



**COLORADO**  
Department of Education

# Chapter 2: Performance of All K-12 Students (2024-2025)

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## Executive Summary

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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](#)). 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.



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## Introduction

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Colorado's ESSA State Report is available on [CDE's Every Student Succeeds Act \(ESSA\) State Report webpage](#) 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.

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## Academic Achievement and Participation in State Assessments

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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](#).

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<sup>1</sup> compared to students who are not experiencing poverty,

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<sup>1</sup> 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](#).



- Students with disabilities<sup>2</sup> compared to students without disabilities,
- English proficiency status<sup>3</sup>,
- Gender,
- Migrant status<sup>4</sup>,
- Homeless status<sup>5</sup>,
- 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.

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<sup>2</sup> 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](#).

<sup>3</sup> 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](#).

<sup>4</sup> 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](#).

<sup>5</sup> 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](#).



**Table 1: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS Math Assessment<sup>6</sup>**

Student Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
All Students (N)	54,015	76,449	82,245	97,966	21,144	331,819	39,650
All Students (%)	16.3%	23.0%	24.8%	29.5%	6.4%	89.3%	10.7%
American Indian or Alaska Native (N)	589	610	432	280	28	1,939	247
American Indian or Alaska Native (%)	30.4%	31.5%	22.3%	14.4%	1.4%	88.7%	11.3%
Asian (N)	1,048	1,703	2,574	4,895	2,036	12,256	749
Asian (%)	8.6%	13.9%	21.0%	39.9%	16.6%	94.2%	5.8%
Black or African American (N)	3,933	4,541	3,563	2,635	318	14,990	2,099
Black or African American (%)	26.2%	30.3%	23.8%	17.6%	2.1%	87.7%	12.3%
Hispanic or Latino (N)	32,724	37,769	28,105	19,398	2,145	120,141	13,201
Hispanic or Latino (%)	27.2%	31.4%	23.4%	16.1%	1.8%	90.1%	9.9%
White (N)	13,232	27,861	42,678	64,458	14,945	163,174	20,754
White (%)	8.1%	17.1%	26.2%	39.5%	9.2%	88.7%	11.3%
Native Hawaiian or Other Pacific Islander (N)	331	404	267	197	20	1,219	132
Native Hawaiian or Other Pacific Islander (%)	27.2%	33.1%	21.9%	16.2%	1.6%	90.2%	9.8%
Two or More Races (N)	2,152	3,559	4,620	6,097	1,652	18,080	2,456
Two or More Races (%)	11.9%	19.7%	25.6%	33.7%	9.1%	88.0%	12.0%
Eligible for Free/Reduced Meals (N)	35,666	42,052	31,528	21,805	2,283	133,334	17,046
Eligible for Free/Reduced Meals (%)	26.7%	31.5%	23.6%	16.4%	1.7%	88.7%	11.3%
Not Eligible for Free/Reduced Meals (N)	18,349	34,397	50,717	76,161	18,861	198,485	22,604
Not Eligible for Free/Reduced Meals (%)	9.2%	17.3%	25.6%	38.4%	9.5%	89.8%	10.2%
With Disabilities (N)	17,602	13,389	5,817	3,709	516	41,033	10,176
With Disabilities (%)	42.9%	32.6%	14.2%	9.0%	1.3%	80.1%	19.9%
Without Disabilities (N)	36,413	63,060	76,428	94,257	20,628	290,786	29,474
Without Disabilities (%)	12.5%	21.7%	26.3%	32.4%	7.1%	90.8%	9.2%
Multilingual Learners (N)	19,085	15,857	6,946	2,751	153	44,792	3,541
Multilingual Learners (%)	42.6%	35.4%	15.5%	6.1%	0.3%	92.7%	7.3%
Experiencing Homelessness (N)	2,542	2,146	1,082	503	29	6,302	1,086
Experiencing Homelessness (%)	40.3%	34.1%	17.2%	8.0%	0.5%	85.3%	14.7%
In Foster Care (N)	326	347	224	77	8	982	201
In Foster Care (%)	33.2%	35.3%	22.8%	7.8%	0.8%	83.0%	17.0%
Military Connected (N)	1,069	2,011	2,602	2,991	494	9,167	1,293
Military Connected (%)	11.7%	21.9%	28.4%	32.6%	5.4%	87.6%	12.4%
Female (N)	26,902	39,405	41,685	45,460	8,365	161,817	19,619
Female (%)	16.6%	24.4%	25.8%	28.1%	5.2%	89.2%	10.8%

<sup>6</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
Male (N)	27,104	37,033	40,542	52,458	12,767	169,904	20,003
Male (%)	16.0%	21.8%	23.9%	30.9%	7.5%	89.5%	10.5%
Migrant (N)	467	379	184	90	14	1,134	75
Migrant (%)	41.2%	33.4%	16.2%	7.9%	1.2%	93.8%	6.2%

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 2: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the SAT Math Assessment<sup>7</sup>**

Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
All Students (N)	26,656	11,981	14,581	4,043	57,261	9,067
All Students (%)	46.6%	20.9%	25.5%	7.1%	86.3%	13.7%
American Indian or Alaska Native (N)	181	35	51	10	277	72
American Indian or Alaska Native (%)	65.3%	12.6%	18.4%	3.6%	79.4%	20.6%
Asian (N)	535	356	686	472	2,049	153
Asian (%)	26.1%	17.4%	33.5%	23.0%	93.1%	6.9%
Black or African American (N)	1,663	471	375	55	2,564	484
Black or African American (%)	64.9%	18.4%	14.6%	2.1%	84.1%	15.9%
Hispanic or Latino (N)	13,713	3,557	2,660	386	20,316	4,060
Hispanic or Latino (%)	67.5%	17.5%	13.1%	1.9%	83.3%	16.7%
White (N)	9,330	6,883	10,008	2,845	29,066	3,844
White (%)	32.1%	23.7%	34.4%	9.8%	88.3%	11.7%
Native Hawaiian or Other Pacific Islander (N)	114	30	26	4	174	38
Native Hawaiian or Other Pacific Islander (%)	65.5%	17.2%	14.9%	2.3%	82.1%	17.9%
Two or More Races (N)	1,106	648	774	271	2,799	394
Two or More Races (%)	39.5%	23.2%	27.7%	9.7%	87.7%	12.3%
Eligible for Free/Reduced Meals (N)	13,277	3,395	2,563	362	19,597	4,362
Eligible for Free/Reduced Meals (%)	67.8%	17.3%	13.1%	1.8%	81.8%	18.2%
Not Eligible for Free/Reduced Meals (N)	13,379	8,586	12,018	3,681	37,664	4,705
Not Eligible for Free/Reduced Meals (%)	35.5%	22.8%	31.9%	9.8%	88.9%	11.1%
With Disabilities (N)	3,822	356	226	30	4,434	1,815
With Disabilities (%)	86.2%	8.0%	5.1%	0.7%	71.0%	29.0%
Without Disabilities (N)	22,834	11,625	14,355	4,013	52,827	7,252
Without Disabilities (%)	43.2%	22.0%	27.2%	7.6%	87.9%	12.1%
Multilingual Learners (N)	3,923	205	87	14	4,229	1,131
Multilingual Learners (%)	92.8%	4.8%	2.1%	0.3%	78.9%	21.1%
Experiencing Homelessness (N)	581	96	54	7	738	358

<sup>7</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
Experiencing Homelessness (%)	78.7%	13.0%	7.3%	0.9%	67.3%	32.7%
In Foster Care (N)	127	17	--	--	156	106
In Foster Care (%)	81.4%	10.9%	--	--	59.5%	40.5%
Military Connected (N)	566	289	332	56	1,243	245
Military Connected (%)	45.5%	23.3%	26.7%	4.5%	83.5%	16.5%
Female (N)	13,443	6,202	6,893	1,521	28,059	4,212
Female (%)	47.9%	22.1%	24.6%	5.4%	86.9%	13.1%
Male (N)	13,190	5,765	7,659	2,518	29,132	4,843
Male (%)	45.3%	19.8%	26.3%	8.6%	85.7%	14.3%
Migrant (N)	116	12	--	--	139	14
Migrant (%)	83.5%	8.6%	--	--	90.8%	9.2%

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 3: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt Math Assessment<sup>8</sup>**

Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Not Assessed
All Students (N)	1,601	677	475	158	2,911	1,324
All Students (%)	55.0%	23.3%	16.3%	5.4%	68.7%	31.3%
American Indian or Alaska Native (N)	6	9	--	--	20	7
American Indian or Alaska Native (%)	30.0%	45.0%	--	--	74.1%	25.9%
Asian (N)	75	16	16	6	113	73
Asian (%)	66.4%	14.2%	14.2%	5.3%	60.8%	39.2%
Black or African American (N)	120	59	40	16	235	84
Black or African American (%)	51.1%	25.1%	17.0%	6.8%	73.7%	26.3%
Hispanic or Latino (N)	736	289	193	57	1,275	420
Hispanic or Latino (%)	57.7%	22.7%	15.1%	4.5%	75.2%	24.8%
White (N)	573	259	199	67	1,098	635
White (%)	52.2%	23.6%	18.1%	6.1%	63.4%	36.6%
Native Hawaiian or Other Pacific Islander (N)	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander (%)	--	--	--	--	--	--
Two or More Races (N)	73	37	20	8	138	96
Two or More Races (%)	52.9%	26.8%	14.5%	5.8%	59.0%	41.0%
Eligible for Free/Reduced Meals (N)	917	431	299	105	1,752	579
Eligible for Free/Reduced Meals (%)	52.3%	24.6%	17.1%	6.0%	75.2%	24.8%
Not Eligible for Free/Reduced Meals (N)	684	246	176	53	1,159	745
Not Eligible for Free/Reduced Meals (%)	59.0%	21.2%	15.2%	4.6%	60.9%	39.1%
With Disabilities (N)	1,601	677	475	158	2,911	1,324

<sup>8</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Not Assessed
With Disabilities (%)	55.0%	23.3%	16.3%	5.4%	68.7%	31.3%
Without Disabilities (N)	--	--	--	--	--	--
Without Disabilities (%)	--	--	--	--	--	--
Multilingual Learners (N)	330	78	48	14	470	133
Multilingual Learners (%)	70.2%	16.6%	10.2%	3.0%	77.9%	22.1%
Experiencing Homelessness (N)	51	36	24	6	117	43
Experiencing Homelessness (%)	43.6%	30.8%	20.5%	5.1%	73.1%	26.9%
In Foster Care (N)	15	10	6	5	36	17
In Foster Care (%)	41.7%	27.8%	16.7%	13.9%	67.9%	32.1%
Military Connected (N)	61	24	18	4	107	45
Military Connected (%)	57.0%	22.4%	16.8%	3.7%	70.4%	29.6%
Female (N)	618	279	164	37	1,098	456
Female (%)	56.3%	25.4%	14.9%	3.4%	70.7%	29.3%
Male (N)	983	398	311	121	1,813	868
Male (%)	54.2%	22.0%	17.2%	6.7%	67.6%	32.4%
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 4: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS English Language Arts Assessment<sup>9</sup>**

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)	48,326	55,876	75,725	116,276	29,747	325,950	2,699	39,590
All Students (%)	14.8%	17.1%	23.2%	35.7%	9.1%	88.5%	0.7%	10.8%
American Indian or Alaska Native (N)	500	464	483	425	55	1,927	3	255
American Indian or Alaska Native (%)	25.9%	24.1%	25.1%	22.1%	2.9%	88.2%	0.1%	11.7%
Asian (N)	1110	1,402	2,436	5,172	1,905	12,025	269	713
Asian (%)	9.2%	11.7%	20.3%	43.0%	15.8%	92.5%	2.1%	5.5%
Black or African American (N)	3,382	3,501	3,724	3,739	570	14,916	138	2,040
Black or African American (%)	22.7%	23.5%	25.0%	25.1%	3.8%	87.3%	0.8%	11.9%
Hispanic or Latino (N)	28,718	27,408	28,489	26,530	3,937	115,082	2,092	12,938

