

Accredited with Improvement Plan

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	45.8% (6.9 out of 15 points)	
Academic Growth	Approaching	44.0% (15.4 out of 35 points)	
Academic Growth Gaps	Approaching	43.9% (6.6 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	67.2% (23.5 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		52.4% (52.4 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 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	99.7%	99.4%	98.1%	99.2%	Meets	Meets	Meets	Meets	385	476	256	1117	386	479	261	1126
Mathematics	99.7%	99.4%	97.7%	99.1%	Meets	Meets	Meets	Meets	385	476	256	1117	386	479	262	1127
Writing	99.7%	99.4%	97.3%	99.0%	Meets	Meets	Meets	Meets	385	476	255	1116	386	479	262	1127
Science	99.2%	98.6%	98.4%	98.7%	Meets	Meets	Meets	Meets	122	146	122	390	123	148	124	395
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	96	96	-	-	96	96

Performance Indicators

Level: Elementary

District: WELD COUNTY RE-1 - 3080

(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	363	66.67	34
Mathematics	2	4		Approaching	361	69.81	48
Writing	2	4		Approaching	361	53.74	47
Science	2	4		Approaching	113	30.09	15
Total	8	16	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	2	4		Approaching	229	42	34	Yes
Mathematics	2	4		Approaching	229	40	50	No
Writing	2	4		Approaching	229	41	42	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	135	29	-	-
Total	6.5	14	46.4%	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	1	4		Does Not Meet	161	38	39	No
Minority Students	2	4		Approaching	137	43	39	Yes
Students with Disabilities	2	4		Approaching	24	41	81	No
English Learners	3	4		Meets	63	48	44	Yes
Students needing to catch up	2	4		Approaching	79	43	66	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	161	41	55	No
Minority Students	2	4		Approaching	137	44	53	No
Students with Disabilities	1	4		Does Not Meet	24	21	86	No
English Learners	2	4		Approaching	63	48	61	No
Students needing to catch up	2	4		Approaching	82	40	79	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	161	42	44	No
Minority Students	3	4		Meets	137	47	44	Yes
Students with Disabilities	2	4		Approaching	24	53	85	No
English Learners	3	4		Meets	63	48	45	Yes
Students needing to catch up	2	4		Approaching	110	52	65	No
Total	31	60	51.7%	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: Middle

District: WELD COUNTY RE-1 - 3080

(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	457	61.27	22
Mathematics	2	4		Approaching	456	35.09	17
Writing	2	4		Approaching	457	48.36	26
Science	2	4		Approaching	141	42.55	39
Total	8	16	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	435	45	36	Yes
Mathematics	1	4		Does Not Meet	435	32	78	No
Writing	2	4		Approaching	434	48	50	No
English Language Proficiency (ACCESS)	1	2		Approaching	44	38	-	-
Total	7	14	50%	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	3	4		Meets	268	47	46	Yes
Minority Students	2	4		Approaching	246	44	47	No
Students with Disabilities	1	4		Does Not Meet	41	38	85	No
English Learners	2	4		Approaching	120	50	52	No
Students needing to catch up	2	4		Approaching	161	46	66	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	270	31	82	No
Minority Students	1	4		Does Not Meet	247	31	82	No
Students with Disabilities	1	4		Does Not Meet	43	36	98	No
English Learners	1	4		Does Not Meet	121	32	86	No
Students needing to catch up	1	4		Does Not Meet	248	34	91	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	267	49	61	No
Minority Students	2	4		Approaching	245	50	56	No
Students with Disabilities	2	4		Approaching	41	46	91	No
English Learners	2	4		Approaching	119	49	69	No
Students needing to catch up	2	4		Approaching	220	51	77	No
Total	25	60	41.7%	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: WELD COUNTY RE-1 - 3080

(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	1	4		Does Not Meet	252	55.16	12
Mathematics	1	4		Does Not Meet	252	13.1	6
Writing	2	4		Approaching	251	36.65	19
Science	2	4		Approaching	120	40	30
Total	6	16	37.5%	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	2	4		Approaching	231	43	25	Yes
Mathematics	1	4		Does Not Meet	232	38	98	No
Writing	1	4		Does Not Meet	230	35	76	No
English Language Proficiency (ACCESS)	1	2		Approaching	29	37	-	-
Total	5	14	35.7%	Does Not Meet				

