

**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 <sup>2</sup>	
Academic Achievement	Approaching	54.2% ( 8.1 out of 15 points )	
Academic Growth	Approaching	61.9% ( 21.7 out of 35 points )	
Academic Growth Gaps	Approaching	56.1% ( 8.4 out of 15 points )	
Postsecondary and Workforce Readiness	Approaching	37.5% ( 13.1 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>51.3% ( 51.3 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> **Does Not Meet**

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	85.0%	99.5%	96.9%	93.9%	Does Not Meet	Meets	Meets	Does Not Meet	1522	2069	1367	4958	1790	2080	1411	5281
Mathematics	99.2%	99.4%	97.0%	98.7%	Meets	Meets	Meets	Meets	1773	2068	1370	5211	1788	2080	1412	5280
Writing	96.2%	99.5%	97.1%	97.7%	Meets	Meets	Meets	Meets	1719	2070	1371	5160	1787	2080	1412	5279
Science	99.1%	99.8%	96.3%	98.1%	Meets	Meets	Meets	Meets	562	583	796	1941	567	584	827	1978
Colorado ACT	-	-	98.2%	-	-	-	Meets	-	-	-	614	-	-	-	625	-

<sup>1</sup> 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: CHARTER SCHOOL INSTITUTE - 8001**

**(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	2	4		Approaching	1486	69.58	45
Mathematics	2	4		Approaching	1737	62.52	26
Writing	2	4		Approaching	1683	51.87	41
Science	2	4		Approaching	554	44.22	39
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	800	47	30	Yes
Mathematics	2	4		Approaching	1045	42	53	No
Writing	3	4		Meets	996	50	45	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	687	54	39	Yes
<b>Total</b>	<b>9.5</b>	<b>14</b>	<b>67.9%</b>	<b>Meets</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	381	45	36	Yes
Minority Students	3	4		Meets	462	48	35	Yes
Students with Disabilities	2	4		Approaching	48	42	65	No
English Learners	2	4		Approaching	240	43	35	Yes
Students needing to catch up	2	4		Approaching	232	52	61	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	519	38	57	No
Minority Students	2	4		Approaching	631	42	55	No
Students with Disabilities	1	4		Does Not Meet	62	29	73	No
English Learners	2	4		Approaching	337	42	53	No
Students needing to catch up	2	4		Approaching	330	44	81	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	496	49	48	Yes
Minority Students	3	4		Meets	597	51	48	Yes
Students with Disabilities	1	4		Does Not Meet	61	35	75	No
English Learners	3	4		Meets	324	57	48	Yes
Students needing to catch up	2	4		Approaching	461	49	62	No
<b>Total</b>	<b>32</b>	<b>60</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.

**Performance Indicators**

**Level: Middle School**

**District: CHARTER SCHOOL INSTITUTE - 8001**

**(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	2	4		Approaching	2020	68.56	43
Mathematics	2	4		Approaching	2021	44.68	35
Writing	3	4		Meets	2021	58.34	58
Science	2	4		Approaching	573	42.58	39
<b>Total</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	1827	49	29	Yes
Mathematics	2	4		Approaching	1828	40	72	No
Writing	3	4		Meets	1828	52	48	Yes
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	203	32	55	No
<b>Total</b>	<b>8.5</b>	<b>14</b>	<b>60.7%</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>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	813	47	41	Yes
Minority Students	3	4		Meets	1000	49	38	Yes
Students with Disabilities	2	4		Approaching	108	53	80	No
English Learners	3	4		Meets	408	50	48	Yes
Students needing to catch up	2	4		Approaching	560	50	67	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	814	40	81	No
Minority Students	1	4		Does Not Meet	1001	39	79	No
Students with Disabilities	2	4		Approaching	110	50	98	No
English Learners	2	4		Approaching	408	48	79	No
Students needing to catch up	2	4		Approaching	806	43	95	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	815	53	61	No
Minority Students	2	4		Approaching	1001	53	57	No
Students with Disabilities	2	4		Approaching	108	51	91	No
English Learners	3	4		Meets	408	61	64	No
Students needing to catch up	2	4		Approaching	705	53	81	No
<b>Total</b>	<b>33</b>	<b>60</b>	<b>55%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High School**

