

Chapter 2:  
2021 Performance of   
All K-12 Students

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Data, Accountability, Reporting, and Evaluation

Office of Elementary and Secondary Education Act (ESEA) Programs

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Table of Contents

Impact of COVID-19 3

Academic Achievement 3

How did students perform on the CMAS, SAT, and CoAlt math assessments? 3

How did students perform on the CMAS, SAT, and CoAlt English language arts assessment? 7

How did students perform on the CMAS and CoAlt science assessments? 12

Academic Growth 3

Graduation Rates 3

What was the 4-year graduation rate? 4

What was the 7-year graduation rate? 4

English Language Proficiency 20

How did English learners perform on the ACCESS for ELLs assessment? 20

How many English Learners achieved English language proficiency? 21

Indicators of School Quality or Student Success 5

Long-Term Goals 5

Participation in the State Assessments 29

How many students tested on the CMAS, SAT, and CoAlt assessments? 29

Information Submitted in Accordance with the Civil Rights Data Collection 6

Measures of School Quality, Climate, and Safety 6

Students Enrolled in Preschool Programs 7

Students Enrolled in Accelerated Coursework 8

Chronic Absenteeism 9

Per-Pupil Expenditures 9

Students Taking Alternate Assessments 9

National Assessment of Educational Progress 9

Enrollment in Programs of Postsecondary Education 11

# Impact of COVID-19

In response to the evolving conditions under COVID-19, the U.S. Department of Education offered states the opportunity to request a waiver of assessment requirements, accountability and school identification requirements, and report card provisions related to certain assessments and accountability of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Colorado received approval of a waiver related to assessment requirements for the 2020-21 school year on March 26, 2021. Rather than administer its mathematics and reading/language arts assessments to all students in all grades, Colorado was approved to administer it mathematics assessments to all students in grades 4, 6, and 8, and its reading/language arts assessments to all students in grades 3, 5, and 7. In the other grades, Colorado offered the assessments but did not require them. Colorado also administered its high school reading/language arts and mathematics assessment, the SAT, to all students in grade 11. Colorado was also approved to administer its science assessments in grade 8 and in high school (using the SAT as its general science test). Per the waiver, Colorado assured that it would publicly report all assessment data collected. As a result, all reporting requirements related to assessments include both the required and optional tests.

Colorado was also approved to waive the accountability, school identification, and related reporting requirements for the 2020-21 school year on April 21, 2021. As a result, all reporting requirements related to accountability are omitted in the current ESSA State Report.

The COVID-19 pandemic had an impact on many aspects of education last year, including reducing or disrupting learning opportunities for some students, schools, and districts. In addition, students across Colorado had to adapt to a variety of learning models over the course of the year, including in-person, remote, and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content for students, and it’s likely the impact of these learning disruptions was uneven within districts and across the state.

# Academic Achievement

Students in grades 3 through 8 were administered the Colorado Measures of Academic Success (CMAS) assessments in mathematics and English language arts, and students in grade 11 were administered the SAT assessment in mathematics and evidence-based reading and writing[[1]](#footnote-1). In addition, students in grade 8 were administered the CMAS assessment in science and students in grade 11 were administered the SAT assessment in science. Students with significant cognitive disabilities are eligible to take the Colorado Alternate (CoAlt) assessments instead. For more information on the state assessments, and for school- and district-level results, please visit the [CDE Assessment Unit webpage](http://www.cde.state.co.us/assessment) ([www.cde.state.co.us/assessment](http://www.cde.state.co.us/assessment)).

Under the Every Student Succeeds Act (ESSA), states are required to present information on student achievement, at each level of achievement, for all students and disaggregated by

* Each major racial and ethnic group,
* Economically disadvantaged students[[2]](#footnote-2) compared to students who are not economically disadvantaged,
* Students with disabilities[[3]](#footnote-3) compared to students without disabilities,
* English proficiency status[[4]](#footnote-4),
* Gender,
* Migrant status[[5]](#footnote-5),
* Homeless status[[6]](#footnote-6),
* Status as a child in foster care, and
* Status as a student with a parent who is a member of the Armed Forces on active duty.

Spring 2021 state tests and expectations were consistent with tests from previous years. Because the scale scores and performance levels (e.g., approached expectations, met expectations, etc.) had the same meaning from previous years, results provide important insight into what individual students know and can do in relation to the grade-level expectations of the Colorado Academic Standards. Results for students who had a relatively typical testing experience may be able to be interpreted with reasonable confidence. For example, student scores at performance Levels "Met Expectations" or "Exceeded Expectations" are indicators of mastery of the standards.

State assessments provide point-in-time snapshots of what individual students know. It is important to take this year’s circumstances and other available information about a student’s learning into consideration when reviewing results. In addition, any significant difference in test administration conditions from past years should be considered on an individual basis.

Participation information must be reviewed and taken into consideration thoughtfully when interpreting 2021 district and school results. This year’s participation rates for districts, schools, and student groups are significantly lower overall than in past years. As participation rates decrease and vary across student, school, and district groups, challenges with interpreting results will increase. Depending on the specific school or district, some student groups will be overrepresented in the results and others may be underrepresented. Participation rates and how well the students who tested reflect the district/school as a whole vary greatly across the state this year. Participation information will indicate that in some cases, conclusions should be drawn with caution or completely avoided. Due to these factors and many more challenges experienced during the pandemic, for some districts, schools, and student groups, this year’s data will not support all of the cross-state comparisons and uses made with prior years’ data. However, where appropriate, this year’s results can be used as a temperature check to better address and track future COVID-19 school recovery efforts.

How did students perform on the CMAS, SAT, and CoAlt math assessments?

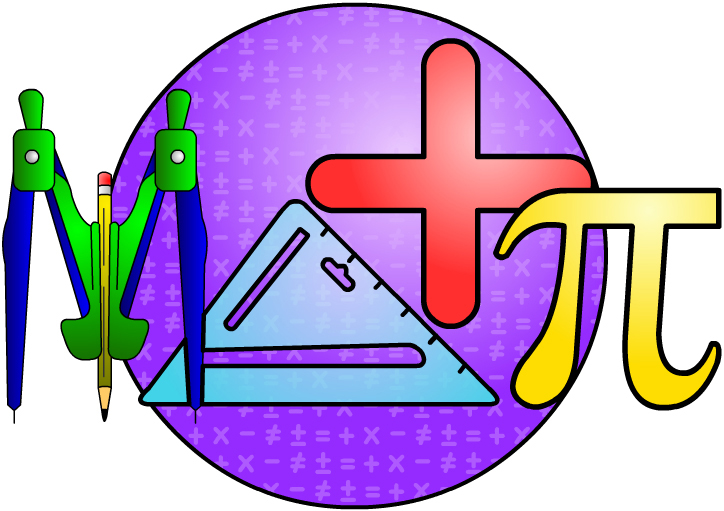
Table 1 shows the number and percent of students performing at each performance level on the CMAS math assessment. Statewide, approximately 28.4% of students in grades 3 through 8 met or exceeded state expectations. By race/ethnicity, 14.0% of American Indian or Alaska Native students, 53.3% of Asian students, 13.2% of Black or African American students, 12.5% of Hispanic or Latino students, 37.2% of White students, 18.5% of Native Hawaiian or Other Pacific Islander students, and 33.1% of students of two or more races met or exceeded state expectations. Approximately 11.5% of students who were economically disadvantaged met or exceeded state expectations, compared to 38.2% of students who were not economically disadvantaged. Of the students with disabilities, 5.8% met or exceeded state expectations, compared to 31.2% of students without disabilities. Approximately 3.2% of English learners, 29.9% of male students, 26.7% of female students, 6.4% of migrant students, 7.3% of students experiencing homelessness, 7.8% of students in foster care, and 33.0% of military connected students met or exceeded state expectations.

Table 1. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CMAS Math Assessment*[[7]](#footnote-7)*

| **Student Group** | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceed Expectations |
| --- | --- | --- | --- | --- | --- |
| Number (N) All Students | 29,877 | 37,934 | 38,240 | 36,572 | 5,455 |
| Percent (%) of All Students | 20.2% | 25.6% | 25.8% | 24.7% | 3.7% |
| Number (N) American Indian or Alaska Native | 308 | 240 | 167 | 108 | 8 |
| Percent (%) of American Indian or Alaska Native | 37.1% | 28.9% | 20.1% | 13.0% | 1.0% |
| Number (N) Asian | 445 | 756 | 1,036 | 1,901 | 654 |
| Percent (%) of Asian | 9.3% | 15.8% | 21.6% | 39.7% | 13.6% |
| Number (N) Black or African American | 1,801 | 1,534 | 1,068 | 616 | 56 |
| Percent (%) of Black or African American | 35.5% | 30.2% | 21.0% | 12.1% | 1.1% |
| Number (N) Hispanic or Latino | 16,423 | 15,747 | 10,517 | 5,613 | 472 |
| Percent (%) of Hispanic or Latino | 33.7% | 32.3% | 21.6% | 11.5% | 1.0% |
| Number (N) White | 9,745 | 17,982 | 23,584 | 26,446 | 3,905 |
| Percent (%) of White | 11.9% | 22.0% | 28.9% | 32.4% | 4.8% |
| Number (N) Native Hawaiian or Other Pacific Islander | 95 | 102 | 80 | 58 | 5 |
| Percent (%) of Native Hawaiian or Other Pacific Islander | 27.9% | 30.0% | 23.5% | 17.1% | 1.5% |
| Number (N) Two or More Races | 1,054 | 1,567 | 1,784 | 1,827 | 355 |
| Percent (%) of Two or More Races | 16.0% | 23.8% | 27.1% | 27.7% | 5.4% |
| Number (N) Eligible for Free/Reduced Meals | 18,643 | 17,890 | 11,666 | 5,882 | 359 |
| Percent (%) of Eligible for Free/Reduced Meals | 34.2% | 32.9% | 21.4% | 10.8% | 0.7% |
| Number (N) Not Eligible for Free/Reduced Meals | 11,234 | 20,044 | 26,574 | 30,690 | 5,096 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 12.0% | 21.4% | 28.4% | 32.8% | 5.4% |
| Number (N) Students with Disabilities | 9,252 | 4,627 | 1,834 | 894 | 82 |
| Percent (%) of Students with Disabilities | 55.4% | 27.7% | 11.0% | 5.4% | 0.5% |
| Number (N) Students without Disabilities | 20,625 | 33,307 | 36,406 | 35,678 | 5,373 |
| Percent (%) of Students without Disabilities | 15.7% | 25.3% | 27.7% | 27.2% | 4.1% |
| Number (N) English Learners (NEP/LEP) | 7,848 | 4,634 | 1,665 | 440 | 28 |
| Percent (%) of English Learners (NEP/LEP) | 53.7% | 31.7% | 11.4% | 3.0% | 0.2% |
| Number (N) Males | 15,598 | 18,973 | 19,453 | 19,937 | 3,108 |
| Percent (%) of Males | 20.2% | 24.6% | 25.2% | 25.9% | 4.0% |
| Number (N) Females | 14,279 | 18,961 | 18,787 | 16,635 | 2,347 |
| Percent (%) of Females | 20.1% | 26.7% | 26.5% | 23.4% | 3.3% |
| Number (N) Migrant Students | 295 | 234 | 114 | \* | \* |
| Percent (%) of Migrant Students | 42.9% | 34.1% | 16.6% | \* | \* |
| Number (N) Students Experiencing Homelessness | 809 | 597 | 340 | 133 | 5 |
| Percent (%) of Students Experiencing Homelessness | 42.9% | 31.7% | 18.0% | 7.1% | 0.3% |
| Number (N) Students in Foster Care | 192 | 131 | 67 | \* | \* |
| Percent (%) of Students in Foster Care | 45.4% | 31.0% | 15.8% | \* | \* |
| Number (N) Military Connected Students | 360 | 757 | 915 | 905 | 97 |
| Percent (%) of Military Connected Students | 11.9% | 25.0% | 30.2% | 29.8% | 3.2% |

