

REPORT TO THE PUBLIC MARCH 2002

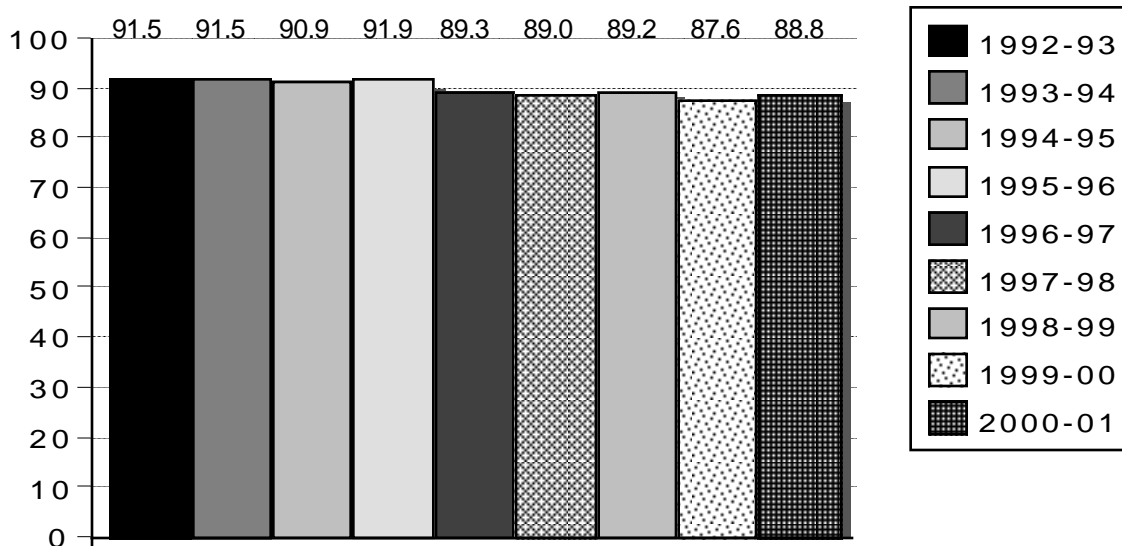
Reporting for the school year 2000-2001

MISSION STATEMENT

By educating, nurturing, and challenging all of our students,
our mission is to produce graduates who are prepared to meet
an increasingly complex future.

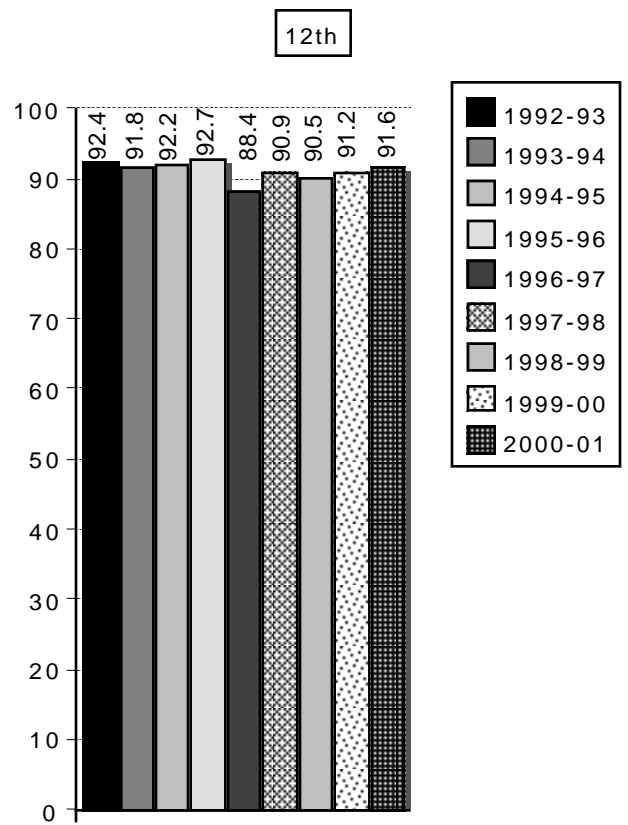
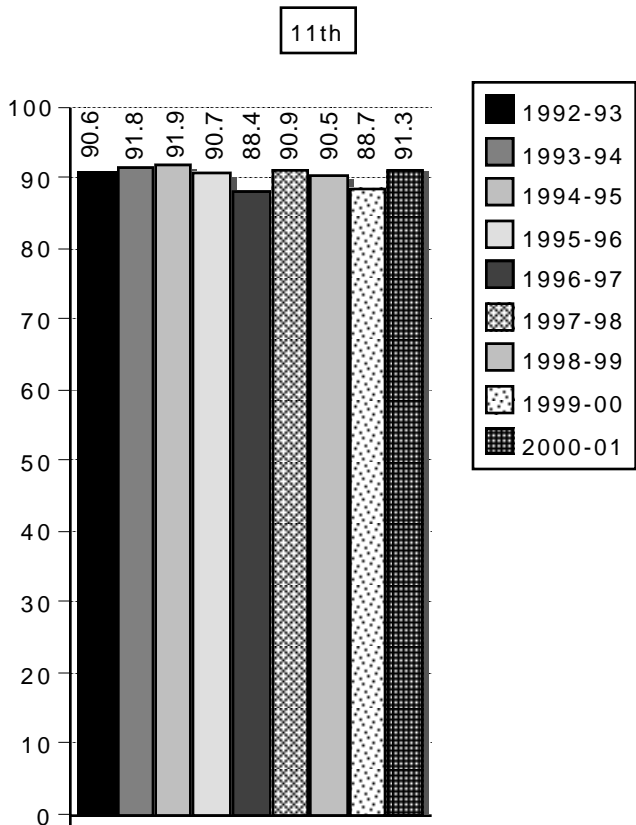
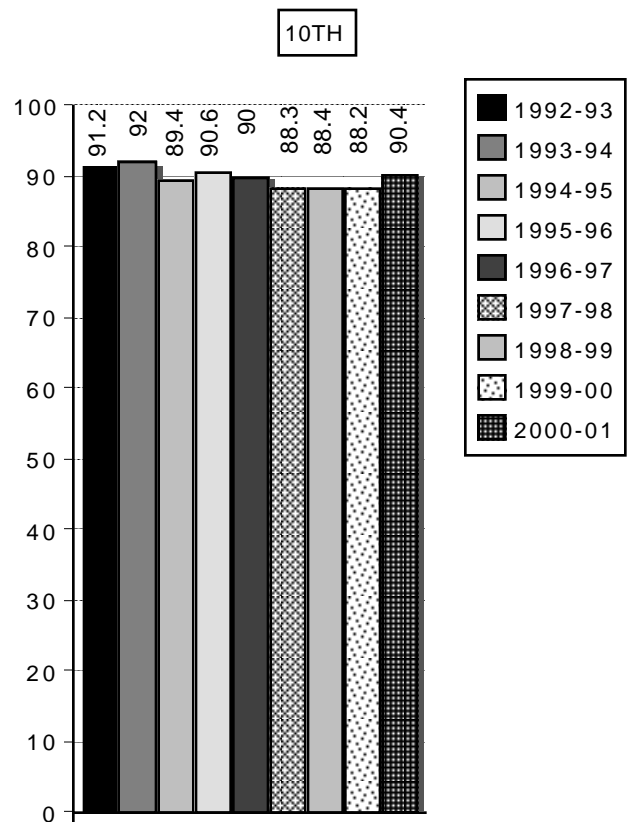
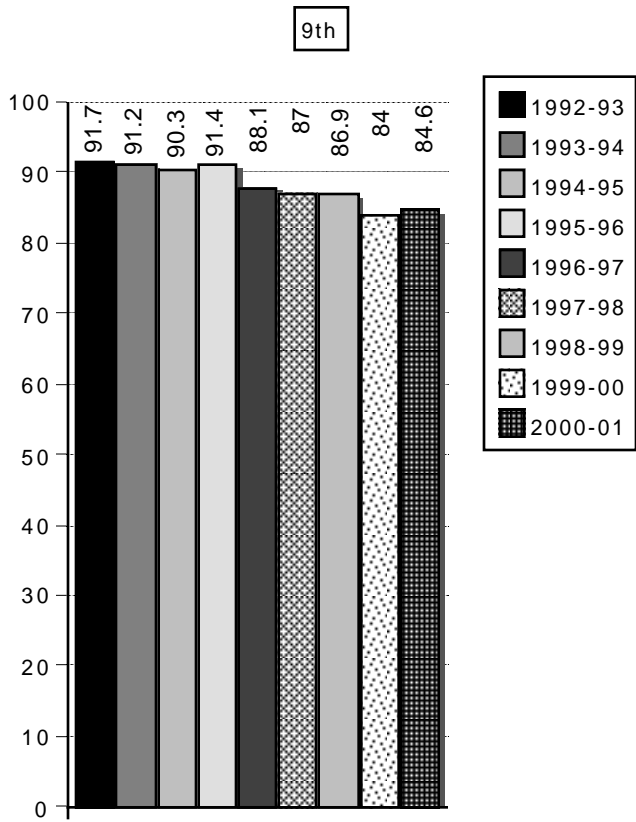
NOTE: *It is very important, when reading these graphs, that one notices that the percentage gradient scale on the left differs from graph to graph. This is necessary because some graphs deal with larger numbers (nearer to 100%), while others deal with smaller numbers (in the 10% range.)*

