

Denver Public Schools
Department of Planning and Analysis
District Accreditation Indicators Report (2007-08)



Introduction

School districts in Colorado are required to report annual progress on district and school accreditation indicators to the public and to the state Board of Education. Denver Public Schools is publishing this accountability report as part of the Colorado Accreditation Program.

The goals of the accreditation program are to:

- Foster greater accountability from public schools for the betterment of public education;
- Provide a process for the State Board of Education to supervise public schools;
- Encourage excellence by assessing performance in relation to standards;
- Help all schools improve achievement;
- Enhance the publics' understanding of school performance.

Please take a few minutes to examine these performance indicators. A number of issues are covered, including trends under the Colorado Student Assessment Program, expulsions, suspensions, dropouts, attendance rates, graduation requirements, and safety. Questions about this report may be directed to the Planning, Assessment, and Research Office, 720-423-8059.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Table of Contents

Topic	Page
CSAP RESULTS (2007)	
CSAP Results by Grade and District Overall	1
CSAP DISTRICT results by demographic categories	3
CSAP ELEMENTARY results by demographic categories	5
CSAP MIDDLE SCHOOL results by demographic categories	7
CSAP HIGH SCHOOL results by demographic categories	9
CSAP Results over time	11
CSAP Percentage of "No Scores"	11
CSAP Results for tests given in Spanish	11
NON-CSAP ASSESSMENTS AND COURSE INDICATORS	
Middle School Selected Course Outcome Summaries	12
High School Selected Course Outcome Summaries	14
Advanced Placement Courses and Exams	15
Accelerated Courses	15
Postsecondary Options Program	15
Colorado ACT	15
Colorado Basic Literacy Act	16
ADDITIONAL STATE INDICATORS	
Discipline and Attendance information	17
Graduate and Dropout information	17
Evidence of a Safe and Civil Learning Environment	18
Number and identity of schools in each accreditation category	21
Graduation requirements	20
LOCAL INDICATORS	
District Satisfaction Survey Results	23
SAR Improvement by Grade Levels	24
Colorado English Language Assessment (CELA) Results	25
Highly Qualified Teachers Summary	25
School Improvement Status	26
District Adequate Yearly Progress	34

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Colorado Student Assessment Program (CSAP): Spring 2007 Results

The Colorado Student Assessment Program (CSAP) measures student performance against established state standards. Students are categorized into five levels (No score, Unsatisfactory, Partially Proficient, Proficient or Advanced) based on the test outcome. Reported below are the percentages of students scoring proficient or advanced within each test type and student category.

Results by District Overall and Grade

Each cell provides the percentage of students who scored at or above proficiency for that test type. The first table provides the overall proficiency percentage for the district by level and test type, while the following table provides the proficiency levels for the grades at which that test is offered.

CSAP Performance (2007): Grade Level by Subject

Level	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Elementary	Math	16297	7581	46.5%
	Reading	16297	7400	45.4%
	Science	5248	989	18.9%
	Writing	16314	5252	32.2%
Middle	Math	14404	4389	30.5%
	Reading	14412	5867	40.7%
	Science	4792	1100	23.0%
	Writing	14413	4944	34.3%
High	Math	9451	1450	15.3%
	Reading	9451	3894	41.2%
	Science	4339	977	22.5%
	Writing	9453	2566	27.1%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP Performance (2007): Grade Level by Subject

GRADE	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
3	Math	5858	2672	45.6%
3	Reading	5858	2976	50.8%
3	Writing	5874	2037	34.7%
4	Math	5191	2601	50.1%
4	Reading	5185	2058	39.7%
4	Writing	5186	1396	26.9%
5	Math	5248	2308	44.0%
5	Reading	5254	2366	45.0%
5	Science	5248	989	18.8%
5	Writing	5254	1819	34.6%
6	Math	4749	1901	40.0%
6	Reading	4754	2111	44.4%
6	Writing	4754	1783	37.5%
7	Math	4867	1413	29.0%
7	Reading	4871	1958	40.2%
7	Writing	4871	1838	37.7%
8	Math	4788	1075	22.5%
8	Reading	4787	1798	37.6%
8	Science	4792	1100	23.0%
8	Writing	4788	1323	27.6%
9	Math	5113	869	17.0%
9	Reading	5120	2050	40.0%
9	Writing	5120	1373	26.8%
10	Math	4338	581	13.4%
10	Reading	4331	1844	42.6%
10	Science	4339	977	22.5%
10	Writing	4333	1193	27.5%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP DISTRICT results by demographic categories

Each table provides the percentage of students in selected demographic categories (e.g., ethnicity, gender) who scored at or above proficiency on CSAP assessments administered to students in all grade levels (results are combined across all grade levels tested).

District by Ethnicity and Subject

Ethnicity	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Native American	Math	453	117	25.8%
	Reading	451	182	40.4%
	Science	152	30	19.7%
	Writing	450	123	27.3%
Asian	Math	1280	730	57.0%
	Reading	1280	751	58.7%
	Science	465	176	37.8%
	Writing	1280	603	47.1%
African American	Math	7478	1719	23.0%
	Reading	7465	2875	38.5%
	Science	2861	361	12.6%
	Writing	7467	2032	27.2%
Hispanic	Math	23151	6098	26.3%
	Reading	23180	7455	32.2%
	Science	8021	889	11.1%
	Writing	23191	5154	22.2%
White	Math	7790	4756	61.1%
	Reading	7784	5898	75.8%
	Science	2880	1610	55.9%
	Writing	7792	4850	62.2%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

District by Gender and Subject

Gender	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Female	Math	19807	6563	33.1%
	Reading	19817	9233	46.6%
	Science	7040	1435	20.4%
	Writing	19828	7500	37.8%
Male	Math	20345	6857	33.7%
	Reading	20343	7928	39.0%
	Science	7339	1631	22.2%
	Writing	20352	5262	25.9%

District by Free/Reduced Lunch Students and Subject*

F/R Lunch Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	26807	6029	22.5%
	Reading	9435	1078	11.4%
	Science	26822	8779	32.7%
	Writing	26800	6938	25.9%

District by Special Education Students and Subject

Special Education Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	5159	530	10.3%
	Reading	5176	691	13.4%
	Science	1823	101	5.5%
	Writing	5171	348	6.7%

District by Gifted/Talented Students and Subject *

G/T Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	6748	4968	73.6%
	Reading	6747	5645	83.7%
	Science	2562	1547	60.4%
	Writing	6751	4971	73.6%

CSAP results for English Language Learners can be found in “CSAP Results over time” on Page 11.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP ELEMENTARY results by demographic categories

Each table provides the percentage of students in selected demographic categories (e.g., ethnicity, gender) who scored at or above proficiency on all CSAP assessments administered at **an elementary grade level**.

Elementary Schools by Ethnicity and Subject Area

Ethnicity	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Native American	Math	171	66	38.6%
	Reading	170	72	42.4%
	Science	56	11	19.6%
	Writing	169	40	23.7%
Asian	Math	566	398	70.3%
	Reading	566	349	61.7%
	Science	186	72	38.7%
	Writing	566	273	48.2%
African American	Math	2697	984	36.5%
	Reading	2694	1108	41.1%
	Science	908	106	11.7%
	Writing	2694	753	28.0%
Hispanic	Math	9776	3807	38.9%
	Reading	9783	3474	35.5%
	Science	3109	275	8.8%
	Writing	9793	2324	23.7%
White	Math	3087	2326	75.3%
	Reading	3084	2397	77.7%
	Science	989	525	53.1%
	Writing	3092	1862	60.2%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Elementary Schools by Gender and Subject Area

Gender	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Female	Math	8015	3731	46.6%
	Reading	8012	3923	49.0%
	Science	2552	464	18.2%
	Writing	8022	3046	38.0%
Male	Math	8282	3850	46.5%
	Reading	8285	3477	42.0%
	Science	2696	525	19.5%
	Writing	8292	2206	26.6%

Elementary Schools by Free/Reduced Price Lunch Students and Subject

F/R Students	Subjects	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	11272	4333	38.4%
	Reading	11295	4048	35.8%
	Science	3610	331	9.2%
	Writing	11278	2673	23.7%

Elementary Schools by Special Education Students and Subject

Special Education Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	2184	350	16.0%
	Reading	2191	331	15.1%
	Science	715	33	4.6%
	Writing	2185	166	7.6%

Elementary Schools by Gifted/Talented Students and Subject

G/T Participant	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	2423	2154	88.9%
	Reading	2424	2038	84.1%
	Science	964	544	56.4%
	Writing	2427	1800	74.2%

CSAP results for English Language Learners can be found in "CSAP Results over time" on Page 11.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP MIDDLE SCHOOL results by demographic categories

Each table provides the percentage of students in selected demographic categories (e.g., ethnicity, gender) who scored at or above proficiency on all CSAP assessments administered at **the middle school level (grades 6-8)**.

