

## 2011 SUMMER ED *Facts* STATE TRENDS PROFILE - COLORADO

Districts and Schools (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		# in the state		
		2007-08	2008-09	2009-10
All districts		183	183	182
All schools		1,748	1,769	1,792
Title I schools		615	615	674
Charter schools		141	148	158
Student Enrollment CCD 2007-08, 2008-09, 2009-10		# in the state		
		2007-08	2008-09	2009-10
All students		801,867	818,443	832,368
Elem school grade students (PreK-5)		390,730	403,606	411,949
Middle school grade students (6-8)		174,996	176,698	179,429
High school grade students (9-12)		236,141	238,139	240,990
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Made AYP: All schools	#	963	959	994
	%	57.1	56.1	58.2
Made AYP: Title I schools	#	361	329	378
	%	59.8	54.6	57.1
Identified for improvement (Yr 1) -- Title I schools	#	30	81	83
	%	5.0	13.4	12.5
Identified for improvement (Yr 2) -- Title I schools	#	29	17	39
	%	4.8	2.8	5.9
State Assessment Performance: 4th Grade Reading (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 89)		
		2007-08	2008-09	2009-10
All students		89	87	90
White		95	93	95
Black, non-Hispanic		82	78	83
Hispanic		80	76	81
Asian/Pacific Islander		94	91	93
American Indian/Alaskan Native		83	79	85
Economically disadvantaged		80	77	82
Limited English proficient		65	60	70
Children with disabilities		59	54	56
State Assessment Performance: 4th Grade Mathematics (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 89)		
		2007-08	2008-09	2009-10
All students		91	91	91
White		96	95	96
Black, non-Hispanic		80	80	82
Hispanic		83	84	85
Asian/Pacific Islander		95	95	94
American Indian/Alaskan Native		84	84	84
Economically disadvantaged		83	84	85
Limited English proficient		73	75	78
Children with disabilities		66	66	65

Student Enrollment (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		% of state total		
		2007-08	2008-09	2009-10
White		61	61	61
Black, non-Hispanic		6	6	6
Hispanic		28	28	29
Asian/Pacific Islander		3	4	4
American Indian/Alaskan Native		1	1	1
Economically disadvantaged		34	35	38
Limited English proficient		11	11	11
Children with disabilities		10	10	10
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Corrective action -- Title I schools	#	16	21	19
	%	2.6	3.5	2.9
Restructuring/Planning -- Title I schools	#	18	8	13
	%	3.0	1.3	2.0
Restructuring/Implementation -- Title I schools	#	34	37	47
	%	5.6	6.1	7.1
Note: For AYP improvement status reporting for SY 2007-08, 2008-09 and 2009-10, data collected in each year (e.g., SY 2007-08) are used to determine the status of those schools in the following year (SY 2008-09). Dates provided in this report reflect the year in which data are collected.				
NAEP Achievement: 4th Grade Reading (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		37	36	40
White		46	47	51
Black, non-Hispanic		18	18	27
Hispanic		17	15	18
Asian/Pacific Islander		42	47	53
American Indian/Alaskan Native				
Economically disadvantaged		20	17	19
Limited English proficient		7	6	4
Children with disabilities		9	13	15
NAEP Achievement: 4th Grade Mathematics (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		39	41	45
White		49	54	57
Black, non-Hispanic		18	20	23
Hispanic		18	19	24
Asian/Pacific Islander		42	53	51
American Indian/Alaskan Native				
Economically disadvantaged		20	21	24
Limited English proficient		6	9	9
Children with disabilities		15	14	15

