

CONSOLIDATED STATE PERFORMANCE REPORT

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT**

For reporting on
School Year 2001-2002

**Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203**



Consolidated State Performance Report

for

State Formula Grant Programs

under the

Elementary and Secondary Education Act

Reporting Form for State Educational Agencies

for reporting on

School Year 2001-2002

Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6100

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Consolidated State Performance Report
for
State Formula Grant Programs
under the
Elementary And Secondary Education Act
and the
Goals 2000: Education America Act

Name of State Educational Agency (SEA) Submitting This Report:

Colorado Department of Education

Address:

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Denver, Colorado 80203**

Person to contact about this report:

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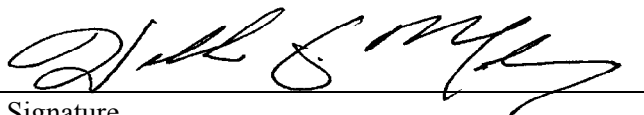
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William J. Moloney, Commissioner


Signature

July 16, 2003

Date

Data Quality Issues for this Report

In order to accurately aggregate and analyze reported data, ED needs to understand any difficulties encountered in responding to the requests for information in this section. **After** completing the rest of this section, please respond to the following questions, referencing the table(s)/item(s) to which they apply:

DQ-1. Are there any data that are estimated? Please circle these and clarify the estimating procedure (*e.g.*, “Table Z-7: 126 out of 127 districts reported; 1 district estimated on the basis of last year's numbers.”)

NOT APPLICABLE

DQ-2. Are there any definitions that are different from those provided in the instructions or glossary? Please identify the term, describe the difficulty encountered in using the provided definition and provide the definition that was actually used. (*e.g.*, “Tables Z-32 through 47: State definition of elementary school includes only grades 1-4, not 1-5 as recommended.”)

NOT APPLICABLE

DQ-3. Are there any other deviations from the data requested? Please describe, referencing the table(s)/item(s).

NOT APPLICABLE

DQ-4. What technical assistance could ED provide which would improve the quality of the data you are able to report?

NOT APPLICABLE

Note: Some anomalies are to be expected in any data collection, and their disclosure will not be held against the respondent. ED expects all respondents to fully disclose on this form any deviations, estimations, or other anomalies, which have arisen in data reported in this section.

Section A

IDENTIFYING LOW-PERFORMING SCHOOLS

A-1. For the 2000-2001 school year (or the most recent school year for which you have data) please list all Title I schools identified for improvement. Please provide the school name, district, National Center for Education Statistics (NCES) school ID number * and the year initially identified

County/Number	City/Town	School	NCES School Numbers	School Year Initially Identified for Improvement
ADAMS 12	NORTHGLENN/THORNTON	THORNTON ELEMENTARY	01191	01-02
ADAMS 12	NORTHGLENN/THORNTON	CORONADO HILLS ELEMENTARY	01174	01-02
ADAMS 12	NORTHGLENN/THORNTON	FEDERAL HEIGHTS ELEMENTARY	01176	01-02
ADAMS 12	NORTHGLENN/THORNTON	MCELWAIN ELEMENTARY	01182	01-02
ADAMS 12	NORTHGLENN/THORNTON	NORTH STAR ELEMENTARY	01185	01-02
ADAMS 14	COMMERCE CITY	ALSUP ELEMENTARY	00011	01-02
ADAMS 14	COMMERCE CITY	DUPONT ELEMENTARY	00013	01-02
ADAMS 14	COMMERCE CITY	MONACO ELEMENTARY	00017	01-02
ADAMS 14	COMMERCE CITY	ROSEHILL ELEMENTARY	00019	01-02
ARAPAHOE 2	SHERIDAN	FT. LOGAN ELEMENTARY	01132	01-02
ARAPAHOE 28	AURORA	VAUGHN ELEMENTARY	00080	01-02
BOULDER 1	ST. VRAIN	SPANGLER ELEMENTARY	00922	01-02
BOULDER 2	BOULDER VALLEY	CASEY MIDDLE SCHOOL	00106	01-02
CONEJOS 10	SOUTH CONEJOS	ANTONITO HIGH SCHOOL	00035	01-02
COSTILLA 1	CENTENNIAL	CENTENNIAL ELEMENTARY	01417	01-02
COSTILLA 1	CENTENNIAL	CENTENNIAL JR. HIGH SCHOOL	01457	01-02
COSTILLA 1	CENTENNIAL	CENTENNIAL HIGH SCHOOL.	01416	01-02
DENVER 1	DENVER	AMESSE ELEMENTARY	00306	01-02
DENVER 1	DENVER	BAKER MIDDLE SCHOOL	00310	01-02
DENVER 1	DENVER	BARNUM ELEMENTARY	00311	01-02
DENVER 1	DENVER	BARRETT ELEMENTARY	00312	01-02
DENVER 1	DENVER	CASTRO ELEMENTARY	00424	01-02
DENVER 1	DENVER	CHELTENHAM ELEMENTARY	00325	01-02
DENVER 1	DENVER	COLE MIDDLE SCHOOL	00326	01-02
DENVER 1	DENVER	COLLEGE VIEW ELEMENTARY	00328	01-02
DENVER 1	DENVER	COWELL ELEMENTARY	00332	01-02
DENVER 1	DENVER	DEL PUEBLO ELEMENTARY	00334	01-02
DENVER 1	DENVER	FAIRMONT ELEMENTARY	00346	01-02
DENVER 1	DENVER	FAIRVIEW ELEMENTARY	00347	01-02
DENVER 1	DENVER	BARNEY FORD ELEMENTARY	00350	97-98
DENVER 1	DENVER	GARDEN PLACE ELEMENTARY	00351	01-02
DENVER 1	DENVER	GILPIN ELEMENTARY	00353	01-02
DENVER 1	DENVER	GOLDRICK ELEMENTARY	00355	01-02
DENVER 1	DENVER	HALLETT ELEMENTARY	00360	01-02
DENVER 1	DENVER	HORACE MANN MIDDLE SCHOOL	00366	01-02
DENVER 1	DENVER	KEPNER MIDDLE SCHOOL	00370	01-02
DENVER 1	DENVER	KNAPP ELEMENTARY	00371	01-02
DENVER 1	DENVER	LAKE MIDDLE SCHOOL	00374	01-02
DENVER 1	DENVER	MITCHELL ELEMENTARY	00381	01-02

DENVER 1	DENVER	MOREY MIDDLE SCHOOL	00386	01-02
DENVER 1	DENVER	MUNROE ELEMENTARY	00387	01-02
DENVER 1	DENVER	REMINGTON ELEMENTARY	00395	97-98
DENVER 1	DENVER	RISHEL MIDDLE SCHOOL	00396	01-02
DENVER 1	DENVER	SCHENCK ELEMENTARY	00400	01-02
DENVER 1	DENVER	SKINNER MIDDLE SCHOOL	00403	97-98
DENVER 1	DENVER	SMEDLEY ELEMENTARY	00405	01-02
DENVER 1	DENVER	SMITH ELEMENTARY	00407	01-02
DENVER 1	DENVER	STEDMAN ELEMENTARY	00411	01-02
DENVER 1	DENVER	SWANSEA ELEMENTARY	00414	01-02
DENVER 1	DENVER	VALVERDE ELEMENTARY	00421	01-02
DENVER 1	DENVER	WHITEMAN ELEMENTARY	00425	01-02
DENVER 1	DENVER	WHITTIER ELEMENTARY	00426	01-02
DOLORES 2	DOLORES	SEVENTH ST. ELEMENTARY	00435	01-02
EL PASO 11	COLORADO SPRINGS	IVYWILD ELEMENTARY	00244	01-02
EL PASO 11	COLORADO SPRINGS	MONROE ELEMENTARY	00255	01-02
EL PASO 11	COLORADO SPRINGS	ROOSEVELT- EDISON CHRTR	00262	01-02
EL PASO 2	HARRISON	BRICKER ELEMENTARY	01314	01-02
EL PASO 2	HARRISON	WILDFLOWER ELEMENTARY	01370	01-02
EL PASO 3	WIDFIELD	TALBOTT ELEMENTARY	01119	01-02
EL PASO 60	MIAMI-YODER	MIAMI-YODER ELEMENTARY	00971	01-02
GARFIELD 1	GLENWOOD SPRINGS	CARBONDALE ELEMENTARY	00585	01-02
GARFIELD 16	PARACHUTE	BEA UNDERWOOD ELEMENTARY	00630	01-02
JEFFERSON 1	JEFFCO	EIBER ELEMENTARY	00717	01-02
JEFFERSON 1	JEFFCO	LUMBERG ELEMENTARY	00752	97-98
JEFFERSON 1	JEFFCO	MOLHOLM ELEMENTARY	00758	01-02
JEFFERSON 1	JEFFCO	RUSSELL ELEMENTARY	00779	01-02
LA PLATA 11	IGNACIO	IGNACIO INERMEDIATE SCHOOL	01444	01-02
MESA 51	GRAND JUNCTION	CLIFTON ELEMENTARY	00602	01-02
MONTEZUMA 1	CORTEZ	KEMPER ELEMENTARY	00835	01-02
MONTEZUMA 1	CORTEZ	MANAUGH ELEMENTARY	00838	01-02
MONTEZUMA 1	CORTEZ	MESA ELEMENTARY	00839	01-02
MORGAN 3	FT. MORGAN	GREEN ACRES ELEMENTARY	00558	01-02
MORGAN 3	FT. MORGAN	PIONEER ELEMENTARY	06298	01-02
OTERO 2	ROCKY FORD	JEFFERSON MIDDLE SCHOOL	01100	01-02
OTERO 2	ROCKY FORD	LIBERTY ELEMENTARY	01101	01-02
PROWERS 2	LAMAR	LINCOLN ELEMENTARY	00863	01-02
PROWERS 3	HOLLY	SHANNER ELEMENTARY	00682	01-02
PUEBLO 60	PUEBLO CITY	RISLEY MIDDLE SCHOOL	01051	01-02
WELD 6	GREELEY	BILLIE MARTINEZ ELEMENTARY	00633	01-02
WELD 8	FT LUPTON	FT. LUPTON HIGH SCHOOL	00552	01-02
WELD 8	FT LUPTON	FT. LUPTON INTERM. SCHOOL	00553	01-02
WELD 8	FT LUPTON	LEO BUTLER ELEMENTARY	00554	01-02
WELD 8	FT LUPTON	TWOMBLY PRIMARY SCHOOL	01366	01-02
WELD 9	AULT/HIGHLAND	HIGHLAND ELEMENTARY	00049	01-02
WELD 9	AULT/HIGHLAND	HIGHLAND MIDDLE SCHOOL	01466	01-02
YUMA 1	YUMA	YUMA MIDDLE SCHOOL	01223	01-02

A-2. Please provide the definition of adequate yearly progress (AYP) used to identify schools for improvement for the year of this report. Your definition should include the 3 items below. If the State has previously submitted its adequate yearly progress definition through some other process, such as an Ed-Flex application, and the definition has not changed, simply note where it was previously submitted.

- How is your state's alternate assessment included in your definition of adequate yearly progress/accountability system?**
- How are all students included in AYP/accountability systems, including special education students and limited English proficient students?**
- Does your definition for AYP/accountability systems apply to Title 1 schools only or to all schools, including Title 1 schools.**

Submitted in State's January 2003 Title I Accountability Workbook and is available on our
website at www.cde.state.co.us

Section B

ACCOUNTABILITY FOR STUDENT ACHIEVEMENT

B-1. Student Achievement Based on Assessments Required by Title I, Part A

CSAP 2002 Grade 3 Reading State Summary

	Total Students	# Unsatisfactory	% Unsatisfactory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Scores Reported
STATE TOTAL	54306	4900	9	9695	18	32857	61	6138	11	72	716	1
GENDER												
Female	26389	1927	7	4415	17	16301	62	3435	13	75	311	1
Male	27860	2962	11	5264	19	16535	59	2697	10	69	402	1
Data invalid or not provided	57	11	19	16	28	21	37	6	11	47	3	5
RACE/ETHNICITY												
White (not Hispanic)	35195	1703	5	4634	13	23317	66	5319	15	81	222	1
Black (not Hispanic)	3376	553	16	944	28	1724	51	121	4	55	34	1
Hispanic	12968	2384	18	3586	28	6164	48	448	3	51	386	3
Asian/Pacific Islander	1555	122	8	270	17	961	62	145	9	71	57	4
American Indian/Alaska Native	688	103	15	174	25	370	54	34	5	59	7	1
Data invalid or not provided	524	35	7	87	17	321	61	71	14	75	10	2
PROGRAM												
IEP	5372	1990	37	1493	28	1571	29	126	2	32	192	4
504 Plan	179	21	12	36	20	107	60	15	8	68	0	0
Title I	14319	2294	16	3805	27	7293	51	709	5	56	218	2
OCT new CO	884	112	13	191	22	446	50	69	8	58	66	7
Bilingual	1141	393	34	366	32	336	29	35	3	33	11	1
ESL	3832	994	26	1164	30	1246	33	42	1	34	386	10
Feb New SC	404	73	18	90	22	193	48	21	5	53	27	7
MIGRANT STATUS												
Non-migrant	53496	4719	9	9438	18	32557	61	6112	11	72	670	1
Migrant	580	150	26	202	35	188	32	11	2	34	29	5
Data invalid or not provided	230	31	13	55	24	112	49	15	7	55	17	7

CSAP 2002 Grade 3 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55688	3994	7	22097	40	23838	43	4528	8	51	1231	2
GENDER												
Female	27044	1542	6	9972	37	12184	45	2793	10	55	553	2
Male	28608	2449	9	12104	42	11646	41	1733	6	47	676	2
Data invalid or not provided	36	3	8	21	58	8	22	2	6	28	2	6
RACE/ETHNICITY												
American Indian/Alaskan Native	695	73	11	362	52	236	34	17	2	36	7	1
Asian/Pacific Islander	1555	84	5	586	38	683	44	148	10	53	54	3
Black (not Hispanic)	3383	390	12	1818	54	1039	31	100	3	34	36	1
Hispanic	14472	2307	16	7145	49	3724	26	353	2	28	943	7
White (not Hispanic)	35435	1132	3	12129	34	18086	51	3902	11	62	186	1
Data invalid or not provided	148	8	5	57	39	70	47	8	5	53	5	3
PROGRAM												
IEP	5416	1514	28	2916	54	774	14	51	1	15	161	3
504 Plan	187	6	3	88	47	75	40	10	5	45	8	4
Title 1	15151	1960	13	7851	52	4284	28	506	3	32	550	4
OCT new CO	1039	135	13	428	41	316	30	39	4	34	121	12
Bilingual	2077	641	31	777	37	166	8	21	1	9	472	23
ESL	4333	935	22	2108	49	660	15	47	1	16	583	13
Feb new SC	930	143	15	455	49	222	24	26	3	27	84	9
MIGRANT STATUS												
Non-migrant	54672	3762	7	21621	40	23657	43	4517	8	52	1115	2
Migrant	750	196	26	343	46	102	14	5	1	14	104	14
Data invalid or not provided	266	36	14	133	50	79	30	6	2	32	12	5

CSAP 2002 Grade 4 Reading State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	56267	7493	13	13398	24	30912	55	3643	6	61	821	1
GENDER												
Female	27416	3094	11	6295	23	15776	58	1937	7	65	314	1
Male	28784	4391	15	7080	25	15104	52	1706	6	58	503	2
Data invalid or not provided	67	8	12	23	34	32	48	0	0	48	4	6
RACE/ETHNICITY												
American Indian/Alaskan Native	726	142	20	231	32	325	45	19	3	47	9	1
Asian/Pacific Islander	1670	199	12	431	26	885	53	102	6	59	53	3
Black (not Hispanic)	3446	819	24	1183	34	1314	38	63	2	40	67	2
Hispanic	13261	3611	27	4514	34	4518	34	203	2	36	415	3
White (not Hispanic)	36910	2672	7	6954	19	23763	64	3250	9	73	271	1
Data invalid or not provided	254	50	20	85	33	107	42	6	2	44	6	2
PROGRAM												
IEP	6005	2824	47	1676	28	1199	20	54	1	21	252	4
504 Plan	289	44	15	84	29	144	50	14	5	55	3	1
Title 1	13960	3350	24	4625	33	5430	39	304	2	41	251	2
OCT new CO	821	162	20	245	30	328	40	21	3	43	65	8
Bilingual	1080	502	46	364	34	178	16	9	1	17	27	3
ESL	3617	1389	38	1199	33	649	18	11	0	18	369	10
Feb new SC	820	200	24	242	30	294	36	18	2	38	66	8
MIGRANT STATUS												
Non-migrant	55371	7187	13	13107	24	30677	55	3639	7	62	761	1
Migrant	604	256	42	203	34	105	17	1	0	18	39	6
Data invalid or not provided	292	50	17	88	30	130	45	3	1	46	21	7

CSAP 2002 Grade 4 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	56323	4504	8	22631	40	23701	42	4649	8	50	838	1
GENDER												
Female	27432	1656	6	9675	35	12654	46	3134	11	58	313	1
Male	28824	2841	10	12920	45	11026	38	1514	5	44	523	2
Data invalid or not provided	67	7	10	36	54	21	31	1	1	33	2	3
RACE/ETHNICITY												
American Indian/Alaskan Native	727	91	13	361	50	238	33	27	4	36	10	1
Asian/Pacific Islander	1668	98	6	607	36	735	44	179	11	55	49	3
Black (not Hispanic)	3450	489	14	1798	52	1011	29	85	2	32	67	2
Hispanic	13274	2306	17	6884	52	3400	26	270	2	28	414	3
White (not Hispanic)	36949	1481	4	12868	35	18225	49	4079	11	60	296	1
Data invalid or not provided	255	39	15	113	44	92	36	9	4	40	2	1
PROGRAM												
IEP	6062	1910	32	3175	52	658	11	35	1	11	284	5
504 Plan	289	21	7	151	52	104	36	12	4	40	1	0
Title 1	13975	2051	15	7386	53	3921	28	381	3	31	236	2
OCT new CO	824	113	14	373	45	250	30	25	3	33	63	8
Bilingual	1079	370	34	540	50	134	12	9	1	13	26	2
ESL	3618	966	27	1757	49	497	14	34	1	15	364	10
Feb new SC	821	126	15	400	49	212	26	19	2	28	64	8
MIGRANT STATUS												
Non-migrant	55424	4295	8	22187	40	23519	42	4642	8	51	781	1
Migrant	607	170	28	312	51	82	14	2	0	14	41	7
Data invalid or not provided	292	39	13	132	45	100	34	5	2	36	16	5

CSAP 2002 Grade 5 Math State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	58012	7154	12	17734	31	20324	35	11387	20	55	1413	2
GENDER												
Female	28245	3430	12	8968	32	9984	35	5276	19	54	587	2
Male	29703	3716	13	8743	29	10320	35	6104	21	55	820	3
Data invalid or not provided	64	8	13	23	36	20	31	7	11	42	6	9
RACE/ETHNICITY												
American Indian/Alaskan Native	696	144	21	279	40	198	28	62	9	37	13	2
Asian/Pacific Islander	1595	140	9	404	25	573	36	429	27	63	49	3
Black (not Hispanic)	3515	952	27	1393	40	833	24	224	6	30	113	3
Hispanic	14063	3312	24	5581	40	3506	25	932	7	32	732	5
White (not Hispanic)	38002	2588	7	10021	26	15169	40	9728	26	66	496	1
Data invalid or not provided	141	18	13	56	40	45	32	12	9	40	10	7
PROGRAM												
IEP	6708	2556	38	2348	35	918	14	226	3	17	660	10
504 Plan	345	48	14	121	35	118	34	54	16	50	4	1
Title 1	13735	2935	21	5438	40	3742	27	1176	9	36	444	3
OCT new CO	907	165	18	307	34	234	26	109	12	38	92	10
Bilingual	1249	393	31	460	37	168	13	31	2	16	197	16
ESL	3719	1148	31	1399	38	621	17	134	4	20	417	11
Feb new SC	814	214	26	298	37	180	22	58	7	29	64	8
MIGRANT STATUS												
Non-migrant	57036	6926	12	17337	30	20100	35	11348	20	55	1325	2
Migrant	705	180	26	285	40	146	21	25	4	24	69	10
Data invalid or not provided	271	48	18	112	41	78	29	14	5	34	19	7

CSAP 2002 Grade 5 Reading State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	58030	7973	14	11871	20	32339	56	4131	7	63	1716	3
GENDER												
Female	28262	3331	12	5664	20	16331	58	2201	8	66	735	3
Male	29719	4631	16	6197	21	15988	54	1925	6	60	978	3
Data invalid or not provided	49	11	22	10	20	20	41	5	10	51	3	6
RACE/ETHNICITY												
American Indian/Alaskan Native	695	129	19	210	30	317	46	20	3	48	19	3
Asian/Pacific Islander	1593	181	11	312	20	914	57	128	8	65	58	4
Black (not Hispanic)	3503	853	24	1080	31	1375	39	70	2	41	125	4
Hispanic	14014	3863	28	3982	28	4995	36	230	2	37	944	7
White (not Hispanic)	37954	2872	8	6217	16	24622	65	3680	10	75	563	1
Data invalid or not provided	271	75	28	70	26	116	43	3	1	44	7	3
PROGRAM												
IEP	6732	2935	44	1684	25	1338	20	68	1	21	707	11
504 Plan	357	50	14	86	24	196	55	18	5	60	7	2
Title 1	13833	3353	24	3921	28	5670	41	309	2	43	580	4
OCT new CO	912	199	22	196	21	368	40	25	3	43	124	14
Bilingual	1294	562	43	294	23	179	14	8	1	14	251	19
ESL	3687	1518	41	1007	27	620	17	15	0	17	527	14
Feb new SC	806	217	27	205	25	284	35	10	1	36	90	11
MIGRANT STATUS												
Non-migrant	57053	7645	13	11621	20	32065	56	4124	7	63	1598	3
Migrant	708	273	39	182	26	166	23	1	0	24	86	12
Data invalid or not provided	269	55	20	68	25	108	40	6	2	42	32	12

CSAP 2002 Grade 5 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	58046	4132	7	22898	39	24632	42	4733	8	51	1651	3
GENDER												
Female	28272	1425	5	9989	35	13051	46	3107	11	57	700	2
Male	29724	2703	9	12886	43	11568	39	1619	5	44	948	3
Data invalid or not provided	50	4	8	23	46	13	26	7	14	40	3	6
RACE/ETHNICITY												
American Indian/Alaskan Native	695	56	8	407	59	198	28	20	3	31	14	2
Asian/Pacific Islander	1595	59	4	576	36	731	46	171	11	57	58	4
Black (not Hispanic)	3505	432	12	1880	54	1005	29	77	2	31	111	3
Hispanic	14018	2121	15	7213	51	3498	25	265	2	27	921	7
White (not Hispanic)	37961	1423	4	12678	33	19130	50	4189	11	61	541	1
Data invalid or not provided	272	41	15	144	53	70	26	11	4	30	6	2
PROGRAM												
IEP	6738	1805	27	3518	52	688	10	53	1	11	674	10
504 Plan	356	24	7	177	50	135	38	16	4	42	4	1
Title 1	13838	1746	13	7356	53	3853	28	330	2	30	553	4
OCT new CO	914	129	14	363	40	272	30	29	3	33	121	13
Bilingual	1292	355	27	551	43	120	9	11	1	10	255	20
ESL	3690	859	23	1879	51	411	11	16	0	12	525	14
Feb new SC	808	148	18	372	46	194	24	10	1	25	84	10
MIGRANT STATUS												
Non-migrant	57068	3937	7	22423	39	24457	43	4717	8	51	1534	3
Migrant	708	168	24	341	48	108	15	4	1	16	87	12
Data invalid or not provided	270	27	10	134	50	67	25	12	4	29	30	11

CSAP 2002 Grade 6 Math State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	57522	9134	16	17100	30	20220	35	9254	16	51	1814	3
GENDER												
Female	27891	4164	15	8622	31	9882	35	4424	16	51	799	3
Male	29563	4955	17	8456	29	10319	35	4824	16	51	1009	3
Data invalid or not provided	68	15	22	22	32	19	28	6	9	37	6	9
RACE/ETHNICITY												
American Indian/Alaskan Native	686	189	28	255	37	190	28	43	6	34	9	1
Asian/Pacific Islander	1583	146	9	380	24	606	38	374	24	62	77	5
Black (not Hispanic)	3439	1252	36	1241	36	701	20	144	4	25	101	3
Hispanic	13336	3968	30	4797	36	2911	22	578	4	26	1082	8
White (not Hispanic)	38258	3533	9	10341	27	15748	41	8099	21	62	537	1
Data invalid or not provided	220	46	21	86	39	64	29	16	7	36	8	4
PROGRAM												
IEP	6396	3223	50	1751	27	738	12	123	2	13	561	9
504 Plan	384	96	25	157	41	97	25	26	7	32	8	2
Title 1	5081	1591	31	1933	38	1080	21	232	5	26	245	5
OCT new CO	837	196	23	249	30	198	24	55	7	30	139	17
Bilingual	643	177	28	126	20	53	8	17	3	11	270	42
ESL	3423	1173	34	1020	30	455	13	61	2	15	714	21
Feb new SC	730	223	31	239	33	149	20	28	4	24	91	12
MIGRANT STATUS												
Non-migrant	56502	8810	16	16762	30	20027	35	9223	16	52	1680	3
Migrant	598	222	37	188	31	79	13	7	1	14	102	17
Data invalid or not provided	422	102	24	150	36	114	27	24	6	33	32	8

CSAP 2002 Grade 6 Reading State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	57527	5760	10	12164	21	32485	56	5152	9	65	1966	3
GENDER												
Female	27878	2126	8	5382	19	16326	59	3205	11	70	839	3
Male	29572	3622	12	6765	23	16118	55	1943	7	61	1124	4
Data invalid or not provided	77	12	16	17	22	41	53	4	5	58	3	4
RACE/ETHNICITY												
American Indian/Alaskan Native	687	103	15	231	34	313	46	24	3	49	16	2
Asian/Pacific Islander	1586	105	7	333	21	890	56	175	11	67	83	5
Black (not Hispanic)	3436	717	21	1090	32	1416	41	99	3	44	114	3
Hispanic	13256	2785	21	4234	32	4878	37	260	2	39	1099	8
White (not Hispanic)	38221	1978	5	6174	16	24839	65	4584	12	77	646	2
Data invalid or not provided	341	72	21	102	30	149	44	10	3	47	8	2
PROGRAM												
IEP	6452	2481	38	1986	31	1323	21	51	1	21	611	9
504 Plan	383	51	13	107	28	201	52	15	4	56	9	2
Title 1	5088	1076	21	1765	35	1873	37	116	2	39	258	5
OCT new CO	847	127	15	206	24	321	38	39	5	43	154	18
Bilingual	627	182	29	126	20	78	12	7	1	14	234	37
ESL	3365	1002	30	1018	30	591	18	20	1	18	734	22
Feb new SC	746	143	19	232	31	259	35	11	1	36	101	14
MIGRANT STATUS												
Non-migrant	56476	5480	10	11878	21	32157	57	5136	9	66	1825	3
Migrant	607	210	35	168	28	120	20	0	0	20	109	18
Data invalid or not provided	444	70	16	118	27	208	47	16	4	50	32	7

CSAP 2002 Grade 6 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	57557	4166	7	22599	39	24199	42	4661	8	50	1932	3
GENDER												
Female	27891	1182	4	9579	34	13077	47	3232	12	58	821	3
Male	29589	2974	10	12989	44	11092	37	1425	5	42	1109	4
Data invalid or not provided	77	10	13	31	40	30	39	4	5	44	2	3
RACE/ETHNICITY												
American Indian/Alaskan Native	688	84	12	375	55	199	29	17	2	31	13	2
Asian/Pacific Islander	1586	69	4	487	31	750	47	197	12	60	83	5
Black (not Hispanic)	3437	507	15	1796	52	959	28	67	2	30	108	3
Hispanic	13272	1927	15	6893	52	3142	24	213	2	25	1097	8
White (not Hispanic)	38233	1523	4	12868	34	19059	50	4163	11	61	620	2
Data invalid or not provided	341	56	16	180	53	90	26	4	1	28	11	3
PROGRAM												
IEP	6452	2038	32	3258	50	552	9	21	0	9	583	9
504 Plan	383	34	9	235	61	94	25	12	3	28	8	2
Title 1	5093	736	14	2860	56	1132	22	107	2	24	258	5
OCT new CO	848	102	12	356	42	211	25	28	3	28	151	18
Bilingual	628	139	22	202	32	48	8	7	1	9	232	37
ESL	3371	702	21	1547	46	382	11	21	1	12	719	21
Feb new SC	745	111	15	353	47	163	22	8	1	23	110	15
MIGRANT STATUS												
Non-migrant	56505	3947	7	22131	39	23985	42	4648	8	51	1794	3
Migrant	608	159	26	274	45	73	12	0	0	12	102	17
Data invalid or not provided	444	60	14	194	44	141	32	13	3	35	36	8

CSAP 2002 Grade 7 Math State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	56671	12075	21	20315	36	15498	27	6508	11	39	2275	4
GENDER												
Female	27719	5802	21	10244	37	7702	28	2974	11	39	997	4
Male	28898	6259	22	10054	35	7786	27	3534	12	39	1265	4
Data invalid or not provided	54	14	26	17	31	10	19	0	0	19	13	24
RACE/ETHNICITY												
American Indian/Alaskan Native	715	235	33	278	39	133	19	42	6	24	27	4
Asian/Pacific Islander	1650	234	14	540	33	475	29	336	20	49	65	4
Black (not Hispanic)	3180	1398	44	1188	37	415	13	61	2	15	118	4
Hispanic	12518	4909	39	4575	37	1616	13	306	2	15	1112	9
White (not Hispanic)	38418	5243	14	13656	36	12817	33	5759	15	48	943	2
Data invalid or not provided	190	56	29	78	41	42	22	4	2	24	10	5
PROGRAM												
IEP	6246	3557	57	1598	26	432	7	47	1	8	612	10
504 Plan	442	131	30	175	40	97	22	29	7	29	10	2
Title 1	3369	1520	45	1235	37	343	10	56	2	12	215	6
OCT new CO	835	224	27	280	34	147	18	36	4	22	148	18
Bilingual	489	160	33	66	13	12	2	4	1	3	247	51
ESL	3198	1369	43	903	28	212	7	46	1	8	668	21
Feb new SC	724	280	39	226	31	87	12	14	2	14	117	16
MIGRANT STATUS												
Non-migrant	55693	11717	21	19964	36	15366	28	6489	12	39	2157	4
Migrant	522	239	46	161	31	31	6	3	1	7	88	17
Data invalid or not provided	456	119	26	190	42	101	22	16	4	26	30	7