SKYLINE TOTAL ATTENDANCE RATE

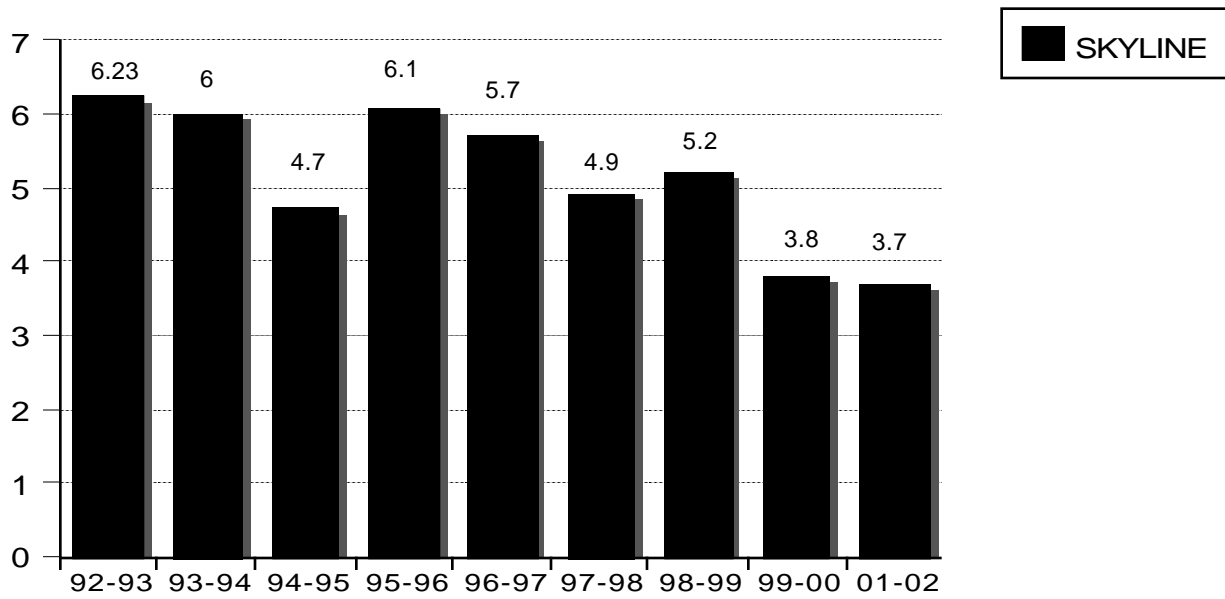


Overall, while there was a slight improvement of .2% from 1997-98 to 1998-99, and an impressive improvement of 1.2% from 1999-2000 to 2000-2001, Skyline High School's attendance rate has dropped 2.7 percentage points in the nine years represented, from 91.5% to 88.8%, with the past year being the second worst in ten years. Implementing the trimester schedule in 1993-94 appears to have had a neutral impact on attendance, except for the fact that perhaps it provided a positive impact from 1994-95 to 1995-96. Raising the attendance rate 1.13% each year over the next three years (to 92.1% in 2003-04) continues to be a significant goal in the 2001-2002 School Improvement Action Plan generated by the School Advisory Council. Accordingly, the goal for this past year was 88.7% attendance. The goal was exceeded, perhaps because of the LINK and IPASS initiatives, begun last year, by .1% to 88.8%. Individual grade statistics follow. During the last five years, freshmen rates have been the lowest of all four grades, resulting in the LINK and IPASS initiatives continuing again this current school year.

