



COLORADO DEPARTMENT OF EDUCATION

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Annual Report Concerning Districts of Innovation

The Innovation Schools Act of 2008 (§ 22-32.5-102, C.R.S., et. seq.) was designed to provide a pathway for schools and districts to develop and implement innovative practices in a wide variety of areas for the purpose of improving student outcomes. The Act provides a process that allows schools to petition their local boards for waivers from district-level policies and for school boards to petition to the Colorado State Board of Education for waivers from certain state-level laws and regulations that would otherwise apply to the innovation schools and their districts. Upon agreement of affected employees at an innovation schools, collective bargaining provisions may be waived as well. Information about the application process and applications from the schools that have applied to be designated as innovation schools can be found on the Colorado Department of Education's (CDE's) Web site at: <http://www.cde.state.co.us/cdegen/SB130.htm>.

In compliance with the reporting requirements provided in § 22-32.5-102, C.R.S., CDE has prepared the following report:

I. Number of school districts designated as districts of innovation in the preceding academic year and the total number of districts of innovation in the state.

Colorado currently has three districts of innovation—Denver Public Schools, Colorado Springs District 11 and Kit Carson R-1. Denver Public Schools was designated as a district of innovation in March 2009, Colorado Springs District 11 was designated in August 2010, and Kit Carson R-1 was designated in March 2011.

District of Innovation	Innovation School	Date Application Approved
Denver Public Schools	Manual High School	Mar 2009
	Montclair School of Academics and Enrichment	Mar 2009
	Cole Arts and Sciences Academy	Aug 2009
	Denver Green School	April 2010
	Valdez Innovation School	June 2010
	Martin Luther King Jr. Early College	Sept 2010
	Whittier K-8 School	Sept 2010
Colorado Springs District 11	Wasson High School	Aug 2010
Kit Carson R-1	Kit Carson Elementary School	Mar 2011
	Kit Carson Junior-Senior High School	Mar 2011

Statutory Provision	Montclair	Manual	Cole	Green	Valdez	Wasson	MLK	Whittier
Sect. 22-32-109(1)(aa) local board duties: implementation of content standards	X	X	X	X	X	X	X	X
Sect. 22-32-109(1)(cc) local board duties: dress code for employees	X	X	X	X	X			
Sect. 22-32-109(1)(jj) local board duties: principal training or development	X	X	X	X	X			
Sect. 22-32-110(1)(h) local board powers: employment termination of school personnel	X	X	X	X	X	X	X	X
Sect. 22-63-201 teacher employment license requirements	X	X	X	X	X	X		X
Sect. 22-63-202 teacher employment contract requirements	X	X	X	X	X		X	X
Sect. 22-63-203 probationary teachers	X	X	X	X	X	X	X	X
Sect. 22-63-206 transfers	X	X	X	X	X	X	X	X
Sect. 22-63-301 grounds for dismissal	X	X	X	X	X		X	X
Sect. 22-63-302 procedure for dismissal	X	X	X	X	X		X	
Sect. 22-63-401 salary schedule	X	X	X	X	X		X	X
Sect. 22-63-402 requirements for disbursement of moneys	X	X	X	X	X			X
Sect. 22-63-403 payment of salaries	X	X	X	X	X		X	X

The chart below (prepared by Denver Public Schools) summarizes the innovations implemented in the district's innovation schools, categorized by innovations related to people, time, money, and instruction.

DCTA	District Policies	State Statutes
<u>Hiring, Assignments, Evaluation, and Dismissals</u>	<u>Hiring, Assignments, Evaluation, and Dismissals</u>	<u>Hiring, Assignments, Evaluation, and Dismissals</u>
Article 13 – Assignments, schedules and transfers	GCF – Professional staff hiring	Sec 22-32-109(1)(f) – Board duties for selection of personnel and pay
Article 14 – Summer school teaching positions (restricts hiring and moves decisions offsite)	GCF-2 – Professional staff hiring (athletic coaches)	Sec 22-9-106 – Board duties for performance evaluations for licensed personnel

Article 20 – Reduction in Force (moves decisions for RIF offsite)	GDJ – Support staff assignments and transfers	Sec 22-32-110(1)(h) – Board powers–termination
Article 25 – Job sharing and half-time	GDJ-R – Support staff assignments and transfers (facility managers)	Sec 22-63-201 – Employment license required (highly qualified) exception
10-7_– Remediation plan (moves decisions offsite)	GDO – Evaluation of support staff	Sec 22-63-202 – contracts in writing – duration – damage provision
Article 7 – Grievance Policy	GDQD-R – Procedures for dismissal of full-time classified employees	Sec 22-63-203 – probationary teachers – renewal/nonrenewal of contracts
	CFBA – Evaluation of evaluators	Sec 22-63-206 – transfer of teachers and compensation
	GCB – Professional staff contracts and compensation	Sec 22-63-301 – grounds for dismissal
		Sec 22-63-302 – procedures for dismissal of teachers and judicial review
		Sec 22-63-401 – teachers subject to adopted salary schedule
		Sec 22-63-402 – license, authorization of residency required to pay teachers
		Sec 22-63-403 – payment of salaries
<u>Calendar/schedule</u>	<u>Calendar/schedule</u>	<u>Calendar/schedule</u>
8-5-1 Teaching load (# of periods per day)	IC/ICA – School year/school calendar	Sec 22-32-109(1)(n) – schedule and calendar
Article 8 – Professional standards (teacher calendar, work year/week/day, class size and load)	GDK – Support staff schedules and calendars	Sec 22-32-109(II)(A) – actual hours of teacher-pupil instruction/contact
8-1 Contract year	EBCE – School closings and cancellations	Sec 22-32-109(II)(B) – school calendar
8-2 Work week		
8-2-1 – Lunch		
8-2-2 Operations time		
8-2-3 Professional time		
8-3 – Planning time		
8-5 Number of preparations		
<u>Expenses</u>	<u>Revenue</u>	<u>Revenue</u>
Article 32 – Extra duty compensation	DF – Revenue from non-tax sources (sponsorships, activities)	Sec 22-32-109(1)(g) – handling/receipt of money

	DF-R – revenue from non-tax sources procedures for school-based sponsorships	
<u>Educational Model/Design</u>	<u>Educational Model/Design</u>	<u>Educational Model/Design</u>
8-5-1-10 – Maximum class size (max = 35)	IE – Organization of instruction	Sec 22-32-109(aa) – adopt content standards and plan for implementing standards
8-6 – Department chairs & Committees - Articles 5, 8, 13 – Committees (development, professional standards, & personnel committee)	IEA – Alternative grade level organization in neighborhood schools (K-8 policies)	
	IF – Voluntary school initiated designs	
8-5-1-1 Maximum students per day	BDFH – Collaborative school committees	
	IKB – Homework	
	IKE – Promotion, retention, acceleration of students	
	IKE-R – Promotion, retention and acceleration of students (elementary or middle procedures)	
	IKF – Graduation requirements	
	JC-R – Pupil assignment - secondary	

IV. Overview of the academic performance of the students served in the innovation schools and innovation school zones in each district of innovation, including a comparison of the students' academic performance before and since implementation of the innovations.

Colorado analyzes state assessment data to answer three key questions about student and school performance:

1. What level of achievement did student attain based on the percentage of students attaining scores at the Proficient or Advanced achievement levels.
2. How much did students grow from one year to the next based on their student growth percentiles?
3. Were student growth percentiles adequate to reach or maintain proficiency over three years?

We answer the growth questions using the Colorado Growth Model. A student growth percentile defines how much relative growth a student has made. The Colorado Growth Model serves as a way for educators to understand how much growth a student makes relative to a student's "academic peers." The Colorado Growth Model essentially compares each student's current achievement to the achievement of students in the same grade throughout the state who had similar CSAP scores in past years, and produces a student growth percentile score. A student

growth percentile of 60 indicates the student grew as well or better than 60% of her academic peers. In the tables below are median growth percentiles by school. The median gives us a growth percentile that characterizes the school as a whole. A median growth percentile of 50 tells us that this school's "average" student grew at the state average, which is also defined as a year's growth in a year's time. Please see Appendix A for plots and tables depicting the performance of the innovation schools against that of other schools in their district, the district as a whole, and the state as a whole. We have also included School Performance Framework reports for each school. All of these data are publically available on www.schoolview.org.

Percentage of Students Scoring Proficient or Advanced in Each Innovation School, by School Level

		Math				Reading				Writing			
		2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Cole	E			23	31			19	24			12	18
Cole	M			19	19			28	35			16	21
Kit Carson	E	77	83	87	95	73	88	83	91	64	58	74	86
Kit Carson	M	50	46	35	39	79	83	70	83	63	79	74	52
Kit Carson	H				21				74				58
Manual	H		5	6	12		30	38	40		17	19	17
MLK	M	24	23	28	22	35	31	28	37	25	21	24	23
MLK	H		15	16	19		57	64	67		34	39	28
Montclair	E	47	36	54	56	42	41	49	54	25	22	36	43
Valdez	E	38	40	26	32	28	27	23	28	16	19	16	14
Valdez	M			16	23			32	51			34	49
Wasson	H	18	21	20	22	58	59	57	50	38	37	36	32
Whittier	E	36	44	33	42	32	46	40	39	23	29	32	22
Whittier	M	47	44	50	23	30	41	34	42	37	31	31	27

Note: E=elementary school; M=middle school; H=high school. Some cells are empty because data were unavailable or insufficient to calculate a summary percentage.

Median Growth Percentiles for Each Innovation School, by School Level

		Math				Reading				Writing			
		2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Cole	E			46	56			46	47			53	37
Cole	M			65	60			51	76			65	69
Kit Carson	M	26	38	13	23	56	39	26	42	46	57	65	38
Manual	H		45	58	59		52	54	53		60	53	55
MLK	M	52	46	50	41	42	43	39	50	50	43	53	47
MLK	H		57	53	62		57	63	64		57	61	54
Montclair	E	49	38	64	59	52	59	61	56	51	43	56	55
Valdez	E	37	42	29	33	52	51	42	63	66	44	60	57
Valdez	M			27	47			55	68			78	79
Wasson	H	46	47	53	48	46	48	50	39	52	52	52	43
Whittier	E	71	50	41	65	50	47	26	37	59	51	46	46
Whittier	M	90	91	71	73	36	73	52	70	69	71	59	53

Note: E=elementary school; M=middle school; H=high school; Some cells are empty because data were unavailable or insufficient to calculate a median growth percentile.

Just as the Median Growth Percentile tells us what the level of growth was for a group of students, Adequate Growth tells us if that was enough growth or not. More specifically, it tells us whether the growth was sufficient for those students to be, on average, on track to reach or maintain proficiency in that content area.

The Adequate Growth calculation combines Catch Up and Keep Up student data into a single number: for Catch Up students, it uses their Catch Up number, and for Keep Up students it uses their Keep Up number. A student needing to Catch Up had a previous year score in that content area that was below proficient; the growth model tells us the amount of growth that would be needed to get this student scoring at the proficient level within three years: his or her Catch Up growth percentile. Similarly, a student needing to Keep Up had a previous year score in that content area that was above the minimum required for a Proficient rating; the growth model tells us the amount of growth that would be needed to keep this student scoring at the proficient level over three years: his or her Keep Up growth percentile. Combining all the Catch Up and Keep Up numbers for every student and taking the median (a kind of average) gives us the amount of growth that these students on the whole needed to be meeting state goals for student achievement.

Was School's Growth Level Adequate?

School name		Math				Reading				Writing			
		2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Cole	E			No	No			No	No			No	No
Cole	M			No	No			No	Yes			No	No
Kit Carson	M	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Manual	H		No	No	No		No	No	No		No	No	No
MLK	M	No	No	No	No	No	No	No	No	No	No	No	No
MLK	H		No	No	No		Yes	Yes	Yes		No	No	No
Montclair	E	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No
Valdez	E	No	No	No	No	No	No	No	No	No	No	No	No
Valdez	M			No	No			No	Yes			No	Yes
Wasson	H	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No
Whittier	E	No	No	No	No	No	No	No	No	No	No	No	No
Whittier	M	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No

Note: E=elementary school; M=middle school; H=high school. Some cells are empty because data was unavailable or insufficient to calculate an adequate growth percentile.

Note that academic performance information is not yet available for Denver Green School, which was first assigned a school code in August 2010. Tabular data and a Colorado Growth Model visual display for Kit Carson Elementary and for the high school portion of Kit Carson Junior-Senior School are not shown because the schools' data do not surpass the N-count requirement for public disclosure.

V. Any recommendations for legislative changes based on the innovations implemented or to further enhance the ability of local school boards to implement innovations.

Streamline Process for Obtaining Innovation Status for Schools and Districts Required to Implement a Turnaround Plan under the Education Accountability Act of 2009

The Education Accountability Act of 2009 (SB 09-163) lists the option to apply for and seek innovation status as an acceptable strategy for those districts and schools required to implement a turnaround plan under the State's new accountability system. See §§ 22-11-306(3)(d)(III) and 22-11-406(3)(d)(III), C.R.S. In developing the rules for the Education Accountability Act, the Department has realized that districts and schools, when faced with the requirement of developing and submitting a turnaround plan for State Board approval, have a very limited amount of time to comply with the procedural requirements of the Innovation Schools Act, which also require an application to the State Board.

For instance, one hurdle that poses a significant challenge for schools is the requirement that schools applying for innovation status ensure that a majority of the administrators and teachers, as well as a majority of the school accountability committee, consent to designation as an innovation school. Since, under the Education Accountability Act, schools may be *required* by their district to seek designation as an innovation school as a turnaround strategy and may be required to implement changes that affect the staff at the school, it may be appropriate for this consent requirement to be removed in those instances. In the alternative, legislation could establish a separate route for a public school to obtain autonomy (other than becoming a charter school or innovation school) that would allow a district to oversee innovations similar to those implemented by innovation schools.

