



**Littleton Public Schools  
Annual Report  
2006-2007**

**Vision Statement**

**Littleton Public Schools:  
Extraordinary learning,  
exceptional community,  
expanded opportunity and  
success for all students**

# Thank you, LPS community, for your attention to the important issues

## Activities bring out students' special gifts

Littleton Public Schools has a well-earned reputation as a premier school district. Our students consistently earn some of the highest test scores in the Denver metro area. Our seniors earn millions in scholarships each year. About 90 percent of our graduates go on to college or another form of post-secondary education. They tell us that LPS prepared them well. We are very proud of this. In LPS, achievement matters. But, achievement is not the only thing that matters.



Scott Murphy  
Superintendent

When I think back to my own school experiences, and the experiences of my daughters, my thoughts don't immediately go to reading, writing, and arithmetic.

I remember the theater performances. The speech and debate tournaments. The band and choir concerts. The swim meets, basketball games, spelling bees, and science fairs. When I think of my friends growing up, I think of the kids I got to know through these kinds of activities. We were friends because we shared a common interest. Yes, we went to the same school, but it was the common activity that bonded us, that gave us a sense of identity and a strong sense of pride.

As parents, we basically all want the same things for our kids. We want them to be happy. We want them to learn to be responsible and to care for one another. We want them to work hard for something and to experience both success and defeat with grace and dignity. We want our kids to be safe. We want them to be prepared for life beyond high school, no matter what that may be.

This is where Littleton Public Schools shines! Regardless of your children's talents and interests, we offer an activity that sparks that interest and motivates them to do more, to be more.

Activities are where kids find their niche. There is nothing quite like receiving a standing ovation after a stellar performance in any of our performing arts, or celebrating with your teammates after a victory in football, volleyball, or the Science Olympiad. We all remember that feeling of being so proud we thought we would burst.

This is what builds communities. This is what we remember the most. Yes, it is vital that our students achieve academically at very high levels. Those who do have the most choices after high school and we want as many of our students as possible to be in this position.

But, it's just as important to remember that activities are where students shine. And, that light shines for all of us.

Respectfully,

Scott D. Murphy  
Superintendent

## Contact Us

Board of Education Agendas .....303.347.3515  
Information Line .....303.347.3447  
Job Line.....303.347.3500  
24-Hour Security.....303.347.3420

Littleton Public Schools, 5776 S. Crocker Street, Littleton, CO 80120, publishes reports to its community two times a year. LPS Annual Report Issue #13: Editors – Kerry Schaper and Diane Leiker. Photographer – Dan Nanney. Graphic and Layout Design – David Sowers. Call 303.347.3386 for more information, or visit [www.littletonpublicschools.net](http://www.littletonpublicschools.net).



*Members of the 2006-2007 Littleton Public Schools Board of Education are as follows: Top Row: Diana Holland, President; John Dunn, Vice President; Bob Colwell, Treasurer. Bottom Row: Sue Chandler, Secretary; and Renee Howell, Assistant Secretary.*

## Newly Elected Board Members

Mary Nichols and Lucie Stanish were elected to four-year terms on the LPS Board of Education during the November, 2007 election. They fill the at-large seats being vacated by Diana Holland (1999-2007) and John Dunn (2003-2007). Nichols and Stanish took the oath of office during the November 27, 2007 Board of Education meeting.

## Table of Contents

School Improvement & Accountability .....	3
School Improvement , continued .....	4
Measures of Student Achievement.....	5
CSAP Scores .....	6
CSAP Cohort Growth Profile .....	7
No Child Left Behind .....	8
School Information .....	9
LPS Operating Budget .....	33
Increasing Student Achievement .....	34

**L**ittleton Public Schools belong to you. It's important for you to know how your schools and your district as a whole are performing. We embrace being held accountable for our performance and our decisions.

## Accountability Measures

Schools can cite many examples that provide evidence of success. In addition, schools are held accountable to three separate systems outlined by the state and federal government:

1. Schools must meet rigorous performance standards to earn the state's quality seal of accreditation. *All LPS schools are accredited.*
2. School Accountability Reports, the state's report card system, give a variety of information about school performance while assigning schools a rating determined by the Colorado Department of Education. In 2006-2007, 75% of LPS schools were assigned a rating of "high" or "excellent;" 25% were assigned a rating of "average." No LPS schools were assigned a rating of "low" or "unsatisfactory."
3. The federal government's No Child Left Behind Act calls for all schools and districts to have all students proficient in reading and math by 2014. Each state sets benchmarks to mark progress leading to the target of having 100 percent of the students proficient. Those benchmarks play a big part in whether or not schools make what's called "adequate yearly progress," or AYP. AYP must be reported for ethnic groups; students from low income families; students whose first language is not English; and students with disabilities. A district or school may not make AYP even if it meets all but one of the targets. The law also calls for sanctions if Title I schools do not meet adequate yearly progress targets over time. Ninety-two percent of LPS schools made AYP in 2006-2007. This includes all district elementary and middle schools, and both charter schools. As a district, LPS met or exceeded 131 of 135 targets for a 97 percent success rate.



Hopkins Elementary students and staff invited community veterans to participate in their Veterans Day Assembly November 9. Pictured: front row – fourth graders Katie Kelley, Annie Turth, Destinie Gonzales, Katarina Sisneros, and Sydni Odegard. Back row – John Chadwick, Ed Faulhaber, John Holtz, and Nate Bushnell, veterans of the United States Army and Air Force.

Photo by Dan Nanney



Superintendent Scott Murphy and Powell Middle School student Zach Madsen get serious at the Runyon Elementary School Chess Night in November.



**On the cover** – Maya Repetto is a kindergartner at Peabody Elementary School. Photo by Dan Nanney.

## School Improvement & Accountability

In 2006-2007, schools prepared new three-year School Improvement Plans, which are mandated by Colorado law. The accomplishments described on the following pages are the result of a school improvement process featuring goals in three cornerstone areas: student learning, equity and access, and climate, culture, and character.

The new planning cycle features a very different framework from past school improvement plans. The new plans are more reader-friendly and have a very specific focus to address the needs as indicated by trend data. While the majority of LPS students achieve at high levels, not all students are achieving. Each school improvement plan includes SMART goals (Specific and Strategic, Measurable, Attainable, Results-based, and Time-bound) in each of the three cornerstone areas. The goals are developed after extensive data analysis. This new process provides focus and promotes the concept of leverage for the school improvement efforts.

The work toward achieving these goals is done in Professional Learning Communities within each building. A large body of research on effective schools suggests that to maximize student achievement, we must:

- Create a collaborative culture within the school
- Develop leadership skills among the teachers
- Enhance teachers' and administrators' capacity for data analysis
- Build communities of learning within and outside of the school

During the 2006-2007 school year, the Board of Education had in-depth discussions to determine how the district could best provide time for teacher collaboration in order to improve student achievement. Following several months of discussion and hearing from parents and teachers, the Board adopted a school year calendar that includes 10 late start days at all levels. On these late start days, teachers in grade level or content specific teams work together to decide how they will deliver and assess the district's essential learnings in each content area. Teachers design common assessments and score them using the same criteria. Based on the data, they will decide how to help students who have not yet mastered the content and how to provide additional learning opportunities for those who have. They will learn from each other in addition to researching best practices.

To sustain and support these efforts, professional development continues to provide teachers and principals with:

- Process skills necessary for effective collaboration
- Data analysis skills
- Technology skills necessary for data collection and analysis
- Content knowledge to move toward 21st Century learning
- Effective teaching strategies



*Field Elementary IB School students Seth Sumption and Tyler Miller greet teacher Lynn Gray on the first day of school.*

*See pages 34 and 35 for more information.*

# Student Achievement Results

**M**easures of Academic Progress (MAP) is a computer adaptive assessment program that measures individual student growth from the beginning to the end of the school year. In 2006-2007, all LPS students in grades 3-10 took a reading and math assessment at the beginning and at the end of the school year. Because MAP results are reported immediately after completion of the test, teachers can make student focused, data-informed decisions about the best instructional strategies to use to improve student achievement.

## District Summary of Student Reading Performance

	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	193	53	205	66
4th Grade	204	59	214	73
5th Grade	211	61	217	66
6th Grade	219	70	223	70
7th Grade	222	67	226	68
8th Grade	226	68	229	67
9th Grade	230	72	232	70
10th Grade	233	72	233	67

## District Summary of Student Math Performance

	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	195	57	207	67
4th Grade	207	63	218	71
5th Grade	216	64	228	74
6th Grade	226	71	232	69
7th Grade	229	61	236	65
8th Grade	236	64	242	66
9th Grade	242	69	245	63
10th Grade	244	64	247	61

Median RIT = Score with an equal number of scores above and below;  
 RIT is an equal-interval scale used to chart student growth from year to year.  
 PR = Percentile rank (shows percent of students in national sample with scores lower than typical LPS student)

**2007 ACT (American College Test) State Test**— This ACT is **required** of all eleventh grade students in Colorado, and is funded by the state of Colorado. This test can be taken one time only and may be used for college admission. *Maximum TOTAL SCORE is 36.*

	English	Math	Reading	Science	Composite
LPS	21.0	21.8	22.1	21.3	21.7
Colorado	18.3	19.2	19.4	19.1	19.1

**2007 ACT (American College Test) National Test**— These scores reflect all seniors with valid scores from the 2006–2007 school year from either a public or private school. It includes the vast majority of the students who participated in the 2007 statewide ACT Assessment. The most recent score is used for reporting purposes if a student has taken the ACT Assessment more than once. *Maximum TOTAL SCORE is 36.*

	English	Math	Reading	Science	Composite
LPS	22.3	22.1	23.1	22.2	22.6
Colorado	19.7	20.1	20.8	20.4	20.4
National	20.7	21.0	21.5	21.0	21.2

**2007 SAT (Scholastic Aptitude Test) National Test**—The SAT is optional for high school students, and paid for by the student. Students may take this test multiple times and use the highest score for college admission. *Maximum TOTAL SCORE is 2400.*

	Verbal	Math	Writing	Total
LPS	565	571	552	1688
Colorado	560	565	549	1674
National	502	515	494	1511

## Cognitive Abilities Test (CogAT) Fall 2006 District Summary Results

Grade 3	
	NAPR
Verbal	55
Quantitative	49
Nonverbal	66
Composite	59
<b>National Sample</b>	<b>50</b>
Grade 6	
	NAPR
Verbal	68
Quantitative	66
Nonverbal	66
Composite	68
<b>National Sample</b>	<b>50</b>

NAPR = National Age Percentile Rank shows percent of students in the national sample with scores lower than the typical LPS student.

# District Scores for the Colorado Student Assessment Program (CSAP)

Percent of Students Scoring Proficient or Advanced

## What do CSAP scores tell us?

All Colorado students, grades 3-10, are required to participate in the Colorado Student Assessment Program (CSAP) in reading, writing, and math. Students in fifth, eighth, and tenth grades take the CSAP science test. Students are not compared with each other but are rated on how well they meet state standards using performance designations of Advanced, Proficient, Partially Proficient, and Unsatisfactory.

LPS scores average about 14 percentage points higher than state average scores for students scoring proficient or advanced at all grades and in all subjects tested.

CSAP reading scores remain strong at all grade levels. In writing, the gap between males and females is significant with about 15% more females scoring proficient and advanced than males. Math remains an area of focus for LPS, particularly at the secondary level. The revised district math curriculum is more closely aligned with state math standards at all levels, but especially improved in grades seven through 10. Middle school math performance improved this year.

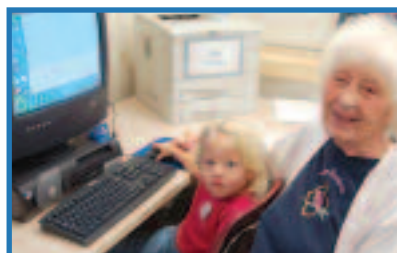
When compared with nine Denver metro area school districts, LPS students rank in the top four at all grade levels and in all subjects tested on CSAP.

