

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Michael Greek
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Evergreen High School
(As it should appear in the official records)

School Mailing Address 29300 Buffalo Park Road
(If address is P.O. Box, also include street address.)

Evergreen Colorado 80439-7432
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number* 060560

Telephone (303) 982-5140 Fax (303) 982-5141

Web site/URL www.evergreencougars.net E-mail mgreek@jeffco.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 Jan. 28, 2007

Name of Superintendent* Dr. Cindy Stevenson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County School District Tel. (303) 982-6500

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 Jan. 28, 2007

Name of School Board Mrs. Jane Barnes
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 Jan. 28, 2007

**Private Schools: If the information requested is not applicable, write N/A in the space.*

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 the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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

All data are the most recent year available.

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

1. Number of schools in the district: 93 Elementary schools
 21 Middle schools
 _____ Junior high schools
 17 High schools
 21 Other
 152 TOTAL
2. District Per Pupil Expenditure: \$6211.00
 Average State Per Pupil Expenditure: \$6359.00

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. 1 Number of years the principal has been in her/his position at this school.
6 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	132	123	255
2				10	130	115	245
3				11	106	121	227
4				12	138	103	241
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							968

6. Racial/ethnic composition of the school: 95 % White
0 % Black or African American
3 % Hispanic or Latino
1 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	66
(4)	Total number of students in the school as of October 1	939
(5)	Total transferred students in row (3) divided by total students in row (4)	.070
(6)	Amount in row (5) multiplied by 100	7.02

8. Limited English Proficient students in the school: .1%
1 Total Number Limited English Proficient
Number of languages represented: 5
Specify languages: Chinese, Spanish, Marshallese, Polish, and Russian

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 44

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %
80 Total Number of Students Served

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>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>15</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>41</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u> </u>
Classroom teachers	<u>44</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>3</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>63</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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	97%	98%	96%	96%	97%
Daily teacher attendance	94%	94%	94%	94%	93%
Teacher turnover rate	12%	20%	15%	14%	17%
Student dropout rate (middle/high)	%	1%	2%	1%	1%
Student drop-off rate (high school)	8%	9%	7%	7%	7%

13. (High Schools Only. Delete if not used.)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>209</u>
Enrolled in a 4-year college or university	<u>81</u> %
Enrolled in a community college	<u>8</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>1</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>6</u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Evergreen High School is part of Jefferson County Public School District, which covers 780 square miles and is the largest school district in the state with more than 85,000 students. Evergreen High School is situated in the mountains of Jefferson County, Colorado. Our school is located in a rural mountain area with elevations ranging from 6,500 to 10,000 feet. This mountain community has outdoor recreation, abundant wildlife and open space areas, combined with the advantages of nearby metropolitan Denver, only 28 miles away.

The mission of the Jefferson County School District is “To provide a quality education that prepares all children for a successful future.” By honoring this mission our school vision states “Evergreen High School is a community of practicing educators who inspire and prepare young minds to pursue personal excellence.” The success of Evergreen High School is a combination of many factors that have attributed to our consistent academic success.

