School Performance Framework 2010

School: UNIVERSITY SCHOOLS - 2850

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based **Ac** 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.

Improvement Plan

Plan AssignmentFramework Points EarnedPerformanceat or above 59%ActionImprovementat or above 47% - below 59%_____Priority Improvementat or above 37% - below 47%TestTurnaroundbelow 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 Sco Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points Ec	arned out of Points Eligible*	
Academic Achievement	Approaching	56.3%	(14.1 out of 25 points)	
Academic Growth	Meets	66.7%	(33.4 out of 50 points)	
Academic Growth Gaps	Approaching	41.7%	(10.4 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		57.9%	(57.9 out of 100 points)	
* Schools may not be eligible for all possi scores are not negatively impacted.	ble points on an indicator due to insufficient num	bers of students. In the	ese cases, the points are removed from both t	he points earned and the points eligible, so

** 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 Final plan type based on: 1 Year SPF report.

Level: Elementary School

Performance Indicate	ors						Level: Ele	mentary Schoo
School: UNIVERSITY	SCHOOLS - 285	0						(1 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	216	67.6%	41	
Mathematics	2	4		Approaching	217	67.3%	42	
Writing	3	4		Meets	217	53.9%	50	
Science	2	4		Approaching	73	45.2%	46	
Total	9	16	56.3%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	140	51	31	Yes
Mathematics	2	4		Approaching	142	44	54	No
Writing	3	4		Meets	141	49	43	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	6	12	50.0%	Approaching				
Free/Reduced Lunch Eligible	-	4		Does Not Meet	23	34	35	No
Minority Students	3	4		Meets	47	53	35	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	2	4		Approaching	41	54	60	No
Mathematics	4	12	33.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	22	30	64	No
Minority Students	1	4		Does Not Meet	49	29	58	No
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	42	46	73	No
Writing	5	12	41.7%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	23	30	46	No
Minority Students	2	4		Approaching	47	46	51	No
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	67	49	66	No
Total	15	36	41.7%	Approaching				
Test Participation	% of Students Teste	d		Rating		Students Tested	Total Students	
Reading	99.5%			95% Participation	Rate Met	216	217	
Mathematics	100.0%			95% Participation	Rate Met	217	217	
Writing	100.0%			95% Participation	Rate Met	217	217	
Science	100.0%			95% Participation	Rate Met	73	73	

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	l
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	n) Colorado ACT C	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

Level: High School

District: GREELEY 6 - 3120 (1 Year***)

School: UNIVERSITY SCHOOLS - 2850

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based A 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.

Performance Plan

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

Framework points are calculated using the percentage of points earned out of points eligible. T 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	Meets	62.5%	(9.4 out of 15 points)	
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	
Academic Growth Gaps	Approaching	60.4%	(9.1 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	83.3%	(29.2 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		71.0%	(71 out of 100 points)	
* Schools may not be eligible for all possible points on an inc scores are not negatively impacted. ** Schools do not receive points for test participation. Howe			· ·	

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 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 dropout rates, and average Colorado ACT composite scores. 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.

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,

Academic



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

Performance Indicators							Leve	el: High Schoo
School: UNIVERSITY SCHOOLS -	- 2850							(1 Year***
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	202	74.3%	54	
Mathematics	2	4		Approaching	202	26.2%	34	
Writing	3	4		Meets	202	52.0%	53	
Science	2	4		Approaching	86	39.5%	29	
Total	10	16	62.5%	Meets				
Anadamia Casuth	Deinte Coursed	Deinte Flinible	% Deinte	Dation		Madine Crowth Deventile	Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N 101	Median Growth Percentile	Percentile	Growth?
Reading	3	4		Meets	191	54	17	Yes
Mathematics	2	4		Approaching	192	50	94	No
Writing	3	4		Meets	191	51	49	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	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4	00.070	Meets	42	45	41	Yes
Minority Students	2	4		Approaching	62	43	36	Yes
Students w/ Disabilities	2	4 4		Approaching	22	44 41	96	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	NO
Students needing to catch up	4	4		Exceeds	59	71	78	No
Mathematics	8	16	50.0%	Approaching	35		70	
Free/Reduced Lunch Eligible	2	4	30.078	Approaching	41	42	99	No
Minority Students	2	4		Approaching	62	52	99	No
Students w/ Disabilities	2	4		Approaching	25	44	99	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	2	4		Approaching	117	51	99	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	2	4	02.570	Approaching	42	50	67	No
Minority Students	2	4		Approaching	62	47	67	No
Students w/ Disabilities	3	4		Meets	22	57	99	No
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	71	62	91	No
Total	29	48	60.4%	Approaching		~		
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	4	4		Exceeds	101	91.1%	80%	
Dropout Rate	3	4		Meets	454	2.6%	At/below State average	
Colorado ACT Composite	3	4		Meets	90	20.3%	At/above State average	
Total	10	12	83.3%	Meets			· · · · ·	
Test Participation %	6 of Students Tested	1		Rating		Students Tested	Total Students	
Reading	98.6%			95% Participatio	n Rate Met	204	207	
Mathematics	98.6%			95% Participatio		204	207	
Writing	98.6%			95% Participatio		204	207	
Science	96.6%			95% Participatio		86	89	
Colorado ACT	98.9%			95% Participatio		90	91	