Reading by Grade Level	3rd	4th	5th	6th	7th	8th	9th	10th
<b>2007 Colorado Results</b>	<b>71</b>	<b>64</b>	<b>69</b>	<b>70</b>	<b>65</b>	<b>63</b>	<b>66</b>	<b>69</b>
<b>2007 LPS Results</b>	<b>82</b>	<b>78</b>	<b>82</b>	<b>84</b>	<b>79</b>	<b>78</b>	<b>81</b>	<b>80</b>
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian/Pacific Islander	88	95	79	85	75	73	82	89
Black	63	57	55	55	68	54	50	57
Hispanic	62	57	60	63	53	56	48	65
White	87	82	86	88	83	82	85	82
Female	84	81	85	87	81	83	86	87
Male	81	78	79	81	76	74	77	73
ELL/ESL	58	53	52	36	40	33	38	39
Disability	50	42	38	49	35	27	28	21
Exceptional Ability (G/T)	99	100	98	100	99	98	99	98

Writing by Grade Level	3rd	4th	5th	6th	7th	8th	9th	10th
<b>2007 Colorado Results</b>	<b>54</b>	<b>49</b>	<b>57</b>	<b>60</b>	<b>60</b>	<b>51</b>	<b>49</b>	<b>51</b>
<b>2007 LPS Results</b>	<b>68</b>	<b>64</b>	<b>73</b>	<b>74</b>	<b>72</b>	<b>68</b>	<b>66</b>	<b>64</b>
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian/Pacific Islander	70	73	66	73	78	64	74	71
Black	37	39	55	50	53	50	29	29
Hispanic	49	44	51	53	44	40	33	39
White	73	68	77	78	76	72	70	67
Female	73	71	81	81	79	77	76	75
Male	64	57	66	68	64	59	57	53
ELL/ESL	44	40	40	23	43	20	26	13
Disability	38	23	28	30	21	13	12	29
Exceptional Ability (G/T)	98	98	97	99	97	96	95	92

Math by Grade Level	3rd	4th	5th	6th	7th	8th	9th	10th
<b>2007 Colorado Results</b>	<b>68</b>	<b>71</b>	<b>65</b>	<b>60</b>	<b>50</b>	<b>46</b>	<b>35</b>	<b>30</b>
<b>2007 LPS Results</b>	<b>81</b>	<b>83</b>	<b>78</b>	<b>71</b>	<b>61</b>	<b>61</b>	<b>52</b>	<b>43</b>
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA	N/A	N/A
Asian/Pacific Islander	87	95	76	69	75	64	61	51
Black	58	57	55	40	53	42	13	11
Hispanic	66	64	58	43	30	38	20	25
White	85	86	82	76	66	64	56	45
Female	81	82	79	71	60	61	48	42
Male	81	83	77	71	63	61	55	44
ELL/ESL	64	63	50	23	34	20	15	9
Disability	63	53	38	34	27	18	12	10
Exceptional Ability (G/T)	100	100	99	99	99	97	95	87

Additional disaggregated data and trend data can be found on the LPS website <http://littletonpublicschools.net/forparents/studentassessment/tabid/121/default.aspx>

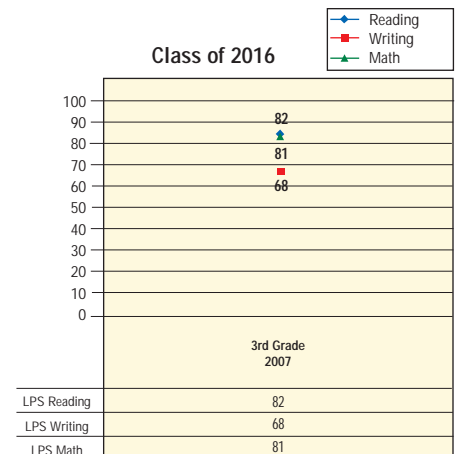
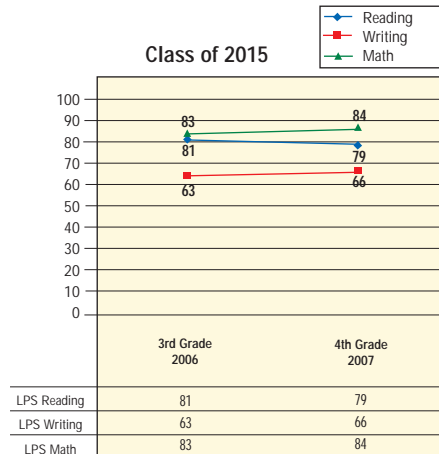
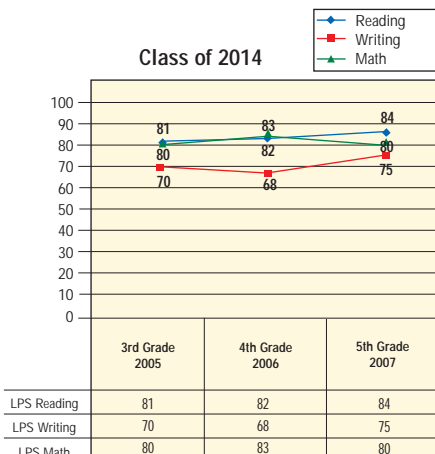
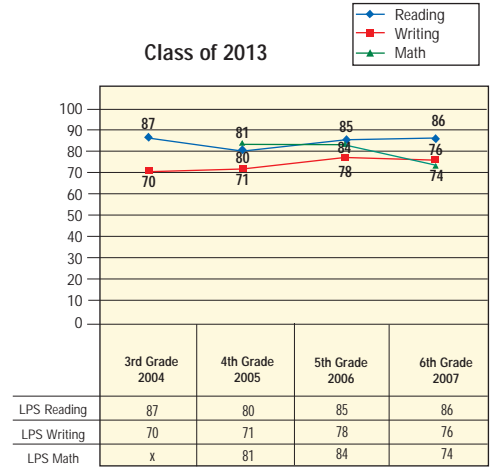
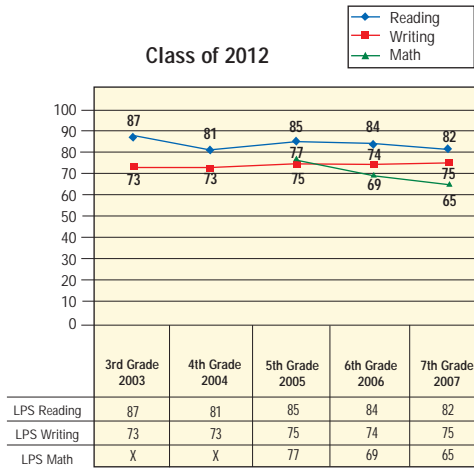
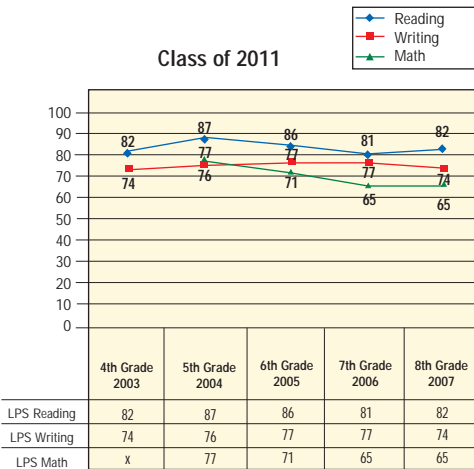
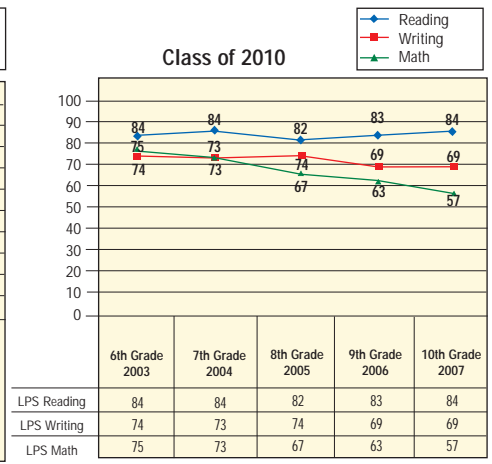
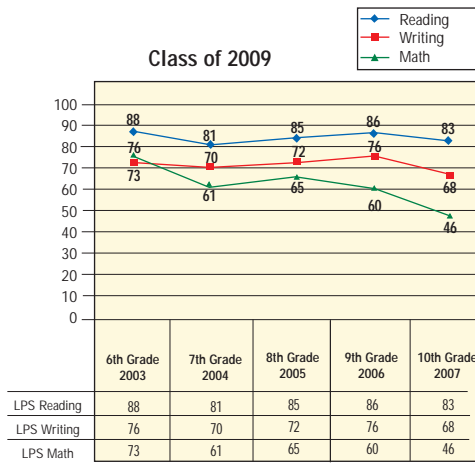
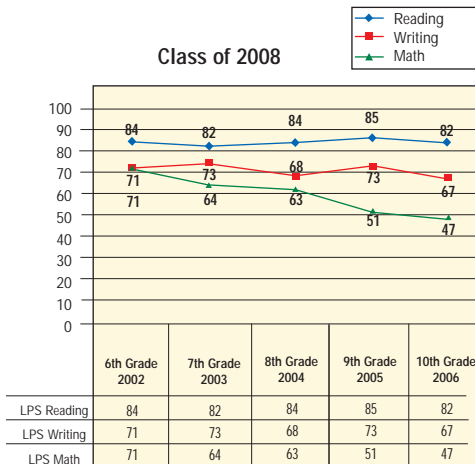


Highland Elementary preschooler Cassidy Bilger enjoys "kidpix" with the help of senior volunteer Molly Sharp. Photo by Dan Nanney

Science by Grade Level	5th	8th	10th
<b>2007 Colorado Results</b>	<b>42</b>	<b>52</b>	<b>48</b>
<b>2007 LPS Results</b>	<b>56</b>	<b>67</b>	<b>65</b>
American Indian/Alaskan Native	NA	NA	N/A
Asian/Pacific Islander	48	64	61
Black	27	46	26
Hispanic	33	39	38
White	60	71	68
Female	52	66	65
Male	60	67	64
ELL/ESL	16	20	20
Disability	18	18	23
Exceptional Ability (G/T)	93	98	96

# CSAP Matched Cohort Growth Profile – Students Scoring Proficient and Advanced

Tracking data on a group of students (cohort) over time helps the district determine whether students are making academic progress. A steady or upward line indicates students are making adequate progress, that is, a year or more growth in a year's time. "Matched Cohort" means the same students are tracked from year to year. These data only include students who have taken all CSAP tests in LPS. Scores for students who enter or exit LPS are not counted in matched cohort groups.



# No Child Left Behind

## “Highly Qualified” Teachers

The federal No Child Left Behind (NCLB) law stipulates that all teachers in the “core academic” subjects be “highly qualified” as defined in the legislation. All (100%) LPS teachers meet the requirements and all (100%) classes in the core academic subjects are taught by “highly qualified” teachers. The district has a very experienced teaching staff as well, with only about 11% holding an initial teaching license, which means they have been teaching in Colorado for less than three years.



Students must score advanced, proficient, or partially proficient on CSAP tests in reading and math to meet performance targets. Participation targets are met when at least 95% of all eligible students take the CSAP reading and math tests. The “other” category for elementary and middle schools shows the percentage of students scoring advanced on CSAP in reading and math. For high schools, it is the graduation rate.

## Adequate Yearly Progress Profile

The District Profile chart shows the percentage of students district-wide who achieved Colorado’s Adequate Yearly Progress (AYP) targets established to meet federal NCLB requirements. In 2005, state performance targets increased, the first of several target increases that will occur at the state level in order to meet the goal set forth in NCLB that all students will be 100% proficient in reading and math, as measured by CSAP, by 2014.

