

**Accredited with Improvement Plan** *(Revised)*

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	39.6% ( 5.9 out of 15 points )	
Academic Growth	Approaching	56.3% ( 19.7 out of 35 points )	
Academic Growth Gaps	Approaching	57.6% ( 8.6 out of 15 points )	
Postsecondary and Workforce Readiness	Approaching	46.9% ( 16.4 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>50.6% ( 50.6 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	99.6%	100.0%	99.4%	99.7%	Meets	Meets	Meets	Meets	247	247	156	650	248	247	157	652
Mathematics	99.6%	100.0%	99.4%	99.7%	Meets	Meets	Meets	Meets	246	247	156	649	247	247	157	651
Writing	99.6%	100.0%	100.0%	99.8%	Meets	Meets	Meets	Meets	247	247	157	651	248	247	157	652
Science	98.8%	100.0%	100.0%	99.6%	Meets	Meets	Meets	Meets	80	80	76	236	81	80	76	237
Colorado ACT	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	78	78	-	-	79	79

District: MONTE VISTA C-8 - 2740

(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	1	4		Does Not Meet	237	50.63	5
Mathematics	1	4		Does Not Meet	236	40.25	1
Writing	1	4		Does Not Meet	237	29.96	3
Science	1	4		Does Not Meet	77	22.08	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	1	4		Does Not Meet	151	38	45	No
Mathematics	1	4		Does Not Meet	152	37	60	No
Writing	2	4		Approaching	151	44	63	No
English Language Proficiency (ACCESS)	1.5	2		Meets	56	52	-	-
<b>Total</b>	<b>5.5</b>	<b>14</b>	<b>39.3%</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>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	118	38	47	No
Minority Students	1	4		Does Not Meet	124	39	45	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	31	34	48	No
Students needing to catch up	2	4		Approaching	66	40	68	No
<b>Mathematics</b>	<b>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	119	39	64	No
Minority Students	1	4		Does Not Meet	125	38	62	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	31	29	76	No
Students needing to catch up	2	4		Approaching	78	42	81	No
<b>Writing</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	118	53	66	No
Minority Students	2	4		Approaching	124	52	64	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	31	44	73	No
Students needing to catch up	2	4		Approaching	117	54	70	No
<b>Total</b>	<b>18</b>	<b>48</b>	<b>37.5%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: Middle**

**District: MONTE VISTA C-8 - 2740**

**(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	1	4		Does Not Meet	233	57.08	13
Mathematics	2	4		Approaching	233	35.19	17
Writing	2	4		Approaching	233	46.35	22
Science	2	4		Approaching	75	45.33	48
<b>Total</b>	<b>7</b>	<b>16</b>	<b>43.8%</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	227	47	40	Yes
Mathematics	2	4		Approaching	227	50	82	No
Writing	3	4		Meets	226	59	58	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>8</b>	<b>12</b>	<b>66.7%</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>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	167	46	47	No
Minority Students	3	4		Meets	180	47	47	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	46	53	55	No
Students needing to catch up	2	4		Approaching	95	46	70	No
<b>Mathematics</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	167	48	85	No
Minority Students	2	4		Approaching	180	48	85	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	46	66	88	No
Students needing to catch up	2	4		Approaching	146	52	92	No
<b>Writing</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	166	58	66	No
Minority Students	3	4		Meets	179	57	68	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	45	59	69	No
Students needing to catch up	3	4		Meets	124	59	80	No
<b>Total</b>	<b>30</b>	<b>48</b>	<b>62.5%</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: MONTE VISTA C-8 - 2740**

**(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	142	68.31	42
Mathematics	2	4		Approaching	142	19.72	18
Writing	2	4		Approaching	143	46.85	45
Science	2	4		Approaching	71	35.21	23
<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	4	4		Exceeds	129	69	25	Yes
Mathematics	2	4		Approaching	129	48	98	No
Writing	2	4		Approaching	130	52	59	No
English Language Proficiency (ACCESS)	1	2		Approaching	20	40	-	-
<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>15</b>	<b>16</b>	<b>93.8%</b>	<b>Exceeds</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	77	69	39	Yes
Minority Students	4	4		Exceeds	86	69	30	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	30	78	53	Yes
Students needing to catch up	3	4		Meets	53	65	76	No
<b>Mathematics</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	77	53	99	No
Minority Students	2	4		Approaching	86	47	98	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	30	51	99	No
Students needing to catch up	2	4		Approaching	92	53	99	No
<b>Writing</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	77	62	71	No
Minority Students	3	4		Meets	86	56	63	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	30	69	84	No
Students needing to catch up	3	4		Meets	65	59	93	No
<b>Total</b>	<b>35</b>	<b>48</b>	<b>72.9%</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	2	4		Approaching	105/132/151/154	66.7/59.1/59.6/55.8%	80%
Disaggregated Graduation Rate	1.5	4	37.5%	Approaching			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	74/83/96/95	60.8/50.6/53.1/52.6%	80%
Minority Students	0.5	1		Approaching	65/85/86/100	66.2/55.3/61.6/54%	80%
Students with Disabilities	0.25	1		Does Not Meet	N<16/N<16/ 16/17	-/-/ 62.5/58.8%	80%
English Learners	0.5	1		Approaching	N<16/N<16/ 18/N<16	-/-/ 77.8/-%	80%
Dropout Rate	2	4		Approaching	666	4.4%	3.6%
Colorado ACT Composite Score	2	4		Approaching	78	18.1	20.0
<b>Total</b>	<b>7.5</b>	<b>16</b>	<b>46.9%</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 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	51.7	54.5	55.8	55.8
	2010	55.3	56.4	59.6	
	2011	57.7	59.1		
	2012	<b>66.7</b>			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	47.5	51.2	51.2	52.6
	2010	51.3	54.5	53.1	
	2011	53.6	50.6		
	2012	<b>60.8</b>			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49	51.5	54	54
	2010	55.8	57.3	61.6	
	2011	54.2	55.3		
	2012	<b>66.2</b>			

**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	58.8
	2010	N<16	N<16	<b>62.5</b>	
	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	66.7	<b>77.8</b>	
	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	51.7	54.5	55.8	55.8
	2010	55.3	56.4	59.6	
	2011	57.7	59.1		
	2012	66.7			
	<b>Aggregated</b>	57.1	56.6	<b>57.7</b>	55.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	47.5	51.2	51.2	52.6
	2010	51.3	54.5	53.1	
	2011	53.6	50.6		
	2012	60.8			
	<b>Aggregated</b>	<b>53.2</b>	52.1	52.2	52.6

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49	51.5	54	54
	2010	55.8	57.3	61.6	
	2011	54.2	55.3		
	2012	66.2			
	<b>Aggregated</b>	55.4	54.5	<b>57.5</b>	54

**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	58.8
	2010	N<16	N<16	62.5	
	2011	N<16	N<16		
	2012	N<16			
	<b>Aggregated</b>	50	60	<b>63</b>	58.8

**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	66.7	77.8	
	2011	N<16	N<16		
	2012	N<16			
	<b>Aggregated</b>	61	57.9	<b>66.7</b>	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					
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
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			
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.	
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.	

## 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