

**Accredited with Distinction** *(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	Meets	83.3% ( 12.5 out of 15 points )
Academic Growth	Meets	70.2% ( 24.6 out of 35 points )
Academic Growth Gaps	Approaching	57.2% ( 8.6 out of 15 points )
Postsecondary and Workforce Readiness	Meets	79.7% ( 27.9 out of 35 points )

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

<b>TOTAL</b>	<b>73.6%</b>	<b>( 73.6 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	99.5%	99.2%	97.5%	99.0%	Meets	Meets	Meets	Meets	54616	36140	25812	116568	54878	36428	26468	117774
Mathematics	99.6%	99.3%	97.8%	99.1%	Meets	Meets	Meets	Meets	54675	36171	25883	116729	54872	36425	26472	117769
Writing	99.5%	99.2%	97.6%	99.0%	Meets	Meets	Meets	Meets	54618	36136	25825	116579	54873	36428	26468	117769
Science	99.6%	99.2%	-	99.5%	Meets	Meets	-	Meets	15305	14541	-	29846	15360	14651	-	30011
Social Studies	99.7%	99.7%	-	99.7%	Meets	Meets	-	Meets	5300	5251	-	10551	5315	5266	-	10581
Colorado ACT	-	-	99.1%	99.1%	-	-	Meets	Meets	-	-	12197	12197	-	-	12304	12304

**Performance Indicators**

**Level: Elementary**

**District: DOUGLAS COUNTY RE 1 - 0900**

**(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	53447	82.35	82
Mathematics	3	4		Meets	53473	80.68	83
Writing	3	4		Meets	53419	67.07	81
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	36383	55	23	Yes
Mathematics	3	4		Meets	36478	54	39	Yes
Writing	3	4		Meets	36370	54	35	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	1428	40	27	Yes
<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>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	4270	49	39	Yes
Minority Students	3	4		Meets	8227	54	28	Yes
Students with Disabilities	2	4		Approaching	3497	51	63	No
English Learners	3	4		Meets	1978	53	44	Yes
Students needing to catch up	3	4		Meets	6485	59	62	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4289	46	60	No
Minority Students	3	4		Meets	8256	53	47	Yes
Students with Disabilities	2	4		Approaching	3531	47	74	No
English Learners	2	4		Approaching	1991	51	61	No
Students needing to catch up	2	4		Approaching	6310	54	79	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4277	45	52	No
Minority Students	3	4		Meets	8231	53	41	Yes
Students with Disabilities	2	4		Approaching	3512	49	72	No
English Learners	2	4		Approaching	1973	50	56	No
Students needing to catch up	3	4		Meets	11847	55	61	No
<b>Total</b>	<b>37</b>	<b>60</b>	<b>61.7%</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: DOUGLAS COUNTY RE 1 - 0900**

**(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	35431	81.3	89
Mathematics	4	4		Exceeds	35461	70.63	96
Writing	4	4		Exceeds	35428	72.19	91
Science	0	0		-	-	-	-
<b>Total</b>	<b>11</b>	<b>12</b>	<b>91.7%</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	33639	48	19	Yes
Mathematics	3	4		Meets	33671	49	48	Yes
Writing	3	4		Meets	33634	48	35	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	431	46	55	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	4017	45	38	Yes
Minority Students	3	4		Meets	7970	49	25	Yes
Students with Disabilities	2	4		Approaching	2675	44	66	No
English Learners	2	4		Approaching	1838	52	54	No
Students needing to catch up	2	4		Approaching	5390	51	64	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4026	41	77	No
Minority Students	2	4		Approaching	7979	48	61	No
Students with Disabilities	2	4		Approaching	2686	44	94	No
English Learners	2	4		Approaching	1838	46	82	No
Students needing to catch up	2	4		Approaching	8114	48	90	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4021	44	59	No
Minority Students	3	4		Meets	7973	49	44	Yes
Students with Disabilities	1	4		Does Not Meet	2685	38	82	No
English Learners	2	4		Approaching	1834	51	69	No
Students needing to catch up	2	4		Approaching	8382	47	75	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</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: DOUGLAS COUNTY RE 1 - 0900**

