

Adams County School District 50

Annual Report

2005-2006



The District of Choice.

Adams County School District 50



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2005-06 Board of Education



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This Annual Report provides you a comprehensive look at the academic progress and achievements in School District 50. Those wishing to review individual school data or district results in more detail may contact the school, the Educational Services Center at 303.428.3511, the district website www.adams50.org, or the Colorado Department of Education web site www.cde.state.co.us.

Message From The Superintendent

I am honored to have been selected Superintendent for School District 50. Dr. George Straface, former superintendent, and the Board of Education began many educational programs that have afforded our students choices and a quality education. Their planning for a bond referendum for the fall of 2006 provided a good foundation for our district to be successful at the polls. Now, thanks to the support of our community, we are ready to build a new high school and new elementary school. We will create the learning environments our children need and deserve. I'm looking forward to working with students, staffs, parents and community members as we reinvent School District 50.

Roberta Selleck, Ph.D., Superintendent of Schools



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District Achievement Goals and Plan to Improve Achievement

The district's improvement plan goals, which aim to improve student achievement, increase graduation rates, and ensure that all schools are accredited, are included in our Accreditation Contract with the Colorado Department of Education, our Strategic Plan, and Board of Education End Statements.

During 2005-06, the District made a concerted effort to focus instructional practice in order to raise student performance and results on state testing. While achievement on summative tests should not be the ends for students' learning, we believe it is reasonable to expect that well-educated students will demonstrate satisfactory and even exceptional performance on the state tests. We believe it is our responsibility to match our students' needs with effective instruction so the students have the skills and knowledge to demonstrate continuous improvement on various assessments, including the CSAP.

The Student Achievement Goals outlined are intended:

- To provide a specific amount of growth desired by the district and by schools as measured by CSAP, specifically increasing the number of students reported as proficient and advanced.
- To focus our district's and schools' efforts to support student achievement by utilizing student assessment data and implementing instruction and interventions that will aid and accelerate learning.
- To utilize the School Improvement Planning Process (SIP2) and monthly action plan structures to track students' progress and to address students' needs promptly.

Student Achievement Goals

- Goal:** Increase percent Proficient/Advanced in CSAP, grades 3–10 by 5% per grade level for CSAP Reading, Writing, Math, and grade 8 Science.
- Goal:** Increase percent of Advanced Gifted/Talented identified students, grades 3–8 by 5% per grade level for CSAP Reading, Writing, and Math and grade 8 Science.
- Goal:** Decrease the percent Unsatisfactory category students, grades 3–10 by 10% per grade level for CSAP Reading, Writing, Math, and grade 8 Science.
- Goal:** Close the achievement gap of particular student populations, English Language Learners, Special Education, Free/Reduced Lunch, Hispanic, by increasing the percent Proficient/Advanced by 7% in grades 3–10 in CSAP Reading, Writing, Math, and grade 8 Science
- Goal:** Ensure Gifted/Talented students are 100% proficient or advanced in their gifted area.
- Goal:** The number of schools meeting AYP will increase by a minimum of 10%.

AYP Targets

Adequate Yearly Progress for 2004-05	Targeted # of schools meeting AYP 2005-06	% Increase needed
Schools meeting AYP—15 of 23 65%	19 of 24 71%	15%

- Goal:** Increase annually the ACT score for grade 11 by 2% of the 2005 year's score.

School	Composite 2005	Goal Composite
Hidden Lake HS	NA	Baseline
Ranum HS	16.2	16.5
Westminster HS	16.8	17.1

School Monitoring Strategies

1. Schools will establish CSAP student achievement goals for their respective grade levels/content area teams and by targeted subgroups, which will meet or exceed the expected gains of the district.
2. High schools will increase composite ACT results as noted in their School Improvement Plans.
3. Progress monitoring will be accomplished on a monthly basis and reported to level directors.



Leadership at the school is seen as paramount to student success. The district implemented short-term and long-term strategies for leaders as an additional way of monitoring progress.

Short-Term Strategies Implemented During the 2005-06 School Year

Leadership:

1. Required “turnaround plans” for schools, which were included in the current School Improvement Planning Process (SIP2).
2. Commit to Balanced Leadership professional development for principals, as well as all district administrators, to work on collective efficacy and an explicit student achievement focus at each school.
3. Train principals on integrating “Walk-through training” with ROVE observation techniques in order to monitor and evaluate effective instructional practices daily.
4. Reinforce principal leadership accountability by monitoring curriculum results and implementation of research-based instructional strategies.

Instruction:

1. Focus whole school practices on using research-based instructional strategies.

Curriculum:

1. Ensure effectiveness of recently implemented programs.
2. Pilot performance assessments and look at student work.
3. Utilize a school support team audit strategy for Title I schools on “Title I/AYP School Improvement.”

Long-Term Strategies To Be Implemented Over 2-4 Years

Leadership:

1. Continue to require a “turnaround plan” that is included in SIP2, as warranted at specific schools.
2. Evaluate educational programs for effectiveness and utility to support schools in raising student achievement.
3. Utilize a school audit strategy on all Title I schools.
4. Ensure that after three years, principals will be certified in Balanced Leadership responsibilities and application of practice.

Instruction:

1. Continue focused use of all research-based instructional strategies.

Summary of 2005-06 Results

Based on the Colorado Student Assessment Program (CSAP) results, District 50 evidenced very modest success in the areas of reading, writing, and math across grades 3 – 5, as well as in 8th grade science. Overall, 10 tests demonstrated increases in students’ performances, six tests demonstrated no change in test results, and nine tests showed decreases in students’ performances.

The area needing the greatest attention is writing, where five of eight CSAP tests showed declines in students’ performances.

The American College Test (ACT) at the 11 grade also evidenced a decline in students’ performance.

All results are being evaluated for the 2006-07 school year to continue to address weak test performance and students’ underachievement.

STUDENT DEMOGRAPHICS

- Hispanic – 62%
- White – 29%
- Asian – 6%
- African-American – 2%
- American Indian – 1%

Student Numbers

Student Enrollment: 10,780

Students with limited English proficiency: 3,415 [32%]

Languages spoken in District 50: 40

Students served through Special Education: 1,022 [10%]

Students eligible for free or reduced price lunch: 6,599 [62%]

Our Nutritional Services served students 371,717 breakfasts and 587,223 lunches!

Students traveling by school bus: 1,990 students [19%]

Approximately 207,887 miles were driven this school year, just for regular routes.

Number of Schools

Early Childhood Center: 1
Elementary: 15
Middle: 4
High: 3
Charter: 1

Source: CDE 2005 October Count



Accreditation Information

We believe schools should be accountable to their communities and we hold ourselves to high standards. Schools in Colorado have three different accountability systems created by the state and federal government: State Accreditation; School Accountability Report (SAR); and Adequate Yearly Progress in the No Child Left Behind legislation.

State Accreditation and AYP information are included in this report. The SAR provides an overall rating and academic rating for every school, based on a single year's combined CSAP performance and ACT scores, as well as information about staff, student/teacher ratios, teacher experience, school discipline and safety, student demographics and attendance. Schools receive an overall rating of Excellent, High, Average, Low or Unsatisfactory and an indicator indicating academic growth based on the previous year.

Schools in District 50 provided parents the SAR accompanied with the district's School Performance Report.

The Colorado Department of Education (CDE) has an annual accreditation assessment report that rates schools in one of four categories, accredited, accreditation watch, accreditation probation, or non-accredited, based on performance indicators to include the academic achievement of all students in all curriculum areas and school safety. One hundred percent of all District 50 schools were accredited in 2005-2006.

School District 50 believes a complete picture of student learning and results is obtained by using a variety of assessments. We compare our students to students at the national level through the use of the Northwest Evaluation Association (NWEA) math and reading assessments; to students at the state level using the Colorado Student Assessment Program (CSAP); and students at the district level using 6-Trait Writing Assessments, and the Adams District Reading and Writing Assessments (A-DRA and A-DWA). The A-DRA and A-DWA were developed locally, are recognized and used across the state, and show a student's continuous growth throughout the year.

Dr. Carol Peters, principal at Hodgkins Middle School and Board member Vicky Marshall congratulate Louise Belnay, Spanish Teacher at Hodgkins Middle School, and the 2006 Westminster Rotary Teacher of the Year.



SCHOOL	2005-06 STATUS	
	ACCREDITATION STATUS	
Baker ES	Accredited	
Berkeley Gardens ES	Accredited	
Crown Pointe Academy ES	Accredited	
Fairview ES	Accredited	
Flynn ES	Accredited	Monitor
F.M. Day ES	Accredited	
Harris Park ES	Accredited	
Mesa ES	Accredited	
Metz ES	Accredited	
Sherrelwood ES	Accredited	
Skyline Vista ES	Accredited	
Sunset Ridge ES	Accredited	
Tennyson Knolls ES	Accredited	
Vista Grande ES	Accredited	
Westminster ES	Accredited	Monitor
Westminster Hills ES	Accredited	Monitor
Clear Lake MS	Accredited	Monitor
Crown Pointe Academy MS	Accredited	
Hodgkins MS	Accredited	
Scott Carpenter MS	Accredited	Monitor
Shaw Heights MS	Accredited	
Ranum HS	Accredited	Monitor
Westminster HS	Accredited	Watch

*Hidden Lake HS is not listed because the 2005-06 school year was its first year as a high school; therefore no growth was possible.

