

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 type="checkbox"/> | <input checked="" type="checkbox"/> |
| • has a closed campus..... | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • requires parental conferences..... | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Safety and Discipline

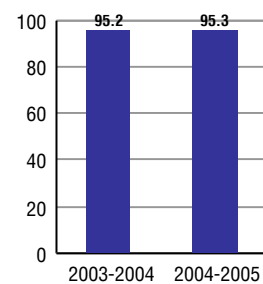
Safe schools are a top priority for parents, teachers, and communities. Your school safety and discipline record for the 2004-2005 school year is:

| 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 | 1 | | | |

Student Attendance and School Calendar

Attendance Rate

| 2004-2005 | Your School |
|---|-------------|
| Length of School Year | 167 days |
| Enrollment | 420 |
| Average Daily Attendance | 400 |
| 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 | 95.1% | 95.2% | 95.3% |
| Student Dropouts | N/A | N/A | |
| Safety and Discipline Total Incidents Reported | 2 | 2 | 1 |
| Student Enrollment Stability | 95.2% | 97.2% | 96.9% |
| Students Eligible for Free and Reduced Lunch | N/A | N/A | 9.8% |

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

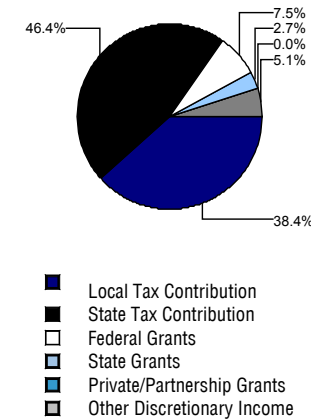
DISTRICT TAXPAYER'S REPORT

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 |
| Total School Dist Revenue | \$239,779,969 |

Total 2004 District Revenue Per Pupil = \$7,774

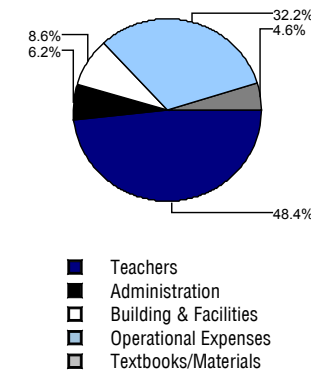
District Source of Funds 2004



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 |
| Total | \$251,566,023 |

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 Colorado Department of Education. 201 East Colfax Ave. Denver, CO 80203

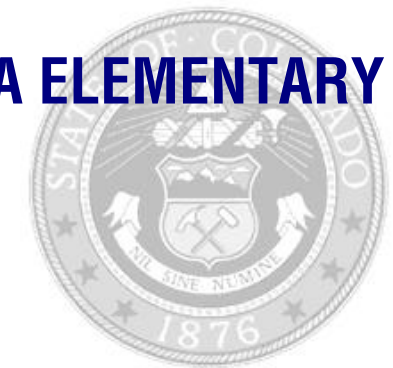
Chipeta Elementary School

1010/1613

2340 Ramsgate Terrace . Colorado Springs, CO 80919 . 719-328-5500

10/27/2005

CHIPETA ELEMENTARY SCHOOL



COLORADO SPRINGS 11

School Accountability Report 2004-2005 School Year

School Performance Summary

Overall Academic Performance on State Assessments

Excellent

Academic Growth of Students

Improvement

Winner of a John Irwin School of Excellence for the 2004-2005 School Year

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

| School | Academic Performance |
|--------------------------------------|----------------------|
| Trailblazer Elementary School | Excellent |
| Jackson Elementary School | High |
| Foothills Elementary School(1) | High |
| Woodmen-Roberts Elementary School(1) | High |
| Rockrimmon Elementary School(1) | Excellent |
| Howbert Elementary School | High |
| The Da Vinci Academy School(1) | High |
| Pike Elementary School | Average |
| Bates Elementary School | High |
| Lincoln Elementary School | Average |

¹ Located in Academy 20 School District.

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.

