

# Accredited

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	Meets	79.2% ( 11.9 out of 15 points )	<div style="width: 79.2%;"></div>
Academic Growth	Meets	72.6% ( 25.4 out of 35 points )	<div style="width: 72.6%;"></div>
Academic Growth Gaps	Approaching	52.8% ( 7.9 out of 15 points )	<div style="width: 52.8%;"></div>
Postsecondary and Workforce Readiness	Meets	68.8% ( 24.1 out of 35 points )	<div style="width: 68.8%;"></div>
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>69.3% ( 69.3 out of 100 points )</b>	<div style="width: 69.3%;"></div>

<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	99.6%	99.1%	96.8%	98.7%	Meets	Meets	Meets	Meets	17865	17558	11848	47271	17929	17712	12242	47883
Mathematics	99.7%	99.2%	96.9%	98.8%	Meets	Meets	Meets	Meets	17893	17587	11869	47349	17943	17721	12245	47909
Writing	99.7%	99.1%	96.8%	98.7%	Meets	Meets	Meets	Meets	17882	17560	11853	47295	17938	17713	12243	47894
Science	99.8%	99.2%	96.3%	98.4%	Meets	Meets	Meets	Meets	5896	5870	5772	17538	5910	5919	5991	17820
Colorado ACT	-	-	96.7%	-	-	-	Meets	-	-	-	5369	-	-	-	5555	-

<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: Poudre R-1 - 1550**

**(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	17406	80.74	76
Mathematics	3	4		Meets	17401	78.82	77
Writing	3	4		Meets	17397	66.34	81
Science	3	4		Meets	5745	61.43	81
<b>Total</b>	<b>12</b>	<b>16</b>	<b>75%</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	3	4		Meets	10829	56	22	Yes
Mathematics	3	4		Meets	10936	54	39	Yes
Writing	3	4		Meets	10839	56	33	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	2317	53	40	Yes
<b>Total</b>	<b>10.5</b>	<b>14</b>	<b>75%</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	3290	48	36	Yes
Minority Students	3	4		Meets	2633	52	34	Yes
Students with Disabilities	2	4		Approaching	815	44	69	No
English Learners	3	4		Meets	1105	53	42	Yes
Students needing to catch up	2	4		Approaching	2097	54	63	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3374	45	55	No
Minority Students	2	4		Approaching	2725	49	53	No
Students with Disabilities	1	4		Does Not Meet	829	34	78	No
English Learners	2	4		Approaching	1192	53	57	No
Students needing to catch up	2	4		Approaching	2147	49	75	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	3298	48	48	Yes
Minority Students	3	4		Meets	2636	52	45	Yes
Students with Disabilities	1	4		Does Not Meet	822	39	74	No
English Learners	3	4		Meets	1110	54	54	Yes
Students needing to catch up	2	4		Approaching	3822	53	60	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</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: POUDRE R-1 - 1550**

**(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	17128	80.51	87
Mathematics	4	4		Exceeds	17154	70.21	95
Writing	4	4		Exceeds	17130	71.02	90
Science	3	4		Meets	5724	62.32	86
<b>Total</b>	<b>14</b>	<b>16</b>	<b>87.5%</b>	<b>Exceeds</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	16184	48	19	Yes
Mathematics	3	4		Meets	16235	53	50	Yes
Writing	3	4		Meets	16191	51	36	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	749	57	53	Yes
<b>Total</b>	<b>10.5</b>	<b>14</b>	<b>75%</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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4503	44	36	Yes
Minority Students	3	4		Meets	3840	47	33	Yes
Students with Disabilities	2	4		Approaching	1247	40	68	No
English Learners	3	4		Meets	1764	47	43	Yes
Students needing to catch up	2	4		Approaching	2888	48	65	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4535	47	72	No
Minority Students	2	4		Approaching	3869	51	67	No
Students with Disabilities	2	4		Approaching	1276	45	96	No
English Learners	2	4		Approaching	1783	51	72	No
Students needing to catch up	2	4		Approaching	4097	52	90	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	4513	44	57	No
Minority Students	2	4		Approaching	3848	47	52	No
Students with Disabilities	2	4		Approaching	1251	41	85	No
English Learners	2	4		Approaching	1768	48	62	No
Students needing to catch up	2	4		Approaching	4191	50	77	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High School**

