

**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	50.0%	( 7.5 out of 15 points )
Academic Growth	Approaching	38.9%	( 13.6 out of 35 points )
Academic Growth Gaps	Does Not Meet	36.8%	( 5.5 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	53.3%	( 18.7 out of 35 points )
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>45.3%</b>	<b>( 45.3 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	99.2%	98.7%	96.8%	98.6%	Meets	Meets	Meets	Meets	383	303	214	901	386	307	221	914
Mathematics	99.0%	99.0%	97.3%	98.8%	Meets	Meets	Meets	Meets	381	304	215	902	385	307	221	913
Writing	98.4%	99.0%	97.3%	98.6%	Meets	Meets	Meets	Meets	379	304	215	900	385	307	221	913
Science	100.0%	98.0%	100.0%	99.4%	Meets	Meets	Meets	Meets	117	96	105	318	117	98	105	320
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	102	-	-	-	102	-

**Performance Indicators**

**Level: Elementary School**

**District: LAS ANIMAS RE-1 - 0290**

**(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	3	4		Meets	365	83.29	86
Mathematics	3	4		Meets	368	77.99	75
Writing	3	4		Meets	363	69.97	88
Science	2	4		Approaching	111	44.14	42
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</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	218	38	20	Yes
Mathematics	1	4		Does Not Meet	219	33	36	No
Writing	2	4		Approaching	215	42	31	Yes
English Language Proficiency (CELApro)				-				
<b>Total</b>	<b>5</b>	<b>12</b>	<b>41.7%</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>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	169	30	22	Yes
Minority Students	2	4		Approaching	127	38	24	Yes
Students with Disabilities	2	4		Approaching	21	40	26	Yes
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	24	22	45	No
<b>Mathematics</b>	<b>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	170	30	38	No
Minority Students	1	4		Does Not Meet	127	28	39	No
Students with Disabilities	1	4		Does Not Meet	21	36	49	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	29	48	76	No
<b>Writing</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	166	38	33	Yes
Minority Students	2	4		Approaching	126	40	36	Yes
Students with Disabilities	2	4		Approaching	21	40	38	Yes
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	65	50	53	No
<b>Total</b>	<b>20</b>	<b>48</b>	<b>41.7%</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: LAS ANIMAS RE-1 - 0290**

**(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	298	63.42	30
Mathematics	1	4		Does Not Meet	299	32.78	11
Writing	2	4		Approaching	299	48.83	27
Science	1	4		Does Not Meet	94	20.21	4
<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	1	4		Does Not Meet	282	29	26	Yes
Mathematics	1	4		Does Not Meet	284	21	66	No
Writing	1	4		Does Not Meet	283	28	46	No
English Language Proficiency (CELApro)				-				
<b>Total</b>	<b>3</b>	<b>12</b>	<b>25%</b>	<b>Does Not Meet</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>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	238	29	27	Yes
Minority Students	1	4		Does Not Meet	168	26	32	No
Students with Disabilities	1	4		Does Not Meet	32	28	46	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	88	31	60	No
<b>Mathematics</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	240	21	69	No
Minority Students	1	4		Does Not Meet	169	16	71	No
Students with Disabilities	1	4		Does Not Meet	33	14	97	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	148	25	90	No
<b>Writing</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	239	27	49	No
Minority Students	1	4		Does Not Meet	168	28	53	No
Students with Disabilities	1	4		Does Not Meet	33	23	75	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	123	29	77	No
<b>Total</b>	<b>12</b>	<b>48</b>	<b>25%</b>	<b>Does Not Meet</b>				

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**Performance Indicators**

**Level: High School**

**District: LAS ANIMAS RE-1 - 0290**

**(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	211	61.61	22
Mathematics	2	4		Approaching	212	22.17	27
Writing	2	4		Approaching	212	38.68	23
Science	1	4		Does Not Meet	104	27.88	9
<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	2	4		Approaching	194	44	22	Yes
Mathematics	2	4		Approaching	195	49	99	No
Writing	2	4		Approaching	196	47	56	No
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>6</b>	<b>12</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>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	145	39	24	Yes
Minority Students	2	4		Approaching	95	42	30	Yes
Students with Disabilities	1	4		Does Not Meet	24	33	98	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	62	51	86	No
<b>Mathematics</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	146	49	99	No
Minority Students	2	4		Approaching	96	49	99	No
Students with Disabilities	1	4		Does Not Meet	25	33	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	133	48	99	No
<b>Writing</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	147	48	65	No
Minority Students	2	4		Approaching	96	42	69	No
Students with Disabilities	1	4		Does Not Meet	25	39	99	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	106	52	89	No
<b>Total</b>	<b>21</b>	<b>48</b>	<b>43.8%</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	163/123/85/47	72.4/69.9/69.4/70.2%	80%
Disaggregated Graduation Rate	1	3	33.3%	Does Not Meet			
Free/Reduced Lunch Eligible	0.5	1		Approaching	111/83/58/34	65.8/62.7/60.3/58.8%	80%
Minority Students	0.25	1		Does Not Meet	74/55/37/22	64.9/61.8/56.8/54.5%	80%
Students with Disabilities	0.25	1		Does Not Meet	26/21/N<16/N<16	46.2/42.9/-/-%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/-%	80%
Dropout Rate	3	4		Meets	795	1.3%	3.9%
Colorado ACT Composite Score	2	4		Approaching	102	17.4	20.1
<b>Total</b>	<b>8</b>	<b>15</b>	<b>53.3%</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			
	• at or above 60.	Exceeds	4	2	14 (4 for each content area and 2 for English language proficiency)		
	• 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>						
	• at or above 60.	Exceeds	4	60 (4 for each of 5 subgroups in 3 subject areas)	15		
	• 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.	
	• at or above 90%.	Exceeds	4	1	16 (4 for each sub-indicator)		
	• 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.	Rating	Total Framework Points	Cut Point: The district earned ... of the total Framework points eligible.	Accreditation Category
	• 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)**

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		66	70.2	70.2	70.2
2009		68.4	68.4	68.4	
2010		68.4	71.1		
2011		<b>89.2</b>			

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		54.1	58.8	58.8	58.8
2009		62.5	62.5	62.5	
2010		64	68		
2011		<b>88</b>			

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		52.2	54.5	54.5	54.5
2009		N<16	N<16	N<16	
2010		66.7	72.2		
2011		<b>83.3</b>			

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

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

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

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

**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)**

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		66	70.2	70.2	70.2
2009		68.4	68.4	68.4	
2010		68.4	71.1		
2011		89.2			
Aggregated		<b>72.4</b>	69.9	69.4	70.2

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		54.1	58.8	58.8	58.8
2009		62.5	62.5	62.5	
2010		64	68		
2011		88			
Aggregated		<b>65.8</b>	62.7	60.3	58.8

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		52.2	54.5	54.5	54.5
2009		N<16	N<16	N<16	
2010		66.7	72.2		
2011		83.3			
Aggregated		<b>64.9</b>	61.8	56.8	54.5

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		N<16	N<16	N<16	N<16
2009		N<16	N<16	N<16	
2010		N<16	N<16		
2011		N<16			
Aggregated		<b>46.2</b>	42.9	N<16	N<16

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

Anticipated Year of Graduation		4-year	5-year	6-year	7-year
2008		N<16	N<16	N<16	N<16
2009		N<16	N<16	N<16	
2010		N<16	N<16		
2011		N<16			
Aggregated		N<16	N<16	N<16	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.