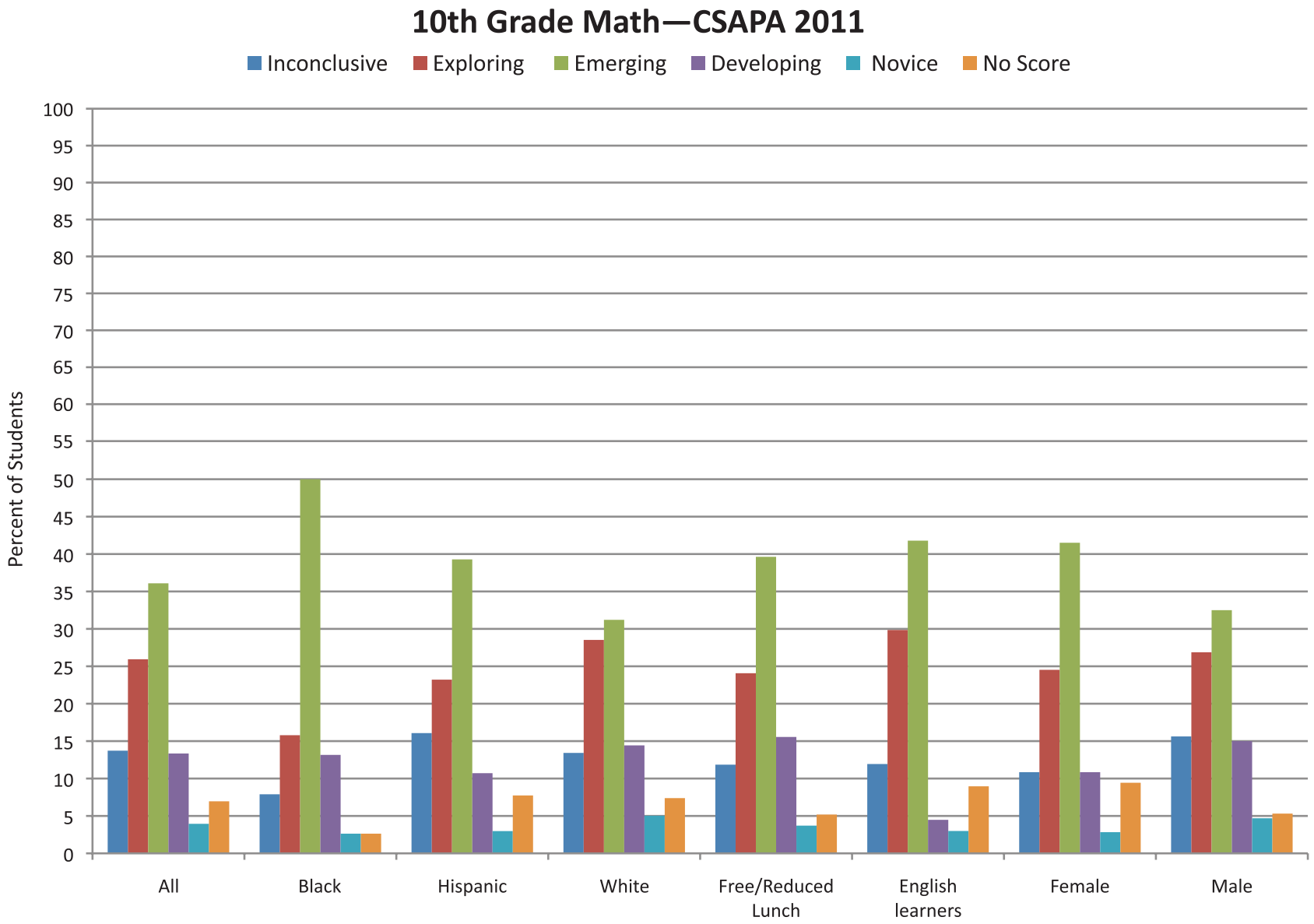

5th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male

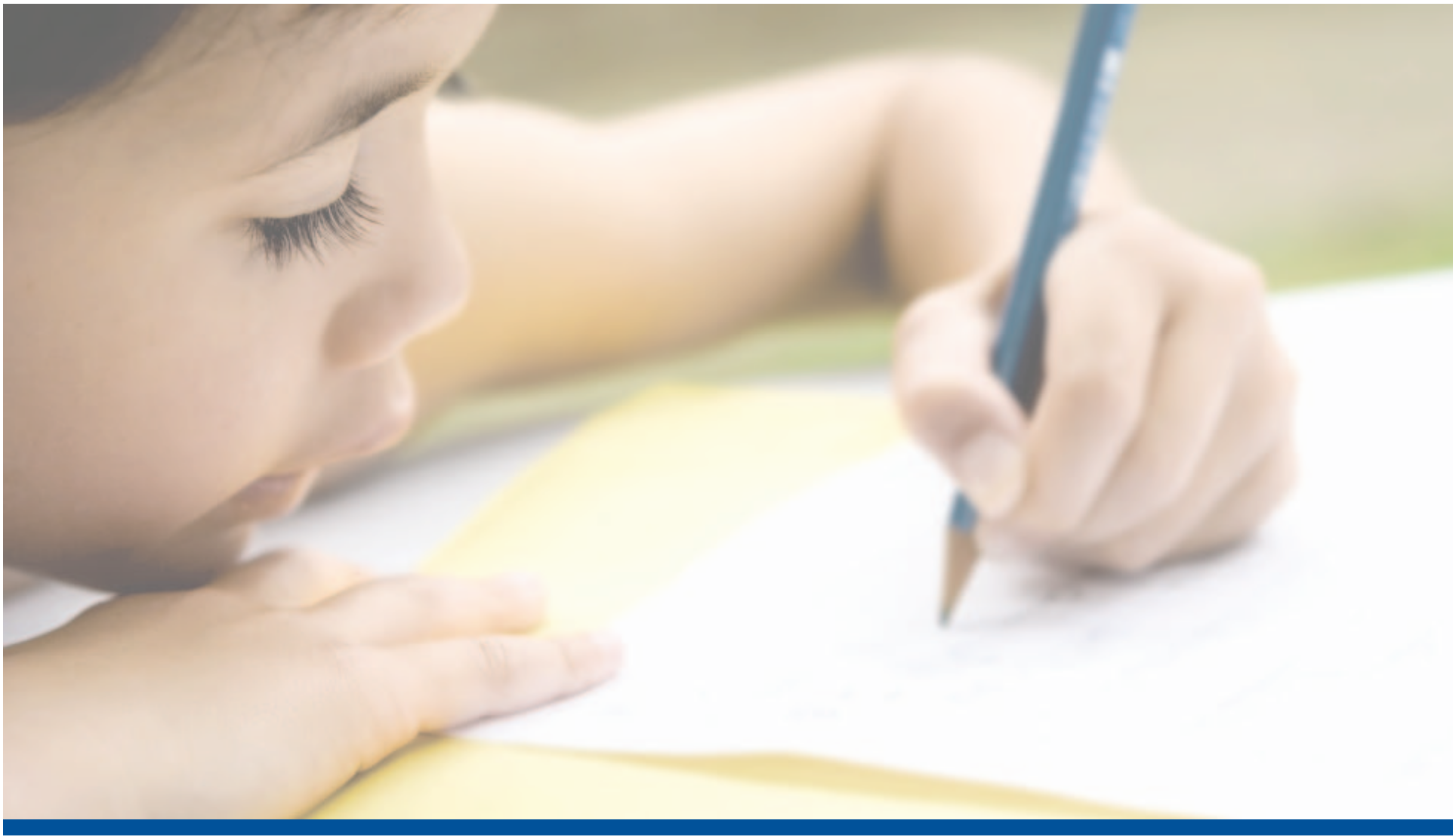

6th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male


7th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male


8th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Asian
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male


9th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Two or more races
Free/Reduced Lunch
English learners
Female
Male


10th Grade Math—CSAPA 2011
Inconclusive
Exploring
Emerging
Developing
Novice
No Score
Percent of Students
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
All
Black
Hispanic
White
Free/Reduced Lunch
English learners
Female
Male



Accountability Data

Accountability Data

The No Child Left Behind Act requires that the Colorado Department of Education determine whether 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 also must calculate AYP. AYP determinations are based on CSAP, Lectura, CSAPA, and graduation rate data. Scores from all those assessments are aggregated in AYP calculations.

To make AYP, the school/ district/state overall, as well as disaggregated groups of 30 students or more, must:

1.) Meet the 95% participation requirement (95% of enrolled students must be assessed with CSAP/Lectura or CSAPA).

2.) Meet the math and reading performance targets, or decrease the percent of students scoring non-proficient by 10 percent from the prior year. Targets are set statewide and vary by grade span (elementary, middle and high) and content area (reading and math). Additionally, targets increase every three years in order to meet the goal of 100 percent of students proficient in 2013-2014. Targets increased in 2010–2011 by 5–13 percentage points. http://www.cde.state.co.us/FedPrograms/dper/aypprof.asp

3.) Fulfill the "other indicator" requirement, which in 2011 was 1.33 percent of students scoring advanced on reading and math at the elementary and middle school levels. To satisfy the high school graduation rate requirement, the school/district/state must have met the 2010 4-year on-time graduation rate target (63%), or the 5-year (65%) or 6-year (67%) rate targets or demonstrated an increase of two percentage points from the previous year.

