

**Accredited w/Priority Improvement Plan**

Will enter Year 5\* of Priority Improvement or Turnaround

This is the district's official accreditation rating, which is based on the 3 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.

\* on July 1, 2015

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Does Not Meet	25.0% ( 3.8 out of 15 points )	
Academic Growth	Approaching	46.4% ( 16.2 out of 35 points )	
Academic Growth Gaps	Approaching	47.2% ( 7.1 out of 15 points )	
Postsecondary and Workforce Readiness	Approaching	42.2% ( 14.8 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>41.9% ( 41.9 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, social studies 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	99.2%	100.0%	98.3%	99.3%	Meets	Meets	Meets	Meets	1680	1581	963	4224	1694	1581	980	4255
Mathematics	99.5%	99.9%	98.5%	99.4%	Meets	Meets	Meets	Meets	1684	1575	964	4223	1692	1577	979	4248
Writing	99.2%	100.0%	98.6%	99.3%	Meets	Meets	Meets	Meets	1679	1581	966	4226	1693	1581	980	4254
Science	99.7%	98.7%	-	99.2%	Meets	Meets	-	Meets	587	525	-	1112	589	532	-	1121
Social Studies	99.4%	99.2%	-	99.3%	Meets	Meets	-	Meets	537	527	-	1064	540	531	-	1071
Colorado ACT	-	-	96.3%	96.3%	-	-	Meets	Meets	-	-	364	364	-	-	378	378

**Performance Indicators**

**Level: Elementary**

**District: ADAMS COUNTY 14 - 0030**

**(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	1553	45.4	2
Mathematics	1	4		Does Not Meet	1556	44.41	2
Writing	1	4		Does Not Meet	1552	28.09	3
Science	0	0		-	-	-	-
<b>Total</b>	<b>3</b>	<b>12</b>	<b>25%</b>	<b>Does Not Meet</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	995	43	48	No
Mathematics	2	4		Approaching	1003	46	72	No
Writing	2	4		Approaching	993	40	61	No
English Language Proficiency (ACCESS)	1	2		Approaching	1399	31	29	Yes
<b>Total</b>	<b>7</b>	<b>14</b>	<b>50%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	883	43	49	No
Minority Students	2	4		Approaching	860	44	50	No
Students with Disabilities	1	4		Does Not Meet	133	38	85	No
English Learners	2	4		Approaching	620	44	52	No
Students needing to catch up	2	4		Approaching	531	49	72	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	892	47	73	No
Minority Students	2	4		Approaching	867	45	74	No
Students with Disabilities	2	4		Approaching	136	40	91	No
English Learners	2	4		Approaching	627	48	75	No
Students needing to catch up	2	4		Approaching	577	46	86	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	882	40	62	No
Minority Students	2	4		Approaching	859	41	62	No
Students with Disabilities	1	4		Does Not Meet	136	39	87	No
English Learners	2	4		Approaching	620	43	62	No
Students needing to catch up	2	4		Approaching	712	42	72	No
<b>Total</b>	<b>28</b>	<b>60</b>	<b>46.7%</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.

**Performance Indicators**

**Level: Middle**

**District: ADAMS COUNTY 14 - 0030**

**(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	1448	44.68	3
Mathematics	1	4		Does Not Meet	1443	32.64	13
Writing	1	4		Does Not Meet	1448	34.6	6
Science	0	0		-	-	-	-
<b>Total</b>	<b>3</b>	<b>12</b>	<b>25%</b>	<b>Does Not Meet</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	1393	52	55	No
Mathematics	3	4		Meets	1388	58	87	No
Writing	2	4		Approaching	1391	53	72	No
English Language Proficiency (ACCESS)	1	2		Approaching	552	48	59	No
<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>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1239	52	57	No
Minority Students	2	4		Approaching	1236	51	57	No
Students with Disabilities	2	4		Approaching	171	47	89	No
English Learners	2	4		Approaching	874	52	59	No
Students needing to catch up	2	4		Approaching	747	53	75	No
<b>Mathematics</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1236	59	88	No
Minority Students	3	4		Meets	1232	58	88	No
Students with Disabilities	3	4		Meets	171	56	99	No
English Learners	3	4		Meets	871	60	88	No
Students needing to catch up	3	4		Meets	883	57	96	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1237	53	73	No
Minority Students	2	4		Approaching	1234	53	72	No
Students with Disabilities	3	4		Meets	170	56	94	No
English Learners	3	4		Meets	873	56	72	No
Students needing to catch up	2	4		Approaching	906	53	83	No
<b>Total</b>	<b>37</b>	<b>60</b>	<b>61.7%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High**

