

2035: Montezuma-Cortez RE-1

Levels: EMH - (Multi-Year)

Accreditation Rating

Official Rating based on 1-Year DPF Report

Please see official performance framework report

42.1/100

Year 2 of Priority Improvement or Turnaround

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation ..

Distinction

Performance

 Improvement **42.1%**

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned..	Rating
Academic Achievement	34.3%	10.3/30	Does Not Meet
Academic Growth	52.1%	20.8/40	Approaching
Postsecondary & Workforce Readiness	36.5%	11.0/30	Does Not Meet

Accreditation categories are based on the total percentage of points earned:

Accredited with Distinction:
 74.0% - 100.0%

Accredited:
 56.0% - 73.9%

Assurances

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

Accredited with Improvement Plan:
 44.0% - 55.9%

Accredited with Priority Improvement Plan:
 34.0% - 43.9%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	5,052	4,825	95.5%	95	97.4%	Meets 95%
Math	5,043	4,834	95.9%	84	97.5%	Meets 95%
Science	1,699	1,585	93.3%	48	96.0%	Meets 95%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient Data: No reportable achievement and ..

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned..	Weighted Pts Earned/..	Rating	% Pts by..	Rating
Elementary	Academic Achievement	41.7%	16.7/40	Approaching	45.1%	Improvement
	Academic Growth	47.3%	28.4/60	Approaching		
Middle	Academic Achievement	36.1%	14.4/40	Does Not Meet	41.7%	Priority Improvement
	Academic Growth	45.5%	27.3/60	Approaching		
High	Academic Achievement	25.0%	7.5/30	Does Not Meet	43.9%	Priority Improvement
	Academic Growth	63.4%	25.4/40	Meets		
	Postsecondary & Workforce ..	36.5%	11.0/30	Does Not Meet		

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

(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

(^) Districts with an Insufficient State Data rating will maintain performance watch status from the prior year.

2035: Montezuma-Cortez RE-1

Elementary - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	1,780	97.0%	728.0	24	4/8	Approaching
	Previously Identified for READ Plan	388	95.7%	698.4	*	0/0	-
Language Arts	English Learners	106	98.2%	710.3	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,283	97.2%	720.9	11	0.25/1	Does Not Meet
	Minority Students	952	98.0%	719.5	9	0.25/1	Does Not Meet
	Students with Disabilities	208	91.1%	698.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	1,785	97.1%	721.0	19	4/8	Approaching
	English Learners	111	100.0%	710.3	4	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,286	97.4%	715.3	9	0.25/1	Does Not Meet
	Minority Students	958	98.3%	713.1	7	0.25/1	Does Not Meet
	Students with Disabilities	208	91.5%	698.3	1	0.25/1	Does Not Meet
CMAS - Science	All Students	579	96.3%	550.5	22	4/8	Approaching
	English Learners	39	100.0%	502.5	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	415	96.6%	528.1	13	0.25/1	Does Not Meet
	Minority Students	315	97.9%	512.8	8	0.25/1	Does Not Meet
	Students with Disabilities	65	90.8%	455.0	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	1,053	44.0	4/8	Approaching
	English Learners	58	40.5	0.5/1	Approaching
Language Arts	Free/Reduced-Price Lunch Eligible	758	41.5	0.5/1	Approaching
	Minority Students	572	39.0	0.5/1	Approaching
	Students with Disabilities	103	38.0	0.5/1	Approaching
CMAS - Math	All Students	1,054	40.0	4/8	Approaching
	English Learners	61	34.0	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	759	40.0	0.5/1	Approaching
	Minority Students	575	39.0	0.5/1	Approaching
	Students with Disabilities	103	35.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	99	37.0	1/2	Approaching
	On Track to Proficiency	100	61.0%	0.5/2	Does Not Meet
TOTAL		*	*	13.25/28	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

2035: Montezuma-Cortez RE-1

Middle School - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	1,512	95.6%	726.2	20	4/8	Approaching
	English Learners	103	97.4%	706.0	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	947	95.6%	718.5	6	0.25/1	Does Not Meet
	Minority Students	808	96.3%	716.3	5	0.25/1	Does Not Meet
	Students with Disabilities	178	89.0%	694.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	1,519	95.9%	713.2	9	2/8	Does Not Meet
	English Learners	109	99.1%	698.1	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	956	95.8%	707.5	3	0.25/1	Does Not Meet
	Minority Students	817	96.7%	704.2	1	0.25/1	Does Not Meet
	Students with Disabilities	180	90.0%	689.6	1	0.25/1	Does Not Meet
CMAS - Science	All Students	478	94.4%	537.2	19	4/8	Approaching
	English Learners	37	100.0%	467.9	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	282	93.7%	513.4	9	0.25/1	Does Not Meet
	Minority Students	250	96.0%	498.4	5	0.25/1	Does Not Meet
	Students with Disabilities	58	87.0%	447.9	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	13/36	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	1,293	49.0	4/8	Approaching
	English Learners	91	43.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	819	47.0	0.5/1	Approaching
	Minority Students	696	45.5	0.5/1	Approaching
	Students with Disabilities	128	35.0	0.5/1	Approaching
CMAS - Math	All Students	1,291	42.0	4/8	Approaching
	English Learners	93	33.0	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	821	40.0	0.5/1	Approaching
	Minority Students	701	40.0	0.5/1	Approaching
	Students with Disabilities	130	40.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	58	23.0	0.5/2	Does Not Meet
	On Track to Proficiency	58	22.4%	0.5/2	Does Not Meet
TOTAL		*	*	12.75/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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

