School Performance Framework 2010

Level: Elementary School

School: RIDGEVIEW CLASSICAL CHARTER SCHOOLS - 0146

District: POUDRE R-1 - 1550 (3 Year***)

Performance Plan

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 scoring guide below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvemen	t at or above 37% - below 47%
Turnaround	below 37%

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: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Ea	rned out of Points Eligible*	
Academic Achievement	Meets	68.8%	(17.2 out of 25 points)	
Academic Growth	Meets	66.7%	(33.4 out of 50 points)	
Academic Growth Gaps	Meets	66.7%	(16.7 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		67.3%	(67.3 out of 100 points)	
* Schools may not be eligible for all poss	ble points on an indicator due to insufficient num	bers of students. In the	ese cases, the points are removed from both t	the points earned and the points eligible, so

scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.



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Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

*** Data in this report is based on results from: 2009-10,2008-09,2007-08 Final plan type based on: 3 Year SPF report.

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School: RIDGEVIEW C	LASSICAL CHA	RTER SCHOOL	S - 0146					(3 Year**
Academic Achievement	Points Earned	Points Eligible		Rating	N	% Proficient/Advanced	School's Percentile	(3 real
Reading	3	4		Meets	520	87.5%	88	
Mathematics	2	4		Approaching	521	67.4%	44	
Writing	3	4		Meets	521	61.2%	62	
Science	3	4		Meets	174	64.4%	81	
Total	11	16	68.8%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	321	44	22	Yes
Mathematics	3	4		Meets	323	54	53	Yes
Writing	3	4		Meets	323	48	38	Yes
Total	8	12	66.7%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	9	12	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	39	51	27	Yes
Minority Students	3	4		Meets	48	48	25	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	34	58	45	Yes
Mathematics	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	40	40	51	No
Minority Students	3	4		Meets	49	59	52	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	95	57	67	No
Writing	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	40	35	41	No
Minority Students	3	4		Meets	49	56	40	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	125	56	50	Yes
Total	24	36	66.7%	Meets				
Test Participation %	6 of Students Tested	d		Rating		Students Tested	Total Students	
Reading	99.8%			95% Participation	n Rate Met	541	542	
Mathematics	100.0%			95% Participation	n Rate Met	542	542	
Writing	100.0%			95% Participation	n Rate Met	542	542	
Science	99.4%			95% Participation	n Rate Met	180	181	

coring Guide							Level: Ele	mentary Scho
	Performance Indicators on the School Performance Fram cator Scoring Guide	ework Report			Rating	Point Value	Total Possible	Framework Poir
	The school's percentage of students scoring proficier	nt or advanced was:			g			
	• at or above the 90th percentile of all schools.				Exceeds	4	16	
Academic	• below the 90th percentile but at or above the 50	Oth percentile of all schools.			Meets	3	(4 for each	25
Achievemen	· · ·	· · ·			Approaching	2	content area)	
	below the 15th percentile of all schools.				Does Not Mee	t 1	,	
	If the school meets the median adequate student gro	owth percentile and its medic	an student growth percent	ile was:				
	• at or above 60.				Exceeds	4		
	• below 60 but at or above 45.				Meets	3		
	below 45 but at or above 30.				Approaching	2	12	
Academic	• below 30.				Does Not Mee	t 1	(4 for each	50
Growth	If the school does not meet the median adequate stu	Ident growth percentile and i	its median student growth	percentile was:			content area)	
	• 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 Mee	t 1		
	If the student subgroup meets the median adequate	student growth percentile ar	nd its student growth perce	entile was:				
	 at or above 60. 				Exceeds	4		
	 below 60 but at or above 45. 				Meets	3		
	 below 45 but at or above 30. 				Approaching	2	60	
Academic	• below 30.				Does Not Mee	t 1	(5 for each subgroup	
Growth Gap	s If the student subgroup does not meet the median a	dequate student growth perc	centile and its student grov	vth percentile was:			group in 3 content	25
	 at or above 70. 				Exceeds	4	areas)	
	 below 70 but at or above 55. 				Meets	3		
	 below 55 but at or above 40. 				Approaching	2		
	• below 40.				Does Not Mee	t 1		
t-Points for eac	h performance indicator		Cut-Points for plan	type assignment				
	Cut Point: The school earned of the points eligible on t	his Indicator.		Cut Point: The schoo	l earned of tl	he total Fram	ework points eligibl	e.
Achievement;	• at or above 87.5%	Exceeds		• at or above 59%				Performance
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework	• at or above 47%	- below 59%			Improvement
	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37%	- below 47%		Pri	ority Improveme
	• below 37.5%	Does Not Meet		• below 37%				Turnaround
hool plan type	assignments							
	Plan description							
erformance Plar	The school is required to adopt and implement a	a Performance Plan.	A school may not implem	ent a Priority Improv	vement and/or	Turnaround F	Plan for longer than a	combined total
nprovement Pla	· · · · ·		five consecutive years be	· ·	-		•	
iority Improver	nent Plan The school is required to adopt and implement a	a Priority Improvement Plan.	consecutive school years	commences on July	1 during the sur	nmer immed	iately following the f	all in which the
urnaround Plan	The school is required to adopt and implement a	a Turnaround Plan.	school is notified that it is	required to implem	ent a Priority In	nprovement o	or Turnaround Plan.	

