School: PALMER HIGH SCHOOL - 6680 — **District: COLORADO SPRINGS 11 - 1010 (1 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	% of Points Earned out of Points Eligible*	
Academic Achievement	Meets	62.5%	(9.4 out of 15 points)
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)
Academic Growth Gaps	Approaching	56.7%	(8.5 out of 15 points)
Postsecondary and Workforce Readiness	Meets	66.7%	(23.3 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		61.6%	(61.6 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 are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for schools serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject area when individual subject rates are rolled up across grade levels AND the school makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

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) median 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.

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 median 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.

Performance Indicators — School: PALMER HIGH SCHOOL - 6680 (1 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	839	71.0%	42
Mathematics	3	4		Meets	841	41.4%	70
Writing	3	4		Meets	840	53.3%	56
Science	2	4		Approaching	401	48.4%	46
Total	10	16	62.5%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	780	39	11	Yes
Mathematics	2	4		Approaching	782	52	73	No
Writing	3	4		Meets	783	45	37	Yes
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	306	39	23	Yes
Minority Students	2	4		Approaching	319	41	19	Yes
Students w/ Disabilities	1	4		Does Not Meet	37	33	96	No
English Language Learners	3	4		Meets	63	57	46	Yes
Students needing to catch up	2	4		Approaching	177	46	81	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	305	56	91	No
Minority Students	2	4		Approaching	321	53	91	No
Students w/ Disabilities	3	4		Meets	36	56	99	No
English Language Learners	3	4		Meets	62	58	96	No
Students needing to catch up	3	4		Meets	352	57	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	307	45	63	No
Minority Students	2	4		Approaching	320	45	54	No
Students w/ Disabilities	1	4		Does Not Meet	37	33	99	No
English Language Learners	3	4		Meets	63	64	88	No
Students needing to catch up	2	4		Approaching	329	49	88	No
Total	34	60	56.7%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate: 4yr/*5yr*/6yr/7yr	3	4		Meets	508/*571*/615/558	72/*81.1*/79.8/76%	80%
Dropout Rate	2	4		Approaching	2,702	3.7%	At/below State average
Colorado ACT Composite	3	4		Meets	419	20.2	At/above State average
Total	8	12	66.7%	Meets			

Test Participation	% of Students Tested		Rating	Students Tested	Total Students
Reading	95.7%		95% Participation Rate Met	919	960
Mathematics	95.9%		95% Participation Rate Met	922	961
Writing	95.9%		95% Participation Rate Met	921	960
Science	93.0%		Does Not Meet 95% Participation Rate	438	471
Colorado ACT	95.2%		95% Participation Rate Met	419	440

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

Scoring Guide					Level: High School

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:			16 (4 for each content area)	15
	• at or above the 90th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2		
	• below the 15th percentile of all schools using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:			12 (4 for each content area)	35
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	• 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 Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:			60 (5 for each subgroup group in 3 content areas)	15
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	• 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 Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:			12 (4 for each sub-indicator)	35
	• at or above 90%.	Exceeds	4		
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
	Dropout Rate: The school's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	Meets	3		
	• at or below 10% but above the state average using 2009 (1-year SPF) or 2007-09 baseline (3-year SPF).	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Meets	3		
	• at or above 17 but below the state average using 2010 (1-year SPF) or 2008-10 baseline (3-year SPF).	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator

	Cut Point: The school earned … of the points eligible on this Indicator.	
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for plan type assignment

	Cut Point: The school earned … of the total Framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School plan type assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year SPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	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 - 2008-10 baseline (3-year SPF)

	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

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps

Did my school meet adequate growth?

YES, met adequate growth →

NO, did not meet adequate growth →

	YES, met adequate growth
Exceeds	60-99
Meets	45-59
Approaching	30-44
Does not meet	1-29

	NO, did not meet adequate growth
Exceeds	70-99
Meets	55-69
Approaching	40-54
Does not meet	1-39

For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

This School's Graduation Rate (1-year SPF)

		4-year	5-year	6-year	7-year
	2007	71.8	74.7	75.5	76.0
Anticipated Year	2008	75.2	78.7	79.8	
of Graduation	2009	75.8	*81.1*		
	2010	72.0			

This School's Graduation Rate (aggregated for 3-year SPF)

		4-year	5-year	6-year	7-year
	2007	71.8	74.7	75.5	76.0
Anticipated	2008	75.2	78.7	79.8	
Year of	2009	75.8	81.1		
Graduation	2010	72.0			
	Aggregated	73.8	*78.2*	77.8	76.0

State Average Dropout Rate-2009 (1-year SPF) or 2007-09 baseline (3-year SPF)

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

State Average Colorado ACT Composite Score 2010 (1-year SPF) or 2008-10 baseline (3-year SPF)

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

All averages are compared to baselines from the first year the performance framework reports were released (2010 for 1-year reports and 2008-10 for 3-year reports).

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years.

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 insufficient student counts for some performance indicator metrics, but a report on the basis of three years of data increases the student 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. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.