

Chapter 2: Performance of All K-12 Students (2023-2024)

By:

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Executive Summary

In December 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA). Under ESSA, state educational agencies (SEAs) are required to prepare and disseminate an annual state report that meets the requirements described in federal law (for more information, please visit the [U.S. Department of Education’s ESSA webpage](https://www.ed.gov/essa)). The Colorado Department of Education’s (CDE) ESSA State Report meets those minimum requirements, and provides information for all students in the state, as well as information disaggregated by specific student groups.

# Introduction

Colorado’s ESSA State Report is available on [CDE’s Every Student Succeeds Act (ESSA) State Report webpage](http://www.cde.state.co.us/fedprograms/statereportcard) and consists of the following chapters.

## Chapter 1: Colorado’s Accountability System and Supports to Identified Schools

This chapter is designed to introduce the state report, as well as provide a description of Colorado’s accountability system under ESSA.

## Chapter 2: Performance of all K-12 Students

Chapter 2 includes information regarding student achievement and growth on academic assessments, the progress of multilingual learners on achieving English language proficiency, and results on the National Assessment of Educational Progress (NAEP). Graduation and dropout rates are also presented, as well as progress towards meeting the long-term goals. Rates of suspensions and expulsions and the number of students enrolled in preschool programs and in accelerated coursework are also included. Information is presented for all students, as well as for the following student groups: major racial and ethnic groups, students experiencing poverty, children with disabilities, and multilingual learners. When applicable, information is also presented by gender, migrant status, homeless status, 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.

## Chapter 3: Student Access to Quality Teachers

Chapter 3 provides information on the professional qualifications of teachers in Colorado. Comparisons are made between high-poverty and low-poverty schools regarding the number of inexperienced teachers, the number of teachers with emergency or provisional credentials, and the number of teachers not teaching in the subject area for which they are certified.

# Academic Achievement and Participation in 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. 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).

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,
* Students experiencing poverty[[1]](#footnote-2) compared to students who are not experiencing poverty,
* Students with disabilities[[2]](#footnote-3) compared to students without disabilities,
* English proficiency status[[3]](#footnote-4),
* Gender,
* Migrant status[[4]](#footnote-5),
* Homeless status[[5]](#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.

States are also required to report the percentage of students assessed and not assessed on academic assessments. Recently arrived (in the U.S. for less than 12 months) multilingual learners can take the English language proficiency (ELP) assessment in lieu of the English language arts assessment. For the purposes of this report, those students are reported as not assessed.

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 the results. Interpretation challenges increase as participation rates decrease and/or representativeness (how well the demographics of the tested student population mirrored the demographics of the enrolled student population) decreases. Some student groups may have tested at a higher rate than other groups. Data will not support all cross-state comparisons and historical uses when participation rates are low and/or representativeness is limited. Cross-year comparisons should consider differences in participations rates and representativeness across years.

## How did students perform and how many students were assessed on the math assessments?

Table 1 shows the number (N) and percentage (%) of students performing at each performance level on the CMAS math assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS Math Assessment[[6]](#footnote-7)

| Student Group | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 53,075 | 81,733 | 82,463 | 93,217 | 19,657 | 330,145 | 41,742 |
| All Students (%) | 16.1% | 24.8% | 25.0% | 28.2% | 6.0% | 88.8% | 11.2% |
| American Indian or Alaska Native (N) | 600 | 701 | 447 | 285 | 40 | 2,073 | 231 |
| American Indian or Alaska Native (%) | 28.9% | 33.8% | 21.6% | 13.7% | 1.9% | 90.0% | 10.0% |
| Asian (N) | 894 | 1,717 | 2,540 | 4,535 | 1,924 | 11,610 | 941 |
| Asian (%) | 7.7% | 14.8% | 21.9% | 39.1% | 16.6% | 92.5% | 7.5% |
| Black or African American (N) | 4,037 | 4,781 | 3,302 | 2,350 | 280 | 14,750 | 2,165 |
| Black or African American (%) | 27.4% | 32.4% | 22.4% | 15.9% | 1.9% | 87.2% | 12.8% |
| Hispanic or Latino (N) | 31,340 | 39,597 | 26,964 | 17,690 | 1,980 | 117,571 | 14,504 |
| Hispanic or Latino (%) | 26.7% | 33.7% | 22.9% | 15.0% | 1.7% | 89.0% | 11.0% |
| White (N) | 13,691 | 30,822 | 44,201 | 61,976 | 13,867 | 164,557 | 21,437 |
| White (%) | 8.3% | 18.7% | 26.9% | 37.7% | 8.4% | 88.5% | 11.5% |
| Native Hawaiian or Other Pacific Islander (N) | 339 | 385 | 276 | 165 | 16 | 1,181 | 132 |
| Native Hawaiian or Other Pacific Islander (%) | 28.7% | 32.6% | 23.4% | 14.0% | 1.4% | 89.9% | 10.1% |
| Two or More Races (N) | 2,156 | 3,651 | 4,493 | 5,737 | 1,431 | 17,468 | 2,236 |
| Two or More Races (%) | 12.3% | 20.9% | 25.7% | 32.8% | 8.2% | 88.7% | 11.3% |
| Eligible for Free/Reduced Meals (N) | 38,438 | 50,049 | 35,554 | 23,921 | 2,496 | 150,458 | 19,287 |
| Eligible for Free/Reduced Meals (%) | 25.5% | 33.3% | 23.6% | 15.9% | 1.7% | 88.6% | 11.4% |
| Not Eligible for Free/Reduced Meals (N) | 14,637 | 31,684 | 46,909 | 69,296 | 17,161 | 179,687 | 22,455 |
| Not Eligible for Free/Reduced Meals (%) | 8.1% | 17.6% | 26.1% | 38.6% | 9.6% | 88.9% | 11.1% |
| With Disabilities (N) | 16,652 | 14,138 | 5,577 | 3,341 | 421 | 40,129 | 9,411 |
| With Disabilities (%) | 41.5% | 35.2% | 13.9% | 8.3% | 1.0% | 81.0% | 19.0% |
| Without Disabilities (N) | 36,423 | 67,595 | 76,886 | 89,876 | 19,236 | 290,016 | 32,331 |
| Without Disabilities (%) | 12.6% | 23.3% | 26.5% | 31.0% | 6.6% | 90.0% | 10.0% |
| Multilingual Learners (N) | 17,124 | 16,083 | 6,601 | 2,529 | 152 | 42,489 | 5,168 |
| Multilingual Learners (%) | 40.3% | 37.9% | 15.5% | 6.0% | 0.4% | 89.2% | 10.8% |
| Experiencing Homelessness (N) | 2,433 | 2,159 | 1,021 | 520 | 34 | 6,167 | 1,668 |
| Experiencing Homelessness (%) | 39.5% | 35.0% | 16.6% | 8.4% | 0.6% | 78.7% | 21.3% |
| In Foster Care (N) | 334 | 365 | 195 | 88 | 6 | 988 | 184 |
| In Foster Care (%) | 33.8% | 36.9% | 19.7% | 8.9% | 0.6% | 84.3% | 15.7% |
| Military Connected (N) | 1,015 | 2,121 | 2,672 | 3,003 | 500 | 9,311 | 1,352 |
| Military Connected (%) | 10.9% | 22.8% | 28.7% | 32.3% | 5.4% | 87.3% | 12.7% |
| Female (N) | 26,749 | 41,876 | 40,997 | 42,882 | 8,227 | 160,731 | 20,807 |
| Female (%) | 16.6% | 26.1% | 25.5% | 26.7% | 5.1% | 88.5% | 11.5% |
| Male (N) | 26,322 | 39,846 | 41,446 | 50,294 | 11,422 | 169,330 | 20,909 |
| Male (%) | 15.5% | 23.5% | 24.5% | 29.7% | 6.7% | 89.0% | 11.0% |
| Migrant (N) | 432 | 441 | 191 | -- | -- | 1,156 | 158 |
| Migrant (%) | 37.4% | 38.1% | 16.5% | -- | -- | 88.0% | 12.0% |

Table 2 shows the number and percentage of students performing at each performance level on the SAT math assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the SAT Math Assessment[[7]](#footnote-8)