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Elem Middle High High Elem Middle High Elem Middle High High Elem Middle High <

	Elem	Middle	High									
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

		Reading			Math			Writing			Science	
	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	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mea	omposite Score	
	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

Science

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) is the one that 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. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

School Performance Framework 2010

School: RIDGEVIEW CLASSICAL CHARTER SCHOOLS - 0146

Level: High School District: POUDRE R-1 - 1550 (3 Year***)

Performance Plan

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 scoring guide 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%

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 Eligible*	
Academic Achievement	Exceeds	100.0%	(15 out of 15 points)	-
Academic Growth	Exceeds	100.0%	(35 out of 35 points)	-
Academic Growth Gaps	Exceeds	87.5%	(13.1 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	100.0%	(35 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		98.1%	(98.1 out of 100 points)	
* Schools may not be eligible for all possible points on an ind scores are not negatively impacted.	dicator due to insufficient numbers of stude	ents. In these cases	, the points are removed from both the poin	ts earned and the points eligible, so

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What do the performance indicators measure?

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Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

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*** Data in this report is based on results from: 2009-10,2008-09,2007-08 Final plan type based on: 3 Year SPF report.

Performance Indicators							Lev	el: High Schoo
School: RIDGEVIEW CLASSICAL	CHARTER SCH	OOLS - 0146						(3 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	4	4		Exceeds	321	97.5%	99	
Mathematics	4	4		Exceeds	321	65.4%	96	
Writing	4	4		Exceeds	321	91.9%	99	
Science	4	4		Exceeds	157	87.9%	99	
Total	16	16	100.0%	Exceeds				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4	/0101110	Exceeds	278	66	3	Yes
Mathematics	4	4		Exceeds	278	65	41	Yes
Writing	4	4		Exceeds	278	61	8	Yes
Total	12	12	100.0%	Exceeds	270		0	105
	12	12	100.070	Exceeds				
					Subgroup	Subgroup Median	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Growth Percentile	Growth Percentile	Growth?
Reading	8	8	100.0%	Exceeds				
Free/Reduced Lunch Eligible	4	4	100.070	Exceeds	28	69	4	Yes
Minority Students	4	4		Exceeds	44	60	5	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	105
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Mathematics	8	12	66.7%	Meets			N/A	
Free/Reduced Lunch Eligible	2	4	00.778	Approaching	28	52	67	No
Minority Students	3	4		Meets	44	53	52	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	163
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	77	63	95	No
	12	12	100.0%		//		33	NU
Writing			100.0%	Exceeds	20	<u> </u>	12	
Free/Reduced Lunch Eligible Minority Students	4 4	4 4		Exceeds	28 44	68 67	13 11	Yes Yes
Students w/ Disabilities	0	0		Exceeds N/A	<20 students	N/A	N/A	165
English Language Learners	0	0		N/A	<20 students	N/A N/A	N/A N/A	
Students needing to catch up	4	4		Exceeds	24	73	72	Yes
Total	28	32	87.5%	Exceeds	24	73	12	163
	-							
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	4	4		Exceeds	95	92.6%	80%	
Dropout Rate	4	4		Exceeds	676	0.1%	At/below State average	
Colorado ACT Composite	4	4		Exceeds	142	25.6%	At/above State average	
Total	12	12	100.0%	Exceeds				
Test Participation %	6 of Students Tested	1		Rating		Students Tested	Total Students	
Reading	99.7%			95% Participa	ation Rate Met	336	337	
Mathematics	99.7%				ation Rate Met	336	337	
Writing	99.7%			95% Participa	ation Rate Met	336	337	
Science	99.4%				ation Rate Met	165	166	
Colorado ACT	99.3%				ation Rate Met	142	143	

