

# ***2006-2007 No Child Left Behind - Blue Ribbon Schools Program***

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## *U.S. Department of Education*

**Cover Sheet** Type of School: [ ] Elementary [ ] Middle [X] High [ ] K-12 [ ] Charter

Name of Principal: Mr. Paul Martin

Official School Name: Cheyenne Mountain High School

School Mailing Address: 1200 Cresta Road

City: Colorado Springs

State: CO

Zip Code: 80906-1699

County: El Paso

State School Code Number: 060-268

Telephone: (719) 475-6110

Fax: (719) 475-6116

Web site/URL: [www.cmsd.k12](http://www.cmsd.k12)

E-mail: [martin@cmsd.k12.co.us](mailto:martin@cmsd.k12.co.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent: Dr. Walt Cooper

District Name: Cheyenne Mountain School District #12

Tel.: (719) 475-6100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson: Mrs. Janet Suthers

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |              |                                   |
|--------------|-----------------------------------|
| <u>  6  </u> | Elementary schools                |
| <u>  0  </u> | Middle schools                    |
| <u>  1  </u> | Junior high schools               |
| <u>  1  </u> | High schools                      |
| <u>  1  </u> | Other (Charter School Grades K-9) |
| <u>  9  </u> | TOTAL                             |
2. District Per Pupil Expenditure:   \$10,621
- Average State Per Pupil Expenditure:   \$11,869

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural
4.   12   Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	181	159	340
2				10	185	160	345
3				11	151	181	332
4				12	192	185	377
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1394</b>

6. Racial/ethnic composition of the school: 84 % White  
2 % Black or African American  
7 % Hispanic or Latino  
6 % Asian/Pacific Islander  
1 % American Indian/Alaskan Native  
**100% Total\***

\*The total does not add up to 100 due to rounding.

7. Student turnover, or mobility rate, during the past year: 6 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	49
(3)	Total of all transferred students [sum of rows (1) and (2)]	89
(4)	Total number of students in the school as of October 1	1394
(5)	Total transferred students in row (3) divided by total students in row (4)	.0638
(6)	Amount in row (5) multiplied by 100	6.38%

8. Limited English Proficient students in the school: 1 %  
16 Total Number Limited English Proficient  
Number of languages represented: 8  
Specify languages: Chinese, French, German, Korean, Polish, Russian, Spanish, Swedish

9. Students eligible for free/reduced-priced meals: 0.7 %  
Total number students who qualify: 10

Cheyenne Mountain High School does not participate in the federally supported lunch program.

10. Students receiving special education services: 3 %  
38\* Total Number of Students Served

\*Total does not include 5 students in transition program.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>2</u> Deafness	<u>8</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>74*</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>89</u>	<u>6</u>

\* 17 Full time teachers teach an additional section of classes.

12. Average school student-classroom teacher ratio: 18:1\*

\* Student-teacher ratio does not reflect teachers who teach additional sections of classes.

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	97 %	96 %	96 %	96 %
Daily teacher attendance	96 %	95 %	96 %	97 %	95 %
Teacher turnover rate	17 %	11 %	12 %	22 %	23 %
Student dropout rate (middle/high)	1 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school)	3 %	3 %	3 %	2 %	2 %

14. Show what the students who graduated in Spring 2006 are doing as of September 2006.

Graduating class size	311
Enrolled in a 4-year college or university	79%
Enrolled in a community college	11%
Enrolled in vocational training	3%
Found employment	3%
Military service	2%
Other (travel, staying home, etc.)	2%
Unknown	0%
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

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Nestled at the base of Cheyenne Mountain, Cheyenne Mountain High School is a model of educational excellence not only in the Pikes Peak Region but also in the state of Colorado. A high school of 1394 students in grades 9-12, Cheyenne Mountain High School is committed to the mission that every classroom and every student achieve. No exceptions. No excuses.

