The state of Colorado has set high standards for students based on three fundamental principles: safety, civility, and literacy. How these standards were integrated into the schools is the subject of this report. It opens with an overview of the foundations of academic success and the process involved in implementing standards-based education. The state assessment program is detailed, along with the results of a 3-year study depicting the growth of charter schools and the significant changes in teacher licensure amendments. The educational performance of Colorado's students is then profiled, with an emphasis on mathematics achievement, the achievement of college-bound students, high school graduation rates, and postsecondary participation. Demographic information is offered, with descriptions of public school membership, private school enrollment, home study participation, the nonschool population, and information on students at-risk. A profile of educational personnel is provided, which focuses on school district personnel, educator preparation, and teacher assessment. Colorado's educational system and programs are likewise discussed, along with an analysis of school district revenues and expenditures. (RJM)
Foundations for High Achievement:

Safety, Civility, Literacy
Coloradans have set high content standards and high expectations for our students. Working together, we can create the opportunities, tools and conditions that will enable all students to successfully achieve them. *Foundations for High Achievement: Safety, Civility and Literacy* heralds the importance of these foundations, presents a profile of Colorado’s students and educators, and describes the educational system and programs to help us meet the challenges before us.

Successful attainment of rigorous content standards by all students requires these fundamentals:

**Safety.** Students need a learning environment in which they feel safe and secure—a haven in which they are free to learn.

**Civility.** Students, teachers and parents must together build a school atmosphere where civility, respect and open communication provide the basis for disciplined learning through honesty, responsibility and civic order.

**Literacy.** Students need a strong foothold in reading and effective communication as a springboard to learning other academic subjects.

Establishing these foundations opens the path for our students, teachers, and schools to attain ambitious goals for learning. Only by reaching out to you, concerned citizens who care deeply about children and learning, can these foundations for high achievement be realized.

When “Safety, Civility and Literacy” is a reality, high standards and higher achievement for all students will be within reach. We invite you to find ways, however small they may seem, to build these basic foundations, make a difference in your educational community and to help all students experience success.

Patricia M. Hayes, Chairman
Colorado State Board of Education

William J. Moloney
Commissioner of Education
State of Colorado
Foundations for High Achievement:

Safety, Civility, Literacy
COLORADO STATE BOARD OF EDUCATION
Seated January 14, 1997

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ELECTED TO LEAD, TO SERVE, AND TO PROMOTE
QUALITY EDUCATION FOR ALL

THE COLORADO STATE BOARD OF EDUCATION, deriving its authority for general supervision from
the Constitution of the State of Colorado, pledges to lead, to serve, and to promote a quality education for all,
based on a commitment to academic excellence, with accountability and responsibility shared by all.

MAJOR STATE BOARD ACTIONS 1996-1997

The State Board of Education is authorized by Article IX of the Constitution of the State of Colorado with the general
supervision of the public schools. Powers and duties of the Board are described in 22-2-105 through 109 of the
Colorado Revised Statutes.

Selection of a New Commissioner of Education

One major responsibility of the State Board of Education is the selection of the Colorado Commissioner of Education, who serves as chief
executive officer of the Department of Education as well as the statewide K-12 education and public library
leader. In the past 24 years, the Board has only been
called upon twice to make such a decision.

Following the retirement of Commissioner William Randall in December 1996, the State Board appointed
Deputy Commissioner Richard Laughlin to serve as
Acting Commissioner and launched a search for a new
commissioner in January 1997. The Board took the
utmost care to identify the best candidates for this important position. Surveys were sent to over 1,100 parents, educators, and representatives of the business community. A screening committee reviewed 34 applications for this position and made recommendations to the Board prior to several rounds of interviews and extensive deliberations.

The Board appointed Dr. William J. Moloney Commissioner of Education, effective September 1, 1997. Dr. Moloney holds bachelor’s and masters degrees in history and political science, as well as a doctorate in educational management earned at Harvard University. He has also done graduate work at Oxford and the University of London in Slavic history. In addition to his duties as Commissioner of Education, Dr. Moloney will continue to play an active role as a member of the National Assessment Governing Board, which sets policy for the National Assessment of Educational Progress, more commonly known as "The National Report Card."

In a rich and varied professional life spanning over 25 years, William Moloney has served as a teacher, assistant principal, headmaster, assistant superintendent, and superintendent in Massachusetts, Rhode Island, New York, Pennsylvania and Maryland. His career also includes several years overseas, four of them as Director of the American School in London. He has been active as a speaker, consultant, newspaper columnist, contributor to professional journals, adjunct university faculty, and as a member of the Advisory Committee of the Center for Workforce Preparation and Quality Education in Washington, DC, as well as several years on the board of the Educational Excellence Network. He is co-author of The Content of America’s Character and Education Innovation: An Agenda to Frame the Future.

Standards and Assessments

The Colorado General Assembly, through House Bill 93-1313 mandated statewide standards and assessment for the State’s public schools. Each year following the law’s passage, the State Board of Education has adopted policies to move education along a strict time line toward full implementation of standards and assessments. At the same time, the Board has worked to align its policies in areas such as accreditation, educator licensure, and charter schools with these new statewide goals for increased student achievement.

In September 1995, the State Board of Education adopted statewide model content standards in science, mathematics, reading and writing, geography, and history. School districts across Colorado have designed local standards that meet or exceed the state standards. The State Board also approved a statewide student assessment design and performance levels that were administered for the first time in spring 1997. Using cut scores adopted by the State Board of Education to determine whether student performance is advanced, proficient, or partially proficient, the Department of Education plans to release test results in November. During fall 1997 and winter 1998, the Board will adopt statewide model content standards in civics, economics, foreign language, music, physical education, and visual arts.

Accountability and Accreditation

The State Board of Education is charged by the Colorado Constitution with the general supervision of the public schools. The Board performs its supervisory role through the process of accrediting school districts. Statewide model content standards and assessments for students have had a profound effect on the State Board’s accreditation process.

In June 1996, the Board repealed and reenacted its accreditation rules. Throughout the 1996-97 school year, the State Board has administered accreditation through individual enterprise contracts that emphasize standards and assessments in each of Colorado’s 176 school districts. Local school districts in turn accredit each of their schools. This grassroots approach to quality assurance is designed to place responsibility at the lowest possible level.

Educator Licensing

During 1996-97, the Board continued to refine its educator licensing regulations. In keeping with statewide standards and assessment for students, the licensure act and State Board regulations are transitioning educators’ authorizations from certificates to licenses, higher standards for both entrance into the profession and recertification, more rigorous requirements for educator preparation programs, and an induction program for new educators.

It is also the State Board’s responsibility to protect the health, safety, and welfare of Colorado public school students by taking disciplinary actions against educators who threaten the well-being of students. In November 1996, the State Board adopted a policy to release the personal identities of these persons whose educator licenses the Board denied, annulled,
suspended, or revoked. Since that time, the Board has suspended five educator licenses, permanently revoked four, and denied renewal of one license.

Charter Schools

In 1996-97, the State Board of Education continued to play a major role in the charter school movement in Colorado through its leadership initiatives, the granting of waivers of statute and rule, and through its appellate role. There are 50 charter schools in Colorado as of fall 1997. Under the jurisdiction of local boards of education, charter schools are required to meet state and local standards.

Under the Charter Schools Act, the State Board of Education also serves as the appellate body when a local district and the charter disagree. The State Board has received 53 appeals since the spring of 1994; of this total, 12 were dismissed and 41 were set for hearing. Results of these hearings to determine whether the decisions of the local board of education were in the best interest of the students, school district and the community are as follows: 1) in 22 cases, the State Board upheld the decision of the local board of education; 2) the State Board remanded 15 cases to the local board of education for reconsideration; 3) three cases were dismissed, vacated, and overturned; and 4) in one case, the State Board ordered the establishment of the charter school.

Waiver of Statute and Rule

Since its passage in 1989, Colorado’s waiver law has empowered the State Board of Education to release school districts from legal and regulatory barriers to reforms that show promise of increasing educational opportunity and academic achievement for students.

In collaboration with their school districts, virtually all charter schools have requested and received waivers of laws and regulations from the State Board of Education to enable them to implement their unique visions for increasing academic achievement and educational opportunity. During 1996-97, the State Board authorized multiple waivers to 29 charter schools for time periods up to the term of the charter, a maximum of five years.

New waivers were also granted to one school district, while waivers were renewed for two additional school districts. In comparison to waivers requested exclusively by school districts since 1989, those involving charter schools have been more numerous, and were typically more complex, requesting release from more laws and rules; these have frequently involved conditions of teacher employment and evaluation as well as decisions related to curriculum.

Colorado Department of Education Mission Statement

"To lead, to serve, and to promote quality education for all."

Our mission is to provide leadership and service to Colorado's education community and, through collaboration with this community, to promote high quality learning environments, high academic performance standards, and equitable learning opportunities for all Colorado's diverse learners.

This report was prepared by the Research and Evaluation Unit of the Department under the provisions of Colorado Revised Statutes 22-2-112(k) and 22-20-104(3) which require the Commissioner of Education to report annually on educational issues and specific programs of the Department. This publication includes information prepared in response to mandates contained in the following sections of the Colorado Revised Statutes: 22-2-117; 22-2-106; 22-53-303; 22-60.5-107; 22-80-106; 22-36-106; and 22-30.5-112. Federal funds in the approximate amount of $4,100 from Title VI ESEA financed the printing of this publication. Additional information about any of the material in this report may be obtained by contacting the Research and Evaluation Unit at (303) 866-6840.

CDE does not discriminate on the basis of disability, race, color, religion, sex, national origin or age in access to, employment in, or in the provision of any of CDE’s programs, benefits, or activities.
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Since 1988 those of us in the Colorado Department of Education (CDE) have stayed focused on the goal of high academic standards, high expectations, and successful achievement of all Colorado students. Working together with local schools and communities we have pursued excellence and equity as a shared mission, not as competing elements that can be traded off one against another.

We are continually reminded that real change, the kind that positively affects student achievement, takes place in the classroom. We want to thank the thousands of Colorado teachers and administrators who have joined our effort to make sure Colorado students gain the knowledge and skills they will need to lead high quality lives in the twenty-first century. Our collective CDE hats are off to you!

FOUNDATIONS OF ACADEMIC SUCCESS

In order for all students to achieve challenging standards, these fundamentals must first be in place:

- a safe and secure environment for learning;
- civility, respect and honest communication among students, teachers and parents, allowing students to learn and practice the skills of democracy and community; and
- insistence that literacy--reading and communicating effectively--is the first instructional goal underpinning learning in all other subjects.

Our message focuses on these three essential foundations for high achievement--Safety, Civility and Literacy--and what Colorado is doing to build them. Each of these foundations is a necessary condition for student achievement, but none, standing alone, is a sufficient condition. These foundations are to student achievement what a structural frame is to a building. They work both to reinforce one other, and in so doing, to support the whole.

Safety

Issues related to school safety and discipline consistently rank first in polls that track public concerns about education. And for good reason. Even the most dramatic academic reforms are only as effective as a positive learning environment permits.

Students who do not feel safe cannot focus on learning. Students in classrooms disrupted by others cannot apply full attention to their studies. Students who are abusing alcohol and drugs cannot achieve their physical and mental potential.

Schools must be safe havens for learning. But, a safe environment has to include more than conflict resolution courses and metal detectors; it has to extend beyond “just say no” efforts. In the end, children and youth learn to be responsible citizens by watching adult role models. They rise to meet expectations of acceptable behavior by experiencing and demonstrating respect and inclusion in a diverse learning community.
Civility

The social contract that defines and binds together the unique American experiment of democracy is fraying. The balance between individual rights and common good—the bedrock of our democracy—seems to be struggling for its equilibrium. Self interest and material gratification have become preeminent values in our culture. Images of violence and abuse are commonplace. Public debate seems to be more rancorous and mean-spirited. Many are growing disenchanted with government and cynical about their ability to act collectively on behalf of others.

In the midst of this social environment, many people feel helpless and powerless, unable to reach out to others or to see meaningful possibilities for their own futures. Paralyzed by this loss of hope, they resign themselves to inaction and to the conclusion that America’s best days are behind her.

In the schools, these patterns manifest themselves in an adolescent peer culture and lack of parental engagement that hinder student achievement in significant ways. A recent study by Lawrence Steinberg at Temple University paints a dismal picture. Among his findings:

- An extremely high proportion of American high school students do not take school, or their studies seriously. Over one-third of the students surveyed said that they get through the school day primarily by “goofing off” with their friends. Two-thirds say they cheated on a school test during the past year. Nearly nine out of ten students say they copied someone else’s homework during the last year.

- The adolescent peer culture in contemporary America demeans academic success and scorns children who try to do well in schools. Fewer than one in five students say their friends think it is important to get good grades in school. Nearly 20 percent say they do not try as hard as they can in school because they are worried about what their friends might think.

- Perhaps most serious, American parents are just as disengaged from schooling as their children. Nearly one-third of students say their parents have no idea how well they are doing in school. More than half say they could bring home grades of “C” or worse without their parents getting upset. Only about one-fifth of parents consistently attend school programs. More than 40 percent never do.

Polls indicate that the public perception of schools, in general, is significantly more negative than its perception of its local schools. The connection of personal experience seems to leaven distrust and harsh judgement. Perhaps this dynamic suggests how schools can begin to approach the challenge of becoming more civil places.

Schools can provide students, teachers and parents with experiences that allow them to know a sense of common good as well as of the boundaries that make a community work effectively. They can create instructional environments that model empathy, self-discipline and moral behavior. Schools can provide purposeful opportunities for teachers, parents, students and community leaders to collaborate with those who are different from themselves and provide the common ground for resolving differences. Finally, schools can work to establish a culture where academic excellence is valued by all.

The responsibility for restoring civility to our community life certainly does not rest solely, or even primarily, with the schools. But until the schools become places where civility is taught and practiced, they will not be places where all students can reach high levels of academic achievement or fulfill their human potential. Perhaps by leading the way on this front, schools can once again become a strong force in fostering America’s spirit and securing its future.

1Steinberg, Lawrence, Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do. Simon & Schuster, 1996.
Literacy

Language skills are building blocks of student achievement in every academic content area. Success in school, and all learning, requires solid skills in reading, writing, speaking and listening. But literacy is more. The ability to express oneself and understand others is the essence of what it means to be human. Literacy offers connections with the past through diverse written records of human experience. It enriches life by making available a broad range of ideas and experiences that offer adventure, challenge, pleasure and inspiration. Literacy provides the means to hold elected officials accountable and to participate in public debates.