These targets also apply to disaggregated groups with 30 students or more. Disaggregated groups include: White, Hispanic, Black, Asian/Pacific Islander, American Indian/Alaskan Native, English learners, economically disadvantaged students, and students with disabilities. The state also must report data separately for males, females, and migrant students.

The following tables and graphs reflect Colorado's state-level AYP data. School and district AYP results can be found at:

http://www.cde.state.co.us/FedPrograms/dper/ayp.asp

and through the SchoolView Data Center at:

https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx

Colorado did not make state AYP 2011. Colorado made 102 of 153 targets, indicated by 101 blue cells and one gray cell, which denotes use of the safe harbor provision (10% reduction in percent of students scoring non-proficient from the previous year). Colorado did not make 51 targets (white cells). In 2010–2011 Colorado met 67 percent of its targets, less than the 78 percent met in 2010. Target increases between 2010 and 2011 resulted in the drop.

The tables on pages 41–43 show the specific targets for which Colorado was accountable and the performance on each. Male, female, and migrant student disaggregation is included on these tables for reporting purposes only.

The graphs on pages 44–49 show AYP performance trends for each grade span, for reading and math, overall as well as by disaggregated group. The black line represents 2011–2014 AYP performance targets; red indicates 2008–2010 targets; blue denotes 2005–2007 targets; and orange shows where AYP targets first began. Any disaggregated group whose performance fell below the black line did not make the 2011 AYP target, with the exception of middle school Hispanic students, who fulfilled the safe harbor provision for math. Current data (2011) compared to data across the years, beginning in 2002, show trends in performance as well as how targets have increased over time:

	ELEMENTARY		MIDDLE		HIGH	
Year	Reading	Math	Reading	Math	Reading	Math
2002–2004	76.92	75.86	73.61	59.51	79.65	47.00
2005–2007	82.69	81.90	80.21	69.63	84.74	60.25
2008–2010	88.46	89.09	86.81	79.75	89.83	73.50
2011–2013	94.23	94.54	93.41	89.88	94.92	86.75

2011 Adequate Yearly Progress Data—Elementary Level

Student Group	Reading/Language Arts		Mathematics		Other Indicator	
	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 94.23%**	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 94.54%**	Percent Advanced Reading **Goal 1.33%**	Percent Advanced Mathematics **Goal 1.33%**
All Students	99.53	88.99	99.67	91.14	6.31	29.12
American Indian/Alaska Native	99.56	84.67	99.75	87.04	3.91	17.36
Asian/Pacific Islander	99.63	91.24	99.63	93.96	10.16	45.46
Black	99.40	80.77	99.44	80.12	2.09	11.95
Hispanic	99.45	81.10	99.71	85.30	2.15	14.76
White	99.58	94.33	99.68	95.56	8.97	38.26
English Language Learners	99.33	76.17	99.65	82.86	1.66	13.28
Economically Disadvantaged	99.47	81.22	99.70	84.95	1.91	14.41
Students with Disabilities	98.28	53.95	98.70	64.30	0.75	6.57
Male*	99.47	86.90	99.63	90.70	4.97	30.25
Female*	99.59	91.31	99.72	91.72	7.80	28.12
Migrant*	98.38	73.88	99.87	80.87	1.47	10.35

* Male, Female and Migrant disaggregations are required for reporting, but not accountability.
** Percent Partially Proficient, Proficient & Advanced includes CSAPA performance levels Emerging, Developing and Novice.

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

2011 Adequate Yearly Progress Data—Middle Level

Student Group	Reading/Language Arts		Mathematics		Other Indicator	
	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 93.41%**	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 89.88%**	Percent Advanced Reading **Goal 1.33%**	Percent Advanced Mathematics **Goal 1.33%**
All Students	99.36	89.55	99.44	84.34	10.05	24.46
American Indian/Alaska Native	99.12	85.15	99.24	77.70	5.64	13.08
Asian/Pacific Islander	99.68	90.51	99.63	91.10	16.72	42.40
Black	98.94	79.66	99.07	69.89	3.24	9.63
Hispanic	99.37	82.04	99.49	74.74	3.24	10.97
White	99.38	94.54	99.44	90.62	14.05	32.30
English Language Learners	99.47	77.02	99.59	71.80	2.23	10.67
Economically Disadvantaged	99.25	81.60	99.38	74.01	2.83	10.41
Students with Disabilities	97.82	54.18	98.24	45.71	0.78	3.58
Male*	99.26	86.92	99.38	83.19	7.35	25.35
Female*	99.46	92.42	99.51	85.69	12.98	23.71
Migrant*	99.57	70.86	99.43	64.72	2.09	6.96

* Male, Female and Migrant disaggregations are required for reporting, but not accountability.
** Percent Partially Proficient, Proficient & Advanced includes CSAPA performance levels Emerging, Developing and Novice.

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

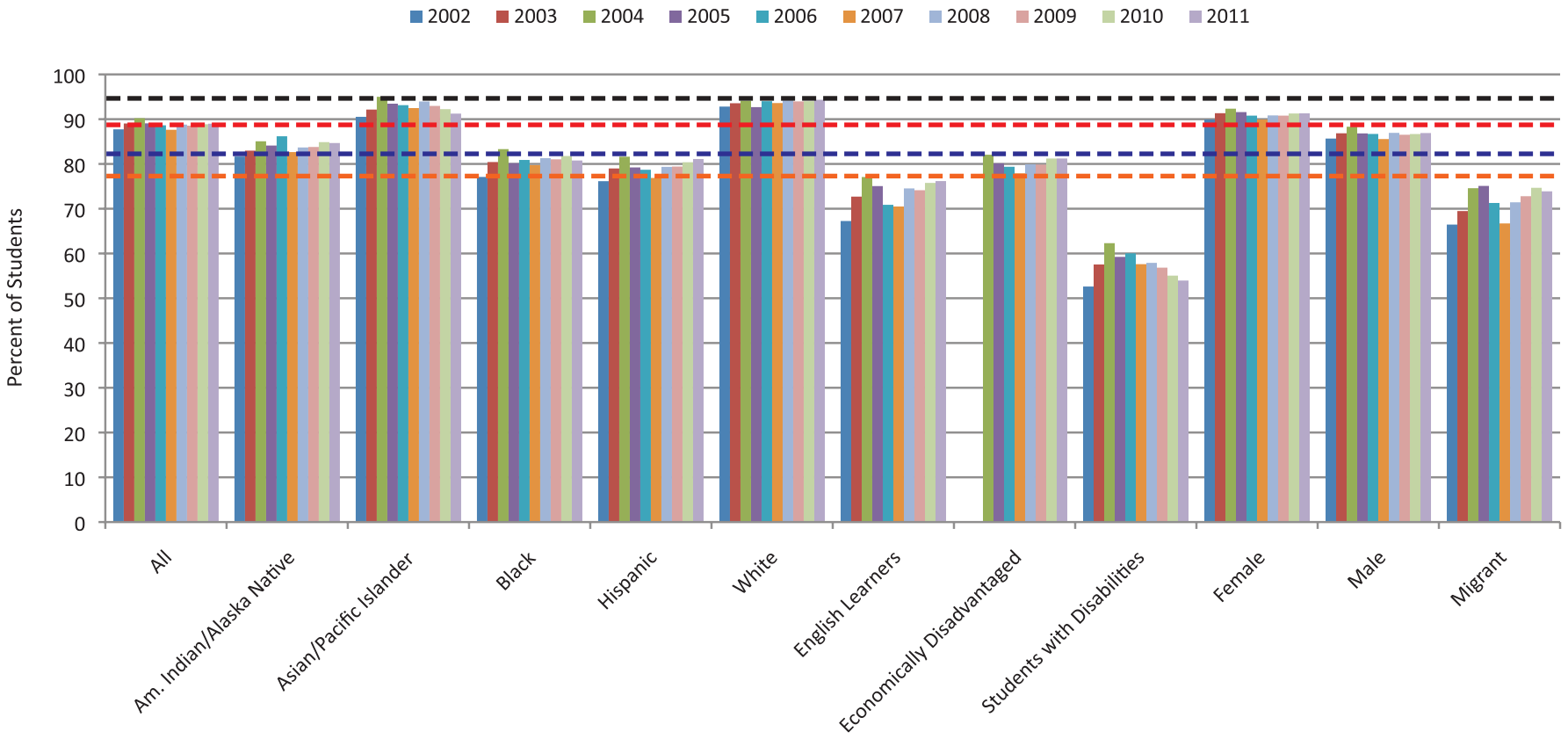
2011 Adequate Yearly Progress Data—High School Level

Student Group	Reading/Language Arts		Mathematics		Other Indicator
	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 94.92%**	Percent Tested **Goal 95%**	Percent Partially Proficient, Proficient & Advanced** **Goal 86.75%**	Graduation Rate*** **Goal 63%**
All Students	97.84	91.96	98.10	69.05	72.4
American Indian/Alaska Native	96.50	89.29	96.78	56.94	50.1
Asian/Pacific Islander	98.86	90.87	98.96	79.90	82.4
Black	97.02	84.70	97.28	47.20	63.7
Hispanic	97.78	86.01	98.13	51.40	55.5
White	97.94	95.72	98.15	79.28	80.2
English Language Learners	98.46	80.30	98.71	46.72	49.2
Economically Disadvantaged	97.45	85.50	97.85	51.43	58.9
Students with Disabilities	95.49	63.08	95.91	26.00	52.0
Male*	97.73	89.59	98.03	68.84	68.7
Female*	97.97	94.58	98.17	69.50	76.3
Migrant*	98.76	74.63	99.02	36.12	53.8

* Male, Female and Migrant disaggregations are required for reporting, but not accountability.
** Percent Partially Proficient, Proficient & Advanced includes CSAPA performance levels Emerging, Developing and Novice.
*** Groups that raise their graduation rates two percentage points above the previous year's rates are considered to have met the target, even if their grad rate falls below 63%.

