# School Performance Framework 2012

School: PRAIRIE JUNIOR-SENIOR HIGH SCHOOL - 7156

Level: MH

District: PRAIRIE RE-11 - 3147 (3 Year<sup>1</sup>)

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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.

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 <sup>2</sup>	
Academic Achievement	Meets	78.1%	( 11.7 out of 15 points )	
Academic Growth	Meets	75.0%	( 26.3 out of 35 points )	
Academic Growth Gaps	Approaching	50.0%	(7.5 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	91.7%	( 32.1 out of 35 points )	
Test Participation <sup>3</sup>	Meets 95% Participation Rate			
TOTAL		77.6%	( 77.6 out of 100 points )	

<sup>2</sup>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.

<sup>3</sup>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 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					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	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	77	83	160	-	77	83	160
Mathematics	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	77	83	160	-	77	83	160
Writing	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	77	83	160	-	77	83	160
Science	-	100.0%	100.0%	100.0%	-	Meets	Meets	Meets	-	39	41	80	-	39	41	80
Colorado ACT	-	-	100.0%	-	-	-	Meets	-	-	-	38	-	-	-	38	-



Performance Indicators							Leve	l: Middle School
School: PRAIRIE JUNIOR-SENIOR	HIGH SCHOOL						District: PRAIRIE RE	-11 - 3147 (3 Year)
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	<u>,</u> ,,
Reading	3	4		Meets	75	77.33	68	
Mathematics	4	4		Exceeds	74	79.73	93	
Writing	3	4		Meets	75	70.67	78	
Science	3	4		Meets	37	56.76	67	
Total	13	16	81.3%	Meets				
								Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Growth?
Reading	3	4		Meets	70	47	23	Yes
Mathematics	4	4		Exceeds	70	60	50	Yes
Writing	3	4		Meets	70	58	38	Yes
English Language Proficiency (CELApro)				-				
Total	10	12	83.3%	Meets				
					Subgroup	Subgroup Median Growth	Subgroup Median Adequate Growth	Made Adequate
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	Growth?
Reading	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	-	-
Minority Students	0	0		-	N<20	-	· · · · · · · · · · · · · · · · · · ·	-
Students with Disabilities	0	0		-	N<20	-		-
English Learners	0	0		-	N<20	-	_	-
Students needing to catch up	0	0		-	N<20	-	_	-
Mathematics	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<20	-	- -	-
Minority Students	0	0		-	N<20	-		-
Students with Disabilities	0	0		-	N<20	-	_	-
English Learners	0	0		-	N<20	-	_	-
Students needing to catch up	0	0		-	N<20	-	_	-
Writing	0	0	%	-				
Free/Reduced Lunch Eligible	0	0			N<20	-		-
Minority Students	0	0		-	N<20	-		-
Students with Disabilities	0	0		-	N<20	-	<u> </u>	-
English Learners	0	0		-	N<20	-	<u> </u>	-
	0	0		_	N<20	_	_	-
Students needing to catch up	0	0			11 20		-	