Few would argue with these statements about the importance of literacy or about its primacy as an instructional goal. What then, does it say about the perception of the public and its elected representatives, that legislation was enacted this year requiring schools to teach children to read? What does it say about public confidence in the schools’ ability to recognize and to achieve the basic mission of education? The public, through the General Assembly, has sent the strongest of messages. As educators, we need to hear that message and to answer it in a responsible way.

BUILDING THE FOUNDATIONS OF SAFETY, CIVILITY AND LITERACY

Establishing High Standards

In 1993, the Colorado General Assembly launched a comprehensive strategy to improve academic performance by establishing high content standards that specify what students should know and be able to do. Under the law, each school community will reach a clear, common understanding about what students should learn in academic subject areas, measure student progress toward meeting these expectations and use this information to make changes in teaching and curriculum to help each student meet the standards.

The heart of standards-led reform is asking and enabling all players in the education of youth—teachers, parents and students themselves—to take individual responsibility for their role in the process. It is empowering local communities to articulate their expectations for students and to provide conditions where all students can reach them. It is recognizing that accountability for results is shared by all who have a stake in successful schooling.

The Colorado Department of Education is contributing to the successful implementation of standards-led reform by aligning state assessment, teacher and administrator licensure and accreditation policies with the state model standards. CDE also allocates federal funds from Goals 2000: Educate America Act to help local communities develop and implement standards.

Helping All Students Learn

As a community, we cannot afford the loss of hope and economic potential and the civic disengagement that often result from academic failure. The quality of our workforce, the vitality of our communities and the functioning of our democracy depend on schools that prepare all students for their futures.

CDE is helping ensure that all students, particularly those at risk of under-achievement, meet the standards by expanding early care and education programs, aligning federal and state programs for at-risk students with the state content standards, and providing special assistance to schools whose students fail to meet the standards.

Promoting Public Engagement and Shared Accountability for Results

It is not within the power of schools, working alone, to develop and implement standards that will help every student achieve academic success. By definition, the work of standards-based reform requires the participation of schools, communities, parents and students. Students must be responsible partners in their own education. Families play an essential role in building character, promoting responsibility and valuing academic success. Communities provide the connections, relationships, meaning and support that enable schools to be true learning communities.

CDE supports community action to implement the standards and shared accountability for results by
working with the Colorado Education Goals Panel to provide a planning framework and other tools to support local standards efforts; administering Colorado's charter school law; and granting waivers that release schools and districts from legal and regulatory barriers to education reform.

One overriding principle guides CDE in its work: CDE's activities must have value for individuals at the local level as they work to help all students achieve high standards. The intent of the laws and programs CDE administers is to create opportunities at the local level. If the department's state-level rules and activities do not promote reflection about and improvement of local education practices, then we need to be approaching our work in different ways. As always, we would appreciate hearing from you about CDE's performance in this regard.

FACING THE FUTURE WITH HOPE

As daunting as the challenges described in this message, we are optimistic about the ability of Colorado’s spirit and its communities to prevail. The first cause for optimism is the sheer power that lies in community conscience and action. This power fueled the civil rights movement and helped create a strong environmental ethic. It can provide the engine to drive school reform. With constructive debate and public engagement and buy-in, standards based reform will succeed, and it will lead to higher levels of student achievement.

The key to tapping the power of community action is widening the circle of involvement to all concerned citizens who care about children and learning. This is easier to talk about than to do. We have seen reform efforts stymied because of complexity, misunderstanding and show-downs between “reformers” and “traditionalists.” But, in the development of the model content standards, we also experienced the reverse; direct and civil debate, respectful of local preference and expertise, aimed at educating and motivating individual action. It is possible to sustain non-partisan public debate and action aimed at improving the education of our children.

A second cause for hope is that it is not necessary to solve all of the social challenges that confront our nation in order to make a positive difference in the lives of children. As Lizbeth Schorr writes in Daring to Learn From Our Success, “We know that the factors implicated in violence, school failure and early childbearing are multiple and interrelated. What matters is the interaction of risk factors, the number of risk factors involved and the presence or absence of protective factors. Because risk factors interact, the reduction of any risk factor improved the odds of a favorable outcome.” These findings urge us to do what we can now, even if our interventions seem dwarfed by the overall social environment.

Individuals can make a difference. We can make the difference by taking one small step at a time. Before we act, we do not need to have all the answers, or all the resources or all the inspiration that it will take to turn the social tide. We just need the courage to step up to those opportunities where we can make a ripple in that tide on behalf of Colorado’s children and youth. We need to be willing to put aside passivity and cynicism. Most fundamentally, we need to acknowledge that we realize our deepest-held values about learning and public education only when we reflect them in our actions.

One of the most enduring and defining characteristics of America, as a people, is that when progress is difficult and complex, we roll up our sleeves and refocus on fundamentals. Let us pursue that strategy with our schools. When Safety-Civility-Literacy are in place as foundations, we can build a public education system that provides high standards and higher achievement for all students. First things first.

Appreciation is expressed to Joy Fitzgerald for her assistance in preparing this message.
Major developments during the last year included the implementation of standards-based education at the state and local levels and the beginning of standards-based assessment. The first report from a three-year study of charter schools was published. Significant changes in teacher licensure requirements were enacted by the General Assembly.

IMPLEMENTING STANDARDS-BASED EDUCATION

In 1993, the Colorado General Assembly enacted House Bill 93-1313, which required all school districts to hold students to high standards in 12 content areas. Reading, writing, mathematics, science, history and geography constitute the first areas for development, followed by art, music, physical education, foreign language, economics and civics.

In September 1995, the State Board of Education adopted state model content standards in the first standards areas. The model content standards became the benchmark for local districts to meet or exceed in developing local standards. Local district standards were adopted by January 1997.

House Bill 93-1313 also requires state assessments of student progress toward the standards beginning in spring 1997, followed by local assessments beginning in January 1998.

In an effort to determine how standards-based education is being implemented, a survey was conducted of superintendents, school board presidents, accountability committee chairs, and a random sample of approximately 2,000 educators, community leaders, parents and others involved in the standards-setting process. Major findings from the survey, which involved 518 respondents, follow.

- As of January 1997, all Colorado school districts adopted local content standards. Almost 90 percent of respondents reported that their districts are currently developing standards-based assessments (see Fig. 2.1).

- When asked to identify barriers to progress, respondents overwhelmingly listed time as the number one constraint, followed by limited staff development opportunities and the need for implementation funding.

- Fully 80 percent of respondents expected some or significant increases in student achievement as a result of standards-based education (see Fig. 2.2). Sixty percent believed parents and the community will be more informed.

- A significant majority of respondents, 67 percent, believed educators will have to rethink lessons and instruction when standards are implemented, with instructional emphasis shifting to district and state standards.
In accordance with House Bill 93-1313, the Colorado Department of Education began assessing student performance in relation to the state model content standards for reading and writing in April 1997. This assessment included 52,000 fourth grade students. Results from this assessment will be available in mid-November.

- The purpose of the assessment is to provide a picture of student performance to educators, the public and policy makers.

- The first year of the Colorado assessment will provide baseline data. These data will be used as the reference point for evaluating student growth in future assessments in these content areas. They will also be viewed by educators, policy makers and the public as an indicator or the starting line for standards-based education in Colorado.

- Results from the assessment will be reported using three performance levels: Partially Proficient - does not meet the standard; Proficient - meets the standard; and Advanced - exceeds the standard. The assessment will show the percent of students achieving each performance level, reported by race/ethnicity, gender, and disabling condition. Results will be available by school, district and state.

- Under current law, the areas and grade levels to be assessed will broaden each year through the year 2001 (see Fig. 2.3).

### Fig. 2.3 State Assessment Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2000</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2001</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

- The third grade reading assessment will measure literacy and comprehension in compliance with the Colorado Basic Literacy Act.

- Progress in standards areas not included in the state assessment will be assessed by local districts.
The 1993 General Assembly enacted the Charter Schools Act (Section 22-30.5, C.R.S.) to provide an avenue for parents, teachers and community members to take risks and create innovative and flexible ways of educating children. A charter school is a public school operated by a governing board as a semi-autonomous school of choice within a school district. A charter or contract between the governing board and the local board of education spells out the program and the operating details.

**Demographic Profile**

There were 32 charter schools operating in fall 1996, up from 2 in fall 1993. As many as 30 additional charter schools may open in the fall of 1997.

- The number of chartering districts has increased from two to 21 in the four years of the program.
- To date, charters have been granted to 27 parent/teacher/community groups, two non-profit organizations/foundations, one for-profit organization, one university, and one city.
- Of the 32 charter schools open in fall 1996, four were elementary schools, 14 were elementary/middle schools, five were middle schools, three were high schools, and six were K-12.
- On average, charter school teachers had less experience and lower salaries than the state average. Pupil-teacher ratios were lower in charter schools than in the state as a whole (see Fig. 2.4).

### Fig. 2.4 Charter School Teacher Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Charter School Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Salary</td>
<td>$26,781</td>
<td>$36,271</td>
</tr>
<tr>
<td>Experience</td>
<td>6 years</td>
<td>13 years</td>
</tr>
<tr>
<td>Pupil-Teacher Ratio</td>
<td>17.6 to 1</td>
<td>18.5 to 1</td>
</tr>
</tbody>
</table>

**Charter School Financing**

The Department of Education funded a three-year study of charter schools. The first year of the study focused on those 14 charter schools that had been in operation for at least a year as of April 1996 and had filed at least one annual school improvement plan as required by the accountability provisions of the Public School Finance Act.

- Eight of 14 schools in the study used a non-district facility and paid rent from their operating budget. The charter schools incurred facility renovation costs in the range from $0 to $200,000.
- School districts must fund charter schools at not less than 80 percent of the district's per pupil operating revenue (PPOR). PPOR is the basic funding available through the Public School Finance Act. Nine (64 percent) of the 14 schools received funding between 80 and 85 percent of PPOR, although two schools received 100 percent.

**Charter School Achievement**

Until the results of the new state assessments are reported in November 1997, comparable data about the achievement of charter schools is unavailable. However, all 14 schools in the study had set performance goals and were attempting to measure student achievement.
Six schools provided data that showed they had met or exceeded a significant portion of their performance goals.

Five schools provided data that showed they had met or exceeded some of their performance goals and were making progress toward the remaining goals.

Three schools did not provide enough data regarding student achievement to support a determination that they were making progress toward their performance goals.

Performance assessments are no longer required to advance from a provisional to professional license.

Other Licensure Changes

The new law creates an "inactive status." A person who holds a professional license may convert it to inactive status by notifying the Department of Education in writing and transferring the professional license to the department. While on inactive status, the expiration date of the license is suspended. The holder may return the professional license to active status by notifying the department. The license will be reissued with a new expiration date reflecting the period remaining on the license when earlier surrendered. No professional development activities are required during the inactive status.

The State Board of Education may, at its discretion, issue a professional license to any applicant who is certified by a nationally recognized teacher certification organization that is approved by the State Board, such as the National Board for Professional Teaching Standards.

The Minority Alternative Teacher Fellowship Program is abolished. This program allotted grants to racial and ethnic minorities to encourage their participation in the Alternative Teacher Program.
On national performance based assessments in mathematics, Colorado fourth and eighth grade students are steadily improving their skills. Colorado student averages on college-entrance examinations were above the national average. Graduation rates increased between 1995 and 1996. Dropout rates for students in grades 7 through 12 improved for the first time since 1990-91. Suspension and expulsion counts have increased since 1993-94.

The number of Colorado's eleventh and twelfth graders who are taking advantage of the Postsecondary Enrollment Options Act has leveled off after increasing since its inception in 1989-90. Additionally, an increasing percentage of high school graduates are attending Colorado public two- and four-year institutions of higher education.

**Mathematics Achievement of Public School Students**

Results from the 1996 National Assessment of Educational Progress (NAEP) showed that Colorado fourth and eighth graders are making progress in mathematics. The NAEP assessments use a framework based on the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics. The mathematical abilities and processes measured reflect the Colorado Model Content Standards for Mathematics.

A project of the National Center for Education Statistics, NAEP has collected and reported information on what American students know and can do for over 25 years. In addition to 1996, Colorado fourth graders participated in mathematics assessments in 1992 and eighth graders were assessed in both 1990 and 1992.

Mathematical performance is summarized on a scale which ranges from 0 to 500. Results are also reported according to three achievement levels: Basic, Proficient and Advanced. These levels are based on collective judgments about what students should know and be able to do in mathematics.

**Basic Level.** Students demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

**Proficient Level.** Students demonstrate competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter. This level represents solid academic performance for each grade assessed.

**Advanced Level.** Students demonstrate superior performance.

- Colorado average fourth grade mathematics scores increased significantly from 1992 to 1996 from 221 to 226. Colorado average fourth grade scores exceeded national scores of 220 in 1992 and 224 in 1996 (see Fig. 3.1).

![Fig. 3.1 Colorado vs. National Achievement](image)

- The 1996 Colorado eighth grade average score of 276 was significantly higher than the 1992 score of 273 and the 1990 score of 268.
Colorado scores were above the national averages of 263 in 1990, 268 in 1992 and 272 in 1996.

- Colorado showed a significant increase in the percentage of fourth graders at the Proficient and Basic levels between 1992 and 1996, and a significant decrease in the number of students at the Below Basic level.

- Eighth grade performance levels for Colorado increased significantly from 1990 to 1996 at the Basic and Proficient levels. Colorado performance at the Below Basic level significantly decreased during the same time period (see Fig. 3.2).

- In 1996 significant achievement gaps continued to exist between white students and students of color in Colorado (see Fig. 3.3). White fourth graders scored an average of 233, above American Indians, 219; Asians, 226; Blacks, 196 and Hispanics, 210. Colorado Asian and White eighth grade average scores, 287 and 283, respectively, exceeded those of Blacks, 255 and Hispanics, 257.

- Males scored higher than females. The average score for Colorado male fourth graders was 227 while the female score was 224. At eighth grade, the averages were 278 for males and 274 for females.

- Educational level of parents was related to student achievement. Average scores for Colorado fourth graders whose parents did not graduate from high school was 208; those whose parents were graduates scored 217; those whose parents had some education after high school scored 233; and those whose parents graduated from college scored 234. The trend continued as corresponding scores for eighth grade students were 247, 264, 280, and 287.

- Colorado students eligible for free and reduced-price lunches scored lower than students not eligible. Fourth grade scores were 210 and 233, respectively and eighth grade averages were 259 and 282.
ACHIEVEMENT OF COLLEGE-BOUND STUDENTS

Colorado scored above the national average in 1996-97 on the two tests most commonly used for college admission: the American College Testing Program (ACT) and the Scholastic Aptitude Test (SAT). Both tests are designed to predict how well a student will do as a college freshman. They measure knowledge and abilities associated with academic success in college. They do not measure high school achievement. Only students who are thinking of attending postsecondary institutions take college admission examinations; other students do not.

