School Performance Framework 2012

School: PATRIOT LEARNING CENTER - 6810

AEC: Performance (See Alternative Education Campus SPF) (Revised)

This is the plan type the school is required to adopt and implement. Schools are assigned a plan 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 score ranges below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%
Priority Improvement	at or above 33% - below 47

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.

Performance Indicators Rating/Plan % of Points Earned out of Points Eligible² **Academic Achievement** 34.4% (5.2 out of 15 points) **Does Not Meet** Academic Growth 45.8% (16.0 out of 35 points) Approaching Academic Growth Gaps Approaching 45.8% (6.9 out of 15 points) Postsecondary and Workforce Readiness Approaching 48.3% (16.9 out of 35 points) **Test Participation**³ **Meets 95% Participation Rate** TOTAL 45.0% (45.0 out of 100 points)

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 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 Sti	idents Tested			Particip	ation Rating			Studen	ts Tested			Total S	tudents	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	164	97	261	-	164	97	261
Mathematics	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	164	97	261	-	164	97	261
Writing	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	164	97	261	-	164	97	261
Science	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	67	80	147	-	67	80	147
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	125	-	-	-	125	-

SCHOOLVIEW.org

Level: MH

District: FALCON 49 - 1110 (3 Year¹)

Performance Indicators							Leve	el: Middle Schoo
School: PATRIOT LEARNING CENT	TER						District: FALCO	N 49 - 1110 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	146	42.47	9	
Mathematics	2	4		Approaching	146	34.25	18	
Writing	2	4		Approaching	146	39.73	17	
Science	2	4		Approaching	61	39.34	32	
Total	7	16	43.8%	Approaching				
							Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Percentile	Growth?
Reading	2	4		Approaching	141	41	44	No
Mathematics	3	4		Meets	143	64	85	No
Writing	2	4		Approaching	143	43	71	No
English Language Proficiency (CELApro)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Growth Percentile	Growth?
Reading	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	47	36	42	No
Minority Students	2	4		Approaching	42	41	48	No
Students with Disabilities	2	4		Approaching	25	42	76	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	70	36	70	No
Mathematics	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	47	53	89	No
Minority Students	3	4		Meets	42	56	88	No
Students with Disabilities	3	4		Meets	25	56	97	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	92	63	94	No
Writing	6	16	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	47	39	69	No
Minority Students	1	4		Does Not Meet	42	38	75	No
Students with Disabilities	2	4		Approaching	25	43	86	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	87	43	85	No
Total	23	48	47.9%	Approaching				

Performance Indicators								vel: High Schoo
School: PATRIOT LEARNING CENTER							District: FALCON	49 - 1110 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	61	40.98	7	
Mathematics	1	4		Does Not Meet	61	4.92	4	
Writing	1	4		Does Not Meet	61	14.75	4	
Science	1	4		Does Not Meet	54	16.67	5	
Total	4	16	25%	Does Not Meet				
							Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Percentile	Growth?
Reading	2	4		Approaching	54	48	62	No
Mathematics	1	4		Does Not Meet	53	35	99	No
Writing	1	4		Does Not Meet	54	39	94	No
English Language Proficiency (CELApro)	0	0			N<20	-	-	-
Total	4	12	33.3%	Does Not Meet				
					Cubanan	Cubanous Median	Cubanous Modian Adamsta	Mada Adamat
A and annia Crosseth Canad	Deinte Franced	Deinte Elisible	0 Deinte	Dation	Subgroup	Subgroup Median	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	<u> </u>	Growth Percentile	Growth Percentile	Growth?
Reading	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	23	48	74	No
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	_	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	34	45	81	No
Mathematics	2	8	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	21	31	99	No
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	49	35	99	No
Writing	4	8	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	23	41	97	No
Minority Students	0	0		-	N<20	-	-	-
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0	1	-	N<20	-	_	-
Students needing to catch up	2	4		Approaching	42	42	98	No
Total	10	24	41.7%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating		N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets		201/165/81/ 24	48.3/62.4/77.8/ 87.5 %	80%
Disaggregated Graduation Rate	1.25	3	41.7%	Approaching				
Free/Reduced Lunch Eligible	0.5	1	1	Approaching		57/41/ 19 /N<16	47.4/58.5/ 78.9 /-%	80%
Minority Students	0.5	1		Approaching		70/49/ 21 /N<16	44.3/55.1/ 71.4 /-%	80%
Students with Disabilities	0.25	1		Does Not Meet		/N<16/N<16	47.6/-/-/-%	80%
English Learners	0	0		-		6/N<16/N<16	-/-/-%	80%
Dropout Rate	2	4		Approaching		712	5.2%	3.9%
Colorado ACT Composite Score	1	4		Does Not Meet		125	15.4	20.1
								-