Performance Indicators School: PRAIRIE JUNIOR-SENIOR HIGI							District: PRAIRIE RE-	vel: High Schoo
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	·11 - 5147 (5 fea
Reading	3	4	701 01113	Meets	80	81.25	79	
Mathematics	3	4		Meets	80	45	78	
Writing	3	4		Meets	80	58.75	69	
Science	3	4		Meets	38	57.89	66	
Total	12	16	75%	Meets	30	57.65		
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	77	55	14	Yes
Mathematics	2	4		Approaching	78	54	73	No
Writing	3	4		Meets	77	50	43	Yes
English Language Proficiency (CELApro)				-				
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	2	4	50%	Approaching	1	Glowin refeelitike	Growth refeething	Growth
-			50%		20	42	22	Vee
Free/Reduced Lunch Eligible	2	4		Approaching	28	42	22	Yes
Minority Students Students with Disabilities	0	0		-	N<20 N<20		-	-
English Learners	0	0		-	N<20	-	-	_
	0	0		-	N<20			-
Students needing to catch up Mathematics	4	8	50%		IN<20	-	-	-
	4		50%	Approaching	20	25	04	Na
Free/Reduced Lunch Eligible	0	4		Does Not Meet	28	35	94	No
Minority Students Students with Disabilities	0	0		-	N<20 N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
	3	4		Meets	37	62	- 98	No
Students needing to catch up	4	8	50%		57		56	110
Writing			50%	Approaching	20			N-
Free/Reduced Lunch Eligible	2	4		Approaching	28	51	80	No
Minority Students Students with Disabilities	0	0		-	N<20 N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	28	50	90	No
Total	10	20	50%	Approaching	20		50	110
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating		N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds		35/23/ <b>17</b> /N<16	91.4/91.3/ <b>94.1</b> /-%	80%
Disaggregated Graduation Rate	0	0	%	-				
Free/Reduced Lunch Eligible	0	0		-	N<1	6/N<16/N<16/N<16	-/-/-%	80%
Minority Students	0	0		-	N<1	6/N<16/N<16/N<16	-/-/-%	80%
Students with Disabilities	0	0		-	N<1	6/N<16/N<16/	-/-/-%	80%
English Learners	0	0		-	N<1	6/N<16/N<16/N<16	-/-/-%	80%
Dropout Rate	4	4		Exceeds		167	0.6%	3.9%
Colorado ACT Composite Score	3	4		Meets		38	20.1	20.1
Total	11	12	91.7%	Exceeds				