- Evergreen High School is a school in which the professionals (administrators, teachers and counselors) continuously seek and share learning and intervention strategies to increase their effectiveness with students. The staff is deeply dedicated and purposeful in the education of our students. There is a common understanding that we focus on results by our commitment to continuous improvement in the classroom.
- Parent involvement and partnerships greatly support and expand learning opportunities for our students. The volunteerism, activity support by our booster clubs and the fundraising of our highly active PTA members have enhanced our programs. These organizations have provided funds, programs and materials. The additional resources have made possible the purchase of technology, textbooks and programs provided such as motivational speakers on bully proofing and tolerance. The PTA developed a parent database for informational communication of key events and our school newsletter.
- Our Leadership/Accountability Council includes students, parents, support staff, teachers, administrators, and community members. Its purpose is to advise and address both academic and school climate issues through cooperative decision-making. This group sets annual goals and is highly involved in the positive direction of our school.
- For the past six years the Colorado Department of Education has awarded the John J. Irwin School of Excellence Award to the top 8% of state schools. Our distinction of winning the John J. Irwin School of Excellence six years in a row is a testament to our school’s learning environment. Evergreen High School was ranked 381st on Newsweek’s Complete List: Top 1,200 U.S. Schools, updated May 2006.
- By maintaining high expectations and standards, Evergreen High School challenges students to achieve and excel. Our student success is directly related to these high expectations. Forty-four percent of our students are enrolled in one or more honors or advanced placement classes. Our staff also provides challenging work and intervention strategies for those students not achieving proficiency.
- Evergreen High School encourages students to participate in a variety of clubs, sports and activities in order to develop well-rounded students for experiences beyond high school. The following is a partial list of additional learning experiences available through extracurricular programs.
 - 81% of our students participate in our 22 athletic sports programs.
 - 32% of our students participate in clubs and organizations including El Pomar Youth in Community Service, which works to fundraise and donate matching grant money to local non-profit organizations, Environment Club, Mock Trial, Peace Jam, Key Club, and Interact. Our Choir performed at Carnegie Hall in New York in March 2006.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Evergreen High School follows the Jefferson County Public School District curriculum scope and sequence in all content areas. Our curriculum with embedded benchmarks was designed by a wide range of stakeholders within the district and is annually reviewed to ensure relevancy to Colorado Model Content Standards. Evergreen High School participates annually in the Colorado Student Assessment Program (CSAP), which is administered by the Colorado Department of Education (CDE).

Initiated in 1996-97, the CSAP has expanded grade levels and subject matter assessed each year. In 2006 the 10th grade science test was implemented for the first time. Student performance on the CSAP is categorized into four levels, “Unsatisfactory,” “Partially Proficient,” “Proficient,” and “Advanced.” The No Child Left Behind Act judges students to meet the demands of grade-level performance defined in national legislation when these results are in three of the four levels, with the exception of “Unsatisfactory.”

Reading:

Our students consistently outperform the rest of the state and other comparable high schools. In 2005-2006, 89% of 9th graders and 88 % of 10th graders scored proficient or advanced on the CSAP reading. Our district average for the same year was 71% proficient or advanced and the state average for that year was 67% proficient or advanced. In the 2005-2006 school year, our students’ average score in reading on the ACT was 22.42. The state average for the same year in reading was 19.41.

Math:

On the 2005-06 CSAP, 71% of 9th graders and 52% of 10th graders scored proficient or above in math. Our district average for the same year was 47% proficient or advanced in 9th grade and 38% in 10th grade and the state average for that year was 38% for 9th and 31% for 10th proficient or advanced. As you can see within the data charts on page 15, Evergreen High School 9th and 10th graders scored above the state average for the past three years. Likewise, our 11th graders on the state administered ACT, which is part of CSAP requirements, also scored 22.1- significantly above the state average of 19.5.

Science:

In the 2005-2006 school year, 67% of 9th graders scored proficient or above in the science CSAP test. Our district average for the same year was 53% proficient or advanced and the state average for last year was 47%.

We do closely monitor the performance of our minority student populations and the male/female scores in an effort to reduce the performance achievement gaps where they exist. The Colorado Student Assessment Program (CSAP) can be accessed on the CDE website: www.cde.state.co.us.

