

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,567
Number of districts <small>(CCD, 2001-02)</small>	180
Number of charter schools <small>(CCD, 2001-02)</small>	86

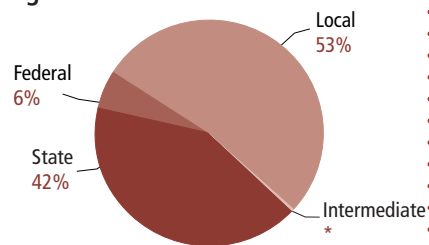
Number of public schools <small>(CCD)</small>	1993-94	2001-02
Elementary	817	942
Middle	246	286
High	244	316
Combined	13	70
Total	1,320	1,614

Number of FTE teachers <small>(CCD)</small>	1993-94	2001-02
Elementary	16,771	21,849
Middle School	7,267	9,047
High School	8,683	11,539
Combined	111	1,152
Total	32,832	43,587

Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	91%	80%
Math	65	68
Science	78	72
Social Studies	61	88

### Sources of funding

District average  
(CCD, 2000-01)



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94	2001-02
Pre-K	7,249	19,334
K-8	451,469	509,563
9-12	164,260	212,786
Total (K-12)	615,729	722,349

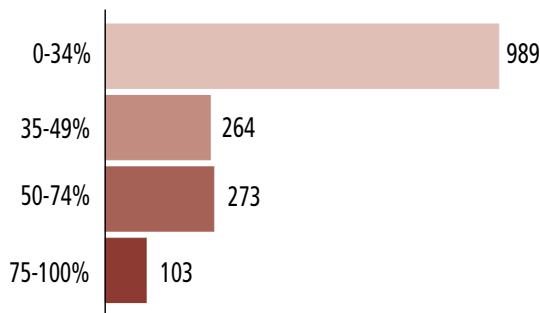
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	2	3
Black	5	6
Hispanic	17	23
White	74	67
Other	—	—

Students with disabilities <small>(OSEP)</small>	1993-94	2001-02
	9%	9%

Migratory students <small>(OME)</small>	1993-94	2001-02
	1%	4%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01
	4%	8%

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 1 school did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Every child must gain a minimum of one academic year each year for math and reading.

### Expected School Improvement on Assessment

Not available.

### Title I Adequate Yearly Progress (AYP) for Schools

Reduce difference between base index and 100 by 7 percent annually (reading, math).

### Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	235	312	547
Schools meeting AYP goal	43%	57%	100%
Schools in need of improvement	38%	62%	85%
	59	25	84
	70%	30%	15%

### Title I allocation

\$89,132,150

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	37%	26%
Basic level and above	70	78

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	34%	35%
Basic level and above	77	74

## Student Achievement 2001-02

Assessment Colorado Student Assessment Program.

State Definition of Proficient See Appendix A.

### Elementary School

#### Grade 4

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	1%	13%	24%	55%	6%
Title I Schools	2	24	33	39	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	6	42	34	17	0
Students with Disabilities	4	47	28	20	1

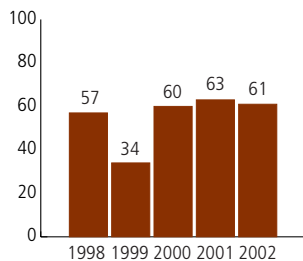
#### Grade 5

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	2%	12%	31%	35%	20%
Title I Schools	3	21	40	27	9
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	10	26	40	21	4
Students with Disabilities	10	35	35	14	3

##### Student Achievement Trend

Reading 4th grade meets or exceeds Proficient



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too few to calculate  
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	11%	20%	57%	8%
Title I Schools	7	25	35	32	1
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	20	42	26	12	0
Students with Disabilities	11	43	28	17	1

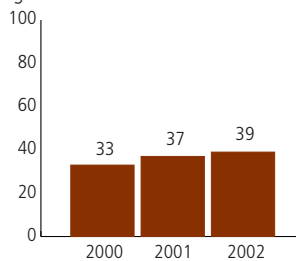
#### Grade 8

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	26%	31%	26%	13%
Title I Schools	7	52	29	10	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	19	55	21	5	1
Students with Disabilities	10	64	18	6	1

##### Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



### High School

#### Grade 10

##### Reading

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	4%	10%	21%	57%	8%
Title I Schools	9	21	32	36	2
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	26	28	30	15	1
Students with Disabilities	15	41	29	14	0

#### Grade 10

##### Mathematics

Students in:	No Score	Unsatisfactory	Part. Proficient	Proficient ⇄	
				Prof.	Adv.
All Schools	5%	31%	37%	24%	3%
Title I Schools	10	55	26	9	0
Economically Disadvantaged Students					
Students with Limited English Proficiency					
Migratory Students	27	53	16	4	0
Students with Disabilities	14	67	15	3	0

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 n/a n/a

Postsecondary enrollment 1994-95 2000-01  
 52% 53%

(NCES, High school graduates enrolled in college)