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:
leginaria unio dialo 2000 generating of Jackett acong application of allower target 2009 if Dataseting. Academic	coring Guide for Per	formance Indicators on the School Performance Frame	ework Report								
Description         Description         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Ear of outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description         Control outer the first percentice of all choices (using 200-30 baseline).         Description <th< th=""><th>-</th><th></th><th></th><th></th><th></th><th></th><th>Ratina</th><th>Point</th><th>Value</th><th>Total Possible per FMH Leve</th><th>Framework P</th></th<>	-						Ratina	Point	Value	Total Possible per FMH Leve	Framework P
Academic         • • • • • • • • • • • • • • • • • • •	ijoimanee maleate		inced was:				nating	1 0 110	Funde		
Academic Achievement         Image: market in the dist precention that are aclosed from 2009 - 10 baseline).         American America							Exceeds	г — —	4	16	
Achievement         I below the 50th percentile and shows the 13 mappen line (and south gazon the 13 mappen line)         Age maching         2         Content and and the field of	Academic			haseline)							15
Image: matrix in the "1 matrix in											15
Academic         Table shool meets the median adequate student growth percentile was:         TGAP         CEAA         1                • I or above 60.          • I or abo	Achievement			baseline).							
Academic         - is above 80.         - is above 8			•	wth parcantila was:			Does Not Meet				
Academic         Image: Signal and Signal and Signal and Signal Academic Signa			entile und its median student gro	will percentile was.			Exceeds			14	
Academic										-	
Academic Growth         • eloi w 30.         ops         Not Med         1         0.5           Growth         • eloi w 30.         •											
Growth         If the school does not meet the median adequate student growth percentile and 15 median student growth percentile way:         ICA         English                - Server 70.             - Server 7	Acadomic									-	35
<ul> <li></li></ul>			with perceptile and its median stur	Dues Not Mieer			-	35			
• below 70 but at or above 50.             • below 90.             •	Growth	, , , , , , , , , , , , , , , , , , , ,	win percentile and its median stat	ient growth percentile w	wus:		Eveneda				
<ul> <li>below 40,</li> <li>below 55,</li> <li>below 55,</li> <li>below 55,</li> <li>below 50,</li> <li>below 50,</li></ul>											
below 40.							-	-		proticiency)	
If the student subgroup nets the median adequate student growth percentile and its median student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the student subgroup nets the median adequate student growth percentile was:       Image: Control of the student subgroup nets the subgroup nets the student subgroup nets the subgroup nets the student subgroup nets the student subgroup nets the subgr										_	
Academics Growth Gop			routh percentile and its median	tudant growth narcontil	lowaci		Does Not Meet	1	0.5		
Academic Growth Gap         i elow of but at or above 45.         Meets         3         60           4 percenting         2         00			growth percentile and its median s	tuaent growth percentil	ie was:		Eveneda	1	4	-	
Academic       Approaching       2       00         Growth Gaps       It is student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:       0       00         It is student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:       0       00         It is student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:       0       0         It is student subgroup does not meet the median adequate student growth percentile and its median student growth percentile was:       0       0         It is above 70.       Meets       3       0       0         It is above 80% but does 90%.       Exceeds       4       0       0         It or above 80% but below 90%.       Meets       3       0.75         It or above 65% but below 90%.       Dees Not Meet       1       0.25         It or above 05% but below 90%.       Meets       3       0.75         It or above 05% but below 90%.       Meets       3       0.75         It or above 05% but below 90%.       Meets       3       0.75         It or above 02.       Soes Not Meet       1       0.25         It or above 02.       It or above 02.       Meets       3										-	
Academic Growth Gaps <ul> <li>below 30.</li> <li>below 40.</li> <li>below 40.</li></ul>											
Growth Gaps       If the student studgroup daes not meet the median adequate student growth percentile and its median student growth percentile wor:       Image: Control of the student studgroup in 3 subject areas)       subgroups in 3 subject areas)         Image: Control of the student studgroup daes not meet the median adequate student growth percentile and its median student growth percentile wor:       Image: Control of the student growth percentil	• · · · · · · · · ·									-	