ACT Results

The ACT is scored on a 36-point scale and provides five scores for a student: English, mathematics, reading, science reasoning and a composite score. Sixty-two (61.7) percent (23,464) of Colorado's Class of 1996 took the ACT.

Scores from 1987-88 to 1989-90 are estimated scores obtained by linking the original older version scales to the new enhanced version which has been used since 1989-90. Of the three scores (English, math, and composite) available over the period 1990-97, English on the 1996-97 ACT declined 0.3 point from 1989-90. The composite increased 0.1 point and math increased 0.3 point in the same period.

The English, reading and composite scores increased 0.1 point from 1995-96 to 20.8, 22.0 and 21.5 respectively in 1996-97. The science reasoning score remained constant. The mathematics score increased 0.4 point from 1995-96 to 20.9 in 1996-97.

In the Class of 1997, 65.1 percent of women and 58.1 percent of men took the ACT. Colorado women scored higher than men in English (21.2 vs. 20.3) and reading (22.2 vs. 21.8), but lower in mathematics (20.4 vs. 21.6) and science reasoning (21.2 vs. 22.4).


Colorado minority students scored lower than White students on the composite ACT score (see Fig. 3.5). However, at the national level Asian Americans and Whites scored similarly (21.7).

Students who had taken core curriculum scored higher on the ACT than those who had taken less than core. A core curriculum is defined as 4 years of English and 3 years each of math, social studies and science. In Colorado, students taking the core or more scored 22.7 and those taking less scored 19.9.
SAT Results

The SAT is scored on a 600-point scale (200 to 800) and provides both verbal and mathematics scores. Thirty percent or 11,378 members of Colorado’s Class of 1997 took the SAT.

- Scores of Colorado twelfth graders in the Class of 1997 increased on the College Board’s Scholastic Aptitude Test (SAT) from the Class of 1996 (see Fig. 3.6). The total score on the SAT for Colorado in 1997 was 1,075, an increase of 1 point from 1996.

The 1996 scores were recentered to allow more accurate comparisons of verbal and math scores. All scores presented here are recentered for ease of comparison from year to year.

- The Colorado average verbal score remained constant at 536 in 1997 and the average mathematics score increased 1 point to 539 from 1996 to 1997.

- Colorado SAT scores were 31 points higher on the verbal portion and 28 points higher on the mathematics portion than the national average.

- In Colorado and the nation, men scored higher than women on the SAT in both the verbal and mathematics sections.

- Colorado minority student SAT scores were above national minority scores. Using total scores, the comparisons were: American Indian, 1,007 vs. 950; Asian American, 1,067 vs. 1,056; Black, 927 vs. 857; and Hispanic, 1,011 vs. 917.

- The combined scores for Colorado minority student groups were lower than the Colorado average of 1,075.
The percentage of twelfth graders taking the SAT increased from 26 percent in 1987 to 30 percent in 1997.

**Advanced Placement Tests**

The Advanced Placement Program (AP) allows secondary students to complete college-level studies in high school. Participating postsecondary institutions grant credit or appropriate placement to those test candidates who do well on the examinations. A wide variety of subject area tests is offered including history, math, science, English, foreign language, art and music.

In Colorado 7,238 candidates were tested in 1997 across all subject area tests. Over half of those tested (56.1 percent) were female. Eighty-five percent of Colorado candidates who reported their race were White. Only 15 percent of the candidates were minority as compared to 23 percent minority students in Colorado's eleventh and twelfth grades.

Sixty-nine (68.6) percent of the Colorado exams taken were passed at a score of 3 or higher on a 5-point scale. Nationally, 62.9 percent of all exams taken had scored at 3 or higher.

The three most frequently taken Advanced Placement examinations in Colorado were English Literature and Composition, U. S. History, and Calculus.

**Graduation Rates**

Colorado has a tracking system which accounts for transfers into and out of schools, school districts and the state. The graduation rate for the Colorado Class of 1996 within this system was 77.7 percent. This was based on a four-year rate encompassing grades 9-12.

- The graduation rate excluding the alternative schools was 80.4 percent. Alternative schools have programs which address the needs of students who have dropped out or are at risk of dropping out. Graduation rates of regular school programs were higher than the combined data from regular and alternative programs (see Fig. 3.7).

<table>
<thead>
<tr>
<th>Group</th>
<th>Including Alternative Schools</th>
<th>Excluding Alternative Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Grads</td>
<td>Rate</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>15,749</td>
<td>74.8%</td>
</tr>
<tr>
<td>Female</td>
<td>16,859</td>
<td>80.6</td>
</tr>
<tr>
<td>Racial/Ethnic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer. Indian/Alask. Native</td>
<td>237</td>
<td>46.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>981</td>
<td>80.8</td>
</tr>
<tr>
<td>Black</td>
<td>1,364</td>
<td>65.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4,109</td>
<td>59.6</td>
</tr>
<tr>
<td>White</td>
<td>25,917</td>
<td>82.9</td>
</tr>
<tr>
<td>Total</td>
<td>32,608</td>
<td>77.7</td>
</tr>
</tbody>
</table>

The graduation rate for the Class of 1996 increased 0.3 percentage point from the 1995 graduation rate.

- Female students (80.6 percent) reflected a higher graduation rate than male students (74.8 percent).
White students had the highest graduation rate with 82.9 percent and American Indian students had the lowest with 46.2 percent. Asian and White rates increased from 1995, American Indian, Black and Hispanic rates declined.

Colorado also tracks completer rates. This rate includes students who graduate or receive certificates or other designations of high school completion. The 1996 rate was 79.1 percent. The comparable rate excluding alternative schools was 81.0 percent.

**Student Dropouts**

Dropouts are students who leave school or terminate their education prior to their expected graduation dates. Students who are known to transfer to other educational programs, including General Education Development (GED) programs, are not dropouts. In Colorado the dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school, including alternative schools, during a single school year.

- Colorado's 1995-96 dropout rate for grades 7-12 was 4.0. The rate has fluctuated over the years from a peak of 4.4 in 1986-87 and 1994-95 to a valley of 3.6 in 1990-91.

- Dropout rates were higher for most minorities (see Fig. 3.8). While the largest number of dropouts, grades 7-12, were White (7,090), the dropout rates were highest for American Indian/Alaskan Native, Black and Hispanic students (see Fig. 3.9).

- One-fifth (20.5 percent) of dropouts left school before reaching tenth grade (see Fig. 3.10).

- Dropout rates were higher in tenth and eleventh grades, among males and in the Denver metro and urban-suburban settings (see Figs. 3.9 and 3.10).

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**Fig. 3.8 Dropout Rate Trends By Racial/Ethnic Group**

**Fig. 3.9 Annual Dropout Rates for Grades 7-12 by Selected Group**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Dropouts</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7,379</td>
<td>4.4%</td>
</tr>
<tr>
<td>Female</td>
<td>5,570</td>
<td>3.5</td>
</tr>
</tbody>
</table>

| Racial/Ethnic                |                    |      |
| American Indian/Alaskan Native| 294                | 8.2  |
| Asian/Pacific Islander       | 260                | 3.0  |
| Black                        | 1,021              | 5.6  |
| Hispanic                     | 4,284              | 7.5  |
| White                        | 7,090              | 3.0  |

| District Setting*            |                    |      |
| Denver Metro                 | 7,069              | 4.1  |
| Urban-Suburban               | 3,616              | 4.1  |
| Outlying City                | 719                | 3.4  |
| Outlying Town                | 804                | 2.6  |
| Rural                        | 593                | 3.7  |

* Excludes BOCES student counts
Fig. 3.10 1995-96 Annual Dropout Rates for Grades 7-12

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Dropouts</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>164</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>301</td>
<td>0.5%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>2,183</td>
<td>3.6%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>2,733</td>
<td>5.1%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>2,690</td>
<td>5.8%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1,838</td>
<td>4.9%</td>
</tr>
<tr>
<td>Alternative</td>
<td>3,040</td>
<td>26.5%</td>
</tr>
<tr>
<td>Total</td>
<td>12,949</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

- Of the total seventh through twelfth grade 1995-96 enrollment count, 4,016 students or 1.2 percent were retrievals. These students dropped out the previous school year but were back in the public schools for the 1995-96 school year.

- Students often show a pattern of dropping out and then returning to school a year later. Nearly one-third (29.1 percent) of the 13,775 dropouts in 1994-95 returned the following year.

- Nationally, the U.S. Department of Education reports that in August 1992, 84.1 percent of the eighth grade class of 1988 had completed high school and by 1994 87.5 percent had. An additional 5.3 percent were continuing work towards high school completion. Therefore, some students reported as dropouts will eventually complete their high school education.

Student Suspensions and Expulsions

Legislation enacted in 1993 defines grounds for suspension or expulsion from public schools. This includes but is not limited to possessing a deadly weapon, selling a drug or controlled substance, or for committing robbery or assault, disobedience and persistent defiance of proper authority, defacing of school property, or behavior on or off school property which is detrimental to the welfare or safety of pupils or of school personnel, and repeated interference with a schools' ability to provide educational opportunities to other students.

- A total of 76,362 suspensions occurred in the 1995-96 school year; involving 49,558 elementary and secondary students. Students may have been suspended more than once.

- Males were suspended and expelled more than females (see Fig. 3.11).

Fig. 3.11 Suspensions and Expulsions 1995-96 School Year

<table>
<thead>
<tr>
<th>Group</th>
<th>Pupils Suspended</th>
<th>Pupils Expelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35,940</td>
<td>1,564</td>
</tr>
<tr>
<td>Female</td>
<td>13,618</td>
<td>309</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native</td>
<td>677</td>
<td>25</td>
</tr>
<tr>
<td>Asian/Pacif. Islander</td>
<td>837</td>
<td>32</td>
</tr>
<tr>
<td>Black</td>
<td>6,092</td>
<td>164</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13,084</td>
<td>586</td>
</tr>
<tr>
<td>White</td>
<td>28,868</td>
<td>1,066</td>
</tr>
<tr>
<td>School Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5,932</td>
<td>112</td>
</tr>
<tr>
<td>Middle/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior High</td>
<td>22,361</td>
<td>755</td>
</tr>
<tr>
<td>Senior High</td>
<td>21,265</td>
<td>1,006</td>
</tr>
<tr>
<td>Grand Total</td>
<td>49,558</td>
<td>1,873</td>
</tr>
</tbody>
</table>
Students were suspended more often at the middle/junior high level and expelled more often at the high school level.

Six percent of suspensions (4,846) lasted for more than five school days.

The most common reason for suspension and expulsion was detrimental behavior (see Fig. 3.12).

The total number of students reported as being expelled during the 1995-96 school year was 1,873. Of that number, 514 were expelled for less than the school year, 1,033 were expelled for the remainder of the school year and 326 were expelled into the 1996-97 school year.

<table>
<thead>
<tr>
<th>Reasons for Suspensions and Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reasons for Suspensions</strong></td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Detrimental Behavior</td>
</tr>
<tr>
<td>Possession of Deadly Weapons</td>
</tr>
<tr>
<td>Sale of Drugs or Controlled Substances</td>
</tr>
<tr>
<td>Other/Unexplained</td>
</tr>
<tr>
<td><strong>Reasons for Expulsions</strong></td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Detrimental Behavior</td>
</tr>
<tr>
<td>Possession of Deadly Weapons</td>
</tr>
<tr>
<td>Sale of Drugs or Controlled Substances</td>
</tr>
<tr>
<td>Other/Unexplained</td>
</tr>
</tbody>
</table>

High School Equivalency Diplomas

Colorado residents who have not completed a high school program are given an opportunity to earn a High School Equivalency Diploma through the General Educational Development (GED) testing program. The GED examination, given in 36 test centers in Colorado, consists of five components: writing skills, mathematics, social studies, science and interpreting literature and the arts. Nationwide, more than 90 percent of colleges and universities and most employers accept the GED certificate as a secondary education credential.

- In 1996, 12,383 people in Colorado were tested. Of those tested, 7,759 took the complete GED battery and 7,936 met score requirements. In 1996, a total of 8,082 credentials were issued.

- The number of persons who completed the entire battery in Colorado is underreported from the actual number of persons who met score requirements in 1996.

- In 1996 the number of persons tested increased by 8.8 percent and the number of GED credentials increased 8.0 percent from 1995 (see Fig. 3.13).
Fifty (49.9) percent of the test-takers were 17-19 years old. In Colorado, 21.7 percent of the test-takers were age 17, while nationally 11.0 percent were age 17.

Nationally, 71.5 percent of the test-takers passed in 1996.

The credentials issued increased 11.8 percent from 7,229 in 1986 to 8,082 in 1996. Nationally credentials issued increased 17.2 percent in the same period.

**POSTSECONDARY PARTICIPATION**

**Participation in Postsecondary Enrollment Options Act**

The Postsecondary Enrollment Options Act allows Colorado eleventh and twelfth graders to take certain college courses and receive both high school and college credit. The school districts must pay tuition for students enrolled in one or two courses per academic term for which high school credit is granted.

- One hundred two districts reported 2,902 eleventh and twelfth graders taking courses in Colorado public institutions of higher education for high school and college credit in 1995-96.
- Twenty-eight participating Colorado public institutions of higher education and two vocational technical schools were attended by 717 eleventh graders and 2,185 twelfth graders.
- Across both first and second semesters, 92.7 percent of participants took only one or two courses. Two (2.2) percent, or 34 students first semester and 40 students second semester, attended the institutions of higher education on a full-time basis.
- The number of participants decreased only 8 students from 1994-95 to 1995-96.
- High school students also may attend postsecondary institutions on their own or through other programs in which high school credit is not obtained or the district does not pay tuition. There were 509 known students attending under other circumstances.

**Continuation to Postsecondary Education**

Approximately 75 percent of Colorado high school graduates eventually go on to some form of college or vocational postsecondary education.

- Approximately 59 percent of 1996 high school graduates went on to postsecondary education in fall 1996: 46 percent to Colorado public two-year and four-year colleges, 8 percent to out-of-state colleges and 5 percent to private or public vocational schools.
- An estimated 28 percent additional high school graduates were expected to enter college or other postsecondary schools after a delay of a year or more.
- Of Colorado students entering a four-year college in fall 1990, 50.3 percent had received a bachelor's degree within six years. Less than half, 41.7 percent, had received a bachelor's degree in five years.

