

**Accredited with Improvement Plan**

This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Approaching	56.3%	( 8.4 out of 15 points )
Academic Growth	Meets	63.1%	( 22.1 out of 35 points )
Academic Growth Gaps	Approaching	51.7%	( 7.8 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	43.8%	( 15.3 out of 35 points )
<b>Test Participation<sup>3</sup></b>		<b>Meets 95% Participation Rate</b>	
<b>TOTAL</b>		<b>53.6%</b>	<b>( 53.6 out of 100 points )</b>

<sup>2</sup>Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

<sup>3</sup>Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

**Finance<sup>4</sup>** **Meets Requirements**

**Safety<sup>4</sup>** **Meets Requirements**

<sup>4</sup>Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

**Test Participation Rates**

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.3%	99.0%	98.1%	98.9%	Meets	Meets	Meets	Meets	29773	29261	17090	76124	29974	29542	17422	76938
Mathematics	99.5%	99.1%	98.3%	99.1%	Meets	Meets	Meets	Meets	29819	29300	17140	76259	29968	29552	17428	76948
Writing	99.4%	99.0%	98.2%	99.0%	Meets	Meets	Meets	Meets	29776	29264	17114	76154	29959	29553	17433	76945
Science	99.4%	98.8%	98.2%	98.8%	Meets	Meets	Meets	Meets	9853	9746	8372	27971	9914	9862	8524	28300
Colorado ACT	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	7264	7264	-	-	7371	7371

**Performance Indicators**

**Level: Elementary**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(3 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	28725	66.19	28
Mathematics	2	4		Approaching	28755	69.57	47
Writing	2	4		Approaching	28726	49.24	32
Science	2	4		Approaching	9526	45.47	46
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	17948	49	33	Yes
Mathematics	3	4		Meets	17885	51	46	Yes
Writing	3	4		Meets	17830	49	44	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	6909	46	-	-
<b>Total</b>	<b>10</b>	<b>14</b>	<b>71.4%</b>	<b>Meets</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	6772	45	48	No
Minority Students	3	4		Meets	7512	48	43	Yes
Students with Disabilities	1	4		Does Not Meet	1559	39	78	No
English Learners	3	4		Meets	3657	50	49	Yes
Students needing to catch up	2	4		Approaching	6062	49	66	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	6801	47	60	No
Minority Students	2	4		Approaching	7536	50	56	No
Students with Disabilities	1	4		Does Not Meet	1576	37	81	No
English Learners	2	4		Approaching	3687	54	59	No
Students needing to catch up	2	4		Approaching	4967	50	79	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	6776	44	58	No
Minority Students	2	4		Approaching	7511	48	53	No
Students with Disabilities	2	4		Approaching	1567	40	79	No
English Learners	2	4		Approaching	3671	50	56	No
Students needing to catch up	2	4		Approaching	9377	50	63	No
<b>Total</b>	<b>30</b>	<b>60</b>	<b>50%</b>	<b>Approaching</b>				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Performance Indicators**

**Level: Middle**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(3 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	28049	64.91	35
Mathematics	3	4		Meets	28066	54.47	65
Writing	2	4		Approaching	28051	52.55	35
Science	3	4		Meets	9304	50.32	59
<b>Total</b>	<b>10</b>	<b>16</b>	<b>62.5%</b>	<b>Meets</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	26109	47	31	Yes
Mathematics	2	4		Approaching	26162	47	64	No
Writing	2	4		Approaching	26135	46	50	No
English Language Proficiency (ACCESS)	1	2		Approaching	2131	47	-	-
<b>Total</b>	<b>8</b>	<b>14</b>	<b>57.1%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	9751	44	50	No
Minority Students	3	4		Meets	10969	45	44	Yes
Students with Disabilities	2	4		Approaching	2263	40	83	No
English Learners	2	4		Approaching	5052	48	52	No
Students needing to catch up	2	4		Approaching	8503	45	70	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	9770	44	79	No
Minority Students	2	4		Approaching	10992	47	74	No
Students with Disabilities	2	4		Approaching	2297	40	98	No
English Learners	2	4		Approaching	5061	50	76	No
Students needing to catch up	2	4		Approaching	10314	45	93	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	9781	41	69	No
Minority Students	2	4		Approaching	11000	44	62	No
Students with Disabilities	1	4		Does Not Meet	2292	39	91	No
English Learners	2	4		Approaching	5070	46	68	No
Students needing to catch up	2	4		Approaching	11740	45	79	No
<b>Total</b>	<b>30</b>	<b>60</b>	<b>50%</b>	<b>Approaching</b>				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Performance Indicators**