Academic Achievement Achievement Achievement f the sch at of belo belo belo Growth Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps f the sth at of belo belo belo belo belo belo belo belo	bol's percentage of students scoring proficient r above the 90th percentile of all schools. by the 90th percentile but at or above the 50th ow the 50th percentile but at or above the 15th ow the 15th percentile of all schools. hool meets the median adequate student grow r above 60. by 60 but at or above 45. by 45 but at or above 30. by 30. hool does not meet the median adequate student r above 70. by 55 but at or above 55. by 55 but at or above 40. by 55 but at or above 40. by 55 but at or above 55. by 55 but at or above 40.	th percentile of all schools. th percentile of all schools. wth percentile and its median s dent growth percentile and its r student growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Exceeds Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer	Point Value 4 3 2 t 1 4 4 3 4 3 2 t 1 4 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	2 Total Possible 16 (4 for each content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content areas)	
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Academic Achievement Achievement	by the 90th percentile but at or above the 50th by the 50th percentile but at or above the 15th by the 15th percentile of all schools. hool meets the median adequate student grow r above 60. we 60 but at or above 45. we 45 but at or above 30. wo 30. hool does not meet the median adequate studer r above 70. we 70 but at or above 55. we 55 but at or above 40. we 40. we 40. we 40. we 60. we 60 but at or above 45. we 55 but at or above 45. we 60 but at or above 45. we 60 but at or above 45. we 45 but at or above 45. we 45 but at or above 45. we 45 but at or above 45. we 40 but at or above 55. we 55 but at or above 55. we 30. we 40 but at or above 55. we 55 but at or above 55. we 70 but at or above 55. we 70 but at or above 55. we 70 but at or above 55. we 55 but at or above 55. we 55 but at or above 55. we 55 but at or above 40. we 40.	th percentile of all schools. wth percentile and its median s dent growth percentile and its r student growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Meets Approaching Does Not Mee Exceeds Approaching Does Not Meets Approaching Does Not Meets Exceeds Approaching Does Not Meets Exceeds Exceeds Exceeds Exceeds Exceeds Exceeds	2 t 1 3 2 t 1 t 1 t 1 t 1 t 1 t 1 t 1 t 1 t 1 t 1	(4 for each content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content	35
Achievement belo belo	by the 50th percentile but at or above the 15th by the 15th percentile of all schools. hool meets the median adequate student grow r above 60. we 60 but at or above 45. we 45 but at or above 30. wo 30. hool does not meet the median adequate studer r above 70. we 70 but at or above 55. we 55 but at or above 40. we 40. we 40. we 40. we 60 but at or above 45. we 60 but at or above 45. we 60 but at or above 45. we 45 but at or above 45. we 45 but at or above 45. we 45 but at or above 45. we 40 but at or above 55. we 55 but at or above 55. we 45 but at or above 55. we 45 but at or above 55. we 55 but at or above 55. we 70 but at or above 55. we 70 but at or above 55. we 55 but at or above 40. we 40.	th percentile of all schools. wth percentile and its median s dent growth percentile and its r student growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer S: Exceeds Meets Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer Meets Approaching Does Not Meer Was: Exceeds	t 1 4 3 2 t 1 4 3 2 t 1 4 3 2 t 1 4 3 2 t 1 4 4 3 2 t 1 4 4 3 2 t 1 4 4 3 2 t 1 4 4 4 4 4 4 4 4 4 4 4 4 4	content area) 12 (4 for each content area) 60 (5 for each subgroup group in 3 content	
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Academic Growth	w 45 but at or above 30. w 30. hool does not meet the median adequate stud r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40. udent subgroup meets the median adequate st r above 60. w 60 but at or above 45. w 45 but at or above 45. w 45 but at or above 30. w 30. udent subgroup does not meet the median ade r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.	tudent growth percentile and i	ts student growth perc	entile was:	Meets Approaching Does Not Mee S: Exceeds Approaching Does Not Mee Exceeds Exceeds Approaching Does Not Mee Exceeds Approaching Does Not Mee Exceeds Exceeds Exceeds Exceeds Exceeds Exceeds	2 t 1 3 2 t 1 t 1 4 3 2 t 1 t 1 4 4 4	(4 for each content area) 60 (5 for each subgroup group in 3 content	
