

**Accredited with Improvement Plan**

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	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/Plan	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Approaching	43.8% ( 6.6 out of 15 points )	
Academic Growth	Approaching	56.0% ( 19.6 out of 35 points )	
Academic Growth Gaps	Approaching	48.9% ( 7.3 out of 15 points )	
Postsecondary and Workforce Readiness	Approaching	56.3% ( 19.7 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>53.2% ( 53.2 out of 100 points )</b>	

<sup>2</sup>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 both the points earned and the points eligible, so scores are not negatively impacted.

<sup>3</sup>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<sup>4</sup> Meets Requirements

Safety<sup>4</sup> Meets Requirements

<sup>4</sup>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	99.9%	100.0%	98.7%	99.7%	Meets	Meets	Meets	Meets	1505	1361	867	3733	1507	1361	878	3746
Mathematics	99.7%	99.9%	99.4%	99.8%	Meets	Meets	Meets	Meets	1503	1360	873	3740	1508	1361	878	3747
Writing	99.5%	100.0%	98.9%	99.7%	Meets	Meets	Meets	Meets	1501	1361	868	3737	1509	1361	878	3748
Science	99.0%	100.0%	100.0%	99.8%	Meets	Meets	Meets	Meets	474	443	404	1324	479	443	404	1326
Colorado ACT	-	-	99.5%	-	-	-	Meets	-	-	-	395	-	-	-	397	-

<sup>1</sup> Data in this report is based on results from: 2009-10,2010-11,2011-12

Final accreditation rating based on: 1 Year DPF report.

**Performance Indicators**

**Level: Elementary School**

**District: ALAMOSA RE-11J - 0100**

**(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	2	4		Approaching	1443	61.19	18
Mathematics	2	4		Approaching	1441	59.06	19
Writing	1	4		Does Not Meet	1442	40.71	12
Science	1	4		Does Not Meet	463	29.37	11
<b>Total</b>	<b>6</b>	<b>16</b>	<b>37.5%</b>	<b>Approaching</b>			

<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	884	44	38	Yes
Mathematics	2	4		Approaching	896	48	58	No
Writing	2	4		Approaching	882	44	50	No
English Language Proficiency (CELApro)	1	2		Approaching	349	41	36	Yes
<b>Total</b>	<b>7</b>	<b>14</b>	<b>50%</b>	<b>Approaching</b>				

<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>
<b>Reading</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	674	40	44	No
Minority Students	2	4		Approaching	587	41	43	No
Students with Disabilities	1	4		Does Not Meet	74	27	74	No
English Learners	2	4		Approaching	139	42	57	No
Students needing to catch up	2	4		Approaching	355	47	63	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	686	46	62	No
Minority Students	2	4		Approaching	599	45	61	No
Students with Disabilities	2	4		Approaching	74	40	84	No
English Learners	2	4		Approaching	151	43	68	No
Students needing to catch up	2	4		Approaching	374	46	76	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	674	41	56	No
Minority Students	2	4		Approaching	587	42	56	No
Students with Disabilities	1	4		Does Not Meet	74	29	80	No
English Learners	2	4		Approaching	139	42	68	No
Students needing to catch up	2	4		Approaching	540	44	66	No
<b>Total</b>	<b>28</b>	<b>60</b>	<b>46.7%</b>	<b>Approaching</b>				

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 School**

**District: ALAMOSA RE-11J - 0100**

**(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	2	4		Approaching	1288	64.75	34
Mathematics	1	4		Does Not Meet	1287	36.21	14
Writing	2	4		Approaching	1288	55.59	43
Science	2	4		Approaching	417	42.45	38
<b>Total</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>			

<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	1221	55	35	Yes
Mathematics	2	4		Approaching	1219	47	77	No
Writing	3	4		Meets	1222	58	55	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	132	58	52	Yes
<b>Total</b>	<b>9.5</b>	<b>14</b>	<b>67.9%</b>	<b>Meets</b>				