Table 2 shows the number and percent of students performing at each performance level on the SAT math assessment. Statewide, approximately 36.4% of students in grade 11 met or exceeded state expectations. By race/ethnicity, 19.0% of American Indian or Alaska Native students, 58.2% of Asian students, 17.1% of Black or African American students, 16.3% of Hispanic or Latino students, 47.0% of White students, 25.7% of Native Hawaiian or Other Pacific Islander students, and 42.4% of students of two or more races met or exceeded state expectations. Approximately 15.3% of students who were economically disadvantaged met or exceed state expectations, compared to 44.2% of students who were not economically disadvantaged. Of the students with disabilities, 5.9% met or exceeded state expectations, compared to 38.4% of students without disabilities. Approximately 1.8% of English learners, 39.2% of males, 33.5% of females, 3.4% of migrant students, 10.6% of students experiencing homelessness, 5.8% of students in foster care, and 40.7% of military connected students met or exceeded state expectations.

Table 2. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the SAT Math Assessment*[[8]](#footnote-8)*

| **Student Group** | Did Not Yet Meet Expectations | Approached Expectations | Met Expectations | Exceeded Expectations |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 19,709 | 12,841 | 14,553 | 4,037 |
| Percent (%) of All Students | 38.5% | 25.1% | 28.5% | 7.9% |
| Number (N) American Indian or Alaska Native | 184 | 59 | 51 | 6 |
| Percent (%) of American Indian or Alaska Native | 61.3% | 19.7% | 17.0% | 2.0% |
| Number (N) Asian | 391 | 419 | 704 | 423 |
| Percent (%) of Asian | 20.2% | 21.6% | 36.3% | 21.8% |
| Number (N) Black or African American | 1,161 | 444 | 283 | 48 |
| Percent (%) of Black or African American | 60.0% | 22.9% | 14.6% | 2.5% |
| Number (N) Hispanic or Latino | 9,498 | 3,733 | 2,274 | 301 |
| Percent (%) of Hispanic or Latino | 60.1% | 23.6% | 14.4% | 1.9% |
| Number (N) White | 7,685 | 7,654 | 10,588 | 3,028 |
| Percent (%) of White | 26.5% | 26.4% | 36.6% | 10.5% |
| Number (N) Native Hawaiian or Other Pacific Islander | 57 | 24 | 19 | 9 |
| Percent (%) of Native Hawaiian or Other Pacific Islander | 52.3% | 22.0% | 17.4% | 8.3% |
| Number (N) Two or More Races | 654 | 496 | 624 | 222 |
| Percent (%) of Two or More Races | 32.8% | 24.8% | 31.3% | 11.1% |
| Number (N) Eligible for Free/Reduced Meals | 8,440 | 3,298 | 1,907 | 212 |
| Percent (%) of Eligible for Free/Reduced Meals | 60.9% | 23.8% | 13.8% | 1.5% |
| Number (N) Not Eligible for Free/Reduced Meals | 11,269 | 9,543 | 12,646 | 3,825 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 30.2% | 25.6% | 33.9% | 10.3% |
| Number (N) Students with Disabilities | 2,711 | 380 | 161 | 34 |
| Percent (%) of Students with Disabilities | 82.5% | 11.6% | 4.9% | 1.0% |
| Number (N) Students without Disabilities | 16,998 | 12,461 | 14,392 | 4,003 |
| Percent (%) of Students without Disabilities | 35.5% | 26.0% | 30.1% | 8.4% |
| Number (N) English Learners (NEP/LEP) | 2,238 | 166 | 39 | 4 |
| Percent (%) of English Learners (NEP/LEP) | 91.5% | 6.8% | 1.6% | 0.2% |
| Number (N) Males | 9,526 | 5,938 | 7,494 | 2,485 |
| Percent (%) of Males | 37.4% | 23.3% | 29.5% | 9.8% |
| Number (N) Females | 10,182 | 6,901 | 7,059 | 1,552 |
| Percent (%) of Females | 39.6% | 26.9% | 27.5% | 6.0% |
| Number (N) Migrant Students | 115 | 25 | \* | \* |
| Percent (%) of Migrant Students | 79.3% | 17.2% | \* | \* |
| Number (N) Students Experiencing Homelessness | 290 | 90 | \* | \* |
| Percent (%) of Students Experiencing Homelessness | 68.2% | 21.2% | \* | \* |
| Number (N) Students in Foster Care | 89 | 24 | \* | \* |
| Percent (%) of Students in Foster Care | 74.2% | 20.0% | \* | \* |
| Number (N) Military Connected Students | 192 | 189 | 222 | 39 |
| Percent (%) of Military Connected Students | 29.9% | 29.4% | 34.6% | 6.1% |

Table 3 shows the number and percent of students performing at each performance level on the CoAlt math assessment. Statewide, approximately 22.2% of students (grades 3-8 and 11) were at target or advanced. By race/ethnicity, 22.9% of Black or African American students, 20.1% of Hispanic or Latino students, 25.3% of White students, and 14.9% of students of two or more races were at target or advanced. Approximately 23.8% of students who were economically disadvantaged were at target or advanced, compared to 20.4% of students who were not economically disadvantaged. Approximately 15.8% of English learners, 25.3% of male students, 16.7% of female students, 22.5% of students experiencing homelessness, and 17.9% of military connected students were at target or advanced.

Table 3. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CoAlt Math Assessment*[[9]](#footnote-9)*

| **Student Group** | Emerging | Approaching the Target | At Target | Advanced |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 838 | 431 | 267 | 95 |
| Percent (%) of All Students | 51.4% | 26.4% | 16.4% | 5.8% |
| Number (N) American Indian or Alaska Native | \* | \* | \* | \* |
| Percent (%) of American Indian or Alaska Native | \* | \* | \* | \* |
| Number (N) Asian | 29 | \* | \* | \* |
| Percent (%) of Asian | 64.4% | \* | \* | \* |
| Number (N) Black or African American | 64 | 20 | 22 | 3 |
| Percent (%) of Black or African American | 58.7% | 18.3% | 20.2% | 2.8% |
| Number (N) Hispanic or Latino | 358 | 174 | 95 | 39 |
| Percent (%) of Hispanic or Latino | 53.8% | 26.1% | 14.3% | 5.9% |
| Number (N) White | 337 | 191 | 134 | 45 |
| Percent (%) of White | 47.7% | 27.0% | 19.0% | 6.4% |
| Number (N) Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Percent (%) of Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Number (N) Two or More Races | 33 | 30 | 8 | 3 |
| Percent (%) of Two or More Races | 44.6% | 40.5% | 10.8% | 4.1% |
| Number (N) Eligible for Free/Reduced Meals | 406 | 247 | 151 | 53 |
| Percent (%) of Eligible for Free/Reduced Meals | 47.4% | 28.8% | 17.6% | 6.2% |
| Number (N) Not Eligible for Free/Reduced Meals | 432 | 184 | 116 | 42 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 55.8% | 23.8% | 15.0% | 5.4% |
| Number (N) Students with Disabilities | 838 | 431 | 267 | 95 |
| Percent (%) of Students with Disabilities | 51.4% | 26.4% | 16.4% | 5.8% |
| Number (N) Students without Disabilities |  |  |  |  |
| Percent (%) of Students without Disabilities |  |  |  |  |
| Number (N) English Learners (NEP/LEP) | 164 | 49 | 33 | 7 |
| Percent (%) of English Learners (NEP/LEP) | 64.8% | 19.4% | 13.0% | 2.8% |
| Number (N) Males | 514 | 261 | 190 | 73 |
| Percent (%) of Males | 49.5% | 25.1% | 18.3% | 7.0% |
| Number (N) Females | 324 | 170 | 77 | 22 |
| Percent (%) of Females | 54.6% | 28.7% | 13.0% | 3.7% |
| Number (N) Migrant Students | \* | \* | \* | \* |
| Percent (%) of Migrant Students | \* | \* | \* | \* |
| Number (N) Students Experiencing Homelessness | 20 | 11 | 6 | 3 |
| Percent (%) of Students Experiencing Homelessness | 50.0% | 27.5% | 15.0% | 7.5% |
| Number (N) Students in Foster Care | \* | \* | \* | \* |
| Percent (%) of Students in Foster Care | \* | \* | \* | \* |
| Number (N) Military Connected Students | 17 | 6 | \* | \* |
| Percent (%) of Military Connected Students | 60.7% | 21.4% | \* | \* |

How did students perform on the CMAS, SAT, and CoAlt English language arts assessments?

Table 4 shows the number and percent of students performing at each performance level on the CMAS English language arts assessment. Statewide, approximately 43.0% of students in grades 3 through 8 met or exceeded state expectations. By race/ethnicity, 23.5% of American Indian or Alaska Native students, 58.6% of Asian students, 27.7% of Black or African American students, 25.0% of Hispanic or Latino students, 53.3% of White students, 30.3% of Native Hawaiian or Other Pacific Islander students, and 49.1% of students of two or more races met or exceeded state expectations. Approximately 23.5% of students who were economically disadvantaged met or exceeded state expectations, compared to 54.5% of students who were not economically disadvantaged. Of the students with disabilities, 9.7% met or exceeded state expectations, compared to 47.2% of students without disabilities. Approximately 7.3% of English learners, 38.8% of male students, 47.5% of female students, 11.7% of migrant students, 17.3% of students experiencing homelessness, 14.6% of students in foster care, and 50.7% of military connected students met or exceeded state expectations.