2. Using Assessment Results:

At the beginning of each school year, each teacher reviews the complete academic performance review of their current students through our district database management system called SOARs. The principal, assistant principals and instructional coach meet with teachers in grade level teams and in content area professional groups to review past results and trends to identify students who need academic support and interventions. Looking at data from multiple sources, we establish goals to address the identified weak areas. Teachers, along with the administrative team, review the item analysis data from the most recent CSAP test on SOARs. The reviewing of past instructional strategies and sequencing assist in targeting areas of personal academic growth for our students. Our teachers and staff are then able to identify

potential areas for improvement and recommend professional growth opportunities for staff. Our teachers use ongoing formal, informal and classroom assessment to monitor student progress on standards and benchmarks. Intervention and support services are defined for those students who are continuing to perform below the “proficient” levels. An Advanced Learning Plan (ALP) for students performing above proficiency and Individual Learning Plans (ILP) for students who are performing below proficient in reading and mathematics are reviewed and updated annually. The ILP also defines specific support services and/or interventions that will be implemented at school and at home.

3. Communicating Assessment Results

Evergreen High School provides each parent with student performance information every six weeks through report cards and weekly posting of individual student grades on the Infinite Campus grade book that is accessible to parents and students through the Internet. Infinite Campus is the student data system used by Jefferson County School District. This web-based system allows parents to access information on their students such as attendance, grades, assessments, and the school calendar. This system also allows email dialogue with the classroom teacher. CSAP results are sent to parents with a written explanation. Teachers also share and review the assessment results with their students in an effort to encourage them to take responsibility for improving their learning and also to help them monitor their progress toward improvement.

Parents also receive an annual School Accountability Report (SAR) distributed by the Colorado Department of Education. This report details how Evergreen High School compares to other high schools within the surrounding area. The SAR report gives information on Adequate Yearly Progress (AYP), student performance on 9th and 10th grade CSAP, 11th grade ACT test results, school employment data, and professional experience of the teaching staff, along with safety and school environment data.

4. Sharing Success

The district schedules meetings to facilitate the sharing of effective classroom practices through collaborative teams. On-going conversations with other district schools and feeder schools are held monthly. Our vertical teams, arranged by high school feeder systems, meet monthly to discuss curricular mapping and to identify and to implement effective classroom practices based upon Marzano’s research. Workshops on Pre-AP strategies and AP training are attended by many staff members. The attendees then facilitate professional discussions with colleagues on the learnings and model the instructional practices. Our reading program at Evergreen High School is the model for other schools in the district as an intervention-reading program for students reading below grade level and not proficient on CSAP reading. This program provides additional interventions and skill development that is shared by our staff and implemented in other schools across the district. The staff at Evergreen High School has served as trainers and instructors in a variety of workshops. There are also a number of assigned staff members who serve as Instructional Leaders in the core areas of reading, writing, mathematics, science, social studies, and world languages. These Instructional Leaders, along with our Instructional Coach, exchange not only information and strategies at the district level, but also at monthly department meetings as well.

The principal and assistant principals often receive calls from other high school administrators to dialogue about academics and how the school achieves the excellent rating each year. Information is shared about academic programs, staff development and interventions. We also learn from other schools about their programs.

Additional information about the programs and curriculum of Evergreen High School is available via our school profile brochures in our counseling and main offices, in our Parent/Student Handbook and on our website: www.evergreencougars.net.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Evergreen High School places a strong emphasis on preparing all students for post-secondary academic pursuits. Students are expected to master the basic skills and content established within the Colorado State Model Content Standards embedded in the prescribed curriculum of the Jefferson County Public School District. The national media and technology standards are also integrated throughout various core curriculum areas in order to prepare our students for accessing and utilizing information through research.

Students at Evergreen High School are required to take four years of English, three years of Social Studies, two years of Math, two years of Science, and two years elective classes in business, music, physical education, or world languages. Most of our students exceed these requirements by continuing on for four years of math and science.

Our Math department functions as a professional learning community, and we have developed a curriculum, which is guided by state standards. The scope and sequence of math instruction at Evergreen High School is designed to maximize student achievement. Students progress through a rigorous series of courses designed to enhance the requisite algebraic manipulation skills necessary for advanced problem solving. The emphasis in our curriculum rests on the conjecture that students must possess an innate understanding of the material rather than relying on memorization of algebraic algorithms.

