

Accredited

This is the district's official accreditation rating, which is based on the 3 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²
Academic Achievement	Exceeds	89.6% (13.4 out of 15 points)
Academic Growth	Meets	72.6% (25.4 out of 35 points)
Academic Growth Gaps	Approaching	57.8% (8.7 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	90.6% (31.7 out of 35 points)

Test Participation³ Meets 95% Participation Rate

TOTAL	79.2%	(79.2 out of 100 points)
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²Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

³Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.3%	98.9%	95.1%	98.1%	Meets	Meets	Meets	Meets	19550	19686	13310	52546	19694	19905	13991	53590
Mathematics	99.5%	99.0%	95.8%	98.3%	Meets	Meets	Meets	Meets	19582	19699	13399	52680	19689	19906	13990	53585
Writing	99.0%	98.9%	94.1%	97.7%	Meets	Meets	Does Not Meet	Meets	19501	19680	13165	52346	19690	19905	13991	53586
Science	99.1%	98.2%	93.4%	96.8%	Meets	Meets	Does Not Meet	Meets	6482	6477	6449	19408	6540	6598	6905	20043
Colorado ACT	-	-	97.3%	97.3%	-	-	Meets	Meets	-	-	6451	6451	-	-	6628	6628

¹Data in this report is based on results from: 2010-11,2011-12,2012-13

Performance Indicators

Level: Elementary

District: BOULDER VALLEY RE 2 - 0480

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	19204	82.03	82
Mathematics	3	4		Meets	19224	81.22	84
Writing	3	4		Meets	19142	68.84	85
Science	4	4		Exceeds	6375	69.25	93
Total	13	16	81.3%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	11832	56	20	Yes
Mathematics	3	4		Meets	12135	58	35	Yes
Writing	3	4		Meets	11816	58	32	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	3493	54	-	-
Total	10.5	14	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	2507	49	44	Yes
Minority Students	3	4		Meets	3388	54	32	Yes
Students with Disabilities	2	4		Approaching	1165	43	55	No
English Learners	2	4		Approaching	1416	52	54	No
Students needing to catch up	2	4		Approaching	2086	54	64	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2785	48	59	No
Minority Students	3	4		Meets	3681	55	50	Yes
Students with Disabilities	2	4		Approaching	1216	45	65	No
English Learners	2	4		Approaching	1699	50	63	No
Students needing to catch up	3	4		Meets	2126	57	76	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2511	50	54	No
Minority Students	3	4		Meets	3399	56	43	Yes
Students with Disabilities	2	4		Approaching	1166	44	64	No
English Learners	2	4		Approaching	1424	53	60	No
Students needing to catch up	3	4		Meets	4007	57	57	Yes
Total	36	60	60%	Approaching				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Performance Indicators

Level: Middle

District: BOULDER VALLEY RE 2 - 0480

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	4	4		Exceeds	19368	83.18	94
Mathematics	4	4		Exceeds	19377	72.77	97
Writing	4	4		Exceeds	19364	73.76	92
Science	4	4		Exceeds	6373	69.23	93
Total	16	16	100%	Exceeds			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	18284	53	17	Yes
Mathematics	3	4		Meets	18306	54	48	Yes
Writing	3	4		Meets	18276	54	33	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	1188	51	-	-
Total	10.5	14	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	3582	50	50	Yes
Minority Students	3	4		Meets	5184	53	31	Yes
Students with Disabilities	2	4		Approaching	1644	50	65	No
English Learners	2	4		Approaching	2024	53	65	No
Students needing to catch up	2	4		Approaching	3009	54	69	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3598	50	79	No
Minority Students	2	4		Approaching	5194	52	67	No
Students with Disabilities	2	4		Approaching	1645	50	90	No
English Learners	2	4		Approaching	2027	51	87	No
Students needing to catch up	3	4		Meets	4503	55	90	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3581	47	68	No
Minority Students	3	4		Meets	5179	52	48	Yes
Students with Disabilities	2	4		Approaching	1647	47	81	No
English Learners	2	4		Approaching	2022	51	77	No
Students needing to catch up	2	4		Approaching	4669	52	76	No
Total	34	60	56.7%	Approaching				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Performance Indicators