Academic Growth	ow 30. hool does not meet the median adequate stud r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40. udent subgroup meets the median adequate st r above 60. w 60 but at or above 45. w 45 but at or above 45. w 45 but at or above 30. w 30. udent subgroup does not meet the median ade r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.	tudent growth percentile and i	ts student growth perc	entile was:	Does Not Meers Exceeds Meets Approaching Does Not Meer Exceeds Meets Approaching Does Not Meers Approaching Does Not Meers Exceeds Exceeds	t 1 4 3 2 t 1 4 3 2 t 1 2 t 1 4	(4 for each content area) 60 (5 for each subgroup group in 3 content	
Academic Growth	ow 30. hool does not meet the median adequate stud r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40. udent subgroup meets the median adequate st r above 60. w 60 but at or above 45. w 45 but at or above 45. w 45 but at or above 30. w 30. udent subgroup does not meet the median ade r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.	tudent growth percentile and i	ts student growth perc	entile was:	Does Not Meers Exceeds Meets Approaching Does Not Meer Exceeds Meets Approaching Does Not Meers Approaching Does Not Meers Exceeds Exceeds	t 1 4 3 2 t 1 4 3 2 t 1 2 t 1 4	(4 for each content area) 60 (5 for each subgroup group in 3 content	
Growth	hool does not meet the median adequate stud r above 70. by 70 but at or above 55. by 55 but at or above 40. by 40. udent subgroup meets the median adequate st r above 60. by 60 but at or above 45. by 45 but at or above 45. by 45 but at or above 30. by 30. udent subgroup does not meet the median ade r above 70. by 70 but at or above 55. by 55 but at or above 40. by 40.	tudent growth percentile and i	ts student growth perc	entile was:	s: Exceeds Approaching Does Not Meer Exceeds Approaching Does Not Meer Meets Approaching Does Not Meer was: Exceeds	4 3 2 t 1 4 3 2 t 1 2 t 1 4	60 (5 for each subgroup group in 3 content	
Academic Growth Gaps Growth Gaps Delo Delo Delo Dopout Other Content Conte	r above 70. by 70 but at or above 55. by 55 but at or above 40. by 40. by 40. by 40. by 60 but at or above 45. by 60 but at or above 45. by 45 but at or above 30. by 30. but at or above 30. but at or above 55. by 70 but at or above 55. by 55 but at or above 40. by 40.	tudent growth percentile and i	ts student growth perc	entile was:	Exceeds Approaching Does Not Meet Exceeds Approaching Does Not Meets Approaching Does Not Meet was: Exceeds	3 2 t 1 4 3 2 t 1 t 1 4	60 (5 for each subgroup group in 3 content	
Academic Growth Gaps Growth Gaps	ow 70 but at or above 55. by 55 but at or above 40. by 40. udent subgroup meets the median adequate st r above 60. by 60 but at or above 45. by 45 but at or above 30. by 30. udent subgroup does not meet the median ade r above 70. by 70 but at or above 55. by 55 but at or above 40. by 40.				Meets Approaching Does Not Mee Exceeds Approaching Does Not Meets Approaching Does Not Mee was: Exceeds	3 2 t 1 4 3 2 t 1 t 1 4	(5 for each subgroup group in 3 content	
Academic Growth Gaps	w 55 but at or above 40. w 40. udent subgroup meets the median adequate st r above 60. w 60 but at or above 45. w 45 but at or above 30. w 30. udent subgroup does not meet the median ade r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.				Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer was: Exceeds	2 t 1 4 3 2 t 1 4	(5 for each subgroup group in 3 content	
Academic Growth Gaps	w 40. wdent subgroup meets the median adequate st r above 60. w 60 but at or above 45. w 45 but at or above 30. w 30. wdent subgroup does not meet the median ade r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.				Does Not Meer Exceeds Meets Approaching Does Not Meer was: Exceeds	t 1 4 3 2 t 1 4	(5 for each subgroup group in 3 content	
Academic Growth Gaps	udent subgroup meets the median adequate st r above 60. bw 60 but at or above 45. bw 45 but at or above 30. bw 30. bw 30. bw 30. bw 45 but at or above 55. bw 70 but at or above 55. bw 55 but at or above 40. bw 40.				Exceeds Meets Approaching Does Not Mee was: Exceeds	4 3 2 t 1	(5 for each subgroup group in 3 content	
Academic Growth Gaps Growth Gaps	r above 60. w 60 but at or above 45. w 45 but at or above 30. w 30. <i>udent subgroup does not meet the median ade</i> r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.				Meets Approaching Does Not Mee was: Exceeds	3 2 t 1 4	(5 for each subgroup group in 3 content	