2035: Montezuma-Cortez RE-1

High School - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	824	93.4%	422.1	11	2/8	Does Not Meet
	English Learners	46	96.6%	383.5	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	422	90.5%	402.5	4	0.25/1	Does Not Meet
	Minority Students	366	91.9%	398.0	3	0.25/1	Does Not Meet
	Students with Disabilities	99	83.7%	335.9	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	825	94.4%	408.3	10	2/8	Does Not Meet
	English Learners	47	96.6%	381.3	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	423	91.8%	389.0	1	0.25/1	Does Not Meet
	Minority Students	367	93.2%	390.3	2	0.25/1	Does Not Meet
	Students with Disabilities	99	91.2%	341.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	461	88.6%	560.8	13	2/8	Does Not Meet
	English Learners	31	88.6%	514.7	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	191	84.9%	540.8	4	0.25/1	Does Not Meet
	Minority Students	190	88.8%	531.2	2	0.25/1	Does Not Meet
	Students with Disabilities	47	78.7%	472.0	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	9/36	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	709	53.0	6/8	Meets
	English Learners	43	37.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	305	47.0	0.5/1	Approaching
	Minority Students	287	47.0	0.5/1	Approaching
	Students with Disabilities	76	29.0	0.25/1	Does Not Meet
CO PSAT/SAT - Math	All Students	992	53.0	6/8	Meets
	English Learners	62	42.5	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	454	48.5	0.5/1	Approaching
	Minority Students	424	47.0	0.5/1	Approaching
	Students with Disabilities	101	36.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	49	39.0	1/2	Approaching
	On Track to Proficiency	50	36.0%	1/2	Approaching
TOTAL		*	*	17.75/28	Meets

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

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2035: Montezuma-Cortez RE-1

High School - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best		Participation Rate	Pts Earned/ Eligible	Rating
			Rate	Rate/Score			
CO SAT -	All Students	483	*	474.1	93.6%	2/4	Approaching
Evidence-Based Reading & W..	English Learners	30	*	410.7	91.4%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	206	*	448.8	91.0%	0.25/1	Does Not Meet
	Minority Students	192	*	439.8	89.9%	0.25/1	Does Not Meet
	Students with Disabilities	49	*	381.1	83.6%	0.25/1	Does Not Meet
CO SAT -	All Students	483	*	454.9	93.8%	2/4	Approaching
Math	English Learners	30	*	416.3	91.4%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	206	*	429.7	91.4%	0.25/1	Does Not Meet
	Minority Students	192	*	422.8	90.3%	0.25/1	Does Not Meet
	Students with Disabilities	49	*	358.6	85.0%	0.25/1	Does Not Meet
Dropout	All Students	4,123	*	5.6%	*	2/8	Does Not Meet
	English Learners	215	*	5.6%	*	0.5/2	Does Not Meet
	Free/Reduced-Price Lunch Eligible	2,327	*	6.3%	*	0.5/2	Does Not Meet
	Minority Students	1,965	*	6.3%	*	0.5/2	Does Not Meet
	Students with Disabilities	542	*	6.5%	*	0.5/2	Does Not Meet
Matriculation	All Students	499	*	39.9%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	6.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	27.7%	*	*	-
	Career & Technical Education	*	*	8.0%	*	*	-
Graduation	All Students	192	7yr	82.8%	*	4/8	Approaching
	English Learners	31	6yr	77.4%	*	1/2	Approaching
	Free/Reduced-Price Lunch Eligible	120	7yr	79.2%	*	1/2	Approaching
	Minority Students	103	7yr	80.6%	*	1/2	Approaching
	Students with Disabilities	48	6yr	75.0%	*	1/2	Approaching
TOTAL		*	*	*	*	19/52	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year	5-Year	6-Year	7-Year	Best Rate
All Students	70.3%	78.0%	82.0%	82.8%	7yr
English Learners	60.3%	64.6%	77.4%	-	6yr
Free/Reduced-Price Lunch Eligible	63.3%	72.8%	77.5%	79.2%	7yr
Minority Students	64.5%	73.4%	80.2%	80.6%	7yr
Students with Disabilities	55.6%	64.7%	75.0%	-	6yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics:

