

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	68.8% (10.3 out of 15 points)	
Academic Growth	Meets	63.1% (22.1 out of 35 points)	
Academic Growth Gaps	Approaching	57.2% (8.6 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	64.1% (22.4 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		63.4% (63.4 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	99.8%	99.6%	99.0%	99.5%	Meets	Meets	Meets	Meets	857	713	416	1986	859	716	420	1995
Mathematics	99.9%	99.9%	99.5%	99.8%	Meets	Meets	Meets	Meets	855	717	418	1990	856	718	420	1994
Writing	99.9%	99.7%	99.5%	99.7%	Meets	Meets	Meets	Meets	857	715	418	1990	858	717	420	1995
Science	100.0%	99.6%	99.5%	99.7%	Meets	Meets	Meets	Meets	288	236	206	730	288	237	207	732
Colorado ACT	-	-	100.0%	100.0%	-	-	Meets	Meets	-	-	169	169	-	-	169	169

Performance Indicators

Level: Elementary

District: JOHNSTOWN-MILLIKEN RE-5J - 3110

(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	835	72.81	56
Mathematics	3	4		Meets	824	72.94	56
Writing	3	4		Meets	826	61.74	73
Science	3	4		Meets	278	50.72	55
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	547	47	30	Yes
Mathematics	2	4		Approaching	545	46	47	No
Writing	3	4		Meets	547	58	40	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	140	39	-	-
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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	187	48	37	Yes
Minority Students	3	4		Meets	168	46	41	Yes
Students with Disabilities	2	4		Approaching	66	47	75	No
English Learners	3	4		Meets	64	51	51	Yes
Students needing to catch up	2	4		Approaching	149	49	64	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	186	45	54	No
Minority Students	2	4		Approaching	168	48	57	No
Students with Disabilities	2	4		Approaching	64	45	78	No
English Learners	2	4		Approaching	63	47	64	No
Students needing to catch up	3	4		Meets	165	59	75	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	186	55	45	Yes
Minority Students	3	4		Meets	167	59	47	Yes
Students with Disabilities	3	4		Meets	66	66	75	No
English Learners	2	4		Approaching	63	47	52	No
Students needing to catch up	4	4		Exceeds	254	62	60	Yes
Total	39	60	65%	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: JOHNSTOWN-MILLIKEN RE-5J - 3110

(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	688	71.95	57
Mathematics	3	4		Meets	690	54.64	66
Writing	3	4		Meets	689	57.62	55
Science	3	4		Meets	229	51.53	61
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	668	48	26	Yes
Mathematics	2	4		Approaching	670	50	67	No
Writing	3	4		Meets	669	48	41	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	33	36	-	-
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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	238	47	39	Yes
Minority Students	3	4		Meets	226	47	40	Yes
Students with Disabilities	2	4		Approaching	56	47	83	No
English Learners	2	4		Approaching	53	51	65	No
Students needing to catch up	2	4		Approaching	174	48	71	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	240	50	77	No
Minority Students	2	4		Approaching	226	52	75	No
Students with Disabilities	1	4		Does Not Meet	57	36	97	No
English Learners	3	4		Meets	53	59	92	No
Students needing to catch up	2	4		Approaching	266	53	91	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	238	47	55	No
Minority Students	2	4		Approaching	226	46	55	No
Students with Disabilities	3	4		Meets	56	57	90	No
English Learners	2	4		Approaching	53	46	78	No
Students needing to catch up	2	4		Approaching	257	50	76	No
Total	33	60	55%	Approaching				

Performance Indicators

Level: High

District: JOHNSTOWN-MILLIKEN RE-5J - 3110

(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	404	67.08	37
Mathematics	2	4		Approaching	405	31.11	44
Writing	3	4		Meets	406	54.68	64
Science	2	4		Approaching	198	43.43	36
Total	9	16	56.3%	Approaching			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	388	49	15	Yes
Mathematics	2	4		Approaching	390	45	94	No
Writing	3	4		Meets	387	49	48	Yes
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	31	34	-	-
Total	8.5	14	60.7%	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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	143	49	28	Yes
Minority Students	3	4		Meets	150	52	36	Yes
Students with Disabilities	2	4		Approaching	34	50	98	No
English Learners	2	4		Approaching	48	50	60	No
Students needing to catch up	2	4		Approaching	117	49	82	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	143	43	99	No
Minority Students	2	4		Approaching	151	45	99	No
Students with Disabilities	1	4		Does Not Meet	35	34	99	No
English Learners	2	4		Approaching	48	45	99	No
Students needing to catch up	2	4		Approaching	242	44	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	142	53	66	No
Minority Students	2	4		Approaching	150	50	73	No
Students with Disabilities	2	4		Approaching	35	42	99	No
English Learners	2	4		Approaching	48	47	90	No
Students needing to catch up	2	4		Approaching	171	54	92	No
Total	31	60	51.7%	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	182/171/183/159	79.1/80.1/83.1/76.7%	80%
Disaggregated Graduation Rate	2.25	4	56.3%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	69/49/61/53	62.3/71.4/75.4/64.2%	80%
Minority Students	0.75	1		Meets	67/70/64/53	70.1/80/76.6/60.4%	80%
Students with Disabilities	0.5	1		Approaching	N<16/N<16/18/25	-/-/72.2/72%	80%
English Learners	0.5	1		Approaching	N<16/17/16/N<16	-/70.6/50/-%	80%
Dropout Rate	3	4		Meets	1433	2%	3.6%
Colorado ACT Composite Score	2	4		Approaching	169	19	20.0
Total	10.25	16	64.1%	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	74.1	75.3	77.2	76.7
	2010	77.4	81.2	83.1	
	2011	78.7	80.1		
	2012	79.1			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	56.5	56.5	60.9	64.2
	2010	65.6	70.7	75.4	
	2011	69.6	71.4		
	2012	62.3			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	59.6	59.6	61.5	60.4
	2010	67.6	74.2	76.6	
	2011	80	80		
	2012	70.1			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	62.5	64	75	72
	2010	68.8	70.6	72.2	
	2011	N<16	N<16		
	2012	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	47.1	50	50	
	2011	68.8	70.6		
	2012	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	74.1	75.3	77.2	76.7
	2010	77.4	81.2	83.1	
	2011	78.7	80.1		
	2012	79.1			
	Aggregated	77.4	79	80.4	76.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	56.5	56.5	60.9	64.2
	2010	65.6	70.7	75.4	
	2011	69.6	71.4		
	2012	62.3			
	Aggregated	63.5	66.7	69.2	64.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	59.6	59.6	61.5	60.4
	2010	67.6	74.2	76.6	
	2011	80	80		
	2012	70.1			
	Aggregated	70	72.3	69.8	60.4

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	62.5	64	75	72
	2010	68.8	70.6	72.2	
	2011	N<16	N<16		
	2012	N<16			
	Aggregated	65.6	64.8	73.8	72

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2009	N<16	N<16	N<16	N<16
	2010	47.1	50	50	
	2011	68.8	70.6		
	2012	N<16			
	Aggregated	58.7	58.3	54.8	N<16

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 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		
• 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>	<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
• below 30.		• below 40.	• below 35.	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.	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	Assignment
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