Ames Elementary kindergartner Daniel Grechko and his teacher, Suzanne Arrison, work on a project together.  
Photo by Dan Nanney

The chart below shows the 2007 district AYP performance and the state targets.

Adequate Yearly Progress (AYP) District Profile — 2007													
			District	Am Ind.	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target	
Partic	Read	Elemen	100%	NA	100%	100%	100%	100%	100%	100%	100%	95%	
		Middle	100%	NA	100%	100%	100%	100%	100%	100%	100%	95%	
		High	100%	NA	100%	100%	100%	100%	100%	100%	100%	95%	
	Math	Elemen	100%	NA	100%	100%	100%	100%	100%	100%	100%	100%	95%
		Middle	100%	NA	100%	100%	100%	100%	100%	100%	100%	100%	95%
		High	100%	NA	100%	100%	100%	100%	100%	100%	100%	100%	95%
Perf	Read	Elemen	94.71%	NA	98.98%	88%	84.59%	96.14%	80.36%*	84.51%	75.58%***	82.69%	
		Middle	94.92%	NA	98.65%	92.73%	86.99%	95.9%	77.27%*	85.47%	73.41%**	80.21%	
		High	95.08%	NA	95.31%	87.23%	85.64%	96.09%	76.52%**	83.16%	74.18%	84.74%	
	Math	Elemen	96.33%	NA	99.1%	88.68%	91.40%	97.25%	90.23%	88.87%	82.87%	83.64%	
		Middle	91.20%	NA	95.95%	87.27%	79.48%	92.63%	71.43%	76.77%	60.58%**	69.63%	
		High	80.2%	NA	84.13%	46.81%	62.43%	82.65%	47.42%	46.94%	40.28%	60.25%	
Other	Read	Elemen	12.89%	NA	20%	7.84%	3.81%	14.16%	.60%*	3.29%	2.25%	1.10%	
		Middle	15.43%	NA	15.07%	1.82%	4.68%	17.18%	.65%*	3.66%	2.16%	1.10%	
	Math	Elemen	42.3%	NA	50.51%	17.65%	21.11%	45.83%	18.82%	19.22%	17.60%	1.10%	
		Middle	32.08%	NA	39.73%	10.91%	14.04%	34.73%	7.84%	11.80%	7.17%	1.10%	
	Grad Rate	High	91.0%	NA	84.2%	NA	78.9%	91.9%	60%	70.4%	80.2%	57.40%	

### Key to abbreviations

- Partic – Participation Category
- Perf – Performance Category
- Other – Other Indicator Category; shows percent of students scoring advanced at elementary and middle; shows graduation rate for high school
- Am Ind – American Indian Subgroup of Students
- Hisp – Hispanic Subgroup of Students
- ELL – English Language Learners Subgroup of Students
- Econ Disad – Economically Disadvantaged Subgroup of Students
- Disabil – Students with Disabilities Subgroup
- NA – Student groups of less than 30; state does not report results in these categories
- State Target – The 2005 benchmark defined by Colorado in order to meet AYP requirements by 2014

- \* Actual rate may be below state target; falls within CDE-determined margin of error
- \*\* Actual rate may be below state target; falls within CDE-determined “safe harbor” criteria
- \*\*\* Actual rate may be below state target; met target with allowable CDE appeal

# Lewis Ames Elementary School

7300 South Clermont Drive • Centennial, CO 80122  
(303) 347-4400



Principal: Ms. Nancy Klinedinst

Web Site: <http://ames.littletonpublicschools.net>

## Accomplishments

- Improved in 9 of 10 areas measured by CSAP
- Third grade girls surpassed the 2006-2007 building goal with 100% at or above proficiency in writing as measured by building assessments, and math as measured by CSAP
- Second grade boys surpassed the building goal with 100% scoring proficient or advanced as measured by building-wide writing assessments
- Established learning opportunities through extended day classes in Spanish, American Sign Language, technology, vocal music, instrumental music, physical education, and dance
- Established weekly professional learning communities embedded within the school day to focus on student learning goals along with monthly student learning communities for recognition of student learning

## Priorities

- 90% of students will demonstrate proficiency in writing within three years as measured by a body of evidence
- 90% of students will demonstrate proficiency in writing with the discrepancy between males and females being within 10 percentage points within three years as measured by a body of evidence
- A culture of writing will be prevalent by 2009 with 100% of the staff involved in writing opportunities and 100% of certified staff engaging families in writing opportunities as demonstrated through multiple measures

## About Our School

Enrollment: 202

Attendance Rate: 96%

Number of Suspensions and Expulsions: 5

Average Class Size: 19.5 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	88	82	82
Writing	65	69	76
Math	91	77	68
Science			47

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	50
Organization/Sentence Fluency	68
Conventions	64

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	99.7	49
Quantitative	96.5	41
Nonverbal	104.5	61
Composite	100.5	51

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Lewis Ames student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	193	53	204	63
4th Grade	202	53	213	70
5th Grade	209	54	214	56
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	189	37	205	60
4th Grade	203	49	220	76
5th Grade	209	42	221	56

Median RIT = Score with an equal number of scores above and below;  
RIT is an equal-interval scale used to chart growth from year to year.  
PR = Percentile rank shows percent of students in national sample with scores lower than typical Lewis Ames student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	100%	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	100%	NA	95%
Perf	Read	95.14%	NA	NA	NA	NA	95.34%	NA	NA	NA	82.6%
	Math	94.17%	NA	NA	NA	NA	95.34%	NA	NA	NA	83.6%
Other	Read	13.26%	NA	NA	NA	NA	13.25%	NA	NA	NA	1.1%
	Math	37.75%	NA	NA	NA	NA	40.96%	NA	NA	NA	1.1%

# Centennial Academy of Fine Arts Education

3306 West Berry Avenue • Littleton, CO 80123  
(303) 347-4425



Principal: Ms. Patricia Donovan

Web Site: <http://centennial.littletonpublicschools.net>

## Accomplishments

- Comprehensive fine arts instruction provided in visual arts, instrumental music, vocal music, and movement/dance
- Received Colorado Alliance for Arts Education School of Excellence Award for outstanding achievement in arts
- Full day kindergarten program provided at no cost to families
- Strong academic programs with support for gifted/talented and struggling learners
- Increased out-of-district enrollment
- School-wide discipline program resulted in a low suspension rate

## About Our School

Enrollment: 435

Attendance Rate: 94%

Number of Suspensions and Expulsions: 11

Average Class Size: 21 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	72	59	75
Writing	53	31	65
Math	62	73	74
Science			41

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	185	33	198	45
4th Grade	196	36	210	60
5th Grade	206	45	214	56
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	186	29	199	38
4th Grade	199	34	213	57
5th Grade	214	58	226	72

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year. PR = Percentile rank shows percent of students in national sample with scores lower than typical Centennial Academy student.

## Priorities

- Within three years, 80% of Centennial third through fifth grade students will be proficient paragraph writers at their grade level as measured by a body of evidence
- Within three years, students will score 80% proficient or advanced in writing, and the gap between male and female student performance will decrease to within 10% or less in third through fifth grades as measured by a body of evidence
- Within three years, 95% of families will show their support for student writing by helping their children produce Milestones writing projects at home as measured by the number of completed projects

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	63
Organization/Sentence Fluency	72
Conventions	73

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	94.2	36
Quantitative	91.5	30
Nonverbal	98.9	47
Composite	94.9	37

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Centennial Academy student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	NA	100%	NA	95%
	Math	100%	NA	NA	NA	100%	100%	NA	100%	NA	95%
Perf	Read	91.17%	NA	NA	NA	80.55%*	95.04%	NA	80.64%*	NA	82.69%
	Math	95.32%	NA	NA	NA	94.44%	96.66%	NA	90.32%	NA	83.6%
Other	Read	3.59%	NA	NA	NA	2.86%	4.20%	NA	0%*	NA	1.1%
	Math	22.42%	NA	NA	NA	8.57%	27.11%	NA	11.67%	NA	1.1%

\* Actual rate may be below state target; falls within the CDE-determined margin of error

# East Elementary School

5933 South Fairfield Street • Littleton, CO 80120  
(303) 347-4450



Principal: Mr. Greg Sumlin

Web Site: <http://east.littletonpublicschools.net>

## Accomplishments

- Offer a rigorous, comprehensive academic program to children from more than 27 different countries, representing 15 different languages from around the world
- Continued strong performance of English Language Learners and economically disadvantaged students on CSAP
- Teachers consistently pursue professional development training through formal courses and study of other cultures to improve student learning such as Professional Learning Communities (PLCs), Guided Language Acquisition Design (GLAD), Everyday Math, and Technology Integration
- Continuation of Students in Active Fun Enrichment (SAFE) after school clubs that meet weekdays for one hour, e.g. Homework, Drum, Computer, and Soccer clubs
- Outstanding full-day kindergarten at no cost to families
- Continued and expanded adult mentor program for 40 students who received direct support on a weekly basis
- Active parent and community involvement

## Priorities

- By May 2009, 70% of East students in grades K-5 will meet or exceed proficiency in writing as indicated by a body of evidence
- Increase by 13% each year, the number of students with disabilities, grades 3-5, who achieve proficiency in the area of reading, as measured by a body of evidence
- Within three years, increase parent and student involvement by 30%, as measured by a body of evidence

## About Our School

Enrollment: 308

Attendance Rate: 95%

Number of Suspensions and Expulsions: 16

Average Class Size: 20 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	81	68	52
Writing	63	54	56
Math	80	69	72
Science			16

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	188	40	199	48
4th Grade	197	38	202	36
5th Grade	199	27	204	34
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	192	46	205	60
4th Grade	200	38	211	51
5th Grade	208	39	219	50

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical East Elementary student.

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	22
Organization/Sentence Fluency	25
Conventions	53

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	93.7	35
Quantitative	97	43
Nonverbal	100.9	52
Composite	97.6	44

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical East Elementary student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	NA	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	NA	95%
Perf	Read	88.4%	NA	NA	NA	NA	90.62%	NA	86.27%	NA	82.6%
	Math	95.71%	NA	NA	NA	NA	93.75%	NA	94.23%	NA	83.6%
Other	Read	4.54%	NA	NA	NA	NA	9.68%	NA	2.08%	NA	1.1%
	Math	35.82%	NA	NA	NA	NA	48.38%	26.67%	30.61%	NA	1.1%

# Eugene Field Elementary International Baccalaureate School

5402 South Sherman Way • Littleton, CO 80121  
(303) 347-4475



Principal: Mr. Mike Montgomery  
Web Site: <http://field.littletonpublicschools.net>

## Accomplishments

- Provide three full-day kindergarten classes at no cost to families to serve students' academic needs
- Initiated a Literacy Block for grades K–5 that provides intensive reading and writing instruction to small groups of students
- Implemented the Everyday Math series at all grade levels
- Continued as the only authorized International Baccalaureate Primary Years Program World School in the Denver metro area that serves a mixed ability population

## Priorities

- The percentage of proficient and advanced writing scores in grades 3-5 will increase to 70% by 2009, as measured by a body of evidence
- The number of Hispanic students reaching grade level benchmarks in reading will increase by 15% by 2009, as measured by multiple indicators
- The number of Spanish speaking adults actively participating in school activities will increase by 25% by 2009, as measured by multiple indicators

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	60	63	54
Writing	47	54	41
Math	63	63	54
Science			29

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	179	21	197	42
4th Grade	199	44	208	54
5th Grade	198	25	212	45
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	183	22	198	35
4th Grade	201	41	214	60
5th Grade	205	31	216	42

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Eugene Field student.

## About Our School

Enrollment: 420  
Attendance Rate: 92%  
Number of Suspensions and Expulsions: 3  
Average Class Size: 24 students per classroom

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	38
Organization/Sentence Fluency	52
Conventions	64

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	96	40
Quantitative	98	45
Nonverbal	102.8	57
Composite	99.9	50

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Eugene Field student.