<sup>9</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Exempt Newly Arrived MLs	Not Assessed
Hispanic or Latino (%)	25.0%	23.8%	24.8%	23.1%	3.4%	88.4%	1.6%	9.9%
White (N)	12,432	20,253	36,116	72,820	21,082	162,703	175	21,042
White (%)	7.6%	12.4%	22.2%	44.8%	13.0%	88.5%	0.1%	11.4%
Native Hawaiian or Other Pacific Islander (N)	300	282	327	259	46	1,214	7	130
Native Hawaiian or Other Pacific Islander (%)	24.7%	23.2%	26.9%	21.3%	3.8%	89.9%	0.5%	9.6%
Two or More Races (N)	1,881	2,559	4,147	7,325	2,151	18,063	15	2,460
Two or More Races (%)	10.4%	14.2%	23.0%	40.6%	11.9%	87.9%	0.1%	12.0%
Eligible for Free/Reduced Meals (N)	32,020	31,413	32,600	30,086	3,962	130,081	1,460	16,786
Eligible for Free/Reduced Meals (%)	24.6%	24.1%	25.1%	23.1%	3.0%	87.7%	1.0%	11.3%
Not Eligible for Free/Reduced Meals (N)	16,306	24,463	43,125	86,190	25,785	195,869	1,239	22,804
Not Eligible for Free/Reduced Meals (%)	8.3%	12.5%	22.0%	44.0%	13.2%	89.1%	0.6%	10.4%
With Disabilities (N)	18,279	11,268	6,376	4,250	429	40,602	31	10,274
With Disabilities (%)	45.0%	27.8%	15.7%	10.5%	1.1%	79.8%	0.1%	20.2%
Without Disabilities (N)	30,047	44,608	69,349	112,026	29,318	285,348	2,668	29,316
Without Disabilities (%)	10.5%	15.6%	24.3%	39.3%	10.3%	89.9%	0.8%	9.2%
Multilingual Learners (N)	18,548	12,018	6,370	2,198	52	39,186	2,699	3,177
Multilingual Learners (%)	47.3%	30.7%	16.3%	5.6%	0.1%	87.0%	6.0%	7.1%
Experiencing Homelessness (N)	2,316	1,461	1,126	742	68	5,713	482	1,022
Experiencing Homelessness (%)	40.5%	25.6%	19.7%	13.0%	1.2%	79.2%	6.7%	14.2%
In Foster Care (N)	333	260	218	161	9	981	4	202
In Foster Care (%)	33.9%	26.5%	22.2%	16.4%	0.9%	82.6%	0.3%	17.0%
Military Connected (N)	913	1,467	2,405	3,610	751	9,146	16	1,284
Military Connected (%)	10.0%	16.0%	26.3%	39.5%	8.2%	87.6%	0.2%	12.3%
Female (N)	19,593	25,098	36,690	59,795	17,848	159,024	1,311	19,532
Female (%)	12.3%	15.8%	23.1%	37.6%	11.2%	88.4%	0.7%	10.9%
Male (N)	28,728	30,772	39,022	56,431	11,876	166,829	1,388	20,029
Male (%)	17.2%	18.4%	23.4%	33.8%	7.1%	88.6%	0.7%	10.6%
Migrant (N)	499	255	182	92	10	1,038	89	62
Migrant (%)	48.1%	24.6%	17.5%	8.9%	1.0%	87.3%	7.5%	5.2%

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 5: 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<sup>10</sup>**

Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Exempt Newly Arrived MLs	Not Assessed
All Students (N)	15,386	6,644	27,613	7,563	57,206	180	8,942
All Students (%)	26.9%	11.6%	48.3%	13.2%	86.2%	0.3%	13.5%
American Indian or Alaska Native (N)	119	36	102	20	277	0	72
American Indian or Alaska Native (%)	43.0%	13.0%	36.8%	7.2%	79.4%	0.0%	20.6%
Asian (N)	379	183	973	507	2,042	14	146
Asian (%)	18.6%	9.0%	47.6%	24.8%	92.7%	0.6%	6.6%
Black or African American (N)	1,055	350	1,033	123	2,561	7	480
Black or African American (%)	41.2%	13.7%	40.3%	4.8%	84.0%	0.2%	15.7%
Hispanic or Latino (N)	9,185	2,977	7,259	842	20,263	155	3,958
Hispanic or Latino (%)	45.3%	14.7%	35.8%	4.2%	83.1%	0.6%	16.2%
White (N)	4,017	2,777	16,687	5,589	29,070	3	3,837
White (%)	13.8%	9.6%	57.4%	19.2%	88.3%	0.0%	11.7%
Native Hawaiian or Other Pacific Islander (N)	74	25	65	11	175	1	36
Native Hawaiian or Other Pacific Islander (%)	42.3%	14.3%	37.1%	6.3%	82.5%	0.5%	17.0%
Two or More Races (N)	549	295	1,488	470	2,802	0	391
Two or More Races (%)	19.6%	10.5%	53.1%	16.8%	87.8%	0.0%	12.2%
Eligible for Free/Reduced Meals (N)	8,754	2,827	7,156	821	19,558	104	4,297
Eligible for Free/Reduced Meals (%)	44.8%	14.5%	36.6%	4.2%	81.6%	0.4%	17.9%
Not Eligible for Free/Reduced Meals (N)	6,632	3,817	20,457	6,742	37,648	76	4,645
Not Eligible for Free/Reduced Meals (%)	17.6%	10.1%	54.3%	17.9%	88.9%	0.2%	11.0%
With Disabilities (N)	3,097	478	769	94	4,438	1	1,810
With Disabilities (%)	69.8%	10.8%	17.3%	2.1%	71.0%	0.0%	29.0%
Without Disabilities (N)	12,289	6,166	26,844	7,469	52,768	179	7,132
Without Disabilities (%)	23.3%	11.7%	50.9%	14.2%	87.8%	0.3%	11.9%
Multilingual Learners (N)	3,724	275	--	--	4,161	180	1,019
Multilingual Learners (%)	89.5%	6.6%	--	--	77.6%	3.4%	19.0%
Experiencing Homelessness (N)	409	108	189	16	722	48	326
Experiencing Homelessness (%)	56.6%	15.0%	26.2%	2.2%	65.9%	4.4%	29.7%
In Foster Care (N)	100	15	36	5	156	1	105
In Foster Care (%)	64.1%	9.6%	23.1%	3.2%	59.5%	0.4%	40.1%
Military Connected (N)	273	135	671	164	1,243	0	245
Military Connected (%)	22.0%	10.9%	54.0%	13.2%	83.5%	0.0%	16.5%
Female (N)	7,187	3,363	13,759	3,733	28,042	68	4,161

