School Performance Framework 2012

School Performance	Framework 2012					Level: MH
School: MAPLETON EXP	EDITIONARY SCHOOL OF THE A	ARTS - 0187				District: MAPLETON 1 - 0010 (1 Year')
Driority	marovomont	Performance Indicators	Rating/Plan	% of Points	Earned out of Points Eligible ²	
Priority Improvement Will enter Year 1* of Priority Improvement or Turnaround		Academic Achievement	Does Not Meet	28.1%	(4.2 out of 15 points)	
implement. Schools are	school is required to adopt and assigned a plan based on their e, which is a percentage of the	Academic Growth	Approaching	44.6%	(15.6 out of 35 points)	
in each performance ind	d out of the total points eligible licator. The overall score is then ranges below to determine the	Academic Growth Gaps	Approaching	39.8%	(6.0 out of 15 points)	
plan type. Plan Assignment	Framework Points Earned	Postsecondary and Workforce Readiness	Approaching	50.0%	(17.5 out of 35 points)	
Performance Improvement	at or above 60% at or above 47% - below 60%	Test Participation ³	Meets 95% Participation Rate			
Priority Improvement Turnaround	at or above 33% - below 47% below 33%	TOTAL		43.3%	(43.3 out of 100 points)	

Framework points are calculated using the percentage of points earned out of points eligible. For schools 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

²Schools 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.

³Schools do not receive points for test participation. However, schools are assigned one plan 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 schools 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).

Test Participation Rates																
	% of Students Tested				Participo	ipation Rating Students Tested Total S			tudents							
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	98.3%	95.3%	96.8%	-	Meets	Meets	Meets	-	177	184	361	-	180	193	373
Mathematics	-	97.2%	96.4%	96.8%	-	Meets	Meets	Meets	-	175	186	361	-	180	193	373
Writing	-	98.3%	96.9%	97.6%	-	Meets	Meets	Meets	-	177	187	364	-	180	193	373
Science	-	95.9%	97.7%	96.7%	-	Meets	Meets	Meets	-	94	84	178	-	98	86	184
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	80	-	-	-	80	-

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

Performance Indicators							Leve	I: Middle Schoo				
School: MAPLETON EXPEDITIONA	School: MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS District: MAPLETON 1 - 0010 (1 Year)											
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile					
Reading	1	4		Does Not Meet	172	33.14	2					
Mathematics	1	4		Does Not Meet	170	21.76	7					
Writing	1	4		Does Not Meet	172	29.07	9					
Science	1	4		Does Not Meet	92	10.87	3					
Total	4	16	25%	Does Not Meet								
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?				
Reading	1	4		Does Not Meet	161	30	51	No				
Mathematics	1	4		Does Not Meet	160	38	92	No				
Writing	2	4		Approaching	161	40	73	No				
English Language Proficiency (CELApro)	1.5	2		Meets	21	58	61	No				
Total	5.5	14	39.3%	Approaching								
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?				
Reading	5	20	25%	Does Not Meet								
Free/Reduced Lunch Eligible	1	4		Does Not Meet	92	31	53	No				
Minority Students	1	4		Does Not Meet	110	28	51	No				
Students with Disabilities	1	4		Does Not Meet	20	26	90	No				
English Learners	1	4		Does Not Meet	46	30	56	No				
Students needing to catch up	1	4		Does Not Meet	89	30	68	No				
Mathematics	6	20	30%	Does Not Meet								
Free/Reduced Lunch Eligible	1	4		Does Not Meet	92	35	94	No				
Minority Students	1	4		Does Not Meet	111	38	94	No				
Students with Disabilities	1	4		Does Not Meet	20	29	99	No				
English Learners	1	4		Does Not Meet	47	35	96	No				
Students needing to catch up	2	4		Approaching	104	49	97	No				
Writing	6	20	30%	Does Not Meet								
Free/Reduced Lunch Eligible	1	4		Does Not Meet	92	36	74	No				
Minority Students	1	4		Does Not Meet	110	39	74	No				
Students with Disabilities	1	4		Does Not Meet	21	29	99	No				
English Learners	2	4		Approaching	46	49	73	No				
Students needing to catch up	1	4		Does Not Meet	101	35	86	No				
Total	17	60	28.3%	Does Not Meet				·				

