

**Accredited w/Priority Improvement Plan**  
Will enter Year 2\* 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	Does Not Meet	29.2% ( 4.4 out of 15 points )	
Academic Growth	Meets	66.7% ( 23.3 out of 35 points )	
Academic Growth Gaps	Approaching	58.3% ( 8.7 out of 15 points )	
Postsecondary and Workforce Readiness	Does Not Meet	31.3% ( 11.0 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>47.4% ( 47.4 out of 100 points )</b>	

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

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

Finance<sup>4</sup> **Meets Requirements**

Safety<sup>4</sup> **Meets Requirements**

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

**Test Participation Rates**

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.6%	98.8%	97.2%	98.7%	Meets	Meets	Meets	Meets	1697	1538	1053	4288	1704	1557	1083	4344
Mathematics	99.4%	98.4%	97.2%	98.5%	Meets	Meets	Meets	Meets	1691	1532	1051	4274	1701	1557	1081	4339
Writing	99.5%	98.7%	97.4%	98.7%	Meets	Meets	Meets	Meets	1696	1536	1055	4287	1705	1557	1083	4345
Science	99.8%	97.4%	98.0%	98.5%	Meets	Meets	Meets	Meets	555	567	452	1575	556	582	461	1599
Colorado ACT	-	-	99.2%	-	-	-	Meets	-	-	-	375	-	-	-	378	-

<sup>1</sup> Data in this report is based on results from: 2011-12

Final accreditation rating based on: 1 Year DPF report.

**Performance Indicators**

**Level: Elementary School**

**District: MAPLETON 1 - 0010**

**(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	1617	52.32	6
Mathematics	1	4		Does Not Meet	1611	51.27	7
Writing	1	4		Does Not Meet	1615	37.71	12
Science	1	4		Does Not Meet	523	24.86	9
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</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	1024	46	44	Yes
Mathematics	2	4		Approaching	1065	43	63	No
Writing	2	4		Approaching	1021	48	57	No
English Language Proficiency (CELApro)	1.5	2		Meets	991	52	42	Yes
<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>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	603	47	49	No
Minority Students	2	4		Approaching	743	46	48	No
Students with Disabilities	1	4		Does Not Meet	119	34	75	No
English Learners	2	4		Approaching	419	47	51	No
Students needing to catch up	2	4		Approaching	496	48	68	No
<b>Mathematics</b>	<b>9</b>	<b>20</b>	<b>45%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	639	46	65	No
Minority Students	2	4		Approaching	783	43	64	No
Students with Disabilities	1	4		Does Not Meet	122	32	86	No
English Learners	2	4		Approaching	462	45	66	No
Students needing to catch up	2	4		Approaching	494	48	84	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	599	49	60	No
Minority Students	2	4		Approaching	740	48	60	No
Students with Disabilities	2	4		Approaching	120	42	83	No
English Learners	2	4		Approaching	419	52	61	No
Students needing to catch up	2	4		Approaching	655	51	71	No
<b>Total</b>	<b>28</b>	<b>60</b>	<b>46.7%</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: MAPLETON 1 - 0010**

**(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	1447	53.84	9
Mathematics	1	4		Does Not Meet	1445	32.66	13
Writing	1	4		Does Not Meet	1447	40.64	12
Science	1	4		Does Not Meet	540	23.89	9
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</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	1332	47	44	Yes
Mathematics	2	4		Approaching	1333	43	82	No
Writing	2	4		Approaching	1332	49	65	No
English Language Proficiency (CELApro)	1	2		Approaching	283	53	58	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>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	679	49	54	No
Minority Students	2	4		Approaching	906	49	50	No
Students with Disabilities	2	4		Approaching	132	44	80	No
English Learners	2	4		Approaching	497	53	57	No
Students needing to catch up	2	4		Approaching	620	52	69	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	677	44	88	No
Minority Students	2	4		Approaching	909	43	86	No
Students with Disabilities	2	4		Approaching	133	42	99	No
English Learners	2	4		Approaching	502	45	89	No
Students needing to catch up	2	4		Approaching	774	47	96	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	679	50	74	No
Minority Students	2	4		Approaching	905	50	70	No
Students with Disabilities	2	4		Approaching	133	51	90	No
English Learners	3	4		Meets	497	55	75	No
Students needing to catch up	2	4		Approaching	725	53	83	No
<b>Total</b>	<b>31</b>	<b>60</b>	<b>51.7%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High School**