<sup>10</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Exempt Newly Arrived MLs	Not Assessed
Female (%)	25.6%	12.0%	49.1%	13.3%	86.9%	0.2%	12.9%
Male (N)	8,190	3,278	13,817	3,809	29,094	112	4,769
Male (%)	28.2%	11.3%	47.5%	13.1%	85.6%	0.3%	14.0%
Migrant (N)	96	10	29	3	138	3	12
Migrant (%)	69.6%	7.2%	21.0%	2.2%	90.2%	2.0%	7.8%

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 6: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt English Language Arts Assessment<sup>11</sup>**

Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Exempt Newly Arrived MLs	Not Assessed
All Students (N)	1,336	702	731	146	2,915	3	1,319
All Students (%)	45.8%	24.1%	25.1%	5.0%	68.8%	0.1%	31.1%
American Indian or Alaska Native (N)	5	6	--	--	20	0	7
American Indian or Alaska Native (%)	25.0%	30.0%	--	--	74.1%	0.0%	25.9%
Asian (N)	69	23	16	3	111	1	74
Asian (%)	62.2%	20.7%	14.4%	2.7%	59.7%	0.5%	39.8%
Black or African American (N)	97	63	58	16	234	0	84
Black or African American (%)	41.5%	26.9%	24.8%	6.8%	73.6%	0.0%	26.4%
Hispanic or Latino (N)	613	304	306	55	1,278	2	417
Hispanic or Latino (%)	48.0%	23.8%	23.9%	4.3%	75.3%	0.1%	24.6%
White (N)	477	258	305	61	1,101	0	633
White (%)	43.3%	23.4%	27.7%	5.5%	63.5%	0.0%	36.5%
Native Hawaiian or Other Pacific Islander (N)	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander (%)	--	--	--	--	--	--	--
Two or More Races (N)	58	41	29	10	138	0	96
Two or More Races (%)	42.0%	29.7%	21.0%	7.2%	59.0%	0.0%	41.0%
Eligible for Free/Reduced Meals (N)	777	418	470	93	1,758	3	571
Eligible for Free/Reduced Meals (%)	44.2%	23.8%	26.7%	5.3%	75.4%	0.1%	24.5%
Not Eligible for Free/Reduced Meals (N)	559	284	261	53	1,157	0	748
Not Eligible for Free/Reduced Meals (%)	48.3%	24.5%	22.6%	4.6%	60.7%	0.0%	39.3%
With Disabilities (N)	1,336	702	731	146	2,915	3	1,319

<sup>11</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Exempt Newly Arrived MLs	Not Assessed
With Disabilities (%)	45.8%	24.1%	25.1%	5.0%	68.8%	0.1%	31.1%
Without Disabilities (N)	--	--	--	--	--	--	--
Without Disabilities (%)	--	--	--	--	--	--	--
Multilingual Learners (N)	308	99	51	12	470	3	132
Multilingual Learners (%)	65.5%	21.1%	10.9%	2.6%	77.7%	0.5%	21.8%
Experiencing Homelessness (N)	48	25	36	3	112	3	45
Experiencing Homelessness (%)	42.9%	22.3%	32.1%	2.7%	70.0%	1.9%	28.1%
In Foster Care (N)	9	7	15	5	36	0	17
In Foster Care (%)	25.0%	19.4%	41.7%	13.9%	67.9%	0.0%	32.1%
Military Connected (N)	62	23	24	3	112	0	40
Military Connected (%)	55.4%	20.5%	21.4%	2.7%	73.7%	0.0%	26.3%
Female (N)	481	270	286	63	1,100	2	452
Female (%)	43.7%	24.5%	26.0%	5.7%	70.8%	0.1%	29.1%
Male (N)	855	432	445	83	1,815	1	867
Male (%)	47.1%	23.8%	24.5%	4.6%	67.6%	0.0%	32.3%
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 7: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the Colorado Spanish Language Arts Assessment<sup>12</sup>**

Student Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
All Students (N)	584	813	1,086	402	34	2,919	403
All Students (%)	20.0%	27.9%	37.2%	13.8%	1.2%	87.9%	12.1%
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)	--	808	1,080	--	--	2,904	402
Hispanic or Latino (%)	--	27.8%	37.2%	--	--	87.8%	12.2%

<sup>12</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
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)	365	518	723	272	20	1,898	236
Eligible for Free/Reduced Meals (%)	19.2%	27.3%	38.1%	14.3%	1.1%	88.9%	11.1%
Not Eligible for Free/Reduced Meals (N)	219	295	363	130	14	1,021	167
Not Eligible for Free/Reduced Meals (%)	21.4%	28.9%	35.6%	12.7%	1.4%	85.9%	14.1%
With Disabilities (N)	149	75	37	--	--	264	67
With Disabilities (%)	56.4%	28.4%	14.0%	--	--	79.8%	20.2%
Without Disabilities (N)	435	738	1,049	--	--	2,655	336
Without Disabilities (%)	16.4%	27.8%	39.5%	--	--	88.8%	11.2%
Multilingual Learners (N)	584	813	1,086	402	34	2,919	403
Multilingual Learners (%)	20.0%	27.9%	37.2%	13.8%	1.2%	87.9%	12.1%
Experiencing Homelessness (N)	51	37	39	--	--	144	31
Experiencing Homelessness (%)	35.4%	25.7%	27.1%	--	--	82.3%	17.7%
In Foster Care (N)	--	--	--	--	--	--	--
In Foster Care (%)	--	--	--	--	--	--	--
Military Connected (N)	3	5	--	--	--	16	2
Military Connected (%)	18.8%	31.3%	--	--	--	88.9%	11.1%
Female (N)	240	382	535	236	24	1,417	197
Female (%)	16.9%	27.0%	37.8%	16.7%	1.7%	87.8%	12.2%
Male (N)	344	431	551	166	10	1,502	206
Male (%)	22.9%	28.7%	36.7%	11.1%	0.7%	87.9%	12.1%
Migrant (N)	5	11	--	--	--	23	5
Migrant (%)	21.7%	47.8%	--	--	--	82.1%	17.9%

