

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	75.0% (11.3 out of 15 points)
Academic Growth	Meets	69.0% (24.2 out of 35 points)
Academic Growth Gaps	Approaching	58.3% (8.7 out of 15 points)
Postsecondary and Workforce Readiness	Meets	67.2% (23.5 out of 35 points)
Test Participation³	Meets 95% Participation Rate	
TOTAL		67.7% (67.7 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	99.6%	99.3%	98.3%	99.2%	Meets	Meets	Meets	Meets	23474	13659	12643	49776	23559	13751	12866	50176
Mathematics	99.6%	99.5%	98.5%	99.3%	Meets	Meets	Meets	Meets	23467	13687	12678	49832	23552	13755	12868	50175
Writing	99.7%	99.4%	98.3%	99.2%	Meets	Meets	Meets	Meets	23493	13662	12648	49803	23564	13751	12867	50182
Science	99.8%	99.5%	-	99.7%	Meets	Meets	-	Meets	6506	6285	-	12791	6516	6314	-	12830
Social Studies	99.9%	99.5%	-	99.7%	Meets	Meets	-	Meets	6315	6231	-	12546	6321	6263	-	12584
Colorado ACT	-	-	98.0%	98.0%	-	-	Meets	Meets	-	-	6039	6039	-	-	6160	6160

Performance Indicators

Level: Elementary

District: JEFFERSON COUNTY R-1 - 1420

(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	22856	78.84	75
Mathematics	3	4		Meets	22830	72.84	56
Writing	3	4		Meets	22857	61.14	72
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	16120	58	26	Yes
Mathematics	3	4		Meets	16261	56	48	Yes
Writing	3	4		Meets	16121	55	40	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	2805	46	30	Yes
Total	10.5	14	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	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	5333	54	40	Yes
Minority Students	3	4		Meets	5277	56	36	Yes
Students with Disabilities	2	4		Approaching	1498	52	69	No
English Learners	4	4		Exceeds	1675	60	41	Yes
Students needing to catch up	3	4		Meets	3564	60	66	No
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	5469	50	63	No
Minority Students	2	4		Approaching	5411	52	58	No
Students with Disabilities	2	4		Approaching	1504	48	84	No
English Learners	3	4		Meets	1811	56	61	No
Students needing to catch up	3	4		Meets	4195	55	83	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	5336	51	54	No
Minority Students	3	4		Meets	5276	53	49	Yes
Students with Disabilities	2	4		Approaching	1495	49	77	No
English Learners	3	4		Meets	1677	59	53	Yes
Students needing to catch up	3	4		Meets	6627	57	64	No
Total	40	60	66.7%	Meets				

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

Performance Indicators

Level: Middle

District: JEFFERSON COUNTY R-1 - 1420

(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	13317	77.48	73
Mathematics	3	4		Meets	13345	64.22	84
Writing	3	4		Meets	13325	65.88	79
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	12793	50	20	Yes
Mathematics	2	4		Approaching	12816	54	59	No
Writing	3	4		Meets	12795	48	41	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	554	51	55	No
Total	9	14	64.3%	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	3880	45	36	Yes
Minority Students	3	4		Meets	3953	49	32	Yes
Students with Disabilities	2	4		Approaching	1044	50	71	No
English Learners	3	4		Meets	1299	51	41	Yes
Students needing to catch up	2	4		Approaching	2446	50	66	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3896	49	78	No
Minority Students	2	4		Approaching	3964	50	75	No
Students with Disabilities	2	4		Approaching	1050	54	98	No
English Learners	2	4		Approaching	1302	54	77	No
Students needing to catch up	3	4		Meets	3989	57	93	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3882	45	59	No
Minority Students	2	4		Approaching	3954	46	53	No
Students with Disabilities	2	4		Approaching	1046	42	85	No
English Learners	2	4		Approaching	1302	50	59	No
Students needing to catch up	2	4		Approaching	3926	48	78	No
Total	34	60	56.7%	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: JEFFERSON COUNTY R-1 - 1420

(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	12366	73.22	56
Mathematics	3	4		Meets	12399	46.57	84
Writing	3	4		Meets	12372	57.26	73
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	11705	46	10	Yes
Mathematics	2	4		Approaching	11742	54	74	No
Writing	3	4		Meets	11687	47	38	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	777	52	38	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3457	42	31	Yes
Minority Students	2	4		Approaching	3832	44	23	Yes
Students with Disabilities	2	4		Approaching	907	40	82	No
English Learners	3	4		Meets	1149	47	39	Yes
Students needing to catch up	2	4		Approaching	2891	42	74	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3466	50	98	No
Minority Students	2	4		Approaching	3839	51	94	No
Students with Disabilities	2	4		Approaching	914	51	99	No
English Learners	2	4		Approaching	1143	52	97	No
Students needing to catch up	2	4		Approaching	5319	53	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3448	44	74	No
Minority Students	2	4		Approaching	3822	44	60	No
Students with Disabilities	2	4		Approaching	910	42	98	No
English Learners	2	4		Approaching	1145	46	74	No
Students needing to catch up	2	4		Approaching	4450	46	90	No
Total	31	60	51.7%	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	3	4		Meets	6497/6727/6636/6849	81.5/85.6/85.1/85.1%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	2041/2068/1894/1819	67.2/72.5/71.7/70.6%	80%
Minority Students	0.5	1		Approaching	1917/1984/1820/1737	73.9/78.2/76.1/75.6%	80%
Students with Disabilities	0.5	1		Approaching	596/588/593/631	61.2/71.4/72.7/74.6%	80%
English Learners	0.25	1		Does Not Meet	369/409/363/379	58/61.4/58.1/56.5%	80%
Dropout Rate	3	4		Meets	42685	1.7%	3.6%
Colorado ACT Composite Score	3	4		Meets	6025	21.5	20.0
Total	10.75	16	67.2%	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	78.1	83.1	84.3	85.1
	2011	79.1	83.8	85.1	
	2012	81.4	85.6		
	2013	81.5			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.4	68.3	69.2	70.6
	2011	63	69.2	71.7	
	2012	64.6	72.5		
	2013	67.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	65.3	72.2	74.5	75.6
	2011	68.6	74.5	76.1	
	2012	72.9	78.2		
	2013	73.9			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.7	66.4	69.3	74.6
	2011	59.6	67.7	72.7	
	2012	62.8	71.4		
	2013	61.2			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	48.1	54.8	55.4	56.5
	2011	49.2	55.7	58.1	
	2012	51.5	61.4		
	2013	58			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.1	83.1	84.3	85.1
	2011	79.1	83.8	85.1	
	2012	81.4	85.6		
	2013	81.5			
	Aggregated	80	84.2	84.7	85.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.4	68.3	69.2	70.6
	2011	63	69.2	71.7	
	2012	64.6	72.5		
	2013	67.2			
	Aggregated	64	70.1	70.5	70.6

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	65.3	72.2	74.5	75.6
	2011	68.6	74.5	76.1	
	2012	72.9	78.2		
	2013	73.9			
	Aggregated	70.3	75.1	75.3	75.6

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59.7	66.4	69.3	74.6
	2011	59.6	67.7	72.7	
	2012	62.8	71.4		
	2013	61.2			
	Aggregated	60.8	68.5	70.9	74.6

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	48.1	54.8	55.4	56.5
	2011	49.2	55.7	58.1	
	2012	51.5	61.4		
	2013	58			
	Aggregated	51.8	57.5	56.7	56.5

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