School Performance Framework 2010

School: POLARIS EXPEDITIONARY LEARNING SCHOOL - 7104

Level: High School

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

Improvement Plan	
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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	Approaching	50.0%	(7.5 out of 15 points)	
Academic Growth	Approaching	50.0%	(17.5 out of 35 points)	
Academic Growth Gaps	Approaching	41.7%	(6.3 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	66.7%	(23.3 out of 35 points)	
Test Participation**	Does Not Meet 95% Participation Rate			
TOTAL		54.6%	(54.6 out of 100 points)	
* Schools may not be eligible for all possible points on an inc negatively impacted.	licator due to insufficient numbers of students. In these cas	es, the points are	removed from both the points earned and th	e points eligible, so scores are not

** 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.

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.

*** 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 Indicators							Level	: High School
School: POLARIS EXPEDITIONA	RY LEARNING	SCHOOL - 710	4					(3 Year***)
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	180	60.0%	23	
Mathematics	2	4		Approaching	183	23.5%	33	
Writing	2	4		Approaching	180	39.4%	30	
Science	2	4		Approaching	84	39.3%	30	
Total	8	16	50.0%	Approaching				
						Median Growth	Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	Growth?
Reading	2	4		Approaching	160	36	20	Yes
Mathematics	2	4		Approaching	163	44	97	No
Writing	2	4		Approaching	160	46	62	No
Total	6	12	50.0%	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	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	40	32	28	Yes
Minority Students	0	0		N/A	<20 students	N/A	N/A	
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	1	4		Does Not Meet	58	39	75	No
Mathematics	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	43	39	99	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
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	2	4		Approaching	107	47	99	No
Writing	4	8	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	41	41	81	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
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	2	4		Approaching	92	46	93	No
Total	10	24	41.7%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	3	4	70 T OIII13	Meets	54	83.3%	80%	
Dropout Rate	3	4		Meets	333	2.7%	At/below State average	
Colorado ACT Composite	2	4		Approaching	82	18.7%	At/above State average	
Total	8	12	66.7%	Meets	52	10.770		
Test Deuticination	V of Chudower To	-		Dettine		Churdonake Trackard	Total Chudows	
	% of Students Tested			Rating		Students Tested	Total Students	
Reading	94.0%				5% Participation Rate	187	199	
Mathematics	95.5%			95% Participation		190	199	
Writing	93.5%				5% Participation Rate	186	199	
Science	96.6%			95% Participation		86	89	
Colorado ACT	94.2%			Does Not Meet 95	5% Participation Rate	82	87	

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 70 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. by 70 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 Mee Exceeds Approaching Coes Not Mee Approaching Does Not Meets Approaching Does Not Mee	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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• 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 Writing Elem Middle High Hi

	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 Scor							
	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: POLARIS EXPEDITIONARY LEARNING SCHOOL - 7104

Level: Middle School

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

Improvement 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 Improvement	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 Ear	ned out of Points Eligible*				
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)				
Academic Growth	Does Not Meet	33.3%	(16.7 out of 50 points)				
Academic Growth Gaps	Does Not Meet	25.0%	(6.3 out of 25 points)				
Test Participation**	95% Participation Rate Met						
TOTAL		35.5%	(35.5 out of 100 points)				
* Schools 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.							

** 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 Indicato							Level:	Middle Scho
School: POLARIS EXP								(3 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	183	68.8%	44	
Mathematics	2	4		Approaching	185	40.0%	26	
Writing	2	4		Approaching	186	51.6%	34	
Science	2	4		Approaching	90	46.7%	46	
otal	8	16	50.0%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	160	30	22	Yes
Mathematics	1	4		Does Not Meet	163	29	68	No
Writing	1	4		Does Not Meet	165	32	48	No
Total	4	12	33.3%	Does Not Meet				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequat Growth?
Reading	2	8	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	45	19	25	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
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	1	4		Does Not Meet	35	10	49	No
Mathematics	2	8	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	47	21	66	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	-
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	1	4		Does Not Meet	70	25	91	No
Nriting	2	8	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	47	20	51	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	-
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	1	4		Does Not Meet	57	35	77	No
Fotal	6	24	25.0%	Does Not Meet				
Test Participation %	6 of Students Tested	1		Rating		Students Tested	Total Students	
Reading	97.0%			95% Participation R	ate Met	195	201	
Mathematics	98.0%			95% Participation R		197	201	
Writing	98.0%	1		95% Participation R		197	201	
Science	100.0%			95% Participation R		94	94	

coring 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	The school's percentage of students scoring proficient or advanced was:								
	• at or above the 90th percentile of all schools.	at or above the 90th percentile of all schools.								
Academic	below the 90th percentile but at or above the 50th	below the 90th percentile but at or above the 50th percentile of all schools.								
Achievement	• below the 50th percentile but at or above the 15t	below the 50th percentile but at or above the 15th percentile of all schools.								
	below the 15th percentile of all schools.	below the 15th percentile of all schools.								
	If the school meets the median adequate student grow	wth percentile and its median s	tudent growth percentil	e was:						
	• at or above 60.									
	 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 stud	lent growth percentile and its n	nedian student growth p	percentile was:			content area)			
	• at or above 70.				Exceeds	4				
	 below 70 but at or above 55. 	below 70 but at or above 55.								
	• below 55 but at or above 40.	below 55 but at or above 40.								
	• 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.	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	60	25		
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			
	• 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%	2 47% - 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					
hool plan type a	issignments									
	Plan description									
rformance Plan	The school is required to adopt and implement a	Performance Plan. A s	school may not impleme	ent a Priority Improv	vement and/or	Turnaround P	Plan for longer than a	combined total		
provement Plan	n The school is required to adopt and implement ar	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		
iority Improven	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 Writing Elem Middle High Hi

	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
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