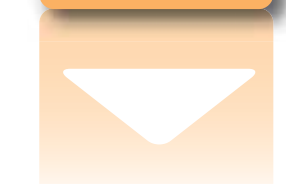


The Shape of Education

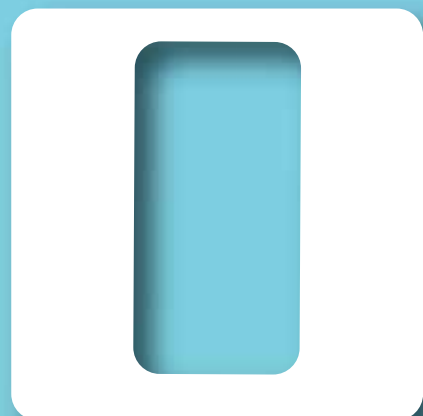


Adams12
Five Star Schools



2006 Annual Report

www.adams12.org



Contents

Student Numbers	2
Horizon High Great Grad	3
Safe and Caring Environment	4
Legacy High Great Grad	5
Highly Qualified Staff	6
Thornton High Great Grad	7
Senior Volunteers	8
Northglenn High Great Grad	9
Student Achievement	10
Accountability Systems	14
Five Star Graduates	16
Financial Accountability	18
Mill, Bond Accountability	20

2006 Annual Report

Forward-thinking community cares about shape of education in Five Star District

Back in my 30s, I began running to help me stay in shape. Over the years I've come to appreciate the many benefits of running. It's more than just a healthy habit, it's a time for me to think through issues, ponder new ideas and consider potential impacts of the decisions I face each day.

As I run in the mornings, a few issues dominate my thoughts. One relates to the health of our education system. As any complex system, our district has a lot of facets.

As I reflect on what our students and staff have accomplished over the last several years, I see so many examples of how fortunate we are to have such a forward-thinking community. For example, more mobile classrooms are disappearing from our schools thanks to the bond issue approved by the community that provided for new schools and new additions to existing schools. Our ACT college entrance test scores are on the rise due largely to the approval of a mill levy override that made it possible to increase graduation requirements through new and rigorous courses in math,

science and the arts. Fewer students are performing in the state's unsatisfactory category because they're getting specialized tutoring and summer school opportunities. Because of our forward-thinking community, the Five Star District has earned significant academic success. For the second consecutive year, we've made the greatest gains on the CSAP tests as compared to all other districts in the Denver metro area.

During my daily runs, I also keep an eye toward the future. As with any growing organization, there are new challenges our community expects us to face.

We're dealing with rising energy costs which aren't accounted for in the state's funding formula. Our district also faces continued enrollment growth which is an indication that our schools are successful and attracting more families. But it also means our facilities are crowded with the 1,000 new students we receive each year. Crowded schools mean the

learning environment becomes less optimal each year. Add to that the fact that we have a significant number of schools more than 40 years old which are wearing out as time takes its toll. As we have in the past, we'll work through these challenges with the support of our community and the cooperation of our families, business partners, staff and students.

As I turn back into my driveway ending my daily run, I savor the last rush of adrenaline and a final thought about how fortunate I am to be a part of a community that supports its schools and genuinely cares about the shape of education in the Five Star District.

Michael F. Paskewicz
Mike Paskewicz, Superintendent





Located just seven miles north of downtown Denver, Adams 12 Five Star Schools is close to the conveniences of a major city center yet far enough to offer the quiet of the suburbs. The five stars represent the five unique communities the district serves: Broomfield, Federal Heights, Northglenn, Thornton and Westminster.

Student Demographics

62.04%	White/Caucasian
29.11%	Hispanic
5.15%	Asian/Pacific Islander
2.71%	African-American
0.99%	Native American

Number of Schools



Student Numbers

37,658	Student enrollment
68	Languages spoken
2,715	Gifted & talented students
4,896	Students with limited English proficiency
14,120	Students traveling to school by bus
3,490	Students served through special education
10,563	Students on free or reduced priced lunch

School taught Horizon grad to bring balance to her life

She knew early in her high school years that she wanted to pursue a business career in accounting. Today, Lisa Francis, 1998 Horizon High School graduate, approaches her clients with a renewed sense of purpose and magnitude in the wake of some high-profile national corporate accounting scandals like those that brought down Enron and WorldCom.

Lisa takes her role as an accountant seriously, knowing that her clients depend on her to help keep them on solid financial ground and maintain the public's hard-earned trust.

"I spend a lot of time at client sites reviewing their financial statements and ensuring they are accurate," she said. "I work a lot of hours, but my job is always challenging."

Taking a lesson from her high school years, Lisa strives to maintain balance in her life. During her time at Horizon High School, she kept her nose to the academic grindstone and earned a 3.9 grade point average. But she also found great value in the extra-curricular activities in her school. Lisa was active in sports including soccer, volleyball and golf. She also held an active role in the honor society and the Future Business Leaders of America.

"In high school, I realized every day that I was there to get an education and to make the most out of school," she said. "I was fortunate

that when times got tough with school, I had time in my life to have fun by doing things like play soccer and spend time with my friends."

Lisa still maintains that active lifestyle as she plays indoor soccer, softball and a round of golf here and there.

Lisa said she can look back on her high school days and see how they played a very powerful role in preparing her for future success.

"I was provided with the education necessary for college," she said. "My values and morals were developed based on what I saw around me and the experiences that I faced. High school in particular forced me to become independent and it prepared me for college and the real world."

For those students following in Lisa's footsteps at Horizon High School, Lisa encourages them to make the most of their high school years by staying involved in the activities provided for them. She notes that students have to pay close attention to their academics, but they shouldn't forget the strong role other school activities can play in making them well-rounded citizens who are prepared for life after school.

"In high school, I realized every day that I was there to get an education and to make the most out of school."



Great Grad
Lisa Francis

- Graduated 1998
Horizon High School
- College Attended
Metropolitan State College
- Hobbies
Soccer, softball, golf and raquetball



Safe and caring environment promotes academic success

At Adams 12 Five Star Schools we know safety is beyond important in providing our students with an effective learning environment. We recognize parents, and the community at large, want to know our children are safe. With those community-wide values in mind, we have specially-trained staff who regularly monitor our safety systems.