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CSAP Data

The CSAP is based on state content standards and measures the student's proficiency in reaching grade-level standards. All students in grades 3-10 are accounted for on CSAP in that a test booklet is turned in for each student and each student's performance affects District results. On average across all grades and content areas, 1.5% of District 50 students did not receive a score in spring 2006. Reasons students might not receive a score include extreme language barriers, absence on the days of testing and make-up exams, extreme frustration, parental refusal, and testing under non-standardized conditions.

ELL = English Language Learner
NEP = Non-English Proficient
LEP = Limited English Proficient
FEP = Fluent English Proficient
IEP = Individual Education Plan

District Reading Results by Student Groups Grades 3-5

Disaggregation Title	Year	DISTRICT 3RD GRADE READING						DISTRICT 4TH GRADE READING						DISTRICT 5TH GRADE READING					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	24	27	47	1	49	1	21	34	44	1	45	0	22	28	47	3	50	0
	2005	17	31	46	1	47	4	24	31	40	2	42	3	18	28	47	4	51	2
STATE	2006	11	18	65	6	70	1	10	22	62	5	68	0	12	18	60	9	70	1
	2005	9	18	65	7	71	2	13	22	57	7	64	1	11	19	60	9	69	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	14	29	55	0	55	2	20	41	37	2	39	0	13	25	59	4	63	0
	2005	19	40	38	0	38	3	22	30	47	2	48	0	19	33	44	5	48	0
Black	2006	**	**	**	**	**	**	27	23	45	5	50	0	26	37	37	0	37	0
	2005	14	23	59	0	59	5	25	30	45	0	45	0	**	**	**	**	**	**
Hispanic	2006	27	30	41	1	42	1	25	41	34	0	34	0	26	32	40	2	42	0
	2005	20	35	39	0	39	6	28	36	30	2	32	4	22	32	41	1	42	4
White	2006	14	18	63	4	67	1	13	22	65	0	65	0	14	18	61	7	67	0
	2005	11	24	62	2	64	2	16	20	59	4	63	1	10	22	60	8	68	0
Female	2006	19	28	51	1	52	1	18	34	46	1	48	1	18	30	48	4	52	0
	2005	15	32	48	1	49	5	21	31	43	3	45	2	15	26	54	2	56	2
Male	2006	29	26	44	1	45	1	23	35	42	0	42	0	26	26	46	2	48	0
	2005	20	31	45	0	45	4	27	31	37	2	38	3	21	31	41	5	45	2
ELL (NEP, LEP, or FEP)	2006	33	30	36	0	1	36	29	42	28	0	0	29	30	34	34	1	1	35
	2005	23	36	31	0	9	31	33	40	21	1	6	22	29	32	33	0	6	33
NEP	2006	68	20	4	0	4	8	84	16	0	0	0	0	86	9	0	0	0	6
	2005	31	10	5	0	5	55	46	10	0	0	0	44	44	7	4	0	4	44
LEP	2006	39	34	26	0	26	0	32	49	19	0	19	0	31	41	28	0	28	0
	2005	27	45	25	0	25	3	39	47	13	0	13	1	38	40	20	0	20	2
FEP	2006	0	20	78	1	80	0	0	27	72	2	73	0	0	25	71	4	75	0
	2005	0	21	79	0	79	0	6	35	56	3	59	0	1	22	75	1	77	0
Free/Reduced Lunch	2006	27	30	41	1	42	1	25	38	37	0	38	0	26	31	41	2	43	0
	2005	20	34	40	0	40	5	29	34	32	1	33	4	22	31	42	2	44	3
Gifted and Talented	2006	8	9	76	8	84	0	4	13	81	2	83	0	0	2	78	20	98	0
	2005	5	19	75	2	76	0	0	10	74	16	90	0	0	11	73	16	89	0
IEP	2006	61	23	15	0	15	1	61	29	10	0	10	0	61	30	9	0	9	0
	2005	46	30	13	0	13	11	66	16	13	0	13	5	61	25	14	0	14	0
Migrant	2006	35	45	20	0	20	0	32	50	18	0	18	0	36	48	16	0	16	0
	2005	14	50	27	0	27	9	33	48	7	0	7	11	**	**	**	**	**	**

** Results not reported for subgroups with less than 16 students.

Legend: U = Unsatisfactory; PP = Partially Proficient; P = Proficient; A = Advanced; P + A = Proficient and Advanced; NS = No Score

Reading



Reading

CSAP Data, continued

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

District Reading Results by Student Groups Grades 6-8

Disaggregation Title	Year	DISTRICT 6TH GRADE READING						DISTRICT 7TH GRADE READING						DISTRICT 8TH GRADE READING					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	18	31	46	3	49	2	22	33	41	2	42	2	18	32	46	2	47	2
	2005	20	33	43	3	45	2	20	35	40	2	42	2	19	34	41	3	44	3
STATE	2006	10	20	59	10	69	1	13	22	56	8	64	1	11	21	57	9	66	1
	2005	11	20	56	11	67	2	13	21	56	8	64	2	12	22	55	9	64	2
American Indian/ Alaskan Native	2006	19	19	50	13	63	0	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	19	25	49	5	54	2	13	48	38	0	38	0	12	45	43	0	43	0
	2005	20	43	36	2	38	0	20	35	45	0	45	0	17	38	41	3	44	0
Black	2006	6	31	63	0	63	0	32	32	37	0	37	0	25	38	38	0	38	0
	2005	22	35	39	0	39	4	24	41	35	0	35	0	28	22	44	0	44	6
Hispanic	2006	23	35	39	1	39	3	30	32	34	0	34	3	22	37	37	1	38	3
	2005	25	35	35	1	36	3	24	38	33	2	34	4	23	39	32	2	33	4
White	2006	9	24	60	7	67	0	7	32	55	6	61	0	13	19	64	4	68	1
	2005	9	26	59	6	65	0	12	31	53	4	57	0	11	26	57	5	63	1
Female	2006	15	31	49	4	52	2	20	32	45	2	47	1	13	31	51	1	53	3
	2005	18	33	43	4	47	2	20	35	42	2	44	2	15	34	46	4	50	2
Male	2006	22	30	44	2	46	2	25	34	36	2	38	3	24	33	39	2	42	1
	2005	21	32	42	2	44	2	21	36	39	2	41	2	22	35	36	2	39	4
ELL (NEP, LEP, or FEP)	2006	33	34	29	0	4	29	40	36	21	0	3	21	32	42	21	0	4	21
	2005	35	38	21	0	6	21	36	40	18	0	6	19	33	39	19	0	9	19
NEP	2006	62	5	0	0	0	32	70	10	0	0	0	20	71	6	0	0	0	24
	2005	56	9	0	0	0	35	64	3	0	0	0	33	45	15	0	0	0	40
LEP	2006	41	43	16	0	16	1	43	43	14	0	14	0	31	50	19	0	19	1
	2005	38	46	15	0	15	1	37	50	13	0	13	1	37	48	14	0	14	1
FEP	2006	1	28	71	0	71	0	6	33	61	0	61	0	3	46	51	0	51	0
	2005	7	36	56	0	56	0	0	36	61	3	64	0	3	35	62	0	62	0
Free/Reduced Lunch	2006	22	34	41	1	42	2	26	36	35	1	35	2	23	35	39	1	40	2
	2005	24	36	36	1	37	3	25	39	32	1	33	2	24	39	32	2	34	3
Gifted and Talented	2006	0	7	79	14	93	0	0	7	75	18	93	0	0	8	72	20	92	0
	2005	0	4	74	22	96	0	0	8	71	20	92	0	0	7	75	18	93	0
IEP	2006	71	20	10	0	10	0	69	24	7	0	7	1	70	23	7	0	7	0
	2005	59	26	13	0	13	2	69	23	7	0	7	0	66	18	11	0	11	5
Migrant	2006	60	25	15	0	15	0	48	38	14	0	14	0	58	32	5	0	5	5
	2005	44	33	17	0	17	6	59	24	18	0	18	0	45	50	0	0	0	5

** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score



CSAP Data, continued

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

District Writing Results by Student Groups Grades 3-5

Disaggregation Title	Year	DISTRICT 3RD GRADE WRITING						DISTRICT 4TH GRADE WRITING						DISTRICT 5TH GRADE WRITING					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	16	58	23	3	26	0	16	58	24	2	26	0	14	48	34	4	37	1
	2005	12	57	26	2	28	3	17	54	24	2	26	3	9	51	34	3	37	3
STATE	2006	7	41	41	11	52	0	8	42	42	8	50	0	6	34	47	13	60	1
	2005	5	38	47	9	56	1	8	39	43	9	52	1	5	37	48	10	57	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	14	60	26	0	26	0	13	65	20	2	22	0	7	43	48	2	50	0
	2005	9	66	21	2	22	3	18	58	22	2	23	0	5	52	38	6	44	0
Black	2006	**	**	**	**	**	**	14	64	18	5	23	0	16	63	21	0	21	0
	2005	0	50	50	0	50	0	10	75	15	0	15	0	**	**	**	**	**	**
Hispanic	2006	20	59	19	2	21	0	18	62	18	2	20	0	17	52	28	3	30	1
	2005	13	63	18	1	18	5	20	56	18	2	20	4	11	55	28	1	29	5
White	2006	7	53	36	4	40	0	12	48	37	2	39	0	9	40	45	7	52	0
	2005	10	45	41	4	45	0	9	47	38	4	42	2	6	43	44	6	51	0
Female	2006	10	59	27	4	31	0	12	55	29	3	32	0	10	47	38	5	42	1
	2005	9	56	30	3	33	3	13	55	26	3	29	3	7	44	42	5	46	3
Male	2006	23	57	19	1	21	0	19	60	19	1	20	0	18	50	30	2	32	0
	2005	14	59	22	1	23	3	21	53	22	1	23	3	11	59	26	2	28	2
ELL (NEP, LEP, or FEP)	2006	25	61	13	1	0	15	21	64	14	1	0	15	21	54	23	1	1	23
	2005	14	66	12	0	8	12	27	56	10	1	6	11	15	56	22	1	6	24
NEP	2006	64	36	0	0	0	0	89	11	0	0	0	0	83	9	0	0	0	9
	2005	33	19	0	0	0	48	44	15	0	0	0	41	33	26	0	0	0	41
LEP	2006	28	64	8	0	8	0	21	72	7	0	7	0	17	65	17	0	17	0
	2005	13	77	8	0	8	2	32	63	4	0	4	1	18	66	13	0	13	2
FEP	2006	0	57	36	7	43	0	0	53	43	3	47	0	1	43	51	4	56	0
	2005	4	58	36	2	38	0	3	58	37	3	39	0	0	42	54	4	58	0
Free/Reduced Lunch	2006	20	59	20	2	22	0	20	59	19	1	21	0	18	51	28	3	31	1
	2005	14	61	20	1	21	4	20	57	18	1	19	4	11	54	29	2	31	4
Gifted and Talented	2006	2	33	53	12	65	0	2	30	59	10	69	0	0	11	70	19	89	0
	2005	3	34	58	6	63	0	0	20	67	13	80	0	1	15	69	15	84	0
IEP	2006	48	46	5	0	5	1	41	52	7	0	7	0	39	59	2	0	2	0
	2005	41	51	7	0	7	1	32	60	4	0	4	5	29	59	10	0	10	3
Migrant	2006	30	60	5	5	10	0	14	82	5	0	5	0	32	56	8	0	8	4
	2005	29	57	10	0	10	5	37	52	0	0	0	11	**	**	**	**	**	**

** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score

Writing Writing

CSAP Data, continued

District Writing Results by Student Groups Grades 6-8

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

Disaggregation Title	Year	DISTRICT 6TH GRADE WRITING						DISTRICT 7TH GRADE WRITING						DISTRICT 8TH GRADE WRITING					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	11	50	33	3	37	3	11	51	33	2	36	2	9	57	30	2	32	2
	2005	10	48	38	3	41	2	8	52	35	3	38	2	8	59	30	2	31	3
STATE	2006	6	35	48	11	59	1	5	38	45	11	56	1	5	42	42	9	51	1
	2005	5	34	48	11	59	2	5	37	44	12	56	2	5	42	43	9	51	2
American Indian/ Alaskan Native	2006	13	38	38	6	44	6	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	5	54	33	5	39	2	4	44	50	2	52	0	6	49	40	4	45	0
	2005	5	52	38	5	43	0	4	56	35	4	39	1	0	62	38	0	38	0
Black	2006	6	38	56	0	56	0	11	58	32	0	32	0	0	75	21	4	25	0
	2005	9	65	22	0	22	4	0	59	41	0	41	0	17	50	28	6	33	0
Hispanic	2006	14	53	28	1	29	4	16	55	25	1	26	3	11	60	25	1	26	3
	2005	12	50	33	1	34	3	12	52	31	2	33	4	9	64	21	1	22	4
White	2006	5	44	44	6	50	0	4	44	47	5	52	0	7	50	38	4	42	1
	2005	6	40	50	5	55	0	3	50	42	5	47	0	6	49	43	3	45	0
Female	2006	8	44	42	4	46	3	8	47	40	3	43	1	6	50	39	2	41	3
	2005	6	42	45	5	50	2	6	47	42	4	45	2	5	54	38	2	40	2
Male	2006	14	56	26	2	28	3	14	54	27	2	29	3	12	63	21	3	23	1
	2005	14	53	31	0	31	2	11	58	27	2	29	2	10	64	22	1	23	3
ELL (NEP, LEP, or FEP)	2006	17	54	23	0	6	23	20	60	17	0	3	17	19	61	16	0	4	16
	2005	14	58	21	0	6	22	19	53	21	1	7	22	11	67	13	0	9	13
NEP	2006	46	22	0	0	0	32	53	28	0	0	0	20	47	29	0	0	0	24
	2005	40	26	0	0	0	35	51	18	0	0	0	31	21	38	0	0	0	40
LEP	2006	19	68	12	0	12	1	18	74	9	0	9	0	17	69	13	0	13	1
	2005	11	74	14	0	14	1	15	66	17	0	17	2	11	81	8	0	8	1
FEP	2006	0	40	58	0	58	3	2	41	57	0	57	0	0	57	43	0	43	0
	2005	2	35	62	2	64	0	0	33	58	8	67	0	0	49	49	3	51	0
Free/Reduced Lunch	2006	14	54	28	1	29	3	13	55	29	1	30	2	12	60	24	2	26	2
	2005	11	52	33	2	34	3	10	56	30	2	31	3	9	65	22	1	23	3
Gifted and Talented	2006	0	19	66	15	81	0	0	8	75	16	92	0	0	18	63	18	82	0
	2005	0	9	76	15	91	0	0	10	63	27	90	0	0	11	77	11	89	0
IEP	2006	50	46	4	0	4	0	52	42	4	1	6	1	38	57	5	0	5	0
	2005	42	48	8	0	8	2	29	68	3	1	4	0	34	59	3	0	3	4
Migrant	2006	25	60	15	0	15	0	24	76	0	0	0	0	21	68	5	0	5	5
	2005	22	50	22	0	22	6	41	41	18	0	18	0	10	85	0	0	0	5

** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score

Writing Writing Writing



CSAP Data, continued

District Writing Results by Student Groups Grades 9-10

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

Disaggregation Title	Year	DISTRICT 9TH GRADE WRITING						DISTRICT 10TH GRADE WRITING					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	10	58	29	2	30	2	12	54	29	2	31	4
	2005	4	59	33	2	35	2	8	54	33	2	35	3
STATE	2006	5	41	44	8	52	2	7	39	43	8	50	3
	2005	5	40	44	8	52	4	7	40	43	7	50	4
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	7	67	23	2	25	2	4	69	25	2	27	0
	2005	0	66	31	2	32	2	3	58	35	2	37	2
Black	2006	4	65	26	0	26	4	**	**	**	**	**	**
	2005	5	47	42	0	42	5	30	40	30	0	30	0
Hispanic	2006	13	62	23	0	23	2	16	55	23	1	24	4
	2005	4	66	27	1	28	2	10	59	28	1	29	3
White	2006	4	46	43	5	47	2	7	47	41	2	43	4
	2005	4	46	43	4	47	3	5	46	40	4	44	4
Female	2006	7	55	34	2	35	3	10	48	36	2	38	4
	2005	1	53	41	3	43	3	7	46	42	2	44	2
Male	2006	13	60	23	1	25	2	14	59	23	1	24	3
	2005	6	64	27	1	28	2	9	62	24	1	25	4
ELL (NEP, LEP, or FEP)	2006	22	66	11	0	1	11	25	62	9	0	4	9
	2005	4	84	10	1	1	10	12	70	17	0	1	17
NEP	2006	75	23	0	0	0	3	79	8	0	0	0	13
	2005	**	**	**	**	**	**	**	**	**	**	**	**
LEP	2006	14	76	9	0	9	1	19	69	9	0	9	3
	2005	5	89	4	0	4	2	17	76	5	0	5	1
FEP	2006	3	64	33	0	33	0	0	82	18	0	18	0
	2005	3	65	30	3	32	0	0	63	37	0	37	0
Free/Reduced Lunch	2006	12	62	22	1	23	3	16	58	21	1	22	4
	2005	4	68	26	1	26	2	11	60	26	1	27	2
Gifted and Talented	2006	0	19	64	17	81	0	0	6	82	12	94	0
	2005	0	6	74	19	94	0	0	7	77	17	93	0
IEP	2006	27	67	2	0	2	4	68	18	2	0	2	12
	2005	32	61	3	0	3	3	42	51	4	0	4	4
Migrant	2006	32	41	27	0	27	0	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**

Writing



** Results not reported for subgroups with less than 16 students.

Legend: U = Unsatisfactory; PP = Partially Proficient; P = Proficient; A = Advanced; P + A = Proficient and Advanced; NS = No Score



