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ACCREDITATION OF COLORADO SCHOOLS

CRITERIA and PROCEDURES

COLORADO STATE DEPARTMENT
OF EDUCATION

H. GRANT VEST, Commissioner



DENVER
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ACCREDITATION OF COLORADO SCHOOLS

Criteria and Procedures



Revised Statement

Prepared by William T. Van Orman, Director

Division of Accreditation

Approved by the State Board of Education

August 13, 1958

COLORADO STATE DEPARTMENT OF EDUCATION

OFFICE OF INSTRUCTIONAL SERVICES

LEO P. BLACK, Assistant Commissioner



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ACREDITATION OF COLORADO SCHOOLS

Criteria and Procedures

Approved by the State Board of Education
August 12, 1936

Division of Accreditation

Prepared by William J. Van Orman, Director

Revised Edition



COLORADO STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
AND E. BLAIR, CHIEF, INSTRUCTIONAL SERVICES

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ACCREDITATION OF COLORADO SCHOOLS

In 1952, the State Department of Education, at the request of the University of Colorado, assumed responsibility for the accreditation program of high schools formerly accredited by the University. The following statement of policy was adopted by the State Board of Education on August 17, 1952:

"The State Board of Education in assuming the state program of accreditation anticipates no major change in the program in the immediate future. The policies contained in this bulletin are tentative criteria to be used during the interim in which plans are being developed for a program of broadened services to entire school systems."

In September, 1955, the State Board took an important step in broadening the program, when it passed a resolution to the effect that the programs in the elementary grades must measure up to reasonable standards if the high schools are to be accredited. Since that time a general evaluation of the elementary school programs has been made in the case of the new high schools which have been added to the accredited list.

Changes in the Program

In this issue of the bulletin, there has been careful revision and expansion of the section setting forth the procedures of the accreditation program. A number of changes have also been made in the criteria, but most of these are minor in nature. The changes in the bulletin which are of a rather fundamental character are as follows:

1. The addition of the general appraisal of the work in elementary school grades, as indicated in the foregoing resolution.
2. Revisions of the forms for making annual reports, and the inclusion of a report from the elementary schools in districts having both elementary and high schools.
3. The criteria concerning the preparation of teachers no longer permit deductions to be made because of certain kinds of work taken at the high school level.
4. The meaning of the term "Warning" has been changed to some extent. Repeated Warnings will not be issued. When a school is warned, it is placed on strict probation for the ensuing year and will be dropped if significant improvements are not made.

Plans for Broadening the Program

In the 1952 bulletin of Standards, Regulations and Recommendations for Accrediting Secondary Schools, it was stated, "It is the desire of the State Board of Education that the present state accreditation program will develop into an over-all evaluation of the school

systems. This objective should lead to the improvement of all aspects of each local educational system, including instruction, school facilities, special activities, and teacher qualifications." In line with this objective, it is planned to revise the program considerably during the 1958-59 school year. Criteria are to be developed for the elementary school grades and a system of accreditation established by which the total community school can be evaluated and accredited. The cooperation of many people will be solicited in this undertaking. It is planned that the revised program will become effective as of September 1, 1959.

Advisory Committee on Accreditation

In the spring of 1958 an Advisory Committee on Accreditation was appointed by the State Board of Education. This Committee is composed of 17 members. The members serve on the Committee for three-year, overlapping terms, and they represent, broadly, the schools, colleges, and some of the major educational organizations in the state. It is the responsibility of the Committee to assist the State Department of Education in the expansion and further development of the Accreditation program. The Director of Accreditation, working with the Accreditation Committee, will annually make recommendations to the Commissioner of Education and the State Board of Education concerning the accreditation status of the schools of the state.

THE AIMS OF THE PROGRAM

The purposes of the program for accrediting Colorado schools are to assist schools in the maintenance of high educational standards and to encourage the continuous improvement of educational facilities and programs. The schools of Colorado and the communities which support them are desirous of providing the best possible educational opportunities for their young people. Experience has shown that an accreditation program which establishes appropriate and reasonably high standards can help schools and communities in achieving this end.