SKYLINE ATTENDANCE RATES BY GRADE

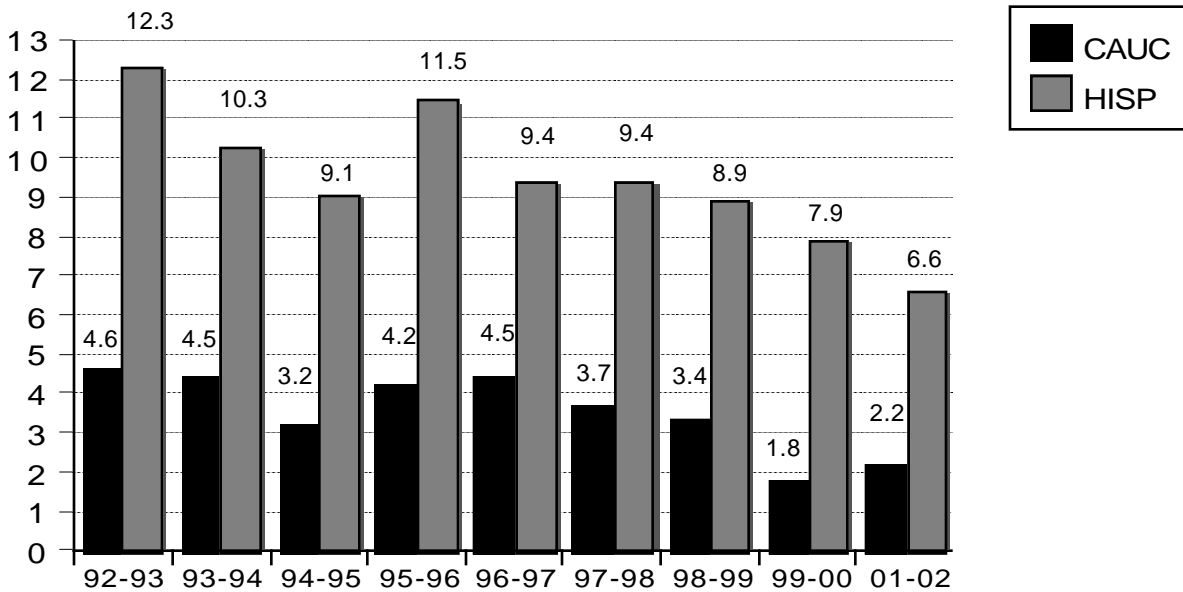


SKYLINE DROP OUT RATE



From 1992-93, when Skyline's dropout rate topped out at 6.23%, an eight year high, its rate has declined to the 2000-01 all-time low rate of 3.7%, for the second year in a row.

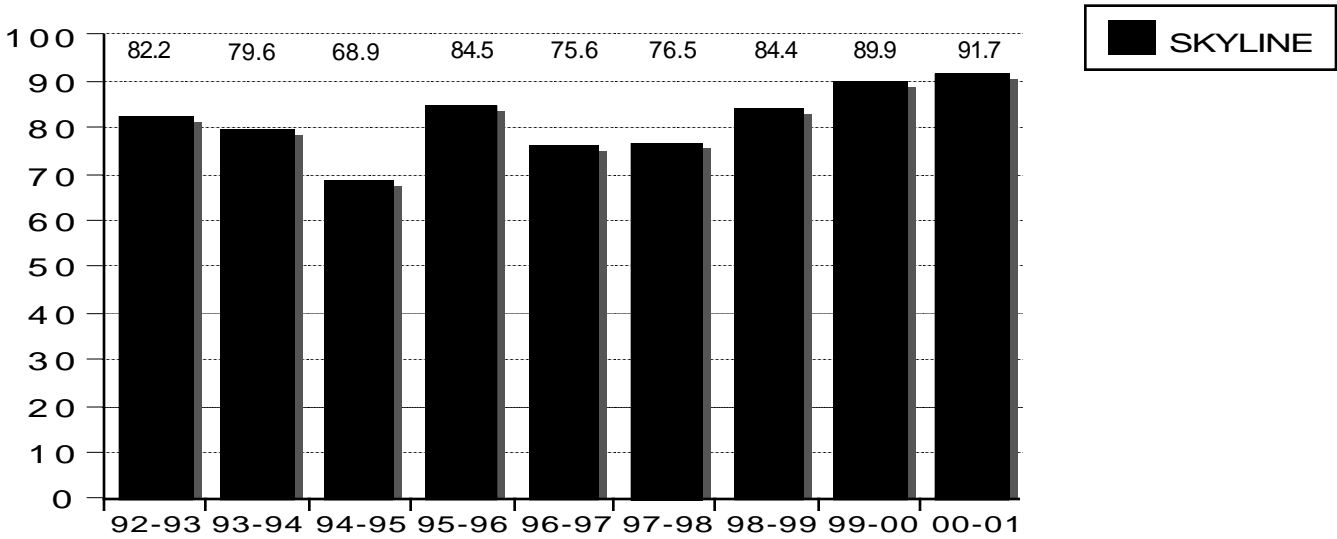
SKYLINE CAUCASIAN AND HISPANIC DROP OUT RATES



As is evident, the Skyline Caucasian dropout rate has continued to improve from a high of 4.5% in 1996-97 to an all-time low of 1.8% in 1999-00. Regrettably, the Caucasian rate went up .4 percentage points, to 2.2%, in 2000-01. Overall, in the eight years shown, the Caucasian rate improved 2.4%, from 4.6% in 1992-93 to last year's 2.2%.

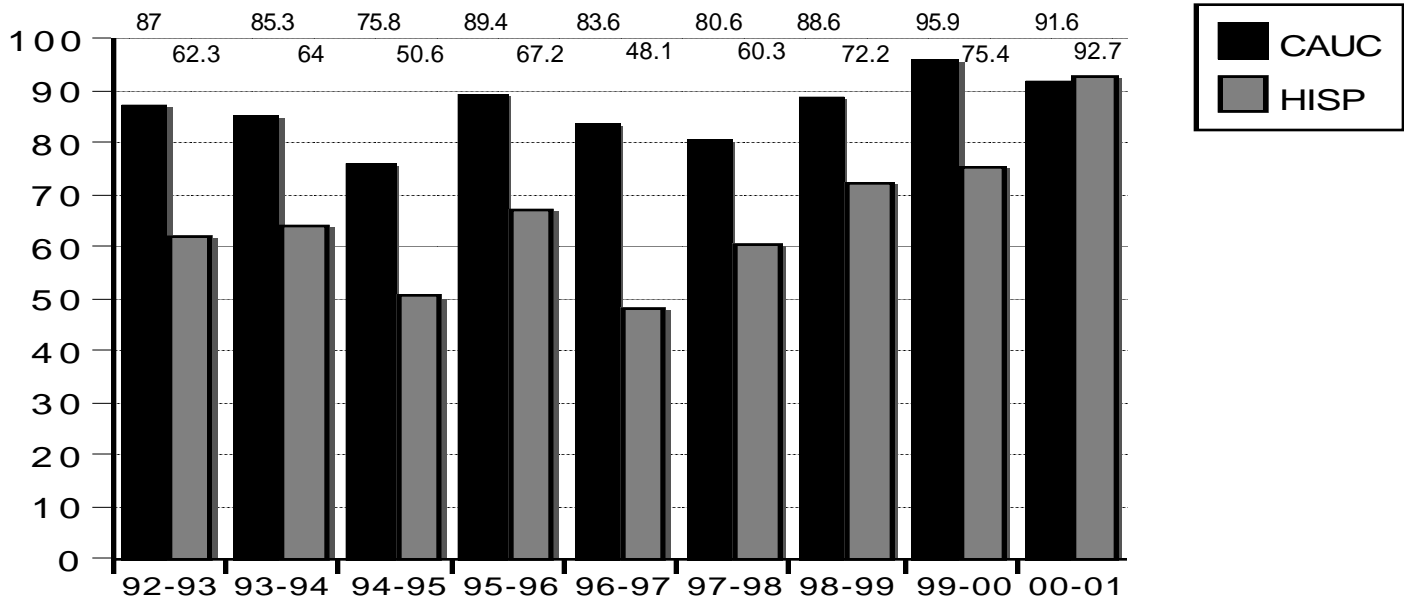
A gratifying statistic is realized in the 5.7% decline in the Skyline Hispanic dropout rate from 1992-93 to 2000-01, when it reached the lowest ever, at 6.6% for the second year in a row. During those same years, the Hispanic enrollment at Skyline increased 9 percentage points, an overall 30.9% of the total enrollment.

