

Accredited with Improvement Plan

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	63.9% (9.6 out of 15 points)	
Academic Growth	Meets	70.2% (24.6 out of 35 points)	
Academic Growth Gaps	Approaching	61.7% (9.3 out of 15 points)	
Postsecondary and Workforce Readiness	Approaching	37.5% (13.1 out of 35 points)	
Test Participation³	Meets 95% Participation Rate		
TOTAL		56.6% (56.6 out of 100 points)	

² Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

³ Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴ Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.5%	99.5%	99.0%	99.4%	Meets	Meets	Meets	Meets	2202	2111	1345	5658	2212	2121	1359	5692
Mathematics	99.7%	99.6%	99.0%	99.5%	Meets	Meets	Meets	Meets	2206	2112	1346	5664	2212	2121	1359	5692
Writing	99.6%	99.5%	99.1%	99.5%	Meets	Meets	Meets	Meets	2203	2111	1347	5661	2211	2121	1359	5691
Science	99.3%	98.5%	-	98.9%	Meets	Meets	-	Meets	670	644	-	1314	675	654	-	1329
Social Studies	99.7%	98.7%	-	99.2%	Meets	Meets	-	Meets	748	738	-	1486	750	748	-	1498
Colorado ACT	-	-	95.1%	95.1%	-	-	Meets	Meets	-	-	606	606	-	-	637	637

Performance Indicators

Level: Elementary

District: CHARTER SCHOOL INSTITUTE - 8001

(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	2	4		Approaching	2166	67.54	38
Mathematics	2	4		Approaching	2169	64.82	30
Writing	2	4		Approaching	2166	49.49	37
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	1311	45	35	Yes
Mathematics	2	4		Approaching	1318	45	53	No
Writing	2	4		Approaching	1313	43	45	No
English Language Proficiency (ACCESS)	1	2		Approaching	835	42	27	Yes
Total	8	14	57.1%	Approaching				

<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	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	664	44	42	Yes
Minority Students	2	4		Approaching	775	44	41	Yes
Students with Disabilities	1	4		Does Not Meet	89	38	78	No
English Learners	3	4		Meets	421	46	45	Yes
Students needing to catch up	2	4		Approaching	407	52	67	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	668	42	58	No
Minority Students	2	4		Approaching	780	43	57	No
Students with Disabilities	1	4		Does Not Meet	91	31	84	No
English Learners	2	4		Approaching	425	46	58	No
Students needing to catch up	2	4		Approaching	415	46	82	No
Writing	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	665	39	50	No
Minority Students	1	4		Does Not Meet	777	38	48	No
Students with Disabilities	2	4		Approaching	89	41	79	No
English Learners	2	4		Approaching	421	40	50	No
Students needing to catch up	2	4		Approaching	663	46	65	No
Total	27	60	45%	Approaching				

Performance Indicators

Level: Middle

District: CHARTER SCHOOL INSTITUTE - 8001

(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	2065	71.33	56
Mathematics	2	4		Approaching	2066	48.26	44
Writing	3	4		Meets	2065	60.87	64
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	1911	52	30	Yes
Mathematics	2	4		Approaching	1915	46	71	No
Writing	3	4		Meets	1905	54	48	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	289	60	56	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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	902	52	38	Yes
Minority Students	3	4		Meets	1096	50	38	Yes
Students with Disabilities	2	4		Approaching	108	54	77	No
English Learners	3	4		Meets	585	52	44	Yes
Students needing to catch up	2	4		Approaching	535	52	67	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	904	44	76	No
Minority Students	2	4		Approaching	1104	46	77	No
Students with Disabilities	2	4		Approaching	111	50	99	No
English Learners	2	4		Approaching	584	46	77	No
Students needing to catch up	2	4		Approaching	861	48	92	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	900	55	54	Yes
Minority Students	3	4		Meets	1094	54	53	Yes
Students with Disabilities	3	4		Meets	107	65	88	No
English Learners	2	4		Approaching	583	54	55	No
Students needing to catch up	3	4		Meets	765	55	76	No
Total	37	60	61.7%	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: CHARTER SCHOOL INSTITUTE - 8001