| Student Group | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 27,115 | 11,974 | 13,870 | 3,770 | 56,729 | 8,777 |
| All Students (%) | 47.8% | 21.1% | 24.4% | 6.6% | 86.6% | 13.4% |
| American Indian or Alaska Native (N) | 229 | 45 | 45 | 5 | 324 | 74 |
| American Indian or Alaska Native (%) | 70.7% | 13.9% | 13.9% | 1.5% | 81.4% | 18.6% |
| Asian (N) | 516 | 383 | 663 | 472 | 2,034 | 152 |
| Asian (%) | 25.4% | 18.8% | 32.6% | 23.2% | 93.0% | 7.0% |
| Black or African American (N) | 1,628 | 414 | 346 | 63 | 2,451 | 478 |
| Black or African American (%) | 66.4% | 16.9% | 14.1% | 2.6% | 83.7% | 16.3% |
| Hispanic or Latino (N) | 13,772 | 3,379 | 2,407 | 335 | 19,893 | 3,686 |
| Hispanic or Latino (%) | 69.2% | 17.0% | 12.1% | 1.7% | 84.4% | 15.6% |
| White (N) | 9,728 | 7,102 | 9,645 | 2,680 | 29,155 | 3,928 |
| White (%) | 33.4% | 24.4% | 33.1% | 9.2% | 88.1% | 11.9% |
| Native Hawaiian or Other Pacific Islander (N) | 105 | 32 | 26 | 3 | 166 | 29 |
| Native Hawaiian or Other Pacific Islander (%) | 63.3% | 19.3% | 15.7% | 1.8% | 85.1% | 14.9% |
| Two or More Races (N) | 1,116 | 616 | 735 | 212 | 2,679 | 402 |
| Two or More Races (%) | 41.7% | 23.0% | 27.4% | 7.9% | 87.0% | 13.0% |
| Eligible for Free/Reduced Meals (N) | 15,027 | 3,856 | 2,719 | 368 | 21,970 | 4,656 |
| Eligible for Free/Reduced Meals (%) | 68.4% | 17.6% | 12.4% | 1.7% | 82.5% | 17.5% |
| Not Eligible for Free/Reduced Meals (N) | 12,088 | 8,118 | 11,151 | 3,402 | 34,759 | 4,121 |
| Not Eligible for Free/Reduced Meals (%) | 34.8% | 23.4% | 32.1% | 9.8% | 89.4% | 10.6% |
| With Disabilities (N) | 3,728 | 347 | 184 | 41 | 4,300 | 1,720 |
| With Disabilities (%) | 86.7% | 8.1% | 4.3% | 1.0% | 71.4% | 28.6% |
| Without Disabilities (N) | 23,387 | 11,627 | 13,686 | 3,729 | 52,429 | 7,057 |
| Without Disabilities (%) | 44.6% | 22.2% | 26.1% | 7.1% | 88.1% | 11.9% |
| Multilingual Learners (N) | 3,715 | 166 | 59 | 5 | 3,945 | 1,075 |
| Multilingual Learners (%) | 94.2% | 4.2% | 1.5% | 0.1% | 78.6% | 21.4% |
| Experiencing Homelessness (N) | 627 | 87 | 50 | 9 | 773 | 384 |
| Experiencing Homelessness (%) | 81.1% | 11.3% | 6.5% | 1.2% | 66.8% | 33.2% |
| In Foster Care (N) | 124 | 15 | -- | -- | 144 | 78 |
| In Foster Care (%) | 86.1% | 10.4% | -- | -- | 64.9% | 35.1% |
| Military Connected (N) | 547 | 317 | 321 | 77 | 1,262 | 224 |
| Military Connected (%) | 43.3% | 25.1% | 25.4% | 6.1% | 84.9% | 15.1% |
| Female (N) | 13,779 | 6,257 | 6,570 | 1,314 | 27,920 | 4,074 |
| Female (%) | 49.4% | 22.4% | 23.5% | 4.7% | 87.3% | 12.7% |
| Male (N) | 13,313 | 5,701 | 7,276 | 2,448 | 28,738 | 4,692 |
| Male (%) | 46.3% | 19.8% | 25.3% | 8.5% | 86.0% | 14.0% |
| Migrant (N) | 119 | 10 | -- | -- | 140 | 18 |
| Migrant (%) | 85.0% | 7.1% | -- | -- | 88.6% | 11.4% |

Table 3 shows the number and percentage of students performing at each performance level on the CoAlt math assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt Math Assessment[[8]](#footnote-9)

| Student Group | Emerging | Approaching Target | At Target | Advanced | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 1,705 | 771 | 450 | 161 | 3,087 | 1,254 |
| All Students (%) | 55.2% | 25.0% | 14.6% | 5.2% | 71.1% | 28.9% |
| American Indian or Alaska Native (N) | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native (%) | -- | -- | -- | -- | -- | -- |
| Asian (N) | 77 | 24 | 12 | 3 | 116 | 51 |
| Asian (%) | 66.4% | 20.7% | 10.3% | 2.6% | 69.5% | 30.5% |
| Black or African American (N) | 131 | 57 | 50 | 12 | 250 | 102 |
| Black or African American (%) | 52.4% | 22.8% | 20.0% | 4.8% | 71.0% | 29.0% |
| Hispanic or Latino (N) | 770 | 337 | 167 | 66 | 1,340 | 395 |
| Hispanic or Latino (%) | 57.5% | 25.1% | 12.5% | 4.9% | 77.2% | 22.8% |
| White (N) | 622 | 303 | 193 | 72 | 1,190 | 604 |
| White (%) | 52.3% | 25.5% | 16.2% | 6.1% | 66.3% | 33.7% |
| Native Hawaiian or Other Pacific Islander (N) | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Other Pacific Islander (%) | -- | -- | -- | -- | -- | -- |
| Two or More Races (N) | 83 | 42 | 25 | 5 | 155 | 79 |
| Two or More Races (%) | 53.5% | 27.1% | 16.1% | 3.2% | 66.2% | 33.8% |
| Eligible for Free/Reduced Meals (N) | 1,063 | 496 | 307 | 114 | 1,980 | 632 |
| Eligible for Free/Reduced Meals (%) | 53.7% | 25.1% | 15.5% | 5.8% | 75.8% | 24.2% |
| Not Eligible for Free/Reduced Meals (N) | 642 | 275 | 143 | 47 | 1,107 | 622 |
| Not Eligible for Free/Reduced Meals (%) | 58.0% | 24.8% | 12.9% | 4.2% | 64.0% | 36.0% |
| With Disabilities (N) | 1,705 | 771 | 450 | 161 | 3,087 | 1,254 |
| With Disabilities (%) | 55.2% | 25.0% | 14.6% | 5.2% | 71.1% | 28.9% |
| Without Disabilities (N) | -- | -- | -- | -- | -- | -- |
| Without Disabilities (%) | -- | -- | -- | -- | -- | -- |
| Multilingual Learners (N) | 336 | 80 | 36 | 13 | 465 | 123 |
| Multilingual Learners (%) | 72.3% | 17.2% | 7.7% | 2.8% | 79.1% | 20.9% |
| Experiencing Homelessness (N) | 54 | 27 | 17 | 8 | 106 | 34 |
| Experiencing Homelessness (%) | 50.9% | 25.5% | 16.0% | 7.5% | 75.7% | 24.3% |
| In Foster Care (N) | 19 | 12 | 5 | 3 | 39 | 11 |
| In Foster Care (%) | 48.7% | 30.8% | 12.8% | 7.7% | 78.0% | 22.0% |
| Military Connected (N) | 51 | 23 | 22 | 9 | 105 | 49 |
| Military Connected (%) | 48.6% | 21.9% | 21.0% | 8.6% | 68.2% | 31.8% |
| Female (N) | 637 | 313 | 156 | 39 | 1,145 | 446 |
| Female (%) | 55.6% | 27.3% | 13.6% | 3.4% | 72.0% | 28.0% |
| Male (N) | 1,068 | 458 | 294 | 122 | 1,942 | 808 |
| Male (%) | 55.0% | 23.6% | 15.1% | 6.3% | 70.6% | 29.4% |
| Migrant (N) | -- | -- | -- | -- | -- | -- |
| Migrant (%) | -- | -- | -- | -- | -- | -- |

## How did students perform and how many students were assessed on the English language arts assessments?

Table 4 shows the number (N) and percentage (%) of students performing at each performance level on the CMAS English language arts assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS English Language Arts Assessment[[9]](#footnote-10)

| Student Group | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Exempt Newly Arrived MLs | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 46,104 | 57,947 | 77,137 | 113,095 | 29,784 | 324,067 | 5,370 | 39,597 |
| All Students (%) | 14.2% | 17.9% | 23.8% | 34.9% | 9.2% | 87.8% | 1.5% | 10.7% |
| American Indian or Alaska Native (N) | 512 | 524 | 506 | 470 | 56 | 2,068 | 9 | 228 |
| American Indian or Alaska Native (%) | 24.8% | 25.3% | 24.5% | 22.7% | 2.7% | 89.7% | 0.4% | 9.9% |
| Asian (N) | 966 | 1,392 | 2,323 | 4,790 | 1,971 | 11,442 | 286 | 827 |
| Asian (%) | 8.4% | 12.2% | 20.3% | 41.9% | 17.2% | 91.1% | 2.3% | 6.6% |
| Black or African American (N) | 3,397 | 3,456 | 3,740 | 3,503 | 559 | 14,655 | 213 | 2,049 |
| Black or African American (%) | 23.2% | 23.6% | 25.5% | 23.9% | 3.8% | 86.6% | 1.3% | 12.1% |
| Hispanic or Latino (N) | 26,330 | 28,479 | 28,399 | 25,067 | 3,829 | 112,104 | 4,531 | 12,571 |
| Hispanic or Latino (%) | 23.5% | 25.4% | 25.3% | 22.4% | 3.4% | 86.8% | 3.5% | 9.7% |
| White (N) | 12,817 | 21,131 | 37,712 | 71,467 | 21,083 | 164,210 | 298 | 21,489 |
| White (%) | 7.8% | 12.9% | 23.0% | 43.5% | 12.8% | 88.3% | 0.2% | 11.5% |
| Native Hawaiian or Other Pacific Islander (N) | 284 | 321 | 282 | 251 | 37 | 1,175 | 19 | 120 |
| Native Hawaiian or Other Pacific Islander (%) | 24.2% | 27.3% | 24.0% | 21.4% | 3.1% | 89.4% | 1.4% | 9.2% |
| Two or More Races (N) | 1,781 | 2,593 | 4,009 | 7,002 | 2,087 | 17,472 | 14 | 2,223 |
| Two or More Races (%) | 10.2% | 14.8% | 22.9% | 40.1% | 11.9% | 88.6% | 0.1% | 11.3% |
| Eligible for Free/Reduced Meals (N) | 33,531 | 36,485 | 37,795 | 33,814 | 4,737 | 146,362 | 2,827 | 18,173 |
| Eligible for Free/Reduced Meals (%) | 22.9% | 24.9% | 25.8% | 23.1% | 3.2% | 87.5% | 1.7% | 10.8% |
| Not Eligible for Free/Reduced Meals (N) | 12,573 | 21,462 | 39,342 | 79,281 | 25,047 | 177,705 | 2,543 | 21,424 |
| Not Eligible for Free/Reduced Meals (%) | 7.1% | 12.1% | 22.1% | 44.6% | 14.1% | 88.1% | 1.3% | 10.6% |
| With Disabilities (N) | 17,597 | 11,585 | 6,268 | 3,844 | 408 | 39,702 | 32 | 9,492 |
| With Disabilities (%) | 44.3% | 29.2% | 15.8% | 9.7% | 1.0% | 80.7% | 0.1% | 19.2% |
| Without Disabilities (N) | 28,507 | 46,362 | 70,869 | 109,251 | 29,376 | 284,365 | 5,338 | 30,105 |
| Without Disabilities (%) | 10.0% | 16.3% | 24.9% | 38.4% | 10.3% | 88.9% | 1.7% | 9.4% |
| Multilingual Learners (N) | 15,357 | 12,046 | 6,577 | 2,293 | 68 | 36,341 | 5,370 | 3,040 |
| Multilingual Learners (%) | 42.3% | 33.1% | 18.1% | 6.3% | 0.2% | 81.2% | 12.0% | 6.8% |
| Experiencing Homelessness (N) | 1,948 | 1,471 | 1,143 | 753 | 61 | 5,376 | 1,152 | 1,108 |
| Experiencing Homelessness (%) | 36.2% | 27.4% | 21.3% | 14.0% | 1.1% | 70.4% | 15.1% | 14.5% |
| In Foster Care (N) | 315 | 285 | 228 | 148 | 18 | 994 | 2 | 176 |
| In Foster Care (%) | 31.7% | 28.7% | 22.9% | 14.9% | 1.8% | 84.8% | 0.2% | 15.0% |
| Military Connected (N) | 854 | 1,476 | 2,413 | 3,780 | 774 | 9,297 | 18 | 1,336 |
| Military Connected (%) | 9.2% | 15.9% | 26.0% | 40.7% | 8.3% | 87.3% | 0.2% | 12.5% |
| Female (N) | 18,487 | 26,063 | 37,009 | 58,113 | 18,221 | 157,893 | 2,558 | 19,663 |
| Female (%) | 11.7% | 16.5% | 23.4% | 36.8% | 11.5% | 87.7% | 1.4% | 10.9% |
| Male (N) | 27,616 | 31,877 | 40,118 | 54,929 | 11,548 | 166,088 | 2,811 | 19,912 |
| Male (%) | 16.6% | 19.2% | 24.2% | 33.1% | 7.0% | 88.0% | 1.5% | 10.5% |
| Migrant (N) | 431 | 280 | 203 | 110 | 10 | 1,034 | 138 | 112 |
| Migrant (%) | 41.7% | 27.1% | 19.6% | 10.6% | 1.0% | 80.5% | 10.7% | 8.8% |