Level: High

District: BOULDER VALLEY RE 2 - 0480

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	13063	80.05	81
Mathematics	4	4		Exceeds	13145	56.52	96
Writing	3	4		Meets	12918	66.66	88
Science	4	4		Exceeds	6328	68.2	90
Total	14	16	87.5%	Exceeds			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	12291	44	5	Yes
Mathematics	3	4		Meets	12352	57	46	Yes
Writing	3	4		Meets	11931	48	23	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	700	50	-	-
Total	9.5	14	67.9%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1941	43	43	Yes
Minority Students	3	4		Meets	3134	47	14	Yes
Students with Disabilities	2	4		Approaching	868	42	73	No
English Learners	2	4		Approaching	1132	49	71	No
Students needing to catch up	2	4		Approaching	1989	45	79	No
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	1968	52	99	No
Minority Students	3	4		Meets	3142	56	81	No
Students with Disabilities	2	4		Approaching	889	50	99	No
English Learners	3	4		Meets	1138	56	99	No
Students needing to catch up	3	4		Meets	4171	56	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1931	47	83	No
Minority Students	2	4		Approaching	3050	49	50	No
Students with Disabilities	2	4		Approaching	855	45	96	No
English Learners	2	4		Approaching	1121	50	93	No
Students needing to catch up	2	4		Approaching	3376	48	89	No
Total	34	60	56.7%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	9320/6986/4676/2360	86.7/90/90.3/90.9%	80%
Disaggregated Graduation Rate	2.5	4	62.5%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	1819/1335/860/435	64/71.1/71.6/70.1%	80%
Minority Students	0.75	1		Meets	2174/1573/985/488	73.1/79.1/79.7/80.5%	80%
Students with Disabilities	0.75	1		Meets	903/666/451/256	63.1/74.3/80.9/85.9%	80%
English Learners	0.5	1		Approaching	654/525/361/180	58.1/68/70.1/73.3%	80%
Dropout Rate	4	4		Exceeds	44512	0.8%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	6451	23.3	20.1
Total	14.5	16	90.6%	Exceeds			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation Rates

Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This District's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.3	88.5	89.9	90.9
	2010	84.7	88.9	90.7	
	2011	88.3	92.6		
	2012	89.7			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	53.3	65.4	69.9	70.1
	2010	59.9	70.3	73.2	
	2011	67.1	76.6		
	2012	73.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.8	76.1	78.6	80.5
	2010	67.9	77.5	80.7	
	2011	75.1	83.1		
	2012	81.3			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	63.1	75.9	82.3	85.9
	2010	60	71.6	79.3	
	2011	59.2	75.1		
	2012	69.6			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	54	68	72.3	73.3
	2010	51.6	64.8	68.1	
	2011	59.1	71.3		
	2012	70.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.3	88.5	89.9	90.9
	2010	84.7	88.9	90.7	
	2011	88.3	92.6		
	2012	89.7			
	Aggregated	86.7	90	90.3	90.9

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	53.3	65.4	69.9	70.1
	2010	59.9	70.3	73.2	
	2011	67.1	76.6		
	2012	73.6			
	Aggregated	64	71.1	71.6	70.1

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.8	76.1	78.6	80.5
	2010	67.9	77.5	80.7	
	2011	75.1	83.1		
	2012	81.3			
	Aggregated	73.1	79.1	79.7	80.5

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	63.1	75.9	82.3	85.9
	2010	60	71.6	79.3	
	2011	59.2	75.1		
	2012	69.6			
	Aggregated	63.1	74.3	80.9	85.9

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	54	68	72.3	73.3
	2010	51.6	64.8	68.1	
	2011	59.1	71.3		
	2012	70.7			
	Aggregated	58.1	68	70.1	73.3

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2012 4-year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points			
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>		TCAP	16 (4 for each content area)	15			
	• at or above the 90th percentile of all districts (using 2009-10 baseline).		Exceeds			4		
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).		Meets			3		
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).		Approaching			2		
• below the 15th percentile of all districts (using 2009-10 baseline).		Does Not Meet	1					
Academic Growth	<i>Made AGP</i>	<i>Did Not Make AGP</i>	<i>No AGP</i>	TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35	
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4			2
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3			1.5
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2			1
• below 30.		• below 40.	• below 35.	Does Not Meet	1	0.5		
Academic Growth Gaps	<i>Made AGP</i>	<i>Did Not Make AGP</i>		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15	
	• at or above 60.	• at or above 70.		Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2			
• below 30.		• below 40.		Does Not Meet	1			
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>			Overall	Disaggr.	16 (4 for each sub-indicator)	35	
	• at or above 90%.			Exceeds	4			1
	• at or above 80% but below 90%.			Meets	3			0.75
	• at or above 65% but below 80%.			Approaching	2			0.5
	• below 65%.			Does Not Meet	1			0.25
	<i>Dropout Rate: The district's dropout rate was:</i>							
	• at or below 1%.			Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).			Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).			Approaching	2			
	• above 10%.			Does Not Meet	1			
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>							
	• at or above 22.			Exceeds	4			
• at or above the state average but below 22 (using 2009-10 baseline).			Meets	3				
• at or above 17 but below the state average (using 2009-10 baseline).			Approaching	2				
• below 17.			Does Not Meet	1				

Cut-Points for Each Performance Indicator

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	<i>Plan description</i>	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.80	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the district met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1