

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 ²	
Academic Achievement	Approaching	58.3% (8.7 out of 15 points)	<div style="width: 58.3%;"></div>
Academic Growth	Meets	83.3% (29.2 out of 35 points)	<div style="width: 83.3%;"></div>
Academic Growth Gaps	Meets	67.8% (10.2 out of 15 points)	<div style="width: 67.8%;"></div>
Postsecondary and Workforce Readiness	Approaching	60.9% (21.3 out of 35 points)	<div style="width: 60.9%;"></div>
Test Participation ³	Meets 95% Participation Rate		
TOTAL		69.4% (69.4 out of 100 points)	<div style="width: 69.4%;"></div>

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	99.8%	99.9%	99.6%	99.8%	Meets	Meets	Meets	Meets	4160	2709	2418	9287	4168	2712	2427	9307
Mathematics	99.8%	99.7%	99.5%	99.7%	Meets	Meets	Meets	Meets	4155	2705	2412	9272	4162	2712	2424	9298
Writing	99.8%	99.8%	99.6%	99.8%	Meets	Meets	Meets	Meets	4155	2707	2418	9280	4164	2712	2427	9303
Science	99.2%	99.8%	99.5%	99.5%	Meets	Meets	Meets	Meets	1145	1102	1204	3451	1154	1104	1210	3468
Colorado ACT	-	-	97.6%	-	-	-	Meets	-	-	-	1021	-	-	-	1046	-

¹ Data in this report is based on results from: 2009-10,2010-11,2011-12

Performance Indicators

Level: Elementary School

District: ROARING FORK RE-1 - 1180

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	4004	65.73	27
Mathematics	2	4		Approaching	4004	63.94	28
Writing	2	4		Approaching	4001	50.21	35
Science	2	4		Approaching	1110	38.38	26
Total	8	16	50%	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	2621	50	34	Yes
Mathematics	2	4		Approaching	2669	50	56	No
Writing	3	4		Meets	2628	50	47	Yes
English Language Proficiency (CELApro)	2	2		Exceeds	1895	60	42	Yes
Total	10	14	71.4%	Meets				

<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	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	1176	49	49	Yes
Minority Students	2	4		Approaching	1451	49	50	No
Students with Disabilities	2	4		Approaching	203	49	76	No
English Learners	2	4		Approaching	1251	49	53	No
Students needing to catch up	2	4		Approaching	955	53	66	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1217	46	69	No
Minority Students	2	4		Approaching	1502	47	70	No
Students with Disabilities	2	4		Approaching	205	47	84	No
English Learners	2	4		Approaching	1300	47	72	No
Students needing to catch up	2	4		Approaching	1005	54	80	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1178	49	61	No
Minority Students	2	4		Approaching	1454	49	62	No
Students with Disabilities	2	4		Approaching	205	51	84	No
English Learners	2	4		Approaching	1253	49	65	No
Students needing to catch up	2	4		Approaching	1405	53	68	No
Total	31	60	51.7%	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: ROARING FORK RE-1 - 1180

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	2600	67.12	42
Mathematics	3	4		Meets	2596	49.15	50
Writing	2	4		Approaching	2599	55.71	43
Science	3	4		Meets	1058	47.35	51
Total	10	16	62.5%	Meets			

<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	2483	60	34	Yes
Mathematics	3	4		Meets	2483	56	72	No
Writing	4	4		Exceeds	2480	63	56	Yes
English Language Proficiency (CELApro)	2	2		Exceeds	234	68	50	Yes
Total	13	14	92.9%	Exceeds				

<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	17	20	85%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	961	64	57	Yes
Minority Students	4	4		Exceeds	1317	63	57	Yes
Students with Disabilities	2	4		Approaching	210	54	77	No
English Learners	4	4		Exceeds	1076	63	61	Yes
Students needing to catch up	3	4		Meets	853	65	70	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	961	59	87	No
Minority Students	3	4		Meets	1314	58	87	No
Students with Disabilities	3	4		Meets	212	56	97	No
English Learners	3	4		Meets	1077	59	90	No
Students needing to catch up	3	4		Meets	1179	62	94	No
Writing	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	959	64	77	No
Minority Students	3	4		Meets	1315	64	77	No
Students with Disabilities	3	4		Meets	210	65	91	No
English Learners	3	4		Meets	1075	65	80	No
Students needing to catch up	3	4		Meets	1121	66	84	No
Total	47	60	78.3%	Meets				

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: ROARING FORK RE-1 - 1180

(3 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	2328	70.36	45
Mathematics	3	4		Meets	2321	37.23	68
Writing	2	4		Approaching	2328	48.28	45
Science	3	4		Meets	1156	49.91	50
Total	10	16	62.5%	Meets			

<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	2109	61	18	Yes
Mathematics	3	4		Meets	2099	66	93	No
Writing	3	4		Meets	2109	59	62	No
English Language Proficiency (CELApro)	2	2		Exceeds	264	64	64	Yes
Total	12	14	85.7%	Meets				