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.	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 3 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 Approaching Does Not Meer S: Exceeds Approaching Does Not Meer Exceeds Meets Approaching Does Not Meer Meets Approaching Does Not Meer S: Exceeds Meets Approaching Does Not Meer S: 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	
Academic Growth Academic Growth Academic Growth Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps Academic Growth Gaps If the stu at ou belo belo belo belo belo belo belo belo	wy the 15th percentile of all schools. hool meets the median adequate student grow r above 60. wy 60 but at or above 45. wy 45 but at or above 30. wy 30. hool does not meet the median adequate student r above 70. wy 70 but at or above 55. wy 55 but at or above 40. wy 40. udent subgroup meets the median adequate statent r above 60. wy 60 but at or above 45. wy 45 but at or above 45. wy 45 but at or above 45. wy 45 but at or above 30. wy 30. udent subgroup does not meet the median adequate r above 70. wy 70 but at or above 55. wy 55 but at or above 55. wy 55 but at or above 55. wy 70 but at or above 55. wy 70 but at or above 40. wy 40.	wth percentile and its median s dent growth percentile and its r tudent growth percentile and i	nedian student growth ts student growth perc	percentile was entile was:	Does Not Mee Exceeds Meets Approaching Does Not Mee S: Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee Exceeds Meets Approaching Does Not Mee 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	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	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	
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• 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 or • at or • belo Dropout ostsecondary and orkforce Readiness • at or	ow 70 but at or above 55. ow 55 but at or above 40. ow 40.							
• belo • belo • belo • belo • delo • delo • at or • at or • at or • belo Dropout ostsecondary and orkforce Readiness • at or	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	-	
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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)	
	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

Level: Middle School

District: GREELEY 6 - 3120 (1 Year***)

School: UNIVERSITY SCHOOLS - 2850

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.

Improvement Plan

Plan Assignment	Framework Points Earned	
Performance	at or above 59%	Aca
Improvement	at or above 47% - below 59%	
Priority Improvement	at or above 37% - below 47%	Tes
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 s Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating/Plan	% of Points E	arned out of Points Eligible*	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Approaching	50.0%	(25 out of 50 points)	
Academic Growth Gaps	Approaching	43.3%	(10.8 out of 25 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		48.3%	(48.3 out of 100 points)	

** 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 Final plan type based on: 3 Year SPF report.

1

Performance Indicato	ors						Level	: Middle Schoo
School: UNIVERSITY	SCHOOLS - 285							(1 Year**
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	266	57.5%	21	
Mathematics	2	4		Approaching	267	43.8%	33	
Writing	2	4		Approaching	265	46.8%	27	
Science	2	4		Approaching	89	39.3%	33	
Total	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	253	43	31	Yes
Mathematics	2	4		Approaching	257	48	71	No
Writing	2	4		Approaching	252	40	54	No
Total	6	12	50.0%	Approaching				
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible		Rating	N	Percentile	Growth Percentile	Growth?
Reading	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	63	40	43	No
Minority Students	3	4		Meets	84	48	41	Yes
Students w/ Disabilities	1	4		Does Not Meet	24	35	80	No
English Language Learners	2	4		Approaching	21	41	65	No
Students needing to catch up	2	4		Approaching	82	44	62	No
Mathematics	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	64	41	85	No
Minority Students	2	4		Approaching	85	50	87	No
Students w/ Disabilities	1	4		Does Not Meet	23	36	99	No
English Language Learners	2	4		Approaching	22	42	98	No
Students needing to catch up	2	4		Approaching	117	52	93	No
Writing	7	20	35.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	63	32	70	No
Minority Students	2	4		Approaching	84	47	70	No
Students w/ Disabilities	1	4		Does Not Meet	24	24	93	No
English Language Learners	1	4		Does Not Meet	21	39	88	No
Students needing to catch up	2	4		Approaching	118	43	81	No
Total	26	60	43.3%	Approaching				
Test Participation	% of Students Tested	d		Rating		Students Tested	Total Students	
Reading	99.2%			95% Participation	Rate Met	266	268	
Mathematics	99.6%			95% Participation	Rate Met	267	268	
Writing	98.9%			95% Participation		265	268	
Science	100.0%			95% Participation		89	89	

oring Guide							Leven	Middle Scho
	Performance Indicators on the School Performance Frame cator Scoring Guide	ework Report			Rating	Point Value	Total Possible	Framework Poin
	The school's percentage of students scoring proficient	or advanced was:						
	• 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 15t	h percentile of all schools.			Approaching	2	content area)	
	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.				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 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.				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 in	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 (5 for each subgroup	
Academic	• below 30.				Does Not Mee	t 1		
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 the	nis Indicator.		Cut Point: The scho	ol earned of	the total Fra	mework points eligil	ole.
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	iority Improvem
	• below 37.5%	Does Not Meet		• below 37%				Turnaround
nool plan type a	issignments					_		
	Plan description							
rformance Plan		Performance Plan. A s	school may not impleme	ent a Priority Improv	vement and/or	Turnaround P	lan for longer than a	combined total
provement Plan	· · · ·		e consecutive years befo		-		•	
ority Improvem	nent Plan The school is required to adopt and implement a	· · · · · · · · · · · · · · · · · · ·	•		•			
rnaround Plan	The school is required to adopt and implement a		hool is notified that it is		•		, ,	

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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

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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.