

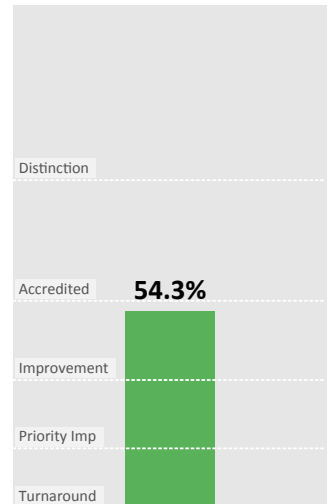


Accreditation Rating

Accredited: Low Participation[^]

54.3 / 100

This is the district's official accreditation rating, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Districts are designated an accreditation category based on the overall percent of points earned and meeting assurances. Not meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall accreditation category by one level.



The Accreditation Category presented above is based on the total percent of Framework Points earned out of Points Eligible:

Accredited with Distinction: at or above 74.0%

Accredited with Performance Plan: at or above 56.0%-below 74.0%

Accredited with Improvement Plan: at or above 44.0%-below 56.0%

Accredited with Priority Improvement Plan: at or above 34.0%-below 44.0%

Accredited with Turnaround Plan: below 34.0%

Insufficient Data: No reportable data or only PWR data

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	48.8%	14.6 / 30	Approaching
Academic Growth	59.8%	23.9 / 40	Approaching
Postsecondary & Workforce Readiness	52.8%	15.8 / 30	Approaching

Assurances

	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	11,609	9,020	77.7%	1,962	93.5%	Does Not Meet 95%
Math	11,611	9,080	78.2%	1,912	93.6%	Does Not Meet 95%
Science	4,834	3,204	66.3%	987	83.3%	Does Not Meet 95%
COACT	1,395	1,319	94.6%	14	95.5%	Meets 95%

Summary of Ratings by EMH Level

This table shows the ratings by performance indicator and grade level, the number of points earned relative to the number of points eligible, the percentage of points earned, and the rating.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	47.2%	18.9 / 40	Approaching	49.4%	Improvement Plan
	Academic Growth	50.9%	30.5 / 60	Approaching		
Middle	Academic Achievement	45.8%	18.3 / 40	Approaching	54.7%	Improvement Plan
	Academic Growth	60.7%	36.4 / 60	Approaching		
High	Academic Achievement	53.5%	16.1 / 30	Approaching	59.1%	Accredited
	Academic Growth	67.9%	27.2 / 40	Meets		
	Postsecondary & Workforce R..	52.8%	15.8 / 30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^)A rating with Low Participation indicates that the Participation Rate or Accountability Participation Rate for the district falls below 95% in more than one content area.

(^^)Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.

(**)The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
English	All Students	4,247	88.3%	734.1	38	4 / 8	Approaching
Language Arts	Previously Identified for READ Plan	570	85.4%	699.7	1	0 / 0	-
	English Learners	319	94.3%	723.1	16	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	1,921	89.2%	724.8	19	.5 / 1	Approaching
	Minority Students	1,340	90.4%	726.8	22	.5 / 1	Approaching
	Students with Disabilities	612	83.4%	707.7	1	.25 / 1	Does Not Meet
Math	All Students	4,296	89.3%	728.8	36	4 / 8	Approaching
	English Learners	323	96.9%	716.5	11	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,949	90.5%	720.2	17	.5 / 1	Approaching
	Minority Students	1,355	91.5%	720.8	18	.5 / 1	Approaching
	Students with Disabilities	626	85.2%	708.3	3	.25 / 1	Does Not Meet
Science	All Students	1,375	86.1%	587.6	42	4 / 8	Approaching
	English Learners	116	95.3%	538.3	17	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	607	85.2%	555.3	25	.5 / 1	Approaching
	Minority Students	472	89.3%	558.5	26	.5 / 1	Approaching
	Students with Disabilities	219	83.6%	523.8	11	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	17 / 36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English	All Students	2,476	44.0	4 / 8	Approaching
Language Arts	English Learners	193	47.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	1,108	40.0	.5 / 1	Approaching
	Minority Students	770	40.0	.5 / 1	Approaching
	Students with Disabilities	346	35.0	.5 / 1	Approaching
	All Students	2,522	46.0	4 / 8	Approaching
Math	English Learners	215	54.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	1,140	44.0	.5 / 1	Approaching
	Minority Students	798	46.0	.5 / 1	Approaching
	Students with Disabilities	356	37.5	.5 / 1	Approaching
	ELP (2015)	English Language Proficiency (ELP)	370	47.0	2 / 4
TOTAL		*	*	14.25 / 28	Approaching