Further Articulation of Roles and Expectations for Districts and Schools

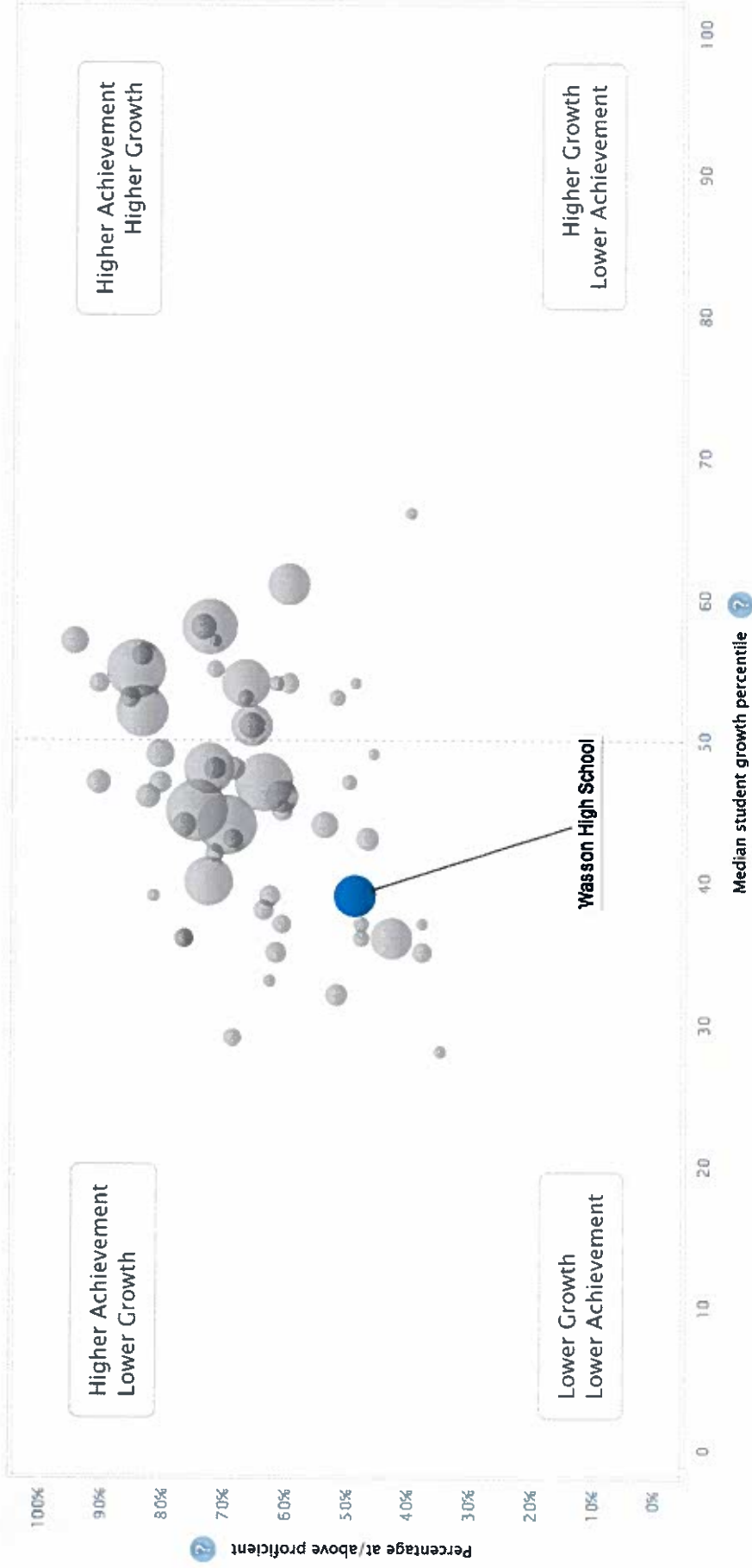
Experience has demonstrated the difficulty districts may face to create a menu of services (with associated costs) that schools can use to opt in or out of district service. The Innovation Schools Act could require districts to create such a menu within a timeframe that gives the schools and districts adequate time to budget and plan to operate school programs. Similarly, the legislation could require that an agreement is created (within a specified timeframe after innovation school plans are approved) between the district and innovation school that outlines the expectations of each, autonomies granted, and timeframe for review and renewal. This agreement could take the form of a Memorandum of Understanding that would be helpful for the schools, districts, and district boards to have.

Appendix A: Median Growth Percentiles for Innovation Schools

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2010 Colorado Springs 11, By School

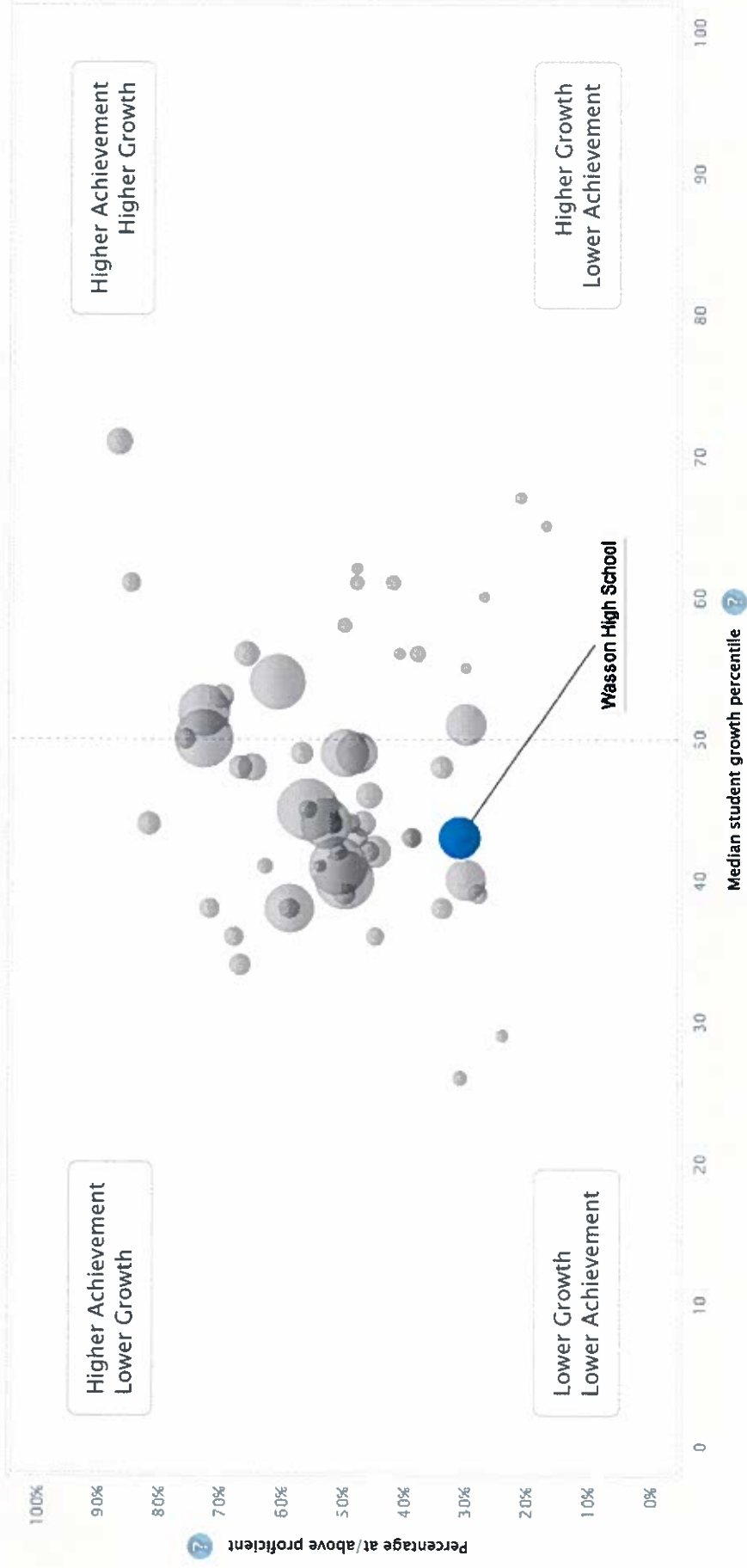
Reading



Interact and explore data at
www.schoolview.org

2010 Colorado Springs 11, By School

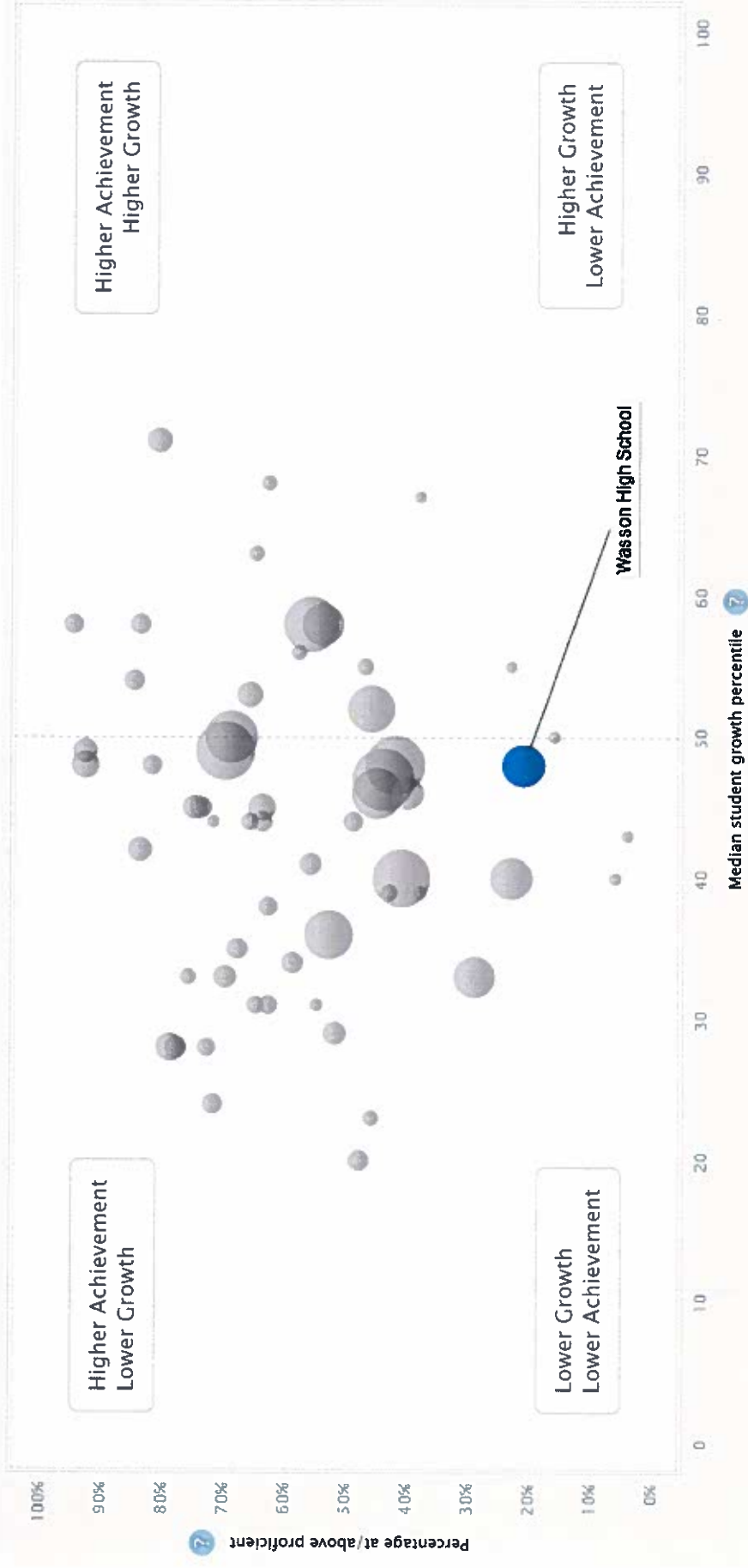
Writing



Interact and explore data at
www.schoolview.org

2010 Colorado Springs 11, By School

Math



Interact and explore data at
www.schoolview.org

Wasson High School

School Growth Summary

Grades 9 to 12 Colorado Springs 11

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

	Reading											
	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	Median Growth Percentile											
Total	48	50	39	49	50	47	50	50	47	50	50	50
Grade 9	48	52	40	49	50	48	50	50	48	50	50	50
Grade 10	49	50	39	50	49	47	50	50	47	50	50	50
Minority/Non	48 / 48	53 / 47	40 / 39	49 / 50	52 / 48	49 / 47	51 / 49	50 / 50	51 / 49	50 / 50	50 / 50	50 / 50
FRL/Non	47 / 48	52 / 48	37 / 47	48 / 50	50 / 49	46 / 48	50 / 50	48 / 51	50 / 50	48 / 51	48 / 50	48 / 50
IEP/Non	38 / 49	48 / 51	25 / 40	40 / 50	47 / 50	44 / 48	42 / 50	44 / 50	44 / 50	44 / 50	44 / 50	44 / 50
ELL/Non	60 / 47	75 / 48	43 / 39	57 / 49	60 / 49	56 / 46	56 / 49	53 / 49	56 / 49	53 / 49	53 / 49	53 / 49
Girls/Boys	59 / 40	52 / 49	46 / 36	56 / 44	53 / 46	51 / 43	55 / 44	53 / 47	55 / 44	53 / 47	54 / 45	54 / 45
	Percent Catching Up											
Total	21	22	19	23	30	28	25	28	25	28	27	27
Grade 9	22	28	25	27	34	35	30	32	30	32	32	32
Grade 10	20	16	11	19	26	20	19	24	19	24	20	20
Minority/Non	20 / 24	19 / 27	16 / 23	19 / 28	25 / 36	23 / 33	21 / 31	23 / 34	21 / 31	23 / 34	22 / 33	22 / 33
FRL/Non	19 / 25	17 / 31	15 / 25	21 / 26	23 / 39	24 / 34	20 / 29	23 / 33	20 / 29	23 / 33	22 / 32	22 / 32
IEP/Non	3 / 25	13 / 24	9 / 20	8 / 27	15 / 33	10 / 31	10 / 29	12 / 32	10 / 29	12 / 32	11 / 31	11 / 31
ELL/Non	18 / 22	17 / 23	- / 19	11 / 25	18 / 32	24 / 28	18 / 28	20 / 31	18 / 28	20 / 31	18 / 30	18 / 30
Girls/Boys	31 / 14	21 / 23	22 / 17	28 / 20	34 / 27	31 / 25	29 / 22	31 / 26	29 / 22	31 / 26	30 / 24	30 / 24
	Percent Keeping Up											
Total	83	86	81	86	90	87	87	91	87	91	88	88
Grade 9	82	82	81	84	88	85	86	88	86	88	86	86
Grade 10	85	91	80	87	93	88	89	93	89	93	90	90
Minority/Non	77 / 86	81 / 90	81 / 80	79 / 88	86 / 92	81 / 89	83 / 89	86 / 92	83 / 89	86 / 92	83 / 89	83 / 89
FRL/Non	78 / 87	86 / 87	73 / 88	79 / 88	85 / 93	78 / 91	80 / 89	84 / 92	80 / 89	84 / 92	81 / 90	81 / 90
IEP/Non	- / 83	- / 87	- / 81	70 / 86	71 / 91	71 / 87	67 / 88	75 / 91	67 / 88	75 / 91	68 / 88	68 / 88
ELL/Non	- / 85	- / 87	- / 81	71 / 86	77 / 91	83 / 87	81 / 88	84 / 91	81 / 88	84 / 91	81 / 88	81 / 88
Girls/Boys	90 / 78	87 / 85	88 / 71	89 / 82	92 / 89	91 / 82	91 / 84	92 / 88	91 / 84	92 / 88	91 / 84	91 / 84
	Percent Moving Up											
Total	8	5	8	13	8	9	13	8	13	8	11	11
Grade 9	12	5	5	14	7	9	14	8	14	8	11	11
Grade 10	5	6	10	11	8	9	12	8	12	8	10	10
Minority/Non	7 / 9	6 / 5	2 / 11	9 / 14	4 / 9	6 / 11	8 / 15	5 / 10	8 / 15	5 / 10	6 / 12	6 / 12
FRL/Non	9 / 7	5 / 6	4 / 11	7 / 15	5 / 9	6 / 11	7 / 15	4 / 10	7 / 15	4 / 10	5 / 12	5 / 12
IEP/Non	- / 8	- / 6	- / 8	0 / 13	0 / 8	0 / 9	4 / 13	4 / 9	4 / 13	4 / 9	3 / 11	3 / 11
ELL/Non	- / 8	- / 5	- / 8	12 / 13	4 / 8	5 / 9	7 / 14	5 / 9	7 / 14	5 / 9	5 / 11	5 / 11
Girls/Boys	11 / 6	5 / 6	9 / 6	16 / 9	9 / 6	11 / 7	16 / 10	9 / 8	16 / 10	9 / 8	13 / 8	13 / 8