Our teachers implement a set of research-based best practices to reach a student population with a variety of learning styles. The curriculum is a balance between algebraic manipulation and real world problem solving. Small group interaction, technology and data collection activities are combined to maximize student achievement.

The social studies department at Evergreen High School endeavors to meet or exceed Colorado Model Content Standards by offering core instruction in history, geography, civics, and economics. We also offer electives in integral disciplines such as sociology, contemporary socio-political issues and psychology. Currently, nearly 40% of our students choose to enroll in the vigorous and extensive Advanced Placement program which offers five distinct courses from freshman through senior year. The knowledge and skills provided through social studies is the key to preparing citizens to participate effectively in our democratic society and to the understanding of international events and trends that shape the future.

The World Language Department of Evergreen High School offers levels 1 through 5 of Spanish and French as well as Advanced Placement French. The world language curriculum is communication-based and meets all the Colorado State Standards. We believe and practice the Jefferson County Schools' philosophy that communication is at the heart of language study and studying a language broadens one's understanding of the world and other cultures. The department works closely with the World Language Department at Evergreen Middle School, our designated feeder school, for a smooth transition to high school.

The Evergreen High School Art Department lessons meet or exceed the Jefferson County Visual Art Content Standards. Our Art teachers incorporate cognitive, affective and physiological learning styles within their instruction. The Art department offers a wide variety of courses: ceramics, jewelry, drawing, painting, graphic design, and photography. Our lessons incorporate writing and critical thinking through student sketchbook journals. Our high standards have provided our students many opportunities for prestigious awards through the Jefferson County Secondary Art Show, PTA Reflections, Scholastic, and the Evergreen Arts Council. As a result of our strong emphasis on portfolio development, our students have been accepted to many fine art schools across the country.

2b. English:

Courses include instruction in reading, writing, speaking, listening, and critical thinking/analysis skills. Grammar and vocabulary are taught throughout as well. For vocabulary instruction, the department uses Sadlier-Oxford Vocabulary workbooks as well as teaching vocabulary in the context of literature. Over the course of four years, students spend part of each semester focusing on essay writing of various types including research, persuasive, descriptive, compare/contrast, and a variety of other writing tasks.

Evergreen High School also has a wide variety of enrichment opportunities in English. Honors coursework is offered at the 9th and 10th grade levels. These courses cover the same basic curriculum as the regular courses but with more depth and breadth. Advanced Placement Language is offered at the 11th grade level, preparing students to take the AP Language and Composition test. Advanced Placement Literature is offered at the 12th grade level, preparing students to take the AP Literature test. We also offer several English electives including theater arts, speech and debate, newspaper, yearbook, and creative writing.

As well as advanced options, Evergreen High School also has remedial reading and writing programs for those students requiring it. Incoming freshmen are tested for their current reading ability. Students testing significantly below grade level are included in remedial reading courses. The first semester works on decoding and the second semester on reading comprehension. Those students struggling with reading also receive extra support in their regular English classes via their reading teacher. The department also offers a team-taught English class at the 9th grade level for students who require extra support. Often, those students are on IEPs or 504s, but they can also be regular students who are in need of extra accommodations. For students who are unable to meet the demands of the regular English classroom even with significant accommodations, there is also a pullout special education English course.

Overall, the English department provides a rigorous curriculum adapted to meet the needs of individual students.

3. Additional Curricular Area:

The objectives of the Evergreen High School Science Department are for all students to see themselves as scientists, researchers and knowledgeable citizens who are prepared to participate in their local and global community. In order to do this, teachers incorporate a variety of techniques to engage and encourage student participation to meet and exceed Colorado Science Content Standards as well as the National Science Education Standards.

In an effort to establish high levels of scientific literacy, students are expected to read daily. Excellent textbooks are supplemented with high-quality articles from scientific publications. Students learn a variety of techniques to determine if online sources are peer-reviewed and of good scientific quality when using computers to conduct research.