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
English	All Students	3,766	73.2%	733.1	33	4 / 8	Approaching
Language Arts	English Learners	281	84.5%	718.4	6	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,104	76.9%	723.8	14	.25 / 1	Does Not Meet
	Minority Students	1,141	76.3%	725.2	17	.5 / 1	Approaching
	Students with Disabilities	566	73.8%	704.0	1	.25 / 1	Does Not Meet
Math	All Students	3,773	73.4%	728.0	41	4 / 8	Approaching
	English Learners	283	85.1%	714.6	12	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,101	76.8%	718.6	19	.5 / 1	Approaching
	Minority Students	1,144	76.5%	719.4	21	.5 / 1	Approaching
	Students with Disabilities	564	73.5%	703.1	1	.25 / 1	Does Not Meet
Science	All Students	1,137	72.6%	580.4	42	4 / 8	Approaching
	English Learners	81	87.4%	534.2	18	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	458	72.7%	549.5	24	.5 / 1	Approaching
	Minority Students	321	76.5%	543.3	21	.5 / 1	Approaching
	Students with Disabilities	167	72.7%	487.4	3	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	16.5 / 36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English	All Students	3,213	41.0	4 / 8	Approaching
Language Arts	English Learners	267	42.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	991	38.0	.5 / 1	Approaching
	Minority Students	1,015	40.0	.5 / 1	Approaching
	Students with Disabilities	451	36.0	.5 / 1	Approaching
Math	All Students	2,889	50.0	6 / 8	Meets
	English Learners	259	49.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	921	46.0	.5 / 1	Approaching
	Minority Students	964	46.0	.5 / 1	Approaching
	Students with Disabilities	441	39.0	.5 / 1	Approaching
ELP (2015)	English Language Proficiency (ELP)	77	60.0	3 / 4	Meets
TOTAL		*	*	17 / 28	Approaching

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
English	All Students	603	52.9%	734.8	38	4 / 8	Approaching
Language Arts	English Learners	54	60.4%	722.0	11	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	259	51.7%	726.4	18	.5 / 1	Approaching
	Minority Students	208	54.1%	728.2	23	.5 / 1	Approaching
	Students with Disabilities	84	55.9%	704.6	1	.25 / 1	Does Not Meet
Math	All Students	600	52.8%	731.1	52	6 / 8	Meets
	English Learners	54	60.4%	720.9	24	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	257	51.6%	724.5	34	.5 / 1	Approaching
	Minority Students	203	53.1%	725.4	37	.5 / 1	Approaching
	Students with Disabilities	81	53.9%	705.3	1	.25 / 1	Does Not Meet
Science	All Students	551	37.6%	607.2	47	4 / 8	Approaching
	English Learners	45	52.2%	565.5	15	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	184	41.8%	585.9	27	.5 / 1	Approaching
	Minority Students	160	40.7%	584.8	27	.5 / 1	Approaching
	Students with Disabilities	78	49.4%	576.7	21	.5 / 1	Approaching
TOTAL		*	*	*	*	19.25 / 36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English	All Students	459	45.0	4 / 8	Approaching
Language Arts	English Learners	47	47.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	210	45.0	.5 / 1	Approaching
	Minority Students	158	44.5	.5 / 1	Approaching
	Students with Disabilities	57	39.0	.5 / 1	Approaching
Math	All Students	312	57.0	6 / 8	Meets
	English Learners	36	65.5	1 / 1	Exceeds
	Free/Reduced-Price Lunch Eligible	167	57.0	.75 / 1	Meets
	Minority Students	110	58.5	.75 / 1	Meets
	Students with Disabilities	54	47.5	.5 / 1	Approaching
ELP (2015)	English Language Proficiency (ELP)	42	73.0	4 / 4	Exceeds
TOTAL		*	*	19 / 28	Meets

This page displays the performance indicator data for the high school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY AND WORKFORCE READINESS

PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Dropout	All Students	10,571	*	1.7%	3 / 4	Meets
COACT	All Students	1,319	*	19.8	2 / 4	Approaching
Matriculation	All Students	1,423	*	55.7%	1 / 2	Approaching
	2-Year Higher Education Institution	*	*	1.5%	*	-
	4-Year Higher Education Institution	*	*	52.4%	*	-
	Career & Technical Education	*	*	4.4%	*	-
Graduation	All Students	1,659	7yr	82.5%	2 / 4	Approaching
	English Learners	115	4yr	80.9%	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	539	4yr	72.5%	.25 / 1	Does Not Meet
	Minority Students	468	4yr	75.9%	.5 / 1	Approaching
	Students with Disabilities	191	7yr	72.8%	.25 / 1	Does Not Meet
TOTAL		*	*	*	9.5 / 18	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student Group	4-Year (AYG 2015)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)	Best Rate
All Students	79.7%	81.9%	82.4%	82.5%	7yr
English Learners	80.9%	67.4%	71.3%	70.7%	4yr
Free/Reduced-Price Lunch Eligible	72.5%	71.5%	70.3%	72.2%	4yr
Minority Students	75.9%	74.7%	71.6%	73.6%	4yr
Students with Disabilities	53.5%	62.8%	66.5%	72.8%	7yr

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on 2015 end of year state submission reporting.