<http://www.cde.state.co.us/accountability/pwr>

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

Scoring Guide for 2019 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value			
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile	Exceeds	8	1.00	2.0	
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5	
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0	
	• below the 15th percentile	Does Not Meet	2	0.25	0.5	
	Students Previously Identified for a READ Plan (bonus point) • CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point			
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP	
	• at or above 65	Exceeds	8	1.00	2.0	
	• at or above 50 but below 65	Meets	6	0.75	1.5	
	• at or above 35 but below 50	Approaching	4	0.50	1.0	
	• below 35	Does Not Meet	2	0.25	0.5	
Postsecondary and Workforce Readiness	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group		
	• at or above 554.7	Exceeds	4	1.00		
	• at or above 501.3 but below 554.7	Meets	3	0.75		
	• at or above 458.0 but below 501.3	Approaching	2	0.50		
	• below 458.0	Does Not Meet	1	0.25		
	Mean CO SAT Math scale score was**:		All Students	Each Disaggregated Group		
	• at or above 544.6	Exceeds	4	1.00		
	• at or above 488.0 but below 544.6	Meets	3	0.75		
	• at or above 439.9 but below 488.0	Approaching	2	0.50		
	• below 439.9	Does Not Meet	1	0.25		
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students	Each Disaggregated Group		
	• at or below 0.5%	Exceeds	8	2.0		
	• at or below 2.0% but above 0.5%	Meets	6	1.5		
	• at or below 5.0% but above 2.0%	Approaching	4	1.0		
	• above 5.0%	Does Not Meet	2	0.5		
	Matriculation Rate (of all schools in 2018):		All Students			
	• at or above the 75.8%	Exceeds	4			
	• at or above 61.1% but below 75.8%	Meets	3			
	• at or above 46.8% but below 61.1%	Approaching	2			
	• below 46.8%	Does Not Meet	1			
	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	8	2.0			
• at or above 85.0% but below 95.0%	Meets	6	1.5			
• at or above 75.0% but below 85.0%	Approaching	4	1.0			
• below 75.0%	Does Not Meet	2	0.5			

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 baseline year data.*

Percentile	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)	Elem	Middle	High
15th percentile	722.3	724.1	423.5	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	Rating
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan 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%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2019 for ELP On Track to Proficiency Growth.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

2035: Montezuma-Cortez RE-1

Elementary - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation		
			Rate	Mean Scale Score	Percentile Rank
CMAS - English Language Arts	American Indian or Alaska Native	497	98.1%	710.4	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	373	98.2%	729.3	27
	White	828	95.8%	737.8	46
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	68	96.1%	732.7	34
	Male	892	96.0%	725.4	19
	Female	888	98.0%	730.6	29
	Gifted	25	100.0%	787.0	99
CMAS - Math	American Indian or Alaska Native	499	98.1%	705.8	2
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	377	99.0%	721.1	19
	White	827	95.8%	730.2	39
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	68	96.1%	720.5	18
	Male	897	96.2%	722.2	21
	Female	888	98.1%	719.8	16
	Gifted	25	100.0%	776.5	99
CMAS - Science	American Indian or Alaska Native	165	97.2%	486.2	2
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	124	98.4%	542.2	18
	White	264	94.5%	595.5	45
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	20	100.0%	550.7	22
	Male	279	95.7%	558.9	26
	Female	300	96.9%	542.7	18
	Gifted	n < 16	-	-	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CMAS - English Language Arts	American Indian or Alaska Native	296	40.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	232	37.5
	White	481	48.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	39	28.0
	Male	513	42.0
	Female	540	46.0
	Gifted	n < 20	-
CMAS - Math	American Indian or Alaska Native	296	38.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	234	44.5
	White	479	41.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	39	23.0
	Male	513	42.0
	Female	541	37.0
	Gifted	n < 20	-

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2035: Montezuma-Cortez RE-1

Middle School - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation		
			Rate	Mean Scale Score	Percentile Rank
CMAS - English Language Arts	American Indian or Alaska Native	459	95.6%	711.1	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	294	97.5%	720.6	9
	White	704	94.9%	737.5	43
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	38	95.7%	735.4	37
	Male	760	95.5%	719.0	7
	Female	752	95.8%	733.4	33
	Gifted	71	96.1%	770.0	97
CMAS - Math	American Indian or Alaska Native	464	96.0%	701.0	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	297	97.9%	706.4	2
	White	702	94.9%	723.7	30
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	38	95.7%	717.8	18
	Male	765	95.5%	712.0	8
	Female	754	96.2%	714.5	11
	Gifted	71	96.1%	760.9	97
CMAS - Science	American Indian or Alaska Native	140	94.8%	480.8	2
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	93	97.0%	512.1	9
	White	228	92.8%	579.7	41
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	244	93.8%	522.5	13
	Female	234	95.1%	552.5	26
	Gifted	28	96.7%	698.8	97