Advanced courses are offered at every level. The goal of these courses is to provide students the opportunity to challenge themselves at a higher level. These courses use college-level textbooks with an increased emphasis on mathematics and issue complexity. Honors Earth Science, Honors Biology and Honors Physics are also offered as more challenging alternatives to our regular science courses. AP Biology, AP Environmental Science and College Chemistry are upper level electives. If students are successful in these courses, college credit can be earned.

EHS Science Department faculty is involved in grant writing and cooperative work with the University of Colorado, Colorado Christian University, University of Denver, and the Institute for Global Environmental Strategies. Working with these outside organizations exposes the staff to the newest ideas and research going on in different scientific fields and enlivens our teaching.

4. Instructional Methods

The teaching staff at Evergreen High School shares a common value of ensuring that each of our students will be successful. Our staff has been focused on Marzano's research on "Purposeful Community" and bringing those identified strategies into every classroom. Our staff continues to seek out and share time-tested, research-based pedagogy that focuses on meeting the needs of student learning styles. Our shared value is that we know each student is unique, and the staff is committed to increasing their effectiveness for students by implementing a variety of learning strategies into their lessons. There are times when inquiry-based learning is used, but there are other occasions when direct instruction is more effective. Teachers across the curriculum areas attempt to differentiate instruction based on students' learning styles and performance.

An integral part of improving our instructional techniques comes from our building Instructional Coach. The Instructional Coach provides support to classroom teachers and administrators by focusing on the improvement of instruction as an essential means of increasing student academic performance. The Instructional Coach has addressed learning challenges in individual classrooms through modeling, co-teaching and by giving feedback and facilitation to department and grade level teachers. Additionally, the Coach has helped staff analyze and interpret assessment data in helping to determine appropriate instructional strategies to be implemented in the classroom.

Through supportive collegial conversations and department meetings, the staff has put the following into practice: writing workshop (which centers on increasing writing across content areas), identified strategies working with spatial students, pre-AP instruction strategies to be implemented in all core classes to enhance and encourage students to succeed, collegial evaluation of student work toward developing common assessments to ensure quality and consistency across core curriculum classes.

5. Professional Development

The teaching staff at Evergreen High School are active participants in the wide variety of professional development opportunities. Professional growth is promoted and is financially rewarding for teachers who actively participate in the Jefferson County Schools. Our District and Evergreen High School offer a variety of professional growth opportunities for teachers to improve their instructional skills in all curricular areas. Specialized training is also provided. Within the past three years, the majority of our staff has participated in the following:

- Writers' Workshop: Consisted of six workshops centered on student writing to increase writing across content areas - sponsored by the Denver Writing Project.
- Visual Spatial Workshop: Identified strategies working with Visual Spatial students.
- The Teenage Brain: Focused on research of the teenage brain and ways to connect and differentiate instruction with students using these research findings.
- Jeffrey Freed: Right Brain/Left Brain – a well-known author gave a workshop for the teachers about how students learn. It focused on students with different learning modalities.
- Marzano's Strategies: Identified and utilized Marzano's "Effective Classroom Practices" research into their classroom.
- Article Shares: Read and used protocols on various articles pertinent to subject areas.
- Pre-AP strategies for vertical teams of teachers from the core areas.
- AP training annually for AP teachers.
- GESA: Generating Expectations for Student Achievement – An equitable approach to educational excellence – A series of units focusing on student achievement in the areas of instructional contact, grouping and organizing, classroom management/discipline, enhancing self esteem and evaluation of student performance.
- Peer Observation: Put into small groups, each teacher establishes what they would like to be observed on and other teachers participated by observing and providing feedback.