### 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 8: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CMAS Science Assessment<sup>13</sup>**

Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
All Students (N)	48,006	44,074	45,609	3,262	140,951	50,335
All Students (%)	34.1%	31.3%	32.4%	2.3%	73.7%	26.3%
American Indian or Alaska Native (N)	408	261	144	4	817	262
American Indian or Alaska Native (%)	49.9%	31.9%	17.6%	0.5%	75.7%	24.3%
Asian (N)	1,212	1,344	2,150	253	4,959	1566
Asian (%)	24.4%	27.1%	43.4%	5.1%	76.0%	24.0%
Black or African American (N)	3,374	1,967	1,089	51	6,481	2,338
Black or African American (%)	52.1%	30.4%	16.8%	0.8%	73.5%	26.5%
Hispanic or Latino (N)	27,607	16,783	8,623	306	53,319	15,601
Hispanic or Latino (%)	51.8%	31.5%	16.2%	0.6%	77.4%	22.6%
White (N)	13,365	21,300	30,560	2,381	67,606	27,554
White (%)	19.8%	31.5%	45.2%	3.5%	71.0%	29.0%
Native Hawaiian or Other Pacific Islander (N)	262	156	103	3	524	150
Native Hawaiian or Other Pacific Islander (%)	50.0%	29.8%	19.7%	0.6%	77.7%	22.3%
Two or More Races (N)	1,776	2,263	2,938	264	7,241	2,859
Two or More Races (%)	24.5%	31.3%	40.6%	3.6%	71.7%	28.3%
Eligible for Free/Reduced Meals (N)	28,589	17,647	9,710	317	56,263	17,335
Eligible for Free/Reduced Meals (%)	50.8%	31.4%	17.3%	0.6%	76.4%	23.6%
Not Eligible for Free/Reduced Meals (N)	19,417	26,427	35,899	2,945	84,688	33,000
Not Eligible for Free/Reduced Meals (%)	22.9%	31.2%	42.4%	3.5%	72.0%	28.0%
With Disabilities (N)	11,173	3,364	1,395	61	15,993	7,049
With Disabilities (%)	69.9%	21.0%	8.7%	0.4%	69.4%	30.6%
Without Disabilities (N)	36,833	40,710	44,214	3,201	124,958	43,286
Without Disabilities (%)	29.5%	32.6%	35.4%	2.6%	74.3%	25.7%
Multilingual Learners (N)	13,346	2,567	374	4	16,291	3,308
Multilingual Learners (%)	81.9%	15.8%	2.3%	0.0%	83.1%	16.9%
Experiencing Homelessness (N)	1,644	539	--	--	2,403	1,029
Experiencing Homelessness (%)	68.4%	22.4%	--	--	70.0%	30.0%
In Foster Care (N)	281	115	--	--	440	207
In Foster Care (%)	63.9%	26.1%	--	--	68.0%	32.0%
Military Connected (N)	960	1,290	1,361	64	3,675	1,210
Military Connected (%)	26.1%	35.1%	37.0%	1.7%	75.2%	24.8%
Female (N)	23,312	22,226	20,823	1,431	67,792	25,451
Female (%)	34.4%	32.8%	30.7%	2.1%	72.7%	27.3%
Male (N)	24,684	21,831	24,741	1,827	73,083	24,820
Male (%)	33.8%	29.9%	33.9%	2.5%	74.6%	25.4%
Migrant (N)	339	105	--	--	472	59

<sup>13</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Assessed	Not Assessed
Migrant (%)	71.8%	22.2%	--	--	88.9%	11.1%

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 9: Number and Percentage of Students Scoring at Each Performance Level (and Corresponding Participation Rates), by Student Group, on the CoAlt Science Assessment<sup>14</sup>**

Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Not Assessed
All Students (N)	366	332	314	153	1,165	775
All Students (%)	31.4%	28.5%	27.0%	13.1%	60.1%	39.9%
American Indian or Alaska Native (N)	--	--	--	--	--	--
American Indian or Alaska Native (%)	--	--	--	--	--	--
Asian (N)	28	14	10	4	56	48
Asian (%)	50.0%	25.0%	17.9%	7.1%	53.8%	46.2%
Black or African American (N)	24	27	36	11	98	56
Black or African American (%)	24.5%	27.6%	36.7%	11.2%	63.6%	36.4%
Hispanic or Latino (N)	164	159	123	56	502	261
Hispanic or Latino (%)	32.7%	31.7%	24.5%	11.2%	65.8%	34.2%
White (N)	131	116	126	68	441	355
White (%)	29.7%	26.3%	28.6%	15.4%	55.4%	44.6%
Native Hawaiian or Other Pacific Islander (N)	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander (%)	--	--	--	--	--	--
Two or More Races (N)	16	11	15	9	51	51
Two or More Races (%)	31.4%	21.6%	29.4%	17.6%	50.0%	50.0%
Eligible for Free/Reduced Meals (N)	183	200	197	97	677	297
Eligible for Free/Reduced Meals (%)	27.0%	29.5%	29.1%	14.3%	69.5%	30.5%
Not Eligible for Free/Reduced Meals (N)	183	132	117	56	488	478
Not Eligible for Free/Reduced Meals (%)	37.5%	27.0%	24.0%	11.5%	50.5%	49.5%
With Disabilities (N)	366	332	314	153	1,165	775
With Disabilities (%)	31.4%	28.5%	27.0%	13.1%	60.1%	39.9%
Without Disabilities (N)	--	--	--	--	--	--
Without Disabilities (%)	--	--	--	--	--	--
Multilingual Learners (N)	70	57	25	9	161	68
Multilingual Learners (%)	43.5%	35.4%	15.5%	5.6%	70.3%	29.7%
Experiencing Homelessness (N)	13	13	13	6	45	23
Experiencing Homelessness (%)	28.9%	28.9%	28.9%	13.3%	66.2%	33.8%
In Foster Care (N)	--	--	--	--	--	--
In Foster Care (%)	--	--	--	--	--	--
Military Connected (N)	11	17	13	3	44	19

