

**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	72.9% ( 10.9 out of 15 points )
Academic Growth	Meets	63.9% ( 22.4 out of 35 points )
Academic Growth Gaps	Approaching	58.3% ( 8.7 out of 15 points )
Postsecondary and Workforce Readiness	Meets	83.3% ( 29.2 out of 35 points )
Test Participation <sup>3</sup>	Meets 95% Participation Rate	
<b>TOTAL</b>		<b>71.2% ( 71.2 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	99.4%	99.3%	98.8%	99.2%	Meets	Meets	Meets	Meets	540	574	414	1528	543	578	419	1540
Mathematics	99.4%	99.5%	98.6%	99.2%	Meets	Meets	Meets	Meets	541	574	413	1528	544	577	419	1540
Writing	99.4%	99.3%	98.8%	99.2%	Meets	Meets	Meets	Meets	541	574	414	1529	544	578	419	1541
Science	100.0%	99.1%	98.2%	99.0%	Meets	Meets	Meets	Meets	181	212	213	606	181	214	217	612
Colorado ACT	-	-	96.3%	96.3%	-	-	Meets	Meets	-	-	209	209	-	-	217	217

**Performance Indicators**

**Level: Elementary**

**District: WOODLAND PARK RE-2 - 3020**

**(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	510	76.08	63
Mathematics	3	4		Meets	509	71.12	52
Writing	2	4		Approaching	510	53.73	47
Science	3	4		Meets	175	58.29	71
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</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	318	56	29	Yes
Mathematics	3	4		Meets	319	45	44	Yes
Writing	3	4		Meets	320	50	41	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>9</b>	<b>12</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>10</b>	<b>16</b>	<b>62.5%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	114	54	41	Yes
Minority Students	3	4		Meets	48	54	33	Yes
Students with Disabilities	2	4		Approaching	24	48	61	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	82	54	58	No
<b>Mathematics</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	114	42	51	No
Minority Students	2	4		Approaching	47	53	55	No
Students with Disabilities	1	4		Does Not Meet	24	35	66	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	67	43	76	No
<b>Writing</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	114	53	52	Yes
Minority Students	3	4		Meets	48	48	46	Yes
Students with Disabilities	3	4		Meets	24	56	72	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	152	56	57	No
<b>Total</b>	<b>29</b>	<b>48</b>	<b>60.4%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: Middle**

**District: WOODLAND PARK RE-2 - 3020**

**(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	555	74.95	66
Mathematics	3	4		Meets	556	59.35	75
Writing	3	4		Meets	555	64.5	76
Science	3	4		Meets	208	65.87	87
<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	516	55	24	Yes
Mathematics	2	4		Approaching	516	52	61	No
Writing	3	4		Meets	516	57	38	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>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	166	54	32	Yes
Minority Students	4	4		Exceeds	58	65	27	Yes
Students with Disabilities	2	4		Approaching	38	45	82	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	117	57	66	No
<b>Mathematics</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	166	51	74	No
Minority Students	2	4		Approaching	59	54	62	No
Students with Disabilities	2	4		Approaching	38	54	98	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	180	55	90	No
<b>Writing</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	166	56	57	No
Minority Students	4	4		Exceeds	58	62	39	Yes
Students with Disabilities	2	4		Approaching	38	50	89	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	199	59	76	No
<b>Total</b>	<b>33</b>	<b>48</b>	<b>68.8%</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: WOODLAND PARK RE-2 - 3020**

**(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	398	75.38	64
Mathematics	3	4		Meets	396	33.59	55
Writing	3	4		Meets	397	55.92	67
Science	3	4		Meets	210	55.71	65
<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	2	4		Approaching	365	44	8	Yes
Mathematics	2	4		Approaching	363	43	81	No
Writing	2	4		Approaching	366	40	39	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>6</b>	<b>12</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>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	94	40	19	Yes
Minority Students	3	4		Meets	42	52	12	Yes
Students with Disabilities	2	4		Approaching	21	40	95	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	71	40	77	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	95	33	97	No
Minority Students	1	4		Does Not Meet	42	29	85	No
Students with Disabilities	1	4		Does Not Meet	22	21	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	196	49	99	No
<b>Writing</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	95	40	73	No
Minority Students	3	4		Meets	42	50	40	Yes
Students with Disabilities	1	4		Does Not Meet	22	28	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	139	42	87	No
<b>Total</b>	<b>22</b>	<b>48</b>	<b>45.8%</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	233/219/244/267	85.8/89.5/86.9/86.9%	80%
Disaggregated Graduation Rate	2.5	3	83.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	61/71/68/55	77/80.3/75/70.9%	80%
Minority Students	1	1		Exceeds	25/25/31/23	96/88/90.3/78.3%	80%
Students with Disabilities	0.75	1		Meets	N<16/N<16/21/25	-/-/57.1/84%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	1575	0.6%	3.6%
Colorado ACT Composite Score	3	4		Meets	209	20.1	20.0
<b>Total</b>	<b>12.5</b>	<b>15</b>	<b>83.3%</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	80.5	84.8	86.2	86.9
	2010	81.4	86.9	86.9	
	2011	85.2	<b>89.5</b>		
	2012	85.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	57.4	64.8	69.2	70.9
	2010	69.8	76.9	75	
	2011	72.2	<b>80.3</b>		
	2012	77			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	69.6	78.3	78.3	78.3
	2010	90	90.3	90.3	
	2011	84.6	88		
	2012	<b>96</b>			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.5	73.1	80	<b>84</b>
	2010	31.8	57.9	57.1	
	2011	56.3	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	80.5	84.8	86.2	86.9
	2010	81.4	86.9	86.9	
	2011	85.2	89.5		
	2012	85.8			
	<b>Aggregated</b>	83.1	<b>86.9</b>	86.5	86.9

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	57.4	64.8	69.2	70.9
	2010	69.8	76.9	75	
	2011	72.2	80.3		
	2012	77			
	<b>Aggregated</b>	69.6	<b>74.7</b>	72.5	70.9

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	69.6	78.3	78.3	78.3
	2010	90	90.3	90.3	
	2011	84.6	88		
	2012	96			
	<b>Aggregated</b>	85.6	<b>86.1</b>	85.2	78.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.5	73.1	80	84
	2010	31.8	57.9	57.1	
	2011	56.3	N<16		
	2012	N<16			
	<b>Aggregated</b>	57	68.3	69.6	<b>84</b>

**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>	N<16	N<16	N<16	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

	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.	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