

# SAFETY AND SCHOOL ENVIRONMENT

## Safe and Orderly School Features

Your School	does	does not
• allows after-school programs.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• requires student uniforms.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• encourages community programs in school building.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• conducts home visits.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• has a closed campus.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• requires parental conferences.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Safety and Discipline

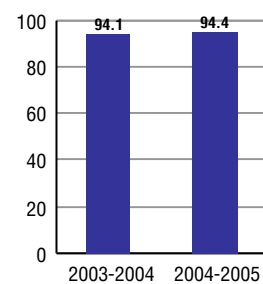
Safe schools are a top priority for parents, teachers, and communities. Your school safety and discipline record for the 2004-2005 school year is:

Type of Incident	Number of Incidents Reported	Action Taken		
		In School Suspension	Out of School Suspension	Expulsion
Substance Abuse - Drugs				
Substance Abuse - Alcohol				
Substance Abuse - Tobacco				
Assaults/Fights				
Dangerous Weapons				
Other Violations Code of Conduct	6		6	

## Student Attendance and School Calendar

### Attendance Rate

2004-2005	Your School
Length of School Year	167 days
Enrollment	249
Average Daily Attendance	235
Student Dropouts	N/A
Annual Number of Teacher Days Scheduled without Student Contact	11



## Student Information Over Time

	2002-2003	2003-2004	2004-2005
Student Average Daily Attendance	92.9%	94.1%	94.4%
Student Dropouts	N/A	N/A	
Safety and Discipline Total Incidents Reported	11	5	6
Student Enrollment Stability	89.7%	94.9%	89.6%
Students Eligible for Free and Reduced Lunch	N/A	N/A	64.7%

## OVERALL ACADEMIC PERFORMANCE RATINGS

- Excellent
- High
- Average
- Low
- Unsatisfactory

## ACADEMIC GROWTH OF STUDENTS

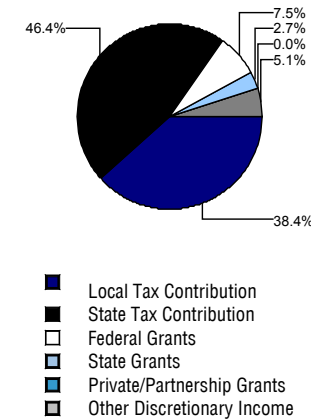
- Significant Improvement
- Improvement
- Stable
- Decline
- Significant Decline

N/R - Data not reported to State

# DISTRICT TAXPAYER'S REPORT

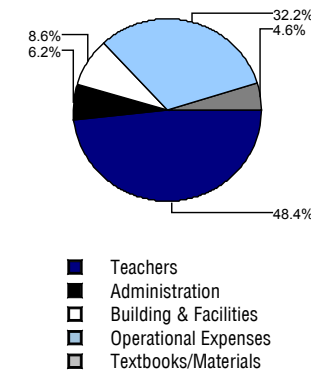
Sources of School District Revenue 2004	
Local Tax Contribution	\$91,965,493
State Tax Contribution	111,248,225
Federal Grants	17,929,833
State Grants	6,410,510
Private/Partnership Grants	79,972
Other Discretionary Income	12,145,936
<b>Total School Dist Revenue</b>	<b>\$239,779,969</b>
<b>Total 2004 District Revenue Per Pupil = \$7,774</b>	

## District Source of Funds 2004



District Use of Funds 2004	
Teachers	\$121,706,011
Administration	15,591,321
Building & Facilities	21,629,518
Operational Expenses	81,015,861
Textbooks/Materials	11,623,312
<b>Total</b>	<b>\$251,566,023</b>

## District Use of Funds 2004



## District Debt and Capital Construction & Equipment

Total Outstanding Bonded Debt	\$85,880,000
Average Annual Percentage Interest Rate on Debt	5.38%
Amount Raised from Most Recent Bond	\$99,829,000
Amount Spent on New Buildings During Last 2 Years	\$7,391,130

Accreditation is the state's most all-encompassing accountability system, measuring eleven different indicators including academic areas both tested and not tested by CSAP, school safety, and budget compliance. The state accredits districts, and districts, in turn, accredit individual schools.

Accreditation Status for the 2004-2005 School Year:

Accredited

## Voter Approved Funding Changes

Your community did  /did not  hold an election in November 2003.