Table 5 shows the number and percentage of students performing at each performance level on the SAT evidence-based reading and writing assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the SAT Evidence-Based Reading and Writing Assessment[[10]](#footnote-11)

| Student Group | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Exempt Newly Arrived MLs | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 17,294 | 6,724 | 25,534 | 7,033 | 56,585 | 379 | 8,542 |
| All Students (%) | 30.6% | 11.9% | 45.1% | 12.4% | 86.4% | 0.6% | 13.0% |
| American Indian or Alaska Native (N) | 160 | 32 | 119 | 12 | 323 | 2 | 73 |
| American Indian or Alaska Native (%) | 49.5% | 9.9% | 36.8% | 3.7% | 81.2% | 0.5% | 18.3% |
| Asian (N) | 393 | 162 | 941 | 526 | 2,022 | 21 | 143 |
| Asian (%) | 19.4% | 8.0% | 46.5% | 26.0% | 92.5% | 1.0% | 6.5% |
| Black or African American (N) | 1,115 | 330 | 876 | 120 | 2,441 | 19 | 469 |
| Black or African American (%) | 45.7% | 13.5% | 35.9% | 4.9% | 83.3% | 0.6% | 16.1% |
| Hispanic or Latino (N) | 10,020 | 2,825 | 6,223 | 705 | 19,773 | 310 | 3,496 |
| Hispanic or Latino (%) | 50.7% | 14.3% | 31.5% | 3.6% | 83.9% | 1.3% | 14.8% |
| White (N) | 4,915 | 3,037 | 15,941 | 5,261 | 29,154 | 23 | 3,906 |
| White (%) | 16.9% | 10.4% | 54.7% | 18.0% | 88.1% | 0.1% | 11.8% |
| Native Hawaiian or Other Pacific Islander (N) | 74 | 23 | 61 | 6 | 164 | 2 | 29 |
| Native Hawaiian or Other Pacific Islander (%) | 45.1% | 14.0% | 37.2% | 3.7% | 84.1% | 1.0% | 14.9% |
| Two or More Races (N) | 606 | 313 | 1,360 | 402 | 2,681 | 2 | 398 |
| Two or More Races (%) | 22.6% | 11.7% | 50.7% | 15.0% | 87.0% | 0.1% | 12.9% |
| Eligible for Free/Reduced Meals (N) | 10,658 | 3,140 | 7,250 | 848 | 21,896 | 195 | 4,535 |
| Eligible for Free/Reduced Meals (%) | 48.7% | 14.3% | 33.1% | 3.9% | 82.2% | 0.7% | 17.1% |
| Not Eligible for Free/Reduced Meals (N) | 6,636 | 3,584 | 18,284 | 6,185 | 34,689 | 184 | 4,007 |
| Not Eligible for Free/Reduced Meals (%) | 19.1% | 10.3% | 52.7% | 17.8% | 89.2% | 0.5% | 10.3% |
| With Disabilities (N) | 3,191 | 399 | 634 | 88 | 4,312 | 1 | 1,707 |
| With Disabilities (%) | 74.0% | 9.3% | 14.7% | 2.0% | 71.6% | 0.0% | 28.4% |
| Without Disabilities (N) | 14,103 | 6,325 | 24,900 | 6,945 | 52,273 | 378 | 6,835 |
| Without Disabilities (%) | 27.0% | 12.1% | 47.6% | 13.3% | 87.9% | 0.6% | 11.5% |
| Multilingual Learners (N) | 3,478 | 199 | 94 | 4 | 3,775 | 379 | 866 |
| Multilingual Learners (%) | 92.1% | 5.3% | 2.5% | 0.1% | 75.2% | 7.5% | 17.3% |
| Experiencing Homelessness (N) | 505 | 73 | 157 | 21 | 756 | 67 | 334 |
| Experiencing Homelessness (%) | 66.8% | 9.7% | 20.8% | 2.8% | 65.3% | 5.8% | 28.9% |
| In Foster Care (N) | 94 | 14 | -- | -- | 143 | 3 | 76 |
| In Foster Care (%) | 65.7% | 9.8% | -- | -- | 64.4% | 1.4% | 34.2% |
| Military Connected (N) | 289 | 156 | 652 | 163 | 1,260 | 2 | 224 |
| Military Connected (%) | 22.9% | 12.4% | 51.7% | 12.9% | 84.8% | 0.1% | 15.1% |
| Female (N) | 8,256 | 3,443 | 12,837 | 3,320 | 27,856 | 169 | 3,969 |
| Female (%) | 29.6% | 12.4% | 46.1% | 11.9% | 87.1% | 0.5% | 12.4% |
| Male (N) | 9,029 | 3,277 | 12,666 | 3,686 | 28,658 | 210 | 4,562 |
| Male (%) | 31.5% | 11.4% | 44.2% | 12.9% | 85.7% | 0.6% | 13.7% |
| Migrant (N) | 94 | 19 | -- | -- | 138 | 5 | 15 |
| Migrant (%) | 68.1% | 13.8% | -- | -- | 87.3% | 3.2% | 9.5% |

Table 6 shows the number and percentage of students performing at each performance level on the SAT evidence-based reading and writing assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt English Language Arts Assessment[[11]](#footnote-12)

| Student Group | Emerging | Approaching Target | At Target | Advanced | Assessed | Exempt Newly Arrived MLs | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 1,419 | 781 | 742 | 137 | 3,079 | 9 | 1,256 |
| All Students (%) | 46.1% | 25.4% | 24.1% | 4.4% | 70.9% | 0.2% | 28.9% |
| American Indian or Alaska Native (N) | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native (%) | -- | -- | -- | -- | -- | -- | -- |
| Asian (N) | 66 | 31 | -- | -- | 116 | 0 | 51 |
| Asian (%) | 56.9% | 26.7% | -- | -- | 69.5% | 0.0% | 30.5% |
| Black or African American (N) | 111 | 68 | 54 | 15 | 248 | 3 | 102 |
| Black or African American (%) | 44.8% | 27.4% | 21.8% | 6.0% | 70.3% | 0.8% | 28.9% |
| Hispanic or Latino (N) | 638 | 338 | 310 | 48 | 1,334 | 6 | 397 |
| Hispanic or Latino (%) | 47.8% | 25.3% | 23.2% | 3.6% | 76.8% | 0.3% | 22.9% |
| White (N) | 505 | 304 | 315 | 66 | 1,190 | 0 | 604 |
| White (%) | 42.4% | 25.5% | 26.5% | 5.5% | 66.3% | 0.0% | 33.7% |
| Native Hawaiian or Other Pacific Islander (N) | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Other Pacific Islander (%) | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races (N) | 79 | 37 | 35 | 5 | 156 | 0 | 78 |
| Two or More Races (%) | 50.6% | 23.7% | 22.4% | 3.2% | 66.7% | 0.0% | 33.3% |
| Eligible for Free/Reduced Meals (N) | 866 | 507 | 502 | 100 | 1,975 | 4 | 636 |
| Eligible for Free/Reduced Meals (%) | 43.8% | 25.7% | 25.4% | 5.1% | 75.5% | 0.2% | 24.3% |
| Not Eligible for Free/Reduced Meals (N) | 553 | 274 | 240 | 37 | 1,104 | 5 | 620 |
| Not Eligible for Free/Reduced Meals (%) | 50.1% | 24.8% | 21.7% | 3.4% | 63.9% | 0.3% | 35.8% |
| With Disabilities (N) | 1,419 | 781 | 742 | 137 | 3,079 | 9 | 1,256 |
| With Disabilities (%) | 46.1% | 25.4% | 24.1% | 4.4% | 70.9% | 0.2% | 28.9% |
| Without Disabilities (N) | -- | -- | -- | -- | -- | -- | -- |
| Without Disabilities (%) | -- | -- | -- | -- | -- | -- | -- |
| Multilingual Learners (N) | 309 | 73 | 67 | 9 | 458 | 9 | 123 |
| Multilingual Learners (%) | 67.5% | 15.9% | 14.6% | 2.0% | 77.6% | 1.5% | 20.9% |
| Experiencing Homelessness (N) | 40 | 27 | 27 | 11 | 105 | 1 | 34 |
| Experiencing Homelessness (%) | 38.1% | 25.7% | 25.7% | 10.5% | 75.0% | 0.7% | 24.3% |
| In Foster Care (N) | 15 | 6 | 16 | 3 | 40 | 0 | 10 |
| In Foster Care (%) | 37.5% | 15.0% | 40.0% | 7.5% | 80.0% | 0.0% | 20.0% |
| Military Connected (N) | 49 | 25 | 28 | 3 | 105 | 0 | 49 |
| Military Connected (%) | 46.7% | 23.8% | 26.7% | 2.9% | 68.2% | 0.0% | 31.8% |
| Female (N) | 521 | 290 | 270 | 61 | 1,142 | 3 | 446 |
| Female (%) | 45.6% | 25.4% | 23.6% | 5.3% | 71.8% | 0.2% | 28.0% |
| Male (N) | 898 | 491 | 472 | 76 | 1,937 | 6 | 810 |
| Male (%) | 46.4% | 25.3% | 24.4% | 3.9% | 70.4% | 0.2% | 29.4% |
| Migrant (N) | -- | -- | -- | -- | -- | -- | -- |
| Migrant (%) | -- | -- | -- | -- | -- | -- | -- |

