

Platte Canyon School District Annual Report to the Public December 1, 2007

(To fulfill Colorado's Accreditation and No Child Left Behind Reporting Requirements)

District Improvement Plan Progress Report

Goal #1 – Each school will demonstrate reasonable progress in meeting the District's achievement goals.

Objectives:

1. 80% or more students attain Proficient or Advanced level on CSAP tests.
2. 15 or more students attain Advanced level on CSAP tests.
3. 5% or fewer students attain Unsatisfactory on CSAP tests.
4. 2% improvements if above goals have previously been met.

Implementation:

1. Each School Improvement Plan shall contain specific objectives and planned actions to meet District achievement goals.
2. Principals shall be instructional leaders who provide resources, training, and monitoring to assure that instruction is based on adopted learning expectations, that such learning is assessed, and that standards based grades are issued.
3. The Educational Services Director shall provide support to Principals through data interpretation, updates on research and trends, and information on staff development resources.

Results/Status of Goal:

Colorado's state assessment system includes three different types of assessments to measure student achievement. The main assessment used in the state is the CSAP, which assesses students in reading, writing and math state standards in grades 3 through 10. The CSAP science assessment is also given in 5th, 8th and 10th grade. The second assessment available is for students in third and fourth grade who are receiving instruction in Spanish. The Lectura is the Spanish reading version of the CSAP and the Escritura is the Spanish writing version of the CSAP. These assessments are scored with the following ratings: Unsatisfactory (student is not able to demonstrate the content standards), Partially Proficient (student is beginning to demonstrate knowledge on the standards), Proficient (student is capable of the meeting the standards), Advanced (student is above and beyond the standards), and No Score (the student was unable to complete the test, for a variety of reasons). The third assessment, the CSAPA (CSAP Alternate) is also available for students with the most significant cognitive disabilities to assess their reading, writing, math and science content knowledge. Only about 1% of students in Colorado take the CSAPA.

The following show our district and schools' results from the various assessments:

Third Grade CSAP- Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	10	71	18	0
	2007	0	12	71	17	0
White	2006	2	8	74	16	0
	2007	0	13	70	17	0
Male	2006	0	10	76	14	0
	2007	0	10	71	19	0
Female	2006	4	12	62	23	0
	2007	0	14	71	14	0
State Average	2006	7	41	41	44	0
	2007	10	19	64	71	0

** All other categories, student population too small to publicly report (<16 students).

Third Grade CSAP- Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	0	6	35	59	0
	2007	0	1	25	74	0
White	2006	0	5	32	63	0
	2007	0	1	26	73	0
Male	2006	0	5	33	63	0
	2007	0	0	19	81	0
Female	2006	0	7	39	54	0
	2007	0	3	31	66	0
State Average	2006	7	22	42	29	0
	2007	7	24	43	25	0

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Fourth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	2	15	78	4	0
	2007	4	10	79	7	0
White	2006	3	14	70	5	0
	2007	3	9	82	6	0
Male	2006	0	20	76	4	0
	2007	3	13	74	10	0
Female	2006	0	10	81	5	0
	2007	6	6	85	3	0
State Average	2006	10	22	62	5	0
	2007	13	22	58	6	0

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Fourth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	12	53	33	0
	2007	4	15	47	34	0
White	2006	1	11	54	34	0
	2007	5	14	47	35	0
Male	2006	0	10	59	31	0
	2007	3	10	46	41	0
Female	2006	2	15	46	73	0
	2007	6	21	47	26	0
State Average	2006	8	23	43	26	0
	2007	9	21	43	27	0

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Fifth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	11	76	12	0
	2007	1	11	66	22	0
White	2006	1	8	78	13	0
	2007	1	11	63	24	0
Male	2006	2	12	78	8	0
	2007	2	12	70	19	0
Female	2006	0	10	73	18	0
	2007	3	11	61	25	0
State Average	2006	12	18	60	9	1
	2007	13	18	59	9	0