is of or above 70.							Does Not Meet		1		
<ul> <li>below 70 but at or above 55.</li> <li>below 40.</li> <li>below 50%.</li> <li>t or above 90%.</li> <li>t or above 65% but bleow 90%.</li> <li>t or below 15%.</li> <li>Does Not Meet 1</li> <li>0.25</li> <li>at or above 15% but bleow 90%.</li> <li>t or below 15%.</li> <li>Does Not Meet 3</li> <li>t or below 15%.</li> <li>Does Not Meet 3</li> <li>at or above 10%.</li> <li>t or below 15%.</li> <li>Does Not Meet 3</li> <li>t or below 10%.</li> <li>t or above 10%.</li> <li>t or above 10%.</li> <li>t or above 10% but below 20(sing 2009-10 baseline).</li> <li>t or above 170 but below 15 a varrage but below 22 (using 2009-10 baseline).</li> <li>t or above 170 but below 15%.</li> <li>t or above 170 but below 15%.</li> <li>t or above 21%.</li> <li>t or above 37.%</li></ul>	Growth Gaps		student growth percentile and its r	nedian student growth (	percent	tile was:	T :				15
<ul> <li>below 55 but ar or above 40.</li> <li>below 40.</li> <li>below 40.</li> <li>Constantion Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate wors:</li> <li>Overall Disaggr.</li> <li>at or above 80% but below 90%.</li> <li>at or above 80% but below 90%.</li> <li>Approaching 2</li> <li>0.5</li> <li>Does Not Meet 1</li> <li>0.25</li> <li>Drop out rate: The school's dropout rate was:</li> <li>at or above 80% but below 90%.</li> <li>at or above 80% but below 90%.</li> <li>Approaching 2</li> <li>0.5</li> <li>Does Not Meet 1</li> <li>0.25</li> <li>Drop out rate: The school's dropout rate was:</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or above 17 but below 10% but above 1% (using 2009-10 baseline).</li> <li>below 17.</li> <li>Does Not Meet 1</li> <li>Does Not Meet 1<td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>subject areas)</td><td></td></li></ul>										subject areas)	
i       below 40.       poes Not Meet       1         Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:       Overall       Disagr.         i       at or above 90%.       Exceeds       4       1         i       at or above 60% but below 90%.       Meets       3       0.75         i       at or above 60% but below 80%.       Opes Not Meet       1       0.25         i       below 65%.       Does Not Meet       1       0.25         i       i       at or below 15%.       Does Not Meet       3       0.45         i       at or below 15%.       Does Not Meet       1       0.25         i       at or below 15%.       Does Not Meet       1       0.25         i       at or below 15%.       Does Not Meet       1       0.25         i       at or below 15%.       Does Not Meet       1       0.25         i       at or below 15%.       Does Not Meet       1       0.25         i       at or above 22.       at or above 22.       Approaching       2       0         i       at or above 23.5%       Exceeds       4       0       0         i       at or above 25.5% <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td>_</td><td></td></td<>							-			_	
Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:       Overall       Disaggr.         • at or above 90%.       Exceeds       4       1         • at or above 90%.       Meets       3       0.75         • at or above 60% but below 90%.       Approaching       2       0.5         • below 65%.       Does Not Meet       1       0.25         Dropout Rate: The school's dropout rate was:       Exceeds       4       1         • at or above 60% but below 90%.       Exceeds       4       1         • at or above 65%.       Does Not Meet       3       0.25         Dropout Rate: The school's dropout rate was:       Exceeds       4       1         • at or below 10% but above the state average (using 2009-10 baseline).       Meets       3         • at or above 82%.       Exceeds       4       1         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 87.5%       Exceeds       4       1         • at or above 87.5%       Approaching       2       0         • at or above 87.5%       Approaching       1       0       0         • at or above 87.5%       Approaching       1       0										_	
• at or above 90%,       • at or above 90%,       • at or above 63% but below 90%.       • At or above 63% but below 80%.       • Does Not Meed       1       0.25         Ordpout Rate: The school's dropout rate was:       • at or below 1%.       • at or above 20%.       • at or above 20%.       • at or above 20%.       • at or above 21%.       • at or above 2									_		
<ul> <li>at or above 80% but below 90%.</li> <li>at or above 65% but below 80%.</li> <li>below 65%.</li> <li>Dropout Rate: The school's dropout rate was:</li> <li>at or below 1%.</li> <li>at or below 1%.</li> <li>at or below 1%.</li> <li>at or below 1%.</li> <li>below 1%.</li> <li>below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above the state average (using 2009-10 baseline).</li> <li>at or above 22.</li> <li>below 17.</li> </ul> <ul> <li>below 17.</li> <li>below 17.</li> </ul> <ul> <li>below 17.</li> <li>below 17.</li> <li>below 17.</li> <li>below 17.</li> <li>below 17.</li> <li>cut Points for plant type assignment:</li> <li>at or above 67.5%.</li> <li>Approaching 2</li> <li>below 37.5%.</li> <li>below 37.5%.</li></ul>		Graduation Rate and Disaggregated Graduation Rate:	: The school's graduation rate,	/disaggregated gradu	luation	rate wa	as:	Overall	Disaggr.		