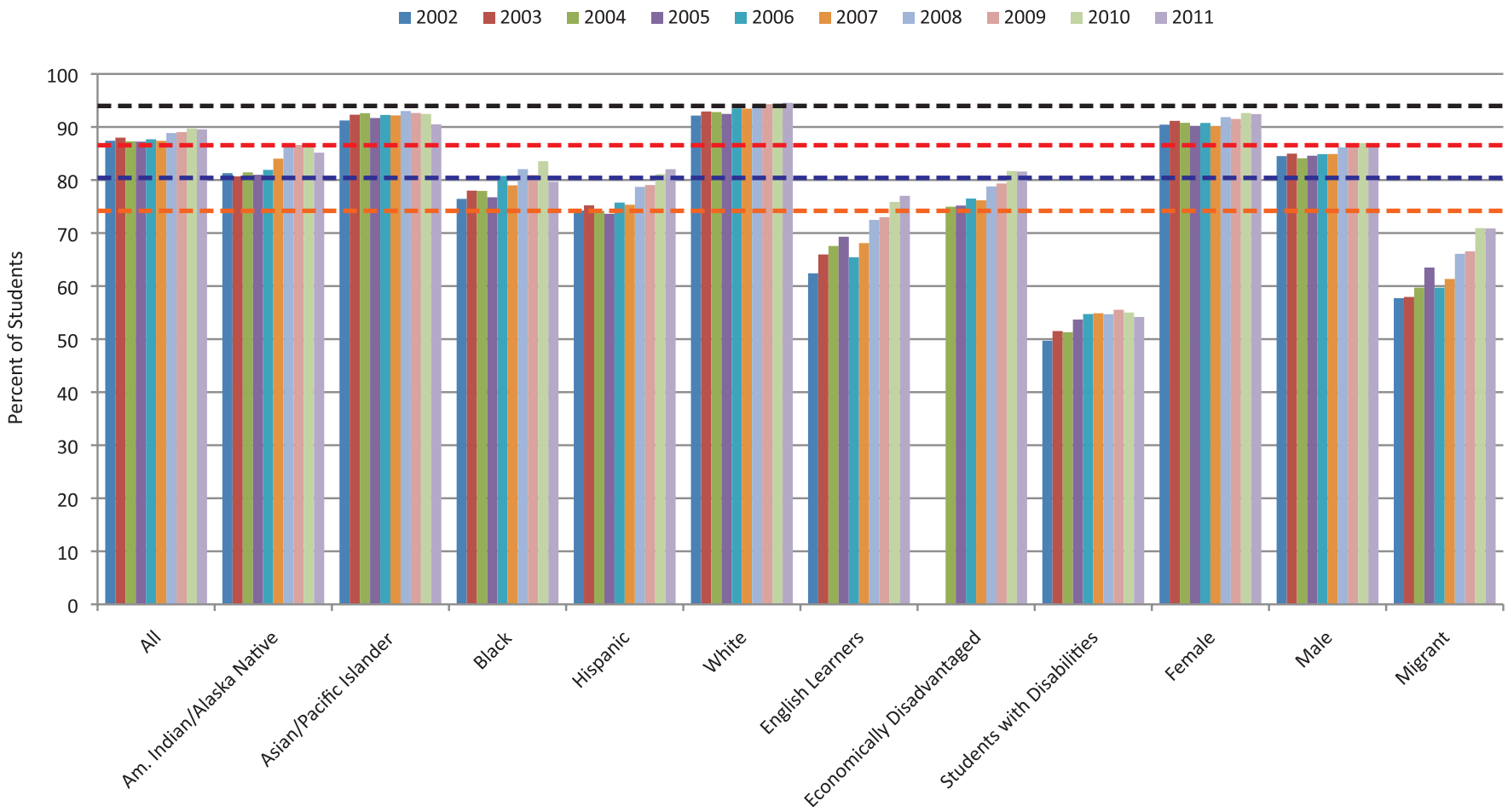
- Made AYP Target
- Missed AYP Target
- Made AYP Target through Safe Harbor

Elementary Reading Performance—AYP Trend Data 2002–2011



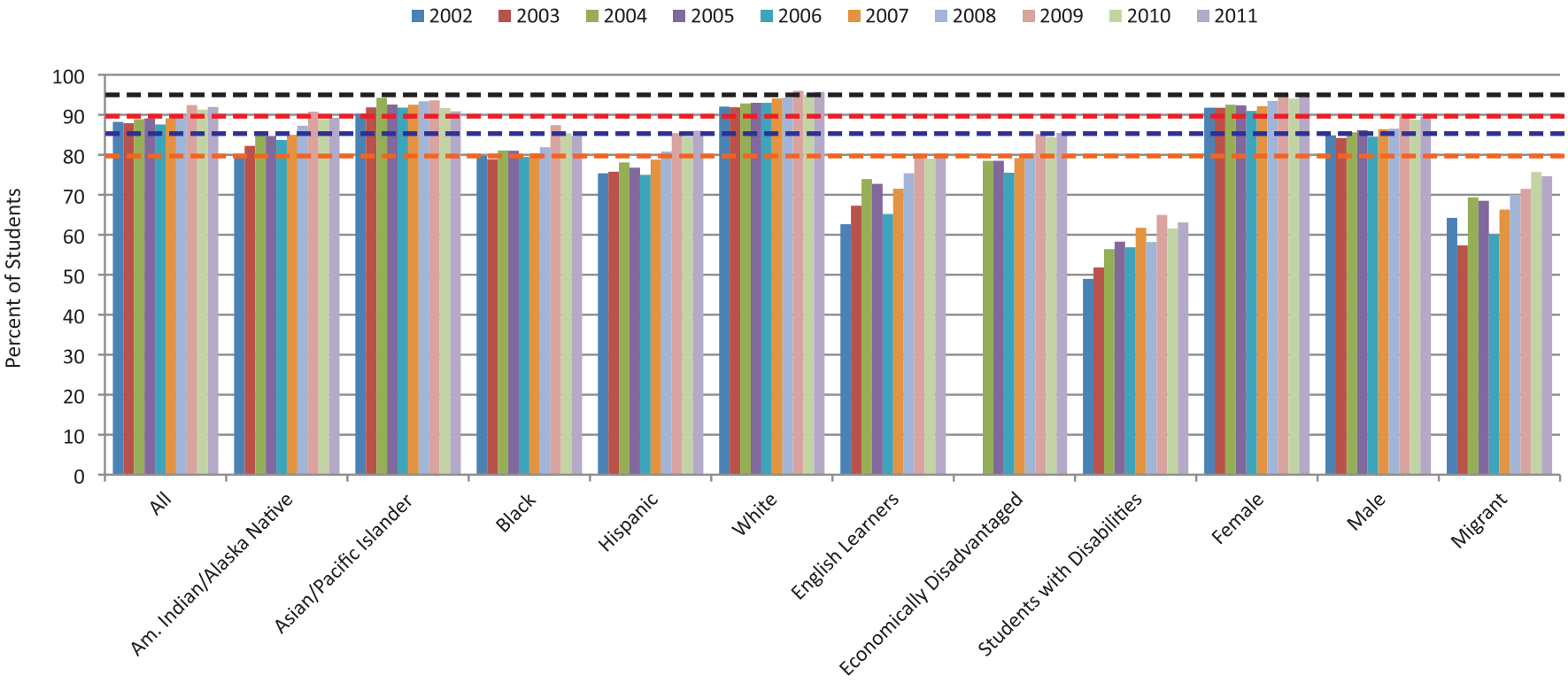
TARGETS: 2002–2004 (76.92%) 2005–2007 (82.69%) 2008–2010 (88.46%) 2011–2013 (94.23%)