The State Department's aim is to conduct the program so that its full potentiality for improvement can be realized and to improve it over the years so it will become increasingly more effective.

ACCREDITATION PROCEDURES

A Voluntary Program

The evaluation of a school for purposes of accreditation is an evaluation of the total program of the school. It is a cooperative endeavor in which the school and the State Department of Education share the major responsibility. Basic to the operation of the program is self-evaluation and self-initiated improvement on the part of the individual school. It cannot be emphasized too strongly that the accreditation program is a voluntary one. It is not in any way a program imposed upon the schools.

Standards for Accredited Schools

All schools in the state, whether accredited or just legally

approved, must, of course, fulfill the legal requirements for schools of their class of organization. In addition, accredited schools must meet the higher standards established for such schools.

Total Program Evaluated

It should be noted especially that it is the total program of the school which is evaluated for purposes of accreditation. Although the criteria are individually important and should be met, only legal requirements are "absolutes" in the sense that each specific item must be met completely. It is possible for deficiencies and weaknesses in certain areas to be compensated for by outstanding strengths in other aspects of the school—its organization, administration, facilities and educational program.

Evaluation of Quality as Well as Quantity

Some of the criteria for accredited schools are quantitative in nature. Objective evaluations can be made rather easily with respect to these criteria. Other criteria are qualitative and the making of appraisals with reference to them is often difficult. The really important consideration, of course, is the quality and the appropriateness of the educational experiences which are provided. For this reason, the accreditation program attempts, in so far as possible, to determine the quality of the school's education program. Various aspects of a school's program may be considered deficient even though the quantitative standards are fully met. For example, a school library may have a sufficient number of volumes, but there would be a deficiency if inadequate use were made of the library. A teacher's credentials might meet the quantitative standards of preparation, but if poor teaching is provided, there would still be a deficiency with respect to accreditation standards. On the other hand, it is not impossible for a reasonably satisfactory program to be provided in any particular area even though the quantitative standards are not fully met.

Self-Evaluation

The initial step in the accreditation process is taken by the schools in undertaking a very careful and comprehensive self-evaluation. The **Evaluative Criteria** available from the Cooperative Study of Secondary School Standards, 1785 Massachusetts Avenue, N.W., Washington, D.C., is the instrument normally used in making the evaluation of the high school. The publication **Self-Evaluation of Elementary Schools in Colorado**, published by the Colorado State Department of Education, should be used in evaluating the elementary school program. At the same time, the school should be examining itself in the light of the criteria established for accredited schools. This step of self-appraisal usually requires at least a year's time.

Each school is encouraged to carry on a continuing program of self-appraisal. If a school wishes help every few years in making a rather complete evaluation, the Department will be glad to give its assistance.

Accreditation of "New" Schools

When a school seeking accreditation feels that it is ready to be considered for accreditation, it applies to the State Department. The Department then organizes a visiting committee composed of school and college leaders as well as Department representatives. This Committee generally spends several days in the school observing all aspects of the school—its organization, administration, facilities, and educational program—and carefully checking the self-evaluation that has been made. If the visiting committee concludes that the school measures up to the standards for accredited schools and if the local board of education subscribes fully to the philosophy, procedures, and standards of the accreditation program, the committee recommends to the State Department of Education that the school be placed on the accredited list.

Evaluation by Reports and Visits

The school program is evaluated annually by visits to the school on the part of Department representatives and by a review of reports from the school.² Shortly after the school's annual report is received in the Department, an acknowledgement of it is sent to the superintendent, along with a statement concerning any omissions in it and any obvious deficiencies with respect to accreditation standards. Both during and following a visit to a school, the attention of the school administrator is called to any special strengths or weaknesses in the total school program, and suggestions are made for improvements. Following a visit to the school, a letter is sent to the superintendent with copies going to the secretary of the board of education and to the county superintendent.