The following items have been approved by voters:

TABOR Override

Bond

Mill Levy Increase

For more information and further details about this report, visit [www.state.co.us/schools](http://www.state.co.us/schools) Colorado Department of Education. 201 East Colfax Ave. Denver, CO 80203

## Edison Elementary School

1010/2510

3125 North Hancock Avenue . Colorado Springs, CO 80907 . 719-328-2800

10/27/2005

# EDISON ELEMENTARY SCHOOL



COLORADO SPRINGS 11

## School Accountability Report 2004-2005 School Year

### School Performance Summary

Overall Academic Performance on State Assessments

Low\*

\* Participation Noted

Academic Growth of Students

Significant Decline

### How Edison Elementary School Compares To Elementary Schools Within A 75-Mile Radius

School	Academic Performance
Stratton Elementary School	High
Bates Elementary School	High
Lincoln Elementary School	Average
Audubon Elementary School	Average
Steele Elementary School	Excellent
Taylor Elementary School	Average
Jefferson Elementary School	Average
Pike Elementary School	Average
Longfellow Elementary School	Average
Jackson Elementary School	High

The federal No Child Left Behind Act requires states to track whether schools are making "Adequate Yearly Progress"(AYP) toward the goal of ensuring that all students know and are able to do grade-level work in reading and mathematics.

<sup>1</sup>Did your school make AYP in reading? Yes

Did your school make AYP in math? Yes

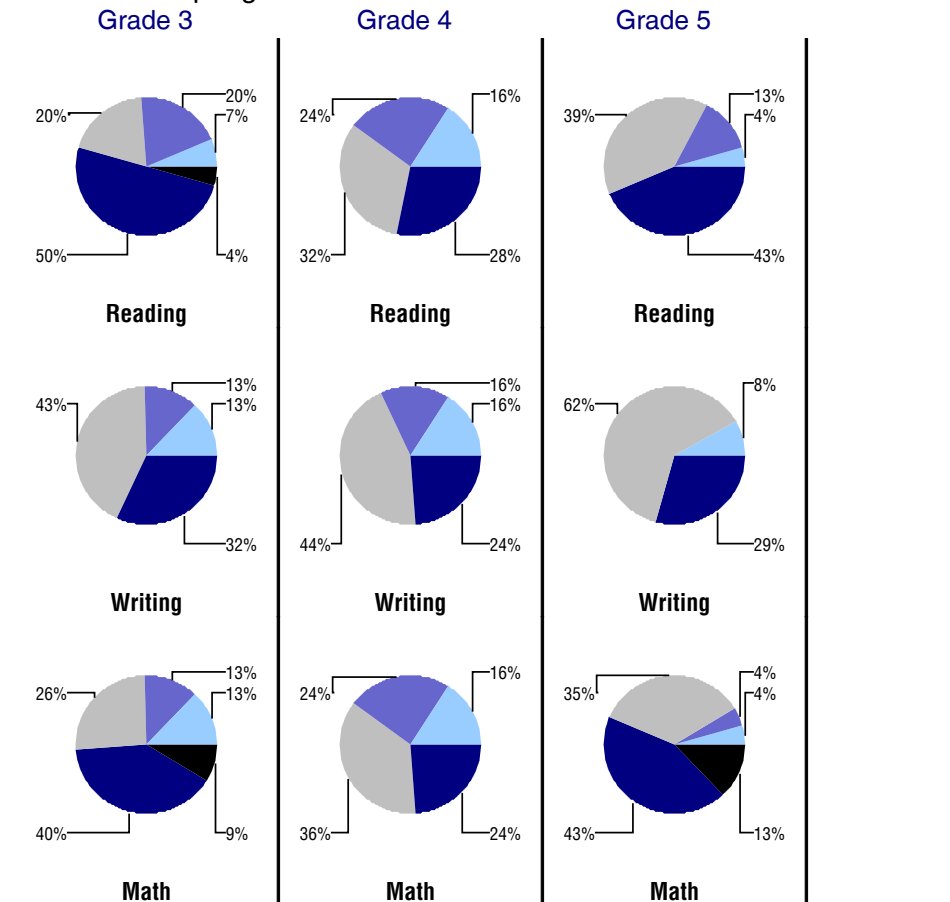
<sup>1</sup>How many targets does your school have?  How many were met?

<sup>1</sup>Adequate Yearly Progress is met when all sub-groups including 30 or more students by ethnicity, economic status, disabilities and limited English proficiency meet 100% of academic targets on CSAP and CSAPA set by federal law.

## STUDENT PERFORMANCE

Colorado students are assessed once a year in order to measure their performance on state academic content standards, using the Colorado Student Assessment Program (CSAP). The chart below shows the results for grades 3 - 5 in the subject areas for reading, writing and math for all students tested.

