School Performance Framework 2012

School: VISTA PEAK 9-12 PREPARATORY - 9125

Performance

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the score ranges below to determine the plan type.

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

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 ²	
Academic Achievement	Approaching	43.8%	(6.6 out of 15 points)	
Academic Growth	Meets	64.3%	(22.5 out of 35 points)	
Academic Growth Gaps	Meets	73.3%	(11.0 out of 15 points)	
Postsecondary and Workforce Readiness	-	-	(0 out of 0 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		61.7%	(40.1 out of 65 points)	
² Schools may not be eligible for all possible points	on an indicator due to insufficient	numbers of st	udents. In these cases, the point	s are removed from both the points earns

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

		% of Stu	dents Tested			Particip	ation Rating			Studen	ts Tested			Total S	tudents	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	98.9%	98.9%	-	-	Meets	Meets	-	-	360	360	-	-	364	364
Mathematics	-	-	98.1%	98.1%	-	-	Meets	Meets	-	-	357	357	-	-	364	364
Writing	-	-	99.2%	99.2%	-	-	Meets	Meets	-	-	361	361	-	-	364	364
Science	-	-	98.8%	98.8%	-	-	Meets	Meets	-	-	166	166	-	-	168	168
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SCHOOLVIEW.org

District: ADAMS-ARAPAHOE 28J - 0180 (1 Year')

Level: H

Cachemic Achievement Points Eligible ** Profile N ** Profile School Schoo	School: VISTA PEAK 9-12 PREPARATO	RY						District: ADAMS-ARAPAHOE	vel: High Schoo 281 - 0180 (1 Yea
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Academic Growth ReadingBoints Eligible% Points % Points Eligible% Points % PointsRating % MeetsNMedian Growth MeetsMedian Growth PercentileMode Adeq 	-	2	4		Approaching	149	30.2	17	
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Graduation Rate: 4yr/5yr/6yr/7yr -/-/-% 80% Disaggregated Graduation Rate % Free/Reduced Lunch Eligible -/-/-/ -/-/-% 80% Minority Students - -/-/-/ -/-/-% 80% Students with Disabilities - -/-/-/ -/-/-% 80% English Learners - -/-/-/ -/-/-% 80% Dropout Rate - -/-/-/ -/-/-% 80%				73.3%		200		33	110
Graduation Rate: 4yr/5yr/6yr/7yr -/-/-/- -/-/-/-% 80% Disaggregated Graduation Rate % 80%	Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating		N	Rate/Score	Expectation
Disaggregated Graduation Rate % Free/Reduced Lunch Eligible - -/-/-/- 80% Minority Students - -/-/-/- 80% Students with Disabilities - -/-/-/- 80% English Learners - -/-/-/- 80% Dropout Rate - -/-/-/- 80%	Graduation Rate: 4yr/5yr/6yr/7yr						-/-/-	-/-/-%	80%
Minority Students - -/-/-% 80% Students with Disabilities - -/-/-% 80% English Learners - -/-/-% 80% Dropout Rate -//-/-% 80% 3.6%	Disaggregated Graduation Rate			%					
Minority Students -/-/-% 80% Students with Disabilities -/-/-% 80% English Learners -/-/-% 80% Dropout Rate -/-/-% 80%					-		-/-/-	-/-/-%	80%
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English Learners -//-/- -//-/-% 80% Dropout Rate % 3.6%					-				80%
Dropout Rate % 3.6%	English Learners				-				80%
Colorado ACT Composite Score 20.0									3.6%
	Colorado ACT Composite Score								20.0