CSAP 2002 Grade 7 Reading State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	56666	7816	14	12868	23	29339	52	4290	8	59	2353	4
GENDER												
Female	27712	2974	11	5832	21	15282	55	2593	9	65	1031	4
Male	28888	4823	17	7024	24	14031	49	1695	6	54	1315	5
Data invalid or not provided	66	19	29	12	18	26	39	2	3	42	7	11
RACE/ETHNICITY												
American Indian/Alaskan Native	702	129	18	206	29	312	44	27	4	48	28	4
Asian/Pacific Islander	1643	185	11	356	22	871	53	161	10	63	70	4
Black (not Hispanic)	3162	793	25	1015	32	1178	37	51	2	39	125	4
Hispanic	12431	3486	28	3775	30	3822	31	168	1	32	1180	9
White (not Hispanic)	38366	3120	8	7410	19	23018	60	3876	10	70	942	2
Data invalid or not provided	362	103	28	106	29	138	38	7	2	40	8	2
PROGRAM												
IEP	6276	3030	48	1700	27	896	14	27	0	15	623	10
504 Plan	455	76	17	147	32	189	42	24	5	47	19	4
Title 1	3365	1098	33	1129	34	883	26	29	1	27	226	7
OCT new CO	840	160	19	199	24	301	36	28	3	39	152	18
Bilingual	472	150	32	63	13	15	3	2	0	4	242	51
ESL	3190	1297	41	789	25	395	12	8	0	13	701	22
Feb new SC	728	209	29	188	26	210	29	9	1	30	112	15
MIGRANT STATUS												
Non-migrant	55285	7482	14	12514	23	28818	52	4248	8	60	2223	4
Migrant	533	215	40	151	28	69	13	0	0	13	98	18
Data invalid or not provided	848	119	14	203	24	452	53	42	5	58	32	4

CSAP 2002 Grade 7 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	56716	2316	4	23630	42	23881	42	4504	8	50	2385	4
GENDER												
Female	27736	568	2	9734	35	13191	48	3201	12	59	1042	4
Male	28911	1740	6	13870	48	10668	37	1301	5	41	1332	5
Data invalid or not provided	69	8	12	26	38	22	32	2	3	35	11	16
RACE/ETHNICITY												
American Indian/Alaskan Native	713	41	6	390	55	215	30	31	4	35	36	5
Asian/Pacific Islander	1644	32	2	593	36	749	46	204	12	58	66	4
Black (not Hispanic)	3165	202	6	1774	56	981	31	87	3	34	121	4
Hispanic	12438	1040	8	7116	57	2911	23	191	2	25	1180	9
White (not Hispanic)	38392	970	3	13543	35	18923	49	3984	10	60	972	3
Data invalid or not provided	364	31	9	214	59	102	28	7	2	30	10	3
PROGRAM												
IEP	6283	1285	20	3857	61	504	8	17	0	8	620	10
504 Plan	455	18	4	276	61	130	29	15	3	32	16	4
Title 1	3366	297	9	2184	65	631	19	37	1	20	217	6
OCT new CO	840	58	7	368	44	229	27	34	4	31	151	18
Bilingual	473	73	15	139	29	14	3	1	0	3	246	52
ESL	3197	450	14	1745	55	283	9	18	1	9	701	22
Feb new SC	729	83	11	372	51	144	20	11	2	21	119	16
MIGRANT STATUS												
Non-migrant	55333	2200	4	22960	41	23460	42	4468	8	50	2245	4
Migrant	532	80	15	303	57	53	10	1	0	10	95	18
Data invalid or not provided	851	36	4	367	43	368	43	35	4	47	45	5

CSAP 2002 Grade 8 Math State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55420	14408	26	17194	31	14613	26	7128	13	39	2077	4
GENDER												
Female	27160	6897	25	8793	32	7348	27	3209	12	39	913	3
Male	28203	7486	27	8388	30	7256	26	3915	14	40	1158	4
Data invalid or not provided	57	25	44	13	23	9	16	4	7	23	6	11
RACE/ETHNICITY												
American Indian/Alaskan Native	645	257	40	199	31	131	20	35	5	26	23	4
Asian/Pacific Islander	1674	285	17	493	29	498	30	339	20	50	59	4
Black (not Hispanic)	3116	1574	51	956	31	378	12	81	3	15	127	4
Hispanic	11941	5468	46	3566	30	1459	12	381	3	15	1067	9
White (not Hispanic)	37849	6746	18	11911	31	12119	32	6283	17	49	790	2
Data invalid or not provided	195	78	40	69	35	28	14	9	5	19	11	6
PROGRAM												
IEP	5679	3650	64	1041	18	330	6	62	1	7	596	10
504 Plan	473	176	37	161	34	88	19	32	7	25	16	3
Title 1	3134	1636	52	909	29	315	10	73	2	12	201	6
OCT new CO	780	292	37	246	32	107	14	32	4	18	103	13
Bilingual	416	148	36	43	10	11	3	2	0	3	212	51
ESL	2821	1390	49	605	21	170	6	49	2	8	607	22
Feb new SC	689	337	49	192	28	72	10	19	3	13	69	10
MIGRANT STATUS												
Non-migrant	54064	13920	26	16874	31	14340	27	6975	13	39	1955	4
Migrant	485	266	55	100	21	24	5	4	1	6	91	19
Data invalid or not provided	871	222	25	220	25	249	29	149	17	46	31	4

CSAP 2002 Grade 8 Reading State Summary

	Total Student s	# Unsatis- -factory	% Unsatis- -factory	# Partially Proficien t	% Partially Proficien t	# Proficien t	% Proficien t	# Advance d	% Advance d	% Proficien t & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55443	5974	11	11332	20	31676	57	4428	8	65	2033	4
GENDER												
Female	27170	2219	8	5253	19	16229	60	2592	10	69	877	3
Male	28213	3737	13	6067	22	15423	55	1834	7	61	1152	4
Data invalid or not provided	60	18	30	12	20	24	40	2	3	43	4	7
RACE/ETHNICITY												
American Indian/Alaskan Native	649	101	16	176	27	323	50	25	4	54	24	4
Asian/Pacific Islander	1672	152	9	352	21	953	57	152	9	66	63	4
Black (not Hispanic)	3108	550	18	1002	32	1360	44	62	2	46	134	4
Hispanic	11879	2769	23	3623	30	4216	35	186	2	37	1085	9
White (not Hispanic)	37780	2324	6	6083	16	24660	65	3989	11	76	724	2
Data invalid or not provided	355	78	22	96	27	164	46	14	4	50	3	1
PROGRAM												
IEP	5684	2453	43	1586	28	988	17	33	1	18	624	11
504 Plan	456	55	12	152	33	227	50	13	3	53	9	2
Title 1	3155	790	25	1120	35	1005	32	33	1	33	207	7
OCT new CO	776	135	17	174	22	335	43	22	3	46	110	14
Bilingual	408	118	29	58	14	22	5	2	0	6	208	51
ESL	2812	1092	39	737	26	357	13	10	0	13	616	22
Feb new SC	702	153	22	206	29	244	35	10	1	36	89	13
MIGRANT STATUS												
Non-migrant	54061	5674	10	11028	20	31103	58	4366	8	66	1890	3
Migrant	495	206	42	128	26	59	12	1	0	12	101	20
Data invalid or not provided	887	94	11	176	20	514	58	61	7	65	42	5

CSAP 2002 Grade 8 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55498	2530	5	22977	41	23513	42	4444	8	50	2034	4
GENDER												
Female	27191	628	2	9327	34	13133	48	3234	12	60	869	3
Male	28246	1889	7	13622	48	10366	37	1209	4	41	1160	4
Data invalid or not provided	61	13	21	28	46	14	23	1	2	25	5	8
RACE/ETHNICITY												
American Indian/Alaskan Native	655	44	7	359	55	205	31	19	3	34	28	4
Asian/Pacific Islander	1673	37	2	641	38	757	45	176	11	56	62	4
Black (not Hispanic)	3114	201	6	1726	55	966	31	84	3	34	137	4
Hispanic	11896	1122	9	6585	55	2876	24	241	2	26	1072	9
White (not Hispanic)	37804	1092	3	13457	36	18615	49	3910	10	60	730	2
Data invalid or not provided	356	34	10	209	59	94	26	14	4	30	5	1
PROGRAM												
IEP	5689	1392	24	3266	57	407	7	10	0	7	614	11
504 Plan	458	12	3	291	64	125	27	16	3	31	14	3
Title 1	3156	287	9	1986	63	637	20	45	1	22	201	6
OCT new CO	779	52	7	401	51	197	25	19	2	28	110	14
Bilingual	408	74	18	112	27	14	3	2	0	4	206	50
ESL	2819	447	16	1492	53	256	9	14	0	10	610	22
Feb new SC	705	67	10	406	58	141	20	6	1	21	85	12
MIGRANT STATUS												
Non-migrant	54114	2393	4	22376	41	23089	43	4372	8	51	1884	3
Migrant	495	99	20	250	51	46	9	1	0	9	99	20
Data invalid or not provided	889	38	4	351	39	378	43	71	8	51	51	6

CSAP 2002 Grade 9 Math State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55853	19240	34	16354	29	12481	22	5001	9	31	2777	5
GENDER												
Female	27182	9513	35	8571	32	5981	22	1935	7	29	1182	4
Male	28594	9692	34	7768	27	6492	23	3065	11	33	1577	6
Data invalid or not provided	77	35	45	15	19	8	10	1	1	12	18	23
RACE/ETHNICITY												
American Indian/Alaskan Native	632	323	51	180	28	73	12	18	3	14	38	6
Asian/Pacific Islander	1578	409	26	456	29	399	25	232	15	40	82	5
Black (not Hispanic)	3039	1905	63	686	23	243	8	36	1	9	169	6
Hispanic	11599	6579	57	2442	21	929	8	174	2	10	1475	13
White (not Hispanic)	38810	9926	26	12535	32	10814	28	4538	12	40	997	3
Data invalid or not provided	195	98	50	55	28	23	12	3	2	13	16	8
PROGRAM												
IEP	5240	3689	70	585	11	195	4	37	1	4	734	14
504 Plan	424	191	45	129	30	66	16	19	4	20	19	4
Title 1	1574	930	59	323	21	122	8	24	2	9	175	11
OCT new CO	1062	495	47	185	17	108	10	24	2	12	250	24
Bilingual	470	259	55	30	6	8	2	1	0	2	172	37
ESL	2570	1326	52	252	10	87	3	23	1	4	882	34
Feb new SC	735	433	59	145	20	42	6	13	2	7	102	14
MIGRANT STATUS												
Non-migrant	54605	18618	34	16094	29	12357	23	4975	9	32	2561	5
Migrant	446	234	52	52	12	21	5	3	1	5	136	30
Data invalid or not provided	802	388	48	208	26	103	13	23	3	16	80	10

CSAP 2002 Grade 9 Reading State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55862	5056	9	10850	19	32878	59	4128	7	66	2950	5
GENDER												
Female	27181	1682	6	4737	17	16964	62	2540	9	72	1258	5
Male	28596	3353	12	6094	21	15886	56	1585	6	61	1678	6
Data invalid or not provided	85	21	25	19	22	28	33	3	4	36	14	16
RACE/ETHNICITY												
American Indian/Alaskan Native	633	92	15	172	27	313	49	15	2	52	41	6
Asian/Pacific Islander	1573	158	10	277	18	915	58	139	9	67	84	5
Black (not Hispanic)	3051	500	16	944	31	1356	44	53	2	46	198	6
Hispanic	11522	2210	19	3456	30	4146	36	169	1	37	1541	13
White (not Hispanic)	38748	2037	5	5884	15	26002	67	3749	10	77	1076	3
Data invalid or not provided	335	59	18	117	35	146	44	3	1	44	10	3
PROGRAM												
IEP	5252	2014	38	1574	30	873	17	15	0	17	776	15
504 Plan	421	49	12	128	30	207	49	17	4	53	20	5
Title 1	1600	320	20	507	32	562	35	30	2	37	181	11
OCT new CO	1092	190	17	236	22	375	34	22	2	36	269	25
Bilingual	451	190	42	66	15	33	7	1	0	8	161	36
ESL	2591	805	31	579	22	307	12	7	0	12	893	34
Feb new SC	724	153	21	205	28	243	34	12	2	35	111	15
MIGRANT STATUS												
Non-migrant	54591	4821	9	10529	19	32425	59	4095	8	67	2721	5
Migrant	443	113	26	108	24	80	18	0	0	18	142	32
Data invalid or not provided	828	122	15	213	26	373	45	33	4	49	87	11

CSAP 2002 Grade 9 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	55918	3295	6	22215	40	23194	41	4262	8	49	2952	5
GENDER												
Female	27202	867	3	9533	35	12805	47	2760	10	57	1237	5
Male	28631	2409	8	12643	44	10374	36	1502	5	41	1703	6
Data invalid or not provided	85	19	22	39	46	15	18	0	0	18	12	14
RACE/ETHNICITY												
American Indian/Alaskan Native	637	59	9	332	52	186	29	15	2	32	45	7
Asian/Pacific Islander	1573	74	5	566	36	680	43	167	11	54	86	5
Black (not Hispanic)	3054	326	11	1658	54	825	27	63	2	29	182	6
Hispanic	11541	1375	12	6073	53	2364	20	180	2	22	1549	13
White (not Hispanic)	38777	1429	4	13391	35	19059	49	3835	10	59	1063	3
Data invalid or not provided	336	32	10	195	58	80	24	2	1	24	27	8
PROGRAM												
IEP	5260	1548	29	2582	49	332	6	17	0	7	781	15
504 Plan	422	35	8	215	51	136	32	15	4	36	21	5
Title 1	1600	172	11	870	54	353	22	24	2	24	181	11
OCT new CO	1093	142	13	435	40	219	20	28	3	23	269	25
Bilingual	451	123	27	147	33	21	5	0	0	5	160	35
ESL	2597	509	20	1043	40	157	6	10	0	6	878	34
Feb new SC	726	107	15	373	51	130	18	8	1	19	108	15
MIGRANT STATUS												
Non-migrant	54637	3133	6	21645	40	22904	42	4241	8	50	2714	5
Migrant	445	67	15	191	43	40	9	1	0	9	146	33
Data invalid or not provided	836	95	11	379	45	250	30	20	2	32	92	11

CSAP 2002 Grade 10 Math State Summary

	Total Students	# Unsatis- -factory	% Unsatis- -factory	# Partially Proficien t	% Partially Proficien t	# Proficien t	% Proficien t	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	51595	16071	31	19163	37	12138	24	1726	3	27	2497	5
GENDER												
Female	25459	8095	32	9881	39	5724	22	621	2	25	1138	4
Male	26075	7940	30	9270	36	6405	25	1105	4	29	1355	5
Data invalid or not provided	61	36	59	12	20	9	15	0	0	15	4	7
RACE/ETHNICITY												
American Indian/Alaskan Native	525	235	45	177	34	76	14	6	1	16	31	6
Asian/Pacific Islander	1614	383	24	573	36	471	29	101	6	35	86	5
Black (not Hispanic)	2683	1586	59	762	28	172	6	11	0	7	152	6
Hispanic	9362	5004	53	2554	27	693	7	50	1	8	1061	11
White (not Hispanic)	37219	8769	24	15038	40	10701	29	1554	4	33	1157	3
Data invalid or not provided	192	94	49	59	31	25	13	4	2	15	10	5
PROGRAM												
IEP	4449	3003	67	677	15	120	3	8	0	3	641	14
504 Plan	408	162	40	160	39	64	16	3	1	16	19	5
Title 1	1138	626	55	301	26	105	9	3	0	9	103	9
OCT new CO	758	321	42	192	25	82	11	6	1	12	157	21
Bilingual	289	165	57	27	9	7	2	0	0	2	90	31
ESL	1763	855	48	260	15	62	4	6	0	4	580	33
Feb new SC	550	301	55	129	23	44	8	2	0	8	74	13
MIGRANT STATUS												
Non-migrant	50355	15436	31	18842	37	12055	24	1720	3	27	2302	5
Migrant	335	176	53	54	16	12	4	1	0	4	92	27
Data invalid or not provided	905	459	51	267	30	71	8	5	1	8	103	11

CSAP 2002 Grade 10 Reading State Summary

		#	%	#	%	#	%	#	%	%	#	%
	Total	Unsatis-	Unsatis-	Partially	Partially	Proficient	Proficient	Advanced	Advanced	Proficient	No	No
	Students	factory	factory	Proficient	Proficient					& Above*	Score	Score
											Reported	Reported
STATE TOTAL	51620	4936	10	10759	21	29394	57	3909	8	65	2622	5
GENDER												
Female	25457	1602	6	4678	18	15544	61	2469	10	71	1164	5
Male	26097	3322	13	6061	23	13827	53	1440	6	59	1447	6
Data invalid or not provided	66	12	18	20	30	23	35	0	0	35	11	17
RACE/ETHNICITY												
American Indian/Alaskan Native	527	84	16	146	28	238	45	20	4	49	39	7
Asian/Pacific Islander	1606	162	10	327	20	872	54	147	9	63	98	6
Black (not Hispanic)	2682	432	16	855	32	1188	44	42	2	46	165	6
Hispanic	9309	1917	21	2876	31	3256	35	167	2	37	1093	12
White (not Hispanic)	37195	2295	6	6458	17	23702	64	3526	9	73	1214	3
Data invalid or not provided	301	46	15	97	32	138	46	7	2	48	13	4
PROGRAM												
IEP	4453	1830	41	1303	29	629	14	9	0	14	682	15
504 Plan	397	51	13	126	32	189	48	17	4	52	14	4
Title 1	1145	237	21	369	32	417	36	23	2	38	99	9
OCT new CO	764	136	18	164	21	284	37	19	2	40	161	21
Bilingual	298	119	40	55	18	28	9	1	0	10	95	32
ESL	1803	597	33	427	24	198	11	5	0	11	576	32
Feb new SC	557	117	21	160	29	189	34	11	2	36	80	14
MIGRANT STATUS												
Non-migrant	50399	4692	9	10396	21	28976	57	3887	8	65	2448	5
Migrant	356	101	28	107	30	54	15	2	1	16	92	26
Data invalid or not provided	865	143	17	256	30	364	42	20	2	44	82	9

CSAP 2002 Grade 10 Writing State Summary

	Total Students	# Unsatis- factory	% Unsatis- factory	# Partially Proficient	% Partially Proficient	# Proficient	% Proficient	# Advanced	% Advanced	% Proficient & Above*	# No Score Reported	% No Score Reported
STATE TOTAL	51701	2962	6	20205	39	21719	42	4109	8	50	2706	5
GENDER												
Female	25488	756	3	9066	36	11849	46	2627	10	57	1190	5
Male	26146	2202	8	11097	42	9861	38	1481	6	43	1505	6
Data invalid or not provided	67	4	6	42	63	9	13	1	1	15	11	16
RACE/ETHNICITY												
American Indian/Alaskan Native	527	38	7	268	51	166	31	19	4	35	36	7
Asian/Pacific Islander	1610	70	4	628	39	640	40	169	10	50	103	6
Black (not Hispanic)	2691	257	10	1432	53	768	29	56	2	31	178	7
Hispanic	9344	1079	12	4952	53	2024	22	163	2	23	1126	12
White (not Hispanic)	37227	1494	4	12754	34	18034	48	3696	10	58	1249	3
Data invalid or not provided	302	24	8	171	57	87	29	6	2	31	14	5
PROGRAM												
IEP	4460	1330	30	2189	49	248	6	8	0	6	685	15
504 Plan	398	36	9	203	51	129	32	15	4	36	15	4
Title 1	1146	118	10	612	53	279	24	32	3	27	105	9
OCT new CO	769	79	10	299	39	191	25	28	4	28	172	22
Bilingual	297	82	28	108	36	16	5	0	0	5	91	31
ESL	1808	330	18	787	44	106	6	7	0	6	578	32
Feb new SC	558	70	13	273	49	122	22	9	2	23	84	15
MIGRANT STATUS												
Non-migrant	50468	2812	6	19601	39	21442	42	4091	8	51	2522	5
Migrant	358	59	16	177	49	32	9	1	0	9	89	25
Data invalid or not provided	875	91	10	427	49	245	28	17	2	30	95	11

Section C

ESEA, TITLE I, PARTS A, C, D HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

C-1. Title I School and Local Educational Agency (LEA) Accountability Information

Table C-1 Title I School and Local Educational Agency (LEA) Accountability Information				
	(1) Total number	(2) Number meeting state criteria for adequate yearly progress	(3) Number identified for school or LEA improvement	(4) Number identified as distinguished schools
Title I LEAs	167	167	0	

Title I, Part A, Schools by Type of Program—TAS or SWP				
Title I targeted assistance schools	312	286	26	0
Title I schoolwide programs	235	176	59	2

Title I, Part A, Schools by Poverty Level—TAS and SWP				
Poverty Level: 0-34%	105	105		
Poverty Level: 35-49%	153	153		
Poverty Level: 50-74%	232	232		
Poverty Level: 75-100 %	54	47		

C-2. Student Participation in Title I, Parts A and C

Table C-2 Student Participation in Title I, Parts A and C				
Student Participation	Title I, Part A		Title I, Part C	
	Total Number of Students served in <i>targeted assistance schools (TAS)</i>	Total number of students attending a <i>schoolwide program (SWP)</i>	Number of Migrant Students Attending a <i>Schoolwide Program</i> in which MEP Funds are Combined with Others	Number of <i>Migrant Students</i> Served with MEP Funds in Other than a <i>Schoolwide Program</i>
By Gender				
Male	9867	46213	0	9683
Female	9480	43521	0	9282
By Special Services or Programs				
<i>Students with Disabilities</i>	1398	10388		
Limited English Proficiency	3827	15937		
<i>Homeless</i>	296	1708		
<i>Migrant Students</i>	368	2459		
By Racial/Ethnic Group				
Amer. Indian/Alaskan Native	247	1984	0	99
Asian/Pacific Islander	257	1788	0	23
Black (not of Hispanic origin)	1433	8337	0	8
Hispanic	8409	37118	0	18675
White (not of Hispanic origin)	8593	50278	0	160
Other:				

C-3. Schoolwide programs serving students eligible for the Migrant Education Programs.

Table C-3 Schoolwide Programs Serving Students Eligible for the Migrant Education Programs		
	Number of <i>schoolwide</i> programs that serve <i>migrant students</i>	Number of <i>schoolwide</i> programs that combine MEP funds
Number of <i>Schoolwide</i> Program Sites (<i>regular term and summer term</i>)	843	0

C-4. Participation in Title I by Type of Service

Table C-4 Participation in Title I by Type of Service					
Program	Title I, Part A		Title I, Part C		Title I, Pt. D
	Public <i>TAS</i>	Non-Public	Regular Term	Summer/ <i>Intersession</i>	Sub-part Level 2 Programs
	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students
Instructional Services					
Reading /Language Arts	13563	579	3970	2900	
English for LEP children (ESL)			1887	1319	
Mathematics	5558	47	3276	2901	
Science	0	19	1916	618	
Social Studies	0	19	1919	635	
Vocational/Career			0	272	
Other (specify):	1072	0	1249	800	
Support Services					
Supporting <i>Guidance / Advocacy</i> ¹	151	0	1941	381	
Prevention Education					
Social Work, Outreach or <i>Advocacy</i>			6431	514	
Health, Dental and Eye Care	62	0	69	2508	
Transportation			71	2066	
Other (specify):	0	0	5	2120	

Title I, Part C

Instructional Services:

Other: Even Start	36	9	
Other: Other 1	4	826	
Other: Other 2	3	258	
Other: P.A.S.S. (Portable Assisted Study Sequence)	0		99
Other: Preschool	17	130	
Other: Tutorial Elementary	772	246	
Other: Tutorial Secondary	287	184	

Support Services:

Other: Other 1	17432	1102	
Other: Other 2	272	0	
Other: Other 3	326	0	

¹ Note : For Title I, Part A, "Supporting Guidance" is to include Social Work

C-5. Participation in Title I, Parts A and Part C, by Grade

Table C-5							
Participation in Title I, Parts A and C, by Grade							
	Title I, Part A					Title I, Part C	
	Public <i>TAS</i>	Public <i>SWP</i>	Private	Local Neglected	LEP	<i>Regular Term</i>	<i>Summer/ Intersession</i>
Ages 0-2	13	228	0	0	0	543	0
Ages 3-5	661	3578	0	0	140	2744	187
K	1673	14136	52	3	4289	1150	303
1	2685	14366	68	10	4259	1450	429
2	2584	14139	56	13	4050	1443	402
3	2071	14185	56	24	3623	1363	393
4	1826	13990	52	21	3116	1351	351
5	1522	13171	55	38	2507	1293	317
6	1374	3725	39	52	949	1082	209
7	1147	2355	27	65	664	1016	138
8	961	2476	31	53	576	939	99
9	224	1836	12	67	366	849	95
10	39	1188	13	58	173	693	65
11	22	918	1	35	99	400	34
12	5	896	5	26	61	337	4
Ungraded	0	34	0	51	0	0	0
Out-of-school						1773	0
TOTALS	16807	101221	467	516	24872	18426	3026

C-6. Participation in Title I, Part C, under certain special provisions

Table C-6			
Participation in Title I, Part C, under Certain Special Provisions			
	<i>Regular Term</i>	<i>Summer/ Intersession</i>	Total served (undup)
Count of students served who have a priority for services under Section 1304 (d) of the ESEA (those whose schooling has been interrupted and who are failing or at risk of failing to meet state standards)	18426	1319	19745
Count of students whose eligibility ended prior to the beginning of the performance period, but for whom services were continued as allowed under Section 1304 (e) (2) and (3) of the ESEA	3933	2389	6322

C-7. Title I, Part C, count of children eligible for funding purposes

Table C-7 Title I, Part C, Count of Children Eligible for Funding Purposes	
	Number of Students
12-Month Count of Students Eligible for Funding Purposes:	18426
Summer/Intersession Count of Participants Eligible for Funding Purposes:	3026

C-8. Identify the award process for Title I, Part D, Subpart 2 Local Agency Programs for At-Risk Children and Youth.

Table C-8 Participation in Title I, Part D, Subpart 2 Local Agency Programs for At-Risk Children and Youth			
	Formula Grant	Competitive Grant	Combination Grant
Indicate the State Process Used to Award Subgrants	Does Not Apply	Does Not Apply	Does Not Apply

C-9. Provide the number of school districts receiving funds and students receiving services under Part D, Subpart 2.

Table C-9 School Districts Receiving Funds and Students Receiving Services under Part D, Subpart 2.		
	School Districts Receiving Funds	Students Receiving Dropout Prevention
Number Receiving Part D, Subpart 2 Funds/Services	23	0

C-10. State Agency Programs for *Neglected* or Delinquent Children and Youth

Table C-10 State Agency Programs for <i>Neglected</i> or Delinquent Children and Youth			
	Neglected	Delinquent	Adult Correctional
Number of Institutions providing Title I services during the school year	24	26	8
Number of Participants	764	864	1014

C-11. Number of institutions operating institution-wide programs authorized by Title I, Part D, Subpart 1, as defined in Section 1416, “institution-wide projects.”

Number of institution-wide projects	3
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C-12. Staff Information for Title I, Parts A and C

Table C-12 Staff Information for Title I, Parts A and C			
Job Classification	Title I TAS FTE 1 FTE = ____ days	Title I, Part C (Migrant)	
		Regular Term FTE 1 FTE = <u>225</u> days * <u>185</u> days	Summer/ Intersession FTE 1 FTE = <u>24</u> days
<i>Administrators</i> (non-clerical)	16.62	9.167	16.2767
Teachers	506.801	*37.12	130
Bilingual Teachers (ESL)		5	83
Teacher Aides	228.123	*13.98	102
Staff providing support services (non-clerical)	27.79	4.06	57.14
Staff providing support services (clerical)	140.43	13.3	18.5
Recruiters		35.83	26
Records transfer		9.44	6
Counselors		0	4
Linker/Advocates		6.5	3
Other (specify)	18.66	2.79	2

C-13. Special Program Project Sites Supported with Title I, Parts A and C, Funds

Table C-13 Special Program Project Sites Supported with Title I, Part A, and Title I, Part C, Funds		
Project Sites	Title I, Part A	Title I, Part C
Extended-Time Instructional Programs	151	
<i>Regular-Term</i> Only Project Sites		8
<i>Regular-Term</i> Extended-Time Project Sites		0
Summer/ <i>Intersession-Term</i> Only Project Sites		33
Multi-Term Projects		0
LEAs Providing Family Literacy Services	39,985	
Total Projects	40,136	41

Glossary for Section C (Title I)

Administrator

A staff person who plans and oversees the general execution of federal program projects at the state or local level, and is paid in full or in part with federal program funds. Examples include a state director, principal, or local project director.

Advocacy

See "outreach."

Counseling

Activities, usually employing psychological methods, designed to enhance educational or personal development, prevent life problems, or handle personal crisis situations. Counseling activities are normally conducted directly with individual students or small groups of students.

Disabled Students

Students for whom an Individual Education Plan (IEP) has been written.

Enrolled

The term "enrolled" is used generally to refer to enrollment of a child in any school program supported with federal program funds.

Extended-time

Any method of federal program-sponsored (including schoolwide program) service instructional delivery that extends the total hours of a school day, week or regular approach term beyond that which would otherwise be available for learning. This category would include early-morning and after-school programs; evening programs and other programs that alter the school schedule to accommodate migratory student schedules; Saturday programs; and other programs that extend the time for learning outside of the traditional "9:00-3:00" school day. Methods that substitute one type of learning time for another within the traditional school day, such as pull-outs or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report.

Full-time Equivalent (FTE)

The amount of time a person performs federal program duties and is paid by the equivalent (FTE) federal program, as a percentage of a full-time work year (as defined by your state) for the regular term, and as a percentage of a full-time summer-school or intersession program (as defined by your state) for the summer or intersession periods. If your state does not define a full-time summer-school session, define it yourself.

For example, if your state defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.0 FTE for the regular term. (Another teacher who worked only 18 days during the regular term would be reported as 0.1 FTEs.)

If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in your state, you would report a 1.0 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, you would report 0.5 FTEs under the summer column. Record all FTE entries to the nearest tenth, e.g., 1.0, 0.7, 0.5, not 0.75. See Q37 for information on prorating FTEs for staff who perform federal program duties or are paid by the federal program for only a portion of their work schedules.

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Glossary for Section C, Continued

Guidance

See "counseling."

Homeless students

Homeless students are defined as individuals who lack a fixed, regular, and adequate nighttime residence.