A blend of tradition and innovation, Cheyenne Mountain High School mirrors its physical building with its blend of mature, experienced staff and highly qualified fledgling educators. With a faculty average of twelve years of teaching experience and a students-per-teacher ratio of 18:1, Cheyenne Mountain High School more closely resembles a small private college than a public high school. The college campus atmosphere reflects the college preparatory curriculum taught within. In 2001-2002 Cheyenne Mountain High School opened enrollment to Advanced Placement courses, resulting in a boom of students participating in these advanced course offerings. The success which students experienced in AP courses translated into 92% of the 2006 graduating class matriculating into 2- and 4-year universities and colleges.

Our community includes students who are motivated to learn; parents who, caring deeply about their children's education, moved their families to attend Cheyenne Mountain School District; teachers who want to teach, are expert at teaching and who care about students; staff members who are committed to supporting teachers and what happens in classrooms; non-parent residents who realize that even though they have no children in school, educational excellence benefits the entire community by preparing citizens and future leaders; and businesses that value education for what it means in terms of well-prepared employees. Cheyenne Mountain High School excels because education is a value in the community.

Committed and capable teachers are critical to the success of our students. Our young people flourish in the hands of teachers who help them to realize their potential, understand their capabilities, build their self-esteem, encourage their curiosity and prepare them for life-long learning. Cheyenne Mountain High School is the fortunate beneficiary of students whose intellectual curiosity and scholarly discipline have been developed by our phenomenal staff and rigorous curriculum.

Cheyenne Mountain High School provides a comprehensive curriculum based upon Colorado Model Content Standards which are the basis of lesson design and assessment. A comprehensive curriculum includes a base curriculum geared towards college preparation in line with the Colorado Commission of Higher Education Standards. Advanced Placement and AP preparatory courses challenge our academically gifted student, while our multi-tiered Response to Intervention Program helps to identify students with gaps in their learning and provides research-based interventions to ensure that all students succeed. As a result, Cheyenne Mountain High School students continue to outperform other Colorado students on every assessment measure.

The commitment to the success of all students is also evident in Cheyenne Mountain High School's student support services. From the award-winning Learning and Educating About Disabilities (LEAD) program to our innovative transition house for transitioning special education students from school to independent living, Cheyenne Mountain High School ensures that all students are equipped to meet the challenges of their future.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

The No Child Left Behind Act (NCLB) of 2001 requires the Colorado Department of Education (CDE) to make a determination of Adequate Yearly Progress (AYP) for every school in the state. CDE calculates AYP for each school by measuring Colorado Student Assessment Program (CSAP) participation rates, math and reading performance, and the graduation rate target for the high school level. Cheyenne Mountain High School achieved all twenty of the identified AYP goals/targets in 2006.

The Colorado Student Assessment Program (CSAP) is designed to provide a picture of how students in the state of Colorado are progressing toward meeting academic standards, and how schools are doing to ensure learning success of students. The CSAP measures student performance in reading, writing, mathematics and science relative to the Colorado Model Content Standards.

In academic year 2005-2006, 100% of all ninth and tenth grade students at Cheyenne Mountain High School were assessed using CSAP. The percentage of ninth grade students who scored proficient and advanced in the area of Reading/Language Arts was 91%. The disaggregated data indicate that 84% of the Hispanic and 91% of Asian/Pacific Islander students are proficient or above. Students in the tenth grade scoring at or above the proficient level in the area of Reading/Language Arts numbered 89%. The disaggregated data indicate that 92% of Hispanic and 84% of Asian/Pacific Islander students scored at or above the proficient level.

With respect to math, 69% of ninth grade students scored proficient or advanced while 40% of Hispanic students and 65% of Asian/Pacific Islander students scored at or above proficient. Additionally, 63% of tenth grade students scored proficient or advance, while 54% of Hispanic students and 53% of Asian/Pacific Islander students were at or above proficient.

Similar proficiency levels can be seen over the past five years. In addition, CMHS CSAP scores are consistently some of the highest in the Pikes Peak region and in the state of Colorado, earning Cheyenne Mountain High School the distinction of “School of Excellence” since the inception of the award. Additional state data can be found at <http://www.cde.state.co.us>.