Academic Growth Gaps Growth Gaps	ow 60 but at or above 45. w 45 but at or above 30. w 30. <i>udent subgroup does not meet the median ade</i> r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.	equate student growth percent	ile and its student grou	vth percentile v	Meets Approaching Does Not Mee was: Exceeds	3 2 t 1 4	(5 for each subgroup group in 3 content	
Academic Growth Gaps	w 45 but at or above 30. w 30. <i>udent subgroup does not meet the median ade</i> r above 70. w 70 but at or above 55. w 55 but at or above 40. w 40.	equate student growth percent	ile and its student grou	vth percentile v	Approaching Does Not Mee was: Exceeds	2 t 1 4	(5 for each subgroup group in 3 content	
Academic • belo Growth Gaps // f the stu • at ou • belo • at ou • at ou • belo • at ou • belo • at ou • belo • belo • at ou • belo • bel	ow 30. <i>udent subgroup does not meet the median ade</i> r above 70. ow 70 but at or above 55. ow 55 but at or above 40. ow 40.	equate student growth percent	ile and its student grou	vth percentile v	Does Not Mee	t 1 4	(5 for each subgroup group in 3 content	
Growth Gaps If the stu at on belo belo belo belo Craduat at on belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout belo bropout bropou	udent subgroup does not meet the median ade r above 70. ow 70 but at or above 55. ow 55 but at or above 40. ow 40.	equate student growth percent	ile and its student grou	vth percentile v	was: Exceeds	4	group in 3 content	
• at or • belo • belo • belo • belo • belo • belo • at or • at or • belo • belo	r above 70. ow 70 but at or above 55. ow 55 but at or above 40. ow 40.		ne una his stadent gro		Exceeds		- · ·	15
• belo • at o • at o • belo Dropout ostsecondary and orkforce Readiness • at o	ow 70 but at or above 55. ow 55 but at or above 40. ow 40.							
• belo • belo • belo • belo • delo • delo • delo • at o • at o • at o • belo Dropout ostsecondary and orkforce Readiness • at o	ow 55 but at or above 40. ow 40.				IVICCU3	3		
belo Graduat at or abov at or belo Dropout ostsecondary and orkforce Readiness • at or • at or or	ow 40.				Approaching	2	-	
Graduat • at or • abov • at or • belo Dropout ostsecondary and orkforce Readiness • at or • at or • at or • abov • at or • belo • at or • abov • at or • at or • abov • at or • a					Does Not Mee	t 1	-	
• at or • above • at or • belo Dropout ostsecondary and orkforce Readiness • at or •	ion nate. The sensor's graduation rate was.				Does not mee	· -		1
• abov • at or • belo Dropout ostsecondary and orkforce Readiness • at or • at or • at or • at or • at or • at or • belo • at or • at	r above 90%.				Exceeds	4	-	
• at or • belo Dropout ostsecondary and orkforce Readiness • at or • at or • at or • at or • at or • belo • at or • at	ve 80% but below 90%.				Meets	3	-	
• belo Dropout ostsecondary and orkforce Readiness • at or	r above 65% but below 80%				Approaching	2	-	
ostsecondary and orkforce Readiness					Does Not Mee		-	
ostsecondary and orkforce Readiness • at or	Rate: The school's dropout rate was:				Does Not Mee	<u>ц</u>	12	
orkforce Readiness • at or	r below 1%.				Exceeds	4	(4 for each sub-	35
	r below the state average but above 1%.				Meets	3	indicator)	55
	r below 10% but above the state average.					2		
	r above 10%.				Approaching Does Not Mee		-	
	Colorado ACT Composite: The school's average	an Colorado ACT composito sco			DUES NUL MIEE	<u>ц т</u>	1	
	r above 22.	ge colorado Acr composite sco	ie wus.		Exceeds	4	-	
						3	-	
	r above the state average but below 22.				Meets	-	-	
	r above 17 but below the state average.				Approaching Does Not Mee	2 t 1	-	
	r below 17.					L I		
-Points for each performanc			Cut-Points for p					
	he school earned of the points eligible on th		_	-	e school earned of	the total Fra	mework points eligit	
chievement; • at or abo		Exceeds		• at or abov				Performance
	ove 62.5% - below 87.5%	Meets	Total Framewor		ve 47% - below 60%			Improvemen
	ove 37.5% - below 62.5%	Approaching	Points		ve 33% - below 47%		Pr	riority Improver
• below 37	7.5%	Does Not Meet		• below 339	%			Turnaround
ool plan type assignments								
Plan	n description							
formance Plan The	school is required to adopt and implement a f	Performance Plan. A	school may not implem	ent a Priority li	mprovement and/or	Turnaround F	Plan for longer than a	combined tota
	school is required to adopt and implement an		e consecutive years be	, fore the Distric	ct or Institute is requir	ed to restrue	cture or close the sch	ool. The five

