

2035: Montezuma-Cortez RE-1

Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on SINGLE-YEAR DPF Report

Accredited with Improvement Plan
Revised

43.5/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.4%	13.0/30	Approaching
Academic Growth	48.6%	19.4/40	Approaching
Postsecondary & Workforce Readiness	37.0%	11.1/30	Does Not Meet

Assurances

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

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	1,626	1,522	93.6%	59	97.2%	Meets 95% Participation
Math	1,628	1,529	93.9%	61	97.6%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Does Not Meet 95% Total Participation

Distinction

Accredited

 Improvement **43.5%**

Priority Imp.

Turnaround

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

Accredited with Distinction:
 74.0% - 100%

Accredited:
 56.0% - 73.9%

Accredited with Improvement Plan:
 44.0% - 55.9%

Accredited with Priority Improvement Plan:
 34.0% - 43.9%

Accredited with Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	42.9%	17.2/40	Approaching	46.1%	Improvement
	Academic Growth	48.1%	28.9/60	Approaching		
Middle	Academic Achievement	42.9%	17.2/40	Approaching	46.6%	Improvement
	Academic Growth	49.0%	29.4/60	Approaching		
High	Academic Achievement	44.7%	13.4/30	Approaching	44.0%	Improvement
	Academic Growth	48.8%	19.5/40	Approaching		
	Postsecondary & Workforce Readiness	37.0%	11.1/30	Does Not Meet		

(-) No Reportable Data

*State accountability policy requires 95% student participation in state assessments. Students excused from testing by a parent or guardian do not impact the Accountability Participation Rate that determines whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Does Not Meet 95% Total Participation" descriptor that is informational and does not impact framework calculations. The descriptor does not impact framework calculations. First-year in the U.S. Multilingual Learners eligible to take the ELP assessment count as participants for ELA.

2035: Montezuma-Cortez RE-1

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	524	94.8%	730.6	29	4.00/8	Approaching
	Previously Identified for READ Plan	159	93.2%	709.1	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	229	95.2%	719.6	9	0.25/1	Does Not Meet
	Minority Students	284	95.6%	720.1	10	0.25/1	Does Not Meet
	Multilingual Learners	22	96.2%	714.3	4	0.25/1	Does Not Meet
	Students with Disabilities	79	79.6%	701.5	1	0.25/1	Does Not Meet
CMAS - Math	All Students	523	94.3%	725.0	27	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	229	94.4%	716.5	11	0.25/1	Does Not Meet
	Minority Students	284	94.9%	714.9	9	0.25/1	Does Not Meet
	Multilingual Learners	25	100.0%	722.0	20	0.50/1	Approaching
	Students with Disabilities	80	80.6%	704.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	197	93.5%	719.4	17	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	85	93.5%	710.6	6	0.25/1	Does Not Meet
	Minority Students	119	93.8%	708.3	3	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	33	82.9%	702.2	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.00/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	352	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	150	39.5	0.50/1	Approaching
	Minority Students	189	42.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	55	42.0	0.50/1	Approaching
CMAS - Math	All Students	348	37.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	146	35.5	0.50/1	Approaching
	Minority Students	185	32.0	0.25/1	Does Not Meet
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	56	28.5	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	24	44.5	1.00/2	Approaching
	On Track to EL Proficiency	25	56.0%	1.00/2	Approaching
TOTAL		*	*	12.50/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

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.

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.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

2035: Montezuma-Cortez RE-1

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	483	95.0%	732.0	30	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	243	94.9%	722.6	12	0.25/1	Does Not Meet
	Minority Students	286	95.4%	722.0	12	0.25/1	Does Not Meet
	Multilingual Learners	25	100.0%	714.2	3	0.25/1	Does Not Meet
	Students with Disabilities	81	89.8%	700.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	495	96.5%	718.7	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	252	96.7%	710.6	6	0.25/1	Does Not Meet
	Minority Students	295	97.2%	710.1	5	0.25/1	Does Not Meet
	Multilingual Learners	29	100.0%	703.2	1	0.25/1	Does Not Meet
	Students with Disabilities	85	92.9%	694.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	164	93.5%	722.4	29	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	84	94.6%	713.0	14	0.25/1	Does Not Meet
	Minority Students	99	94.6%	716.2	18	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	33	94.6%	686.9	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.00/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	439	49.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	223	46.0	0.50/1	Approaching
	Minority Students	251	45.0	0.50/1	Approaching
	Multilingual Learners	23	40.0	0.50/1	Approaching
	Students with Disabilities	65	50.0	0.75/1	Meets
CMAS - Math	All Students	445	44.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	227	43.0	0.50/1	Approaching
	Minority Students	255	40.0	0.50/1	Approaching
	Multilingual Learners	23	27.0	0.25/1	Does Not Meet
	Students with Disabilities	66	32.0	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	11.75/24	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

