

Accredited

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

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

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

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	58.3%	(8.7 out of 15 points)
Academic Growth	Approaching	61.8%	(21.6 out of 35 points)
Academic Growth Gaps	Approaching	57.8%	(8.7 out of 15 points)
Postsecondary and Workforce Readiness	Meets	84.4%	(29.5 out of 35 points)
Test Participation³	Meets 95% Participation Rate		
TOTAL		68.5%	(68.5 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	100.0%	99.9%	100.0%	100.0%	Meets	Meets	Meets	Meets	758	794	524	2076	758	795	524	2077
Mathematics	100.0%	99.9%	100.0%	100.0%	Meets	Meets	Meets	Meets	759	793	524	2076	759	794	524	2077
Writing	99.9%	100.0%	100.0%	100.0%	Meets	Meets	Meets	Meets	758	795	524	2077	759	795	524	2078
Science	100.0%	99.6%	100.0%	99.9%	Meets	Meets	Meets	Meets	257	269	251	777	257	270	251	778
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	224	224	-	-	224	224

Performance Indicators

Level: Elementary

District: PLATTE VALLEY RE-7 - 3130

(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	2	4		Approaching	730	65.21	27
Mathematics	2	4		Approaching	730	66.85	35
Writing	2	4		Approaching	729	48.01	27
Science	2	4		Approaching	246	43.09	40
Total	8	16	50%	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	484	47	35	Yes
Mathematics	2	4		Approaching	485	47	54	No
Writing	2	4		Approaching	483	44	44	Yes
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	72	28	-	-
Total	7.5	14	53.6%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	217	45	44	Yes
Minority Students	3	4		Meets	147	47	46	Yes
Students with Disabilities	2	4		Approaching	57	44	72	No
English Learners	3	4		Meets	79	55	50	Yes
Students needing to catch up	2	4		Approaching	166	48	61	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	218	48	61	No
Minority Students	2	4		Approaching	147	44	64	No
Students with Disabilities	2	4		Approaching	57	41	81	No
English Learners	2	4		Approaching	79	51	68	No
Students needing to catch up	2	4		Approaching	160	54	77	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	216	40	52	No
Minority Students	2	4		Approaching	147	41	52	No
Students with Disabilities	1	4		Does Not Meet	57	35	75	No
English Learners	2	4		Approaching	79	47	53	No
Students needing to catch up	2	4		Approaching	254	41	61	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: Middle

District: PLATTE VALLEY RE-7 - 3130

(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	2	4		Approaching	768	64.06	31
Mathematics	2	4		Approaching	767	43.16	30
Writing	3	4		Meets	769	56.83	50
Science	2	4		Approaching	259	44.02	41
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	3	4		Meets	750	49	33	Yes
Mathematics	1	4		Does Not Meet	748	38	70	No
Writing	3	4		Meets	751	55	49	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	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	281	44	45	No
Minority Students	2	4		Approaching	216	42	47	No
Students with Disabilities	2	4		Approaching	96	44	81	No
English Learners	1	4		Does Not Meet	91	38	53	No
Students needing to catch up	2	4		Approaching	260	46	67	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	279	39	80	No
Minority Students	2	4		Approaching	217	43	82	No
Students with Disabilities	1	4		Does Not Meet	94	38	97	No
English Learners	2	4		Approaching	91	44	84	No
Students needing to catch up	2	4		Approaching	348	46	90	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	281	50	61	No
Minority Students	2	4		Approaching	217	53	66	No
Students with Disabilities	2	4		Approaching	96	41	87	No
English Learners	3	4		Meets	91	61	71	No
Students needing to catch up	2	4		Approaching	336	52	77	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: High

District: PLATTE VALLEY RE-7 - 3130

(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	2	4		Approaching	496	66.53	35
Mathematics	3	4		Meets	496	32.66	57
Writing	3	4		Meets	496	52.02	55
Science	3	4		Meets	237	55.27	63
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	467	53	24	Yes
Mathematics	3	4		Meets	467	61	93	No
Writing	3	4		Meets	468	53	49	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	9	12	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	155	58	55	Yes
Minority Students	4	4		Exceeds	132	61	53	Yes
Students with Disabilities	3	4		Meets	52	58	96	No
English Learners	3	4		Meets	47	64	68	No
Students needing to catch up	3	4		Meets	164	59	84	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	155	59	99	No
Minority Students	3	4		Meets	133	58	99	No
Students with Disabilities	3	4		Meets	52	57	99	No
English Learners	3	4		Meets	47	66	99	No
Students needing to catch up	3	4		Meets	275	60	99	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	155	48	83	No
Minority Students	2	4		Approaching	133	48	83	No
Students with Disabilities	3	4		Meets	52	55	99	No
English Learners	3	4		Meets	47	56	93	No
Students needing to catch up	3	4		Meets	205	56	94	No
Total	44	60	73.3%	Meets				

<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	370/269/177/98	88.6/90.3/92.1/94.9%	80%
Disaggregated Graduation Rate	3.5	4	87.5%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	146/98/64/39	84.2/87.8/89.1/92.3%	80%
Minority Students	1	1		Exceeds	95/66/41/24	84.2/84.8/90.2/95.8%	80%
Students with Disabilities	0.75	1		Meets	42/36/22/N<16	71.4/72.2/81.8/-%	80%
English Learners	0.75	1		Meets	18/N<16/N<16/N<16	88.9/-/-%	80%
Dropout Rate	4	4		Exceeds	1741	0.3%	3.9%
Colorado ACT Composite Score	2	4		Approaching	224	19	20.1
Total	13.5	16	84.4%	Meets			

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	92.9	93.9	94.9	<i>94.9</i>
	2010	84	87.5	88.6	
	2011	86.7	88.9		
	2012	90			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	91.9	94.6	94.6	<i>92.3</i>
	2010	77.8	81.5	81.5	
	2011	82.4	85.3		
	2012	83.3			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	92	92	95.8	<i>95.8</i>
	2010	76.5	82.4	82.4	
	2011	79.2	79.2		
	2012	86.2			

Students with Disabilities 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			

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	92.9	93.9	94.9	94.9
	2010	84	87.5	88.6	
	2011	86.7	88.9		
	2012	90			
	Aggregated	88.6	90.3	92.1	<i>94.9</i>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	91.9	94.6	94.6	92.3
	2010	77.8	81.5	81.5	
	2011	82.4	85.3		
	2012	83.3			
	Aggregated	84.2	87.8	89.1	<i>92.3</i>

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	92	92	95.8	95.8
	2010	76.5	82.4	82.4	
	2011	79.2	79.2		
	2012	86.2			
	Aggregated	84.2	84.8	90.2	<i>95.8</i>

Students with Disabilities 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	71.4	72.2	<i>81.8</i>	N<16

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>88.9</i>	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			
• 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