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CSAP Data, continued

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

District Math Results by Student Groups Grades 3-5

Disaggregation Title	Year	DISTRICT 3RD GRADE MATH						DISTRICT 4TH GRADE MATH						DISTRICT 5TH GRADE MATH					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	15	34	36	14	50	0	17	34	35	14	49	0	16	37	34	13	47	0
	2005	14	40	34	9	44	2	21	33	36	9	44	1	20	37	30	12	42	1
STATE	2006	7	22	42	29	71	0	8	23	43	26	69	0	9	25	38	27	65	0
	2005	6	24	43	25	68	1	9	24	44	22	66	1	10	26	36	27	63	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	5	33	36	26	62	0	17	28	30	24	54	0	9	31	35	25	60	0
	2005	9	43	34	10	45	3	15	37	35	13	48	0	22	33	28	17	45	0
Black	2006	**	**	**	**	**	**	23	41	32	5	36	0	21	42	32	5	37	0
	2005	5	50	36	9	45	0	24	48	24	5	29	0	**	**	**	**	**	**
Hispanic	2006	19	38	33	10	43	0	20	37	33	9	43	0	18	42	30	9	40	0
	2005	19	42	31	5	36	3	25	37	30	6	36	2	25	39	27	7	34	2
White	2006	7	24	46	22	69	0	10	28	40	21	61	0	11	26	44	20	63	0
	2005	8	34	41	17	58	0	12	22	50	15	66	1	9	33	37	20	57	0
Female	2006	13	38	37	12	49	0	18	35	35	12	47	0	15	40	35	10	45	0
	2005	15	43	31	9	40	2	23	36	33	7	40	1	19	38	30	12	42	2
Male	2006	18	31	36	16	51	0	16	33	36	15	51	0	17	34	33	16	49	0
	2005	14	37	38	10	47	2	19	32	38	10	48	1	21	36	29	13	42	1
ELL (NEP, LEP, or FEP)	2006	24	36	31	9	0	40	20	40	31	9	0	40	20	43	28	9	0	36
	2005	20	41	30	3	5	33	28	40	25	5	3	30	27	41	24	4	3	28
NEP	2006	46	43	6	6	11	0	46	46	7	2	9	0	62	24	12	0	12	3
	2005	39	27	5	0	5	30	39	24	7	5	12	24	43	25	7	0	7	25
LEP	2006	28	37	30	5	35	0	19	45	30	6	36	0	20	50	24	6	30	0
	2005	22	46	28	2	30	2	31	46	20	2	22	0	34	47	16	2	18	1
FEP	2006	1	27	46	26	72	0	2	20	55	23	78	0	0	28	49	24	72	0
	2005	0	31	61	7	69	0	11	29	49	11	60	0	1	35	51	12	63	0
Free/Reduced Lunch	2006	18	37	33	11	45	0	20	37	33	10	43	0	18	41	32	9	41	0
	2005	19	41	32	6	38	2	25	39	29	6	35	2	24	39	28	8	35	2
Gifted and Talented	2006	3	11	37	49	86	0	1	7	42	50	92	0	0	3	41	56	97	0
	2005	2	13	47	38	85	0	0	4	43	53	96	0	0	9	35	56	91	0
IEP	2006	40	37	22	1	23	0	53	30	16	1	17	0	43	42	15	1	16	0
	2005	33	49	16	3	18	0	46	32	18	2	21	1	61	26	12	1	13	0
Migrant	2006	25	45	25	5	30	0	27	45	23	5	27	0	32	44	24	0	24	0
	2005	33	29	29	5	33	5	26	52	11	0	11	11	**	**	**	**	**	**

** Results not reported for subgroups with less than 16 students.

Legend: U = Unsatisfactory; PP = Partially Proficient; P = Proficient; A = Advanced; P + A = Proficient and Advanced; NS = No Score

Math Math



CSAP Data, continued

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

District Math Results by Student Groups Grades 6-8

Disaggregation Title	Year	DISTRICT 6TH GRADE MATH						DISTRICT 7TH GRADE MATH						DISTRICT 8TH GRADE MATH					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	30	35	26	7	33	2	33	43	16	6	22	2	42	33	18	5	23	2
	2005	23	43	26	7	33	2	26	50	20	3	22	2	37	36	19	5	24	2
STATE	2006	15	27	35	21	57	1	21	34	27	17	45	1	25	29	27	18	45	1
	2005	14	29	34	22	56	1	16	36	28	18	46	2	23	31	29	15	44	2
American Indian/ Alaskan Native	2006	31	50	13	6	19	0	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	18	46	26	9	35	2	15	54	25	6	31	0	30	36	24	9	33	0
	2005	16	39	38	7	44	0	19	57	20	4	24	0	25	40	27	8	35	0
Black	2006	19	44	31	6	38	0	50	44	6	0	6	0	54	25	21	0	21	0
	2005	41	36	14	5	18	5	39	44	17	0	17	0	44	39	6	11	17	0
Hispanic	2006	38	33	23	3	26	3	40	40	12	3	16	4	49	32	14	2	16	3
	2005	28	45	19	5	24	3	30	49	16	1	17	3	43	37	13	3	16	4
White	2006	16	33	35	15	50	0	19	46	23	12	35	0	30	34	26	8	34	2
	2005	13	39	37	11	48	0	18	50	26	5	31	1	28	36	27	9	36	0
Female	2006	30	37	26	6	32	2	32	45	16	5	21	1	40	38	16	4	20	3
	2005	22	42	27	7	34	2	27	52	17	2	19	2	35	38	20	4	25	2
Male	2006	30	33	27	8	35	2	33	41	16	7	23	3	44	28	21	5	26	2
	2005	23	44	24	7	31	2	25	47	22	3	26	2	39	35	17	6	24	3
ELL (NEP, LEP, or FEP)	2006	38	38	18	2	4	20	46	39	11	1	3	12	55	32	7	1	4	9
	2005	31	42	20	3	5	22	37	47	9	1	6	10	49	33	8	1	8	10
NEP	2006	57	11	0	0	0	32	55	23	3	0	3	20	62	15	0	0	0	24
	2005	49	19	5	0	5	28	58	13	0	0	0	30	45	11	6	0	6	38
LEP	2006	47	41	12	1	12	0	50	41	8	1	9	0	60	30	8	2	10	1
	2005	34	48	17	1	18	1	38	53	7	1	8	1	59	35	4	1	5	1
FEP	2006	11	43	41	5	46	0	22	45	29	4	33	0	29	57	14	0	14	0
	2005	7	44	40	9	49	0	11	61	25	3	28	0	16	51	27	5	32	0
Free/Reduced Lunch	2006	36	34	24	4	27	2	36	43	15	3	18	2	48	33	14	3	17	2
	2005	27	45	21	5	25	2	30	51	15	2	16	3	44	36	15	2	17	3
Gifted and Talented	2006	1	10	51	37	88	0	0	23	36	39	75	2	0	21	44	34	79	0
	2005	0	13	42	44	87	0	0	14	66	20	86	0	1	10	49	39	89	0
IEP	2006	77	17	5	1	6	0	76	18	5	0	5	1	89	5	3	1	4	1
	2005	60	26	10	1	11	2	66	28	5	0	5	1	80	18	1	0	1	0
Migrant	2006	55	30	15	0	15	0	48	38	14	0	14	0	74	21	0	0	0	5
	2005	39	50	6	0	6	6	65	29	6	0	6	0	74	26	0	0	0	0

** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score





CSAP Data, continued

District Math Results by Student Groups Grades 9-10

Disaggregation Title	Year	DISTRICT 9TH GRADE MATH						DISTRICT 10TH GRADE MATH					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	48	32	14	3	18	3	46	40	10	0	10	4
	2005	45	35	16	2	18	2	44	40	13	1	14	2
STATE	2006	30	30	25	13	38	2	31	36	26	5	31	2
	2005	33	30	23	10	33	4	32	35	25	5	30	3
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	2006	27	48	22	2	23	2	43	39	18	0	18	0
	2005	37	40	17	6	23	0	27	52	19	0	19	2
Black	2006	61	22	9	4	13	4	**	**	**	**	**	**
	2005	37	42	16	0	16	5	70	30	0	0	0	0
Hispanic	2006	55	31	9	1	10	3	56	35	5	0	5	4
	2005	55	32	11	1	12	2	53	35	10	1	10	2
White	2006	38	29	23	8	31	2	31	47	18	0	18	4
	2005	32	39	23	4	27	2	33	45	17	1	19	3
Female	2006	50	30	15	2	17	3	48	39	8	0	8	4
	2005	46	33	17	2	19	2	43	42	12	1	13	2
Male	2006	45	34	13	5	18	3	45	40	13	0	13	3
	2005	44	37	15	2	17	2	45	38	14	1	14	3
ELL (NEP, LEP, or FEP)	2006	65	26	6	0	2	6	69	26	2	0	3	2
	2005	65	30	4	1	1	4	58	34	7	0	1	7
NEP	2006	90	8	0	0	0	3	87	0	0	0	0	13
	2005	**	**	**	**	**	**	**	**	**	**	**	**
LEP	2006	67	24	6	0	6	3	67	31	1	0	1	2
	2005	71	26	2	0	2	1	72	24	3	0	3	1
FEP	2006	24	61	15	0	15	0	59	32	9	0	9	0
	2005	41	46	11	3	14	0	33	53	14	0	14	0
Free/Reduced Lunch	2006	56	29	11	1	12	3	56	35	5	0	5	4
	2005	51	34	12	1	13	2	53	37	8	1	9	1
Gifted and Talented	2006	3	16	53	29	81	0	0	52	48	0	48	0
	2005	6	23	48	23	71	0	10	29	45	16	61	0
IEP	2006	85	10	2	0	2	4	78	10	0	0	0	12
	2005	82	15	2	0	2	2	96	4	0	0	0	0
Migrant	2006	59	14	23	0	23	5	**	**	**	**	**	**
	2005	**	**	**	**	**	**	**	**	**	**	**	**

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan



** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score

Math Math Math



CSAP Data, continued

ELL = English Language Learner
 NEP = Non-English Proficient
 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

District Science Results by Student Groups Grades 5, 8 and 10

2006 was the first year the Science CSAP was administered to students in grades 5 and 10.