<sup>14</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Emerging	Approaching Target	At Target	Advanced	Assessed	Not Assessed
Military Connected (%)	25.0%	38.6%	29.5%	6.8%	69.8%	30.2%
Female (N)	132	152	120	47	451	246
Female (%)	29.3%	33.7%	26.6%	10.4%	64.7%	35.3%
Male (N)	234	180	194	106	714	529
Male (%)	32.8%	25.2%	27.2%	14.8%	57.4%	42.6%
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<sup>15</sup>.

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<sup>16</sup>. 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](#).

### 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 50<sup>th</sup> percentile.

**Table 10: Median Growth Percentiles (MGP), by Student Group, on the CMAS Math Assessment<sup>17</sup>**

Student Group	Number of Records	Median Growth Percentile
All Students	249,788	50.0
American Indian or Alaska Native	1,454	44.0

<sup>15</sup> 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](#).

<sup>16</sup> 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.

<sup>17</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Number of Records	Median Growth Percentile
Asian	9,135	58.0
Black or African American	10,764	49.0
Hispanic or Latino	89,041	46.0
White	125,109	52.0
Native Hawaiian or Other Pacific Islander	841	48.0
Two or More Races	13,442	52.0
Eligible for Free/Reduced Meals	99,317	46.0
With Disabilities	30,124	44.0
Multilingual Learners	46,870	47.0

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

**Table 11: Median Growth Percentiles (MGP), by Student Group, on the SAT Math Assessment<sup>18</sup>**

Student Group	Number of Records	Median Growth Percentile
All Students	50,326	49.0
American Indian or Alaska Native	233	48.0
Asian	1,842	57.0
Black or African American	2,120	46.0
Hispanic or Latino	17,264	45.0
White	26,275	52.0
Native Hawaiian or Other Pacific Islander	140	46.0
Two or More Races	2,452	51.0
Eligible for Free/Reduced Meals	16,573	44.0
With Disabilities	3,731	38.0
Multilingual Learners	4,866	41.0

**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.

<sup>18</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

**Table 12: Median Growth Percentiles (MGP), by Student Group, on the CMAS English Language Arts Assessment<sup>19</sup>**

Student Group	Number of Records	Median Growth Percentile
All Students	244,773	50.0
American Indian or Alaska Native	1,443	45.0
Asian	9,012	58.0
Black or African American	10,708	47.0
Hispanic or Latino	84,638	47.0
White	124,699	52.0
Native Hawaiian or Other Pacific Islander	836	46.5
Two or More Races	13,435	50.0
Eligible for Free/Reduced Meals	95,844	46.0
With Disabilities	29,703	43.0
Multilingual Learners	41,955	48.0

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

**Table 13: Median Growth Percentiles (MGP), by Student Group, on the SAT Evidence-Based Reading and Writing Assessment<sup>20</sup>**

Student Group	Number of Records	Median Growth Percentile
All Students	50,326	49.0
American Indian or Alaska Native	233	42.0
Asian	1,842	52.0
Black or African American	2,120	49.0
Hispanic or Latino	17,264	43.0
White	26,275	53.0
Native Hawaiian or Other Pacific Islander	140	43.0
Two or More Races	2,452	52.0
Eligible for Free/Reduced Meals	16,573	44.0
With Disabilities	3,731	39.0
Multilingual Learners	4,866	39.0

<sup>19</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

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## 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<sup>21</sup>, by students with disabilities<sup>22</sup>, by English proficiency status<sup>23</sup>, by homeless status<sup>24</sup>, 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](#). 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 14: Four-Year Adjusted Cohort Graduation Rates, by Student Group<sup>25</sup>**

Student Group	Number of Students in Graduation Base	Number of Graduates	Graduation Rate
All Students	69,301	58,024	83.7%
American Indian or Alaska Native	459	318	69.3%
Asian	2,234	2,078	93.0%
Black or African American	3,084	2,388	77.4%
Hispanic or Latino	24,886	19,101	76.8%
White	35,325	31,370	88.8%
Native Hawaiian or Other Pacific Islander	210	146	69.5%
Two or More Races	3,103	2,623	84.5%
Eligible for Free/Reduced Meals	34,358	26,030	75.8%
With Disabilities	7,868	5,361	68.1%

<sup>21</sup> 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](#).

<sup>22</sup> 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](#).

<sup>23</sup> 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](#).

<sup>24</sup> 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](#).

<sup>25</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

Student Group	Number of Students in Graduation Base	Number of Graduates	Graduation Rate
Multilingual Learners	8,671	6,073	70.0%
Experiencing Homelessness	3,065	1,863	60.8%
In Foster Care	483	192	39.8%

### 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 15: Seven-Year Adjusted Cohort Graduation Rates, by Student Group<sup>26</sup>**

Student Group	Number of Students in Graduation Base	Number of Graduates	Graduation Rate
All Students	68,081	59,219	87.0%
American Indian or Alaska Native	470	354	75.3%
Asian	2,344	2,226	95.0%
Black or African American	3,031	2,504	82.6%
Hispanic or Latino	23,254	19,029	81.8%
White	36,052	32,580	90.4%
Native Hawaiian or Other Pacific Islander	213	179	84.0%
Two or More Races	2,717	2,347	86.4%
Eligible for Free/Reduced Meals	31,430	24,699	78.6%
With Disabilities	7,453	5,684	76.3%
Multilingual Learners	8,750	6,794	77.6%
Experiencing Homelessness	3,039	1,937	63.7%
In Foster Care	734	289	39.4%

## 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](#).

### 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.

<sup>26</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Table 16 shows the percentage of multilingual learners achieving English language proficiency on the ACCESS for ELLs assessment.

