

**Accredited with Distinction**

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	86.1% ( 12.9 out of 15 points )
Academic Growth	Meets	73.8% ( 25.8 out of 35 points )
Academic Growth Gaps	Approaching	57.2% ( 8.6 out of 15 points )
Postsecondary and Workforce Readiness	Exceeds	90.6% ( 31.7 out of 35 points )

Test Participation<sup>3</sup> **Meets 95% Participation Rate**

<b>TOTAL</b>	<b>79.0%</b>	<b>( 79.0 out of 100 points )</b>
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<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	99.3%	98.9%	95.2%	98.1%	Meets	Meets	Meets	Meets	19669	20051	13567	53287	19801	20269	14246	54316
Mathematics	99.5%	98.9%	95.7%	98.3%	Meets	Meets	Meets	Meets	19696	20045	13636	53377	19799	20270	14245	54314
Writing	99.1%	98.8%	94.3%	97.7%	Meets	Meets	Does Not Meet	Meets	19633	20024	13430	53087	19802	20270	14246	54318
Science	99.2%	98.6%	-	98.9%	Meets	Meets	-	Meets	6599	6670	-	13269	6651	6766	-	13417
Social Studies	99.5%	99.5%	-	99.5%	Meets	Meets	-	Meets	2215	2287	-	4502	2227	2299	-	4526
Colorado ACT	-	-	97.4%	97.4%	-	-	Meets	Meets	-	-	6437	6437	-	-	6612	6612

**Performance Indicators**

**Level: Elementary**

**District: BOULDER VALLEY RE 2 - 0480**

**(3 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	19298	82.04	82
Mathematics	3	4		Meets	19324	81.25	84
Writing	3	4		Meets	19246	68.4	84
Science	0	0		-	-	-	-
<b>Total</b>	<b>9</b>	<b>12</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	11959	57	20	Yes
Mathematics	4	4		Exceeds	12267	60	36	Yes
Writing	3	4		Meets	11912	58	33	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	1144	48	30	Yes
<b>Total</b>	<b>11.5</b>	<b>14</b>	<b>82.1%</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>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	2464	48	43	Yes
Minority Students	3	4		Meets	3439	55	32	Yes
Students with Disabilities	2	4		Approaching	1268	46	57	No
English Learners	3	4		Meets	1418	53	53	Yes
Students needing to catch up	3	4		Meets	2029	55	66	No
<b>Mathematics</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2747	51	60	No
Minority Students	3	4		Meets	3731	57	50	Yes
Students with Disabilities	2	4		Approaching	1318	47	67	No
English Learners	2	4		Approaching	1706	51	63	No
Students needing to catch up	3	4		Meets	2097	58	79	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2462	50	55	No
Minority Students	3	4		Meets	3433	56	44	Yes
Students with Disabilities	2	4		Approaching	1265	47	67	No
English Learners	2	4		Approaching	1419	53	60	No
Students needing to catch up	3	4		Meets	3945	58	60	No
<b>Total</b>	<b>38</b>	<b>60</b>	<b>63.3%</b>	<b>Meets</b>				

**Performance Indicators**

**Level: Middle**

**District: BOULDER VALLEY RE 2 - 0480**

**(3 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	4	4		Exceeds	19721	82.98	93
Mathematics	4	4		Exceeds	19714	72.93	97
Writing	4	4		Exceeds	19695	73.3	92
Science	0	0		-	-	-	-
<b>Total</b>	<b>12</b>	<b>12</b>	<b>100%</b>	<b>Exceeds</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	18666	52	16	Yes
Mathematics	3	4		Meets	18679	52	47	Yes
Writing	3	4		Meets	18638	53	33	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	490	51	60	No
<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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	3789	50	49	Yes
Minority Students	3	4		Meets	5458	53	30	Yes
Students with Disabilities	2	4		Approaching	1668	50	65	No
English Learners	2	4		Approaching	2237	53	62	No
Students needing to catch up	2	4		Approaching	3058	54	68	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3810	50	79	No
Minority Students	2	4		Approaching	5471	52	68	No
Students with Disabilities	2	4		Approaching	1675	49	91	No
English Learners	2	4		Approaching	2246	52	86	No
Students needing to catch up	2	4		Approaching	4399	54	90	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3787	48	66	No
Minority Students	3	4		Meets	5452	52	48	Yes
Students with Disabilities	2	4		Approaching	1670	48	82	No
English Learners	2	4		Approaching	2237	51	75	No
Students needing to catch up	2	4		Approaching	4644	52	76	No
<b>Total</b>	<b>33</b>	<b>60</b>	<b>55%</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: High**