SKYLINE GRADUATION RATES



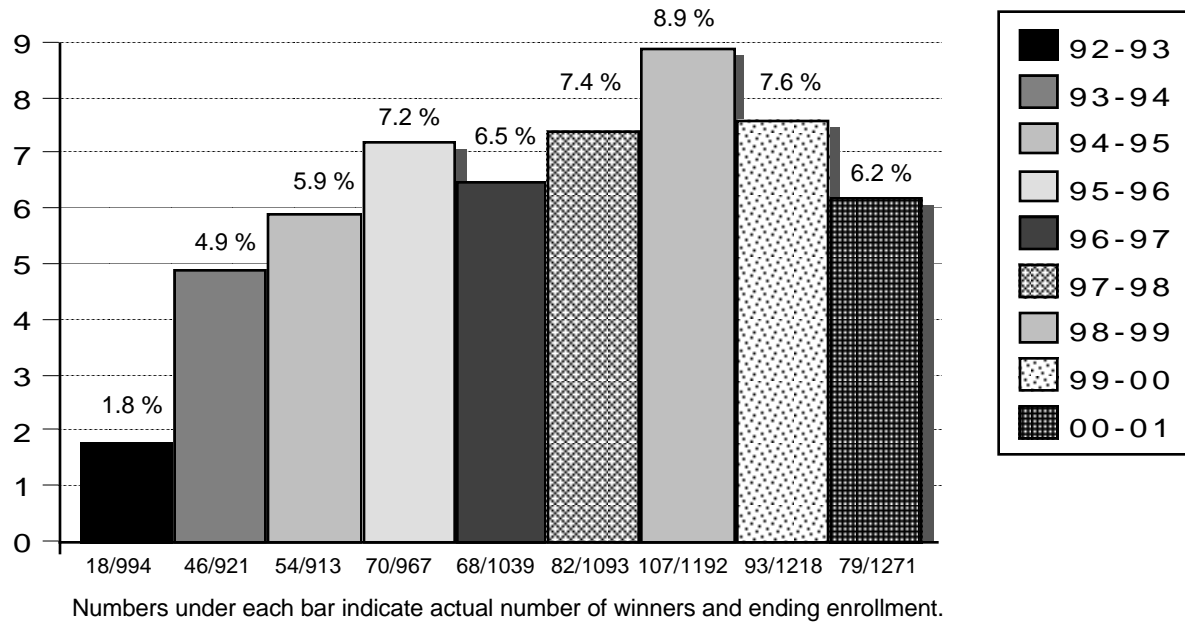
Overall, Skyline High School's graduation rate improved 22.8 percentage points from 1994-95 to 2000-01, when it reached an all-time high of 91.7% for the second year in a row. Increased monitoring of attendance and strict interpretation of the district's attendance policy perhaps account for the fluctuating rates. Ethnic graduation rates follow.

SKYLINE CAUCASIAN AND HISPANIC GRADUATION RATES



During the eight years indicated, the Hispanic graduation rate fluctuated from a low of 48.1% in 1996-97 to an all-time high of 92.7% in 2000-01 for the second year in a row, an improvement of 44.6 percentage points, exceeding even the Caucasian rate by 1.1 percentage points, another first. During that same time, the Hispanic population of Skyline High School rose 9%. Expanded programs, such as Opportunity School, Peer Tutoring, and ESL, perhaps account for this improvement. Overall, from 1992-93, to 1999-00, the Caucasian graduation rate improved a total of 8.9 percentage points, to an all-time high of 95.9%. Last year's slight dip, to 91.6%, still represents the second best rate in the nine years reported. Increased monitoring of attendance and strict implementation of the district's attendance policy perhaps account for the wide variations during the intervening years.

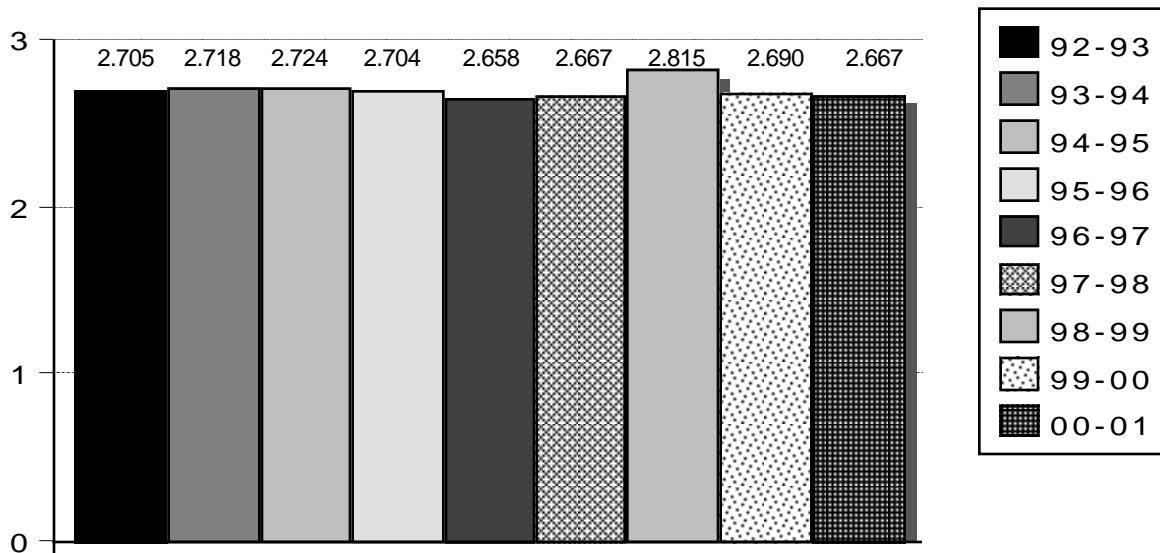
ACADEMIC LETTER WINNERS



Students qualify for an academic letter by achieving a 4.0 grade point average during at least two of three trimesters of a year, in a minimum of 2.0 units of credit attempted each qualifying trimester.

