

Accredited with Improvement Plan *(Revised)*

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	Does Not Meet	27.8% (4.2 out of 15 points)	<div style="width: 27.8%;"></div>
Academic Growth	Approaching	58.3% (20.4 out of 35 points)	<div style="width: 58.3%;"></div>
Academic Growth Gaps	Approaching	52.2% (7.8 out of 15 points)	<div style="width: 52.2%;"></div>
Postsecondary and Workforce Readiness	Approaching	37.5% (13.1 out of 35 points)	<div style="width: 37.5%;"></div>
Test Participation³	Meets 95% Participation Rate		
TOTAL		45.5% (45.5 out of 100 points)	<div style="width: 45.5%;"></div>

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, social studies 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	99.5%	99.1%	97.4%	98.8%	Meets	Meets	Meets	Meets	5266	5111	3591	13968	5292	5159	3686	14137
Mathematics	99.5%	99.0%	97.6%	98.8%	Meets	Meets	Meets	Meets	5262	5109	3599	13970	5287	5160	3688	14135
Writing	99.5%	99.1%	97.6%	98.9%	Meets	Meets	Meets	Meets	5266	5110	3597	13973	5290	5159	3686	14135
Science	99.8%	98.4%	-	99.1%	Meets	Meets	-	Meets	1715	1819	-	3534	1719	1848	-	3567
Social Studies	99.8%	99.7%	-	99.8%	Meets	Meets	-	Meets	542	674	-	1216	543	676	-	1219
Colorado ACT	-	-	98.8%	98.8%	-	-	Meets	Meets	-	-	1124	1124	-	-	1138	1138

Performance Indicators

Level: Elementary

District: MAPLETON 1 - 0010

(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	1	4		Does Not Meet	4994	52.1	6
Mathematics	1	4		Does Not Meet	4989	53.92	9
Writing	1	4		Does Not Meet	4992	37.8	9
Science	0	0		-	-	-	-
Total	3	12	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	3203	45	44	Yes
Mathematics	2	4		Approaching	3309	44	61	No
Writing	2	4		Approaching	3203	44	54	No
English Language Proficiency (ACCESS)	1	2		Approaching	919	42	29	Yes
Total	8	14	57.1%	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	2226	45	48	No
Minority Students	2	4		Approaching	2360	45	47	No
Students with Disabilities	1	4		Does Not Meet	366	37	78	No
English Learners	2	4		Approaching	1331	46	50	No
Students needing to catch up	2	4		Approaching	1519	48	68	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2324	46	63	No
Minority Students	2	4		Approaching	2464	45	63	No
Students with Disabilities	1	4		Does Not Meet	375	38	87	No
English Learners	2	4		Approaching	1439	48	64	No
Students needing to catch up	2	4		Approaching	1473	49	83	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2224	44	57	No
Minority Students	2	4		Approaching	2359	44	56	No
Students with Disabilities	1	4		Does Not Meet	367	39	81	No
English Learners	2	4		Approaching	1333	46	57	No
Students needing to catch up	2	4		Approaching	2048	46	68	No
Total	27	60	45%	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: MAPLETON 1 - 0010

(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	1	4		Does Not Meet	4721	53.89	12
Mathematics	1	4		Does Not Meet	4723	33.6	12
Writing	1	4		Does Not Meet	4722	41.76	14
Science	0	0		-	-	-	-
Total	3	12	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	4321	49	46	Yes
Mathematics	2	4		Approaching	4331	42	82	No
Writing	2	4		Approaching	4323	48	64	No
English Language Proficiency (ACCESS)	1	2		Approaching	410	50	57	No
Total	8	14	57.1%	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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2586	49	55	No
Minority Students	2	4		Approaching	3013	49	52	No
Students with Disabilities	2	4		Approaching	442	47	82	No
English Learners	2	4		Approaching	1665	53	58	No
Students needing to catch up	2	4		Approaching	1948	51	71	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2591	43	87	No
Minority Students	2	4		Approaching	3022	42	85	No
Students with Disabilities	2	4		Approaching	445	43	99	No
English Learners	2	4		Approaching	1676	44	86	No
Students needing to catch up	2	4		Approaching	2552	43	95	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2586	50	72	No
Minority Students	2	4		Approaching	3011	49	68	No
Students with Disabilities	2	4		Approaching	446	50	92	No
English Learners	2	4		Approaching	1665	53	73	No
Students needing to catch up	2	4		Approaching	2425	53	82	No
Total	30	60	50%	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: MAPLETON 1 - 0010