**HOW COLORADO COMPARES**

How do Colorado's efforts to improve public schools and raise student achievement compare to other states? Education Week in *Quality Counts*, a supplement to the January 22, 1997 issue, graded states on their policies and performance in four major categories-- academic standards, quality of teaching, school climate, and funding. The bottom line for any reform is student achievement so states were ranked on students' scores on the National Assessment of Educational Progress (NAEP).

- The grade for academic standards focused on what students are expected to know and be able to do in what subject areas, how
performance is judged through assessments and accountability for results. Colorado received an incomplete because the assessment system was not to be put in place until spring 1997 (see Fig. 3.14).

![Fig. 3.14 Grades and Ranks on Educational Reform](image)

- School climate grades were centered around how schools should be organized and run to be effective. Indicators included class size, local autonomy, safety, teacher and principal roles, and student and parent roles. Colorado ranked 16th and earned a grade of C.

- Resources were judged in three areas. Adequacy examined per pupil spending and fiscal effort. Allocation focused on the percent of expenditures spent on instruction, the investment in technology and the extent to which schools were in need of repair. Equity looked at per pupil spending across all districts. Colorado grades matched those of the nation on allocation and equity, but was awarded a D in adequacy of funding, earning a rank of 44th.

- Both Colorado and the nation had 28 percent of fourth graders scoring at proficient or advanced levels on the 1994 NAEP reading assessment. Colorado ranked 19th among the states. Unfortunately this indicates that 72 percent could not read at a proficient level.

- Twenty-two percent of Colorado eighth graders scored at the proficient or advanced levels on the 1992 NAEP mathematics assessment, one percentage point above the nation. Colorado ranked 11th.

- Quality of teaching was graded on a variety of indicators such as holding a degree in the subject area taught, graduating from an accredited university, incentives for national board certification, and incorporation of standards into teacher preparation curriculums. Although Colorado received a B-, among the states it ranked 5th.
Colorado's total public school membership has increased since 1983. There have been large increases in membership the past seven years, which reflect in-migration to Colorado. The increase is expected to continue through the end of the century. Private school enrollment increased slightly during the last few years, and a small but growing number of students are being served in home-study programs.

A growing number of Colorado school age children live in conditions often associated with school failure and dropping out. Colorado's at-risk population includes children who live in poverty and children who are homeless or abused. During the teenage years, many at-risk behaviors are exhibited, including alcohol and drug abuse, sexual activity, suicide attempts, and violence.

**PUBLIC SCHOOL MEMBERSHIP**

**Membership Trends**

Colorado pupil membership is increasing and is expected to continue to increase through the year 2001. Fall pupil membership reflects a one-day count taken on the official count date, October 1, each year.

- In fall 1996, there were 673,438 students in membership in Colorado's public schools. Public schools experienced a downward trend between 1972 (574,248) and 1983 (542,196), during which time school membership declined 5.6 percent. However, membership is once again increasing and has expanded 24.2 percent since 1983 (see Fig. 4.1).

- The large growth in pupil membership between 1995 and 1996, an increase of 2.6 percent or 17,159 students, has enlarged future projections. It is projected that Colorado's pupil membership will increase an average of 1.8 percent per year through fall 2001.

- The grade K-6 fall membership total of 369,462 represented an increase of 1.4 percent over 1995, while membership in grades 7-12 expanded by 3.6 percent from 1995 to a total of 290,455 students. Secondary school membership has grown as the larger K-6 population moves into the secondary grades and as secondary-age students have migrated into Colorado.

- Membership counts for 1996 also include 12,520 prekindergarten pupils and 1,001 ungraded students.

- There were 188,436 minority students in membership in fall 1996 which represents a 46.9 percent increase over 1986. Minority students accounted for 28.0 percent of total student membership in 1996 (see Fig. 4.2).
Graduation Trends

Colorado public high schools graduated 32,608 students in 1996. This number increased 0.6 percent from 1995. Over the next ten years, graduate numbers are expected to increase 39.1 percent to 45,362 graduates in the year 2006. A general downward trend is projected after the peak in 2004 (see Fig. 4.3).

Pupil Distribution

Fifty-four (53.8) percent of public school students attended school in one of the 15 Denver metro districts.

Less than 5 percent of students resided in the 86 rural school districts (see Fig. 4.4).
Three types of private schools provide educational services to children who do not attend public school: church-related, non-church-related, and special education schools. The majority are located in the Denver metro area.

- In fall 1996, 49,078 students were enrolled in 396 private schools. Private school students constitute 6.8 percent of the state's school age population. Private school enrollments reported to the state ranged from one student to 1,292 students with an average student enrollment of 124.

- Independent schools accounted for 31.3 percent of the number of private schools and 20.6 percent of private school enrollment. Catholic schools represented 14.6 percent of private schools and 33.6 percent of private school enrollment (see Fig. 4.6).

Kindergarten and elementary schools constituted 65.9 percent of the total number of private schools and 54.5 percent of private school enrollment (see Fig. 4.7).

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist</td>
<td>25</td>
<td>2,859</td>
</tr>
<tr>
<td>Catholic</td>
<td>58</td>
<td>16,486</td>
</tr>
<tr>
<td>Episcopal</td>
<td>3</td>
<td>626</td>
</tr>
<tr>
<td>Independent</td>
<td>124</td>
<td>10,126</td>
</tr>
<tr>
<td>Jewish</td>
<td>9</td>
<td>826</td>
</tr>
<tr>
<td>Lutheran</td>
<td>38</td>
<td>4,000</td>
</tr>
<tr>
<td>Montessori</td>
<td>26</td>
<td>986</td>
</tr>
<tr>
<td>7th Day Adventist</td>
<td>23</td>
<td>1,226</td>
</tr>
<tr>
<td>Special Education</td>
<td>3</td>
<td>383</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>87</td>
<td>11,560</td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td>49,078</td>
</tr>
</tbody>
</table>

Private school enrollment was up 0.6 percent from 1995. The 1996 enrollment is the highest reported private school enrollment ever in Colorado (see Fig. 4.8).
COLORADO HOME STUDY

Colorado parents have the option of enrolling their school age children in a home-study program upon district notification. An increasing number of families are exercising this option. Still, those children reported receiving their education at home accounted for about 1 percent of the total school age population of Colorado in 1996.

- A total of 8,490 students were reported in home-study programs in 1996, an increase of 12.2 percent over the previous year.
- Home-study enrollment for grades K-6 children increased by 12.8 percent over 1995. Enrollment for 7-12 grade children increased by 11.3 percent over 1995 (see Fig. 4.9).
- K-6 children constitute the majority of home-study enrollment at 59.2 percent.

Fig. 4.9 Home-Study Program Enrollment

Colorado's school age children receive their education in a variety of settings. Most are enrolled in one of the state's public or private schools. Over 92 percent of the state's school age population is enrolled in public school, and another 7 percent attend private school. However, many children receive their education in less traditional settings, and many do not receive any education at all. In an effort to capture a picture of where the remainder of Colorado's school age children were being educated on October 1, 1996, the following data were collected or estimated (see Fig. 4.10).

Fig. 4.10 School Age Population Not Enrolled in Public or Private Schools

- In 1996, Colorado's public school districts reported 8,490 school age children enrolled in home-study programs.
- Students placed in specialized care facilities often receive their education on the premises. As of October 1, 1996, 3,112 children were receiving instruction in residential child care facilities, group homes, residential facilities for developmentally disabled, hospitals and mental health centers.
Counts by the Department of Institutions show that 410 school age children were being housed in long- and short-term correctional facilities and receiving their educations within the facilities.

An estimated 1,264 homeless school age children were not attending schools as reported by the 1993 Status Report—Education for Homeless Children and Youth.

In 1995-96 there were 12,949 dropouts from Colorado public schools. It is estimated that 5,395 of these students had already dropped out of school as of October 1, 1995.

Potential at-risk students include minorities, homeless children, students living in poverty, and children in single parent families. Educational spending to keep these students in school is both cost-effective and necessary. For every dollar spent to prevent educational failure today, $4.75 is saved in later costs of remedial education, welfare and incarceration.

The number of children in Colorado who are at risk is sizeable. Every day, the lives of numerous children are affected by at-risk factors such as pregnancy, drugs and alcohol, dropping out and abuse or neglect (see Fig. 4.11).

Children in Poverty

The number of poor children under 18 in Colorado in 1990 was 126,181. The percentage of children who were poor was 15.0 percent. Among the states from lowest to highest percentage, Colorado ranked 23rd.

- The number of poor children in Colorado increased 34,886 from the 1980 figure of 91,295.

- During the same period, the percentage of Colorado children who were poor increased 3.5 percentage points from 11.5 to 15.0. Colorado had the 10th largest increase in the United States.
Minority School Age Population

The minority school age population in Colorado was projected to be 191,112 in 2000. This figure includes all minority persons in the 5-17-year-old range, whether enrolled in public schools, private schools, or institutions, or not in school. In 2000, these students will account for 24.2 percent of the total school age population and this percentage is projected to increase to 28.7 in 2020 (see Fig. 4.13).

Minority school age population is projected to increase 35.3 percent from 2000 to 2020. The non-minority population is expected to increase 7.7 percent over the same period.

The Hispanic school age population will show the greatest absolute growth among all groups, increasing 51,219 persons between 2000 and 2020.

The San Luis Valley and front range public schools had the largest proportion of minority public school enrollments in 1996 (see Fig. 4.14).

All areas had larger percentages of minority children enrolled in public school in 1996 than 1986. The front range had the greatest increase in percentage of minority students.

Fig. 4.13 Projected Minority School Age Population

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian</td>
<td>12,644</td>
<td>11.0</td>
<td>18,960</td>
<td>12.7</td>
<td>24,276</td>
<td>13.0</td>
</tr>
<tr>
<td>Asian</td>
<td>2,795</td>
<td>2.5</td>
<td>3,710</td>
<td>2.4</td>
<td>4,640</td>
<td>2.6</td>
</tr>
<tr>
<td>Black</td>
<td>9,823</td>
<td>8.9</td>
<td>13,280</td>
<td>8.7</td>
<td>17,516</td>
<td>9.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8,658</td>
<td>7.8</td>
<td>12,090</td>
<td>7.9</td>
<td>15,712</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>34,920</td>
<td>31.7</td>
<td>57,250</td>
<td>36.0</td>
<td>76,634</td>
<td>42.3</td>
</tr>
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</table>

Fig. 4.14 Colorado Public School Minority Enrollment by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Minority Total</th>
<th>Minority Percent</th>
<th>Minority Total</th>
<th>Minority Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Range</td>
<td>108,477</td>
<td>24.3%</td>
<td>160,700</td>
<td>29.9%</td>
</tr>
<tr>
<td>Western</td>
<td>6,565</td>
<td>11.5</td>
<td>11,238</td>
<td>15.4</td>
</tr>
<tr>
<td>Slope</td>
<td>5,590</td>
<td>20.5</td>
<td>7,371</td>
<td>24.1</td>
</tr>
<tr>
<td>Eastern Plains</td>
<td>2,960</td>
<td>15.9</td>
<td>3,827</td>
<td>17.4</td>
</tr>
<tr>
<td>Eastern Mountains</td>
<td>4,654</td>
<td>52.8</td>
<td>5,300</td>
<td>55.0</td>
</tr>
<tr>
<td>San Luis Valley</td>
<td>128,246</td>
<td>23.0</td>
<td>188,436</td>
<td>28.0</td>
</tr>
</tbody>
</table>

Homeless

Due to unemployment, inability to pay rent or make mortgage payments, or moving to seek work, many families with children are left without homes. Education is often not a priority because homeless parents are concerned first about securing food, clothing and shelter for themselves and their offspring.

- An October 1, 1996 count of students identified 3,265 homeless children attending school. This number is a 14.0 percent decrease from 1995.
- A more thorough survey of homelessness was conducted in October 1993. In Colorado, 4,356 children and youth were estimated to be homeless according to the 1993 Status Report--Education for Homeless Children and Youth (see Fig. 4.15).
- According to the report, 71.0 percent of homeless children and youth were attending school as of the October 1993 study period.
- Reasons that homeless children were not attending school included the stigma and psychological disabilities that come from homelessness, the constant mobility of homeless life and lack of stability, parental
disregard for the child's education, difficulty in transportation and a lack of basic necessities.

**Fig. 4.15 1993 Homeless Children by School Level and Type of Housing**

<table>
<thead>
<tr>
<th>School Level</th>
<th>Number</th>
<th>Type of Housing</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>2,170</td>
<td>Public Shelters</td>
<td>72</td>
</tr>
<tr>
<td>Middle/Junior</td>
<td>894</td>
<td>Private Shelters</td>
<td>2,967</td>
</tr>
<tr>
<td>High School</td>
<td>1,292</td>
<td>Relatives or Friends</td>
<td>1,317</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,356</td>
<td><strong>Total</strong></td>
<td>4,356</td>
</tr>
</tbody>
</table>

**Child Abuse**

In 1995, there were 5,693 confirmed reports of child abuse filed with the Colorado Central Registry by county social service agencies. The reports involved 7,602 victims.

- Child abuse includes physical abuse, neglect, emotional abuse/neglect, and sexual abuse (see Fig. 4.16).

**Fig. 4.16 1995 Incidence of Child Abuse**

<table>
<thead>
<tr>
<th>Type of Abuse</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Abuse</td>
<td>2,257</td>
</tr>
<tr>
<td>Neglect</td>
<td>4,769</td>
</tr>
<tr>
<td>Medical Neglect</td>
<td>527</td>
</tr>
<tr>
<td>Emotional Abuse/Neglect</td>
<td>1,032</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>1,160</td>
</tr>
</tbody>
</table>

* Incidence will not add to total victims because a victim can be classified under one or more abuse categories.

- There were 23 known deaths in Colorado resulting from child abuse in 1995.
- The number of confirmed reports of child abuse decreased 3.3 percent from 1994. The number of victims decreased 2.7 percent in the same period.

**Teenage Alcohol and Drug Abuse**

Substance abuse is a serious issue facing Colorado schools. In 1995, 2,246 ninth through twelfth graders were surveyed regarding prevalence and frequency of drug and alcohol use.

- Three out of four students had tried alcohol by ninth grade and most twelfth graders had (see Fig. 4.17). Thirty-two (32.1) percent of ninth graders and 38.8 percent of twelfth graders had drunk five or more drinks on one occasion in the past 30 days. Four (4.1) percent of all students reported having five or more drinks 10 or more times within that period.