Table 4. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CMAS English Language Arts Assessment*[[10]](#footnote-10)*

| **Student Group** | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceed Expectations |
| --- | --- | --- | --- | --- | --- |
| Number (N) All Students | 20,923 | 28,202 | 36,738 | 54,034 | 10,637 |
| Percent (%) of All Students | 13.9% | 18.7% | 24.4% | 35.9% | 7.1% |
| Number (N) American Indian or Alaska Native | 217 | 234 | 232 | 185 | 25 |
| Percent (%) of American Indian or Alaska Native | 24.3% | 26.2% | 26.0% | 20.7% | 2.8% |
| Number (N) Asian | 425 | 567 | 954 | 2,096 | 664 |
| Percent (%) of Asian | 9.0% | 12.0% | 20.3% | 44.5% | 14.1% |
| Number (N) Black or African American | 1,218 | 1,343 | 1,336 | 1,353 | 139 |
| Percent (%) of Black or African American | 22.6% | 24.9% | 24.8% | 25.1% | 2.6% |
| Number (N) Hispanic or Latino | 11,175 | 12,768 | 12,492 | 10,871 | 1,248 |
| Percent (%) of Hispanic or Latino | 23.0% | 26.3% | 25.7% | 22.4% | 2.6% |
| Number (N) White | 7,031 | 12,029 | 20,027 | 36,631 | 7,931 |
| Percent (%) of White | 8.4% | 14.4% | 23.9% | 43.8% | 9.5% |
| Number (N) Native Hawaiian or Other Pacific Islander | 74 | 91 | 81 | 97 | 10 |
| Percent (%) of Native Hawaiian or Other Pacific Islander | 21.0% | 25.8% | 22.9% | 27.5% | 2.8% |
| Number (N) Two or More Races | 779 | 1,162 | 1,605 | 2,795 | 620 |
| Percent (%) of Two or More Races | 11.2% | 16.7% | 23.1% | 40.2% | 8.9% |
| Number (N) Eligible for Free/Reduced Meals | 13,473 | 14,900 | 14,503 | 12,047 | 1,106 |
| Percent (%) of Eligible for Free/Reduced Meals | 24.0% | 26.6% | 25.9% | 21.5% | 2.0% |
| Number (N) Not Eligible for Free/Reduced Meals | 7,450 | 13,302 | 22,235 | 41,987 | 9,531 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 7.9% | 14.1% | 23.5% | 44.4% | 10.1% |
| Number (N) Students with Disabilities | 7,516 | 5,134 | 2,668 | 1,528 | 114 |
| Percent (%) of Students with Disabilities | 44.3% | 30.3% | 15.7% | 9.0% | 0.7% |
| Number (N) Students without Disabilities | 13,407 | 23,068 | 34,070 | 52,506 | 10,523 |
| Percent (%) of Students without Disabilities | 10.0% | 17.3% | 25.5% | 39.3% | 7.9% |
| Number (N) English Learners (NEP/LEP) | 6,418 | 5,252 | 2,794 | 1,108 | 36 |
| Percent (%) of English Learners (NEP/LEP) | 41.1% | 33.6% | 17.9% | 7.1% | 0.2% |
| Number (N) Males | 12,534 | 15,963 | 19,204 | 26,195 | 4,010 |
| Percent (%) of Males | 16.1% | 20.5% | 24.7% | 33.6% | 5.1% |
| Number (N) Females | 8,389 | 12,239 | 17,534 | 27,839 | 6,627 |
| Percent (%) of Females | 11.6% | 16.9% | 24.1% | 38.3% | 9.1% |
| Number (N) Migrant Students | 233 | 176 | 177 | \* | \* |
| Percent (%) of Migrant Students | 35.1% | 26.5% | 26.7% | \* | \* |
| Number (N) Students Experiencing Homelessness | 635 | 538 | 458 | 322 | 20 |
| Percent (%) of Students Experiencing Homelessness | 32.2% | 27.3% | 23.2% | 16.3% | 1.0% |
| Number (N) Students in Foster Care | 121 | 131 | 121 | 57 | 7 |
| Percent (%) of Students in Foster Care | 27.7% | 30.0% | 27.7% | 13.0% | 1.6% |
| Number (N) Military Connected Students | 260 | 507 | 809 | 1,386 | 232 |
| Percent (%) of Military Connected Students | 8.1% | 15.9% | 25.3% | 43.4% | 7.3% |

Table 5 shows the number and percent of students performing at each performance level on the SAT evidence-based reading and writing assessment. Statewide, approximately 60.0% of students in grade 11 met or exceeded state expectations. By race/ethnicity, 38.3% of American Indian or Alaska Native students, 74.7% of Asian students, 39.9% of Black or African American students, 38.5% of Hispanic or Latino students, 72.1% of White students, 44.0% of Native Hawaiian or Other Pacific Islander students, and 65.7% of students of two or more races met or exceeded state expectations. Approximately 37.3% of students who were economically disadvantaged met or exceeded state expectations, compared to 68.4% of students who were not economically disadvantaged. Of the students with disabilities, 17.1% met or exceeded state expectations, compared to 62.9% of students without disabilities. Approximately 3.7% of English learners, 57.8% of male students, 62.1% of female students, 11.7% of migrant students, 28.5% of students experiencing homelessness, 22.5% of students in foster care, and 69.0% of military connected students were at or above benchmark.

Table 5. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the SAT Evidence-Based Reading and Writing Assessment*[[11]](#footnote-11)*

| **Student Group** | Did Not Yet Meet Expectations | Approached Expectations | Met Expectations | Exceeded Expectations |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 12,899 | 7,579 | 23,777 | 6,885 |
| Percent (%) of All Students | 25.2% | 14.8% | 46.5% | 13.5% |
| Number (N) American Indian or Alaska Native | 130 | 55 | 102 | 13 |
| Percent (%) of American Indian or Alaska Native | 43.3% | 18.3% | 34.0% | 4.3% |
| Number (N) Asian | 305 | 186 | 982 | 464 |
| Percent (%) of Asian | 15.7% | 9.6% | 50.7% | 24.0% |
| Number (N) Black or African American | 783 | 381 | 689 | 83 |
| Percent (%) of Black or African American | 40.4% | 19.7% | 35.6% | 4.3% |
| Number (N) Hispanic or Latino | 6,784 | 2,939 | 5,484 | 599 |
| Percent (%) of Hispanic or Latino | 42.9% | 18.6% | 34.7% | 3.8% |
| Number (N) White | 4,395 | 3,697 | 15,508 | 5,355 |
| Percent (%) of White | 15.2% | 12.8% | 53.6% | 18.5% |
| Number (N) Native Hawaiian or Other Pacific Islander | 41 | 20 | 38 | 10 |
| Percent (%) of Native Hawaiian or Other Pacific Islander | 37.6% | 18.3% | 34.9% | 9.2% |
| Number (N) Two or More Races | 391 | 293 | 952 | 360 |
| Percent (%) of Two or More Races | 19.6% | 14.7% | 47.7% | 18.0% |
| Number (N) Eligible for Free/Reduced Meals | 6,089 | 2,597 | 4,731 | 440 |
| Percent (%) of Eligible for Free/Reduced Meals | 43.9% | 18.7% | 34.1% | 3.2% |
| Number (N) Not Eligible for Free/Reduced Meals | 6,810 | 4,982 | 19,046 | 6,445 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 18.3% | 13.4% | 51.1% | 17.3% |
| Number (N) Students with Disabilities | 2,297 | 428 | 490 | 71 |
| Percent (%) of Students with Disabilities | 69.9% | 13.0% | 14.9% | 2.2% |
| Number (N) Students without Disabilities | 10,602 | 7,151 | 23,287 | 6,814 |
| Percent (%) of Students without Disabilities | 22.2% | 14.9% | 48.7% | 14.2% |
| Number (N) English Learners (NEP/LEP) | 2,158 | 198 | \* | \* |
| Percent (%) of English Learners (NEP/LEP) | 88.2% | 8.1% | \* | \* |
| Number (N) Males | 7,050 | 3,696 | 11,365 | 3,332 |
| Percent (%) of Males | 27.7% | 14.5% | 44.7% | 13.1% |
| Number (N) Females | 5,848 | 3,883 | 12,410 | 3,553 |
| Percent (%) of Females | 22.8% | 15.1% | 48.3% | 13.8% |
| Number (N) Migrant Students | 101 | 27 | \* | \* |
| Percent (%) of Migrant Students | 69.7% | 18.6% | \* | \* |
| Number (N) Students Experiencing Homelessness | 227 | 77 | 116 | 5 |
| Percent (%) of Students Experiencing Homelessness | 53.4% | 18.1% | 27.3% | 1.2% |
| Number (N) Students in Foster Care | 71 | 22 | 23 | 4 |
| Percent (%) of Students in Foster Care | 59.2% | 18.3% | 19.2% | 3.3% |
| Number (N) Military Connected Students | 113 | 86 | 344 | 99 |
| Percent (%) of Military Connected Students | 17.6% | 13.4% | 53.6% | 15.4% |

Table 6 shows the number and percent of students performing at each performance level on the CoAlt English language arts assessment. Statewide, approximately 32.8% of students were at target or advanced. By race/ethnicity, 29.7% of Black or African American students, 27.0% of Hispanic or Latino students, 38.4% of White students, and 38.6% of students of two or more races were at target or advanced. Approximately 33.1% of students who were economically disadvantaged were at target or advanced, compared to 32.5% of students who were not economically disadvantaged. Approximately 19.4% of English learners, 32.7% of male students, 33.0% of female students, 45.2% of students experiencing homelessness, and 25.5% of military connected students were at target or advanced.