Watson High School Grades 9 to 12 Colorado Springs 11

		Math					Writing						
		School		District		State		School		District		State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total	47	53	48	54	52	46	50	50	50	50			
Grade 9	37	55	48	54	52	46	50	50	50	50			
Grade 10	54	51	49	54	53	45	50	50	50	50			
Minority/Non	45 / 49	52 / 54	47 / 50	50 / 55	55 / 51	44 / 46	47 / 51	48 / 51	48 / 51	48 / 51			
FRL/Non	43 / 51	55 / 49	45 / 51	51 / 55	54 / 52	45 / 46	47 / 51	46 / 52	47 / 52	47 / 52			
IEP/Non	45 / 47	59 / 52	48 / 48	51 / 54	51 / 52	37 / 46	45 / 50	45 / 51	46 / 51	46 / 51			
ELL/Non	59 / 47	76 / 52	46 / 48	61 / 54	61 / 52	42 / 46	49 / 50	50 / 50	50 / 50	50 / 50			
Girls/Boys	43 / 51	51 / 54	49 / 47	52 / 55	52 / 53	44 / 47	49 / 51	50 / 50	48 / 52	48 / 52			

		Percent Catching Up				
Total	4	4	4	6	5	4
Grade 9	3	6	6	6	6	5
Grade 10	4	3	2	5	5	4
Minority/Non	2 / 5	3 / 7	1 / 8	3 / 7	5 / 5	2 / 6
FRL/Non	4 / 3	2 / 8	3 / 5	4 / 7	4 / 7	4 / 5
IEP/Non	3 / 4	1 / 4	0 / 4	3 / 6	3 / 5	1 / 5
ELL/Non	3 / 4	4 / 4	0 / 4	3 / 6	5 / 5	2 / 5
Girls/Boys	3 / 4	3 / 5	3 / 4	4 / 7	5 / 6	3 / 5

		Percent Keeping Up				
Total	48	53	51	70	68	65
Grade 9	39	50	42	65	63	57
Grade 10	63	57	62	76	74	76
Minority/Non	45 / 50	52 / 53	45 / 53	61 / 72	57 / 71	58 / 68
FRL/Non	39 / 54	53 / 53	46 / 53	60 / 72	56 / 71	54 / 69
IEP/Non	- / 48	- / 53	- / 52	- / 70	- / 68	- / 66
ELL/Non	- / 47	- / 52	- / 52	61 / 70	60 / 68	57 / 66
Girls/Boys	34 / 58	49 / 56	44 / 57	67 / 72	66 / 69	62 / 68

		Percent Moving Up				
Total	2	2	1	4	1	2
Grade 9	3	4	2	7	2	3
Grade 10	0	0	0	1	1	1
Minority/Non	0 / 2	3 / 2	0 / 1	3 / 5	1 / 1	1 / 2
FRL/Non	2 / 1	2 / 2	2 / 0	4 / 4	2 / 1	1 / 2
IEP/Non	- / 2	- / 2	- / 1	- / 4	- / 1	- / 2
ELL/Non	- / 2	- / 1	- / 1	3 / 4	8 / 1	0 / 2
Girls/Boys	0 / 3	0 / 5	0 / 2	4 / 5	1 / 1	1 / 2

		Math					Writing						
		School		District		State		School		District		State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		52	52	43	54	51	45	50	50	50			
Grade 9		51	53	40	53	50	44	50	50	50			
Grade 10		53	50	44	54	52	46	50	50	50			
Minority/Non		51 / 53	59 / 50	40 / 46	51 / 55	54 / 50	43 / 46	48 / 51	49 / 51	48 / 51			
FRL/Non		53 / 51	52 / 52	42 / 45	52 / 55	50 / 52	42 / 47	48 / 51	48 / 52	47 / 52			
IEP/Non		57 / 52	57 / 51	34 / 44	44 / 54	48 / 51	41 / 45	44 / 51	42 / 51	44 / 51			
ELL/Non		59 / 50	80 / 50	46 / 42	60 / 53	62 / 50	45 / 45	53 / 50	53 / 50	51 / 50			
Girls/Boys		51 / 53	56 / 50	40 / 45	53 / 54	53 / 50	46 / 45	51 / 49	51 / 50	51 / 50			

		Percent Catching Up				
Total		14	16	6	15	17
Grade 9		12	21	8	15	19
Grade 10		16	10	3	15	16
Minority/Non		13 / 15	13 / 19	5 / 7	11 / 18	14 / 20
FRL/Non		11 / 18	15 / 16	3 / 10	10 / 20	13 / 22
IEP/Non		0 / 16	3 / 17	4 / 6	2 / 17	4 / 19
ELL/Non		10 / 15	11 / 16	8 / 5	7 / 16	6 / 19
Girls/Boys		18 / 12	19 / 13	11 / 2	18 / 13	19 / 16

		Percent Keeping Up				
Total		72	74	69	80	82
Grade 9		65	76	63	77	79
Grade 10		78	71	74	82	85
Minority/Non		69 / 72	63 / 81	65 / 71	71 / 82	73 / 85
FRL/Non		66 / 75	70 / 78	67 / 70	70 / 82	71 / 85
IEP/Non		- / 72	- / 74	- / 69	- / 80	- / 82
ELL/Non		- / 72	- / 74	- / 69	74 / 80	63 / 82
Girls/Boys		73 / 70	74 / 74	74 / 60	83 / 76	85 / 78

		Percent Moving Up				
Total		6	10	5	10	10
Grade 9		8	16	5	12	12
Grade 10		3	4	4	8	8
Minority/Non		4 / 6	10 / 10	2 / 7	5 / 11	7 / 11
FRL/Non		0 / 10	4 / 15	1 / 7	4 / 11	7 / 11
IEP/Non		- / 6	- / 10	- / 5	- / 10	- / 10
ELL/Non		- / 6	- / 10	- / 5	13 / 10	12 / 10
Girls/Boys		4 / 7	12 / 8	3 / 6	11 / 8	12 / 7

Improvement Plan

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

Performance Indicators

Rating/Plan % of Points Earned out of Points Eligible*

Academic Achievement

Approaching (7.5 out of 15 points)

Academic Growth

Approaching (20.4 out of 35 points)

Academic Growth Gaps

Approaching (8.3 out of 15 points)

Postsecondary and Workforce Readiness

Approaching (17.5 out of 35 points)

Test Participation**

95% Participation Rate Met

TOTAL

53.7% (53.7 out of 100 points)

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Performance Indicators

Level: High School

School: WASSON HIGH SCHOOL - 9298

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	1413	58.2%	20	
Mathematics	2	4		Approaching	1430	21.8%	29	
Writing	2	4		Approaching	1426	36.8%	23	
Science	2	4		Approaching	710	32.7%	19	
Total	8	16	50.0%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1293	47	29	Yes
Mathematics	2	4		Approaching	1300	49	98	No
Writing	2	4		Approaching	1301	49	74	No
Total	7	12	58.3%	Approaching				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	11	20	55.0%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	680	46	45	Yes
Minority Students	2	4		Approaching	603	48	56	No
Students w/ Disabilities	1	4		Does Not Meet	90	37	97	No
English Language Learners	3	4		Meets	113	58	86	No
Students needing to catch up	2	4		Approaching	510	47	85	No
Mathematics	11	20	55.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	681	48	99	No
Minority Students	2	4		Approaching	606	48	99	No
Students w/ Disabilities	2	4		Approaching	89	52	99	No
English Language Learners	3	4		Meets	114	61	99	No
Students needing to catch up	2	4		Approaching	884	53	99	No
Writing	11	20	55.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	684	49	85	No
Minority Students	2	4		Approaching	606	49	87	No
Students w/ Disabilities	2	4		Approaching	96	49	99	No
English Language Learners	3	4		Meets	115	66	97	No
Students needing to catch up	2	4		Approaching	758	50	95	No
Total	33	60	55.0%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation	
Graduation Rate	2	4		Approaching	1094	72.0%	80%	
Dropout Rate	2	4		Approaching	5705	4.4%	At/below State average	
Colorado ACT Composite	2	4		Approaching	676	17.8%	At/above State average	
Total	6	12	50.0%	Approaching				
Test Participation	% of Students Tested	Students Tested	Total Students					
Reading	94.9%	1569	1653					
Mathematics	96.2%	1589	1651					
Writing	95.8%	1584	1653					
Science	95.6%	778	814					
Colorado ACT	92.7%	676	729					

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was: <ul style="list-style-type: none"> at or above 90%. above 80% but below 90%. at or above 65% but below 80%. below 65%. Dropout Rate: The school's dropout rate was: <ul style="list-style-type: none"> at or below 1%. at or below the state average but above 1%. at or below 10% but above the state average. at or above 10%. Average Colorado ACT Composite: The school's average Colorado ACT composite score was: <ul style="list-style-type: none"> at or above 22. at or above the state average but below 22. at or above 17 but below the state average. at or below 17. 	Exceeds	4	12 (4 for each sub-indicator)	35
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Cut-Points for each performance indicator					
Achievement; Growth; Gaps; Postsecondary	Cut Point: The school earned ... of the points eligible on this indicator.	Exceeds Meets Approaching Does Not Meet	Cut-Points for plan type assignment		
	<ul style="list-style-type: none"> at or above 87.5% at or above 62.5% - below 87.5% at or above 37.5% - below 62.5% below 37.5% 	Cut Point: The school earned ... of the total Framework points eligible. <ul style="list-style-type: none"> at or above 60% at or above 47% - below 60% at or above 33% - below 47% below 33% 			Performance Improvement Priority Improvement Turnaround
School plan type assignments					
Performance Plan	Plan description	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 a Performance Plan.				
Priority Improvement Plan	The school is required to adopt and implement an Improvement Plan.				
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.				

Reference

Comparison Data

Academic Achievement

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

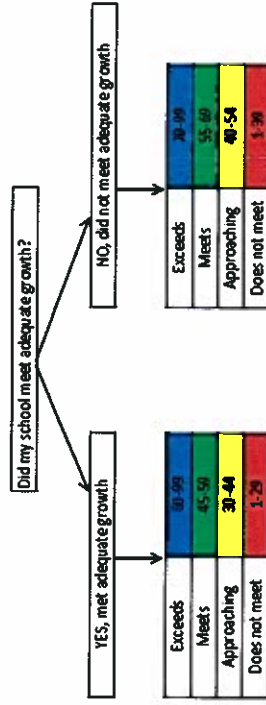
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	31.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

