Accredited

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[2]	
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)
Academic Growth	Meets	77.4%	(27.1 out of 35 points)
Academic Growth Gaps	Meets	64.4%	(9.7 out of 15 points)
Postsecondary and Workforce Readiness	Meets	75.0%	(26.3 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		74.4%	(74.4 out of 100 points)

[2] 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.

[3]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[4]	Meets Requirements
Safety[4]	Meets Requirements

[4]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%	94.8%	97.9%	97.3%	Meets	Meets	Meets	Meets	12327	11432	7569	31328	12414	12059	7729	32202
Mathematics	99.6%	99.3%	98.3%	99.2%	Meets	Meets	Meets	Meets	12379	11972	7600	31951	12431	12060	7729	32220
Writing	99.0%	99.2%	98.1%	98.9%	Meets	Meets	Meets	Meets	12304	11964	7585	31853	12425	12059	7729	32213
Science	99.5%	99.4%	97.8%	98.9%	Meets	Meets	Meets	Meets	4147	3985	3718	11850	4167	4009	3801	11977
Colorado ACT	-	-	98.3%	98.3%	-	-	Meets	Meets	-	-	3623	3623	-	-	3684	3684

District: CHERRY CREEK 5 – 0130   **(1 Year)**

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	11909	79.02	76
Mathematics	3	4		Meets	11946	80.19	80
Writing	3	4		Meets	11869	63.2	78
Science	3	4		Meets	4023	61.05	77
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	7550	56	24	Yes
Mathematics	3	4		Meets	7597	56	36	Yes
Writing	3	4		Meets	7520	54	36	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	2146	67	-	-
Total	11	14	78.6%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	2183	51	38	Yes
Minority Students	3	4		Meets	3227	56	31	Yes
Students with Disabilities	2	4		Approaching	824	48	63	No
English Learners	3	4		Meets	1175	58	39	Yes
Students needing to catch up	3	4		Meets	1578	57	63	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2202	52	54	No
Minority Students	3	4		Meets	3251	56	46	Yes
Students with Disabilities	2	4		Approaching	832	44	71	No
English Learners	3	4		Meets	1185	59	49	Yes
Students needing to catch up	2	4		Approaching	1415	53	78	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	2174	49	49	Yes
Minority Students	3	4		Meets	3217	53	41	Yes
Students with Disabilities	2	4		Approaching	820	49	70	No
English Learners	3	4		Meets	1170	55	47	Yes
Students needing to catch up	3	4		Meets	2951	55	59	No
Total	40	60	66.7%	Meets				

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

District: CHERRY CREEK 5 – 0130

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	11123	76.99	73
Mathematics	3	4		Meets	11633	67.88	88
Writing	3	4		Meets	11626	67.25	80
Science	3	4		Meets	3871	62.26	82
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	10591	51	21	Yes
Mathematics	3	4		Meets	10824	53	52	Yes
Writing	3	4		Meets	11079	54	35	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	436	63	-	-
Total	10.5	14	75%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	2844	50	39	Yes
Minority Students	3	4		Meets	4731	53	28	Yes
Students with Disabilities	2	4		Approaching	1070	48	73	No
English Learners	3	4		Meets	1280	58	44	Yes
Students needing to catch up	2	4		Approaching	2193	53	68	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3063	54	74	No
Minority Students	2	4		Approaching	4950	54	64	No
Students with Disabilities	2	4		Approaching	1117	50	95	No
English Learners	3	4		Meets	1424	63	71	No
Students needing to catch up	3	4		Meets	3042	55	91	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3191	50	56	No
Minority Students	3	4		Meets	5099	54	45	Yes
Students with Disabilities	2	4		Approaching	1148	44	85	No
English Learners	3	4		Meets	1456	57	58	No
Students needing to catch up	2	4		Approaching	3560	51	76	No
Total	37	60	61.7%	Approaching				