COACT: reflects the mean composite ACT score for the identified district; COACT was administered to all 11th grade students in Colorado. Per recent state decision, this assessment will be replaced by the Scholastic Achievement Test (SAT) for the 2016-17 school year.

Matriculation Rates: reflects all 2015 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2015 graduates.

Anticipated Year of Graduation (AYG): when a student initially enters the ninth grade in the Colorado End of Year data collection system, an anticipated year of graduation is assigned for four years later.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2016 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement	The district or school's mean scale score was (2016 baseline): see table below for actual values		All Students	Each Disaggregated Group	
	• at or above the 85th percentile of all schools in 2016	Exceeds	8	1.00	
	• below the 85th percentile but at or above the 50th percentile	Meets	6	0.75	
	• below the 50th percentile but at or above the 15th percentile	Approaching	4	0.50	
	• below the 15th percentile of all schools in 2016	Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point) • Mean scale score at or above 725 (CMAS PARCC Level 3 cut)				1 bonus point
Academic Growth	Median Growth Percentile was:		All Students	Disaggregated Group	English Language Proficiency
	• at or above 65	Exceeds	8	1.00	4
	• below 65 but at or above 50	Meets	6	0.75	3
	• below 50 but at or above 35	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1
Postsecondary and Workforce Readiness	Dropout Rate: The district or school dropout rate was (of all schools in 2015):				
	• at or below 0.5%	Exceeds			4
	• at or below 2.0% but above 0.5%	Meets			3
	• at or below 5.0% but above 2.0%	Approaching			2
	• above 5.0%	Does Not Meet			1
	Average Colorado ACT Composite score was (using 2010 cut-scores):				
	• at or above 22.0	Exceeds			4
	• at or above 20.0 but below 22.0	Meets			3
	• at or above 17.0 but below 20.0	Approaching			2
	• below 17.0	Does Not Meet			1
	Matriculation Rate (of all schools in 2015):				
	• at or above the 85th percentile (73.1%)	Exceeds			2.0
	• below the 85th percentile (73.1%) but at or above the 50th	Meets			1.5
	• below the 50th percentile (59.3%) but at or above the 15th	Approaching			1.0
• below the 15th percentile (41.1%)	Does Not Meet			0.5	
Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):			All Students	Each Disaggregated Group	
• at or above 95.0%	Exceeds	4		1.00	
• at or above 85.0% but below 95.0%	Meets	3		0.75	
• at or above 75.0% but below 85.0%	Approaching	2		0.50	
• below 75.0%	Does Not Meet	1		0.25	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the achievement indicators have been established utilizing 2016 school baseline CMAS Science, CMAS PARCC and DLM data.

Mean Scale Score by Percentile Cut-Points - 1-year (2016 school baseline)

Percentile	English Language Arts				Mathematics				Science			
	Elem	Middle	High	All	Elem	Middle	High	All	Elem	Middle	High	All
15th percentile	722.3	724.1	724.6	723.1	719.1	716.5	717.3	718.2	531.9	527.7	564.4	538.7
50th percentile	739.5	740.1	739.6	739.6	734.3	731.2	729.8	732.9	601.7	591.4	609.2	600.2
85th percentile	755.9	757.3	753.3	754.9	751.9	746.2	746.0	749.3	655.9	643.3	651.3	652.7

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• 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

Total Possible Points by Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	36 total points (8 for each subject for all students and 4 for each subject by disaggregated groups)	40%	30%
Growth	28 total points (8 for each subject for all students and 4 for each subject by disaggregated groups) and 4 for English language proficiency	60%	40%
Postsecondary Readiness	18 total points (4 for each sub-indicator except 8 for graduation, and 2 for matriculation)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Plan Type/Category Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accr. w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Version and Corresponding Data Utilized in Framework

Version & Included Data	Version	Description
	Version A	Default one year calculations reported by individual EMH levels
	Version B	One year achievement and growth calculations combined across EMH levels with one year PWR calculations
	Version C	One year achievement and growth calculations reported by individual EMH levels with three year PWR calculations
	Version D	One year achievement and growth calculations combined across EMH levels with three year PWR calculations

September 30, 2016