<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>
<b>Reading</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	827	54	45	Yes
Minority Students	3	4		Meets	782	55	42	Yes
Students with Disabilities	1	4		Does Not Meet	94	33	89	No
English Learners	3	4		Meets	196	60	63	No
Students needing to catch up	3	4		Meets	454	55	67	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	826	45	82	No
Minority Students	2	4		Approaching	782	45	82	No
Students with Disabilities	1	4		Does Not Meet	95	29	99	No
English Learners	2	4		Approaching	196	44	92	No
Students needing to catch up	2	4		Approaching	718	49	92	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	827	57	66	No
Minority Students	3	4		Meets	782	56	64	No
Students with Disabilities	1	4		Does Not Meet	95	30	95	No
English Learners	3	4		Meets	196	62	80	No
Students needing to catch up	3	4		Meets	562	57	82	No
<b>Total</b>	<b>35</b>	<b>60</b>	<b>58.3%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High School**

**District: ALAMOSA RE-11J - 0100**

**(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	2	4		Approaching	819	57.88	16
Mathematics	2	4		Approaching	824	24.39	33
Writing	2	4		Approaching	819	44.93	38
Science	2	4		Approaching	385	35.32	19
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>			

<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	743	42	26	Yes
Mathematics	2	4		Approaching	748	48	97	No
Writing	2	4		Approaching	744	46	55	No
English Language Proficiency (CELApro)	1	2		Approaching	52	43	63	No
<b>Total</b>	<b>7</b>	<b>14</b>	<b>50%</b>	<b>Approaching</b>				

<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>
<b>Reading</b>	<b>7</b>	<b>20</b>	<b>35%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	421	39	44	No
Minority Students	2	4		Approaching	441	41	38	Yes
Students with Disabilities	1	4		Does Not Meet	57	30	99	No
English Learners	2	4		Approaching	93	49	64	No
Students needing to catch up	1	4		Does Not Meet	281	36	81	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	424	46	99	No
Minority Students	2	4		Approaching	443	47	99	No
Students with Disabilities	1	4		Does Not Meet	57	37	99	No
English Learners	2	4		Approaching	94	44	99	No
Students needing to catch up	2	4		Approaching	494	47	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	421	44	73	No
Minority Students	2	4		Approaching	442	44	68	No
Students with Disabilities	1	4		Does Not Meet	57	37	99	No
English Learners	2	4		Approaching	93	48	87	No
Students needing to catch up	2	4		Approaching	351	44	94	No
<b>Total</b>	<b>25</b>	<b>60</b>	<b>41.7%</b>	<b>Approaching</b>				

<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	735/553/369/171	70.9/72/69.4/67.3%	80%
Disaggregated Graduation Rate	2	4	50%	Approaching			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	455/329/216/97	62.9/64.4/61.1/57.7%	80%
Minority Students	0.5	1		Approaching	434/322/216/96	65.2/66.8/64.8/65.6%	80%
Students with Disabilities	0.75	1		Meets	65/49/35/16	58.5/59.2/62.9/81.3%	80%
English Learners	0.5	1		Approaching	53/33/21/N<16	56.6/75.8/66.7/-%	80%
Dropout Rate	3	4		Meets	3367	2.3%	3.9%
Colorado ACT Composite Score	2	4		Approaching	395	17.7	20.1
<b>Total</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>			