Middle Reading Performance—AYP Trend Data 2002–2011



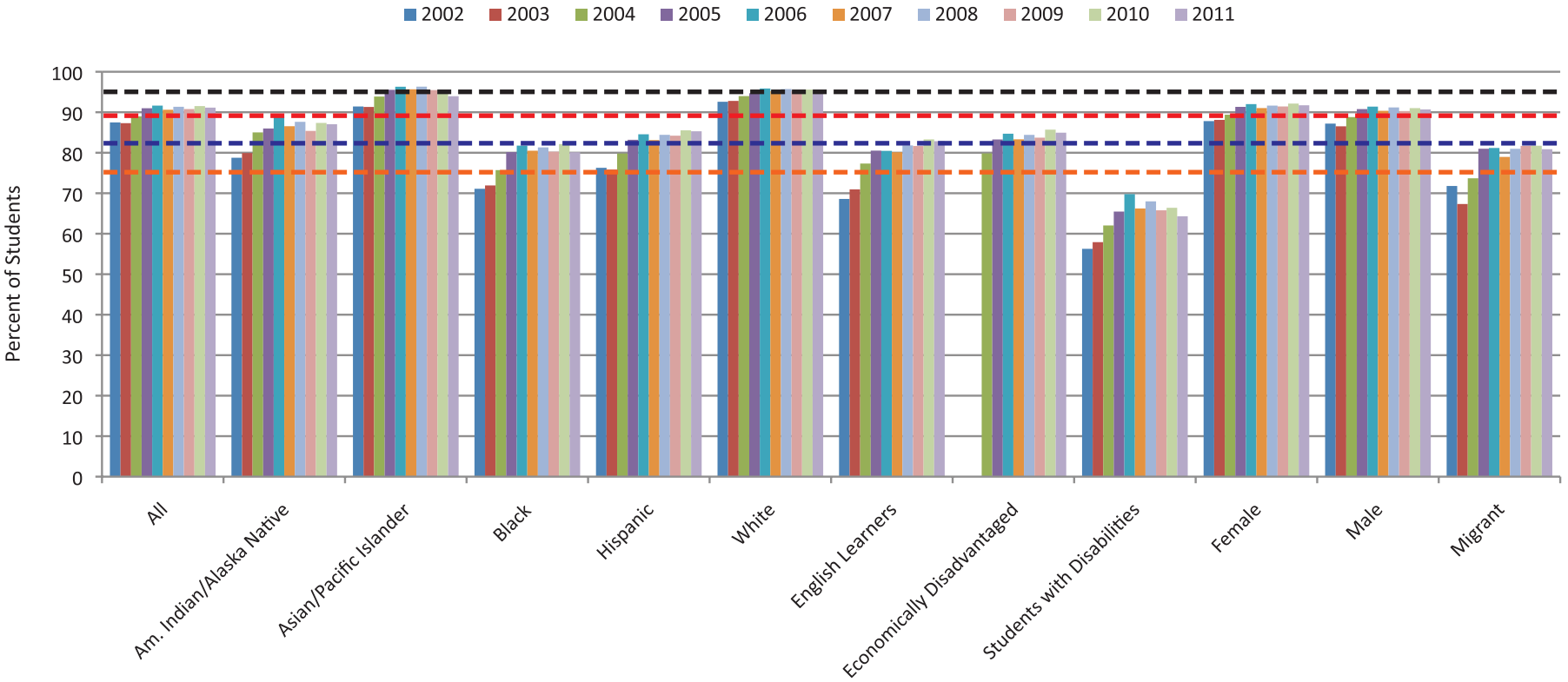
TARGETS: 2002–2004 (73.61%) 2005–2007 (80.21%) 2008–2010 (86.81%) 2011–2013 (93.41%)

High Reading Performance—AYP Trend Data 2002–2011



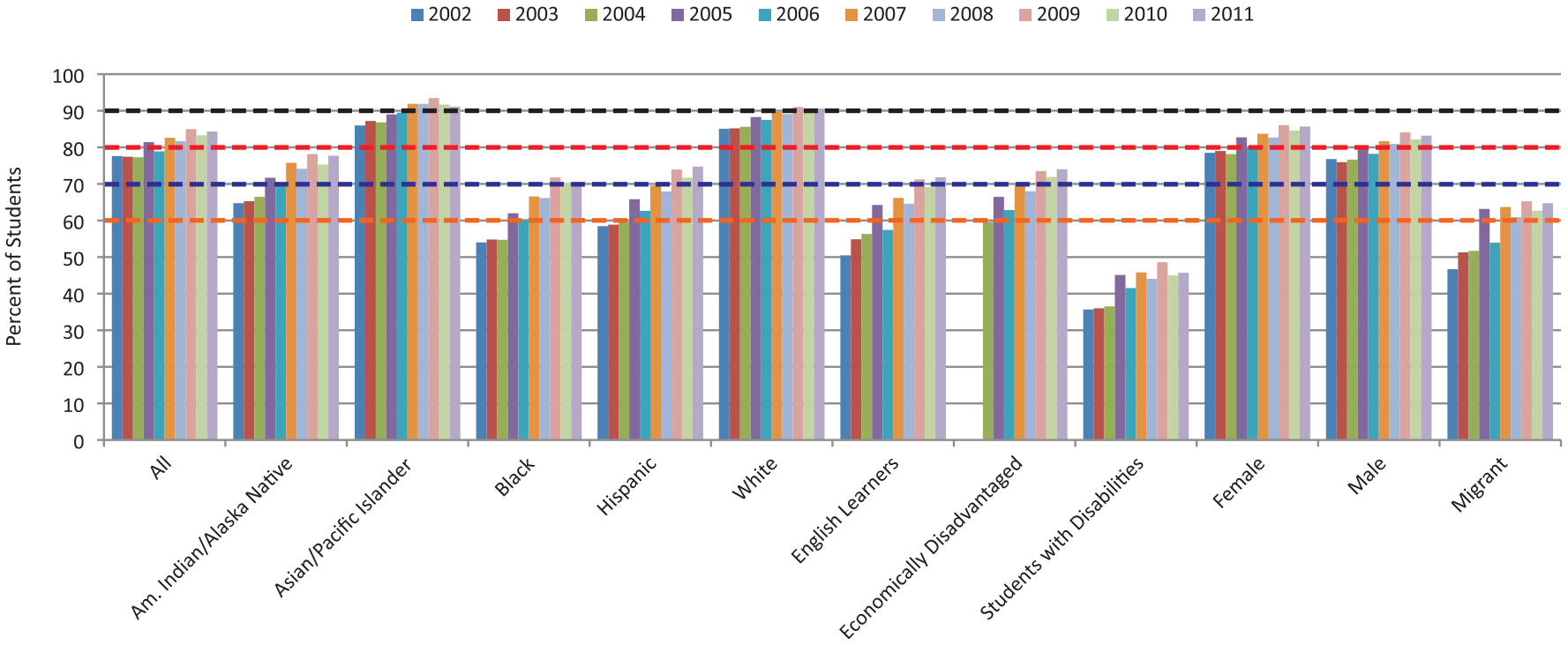
TARGETS: 2002–2004 (79.65%) 2005–2007 (84.74%) 2008–2010 (89.83%) 2011–2013 (94.92%)

Elementary Math Performance—AYP Trend Data 2002–2011



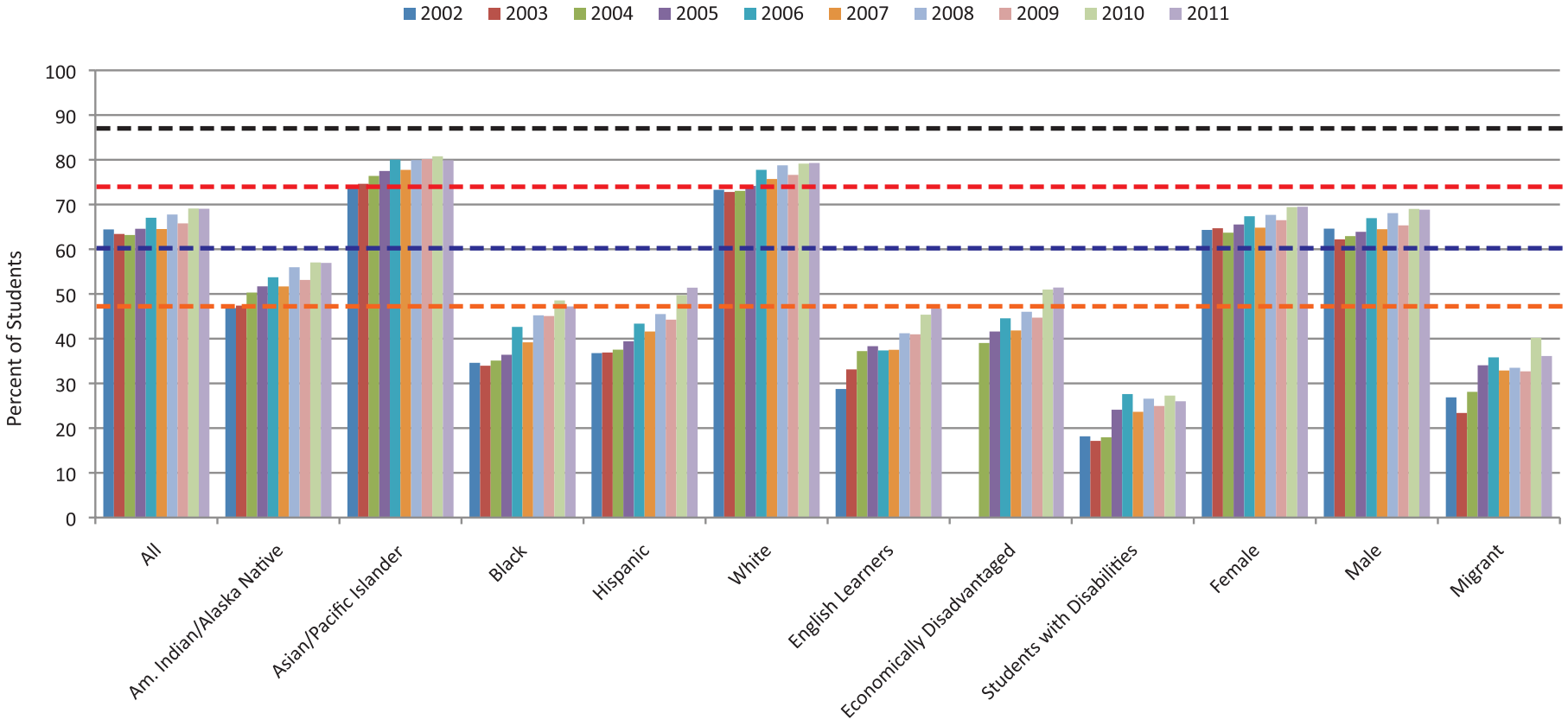
TARGETS: 2002–2004 (75.86%) 2005–2007 (81.90%) 2008–2010 (89.09%) 2011–2013 (94.54%)

Middle Math Performance—AYP Trend Data 2002–2011



TARGETS: 2002–2004 (59.51%) 2005–2007 (69.63%) 2008–2010 (79.75%) 2011–2013 (89.88%)

High Math Performance—AYP Trend Data 2002–2011



TARGETS: 2002–2004 (47.00%) 2005–2007 (60.25%) 2008–2010 (73.50%) 2011–2013 (86.75%)

District Results

How can districts have different numbers of targets?