¹Did your school make AYP in reading? Yes

Did your school make AYP in math? Yes

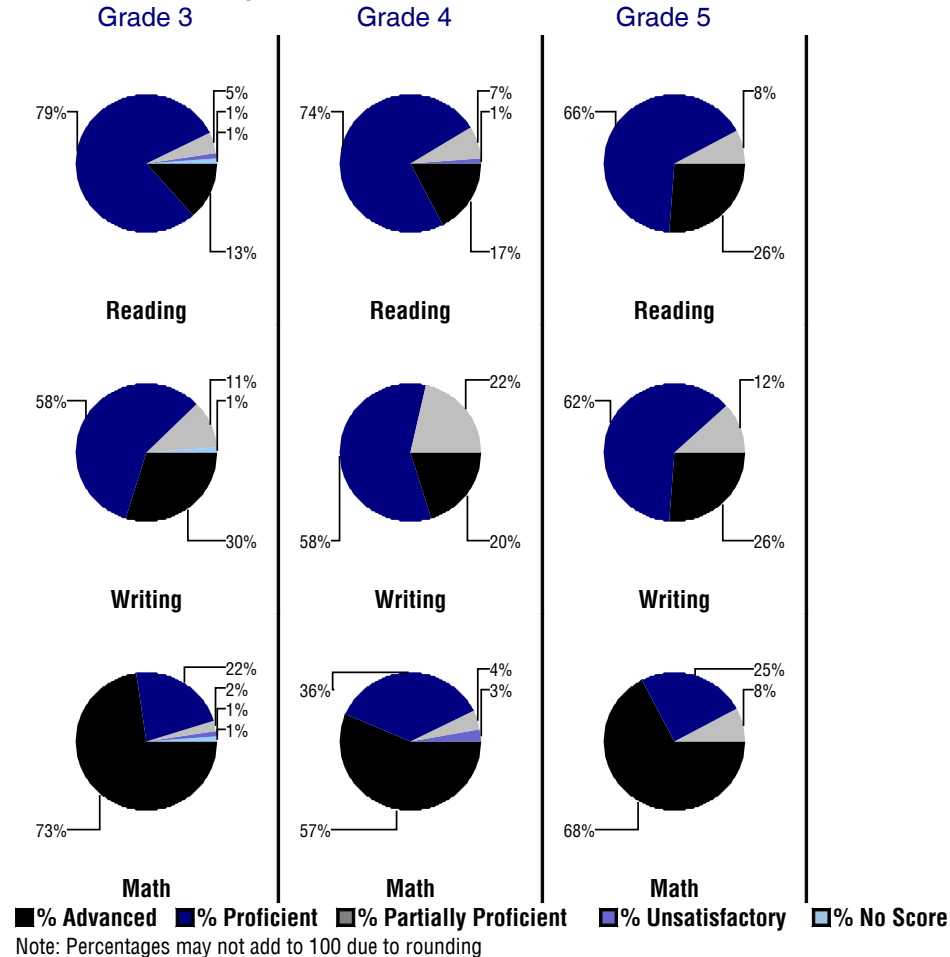
¹How many targets does your school have? How many were met?

¹Adequate 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



| | Percent of Students Scoring Proficient and Advanced | | | Student Test Scores Used For Calculating Overall Academic Performance |
|-------------------|---|----------|-------|---|
| | Your School | District | State | |
| Grade 3-5 Reading | 92% | 68% | 68% | |
| Grade 3-5 Writing | 85% | 57% | 55% | |
| Grade 3-5 Math | 93% | 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 Excellent

QUESTIONS PARENTS SHOULD ASK

Based on your child's school's Overall Academic Performance of Excellent, 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.

Is my child being challenged by the school work given in class?

Your child should be given school work that is challenging. Ask your child's counselor about options, programs, and additional work outside of class that will help challenge students who may need it.

What does the school plan to do to make sure students continue to do well and improve?

Your child's school is doing a good job at improving its performance; you should ask your child's school what areas still need improvement and what is being done about it.

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 | 24 | 3 | 1,827 | 86 |
| Paraprofessionals | 2 | 3 | 275 | 330 |
| Administrators | 1 | 1 | 149 | 8 |
| Other Professionals* | 6 | 2 | 342 | 86 |
| School Support | 5 | 1 | 626 | 303 |
| Total Staff | 48 | | 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 | 64 | 13 |
| Grade 2 | 62 | 12.6 |
| Grade 3 | 80 | 20.4 |
| Grade 4 | 71 | 17.3 |
| Grade 5 | 79 | 19.2 |

Professional Experience of Teachers

| | Your School | District |
|---|-------------|----------|
| Average years of teaching experience | 14 | 10 |
| Percent of teachers teaching in the subject in which they received their degree | N/A | N/A |
| Teachers' average days absent | 7.9% | 8.1% |
| Number of teachers who left school/district last year | 2 | 265 |
| Teachers with tenure | 25 | 1250 |
| Teachers without tenure | 2 | 663 |
| Number of professional development days | 4 | 4 |

Salaries

| | Your School | District | State |
|------------------------------|-------------|----------|----------|
| Average Teacher Salary | \$49,882 | \$44,408 | \$43,949 |
| Average Administrator Salary | \$70,668 | \$76,385 | \$75,136 |

Principal: Lori Butler
 Number of years as Principal at this school: 4
 Number of years as Principal at any school: 4