These safety professionals make sure district policies and procedures are updated based on research and technology. For example, our safe schools policy strictly prohibits the possession of items that may pose a danger to our students and staff if brought on campus. These policies are communicated to parents and students to ensure we're all working together toward a common goal of maintaining a safe and successful learning environment.

The Five Star District sets high expectations for student academic performance, as well as for student behavior. We work with a variety of experts in our community to support these expectations, including mental health, law enforcement and social service agencies. In following our disciplinary process, the district had 4,855 suspensions and 208 expulsions for the 2005–2006 school year.

To actively maintain the safest learning environments possible, our district continues to train and work with law enforcement and fire departments to examine every school's ability to respond to a crisis situation. And as we deal with

individual situations, we analyze what successes we realized and what challenges we faced.

In our effort to keep children safe and parents informed of student safety, we realize communication is important. During a recent widespread power outage a number of our schools took specific measures to account for students and their safety. While most schools had power restored quickly, a few were in the dark for a slightly longer period of time. When the district decided to call off classes for the day at Northglenn High School, parents were informed of the closure quickly through an automated telephone system. In addition to the school-level phone message systems, the district recently implemented a districtwide system that can also notify parents of any unusual circumstances.

At Adams 12 Five Star Schools we want all of our students to experience a safe and caring environment so they can focus on achievement.

Constant motion drives Legacy grad to new heights

Constant motion. That's one way to describe Chanel Winter, owner of Inertia Performing Arts, Inc. in Fort Collins. This 2003 graduate of Legacy High School has earned a reputation for finding ways to keep her body and life in motion while inspiring others to do likewise.

One of the inaugural members of Legacy High School, Chanel helped shape the school's traditions and image. She was a member of the school's first sophomore class and immediately assumed a leadership role as student body president and co-editor of the school's newly established yearbook. Chanel's fingerprints could be seen all over the school's entrance into its community.

"I was involved in planning the school's grand opening events and continued to be very involved in the school from then on," she said. "I started the public relations organization (PRO) for Legacy and we worked on positively promoting the school."

As a member and co-captain of the school's poms team, Chanel cultivated her love of dance and her desire to help others learn how to incorporate this fun and healthy activity into their lifestyle. Her senior year at Legacy, Chanel used her dance skills to reach out to others. She started and coached a poms team for Westlake Middle School. By this time, she was also dancing at a local studio at least 20 hours a week. After graduation, Chanel's love of dance con-

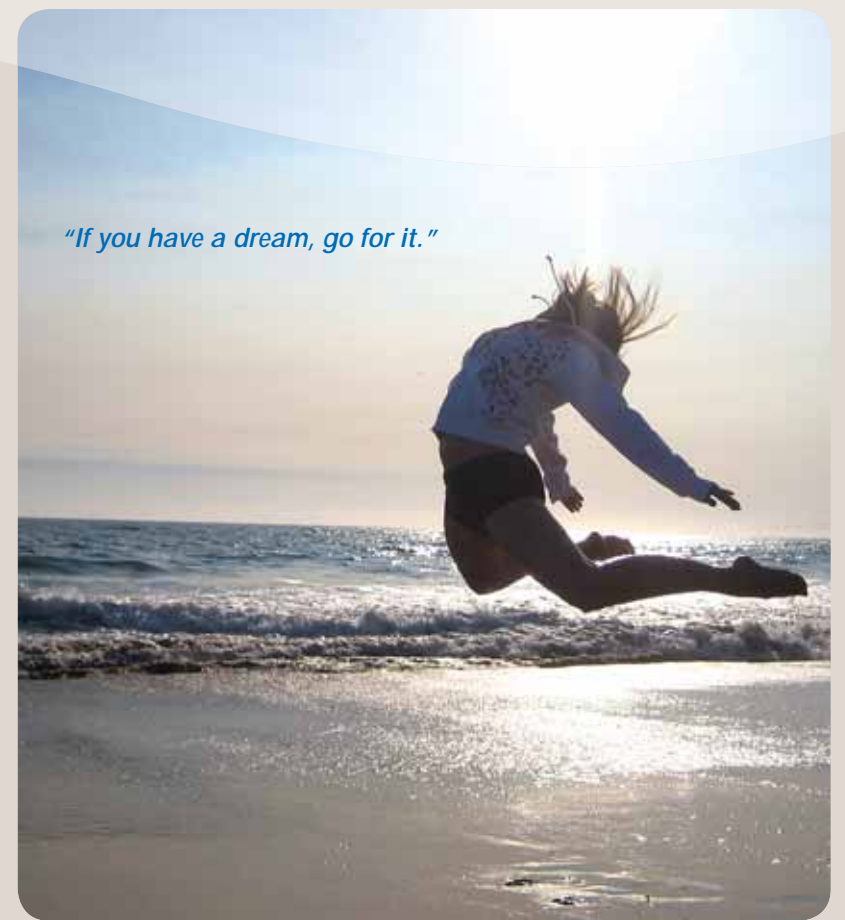
tinued to grow. She took the next big leap in her career by deciding to put her passion to work in a business. In 2006 Chanel developed a business plan and opened her own dance studio. Within a month of opening, Inertia Performing Arts had nearly 50 students participating in a wide variety of classes. Teens and adults signed up to tap their toes and move to the music in classes ranging from ballet, hip-hop and break dancing to "popping and locking," cardio dance and ballroom dance.

It's easy to see that Chanel is a driven professional. Not only does she shoulder the daily responsibilities for teaching and operating her own business, but she also assumes the role of student as she works to finish her college degree.

"I got a late start in my dancing education which is possibly part of the reason why I'm so driven to do what I'm doing," she said. "Juggling running a business and finishing college is proving to be hectic."

Regardless of the hectic pace, Chanel believes her best advice to students today is to keep their dreams in focus and be relentless about achieving them.