**Fig. 4.17 Use of Alcohol, Marijuana and Cocaine Among 9th-12th Graders**

- Within the past month, 38.0 percent of all students surveyed had been in a car with someone who had been drinking. Twenty-two (22.4) percent of twelfth graders in the past 30 days had driven a car after drinking.
Half (47.8 percent) of respondents had tried marijuana at least once in their lives and 28.6 percent had used some within the past month.

Nine (8.6) percent of respondents reported they had tried cocaine and 4.0 percent had used it within 30 days.

Teenage Sexual Behavior and Pregnancy

Sexual behavior was tracked in the 1995 Youth Risk Behavior Survey in Colorado. One-third (32.9 percent) of ninth graders had sexual intercourse at least once in their lives while 62.2 percent of twelfth graders reported they had.

- Males were more likely to have had sex before age 13 than females, 12.1 percent vs. 3.9 percent.
- Seventeen (17.3) percent of respondents who'd had sexual intercourse reported using no pregnancy prevention measures the last time they had intercourse. When prevention methods were used, condoms, birth control pills and withdrawal, in that order, were most commonly used.
- One-fourth (27.4 percent) of respondents who'd had intercourse had used alcohol or drugs during their last sexual experience.
- Twelve (12.2) percent of female respondents, grade 12, had been pregnant once in their lives.

Teen pregnancy numbers for Colorado females aged 10-19 have decreased from 1985 to 1995. During the same period, abortions have also decreased. The number of live births decreased until 1986, but has increased in recent years (see Fig. 4.18).

- From 1985 to 1995, the proportion of teenage pregnancies resulting in birth has increased from 57.6 percent to 74.9 percent. The proportion ending in abortion has decreased from 40.0 percent to 24.6 percent during the same period.

Teenage Suicide

After injuries, suicide is the 2nd leading cause of death for Colorado teenagers. Nationally, it is the 3rd leading cause of death for teenagers. Suicide is most common among teenagers and young adults. The 1995 Youth Risk Behavior Survey questioned respondents' thoughts, plans and attempts of suicide.

- Females were more likely to have reported that they thought, planned, attempted or were treated for suicide than male students (see Fig. 4.19).
- Only 2.6 percent of respondents reported an attempt serious enough to require medical treatment.
- Four (3.5) percent had attempted suicide more than once in the past year.
Colorado teenage suicide rates have varied widely over the last 10 years. In 1995, 43 Colorado youth, aged 10–19, committed suicide (see Fig. 4.20). In general, teenage suicide rates for Colorado tended to be higher than the national rates. The 1995 national suicide rate (deaths per 100,000 15-24-year-olds) was 13.3 and Colorado's comparable rate was 18.2.

Suicide rates for 10-19 year olds decreased from 11.7 in 1992 to 8.3 in 1995. Teen suicide rates generally have been higher in the past ten years than before 1985.

- Male teenagers commit suicide at a much greater rate than females. The 1995 male suicide rate for 10-19 year olds was 13.1 and the female rate was 3.2.

**Teenage Violence and Potential Violence**

The 1995 *Youth Risk Behavior Survey* also asked about carrying weapons and physical fights.

- Males reported carrying weapons more frequently than females. Thirty-two (32.2) percent of males had carried a weapon in the past 30 days and 8.9 percent of females had.
- Males were involved in more fights than females. Forty-two (42.4) percent of males had been in at least one physical fight within the past year and 25.6 percent of females had.
- Six out of ten (59.7 percent) fights were with a family member or a friend.

**Programs for Colorado Students At Risk**

There are a wealth of federal and state programs to assist students at risk of not succeeding educationally in Colorado. The assistance needy students may receive ranges from additional educational support to health services or meals. Such programs include special education, Title I, migrant education, bilingual education, gifted and talented programs, free and reduced lunch, drug-free schools, comprehensive health programs and others. The two largest support programs are special education, described in Section 6, and Title I.

Nutrition programs affect many Colorado school children. More than 24 percent of students were eligible for free lunches in October 1996.

- All but three school districts in Colorado participated in the National School Lunch Program. The National School Breakfast program was offered in 703 schools. Colorado schools serve 48.6 million lunches and 7.5 million breakfasts in 1996.
- The Summer Food Service Program for Children funds nutritious meals and snacks for children in needy areas when school is not
in session during the summer. In 1996 approximately 21,400 children in Colorado participated in the program.

Title I of the Improving America's Schools Act is the largest federally funded program designed to improve the education of children attending schools with high concentrations of children from low-income families and local institutions for neglected or delinquent children. Title I funds are allocated to local school districts on the basis of a formula containing census and other data, and are used to supplement state and local funds for enriched educational services to help educationally needy children meet challenging state standards.

- In the 1996-97 school year, approximately $64 million in Title I funds served nearly 46,000 children in 167 Colorado school districts and 48 local institutions for neglected or delinquent children.

- Services were provided in the schools with the highest poverty levels. Thirty-seven (36.7) percent or 546 of the 1,487 schools in Colorado had Title I programs in 1996-97.

Some promising efforts supported by Title I funds in Colorado:

- Schoolwide programs for all children in high poverty schools (50 percent and higher) upgrade the school's entire educational program.

- Preschool services and extended-day kindergartens coordinate with other special programs.

- Targeted assistance programs allow flexible designs based on children's needs that include in-class, before- and after-school, extended year, summer program, and pull-out models.

- Parents are trained and participate in family literacy activities such as Family Math, Family Science, Parents as Partners, and Paired Reading.

- Professional development is sustained and ongoing to significantly upgrade the quality of instruction.

- Technology is utilized to enhance instruction.

- Accountability is improved by using authentic assessments to measure how well at-risk children meet the state's student performance standards expected of all children.
Colorado school districts employ over 70,000 people, more than half of whom are classroom teachers. Minorities continued to be under represented among Colorado teachers and administrators. Females were under represented as administrators, but the percentage of female principals has increased from 26 to 44 percent since 1986 and superintendents from 1 to 14 percent. Males were under represented as classroom teachers, and the percentage of male elementary teachers has declined from 15 to 13 percent from 1986 to 1996. The number of graduates of teacher education programs decreased 26 percent from nearly 3,400 in 1993-94 to almost 2,500 in 1995-96. However, only 1,832 beginning teachers were hired in Colorado in fall 1996.

### PROFILE OF SCHOOL DISTRICT PERSONNEL

#### Educational Staff Trends

In fall 1996, Colorado school districts employed 71,225.3 full-time equivalent (FTE) personnel. From fall 1986 to fall 1996, school district staff increased by 12,685.9 or 21.7 percent. During that same period, student membership increased by 115,023 or 20.6 percent.

- Classroom teachers numbered 36,397.8 FTE and constituted 51.1 percent of all school district personnel in 1996 (see Fig. 5.1). Classroom teachers increased by 18.5 percent between 1986 and 1996, and accounted for 44.9 percent of the total staff increase during that period.

- Instructional aides numbered 6,532.1 FTE in 1996 and represented 9.2 percent of all personnel. Since 1986, the number of instructional aides has increased 64.8 percent.

- Instructional support staff numbered 4,005.6 FTE and constituted 5.6 percent of district staff. This category included counselors, librarians, curriculum specialists, psychologists, audiologists, occupational therapists, physical therapists, speech correctionists, school nurses, social workers and teachers on special assignment. Instructional support staff increased 20.8 percent between 1986 and 1996.

- Administrators numbered 3,238.1 FTE and represented 4.5 percent of all staff. Administrators included superintendents, assistant superintendents, principals, directors and supervisors of services, administrative assistants, business managers, attendance officers and deans.

- Operational staff in fall 1996 accounted for 29.6 percent of all staff and numbered 21,051.7 FTE. This included office support staff, food service workers, custodial staff, transportation personnel and library aides. Between 1986 and 1996, operational staff increased by 20.6 percent.

Fig. 5.1 School District Personnel

- Teachers 51.1%
- Administrators 4.5%
- Instructional Aides 9.2%
- Instructional Staff 5.6%
- Operational Staff 29.6%
In fall 1996, there was one full-time employee for every 9.5 students. Colorado school districts employed:

- one teacher for every 19 students,
- one operational staff member for every 32 students,
- one instructional aide for every 103 students, and
- one administrator for every 208 students.

**Turnover in School District Staffing**

The turnover rate for all certificated/licensed school district personnel declined from a high of 9.7 percent in 1988 to 7.3 percent in fall 1996 (see Fig. 5.2). The turnover rate is the percentage of total staff in a given year who left before the beginning of the next year.

- Over the last five years, 1992 through 1996, the annual turnover rate for the state's 176 superintendents has averaged 22.0 percent. In 1996, the turnover rate was 28.4 percent as 50 superintendents left their jobs.
- The total turnover for the past five years has been 194 of 176 superintendents, or 110 percent. Of the 194 superintendent changes, only 49 of those hired were previous Colorado superintendents.
- During the past five years 121 districts or 69 percent had one or more superintendent changes, 53 districts had two or more changes and 16 had three or more. Only 55 districts had the same superintendent for the five-year period.
- The five-year superintendent turnover rates by district size have ranged from a low of 94 percent for districts sized 0 - 300 and 6,001-25,000 to a high of 152 percent for districts with 301-600 students in membership (see Fig. 5.3).
- Preliminary 1997 figures indicate that over 45 Colorado superintendent changes will occur.
Characteristics of Colorado Educators

The racial/ethnic and gender composition of Colorado educators was not reflective of the student population. Overall, although minorities comprised 28.0 percent of the student population in fall 1996, they accounted for only 9.2 percent of licensed personnel. Minorities were underrepresented as classroom teachers, principals, and superintendents. Women were underrepresented as secondary school principals and superintendents, and men were underrepresented as classroom teachers at the elementary level.

- In fall 1996, minorities represented 28.0 percent of Colorado public school students and 9.0 percent of classroom teachers. Minority representation among classroom teachers has increased less than 1 percentage point since 1986, whereas student minority representation has increased 5.0 percentage points (see Fig. 5.4).

- The Hispanic teacher population has increased by 39.1 percent in the 10-year period, yet Hispanics still comprised only 5.9 percent of all classroom teachers in 1996. Hispanic students represented 18.8 percent of the student population in 1996.

- Black teachers represented 1.7 percent of all Colorado teachers in 1996, while Black students were 5.5 percent of the student membership.

- In order to reflect the student population more closely, minority representation among classroom teachers would have to increase dramatically. The number of Asian/Pacific Islander, Black and Hispanic teachers would have to triple. The number of American Indian teachers would have to double.

- Minorities accounted for 13.5 percent of principals in 1996, an increase of 0.6 percentage points since 1986. At the same time, minority superintendents increased 0.5 percentage points.

- Women now account for 72.5 percent of classroom teachers. Since 1986, the proportion of female principals has risen from 26.1 percent to 44.3 percent. Women represented only 14.3 percent of Colorado superintendents in 1996 (see Fig. 5.5).

<table>
<thead>
<tr>
<th>Fig. 5.4 Education Population Percentage Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
</tr>
<tr>
<td>State Population</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Superintendents</td>
</tr>
</tbody>
</table>

- In 1996, 27.5 percent of all classroom teachers were male, down from 32.2 percent in 1986. The percentage of male elementary teachers decreased from 15.3 percent in 1986 to 12.8 percent in 1996.

- The percentage of classroom teachers under 30 years of age increased from 1995 to 1996 from 10.7 percent to 11.4 percent. The percentage 50 years old and older increased from 24.3 percent in 1995 to 27.0 percent in 1996, up from 18.4 percent in 1986.
Nearly half (47.2 percent) of Colorado's teachers held a Master's degree or higher in 1996, an increase of only 1.2 percentage points since 1986.

Average Annual Salaries

In fall 1996, the average salary for a Colorado public school teacher was $36,271. This represents a 2.6 percent increase over the previous year's average of $35,364 and a 32.4 percent increase over 1986's average teacher salary of $27,387. However, after adjusting for inflation in the Denver consumer price index, average teacher salaries declined 6.7 percent over the 10-year period.

Colorado's average teacher salaries for individual districts ranged from $20,872 in a rural district to $41,413 in a Denver metro district. The rural setting districts had the lowest average salary of $28,075 while the Denver metro districts had the highest average salary of $39,096 (see Fig. 5.6).

The Colorado 1996 average teacher salary of $36,271 was below the national average salary of $38,516. However, the 1996 consumer price index in Denver of 153.1 (CPI-U) was below the national CPI-U of 156.9. If the national average salary was adjusted down to the Denver CPI, the national salary would have been $37,583.


The 1996 average annual salary for Colorado's principals was $59,111, a 3.1 percent increase over the previous year and a 36.1 percent increase over 1986. Principals in districts of 25,000 students or more had an average salary of $64,177, while principals in districts of 300 or less students had an average salary of $40,263.

The average 1996 salary for Colorado's superintendents was $67,245, which represented a 4.6 percent increase over the average superintendent salary of 1995 and a 44.6 percent increase over 1986. Superintendents in districts of 25,000 pupils or more averaged $108,372 per year, while superintendents in districts of 300 or fewer students had an average salary of $52,665.
Sixteen approved Colorado institutions of higher education prepared 2,517 graduates for licensure in 1996 (see Fig. 5.8). This represented a 3.0 percent decrease over 1995 and the smallest number of graduates since 1983 when 2,505 graduated. In fall 1996, only 1,832 teachers without previous teaching experience in Colorado or another state were hired in Colorado.

In 1996, the number of graduates of teacher and administrator preparation programs between 1986 and 1996 has ranged from a low of 2,517 in 1996 to a high of 3,396 in 1994 (see Fig. 5.9). To some extent the large number of education graduates in 1994 can be attributed to the perceived need to receive certification prior to the July 1, 1994 change over to licensing.

The number of graduates completing mathematics programs decreased 7.1 percent, from 113 in 1995 to 105 in 1996. The number of science program graduates increased 15.7 percent, from 108 in 1995 to 125 in 1996.

The number of students completing special education teacher preparation programs in Colorado decreased 50.4 percent from 385 in 1994 to 191 in 1995 and increased 7.3 percent in 1996 to 205 (see Fig. 5.11).

The State Board of Education in August 1996 identified statewide teacher shortages in all endorsements of special education, bilingual education and English as a second language. In 1996 there were 205, 27 and 25 graduates in these areas, respectively.
ASSESSMENT OF TEACHER AND ADMINISTRATOR CANDIDATES

Effective July 1, 1994, Colorado made a major shift from a certification process to an educator licensing process. Candidates for the Provisional License, those new to the Colorado system, are now required to successfully complete a series of assessments. The assessment program is called the Program for Licensing Assessments for Colorado Educators (PLACE™). These assessments, taken at different points in the teacher preparation process, require demonstrated competency in basic skills, liberal arts and sciences, pedagogy (professional knowledge), and subject area (content fields). Administrators and special services candidates take only the basic skills and subject area assessments. The previous test for basic skills, the California Achievement Test, is no longer used in the licensure process.