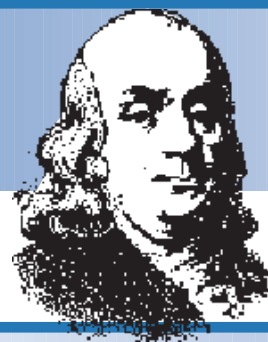
## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
Perf	Read	88.43%	NA	NA	NA	72.91%*	95.55%	NA	82.71%	NA	82.6%
	Math	89.53%	NA	NA	NA	81.94%	95.55%	81.48%*	84.61%	NA	83.6%
Other	Read	13.86%	NA	NA	NA	2.82%	22.99%	1.89%	10%	NA	1.1%
	Math	30.12%	NA	NA	NA	11.27%	45.98%	5.66%	18%	NA	1.1%

\* Actual rate may be below state target; falls within the CDE-determined margin of error

# Benjamin Franklin Elementary School

1603 East Euclid Avenue • Centennial, CO 80121  
(303) 347-4500



Principal: Ms. Janie Youderian

Web Site: <http://franklin.littletonpublicschools.net>

## Accomplishments

- Highly committed to students and their families
- Professional Learning Community meetings focused on student learning needs
- Implemented a science lab for all grades; CSAP science scores are among the highest district wide
- Parents and community members annually contribute more than 10,000 hours of volunteer time
- Before-and-after school childcare program offers quality on-site care for students
- Before-and-after school clubs, e.g. computer club, scrabble club, spelling club, Math Olympiad, science classes, and art classes provide enriching opportunities for students

## Priorities

- By 2009, 90% of students will be proficient or advanced in writing, with 40% of students at the advanced level, as measured by a body of evidence
- By 2009, 100% of students in grades 3-5 identified as gifted/talented will score at advanced level in their identified area(s) as measured by a body of evidence
- By 2009, Franklin will develop a school-wide positive behavior support system; 100% of students will express confidence in their safety at school and use effective learning habits as measured by a body of evidence.

## About Our School

Enrollment: 403

Attendance Rate: 96%

Number of Suspensions and Expulsions: 6

Average Class Size: 22 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	88	86	87
Writing	68	70	78
Math	87	87	91
Science			71

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	62
Organization/Sentence Fluency	67
Conventions	65

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	104.6	61
Quantitative	103.2	58
Nonverbal	110.2	74
Composite	106.6	66

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Benjamin Franklin student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	197	64	207	72
4th Grade	206	65	215	76
5th Grade	214	70	221	78
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	198	67	210	76
4th Grade	208	66	222	81
5th Grade	222	79	235	88

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Benjamin Franklin student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
Perf	Read	96.63%	NA	NA	NA	NA	98.35%	NA	NA	NA	82.6%
	Math	98.07%	NA	NA	NA	NA	98.35%	NA	NA	NA	83.6%
Other	Read	13.04%	NA	NA	NA	NA	13.81%	NA	NA	NA	1.1%
	Math	53.62%	NA	NA	NA	NA	55.80%	NA	NA	NA	1.1%

# Highland Elementary School

711 East Euclid Avenue • Centennial, CO 80121  
(303) 347-4525



Principal: Ms. Debra March

Web Site: <http://highland.littletonpublicschools.net>

## Accomplishments

- SMART Boards in all first through fifth grade classrooms, allowing teachers to integrate technology on a daily basis
- Continued strong performance on CSAP and the district Grade 2 Writing assessment
- Sustained participation in community-sponsored service projects
- Continued high levels of support from parents through active participation in PTO and the Highland Accountability Committee
- Preschool, full-day kindergarten, and before- and after-school daycare are provided at Highland Elementary

## Priorities

- 85% of students will be proficient writers within three years as measured by a body of evidence
- 45% of students with disabilities will be proficient writers within three years as measured by a body of evidence
- All students and parents will increase their awareness of cultural differences within three years as measured by a body of evidence
- Provide a well rounded education with high academic standards that includes art, music, physical education, and computer literacy

## About Our School

Enrollment: 340

Attendance Rate: 96%

Number of Suspensions and Expulsions: 3

Average Class Size: 22 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	90	74	91
Writing	63	64	80
Math	84	79	80
Science			62

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	51
Organization/Sentence Fluency	61
Conventions	80

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	104.5	61
Quantitative	100.5	51
Nonverbal	107	67
Composite	105.1	63

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Highland student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	191	47	203	60
4th Grade	201	50	214	73
5th Grade	213	67	219	72
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	196	60	206	63
4th Grade	207	63	217	68
5th Grade	218	69	232	82

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Highland student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
Perf	Read	98.06%	NA	NA	NA	NA	98.47%	NA	NA	92.1%	82.6%
	Math	95.51%	NA	NA	NA	NA	94.69%	NA	NA	84.61%	83.6%
Other	Read	10.67%	NA	NA	NA	NA	11.81%	NA	NA	6.06%	1.1%
	Math	41.72%	NA	NA	NA	NA	42.18%	NA	NA	29.41%	1.1%

# Mark Hopkins Elementary School

7171 South Pennsylvania Street • Centennial, CO 80122  
(303) 347-4550



Principal: Mr. Andrew Brueckner

Web Site: <http://hopkins.littletonpublicschools.net>

## Accomplishments

- Early childhood education includes a preschool program as well as before- and after-school care
- Full day kindergarten
- Comprehensive intervention system to meet the needs of all children
- Academic program includes art, physical education, music, technology, library, special education, and gifted and talented services
- Professional Learning Communities focused around essential student learnings, best instructional practices, and data driven inquiry

## Priorities

- 70% of students will be proficient in writing by the end of the 2008-2009 school year as measured by multiple assessments
- By the end of the 2008-2009 school year, all Hopkins staff will indicate that we are at the developing or sustaining stage of implementation of all twelve components of a Professional Learning Community as measured by the PLC Continuum
- By the end of the 2008-2009 school year, 100% of students with disabilities will meet the requirements for adequate yearly progress in Reading, Writing and Math as indicated by multiple measures

## About Our School

Enrollment: 298

Attendance Rate: 95%

Number of Suspensions and Expulsions: 3

Average Class Size: 22 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	63	50	62
Writing	52	43	47
Math	73	64	57
Science			30

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	193	53	197	42
4th Grade	198	41	205	45
5th Grade	203	36	210	43
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	191	43	203	52
4th Grade	204	52	209	45
5th Grade	209	42	218	48

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Mark Hopkins student.

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	32
Organization/Sentence Fluency	36
Conventions	59

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	97.2	43
Quantitative	96.7	42
Nonverbal	101.9	55
Composite	99.4	49

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Mark Hopkins student.

## AYP Determination - NO Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	100%	100%	95%
	Math	100%	NA	NA	NA	NA	100%	NA	100%	100%	95%
Perf	Read	77.94%*	NA	NA	NA	NA	82.07%*	NA	NA	32.35%	82.6%
	Math	88.14%	NA	NA	NA	NA	89.57%	NA	NA	57.57%	83.6%
Other	Read	4.48%	NA	NA	NA	NA	3.85%	NA	NA	0%*	1.1%
	Math	27.07%	NA	NA	NA	NA	25.24%	NA	NA	9.68%	1.1%

\* Actual rate may be below state target; falls within the CDE-determined margin of error

# Lois Lenski Elementary School

6350 South Fairfax Way • Centennial, CO 80121  
(303) 347-4575



Principal: Dr. Barbara DeSpain

Web Site: <http://lenski.littletonpublicschools.net>

## Accomplishments

- Recipient of the National Library of the Year award
- Named a Blue Ribbon School of Excellence by the US Department of Education
- Recipient of John Irwin School of Excellence recognition for the past eight years
- Successful integration of wireless technology with classroom instruction
- All staff trained in information literacy skills

## Priorities

- By 2009, 95% of all students will demonstrate proficiency in vocabulary as measured by a body of evidence
- By 2009, increase the number of students achieving advanced on the reading CSAP by 10%
- By 2009, all students will have strategies to: handle bullying situations, resolve conflicts, communicate effectively, and practice self-control as measured by student surveys

## About Our School

Enrollment: 594

Attendance Rate: 96%

Number of Suspensions and Expulsions: 7

Average Class Size: 25 students per classroom

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	85
Organization/Sentence Fluency	90
Conventions	87

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	90	94	95
Writing	85	85	89
Math	90	90	91
Science			73

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	101.9	55
Quantitative	100.5	51
Nonverbal	106.1	65
Composite	103.3	58

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Lois Lenski student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	198	67	209	78
4th Grade	209	75	217	81
5th Grade	215	73	219	72
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	199	70	209	73
4th Grade	210	73	224	85
5th Grade	222	79	233	85

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Lois Lenski student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	99.63%	NA	NA	NA	NA	99.60%	NA	NA	NA	82.6%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	83.6%
Other	Read	21.48%	NA	NA	NA	NA	22.09%	NA	NA	NA	1.1%
	Math	55.19%	NA	NA	NA	NA	56.22%	NA	NA	NA	1.1%

# Ralph Moody Elementary School

6390 South Windermere Street • Littleton, CO 80120  
(303) 347-4600

Ralph Moody



Mountain Rams

Principal: Mr. Doug Andrews

Web Site: <http://moody.littletonpublicschools.net>

## Accomplishments

- Focused Professional Learning Community (PLC) work aligned to School Improvement Plan
- Focused staff development and instructional practices in literacy and Everyday Math
- Continued achievement of CSAP results that are among the highest when compared with metro area schools with similar student demographics
- School Age Child Care Program recognized as a Program of Excellence by Arapahoe County
- Pre-school program for children ages three, four, and five

## About Our School

Enrollment: 297

Attendance Rate: 95%

Number of Suspensions and Expulsions: 18

Average Class Size: 22 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	73	73	69
Writing	47	63	58
Math	70	79	54
Science			42

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	190	45	205	66
4th Grade	202	53	213	70
5th Grade	206	45	213	52
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	189	37	203	52
4th Grade	204	52	216	66
5th Grade	208	39	220	53

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Ralph Moody student.

## Priorities

- By spring 2009 82% of students, grades 3-5 will be proficient or advanced in reading as measured by multiple measures
- By spring 2009, 67% of third, fourth, and fifth grade students with disabilities who receive reading services will be proficient or advanced in reading as measured by multiple measures
- By spring 2009, 92% of parents will indicate they agree or strongly agree with the statements, "My child feels a sense of belonging at Ralph Moody; I feel my child is safe at school; I feel positive about the school's efforts to work on a bully proofing program; and I feel that Ralph Moody does nurture the emotional needs of my child"

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	37
Organization/Sentence Fluency	43
Conventions	54

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	100.7	52
Quantitative	94.3	36
Nonverbal	102.5	56
Composite	99.6	49

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Ralph Moody student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	100%	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	100%	NA	95%
Perf	Read	90.62%	NA	NA	NA	NA	91.3%	NA	86.95%	NA	82.6%
	Math	91.4%	NA	NA	NA	NA	92.39%	NA	84.78%	NA	83.6%
Other	Read	8.66%	NA	NA	NA	NA	10.99%	NA	2.17%	NA	1.1%
	Math	26.77%	NA	NA	NA	NA	30.77%	NA	8.7%	NA	1.1%

# Peabody Elementary School

3128 East Maplewood Avenue • Centennial, CO 80121  
(303) 347-4625



Principal: Ms. Kristin Ryan

Web Site: <http://peabody.littletonpublicschools.net>

## Accomplishments

- Received "Excellent" rating on the state School Accountability Report Card
- Parent survey results rated Peabody as an "excellent" school community
- Implemented the Professional Learning Communities model to improve student achievement in all academic areas with focus on writing
- Sixth year of Everyday Math program resulting in high achievement scores in all grades
- Maintain low class size while continuing to provide total school programming
- Offer enrichment classes in band, show choir, art, theatre, science, and Spanish

## Priorities

- 90% of all students will be proficient or advanced in the area of writing by May 2009 as measured by a body of evidence
- 90% of all economically disadvantaged students will be proficient or advanced in the area of writing by May 2009 as measured by a body of evidence
- 95% of all students will report feeling emotionally and physically safe at school by May 2009 as measured by a student survey

## About Our School

Enrollment: 342  
Attendance Rate: 97%  
Number of Suspensions and Expulsions: 0  
Average Class Size: 21 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	82	78	91
Writing	77	66	89
Math	88	92	91
Science			63

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	88
Organization/Sentence Fluency	88
Conventions	79

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	195	58	205	66
4th Grade	204	59	215	76
5th Grade	212	64	217	66
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	202	79	211	79
4th Grade	212	79	222	81
5th Grade	216	64	230	79

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	100	50
Quantitative	102.5	56
Nonverbal	110	73
Composite	105.1	63

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Peabody student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Peabody student.

