

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	Approaching	55.6% (8.3 out of 15 points)	<div style="width: 55.6%;"></div>
Academic Growth	Meets	69.7% (24.4 out of 35 points)	<div style="width: 69.7%;"></div>
Academic Growth Gaps	Approaching	55.6% (8.3 out of 15 points)	<div style="width: 55.6%;"></div>
Postsecondary and Workforce Readiness	Meets	67.2% (23.5 out of 35 points)	<div style="width: 67.2%;"></div>
Test Participation³	Meets 95% Participation Rate		
TOTAL		64.5% (64.5 out of 100 points)	<div style="width: 64.5%;"></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	100.0%	99.6%	100.0%	99.9%	Meets	Meets	Meets	Meets	603	539	374	1516	603	541	374	1518
Mathematics	100.0%	99.3%	100.0%	99.7%	Meets	Meets	Meets	Meets	600	537	374	1511	600	541	374	1515
Writing	100.0%	99.6%	100.0%	99.9%	Meets	Meets	Meets	Meets	600	539	374	1513	600	541	374	1515
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	214	172	-	386	214	172	-	386
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	64	74	-	138	64	74	-	138
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	153	153	-	-	153	153

Performance Indicators

Level: Elementary

District: AULT-HIGHLAND RE-9 - 3145

(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	1	4		Does Not Meet	569	58.35	11
Mathematics	2	4		Approaching	566	59.36	20
Writing	2	4		Approaching	566	44.52	21
Science	0	0		-	-	-	-
Total	5	12	41.7%	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	370	47	37	Yes
Mathematics	2	4		Approaching	371	54	57	No
Writing	3	4		Meets	370	49	48	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	38	57	15	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	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	218	40	45	No
Minority Students	2	4		Approaching	154	43	47	No
Students with Disabilities	1	4		Does Not Meet	37	37	80	No
English Learners	1	4		Does Not Meet	64	39	52	No
Students needing to catch up	2	4		Approaching	138	45	67	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	218	54	65	No
Minority Students	2	4		Approaching	154	52	69	No
Students with Disabilities	1	4		Does Not Meet	38	36	90	No
English Learners	2	4		Approaching	65	53	73	No
Students needing to catch up	2	4		Approaching	139	51	82	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	218	48	58	No
Minority Students	2	4		Approaching	154	45	58	No
Students with Disabilities	2	4		Approaching	37	43	83	No
English Learners	2	4		Approaching	64	45	57	No
Students needing to catch up	2	4		Approaching	208	49	66	No
Total	27	60	45%	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: AULT-HIGHLAND RE-9 - 3145

(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	510	64.71	34
Mathematics	3	4		Meets	508	55.12	66
Writing	2	4		Approaching	510	54.9	43
Science	0	0		-	-	-	-
Total	7	12	58.3%	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	485	53	34	Yes
Mathematics	3	4		Meets	483	60	71	No
Writing	3	4		Meets	485	54	52	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	260	51	48	Yes
Minority Students	2	4		Approaching	196	53	55	No
Students with Disabilities	3	4		Meets	47	56	87	No
English Learners	2	4		Approaching	82	53	58	No
Students needing to catch up	3	4		Meets	158	58	69	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	258	64	79	No
Minority Students	3	4		Meets	194	58	85	No
Students with Disabilities	3	4		Meets	47	69	99	No
English Learners	3	4		Meets	82	61	88	No
Students needing to catch up	3	4		Meets	203	61	94	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	260	55	67	No
Minority Students	2	4		Approaching	196	54	69	No
Students with Disabilities	2	4		Approaching	47	47	91	No
English Learners	3	4		Meets	82	56	74	No
Students needing to catch up	3	4		Meets	204	58	80	No
Total	41	60	68.3%	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: AULT-HIGHLAND RE-9 - 3145

(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	358	69.55	42
Mathematics	3	4		Meets	358	33.8	60
Writing	3	4		Meets	358	51.12	54
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	341	48	18	Yes
Mathematics	2	4		Approaching	341	44	84	No
Writing	3	4		Meets	342	47	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	8	12	66.7%	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	146	50	26	Yes
Minority Students	3	4		Meets	125	49	43	Yes
Students with Disabilities	2	4		Approaching	31	45	99	No
English Learners	3	4		Meets	54	49	45	Yes
Students needing to catch up	2	4		Approaching	112	48	82	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	147	43	97	No
Minority Students	2	4		Approaching	125	43	97	No
Students with Disabilities	2	4		Approaching	31	48	99	No
English Learners	2	4		Approaching	54	43	98	No
Students needing to catch up	2	4		Approaching	175	48	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	147	45	68	No
Minority Students	2	4		Approaching	125	50	79	No
Students with Disabilities	1	4		Does Not Meet	32	38	99	No
English Learners	2	4		Approaching	54	50	86	No
Students needing to catch up	2	4		Approaching	146	52	94	No
Total	32	60	53.3%	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	3	4		Meets	278/211/152/74	82.7/86.7/84.2/83.8%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	148/114/80/35	77.7/83.3/76.3/74.3%	80%
Minority Students	0.75	1		Meets	105/77/55/24	76.2/83.1/76.4/75%	80%
Students with Disabilities	0.5	1		Approaching	37/23/17/N<16	67.6/73.9/58.8/-%	80%
English Learners	0.75	1		Meets	32/27/21/N<16	81.3/81.5/71.4/-%	80%
Dropout Rate	3	4		Meets	1302	2.2%	3.9%
Colorado ACT Composite Score	2	4		Approaching	153	17.9	20.1
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 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	79.5	82.7	83.8	83.8
	2011	78.5	84.6	84.6	
	2012	93.2	94.8		
	2013	82.3			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	71.4	78.1	74.3	74.3
	2011	74.4	77.8	77.8	
	2012	94.6	94.6		
	2013	69.7			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	75	75	75
	2011	71	77.4	77.4	
	2012	100	100		
	2013	72			

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	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

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	79.5	82.7	83.8	83.8
	2011	78.5	84.6	84.6	
	2012	93.2	94.8		
	2013	82.3			
	Aggregated	82.7	86.7	84.2	83.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	71.4	78.1	74.3	74.3
	2011	74.4	77.8	77.8	
	2012	94.6	94.6		
	2013	69.7			
	Aggregated	77.7	83.3	76.3	74.3

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.7	75	75	75
	2011	71	77.4	77.4	
	2012	100	100		
	2013	72			
	Aggregated	76.2	83.1	76.4	75

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	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	67.6	73.9	58.8	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	81.3	81.5	71.4	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 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.	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.	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