

Accredited w/Priority Improvement Plan

Will enter Year 3* of Priority Improvement or Turnaround

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.

* on July 1, 2014

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Does Not Meet	33.3% (5.0 out of 15 points)	
Academic Growth	Approaching	60.7% (21.2 out of 35 points)	
Academic Growth Gaps	Approaching	52.2% (7.8 out of 15 points)	
Postsecondary and Workforce Readiness	Approaching	37.5% (13.1 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		47.1% (47.1 out of 100 points)	

² Districts 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.

³ Districts 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

⁴ Districts 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	99.4%	99.2%	98.4%	99.1%	Meets	Meets	Meets	Meets	8970	8042	4653	21665	9027	8109	4731	21867
Mathematics	99.3%	99.3%	98.2%	99.1%	Meets	Meets	Meets	Meets	8977	8052	4648	21677	9041	8106	4731	21878
Writing	99.3%	99.2%	98.3%	99.0%	Meets	Meets	Meets	Meets	8975	8044	4650	21669	9036	8110	4731	21877
Science	99.2%	98.8%	97.9%	98.7%	Meets	Meets	Meets	Meets	2895	2588	2232	7715	2918	2619	2280	7817
Colorado ACT	-	-	94.4%	94.4%	-	-	Does Not Meet	Does Not Meet	-	-	2010	2010	-	-	2129	2129

Performance Indicators

Level: Elementary

District: ADAMS-ARAPAHOE 28J - 0180

(1 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	1	4		Does Not Meet	8507	47.23	4
Mathematics	1	4		Does Not Meet	8504	48.78	6
Writing	1	4		Does Not Meet	8499	34.33	6
Science	1	4		Does Not Meet	2747	24.39	9
Total	4	16	25%	Does Not Meet			

<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	5342	46	46	Yes
Mathematics	2	4		Approaching	5354	52	63	No
Writing	2	4		Approaching	5331	46	54	No
English Language Proficiency (ACCESS)	1.5	2		Meets	6411	60	-	-
Total	8.5	14	60.7%	Approaching				

<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	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3982	45	52	No
Minority Students	2	4		Approaching	4433	46	50	No
Students with Disabilities	1	4		Does Not Meet	527	33	84	No
English Learners	2	4		Approaching	2889	48	54	No
Students needing to catch up	2	4		Approaching	2802	46	70	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3992	52	68	No
Minority Students	2	4		Approaching	4443	53	67	No
Students with Disabilities	1	4		Does Not Meet	527	34	88	No
English Learners	3	4		Meets	2903	55	68	No
Students needing to catch up	2	4		Approaching	2758	49	82	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3970	45	59	No
Minority Students	2	4		Approaching	4421	45	57	No
Students with Disabilities	1	4		Does Not Meet	525	34	84	No
English Learners	2	4		Approaching	2883	48	59	No
Students needing to catch up	2	4		Approaching	3564	46	68	No
Total	28	60	46.7%	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: Middle

District: ADAMS-ARAPAHOE 28J - 0180

(1 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	1	4		Does Not Meet	7667	49.75	6
Mathematics	2	4		Approaching	7679	36.02	17
Writing	1	4		Does Not Meet	7670	41.94	14
Science	2	4		Approaching	2448	32.68	24
Total	6	16	37.5%	Approaching			

<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	7204	53	51	Yes
Mathematics	2	4		Approaching	7224	47	81	No
Writing	2	4		Approaching	7218	52	64	No
English Language Proficiency (ACCESS)	1.5	2		Meets	2083	61	-	-
Total	8.5	14	60.7%	Approaching				

<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	5280	53	57	No
Minority Students	2	4		Approaching	5999	53	55	No
Students with Disabilities	2	4		Approaching	730	52	90	No
English Learners	3	4		Meets	3834	55	59	No
Students needing to catch up	2	4		Approaching	3583	54	75	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5302	46	85	No
Minority Students	2	4		Approaching	6017	46	84	No
Students with Disabilities	2	4		Approaching	737	44	99	No
English Learners	2	4		Approaching	3849	47	85	No
Students needing to catch up	2	4		Approaching	4199	49	95	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5295	52	69	No
Minority Students	2	4		Approaching	6014	52	68	No
Students with Disabilities	2	4		Approaching	734	51	94	No
English Learners	2	4		Approaching	3842	54	71	No
Students needing to catch up	3	4		Meets	4110	55	83	No
Total	32	60	53.3%	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: ADAMS-ARAPAHOE 28J - 0180

