

Accredited with Improvement Plan

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	Meets	66.7% (10.0 out of 15 points)	
Academic Growth	Approaching	53.9% (18.9 out of 35 points)	
Academic Growth Gaps	Approaching	50.6% (7.6 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	65.0% (22.8 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		59.3% (59.3 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	99.6%	99.4% ⁶	99.4%	99.5%	Meets	Meets	Meets	Meets	496	478	347	1322	498	481	349	1328
Mathematics	99.6%	99.4% ⁶	99.7%	99.8%	Meets	Meets	Meets	Meets	498	478	348	1327	500	481	349	1330
Writing	99.6%	99.4% ⁶	99.4%	99.6%	Meets	Meets	Meets	Meets	498	478	347	1325	500	481	349	1330
Science	98.6% ⁶	98.8%	99.4%	99.4%	Meets	Meets	Meets	Meets	143	163	170	478	145	165	171	481
Colorado ACT	-	-	99.3%	99.3%	-	-	Meets	Meets	-	-	142	142	-	-	143	143

⁶The district has exceeded the 1% cap on the percent of students scoring proficient on the CoAlt assessment. This may indicate that the district is over-identifying students for the alternate content assessment. Scores that exceed the 1% cap do not count as students tested (participants).

Performance Indicators

Level: Elementary

District: VALLEY RE-1 - 1828

(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	2	4		Approaching	471	66.03	32
Mathematics	3	4		Meets	473	76.74	68
Writing	2	4		Approaching	472	44.07	24
Science	2	4		Approaching	134	43.28	37
Total	9	16	56.3%	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	2	4		Approaching	298	34	33	Yes
Mathematics	1	4		Does Not Meet	300	37	43	No
Writing	1	4		Does Not Meet	298	28	42	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	62	20	-	-
Total	4.5	14	32.1%	Does Not Meet				

<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	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	160	33	37	No
Minority Students	1	4		Does Not Meet	90	39	43	No
Students with Disabilities	1	4		Does Not Meet	35	33	67	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	91	32	59	No
Mathematics	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	161	34	48	No
Minority Students	1	4		Does Not Meet	91	33	52	No
Students with Disabilities	1	4		Does Not Meet	36	22	71	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	66	30	73	No
Writing	4	16	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	160	21	46	No
Minority Students	1	4		Does Not Meet	90	28	49	No
Students with Disabilities	1	4		Does Not Meet	35	31	70	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	141	25	59	No
Total	12	48	25%	Does Not Meet				

Performance Indicators

Level: Middle

District: VALLEY RE-1 - 1828

(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	3	4		Meets	464	72.2	57
Mathematics	3	4		Meets	463	52.05	54
Writing	3	4		Meets	464	59.48	60
Science	2	4		Approaching	156	43.59	43
Total	11	16	68.8%	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	434	51	28	Yes
Mathematics	2	4		Approaching	433	46	68	No
Writing	3	4		Meets	427	55	43	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	234	47	37	Yes
Minority Students	3	4		Meets	135	46	37	Yes
Students with Disabilities	3	4		Meets	40	60	76	No
English Learners	2	4		Approaching	46	42	48	No
Students needing to catch up	3	4		Meets	124	56	68	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	230	42	73	No
Minority Students	2	4		Approaching	135	45	72	No
Students with Disabilities	1	4		Does Not Meet	40	26	97	No
English Learners	2	4		Approaching	46	53	79	No
Students needing to catch up	2	4		Approaching	185	43	88	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	230	54	51	Yes
Minority Students	3	4		Meets	132	56	51	Yes
Students with Disabilities	2	4		Approaching	38	40	86	No
English Learners	3	4		Meets	46	58	61	No
Students needing to catch up	2	4		Approaching	172	53	75	No
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: High

District: VALLEY RE-1 - 1828

(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	3	4		Meets	337	75.37	64
Mathematics	3	4		Meets	339	38.94	70
Writing	3	4		Meets	337	57.86	74
Science	3	4		Meets	164	51.83	57
Total	12	16	75%	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	318	56	12	Yes
Mathematics	2	4		Approaching	319	48	82	No
Writing	3	4		Meets	318	53	40	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	135	57	30	Yes
Minority Students	3	4		Meets	93	51	24	Yes
Students with Disabilities	2	4		Approaching	34	46	93	No
English Learners	3	4		Meets	29	53	47	Yes
Students needing to catch up	3	4		Meets	84	55	80	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	128	44	95	No
Minority Students	2	4		Approaching	93	46	94	No
Students with Disabilities	2	4		Approaching	35	43	99	No
English Learners	2	4		Approaching	29	50	96	No
Students needing to catch up	2	4		Approaching	171	52	99	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	135	54	72	No
Minority Students	3	4		Meets	93	55	72	No
Students with Disabilities	2	4		Approaching	34	50	98	No
English Learners	3	4		Meets	29	62	89	No
Students needing to catch up	3	4		Meets	137	55	89	No
Total	37	60	61.7%	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	3	4		Meets	173/198/196/178	76.3/80.8/76/77.5%	80%
Disaggregated Graduation Rate	1.75	3	58.3%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	87/79/90/72	64.4/70.9/66.7/63.9%	80%
Minority Students	0.75	1		Meets	53/36/39/30	69.8/80.6/66.7/56.7%	80%
Students with Disabilities	0.5	1		Approaching	22/30/23/17	54.5/70/56.5/41.2%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/%	80%
Dropout Rate	3	4		Meets	1182	1.7%	3.6%
Colorado ACT Composite Score	2	4		Approaching	142	19.8	20.0
Total	9.75	15	65%	Meets			

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	75.6	76.5	77.1	77.5
	2010	71.3	73.3	76	
	2011	75.5	80.8		
	2012	76.3			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	62.7	64.2	64.2	63.9
	2010	59.3	63.3	66.7	
	2011	65.8	70.9		
	2012	64.4			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	53.6	53.3	56.7	56.7
	2010	57.1	59.1	66.7	
	2011	71.8	80.6		
	2012	69.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	37.5	37.5	37.5	41.2
	2010	45.5	50	56.5	
	2011	69	70		
	2012	54.5			

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	75.6	76.5	77.1	77.5
	2010	71.3	73.3	76	
	2011	75.5	80.8		
	2012	76.3			
	Aggregated	74.6	76.9	76.5	77.5

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	62.7	64.2	64.2	63.9
	2010	59.3	63.3	66.7	
	2011	65.8	70.9		
	2012	64.4			
	Aggregated	63	66.1	65.6	63.9

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	53.6	53.3	56.7	56.7
	2010	57.1	59.1	66.7	
	2011	71.8	80.6		
	2012	69.8			
	Aggregated	64.2	64.5	62.3	56.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	37.5	37.5	37.5	41.2
	2010	45.5	50	56.5	
	2011	69	70		
	2012	54.5			
	Aggregated	53.9	55.9	48.7	41.2

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	N<16	N<16	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					
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
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		<i>No 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

	Cut Point: The district earned ... of the points eligible on this Indicator.	Rating
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.	Category
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	Assignment
Accred. w/Distinction	The district is required to adopt and implement a Performance 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.

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.

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.

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 - 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

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