

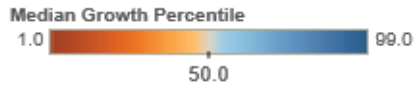
Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in-between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing student performance change (ranging from 1 to 99) indicates how a student's performance change percentiles from individual students, specifically the median (or score groups). Higher median growth percentiles indicate higher growth rate just as likely to have high growth as low growth). As a point of reference...

Missing data in the table reflect fewer than 20 students in the group; for more information go to: [www.cde.state.co.us/accountability/coloradogrowth](http://www.cde.state.co.us/accountability/coloradogrowth)

**General Notes:**

- This report reflects 4<sup>th</sup> to 9<sup>th</sup> grade growth for CMAS Math and English Language Arts.
- The results included in this report are based on student accountability inclusion rules, the same as are used for the performance frameworks..
- The number of students reflected in the data should be considered when interpreting results. Please refer to the detail files provided to districts. Also, growth summary data including student counts is available at: <http://www.cde.state.co.us/accountability/growthmodelsummarydata>



		ENGLISH LANGUAGE ARTS				MATH			
		District		State		District		State	
		2016	2017	2016	2017	2016	2017	2016	2017
<b>ALL STUDENTS</b>	All Students	56.0	57.0	50.0	50.0	51.0	53.0	50.0	50.0
<b>GRADE LEVEL</b>	04	54.0	55.0	50.0	50.0	51.0	53.0	50.0	50.0
	05	55.0	57.0	50.0	50.0	52.0	56.0	50.0	50.0
	06	54.0	55.0	50.0	50.0	46.0	49.0	50.0	50.0
	07	56.0	57.0	50.0	50.0	52.0	56.0	50.0	50.0
	08	57.0	53.0	50.0	50.0	54.0	49.0	50.0	51.0
	09	59.0	61.0	50.0	50.0	55.0	56.0	49.0	50.0
<b>ENGLISH LEARNERS</b>	English Learners (NEP, LEP, FEP)	54.0	55.0	50.0	50.0	50.0	51.0	47.0	49.0
	Non-English Learners	57.0	57.0	50.0	50.0	54.0	56.0	51.0	50.0
<b>FREE AND REDUCED LUNCH (FRL)</b>	FRL Eligible	52.0	53.0	50.0	50.0	50.0	51.0	46.0	46.0
	Non-FRL	64.0	63.0	52.0	52.0	61.0	62.0	53.0	53.0
<b>GENDER</b>	Female	60.0	62.0	55.0	55.0	53.0	54.0	51.0	50.0
	Male	51.0	52.0	45.0	46.0	50.0	52.0	49.0	50.0
<b>GIFTED</b>	Gifted and Talented	67.0	65.0						58.0
	Non-Gifted and Talented	53.0	55.0						49.0
<b>INDIVIDUALIZED EDUCATION PLAN (IEP)</b>	On IEP	38.0	42.0	38.0	41.0	38.0	44.0	40.0	43.0
	Non-IEP	58.0	59.0	51.0	51.0	53.0	54.0	51.0	51.0
<b>MIGRANT</b>	Migrant	40.5	68.0	45.0	49.0	47.0	58.0	42.0	47.0
	Non-Migrant	56.0	57.0	50.0	50.0	51.0	53.0	50.0	50.0
<b>MINORITY</b>	Minority	53.0	54.0	50.0	50.0	48.0	51.0	47.0	48.0
	Non-Minority	65.0	64.0	51.0	51.0	63.0	63.0	53.0	52.0
<b>PERFORMANCE LEVEL</b>	At or Above Benchmark	61.0	62.0	50.0	50.0	50.0	50.0	50.0	50.0
	Below Benchmark	53.0	54.0	50.0	50.0	50.0	50.0	50.0	50.0
<b>RACE/ETHNICITY</b>	American Indian or Alaska Native	55.0	54.5	47.0	46.0	47.5	53.0	46.0	45.0
	Asian	63.0	64.0	50.0	50.0	50.0	50.0	50.0	58.0
	Black	52.0	54.0	48.0	48.0	47.0	50.0	46.0	47.0
	Hispanic	52.0	54.0	48.0	48.0	47.0	50.0	46.0	47.0
	White	65.0	64.0	51.0	51.0	63.0	63.0	53.0	52.0
	Hawaiian/Pacific Islander	45.0	57.5	50.0	53.5	62.0	65.0	53.0	50.0
	Two or More Races	59.0	59.0	51.0	51.0	56.0	59.0	51.0	51.0

Median Growth Percentiles (MGP) for all students within the grades served by the district.

English Learners include former ELL students (FELL).

Non-English Learners include primary home language other than English students (PHLOTE).

A blank cell indicates less than 20 student growth percentiles were available to calculate a median for the group.

Minority indicates all non-white students.

At or Above Benchmark: reflects students that met or exceeded expectations (during the prior year) for the identified CMAS assessment.

Below Benchmark: reflects students that did not yet meet, partially met, or approached expectations (during the prior year) for the identified CMAS assessment.