(1 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	1	4		Does Not Meet	4453	52.12	8
Mathematics	2	4		Approaching	4453	22.1	24
Writing	1	4		Does Not Meet	4452	31.69	12
Science	2	4		Approaching	2128	31.53	17
Total	6	16	37.5%	Approaching			

<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	4168	56	47	Yes
Mathematics	2	4		Approaching	4180	52	99	No
Writing	2	4		Approaching	4176	50	83	No
English Language Proficiency (ACCESS)	1.5	2		Meets	1566	62	-	-
Total	8.5	14	60.7%	Approaching				

<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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	2854	56	59	No
Minority Students	3	4		Meets	3394	56	56	Yes
Students with Disabilities	2	4		Approaching	397	48	99	No
English Learners	3	4		Meets	2156	57	65	No
Students needing to catch up	3	4		Meets	2191	56	88	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2868	51	99	No
Minority Students	2	4		Approaching	3405	51	99	No
Students with Disabilities	2	4		Approaching	405	49	99	No
English Learners	2	4		Approaching	2161	50	99	No
Students needing to catch up	2	4		Approaching	2941	52	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2862	51	89	No
Minority Students	2	4		Approaching	3401	50	88	No
Students with Disabilities	2	4		Approaching	406	50	99	No
English Learners	2	4		Approaching	2155	53	91	No
Students needing to catch up	2	4		Approaching	2786	52	96	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	1	4		Does Not Meet	2728/2649/2574/2620	48/58.9/58.8/57.1%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	2004/1813/1725/1610	45/55.8/54.8/55%	80%
Minority Students	0.25	1		Does Not Meet	2216/2126/2006/2013	44.1/55.4/55.1/52.9%	80%
Students with Disabilities	0.25	1		Does Not Meet	269/258/239/295	27.9/43/52.7/51.9%	80%
English Learners	0.25	1		Does Not Meet	1039/1057/1001/1058	29.2/43.3/43.5/43.7%	80%
Dropout Rate	2	4		Approaching	18823	5.7%	3.6%
Colorado ACT Composite Score	2	4		Approaching	2010	17.1	20.0
Total	6	16	37.5%	Approaching			

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

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	44.4	52.4	55.9	57.1
	2010	45.5	56.1	58.8	
	2011	48.5	58.9		
	2012	48			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	41.8	50.6	55.7	55
	2010	41.6	53.1	54.8	
	2011	47.3	55.8		
	2012	45			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.8	48.3	51.6	52.9
	2010	41.7	52.5	55.1	
	2011	45.2	55.4		
	2012	44.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	20.7	34.4	49	51.9
	2010	25.4	39.5	52.7	
	2011	31.1	43		
	2012	27.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	29.5	38.9	41.6	43.7
	2010	30.2	40.4	43.5	
	2011	31.2	43.3		
	2012	29.2			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	44.4	52.4	55.9	57.1
	2010	45.5	56.1	58.8	
	2011	48.5	58.9		
	2012	48			
	Aggregated	46.6	55.8	57.4	57.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	41.8	50.6	55.7	55
	2010	41.6	53.1	54.8	
	2011	47.3	55.8		
	2012	45			
	Aggregated	44	53.3	55.2	55

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	39.8	48.3	51.6	52.9
	2010	41.7	52.5	55.1	
	2011	45.2	55.4		
	2012	44.1			
	Aggregated	42.8	52.1	53.3	52.9

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	20.7	34.4	49	51.9
	2010	25.4	39.5	52.7	
	2011	31.1	43		
	2012	27.9			
	Aggregated	26.2	38.9	50.8	51.9

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	29.5	38.9	41.6	43.7
	2010	30.2	40.4	43.5	
	2011	31.2	43.3		
	2012	29.2			
	Aggregated	30	40.9	42.5	43.7

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			
Academic Growth	<i>Made AGP</i>	<i>Did Not Make AGP</i>	<i>No AGP</i>		TCAP	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
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			
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.	

Reference

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