Advisements and Warnings

Toward the close of the year, deficiencies and deviations are again brought to the attention of the administrator by the issuance of Advisements or Warnings. Copies of this report go to the secretary of the school board and to the county superintendent. The qualification of Advisement means that there are certain inadequacies which should be placed on record for the purpose of encouraging improvement before the accreditation status of the school is seriously threatened. The qualification of Warning means that the total program is definitely below the minimum standards and that the school has been placed on strict probation for the ensuing year. Copies of Warnings are sent to each board member as well as to the district and county superintendents. In the case of either Advisement or Warning, it is expected that the specific deficiencies or deviations will be corrected by the time of the next annual report, and that significant improvement will be made in the total school program during the succeeding year. If insufficient progress is made, however, a school that has been advised may be given a second Advisement, or it may be issued a Warning, but if a school has been warned and has not made satisfactory improvement, it will be recommended for dropping from

² It may not always be possible to visit each school every year.

the accredited list. This will not be done, however, until after a special visitation committee has made a complete review of the school's status.

Reinstatement of a School

A school which has been dropped from the accreditation list may be reinstated one year later. Such a school must, of course, correct the deficiencies and deviations which caused it to be dropped. It must also follow the procedure for a "new" school in becoming accredited. That is, it must complete a thorough self-evaluation, be approved by a visiting committee and recognized by the State Board of Education.

Action by the State Board

Action is generally taken by the State Board of Education towards the close of a school year. A school placed on the accredited list remains there during the following school year.

Expenses of the Accreditation Program to Local Districts

The State Department's services in connection with the Accreditation Program are provided without cost to the public schools. A school district, however, may be asked to pay for the actual expenses of travel, board and room for members of a visiting committee (other than State Department representative) while they are evaluating the school prior to making recommendations to the State Department concerning the accreditation status of the school.

1. Eligibility:

CRITERIA

Before being considered for accreditation, a school must:

(a) Meet all legal requirements for schools of its class of organization.

(b) In newly-organized districts, have been in successful operation for at least one school year.

2. Essential Reports:

(a) The school submits an annual report to the State Department and such supplementary reports as may be deemed necessary. The data contained in these reports are essential in enabling the Department representatives to be of the greatest service to schools.

(b) An official transcript of record is submitted with the annual report for those members of the faculty who are reported for the first time in any accredited school. If a teacher, principal or superintendent is employed in an emergency after the annual report has been sent in, the transcript of record must be submitted when the person is employed.

3. Philosophy and Objectives:

Each school formulates for its guidance a statement of the educational philosophy. Upon this philosophy is based the general and specific objectives which the school endeavors to attain.

Evidence is submitted to show that the philosophy and objectives have been generally discussed and are understood by members of the board of education and members of the educational staff. Good public relations indicate that the patrons of the school should be familiar with the school's statement of philosophy and objectives.

4. Board of Education Policies:

The superintendent exercises leadership in working with his Board in the development of a set of Board policies. The Board always acts as a unit and since it has employed a well-qualified superintendent, it delegates executive authority to him; that is, reserves to itself the duty of approving what the policies for the administrative procedures are to be, and then places upon the superintendent the responsibility for their execution. The superintendent gives consideration to democratic principles in carrying out his administrative duties.

5. Administration and Supervision:

The accredited school is efficiently administered, and adequately supervised. The superintendent or someone delegated by him visits the elementary and high school classes regularly for the purpose of assisting teachers in their work, of determining whether or not the teacher should be recommended for re-employment, and of providing for adequate articulation of the work in one grade with that of another.

6. Morale:

The morale of a school as indicated by its organization, the efficiency of instruction, regular attendance, standards of scholarship, attitudes of industry, community spirit, freedom from factional disputes in the school and in the community, and ideals of conduct as manifested by manly and womanly behavior, is its most vital factor. Only schools in which the morale is satisfactorily high may expect to be placed or retained on the accredited list.