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Fifth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	20	40	40	0
	2007	3	16	38	43	0
White	2006	0	17	40	42	0
	2007	3	15	39	42	0
Male	2006	0	16	49	35	0
	2007	2	16	40	42	0
Female	2006	3	25	28	45	0
	2007	3	17	36	44	0
State Average	2006	9	25	38	27	0
	2007	11	24	35	30	0

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Sixth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	8	18	63	11	0
	2007	1	14	73	11	0
White	2006	7	18	63	12	0
	2007	1	17	72	10	0
Male	2006	11	22	54	13	0
	2007	0	15	77	8	0
Female	2006	4	15	72	9	0
	2007	2	14	69	14	0
State Average	2006	10	20	59	10	1
	2007	10	19	59	12	1

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Sixth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	15	26	32	27	0
	2007	2	28	43	27	0
White	2006	15	27	30	28	0
	2007	1	27	45	26	0
Male	2006	24	20	26	30	0
	2007	2	25	46	27	0
Female	2006	7	33	37	24	0
	2007	2	31	40	26	0
State Average	2006	15	27	35	21	1
	2007	13	26	35	25	0

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Seventh Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	5	18	65	13	0
	2007	5	15	68	11	1
White	2006	4	18	68	11	0
	2007	3	14	69	13	1
Male	2006	6	21	66	6	0
	2007	8	14	65	10	2
Female	2006	3	5	63	19	0
	2007	2	16	71	12	0
State Average	2006	13	22	56	64	1
	2007	13	21	57	9	1

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Seventh Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	6	29	31	33	1
	2007	11	34	28	26	1
White	2006	5	28	32	33	1
	2007	10	31	30	27	1
Male	2006	6	31	29	32	2
	2007	18	33	22	24	2
Female	2006	6	27	32	34	0
	2007	4	35	33	27	0
State Average	2006	21	34	27	17	1
	2007	14	35	30	21	1

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Eighth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	14	68	16	0
	2007	5	21	65	9	0
White	2006	1	13	68	18	0
	2007	3	22	67	8	0
Male	2006	0	23	67	9	0
	2007	7	30	60	3	0
Female	2006	2	6	69	22	0
	2007	3	13	69	15	0
State Average	2006	11	21	57	9	1
	2007	12	24	55	8	1

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Eighth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	10	26	34	32	0
	2007	14	24	37	26	0
White	2006	9	25	33	33	0
	2007	12	25	37	27	0
Male	2006	7	30	30	33	0
	2007	10	33	31	26	0
Female	2006	12	20	37	31	0
	2007	18	15	42	26	0
State Average	2006	25	29	27	18	1
	2007	22	31	29	46	1

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Ninth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	3	16	74	5	2
	2007	2	18	75	2	2
White	2006	2	15	77	4	1
	2007	2	19	75	3	2
Male	2006	4	18	71	5	2
	2007	2	21	71	3	3
Female	2006	1	13	78	6	1
	2007	2	16	79	2	2
State Average	2006	10	33	61	5	2
	2007	8	24	62	4	2

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Ninth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	14	38	28	17	3
	2007	21	31	21	23	4
White	2006	14	38	29	17	2
	2007	22	30	21	24	3
Male	2006	14	33	31	17	5
	2007	22	24	24	24	6
Female	2006	15	43	24	18	1
	2007	21	38	17	22	2
State Average	2006	30	30	25	13	2
	2007	33	30	24	11	2

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Tenth Grade CSAP – Reading

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	1	20	65	14	0
	2007	1	16	70	9	5
White	2006	1	17	67	15	0
	2007	1	13	72	8	6
Male	2006	2	21	62	15	0
	2007	1	20	64	9	6
Female	2006	0	18	68	14	0
	2007	0	9	77	9	4
State Average	2006	9	20	56	12	3
	2007	8	19	60	9	3

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Tenth Grade CSAP – Math

Disaggregated Groups	Year	Percent Unsatisfactory	Percent Partially Proficient	Percent Proficient	Percent Advanced	Percent No Score
All	2006	18	37	41	4	0
	2007	19	35	32	10	4
White	2006	14	37	46	3	0
	2007	19	35	33	8	5
Male	2006	13	32	47	9	0
	2007	20	32	30	13	4
Female	2006	23	43	34	0	0
	2007	17	40	34	6	4
State Average	2006	31	36	26	5	2
	2007	33	34	25	5	3

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CSAPA Tests

All categories, student population too small to publicly report (<16 students).

