

**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 <sup>2</sup>	
Academic Achievement	Meets	70.8% ( 10.6 out of 15 points )	
Academic Growth	Meets	64.3% ( 22.5 out of 35 points )	
Academic Growth Gaps	Approaching	57.8% ( 8.7 out of 15 points )	
Postsecondary and Workforce Readiness	Meets	71.9% ( 25.2 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>67.0% ( 67.0 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%	99.9%	99.6%	99.8%	Meets	Meets	Meets	Meets	1167	1091	767	3025	1170	1092	770	3032
Mathematics	100.0%	99.9%	99.7%	99.9%	Meets	Meets	Meets	Meets	1171	1092	768	3031	1171	1093	770	3034
Writing	99.6%	99.6%	99.6%	99.6%	Meets	Meets	Meets	Meets	1166	1088	767	3021	1171	1092	770	3033
Science	99.5%	100.0%	99.2%	99.6%	Meets	Meets	Meets	Meets	368	404	394	1166	370	404	397	1171
Colorado ACT	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	349	349	-	-	353	353

**Performance Indicators**

**Level: Elementary**

**District: DELTA COUNTY 50(J) - 0870**

**(1 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	1142	70.49	46
Mathematics	3	4		Meets	1145	73.1	57
Writing	3	4		Meets	1139	61.19	72
Science	2	4		Approaching	362	46.69	45
<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	753	47	29	Yes
Mathematics	3	4		Meets	740	53	48	Yes
Writing	3	4		Meets	751	54	39	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	145	38	-	-
<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>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	369	45	35	Yes
Minority Students	3	4		Meets	198	47	39	Yes
Students with Disabilities	2	4		Approaching	68	48	73	No
English Learners	3	4		Meets	72	45	43	Yes
Students needing to catch up	2	4		Approaching	219	51	59	No
<b>Mathematics</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	361	54	51	Yes
Minority Students	3	4		Meets	192	57	52	Yes
Students with Disabilities	2	4		Approaching	68	42	79	No
English Learners	4	4		Exceeds	73	60	54	Yes
Students needing to catch up	2	4		Approaching	171	54	77	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	368	54	42	Yes
Minority Students	3	4		Meets	198	58	42	Yes
Students with Disabilities	2	4		Approaching	67	50	76	No
English Learners	3	4		Meets	72	58	45	Yes
Students needing to catch up	2	4		Approaching	315	54	61	No
<b>Total</b>	<b>40</b>	<b>60</b>	<b>66.7%</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: Middle**

**District: DELTA COUNTY 50(J) - 0870**

**(1 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	3	4		Meets	1068	71.82	57
Mathematics	3	4		Meets	1069	56.69	71
Writing	3	4		Meets	1065	60.19	63
Science	3	4		Meets	397	48.87	57
<b>Total</b>	<b>12</b>	<b>16</b>	<b>75%</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	998	49	27	Yes
Mathematics	2	4		Approaching	1003	40	63	No
Writing	2	4		Approaching	996	43	41	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	34	35	-	-
<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>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	437	47	35	Yes
Minority Students	3	4		Meets	252	50	39	Yes
Students with Disabilities	2	4		Approaching	89	49	80	No
English Learners	3	4		Meets	107	56	53	Yes
Students needing to catch up	2	4		Approaching	255	52	65	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	440	41	71	No
Minority Students	2	4		Approaching	253	40	72	No
Students with Disabilities	1	4		Does Not Meet	90	23	96	No
English Learners	2	4		Approaching	108	45	77	No
Students needing to catch up	2	4		Approaching	362	43	92	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	438	42	50	No
Minority Students	2	4		Approaching	252	41	50	No
Students with Disabilities	1	4		Does Not Meet	90	33	87	No
English Learners	2	4		Approaching	107	51	57	No
Students needing to catch up	2	4		Approaching	365	47	73	No
<b>Total</b>	<b>31</b>	<b>60</b>	<b>51.7%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: High**