Intersession

For schools on a year-round calendar, an intersession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only. Even though the intersession periods occur at different times throughout the year, for the purposes of this report, those periods are all considered a single term. Thus, a student who participates in intersession programs in October, February, and June would be counted as participating in one intersession term (not three).

Linker/advocate

A type of counselor who ensures that participating migrant children and their families are aware of and enrolled in all educational and support services to which they are entitled, both inside and outside the school setting.

Migrant student/child; Migratory student/child

Means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the proceeding 36 months, in order to, obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another, or from one administration area to another in a single school district state, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

Neglected students

Neglected students are defined as students who have been placed—under applicable state law—in a public or private residential facility (other than a foster home) or in a community day program for neglected children and youth due to abandonment, neglect, or death of their parents or guardians.

Other staff

All staff not counted in remaining staff categories in the staffing section of the performance report. These might include curriculum specialists, water safety instructors, lifeguards, vocational specialists, custodians, childcare workers, or other types of workers. See "support services staff (not above)" in glossary to differentiate that category from "other" staff.

Out-of-school

Out-of-school youth may include, for example, drop-out students or youth those working on a GED outside of a K-12 institution. It does not include preschoolers, who are counted by age grouping.

Outreach

Coordination activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant children and families receive the full range of services available to them. Activities include but are not limited to:

- school-home linkage
- regular education program linkage
- social service linkage

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Glossary for Section C, Continued

Participant

The term "participant" refers to a migratory child who has been determined eligible for the federal program and who receives some type of assistance from the federal program beyond identification and recruitment, inclusion in statewide or local needs assessment, records transfer, or activity insurance. The assistance may include, but is not limited to, the following types of services: referral to other services, direct provision of instructional services, counseling, health services, school advocacy, and other types of support services. Note that in ITEM A1, all children eligible for funding purposes, not just participants, are to be reported.

Private school participants

Private school participants are those that received Title I services and who attend religiously affiliated schools or non-religiously-affiliated non-public schools.

Project sites

A project site is a central point, frequently a school building, where people come together to receive or provide services. A site may also be a sending office which coordinates outreach activity not actually performed in the central location. For example, an office at which recruiters or social workers who visit homes or camps are based would most likely be counted as the single project site, rather than counting the individual homes or camps as project sites.

Promotion date

A child is considered as promoted to the next grade for performance report purposes according to the definition used in your state or district. If this occurs at the end of the regular term, a child participating in the third grade from September to June would be considered in the fourth grade during summer school in July.

Records transfer staff

Staff responsible for entering, retrieving or sending student records from or to another school or student records system.

Recruiter

A staff person responsible for identifying eligible migrant children in the federal program.

Regular school term

For schools that operate on a traditional calendar, the regular school term is the period from the beginning of school in your state in the fall to the end in the spring, generally from September to June. For schools that operate on a year-round schedule without a traditional long summer break, the regular school term is the aggregate of all those periods throughout the year when the school (or part of the school) is in session providing the annual amount of instruction analogous to the traditional school-year regular term.

Reporting year

The reporting year is from September 1 - August 31. In all other portions of the report, for programs that operate on a traditional school-year calendar, the reporting year consists of the full regular school term (normally beginning in August or September) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting year consists of the 12-month period beginning with the term or inter-session that starts closest to September 1.

More→

Glossary for Section C, Continued

Schoolwide Program (SWP)

As provided under Section 1114 of the ESEA, a school which operates a program to upgrade the entire instructional program for all children. Note that SWP schools in their planning year should not be included in the count of those which operate a SWP, but rather included in the TAS counts.

Social work

See "outreach."

Students with disabilities

Students with disabilities are those students for whom an individual educational plan (IEP) has been written.

Summer term

Any period of time in a locality that operates a traditional-calendar school year when the regular term of that school year is not in session and a federal program-sponsored instructional program is offered. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Support services

Those staff not already specified and counted in other staffing staff (not above) categories who were involved in providing the services listed in the support services section of the performance report, such as bus drivers providing pupil transportation, nutritionists and cafeteria workers providing nutrition services, a nurse providing health services, or a counselor providing guidance counseling.

Targeted Assistance School (TAS)

A school that provides Title I services, as provided under ESEA, § 1115, only to those determined to be at greatest risk of failing or having failed to meet state standards

Teacher

A classroom instructor who is licensed and meets any other teaching requirements in the state.

Teacher aide

An assistant in the classroom who is not licensed or qualified as a teacher, but who is qualified according to state definitions to assist a teacher.

Transportation

Costs or the salary of the person providing transportation for migrant children, consider affected children as participants in the federal program. For example, children participating in field trips or who ride busses to school (in the summer), or taxis to the doctor would be counted.

Unduplicated

A count in which a given student or staff member is represented only count once in a single category. All counts contained in specific sections of the report are to be unduplicated. How students and staff should be counted in each section of the performance report is explained in Q5 of the Q & A appendix.

Ungraded

A child is ungraded if the school has an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

Section D

ESEA, TITLE VI INNOVATIVE EDUCATION PROGRAM STRATEGIES

D-1. Participation and Planned Allocation of State-Level Funds under Title VI, Section 6301

State	Public LEAs			Private Schools		
	Planned Allocation	Number of Students	Number of Staff Receiving Training	Planned Allocation	Number of Students	Number of Staff Receiving Training
1. Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.	76,437			2195		
2. Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program;						
a. Instructional/educational materials and library/media services						
b. Computer software and hardware						
c. Other curricular materials and assessments	5568					
3. Promising education reform projects, including effective schools and magnet schools.	225464	10521		7139		
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.	50213	80146	100	4253		
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.	38403			1786		
6. Programs to provide for the educational needs of gifted and talented children.						
7. School reform activities that are consistent with the Goals 2000: Educate America Act	128269			4339		
8. School improvement programs or activities under sections 1116 and 1117 of ESEA Title I (assessment and school improvement initiatives).	68119					
• Administration (Direct and Indirect Costs)	45872					
• Technical Assistance	123981		600	5492		50
9. Support for planning, designing, and initial implementation of charter schools as described in ESEA, Title X, Part C	46086	20487	82			
Totals	808412			25204		

D-2. Participation and Planned Allocation of Local-Level Funds under Title VI, Section 6301

Local	Public LEAs			Private Schools		
	Planned Allocation	Number of Students	Number of Staff Receiving Training	Planned Allocation	Number of Students	Number of Staff Receiving Training
1. Technology related to the implementation of school-based reform programs, including professional development to assist teachers and other school officials regarding how to use effectively such equipment and software.	\$ 233,134	35580	1214	\$ 21,888	2253	124
2. Programs for the acquisition and use of instructional and educational materials, including library services and materials (including media materials), assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program;						
a. Instructional/educational materials and library/media services	\$ 475,238	129055	577	\$ 52,946	8374	16
b. Computer software and hardware	\$ 190,122	16050	897	\$ 33,216	4776	75
c. Other curricular materials and assessments	\$ 267,281	52545	8070	\$ 4,541	1187	0
3. Promising education reform projects, including effective schools and magnet schools.	\$1,189,249	92761	3137	\$ 8,709	1408	25
4. Programs to improve the higher order thinking skills of disadvantaged elementary and secondary school students and to prevent students from dropping out of school.	\$ 324,380	63416	1550	\$ 1,775	259	7
5. Programs to combat illiteracy in the student and adult population, including parent illiteracy.	\$1,000,942	78061	4695	\$ 11,617	605	40
6. Programs to provide for the educational needs of gifted and talented children.	\$ 53,091	4122	583	\$ -	0	0
7. School reform activities that are consistent with the Goals 2000: Educate America Act	\$ 355,157	64876	1235	\$ 22,238	2215	8
8. School improvement programs or activities under sections 1116 and 1117 of ESEA Title I (assessment and school improvement initiatives).	\$ 41,402	1718	155	\$ -	0	0
9. Planning, designing, and initial implementation of charter schools as described in ESEA, Title X, Part C	\$ 8,082	1146	36	\$ 4,033	500	20
10. Other (specify) _____	\$ 376,773	69624	1121	\$ 1,591	308	0
• Administration (Direct and Indirect Costs)	\$ 225,024	2874	101	\$ -	0	0
Totals	\$4,739,880	611828	23371	\$ 162,555	21885	315

Section E

TITLE I, § 1502 COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM (CSR)

E-1. School Implementation Progress and Continuation Awards to Subgrant Recipients

- a. Provide the specific criteria the SEA used in determining whether or not sites made substantial progress as defined under the legislation, and therefore qualified for continuation funding.

The following information provides the criteria used by the Colorado Department of Education in gauging CSR school progress. This past year, Cohort I (final year of funding) and Cohort II schools (second year of funding) reported on their progress using the following criteria. Cohort III has not completed a full year of the grant, so has not participated in the progress review yet. The report consists of five sections. Sections 2 -5 focus on examining sites' progress. Section one (not included) asks for a summary of the CSR program.

Rubric for the Colorado CSR Progress Report

Section Two: *Progress of Work* 30 Points

Grantees: Describe the work undertaken and completed by the school or district related to the grant since your last progress report. Referring back to your original CSR proposal and any subsequent revisions, report on your progress in meeting the goals and activities laid out in your timeline. Remember to list your goals for the reviewers' benefit.

Reviewers: Assess the progress of work accomplished by the CSR site in relation to their proposed goals. In evaluating the nature and completeness of the information presented, consider whether schools are in their first, second, or third year of implementation and adjust your expectations accordingly.

Unsatisfactory 0-9	In Progress 10-19	Meeting or Exceeding Expectations 20-30
<ul style="list-style-type: none">• Description of reform efforts provides little to no evidence of progress in accomplishing school's goals.• Response fails to highlight accomplishments within original timeline.	<ul style="list-style-type: none">• Description of reform efforts provides satisfactory evidence of progress in accomplishing school's goals.• Response highlights accomplishments within original timeline.	<ul style="list-style-type: none">• Description of reform efforts provides convincing or strong evidence of effectiveness in accomplishing school's goals.• Response thoroughly highlights accomplishments within original timeline.

Section Three:**Quality of Work****50 Points**

Grantees: Provide data (see attached data list on p. 5 for suggestions) and an analysis of that data to create a body of evidence describing the impact of your work to date. Baseline data are essential to enable reviewers to witness the impact of your work over time. Data may be attached to the report, however, the 5-page narrative must include your analysis of that data. To the extent such information applies to your program and is available, you should address:

- Student academic achievement measured by CSAP and other accreditation indicators e.g., dropout rates.
- Other indicators of student academic achievement identified in your application, e.g., parent involvement.
- Teacher/administrator skills, knowledge and capacity to implement comprehensive reform through your adopted model(s). Note that this may take some advance work, e.g., surveys of understanding before and after training, or surveys/observations that document changes in teacher practice.

Reviewers: Assess the quality of work accomplished by the CSR site. In evaluating the amount, quality and completeness of the data and analysis presented, consider whether schools are in their first, second, or third year of implementation and adjust your expectations accordingly.

Unsatisfactory 0-14	In Progress 15-32	Meeting or Exceeding Expectations 33-50
<ul style="list-style-type: none">• Data related to CSAP and other accreditation indicators show no increases in student performance.• Description of indicators is vague and/or shows little to no growth in impact.• Data provide insufficient evidence of growth related to teacher/administrator skills and knowledge of comprehensive reform efforts and improvements at this time.	<ul style="list-style-type: none">• Data related to CSAP and other accreditation indicators show increases in student performance.• Body of evidence shows growth related to other indicators of impact.• Data provided indicate growth in teacher/administrator skills, knowledge, and capacity to implement comprehensive reform efforts and improvements.	<ul style="list-style-type: none">• Data related to CSAP and other accreditation indicators show significant increases in student performance.• Body of evidence clearly shows growth related to other indicators of impact• Sources show significant growth in teacher/administrator skills, knowledge, and capacity to implement comprehensive reform efforts and improvements.

Section Four: Lessons Learned/Ongoing Refinements of Work 10 points

Provide a brief summary or outline describing how the work proposed for the coming year builds on the accomplishments of the prior year(s). Indicate how data and lessons learned from the prior year(s) will be used to refine implementation of the reform model.

Unsatisfactory 0-2	In Progress 3-6	Meeting or Exceeding Expectations 7-10
<ul style="list-style-type: none">Summary of intended work fails to show effective relationship between prior year lessons learned and coming year program refinements.	<ul style="list-style-type: none">Evidence in coming year implementation includes refinements based on lessons learned and data collected from the prior year.	<ul style="list-style-type: none">Summary of intended work clearly includes refinements resulting from lessons learned and data collection during the prior year.

Section Five: Broad Categories of Expenditures 10 points

In addition to completing the attached budget form, provide a narrative of the past year's expenses. Furthermore, describe how CSR funds have been leveraged with other federal, state and local funds to enhance the impact and sustainability of the program.

Unsatisfactory 0-2	In Progress 3-6	Meeting or Exceeding Expectations 7-10
<ul style="list-style-type: none">Summary does not provide adequate budget information regarding expenditures on reform efforts.Explanation of leveraging of funds is vague or not evident.Budget form is not attached.	<ul style="list-style-type: none">Summary explains the use of grant dollars on comprehensive reform efforts.Information on the leveraging of these funds is sufficient.Budget form is partially completed.	<ul style="list-style-type: none">Summary clearly justifies the use of grant dollars on comprehensive reform efforts.Explanation of leveraging of funds is thoroughly presented.Budget form is completed accurately.

-
- b. Describe the extent to which CSRD schools are meeting benchmarks and objectives outlined in their subgrant applications or other school plans.

Cohort I schools completed their CSR programs as of 9/30/2002. All schools were expected to sustain their school reform efforts.

The cohort II site progress reports were recently reviewed and the results shared with the sites. Reviewers recommended 8 out of the 12 schools receive third year funding with no hesitation as the sites provided evidence that they were meeting goals outlined in their application. Three schools

were recommended for continued funding if certain provisions were met beforehand. Funding will only be authorized if these schools can provide convincing evidence of meeting their goals. One school could not show adequate evidence that it was meeting its goals. Therefore, the school was not recommended for third year funding.

Cohort III schools were awarded funds on 6/27/2002. Therefore, they have not submitted their year one progress report yet. According to initial site visit reports, all sites appear to be on track to date.

- c. List schools for which CSRD subgrant awards have been discontinued. Please indicate reason for discontinuation: (a) Failure to meet criteria for substantial progress; (b) School elected not to continue reform effort; or (c) Other – please specify. Please summarize how the remaining funds will be allocated.

The CSR sub-grant award to Gilpin Elementary School in Denver Public Schools has been recommended for discontinuation. The school failed to meet criteria for substantial progress. However, there is an appeals process that the school may choose to initiate. If the funds for the school are discontinued, the remaining funds will be used to fund new CSR sites.

E-2. Achievement Impact

a. School Accountability

Information submitted to the Southwest Educational Development Laboratory (SEDL) database indicates which CSRD schools were identified as in need of improvement under 1116(c) of the ESEA and/or as low-performing according to state accountability measures at the time of their award. Are there CSRD schools that have been removed from Title I school improvement or state low-performing status due to performance gains since the inception of CSRD? Are there sites previously not identified that have now been added to school improvement status due to declining performance? Please include a list of any sites for which school improvement status has changed under 1116(c) of the ESEA and a list of any sites for which school improvement status has changed according to state criteria for low-performing schools.

See the attached chart which lists all schools that have been identified as (1) in need of improvement under Title I and/or (2) low performing schools through the State Accountability Report (SAR). At the end of their CSR funding, Cohort I schools showed signs of overall improvement. Only one school remains on school improvement through Title I. Three schools went from “low” to “average” ratings on the SAR, although two schools declined. Eight out of fifteen schools received a low or unsatisfactory rating on the SAR. Cohort II schools remained mostly stable. All three schools identified as in need of improvement through Title I continued with this designation. Eight out of twelve schools were rated as “low” or “unsatisfactory” on the SAR. One school improved its rating to “average”. As the Title I identification of in need of improvement was made a priority for funding for the third cohort, there is a significant increase in the number of low performing schools. They are still in their first year of implementation, so it is too early to their discuss progress.

LOW PERFORMING CSR SCHOOLS

			At time of award (Baseline)		(b) After Year 1 of grant		After Year 2 of Grant		(c) After Year 3 of Grant	
School Name	LEA/District	Award Date	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)
Centennial Elementary	Harrison 2	3/1/1999		N/A		N/A		L		L
Chatfield Elementary	Mesa County Valley 51	3/1/1999	N/A	N/A		N/A	●	L		A
Columbian Elementary	East Otero R1	3/1/1999		N/A		N/A		L		A
Hayden Valley Elementary	Hayden Re-1	3/1/1999	N/A	N/A		N/A		L		A
John Amesse Elementary	Denver 1	3/1/1999		N/A		N/A	●	L	●	L
John Mall High	Huerfano Re-1	3/1/1999		N/A	N/A	N/A	N/A	A	N/A	A
Lafayette Elementary	Boulder Valley Re-2	3/1/1999	●	N/A		N/A		A		L
Manual High	Denver 1	3/1/1999		N/A		N/A		U		L
Moffat Schools	Moffat 2	3/1/1999	N/A	N/A		N/A		L		L
Monte Vista Elementary Schools	Monte Vista C-8	3/1/1999	N/A	N/A	N/A	N/A		A		A
Monterey Elementary	Harrison 2	3/1/1999		N/A		N/A		L		L
Monterey Elementary	Mapleton 1	3/1/1999		N/A		N/A		L		L
Odyssey Charter School	Denver 1	3/1/1999		N/A	N/A	N/A	N/A	A	N/A	A
Southwest Open High	Southwest BOCES	3/1/1999		N/A	N/A	N/A	N/A	L	N/A	U
Winona Elementary	Thompson R2-J	3/1/1999	●	N/A	●	N/A	●	A		A

			(d) At time of award (Baseline)		(e) After Year 1 of grant		After Year 2 of Grant		(f) After Year 3 of Grant	
School Name	LEA/District	Award Date	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)
Bea Underwood Elementary	Garfield County 16	1/1/2001	●	N/A	●	A	●	A		
Gilpin Elementary School	Denver Public Schools	1/1/2001	●	N/A	●	U	●	U		
Lake County Intermediate School	Lake County R-1	1/1/2001	N/A	N/A	N/A	L	N/A	L		
McGlone Elementary School	Denver Public Schools	1/1/2001		N/A		L		L		
Overland Trail Middle School	Brighton 27 J	1/1/2001		N/A		L		L		
Paris Elementary School	Aurora Public Schools	1/1/2001		N/A		U		U		
Pioneer Elementary School	Fort Morgan RE-3	1/1/2001	●	N/A	●	L	●	L		
Renaissance School	Douglas County	1/1/2001	N/A	N/A	N/A	A	N/A	A		
Sierra Grande	Sierra Grande R-30	1/1/2001		N/A		L		A		
Skyline Vista Elementary	Adams County 50	1/1/2001		N/A		L		L		
Vikan Middle School	Brighton 27 J	1/1/2001		N/A		L		L		
Vineland Middle School	Pueblo 70	1/1/2001		N/A		A		A		
Baker Central School	Ft. Morgan RE-3	6/27/2002	N/A	L	N/A	L				
Cole Middle School	Denver Public Schools	6/27/2002	●	U	●	U				
CO School for the Deaf & Blind	CSDB	6/27/2002		N/A		N/A				

			At time of award (Baseline)		After Year 1 of grant		After Year 2 of Grant		(g) After Year 3 of Grant	
School Name	LEA/District	Award Date	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)	In Need of Improvement (ESEA)	Low-Performing (State/Local)
Columbine Elementary School	Ft. Morgan RE-3	6/27/2002	●	L	●	A				
Dupont Elementary School	Adams County 14	6/27/2002	●	L	●	L				
Horace Mann Middle School	Denver Public Schools	6/27/2002	●	U	●	L				
Lake Middle School	Denver Public Schools	6/27/2002	●	L	●	L				
Longfellow Elementary School	Salida R-32	6/27/2002	●	A		A				
Manaugh Elementary School	Montezuma-Cortez RE-1	6/27/2002	●	L	●	L				
North High School	Denver Public Schools	6/27/2002		L		L				
Rishel Middle School	Denver Public Schools	6/27/2002	●	L	●	L				
Sable Elementary School	Adams-Arapahoe 28J	6/27/2002		L		L				
Stratton Elementary School	Stratton R-4	6/27/2002	●	A		H				
Walsenburg Middle School	Walsenburg	6/27/2002		L		L				
Wheat Ridge Middle School	Jefferson County	6/27/2002	N/A	L	N/A	L				
Key: ● Identified as in need of improvement under Title I ● On Title I Corrective Action U Received an “unsatisfactory” rating on the State Accountability Report L Received a “low” rating on the State Accountability Report A Received an “average” rating on the State Accountability Report H Received a “high” rating on the State Accountability Report										

Instructions for item F-2b:

In the item on the following page, states are to report assessment results for CSRD schools as measured through state accountability systems. States that do not yet have final assessments in place should report results from whatever transitional assessment they are currently using.

Because many states are in a transitional phase, this report provides states the flexibility to submit assessment information available at this time in the format they determine is most appropriate. A template is offered as a guide or sample reporting format that states can adapt to their own assessments and strategies for analyzing data.

The following items are requested:

- **Subject of assessment.** Enter student assessment results on the percentage of students meeting performance levels in reading or language arts and in mathematics. States that assess in other subjects may provide these results as well. Data on student assessment results should be presented in **separate** charts or columns according to academic subject.
- **Proficiency levels.** Report assessment results according to the state's existing performance levels and **provide a brief description of the proficiency levels used.** States with assessments in place that are aligned with the state's content and performance standards, and that include at least three levels of student proficiency (partially proficient, proficient, and advanced) should report the percentage of students in each category who are at each proficiency level. States that use a wider range of proficiency levels or that are in a transitional phase may modify the format accordingly.
- **Grade level.** Provide assessment results for each grade level used for Title I accountability purposes. Report separately for each grade level reported and include a brief description of any grade-specific information related to assessment results, such as academic subjects tested or proficiency levels used in secondary schools.
- **Years of data.** The years of data to be reported include the current year or years of implementation as well as the preceding year, which serves as a baseline.
 - (a) In the report that is due Dec. 1, 2000 and covers school year (SY) 1999-2000:

For schools awarded between July 1, 1998, and June 30, 1999, report **three years of data**: SY1997-1998, SY1998-1999, and SY1999-2000

For schools awarded between July 1, 1999 and June 30, 2000, states should report at least **two years of data**: SY1998-1999 and SY1999-2000

States may report three years of data, if available, for **all** CSRD schools, regardless of when subgrant awards were made.
 - (b) In the report that is due Dec. 2, 2001 and covers SY 2000-2001:
 - i. Report SY 2000-2001 data on CSRD schools that were awarded before July 1, 2000. [Student performance data for previous years is available in the prior report.]
 - ii For new CSRD awards, if any, made after July 1, 2000, report baseline data from the 1999-2000 school year in addition to the 2000-2001 data.
- **State assessment system.** Provide any descriptive information necessary to understand the assessment results, including whether or not the state assessment system has been substantially changed in ways that affect comparability of data over time since the baseline year.

An optional template including the requested categories is found on the following page. If States are unable to report on the impact of CSRD programs using the categories requested, please describe in other ways the impact that CSRD programs in your state are having on student achievement.

b. Student Performance Data

What information does the SEA have to demonstrate the extent to which, in CSRD schools, student performance on the State assessment in core subjects such as reading and math has improved since implementation began? Provide student performance data on the percentage of students in individual CSRD schools meeting the performance levels on the state assessment. Include all of the following:

- Subject of assessment
- Proficiency levels
- Grade level
- Multiple years of data
- Description of state assessment system

The tables on the following page provide a suggested format for responding to this item.

The Colorado Student Assessment Program (CSAP) is a standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. The primary purpose of the assessment is to determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas that are assessed. The results are intended to be used by educators to improve curricula and instruction as well as increase individual student learning. Mandated by the Colorado legislature, the results are made available to the public at both state and district levels. Currently, students are assessed in reading and writing in grades 3 through 10, and in mathematics in grades 5 through 10. Each assessment uses four performance levels – advanced, proficient, partially proficient and unsatisfactory.

The state legislature has also mandated that eleventh graders participate in ACT in reading and mathematics.

CSAP: Student Proficiency in 3rd Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	27	18	46	4
Chatfield Elementary	Mesa County Valley 51	3/1/1999	8	30	62	0
Columbian Elementary	East Otero R-1	3/1/1999	6	36	52	3
Hayden Valley Elementary	Hayden RE-1	3/1/1999	5	19	69	5
John Amesse Elementary	Denver 1	3/1/1999	25	36	38	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	16	17	56	7
Metz Elementary	Monte Vista C-8	3/1/1999	5	25	60	10
Moffat Elementary	Moffat 2	3/1/1999	11	44	33	11
Monterey Elementary	Harrison 2	3/1/1999	12	13	59	8
Monterey Elementary	Mapleton 1	3/1/1999	9	32	55	2
Odyssey Charter	Denver 1	3/1/1999	22	26	26	26
Winona Elementary	Thompson R2J	3/1/1999	13	27	53	7

Bea Underwood Elementary	Garfield 16	1/1/2001	5	19	68	8
Gilpin Elementary	Denver 1	1/1/2001	39	29	23	0
McGlone Elementary	Denver 1	1/1/2001	21	39	35	3
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	38	10	10	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	16	28	51	5
Renaissance	Douglas County R-1	1/1/2001	6	15	76	3
Sierra Grande	Sierra Grande R-30	1/1/2001	5	36	45	9
Skyline Vista Elementary	Westminster 50	1/1/2001	13	31	45	0

CSAP: Student Proficiency in 3rd Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	28	29	38	2
Chatfield Elementary	Mesa County Valley 51	3/1/1999	12	22	60	5
Columbian Elementary	East Otero R-1	3/1/1999	7	34	52	7
Hayden Valley Elementary	Hayden RE-1	3/1/1999	0	8	72	21
John Amesse Elementary	Denver 1	3/1/1999	21	35	39	4
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	22	17	48	9
Metz Elementary	Monte Vista C-8	3/1/1999	4	19	65	12
Moffat Elementary	Moffat 2	3/1/1999	29	36	29	7
Monterey Elementary	Harrison 2	3/1/1999	19	26	46	3
Monterey Elementary	Mapleton 1	3/1/1999	12	24	60	3
Odyssey Charter	Denver 1	3/1/1999	0	19	62	19
Winona Elementary	Thompson R2J	3/1/1999	19	11	56	13
Bea Underwood Elementary	Garfield 16	1/1/2001	6	24	59	4
Gilpin Elementary	Denver 1	1/1/2001	17	33	39	0
McGlone Elementary	Denver 1	1/1/2001	25	27	44	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	27	18	30	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	19	22	53	7
Renaissance	Douglas County R-1	1/1/2001	5	5	76	8
Sierra Grande	Sierra Grande R-30	1/1/2001	0	5	79	16
Skyline Vista Elementary	Westminster 50	1/1/2001	22	42	29	0
Baker Central School	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Columbine Elementary	Fort Morgan RE-3	6/27/2002	5	25	67	3
Dupont Elementary	Adams County 14	6/27/2002	30	32	34	3
Longfellow Elementary	Salida R-32	6/27/2002	3	16	68	12
Manaugh Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	13	29	50	1
Stratton Elementary	Stratton R-4	6/27/2002	0	25	58	17

CSAP: Student Proficiency in 4th Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	24	31	36	4
Chatfield Elementary	Mesa County Valley 51	3/1/1999	17	33	45	3
Columbian Elementary	East Otero R-1	3/1/1999	11	32	57	0
Hayden Valley Elementary	Hayden RE-1	3/1/1999	23	33	45	0
John Amesse Elementary	Denver 1	3/1/1999	38	29	25	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	19	15	50	13
Metz Elementary	Monte Vista C-8	3/1/1999	14	34	43	5
Moffat Elementary	Moffat 2	3/1/1999	27	9	36	9
Monterey Elementary	Harrison 2	3/1/1999	18	35	42	2
Monterey Elementary	Mapleton 1	3/1/1999	28	33	40	0
Odyssey Charter	Denver 1	3/1/1999	13	25	42	13
Winona Elementary	Thompson R2J	3/1/1999	9	26	59	6
Bea Underwood Elementary	Garfield 16	1/1/2001	19	32	46	3
Gilpin Elementary	Denver 1	1/1/2001	41	36	20	0
Lake County Intermediate	Lake County R-1	1/1/2001	N/A	N/A	N/A	N/A
McGlone Elementary	Denver 1	1/1/2001	51	25	22	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	49	30	0	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	19	32	44	4
Renaissance	Douglas County R-1	1/1/2001	0	25	66	9
Sierra Grande	Sierra Grande R-30	1/1/2001	10	35	50	5
Skyline Vista Elementary	Westminster 50	1/1/2001	46	33	15	0

CSAP: Student Proficiency in 4th Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	29	30	36	0
Chatfield Elementary	Mesa County Valley 51	3/1/1999	11	45	39	3
Columbian Elementary	East Otero R-1	3/1/1999	13	35	48	3
Hayden Valley Elementary	Hayden RE-1	3/1/1999	5	23	65	5
John Amesse Elementary	Denver 1	3/1/1999	28	41	31	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	20	27	43	4
Metz Elementary	Monte Vista C-8	3/1/1999	15	35	49	0
Moffat Elementary	Moffat 2	3/1/1999	33	33	33	0
Monterey Elementary	Harrison 2	3/1/1999	27	29	39	0
Monterey Elementary	Mapleton 1	3/1/1999	13	43	41	0
Odyssey Charter	Denver 1	3/1/1999	21	26	42	11

Winona Elementary	Thompson R2J	3/1/1999	22	24	55	0
Bea Underwood Elementary	Garfield 16	1/1/2001	20	37	41	1
Gilpin Elementary	Denver 1	1/1/2001	41	36	21	0
Lake County Intermediate	Lake County R-1	1/1/2001	32	35	31	2
McGlone Elementary	Denver 1	1/1/2001	37	34	22	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	29	25	8	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	23	34	41	1
Renaissance	Douglas County R-1	1/1/2001	3	16	69	13
Sierra Grande	Sierra Grande R-30	1/1/2001	14	48	29	10
Skyline Vista Elementary	Westminster 50	1/1/2001	33	29	33	0
Baker Central School	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Columbine Elementary	Fort Morgan RE-3	6/27/2002	12	36	47	5
Dupont Elementary	Adams County 14	6/27/2002	21	38	41	0
Longfellow Elementary	Salida R-32	6/27/2002	8	27	61	4
Manauha Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	32	28	31	0
Stratton Elementary	Stratton R-4	6/27/2002	10	29	52	10

