

Accredited *(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	Approaching	61.1% (9.2 out of 15 points)	<div style="width: 61.1%;"></div>
Academic Growth	Meets	73.8% (25.8 out of 35 points)	<div style="width: 73.8%;"></div>
Academic Growth Gaps	Approaching	58.3% (8.7 out of 15 points)	<div style="width: 58.3%;"></div>
Postsecondary and Workforce Readiness	Approaching	56.3% (19.7 out of 35 points)	<div style="width: 56.3%;"></div>
Test Participation³	Meets 95% Participation Rate		
TOTAL		63.4% (63.4 out of 100 points)	<div style="width: 63.4%;"></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	99.8%	99.7%	97.8%	99.3%	Meets	Meets	Meets	Meets	14710	15534	8081	38325	14740	15586	8266	38592
Mathematics	99.8%	99.8%	98.6%	99.5%	Meets	Meets	Meets	Meets	14718	15560	8162	38440	14743	15595	8276	38614
Writing	99.8%	99.6%	97.8%	99.3%	Meets	Meets	Meets	Meets	14721	15526	8085	38332	14750	15585	8271	38606
Science	99.9%	99.6%	-	99.7%	Meets	Meets	-	Meets	4876	4757	-	9633	4882	4776	-	9658
Social Studies	99.8%	99.8%	-	99.8%	Meets	Meets	-	Meets	1628	1569	-	3197	1631	1572	-	3203
Colorado ACT	-	-	97.3%	97.3%	-	-	Meets	Meets	-	-	4193	4193	-	-	4308	4308

Performance Indicators

Level: Elementary

District: MESA COUNTY VALLEY 51 - 2000

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	14187	69.09	37
Mathematics	2	4		Approaching	14170	65.53	33
Writing	2	4		Approaching	14178	46.88	25
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	8847	49	33	Yes
Mathematics	2	4		Approaching	8917	49	52	No
Writing	3	4		Meets	8857	52	48	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	411	63	27	Yes
Total	10	14	71.4%	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	4148	48	40	Yes
Minority Students	3	4		Meets	2553	48	41	Yes
Students with Disabilities	2	4		Approaching	1087	42	68	No
English Learners	2	4		Approaching	565	50	52	No
Students needing to catch up	2	4		Approaching	2713	53	63	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4219	47	59	No
Minority Students	2	4		Approaching	2616	46	60	No
Students with Disabilities	2	4		Approaching	1107	42	79	No
English Learners	2	4		Approaching	624	46	70	No
Students needing to catch up	2	4		Approaching	2880	51	79	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	4155	50	56	No
Minority Students	2	4		Approaching	2556	52	55	No
Students with Disabilities	2	4		Approaching	1096	46	77	No
English Learners	2	4		Approaching	567	51	62	No
Students needing to catch up	2	4		Approaching	4991	53	64	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: MESA COUNTY VALLEY 51 - 2000

(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	3	4		Meets	15103	70.3	53
Mathematics	3	4		Meets	15121	52.87	59
Writing	2	4		Approaching	15097	54.02	39
Science	0	0		-	-	-	-
Total	8	12	66.7%	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	14246	51	29	Yes
Mathematics	3	4		Meets	14274	57	70	No
Writing	3	4		Meets	14245	52	52	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	80	49	59	No
Total	10	14	71.4%	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	6057	49	40	Yes
Minority Students	3	4		Meets	3896	52	41	Yes
Students with Disabilities	2	4		Approaching	1602	46	74	No
English Learners	3	4		Meets	856	56	63	No
Students needing to catch up	2	4		Approaching	4156	53	66	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	6071	56	79	No
Minority Students	3	4		Meets	3901	57	79	No
Students with Disabilities	2	4		Approaching	1612	52	97	No
English Learners	3	4		Meets	858	64	89	No
Students needing to catch up	3	4		Meets	6137	58	93	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	6054	50	66	No
Minority Students	2	4		Approaching	3890	51	63	No
Students with Disabilities	2	4		Approaching	1603	45	89	No
English Learners	3	4		Meets	854	60	78	No
Students needing to catch up	2	4		Approaching	6377	52	79	No
Total	38	60	63.3%	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: High

