

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	81.6% (28.6 out of 35 points)
Academic Growth Gaps	Meets	75.0% (11.3 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	98.3% (34.4 out of 35 points)
Test Participation ³	Meets 95% Participation Rate	
TOTAL		89.3% (89.3 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	100.0%	100.0%	99.6%	99.9%	Meets	Meets	Meets	Meets	1500	815	776	3091	1500	815	779	3094
Mathematics	100.0%	100.0%	99.6%	99.9%	Meets	Meets	Meets	Meets	1501	815	776	3092	1501	815	779	3095
Writing	100.0%	100.0%	99.5%	99.9%	Meets	Meets	Meets	Meets	1501	815	775	3091	1501	815	779	3095
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	371	417	-	788	371	417	-	788
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	393	404	-	797	393	404	-	797
Colorado ACT	-	-	99.2%	99.2%	-	-	Meets	Meets	-	-	369	369	-	-	372	372

Performance Indicators

Level: Elementary

District: CHEYENNE MOUNTAIN 12 - 1020

(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	4	4		Exceeds	1472	90.22	97
Mathematics	4	4		Exceeds	1472	88.45	94
Writing	4	4		Exceeds	1472	79.96	97
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	1044	53	16	Yes
Mathematics	3	4		Meets	1046	56	28	Yes
Writing	4	4		Exceeds	1044	64	27	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	74	61	27	Yes
Total	12	14	85.7%	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	183	49	26	Yes
Minority Students	3	4		Meets	280	50	22	Yes
Students with Disabilities	3	4		Meets	71	53	53	Yes
English Learners	3	4		Meets	70	54	28	Yes
Students needing to catch up	3	4		Meets	103	58	58	Yes
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	183	45	43	Yes
Minority Students	3	4		Meets	281	51	34	Yes
Students with Disabilities	2	4		Approaching	70	49	62	No
English Learners	2	4		Approaching	70	41	42	No
Students needing to catch up	2	4		Approaching	100	52	78	No
Writing	19	20	95%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	183	60	37	Yes
Minority Students	4	4		Exceeds	280	63	32	Yes
Students with Disabilities	3	4		Meets	71	59	67	No
English Learners	4	4		Exceeds	70	69	37	Yes
Students needing to catch up	4	4		Exceeds	221	64	56	Yes
Total	46	60	76.7%	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: CHEYENNE MOUNTAIN 12 - 1020

(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	4	4		Exceeds	802	89.28	97
Mathematics	4	4		Exceeds	802	81.05	98
Writing	4	4		Exceeds	802	83.29	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	734	53	14	Yes
Mathematics	3	4		Meets	734	59	38	Yes
Writing	3	4		Meets	734	57	24	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	140	54	21	Yes
Minority Students	3	4		Meets	190	58	17	Yes
Students with Disabilities	4	4		Exceeds	32	70	58	Yes
English Learners	3	4		Meets	51	46	21	Yes
Students needing to catch up	4	4		Exceeds	66	75	57	Yes
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	140	50	59	No
Minority Students	3	4		Meets	190	53	45	Yes
Students with Disabilities	2	4		Approaching	32	50	96	No
English Learners	4	4		Exceeds	51	66	46	Yes
Students needing to catch up	2	4		Approaching	118	48	90	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	140	56	36	Yes
Minority Students	3	4		Meets	190	56	29	Yes
Students with Disabilities	2	4		Approaching	32	42	75	No
English Learners	3	4		Meets	51	46	33	Yes
Students needing to catch up	2	4		Approaching	94	53	71	No
Total	43	60	71.7%	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: High

District: CHEYENNE MOUNTAIN 12 - 1020

(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	4	4		Exceeds	763	89.25	95
Mathematics	4	4		Exceeds	763	73.92	99
Writing	4	4		Exceeds	762	80.97	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	711	55	4	Yes
Mathematics	4	4		Exceeds	711	70	24	Yes
Writing	3	4		Meets	711	56	10	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	87	56	10	Yes
Minority Students	3	4		Meets	164	59	7	Yes
Students with Disabilities	1	4		Does Not Meet	27	36	73	No
English Learners	4	4		Exceeds	58	70	5	Yes
Students needing to catch up	2	4		Approaching	72	48	59	No
Mathematics	19	20	95%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	87	70	69	Yes
Minority Students	4	4		Exceeds	164	74	51	Yes
Students with Disabilities	3	4		Meets	27	69	99	No
English Learners	4	4		Exceeds	58	71	45	Yes
Students needing to catch up	4	4		Exceeds	160	79	98	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	87	56	28	Yes
Minority Students	3	4		Meets	164	56	18	Yes
Students with Disabilities	2	4		Approaching	27	51	87	No
English Learners	3	4		Meets	58	58	17	Yes
Students needing to catch up	3	4		Meets	111	56	80	No
Total	46	60	76.7%	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	326/327/356/353	95.4/95.7/97.5/94.9%	80%
Disaggregated Graduation Rate	2.75	3	91.7%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	50/29/35/24	96/89.7/94.3/100%	80%
Minority Students	1	1		Exceeds	73/70/77/68	87.7/95.7/98.7/97.1%	80%
Students with Disabilities	0.75	1		Meets	23/20/18/N<16	73.9/85/77.8/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	4	4		Exceeds	2164	0.2%	3.6%
Colorado ACT Composite Score	4	4		Exceeds	366	23.7	20.0
Total	14.75	15	98.3%	Exceeds			

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	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 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)		
	• 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.	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)	
	• 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