CSAP: Student Proficiency in 5th Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	36	27	36	1
Chatfield Elementary	Mesa County Valley 51	3/1/1999	15	26	54	3
Columbian Elementary	East Otero R-1	3/1/1999	12	32	37	15
Hayden Valley Elementary	Hayden RE-1	3/1/1999	10	27	51	12
John Amesse Elementary	Denver 1	3/1/1999	42	28	24	0
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	7	25	58	6
Metz Elementary	Monte Vista C-8	3/1/1999	15	31	47	6
Moffat Elementary	Moffat 2	3/1/1999	8	38	54	0
Monterey Elementary	Harrison 2	3/1/1999	17	32	42	3
Monterey Elementary	Mapleton 1	3/1/1999	17	25	54	4
Odyssey Charter	Denver 1	3/1/1999	5	38	38	19
Winona Elementary	Thompson R2J	3/1/1999	19	21	51	5
Bea Underwood Elementary	Garfield 16	1/1/2001	15	31	48	0
Gilpin Elementary	Denver 1	1/1/2001	38	25	21	2
Lake County Intermediate	Lake County R-1	1/1/2001	20	32	35	5
McGlone Elementary	Denver 1	1/1/2001	41	28	22	1
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	34	31	9	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A

Renaissance	Douglas County R-1	1/1/2001	4	24	68	4
Sierra Grande	Sierra Grande R-30	1/1/2001	38	27	27	0
Skyline Vista Elementary	Westminster 50	1/1/2001	33	25	38	2

CSAP: Student Proficiency in 5th Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	23	44	15	8
Chatfield Elementary	Mesa County Valley 51	3/1/1999	15	31	50	0
Columbian Elementary	East Otero R-1	3/1/1999	13	15	70	2
Hayden Valley Elementary	Hayden RE-1	3/1/1999	11	17	58	14
John Amesse Elementary	Denver 1	3/1/1999	44	26	26	2
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	18	15	54	6
Metz Elementary	Monte Vista C-8	3/1/1999	13	32	47	2
Moffat Elementary	Moffat 2	3/1/1999	11	11	44	11
Monterey Elementary	Harrison 2	3/1/1999	15	24	49	2
Monterey Elementary	Mapleton 1	3/1/1999	18	33	43	0
Odyssey Charter	Denver 1	3/1/1999	15	19	52	7
Winona Elementary	Thompson R2J	3/1/1999	10	15	62	5
Bea Underwood Elementary	Garfield 16	1/1/2001	19	23	56	0
Gilpin Elementary	Denver 1	1/1/2001	41	28	13	0
Lake County Intermediate	Lake County R-1	1/1/2001	43	30	22	3
McGlone Elementary	Denver 1	1/1/2001	40	20	15	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	27	25	9	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	0	15	67	19
Sierra Grande	Sierra Grande R-30	1/1/2001	15	20	55	5
Skyline Vista Elementary	Westminster 50	1/1/2001	57	18	20	0
Baker Central School	Fort Morgan RE-3	6/27/2002	30	23	43	3
Columbine Elementary	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Dupont Elementary	Adams County 14	6/27/2002	21	38	35	0
Longfellow Elementary	Salida R-32	6/27/2002	N/A	N/A	N/A	N/A
Manauha Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	20	30	43	2
Stratton Elementary	Stratton R-4	6/27/2002	7	14	71	7

CSAP: Student Proficiency in 5th Grade Math – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	41	36	23	0
Chatfield Elementary	Mesa County Valley 51	3/1/1999	21	41	34	3
Columbian Elementary	East Otero R-1	3/1/1999	15	37	32	12
Hayden Valley Elementary	Hayden RE-1	3/1/1999	17	54	22	7
Helen Hunt Elementary	Colorado Springs 11	3/1/1999	26	42	26	5
John Amesse Elementary	Denver 1	3/1/1999	58	30	10	1
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	4	33	43	14
Metz Elementary	Monte Vista C-8	3/1/1999	14	43	37	5
Moffat Elementary	Moffat 2	3/1/1999	0	54	31	15
Monterey Elementary	Harrison 2	3/1/1999	21	48	23	3
Monterey Elementary	Mapleton 1	3/1/1999	13	43	34	8
Odyssey Charter	Denver 1	3/1/1999	14	38	33	14
Winona Elementary	Thompson R2J	3/1/1999	14	37	40	9
Bea Underwood Elementary	Garfield 16	1/1/2001	16	48	31	4
Gilpin Elementary	Denver 1	1/1/2001	43	30	13	0
Lake County Intermediate	Lake County R-1	1/1/2001	37	39	21	1
McGlone Elementary	Denver 1	1/1/2001	38	35	14	2
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	47	44	3	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	12	40	40	8
Sierra Grande	Sierra Grande R-30	1/1/2001	38	38	19	0
Skyline Vista Elementary	Westminster 50	1/1/2001	30	47	19	0

CSAP: Student Proficiency in 5th Grade Math – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Centennial Elementary	Harrison 2	3/1/1999	23	44	15	8
Chatfield Elementary	Mesa County Valley 51	3/1/1999	1	31	46	19
Columbian Elementary	East Otero R-1	3/1/1999	4	35	52	8
Hayden Valley Elementary	Hayden RE-1	3/1/1999	14	39	36	11
John Amesse Elementary	Denver 1	3/1/1999	35	40	20	2
Lafayette Elementary	Boulder Valley RE-2	3/1/1999	10	28	37	18
Metz Elementary	Monte Vista C-8	3/1/1999	19	44	24	9
Moffat Elementary	Moffat 2	3/1/1999	22	22	56	0
Monterey Elementary	Harrison 2	3/1/1999	20	40	22	9
Monterey Elementary	Mapleton 1	3/1/1999	20	47	25	0

Odyssey Charter	Denver 1	3/1/1999	19	30	37	11
Winona Elementary	Thompson R2J	3/1/1999	5	36	41	21
Bea Underwood Elementary	Garfield 16	1/1/2001	9	32	46	12
Gilpin Elementary	Denver 1	1/1/2001	38	35	6	0
Lake County Intermediate	Lake County R-1	1/1/2001	45	29	16	6
McGlone Elementary	Denver 1	1/1/2001	52	28	8	0
Paris Elementary	Adams-Arapahoe 28J	1/1/2001	41	45	0	0
Pioneer Elementary	Fort Morgan RE-3	1/1/2001	N/A	N/A	N/A	N/A
Renaissance	Douglas County R-1	1/1/2001	4	22	41	33
Sierra Grande	Sierra Grande R-30	1/1/2001	15	35	30	15
Skyline Vista Elementary	Westminster 50	1/1/2001	57	25	14	0
Baker Central School	Fort Morgan RE-3	6/27/2002	19	41	28	13
Columbine Elementary	Fort Morgan RE-3	6/27/2002	N/A	N/A	N/A	N/A
Dupont Elementary	Adams County 14	6/27/2002	19	44	27	5
Longfellow Elementary	Salida R-32	6/27/2002	N/A	N/A	N/A	N/A
Manauha Elementary	Montezuma-Cortez RE-1	6/27/2002	Unreportable	Unreportable	Unreportable	Unreportable
Sable Elementary	Adams-Arapahoe 28J	6/27/2002	31	39	26	2
Stratton Elementary	Stratton R-4	6/27/2002	7	21	29	43

CSAP: Student Proficiency in 6th Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	9	9	55	9
Odyssey Charter	Denver 1	3/1/1999	10	21	45	24
Lake County Intermediate	Lake County R-1	1/1/2001	23	28	35	2
Overland Trail Middle	Brighton 27J	1/1/2001	15	31	45	5
Vikan Middle	Brighton 27J	1/1/2001	11	28	50	4
Vineland Middle	Pueblo County Rural 70	1/1/2001	15	22	56	8

CSAP: Student Proficiency in 6th Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	5	43	43	10
Lake County Intermediate	Lake County R-1	1/1/2001	20	38	37	1
Overland Trail Middle	Brighton 27J	1/1/2001	11	29	51	1

Vikan Middle	Brighton 27J	1/1/2001	14	28	49	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	4	20	66	6
Cole Middle School	Denver Public Schools	6/27/2002	45	32	10	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	27	33	28	0
Lake Middle School	Denver Public Schools	6/27/2002	33	34	15	0
Rishel Middle School	Denver Public Schools	6/27/2002	30	42	21	0
Walsenburg Middle School	Walsenburg	6/27/2002	22	29	47	2
Wheat Ridge Middle School	Jefferson County	6/27/2002	N/A	N/A	N/A	N/A

CSAP: Student Proficiency in 6th Grade Math – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	29	33	19	19
Lake County Intermediate	Lake County R-1	1/1/2001	38	38	18	1
Overland Trail Middle	Brighton 27J	1/1/2001	21	40	26	6
Vikan Middle	Brighton 27J	1/1/2001	15	44	33	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	9	40	45	5
Cole Middle School	Denver Public Schools	6/27/2002	65	18	3	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	42	33	15	0
Lake Middle School	Denver Public Schools	6/27/2002	43	35	6	0
Rishel Middle School	Denver Public Schools	6/27/2002	50	33	9	0
Walsenburg Middle School	Walsenburg	6/27/2002	25	33	33	8
Wheat Ridge Middle School	Jefferson County	6/27/2002	N/A	N/A	N/A	N/A

CSAP: Student Proficiency in 7th Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	8	33	58	0
Odyssey Charter	Denver 1	3/1/1999	9	32	55	5
Lake County Intermediate	Lake County R-1	1/1/2001	21	31	34	1
Overland Trail Middle	Brighton 27J	1/1/2001	15	33	44	3
Vikan Middle	Brighton 27J	1/1/2001	18	23	50	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	11	31	53	4

CSAP: Student Proficiency in 7th Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	4	24	44	28
Lake County Intermediate	Lake County R-1	1/1/2001	36	26	29	1
Overland Trail Middle	Brighton 27J	1/1/2001	16	33	42	2
Vikan Middle	Brighton 27J	1/1/2001	24	32	39	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	11	30	54	4
Cole Middle School	Denver Public Schools	6/27/2002	54	28	8	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	39	27	25	0
Lake Middle School	Denver Public Schools	6/27/2002	34	28	15	0
Rishel Middle School	Denver Public Schools	6/27/2002	35	29	22	0
Walsenburg Middle School	Walsenburg	6/27/2002	15	28	57	0
Wheat Ridge Middle School	Jefferson County	6/27/2002	36	33	29	1

CSAP: Student Proficiency in 7th Grade Math – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	8	36	32	24
Lake County Intermediate	Lake County R-1	1/1/2001	53	28	6	4
Overland Trail Middle	Brighton 27J	1/1/2001	37	42	14	1
Vikan Middle	Brighton 27J	1/1/2001	40	42	13	2
Vineland Middle	Pueblo County Rural 70	1/1/2001	15	46	30	9
Cole Middle School	Denver Public Schools	6/27/2002	69	17	2	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	45	38	7	1
Lake Middle School	Denver Public Schools	6/27/2002	50	24	3	0
Rishel Middle School	Denver Public Schools	6/27/2002	49	33	5	0
Walsenburg Middle School	Walsenburg	6/27/2002	33	47	18	2
Wheat Ridge Middle School	Jefferson County	6/27/2002	42	44	10	2

CSAP: Student Proficiency in 8th Grade Reading – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	7	21	64	0
Odyssey Charter	Denver 1	3/1/1999	N/A	N/A	N/A	N/A
Lake County Intermediate	Lake County R-1	1/1/2001	21	26	46	2
Overland Trail Middle	Brighton 27J	1/1/2001	13	31	49	2
Vikan Middle	Brighton 27J	1/1/2001	24	26	41	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	10	19	61	8

CSAP: Student Proficiency in 8th Grade Reading – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	5	29	57	5
Lake County Intermediate	Lake County R-1	1/1/2001	28	24	40	1
Overland Trail Middle	Brighton 27J	1/1/2001	17	30	43	3
Vikan Middle	Brighton 27J	1/1/2001	11	27	53	3
Vineland Middle	Pueblo County Rural 70	1/1/2001	21	27	51	2
Cole Middle School	Denver Public Schools	6/27/2002	42	28	10	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	26	35	29	0
Lake Middle School	Denver Public Schools	6/27/2002	25	35	24	0
Rishel Middle School	Denver Public Schools	6/27/2002	25	36	24	0
Walsenburg Middle School	Walsenburg	6/27/2002	12	28	55	5
Wheat Ridge Middle School	Jefferson County	6/27/2002	27	28	41	1

CSAP: Student Proficiency in 8th Grade Math – 2000-2001

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	57	36	0	0
Odyssey Charter	Denver 1	3/1/1999	N/A	N/A	N/A	N/A
Lake County Intermediate	Lake County R-1	1/1/2001	43	40	11	5
Overland Trail Middle	Brighton 27J	1/1/2001	52	31	10	3

Vikan Middle	Brighton 27J	1/1/2001	54	28	10	4
Vineland Middle	Pueblo County Rural 70	1/1/2001	32	43	14	9

CSAP: Student Proficiency in 8th Grade Math – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Moffat Middle	Moffat 2	3/1/1999	Unreportable	Unreportable	Unreportable	Unreportable
Odyssey Charter	Denver 1	3/1/1999	29	43	29	0
Lake County Intermediate	Lake County R-1	1/1/2001	52	19	22	0
Overland Trail Middle	Brighton 27J	1/1/2001	45	36	10	3
Vikan Middle	Brighton 27J	1/1/2001	39	35	13	8
Vineland Middle	Pueblo County Rural 70	1/1/2001	47	30	19	3
Cole Middle School	Denver Public Schools	6/27/2002	73	7	0	0
Horace Mann Middle School	Denver Public Schools	6/27/2002	63	21	6	0
Lake Middle School	Denver Public Schools	6/27/2002	54	28	3	1
Rishel Middle School	Denver Public Schools	6/27/2002	51	30	5	0
Walsenburg Middle School	Walsenburg	6/27/2002	41	38	16	5
Wheat Ridge Middle School	Jefferson County	6/27/2002	48	34	14	3

CSAP: Student Proficiency in 9th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	31	26	16	0
John Mall High	Huerfano R-1	3/1/1999	5	27	62	5
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	14	57	29	0

CSAP: Student Proficiency in 9th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	26	31	19	0
John Mall High	Huerfano R-1	3/1/1999	14	38	45	3
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	33	42	8	0
North High School	Denver Public Schools	6/27/2002	12	30	30	1

CSAP: Student Proficiency in 9th Grade Math – 2001-2002

School Name	LEA/District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	65	9	2	0
John Mall High	Huerfano R-1	3/1/1999	59	22	17	1
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	91	0	0	0
North High School	Denver Public Schools	6/27/2002	56	15	2	0

CSAP: Student Proficiency in 10th Grade Reading – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	21	24	10	0
John Mall High	Huerfano R-1	3/1/1999	4	42	53	2
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	11	22	44	0

CSAP: Student Proficiency in 10th Grade Reading – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	31	34	19	0
John Mall High	Huerfano R-1	3/1/1999	7	19	67	7
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	41	29	29	0
North High School	Denver Public Schools	6/27/2002	24	28	22	1

CSAP: Student Proficiency in 10th Grade Math – 2000-2001

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	60	3	0	0
John Mall High	Huerfano R-1	3/1/1999	67	31	2	0
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	67	11	0	0

CSAP: Student Proficiency in 10th Grade Math – 2001-2002

School Name	LEA/ District	Award Date	Percentage of Students by Proficiency Level			
			Unsatisfactory	Partially Proficient	Proficient	Advanced
Manual High	Denver 1	3/1/1999	66	14	2	0
John Mall High	Huerfano R-1	3/1/1999	54	31	13	2
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	31	56	13	0
North High School	Denver Public Schools	6/27/2002	59	16	2	0

ACT: Scores in 11th Grade Reading and Math – 2000-2001

School Name	LEA/ District	Award Date	Reading Score	Math Score
Manual High	Denver 1	3/1/1999	11.01	11.74
John Mall High	Huerfano R-1	3/1/1999	17.43	15.92
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	17	14.92

ACT: Scores in 11th Grade Reading and Math – 2001-2002

School Name	LEA/ District	Award Date	Reading Score	Math Score
Manual High	Denver 1	3/1/1999	13.22	14.13
John Mall High	Huerfano R-1	3/1/1999	16.57	16.00
Southwest Open	Montezuma-Cortez RE-1	3/1/1999	15.19	14.95
North High School	Denver Public Schools	6/27/2002	10.76	10.35

Section F:

**2000 APPROPRIATIONS ACT, §310
CLASS-SIZE REDUCTION (CSR)**

F-1. Number of LEAs participating in the Class-Size Reduction Program:

Table G-1	
The number of LEAs in your state that participate in the CSR program and are <u>not</u> part of a consortium	122
The number of LEAs in your state that participate in the CSR program through consortia	56
The number of LEAs in your state that do not participate in the CSR program	1
Total number of LEAs in the state [This should equal the sum of the other entries in this table]	179

F-2. Program Expenditures:

Table G-2	
Total amount spent on recruiting, hiring, testing and training new teachers	\$ 13,211,733
Total amount spent on providing professional development to teachers	\$1,212,573
Total amount spent on administrative expenses at the LEA level	\$3,381,933
Total amount carried over or undistributed at the SEA level	\$0
Total CSR allocation for the SEA [This should equal the sum of the other entries in this table.]	\$17,806,239

F-3. Teachers hired with CSR funds:**a. Certification Status**

Table G-3a	
Total number of fully certified teachers hired in all LEAs with CSR funds	1014.19

b. Grades targeted

Table G-3b	
Total number of teachers hired for grades K-3	694.30
Total number of teachers hired for other grades	319.89
Total CSR allocation for the SEA [This should equal the entry Table G-3a.]	1014.19

c. Types of Teachers Hired

Table G-3c	
Total number of regular teachers hired	777.3
Total number of Special Education teachers hired	91.25
Total Teachers Hired [This should equal the entry in Table G-3a.]	868.55**

d. Status of Teachers Hired

Table G-3d	
Total number of full-time teachers hired	862.06
Total number of part-time teachers hired	152.13
Total Teachers Hired [This should equal the entry in Table G-3a.]	1014.19

F-4. Statewide class size in grades one through three; please use the definition of class size as found in the “Guidance for Class-Size Reduction Program.”

Table G-4					
Statewide Class Sizes					
	Kindergarten	Grade 1	Grade 2	Grade 3	Other Grades*
Estimated class size for the 2000-2001 school year <u>without</u> the use of CSR funds	21.72	22.24	23.20	23.19	25.96
Actual class size for the 2000-2001 school year <u>with</u> the use of CSR funds	18.01	17.65	18.69	17.95	19.00

* Under an approved waiver

**** This number does not equal the entry in Table G-3a because it does include Teaching Specialists. The amount in Table G-3a does include Teaching Specialists.**

Section G:

**ESEA, TITLE II, PART B
EISENHOWER PROFESSIONAL
DEVELOPMENT PROGRAM**

Instructions

Generally, this section of the Consolidated Report addresses all of Part B of the Title II Eisenhower Professional Development Program—the SEA program and its subgrantees and the SAHE program and its subgrantees. Under the SEA program, both activities supported with the state-level set aside and activities supported with the LEA subgrants are included. Words that appear in the glossary below are italicized in the items.

Glossary for Title II Eisenhower Program
(Words in this glossary are italicized in the items.)

Baseline data

Data that reflect the state of affairs at the inception of the program or during the first year for which the State had performance data. The *baseline data* represent the beginning standards against which future progress can be measured.

Consortium (plural: consortia)

Group of LEAs that jointly receive the LEA allocations under Title II, § 2204

Data sources

Places where information relevant to the performance indicators can be obtained. Generally, some relevant data can be found in existing sources such as reports and documents. In other cases, new data (*e.g.*, interview or survey data) will need to be collected.

Goals

General statements of program intent. The federal goal for the Eisenhower Program is “to improve the quality of classroom instruction through professional development.”

IHE

Institution of higher education

NPO

Non-profit organization

Participation

One person’s involvement in one Eisenhower-funded activity which may be for multiple days.

Note: A person attending two distinct activities would be counted as two participations.

Performance Indicators

Measures designed to provide data to indicate the extent to which a specific program objective is achieved.

Performance Objectives

Specific statements of desired outcomes that will eventually lead to the attainment of the program’s goals.

Poverty level

Level is calculated as the percentage of students eligible for free or reduced-price lunch.

SAHE

State Agency for Higher Education

Schoolwide Program

The operation of a school under the provisions of ESEA Section 1114, through which funds from various programs can be combined with each other and with the school’s local resources under certain conditions and when appropriate planning requirements are met.

G-1. LEA Subgrants in the Eisenhower Program

Instructions

This item asks for information about participation and non-participation of LEAs in LEA subgrants under the SEA portion of Eisenhower. The total of the three categories should sum to the total number of LEAs in your State.

Identify the number of LEAs in your state by the following participation categories:

Table H-1 LEA Participation in Eisenhower Program	
Category of LEA Participation in Eisenhower Program	Number of LEAs
Receive Eisenhower subgrants directly/individually (not through <i>consortia</i>)	105
Participate in Eisenhower through <i>consortia</i>	74
Do not participate in Eisenhower	0
Total	179

G-2. Use of Eisenhower Funding Through *Schoolwide Programs* under ESEA § 1114.

- a. How many schools combine Eisenhower funding into their *schoolwide programs*?

221 schools

- b. Of the Eisenhower funding subgranted to LEAs, what is the total amount of funding (\$) in the state that schools combined with other funds and expended through *schoolwide programs*?

\$384,194.33 of Eisenhower funding

Instructions

Note: Item 2 (on the previous page) is the only item in this section that accounts for Eisenhower funding that is incorporated into *schoolwide programs*.

The subsequent items of this section address the activities supported, in whole or in part, with Eisenhower funding that was not incorporated into a schoolwide project.

The next three items ask for categorization of “*participations*” in activities along certain characteristics. [Please note the definition of “*participation*” in the Glossary on p 51] In the items, *participations* are categorized by:

- *Poverty level* of the school the participant works in;
- Time period over which the activity took place (duration), and
- Contact hours of the professional development (intensity).

In each case the state is to report these data separately for each part of the Eisenhower Program:

- Activities supported (in whole or in part) by the SEA state-level set-aside funds
- Activities supported (in whole or in part) by LEA subgrants (including *consortia*, but NOT including funding pooled into a *schoolwide program*)
- Activities supported (in whole or in part) by *IHEs* or *NPOs* with subgrants under the *SAHE* portion of the Eisenhower program

G-3. Complete the table to indicate the number of *participations* categorized by the *poverty level* of the participant’s school. (See glossary on p. 53 for definition of *participations*.)

Table H-3 Eisenhower <i>Participations</i> Categorized by <i>Poverty Level</i>			
Poverty Level of School of Participant	Number of <i>Participations</i> in Activities supported with the SEA State-level set asides	Number of <i>Participations</i> in Activities supported with LEA subgrants	Number of <i>Participations</i> in Activities supported with the SAHE portion of the program
From schools classified as low poverty (<i>Poverty levels</i> below 35%)	NA	9664	154
From schools classified as medium poverty (<i>Poverty levels</i> above 35% below 50%)	NA	3798	59
From schools classified as high poverty (<i>Poverty levels</i> above 50% below 75%)	NA	4454	41
From schools classified as very high poverty (<i>Poverty levels</i> above 75%)	NA	2082	0
TOTAL		19998	254

- G-4. Complete the table to indicate the number of *participations* categorized by the time period over which activities took place (duration).** (See glossary on p. 51 for definition of *participations*.)

Table H-4 Eisenhower <i>Participations</i> by Time Period of Activities			
Time Period Over Which Activities Took Place	Number of <i>Participations</i> in Activities supported with the SEA State-level set asides	Number of <i>Participations</i> in Activities supported with LEA subgrants	Number of <i>Participations</i> in Activities supported with the <i>SAHE</i> portion of the program
One day or less	287	2405	0
More than one day, but within a single week	17	1027	0
More than one week, but within one month	500	232	0
More than one month, but less than 3 months	0	168	24
More than 3 months	450	584	230

- G-5. Complete the table to indicate the number of *participations* categorized by the number of contact hours of the professional development (intensity).** (See glossary on p. 51 for definition of *participations*.)

Table H-5 Eisenhower <i>Participations</i> by Contact Hours			
Number of Contact Hours	Number of <i>Participations</i> in Activities supported with the SEA State-level set asides	Number of <i>Participations</i> in Activities supported with LEA subgrants	Number of <i>Participations</i> in Activities supported with the <i>SAHE</i> portion of the program
Less than 3 hours	75	1375	0
Between 3 and 6 hours	202	814	254
Between 7 and 18 hours	267	678	0
Between 19 and 30 hours	2	271	0
Between 31 and 40 hours	0	187	0
Between 41 and 80 hours	500	109	0
More than 80 hours	0	374	0

G-6. Progress in meeting Professional Development Standards and Targets

Instructions

Through a previously required Triennial Report, each State submitted objectives and indicators and related *baseline data*, benchmarks, strategies and *data sources*. States are now requested to provide the progress of their professional development programs in meeting the standards and targets embedded in their *performance indicators*

Please refer to the glossary on p. 51 for definitions for terms such as *baseline data*, *data sources*, *goals*, *performance indicator*, *etc.*

You may submit these responses by attachments.

- a. **What are the *performance indicators* that the state used during program years covered by this report? For each indicator, provide data that show whether or not *benchmarks* were achieved for the indicator. Include only data since your last Triennial submission.**

Objective 1: By 2002 60% of Colorado students will score at the proficient level or above on CSAP math and science assessments.

Result/2002 State Assessment: 53% of Colorado's students scored in the proficient or above range in math. 50% of Colorado's students scored in the proficient or above ranges in science.

Objective 2: High quality professional development will be provided to teachers who work in high poverty, low performing schools.

Result/2002: In school year 99-00, 26% of participations in Eisenhower funded activities were in schools with 50% or above poverty. In school year 00-01, 41% of participations in Eisenhower funded activities were in schools with 50% or above poverty. In school year 01-02, 33% of participations in Eisenhower funded activities were in schools with 50% or above poverty. In addition, in 99-00 15% of Eisenhower funded professional development activities were of a duration of one month or more. In 00-01, 18% of Eisenhower funded professional development activities were of a duration of one month or more. In 01-02 15% of Eisenhower funded professional development activities were of a duration of one month or more.

- b. **If *benchmarks* were not achieved, briefly describe your plan for mid-course corrections. Include new *baseline data*, strategies, *data sources* and benchmarks where needed.**

CDE will continue to work toward 60% proficiency as assessed by state assessments in math and science. However, as required by No Child Left Behind, we have established new performance targets for adequate yearly progress in math proficiency as well as annual performance targets for percentages of teachers that meet the definition of highly qualified.

- c. **If the state and local districts have achieved all or a portion of their *performance objectives* and *performance indicators* and plan to initiate new *performance indicators*, please describe and provide *baseline data*, strategies, *data sources* and benchmarks.**

See Above

Section H

ESEA, TITLE III TECHNOLOGY LITERACY CHALLENGE FUND (TLCF)

Introduction and Purpose of the TLCF Section

Note: The TLCF performance report is collected entirely online at <http://www.tlcfonline.com/>. What follows in this document is the paper copy of the form and instructions. The format of the online version differs from the paper form, but the information collected is the same. The instructions are embedded in the online form as "Help."

This section of the Consolidated State Performance Report is intended to collect annual information that is reliable and of high-quality regarding the use of funds under the Technology Literacy Challenge Fund and the progress of each State towards meeting its goals for educational technology.

We intend for it to serve as one instrument to collect information that will inform and provide an understanding of the national picture of educational technology as well as the impact of the TLCF.

The explicit purposes for this section are:

- To provide data regarding the effect of the TLCF statute and program implementation;
- To determine the progress each State is making in regard to technology goals;
- To provide an opportunity for States to gauge their own progress toward the fulfillment of their educational technology plans; and
- To update and expand State benchmarks and timelines for future technology planning and implementation.

Section I

ESEA, TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

Background and Authority

The 1994 reauthorization of the Safe and Drug-Free Schools and Communities Act (*SDFSCA*) and the passage of the Government Performance and Results Act of 1993 place a strong focus on improving program effectiveness and public accountability by promoting and reporting on results and service quality at the federal, state, and local levels.

Section 4117 of the SDFSCA requires the Secretary to collect certain information about state and local implementation of SDFSCA on a triennial basis. Specifically, states are required to submit to the Secretary information on the state and local programs conducted with assistance furnished under SDFSC that must include:

- a report on the implementation and outcomes of state programs (State Educational Agency (SEA) and governors programs);
- an assessment of the effectiveness of SEA and governors programs;
- a report on the state's progress toward attaining its goals for drug and violence prevention;
- data on the prevalence of drug use and violence by youth in schools and communities.

Section 4117 requires the Secretary to report to Congress, including reporting on the frequency, seriousness, and incidence of violence in elementary and secondary schools in the states.

General Instructions

The information below answers some common questions that people have about completing this section of the Consolidated State Performance Report. Please read these instructions carefully before completing it. A glossary on pp. 96 – 100 defines some of the terms used here. These terms appear in italics throughout the reporting form.

What time period is covered in these questions? The time period covered in these questions is the **2001-2002** school year. ~~prior to the report due date. (See p. ix.)~~ If you must use data from some other time period (e.g., criminal justice statistics reported for the calendar or fiscal year), please record this time period in the margin next to the relevant question.

What funding sources are covered in these questions? This report refers to Safe and Drug-Free Schools and Communities Act (SDFSCA) programs and funds administered by or through the SEA. Data reported on this form should not include Governors (Section 4114) *SDFSCA* funds.

Should I answer every question? What if a question is not applicable? Please answer every question to which you are directed and do not leave any question unanswered unless you are directed to skip the question. We have provided special instructions telling you when to skip certain questions. If you are asked a question for which you do not have the necessary data or if you believe that the question does not apply to your situation, please use the following abbreviations to indicate that fact:

- If the necessary data are missing or unavailable, enter "MD" (for "missing data"); or
- If you do not believe the question applies to your situation, enter "NA" (for "not applicable").
- If a response to a question is "0" or "None," be sure to enter "0" or "None."

Who can I contact if I have questions? If you have questions, contact Robert Alexander at 202-401-3354.

I-1. Provide information on program effectiveness by attaching the following three pieces of information to this form:

- a. ESEA, Section 4112, requires that states develop measurable goals and objectives for drug and violence prevention.

(1) Attach a copy of your SEA's measurable goals and objectives for the reporting year.

OR

(2) If your SEA's goals and objectives have not changed since last provided to ED, check the box below rather than attaching a copy to this form.

☐ Our SEA's goals and objectives have not changed since last provided to ED.

- b. Section 4117 requires that each state report the state's progress toward attaining its goals for drug and violence prevention.