Third and fourth grade multilingual 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 percentage of students performing at each performance level on the CSLA assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the Colorado Spanish Language Arts Assessment[[12]](#footnote-13)

| Student Group | Did Not Yet Meet Expectations | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 559 | 843 | 865 | 405 | 49 | 2,721 | 239 |
| All Students (%) | 20.5% | 31.0% | 31.8% | 14.9% | 1.8% | 91.9% | 8.1% |
| American Indian or Alaska Native (N) | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native (%) | -- | -- | -- | -- | -- | -- | -- |
| Asian (N) | -- | -- | -- | -- | -- | -- | -- |
| Asian (%) | -- | -- | -- | -- | -- | -- | -- |
| Black or African American (N) | -- | -- | -- | -- | -- | -- | -- |
| Black or African American (%) | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino (N) | 553 | -- | 858 | -- | -- | 2,703 | 238 |
| Hispanic or Latino (%) | 20.5% | -- | 31.7% | -- | -- | 91.9% | 8.1% |
| White (N) | -- | -- | -- | -- | -- | -- | -- |
| White (%) | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Other Pacific Islander (N) | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Other Pacific Islander (%) | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races (N) | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races (%) | -- | -- | -- | -- | -- | -- | -- |
| Eligible for Free/Reduced Meals (N) | 449 | 691 | 718 | 351 | 40 | 2,249 | 173 |
| Eligible for Free/Reduced Meals (%) | 20.0% | 30.7% | 31.9% | 15.6% | 1.8% | 92.9% | 7.1% |
| Not Eligible for Free/Reduced Meals (N) | 110 | 152 | 147 | 54 | 9 | 472 | 66 |
| Not Eligible for Free/Reduced Meals (%) | 23.3% | 32.2% | 31.1% | 11.4% | 1.9% | 87.7% | 12.3% |
| With Disabilities (N) | 164 | 103 | 28 | -- | -- | 302 | 27 |
| With Disabilities (%) | 54.3% | 34.1% | 9.3% | -- | -- | 91.8% | 8.2% |
| Without Disabilities (N) | 395 | 740 | 837 | -- | -- | 2,419 | 212 |
| Without Disabilities (%) | 16.3% | 30.6% | 34.6% | -- | -- | 91.9% | 8.1% |
| Multilingual Learners (N) | 559 | 843 | 865 | 405 | 49 | 2,721 | 239 |
| Multilingual Learners (%) | 20.5% | 31.0% | 31.8% | 14.9% | 1.8% | 91.9% | 8.1% |
| Experiencing Homelessness (N) | 62 | 52 | 44 | -- | -- | 170 | 39 |
| Experiencing Homelessness (%) | 36.5% | 30.6% | 25.9% | -- | -- | 81.3% | 18.7% |
| In Foster Care (N) | -- | -- | -- | -- | -- | -- | -- |
| In Foster Care (%) | -- | -- | -- | -- | -- | -- | -- |
| Military Connected (N) | -- | -- | -- | -- | -- | -- | -- |
| Military Connected (%) | -- | -- | -- | -- | -- | -- | -- |
| Female (N) | 228 | 390 | 447 | 249 | 30 | 1,344 | 130 |
| Female (%) | 17.0% | 29.0% | 33.3% | 18.5% | 2.2% | 91.2% | 8.8% |
| Male (N) | 331 | 453 | 417 | 156 | 19 | 1,376 | 109 |
| Male (%) | 24.1% | 32.9% | 30.3% | 11.3% | 1.4% | 92.7% | 7.3% |
| Migrant (N) | 4 | 10 | 9 | -- | -- | 27 | 4 |
| Migrant (%) | 14.8% | 37.0% | 33.3% | -- | -- | 87.1% | 12.9% |

## How did students perform and how many students were assessed on the science assessments?

Table 8 shows the number (N) and percentage (%) of students performing at each performance level on the CMAS science assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS Science Assessment[[13]](#footnote-14)

| Student Group | Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 50,263 | 43,948 | 43,006 | 2,746 | 139,963 | 51,283 |
| All Students (%) | 35.9% | 31.4% | 30.7% | 2.0% | 73.2% | 26.8% |
| American Indian or Alaska Native (N) | 510 | 258 | -- | -- | 933 | 284 |
| American Indian or Alaska Native (%) | 54.7% | 27.7% | -- | -- | 76.7% | 23.3% |
| Asian (N) | 1,066 | 1,336 | 2,086 | 227 | 4,715 | 1,606 |
| Asian (%) | 22.6% | 28.3% | 44.2% | 4.8% | 74.6% | 25.4% |
| Black or African American (N) | 3,464 | 1,866 | 963 | 28 | 6,321 | 2,388 |
| Black or African American (%) | 54.8% | 29.5% | 15.2% | 0.4% | 72.6% | 27.4% |
| Hispanic or Latino (N) | 28,625 | 16,123 | 8,083 | 218 | 53,049 | 15,838 |
| Hispanic or Latino (%) | 54.0% | 30.4% | 15.2% | 0.4% | 77.0% | 23.0% |
| White (N) | 14,378 | 21,918 | 28,850 | 2,023 | 67,169 | 28,300 |
| White (%) | 21.4% | 32.6% | 43.0% | 3.0% | 70.4% | 29.6% |
| Native Hawaiian or Other Pacific Islander (N) | 276 | 140 | -- | -- | 492 | 143 |
| Native Hawaiian or Other Pacific Islander (%) | 56.1% | 28.5% | -- | -- | 77.5% | 22.5% |
| Two or More Races (N) | 1,901 | 2,195 | 2,578 | 223 | 6,897 | 2,644 |
| Two or More Races (%) | 27.6% | 31.8% | 37.4% | 3.2% | 72.3% | 27.7% |
| Eligible for Free/Reduced Meals (N) | 33,378 | 19,926 | 10,591 | 260 | 64,155 | 19,600 |
| Eligible for Free/Reduced Meals (%) | 52.0% | 31.1% | 16.5% | 0.4% | 76.6% | 23.4% |
| Not Eligible for Free/Reduced Meals (N) | 16,885 | 24,022 | 32,415 | 2,486 | 75,808 | 31,683 |
| Not Eligible for Free/Reduced Meals (%) | 22.3% | 31.7% | 42.8% | 3.3% | 70.5% | 29.5% |
| With Disabilities (N) | 11,450 | 3,042 | 1,129 | 52 | 15,673 | 6,676 |
| With Disabilities (%) | 73.1% | 19.4% | 7.2% | 0.3% | 70.1% | 29.9% |
| Without Disabilities (N) | 38,813 | 40,906 | 41,877 | 2,694 | 124,290 | 44,607 |
| Without Disabilities (%) | 31.2% | 32.9% | 33.7% | 2.2% | 73.6% | 26.4% |
| Multilingual Learners (N) | 13,084 | 2,399 | 361 | 3 | 15,847 | 3,819 |
| Multilingual Learners (%) | 82.6% | 15.1% | 2.3% | 0.0% | 80.6% | 19.4% |
| Experiencing Homelessness (N) | 1,644 | 555 | 222 | 9 | 2,430 | 1,288 |
| Experiencing Homelessness (%) | 67.7% | 22.8% | 9.1% | 0.4% | 65.4% | 34.6% |
| In Foster Care (N) | 316 | 111 | -- | -- | 471 | 187 |
| In Foster Care (%) | 67.1% | 23.6% | -- | -- | 71.6% | 28.4% |
| Military Connected (N) | 1,004 | 1,271 | 1,362 | 67 | 3,704 | 1,306 |
| Military Connected (%) | 27.1% | 34.3% | 36.8% | 1.8% | 73.9% | 26.1% |
| Female (N) | 23,945 | 21,883 | 20,212 | 1,168 | 67,208 | 26,104 |
| Female (%) | 35.6% | 32.6% | 30.1% | 1.7% | 72.0% | 28.0% |
| Male (N) | 26,313 | 22,047 | 22,760 | 1,575 | 72,695 | 25,123 |
| Male (%) | 36.2% | 30.3% | 31.3% | 2.2% | 74.3% | 25.7% |
| Migrant (N) | 376 | 110 | -- | -- | 524 | 103 |
| Migrant (%) | 71.8% | 21.0% | -- | -- | 83.6% | 16.4% |

Table 9 shows the number and percentage of students performing at each performance level on the CoAlt science assessment, and the corresponding participation rate.