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<b>State Assessment Performance:</b> <b>8th Grade Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 87)			<b>NAEP Achievement:</b> <b>8th Grade Reading</b> (NAEP 2005, 2007, 2009) Administered every other year.	<b>% of students performing at or above Proficient level</b>						
	2007-08	2008-09	2009-10		2005	2007	2009				
All students	88	88	89	All students	32	35	32				
White	93	94	94	White	40	43	41				
Black, non-Hispanic	80	81	83	Black, non-Hispanic	18	18	15				
Hispanic	78	78	80	Hispanic	15	17	16				
Asian/Pacific Islander	92	91	91	Asian/Pacific Islander	42	36	43				
American Indian/Alaskan Native	84	84	85	American Indian/Alaskan Native							
Economically disadvantaged	77	78	81	Economically disadvantaged	15	18	16				
Limited English proficient	49	46	52	Limited English proficient	5	3	3				
Children with disabilities	52	53	53	Children with disabilities	5	8	7				
<b>State Assessment Performance:</b> <b>8th Grade Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 80)			<b>NAEP Achievement:</b> <b>8th Grade Mathematics</b> (NAEP 2005, 2007, 2009) Administered every other year.	<b>% of students performing at or above Proficient level</b>						
	2007-08	2008-09	2009-10		2005	2007	2009				
All students	77	81	80	All students	32	37	40				
White	86	88	87	White	43	48	51				
Black, non-Hispanic	58	65	64	Black, non-Hispanic	11	21	16				
Hispanic	59	67	66	Hispanic	10	13	18				
Asian/Pacific Islander	88	91	89	Asian/Pacific Islander		48	55				
American Indian/Alaskan Native	64	71	71	American Indian/Alaskan Native							
Economically disadvantaged	59	67	67	Economically disadvantaged	13	17	19				
Limited English proficient	35	44	42	Limited English proficient	5	3	4				
Children with disabilities	35	40	38	Children with disabilities	5	11	11				
<b>State Assessment Performance:</b> <b>HS Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 90)										
	2007-08	2008-09	2009-10								
All students	90	92	91								
White	94	96	95								
Black, non-Hispanic	81	87	85								
Hispanic	80	85	84								
Asian/Pacific Islander	93	93	91								
American Indian/Alaskan Native	86	89	87								
Economically disadvantaged	80	85	84								
Limited English proficient	55	59	58								
Children with disabilities	57	64	61								
<b>State Assessment Performance:</b> <b>HS Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	<b>% of students performing at or above Proficient level</b> (AMO for 2010 is 74)										
	2007-08	2008-09	2009-10								
All students	68	66	69								
White	79	76	79								
Black, non-Hispanic	44	44	47								
Hispanic	45	44	49								
Asian/Pacific Islander	79	79	80								
American Indian/Alaskan Native	53	51	54								
Economically disadvantaged	46	44	50								
Limited English proficient	22	20	22								
Children with disabilities	27	24	26								

## 2011 SUMMER ED *Facts* STATE TRENDS PROFILE - COLORADO

AP Participation Rate (College Board 2008, 2009, 2010)	State %		
	2008	2009	2010
Took at least one examination	30.5	32.9	34.6
State Graduation Rate (ED <i>Facts</i> /CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)	State graduation rate %		
	2006-07	2007-08	2008-09
All students	75	72	75
White	82	79	82
Black, non-Hispanic	65	64	64
Hispanic	57	55	58
Asian/Pacific Islander	84	81	86
American Indian/Alaskan Native	59	56	56
Economically disadvantaged	63	59	63
Limited English proficient	55	52	54
Children with disabilities	64	63	66
Averaged Freshman Graduation Rate (AFGR) (NCES 2006-07, 2007-08, 2008-09)	State %		
	2006-07	2007-08	2008-09
All students	76.6	75.4	77.6
College Enrollment Rate (CCD/IPEDS 2004, 2006, 2008)	State %		
	2004	2006	2008
All students	57.9	63.6	62.6
Chief State School Officer (ED <i>Facts</i> 2011)			
Name	Telephone		
Robert Hammond	(303) 866-6646		

AP Participation Rate (College Board 2008, 2009, 2010)	State %			
	2008	2009	2010	
Scored three or higher on an AP examination	19.0	20.1	21.4	
State Dropout Rate (ED <i>Facts</i> /CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)	State dropout rate %			
	2006-07	2007-08	2008-09	
All students	4	4	4	
White	3	2	2	
Black, non-Hispanic	6	6	5	
Hispanic	8	7	6	
Asian/Pacific Islander	3	2	2	
American Indian/Alaskan Native	7	6	7	
Economically disadvantaged	5	4	4	
Limited English proficient	9	7	7	
Children with disabilities	4	3	2	
Economic Data (CCD FY 2007, 2008, 2009)		2007	2008	2009
Per-pupil expenditure	State \$	8,286	9,152	8,782
	National \$	9,679	10,298	10,591
Funding for education (in thousands)	Federal \$	541,519	559,710	578,233
	State \$	3,323,182	3,423,454	3,670,240
	Local \$	3,853,289	4,130,447	4,105,376

This ED *Facts* State Trend Report was developed by the Performance Information Management Service staff at the U.S. Department of Education. Please contact 202-401-0091 for further information.