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Elem Middle High High Elem Middle High Elem Middle High High Elem Middle High <

	Elem	Middle	High									
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

		Reading		Math			Writing			Science		
	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	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score									
	N of Students	Mean Score							
1-year (2010)	51,438	20.0							
3-year (2008-10)	151,439	20.1							

Science

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) is the one that 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. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

School Performance Framework 2010

School: RIDGEVIEW CLASSICAL CHARTER SCHOOLS - 0146

District: POUDRE R-1 - 1550 (3 Year***)

Level: Middle School

Performance Plan

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 scoring guide below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvemen	t at or above 37% - below 47%
Turnaround	below 37%

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: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Ec	arned out of Points Eligible*	
Academic Achievement	Exceeds	87.5%	(21.9 out of 25 points)	
Academic Growth	Exceeds	91.7%	(45.9 out of 50 points)	
Academic Growth Gaps	Exceeds	89.6%	(22.4 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		90.2%	(90.2 out of 100 points)	
* Schools may not be eligible for all poss	ible points on an indicator due to insufficient num	bers of students. In the	ese cases, the points are removed from both t	the points earned and the points eligible, so

scores are not negatively impacted.

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.



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Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

*** Data in this report is based on results from: 2009-10,2008-09,2007-08 Final plan type based on: 1 Year SPF report.

Performance Indicate							Leve	I: Middle Scho
School: RIDGEVIEW								(3 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	4	4		Exceeds	528	92.8%	97	
Mathematics	3	4		Meets	528	73.5%	89	
Writing	4	4		Exceeds	528	84.1%	94	
Science	3	4		Meets	174	70.1%	88	
Total	14	16	87.5%	Exceeds				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	465	55	15	Yes
Mathematics	4	4		Exceeds	465	62	58	Yes
Writing	4	4		Exceeds	465	60	29	Yes
Total	11	12	91.7%	Exceeds				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	16	81.3%	Meets		l'electrice	i creentile	Growth.
Free/Reduced Lunch Eligible	3	4	81.570	Meets	52	54	19	Yes
Minority Students	4	4		Exceeds	80	61	19	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	163
English Language Learners	4	4		Exceeds	23	61	11	Yes
Students needing to catch up		4		Approaching	25	48	54	No
Mathematics	15	16	93.8%	Exceeds	25	40	34	110
Free/Reduced Lunch Eligible	4	4	93.070		52	63	56	Yes
Minority Students	4	4		Exceeds Exceeds	80	65	62	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	165
	4	4		Exceeds	23	72	23	Yes
English Language Learners Students needing to catch up		4		Meets	107	62	82	No
- · ·	15	16	93.8%		107	02	02	INU
Writing	-	_	93.8%	Exceeds	52	<u> </u>	25	Vee
Free/Reduced Lunch Eligible	4	4		Exceeds	52 80	65	35	Yes
Minority Students	4	4		Exceeds		62	26	Yes
Students w/ Disabilities	-			N/A	<20 students	N/A	N/A	V
English Language Learners	4 3	4		Exceeds	23	73 56	<u> </u>	Yes No
Students needing to catch up			00.00/	Meets	/2	56	62	NO
Total	43	48	89.6%	Exceeds				
Test Participation	% of Students Tester	d		Rating		Students Tested	Total Students	
Reading	99.6%			95% Participa	ation Rate Met	545	547	
Mathematics	99.6%			95% Participa	ation Rate Met	545	547	
Writing	99.6%			95% Participa	ation Rate Met	545	547	
Science	100.0%			95% Participa	ation Rate Met	179	179	