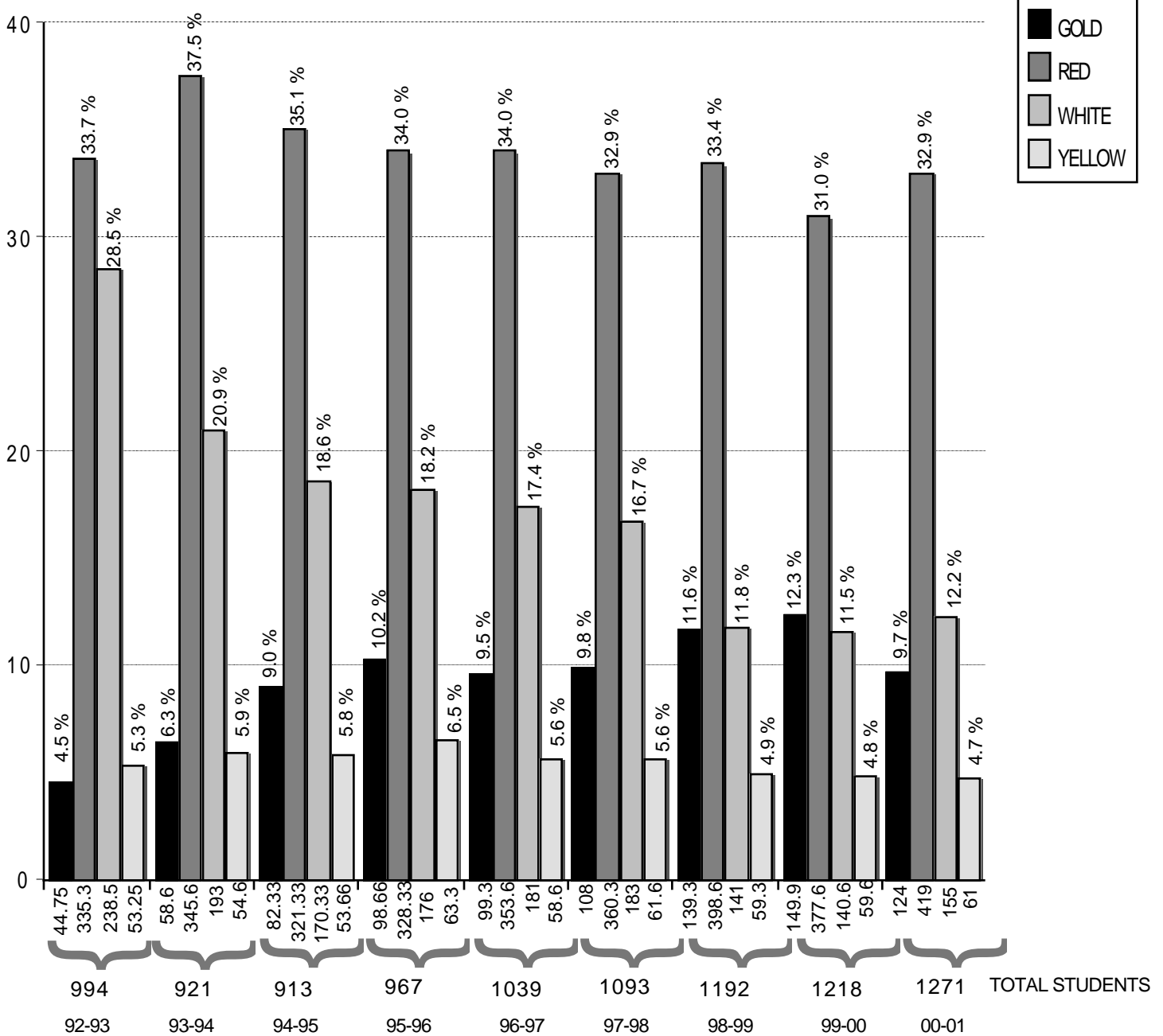
With the beginning of the Renaissance Program in 1992-93 and of the trimester scheduling system in 1993-94, academic letter winners have gratifyingly increased 490% from 18 to 107 in 1998-99. Increased standards and classroom rigor resulted in a 2000-01 decline of 14 percentage points from the preceding year.

AVERAGE STUDENT G.P.A.



(Annual figures are derived by averaging the three grading periods of each school year.) Average student G.P.A.'s appear to have been slightly improved by the Renaissance Program and the trimester system, although the first decline in the sequence in 1995-96 and the two subsequent years could be attributed to a more accurate tracking of students being dropped from a class with a F. The highest ever figure, 2.815, came in 1998-99. Again, increased standards and classroom rigor may account for the second-lowest ever of 2.667 in 2000-01.

RENAISSANCE CARD HOLDERS

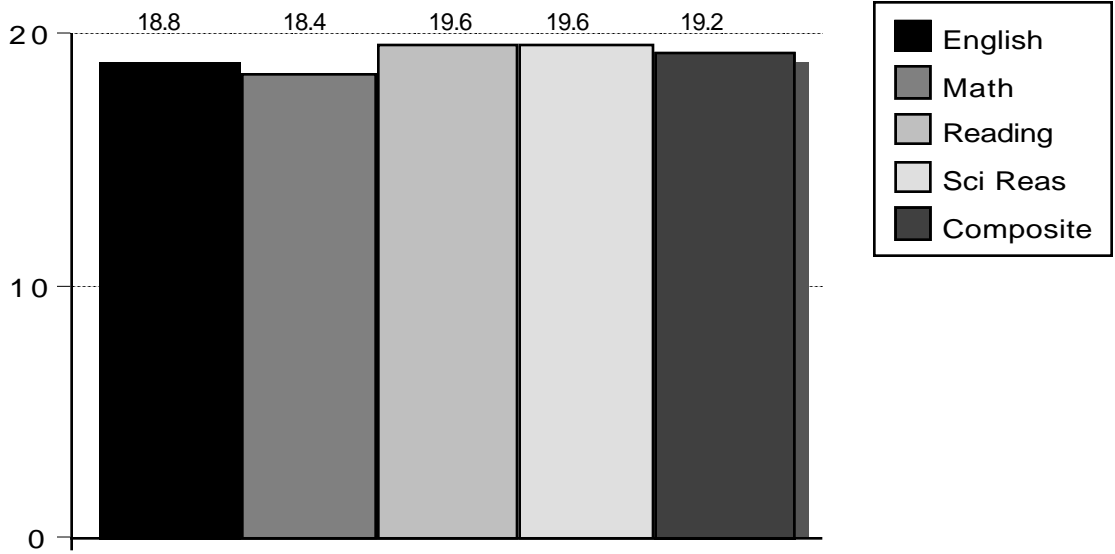


The eighth year of the Renaissance Program, implemented in 1992-93, shows positive results. The number of Gold Club (4.0 GPA) members increased by 240% from 44 students in 1992-93 to 149 students in 1999-00; the number of Red Club (3.0 GPA) members increased 12% from 336 students in 1992-93 to 377 students in 1999-00, with a slight decline from last year; the number of Yellow Club (2.5 GPA) members decreased by 41%, from 238 students in 1992-93 to 140 students in 1999-00; and the number of White Club (+.5 GPA) members remained relatively constant, despite an increase in eligibility requirements from .3 GPA to .5 GPA in 1998-99.