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.

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.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

2035: Montezuma-Cortez RE-1

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	319	91.2%	420.9	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	131	90.4%	407.5	10	0.25/1	Does Not Meet
	Minority Students	169	90.4%	397.1	6	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	38	83.0%	352.1	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	322	91.2%	393.9	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	131	90.4%	377.2	9	0.25/1	Does Not Meet
	Minority Students	172	90.4%	373.2	7	0.25/1	Does Not Meet
	Multilingual Learners	18	90.0%	328.3	1	0.25/1	Does Not Meet
	Students with Disabilities	38	83.0%	301.3	1	0.25/1	Does Not Meet
CMAS - Science	All Students	124	89.4%	731.6	40	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	39	87.0%	727.4	28	0.50/1	Approaching
	Minority Students	65	90.4%	727.6	29	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	14.75/33	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	225	43.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	82	39.0	0.50/1	Approaching
	Minority Students	112	42.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	383	38.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	144	36.5	0.50/1	Approaching
	Minority Students	191	38.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	34	31.5	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	10.25/21	Approaching

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

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.

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.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

2035: Montezuma-Cortez RE-1

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	121	*	463.0	89.4%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	39	*	436.4	87.0%	0.25/1	Does Not Meet
	Minority Students	61	*	432.6	87.7%	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	123	*	440.4	89.4%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	39	*	418.9	87.0%	0.25/1	Does Not Meet
	Minority Students	63	*	418.1	87.7%	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	1,289	*	3.6%	*	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	811	*	4.7%	*	1.00/2	Approaching
	Minority Students	678	*	4.0%	*	1.00/2	Approaching
	Multilingual Learners	54	*	5.6%	*	0.50/2	Does Not Meet
	Students with Disabilities	206	*	4.4%	*	1.00/2	Approaching
Matriculation Rate	All Students	138	*	27.5%	*	1.00/4	Does Not Meet
	2 Year	*	*	8.0%	*	0.00/0	-
	4 Year	*	*	19.6%	*	0.00/0	-
	CTE	*	*	0.0%	*	0.00/0	-
	Military	*	*	0.0%	*	0.00/0	-
	Postsecondary Program	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	171	6yr	73.7%	*	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	107	6yr	68.2%	*	0.50/2	Does Not Meet
	Minority Students	89	7yr	68.5%	*	0.50/2	Does Not Meet
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	23	6yr	65.2%	*	0.50/2	Does Not Meet
TOTAL		*	*	*	*	17.00/46	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	67.4%	72.8%	73.7%	73.5%	6yr
Free/Reduced-Price Lunch Eligible	64.0%	57.8%	68.2%	66.1%	6yr
Minority Students	62.2%	66.3%	64.4%	68.5%	7yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	54.8%	54.2%	65.2%	59.3%	6yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023-2025 results. Cut-scores for the multi-year reports were re-normed based on 2025 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2024 End of Year (EOY) data submission. Multi-year reports include 2022 through 2024 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2024 graduation cohort. Multi-year reports include 2022 through 2024 records.

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 1-Year and Multi-Year reports are based on data for students with AYGs between 2021 and 2024.

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

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

Scoring Guide for 2025 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:		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 Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group		
		1-Year				3-Year
	• at or above	553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50
	• below	448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:		All Students	Each Disaggregated Group		
		1-Year				3-Year
	• at or above	527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50
	• below	423.3	426.4	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
	• 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
	• 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 & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

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 points eligible	
	• 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). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10).

2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.