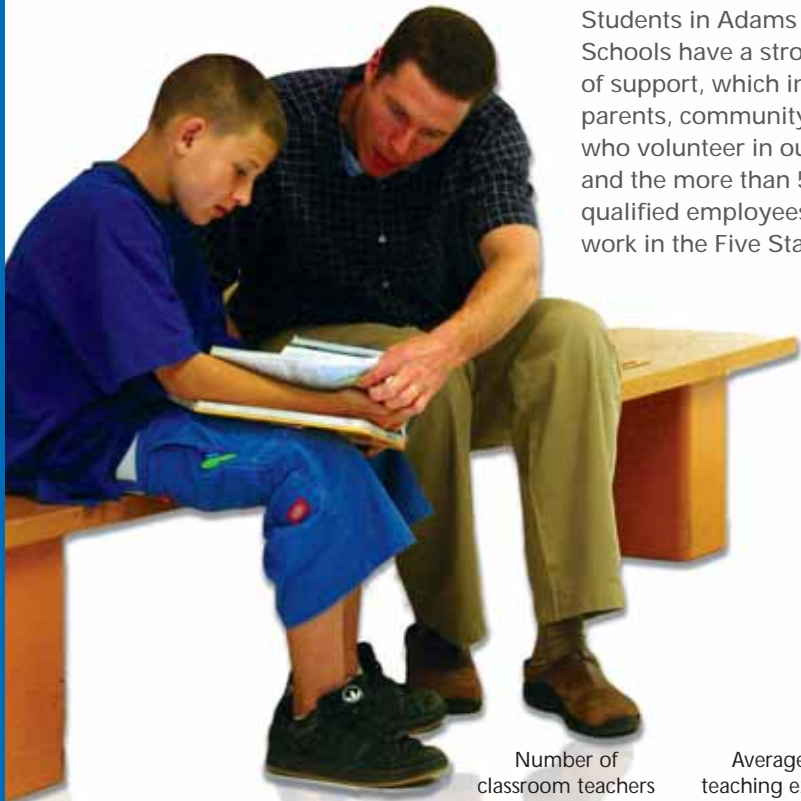
"If you have a dream, go for it," she advises students. "Anything is possible. It just depends on how hard you are willing to work to make it happen."



Great Grad
Chanel Winter

Graduated 2003
Legacy High School
College Attending
Colorado State University
Hobbies
Dance, dance, dance!!!

Highly qualified staff supports more than academic excellence



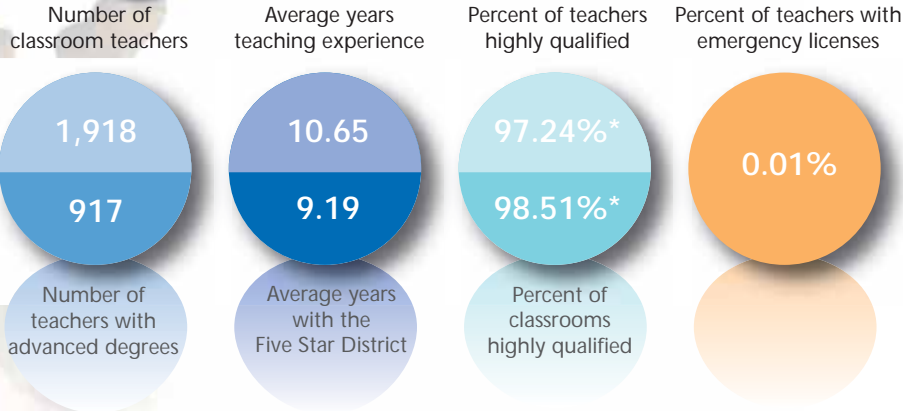
Students in Adams 12 Five Star Schools have a strong circle of support, which includes our parents, community members who volunteer in our schools, and the more than 5,000 highly qualified employees who work in the Five Star District.

Our staff regularly receives state and national recognition for its dedication to making a meaningful difference in each student's life. But that dedication goes beyond work in the classroom. It also includes the custodian who started an after-school running program for elementary students, or the school librarians who partnered with students to collect donated books for schools ravaged by Hurricane Katrina.

In its partnership with parents, students and community members, our staff embodies the Five Star difference.

Our Teacher Profile

**As defined by the No Child Left Behind federal law*



Thornton High School offers new beginning for one graduate

After years of hardship and struggle, Anthony Parker faced his obstacles and grew into an amazing athlete and student at Thornton High School. He played professional football for five years and is now a nationally recognized motivational leader. Anthony spent five years in the National Football League with the San Francisco 49ers and the Oakland Raiders and now speaks at high schools about his life's trials and triumphs. He wrote a book about his life's journey which is expected to be published soon.

Anthony's journey started out rocky, but things turned around once he moved to the Adams 12 Five Star School District.

For the first three years of Anthony's life he couldn't hear, and that led to abnormal speech and a learning disability. As a youngster, Anthony's family lived in the inner-city slums of Phoenix where, at times, they lived out of their car. Anthony says when he was just eight years old, his father made a mistake and was sent to prison.

Later, Anthony lived with his brother and his mom in a rough part of

Denver. There he was confronted with gang violence, drug deals and a drive-by shooting at his house.

"I felt the air from one of the bullets zip by my head," Parker remembered.

Anthony's mom eventually found a much safer home for the family in Thornton. Here Anthony got a fresh start and considerable support from the staff at Thornton High School.

"I had always attended schools where most students didn't care about learning or bettering themselves," he said. "Thornton High School changed that. It had a different feel and the teachers and coaches inspired me. They made me want to work extremely hard on those things I had to overcome."

He speaks highly of many of his former teachers.

"I remember my English teacher, Ms. Wood," Parker said. "We were reading a book out loud in class and it had a lot of difficult dialogue dealing with race. I got upset when I had to read those words and I ran out of the classroom." She didn't get mad at me or punish me. Instead

"I learned to see the bigger picture in every situation, on and off the field."

we talked about the names people called me and she gained a better understanding of what she taught. We bonded that day and she was always there to help me better myself."

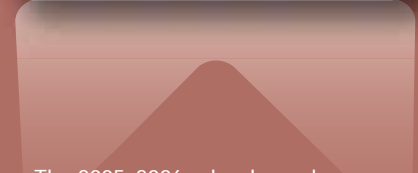
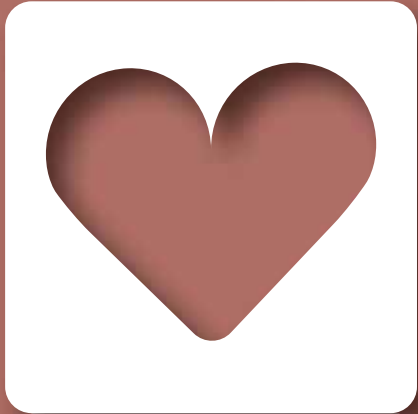
Anthony gained a lot of respect for his coaches who taught him about life on and off the gridiron.