**District: CHARTER SCHOOL INSTITUTE - 8001**

**(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	2	4		Approaching	1302	69.2	44
Mathematics	2	4		Approaching	1307	31.75	46
Writing	3	4		Meets	1306	50.61	54
Science	2	4		Approaching	756	40.74	31
<b>Total</b>	<b>9</b>	<b>16</b>	<b>56.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	1109	54	21	Yes
Mathematics	2	4		Approaching	1117	43	94	No
Writing	2	4		Approaching	1114	53	55	No
English Language Proficiency (CELApro)	1	2		Approaching	110	51	69	No
<b>Total</b>	<b>8</b>	<b>14</b>	<b>57.1%</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>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	474	52	36	Yes
Minority Students	3	4		Meets	521	54	34	Yes
Students with Disabilities	3	4		Meets	45	66	91	No
English Learners	3	4		Meets	170	54	46	Yes
Students needing to catch up	2	4		Approaching	378	52	78	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	481	43	99	No
Minority Students	2	4		Approaching	530	40	99	No
Students with Disabilities	2	4		Approaching	43	49	99	No
English Learners	2	4		Approaching	175	47	99	No
Students needing to catch up	2	4		Approaching	667	42	99	No
<b>Writing</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	475	53	73	No
Minority Students	3	4		Meets	525	55	76	No
Students with Disabilities	2	4		Approaching	45	45	99	No
English Learners	3	4		Meets	170	61	80	No
Students needing to catch up	2	4		Approaching	529	54	92	No
<b>Total</b>	<b>36</b>	<b>60</b>	<b>60%</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	1	4		Does Not Meet	808/689/477/300	34.3/43/43.8/37.3%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	309/288/191/113	31.7/35.4/36.6/23.9%	80%
Minority Students	0.25	1		Does Not Meet	364/323/236/153	29.1/37.2/38.1/30.1%	80%
Students with Disabilities	0.25	1		Does Not Meet	43/29/25/16	23.3/10.3/44/18.8%	80%
English Learners	0.25	1		Does Not Meet	73/68/47/27	37/45.6/46.8/48.1%	80%
Dropout Rate	2	4		Approaching	5053	5.8%	3.6%
Colorado ACT Composite Score	2	4		Approaching	614	19.4	20.0
<b>Total</b>	<b>6</b>	<b>16</b>	<b>37.5%</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)

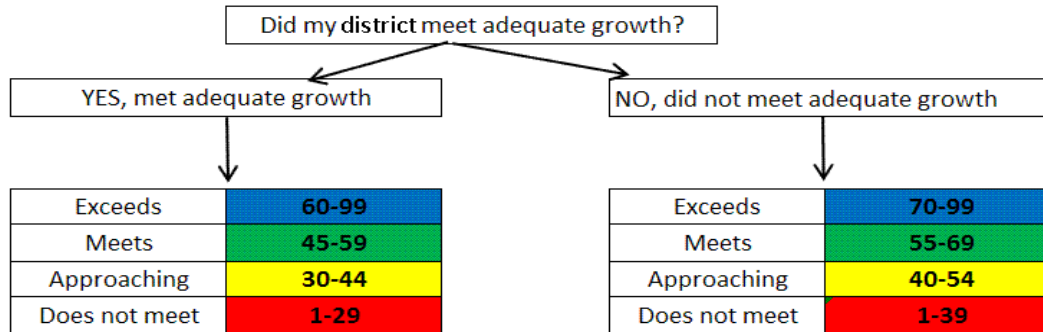
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>176</b>	<b>165</b>	<b>167</b>	<b>175</b>	<b>165</b>	<b>167</b>	<b>133</b>	<b>135</b>	<b>138</b>
15th percentile	59.26	58.87	57.14	57.99	34.46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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	54	41.8	41.2	37.3
	2009	39.4	49.6	<b>43.8</b>	
	2010	46	43		
	2011	34.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	65	31.9	26	23.9
	2009	42.7	42.9	<b>36.6</b>	
	2010	40.1	35.4		
	2011	31.7			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	66.7	36	32.4	30.1
	2009	39.4	45.5	<b>38.1</b>	
	2010	39.9	37.2		
	2011	29.1			

**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	18.8
	2009	N<16	52.9	<b>44</b>	
	2010	10.5	10.3		
	2011	23.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	68.8	68.8	<b>48.1</b>
	2009	57.1	61.8	46.8	
	2010	59	45.6		
	2011	37			

**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	54	41.8	41.2	37.3
	2009	39.4	49.6	43.8	
	2010	46	43		
	2011	34.3			
	<b>Aggregated</b>	40	<b>44.7</b>	42.9	37.3

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	65	31.9	26	23.9
	2009	42.7	42.9	36.6	
	2010	40.1	35.4		
	2011	31.7			
	<b>Aggregated</b>	37	<b>37.1</b>	33.6	23.9

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	66.7	36	32.4	30.1
	2009	39.4	45.5	38.1	
	2010	39.9	37.2		
	2011	29.1			
	<b>Aggregated</b>	36	<b>39.4</b>	36.3	30.1

**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	18.8
	2009	N<16	52.9	44	
	2010	10.5	10.3		
	2011	23.3			
	<b>Aggregated</b>	26	26.3	<b>36.8</b>	18.8

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	N<16	68.8	68.8	48.1
	2009	57.1	61.8	46.8	
	2010	59	45.6		
	2011	37			
	<b>Aggregated</b>	49.7	<b>53.4</b>	52.4	48.1

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.