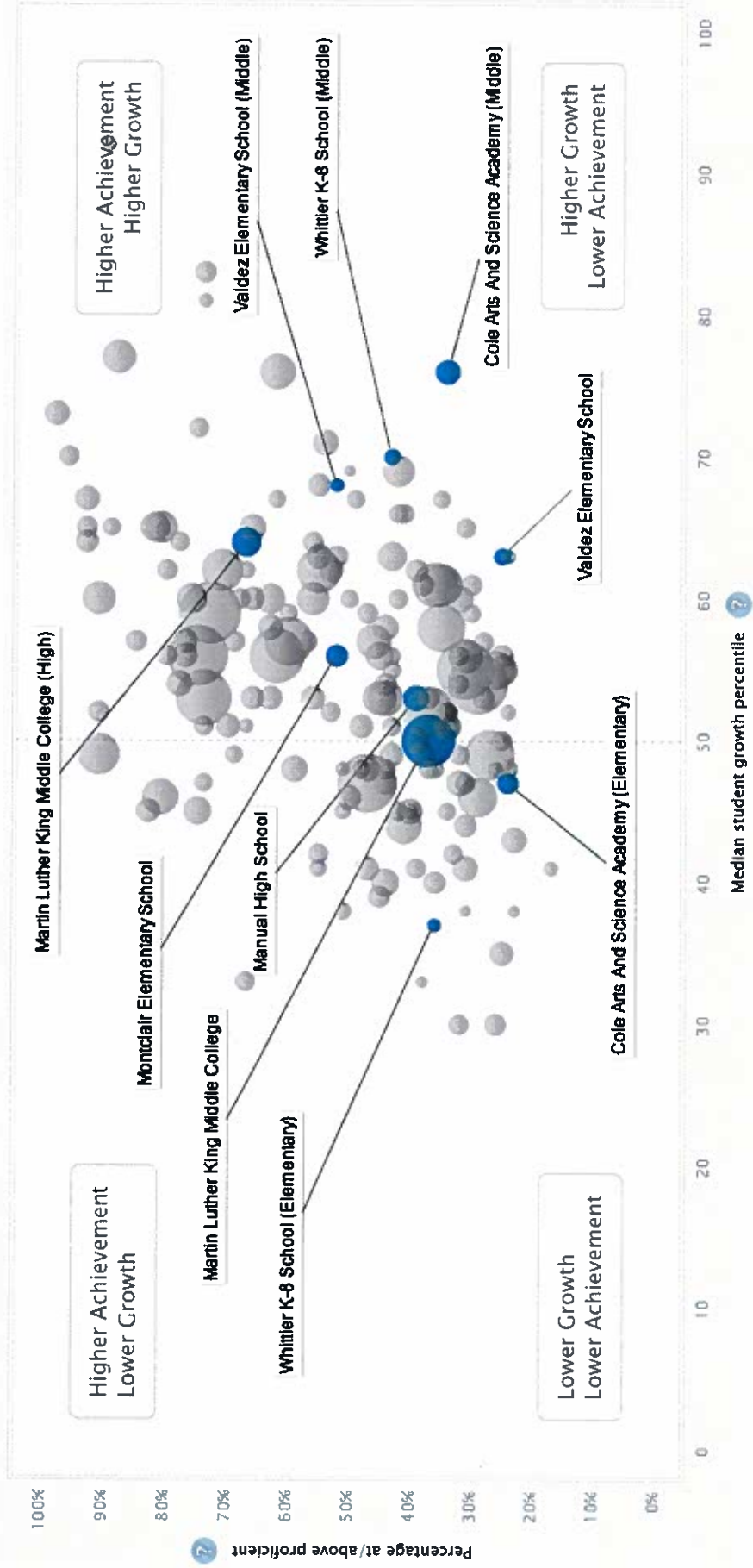
1-year vs. 3-year report

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

2010 Denver County 1, By School

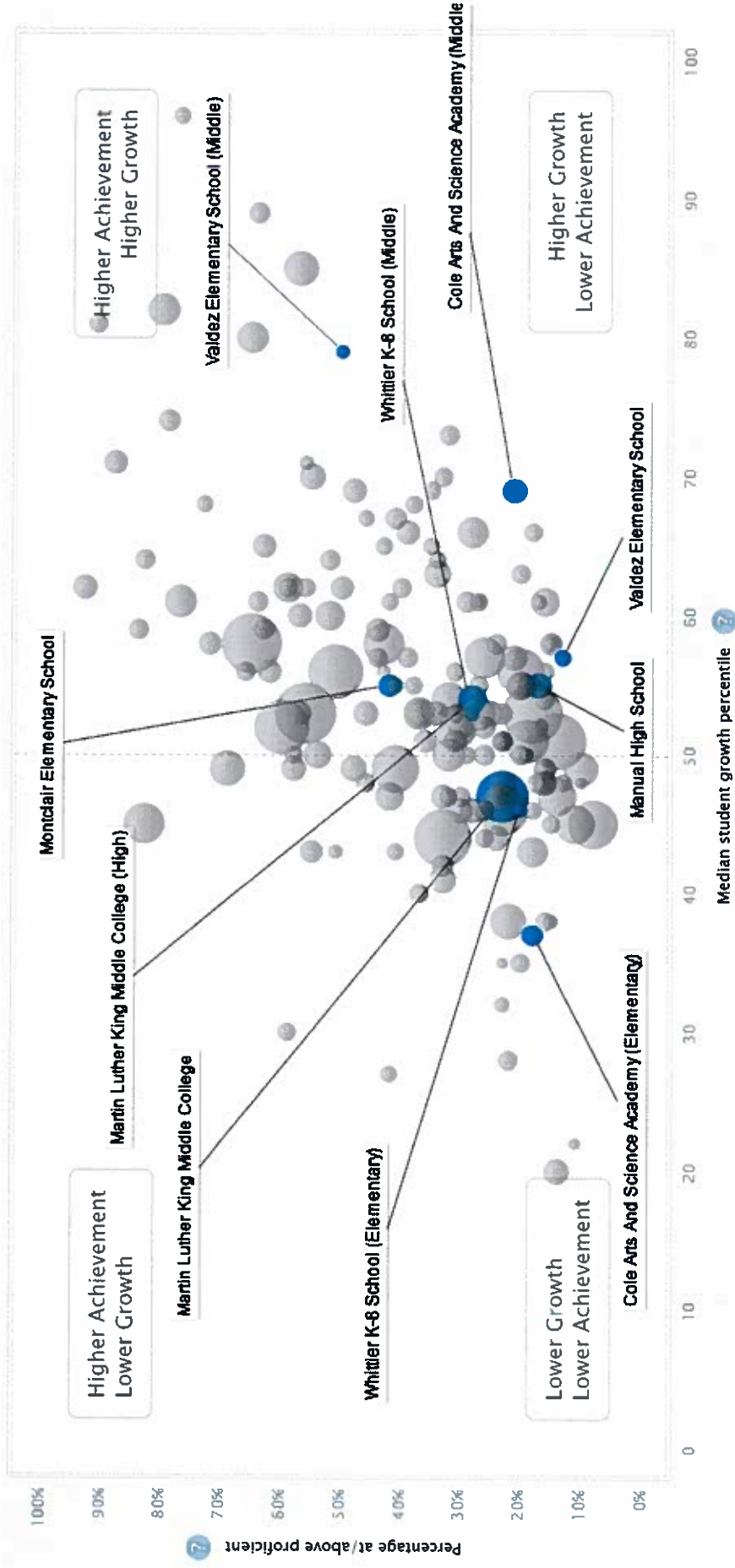
Reading



Interact and explore data at www.schoolview.org

2010 Denver County 1, By School

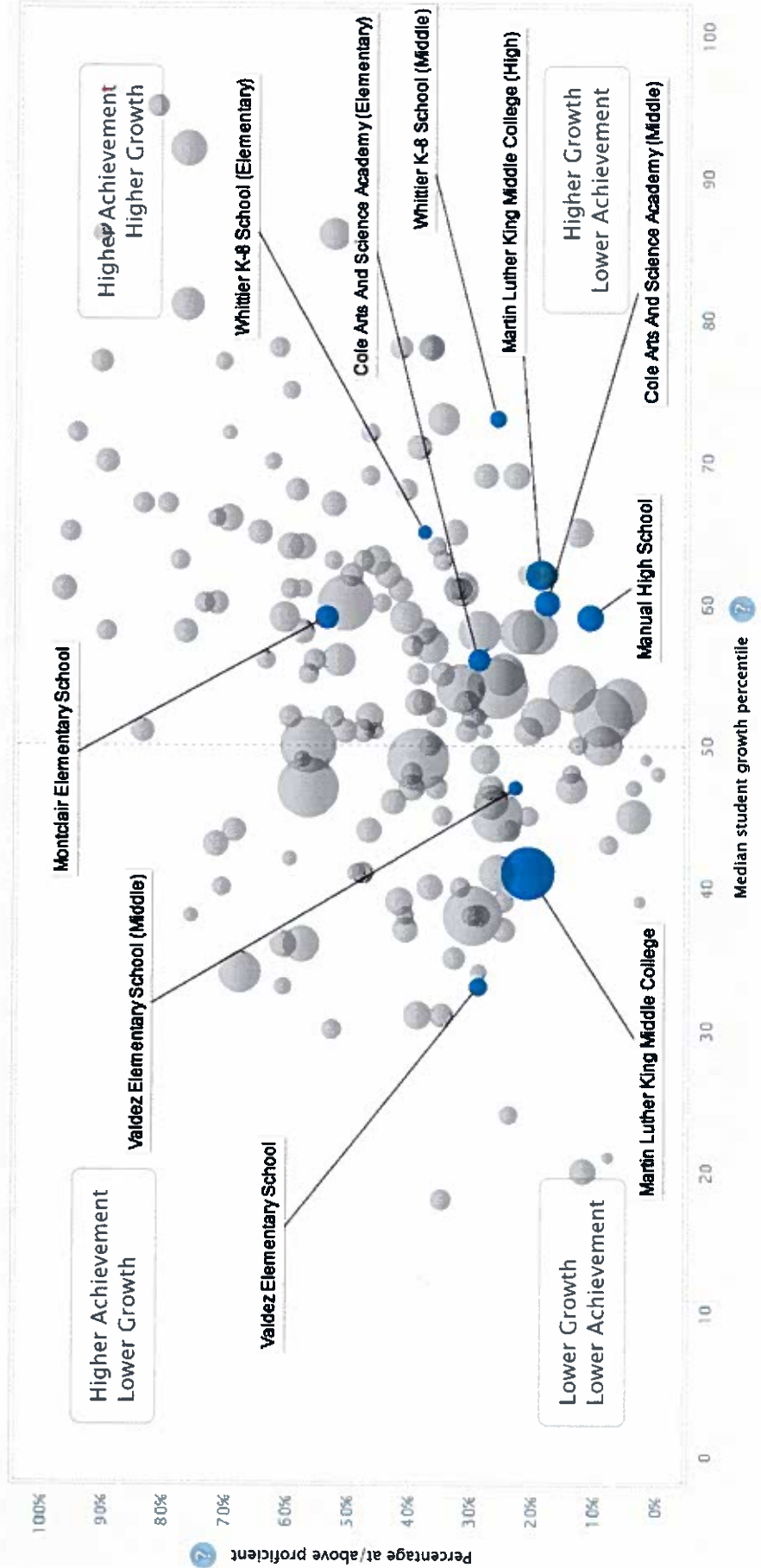
Writing



Interact and explore data at www.schoolview.org

2010 Denver County 1, By School

Math



Interact and explore data at www.schoolview.org

Cole Arts And Science Academy

School Growth Summary

Grades 1 to 5 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

	Reading											
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2009	2010	
	School			District			State			State		
	Median Growth Percentile											
Total	46	47	51	50	53	50	50	50	50	50	50	50
Grade 4	42	33	46	45	50	50	50	50	50	50	50	50
Grade 5	53	53	55	54	55	55	50	50	50	50	50	50
Minority/Non	48 / -	47 / -	48 / 59	49 / 56	51 / 58	47 / 52	48 / 52	48 / 52	47 / 52	48 / 52	48 / 52	47 / 52
FRL/Non	46 / -	45 / -	48 / 58	48 / 54	51 / 55	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53
IEP/Non	22 / 51	- / 53	38 / 53	39 / 52	42 / 54	40 / 51	41 / 51	41 / 51	39 / 51	41 / 51	39 / 51	39 / 51
ELL/Non	51 / 32	53 / 33	53 / 49	51 / 49	55 / 51	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50
Girls/Boys	50 / 41	59 / 33	52 / 49	52 / 49	56 / 50	52 / 48	52 / 49	52 / 49	52 / 49	52 / 49	52 / 49	52 / 48

Percent Catching Up												
Total	27	30	33	31	36	38	36	36	36	36	36	40
Grade 4	23	31	30	27	35	37	37	36	36	36	36	39
Grade 5	32	29	35	34	37	38	37	37	37	37	37	40
Minority/Non	28 / -	31 / -	32 / 43	30 / 39	36 / 41	34 / 44	33 / 41	33 / 41	33 / 41	33 / 41	33 / 41	37 / 44
FRL/Non	27 / -	27 / -	31 / 42	30 / 38	36 / 38	33 / 45	32 / 43	32 / 43	32 / 43	32 / 43	32 / 43	36 / 46
IEP/Non	- / 35	- / 39	15 / 38	16 / 36	16 / 42	22 / 43	21 / 41	21 / 41	22 / 46	21 / 41	22 / 46	22 / 46
ELL/Non	32 / 20	33 / 26	34 / 32	31 / 31	38 / 35	34 / 40	33 / 38	33 / 38	38 / 41	33 / 38	38 / 41	38 / 41
Girls/Boys	30 / 24	42 / 18	35 / 31	33 / 29	41 / 33	39 / 37	38 / 35	38 / 35	43 / 37	38 / 35	43 / 37	43 / 37

Percent Keeping Up												
Total	-	54	73	74	76	77	77	77	77	77	77	78
Grade 4	-	-	68	69	71	74	74	76	76	76	76	76
Grade 5	-	-	80	79	82	79	78	78	78	78	78	81
Minority/Non	- / -	57 / -	67 / 85	68 / 84	72 / 85	68 / 80	70 / 80	70 / 80	71 / 81	70 / 80	71 / 81	71 / 81
FRL/Non	- / -	52 / -	65 / 82	66 / 83	69 / 84	66 / 81	67 / 81	67 / 81	68 / 83	67 / 81	68 / 83	68 / 83
IEP/Non	- / -	- / 52	64 / 74	63 / 74	65 / 77	59 / 77	59 / 78	59 / 78	57 / 79	59 / 78	57 / 79	57 / 79
ELL/Non	- / -	- / -	70 / 74	68 / 76	72 / 78	67 / 78	68 / 78	68 / 78	68 / 79	67 / 78	68 / 79	68 / 79
Girls/Boys	- / -	- / -	75 / 71	75 / 71	80 / 72	79 / 74	79 / 75	79 / 75	80 / 76	79 / 75	80 / 76	80 / 76

Percent Moving Up												
Total	-	9	20	20	20	22	22	21	21	21	21	21
Grade 4	-	-	17	19	19	21	21	23	21	23	21	21
Grade 5	-	-	24	21	22	23	20	20	22	20	22	22
Minority/Non	- / -	10 / -	14 / 34	15 / 30	14 / 33	16 / 25	15 / 24	15 / 24	15 / 24	15 / 24	15 / 24	15 / 24
FRL/Non	- / -	5 / -	12 / 30	13 / 29	13 / 29	14 / 25	13 / 25	13 / 25	13 / 26	14 / 25	13 / 25	13 / 26
IEP/Non	- / -	- / 5	15 / 21	17 / 20	15 / 21	11 / 22	13 / 22	13 / 22	10 / 22	11 / 22	13 / 22	10 / 22
ELL/Non	- / -	- / -	15 / 23	14 / 22	14 / 23	14 / 23	13 / 22	13 / 22	13 / 22	14 / 23	13 / 22	13 / 22
Girls/Boys	- / -	- / -	22 / 19	22 / 18	22 / 19	24 / 20	23 / 20	23 / 20	23 / 20	24 / 20	23 / 20	23 / 20

Cole Arts And Science Academy

School Growth Summary

Grades 6 to 8 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

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ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

cde Improving Academic Achievement

Reading

	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
	Median Growth Percentile								
Total	51	76	54	49	55	50	50	50	50
Grade 6	49	79	50	45	53	50	50	50	50
Grade 7	55	70	56	52	57	50	50	50	50
Grade 8	-	76	54	49	58	50	50	50	50
Minority/Non	/	51/-	76/-	53/56	47/54	55/55	51/50	48/51	51/50
FRL/Non	/	51/-	77/-	52/56	47/52	55/56	48/51	47/52	49/51
IEP/Non	/	-/49	-/77	47/54	45/49	48/56	43/51	46/50	43/51
ELL/Non	/	51/55	78/70	54/53	50/47	58/53	53/50	51/50	53/49
Girls/Boys	/	55/51	77/69	57/50	48/49	59/51	55/46	51/49	55/45

Percent Catching Up

Total	26	42	30	26	34	34	35	37
Grade 6	34	57	28	23	34	35	34	39
Grade 7	19	43	34	29	35	34	36	35
Grade 8	-	30	28	26	33	33	36	35
Minority/Non	/	27/-	41/-	29/38	26/33	33/41	31/39	31/42
FRL/Non	/	27/-	43/-	28/37	25/32	33/41	30/40	31/42
IEP/Non	/	-/27	-/44	14/34	15/30	15/38	18/39	21/40
ELL/Non	/	25/28	44/38	27/33	26/27	32/37	29/37	30/38
Girls/Boys	/	24/29	44/39	33/27	26/26	38/30	39/31	36/35

Percent Keeping Up

Total	57	76	78	73	79	79	80	80
Grade 6	-	-	76	69	77	80	79	81
Grade 7	-	-	76	75	79	76	78	77
Grade 8	-	-	82	76	82	82	83	82
Minority/Non	/	57/-	73/-	74/87	68/85	76/85	74/81	72/83
FRL/Non	/	-/-	77/-	71/85	66/82	74/85	70/82	69/83
IEP/Non	/	-/57	-/76	65/79	66/74	63/80	60/80	64/80
ELL/Non	/	-/-	-/-	73/81	68/76	75/81	72/80	70/81
Girls/Boys	/	-/-	-/-	81/75	73/74	83/75	83/75	81/78

Percent Moving Up

Total	5	21	17	9	16	18	12	16
Grade 6	-	-	13	9	12	16	13	15
Grade 7	-	-	21	11	20	20	13	17
Grade 8	-	-	17	8	15	18	11	15
Minority/Non	/	5/-	23/-	13/26	6/17	13/23	14/19	8/14
FRL/Non	/	-/-	19/-	12/22	5/15	11/22	12/20	7/15
IEP/Non	/	-/5	-/21	9/17	8/9	8/16	9/18	7/13
ELL/Non	/	-/-	-/-	14/18	5/11	13/17	14/18	7/13
Girls/Boys	/	-/-	-/-	19/14	9/9	18/13	21/14	13/11

Cole Arts And Science Academy Grades 6 to 8 Denver County 1

		2009		2010		2009		2010		2009		2010	
		School		District		School		District		School		State	
		Math											
		Median Growth Percentile											
Total		65	60	47	50	52	50	50	50	50	50	50	50
Grade 6		67	42	52	53	56	50	50	50	50	50	50	50
Grade 7		59	69	44	50	49	50	50	50	50	50	50	50
Grade 8		-	71	44	48	53	50	50	50	50	50	50	50
Minority/Non	/	65/-	62/-	46/48	51/49	52/53	49/51	49/51	49/51	49/51	49/51	49/51	49/51
FRL/Non	/	65/-	62/-	47/46	51/49	52/54	47/52	47/51	47/52	47/51	47/51	47/52	47/52
IEP/Non	/	-/65	-/63	43/47	47/51	49/53	44/51	44/51	44/51	44/51	44/51	44/51	44/51
ELL/Non	/	63/67	63/57	50/44	54/48	56/50	51/50	52/50	52/50	52/50	52/50	52/50	52/50
Girls/Boys	/	66/61	64/54	46/47	51/50	53/52	50/50	51/49	51/50	51/49	51/50	51/50	51/50