<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	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	593	60	61	No
Minority Students	4	4		Exceeds	1066	62	55	Yes
Students with Disabilities	3	4		Meets	183	60	91	No
English Learners	3	4		Meets	798	62	65	No
Students needing to catch up	3	4		Meets	666	65	83	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	588	65	99	No
Minority Students	3	4		Meets	1063	65	99	No
Students with Disabilities	2	4		Approaching	179	48	99	No
English Learners	3	4		Meets	797	63	99	No
Students needing to catch up	3	4		Meets	1178	67	99	No
Writing	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	592	59	92	No
Minority Students	3	4		Meets	1066	58	89	No
Students with Disabilities	2	4		Approaching	183	52	99	No
English Learners	3	4		Meets	800	59	93	No
Students needing to catch up	3	4		Meets	1049	62	94	No
Total	44	60	73.3%	Meets				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	1538/1128/750/382	76.7/81.6/81.3/79.1%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	372/254/171/95	58.6/68.1/67.3/63.2%	80%
Minority Students	0.5	1		Approaching	654/430/284/136	59.6/66.3/66.2/64.7%	80%
Students with Disabilities	0.5	1		Approaching	106/79/52/34	64.2/72.2/75/67.6%	80%
English Learners	0.25	1		Does Not Meet	340/248/174/82	50.3/62.5/63.8/61%	80%
Dropout Rate	3	4		Meets	7989	1.8%	3.9%
Colorado ACT Composite Score	2	4		Approaching	1021	19.5	20.1
Total	9.75	16	60.9%	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	14 (4 for each content area and 2 for English language proficiency)	35
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	<i>If the district does not meet the median adequate student growth percentile and its median student growth percentile was:</i>		TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:</i>				60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
	• below 55 but at or above 40.	Approaching	2			
	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>		Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4	1		
	• at or above 80% but below 90%.	Meets	3	0.75		
	• at or above 65% but below 80%.	Approaching	2	0.5		
	• below 65%.	Does Not Meet	1	0.25		
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2			
	• above 10%.	Does Not Meet	1			
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.	Exceeds	4			
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3			
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2			
• below 17.	Does Not Meet	1				

Cut-Points for each performance indicator			Cut-Points for accreditation category assignment		
Achievement; Growth; Gaps	Cut Point: The district earned ... of the points eligible on this Indicator.		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)

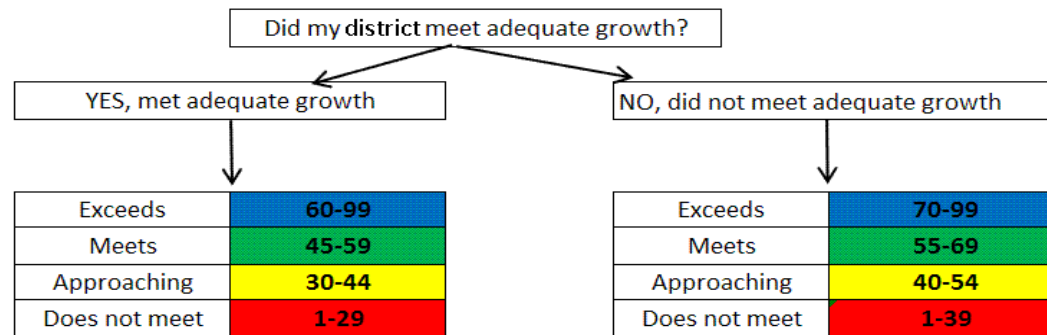
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	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	73.9	78.9	79.3	79.1
	2009	74.9	83	83.5	
	2010	79	83.2		
	2011	78.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.1	62.5	63.2	63.2
	2009	54.5	72.4	72.4	
	2010	60	70.7		
	2011	65.8			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	51.1	64.2	65.2	64.7
	2009	51.6	65.6	67.1	
	2010	60.7	69		
	2011	70.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	58.8	67.6	69.7	67.6
	2009	75	80	84.2	
	2010	66.7	72		
	2011	60			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.4	60.2	61.7	61
	2009	47.5	63.2	65.6	
	2010	52.1	64.3		
	2011	59			

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	73.9	78.9	79.3	79.1
	2009	74.9	83	83.5	
	2010	79	83.2		
	2011	78.9			
	Aggregated	76.7	81.6	81.3	79.1

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

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	52.1	62.5	63.2	63.2
	2009	54.5	72.4	72.4	
	2010	60	70.7		
	2011	65.8			
	Aggregated	58.6	68.1	67.3	63.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	51.1	64.2	65.2	64.7
	2009	51.6	65.6	67.1	
	2010	60.7	69		
	2011	70.2			
	Aggregated	59.6	66.3	66.2	64.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	58.8	67.6	69.7	67.6
	2009	75	80	84.2	
	2010	66.7	72		
	2011	60			
	Aggregated	64.2	72.2	75	67.6

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008	43.4	60.2	61.7	61
	2009	47.5	63.2	65.6	
	2010	52.1	64.3		
	2011	59			
	Aggregated	50.3	62.5	63.8	61

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.