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

District: CHERRY CREEK 5 - 0130 (1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	7351	76.67	71
Mathematics	3	4		Meets	7380	46.84	84
Writing	3	4		Meets	7366	63.05	84
Science	3	4		Meets	3608	63.03	80
Total	12	16	75%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	6939	53	9	Yes
Mathematics	3	4		Meets	6957	56	70	No
Writing	3	4		Meets	6948	55	31	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	229	67	-	-
Total	11	14	78.6%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1759	54	32	Yes
Minority Students	3	4		Meets	3048	55	18	Yes
Students with Disabilities	2	4		Approaching	678	46	85	No
English Learners	4	4		Exceeds	625	65	51	Yes
Students needing to catch up	2	4		Approaching	1725	54	75	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1763	52	96	No
Minority Students	3	4		Meets	3057	55	88	No
Students with Disabilities	2	4		Approaching	687	53	99	No
English Learners	3	4		Meets	626	57	98	No
Students needing to catch up	2	4		Approaching	3169	54	99	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	1760	54	68	No
Minority Students	3	4		Meets	3050	55	50	Yes
Students with Disabilities	2	4		Approaching	682	51	98	No
English Learners	3	4		Meets	622	62	84	No
Students needing to catch up	3	4		Meets	2555	57	89	No
Total	39	60	65%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/*6yr*/7yr	3	4		Meets	3757/3850/*3809*/3867	87.1/88.3/*89.7*/86.3%	80%
Disaggregated Graduation Rate	3	4	75%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	1100/1103/*900*/841	81.3/82/*82.6*/77.2%	80%
Minority Students	0.75	1		Meets	1613/*1530*/1338/1278	84/*85.8*/85.7/81.8%	80%
Students with Disabilities	0.75	1		Meets	412/418/*379*/460	64.1/71.1/*81.8*/80.4%	80%
English Learners	0.75	1		Meets	219/190/*204*/203	80.4/78.4/*80.9*/73.4%	80%
Dropout Rate	3	4		Meets	25676	2%	3.6%
Colorado ACT Composite Score	3	4		Meets	3623	21.6	20.0
Total	12	16	75%	Meets			

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

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
	2009	81.1	83.9	85.7	86.3
Anticipated Year of Graduation	2010	84.7	88.6	*89.7*	
	2011	84.4	88.3		
	2012	87.1			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	81.1	83.9	85.7	86.3
Anticipated Year of Graduation	2010	84.7	88.6	89.7	
	2011	84.4	88.3		
	2012	87.1			
	Aggregated	84.3	86.9	*87.7*	86.3

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	67.5	73.8	77.4	77.2
Anticipated Year of Graduation	2010	74.4	81.6	*82.6*	
	2011	77.8	82		
	2012	81.3			

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

		4-year	5-year	6-year	7-year
	2009	67.5	73.8	77.4	77.2
Anticipated Year of Graduation	2010	74.4	81.6	82.6	
	2011	77.8	82		
	2012	81.3			
	Aggregated	75.8	79.5	*80.1*	77.2

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	74.1	78.8	80.8	81.8
Anticipated Year of Graduation	2010	78.2	83.8	85.7	
	2011	81.2	*85.8*		
	2012	84			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	74.1	78.8	80.8	81.8
Anticipated Year of Graduation	2010	78.2	83.8	85.7	
	2011	81.2	85.8		
	2012	84			
	Aggregated	79.7	83	*83.3*	81.8

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	56.6	65.4	75.9	80.4
Anticipated Year of Graduation	2010	60.1	75.1	*81.8*	
	2011	60.3	71.1		
	2012	64.1			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	56.6	65.4	75.9	80.4
Anticipated Year of Graduation	2010	60.1	75.1	81.8	
	2011	60.3	71.1		
	2012	64.1			
	Aggregated	60.2	70.2	78.6	*80.4*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2009	64.4	74.2	75.8	73.4
Anticipated Year of Graduation	2010	68.6	76.8	*80.9*	
	2011	74.1	78.4		
	2012	80.4			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2009	64.4	74.2	75.8	73.4
Anticipated Year of Graduation	2010	68.6	76.8	80.9	
	2011	74.1	78.4		
	2012	80.4			
	Aggregated	72.5	76.6	*78.6*	73.4

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	The district's percentage of students scoring proficient or advanced was:				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	*Made AGP*	*Did Not Make AGP*	*No AGP*		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	*Made AGP*	*Did Not Make AGP*			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	Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:				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		
	Dropout Rate: The district's dropout rate was:							
	• 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			
	Colorado ACT Composite Score: The district's average Colorado ACT composite score was:							
	• 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

	Cut Point: The district earned … of the points eligible on this Indicator.	
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

	Cut Point: The district earned … of the total framework points eligible.	
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

	Plan description	
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.

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 - 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

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