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

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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 below 55 but ar or above 40. below 40. below 40. Constantion Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate wors: Overall Disaggr. at or above 80% but below 90%. at or above 80% but below 90%. Approaching 2 0.5 Does Not Meet 1 0.25 Drop out rate: The school's dropout rate was: at or above 80% but below 90%. at or above 80% but below 90%. Approaching 2 0.5 Does Not Meet 1 0.25 Drop out rate: The school's dropout rate was: at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or below 10% but above 1% (using 2009-10 baseline). at or above 17 but below 10% but above 1% (using 2009-10 baseline). below 17. Does Not Meet 1 Does Not Meet 1<td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>subject areas)</td><td></td>										subject areas)	
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Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was: Overall Disaggr. • at or above 90%. Exceeds 4 1 • at or above 90%. Meets 3 0.75 • at or above 60% but below 90%. Approaching 2 0.5 • below 65%. Does Not Meet 1 0.25 Dropout Rate: The school's dropout rate was: Exceeds 4 1 • at or above 60% but below 90%. Exceeds 4 1 • at or above 65%. Does Not Meet 3 0.25 Dropout Rate: The school's dropout rate was: Exceeds 4 1 • at or below 10% but above the state average (using 2009-10 baseline). Meets 3 • at or above 82%. Exceeds 4 1 • at or above 17 but below the state average (using 2009-10 baseline). Meets 3 • at or above 87.5% Exceeds 4 1 • at or above 87.5% Approaching 2 0 • at or above 87.5% Approaching 1 0 0 • at or above 87.5% Approaching 1 0										_	
• 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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 at or above 65% but below 80%. below 65%. books 000 Meet 0.5 Opes Not Meet 0.25 Opes Not Meet 0.25 Opes Not Meet 0.25 at or below 15%. at or below 15%. at or above 15% but above the state average (using 2009-10 baseline). at or above 10%. at or above 22. below 32. at or above 22. below 17. Approaching 2 obelow 17. below 17. below 17. below 17. below 37.5%. below 37.5%.		• at or above 90%.					Exceeds	4	1		
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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brity Improvement Plan The school is required to adopt and implement a Priority Improvement Plan. Consecutive school years commences on July 1 during the summer immediately following the fall in which the	rity Improvemen	t Plan The school is required to adopt and implement a Pri	ority Improvement Plan.	consecutive school y	years co	ommence	es on July 1 during	g the sumr	ner immed	liately following the fall in which	the

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 Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)												
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	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 Perc	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	N<16	5.6	83.3	87.5
Anticipated Year	2009	15.8	66.7	75.4	
of Graduation	2010	56.2	71.1		
	2011	55.4			

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

		4-year	5-year	6-year	7-year
	2008	N<16	5.6	83.3	87.5
Anticipated Year	2009	15.8	66.7	75.4	
of Graduation	2010	56.2	71.1		
	2011	55.4			
	Aggregated	48.3	62.4	77.8	87.5

Free/Reduced Lunch 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	43.5	64		
	2011	59.3			
	Aggregated	47.4	58.5	78.9	N<16

Minority Student 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	55.6	63.3		
	2011	42.4			
	Aggregated	44.3	55.1	71.4	N<16

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	47.6	N<16	N<16	N<16

English Learners 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	N<16	N<16	N<16	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	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	43.5	64		
	2011	59.3			

Minority Student 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	55.6	63.3		
	2011	42.4			

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	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			