Disaggregation Title	Year	DISTRICT 5TH GRADE SCIENCE						DISTRICT 8TH GRADE SCIENCE						DISTRICT 10TH GRADE SCIENCE					
		%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	41	44	13	3	15	0	28	38	29	3	31	2	44	27	26	1	26	3
	2005							31	37	27	2	29	4						
STATE	2006	21	41	26	11	37	0	20	28	44	7	50	1	26	24	43	4	47	2
	2005							19	28	43	8	50	2						
American Indian/ Alaskan Native	2006	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	2005							**	**	**	**	**	**						
Asian/Pacific Islander	2006	31	56	11	2	13	0	19	45	33	3	36	0	37	31	31	0	31	0
	2005							25	43	32	0	32	0						
Black	2006	37	37	26	0	26	0	29	42	29	0	29	0	**	**	**	**	**	**
	2005							33	39	28	0	28	0						
Hispanic	2006	50	40	8	2	9	0	36	41	19	1	20	3	56	24	17	0	17	4
	2005							40	36	18	0	18	6						
White	2006	21	49	24	5	30	0	17	30	46	6	53	0	26	31	39	1	40	3
	2005							17	36	42	4	46	1						
Female	2006	44	44	9	3	12	0	27	45	25	1	26	2	49	25	21	1	22	4
	2005							33	39	24	1	25	3						
Male	2006	37	44	16	2	19	0	30	31	32	4	37	2	38	29	30	1	31	2
	2005							29	34	30	3	32	4						
ELL (NEP, LEP, or FEP)	2006	59	35	6	0	0	6	46	40	9	0	4	10	73	19	5	0	3	5
	2005							49	31	9	0	11	9						
NEP	2006	91	6	0	0	0	3	76	0	0	0	0	24	87	0	0	0	0	13
	2005							49	6	4	0	4	40						
LEP	2006	65	31	4	0	4	0	47	42	9	1	10	1	76	20	3	0	3	1
	2005							57	36	3	0	3	4						
FEP	2006	19	61	18	1	19	0	9	71	20	0	20	0	41	36	23	0	23	0
	2005							16	43	41	0	41	0						
Free/Reduced Lunch	2006	47	42	9	2	11	0	35	41	21	1	22	2	52	27	17	0	17	3
	2005							38	35	21	1	22	5						
Gifted and Talented	2006	1	41	43	14	58	0	0	8	74	18	92	0	3	18	73	6	79	0
	2005							1	15	66	17	83	0						
IEP	2006	66	30	4	0	4	0	77	16	5	0	5	1	78	4	8	0	8	10
	2005							61	20	8	0	8	11						
Migrant	2006	80	20	0	0	0	0	68	21	5	0	5	5	**	**	**	**	**	**
	2005							72	22	0	0	0	6						

** Results not reported for subgroups with less than 16 students.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score



Lectura and Escritura

Lectura is the Spanish CSAP that measures a student's reading ability. Escritura is the Spanish CSAP that measures a student's writing ability. Lectura and Escritura are given to students in grades three and four only. The 2005-2006 school year marks the first year that District 50 administered these assessments.

DISTRICT 3RD GRADE ESCRITURA							
Disaggregation Title	Year	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	**	**	**	**	**	**
STATE	2006	14	23	52	11	63	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
Hispanic	2006	**	**	**	**	**	**
White	2006	**	**	**	**	**	**
Female	2006	**	**	**	**	**	**
Male	2006	**	**	**	**	**	**
ELL (NEP, LEP, or FEP)	2006	**	**	**	**	**	**
NEP	2006	**	**	**	**	**	**
LEP	2006	**	**	**	**	**	**
FEP	2006	**	**	**	**	**	**
Free/Reduced Lunch	2006	**	**	**	**	**	**
Gifted and Talented	2006	**	**	**	**	**	**
IEP	2006	**	**	**	**	**	**
Migrant	2006	**	**	**	**	**	**
DISTRICT 3RD GRADE LECTURA							
Disaggregation Title	Year	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	**	**	**	**	**	**
STATE	2006	20	30	39	10	50	0
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
Hispanic	2006	**	**	**	**	**	**
White	2006	**	**	**	**	**	**
Female	2006	**	**	**	**	**	**
Male	2006	**	**	**	**	**	**
ELL (NEP, LEP, or FEP)	2006	**	**	**	**	**	**
NEP	2006	**	**	**	**	**	**
LEP	2006	**	**	**	**	**	**
FEP	2006	**	**	**	**	**	**
Free/Reduced Lunch	2006	**	**	**	**	**	**
Gifted and Talented	2006	**	**	**	**	**	**
IEP	2006	**	**	**	**	**	**
Migrant	2006	**	**	**	**	**	**

DISTRICT 4th GRADE ESCRITURA							
Disaggregation Title	Year	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	41	33	26	0	26	0
STATE	2006	40	34	25	0	25	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
Hispanic	2006	41	33	26	0	26	0
White	2006	**	**	**	**	**	**
Female	2006	**	**	**	**	**	**
Male	2006	**	**	**	**	**	**
ELL (NEP, LEP, or FEP)	2006	**	**	**	**	**	**
NEP	2006	42	31	27	0	27	0
LEP	2006	**	**	**	**	**	**
FEP	2006	**	**	**	**	**	**
Free/Reduced Lunch	2006	40	36	24	0	24	0
Gifted and Talented	2006	**	**	**	**	**	**
IEP	2006	**	**	**	**	**	**
Migrant	2006	**	**	**	**	**	**
DISTRICT 4TH GRADE LECTURA							
Disaggregation Title	Year	%U	%PP	%P	%A	%P+A	%NS
ALL	2006	41	33	22	4	26	0
STATE	2006	29	30	39	1	41	1
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
Hispanic	2006	41	33	22	4	26	0
White	2006	**	**	**	**	**	**
Female	2006	**	**	**	**	**	**
Male	2006	**	**	**	**	**	**
ELL (NEP, LEP, or FEP)	2006	**	**	**	**	**	**
NEP	2006	42	31	23	4	27	0
LEP	2006	**	**	**	**	**	**
FEP	2006	**	**	**	**	**	**
Free/Reduced Lunch	2006	40	32	24	4	28	0
Gifted and Talented	2006	**	**	**	**	**	**
IEP	2006	**	**	**	**	**	**
Migrant	2006	**	**	**	**	**	**

** Results reported for groups of 16 or more students; fewer than 16 3rd grade students in our District took these assessments, and fewer than 16 students took a Spanish assessment at any of our schools.

Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; P+A=Proficient and Advanced; NS=No Score



CSAP-A

There are a few students with an Individual Education Program (IEP) who will not be able to take the general CSAP because of the nature and intensity of their disability. These students need a different way to show what they know and can do. The Colorado Student Assessment Program-Alternate, CSAP-A, was developed to measure progress for students who are beginning to demonstrate foundational skills of content standards.



2005 - 2006 DISTRICT CSAP-A READING RESULTS FOR GRADES 3-10							
Disaggregation Title	Year	Inconclusive %	Exploring %	Emerging %	Developing %	Novice %	No Score %
ALL	2006	2	9	24	38	28	0
	2005	1	4	5	29	61	0
STATE	2006	4	8	9	31	46	2
	2005	4	7	10	32	44	2
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Hispanic	2006	3	5	22	43	27	0
	2005	0	5	7	30	58	0
White	2006	0	17	17	33	33	0
	2005	3	3	3	30	61	0
Female	2006	5	14	23	45	14	0
	2005	2	7	7	31	53	0
Male	2006	0	6	25	33	36	0
	2005	0	2	3	28	67	0
ELL (NEP, LEP, or FEP)	2006	0	0	40	40	20	0
	2005	0	3	7	33	57	0
Free/Reduced Lunch	2006	2	5	25	39	30	0
	2005	0	3	5	28	65	0
Gifted and Talented	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
IEP	2006	2	9	24	38	28	0
	2005	1	4	5	29	61	0
Migrant	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**

** Results not reported for subgroups with less than 16 students.

- ELL = English Language Learner
- NEP = Non-English Proficient
- LEP = Limited English Proficient
- FEP = Fluent English Proficient
- IEP = Individual Education Plan

Important Note re CSAP-A

It is important to note that several content areas and grade levels underwent significant revisions or development just before the 2006 CSAP-A administration. These changes were necessary to update test materials, to further improve the alignment with state content standards, and to continue to raise expectations for students with significant cognitive disabilities. Because of these revisions, comparisons in Reading/Writing at the 4th, 7th, and 10th grades; Math in 3rd and 4th grades; and all of the Science tests (5th, 8th, and 10th grades) should not be made to previous years' results.



