

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	75.0% (11.3 out of 15 points)	
Academic Growth	Meets	76.2% (26.7 out of 35 points)	
Academic Growth Gaps	Approaching	61.7% (9.3 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	81.3% (28.5 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		75.8% (75.8 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, 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

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	99.4%	99.2%	98.3%	99.0%	Meets	Meets	Meets	Meets	12353	12141	7797	32291	12428	12239	7934	32601
Mathematics	99.5%	99.3%	98.3%	99.1%	Meets	Meets	Meets	Meets	12378	12155	7800	32333	12441	12242	7934	32617
Writing	99.5%	99.2%	98.3%	99.1%	Meets	Meets	Meets	Meets	12378	12136	7796	32310	12443	12239	7934	32616
Science	99.6%	99.4%	-	99.5%	Meets	Meets	-	Meets	4154	4003	-	8157	4172	4026	-	8198
Social Studies	99.5%	99.7%	-	99.6%	Meets	Meets	-	Meets	4148	4047	-	8195	4167	4060	-	8227
Colorado ACT	-	-	97.8%	97.8%	-	-	Meets	Meets	-	-	3516	3516	-	-	3596	3596

Performance Indicators

Level: Elementary

District: CHERRY CREEK 5 - 0130

(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	11966	77.7	69
Mathematics	3	4		Meets	11975	78.53	75
Writing	3	4		Meets	11971	60.71	69
Science	0	0		-	-	-	-
Total	9	12	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	7604	55	25	Yes
Mathematics	3	4		Meets	7643	51	36	Yes
Writing	3	4		Meets	7606	52	37	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	2208	61	25	Yes
Total	11	14	78.6%	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	2222	49	40	Yes
Minority Students	3	4		Meets	3319	54	32	Yes
Students with Disabilities	2	4		Approaching	772	43	68	No
English Learners	3	4		Meets	1271	55	41	Yes
Students needing to catch up	2	4		Approaching	1608	53	66	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2250	45	55	No
Minority Students	3	4		Meets	3346	48	46	Yes
Students with Disabilities	2	4		Approaching	783	41	78	No
English Learners	2	4		Approaching	1286	50	51	No
Students needing to catch up	2	4		Approaching	1392	51	82	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	2223	46	52	No
Minority Students	3	4		Meets	3318	49	44	Yes
Students with Disabilities	2	4		Approaching	771	45	74	No
English Learners	3	4		Meets	1265	51	50	Yes
Students needing to catch up	2	4		Approaching	2948	52	62	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: Middle

District: CHERRY CREEK 5 - 0130

(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	11780	75.87	69
Mathematics	3	4		Meets	11793	67.63	87
Writing	3	4		Meets	11774	67.3	80
Science	0	0		-	-	-	-
Total	9	12	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	10715	52	21	Yes
Mathematics	3	4		Meets	11200	52	52	Yes
Writing	3	4		Meets	11139	51	38	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	506	50	58	No
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	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	2934	46	39	Yes
Minority Students	3	4		Meets	4724	51	30	Yes
Students with Disabilities	2	4		Approaching	1033	49	72	No
English Learners	3	4		Meets	1540	53	41	Yes
Students needing to catch up	2	4		Approaching	2237	50	67	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3262	50	74	No
Minority Students	2	4		Approaching	5087	52	64	No
Students with Disabilities	2	4		Approaching	1089	48	95	No
English Learners	3	4		Meets	1730	57	70	No
Students needing to catch up	2	4		Approaching	3005	52	91	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	3243	49	59	No
Minority Students	3	4		Meets	5068	51	47	Yes
Students with Disabilities	2	4		Approaching	1093	41	86	No
English Learners	3	4		Meets	1716	55	58	No
Students needing to catch up	2	4		Approaching	3551	50	77	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: CHERRY CREEK 5 - 0130