District aggregate CSAP Writing scores of percent proficient/advanced by grade level/ subject area (results and trends) with 2006 data disaggregated by sub-group:

Writing by Grade Level	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
2006 Results	36%	41%	42%	40%	44%	51%	42%	47%
2007 Results	54%	65%	57%	77%	71%	72%	54%	60%
White	84%	66%	76%	76%	74%	73%	54%	60%
Hispanic	100%	50%	33%	100%	57%	20%	57%	60%
Black	**	**	**	**	**	**	**	**
American Indian	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**
Male	88%	56%	65%	73%	61%	64%	42%	46%
Female	83%	76%	86%	81%	80%	79%	67%	77%
ELL	**	**	**	**	**	**	**	**
Disability	**	**	**	**	**	**	**	**
Socio-Economic	**	**	**	**	**	**	**	**
Exceptional Ability	**	**	**	**	**	**	**	**
State Average 2007	54%	49%	57%	60%	60%	51%	49%	51%

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District aggregate CSAP Science scores of percent proficient/advanced by grade level/subject area (results and trends) with 2006 data disaggregated by sub-group:

Science by Grade Level	5 th	8 th	10 th
2006 Results	62%	71%	54%
2007 Results	67%	68%	50%
White	69%	70%	52%
Hispanic	**	**	**
Black	**	**	**
American Indian	**	**	**
Asian/Pacific Islander	**	**	**
Male	67%	64%	54%
Female	67%	73%	45%
ELL	**	**	**
Disability	**	**	**
Socio-Economic	**	**	**
Exceptional Ability	**	**	**
State Average 2007	42%	52%	48%

**Student population too small for public reporting of data (<16 students).

District assessments for other state model content standards are classroom based and reported in the chart below by subject content area:

Subject	% of A grades	% of B grades	% of C grades	% of D grades	% of F grades
Art	69%	17%	9%	2%	3%
Social Studies: Civics/Economics/ Geography/History	26%	24%	25%	15%	10%
Foreign Language	45%	22%	25%	7%	1%
Music	47%	46%	5%	1%	1%
Physical Education	55%	18%	15%	5%	6%
Science	22%	37%	23%	13%	5%

Trend data for CSAP and for the 3rd grade Literacy Assessment are reported as follows:

DISTRICT	Year	K		1ST		2ND		3RD	
		# Eval	ILP	# Eval	ILP	# Eval	ILP	# Eval	ILP
Platte Canyon School District	2007	41	58%	77	33%	69	37%	80	17%
	2006	3	1%	25	28%	30	34%	31	36%

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ACCOUNTABILITY DATA

The Colorado state law requires all districts to be accredited by the Department of Education. The state also requires each district to accredit all of its schools. Additionally, Colorado Adequate Yearly Progress determinations and Highly Qualified Teacher information are requirements of the federal *No Child Left Behind Act*. The following data shows how our district is doing in relation to these measures.

Status of Accreditation in the District

Schools can be recommended for any of the following accreditation status designations using criteria detailed in the district's accreditation contract. The number and identity of schools in each accreditation category as established by the district:

Accreditation Category	Number and names of schools in each accreditation category
Accredited	(1) Deer Creek Elementary School (1) Fitzsimmons Middle School (1) Platte Canyon High School
Accredited-Academic Watch	None
Accredited-Academic Probation	None
Non-Accredited	None

The *No Child Left Behind Act* (NCLB) of 2001, requires the Colorado Department of Education to make a determination of Adequate Yearly Progress (AYP) for every school district in the state. CDE calculates AYP for each district by measuring participation rates, math and reading performance, and graduation rate targets for the elementary, middle and high school levels. Additionally, districts are responsible for all subgroups of students (race/ethnicity, English Language Learners, Economically Disadvantaged students, and students with disabilities) if there are thirty or more students in the subgroup at a specific grade level. The following data shows district AYP results in comparison to state results. **NO CHILD LEFT BEHIND MEASURES**