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

**Scoring Guide for Performance Indicators on the District Performance Framework Report**

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible per EMH Level	Framework Points	
<b>Academic Achievement</b>	<i>The district's percentage of students scoring proficient or advanced was:</i>					
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4	16 (4 for each content area)	15	
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1				
<b>Academic Growth</b>	<i>If the district meets the median adequate student growth percentile and its median student growth percentile was:</i>		TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	35
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	<i>If the district does not meet the median adequate student growth percentile and its median student growth percentile was:</i>		TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
<b>Academic Growth Gaps</b>	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>				60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
	• below 55 but at or above 40.	Approaching	2			
	• below 40.	Does Not Meet	1			
<b>Postsecondary and Workforce Readiness</b>	<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-Points for accreditation category assignment		
Achievement; Growth; Gaps	Cut Point: The district earned ... of the points eligible on this Indicator.		Total Framework Points	Cut Point: The district earned ... of the total Framework points eligible.	
	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 80%	Distinction
	• at or above 62.5% - below 87.5%	Meets		• at or above 64% - below 80%	Accredited
	• at or above 37.5% - below 62.5%	Approaching		• at or above 52% - below 64%	Improvement
	• below 37.5%	Does Not Meet		• at or above 42% - below 52%	Priority Improvement
				• below 42%	Turnaround

**Districts on Turnaround or Priority Improvement**

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 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.

## 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 higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and accreditation rating. 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.

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

#### 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
<b>N of Schools</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>176</b>	<b>165</b>	<b>167</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>133</b>	<b>135</b>	<b>138</b>
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
<b>N of Schools</b>	<b>181</b>	<b>182</b>	<b>183</b>	<b>181</b>	<b>182</b>	<b>182</b>	<b>181</b>	<b>182</b>	<b>183</b>	<b>172</b>	<b>175</b>	<b>179</b>
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 (CSAP/TCAP) score history or a similar English language proficiency (CELEPro) 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. Students classified as English learners are expected to reach the next level of language proficiency on CELEPro in either 1 or 2 years, depending upon the proficiency target.



The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator into student groups, and reflects their normative and adequate growth. The student groups include students eligible for free/reduced lunch, minority students, students with disabilities, English learners, and students needing to catch up.

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the district met adequate growth. Districts that met adequate growth use the rubric on the left; districts that did not meet adequate growth use the rubric on the right.

**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 for student groups (students eligible for free/reduced lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT (COACT) composite scores.

**State Average (Mean) Dropout Rate (baseline)**

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

**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	2008	62.8	65.7	66.3	67.3
	2009	69.7	71.7	72.1	
	2010	73.5	<b>78.1</b>		
	2011	77.2			

**Free/Reduced Lunch Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50.5	55.7	56.7	57.7
	2009	60.8	64.2	64.7	
	2010	64.9	72.3		
	2011	<b>72.6</b>			

**Minority Student Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	57.7	62.9	63.9	65.6
	2009	63.9	65	65.5	
	2010	64.8	72.4		
	2011	<b>73.6</b>			

**Students with Disabilities Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	68.8	75	<b>81.3</b>
	2009	52.6	50	52.6	
	2010	50	N<16		
	2011	N<16			

**English Learners Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	<b>36.8</b>			

**State Average (Mean) COACT Composite Score (2009-10 baseline)**

	N of Students	Average Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

**This District's Graduation Rate and Disaggregated Graduation Rate**

**Overall Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.8	65.7	66.3	67.3
	2009	69.7	71.7	72.1	
	2010	73.5	78.1		
	2011	77.2			
	<b>Aggregated</b>	70.9	<b>72</b>	69.4	67.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50.5	55.7	56.7	57.7
	2009	60.8	64.2	64.7	
	2010	64.9	72.3		
	2011	72.6			
	<b>Aggregated</b>	62.9	<b>64.4</b>	61.1	57.7

**Minority Student Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	57.7	62.9	63.9	65.6
	2009	63.9	65	65.5	
	2010	64.8	72.4		
	2011	73.6			
	<b>Aggregated</b>	65.2	<b>66.8</b>	64.8	65.6

**Students with Disabilities Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	68.8	75	81.3
	2009	52.6	50	52.6	
	2010	50	N<16		
	2011	N<16			
	<b>Aggregated</b>	58.5	59.2	62.9	<b>81.3</b>

**English Learners Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	N<16	N<16	N<16
	2009	N<16	N<16	N<16	
	2010	N<16	N<16		
	2011	36.8			
	<b>Aggregated</b>	56.6	<b>75.8</b>	66.7	N<16

All averages are compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

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: 2011 4-year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 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 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 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 on the Performance Indicators detail page.