		Percent Catching Up											
Total		15	4	8	13	11	12	17	13	13	12	17	13
Grade 6		19	3	15	20	17	17	20	18	18	17	20	18
Grade 7		13	6	5	12	7	9	15	10	10	9	15	10
Grade 8		-	2	5	8	9	10	16	11	11	10	16	11
Minority/Non	/	15/-	4/-	8/11	12/15	11/13	9/15	13/20	10/16	10/16	13/20	10/16	10/16
FRL/Non	/	16/-	4/-	8/9	12/15	10/13	9/15	13/21	10/16	10/16	13/21	10/16	10/16
IEP/Non	/	-/14	-/5	3/9	7/14	5/12	5/13	7/19	5/15	5/15	7/19	5/15	5/15
ELL/Non	/	17/13	5/3	9/7	13/12	12/10	10/12	13/18	11/14	11/14	10/12	13/18	11/14
Girls/Boys	/	10/25	0/9	8/8	13/12	11/10	11/12	17/16	13/13	13/13	11/12	17/16	13/13

		Percent Keeping Up											
Total		50	53	50	53	55	57	57	57	57	57	57	57
Grade 6		-	-	55	60	59	57	59	58	58	57	59	58
Grade 7		-	-	43	46	47	53	54	53	53	53	54	53
Grade 8		-	-	53	53	61	63	59	62	62	63	59	62
Minority/Non	/	50/-	52/-	44/62	48/63	49/68	49/60	50/60	49/61	49/61	49/60	50/60	49/61
FRL/Non	/	-/-	56/-	43/58	48/60	47/65	44/61	45/61	44/62	44/62	44/61	45/61	44/62
IEP/Non	/	-/50	-/53	46/50	44/54	47/55	40/58	43/58	40/58	40/58	40/58	43/58	40/58
ELL/Non	/	-/-	-/-	48/52	52/54	51/57	47/58	50/58	48/58	48/58	47/58	50/58	48/58
Girls/Boys	/	-/-	-/-	48/53	53/53	55/56	56/58	57/58	56/58	56/58	56/58	57/58	56/58

		Percent Moving Up											
Total		-	7	15	20	17	15	20	15	15	15	20	15
Grade 6		-	-	23	27	23	18	24	19	19	18	24	19
Grade 7		-	-	11	16	12	14	18	13	13	14	18	13
Grade 8		-	-	10	14	15	13	15	14	14	13	15	14
Minority/Non	/	-/-	8/-	14/18	19/24	16/22	13/16	17/21	13/17	13/17	13/16	17/21	13/17
FRL/Non	/	-/-	9/-	14/17	19/22	15/21	12/17	15/22	12/17	12/17	12/17	15/22	12/17
IEP/Non	/	-/-	-/7	20/15	18/20	11/17	11/15	15/20	10/16	10/16	11/15	15/20	10/16
ELL/Non	/	-/-	-/1	16/14	22/19	17/17	14/15	18/20	14/16	14/16	14/15	18/20	14/16
Girls/Boys	/	-/-	-/1	13/18	21/20	17/17	15/16	19/20	15/16	15/16	15/16	19/20	15/16

		2009		2010		2009		2010		2009		2010	
		School		District		School		District		School		State	
		Writing											
		Median Growth Percentile											
Total		65	69	53	56	54	50	50	50	50	50	50	50
Grade 6		61	79	54	53	57	50	50	50	50	50	50	50
Grade 7		69	61	50	59	55	50	50	50	50	50	50	50
Grade 8		-	58	54	57	50	50	50	50	50	50	50	50
Minority/Non	/	65/-	68/-	52/58	56/54	53/58	49/51	49/51	49/51	49/51	49/51	49/51	49/51
FRL/Non	/	66/-	67/-	51/56	56/55	53/57	48/52	48/52	48/52	48/52	48/52	48/52	48/52
IEP/Non	/	-/64	-/69	49/54	49/57	48/55	42/51	40/51	42/51	40/51	42/51	40/51	42/51
ELL/Non	/	64/65	69/63	53/52	61/52	55/53	52/50	56/49	52/50	56/49	52/50	56/49	52/50
Girls/Boys	/	69/57	65/69	54/51	60/52	54/53	53/48	55/46	52/48	55/46	53/48	55/46	52/48

		Percent Catching Up											
Total		19	18	17	25	18	23	27	21	21	23	27	21
Grade 6		24	42	22	26	23	28	31	26	26	28	31	26
Grade 7		15	13	17	29	17	23	29	21	21	23	29	21
Grade 8		-	3	13	20	12	17	22	16	16	17	22	16
Minority/Non	/	20/-	17/-	16/30	24/32	17/26	18/28	24/31	17/26	17/26	18/28	24/31	17/26
FRL/Non	/	20/-	16/-	15/25	24/32	16/25	18/29	23/33	17/28	17/28	18/29	23/33	17/28
IEP/Non	/	-/21	-/18	8/20	11/29	6/20	10/26	11/31	9/25	9/25	10/26	11/31	9/25
ELL/Non	/	20/19	17/20	16/19	26/24	16/20	16/25	25/28	16/24	16/24	16/25	25/28	16/24
Girls/Boys	/	22/16	20/16	19/16	30/21	20/16	26/20	33/23	24/20	24/20	26/20	33/23	24/20

		Percent Keeping Up											
Total		-	67	63	68	63	67	70	67	67	67	70	67
Grade 6		-	-	64	68	66	68	71	68	68	68	71	68
Grade 7		-	-	59	70	63	65	68	65	65	65	68	65
Grade 8		-	-	66	66	58	69	71	68	68	69	71	68
Minority/Non	/	-/-	64/-	55/77	63/76	55/77	59/70	64/72	59/70	64/72	64/72	59/70	59/70
FRL/Non	/	-/-	74/-	53/73	61/75	53/73	55/71	60/73	55/71	60/73	60/73	55/71	55/71
IEP/Non	/	-/-	-/67	60/63	53/69	46/63	47/68	47/71	44/67	44/67	47/68	47/71	44/67
ELL/Non	/	-/-	-/-	54/67	65/69	55/66	55/68	63/71	55/68	63/71	63/71	55/68	55/68
Girls/Boys	/	-/-	-/-	66/59	72/62	64/61	72/62	75/64	70/63	70/63	72/62	75/64	70/63

		Percent Moving Up											
Total		-	19	13	17	17	15	18	17	17	15	18	17
Grade 6		-	-	15	19	19	18	21	20	20	18	21	20
Grade 7		-	-	14	20	21	17	20	19	19	17	20	19
Grade 8		-	-	12	11	9	11	12	13	13	11	12	13
Minority/Non	/	-/-	16/-	10/21	14/23	13/26	12/17	14/19	13/19	13/19	12/17	14/19	13/19
FRL/Non	/	-/-	17/-	9/19	13/21	12/23	10/17	12/20	11/20	11/20	10/17	12/20	11/20
IEP/Non	/	-/-	-/19	7/14	8/17	10/17	9/16	9/18	10/17	10/17	9/16	9/18	10/17
ELL/Non	/	-/-	-/1	9/16	16/17	14/18	11/16	14/18	12/18	12/18	11/16	14/18	12/18
Girls/Boys	/	-/-	-/1	15/12	19/14	17/16	18/13	21/14	19/16	19/16	18/13	21/14	19/16

Improvement Plan

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

Plan Assignment	Framework Points Earned
Performance	at or above 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.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Performance Indicators

Rating/Plan

% of Points Earned out of Points Eligible*

Academic Achievement **Does Not Meet** 25.0% (6.3 out of 25 points) 

Academic Growth **Meets** 62.5% (31.3 out of 50 points) 

Academic Growth Gaps **Approaching** 61.7% (15.4 out of 25 points) 

Test Participation** **95% Participation Rate Met**

TOTAL

53.0% (53 out of 100 points) 

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

Level: Elementary School

School: COLE ARTS AND SCIENCE ACADEMY

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	329	22.8%	0
Mathematics	1	4		Does Not Meet	330	29.1%	0
Writing	1	4		Does Not Meet	330	15.8%	0
Science	1	4		Does Not Meet	111	11.7%	7
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	188	46	68	No
Mathematics	2	4		Approaching	199	50	79	No
Writing	2	4		Approaching	190	46	76	No
Total	6	12	50.0%	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	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	176	46	71	No
Minority Students	2	4		Approaching	181	47	68	No
Students w/ Disabilities	1	4		Does Not Meet	40	27	87	No
English Language Learners	2	4		Approaching	99	52	74	No
Students needing to catch up	2	4		Approaching	148	47	75	No
Mathematics	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	189	48	80	No
Minority Students	2	4		Approaching	192	50	80	No
Students w/ Disabilities	1	4		Does Not Meet	42	29	93	No
English Language Learners	3	4		Meets	110	56	82	No
Students needing to catch up	2	4		Approaching	146	49	86	No
Writing	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	180	45	77	No
Minority Students	2	4		Approaching	183	45	76	No
Students w/ Disabilities	1	4		Does Not Meet	40	33	88	No
English Language Learners	2	4		Approaching	101	46	79	No
Students needing to catch up	2	4		Approaching	173	46	78	No
Total	28	60	46.7%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.2%	95% Participation Rate Met	357	360
Mathematics	99.7%	95% Participation Rate Met	363	364
Writing	99.7%	95% Participation Rate Met	363	364
Science	97.5%	95% Participation Rate Met	116	119

Performance Indicators

Level: Middle School

School: COLE ARTS AND SCIENCE ACADEMY

(3 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	245	32.2%	3
Mathematics	1	4		Does Not Meet	245	19.6%	4
Writing	1	4		Does Not Meet	245	19.6%	2
Science	1	4		Does Not Meet	53	15.1%	6
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	223	65	71	No
Mathematics	3	4		Meets	224	62	95	No
Writing	3	4		Meets	224	68	89	No
Total	9	12	75.0%	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	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	205	65	72	No
Minority Students	3	4		Meets	213	63	71	No
Students w/ Disabilities	4	4		Exceeds	33	75	89	No
English Language Learners	3	4		Meets	130	65	71	No
Students needing to catch up	3	4		Meets	168	67	77	No
Mathematics	15	20	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	206	63	95	No
Minority Students	3	4		Meets	214	63	95	No
Students w/ Disabilities	3	4		Meets	34	58	99	No
English Language Learners	3	4		Meets	130	63	95	No
Students needing to catch up	3	4		Meets	172	62	98	No

Writing	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	15	20	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	206	67	89	No
Minority Students	3	4		Meets	214	67	89	No
Students w/ Disabilities	3	4		Meets	34	69	97	No
English Language Learners	3	4		Meets	130	69	89	No
Students needing to catch up	3	4		Meets	188	69	91	No
Total	46	60	76.7%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	258	258
Mathematics	100.0%	95% Participation Rate Met	258	258
Writing	100.0%	95% Participation Rate Met	258	258
Science	100.0%	95% Participation Rate Met	56	56

Scoring Guide

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup in 3 content areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

School plan type assignments		Cut-Points for plan type assignment	
Achievement; Growth, Gaps	Cut Point: The school earned ... of the points eligible on this indicator. <ul style="list-style-type: none"> at or above 87.5% at or above 62.5% - below 87.5% at or above 37.5% - below 62.5% below 37.5% 	Exceeds	Performance
		Meets	Improvement
		Approaching	Priority Improvement
		Does Not Meet	Turnaround
Total Framework Points		The school earned ... of the total Framework points eligible.	
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.	
Priority Improvement 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.	
Turnaround Plan		A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.	

Reference

Comparison Data

Academic Achievement

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

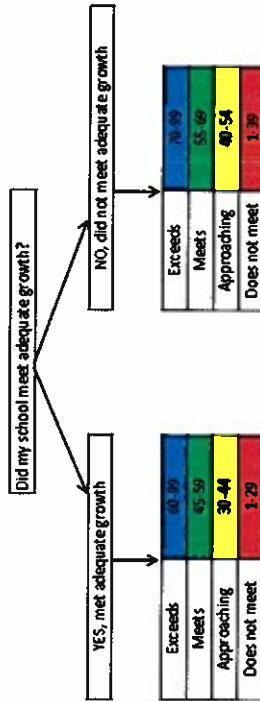
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Manual High School

School Growth Summary

Grades 9 to 12 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

		Reading											
		School					District					State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		52	54	53	55	53	56	50	50	50	50	50	50
Grade 9		52	44	64	55	51	57	50	50	50	50	50	50
Grade 10		-	58	47	56	55	55	50	50	50	50	50	50
Minority/Non		53/-	54/-	52/-	55/56	52/58	55/60	51/49	50/50	50/50	50/50	50/50	50/50
FRL/Non		59/40	54/46	54/45	55/55	52/54	56/58	50/50	48/51	48/50	48/50	48/50	48/50
IEP/Non		-/52	60/53	35/56	43/57	45/54	50/57	42/50	44/50	44/50	44/50	44/50	44/50
ELL/Non		56/51	55/50	45/56	59/52	53/52	57/55	56/49	53/49	53/49	53/49	53/49	53/49
Girls/Boys		60/49	54/54	56/45	60/50	56/50	58/55	55/44	53/47	54/45	54/45	54/45	54/45
Percent Catching Up													
Total		19	18	19	20	21	23	25	28	27	27	27	27
Grade 9		19	19	26	23	24	28	30	32	32	32	32	32
Grade 10		-	17	12	15	18	16	19	24	20	20	20	20
Minority/Non		19/-	17/-	19/-	19/26	21/30	22/32	21/31	23/34	22/33	22/33	22/33	22/33
FRL/Non		18/20	17/21	20/-	19/24	20/25	21/28	20/29	23/33	22/32	22/32	22/32	22/32
IEP/Non		-/21	4/20	5/22	7/23	7/25	8/26	10/29	12/32	11/31	11/31	11/31	11/31
ELL/Non		12/22	16/20	13/24	18/22	19/24	19/28	18/28	20/31	18/30	18/30	18/30	18/30
Girls/Boys		27/9	23/12	17/21	23/17	24/19	24/22	29/22	31/26	30/24	30/24	30/24	30/24
Percent Keeping Up													
Total		63	76	89	86	88	87	87	91	88	88	88	88
Grade 9		63	61	-	85	85	87	86	88	86	86	86	86
Grade 10		-	92	83	88	91	88	89	93	90	90	90	90
Minority/Non		66/-	76/-	88/-	82/93	85/95	84/94	83/89	86/92	83/89	83/89	83/89	83/89
FRL/Non		-/-	77/-	87/-	81/90	84/92	83/91	80/89	84/92	81/90	81/90	81/90	81/90
IEP/Non		-/63	-/77	-/88	74/87	77/89	81/88	67/88	75/91	68/88	68/88	68/88	68/88
ELL/Non		-/60	67/81	84/93	83/87	84/90	84/88	81/88	84/91	81/88	81/88	81/88	81/88
Girls/Boys		-/-	72/80	94/81	88/84	89/87	89/85	91/84	92/88	91/84	91/84	91/84	91/84
Percent Moving Up													
Total		0	3	6	13	8	11	13	8	11	8	11	11
Grade 9		0	5	-	14	8	11	14	8	11	8	11	11
Grade 10		-	0	6	12	8	10	12	8	10	8	10	10
Minority/Non		0/-	1/-	4/-	8/23	4/17	5/22	8/15	5/10	6/12	6/12	6/12	6/12
FRL/Non		-/-	2/-	4/-	7/18	4/12	4/17	7/15	4/10	5/12	5/12	5/12	5/12
IEP/Non		-/0	-/3	-/6	3/14	6/8	5/11	4/13	4/9	3/11	3/11	3/11	3/11
ELL/Non		-/0	3/2	0/11	8/15	4/10	4/13	7/14	5/9	5/11	5/11	5/11	5/11
Girls/Boys		-/-	2/3	9/0	16/10	8/8	12/9	16/10	9/8	13/8	13/8	13/8	13/8