"The person who had the most effect on my life, however, would have to be Coach Craddock. He's the one who opened the first door that eventually led me to the NFL. He taught me how to play cornerback in addition to wide receiver," he said. "By switching roles from offense to defender, I learned to see the bigger picture in every situation, on and off the field."

Anthony's ability to see the bigger picture served him well after high school. He made clear-sighted decisions about his college career by looking carefully at what affect his choices would have on his future as a football player and beyond. And his vision continues to serve him well as a role model for youths from all walks of life, and as a rookie author.



- Great Grad**
Anthony Parker
- Graduated 1994
 - Thornton High School
 - College Attended
 - Weber State University
 - Hobbies
 - Public speaking, reading, exercising and watching movies



The 2005–2006 school year began with 82 senior citizens in the Five Star District's Senior Volunteer program.

Fifty-six of the seniors work directly with students or in some way assist in the educational process of approximately 17,456 students at 25 schools throughout the district. The volunteers also provide aid to the 1,893 staff members at those schools.

A Bureau of Labor Statistics report indicates the average earned wage in Colorado for employees in the areas of community services, education and training, office and administrative support, and building and grounds maintenance is \$15.52 per hour. If we multiply \$15.52 times the 8,213.1 hours volunteered in the program for 2005 – 2006, the value of the volunteer time equals \$127,467.31.

Senior volunteers have heartfelt interest in student achievement



Children can get excited about what they're learning if someone, particularly an adult, takes special interest in their accomplishments. And that's where the Five Star District's Senior Volunteer program steps in.

Since 1992, the Five Star District has made senior citizen volunteers an important part of shaping how students are supported in their school work. Thanks in part to a partnership program with Adams County, volunteers go into schools around the district to do things like read to kids, help students get ready for tests and quiz them on math problems. A powerful initiative supported by Adams County, the senior volunteer program compensates participants with a reduction in their property taxes.

There's a heartfelt relationship between students and the dozens of senior citizens who devote thousands of hours

of time each year to help students complete the circle of education – from learning to understanding. These seasoned community members are also found at the district's headquarters answering visitors' questions and helping teachers find their way to conference rooms for training sessions.

Senior citizens in the volunteer program contributed more than 8,200 hours of assistance to schools and the district. Those hours of one-on-one attention to students and staff helped the district reach new heights in student achievement. As the senior volunteers say, the program also keeps them connected

.....
The ultimate success of the Senior Tax Rebate Program is that it is an essential key to accelerating student achievement in reading, writing and math.

Northglenn High School produces Mile High magic

At Northglenn High School (NGHS), Doug Ottewill was inspired by teachers who made learning fun. He credits a history teacher for developing and refining his writing ability. Combine that with the fact that two of his other favorite instructors in high school were a photography teacher and an English teacher, and it's easy to see why Ottewill chose to go into the publishing business.

Ottewill, a 1991 Northglenn High School graduate, is the editor and publisher of Mile High Sports Magazine in Denver. It's a high quality publication showcasing all Colorado sports—especially the local sports scene. Mile High Sports is published by Haas Rock Publications, a company started by Ottewill's former NGHS classmate, James Merilatt. And the ties to Northglenn don't end there. Mile High Sports features the work of three other Northglenn High graduates.

The connection with Northglenn High School goes beyond the people with whom Ottewill works. The knowledge and experience he gained there played an important part in molding him into a successful editor and publisher. The diversity at NGHS was another major benefit for Ottewill. It provided him with a broad perspective on dealing with different types of people.

"Not everyone was wealthy. Not everyone was poor. There were a wide variety of people. It's an advantage to know how to work, learn and compete with people from all walks of life," he said.

Ottewill also made some important discoveries about methods of learning while at Northglenn High School. It's not always just the specifics of what's being learned that's important.

"It's the process of learning," Ottewill explained. "The ability to learn and to solve problems on the fly is the best skill anyone can have."

Ottewill learned some of life's most important lessons at Northglenn High School. He said his high school soccer and basketball coaches cared about their players not only as athletes, but as students and people as well. Both coaches stressed the importance of teamwork, discipline and work ethic.

That spirit of perseverance has paid off. Thanks to a determined attitude and a firm belief in their product, Ottewill and the rest of the team at Haas Rock Publications have overcome countless obstacles on the way to building Mile High Sports Magazine into one of Denver's premiere publications.

"The ability to learn and to solve problems on the fly is the best skill anyone can have."



Great Grad Doug Ottewill

- Graduated 1991
- Northglenn High School
- College Attended
- Southern Methodist University
- Hobbies
- Sports and photography



Five Star District makes most CSAP gains two years in a row

Raising student achievement. That's the core focus of the Five Star District, and for the second year in a row, Adams 12 Five Star Schools made the most gains in the Denver metro area on the state's CSAP tests. In 2006, the district posted increases on 20 of 25 tests.

"The continued focus of our students, staff, parents and community made this achievement possible," Superintendent Mike Paskewicz said.



In 2003-2004, the superintendent unveiled an aggressive plan to have 95 percent of the students in the Five Star District meeting grade level expectations in reading, writing and math.