Table 6. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CoAlt English Language Arts Assessment*[[12]](#footnote-12)*

| **Student Group** | Emerging | Approaching the Target | At Target | Advanced |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 811 | 336 | 495 | 65 |
| Percent (%) of All Students | 47.5% | 19.7% | 29.0% | 3.8% |
| Number (N) American Indian or Alaska Native | \* | \* | \* | \* |
| Percent (%) of American Indian or Alaska Native | \* | \* | \* | \* |
| Number (N) Asian | 24 | \* | \* | \* |
| Percent (%) of Asian | 52.2% | \* | \* | \* |
| Number (N) Black or African American | 57 | 21 | 27 | 6 |
| Percent (%) of Black or African American | 51.4% | 18.9% | 24.3% | 5.4% |
| Number (N) Hispanic or Latino | 343 | 139 | 156 | 22 |
| Percent (%) of Hispanic or Latino | 52.0% | 21.1% | 23.6% | 3.3% |
| Number (N) White | 337 | 143 | 265 | 34 |
| Percent (%) of White | 43.3% | 18.4% | 34.0% | 4.4% |
| Number (N) Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Percent (%) of Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Number (N) Two or More Races | 39 | 12 | \* | \* |
| Percent (%) of Two or More Races | 47.0% | 14.5% | \* | \* |
| Number (N) Eligible for Free/Reduced Meals | 401 | 186 | 252 | 38 |
| Percent (%) of Eligible for Free/Reduced Meals | 45.7% | 21.2% | 28.7% | 4.3% |
| Number (N) Not Eligible for Free/Reduced Meals | 410 | 150 | 243 | 27 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 49.4% | 18.1% | 29.3% | 3.3% |
| Number (N) Students with Disabilities | 811 | 336 | 495 | 65 |
| Percent (%) of Students with Disabilities | 47.5% | 19.7% | 29.0% | 3.8% |
| Number (N) Students without Disabilities |  |  |  |  |
| Percent (%) of Students without Disabilities |  |  |  |  |
| Number (N) English Learners (NEP/LEP) | 172 | 48 | 45 | 8 |
| Percent (%) of English Learners (NEP/LEP) | 63.0% | 17.6% | 16.5% | 2.9% |
| Number (N) Males | 523 | 215 | 319 | 40 |
| Percent (%) of Males | 47.7% | 19.6% | 29.1% | 3.6% |
| Number (N) Females | 288 | 121 | 176 | 25 |
| Percent (%) of Females | 47.2% | 19.8% | 28.9% | 4.1% |
| Number (N) Migrant Students | \* | \* | \* | \* |
| Percent (%) of Migrant Students | \* | \* | \* | \* |
| Number (N) Students Experiencing Homelessness | 15 | 8 | 14 | 5 |
| Percent (%) of Students Experiencing Homelessness | 35.7% | 19.0% | 33.3% | 11.9% |
| Number (N) Students in Foster Care | \* | \* | \* | \* |
| Percent (%) of Students in Foster Care | \* | \* | \* | \* |
| Number (N) Military Connected Students | 34 | 7 | \* | \* |
| Percent (%) of Military Connected Students | 61.8% | 12.7% | \* | \* |

Third and fourth grade English learners who meet eligibility criteria can participate in the Colorado Spanish Language Arts (CSLA) assessment instead of the English language arts assessment. Table 7 shows the number and percent of students performing at each performance level on the CSLA assessment. Statewide, approximately 16.1% of students met or exceeded state expectations. Approximately 17.8% of students who were economically disadvantaged met or exceeded expectations, compared to 10.6% of students who were not economically disadvantaged. Of the students with disabilities, 4.4% met or exceeded expectations, compared to 17.0% of students without disabilities. Approximately 12.5% of male students, 19.9% of female students, and 17.9% of students experiencing homelessness met or exceeded state expectations.

Table 7. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the Colorado Spanish Language Arts Assessment*[[13]](#footnote-13)*

| **Student Group** | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceed Expectations |
| --- | --- | --- | --- | --- | --- |
| Number (N) All Students | 141 | 290 | 316 | 133 | 10 |
| Percent (%) of All Students | 15.8% | 32.6% | 35.5% | 14.9% | 1.1% |
| Number (N) American Indian or Alaska Native | \* | \* | \* | \* | \* |
| Percent (%) of American Indian or Alaska Native | \* | \* | \* | \* | \* |
| Number (N) Asian | \* | \* | \* | \* | \* |
| Percent (%) of Asian | \* | \* | \* | \* | \* |
| Number (N) Black or African American | \* | \* | \* | \* | \* |
| Percent (%) of Black or African American | \* | \* | \* | \* | \* |
| Number (N) Hispanic or Latino | \* | 287 | \* | \* | \* |
| Percent (%) of Hispanic or Latino | \* | 32.5% | \* | \* | \* |
| Number (N) White | \* | \* | \* | \* | \* |
| Percent (%) of White | \* | \* | \* | \* | \* |
| Number (N) Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* | \* |
| Percent (%) of Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* | \* |
| Number (N) Two or More Races | \* | \* | \* | \* | \* |
| Percent (%) of Two or More Races | \* | \* | \* | \* | \* |
| Number (N) Eligible for Free/Reduced Meals | 103 | 208 | 243 | \* | \* |
| Percent (%) of Eligible for Free/Reduced Meals | 15.3% | 30.9% | 36.1% | \* | \* |
| Number (N) Not Eligible for Free/Reduced Meals | 38 | 82 | 73 | \* | \* |
| Percent (%) of Not Eligible for Free/Reduced Meals | 17.6% | 38.0% | 33.8% | \* | \* |
| Number (N) Students with Disabilities | 25 | 33 | 7 | \* | \* |
| Percent (%) of Students with Disabilities | 36.8% | 48.5% | 10.3% | \* | \* |
| Number (N) Students without Disabilities | 116 | 257 | 309 | \* | \* |
| Percent (%) of Students without Disabilities | 14.1% | 31.3% | 37.6% | \* | \* |
| Number (N) English Learners (NEP/LEP) | 141 | 290 | 316 | 133 | 10 |
| Percent (%) of English Learners (NEP/LEP) | 15.8% | 32.6% | 35.5% | 14.9% | 1.1% |
| Number (N) Males | 87 | 167 | 151 | 52 | 6 |
| Percent (%) of Males | 18.8% | 36.1% | 32.6% | 11.2% | 1.3% |
| Number (N) Females | 54 | 123 | 165 | 81 | 4 |
| Percent (%) of Females | 12.6% | 28.8% | 38.6% | 19.0% | 0.9% |
| Number (N) Migrant Students | \* | \* | \* | \* | \* |
| Percent (%) of Migrant Students | \* | \* | \* | \* | \* |
| Number (N) Students Experiencing Homelessness | 12 | 6 | 5 | \* | \* |
| Percent (%) of Students Experiencing Homelessness | 42.9% | 21.4% | 17.9% | \* | \* |
| Number (N) Students in Foster Care | \* | \* | \* | \* | \* |
| Percent (%) of Students in Foster Care | \* | \* | \* | \* | \* |
| Number (N) Military Connected Students | \* | \* | \* | \* | \* |
| Percent (%) of Military Connected Students | \* | \* | \* | \* | \* |

How did students perform on the CMAS and CoAlt science assessments?

Table 8 shows the number and percent of students performing at each performance level on the CMAS science assessment. Statewide, approximately 26.4% of students in grade 8 met or exceeded state expectations[[14]](#footnote-14). By race/ethnicity, 11.7% of American Indian or Alaska Native students, 46.6% of Asian students, 12.4% of Black or African American students, 11.1% of Hispanic or Latino students, 35.8% of White students, 18.5% of Native Hawaiian or Other Pacific Islander students, and 32.4% of students of two or more races met or exceeded state expectations. Approximately 10.0% of students who were economically disadvantaged met or exceeded state expectations, compared to 35.5% of students who were not economically disadvantaged. Of the students with disabilities, 3.6% met or exceeded state expectations, compared to 28.9% of students without disabilities. Approximately 0.5% of English learners, 26.2% of male students, 26.6% of female students, 2.7% of migrant students, 6.5% of students experiencing homelessness, 6.7% of students in foster care, and 33.7% of military connected students met or exceeded state expectations.

Table 8. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CMAS Science Assessment*[[15]](#footnote-15)*

| **Student Group** | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 15,475 | 11,714 | 9,004 | 742 |
| Percent (%) of All Students | 41.9% | 31.7% | 24.4% | 2.0% |
| Number (N) American Indian or Alaska Native | 118 | 63 | \* | \* |
| Percent (%) of American Indian or Alaska Native | 57.6% | 30.7% | \* | \* |
| Number (N) Asian | 263 | 351 | 458 | 77 |
| Percent (%) of Asian | 22.9% | 30.5% | 39.9% | 6.7% |
| Number (N) Black or African American | 689 | 331 | \* | \* |
| Percent (%) of Black or African American | 59.2% | 28.4% | \* | \* |
| Number (N) Hispanic or Latino | 8,114 | 3,398 | 1,387 | 47 |
| Percent (%) of Hispanic or Latino | 62.7% | 26.2% | 10.7% | 0.4% |
| Number (N) White | 5,723 | 7,040 | 6,532 | 570 |
| Percent (%) of White | 28.8% | 35.4% | 32.9% | 2.9% |
| Number (N) Native Hawaiian or Other Pacific Islander | 46 | 29 | \* | \* |
| Percent (%) of Native Hawaiian or Other Pacific Islander | 50.0% | 31.5% | \* | \* |
| Number (N) Two or More Races | 522 | 498 | 448 | 41 |
| Percent (%) of Two or More Races | 34.6% | 33.0% | 29.7% | 2.7% |
| Number (N) Eligible for Free/Reduced Meals | 8,359 | 3,535 | 1,275 | 43 |
| Percent (%) of Eligible for Free/Reduced Meals | 63.3% | 26.8% | 9.7% | 0.3% |
| Number (N) Not Eligible for Free/Reduced Meals | 7,116 | 8,179 | 7,729 | 699 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 30.0% | 34.5% | 32.6% | 2.9% |
| Number (N) Students with Disabilities | 3,149 | 435 | 126 | 9 |
| Percent (%) of Students with Disabilities | 84.7% | 11.7% | 3.4% | 0.2% |
| Number (N) Students without Disabilities | 12,326 | 11,279 | 8,878 | 733 |
| Percent (%) of Students without Disabilities | 37.1% | 34.0% | 26.7% | 2.2% |
| Number (N) English Learners (NEP/LEP) | 2,877 | 209 | \* | \* |
| Percent (%) of English Learners (NEP/LEP) | 92.7% | 6.7% | \* | \* |
| Number (N) Males | 8,518 | 6,015 | 4,743 | 426 |
| Percent (%) of Males | 43.2% | 30.5% | 24.1% | 2.2% |
| Number (N) Females | 6,957 | 5,699 | 4,261 | 316 |
| Percent (%) of Females | 40.4% | 33.1% | 24.7% | 1.8% |
| Number (N) Migrant Students | 139 | 44 | \* | \* |
| Percent (%) of Migrant Students | 73.9% | 23.4% | \* | \* |
| Number (N) Students Experiencing Homelessness | 295 | 91 | \* | \* |
| Percent (%) of Students Experiencing Homelessness | 71.4% | 22.0% | \* | \* |
| Number (N) Students in Foster Care | 81 | 16 | \* | \* |
| Percent (%) of Students in Foster Care | 77.9% | 15.4% | \* | \* |
| Number (N) Military Connected Students | 231 | 248 | 229 | 14 |
| Percent (%) of Military Connected Students | 32.0% | 34.3% | 31.7% | 1.9% |

Table 9 shows the number and percent of students performing at each performance level on the CoAlt science assessment. Statewide, approximately 35.1% of students were at target or advanced. By race/ethnicity, 30.8% of Black or African American students, 33.2% of Hispanic or Latino students, 38.4% of White students, and 32.0% of students of two or more races were at target or advanced. Approximately 37.1% of students who were economically disadvantaged were at target or advanced, compared to 32.9% of students who were not economically disadvantaged. Approximately 18.7% of English learners, 36.2% of male students, and 33.2% of female students were at target or advanced.