Manual High School Grades 9 to 12 Denver County 1

	Math					Writing						
	2008-2009		2009-2010		2010-2009		2009-2010		2010-2009		2009-2010	
	School	District	State	School	District	State	School	District	State	School	District	State
	Median Growth Percentile											
Total	45	58	59	52	49	53	50	50	50	50	50	50
Grade 9	45	63	47	54	49	51	50	50	50	50	50	50
Grade 10	-	55	59	51	49	55	50	50	50	50	50	50
Minority/Non	45 / -	57 / -	59 / -	51 / 57	48 / 53	53 / 54	47 / 51	48 / 51	48 / 51	48 / 51	48 / 51	48 / 51
FRL/Non	43 / 51	56 / 63	59 / 46	51 / 55	48 / 51	53 / 54	47 / 51	46 / 52	47 / 52	47 / 52	47 / 52	47 / 52
IEP/Non	- / 41	46 / 60	42 / 59	49 / 53	44 / 50	46 / 54	45 / 50	45 / 51	46 / 51	46 / 51	46 / 51	46 / 51
ELL/Non	32 / 50	57 / 61	61 / 53	52 / 52	50 / 48	54 / 53	49 / 50	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50
Girls/Boys	46 / 44	62 / 53	56 / 63	51 / 54	49 / 49	52 / 55	49 / 51	50 / 50	48 / 52	48 / 52	48 / 52	48 / 52

Percent Catching Up												
Total	0	1	4	3	2	3	5	4	4	5	4	5
Grade 9	0	2	6	5	3	4	6	5	5	5	5	5
Grade 10	-	0	3	2	1	3	4	3	3	4	3	4
Minority/Non	0 / -	1 / -	4 / -	3 / 9	2 / 5	3 / 8	3 / 7	2 / 5	3 / 6	3 / 6	3 / 6	3 / 6
FRL/Non	0 / 0	1 / 0	4 / -	2 / 5	1 / 3	3 / 5	3 / 6	2 / 5	3 / 6	3 / 6	2 / 5	3 / 6
IEP/Non	- / 0	4 / 1	0 / 5	2 / 4	1 / 2	2 / 4	2 / 6	1 / 4	2 / 5	2 / 5	1 / 4	2 / 5
ELL/Non	0 / 0	2 / 0	3 / 5	3 / 4	2 / 2	3 / 4	3 / 6	2 / 4	3 / 5	3 / 5	2 / 4	3 / 5
Girls/Boys	0 / 0	0 / 2	4 / 4	3 / 4	2 / 2	3 / 4	5 / 6	4 / 4	4 / 5	4 / 5	4 / 4	4 / 5

Percent Keeping Up												
Total	-	36	68	66	58	67	70	66	66	68	66	68
Grade 9	-	-	-	62	53	59	65	61	61	62	61	62
Grade 10	-	-	-	72	65	78	76	73	73	77	73	77
Minority/Non	- / -	30 / -	65 / -	56 / 78	45 / 74	57 / 78	59 / 72	55 / 69	59 / 71	59 / 71	55 / 69	59 / 71
FRL/Non	- / -	33 / -	- / -	51 / 75	41 / 69	54 / 74	54 / 72	49 / 70	54 / 71	54 / 71	49 / 70	54 / 71
IEP/Non	- / -	- / 36	- / 68	57 / 67	56 / 59	61 / 67	57 / 70	49 / 67	56 / 68	56 / 68	49 / 67	56 / 68
ELL/Non	- / -	- / -	- / -	57 / 70	44 / 64	58 / 70	56 / 70	53 / 67	54 / 69	54 / 69	53 / 67	54 / 69
Girls/Boys	- / -	- / -	- / -	64 / 69	59 / 58	64 / 69	67 / 72	66 / 67	65 / 71	65 / 71	66 / 67	65 / 71

Percent Moving Up												
Total	-	-	-	6	3	5	4	2	2	4	2	4
Grade 9	-	-	-	10	5	7	7	4	4	6	4	6
Grade 10	-	-	-	1	0	1	1	1	1	1	1	1
Minority/Non	- / -	- / -	- / -	5 / 8	2 / 5	4 / 5	3 / 5	2 / 3	3 / 4	3 / 4	2 / 3	3 / 4
FRL/Non	- / -	- / -	- / -	6 / 6	1 / 5	4 / 5	3 / 5	1 / 3	2 / 4	2 / 4	1 / 3	2 / 4
IEP/Non	- / -	- / -	- / -	3 / 6	0 / 3	4 / 5	5 / 4	3 / 2	4 / 4	4 / 4	3 / 2	4 / 4
ELL/Non	- / -	- / -	- / -	5 / 7	1 / 4	5 / 4	3 / 5	2 / 3	3 / 4	3 / 4	2 / 3	3 / 4
Girls/Boys	- / -	- / -	- / -	5 / 7	3 / 3	4 / 5	4 / 5	2 / 3	3 / 4	3 / 4	2 / 3	3 / 4

	Math					Writing						
	2008-2009		2009-2010		2010-2009		2009-2010		2010-2009		2009-2010	
	School	District	State	School	District	State	School	District	State	School	District	State
	Median Growth Percentile											
Total	60	53	55	54	55	51	50	50	50	50	50	50
Grade 9	60	56	68	53	56	52	50	50	50	50	50	50
Grade 10	-	50	44	54	54	51	50	50	50	50	50	50
Minority/Non	59 / -	53 / -	53 / -	53 / 58	55 / 57	50 / 58	48 / 51	49 / 51	48 / 51	48 / 51	48 / 51	48 / 51
FRL/Non	60 / 58	52 / 55	53 / 64	53 / 54	54 / 57	50 / 55	48 / 51	48 / 52	47 / 52	47 / 52	48 / 51	47 / 52
IEP/Non	- / 60	48 / 55	61 / 54	43 / 55	49 / 56	48 / 52	44 / 51	42 / 51	44 / 51	44 / 51	42 / 51	44 / 51
ELL/Non	65 / 57	58 / 50	50 / 63	57 / 51	57 / 53	52 / 51	53 / 50	53 / 50	53 / 50	53 / 50	53 / 50	51 / 50
Girls/Boys	60 / 57	55 / 52	55 / 54	55 / 52	55 / 55	51 / 52	51 / 49	51 / 49	51 / 50	51 / 50	51 / 49	51 / 50

Percent Catching Up												
Total	11	12	4	10	14	9	15	19	14	14	15	14
Grade 9	11	17	2	12	17	11	17	21	17	17	17	17
Grade 10	-	6	5	8	10	7	12	16	11	11	12	11
Minority/Non	11 / -	11 / -	4 / -	9 / 19	13 / 22	8 / 20	11 / 19	14 / 24	10 / 19	10 / 19	11 / 19	14 / 24
FRL/Non	10 / 16	11 / 16	4 / -	8 / 15	12 / 18	7 / 15	10 / 18	13 / 23	10 / 19	10 / 19	10 / 18	13 / 23
IEP/Non	- / 13	0 / 14	0 / 4	4 / 11	3 / 16	2 / 10	4 / 17	5 / 21	4 / 16	4 / 16	4 / 17	5 / 21
ELL/Non	15 / 9	12 / 11	4 / 3	9 / 11	12 / 15	7 / 12	9 / 17	11 / 21	7 / 16	7 / 16	9 / 17	11 / 21
Girls/Boys	19 / 4	18 / 5	0 / 7	12 / 8	16 / 12	10 / 8	17 / 13	21 / 17	16 / 13	16 / 13	17 / 13	21 / 17

Percent Keeping Up												
Total	40	49	61	76	78	70	79	81	77	77	79	81
Grade 9	40	54	-	73	73	66	76	79	73	73	76	79
Grade 10	-	44	48	79	83	74	82	84	81	81	82	84
Minority/Non	- / -	48 / -	58 / -	68 / 86	69 / 89	60 / 86	70 / 81	74 / 84	68 / 80	68 / 80	70 / 81	74 / 84
FRL/Non	- / -	52 / -	59 / -	66 / 81	67 / 85	55 / 80	66 / 81	70 / 84	63 / 80	63 / 80	66 / 81	70 / 84
IEP/Non	- / 40	- / 51	- / 61	48 / 76	54 / 78	65 / 70	56 / 79	58 / 82	53 / 77	53 / 77	56 / 79	58 / 82
ELL/Non	- / -	- / 47	- / 80	69 / 78	70 / 80	54 / 76	68 / 79	70 / 82	60 / 78	60 / 78	68 / 79	70 / 82
Girls/Boys	- / -	53 / 43	65 / -	79 / 72	79 / 75	70 / 69	82 / 75	84 / 78	80 / 73	80 / 73	82 / 75	84 / 78

Percent Moving Up												
Total	5	6	3	8	7	8	9	10	10	10	9	10
Grade 9	5	8	-	9	7	8	10	11	12	12	10	11
Grade 10	-	4	0	7	7	8	7	8	8	8	7	8
Minority/Non	- / -	6 / -	0 / -	5 / 12	3 / 13	4 / 15	6 / 10	6 / 11	7 / 11	7 / 11	6 / 10	6 / 11
FRL/Non	- / -	7 / -	0 / -	5 / 9	3 / 10	3 / 12	4 / 10	5 / 11	5 / 11	5 / 11	4 / 10	5 / 11
IEP/Non	- / 5	- / 6	- / 3	5 / 8	8 / 7	5 / 8	5 / 9	5 / 10	5 / 10	5 / 10	5 / 9	5 / 10
ELL/Non	- / -	- / 6	- / -	6 / 8	4 / 8	3 / 9	6 / 9	5 / 10	5 / 10	5 / 10	6 / 9	5 / 10
Girls/Boys	- / -	7 / 5	4 / -	8 / 7	7 / 8	8 / 7	10 / 7	11 / 9	11 / 8	11 / 8	10 / 7	11 / 9

Improvement Plan

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

Performance Indicators

Rating/Plan

% of Points Earned out of Points Eligible*

Academic Achievement	Does Not Meet	25.0% (3.8 out of 15 points)	
Academic Growth	Approaching	58.3% (20.4 out of 35 points)	
Academic Growth Gaps	Approaching	58.3% (8.7 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	62.5% (21.9 out of 35 points)	

Test Participation**

95% Participation Rate Met

TOTAL

54.8% (54.8 out of 100 points)

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Performance Indicators

Level: High School

School: MANUAL HIGH SCHOOL - 5448

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	581	37.4%	6
Mathematics	1	4		Does Not Meet	583	9.8%	10
Writing	1	4		Does Not Meet	582	18.6%	6
Science	1	4		Does Not Meet	224	21.0%	8
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	506	53	68	No
Mathematics	2	4		Approaching	506	54	99	No
Writing	3	4		Meets	505	55	94	No
Total	7	12	58.3%	Approaching				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60.0%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	415	55	70	No
Minority Students	2	4		Approaching	492	53	71	No
Students w/ Disabilities	2	4		Approaching	62	42	99	No
English Language Learners	2	4		Approaching	216	54	75	No
Students needing to catch up	3	4		Meets	345	55	88	No
Mathematics	11	20	55.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	414	53	99	No
Minority Students	2	4		Approaching	492	54	99	No
Students w/ Disabilities	2	4		Approaching	62	47	99	No
English Language Learners	2	4		Approaching	215	54	99	No
Students needing to catch up	3	4		Meets	447	55	99	No
Writing	12	20	60.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	415	54	94	No
Minority Students	2	4		Approaching	491	54	94	No
Students w/ Disabilities	2	4		Approaching	63	53	99	No
English Language Learners	3	4		Meets	216	56	96	No
Students needing to catch up	3	4		Meets	398	58	97	No
Total	35	60	58.3%	Approaching				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate							80%
Dropout Rate	4	4		Exceeds	774	0.8%	At/below State average
Colorado ACT Composite	1	4		Does Not Meet	94	15.9%	At/above State average
Total	5	8	62.5%	Meets			

Test Participation	% of Students Tested	Students Tested	Total Students
Reading	99.3%	592	596
Mathematics	99.7%	594	596
Writing	99.5%	593	596
Science	99.6%	225	226
Colorado ACT	97.9%	94	96

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was:				
	<ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1	16 (4 for each content area)	15
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was:				
	<ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1	12 (4 for each content area)	35
Academic Growth Gaps	If the school does not meet the median adequate student growth percentile and its median student growth percentile was:				
	<ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1	60 (5 for each subgroup group in 3 content areas)	15
Postsecondary and Workforce Readiness	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:				
	<ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1	12 (4 for each sub-indicator)	35
Postsecondary and Workforce Readiness	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:				
	<ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1	60 (5 for each subgroup group in 3 content areas)	15
Postsecondary and Workforce Readiness	Graduation Rate: The school's graduation rate was:				
	<ul style="list-style-type: none"> at or above 90%. above 80% but below 90%. at or above 65% but below 80%. below 65%. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1		
Postsecondary and Workforce Readiness	Dropout Rate: The school's dropout rate was:				
	<ul style="list-style-type: none"> at or below 1%. at or below the state average but above 1%. at or below 10% but above the state average. at or above 10%. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1		
Postsecondary and Workforce Readiness	Average Colorado ACT Composite: The school's average Colorado ACT composite score was:				
	<ul style="list-style-type: none"> at or above 22. at or above the state average but below 22. at or above 17 but below the state average. at or below 17. 	Exceeds Meets Approaching Does Not Meet	4 3 2 1		
Cut-Points for each performance indicator	Cut Point: The school earned ... of the points eligible on this indicator.				
	<ul style="list-style-type: none"> at or above 87.5% at or above 62.5% - below 87.5% at or above 37.5% - below 62.5% below 37.5% 	Exceeds Meets Approaching Does Not Meet			
Cut-Points for plan type assignment	Cut Point: The school earned ... of the total Framework points eligible.				
	<ul style="list-style-type: none"> at or above 60% at or above 47% - below 60% at or above 33% - below 47% below 33% 	Performance Improvement Priority Improvement Turnaround			
School plan type assignments					
Performance Plan	The school is required to adopt and implement a Performance Plan.				
Improvement Plan	The school is required to adopt and implement an Improvement Plan.				
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.				
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.				
<p>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.</p>					

Reference

Comparison Data

Academic Achievement

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

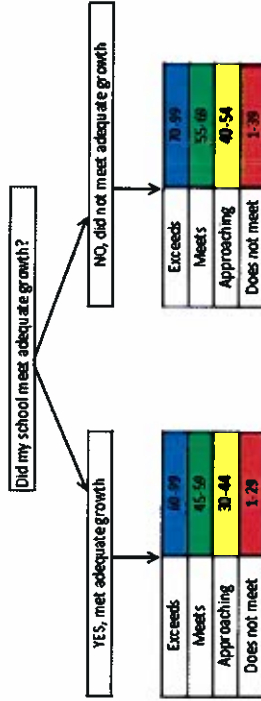
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Martin Luther King Middle College