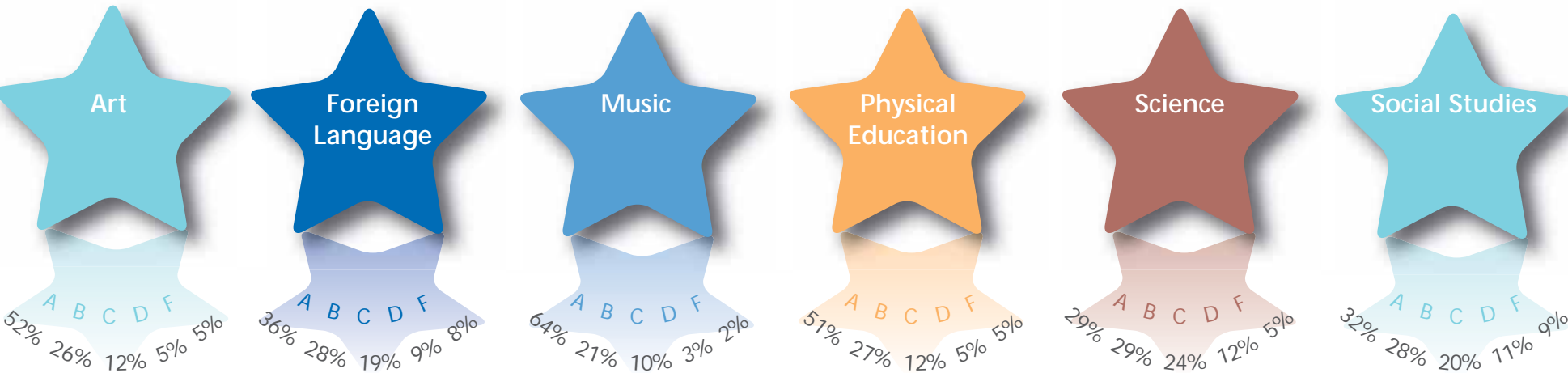
To meet this goal, the district has implemented research-proven programs in reading, writing and math, and has better-aligned the district's curriculum. To measure progress toward our goal, we look at a combination of test results, including the state's CSAP

tests, the ACT for high school students and district grade level assessments.

In the three years since the unveiling of the 95 percent goal, Five Star students have demonstrated impressive academic growth. The number of students at grade level in reading and writing has increased five percent, from 71 percent to 76 percent in reading, and from 67 percent to 72 percent in writing. In math, the number of students at grade level is 73 percent. That's a 6 percent gain over three years.

In addition to these assessment tools, the Five Star District values teachers' daily observations in the classroom and the grades earned in key subject areas such as science, social studies, art, music, physical education and foreign language. By looking at this combination of test results and student progress, school leaders are able to get a more accurate indication of student performance.

Letter Grades by Subject



2006 CSAP Scores *Percentage scoring proficient and above*

Science														District Improvement 2002-2006
Grade	State	Female	Male	Nat Am	Asian	Af Amer	Hisp	Cauc	Sp. Ed.	ELL	At-Risk	GT	District	
5	37	30.86	33.26	20.83	38.16	20.27	13.90	40.20	8.54	6.95	12.81	87.03	32.08	NA
8	50	42.29	50.67	27.78	51.52	34.12	27.59	55.65	13.68	13.36	27.06	93.72	46.51	4%
10	47	36.54	45.36	21.74	41.38	31.67	22.56	50.23	8.33	6.99	17.12	89.68	40.92	NA

Reading														District Improvement 2002-2006
Grade	State	Female	Male	Nat Am	Asian	Af Amer	Hisp	Cauc	Sp. Ed.	ELL	At-Risk	GT	District	
3	70	68.07	57.07	52.17	73.89	54.55	45.20	69.86	16.36	31.15	41.24	99.38	62.60	-3%
4	68	67.12	58.48	60.61	69.53	57.53	44.32	71.12	18.01	27.03	41.50	97.81	62.69	5%
5	70	70.09	63.27	56.00	75.00	58.11	49.36	74.05	17.14	30.26	48.26	98.74	66.63	8%
6	69	68.63	63.06	58.06	73.95	62.50	48.78	73.41	11.81	28.37	45.57	96.83	65.77	8%
7	64	64.94	56.27	51.28	59.40	58.44	43.67	69.07	14.29	23.21	39.93	96.08	60.63	9%
8	66	65.46	58.48	41.67	66.41	45.88	44.02	70.89	13.98	20.55	42.76	98.43	61.95	4%
9	66	69.45	59.28	31.82	66.00	51.95	47.54	73.24	9.47	17.65	45.23	98.03	64.27	2%
10	68	71.70	63.77	56.52	60.87	60.00	52.92	75.77	13.46	22.14	43.00	94.44	67.76	7%

Native American	Nat Am
African-American	Af Amer
Hispanic	Hisp
Caucasian	Cauc
Special Education	Sp. Ed.
English Language Learners	ELL
Gifted and Talented	GT
Not Applicable	NA



Native American
African-American
Hispanic
Caucasian
Special Education
English Language Learners
Gifted and Talented
Not Applicable

Nat Am
Af Amer
Hisp
Cauc
Sp. Ed.
ELL
GT
NA

2006 CSAP Scores Percentage scoring proficient and above

Writing														District Improvement 2002-2006
Grade	State	Female	Male	Nat Am	Asian	Af Amer	Hisp	Cauc	Sp. Ed.	ELL	At-Risk	GT	District	
3	52	50.03	35.31	39.13	48.45	41.25	26.92	49.30	7.09	15.84	24.94	90.12	42.68	-2%
4	50	50.36	35.60	39.39	47.66	39.73	24.04	51.47	4.98	12.60	22.77	91.26	42.79	-2%
5	59	62.17	48.24	40.00	61.18	45.95	37.00	63.18	12.50	18.42	34.53	94.98	55.11	11%
6	59	61.24	45.69	41.94	66.39	42.05	37.84	60.29	5.10	25.53	34.07	92.31	53.26	15%
7	56	58.35	42.61	43.59	59.40	39.74	33.13	58.70	6.36	17.44	30.21	95.10	50.52	10%
8	51	55.08	36.57	25.00	55.73	36.47	30.53	52.76	5.08	15.00	28.26	91.10	45.74	4%
9	52	52.31	36.49	18.18	48.67	36.36	28.62	52.15	5.26	11.76	24.32	92.11	44.25	1%
10	50	55.46	37.63	13.04	53.04	33.33	31.62	54.25	2.56	14.29	22.87	90.48	46.61	4%
Math														District Improvement 2002-2006
Grade	State	Female	Male	Nat Am	Asian	Af Amer	Hisp	Cauc	Sp. Ed.	ELL	At-Risk	GT	District	
3	71	68.01	68.83	60.87	81.99	55.13	50.41	76.24	27.04	41.15	49.28	98.77	68.42	3%
4	69	68.33	69.49	71.88	78.91	58.90	53.03	76.25	31.42	42.04	52.27	98.90	68.92	2%
5	65	66.01	64.46	54.17	79.61	47.30	47.75	72.59	21.07	34.32	46.97	99.16	65.22	10%
6	57	50.54	54.49	40.63	73.95	35.23	34.45	60.61	8.59	25.53	31.90	96.36	52.57	12%
7	45	36.26	38.85	28.21	56.39	27.27	22.51	43.89	6.06	16.43	21.76	95.10	37.55	8%
8	45	32.95	37.05	16.67	49.62	18.82	18.29	42.64	5.96	13.36	17.84	89.01	35.01	6%
9	38	30.13	33.95	13.64	51.68	19.48	18.92	37.55	3.16	11.81	18.55	88.24	32.08	10%
10	31	22.27	27.53	4.35	34.78	16.67	12.26	30.74	1.92	6.34	10.27	82.54	24.88	5%