The ACT, America’s most widely accepted college entrance exam, is a nationally normed test that gauges how college- and university-bound students should fare during their first years in a college/university academic setting. The ACT is required for all Colorado tenth grade students. The multiple choice test covers four skill areas: English, mathematics, reading and science. In academic year 2005-2006 Cheyenne Mountain students averaged a 23.1, while the state average was a 20.3 and the national average was 21.1 on a 1-36 scale.

These data lead to two conclusions: First, Cheyenne Mountain High School students perform exceptionally well on high-stakes tests. Sustained excellence in scores indicates that the scope and sequence, curriculum and methodology are all aligned in such a way as to foster excellent learning outcomes for all students. Second, based on the various subgroups of students assessed, statistically significant differences between our general population and our subgroups occurred in the areas of writing and mathematics. These data were used to institute additional support systems in these curricular areas, including the use of differentiated instruction and the creation of both writing and math labs. These adjustments will help to close the achievement gaps and make the curriculum accessible to all ability levels and ethnic groups.

## **2. Using Assessment Results:**

The Colorado Department of Education (CDE) is working with Colorado school districts in the Response To Intervention initiative addressed in the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Response to Intervention (RTI) is a multi-tiered, problem-solving approach that addresses academic and behavioral difficulties of all students. It is an integrated improvement model that is data-driven, standards-based and proactive and incorporates both prevention and intervention. At Cheyenne Mountain High School the learning of all students is assessed early and often, providing ongoing progress monitoring through a variety of assessment modalities including norm-referenced (PLAN, PSAT, ACT, SAT), criteria-referenced (CSAP), formative and summative assessments. Data are used to drive instruction and are employed by classroom teachers and problem-solving teams to determine appropriateness of the instructional program as well as to monitor student performance. If there are concerns regarding a student's progress, increasingly intense tiers of intervention are available to provide remediation or enrichment for all students.

## **3. Communicating Assessment Results:**

The Cheyenne Mountain staff are committed to providing all students with a rigorous and quality education. This commitment is evident in the way that student progress and school performance is promptly and comprehensively communicated to students, parents and the community. Shortly after school resumes in the fall, students and parents are provided with a complete list of teachers' school phone numbers and email addresses as well as the high school's response policy which guarantees all communications a response within 24 hours. At Back-to-School Night, parents have the opportunity to meet with the CMHS staff and to receive a detailed overview of the school year and curriculum. Additional informational parent meetings are held throughout the year on topics ranging from bullying, drug and alcohol prevention, Internet safety, safe dating, college admissions, financial aid, various topics related to special education, RTI, reading, and much more. Parents also have the opportunity to meet monthly with the principal in an informal setting through Principal's Coffees.

Written communication is a key component of progress monitoring as well. CMHS sends home monthly newsletters highlighting important school events, student success, educational articles, and upcoming activities. State assessment results are mailed home in early fall followed by the School Accountability Report (School Report Card) and the District Annual Report. Student progress is monitored through bimonthly grade checks, 6-week progress reports and semester report cards. Student performance on PLAN, PSAT, ACT and SAT tests is communicated to students in small group settings as part of Cheyenne Mountain High School's comprehensive guidance department curriculum.

The school's Web site includes important school information including academics, activities, athletics, weekly calendar of events, *Smoke Signals* (the newsletter), an alumni link and the homework hotline. Accessed from the district Web site homepage, MyCampus allows students and parents to monitor student's grades and attendance online. Through a secure link, students and parents can view complete gradebook information to assist in the communication of the student's progress.

## **4. Sharing Success:**

Recently named the #1 school district in the State of Colorado, Cheyenne Mountain School District has a long-standing tradition of excellence. As such, Cheyenne Mountain High School is frequently contacted by neighboring schools interested in discussing best practices. CMHS administrators, teachers and staff welcome opportunities to collaborate with teachers and staff from other schools by hosting visitors, exchanging emails, and holding conferences as well as site visits. As an NCLB Blue Ribbon Award

recipient, CMHS would commit resources to support inquiries and facilitate collaboration among educators.