<ul> <li>at or above 65% but below 80%.</li> <li>below 65%.</li> <li>books 000 Meet</li> <li>0.5</li> <li>Opes Not Meet</li> <li>0.25</li> <li>Opes Not Meet</li> <li>0.25</li> <li>Opes Not Meet</li> <li>0.25</li> </ul> <ul> <li>at or below 15%.</li> </ul> <ul> <li>at or below 15%.</li> <li>at or above 15% but above the state average (using 2009-10 baseline).</li> <li>at or above 10%.</li> <li>at or above 22.</li> <li>below 32.</li> <li>at or above 22.</li> <li>below 17.</li> </ul> <ul> <li>Approaching 2</li> <li>obelow 17.</li> <li>below 17.</li> <li>below 17.</li> <li>below 17.</li> <li>below 37.5%.</li> <li>below 37.5%.</li></ul>		• at or above 90%.					Exceeds	4	1		
below 65%.     bropout Rate: The school's dropout rate was:     ostsecondary and     orkforce Readines     of or below 1%.         of or below 10% but above the state average (using 2009-10 baseline).         of or below 10% but above the state average (using 2009-10 baseline).         of or below 10% but above the state average (using 2009-10 baseline).         of or above 22.         of or above 4.7C Composite Score: The school's average Colorado ACT composite score was:         of or above 4.7L		• at or above 80% but below 90%.					Meets	3	0.75		
Dropout Rate: The school's dropout rate was:       16         • at or below 1%.       Exceeds       4         • at or below 1%.       Meets       3         • at or below 1%.       Meets       3         • at or below 1%.       Does Not Meet       1         • at or below 10%.       Does Not Meet       1         • at or above 20.       Exceeds       4         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3         • at or above 37.5%       Keeeds       4         • at or above 37.5%.       Exceeds       4         • at or above 37.5%.       Meets       9         • at or above 37.5%.       Meets       4         • at or above 37.5%.       Meets       4         • at or above 37.5%.       Meets       4         • at or above 37.5%.       Meets       4 <tr< td=""><td></td><td>• at or above 65% but below 80%.</td><td></td><td></td><td></td><td></td><td>Approaching</td><td>2</td><td>0.5</td><td></td><td></td></tr<>		• at or above 65% but below 80%.					Approaching	2	0.5		
• at or below 1%.           • Approaching         2           at or below 10%.         • at or above 10%.           Approaching         2           Approaching           2           below 10%.           Approaching           2           below 10%.           below 10%.           Des Not Meet           at or above 10%.           below 10%.		• below 65%.					Does Not Meet	1	0.25		
orkforce Readiness       • at or below the state average but above 1% (using 2009-10 baseline).       Approaching       2         • at or below 10% but above the state average (using 2009-10 baseline).       > boes Not Meet       1         • at or above 10%.       Oper Not Meet       1         Colorado ACT Composite Score: The school's average Colorado ACT composite score was:       • at or above 10%.       Meets       3         • at or above 22.       • at or above 10%.       Meets       3       • at or above 10%.       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3       • at or above 10%.       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3       • at or above 10%.       Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       Meets       3       • at or above 10%.       Meets       3         • below 17.       Does Not Meet       1       Does Not Meet       1       1       Does Not Meet       1       1       Does Not Meet       1       1       Does       Does       0       Does </td <td></td> <td>Dropout Rate: The school's dropout rate was:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>16</td> <td></td>		Dropout Rate: The school's dropout rate was:								16	
orkforce Readiness <ul> <li>at or below the state average but above 1% (using 2009-10 baseline).</li> <li>above 10%.</li> <li>Colorado ACT Composite Score: The school's average Colorado ACT composite score was:             <ul> <li>at or above 22.</li> <li>at or above 10%.</li> <li>Colorado ACT Composite Score: The school's average Colorado ACT composite score was:                <ul> <li>at or above 22.</li> <li>at or above 10%.</li> <li>Approaching</li>                            2</ul></li></ul></li></ul>	ostsecondary and	• at or below 1%.					Exceeds		4	(4 for each sub-	35
<ul> <li>at or below 10% but above the state average (using 2009-10 baseline).</li> <li>above 10%.</li> <li>Does Not Meet</li> <li>Does Not Meet</li> <li>Does Not Meet</li> <li>Colorado ACT Composite Score: The school's average Colorado ACT composite score was:</li></ul>	orkforce Readines	• at or below the state average but above 1% (using 2009-1	LO baseline).				Meets		3	indicator)	
		- · · ·					Approaching		2		