CSAP-A

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 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

MATHS

2005 - 2006 DISTRICT CSAP-A MATH RESULTS FOR GRADES 3-10							
Disaggregation Title	Year	Inconclusive %	Exploring %	Emerging %	Developing %	Novice %	No Score %
ALL	2006	9	22	17	29	22	1
	2005	2	7	8	42	40	0
STATE	2006	7	12	16	32	31	2
	2005	7	11	14	33	30	3
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Hispanic	2006	8	23	18	26	26	0
	2005	2	9	7	38	44	0
White	2006	15	15	15	35	15	5
	2005	3	7	10	47	33	0
Female	2006	19	19	15	23	19	4
	2005	5	9	9	43	34	0
Male	2006	3	23	18	33	23	0
	2005	2	6	8	42	43	0
ELL (NEP, LEP, or FEP)	2006	0	35	22	17	26	0
	2005	0	7	14	45	34	0
Free/Reduced Lunch	2006	6	20	20	27	27	0
	2005	1	6	7	42	44	0
Gifted and Talented	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
IEP	2006	9	22	17	29	22	1
	2005	2	7	8	42	40	0
Migrant	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**

** Results not reported for subgroups with less than 16 students.

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Mike Hefner, Westminster High School senior and Hidden Lake High School Graphic Design and Interactive Media student, won the 2006 Grand Prize for his entry in the District 2 Congressional High School Visual Arts competition. Mike Hefner's artwork will be displayed for one year in the Cannon Tunnel in Washington D.C.



CSAP-A

2005 - 2006 DISTRICT CSAP-A SCIENCE RESULTS FOR GRADES 5, 8 AND 10							
Disaggregation Title	Year	Inconclusive %	Exploring %	Emerging %	Developing %	Novice %	No Score %
ALL	2006	0	14	32	32	23	0
	2005	**	**	**	**	**	**
STATE	2006	4	10	21	34	27	4
	2005	2	9	20	28	37	5
American Indian/ Alaskan Native	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Asian/Pacific Islander	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Black	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Hispanic	2006	0	19	31	38	13	0
	2005	**	**	**	**	**	**
White	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Female	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Male	2006	0	6	31	31	31	0
	2005	**	**	**	**	**	**
ELL (NEP, LEP, or FEP)	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
Free/Reduced Lunch	2006	0	11	37	37	16	0
	2005	**	**	**	**	**	**
Gifted and Talented	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**
IEP	2006	0	14	32	32	23	0
	2005	**	**	**	**	**	**
Migrant	2006	**	**	**	**	**	**
	2005	**	**	**	**	**	**

ELL = English Language Learner
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 LEP = Limited English Proficient
 FEP = Fluent English Proficient
 IEP = Individual Education Plan

Science

** Results not reported for subgroups with less than 16 students.
 In 2006, grades 5, 8 and 10 were tested with CSAP-A Science; in 2005, only grade 8 was tested.

Ivon Gutierrez, 2006 Hidden Lake High School graduate, sitting in the 1992 Honda Prelude she won by meeting academic and behavior standards set by the school. Import Auto Stuff donated the car to encourage students to stay in school and succeed.





District Assessments

A-DRA and A-DWA

The A-DRA is a measure of student reading achievement and growth. Schools use A-DRA results from Spring to Spring to measure growth.

The A-DWA is a measure of student writing achievement and growth. Schools use A-DWA results from Spring to Spring to measure growth.

A-DRA for Grades K-5			
	A-DRA Proficiency		A-DRA Growth
	2006*		2006*
% of students proficient	2006*	% of students showing 1 year growth	2006*
Male	46%	Male	59%
Female	52%	Female	61%
Asian	50%	Asian	67%
Hispanic	42%	Hispanic	59%
American Indian, Black & White	65%	American Indian, Black & White	61%
ELL +	25%	ELL +	58%

A-DWA for Grades K-5			
	A-DWA Proficiency		A-DWA Growth
	2006*		2006*
% of students proficient	2006*	% of students showing 1 year growth	2006*
Male	38%	Male	47%
Female	52%	Female	53%
Asian	54%	Asian	57%
Hispanic	40%	Hispanic	49%
American Indian, Black & White	52%	American Indian, Black & White	51%
ELL +	33%	ELL +	49%

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* Growth measured from Spring 2005 to Spring 2006 for all grades but Kindergarten (growth measured from Fall 2005 to Spring 2006).
 + ELL includes Non-English Proficient and Limited English Proficient students.
 ** Results not reported for subgroups with less than 16 students.



Ranum High School IB Art students were one of only six high schools selected to participate in the 4th annual La Piazza dell'Arte on Larimer Square, the preeminent chalk art event in the Rocky Mountain region.



Northwest Evaluation Association (NWEA)

Northwest Evaluation Association (NWEA) is a national level standardized test aligned with local curriculum and state standards. This test is administered in the fall and spring to measure student achievement, and growth is measured from spring to spring. Students are assessed with NWEA math tests in grades 3-10 in the fall and grades 2-10 in the spring. Students are assessed with NWEA reading tests in grades 6-10 in the fall and spring.

District NWEA Math Data								
% of students showing 1 year growth *	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
ALL	55.0	58.1	57.1	55.2	54.1	39.3	36.8	37.7
Male	56.1	60.6	56.9	56.0	50.8	38.5	39.6	40.3
Female	53.8	55.3	57.3	54.4	57.5	40.1	33.9	35.2
Asian	64.9	53.5	61.1	49.0	57.1	37.1	28.8	37.9
Hispanic	53.2	56.5	58.4	58.4	52.6	37.1	36.2	38.1
American Indian, Black & White	57.9	61.9	52.7	51.1	56.0	42.9	40.1	38.3

* Growth measured from Spring 2005 to Spring 2006.

District NWEA Reading Data					
% of students showing 1 year growth *	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
ALL	63.9	59.9	53.6	49.1	54.0
Male	62.0	61.4	49.8	49.4	52.6
Female	65.9	58.3	57.0	48.8	55.5
Asian	49.0	59.2	57.4	56.9	57.1
Hispanic	63.2	57.6	55.5	50.2	52.0
American Indian, Black & White	69.0	64.1	49.3	45.5	55.9

* Growth measured from Spring 2005 to Spring 2006.



The Hidden Lake High School Horticulture Class won the 1st place Governor's Award at the Home and Garden Show for their flower garden entry. They also took 1st place in the plant materials category for aesthetics and ease of maintenance. They placed 2nd for functionality and 3rd for their landscaping plan. The Hidden Lake High School Horticulture Class has won the 1st place Governor's Award 13 of 27 years!



District Assessments

6-Trait Writing Assessment

The District 50 secondary (grades 6-12) writing assessments are designed to determine students' proficiency on the six traits of writing: ideas and content, organization, voice, word choice, sentence fluency, and conventions. Classroom teachers give assigned prompts in the fall and spring of each school to use as a formative and summative assessment. Teachers score their writings in collaborative settings, ensuring inter-rater reliability among the teachers who are scoring. Results are recorded to measure student progress.

District Standards

Per State accreditation requirements, standards proficiency is a composite of Language Arts, Social Studies, Science, Math, Art, Music, Physical Education and Foreign Language.

PERCENTAGE OF STUDENTS PROFICIENT ON DISTRICT STANDARDS FOR 2005-06												
SCHOOLS	GRADES											
ELEMENTARY SCHOOLS	K	1	2	3	4	5	6	7	8	9	10	11
Baker ES	80	59	68	45	75	64						
Berkley Gardens ES	82	77	71	88	86	83						
F.M. Day ES	77	62	48	54	44	44						
Fairview ES	71	68	66	69	64	70						
Flynn ES	94	84	90	74	87	78						
Harris Park ES	80	86	81	88	74	69						
Mesa ES	74	70	72	72	50	74						
Metz ES	92	58	75	63	59	74						
Sherrelwood ES	53	88	81	62	80	92						
Skyline Vista ES	90	79	74	71	76	65						
Sunset Ridge ES	76	73	78	59	76	66						
Tennyson Knolls ES	61	68	68	65	66	64						
Vista Grande ES	78	79	62	77	71	57						
Westminster ES	65	62	58	63	61	58						
Westminster Hills ES	55	67	73	69	37	42						
MIDDLE SCHOOLS												
Clear Lake MS							30	35	37			
Hodgkins MS							46	58	51			
Scott Carpenter MS							34	28	41			
Shaw Heights MS							53	58	38			
HIGH SCHOOLS												
Hidden Lake HS										22	58	49
Ranum HS										59	60	65
Westminster HS										43	53	64

Crown Pointe Academy is not required to report proficiency on District Standards.

District 6-Trait Writing Results

Disaggregated Category	% Proficient Spring 2006
Male	20.0
Female	29.0
Asian	34.0
Hispanic	19.0
American Indian, Black & White	31.0
ELL **	13.0

** English Language Learner (ELL) includes Non-English Proficient and Limited English Proficient students.

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Individual Literacy Plan (ILP)/Colorado Basic Literacy Act (CBLA)

The Colorado Basic Literacy Act, enacted in the 1998-99 school year, states that each district shall assess the reading comprehension of students in kindergarten, first, second and third grades. Those students not reading at grade-level will be placed on Individual Literacy Plans (ILPs). Students continue on ILPs beyond third grade and up to twelfth grade until they are reading at their designated grade level.

