School: CARBONDALE MIDDLE SCHOOL - 1296 District: ROARING FORK RE-1 - 1180 (3 Year[1])

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
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 Earned out of Points Eligible*[2]	
Academic Achievement	Approaching	43.8%	(11.0 out of 25 points)
Academic Growth	Meets	69.6%	(34.8 out of 50 points)
Academic Growth Gaps	Meets	64.2%	(16.1 out of 25 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		**61.9%**	**(61.9 out of 100 points)**

[2]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.

[3]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 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 Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.8%	100.0%	-	99.9%	Meets	Meets	-	Meets	483	455	-	938	484	455	-	939
Mathematics	99.6%	99.6%	-	99.6%	Meets	Meets	-	Meets	482	453	-	935	484	455	-	939
Writing	99.8%	100.0%	-	99.9%	Meets	Meets	-	Meets	483	455	-	938	484	455	-	939
Science	99.6%	100.0%	-	99.8%	Meets	Meets	-	Meets	245	223	-	468	246	223	-	469
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

[1] *Data in this report is based on results from: 2009-10,2010-11,2011-12*

Performance Indicators — Level: Elementary School

School: CARBONDALE MIDDLE SCHOOL — **District: ROARING FORK RE-1 - 1180 (3 Year)**

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	1	4		Does Not Meet	465	49.25	14
Mathematics	1	4		Does Not Meet	465	33.12	2
Writing	2	4		Approaching	465	35.48	17
Science	2	4		Approaching	236	23.73	17
Total	**6**	**16**	**37.5%**	**Approaching**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	3	4		Meets	443	46	46	Yes
Mathematics	2	4		Approaching	443	40	73	No
Writing	2	4		Approaching	442	46	64	No
English Language Proficiency (CELApro)	0.5	2		Does Not Meet	152	37	55	No
Total	**7.5**	**14**	**53.6%**	**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	273	45	55	No
Minority Students	2	4		Approaching	318	44	56	No
Students with Disabilities	2	4		Approaching	37	48	86	No
English Learners	2	4		Approaching	291	43	60	No
Students needing to catch up	2	4		Approaching	246	45	69	No
Mathematics	**6**	**20**	**30%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	273	36	78	No
Minority Students	1	4		Does Not Meet	318	34	80	No
Students with Disabilities	1	4		Does Not Meet	36	39	93	No
English Learners	1	4		Does Not Meet	291	34	81	No
Students needing to catch up	2	4		Approaching	265	40	86	No
Writing	**10**	**20**	**50%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	273	47	72	No
Minority Students	2	4		Approaching	317	44	73	No
Students with Disabilities	2	4		Approaching	37	51	91	No
English Learners	2	4		Approaching	290	44	74	No
Students needing to catch up	2	4		Approaching	297	47	79	No
Total	**26**	**60**	**43.3%**	**Approaching**				

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

Performance Indicators — Level: Middle School

School: CARBONDALE MIDDLE SCHOOL — **District: ROARING FORK RE-1 - 1180 (3 Year)**

Academic Achievement	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*% Proficient/Advanced*	*School's Percentile*
Reading	2	4		Approaching	424	56.37	21
Mathematics	2	4		Approaching	422	29.86	15
Writing	2	4		Approaching	424	42.45	20
Science	2	4		Approaching	210	39.05	32
Total	**8**	**16**	**50%**	**Approaching**			