Notes: (1) The last year of data reported in this report represents the most recent year's data for each data source. Thus depending upon data sources, year of most recent data will vary. (2) Empty cells in this report indicate that either no data have been submitted by the states or data have been suppressed because of a small cell size. State suppression guidelines have been applied. Additionally, any calculated percentages greater than 97% will be reported as 97%, and 0 percentages will be blank-celled for the purpose of protecting individual identification.

## EXPLANATORY NOTES: 2011 SUMMER EDFACTS STATE TRENDS PROFILES

To protect individual identification, Common Core of Data (CCD) racial/ethnicity data reported in this profile are reported as 0 for calculated percentages less than 0.05%. For other student level data reported in this profile, any calculated percentages greater than 97% are reported as 97%, and any calculated percentages less than 0.05% are blank-celled to protect individual identification. Note that changes in proficiency data from one year to the next may be a reflection of factors other than actual increases or decreases in performance. Examples could include, but are not limited to, changes in state standards, realignment of state cut scores for proficiency, the implementation of new state assessment systems, etc. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data presented in this profile.

### Districts and Schools

The number of all districts and schools, Title I schools, and charter schools in the state. The counts in the profile include only the schools and districts that are operational (open, changed agency/changed boundary, new, added, or reopened) and that have student membership. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESAs), supervisory unions, state-operated agencies, federally operated agencies, and independent charter districts with total student enrollment greater than zero. For 2009-10, the counts of schools are also restricted to schools that are not dually reported by the Bureau of Indian Education and the state. (Data source: Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009-10, Version 1a; 2008-09, Version 1a; and 2007-08, Version 1 b; and "Public Elementary/ Secondary School Universe Survey," 2009-10, Version 1a; 2008-09, Version 1b; and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

### Student Enrollment

The number and percentage of total students and subgroups of students enrolled in public school in the state as of October 1 of the reported year (or the closest school day to October 1) for all grade levels from pre-kindergarten through 12th grade, as well as ungraded students. In some cases, enrollment counts were imputed when missing or edited to align with other data reported by the state. The sum of elementary school students, middle school students, and high school students may be less than the total student enrollment for some states for states that classify some students as ungraded. Some states may not have submitted complete enrollment data, thereby affecting individual state data for the overall national numbers and percentage of students enrolled. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Percentages of students who are "Two or more races," for states that identify and report these students, are not shown in this report. Total student membership is used for the denominator in calculating the percentages of student enrollment by race/ethnicity, and may include students for whom race/ethnicity data was not reported by the state. Note that the percentages for enrollment race/ethnicity subgroups are rounded to whole numbers. (Data source: Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009-10, Version 1a; 2008-09, Version 1c, and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

Elementary school grade students (PreK-5) is the sum of students in Pre-K through 5th grade in operational schools with membership.

Middle school grade students (6-8) is the sum of students in grades 6 through 8 in operational schools with membership.

High school grade students (9-12) is the sum of students in grades 9 through 12 in operational schools with membership.

Economically disadvantaged students are students in schools determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

Limited English proficient students are students in schools determined to be eligible to participate in ESEA Title III programs.

Children with disabilities (IDEA) are children with mental retardation, hearing impairment including deafness, speech, or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan provided under IDEA. Note that for state level data, this count includes children ages 3 through 21.

### Adequate Yearly Progress

The number and percentage of all schools and Title I schools in the state according to their adequate yearly progress (AYP) status. Adequate yearly progress is an individual state's measure of yearly progress toward achieving state academic standards based on criteria contained in the Elementary and Secondary Education Act (ESEA). Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.)

Made AYP is the number and percentage of all schools and Title I schools that achieved or exceeded the state standards. This percentage is calculated using the total number of schools reported in the Consolidated State Performance Report

Identified for improvement (Year 1) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after two consecutive years in the same content area.

Identified for improvement (Year 2) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for three consecutive years in the same content area.

Corrective action is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after four consecutive years in the same content area, including two years in improvement status.

Restructuring/Planning is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after five consecutive years in the same content area.

Restructuring/Implementation is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after six consecutive years in the same content area.

### State Assessment Performance

The percentage of students in the state performing at or above the Proficient level (as determined by each state) for all students as well as students by race and ethnicity and special populations. Beginning with SY 2005-06, tests are administered every year from grades 4 through 8 in mathematics and reading and one grade in high school. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.) Note: Changes in proficiency data from one year to the next can be a reflection of changes in state standards, state cut scores for proficiency, state assessments, and other factors. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data.