**District: BOULDER VALLEY RE 2 - 0480**

**(3 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	13313	80.03	81
Mathematics	4	4		Exceeds	13376	56.06	96
Writing	3	4		Meets	13176	66.13	87
Science	0	0		-	-	-	-
<b>Total</b>	<b>10</b>	<b>12</b>	<b>83.3%</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	12484	44	5	Yes
Mathematics	3	4		Meets	12535	55	44	Yes
Writing	3	4		Meets	12195	46	23	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	237	50	39	Yes
<b>Total</b>	<b>9.5</b>	<b>14</b>	<b>67.9%</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>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	2071	45	42	Yes
Minority Students	3	4		Meets	3311	46	14	Yes
Students with Disabilities	2	4		Approaching	890	44	79	No
English Learners	2	4		Approaching	1152	49	71	No
Students needing to catch up	2	4		Approaching	2138	45	76	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2094	49	99	No
Minority Students	2	4		Approaching	3310	54	81	No
Students with Disabilities	2	4		Approaching	909	47	99	No
English Learners	2	4		Approaching	1156	53	99	No
Students needing to catch up	2	4		Approaching	4302	53	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2065	45	82	No
Minority Students	2	4		Approaching	3236	48	49	No
Students with Disabilities	2	4		Approaching	880	45	97	No
English Learners	2	4		Approaching	1146	50	94	No
Students needing to catch up	2	4		Approaching	3405	47	89	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</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	4	4		Exceeds	9216/6910/4596/2318	88.4/91.5/92.2/91.1%	80%
Disaggregated Graduation Rate	2.5	4	62.5%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	1891/1439/935/451	68.9/76.7/76.8/74.5%	80%
Minority Students	0.75	1		Meets	2259/1662/1067/497	77.3/82.6/83.7/81.5%	80%
Students with Disabilities	0.75	1		Meets	880/649/416/208	65.9/75.7/81.3/82.2%	80%
English Learners	0.5	1		Approaching	626/491/359/188	63.6/72.5/72.7/68.6%	80%
Dropout Rate	4	4		Exceeds	44857	0.6%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	6437	23.4	20.1
<b>Total</b>	<b>14.5</b>	<b>16</b>	<b>90.6%</b>	<b>Exceeds</b>			

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

## Graduation Rates

### 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	84.7	88.9	90.7	91.1
	2011	88.3	92.6	<b>93.8</b>	
	2012	89.7	92.9		
	2013	90.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.9	70.3	73.2	74.5
	2011	67.1	76.6	80.1	
	2012	73.6	<b>82.2</b>		
	2013	73.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.9	77.5	80.7	81.5
	2011	75.1	83.1	86.3	
	2012	81.3	<b>86.4</b>		
	2013	84			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60	71.6	79.3	82.2
	2011	59.2	75.1	<b>83.2</b>	
	2012	69.6	79.7		
	2013	73.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	51.6	64.8	68.1	68.6
	2011	59.1	71.3	77.8	
	2012	70.7	<b>83.7</b>		
	2013	76.4			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	84.7	88.9	90.7	91.1
	2011	88.3	92.6	93.8	
	2012	89.7	92.9		
	2013	90.9			
	<b>Aggregated</b>	88.4	91.5	<b>92.2</b>	91.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.9	70.3	73.2	74.5
	2011	67.1	76.6	80.1	
	2012	73.6	82.2		
	2013	73.7			
	<b>Aggregated</b>	68.9	76.7	<b>76.8</b>	74.5

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.9	77.5	80.7	81.5
	2011	75.1	83.1	86.3	
	2012	81.3	86.4		
	2013	84			
	<b>Aggregated</b>	77.3	82.6	<b>83.7</b>	81.5

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60	71.6	79.3	82.2
	2011	59.2	75.1	83.2	
	2012	69.6	79.7		
	2013	73.8			
	<b>Aggregated</b>	65.9	75.7	81.3	<b>82.2</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	51.6	64.8	68.1	68.6
	2011	59.1	71.3	77.8	
	2012	70.7	83.7		
	2013	76.4			
	<b>Aggregated</b>	63.6	72.5	<b>72.7</b>	68.6

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 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>	TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.	• at or above 70.	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	2	1		
	• below 30.	• below 40.	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)	
	• 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			
	• below 30.	• below 40.	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)
	• 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**

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%
	• at or above 62.5% - below 87.5%
	• at or above 37.5% - below 62.5%
	• below 37.5%

**Cut-Points for Accreditation Category Assignment**

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>
Total Framework Points	• at or above 80%
	• at or above 64% - below 80%
	• at or above 52% - below 64%
	• at or above 42% - below 52%
	• below 42%

**District Plan Type Assignments**

	<i>Plan description</i>
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 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.

## 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