Adequate Yearly Progress Deer Creek Elementary School Data:

Student group	Reading/Language Arts						Mathematics						Other Indicator					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Advanced Performance Reading *			Advanced Performance Mathematics *		
	Goal: 95%			Goal: 82.69%			Goal: 95%			Goal: 83.64%			Goal: 1.10%			Goal: 1.10%		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100.00	100.00	99.85	99.60	99.60	88.63	100.00	100.00	99.83	99.60	99.60	91.64	15.50	15.50	6.90	43.00	43.00	27.40
African American	NA	NA	99.97	NA	NA	80.89	NA	NA	100.00	NA	NA	81.76	NA	NA	2.90	NA	NA	12.80
American Indian/ Native Alaskan	NA	NA	99.66	NA	NA	86.18	NA	NA	99.72	NA	NA	88.81	NA	NA	4.60	NA	NA	18.00
Asian/Pacific Islander	NA	NA	99.71	NA	NA	93.13	NA	NA	99.63	NA	NA	96.30	NA	NA	10.10	NA	NA	42.60
Hispanic	NA	NA	99.61	NA	NA	78.70	NA	NA	99.55	NA	NA	84.56	NA	NA	2.40	NA	NA	12.30
White	100.00	100.00	99.96	99.55	99.55	94.02	100.00	100.00	99.95	99.86	99.86	95.87	16.40	16.40	9.40	43.20	43.20	35.50
Students with Disabilities	NA	NA	99.59	NA	NA	60.03	NA	NA	99.65	NA	NA	69.78	NA	NA	1.20	NA	NA	7.80
English Language Learners	NA	NA	99.38	NA	NA	70.87	NA	NA	99.24	NA	NA	80.46	NA	NA	1.90	NA	NA	9.90
Economically Disadvantaged	100.00	100.00	99.67	NA	NA	79.37	100.00	100.00	99.63	NA	NA	84.70	NA	NA	2.20	NA	NA	12.70

Confidence Intervals Used

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

Adequate Yearly Progress Fitzsimmons Middle School Data:

Student group	Reading/Language Arts						Mathematics						Other Indicator					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Advanced Performance Reading *			Advanced Performance Mathematics *		
	Goal: 95%			Goal: 80.21%			Goal: 95%			Goal: 69.63%			Goal: 1.10%			Goal: 1.10%		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100.00	100.00	99.77	97.45	97.45	87.68	100.00	100.00	99.80	91.79	91.79	78.90	18.20	18.20	9.20	39.20	39.20	19.20
African American	NA	NA	99.89	NA	NA	80.76	NA	NA	99.93	NA	NA	60.33	NA	NA	3.00	NA	NA	6.90
American Indian/ Native Alaskan	NA	NA	100.00	NA	NA	81.91	NA	NA	100.00	NA	NA	70.18	NA	NA	5.00	NA	NA	11.00
Asian/Pacific Islander	NA	NA	99.80	NA	NA	92.27	NA	NA	99.80	NA	NA	89.48	NA	NA	13.50	NA	NA	33.20
Hispanic	NA	NA	99.25	NA	NA	75.75	NA	NA	99.34	NA	NA	62.64	NA	NA	1.90	NA	NA	6.30
White	100.00	100.00	99.96	97.80	97.80	93.50	100.00	100.00	99.96	92.71	92.71	87.50	19.30	19.30	12.80	40.70	40.70	25.60
Students with Disabilities	100.00	100.00	99.65	NA	NA	54.73	100.00	100.00	99.64	NA	NA	41.54	NA	NA	1.10	NA	NA	2.90
English Language Learners	NA	NA	98.67	NA	NA	65.43	NA	NA	98.85	NA	NA	57.43	NA	NA	1.30	NA	NA	5.70
Economically Disadvantaged	100.00	100.00	99.45	93.74	93.74	76.50	100.00	100.00	99.51	84.04	84.04	62.86	8.60	8.60	2.00	31.30	31.30	6.30

