



FOCUS on FACTS

Accreditation Status: Accredited

Adequate Yearly Progress: 18 out of 18

COLUMBINE ELEMENTARY SCHOOL

Reminiscent of a classic Norman Rockwell painting, Columbine Elementary School is quietly snuggled in historic east side Longmont among majestic oak and maple-lined streets standing as a monument to Longmont's rich educational roots. The current campus encompasses three buildings: the original red stone building that opened its doors in 1906, a 1948 elementary school building and the new 1991 addition, which links nine decades of architecture into one educational structure.

Today, Columbine is experiencing an "Academic Renaissance" through a Systemic Change Model developed by the staff and parents. Major components of the plan include: 20 additional instructional days, community friendly calendar, full day - everyday Kindergarten, low class sizes (15:1 K-2)(23:1 3-5), community field trips, extensive after school programming as well as a full compliment of support services taught by a talented, committed staff.

Columbine's Parent Room organization, led by staff member Loretta Dillion, receives several recognition's annually for its outstanding volunteers who positively impact the children and community members. Over 300 volunteers serve the needs of children through mentoring, tutoring, and family assistance making this program a state model for school based volunteer programs.

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Principal: Mr. Brett Drobney

Counselor: Mr. John Rector

Secretary: Ms. Flora Chavez

STUDENT
FACTORS
 INFLUENCING ACHIEVEMENT

	Columbine			District		
	2002	2003	2004	2002	2003	2004
Attendance	94%	95%	95%	94%	95%	94%
Free Lunch	59%	71%	75%	14%	16%	18%
2nd Lang. Support	75%	73%	69%	17%	18%	18%

There are many ways to provide information about a school. The tables in this document provide you with some of that information. Statistics in this report are data from the school years 2001-2002, 2002-2003, and 2003-2004. For more details, please contact your school.

Accreditation is determined by the district based on success in setting and reaching student achievement goals as measured by a variety of assessments. Each school's accreditation status is reviewed annually and reported as accredited, on watch, on probation or unaccredited.

AYP stands for Adequate Yearly Progress. AYP goals are set by the United States Department of Education for reading and math. Goals must be met by the school as a whole and by subgroups of: ethnicity, students with disabilities, economically disadvantaged and second language. AYP is reported as the number of groups who met goals out of the total number of groups in the school. The number of groups may be different for each school.

Colorado Student Assessment Program (CSAP) will measure whether or not students have met Colorado State Standards. Students are expected to score either at the proficient or advanced level to meet the standard. Scores are reported as the percent of students proficient and above. Grade 3 reading assessment is in February and all other assessments are completed in March.

District Assessments measure student performance in literacy. They are administered and scored by classroom teachers in the fall of each school year.

State Literacy Report is a requirement of the 1999 Colorado Basic Literacy Act and reports the percentage of students reading at or above grade level as judged by a body of evidence.



OVERALL STUDENT PERFORMANCE

Grades K-5		Columbine			District			State			
Assessment	Grade	2002	2003	2004	2002	2003	2004	2002	2003	2004	
Reading	CSAP	3 Eng.	42%	65%	68%	74%	80%	76%	72%	74%	74%
		3 Sp.	63%	56%	67%	61%	64%	70%	59%	63%	62%
		4 Eng.	23%	35%	40%	62%	62%	65%	61%	63%	63%
		4 Sp.	†	†	†	37%	34%	43%	39%	44%	48%
		5	22%	25%	42%	63%	67%	69%	63%	66%	69%
	State Literacy	K	84%	82%	84%	87%	87%	88%	State does not provide comparisons		
		1	79%	68%	73%	80%	78%	76%			
		2	66%	49%	42%	76%	71%	70%			
		3	46%	45%	64%	72%	74%	71%			
Writing	CSAP	3 Eng.	14%	40%	43%	48%	57%	53%	51%	57%	52%
		3Sp.	na	63%	77%	na	55%	61%	na	51%	51%
		4 Eng.	23%	22%	25%	49%	48%	53%	50%	52%	53%
		4 Sp.	†	†	†	47%	28%	32%	40%	38%	39%
		5	28%	25%	35%	51%	53%	56%	51%	53%	55%
Math	CSAP	5	31%	29%	51%	53%	60%	57%	55%	56%	59%