CSAP 2005 Spring



■ % Advanced ■ % Proficient ■ % Partially Proficient ■ % Unsatisfactory ■ % No Score  
Note: Percentages may not add to 100 due to rounding

	Percent of Students Scoring Proficient and Advanced			Student Test Scores Used For Calculating Overall Academic Performance
	Your School	District	State	
Grade 3-5 Reading	45%	68%	68%	<ul style="list-style-type: none"> <li>86.1% Test Scores Counted</li> <li>9.1% Test Scores not used due to Language</li> <li>0.7% Test Scores not used due to Alternate Assessment</li> <li>4.2% Test Scores not used due to New Student</li> </ul>
Grade 3-5 Writing	29%	57%	55%	
Grade 3-5 Math	44%	68%	66%	

Each school in the State received a rating of "Excellent", "High", "Average", "Low", or "Unsatisfactory" for student academic performance in school year 2004-2005 using the CSAP results printed above. Every student in this school who took these tests was included in the calculation used to assign a rating, except for students who do not speak English, or who are eligible for the state alternate assessment for students with disabilities, or who enrolled in the public school after October 1 of this school year. The percentages of students whose scores were included in the calculation or were not included in each of the three categories is shown on the above chart. Your school's rating was determined by the percentage of students performing in each of the Advanced, Proficient, Partially Proficient, and Unsatisfactory levels. These percentages were weighted and combined across grade levels and academic areas. These weights reward performance at the Advanced and Proficient levels over performance at the Partially Proficient and Unsatisfactory levels. The ratings were assigned after calculating the weighted total for each academic area and grade level for each school and comparing this school to all other elementary schools for the 2004-2005 school year.

Overall Academic Performance for the 2004-2005 school year . . . . .

Low\*

## QUESTIONS PARENTS SHOULD ASK

Based on your child's school's Overall Academic Performance of **Low\***, here are some questions you may want to ask your school about student achievement.

**What is the school doing to improve my child's overall grades in reading, writing, and math?**

You may want to request information from your child's teacher to find out what curriculum is being taught and if the material follows standards set in these subjects. Ask how phonics - and research-based testing is being used to identify your child's strengths and weaknesses.

**What can I do as a parent to help my child do his or her best in school?**

Parental involvement is important in making sure your child does well in school - talk to your child's teacher to find out how you can help. Ask your child's teacher about giving your child supplemental reading and math assignments or for additional homework that you may help your child with at home.

**How does my child's teacher plan to help my child do his or her best in school?**

You're child's teacher should have a good idea of what your child does well and what areas might need improvement. Ask your child's teacher how he or she is being diagnostically assessed and what strategy his or her teacher has in place to address your child's needs.

**How does the school use tests (i.e. CSAP, NAEP, etc.) to measure and improve your child's education?**

Each year, the state measures how well students are doing in school. Ask your child's teacher what can be done at home and what is being done at school to boost your child's scores.

**What other schools and options may be available to provide the best match for my child's school needs?**

Ask your child's counselor about other options that may be available for your child such as charter schools, magnet schools, before - and after - school programs, summer school, etc. Also, you should ask your school if it provides professional development to its teachers and performs diagnostic evaluations that can help the school target what needs to be improved.

**What plan does the school have in place to make sure its students do not fall behind other schools in the state?**

Ask for a copy of the school's plan that ensures all students are learning as much as, or more than, other students in the state. Also, make sure your child is being taught by a qualified teacher; all teachers should be experts in what they teach. Teachers are required to have passed an approved teacher education program and have a degree in the subject they teach, e.g. primary education, literacy, science, math, etc.

**Based on this school's academic performance, your child may be eligible for one or more of the following; ask your school if your child qualifies for:**

- After-school and summer-school classes
- Tutoring
- Mentoring
- Other extra help outside of regular school hours

## ABOUT OUR STAFF

### School Employment

Each year, your district reports to the Colorado Department of Education on the number of adults who work in your school, as well as the type of work they do. Last year, your school employed:

	Your School		District	
	Full Time	Part Time	Full Time	Part Time
Teachers	16	4	1,827	86
Paraprofessionals	3	13	275	330
Administrators	1	0	149	8
Other Professionals*	3	11	342	86
School Support	4	3	626	303
<b>Total Staff</b>	57		4,014	

\*School counselors and librarians are included in the Other Professionals category. Your school employed 0/0 FT/PT counselor(s) and 1/0 FT/PT librarian(s) last year.

### Students per Teacher Ratio

	Student Enrollment	Students per Teacher
Grade 1	40	14.1
Grade 2	25	8.8
Grade 3	50	27.3
Grade 4	25	9.9
Grade 5	29	9.6

### Professional Experience of Teachers

	Your School	District
Average years of teaching experience	11	10
Percent of teachers teaching in the subject in which they received their degree	N/A	N/A
Teachers' average days absent	14.0%	8.1%
Number of teachers who left school/district last year	6	265
Teachers with tenure	13	1250
Teachers without tenure	7	663
Number of professional development days	4	4

### Salaries

	Your School	District	State
Average Teacher Salary	\$45,379	\$44,408	\$43,949
Average Administrator Salary	\$80,367	\$76,385	\$75,136

Principal: Denver Hayes  
 Number of years as Principal at this school: 5  
 Number of years as Principal at any school: 11