As members of a Professional Learning Community, Cheyenne Mountain teachers devote time monthly to collaborate within departmental teams in order to clarify what students are expected to learn; to monitor and discuss student progress; to create systems that ensure support for students who are not learning; and to examine instructional practices in light of their impact on student learning. In addition, the professionals in our building share their knowledge and expertise through in-services in the areas of reading and writing, technology, differentiated instruction, counseling, school safety, brain research and the utilization of data to inform instruction. CMHS staff are routinely tapped to present at the local, state and national levels. From world language and performing arts to math, CMHS teachers are recognized for their high level of expertise and commitment to student learning.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Cheyenne Mountain High School prides itself on its rigorous college preparatory, standards-based curriculum. In each of the curricular areas, there are accelerated and Advanced Placement courses to challenge gifted students, college preparatory courses to prepare students for post-secondary options and courses that provide college preparatory content with additional time and support.

The literature-based English curriculum is threefold. First, the mechanics of grammar are reviewed with a different emphasis each year. Second, students are exposed to a variety of literary genres: novels, short stories, drama, poetry and nonfiction from all corners of the globe. Third, the study of vocabulary development and enrichment is an integral part of the curriculum and is reflected in students' expository work. Elective courses within the English curriculum, which include reading skills, creative writing, forensics, speech, journalism, yearbook and newspaper, serve to meet our students' diverse interests and needs.

The social studies curriculum at Cheyenne Mountain High School provides students with a plethora of learning experiences to help students develop an understanding of their role in a democracy, as well as in a global society. Experiences in American government and politics, comparative government, psychology, sociology, U.S. history, European history, modern world history, economics and world geography provide multiple perspectives which prepare students to be responsible world citizens.

The Cheyenne Mountain High School science curriculum is a lab-based study of scientific concepts and relationships. Teachers focus on the development of core knowledge and the application of knowledge as demonstrated using the scientific method. Following a comprehensive curriculum, students have the opportunity to pursue studies in the life sciences through biology, ecology, and anatomy and physiology as well as in the physical sciences through geology, astronomy, chemistry and physics. Science enthusiasts can also participate in local, state and national scientific competitions through the Science Olympiad Team.

Math instruction at Cheyenne Mountain High School is rooted in the Saxon math curriculum. With spiraling lessons that focus on mathematics literacy, students continue to acquire new skills while practicing the automation of learned skills. Through the consistent review of test data, student progress and instructional methodologies, the math curriculum has recently expanded to offer additional algebra preparatory classes as well as Advanced Placement courses. From Math 87 to AP Calculus and AP Statistics, the math curriculum provides students a variety of opportunities to pursue their mathematical interests commensurate with their ability.

World language courses are aligned with the national standards for Foreign Language Learning as per the American Council of Teaching of Foreign Language (ACTFL) and include the five "C's": Communication, Culture, Connections, Comparisons and Communities. Course curriculum focuses on language proficiency, authentic use of the language and written communication. Level I through Advanced Placement courses are offered in each of three languages: French, German and Spanish. In addition, Advanced Placement literature courses are also offered in both French and Spanish.

The Fine Arts department at CMHS sets the standard for excellence in art and music education and is detailed in the Additional Curriculum Area below.

While many schools offer a rigorous curriculum, what sets Cheyenne Mountain High School apart from other schools is its Advanced Placement program. In 2001 Cheyenne Mountain High School set out to increase the number of students enrolled in Advanced Placement classes. AP classes were subsequently opened to any student meeting the prerequisites with an interest in the course content. As a result, the number of students enrolled in AP classes increased from 213 students taking 412 classes in 2001-2002 to 507 students taking 1100 classes in 2006-2007. In addition, the number of AP course offerings increased from 17 in 2001-2002 to 23 in 2006-2007. And while the number of students increased dramatically, the quality of the instruction was sustained as evidenced by the 71% pass rate (score of 3 or higher on a 5-point scale) on the AP tests administered in 2005-2006.