District: MESA COUNTY VALLEY 51 - 2000

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	7875	71.09	49
Mathematics	3	4		Meets	7948	32.46	57
Writing	3	4		Meets	7879	51.73	55
Science	0	0		-	-	-	-
Total	8	12	66.7%	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	7383	52	15	Yes
Mathematics	3	4		Meets	7467	55	93	No
Writing	3	4		Meets	7385	55	54	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	43	73	44	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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	2902	49	31	Yes
Minority Students	3	4		Meets	2056	51	29	Yes
Students with Disabilities	2	4		Approaching	700	46	93	No
English Learners	2	4		Approaching	477	53	64	No
Students needing to catch up	2	4		Approaching	2188	53	78	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2948	53	99	No
Minority Students	2	4		Approaching	2074	53	99	No
Students with Disabilities	2	4		Approaching	706	53	99	No
English Learners	2	4		Approaching	479	53	99	No
Students needing to catch up	3	4		Meets	4435	57	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2900	51	76	No
Minority Students	2	4		Approaching	2056	52	76	No
Students with Disabilities	2	4		Approaching	698	47	99	No
English Learners	3	4		Meets	474	56	92	No
Students needing to catch up	3	4		Meets	3399	56	92	No
Total	35	60	58.3%	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	2	4		Approaching	6842/5204/ 3545/1720	76.2/79.7/ 79.8/79.7%	80%
Disaggregated Graduation Rate	2	4	50%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	2347/ 1847/1349/593	63.8/ 68/67.5/67.6%	80%
Minority Students	0.5	1		Approaching	1591/1193/ 799/363	66.1/71.4/ 72.3/71.9%	80%
Students with Disabilities	0.5	1		Approaching	726/543/357/ 187	53.7/65/64.4/ 67.4%	80%
English Learners	0.5	1		Approaching	412/315/219/ 108	59.2/65.7/66.7/ 69.4%	80%
Dropout Rate	3	4		Meets	32750	3%	3.9%
Colorado ACT Composite Score	2	4		Approaching	4193	19.6	20.1
Total	9	16	56.3%	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	74	78.3	79.4	79.7
	2011	75.5	79.5	80.2	
	2012	77.7	81.3		
	2013	77.6			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	66.8	67.3	67.6
	2011	63.1	66.6	67.5	
	2012	67.8	71.1		
	2013	63.7			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63.4	69.9	72	71.9
	2011	66.3	71.9	72.6	
	2012	68.5	72.3		
	2013	65.8			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.7	67.2	66.8	67.4
	2011	48.8	59.5	61.8	
	2012	57.8	67.7		
	2013	51.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	57.7	65.4	69.4	69.4
	2011	52.3	62.2	64	
	2012	64	70		
	2013	63.4			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74	78.3	79.4	79.7
	2011	75.5	79.5	80.2	
	2012	77.7	81.3		
	2013	77.6			
	Aggregated	76.2	79.7	79.8	79.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.7	66.8	67.3	67.6
	2011	63.1	66.6	67.5	
	2012	67.8	71.1		
	2013	63.7			
	Aggregated	63.8	68	67.5	67.6

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63.4	69.9	72	71.9
	2011	66.3	71.9	72.6	
	2012	68.5	72.3		
	2013	65.8			
	Aggregated	66.1	71.4	72.3	71.9

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.7	67.2	66.8	67.4
	2011	48.8	59.5	61.8	
	2012	57.8	67.7		
	2013	51.9			
	Aggregated	53.7	65	64.4	67.4

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	57.7	65.4	69.4	69.4
	2011	52.3	62.2	64	
	2012	64	70		
	2013	63.4			
	Aggregated	59.2	65.7	66.7	69.4

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.	

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