Number, Percent, Growth of Students in Individual Literacy Plans 2004-05*

Grade	Number of Students Evaluated for Literacy Skills by Grade Level	Percent of Students Performing at or Above Grade Level in Reading	Percent of Students on Individual Literacy Plans (ILPs) Only	Percent of Students on IEPs and Individual Literacy Plans (ILPs)	Percent of Students on IEPs Who Take or Will Take Alternate Assessments	Percent of Students on ILPs with Two or More Grade Levels Growth in Reading in One Year
K	819	49.3%	47.5%	2.6%	0.6%	0.2%
1	810	47.0%	46.7%	5.7%	0.6%	2.2%
2	816	41.9%	48.8%	7.2%	2.1%	2.3%
3	792	49.6%	41.7%	7.6%	1.1%	2.5%
Grade	Number of Students on ILPs at Beginning of School Year	Percent of Students Advancing to Grade Level in Reading at End of School Year	Percent of Students Remaining on Individual Literacy Plans (ILPs) at End of School Year	Percent of Students on IEPs and Individual Literacy Plans (ILPs) at End of School Year		Percent of Students on ILPs with Two or More Levels Growth in Reading in One Year
4	352	15.6%	69.3%	15.1%		3.4%
5	216	15.7%	63.9%	20.4%		2.8%
6	123	7.3%	69.9%	22.8%		37.4%
7	110	11.8%	70.0%	18.2%		30.0%
8	113	3.5%	75.2%	21.2%		23.0%
9	60	10.0%	68.3%	21.7%		21.7%

* Data from 2005-06 school year are not yet available from the state.



Winners of the February 25, 2006 District Spelling Bee who represented Adams 50 at the State Competition. Left to right: **Austin Wright** (#18), 7th grader at Shaw Heights MS; **Sidney McKown** (#4), 6th grader at Shaw Heights MS; **Tyler Grosek** (#21), 7th grader at Shaw Heights MS; **Kasey McKown** (#23), 6th grader at Shaw Heights MS; **Tawney Knecht** (#17), 7th grader at Clear Lake MS.



District Assessments

Advanced Placement

High school students have the opportunity to earn college credit by taking Advanced Placement (AP) Courses in high school and passing AP exams with a score of 3, 4, or 5, on a 1 to 5 scale.

2005-2006 District AP Results					
Number of Students Taking AP Exams		Number of AP Exams Taken		Percent of 3, 4, and 5 Scores	
2005	2006	2005	2006	2005	2006
189	203	276	273	14.5%	20.1%

ACT Scores

The American College Testing (ACT) is not standards-based. It is a curriculum-based test that predicts a student's future success in college. All 11th grade students in the State of Colorado are required to take the ACT as a part of their high school experience whether or not they plan to go to college. Note: The College Board reported that generally the higher the number of students taking the test from a district, the lower the average scores for that district.

2004-2006 Colorado ACT Composite Scores			
	2004	2005	2006
DISTRICT	16.1	16.4	15.3
STATE	18.8	19.0	19.0

SAT Scores

The Scholastic Aptitude Testing (SAT) is not standards-based. It is a curriculum-based assessment that predicts a student's future success in college. The SAT always has fewer participants in Colorado than the ACT college entrance exam.

2005-2006 District SAT Results						
	Critical Reading		Math		Writing	
	2005	2006	2005	2006	2005	2006
District 50*	501	500	506	529	532	484
Colorado	560	558	560	564	**	548
Nation	508	503	520	518	**	497

* In 2006, 23 Adams 50 students took the SAT; in 2005, 43 Adams 50 students took the SAT.

** SAT first included a Writing section in March 2005.

Graduation Requirements and Rates

230 semester credit hours are required for graduation for the class of 2006 and beyond. A semester hour is defined as a class period one day per week for 18 weeks. A student enrolled in a class which meets one period, five days per week for 18 weeks, will be awarded five semester hours of credit toward graduation if the letter grade earned is A, B, C, D, S (Satisfactory) or P (Pass).

Graduation Rates *			
School	2003-2004	2004-2005	2005-2006
Ranum HS	80.2%	60.9%	*
Westminster HS	81.2%	70.1%	*
District	78.5%	64.0%	*

*The 2005-06 Graduation Rates are not yet available from the state.

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Dropout Rates *			
School	2003-2004	2004-2005	2005-2006
Ranum HS	10.1%	9.0%	*
Westminster HS	10.6%	9.0%	*
District	8.4% **	7.1%	Includes Alternative Schools
		7.3%	Excludes Alternative Schools

* The 2005-06 Dropout Rates are not yet available from the state.

** This figure applies whether the Alternative Schools are included/excluded.

Safe Schools

The safety of our students and staff is a priority. The district uses many methods to ensure safety in our schools and neighborhoods.

Attendance Rates

School	Attendance Rate
BAKER ES	95.64%
BERKELEY GARDENS ES	96.11%
F.M. DAY ES	96.29%
FAIRVIEW ES	95.78%
FLYNN ES	96.17%
HARRIS PARK ES	96.61%
MESA ES	95.93%
METZ ES	96.05%
SHERRELWOOD ES	96.36%
SKYLINE VISTA ES	95.73%
SUNSET RIDGE ES	95.85%
TENNYSON KNOLLS ES	95.71%
VISTA GRANDE ES	95.38%
WESTMINSTER ES	96.01%
WESTMINSTER HILLS ES	96.29%
CLEAR LAKE MS	87.22%
HODGKINS MS	93.55%
SCOTT CARPENTER MS	93.48%
SHAW HEIGHTS MS	94.01%
RANUM HS	89.78%
WESTMINSTER HS	90.63%
HIDDEN LAKE HS	83.68%
CROWN POINTE CHARTER ACADEMY	95.91%
GREGORY HILL EARLY CHILDHOOD CENTER	96.92%
DISTRICT	93.56%

Safe school environments:

- Emergency Response Plan; updated and practiced regularly
- A safe school plan implemented at each school
- Uniformed School Resource Officers from Adams County Sheriff and Westminster Police departments at each middle and high school
- Controlled access to our buildings
- Visitor identification and sign-in procedures
- Regular review and practice of safety drills
- Campus monitors at high schools
- Certified Playground Safety Inspector
- Student Crime Stopper Program
- Internet filtering

Developing Safe Students

- Character building workshops for elementary students
- DARE for elementary students
- Breaking Down the Walls (understanding diversity) program at high schools
- Link crews at high schools to assist incoming 9th grade students transition to high school
- Positive Behavior Support (PBS): A system-wide intervention plan promoting positive actions and deeds
- Project PAVE (Providing Alternatives to Violence through Education)
- WEB (Where Everyone Belongs) program at middle schools for incoming 6th grade students
- Counselors at middle and high schools
- Dean of students at high schools
- Yellow Ribbon Youth Suicide Prevention Program

To help maintain a safe learning environment in our schools and district, some students may have been suspended or expelled. During the 2005-2006 school year, 61 students were expelled and there were 1,177 suspensions.

Westminster Elks Teachers of the Year:
Christine Linden, Shaw Heights MS;
Phil Love, Hidden Lake HS;
Sally Miles, Berkeley Gardens ES.





No Child Left Behind Information

The federal No Child Left Behind (NCLB) law requires all public school teachers to be certified and to hold an educator's license in order to be considered "highly qualified."

Professional Qualifications of Teachers:	
Professional Qualifications	Percent of Teachers
Bachelors Degree	60.16%
Masters Degree	37.26%
Specialist's Degree	1.50%
Doctorate Degree	1.08%
TOTAL	100%
Licenses:	
License	Percent of Teachers
Emergency	0.00%
Initial	21.00%

Teachers Highly Qualified in the District	
School Year	2005-06
Percentage Highly Qualified	97.90%
Target Percentage	100.00%
Target Made	NO
Classrooms in the District Taught by Highly Qualified Teachers	
School Year	2005-06
Percentage Highly Qualified	97.71%
Target Percentage	100.00%
Target Made	NO
Percentage Not Highly Qualified	2.29%

"Highly Qualified" District and School Data			
	Poverty Level		% of Classes not taught by an H.Q. teacher
F.M. Day ES	87.29%	High-poverty	
Baker ES	85.84%	High-poverty	
Skyline Vista ES	85.81%	High-poverty	
Fairview ES	85.35%	High-poverty	
Berkeley Gardens ES	83.18%	High-poverty	
Westminster ES	81.52%	High-poverty	
Sherrelwood ES	81.00%		
Metz ES	79.40%		
Mesa ES	74.34%		
Scott Carpenter MS	73.99%		3.67%
Harris Park ES	71.43%		
Clear Lake MS	71.11%		13.05%
Sunset Ridge ES	69.82%		
Hodgkins MS	68.41%		
Tennysen Knolls ES	67.83%		
Vista Grande ES	65.20%		
Shaw Heights MS	56.68%		9.76%
Westminster Hills ES	56.59%	Low-poverty	
Westminster HS	47.54%	Low-poverty	2.04%
Hidden Lake HS	43.60%	Low-poverty	15.38%
Flynn ES	42.54%	Low-poverty	
Ranum HS	41.29%	Low-poverty	1.79%
Crowne Pointe Academy	21.30%	Low-poverty	

Classes Taught by Highly Qualified Teachers in the District by High and Low Poverty		
	High Poverty Schools 1	Low Poverty Schools 2
Percentage in District	23.85%	27.62%
Percentage in State	unknown	unknown
* No schools in district at this poverty level.		
1 Schools are ranked from highest to lowest based on their free and reduced lunch eligibility counts. High-poverty schools are the 25% of schools with the highest poverty rate.		
2 Low-poverty schools are the 25% of schools with the lowest poverty rate, as measured by free and reduced lunch eligibility.		

The District 50 Human Resources Department was presented the Spirit of Diversity Award from the Denver's Annual Diversity Employment Day Career Fair and Diversity Recruiter's Network.org.