Performance Indicators								el: High Schoo
School: MAPLETON EXPEDITIONARY	SCHOOL OF THE	-					District: MAPLETON	l 1 - 0010 (1 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	183	48.09	9	
Mathematics	1	4		Does Not Meet	185	14.59	12	
Writing	1	4		Does Not Meet	186	24.73	8	
Science	2	4		Approaching	83	28.92	16	
Total	5	16	31.3%	Does Not Meet				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	162	49	58	No
Mathematics	2	4		Approaching	165	54	99	No
Writing	2	4		Approaching	166	48	93	No
English Language Proficiency (CELApro)	1	2		Approaching	38	50	78	No
Total	7	14	50%	Approaching				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4	30/0	Approaching	89	49	55	No
Minority Students	2	4		Approaching	112	51	63	No
Students with Disabilities	0	0		Approaching	N<20	-	-	INU
English Learners	2	4		Approaching	55	48	71	No
Students needing to catch up	2	4		Approaching	96	51	82	No
Mathematics	10	16	62.5%	Meets	50	51	02	110
		4	02.5/0		90		99	Ne
Free/Reduced Lunch Eligible	3	4		Meets		58		No
Minority Students Students with Disabilities	0	0		Meets	114 N<20	55	- 99	No
		-		-				-
English Learners	2	4		Approaching	56	52	99	No
Students needing to catch up	2	4	= 00/	Approaching	125	54	99	No
Writing	8	16	50%	Approaching	_			
Free/Reduced Lunch Eligible	2	4		Approaching	91	48	93	No
Minority Students	2	4		Approaching	116	46	94	No
Students with Disabilities	0	0		-	N<20	-	-	
English Learners	2	4		Approaching	57	42	97	No
Students needing to catch up Total	2 26	4	54.2%	Approaching Approaching	124	48	97	No
Postsecondary and Workforce Readiness		Points Eligible	% Points			N	Rate/Score	Expostation
		Points Eligible	70 FUIIILS	Rating			61.7/ 66.7 /58/57.5%	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	2	-	E 09/	Approaching		81/ 39 /81/80	01.// 00./ /58/5/.5%	80%
Disaggregated Graduation Rate Free/Reduced Lunch Eligible	1.5	3	50%	Approaching		F2/ 37 /40/40	60 2 1 70 4 /60/64 20/	000/
	0.5	1		Approaching		52/ 27 /40/49	69.2/ 70.4 /60/61.2%	80%
Minority Students	0.5	1		Approaching		51 /25/39/54	68.6 /68/51.3/55.6%	80%
Students with Disabilities	0	0		-		.6/N<16/N<16/N<16	-/-/-%	80%
English Learners	0.5	1		Approaching	1	9/ N<16/23/N<16	73.7 /-/65.2/-%	80%
Dropout Rate	2	4		Approaching		483	5.8%	3.6%
Colorado ACT Composite Score	2	4		Approaching		80	18	20.0
Total	7.5	15	50%	Approaching				