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	100%	100%	95%
	Math	100%	NA	NA	NA	NA	100%	NA	100%	100%	95%
Perf	Read	93.67%	NA	NA	NA	NA	94.85%	NA	NA	NA	82.6%
	Math	97.47%	NA	NA	NA	NA	97.79%	NA	NA	NA	83.6%
Other	Read	17.72%	NA	NA	NA	NA	18.38%	NA	NA	NA	1.1%
	Math	60.12%	NA	NA	NA	NA	64.7%	NA	NA	NA	1.1%

# Damon Runyon Elementary School

7455 South Elati Street • Littleton, CO 80120  
(303) 347-4650



Principal: Dr. David Hilliard

Web Site: <http://runyon.littletonpublicschools.net>

## Accomplishments

- Continued the Professional Learning Communities process and development of SMART (specific and strategic, measurable, attainable, results-based, time-bound) goals
- Implemented school-wide positive behavior support system
- Focused on creating a warm, caring, safe place for students
- Continued to make art, music, and physical education a priority

## About Our School

Enrollment: 399  
Attendance Rate: 95%  
Number of Suspensions and Expulsions: 2  
Average Class Size: 21 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	92	86	88
Writing	76	70	63
Math	85	87	68
Science			57

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	196	61	207	72
4th Grade	207	68	214	73
5th Grade	213	67	218	69
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	195	57	207	66
4th Grade	208	67	219	74
5th Grade	215	61	223	62

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Damon Runyon student.

## Priorities

- 90% of students will be proficient writers at their grade level within 3 years as measured by a body of evidence
- 90% of students with an individual literacy plan and/or identified by Child Study Team as at risk for academic failure in reading will demonstrate at least 1.5 years' growth annually for the next three years as measured by a body of evidence
- 75% of faculty will develop new leadership competencies and document how these will increase the capacity of the entire staff as measured by a body of evidence

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	62
Organization/Sentence Fluency	70
Conventions	75

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	108.2	70
Quantitative	100.2	50
Nonverbal	109.9	73
Composite	107.4	68

SAS = Standard Age Score

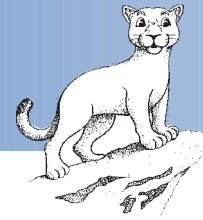
PR = Percentile rank shows percent of students in national sample with scores lower than typical Damon Runyon student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	100%	95%
Perf	Read	96.89%	NA	NA	NA	NA	97.66%	NA	NA	NA	82.6%
	Math	97.92%	NA	NA	NA	NA	98.24%	NA	NA	NA	83.6%
Other	Read	11.52%	NA	NA	NA	NA	11.24%	NA	NA	NA	1.1%
	Math	43.98%	NA	NA	NA	NA	44.38%	NA	NA	NA	1.1%

# Carl Sandburg Elementary School

6900 South Elizabeth Street • Centennial, CO 80122  
(303) 347-4675



Principal: Ms. Marjorie McDonald

Web Site: <http://sandburg.littletonpublicschools.net>

## Accomplishments

- Multi-grade and traditional classrooms respond to individual student's learning needs
- Sandburg Center for the Sciences, made possible by an LPS Innovation Grant, expands learning opportunities in science
- Licensed staff teach art, music, physical education, library, technology, resource, and gifted and talented programs
- School-developed Reading FIRST program ensures early literacy instruction (K-1)
- Full- and half-day kindergarten and preschool program options
- Part-time counselor and Positive Behavior Support program support student achievement
- Before- and after-school enrichment opportunities

## Priorities

- 85% of students will be proficient writers at their grade level by 2009 as measured by multiple indicators
- By 2009, male performance in writing will improve by 7% for grades 3-5 as measured by multiple indicators
- By 2009, 80% of students will increase their persistence as measured by multiple indicators

## About Our School

Enrollment: 443

Attendance Rate: 95%

Number of Suspensions and Expulsions: 13

Average Class Size: 24 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	77	86	91
Writing	62	68	73
Math	83	88	87
Science			60

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	54
Organization/Sentence Fluency	57
Conventions	70

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	103.2	58
Quantitative	100.6	51
Nonverbal	107.4	68
Composite	104.6	61

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Carl Sandburg student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	192	50	205	66
4th Grade	205	62	215	76
5th Grade	211	61	219	72
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	197	63	207	67
4th Grade	210	73	221	79
5th Grade	219	72	230	79

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Carl Sandburg student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	97%	NA	NA	NA	NA	96.77%	NA	NA	NA	82.6%
	Math	97%	NA	NA	NA	NA	97.31%	NA	NA	NA	83.6%
Other	Read	3.52%	NA	NA	NA	NA	14.05%	NA	NA	NA	1.1%
	Math	46.73%	NA	NA	NA	NA	48.10%	NA	NA	NA	1.1%

# Mark Twain Elementary School

6901 South Franklin Street • Centennial, CO 80122  
(303) 347-4700



Principal: Ms. Sarina Compoz

Web Site: <http://twain.littletonpublicschools.net>

## Accomplishments

- LCD projectors, document cameras and wireless mice and keyboards in every classroom; new computers in the lab, plus training and support to implement these new learning tools
- More than 200 parents volunteer an average of one hour every week, and members of the school community raised \$37,000 to support their school
- Guided reading strategies across grade levels for more than a decade
- Leadership and enrichment opportunities for students include student council, community service projects, mentoring younger buddies, and clubs that focus on art, Scrabble, chess, and spelling

## Priorities

- 80% of students will be proficient writers as measured by a body of evidence, which includes building, district, and state assessments
- 25% of students reading below grade level will annually improve to reading on grade level as measured by a body of evidence
- Staff members will improve self-assessment scores annually in the areas of focus, reflection, collaboration, and leadership qualities

## About Our School

Enrollment: 359

Attendance Rate: 96%

Number of Suspensions and Expulsions: 6

Average Class Size: 21 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	82	84	73
Writing	57	56	77
Math	72	87	79
Science			55

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	59
Organization/Sentence Fluency	69
Conventions	87

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	103.2	58
Quantitative	97.2	43
Nonverbal	106.8	66
Composite	102.8	57

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Mark Twain student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	191	47	207	72
4th Grade	207	69	215	76
5th Grade	214	70	222	81
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	195	57	208	70
4th Grade	206	60	223	83
5th Grade	219	72	233	85

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Mark Twain student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	94.08%	NA	NA	NA	NA	93.75%	NA	NA	NA	82.6%
	Math	96.42%	NA	NA	NA	NA	96.52%	NA	NA	NA	83.6%
Other	Read	10.18%	NA	NA	NA	NA	9.79%	NA	NA	NA	1.1%
	Math	43.98%	NA	NA	NA	NA	42.66%	NA	NA	NA	1.1%

# Walt Whitman Elementary School

6557 South Acoma Street • Littleton, CO 80120  
(303) 347-4725



Principal: Ms. Debbie Brown

Web Site: <http://whitman.littletonpublicschools.net>

## Accomplishments

- Provide before- and after-school child care, preschool, and extended day kindergarten
- Offer before-school choir for grades K-5; choir was selected to sing at a 2007 Rockies Game
- Offer before- and after-school fitness programs
- Document cameras have been purchased for every classroom through PTO funding
- Licensed teachers deliver instruction in art, music, physical education, library, gifted and talented, and school counseling
- Grade level interventions support students who need more time and opportunity for learning

## Priorities

- By May 2009, the percentage of proficient writers at each grade level will increase by 25% as measured by a body of evidence
- By May 2009, the percentage of students with disabilities who are not proficient in writing at each grade level will decrease by 50% as measured by a body of evidence
- By May 2009, increase leadership capacity of all staff through Professional Learning Communities as measured by a self-assessment

## About Our School

Enrollment: 273

Attendance Rate: 96%

Number of Suspensions and Expulsions: 2

Average Class Size: 20 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	73	58	60
Writing	59	37	45
Math	81	76	65
Science			35

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	41
Organization/Sentence Fluency	54
Conventions	62

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	101.8	54
Quantitative	96.1	40
Nonverbal	107.2	67
Composite	103	57

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Walt Whitman student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	192	50	200	51
4th Grade	202	53	208	54
5th Grade	209	54	215	59
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	191	43	207	67
4th Grade	205	56	216	66
5th Grade	214	58	223	62

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Walt Whitman student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	89.18%	NA	NA	NA	NA	89.36%	NA	NA	NA	82.6%
	Math	94.64%	NA	NA	NA	NA	95.78%	NA	NA	NA	83.6%
Other	Read	8.49%	NA	NA	NA	NA	8.79%	NA	NA	NA	1.1%
	Math	29.91%	NA	NA	NA	NA	27.17%	NA	NA	NA	1.1%

# Laura Ingalls Wilder Elementary School

4300 West Ponds Circle • Littleton, CO 80123  
(303) 347-4750



Principal: Ms. Kathleen Ambron

Web Site: <http://wilder.littletonpublicschools.net>

## Accomplishments

- John Irwin School of Excellence Award
- Exemplary level of performance on state and district assessments
- Focus on whole child development supported by full-time certified staff for art, library/computer, music, and physical education
- Volunteers clocked more than 12,000 hours during the 2006-2007 school year, which is equivalent to the work of six full-time paraprofessionals
- Award winning school-age child care program voted "Best in County"
- State accredited parent participation preschool

## Priorities

- 90% of students in grades 2-5 will be proficient writers by 2009 as measured by the district Grade 2 Writing Assessment and CSAP
- 25% of students in grades 3-5 will score advanced in Reading by 2009 as measured by CSAP
- School-to-home communication will improve by 2009 as measured by a parent survey

## About Our School

Enrollment: 609

Attendance Rate: 96%

Number of Suspensions and Expulsions: 0

Average Class Size: 23 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5
Reading	98	90	95
Writing	92	80	96
Math	98	95	88
Science			74

## 2007 Grade Two Writing Assessment

Percent of Students At or Above Proficient

Ideas, Content, Word Choice	75
Organization/Sentence Fluency	82
Conventions	88

## Fall 2006 CogAT Results Grade 3

	SAS	PR
Verbal	112.7	79
Quantitative	106.8	66
Nonverbal	114.4	82
Composite	112.6	78

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical Laura Ingalls Wilder student.