Table : Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt Science Assessment[[14]](#footnote-15)

| Student Group | Emerging | Approaching Target | At Target | Advanced | Assessed | Not Assessed |
| --- | --- | --- | --- | --- | --- | --- |
| All Students (N) | 466 | 407 | 302 | 177 | 1,352 | 645 |
| All Students (%) | 34.5% | 30.1% | 22.3% | 13.1% | 67.7% | 32.3% |
| American Indian or Alaska Native (N) | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native (%) | -- | -- | -- | -- | -- | -- |
| Asian (N) | 16 | 18 | 9 | 4 | 47 | 26 |
| Asian (%) | 34.0% | 38.3% | 19.1% | 8.5% | 64.4% | 35.6% |
| Black or African American (N) | 45 | 26 | 19 | 13 | 103 | 51 |
| Black or African American (%) | 43.7% | 25.2% | 18.4% | 12.6% | 66.9% | 33.1% |
| Hispanic or Latino (N) | 206 | 192 | 124 | 68 | 590 | 203 |
| Hispanic or Latino (%) | 34.9% | 32.5% | 21.0% | 11.5% | 74.4% | 25.6% |
| White (N) | 166 | 152 | 127 | 83 | 528 | 325 |
| White (%) | 31.4% | 28.8% | 24.1% | 15.7% | 61.9% | 38.1% |
| Native Hawaiian or Other Pacific Islander (N) | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Other Pacific Islander (%) | -- | -- | -- | -- | -- | -- |
| Two or More Races (N) | 30 | 16 | 20 | 6 | 72 | 31 |
| Two or More Races (%) | 41.7% | 22.2% | 27.8% | 8.3% | 69.9% | 30.1% |
| Eligible for Free/Reduced Meals (N) | 289 | 241 | 188 | 132 | 850 | 300 |
| Eligible for Free/Reduced Meals (%) | 34.0% | 28.4% | 22.1% | 15.5% | 73.9% | 26.1% |
| Not Eligible for Free/Reduced Meals (N) | 177 | 166 | 114 | 45 | 502 | 345 |
| Not Eligible for Free/Reduced Meals (%) | 35.3% | 33.1% | 22.7% | 9.0% | 59.3% | 40.7% |
| With Disabilities (N) | 466 | 407 | 302 | 177 | 1,352 | 645 |
| With Disabilities (%) | 34.5% | 30.1% | 22.3% | 13.1% | 67.7% | 32.3% |
| Without Disabilities (N) | -- | -- | -- | -- | -- | -- |
| Without Disabilities (%) | -- | -- | -- | -- | -- | -- |
| Multilingual Learners (N) | 82 | 54 | 28 | 9 | 173 | 58 |
| Multilingual Learners (%) | 47.4% | 31.2% | 16.2% | 5.2% | 74.9% | 25.1% |
| Experiencing Homelessness (N) | 14 | 9 | 8 | 11 | 42 | 15 |
| Experiencing Homelessness (%) | 33.3% | 21.4% | 19.0% | 26.2% | 73.7% | 26.3% |
| In Foster Care (N) | -- | -- | -- | -- | -- | -- |
| In Foster Care (%) | -- | -- | -- | -- | -- | -- |
| Military Connected (N) | 11 | 8 | 9 | 6 | 34 | 18 |
| Military Connected (%) | 32.4% | 23.5% | 26.5% | 17.6% | 65.4% | 34.6% |
| Female (N) | 161 | 167 | 128 | 51 | 507 | 227 |
| Female (%) | 31.8% | 32.9% | 25.2% | 10.1% | 69.1% | 30.9% |
| Male (N) | 305 | 240 | 174 | 126 | 845 | 418 |
| Male (%) | 36.1% | 28.4% | 20.6% | 14.9% | 66.9% | 33.1% |
| Migrant (N) | -- | -- | -- | -- | -- | -- |
| Migrant (%) | -- | -- | -- | -- | -- | -- |

# Academic Growth

Under ESSA, states are required to present information on student growth on the academic assessments, for all students and disaggregated by students from major racial and ethnic groups, by economically disadvantaged students, by students with disabilities, and by multilingual learners[[15]](#footnote-16).

Colorado calculates student growth for the CMAS math and English language arts assessments, as well as the SAT math and evidence-based reading and writing assessments[[16]](#footnote-17). A student growth percentile (SGP) defines how much relative growth a student has made, compared to that student’s academic peers. The Colorado Growth Model essentially compares each student’s current achievement to students in the same grade throughout the state who had similar scores in past years. A student growth percentile of 60, for example, indicates a student grew as well as or better than 60% of his/her academic peers. The median is then calculated by taking the individual student growth percentiles of all the students in the group being analyzed, ranking them from lowest to highest, and identifying the middle score. Medians are more appropriate to use than averages when summarizing a collection of percentile scores. For more information regarding median growth percentiles (MGPs), please visit the [Growth in Colorado webpage](http://www.cde.state.co.us/accountability/coloradogrowth).

## How much growth did students make on the CMAS and SAT math assessments?

Table 10 shows the median growth percentiles (MGP) of students in grades 4-8 on the CMAS math assessment. Given how MGPs are calculated, the MGP for all Colorado students tends to fall around the 50th percentile.

Table : Median Growth Percentiles (MGP), by Student Group, on the CMAS Math Assessment[[17]](#footnote-18)

| Student Group | Number of Records | Median Growth Percentile |
| --- | --- | --- |
| All Students | 250,148 | 50.0 |
| American Indian or Alaska Native | 1,507 | 47.0 |
| Asian | 8,775 | 58.0 |
| Black or African American | 10,641 | 47.0 |
| Hispanic or Latino | 88,406 | 46.0 |
| White | 126,349 | 52.0 |
| Native Hawaiian or Other Pacific Islander | 763 | 48.0 |
| Two or More Races | 12,998 | 52.0 |
| Eligible for Free/Reduced Meals | 113,161 | 47.0 |
| With Disabilities | 29,722 | 45.0 |
| Multilingual Learners | 44,583 | 47.0 |

Table 11 shows the median growth percentiles (MGP) of students in grade 11 on the SAT math assessment.

Table : Median Growth Percentiles (MGP), by Student Group, on the SAT Math Assessment[[18]](#footnote-19)

| Student Group | Number of Records | Median Growth Percentile |
| --- | --- | --- |
| All Students | 49,444 | 49.0 |
| American Indian or Alaska Native | 266 | 39.0 |
| Asian | 1,834 | 61.0 |
| Black or African American | 1,975 | 49.0 |
| Hispanic or Latino | 16,707 | 42.0 |
| White | 26,170 | 53.0 |
| Native Hawaiian or Other Pacific Islander | 126 | 46.5 |
| Two or More Races | 2,361 | 50.0 |
| Eligible for Free/Reduced Meals | 18,463 | 42.0 |
| With Disabilities | 3,466 | 28.0 |
| Multilingual Learners | 4,706 | 33.0 |

## How much growth did students make on the CMAS and SAT English language arts assessments?

Table 12 shows the median growth percentiles (MGP) of students in grades 4-8 on the CMAS English language arts assessment. Given how MGPs are calculated, the MGP for all Colorado students tends to fall around the 50th percentile.

Table : Median Growth Percentiles (MGP), by Student Group, on the CMAS English Language Arts Assessment[[19]](#footnote-20)

| Student Group | Number of Records | Median Growth Percentile |
| --- | --- | --- |
| All Students | 246,850 | 50.0 |
| American Indian or Alaska Native | 1,507 | 49.0 |
| Asian | 8,662 | 58.0 |
| Black or African American | 10,639 | 46.0 |
| Hispanic or Latino | 85,352 | 46.0 |
| White | 126,205 | 52.0 |
| Native Hawaiian or Other Pacific Islander | 759 | 48.0 |
| Two or More Races | 13,013 | 52.0 |
| Eligible for Free/Reduced Meals | 110,451 | 46.0 |
| With Disabilities | 29,433 | 43.0 |
| Multilingual Learners | 41,073 | 47.0 |

Table 13 shows the median growth percentiles (MGP) of students in grade 11 on the SAT evidence-based reading and writing assessment.

Table : Median Growth Percentiles (MGP), by Student Group, on the SAT Evidence-Based Reading and Writing Assessment[[20]](#footnote-21)

| Student Group | Number of Records | Median Growth Percentile |
| --- | --- | --- |
| All Students | 49,444 | 49.0 |
| American Indian or Alaska Native | 266 | 46.0 |
| Asian | 1,834 | 57.0 |
| Black or African American | 1,975 | 51.0 |
| Hispanic or Latino | 16,707 | 42.0 |
| White | 26,170 | 53.0 |
| Native Hawaiian or Other Pacific Islander | 126 | 41.0 |
| Two or More Races | 2,361 | 51.0 |
| Eligible for Free/Reduced Meals | 18,463 | 43.0 |
| With Disabilities | 3,466 | 37.0 |
| Multilingual Learners | 4,706 | 34.0 |

# 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[[21]](#footnote-22), by students with disabilities[[22]](#footnote-23), by English proficiency status[[23]](#footnote-24), by homeless status[[24]](#footnote-25), 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). Please note the graduation rates below are reflective of the prior school year.

## What was the 4-year graduation rate?

Table 14 displays the 4-year adjusted cohort graduation rate, showing the percentage of students that graduated within four years.

Table : Four-Year Adjusted Cohort Graduation Rates, by Student Group[[25]](#footnote-26)

| Student Group | Number of Students in Graduation Base | Number of Graduates | Graduation Rate |
| --- | --- | --- | --- |
| All Students | 68,390 | 56,533 | 82.7% |
| American Indian or Alaska Native | 459 | 309 | 67.3% |
| Asian | 2,290 | 2,117 | 92.4% |
| Black or African American | 3,044 | 2,372 | 77.9% |
| Hispanic or Latino | 24,559 | 18,579 | 75.7% |
| White | 34,853 | 30,536 | 87.6% |
| Native Hawaiian or Other Pacific Islander | 199 | 140 | 70.4% |
| Two or More Races | 2,986 | 2,480 | 83.1% |
| Eligible for Free/Reduced Meals | 31,560 | 22,975 | 72.8% |
| With Disabilities | 7,635 | 5,015 | 65.7% |
| Multilingual Learners | 8,489 | 5,834 | 68.7% |
| Experiencing Homelessness | 2,988 | 1,718 | 57.5% |
| In Foster Care | 478 | 167 | 34.9% |

## What was the 7-year graduation rate?

Table 15 displays the 7-year adjusted cohort graduation rate, showing the percentage of students that graduated within seven years.