7. Guidance, Pupil Records and Testing:

(a) It is the duty of the superintendent, as the supervisor and administrative officer, to see that all permanent pupil records are kept completely up to date. Such records must be filed so as to be readily accessible and subject to review by any duly authorized person. These records must not be open to promiscuous inspection, and provision must be made for their safe preservation, including housing in a fire proof cabinet or vault.

(b) It is important that the permanent pupil records be the cumulative type; that is, provide for much more information than merely the simple and rudimentary forms of attendance and credit records.

(c) An adequate guidance program is essential. It should be personal, educational, and vocational, and the information in the

cumulative records should be such as to provide for proficiency in this aspect of the educational program.

An adequate library of occupational and educational information is available for student use.

(d) The school carries on a testing program involving no less than the use of standardized tests of mental ability and scholastic achievement in addition to the use of teacher-made tests.

8. Criteria for Preparation of Teachers and Administrators:

A school accredited by the State Department of Education observes the following guiding principles with respect to the qualifications of professional personnel:

A school staff of capable and professionally competent teachers, administrators, and supervisors is a primary essential for a good school. Each member of the staff is a well-adjusted person of good personality, health, and character. He has a broad general education, adequate preparation in professional education, and an attitude favorable to continued professional growth. He has specific preparation for his particular assignments, and he approaches his task as an educational leader or guide in the growth and development of boys and girls rather than as one who merely administers a school or imparts subject matter.

(a) Administrators, Principals, Supervisors, and Teachers—hold certificates that are legally valid in Colorado—have an A. B. or equivalent degree from a recognized institution of higher learning.

(b) Superintendents and Principals have professional training which gives them special preparation for their administrative and supervisory duties and a minimum of two years of teaching experience. Superintendents hold the **Colorado Administrative Certificate**.

It is recommended that all administrators, including high school and elementary school principals, qualify for and hold the **Colorado Administrative Certificate**, which is based on a Master's degree.*

(c) All teachers hold the regular **Graduate Temporary Certificate** or one of equal or higher rank and such other special certificates as required. In addition, teachers in federally-subsidized vocational education programs have the approval of the Board for Vocational Education.

(d) High school teachers have a well-balanced program of college preparation, including not only a broad experience in a number of basic areas of learning, but also reasonable breadth of experience within the areas of specialization. For an example of the latter, it is certainly desirable that English teachers have specific preparation in the field of speech, creative writing, and literature.

* After September 1, 1959, this will be a requirement for high school principals of accredited schools.

(e) High school teachers have a minimum of 12 semester (18 quarter) hours of preparation in each field in which they teach, including specific preparation in each subject taught. College hours in special methods may be counted toward meeting the total hours required in a field. In general, the specific preparation in each subject taught should be a minimum of 5 semester or 7½ quarter hours. If only a small part of the teaching assignment is in a particular teaching field, a reasonable deviation from the minimum preparation of 12 semester hours, or 18 quarter hours, may be accepted.

(f) To assist schools in interpreting the 12 semester (18 quarter) hour total requirements in a field in terms of specific minimum subject preparation requirements, the following suggestions are offered:

SOCIAL STUDIES

Social Studies preparation should include 6 semester (9 quarter) hours of history, including not less than 3 semester (5 quarter) hours of American History, and some credit in Economics, Sociology, Political Science, or some other area of Social Science.

ENGLISH AND SPEECH

Since speech instruction should always be integrated with a developmental English program, the preparation of the English teacher shall include at least 3 semester hours in the field of speech. When additional speech instruction is provided in a specific speech class, the teacher shall have a minimum of 5 semester (7½ quarter) hours in speech with related preparation in English to compare with above.

DRIVER EDUCATION

The staff member in charge of Driver Education should have a minimum of 12 semester (18 quarter) hours in Safety Education and related courses. A course in Driver Education, one in General Safety Education, and one in First Aid shall be required. A maximum of 2 semester or 3 quarter hours earned in any of the following may apply toward the total requirement; Audio-Visual Education, Physics, Psychology, Auto-Mechanics, Advanced Driver Education, Driver Education Seminar. An American Red Cross First Aid Certificate or its equivalent will be accepted in lieu of the First Aid course; however, if this substitution is made, an additional course or courses from the elective group must be taken to make up the total number of required hours.