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	200	51	212	86
4th Grade	210	60	218	84
5th Grade	215	59	223	83
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
3rd Grade	201	76	214	86
4th Grade	211	76	220	76
5th Grade	218	69	231	81

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Laura Ingalls Wilder student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	100%	NA	NA	NA	NA	100%	NA	NA	NA	82.6%
	Math	99.62%	NA	NA	NA	NA	99.6%	NA	NA	NA	83.6%
Other	Read	21.89%	NA	NA	NA	NA	22%	NA	NA	NA	1.1%
	Math	56.98%	NA	NA	NA	NA	57.6%	NA	NA	NA	1.1%

# Littleton Academy Charter School

1200 West Mineral Avenue • Littleton, CO 80120  
(303) 798-5252



Principal: Mrs. Jan Pote

Web Site: [www.littletonacademy.net](http://www.littletonacademy.net)

## Accomplishments

- Achieved an aggregate 2007 CSAP score of 93% proficient or advanced in all subject areas
- Achieved ranking of first, state-wide, on the 2007 CSAP in 8th grade reading (100% proficient/advanced), 8th grade writing (98% proficient/advanced) and 8th grade science (98% proficient/advanced)
- John Irwin School of Excellence Award for the past five years
- Continue to fulfill school mission, *to provide each child with a content-rich, academically rigorous education, using a well-defined sequential curriculum in a safe, orderly, and caring environment*

## Priorities

- 90% of fifth and eighth grade students will score proficient or advanced on the science CSAP by 2009
- 75% of students with disabilities will score proficient or advanced on the reading and math CSAP within three years
- Reduce concerns expressed on school survey regarding bullying by 20% by 2009

## 2007 CSAP Data Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	94	90	98	98	95	100
Writing	90	78	96	92	95	98
Math	92	96	94	94	91	94
Science			81			98

## About Our School

Enrollment: 455

Attendance Rate: 97%

Number of Suspensions and Expulsions: 6

Average Class Size: 25 students per classroom

## Spring 2007 ITBS Results Typical Student Percentile Rankings with Obtained and Predicted Scores

	Grade 3			Grade 5			Grade 7		
	O	(P)	PR	O	(P)	PR	O	(P)	PR
Reading	5.6	(5.3)	86	8.3	(7.7)	85	11.0	(10.7)	81
Language	5.9	(5.3)	88	9.9	(9.0)	87	13+	(12.5)	85
Mathematics	5.4	(4.9)	88	8.4	(7.7)	87	13+	(10.6)	89
Social Studies	5.5	(5.2)	84	8.5	(8.0)	81	13+	(11.2)	82
Science	6.0	(5.4)	86	9.2	(8.3)	83	13+	(12.1)	82
Sources of Information	5.4	(5.2)	85	8.5	(8.5)	80	13+	(12.5)	84

O = Obtained scores reported as years of schooling (P) = Predicted scores reported as years of schooling based on ability

PR = Percentile rank shows percent of students in national sample with scores lower than typical Littleton Academy student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

			School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	Elemen	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
		Middle	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
	Math	Elemen	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
		Middle	100%	NA	NA	NA	NA	100%	NA	NA	NA	95%
Perf	Read	Elemen	99.26%	NA	NA	NA	NA	99.16%	NA	NA	NA	82.6%
		Middle	98.78%	NA	NA	NA	NA	98.66%	NA	NA	NA	80.2%
	Math	Elemen	100%	NA	NA	NA	NA	100%	NA	NA	NA	83.6%
		Middle	100%	NA	NA	NA	NA	100%	NA	NA	NA	69.6%
Other	Read	Elemen	22.79%	NA	NA	NA	NA	23.33%	NA	NA	NA	1.1%
		Middle	26.83%	NA	NA	NA	NA	28%	NA	NA	NA	1.1%
	Math	Elemen	52.94%	NA	NA	NA	NA	52.5%	NA	NA	NA	1.1%
		Middle	70.73%	NA	NA	NA	NA	70.67%	NA	NA	NA	1.1%

# Littleton Preparatory Charter School

5151 South Federal Blvd., Littleton, CO 80123  
(303) 734-1995



Director: Mrs. Kim Ash

Web Site: [www.littletonprep.org](http://www.littletonprep.org)

## Accomplishments

- Exceeded the Colorado state CSAP averages in all areas tested
- Exceeded district CSAP averages in fifteen of the twenty areas tested
- Made significant gains at the elementary level by showing improvement in all ten areas tested on CSAP
- Showed improvement at the middle school level by exceeding district averages at all grade levels on the CSAP writing and math tests
- Committed to meeting individual student needs through a precision class placement system and research-based curriculum and instruction including Reading Mastery, Direct Instruction, Core Knowledge, Saxon math, and Shurley English

## Priorities

- By the end of the 2008-2009 school year, increase the number of junior high school students scoring proficient or above in the area of math to 80%, as indicated by a body of evidence
- By the end of the 2008-2009 school year, increase the number of elementary students scoring proficient or above in writing to 80%, as indicated by a body of evidence
- By the end of the 2008-09 school year, 94% of the community will perceive our school as providing a safe and supportive environment for learning as evidenced by student, parent, and staff surveys and student behavior records
- By the end of the 2008-2009 school year, increase the academic performance of students with disabilities by 20% as evidenced by CSAP and MAP scores

## 2007 CSAP Data Percent of Students Scoring Proficient or Advanced

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	87	76	88	79	74	86
Writing	76	74	76	89	81	86
Math	75	74	83	75	62	66
Science			59			69

## About Our School

Enrollment: 492

Attendance Rate: 96%

Number of Suspensions and Expulsions: 22

Average Class Size: 24 students per classroom

## Measures of Academic Progress (MAP) – Reading Results

	Spring 2007	
	Median RIT	PR
3rd Grade	205	61
4th Grade	211	52
5th Grade	227	72
6th Grade	239	84
7th Grade	234	61
8th Grade	246	75

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Littleton Preparatory student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

			School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	Elemen	100%	NA	NA	NA	100%	100%	NA	NA	NA	95%
		Middle	100%	NA	NA	NA	100%	100%	NA	NA	NA	95%
	Math	Elemen	100%	NA	NA	NA	100%	100%	NA	NA	NA	95%
		Middle	100%	NA	NA	NA	100%	100%	NA	NA	NA	95%
Perf	Read	Elemen	98.05%	NA	NA	NA	92.85%	100%	NA	NA	NA	82.6%
		Middle	94.8%	NA	NA	NA	NA	97.95%	NA	NA	NA	80.2%
	Math	Elemen	99.35%	NA	NA	NA	100%	99.01%	NA	NA	NA	83.6%
		Middle	90.9%	NA	NA	NA	NA	95.91%	NA	NA	NA	69.6%
Other	Read	Elemen	5.84%	NA	NA	NA	2.38%	4.9%	NA	NA	NA	1.1%
		Middle	9.09%	NA	NA	NA	NA	14.29%	NA	NA	NA	1.1%
	Math	Elemen	28.57%	NA	NA	NA	14.29%	34.31%	NA	NA	NA	1.1%
		Middle	29.87%	NA	NA	NA	NA	40.82%	NA	NA	NA	1.1%

# Euclid Middle School

777 West Euclid Avenue, Littleton, CO 80120

(303) 347-7800

Falcon Pride



Principal: Mr. Gary Hein

Web Site: <http://euclid.littletonpublicschools.net>

## Accomplishments

- Designated as a national Blue Ribbon School of Excellence by the US Department of Education
- Seventh graders increased CSAP writing scores by 8% and by 15% in the sub-content area of extended writing
- Awarded an innovative technology grant for implementation of "interactive whiteboards" in every classroom
- Enhanced learning opportunities beyond core academics including extended performance options in the arts
- Recognized as a site for the nationally known college preparatory program AVID
- Redesigned the gifted and talented program to provide additional student-teacher contact time
- Renovated school grounds and interior to promote a student-centered environment

## Priorities

- 90% of the class of 2013 will be proficient in grade level writing by 2009 as measured by a school-wide assessment
- 90% of identified at-risk students will pass 90% of their classes by 2009
- By 2009, 100% of students in National Junior Honor Society will participate in global, metro, and local community service projects

## About Our School

Enrollment: 781

Attendance Rate: 96%

Number of Suspensions and Expulsions: 69

Average Class Size: 28 students per classroom

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	217	64	223	70
7th Grade	221	64	224	63
8th Grade	226	68	229	67
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	223	63	230	64
7th Grade	228	59	234	61
8th Grade	235	62	239	60

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Euclid student.

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 6	Grade 7	Grade 8
Reading	84	76	75
Writing	74	66	63
Math	65	55	52
Science			59

## Fall 2006 CogAT Results Grade 6

	SAS	PR
Verbal	107.5	68
Quantitative	104.7	62
Nonverbal	106.8	66
Composite	106.8	66

SAS = Standard Age Score  
PR = Percentile rank shows percent of students in national sample with scores lower than typical Euclid student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
Perf	Read	94.9%	NA	NA	NA	82.19%	96.62%	NA	87.69%	75.78%*	80.2%
	Math	88.35%	NA	NA	NA	71.23%	90.06%	NA	76.15%	58.94%**	69.6%
Other	Read	12.31%	NA	NA	NA	4.17%	13.92%	NA	2.31%	2.27%	1.1%
	Math	24.05%	NA	NA	NA	8.33%	26.49%	NA	10.77%	5.68%	1.1%

\* Actual rate may be below state target; falls within CDE-determined margin of error

\*\* Actual rate may be below state target; falls within CDE-determined "safe harbor" criteria

# Goddard Middle School

3800 West Berry Avenue, Littleton, CO 80123  
(303) 347-7850



Principal: Dr. Amy Oaks

Web Site: <http://goddard.littletonpublicschools.net>

## Accomplishments

- GMS was the only LPS middle school to see improvement on all 2007 CSAP tests
- GMS met federal requirements for adequate yearly progress
- State-ranked Science Olympiad and Technology Student Association teams
- 100% of the faculty is "highly qualified" according to federal law
- All classrooms are equipped with Smart Boards and the Computers for All program helps ensure that every student has a home computer

## About Our School

Enrollment: 768  
Attendance Rate: 95%  
Number of Suspensions and Expulsions: 108  
Average Class Size: 29 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 6	Grade 7	Grade 8
Reading	79	70	73
Writing	67	64	60
Math	61	55	55
Science			60

## Priorities

- 90% of all students will be on or above grade level in math by 2009, as measured by CSAP or MAP
- The achievement gap in math between the performance of white students and Hispanic students, as measured by CSAP or MAP, will be cut in half by 2009
- By spring 2009, Goddard's daily attendance rate will meet or exceed the district average
- Continue to improve communication with parents and community
- Continue to improve the appearance and physical condition of the school building and campus
- Continue to provide a safe school environment

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	218	67	221	76
7th Grade	219	58	223	70
8th Grade	224	62	227	71
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	223	63	232	69
7th Grade	227	56	235	63
8th Grade	234	60	240	62

Median RIT = Score with an equal number of scores above and below;  
RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Goddard student.

## Fall 2006 CogAT Results Grade 6

	SAS	PR
Verbal	105.9	64
Quantitative	105.1	63
Nonverbal	103	57
Composite	104.9	62

SAS = Standard Age Score  
PR = Percentile rank shows percent of students in national sample with scores lower than typical Goddard student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
Perf	Read	92.56%	NA	NA	NA	81.74%	94.89%	72.6%*	82.01%	70.76%*	80.2%
	Math	90.25%	NA	NA	NA	83.33%	92.16%	75.34%	77.77%	50.76%**	69.6%
Other	Read	13.49%	NA	NA	NA	3.2%	16.3%	0%*	3.19%	3.28%	1.1%
	Math	29.26%	NA	NA	NA	13.6%	33.7%	4.1%	7.98%	8.20%	1.1%

\* Actual rate may be below state target; falls within CDE-determined margin of error

\*\* Actual rate may be below state target; falls within CDE-determined "safe harbor" criteria

# Isaac Newton Middle School

4001 East Arapahoe Road, Centennial, CO 80122  
(303) 347-7900



Principal: Mr. James O'Tremba

Web Site: <http://newton.littletonpublicschools.net>

## Accomplishments

- Created a framework for a building-wide independent study option for students
- Application for implementation of the International Baccalaureate Program was completed and accepted, with final approval anticipated in June 2008
- Provided co-teaching/co-planning language arts and math classes to enhance student learning; created additional sections of accelerated math and language arts classes
- All adequate yearly progress targets were met
- Expanded world language and technology learning opportunities for students

## Priorities

- 90% of all students will be on or above grade level in reading by 2009
- The achievement gap in reading for students with disabilities and students reading below grade level will be reduced by 50% by 2009; 100% of G/T students will be on or above grade level in reading by 2009
- 90% of all students will participate in community service involvement as required by the International Baccalaureate program

## About Our School

Enrollment: 695  
Attendance Rate: 95%  
Number of Suspensions and Expulsions: 56  
Average Class Size: 30 students per classroom

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	219	70	222	67
7th Grade	222	67	227	71
8th Grade	227	71	229	67
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	229	79	233	72
7th Grade	229	61	238	70
8th Grade	238	70	243	69

Median RIT = Score with an equal number of scores above and below;  
RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Isaac Newton student.

