District Performance Framework 2013

Level: EMH

District: MESA COUNTY VALLEY 51 - 2000

(All - 1 Year[1])

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	Approaching	60.4%	(9.1 out of 15 points)
Academic Growth	Meets	72.6%	(25.4 out of 35 points)
Academic Growth Gaps	Approaching	57.8%	(8.7 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	56.3%	(19.7 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		**62.9%**	**(62.9 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).

Finance[4]	Meets Requirements
Safety[4]	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

	% of Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.8%	99.6%	97.9%	99.3%	Meets	Meets	Meets	Meets	4873	5157	2690	12720	4881	5179	2748	12808
Mathematics	99.8%	99.7%	98.7%	99.5%	Meets	Meets	Meets	Meets	4874	5165	2717	12756	4886	5179	2752	12817
Writing	99.8%	99.6%	97.9%	99.3%	Meets	Meets	Meets	Meets	4873	5159	2692	12724	4884	5178	2749	12811
Science	99.9%	99.6%	98.6%	99.4%	Meets	Meets	Meets	Meets	1638	1581	1564	4783	1640	1588	1586	4814
Colorado ACT	-	-	97.6%	97.6%	-	-	Meets	Meets	-	-	1424	1424	-	-	1459	1459

Performance Indicators — Level: Elementary

District: MESA COUNTY VALLEY 51 - 2000 (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	2	4		Approaching	4692	69.74	45
Mathematics	2	4		Approaching	4685	66.57	37
Writing	2	4		Approaching	4688	47.76	33
Science	2	4		Approaching	1579	45.16	42
Total	**8**	**16**	**50%**	**Approaching**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	2959	49	33	Yes
Mathematics	2	4		Approaching	2983	50	51	No
Writing	3	4		Meets	2963	52	47	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	454	56	-	-
Total	**9.5**	**14**	**67.9%**	**Meets**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**12**	**20**	**60%**	**Approaching**				
Free/Reduced Lunch Eligible	3	4		Meets	1337	48	40	Yes
Minority Students	3	4		Meets	841	47	41	Yes
Students with Disabilities	2	4		Approaching	387	43	67	No
English Learners	2	4		Approaching	185	48	50	No
Students needing to catch up	2	4		Approaching	902	54	61	No
Mathematics	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1360	50	58	No
Minority Students	2	4		Approaching	862	48	58	No
Students with Disabilities	2	4		Approaching	392	43	78	No
English Learners	2	4		Approaching	204	48	69	No
Students needing to catch up	2	4		Approaching	975	53	78	No
Writing	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1341	51	54	No
Minority Students	2	4		Approaching	842	52	54	No
Students with Disabilities	2	4		Approaching	390	50	76	No
English Learners	2	4		Approaching	185	41	58	No
Students needing to catch up	2	4		Approaching	1729	54	63	No
Total	**32**	**60**	**53.3%**	**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: MESA COUNTY VALLEY 51 - 2000 (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	2	4		Approaching	5041	69.53	46
Mathematics	3	4		Meets	5046	52.73	57
Writing	2	4		Approaching	5043	53.52	39
Science	3	4		Meets	1538	50.33	60
Total	**10**	**16**	**62.5%**	**Meets**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	4790	50	27	Yes
Mathematics	3	4		Meets	4801	56	70	No
Writing	3	4		Meets	4792	50	49	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	75	56	-	-
Total	**10.5**	**14**	**75%**	**Meets**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**13**	**20**	**65%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	1996	47	40	Yes
Minority Students	3	4		Meets	1337	50	41	Yes
Students with Disabilities	2	4		Approaching	528	44	75	No
English Learners	3	4		Meets	292	57	64	No
Students needing to catch up	2	4		Approaching	1362	50	67	No
Mathematics	**14**	**20**	**70%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	2003	55	79	No
Minority Students	3	4		Meets	1336	57	79	No
Students with Disabilities	2	4		Approaching	532	50	97	No
English Learners	3	4		Meets	292	65	90	No
Students needing to catch up	3	4		Meets	2104	57	93	No
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	1997	46	65	No
Minority Students	2	4		Approaching	1334	49	62	No
Students with Disabilities	1	4		Does Not Meet	528	39	89	No
English Learners	2	4		Approaching	291	53	78	No
Students needing to catch up	2	4		Approaching	2154	49	78	No
Total	**36**	**60**	**60%**	**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: MESA COUNTY VALLEY 51 - 2000 (1 Year)