## **2. English:**

The English program at Cheyenne Mountain High School includes Advanced Placement, honors, college preparatory and literacy-supported English courses. The AP English curricula are rigorous courses closely aligned with the Advanced Placement Course of Studies in preparation for the spring AP Testing Program.

The honors program offers accelerated courses in the mechanics of grammar, drawing upon material selected from multiple levels of textbooks. Moreover, core literary works are studied intensely with the focus on a student's ability to develop critical appraisal skills. Vocabulary lists are extensive, challenging the student's knowledge of Greek and Latin roots and visual vocabulary expansion.

The college preparatory English curriculum is threefold. First the mechanics of grammar, including verbal and varied sentence patterns, are reviewed with particular emphasis on application to the formal rules of exposition. Second, this course serves as an introduction to the basic literary genres: novels, short stories, drama, poetry and nonfiction. Third, vocabulary development and enrichment are integral parts of the curriculum. Subsequently, an enriched vocabulary is required in the student's expository work.

English classes include instruction in all of the curricular areas at each grade level. The literacy-supported English courses focus on reading comprehension and writing skills. Often this course is taken in conjunction with a reading class and/or enrollment in a writing lab. Placement in these additional tiers of support is based on a body of evidence including CSAP and other standardized test data, reading assessments as well as teacher recommendations. This comprehensive secondary literacy program is designed to support struggling readers and writers providing them with research-based support and instruction to help them perform at grade level.

## **3. Fine Arts:**

At Cheyenne Mountain, our community places significant value on art education as evidenced by the passing of a \$10 million bond election in 1999 to construct a fine arts facility at CMHS. As a result, there are two additional art rooms, a vocal music practice and performance area, the Black Box theater (an intimate dramatic arts venue), two visual and graphic arts computer labs and a video production studio, in addition to a student and faculty art gallery.

Our visual arts department employs five full-time art teachers who specialize in their own areas of expertise. CMHS offers AP courses in 3-D Studio Art, Studio Art Drawing and 2-D Design and Art History. The AP courses are well attended, and students are encouraged to submit portfolios of their work. Most of the art classes are year-long courses and are taught in a sequence that allows for students to obtain mastery over the medium in which they are working. The emphasis of the visual arts program is

on building traditional skills and portfolios while encouraging creativity and individual expression.

In addition, CMHS students consistently perform well in local, state and national competitions including Scholastics, the Young People's Art Exhibit, and Wunderkind. Nearly each year, a CMHS student is chosen to participate in the prestigious Marie Walsh Sharpe Art Foundation's summer seminar.

The performing arts department includes instrumental and vocal music as well as dramatic arts. Instrumental music instruction is available to students beginning in elementary school, a major contributing factor in the success of the instrumental programs at the high school. The symphonic band and wind ensemble routinely receive recognition at local, state and national levels. Recent accolades include invitations to perform at the Bands of America National Concert Band Festival in Indianapolis, Indiana (2004), the Japan-American Grassroots Summit in Inuyama City, Japan (2005) and the EXPO World's Fair in Nagoya, Japan (2005) and Carnegie Hall in New York City (2007). In addition, the symphonic band and the show choirs have performed on multiple occasions at the Colorado Music Educators' Convention.

All CMHS choirs consistently place in the top three with superior rankings at local and state competitions. The Dynamix Show Choir has placed in the top three groups in the state of Colorado for the past eleven years. On the national level, the Crimson Jazz Choir was named national champion in 2005 at the NCHSA National Championship in Washington, D.C. followed by a fifth place at the 2006 national finals. Two of the eight groups from the United States were Cheyenne Mountain High School choirs! The fine arts department at Cheyenne Mountain High School sets the standard for quality arts education.