Confidence Intervals Used

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

**Adequate Yearly Progress
Platte Canyon High School Data:**

Student group	Reading/Language Arts						Mathematics						Other Indicator		
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Percent Tested			Percent Part. Proficient, Proficient, & Advanced *			Graduation Rate		
	Goal: 95%			Goal: 84.74%			Goal: 95%			Goal: 60.25%			Goal: 57.40%		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100.00	100.00	99.75	98.05	98.05	87.59	100.00	100.00	99.78	88.23	88.23	67.04	88.30	88.30	80.10
African American	NA	NA	99.91	NA	NA	79.47	NA	NA	99.86	NA	NA	42.63	NA	NA	74.00
American Indian/ Native Alaskan	NA	NA	99.85	NA	NA	83.69	NA	NA	99.77	NA	NA	53.73	NA	NA	62.60
Asian/Pacific Islander	NA	NA	99.75	NA	NA	91.80	NA	NA	99.83	NA	NA	80.04	NA	NA	86.10
Hispanic	NA	NA	99.08	NA	NA	74.98	NA	NA	99.20	NA	NA	43.36	NA	NA	63.70
White	100.00	100.00	99.95	98.50	98.50	92.99	100.00	100.00	99.95	90.68	90.68	77.75	87.10	87.10	85.50
Students with Disabilities	NA	NA	99.40	NA	NA	56.86	NA	NA	99.45	NA	NA	27.61	NA	NA	76.50
English Language Learners	NA	NA	98.20	NA	NA	65.20	NA	NA	98.39	NA	NA	37.37	NA	NA	79.70
Economically Disadvantaged	100.00	100.00	99.31	NA	NA	75.52	100.00	100.00	99.37	NA	NA	44.55	NA	NA	81.60

Confidence Intervals Used

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

Teacher Data:

Teachers Highly Qualified in the District				
School Year	2003	2004	2005	2006
Percentage Highly Qualified	95.24%	100.00%	98.63%	NA
Target Percentage	-	96.81%	98.40%	100.00%
Target Made	-	Yes	Yes	NA

Classrooms in the District Taught by Highly Qualified Teachers				
School Year	2003	2004	2005	2006
Percentage Highly Qualified	96.95%	100.00%	98.72%	98.25%
Target Percentage	-	97.96%	98.98%	100.00%
Target Made	-	Yes	No	No

Classes Taught by a Highly Qualified Teachers in the District by High and Low Poverty		
	High Poverty Schools ¹	Low Poverty Schools ²
Percentage in District	*	*
Percentage in State	89.94%	93.51%

* No schools in district at this poverty level.

¹ Schools are ranked from highest to lowest based on their free and reduced lunch eligibility counts. High-poverty schools are the 25% of schools with the highest poverty rate.

² Low-Poverty schools are the 25% of schools with the lowest poverty rate, as measured by free and reduced lunch eligibility.

Professional Qualifications of Teachers:

Professional Qualification	Percent of Teachers
Bachelors Degree	45%
Masters Degree	52%
Ph.D.	2%

Licenses:

License	Percent of Teachers
Emergency	1.7%
Initial	26%

OTHER DATA:

Advanced Placement Information:

52 students took Advanced Placement courses in English Language, English Literature, French, and Calculus.

49 students took the AP exams.

Graduation Rate: 85.2%

Dropout Rate: 2.3%

Graduation Requirements:

- English Language Arts - 5 credits
- Math in prescribed sequence including Geometry – 3 credits
- Science
 - Biology – 1 credit
 - Earth Science - 1 credit
 - Physical Science, Chemistry or Physics - 1 credit
 - Geography - 1 credit
- World History - 1 credit
- American History - 1 credit
- Economics - 1 credit
- Civics (Government) - 1 credit
- Foreign Language or Vocational Option - 1 credit
- Fine or *Technical Arts* - 2 credits

Attendance rate:

94.6%

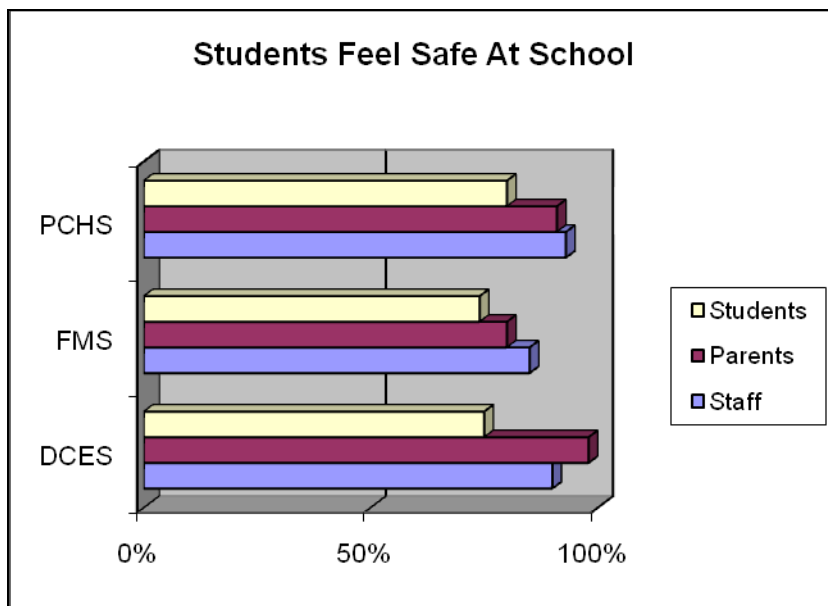
American College Test (ACT)		
Class of 2007	PCHS	State
Number Tested	101	49,146
Reading	21.2	20.8
English	20.4	19.7
Math	20.0	20.1
Science	19.5	20.4
Composite	20.4	20.4

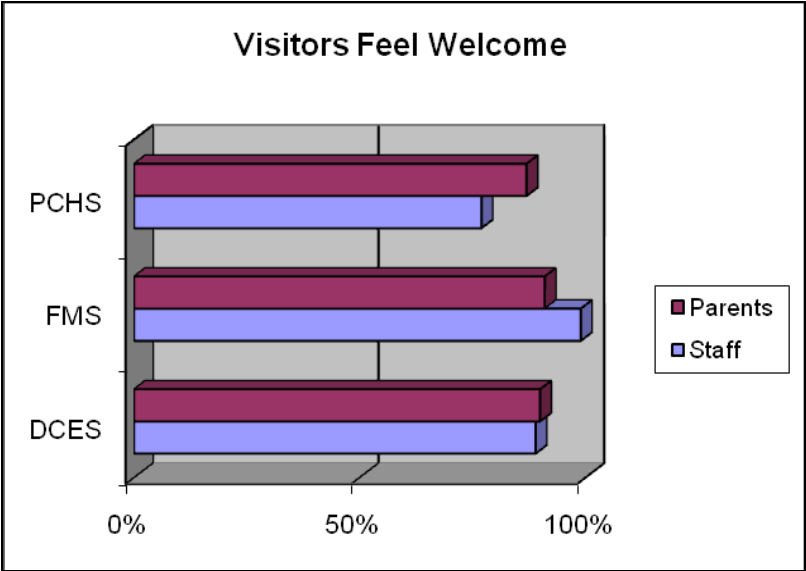
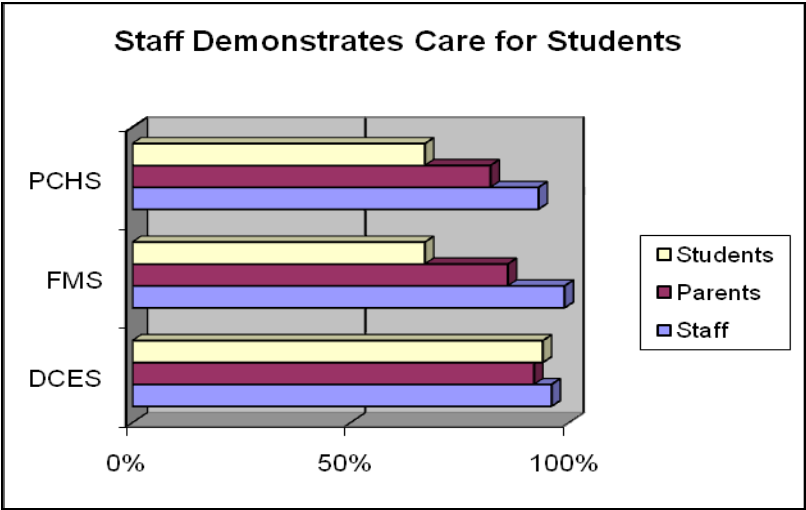
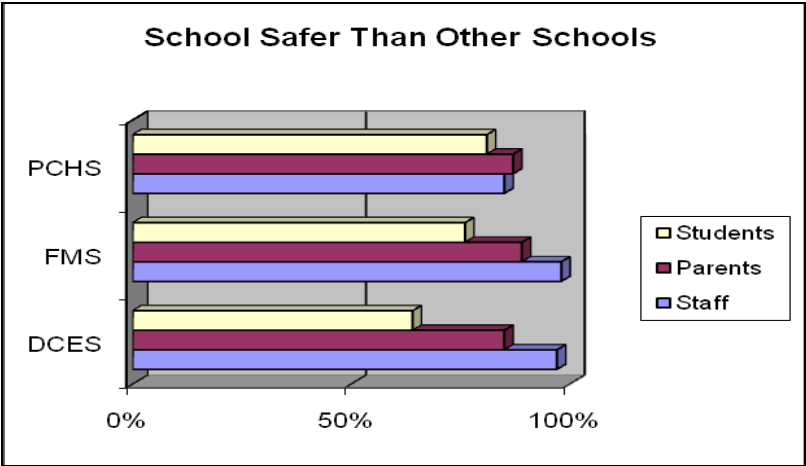
Evidence of a safe, civil, learning environment:

Safety Surveys

Students, parents and staff are surveyed each year to obtain an indicator of perceptions of safety and the school environment. Generally, two-thirds or more report they always or usually feel safe at school and that Platte Canyon Schools are safer than other schools. Most parents report visitors are welcomed and made to feel comfortable their children's schools.

- School Resource Officer at Fitzsimmons Middle and Platte Canyon High Schools
- 76% of students, 90% of parents and 89% of staff indicated on the safety survey that they feel safe at school
- 76% of students, 87% of parents and 96% of staff rate learning environment as positive





Number of Expelled and Suspended Students District-wide:

Discipline Incidents			
Category	DCES	FMS	PCHS
Drugs	0	1	11
Alcohol	1	0	0
Tobacco	0	3	15
Vehicular Assaults	0	0	0
3 rd Degree Assaults/ Disorderly Conduct	0	4	14
Dangerous Weapons	1	0	0
Robbery	0	0	0
Other Felonies	0	1	0
Disobedient/Defiant	0	20	35
Detrimental Behavior	0	50	18
Property Destruction	0	4	10
Other Code Violations	8	5	104

Suspensions & Expulsions			
Category	DCES	FMS	PCHS
Class Suspensions	0	2	2
In-school Suspensions	6	61	154
Suspensions	7	24	50
Expulsions	0	1	0

District Accountability Committee

The District Accountability Committee includes community members and staff who fulfill directives established by the Platte Canyon Board of Education. These charges include examining all schools' data and improvement plans and accountability, reviewing the District's progress in meeting state requirements, and making suggestions concerning budget priorities.

During the 2006-2007 school year, the Committee reviewed and made recommendations to the Board of Education concerning Accreditation. Each school's CSAP data, Improvement Plans, and safety data were examined. The District Proposed Budget and all schools' budget recommendations were discussed.

The District Accountability Committee meets in the Board of Education Room at least quarterly throughout the school year. For information about meeting dates and membership, please call the District Office at 303-838-7666 extension 1000 or consult the District's website at www.plattecanyonschools.org.