Middle School Grade Levels by Ethnicity and Subject Area

Ethnicity	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Native American	Math	154	40	26.0%
	Reading	153	64	41.8%
	Science	49	11	22.4%
	Writing	153	57	37.3%
Asian	Math	434	233	53.7%
	Reading	434	243	56.0%
	Science	144	58	40.3%
	Writing	434	217	50.0%
African American	Math	2712	584	21.5%
	Reading	2714	1026	37.8%
	Science	972	130	13.4%
	Writing	2715	834	30.7%
Hispanic	Math	8423	1912	22.7%
	Reading	8429	2497	29.6%
	Science	2745	378	13.8%
	Writing	8429	2032	24.1%
White	Math	2681	1620	60.4%
	Reading	2682	2037	76.0%
	Science	882	523	59.3%
	Writing	2682	1804	67.3%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Middle School Grade Levels by Gender and Subject

Gender	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Female	Math	7139	2159	30.2%
	Reading	7144	3135	43.9%
	Science	2356	542	23.0%
	Writing	7144	2910	40.7%
Male	Math	7265	2230	30.7%
	Reading	7268	2732	37.6%
	Science	2436	558	22.9%
	Writing	7269	2034	28.0%

Middle School Grade Levels by Free/Reduced Lunch Students and Subject

F/R Lunch Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	9831	2171	22.1%
	Reading	9840	3031	30.8%
	Science	3259	447	13.7%
	Writing	9840	2429	24.7%

Middle School Grade Levels by Special Education Students and Subject Area

Special Education Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	1798	150	8.3%
	Reading	1803	227	12.6%
	Science	572	37	6.5%
	Writing	1804	129	7.2%

Middle School Grade Levels by Gifted/Talented Students and Subject Area

G/T Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	2896	2093	72.3%
	Reading	2892	2422	83.7%
	Science	918	575	62.6%
	Writing	2892	2197	76.0%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP HIGH SCHOOL results by demographic categories

Each table provides the percentage of students in selected demographic categories (e.g., ethnicity, gender) who scored at or above proficiency on all CSAP assessments administered at **the high school level (grades nine and ten)**.

High School Grade Levels by Ethnicity and Subject Area

Ethnicity	Subject	Total (n)	Total At or Above Proficient	Percent At or Above Proficient
Native American	Math	128	11	8.6%
	Reading	128	46	35.9%
	Science	47	8	17.0%
	Writing	128	26	20.3%
Asian	Math	280	99	35.4%
	Reading	280	159	56.8%
	Science	135	46	34.1%
	Writing	280	113	40.4%
African American	Math	2069	151	7.3%
	Reading	2057	741	36.0%
	Science	981	125	12.7%
	Writing	2058	445	21.6%
Hispanic	Math	4952	379	7.7%
	Reading	4968	1484	29.9%
	Science	2167	236	10.9%
	Writing	4969	798	16.1%
White	Math	2022	810	40.1%
	Reading	2018	1464	72.5%
	Science	1009	562	55.7%
	Writing	2018	1184	58.7%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

High School Grade Levels by Gender and Subject Area

Gender	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
Female	Math	4653	673	14.5%
	Reading	4661	2175	46.7%
	Science	2132	429	20.1%
	Writing	4662	1544	33.1%
Male	Math	4798	777	16.2%
	Reading	4790	1719	35.9%
	Science	2207	548	24.8%
	Writing	4791	1022	21.3%

High School Grade Levels by Free/Reduced Lunch Students and Subject Area

F/R Lunch Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	5697	434	7.6%
	Reading	5687	1700	29.9%
	Science	2566	300	11.7%
	Writing	5689	927	16.3%

High Schools by Special Education Students and Subject Area

Special Education Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	1173	30	2.6%
	Reading	1172	131	11.2%
	Science	532	31	5.8%
	Writing	1172	53	4.5%

High Schools by Gifted/Talented Students and Subject Area

G/T Students	Subject	Total (N)	Total At or Above Proficient	Percent At or Above Proficient
	Math	1429	721	50.5%
	Reading	1431	1185	82.8%
	Science	680	428	62.9%
	Writing	1432	974	68.0%

***CSAP results include scores for English language learners, many of whom were not able to take or complete the test because they do not comprehend English at the requisite level. Since most English language learners in our district are Spanish speakers, the disaggregated results for Hispanic students should be interpreted very cautiously since they include a high proportion of English language learners.**

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

CSAP Results over Time (2005-2007)

The following table presents historical district performance on the CSAP by test type and grade. Each cell provides the percentage of students who scored at or above proficiency.

GRADE	Subject	Total (N) 2005	Percent At or Above Proficient 2005	Percent No Scores 2005	Total (N) 2006	Percent At or Above Proficient 2006	Percent No Scores 2006	Total (N) 2007	Percent At or Above Proficient 2007	Percent No Scores 2007	State Total (n) 2007	State Percent At or Above Proficient 2007
03	Escritura	806	46.0%	0.1%	834	42.3%	0.1%	381	48.0%	0.1%	1580	54%
03	Lectura	809	59.3%	0.0%	825	57.0%	0.8%	428	53.6%	0.6%	1581	59%
03	Math	5585	45.9%	2.4%	5395	45.8%	0.3%	2672	45.6%	0.6%	58080	68%
03	Reading	4769	51.6%	0.8%	4576	50.5%	0.7%	2548	50.4%	0.5%	56475	71%
03	Writing	4777	33.7%	1.0%	4554	29.2%	0.4%	1656	32.6%	0.3%	56427	54%
04	Escritura	213	33.3%	0.5%	189	22.8%	0.0%	39	31.7%	0.0%	269	29%
04	Lectura	213	42.3%	0.5%	189	36.5%	0.5%	42	34.1%	0.0%	269	35%
04	Math	5198	43.4%	1.1%	5409	46.7%	0.4%	2601	50.1%	0.3%	56799	71%
04	Reading	4994	38.6%	0.6%	5225	42.2%	0.4%	2016	39.8%	0.7%	56492	64%
04	Writing	5000	29.0%	0.8%	5224	26.6%	0.6%	1357	26.8%	0.7%	56495	49%
05	Math	5465	40.7%	1.5%	5112	44.4%	0.5%	2308	44.0%	0.5%	56958	65%
05	Reading	5457	44.3%	1.7%	5116	47.1%	0.6%	2366	45.0%	0.5%	56957	69%
05	Science	na	na	na	5108	17.9%	0.5%	989	18.8%	0.4%	56938	42%
05	Writing	5459	34.1%	1.7%	5116	35.1%	0.7%	1819	34.6%	0.6%	56962	57%
06	Math	5127	30.7%	3.8%	5049	34.0%	1.2%	1901	40.0%	0.8%	56711	60%
06	Reading	5140	38.3%	3.8%	5050	44.9%	1.5%	2111	44.4%	1.3%	56701	70%
06	Writing	5145	36.5%	3.8%	5050	35.9%	1.2%	1783	37.5%	0.7%	56705	60%
07	Math	5124	20.8%	4.8%	4957	21.3%	1.6%	1413	29.0%	0.9%	57153	50%
07	Reading	5127	36.4%	4.9%	4964	39.9%	2.0%	1958	40.2%	0.8%	57159	65%
07	Writing	5130	31.3%	5.7%	4964	31.6%	2.0%	1838	37.7%	0.9%	57166	60%
08	Math	5014	16.7%	5.8%	4900	21.8%	2.2%	1075	22.5%	1.9%	58162	46%
08	Reading	5011	36.2%	5.3%	4900	40.7%	2.5%	1798	37.6%	1.7%	58194	63%
08	Science	5006	20.3%	5.4%	4893	21.6%	2.5%	1100	23.0%	2.1%	58198	52%
08	Writing	5015	27.1%	6.1%	4901	29.2%	2.3%	1323	27.6%	1.8%	58207	51%
09	Math	5471	12.2%	10.2%	5206	17.0%	4.4%	869	17.0%	6.0%	61012	35%
09	Reading	5500	34.8%	10.0%	5182	40.0%	6.4%	2050	40.0%	8.4%	60980	66%
09	Writing	5500	24.2%	10.6%	5184	27.0%	6.6%	1373	26.8%	8.2%	60976	49%
10	Math	3715	12.7%	7.3%	4004	14.9%	4.0%	581	13.4%	7.6%	56416	30%
10	Reading	3726	40.3%	7.3%	3990	43.6%	4.8%	1844	42.6%	9.6%	56393	69%
10	Science	na	na	na	4001	23.2%	3.6%	977	22.5%	7.9%	56436	48%
10	Writing	3728	27.4%	7.6%	3992	29.3%	5.3%	1193	27.5%	10.2%	56384	51%

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Non-CSAP Assessments and Course Indicators

This section provides information to monitor the performance of students in courses that are not assessed through the CSAP test as well as non-CSAP assessment results. Course grades are used to monitor the progress of middle and high school students taking courses that are not assessed by the CSAP, and results for the Colorado Basic Literacy Assessment (CBLA), CACT, and the AP exams are included.