Table : Seven-Year Adjusted Cohort Graduation Rates, by Student Group[[26]](#footnote-27)

| Student Group | Number of Students in Graduation Base | Number of Graduates | Graduation Rate |
| --- | --- | --- | --- |
| All Students | 67,150 | 58,732 | 87.5% |
| American Indian or Alaska Native | 463 | 353 | 76.2% |
| Asian | 2,340 | 2,242 | 95.8% |
| Black or African American | 3,169 | 2,661 | 84.0% |
| Hispanic or Latino | 22,728 | 18,693 | 82.2% |
| White | 35,758 | 32,429 | 90.7% |
| Native Hawaiian or Other Pacific Islander | 171 | 136 | 79.5% |
| Two or More Races | 2,521 | 2,218 | 88.0% |
| Eligible for Free/Reduced Meals | 31,486 | 25,137 | 79.8% |
| With Disabilities | 7,111 | 5,486 | 77.1% |
| Multilingual Learners | 9,165 | 7,234 | 78.9% |
| Experiencing Homelessness | 3,335 | 2,207 | 66.2% |
| In Foster Care | 887 | 362 | 40.8% |

# English Language Proficiency

Multilingual learners in grades K-12 were administered the Assessing Comprehension and Communication in English (ACCESS for ELLs®), to measure 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).

## How many multilingual 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 on the ACCESS for ELLs assessment, or having both an overall proficiency level and a literacy proficiency level of at least 3 on the alternate ACCESS assessment. Table 16 shows the percentage of multilingual learners achieving English language proficiency on the ACCESS for ELLs assessment.

Table : Number and Percentage of Multilingual Learners Achieving English Language Proficiency on the ACCESS for ELLs Assessment[[27]](#footnote-28)

| Student Group | Total Records | Number Achieving English Language Proficiency | Percent Achieving English Language Proficiency |
| --- | --- | --- | --- |
| Multilingual Learners | 95,772 | 13,385 | 14.0% |

Table 17 shows the percent of English learners achieving English language proficiency on the alternate ACCESS assessment.

Table : Number and Percentage of Multilingual Learners Achieving English Language Proficiency on the Alternate ACCESS Assessment[[28]](#footnote-29)

| Student Group | Total Records | Number Achieving English Language Proficiency | Percent Achieving English Language Proficiency |
| --- | --- | --- | --- |
| Multilingual Learners | 850 | 185 | 21.8% |

# Indicators of School Quality or Student Success

Under ESSA, states are required to select at least one indicator of school quality or student success, presenting results for all students and disaggregated by students from major racial and ethnic groups, by economically disadvantaged students[[29]](#footnote-30), by students with disabilities[[30]](#footnote-31), and by English learners[[31]](#footnote-32). As a result of an amendment approved by the U.S. Department of Education, the School Quality or Student Success (SQSS) Indicators were modified. For elementary and middle grade spans, Colorado was approved to use chronic absenteeism rates. For high school grade spans, Colorado was approved to use dropout rates. Please note the chronic absenteeism and dropout rates below are reflective of the prior school year.

## How many elementary and middle school students were chronically absent, based on unexcused absences only?

For the SQSS Indicator, Colorado altered its definition of chronic absenteeism to include students who were absent, based on unexcused absences only, 10 percent or more of the days enrolled in school during the school year. Table 18 displays the chronic absenteeism rate based on unexcused absences only.

Table : Chronic Absenteeism Rates, by Student Group[[32]](#footnote-33)

| Student Group | Number of Students in Chronic Absenteeism Base | Number of Students Experiencing Chronic Absenteeism | Chronic Absenteeism Rate |
| --- | --- | --- | --- |
| All Students | 578,146 | 39,104 | 6.8% |
| American Indian or Alaska Native | 3,725 | 554 | 14.9% |
| Asian | 19,075 | 582 | 3.1% |
| Black or African American | 27,245 | 4,103 | 15.1% |
| Hispanic or Latino | 200,834 | 23,250 | 11.6% |
| White | 295,374 | 8,532 | 2.9% |
| Native Hawaiian or Other Pacific Islander | 1,982 | 554 | 28.0% |
| Two or More Races | 31,460 | 1,949 | 6.2% |
| Eligible for Free/Reduced Meals | 244,800 | 31,124 | 12.7% |
| With Disabilities | 84,770 | 7,614 | 9.0% |
| Multilingual Learners | 89,788 | 10,190 | 11.3% |

## What was the dropout rate for high school students?

Table 19 displays the dropout rate for high school students, showing the percentage of students that discontinued their educational services without receiving credentials or providing adequate documentation of a transfer to another educational setting. These rates include both students who drop out and who age out of eligibility at age 21.

Table : Dropout Rates, by Student Group[[33]](#footnote-34)

| Student Group | Number of Students in Dropout Base | Number of Dropouts | Dropout Rate |
| --- | --- | --- | --- |
| All Students | 318,581 | 9,254 | 2.9% |
| American Indian or Alaska Native | 2,234 | 134 | 6.0% |
| Asian | 9,798 | 91 | 0.9% |
| Black or African American | 15,288 | 607 | 4.0% |
| Hispanic or Latino | 117,165 | 5,298 | 4.5% |
| White | 158,474 | 2,682 | 1.7% |
| Native Hawaiian or Other Pacific Islander | 1,023 | 56 | 5.5% |
| Two or More Races | 14,599 | 386 | 2.6% |
| Eligible for Free/Reduced Meals | 113,189 | 4,804 | 4.2% |
| With Disabilities | 35,540 | 1,354 | 3.8% |
| Multilingual Learners | 31,141 | 1,883 | 6.0% |

# Long-Term Goals

Under ESSA, states are required to establish long-term goals, and measures of interim progress, for academic achievement, graduation rates, and, for English learners, increases in the percentage of students making progress in achieving English language proficiency. Progress towards academic achievement and graduation rate long-term goals must be reported for all students and disaggregated by students from major racial and ethnic groups, by economically disadvantaged students[[34]](#footnote-35), by students with disabilities[[35]](#footnote-36), and by English learners[[36]](#footnote-37).

## What is the academic achievement performance, using mean scale scores, of students on the CMAS and SAT math and English language arts assessments?

Mean scale scores are presented in Table 20, along with the interim targets and the long-term goals, for students in grades 3-8 on the CMAS/CoAlt math assessment. The long-term goals establish targets for all student groups that are at or above a MSS of 750, which corresponds to meeting state expectations (Level 4), by the year 2039. Long-term goals for student groups that were close to or exceeding a MSS of 750 at baseline were set higher based on an expectation that students continue to make yearly growth consistent with historical trends.

Table : Mean Scale Scores and Long-Term Goals, by Student Group, on the CMAS/CoAlt Math Assessment[[37]](#footnote-38)

| Student Group | Number of Valid Records | Mean Scale Score | Interim Target | Long-Term Goal |
| --- | --- | --- | --- | --- |
| All Students | 333,074 | 734.9 | 738.9 | 750.0 |
| American Indian or Alaska Native | 2,086 | 718.0 | 727.4 | 750.0 |
| Asian | 11,713 | 753.7 | 755.9 | 763.4 |
| Black or African American | 14,953 | 719.6 | 727.0 | 750.0 |
| Hispanic or Latino | 118,748 | 719.4 | 728.9 | 750.0 |
| White | 165,817 | 745.6 | 746.8 | 754.3 |
| Native Hawaiian or Other Pacific Islander | 1,190 | 718.5 | 736.3 | 750.0 |
| Two or More Races | 17,624 | 741.3 | 742.4 | 750.0 |
| Eligible for Free/Reduced Meals | 152,256 | 720.4 | 728.3 | 750.0 |
| With Disabilities | 42,739 | 708.1 | 714.3 | 750.0 |
| Multilingual Learners | 62,407 | 714.8 | 728.4 | 750.0 |

Mean scale scores are presented in Table 21, along with the interim targets and the long-term goals, for students in grades 3-8 on the CMAS/CoAlt English language arts assessment. The long-term goals establish targets for all student groups that are at or above a MSS of 750, which corresponds to meeting state expectations (Level 4), by the year 2039. Long-term goals for student groups that were close to or exceeding a MSS of 750 at baseline were set higher based on an expectation that students continue to make yearly growth consistent with historical trends.

Table : Mean Scale Scores and Long-Term Goals, by Student Group, on the CMAS/CoAlt English Language Arts Assessment[[38]](#footnote-39)

| Student Group | Number of Valid Records | Mean Scale Score | Interim Target | Long-Term Goal |
| --- | --- | --- | --- | --- |
| All Students | 327,546 | 742.5 | 747.7 | 762.7 |
| American Indian or Alaska Native | 2,072 | 725.6 | 732.8 | 750.0 |
| Asian | 11,215 | 756.8 | 762.8 | 777.8 |
| Black or African American | 14,716 | 727.8 | 734.5 | 750.0 |
| Hispanic or Latino | 114,575 | 726.6 | 734.5 | 750.0 |
| White | 165,305 | 753.3 | 756.5 | 771.5 |
| Native Hawaiian or Other Pacific Islander | 1,133 | 725.4 | 745.8 | 760.8 |
| Two or More Races | 17,581 | 749.5 | 753.3 | 768.3 |
| Eligible for Free/Reduced Meals | 149,026 | 727.1 | 733.7 | 750.0 |
| With Disabilities | 42,539 | 707.9 | 715.7 | 750.0 |
| Multilingual Learners | 56,829 | 719.0 | 733.0 | 750.0 |

Mean scale scores are presented in Table 22, along with the interim targets and the long-term goals, for students in grade 11 on the SAT math assessment. The SAT math long-term goals establish targets for all student groups that are at or above a MSS of 530, which corresponds to meeting the SAT college and career readiness benchmark, by the year 2039. Long-term goals for student groups that were close to or exceeding a MSS of 530 were set higher based on an expectation that students continue to make yearly growth consistent with historical trends.