- The PLACE™ exams were developed for Colorado and are administered by the National Evaluation Systems, Amherst, Massachusetts. Development included extensive work by teachers and higher education faculty in Colorado. The examinations continue to be evaluated and refined based on Colorado experience.

- The exams were first given in October 1994 and are offered in March, June, and October each year. The results include data from June and October of the earlier year and the following March (see Fig. 5.12).

- Pass rates in 1996-97 for the three main examination areas and the ten most commonly taken content areas have ranged from 99.2 percent in Basic Skills Reading to 63.5 percent in Content Area Mathematics. Pass rates include all test takers, whether it is a first attempt or a re-take.

Fig. 5.10 Endorsements on Initial Licenses
July 1, 1996 to June 30, 1997

<table>
<thead>
<tr>
<th>General Endorsement Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>20</td>
</tr>
<tr>
<td>Art</td>
<td>106</td>
</tr>
<tr>
<td>Business</td>
<td>35</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>4</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>463</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>117</td>
</tr>
<tr>
<td>Health, Safety, PE, Recreation</td>
<td>236</td>
</tr>
<tr>
<td>Home Economics</td>
<td>19</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>172</td>
</tr>
<tr>
<td>Music</td>
<td>129</td>
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<tr>
<td>Natural Science</td>
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<tr>
<td>Social Studies</td>
<td>353</td>
</tr>
<tr>
<td>Trade/Industrial Occupations</td>
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<td>General Elem-Sec. Education</td>
<td>2,181</td>
</tr>
<tr>
<td>Special Education</td>
<td>498</td>
</tr>
<tr>
<td>Linguistically Different</td>
<td>142</td>
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<tr>
<td>Program Service Specialists</td>
<td>141</td>
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<tr>
<td>Middle School</td>
<td>31</td>
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<td>Special Services</td>
<td>205</td>
</tr>
<tr>
<td>Total</td>
<td>5,159</td>
</tr>
</tbody>
</table>

Fig. 5.11 Graduates in Math, Science, and Special Education

Pass rates include all test takers, whether it is a first attempt or a re-take.
## Fig. 5.12 PLACE™ Examination Results

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Take</td>
<td># Pass</td>
</tr>
<tr>
<td><strong>Basic Skills</strong>: Reading</td>
<td>4,751</td>
<td>4,719</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4,774</td>
<td>4,677</td>
</tr>
<tr>
<td>Writing</td>
<td>4,905</td>
<td>4,572</td>
</tr>
<tr>
<td><strong>Liberal Arts &amp; Sciences</strong></td>
<td>4,212</td>
<td>3,808</td>
</tr>
<tr>
<td><strong>Prof. Knowledge</strong>: Elementary</td>
<td>1,903</td>
<td>1,692</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,287</td>
<td>1,210</td>
</tr>
<tr>
<td>Middle School</td>
<td>142</td>
<td>115</td>
</tr>
<tr>
<td><strong>Content Area</strong>: <strong>Elementary Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,746</td>
<td>1,530</td>
</tr>
<tr>
<td>Social Studies</td>
<td>384</td>
<td>277</td>
</tr>
<tr>
<td>English</td>
<td>351</td>
<td>266</td>
</tr>
<tr>
<td>Principal</td>
<td>340</td>
<td>279</td>
</tr>
<tr>
<td>Science</td>
<td>237</td>
<td>189</td>
</tr>
<tr>
<td>Mathematics</td>
<td>260</td>
<td>179</td>
</tr>
<tr>
<td>Moderate Needs</td>
<td>213</td>
<td>191</td>
</tr>
<tr>
<td>Physical Education</td>
<td>116</td>
<td>88</td>
</tr>
<tr>
<td>School Counselor</td>
<td>110</td>
<td>104</td>
</tr>
<tr>
<td>Music</td>
<td>108</td>
<td>77</td>
</tr>
</tbody>
</table>

* There are 42 content area examinations. The ten most often taken in 1996-97 are displayed.
The last several years have seen sizeable increases in student membership, reflecting renewed in-migration to Colorado. As a result, the number of schools is growing and the pupil-teacher ratio also increased. A variety of state programs help to support Colorado education.

**COLORADO'S EDUCATIONAL SYSTEM**

**Schools and Districts**

In fall 1996, there were 176 Colorado public school districts and 1,487 public schools.

- The number of schools in Colorado has increased by 14 percent during the last ten years (see Fig. 6.1).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary*</td>
<td>784</td>
<td>816</td>
<td>883</td>
</tr>
<tr>
<td>Middle</td>
<td>109</td>
<td>138</td>
<td>199</td>
</tr>
<tr>
<td>Junior High</td>
<td>118</td>
<td>99</td>
<td>62</td>
</tr>
<tr>
<td>Senior High</td>
<td>244</td>
<td>250</td>
<td>265</td>
</tr>
<tr>
<td>Other**</td>
<td>46</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,301</td>
<td>1,371</td>
<td>1,487</td>
</tr>
</tbody>
</table>

* Includes prekindergarten schools

**Pupil-Teacher Ratios**

Pupil-teacher ratios in Colorado declined during the late 1980s and rose during the early 1990s. In 1996 the pupil-teacher ratio remained stable at 18.5 to 1 (see Fig. 6.2). The decline in the 1980s was partly due to increases in the number of special education teachers and to school district efforts to reduce class size. In the early 1990s, budget limitations drove pupil-teacher ratios back up.

The pupil-teacher ratio is the ratio of pupils to all staff members assigned the professional activities of instructing pupils in self-contained classrooms or courses. Unless otherwise noted, teachers include elementary and secondary classroom teachers, special education teachers and special subject teachers, such as music, art, physical education and driver education.

- The ratio of Colorado pupils to teachers in 1996 was 18.5 to 1, reflecting no change from the 1995 ratio. However, when special education and special subject teachers were excluded, the 1996 ratio became 24.5 to 1 (see Fig. 6.3).
When all school level employees were counted, including aides, administrators, clerical, special services, maintenance, food service and transportation workers, but excluding district level (central administration) employees, the ratio of pupils to adults in the schools was 9.5 to 1. Teachers comprised 51.1 percent of total district FTE employees.

- Pupil-teacher ratios were lower in smaller, rural districts and higher in larger, urban districts. Ratios ranged from 13.8 in the rural districts to 19.7 in the Denver metro districts.

- Colorado's 1996 pupil-teacher ratio of 18.5 was higher than the estimate of 17.4 for the nation. In 1995, Colorado's pupil-teacher ratio ranked 43rd (where first equals the smallest ratio) among the 50 states and the District of Columbia. Nationally, state pupil-teacher ratios ranged from 13.7 in New Jersey to 24.1 in California.

**Educational Telecommunications and Technology**

Technology has the potential to equalize educational opportunity throughout Colorado and the nation by providing students and teachers in the remotest rural and urban communities with educational and information resources once only available to students in wealthy communities. Although Colorado can boast some "islands of excellence" which rival the most effective schools and districts nationally in the effective integration of technology into their standards-based curricula, the state as a whole is far behind.

To establish a baseline for the current status of technology integration and to help chart the future, a survey was conducted of all schools, districts, BOCES, public libraries and regional library service systems. Preliminary data showed that students in Colorado schools are able to access a variety of technologies but effective utilization and student access are often limited because of a scarcity of equipment (72 percent), a lack of funds (68 percent), too few telecommunications access points (65 percent) and/or a lack of effective teacher training (58 percent).
• While there were 7.9 students per computer statewide, compared to a national goal of five students per computer, the number of Colorado students per modern computer was nearly double that figure. The numbers were even worse among students attending schools with large concentrations of poor and minority students. These students had lesser access to the resources which might best help them overcome the barriers of poverty and isolation.

• Eighty-six percent of Colorado schools had access to cable television.

• Seventy-nine percent of Colorado schools had at least one computer with a CD-ROM drive, but poor schools were less likely to have CD-ROM than rich or average schools.

• Seventy-six percent of Colorado schools had access to the Internet, but only 3 percent of the instructional rooms had access, limiting effective utilization by students. Access was even more limited in small schools with large numbers of students living in poverty.

• While 57 percent of Colorado schools, the highest percent in the country, had local area networks (LANs), access may have been severely limited in individual buildings where the interconnection of as few as three computers were described as local area networks.

• Twenty-four percent of Colorado schools (in 125 school districts) had satellite downlink capabilities which have been used to enhance curricular offerings, access information resources and provide staff development opportunities to their teachers.

Colorado's educational community has made great strides in utilizing modern technologies to help increase student achievement in a standards-based curriculum. The General Assembly appropriated $20 million for the development and implementation of technology projects for public libraries and public and private K-12 schools and institutions of higher education. The federal government provided $1.8 million to provide teachers and students with access to training, the Internet, modern computers and effective software and online resources. The 1996-97 school year was the first year of a five-year program. It is projected that Colorado's allocation in subsequent years will be $3.6 million per year. These competitive grant programs help local schools and districts meet their needs, but leave many gaps throughout the state.

Colorado's greatest needs in the integration of technology into the curriculum fell in the areas of access to teacher training, the information superhighway/the Internet, modern computers, and effective software and online resources.

STATE EDUCATIONAL PROGRAMS

English Language Proficiency Act

The English Language Proficiency Act (ELPA) provides partial support for programs for students whose dominant language is not English. The act helps fund such programs for a maximum of two years per student.

Students are eligible for assistance under the A/B category if their dominant language is not English. Students whose dominant languages are difficult to determine and who demonstrate limited English proficiency are C category students. ELPA programs most frequently use English as a second language (ESL) or bilingual instructional strategies.

• Of the more than 30,000 limited English proficient (LEP) students estimated in Colorado public schools, nearly 22,255 or 74 percent were eligible for ELPA funding and served in 1996-97. The number of students served increased 162 percent between 1987 and 1996.

• Of the students served in 1996-97, 75 percent were in grades K-6. The students spoke 103 different languages (see Fig. 6.4).
Colorado Preschool Program

The Colorado Preschool Program (CPP) was enacted by the General Assembly as part of the Public School Finance Act of 1988. The program serves children who lack overall learning readiness due to family risk factors, who are in need of language development, or who are receiving aid as neglected or dependent children. These indicators predict they are more likely to need special services in later years and eventually to drop out of school if intervention is not provided. The program serves 4- and 5-year-old children in the year before they are eligible for kindergarten.

- In 1996-97 the program expanded to serve 8,500 children, up from 6,500 in 1995-96.
- Over 30 percent of the children served by CPP lived in single-parent households. Nearly one in four had a parent who was a high school dropout.
- Half of the children were from minority families, and one in five lived in homes where a language other than English was spoken.

Programs funded as part of the Colorado Preschool Program may be administered by either public or private organizations. All districts have representation from the private sector on their local district councils.

- One hundred and twenty-three school districts participated in the preschool program.

Sixty-two of these, or 50 percent, contracted for services. The average number of children in districts that contracted out services was 112. The average program size in districts that did not contract was 26.

- The 62 districts that contracted with other providers served 6,941 of the 8,500 children in the program.
- Thirty, or 24 percent, of the 123 districts had a contract with Head Start.

Colorado Libraries

Coloradans have access to information and lifelong learning through more than 1,500 libraries. There are five types of libraries. Public libraries serve residents of cities, counties, and library districts. Academic libraries serve faculty, staff, and students in the state's public and private colleges and universities. School library media centers serve teachers, staff, and pupils in elementary and secondary schools. Institutional libraries serve residents and staff of the state's correctional, juvenile, health and mental health institutions. Special libraries serve government agencies, professions, business and industry, and a wide variety of non-profit organizations.

- The Access Colorado Library and Information Network (ACLIN) has provided residents of Colorado with free access to online information resources since early 1993. This includes approximately 150 library catalogs and 75 other information databases. In fall 1994, the ACLIN project was the recipient of two grants totaling close to $3 million from the U. S. Departments of Education and Commerce. Over the past two and a half years, ACLIN has used these funds to improve access, add content, and provide training. Information from state agencies and a variety of public service organizations has been added to the network.
- Notable additions to ACLIN include; Colorado Business Start-up Kit, Colorado Legislative Directory, Colorado Student Loan Program, and the Colorado Association of Non-Profit Organizations (CANPO).
Two-thirds of the state's 1,300-plus library media centers (LMC) used their computers and modems to make ACLIN available to customers.

The Colorado Talking Book Library (CTBL) provides books on tape or record and large print books to visually and physically handicapped Coloradans. In addition to mailing books from its main location, the Library now provides services statewide to 27 libraries which have deposit collections.

**Public Schools of Choice**

The 1990 General Assembly adopted the Public Schools of Choice Act (Section 22-36 C.R.S.). The law requires all districts to establish policies and procedures for open enrollment in all programs or schools for resident pupils. This is subject only to restrictions of lack of space or where open enrollment would produce noncompliance with desegregation plans. In 1994 the law was amended to provide that students from other districts must be allowed to enroll without parent tuition subject to space and staff limitations. The Public Schools of Choice Act also provided for an interdistrict schools of choice funded pilot program through 1996-97.

In fall 1996, 111 school districts reported they had 13,694 students (2.0 percent of Colorado public school membership) attending from outside their district (see Fig. 6.5). This reflects a 43.3 percent increase over fall 1995.

### Fig. 6.5 Interdistrict Choice

<table>
<thead>
<tr>
<th>Year (October)</th>
<th>No. Students From Outside District</th>
<th>No. Districts Receiving Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>3,314</td>
<td>116</td>
</tr>
<tr>
<td>1988</td>
<td>3,724</td>
<td>124</td>
</tr>
<tr>
<td>1989</td>
<td>4,130</td>
<td>103</td>
</tr>
<tr>
<td>1990</td>
<td>4,529</td>
<td>112</td>
</tr>
<tr>
<td>1991</td>
<td>5,550</td>
<td>108</td>
</tr>
<tr>
<td>1992</td>
<td>5,983</td>
<td>109</td>
</tr>
<tr>
<td>1993</td>
<td>7,146</td>
<td>114</td>
</tr>
<tr>
<td>1994</td>
<td>8,806</td>
<td>113</td>
</tr>
<tr>
<td>1995</td>
<td>9,552</td>
<td>110</td>
</tr>
<tr>
<td>1996</td>
<td>13,694</td>
<td>111</td>
</tr>
</tbody>
</table>

**Gifted and Talented Student Education**

Gifted and talented students are included as a category of exceptional children under Colorado’s Exceptional Children’s Educational Act. The act defines gifted children as “those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs.” While the act does not mandate that school districts provide formal programs for gifted and talented students, it does allow districts to develop and implement plans for addressing the needs of these students.