Middle School Selected Course Outcome Summaries

The District reports annual progress towards meeting its achievement goals in reading, writing, mathematics, and science based on student performance on the Colorado Student Assessment Program (CSAP). Listed below are selected departments where student performance is not measured by the CSAP. Each cell provides a count of students who took a course within the department during the 2005-06 school year, the grades they received, and the overall percentage of students who received a grade of B or above. The values reflect a duplicated count as some students were enrolled in multiple courses within a department during the school year. A total unduplicated count of students is also included (i.e., total students).

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Social Studies

Grade	Total	% By Grade
A	4162	23.2%
B	4654	26.0%
C	4166	23.2%
D	2553	14.2%
F	2343	13.1%
NG	41	0.2%
# of Assigned Grades	17919	
B and Above	8816	49.2%
Total Students	12272	

Foreign Language

Grade	Total	% By Grade
A	1441	36.5%
B	1092	27.6%
C	703	17.8%
D	388	9.8%
F	325	8.2%
NG	1	0.0%
# of Assigned Grades	3950	
B and Above	2533	64.1%
Total Students	2726	

Art

Grade	Total	% By Grade
A	1855	38.6%
B	1369	28.5%
C	769	16.0%
D	332	6.9%
F	473	9.8%
NG	8	0.2%
# of Assigned Grades	4806	
B and Above	3224	67.1%
Total Students	4567	

Music

Grade	Total	% By Grade
A	3503	50.2%
B	1524	21.9%
C	1029	14.8%
D	426	6.1%
F	480	6.9%
NG	10	0.1%
# of Assigned Grades	6972	
B and Above	5027	72.1%
Total Students	5055	

Physical Education

Grade	Total	% By Grade
A	4356	45.7%
B	2666	28.0%
C	1473	15.5%
D	556	5.8%
F	454	4.8%
NG	25	0.3%
# of Assigned Grades	9530	
B and Above	7022	73.7%
Total Students	8213	

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

High School Selected Course Outcome Summaries

The District reports annual progress towards meeting its achievement goals in reading, writing, mathematics, and science based on student performance on the Colorado Student Assessment Program (CSAP). Listed below are selected departments where student performance is not measured by the CSAP. Each cell provides a count of students who took a course within the department during the 2006-07 school year, the grades they received, and the overall percentage of students who received a grade of B or above. The values reflect a duplicated count as some students were enrolled in multiple courses within a department during the school year. A total unduplicated

Social Studies

Grade	Total	% By Grade
A	6618	23.1%
B	6506	22.7%
C	5526	19.3%
D	3577	12.5%
F	6212	21.7%
NG	164	0.6%
# of Assigned Grades	28603	
B and Above	13124	45.9%
Total Students	13573	

Foreign Language

Grade	Total	% By Grade
A	3775	29.8%
B	3315	26.1%
C	2335	18.4%
D	1365	10.8%
F	1887	14.9%
NG	9	0.1%
# of Assigned Grades	12686	
B and Above	7090	55.9%
Total Students	6232	

Art

Grade	Total	% By Grade
A	3032	35.1%
B	2054	23.7%
C	1339	15.5%
D	709	8.2%
F	1482	17.1%
NG	34	0.4%
# of Assigned Grades	8650	
B and Above	5086	58.8%
Total Students	5159	

Music

Grade	Total	% By Grade
A	2139	52.4%
B	757	18.5%
C	467	11.4%
D	299	7.3%
F	379	9.3%
NG	41	1.0%
# of Assigned Grades	4082	
B and Above	2896	70.9%
Total Students	1950	

Physical Education

Grade	Total	% By Grade
A	3331	29.4%
B	2547	22.5%
C	1804	15.9%
D	1084	9.6%
F	2527	22.3%
NG	50	0.4%
# of Assigned Grades	11343	
B and Above	5878	51.8%
Total Students	6770	

count of students is also included (i.e., total students).

**Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)**

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Advanced Placement Courses and Exams – 2006-2007

Advanced Placement courses and exams (designed by the College Board) provide students with the opportunity to take college-level courses and exams while still in high school. The table below provides the total number of students participating in this program (courses and exams) and the number of students passing at least one course or exam.

Students enrolled in one or more AP courses	1,857
Students passing one or more AP courses	1,719
Students taking one or more AP exams	1,448
Students passing one or more AP exams	594

Accelerated Courses – 2006-2007

Accelerated courses (designed by district staff) provide students with the opportunity to take advanced level courses. Students are expected to perform at a level of intellectual endeavor and with a degree of effort beyond that of the standard course. Coursework involves in-depth study, higher level thinking skills, and more complex analyses to achieve advanced proficiency. The table below summarizes the number of students taking one or more accelerated course and the percent of high school membership enrolled in one or more accelerated courses.

Number of Students enrolled in one or more Accelerated courses	4198
Percent of High School Membership Enrolled in Accelerated courses	22.4%

Postsecondary Options Program – 2006-2007

The Postsecondary Options Program provides qualifying students the opportunity to take college courses at state-funded colleges and universities and receive both high school and college credit. The table below provides a summary of students participating in this program and, of those, the number earning at least one credit hour (i.e., the number of students receiving other than an “F” or “Unsatisfactory” grade mark). There were approximately 144 students that courses semesters it can not be that 630 students took at least 1 college course during the 0607 school year

	Students enrolled in one or more courses	Students earning at least 1 credit hour
Fall 2006	356	331
Spring 2007	274	250

took during both and as such assumed unique

Colorado ACT (11th Grade) – 2005-2007

The Colorado Department of Education provides the ACT college entrance test to students in grade 11 each year. The test is scored on a scale of 1-36 for each subject area and the composite score. Average scores of students are reported in the table below.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Year	Total (N)	Composite	English	Math	Reading	Science
2005	3362	17.0	15.9	16.7	17.4	17.5
2006	3167	17.4	16.1	17.2	17.8	17.9
2007	3258	17.2	15.9	17.3	17.5	17.5

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Colorado Basic Literacy Act

The Colorado Basic Literacy Act requires that all children read on the third grade level before they move to a fourth grade reading class. If a student does not read on grade level when assessed, his/her classroom teacher and family will develop an Individual Literacy Plan (ILP) to assist him/her in mastering reading skills. Students with disabilities may also be placed on an Individual Education Program (IEP) in addition to an ILP. The following table summarizes the percentages of students placed on ILPs (and ILP and IEPs) in the 2006-2007 school year.

Colorado Basic Literacy Act (2006-07)

Grade	Percent on ILPs	Percent on ILPs and IEPs
K	27.3%	3.8%
1	38.7%	5.6%
2	36.9%	8.0%
3	38.4%	9.1%

Grade 4 through 7 data represents the percentages of students remaining on ILPs based on their grade 3 cohort.*

Grade	Percent on ILPs	Percent on ILPs and IEPs
4	58.6%	19.1%
5	46.8%	17.7%
6	28.6%	10.5%
7	21.0%	6.4%

*Results may vary from past years due to differences in methodology.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Additional State Accreditation Indicators

This section reports on non-course or assessment related indicators required by the state. These indicators include: attendance/dropout information; discipline information, evidence of a safe and civil environment and graduation requirements.

Discipline and Attendance 2006-2007

Suspensions (out of school)	6969
Expulsions	166
Elementary Attendance Rate (K-5)	96.4%
Middle School Attendance Rate	89.6%
High School Attendance Rate	72.1%

Graduate and Dropout Information 2005-2006

Graduates	51.7 %
Completers	63.0%
Dropouts	11.1%

Note. The 2006-07 information is not currently available. The official rate is formula based and will be determined by the Colorado Department of Education.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

SAFE, CIVIL LEARNING ENVIRONMENT

C.R.S. 22-32-109.1

- *Does each school in the district have a Safe School Plan and is it implemented?* Yes. The Board of Education has developed a mission statement regarding Safe Schools. Each school has adopted and implemented a Safe School Plan including the Conduct and Discipline code and Safe School reporting. The Safe School Plan is comprised of four components, one of which is the Reporting and Discipline Policies. They can be found at www.denver.k12.co.us. The Policy Guide for Parents and Students, 2006-2007 School Year and the Parent Student Handbook is available to every student and parent at each school. The Manager of Safe and Drug Free Schools and the Safety Manager provide technical support to all school principals to annually review and update the Plans and strengthen bullying prevention initiatives. Toward promoting emergency management district-wide, the Emergency Response and Crisis Management Classroom Guide is available in all schools.

- *Does the district have policies for conduct and discipline codes, and are they implemented in each of the district's schools?* Yes. They are published on www.denver.k12.co.us. Policy JK. Copies of the Policy Guide for Parents and Students, 2006-2007 School Year, are available to each student and parent. The Instructional Superintendents, the Office of Prevention and Intervention, and Safety & Security support principals to enforce the conduct and discipline codes. The Community School Assistance Teams and the Prevention Office have helped carry out parent, community, and law enforcement involvement in schools.