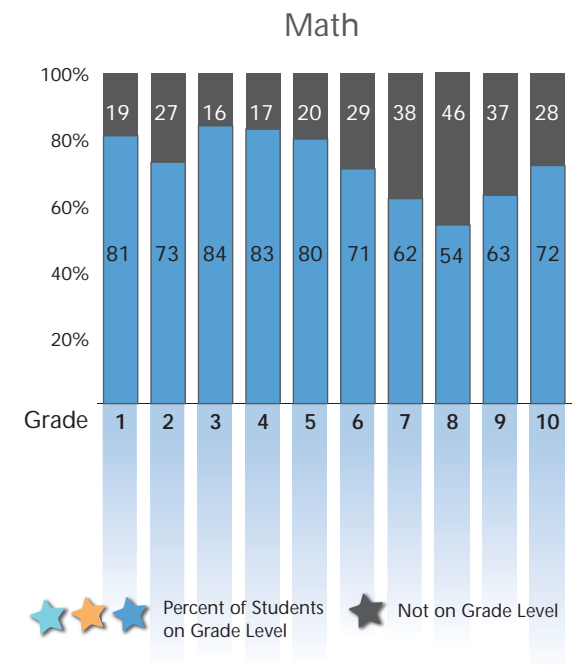
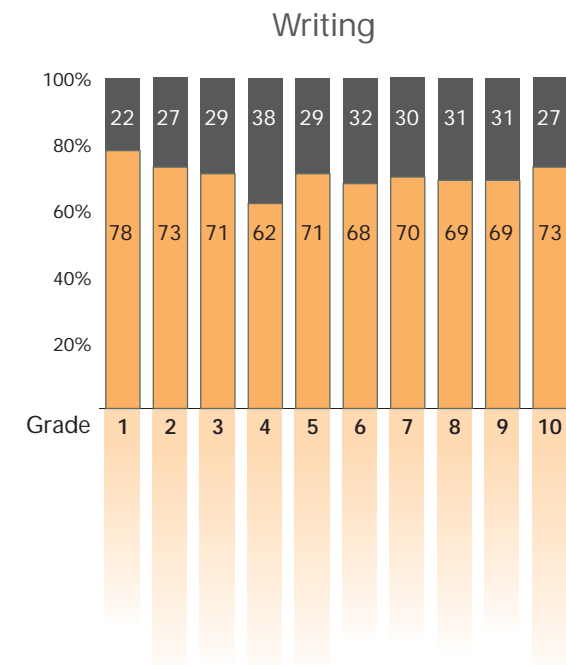
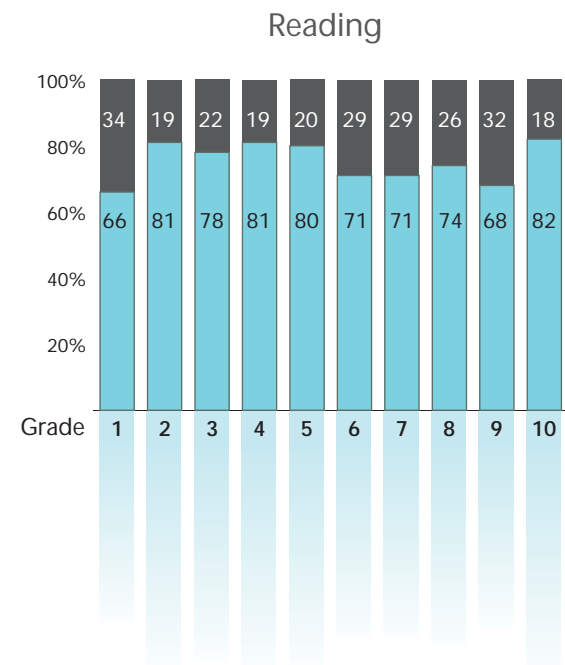
* One percent of students did not take CSAP tests.

For in-depth information on each school's Adequate Yearly Progress targets and performance, including student sub-groups, visit: <http://www.cde.state.co.us/FedPrograms/nclb/reportcard.asp>.

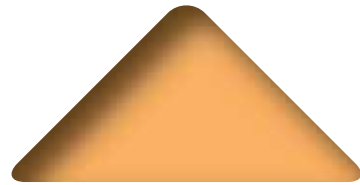
You may also contact the district office (ESC), or your child's school for more detailed information on academic performance, teacher qualifications, or questions about curriculum and instruction.

Five Star students have demonstrated impressive academic growth.

Over the past three years, the number of students at grade level in reading and writing has increased five percent, from 71 percent to 76 percent in reading, and from 67 percent to 72 percent in writing. In math, the number of students at grade level is 73 percent. That's a 6 percent gain over three years.



★ ★ ★ Percent of Students on Grade Level
★ Not on Grade Level



Accountability systems demonstrate academic growth

The mutual respect and trust between parents, students, staff and community members shapes success in the Five Star District. To strengthen this positive relationship, the Five Star community expects, and the district supports, communicating its performance in an open and transparent manner.

In addition to the board of education's regular and thorough monitoring of district performance, the state and federal governments have established three different accountability systems to measure our performance.

Accreditation

Our schools must meet rigorous performance standards to earn the state's quality seal of accreditation. Our district must show evidence of its accomplishments in a number of areas including strategies for improving achievement and compliance with state laws.

