

#### 6019: Aspen View Academy | 0900: Douglas County Re 1

Grade Levels: EM - (1 Year)

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 acroalitation rating for a district or the final plan type for a school, which is displayed above. The cut points for final rating established by the State Board of Education are shown at the right of this page. Failure are bas on the other the end of this report for more details on how ratings are determined. Indicator Rating Totals  Performance Indicator Points Earned / Points Earned / Eligible Rating Academic Achievement 78.0% 31.2/40 Meets Academic Achievement 78.0% 31.2/40 Meets Academic Growth 61.8% 37.1/60 Approaching Performance Plan: 53.0% 100% Assurances  Test Participation Rates and Total Participation Rate Descriptor*  Total Valid Participation Parent Plan: 42.0% -52.9%  Total Valid Participation Parent Plan: 42.0% -52.9%  Total Valid Participation Parent Plan: 42.0% -53.9%  Total Participation Rate Descriptor for Planning Purposes:  Total Participation Rate Descriptor for Planning Purposes:  Low Total Participation  Commany of Ratings by EMH Level Performance Indicator Points Earned / Points Earned / Points Earned / Participation Rate Descriptor Academic Achievement 81.0% 32.4/40 Meets Participation Academic Achievement 81.0% 32.4/40 Meets Participation Rate Descriptor for Planning Purposes:  EMH Level Performance Indicator Points Earned / Participation Rate Descriptor for Planning Purposes:  EMH Level Performance Indicator Points Earned Eligible Rating Academic Achievement 81.0% 32.4/40 Meets 95% Participation and growth data.	Plan Type	2				Offi	cial Rating based on SI	NGLE-YE	AR SPF Repor
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 betermines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The uppoints for final rating setabilished by the State Board of Education are shown at the right of this page. Failure indicator Rating Totals Indicator Rating Totals Performance Indicator Performance Indicator		Per	formance	e Plan			•		
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Percent of EMH Level       Points Earned/ Performance Indicator       Points Earned       Eligible       Rating       Points       Overall Rating         Elementary       Academic Achievement       81.0%       32.4/40       Meets       69.9%       Performance         Academic Growth       62.5%       37.5/60       Meets       69.9%       Performance         Aiddle       Academic Achievement       75.0%       30.0/40       Meets       66.8%       Performance	Total Partic	ipation Rate Descrip	tor for Plannin	g Purposes:			Low Total Participation	No report	able achievemen
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Academic Growth     62.5%     37.5/60     Meets     69.9%     Performance       Middle     Academic Achievement     75.0%     30.0/40     Meets     66.8%     Performance								by Level	Level
Aiddle Academic Achievement 75.0% 30.0/40 Meets 66.8% Performance	lementary		ient			· .		69.9%	Performance
66.8% Performan	<b>a</b> :- -  -					/			
	viiddle	Academic Achievem Academic Growth	ient			30.0/40 36.8/60	Meets Approaching	66.8%	Performance

(-) No Reportable Data

\*Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Total Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.



### 6019: Aspen View Academy | 0900: Douglas County Re 1

Elementary School - (1 Year)

ACADEMIC A	CHIEVEMENT						
			Participation	Mean Scale	Percentile	Pts Earned/	
Subject	Student Group	Count	Rate	Score	Rank	Eligible	Rating
CMAS - English	All Students	307	93.9%	756.9	87	8.00/8	Exceeds
Language Arts	Previously Identified for READ Plan	25	86.2%	716.8	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	32	94.1%	748.8	71	0.75/1	Meets
	Minority Students	47	95.9%	747.8	68	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	307	93.9%	747.0	77	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	32	94.1%	734.1	49	0.50/1	Approaching
	Minority Students	47	95.9%	742.4	67	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	101	91.8%	746.0	70	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	17	85.0%	743.5	65	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	23.50/29	Meets

## ACADEMIC GROWTH

			Median Growth		
Subject	Student Group	Count	Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English	All Students	194	56.0	6.00/8	Meets
Language Arts	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	30	52.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	193	41.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	30	46.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language	English Language Proficiency	n < 20	-	0.00/0	-
Proficiency	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	11.25/18	Meets

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.