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 6	Grade 7	Grade 8
Reading	81	78	77
Writing	71	72	68
Math	76	62	64
Science			74

## Fall 2006 CogAT Results Grade 6

	SAS	PR
Verbal	106.6	66
Quantitative	107.1	67
Nonverbal	108.5	70
Composite	108	69

SAS = Standard Age Score  
PR = Percentile rank shows percent of students in national sample with scores lower than typical Isaac Newton student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
Perf	Read	94.38%	NA	NA	NA	93.75	94.32%	NA	88.37%	66.66%**	80.2%
	Math	90.89%	NA	NA	NA	79.16%	91.91%	NA	81.39%	62.19%*	69.6%
Other	Read	15.29%	NA	NA	NA	4.17%	16.49%	NA	5.81%	0%*	1.1%
	Math	34.82%	NA	NA	NA	12.5%	36.76%	NA	22.09%	8%	1.1%

\*Actual rate may be below state target; falls within CDE-determined margin of error

\*\* Actual rate may be below state target; falls within CDE-determined "safe harbor" criteria

# John Wesley Powell Middle School

8000 South Corona Way, Littleton, CO 80122  
(303) 347-7950



Principal: Ms. Becky Friend

Web Site: <http://powell.littletonpublicschools.net>

## Accomplishments

- Professional Learning Communities continued their work with groups meeting formally at least one time per week
- A minimum of four common assessments were completed by each PLC group and data were analyzed to determine student growth and instructional needs
- Training and implementation of the Connected Math Program 2 at all grades
- Continued success in meeting adequate yearly progress targets and maintaining an excellent rating on the School Accountability Report

## Priorities

- By spring 2009, 90% of students will be proficient or advanced in writing as measured by CSAP
- By spring 2009, boys' writing CSAP scores will increase by 10% at each grade level
- By spring 2009, increase the number of students eligible for assertive discipline rewards by 20%

## About Our School

Enrollment: 907

Attendance Rate: 95%

Number of Suspensions and Expulsions: 66

Average Class Size: 31 students per classroom

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 6	Grade 7	Grade 8
Reading	88	88	84
Writing	77	79	73
Math	74	68	67
Science			69

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	221	76	225	76
7th Grade	226	68	229	76
8th Grade	230	80	232	76
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
6th Grade	228	76	234	74
7th Grade	232	69	238	70
8th Grade	240	74	246	74

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical John Wesley Powell student.

## Fall 2006 CogAT Results Grade 6

	SAS	PR
Verbal	109.3	72
Quantitative	108.2	70
Nonverbal	107.9	69
Composite	109.3	72

SAS = Standard Age Score

PR = Percentile rank shows percent of students in national sample with scores lower than typical John Wesley Powell student.

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	NA	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	NA	100%	100%	95%
Perf	Read	96.81%	NA	NA	NA	95.65%	96.9%	NA	88.57%	76.25%*	80.2%
	Math	94.6%	NA	NA	NA	89.13%	94.75%	NA	83.33%	66.25%*	69.6%
Other	Read	18.62%	NA	NA	NA	11.11%	19.32%	NA	2.94%	2.67%	1.1%
	Math	34.77%	NA	NA	NA	26.67%	35.41%	NA	17.14%	4%	1.1%

\*Actual rate may be below state target; falls within CDE-determined margin of error

# Arapahoe High School

2201 East Dry Creek Road, Centennial, CO 80122  
(303) 347-6000



Principal: Mr. Ron Booth

Web Site: <http://arapahoe.littletonpublicschools.net>

## Accomplishments

- Successfully sustained an authentic, positive working relationship with the Arapaho Native Americans
- Twenty-one students were recognized in the 2008 National Merit Scholars program
- Graduating seniors were offered more than \$9.7 million in scholarships in 2007
- Maintained commitment to a safe and orderly school climate while upholding high academic and behavior standards
- Only high school in the US to have three 2007 graduates receive Congressional appointments to US Air Force Academy
- Students continue to serve the community through charitable contributions

## About Our School

Enrollment: 2,123  
Attendance Rate: 95%  
Number of Suspensions and Expulsions: 136  
Average Class Size: 25 students per classroom  
Graduation Rate: 95.7% (2006 data)  
Drop Out Rate: 0.3% (2006 data)  
Graduates who go on to college: 93%  
Advanced Placement: 385 students took 791 exams, and 77% scored a 3, 4 or 5, which qualifies them for college credit

## Graduation Requirements

Language Arts — 35 semester credits  
Social Studies — 30 semester credits  
Mathematics — 4 semesters (2 years)  
Science — 4 semesters (2 years)  
Fine Arts — 6 semester credits  
Practical Arts — 6 semester credits  
Physical Education — 12 semester credits  
Electives — In addition to the required credits, each student must select sufficient additional classes to complete a minimum of 188 semester credits

## AYP Determination - YES Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	100%	NA	100%	100%	NA	NA	100%	95%
	Math	100%	NA	100%	NA	100%	100%	NA	NA	100%	95%
Perf	Read	98.04%	NA	93.55%	NA	88.24%	98.73%	NA	NA	82.19%*	84.7%
	Math	87.58%	NA	83.33%	NA	75.55%	89.03%	NA	NA	50%	60.2%
Other	Grad										
	Rate	95.7%	NA	NA	NA	NA	95.3%	NA	NA	89.5%	57.4%

\*Actual rate may be below state target; falls within CDE-determined margin of error

## Priorities

- 80% of ninth and tenth grade students will score at or above grade level in math by 2009
- 90% of male students will achieve a cumulative GPA of 2.0 or higher by 2009
- Staff members will participate in professional learning communities to develop essential learnings, data analysis, and share best practices to increase student achievement

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 9	Grade 10
Reading	87	88
Writing	75	72
Math	61	50
Science		70

## College Entrance Exams

2007 ACT (American College Test)

Results for State Test (Required of all eleventh grade students)

English	Math	Reading	Science	Composite
21.4	22.8	22.3	21.8	22.2

2007 ACT (American College Test)

Results for National Test (Self-selected group of high school students)

English	Math	Reading	Science	Composite
22.6	23	23.3	22.7	23

2007 SAT (Scholastic Aptitude Test)

Results for National Test (Self-selected group of high school students)

Reading	Math	Writing	Total
563	580	549	1692

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	232	78	234	76
10th Grade	234	75	235	73
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	245	76	248	70
10th Grade	247	71	249	66

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Arapahoe student.

# Heritage High School

1401 West Geddes Avenue, Littleton, CO 80120  
(303) 347-7600



Principal: Mr. Kenneth Moritz

Web Site: <http://heritage.littletonpublicschools.net>

## Accomplishments

- Ranked as one of the top high schools in America by *Newsweek Magazine*
- 5280* magazine acknowledged Heritage High School as one of the top schools in the Denver area
- ACT (American College Tests) composite score of 22.7 is the best in school history
- Ten students were recognized in the 2008 National Merit Scholarship program
- Graduating seniors were offered nearly \$3 million in scholarships awards
- Exceptional athletic and activity programs with many students receiving all-state and all-league honors
- Students raised more than \$14,000 for amputee and refugee camps in Sierra Leone. *New York Times* best-selling author of *A Long Way Gone*, Ishmael Beah, visited HHS to thank students and support a school-wide book read

## Priorities

- Increase the percentage of 9th and 10th grade students who score proficient or above by 2% per year on CSAP reading and writing, and by 5% per year on CSAP math by May 2009
- Increase enrollment in Advanced Placement courses; increase the number of students who qualify for college credit
- Ninth and tenth grade students will use embedded school-wide systems and advisory periods for studying, so the percentage of students with at least one grade below a "C" will decrease by 2% per semester, which yields a 12% improvement by 2009.

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 9	Grade 10
Reading	85	79
Writing	67	64
Math	54	40
Science		66

## About Our School

Enrollment: 1,607  
Attendance Rate: 95%  
Number of Suspensions and Expulsions: 166  
Average Class Size: 18 students per classroom  
Graduation Rate: 92% (2006 data)  
Drop Out Rate: 1.2% (2006 data)  
Graduates who go on to college: 91%  
Advanced Placement: 337 students took 755 exams, and 499 exams were graded 3 or higher

## College Entrance Exams

2007 ACT (American College Test)

Results for State Test (Required of all eleventh grade students)

English	Math	Reading	Science	Composite
21.4	21.7	22.4	21.3	21.8

2007 ACT (American College Test)

Results for National Test (Self-selected group of high school students)

English	Math	Reading	Science	Composite
22.5	22.1	23.5	22.3	22.7

2007 SAT (Scholastic Aptitude Test)

Results for National Test (Self-selected group of high school students)

Reading	Math	Writing	Total
580	578	562	1720

## Graduation Requirements

Language Arts — 35 semester credits  
Social Studies — 30 semester credits  
Mathematics — 16 semester credits (2 years)  
Science — 16 semester credits (2 years)  
Fine Arts /Practical Arts— 12 semester credits  
Physical Education — 12 semester credits  
Electives — In addition to the required credits, each student must select sufficient additional classes to complete a minimum of 188 semester credits

## AYP Determination - YES

## Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	NA	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	NA	100%	100%	95%
Perf	Read	95.22%	NA	NA	NA	95.24%	95.31%	NA	92%	81.82%*	84.7%
	Math	81.33%	NA	NA	NA	83.33%	82.07%	NA	66%	47.27%***	60.2%
Other	Grad Rate	91.8%	NA	NA	NA	NA	92.5%	NA	NA	80%	57.4%

\*Actual rate may be below state target; falls within CDE-determined margin of error

\*\*\* Actual rate may be below state target; target met with allowable CDE appeal

## Measures of Academic Progress (MAP)

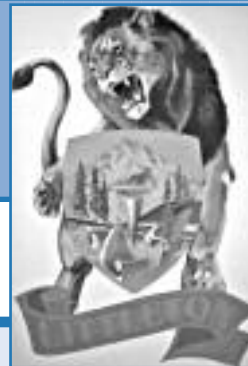
Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	230	72	232	70
10th Grade	234	68	233	67
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	243	72	246	66
10th Grade	242	59	246	59

Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Heritage student.

