

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	Meets	66.7% (10.0 out of 15 points)
Academic Growth	Approaching	60.7% (21.2 out of 35 points)
Academic Growth Gaps	Approaching	51.7% (7.8 out of 15 points)
Postsecondary and Workforce Readiness	Meets	85.9% (30.1 out of 35 points)
Test Participation ³	Meets 95% Participation Rate	
TOTAL		69.1% (69.1 out of 100 points)

² Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

³ Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, 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

⁴ Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.7%	99.5%	97.0%	98.9%	Meets	Meets	Meets	Meets	3741	3459	2677	9877	3751	3477	2759	9987
Mathematics	99.6%	99.7%	98.2%	99.2%	Meets	Meets	Meets	Meets	3738	3460	2712	9910	3753	3472	2762	9987
Writing	99.1%	99.5%	96.8%	98.6%	Meets	Meets	Meets	Meets	3719	3460	2672	9851	3752	3477	2759	9988
Science	99.8%	99.7%	-	99.8%	Meets	Meets	-	Meets	1244	1136	-	2380	1246	1139	-	2385
Social Studies	100.0%	99.7%	-	99.8%	Meets	Meets	-	Meets	1297	1199	-	2496	1297	1203	-	2500
Colorado ACT	-	-	98.8%	98.8%	-	-	Meets	Meets	-	-	1215	1215	-	-	1230	1230

Performance Indicators

Level: Elementary

District: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	3581	75.45	63
Mathematics	3	4		Meets	3569	74.19	60
Writing	3	4		Meets	3552	57.35	58
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	2230	48	28	Yes
Mathematics	2	4		Approaching	2227	42	43	No
Writing	3	4		Meets	2211	47	39	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	184	55	27	Yes
Total	9.5	14	67.9%	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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	53	47	34	Yes
Minority Students	3	4		Meets	781	50	32	Yes
Students with Disabilities	1	4		Does Not Meet	248	38	68	No
English Learners	3	4		Meets	111	49	34	Yes
Students needing to catch up	2	4		Approaching	500	52	63	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	49	43	50	No
Minority Students	2	4		Approaching	778	41	49	No
Students with Disabilities	1	4		Does Not Meet	250	30	69	No
English Learners	2	4		Approaching	109	41	51	No
Students needing to catch up	2	4		Approaching	440	45	79	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	53	46	48	No
Minority Students	3	4		Meets	770	47	42	Yes
Students with Disabilities	1	4		Does Not Meet	248	39	73	No
English Learners	3	4		Meets	110	49	44	Yes
Students needing to catch up	2	4		Approaching	911	49	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: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	3	4		Meets	3308	73.07	63
Mathematics	3	4		Meets	3311	55	67
Writing	3	4		Meets	3308	62.36	69
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	3067	49	28	Yes
Mathematics	2	4		Approaching	3067	44	64	No
Writing	3	4		Meets	3068	53	45	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	64	59	60	No
Total	9.5	14	67.9%	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	61	56	34	Yes
Minority Students	3	4		Meets	1154	50	33	Yes
Students with Disabilities	2	4		Approaching	344	50	69	No
English Learners	3	4		Meets	150	55	45	Yes
Students needing to catch up	2	4		Approaching	754	53	65	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	62	55	69	No
Minority Students	2	4		Approaching	1154	45	72	No
Students with Disabilities	1	4		Does Not Meet	344	39	95	No
English Learners	2	4		Approaching	149	42	78	No
Students needing to catch up	2	4		Approaching	1182	47	90	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	63	49	47	Yes
Minority Students	3	4		Meets	1152	55	50	Yes
Students with Disabilities	2	4		Approaching	346	44	83	No
English Learners	2	4		Approaching	151	53	57	No
Students needing to catch up	2	4		Approaching	1167	52	75	No
Total	35	60	58.3%	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: High

District: FALCON 49 - 1110

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	2561	63.53	26
Mathematics	2	4		Approaching	2593	25.68	32
Writing	2	4		Approaching	2558	44.37	38
Science	0	0		-	-	-	-
Total	6	12	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	2268	47	20	Yes
Mathematics	1	4		Does Not Meet	2310	39	94	No
Writing	2	4		Approaching	2279	45	54	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	132	39	42	No
Total	6.5	14	46.4%	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	326	40	70	No
Minority Students	3	4		Meets	915	47	32	Yes
Students with Disabilities	2	4		Approaching	235	43	93	No
English Learners	2	4		Approaching	158	51	68	No
Students needing to catch up	2	4		Approaching	806	48	77	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	331	29	99	No
Minority Students	1	4		Does Not Meet	932	36	99	No
Students with Disabilities	2	4		Approaching	237	46	99	No
English Learners	1	4		Does Not Meet	158	32	99	No
Students needing to catch up	1	4		Does Not Meet	1425	38	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	333	37	94	No
Minority Students	2	4		Approaching	921	45	67	No
Students with Disabilities	2	4		Approaching	235	44	98	No
English Learners	2	4		Approaching	158	50	86	No
Students needing to catch up	2	4		Approaching	1089	45	92	No
Total	26	60	43.3%	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	1009/931/855/802	89.9/93.7/91/91.4%	80%
Disaggregated Graduation Rate	3.75	4	93.8%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	266/256/192/185	82/90.2/84.9/85.9%	80%
Minority Students	1	1		Exceeds	352/313/278/270	87.8/93.9/88.8/90.7%	80%
Students with Disabilities	0.75	1		Meets	94/76/71/88	64.9/75/77.5/87.5%	80%
English Learners	1	1		Exceeds	33/23/18/21	93.9/100/88.9/81%	80%
Dropout Rate	4	4		Exceeds	7593	0.6%	3.6%
Colorado ACT Composite Score	2	4		Approaching	1215	18.5	20.0
Total	13.75	16	85.9%	Meets			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

**This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	83.4	88.9	90.9	91.4
	2011	87	89.8	91	
	2012	89.6	93.7		
	2013	89.9			
	Aggregated	87.7	90.9	90.9	91.4

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.5	84	84.4	85.9
	2011	79.8	81.7	84.9	
	2012	82.6	90.2		
	2013	82			
	Aggregated	80.3	85.9	84.7	85.9

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.1	87.7	91.1	90.7
	2011	83	87.8	88.8	
	2012	88	93.9		
	2013	87.8			
	Aggregated	85.5	90	89.9	90.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67	78.4	83.3	87.5
	2011	70.8	69	77.5	
	2012	64.1	75		
	2013	64.9			
	Aggregated	66.5	74.5	80.7	87.5

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	76.2	81
	2011	N<16	83.3	88.9	
	2012	78.3	100		
	2013	93.9			
	Aggregated	81.9	89.1	82.1	81

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 DPF, 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)	35		
	• 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)	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

	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