Table 9. Number and Percentage of Students Scoring at Each Performance Level, by Student Group, on the CoAlt Science Assessment*[[16]](#footnote-16)*

| **Student Group** | Emerging | Approaching the Target | At Target | Advanced |
| --- | --- | --- | --- | --- |
| Number (N) All Students | 84 | 315 | 189 | 27 |
| Percent (%) of All Students | 13.7% | 51.2% | 30.7% | 4.4% |
| Number (N) American Indian or Alaska Native | \* | \* | \* | \* |
| Percent (%) of American Indian or Alaska Native | \* | \* | \* | \* |
| Number (N) Asian | \* | \* | \* | \* |
| Percent (%) of Asian | \* | \* | \* | \* |
| Number (N) Black or African American | 6 | 21 | \* | \* |
| Percent (%) of Black or African American | 15.4% | 53.8% | \* | \* |
| Number (N) Hispanic or Latino | 38 | 145 | 78 | 13 |
| Percent (%) of Hispanic or Latino | 13.9% | 52.9% | 28.5% | 4.7% |
| Number (N) White | 33 | 126 | 90 | 9 |
| Percent (%) of White | 12.8% | 48.8% | 34.9% | 3.5% |
| Number (N) Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Percent (%) of Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* |
| Number (N) Two or More Races | 3 | 14 | \* | \* |
| Percent (%) of Two or More Races | 12.0% | 56.0% | \* | \* |
| Number (N) Eligible for Free/Reduced Meals | 42 | 163 | 104 | 17 |
| Percent (%) of Eligible for Free/Reduced Meals | 12.9% | 50.0% | 31.9% | 5.2% |
| Number (N) Not Eligible for Free/Reduced Meals | 42 | 152 | 85 | 10 |
| Percent (%) of Not Eligible for Free/Reduced Meals | 14.5% | 52.6% | 29.4% | 3.5% |
| Number (N) Students with Disabilities | 84 | 315 | 189 | 27 |
| Percent (%) of Students with Disabilities | 13.7% | 51.2% | 30.7% | 4.4% |
| Number (N) Students without Disabilities |  |  |  |  |
| Percent (%) of Students without Disabilities |  |  |  |  |
| Number (N) English Learners (NEP/LEP) | 18 | 43 | 11 | 3 |
| Percent (%) of English Learners (NEP/LEP) | 24.0% | 57.3% | 14.7% | 4.0% |
| Number (N) Males | 57 | 191 | 120 | 21 |
| Percent (%) of Males | 14.7% | 49.1% | 30.8% | 5.4% |
| Number (N) Females | 27 | 124 | 69 | 6 |
| Percent (%) of Females | 11.9% | 54.9% | 30.5% | 2.7% |
| Number (N) Migrant Students | \* | \* | \* | \* |
| Percent (%) of Migrant Students | \* | \* | \* | \* |
| Number (N) Students Experiencing Homelessness | \* | \* | \* | \* |
| Percent (%) of Students Experiencing Homelessness | \* | \* | \* | \* |
| Number (N) Students in Foster Care | \* | \* | \* | \* |
| Percent (%) of Students in Foster Care | \* | \* | \* | \* |
| Number (N) Military Connected Students | \* | \* | \* | \* |
| Percent (%) of Military Connected Students | \* | \* | \* | \* |

As part of Colorado’s 2021 federal assessment waiver, the SAT “Analysis in Science” score was provided as a one-year replacement of the CMAS Science assessment in grade 11 to provide an indicator of achievement in high school science. The SAT Analysis in Science score is based on selected questions in the Reading, Writing and Language, and Mathematics tests and is not a separate section or stand-alone component of the SAT. Scores range between 10 - 40 and are intended to provide an indicator regarding how well students use their skills to analyze texts and solve problems in the area of science. Test items used to create this score do not cover the entire depth or breadth of the high school Colorado Academic Standards in the area of science; this score provides an indicator of student literacy and math skills within a science context. For state-level results, please visit the [CDE Colorado SAT and PSAT Data and Results webpage](http://www.cde.state.co.us/assessment/sat-psat-data) (http://www.cde.state.co.us/assessment/sat-psat-data).

# Academic Growth

As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), academic growth results are not presented in this report. For more information regarding the Colorado Growth Model, please visit the [Colorado Growth Model FAQs](http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq) (www.cde.state.co.us/schoolview/generalgrowthmodelfaq).

# Graduation Rates

Under ESSA, states are required to present information on graduation rates, for all students and disaggregated by each major racial and ethnic group, by economically disadvantaged students[[17]](#footnote-17), by students with disabilities[[18]](#footnote-18), by English proficiency status[[19]](#footnote-19), by homeless status[[20]](#footnote-20), and by status as a child in foster care.

ESSA requires states to present the four-year adjusted cohort graduation rates, but also gives states the discretion to include extended-year adjusted cohort graduation rates as well. Extended-year rates account for students who may require additional time to complete high school, such as those who started below grade-level and students whose coursework is interrupted for a semester or more. For more information on graduation rates, and for school- and district-level results, please visit the [CDE Graduation Statistics webpage](http://www.cde.state.co.us/cdereval/gradratecurrent) (www.cde.state.co.us/cdereval/gradratecurrent).

What was the 4-year graduation rate?

Table 10 displays the 4-year adjusted cohort graduation rate for the class of 2021, showing that 81.7% of all students in the 2020-21 cohort graduated within four years. Graduation rates, by race/ethnicity, were 64.5% for American Indian or Alaska Native students, 91.5% for Asian students, 76.0% for Black or African American students, 74.2% for Hispanic or Latino students, 86.6% for White students, 76.5% for Native Hawaiian or Other Pacific Islander students, and 81.6% for students of two or more races. Four-year graduation rates were 70.6% for students who were economically disadvantaged, 66.4% for students with disabilities, 67.5% for English learners, 53.6% for students experiencing homelessness, and 30.5% for students in foster care.

Table 10. Four-Year Adjusted Cohort Graduation Rates, by Student Group

| **Student Group** | Number (N) of Students in Graduation Base | Number (N) of Graduates | Graduation Rate (%) |
| --- | --- | --- | --- |
| All Students | 68,379 | 55,842 | 81.7% |
| American Indian or Alaska Native | 467 | 301 | 64.5% |
| Asian | 2,362 | 2,161 | 91.5% |
| Black or African American | 3,059 | 2,324 | 76.0% |
| Hispanic or Latino | 23,346 | 17,322 | 74.2% |
| White | 36,206 | 31,348 | 86.6% |
| Native Hawaiian or Other Pacific Islander | 217 | 166 | 76.5% |
| Two or More Races | 2,722 | 2,220 | 81.6% |
| Eligible for Free/Reduced Meals | 31,392 | 22,150 | 70.6% |
| Students with Disabilities | 7,507 | 4,982 | 66.4% |
| English Learners (NEP/LEP) | 8,773 | 5,922 | 67.5% |
| Students Experiencing Homelessness | 2,856 | 1,530 | 53.6% |
| Students in Foster Care | 734 | 224 | 30.5% |

What was the 7-year graduation rate?

Table 11 displays the 7-year adjusted cohort graduation rate for the class of 2018, showing that 87.0% of all students in the 2017-18 cohort graduated within seven years. Graduation rates, by race/ethnicity, were 78.6% for American Indian or Alaska Native students, 94.5% for Asian students, 83.4% for Black or African American students, 81.5% for Hispanic or Latino students, 90.3% for White students, 83.6% for Native Hawaiian or Other Pacific Islander students, and 88.5% for students of two or more races. Seven-year graduation rates were 79.4% for students who were economically disadvantaged, 76.7% for students with disabilities, 77.7% for English learners, 65.6% for students experiencing homelessness, and 34.5% for students in foster care.

Table 11. Seven-Year Adjusted Cohort Graduation Rates, by Student Group

| **Student Group** | Number (N) of Students in Graduation Base | Number (N) of Graduates | Graduation Rate (%) |
| --- | --- | --- | --- |
| All Students | 65,717 | 57,169 | 87.0% |
| American Indian or Alaska Native | 542 | 426 | 78.6% |
| Asian | 2,127 | 2,011 | 94.5% |
| Black or African American | 3,219 | 2,684 | 83.4% |
| Hispanic or Latino | 21,663 | 17,650 | 81.5% |
| White | 35,741 | 32,261 | 90.3% |
| Native Hawaiian or Other Pacific Islander | 165 | 138 | 83.6% |
| Two or More Races | 2,260 | 1,999 | 88.5% |
| Eligible for Free/Reduced Meals | 31,390 | 24,913 | 79.4% |
| Students with Disabilities | 6,617 | 5,078 | 76.7% |
| English Learners (NEP/LEP) | 8,429 | 6,546 | 77.7% |
| Students Experiencing Homelessness | 3,374 | 2,212 | 65.6% |
| Students in Foster Care | 915 | 316 | 34.5% |

# English Language Proficiency

English learners (NEP and LEP) in grades K-12 were administered the Assessing Comprehension and Communication in English (ACCESS for ELLs®), in order to measure students’ progress in acquiring academic English. Students with significant cognitive disabilities were eligible to take the alternate ACCESS assessment instead. For more information on the state assessments, and for school- and district-level results, please visit the [CDE Assessment Unit webpage](http://www.cde.state.co.us/assessment) (www.cde.state.co.us/assessment).

How did English learners perform on the ACCESS for ELLs assessment?

Table 12 shows the number and percent of English learners performing at each proficiency level overall on the ACCESS for ELLs assessment. Statewide, 15.9% of English learners were at Level 1, 21.0% at Level 2, 41.4% at Level 3, 18.6% at Level 4, 2.8% at Level 5, and 0.3% at Level 6.

Table 12. Number and Percentage of English Learners Scoring Overall at Each Proficiency Level on the ACCESS for ELLs Assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Level 1 - Entering | Level 2 - Emerging | Level 3 - Developing | Level 4 - Expanding | Level 5 - Bridging | Level 6 - Reaching |
| Number (N) English Learners (NEP/LEP) | 10,894 | 14,422 | 28,384 | 12,736 | 1,888 | 221 |
| Percent (%) English Learners (NEP/LEP) | 15.9% | 21.0% | 41.4% | 18.6% | 2.8% | 0.3% |

Table 13 shows the number and percent of English learners performing at each proficiency level on the alternate ACCESS for ELLs assessment. Statewide, 14.4% of English learners were at Level A1, 13.2% at Level A2, 29.2% at Level A3, 27.8% at Level P1, and 15.3% at Level P2.

