

Accredited

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	Meets	77.8% (11.7 out of 15 points)	<div style="width: 77.8%;"></div>
Academic Growth	Meets	73.8% (25.8 out of 35 points)	<div style="width: 73.8%;"></div>
Academic Growth Gaps	Approaching	57.2% (8.6 out of 15 points)	<div style="width: 57.2%;"></div>
Postsecondary and Workforce Readiness	Meets	78.1% (27.3 out of 35 points)	<div style="width: 78.1%;"></div>
Test Participation ³	Meets 95% Participation Rate		
TOTAL		73.4% (73.4 out of 100 points)	<div style="width: 73.4%;"></div>

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	99.5%	99.1%	97.7%	98.9%	Meets	Meets	Meets	Meets	6364	6333	4079	16776	6395	6393	4174	16962
Mathematics	99.4%	99.2%	98.1%	99.0%	Meets	Meets	Meets	Meets	6359	6345	4094	16798	6400	6396	4175	16971
Writing	99.5%	99.0%	97.7%	98.9%	Meets	Meets	Meets	Meets	6365	6331	4078	16774	6398	6393	4175	16966
Science	99.8%	99.6%	-	99.7%	Meets	Meets	-	Meets	2132	2070	-	4202	2136	2078	-	4214
Social Studies	99.9%	99.8%	-	99.9%	Meets	Meets	-	Meets	2183	2174	-	4357	2185	2178	-	4363
Colorado ACT	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	1789	1789	-	-	1813	1813

Performance Indicators

Level: Elementary

District: POUDRE R-1 - 1550

(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	6170	82.01	84
Mathematics	3	4		Meets	6157	81.66	85
Writing	3	4		Meets	6164	65.67	83
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	3913	55	22	Yes
Mathematics	3	4		Meets	3948	58	36	Yes
Writing	3	4		Meets	3920	54	34	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	797	58	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1173	49	38	Yes
Minority Students	3	4		Meets	1011	52	35	Yes
Students with Disabilities	1	4		Does Not Meet	289	39	73	No
English Learners	3	4		Meets	374	57	46	Yes
Students needing to catch up	3	4		Meets	702	55	65	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1191	54	54	Yes
Minority Students	3	4		Meets	1035	58	52	Yes
Students with Disabilities	2	4		Approaching	292	49	84	No
English Learners	4	4		Exceeds	397	60	60	Yes
Students needing to catch up	3	4		Meets	666	57	83	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1172	49	50	No
Minority Students	3	4		Meets	1011	53	47	Yes
Students with Disabilities	1	4		Does Not Meet	291	32	78	No
English Learners	2	4		Approaching	374	54	57	No
Students needing to catch up	2	4		Approaching	1314	53	62	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: Middle

District: POUDRE R-1 - 1550

(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	6177	81.17	83
Mathematics	4	4		Exceeds	6185	69.96	92
Writing	3	4		Meets	6175	71.38	88
Science	0	0		-	-	-	-
Total	10	12	83.3%	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	5844	50	18	Yes
Mathematics	3	4		Meets	5867	50	48	Yes
Writing	3	4		Meets	5844	54	35	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	244	57	60	No
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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1761	50	36	Yes
Minority Students	3	4		Meets	1486	51	32	Yes
Students with Disabilities	2	4		Approaching	412	48	77	No
English Learners	3	4		Meets	568	53	43	Yes
Students needing to catch up	2	4		Approaching	1012	54	67	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1773	46	74	No
Minority Students	2	4		Approaching	1490	48	68	No
Students with Disabilities	2	4		Approaching	426	44	98	No
English Learners	2	4		Approaching	568	46	75	No
Students needing to catch up	2	4		Approaching	1419	50	91	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1764	48	55	No
Minority Students	3	4		Meets	1484	53	50	Yes
Students with Disabilities	2	4		Approaching	416	46	88	No
English Learners	2	4		Approaching	570	54	58	No
Students needing to catch up	2	4		Approaching	1650	54	75	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: POUDRE R-1 - 1550

(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	3952	77.4	73
Mathematics	3	4		Meets	3968	49.37	86
Writing	3	4		Meets	3952	64.17	85
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	3671	47	6	Yes
Mathematics	2	4		Approaching	3688	45	54	No
Writing	3	4		Meets	3672	48	25	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	149	61	32	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	2	4		Approaching	940	43	26	Yes
Minority Students	3	4		Meets	868	46	19	Yes
Students with Disabilities	2	4		Approaching	249	43	83	No
English Learners	3	4		Meets	377	51	37	Yes
Students needing to catch up	2	4		Approaching	703	42	73	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	948	42	96	No
Minority Students	2	4		Approaching	878	43	91	No
Students with Disabilities	2	4		Approaching	253	41	99	No
English Learners	2	4		Approaching	380	46	97	No
Students needing to catch up	2	4		Approaching	1391	46	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	938	43	66	No
Minority Students	2	4		Approaching	867	48	52	No
Students with Disabilities	1	4		Does Not Meet	247	37	96	No
English Learners	2	4		Approaching	378	53	76	No
Students needing to catch up	2	4		Approaching	1054	46	88	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	2043/2058/2008/2072	84/89.6/88.8/87%	80%
Disaggregated Graduation Rate	2.5	4	62.5%	Meets			
Free/Reduced Lunch Eligible	0.5	1		Approaching	618/628/548/555	71.2/76.9/77.7/72.8%	80%
Minority Students	0.75	1		Meets	488/459/454/424	76.2/82.1/84.6/76.9%	80%
Students with Disabilities	0.5	1		Approaching	188/194/197/224	57.4/63.9/73.1/74.6%	80%
English Learners	0.75	1		Meets	131/117/112/147	74.8/81.2/81.3/72.1%	80%
Dropout Rate	3	4		Meets	13359	1.5%	3.6%
Colorado ACT Composite Score	4	4		Exceeds	1771	22.3	20.0
Total	12.5	16	78.1%	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	82.4	85.4	86.5	87
	2011	84	87.6	88.8	
	2012	86	89.6		
	2013	84			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64.2	71.5	72.1	72.8
	2011	69.1	75.1	77.7	
	2012	72.6	76.9		
	2013	71.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	69.2	75.2	76.9	76.9
	2011	75.2	82.1	84.6	
	2012	76.3	82.1		
	2013	76.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.3	70	72.4	74.6
	2011	63.3	68	73.1	
	2012	57.9	63.9		
	2013	57.4			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.8	70.1	72.6	72.1
	2011	69	78.1	81.3	
	2012	72.7	81.2		
	2013	74.8			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.4	85.4	86.5	87
	2011	84	87.6	88.8	
	2012	86	89.6		
	2013	84			
	Aggregated	84.1	87.5	87.6	87

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64.2	71.5	72.1	72.8
	2011	69.1	75.1	77.7	
	2012	72.6	76.9		
	2013	71.2			
	Aggregated	69.5	74.6	74.9	72.8

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	69.2	75.2	76.9	76.9
	2011	75.2	82.1	84.6	
	2012	76.3	82.1		
	2013	76.2			
	Aggregated	74.4	79.9	80.9	76.9

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.3	70	72.4	74.6
	2011	63.3	68	73.1	
	2012	57.9	63.9		
	2013	57.4			
	Aggregated	60.4	67.4	72.7	74.6

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.8	70.1	72.6	72.1
	2011	69	78.1	81.3	
	2012	72.7	81.2		
	2013	74.8			
	Aggregated	69.6	76	76.4	72.1

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