District: ADAMS COUNTY 14 - 0030

(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	899	41.27	3
Mathematics	1	4		Does Not Meet	902	13.75	7
Writing	1	4		Does Not Meet	902	28.05	8
Science	0	0		-	-	-	-
<b>Total</b>	<b>3</b>	<b>12</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	858	39	57	No
Mathematics	1	4		Does Not Meet	866	34	99	No
Writing	2	4		Approaching	861	41	86	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	263	33	41	No
<b>Total</b>	<b>4.5</b>	<b>14</b>	<b>32.1%</b>	<b>Does Not Meet</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>6</b>	<b>20</b>	<b>30%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	710	38	59	No
Minority Students	1	4		Does Not Meet	748	39	59	No
Students with Disabilities	1	4		Does Not Meet	96	31	98	No
English Learners	2	4		Approaching	523	40	61	No
Students needing to catch up	1	4		Does Not Meet	476	35	90	No
<b>Mathematics</b>	<b>5</b>	<b>20</b>	<b>25%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	716	35	99	No
Minority Students	1	4		Does Not Meet	755	35	99	No
Students with Disabilities	1	4		Does Not Meet	95	34	99	No
English Learners	1	4		Does Not Meet	527	35	99	No
Students needing to catch up	1	4		Does Not Meet	645	35	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	711	40	87	No
Minority Students	2	4		Approaching	749	41	87	No
Students with Disabilities	1	4		Does Not Meet	96	26	99	No
English Learners	2	4		Approaching	525	42	87	No
Students needing to catch up	2	4		Approaching	566	40	97	No
<b>Total</b>	<b>20</b>	<b>60</b>	<b>33.3%</b>	<b>Does Not Meet</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	524/525/504/500	59.4/66.5/66.9/70.2%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	470/473/440/413	60.9/70/68.2/72.9%	80%
Minority Students	0.5	1		Approaching	454/449/417/416	60.8/66.1/66.9/69.7%	80%
Students with Disabilities	0.25	1		Does Not Meet	67/59/55/40	43.3/55.9/50.9/50%	80%
English Learners	0.5	1		Approaching	168/173/185/188	48.2/56.1/65.9/69.7%	80%
Dropout Rate	2	4		Approaching	3555	5%	3.6%
Colorado ACT Composite Score	1	4		Does Not Meet	364	16	20.0
<b>Total</b>	<b>6.75</b>	<b>16</b>	<b>42.2%</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	2010	57	66.9	70	<b>70.2</b>
	2011	60.8	66.3	66.9	
	2012	63.4	66.5		
	2013	59.4			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.3	71.4	72.1	<b>72.9</b>
	2011	63.5	67.4	68.2	
	2012	65.9	70		
	2013	60.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54.4	65.5	69.1	<b>69.7</b>
	2011	59.4	65.7	66.9	
	2012	62.8	66.1		
	2013	60.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	45.7	48.6	50	50
	2011	37.5	45.5	50.9	
	2012	54.2	<b>55.9</b>		
	2013	43.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	49.4	61.5	67.6	<b>69.7</b>
	2011	61	63.8	65.9	
	2012	50.6	56.1		
	2013	48.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	57	66.9	70	70.2
	2011	60.8	66.3	66.9	
	2012	63.4	66.5		
	2013	59.4			
	<b>Aggregated</b>	60.1	66.6	68.4	<b>70.2</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.3	71.4	72.1	72.9
	2011	63.5	67.4	68.2	
	2012	65.9	70		
	2013	60.9			
	<b>Aggregated</b>	64	69.5	70.1	<b>72.9</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	54.4	65.5	69.1	69.7
	2011	59.4	65.7	66.9	
	2012	62.8	66.1		
	2013	60.8			
	<b>Aggregated</b>	59.3	65.8	68	<b>69.7</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	45.7	48.6	50	50
	2011	37.5	45.5	50.9	
	2012	54.2	55.9		
	2013	43.3			
	<b>Aggregated</b>	45.5	50.3	<b>50.5</b>	50

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	49.4	61.5	67.6	69.7
	2011	61	63.8	65.9	
	2012	50.6	56.1		
	2013	48.2			
	<b>Aggregated</b>	52	60.5	66.8	<b>69.7</b>

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: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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 DPF, 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>		14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.		• at or above 70.			TCAP
	• below 60 but at or above 45.		• below 70 but at or above 55.			ACCESS
	• below 45 but at or above 30.		• below 55 but at or above 40.			4
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		60 (4 for each of 5 subgroups in 3 subject areas)	
	• at or above 60.		• at or above 70.			4
	• below 60 but at or above 45.		• below 70 but at or above 55.			3
	• below 45 but at or above 30.		• below 55 but at or above 40.			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)	
	• 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 remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of 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 TCAP and 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	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	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 (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 TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
<b>Exceeds</b>	60-99	70-99
<b>Meets</b>	45-59	55-69
<b>Approaching</b>	30-44	40-54
<b>Does Not Meet</b>	1-29	1-39

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