

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	52.8% (7.9 out of 15 points)	<div style="width: 52.8%;"></div>
Academic Growth	Approaching	51.2% (17.9 out of 35 points)	<div style="width: 51.2%;"></div>
Academic Growth Gaps	Approaching	48.2% (7.2 out of 15 points)	<div style="width: 48.2%;"></div>
Postsecondary and Workforce Readiness	Meets	79.7% (27.9 out of 35 points)	<div style="width: 79.7%;"></div>
Test Participation ³	Meets 95% Participation Rate		
TOTAL		60.9% (60.9 out of 100 points)	<div style="width: 60.9%;"></div>

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	100.0%	99.6%	99.4%	99.7%	Meets	Meets	Meets	Meets	513	504	323	1340	513	506	325	1344
Mathematics	99.8%	99.8%	99.7%	99.8%	Meets	Meets	Meets	Meets	515	505	324	1344	516	506	325	1347
Writing	99.8%	99.8%	99.4%	99.7%	Meets	Meets	Meets	Meets	515	505	323	1343	516	506	325	1347
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	168	176	-	344	168	176	-	344
Social Studies	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	179	158	-	337	179	158	-	337
Colorado ACT	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	129	129	-	-	131	131

Performance Indicators

Level: Elementary

District: WELD COUNTY SCHOOL DISTRICT RE-3J - 3090

(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	497	72.64	55
Mathematics	2	4		Approaching	497	68.61	41
Writing	2	4		Approaching	496	50	38
Science	0	0		-	-	-	-
Total	7	12	58.3%	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	331	49	32	Yes
Mathematics	2	4		Approaching	332	46	50	No
Writing	3	4		Meets	331	49	44	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	158	38	29	Yes
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	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	181	50	38	Yes
Minority Students	3	4		Meets	144	51	39	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	99	56	41	Yes
Students needing to catch up	3	4		Meets	89	62	66	No
Mathematics	7	16	43.8%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	182	40	55	No
Minority Students	2	4		Approaching	144	42	55	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	1	4		Does Not Meet	99	37	55	No
Students needing to catch up	2	4		Approaching	89	45	80	No
Writing	12	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	181	48	48	Yes
Minority Students	3	4		Meets	144	53	46	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	99	58	52	Yes
Students needing to catch up	3	4		Meets	155	56	61	No
Total	31	48	64.6%	Meets				

Performance Indicators

Level: Middle

District: WELD COUNTY SCHOOL DISTRICT RE-3J - 3090

(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	483	61.28	22
Mathematics	2	4		Approaching	484	47.73	43
Writing	2	4		Approaching	484	50.62	32
Science	0	0		-	-	-	-
Total	6	12	50%	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	463	45	32	Yes
Mathematics	2	4		Approaching	468	43	71	No
Writing	2	4		Approaching	459	43	50	No
English Language Proficiency (ACCESS)	1	2		Approaching	49	50	66	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	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	254	45	39	Yes
Minority Students	2	4		Approaching	191	42	38	Yes
Students with Disabilities	1	4		Does Not Meet	27	36	92	No
English Learners	1	4		Does Not Meet	117	39	50	No
Students needing to catch up	2	4		Approaching	159	45	71	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	258	42	81	No
Minority Students	2	4		Approaching	195	41	77	No
Students with Disabilities	2	4		Approaching	28	45	99	No
English Learners	1	4		Does Not Meet	121	37	81	No
Students needing to catch up	2	4		Approaching	213	42	95	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	258	42	58	No
Minority Students	2	4		Approaching	194	44	56	No
Students with Disabilities	2	4		Approaching	28	51	97	No
English Learners	2	4		Approaching	120	41	57	No
Students needing to catch up	2	4		Approaching	221	44	80	No
Total	28	60	46.7%	Approaching				

Performance Indicators

Level: High

District: WELD COUNTY SCHOOL DISTRICT RE-3J - 3090

(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	316	62.97	25
Mathematics	2	4		Approaching	317	22.08	24
Writing	2	4		Approaching	316	44.62	39
Science	0	0		-	-	-	-
Total	6	12	50%	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	2	4		Approaching	299	41	23	Yes
Mathematics	1	4		Does Not Meet	300	35	95	No
Writing	1	4		Does Not Meet	299	39	55	No
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	21	38	39	No
Total	4.5	14	32.1%	Does Not Meet				