Districts are required to make Adequate Yearly Progress (AYP) in reading and math, as is the state and schools. Forty-five (25% of the 182 districts in the state) made all their AYP 2011 targets. Ninety-seven (53%) districts made 90 percent or more of their AYP targets. In 2010, 88 districts (48%) made AYP. Again, this decrease from 2010 to 2011 is due to the fact that the targets needed to make AYP increased in 2011.

The number of targets for which a district is accountable is based on their number of disaggregated groups, which is determined by the number of students in those disaggregated groups. When there are fewer than 30 students in a disaggregated group, 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 Colorado districts and whether or not they 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. Most districts are on Improvement for both reading and math; a few districts have missed targets in only one content area.

To see detailed district reports showing exactly which targets districts missed, go to the CDE website at:

http://www.cde.state.co.us/FedPrograms/dper/aypres.asp

or to SchoolView at:

https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Academy 20	No	135	119	88.15%	Program Improvement—Year 2
Adams 12 Five Star	No	153	113	73.86%	Corrective Action—Year 6
Adams County	No	112	84	75.00%	Corrective Action—Year 6
Adams-Arapahoe	No	150	103	68.67%	Corrective Action—Year 6
Agate	Yes	17	17	100.00%	
Aguilar	No	17	16	94.12%	Program Improvement—Year 1
Akron	No	45	38	84.44%	
Alamosa	No	93	81	87.10%	Corrective Action—Year 5
Archuleta County	No	75	67	89.33%	Corrective Action—Year 1
Arickaree	Yes	19	19	100.00%	
Arriba-Flagler	Yes	23	23	100.00%	
Aspen	Yes	64	64	100.00%	
Ault-Highland	No	71	66	92.96%	Program Improvement—Year 2
Bayfield	No	66	60	90.91%	
Bennett	No	62	52	83.87%	
Bethune	No	17	15	88.24%	
Big Sandy	No	39	34	87.18%	
Boulder Valley	No	148	118	79.73%	Corrective Action—Year 6
Branson	No	30	27	90.00%	
Briggsdale	Yes	19	19	100.00%	
Brighton	No	135	105	77.78%	Corrective Action—Year 6
Brush	No	84	69	82.14%	Corrective Action—Year 2
Buena Vista	No	51	48	94.12%	
Buffalo	Yes	35	35	100.00%	
Burlington	No	65	52	80.00%	Corrective Action—Year 1
Byers	No	41	40	97.56%	Program Improvement—Year 2
Calhan	Yes	48	48	100.00%	

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Campo	Yes	17	17	100.00%	
Canon City	No	84	61	72.62%	Corrective Action—Year 6
Centennial	No	35	30	85.71%	Program Improvement—Year 1
Center	No	67	56	83.58%	Corrective Action—Year 6
Charter School Institute	No	128	108	84.38%	Program Improvement—Year 2
Cheraw	Yes	31	31	100.00%	
Cherry Creek	No	152	131	86.18%	Corrective Action—Year 6
Cheyenne County	No	25	24	96.00%	
Cheyenne Mountain	No	115	107	93.04%	Corrective Action—Year 2
Clear Creek	No	45	43	95.56%	
Colo. School for the Deaf and Blind	No	20	15	75.00%	Corrective Action—Year 3
Colorado Springs 11	No	153	116	75.82%	Corrective Action—Year 6
Cotopaxi	Yes	21	21	100.00%	
Creede	Yes	17	17	100.00%	
Cripple Creek-Victor	No	44	35	79.55%	Program Improvement—Year 2
Crowley County	No	48	46	95.83%	Program Improvement—Year 2
Custer County	No	48	43	89.58%	
De Beque	No	17	16	94.12%	
Deer Trail	Yes	19	19	100.00%	
Del Norte	No	66	61	92.42%	Program Improvement—Year 2
Delta County	No	102	85	83.33%	Corrective Action—Year 6
Denver	No	153	109	71.24%	Corrective Action—Year 6
Dolores 2	No	33	30	90.91%	
Dolores 4	No	46	44	95.65%	
Douglas County	No	150	128	85.33%	Corrective Action—Year 1
Durango	No	113	94	83.19%	Corrective Action—Year 5
Eads	Yes	25	25	100.00%	

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Eagle County	No	102	91	89.22%	Corrective Action—Year 5
East Grand	No	58	52	89.66%	Corrective Action—Year 1
East Otero	No	76	56	73.68%	Corrective Action—Year 4
Eaton	Yes	82	82	100.00%	Program Improvement—Year 2
Edison	Yes	20	20	100.00%	
Elbert	No	33	32	96.97%	
Elizabeth	No	82	78	95.12%	Corrective Action—Year 1
Ellicott	No	67	59	88.06%	Corrective Action—Year 1
Englewood	No	97	78	80.41%	Corrective Action—Year 6
Expeditionary Boces	No	31	30	96.77%	
Falcon	No	135	117	86.67%	Corrective Action—Year 4
Fort Morgan	No	97	86	88.66%	Corrective Action—Year 6
Fountain	No	119	95	79.83%	Corrective Action—Year 4
Fowler	No	45	44	97.78%	
Fremont	No	75	55	73.33%	Corrective Action—Year 4
Frenchman	Yes	23	23	100.00%	
Garfield 16	No	83	68	81.93%	Corrective Action—Year 2
Garfield 2	No	101	83	82.18%	Corrective Action—Year 5
Genoa-Hugo	No	21	18	85.71%	
Gilpin	No	33	31	93.94%	
Granada	No	31	27	87.10%	
Greeley	No	132	88	66.67%	Corrective Action—Year 6
Gunnison Watershed	No	70	64	91.43%	Program Improvement—Year 2
Hanover	Yes	33	33	100.00%	
Harrison	No	144	115	79.86%	Corrective Action—Year 6
Haxtun	Yes	33	33	100.00%	
Hayden	No	38	36	94.74%	

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Hinsdale County	Yes	17	17	100.00%	
Hi-Plains	Yes	17	17	100.00%	
Hoehne	No	31	30	96.77%	
Holly	No	37	36	97.30%	
Holyoke	No	63	57	90.48%	Program Improvement—Year 1
Huerfano	No	53	47	88.68%	Corrective Action—Year 2
Idalia	No	17	16	94.12%	
Ignacio	No	66	51	77.27%	Corrective Action—Year 6
Jefferson County	No	153	128	83.66%	Corrective Action—Year 6
Johnstown-Milliken	No	98	85	86.73%	Corrective Action—Year 5
Julesburg	No	36	31	86.11%	Program Improvement—Year 2
Karval	No	22	18	81.82%	Corrective Action—Year 1
Keenesburg	No	92	78	84.78%	Program Improvement—Year 2
Kim	Yes	17	17	100.00%	
Kiowa	Yes	37	37	100.00%	
Kit Carson	No	17	16	94.12%	
La Veta	Yes	26	26	100.00%	
Lake County	No	90	69	76.67%	Corrective Action—Year 5
Lamar	No	88	79	89.77%	Corrective Action—Year 3
Las Animas	No	65	62	95.38%	Corrective Action—Year 1
Lewis-Palmer	No	107	102	95.33%	Corrective Action—Year 1
Liberty	Yes	17	17	100.00%	
Limon	Yes	45	45	100.00%	
Littleton	No	127	114	89.76%	Corrective Action—Year 5
Lone Star	Yes	17	17	100.00%	
Mancos	No	45	44	97.78%	
Manitou Springs	No	56	52	92.86%	Program Improvement—Year 2

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Manzanola	No	19	17	89.47%	
Mapleton	No	107	82	76.64%	Corrective Action—Year 6
Mc Clave	Yes	29	29	100.00%	
Meeker	No	46	41	89.13%	
Mesa County Valley	No	137	112	81.75%	Corrective Action—Year 6
Miami/Yoder	No	35	32	91.43%	
Moffat 2	No	23	21	91.30%	
Moffat 1	No	97	81	83.51%	Corrective Action—Year 3
Monte Vista	No	80	62	77.50%	Corrective Action—Year 2
Montezuma-Cortez	No	117	85	72.65%	Corrective Action—Year 6
Montrose County	No	102	83	81.37%	Corrective Action—Year 6
Mountain Boces	No	18	12	66.67%	
Mountain Valley	No	17	16	94.12%	
North Conejos	No	68	61	89.71%	Program Improvement—Year 2
North Park	Yes	29	29	100.00%	
Norwood	Yes	27	27	100.00%	
Otis	Yes	23	23	100.00%	
Ouray	Yes	23	23	100.00%	
Park (Estes)	No	74	67	90.54%	Corrective Action—Year 1
Park County	No	42	41	97.62%	
Pawnee	Yes	17	17	100.00%	
Peyton	No	42	40	95.24%	
Plainview	No	17	16	94.12%	
Plateau	Yes	25	25	100.00%	
Plateau Valley	No	37	35	94.59%	
Platte Canyon	Yes	50	50	100.00%	
Platte Valley 3	Yes	19	19	100.00%	

