

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	77.1% (11.6 out of 15 points)	
Academic Growth	Meets	69.0% (24.2 out of 35 points)	
Academic Growth Gaps	Approaching	60.6% (9.1 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	76.6% (26.8 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		71.7% (71.7 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%	99.3%	97.3%	98.9%	Meets	Meets	Meets	Meets	6215	6135	3972	16322	6236	6181	4084	16501
Mathematics	99.9%	99.4%	97.9%	99.2%	Meets	Meets	Meets	Meets	6229	6146	4000	16375	6238	6182	4086	16506
Writing	99.7%	99.2%	97.4%	98.9%	Meets	Meets	Meets	Meets	6222	6128	3978	16328	6238	6180	4084	16502
Science	99.5%	99.1%	97.0%	98.6%	Meets	Meets	Meets	Meets	2035	1948	1882	5865	2045	1965	1940	5950
Colorado ACT	-	-	98.3%	98.3%	-	-	Meets	Meets	-	-	1869	1869	-	-	1901	1901

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	6064	81.68	83
Mathematics	3	4		Meets	6066	80.84	83
Writing	3	4		Meets	6060	67.72	87
Science	3	4		Meets	1976	62.8	81
Total	12	16	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	3767	57	23	Yes
Mathematics	3	4		Meets	3801	58	38	Yes
Writing	3	4		Meets	3773	58	35	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	791	42	-	-
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	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1158	50	37	Yes
Minority Students	3	4		Meets	961	55	34	Yes
Students with Disabilities	2	4		Approaching	278	42	70	No
English Learners	4	4		Exceeds	366	63	43	Yes
Students needing to catch up	2	4		Approaching	677	54	62	No
Mathematics	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1189	55	56	No
Minority Students	4	4		Exceeds	992	61	52	Yes
Students with Disabilities	2	4		Approaching	280	48	81	No
English Learners	4	4		Exceeds	393	64	59	Yes
Students needing to catch up	3	4		Meets	754	56	77	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1162	53	50	Yes
Minority Students	3	4		Meets	963	58	45	Yes
Students with Disabilities	2	4		Approaching	278	50	77	No
English Learners	4	4		Exceeds	369	61	52	Yes
Students needing to catch up	3	4		Meets	1390	59	59	Yes
Total	45	60	75%	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	5992	80.14	82
Mathematics	4	4		Exceeds	6000	71.57	94
Writing	3	4		Meets	5985	68.99	85
Science	3	4		Meets	1895	66.02	87
Total	13	16	81.3%	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	5679	50	17	Yes
Mathematics	3	4		Meets	5695	55	48	Yes
Writing	3	4		Meets	5680	47	31	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	234	47	-	-
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	1719	44	33	Yes
Minority Students	3	4		Meets	1421	46	30	Yes
Students with Disabilities	2	4		Approaching	408	48	77	No
English Learners	3	4		Meets	562	52	46	Yes
Students needing to catch up	2	4		Approaching	980	48	67	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1720	48	72	No
Minority Students	2	4		Approaching	1425	50	67	No
Students with Disabilities	2	4		Approaching	408	46	98	No
English Learners	2	4		Approaching	561	49	75	No
Students needing to catch up	2	4		Approaching	1492	52	90	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1717	42	53	No
Minority Students	2	4		Approaching	1420	44	47	No
Students with Disabilities	2	4		Approaching	409	43	89	No
English Learners	2	4		Approaching	562	43	60	No
Students needing to catch up	2	4		Approaching	1573	46	74	No
Total	32	60	53.3%	Approaching				

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	3883	78.19	73
Mathematics	3	4		Meets	3912	49.95	86
Writing	3	4		Meets	3889	66.32	88
Science	3	4		Meets	1837	66.3	84
Total	12	16	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	3597	47	5	Yes
Mathematics	2	4		Approaching	3627	51	54	No
Writing	3	4		Meets	3604	50	22	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	140	49	-	-
Total	9	14	64.3%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	875	43	26	Yes
Minority Students	3	4		Meets	845	47	17	Yes
Students with Disabilities	1	4		Does Not Meet	248	38	86	No
English Learners	3	4		Meets	351	53	37	Yes
Students needing to catch up	2	4		Approaching	662	42	77	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	889	46	96	No
Minority Students	2	4		Approaching	859	48	90	No
Students with Disabilities	2	4		Approaching	253	45	99	No
English Learners	2	4		Approaching	360	51	94	No
Students needing to catch up	2	4		Approaching	1440	53	99	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	880	45	66	No
Minority Students	3	4		Meets	848	48	48	Yes
Students with Disabilities	2	4		Approaching	248	48	98	No
English Learners	2	4		Approaching	354	51	70	No
Students needing to catch up	2	4		Approaching	1033	53	89	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	2061/2013/2074/2131	86/87.6/86.5/86.3%	80%
Disaggregated Graduation Rate	2.25	4	56.3%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	617/551/556/547	72.6/75.1/72.1/67.1%	80%
Minority Students	0.75	1		Meets	460/458/424/411	76.3/82.1/76.9/77.1%	80%
Students with Disabilities	0.5	1		Approaching	190/200/225/241	57.9/68/72.4/73.9%	80%
English Learners	0.5	1		Approaching	121/114/146/134	72.7/78.1/72.6/73.1%	80%
Dropout Rate	3	4		Meets	13264	1.4%	3.6%
Colorado ACT Composite Score	4	4		Exceeds	1869	22.3	20.0
Total	12.25	16	76.6%	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	82.5	84.7	85.9	86.3
	2010	82.4	85.4	86.5	
	2011	84	87.6		
	2012	86			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	58.5	65.2	67.3	67.1
	2010	64.2	71.5	72.1	
	2011	69.1	75.1		
	2012	72.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	70.1	75.1	76.7	77.1
	2010	69.2	75.2	76.9	
	2011	75.2	82.1		
	2012	76.3			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68.2	70.3	74	73.9
	2010	62.3	70	72.4	
	2011	63.3	68		
	2012	57.9			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.1	70.2	71.8	73.1
	2010	62.8	70.1	72.6	
	2011	69	78.1		
	2012	72.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	82.5	84.7	85.9	86.3
	2010	82.4	85.4	86.5	
	2011	84	87.6		
	2012	86			
	Aggregated	83.7	85.9	86.2	86.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	58.5	65.2	67.3	67.1
	2010	64.2	71.5	72.1	
	2011	69.1	75.1		
	2012	72.6			
	Aggregated	66.4	70.7	69.8	67.1

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	70.1	75.1	76.7	77.1
	2010	69.2	75.2	76.9	
	2011	75.2	82.1		
	2012	76.3			
	Aggregated	72.9	77.6	76.8	77.1

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	68.2	70.3	74	73.9
	2010	62.3	70	72.4	
	2011	63.3	68		
	2012	57.9			
	Aggregated	63.1	69.5	73.2	73.9

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.1	70.2	71.8	73.1
	2010	62.8	70.1	72.6	
	2011	69	78.1		
	2012	72.7			
	Aggregated	66.1	72.5	72.2	73.1

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: 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>		<i>No 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.	Rating
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.	Category
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.
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.

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.

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.

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	56.80	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