#### **4. Instructional Method:**

Instruction at Cheyenne Mountain High School is driven by the commitment that all students be college-ready. With a pre-collegiate core curriculum aligned with Colorado State Standards, Cheyenne Mountain High School teachers utilize a variety of research-based instructional strategies to address multiple learning modalities and maximize student learning.

Operating in the upper tiers of Bloom's taxonomy, classroom instruction combines intensive study of the critical learnings with a focus on the student's ability to develop critical appraisal skills. Reading comprehension and writing are essential skills reinforced across the curriculum. Reading is used to activate background knowledge and increase the depth of student understanding. Writing serves as a formative and summative assessment across the curriculum. Students struggling with reading comprehension and writing skills receive support through a scaffold of research-based interventions.

Classroom instructional strategies are intended to create relevant learning experiences through lectures, discussions, Socratic seminars, cooperative learning, problem solving and hands-on activities. Teachers differentiate their instruction techniques to make the curriculum accessible to all students.

#### **5. Professional Development:**

Professional development at Cheyenne Mountain High School centers on creating a Professional Learning Community through the development of "expert groups." Teachers identify areas of interest and proceed to broaden their professional knowledge and skills by participating in a variety of local, state and national trainings. Utilizing the collaborative model of Professional Learning Communities (PLC's), teachers pass on their expertise to other teachers in the building by attending in-services, sharing reflective writings or modeling new skills at department, staff and district meetings. Staff development days and

common planning time are set aside to provide opportunities to collaborate within the PLC.

The staff at CMHS are encouraged to join local, state and national professional organizations and to attend their conventions. All Advanced Placement teachers regularly attend one-day workshops as well as week-long summer institutes to enhance their curricula. CMHS invests many resources in the investigation of researched-based best practices as a way of evaluating the current instructional methodologies at the high school.

# **PART VI – ASSESSMENT RESULTS**

## **STATE CRITERION REFERENCED TEST**

Subject: **Reading**      Grade: **9**      Test: **Colorado Student Assessment Program**

Edition/Publication Year: **2005**      Publisher: **CTB/McGraw-Hill**

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% Proficient and Advanced	91	86	88	88	90
% Advanced	10	9	13	10	13
Number of students tested	344	340	370	329	345
Percent of students tested	100	99	100	98	99
Percent of students alternatively tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient and Advanced	93	87	89	90	92
% Advanced	11	9	14	12	13
Number of students tested	285	284	329	281	305
<b>2. Asia/Pacific Islander</b>					
% Proficient and Advanced	91	89	x	82	x
% Advanced	9	11	x	5	x
Number of students tested	23	18	x	22	x
<b>3. Hispanic</b>					
% Proficient and Advanced	84	81	75	82	68
% Advanced	4	8	0	0	18
Number of students tested	25	26	16	17	22
<b>4. Students with Disabilities</b>					
% Proficient and Advanced	45	x	x	x	19
% Advanced	9	x	x	x	0
Number of students tested	11	x	x	x	16

Other subgroups; American Indian or Alaskan Native, Black and ESL, do not compromise sufficient numbers (10 or more) to be part of the state’s assessment report.

**STATE CRITERION REFERENCED TEST**

Subject: **Math**      Grade: **9**      Test: **Colorado Student Assessment Program**

Edition/Publication Year: **2005**      Publisher: **CTB/McGraw-Hill**

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% Proficient and Advanced	65	65	58	63	68
% Advanced	31	30	25	29	26
Number of students tested	344	340	370	329	345
Percent of students tested	100	98	100	97	99
Percent of students alternatively tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient and Advanced	69	67	59	65	71
% Advanced	33	31	26	30	27
Number of students tested	285	284	329	281	304
<b>2. Asia/Pacific Islander</b>					
% Proficient and Advanced	65	67	x	59	x
% Advanced	30	22	x	27	x
Number of students tested	23	18	x	22	x
<b>3. Hispanic</b>					
% Proficient and Advanced	40	46	44	47	41
% Advanced	16	31	13	12	18
Number of students tested	25	26	16	17	22
<b>4. Students with Disabilities</b>					
% Proficient and Advanced	27	x	x	x	6
% Advanced	9	x	x	x	0
Number of students tested	11	x	x	x	16

Other subgroups; American Indian or Alaskan Native, Black and ESL, do not compromise sufficient numbers (10 or more) to be part of the state’s assessment report.