School Growth Summary

Grades 6 to 8 Denver County 1

Reading

	2008		2009		2010		2008		2010		2009		2010	
	School				District				State					
	Median Growth Percentile													
Total	43	39	50	54	49	55	50	50	50	50	50	50	50	50
Grade 6	47	39	52	50	45	53	50	50	50	50	50	50	50	50
Grade 7	37	45	57	56	52	57	50	50	50	50	50	50	50	50
Grade 8	45	37	45	54	49	58	50	50	50	50	50	50	50	50
Minority/Non	42 / 60	39 / 41	51 / 46	53 / 56	47 / 54	55 / 55	51 / 50	48 / 51	51 / 50	48 / 51	48 / 51	48 / 51	48 / 51	48 / 51
FRL/Non	42 / 44	40 / 37	51 / 47	52 / 56	47 / 52	55 / 56	48 / 51	47 / 52	49 / 51	47 / 52	47 / 52	47 / 52	49 / 51	49 / 51
IEP/Non	23 / 45	31 / 42	53 / 50	47 / 54	45 / 49	48 / 56	43 / 51	46 / 50	43 / 51	46 / 50	46 / 50	43 / 51	43 / 51	43 / 51
ELL/Non	44 / 41	45 / 35	52 / 50	54 / 53	50 / 47	58 / 53	53 / 50	51 / 50	53 / 49	51 / 50	51 / 50	53 / 49	53 / 49	53 / 49
Girls/Boys	48 / 36	39 / 41	52 / 50	57 / 50	48 / 49	59 / 51	55 / 46	51 / 49	55 / 45	51 / 49	51 / 49	55 / 45	55 / 45	55 / 45

	Percent Catching Up												
	Total	23	20	32	30	26	34	34	34	35	34	35	35
Grade 6	18	22	34	28	23	34	35	34	35	34	34	35	39
Grade 7	20	24	34	34	29	35	34	36	36	35	36	35	35
Grade 8	31	15	28	28	26	33	33	36	36	33	36	35	35
Minority/Non	23 / -	20 / -	31 / 45	29 / 38	26 / 33	33 / 41	31 / 39	31 / 42	34 / 41	31 / 39	31 / 42	34 / 41	34 / 41
FRL/Non	21 / 33	20 / 23	31 / 34	28 / 37	25 / 32	33 / 41	30 / 40	31 / 42	33 / 43	30 / 40	31 / 42	33 / 43	33 / 43
IEP/Non	2 / 27	7 / 23	16 / 35	14 / 34	15 / 30	15 / 38	18 / 39	21 / 40	20 / 42	18 / 39	21 / 40	20 / 42	20 / 42
ELL/Non	22 / 25	21 / 18	30 / 34	27 / 33	26 / 27	32 / 37	29 / 37	30 / 38	32 / 39	29 / 37	30 / 38	32 / 39	32 / 39
Girls/Boys	28 / 18	21 / 19	34 / 29	33 / 27	26 / 26	38 / 30	39 / 31	36 / 35	42 / 32	39 / 31	36 / 35	42 / 32	42 / 32

	Percent Keeping Up												
	Total	68	60	66	78	73	79	79	79	80	79	80	80
Grade 6	74	67	71	76	69	77	80	79	80	79	80	81	81
Grade 7	60	57	67	76	75	79	76	78	78	76	78	77	77
Grade 8	70	54	61	82	76	82	82	83	82	82	83	82	82
Minority/Non	68 / 75	61 / 52	65 / 74	74 / 87	68 / 85	76 / 85	74 / 81	72 / 83	75 / 82	74 / 81	72 / 83	75 / 82	75 / 82
FRL/Non	65 / 76	59 / 62	67 / 63	71 / 85	66 / 82	74 / 85	70 / 82	69 / 83	72 / 83	70 / 82	69 / 83	72 / 83	72 / 83
IEP/Non	- / 69	- / 60	- / 66	65 / 79	66 / 74	63 / 80	60 / 80	64 / 80	59 / 81	60 / 80	64 / 80	59 / 81	59 / 81
ELL/Non	71 / 66	64 / 56	62 / 70	73 / 81	68 / 76	75 / 81	72 / 80	70 / 81	73 / 81	72 / 80	70 / 81	73 / 81	73 / 81
Girls/Boys	73 / 63	56 / 66	67 / 65	81 / 75	73 / 74	83 / 75	83 / 75	81 / 78	84 / 75	83 / 75	81 / 78	84 / 75	84 / 75

	Percent Moving Up												
	Total	7	3	6	17	9	16	18	12	16	18	12	16
Grade 6	8	0	6	13	9	12	16	13	15	16	13	15	15
Grade 7	4	7	7	21	11	20	20	13	17	20	13	17	17
Grade 8	9	2	6	17	8	15	18	11	15	18	11	15	15
Minority/Non	6 / 17	2 / 10	6 / 5	13 / 26	6 / 17	13 / 23	14 / 19	8 / 14	13 / 17	14 / 19	8 / 14	13 / 17	13 / 17
FRL/Non	7 / 8	2 / 6	7 / 3	12 / 22	5 / 15	11 / 22	12 / 20	7 / 15	10 / 18	12 / 20	7 / 15	10 / 18	10 / 18
IEP/Non	- / 8	- / 3	- / 6	9 / 17	8 / 9	8 / 16	9 / 18	7 / 13	7 / 16	9 / 18	7 / 13	7 / 16	7 / 16
ELL/Non	10 / 5	2 / 4	5 / 7	14 / 18	5 / 11	13 / 17	14 / 18	7 / 13	12 / 16	14 / 18	7 / 13	12 / 16	12 / 16
Girls/Boys	11 / 3	2 / 4	8 / 4	19 / 14	9 / 9	18 / 13	21 / 14	13 / 11	19 / 13	21 / 14	13 / 11	19 / 13	19 / 13

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

Martin Luther King Middle College Grades 6 to 8 Denver County 1

	School					District					State				
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	Median Growth Percentile														
Total	46	50	41	47	50	52	50	50	50	50	50	50	50	50	50
Grade 6	80	76	54	52	53	56	50	50	50	50	50	50	50	50	50
Grade 7	36	39	33	44	50	49	50	50	50	50	50	50	50	50	50
Grade 8	35	47	37	44	48	53	50	50	50	50	50	50	50	50	50
Minority/Non	47 / 42	49 / 68	41 / 44	46 / 48	51 / 49	52 / 53	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51
FRL/Non	47 / 41	49 / 51	41 / 45	47 / 46	51 / 49	52 / 54	47 / 52	47 / 51	47 / 51	47 / 51	47 / 51	47 / 51	47 / 51	47 / 51	47 / 51
IEP/Non	39 / 47	52 / 49	50 / 39	43 / 47	47 / 51	49 / 53	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51
ELL/Non	53 / 36	52 / 49	42 / 41	50 / 44	54 / 48	56 / 50	51 / 50	52 / 50	52 / 50	52 / 50	52 / 50	52 / 50	52 / 50	52 / 50	52 / 50
Girls/Boys	44 / 48	48 / 52	44 / 39	46 / 47	51 / 50	53 / 52	50 / 50	51 / 49	51 / 49	51 / 49	51 / 49	51 / 49	51 / 49	51 / 49	51 / 49

Percent Catching Up															
Total	12	12	4	8	13	11	12	17	13	13	12	17	17	17	13
Grade 6	34	35	8	15	20	17	17	20	18	18	17	20	20	20	18
Grade 7	2	4	0	5	12	7	9	15	10	10	9	15	15	15	10
Grade 8	2	5	3	5	8	9	10	16	11	11	10	16	16	16	11
Minority/Non	12 / 10	12 / -	4 / 8	8 / 11	12 / 15	11 / 13	9 / 15	13 / 20	10 / 16	10 / 16	9 / 15	13 / 20	13 / 20	13 / 20	10 / 16
FRL/Non	14 / 7	12 / 13	3 / 7	8 / 9	12 / 15	10 / 13	9 / 15	13 / 21	10 / 16	10 / 16	9 / 15	13 / 21	13 / 21	13 / 21	10 / 16
IEP/Non	4 / 14	13 / 12	0 / 5	3 / 9	7 / 14	5 / 12	5 / 13	7 / 19	5 / 15	5 / 15	5 / 13	7 / 19	7 / 19	7 / 19	5 / 15
ELL/Non	14 / 9	11 / 14	7 / 1	9 / 7	13 / 12	12 / 10	10 / 12	13 / 18	11 / 14	11 / 14	10 / 12	13 / 18	13 / 18	13 / 18	11 / 14
Girls/Boys	13 / 12	13 / 11	4 / 4	8 / 8	13 / 12	11 / 10	11 / 12	17 / 16	13 / 13	13 / 13	11 / 12	17 / 16	17 / 16	17 / 16	13 / 13

Percent Keeping Up															
Total	42	45	23	50	53	55	57	57	57	57	57	57	57	57	57
Grade 6	73	74	30	55	60	59	57	59	58	58	57	59	59	59	58
Grade 7	23	21	16	43	46	47	53	54	53	53	53	54	54	53	53
Grade 8	30	48	27	53	53	61	63	59	62	62	63	59	59	62	62
Minority/Non	41 / 45	45 / -	22 / 29	44 / 62	48 / 63	49 / 68	49 / 60	50 / 60	49 / 61	49 / 61	49 / 60	50 / 60	50 / 60	49 / 61	49 / 61
FRL/Non	41 / 43	43 / 55	21 / 29	43 / 58	48 / 60	47 / 65	44 / 61	45 / 61	44 / 62	44 / 62	44 / 61	45 / 61	45 / 61	44 / 62	44 / 62
IEP/Non	- / 42	- / 45	- / 23	46 / 50	44 / 54	47 / 55	40 / 58	43 / 58	40 / 58	40 / 58	40 / 58	43 / 58	43 / 58	40 / 58	40 / 58
ELL/Non	45 / 36	50 / 39	23 / 23	48 / 52	52 / 54	51 / 57	47 / 58	50 / 58	48 / 58	48 / 58	47 / 58	50 / 58	50 / 58	48 / 58	48 / 58
Girls/Boys	43 / 40	43 / 47	26 / 21	48 / 53	53 / 53	55 / 56	56 / 58	57 / 58	56 / 58	56 / 58	56 / 58	57 / 58	57 / 58	56 / 58	56 / 58

Percent Moving Up															
Total	16	26	4	15	20	17	15	20	15	15	15	20	20	20	15
Grade 6	41	53	6	23	27	23	18	24	19	19	18	24	24	19	19
Grade 7	5	9	0	11	16	12	14	18	13	13	14	18	18	13	13
Grade 8	5	5	6	10	14	15	13	15	14	14	13	15	15	14	14
Minority/Non	16 / -	27 / -	3 / -	14 / 18	19 / 24	16 / 22	13 / 16	17 / 21	13 / 17	13 / 17	13 / 16	17 / 21	17 / 21	13 / 17	13 / 17
FRL/Non	16 / 17	25 / 30	2 / 11	14 / 17	19 / 22	15 / 21	12 / 17	15 / 22	12 / 17	12 / 17	12 / 17	15 / 22	15 / 22	12 / 17	12 / 17
IEP/Non	- / 17	- / 26	- / 4	20 / 15	18 / 20	11 / 17	11 / 15	15 / 20	10 / 16	10 / 16	11 / 15	15 / 20	15 / 20	10 / 16	10 / 16
ELL/Non	18 / 14	30 / 19	5 / 3	16 / 14	22 / 19	17 / 17	14 / 15	18 / 20	14 / 16	14 / 16	14 / 15	18 / 20	18 / 20	14 / 16	14 / 16
Girls/Boys	14 / 19	22 / 30	1 / 6	13 / 18	21 / 20	17 / 17	15 / 16	19 / 20	15 / 16	15 / 16	15 / 16	19 / 20	19 / 20	15 / 16	15 / 16

Writing

	School					District					State				
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	Median Growth Percentile														
Total	43	53	47	53	56	54	50	50	50	50	50	50	50	50	50
Grade 6	46	56	48	54	53	57	50	50	50	50	50	50	50	50	50
Grade 7	38	57	51	50	59	55	50	50	50	50	50	50	50	50	50
Grade 8	45	50	43	54	57	50	50	50	50	50	50	50	50	50	50
Minority/Non	42 / 53	53 / 53	46 / 66	52 / 58	56 / 54	53 / 58	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51
FRL/Non	43 / 45	54 / 52	47 / 46	51 / 56	56 / 55	53 / 57	48 / 52	49 / 52	48 / 52	48 / 52	48 / 52	49 / 52	49 / 52	48 / 52	48 / 52
IEP/Non	33 / 44	47 / 55	48 / 47	49 / 54	49 / 57	48 / 55	42 / 51	40 / 51	42 / 51	42 / 51	42 / 51	40 / 51	40 / 51	42 / 51	42 / 51
ELL/Non	43 / 43	59 / 50	46 / 49	53 / 52	61 / 52	55 / 53	52 / 50	56 / 49	52 / 50	52 / 50	52 / 50	56 / 49	56 / 49	52 / 50	52 / 50
Girls/Boys	45 / 41	60 / 49	44 / 48	54 / 51	60 / 52	54 / 53	53 / 48	55 / 46	52 / 48	52 / 48	53 / 48	55 / 46	55 / 46	52 / 48	52 / 48

Percent Catching Up															
Total	13	18	12	17	25	18	23	27	21	21	23	27	27	21	21
Grade 6	15	25	16	22	26	23	28	31	26	26	28	31	31	26	26
Grade 7	11	19	12	17	29	17	23	29	21	21	23	29	29	21	21
Grade 8	13	11	6	13	20	12	17	22	16	16	17	22	22	16	16
Minority/Non	12 / 32	18 / 29	11 / 26	16 / 30	24 / 32	17 / 26	18 / 28	24 / 31	17 / 26	17 / 26	18 / 28	24 / 31	24 / 31	17 / 26	17 / 26
FRL/Non	12 / 17	16 / 26	11 / 16	15 / 25	24 / 32	16 / 25	18 / 29	23 / 33	17 / 28	17 / 28	18 / 29	23 / 33	23 / 33	17 / 28	17 / 28
IEP/Non	2 / 15	4 / 21	3 / 14	8 / 20	11 / 29	6 / 20	10 / 26	11 / 31	9 / 25	9 / 25	10 / 26	11 / 31	11 / 31	9 / 25	9 / 25
ELL/Non	14 / 12	20 / 15	8 / 16	16 / 19	26 / 24	16 / 20	16 / 25	25 / 28	16 / 24	16 / 24	16 / 25	25 / 28	25 / 28	16 / 24	16 / 24
Girls/Boys	16 / 10	23 / 14	12 / 11	19 / 16	30 / 21	20 / 16	26 / 20	33 / 23	24 / 20	24 / 20	26 / 20	33 / 23	33 / 23	24 / 20	24 / 20

Percent Keeping Up															
Total	45	50	45	63	68	63	67	70	67	67	67	70	70	67	67
Grade 6	47	68	54	64	68	66	68	71	68	68	68	71	71	68	68
Grade 7	34	54	48	59	70	63	65	68	65	65	65	68	68	65	65
Grade 8	51	24	37	66	66	58	69	71	68	68	69	71	71	68	68
Minority/Non	43 / -	52 / -	43 / -	55 / 77	63 / 76	55 / 77	59 / 70	64 / 72	59 / 70	59 / 70	64 / 72	64 / 72	64 / 72	59 / 70	59 / 70
FRL/Non	45 / 45	51 / 47	45 / 45	53 / 73	61 / 75	53 / 73	55 / 71	60 / 73	55 / 71	55 / 71	60 / 73	60 / 73	60 / 73	55 / 71	55 / 71
IEP/Non	- / 45	- / 51	- / 45	60 / 63	53 / 69	46 / 63	47 / 68	47 / 71	44 / 67	44 / 67	47 / 68	47 / 71	47 / 71	44 / 67	44 / 67
ELL/Non	39 / 51	52 / 49	45 / 46	54 / 67	65 / 69	55 / 66	55 / 68	63 / 71	55 / 68	55 / 68	63 / 71	63 / 71	63 / 71	55 / 68	55 / 68
Girls/Boys	48 / 40	49 / 53	45 / 46	66 / 59	72 / 62	64 / 61	72 / 62	75 / 64	70 / 63	70 / 63	72 / 62	75 / 64	75 / 64	70 / 63	70 / 63