SCIENCE

High School Subject	Semester Hours
Biology	5
Chemistry	5
Physics	5
General Science	12 (total) courses in both biological and physical science
Advanced Physical Science	12 (total) in physics and chemistry combined

BUSINESS EDUCATION

High School Subject	Semester Hours
Typewriting	5
Shorthand	5
Office Practice (including shorthand)	12 (must include 5 hours shorthand and 3 hours typewriting)
Office Practice (not including shorthand)	12 (must include 5 hours typewriting)
Bookkeeping	5
General Business	5 (not including hours in typewriting and shorthand)

GUIDANCE

The staff member in charge of the Guidance program has a minimum of 12 semester (18 quarter) hours in guidance and related courses. A minimum of 6 semester hours in basic areas of guidance is required.

Such areas are:

- Principles and Practices of Guidance
- Counseling
- Occupational and Educational Information
- Organization and Administration of Guidance
- Group and Individual Testing for Guidance Purposes
- Group Techniques in Guidance
- Individual Inventory

The additional 6 semester (9 quarter) hours may be earned in the guidance areas designated above or the following related areas:

- Mental Health
- Child and Adolescent Psychology
- Psychology of Learning
- Statistics and Techniques of Research
- General Psychology
- Human Growth and Development
- Psychology of Personality
- Psychology of Exceptional Children

LIBRARY

The teacher-librarian in charge of the central library has a minimum of 12 semester (18 quarter) hours in library science and related courses. A minimum of 6 semester (9 quarter) hours in basic library science courses is required. These hours should include some work in each of the following basic areas:

- School Library Administration
- Organization of the Library (Classification and Cataloging)
- Selection of Library Materials

Hours earned in the following related areas may apply toward the total requirement of 12 semester (18 quarter) hours. Not more than 3 semester (5 quarter) hours may be counted in any one area:

- Reference Work in Bibliography
- Children's Literature or Adolescent Literature
- Occupational and Educational Information
- Guidance in Reading
- Audio-Visual Education

AUDIO-VISUAL

In schools which have a staff member with the responsibility of directing or coordinating the Audio-Visual program, this person has a minimum of 3 semester hours in Organization and Administration of Audio-Visual Materials. The assignment of a qualified person in this area is recommended.

9. Minimum Teaching Staff:

(a) The teaching staff includes not less than three full-time teachers for the work of the ninth grade and above. The superintendent or principal may be considered one of these teachers provided he teaches no more than one-half time per day in those grades.

(b) There are at least four full-time teachers or the equivalent if the school is organized as a five-year or six-year high school.

10. Teacher Tenure:

The effectiveness of a school depends in large measure upon the stability of the teaching staff. It is the policy of the school to employ and retain well-qualified teachers. The policy appears in:

(a) an initial salary adequate to procure such teachers and provisions for reasonable increases in salary in recognition of the teacher's growing usefulness to the schools;

(b) the observance of the legal requirements for a minimum salary;

(c) a feeling of security in continuous service on the part of competent teachers and freedom from pressure inconsistent with professional integrity;

(d) provision of desirable living and working conditions.

11. Follow-up Studies:

The graduates from accredited schools make satisfactory progress in college or in the work activities they undertake. Continuing follow-up studies are made of graduates.

The school is reasonably successful in holding its students until they are graduated from high school. Periodic studies are made of "drop-outs."

12. Pupil-Teacher Ratio and Size of Classes:

(a) The number of pupils per teacher, based on average class size, does not exceed 30.

(b) Class size does not exceed 35 except in physical education and music.

13. Teacher Load:

No teacher is assigned more than five teaching periods per day, for each of which separate preparation is necessary. Regardless of the number of preparations or length of period, a planning period is provided each teacher for purposes of class preparation.

