

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	75.0% ( 11.3 out of 15 points )
Academic Growth	Meets	67.9% ( 23.8 out of 35 points )
Academic Growth Gaps	Approaching	51.7% ( 7.8 out of 15 points )
Postsecondary and Workforce Readiness	Meets	67.2% ( 23.5 out of 35 points )

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

<b>TOTAL</b>	<b>66.4%</b>	<b>( 66.4 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	99.3%	99.0%	97.0%	98.6%	Meets	Meets	Meets	Meets	10365	10365	6793	27523	10437	10474	7002	27913
Mathematics	99.3%	99.1%	97.2%	98.7%	Meets	Meets	Meets	Meets	10363	10377	6805	27545	10441	10472	6999	27912
Writing	99.4%	97.0%	97.0%	97.9%	Meets	Meets	Meets	Meets	10386	10155	6792	27333	10445	10474	7002	27921
Science	99.7%	99.1%	-	99.4%	Meets	Meets	-	Meets	3504	3453	-	6957	3515	3484	-	6999
Social Studies	100.0%	99.4%	-	99.7%	Meets	Meets	-	Meets	1148	1143	-	2291	1148	1150	-	2298
Colorado ACT	-	-	97.5%	97.5%	-	-	Meets	Meets	-	-	3066	3066	-	-	3145	3145

**Performance Indicators**

**Level: Elementary**

**District: THOMPSON R2-J - 1560**

**(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	10023	75.41	64
Mathematics	3	4		Meets	10004	72.35	58
Writing	3	4		Meets	10031	58.66	62
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	6275	51	26	Yes
Mathematics	3	4		Meets	6240	46	44	Yes
Writing	3	4		Meets	6293	49	38	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	230	47	28	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	2486	48	37	Yes
Minority Students	3	4		Meets	1505	50	37	Yes
Students with Disabilities	2	4		Approaching	728	47	70	No
English Learners	2	4		Approaching	323	54	58	No
Students needing to catch up	2	4		Approaching	1499	52	64	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2476	41	55	No
Minority Students	2	4		Approaching	1501	45	56	No
Students with Disabilities	1	4		Does Not Meet	724	38	77	No
English Learners	2	4		Approaching	320	43	73	No
Students needing to catch up	2	4		Approaching	1454	46	79	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2496	44	48	No
Minority Students	2	4		Approaching	1509	47	48	No
Students with Disabilities	2	4		Approaching	730	44	74	No
English Learners	2	4		Approaching	322	48	63	No
Students needing to catch up	2	4		Approaching	2594	48	61	No
<b>Total</b>	<b>31</b>	<b>60</b>	<b>51.7%</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: THOMPSON R2-J - 1560**

**(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	10069	73.18	62
Mathematics	3	4		Meets	10086	58.28	76
Writing	3	4		Meets	9868	58.4	57
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	9474	46	25	Yes
Mathematics	2	4		Approaching	9460	50	63	No
Writing	2	4		Approaching	9254	44	44	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	72	47	60	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>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3476	42	37	Yes
Minority Students	3	4		Meets	2311	45	37	Yes
Students with Disabilities	2	4		Approaching	999	42	77	No
English Learners	2	4		Approaching	494	48	58	No
Students needing to catch up	2	4		Approaching	2264	46	66	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3475	47	76	No
Minority Students	2	4		Approaching	2310	48	76	No
Students with Disabilities	2	4		Approaching	1004	41	97	No
English Learners	2	4		Approaching	494	50	92	No
Students needing to catch up	2	4		Approaching	3461	50	92	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3387	40	60	No
Minority Students	2	4		Approaching	2250	43	57	No
Students with Disabilities	1	4		Does Not Meet	995	37	87	No
English Learners	2	4		Approaching	484	48	75	No
Students needing to catch up	2	4		Approaching	3478	43	77	No
<b>Total</b>	<b>30</b>	<b>60</b>	<b>50%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: High**