**Level: High**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(3 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	16542	64.8	29
Mathematics	3	4		Meets	16587	33.46	60
Writing	2	4		Approaching	16569	45.62	39
Science	2	4		Approaching	8104	46.13	41
<b>Total</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	15303	50	21	Yes
Mathematics	2	4		Approaching	15366	48	90	No
Writing	2	4		Approaching	15341	49	59	No
English Language Proficiency (ACCESS)	1.5	2		Meets	1567	57	-	-
<b>Total</b>	<b>8.5</b>	<b>14</b>	<b>60.7%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	4114	49	46	Yes
Minority Students	3	4		Meets	6499	51	38	Yes
Students with Disabilities	2	4		Approaching	1114	47	98	No
English Learners	3	4		Meets	3160	55	50	Yes
Students needing to catch up	2	4		Approaching	5328	50	82	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4144	47	99	No
Minority Students	2	4		Approaching	6528	47	97	No
Students with Disabilities	2	4		Approaching	1127	46	99	No
English Learners	2	4		Approaching	3178	48	98	No
Students needing to catch up	2	4		Approaching	8530	49	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4130	48	84	No
Minority Students	2	4		Approaching	6514	48	78	No
Students with Disabilities	2	4		Approaching	1126	45	99	No
English Learners	2	4		Approaching	3169	51	85	No
Students needing to catch up	2	4		Approaching	7830	49	93	No
<b>Total</b>	<b>33</b>	<b>60</b>	<b>55%</b>	<b>Approaching</b>				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/ 6yr/7yr	2	4		Approaching	12243/9213/6164/2979	64.3/67.8/68.2/67%	80%
<b>Disaggregated Graduation Rate</b>	<b>1</b>	<b>4</b>	<b>25%</b>	<b>Does Not Meet</b>			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	3596/2688/1832/915	54.9/60/57.8/52.9%	80%
Minority Students	0.25	1		Does Not Meet	4938/3695/2432/1214	60/64.1/64.6/64%	80%
Students with Disabilities	0.25	1		Does Not Meet	947/716/503/251	45.5/49.9/50.9/48.2%	80%
English Learners	0.25	1		Does Not Meet	1681/1291/844/444	57.1/62.2/63.9/62.8%	80%
Dropout Rate	2	4		Approaching	66743	4.8%	3.9%
Colorado ACT Composite Score	2	4		Approaching	7264	19.4	20.1
<b>Total</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

# Graduation Rates

## Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

### This District's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	60.5	63	66.2	67
	2010	61.7	68.4	70	
	2011	65.3	<b>72.1</b>		
	2012	69.9			

### Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49	53.8	56.9	52.9
	2010	53.7	63.1	58.4	
	2011	58.4	<b>61.6</b>		
	2012	57			

### Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	55.2	58.4	63.1	64
	2010	55	63.8	66.2	
	2011	61	<b>70.6</b>		
	2012	69.5			

### Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	41.8	44.9	49.5	48.2
	2010	47.8	56.2	<b>52</b>	
	2011	44.9	48.1		
	2012	47.2			

### English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	51.2	54.9	63.4	62.8
	2010	49.6	63.4	64.3	
	2011	62.1	<b>69.2</b>		
	2012	67.8			

### Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	60.5	63	66.2	67
	2010	61.7	68.4	70	
	2011	65.3	72.1		
	2012	69.9			
	<b>Aggregated</b>	<b>64.3</b>	<b>67.8</b>	<b>68.2</b>	<b>67</b>

### Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49	53.8	56.9	52.9
	2010	53.7	63.1	58.4	
	2011	58.4	61.6		
	2012	57			
	<b>Aggregated</b>	<b>54.9</b>	<b>60</b>	<b>57.8</b>	<b>52.9</b>

### Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	55.2	58.4	63.1	64
	2010	55	63.8	66.2	
	2011	61	70.6		
	2012	69.5			
	<b>Aggregated</b>	<b>60</b>	<b>64.1</b>	<b>64.6</b>	<b>64</b>

### Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	41.8	44.9	49.5	48.2
	2010	47.8	56.2	52	
	2011	44.9	48.1		
	2012	47.2			
	<b>Aggregated</b>	<b>45.5</b>	<b>49.9</b>	<b>50.9</b>	<b>48.2</b>

### English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	51.2	54.9	63.4	62.8
	2010	49.6	63.4	64.3	
	2011	62.1	69.2		
	2012	67.8			
	<b>Aggregated</b>	<b>57.1</b>	<b>62.2</b>	<b>63.9</b>	<b>62.8</b>

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2012 4-year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

**Scoring Guide for Performance Indicators on the District Performance Framework Report**

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points				
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>		TCAP	16 (4 for each content area)	15				
	• at or above the 90th percentile of all districts (using 2009-10 baseline).		Exceeds			4			
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).		Meets			3			
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).		Approaching			2			
• below the 15th percentile of all districts (using 2009-10 baseline).		Does Not Meet	1						
Academic Growth	<i>Made AGP</i>	<i>Did Not Make AGP</i>	<i>No AGP</i>	TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35		
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4			2	
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3			1.5	
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2			1	
• below 30.		• below 40.	• below 35.	Does Not Meet	1	0.5			
Academic Growth Gaps	<i>Made AGP</i>	<i>Did Not Make AGP</i>		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15		
	• at or above 60.	• at or above 70.		Exceeds	4				
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3				
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2				
• below 30.		• below 40.		Does Not Meet	1				
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>			Overall	Disaggr.	16 (4 for each sub-indicator)	35		
	• at or above 90%.			Exceeds	4			1	
	• at or above 80% but below 90%.			Meets	3			0.75	
	• at or above 65% but below 80%.			Approaching	2			0.5	
	• below 65%.			Does Not Meet	1			0.25	
	<i>Dropout Rate: The district's dropout rate was:</i>								
	• at or below 1%.			Exceeds	4				
	• at or below the state average but above 1% (using 2009-10 baseline).			Meets	3				
	• at or below 10% but above the state average (using 2009-10 baseline).			Approaching	2				
	• above 10%.			Does Not Meet	1				
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>								
	• at or above 22.			Exceeds	4				
• at or above the state average but below 22 (using 2009-10 baseline).			Meets	3					
• at or above 17 but below the state average (using 2009-10 baseline).			Approaching	2					
• below 17.			Does Not Meet	1					

**Cut-Points for Each Performance Indicator**

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

**Cut-Points for Accreditation Category Assignment**

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

**District Plan Type Assignments**

	<i>Plan description</i>	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.80	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the district met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1