14. Length of Class Period:

(a) The class period for most purposes, including laboratory science and shop courses, is the one-hour period (55 minutes net). This means a minimum time per week of 275 minutes devoted to classroom and laboratory or shop activities and to supervised study.

(b) The minimum length of the class period is 40 minutes net. A 40-minute class period, however, requires approximately 40 minutes of preparation outside of class. In using the 40-minute period, the minimum time per week devoted to class periods in science and shop work is 280 minutes. This makes possible three 40 and two 80-minute periods for classroom and laboratory or shop activities.

(c) The stipulations in (a) and (b) above constitute minimums when full credit for a 36-week program of one Carnegie unit or 10 semester hours is contemplated. These standards are not to be construed as inflexible as far as program arrangements are concerned. For example, a few schools are using a 70-minute net period with four meetings per week and a total of 280 minutes. Such programs seem to be achieving desirable results and have been approved.

(d) As a general rule, the basis for determining credit is satisfactory achievement through a 36-week course with a minimum of 275 minutes per week. This equals one Carnegie unit or 10 semester hours of credit. Credit may be given, however, on the basis of carefully evaluated qualitative attainment. Programs for issuing credit on such a basis must be approved by the State Department of Education.

15. Academic Year Definition:

The minimum school year is 172 days. It is strongly recommended, however, that schools arrange their programs to include 180 days of school in which teacher and pupils are present.

16. Pupil Load:

(a) From four to five units (20-25 semester hours) are considered the normal amount of work carried toward graduation by the average pupil.

(b) The high school provides a full four-year program (three-year in senior high schools) and only in very exceptional cases are students permitted to complete their work and be graduated in less time.

17. Graduation Requirements:

(a) Graduation from a four-year high school is based upon a minimum of 16 units, or 160 semester hours. Graduation from a three-year high school (grades 10, 11, and 12) is based upon a minimum of 12 units, or 120 semester hours, earned in the upper three grades.

(b) The program of studies should form some pattern of majors and minors, or other acceptable plan, that will provide a basis for educational guidance and continuity of educational experience.

18. Curriculum and Courses of Study:

(a) The school offers a sound and well-balanced program of studies, the subjects of which are selected and adapted to meet pupil and community needs. Habits of study, problem solving, and ability to read with comprehension are of primary significance for all pupils. Careful evaluation to encourage the development of these abilities and to measure their degree of achievement is expected of all accredited schools.

(b) Adaptation of the curriculum to the needs of the pupils and community requires that the following activities be given careful consideration. Collecting, recording, and study of data relating to the social, economic, and other environmental conditions of the local community; investigation and recording of the educational and vocational interests of high school pupils; a follow-up study of graduates and other pupils who have left school.

(c) Supervised correspondence study courses may be used to expand curricular offerings. These should be conducted through the high school and purchased only from accredited colleges. Only such courses and those for veterans given through United States Armed Forces Institute are acceptable for credit toward high school graduation.

19. Site and Building Provisions:

(a) The adequacy of the site and the location and construction of the school buildings are important factors in accreditation. The lighting, heating, and ventilation, the nature and care of laboratories, corridors, toilets, water supply and school furniture must be such as to insure hygienic conditions for both teachers and pupils.

(b) The fire escape, fire extinguishers, or fire hose and fire alarms must be maintained in good repair and be unquestionably adequate to safeguard the lives of pupils and teachers.

20. Laboratory and Library Facilities:

(a) Physical and Biological Sciences

The laboratory facilities are such as to provide for a liberal amount of experimentation. Apparatus, supplies, and equipment are adequate for practical laboratory demonstration and experimentation.

(b) Library

The library is arranged on open shelves and located in a room which provides adequate space and equipment for library work. The library is carefully cataloged and is readily accessible at all times during the school day. It is a learning materials center and is extensively used by students and teachers.

Encyclopedias are kept up-to-date; reference volumes are well distributed; a good unabridged dictionary is provided; and there is a minimum number of 15 well-selected magazines.