- *Has the local board of education adopted general policies and procedures for dealing with students who cause a disruption in the classroom, on school grounds, in a school vehicle, or at school activities?* Yes. They are published on www.denver.k12.co.us. Policy JK and Procedures JKR, and the Policy Guide for Parents and Students, 2006-2007 School Year. Currently, a Denver Plan discipline committee is working on a revised version of Policy JK and Procedures JKR which is slated to be adopted by December, 2006. Restorative Justice will play a major role in discipline reform. A Response to Intervention (RTI) approach is being piloted in 17 buildings in 2006-2007, with all buildings scheduled to fully implement RTI by 2007-2008.

- *Do school policies and administrative procedures specify that school officials will continue to work with students in order to overcome the "code of silence" dimension of the current student culture?* Yes. Principals and building level staff have received administrative procedures and access to a recently developed web site recommending school wide strategies and classroom activities to work with students. Currently, the district employs pupil service coordinators and counselors to provide staff development and classroom materials and activities to strengthen student culture. Character Education and six of the curricula used for bullying and violence prevention weave in learning activities to overcome the "code of silence" dimension. School Satisfaction Surveys, Jessor Surveys, Olweus Surveys, and School Climate surveys provide building principals and staff a barometer of current student culture. The district also actively promotes anonymous reporting through the Weapons Watch and safe2tell programs. Student focus groups addressing "code of silence" were held in all high schools in 2005.

- *Have all schools in the district adopted some form of bullying-prevention program?* The Office of Prevention and Intervention works with Instructional Superintendents and building principals to assure that each school addresses bully prevention. Many district schools have adopted and been trained in Olweus Bully Prevention, a Blue Print Program. Some schools have adopted other violence prevention programs, e.g. Aggression Replacement Training, that specifically address bullying.

- *Do all schools in the district have a threat assessment team to evaluate threats of violence reported by students, teachers, school staff or law enforcement personnel? (All such threats should be taken seriously and evaluated by a team.)* Yes. Over 150 psychologists, social workers, and nurses have been trained in threat assessment. The Department of Safety and Security and consultants in Central Administration are available to assist with building threat assessments when necessary.

- *Does each school in the district have an effective violence prevention program that meets the needs of that school?* Yes. The district has adopted an array of evidence-based violence prevention programs that schools have implemented based on individual building needs: Positive Behavior Supports; Aggressors, Victims and Bystanders; Olweus Bully Prevention; Second Step; Steps to Respect; Respect; Aggression Replacement Training; and other initiatives related to Character Education and School Climate. Sixteen middle schools, two high schools, and six alternative programs have instituted Restorative Justice. The district has just received a grant to fund full-time Restorative Justice Coordinators in four more schools. Over 400 staff has been trained, with future trainings

Denver Public Schools

Department of Planning, Assessment, and Research

District Accreditation Indicators Report (2007-08)

currently being scheduled. Every school in the district has procedures for handling violent acts. In addition, programs pertaining to substance abuse, such as Life Skills and Project Toward No Drug Abuse, are also widely used. Professional Development in these programs is offered continuously in the district. For example, the 12th Annual Safe & Drug Free Schools Community and Student Assessment Team Conference offers trainings in Why Try; Olweus Bully Prevention; Gang Prevention; Life Skills; Project Towards No Drug Abuse; and Behavior Interventions.

• *Does the district have an emergency crisis plan tailored to meet the particular safety concerns at each of the district's schools?*
Yes. The Emergency Response and Crisis Management (ERCM) manual is the authoritative guide used district-wide. Each school has an emergency response team (E-Team) that is supposed to attend an ERCM training annually. This year we held 6 different training sessions between June and August with over 600 attendees in total. Three 1/2 day "refresher" courses were held for E-Teams that had been through the training in previous years and three full day courses were held for new E-Teams. The school emergency response teams are made up of different players that may include administrative level staff (principal or AP), facility managers, secretaries, school nurses, social workers or psychologists, teachers, and security staff. After attending the training, the school E-Team completes their emergency management plan and trains the rest of the building staff on ERCM procedures and their emergency management plan. Training to the plan, includes conducting fire drills each month (2 in the first month of school), two lockdown drills per year, and two shelter-in-place drills per year.

Several different ERCM resources are available to the school principal and the building staff: At least 3 copies of the ERCM manual have been provided to each school, flipcharts should be in each occupied room, ERCM Training DVDs were given to each school principal to facilitate training of their building staff, an ERCM website has been created (<http://ercm.dpsk12.org>) to provide easy access to emergency forms and serve as an additional source of information, and brochures have been developed and distributed to school staff and parents about ERCM procedures.

While Crisis Recovery is an important element of ERCM, the Teams are dispatched under the direction of Dr. Eldridge Greer in Psychological Services. All Crisis Recovery Teams attended a training this summer given by an expert in crisis recovery. For more information about the teams, please contact Dr. Greer.

• *Is the District in compliance with the Gun-Free Act, the public law 017-110 section 4141?*
Yes. The Gun-Free School Act is enforced in the District. The Gun-Free School Act can be found on the District's web site in the Student Discipline Policy section for public use. Anonymous reporting of any weapon is strongly encouraged through promotion of the Weapons Watch program. Annual reporting of students and staff in possession of guns in all schools are forwarded to the Colorado Department of Education.

The District, deeming school safety to be of the utmost importance, makes very specific efforts to provide a safe and civil learning environment. The District actively seeks to utilize non-district resources to further comply with the Safe Schools Act 4.01 (1) (H) A non-comprehensive list of resources follows:

Federal, State, and Private Funders:

- U.S. Department of Education
- U.S. Department of Juvenile Justice
- Colorado State Department of Education
- Colorado Trust
- Rose Foundation

Consultants and Trainers

Number and Identity of Schools in Each Accreditation Category

The District's Board of Education shall approve changes in accreditation categories after reviewing recommendations by the Superintendent. Schools will be categorized into and identified by appropriate accreditation by summer of 2007. The CSAP will be used as the primary measure for determining accreditation category.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)



Denver Public Schools

Accredited to the North Central Association of Colleges and Schools

HIGH SCHOOL GRADUATION REQUIREMENTS FOR 2005-2006 SCHOOL YEAR

The high school diploma awarded by Denver Public Schools represents a high standard of quality in curriculum content, instruction, and student learning. It should be maintained as a document that reflects substantial effort by students and the school district in preparation for the world of work or higher education. Students have the opportunity to earn 280 hours in four years; therefore, the goal should be a comprehensive education that could include more than the minimum 220 hours.

General Information

The graduation requirements outlined in this publication became effective for freshmen students entering high school in the fall of 1999. Please refer to previous bulletins for students entering high schools as freshmen before 1999. At least four years (eight semesters) of attendance is required for students to complete grades 9, 10, 11, and 12 with two exceptions:

- Students with a 3.0 GPA who have completed all core curriculum and elective requirements and 220 hours (22 Carnegie Units) may graduate in seven semesters. Students are ranked in the class with which they entered as freshmen.
- Students with a 3.5 GPA who have completed all core curriculum and elective requirements and 220 credit hours (22 Carnegie Units) may graduate in six semesters. Students are ranked in the class with which they entered as freshmen.

A high school diploma from Denver Public Schools certifies that a student has fulfilled all graduation requirements in one of the five Course of Study areas:

- General (available to all students)
- Combined General and Individualized Education Program (IEP)
- Individualized Education Program (IEP)
- Work Experience and Study

The Combined General and Individualized Education Program (IEP), Individualized Education Program (IEP), and the Work Experience and Study are available only to students with identified special education needs. A student's Course of Study is not reflected in a differentiated diploma, but rather in the student's transcript.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

<i>General Course of Study Diploma Requirements</i>	<i>Semest Hrs Rqrd</i>	<i>Carnegie Units Required (Years)</i>
<i>Course</i>		
Language Arts 40 semester hours (4 units) shall be earned including ten semester hours (1 unit) of the courses Introduction to Literature and Composition 1 & 2 and ten semester hours (1 unit) of American Literature 1 & 2	40	4.0
Mathematics 30 semester hours (3 units) shall be earned including ten hours (1 unit) of algebra or its integrated equivalent and ten hours (1 unit) of geometry or its integrated equivalent are required, except that the high school algebra requirement will be waived for a student who successfully completes one year of algebra in middle school. Such students will be required to complete only 20 semester hours (2 units) of mathematics in high school, including ten semester hours (1 unit) of geometry. In no case will students receive high school credit for courses completed in middle school.	30	3.0
Science 30 semester hours (3 units) shall be earned including ten semester hours (1 unit) of Biology 1 & 2, which must include study of the nature of alcohol and narcotics, their effects upon the human system, and environmental concerns.	30	3.0
Social Studies 25 semester hours (2.5 units) shall be earned including ten semester hours (1 unit) in American History, five semester hours (.5 units) in American Government and five semester hours (.5 units) in Geography are required.	25	2.5
Physical Education/Dance, Citywide Marching Band, or ROTC 10 semester hours (1 unit) shall be earned.	10	1.0
<i>Elective Curriculum</i>		
Electives 85 semester hours (8.5 units) shall be earned.	85	8.5
Classroom-Based Instruction Within the 220 semester hours (22 units) required for graduation, 85 semester hours (8.5 units) are available for electives. An extensive elective program is offered in the core curriculum subjects. In addition, students may choose electives in art, business/marketing, consumer and family studies, foreign languages, industrial/technology, music, physical education/dance, or special offerings.		
Community-Based Experience Within the 220 semester hours (22 units) required for a diploma, a minimum of 190 semester hours (19 units) shall be earned in classroom-based instruction. Students may, therefore earn and apply a maximum of 30 semester hours (3 units) of community-based experience toward graduation requirements. These experiences may include, but are not limited to, field or service experiences, work experience, and internships. All experiences must be approved and supervised by a certified Denver Public Schools teacher.		
TOTAL	220	22.0

A complete set of high school course offerings with descriptions is available for review in each high school.