All schools in the Five Star District were fully accredited for 2005–2006.

School Accountability Reports

School Accountability Reports, or SARs, were developed in 1999 as part of statewide legislation. The Colorado Department of Education rates schools based on Colorado Student Assessment Program (CSAP) test scores in reading, writing, math and science. The rating looks at the overall performance of all students in a particular school at one moment in time.

In 2006, for the second consecutive year, Adams 12 Five Star Schools made the most significant gains on CSAP performance as compared to all other districts in metro Denver. This growth in achievement resulted in six of our schools, or 13 percent, improving their overall academic rating. Of those, five schools moved from an academic rating of "average" to "high" performing.

Adequate Yearly Progress

This federal accountability system is part of the No Child Left Behind Act (NCLB) which calls for all schools, districts and the state to have all students proficient in reading and math by 2014.

The state sets benchmarks to mark progress toward having 100 percent of the students proficient. Those benchmarks play a big part in what's called Adequate Yearly Progress (AYP). AYP must also be reported for racial and ethnic groups; students from low income families; students whose first language is not English; and students with disabilities. A district or school must make 100 percent of its performance targets to be granted AYP status. AYP assumes perfection. A district or school will not make AYP even if it meets all but one of the guidelines. The law calls for sanctions if schools don't meet AYP over time.

In 2006, the Five Star District met 140 out of 151 performance targets or 93 percent. Although this would typically be an "A" in most teachers' grade books, the district was denied AYP status. Still, it shows student performance continues to improve.

Title I schools, or schools with a certain percentage of students from low income families, receive special federal funding. If a Title I school does not make AYP for

two consecutive years, it is placed on school improvement. In 2006, North Star Elementary was in its first year of school improvement for reading.

After two years on school improvement, a Title I school is placed on corrective action if it doesn't make AYP. In reading and math, those schools included Niver Creek and Thornton Middle Schools. Students receive additional learning time with teachers through tutoring and summer school. In addition, these schools continue to implement research-based programs to boost achievement in literacy and math. If a school misses AYP for five years, it undergoes a restructuring plan. In the area of reading, those schools included Thornton and McElwain Elementary Schools. As a proactive measure, the Five Star District began developing a restructuring plan for these two schools before it was required by NCLB. A School Support Team made up of education professionals from outside of the district reviewed the schools' operations. The district made instructional changes based on the group's findings.

All of our Title I schools have high expectations. As an example, AYP determinations for 2005-2006 showed significant academic improvement at Coronado Hills and Federal Heights, and as a result, those schools were removed from the Title I School Improvement list. With our parents, students, staff and community as partners, we've seen increased student achievement. We're confident our students will continue to excel over time.





New graduation requirements raise achievement

When donning the traditional diamond-shaped cap and matching gown, high school seniors get a rush of excitement and a sense of real accomplishment.

In fact, today's Five Star students are accomplishing more than ever thanks to the impact of increased graduation requirements supported by the community in 2004.

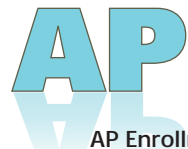
That's when voters approved a \$9.9 million mill levy override which made it possible for the district to implement its plan to boost

the number of credits needed for graduation from 20 to 23.

Students in the Class of 2009 are now taking additional courses in math, science and the fine/practical arts.

A vast array of courses is available which are targeted to help students

who want to continue their studies in college and those who decide to enter the workforce immediately after graduation. All of these courses challenge students to think critically and become prepared for the rigors of life after high school.



Advanced Placement

School	AP Enrollment		AP Score Distribution				
	# of students enrolled in AP classes	# of students taking one or more AP exams	5 is the highest score				
			1	2	3	4	5
Academy Charter	23	9	3	6	1	0	0
Horizon High	203	87	34	32	27	11	3
Legacy High	258	251	119	119	81	46	19
Northglenn High	244	86	23	33	37	25	13
Thornton High	117	79	39	29	20	10	1
Total	845	512	218	219	166	92	36



Scores for 11th-Grade Students

Subject	District 2006	State 2006	District Improvement 2002-2006	State Improvement 2002-2006
Composite	18.3	19.0	+ 0.9	+ 0.2
English	17.2	18.2	+ 0.9	+ 0.2
Math	18.4	18.9	+ 1.0	+ 0.3
Reading	18.5	19.4	+ 1.2	+ 0.5
Science	18.6	19.1	+ 0.5	-0.2



08 Graduation Requirements Class of 2008 and before

English	:	4
Math	:	2
Science	:	2
Social Studies	:	3
Physical Education	:	2
Arts	:	1
Electives	:	6
Total credits		20

09 Graduation Requirements Class of 2009 and after

English	:	4
Math	:	3
Science	:	3
Social Studies	:	3
Physical Education	:	2
Arts	:	2
Electives	:	6
Total credits		23

2004-2005*

Graduation Rate	82.7%
Dropout Rate	4.7%

* 2006 graduation and dropout rates will not be released by the Colorado Department of Education until December 2006 or January 2007.

2005-2006

Attendance Rate	92.87%
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State laws and voter-approved ballot issues impact school funding

Education ranks in the top three issues of importance to citizens, but few understand how schools are funded. So, let's take a look at the basics of school finance.

While tax dollars are collected locally for education, the state legislature determines how much funding each school district will receive through the state's School Finance Act. The Act outlines a formula that determines the cost for providing an equitable educational experience for all children in each school district throughout the state.

Funding Sources for Schools

Schools are funded from basically three sources: local property tax, state funds and vehicle registration fees, known as specific ownership tax. Although the state determines the individual school district funding levels, the amount contributed from the three different sources varies according to local wealth.

Because of its lower property assessed valuation, the Five Star District receives a larger portion of its funding from the state and therefore, the funding from local property taxes is less than its peer districts. Conversely, those districts whose property assessed valuations are higher, typically receive less of their funding from the state.

Amendment 23

During most of the 1990s, Colorado's education spending didn't keep pace with the inflation rate and education suffered harsh funding cuts. In 2001, Colorado dropped to 50th in per-pupil funding as a percentage of our income.

That's why in 2000, voters approved Amendment 23 which was designed to stop K-12 education cuts and restore Colorado to 1988 funding levels. Through this amendment, the state provides funding to schools at the rate of inflation plus 1 percent until 2011. After that time, education is to be funded at the rate of inflation.