**District: DELTA COUNTY 50(J) - 0870**

**(1 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	3	4		Meets	740	73.65	57
Mathematics	3	4		Meets	741	33.47	55
Writing	3	4		Meets	740	56.89	71
Science	3	4		Meets	377	53.05	59
<b>Total</b>	<b>12</b>	<b>16</b>	<b>75%</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	707	54	13	Yes
Mathematics	2	4		Approaching	710	47	86	No
Writing	3	4		Meets	710	50	42	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	35	49	-	-
<b>Total</b>	<b>9</b>	<b>14</b>	<b>64.3%</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>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	294	51	19	Yes
Minority Students	3	4		Meets	175	52	33	Yes
Students with Disabilities	2	4		Approaching	47	44	98	No
English Learners	3	4		Meets	87	53	43	Yes
Students needing to catch up	2	4		Approaching	204	51	74	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	295	46	91	No
Minority Students	2	4		Approaching	176	45	96	No
Students with Disabilities	3	4		Meets	48	58	99	No
English Learners	2	4		Approaching	88	41	98	No
Students needing to catch up	2	4		Approaching	398	52	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	295	46	52	No
Minority Students	2	4		Approaching	176	47	63	No
Students with Disabilities	1	4		Does Not Meet	48	37	99	No
English Learners	2	4		Approaching	88	43	65	No
Students needing to catch up	2	4		Approaching	300	49	88	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	3	4		Meets	434/408/465/440	83.9/89/88.2/86.1%	80%
Disaggregated Graduation Rate	3.5	4	87.5%	Exceeds			
Free/Reduced Lunch Eligible	0.75	1		Meets	238/216/219/215	79/88/85.4/77.2%	80%
Minority Students	1	1		Exceeds	115/88/87/91	81.7/92/82.8/75.8%	80%
Students with Disabilities	0.75	1		Meets	44/43/41/53	68.2/83.7/82.9/79.2%	80%
English Learners	1	1		Exceeds	30/40/31/27	73.3/92.5/77.4/70.4%	80%
Dropout Rate	3	4		Meets	2705	2.3%	3.6%
Colorado ACT Composite Score	2	4		Approaching	349	19.2	20.0
<b>Total</b>	<b>11.5</b>	<b>16</b>	<b>71.9%</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.

**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	81.2	84.7	85.7	86.1
	2010	84.2	88.1	88.2	
	2011	82.6	<b>89</b>		
	2012	83.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	71.5	75.8	77.2	77.2
	2010	81.7	86.1	85.4	
	2011	80.8	<b>88</b>		
	2012	79			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	71.7	73.9	75.8	75.8
	2010	78.6	82.8	82.8	
	2011	85.4	<b>92</b>		
	2012	81.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	70.6	78.4	78.4	79.2
	2010	76.9	87.2	82.9	
	2011	66.7	<b>83.7</b>		
	2012	68.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68	72	72	70.4
	2010	71	77.4	77.4	
	2011	87.5	<b>92.5</b>		
	2012	73.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	81.2	84.7	85.7	86.1
	2010	84.2	88.1	88.2	
	2011	82.6	89		
	2012	83.9			
	<b>Aggregated</b>	<b>83</b>	<b>87.2</b>	87	86.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	71.5	75.8	77.2	77.2
	2010	81.7	86.1	85.4	
	2011	80.8	88		
	2012	79			
	<b>Aggregated</b>	<b>78.3</b>	<b>83.4</b>	81.4	77.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	71.7	73.9	75.8	75.8
	2010	78.6	82.8	82.8	
	2011	85.4	92		
	2012	81.7			
	<b>Aggregated</b>	<b>79.5</b>	<b>82.8</b>	79.2	75.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	70.6	78.4	78.4	79.2
	2010	76.9	87.2	82.9	
	2011	66.7	83.7		
	2012	68.2			
	<b>Aggregated</b>	<b>70.5</b>	<b>82.7</b>	80.4	79.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68	72	72	70.4
	2010	71	77.4	77.4	
	2011	87.5	92.5		
	2012	73.3			
	<b>Aggregated</b>	<b>76.2</b>	<b>82.3</b>	75	70.4

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	<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					
Academic Growth	<i>Made AGP</i>		<i>Did Not Make AGP</i>		<i>No AGP</i>		TCAP	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
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		<i>No 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	
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**

	Cut Point: The district earned ... of the points eligible on this Indicator.	Rating
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.	Category
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	Assignment
Accred. w/Distinction	The district is required to adopt and implement a Performance 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.

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.

## Reference

### 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
<b>N of Districts</b>	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
<b>N of Districts</b>	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
<b>Exceeds</b>	60-99	70-99	65-99
<b>Meets</b>	45-59	55-69	50-64
<b>Approaching</b>	30-44	40-54	35-49
<b>Does Not Meet</b>	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
<b>1-year (2009)</b>	416,953	3.6
<b>3-year (2007-09)</b>	1,238,096	3.9

#### State Mean COACT Composite Score (2009-10 baseline)

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