

Accredited with Distinction

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	91.7% (13.8 out of 15 points)	
Academic Growth	Meets	81.0% (28.4 out of 35 points)	
Academic Growth Gaps	Meets	74.4% (11.2 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	92.2% (32.3 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		85.7% (85.7 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	99.6%	99.9%	99.5%	99.7%	Meets	Meets	Meets	Meets	1664	1587	985	4236	1670	1588	990	4248
Mathematics	99.9%	99.9%	99.6%	99.8%	Meets	Meets	Meets	Meets	1667	1586	987	4240	1669	1587	991	4247
Writing	99.5%	99.9%	99.6%	99.7%	Meets	Meets	Meets	Meets	1661	1587	986	4234	1669	1588	990	4247
Science	99.8%	99.8%	99.6%	99.7%	Meets	Meets	Meets	Meets	538	513	482	1533	539	514	484	1537
Colorado ACT	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	445	445	-	-	452	452

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

Performance Indicators

Level: Elementary

District: STEAMBOAT SPRINGS RE-2 - 2770

(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	1616	85.89	91
Mathematics	4	4		Exceeds	1615	85.51	95
Writing	3	4		Meets	1614	70.01	88
Science	3	4		Meets	524	65.84	88
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	3	4		Meets	983	59	21	Yes
Mathematics	3	4		Meets	987	57	38	Yes
Writing	3	4		Meets	980	58	34	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	201	49	-	-
Total	10	14	71.4%	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	17	20	85%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	175	54	34	Yes
Minority Students	4	4		Exceeds	128	62	34	Yes
Students with Disabilities	3	4		Meets	98	57	49	Yes
English Learners	3	4		Meets	78	45	42	Yes
Students needing to catch up	4	4		Exceeds	151	70	57	Yes
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	177	50	48	Yes
Minority Students	3	4		Meets	132	54	46	Yes
Students with Disabilities	2	4		Approaching	99	41	60	No
English Learners	3	4		Meets	80	55	56	No
Students needing to catch up	2	4		Approaching	133	48	76	No
Writing	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	175	55	42	Yes
Minority Students	3	4		Meets	130	59	42	Yes
Students with Disabilities	3	4		Meets	99	59	59	Yes
English Learners	3	4		Meets	79	59	47	Yes
Students needing to catch up	4	4		Exceeds	350	62	54	Yes
Total	46	60	76.7%	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: STEAMBOAT SPRINGS RE-2 - 2770

(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	1557	87.86	98
Mathematics	4	4		Exceeds	1556	81.56	99
Writing	4	4		Exceeds	1557	79.9	97
Science	4	4		Exceeds	502	73.9	96
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	1454	55	16	Yes
Mathematics	4	4		Exceeds	1452	66	45	Yes
Writing	4	4		Exceeds	1454	61	33	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	53	78	-	-
Total	13	14	92.9%	Exceeds				

<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	17	20	85%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	232	54	30	Yes
Minority Students	4	4		Exceeds	155	61	30	Yes
Students with Disabilities	3	4		Meets	168	49	48	Yes
English Learners	4	4		Exceeds	85	61	57	Yes
Students needing to catch up	3	4		Meets	167	60	64	No
Mathematics	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	232	64	64	Yes
Minority Students	3	4		Meets	155	67	68	No
Students with Disabilities	3	4		Meets	165	65	77	No
English Learners	4	4		Exceeds	85	71	88	No
Students needing to catch up	4	4		Exceeds	262	70	88	No
Writing	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	232	60	48	Yes
Minority Students	4	4		Exceeds	155	68	47	Yes
Students with Disabilities	3	4		Meets	168	55	67	No
English Learners	4	4		Exceeds	85	70	70	Yes
Students needing to catch up	3	4		Meets	308	64	71	No
Total	53	60	88.3%	Exceeds				

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: STEAMBOAT SPRINGS RE-2 - 2770

(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	957	83.49	88
Mathematics	4	4		Exceeds	958	60.96	97
Writing	4	4		Exceeds	957	70.95	93
Science	3	4		Meets	468	65.6	87
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	3	4		Meets	896	47	6	Yes
Mathematics	3	4		Meets	896	47	34	Yes
Writing	3	4		Meets	896	51	20	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	39	67	-	-
Total	11	14	78.6%	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	128	43	19	Yes
Minority Students	2	4		Approaching	111	41	19	Yes
Students with Disabilities	3	4		Meets	96	47	46	Yes
English Learners	2	4		Approaching	54	42	65	No
Students needing to catch up	2	4		Approaching	107	48	72	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	129	46	91	No
Minority Students	2	4		Approaching	111	52	80	No
Students with Disabilities	2	4		Approaching	95	45	97	No
English Learners	3	4		Meets	54	55	99	No
Students needing to catch up	2	4		Approaching	254	49	98	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	128	54	51	Yes
Minority Students	3	4		Meets	111	50	44	Yes
Students with Disabilities	2	4		Approaching	96	43	86	No
English Learners	3	4		Meets	54	56	87	No
Students needing to catch up	2	4		Approaching	210	52	84	No
Total	35	60	58.3%	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	646/483/310/141	88.5/90.3/89/88.7%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	67/48/30/N<16	71.6/81.3/80/-%	80%
Minority Students	0.75	1		Meets	66/45/25/N<16	74.2/84.4/84/-%	80%
Students with Disabilities	0.75	1		Meets	71/51/42/19	64.8/76.5/76.2/84.2%	80%
English Learners	0.5	1		Approaching	32/21/N<16/N<16	53.1/71.4/-/-%	80%
Dropout Rate	4	4		Exceeds	3308	0.9%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	445	22.1	20.1
Total	14.75	16	92.2%	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	84.6	87.3	88.7	88.7
	2010	89.7	89.3	89.3	
	2011	93	93.6		
	2012	86.1			

Free/Reduced Lunch 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	81.3	87.5	84.2	
	2011	N<16	85.7		
	2012	62.5			

Minority Student 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	81.3	87.5	87.5	
	2011	90	90		
	2012	73.7			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.7	80	85	84.2
	2010	70	68.2	68.2	
	2011	N<16	N<16		
	2012	50			

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	84.6	87.3	88.7	88.7
	2010	89.7	89.3	89.3	
	2011	93	93.6		
	2012	86.1			
	Aggregated	88.5	90.3	89	88.7

Free/Reduced Lunch 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	81.3	87.5	84.2	
	2011	N<16	85.7		
	2012	62.5			
	Aggregated	71.6	81.3	80	N<16

Minority Student 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	81.3	87.5	87.5	
	2011	90	90		
	2012	73.7			
	Aggregated	74.2	84.4	84	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.7	80	85	84.2
	2010	70	68.2	68.2	
	2011	N<16	N<16		
	2012	50			
	Aggregated	64.8	76.5	76.2	84.2

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	53.1	71.4	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

	<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