Adequate Yearly Progress (AYP)

The federal No Child Left Behind law requires all schools and districts to have 100 percent of all students proficient in reading and math by 2014. CDE set benchmarks to measure progress. Up to 54 indicators measuring student achievement must be reported in various subgroups (students with disabilities, English language learners, racial/ethnic groups, and students from low income families). In order to make AYP, a school and district must make every target. The law calls for sanctions if Title I schools do not make AYP within a given timeframe.

Title I Schools "On School Improvement"

Baker Elementary School and Skyline Vista Elementary School are the only two Title I schools in the District that are on School Improvement for having failed to make AYP targets for two consecutive years in one of the same content areas. This places them on Year Two School Improvement. In the District, 91.1% of our schools meet requirements as defined/required by the federal NCLB law and 8.9% are on School Improvement.

Reading
Math
Building

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

AYP

DISTRICT ELEMENTARY SCHOOLS

Student Group	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 82.69%)		Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 83.64%)		Advanced Performance Reading* (Goal: 1.10%)		Advanced Performance Mathematics* (Goal: 1.10%)	
	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State
All Students	99.34	99.68	84.40	88.63	99.96	99.94	86.38	91.64	2.70	6.90	16.20	27.40
African American	100.00	99.91	89.32	80.89	100.00	99.93	91.39	81.76	15.30	2.90	23.60	12.80
American Indian/Native Alaskan	NA	100.00	NA	86.18	NA	100.00	NA	88.81	NA	4.60	NA	18.00
Asian/Pacific Islander	100.00	99.38	90.87	93.13	100.00	99.71	92.63	96.30	6.40	10.10	33.60	42.60
Hispanic	98.97	99.02	77.48	78.70	99.94	99.84	83.77	84.56	2.00	2.40	12.00	12.30
White	100.00	99.98	89.68	94.02	100.00	100.00	93.62	95.87	5.50	9.40	26.10	35.50
Students with Disabilities	99.68	99.80	53.18	60.03	100.00	99.99	62.72	69.78	1.70	1.20	3.80	7.80
English Language Learners	98.44	98.35	80.75	70.87	99.90	99.57	82.17	80.46	1.50	1.90	11.90	9.90
Economically Disadvantaged	99.26	99.30	77.62	79.37	100.00	99.88	84.26	84.70	1.80	2.20	12.50	12.70

* If a percentage is within a margin of error, the state considers the goal met.



No Child Left Behind Information

AYP

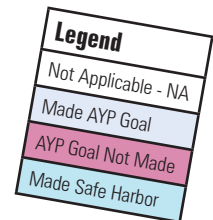
DISTRICT MIDDLE SCHOOLS

Student Group	Reading/Language Arts				Mathematics				Other Indicator			
	Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 80.21%)		Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 69.63%)		Advanced Performance Reading* (Goal: 1.10%)		Advanced Performance Mathematics* (Goal: 1.10%)	
	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State
All Students	98.92	99.85	83.50	87.68	98.92	99.90	67.85	78.90	3.40	9.20	7.90	19.20
African American	100.00	99.85	87.68	80.76	100.00	99.87	71.49	60.33	8.80	3.00	9.00	6.90
American Indian/Native Alaskan	100.00	100.00	NA	81.91	100.00	100.00	NA	70.18	NA	5.00	NA	11.00
Asian/Pacific Islander	99.44	99.70	89.65	92.27	99.44	99.72	84.00	89.48	5.20	13.50	12.30	33.20
Hispanic	98.33	99.55	78.52	75.75	98.33	99.73	60.23	62.64	1.40	1.90	4.80	6.30
White	99.86	99.98	94.15	93.50	99.86	99.99	82.28	87.50	8.70	12.80	16.00	25.60
Students with Disabilities	100.00	99.97	44.59	54.73	100.00	99.98	31.67	41.54	1.90	1.10	3.60	2.90
English Language Learners	96.49	98.71	71.37	65.43	96.48	99.16	58.24	57.43	0.60	1.30	2.20	5.70
Economically Disadvantaged	98.76	99.67	80.42	76.50	98.76	99.78	62.62	62.86	1.80	2.00	4.80	6.30

* If a percentage is within a margin of error, the state considers the goal met.

DISTRICT HIGH SCHOOLS

Student Group	Reading/Language Arts				Mathematics				Other Indicator	
	Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 84.74%)		Percent Tested (Goal: 95%)		Percent Part. Proficient, Proficient & Advanced* (Goal: 60.25%)		Graduation Rate (Goal: 57.4%)	
	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State	DISTRICT	State
All Students	100.00	99.86	86.60	87.59	100.00	99.89	57.10	67.04	64.00	80.10
African American	100.00	99.89	NA	79.47	100.00	99.89	NA	42.63	NA	74.00
American Indian/Native Alaskan	NA	100.00	NA	83.69	NA	100.00	NA	53.73	NA	62.60
Asian/Pacific Islander	100.00	99.55	96.57	91.80	100.00	99.60	73.64	80.04	73.20	86.10
Hispanic	100.00	99.51	82.01	74.98	100.00	99.62	49.16	43.36	56.70	63.70
White	100.00	99.99	93.82	92.99	100.00	99.99	71.10	77.75	71.00	85.50
Students with Disabilities	100.00	99.97	40.79	56.86	100.00	99.99	24.67	27.61	70.70	76.50
English Language Learners	100.00	98.41	74.54	65.20	100.00	98.75	38.82	37.37	76.40	79.70
Economically Disadvantaged	100.00	99.70	85.37	75.52	100.00	99.77	47.14	44.55	78.60	81.60



* If a percentage is within a margin of error, the state considers the goal met.



THE DISTRICT OF CHOICE

Adams County School District 50 Financial Overview 2005-06

Total Budget:		\$93,507,059
General Fund	\$72,759,999	77.8%
Grants Fund	7,194,051	7.7%
Capital Reserve Fund	3,644,757	3.9%
Nutrition Service Fund	3,395,936	3.6%
Bond Redemption Fund	2,411,849	2.6%
Pupil Activity Fund	1,000,000	1.1%
Charter School Fund	1,317,722	1.4%
Insurance Reserve Fund	798,911	0.9%
Colorado Preschool Program	882,325	0.9%
Building Fund	101,509	0.1%
Total	\$93,507,059	100.0%

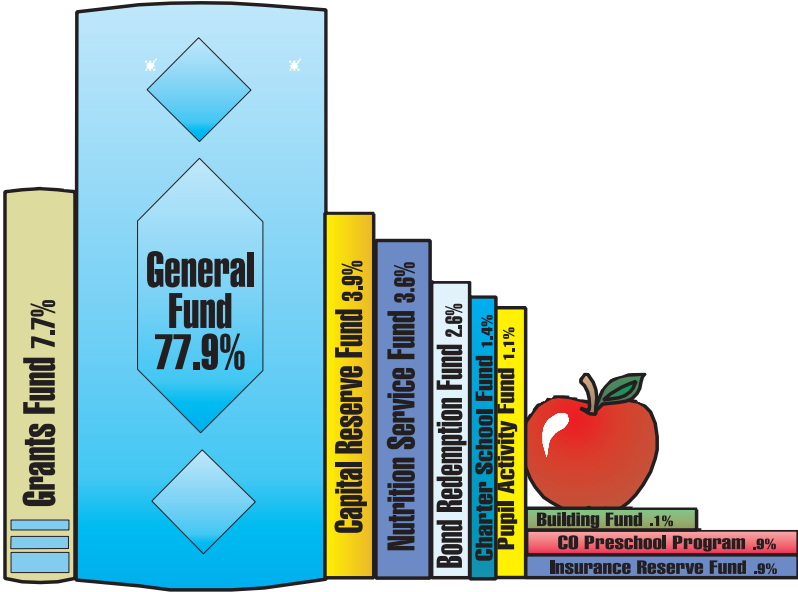
The General Fund:

Where the money comes from ...

2005-06 Actual General Fund Revenue (audited)		
Revenues	Amount	Percentage
Beginning Fund Balance	\$12,626,115	14.02%
State Equalization	47,369,920	52.60%
Local Property Tax	26,136,680	29.02%
Other Local Sources	1,593,769	1.77%
Other State Sources	2,327,185	2.58%
Federal Sources	-	0.00%
Total Revenue	\$90,053,669	99.99%

Where the money goes ...

2005-06 Actual General Fund Expenditures (audited)		
Expenses	Amount	Percentage
Instruction	\$50,170,630	63.05%
Support Services	27,249,180	34.24%
Transfer to Capital Reserve	2,155,743	2.71%
Total Expenditures	\$79,575,553	100.00%
Ending Fund Balance	\$10,478,116	



District 50 received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada for its comprehensive annual financial report (CAFR). This Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting.

The Association of School Business Officials (ASBO) International awarded Adams County School District 50 the Certificate of Excellence in Financial Reporting Award. This award represents a very significant achievement and reflects a commitment to the highest standards of school system financial reporting.





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Colorado state law requires certain information pertaining to school districts be written, distributed and made available to each household within the district on an annual basis. We in School District 50 are pleased to share that information in this Annual Report. We hope the information included informs you and assures you District 50 is operating soundly.

For up-to-date information about School District 50, visit our website at www.adams50.org or watch D50TV on Comcast Cable Channel 54.