Amendment 23 was designed to simply close a funding gap – not to provide “adequate” funding for schools.

Referendum C

In 2005 when voters approved Referendum C, it made it possible for the Legislature to keep up with Amendment 23's mandated “inflation plus 1 percent” per-pupil funding, but it did not create any real prospect

for significant improvements in public school funding levels.

Even with Referendum C and Amendment 23 in place, Colorado spends \$551 less per pupil than the national average. Colorado ranks:

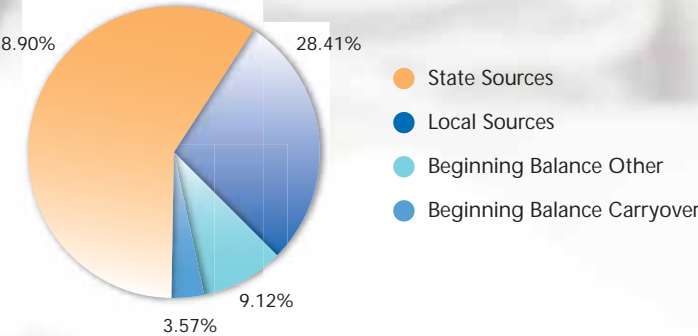
- 44th in the nation in the percentage of taxable income spent on K–12 education;
- 44th in the nation in technology for schools;
- 49th in spending for teacher salaries and benefits.

Local Referenda

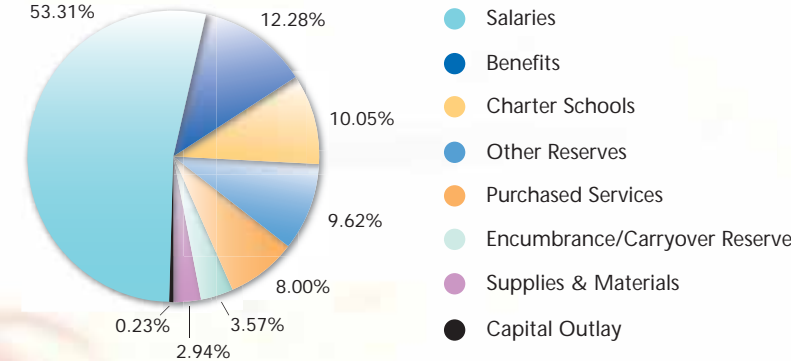
Beyond the School Finance Act, Five Star residents have the opportunity to invest in their schools at the local level. Colorado law allows local school districts to ask voters to approve additional funding for their district in the form of an additional mill levy. Voters in the Five Star District recognize the value of a high quality education and they have a history of approving such ballot issues to provide more support for their schools.

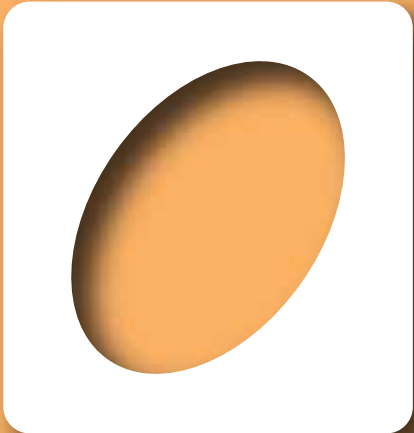
2005–2006 General Fund \$279,793,754

Revenue Sources



Expenditures





2004 Mill Levy Override
Budget for 2005–2006 \$9,900,000

\$2,000,000	Tutoring and summer school
\$3,934,000	Increase high school graduation requirements
\$1,300,000	Recruit, train and retain quality staff
\$200,000	Student fees
\$1,000,000	English as a second language
\$200,000	Community outreach
\$666,000	Transportation routes
\$600,000	Operate/maintain air conditioning in schools

Thanks to voters, new and renovated schools take shape

The Five Star District is made up of forward-thinking community members who know by investing in kids, they're investing in the well-being of the community in which they live. As a result, they approved a \$9.9 million mill levy override and a \$180 million bond in November 2004. The benefits of this investment are starting to take shape.

High schools in the Five Star District saw significant growth in their CSAP performance in 2006. The district's combined high school CSAP scores exceeded the state average high school scores by 2 percent. In addition, Adams 12 Five Star Schools narrowed the gap between the state average ACT composite score and the district average ACT composite score from 1.5 points to 0.7 points.

Much of this success can be attributed to the Five Star community's support of a rigorous academic program at the high school level. Part of the 2004 mill levy override supports increased graduation requirements in the district. For the Class of 2009 and beyond, students must earn an additional credit in math, science and fine/practical arts. For those students, the graduation requirement goes from 20 to 23 credits.

"The math and science curriculum give our students an organized way to think," Superintendent Mike Paskewicz said. "Our success at the high school level is credited in part to the community's support of increased graduation requirements."

To build on these achievements, future funding and support is essential. Adams 12 Five Star Schools is a growing district, and mill levy dollars stay constant and don't grow with increases in the student population and inflation. The Five Star community recognizes this, and has repeatedly supported the district so it can meet future needs.

Projects from the \$180 million bond began during the summer of 2005. So far, renewal and repair work has taken place at 24 existing schools. The Five Star District also celebrated the opening of Silver Creek Elementary School in August 2006. It's located near 152nd Ave. and York St. in Thornton. The district has also broken ground on Silver Hills Middle School near 128th Ave. and Huron St., and Elementary 32 near 124th Ave. and Colorado Blvd. Both schools are scheduled to open in August 2007.

Log onto www.adams12.org/district/bmschoolproj.asp to track the progress being made on individual school projects from the 2004 bond. We will also provide regular updates on our progress through Five Star Schools Television (FSSTV—Cable Channel 22), Five Star Journal, parent meetings and our regular board of education meetings.



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This annual report is produced
by the Communications Division

Writers/Editors
Janelle Albertson, APR
Joe Ferdani
Randy Penn
Matt Ruggles

Design/Photography
Beth Hunter



Educational Support Center
1500 E. 128th Ave.
Thornton, CO 80241
(720) 972-4000

www.adams12.org

Broomfield Federal Heights Northglenn Thornton Westminster