Growth; Gaps • at or above 62.5% - below 87.5% Meets Total Framework • at or above 47% - below 60% Im • at or above 37.5% - below 62.5% Approaching Points • at or above 33% - below 47% Prioriti • below 37.5% below 37.5% Does Not Meet • at or above 33% - below 47% Prioriti • at or above 33% - below 47% Prioriti School plan type assignments Plan description • • • • • Performance Plan The school is required to adopt and implement a Performance Plan. A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five	coring Guide										Level:
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Academic Image: Signal and Signal and Signal and Signal Academic Signa			entile und its median student gro	will percentile was.			Exceeds			14	
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• below 70 but at or above 50. • below 90. •	Growth	, , , , , , , , , , , , , , , , , , , ,	win percentile and its median stat	ient growth percentile w	wus:		Eveneda				
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below 40.							-	-		proticiency)	
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• at or above 90%, • at or above 90%, • at or above 63% but below 90%. • At or above 63% but below 80%. • Does Not Meed 1 0.25 Ordpout Rate: The school's dropout rate was: • at or below 1%. • at or above 20%. • at or above 20%. • at or above 20%. • at or above 21%. • at or above 2									_		
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below 65%. bropout Rate: The school's dropout rate was: ostsecondary and orkforce Readines of or below 1%. of or below 10% but above the state average (using 2009-10 baseline). of or below 10% but above the state average (using 2009-10 baseline). of or below 10% but above the state average (using 2009-10 baseline). of or above 22. of or above 4.7C Composite Score: The school's average Colorado ACT composite score was: of or above 4.7L		• at or above 80% but below 90%.					Meets	3	0.75		
Dropout Rate: The school's dropout rate was: 16 • at or below 1%. Exceeds 4 • at or below 1%. Meets 3 • at or below 1%. Meets 3 • at or below 1%. Does Not Meet 1 • at or below 10%. Does Not Meet 1 • at or above 20. Exceeds 4 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 37.5% Keeeds 4 • at or above 37.5%. Exceeds 4 • at or above 37.5%. Meets 9 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 • at or above 37.5%. Meets 4 <tr< td=""><td></td><td>• at or above 65% but below 80%.</td><td></td><td></td><td></td><td></td><td>Approaching</td><td>2</td><td>0.5</td><td></td><td></td></tr<>		• at or above 65% but below 80%.					Approaching	2	0.5		
• at or below 1%. • Approaching 2 at or below 10%. • at or above 10%. Approaching 2 Approaching 2 below 10%. Approaching 2 below 10%. below 10%. Des Not Meet at or above 10%. below 10%.		• below 65%.					Does Not Meet	1	0.25		
orkforce Readiness • at or below the state average but above 1% (using 2009-10 baseline). Approaching 2 • at or below 10% but above the state average (using 2009-10 baseline). > boes Not Meet 1 • at or above 10%. Oper Not Meet 1 Colorado ACT Composite Score: The school's average Colorado ACT composite score was: • at or above 10%. Meets 3 • at or above 22. • at or above 10%. Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 10%. Meets 3 • below 17. Does Not Meet 1 Does Not Meet 1 1 Does Not Meet 1 1 Does Not Meet 1 1 Does Does 0 Does </td <td></td> <td>Dropout Rate: The school's dropout rate was:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>16</td> <td></td>		Dropout Rate: The school's dropout rate was:								16	
orkforce Readiness at or below the state average but above 1% (using 2009-10 baseline). above 10%. Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 10%. Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 10%. Approaching 2	ostsecondary and	• at or below 1%.					Exceeds		4	(4 for each sub-	35
 at or below 10% but above the state average (using 2009-10 baseline). above 10%. Does Not Meet Does Not Meet Does Not Meet Colorado ACT Composite Score: The school's average Colorado ACT composite score was:	orkforce Readines	• at or below the state average but above 1% (using 2009-1	LO baseline).				Meets		3	indicator)	
		- · · ·					Approaching		2		
Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 22. at or above 17 but below the state average but below 22 (using 2009-10 baseline). below 17 but below the state average (using 2009-10 baseline). below 17. Approaching 2 Does Not Meet 1 Points for each performance indicator Cut Point: The school earned of the points eligible on this Indicator. Cut-Points for plan type assignment Cut Point: The school earned of the points eligible on this Indicator. Cut Point: The school earned of the total Framework points eligible. • at or above 87.5% Exceeds • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% Approaching • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 47% - below 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 33% - below 47% Priorit • below 37.5% Does Not Meet • at or above 33% - below 60% Priorit										-	
• at or above 22. • 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 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • Does Not Meet 1 • at or above 87.5% Exceeds • at or above 62.5% - below 87.5% • at or above 62.5% - below 62.5% Points • at or above 37.5% - below 62.5% Approaching • at or above 62.5% Points • at or above 60% P • below 37.5% Does Not Meet • at or above 62.5% Points • at or above 60% P • below 37.5% Does Not Meet • at or above 60% P • at or above 60% P • below 37.5% Does Not Meet • below 33% • at or above 60% P • below 33% Does Not Meet • below 33% • at or above 60% P • below 33% Does Not Meet • below 33% • below 33% • below 33% • below 33% <t< td=""><td></td><td></td><td>Colorado ACT composite score</td><td>was.</td><td></td><td></td><td>poconocinect</td><td>1</td><td>-</td><td></td><td></td></t<>			Colorado ACT composite score	was.			poconocinect	1	-		
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Achievement; Growth; Gaps • at or above 87.5% Exceeds • at or above 60% •	-Points for each p	erformance indicator		Cut-Points for	plan ty	ype assi	gnment				
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Reference