Table : Mean Scale Scores and Long-Term Goals, by Student Group, on the SAT/CoAlt Math Assessment[[39]](#footnote-40)

| Student Group | Number of Valid Records | Mean Scale Score | Interim Target | Long-Term Goal |
| --- | --- | --- | --- | --- |
| All Students | 57,148 | 476.8 | 509.5 | 530.0 |
| American Indian or Alaska Native | 325 | 426.3 | 477.8 | 530.0 |
| Asian | 2,048 | 548.4 | 571.2 | 587.7 |
| Black or African American | 2,472 | 434.1 | 466.9 | 530.0 |
| Hispanic or Latino | 20,074 | 426.6 | 469.9 | 530.0 |
| White | 29,351 | 509.4 | 536.0 | 552.5 |
| Native Hawaiian or Other Pacific Islander | 167 | 435.2 | 498.3 | 530.0 |
| Two or More Races | 2,698 | 490.8 | 525.4 | 541.9 |
| Eligible for Free/Reduced Meals | 22,238 | 427.9 | 467.0 | 530.0 |
| With Disabilities | 4,720 | 380.0 | 416.4 | 530.0 |
| Multilingual Learners | 6,087 | 380.9 | 442.6 | 530.0 |

Mean scale scores are presented in Table 23, along with the interim targets and the long-term goals, for students in grade 11 on the SAT evidence-based reading and writing (EBRW) assessment. The SAT math long-term goals establish targets for all student groups that are at or above a MSS of 480, which corresponds to meeting the SAT college and career readiness benchmark, by the year 2039. Long-term goals for student groups that were close to or exceeding a MSS of 530 were set higher based on an expectation that students continue to make yearly growth consistent with historical trends.

Table : Mean Scale Scores and Long-Term Goals, by Student Group, on the SAT/CoAlt Evidence-Based Reading & Writing Assessment[[40]](#footnote-41)

| Student Group | Number of Valid Records | Mean Scale Score | Interim Target | Long-Term Goal |
| --- | --- | --- | --- | --- |
| All Students | 56,519 | 500.6 | 519.9 | 534.9 |
| American Indian or Alaska Native | 324 | 452.3 | 473.6 | 488.6 |
| Asian | 1,999 | 547.6 | 555.7 | 570.7 |
| Black or African American | 2,421 | 458.0 | 469.5 | 484.5 |
| Hispanic or Latino | 19,598 | 446.2 | 469.3 | 484.3 |
| White | 29,310 | 536.5 | 549.0 | 564.0 |
| Native Hawaiian or Other Pacific Islander | 161 | 456.4 | 507.9 | 522.9 |
| Two or More Races | 2,693 | 518.4 | 538.3 | 553.3 |
| Eligible for Free/Reduced Meals | 21,857 | 450.0 | 466.8 | 481.8 |
| With Disabilities | 4,723 | 395.8 | 425.6 | 480.0 |
| Multilingual Learners | 5,439 | 380.6 | 437.0 | 480.0 |

## What were the 4-year and extended-year (7-year) adjusted cohort graduation rates?

Table 24 shows the 4-year graduation rates, in comparison to the interim targets established.

Table : 4-Year Graduation Rates and Long-Term Goals, by Student Group[[41]](#footnote-42)

| Student Group | Graduation Rate | Interim Target |
| --- | --- | --- |
| All Students | 82.7% | 84.2% |
| American Indian or Alaska Native | 67.3% | 71.5% |
| Asian | 92.4% | 89.5% |
| Black or African American | 77.9% | 78.9% |
| Hispanic or Latino | 75.7% | 77.4% |
| White | 87.6% | 88.3% |
| Native Hawaiian or Other Pacific Islander | 70.4% | 80.8% |
| Two or More Races | 83.1% | 84.3% |
| Eligible for Free/Reduced Meals | 72.8% | 75.9% |
| With Disabilities | 65.7% | 67.9% |
| Multilingual Learners | 68.7% | 71.1% |

Table 25 shows the 7-year graduation rates, in comparison to the interim targets established.

Table : 7-Year Graduation Rates and Long-Term Goals, by Student Group[[42]](#footnote-43)

| Student Group | Graduation Rate | Interim Target |
| --- | --- | --- |
| All Students | 87.5% | 92.2% |
| American Indian or Alaska Native | 76.2% | 81.5% |
| Asian | 95.8% | 100.0% |
| Black or African American | 84.0% | 87.3% |
| Hispanic or Latino | 82.2% | 84.2% |
| White | 90.7% | 96.1% |
| Native Hawaiian or Other Pacific Islander | 79.5% | 91.3% |
| Two or More Races | 88.0% | 94.2% |
| Eligible for Free/Reduced Meals | 79.8% | 82.6% |
| With Disabilities | 77.1% | 81.4% |
| Multilingual Learners | 78.9% | 80.2% |

## How many English learners were on track to achieving English language proficiency?

Table 26 shows the percent of English learners making progress towards achieving English language proficiency (ELP), in comparison to the interim targets and the long-term goals established. Different long-term goals were established for students in grades K-5 compared to students in grades 6-12, as data indicates significantly different patterns for students at elementary grades versus students in higher grades. Students not redesignated by 5th grade, or first enrolling in the US in later grades, show longer and more varied patterns of ELP acquisition.

Table : Percent of Students on Track to Achieving English Language Proficiency, in Comparison to Long-Term Goals[[43]](#footnote-44)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Span | Number of Records | Number on Track to Achieving English Language Proficiency | Percent on Track to Achieving English Language Proficiency | Interim Target | Long-Term Goal |
| Elementary | 39,444 | 24,803 | 62.9% | 63.7% | 66.4% |
| Middle | 14,254 | 3,656 | 25.6% | 29.1% | 37.6% |
| High | 15,473 | 3,537 | 22.9% | 29.1% | 37.6% |

# 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 2020-21 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).

## Measures of School Quality, Climate, and Safety

Table 27 shows the total number of students receiving in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, and referrals to law enforcement.

Table : Number of Students Disciplined[[44]](#footnote-45)

| In School Suspensions | Out of School Suspensions | Expulsions | Referrals to Law Enforcement | School Related Arrests |
| --- | --- | --- | --- | --- |
| 7,311 | 11,783 | 213 | 650 | 15 |

Table 28 shows the demographic characteristics of the students disciplined, in relation to the demographics of all students enrolled.

Table : Demographics of Students Disciplined[[45]](#footnote-46)

| 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% | 0.6% | 0.9% | 0.9% | 0.9% | 0.0% |
| Asian | 3.2% | 0.5% | 0.7% | 2.3% | 1.2% | 6.7% |
| Black or African American | 4.6% | 4.2% | 5.0% | 8.5% | 5.8% | 13.3% |
| Hispanic or Latino | 34.2% | 33.2% | 37.2% | 36.6% | 42.2% | 53.3% |
| White | 52.4% | 56.5% | 51.2% | 46.0% | 45.2% | 26.7% |
| Native Hawaiian or Other Pacific Islander | 0.3% | 0.2% | 0.2% | 0.5% | 0.3% | 0.0% |
| Two or More Races | 4.7% | 4.9% | 4.8% | 5.2% | 4.3% | 0.0% |
| With Disabilities | 11.8% | 23.6% | 25.4% | 27.2% | 28.3% | 13.3% |
| Multilingual Learners | 12.6% | 2.4% | 6.0% | 6.1% | 8.5% | 20.0% |

In the CRDC, schools also report on incidents of violence (see Table 29).

Table : Incidents of Violence Reported[[46]](#footnote-47)

| Rape or Attempted Rape | Sexual Assault | Robbery with a Weapon | Robbery Without a Weapon |
| --- | --- | --- | --- |
| 0 | 23 | 1 | 52 |

Schools also reported on incidents of physical attacks or fights with a weapon, incidents of physical attacks or fights without a weapon, incidents in which threats of physical attack were made, and incidents of possession of a firearm or explosive device (see Table 30).

Table : Incidents of Violence Reported, Continued[[47]](#footnote-48)

| Physical Attack or Fight with a Weapon | Physical Attack or Fight without a Weapon | Threats of Physical Attack with a Weapon | Threats of Physical Attack without a Weapon | Possession of a Firearm or Explosive Device |
| --- | --- | --- | --- | --- |
| 22 | 1,856 | 56 | 439 | 23 |

Also, in the CRDC, schools report on incidents of harassment or bullying (see Table 31).

Table : Incidents of Harassment or Bullying[[48]](#footnote-49)

| Basis of Sex | Basis of Race, Color, or National Origin | Basis of Disability | Basis of Sexual Orientation | Basis of Religion |
| --- | --- | --- | --- | --- |
| 153 | 80 | 11 | 59 | 6 |

## Students Enrolled in Preschool Programs

In the CRDC, schools report on the number of students enrolled in preschool programs (Table 32).

Table : Number of Students Enrolled in Preschool Programs[[49]](#footnote-50)

| Student Group | Number of Preschool Students Enrolled |
| --- | --- |
| All Students | 25,973 |
| American Indian or Alaska Native | 147 |
| Asian | 922 |
| Black or African American | 1,362 |
| Hispanic or Latino | 9,893 |
| White | 12,394 |
| Native Hawaiian or Other Pacific Islander | 51 |
| Two or More Races | 1,204 |
| With Disabilities | 6,671 |
| Multilingual Learners | 54 |

## Students Enrolled in Accelerated Coursework

In the CRDC, schools also report on the number of students enrolled in Advanced Placement (AP) courses (Table 33).

Table : Number of Students Enrolled in Advanced Placement (AP) Courses[[50]](#footnote-51)

| Student Group | Number of Students Enrolled in at Least One AP Course |
| --- | --- |
| All Students | 53,676 |
| American Indian or Alaska Native | 225 |
| Asian | 3,564 |
| Black or African American | 1,939 |
| Hispanic or Latino | 11,178 |
| White | 34,068 |
| Native Hawaiian or Other Pacific Islander | 111 |
| Two or More Races | 2,591 |
| With Disabilities | 798 |
| Multilingual Learners | 1,462 |

In the CRDC, schools also report on the number of students enrolled in International Baccalaureate courses (Table 34).