oring Guide							Level	Middle Scho		
	Performance Indicators on the School Performance Frame cator Scoring Guide	work Report			Rating	Point Value	Total Possible	Framework Poir		
	The school's percentage of students scoring proficient	or advanced was:			, <u> </u>					
	• at or above the 90th percentile of all schools.				Exceeds	4	16			
Academic	below the 90th percentile but at or above the 50th	h percentile of all schools.			Meets	3	(4 for each	25		
Achievement	 below the 50th percentile but at or above the 15th 	below the 50th percentile but at or above the 15th percentile of all schools.								
	below the 15th percentile of all schools.			Does Not Mee	t 1					
	If the school meets the median adequate student grow	wth percentile and its median s	tudent growth percentil	e was:						
	• at or above 60.	at or above 60.								
	 below 60 but at or above 45. 	below 60 but at or above 45.								
	 below 45 but at or above 30. 				Approaching	2	12			
Academic	• below 30.				Does Not Mee	t 1	(4 for each	50		
Growth	If the school does not meet the median adequate stud	lent growth percentile and its r	nedian student growth p	percentile was:			content area)			
	• 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 Mee	t 1					
	If the student subgroup meets the median adequate s	tudent growth percentile and i	ts student growth percei	ntile was:						
	• at or above 60.				Exceeds	4				
	 below 60 but at or above 45. 				Meets	3				
	 below 45 but at or above 30. 				Approaching	2	60			
Academic	• below 30.				Does Not Mee	t 1	(5 for each subgroup			
Growth Gaps	If the student subgroup does not meet the median ad	equate student growth percent	ile and its student grow	th percentile was:			group in 3 content	25		
	• at or above 70.				Exceeds	4	areas)			
	 below 70 but at or above 55. 				Meets	3				
	 below 55 but at or above 40. 				Approaching	2				
	• below 40.				Does Not Mee	t 1				
t-Points for eac	h performance indicator		Cut-Points for pla	n type assignment						
	Cut Point: The school earned of the points eligible on th	is Indicator.		Cut Point: The scho	ol earned of	the total Fra	mework points eligil	ble.		
Achievement;	• at or above 87.5%	Exceeds		• at or above 59%	6			Performance		
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total Framework	• at or above 47%	6 - below 59%			Improvement		
	• at or above 37.5% - below 62.5%	Approaching	Points	• at or above 37%	6 - below 47%		Pr	riority Improvem		
	• below 37.5%				Turnaround					
nool plan type a	assignments									
	Plan description									
rformance Plan	The school is required to adopt and implement a	Performance Plan. A	school may not impleme	ent a Priority Improv	vement and/or	Turnaround P	Plan for longer than a	combined total		
provement Plar	n The school is required to adopt and implement a	n Improvement Plan. fiv	e consecutive years befo	ore the District or In	stitute is requir	red to restruc	ture or close the sch	ool. The five		
ority Improvem	nent Plan The school is required to adopt and implement a	Priority Improvement Plan. co	nsecutive school years c	ommences on July	1 during the sur	mmer immed	iately following the f	all in which the		
rnaround Plan	The school is required to adopt and implement a		hool is notified that it is		•		, ,			

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2010) Reading Math Elem Middle High High Elem Middle High Elem Middle High High Elem Middle High <

	Elem	Middle	High									
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

		Reading		Math			Writing			Science		
	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	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score									
	N of Students	Mean Score							
1-year (2010)	51,438	20.0							
3-year (2008-10)	151,439	20.1							

Science

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) is the one that 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. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.