

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	83.3% ( 12.5 out of 15 points )	<div style="width: 83.3%;"></div>
Academic Growth	Meets	75.0% ( 26.3 out of 35 points )	<div style="width: 75.0%;"></div>
Academic Growth Gaps	Approaching	61.1% ( 9.2 out of 15 points )	<div style="width: 61.1%;"></div>
Postsecondary and Workforce Readiness	Exceeds	89.1% ( 31.2 out of 35 points )	<div style="width: 89.1%;"></div>
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>79.2% ( 79.2 out of 100 points )</b>	<div style="width: 79.2%;"></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	99.4%	99.1%	95.3%	98.2%	Meets	Meets	Meets	Meets	6539	6607	4411	17557	6577	6666	4630	17873
Mathematics	99.5%	99.1%	95.6%	98.3%	Meets	Meets	Meets	Meets	6545	6605	4426	17576	6576	6665	4630	17871
Writing	99.3%	99.1%	92.1%	97.3%	Meets	Meets	Does Not Meet	Meets	6530	6606	4262	17398	6579	6666	4630	17875
Science	99.4%	98.8%	94.3%	97.4%	Meets	Meets	Does Not Meet	Meets	2170	2299	2253	6722	2184	2327	2389	6900
Colorado ACT	-	-	97.9%	-	-	-	Meets	-	-	-	2091	-	-	-	2136	-

<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: BOULDER VALLEY RE 2 - 0480**

**(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	3	4		Meets	6415	81.54	82
Mathematics	3	4		Meets	6420	81.81	85
Writing	3	4		Meets	6396	67.64	87
Science	4	4		Exceeds	2126	70.56	90
<b>Total</b>	<b>13</b>	<b>16</b>	<b>81.3%</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	3939	56	19	Yes
Mathematics	4	4		Exceeds	4034	63	39	Yes
Writing	3	4		Meets	3934	58	34	Yes
English Language Proficiency (CELApro)	1.5	2		Meets	1165	59	41	Yes
<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>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	812	48	45	Yes
Minority Students	3	4		Meets	1125	54	32	Yes
Students with Disabilities	2	4		Approaching	396	41	57	No
English Learners	2	4		Approaching	474	51	54	No
Students needing to catch up	2	4		Approaching	685	54	66	No
<b>Mathematics</b>	<b>15</b>	<b>20</b>	<b>75%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	902	56	63	No
Minority Students	4	4		Exceeds	1220	61	52	Yes
Students with Disabilities	2	4		Approaching	408	47	72	No
English Learners	3	4		Meets	568	57	66	No
Students needing to catch up	3	4		Meets	750	63	79	No
<b>Writing</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	813	50	58	No
Minority Students	3	4		Meets	1126	57	47	Yes
Students with Disabilities	2	4		Approaching	394	41	69	No
English Learners	3	4		Meets	476	55	65	No
Students needing to catch up	3	4		Meets	1277	58	62	No
<b>Total</b>	<b>40</b>	<b>60</b>	<b>66.7%</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.

**Performance Indicators**

**Level: Middle School**

**District: BOULDER VALLEY RE 2 - 0480**

**(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	3	4		Meets	6502	83.28	88
Mathematics	4	4		Exceeds	6500	73.35	96
Writing	4	4		Exceeds	6501	72.83	91
Science	3	4		Meets	2261	67.49	88
<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	6162	51	17	Yes
Mathematics	3	4		Meets	6170	57	49	Yes
Writing	3	4		Meets	6160	53	36	Yes
English Language Proficiency (CELEPro)	1	2		Approaching	414	48	53	No
<b>Total</b>	<b>10</b>	<b>14</b>	<b>71.4%</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>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1238	49	50	No
Minority Students	3	4		Meets	1770	51	31	Yes
Students with Disabilities	2	4		Approaching	542	52	62	No
English Learners	2	4		Approaching	677	50	63	No
Students needing to catch up	2	4		Approaching	1032	54	67	No
<b>Mathematics</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1247	55	81	No
Minority Students	3	4		Meets	1772	55	68	No
Students with Disabilities	2	4		Approaching	543	54	91	No
English Learners	2	4		Approaching	677	54	90	No
Students needing to catch up	3	4		Meets	1558	59	90	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1236	45	70	No
Minority Students	3	4		Meets	1768	51	51	Yes
Students with Disabilities	2	4		Approaching	543	46	82	No
English Learners	2	4		Approaching	676	48	79	No
Students needing to catch up	2	4		Approaching	1493	50	78	No
<b>Total</b>	<b>35</b>	<b>60</b>	<b>58.3%</b>	<b>Approaching</b>				