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools 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 plan type assignment for the school: the one under which the school 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 plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

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Reference Data for Key Performance Indicators

Academic Achievement

	Percent of Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	it-Points	- 1-year	(2009-10) baselin	e)		
The Academic Achievement Indicator reflects a school's		Reading			Math				Writing		Science		
proficiency rate: the percentage of students proficient or		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
advanced on Colorado's standardized assessments. This includes	N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.	15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
	50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
Escritura.	90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41
	Percent of Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	t-Points	- 3-year	aggrega	te (2008 [.]	10 base	line)	
All achievement data is compared to baselines from the first			Reading			Math			Writing			Science	
year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
	N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
	15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93

71.35

87.40

72.21

86.17

70.11

87.48

51.53

74.41

30.53

52.19

54.84

76.51

58.34

79.17

49.57

71.00

48.72

71.26

45.36

72.65

50.00

71.45

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 school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school 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 CELApro in either 1 or 2 years, depending upon the proficiency target.

72.05

88.21

50th percentile

90th percentile



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 school met adequate growth. Schools that met adequate growth use the rubric on the left; schools 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 (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	48.8	56.8	57.5	57.5
Anticipated Year	2009	50.6	57.3	58	
of Graduation	2010	53.5	66.7		
	2011	61.7			

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 School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	48.8	56.8	57.5	57.5
Anticipated Year	2009	50.6	57.3	58	
of Graduation	2010	53.5	66.7		
	2011	61.7			
	Aggregated	53.6	58.9	57.8	57.5

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

		4-year	5-year	6-year	7-year
	2008	51.9	61.2	61.2	61.2
Anticipated Year	2009	50	60	60	
of Graduation	2010	57.1	70.4		
	2011	69.2			
	Aggregated	57.5	62.9	60.7	61.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	45.6	54.5	55.6	55.6
Anticipated Year	2009	42.9	51.3	51.3	
of Graduation	2010	50	68		
	2011	68.6			
	Aggregated	52.2	56.3	53.8	55.6

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			
	Aggregated	33.3	48.1	47.8	N<16

English Learners Graduation Rate (3-year aggregate)

		1 00	-0		
		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	58.3	65.2	65.2	
of Graduation	2010	N<16	N<16		
	2011	73.7			
	Aggregated	60.3	65	61.1	N<16

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 SPF, schools earn points based on the highest value among the following: 2011 4year 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 SPF, schools 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 SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	51.9	61.2	61.2	61.2
Anticipated Year	2009	50	60	60	
of Graduation	2010	57.1	70.4		
	2011	69.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	45.6	54.5	55.6	55.6
Anticipated Year	2009	42.9	51.3	51.3	
of Graduation	2010	50	68		
	2011	68.6			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	58.3	65.2	65.2	
of Graduation	2010	N<16	N<16		
	2011	73.7			