



The accreditation category the state has assigned to the district based on the data presented in the official report.

The data set on which this report is based (see scoring guide).

Primary 2016 District Performance Framework

Level: EMH (1 YEAR) - VERSION A

1234-District

Preliminary Accreditation Rating

District of reference.

Accredited

64.2 / 100

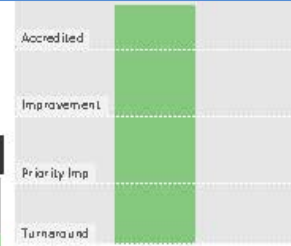
Total points earned and total points eligible on the district framework.

The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the district (i.e. ELPA Excellence Award).

This is the district's official accreditation rating, which is based on the data associated with 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. A rating of "Meets 95%" indicates a participation rate of 95% on more than one

The three key performance indicators for which districts are held accountable including corresponding points, percent of points earned and ratings.

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	64.6%	19.4 / 30	Meets
Academic Growth	61.0%	24.4 / 40	Approaching
Postsecondary & Workforce Readiness	68.1%	20.4 / 30	Meets



The Accreditation category presented above is based on the total percent of Framework Points earned out of

Assurances

Assurance	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Test Administration	Meets 95%

This bar chart displays the percentage of points earned. Also presented is the associated scoring rubric.

The participation rate reflects the percent of students represented in the achievement results. This rate is not factored into accountability determinations but is helpful for interpretation.

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	44,142	41,811	94.7%	1,871	98.9%	Meets 95%
Math	44,139	41,790	94.7%	1,911	99.0%	Meets 95%
Science	18,578	16,085	86.6%	1,876	96.3%	Meets 95%
COACT	6,018	5,871	97.6%	29	98.0%	Meets 95%

The accountability participation rate is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excuses) are reduced one accreditation category.

Summary of Ratings by EMH Level

Ratings by EMH level are presented in this section.

... 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	64.6%	25.8 / 40	Meets	66.5%	Accredited
	Academic Growth	67.9%	40.7 / 60	Meets		
Middle	Academic Achievement	64.6%	25.8 / 40	Meets	55.8%	Improvement Plan
	Academic Growth	50.0%	30 / 60	Approaching		
High	Academic Achievement	64.6%	19.4 / 30	Meets		
	Academic Growth	65.2%	26.1 / 40	Meets		
	Postsecondary & Workforce R..	68.1%	20.4 / 30	Meets		

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall school ratings due to different inclusion rules.

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

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

1234-District

Level: Elementary (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Grade	Rating
English	All Students	22,418	97.8%	797.0	64		
Language Arts	Previously Identified for READ Plan	2,089	96.1%	706.3	1		
	English Learners	2,562	98.7%	731.4	31	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	7,693	98.5%	723.3	24	.5 / 1	Approaching
	Minority Students	7,620	98.5%	729.6	38	.5 / 1	Approaching
	Students with Disabilities	2,351	94.8%	707.9	2	.25 / 1	Does Not Meet
Math	All Students	22,418	97.8%	797.0	64	.6 / 8	Meets
	English Learners	2,562	98.7%	731.4	31	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	7,693	98.5%	723.3	24	.5 / 1	Approaching
	Minority Students	7,620	98.5%	729.6	38	.5 / 1	Approaching
	Students with Disabilities	2,351	94.8%	707.9	2	.25 / 1	Does Not Meet
Science	All Students	5,893	97.3%	618.8	62	.6 / 8	Meets
	English Learners	629	99.1%	559.3	26	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	1,891	97.9%	554.1	24	.5 / 1	Approaching
	Minority Students	1,956	98.2%	575.7	35	.5 / 1	Approaching
	Students with Disabilities	670	96.7%	513.9	8	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	23.25 / 36	Meets

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

A dash ('-') indicates no data is available for the presented metric.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
English	All Students	15,356	54.0	.6 / 8	Meets
Language Arts	English Learners	1,713	54.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	5,265	48.0	.5 / 1	Approaching
	Minority Students	5,204	51.0	.75 / 1	Meets
	Students with Disabilities	1,513	42.0	.5 / 1	Approaching
	English Learners	1,765	51.0	.75 / 1	Meets
Math	All Students	15,362	54.0	.6 / 8	Meets
	English Learners	1,765	51.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	5,243	47.0	.5 / 1	Approaching
	Minority Students	5,243	50.0	.75 / 1	Meets
	Students with Disabilities	1,530	44.0	.5 / 1	Approaching
ELP (2015)	English Language Proficiency (ELP)	2,767	47.0	.2 / 4	Approaching
TOTAL		*	*	19 / 28	Meets

ELP growth reflects 2015 ACCESS growth only.

Total performance across all grade levels including points earned and points eligible along with final indicator rating.