**STATE CRITERION REFERENCED TEST**

Subject: **Reading**      Grade: **10**      Test: **Colorado Student Assessment Program**

Edition/Publication Year: **2005**      Publisher: **CTB/McGraw-Hill**

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% Proficient and Advanced	89	85	85	89	85
% Advanced	27	19	21	20	21
Number of students tested	335	364	327	342	302
Percent of students tested	100	98	96	96	98
Percent of students alternatively tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient and Advanced	89	87	87	91	87
% Advanced	27	20	22	21	23
Number of students tested	282	319	278	298	260
<b>2. Asia/Pacific Islander</b>					
% Proficient and Advanced	84	x	86	x	89
% Advanced	37	x	18	x	11
Number of students tested	19	x	22	x	18
<b>3. Hispanic</b>					
% Proficient and Advanced	92	89	63	70	78
% Advanced	19	6	11	26	6
Number of students tested	26	18	19	23	18
<b>4. Students with Disabilities</b>					
% Proficient and Advanced	x	x	x	19	19
% Advanced	x	x	x	0	0
Number of students tested	x	x	x	16	16

Other subgroups; American Indian or Alaskan Native, Black and ESL, do not compromise sufficient numbers (10 or more) to be part of the state’s assessment report.

**STATE CRITERION REFERENCED TEST**

Subject: **Math**      Grade: **10**      Test: **Colorado Student Assessment Program**

Edition/Publication Year: **2005**      Publisher: **CTB/McGraw-Hill**

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
% Proficient and Advanced	61	58	52	68	59
% Advanced	16	16	11	15	13
Number of students tested	335	364	327	342	302
Percent of students tested	100	98	96	97	99
Percent of students alternatively tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Proficient and Advanced	63	58	54	71	61
% Advanced	17	17	12	16	13
Number of students tested	282	321	278	298	259
<b>2. Asia/Pacific Islander</b>					
% Proficient and Advanced	53	x	50	x	67
% Advanced	16	x	9	x	17
Number of students tested	19	x	22	x	18
<b>3. Hispanic</b>					
% Proficient and Advanced	54	56	37	43	22
% Advanced	12	6	5	4	6
Number of students tested	26	18	19	23	18
<b>4. Students with Disabilities</b>					
% Proficient and Advanced	x	x	x	6	12
% Advanced	x	x	x	0	0
Number of students tested	x	x	x	16	17

Other subgroups; American Indian or Alaskan Native, Black and ESL, do not compromise sufficient numbers (10 or more) to be part of the state’s assessment report.

**NATIONAL NORM REFERENCED TEST**

Subject: **College Readiness** Grade: **11** Test: **ACT\***

Edition/Publication Year: **2005** Publisher: **ACT, Inc.**

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score	23	23	23	23	22
Number of students tested	337	312	322	292	281
Percent of students tested	100	82	95	86	88
Number of students alternatively tested	0	0	0	0	0
Percent of students alternatively tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. White	24	26	26	24	25
Number of students tested	225	168	96	117	156
2. Asian/Pacific Islander	23	23	x	x	x
Number of students tested	18	19	x	x	x

	2006-2005	2005-2004	2004-2003	2003-2002	2002-2001
National Mean Score	21	21	21	21	21
National Standard Deviation	5	5	5	5	5

\*The state of Colorado requires all high school juniors to take the ACT.

Other subgroups; African American/Black, American Indian or Alaskan Native, Mexican American or Chicano and Puerto Rican or Hispanic do not compromise sufficient numbers (10 or more) to be part of the state’s assessment report