School Performance Framework 2012

School: MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS - 0187

Level: MH

District: MAPLETON 1 - 0010 (3 Year¹)

Priority Improvement

Will enter Year 1* of Priority Improvement or Turnaround

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 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.

* on July 1, 2013

st Participation Pate

Performance Indicators	Rating/Plan	% of Points	Earned out of Points Eligible ²	
Academic Achievement	Does Not Meet	31.3%	(4.7 out of 15 points)	
Academic Growth	Approaching	55.4%	(19.4 out of 35 points)	
Academic Growth Gaps	Approaching	53.3%	(8.0 out of 15 points)	
Postsecondary and Workforce Readiness	Approaching	39.1%	(13.7 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		45.8%	(45.8 out of 100 points)	

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 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 Stud	dents 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	-	97.4%	96.6%	97.0%	-	Meets	Meets	Meets	-	566	576	1142	-	581	596	1177
Mathematics	-	96.6%	96.6%	96.6%	-	Meets	Meets	Meets	-	561	576	1137	-	581	596	1177
Writing	-	97.6%	97.5%	97.5%	-	Meets	Meets	Meets	-	567	581	1148	-	581	596	1177
Science	-	94.5%	95.7%	95.1%	-	Meets	Meets	Meets	-	294	268	562	-	311	280	591
Colorado ACT	-	-	99.1%	-	-	-	Meets	-	-	-	218	-	-	-	220	-



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Performance Indicators							Leve	l: Middle Schoo
School: MAPLETON EXPEDITIONA	ARY SCHOOL OF	THE ARTS					District: MAPLETO	N 1 - 0010 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	535	37.38	5	
Mathematics	1	4		Does Not Meet	530	22.64	7	
Writing	1	4		Does Not Meet	536	28.54	8	
Science	1	4		Does Not Meet	276	20.29	10	
Total	4	16	25%	Does Not Meet				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1	4		Does Not Meet	505	37	53	No
Mathematics	2	4		Approaching	498	48	92	No
Writing	1	4		Does Not Meet	505	39	77	No
English Language Proficiency (CELApro)	2	2		Exceeds	89	61	55	Yes
Total	6	14	42.9%	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	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	331	37	56	No
Minority Students	1	4		Does Not Meet	332	38	59	No
Students with Disabilities	1	4		Does Not Meet	59	27	87	No
English Learners	2	4		Approaching	155	41	63	No
Students needing to catch up	1	4		Does Not Meet	260	37	71	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	327	42	93	No
Minority Students	2	4		Approaching	329	48	94	No
Students with Disabilities	1	4		Does Not Meet	60	36	99	No
English Learners	2	4		Approaching	156	50	95	No
Students needing to catch up	2	4		Approaching	340	53	97	No
Writing	7	20	35%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	331	38	77	No
Minority Students	2	4		Approaching	332	42	80	No
Students with Disabilities	1	4		Does Not Meet	61	29	96	No
English Learners	2	4		Approaching	155	49	83	No
Students needing to catch up	1	4		Does Not Meet	330	39	88	No
Total	22	60	36.7%	Does Not Meet				