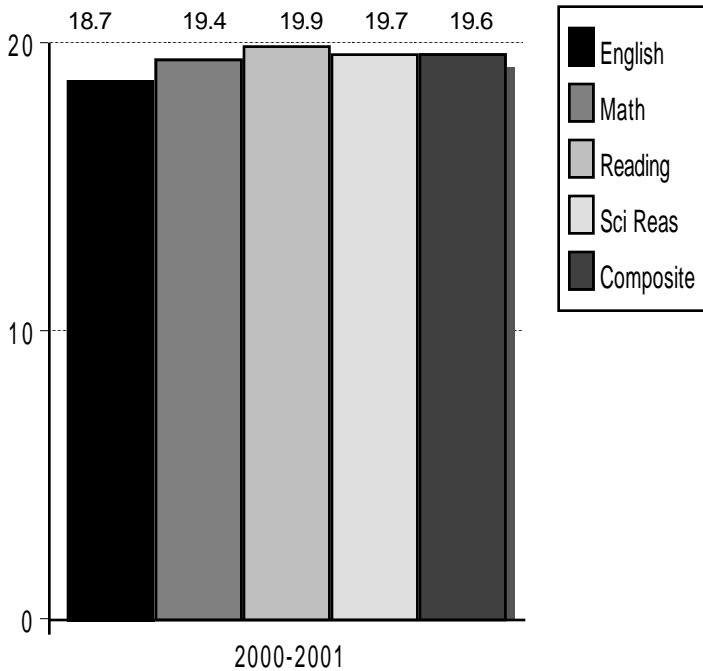
A total of 55.3% of the school's population was recognized through the Renaissance Program in 1998-99.

In addition, the combined number of Gold and Red Club members dramatically increased from 380 members in 1992-93 to 528 members in 1999-00, an impressive improvement of 39%.

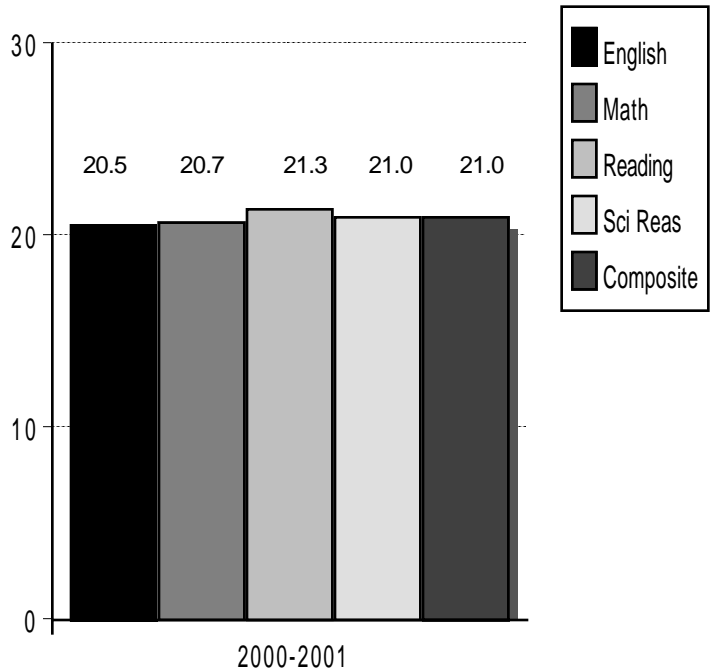
SKYLINE
Grade 11 ACT-tested juniors-mandatory



COLORADO
Grade 11 ACT-tested juniors-mandatory

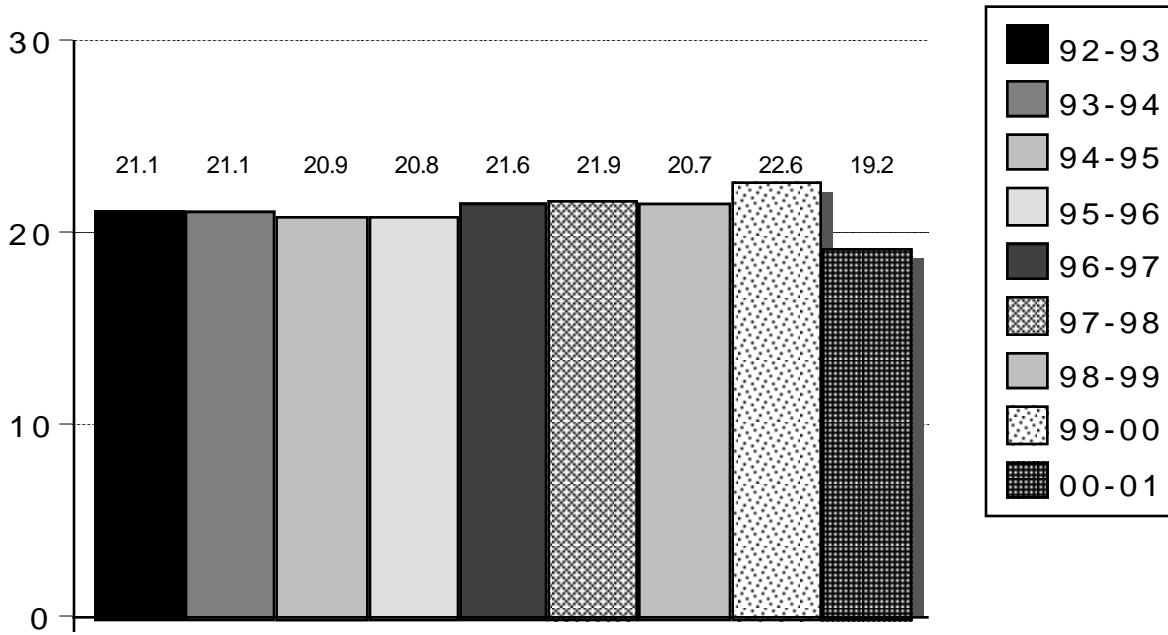


NATIONAL
Grade 11 ACT-tested juniors-mandatory

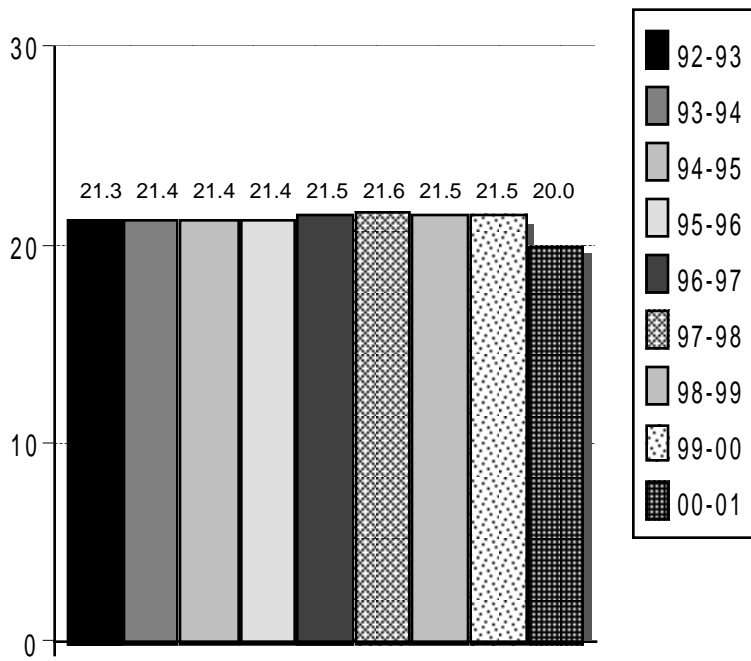


In the first-ever grade 11, mandated ACT test in 2001, Skyline's juniors fell slightly below (.04) the state composite to 19.2. English was the one area where Skyline exceeded the state average by 0.1.