Table 13. Number and Percentage of English Learners Scoring Overall at Each Proficiency Level on the Alternate ACCESS for ELLs Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A1 - Initiating | A2 - Exploring | A3 - Engaging | P1 - Entering | P2 - Emerging |
| Number (N) English Learners (NEP/LEP) | 95 | 87 | 192 | 183 | 101 |
| Percent (%) English Learners (NEP/LEP) | 14.4% | 13.2% | 29.2% | 27.8% | 15.3% |

How many English Learners achieved English language proficiency?

Students are eligible for redesignation if they meet English language proficiency criteria, having both an overall proficiency level and a literacy proficiency level of at least 4.0 on the ACCESS for ELLs assessment, or having both an overall proficiency level and a literacy proficiency level of at least P1 on the alternate ACCESS assessment . Table 14 shows that 15.5% of English learners achieved English language proficiency.

Table 14. Number and Percentage of English Learners Achieving English Language Proficiency on the ACCESS for ELLs or Alternate ACCESS Assessment

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Records | Number (N) Proficient | Percent (%) Proficient |
| English Learners (NEP/LEP) | 69,203 | 10,731 | 15.5% |

# Indicators of School Quality or Student Success

As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), School Quality or Student Success (SQSS) Indicator results are not presented in this report.

# Long-Term Goals

As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), long-term goals and measures of interim progress are not presented in this report.

# Participation in the State Assessments

Students in grades 3 through 8 were administered the Colorado Measures of Academic Success (CMAS) assessments in mathematics and English language arts, and students in grade 11 were administered the SAT assessment in mathematics and evidence-based reading and writing[[21]](#footnote-21). In addition, students in grades 5, 8, and 11 were administered the CMAS assessment in science. Students with significant cognitive disabilities were eligible to take the Colorado Alternate (CoAlt) assessments instead. For more information on the state assessments, and for school- and district-level results, please visit the [CDE Assessment Unit webpage](http://www.cde.state.co.us/assessment) (www.cde.state.co.us/assessment).

Under the Every Student Succeeds Act (ESSA), states are required to report the percentage of students assessed and not assessed on the academic assessments, for all students and disaggregated by each major racial and ethnic group, by economically disadvantaged students[[22]](#footnote-22) as compared to students who are not economically disadvantaged, by students with disabilities[[23]](#footnote-23) as compared to students without disabilities, by English proficiency status[[24]](#footnote-24), by gender, and by migrant status[[25]](#footnote-25).

How many students tested on the CMAS, SAT, and CoAlt assessments?

Table 15 shows the percent of students who were not assessed, in comparison to the total number assessed (taking the CMAS, SAT, or CoAlt assessment) on the math assessments. Statewide, approximately 44.2% of students in grades 3 through 8 and grade 11 were assessed. By race/ethnicity, 38.1% of American Indian or Alaska Native students, 47.1% of Asian students, 34.3%% of Black or African American students, 41.3% of Hispanic or Latino students, 47.2% of White students, 35.3% of Native Hawaiian or Other Pacific Islander students, and 40.7% of students of two or more races were assessed. Approximately 39.7% of students who were economically disadvantaged were assessed, compared to 47.0% of students who were not economically disadvantaged. Of the students with disabilities, 37.9% were assessed, compared to 45.1% of students without disabilities. Approximately 36.6% of English learners, 44.4% of male students, 44.0% of female students, and 47.7% of migrant students were assessed.

Table 15. Percentage of Students Assessed, by Student Group, on the CMAS, SAT, and CoAlt Math Assessments

| **Student Group** | % Assessed | % Not Assessed |
| --- | --- | --- |
| All Students | 44.2% | 55.8% |
| American Indian or Alaska Native | 38.1% | 61.9% |
| Asian | 47.1% | 52.9% |
| Black or African American | 34.3% | 65.7% |
| Hispanic or Latino | 41.3% | 58.7% |
| White | 47.2% | 52.8% |
| Native Hawaiian or Other Pacific Islander | 35.3% | 64.7% |
| Two or More Races | 40.7% | 59.3% |
| Eligible for Free/Reduced Meals | 39.7% | 60.3% |
| Not Eligible for Free/Reduced Meals | 47.0% | 53.0% |
| Students with Disabilities | 37.9% | 62.1% |
| Students without Disabilities | 45.1% | 54.9% |
| English Learners (NEP/LEP) | 36.6% | 63.4% |
| Males | 44.4% | 55.6% |
| Females | 44.0% | 56.0% |
| Migrant Students | 47.7% | 52.3% |

Table 16 shows the percent of students who were not assessed, in comparison to the total number assessed (taking the CMAS, SAT, or CoAlt assessment, or recently arrived English learners exempt from participating) on the English language arts assessments. Statewide, approximately 45.1% of students in grades 3 through 8 and grade 11 were assessed. By race/ethnicity, 40.3% of American Indian or Alaska Native students, 46.8% of Asian students, 35.9% of Black or African American students, 42.0% of Hispanic or Latino students, 48.1% of White students, 37.0% of Native Hawaiian or Other Pacific Islander students, and 42.5% of students of two or more races were assessed. Approximately 41.2% of students who were economically disadvantaged were assessed, compared to 47.5% of students who were not economically disadvantaged. Of the students with disabilities, 38.6% were assessed, compared to 46.0% of students without disabilities.

Approximately 41.7% of English learners, 45.1% of male students, 45.0% of female students, and 48.4% of migrant students were assessed.

Table 16. Percentage of Students Assessed, by Student Group, on the CMAS, SAT, and CoAlt English Language Arts Assessments

| **Student Group** | % Assessed | % Not Assessed |
| --- | --- | --- |
| All Students | 45.1% | 54.9% |
| American Indian or Alaska Native | 40.3% | 59.7% |
| Asian | 46.8% | 53.2% |
| Black or African American | 35.9% | 64.1% |
| Hispanic or Latino | 42.0% | 58.0% |
| White | 48.1% | 51.9% |
| Native Hawaiian or Other Pacific Islander | 37.0% | 63.0% |
| Two or More Races | 42.5% | 57.5% |
| Eligible for Free/Reduced Meals | 41.2% | 58.8% |
| Not Eligible for Free/Reduced Meals | 47.5% | 52.5% |
| Students with Disabilities | 38.6% | 61.4% |
| Students without Disabilities | 46.0% | 54.0% |
| English Learners (NEP/LEP) | 41.7% | 58.3% |
| Males | 45.1% | 54.9% |
| Females | 45.0% | 55.0% |
| Migrant Students | 48.4% | 51.6% |

Table 17 shows the percent of students who were not assessed, in comparison to the total number assessed (taking either the CMAS or CoAlt assessment) on the science assessments. Statewide, approximately 66.6% of students in grades 8 and 11 were assessed. By race/ethnicity, 56.4% of American Indian or Alaska Native students, 72.0% of Asian students, 53.5% of Black or African American students, 63.1% of Hispanic or Latino students, 70.1% of White students, 55.5% of Native Hawaiian or Other Pacific Islander students, and 61.6% of students of two or more races were assessed. Approximately 59.7% of students who were economically disadvantaged were assessed, compared to 70.1% of students who were not economically disadvantaged. Of the students with disabilities, 55.2% were assessed, compared to 67.9% of students without disabilities. Approximately 58.0% of English learners, 67.0% of male students, 66.1% of female students, and 71.9% of migrant students were assessed.

Table 17. Percentage of Students Assessed, by Student Group, on the CMAS and CoAlt Science Assessments

| **Student Group** | % Assessed | % Not Assessed |
| --- | --- | --- |
| All Students | 66.6% | 33.4% |
| American Indian or Alaska Native | 56.4% | 43.6% |
| Asian | 72.0% | 28.0% |
| Black or African American | 53.4% | 46.6% |
| Hispanic or Latino | 63.1% | 36.9% |
| White | 70.1% | 29.9% |
| Native Hawaiian or Other Pacific Islander | 55.5% | 44.5% |
| Two or More Races | 61.6% | 38.4% |
| Eligible for Free/Reduced Meals | 59.7% | 40.3% |
| Not Eligible for Free/Reduced Meals | 70.1% | 29.9% |
| Students with Disabilities | 55.2% | 44.8% |
| Students without Disabilities | 67.9% | 32.1% |
| English Learners (NEP/LEP) | 58.0% | 42.0% |
| Males | 67.0% | 33.0% |
| Females | 66.1% | 33.9% |
| Migrant Students | 71.9% | 28.1% |

# Information Submitted in Accordance with the Civil Rights Data Collection

The U.S. Department of Education (ED) conducts the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues. The CRDC collects a variety of information including student enrollment and educational programs and services. The most recent CRDC data available is from the 2017-18 school year, and select data elements are presented below. To learn more about the CRDC, and to access the complete data collection, please visit the U.S. Department of Education’s [Civil Right Data Collection webpage](https://www2.ed.gov/about/offices/list/ocr/data.html) (https://www2.ed.gov/about/offices/list/ocr/data.html).

## Measures of School Quality, Climate, and Safety

During the 2017-18 school year, Colorado schools reported a total of 32,314 students receiving in-school suspensions, 43,386 students receiving out-of-school suspensions, and 1,221 students receiving expulsions (Table 18). In addition, schools reported a total of 190 students with school-related arrests and 5,127 students receiving referrals to law enforcement.

Table 18. Number of Students Disciplined

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| In School Suspensions | Out of School Suspensions | Expulsions | Referrals to Law Enforcement | School Related Arrests |
| 32,314 | 43,386 | 1,221 | 5,127 | 190 |

Table 19 shows the demographic characteristics of the students disciplined, in relation to the demographics of all students enrolled. White students represented 53.0% of the total student enrollment, followed by 34.0% Hispanic or Latino students. Of the students receiving at least one in-school suspension, 42.3% were White and 41.1% were Hispanic or Latino. Students with disabilities represented 10.9% of the total student enrollment and 20.5% of the students receiving at least one in-school suspension. English learners represented 13.8% of the total student enrollment and 14.4% of the students receiving at least one in-school suspension.