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Platte Valley 7	No	85	63	74.12%	Corrective Action—Year 1
Poudre	No	148	128	86.49%	Corrective Action—Year 6
Prairie	Yes	23	23	100.00%	
Primero	No	19	18	94.74%	
Pritchett	Yes	17	17	100.00%	
Pueblo City	No	125	87	69.60%	Corrective Action—Year 6
Pueblo County	No	101	89	88.12%	Corrective Action—Year 6
Rangely	Yes	36	36	100.00%	
Ridgway	Yes	32	32	100.00%	
Roaring Fork	No	101	93	92.08%	Corrective Action—Year 6
Rocky Ford	No	67	51	76.12%	Corrective Action—Year 4
Salida	No	58	55	94.83%	
Sanford	Yes	39	39	100.00%	
Sangre De Cristo	No	43	38	88.37%	
Sargent	No	51	48	94.12%	
Sheridan	No	90	61	67.78%	Corrective Action—Year 6
Sierra Grande	No	45	38	84.44%	
Silverton	No	17	15	88.24%	
South Conejos	No	39	36	92.31%	Program Improvement—Year 1
South Routt	No	45	43	95.56%	Program Improvement—Year 1
Springfield	Yes	35	35	100.00%	
St Vrain Valley	No	147	126	85.71%	Corrective Action—Year 6
Steamboat Springs	No	88	80	90.91%	Program Improvement—Year 1
Strasburg	No	49	41	83.67%	Program Improvement—Year 1
Stratton	No	19	16	84.21%	
Summit	No	101	82	81.19%	Corrective Action—Year 5
Swink	No	39	38	97.44%	

District Name	District Made AYP 2010–11	Total Targets Accountable for 2010–11	Targets Met 2010–11	Percent of Targets Met 2010–11	District Program Improvement (PI) Overall 2010–11
Telluride	No	44	43	97.73%	
Thompson	No	125	101	80.80%	Corrective Action—Year 6
Trinidad	No	76	60	78.95%	Corrective Action—Year 4
Valley	No	96	88	91.67%	Corrective Action—Year 6
Vilas	No	30	21	70.00%	
Walsh	Yes	19	19	100.00%	
Weld County 1	No	98	78	79.59%	Corrective Action—Year 5
Weld County 8	No	91	75	82.42%	Corrective Action—Year 6
Weldon Valley	Yes	25	25	100.00%	
West End	Yes	40	40	100.00%	
West Grand	No	46	44	95.65%	
Westminster	No	119	87	73.11%	Corrective Action—Year 6
Widefield	No	131	103	78.63%	Corrective Action—Year 5
Wiggins	Yes	50	50	100.00%	
Wiley	No	39	36	92.31%	
Windsor	No	83	74	89.16%	Corrective Action—Year 3
Woodland Park	No	81	71	87.65%	Program Improvement—Year 2
Woodlin	No	17	16	94.12%	
Wray	No	62	50	80.65%	
Yuma	No	82	75	91.46%	Program Improvement—Year 2

School Results

Title I schools that do not make AYP targets in the same content area (reading, math) for two consecutive years are identified for Title I School Improvement. Schools can be placed on Improvement for reading, math, or both, depending upon their AYP performance, as well as for graduation rate at the high school level. Schools are removed from Improvement when they make AYP for two consecutive years in the content area(s) that placed them on Improvement. Sixteen Title I schools made AYP 2011 for a second year and no longer are on School Improvement for the 2011–12 academic year:

Antonito High, South Conejos

Avon Elementary, Eagle County

Clifton Elementary, Mesa County Valley

Columbine Elementary, Boulder

Columbine Elementary, St. Vrain

Columbine Elementary, Fort Morgan

Glenwood Springs Elementary, Roaring Fork

Harris Bilingual Elementary, Poudre

Horizon Middle, Falcon

KIPP Sunshine Peak Academy, Denver

Lumberg Elementary, Jefferson County

Ponderosa Elementary, Cherry Creek

Skyline Elementary, Canon City

Slater Elementary, Jefferson County

Spangler Elementary, St. Vrain

University Hill Elementary, Boulder

Among Title I schools, 66 were on School Improvement Year 1 in 2011–12 based on AYP 2011. They had to create School Improvement Plans and their districts had to offer transportation for Public School Choice. Another 64 schools were on School Improvement Year 2. In addition to the first year sanctions, they had to offer students Supplemental Educational Services (SES).

If, after two years of undergoing school improvement, implementing a school improvement plan, and receiving extensive technical assistance, a school still does not make AYP in the content area(s) for which it was on improvement, the district must identify the school for Corrective Action. Identification 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 Educational Services to students of those schools. Colorado had 24 schools on Corrective Action in 2011–12 as a result of AYP 2011.

If AYP still is not made, a Restructuring-Planning year requires the district 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 State, 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, the Restructuring plan must be implemented. Eighteen Colorado schools were in Restructuring-Planning, and 51 were in some stage of Restructuring-Implementation in 2011–12 as a result of AYP 2011.

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

1) School Support Team (SST) review.
2) First-year grant ($50,000) to fund analysis of the SST report and planning for school improvement.
3) Second-year grant ($100,000) for implementing recommendations put forth in the SST report.

Thus, each school is eligible for as much as $150,000 over a two-year period. This is not a competitive grant, but funds are limited and schools are served on a first-come basis. All schools that 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, go to the CDE website at:

http://www.cde.state.co.us/FedPrograms/ti/sitig.asp

You can find detailed AYP results for schools on the CDE website at:

http://www.cde.state.co.us/FedPrograms/dper/aypres.asp

or to SchoolView at:

http://www.schoolview.org/performance.asp

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Academy 20	Pioneer Elementary	E	No	No			SI1		SI1
Adams 12 Five Star	Coronado Hills Elementary*	E	No	No		SI2	SI1		SI2
	Federal Heights Elementary*	E	No	No			SI2		SI2
	Hillcrest Elementary	E	No	No		SI1			SI1
	Malley Drive Elementary	E	Yes	No		SI2	SI1		SI2
	McElwain Elementary*	E	Yes	No		RI3	SI1		RI3
	Niver Creek Middle*	M	No	Yes		RI4	RI3		RI4
	North Mor Elementary	E	No	No		SI2			SI2
	North Star Elementary	E	No	Yes		RP	SI2		RP
	Rocky Mountain Elementary	E	No	No		SI2	CA		CA
	Stukey Elementary	E	No	No		SI1			SI1
	Thornton Elementary*	E	No	No		RI4	CA		RI4
	Thornton Middle *	M	No	No		RI4	RI3		RI4
Adams 14	Adams City Middle*	M	No	No		RI2			RI2
	Central Elementary	E	Yes	No		SI2	SI2		SI2
	Dupont Elementary	E	No	No		SI1	SI2		SI2
	Hanson Elementary	E	No	No		SI2			SI2
Aurora	Altura Elementary	E	No	No			SI2		SI2
	Aurora West College Prep Academy	M	No	No		RI1	RI3		RI3

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year # **RP**—Restructuring-Planning
CA—Corrective Action **RI#**—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Aurora	Boston K–8	M	No	No		SI1	SI1		SI1
	Elkhart Elementary	E	No	No		CA	RP		RP
	Fulton Elementary	E	No	No		CA	SI1		CA
	Kenton Elementary	E	Yes	No		SI2	SI1		SI2
	Lansing Elementary	E	No	No		RI2			RI2
	Laredo Elementary	E	No	No		RP			RP
	Lyn Knoll Elementary	E	No	Yes		RI1			RI1
	North Middle Health Sciences & Technology	M	No	No		RI2	RI1		RI2
	Paris Elementary	E	No	Yes			CA		CA
	Park Lane Elementary	E	Yes	No		SI1	SI2		SI2
	Peoria Elementary	E	Yes	Yes			CA		CA
	Sable Elementary	E	No	Yes		SI2			SI2
	Sixth Avenue Elementary	E	No	No		SI2	SI1		SI2
	South Middle	M	No	No			SI1		SI1
	Vaughn Elementary*	E	Yes	Yes			SI2		SI2
	Wheeling Elementary	E	Yes	Yes		RP	RP		RP
Aguilar	Aguilar Junior-Senior High	H	Yes	No	Yes		SI1		SI1
Ault-Highland	Highland Elementary*	E	Yes	No		SI2	SI1		SI2
Boulder	Creekside Elementary at Martin Park	E	No	Yes		SI1			SI1
	Emerald Elementary*	E	No	No		SI2			SI2
	Pioneer Bilingual Elementary*	E	No	No		CA			CA
	Sanchez Elementary*	E	No	Yes		SI2			SI2