# Littleton High School

199 East Littleton Boulevard, Littleton, CO 80121  
(303) 347-7700



Principal: Ms. Kathy Dinmore

Web Site: <http://littleton.littletonpublicschools.net>

## Accomplishments

- Authorized International Baccalaureate (IB) site for the past nine years; 96 percent of graduates from the program have received an IB diploma
- With a diverse student population, received a rating of High on the state accountability report
- Twelve students were recognized in the 2008 National Merit Scholars Program; one 2007 graduate received a Boettcher Scholarship
- Graduating seniors were offered \$6.2 million in scholarships in 2007
- *Newsweek* magazine ranks LHS as one of America's best high schools; *5280* magazine called LHS one of Denver's top high schools
- State of the art interactive language lab and video conferencing classroom
- Wireless Internet access available building-wide
- Interactive Math Program

## About Our School

Enrollment: 1,526  
Attendance Rate: 94%  
Number of Suspensions and Expulsions: 315  
Average Class Size: 26 students per classroom  
Graduation Rate: 84.4% (2006 data)  
Drop Out Rate: 4.4% (2006 data)  
Graduates who go on to college: 96%  
Advanced Placement: 168 students took 310 exams, and 55 percent scored a passing grade

## Graduation Requirements

Language Arts — 40 semester hours  
Social Studies — 35 semester hours  
Mathematics — 20 semester hours  
Science — 20 semester hours  
Fine Arts — 5 semester hours  
Practical Arts — 5 semester hours  
Fine Arts/Practical Arts — Additional 5 semester hours  
Physical Education — 12 semester hours  
Electives — In addition to the required credits, each student must select sufficient elective courses (68 credits) to complete a minimum of 210 semester hours

## AYP Determination - NO Adequate Yearly Progress (AYP) Profile - 2007

		School	Am Ind	Asian	Black	Hisp	White	ELL	Econ Disad	Disabil	State Target
Partic	Read	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
	Math	100%	NA	NA	NA	100%	100%	100%	100%	100%	95%
Perf	Read	91.34%	NA	NA	NA	79.31%*	93.50%	76.27%*	77.31%	59.15%	84.7%
	Math	72.40%	NA	NA	NA	51.72%*	76.53%	49.15%	45.38%	28.17%	60.2%
Other	Grad										
	Rate	84.4%	NA	NA	NA	66.7%	86.6%	NA	67.9%	71.7%	57.4%

\*Actual rate may be below state target; falls within CDE-determined margin of error

## Priorities

- 85% of all students will read on grade level by 2009
- Decrease the gap in reading by 30% between all students and the following subgroups: Hispanic, ELL, students with disabilities, and economically disadvantaged
- 90% of all students will earn adequate credits each year to graduate within four years

## 2007 CSAP Data

Percent of Students Scoring Proficient or Advanced

	Grade 9	Grade 10
Reading	70	73
Writing	54	55
Math	37	36
Science		57

## College Entrance Exams

2007 ACT (American College Test)

Results for State Test (Required of all eleventh grade students)

English	Math	Reading	Science	Composite
19.8	20.1	21.3	20.6	20.6

2007 ACT (American College Test)

Results for National Test (Self-selected group of high school students)

English	Math	Reading	Science	Composite
21.6	20.9	22.4	21.6	21.7

2007 SAT (Scholastic Aptitude Test)

Results for National Test (Self-selected group of high school students)

Reading	Math	Writing	Total
556	549	547	1652

## Measures of Academic Progress (MAP)

Reading	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	229	69	230	63
10th Grade	231	65	232	63
Math	Fall 2006		Spring 2007	
	Median RIT	PR	Median RIT	PR
9th Grade	236	54	240	51
10th Grade	241	56	245	57

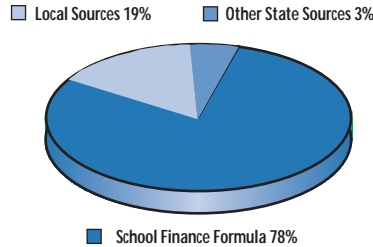
Median RIT = Score with an equal number of scores above and below; RIT is an equal-interval scale used to chart growth from year to year.

PR = Percentile rank shows percent of students in national sample with scores lower than typical Littleton student.

# Littleton Public Schools 2007–2008 Operating Budget

## Revenue

School Finance Formula	\$ 96,157,398
Local Sources	\$ 23,490,777
Other State Sources	\$ 4,061,858
<b>Total Revenue</b>	<b>\$123,710,033</b>



The majority of Littleton Public Schools' revenue (78 percent) becomes available to the district through the Colorado Public School Finance Act. This revenue is determined through a formula, which utilizes local property taxes, state-equalized specific ownership taxes, and state funds.

Nineteen (19) percent of the district's revenue comes from local sources, which include non-equalized specific ownership taxes, net investment income, driver's education fees, transportation reimbursements, and extended daycare indirect costs.

Other state sources provide three (3) percent of the district's revenue and include funding for categorical programs from the State of Colorado for pupil transportation, the Exceptional Children's Education Act (special education), and vocational education.

## A Tradition of Excellence

LPS has one of the lowest administrative costs of all school districts in the Denver metro area.

A survey of registered voters conducted in March, 2006 showed:

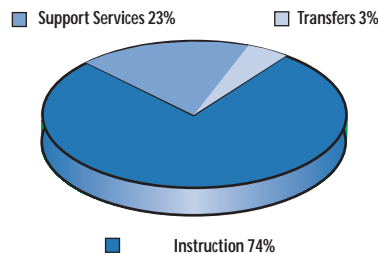
- Nearly 75% grade LPS an "A" or "B"
- LPS rates strongest in the areas of greatest importance to residents, which includes teaching students the basics.
- 80% are confident in the job the district is doing spending taxpayer money wisely.

LPS consistently wins awards of excellence for its annual budget and financial reporting.

Learn more about the LPS budget at [www.littletonpublicschools.net](http://www.littletonpublicschools.net).

## Expenditures

Instruction	\$ 94,367,110
Support Services	\$ 29,288,990
Transfers	\$ 3,365,646
<b>Total Expenditures</b>	<b>\$127,021,746</b>



Approximately 74 cents out of every dollar is devoted to instruction. This includes the salaries and benefits, supplies, and other costs related to student instruction, as well as building administration and special programs.

Total support services account for 23 cents out of every dollar spent. This largely includes instructional services, property management services, and transportation services.

Transfers to the Insurance Reserve Fund and Student Athletics and Activities Fund account for three cents out of every dollar spent.

# Increasing Student Achievement in Littleton Public Schools

Littleton Public Schools has a long-standing reputation as a premier school district – not only in the Denver metro area, but across the country. This tradition of excellence continues. Now, Littleton Public Schools is embarking on a bold student achievement initiative that will benefit every student in the district, from kindergartners to seniors. As part of this effort, LPS has established a District Achievement Goal that states:

*Ninety percent of all students will be on or above grade level in reading, math, writing, and science by the end of the 2011-2012 school year. The achievement gap in student performance will be cut in half by the end of the 2009-2010 school year.*

## What does it mean to “be on or above grade level?”

Littleton Public Schools believes that it takes a “body of evidence” – a number of different sources of data – to determine how a student is performing. Students are on or above grade level if they are meeting the expectations for their age peer group on the defined “essential learnings.” Essential learnings are higher-level understandings that students are expected to comprehend and apply. Essential learnings guarantee a common curriculum for all students and provide common assessments both within a school and across all schools in the district. On or above grade level is measured in three different ways:

- Performance on state tests (Colorado Student Assessment Program – CSAP);
- Performance on other large-scale assessment tests (MAP, CBLA, and second grade writing assessments);
- Classroom performance

This process of determining student performance levels is unique to LPS. Because it takes a three-pronged approach, it uses CSAP and other assessment data appropriately and proportionately along with other daily measures of performance.

## How are we doing?

This year’s data gave us a “baseline,” or a beginning point from which to work. This baseline data indicates that currently, as a district, 78.5% of students are performing on or above grade level. This means that many students across the district are already performing on or above grade level, and some students across the dis-

trict need additional help to achieve at higher levels. These results fall within the expected range and are a good indicator of where we need to go.

## How does our 90% goal benefit all children?

Through the use of our newly constructed district “data warehouse,” we are able to look at individual student performance over time. When we know where each student currently is in relationship to the essential learning goals, we can plan instruction to take him/her to the next level. In order to close the gap, we need to offer extended learning opportunities to many of our students.

## How are you going to do this?

Professional Learning Communities is the framework we have chosen to begin this important work.

## What are Professional Learning Communities?

Professional Learning Communities (PLCs) provide time for teachers to meet together to have frequent, consistent, and data-driven conversations about student achievement.

## Why do all LPS schools have PLCs this year?

There is strong evidence that suggests that teachers can be much more effective in the classroom if they have regular opportunities to meet together to examine student work and talk about best practices. Most LPS schools have already been successfully using PLCs for at least one year. But, the time allotted for PLCs has been inconsistent between schools, and more time is needed to make a significant difference with students and to help the district achievement goal become a reality.

“The school improvement planning process helps us focus on what is most important and helps us set goals that benefit all of our students. Professional Learning Communities provide the framework for that process. They go hand in hand.”

**Dr. Amy Oaks**  
Principal, Goddard Middle School

There are 10 late start days built into the 2007-2008 and 2008-2009 school year calendars, which provide time for PLCs to take place.

## What happens in PLC meetings?

During this time, teachers answer four critical questions:

1. What is essential for students to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows it?

# Increasing Student Achievement in Littleton Public Schools

Through this kind of collaboration, instructional staff members are able to work together to continually improve their teaching to ensure high levels of learning for every student.

## Are PLCs making a difference?

Yes! Teachers and principals report that PLC meetings have given them the time they need to really have the important conversations about how to help each child improve. Parents have been supportive and understand the purpose of the time. *We are confident that PLCs are an important factor in reaching the district achievement goal.*

## How is the district monitoring the effectiveness of the late start model?

As LPS does in any new process, the district is holding itself accountable for the late start model. The 10-Day Late Start Review Panel, which will include LPS employees, parents, and community members, is currently forming, and will begin to meet in January, 2008. The panel will:

- Advise district administration regarding the effectiveness of the late start model;
- Study the impacts of the late start schedule on students, parents, and school sites (will include considerations regarding child care availability and costs, student safety, student supervision, transportation issues, and other identified variables);
- Study calendar models being used in other school districts;
- Analyze whether the amount of time in the approved model is sufficient (ten days, two hours each day).

The LPS Board of Education will receive an update from this panel by December, 2008.

Learn more at [www.littletonpublicschools.net](http://www.littletonpublicschools.net)

"Professional Learning Communities empower teachers to focus on student learning and have those in-depth discussions that truly make a difference for kids. Teachers report that they can see the difference with their students."

### Dr. David Hilliard

Principal, Runyon Elementary School

*Peabody Elementary fourth graders participated in the musical, "Freedom."*  
Pictured: Hannah Rivera, Remha Yohannes, Hannah Hubble, Joshua Barela, Kyra Gardner, Daniel Jones, and Hannah Bates.  
Photo by Dan Nanney



*Sandburg Elementary fourth and fifth grade Cub Scouts representing Pack 559 presented the colors and led the Pledge of Allegiance to begin the November 8 Board of Education meeting. Pictured: front row - Harrison Gully, Trent Bauroth, Cole Wesselman, and Ian Pastorius; Second Row - Quinn O'Berg and Jordan Slater. Back row - Joel Hubbell and Ryan Marsteller.*

Photo by Dan Nanney



# LPS Annual Report

Visit the LPS website,  
[www.littletonpublicschools.net](http://www.littletonpublicschools.net)

- School schedule changes and upcoming events
- District news and announcements
- Board of Education meeting agendas, summaries, and policies
- Community Conversations Blog
- Enrollment information/boundary maps
- Student achievement initiatives
- Curriculum, lunch menus, and calendars
- Pupil transportation
- Assessment data
- Links to every school's website
- Employment opportunities
- District finances and purchasing procedures, and
- Much, much more!

*The LPS Annual Report was produced with support from the Coca-Cola Bottling Co. of Denver.*



**Arapahoe County School District #6**  
**Littleton Public Schools**  
Education Services Center  
5776 S. Crocker St.  
Littleton, CO 80120



*Heritage High School journalism students take advantage of the school's wireless network to work on assignments outside. All LPS schools have wireless networks in place, and all LPS high schools allow students to access the wireless network with their personally owned devices. Pictured from left to right -- Bethany Siekmeier, Megan Robertson, Lisa Meloney, and Cory Lenon.*



*Lenski Elementary fifth graders Jack Smith and Lauren Lindsey make an electronic motor using copper wire and corks. Photo by Dan Nanney*