		Domost .								
	formance Indicators on the School Performance Frame	ework Report				D. C.	0.1.1	14.1	T. I. I. D	
erformance Indicato						Rating	Point	Value	Total Possible per EMH Lev	elFramework Poi
	The school's percentage of students scoring proficient or adva								10	
A	at or above the 90th percentile of all schools (using 2009-	•	1 1 1			Exceeds		4	16	
Academic	below the 90th percentile but at or above the 50th percentile					Meets		3	(4 for each	15
Achievement	below the 50th percentile but at or above the 15th percentile		baseline).			Approaching		2	content area)	
	below the 15th percentile of all schools (using 2009-10 ba	,			[Does Not Meet		1		_
	If the school meets the median adequate student growth perc	centile and its median student grou	wth percentile w	as:	r	Europe de	TCAP	CELA		
	at or above 60.					Exceeds	4	2	14	
	below 60 but at or above 45.					Meets	3	1.5 1	(4 for each	
Acadomia	below 45 but at or above 30.					Approaching	1		content area	25
Academic	• below 30.				P	Does Not Meet		0.5	and 2 for	35
Growth	If the school does not meet the median adequate student gro	wth percentile and its median stud	aent growtn perc	entile was:	r		ТСАР	CELA	English	
	• at or above 70.					Exceeds	4	2	language	
	below 70 but at or above 55.					Meets	3	1.5	proficiency)	
	below 55 but at or above 40.					Approaching		1		
	below 40. If the student subgroup meets the median adequate student subgroup	rowth porcontile and its madian s	student growth n	orcontilo was:		Does Not Meet	1	0.5		
	If the student subgroup meets the median adequate student of • at or above 60.	growth percentile and its median s	student growth p	ercentile was:		Exceeds		4	-	
	below 60 but at or above 45.					Meets		3	-	
	below 45 but at or above 45.					Approaching		2	60	
Academic	below 30.					Does Not Meet		1	(4 for each of 5	
Growth Gaps	If the student subgroup does not meet the median adequate s	tudant arouth parcantila and its	madian student a	rowth parcont		Does Not Weet	1	1	subgroups in 3	15
Growth Gaps		student growth percentile and its r	ineulun student g	nowin percent	lie wus.	Excoods	1	4		15
	at or above 70. below 70 but at or above 55.					Exceeds Meets		3	subject areas)	
	below 70 but at of above 55. below 55 but at or above 40.					Approaching		2	-	
	• below 40.				-	Does Not Meet		1	-	
	Graduation Rate and Disaggregated Graduation Rate.	The school's graduation rate	/disgagregate	daraduation		boes not meet	Overall	Disaggr.		
	at or above 90%.	The school's graduation rate,	Juisuggregatet	a gradation	Tute Wus.	Exceeds	4	1	-	
	at or above 50%. at or above 80% but below 90%.					Meets	3	0.75	-	
	at or above 65% but below 80%.					Approaching	2	0.75	-	
	below 65%.					Does Not Meet	1	0.25	-	
	Dropout Rate: The school's dropout rate was:				P	boesnotmeet	1 -	0.25	16	
Postsecondary and					T	Exceeds	1	4	(4 for each sub-	
•		(0 basalina)						3		
Vorkforce Readines						Meets		3 2	indicator)	
	at or below 10% but above the state average (using 2009)	-10 baseline).				Approaching			-	
	above 10%.	Colourdo ACT composito com			ŀ	Does Not Meet	l	1	-	
	Colorado ACT Composite Score: The school's average	Loiorado ACT composite score	e was:		r	F 1			-	
	• at or above 22.	0 + ()				Exceeds		4	-	
	at or above the state average but below 22 (using 2009-1					Meets		3	-	
	at or above 17 but below the state average (using 2009-1	o baseline).				Approaching			-	
	• below 17.					Does Not Meet		1		
ut-Points for each p	erformance indicator		Cut-Poin	ts for plan ty	ype assign	ment				
Cu	t Point: The school earned of the points eligible on t	his Indicator.			Cut Point:	: The school e	earned	of the to	otal Framework points eligit	ole.
Achievement; •	• at or above 87.5%	Exceeds			 at or ab 	oove 60%				Performance
Growth; Gaps	• at or above 62.5% - below 87.5%	Meets	Total F	ramework	at or ab	oove 47% - belo	ow 60%			Improvement
•	• at or above 37.5% - below 62.5%	Approaching	P	oints	at or ab	oove 33% - belo	ow 47%			Priority Improveme
•	• below 37.5%	Does Not Meet			• below 3	33%				Turnaround
hool plan type assig	gnments									
	Plan description									
	The school is required to adopt and implement a Pe	rformance Plan.	A school may	/ not impleme	nt a Priority	Improvement	and/or Tu	rnaround F	Plan for longer than a combined	total of
errormance Plan	and the second property of the second property of the second seco		\dashv		•	•				
erformance Plan	The school is required to adopt and implement an Ir	nnrovement Plan	five consecut	tive vears hefe	re the Dictri	ict or Institute	is required	to restruc	ture or close the school. The five	ρ
erformance Plan nprovement Plan riority Improvemen	The school is required to adopt and implement an Ir t Plan The school is required to adopt and implement a Pri	•							ture or close the school. The fiv liately following the fall in which	