School Advisory Councils

Each school in the Platte Canyon School District has an advisory council that includes parents, community members and staff. Each school council advises the building principal on matters of accreditation, accountability, and budget. Advisory council meetings are open to the public. For information about meeting dates and times, contact each school by calling 303-838-7666 plus extension 1300 for Deer Creek Elementary, extension 1400 for Fitzsimmons Middle School or extension 1600 for Platte Canyon High School.

District Accreditation

The Colorado State Board of Education is the accrediting body for Platte Canyon School District. Each school in the District is accredited by the Platte Canyon Board of Education based upon recommendations of the Superintendent and the District Accountability Committee. In addition, Platte Canyon High School is accredited by the North Central Association.

School Accreditation

School Accreditation/Accountability	DCES	FMS	PCHS
School Advisory Council is functioning	Yes	Yes	Yes
Safety Plan developed, reviewed, implemented	Yes	Yes	Yes
School Improvement Plan developed, implemented	Yes	Yes	Yes
Students, parents, staff indicate safe environment	Yes	Yes	Yes
Clear, reasonable rules, orderly atmosphere	Yes	Yes	Yes
Students, parents, staff indicate positive environment	Yes	Yes	Yes
School is implementing standards based instruction	Yes	Yes	Yes
School is implementing curricula adopted by Board	Yes	Yes	Yes
School is implementing research-based strategies	Yes	Yes	Yes
80% proficient/advanced or progress toward (CSAP)	CRP	Partial	Partial
80% proficient/advanced or progress toward (District)	CRP	Partial	Partial
Programs, services for special needs students	Yes	Yes	Yes
Technology to enhance instruction, learning	CRP	Yes	Yes
High school graduation rate is 90% or higher	NA	NA	No
Effort to foster community support, involvement	Yes	Yes	Yes
Maintaining records, reporting as required	Yes	Yes	Yes
Accredited	Yes	Yes	Yes
Colorado School Accountability Rating (2006-2007)	Excellent	High	High
Identified for School Improvement under NCLB	No	No	No

CRP= Continuous Reasonable Progress

Improvement Plan Results

Throughout the 2006-2007 school year, progress was made in key areas of the District Improvement Plan. The District continued with its technology replacement program, updating student computer labs at FMS and PCHS and continuing the upgrading of staff computers on the replacement program cycle. The District Safe Schools Plan was reviewed and practiced in August. A School Safety Task Force committee met to advise the Board of Education and the Superintendent. Curriculum work in language arts was delayed until the 2007 school year to allow staff to focus on student needs following the September tragedy at Platte Canyon School District.

Each school's academic approach was enhanced by the design of a Response to Intervention (RtI) program to offer early intervention to students who struggle with academics. The focus on student achievement continued with the updating of English/Language Arts texts. District staff participated in workshops on a variety of subjects ranging from math, science, and reading instructional updates to training on the use of Palm Pilots for Dibels reading assessments, motivating students, positive behavior practices, and differentiating instruction. United Streaming was piloted at each building and the Infinite Campus Parent Portals were used at FMS and PCHS.

The District communication was improved by additional updating of the District website which contains information about each school, District policies, calendars, school delays and closures, curriculum, educational services, employment, fees, support services, Marge Hudak public swimming pool, and a link to the Infinite Campus program Parent Portal. The Community Voice and press releases continue to provide information to the public. Finally, the Board of Education began development of an informational DVD about the District.

Facilities upgrading consisted of the replacement of worn carpet at DCES and PCHS–East buildings, preliminary construction for a softball field, installation of safety cameras and monitoring station, design and permitting work for a new wastewater treatment facility, renovation at the Marge Hudak swimming pool, seal-coating and striping of District parking lots, construction of an irrigation main for PCHS main athletic fields, replacement of some windows in the District Office, rebuilding of refrigeration system for food service at PCHS, upgrading of the pump system for existing wastewater treatment system, installation of an air handler to maintain the proper amount of fresh air at DCES, graffiti removal and the addition of a new control system for the PCHS water storage tank, and installation of fire/safety doors at the District Office.