

**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	Does Not Meet	27.1%	( 4.1 out of 15 points )
Academic Growth	Meets	69.0%	( 24.2 out of 35 points )
Academic Growth Gaps	Meets	69.2%	( 10.4 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	60.9%	( 21.3 out of 35 points )
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>60.0%</b>	<b>( 60.0 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	99.7%	100.0%	99.6%	99.8%	Meets	Meets	Meets	Meets	387	386	263	1036	388	386	264	1038
Mathematics	99.7%	100.0%	100.0%	99.9%	Meets	Meets	Meets	Meets	387	386	265	1038	388	386	265	1039
Writing	99.7%	100.0%	99.6%	99.8%	Meets	Meets	Meets	Meets	387	386	263	1036	388	386	264	1038
Science	100.0%	100.0%	100.0%	100.0%	Meets	Meets	Meets	Meets	121	142	125	388	121	142	125	388
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	112	112	-	-	112	112

<sup>1</sup>Data in this report is based on results from: 2010-11,2011-12,2012-13

**Performance Indicators**

**Level: Elementary**

**District: CENTER 26 JT - 2810**

**(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	1	4		Does Not Meet	370	48.65	5
Mathematics	1	4		Does Not Meet	370	50	7
Writing	1	4		Does Not Meet	370	26.49	2
Science	1	4		Does Not Meet	115	23.48	5
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</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	2	4		Approaching	228	50	53	No
Mathematics	2	4		Approaching	229	53	65	No
Writing	2	4		Approaching	228	48	63	No
English Language Proficiency (ACCESS)	1	2		Approaching	209	36	-	-
<b>Total</b>	<b>7</b>	<b>14</b>	<b>50%</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>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	213	50	54	No
Minority Students	2	4		Approaching	223	50	53	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	139	51	58	No
Students needing to catch up	2	4		Approaching	132	51	68	No
<b>Mathematics</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	214	53	66	No
Minority Students	2	4		Approaching	224	53	65	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	140	52	67	No
Students needing to catch up	3	4		Meets	128	55	80	No
<b>Writing</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	213	48	65	No
Minority Students	2	4		Approaching	223	47	63	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	139	47	67	No
Students needing to catch up	2	4		Approaching	179	50	70	No
<b>Total</b>	<b>25</b>	<b>48</b>	<b>52.1%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: Middle**

**District: CENTER 26 JT - 2810**

**(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	1	4		Does Not Meet	359	44.29	4
Mathematics	1	4		Does Not Meet	359	30.64	9
Writing	1	4		Does Not Meet	359	35.93	9
Science	2	4		Approaching	135	30.37	15
<b>Total</b>	<b>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</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	4	4		Exceeds	336	63	59	Yes
Mathematics	3	4		Meets	337	69	88	No
Writing	3	4		Meets	337	62	74	No
English Language Proficiency (ACCESS)	1.5	2		Meets	40	52	-	-
<b>Total</b>	<b>11.5</b>	<b>14</b>	<b>82.1%</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>16</b>	<b>20</b>	<b>80%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	312	61	60	Yes
Minority Students	4	4		Exceeds	318	61	59	Yes
Students with Disabilities	2	4		Approaching	37	45	90	No
English Learners	3	4		Meets	184	64	66	No
Students needing to catch up	3	4		Meets	195	63	76	No
<b>Mathematics</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	313	68	89	No
Minority Students	3	4		Meets	319	68	88	No
Students with Disabilities	3	4		Meets	38	66	99	No
English Learners	3	4		Meets	185	68	89	No
Students needing to catch up	3	4		Meets	233	69	96	No
<b>Writing</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	313	62	76	No
Minority Students	3	4		Meets	319	62	74	No
Students with Disabilities	2	4		Approaching	38	51	97	No
English Learners	3	4		Meets	185	66	81	No
Students needing to catch up	3	4		Meets	225	64	85	No
<b>Total</b>	<b>45</b>	<b>60</b>	<b>75%</b>	<b>Meets</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: CENTER 26 JT - 2810**

**(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	1	4		Does Not Meet	238	51.68	8
Mathematics	1	4		Does Not Meet	239	16.74	12
Writing	1	4		Does Not Meet	238	33.61	14
Science	1	4		Does Not Meet	117	29.06	11
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</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	4	4		Exceeds	213	65	43	Yes
Mathematics	2	4		Approaching	216	54	99	No
Writing	3	4		Meets	213	66	77	No
English Language Proficiency (ACCESS)	1.5	2		Meets	22	59	-	-
<b>Total</b>	<b>10.5</b>	<b>14</b>	<b>75%</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>16</b>	<b>16</b>	<b>100%</b>	<b>Exceeds</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	193	65	45	Yes
Minority Students	4	4		Exceeds	199	64	44	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	107	69	64	Yes
Students needing to catch up	4	4		Exceeds	94	73	87	No
<b>Mathematics</b>	<b>10</b>	<b>16</b>	<b>62.5%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	196	54	99	No
Minority Students	2	4		Approaching	202	53	99	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	110	58	99	No
Students needing to catch up	3	4		Meets	160	56	99	No
<b>Writing</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	193	66	78	No
Minority Students	3	4		Meets	199	66	78	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	107	69	90	No
Students needing to catch up	3	4		Meets	135	66	92	No
<b>Total</b>	<b>38</b>	<b>48</b>	<b>79.2%</b>	<b>Meets</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	3	4		Meets	187/143/92/47	74.9/81.8/80.4/76.6%	80%
<b>Disaggregated Graduation Rate</b>	<b>2.75</b>	<b>4</b>	<b>68.8%</b>	<b>Meets</b>			
Free/Reduced Lunch Eligible	0.75	1		Meets	159/120/80/42	74.2/83.3/80/76.2%	80%
Minority Students	0.75	1		Meets	170/131/82/43	74.7/82.4/81.7/74.4%	80%
Students with Disabilities	0.5	1		Approaching	18/N<16/N<16/N<16	66.7/-/-/-%	80%
English Learners	0.75	1		Meets	40/30/17/N<16	72.5/86.7/82.4/-%	80%
Dropout Rate	3	4		Meets	889	3.7%	3.9%
Colorado ACT Composite Score	1	4		Does Not Meet	112	16.1	20.1
<b>Total</b>	<b>9.75</b>	<b>16</b>	<b>60.9%</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	68.8	72.9	76.6	76.6
	2010	78.3	86.4	84.4	
	2011	75	<b>86.3</b>		
	2012	78			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.7	71.4	75.6	76.2
	2010	77.5	86.8	84.6	
	2011	78	<b>92.5</b>		
	2012	75			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	65.9	70.5	74.4	74.4
	2010	80.5	89.7	<b>89.7</b>	
	2011	77.1	87.5		
	2012	75.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68.8	72.9	76.6	76.6
	2010	78.3	86.4	84.4	
	2011	75	86.3		
	2012	78			
	<b>Aggregated</b>	74.9	<b>81.8</b>	80.4	76.6

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.7	71.4	75.6	76.2
	2010	77.5	86.8	84.6	
	2011	78	92.5		
	2012	75			
	<b>Aggregated</b>	74.2	<b>83.3</b>	80	76.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	65.9	70.5	74.4	74.4
	2010	80.5	89.7	89.7	
	2011	77.1	87.5		
	2012	75.7			
	<b>Aggregated</b>	74.7	<b>82.4</b>	81.7	74.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			
	<b>Aggregated</b>	<b>66.7</b>	N<16	N<16	N<16

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			
	<b>Aggregated</b>	72.5	<b>86.7</b>	82.4	N<16

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