

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 ²	
Academic Achievement	Approaching	50.0% (7.5 out of 15 points)	
Academic Growth	Approaching	41.7% (14.6 out of 35 points)	
Academic Growth Gaps	Approaching	40.0% (6.0 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	62.5% (21.9 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		50.0% (50.0 out of 100 points)	

²Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

³Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Finance⁴ Meets Requirements

Safety⁴ Meets Requirements

⁴Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	98.8%	99.4%	99.6%	Meets	Meets	Meets	Meets	682	326	337	1345	682	330	339	1351
Mathematics	99.6%	98.8%	99.1%	99.3%	Meets	Meets	Meets	Meets	676	326	336	1339	679	330	339	1348
Writing	99.9%	99.1%	99.4%	99.6%	Meets	Meets	Meets	Meets	679	327	337	1343	680	330	339	1349
Science	98.9%	98.8%	98.8%	99.2%	Meets	Meets	Meets	Meets	175	160	166	503	177	162	168	507
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	164	-	-	-	164	-

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

Performance Indicators

Level: Elementary School

District: BURLINGTON RE-6J - 1500

(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	656	64.63	26
Mathematics	2	4		Approaching	651	59.75	21
Writing	2	4		Approaching	652	47.24	26
Science	2	4		Approaching	171	36.84	23
Total	8	16	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	472	34	31	Yes
Mathematics	1	4		Does Not Meet	474	31	52	No
Writing	2	4		Approaching	470	42	44	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	232	35	42	No
Total	5.5	14	39.3%	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	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	281	32	39	No
Minority Students	1	4		Does Not Meet	175	34	43	No
Students with Disabilities	1	4		Does Not Meet	68	25	67	No
English Learners	1	4		Does Not Meet	143	34	42	No
Students needing to catch up	1	4		Does Not Meet	164	37	62	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	283	33	61	No
Minority Students	1	4		Does Not Meet	178	36	63	No
Students with Disabilities	1	4		Does Not Meet	68	28	77	No
English Learners	1	4		Does Not Meet	144	36	63	No
Students needing to catch up	2	4		Approaching	170	40	75	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	280	41	54	No
Minority Students	2	4		Approaching	173	43	56	No
Students with Disabilities	1	4		Does Not Meet	66	33	73	No
English Learners	2	4		Approaching	141	45	55	No
Students needing to catch up	2	4		Approaching	246	42	64	No
Total	20	60	33.3%	Does Not Meet				

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: BURLINGTON RE-6J - 1500

(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	318	59.75	23
Mathematics	2	4		Approaching	318	38.99	18
Writing	2	4		Approaching	319	46.39	21
Science	2	4		Approaching	156	33.33	20
Total	8	16	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	298	49	36	Yes
Mathematics	1	4		Does Not Meet	298	39	75	No
Writing	2	4		Approaching	300	46	60	No
English Language Proficiency (CELEPro)	0.5	2		Does Not Meet	43	23	48	No
Total	6.5	14	46.4%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	151	48	54	No
Minority Students	2	4		Approaching	78	44	59	No
Students with Disabilities	3	4		Meets	30	55	74	No
English Learners	2	4		Approaching	66	44	58	No
Students needing to catch up	2	4		Approaching	111	52	65	No
Mathematics	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	150	36	88	No
Minority Students	2	4		Approaching	77	41	90	No
Students with Disabilities	1	4		Does Not Meet	31	32	94	No
English Learners	1	4		Does Not Meet	65	36	86	No
Students needing to catch up	1	4		Does Not Meet	155	36	94	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	151	42	71	No
Minority Students	2	4		Approaching	78	42	76	No
Students with Disabilities	3	4		Meets	32	57	87	No
English Learners	2	4		Approaching	66	41	72	No
Students needing to catch up	2	4		Approaching	152	49	80	No
Total	28	60	46.7%	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 School