Table 19. Demographics of Students Disciplined

| **Student Group** | Student Enrollment | In School Suspensions | Out of School Suspensions | Expulsions | Referrals to Law Enforcement | School Related Arrests |
| --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | 0.7% | 0.9% | 1.0% | 1.9% | 1.0% | 0.6% |
| Asian | 3.2% | 1.0% | 1.1% | 1.5% | 1.2% | 0.0% |
| Black or African American | 4.6% | 9.4% | 9.5% | 9.8% | 8.7% | 11.0% |
| Hispanic or Latino | 34.0% | 41.1% | 41.9% | 40.3% | 42.4% | 41.4% |
| White | 53.0% | 42.3% | 41.2% | 40.5% | 42.0% | 43.1% |
| Native Hawaiian or Other Pacific Islander | 0.3% | 0.2% | 0.3% | 0.5% | 0.2% | 0.6% |
| Two or More Races | 4.2% | 5.1% | 5.0% | 5.6% | 4.5% | 3.3% |
| Students with Disabilities (IDEA) | 10.9% | 20.5% | 21.9% | 19.4% | 22.6% | 26.3% |
| English Learners (NEP/LEP) | 13.8% | 14.4% | 13.0% | 10.6% | 14.1% | 10.0% |

In the CRDC, schools also report on incidents of violence. Colorado schools reported a total of 3 incidents of rape or attempted rape, 78 incidents of sexual assault, no incidents of robbery with a weapon, no incidents of robbery with a firearm or explosive device, and 112 incidents of robbery without a weapon (see Table 20).

Table 20. Incidents of Violence Reported

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rape or Attempted Rape | Sexual Assault | Robbery with a Weapon | Robbery with a Firearm or Explosive Device | Robbery without a Weapon |
| 3 | 78 | 0 | 0 | 112 |

Schools also reported 49 incidents of physical attacks or fights with a weapon, no incidents of physical attacks or fights with a firearm or explosive device, and 7,841 incidents of physical attacks or fights without a weapon (see Table 21). Schools also reported on the number of incidents in which threats of physical attack were made, including 125 incidents of threat with a weapon, nine incidents of threat with a firearm or explosive device, and 1,062 incidents of threat without a weapon. Lastly, Colorado schools reported 36 incidents of possession of a firearm or explosive device.

Table 21. Incidents of Violence Reported, Continued

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Physical Attack or Fight with a Weapon | Physical Attack or Fight with a Firearm or Explosive Device | Physical Attack or Fight without a Weapon | Threats of Physical Attack with a Weapon | Threats of Physical Attack with a Firearm or Explosive Device | Threats of Physical Attack without a Weapon | Possession of a Firearm or Explosive Device |
| 49 | 0 | 7,841 | 125 | 9 | 1,062 | 36 |

Also, in the CRDC, schools report on incidents of harassment or bullying. Colorado schools reported a total of 63 allegations of harassment/bullying on the basis of disability, 188 allegations on the basis of race, color, or national origin, 18 allegations on the basis of religion, 425 allegations on the basis of sex, and 94 allegations on the basis of sexual orientation (see Table 22).

Table 22. Incidents of Harassment or Bullying

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Basis of Sex | Basis of Race, Color, or National Origin | Basis of Disability | Basis of Sexual Orientation | Basis of Religion |
| 425 | 188 | 63 | 94 | 18 |

## Students Enrolled in Preschool Programs

In the 2017-18 CRDC, Colorado schools reported a total of 33,091 students enrolled in preschool programs (Table 23). By race/ethnicity, a total of 187 American Indian or Alaska Native students, 1,318 Asian students, 1,651 Black or African American students, 12,562 Hispanic or Latino students, 16,076 White students, 64 Native Hawaiian or Other Pacific Islander students, and 1,233 students of two or more races were reported as enrolled in preschool programs. In addition, schools reported 7,946 students with disabilities and 269 English learners as enrolled in preschool programs.

Table 23. Number of Students Enrolled in Preschool Programs

| **Student Group** | Total Number of Preschool Students Enrolled |
| --- | --- |
| All Students | 33,091 |
| American Indian or Alaska Native | 187 |
| Asian | 1,318 |
| Black or African American | 1,651 |
| Hispanic or Latino | 12,562 |
| White | 16,076 |
| Native Hawaiian or Other Pacific Islander | 64 |
| Two or More Races | 1,233 |
| Students with Disabilities | 7,946 |
| English Learners (NEP/LEP) | 269 |

## Students Enrolled in Accelerated Coursework

In the CRDC, schools also reported on the number of students enrolled in Advanced Placement (AP) and International Baccalaureate courses. A total of 59,458 students were reported as enrolled in at least one AP course, representing 264 schools (Table 24). By race/ethnicity, a total of 256 American Indian or Alaska Native students, 3,466 Asian students, 2,204 Black or African American students, 12,759 Hispanic or Latino students, 38,092 White students, 121 Native Hawaiian or Other Pacific Islander students, and 2,560 students of two or more races were reported as enrolled in at least one AP course. In addition, schools reported 653 students with disabilities and 2,181 English learners as enrolled in at least one AP course.

Table 24. Number of Students Enrolled in AP Courses

| **Student Group** | Total Number of Students Enrolled in at Least One AP Course |
| --- | --- |
| All Students | 59,458 |
| American Indian or Alaska Native | 256 |
| Asian | 3,466 |
| Black or African American | 2,204 |
| Hispanic or Latino | 12,759 |
| White | 38,092 |
| Native Hawaiian or Other Pacific Islander | 121 |
| Two or More Races | 2,560 |
| Students with Disabilities | 653 |
| English Learners (NEP/LEP) | 2,181 |

A total of 8,113 students were reported as enrolled in at least one IB course, representing 35 schools (Table 25). By race/ethnicity, a total of 33 American Indian or Alaska Native students, 675 Asian students, 414 Black or African American students, 2,815 Hispanic or Latino students, 3,836 White students, 15 Native Hawaiian or Other Pacific Islander students, and 325 students of two or more races were reported as enrolled in at least one IB course. In addition, schools reported 139 students with disabilities and 784 English learners as enrolled in at least one IB course.

Table 25. Number of Students Enrolled in IB Courses

| **Student Group** | Total Number of Students Enrolled in at Least One IB Course |
| --- | --- |
| All Students | 8,113 |
| American Indian or Alaska Native | 33 |
| Asian | 675 |
| Black or African American | 414 |
| Hispanic or Latino | 2,815 |
| White | 3,836 |
| Native Hawaiian or Other Pacific Islander | 15 |
| Two or More Races | 325 |
| Students with Disabilities | 139 |
| English Learners (NEP/LEP) | 784 |

## Chronic Absenteeism

Although chronic absenteeism data is now collected via EDFacts, 2017-18 results were included as part of the CRDC and are presented in this report. Chronic absenteeism counts reflect the number of students that are absent for any reason (both excused and unexcused absences) for 10% or more school days during the school year. A total of 212,814 students were reported as chronically absent (Table 26). By race/ethnicity, a total of 2,596 American Indian or Alaska Native students, 3,571 Asian students, 13,871 Black or African American students, 94,535 Hispanic or Latino students, 88,459 White students, 826 Native Hawaiian or Other Pacific Islander students, and 8,956 students of two or more races were reported as chronically absent. In addition, schools reported 22,521 students with disabilities and 34,549 English learners as chronically absent.

Table 26. Number of Students Considered Chronically Absent

| **Student Group** | Total Number of Students Considered Chronically Absent |
| --- | --- |
| All Students | 212,814 |
| American Indian or Alaska Native | 2,596 |
| Asian | 3,571 |
| Black or African American | 13,871 |
| Hispanic or Latino | 94,535 |
| White | 88,459 |
| Native Hawaiian or Other Pacific Islander | 826 |
| Two or More Races | 8,956 |
| Students with Disabilities | 22,521 |
| English Learners (NEP/LEP) | 34,549 |

# Per-Pupil Expenditures

Financial data for fiscal year 2019-20 is available on the [Financial Transparency for Colorado Schools webpage](https://coloradok12financialtransparency.com/#/) (https://coloradok12financialtransparency.com/#/), including school-level and district-level expenditures, disaggregated by state/local and federal sources.

# Students Taking Alternate Assessments

Students with significant cognitive disabilities were eligible to take the Colorado Alternate (CoAlt) assessments instead of the CMAS or SAT assessments. Under ESSA, each state must ensure that the total number of students assessed in each subject using the alternate assessment does not exceed 1 percent of the total number of all students. For more information on the state assessments, please visit the [CDE Assessment Unit webpage](http://www.cde.state.co.us/assessment) (www.cde.state.co.us/assessment).

Table 27 shows the number and percent (based on the total number of students assessed) of students taking the CoAlt math assessment. Approximately 1.1% of students in 3rd grade, 0.7% in 4th grade, 1.7% in 5th grade, 0.8% in 6th grade, 2.1% in 7th grade, 0.9% in 8th grade, and 0.6% in 11th grade took the alternate math assessment.

Table 27. Number and Percent of Students Taking the CoAlt Math Assessment

|  |  |  |
| --- | --- | --- |
| **Grade** | Number (N) Taking Alternate Assessment | Percent (%) Taking Alternate Assessment |
| Grade 3 | 68 | 1.1% |
| Grade 4 | 329 | 0.7% |
| Grade 5 | 105 | 1.7% |
| Grade 6 | 358 | 0.8% |
| Grade 7 | 116 | 2.1% |
| Grade 8 | 354 | 0.9% |
| Grade 11 | 301 | 0.6% |

Table 28 shows the number and percent of students taking the CoAlt English language arts assessment. Approximately 0.6% of students in 3rd grade, 2.3% in 4th grade, 0.8% in 5th grade, 2.2% in 6th grade, 0.8% in 7th grade, 2.7% in 8th grade, and 0.6% in 11th grade took the alternate English language arts assessment.

Table 28. Number and Percent of Students Taking the CoAlt English Language Arts Assessment

| **Grade** | Number (N) Taking Alternate Assessment | Percent (%) Taking Alternate Assessment |
| --- | --- | --- |
| Grade 3 | 288 | 0.6% |
| Grade 4 | 136 | 2.3% |
| Grade 5 | 388 | 0.8% |
| Grade 6 | 122 | 2.2% |
| Grade 7 | 349 | 0.8% |
| Grade 8 | 125 | 2.7% |
| Grade 11 | 299 | 0.6% |

Table 29 shows the number and percent of students taking the CoAlt science assessment. Approximately 0.9% of students in 8th grade and 0.5% in 11th grade took the alternate science assessment.

Table 29. Number and Percent of Students Taking the CoAlt Science Assessment

|  |  |  |
| --- | --- | --- |
| **Grade** | Number (N) Taking Alternate Assessment | Percent (%) Taking Alternate Assessment |
| Grade 8 | 349 | 0.9% |
| Grade 11 | 266 | 0.5% |

# National Assessment of Educational Progress

Students in grades 4 and 8 participate in reading and mathematics assessments of the National Assessment of Educational Progress (NAEP), which are administered at least once every two years. Results from 2018-19 are shown in shown in Tables 30 and 31, along with the national average.

Table 30 shows the average scale score for all 4th grade students in Colorado taking NAEP Math was 242, which was slightly higher than the national average scale score of 240. The average scale score for all 8th grade students in Colorado was 285, which was significantly higher than the national average of 281. Approximately 44% of 4th grade students and 37% of 8th grade students in Colorado were at or above proficient, which was higher than the national averages (40% and 33%, respectively).