PART VII - ASSESSMENT RESULTS

Public Schools

**Evergreen High School
Jefferson County School District
Assessment Data**

Subject **Reading** Grade **9**
Test **Colorado Student Assessment Program (CSAP)**

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March
SCHOOL SCORES *				
% At or Above "Partially Proficient"	98	98	98	97
% At or Above "Proficient"	89	92	92	93
% At or Above "Advanced"	7	4	11	13
Number of students tested	237	219	253	218
Percent of total students tested	99.2	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES *				
% At or Above "Partially Proficient"	88	89	88	86
% At or Above "Proficient"	66	66	67	66
% At or Above "Advanced"	5	4	6	5

Subject **Mathematics** Grade **9**
Test **Colorado Student Assessment Program (CSAP)**

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March
SCHOOL SCORES *				
At or Above "Partially Proficient"	94	89	87	89
At or Above "Proficient"	72	65	59	60
At or Above "Advanced"	35	18	24	21
Number of students tested	237	219	254	217
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES *				
At or Above "Partially Proficient"	68	63	63	61
At or Above "Proficient"	38	33	33	31
At or Above "Advanced"	13	10	10	8

* Students performing at or above, "Partially Proficient," meet grade level performance standards for the No Child Left Behind Act. Students performing at or above the, "Proficient," level meet performance expectations for the State of Colorado.

**Evergreen High School
Jefferson County School District
Assessment Data**

Subject **Reading**
Test **Colorado Student Assessment Program (CSAP)**

Grade 10

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March
SCHOOL SCORES *				
At or Above "Partially Proficient"	98	97	98	96
At or Above "Proficient"	88	90	88	89
At or Above "Advanced"	18	20	23	12
Number of students tested	223	247	222	227
Percent of total students tested	99	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES *				
At or Above "Partially Proficient"	88	81	88	87
At or Above "Proficient"	68	59	65	67
At or Above "Advanced"	12	3	10	9

Subject **Mathematics**
Test **Colorado Student Assessment Program (CSAP)**

Grade 10

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March
SCHOOL SCORES *				
At or Above "Partially Proficient"	89	89	86	86
At or Above "Proficient"	52	53	51	41
At or Above "Advanced"	7	12	9	2
Number of students tested	228	249	221	228
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
STATE SCORES *				
At or Above "Partially Proficient"	67	65	63	62
At or Above "Proficient"	31	30	27	27
At or Above "Advanced"	5	5	4	4

* Students performing at or above, "Partially Proficient," meet grade level performance standards for the No Child Left Behind Act. Students performing at or above the, "Proficient," level meet performance expectations for the State of Colorado.

**Evergreen High School
Jefferson County School District
Assessment Data**

Subject **Science**
Test **Colorado Student Assessment Program (CSAP)**

Grade **10**

	2005-2006	2004-2005
Testing month	March	N/A
SCHOOL SCORES *		
At or Above "Partially Proficient"	91	
At or Above "Proficient"	67	
At or Above "Advanced"	4	
Number of students tested	228	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
STATE SCORES *		
At or Above "Partially Proficient"	71	
At or Above "Proficient"	47	
At or Above "Advanced"	4	

**Evergreen Senior High School ACT Scores
2005-2006**

Gender	Student Count	English	Math	Reading	Science	Composite
Male	141	21	22	22	22	22
Female	104	22	22	23	22	22
No Response	0					
<hr/>						
EHS Total	245	22	22	22	22	22
State Avg.		18	19	19	19	19

**Evergreen Senior High School ACT Scores
2004-2005**

Gender	Student Count	English	Math	Reading	Science	Composite
Male	136	22	22	21	22	22
Female	96	23	22	23	22	23
No Response	1	-	-	-	-	-
<hr/>						
EHS Total	233	22	22	22	22	22
State Avg.		18	19	19	19	19

**Evergreen Senior High School ACT Scores
2003-2004**

Gender	Student Count	English	Math	Reading	Science	Composite
Male	112	20	22	22	22	22
Female	112	23	21	22	22	22
No Response	3	-	-	-	-	-
EHS Total	227	21	21	22	22	22
State Avg.		18	19	19	19	19