Denver Public Schools

Department of Planning, Assessment, and Research

District Accreditation Indicators Report (2007-08)

Additional Information Regarding Requirements

The course requirements stated here are definitive. Individual schools may not impose course requirements beyond those stated as a condition of graduation from high school. The principal may waive given requirements, if in the principal's judgment, it is determined to be in the best educational interest of the student. A student may register for 70 credit hours (35 credits per semester) during the regular school year. The limit may be increased to 80 credits (5 additional credits per semester) with special permission from the principal. The maximum number of credits a student may earn in summer school is 10 semester hours.

Valedictorian/Salutatorian

The average of all eight semesters are used to determine each school's valedictorian/salutatorian. Students must be enrolled in their school of attendance for a minimum of three (3) years and achieve the highest grade point average in their graduating class in order to qualify and be the class valedictorian/salutatorian.

Transfer Students

A transfer student from outside Denver Public Schools must meet the requirements to receive a diploma from Denver Public Schools. All graduation requirements must be met prior to graduation, including attendance in Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.

Graduation Exercises

To participate in commencement exercises with their class, students must complete the equivalent of 220 hours and also complete all required classes by the end of their senior year.

Students with Disabilities

The following Course of Study areas may be used to earn a Denver Public Schools diploma:

- Students with disabilities who meet the requirements of a General Course of Study shall receive a Denver Public Schools diploma.
- Students with disabilities who meet the requirements of the Combined General and Individualized Education Program (IEP) Course of Study shall receive a Denver Public Schools diploma.
- Students with disabilities who meet the requirements of a Work Experience and Study Program shall receive a Denver Public Schools diploma.
- Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for any of the above Courses of Study and have satisfied the requirement of an Individualized Education Program (IEP) shall receive a Denver Public Schools diploma.

Contact your child's counselor or special education teacher for definitive Course of Study requirements. The Course of Study completed by the student will be reflected on the student's official transcript.

Grade Level Classification of Students	
55 semester hours	Sophomore
110 semester hours	Junior
165 semester hours	Senior
220 semester hours	Award Diploma

Denver Public Schools
 900 Grant Street
 Denver, CO 80203
 (303) 764-3200

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Local Indicators

This section consists of indicators tracked independently by DPS to monitor the academic and learning climate of schools throughout the district.

District Satisfaction Survey Results 2006-2007

The School Satisfaction Survey is administered each year to assess the views of district constituents on the key elements of each school's educational program. The survey solicits the views of all District parents, students, teachers, and support staff on classroom learning, homework, school safety, discipline, teacher expectations, school-parent communication, and Colorado Student Assessment Program (CSAP) preparation. The table below shows how parents and students responded to factors of interest: teacher quality, principal quality; student respect; student safety, and other factors.

Category	Survey	2006-2007 % positive Response
Teacher Quality	Grade K-2 Students	92.03%
	Grade 3-5 Students	84.78%
	Grade 6-8 Students	73.26%
	Grade 9-12 Students	71.51%
	Parents	82.35%
	Total	81.32%
Principal Quality	Grade K-2 Students	81.82%
	Grade 3-5 Students	66.77%
	Grade 6-8 Students	55.37%
	Grade 9-12 Students	53.26%
	Parents	86.16%
	Total	71.92%
Student Respect	Grade K-2 Students	85.83%
	Grade 3-5 Students	73.21%
	Grade 6-8 Students	59.67%
	Grade 9-12 Students	60.48%
	Parents	83.55%
	Total	73.92%
Student Safety	Grade K-2 Students	90.02%
	Grade 3-5 Students	79.80%
	Grade 6-8 Students	58.29%
	Grade 9-12 Students	56.77%
	Parents	81.69%
	Total	75.53%
Other	Grade K-2 Students	81.23%
	Grade 3-5 Students	67.72%
	Grade 6-8 Students	73.77%
	Grade 9-12 Students	62.95%
	Parents	73.60%
	Total	70.78%

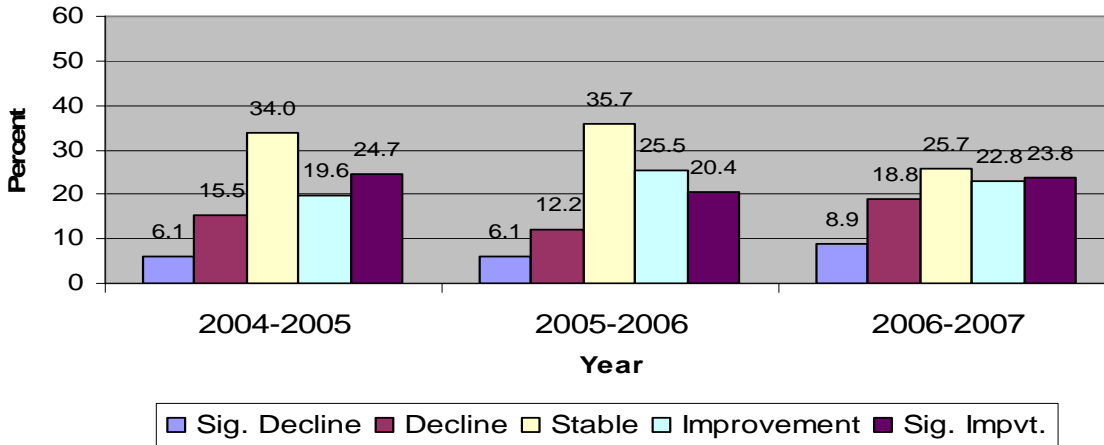
Denver Public Schools

Department of Planning, Assessment, and Research

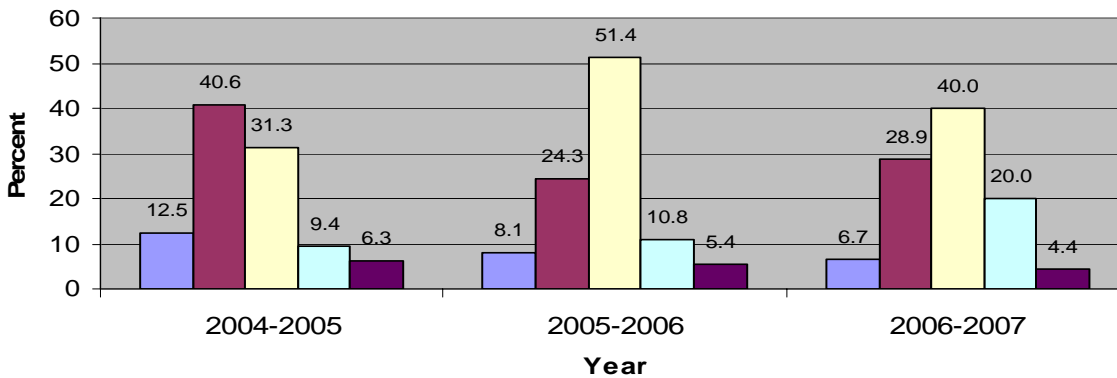
District Accreditation Indicators Report (2007-08)

Percent of Schools by SAR Improvement Level. The graphs reveal the percent of DPS schools falling within each category of the SAR improvement ratings by year.*

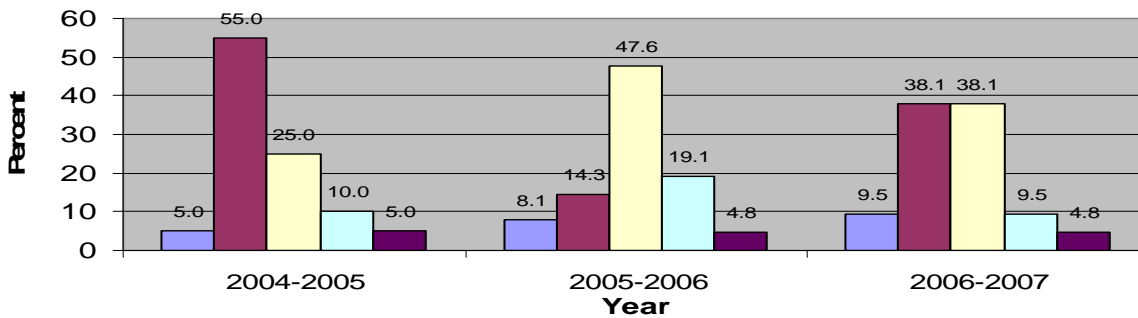
Elementary Schools



Middle Schools



High Schools



*The method of calculation changed for 2004-2005 so earlier years are not comparable

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Colorado English Language Assessment (CELA)

The Colorado Department of Education has recently identified content standards in English proficiency for English language learners. Federal and state legislation have mandated a new English proficiency test, the CELA (Colorado English Language Assessment), to assess these standards. All kindergarten through twelfth grade students who have been identified as having a language background other than English in the state of Colorado will participate in a statewide assessment in the areas of English proficiency in reading, writing, speaking, listening and comprehension. The table below shows the percentage of students taking the CELA test who scored at each proficiency level.