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CMAS - English Language Arts	American Indian or Alaska Native	398	43.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	250	48.0
	White	597	53.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	33	43.0
	Male	644	41.0
	Female	649	54.0
	Gifted	60	50.5
CMAS - Math	American Indian or Alaska Native	400	41.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	254	38.0
	White	590	46.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	32	46.0
	Male	645	43.0
	Female	646	41.0
	Gifted	56	41.5

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2035: Montezuma-Cortez RE-1

High School - (Multi-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation		
			Rate	Mean Scale Score	Percentile Rank
CO PSAT - Evidence- Based Reading & Writing	American Indian or Alaska Native	180	91.0%	371.9	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	151	92.9%	419.9	10
	White	458	94.6%	441.4	27
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	28	90.6%	433.9	19
	Male	431	93.5%	408.0	7
	Female	393	93.3%	437.6	23
	Gifted	49	98.0%	563.7	98
CO PSAT - Math	American Indian or Alaska Native	180	92.8%	369.2	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	152	93.9%	409.0	11
	White	458	95.4%	422.8	20
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	28	90.6%	417.9	16
	Male	432	94.6%	405.3	8
	Female	393	94.1%	411.6	12
	Gifted	49	98.0%	530.0	97
CMAS - Science	American Indian or Alaska Native	87	87.3%	511.3	1
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	86	91.8%	546.9	6
	White	271	88.5%	581.5	25
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	236	88.6%	560.3	12
	Female	225	88.6%	561.4	13
	Gifted	31	100.0%	661.7	90

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CO PSAT/SAT - Evidence- Based Reading & Writing	American Indian or Alaska Native	128	47.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	130	47.0
	White	422	55.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	23	47.0
	Male	363	50.0
	Female	346	54.0
	Gifted	42	69.0
CO PSAT/SAT - Math	American Indian or Alaska Native	199	39.0
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	183	51.0
	White	568	58.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	34	55.0
	Male	513	54.0
	Female	479	52.0
	Gifted	57	57.0

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2035: Montezuma-Cortez RE-1

High School - (Multi-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate
CO SAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	88	*	420.4	88.2%
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	85	*	459.3	91.8%
	White	291	*	496.7	96.4%
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	245	*	462.8	93.7%
	Female	238	*	485.7	94.0%
	Gifted	31	*	632.3	100.0%
CO SAT - Math	American Indian or Alaska Native	88	*	399.4	89.1%
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	85	*	443.0	91.8%
	White	291	*	476.1	96.4%
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	245	*	458.4	94.0%
	Female	238	*	451.4	94.0%
	Gifted	31	*	586.8	100.0%
Dropout	American Indian or Alaska Native	1,034	*	7.8%	*
	Asian	18	*	5.6%	*
	Black	16	*	6.3%	*
	Hispanic	737	*	4.5%	*
	White	2,158	*	4.9%	*
	Hawaiian/Pacific Islander	n < 16	*	-	*
	Two or More Races	148	*	5.4%	*
	Male	2,127	*	5.6%	*
	Female	1,996	*	5.5%	*
	Gifted	242	*	0.8%	*
Graduation	American Indian or Alaska Native	49	7yr	71.4%	*
	Asian	n < 16	-	-	*
	Black	n < 16	-	-	*
	Hispanic	80	6yr	86.3%	*
	White	89	7yr	85.4%	*
	Hawaiian/Pacific Islander	n < 16	-	-	*
	Two or More Races	20	6yr	100.0%	*
	Male	95	7yr	77.9%	*
	Female	174	6yr	89.1%	*
	Gifted	28	7yr	96.4%	*

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2018)	5-Year (AYG 2017)	6-Year (AYG 2016)	7-Year (AYG 2015)	Best Rate
American Indian or Alaska Native	52.7%	60.7%	69.8%	71.4%	7yr
Asian	-	-	-	-	-
Black	-	-	-	-	-
Hispanic	73.6%	82.0%	86.3%	84.6%	6yr
White	75.2%	82.2%	84.0%	85.4%	7yr
Hawaiian/Pacific Islander	-	-	-	-	-
Two or More Races	85.3%	96.4%	100.0%	-	6yr
Male	67.3%	73.4%	76.3%	77.9%	7yr
Female	73.6%	83.5%	89.1%	87.6%	6yr
Gifted	90.8%	95.2%	95.6%	96.4%	7yr

 Percentile ranks for CO SAT results are available here: <http://www.cde.state.co.us/accountability/performanceframeworkresults>