

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	Does Not Meet	30.6%	(4.6 out of 15 points)
Academic Growth	Approaching	54.8%	(19.2 out of 35 points)
Academic Growth Gaps	Approaching	46.7%	(7.0 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	54.7%	(19.1 out of 35 points)
Test Participation³	Meets 95% Participation Rate		
TOTAL		49.9%	(49.9 out of 100 points)

²Districts 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.

³Districts 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**

⁴Districts 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%	99.7%	98.4%	99.5%	Meets	Meets	Meets	Meets	1675	1493	883	4051	1679	1497	897	4073
Mathematics	99.9%	99.9%	98.7%	99.6%	Meets	Meets	Meets	Meets	1677	1493	884	4054	1678	1495	896	4069
Writing	99.9%	99.7%	98.2%	99.4%	Meets	Meets	Meets	Meets	1674	1492	882	4048	1676	1497	898	4071
Science	99.8%	99.8%	-	99.8%	Meets	Meets	-	Meets	519	479	-	998	520	480	-	1000
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	213	182	-	395	213	182	-	395
Colorado ACT	-	-	93.2%	93.2%	-	-	Does Not Meet	Does Not Meet	-	-	357	357	-	-	383	383

Performance Indicators

Level: Elementary

District: WELD COUNTY S/D RE-8 - 3140

(3 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	1632	52.57	6
Mathematics	2	4		Approaching	1633	58.67	18
Writing	1	4		Does Not Meet	1631	33.66	6
Science	0	0		-	-	-	-
Total	4	12	33.3%	Does Not Meet			

<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	1016	41	44	No
Mathematics	2	4		Approaching	1025	52	58	No
Writing	2	4		Approaching	1020	42	56	No
English Language Proficiency (ACCESS)	1.5	2		Meets	312	50	30	Yes
Total	7.5	14	53.6%	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	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	709	38	48	No
Minority Students	1	4		Does Not Meet	741	39	48	No
Students with Disabilities	1	4		Does Not Meet	62	37	86	No
English Learners	2	4		Approaching	456	41	55	No
Students needing to catch up	2	4		Approaching	489	43	68	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	715	49	62	No
Minority Students	2	4		Approaching	747	52	63	No
Students with Disabilities	2	4		Approaching	65	42	90	No
English Learners	2	4		Approaching	460	53	67	No
Students needing to catch up	2	4		Approaching	411	53	83	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	712	40	61	No
Minority Students	2	4		Approaching	743	41	60	No
Students with Disabilities	1	4		Does Not Meet	62	37	89	No
English Learners	2	4		Approaching	457	41	66	No
Students needing to catch up	2	4		Approaching	695	42	69	No
Total	26	60	43.3%	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: WELD COUNTY S/D RE-8 - 3140

(3 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	1446	52.63	10
Mathematics	2	4		Approaching	1449	46.79	43
Writing	1	4		Does Not Meet	1445	39.79	12
Science	0	0		-	-	-	-
Total	4	12	33.3%	Does Not Meet			

<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	1394	50	48	Yes
Mathematics	2	4		Approaching	1398	52	75	No
Writing	2	4		Approaching	1392	49	66	No
English Language Proficiency (ACCESS)	1	2		Approaching	116	40	57	No
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	992	49	56	No
Minority Students	2	4		Approaching	1044	48	54	No
Students with Disabilities	2	4		Approaching	75	49	90	No
English Learners	2	4		Approaching	594	48	63	No
Students needing to catch up	2	4		Approaching	669	49	72	No
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	997	53	80	No
Minority Students	2	4		Approaching	1047	52	78	No
Students with Disabilities	3	4		Meets	75	59	99	No
English Learners	3	4		Meets	594	56	83	No
Students needing to catch up	3	4		Meets	695	58	95	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	990	48	72	No
Minority Students	2	4		Approaching	1044	49	70	No
Students with Disabilities	2	4		Approaching	75	46	95	No
English Learners	2	4		Approaching	594	51	77	No
Students needing to catch up	2	4		Approaching	811	49	82	No
Total	33	60	55%	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 S/D RE-8 - 3140