**District: POUDRE R-1 - 1550**

**(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	11535	77.16	72
Mathematics	3	4		Meets	11554	45.57	87
Writing	3	4		Meets	11538	63.04	84
Science	3	4		Meets	5631	63.88	84
<b>Total</b>	<b>12</b>	<b>16</b>	<b>75%</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	3	4		Meets	10605	48	8	Yes
Mathematics	2	4		Approaching	10612	44	64	No
Writing	3	4		Meets	10606	49	27	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	441	59	69	No
<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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2458	44	33	Yes
Minority Students	3	4		Meets	2262	47	24	Yes
Students with Disabilities	2	4		Approaching	812	43	83	No
English Learners	3	4		Meets	1008	48	38	Yes
Students needing to catch up	2	4		Approaching	2093	45	73	No
<b>Mathematics</b>	<b>8</b>	<b>20</b>	<b>40%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	2483	39	97	No
Minority Students	2	4		Approaching	2276	41	92	No
Students with Disabilities	1	4		Does Not Meet	825	35	99	No
English Learners	2	4		Approaching	1016	41	96	No
Students needing to catch up	2	4		Approaching	4413	43	99	No
<b>Writing</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2466	42	70	No
Minority Students	2	4		Approaching	2266	44	58	No
Students with Disabilities	1	4		Does Not Meet	813	36	97	No
English Learners	2	4		Approaching	1010	43	75	No
Students needing to catch up	2	4		Approaching	3288	44	87	No
<b>Total</b>	<b>29</b>	<b>60</b>	<b>48.3%</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	3	4		Meets	8343/6358/4271/2118	82.1/84.1/84.5/84.1%	80%
Disaggregated Graduation Rate	2	4	50%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	2049/1550/1016/484	61.9/65.9/65.1/64.7%	80%
Minority Students	0.5	1		Approaching	1679/1226/796/379	69.6/72.9/73.7/72.3%	80%
Students with Disabilities	0.5	1		Approaching	874/687/471/238	64/69.3/70.9/69.7%	80%
English Learners	0.5	1		Approaching	527/412/267/135	64.1/70.1/72.7/75.6%	80%
Dropout Rate	3	4		Meets	39652	1.4%	3.9%
Colorado ACT Composite Score	3	4		Meets	5369	21.9	20.1
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</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.	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)

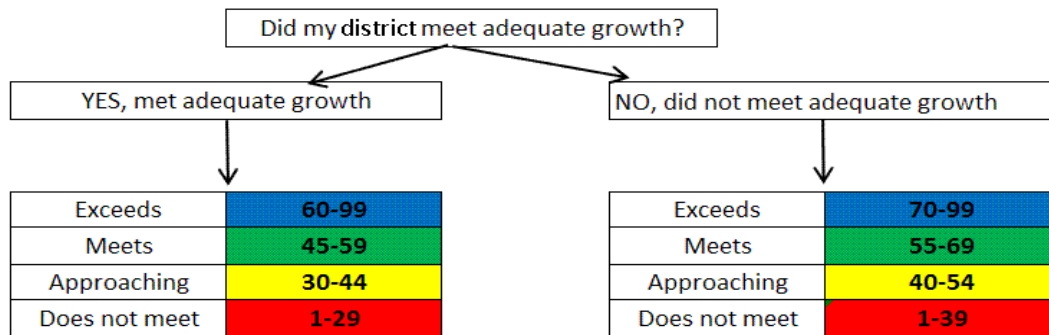
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>176</b>	<b>165</b>	<b>167</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>133</b>	<b>135</b>	<b>138</b>
15th percentile	59.26	58.87	57.14	57.99	34.46	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)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	79.7	82.2	83.1	84.1
	2009	82.5	84.7	85.9	
	2010	82.4	85.4		
	2011	84			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.2	60.6	62.7	64.7
	2009	58.5	65.2	67.3	
	2010	64.2	71.5		
	2011	69.1			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.6	68.1	70.6	72.3
	2009	70.1	75.1	76.7	
	2010	69.2	75.2		
	2011	75.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.1	67.7	67.9	69.7
	2009	68.2	70.3	74	
	2010	62.3	70		
	2011	63.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.5	70.1	73.5	75.6
	2009	61.1	70.2	71.8	
	2010	62.8	70.1		
	2011	69			

**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	79.7	82.2	83.1	84.1
	2009	82.5	84.7	85.9	
	2010	82.4	85.4		
	2011	84			
	Aggregated	82.1	84.1	84.5	84.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.2	60.6	62.7	64.7
	2009	58.5	65.2	67.3	
	2010	64.2	71.5		
	2011	69.1			
	Aggregated	61.9	65.9	65.1	64.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.6	68.1	70.6	72.3
	2009	70.1	75.1	76.7	
	2010	69.2	75.2		
	2011	75.2			
	Aggregated	69.6	72.9	73.7	72.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	62.1	67.7	67.9	69.7
	2009	68.2	70.3	74	
	2010	62.3	70		
	2011	63.3			
	Aggregated	64	69.3	70.9	69.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	64.5	70.1	73.5	75.6
	2009	61.1	70.2	71.8	
	2010	62.8	70.1		
	2011	69			
	Aggregated	64.1	70.1	72.7	75.6

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.