Table 30. Performance of Students on the NAEP Math Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Student Group** | Average Scale Score (CO) | Average Scale Score (National) | Percent At or Above Proficient (CO) | Percent At or Above Proficient (National) |
| Grade 4 | All students | 242 | 240 | 44% | 40% |
| Grade 4 | White | 252 | 249 | 57% | 52% |
| Grade 4 | Black | 224 | 224 | 25% | 20% |
| Grade 4 | Hispanic | 227 | 231 | 25% | 28% |
| Grade 4 | Asian | 256 | 261 | 61% | 67% |
| Grade 4 | American Indian/Alaska Native | \* | 228 | \* | 25% |
| Grade 4 | Native Hawaiian/Other Pacific Islander | \* | \* | \* | \* |
| Grade 4 | Two or more races | 244 | 243 | 46% | 44% |
| Grade 4 | Eligible for Free/Reduced Meals | 225 | 229 | 23% | 26% |
| Grade 4 | Students with Disabilities | 205 | 211 | 13% | 14% |
| Grade 4 | English Learners | 213 | 219 | 11% | 16% |
| Grade 8 | All students | 285 | 281 | 37% | 33% |
| Grade 8 | White | 295 | 291 | 48% | 43% |
| Grade 8 | Black | 261 | 259 | 18% | 13% |
| Grade 8 | Hispanic | 268 | 268 | 19% | 19% |
| Grade 8 | Asian | 314 | 309 | 66% | 61% |
| Grade 8 | American Indian/Alaska Native | \* | 263 | \* | 15% |
| Grade 8 | Native Hawaiian/Other Pacific Islander | \* | \* | \* | \* |
| Grade 8 | Two or more races | 286 | 285 | 37% | 36% |
| Grade 8 | Eligible for Free/Reduced Meals | 265 | 266 | 18% | 18% |
| Grade 8 | Students with Disabilities | 237 | 242 | 6% | 6% |
| Grade 8 | English Learners | 239 | 243 | 3% | 5% |

Table 31 shows the average scale score for all 4th grade students in Colorado taking NAEP Reading was 225, which was significantly higher than the national average scale score of 219. The average scale score for all 8th grade students in Colorado was 267, which was significantly higher than the national average of 262. Approximately 40% of 4th grade students and 38% of 8th grade students in Colorado were at or above proficient, which was higher than the national averages (34% and 32%, respectively).

Table 31. Performance of Students on the NAEP Reading Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Student Group** | Average Scale Score (CO) | Average Scale Score (National) | Percent At or Above Proficient (CO) | Percent At or Above Proficient (National) |
| Grade 4 | All students | 225 | 219 | 40% | 34% |
| Grade 4 | White | 235 | 239 | 50% | 44% |
| Grade 4 | Black | 212 | 203 | 25% | 18% |
| Grade 4 | Hispanic | 208 | 208 | 23% | 23% |
| Grade 4 | Asian | 231 | 237 | 48% | 55% |
| Grade 4 | American Indian/Alaska Native | \* | 204 | \* | 20% |
| Grade 4 | Native Hawaiian/Other Pacific Islander | \* | \* | \* | \* |
| Grade 4 | Two or more races | 232 | 225 | 49% | 40% |
| Grade 4 | Eligible for Free/Reduced Meals | 208 | 207 | 22% | 21% |
| Grade 4 | Students with Disabilities | 179 | 180 | 8% | 10% |
| Grade 4 | English Learners | 187 | 191 | 7% | 9% |
| Grade 8 | All students | 267 | 262 | 38% | 32% |
| Grade 8 | White | 277 | 271 | 48% | 41% |
| Grade 8 | Black | 246 | 244 | 18% | 15% |
| Grade 8 | Hispanic | 251 | 251 | 20% | 21% |
| Grade 8 | Asian | 281 | 281 | 55% | 54% |
| Grade 8 | American Indian/Alaska Native | \* | 249 | \* | 20% |
| Grade 8 | Native Hawaiian/Other Pacific Islander | \* | \* | \* | \* |
| Grade 8 | Two or more races | 275 | 266 | 49% | 35% |
| Grade 8 | Eligible for Free/Reduced Meals | 250 | 249 | 19% | 20% |
| Grade 8 | Students with Disabilities | 224 | 224 | 5% | 6% |
| Grade 8 | English Learners | 219 | 221 | 2% | 3% |

# Enrollment in Programs of Postsecondary Education

In coordination with the Department of Higher Education, Colorado calculates matriculation rates, which reflect enrollment rates of graduating students (in the summer/fall of the identified year) in 2-year and 4-year institutions, as well as in postsecondary career and technical education (CTE) programs. Results are currently available overall, for all students. Table 32 shows the number and percentage of high school graduates who, for the first academic year after graduation, enrolled in programs of postsecondary education.

Table 32. Number and Percentage of Students Enrolling in Postsecondary Education Within One Year of Graduation

|  |  |  |
| --- | --- | --- |
| **Postsecondary Program Type** | Number of Students Enrolled | Percent of Students Enrolled |
| All | 33,232 | 54.7% |
| 2-Year Institutions | 6,433 | 10.6% |
| 4-Year Institutions | 22,412 | 36.9% |
| Postsecondary Career and Technical Education Programs | 6,801 | 11.2% |

1. As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), the Colorado Measures of Academic Success (CMAS) assessments were only required in select grades in Spring 2021. [↑](#footnote-ref-1)
2. Economically disadvantaged students are defined as those students who are eligible for free or reduced priced meals. For additional information, please visit the CDE Office of School Nutrition’s webpage on [Free and Reduced Price Processes](http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses) (http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses). [↑](#footnote-ref-2)
3. Please refer to Section 602(3) of the *Individual with Disabilities Education Act* (*IDEA*) for a complete definition. Students with disabilities are defined as any student with an Individualized Education Program (IEP) who receives special education and related services. For additional information, please visit the [CDE Office of Special Education webpage](http://www.cde.state.co.us/cdesped) (www.cde.state.co.us/cdesped), or refer to Chapter 6. [↑](#footnote-ref-3)
4. Please refer to Section 8101(20) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. For the purposes of federal reporting on academic achievement, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP). This differs from the state accountability system, in which all students identified as NEP, LEP, and FEP (fluent English proficient) are included in the English Learner student group. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english) (www.cde.state.co.us/cde\_english). [↑](#footnote-ref-4)
5. Please refer to Section 1309(3) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. Migrant students are defined as children of migratory agricultural workers and others who are determined eligible on Certificates of Eligibility (COEs). For additional information, please visit the CDE Office of Migrant Education’s webpage on the [Migrant Education Program](http://www.cde.state.co.us/migrant) (www.cde.state.co.us/migrant). [↑](#footnote-ref-5)
6. Please refer to Section 725 of the *McKinney-Vento Homeless Assistance Act* for a complete definition. Students experiencing homelessness are defined as children or youth living in a shelter, motel, inadequate trailer or house, staying temporarily with relatives or friends due to economic hardship or loss of housing, or living in any other homeless situation. For additional information, please visit the CDE Office of Dropout Prevention and Student Re-Engagement’s webpage on [McKinney-Vento Homeless Education](http://www.cde.state.co.us/dropoutprevention/homeless_index) (www.cde.state.co.us/dropoutprevention/homeless\_index). [↑](#footnote-ref-6)
7. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-7)
8. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-8)
9. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-9)
10. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-10)
11. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-11)
12. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-12)
13. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-13)
14. As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), the Colorado Measures of Academic Success (CMAS) assessments were only required in select grades in Spring 2021. [↑](#footnote-ref-14)
15. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-15)
16. \* indicates the value for this field is not displayed in order to protect student privacy. [↑](#footnote-ref-16)
17. Economically disadvantaged students are defined as those students who are eligible for free or reduced priced meals. For additional information, please visit the CDE Office of School Nutrition’s webpage on [Free and Reduced Price Processes](http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses) (http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses). [↑](#footnote-ref-17)
18. Please refer to Section 602(3) of the *Individual with Disabilities Education Act* (*IDEA*) for a complete definition. Students with disabilities are defined as any student with an Individualized Education Program (IEP) who receives special education and related services. For additional information, please visit the [CDE Office of Special Education webpage](http://www.cde.state.co.us/cdesped) (www.cde.state.co.us/cdesped), or refer to Chapter 6. [↑](#footnote-ref-18)
19. Please refer to Section 8101(20) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. For the purposes of federal reporting on graduation rates, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP), which is consistent with the state accountability system. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english) (www.cde.state.co.us/cde\_english). [↑](#footnote-ref-19)
20. Please refer to Section 725 of the *McKinney-Vento Homeless Assistance Act* for a complete definition. Students experiencing homelessness are defined as children or youth living in a shelter, motel, inadequate trailer or house, staying temporarily with relatives or friends due to economic hardship or loss of housing, or living in any other homeless situation. For additional information, please visit the CDE Office of Dropout Prevention and Student Re-Engagement’s webpage on [McKinney-Vento Homeless Education](http://www.cde.state.co.us/dropoutprevention/homeless_index) (www.cde.state.co.us/dropoutprevention/homeless\_index). [↑](#footnote-ref-20)
21. As a result of a waiver approved by the U.S. Department of Education (see Impact of COVID-19 section), the Colorado Measures of Academic Success (CMAS) assessments were only required in select grades in Spring 2021. [↑](#footnote-ref-21)
22. Economically disadvantaged students are defined as those students who are eligible for free or reduced priced meals. For additional information, please visit the CDE Office of School Nutrition’s webpage on [Free and Reduced Price Processes](http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses) (http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses). [↑](#footnote-ref-22)
23. Please refer to Section 602(3) of the *Individual with Disabilities Education Act* (*IDEA*) for a complete definition. Students with disabilities are defined as any student with an Individualized Education Program (IEP) who receives special education and related services. For additional information, please visit the [CDE Office of Special Education webpage](http://www.cde.state.co.us/cdesped) (www.cde.state.co.us/cdesped), or refer to Chapter 6. [↑](#footnote-ref-23)
24. Please refer to Section 8101(20) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. For the purposes of federal reporting on academic achievement, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP). This differs from the state accountability system, in which all students identified as NEP, LEP, FEP (fluent English proficient), and FELL (former English learners) are included in the English Learner student group. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english) (www.cde.state.co.us/cde\_english). [↑](#footnote-ref-24)
25. Please refer to Section 1309(3) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. Migrant students are defined as children of migratory agricultural workers and others who are determined eligible on Certificates of Eligibility (COEs). For additional information, please visit the CDE Office of Migrant Education’s webpage on the [Migrant Education Program](http://www.cde.state.co.us/migrant) (www.cde.state.co.us/migrant). [↑](#footnote-ref-25)