(3 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	855	50.41	7
Mathematics	1	4		Does Not Meet	856	17.41	14
Writing	1	4		Does Not Meet	854	30.91	11
Science	0	0		-	-	-	-
Total	3	12	25%	Does Not Meet			

<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	808	49	44	Yes
Mathematics	1	4		Does Not Meet	811	34	99	No
Writing	2	4		Approaching	808	50	85	No
English Language Proficiency (ACCESS)	1.5	2		Meets	76	47	39	Yes
Total	7.5	14	53.6%	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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	548	51	55	No
Minority Students	2	4		Approaching	579	50	56	No
Students with Disabilities	3	4		Meets	36	57	99	No
English Learners	2	4		Approaching	339	52	66	No
Students needing to catch up	2	4		Approaching	409	50	89	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	551	35	99	No
Minority Students	1	4		Does Not Meet	582	34	99	No
Students with Disabilities	1	4		Does Not Meet	36	39	99	No
English Learners	1	4		Does Not Meet	343	34	99	No
Students needing to catch up	1	4		Does Not Meet	563	37	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	548	51	89	No
Minority Students	2	4		Approaching	579	50	87	No
Students with Disabilities	1	4		Does Not Meet	36	37	99	No
English Learners	2	4		Approaching	339	50	90	No
Students needing to catch up	2	4		Approaching	546	50	96	No
Total	25	60	41.7%	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	2	4		Approaching	651/497/335/165	72.8/75.3/75.2/74.5%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	414/303/197/100	71.7/73.6/73.1/68%	80%
Minority Students	0.5	1		Approaching	436/320/211/107	70.9/73.4/73.5/71%	80%
Students with Disabilities	0.25	1		Does Not Meet	54/45/26/N<16	46.3/55.6/53.8/-%	80%
English Learners	0.5	1		Approaching	192/140/88/49	72.9/75.7/73.9/73.5%	80%
Dropout Rate	3	4		Meets	3292	2.6%	3.9%
Colorado ACT Composite Score	2	4		Approaching	357	17	20.1
Total	8.75	16	54.7%	Approaching			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation Rates

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	69.2	72.8	75.5	74.5
	2011	72.7	75.9	75	
	2012	75.2	77.2		
	2013	74.5			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63	67	68.7	68
	2011	76	77.6	77.6	
	2012	73.1	76.2		
	2013	74.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.1	69.1	72.4	71
	2011	71.6	75.2	74.5	
	2012	74	76.2		
	2013	71.9			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	44.4	61.1		
	2013	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	71.7	75	73.5
	2011	65.9	72.5	72.5	
	2012	81.1	81.5		
	2013	74.5			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	69.2	72.8	75.5	74.5
	2011	72.7	75.9	75	
	2012	75.2	77.2		
	2013	74.5			
	Aggregated	72.8	75.3	75.2	74.5

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	63	67	68.7	68
	2011	76	77.6	77.6	
	2012	73.1	76.2		
	2013	74.6			
	Aggregated	71.7	73.6	73.1	68

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.1	69.1	72.4	71
	2011	71.6	75.2	74.5	
	2012	74	76.2		
	2013	71.9			
	Aggregated	70.9	73.4	73.5	71

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	44.4	61.1		
	2013	N<16			
	Aggregated	46.3	55.6	53.8	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.1	71.7	75	73.5
	2011	65.9	72.5	72.5	
	2012	81.1	81.5		
	2013	74.5			
	Aggregated	72.9	75.7	73.9	73.5

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: 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 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>	TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.	• at or above 70.	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	2	1		
	• below 30.	• below 40.	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)	
	• at or above 60.	• at or above 70.	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	2			
	• below 30.	• below 40.	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)
	• 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

	<i>Cut Point: The district earned ... of the points eligible on this Indicator.</i>
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%
	• at or above 62.5% - below 87.5%
	• at or above 37.5% - below 62.5%
	• below 37.5%

Cut-Points for Accreditation Category Assignment

	<i>Cut Point: The district earned ... of the total Framework points eligible.</i>
Total Framework Points	• at or above 80%
	• at or above 64% - below 80%
	• at or above 52% - below 64%
	• at or above 42% - below 52%
	• below 42%

District Plan Type Assignments

	<i>Plan description</i>
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 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.

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