

Accredited with Distinction

This is the district's official accreditation rating, which is based on the 1 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	100.0%	(15.0 out of 15 points)
Academic Growth	Meets	75.0%	(26.3 out of 35 points)
Academic Growth Gaps	Approaching	61.1%	(9.2 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	100.0%	(35.0 out of 35 points)
Test Participation ³	Meets 95% Participation Rate		
TOTAL		85.5%	(85.5 out of 100 points)

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	99.7%	99.7%	99.3%	99.6%	Meets	Meets	Meets	Meets	4844	3157	2991	10992	4859	3166	3012	11037
Mathematics	99.6%	99.8%	99.3%	99.6%	Meets	Meets	Meets	Meets	4843	3158	2990	10991	4862	3165	3012	11039
Writing	99.6%	99.0%	99.3%	99.3%	Meets	Meets	Meets	Meets	4846	3135	2990	10971	4865	3166	3012	11043
Science	99.4%	99.8%	99.2%	99.5%	Meets	Meets	Meets	Meets	1297	1460	1516	4273	1305	1463	1528	4296
Colorado ACT	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	1477	1477	-	-	1494	1494

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

Performance Indicators

Level: Elementary

District: LEWIS-PALMER 38 - 1080

(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	4696	87.5	96
Mathematics	4	4		Exceeds	4688	84.88	93
Writing	4	4		Exceeds	4691	75.66	95
Science	4	4		Exceeds	1259	70.77	95
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	3284	56	20	Yes
Mathematics	3	4		Meets	3280	52	34	Yes
Writing	3	4		Meets	3282	56	30	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	344	58	-	-
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	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	384	54	33	Yes
Minority Students	3	4		Meets	648	55	24	Yes
Students with Disabilities	2	4		Approaching	275	49	56	No
English Learners	4	4		Exceeds	225	61	28	Yes
Students needing to catch up	4	4		Exceeds	444	61	59	Yes
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	383	42	51	No
Minority Students	3	4		Meets	651	51	40	Yes
Students with Disabilities	1	4		Does Not Meet	271	38	67	No
English Learners	3	4		Meets	225	51	47	Yes
Students needing to catch up	2	4		Approaching	411	52	76	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	382	51	40	Yes
Minority Students	3	4		Meets	649	56	33	Yes
Students with Disabilities	2	4		Approaching	274	47	62	No
English Learners	4	4		Exceeds	225	62	35	Yes
Students needing to catch up	3	4		Meets	831	58	54	Yes
Total	42	60	70%	Meets				

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: LEWIS-PALMER 38 - 1080

(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	3093	85.87	96
Mathematics	4	4		Exceeds	3094	75.73	97
Writing	4	4		Exceeds	3073	78.49	95
Science	4	4		Exceeds	1435	75.12	97
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	2877	48	16	Yes
Mathematics	3	4		Meets	2881	48	45	Yes
Writing	3	4		Meets	2857	48	30	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	60	58	-	-
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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	301	42	26	Yes
Minority Students	3	4		Meets	509	49	21	Yes
Students with Disabilities	2	4		Approaching	220	42	58	No
English Learners	2	4		Approaching	131	44	27	Yes
Students needing to catch up	2	4		Approaching	311	48	60	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	301	49	66	No
Minority Students	2	4		Approaching	510	47	58	No
Students with Disabilities	2	4		Approaching	218	40	93	No
English Learners	2	4		Approaching	131	49	62	No
Students needing to catch up	2	4		Approaching	604	51	86	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	299	44	49	No
Minority Students	3	4		Meets	507	46	35	Yes
Students with Disabilities	1	4		Does Not Meet	219	38	76	No
English Learners	3	4		Meets	130	46	45	Yes
Students needing to catch up	2	4		Approaching	507	50	73	No
Total	32	60	53.3%	Approaching				

Performance Indicators

Level: High

District: LEWIS-PALMER 38 - 1080

(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	2935	84.09	90
Mathematics	4	4		Exceeds	2936	56.3	96
Writing	4	4		Exceeds	2934	71.57	93
Science	4	4		Exceeds	1482	71.19	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	2750	47	6	Yes
Mathematics	3	4		Meets	2749	50	42	Yes
Writing	3	4		Meets	2749	53	20	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	83	59	-	-
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	2	4		Approaching	256	42	20	Yes
Minority Students	3	4		Meets	457	49	9	Yes
Students with Disabilities	2	4		Approaching	212	42	66	No
English Learners	3	4		Meets	95	50	27	Yes
Students needing to catch up	2	4		Approaching	403	46	66	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	255	47	88	No
Minority Students	2	4		Approaching	457	48	68	No
Students with Disabilities	2	4		Approaching	211	52	99	No
English Learners	3	4		Meets	95	55	84	No
Students needing to catch up	2	4		Approaching	906	54	98	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	256	50	49	Yes
Minority Students	3	4		Meets	457	54	29	Yes
Students with Disabilities	2	4		Approaching	212	45	92	No
English Learners	3	4		Meets	95	62	68	No
Students needing to catch up	2	4		Approaching	698	49	82	No
Total	36	60	60%	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	1958/1455/979/458	91.9/93.6/94.4/96.9%	80%
Disaggregated Graduation Rate	4	4	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	149/100/70/34	79.9/85/87.1/97.1%	80%
Minority Students	1	1		Exceeds	253/170/96/37	88.9/91.8/91.7/94.6%	80%
Students with Disabilities	1	1		Exceeds	130/96/72/37	46.9/56.3/75/91.9%	80%
English Learners	1	1		Exceeds	28/19/N<16/N<16	96.4/89.5/-/-%	80%
Dropout Rate	4	4		Exceeds	9974	0.4%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	1477	23	20.1
Total	16	16	100%	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	92.4	94.1	95.2	<i>96.9</i>
	2010	90	91.7	93.7	
	2011	93.5	95.1		
	2012	91.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	80	83.3	86.7	<i>97.1</i>
	2010	76.9	82.1	87.5	
	2011	86.2	90.3		
	2012	78.4			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.2	92.1	92.1	<i>94.6</i>
	2010	87.7	91.4	91.4	
	2011	91.8	91.9		
	2012	89.4			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	52.8	61.1	72.2	<i>91.9</i>
	2010	45.7	52.8	77.8	
	2011	38.5	54.2		
	2012	48.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	92.4	94.1	95.2	96.9
	2010	90	91.7	93.7	
	2011	93.5	95.1		
	2012	91.9			
	Aggregated	91.9	93.6	94.4	<i>96.9</i>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	80	83.3	86.7	97.1
	2010	76.9	82.1	87.5	
	2011	86.2	90.3		
	2012	78.4			
	Aggregated	79.9	85	87.1	<i>97.1</i>

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	84.2	92.1	92.1	94.6
	2010	87.7	91.4	91.4	
	2011	91.8	91.9		
	2012	89.4			
	Aggregated	88.9	91.8	91.7	<i>94.6</i>

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	52.8	61.1	72.2	91.9
	2010	45.7	52.8	77.8	
	2011	38.5	54.2		
	2012	48.5			
	Aggregated	46.9	56.3	75	<i>91.9</i>

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	N<16	N<16	N<16	
	2011	N<16	N<16		
	2012	N<16			
	Aggregated	<i>96.4</i>	89.5	N<16	N<16

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

	Cut Point: The district earned ... of the points eligible on this Indicator.	
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

	Cut Point: The district earned ... of the total Framework points eligible.	
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

	Plan description	
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