For schools with 300 or more pupils enrolled, the library provides 5 useful volumes per pupil; 150-300 pupils, 7-5 useful volumes per pupil, or from 1,000 to 1,500 volumes as the number of pupils approaches 300; 50-150 pupils enrolled, 10-7 useful volumes per pupil, or from 500 to 1,000 useful volumes as the number of pupils approaches 150; less than 50 pupils, 50 useful volumes.

An annual library appropriation of at least \$200 shall be budgeted and spent for useful books and periodicals. Purchases should be guided in relation to distribution as indicated in **Standard Catalog for High School Libraries**, in **A Basic Book Collection for High Schools**, or in the **Evaluative Criteria**.*

*(a) **Standard Catalog for High School Libraries**, H. W. Wilson & Co., 950 University Avenue, New York 52, N. Y. (latest edition with supplements). Sold on a service basis, based on the book budget.

(b) **A Basic Collection for High Schools**, American Library Association, 520 N. Michigan Avenue, Chicago, Illinois.

(c) **Evaluative Criteria**, Cooperative Study of Secondary School Standards, 1785 Massachusetts Avenue, Washington 6, D. C.

ACCREDITED HIGH SCHOOLS—As of June 30, 1958 (PUBLIC)

Three-Year High Schools

*Adams City
*Alamosa
*Boulder
*Brighton
*Cherry Creek
*Colorado Springs
*Del Norte

DENVER
*East
*Manual
*North
*South
*Durango
*Englewood
*Greeley
*Holly

JEFFERSON COUNTY

*Alameda
*Arvada
*Evergreen
*Jefferson
*Lakewood
*Leadville

PUEBLO

*Centennial
*Central
*Westminster

Four-Year High Schools

Aguilar
Antonito
*Aurora
Basalt
Bayfield
BENT COUNTY
*Las Animas
McClave
Breckenridge (Summit Co.)
*Brush
Byers
Calhan
*Canon City
*Center
Central City (Gilpin Co.)
Cheraw

CHEYENNE WELLS

Arapahoe
Cheyenne Wells
Kit Carson
Collbran (Plateau Valley)
*Cortez (Montezuma Co.)
Cotopaxi
*Craig (Moffat Co.)
Creede
Crested Butte
*Cripple Creek-Victor
Deertrail

DELTA COUNTY

Crawford
*Delta
*Hotchkiss
*Paonia

DENVER

*Emily Griffith Opportunity School
*West
Dolores
Dove Creek (Dolores Co.)

DOUGLAS COUNTY

Castle Rock
Parker
Eads
Eagle
*Eaton
Elbert

Elizabeth
*Englewood (Sheridan Union)
*Estes Park
*Florence
*Fort Collins
*Fort Lupton
*Fort Morgan
*Fountain
*Fowler
Genoa
Georgetown
*Glenwood Springs (Garfield Co.)
Granby (East Grand)
Grand Valley
Grover
*Gunnison
*Gypsum (Eagle Co.)
Harrison
Haxtun
Hayden
Hillrose
Hoehne
*Holyoke (Phillips Co.)
Hudson
*Hugo
*Idaho Springs

JEFFERSON COUNTY

*Golden
*Wheatridge
*Johnstown
Kersey
*Kremmling (West Grand)
La Jara
*La Junta
*Lamar
La Veta
*Limon
*Littleton

LOGAN COUNTY

Crook
Fleming
Iliff
Padroni
Peetz
*Sterling

Four-Year High Schools (Continued)

*Longmont
McCoy
Manassa
Mancos
*Manitou Springs
Mead
*Meeker (Rio Blanco Co.)