District: BURLINGTON RE-6J - 1500

(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	332	62.95	23
Mathematics	2	4		Approaching	331	21.15	25
Writing	2	4		Approaching	332	41.57	31
Science	2	4		Approaching	164	32.93	16
Total	8	16	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	313	44	27	Yes
Mathematics	1	4		Does Not Meet	312	35	96	No
Writing	2	4		Approaching	312	45	66	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	63	39	62	No
Total	5.5	14	39.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	129	41	50	No
Minority Students	2	4		Approaching	104	44	51	No
Students with Disabilities	2	4		Approaching	27	42	98	No
English Learners	2	4		Approaching	83	44	54	No
Students needing to catch up	2	4		Approaching	110	42	81	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	128	31	99	No
Minority Students	1	4		Does Not Meet	104	30	99	No
Students with Disabilities	1	4		Does Not Meet	26	36	99	No
English Learners	1	4		Does Not Meet	83	31	99	No
Students needing to catch up	1	4		Does Not Meet	208	33	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	128	41	84	No
Minority Students	2	4		Approaching	103	43	85	No
Students with Disabilities	1	4		Does Not Meet	27	31	99	No
English Learners	2	4		Approaching	82	42	87	No
Students needing to catch up	2	4		Approaching	171	43	90	No
Total	24	60	40%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	230/172/122/60	87.8/88.4/86.1/83.3%	80%
Disaggregated Graduation Rate	2	4	50%	Approaching			
Free/Reduced Lunch Eligible	0.75	1		Meets	106/80/56/24	84/86.3/83.9/83.3%	80%
Minority Students	0.5	1		Approaching	70/51/35/16	75.7/76.5/65.7/62.5%	80%
Students with Disabilities	0.25	1		Does Not Meet	17/N<16/N<16/N<16	58.8/-/-/%	80%
English Learners	0.5	1		Approaching	33/25/18/N<16	72.7/76/66.7/-/%	80%
Dropout Rate	3	4		Meets	1133	1.1%	3.9%
Colorado ACT Composite Score	2	4		Approaching	164	18.5	20.1
Total	10	16	62.5%	Meets			

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	
Academic Achievement	<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				
Academic Growth	<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		
Academic Growth Gaps	<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			
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)	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.	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)

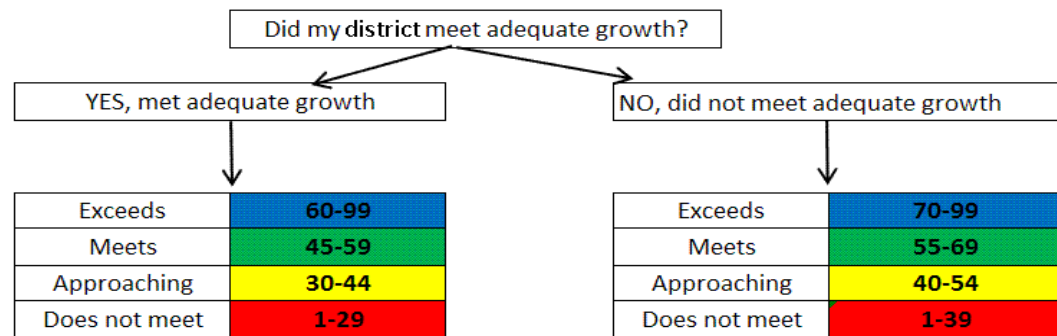
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	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

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 Schools	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 (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	80.3	83.3	83.3	83.3
	2009	88.5	88.7	88.7	
	2010	92	94		
	2011	91.4			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	80	83.3	83.3	83.3
	2009	83.9	84.4	84.4	
	2010	87.5	91.7		
	2011	84.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.5	62.5	62.5	62.5
	2009	70.6	72.2	68.4	
	2010	94.1	94.1		
	2011	75			

Students with Disabilities 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	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	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)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	80.3	83.3	83.3	83.3
	2009	88.5	88.7	88.7	
	2010	92	94		
	2011	91.4			
	Aggregated	87.8	88.4	86.1	83.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	80	83.3	83.3	83.3
	2009	83.9	84.4	84.4	
	2010	87.5	91.7		
	2011	84.6			
	Aggregated	84	86.3	83.9	83.3

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.5	62.5	62.5	62.5
	2009	70.6	72.2	68.4	
	2010	94.1	94.1		
	2011	75			
	Aggregated	75.7	76.5	65.7	62.5

Students with Disabilities 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	N<16			
	Aggregated	58.8	N<16	N<16	N<16

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	N<16			
	Aggregated	72.7	76	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.