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**Performance Indicators**

**Level: High School**

**District: BOULDER VALLEY RE 2 - 0480**

**(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	3	4		Meets	4342	80.42	77
Mathematics	4	4		Exceeds	4356	56.34	95
Writing	3	4		Meets	4193	65.3	87
Science	3	4		Meets	2220	68.33	87
<b>Total</b>	<b>13</b>	<b>16</b>	<b>81.3%</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	4088	45	6	Yes
Mathematics	3	4		Meets	4107	58	47	Yes
Writing	3	4		Meets	3944	45	24	Yes
English Language Proficiency (CELEPro)	1	2		Approaching	216	53	73	No
<b>Total</b>	<b>10</b>	<b>14</b>	<b>71.4%</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>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	639	43	38	Yes
Minority Students	3	4		Meets	1018	48	14	Yes
Students with Disabilities	2	4		Approaching	277	49	74	No
English Learners	2	4		Approaching	352	50	67	No
Students needing to catch up	2	4		Approaching	671	48	75	No
<b>Mathematics</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	651	53	98	No
Minority Students	3	4		Meets	1017	60	77	No
Students with Disabilities	2	4		Approaching	288	53	99	No
English Learners	3	4		Meets	357	60	99	No
Students needing to catch up	3	4		Meets	1372	61	99	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	634	47	81	No
Minority Students	2	4		Approaching	983	48	53	No
Students with Disabilities	2	4		Approaching	273	48	96	No
English Learners	3	4		Meets	349	55	94	No
Students needing to catch up	2	4		Approaching	1068	47	90	No
<b>Total</b>	<b>35</b>	<b>60</b>	<b>58.3%</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	4	4		Exceeds	2294/2333/2358/2344	88.3/88.9/89.9/90.8%	80%
Disaggregated Graduation Rate	2.25	4	56.3%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	462/435/408/394	67.1/70.3/69.9/69.8%	80%
Minority Students	0.5	1		Approaching	579/506/487/478	75.1/77.5/78.6/76.4%	80%
Students with Disabilities	0.75	1		Meets	211/208/243/226	59.2/71.6/82.3/84.1%	80%
English Learners	0.5	1		Approaching	154/179/173/163	59.1/64.8/72.3/65.6%	80%
Dropout Rate	4	4		Exceeds	14973	0.8%	3.6%
Colorado ACT Composite Score	4	4		Exceeds	2091	23.4	20.0
<b>Total</b>	<b>14.25</b>	<b>16</b>	<b>89.1%</b>	<b>Exceeds</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	85.3	88.5	89.8	<b>90.8</b>
	2009	84.3	88.5	89.9	
	2010	84.7	88.9		
	2011	88.3			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.2	63.3	66.6	69.8
	2009	53.3	65.4	69.9	
	2010	59.9	<b>70.3</b>		
	2011	67.1			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	65.5	71.6	73.9	76.4
	2009	66.8	76.1	<b>78.6</b>	
	2010	67.9	77.5		
	2011	75.1			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	61.8	74.3	77.9	<b>84.1</b>
	2009	63.1	75.9	82.3	
	2010	60	71.6		
	2011	59.2			

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50	59.4	61.6	65.6
	2009	54	68	<b>72.3</b>	
	2010	51.6	64.8		
	2011	59.1			

**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	85.3	88.5	89.8	90.8
	2009	84.3	88.5	89.9	
	2010	84.7	88.9		
	2011	88.3			
	<b>Aggregated</b>	85.6	88.6	89.9	<b>90.8</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	55.2	63.3	66.6	69.8
	2009	53.3	65.4	69.9	
	2010	59.9	70.3		
	2011	67.1			
	<b>Aggregated</b>	59.1	66.5	68.2	<b>69.8</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	65.5	71.6	73.9	76.4
	2009	66.8	76.1	78.6	
	2010	67.9	77.5		
	2011	75.1			
	<b>Aggregated</b>	69.1	75.1	76.3	<b>76.4</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	61.8	74.3	77.9	84.1
	2009	63.1	75.9	82.3	
	2010	60	71.6		
	2011	59.2			
	<b>Aggregated</b>	61.2	74.1	80.2	<b>84.1</b>

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	50	59.4	61.6	65.6
	2009	54	68	72.3	
	2010	51.6	64.8		
	2011	59.1			
	<b>Aggregated</b>	53.5	64.2	<b>67.1</b>	65.6

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.