**(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	25255	81.28	84
Mathematics	4	4		Exceeds	25324	50.22	91
Writing	3	4		Meets	25268	66.49	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	3	4		Meets	23792	51	8	Yes
Mathematics	2	4		Approaching	23854	48	56	No
Writing	3	4		Meets	23810	51	28	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	275	46	34	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>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	2463	50	26	Yes
Minority Students	3	4		Meets	5301	53	13	Yes
Students with Disabilities	2	4		Approaching	1749	46	84	No
English Learners	3	4		Meets	837	59	58	Yes
Students needing to catch up	2	4		Approaching	4416	52	70	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2471	46	96	No
Minority Students	2	4		Approaching	5318	49	77	No
Students with Disabilities	2	4		Approaching	1750	47	99	No
English Learners	2	4		Approaching	838	51	99	No
Students needing to catch up	2	4		Approaching	9235	51	99	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2466	48	64	No
Minority Students	3	4		Meets	5298	51	41	Yes
Students with Disabilities	2	4		Approaching	1751	45	98	No
English Learners	2	4		Approaching	835	54	85	No
Students needing to catch up	2	4		Approaching	7074	52	86	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</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	16120/11781/7823/3913	86/88.4/88.8/88.7%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	1992/1439/1030/516	64.6/68.7/66.3/62.2%	80%
Minority Students	0.75	1		Meets	3392/2387/1529/686	77.2/80.6/80.7/79.4%	80%
Students with Disabilities	0.75	1		Meets	1264/922/607/285	67.4/74.6/77.9/81.4%	80%
English Learners	0.75	1		Meets	300/230/176/85	76.7/78.3/75/82.4%	80%
Dropout Rate	4	4		Exceeds	87626	0.8%	3.9%
Colorado ACT Composite Score	3	4		Meets	12197	21.9	20.1
<b>Total</b>	<b>12.75</b>	<b>16</b>	<b>79.7%</b>	<b>Meets</b>			

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

# 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	83.1	87.1	88.3	88.7
	2011	84.2	88.2	89.2	
	2012	87.4	<b>90</b>		
	2013	88.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	68.1	61.9	62.2
	2011	64.3	68.1	<b>70.7</b>	
	2012	64.8	69.6		
	2013	66.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	70.8	76	78.7	79.4
	2011	74	80.5	82.3	
	2012	80.3	<b>84.5</b>		
	2013	81.6			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	76.6	77.5	<b>81.4</b>
	2011	65	73.3	78.3	
	2012	66.5	74.3		
	2013	70.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	84.5	92.7	81.9	82.4
	2011	75.4	64.5	68.8	
	2012	74.4	<b>84.1</b>		
	2013	74.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.1	87.1	88.3	88.7
	2011	84.2	88.2	89.2	
	2012	87.4	90		
	2013	88.8			
	<b>Aggregated</b>	86	88.4	<b>88.8</b>	88.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	68.1	61.9	62.2
	2011	64.3	68.1	70.7	
	2012	64.8	69.6		
	2013	66.9			
	<b>Aggregated</b>	64.6	<b>68.7</b>	66.3	62.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	70.8	76	78.7	79.4
	2011	74	80.5	82.3	
	2012	80.3	84.5		
	2013	81.6			
	<b>Aggregated</b>	77.2	80.6	<b>80.7</b>	79.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	76.6	77.5	81.4
	2011	65	73.3	78.3	
	2012	66.5	74.3		
	2013	70.8			
	<b>Aggregated</b>	67.4	74.6	77.9	<b>81.4</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	84.5	92.7	81.9	82.4
	2011	75.4	64.5	68.8	
	2012	74.4	84.1		
	2013	74.8			
	<b>Aggregated</b>	76.7	78.3	75	<b>82.4</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 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**

	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