Attach a description of your state's progress during the reporting year toward attaining its SEA's measurable goals and objectives, including any outcome data and measures of effectiveness that your state has collected.

Please focus your description primarily on data assessing the outcomes or effectiveness of prevention programs.

You may also include any additional information your state wishes to provide to present a more complete picture of its progress in attaining its measurable goals and objectives or to assist in interpreting the information reported in this form (e.g., implementation data—sometimes called “process” data—such as services provided or materials developed.)

- c. Attach a brief description of one or more projects, programs, approaches, strategies or components implemented during the reporting year that you consider to be exemplary. Please also include a description of the project's outcome data and any other evidence that serves as the basis for your assessment of the project's quality.

I-2. SDFSCA funding and applications for “greatest needs” funds

Under the *SDFSCA*, states must distribute 30 percent of available local program funds to *local educational agencies (LEAs)* that have the “greatest need for additional funds to carry out drug and violence prevention programs.” Item 2a (on the next page) asks about out how your state distributes SDFSCA funding and 2b asks about criteria your *SEA* used to approve *LEA* applications for *SDFSCA* funds for the school year covered by this report.

- a. In making funding decisions for the reporting year, what factors did your *SEA* use to determine which *LEAs* had the greatest need for additional resources? For each of the factors listed below, check either “Yes” or “No” as appropriate for your state to indicate whether or not it was used to make these funding decisions for the reporting year.

Section I, Question I-1 a. and b.
Safe and Drug-Free Schools and Communities
Colorado Department of Education - 2001-2002 School Year
Measurable Goals and Objectives and the State's Progress

Measure: % of districts showing a reduction in weapons incidence.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	28%		
Measure: % of districts showing a reduction in assaults/fights incidence.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	41%		
Measure: % of districts showing a reduction in drug incidence.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	37%		
Measure: % of districts showing a reduction in alcohol incidence.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	34%		
Measure: % of districts showing a reduction in tobacco incidence.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	57%		
Measure: % of districts showing a reduction in robbery incidence.	Year	2001	2002	2003	2004
	Target		10%	15%	20%
	Actual		31%		
Measure: % of districts showing a reduction in "other felonies".	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	16%		
Measure: % of districts showing a reduction in other code of conduct violations.	Year	2001	2002	2003	2004
	Target	Baseline year	10%	15%	20%
	Actual	- - -	42%		
Measure: % of schools decreasing truancy	Year	2004	2005	2006	2007
	Target	Baseline year	5%	10%	15%
	Actual	- - -			

	Table I-2a Factors Used in Identifying LEAs with Greatest Need	Yes	No
a.	Rates of alcohol and <i>drug</i> use among youth		X
b.	Rates of violent or criminal victimization of youth		X
c.	Rates of arrest and conviction of youth for violent, alcohol, or other drug-related crime -- including any crime specifically involving possession or use of alcohol or some other <i>drug</i> (e.g., public drunkenness, driving while impaired), or any crime committed while using alcohol or some other <i>drug</i>		X
d.	Extent of illegal gang activity		X
e.	Incidence of violence and vandalism in school		X
f.	Rates of youth participation (voluntary and involuntary) in <i>drug</i> /alcohol treatment or rehabilitation programs		X
g.	Rates of referral of youth to juvenile court		X
h.	Rates of <i>student</i> expulsions and suspensions from schools and referrals to <i>alternative education programs</i>		X
i.	Incidence of reported child abuse and domestic violence		X
j.	Rates of school dropout and absences		X
k.	Level of district poverty (e.g., percentage of students receiving free or reduced-price lunches)		X
l.	Local implementation of research based approaches		X
m.	Other--PLEASE SPECIFY: We do not use a competitive process for awards. We use percent of expulsions for deadly weapons and drugs, percents of dropouts, rates of deaths of children under the age of 18, juvenile crime rate and percent of referrals for child abuse and neglect.	X	

- b. What criteria did your *SEA* use to review and approve *LEA* applications for the reporting *school year SDFSCA* funds? Please check either “Yes” or “No” for each option listed below to indicate whether or not you used each of these criteria.

	Table I-2b Criteria Used to Review and Approve LEA Applications	Yes	No
a.	Demonstrated success in meeting <i>LEA</i> measurable goals and objectives	X	
b.	Outcome data and other measures of effectiveness	X	
c.	Continuation of previously approved projects	X	
d.	Recommendation of peer reviewers		X
e.	<i>LEA</i> needs assessment	X	
f.	Application conforms to the law	X	
g.	Project is based on research or a model of proven effectiveness	X	
h.	Other--PLEASE SPECIFY: A rubric was developed for the <i>LEA</i> consolidated application approval process that included quality indicators aligned to the Principles of Effectiveness. Technical assistance is provided to applicants by the team of reviewers from the Department until an application is approvable, if it is not approved upon first review.	X	

Many of the questions in this form ask you to provide information separately for public *elementary*, *middle*, and *senior high schools* in your state. In order for your answers to accurately reflect the situation in your state, we need to know if the report definitions of these education levels match the structure in your school system.

Please read the three definitions that follow and indicate if these match the definitions for *elementary*, *middle* and *senior high schools* in your state. If not, please describe the difference on the lines provided, even if the difference is not consistent across the state. If unsure, please refer to the expanded definition of these terms provided in the glossary on pp **96 - 100**.

I-3. The report definition of an *elementary school* is “a school composed of any span of grades not above Grade 6.” Does this definition match your state’s school system structure?

Yes ☒ _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

I-4. The report definition of a *middle school* is “a separately organized and administered school intermediate between *elementary* and *senior high schools*, which might also be called a junior high school, usually including Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8.” Does this definition match your state’s school system structure?

Yes ☒ _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

I-5. The report definition of a *senior high school* is “a school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12.” Does this definition match your state’s school system structure?

Yes ☒ _____

No _____ → PLEASE DESCRIBE THE DIFFERENCE:

I -6-8. During the reporting *school year*, how many public schools in your state provided *prevention services/activities* to students, categorized by *elementary schools*, *middle schools*, and *senior high schools*? Please count only those schools at which these services were funded in whole or in part by *SDFSCA*.

	Number of <u>schools</u> providing <i>prevention services/activities</i> funded in whole or in part with SDFSCA funds
6. Public <i>elementary schools</i>	796 (of 965)
7. Public <i>middle schools</i>	225 (of 284)
8. Public <i>senior high schools</i>	304 (of 405)

I-6a – 8a. Of the *students* enrolled in these public schools, how many *students* received services that were funded in whole or in part by SDFSCA?

	Number of <u>students</u> within those schools receiving <i>prevention services</i> funded in whole or in part with SDFSCA funds
6a. Public <i>elementary school students</i>	263,759
7a. Public <i>middle school students</i>	129,402
8a. Public <i>senior high school students</i>	166,152

The next few questions ask for information on how *SDFSCA* funding was provided to the *LEAs* in your state.

I-9. During the reporting school year, did your state provide any *SDFSCA* funding to *local educational agencies (LEAs)* through *consortia*, *intermediate educational agencies (IEAs)*, or other district cooperatives in addition to providing *SDFSCA* funding to individual *LEAs*?

Yes X ----- > SKIP TO QUESTION 13
 No _____

I-10. During the reporting *school year*, did your state provide *SDFSCA* funding only to individual *LEAs* and not through *consortia*, *IEAs*, or cooperatives?

Yes _____
 No _____ > Please contact Robert Alexander at 202-401-3354.
 We need to clarify your funding methods.

I-11 – 12. During the reporting *school year*, how many *LEAs* received *SDFSCA* funds individually or did not receive *SDFSCA* funds?

	Number of <i>LEAs</i>
11. <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i>	
12. <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds	
TOTAL <i>LEAs</i>	

Total Number of *LEAs* in your State: _____

NOTE: Please be certain that your answers to Question 11 and Question 12 sum to the total number of *LEAs* in your state.

I-11a - 12a. During the reporting *school year*, how many *students* (Grades K-12) were enrolled in *LEAs* that received *SDFSCA* funds individually or did not receive *SDFSCA* funds?

	Number of <i>Students</i> (K – 12) enrolled in those <i>LEAs</i> (Base answer on October 1 <i>enrollment date</i>)
11a. <i>Students</i> in <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i>	
12a. <i>Students</i> in <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds	

SKIP TO QUESTION J-18.

I-13 – 15. During the reporting *school year*, how many *LEAs* received *SDFSCA* funds?

	Number of <i>LEAs</i>
13. <i>LEAs</i> that received <i>SDFSCA</i> funds through <i>consortia</i> , Intermediate Education Agencies, or other district cooperatives	62
14. <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i>	116
15. <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds	0

Total Number of *LEAs* in your State: 178

NOTE: Please be certain that your answers to Question 13, Question 14, and Question 15 sum to the total number of *LEAs* in your state.

I-13a – 15a. During the reporting school year, how many students were enrolled in LEAs that received *SDFSCA* funds?

	Number of <i>Students</i> (K – 12) enrolled in those <i>LEAs</i> (Base answer on October 1 <i>enrollment</i> date)
13a. Students in <i>LEAs</i> that received <i>SDFSCA</i> funds through <i>consortia</i> , <i>IEAs</i> , or other district cooperatives	40,349
14a. Students in <i>LEAs</i> that received <i>SDFSCA</i> funds individually for the reporting <i>school year</i>	701,796
15a. Students in <i>LEAs</i> that did <u>not</u> receive <i>SDFSCA</i> funds	0

I-16. Deleted

I-17. Deleted

In the following table is a list of selected services/activities that LEAs in your state might have provided. The list of services/activities is not all-inclusive. Please indicate the number of LEAs in your state in which each service was provided as part of the district's *SDFSCA* program during the reporting school year. The definition of each of the activities/services is provided in the attached glossary. An LEA may be counted in more than one category.

I-18. During the reporting *school year*, how many of your state's *LEAs* provided:

	Service/Activity	Number of <i>LEAs</i> Providing Service/Activity
a.	<i>After-school or before-school programs</i>	46
b.	<i>Alternative education programs</i>	38
c.	<i>Community service projects</i>	49
d.	<i>Conflict resolution/peer mediation</i>	86
e.	<i>Curriculum acquisition or development</i>	70
f.	<i>Drug prevention instruction</i>	103
g.	<i>Parent education/involvement</i>	62
h.	<i>Security equipment</i>	8
i.	<i>Security personnel</i>	18
j.	<i>Services for out-of-school youth (school age)</i>	15
k.	<i>Special, one-time events</i>	84
l.	<i>Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)</i>	75
m.	<i>Teacher/staff training</i>	80
n.	<i>Violence prevention instruction</i>	82
o.	Other PLEASE SPECIFY: Youth leadership training, character education	14

I-19. During the reporting *school year*, how many *SDFSCA*-funded *LEAs* in your state involved community agencies or organizations in their *SDFSCA*-funded drug and violence prevention services/activities?

110 Number of *LEAs*

I-19a. Among those *LEAs* identified in Question 19, how many districts involved schools and one or more community agencies or organizations in:

	Type of Community Involvement	Number of <i>LEAs</i>
a	Joint service delivery, including referrals	82
b	<i>Teacher/staff training</i>	86
c	Public awareness activities	95
d	Fundraising	37

I-20. During the reporting *school year*, how many *SDFSCA*-funded *LEAs* in your state had *students* participating in designing, delivering, or critiquing drug or violence prevention programming?

78 Number of *LEAs*

General Instructions for Questions 21 - 35

The Safe and Drug-Free Schools and Communities Act requires the Secretary of Education to report to Congress, including reporting on the frequency, seriousness, and incidence of violence in elementary and secondary schools in the States. Therefore, questions 21-35 ask about *incidents* of prohibited behavior on *school property*. Please report the statistics for all *LEAs* in the state, not just those receiving *SDFSCA* funding. As you answer these questions, please include all *incidents*, whether committed by or victimizing *students*, *school personnel*, or *non-school personnel*.

Also, report incidents that occur on *school grounds/property* 365 days a year and 24 hours a day, not just those that occur during school hours. While this definition was developed by the National Forum on Education Statistics, state reporting systems may be using different time frames.

To assist in interpreting the data you provide for questions 21-35 we also need to know your state's definition of "*school year*" and "*school day*".

- Please select one of following time periods which most closely matches your state's definition of *school year*:

_____ 12 months (*i.e.*, 365 days a year)

_____ 11 months (*i.e.*, August/September through May/June plus summer school)

X 10 months or less (*e.g.*, 180 days or equivalent number of hours)

- Please select one of the following options which most closely matches your state's definition of a school day:

_____ 24 hours per day

_____ student day **including** before/after-school student activities

X student day **excluding** before/after-school student activities

_____ no state definition or locally determined

Glossary for terms in questions J-21 – 30

Incident

A violation of a statute or regulation; it may involve one or more victims and one or more *offenders*.

For reporting purposes, an *incident* of prohibited behavior is the single most serious act that occurs in a given overall incident. *Incidents* (ordered from most serious to least serious) include the following: homicide; sexual battery (including rape); robbery; battery; breaking and entering/burglary; larceny/theft; motor vehicle theft; kidnapping; arson; threat/intimidation; use or possession of *drugs* (other than alcohol); sexual harassment; sex offenses (non-forcible); vandalism; *weapon* possession; unclassified offenses; alcohol (liquor law violations); tobacco (where declared illegal); trespassing; fighting; disorderly conduct; as well as other major offenses; and other state (district or municipal) defined offenses.

Non-school personnel

An individual who was neither a *student* nor *school personnel* for the district reporting the incident.

Non-student

An individual who is not a *student* in the school or district reporting the *incident*.

Offender

Any individual, whether *student* or not, involved in committing an *incident* of prohibited behavior. There may be more than one *offender* involved in any single *incident*.

School personnel

A teacher, administrator, or other school staff member such as support staff or maintenance worker; includes a school-based law enforcement officer such as a school resource officer.

Student

An individual who is enrolled as a PK-12 *student* in the school district reporting the *incident* at the time the *incident* occurred.

Weapon

Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types

of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; and explosives or propellants.

Weapons-related incident

Any *incident* that involves possession, use, or intention of use of any instrument or object to inflict harm on another person, or to intimidate a person, as well as any *incident* that is somehow related to the possession, use or sale of *weapons* but where the use, possession, or sale of *weapons* was not the main offense (e.g., burglary, trespassing, vandalism); in other words, any *incident* for which a *weapon* is present.

I-21 – 23. Data on incidents at elementary schools and victims and offenders reported in those incidents

Line		Number of Incidents	Number of Victims or Offenders
21a	Indicate the number of <i>incidents</i> that occurred on the property of <i>elementary schools</i> during the reporting year?	19,620	
21b	Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in <u>line 21a</u> by the following categories:		
	<i>Students</i>		MD
	<i>School personnel</i>		MD
	<i>Non-school personnel</i>		MD
	Unknown		MD
	Total number of victims		MD
22	Indicate the number of <i>offenders</i> involved in the incidents reported in <u>line 21a</u> that fall into the following categories:		
	<i>Students</i>		MD
	<i>Non-Students</i>		MD
	Unknown		MD
	Total number of offenders		MD
23	Of the <i>incidents</i> that occurred on <i>school property</i> (reported in line 21a), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.)	402	

I-24 – 26. Data on incidents at middle schools and victims and offenders reported in those incidents

Line		Number of Incidents	Number of Victims or Offenders
24a	Indicate the number of <i>incidents</i> that occurred on the property of <i>middle schools</i> during the reporting year?	57,261	
24b	Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in <u>line 24a</u> by the following categories:		
	<i>Students</i>		MD
	<i>School personnel</i>		MD
	<i>Non-school personnel</i>		MD
	Unknown		MD
	Total number of victims		MD
25	Indicate the number of <i>offenders</i> involved in the incidents reported in <u>line 24a</u> that fall into the following categories:		
	<i>Students</i>		MD
	<i>Non-Students</i>		MD
	Unknown		MD
	Total number of offenders		MD
26	Of the <i>incidents</i> that occurred on <i>school property</i> (reported in line 24a), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.)	421	

I-27– 29. Data on incidents at high schools and victims and offenders reported in those incidents

Line		Number of Incidents	Number of Victims or Offenders
27a	Indicate the number of <i>incidents</i> that occurred on the property of <i>high schools</i> during the reporting year?	45,802	
27b	Indicate the total number of victims (unduplicated count) involved in the <i>incidents</i> reported in line 27a by the following categories:		
	<i>Students</i>		MD
	<i>School personnel</i>		MD
	<i>Non-school personnel</i>		MD
	Unknown		MD
	Total number of victims		MD
28:	Indicate the number of <i>offenders</i> involved in the incidents reported in line 27a that fall into the following categories		
	<i>Students</i>		MD
	<i>Non-Students</i>		MD
	Unknown		MD
	Total number of offenders		MD
29	Of the <i>incidents</i> that occurred on <i>school property</i> (reported in line 27a), how many were <i>weapons-related incidents</i> ? (Note: <i>Weapons-related incidents</i> are a subset of all <i>incidents</i> that occurred.)	519	

Questions 30-35 ask about the number of schools in your state that reported *incidents* of prohibited behavior that occurred on the *school grounds/property* during the reporting *school year*. Please remember to report statistics for all schools in your state, not just those that received SDFSCA funding.

I-30. During the reporting school year, how many of your state's elementary schools reported the following numbers of incidents. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter "0."

	<i>Incidents</i>	Number of Schools
a.	No <i>incidents</i>	139
b.	Between 1 and 5 <i>incidents</i>	205
c.	Between 6 and 10 <i>incidents</i>	150
d.	Between 11 and 24 <i>incidents</i>	237
e.	25 or more <i>incidents</i>	234
f.	Schools not reporting (missing data)	0
g.	Total number of <i>elementary schools</i>	965

NOTE: Your answers to items 30 a-f should sum to the response in 30 g, the total number of elementary schools operating in your state.

- I-31.** Among those *elementary schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following numbers of *weapons-related incidents*. (Do not include schools that reported “no incidents” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

	<i>Weapons-related incidents</i>	Number of Schools
a.*	No <i>weapons-related incidents</i>	637
b.	Between 1 and 5 <i>weapons-related incidents</i>	179
c.	Between 6 and 10 <i>weapons-related incidents</i>	8
d.	Between 11 and 24 <i>weapons-related incidents</i>	2
e.	25 or more <i>weapons-related incidents</i>	0
f.**	Schools not reporting (missing data)	0
g.	Total number of <i>elementary schools</i> reporting one or more <i>incidents</i>	826

NOTE: Your answers to items 31 a-f should sum to the response in 31g, the total number of *elementary schools* reporting one or more incidents in Question 30b-e.

- I-32.** During the reporting *school year*, how many of your state’s *middle schools* reported the following. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter “0.”

	<i>Incidents</i>	Number of Schools
a.	No <i>incidents</i>	2
b.	Between 1 and 5 <i>incidents</i>	8
c.	Between 6 and 10 <i>incidents</i>	12
d.	Between 11 and 24 <i>incidents</i>	18
e.	25 or more <i>incidents</i>	244
f.	Schools not reporting (missing data)	0
g.	Total number of <i>middle schools</i>	284

NOTE: Your answers to items 32 a-f should sum to the response in 32 g, the total number of *middle schools* operating in your state.

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

- I-33.** Among those *middle schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following. (Do not include schools that reported “no incidents” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

	<i>Weapons-related incidents</i>	Number of Schools
a.*	No <i>weapons-related incidents</i>	138
b.	Between 1 and 5 <i>weapons-related incidents</i>	128
c.	Between 6 and 10 <i>weapons-related incidents</i>	10
d.	Between 11 and 24 <i>weapons-related incidents</i>	6
e.	25 or more <i>weapons-related incidents</i>	0
f.**	Schools not reporting (missing data)	0
g.	Total number of <i>middle schools</i> reporting one or more <i>incidents</i>	282

NOTE: Your answers to items 33 a-f should sum to the response in 33g, the total number of *middle schools* reporting one or more incidents in Question 32b-e.

- I-34.** During the reporting *school year*, how many of your state’s *high schools* reported the following. Include all *incidents*, both *weapons-related* and *non-weapons-related*. Count each school only once. If no school is in a category, enter “0.”

	<i>Incidents</i>	Number of Schools
a.	No <i>incidents</i>	63
b.	Between 1 and 5 <i>incidents</i>	23
c.	Between 6 and 10 <i>incidents</i>	30
d.	Between 11 and 24 <i>incidents</i>	41
e.	25 or more <i>incidents</i>	248
f.	Schools not reporting (missing data)	0
g.	Total number of <i>high schools</i>	405

NOTE: Your answers to items 34 a-f should sum to the response in 34 g, the total number of *high schools* operating in your state.

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

- I-35.** Among those *high schools* that reported one or more *incidents* during the reporting *school year* (reported in Question 30 b-e), how many of them reported the following. (Do not include schools that reported “no incidents” or were missing data in Question 30. Count each school only once. If no school is in a category, enter “0.”

	<i>Weapons-related incidents</i>	Number of Schools
a.*	No <i>weapons-related incidents</i>	182
b.	Between 1 and 5 <i>weapons-related incidents</i>	138
c.	Between 6 and 10 <i>weapons-related incidents</i>	15
d.	Between 11 and 24 <i>weapons-related incidents</i>	7
e.	25 or more <i>weapons-related incidents</i>	0
f.**	Schools not reporting (missing data)	0
g.	Total number of <i>high schools</i> reporting one or more <i>incidents</i>	342

NOTE: Your answers to items 35 a-f should sum to the response in 35g, the total number of *high schools* reporting one or more incidents in Question 34b-e.

I-36 – I 59. These items from last year’s Consolidated Report are being replaced by the following instruction.

Section 4117 of the Safe and Drug-Free Schools and Communities Act requires States to report data on the prevalence of youth drug use and violence. If your State participates in the Youth Risk Behavior Survey (YRBS), please provide a copy of your data for the most recent YRBS survey for 8th, 10th, and 12th graders for the following items:

- ☐ 30-day use of alcohol, cigarettes, marijuana or hashish, cocaine, inhalants, and other illegal drugs;
- ☐ Age of first use for alcohol, cigarettes, marijuana or hashish, cocaine, inhalants, and other illegal drugs;
- ☐ Frequency with which students brought weapons, such as guns, knives, and clubs to school in the 30 days before the survey;
- ☐ Frequency with which students did not attend school because they felt unsafe at school or on the way to school in the 30 days before the survey;
- ☐ Frequency with which students were threatened or injured with a weapon on school property during the 12 months before the survey;
- ☐ Frequency with which student property was stolen or deliberately damaged on school grounds during the 12 months before the survey; and
- ☐ Frequency with which students reported being in a physical fight on school grounds during the 12 months before the survey.

If your State does not participate in the YRBS, please provide data for these items for these grade levels from the student survey that you use, along with the exact wording of the items. Also please let us know when the survey was given, and what instrument was used to collect student data (another national survey instrument like the YRBS or a state- or locally-developed instrument). **Colorado does not have one standardized survey for all schools, therefore we don’t have weighted data to use for statewide prevalence. A committee has worked on attaining one and a coordinated statewide survey is being developed for implementation in the fall of 2003. Refer to the attached chart of the surveys used by LEAs within Colorado.**

* Schools that reported one or more *incidents* but had no *weapons-related incidents*.

I-60. Provide the following information related to implementing the Principles of Effectiveness

- a. With regard to LEA implementation of the Principles, what has occurred in your state between the last report and the end of this reporting year (please check all that apply)
- ☐ No LEAs have had difficulties with implementing the Principles.
- ☒ Some LEAs have had difficulties with implementing the Principles.
- ☒ Some LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.
- ☐ Many LEAs have requested technical assistance with implementing the Principles from the SEA office or other sources.
- ☒ Even with technical assistance, some LEAs have had significant difficulties with implementing the Principles.
- ☐ Even with technical assistance, many LEAs have had significant difficulties with implementing the Principles.
- ☒ The SEA office has had to work with one or more LEAs to resolve issues related to their compliance with the Principles.
- b. What have been the most serious concerns or difficulties for LEAs in implementing the Principles? (PLEASE ATTACH ADDITIONAL SHEETS IF NECESSARY)
- Many districts do not have full-time staff devoted to Title IV programming. They therefore don't always stay current with the latest research findings and their needs assessments are not as comprehensive as those districts with full-time staff.**
- c. How many LEAs are still experiencing these serious concerns or difficulties, as of the end of the reporting year?
- MD** Number of LEAs
- d. Please briefly describe the types of technical assistance your office has provided (or arranged for other sources to provide) to LEAs in implementing the Principles, and any other activities your agency has conducted related to implementation of the Principles.
- Each LEA that does not submit an approvable application receives technical assistance from a Title IV consultant either in person or through phone or E-mail consultations.**

Information related to the Principles of Effectiveness is disseminated via the SDFSC listserv.

Professional development workshops are offered at Regional Federal Program Directors' workshops and at an annual conference specific to Title IV, as well as other statewide education-related conferences.

Consultants visit schools and meet with local advisory council.

Consultants offer workshops or training to rural superintendents at meetings arranged for by the Boards of Cooperative Educational Services (BOCES) regional offices.

** Schools that reported one or more *incidents* but were unable to report whether they had *weapons-related incidents*.

The next set of questions (60e - 60g) is optional; however, your response will help us to provide better technical assistance to SEAs and LEAs.

- e. Please describe any difficulties your office has had in providing technical assistance to LEAs in implementing the Principles, or in arranging for others sources to provide this technical assistance.

No difficulties to report.

- f. What types of technical assistance would you like from the U.S. Department of Education with regard to implementation of the Principles?

Unknown.

- g. Please list one or more districts in your state whose efforts to implement the Principles of Effectiveness have been particularly well designed and executed, and that you believe can serve as a model for other LEAs. Please provide the district name and contact information.

Instead of providing contact information for only one district, please see the attached summary of local school district progress that reflects numerous districts' accomplishments because of executing the Principles of Effectiveness.

I-61. Please provide the name, position, and address and telephone numbers of the individual who completed this report.

Name: Janelle Krueger

Position: Program Director, Title IV

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Agency Name: Colorado Department of Education

Mailing Address: 201 East Colfax Avenue
Street Address

Denver CO 80203
City State ZIP Code

Congressional District	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consultant
1,2,4	Adams 1 Denver \$17,404	<ul style="list-style-type: none"> Increased referrals to alternatives to suspension from 0 in 2001 to 42 in 2002 Specialized training for School Resource Officers Middle School and High School Intervention Programs Alternative Intervention Program for students suspended for substance violations Violence Prevention programs for K-8 grades Awareness and alternatives activities 	<ul style="list-style-type: none"> Reduced dropouts from 124 in 2001 to 54 in 2002 (11% to 4%) Reduced expulsions for drugs/alcohol from 5 in 2001 to 1 in 2002 Reduced suspensions from 841 in 2001 to 605 in 2002, even as district enrollment increased Increased proficiency rates on 3 of 15 CSAP tests in 2001 and 2002 	-DARE at Elementary	Metro Cindy Wakefield
2,4	Adams 12 Thornton / Northglenn \$98,171	<ul style="list-style-type: none"> Increased diversion to the Alternative to Suspension program to 302 in 2002, from 227 in 2001 10 elementary schools implemented Second Step 3000 student interactions with 4 Intervention Counselors 	<ul style="list-style-type: none"> Increased by 12% students who feel safe in school from 60% in 2001 to 72% in 2002 Twenty-five of 26 at-risk students in support groups at Northglenn HS remained in school Zero re-offenses in female drug/alcohol group at Huron MS Eighteen of 20 girls in support groups passed all classes, and zero re-offenses at Thornton MS 100% of seniors in support groups graduated, and 8 of 10 did not re-offend at Thornton HS 	-Second Step at Elementary	Metro Cindy Wakefield
1,4	Adams 14 Commerce City \$57,042	<ul style="list-style-type: none"> 45 high school mentors matched with middle school students Parent newsletter in English and Spanish Middle school paraprofessionals focus on student safety and low level conflict mediation 	<ul style="list-style-type: none"> Reduced suspensions from 1859 in 2000-2001 to 1312 in 2001-2002 Increased assets in students involved in the KKID project Reduced in-school suspensions of KKID students by 78%, out-of-school suspensions by 50% and tickets issued for legal violations 62% Less tobacco, alcohol and marijuana use by KKID students compared to all students Increased KKID students' reports that they did not use tobacco from 80% in 2000 to 88% in 2001 Increased KKID students' reports that they did not use marijuana from 75% in 2000 to 88% in 2001 Increased KKID students' reports that they did not drink alcohol from 68% in 2000 to 74% in 2001 Increased KKID students' reports that they seldom, if ever, used fighting to solve a conflict from 80% in 2000 to 90% in 2001 		Metro Cindy Wakefield

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
4	Adams 27J Brighton \$19,649	<ul style="list-style-type: none"> School Resource Officer Community problem-solving Liaison 	<ul style="list-style-type: none"> Less than 2% of students have a drug or alcohol related discipline incident. Reduced expulsions from 13 in 2000-01 to 4 in 2001-02 	-Prevention Works: The Next Step	Metro Cindy Wakefield
1,4,6	Adams- Arapahoe 28 Aurora \$100,471	<ul style="list-style-type: none"> 600 9th grade students in 1 HS addressed effects of drug and alcohol use, sexual behavior and decision making strategies in health class with different speakers Drug and alcohol counseling provided for 22 HS students 15 high risk middle school students received scholarships to Lowry Family Resource Center 9 week camp for decision making skills and positive school interaction 60 elementary students participate in 7 week summer program through Aurora Mental Health who already receive therapeutic support during the school year 2493 5th grade students received DARE Professional Development training for 4 teachers in Project Alert and 9 staff members for Suicide Prevention Project PAVE 2 week emersion cycles on the topics violence, anger management and bullying for 404 elementary students and 8 middle school classroom presentations to 278 6th grade students Conflict Center provided Read for Peace activities and Peace Day for 404 elementary students 7 elementary staff attended Applebaum Training Institute: "How to Handle the Hard to Handle Student" "Love and Logic Institute" support material purchased for teacher and parent professional library for elementary school of 404 students – one counselor attended Love and Logic Institute for one week Schoolwide presentation to address bullying, respect and diversity for 850 middle school students Parent coffees at one middle school for more parent involvement Anger management group sessions for 22 middle school students Anger management counseling for 62 high school students 13 staff members participated in the Violence Prevention in School and Communities conference Bullying play was prepared to present to 250 4th and 	<ul style="list-style-type: none"> Restraint – belief not be sexually active or use alcohol or other drugs; PICADA instrument showed a range of change from 2 percentage points to 15 percentage points with statistically confidence measure at the 0.1 level or greater Restraint skills – can resist negative peer pressure and dangerous situations; PICADA shoed a range of change from 3 percentage points to 7 percentage points with a statistically confidence measure at 0.1 level or greater Positive view of personal future – optimistic about personal future; PICADA showed a range of change from 3 percentage points to 8 percentage points with a statistically confidence measure at the 0.1 level or greater Sense of purpose – reporting "my life has a purpose"; PICADA showed a change of 6 percentage points with a statistically confidence measure at the 0.1 level or greater Interpersonal confidence – has empathy, sensitivity and friendship skills; PICADA showed a change of 8 percentage points with a statistically confidence measure at the 0.1 level or greater Peaceful conflict resolution – seeks to resolve conflict nonviolently; PICADA showed a range of change from 6 percentage points to 14 percentage points with a statistically confidence measure at the 0.1 level or greater Resistance skills – can resist negative peer pressure and dangerous situations; PICADA showed a range of change from 6 percentage points to 8 percentage points with a statistically confidence measure at the 0.1 level or greater Positive peer influence – best friends model responsible behavior; PICADA shoed a change of 9 percentage points with a statistically confidence measure at the 0.1 level or greater 56% of 22 middle school students in anger management group had no additional office referrals; 25% had only one additional office referral Adult role models – parents and other adults model positive responsible behavior; PICADA instrument showed a change of 3 percentage points with statistically confidence measure at the 0.1 level or greater 	-DARE -Project Alert -Life Skills	Metro Stan Paprocki

