

Accredited

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.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>
Academic Achievement	Meets	69.4% ( 10.4 out of 15 points )
Academic Growth	Meets	65.5% ( 22.9 out of 35 points )
Academic Growth Gaps	Approaching	53.9% ( 8.1 out of 15 points )
Postsecondary and Workforce Readiness	Meets	82.8% ( 29.0 out of 35 points )

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

<b>TOTAL</b>	<b>70.4%</b>	<b>( 70.4 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	99.7%	99.6%	98.0%	99.3%	Meets	Meets	Meets	Meets	10974	10316	6542	27832	11003	10361	6678	28042
Mathematics	99.6%	99.6%	98.7%	99.4%	Meets	Meets	Meets	Meets	10959	10319	6593	27871	11000	10357	6682	28039
Writing	99.5%	99.5%	98.0%	99.2%	Meets	Meets	Meets	Meets	10950	10311	6545	27806	11004	10362	6678	28044
Science	99.7%	99.5%	-	99.6%	Meets	Meets	-	Meets	3576	3386	-	6962	3586	3402	-	6988
Social Studies	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	1297	1199	-	2496	1297	1203	-	2500
Colorado ACT	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	3025	3025	-	-	3064	3064

**Performance Indicators**

**Level: Elementary**

**District: FALCON 49 - 1110**

**(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	10475	76.54	68
Mathematics	3	4		Meets	10454	75.58	69
Writing	3	4		Meets	10438	58.33	61
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	6433	47	27	Yes
Mathematics	3	4		Meets	6429	46	44	Yes
Writing	3	4		Meets	6414	48	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	184	55	27	Yes
<b>Total</b>	<b>10.5</b>	<b>14</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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1145	45	34	Yes
Minority Students	3	4		Meets	2226	49	32	Yes
Students with Disabilities	1	4		Does Not Meet	668	37	68	No
English Learners	3	4		Meets	328	52	39	Yes
Students needing to catch up	2	4		Approaching	1463	51	62	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1141	48	52	No
Minority Students	2	4		Approaching	2226	46	50	No
Students with Disabilities	1	4		Does Not Meet	672	36	73	No
English Learners	2	4		Approaching	326	50	54	No
Students needing to catch up	2	4		Approaching	1373	50	77	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1144	46	46	Yes
Minority Students	3	4		Meets	2211	47	43	Yes
Students with Disabilities	2	4		Approaching	670	42	74	No
English Learners	3	4		Meets	327	54	47	Yes
Students needing to catch up	2	4		Approaching	2655	50	60	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</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: FALCON 49 - 1110**

**(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	9836	74.48	67
Mathematics	3	4		Meets	9840	57.56	74
Writing	3	4		Meets	9833	63.98	73
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	9091	50	26	Yes
Mathematics	2	4		Approaching	9100	46	63	No
Writing	3	4		Meets	9082	51	42	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	64	59	60	No
<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	1573	47	32	Yes
Minority Students	3	4		Meets	3278	50	31	Yes
Students with Disabilities	2	4		Approaching	872	47	73	No
English Learners	3	4		Meets	396	55	45	Yes
Students needing to catch up	2	4		Approaching	2200	52	63	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1571	42	71	No
Minority Students	2	4		Approaching	3279	46	70	No
Students with Disabilities	2	4		Approaching	875	40	95	No
English Learners	2	4		Approaching	395	48	77	No
Students needing to catch up	2	4		Approaching	3256	47	90	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1575	44	50	No
Minority Students	3	4		Meets	3270	50	47	Yes
Students with Disabilities	2	4		Approaching	874	44	84	No
English Learners	2	4		Approaching	397	51	58	No
Students needing to catch up	2	4		Approaching	3190	52	75	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</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: High**

**District: FALCON 49 - 1110**

**(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	2	4		Approaching	6217	69.33	41
Mathematics	3	4		Meets	6263	31.18	52
Writing	2	4		Approaching	6221	49.01	49
Science	0	0		-	-	-	-
<b>Total</b>	<b>7</b>	<b>12</b>	<b>58.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	5659	48	16	Yes
Mathematics	2	4		Approaching	5713	41	89	No
Writing	2	4		Approaching	5677	44	47	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	132	39	42	No
<b>Total</b>	<b>7.5</b>	<b>14</b>	<b>53.6%</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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1070	46	37	Yes
Minority Students	3	4		Meets	2187	47	24	Yes
Students with Disabilities	2	4		Approaching	474	42	90	No
English Learners	2	4		Approaching	290	53	60	No
Students needing to catch up	2	4		Approaching	1737	48	74	No
<b>Mathematics</b>	<b>7</b>	<b>20</b>	<b>35%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	1074	37	99	No
Minority Students	1	4		Does Not Meet	2214	39	96	No
Students with Disabilities	2	4		Approaching	479	45	99	No
English Learners	1	4		Does Not Meet	291	35	99	No
Students needing to catch up	2	4		Approaching	3190	42	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1077	41	77	No
Minority Students	2	4		Approaching	2195	45	59	No
Students with Disabilities	2	4		Approaching	475	46	98	No
English Learners	2	4		Approaching	291	51	84	No
Students needing to catch up	2	4		Approaching	2462	45	91	No
<b>Total</b>	<b>29</b>	<b>60</b>	<b>48.3%</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	3616/2585/1655/802	87.7/90.9/90.9/91.4%	80%
Disaggregated Graduation Rate	3.25	4	81.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	862/609/378/185	80.3/85.9/84.7/85.9%	80%
Minority Students	1	1		Exceeds	1225/859/547/270	85.5/90/89.9/90.7%	80%
Students with Disabilities	0.75	1		Meets	325/235/161/88	66.5/74.5/80.7/87.5%	80%
English Learners	0.75	1		Meets	83/55/39/21	81.9/89.1/82.1/81%	80%
Dropout Rate	4	4		Exceeds	22334	0.8%	3.9%
Colorado ACT Composite Score	2	4		Approaching	3025	19	20.1
<b>Total</b>	<b>13.25</b>	<b>16</b>	<b>82.8%</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.

# 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	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	<b>93.7</b>		
	2013	89.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	<b>90.2</b>		
	2013	82			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	<b>93.9</b>		
	2013	87.8			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	<b>87.5</b>
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	<b>100</b>		
	2013	93.9			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			
	<b>Aggregated</b>	<b>87.7</b>	<b>90.9</b>	<b>90.9</b>	<b>91.4</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			
	<b>Aggregated</b>	<b>80.3</b>	<b>85.9</b>	<b>84.7</b>	<b>85.9</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			
	<b>Aggregated</b>	<b>85.5</b>	<b>90</b>	<b>89.9</b>	<b>90.7</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			
	<b>Aggregated</b>	<b>66.5</b>	<b>74.5</b>	<b>80.7</b>	<b>87.5</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			
	<b>Aggregated</b>	<b>81.9</b>	<b>89.1</b>	<b>82.1</b>	<b>81</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**

	<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