<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	150	42	31	Yes
Minority Students	3	4		Meets	125	46	31	Yes
Students with Disabilities	1	4		Does Not Meet	21	33	92	No
English Learners	2	4		Approaching	75	44	35	Yes
Students needing to catch up	2	4		Approaching	99	40	78	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	151	35	98	No
Minority Students	1	4		Does Not Meet	125	36	98	No
Students with Disabilities	1	4		Does Not Meet	21	26	99	No
English Learners	1	4		Does Not Meet	76	38	99	No
Students needing to catch up	1	4		Does Not Meet	193	35	99	No
Writing	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	150	38	67	No
Minority Students	2	4		Approaching	125	43	66	No
Students with Disabilities	1	4		Does Not Meet	21	36	99	No
English Learners	2	4		Approaching	75	50	70	No
Students needing to catch up	1	4		Does Not Meet	147	38	91	No
Total	22	60	36.7%	Does Not Meet				

<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	142/147/149/134	84.5/93.9/92.6/86.6%	80%
Disaggregated Graduation Rate	3.75	4	93.8%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	77/63/78/59	79.2/96.8/88.5/81.4%	80%
Minority Students	1	1		Exceeds	51/44/56/36	90.2/93.2/94.6/88.9%	80%
Students with Disabilities	0.75	1		Meets	N<16/N<16/18/20	-/-/88.9/75%	80%
English Learners	1	1		Exceeds	20/19/23/N<16	80/100/91.3/-%	80%
Dropout Rate	3	4		Meets	1107	1.2%	3.6%
Colorado ACT Composite Score	2	4		Approaching	129	19.2	20.0
Total	12.75	16	79.7%	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	82.5	85.2	85.8	86.6
	2011	86.2	91.3	92.6	
	2012	90.7	93.9		
	2013	84.5			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	75.9	80.7	79.7	81.4
	2011	81.8	87.3	88.5	
	2012	90.8	96.8		
	2013	79.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.9	86.5	88.9	88.9
	2011	81.4	91.2	94.6	
	2012	87	93.2		
	2013	90.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	72.2	72.2	70	75
	2011	N<16	88.9	88.9	
	2012	N<16	N<16		
	2013	N<16			

English Learners 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	79.2	91.3	91.3	
	2012	95	100		
	2013	80			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	82.5	85.2	85.8	86.6
	2011	86.2	91.3	92.6	
	2012	90.7	93.9		
	2013	84.5			
	Aggregated	86.1	90.3	89.4	86.6

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	75.9	80.7	79.7	81.4
	2011	81.8	87.3	88.5	
	2012	90.8	96.8		
	2013	79.2			
	Aggregated	81.9	88.4	84.7	81.4

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	78.9	86.5	88.9	88.9
	2011	81.4	91.2	94.6	
	2012	87	93.2		
	2013	90.2			
	Aggregated	84.5	90.6	92.4	88.9

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	72.2	72.2	70	75
	2011	N<16	88.9	88.9	
	2012	N<16	N<16		
	2013	N<16			
	Aggregated	74.6	81.3	78.9	75

English Learners 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	79.2	91.3	91.3	
	2012	95	100		
	2013	80			
	Aggregated	83.6	94.1	87.9	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: 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
	• below 60 but at or above 45.		• below 70 but at or above 55.			ACCESS
	• below 45 but at or above 30.		• below 55 but at or above 40.			4
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.			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
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%.			4	1	
	• at or above 80% but below 90%.			3	0.75	
	• at or above 65% but below 80%.			2	0.5	
	• below 65%.			1	0.25	
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.			4		
	• at or below the state average but above 1% (using 2009-10 baseline).			3		
	• at or below 10% but above the state average (using 2009-10 baseline).			2		
	• above 10%.			1		
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.			4		
• at or above the state average but below 22 (using 2009-10 baseline).			3			
• at or above 17 but below the state average (using 2009-10 baseline).			2			
• below 17.			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%	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

	<i>Cut Point: The district earned ... of the total framework points eligible.</i>	
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

	<i>Plan description</i>	
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