**District: MAPLETON 1 - 0010**

**(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	977	55.99	13
Mathematics	1	4		Does Not Meet	977	15.97	9
Writing	2	4		Approaching	979	34.63	16
Science	2	4		Approaching	428	32.24	18
<b>Total</b>	<b>6</b>	<b>16</b>	<b>37.5%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	4	4		Exceeds	775	60	43	Yes
Mathematics	3	4		Meets	772	55	99	No
Writing	3	4		Meets	779	57	82	No
English Language Proficiency (CELApro)	1.5	2		Meets	215	55	73	No
<b>Total</b>	<b>11.5</b>	<b>14</b>	<b>82.1%</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>17</b>	<b>20</b>	<b>85%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	4	4		Exceeds	360	62	56	Yes
Minority Students	4	4		Exceeds	518	60	58	Yes
Students with Disabilities	3	4		Meets	73	59	96	No
English Learners	3	4		Meets	280	61	68	No
Students needing to catch up	3	4		Meets	381	61	83	No
<b>Mathematics</b>	<b>14</b>	<b>20</b>	<b>70%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	360	61	99	No
Minority Students	3	4		Meets	517	56	99	No
Students with Disabilities	2	4		Approaching	71	52	99	No
English Learners	3	4		Meets	281	57	99	No
Students needing to catch up	3	4		Meets	590	56	99	No
<b>Writing</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	363	62	90	No
Minority Students	3	4		Meets	523	57	91	No
Students with Disabilities	3	4		Meets	73	56	99	No
English Learners	3	4		Meets	282	62	95	No
Students needing to catch up	3	4		Meets	512	59	95	No
<b>Total</b>	<b>46</b>	<b>60</b>	<b>76.7%</b>	<b>Meets</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	573/397/414/355	44.3/44.1/50.5/61.1%	80%
Disaggregated Graduation Rate	1	4	25%	Does Not Meet			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	347/241/217/201	47/48.5/56.2/61.2%	80%
Minority Students	0.25	1		Does Not Meet	409/300/276/229	42.1/44.7/45.7/57.6%	80%
Students with Disabilities	0.25	1		Does Not Meet	33/26/39/39	42.4/53.8/51.3/48.7%	80%
English Learners	0.25	1		Does Not Meet	198/129/132/87	40.4/43.4/47.7/54%	80%
Dropout Rate	1	4		Does Not Meet	4345	14.6%	3.6%
Colorado ACT Composite Score	2	4		Approaching	375	17.5	20.0
<b>Total</b>	<b>5</b>	<b>16</b>	<b>31.3%</b>	<b>Does Not Meet</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	
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.	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	52	57.1	62.3	<b>61.1</b>
	2009	49.7	55.1	50.5	
	2010	42.1	44.1		
	2011	44.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.2	56.8	61.4	<b>61.2</b>
	2009	50.5	58.7	56.2	
	2010	44.4	48.5		
	2011	47			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	49.6	54.9	61.1	<b>57.6</b>
	2009	44.7	52.5	45.7	
	2010	43.3	44.7		
	2011	42.1			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	39.5	35.6	46.2	48.7
	2009	40	50	51.3	
	2010	38.5	<b>53.8</b>		
	2011	42.4			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	44.6	51.9	57.3	<b>54</b>
	2009	50	61.3	47.7	
	2010	43.4	43.4		
	2011	40.4			

**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	52	57.1	62.3	61.1
	2009	49.7	55.1	50.5	
	2010	42.1	44.1		
	2011	44.3			
	<b>Aggregated</b>	46.8	51.8	55.7	<b>61.1</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.2	56.8	61.4	61.2
	2009	50.5	58.7	56.2	
	2010	44.4	48.5		
	2011	47			
	<b>Aggregated</b>	48.3	54.2	58.6	<b>61.2</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	49.6	54.9	61.1	57.6
	2009	44.7	52.5	45.7	
	2010	43.3	44.7		
	2011	42.1			
	<b>Aggregated</b>	44.5	50.1	52.3	<b>57.6</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	39.5	35.6	46.2	48.7
	2009	40	50	51.3	
	2010	38.5	53.8		
	2011	42.4			
	<b>Aggregated</b>	40.1	45	<b>48.7</b>	48.7

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	44.6	51.9	57.3	54
	2009	50	61.3	47.7	
	2010	43.4	43.4		
	2011	40.4			
	<b>Aggregated</b>	43.6	51.2	51.2	<b>54</b>

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.