(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	1260	75.79	69
Mathematics	3	4		Meets	1262	37.56	64
Writing	3	4		Meets	1262	59.9	79
Science	0	0		-	-	-	-
Total	9	12	75%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	1080	60	15	Yes
Mathematics	3	4		Meets	1084	59	93	No
Writing	3	4		Meets	1078	59	44	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	123	55	32	Yes
Total	11.5	14	82.1%	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	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	452	61	33	Yes
Minority Students	4	4		Exceeds	519	63	33	Yes
Students with Disabilities	3	4		Meets	50	60	76	No
English Learners	4	4		Exceeds	250	67	45	Yes
Students needing to catch up	3	4		Meets	332	64	76	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	454	55	99	No
Minority Students	3	4		Meets	523	58	99	No
Students with Disabilities	2	4		Approaching	51	48	99	No
English Learners	3	4		Meets	250	59	99	No
Students needing to catch up	3	4		Meets	629	57	99	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	450	55	63	No
Minority Students	3	4		Meets	516	59	60	No
Students with Disabilities	3	4		Meets	49	69	98	No
English Learners	3	4		Meets	249	60	74	No
Students needing to catch up	3	4		Meets	441	62	91	No
Total	47	60	78.3%	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	1	4		Does Not Meet	1411/1262/1151/861	39.1/39.1/40.2/41.8%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	973/940/836/584	30.7/32.1/34/33.6%	80%
Minority Students	0.25	1		Does Not Meet	696/675/588/450	33.5/35.3/34/35.6%	80%
Students with Disabilities	0.25	1		Does Not Meet	160/125/114/74	20.6/23.2/28.1/31.1%	80%
English Learners	0.25	1		Does Not Meet	172/174/169/131	23.3/27.6/29.6/36.6%	80%
Dropout Rate	1	4		Does Not Meet	8454	10.3%	3.6%
Colorado ACT Composite Score	3	4		Meets	605	20.7	20.0
Total	6	16	37.5%	Approaching			

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	46	43	39.8	<i>41.8</i>
	2011	34.3	36.8	40.2	
	2012	30.5	39.1		
	2013	39.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.1	35.4	30.1	33.6
	2011	31.7	28.9	<i>34</i>	
	2012	21.8	32.1		
	2013	30.7			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	39.9	37.2	33.9	<i>35.6</i>
	2011	29.1	29.5	34	
	2012	24.9	35.3		
	2013	33.5			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	10.5	10.3	25.8	<i>31.1</i>
	2011	23.3	23.1	28.1	
	2012	14.4	23.2		
	2013	20.6			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59	45.6	35.3	<i>36.6</i>
	2011	37	29.7	29.6	
	2012	22	27.6		
	2013	23.3			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	46	43	39.8	41.8
	2011	34.3	36.8	40.2	
	2012	30.5	39.1		
	2013	39.1			
	Aggregated	36.6	39.2	40.1	<i>41.8</i>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	40.1	35.4	30.1	33.6
	2011	31.7	28.9	34	
	2012	21.8	32.1		
	2013	30.7			
	Aggregated	28.6	31.4	32.5	<i>33.6</i>

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	39.9	37.2	33.9	35.6
	2011	29.1	29.5	34	
	2012	24.9	35.3		
	2013	33.5			
	Aggregated	30.9	33.7	34	<i>35.6</i>

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	10.5	10.3	25.8	31.1
	2011	23.3	23.1	28.1	
	2012	14.4	23.2		
	2013	20.6			
	Aggregated	18.3	21.6	27.2	<i>31.1</i>

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	59	45.6	35.3	36.6
	2011	37	29.7	29.6	
	2012	22	27.6		
	2013	23.3			
	Aggregated	28.5	31.6	31.9	<i>36.6</i>

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