**AMO** stands for "annual measurable objective" and is the annual target percentage of students who perform at or above proficient on assessments relative to each subject area. Meeting AMO is the first step toward demonstrating adequate yearly progress under the Elementary and Secondary Education Act (ESEA). ESEA stipulates that all states demonstrate 100% proficiency by SY 2013-14. Several states have revised their AMOs with the development of new tests, which may account for a lapse in data or a jump in AMOs between or across years. States continue to revise their AMOs accordingly. Several states, including New York, Oklahoma, and Vermont, base their AMOs on a performance index; thus, these AMOs reflect index score points rather than the percentage of students who are at or above Proficient and are, therefore, not reported in the profiles. AMOs cannot be compared across states, content areas, or, necessarily, across grades. (Data source: OESE; State Accountability Plans, 2010.)

#### **NAEP Achievement**

The percentage of students in the state and nation who performed at or above the Proficient level on the state National Assessment of Educational Progress (NAEP), for all students as well as students by race and ethnicity and special populations. The Elementary and Secondary Education Act (ESEA) legislation requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. The state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g. fourth-graders) and subgroups of those populations (e.g. Hispanic students). (Data source: NAEP 2005, 2007, 2009.)

#### **Student Outcomes**

##### **Advanced Placement (AP) Participation Rate**

Took at least one examination is the percentage of students in the state who took one or more advanced placement examinations in public high schools in 2008, 2009, and 2010. (Data source: College Board, 2008, 2009, 2010.)

Scored three or higher on an AP examination is the percentage of students in the state and in the nation who scored 3 or higher on one AP examination during their public high school years for the high school class of 2008, 2009, and 2010. These data do not include Puerto Rico. (Data source: College Board 2008, 2009, 2010.)

##### **State Graduation Rate**

State graduation rate is the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asia/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Graduation rate racial/ethnic data from states that provided 7 R/E categories in 2009-10 for SY 2008-09 instead of 5 categories are not reported in this profile. Rates cannot be aggregated and any reporting of 5 R/E categories reported in the comments field cannot be imported into the profiles. (Data source: EDFacts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Averaged Freshman Graduation Rate**

Averaged freshman graduation rate (AFGR) is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years. For example, for SY 2008-09, the AFGR equals the total number of diploma recipients in SY 2008-09 divided by the average membership of the 8th grade class in 2004-05, the 9th grade class in 2005-06, and the 10th grade class in 2006-07. The national AFGR percentage reflects all states except South Carolina and Puerto Rico. (Data source: Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," SY 2006-07, Version 1b; 2007-08, Version 1b; and 2008-09, Version 1a.)

##### **College Enrollment Rate**

College enrollment rate is the estimated percentage of high school graduates attending public or private colleges, by state, in 2004, 2006 and 2008. The numerator for this rate is the number of freshman who graduated from high school in the previous 12 months (reported by IHEs on IPEDS) and the denominator is the number of high school graduates as reported by states (CCD). (Data source: Common Core of Data, Common Core of Data State Dropout and Completion Data File," 2004, 2006, 2008; and "Private School Survey (PSS)," 2004, 2006, 2008, and 2004, 2006, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2005, 2007, 2009.)

##### **State Dropout Rate**

State dropout rate is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with NCES CCD guidelines. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: ED Facts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Chief State School Officer**

Name and telephone number of the Chief State School Officer. (Source: ED Facts 2011.)

##### **Economic Data**

(Data source: U.S. Department of Education, NCES, Common Core of Data (Fiscal). "National Public Education Financial Survey" (NPEFS) FY 2007, Version 1b; 2008, Version 1b; and 2009, Version 1a.)

Current per-pupil expenditure (PPE) data (in dollars) for each state and the nation and funding for education (in thousands of dollars) at the federal, state, and local levels. Student membership is used for the denominator in calculating PPE. Detail may not sum to totals because of rounding.

State per-pupil expenditure is calculated by dividing current expenditures by student membership.

National per-pupil expenditure is calculated by summing expenditures for the 50 states and DC and dividing that by the sum of average daily attendance for the 50 states and DC.

Federal funding for education (in thousands) - are funds provided from federal government agencies to a state or local education agency for education purposes.

State funding for education (in thousands) - are funds produced within the boundaries of the state education agency (SEA) that are available for the use of the SEA including allocation of funds to local education agencies (LEAs).

Local funding for education (in thousands) - are funds produced within the boundaries of an LEA that are available for the use of the LEA.