**District: THOMPSON R2-J - 1560**

**(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	6578	73.32	56
Mathematics	3	4		Meets	6590	40.35	77
Writing	3	4		Meets	6578	54.21	62
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	6090	48	11	Yes
Mathematics	2	4		Approaching	6095	51	80	No
Writing	3	4		Meets	5934	48	45	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	34	80	41	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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1860	45	28	Yes
Minority Students	3	4		Meets	1301	46	27	Yes
Students with Disabilities	2	4		Approaching	462	45	90	No
English Learners	2	4		Approaching	272	54	70	No
Students needing to catch up	2	4		Approaching	1516	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	1858	46	98	No
Minority Students	2	4		Approaching	1297	47	97	No
Students with Disabilities	2	4		Approaching	466	49	99	No
English Learners	2	4		Approaching	274	46	99	No
Students needing to catch up	2	4		Approaching	3010	49	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1791	45	74	No
Minority Students	2	4		Approaching	1257	48	70	No
Students with Disabilities	2	4		Approaching	468	47	99	No
English Learners	2	4		Approaching	262	47	94	No
Students needing to catch up	2	4		Approaching	2448	49	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	3	4		Meets	4946/3720/2551/1318	79.1/83.6/85.1/85.7%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			80%
Free/Reduced Lunch Eligible	0.5	1		Approaching	1584/1172/785/367	64/71.7/74.8/74.7%	80%
Minority Students	0.5	1		Approaching	833/612/405/191	65.7/70.9/72.8/70.2%	80%
Students with Disabilities	0.5	1		Approaching	460/352/243/119	57/65.9/74.1/77.3%	80%
English Learners	0.25	1		Does Not Meet	103/76/54/28	48.5/50/51.9/53.6%	80%
Dropout Rate	3	4		Meets	23325	2%	3.9%
Colorado ACT Composite Score	3	4		Meets	3049	20.9	20.1
<b>Total</b>	<b>10.75</b>	<b>16</b>	<b>67.2%</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	80	84.1	85.2	<b><i>85.7</i></b>
	2011	81.1	84.1	85.1	
	2012	77.3	82.5		
	2013	77.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63.8	72	73	74.7
	2011	69.8	75.4	<b><i>76.3</i></b>	
	2012	61.2	67.6		
	2013	61.5			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.9	67.2	69.6	70.2
	2011	69	74	<b><i>75.7</i></b>	
	2012	64.2	71.3		
	2013	68.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.3	66.1	72.3	<b><i>77.3</i></b>
	2011	65	71.5	75.8	
	2012	51.7	59.6		
	2013	51			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.7	44.4	50	53.6
	2011	48	51.9	53.8	
	2012	43.5	54.5		
	2013	<b><i>60.7</i></b>			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	80	84.1	85.2	85.7
	2011	81.1	84.1	85.1	
	2012	77.3	82.5		
	2013	77.7			
	<b>Aggregated</b>	79.1	83.6	85.1	<b><i>85.7</i></b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63.8	72	73	74.7
	2011	69.8	75.4	76.3	
	2012	61.2	67.6		
	2013	61.5			
	<b>Aggregated</b>	64	71.7	<b><i>74.8</i></b>	74.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.9	67.2	69.6	70.2
	2011	69	74	75.7	
	2012	64.2	71.3		
	2013	68.2			
	<b>Aggregated</b>	65.7	70.9	<b><i>72.8</i></b>	70.2

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.3	66.1	72.3	77.3
	2011	65	71.5	75.8	
	2012	51.7	59.6		
	2013	51			
	<b>Aggregated</b>	57	65.9	74.1	<b><i>77.3</i></b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.7	44.4	50	53.6
	2011	48	51.9	53.8	
	2012	43.5	54.5		
	2013	60.7			
	<b>Aggregated</b>	48.5	50	51.9	<b><i>53.6</i></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.	Exceeds	4		2
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3		1.5
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2		1
	• below 30.	• below 40.	Does Not Meet	1	0.5	
Academic Growth Gaps	<i>Made AGP</i>	<i>Did Not Make AGP</i>	TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	
	• 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%	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**

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>	
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**

	<i>Plan description</i>	
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.	

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
N of Districts	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
N of Districts	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
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	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
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1