Academic Growth	*Points Earned*	*Points Eligible*	*% Points*	*Rating*	*N*	*Median Growth Percentile*	*Median Adequate Growth Percentile*	*Made Adequate Growth?*
Reading	4	4		Exceeds	405	69	48	Yes
Mathematics	3	4		Meets	403	66	92	No
Writing	3	4		Meets	405	67	76	No
English Language Proficiency (CELApro)	2	2		Exceeds	73	64	51	Yes
Total	**12**	**14**	**85.7%**	**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	**20**	**20**	**100%**	**Exceeds**				
Free/Reduced Lunch Eligible	4	4		Exceeds	222	69	63	Yes
Minority Students	4	4		Exceeds	291	68	61	Yes
Students with Disabilities	4	4		Exceeds	30	71	91	No
English Learners	4	4		Exceeds	253	68	63	Yes
Students needing to catch up	4	4		Exceeds	186	74	75	No
Mathematics	**15**	**20**	**75%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	220	65	96	No
Minority Students	3	4		Meets	289	65	97	No
Students with Disabilities	3	4		Meets	30	68	99	No
English Learners	3	4		Meets	252	65	97	No
Students needing to catch up	3	4		Meets	285	68	97	No
Writing	**16**	**20**	**80%**	**Meets**				
Free/Reduced Lunch Eligible	3	4		Meets	222	67	82	No
Minority Students	3	4		Meets	291	65	82	No
Students with Disabilities	4	4		Exceeds	30	74	98	No
English Learners	3	4		Meets	253	66	83	No
Students needing to catch up	3	4		Meets	245	66	88	No
Total	**51**	**60**	**85%**	**Meets**				

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

Scoring Guide — Level: EM

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*	*Rating*	*Point Value*		*Total Possible per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*					
	• at or above the 90th percentile of all schools (using 2009-10 baseline).	Exceeds	4		16 (4 for each content area)	25
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).	Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).	Does Not Meet	1			
Academic Growth	*If the school meets the median adequate student growth percentile and its median student growth percentile was:*		TCAP	CELA	14 (4 for each content area and 2 for English language proficiency)	50
	• at or above 60.	Exceeds	4	2		
	• below 60 but at or above 45.	Meets	3	1.5		
	• below 45 but at or above 30.	Approaching	2	1		
	• below 30.	Does Not Meet	1	0.5		
	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:		TCAP	CELA		
	• at or above 70.	Exceeds	4	2		
	• below 70 but at or above 55.	Meets	3	1.5		
	• below 55 but at or above 40.	Approaching	2	1		
	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*If the student subgroup meets the median adequate student growth percentile and its median student growth percentile was:*				60 (4 for each of 5 subgroups in 3 subject areas)	25
	• 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 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			

Cut-Points for each performance indicator

	Cut Point: The school earned … of the points eligible on this Indicator.	
Achievement; Growth; Gaps	• 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 59%	Performance
	• at or above 47% - below 59%	Improvement
	• at or above 37% - below 47%	Priority Improvement
	• below 37%	Turnaround

School plan type assignments

	Plan description	
Performance Plan	The school is required to adopt and implement a Performance 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.
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.	

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.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

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).

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

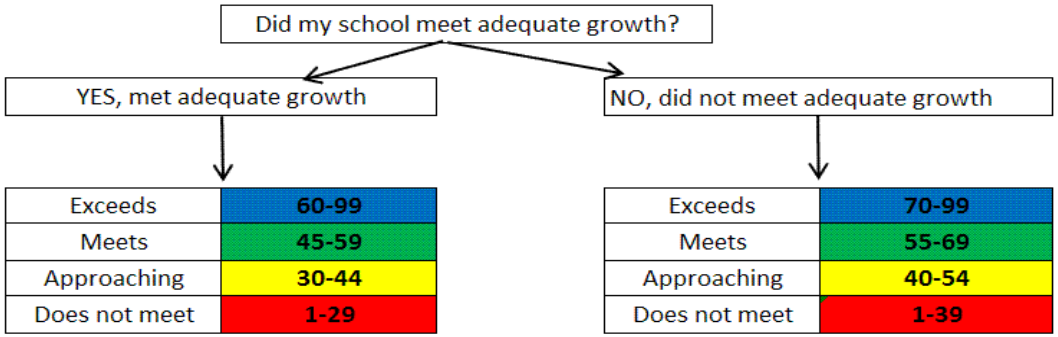
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
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 Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	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	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.53	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	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.



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.