Scoring Guide

Level: H

Reference

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points and plan assignment. Note that some 3-year reports may be based on only two years of data if that is the only data available.

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Reference Data for Key Performance Indicators

Academic Achievement

	Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)												
The Academic Achievement Indicator reflects a school's			Reading			Math			Writing		Science		
proficiency rate: the percentage of students proficient or		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
advanced on Colorado's standardized assessments. This includes	N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
results from CSAP/TCAP and CSAPA/CoAlt in reading,	15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
mathematics, writing, and science, and results from Lectura and	50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
Escritura.	90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41
	Percent of Stude	nts Profi	cient or A	dvanced	d by Pero	centile Cu	t-Points	- 3-year	aggrega	te (2008 [.]	10 base	line)	
All achievement data is compared to baselines from the first			Reading			Math			Writing			Science	
year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).		Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
	N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
	15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93

71.35

87.40

72.21

86.17

70.11

87.48

51.53

74.41

30.53

52.19

54.84

76.51

58.34

79.17

49.57

71.00

48.72

71.26

45.36

72.65

50.00

71.45

Academic Growth and Academic Growth Gaps

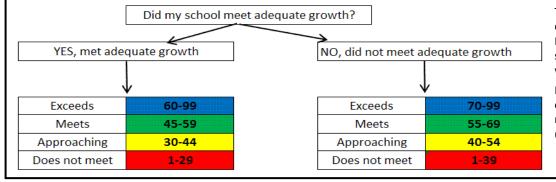
The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (CELApro) score history, and 2) criterion-referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach the next level of language proficiency on CELApro in either 1 or 2 years, depending upon the proficiency target.

72.05

88.21

50th percentile

90th percentile



The Academic Growth Gaps Indicator measures the academic progress of historically disadvantaged student groups and students needing to catch up. It disaggregates the Growth Indicator into student groups, and reflects their normative and adequate growth. The student groups include students eligible for free/reduced lunch, minority students, students with disabilities, English learners, and students needing to catch up.

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

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, disaggregated graduation rates for student groups (students eligible for free/reduced lunch, minority students, students with disabilities, and English learners), dropout rates, and average Colorado ACT (COACT) composite scores.

State Average (Mean) Dropout Rate (2009-10 baseline)

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

This School's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				

State Average (Mean) COACT Composite Score (2009-10 baseline)

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

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

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				
	Aggregated				

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				
	Aggregated				

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				
	Aggregated				

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2008				
	2009				
	2010				
	2011				
	Aggregated				

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				
	Aggregated				

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

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

For the 1-year SPF, schools earn points based on the highest value among the following: 2011 4year graduation rate, 2010 5-year graduation rate, 2009 6-year graduation rate and 2008 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2008, 2009, 2010 and 2011 4-year graduation rate, aggregated 2008, 2009 and 2010 5-year graduation rate, aggregated 2008 and 2009 6-year graduation rate, or 2008 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008				
Anticipated Year	2009				
of Graduation	2010				
	2011				