CELA Results by Grade for Academic Year 2006-2007

GRADE	Total (N)	Percent at Beginning Proficiency	Percent at Early Intermediate	Percent at Intermediate	Percent at Proficient	Percent Above Proficient
K	1980	73.7%	18.4%	6.7%	1.2%	0.0%
1	2729	26.0%	33.6%	28.7%	10.7%	1.1%
2	2342	23.6%	30.7%	27.5%	17.0%	1.2%
3	2307	15.3%	23.2%	33.7%	23.8%	3.9%
4	1936	8.9%	21.3%	34.1%	31.0%	4.7%
5	1534	8.0%	14.3%	30.5%	40.2%	7.0%
6	1029	13.2%	13.8%	38.0%	31.4%	3.6%
7	841	15.3%	12.4%	32.8%	33.4%	6.1%
8	751	14.5%	11.5%	31.8%	34.6%	7.6%
9	701	19.5%	15.8%	31.8%	26.7%	6.1%
10	578	15.6%	11.8%	36.0%	29.8%	6.9%
11	424	7.1%	12.5%	34.9%	38.7%	6.8%
12	349	6.6%	14.3%	37.2%	36.7%	5.2%

DPS Highly Qualified Teachers Summary:

DPS Highly Qualified Teacher Summary numbers are not available. Following an audit by the US Department of Education, the Colorado Department of Education is currently calculating the data based on a new methodology which replaces the previously used calculations.

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

School Improvement Status:

The following tables reflect the performance of all schools within DPS in meeting Adequate Yearly Progress. Specifically, the tables indicate whether the school has been identified as being under school improvement (SI), corrective action (CA), or restructuring (RS).

Elementary Schools: School Improvement Status

Num	NAME	2005-2006					2006-2007					2007-2008			
		T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status	
196	Omar D. Blair				Y	Y					Y	Y			
197	Farrell B Howell K8 School										N	N	T1		
199	Lena Archuleta Elementary	T1			Y	Y	T1				Y	Y	T1		
201	Academia Ana Marie Sandoval Elem				Y	N					Y	Y			
203	Asbury Elementary School				Y	Y					Y	Y			
205	Valdez Elementary School	T1			N	N	T1	S1			Y	N	T1	S1	S1
206	Ashley Elementary School	T1		S1	N	N	T1	S1	S2		N	Y	T1	S2	S2
207	Barnum Elementary School	T1	CA		N	Y	T1	R1			Y	Y	T1	R1	
208	Barrett Elementary School	T1			Y	Y	T1				N	N	T1		
209	Beach Court Elementary School	T1			N	Y	T1				Y	Y	T1		
210	Lowry Elementary				Y	Y					Y	N			
211	Odyssey Charter School EL				Y	Y					Y	Y			
212	Wyatt Edison Charter	T1			N	N	T1				Y	Y	T1		
213	Bradley Elementary School	T1			Y	Y	T1				Y	Y	T1		
214	Bromwell Elementary School				Y	Y					Y	Y			
215	Brown Elementary School	T1			Y	Y	T1				N	Y	T1		
216	Bryant-Webster Elementary School	T1			N	Y	T1				Y	Y	T1		
217	Carson Elementary School				Y	Y					Y	Y			
218	Cheltenham Elementary School	T1	CA		N	Y	T1	R1			N	N	T1	R2	
219	Colfax Elementary School	T1	S1		Y	Y	T1	S1			N	Y	T1	S2	
220	College View Elementary School	T1	R1		Y	Y	T1	R1			N	N	T1	R2	
221	Columbian Elementary School	T1			N	Y	T1	S1			N	Y	T1	S2	
222	Columbine Elementary School	T1			Y	Y	T1				Y	Y	T1		
223	Cory Elementary School				Y	Y					Y	Y			
224	Cowell Elementary School	T1	R1	CA	N	Y	T1	R2	CA		N	N	T1	R3	R1
225	Polaris at Ebert				Y	Y					Y	Y			
226	Denison Montessori School				Y	Y					Y	N			
227	Doull Elementary School	T1	S1		N	Y	T1	S2			Y	N	T1	S2	
228	Eagleton Elementary School	T1			N	N	T1	S1			N	Y	T1	S2	
230	Edison Elementary School				N	Y					Y	Y			
231	Ellis Elementary School	T1			Y	N	T1				Y	N	T1		S1
233	Del Pueblo Elementary School	T1	CA		N	N	T1	R1			Y	Y	T1		
235	Grant Ranch Elementary				Y	Y					Y	Y			

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

236	Marrama Elementary School	T1			N	Y	T1			N	Y	T1	S1	
237	Fairmont Elementary School	T1	CA		N	N	T1	R1	S1	N	N	T1	R2	S2
238	Fairview Elementary School	T1	S2	S2	Y	Y	T1			Y	Y	T1		
239	Fallis Elementary School	T1			Y	N	T1			N	N	T1		S1
240	Force Elementary School	T1	S1		N	Y	T1	S2		N	N	T1	CA	
241	Garden Place Elementary School	T1	CA		N	Y	T1	R1		N	N	T1	R2	
242	Gilpin Elementary School	T1		CA	N	N	T1	S1	R1	Y	N	T1	S1	R2
243	Godsman Elementary School	T1	S2	S2	N	N	T1	CA	CA	N	N	T1	R1	R1
244	Goldrick Elementary School	T1	R1		N	Y	T1	R2		N	Y	T1	R3	
245	Greenlee/Metro Lab K8 School	T1	S2		N	N	T1	CA	S1	Y	Y	T1	CA	S1
246	Gust Elementary School	T1			N	Y	T1	S1		N	N	T1	S2	
247	Hallett Elementary School	T1		S2	Y	N	T1		CA	N	Y	T1		CA
248	Harrington Elementary School	T1	S1		N	N	T1	S2		N	Y	T1	CA	
249	Johnson Elementary School	T1	S1		N	N	T1	S2	S1	Y	Y	T1	S2	S1
250	Knapp Elementary School	T1	CA	CA	N	N	T1	R1	R1	N	N	T1	R2	R2
251	Knight Academy	T1			Y	Y	T1			Y	Y	T1		
252	Lincoln Elementary School	T1			Y	Y	T1			Y	Y			
253	Westerly Creek Elementary				Y	Y				Y	Y			
254	McMeen Elementary School	T1			Y	Y	T1			Y	Y	T1		
255	Mitchell Elementary School	T1	R1	CA	N	N	T1	R2	R1	N	N	T1	R3	R2
256	Oakland Elementary School	T1	S1		N	N	T1	S2	S1	N	N	T1	CA	S2
257	Montclair Elementary School	T1			N	Y	T1	S1		Y	N	T1	S1	
258	Greenwood Elementary	T1			N	N	T1			Y	Y	T1		
259	Dora Moore School	T1			Y	Y	T1			Y	Y	T1		
260	Munroe Elementary School	T1	CA		N	N	T1	R1		N	Y	T1	R2	
261	Newlon Elementary School	T1	S2		N	Y	T1	CA		Y	Y	T1	CA	
262	Palmer Elementary School	T1			Y	Y				Y	Y			
263	Park Hill K-8 School				N	N				N	N			
264	McKinley-Thatcher Elementary School				Y	Y				Y	Y			
265	Philips Elementary School	T1			Y	N	T1		S1	Y	Y	T1		S1
266	Pioneer Charter School	T1			N	Y	T1			N	N	T1	S1	
267	Remington Elementary	T1	R2	R2	Y	Y	T1	R2	R2	N	N	T1	R3	R3
269	Sabin Elementary School				N	Y	T1			Y	Y	T1		
270	Schenck Elementary School	T1	R1		N	N	T1	R2		N	Y	T1	R3	
271	Schmitt Elementary School	T1	S1		Y	Y	T1	S1		Y	Y	T1		
274	Smedley Elementary School	T1			N	Y	T1	S1		N	Y	T1	S2	
275	Smith Elementary School	T1	CA	CA	N	Y	T1	R1	CA	Y	N	T1	R1	R1
276	Steck Elementary School				Y	Y				Y	Y			
277	Stedman Elementary School	T1	CA		Y	Y	T1	CA		N	N	T1	R1	
278	Steele Elementary School				Y	Y				Y	Y			
279	Slavens Elementary School				Y	Y				Y	Y			
280	Swansea Elementary School	T1	R1		N	N	T1	R2	S1	N	N	T1	R3	S2
281	Teller Elementary School	T1			Y	Y	T1			Y	Y	T1		