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 percentile 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

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Level: Middle (1 Year) - VERSION A

1234-District

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Grade	Indicator
English	All Students	13,056	94.4%	741.5	65		
Language Arts	English Learners	1,395	97.2%	731.6	30	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	3,819	94.2%	721.6	23	.5 / 1	Approaching
	Minority Students	4,125	95.3%	727.9	41	.5 / 1	Approaching
	Students with Disabilities	1,239	93.7%	703.8	1	.25 / 1	Does Not Meet
Math	All Students	13,056	94.4%	741.5	65	6 / 8	Meets
	English Learners	1,395	97.2%	731.6	30	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	3,819	94.2%	721.6	23	.5 / 1	Approaching
	Minority Students	4,125	95.3%	727.9	41	.5 / 1	Approaching
Science	All Students	5,555	91.9%	610.4	62	6 / 8	Meets
	English Learners	630	96.6%	557.7	29	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	1,725	91.6%	547.2	23	.5 / 1	Approaching
	Minority Students	1,824	93.0%	567.6	36	.5 / 1	Approaching
	Students with Disabilities	525	91.3%	487.7	3	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	23.25 / 36	Meets

ACADEMIC GROWTH

A dash ('-') indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
English	All Students	12,037	44.0	4 / 8	Approaching
Language Arts	English Learners	1,307	42.0	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	3,526	39.0	.5 / 1	Approaching
	Minority Students	3,806	42.0	.5 / 1	Approaching
	Students with Disabilities	1,006	35.0	.5 / 1	Approaching
Math	All Students	11,554	49.0	4 / 8	Approaching
	English Learners	1,272	46.0	.5 / 1	Approaching
	Minority Students	3,724	46.0	.5 / 1	Approaching
	Students with Disabilities	1,009	41.0	.5 / 1	Approaching
ELP (2015)	English Language Proficiency (ELP)	622	49.0	2 / 4	Approaching
TOTAL		*	*	14 / 28	Approaching

ELP growth reflects 2015 ACCESS growth only.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

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 percentile 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

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Rating	
English	All Students	5,308	84.1%	711.2	58	Approaching	
Language Arts	English Learners	668	91.0%	732.3	32	Meets	
	Free/Reduce d-Price Lunch Eligible	1,651	83.6%	727.2	21	Approaching	
	Minority Students	1,143	85.7%	727.2	21	Approaching	
	Students with Disabilities	474	83.3%	704.3	1	Does Not Meet	
Math	All Students	5,178	70.5%	620.7	61	Meets	
	English Learners	480	80.1%	576.8	21	Approaching	
	Free/Reduce d-Price Lunch Eligible	1,143	72.5%	569.7	17	Approaching	
	Minority Students	1,398	74.3%	585.7	27	Approaching	
Science	All Students	4,178	70.5%	620.7	61	Meets	
	English Learners	480	80.1%	576.8	21	Approaching	
	Free/Reduce d-Price Lunch Eligible	1,143	72.5%	569.7	17	Approaching	
	Minority Students	1,398	74.3%	585.7	27	Approaching	
TOTAL	Students with Disabilities	340	70.9%	530.7	2	Does Not Meet	
		*	*	*	*	23.25 / 36	Meets

Indicates grade level of report and the data set on which this report is based (see scoring guide).

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

ACADEMIC GROWTH

A dash ('-') indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
English	All Students	4,698	48.0	4 / 8	Approaching
Language Arts	English Learners	617	56.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	1,473	49.0	.5 / 1	Approaching
	Minority Students	1,627	51.0	.75 / 1	Meets
	Students with Disabilities	380	50.0	.75 / 1	Meets
Math	All Students	3,975	53.0	6 / 8	Meets
	English Learners	564	52.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	1,143	48.0	.5 / 1	Approaching
	Minority Students	1,462	50.0	.75 / 1	Meets
ELP (2015)	Students with Disabilities	373	41.0	.5 / 1	Approaching
	English Language Proficiency (ELP)	822	53.0	3 / 4	Meets
TOTAL		*	*	18.25 / 28	Meets

ELP growth reflects 2015 ACCESS growth only.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

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 percentile 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

This indicator is applicable to the district and high school frameworks only.

The data set on which this report is based (see scoring guide).



Preliminary 2016 District Performance Framework

1234-District

Level: High (1 YEAR) - VERSION A

POSTSECONDARY AND WORKFORCE READINESS

PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Dropout	All Students	42,528	*	1.7%	3 / 4	Meets
COACT	All Students	5,859	*	21.6	3 / 4	Meets
Matriculation	All Students	5,861	*	65.2%	1.5 / 2	Meets
	2-Year Higher Education Institution	*	*	12.6%	*	-
	4-Year Higher Education Institution	*				
	Career & Technical Education	*				
	All Students	6,744	7yr	87.0%	3 / 4	Meets
	English Learners	390	5yr	71.0%	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	2,066	6yr	75.5%	.5 / 1	Approaching
	Minority Students	2,061	5yr	81.2%	.5 / 1	Approaching
	Students with Disabilities	591	7yr	77.8%	.5 / 1	Approaching
TOTAL		*	*	*	12.25 / 18	Meets

All PWR sub indicators are defined at the bottom of the page.

Points are not assigned for the three individual pathways. The presented rates are for information only.

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

Student Group	4-Year (AYG 2015)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)	Best Rate
All Students	82.9%	86.4%	86.3%	87.0%	7 yr
English Learners	62.6%	71.0%	69.1%	62.6%	5 yr
Free/Reduced-Price Lunch Eligible	69.7%	74.1%	75.5%	74.7%	6 yr
Minority Students	78.0%	81.2%	80.7%	79.9%	5 yr
Students with Disabilities	64.6%	72.7%	71.9%	77.8%	7 yr

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

Trend data available in the district dashboard; <http://www.schoolview.org/dish/dashboard.asp>