Eng. = English only

Sp. = Spanish

† = Data not available, number tested fewer than 16

CSAP DISAGREGATED INFORMATION - Percentage of Students Proficient and Above

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	†	†	†	77%	84%	80%
Male	45%	63%	69%	72%	76%	72%
Amer. Indian/Alsk. Native	†	†	†	60%	59%	†
Asian /Pacific Islander	†	†	†	75%	80%	77%
Black (not Hispanic)	†	†	†	45%	68%	85%
Hispanic	33%	65%	†	49%	60%	58%
White	†	†	†	81%	85%	80%
Disability	na	†	†	26%	38%	36%
Free/Reduced Lunch	na	58%	70%	na	58%	57%

Writing-Grade 3

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	04%	†	†	52%	66%	58%
Male	18%	30%	†	44%	48%	48%
Amer. Indian/Alsk. Native	†	†	†	40%	36%	†
Asian /Pacific Islander	†	†	†	51%	53%	46%
Black (not Hispanic)	†	†	†	27%	37%	58%
Hispanic	03%	39%	†	19%	37%	31%
White	†	†	†	60%	62%	58%
Disability	na	†	†	13%	19%	20%
Free/Reduced Lunch	na	41%	42%	na	36%	32%

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	36%	35%	36%	65%	66%	71%
Male	09%	36%	43%	60%	59%	59%
Amer. Indian/Alsk. Native	†	†	†	33%	58%	61%
Asian /Pacific Islander	†	†	†	70%	66%	64%
Black (not Hispanic)	†	†	†	42%	44%	57%
Hispanic	14%	27%	31%	26%	36%	36%
White	†	†	†	74%	72%	75%
Disability	na	†	†	25%	18%	18%
Free/Reduced Lunch	na	31%	36%	na	36%	37%

Reading-Grade 4

Writing-Grade 4

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	36%	27%	28%	57%	56%	62%
Male	09%	18%	21%	42%	41%	44%
Amer. Indian/Alsk. Native	†	†	†	39%	37%	43%
Asian /Pacific Islander	†	†	†	60%	56%	49%
Black (not Hispanic)	†	†	†	32%	24%	38%
Hispanic	11%	14%	24%	19%	24%	25%
White	†	†	†	58%	58%	63%
Disability	na	†	†	16%	12%	15%
Free/Reduced Lunch	na	16%	23%	na	22%	26%

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	17%	31%	47%	63%	70%	74%
Male	25%	18%	38%	63%	64%	64%
Amer. Indian/Alsk. Native	†	†	†	†	†	68%
Asian /Pacific Islander	†	†	†	62%	70%	73%
Black (not Hispanic)	†	†	†	†	67%	60%
Hispanic	19%	19%	33%	29%	32%	40%
White	†	†	†	76%	80%	81%
Disability	na	†	†	15%	24%	31%
Free/Reduced Lunch	na	20%	37%	na	34%	43%

Reading-Grade 5

Writing-Grade 5

Category	Columbine			District		
	2002	2003	2004	2002	2003	2004
Female	28%	31%	38%	56%	62%	64%
Male	28%	18%	33%	46%	45%	49%
Amer. Indian/Alsk. Native	†	†	†	†	†	47%
Asian /Pacific Islander	†	†	†	60%	64%	69%
Black (not Hispanic)	†	†	†	†	48%	40%
Hispanic	24%	17%	27%	22%	21%	29%
White	†	†	†	62%	64%	67%
Disability	na	†	†	07%	12%	17%
Free/Reduced Lunch	na	20%	27%	na	22%	28%

Category	2002	2003	2004	2002	2003	2004
	Female	28%	34%	53%	51%	60%
Male	34%	23%	49%	55%	59%	59%
Amer. Indian/Alsk. Native	†	†	†	†	†	42%
Asian /Pacific Islander	†	†	†	53%	66%	71%
Black (not Hispanic)	†	†	†	†	57%	40%
Hispanic	31%	21%	41%	22%	30%	31%
White	†	†	†	66%	71%	68%
Disability	na	†	†	15%	18%	21%
Free/Reduced Lunch	na	24%	44%	na	30%	31%

Math-Grade 5

† = Data not available, number tested fewer than 16