**Table 16: Number and Percentage of Multilingual Learners Achieving English Language Proficiency on the ACCESS for ELLs Assessment<sup>27</sup>**

Student Group	Total Records	Number Achieving English Language Proficiency	Percent Achieving English Language Proficiency
Multilingual Learners	98,749	12,769	12.9%

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

**Table 17: Number and Percentage of Multilingual Learners Achieving English Language Proficiency on the Alternate ACCESS Assessment<sup>28</sup>**

Student Group	Total Records	Number Achieving English Language Proficiency	Percent Achieving English Language Proficiency
Multilingual Learners	954	200	21.0%

## 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<sup>29</sup>, by students with disabilities<sup>30</sup>, and by English learners<sup>31</sup>. 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?

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<sup>28</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>29</sup> 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](#).

<sup>30</sup> 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](#).

<sup>31</sup> 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](#).

For the SQSS Indicator, Colorado’s definition of chronic absenteeism includes students who were absent, based on excused and unexcused absences, 10 percent or more of the days enrolled in school during the school year. Table 18 displays the chronic absenteeism rate<sup>32</sup>.

**Table 18: Chronic Absenteeism Rates, by Student Group<sup>33</sup>**

Student Group	Number of Students in Chronic Absenteeism Base	Number of Students Experiencing Chronic Absenteeism	Chronic Absenteeism Rate
All Students	579,642	140,215	24.2%
American Indian or Alaska Native	3,584	1,499	41.8%
Asian	19,579	2,985	15.2%
Black or African American	27,096	7,916	29.2%
Hispanic or Latino	206,653	68,195	33.0%
White	289,710	51,690	17.8%
Native Hawaiian or Other Pacific Islander	2,208	1,079	48.9%
Two or More Races	32,302	7,648	23.7%
Eligible for Free/Reduced Meals	271,594	93,270	34.3%
With Disabilities	87,697	27,652	31.5%
Multilingual Learners	98,180	31,159	31.7%

### 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 19: Dropout Rates, by Student Group<sup>34</sup>**

Student Group	Number of Students in Dropout Base	Number of Dropouts	Dropout Rate
All Students	320,143	8,508	2.7%
American Indian or Alaska Native	2,150	99	4.6%
Asian	9,698	93	1.0%
Black or African American	15,743	567	3.6%
Hispanic or Latino	120,605	5,088	4.2%
White	155,855	2,262	1.5%
Native Hawaiian or Other Pacific Islander	1,079	61	5.7%
Two or More Races	15,013	338	2.3%
Eligible for Free/Reduced Meals	136,530	5,006	3.7%

<sup>32</sup> For additional attendance data, please visit [CDE’s Attendance website](#).

<sup>33</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>34</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Number of Students in Dropout Base	Number of Dropouts	Dropout Rate
With Disabilities	36,488	1,146	3.1%
Multilingual Learners	34,185	1,972	5.8%

## 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<sup>35</sup>, by students with disabilities<sup>36</sup>, and by English learners<sup>37</sup>.

### 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 20: Mean Scale Scores and Long-Term Goals, by Student Group, on the CMAS/CoAlt Math Assessment<sup>38</sup>**

Student Group	Number of Valid Records	Mean Scale Score	Interim Target	Long-Term Goal
All Students	334,626	735.9	739.7	750.0
American Indian or Alaska Native	1,956	717.4	728.9	750.0
Asian	12,356	753.9	756.4	763.4
Black or African American	15,176	721.5	728.6	750.0
Hispanic or Latino	121,311	719.9	730.3	750.0
White	164,364	747.3	747.3	754.3

<sup>35</sup> 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](#).

<sup>36</sup> 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](#).

<sup>37</sup> 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](#).

<sup>38</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



Student Group	Number of Valid Records	Mean Scale Score	Interim Target	Long-Term Goal
Native Hawaiian or Other Pacific Islander	1,231	719.1	737.2	750.0
Two or More Races	18,213	742.7	742.9	750.0
Eligible for Free/Reduced Meals	134,947	720.2	729.8	750.0
With Disabilities	43,510	708.1	716.7	750.0
Multilingual Learners	66,447	715.0	729.8	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 21: Mean Scale Scores and Long-Term Goals, by Student Group, on the CMAS/CoAlt English Language Arts Assessment<sup>39</sup>**

Student Group	Number of Valid Records	Mean Scale Score	Interim Target	Long-Term Goal
All Students	329,436	742.5	748.7	762.7
American Indian or Alaska Native	1,934	725.4	734.0	750.0
Asian	11,817	756.0	763.8	777.8
Black or African American	14,927	728.7	735.5	750.0
Hispanic or Latino	117,610	726.4	735.6	750.0
White	163,761	753.9	757.5	771.5
Native Hawaiian or Other Pacific Islander	1,197	726.3	746.8	760.8
Two or More Races	18,171	749.6	754.3	768.3
Eligible for Free/Reduced Meals	132,268	726.2	734.8	750.0
With Disabilities	43,276	707.9	718.0	750.0
Multilingual Learners	61,523	718.1	734.1	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.

<sup>39</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



**Table 22: Mean Scale Scores and Long-Term Goals, by Student Group, on the SAT/CoAlt Math Assessment<sup>40</sup>**

Student Group	Number of Valid Records	Mean Scale Score	Interim Target	Long-Term Goal
All Students	57,542	479.3	510.9	530.0
American Indian or Alaska Native	281	443.6	481.3	530.0
Asian	2,061	545.1	572.3	587.7
Black or African American	2,581	433.2	471.1	530.0
Hispanic or Latino	20,377	428.9	473.9	530.0
White	29,245	512.8	537.1	552.5
Native Hawaiian or Other Pacific Islander	178	435.1	500.5	530.0
Two or More Races	2,819	496.2	526.5	541.9
Eligible for Free/Reduced Meals	19,743	428.2	471.2	530.0
With Disabilities	4,780	380.3	424.0	530.0
Multilingual Learners	6,298	383.9	448.4	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 23: Mean Scale Scores and Long-Term Goals, by Student Group, on the SAT/CoAlt Evidence-Based Reading & Writing Assessment<sup>41</sup>**