MESA COUNTY VALLEY

Central (Fruitvale)
*Fruita
*Grand Junction
*Palisade
*Monte Vista

MONTROSE COUNTY

*Montrose County
Nucla
*Olathe
New Castle
New Raymer
Norwood
Oak Creek
Olney Springs
*Ordway
Ouray
Ovid
Pagosa Springs
Penrose
Pritchett

PUEBLO COUNTY

Boone
Pueblo County
Rye
Rangely
Redcliff
Ridgway
*Rifle

*Rocky Ford
Saguache
*Salida
San Luis (Centennial)

SEDGWICK COUNTY

*Julesburg
Sedgwick
*Simla
Sopris (Lincoln)
*Springfield
*Steamboat Springs
Strasburg
*Trinidad
Vilas
Walden (Jackson Co.)
*Walsenburg (Huerfano Co.)
Walsh

WASHINGTON COUNTY

Akron
Cope
Lindon
Otis
Waverly (RFD, Ft. Collins)
Westcliffe
Weston (Primero Union)
Wiggins
*Windsor
Yampa

YUMA COUNTY

Eckley
Idalia
Laird
Liberty (at Joes)
Vernon
Wray
*Yuma

Five-Year High Schools

Buena Vista
*Flagler
Gill

JEFFERSON COUNTY

*Bear Creek, (RFD, Morrison)
Keenesburg (Prospect Valley)

Weldona (Weldon Valley)

Wellington
Wiley

Six-Year High Schools

Arriba
Aspen
*Ault
Bennett
Berthoud
*Burlington
*Cheyenne Mountain
Climax (Max Schott)
DeBeque

DELTA COUNTY

Cedaredge
*Erie
Evans
Fairplay

Frederick
Galeton
Gilcrest
Granada
Harrison
Hartman
Ignacio

JEFFERSON COUNTY

*Alameda
Keenesburg
Kiowa
*Lafayette
La Porte (Cache la Poudre)
La Salle

Six-Year High Schools (Continued)

LOGAN COUNTY	Nederland	*Silverton
Merino	Nunn	Stratton
Lone Star (RFD, Otis)	Parker	Sugar City
*Louisville	Pierce	*Swink
*Loveland	Platteville	Telluride
Lyons	Sanford	Timnath
Manzanola	*Sargent	Woodland Park
Milliken		

(NON-PUBLIC)

Four-Year High Schools

BOULDER, Mt. St. Gertrude Academy	Randall School, 1277 Williams
CANON CITY	*Regis, 50th and Lowell
Abbey	*St. Francis de Sales,
*Mt. Scholastica Academy	235 S. Sherman
COLORADO SPRINGS	*St. Joseph's, 622 W. Sixth Avenue
St. Joseph's Convent	ENGLEWOOD
*St. Mary's	Kent School for Girls,
DENVER	3401 S. University
*Annunciation, 3536 Lafayette	*St. Mary's Academy
Belleview Preparatory,	LOVELAND, Champion Academy
1845 Champa	*PUEBLO, Catholic High
*Cathedral, 328 E. 19th Avenue	STERLING, St. Anthony's
*Holy Family, 4364 Utica	TRINIDAD, Holy Trinity
	*WALSENBURG, St. Mary's

Six-Year High Schools

COLORADO SPRINGS	
Fountain Valley	*GREELEY, College High

APPROVED COLORADO HIGH SCHOOLS (PUBLIC)

Four-Year High Schools

Bailey (Platte Canon)	Kim
Bethune	Mapleton-Retreat (Adams Co.)
Blanca (Sierra Grande)	Minturn
Branson	Moffat
Briggsdale	Monument (Lewis-Palmer)
Campo	Mosca
Capulin	Peyton
Carbondale	Ramah
Dry Creek Basin (San Miguel Co.)	Seibert
Edison (RFD, Yoder)	Sheridan Lake
Ellicott	Silt
Falcon	Stoneham
Florissant	Sunny Slope (RFD, Flagler)
Gardner	Thornton (Merritt-Hutton)
Gateway (Br. Mesa County Valley)	Towner
Hanover	Two Buttes
Haswell	Vona
Hooper	Woodrow
Karval	Yoder (Miami)

Six-Year High Schools

Agate	Carr	Lake City
Calhan (Alta Vista)		Snyder

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