(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	1	4		Does Not Meet	3244	57.03	13
Mathematics	1	4		Does Not Meet	3247	16.88	12
Writing	2	4		Approaching	3249	36.2	18
Science	0	0		-	-	-	-
Total	4	12	33.3%	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	2576	59	40	Yes
Mathematics	2	4		Approaching	2578	51	99	No
Writing	2	4		Approaching	2583	54	79	No
English Language Proficiency (ACCESS)	1.5	2		Meets	267	58	33	Yes
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	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1486	59	53	Yes
Minority Students	3	4		Meets	1769	59	52	Yes
Students with Disabilities	3	4		Meets	219	59	95	No
English Learners	3	4		Meets	968	62	65	No
Students needing to catch up	3	4		Meets	1208	58	83	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1495	52	99	No
Minority Students	2	4		Approaching	1771	50	99	No
Students with Disabilities	2	4		Approaching	215	49	99	No
English Learners	2	4		Approaching	973	53	99	No
Students needing to catch up	2	4		Approaching	1915	53	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1491	54	85	No
Minority Students	2	4		Approaching	1775	53	86	No
Students with Disabilities	3	4		Meets	219	56	99	No
English Learners	2	4		Approaching	971	54	91	No
Students needing to catch up	3	4		Meets	1616	56	94	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	1	4		Does Not Meet	1991/1543/987/407	44.5/50/52/48.9%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	1322/1058/723/301	43.2/49.1/51.2/50.8%	80%
Minority Students	0.25	1		Does Not Meet	1388/1119/731/310	42.4/48.2/50.3/49.7%	80%
Students with Disabilities	0.25	1		Does Not Meet	171/126/84/35	41.5/52.4/50/45.7%	80%
English Learners	0.25	1		Does Not Meet	701/615/412/166	37.5/43.3/46.4/48.2%	80%
Dropout Rate	2	4		Approaching	13530	9.9%	3.9%
Colorado ACT Composite Score	2	4		Approaching	1124	18	20.1
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 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	2010	42.1	44.1	47.3	48.9
	2011	44.3	53	55.2	
	2012	42.5	51.1		
	2013	47.8			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	44.4	48.5	49.3	50.8
	2011	47	50.7	52.4	
	2012	38	47.9		
	2013	44.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.3	44.7	48	49.7
	2011	42.1	50.7	52	
	2012	40.7	48.1		
	2013	43.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	38.5	53.8	45.7	45.7
	2011	42.4	52.2	53.1	
	2012	36.7	51.9		
	2013	46			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.4	43.4	46.3	48.2
	2011	40.4	45.3	46.4	
	2012	33.3	41.2		
	2013	36.8			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	42.1	44.1	47.3	48.9
	2011	44.3	53	55.2	
	2012	42.5	51.1		
	2013	47.8			
	Aggregated	44.5	50	52	48.9

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	44.4	48.5	49.3	50.8
	2011	47	50.7	52.4	
	2012	38	47.9		
	2013	44.2			
	Aggregated	43.2	49.1	51.2	50.8

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.3	44.7	48	49.7
	2011	42.1	50.7	52	
	2012	40.7	48.1		
	2013	43.8			
	Aggregated	42.4	48.2	50.3	49.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	38.5	53.8	45.7	45.7
	2011	42.4	52.2	53.1	
	2012	36.7	51.9		
	2013	46			
	Aggregated	41.5	52.4	50	45.7

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	43.4	43.4	46.3	48.2
	2011	40.4	45.3	46.4	
	2012	33.3	41.2		
	2013	36.8			
	Aggregated	37.5	43.3	46.4	48.2

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: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 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 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 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>	TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.	• at or above 70.	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	2	1		
	• below 30.	• below 40.	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)	
	• at or above 60.	• at or above 70.	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	2			
	• below 30.	• below 40.	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)
	• 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 remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of 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 TCAP and 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	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	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 (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 TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

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