Colorado ACT Composite Score: The school's average Colorado ACT composite score was: <ul> <li>at or above 22.</li> <li>at or above 22.</li> <li>at or above 17 but below the state average but below 22 (using 2009-10 baseline).</li> <li>below 17 but below the state average (using 2009-10 baseline).</li> <li>below 17.</li> </ul> Approaching 2 <li>Does Not Meet 1</li> <li>Points for each performance indicator</li> <li>Cut Point: The school earned of the points eligible on this Indicator.</li> 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										-	
• at or above 22.       • at or above the state average but below 22 (using 2009-10 baseline).       • Meets       3         • at or above 17 but below the state average (using 2009-10 baseline).       • Approaching       2         • below 17.       • Does Not Meet       1         • Does Not Meet       1       • Does Not Meet       1         • Does Not Meet       1       • Does Not Meet       1         • Does Not Meet       1       • Does Not Meet       1         • at or above 87.5%       Exceeds       • at or above 62.5% - below 87.5%       • at or above 62.5% - below 62.5%       Points         • at or above 37.5% - below 62.5%       Approaching       • at or above 62.5%       Points       • at or above 60%       P         • below 37.5%       Does Not Meet       • at or above 62.5%       Points       • at or above 60%       P         • below 37.5%       Does Not Meet       • at or above 60%       P       • at or above 60%       P         • below 37.5%       Does Not Meet       • below 33%       • at or above 60%       P         • below 33%       Does Not Meet       • below 33%       • at or above 60%       P         • below 33%       Does Not Meet       • below 33%       • below 33%       • below 33%         • below 33% <t< td=""><td></td><td></td><td>Colorado ACT composite score</td><td>was.</td><td></td><td></td><td>poconocinect</td><td>1</td><td>-</td><td></td><td></td></t<>			Colorado ACT composite score	was.			poconocinect	1	-		
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• at or above 17 but below the state average (using 2009-10 baseline).       Approaching       2         • below 17.       Does Not Meet       1         -Points for each performance 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.         Achievement;       • 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%       Meets         • at or above 37.5% - below 62.5%       Approaching         • below 37.5%       Does Not Meet         • below 33%       • at or above 60%         • below 33%       • below 33%         • below 37.5%       Does Not Meet         • below 37.5%       Priorit         • below 37.5%       Does Not Meet         • below 33%       • below 33%         • below 33%       • below 33%         • below 33%       • below 33%         • below 33%			() haseline)							-	
below 17.      Cut Points for each performance indicator     Cut Point: The school earned of the points eligible on this Indicator.     Cut Point: The school earned of the points eligible on this Indicator.     Cut Point: The school earned of the total Framework points eligible.     achievement;         • at or above 87.5%         • at or above 62.5% · below 87.5%         • below 37.5% · below 62.5%         • below 37.5% · below 60.5%         • below 33% · below 47%         • below 33%         • belo			· · ·							-	
Points for each performance 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.         Achievement; Growth; Gaps       • at or above 87.5%       Exceeds         • at or above 62.5% · below 87.5%       Meets       • at or above 60%       Im         • at or above 37.5% · below 62.5%       Does Not Meet       • at or above 33% · below 47% · below 60%       Im         • ool plan type assignments       Plan description       • at or abopt and implement a Performance Plan.       A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of the consecutive years before the District or Institute is required to restructure or close the school. The five			o baseline).							-	
Cut Point: The school earned of the points eligible on this Indicator.       Cut Point: The school earned of the total Framework points eligible.         schievement;       • at or above 87.5%       Exceeds       • at or above 60%       • at or above 33% - below 60%       • at or above 33% - below 60%       • at or above 60%									1		
Achievement; Growth; Gaps       • at or above 87.5%       Exceeds       • at or above 60%       •	-Points for each p	erformance indicator		Cut-Points for	plan ty	ype assi	gnment				
• at or above 62.5% - below 87.5%       Meets       • at or above 47% - below 60%       Im         • at or above 37.5% - below 62.5%       Approaching       • at or above 37% - below 60%       Prioriti         • below 37.5%       Does Not Meet       • below 33% - below 47% - below 60%       Im         ool plan type assignments       Plan description       Im         formance 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	Cu	t Point: The school earned of the points eligible on t	his Indicator.			Cut Poi	int: The school	earned	. of the t	otal Framework points eligib	le.
