

Accredited w/Priority Improvement Plan
Will enter Year 3* of Priority Improvement or Turnaround

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.

* on July 1, 2013

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible ²	
Academic Achievement	Approaching	37.5% (5.6 out of 15 points)	
Academic Growth	Approaching	53.6% (18.8 out of 35 points)	
Academic Growth Gaps	Approaching	47.0% (7.1 out of 15 points)	
Postsecondary and Workforce Readiness	Approaching	40.6% (14.2 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		45.7% (45.7 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%	99.4%	98.0%	99.3%	Meets	Meets	Meets	Meets	650	613	348	1611	650	617	355	1622
Mathematics	99.5%	99.4%	98.0%	99.1%	Meets	Meets	Meets	Meets	640	615	349	1604	643	619	356	1618
Writing	99.8%	99.2%	97.5%	99.1%	Meets	Meets	Meets	Meets	646	612	346	1604	647	617	355	1619
Science	100.0%	98.5%	98.1%	99.3%	Meets	Meets	Meets	Meets	207	196	159	564	207	199	162	568
Colorado ACT	-	-	98.8%	-	-	-	Meets	-	-	-	165	-	-	-	167	-

¹ Data in this report is based on results from: 2011-12

Final accreditation rating based on: 3 Year DPF report.

Performance Indicators

Level: Elementary School

District: MONTEZUMA-CORTEZ RE-1 - 2035

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	1	4		Does Not Meet	613	54.32	7
Mathematics	1	4		Does Not Meet	609	57.47	14
Writing	1	4		Does Not Meet	611	29.79	3
Science	2	4		Approaching	196	31.12	16
Total	5	16	31.3%	Does Not Meet			

<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	390	46	41	Yes
Mathematics	2	4		Approaching	388	45	61	No
Writing	1	4		Does Not Meet	390	38	61	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	78	33	44	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	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	268	43	47	No
Minority Students	2	4		Approaching	178	45	51	No
Students with Disabilities	1	4		Does Not Meet	43	35	80	No
English Learners	2	4		Approaching	42	50	63	No
Students needing to catch up	2	4		Approaching	178	43	65	No
Mathematics	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	268	43	66	No
Minority Students	2	4		Approaching	177	45	71	No
Students with Disabilities	1	4		Does Not Meet	42	27	85	No
English Learners	1	4		Does Not Meet	42	39	74	No
Students needing to catch up	2	4		Approaching	171	42	80	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	268	36	66	No
Minority Students	1	4		Does Not Meet	178	34	70	No
Students with Disabilities	1	4		Does Not Meet	43	31	83	No
English Learners	2	4		Approaching	42	41	73	No
Students needing to catch up	1	4		Does Not Meet	274	38	71	No
Total	23	60	38.3%	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: Middle School

District: MONTEZUMA-CORTEZ RE-1 - 2035

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	1	4		Does Not Meet	574	58.19	13
Mathematics	2	4		Approaching	575	42.43	31
Writing	1	4		Does Not Meet	573	41.36	13
Science	2	4		Approaching	191	34.03	24
Total	6	16	37.5%	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	531	54	39	Yes
Mathematics	2	4		Approaching	537	52	77	No
Writing	3	4		Meets	531	56	68	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	39	20	50	No
Total	8.5	14	60.7%	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	304	48	52	No
Minority Students	2	4		Approaching	239	46	55	No
Students with Disabilities	2	4		Approaching	48	51	83	No
English Learners	2	4		Approaching	74	47	53	No
Students needing to catch up	2	4		Approaching	230	50	66	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	309	47	81	No
Minority Students	2	4		Approaching	241	49	87	No
Students with Disabilities	1	4		Does Not Meet	51	39	99	No
English Learners	3	4		Meets	75	59	86	No
Students needing to catch up	2	4		Approaching	266	52	94	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	304	51	76	No
Minority Students	2	4		Approaching	238	52	77	No
Students with Disabilities	1	4		Does Not Meet	48	37	96	No
English Learners	3	4		Meets	74	60	74	No
Students needing to catch up	2	4		Approaching	289	52	83	No
Total	30	60	50%	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: MONTEZUMA-CORTEZ RE-1 - 2035