Since the 1993-94 budget year, the Colorado General Assembly has allocated funds to support school district programs for gifted and talented students. Every district is eligible to receive funds for gifted and talented students and may obtain them by submitting an annual plan for gifted and talented education to CDE (See Fig. 6.6).
Fig. 6.6 Gifted and Talented (G/T) Education

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Dists. Funded</td>
<td>83</td>
<td>125*</td>
</tr>
<tr>
<td>No. Students Served</td>
<td>53,473</td>
<td>N/A</td>
</tr>
<tr>
<td>% Students G/T</td>
<td>N/A</td>
<td>12.0**</td>
</tr>
<tr>
<td>State G/T Funds</td>
<td>$1M</td>
<td>$4M</td>
</tr>
<tr>
<td>Dist. G/T Funds</td>
<td>$8.6M**</td>
<td>$14.2M**</td>
</tr>
</tbody>
</table>

* Includes Colorado School for the Deaf and Blind
** Estimates

- More students actually participate in programs for gifted and talented students than are identified as gifted through district procedures.
- School districts report utilizing over 70 different approaches for gifted student education and the assessment of gifted student learning.
- Currently, there is no professional endorsement or requirement for special training for teachers who work with gifted and talented students.
- The State Board of Education has approved guidelines for gifted and talented education for districts to follow when providing programs for gifted and talented students.
- The State Board of Education has established the State Advisory Committee for Gifted and Talented Student Education, which provides advice and makes recommendations regarding gifted and talented education.

Education of Children with Disabilities

The Exceptional Children's Educational Act (ECEA) recognizes the obligation of the State of Colorado to provide educational opportunities to all children which will enable them to lead fulfilling and productive lives.

Children Served

On December 1, 1995, administrative units served 69,217 children with disabilities (see Figs. 6.7 and 6.8). This was a 2.7 percent increase over the number of children served the previous year.

Fig. 6.7 Students Served, by Disability and Percent of Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Total Students Served</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. Limited Intell. Capacity</td>
<td>3,057</td>
<td>4.4%</td>
</tr>
<tr>
<td>Sig. Ident. Emot. Disability</td>
<td>8,305</td>
<td>12.0</td>
</tr>
<tr>
<td>Percep./Commun. Disability</td>
<td>33,506</td>
<td>48.4</td>
</tr>
<tr>
<td>Hearing Disability</td>
<td>1,018</td>
<td>1.5</td>
</tr>
<tr>
<td>Vision Disability</td>
<td>297</td>
<td>0.4</td>
</tr>
<tr>
<td>Physical Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>101</td>
<td>0.2</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>150</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Physical Disability</td>
<td>3,160</td>
<td>4.6</td>
</tr>
<tr>
<td>Speech-Language Disability</td>
<td>12,851</td>
<td>18.6</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf-Blind</td>
<td>85</td>
<td>0.1</td>
</tr>
<tr>
<td>Other Multiple Disabilities</td>
<td>2,859</td>
<td>4.1</td>
</tr>
<tr>
<td>Preschool Child with a Disability</td>
<td>3,759</td>
<td>5.4</td>
</tr>
<tr>
<td>Infant with a Disability</td>
<td>69</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>69,217</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percent of Membership: 656,279 (10.5)
Percent of 3-17 Population: 829,194 (8.3)

- Children with disabilities, ages birth through 21, who were served on December 1, 1995 represented 10.5 percent of total school membership, the same as the previous year. This ranged across administrative units from a low of 7.2 percent to a high of 13.7 percent. The special education count was 8.3 percent of the state’s 3-17 population.
- An additional 606 children with disabilities were reported by the five state-operated programs at Colorado School for the Deaf and the Blind, the Department of Corrections, Youth Corrections,
and Fort Logan and Pueblo Mental Health Institutes. This was a decrease from the 668 special education children reported by these agencies the previous year.

- Children with perceptual or communicative disabilities represented 48.4 percent of the total number of children with disabilities. However, this disability category decreased by 154 children from the previous year. The fastest growing disability category was children with physical disabilities, which increased from 2,632 children in 1994 to 3,160 in 1995, a change of 20.1 percent.

- The number of infants and toddlers, ages birth through 2, that were served by administrative units increased from 38 in 1994 to 84 in 1995, a 121.0 percent growth. The number of children, ages three through five, continued to increase, but the growth slowed to 5.9 percent from 1994 to 1995.

- Ten (9.7) percent of the elementary age students had a significant identifiable emotional disability. This percentage increased to 16.3 at the middle school level, and 17.6 at high school.

- One (1.1) percent of the children with disabilities served on December 1, 1995 were American Indian, 1.4 percent were Asian, 7.5 percent were Black, 19.3 percent were Hispanic, and 70.7 percent were White.

- Only 2,261 children received their special education programs and services outside their administrative unit of residence. Of this number, 223 were served by other administrative units, 1,540 were served by facilities with approved on-grounds schools, 54 were served in private schools, 426 were in Head Start programs, 6 were in higher education programs, 3 were out-of-state, and 9 were served in other settings.

- Out of the 69,217 children with disabilities as of December 1, 1995, 56,935 (82.3 percent) were served in their home school. Only 7.0 percent were served in center based programs (see Fig. 6.8).

- Ninety-seven (97.0) percent of children with perceptual or communicative disabilities were served in their home school. This percentage decreased to 84.6 percent for children with speech/language disabilities, 70.2 percent for those with significant identifiable emotional disabilities, 69.1 percent for children with significant limited intellectual capacity, and 52.7 percent for those with multiple disabilities.

- There were 18,627 children that exited special education programs from December 1, 1994 to December 1, 1995. Almost half (46.6 percent) of these children were known to be continuing in special education in another administrative unit; 23.3 percent had completed all the objectives of their special education programs and were continuing in the administrative unit full-time in regular education; 9.7 percent graduated from high school; 8.1 percent moved and were not known to be continuing in special education; 5.1 percent dropped out of school; 1.2 percent were being served in non public home-based educational programs; and the remainder left for various other reasons.

- Although children with perceptual or communicative disabilities represented 48.4 percent of the total special education count, they made up 60.5 percent of the dropouts. Children with significant identifiable emotional disabilities were 12.0 percent of the special education population.
education population, but 28.6 percent of the dropouts.

**Personnel**

On December 1, 1995, administrative units employed 9,159 full-time equivalent (FTE) special education staff, compared to 8,340 the previous year (see Fig. 6.9). This was an increase of 9.8 percent.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>FTE</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teachers</td>
<td>3,286.65</td>
<td>35.9%</td>
</tr>
<tr>
<td>Home-Hospital Teachers</td>
<td>9.60</td>
<td>0.1</td>
</tr>
<tr>
<td>Special Education Infant and</td>
<td>159.32</td>
<td>1.7</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Correctionists</td>
<td>643.79</td>
<td>7.0</td>
</tr>
<tr>
<td>Instructional Aides</td>
<td>3,236.73</td>
<td>35.3</td>
</tr>
<tr>
<td>Tutor Interpreters</td>
<td>130.49</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total Instruction</strong></td>
<td>7,466.58</td>
<td>81.5</td>
</tr>
</tbody>
</table>

**Support Services**

- **Related Services Staff**
  - School Nurses                     | 155.73  | 1.7
  - Occupational Therapists           | 155.38  | 1.7
  - Physical Therapists               | 53.14   | 0.6
  - School Psychologists              | 421.34  | 4.6
  - School Social Workers             | 290.55  | 3.2
  - Audiologists                      | 32.84   | 0.4
  - **Total Related Services Staff**  | 1,108.98| 12.1

- **Administrators**
  - Supervisors                       | 57.89   | 0.6
  - Assistant Directors & Directors   | 75.71   | 0.8
  - **Total Administrators**          | 133.60  | 1.5

- **Other Support Staff**
  - Specialty Teachers                | 50.75   | 0.6
  - Other Professionals               | 68.81   | 0.8
  - Office Support                    | 232.91  | 2.5
  - Other Non-Licensed/               | 97.32   | 1.1
  -     Certified Staff               |         |         |
  - **Total Other Support Staff**     | 449.79  | 4.9
  - **Total Support Services**        | 1,692.37| 18.5

- **Grand Total**                    | 9,158.95| 100.0

- Instructional staff, which included special education teachers, speech correctionists, instructional aides and tutor interpreters, comprised 81.5 percent of the total special education personnel employed by administrative units. Related services staff accounted for another 12.1 percent, administrators were 1.5 percent, and other support staff made up the remaining 4.9 percent.

- Of the total special education personnel employed, 59.6 percent were licensed or certificated staff, 36.8 percent were instructional aides and tutor interpreters, and 3.6 percent were non licensed support staff.

- A total of 5,461 FTE licensed or certificated staff were employed. Out of this number, 316 were employed on the basis of a temporary teacher eligibility (TTE).

- Pupil-teacher ratios remained the same as the previous year at 1:20.0. However, the ratio of students to instructional aides and tutor interpreters decreased from 24.2 to 20.6. The ratio of professional staff to administrators increased from 38.7 to 39.9.

**Revenues and Expenditures**

During the 1995-96 school year, special education and related services in Colorado public schools cost $314.0 million, compared to $294.2 million the previous year (see Figs. 6.10 and 6.12). These costs were supported by federal, state, local, and other funds.

- Salaries and benefits accounted for 90.2 percent of the total cost of the special education program; tuition was 5.8 percent; and the remaining 4.0 percent was for supplies, equipment, and other costs.

- Special education expenditures increased 6.8 percent from 1994-95 to 1995-96. However, instructional costs increased 7.2 percent and the cost of support services only increased 5.1 percent. Total salaries, including the cost of contracted personnel, increased 7.6 percent; employee benefits increased 4.7 percent; tuition to administrative units increased 7.1 percent; and tuition to eligible facilities increased 8.6 percent.

- Special education expenditures as a percent of total education expenditures remained at 7.4 percent, the same as the previous year. However, this varied widely across administrative
units from a high of 11.5 percent to a low of 3.0 percent.

Fig. 6.10 Special Education Expenditures
Fiscal Year 1995-96

<table>
<thead>
<tr>
<th>AREA</th>
<th>DOLLARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$180,973,608</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>36,512,843</td>
</tr>
<tr>
<td>Purchased Services Personnel</td>
<td>671,014</td>
</tr>
<tr>
<td>Staff Travel</td>
<td>768,342</td>
</tr>
<tr>
<td>Private or Agency Contracts</td>
<td>722,499</td>
</tr>
<tr>
<td>Tuition to Other Administrative Units</td>
<td>2,997,447</td>
</tr>
<tr>
<td>Tuition to Agencies and Facilities</td>
<td>15,222,938</td>
</tr>
<tr>
<td>Other Purchased Services</td>
<td>518,750</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>1,788,966</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>1,008,509</td>
</tr>
<tr>
<td><strong>Total Instruction Costs</strong></td>
<td><strong>$241,184,916</strong></td>
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<table>
<thead>
<tr>
<th>Support Service</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>$54,885,893</td>
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<tr>
<td>Fringe Benefits</td>
<td>10,892,931</td>
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<tr>
<td>Purchased Services Personnel</td>
<td>1,457,715</td>
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<tr>
<td>Staff Travel</td>
<td>773,319</td>
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<tr>
<td>Private or Agency Contracts</td>
<td>743,288</td>
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<tr>
<td>Other Purchased Services</td>
<td>1,111,481</td>
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<tr>
<td>Supplies and Materials</td>
<td>1,462,935</td>
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<tr>
<td>Equipment</td>
<td>816,403</td>
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<tr>
<td>Other</td>
<td>693,492</td>
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<tr>
<td><strong>Total Support Services Costs</strong></td>
<td><strong>$72,837,457</strong></td>
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**TOTAL EXPENDITURES** $314,022,373

Fig. 6.11 Special Education Revenues
1995-96

<table>
<thead>
<tr>
<th>FUND SOURCE</th>
<th>DOLLARS</th>
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<tbody>
<tr>
<td>State Funds</td>
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</tr>
<tr>
<td>Exceptional Children's Educational Act (ECEA)</td>
<td>$64,673,288</td>
</tr>
<tr>
<td>PPOR for 3- and 4-Year-Old Children with Disabilities</td>
<td>9,626,662</td>
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<tr>
<td><strong>Total State Funds</strong></td>
<td><strong>$74,299,950</strong></td>
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<table>
<thead>
<tr>
<th>Federal Funds</th>
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<tbody>
<tr>
<td>Chapter I, Handicapped</td>
<td>$36,019</td>
</tr>
<tr>
<td>IDEA: Part B</td>
<td>25,582,451</td>
</tr>
<tr>
<td>IDEA: Preschool Services</td>
<td>4,275,362</td>
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<tr>
<td>IDEA: Part H, Infant and Toddler Services</td>
<td>71,689</td>
</tr>
<tr>
<td>Transition Services</td>
<td>187,432</td>
</tr>
<tr>
<td>School-to-Work Alliance Program(SWAP)</td>
<td>410,809</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>231,337</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>50,839</td>
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<tr>
<td>Systems Change</td>
<td>7,571</td>
</tr>
<tr>
<td>Impact Aid</td>
<td>37,913</td>
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<tr>
<td><strong>Total Federal Funds</strong></td>
<td><strong>$30,891,422</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Other Funds</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>208,614,297</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td><strong>$314,022,373</strong></td>
</tr>
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</table>

- The excess cost per student for special education programs and services was $4,537 in 1995-96. This ranged across administrative units from $6,141 to $2,206.

- State funds supported 23.7 percent of the cost of the special education program. The Exceptional Children's Educational Act appropriation supported 20.6 percent, and the per pupil operating revenue for three- and four-year-old children with disabilities paid for 3.1 percent.

- Ten (9.8) percent of the special education program was funded with federal dollars. These funds included Part B of the Individuals with Disabilities Education Act (8.1 percent), Infant/Toddler and Preschool Services under the Individuals with Disabilities Education Act (1.4 percent), and several other smaller federal programs.

- Other sources of funds covered only 0.1 percent of the cost of the program, and the remainder (66.4 percent) was supported by local school district general funds.

- The percentage of the special education program supported by state funds increased from 21.8 percent in 1994-95 to 23.7 percent in 1995-96, while federal funds decreased from 10.2 percent to 9.8 percent. Other funds continued to support only 0.1 percent of the cost.
of the program. As a result, local school district general fund support decreased from 67.9 percent to 66.4 percent.

- Although general fund supported 66.4 percent of the cost of the special education program on average, this ranged across administrative units from 75.3 percent to 38.4 percent.