Table : Number of Students Enrolled in International Baccalaureate (IB) Courses[[51]](#footnote-52)

| Student Group | Number of Students Enrolled in at Least One AP Course |
| --- | --- |
| All Students | 8,939 |
| American Indian or Alaska Native | 31 |
| Asian | 600 |
| Black or African American | 422 |
| Hispanic or Latino | 2,920 |
| White | 4,493 |
| Native Hawaiian or Other Pacific Islander | 27 |
| Two or More Races | 446 |
| With Disabilities | 311 |
| Multilingual Learners | 634 |

# Per Pupil Expenditures

Financial data are available on the [Financial Transparency for Colorado Schools webpage](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).

Table 35 shows the number and percentage (based on the total number of students assessed) of students taking the CoAlt math assessment.

Table : Number and Percent of Students Taking the CoAlt Math Assessment[[52]](#footnote-53)

| Grade | Number Taking Alternate Assessment | Percent Taking Alternate Assessment |
| --- | --- | --- |
| Grade 3 | 409 | 0.7% |
| Grade 4 | 437 | 0.8% |
| Grade 5 | 464 | 0.8% |
| Grade 6 | 422 | 0.8% |
| Grade 7 | 457 | 0.8% |
| Grade 8 | 477 | 0.9% |
| Grade 11 | 421 | 0.7% |

Table 36 shows the number and percentage of students taking the CoAlt English language arts assessment.

Table : Number and Percent of Students Taking the CoAlt English Language Arts Assessment[[53]](#footnote-54)

| Grade | Number Taking Alternate Assessment | Percent Taking Alternate Assessment |
| --- | --- | --- |
| Grade 3 | 409 | 0.7% |
| Grade 4 | 437 | 0.8% |
| Grade 5 | 464 | 0.8% |
| Grade 6 | 419 | 0.8% |
| Grade 7 | 456 | 0.8% |
| Grade 8 | 478 | 0.9% |
| Grade 11 | 416 | 0.7% |

Table 37 shows the number and percentage of students taking the CoAlt science assessment.

Table : Number and Percent of Students Taking the CoAlt Science Assessment[[54]](#footnote-55)

| Grade | Number Taking Alternate Assessment | Percent Taking Alternate Assessment |
| --- | --- | --- |
| Grade 5 | 458 | 0.8% |
| Grade 8 | 473 | 0.9% |
| Grade 11 | 421 | 1.2% |

# National Assessment of Educational Progress

Students in grades 4 and 8 participate in the National Assessment of Educational Progress (NAEP), which is administered at least once every two years. Results from 2023-24 are shown in shown in Tables 38 through 41, along with the national average.

Table 38 shows the average scale score for all 4th grade students in Colorado taking the NAEP Math assessment, compared to the national average.

Table : Performance of Students on the NAEP Math Assessment, Grade 4[[55]](#footnote-56)

| Student Group | Average Scale Score (CO) | Average Scale Score (National) |
| --- | --- | --- |
| All Students | 239.1 | 237.5 |
| American Indian or Alaska Native | -- | 217.6 |
| Asian | 235.5 | 258.7 |
| Black or African American | 225.6 | 219.7 |
| Hispanic or Latino | 223.4 | 227.1 |
| White | 251.0 | 246.9 |
| Native Hawaiian or Other Pacific Islander | -- | 220.6 |
| Two or More Races | 247.1 | 241.0 |
| Eligible for Free/Reduced Meals | 224.1 | 225.9 |
| With Disabilities | 211.6 | 209.6 |
| Multilingual Learners | 208.3 | 215.7 |

Table 39 shows the average scale score for all 8th grade students in Colorado taking the NAEP Math assessment, compared to the national average.

Table : Performance of Students on the NAEP Math Assessment, Grade 8[[56]](#footnote-57)

| Student Group | Average Scale Score (CO) | Average Scale Score (National) |
| --- | --- | --- |
| All Students | 278.1 | 273.8 |
| American Indian or Alaska Native | -- | 252.4 |
| Asian | 309.9 | 307.7 |
| Black or African American | 253.2 | 251.7 |
| Hispanic or Latino | 261.3 | 258.4 |
| White | 289.9 | 285.7 |
| Native Hawaiian or Other Pacific Islander | -- | 258.2 |
| Two or More Races | 281.8 | 278.3 |
| Eligible for Free/Reduced Meals | 259.4 | 257.5 |
| With Disabilities | 233.6 | 235.9 |
| Multilingual Learners | 226.5 | 237.7 |

Table 40 shows the average scale score for all 4th grade students in Colorado taking the NAEP Reading assessment, compared to the national average.

Table : Performance of Students on the NAEP Reading Assessment, Grade 4[[57]](#footnote-58)

| Student Group | Average Scale Score (CO) | Average Scale Score (National) |
| --- | --- | --- |
| All Students | 220.9 | 215.0 |
| American Indian or Alaska Native | -- | 195.0 |
| Asian | 230.5 | 236.5 |
| Black or African American | 209.1 | 199.1 |
| Hispanic or Latino | 204.3 | 203.2 |
| White | 233.2 | 224.6 |
| Native Hawaiian or Other Pacific Islander | -- | 207.0 |
| Two or More Races | 223.1 | 219.6 |
| Eligible for Free/Reduced Meals | 203.5 | 202.0 |
| With Disabilities | 177.3 | 179.7 |
| Multilingual Learners | 186.6 | 184.9 |

Table 41 shows the average scale score for all 8th grade students in Colorado taking the NAEP Reading assessment, compared to the national average.

Table : Performance of Students on the NAEP Reading Assessment, Grade 8[[58]](#footnote-59)

| Student Group | Average Scale Score (CO) | Average Scale Score (National) |
| --- | --- | --- |
| All Students | 264.5 | 258.0 |
| American Indian or Alaska Native | -- | 245.9 |
| Asian | 279.8 | 281.5 |
| Black or African American | 262.0 | 243.2 |
| Hispanic or Latino | 248.4 | 245.4 |
| White | 273.2 | 267.1 |
| Native Hawaiian or Other Pacific Islander | -- | 250.9 |
| Two or More Races | 280.3 | 262.7 |
| Eligible for Free/Reduced Meals | 250.3 | 244.6 |
| With Disabilities | 224.6 | 222.4 |
| Multilingual Learners | 218.3 | 220.3 |

# 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 institutions, 4-year institutions, postsecondary career and technical education (CTE) programs, and the military. Results are currently available overall, for all students, for the prior year graduation cohort. Table 42 shows the number and percentage of high school graduates who, for the first academic year after graduation, enrolled in programs of postsecondary education or enlisted in the military.

Table : Number and Percent of Students Enrolling in Postsecondary Education Within One Year of Graduation[[59]](#footnote-60)

| Program Type | Number of Students Enrolled | Percent of Students Enrolled |
| --- | --- | --- |
| All | 35,397 | 57.2% |
| 2-Year Institutions | 7,461 | 12.1% |
| 4-Year Institutions | 24,557 | 39.7% |
| Postsecondary Career and Technical Education Programs | 4,938 | 8.0% |
| Military | 586 | 0.9% |

1. Students experiencing poverty are defined as those students who are eligible for free or reduced priced meals. Please visit the CDE Office of School Nutrition’s webpage on [Free and Reduced Price Processes](http://www.cde.state.co.us/nutrition/nutrifreeandreducedprocesses). [↑](#footnote-ref-2)
2. 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. Please visit the [CDE Office of Special Education webpage](http://www.cde.state.co.us/cdesped). [↑](#footnote-ref-3)
3. Refer to Section 8101(20) of ESSA for a complete definition. For the purposes of federal reporting on academic achievement and participation, multilingual learners are defined as students with non-English proficiency (NEP) and limited English proficiency (LEP). This differs from accountability under ESSA, in which all students identified as NEP, LEP, and FEP (fluent English proficiency) are included in the multilingual 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). [↑](#footnote-ref-4)
4. Refer to Section 1309(3) of 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). Please visit the CDE Office of Migrant Education’s webpage on the [Migrant Education Program](http://www.cde.state.co.us/migrant). [↑](#footnote-ref-5)
5. 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. 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). [↑](#footnote-ref-6)
6. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-7)
7. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-8)
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14. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-15)
15. For the purposes of federal reporting on academic growth, multilingual learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP), as well as fluent English proficient (FEP) students for not more than 4 years after redesignation, which is consistent with accountability under ESSA. Please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english). [↑](#footnote-ref-16)
16. For the purposes of federal reporting on academic growth, only those records meeting accountability inclusion rules are included in the results, which is consistent with accountability under ESSA. [↑](#footnote-ref-17)
17. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-18)
18. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-19)
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20. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-21)
21. 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). [↑](#footnote-ref-22)
22. 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). [↑](#footnote-ref-23)
23. 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), as well as fluent English proficient (FEP) students in monitor status. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english). [↑](#footnote-ref-24)
24. 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). [↑](#footnote-ref-25)
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28. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-29)
29. 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). [↑](#footnote-ref-30)
30. 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). [↑](#footnote-ref-31)
31. Please refer to Section 8101(20) of the *Every Student Succeeds Act* (*ESSA*) for a complete definition. For the purposes of federal reporting on dropout and chronic absenteeism rates, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP), as well as fluent English proficient (FEP) students in monitor status. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english). [↑](#footnote-ref-32)
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33. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-34)
34. 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). [↑](#footnote-ref-35)
35. 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). [↑](#footnote-ref-36)
36. For the purposes of federal reporting on the long-term goals for academic achievement, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP), as well as fluent English proficient (FEP) students for not more than 4 years after redesignation, which is consistent with the state accountability system. For the purposes of federal reporting on the long-term goals for graduation rates, English learners are defined as students who are non-English proficient (NEP) and limited English proficient (LEP), as well as fluent English proficient (FEP) students in monitor status. For additional information, please visit the [CDE Office of Culturally and Linguistically Diverse Education webpage](http://www.cde.state.co.us/cde_english). [↑](#footnote-ref-37)
37. Dashes (--) indicate the value for this field is not displayed to protect student privacy. [↑](#footnote-ref-38)
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