

Accredited with Distinction

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	Exceeds	100.0% (15.0 out of 15 points)
Academic Growth	Meets	78.9% (27.6 out of 35 points)
Academic Growth Gaps	Meets	73.3% (11.0 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	96.9% (33.9 out of 35 points)
Test Participation ³	Meets 95% Participation Rate	
TOTAL	87.5%	(87.5 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, 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	100.0%	99.9%	99.4%	99.8%	Meets	Meets	Meets	Meets	4465	2057	2066	8588	4465	2059	2079	8603
Mathematics	99.9%	99.9%	99.3%	99.8%	Meets	Meets	Meets	Meets	4459	2056	2064	8579	4462	2059	2079	8600
Writing	100.0%	99.9%	99.4%	99.8%	Meets	Meets	Meets	Meets	4463	2057	2067	8587	4464	2059	2079	8602
Science	99.9%	99.8%	-	99.9%	Meets	Meets	-	Meets	1097	1033	-	2130	1098	1035	-	2133
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	393	404	-	797	393	404	-	797
Colorado ACT	-	-	99.6%	99.6%	-	-	Meets	Meets	-	-	1029	1029	-	-	1033	1033

Performance Indicators

Level: Elementary

District: CHEYENNE MOUNTAIN 12 - 1020

(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	4359	91.05	99
Mathematics	4	4		Exceeds	4354	88.7	98
Writing	4	4		Exceeds	4356	81.2	98
Science	0	0		-	-	-	-
Total	12	12	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	3067	54	16	Yes
Mathematics	3	4		Meets	3069	55	30	Yes
Writing	3	4		Meets	3066	58	26	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	74	61	27	Yes
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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	588	50	25	Yes
Minority Students	3	4		Meets	798	50	20	Yes
Students with Disabilities	2	4		Approaching	187	49	53	No
English Learners	3	4		Meets	212	53	20	Yes
Students needing to catch up	3	4		Meets	263	59	57	Yes
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	588	49	43	Yes
Minority Students	3	4		Meets	799	51	37	Yes
Students with Disabilities	2	4		Approaching	185	52	65	No
English Learners	3	4		Meets	212	54	36	Yes
Students needing to catch up	3	4		Meets	311	55	78	No
Writing	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	589	53	35	Yes
Minority Students	3	4		Meets	799	55	30	Yes
Students with Disabilities	2	4		Approaching	187	53	66	No
English Learners	4	4		Exceeds	212	64	33	Yes
Students needing to catch up	4	4		Exceeds	563	60	55	Yes
Total	44	60	73.3%	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: CHEYENNE MOUNTAIN 12 - 1020

(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	2017	87.85	98
Mathematics	4	4		Exceeds	2016	78.47	98
Writing	4	4		Exceeds	2017	82.85	98
Science	0	0		-	-	-	-
Total	12	12	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	1845	51	13	Yes
Mathematics	3	4		Meets	1847	56	40	Yes
Writing	3	4		Meets	1845	58	25	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	17	20	85%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	274	51	23	Yes
Minority Students	3	4		Meets	401	55	18	Yes
Students with Disabilities	4	4		Exceeds	98	63	60	Yes
English Learners	3	4		Meets	138	50	20	Yes
Students needing to catch up	4	4		Exceeds	175	65	60	Yes
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	274	49	67	No
Minority Students	3	4		Meets	401	56	52	Yes
Students with Disabilities	2	4		Approaching	98	41	98	No
English Learners	4	4		Exceeds	138	62	53	Yes
Students needing to catch up	3	4		Meets	347	55	91	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	274	54	43	Yes
Minority Students	3	4		Meets	401	56	31	Yes
Students with Disabilities	2	4		Approaching	99	45	81	No
English Learners	4	4		Exceeds	138	61	31	Yes
Students needing to catch up	2	4		Approaching	251	53	76	No
Total	45	60	75%	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: High

District: CHEYENNE MOUNTAIN 12 - 1020

(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	2025	88.2	95
Mathematics	4	4		Exceeds	2026	67.67	98
Writing	4	4		Exceeds	2025	79.36	98
Science	0	0		-	-	-	-
Total	12	12	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	1885	54	4	Yes
Mathematics	4	4		Exceeds	1890	69	34	Yes
Writing	3	4		Meets	1887	54	13	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	10	12	83.3%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	216	52	12	Yes
Minority Students	3	4		Meets	420	56	8	Yes
Students with Disabilities	1	4		Does Not Meet	75	31	83	No
English Learners	4	4		Exceeds	168	67	6	Yes
Students needing to catch up	2	4		Approaching	189	46	61	No
Mathematics	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	218	66	86	No
Minority Students	4	4		Exceeds	420	70	60	Yes
Students with Disabilities	3	4		Meets	79	65	99	No
English Learners	4	4		Exceeds	168	71	54	Yes
Students needing to catch up	4	4		Exceeds	528	73	98	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	216	51	36	Yes
Minority Students	3	4		Meets	420	56	21	Yes
Students with Disabilities	1	4		Does Not Meet	77	39	94	No
English Learners	3	4		Meets	168	56	20	Yes
Students needing to catch up	2	4		Approaching	323	54	78	No
Total	43	60	71.7%	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	1365/1037/709/353	94.8/95.9/96.2/94.9%	80%
Disaggregated Graduation Rate	3.5	4	87.5%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	138/88/59/24	91.3/93.2/96.6/100%	80%
Minority Students	1	1		Exceeds	290/216/145/68	92.8/96.8/97.9/97.1%	80%
Students with Disabilities	0.5	1		Approaching	72/49/29/N<16	72.2/77.6/75.9/-%	80%
English Learners	1	1		Exceeds	19/N<16/N<16/N<16	94.7/-/-/-%	80%
Dropout Rate	4	4		Exceeds	6491	0.2%	3.9%
Colorado ACT Composite Score	4	4		Exceeds	1026	23.3	20.1
Total	15.5	16	96.9%	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	2010	93.8	94.4	94.9	94.9
	2011	96.6	97.5	97.5	
	2012	93.3	95.7		
	2013	95.4			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	95.8	95.8	100	100
	2011	94.1	94.3	94.3	
	2012	76.7	89.7		
	2013	96			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	95.7	95.7	97.1	97.1
	2011	97.4	98.7	98.7	
	2012	90.3	95.7		
	2013	87.7			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	76.5	77.8	77.8	
	2012	80	85		
	2013	73.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	93.8	94.4	94.9	94.9
	2011	96.6	97.5	97.5	
	2012	93.3	95.7		
	2013	95.4			
	Aggregated	94.8	95.9	96.2	94.9

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	95.8	95.8	100	100
	2011	94.1	94.3	94.3	
	2012	76.7	89.7		
	2013	96			
	Aggregated	91.3	93.2	96.6	100

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	95.7	95.7	97.1	97.1
	2011	97.4	98.7	98.7	
	2012	90.3	95.7		
	2013	87.7			
	Aggregated	92.8	96.8	97.9	97.1

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	76.5	77.8	77.8	
	2012	80	85		
	2013	73.9			
	Aggregated	72.2	77.6	75.9	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	94.7	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: 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.	Exceeds	4		2
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3		1.5
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2		1
	• below 30.	• below 40.	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)	
	• 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

	Cut Point: The district earned ... of the points eligible on this Indicator.	
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.	
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	
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.	

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 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