

6.0 Performance Level Summary Report

6.1 Description of Performance Level Summary Report – All Assessments

The Performance Level Summary Report is available for CMAS mathematics, ELA, CSLA, and science for each grade assessed at each school or district. It contains aggregated performance level information across the school, district, and state. It also contains disaggregated performance level data by student demographic and program categories and subgroups for either the school or district. Refer to Sections 6.2 and 6.3 for sample Performance Level Summary Reports.

At the district level, Performance Level Summaries are also provided by grade band for mathematics and ELA (grades 3-5 and 6-8) as well as by content area, which includes all grades aggregated together for a subject (provided for CMAS mathematics, ELA, and CSLA).

6.1.1 General Information

A. Test Date

The administration season and year.

B. Identification Information

The names and codes of the school and district.

C. Content Area/Subject

The content area/subject of the report (mathematics, ELA, CSLA, or science).

D. Grade

The grade level of the assessment.

6.1.2 Performance Level Distribution Data

E. Demographic and Program Categories and Subgroups

Demographic and program categories with subgroups are listed on the left side of the table. The “Not Indicated” subgroups contain results of students for whom no demographic or program information was coded.

F. Number of Valid Scores

Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

G. Overall Mean Scale Score

The average scale score for state, district, school, and each demographic or program subgroup. The average does not include students with “no score” on the assessment.

H. Performance Level Results

The number and percentage of students who achieved Did Not Yet Meet Expectations

(mathematics, ELA, and CSLA only), Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations, as well as aggregated (combined) Met and Exceeded Expectations, are displayed for each demographic or program subgroup.

I. Participation

Participation information should be considered when interpreting aggregated results. Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.


J. Total Number of Students

The number of students registered to take the assessment.

K. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

6.2 Sample Performance Level Summary Report – CMAS ELA, CSLA, and Mathematics



School Performance Level Summary

Colorado Measures of Academic Success

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

Spring 2023

English Language Arts/Literacy

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Grade 7

Purpose: This report describes group achievement in terms of mean scale scores and performance levels.

| | Number of Valid Scores | Overall Mean Scale Score | Performance Levels | | | | | | | | | | Met and Exceeded | | Participation Rate | Total Number of Enrolled Students |
|---|------------------------|--------------------------|-------------------------------|-------|----------------------------|-------|-------------------------|--------|------------------|-------|-----------------------|-------|------------------|-------|--------------------|-----------------------------------|
| | | | Did Not Yet Meet Expectations | | Partially Met Expectations | | Approached Expectations | | Met Expectations | | Exceeded Expectations | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | | |
| State | 60,907 | 744 | 8,793 | 14.4% | 9,563 | 15.7% | 14,184 | 23.3% | 19,192 | 31.5% | 9,175 | 15.1% | 28,367 | 46.6% | 86.3% | 66,176 |
| District | 75 | 751 | 5 | 6.7% | 12 | 16.0% | 20 | 26.7% | 23 | 30.7% | 15 | 20.0% | 38 | 50.7% | 82.2% | 75 |
| School | 25 | 718 | 5 | 20.0% | 8 | 32.0% | 12 | 48.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 96.2% | 25 |
| Gender | | | | | | | | | | | | | | | | |
| Female | 12 | 728 | 0 | 0.0% | 5 | 41.7% | 7 | 58.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 93.3% | 12 |
| Male | 13 | 708 | 5 | 38.5% | 3 | 23.1% | 5 | 38.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 13 |
| Ethnicity/Race | | | | | | | | | | | | | | | | |
| Hispanic or Latino | 2 | 734 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 2 |
| American Indian or Alaska Native | 2 | 725 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 67.7% | 2 |
| Asian | 2 | 716 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 2 |
| Black or African American | 2 | 731 | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 2 |
| Native Hawaiian or Other Pacific Islander | 2 | 735 | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 2 |
| White | 2 | 706 | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 2 |
| Two or more races | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% | 0 |
| Not Indicated | 13 | 712 | 3 | 23.1% | 6 | 46.2% | 4 | 30.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 13 |
| Gifted and Talented | | | | | | | | | | | | | | | | |
| Yes | 1 | 749 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 1 |
| No | 24 | 716 | 5 | 20.8% | 8 | 33.3% | 11 | 45.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 95.8% | 24 |
| Migrant | | | | | | | | | | | | | | | | |
| No | 24 | 717 | 5 | 20.8% | 8 | 33.3% | 11 | 45.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 95.8% | 24 |
| Yes | 1 | 742 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 1 |
| Economic Disadvantage | | | | | | | | | | | | | | | | |
| Free/Reduced Lunch Eligible | 1 | 730 | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 100.0% | 1 |
| Not Eligible for Free/Reduced Lunch | 24 | 717 | 5 | 20.8% | 8 | 33.3% | 11 | 45.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 96.0% | 24 |