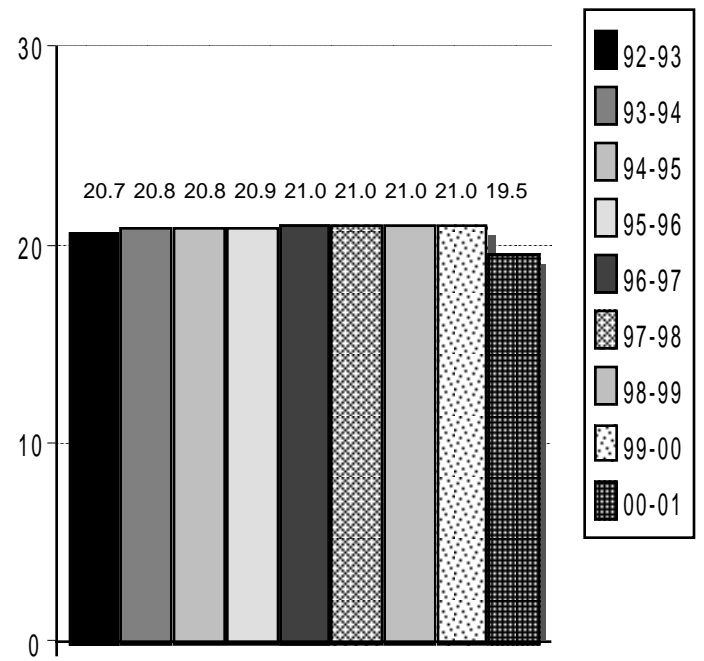
SKYLINE ACT DATA
Self-elected by graduating seniors



COLORADO ACT DATA
Self-elected by graduating seniors

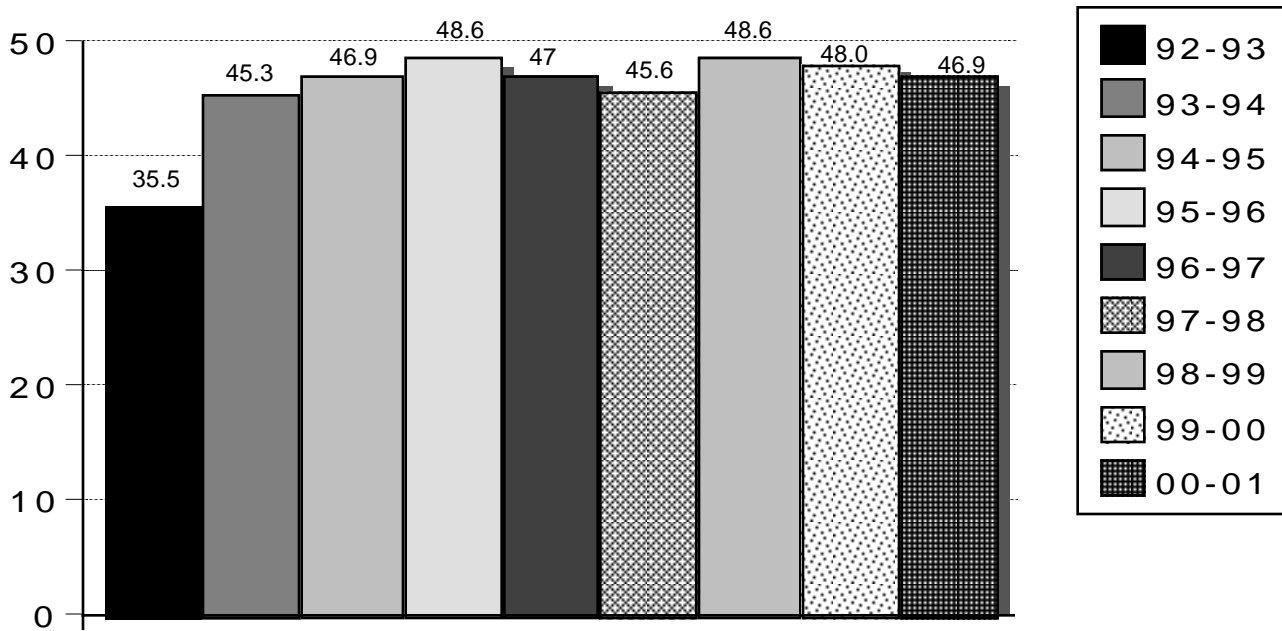


U.S. ACT DATA
Self-elected by graduating seniors



Of the nine years indicated, Skyline's scores exceed those of the State of Colorado in two years, and outstrip the nation's scores in six of the years. This past year, however, Skyline's scores were the lowest ever, dipping even under the state's and the nation's.