Student Group	Number of Valid Records	Mean Scale Score	Interim Target	Long-Term Goal
All Students	57,012	508.4	<b>520.9</b>	534.9
American Indian or Alaska Native	280	469.5	<b>474.6</b>	488.6
Asian	2,000	545.9	<b>556.7</b>	570.7
Black or African American	2,524	466.1	<b>470.5</b>	484.5
Hispanic or Latino	20,014	455.7	<b>470.3</b>	484.3
White	29,206	544.2	<b>550.0</b>	564.0
Native Hawaiian or Other Pacific Islander	176	464.2	<b>508.9</b>	522.9
Two or More Races	2,812	529.7	<b>539.3</b>	553.3
Eligible for Free/Reduced Meals	19,443	457.0	<b>467.8</b>	481.8
With Disabilities	4,775	406.7	<b>429.2</b>	480.0
Multilingual Learners	5,768	390.7	<b>439.9</b>	480.0

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

<sup>40</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>41</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

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

**Table 24: 4-Year Graduation Rates and Long-Term Goals, by Student Group<sup>42</sup>**

Student Group	Graduation Rate	Interim Target
All Students	83.7%	85.2%
American Indian or Alaska Native	69.3%	73.4%
Asian	93.0%	90.2%
Black or African American	77.4%	80.3%
Hispanic or Latino	76.8%	78.9%
White	88.8%	89.1%
Native Hawaiian or Other Pacific Islander	69.5%	82.1%
Two or More Races	84.5%	85.4%
Eligible for Free/Reduced Meals	75.8%	77.5%
With Disabilities	68.1%	70.0%
Multilingual Learners	70.0%	73.0%

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

**Table 25: 7-Year Graduation Rates and Long-Term Goals, by Student Group<sup>43</sup>**

Student Group	Graduation Rate	Interim Target
All Students	87.0%	93.8%
American Indian or Alaska Native	75.3%	83.1%
Asian	95.0%	100.0%
Black or African American	82.6%	88.9%
Hispanic or Latino	81.8%	85.8%
White	90.4%	97.7%
Native Hawaiian or Other Pacific Islander	84.0%	92.9%
Two or More Races	86.4%	95.8%
Eligible for Free/Reduced Meals	78.6%	84.2%
With Disabilities	76.3%	83.0%
Multilingual Learners	77.6%	81.8%

**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

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redesignated by 5th grade, or first enrolling in the US in later grades, show longer and more varied patterns of ELP acquisition.

**Table 26: Percent of Students on Track to Achieving English Language Proficiency, in Comparison to Long-Term Goals<sup>44</sup>**

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	40,972	24,375	59.5%	64.6%	66.4%
Middle	14,980	4,210	28.1%	31.9%	37.6%
High	16,846	3,897	23.1%	31.9%	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://www.ed.gov/civildata).

### 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 27: Number of Students Disciplined<sup>45</sup>**

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 28: Demographics of Students Disciplined<sup>46</sup>**

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%

<sup>44</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>45</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>46</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

Student Group	Student Enrollment	In School Suspensions	Out of School Suspensions	Expulsions	Referrals to Law Enforcement	School Related Arrests
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 29: Incidents of Violence Reported<sup>47</sup>**

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 30: Incidents of Violence Reported, Continued<sup>48</sup>**

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 31: Incidents of Harassment or Bullying<sup>49</sup>**

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).

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<sup>48</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>49</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.



**Table 32: Number of Students Enrolled in Preschool Programs<sup>50</sup>**

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 33: Number of Students Enrolled in Advanced Placement (AP) Courses<sup>51</sup>**

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).

<sup>50</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

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**Table 34: Number of Students Enrolled in International Baccalaureate (IB) Courses<sup>52</sup>**

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](#), 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](#).

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

**Table 35: Number and Percent of Students Taking the CoAlt Math Assessment<sup>53</sup>**

Grade	Number Taking Alternate Assessment	Percent Taking Alternate Assessment
Grade 3	413	0.7%
Grade 4	410	0.7%
Grade 5	452	0.8%
Grade 6	471	0.8%
Grade 7	405	0.8%
Grade 8	412	0.8%

<sup>52</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

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Grade	Number Taking Alternate Assessment	Percent Taking Alternate Assessment
Grade 11	348	0.6%

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

**Table 36: Number and Percent of Students Taking the CoAlt English Language Arts Assessment<sup>54</sup>**

Grade	Number Taking Alternate Assessment	Percent Taking Alternate Assessment
Grade 3	409	0.7%
Grade 4	418	0.7%
Grade 5	448	0.8%
Grade 6	471	0.9%
Grade 7	409	0.8%
Grade 8	412	0.8%
Grade 11	348	0.6%

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

**Table 37: Number and Percent of Students Taking the CoAlt Science Assessment<sup>55</sup>**

Grade	Number Taking Alternate Assessment	Percent Taking Alternate Assessment
Grade 5	430	0.8%
Grade 8	396	0.8%
Grade 11	339	1.0%

## 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.

<sup>54</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

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**Table 38: Performance of Students on the NAEP Math Assessment, Grade 4<sup>56</sup>**

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 39: Performance of Students on the NAEP Math Assessment, Grade 8<sup>57</sup>**

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.

<sup>56</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

<sup>57</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.

**Table 40: Performance of Students on the NAEP Reading Assessment, Grade 4<sup>58</sup>**

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 41: Performance of Students on the NAEP Reading Assessment, Grade 8<sup>59</sup>**

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

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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 42: Number and Percent of Students Enrolling in Postsecondary Education Within One Year of Graduation<sup>60</sup>**

Program Type	Number of Students Enrolled	Percent of Students Enrolled
All	35,893	55.2%
2-Year Institutions	7,045	10.8%
4-Year Institutions	25,051	38.5%
Career and Technical Education Programs	4,608	7.1%
Military	784	1.2%

<sup>60</sup> Dashes (--) indicate the value for this field is not displayed to protect student privacy.