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	Adams- Arapahoe 28 \$100,471 (continued)	5th grade students and 250 6th grade students <ul style="list-style-type: none"> Professional development for 100 staff members in “Non Violent Crisis Intervention” Training in “Second Step: A Violence Prevention Program” for 25 staff members All APS employees receive Helping Hand Newsletter monthly All APS schools receive Search Institute Parent Newsletter Peer mediation skills training for 10 middle school students 75 high school students participated in peer counseling training/conference Peer mediation and peer counseling training for 15 high school students High school peer counselors worked as mentors for 200 elementary students “WEB – Welcome Everybody Training” and “LINK Training” for 8 staff members Implemented “WEB” and “LINK” at 1 middle school and 2 high schools – trained 85 middle school and 166 high school youth leaders WEB and LINK provided transition support and peer mentoring for 400 incoming 6th grade students and 1184 9th grade students APS bus drivers trained on the Assets Development Framework 	<ul style="list-style-type: none"> Caring school climate – school provides a caring, encouraging environment; PICADA instrument showed a change of 5 percentage points with statistically confidence measure at the 0.1 level or greater Caring – places high value on helping other people; PICADA instrument showed a change of 9 percentage points with statistically confidence measure at the 0.1 level or greater Self esteem – reports having a high self-esteem; PICADA instrument showed a 6 percentage points change with statistically confidence measure at the 0.1 level or greater Parent involvement in schools – parents actively involved with helping student succeed in school; PICADA instrument showed and change of 2 percentage points with statistically confidence measure at the 0.1 level or greater 		
4	Adams 29J Bennett \$3,144	No process outcomes reported.	<ul style="list-style-type: none"> Very few problems with drugs, tobacco or alcohol 	-Bully-Proofing -Character First -DARE program	Northeast Janelle Krueger
1,2	Adams 50 Westminster \$109,670	<ul style="list-style-type: none"> Increased efforts on conflict mediation 	<ul style="list-style-type: none"> Decreased incidents for fighting and/or assaults 61%from 651 in 2000-01 to 255 in 2001-02 	-Lifeskills Training at Middle School	Metro Cindy Wakefield

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3	Alamosa 11 Alamosa \$7,833	<ul style="list-style-type: none"> All 1,862 K-9th students received instruction by trained health education teachers 50 private school students participated in awareness activities Awareness and alternative activities 25 adult/student mentoring matches for 6-8th grade HS peer mediation training for students Small group support in anger management, conflict management, mediation, coping and other social skills at Alamosa Open HS 6 Middle School and 6 K-5 teachers integrated violence prevention into academic curricula and infused the concepts and skills into classrooms 	<ul style="list-style-type: none"> Increased number of students who have never been suspended from school 3%, from 80.7% in 2000 to 83.1% in 2002 Increased the number of students who have never engaged in heavy drinking 6.2%, from 74.8% in 2000 to 81% in 2002 Increased the number of students who have never used marijuana 6.6%, from 63.2% in 2000 to 69.8% in 2002 	-Know Your Body K-5 grades -Comprehensive - Health for Middle Grades 6-8 grades -Teen Health Teaching Modules-9 th grade -Victim/Offender Reconciliation Program (VORP) at Alamosa Open HS	South West Cindy Wakefield
6	Arapahoe 1 Englewood \$16,034	<ul style="list-style-type: none"> All elementary schools implemented Bully proofing and conflict resolution programs. Teenage Drinking Task Force Survey on teenage drinking administered Private schools implemented Second Step 2 Elementary schools provided Before and after school program 	No quantifiable outcome data reported.	-Second Step at private schools	Metro Cindy Wakefield
6	Arapahoe 2 Sheridan \$18,807	No process outcomes reported.	No quantifiable outcome data reported.		Metro Stan Paprocki
4,5,6	Arapahoe 5 Greenwood Village \$149,431	<ul style="list-style-type: none"> 90% of 51 schools are integrating the 40 Developmental Asset framework Community/ School partnerships Community Asset Project, Inc., Prevention office and the Parent Information Network hosted a Community Meeting to provide results of Profiles of Student Life and Behavior survey Youth leadership teams at public and private high schools District Youth Advisory Board promote Developmental Assets 15 Family/School/Community Liaisons support parents through information on assets and protective factors youth need Fitness Festival/5K walk/Run built new school/community partnerships Parenting workshops Assets messages on district calendar Staff training in Link Crew and WEB 	<ul style="list-style-type: none"> Decreased referrals to alternatives to suspension program Decreased alcohol use in grades 9-12 Increase in number of 9th grade students who feel more connected, are more successful, motivated, show increased attendance and grades and are less likely to engage in health compromising behavior Decrease in number of students using tobacco 	-Developmental Assets -Link Crew in HS -WEB in MS -Bully Proofing Your Schools K-8 -DARE in Elementary -Here's Looking at You in Elementary -Character Counts in Middle school	Metro Cindy Wakefield

Congressional District	County and School District Number/City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/Consultant
		<ul style="list-style-type: none"> • 1,100 middle school students participated in WEB at 3 of 8 middle schools • 200 9th grade students trained as WEB leaders • 1,100 9th grade students participated in the Link Crew program in 2 of 5 high schools • 200 11th and 12th grade students were trained as Link Crew leaders • Bullying prevention K-8 • 19,618 elementary students received instruction in district Health curriculum • 10,722 middle school students received at least 12 hours of Health • 13,742 high school students received one semester of Health • Awareness activities • District Prevention, Intervention and Crisis Plans developed 			

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4,5,6	Arapahoe 6 Littleton \$57,001	<ul style="list-style-type: none"> 820 students at two elementary schools participated in the Second Step Program 35 students participated in a counseling program through Arapahoe Mental Health 162 students participated in the Steps to Respect bullying prevention/tolerance program 135 hours of training in Bully Proofing Our Schools Phase II occurred in 22 classrooms and involved 450 students. 583 students participated in a multi-faceted literacy program. 40 parents attended parenting classes offered by the school counselor 175 people attended each of two events to promote a literacy challenge to read 20 per night at home 434 students benefited from staff training in the Love and Logic behavior management program. 4 elementary schools implement or continued homework clubs for at-risk students 	<ul style="list-style-type: none"> 83% of students participating in the Second Step Program show increased awareness and understanding of concepts discussed, i.e. making decisions with empathy, impulse control, and anger management Students in counseling program through Arapahoe Mental Health experienced an 80% reduction in referrals and a 50% reduction in suspensions A pre-post survey related to the Steps to Respect objectives, i.e., respect, friendship, bullying showed an 85% increase of student knowledge about these areas. An elementary conflict management program resulted in 87% success rate in conflicts resolved successfully. There was an increase from 94% in 2000-01 to 97% in 2001-02 in the percentage of students who felt safe at school. In Partnership for Assisting Student Success program, students with 75% participation decreased missing assignments by 60% and 75% of those who attended raised their grade by one letter grade. There were no discipline referrals in the group that participated at the 75% or above level. A bully-proofing program at one elementary resulted in a 57% decrease in bullying behavior on the playground. A middle school involved in an ongoing character education program experienced a 15% decrease in the number of students with referrals for bullying issues. Suspensions for drug and alcohol violations increased 17.5% from the baseline year (154 for '99-'00 to 181 in '01-'02) Weapons violations increased from 8 in '99-'00 to 10 in '01-'02. 	-Second Step -Steps to Respect -Bully Proofing Your School -Love and Logic Partnership for Assisting Student Success	Metro Janelle Krueger
4	Arapahoe 32J Byers \$1,611	<ul style="list-style-type: none"> Both principals received training regarding the Bully-Proofing program, with materials purchased for implementation in grades K-8 More than 150 students from grades 3-6 received video-based education on the prevention of teasing and harassment All 50 students in the sixth grade were trained in peer mediation/conflict resolution. Secondary students in grades 7-12 received video-based instruction geared toward the prevention of violence/assaults, teen choices/behaviors, and drug addiction. All 36 seventh graders participated in the G.R.E.A.T program sponsored and taught by the Colorado State Patrol. 	<ul style="list-style-type: none"> No significant differences in disciplinary referrals at the elementary level. The secondary level experienced a significant increase in the number of referrals from 56 in 2000-2001 to 93 in 2001-2002. Research is needed to determine the reasons for the increase. One possibility could be attributed to an increase in staff awareness due to training and specific programs. 		Northeast Janelle Krueger
3	Archuleta 50 Pagosa Springs	<ul style="list-style-type: none"> School to Home Liaison for families of students with at-risk behaviors Parenting program 	<ul style="list-style-type: none"> Decrease in violent behavior, smoking, alcohol and other drug use at school Decrease in disciplinary referrals from previous year 	-Parenting with Love and Logic	Southwest Cindy Wakefield

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	\$5,230	<ul style="list-style-type: none"> Character education, bully prevention, and after school programs at elementary schools Smoking Cessation Program at high school 	<ul style="list-style-type: none"> Decrease in secondary drop-out rate from 2.8% in 1999 to 1% 		
4	Baca 1 Walsh \$709	No process outcomes reported.	<ul style="list-style-type: none"> Dropped from one incident to zero 		Southeast Stan Paprocki
4	Baca 3 Pritchett \$260	No process outcomes reported.	<ul style="list-style-type: none"> Zero students use tobacco K-12 		Southeast Stan Paprocki
4	Baca 4 Springfield \$1,064	No process outcomes reported.	<ul style="list-style-type: none"> The number of alcohol and tobacco infractions has had a noticeable decrease from last year. We feel the decrease is due to the presentations we gave on tobacco and alcohol use. We feel by making students aware of the possible outcome of current behavior patterns; several have chosen a different way of life. 		Southeast Stan Paprocki
4	Baca 5 Vilas \$449	REAP'd for use under Title VI (IASA) for Accelerated Reading programs	REAP'd		Southeast Stan Paprocki
4	Baca 6 Campo \$304	<ul style="list-style-type: none"> Counselor did a series of lessons for students/classes Elementary teachers are addressing certain safety issues 	<ul style="list-style-type: none"> Maintained tobacco free environment. No disciplinary issues 		Southeast Stan Paprocki
4	Bent Las Animas	No process outcomes reported.	<ul style="list-style-type: none"> High school: Zero alcohol violations for 01-02 compared to 2 alcohol violations for previous year Zero drug violations for 01-02 compared to 5 drug violations for previous year Four tobacco violations for 01-02 compared to 2 tobacco violations for previous year Middle School: Zero alcohol violations for 01-02 compared to 0 alcohol violations for previous year One drug violation for 01-02 compared to 0 drug violations for previous year Two tobacco violations for 01-02 compared to 0 tobacco violations for the previous year 		Southeast Stan Paprocki
4	Bent 2 McClave	Funds were REAP'd for use under Title I and Title II	REAP'd		Southeast Stan Paprocki
2,4	Boulder 1 Longmont \$67,168	<ul style="list-style-type: none"> Conflict resolution Peer mediation Bullying prevention American Drug and Alcohol Survey administered to 7th and 9th and 11th graders, and used to develop health programs 	<ul style="list-style-type: none"> Elementary suspensions for violent behaviors remained the same, even as student population grew Reduced secondary suspension rate by 1.5% over 2 years Decrease in student drug and alcohol use by 3% 	-No-Bullying Pro-gram -Choice of Our Lives (COOL) -5 th grade -Project Alert –	North Central Cindy Wakefield

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		at 2 middle schools	<ul style="list-style-type: none"> Decrease in 7th grade students who had ever tried marijuana from 17% in 2000 to 15% in 2002 Decrease in 9th grade students who had ever tried marijuana from 39% in 2000 to 35% in 2002 Decreased expulsions from 61 in 2000-2001 to 48 in 2001-2002 	middle school	
2	Boulder 2 Boulder \$99,648	<ul style="list-style-type: none"> Youth Risk Behavior Survey administered and results publicized School climate surveys developed and administered for all elementary and secondary schools and results presented at Principal meetings Staff and team trainings in social skills, health, suicide prevention and Safe Teacher Lifeskills Training in 8 middle schools Bully Proofing Your School in 8 schools Youth leadership training for 4th and 5th grade students Students serving as Opinion Leaders and Peer Educators communicated information to 1,104 middle school peers in 8 schools and 1 community organization Stay Healthy Oppose Using Tobacco (SHOUT) implemented in all but one middle school and 4 elementary schools Two schools have support groups for Gay, Lesbian and Bisexual youth Five schools have gay-straight alliances Mini-grants for research based programs 20 elementary schools and all high schools have student assistance teams Character Education in 7 elementary and 2 middle schools School/Community coalitions for Health Education, Peer Education, tobacco prevention and Youth Response ensure less duplication of services and consistent messages 231 parents attended Parenting with Love and Logic classes Parent newsletter articles in English and Spanish 	No quantifiable outcome data reported.	-Lifeskills Training -Stay Healthy Oppose Using Tobacco (SHOUT) -Second Step -Project Alert -No Bully -Peace Place -WEB LINKS -Parenting with Love and Logic	Metro Cindy Wakefield
3	Chaffee 31 Buena Vista \$3,687	<ul style="list-style-type: none"> Skills to deal with bullies Confidence gained and ability to respond to conflict without using violence Disruptive behavior that hinders the education process will be reduced 	<ul style="list-style-type: none"> An increase in the number of reports of bullying in each building. This is due to increased skills and confidence to report bullying incidents The number of physical altercations seem to be down with the number of "mediation" sessions up The number of in and out of school suspensions were at 		Northwest Stan Paprocki

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			the same rate as pervious year but the number for bullying were up <ul style="list-style-type: none"> A quick review of a student survey to assess middle school and high school student attitude indicated the vast majority of students feel safe at school 		
3,5	Chaffee 32 Salida \$4,231	<ul style="list-style-type: none"> To reduce the number of office referrals for discipline reasons by 8% To reduce the incidence of drug and alcohol use and abuse by 5% 	<ul style="list-style-type: none"> Discipline referrals were reduced by 40% There was a 20% decrease in the known incidence of drug and alcohol use during the 2001-02 school year 		Northwest Stan Paprocki
2	Clear Creek 1 Idaho Springs \$4,331	<ul style="list-style-type: none"> 4 trainings were conducted that included peer mediation training, Alive at 25, DARE, and training through the office of the District Attorney on methamphetamine usage and hazards resulted in increased awareness 	<ul style="list-style-type: none"> Increased seatbelt usage by 10%. From Sept. '01-March '02, driver compliance increased from 66%-77% and passenger compliance remained the same (Mountain Road to school campus; mostly students) 	-Alive at 25 -DARE -Red Ribbon Week -Great American Smokeout	Metro Janelle Krueger
3	Conejos 6 Sanford \$1,142	Funds were REAP'd for use under Title I	REAP'd		Southwest Cindy Wakefield
3	Conejos 10 Antonito \$1,269	No process outcomes reported.	No quantifiable outcome data reported.		Southwest Cindy Wakefield
3	Costilla 1 San Luis \$1,045	No process outcomes reported.	No quantifiable outcome data reported.		Metro Cindy Wakefield
6	Delta 50 Delta \$15,692	<ul style="list-style-type: none"> 500 copies of a Safe School flip chart were placed near school phones; 300+ referrals were made to the chart during the school year 335 certified personnel received the Strategies Training System training (by Bob McAllister) in stopping disruptive behavior 330 classified staff and bus drivers were trained by Bob McAllister Three administrators received "Bully-Proofing" training in Denver. Three trainers trained 16 principals in "Bully-Proofing" Delta Middle School implemented a full "Bully-Proofing" program affecting 700+ students 16 schools received "Bully-Proofing" posters and reference materials Delta Middle school conducted a school climate phone survey to parents and a written survey to 703 students A Core Virtues program was implemented at Paonia Elementary; 240 participated, K-5 4,993 parents received a mailing from the Districts 	<ul style="list-style-type: none"> Over-all incident reports decreased district-wide by 480 (1,100 in '00-'01; 620 in '01-'02) Of 4,993 anonymous complaint filing forms issued to parents, only four were returned, two of which referenced the same incident 	-Bully-Proofing Your School -Core Virtues -Strategies Training System	West Central Janelle Krueger

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		including reference materials for bullying policies and prevention education. <ul style="list-style-type: none"> District membership on the Domestic Violence Counsel was established 			
1	Denver 1 Denver \$728,712	<ul style="list-style-type: none"> Community School Assistance Teams Olweus Bullying Prevention Program Sexual harassment intervention Staff training Middle School Prevention Coordinators District evaluation of Lifeskills Training implementation Second Step implemented at 65 schools Adolescent Health and Development Survey Mentoring training for 75 youth from 4 high schools Mentoring implemented for youth at 5 elementary and middle schools Collaboration with Arapahoe House for 8 substance abuse counselors 	<ul style="list-style-type: none"> Decreased expulsions for substance use 59%, from 17 in 2000-2001 to 7 in 2001-2002 	-Olweus Bullying Prevention Program -Lifeskills Training -Second Step -Let Each One Teach One	Metro Cindy Wakefield
3	Dolores 2 Dove Creek \$1,006	No process outcomes reported.	<ul style="list-style-type: none"> Decreased discipline referrals and student suspensions and expulsions for alcohol and other drug use Decreased discipline referrals for fights and violence 		Southwest Cindy Wakefield
3,5	Douglas County 1 \$117,254	<ul style="list-style-type: none"> 18 elementary, 6 middle and 6 high schools assessed SAT process – formal evaluation was disseminated Staff development opportunities for classified and professional staff include: Bully–Proofing Your School, Crisis Prevention Intervention, Cooperative Discipline, Classroom Management Skills Training Coordinator created collaborative alliances with 16 community agencies. Implemented web-based tobacco prevention program Bully Proofing Your School in 6 elementary schools; 1 middle school 2nd Step in three elementary schools NOT at alternative to suspension at 1 high school; district-wide tobacco education class Asset-Based Early Intervention Classes (behavior management and substance abuse) offered to 5th through 12th grade students and parents Asset-based Interventions provided 83 student and their parents with an educational intervention for drug-alcohol and/or behavioral concerns 	<ul style="list-style-type: none"> Preliminary data showed inconsistency in Student Assistance Team best practice Information regarding community resources and support was disseminated through SATs 1136 teachers and students using web site for tobacco prevention 1095 students using web site for tobacco prevention Asset-based Intervention for drug-alcohol and/or behavioral concerns reduced suspension days by 50% Based on Student Assistance survey data, 93% of student who enrolled in Asset-based Intervention complete the class; 75% or parents report a noticeable change in behavior; 94% of parents reported the instructor for parent sessions provide helpful information and strategies Douglas County Sheriff's Office reports 160% increase in overall number of incidents of sexual assault by force (1/1/02 – 6/30/02) 	-Consider This – web-based tobacco prevention program -Bully Proofing Your School -Second Step Violence Prevention NOT (Not on Tobacco)	Metro Stan Paprocki

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3	Eagle 50 \$15,890	<ul style="list-style-type: none"> Life Skills: 378 third grade students in 8 elementary schools completed the pilot program for "Life Skills Training" (Training for counselors and SRO provided.) Conflict Resolution: Participants gained skills in working with conflict among students, parents, and staff; Principals incorporated training into their school improvement plans. Eagle County Cares Survey: Students completed an on-line survey; Results were combined with other local indicators. 	<p><u>No quantifiable outcome data reported.</u></p> <p>Key findings from Eagle County Cares Survey was submitted (but not analyzed.)</p>	- "Life Skills Train- ing" from National Health Promotion Associates, Inc., Published by Princeton Press	West Central Janelle Krueger
5	El Paso 2 Harrison \$34,398	<ul style="list-style-type: none"> Continue Project Alert with uniformed Colorado Springs Police Officers for all 6th grade students Each middle school visited by Prevention Resource Officer twice per week 7th grade booster sessions in Project Alert Law-related education taught at 8th grade level 11 elementary schools incorporate "Second Step" into classroom "Second Step" training for 9 staff Transportation department (bus drivers) trained in "Second Step" 	<p>Comparing semester discipline for four years:</p> <ul style="list-style-type: none"> Use/Possession/Sale/Distribution of Alcohol/Drugs/Paraphernalia down again from 99 to 56 to 43 Weapons category down again from 79 to 45 to 39 Smoking/Tobacco usage remains about the same from 128 to 75 to 79 	-Project Alert -Second Step Vio- lence Prevention -Steps to Respect	Pikes Peak Stan Paprocki
5	El Paso 3 Widefield \$28,198	<ul style="list-style-type: none"> 4,436 students participated in Character Education opportunities Bullyproofing and Community of Caring models were implemented All 6th grade student (671) participate in DARE Each school revised building crisis plans Crisis drills implemented in each building Radios Elementary students participated in extended school activities, tutoring and enrichment High schools trained peer counselors in peer mediation skills Several buildings held parent training to assist at risk students 	<ul style="list-style-type: none"> level Four percent increase in suspension at high school Junior high and elementary suspension remained same Suspension for excessive truancy decreased from 76 to 44 Number of expulsions decreased by 4 	-DARE	Pikes Peak Stan Paprocki
5	El Paso 8 Fountain \$16,108	<u>No process outcomes reported.</u>	<u>No quantifiable outcome data reported.</u>		Pikes Peak Stan Paprocki

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5	El Paso 11 Colorado Springs \$340,976	<ul style="list-style-type: none"> 3 of 5 high schools implement teen pregnancy groups 21 community, parent, student, and staff members assist in monitoring the implementation, selection of, training and reporting strategies and program for the SDFSC 3 community agencies provide on-site referral counseling services in 2 high schools (3551 students); 6 middle schools (4240 students) 1 alternative school (69 students), 1 charter school (166 students) 39 elementary schools provide groups to meet the needs of at-risk students Student Assistance Programs/Teams utilize support groups for students in 17 elementary schools, 9 middle schools and 4 high schools: anger management, peer/conflict mediation 2 administrators, 15 middle school staff, 4 elementary staff received peer mediation training 9 school have peer mediation peer leaders 25 elementary schools have conflict managers 2,268 sixth grade students received Project Alert delivered by C. Springs Police Department 100% of all k-12 students and staff increased awareness and received support to identify and address causes of violence and delinquent behavior (Early Warning Signs Assessment Tool) 2 high schools, 20077 students, 651 parents, 143 staff participated in high school climate survey Parent surveys – 418 respondents, 95% confidence level drug free schools programs assessed and evaluated 9 middle schools, 5 high schools, 30% of all elementary schools provide transition programs and services Each high school (5) has one transition and drop out prevention specialist One district crisis intervention team that responds to and trained 43 counselors, psychologists, social workers, staff, parents, and community members 217 students who displayed chronic absenteeism, truancy and school disruption were referred for an assessment of needs 80% of all k-12 students, 12 agencies and businesses participated in Red Ribbon Week 250 middle school leaders, 30 community volunteers, parents and staff participated in a middle school conference 	<p>Discipline/Referral report indicate:</p> <ul style="list-style-type: none"> Decreased k-12 overall suspensions from 372 in 01 to 368 in 02 – 9% decrease Decreased middle school behavioral referral/suspension by 12%, from 45 in 01 to 24 in 02 Decreased overall k-12 expulsion by 9.7% from 01 to 02 Total number of girls suspended decreased from 73 in 01 to 61 in 02 – 8.9% decrease Decreased overall k-12 suspensions for substance use, sales, possession of and distribution from 171 in 01 to 119 in 02 – 14% decrease Middle school suspension for substance use, sales, possession of and distribution decreased from 43 in 01 to 23 in 02 – 12% decrease <p>High School Climate Survey:</p> <ul style="list-style-type: none"> 61% of students feel safe at school before, during and after school hours 51% of teachers feel safe at school during school hours <p>Parent Survey:</p> <ul style="list-style-type: none"> 50% of parents surveyed agreed district communication strategies are adequate 65% of parents surveyed agreed students have a clear understanding of behavioral expectations 63% of parents agreed students feel safe at school attendance k-12 attendance rates decreased by 2% from 91.4% in 01 to 93.4% in 02 k-5 attendance rate indicate the greatest percent of decrease from 95.4% in 01 to 94.8 in 02 Log-in reports 100% increase in parental involvement with Community Advisory Committee 100% of k-12 schools logged volunteer/parent involvement hours for 01-02 	-Project Alert	Pikes Peak Stan Paprocki

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
5	El Paso 14 Manitou Springs \$4,423	No process outcomes reported.	<ul style="list-style-type: none"> • Search Institute Student Profile Survey • Percentage of students drinking alcohol between one and 19 times in the 30 days prior to survey was reduced in 5 out of 7 grade levels from 7% to 16% -- goal was a 5% reduction • Percentage of students reporting sniffing of inhaling substances to get high was reduced in 6 out of 7 grade levels between 2% and 16% -- goal was a 5% reduction • Goal of increasing the percentage of middle school students an external asset of a caring school environment was not met • Goal of decreasing the percentage of students reporting either hitting or threatening physical harm was only met in two grade levels • Twenty questions follow-up Search Institute survey with middle schools students: • Nine percent more students indicated they'd never had a drink • Nineteen percent more students indicated they'd never smoked a cigarette • Fifteen percent more students indicated they hadn't smoked in the past twelve months • Six percent more students had never used hashish or marijuana • Eight percent more students had never sniffed glue • Fourteen percent fewer students never consider the possibility of being hurt at school in 1998 survey moved to possibly occasionally 		Pikes Peak Stan Paprocki
5	El Paso 20 Academy \$57,953	<ul style="list-style-type: none"> • Project Alert in 3 middle schools by Prevention Resource Officer • Interquest Canine Detection program in 5 high schools and 4 middle schools – administrators indicate there has been a reduction in the influx of drugs and weapons onto school campuses • Project Alert training for middle school counseling staff • Functional behavioral assessments, behavior contracts, behavior programming for students and staff pre-k – 12 • Staff development for general and special education teachers and paraprofessionals, bus drivers and administrators • Bully prevention parameters for accreditation usage • Behavioral intervention teams 	<p>American Drug and Alcohol Survey</p> <p>6th grade:</p> <ul style="list-style-type: none"> • 9 of the 13 self-reported usage areas declined between 99-00 and 01-02 • Usage categorized as 'high risk' (heavy use) and 'moderate risk' (occasional use) declined with 'negligible use' or 'no use' increasing from 80.9% to 84.8% • 90% of 6th graders reported that they never have used drugs and never will <p>8th grade:</p> <ul style="list-style-type: none"> • Eight of the 13 self-reported usage areas declined between 99-00 and 01-02 • Usage categorized as 'moderate risk' (occasional use) declined with the 'negligible' use or 'no use' increased from 64.8% to 71.1% <p>10th grade:</p>	-Project Alert -Interquest Canine Detection	Pikes Peak Stan Paprocki

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	El Paso 20 Academy \$57,953 (continued)		<ul style="list-style-type: none"> • 11 of 13 self-reported usage areas declined between 99-00 and 01-02 • No drug areas increased from 99-00 and 01-02 • Usage categorized as 'negligible use' or 'no use' increased from 42.5% to 48.3% -- 12th grade • 4 of the 13 self-reported usage areas declined between 99-00 and 01-02 • The 'light marijuana use' category declined from 15.5% to 13.6% • Usage categorized as 'negligible use' or 'no use' increased from 34.7% 38.1% 		
5	El Paso 49 Falcon \$21,166	<ul style="list-style-type: none"> • Crisis plan created and staff trained • Counseling groups • SRO's on all secondary campuses • Acts of kindness recognized in schools • Conflict resolution taught in schools • Transition programs in place from elementary to middle and middle to high schools 	<p>SAR incidents (00-01 to 01-02)</p> <ul style="list-style-type: none"> • Elementary – decreased from 525 to 185, total decrease of 340 incidents • Middle – increased from 872 to 961, total increase of 89 incidents • High – decreased from 785 to 481, total decrease of 304 incidents • Overall number of incidents decreased by 555 of a 25.4% decrease incidents reported • Seventy percent of reported incidents were male; 30% female • Drop out rate increased from 1.8% to 2.3% • Graduation rate fell from 87.2% to 84.4% 		Pikes Peak Stan Paprocki
4	Elbert 1 Elizabeth \$9,122	<ul style="list-style-type: none"> • A goal to reduce the number of suspensions and expulsions k-12 for controlled substances showed some decrease in Year Two, but increased in the past year • There have been increased disciplinary action, which may be attributed to implementation of anti-bullying measure 	No quantifiable outcome data reported.		Metro Stan Paprocki
3,5	Fremont 1 Canon City \$14,280	No process outcomes reported.	<ul style="list-style-type: none"> • 1 expulsion; 29 out-of-school suspensions (student population: 4,095) • Office referrals for Violations of Code of Conduct: 1/100 students • Office referrals for fighting: 3/100 students • 10% reduction of youth perception of availability of drugs (CYS) • Significant decline for using controlled substances on school grounds: <ul style="list-style-type: none"> • 98-99: .43% • 99-00: .52% • 00-01: .17% • 01-02: .01% 		Pikes Peak Stan Paprocki