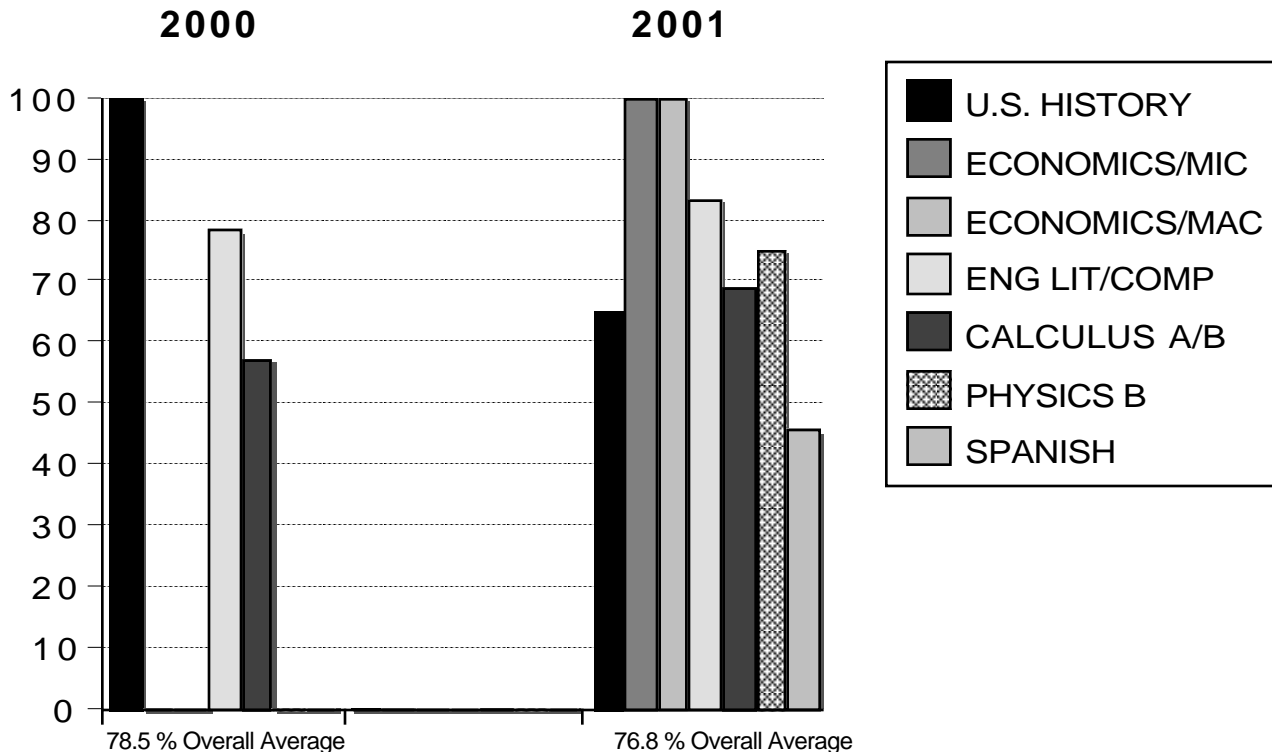
PERCENTAGE OF STUDENTS ON HONOR ROLL



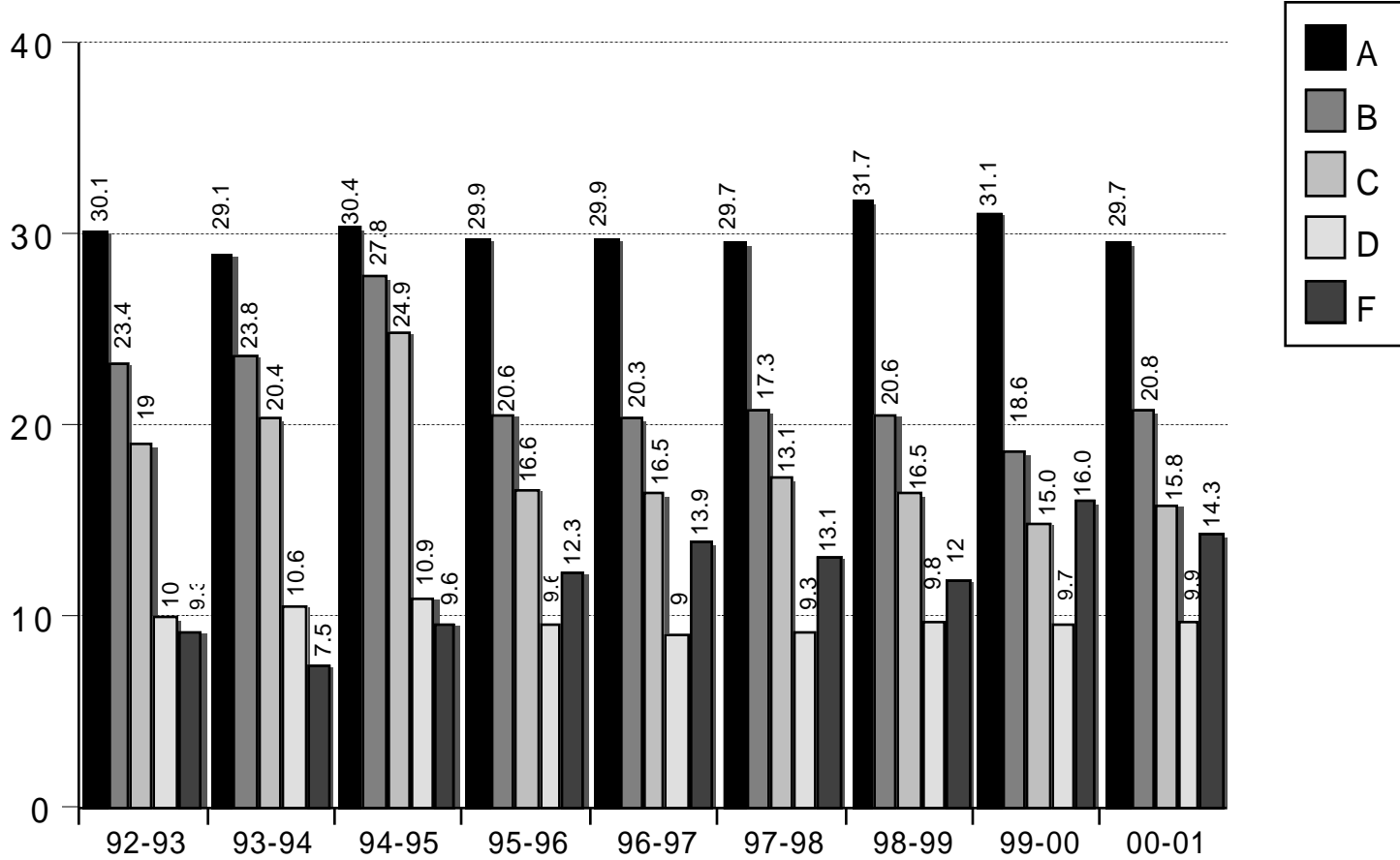
(Honor roll participants include those students with 3.0 GPA or better)

With the implementation of the Renaissance Program in 1992-93 and of the trimester scheduling system in 1993-94, the percentage of students on the honor roll has increased 35.7%, from 35.5% to an all time high in 1995-96 and again in 1998-99. The last two years, however, have seen slight dips, due perhaps to higher standards and more rigorous expectations.

COMPOSITE ADVANCED PLACEMENT RESULTS Percentage Grade 3 or Higher



SKYLINE ACHIEVEMENT RATES



While the percentage of students receiving A's from 1992-93 to 1997-98 has remained fairly constant, the percentage of students receiving A's shows a dramatic improvement in 1998-99 and 1999-00. This past year, the percentages dipped back to earlier levels. The percentage of students receiving B's shows an overall decline of 2.6 percent. Accordingly, the percentage of A & B students taken together results in a steady decline of 7.7 percent from a high of 58.2 percent in 1994-95 to the third lowest of 50.5 percent in 2000-01.

The dramatic increase in the percentage of F students, from 1993-94 especially, resulted from changing demographics and a more accurate tracking system, as well as increased standards and rigor. The current year's 14.3 percent represents the second highest percentage ever. The implementation of the Renaissance Program in 1992-93 and of the trimester scheduling system in 1993-94 appears to have had little impact on overall student achievement as measured by grade distribution.

FINAL OBSERVATION

Overall, the 2000-01 report shows encouraging results.

There were many impressive highlights, such as the **(lowest all-time drop-out rate)** and **(the record highest graduation rate)**. There were also some alarming lowlights, such as the continually low (although slightly improving) attendance rate, especially in the ninth grade.

Most encouraging, however, were the **Hispanic dropout rate (lowest in the last nine years)** and the **Hispanic graduation rate (highest ever)**. Programs such as Opportunity School and the Latino Mentoring Program continue to have a successful impact.

Efforts will continue to be made to improve the dismal attendance rate especially in the ninth grade, through the IPASS and LINK Programs.

With these four major highlights over the past year, Skyline's staff takes extreme pride in their students' successes and accomplishments. There truly is more to ranking schools than merely utilizing CSAP results. Colorado needs to broaden its horizons, like fifteen other states, to include other indicators as well, providing thereby a more accurate picture of a school's student achievements.