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

282	Green Valley Ranch	T1			N	N	T1			N	N	T1	S1	S1
283	Traylor Elementary School				Y	Y				N	Y			
284	University Park Elementary School				Y	Y				Y	Y			
285	Valverde Elementary School	T1	CA		N	Y	T1	R1		N	N	T1	R2	
286	Denver Arts and Technology	T1			N	Y	T1			N	N	T1		
287	Castro Elementary School	T1	R1		N	N	T1	R2		N	Y	T1	R3	
288	Whiteman Elementary School	T1			Y	N	T1		S1	N	N	T1		S2
289	Whittier Elementary School	T1			Y	Y	T1			Y	Y	T1		
290	Maxwell Elementary School	T1			Y	N	T1			Y	Y	T1		
291	Wyman Elementary School	T1			N	N	T1			Y	N	T1		S1
292	Amesse Elementary School	T1	R1		N	N	T1	R2	S1	N	Y	T1	R3	S1
293	Ford Elementary	T1	R2	R2	N	Y	T1	R3	R2	N	N	T1	R4	R3
294	Holm Elementary School	T1			Y	Y	T1			Y	Y	T1		
295	Kaiser Elementary School	T1			Y	Y	T1			Y	Y	T1		
296	Samuels Elementary School	T1			N	Y	T1			Y	Y	T1		
297	Centennial Elementary School	T1			N	Y	T1			N	N	T1	S1	
298	Southmoor Elementary School				Y	Y				Y	Y			
299	McGlone Elementary School	T1	S1	S1	Y	Y	T1			N	N	T1		
325	Challenge Choice and Images	T1			Y	Y	T1			Y	N			
326	Connections Academy				Y	N				Y	Y			
327	Northeast Academy Elementary	T1			Y	N	T1			Y	Y	T1		
328	Highline Academy				Y	Y				Y	Y			
426	KIPP Sunshine Peak Academy				Y	Y				N	Y			

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Num	NAME	2005-2006					2006-2007					2007-2008		
		T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status
195	Florida Pitt-Waller K8									Y	Y			
196	Omar D. Blair				Y	N				Y	Y			
197	Farrell Howell K8									N	N	T1		
211	Odyssey Charter School EL				Y	Y				Y	Y			
212	Wyatt Edison Charter	T1			Y	Y	T1			Y	N	T1		
216	Bryant-Webster Elementary School				Y	Y	T1			Y	Y	T1		
235	Grant Ranch Elementary				Y	Y				Y	Y			
237	Fairmont K8 School									Y	Y	T1		
242	Gilpin K8 School									N	Y	T1		
245	Greenlee/Metro Lab K8 School									N	N	T1		
253	Westerly Creek/Roberts K8 School									Y	Y			
259	Dora Moore School				Y	Y				Y	Y			
263	Park Hill K-8 School				Y	Y				Y	Y			
279	Slavens Elementary School				Y	Y				Y	Y			
286	Denver Arts and Technology				Y	N				Y	Y			
289	Whittier Elementary School				Y	Y	T1			Y	Y	T1		
297	Centennial Elementary School				Y	N				Y	Y			
325	Challenge Choice and Images				Y	N				Y	Y			
326	Connections Academy				N	N				Y	Y			
327	Northeast Academy Elementary				Y	Y				Y	N			
328	Highline Academy				Y	Y				Y	Y			
405	Grant Middle School	T1		S1	N	N	T1	S1	S2	N	N	T1	S2	CA
406	Hamilton Middle School				Y	N				N	Y			
407	Hill Campus of Arts and Sciences	T1	S1	S1	N	N	T1	S2	S2	N	Y	T1	CA	S2
408	Kepner Middle School	T1	R1	R1	N	N	T1	R2	R2	N	N	T1	R3	R3
409	Kunsmiller Middle School	T1	S2	S2	N	N	T1	CA	CA	N	N	T1	R1	R1
410	Lake Middle School	T1	R1	R1	N	N	T1	R2	R2	N	N	T1	R3	R3
411	Horace Mann Middle School	T1	R1	CA	N	N	T1	R2	R1	N	N	T1	R3	R2
412	Merrill Middle School				N	N				N	N	T1		
413	Morey Middle School				N	N				Y	Y			
414	Place Middle School	T1		S1	N	N	T1	S1	S2	N	Y	T1	S2	S2
415	Rishel Middle School	T1	R1	R1	N	N	T1	R2	R2	N	N	T1	R3	R3
416	Skinner Middle School	T1	R3	R3	N	N	T1	R4	R4	N	Y	T1	R5	R4
417	Smiley Middle School				N	N				N	N			
418	Henry Middle School				N	N				N	N			
419/469	Martin Luther King Middle School	T1	S1	S1	N	N	T1	S2	S2	N	N	T1	CA	CA
423/463	Bruce Randolph Middle School	T1	S2	S2	N	N	T1	CA	CA	N	N	T1	R1	R1
424	Rachel Noel Middle School	T1	S1	S1	N	N	T1	S2	S2	N	N	T1	CA	CA
426	KIPP Sunshine Peak Academy	T1			Y	Y	T1			Y	Y	T1		

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

427	Kipp Cole College Prep			N	N	T1			Y	Y	T1		
428	West Denver Prep								Y	Y	T1		
461	Denver Center for International Studies								Y	Y			
473	Crittenton School - AL	T1		Y	N				Y	Y			
475	Denver School of Arts			Y	Y				Y	Y			
477	Prep Assessment Center - AL	T1		Y	Y	T1			Y	Y	T1		
487	Escuela Tlatelolco	T1		Y	Y	T1			N	Y	T1		
671	Emerson Street School - AL	T1		Y	Y	T1			N	N	T1		
672	PS1 Charter School			N	N				Y	Y			
707	Ace Community Challenge	T1		N	N	T1			Y	N	T1		S1

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

High School: School Improvement Status

Num	NAME	2005-2006					2006-2007					2007-2008		
		T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status	Read AYP	Math AYP	T1	Read Status	Math Status
325	Challenges Choices and Images				N	N				N	N			
450	Abraham Lincoln High School	T1	S2	S2	N	N	T1	CA	CA	N	N	T1	R1	R1
451	East High School				N	N				N	N			
452	George Washington High School				Y	Y				N	N			
453	John F. Kennedy High School				N	N				N	N			
455	North High School	T1	S1	S1	N	N	T1	S2	S2	N	N	T1	CA	CA
456	South High School				N	N				N	N			
457	Thomas Jefferson High School				N	N				N	N			
458	West High School	T1	S2	S2	N	N	T1	CA	CA	Y	N	T1	CA	R1
459	Montbello High School	T1	S1	S1	N	N	T1	S2	S2	N	N	T1	CA	CA
461	Denver Center for International Studies									N	Y			
473	Crittenton School - AL	T1			Y	N	T1			N	Y	T1		
475	Denver School of Arts				Y	Y				Y	Y			
477	Prep Assessment Center - AL	T1			Y	Y	T1			Y	Y	T1		
478	Ridgeview Academy - AL	T1			N	N	T1	S1		N	N	T1	S2	S1
479	Colorado High Charter School	T1			Y	Y				N	Y	T1		
481	Denver Science and Technology				Y	Y				Y	Y			
482	Skyland Community High School				N	N	T1			Y	N			
483	Life Skills Center High School				N	N				N	N			
484	Denver Online High School - AL				Y	N				Y	N			
485	SW Early College	T1			Y	N	T1			Y	N			
487	Escuela Tlatelolco	T1			Y	N	T1			Y	Y	T1		
488	Academy of Urban Learning - AL				N	Y	T1			N	Y	T1	S1	
491	Millennium Quest	T1	S2	S2	N	N								
492	Leadership	T1	S1	S2	N	N								
493	Arts & Cultural Studies	T1		S2	N	N								
602	Emily Griffith Opportunity School - AL				N	N				N	Y			
603	DPS Night High School - AL				N	N				N	N			
605	CEC Middle College of Denver - AL				N	Y				Y	Y			
671	Emerson Street School - AL	T1			Y	Y	T1			Y	Y	T1		
672	PS1 Charter School				N	N				N	N			
682	Contemporary Learning Academy - AL	T1			N	N				N	N	T1		
707	Ace Community Challenge				N	N	T1			Y	N	T1		S1

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

School Improvement Status: Summary

Elementary Schools					
	Reading		Math		Total Schools
	Count	% of Total	Count	% of Total	
SI Yr1	7	7.1%	9	9.1%	99
SI Yr2	8	8.1%	5	5.1%	99
CA	5	5.1%	1	1.0%	99
RS Yr 1	4	4.0%	3	3.0%	99
RS Yr 2	7	7.1%	3	3.0%	99
RS Yr 3	8	8.1%	2	2.0%	99
RS Yr 4	1	1.0%	0	0.0%	99

Note. SI: school improvement, CA: corrective action, RS: restructuring.