(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	7567	76.16	70
Mathematics	3	4		Meets	7571	47.5	84
Writing	3	4		Meets	7567	63.61	85
Science	0	0		-	-	-	-
Total	9	12	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	7122	56	10	Yes
Mathematics	3	4		Meets	7148	56	68	No
Writing	3	4		Meets	7130	56	32	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	261	64	34	Yes
Total	11	14	78.6%	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	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	1945	54	33	Yes
Minority Students	3	4		Meets	3288	57	20	Yes
Students with Disabilities	2	4		Approaching	654	53	84	No
English Learners	4	4		Exceeds	812	62	43	Yes
Students needing to catch up	3	4		Meets	1741	57	76	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1953	50	96	No
Minority Students	2	4		Approaching	3305	54	88	No
Students with Disabilities	2	4		Approaching	661	52	99	No
English Learners	3	4		Meets	816	58	95	No
Students needing to catch up	2	4		Approaching	3096	54	99	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	1948	53	67	No
Minority Students	3	4		Meets	3299	54	49	Yes
Students with Disabilities	2	4		Approaching	662	52	98	No
English Learners	3	4		Meets	810	57	73	No
Students needing to catch up	3	4		Meets	2369	56	90	No
Total	39	60	65%	Meets				

<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	4	4		Exceeds	3799/3714/3831/3806	87.4/90.1/89.6/90.2%	80%
Disaggregated Graduation Rate	3	4	75%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	1191/1077/1090/899	79.8/86.3/84.3/83.8%	80%
Minority Students	0.75	1		Meets	1595/1583/1518/1336	85.9/88.1/87.2/86.5%	80%
Students with Disabilities	0.75	1		Meets	426/405/412/379	61/74.3/79.6/86.3%	80%
English Learners	0.75	1		Meets	245/211/186/203	78.8/86.3/81.2/82.3%	80%
Dropout Rate	3	4		Meets	25966	1.5%	3.6%
Colorado ACT Composite Score	3	4		Meets	3513	21.9	20.0
Total	13	16	81.3%	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	2010	84.7	88.6	89.7	<i>90.2</i>
	2011	84.4	88.3	89.6	
	2012	87.1	90.1		
	2013	87.4			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.4	81.6	82.6	83.8
	2011	77.8	82	84.3	
	2012	81.3	<i>86.3</i>		
	2013	79.8			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.2	83.8	85.7	86.5
	2011	81.2	85.8	87.2	
	2012	84	<i>88.1</i>		
	2013	85.9			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.1	75.1	81.8	<i>86.3</i>
	2011	60.3	71.1	79.6	
	2012	64.1	74.3		
	2013	61			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.6	76.8	80.9	82.3
	2011	74.1	78.4	81.2	
	2012	80.4	<i>86.3</i>		
	2013	78.8			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	84.7	88.6	89.7	90.2
	2011	84.4	88.3	89.6	
	2012	87.1	90.1		
	2013	87.4			
	Aggregated	85.9	89	89.6	<i>90.2</i>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	74.4	81.6	82.6	83.8
	2011	77.8	82	84.3	
	2012	81.3	86.3		
	2013	79.8			
	Aggregated	78.5	83.4	83.5	<i>83.8</i>

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.2	83.8	85.7	86.5
	2011	81.2	85.8	87.2	
	2012	84	88.1		
	2013	85.9			
	Aggregated	82.5	86	<i>86.5</i>	86.5

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.1	75.1	81.8	86.3
	2011	60.3	71.1	79.6	
	2012	64.1	74.3		
	2013	61			
	Aggregated	61.4	73.4	80.7	<i>86.3</i>

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	68.6	76.8	80.9	82.3
	2011	74.1	78.4	81.2	
	2012	80.4	86.3		
	2013	78.8			
	Aggregated	76.2	80.8	81	<i>82.3</i>

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 DPF, 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>		14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.	• at or above 70.	TCAP	ACCESS		
	• below 60 but at or above 45.	• below 70 but at or above 55.	4	2		
	• below 45 but at or above 30.	• below 55 but at or above 40.	3	1.5		
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		60 (4 for each of 5 subgroups in 3 subject areas)	
	• at or above 60.	• at or above 70.	TCAP			
	• below 60 but at or above 45.	• below 70 but at or above 55.	4			
	• below 45 but at or above 30.	• below 55 but at or above 40.	3			
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

	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 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.
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 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