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3,5	Fremont 2 Florence \$6,222	No process outcomes reported.	<ul style="list-style-type: none"> Graduation rate increased from 82.3% to 94.6% (00-01 to 01-02) Student attendance increased from 93.6% to 94.5% (00-01 to 01-02) 		Pikes Peak Stan Paprocki
3	Garfield 1 Glenwood Springs \$17,705	No process outcomes reported.	Raw Data Submitted, No Analysis Provided		Northwest Cindy Wakefield
3	Garfield 2 Rifle \$11,400	<ul style="list-style-type: none"> Building teams and 8 community agencies created a district crisis plan Employee/visitor badge and sign in system established 	No quantifiable outcome data reported.		Northwest Cindy Wakefield
3	Garfield 16 Parachute \$2,838	<ul style="list-style-type: none"> Staff training Peer mediation 	No quantifiable outcome data reported.		Northwest Cindy Wakefield
2	Gilpin 1 Blackhawk \$1,360	<ul style="list-style-type: none"> All staff was trained on "Bully-Proofing Your School" and the program was piloted during the 2001-2002 school year Counselor/Instructors were supported at the Gilpin County School District's Alternative Learning Center (ALC), a school serving expelled students for drug-related offenses. 	ALC: <ul style="list-style-type: none"> 5 students successfully reentered general school a senior drop-out returned and graduated 7 students reported discontinued substance abuse 4 students improved failing grades 3 parents noticed drastic improvements in their child's attitude toward school 	-Bully-Proofing Your School	Metro Janelle Krueger
6	Gunnison 1 \$5,474	No process outcomes reported.	No quantifiable outcome data reported.		West Central Cindy Wakefield
3	Hinsdale Lake City \$172	Funds were REAP'd for use under Title I	REAP'd		West Central Cindy Wakefield
3	Huerfano 2 La Veta \$1,025	Funds were REAP'd for use under Title I	REAP'd		Southeast Stan Paprocki
2,3,6	Jefferson 1 \$304,740	<ul style="list-style-type: none"> Teams at the building level are asked to carefully examine site-based data and identify strategies to address the needs of students in creating and maintaining safe, disciplined and drug-free schools The district supports the local efforts by providing services to schools in the form of state-of-the-art prevention trainings, resources, and referral brokering, prevention lending library and consultation service The district relies on three sources of data to examine the student needs: <ul style="list-style-type: none"> Make Your Voices Heard (internal district) 	Make Your Voices Heard Survey 2001-2002: <ul style="list-style-type: none"> 9 of 10 elementary teachers say teachers help kids and like and care about kids – 6 percentage points increase from 2000 90% elementary respondents believe parents help students learn and behave in school 84% elementary respondents feel safe in school 8 of 10 elementary respondents agree bullies are punished – 10 percentage point increase from 2000 8 of 10 students believe they are learning more about content areas. 75% agree they are learning more about science, music, physical and art. Two thirds say they are learning 		Metro Stan Paprocki

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		<ul style="list-style-type: none"> · The Search Institute Survey · Suspension and Expulsion data 	<p>more about using computer, maps and globes. Three fourths agree taking tests help learning – 6 percentage points increase from previous survey</p> <ul style="list-style-type: none"> • 9 of 10 middle school students report their parents expect them to do well • Two thirds of middle school students feel safe in school. Two thirds agree bullies are punished – a 13 percentage point improvement from 2000 • Three fourths of middle school respondents agree school has high expectations for learning – 5 percentage point increase from 2000 • 8 of 10 middle school respondents say they are learning in areas of reading science and math. Three fourths say they are learning history/geography. • Two thirds middle school respondents gave their school an “A” or “B” grade • 6 of 10 high school respondents agree their school has enough skilled and effective teachers. Over half say the staff challenges them to do their best. Both categories increased 5 percentage points from previous survey • 8 of 10 high school respondents report parents expect students for follow rules and support learning with other school activities • Two thirds high school respondents agree they feel safe in school • 45% high school respondents agree bullies are not tolerated at school – an increase of 9 percentage point from previous survey • Three fourths high school respondents agree they are getting a quality education in many subjects, including history and social studies, electives and language arts. 7 of 10 agree they are getting quality education in math and science. • 6 of 10 high school respondents gave their school an “A” or “B” grade <p>264 students were expelled – an increase of 95 from 00-01, but 37 less than 99-00</p> <p>Drug offense expulsions increased by 66 in 01-02 from 78 in 00-01 to 144 in 01-02 but 38 less than 99-00</p> <p>Suspensions summary: (all grade levels)</p> <ul style="list-style-type: none"> • Tobacco 238 • Alcohol 259 		

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			<ul style="list-style-type: none"> • Other Drugs 764 • Fighting/ Bullying 1336 • Weapons 109 		
4	Kiowa 1 Eads \$866	Made adequate progress given the small number of students involved	1 incident of tobacco use		Southeast Stan Paprocki
4	Kiowa 2 Plainview \$283	No process outcomes reported.	No quantifiable outcome data reported.		Southeast Stan Paprocki
3	Lake County 1 Leadville \$3,980	<ul style="list-style-type: none"> • Secondary schools participating in Peer Mediation intervention programs • District participates in Community Safe Schools Grant and addresses issues brought forward 	<ul style="list-style-type: none"> • Number of office referrals has declined as a result of several interventions <p>Awaiting results of the Colorado Youth Survey</p>		West Central Janelle Krueger
3	La Plata 9 Durango \$17,134	<ul style="list-style-type: none"> • Colorado Youth Survey 	<ul style="list-style-type: none"> • Reduction in grades 6,7, 8 (sic) 		Southwest Cindy Wakefield
3	La Plata 10 Bayfield \$3,495	<ul style="list-style-type: none"> • Peer Helpers at high school for conflict resolution, mediation, tutoring, resisting peer pressure and drug use and welcoming new students 	<ul style="list-style-type: none"> • Fourteen of 15 students in anger management instruction improved academically and stayed out of trouble 		Southwest Cindy Wakefield
3	La Plata 11 Ignacio \$3,043	<ul style="list-style-type: none"> • Awareness activities • Safe and drug free student activities • Colorado Youth Survey 	No quantifiable outcome data reported.		Southwest Cindy Wakefield
4	Larimer 1 Fort Collins \$82,095	<ul style="list-style-type: none"> • Partnerships with 18 community agencies and organizations • 15,205 students received classroom social skill and media literacy instruction • Young Men's Conference attended by 175 high school male students • Cable television show with prevention related topics taped at 4 high schools • Student Assistance Services partnerships with Colorado State University and United Way • 58 threat assessments completed 	Raw Data Submitted, No Analysis Provided	<ul style="list-style-type: none"> -Here's Looking at You – 6th grade -Project Alert-7th grade -Reality Check -Bully Proofing Your Schools -Get Real About Violence -Second Step 	North Central Cindy Wakefield
2,4	Larimer 2 Loveland \$51,127	<ul style="list-style-type: none"> • Increased the number of youth receiving substance abuse prevention curriculum in middle school health classes • 1,600 middle school students were exposed to positive normative messages regarding no alcohol tobacco and other drug use and nonviolent behavior • Increased number of teachers, administrators and counselors available for Project Alert and Aggression 	No quantifiable outcome data reported.	-Project Alert Aggression Re- placement Training	North Central Cindy Wakefield

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		Replacement Training			
2,4	Larimer 3 Estes Park \$4,582	<ul style="list-style-type: none"> Bully-proofing in middle school Implemented a staff-created violence prevention curriculum in elementary and middle school Staff training in Get Real About Violence 	Raw Data Submitted, No Analysis Provided	-Get Real About Violence -ECHO	North Central Cindy Wakefield
4	Las Animas 1 Trinidad \$15,836	No process outcomes reported.	No quantifiable outcome data reported.		Southeast Stan Paprocki
4	Las Animas 88 Kim \$234	<ul style="list-style-type: none"> Funds were REAP'd for use under Title I and Title III 	No quantifiable outcome data reported.		Southeast Stan Paprocki
4	Logan 1 Sterling \$9,314	<ul style="list-style-type: none"> "Training Peer Mediators – Training the Trainer" conference was attended by the middle school staff during the summer Colorado Mediation Project conference was attended 	<ul style="list-style-type: none"> Violation incidents have increased, resulting in more suspensions and expulsions. Reasons cited include staff being better able to recognize and intervene and a heightened awareness in identifying those individuals most involved in violations. Incidents for weapons, drugs, and detrimental behavior 426 in '00-'01 to 1,326 in '01-'02 		Northeast Janelle Krueger
3	Mesa 49 JT DeBeque \$524	Conflict resolution videos were purchased for the elementary school to supplement classroom , skill-based instruction	No data reported, though "staff has noticed a tremendous difference in student discipline during recess."		West Central Janelle Krueger
6	Mesa 50 Plateau Valley \$1,744	No process outcomes reported.	Incidents are not excessive: <ul style="list-style-type: none"> High school: 4 for drugs, 8 tobacco, 0 alcohol, 4 assaults/fights Middle school: 0 for drugs and alcohol, 4 tobacco, 1 as-sault/fight Elementary school: 0 incidents of above 		West Central Janelle Krueger

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6	Mesa 51 Grand Junction \$65,544	<ul style="list-style-type: none"> 11 mini-grants were awarded including collaborations with 9 community partners, involving approximately 800 students and adults. (Process outcomes were provided for each mini-grant recipient) 25 district employees participated in the community collaborations, including attendance at 50 meetings 100% of all middle, elementary schools (14,000 students), two private schools, and 4 high schools participated in Red Ribbon Week activities The Crisis in-service training included 37+2 alternative schools, 1 private school, 100 participants and 6 community agencies All 37 schools held safety walk-throughs involving 4 different law enforcement agencies and 5 community agencies The Student Code of Conduct was disseminated to 28,000 students and 2000 staff members presented it through classroom discussions in 100% of the schools Re: Strategic Plan - District exceeded its goal of having 50% of forms signed by parents returned indicating they are informed about disciplinary procedures. 80% were returned. 250 district employees representing 32 different schools and programs received training in classroom and behavior management by Dr. Randall Sprick 36 schools have bully proofing plans in various stages of implementation 	<p>Expulsions for 2001-2002:</p> <ul style="list-style-type: none"> 34 at high schools 55 at middle schools 4 at elementary schools <p>No analysis reported.</p>		West Central Janelle Krueger
3	Moffat 1 Craig \$7,963	<ul style="list-style-type: none"> Partnerships and membership on teams such as Community Evaluation Team, interagency meetings, Behavior Assistance, teacher assistance, Child Study Professional development Violence risk team created manual for identification of violent threats and actions 	<ul style="list-style-type: none"> Reduced smoking among students 		Northwest Cindy Wakefield
3	Montezuma 1 Cortez \$31,747	<ul style="list-style-type: none"> After-School Program in one elementary school 754 middle school students participated in Lifeskills Training Adult mentors, wilderness education, character education, challenge courses and tobacco cessation classes at SW Open school 172 high school students participated in support groups, individual counseling, mediation, restorative justice, and peer mediation classes 	<ul style="list-style-type: none"> Increased reading scores, confidence and better behavioral choices in students at Mesa Elementary 21 of 36 high school students involved in support groups showed significant positive changes in distress, relationship problems and social role adjustment, increased average GPA from 1.5 to 2.6 and increased attendance from an average of 1 to 2 days missed per month 	-Lifeskills Training -Discovery	Southwest Cindy Wakefield
3	Montezuma 4 Dolores	160 middle and high school students participated in summer alternative activities	No quantifiable outcome data reported.		Southwest Cindy

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	\$2,193				Wakefield
3	Montezuma 6 Mancos \$1,549	<ul style="list-style-type: none"> Alternative classroom for students who need additional supports Conflict mediation Peer improvisation Resource Officers Mentoring Dare/Great Adult/student relating programs 	No quantifiable outcome data reported.	-DARE -GREAT	Southwest Cindy Wakefield
6	Montrose 1 Montrose \$17,703	Expulsion Intervention and Prevention Program has been implemented	<ul style="list-style-type: none"> Weapons and violence have decreased at the schools where the program has been implemented. Of the 34 students that remained in the program the entire year, their discipline referrals were reduced by 67%. 34 students transitioned out of the program with no further incidents prior to the end of the school year. A total of 68 students showed improvement 		West Central Cindy Wakefield
6	Montrose 2 Naturita \$3,860	No Report Submitted	No Report Submitted		West Central Cindy Wakefield
4	Morgan 3 Fort Mor- gan \$29,748	<ul style="list-style-type: none"> Piloted the after-school program "Closing the Achievement Gap Using Technology" for middle school ESL students. (Title IV supported bus transportation.) Character Building books and materials were provided for use with K-6th students; Character Counts at two schools All schools participated in Red Ribbon Week Fort Morgan High School continues the LINC program GREAT program Approximately 1,807 students, 5-12th, participated in "Say No to Drugs" laser show produced by Mothers Against Drunk Driving. 	<ul style="list-style-type: none"> ESL after-school program students' attendance rate was 98% and 100% of the students earned a proficient rating for their performance 	-Character Counts -GREAT`	North Central Janelle Krueger
4	Otero 1 La Junta \$5,819	<ul style="list-style-type: none"> Food and toy drive raised \$15,099 with 25 youth groups represented 2000 youth and families participated in Task Resources for Youth (TRY) annual Family carnival After prom – 260 students with no drug/alcohol incidents reported or police citations issued 	No quantifiable outcome data reported.		Southeast Stan Paprocki
4	Otero 2 Rocky Ford \$3,453	<ul style="list-style-type: none"> Curricula addresses conflict resolution, drug and alcohol issues 10 student participated in alternative education program 245 students in 3rd to 5th grades participate in DARE 	<ul style="list-style-type: none"> No student (k-12) expelled for violating the state/district drug laws/policies No student (k-12) expelled for violating the state/district laws/policies regarding violence and school safety No violations of the drug, alcohol or violence policies 	-Know Your Body Teenage Health Teaching Modules -DARE	Southeast Stan Paprocki

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		<ul style="list-style-type: none"> Canine detection 	from the canine visits in 01-02 as compared to one student in 00-01		
4	Otero 3 Manzanola \$827	<ul style="list-style-type: none"> 125 elementary student trained in bus safety/evacuation procedures 125 elementary students received gun safety (Eddie the Eagle) training (town police department) 			Southeast Stan Paprocki
4	Otero 4 Fowler \$1,178	<ul style="list-style-type: none"> Teacher training for bullying to address violence prevention instruction and strategies Red Ribbon with community Canine program for drugs, weapons and contraband 	<ul style="list-style-type: none"> 90% reduction for bullying referrals compared to previous year 100% success rate with canine program to produce zero tolerance 		Southeast Stan Paprocki
4	Otero 31 Cheraw \$757	<ul style="list-style-type: none"> Character education, issues of harassment, teasing and bullying (REAP'd funds for Title III) 	<ul style="list-style-type: none"> No incidents of drug and/or alcohol on school grounds for past 4 years Isolated incidents of tobacco use in the past 4 years with no incidents in 01-02 		Southeast Stan Paprocki
4	Otero 33 Swink \$1,162	<ul style="list-style-type: none"> Conflict resolution presentation MADD presentation DUI reenactment Jr. high read to 4th grade about alcohol use School newspaper series on bullying and victimization Jr. high health class included conflict resolution and communication skills American Cancer Society Tobacco Survey District survey for SDFSC programs Up to date information pamphlets (REAP'd funds for Title III) 	No quantifiable outcome data reported.		Southeast Stan Paprocki
6	Ouray 1 Ouray \$755	Bullying and buddy programs	No drug or alcohol related incidents at high school		West Central Cindy Wakefield
6	Ouray 2 Ridgeway \$996	REAP'd funds for use under Title I	<ul style="list-style-type: none"> Decreased alcohol related incidents from 23 to 3 Decreased suicide attempts from 2 to 1 Decreased acts of aggression from 100 to 60 Decreased weapon possession from 4 to 1 		West Central Cindy Wakefield

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6	Park 1 Platte Can- yon \$5,269	<ul style="list-style-type: none"> 17 students successfully completed a tobacco cessation program – N.O.T. (Not on Tobacco) 50 to 75 students participated in the Youth 2 Youth Organization at the middle school. They sponsored Red Ribbon Week, a food drive, and a spring dance Teachers were trained in the Crisis Awareness and Recovery in Education (C.A.R.E.) program to address drug-and alcohol-related behaviors; Teachers are able to co-facilitate groups on a weekly basis School Resource Officer Program implemented (daily presence of a deputy); believed to be having a deterrent effect on crime and other code of conduct violations. Officer also teaches DARE and driver's education 130 5th graders participated in the "Hall of Life" demonstration. Students expressed positive feedback through an informal survey to teachers. 	<p>High School referrals have decreased from the 2000-01 school year to the 2001-02 school year, as follows:</p> <ul style="list-style-type: none"> Alcohol: 3 to 2 Drug possession: 16 to 7 Detrimental behavior: 8 to 6 Weapons: 4 to 3 Vandalism: 4 to 2 <p>Middle school:</p> <ul style="list-style-type: none"> Violent behavior/fighting: 34 to 24 Tobacco: 8 to 2 		Northwest Janelle Krueger
6	Park 2 Bailey \$5,091	<ul style="list-style-type: none"> 358 elementary and middle school students and four new teachers received training in Bully-Proofing Your School All teachers and staff attended the annual in-service for Bully Proofing as a refresher course Elementary counselor received further training in peer mediation skills from the Colorado Mediation Project 12 new students were trained as peer mediators and a total of 22 students were qualified as peer mediators 	<ul style="list-style-type: none"> Peer mediators mediated an average of three disputes per week. Combined efforts resulted in: Bullying behaviors on the playground have been reduced by 205 compared to previous years according to the Colorado School Climate Survey conducted in Dec. and May '01 Behavioral referrals from the beginning of school to Sept. 19 decreased from 12 in 2001 to 3 in 2002, for the elementary school; down from 7 to 2 at the middle school 	<p>-Bully Proofing Your School by Garrity, Jens, et al</p> <p>-Bully Proofing Your School: A Comprehensive Approach for Middle Schools, by Bonds and Stoker</p>	Northwest Janelle Krueger
4	Phillips 1 Holyoke \$2,190	No process outcomes reported.	<ul style="list-style-type: none"> Out-of-school suspensions have decreased by 50% (26 in '00-'01 to 12 in '01-'02) Expulsions went from 1 to 2; Expulsions are still a rare occurrence In-school suspensions increased slightly from 13 to 16. 		Northeast Janelle Krueger
3	Pitkin 1 Aspen \$4,455	Wellness Education Program at the Middle School	<ul style="list-style-type: none"> Key findings and analysis from the Wellness Education Program evaluation report was submitted. Many behaviors are moving in the desired direction between 1999 and 2002 as indicated by quantifiable data. 		Northwest Janelle Krueger
4	Prowers 1 Granada \$950	REAP'd funds for use under Title I, II, and IV	<ul style="list-style-type: none"> Goal to reduce disciplinary by 25% was not met; referrals were up slightly from previous year due to new bullying policy 		Southeast Stan Paprocki

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4	Prowers 2 Lamar \$6,323	DARE in elementary	<ul style="list-style-type: none"> Lamar High School reports the number of negative incidents have declined by 10% Lamar Middle School reports the number of weapons violations reduced from 1 to 0 Drug violations were reduced by 30% Assaults/fights were reduced by 100% One alcohol violation compare to none the year before Tobacco violations raised from 4 to 11 	-DARE	Southeast Stan Paprocki
4	Prowers 3 Holly \$1,126	REAP'd funds for use under Title II	Expulsions, suspensions and discipline referrals have been reduced from the previous year		Southeast Stan Paprocki
4	Prowers 13 Wiley \$963	No process outcomes reported.	Reduced discipline referrals from 25% to 21%		Southeast Stan Paprocki
3	Pueblo 60 \$58,485	<ul style="list-style-type: none"> 30-50 hours health instruction per grade level Three additional Wellness Centers (2 HS, 1MS); each had enrollment greater than 40% 100% health teachers trained in health curricula 2 elementary schools implemented "Bully Prevention" program involving 755 students and 75 staff One training session for Student Assistance Program for 20 staff members DARE lessons integrated into Science, Language Arts, Geography, Health, and Physical Education 19 elementary schools, 53 individual 5th grade classes participated in Nature; The Natural High Program with over 1200 students 18 7th and 9th grade females participated in Mountain Path Ways for Young Women – 35 hours of instruction 	<ul style="list-style-type: none"> Decreased district wide infractions involving harassment from 105 in 2001 to 67 in 2002 Decreased district wide tobacco infractions from 36 in 2001 to 15 in 2002 Increased district wide alcohol infractions from 40 in 2001 to 48 in 2002 Enrollment at the Wellness Centers: <ul style="list-style-type: none"> Centennial = 374 – 43% Central = 877 – 78% East = 668 – 75% Risley = 438 – 117% Corwin = 308 – 78% Freed = 418 – 77% Pre/post Mountain Pathways self-esteem measurement: <ul style="list-style-type: none"> Pre = 49.18 Post = 52.09 A mean difference of 2.91 	-Health 'N Me (k-6) Comprehensive Health for Middle Grades (ETR) -Aggressors, Victims and Bystanders (7-8) Healthy Sexuality (7-8) -FACTS (7-8) Choosing Health High School (HS) -Teenage Health Teaching Modules (HS) -Reducing the Risk (HS) FACTS (HS)	Pikes Peak Stan Paprocki
3	Pueblo 70 \$65,567	No process outcomes reported.	<ul style="list-style-type: none"> Increased attendance at 2 middle schools Of 19 students that worked with the community advocate and attended the middle school the prior year, 3 students made gains in their attendance rate Of the 13 students that worked with a mentor, 4 students made gains in their attendance rate Of the 19 students that worked with the community advocate and attended the middle school the year prior, 8 students improved their overall grade point average Of the 13 students that worked with mentors, 5 		Pikes Peak Stan Paprocki

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
3	Rio Blanco 1 Meeker \$2,083	<ul style="list-style-type: none"> Institute a Joint Behavior Support Team (JBEST) to build capacity in assisting building-level teams in responding to behavioral needs of students Implement Bully Proofing Your Schools at the middle school level Carry out Student Patrol Program at the elementary school level Increased protective factors in middle and high school students and decrease risk factors through community-wide collaborative efforts and implementation of Reconnecting Youth at the high school for targeted students and Project Northland at the middle school for all students 	<p>students improved their overall grade point average</p> <ul style="list-style-type: none"> 10 JBEST members were comprehensively trained Baseline survey data of Meeker/Rangely staff indicated need of support to deal with gangs, weapons, verbal threats, motivation and accepting responsibility A referral process and form were developed and implemented. 5 referrals were processed by the JBEST Student workshop materials, "Gossiping, Taunting, Bullying: It's All Harassment" and "Talking About Sexual Harassment" purchased for Middle School health curriculum 54% of eligible intermediate students qualified to serve on Patrol by demonstrating responsibility and good conduct throughout the school week. 46% of the parents felt Patrol positively contributed to the overall discipline and school climate Positive results are showing that attitudes are changing, that the programs selected to address the risk factors are working, and that the community coalition is addressing issues and the prioritized risk factors. Data from 2001 Colorado Youth Survey shows that Meeker is 10%-20% lower than the state in 6 risk factors: <ul style="list-style-type: none"> Low neighborhood attachment Attitudes favorable towards antisocial behavior Attitudes favorable towards drug use Gang involvement Community disorganization Low perceived risk of drugs In the 2000 CYS survey, no category was better than 10% There were only two categories in the CYS in which Meeker is higher than the state by 15%-20%: <ul style="list-style-type: none"> Perceived availability of handguns (the criminal data indicates that Meeker does not have a high incidence of violent acts. Instead, it is felt that the high number comes from the high number of youth possessing hunting rifles) Early initiation of anti-social behavior 	<ul style="list-style-type: none"> Bully Proofing Your School Reconnecting Youth Project Northland 	Northwest Stan Paprocki
3	Rio Grande 7 Del Norte \$6,747	<ul style="list-style-type: none"> Increased students participating in Big Buddy program 215 students participated in before and after-school programs Get Real About Violence for K-5 Alternative activities for high school students Staff training 	No drug or alcohol related incidents reported after prom	-Get Real About Violence	Southwest Cindy Wakefield
3	Rio Grande	<ul style="list-style-type: none"> Alternative activities for high school students 	No violence, alcohol or other drug related incidents reported		Northwest

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
	8 Monte Vista \$4,569	<ul style="list-style-type: none"> Health instruction K-12 Peer mediation 	after prom		Cindy Wakefield
3	Rio Grande 33 Sargent \$1,263	<ul style="list-style-type: none"> After school detention and drug education for at-risk students Awareness activities Parent seminars Drug dog detection 	No quantifiable outcome data reported.		Southwest Cindy Wakefield
3	Saguache 2 Moffat \$588	<ul style="list-style-type: none"> Peer mediation training Alternative activities 	<ul style="list-style-type: none"> Decreased incidents of fighting Decreased out-of-school suspensions 		Southwest Cindy Wakefield
3	Saguache 26 Center \$2,245	No process outcomes reported.	<ul style="list-style-type: none"> Decreased student suspensions from 126 in 96-97 to 73 in 01-02 No student expulsions Decreased percentage of 11-12th grade students who say they have tried alcohol from 89% in 1997 to 67% in 2000 Decreased percentage of 11-12th grade students who say they have used marijuana from 78% in 1997 to 46% in 2000 		Southwest Cindy Wakefield
3	San Juan 1 Silverton \$257	<ul style="list-style-type: none"> NOT smoking cessation program for middle and high school students Lifeskills Training at Middle schools SKIDS program for elementary 	No quantifiable outcome data reported.	-Lifeskills Training	Northwest Cindy Wakefield
6	San Miguel 1 Telluride \$1,800	<ul style="list-style-type: none"> Awareness activities Alternative activities for high school students 	Decreased school based drug infractions to one		Southwest Cindy Wakefield
6	San Miguel 2 Norwood \$895	<ul style="list-style-type: none"> Awareness activities Created a Crisis Team, Threat Assessment Team and School Crisis Plan Staff training Lifeskills Training at Middle School 	<ul style="list-style-type: none"> Decreased assaults and fights from 15 in 2001 to 13 in 2002 Decreased disobedient and defiant behavior incidents from 30 in 2001 to 8 in 2002 No tobacco violations 	-Lifeskills Training	Southwest Cindy Wakefield

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
3	Summit 1 Frisco \$8,900	<ul style="list-style-type: none"> Bully Proofing Your School program in grades K-8 with aspects implemented at the high school Safe School/Safe Communities advisory council meets monthly to review progress and determine priorities for the work. School Climate Surveys were conducted in 2000-01 and 2001-02 at the elementary and middle schools. Search Institute Survey "Developmental Assets: A Profile in Your Youth" executive summary was presented, comparing data between 1996 and 2001 CU's Center of the Study and Prevention of Violence compiled a report of parent and community surveys for the school district in Feb. 2002. 	<p>School Climate Survey:</p> <ul style="list-style-type: none"> Parents are more satisfied that 1) students do not bully each other at school, b) schools are more aware of bullying incidents and c) schools handle bullying in an appropriate fashion <p>Developmental Assets survey (once or more in the last 12 months):</p> <ul style="list-style-type: none"> Victim of Violence (how many times in the last 2 years) reduced from 37% to 28% Hit someone reduced from 43% to 32% Physically hurt someone reduced from 21% to 12% Used a weapon to get something from someone reduced from 6% to 2% Been in a group fight reduced from 28% to 9% Threatened physical harm reduced from 37% to 25% <p>Strengths from CSPV's survey:</p> <ul style="list-style-type: none"> 77% of parents surveyed and 64% of community members surveyed believe that Summit elementary schools are safer than other schools in Colorado 100% of parents surveyed report that their child's school is a good place for their child to be. 66% of parents surveyed reported that teacher performance and caring about students is the best feature of their child's school. 	-Bully Proofing Your School	Northwest Janelle Krueger
5	Teller 2 Woodland Park \$10, 576	<ul style="list-style-type: none"> All 5 schools have well-defined character education and bully-proofing programs All 3200 students instructed about personal and social responsibility Columbine Elementary was a visitation site for the National Character Education conference due to their honor in 2000 as National School of Character 28 Saturday School sessions/2 staff for each session for 329 students Continued training and program certification for Parents as Teachers (PAT) for 4 staff members and 2 parents PAT – home visits made to all preschool families and 16 additional of children age 3-5 DARE at all 3 elementary schools for 281 5th grade students 	<ul style="list-style-type: none"> 92% of 6th graders, 89% of 7th graders, 94% of 8th graders passed all courses – an average of 4% higher than in previous years CSAP scores for 7th grade reading to 8th grade reading improved for the majority of Saturday School students Tracking PAT families to measure success in grade 1-3 as measured by CSAP3 reading High school attendance rate is up 1.32% Suspensions are down at the high school level Students survey gave high marks for feelings of safety at school 		Pikes Peak Stan Paprocki
4	Washington 1 Akron	<ul style="list-style-type: none"> School-Wide Behavior Support Plan 	<ul style="list-style-type: none"> One incident with tobacco during the 2001-2002 school year in the elementary/junior high school 		Northeast Janelle

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
	\$1,461	(Funds were REAP'd for use under Title I)			Krueger
4	Washington 3 Otis \$602	(Funds were REAP'd for use under Title II)	REAP'd		Northeast Janelle Krueger
4	Washington 101 Lone Star \$322	Alcohol and drug awareness activities	There were no alcohol, tobacco, or other violent or safety-related behaviors reported for the school year.		Northeast Janelle Krueger
4	Weld 3 Keenesburg \$5,239	No process outcomes reported.	No data reported. Full narrative of the "Profiles in Student Life: Attitudes and Behaviors" survey data comparison of 2001 and 2002 not due until Oct. 2002.		North Central Janelle Krueger
4	Weld 4 Windsor \$8,276	<ul style="list-style-type: none"> Six families (4th through 6th graders) participated in the Strengthening Families Program, consisting of 12 adults and 9 children participating in one session of 7 weeks. 192 3rd graders, 192 4th graders, and 213 5th graders participated in the Get Real About Violence program; 4th graders will be post-tested in 5th grade 	Strengthening Families: <ul style="list-style-type: none"> 88% of the youth indicated they almost always know the consequences when rules are not followed 75% of the youth indicated they know how to tell when they are under stress 100% of parents strongly agreed or agreed that they were likely to use some of the skills taught 100% of parents strongly agreed or agreed that they would recommend the program 70% of the parents let their child know specifically what they expected regarding alcohol and drug use Get Real About Violence: <ul style="list-style-type: none"> 3rd graders are more aware of bullying behaviors, have three strategies that are effective to use and willing to use them, and are more aware of their own self in relation to anger issues. 5th graders appear to be more informed School district disciplinary analyses for 2001-02 due in fall of 2002. 	-Strengthening Families Program -Get Real About Violence	North Central Janelle Krueger