Middle Schools					
	Reading		Math		Total Schools
	Count	% of Total	Count	% of Total	
SI Yr1	0	0.0%	0	0.0%	52
SI Yr2	2	3.8%	2	3.8%	52
CA Yr1	3	5.8%	3	5.8%	52
RS Yr 1	2	3.8%	2	3.8%	52
RS Yr 2	0	0.0%	1	1.9%	52
RS Yr 3	4	7.7%	3	5.8%	52
RS Yr 4	0	0.0%	1	1.9%	52
RS Yr 5	1	1.9%	0	0.0%	52

High Schools					
	Reading		Math		Total Schools
	Count	% of Total	Count	% of Total	
SI Yr1	1	3.0%	2	6.1%	33
SI Yr2	1	3.0%	0	0.0%	33
CA Yr 1	3	9.1%	2	6.1%	33
RS Yr 1	1	3.0%	2	6.1%	33

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

Denver Public Schools
Department of Planning, Assessment, and Research
District Accreditation Indicators Report (2007-08)

District Adequate Yearly Progress 2006

The next six tables describe the progress of Denver Public Schools in meeting Federal adequate yearly progress requirements. The tables reflect math/reading performance at the elementary, middle, and high school levels by subgroups.

For a subgroup to meet AYP:

- (1) Participation Rates should meet or exceed 95%
- (2) 95% CI upper limit must meet or exceed state target
- (3) If the proficient objective is not met, then percent Unsatisfactory/ No Score must be equal to or less than Safe Harbor Target.
- (4) Percent Advanced must meet or exceed 1.10%
- (5) Percent Graduated must meet or exceed 57.4%

Denver Public Schools

Department of Planning, Assessment, and Research

District Accreditation Indicators Report (2007-08)

06-07 NCLB District Accountability Data - AYP Elementary Level

District Name: Denver County 1

District Code: 0880

The No Child Left Behind Act (NCLB) of 2001, requires Colorado school districts to make a determination of Adequate Yearly Progress (AYP) for every school in their district. The districts calculates AYP for each school with a formula set by the Colorado Department of Education, which measures participation rates, math and reading performance, and graduation rate targets for the elementary, middle and high school levels. Additionally, schools are responsible for all subgroups of students (race/ethnicity, English Language Learners, Economically Disadvantaged students, and students with disabilities) if there are thirty or more students in the subgroup at a specific grade level. The following data shows school AYP results in comparison to the district and state results.

	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Partially Proficient, Proficient and Advanced		Percent Tested		Percent Partially Proficient, Proficient and Advanced		Advanced Performance Reading *		Advanced Performance Math *	
	Goal: 95%				Goal: 95%				Goal: 1.10%		Goal: 1.10%	
	District	State	District	State	District	State	District	State	District	State	District	State
School	99.64	99.87	76.48	87.63	100.00	99.97	79.17	90.62	4.40	7.60	16.10	27.60
American Indian	100.00	100.00	70.15	82.65	100.00	100.00	73.91	86.55	5.10	3.70	18.13	18.40
Asian	100.00	99.63	91.89	92.48	100.00	99.77	91.65	95.67	10.40	11.00	39.60	44.00
Black	100.00	99.93	74.29	79.73	100.00	99.98	72.66	80.50	1.90	2.80	9.92	13.10
Hispanic	99.42	99.64	70.83	76.87	100.00	99.93	76.22	83.13	1.70	2.30	9.45	12.30
White	99.97	99.99	92.74	93.60	100.00	99.99	92.69	95.21	16.30	10.70	42.20	35.80
Free/Reduced Lunch	99.57	99.75	70.76	70.49	100.00	99.93	74.90	83.31	1.40	2.30	9.23	13.00
Disabled	99.92	99.96	41.06	57.61	100.00	99.99	47.24	66.23	1.34	1.30	3.94	7.30
LEP	99.33	99.30	70.52	70.49	100.00	99.81	76.47	80.12	1.90	1.70	10.60	11.20

* Confidence Intervals Used

Legend	
	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor

Denver Public Schools has been identified as being on Corrective Action based on CSAP Scores.

Denver Public Schools

Department of Planning, Assessment, and Research

District Accreditation Indicators Report (2007-08)

06-07 NCLB District Accountability Data - AYP Middle School Level

District Name: Denver County 1

District Code: 0880

The No Child Left Behind Act (NCLB) of 2001, requires Colorado school districts to make a determination of Adequate Yearly Progress (AYP) for every school in their district. The districts calculates AYP for each school with a formula set by the Colorado Department of Education, which measures participation rates, math and reading performance, and graduation rate targets for the elementary, middle and high school levels. Additionally, schools are responsible for all subgroups of students (race/ethnicity, English Language Learners, Economically Disadvantaged students, and students with disabilities) if there are thirty or more students in the subgroup at a specific grade level. The following data shows school AYP results in comparison to the district and state results.

	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Partially Proficient, Proficient and Advanced		Percent Tested		Percent Partially Proficient, Proficient and Advanced		Advanced Performance Reading *		Advanced Performance Math *	
	Goal: 95%		Goal: 95%		Goal: 95%		Goal: 95%		Goal: 1.10%		Goal: 1.10%	
	District	State	District	State	District	State	District	State	District	State	District	State
School	100.00	99.94	74.12	87.39	100.00	99.98	64.80	82.61	4.70	9.50	10.83	21.00
American Indian	100.00	100.00	75.91	84.03	100.00	100.00	62.59	75.77	5.24	4.80	12.92	12.90
Asian	100.00	99.80	87.02	92.18	100.00	99.86	82.41	91.89	9.90	14.40	25.84	36.70
Black	100.00	99.97	75.43	78.99	100.00	99.99	56.23	66.57	2.30	2.80	6.08	7.60
Hispanic	100.00	99.84	67.05	75.34	100.00	99.94	59.59	69.54	1.10	2.30	5.50	7.30
White	100.00	99.99	93.29	93.46	100.00	100.00	88.22	89.75	20.20	13.20	33.85	27.80
Free/Reduced Lunch	100.00	99.89	68.04	76.17	100.00	99.96	58.23	69.50	1.00	2.10	5.01	7.50
Disabled	100.00	100.00	37.80	54.88	100.00	100.00	31.46	45.81	1.19	1.20	3.40	3.80
LEP	100.00	99.62	66.30	68.11	100.00	99.84	60.77	66.18	0.90	1.40	5.70	7.00

* Confidence Intervals Used

Legend	
	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor

Denver Public Schools has been identified as being on Corrective Action based on CSAP Scores.

Denver Public Schools

Department of Planning, Assessment, and Research

District Accreditation Indicators Report (2007-08)

06-07 NCLB District Accountability Data - AYP High School Level

District Name: Denver County 1

District Code: 0880

The No Child Left Behind Act (NCLB) of 2001, requires Colorado school districts to make a determination of Adequate Yearly Progress (AYP) for every school in their district. The districts calculates AYP for each school with a formula set by the Colorado Department of Education, which measures participation rates, math and reading performance, and graduation rate targets for the elementary, middle and high school levels. Additionally, schools are responsible for all subgroups of students (race/ethnicity, English Language Learners, Economically Disadvantaged students, and students with disabilities) if there are thirty or more students in the subgroup at a specific grade level. The following data shows school AYP results in comparison to the district and state results.

	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested		Percent Partially Proficient, Proficient and Advanced		Percent Tested		Percent Partially Proficient, Proficient and Advanced		Graduation Rate		Graduation Rate	
	Goal: 95%				Goal: 95%				Goal: 57.40%		Goal: 57.40%	
	District	State	District	State	District	State	District	State	District	State	District	State
School	100.00	99.93	75.57	89.11	100.00	99.95	41.94	64.51	51.70	74.10	NA	NA
American Indian	100.00	100.00	66.32	84.98	100.00	100.00	32.98	51.68	46.10	56.90	NA	NA
Asian	100.00	99.62	83.49	92.53	100.00	99.65	62.45	77.74	73.80	82.50	NA	NA
Black	100.00	99.91	74.24	80.33	100.00	99.91	31.10	39.18	53.30	62.70	NA	NA
Hispanic	100.00	99.83	70.42	78.80	100.00	99.91	33.28	41.60	44.40	56.70	NA	NA
White	100.00	99.98	88.95	94.08	100.00	99.99	72.51	75.70	61.30	80.80	NA	NA
Free/Reduced Lunch	100.00	99.86	70.10	79.14	100.00	99.90	31.46	41.83	60.40	69.70	NA	NA
Disabled	100.00	100.00	43.24	61.74	100.00	100.00	14.53	23.64	50.20	68.50	NA	NA
LEP	100.00	99.43	71.81	71.52	100.00	99.60	34.96	37.51	55.40	65.90	NA	NA

* Confidence Intervals Used

Legend	
	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor

Denver Public Schools has been identified as being on Corrective Action based on CSAP Scores.