Performance Indicators							Le	vel: High Schoo
School: MAPLETON EXPEDITIONARY	SCHOOL OF THE	ARTS					District: MAPLETO	N 1 - 0010 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	550	52	13	
Mathematics	2	4		Approaching	550	17.27	20	
Writing	1	4		Does Not Meet	555	26.31	11	
Science	2	4		Approaching	259	30.89	17	
Total	6	16	37.5%	Approaching				
	Delate Franced		0 Delinte	Durkin a	•		Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	<u>N</u>	Median Growth Percentile	Percentile	Growth?
Reading	3	4		Meets	497	57	54	Yes
Mathematics	3	4		Meets	497	63	99	No
Writing	2	4		Approaching	503	52	88	No
English Language Proficiency (CELApro)	1.5	2		Meets	91	63	75	No
Total	9.5	14	67.9%	Meets				
	Delate Franced		0 Delinte	Destina	Subgroup	Subgroup Median	Subgroup Median Adequate	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Growth Percentile	Growth Percentile	Growth?
Reading	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	293	59	56	Yes
Minority Students	4	4		Exceeds	321	60	60	Yes
Students with Disabilities	3	4		Meets	58	56	99	No
English Learners	3	4		Meets	160	59	64	No
Students needing to catch up	3	4		Meets	264	56	86	No
Mathematics	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	289	64	99	No
Minority Students	3	4		Meets	320	63	99	No
Students with Disabilities	2	4		Approaching	58	48	99	No
English Learners	3	4		Meets	160	65	99	No
Students needing to catch up	3	4		Meets	381	62	99	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	295	53	90	No
Minority Students	2	4		Approaching	327	50	92	No
Students with Disabilities	3	4		Meets	60	62	99	No
English Learners	2	4		Approaching	164	52	94	No
Students needing to catch up	3	4		Meets	358	55	96	No
Total	42	60	70%	Meets				
Postsecondary and Workforce Readiness		Points Eligible	% Points	Rating		N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	1	4		Does Not Meet		295/ 202 /161/80	53.6/ 58.9 /57.8/57.5%	80%
Disaggregated Graduation Rate	1.25	4	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet		174/ 116 /89/49	57.5/ 62.9 /60.7/61.2%	80%
Minority Students	0.25	1		Does Not Meet		178/ 119 /93/54	52.2/ 56.3 /53.8/55.6%	80%
Students with Disabilities	0.25	1		Does Not Meet		33/ 27 /23/N<16	33.3/ 48.1 /47.8/-%	80%
English Learners	0.5	1		Approaching		63/ 40 /36/N<16	60.3/ 65 /61.1/-%	80%
Dropout Rate	2	4		Approaching		1454	6.4%	3.9%
Colorado ACT Composite Score	2	4		Approaching		218	17.5	20.1
Total	6.25	16	39.1%	Approaching				

Growth; Gaps • at or above 62.5% - below 87.5% Meets Total Framework • at or above 47% - below 60% Im • at or above 37.5% - below 62.5% Approaching Points • at or above 33% - below 47% Prioriti • below 37.5% below 37.5% Does Not Meet • at or above 33% - below 47% Prioriti • at or above 33% - below 47% Prioriti 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	coring Guide										Level:
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Colorado ACT Composite Score: The school's average Colorado ACT composite score was: at or above 22. at or above 22. at or above 17 but below the state average but below 22 (using 2009-10 baseline). below 17 but below the state average (using 2009-10 baseline). below 17. Approaching 2 Does Not Meet 1 Points for each performance indicator Cut Point: The school earned of the points eligible on this Indicator. Cut-Points for plan type assignment Cut Point: The school earned of the points eligible on this Indicator. Cut Point: The school earned of the total Framework points eligible. • at or above 87.5% Exceeds • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% Approaching • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 47% - below 60% Priorit • at or above 37.5% - below 62.5% Does Not Meet • at or above 33% - below 47% Priorit • below 37.5% Does Not Meet • at or above 33% - below 60% Priorit										-	
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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	48.8	56.8	57.5	57.5
Anticipated Year	2009	50.6	57.3	58	
of Graduation	2010	53.5	66.7		
	2011	61.7			

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

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

		4-year	5-year	6-year	7-year
	2008	48.8	56.8	57.5	57.5
Anticipated Year	2009	50.6	57.3	58	
of Graduation	2010	53.5	66.7		
	2011	61.7			
	Aggregated	53.6	58.9	57.8	57.5

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

		4-year	5-year	6-year	7-year
	2008	51.9	61.2	61.2	61.2
Anticipated Year	2009	50	60	60	
of Graduation	2010	57.1	70.4		
	2011	69.2			
	Aggregated	57.5	62.9	60.7	61.2

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	45.6	54.5	55.6	55.6
Anticipated Year	2009	42.9	51.3	51.3	
of Graduation	2010	50	68		
	2011	68.6			
	Aggregated	52.2	56.3	53.8	55.6

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			
	Aggregated	33.3	48.1	47.8	N<16

English Learners Graduation Rate (3-year aggregate)

			-0		
		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	58.3	65.2	65.2	
of Graduation	2010	N<16	N<16		
	2011	73.7			
	Aggregated	60.3	65	61.1	N<16

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	51.9	61.2	61.2	61.2
Anticipated Year	2009	50	60	60	
of Graduation	2010	57.1	70.4		
	2011	69.2			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	45.6	54.5	55.6	55.6
Anticipated Year	2009	42.9	51.3	51.3	
of Graduation	2010	50	68		
	2011	68.6			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2008	N<16	N<16	N<16	N<16
Anticipated Year	2009	58.3	65.2	65.2	
of Graduation	2010	N<16	N<16		
	2011	73.7			