**The Colorado School for the Deaf and the Blind**

The state-administered school for students with visual and/or auditory disabilities is the Colorado School for the Deaf and the Blind (CSDB) in Colorado Springs. The school program is designed to promote academic, vocational and total development of each student from birth to age 21. Services are offered statewide to deaf and blind students and their families.

- On October 1, 1996, CSDB enrolled 237 deaf, blind and multiple handicapped students; 164 deaf students and 73 blind students. There were 20 students with multiple handicaps. Of the 237 students enrolled, 108 were residential students and 129 were day students.

**SCHOOL DISTRICT REVENUES AND EXPENDITURES**

**Revenues**

In fiscal year 1996, Colorado school districts received a total of $3.89 billion in local, state and federal revenues.

Local sources provided the largest share of funding for school districts, constituting 52.6 percent of all fiscal year 1996 revenues (see Fig. 6.12).

- Local revenue sources included property taxes, specific ownership taxes, tuition, fees and other revenues. In 1996, school districts received a total of $2.04 billion in local revenues. Of this total, $1.47 billion was provided by property taxes (see Fig. 6.13).

- In 1995-96, Colorado ranked 19th in the nation in percentage of school district revenues from local sources.

**Fig. 6.12 Revenue Trends**

<table>
<thead>
<tr>
<th>Percent of Revenue</th>
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<tbody>
<tr>
<td>70</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>59.3</td>
</tr>
<tr>
<td>52.6</td>
</tr>
<tr>
<td>42.6</td>
</tr>
<tr>
<td>36.7</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Fig. 6.13 1996 Revenues by Sources**

<table>
<thead>
<tr>
<th>Source</th>
<th>Dollars in Millions</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Property Tax</td>
<td>$1,467.6</td>
<td>37.8%</td>
</tr>
<tr>
<td>Other Local</td>
<td>576.1</td>
<td>14.8</td>
</tr>
<tr>
<td>County</td>
<td>1.4</td>
<td>0.0</td>
</tr>
<tr>
<td>State Share (School Finance)</td>
<td>1,524.5</td>
<td>39.2</td>
</tr>
<tr>
<td>Other State</td>
<td>129.0</td>
<td>3.4</td>
</tr>
<tr>
<td>Federal</td>
<td>187.2</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>$3,885.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

State sources provided 42.6 percent of all school district revenues in 1996 (see Fig. 6.13), and 54.8 percent of Public School Finance Act of 1994 funding. State sources included the Public School Finance Act of 1994, the English Language Proficiency Act, the Exceptional Children's Educational Act and the Public School Transportation Fund.
State sources contributed revenues of $1.65 billion in 1996. Of this amount, $1.52 billion was provided by state equalization funding.

In 1995-96, Colorado ranked 30th in the nation in percentage of revenues from state sources.

Between 1986 and 1996, the percentage of all school district revenues provided by local sources decreased slightly, and the percentage provided by state funds increased (see Fig. 6.12).

Federal funds were received primarily for special programs targeted toward national priorities. School food services and programs for the disadvantaged and handicapped received the greatest proportion of federal revenues. Federal funds constituted 4.8 percent of all 1995-96 school district revenues.

Expenditures

In fiscal year 1996, Colorado school districts spent a total of $4.23 billion. Expenditures were incurred for instructional services, support services, and community and other services.

- Instructional program costs totaled $2.0 billion and constituted 47.3 percent of all school district expenditures in 1996. These costs included salaries, benefits, instructional materials and supplies and other costs of instruction (see Fig. 6.14).

- Support services, including pupil and staff support services, administration, transportation, operations and maintenance and food services, comprised 28.9 percent of 1996 expenditures and totaled $1.224 billion (see Fig. 6.15).

- Community service and other funds, totaling $1.005 billion, accounted for 23.8 percent of expenditures. These expenditures include such major cost items as bond redemption, insurance and capital reserves, construction and debt services.
### SCHOOL DISTRICTS BY SETTING CATEGORIES

#### DENVER METRO
- Adams 14
- Adams Bright 27J
- Adams Mapleton 1
- Adams Northglenn-Thornton 12
- Adams Westminster 50
- Arapahoe 28J
- Arapahoe Cherry Creek 5
- Arapahoe Englewood 1
- Arapahoe Littleton 6
- Arapahoe Sheridan 2
- Boulder Boulder Valley RE-2
- Boulder St. Vrain Valley RE-1
- Denver Denver County 1
- Douglas Douglas County RE-1
- Jefferson Jefferson County R-1

#### URBAN-SUBURBAN
- El Paso Academy 20
- El Paso Cheyenne Mountain 12
- El Paso Colorado Springs 11
- El Paso Falcon 49
- El Paso Fountain 8
- El Paso Harrison 2
- El Paso Lewis-Palmer 38
- El Paso Manitou Springs 14
- El Paso Widefield 3
- Larimer Thompson R-2J
- Larimer Poudre R-1
- Mesa Mesa County Valley 51
- Pueblo Pueblo City 60
- Pueblo Pueblo County Rural 70
- Weld Greeley 6

#### OUTLYING CITY
- Alamosa Alamosa RE-11J
- Fremont Canon City RE-1
- Garfield Roaring Fork RE-1
- La Plata Durango 9-R
- Las Animas Trinidad 1
- Logan Valley RE-1
- Moffat Moffat County RE-NO 1
- Montezuma Montezuma-Cortez RE-1
- Montrose Montrose County RE-1J
- Morgan Fort Morgan RE-3
- Otero East Otero R-1
- Prowers Lamar RE-2
- Routt Steamboat Springs RE-2

#### OUTLYING TOWN
- Adams Bennett 29J
- Archuleta Archuleta County 50JT
- Baca Springfield RE-4
- Bent Las Animas RE-1
- Chaffee Buena Vista R-31
- Chaffee Salida R-32
- Cheyenne Cheyenne County RE-5
- Clear Creek Clear Creek RE-1
- Crowley Crowley County RE-1J
- Delta Delta County 50J
- Eagle Eagle County RE-50
- Fremont Florence RE-2
- Garfield Garfield RE-2
- Grand East Grand 2
- Grand West Grand 1-JT
- Gunnison Gunnison Watershed RE1J
- Huerfano Huerfano RE-1
- Kit Carson Burlington RE-6J
- La Plata Bayfield 10JT-R
- Lake Lake County R-1
- Larimer Park (Estes Park) R-3
- Lincoln Limon RE-4J
- Morgan Brush RE-2J
- Otero Fowler RE-4J
- Otero Rocky Ford R-2
- Phillips Holyoke RE-1J
- Pitkin Aspen 1
- Rio Blanco Meeker RE1
- Rio Blanco Rangely RE-4
- Rio Grande Del Norte C-7
- Rio Grande Monte Vista C-8
- Routt Hayden RE-1
- Saguache Center 26JT
- San Miguel Telluride R-1
- Sedgwick Julesburg RE-1
- Summit Summit RE-1
- Teller Woodland Park RE-2
- Washington Akron R-1
- Weld Ault-Hayden RE-9
- Weld Eaton RE-2
- Weld Fort Lupton RE-8
- Weld Gilcrest RE-1
- Weld Johnstown-Milliken RE-5J
- Weld Platte Valley RE-7
- Weld Windsor RE-4

#### RURAL
- Adams Strasburg 31J
- Alamosa Sangre de Cristo RE-22J
- Arapahoe Byers 32J
- Arapahoe Deer Trail 26J
- Baca Campo RE-6
- Baca Pritchett RE-3
- Baca Vilas RE-5
- Baca Walsh RE-1
- Bent McClave RE-2
- Cheyenne Kit Carson R-1
- Conejos North Conejos RE-10
- Conejos South Conejos 6J
- Costilla Centennial R-1
- Costilla Sierra Grande R-30
- Custer Consolidated C-1
- Dolores Dolores County RE NO. 2
- El Paso Calhan RJ-1
- El Paso Edison 54JT
- El Paso Hanover 28
- El Paso Ellicott 22
- El Paso Miami/Yoder 60 JT
- El Paso Peyton 23 JT
- Elbert Agate 300
- Elbert Big Sandy 100J
- Elbert Elbert 200
- Elbert Elizabeth C-1
- Elbert Kiowa C-2
- Fremont Cortopaxi RE-3
- Garfield Garfield 16
- Gilpin Gilpin County RE-1
- Hinsdale Hinsdale County RE-1
- Huerfano La Veta RE-2
- Jackson North Park R-1
- Kiowa Eads RE-1
- Kiowa Plainview RE-2
- Kit Carson Arriba-Flagler C-20
- Kit Carson Bethune R-5
- Kit Carson Hi-Plains R-23
- Kit Carson Stratton R-4
- La Plata Ignacio 11 JT
- Las Animas Aguilar Reorganized

#### RURAL (Continued)
- Las Animas Branson Reorganized 82
- Las Animas Hoehne Reorganized 3
- Las Animas Kim Reorganized 88
- Las Animas Primero Reorganized 2
- Lincoln Karval RE-23
- Lincoln Genoa-Hugo C113
- Logan Buffalo RE-4
- Logan Frenchman RE-3
- Logan Plateau RE-5
- Mesa DeBeque 49JT
- Mesa Plateau Valley 50
- Mineral Creede Consolidated 1
- Montezuma Dolores RE-4A
- Montezuma Mancos RE-6
- Montrose West End RE-2
- Morgan Weldon Valley RE-20J
- Morgan Wiggins RE-50J
- Otero Cheraw 31
- Otero Manzanola 3J
- Otero Swink 33
- Ouray Ouray R-1
- Ouray Ridgway R-2
- Park Park County RE-2
- Park Platte Canyon 1
- Phillips Haxton RE-2J
- Prowers Granada RE-1
- Prowers Holly RE-3
- Prowers Wiley RE-13JT
- Rio Grande Sargent RE-33J
- Routt South Routt RE-3
- Saguache Moffat 2
- Saguache Mountain Valley RE-1
- San Juan Silverton 1
- San Miguel Norwood R-2J
- Sedgwick Platte Valley RE-3
- Teller Cripple Creek-Victor RE-1
- Washington Arickaree R-2
- Washington Lone Star 101
- Washington Otis R-3
- Washington Woodlin R-104
- Weld Briggsdale RE-10
- Weld Keenesburg RE-3
- Weld Pawnee RE-12
- Weld Prairie RE-11

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**Denver Metro** - Districts located within the Denver-Boulder standard metropolitan statistical area which compete economically for the same staff pool and reflect the regional economy of the area.

**Urban-Suburban** - Districts which comprise the state's major population centers outside of the Denver metropolitan area and their immediately surrounding suburbs.

**Outlying City** - Districts in which most pupils live in population centers of seven thousand persons but less than thirty thousand persons.

**Outlying Town** - Districts in which most pupils live in population centers in excess of one thousand persons but less than seven thousand persons.

**Rural** - Districts with no population centers exceeding one thousand persons and characterized by sparse widespread populations.
## School Districts in BOCES

### Adams County BOCES-Westminster
- Adams County 14
- Brighton 21
- Brighton W
- Brighton-Westminster 59

### Fremont County BOCES-Cotopaxi
- Cotopaxi 21
- Kiowa-Cleary 21

### Lake County BOCES-Ft. Morgan
- Lake County 1
- North Lake County 1

### Pikes Peak BOCES-Colorado Springs
- Air Force Academy 1
- Air Force Academy 2
- Air Force Academy 3
- Air Force Academy 4
- Air Force Academy 5
- Air Force Academy 6

### South Central BOCES-Longmont
- Longmont 1
- Longmont 2
- Longmont 3
- Longmont 4
- Longmont 5

### Southwestern BOCES-Cortez
- Cortez 1
- Cortez 2
- Cortez 3
- Cortez 4

### Southeastern BOCES-Lamar
- Lamar 1
- Lamar 2
- Lamar 3
- Lamar 4

### Southwestern BOCES-LaSalle
- LaSalle 1
- LaSalle 2
- LaSalle 3
- LaSalle 4

### South Central BOCES-Longmont
- Longmont 1
- Longmont 2
- Longmont 3
- Longmont 4
- Longmont 5

### School Districts Not In BOCES
- Academy 20
- Adams-Arapahoe 28
- Adams-Platte 28
- Adams-Park 28
- Adams-Union 28
- Adams-Yuma 28
- Aurora 28
- Aurora 29
- Aurora 30
- Aurora 31

### Special Focus BOCES
- Expeditionary BOCES
- Rio Blanco BOCES
- Rangley BOCES

### BEST COPY AVAILABLE

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**Note:** The above text is a representation of the document's content as accurately as possible, given the constraints. It contains the names of various educational districts and their affiliations with different BOCES across Colorado. The districts are categorized based on their location, with some districts not being part of BOCES and others focusing on special programs or areas.
JOHN IRWIN
COLORADO SCHOOLS OF EXCELLENCE

In March 1997 the State Board of Education selected ten 1997 John Irwin Colorado Schools of Excellence. These schools were selected from the 1997 Commissioner's Challenger Schools based on two-year records of outstanding accomplishment, supported by multiple assessments of student performance, community satisfaction, and demonstration of effective school practices. Recognition is granted annually by the State Board of Education and the Colorado Association of Commerce and Industry (CACI). Recommendations for recognition are received from the State School Performance Awards Panel.

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<td>(Douglas County RE-1)</td>
<td>(Arapahoe County 26J)</td>
<td>(Kiowa County RE-2)</td>
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<tr>
<td>Campo School District</td>
<td>Eagle County Charter Academy</td>
<td>Springfield Elementary School</td>
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<tr>
<td>(Baca County RE-6)</td>
<td>(Eagle County RE-50)</td>
<td>(Baca County RE-4)</td>
</tr>
<tr>
<td>Colorado's Finest Alternative High School</td>
<td>Horizon High School</td>
<td>Springfield Jr/Sr High School</td>
</tr>
<tr>
<td>(Englewood 1)</td>
<td>(Northglenn-Thornton 12)</td>
<td>(Baca County RE-4)</td>
</tr>
<tr>
<td></td>
<td>Jefferson Academy Charter School</td>
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<tr>
<td></td>
<td>(Jefferson County RE-1)</td>
<td>(Jefferson County RE-4)</td>
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</table>

1997 COMMISSIONER'S CHALLENGER SCHOOLS

Thirty-nine schools are designated by the State Board as Commissioner's Challenger Schools during 1996-97. These schools have contracted to show two-year records of outstanding student performance related to the State Board goals, assessed through a combination of performance-based, criterion-referenced, and norm-referenced assessments. In addition, contracts target community satisfaction and effective school practices.
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