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Brighton	Northeast Elementary	E	No	No		SI1			SI1
Centennial	Centennial Elementary	E	Yes	No			SI1		SI1
Center	Haskin Elementary*	E	No	No		CA	SI2		CA
Charter School Institute	Goal Academy	H	No	Yes	No			SI1	SI1
	High Point Academy	E	No	No		SI1			SI1
	Scholars To Leaders Academy*	E	No	Yes		SI1			SI1
	The Pinnacle Charter	H	Yes	No	Yes		SI1		SI1
		M	No	No			SI1		SI1
	Youth & Family Academy Charter	M	No	No		SI1	SI1		SI1
Cherry Creek	Cimarron Elementary	E	Yes	Yes		SI1	SI1		SI1
	Holly Hills Elementary	E	Yes	Yes		SI1	SI2		SI2
	Independence Elementary	E	No	Yes		SI2	SI1		SI2
	Meadow Point Elementary	E	No	Yes		SI1	SI2		SI2
	Village East Community Elementary	E	No	No		SI2	SI2		SI2
Colo. School for the Deaf and Blind	Colo. School for the Deaf and Blind	H	No	No	Yes		SI1		SI1
		M	No	No		SI1	CA		CA
Colorado Springs 11	Jack Swigert Aerospace Academy	M	Yes	No			SI1		SI1
	Monroe Elementary	E	Yes	Yes			SI2		SI2
	Rogers Elementary	E	No	No		SI2	SI2		SI2
Del Norte	Underwood Elementary	E	No	No		SI2			SI2
Delta County	Lincoln Elementary*	E	No	No		RP			RP

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Denver	Abraham Lincoln High*	H	No	No	No	RI2	RI4	RI2	RI4
	Ace Community Challenge Charter	H	Yes	No	Yes		RP		RP
	Amesse Elementary*	E	No	No		RI5	RI1		RI5
	Archuleta Elementary	E	No	No		SI2			SI2
	Ashley Elementary	E	No	No		SI1			SI1
	Barnum Elementary*	E	No	Yes		RI4	SI1		RI4
	Bruce Randolph*	M	No	No		RI3	RI3		RI3
	Bryant Webster K–8	E	No	No			SI1		SI1
	Castro Elementary*	E	No	Yes		RI5	SI2		RI5
	Centennial K–8*	E	No	No		RI1	CA		RI1
		M	No	No			SI1		SI1
	Charles M. Schenck (CMS)	E	No	No		RI6	CA		RI6
	Cheltenham Elementary*	E	Yes	No		RI3	SI2		RI3
	Cole Arts And Science Academy	E	Yes	Yes		SI1	SI1		SI1
		M	No	Yes			SI1		SI1
	Colfax Elementary*	E	No	No		RI1	SI1		RI1
	College View Elementary*	E	No	No		SI1			SI1
	Colorado High	H	No	No	Yes	SI2	CA		CA
	Columbian Elementary*	E	No	No		RI2	SI2		RI2
	Columbine Elementary	E	No	No		SI1	SI2		SI2
	Contemporary Learning Academy High	H	No	No	Yes	SI1	SI1		SI1
	Cowell Elementary*	E	No	No		RI5			RI5
	Doull Elementary	E	Yes	No		RP			RP

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Denver	Eagleton Elementary*	E	Yes	No		RI1	SI2		RI1
	Ellis Elementary	E	No	No			RP		RP
	Escuela Tlatelolco	H	Yes	No	No		CA		CA
	Fairmont K–8	E	No	Yes		RI4	RI1		RI4
		M	No	Yes			SI2		SI2
	Fairview Elementary	E	No	No			SI2		SI2
	Florence Crittenton High*	H	No	No	No	RP	CA	CA	RP
	Force Elementary*	E	No	Yes		SI1			SI1
	Ford Elementary*	E	No	No		RI6	RI4		RI6
	Garden Place Elementary	E	Yes	Yes		RI3			RI3
	Godsman Elementary*	E	No	No		RI2	RI3		RI3
	Goldrick Elementary*	E	No	No		RI4			RI4
	Grant Middle*	M	No	No		RI2			RI2
	Green Valley Elementary	E	Yes	No		RP	CA		RP
	Greenwood Elementary	E	No	Yes		SI2	SI1		SI2
	Gust Elementary*	E	Yes	Yes		RP			RP
	Harrington Elementary*	E	No	No		RI3	CA		RI3
	Henry World 6–8	M	No	No		SI1	SI1		SI1
	Holm Elementary	E	No	No		SI1			SI1
	Howell K–8*	E	Yes	Yes		SI1			SI1
		M	No	No			SI1		SI1
	Johnson Elementary*	E	No	No		RI1			RI1
	Kaiser Elementary	E	No	No		SI2			SI2

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year # **RP**—Restructuring-Planning
CA—Corrective Action **RI#**—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Denver	Kepner Middle*	M	No	No		RI6	RI6		RI6
	Knapp Elementary*	E	No	No		RI5	RI4		RI5
	Kunsmiller Creative Arts Academy*	E	Yes	No			SI1		SI1
	Life Skills Center of Denver	H	No	No	No	SI1	SI1	SI1	SI1
	Manual High	H	Yes	No	Yes	SI1	SI2		SI2
	Marrama Elementary	E	No	No		RP	SI2		RP
	Martin Luther King Middle College*	M	No	No		RI2	RI3		RI3
	Maxwell Elementary	E	No	No		SI2	SI2		SI2
	McGlone Elementary*	E	No	Yes		RP			RP
	McMeen Elementary	E	No	Yes		SI2			SI2
	Merrill Middle	M	No	No			CA		CA
	Montbello High	H	No	No	Yes		RI3	SI2	RI3
	Moore K–8	E	No	No		SI2			SI2
	Munroe Elementary*	E	No	No		RI4	CA		RI4
	Noel Middle*	M	No	No		RI3	RI3		RI3
	North High*	H	No	No	Yes	RI3	RI3		RI3
	Northeast Academy Charter*	M	Yes	No			CA		CA
	Oakland Elementary*	E	No	Yes		RI2			RI2
	P.R.E.P. (Positive Refocus Education Program)	M	No	No			SI2		SI2
	Pioneer Charter*	E	No	No		RP			RP
	Place Bridge Academy	E	No	No		SI2	SI2		SI2
		M	No	No		SI2	SI2		SI2

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Denver	Ridge View Academy Charter	H	No	Yes	No		CA		CA
	Samuels Elementary	E	No	No		SI1			SI1
	Schmitt Elementary	E	Yes	Yes		SI1	SI1		SI1
	Skinner Middle*	M	No	No		RI5	RI6		RI6
	Smiley Middle	M	No	No		SI2	SI2		SI2
	Smith Elementary*	E	No	No		RI3	RI2		RI3
	South High	H	No	No	Yes	SI1	SI1		SI1
	Southwest Early College Charter	H	Yes	No	Yes		SI1		SI1
	Stedman Elementary*	E	No	Yes		SI1	CA		CA
	Swansea Elementary*	E	No	No		RI5	RP		RI5
	Trevista Ece–8 at Horace Mann	E	No	Yes		SI2			SI2
		M	No	No			SI2		SI2
	Valdez Elementary*	E	Yes	No			RI1		RI1
	Valverde Elementary*	E	No	No		RI3	RP		RI3
	West High*	H	No	No	No		RI4	CA	RI4
	Whittier K–8	E	Yes	Yes		SI1			SI1
	Wyatt-Edison Charter Elementary	E	No	No		SI1			SI1
Englewood	Cherrelyn Elementary	E	No	Yes			SI1		SI1
Fremont	Florence High	H	Yes	No	Yes		SI2		SI2
	Fremont Middle	M	No	No		CA	CA		CA
Garfield 16	Bea Underwood Elementary*	E	Yes	No		RP	RP		RP
Garfield 2	Wamsley Elementary*	E	No	Yes		SI1	SI1		SI1

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Greeley	Centennial Elementary*	E	No	Yes		SI2	SI1		SI2
	Franklin Middle	M	No	No			SI1		SI1
	Jackson Elementary*	E	No	Yes		CA	SI2		CA
	Madison Elementary*	E	No	No			SI2		SI2
	Romero Elementary*	E	No	No		RP			RP
Gunnison	Gunnison Elementary*	E	No	Yes		CA			CA
Harrison	Carmel Middle	M	No	No			SI1		SI1
	Monterey Elementary	E	Yes	Yes			SI1		SI1
	Pikes Peak Elementary	E	No	No		SI1	SI1		SI1
	Stratton Meadows Elementary	E	No	No		SI2	SI1		SI2
Ignacio	Ignacio Intermediate*	E	No	No		SI1	SI2		SI2
Jefferson County	Edgewater Elementary*	E	No	Yes			SI1		SI1
	Eiber Elementary*	E	No	Yes		SI2	RP		RP
	Foster Elementary	E	No	No		SI2			SI2
	Lawrence Elementary	E	No	No		SI1			SI1
	Molholm Elementary*	E	No	No		RI2	SI1		RI2
	O'Connell Middle*	M	No	No		RI2	RI3		RI3
	Pleasant View Elementary*	E	Yes	No			RP		RP
	Swanson Elementary	E	No	No		SI2			SI2
Keenesburg	Hudson Elementary	E	No	No		CA			CA
Las Animas	Las Animas High	H	Yes	No	Yes		SI2		SI2
Mapleton	Achieve Academy	E	No	No		SI1			SI1
	Global Leadership Academy	E	Yes	Yes		SI1			SI1