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6.3 Sample Performance Level Summary Report – CMAS Science



Colorado Measures of Academic Success Based on the 2020 Colorado Academic Standards

A Spring 2023

School: SCHOOL NAME (9999)

District: DISTRICT NAME (9999)

B

Science **C**

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D Grade 5

Purpose: This report describes group achievement in terms of mean scale scores and performance levels.

| Purpose: This report describes group achievement in terms of mean scale scores and performance levels. | F | G | Performance Levels H | | | | | | | | Met and Exceeded | | I | J |
|--|------------------------|--------------------------|----------------------------|--------|-------------------------|-------|------------------|-------|-----------------------|--------|------------------|--------|--------------------|-----------------------------------|
| | Number of Valid Scores | Overall Mean Scale Score | Partially Met Expectations | | Approached Expectations | | Met Expectations | | Exceeded Expectations | | | | Participation Rate | Total Number of Enrolled Students |
| | | | # | % | # | % | # | % | # | % | | | | |
| State E | 21,441 | 709 | 6,163 | 28.7% | 10,469 | 48.8% | 4,160 | 19.4% | 649 | 3.0% | 4,809 | 22.4% | 91.4% | 22,432 |
| District | 46 | 690 | 17 | 37.0% | 18 | 39.1% | 0 | 0.0% | 11 | 23.9% | 11 | 23.9% | 34.8% | 150 |
| School | 16 | 688 | 7 | 43.8% | 0 | 0.0% | 0 | 0.0% | 9 | 56.3% | 9 | 56.3% | 48.3% | 33 |
| Gender | | | | | | | | | | | | | | |
| Female | 7 | 673 | 3 | 42.9% | 0 | 0.0% | 0 | 0.0% | 4 | 57.1% | 4 | 57.1% | 50.0% | 14 |
| Male | 9 | 683 | 4 | 44.4% | 0 | 0.0% | 0 | 0.0% | 5 | 55.6% | 5 | 55.6% | 48.3% | 19 |
| Ethnicity/Race | | | | | | | | | | | | | | |
| Hispanic or Latino | 3 | 700 | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 2 | 66.7% | 100.0% | 3 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% | 1 |
| Asian | 2 | 800 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 100.0% | 2 | 100.0% | 33.3% | 5 |
| Black or African American | 2 | 650 | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 50.0% | 4 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% | 1 |
| White | 1 | 850 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 1 | 100.0% | 100.0% | 1 |
| Two or more races | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% | 0 |
| Not Indicated | 8 | 650 | 4 | 50.0% | 0 | 0.0% | 0 | 0.0% | 4 | 50.0% | 4 | 50.0% | 47.8% | 18 |
| Gifted and Talented | | | | | | | | | | | | | | |
| Yes | 2 | 650 | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% | 1 | 50.0% | 50.0% | 4 |
| No | 14 | 693 | 6 | 42.9% | 0 | 0.0% | 0 | 0.0% | 8 | 57.1% | 8 | 57.1% | 47.8% | 29 |
| Migrant | | | | | | | | | | | | | | |
| No | 16 | 688 | 7 | 43.8% | 0 | 0.0% | 0 | 0.0% | 9 | 56.3% | 9 | 56.3% | 48.6% | 31 |
| Yes | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% | 2 |
| Economic Disadvantage | | | | | | | | | | | | | | |
| Free/Reduced Lunch Eligible | 1 | 650 | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 50.0% | 2 |
| Not Eligible for Free/Reduced Lunch | 15 | 660 | 6 | 40.0% | 0 | 0.0% | 0 | 0.0% | 9 | 60.0% | 9 | 60.0% | 48.7% | 31 |

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