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*District's Percentile*
Reading	2	4		Approaching	2611	71.51	49
Mathematics	3	4		Meets	2637	33.83	55
Writing	3	4		Meets	2614	54.06	61
Science	3	4		Meets	1520	60.33	73
Total	**11**	**16**	**68.8%**	**Meets**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	2451	49	13	Yes
Mathematics	3	4		Meets	2478	57	93	No
Writing	3	4		Meets	2452	56	51	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	65	51	-	-
Total	**10.5**	**14**	**75%**	**Meets**				

Academic Growth Gaps	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*Subgroup N*	*Subgroup Median Growth Percentile*	*Subgroup Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	**11**	**20**	**55%**	**Approaching**				
Free/Reduced Lunch Eligible	3	4		Meets	935	48	30	Yes
Minority Students	3	4		Meets	689	49	26	Yes
Students with Disabilities	1	4		Does Not Meet	238	38	94	No
English Learners	2	4		Approaching	165	52	64	No
Students needing to catch up	2	4		Approaching	692	46	81	No
Mathematics	**13**	**20**	**65%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	950	55	99	No
Minority Students	3	4		Meets	694	56	99	No
Students with Disabilities	2	4		Approaching	240	54	99	No
English Learners	2	4		Approaching	164	54	99	No
Students needing to catch up	3	4		Meets	1490	59	99	No
Writing	**12**	**20**	**60%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	932	53	76	No
Minority Students	2	4		Approaching	688	51	75	No
Students with Disabilities	2	4		Approaching	236	45	99	No
English Learners	3	4		Meets	162	61	93	No
Students needing to catch up	3	4		Meets	1134	57	93	No
Total	**36**	**60**	**60%**	**Approaching**				

Postsecondary and Workforce Readiness	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Rate/Score*	*Expectation*
Graduation Rate: 4yr/***5yr***/6yr/7yr	**2**	**4**		Approaching	1661/***1817***/1724/1750	77.7/***79.5***/79.4/77.4%	80%
Disaggregated Graduation Rate	**2**	**4**	**50%**	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	***538***/752/594/722	***67.8***/66.6/67.3/64.3%	80%
Minority Students	0.5	1		Approaching	394/434/***364***/374	68.5/71.9/***72***/70.6%	80%
Students with Disabilities	0.5	1		Approaching	192/168/***187***/194	57.8/59.5/***66.8***/61.3%	80%
English Learners	0.5	1		Approaching	100/111/108/***112***	64/62.2/69.4/***70.5***%	80%
Dropout Rate	**3**	**4**		Meets	10940	2.9%	3.6%
Colorado ACT Composite Score	**2**	**4**		Approaching	1424	19.4	20.0
Total	**9**	**16**	**56.3%**	**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	2009	71.8	75.8	77	77.4
	2010	74	78.3	79.4	
	2011	75.5	*79.5*		
	2012	77.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	71.8	75.8	77	77.4
	2010	74	78.3	79.4	
	2011	75.5	79.5		
	2012	77.7			
	Aggregated	74.7	77.9	*78.2*	77.4

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	56.3	62	63.5	64.3
	2010	60.7	66.8	67.3	
	2011	63.1	66.6		
	2012	*67.8*			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	56.3	62	63.5	64.3
	2010	60.7	66.8	67.3	
	2011	63.1	66.6		
	2012	67.8			
	Aggregated	61.8	65.1	*65.3*	64.3

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.2	68.9	70	70.6
	2010	63.4	69.9	*72*	
	2011	66.3	71.9		
	2012	68.5			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	61.2	68.9	70	70.6
	2010	63.4	69.9	72	
	2011	66.3	71.9		
	2012	68.5			
	Aggregated	64.9	70.3	*71*	70.6

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49.2	58.5	61.2	61.3
	2010	55.7	67.2	*66.8*	
	2011	48.8	59.5		
	2012	57.8			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	49.2	58.5	61.2	61.3
	2010	55.7	67.2	66.8	
	2011	48.8	59.5		
	2012	57.8			
	Aggregated	53	61.8	*64.1*	61.3

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	58.8	70.6	71.6	*70.5*
	2010	57.7	65.4	69.4	
	2011	52.3	62.2		
	2012	64			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	58.8	70.6	71.6	70.5
	2010	57.7	65.4	69.4	
	2011	52.3	62.2		
	2012	64			
	Aggregated	58.1	65.9	*70.5*	70.5

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	*The district's percentage of students scoring proficient or advanced was:*				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	*Made AGP*	*Did Not Make AGP*	*No AGP*		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		
	• below 30.	• below 40.	• below 35.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*			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	*Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:*				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		
	Dropout Rate: The district's dropout rate was:							
	• 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			
	Colorado ACT Composite Score: The district's average Colorado ACT composite score was:							
	• 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