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
4	Weld 6 Greeley \$152,930	<ul style="list-style-type: none"> 2 high schools implemented "Journey to a Hate Free Millennium"; Evaluation of school climate to occur during 2002-2003 5 middle schools received mental health services 3 middle schools were provided "support groups" The Drug Free advisory group combined with the Prevention of Expulsion and CKID advisory groups to form the Greeley/Evans Prevention Alliance At least 8 elementary schools added curriculum and library materials to the bullying and violence prevention efforts 2 elementary schools trained teachers in bullying prevention 1 middle school trained the entire staff in bullying prevention 1 middle school added a peer mediation program 3 other middle schools added curriculum and library materials in the areas of substance abuse and violence prevention 2 high schools participated in Red Ribbon Week, along with 2 middle schools and 8 elementary schools 	<u>No quantifiable outcome data reported.</u>		North Central Janelle Krueger
4	Weld 8 Fort Lupton \$23,306	<ul style="list-style-type: none"> A school plan for all four schools was developed pertaining to the "Inviting School Environment" standard. The plan was presented to the school board Sherlock Hounds DARE program is ongoing at the middle school 	<ul style="list-style-type: none"> No substances were found during the "Sherlock Hounds" event; Fewer substance incidents have been reported (referrals) each year since the program was established The police department reports that the incidents involving students receiving the DARE program have decreased since the implementation of DARE 	-DARE	North Central Janelle Krueger

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
4	Yuma 1 Yuma \$2,877	<ul style="list-style-type: none"> • Middle school implemented a no tolerance policy for racial harassment • All students involved in some sort of conflict participate in an 8-hour conflict resolution course • A consultant was hired to help counselors and building representatives establish an anti-bullying program for the school district • The middle school advisory group presented proposed changes to the district drug and alcohol policies, which were met with a renewed commitment • 4 Conflict Resolution Workshops were held at the middle school • 24 middle school students participated in two different Ropes Courses • The high school sponsored safe activities after the Prom • 7th and 8th graders were taught the WAIT (Why Am I Tempted) resistance training • Each school participated in Red Ribbon Week activities geared toward each grade level 	<ul style="list-style-type: none"> • No tolerance policy reduced suspensions from 65 to 28 in 2001-02, a 63% reduction • Fighting incidents at the middle school were reduced from 27 to 15, a 45% reduction • Middle school reduced the number of drug and alcohol incidents to zero for the first time in five years. 	-WAIT	Northeast Janelle Krueger
4	Yuma 2 Wray \$2,402	A+LS software program	<ul style="list-style-type: none"> • A low incidence of suspensions has been noted – 3.4% of population removed from class as compared to a state average of 6.7% • As reported on the Colorado Youth Survey, students are well below the state average in a number of risk areas 		Northeast Janelle Krueger
4	Centennial BOCES \$46,028 includes Weld Coun- ties 1,2,5,7,9, 10 11,12 Cities of Gilcrest, Eaton, Johnstown- Milliken, Platte Valley, Briggsdale, Ault-High- land, Prairie, Pawnee	No process outcomes reported.	No quantifiable outcome data reported.		Northeast Janelle Krueger

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
4	East Central BOCES \$18,558 includes Adams 31J, Cheyenne 1 and 5,, Kit Carson 4, 5, 6, 20 and 23, Lincoln Counties 4, 23, and 113, Washington Counties 2 and 104	Submitted identical report as last year – no change.	Submitted identical report as last year – no change.	Character First DARE	Northeast Janelle Krueger
4	Northeast BOCES \$2,115 includes Logan 3, 4 and 5, Phillips 2, Sedgwick 1 and 3, Yuma 3 and 4	Parent Academies continue, including components addressing character education Merino held two academies, Nov. '01 and April; 02. <ul style="list-style-type: none"> November's included a focus on anger management as presented by the high school counselor; 52 parents attended with the FCCLA chapter at the high school providing babysitting services for 36 children April's included a focus on bullying, as presented by two representatives of the High Plains Sexual Assault Prevention Office; 41 parents attended and babysitting was provided for 34 students 	No data reported. Evaluation for parent academies due at the three-year benchmark.		Northeast Janelle Krueger
3	Northwest BOCES \$17,166 includes Grand County 1 and 2, Jackson 1, and Routt 1, 2, and 3	<ul style="list-style-type: none"> Increased percentage of youth participating in prevention programs from 9 to 27 students in Jackson 1 Elementary peer conflict resolution, middle school Insight Groups for counseling in Routt 2 Colorado Youth Survey in Routt 3 	<ul style="list-style-type: none"> Decreased high risk behaviors, reported on surveys, by 12% in Jackson 1 Raw data submitted, no analysis provided by Routt 3 		Northwest Cindy Wakefield

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
4,5	Pikes Peaks BOCES \$45,231 includes El Paso 1,12, 22, 23, 28, 38, 54, 60, Elbert County 2, 100, 200 and Teller 1		<ul style="list-style-type: none"> • El Paso 23, Peyton – No data reported • Pauline Memorial – Student awareness through discussion, role-playing and questioning helped achieve goals • Monument Academy – Revised overall school discipline program and dress code. Developed new separate discipline program for middle school and developed consistent rules and consequences for all students. Discipline referrals were reduced by 15% overall for 00-01 • El Paso 60, Miami-Yoder – Drug related offenses dropped by 50% • El Paso 38, Lewis Palmer – referrals for drug, alcohol and tobacco usage is down by 5%; Counseling department use up by 8% • Kiowa 2 – suspensions for use of alcohol/tobacco has been reduced by 25% from last year • El Paso 28, Hanover – No data reported • Frontier Charter Academy – total number of students with discipline referrals was reduced by 25% • E Paso 22, Ellicott –The elementary had no incidents of drugs or alcohol; the middle school had only two; the high school had 20. The number of severe misbehavior has been reduced • Elbert 200 – zero referrals and/or suspensions related to substance use, abuse and any involvement • El Paso 54, Edison – zero alcohol/drug related problems • Colorado Springs School – No data reported • El Paso 12, Cheyenne Mountain – no instances of alcohol, tobacco or other drug violations • El Paso 100, Big Sandy – No data reported • Teller 1, Cripple Creek-Victor – risk/protective factor survey results • El Paso 1, Calhan – no data sent 		Pikes Peak Stan Paprocki

Con- gress- ional Dis- trict	County and School Dist Number/ City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/ Consul- tant
3	Rio Blanco BOCES \$1,982 Rangely	<ul style="list-style-type: none"> 75 elementary students attend Conflict Management training 25 elementary students selected as Conflict Managers 250 elementary students participated in Bully Proofing program 50 middle school students participated in GREAT 160 middle school students participated in Habits of Mind 213 high school and 160 middle school students participated in the Canfield Productions 595 students participated in Red Ribbon Week 100 students participated in the community Splash Dance 10 teachers representing both general and special education were trained and formed a behavior evaluation and support team 3 students refereed to the behavior team 			Northwest Stan Paprocki
3	San Luis Valley BOCES \$7,049 includes Alamosa 22, Conejos 1, Costilla 30, Mineral 1, Saguache	<ul style="list-style-type: none"> Alternative activities for 60 high school students and Teen Issues Conference in Mountain Valley Students Against Drunk Driving support alternative activities for high school students Increased supervision of elementary students in North Conejos Staff training for 32 teachers in Sangre de Cristo Pilots for Prevention in Saguache County 	<ul style="list-style-type: none"> No drug related incidents in Creede No drug or alcohol related incidents in North Conejos No alcohol incidents in Sierra Grande No expulsions for drugs or weapons in Sangre de Cristo 		Southwest Cindy Wakefield
3,4,5	South Cen- tral BOCES \$10,326 includes Crowley 1, Custer 1, Fremont 3, Huerfano 1, Las Animas 2, 3, 6, 82	All seven districts reported making progress toward accomplishing their measurable goals of reducing alcohol, tobacco and other drugs, violence and safety-related behavior.	Las Animas 3, Hoehne – 1 alcohol related incident for both middle and high school; 2 fight reported		Stan Paprocki

Congressional District	County and School District Number/City Allocation	Process Indicators (Accomplishments toward goals or as a result of activities)	Outcome Indicators (Attitude & Behavior Measures)	Curriculum Used	Region/Consultant
4	South Platte Valley BOCES \$7,416 includes Morgan 2, 20, and 50	No process outcomes reported.	<ul style="list-style-type: none"> • It was reported by the building representatives that the number of office referrals and suspensions were down. • There were zero expulsions. 		Janelle Krueger

Section J

ESEA, Title X, Part J, Subpart 2

RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

The REAP program becomes effective on July 1, 2001 and affects activities carried out during the succeeding (2001-2002) school year. These activities will be reported in December of 2002. **No REAP activities should be included in the report due to the Department on December 1, 2001.**

Use the attached form to report funds allocated under Titles II, IV, and VI that have been combined under the REAP authority during school year 2001-2002. Small (less than 600 in average daily attendance) and rural (all schools served that have an NCES locale code of 7 or 8 in the Common Core of Data) school districts are permitted to combine their allocations under ESEA Titles II, IV, and VI (including Class Size Reduction, but not School Renovation) and use the funds for activities specified in the REAP statute (Part A of Title I, sections 2210(b), 3134, and 4116 of ESEA).

Activities carried out under REAP are to be reported here, not under the programs (Titles II, IV, and VI) for which the funds were allocated, and not under the programs with activities cited in the REAP statute (Titles I, II, III, or IV) that the combined funds may be used to carry out.

J-1. REAP Participation

- a. How many districts were eligible to participate in REAP? 88
b. How many districts participated in REAP? 15

J-2. Funds Combined under REAP

- a. How many districts included as “applicable funding” for REAP purposes:
- | | |
|--|----|
| 1) Title II funds | 12 |
| 2) Title IV funds | 10 |
| 3) Title VI funds, other than Class-Size Reduction | 11 |
| 4) Class-Size Reduction funds | 12 |
- b. What was the total amount of funding allocated to participating districts under each program?
- | | |
|--|------------|
| 1) Title II | \$ 21,175 |
| 2) Title IV | \$ 10,842 |
| 3) Title VI, other than Class-Size Reduction | \$ 33,965 |
| 4) Class-Size Reduction | \$ 124,690 |
- c. Of the total amount of funding allocated to participating districts under each of the following programs, what amounts did they include, in the aggregate, as “applicable funding” for REAP purposes?
- | | |
|---|-----------|
| 1) Title II | \$ 15,753 |
| 2) Title IV | \$ 7,338 |
| 3) Title VI other than Class-Size Reduction | \$ 24,263 |
| 4) Class-Size Reduction | \$ 97,947 |

J-3. How REAP Funds Were Used

- a. How many districts used funds combined under REAP for each of these?
- | | |
|---|---|
| 1) Targeted assistance programs under Title I of the ESEA | 9 |
| 2) Title I schoolwide programs | 0 |
| 3) Professional development under section 2210(b) of the ESEA | 4 |
| 4) Technology-related activities under section 3134 of the ESEA | 5 |
| 5) Drug- and violence-prevention under section 4116 of the ESEA | 1 |
- b. What amount of funds combined under REAP was used statewide by participating districts for each of these?
- | | |
|---|-----------|
| 1) Targeted assistance programs under Title I of the ESEA | \$ 91,691 |
| 2) Title I schoolwide programs | \$ 0 |
| 3) Professional development under section 2210(b) of the ESEA | \$ 14,121 |
| 4) Technology-related activities under section 3134 of the ESEA | \$ 38,613 |
| 5) Drug- and violence-prevention under section 4116 of the ESEA | \$ 876 |

J-4. Assessments Used

- a. Are Title I standards, assessments, and criteria for adequate yearly progress the measures used to gauge the progress of students served by districts participating in REAP?

Yes X No

If not, please describe the assessments and criteria used to measure student progress:

- b. Are the same assessments and criteria for student progress used by all districts participating in REAP?

Yes X No

If not, please describe the assessments and criteria used to measure student progress:

J-5. Assessment Results

Provide a brief summary that indicates (1) the total number of districts participating in REAP, disaggregated by the number of years of participation and (2) the number of districts in each of the disaggregated groups whose students met the criteria for student progress.

- a. For districts that have participated in REAP for one year:

(1) How many districts are ending their first year of participation in REAP? 15

(2) Of these, how many districts failed to report achievement data in the first year of participation? 0

(3) What steps has the SEA taken to acquire the missing achievement data?

- b. For districts that have participated in REAP for two years:

(1) How many districts are ending their second year of participation in REAP?..... N/A

(2) In how many of these districts did students not meet the criteria for student progress compared to their prior year's performance? N/A

(3) In how many of these districts was there no change in student performance compared to the prior year? N/A

- c. For districts that have participated in REAP for three years:
- (1) How many districts are ending their third year of participation in REAP? N/A
 - (2) In how many of these districts did students meet the criteria for student progress compared to their first year's performance? N/A
 - (3) In how many of these districts did students not meet the criteria for student progress compared to their prior year's performance? N/A
 - (4) In how many of these districts was there no change in student performance compared to the prior year? N/A
 - (5) How many of these districts failed to report achievement data in the first or third year of participation? N/A
 - (6) What steps has the SEA taken to acquire the missing achievement data?

- d. For participating districts that changed their assessments:
- (1) How many districts changed assessments in the second or third year of their participation in REAP? N/A
 - (2) For these districts, how will the SEA compare achievement results? What are the criteria for judging student progress?

Section K

ESEA, Title I, Part B

EVEN START FAMILY LITERACY PROGRAM

Program and Participant Characteristics

K-1. Federally funded Even Start subgrants in your state

- a. Give the number of federally funded **Even Start** subgrants in your state:.....14
- b. Attach a list of subgrantees with contact information and addresses...**see attachment**

K-2. Numbers of Even Start families served

- a. Number of families served.....551
- b. Total number of adults participating.....569
- c. Total number of adults who are English language learners.....356
- d. Total number of children participating.....789

K-3. Size of Even Start federal share for subgrants

- a. Average amount of subgrant award.....\$127,972
- b. Range of subgrant awards.....from \$173,800 to \$58,000

K-4. Even Start allocation reserved for state administration and technical assistance

- a. Give the percent of the State's **Even Start** allocation that is reserved for state administration and technical assistance.....6%

The following question asks about the design of projects in your state rather than participation hours of specific individual participants.

Indicate the total hours per month a typical participant would be expected to spend in instruction in each service area (for example, the same class offered twice in one day would be counted once, since no participant would be expected to attend the same class twice). Include all instructional hours offered, including hours offered in home-based settings. Include in the average all months of the program year, even months during which lower levels of service might be offered.

In well-integrated curricula, the objectives of more than one core component may be addressed in the same class or session. In this case, please do not double count hours. Please split the total hours of integrated services offered to ADULT participants between parenting and adult education. The same hour for an adult CANNOT be reported for more than one service area. When services are offered to parents and children jointly, those hours can be counted toward early childhood for children as well as parenting or adult education for the adult.

K-5. Average number of hours of instruction offered per month

- a. Adult Education.....41 hours
- b. Early Childhood Education (for all ages).....62 hours
- c. Parenting Education.....15 hours

The same instructions from question 5 apply to this question, but this question asks for the average ACTUAL participation hours, rather than the planned or offered hours.

For children in grades K-3, EXCLUDE compulsory education school hours.

K-6. Average number of hours of participation per month

(data are gathered for percentage of participation in core components)

- a. Percent of families who attended 60-69% of program activities 18%
- b. Percent of families who attended 70-79% of program activities 27%
- c. Percent of families who attended 80% or more of program activities 48%

K-7. Characteristics of newly enrolled families at the time of enrollment

(data are gathered for some characteristics of currently enrolled families)

- a. Percent of families at or below the Federal Poverty Level not available
- b. Percent of adult participants working toward a high school diploma or GED 31%
- c. Percent of adult participants who test below 9th grade level 6%

K-8. Percent of newly enrolled families enrolled in each program year that remain in the program

(data are collected on families who have completed 30 hours, 200 hours, and 300 hours or more of programming)

- a. Number of families who participated in 30 hours (baseline) 551
- b. Number and percent of families who participated in 200 hours 330 (60%)
- c. Number and percent of families who participated in 300 hours or more
(this figure represents approximately 12 months of service) 237 (43%)

Project Performance:

K-9. Describe how the State used its performance indicators developed under section 1210 of the Even Start Statute to monitor, evaluate, and improve programs in the State.

Performance indicators were developed in 1999-2000. Data to measure outcomes on the indicators have been gathered for the 2000-01 and 2001-02 program years. These data have been compiled and distributed to the local **Even Start** coordinators in the form of a program report. The report includes state averages for each of the indicators as well as program outcomes for each indicator for the past two years. The top three performing programs in the state are also identified for each indicator (when applicable). This identification allows coordinators whose programs have low-performing components to contact staff members of programs whose same components are high-performing, in order to discuss possible ideas for improvement.

During 2002-03, data about program outcomes on performance indicators are being used to design the individual evaluation measures for each site. In the past, program staff identified three areas of focus (quality considerations) for their evaluation from the ***Guide to Quality for Even Start Family Literacy Programs***.

During 2002-03, each local coordinator and the Coordinator of Local **Even Start** Evaluations review the program's performance on the indicators. Indicators with the weakest performance areas are identified. These indicators are translated into one or two areas of focus for the evaluation. For example, if a program performs well below the state target for 'primary-grade children reading at grade level' and for 'school attendance,' the quality considerations from the ***Guide to Quality*** that most closely address these areas will become part of the evaluation focus for that particular program. In this instance, the quality considerations that may be most appropriate are *parenting education, parent-child literacy activities, or home-based instruction*. Staff members choose an additional one or two quality considerations to be included in the evaluation, based on their program's goals.

As part of its application, each **Even Start** program, requesting monies for a second grant cycle [year 5 funding], will submit to the **Even Start** Committee of Practitioners/Panel of Readers a schematic which contains the following information:

- ❑ the state average for each component of the *Colorado Family Literacy State Performance Measures* (provided by the Coordinator of Local Even Start Evaluations);
- ❑ the program's average for each component of the *Colorado Family Literacy State Performance Measures* (provided by the Coordinator of Local Even Start Evaluations);
- ❑ the discrepancy between the state average and the program's average for each component of the *Colorado Family Literacy State Performance Measures* (provided by the Coordinator of Local Even Start Evaluations);
- ❑ goal(s) for each component of the *Colorado Family Literacy State Performance Measures*, based upon the discrepancies between the two averages; and
- ❑ points of improvement developed by the program in response to the discrepancies.

The goals and points of improvement will be integrated into the peer-review and technical assistance processes for the following four years, should the program be awarded funding for the second grant cycle. This integration will be accomplished in the same way technical assistance for low-performance on indicators is incorporated (see above). Technical assistance will provide follow-up to recommendations, for program improvement, made by the peer-review team in relationship to low-performance and other areas in which change is warranted.

A-10.

Some figures from 2000-01 have been revised based on the availability of complete data from all Colorado **Even Start** programs.

Indicator	Target or Standard	Measure	Result	Assessment of Progress	Explanation of Progress
1.1 Programs will provide four components of service [adult education, early childhood education, interactive literacy activities, and parent support] in a well-integrated, intensive manner of substantial duration, which facilitates substantial changes in families.	100% of programs will offer four components of services.	Program records; local program evaluation reports	2000-01: 100% of programs provided four components of family literacy services 2001-02: 100% of programs provided four components of family literacy services	Performance Measure achieved	All of Colorado's Even Start programs are providing adult education, early childhood education, parent support/education, and interactive literacy activities for parents and children (PACT).
1.2 Programs will offer year-round services.	100% of programs will offer year-round services.	Program records; local program evaluation reports	100% of programs reported offering year-round services	Performance Measure achieved (average number of weeks of service during 2000-01 was 42; during 2001-02 , it was 42.5)	Colorado programs are now required to provide 40 weeks of service per year. Programs increased services by .5 of a week in 2001-02.
1.3 Programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy	100% of programs will collaborate with public schools.	Program records; local program evaluation reports	2000-01: 92% of programs collaborated with public schools.	Performance Measure not achieved, but a slight increase recorded	Even Start staff's collaboration with Title 1 increased by 1% during 2001-02. Involvement in the

Plans (ILPs) for primary-grade children who are reading below grade level.			2001-02: 93% of programs collaborated with public schools.		development of ILPs increased from 75% during 2000-01 to 92% during 2001-02.
2.1 Parents will achieve education goals as outlined in their family education plans.	After 100 hours of participation in the program, 50% of parents will meet their adult education goal(s).	Participation records; family education plans	2000-01: 79% of parents met their adult education goal(s). 2001-02: 86% of parents met their adult education goal(s).	Performance Measure achieved	Under advisement from the Coordinator of Local Even Start Evaluations, it will be recommended next year that two adult education indicators be added: (a) GED attainment, and (b) enrollment in post-secondary education or vocational training. These indicators will provide specific outcome data in addition to the more general information of goal attainment.
3.1 Parents will meet their family education goals according to their family education plans.	After 300 hours of participation in the program, 50% of parents will achieve their parenting goals.	Family education plans; staff observation	2000-01: 95% of parents achieved their parenting goals. 2001-02: 84% of parents achieved their parenting goals.	Performance Measure achieved	It will be recommended that additional indicators be developed next year to assess parents' attainment of specific parenting skills (e.g., homework help), or that all programs should begin using the Parent Education Profile.

4.1 Primary-grade children will be reading at grade level and will not be placed on Individual Literacy Plans; or they will demonstrate one year's growth in literacy skills within one year.	After 300 hours of family participation in the program and 90% school attendance, 75% of primary grade children will meet this indicator.	Participation records; school records	<p>2000-01: 85% of children in the primary grades met this indicator.</p> <p>2001-02: 86% of children in the primary grades met this indicator.</p>	Performance Measure achieved	<p>During 2000-01, 46% of primary-grade children served were considered in this category due to attendance requirements.</p> <p>During 2001-02, 69% of primary-grade children had the necessary attendance to be considered.</p>
4.2 Preschool children will be functioning at age-appropriate levels of development; or they will show one year's growth in reading readiness skills in one year.	After 300 hours of family participation in the program, 75% of children will meet this indicator.	Participation records; developmental assessment records (program staff select assessment instruments)	<p>2000-01: 86% of preschool children met this indicator.</p> <p>2001-02: 93% of preschool children met this indicator.</p>	Performance Measure achieved	The increase in the number of preschool children meeting this indicator may be due to the addition of newly funded Even Start sites which have strong, existing preschool programs.
4.3 Primary grade children will attend school 90% of the time.	After 300 hours of family participation in the program, 75% of primary-grade children will meet this goal.	School attendance records	<p>2000-01: 54% of children in the primary grades met this indicator.</p> <p>2001-02: 69% of children in the primary grades met this indicator.</p>	Performance Measure not achieved, but 11% increase was recorded	One program had a 13% outcome on this indicator. If this particularly low-performing program were not included in the analysis, the state average would be 80%.

4.4 Primary grade children will be promoted to the next grade level.	After 300 hours of family participation in the program, 90% of primary-grade children will meet this goal.	School records; parent report	<p>2000-01: 100% of children in the primary grades were promoted to the next grade level.</p> <p>2001-02: 97% of children in the primary grades were promoted to the next grade level.</p>	Performance Measure achieved	Some districts promote all students, but several do not.
5.1 Parents will achieve self-sufficiency goals according to their family education plan.	After 300 hours of family participation, 50% of parents will attain this measure.	Family education plans	<p>2000-01: 81% of families met their self-sufficiency goals.</p> <p>2001-02: 80% of families met their self-sufficiency goals.</p>	Performance Measure achieved	It will be recommended that additional indicators be developed next year to record the numbers of unemployed parents who obtain jobs, numbers of employed parents improving their job status, and numbers of parents who enter the military.

Colorado Family Literacy State Performance Measures

Goal 1: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.

Performance Indicator	Resources/Definitions
<p>1.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families:</p> <ul style="list-style-type: none"> • Parent literacy training that leads to economic self-sufficiency {Adult Education}; • Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children {Parenting Support}; • Interactive literacy activities between parents and their children {Parent and Child Together [PACT] Time}; and • An age-appropriate education to prepare children for success in school and life experiences {Early Childhood Education}. 	<p>Program staff are personnel employed by a family literacy program to coordinate or provide the required four components of service, as defined by the National Center for Family Literacy (http://www.famlit.org).</p> <p>The Literacy Involves Families Together [Lift] Act of 2000, enacted by Public Law 106-554, amends Section 14101 of the Elementary and Secondary Education Act [ESEA] of 1965 to include a common definition of "family literacy services" for all ESEA programs, including Title I.</p> <p>Guide to Quality: Even Start Family Literacy Programs, prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including a self-review for staff development and program improvement.</p> <p>The Colorado Quality Standards for Early Childhood Care and Education Services, developed by the Colorado Department of Education (CDE), is a planning document which assists programs in providing quality services for children from birth through eight years of age.</p>
<p>1.2 One hundred percent of programs will offer year-round services.</p>	
<p>1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level.</p>	<p>The Colorado Basic Literacy Act (H.B. 96-1139) requires schools to develop Individual Learning Plans (ILPs) for children who are reading below grade level.</p> <p>(h) Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf).</p> <p>(i)</p>

Goal 2: The literacy of participating parents will improve.

Performance Indicator	Resources/Definitions
<p>2.1 After 100 hours of adult participation in the program, 50% of parents will achieve education goals as outlined in their family education plan.</p> <p>(b) Adult Education Goals</p> <ul style="list-style-type: none"> ▪ Adult English Language Learner advancement to the next instructional level ▪ Adult Basic Education Student advancement to the next instructional level ▪ Earning of a high school diploma or general equivalency diploma (GED) ▪ Earning of a Colorado Certificate of Accomplishment by completing an Adult Learner Assessment Notebook ▪ Enrollment in a skills/occupational-specific training program ▪ Completion of a semester of course work at an institution of higher education 	<p>100 hours of participation in adult education classes are obtained after approximately 4 months of regular attendance (Time varies depending upon program design).</p> <p>Adult English Language Learner instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on Oral BEST scores are as follows:</p> <ul style="list-style-type: none"> ▪ Low Beginning ▪ High Beginning ▪ Low Intermediate ▪ High Intermediate ▪ Advanced/Bridge to Academics. <p>Adult Basic Education and GED instructional levels, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on CASAS or TABE scores are as follows:</p> <ul style="list-style-type: none"> ▪ Beginning ABE Literacy ▪ Beginning Basic Education ▪ Low Intermediate Basic Education ▪ High Intermediate Basic Education ▪ Low Adult Secondary (GED) ▪ High Adult Secondary (GED). <p>Colorado Certificates of Accomplishment are earned by English Language Learners and Adult Basic Education Students through the completion of an Adult Learner Assessment Notebook, administered by the CDE Office of Adult Education and Family Literacy.</p>

Goal 3: Participating parents will foster their children's literacy development and success in school.

Performance Indicator	Resources/Definitions
<p>3.1 After 300 hours of family participation in the program, 50% of parents will achieve parenting goals according to their family education plans, as measured by informal assessments or self-assessment.</p> <p>Goals for parents with primary-grade children (kindergarten through grade 3)</p> <ul style="list-style-type: none"> • Sustained homework assistance • Sustained school involvement through participation in parent-teacher conferences, classroom PACT activities, and/or school volunteer work • Sustained, active participation in the home reading plan outlined in child's Individual Literacy Plan, or regular reading with child • Demonstration of an understanding and ability to support child in meeting the Colorado academic content standards in reading, writing, and math • Demonstration of an understanding of the Colorado Student Assessment Program (CSAP), including interpreting child's scores <p>Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age)</p> <ul style="list-style-type: none"> • Sustained participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play • Sustained participation in active, shared reading of a variety of high-quality books • Sustained, regular interactions related to child's interests and abilities • Sustained provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating • Sustained, regular interactions related to numeracy <p>Goals for parents with infants (birth to 18 months of age)</p> <ul style="list-style-type: none"> • Sustained provision of simple verbal stimulation, frequent eye contact, and responsiveness to child's cues and language attempts • Sustained, frequent playing with, talking to, singing to, and use of infant's name • Demonstrated understanding of appropriate expectations of child's language, social, emotional and motor skills 	<p>300 hours of participation are obtained after approximately one year of regular attendance in a family literacy program.</p> <p>A sustained goal requires the behavior to be maintained for a minimum of six months.</p> <p>(j) Colorado K-12 Academic Standards for Reading and Writing & Suggested Grade Level Expectations provides guidance to schools and parents regarding the content that students should study and master in order to become fluent and effective readers, writers, and speakers (available on the CDE website at</p> <p>(k) http://www.cde.state.co.us/index_stnd.htm</p> <p>Building Blocks to Colorado's Content Standards: Reading and Writing offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf).</p> <p>(l)</p> <p>(m) Colorado K-12 Academic Standards for Mathematics & Suggested Grade Level Expectations provides guidance to schools and parents regarding the content that students should study and master in order to develop mathematical literacy (available on the CDE website at http://www.cde.state.co.us/index_stnd.htm)</p> <p>Building Blocks to Colorado's Content Standards: Mathematics offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p>

Goal 4: Participating children will demonstrate success in school.

Performance Indicator	Resources/Definitions
<p>4.1 After 300 hours of family participation in the program and 90% school attendance, 75% of primary-grade children will be reading at grade level and will not be placed on Individual Literacy Plans; or primary-grade children will demonstrate one year's growth in literacy skills within one year as measured by age-appropriate assessment instruments.</p>	<p>An Individual Literacy Plan (ILP) must be developed for any child not reading at grade level. A plan indicates a child's reading strengths and weaknesses and identifies activities to help improve her/his reading skills, including a home reading plan.</p> <p>(n) Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/download/pdf/asimp_cbla.pdf).</p>
<p>4.2 After 300 hours of family participation in the program, 75% of preschool-age children will be functioning at age-appropriate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year as measured by age-appropriate assessment instruments.</p>	<p>Building Blocks to Colorado's Content Standards: Reading & Writing and Building Blocks to Colorado's Content Standards: Mathematics are guides for parents and teachers that reference early childhood education to Colorado's K–12 Content Standards. They support understanding of early childhood foundational skills and describe appropriate teaching strategies (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf and at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p>
<p>4.3 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time.</p>	
<p>4.4 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level.</p>	

Goal 5: Participating families will become more self-sufficient.

Performance Indicator	Resources/Definitions
<p>5.1 After 300 hours of family participation in the program, 50% of parents will achieve self-sufficiency goals according to their family education plan.</p> <p>Self-sufficiency Goals</p> <ul style="list-style-type: none">❑ Obtaining and holding a job for six months❑ Improving employment status❑ Securing improved housing❑ Remaining in one residence for one school year❑ Reducing or stopping the receipt of public assistance❑ Returning children from foster placement❑ Sustaining an increase in community participation❑ Following a budget for six months	<p>Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions.</p> <p>Sustained increase in community participation includes any of the following:</p> <ul style="list-style-type: none">◆ Registering to vote and/or voting◆ Regularly using the public library◆ Obtaining a driver's license◆ Entering a branch of the armed services◆ Obtaining U.S. citizenship.

2001-2002 Even Start Directory

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