<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	129	45	46	No
Minority Students	2	4		Approaching	119	42	28	Yes
Students with Disabilities	2	4		Approaching	32	41	99	No
English Learners	2	4		Approaching	48	54	67	No
Students needing to catch up	2	4		Approaching	83	41	87	No
Mathematics	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	128	37	99	No
Minority Students	1	4		Does Not Meet	119	37	99	No
Students with Disabilities	2	4		Approaching	31	40	99	No
English Learners	1	4		Does Not Meet	48	37	99	No
Students needing to catch up	2	4		Approaching	162	43	99	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	127	38	89	No
Minority Students	1	4		Does Not Meet	117	35	79	No
Students with Disabilities	1	4		Does Not Meet	31	36	99	No
English Learners	2	4		Approaching	48	44	90	No
Students needing to catch up	1	4		Does Not Meet	130	37	94	No
Total	23	60	38.3%	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	111/146/127/138	79.3/85.6/85/77.5%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	54/68/72/79	70.4/79.4/83.3/72.2%	80%
Minority Students	0.75	1		Meets	64/68/59/63	78.1/86.8/79.7/69.8%	80%
Students with Disabilities	0.75	1		Meets	N<16/16/22/27	-/56.3/81.8/55.6%	80%
English Learners	0.5	1		Approaching	N<16/19/N<16/23	-/78.9/-/69.6%	80%
Dropout Rate	4	4		Exceeds	938	0.9%	3.6%
Colorado ACT Composite Score	1	4		Does Not Meet	96	16.9	20.0
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 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	2009	76.1	76.8	78.1	77.5
	2010	79.1	83.7	85	
	2011	84.2	85.6		
	2012	79.3			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	74.6	76.1	78.6	72.2
	2010	77.9	85.3	83.3	
	2011	79	79.4		
	2012	70.4			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.1	68.3	69.8	69.8
	2010	73.3	78.3	79.7	
	2011	85.1	86.8		
	2012	78.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	57.1	61.9	66.7	55.6
	2010	77.3	81.8	81.8	
	2011	56.3	56.3		
	2012	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	63.2	66.7	66.7	69.6
	2010	N<16	N<16	N<16	
	2011	76.5	78.9		
	2012	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	76.1	76.8	78.1	77.5
	2010	79.1	83.7	85	
	2011	84.2	85.6		
	2012	79.3			
	Aggregated	79.8	82.1	81.4	77.5

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	74.6	76.1	78.6	72.2
	2010	77.9	85.3	83.3	
	2011	79	79.4		
	2012	70.4			
	Aggregated	75.7	80.2	81	72.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	66.1	68.3	69.8	69.8
	2010	73.3	78.3	79.7	
	2011	85.1	86.8		
	2012	78.1			
	Aggregated	76	78	74.6	69.8

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	57.1	61.9	66.7	55.6
	2010	77.3	81.8	81.8	
	2011	56.3	56.3		
	2012	N<16			
	Aggregated	65.8	67.8	74.4	55.6

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	63.2	66.7	66.7	69.6
	2010	N<16	N<16	N<16	
	2011	76.5	78.9		
	2012	N<16			
	Aggregated	66.2	72.2	72.2	69.6

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: 2012 4- year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 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 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate, aggregated 2009 and 2010 6-year graduation rate, or 2009 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					
Academic Growth	<i>Made AGP</i>		<i>Did Not Make AGP</i>		<i>No 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.		• at or above 65.		Exceeds	4			2
	• below 60 but at or above 45.		• below 70 but at or above 55.		• below 65 but at or above 50.		Meets	3			1.5
	• below 45 but at or above 30.		• below 55 but at or above 40.		• below 50 but at or above 35.		Approaching	2			1
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			
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 restructure or close the district. The five consecutive school years commences on July 1 during 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 CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

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 - 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

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	56.80	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.02	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 (CSAP/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 CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the district met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

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