(1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	1	4		Does Not Meet	320	56.56	13
Mathematics	2	4		Approaching	321	25.86	33
Writing	2	4		Approaching	318	38.36	23
Science	2	4		Approaching	142	41.55	32
Total	7	16	43.8%	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	286	44	26	Yes
Mathematics	2	4		Approaching	284	41	96	No
Writing	2	4		Approaching	284	47	67	No
English Language Proficiency (CELApro)	1.5	2		Meets	38	60	69	No
Total	7.5	14	53.6%	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	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	147	46	44	Yes
Minority Students	2	4		Approaching	136	49	50	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	80	50	30	Yes
Students needing to catch up	2	4		Approaching	111	41	79	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	146	40	99	No
Minority Students	2	4		Approaching	135	45	99	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	79	41	97	No
Students needing to catch up	2	4		Approaching	181	41	99	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	146	47	85	No
Minority Students	2	4		Approaching	135	50	89	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	2	4		Approaching	80	50	78	No
Students needing to catch up	2	4		Approaching	166	50	92	No
Total	26	48	54.2%	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	1	4		Does Not Meet	273/247/269/252	57.5/59.9/63.6/62.7%	80%
Disaggregated Graduation Rate	1.5	4	37.5%	Approaching			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	137/121/123/115	49.6/47.1/55.3/53.9%	80%
Minority Students	0.25	1		Does Not Meet	122/116/112/84	49.2/49.1/46.4/50%	80%
Students with Disabilities	0.5	1		Approaching	29/32/35/29	51.7/50/65.7/55.2%	80%
English Learners	0.5	1		Approaching	53/64/71/53	49.1/56.3/63.4/69.8%	80%
Dropout Rate	2	4		Approaching	1561	7.6%	3.6%
Colorado ACT Composite Score	2	4		Approaching	165	17.5	20.0
Total	6.5	16	40.6%	Approaching			

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		
	• 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		
Academic Growth Gaps	<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			
Postsecondary and Workforce Readiness	<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.		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)

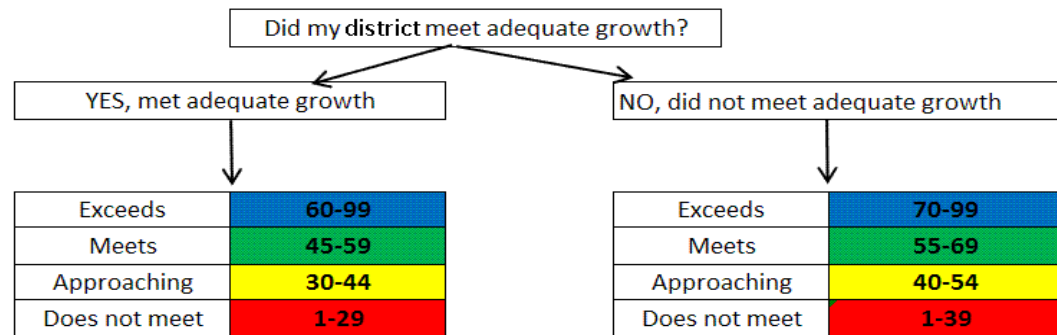
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	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	58.4	60.2	62.2	62.7
	2009	58.9	62.1	63.6	
	2010	55.5	59.9		
	2011	57.5			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.6	50.9	52.2	53.9
	2009	50	53.2	55.3	
	2010	42.1	47.1		
	2011	49.6			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	39.3	44	47.6	50
	2009	39.1	44	46.4	
	2010	43.5	49.1		
	2011	49.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	45.2	50	51.7	55.2
	2009	61.1	66.7	65.7	
	2010	56.3	50		
	2011	51.7			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	60	66.7	67.9	69.8
	2009	54.8	59.7	63.4	
	2010	47.7	56.3		
	2011	49.1			

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	58.4	60.2	62.2	62.7
	2009	58.9	62.1	63.6	
	2010	55.5	59.9		
	2011	57.5			
	Aggregated	57.6	60.8	62.9	62.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	46.6	50.9	52.2	53.9
	2009	50	53.2	55.3	
	2010	42.1	47.1		
	2011	49.6			
	Aggregated	47.2	50.4	53.8	53.9

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	39.3	44	47.6	50
	2009	39.1	44	46.4	
	2010	43.5	49.1		
	2011	49.2			
	Aggregated	43.1	45.9	46.9	50

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	45.2	50	51.7	55.2
	2009	61.1	66.7	65.7	
	2010	56.3	50		
	2011	51.7			
	Aggregated	53.9	56.1	59.4	55.2

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	60	66.7	67.9	69.8
	2009	54.8	59.7	63.4	
	2010	47.7	56.3		
	2011	49.1			
	Aggregated	52.8	60.5	65.3	69.8

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.