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Mapleton	Meadow Community	E	Yes	Yes			SI1		SI1
	Monterey Community	E	No	No		CA	CA		CA
	Welby Montessori	E	Yes	No			SI1		SI1
Mesa County Valley	Chatfield Elementary	E	Yes	No			CA		CA
	Dos Rios Elementary	E	Yes	Yes		SI2			SI2
	Dual Immersion Academy	E	No	Yes		SI2			SI2
	Fruitvale Elementary	E	Yes	No			SI1		SI1
	Rocky Mountain Elementary	E	No	Yes		CA	SI2		CA
Montezuma-Cortez	Kemper Elementary*	E	Yes	No		SI2	RI3		RI3
	Manaugh Elementary*	E	No	No		RI3			RI3
	Mesa Elementary*	E	No	No			SI2		SI2
	Johnson Elementary	E	No	Yes		SI2	SI2		SI2
	Olathe Elementary	E	Yes	Yes		SI2			SI2
Park County	Lake George Charter	E	No	Yes		SI1			SI1
Platte Valley 7	Platte Valley Middle*	M	No	No		SI2			SI2
Poudre	Laurel Elementary	E	No	No			SI1		SI1
Pueblo City	Bessemer Elementary	E	No	No		SI1	SI1		SI1
		M	No	No			SI1		SI1
	Spann Elementary	E	Yes	Yes		SI1			SI1
	W H Heaton Middle	M	Yes	No			SI1		SI1
Roaring Fork	Crystal River Elementary	E	Yes	No		SI1			SI1
	Sopris Elementary	E	No	No		SI2			SI2

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Sheridan	Fort Logan Elementary*	E	No	No		CA			CA
	Sheridan Middle*	M	No	No		SI2	RI3		RI3
South Conejos	Antonito Junior High	M	Yes	No			SI1		SI1
South Routt	South Routt Elementary	E	Yes	Yes		SI1			SI1
St Vrain	Indian Peaks Elementary	E	No	No		SI2			SI2
	Loma Linda Elementary	E	No	No		SI2			SI2
	Northridge Elementary*	E	No	No		SI2	SI2		SI2
	Rocky Mountain Elementary*	E	No	No		SI2			SI2
Summit	Dillon Valley Elementary*	E	Yes	Yes		SI2	SI1		SI2
	Silverthorne Elementary*	E	No	No			SI2		SI2
Thompson	Monroe Elementary*	E	Yes	Yes		SI1			SI1
	Winona Elementary*	E	No	Yes		SI2	CA		CA
Trinidad	Fisher's Peak Elementary	E	No	No		SI2	SI2		SI2
Valley	Campbell Elementary	E	Yes	Yes		SI1	SI1		SI1
Weld County 8	Leo William Butler Elementary*	E	No	Yes		SI2			SI2
	Twombly Elementary*	E	No	No		RI2	RP		RI2
Westminster	Fairview Elementary	E	No	No		CA			CA
	Francis M. Day Elementary	E	No	No		RP	RI1		RI1
	Harris Park Elementary	E	No	Yes		CA	SI1		CA
	Josephine Hodgkins Elementary	E	Yes	No			SI1		SI1
	Skyline Vista Elementary*	E	No	Yes		RI2			RI2
	Sunset Ridge Elementary	E	No	No		SI1			SI1

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

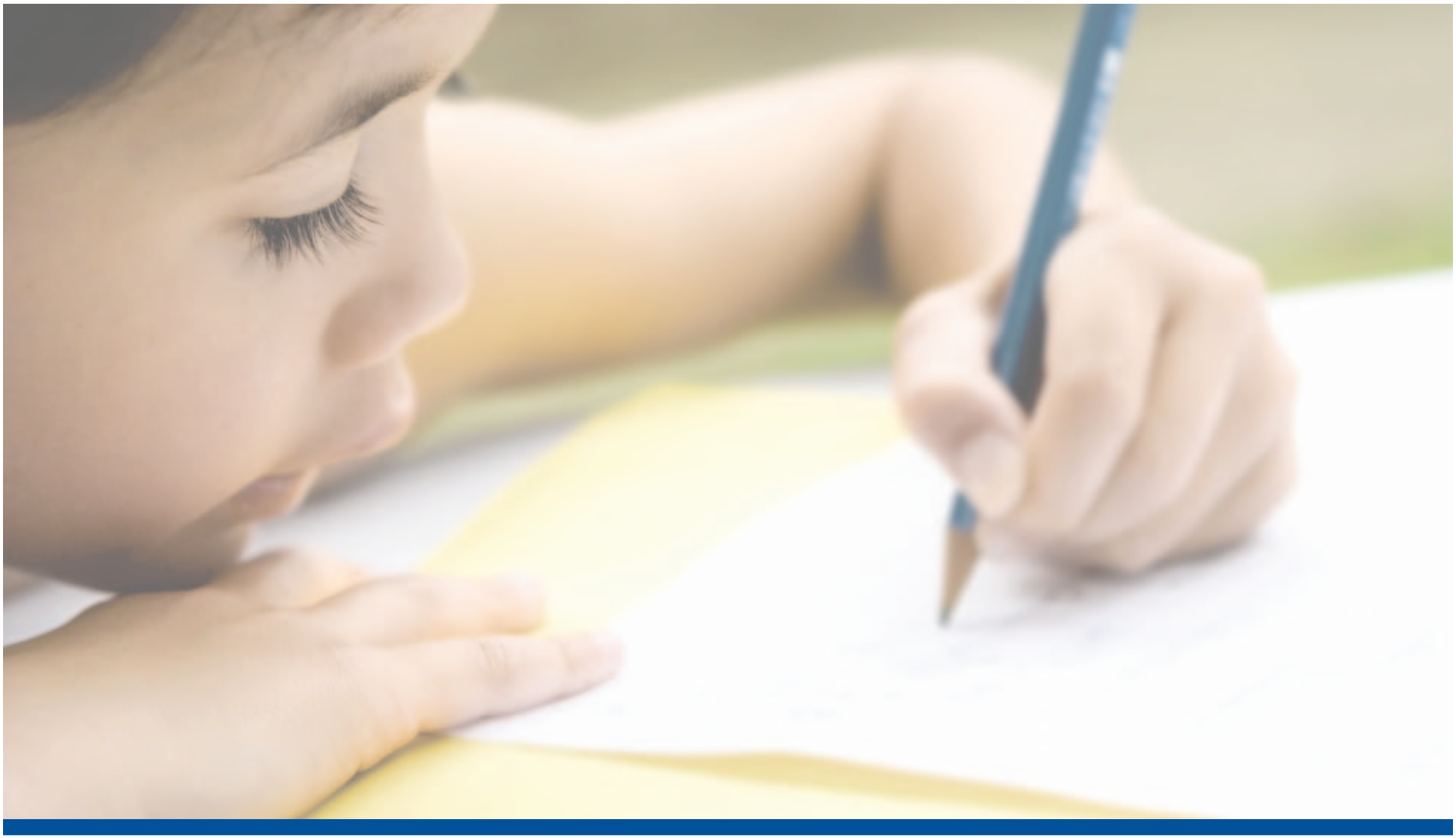
SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #

			Made AYP Targets 2010–11			Improvement Status 2011–12 School Year			
District Name	Schools on Improvement	EMH Level	Reading	Math	Grad Rate	Reading	Math	Grad Rate	Overall
Westminster	Tennyson Knolls Elementary	E	No	Yes		SI2	SI1		SI2
	Westminster Elementary	E	No	Yes		SI1	SI2		SI2
Widefield	Martin Luther King Jr. Elementary	E	No	No			SI1		SI1
Yuma	Yuma High	H	Yes	No	Yes		SI1		SI1

* Schools have volunteered to participate in a School Improvement Grant, in which they receive a comprehensive school support team review and up to $150,000 for improvement efforts.

CODE KEY:

SI#—School Improvement Year #
RP—Restructuring-Planning
CA—Corrective Action
RI#—Restructuring-Implementation Year #



Highly Qualified (HQ) Teacher Data

Highly Qualified (HQ) Teacher Data

NCLB required all teachers of core academic subjects to have been highly qualified (HQ) by the end of the 2005–06 school year. 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, drama, music).

In general, to be considered HQ, teachers must hold at least a bachelor's degree and have demonstrated subject knowledge. The following data show the most current status of HQ teachers and classrooms in Colorado. For more information about Colorado's definition of an HQ teacher, go to:

http://www.cde.state.co.us/FedPrograms/tii/a_hqt.asp

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQ Teachers	Percentage of Core Academic Classes Taught by HQ Teachers	Percentage of Core Academic Classes Not Taught by HQ Teachers
All Schools in State	255,028	253,858	99.54%	0.46%
ELEMENTARY LEVEL				
High Poverty Schools	41,242	41,216	99.94%	0.06%
Low Poverty Schools	41,967	41,750	99.48%	0.52%
All Elementary Schools	156,943	156,327	99.61%	0.39%
SECONDARY LEVEL				
High Poverty Schools	19,955	19,859	99.52%	0.48%
Low Poverty Schools	37,349	37,156	99.48%	0.52%
All Secondary Schools	97,941	97,387	99.43%	0.57%

Districts' individual percentages of classes taught by Highly Qualified teachers can be found at:

http://www.cde.state.co.us/FedPrograms/dper/hqtdata.asp

as well as on SchoolView at:

https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx

Educational Level of Teachers in Colorado

The requirement for being Highly Qualified includes holding, at minimum, a bachelor's degree. Of 50,224 Colorado public elementary and secondary school teachers in 2010-2011 (not only core academic class teachers), 46.43 percent held Bachelor's degrees, 52.63 percent had earned Master's degrees, and 0.68 percent had a Ph.D./ Ed.D.

Certification of Teachers in Colorado

Colorado teachers may hold either a professional or provisional license to be Highly Qualified. Teachers with alternative licenses may be considered Highly Qualified for the two years during which they hold the license.

Certification	Number of Core Academic Public School Elementary and Secondary Teachers	Percentage of All Teachers
Initial License	7,650	15.23%
Professional License	38,399	76.46%
Alternative License	334	0.67%