• at or above 37.5% - below 62.5%       Approaching       Points       • at or above 33% - below 47%       Priorit         • below 37.5% - below 62.5%       Does Not Meet       • below 33% - below 47%       T         ool plan type assignments       • below 33%       • below 47%       T         ool plan type assignments       • below 30%       • below 33%       • below 33% <t< td=""><td>chievement; •</td><td>at or above 87.5%</td><td>Exceeds</td><td></td><td></td><td>• at o</td><td>r above 60%</td><td></td><td></td><td></td><td>Performance</td></t<>	chievement; •	at or above 87.5%	Exceeds			• at o	r above 60%				Performance
• at or above 37.5% - below 62.5%       Approaching       Points       • at or above 33% - below 47%       Priorit         • below 37.5% - below 62.5%       Does Not Meet       • below 33% - below 47%       T         ool plan type assignments       • below 33%       • below 47%       T         ool plan type assignments       • below 30%       • below 33%       • below 33% <t< td=""><td>rowth; Gaps</td><td>at or above 62.5% - below 87.5%</td><td>Meets</td><td>Total Framev</td><td>work</td><td>• at o</td><td>r above 47% - belo</td><td>ow 60%</td><td></td><td></td><td>Improvemen</td></t<>	rowth; Gaps	at or above 62.5% - below 87.5%	Meets	Total Framev	work	• at o	r above 47% - belo	ow 60%			Improvemen
pool plan type assignments         Plan description         formance Plan       A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total or rovement Plan.         rovement Plan       The school is required to adopt and implement a Improvement Plan.       A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total or five consecutive years before the District or Institute is required to restructure or close the school. The five		at or above 37.5% - below 62.5%	Approaching			• at o	r above 33% - belo	ow 47%		P	riority Improve
pol plan type assignments         Plan description         formance Plan       A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total or rovement Plan.         rovement Plan       A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total or five consecutive years before the District or Institute is required to restructure or close the school. The five						• belo	w 33%				Turnaround
Plan description         formance 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 or total or the school is required to adopt and implement an Improvement Plan.         rovement Plan       The school is required to adopt and implement an Improvement Plan.       Five consecutive years before the District or Institute is required to restructure or close the school. The five				-							
formance PlanThe 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 or provement Plan.provement PlanThe school is required to adopt and implement an Improvement Plan.Five consecutive years before the District or Institute is required to restructure or close the school. The five		-									
rovement Plan The school is required to adopt and implement an Improvement Plan. five consecutive years before the District or Institute is required to restructure or close the school. The five		· · · · · · · · · · · · · · · · · · ·	rformance Dian	A school						Diag fag lag and the state of the state	-t-l-f
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	provement Plan	The school is required to adopt and implement an Ir	nprovement Plan.	five consecutive yea	ars befo	re the Di	istrict or Institute	is required	to restru	cture or close the school. The five	
<b>brity Improvement Plan</b> The school is required to adopt and implement a Priority Improvement Plan. Consecutive school years commences on July 1 during the summer immediately following the fall in which the	rity Improvemen	t Plan The school is required to adopt and implement a Pri	ority Improvement Plan.	consecutive school y	years co	ommence	es on July 1 during	g the sumr	ner immed	liately following the fall in which	the

# 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 Pere	centile Cu	t-Points	- 3-year	aggrega	te (2008 <sup>.</sup>	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	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			

## 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	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	91.4	91.3	94.1	N<16

#### Free/Reduced Lunch 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	N<16	N<16	N<16	N<16

### Minority Student 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	N<16	N<16	N<16	N<16

#### 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	N<16	N<16	N<16	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	N<16	N<16	N<16		
of Graduation	2010	N<16	N<16			
	2011	N<16				
	Aggregated	N<16	N<16	N<16	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	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			

#### Minority Student 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			

#### 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	N<16	N<16	N<16	
of Graduation	2010	N<16	N<16		
	2011	N<16			