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. Additional resources are available at <a href="http://www.cde.state.co.us/accountability/accountability-resources">http://www.cde.state.co.us/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountabili

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



### 6019: Aspen View Academy | 0900: Douglas County Re 1

Middle School - (1 Year)

ACADEMIC A	ACADEMIC ACHIEVEMENT						
			Participation	Mean Scale	Percentile	Pts Earned/	
Subject	Student Group	Count	Rate	Score	Rank	Eligible	Rating
CMAS - English	All Students	280	89.2%	756.4	84	6.00/8	Meets
Language Arts	Free/Reduced-Price Lunch Eligible	33	94.3%	745.0	62	0.75/1	Meets
	Minority Students	51	92.7%	753.1	79	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	280	88.9%	740.3	72	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	33	91.7%	733.3	57	0.75/1	Meets
	Minority Students	51	92.7%	743.7	80	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	82	82.8%	736.2	58	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	16	88.9%	740.5	68	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	21.75/29	Meets

# ACADEMIC GROWTH

			Median Growth		
Subject	Student Group	Count	Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English	All Students	247	52.0	6.00/8	Meets
Language Arts	Free/Reduced-Price Lunch Eligible	29	41.0	0.50/1	Approaching
	Minority Students	44	45.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	247	49.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	29	49.0	0.50/1	Approaching
	Minority Students	44	60.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language	English Language Proficiency	n < 20	-	0.00/0	-
Proficiency	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	12.25/20	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 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. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.

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. Additional resources are available at <a href="http://www.cde.state.co.us/accountability/accountability-resources">http://www.cde.state.co.us/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountability/accountabili

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

Performance Indicator	n Measure/Metric					Point Value	
renjormance malcator				Rating			ELP On Track
	Mean Scale Score was:	ale Score was:				Each Disaggregated Group	Growth
	at or above the 85th percentile			Exceeds	All Students 8	1.00	2.0
Academic Achievement	• at or above the 50th percentile but below	the 85th percent	tile	Meets	6	0.75	1.5
&	• at or above the 15th percentile but below			Approaching	4	0.50	1.0
ELP On Track Growth	below the 15th percentile	Does Not Meet	2	0.25	0.5		
	Students Previously Identified for a READ Plan (						
	CMAS ELA Mean scale score at or above 72	5 (Approaching	Expectations cut	-score)		1 bonus point	
						Each Disaggregated	51.0
	Median Growth Percentile was:				All Students	Group	ELP
	• at or above 65			Exceeds	8	1.00	2.0
Academic Growth	<ul> <li>at or above 50 but below 65</li> </ul>			Meets	6	0.75	1.5
	<ul> <li>at or above 35 but below 50</li> </ul>			Approaching	4	0.50	1.0
	• below 35			Does Not Meet	2	0.25	0.5
	Mean CO SAT Reading and Writing (EBRW) scal	e score was**:			All Students	Each Disaga	regated Group
		1-Year	3-Year		All Students	Euch Disugg	reguteu Group
	• at or above	553.1	552.5	Exceeds	4	1	L.00
	<ul> <li>below previous cut but at or above</li> </ul>	494.6	495.1	Meets	3	(	).75
	<ul> <li>below previous cut but at or above</li> </ul>	448.1	452.5	Approaching	2	(	).50
	• below	448.1	452.5	Does Not Meet	1		).25
	Mean CO SAT Math scale score was**:	1-Year	3-Year		All Students Each Disago		regated Group
	• at or above	527.0	522.5	Exceeds	4		L.00
	<ul> <li>below previous cut but at or above</li> </ul>	465.8	466.4	Meets	3		).75
	<ul> <li>below previous cut but at or above</li> </ul>	423.3	424.7	Approaching	2	(	).50
	• below	423.3	424.7	Does Not Meet	1	(	).25
	Dropout Rate: The district or school dropout rat	e was (of all sch	ools in 2017):		All Students	Each Disagg	regated Group
Postsecondary and	• at or below 0.5%			Exceeds	8		2.0
Workforce Readiness	• 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	n Rate (Best of 4-	-, 5-, 6-, or 7-yea	<u>,                                     </u>	All Students		regated 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 Achievem	he Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achieveme							Achievement			
		English Lan	guage Arts &								
	Reading & Writing for CO PSAT				Mathen	natics			Science		
			CO PSAT	CO PSAT			CO PSAT	CO PSAT			
Percentile	Elementary	Middle	1-Year	3-Year	Elementary	Middle	1-Year	3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
					7010	704.0	100.0	424.2	7000	700.0	70.4.6
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6

Percent of Students On Track for ELP Growth Targets							
	ELP On Track Growth						
Percentile	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;	Cut-Point: The district or school earned.	of points eligible					
Growth:	<ul> <li>at or above 87.5%</li> </ul>	Exceeds					
Postsecondary	<ul> <li>at or above 62.5% but below 87.5%</li> </ul>	Meets					
Readiness	<ul> <li>at or above 37.5% but below 62.5%</li> </ul>	Approaching					
	• below 37.5%	Does Not Meet					

Cut-Points for Plan/Ca	ut-Points for Plan/Category Type Assignment							
	District	School	Accreditation Category/Plan Type					
	74.0%	not applicable	Accredited w/Distinction (District only)					
Total Framework Points	56.0%	53.0%	Accredited (District) or Performance Plan (School)					
Total Framework Points	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 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 CO SAT & CoAlt EBRW/ELA & Math (g11).