Percent Moving Up															
Total	5	11	4	13	17	17	15	18	17	17	17	18	18	17	17
Grade 6	2	19	6	15	19	19	18	21	20	20	19	21	21	20	20
Grade 7	6	10	8	14	20	21	17	20	19	19	17	20	20	19	19
Grade 8	5	2	0	12	11	9	11	12	13	13	11	12	12	13	13
Minority/Non	3 / -	11 / -	4 / -	10 / 21	14 / 23	13 / 26	12 / 17	14 / 19	13 / 19	13 / 19	12 / 17	14 /			

Martin Luther King Middle College

School Growth Summary

Grades 9 to 12 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

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*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

	Reading											
	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	Median Growth Percentile											
Total	57	63	64	55	53	56	50	50	50	50	50	50
Grade 9	56	65	55	55	51	57	50	50	50	50	50	50
Grade 10	58	62	72	56	55	55	50	50	50	50	50	50
Minority/Non	56 / -	64 / -	63 / 71	55 / 56	52 / 58	55 / 60	51 / 49	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50
FRL/Non	55 / 61	66 / 60	64 / 64	55 / 55	52 / 54	56 / 58	50 / 50	48 / 51	48 / 50	48 / 50	48 / 50	48 / 50
IEP/Non	- / 59	- / 63	- / 64	43 / 57	45 / 54	50 / 57	42 / 50	44 / 50	44 / 50	44 / 50	44 / 50	44 / 50
ELL/Non	54 / 65	66 / 55	57 / 70	59 / 52	53 / 52	57 / 55	56 / 49	53 / 49	53 / 49	53 / 49	53 / 49	53 / 49
Girls/Boys	65 / 50	64 / 62	56 / 71	60 / 50	56 / 50	58 / 55	55 / 44	53 / 47	53 / 47	53 / 47	53 / 47	54 / 45

	Percent Catching Up											
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Total	32	40	45	20	21	23	25	28	27	28	28	27
Grade 9	38	45	47	23	24	28	30	32	32	32	32	32
Grade 10	23	33	42	15	18	16	19	24	20	24	24	20
Minority/Non	32 / -	41 / -	45 / -	19 / 26	21 / 30	22 / 32	21 / 31	23 / 34	22 / 33	23 / 34	23 / 34	22 / 33
FRL/Non	34 / -	40 / -	45 / -	19 / 24	20 / 25	21 / 28	20 / 29	23 / 33	22 / 32	23 / 33	23 / 33	22 / 32
IEP/Non	- / 34	- / 42	- / 47	7 / 23	7 / 25	8 / 26	10 / 29	12 / 32	11 / 31	12 / 32	11 / 31	11 / 31
ELL/Non	36 / 27	39 / 43	36 / 63	18 / 22	19 / 24	19 / 28	18 / 28	20 / 31	18 / 30	20 / 31	18 / 30	18 / 30
Girls/Boys	35 / 28	37 / 44	44 / 46	23 / 17	24 / 19	24 / 22	29 / 22	31 / 26	30 / 24	31 / 26	30 / 24	30 / 24

	Percent Keeping Up											
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Total	88	90	92	86	88	87	87	91	88	87	91	88
Grade 9	85	84	91	85	85	87	86	88	86	86	88	86
Grade 10	90	98	93	88	91	88	89	93	90	89	93	90
Minority/Non	88 / -	89 / -	93 / -	82 / 93	85 / 95	84 / 94	83 / 89	86 / 92	83 / 89	86 / 92	86 / 92	83 / 89
FRL/Non	86 / 91	89 / 92	89 / 97	81 / 90	84 / 92	83 / 91	80 / 89	84 / 92	81 / 90	80 / 89	84 / 92	81 / 90
IEP/Non	- / 88	- / 91	- / 92	74 / 87	77 / 89	81 / 88	67 / 88	75 / 91	68 / 88	67 / 88	75 / 91	68 / 88
ELL/Non	84 / 92	88 / 92	94 / 90	83 / 87	84 / 90	84 / 88	81 / 88	84 / 91	81 / 88	81 / 88	84 / 91	81 / 88
Girls/Boys	90 / 85	95 / 83	89 / 97	88 / 84	89 / 87	89 / 85	91 / 84	92 / 88	91 / 84	91 / 84	92 / 88	91 / 84

	Percent Moving Up											
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Total	1	2	2	13	8	11	13	8	11	13	8	11
Grade 9	3	4	2	14	8	11	14	8	11	14	8	11
Grade 10	0	0	2	12	8	10	12	8	10	12	8	10
Minority/Non	1 / -	2 / -	1 / -	8 / 23	4 / 17	5 / 22	8 / 15	5 / 10	6 / 12	8 / 15	5 / 10	6 / 12
FRL/Non	2 / 0	0 / 6	0 / 5	7 / 18	4 / 12	4 / 17	7 / 15	4 / 10	5 / 12	7 / 15	4 / 10	5 / 12
IEP/Non	- / 1	- / 2	- / 2	3 / 14	6 / 8	5 / 11	4 / 13	4 / 9	3 / 11	4 / 13	4 / 9	3 / 11
ELL/Non	0 / 2	2 / 2	2 / 2	8 / 15	4 / 10	4 / 13	7 / 14	5 / 9	5 / 11	7 / 14	5 / 9	5 / 11
Girls/Boys	2 / 0	3 / 0	2 / 3	16 / 10	8 / 8	12 / 9	16 / 10	9 / 8	13 / 8	16 / 10	9 / 8	13 / 8

Martin Luther King Middle College Grades 9 to 12 Denver County 1

Math

	2008			2009			2010			2011		
	School			District			State					
Total	57	53	62	52	49	53	50	50	50	50	50	
Grade 9	51	59	64	54	49	51	50	50	50	50	50	
Grade 10	61	40	59	51	49	55	50	50	50	50	50	
Minority/Non	58 / -	55 / -	62 / 74	51 / 57	48 / 53	53 / 54	47 / 51	48 / 51	48 / 51	48 / 51	48 / 51	
FRL/Non	57 / 53	54 / 45	62 / 64	51 / 55	48 / 51	53 / 54	47 / 51	46 / 52	47 / 52	47 / 52	47 / 52	
IEP/Non	- / 54	- / 54	- / 62	49 / 53	44 / 50	46 / 54	45 / 50	45 / 51	46 / 51	46 / 51	46 / 51	
ELL/Non	57 / 56	56 / 47	60 / 67	52 / 52	50 / 48	54 / 53	49 / 50	50 / 50	50 / 50	50 / 50	50 / 50	
Girls/Boys	54 / 58	52 / 56	61 / 64	51 / 54	49 / 49	52 / 55	49 / 51	50 / 50	48 / 52	48 / 52	48 / 52	

	Percent Catching Up					
	Total	5	4	6	3	2
Grade 9	9	5	10	5	3	4
Grade 10	0	3	3	2	1	3
Minority/Non	5 / -	5 / -	6 / -	3 / 9	2 / 5	3 / 8
FRL/Non	5 / 3	5 / 2	6 / 6	2 / 5	1 / 3	3 / 5
IEP/Non	- / 5	- / 4	- / 6	2 / 4	1 / 2	2 / 4
ELL/Non	5 / 5	5 / 3	6 / 5	3 / 4	2 / 2	3 / 4
Girls/Boys	5 / 4	4 / 5	5 / 8	3 / 4	2 / 2	3 / 4

	Percent Keeping Up					
	Total	50	46	57	66	58
Grade 9	30	52	54	62	53	59
Grade 10	-	-	-	72	65	78
Minority/Non	53 / -	47 / -	54 / -	56 / 78	45 / 74	57 / 78
FRL/Non	46 / -	52 / -	49 / 71	51 / 75	41 / 69	54 / 74
IEP/Non	- / 50	- / 46	- / 57	57 / 67	56 / 59	61 / 67
ELL/Non	50 / -	61 / -	44 / 77	57 / 70	44 / 64	58 / 70
Girls/Boys	- / 45	39 / -	55 / 60	64 / 69	59 / 58	64 / 69

	Percent Moving Up					
	Total	0	0	4	6	3
Grade 9	-	0	6	10	5	7
Grade 10	-	-	-	1	0	1
Minority/Non	0 / -	0 / -	5 / -	5 / 8	2 / 5	4 / 5
FRL/Non	0 / -	0 / -	3 / -	6 / 6	1 / 5	4 / 5
IEP/Non	- / 0	- / 0	- / 4	3 / 6	0 / 3	4 / 5
ELL/Non	- / -	0 / -	6 / -	5 / 7	1 / 4	5 / 4
Girls/Boys	- / -	0 / -	4 / 4	5 / 7	3 / 3	4 / 5

Writing

	2008			2009			2010			2011		
	School			District			State					
Total	57	61	54	54	55	51	50	50	50	50	50	
Grade 9	49	62	55	53	56	52	50	50	50	50	50	
Grade 10	63	57	54	54	54	51	50	50	50	50	50	
Minority/Non	57 / -	62 / -	56 / 47	53 / 58	55 / 57	50 / 58	48 / 51	49 / 51	48 / 51	48 / 51	48 / 51	
FRL/Non	59 / 52	63 / 58	51 / 58	53 / 54	54 / 57	50 / 55	48 / 51	48 / 52	47 / 52	47 / 52	47 / 52	
IEP/Non	- / 57	- / 61	- / 54	43 / 55	49 / 56	48 / 52	44 / 51	42 / 51	44 / 51	44 / 51	44 / 51	
ELL/Non	54 / 59	65 / 53	58 / 51	57 / 51	57 / 53	52 / 51	53 / 50	53 / 50	51 / 50	51 / 50	51 / 50	
Girls/Boys	58 / 53	62 / 59	58 / 48	55 / 52	55 / 55	51 / 52	51 / 49	51 / 50	51 / 50	51 / 50	51 / 50	

	Percent Catching Up					
	Total	11	24	15	10	14
Grade 9	10	31	20	12	17	11
Grade 10	13	15	9	8	10	7
Minority/Non	11 / -	24 / -	13 / -	9 / 19	13 / 22	8 / 20
FRL/Non	11 / 12	23 / 28	10 / 29	8 / 15	12 / 18	7 / 15
IEP/Non	- / 12	- / 24	- / 14	4 / 11	3 / 16	2 / 10
ELL/Non	10 / 13	25 / 23	11 / 21	9 / 11	12 / 15	7 / 12
Girls/Boys	10 / 13	29 / 19	24 / 4	12 / 8	16 / 12	10 / 8

	Percent Keeping Up					
	Total	77	84	55	76	78
Grade 9	68	79	56	73	73	66
Grade 10	83	92	53	79	83	74
Minority/Non	77 / -	83 / -	55 / -	68 / 86	69 / 89	60 / 86
FRL/Non	71 / 86	94 / 74	46 / 69	66 / 81	67 / 85	55 / 80
IEP/Non	- / 77	- / 84	- / 55	48 / 76	54 / 78	65 / 70
ELL/Non	68 / 83	96 / 76	45 / 64	69 / 78	70 / 80	54 / 76
Girls/Boys	81 / 70	89 / -	56 / 50	79 / 72	79 / 75	70 / 69

	Percent Moving Up					
	Total	3	0	1	8	7
Grade 9	4	0	0	9	7	8
Grade 10	3	0	3	7	7	8
Minority/Non	4 / -	0 / -	2 / -	5 / 12	3 / 13	4 / 15
FRL/Non	3 / 5	0 / 0	2 / 0	5 / 9	3 / 10	3 / 12
IEP/Non	- / 3	- / 0	- / 1	5 / 8	8 / 7	5 / 8
ELL/Non	4 / 3	0 / 0	3 / 0	6 / 8	4 / 8	3 / 9
Girls/Boys	3 / 4	0 / -	2 / 0	8 / 7	7 / 8	8 / 7

Improvement Plan (Revised)

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

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators

Rating/Plan *% of Points Earned out of Points Eligible**

Academic Achievement	Approaching	37.5%	(5.6 out of 15 points)	
Academic Growth	Meets	66.7%	(23.3 out of 35 points)	
Academic Growth Gaps	Meets	63.3%	(9.5 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	62.5%	(21.9 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		60.3%	(60.3 out of 100 points)	

* Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.
 ** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Performance Indicators

Level: Middle School

School: MARTIN LUTHER KING MIDDLE COLLEGE

(3 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	2191	32.3%	3
Mathematics	1	4		Does Not Meet	2194	24.7%	9
Writing	1	4		Does Not Meet	2188	22.8%	5
Science	1	4		Does Not Meet	781	8.2%	1
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	2041	45	60	No
Mathematics	2	4		Approaching	2040	46	90	No
Writing	2	4		Approaching	2040	47	81	No
Total	6	12	50.0%	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	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1625	45	63	No
Minority Students	2	4		Approaching	1919	44	61	No
Students w/ Disabilities	1	4		Does Not Meet	269	35	90	No
English Language Learners	2	4		Approaching	1116	47	64	No
Students needing to catch up	2	4		Approaching	1368	45	73	No
Mathematics	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1620	46	92	No
Minority Students	2	4		Approaching	1919	46	91	No
Students w/ Disabilities	2	4		Approaching	271	47	99	No
English Language Learners	2	4		Approaching	1115	49	89	No
Students needing to catch up	2	4		Approaching	1408	48	97	No
Writing	10	20	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	1624	47	83	No
Minority Students	2	4		Approaching	1918	47	82	No
Students w/ Disabilities	2	4		Approaching	273	43	96	No
English Language Learners	2	4		Approaching	1117	48	83	No
Students needing to catch up	2	4		Approaching	1511	48	88	No
Total	29	60	48.3%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.8%	95% Participation Rate Met	2457	2486
Mathematics	98.9%	95% Participation Rate Met	2459	2486
Writing	98.7%	95% Participation Rate Met	2454	2486
Science	98.2%	95% Participation Rate Met	877	893

Performance Indicators

Level: High School
(3 Year****)

School: MARTIN LUTHER KING MIDDLE COLLEGE

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	2	4		Approaching	584	63.2%	28
Mathematics	2	4		Approaching	584	17.0%	20
Writing	2	4		Approaching	585	33.8%	19
Science	2	4		Approaching	264	33.0%	20
Total	8	16	50.0%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	545	62	37	Yes
Mathematics	3	4		Meets	546	57	99	No
Writing	3	4		Meets	546	57	78	No
Total	10	12	83.3%	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	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	384	62	42	Yes
Minority Students	4	4		Exceeds	491	61	39	Yes
Students w/ Disabilities	2	4		Approaching	22	50	98	No
English Language Learners	3	4		Meets	301	59	45	Yes
Students needing to catch up	3	4		Meets	253	68	77	No
Mathematics	16	20	80.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	387	56	99	No
Minority Students	3	4		Meets	493	57	99	No
Students w/ Disabilities	4	4		Exceeds	22	70	99	No
English Language Learners	3	4		Meets	300	57	99	No
Students needing to catch up	3	4		Meets	411	59	99	No
Writing	15	20	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	385	57	82	No
Minority Students	3	4		Meets	492	58	80	No
Students w/ Disabilities	3	4		Meets	22	65	99	No
English Language Learners	3	4		Meets	300	59	83	No
Students needing to catch up	3	4		Meets	351	59	90	No
Total	47	60	78.3%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate							80%
Dropout Rate	3	4		Meets	1195	1.1%	At/below State average
Colorado ACT Composite	2	4		Approaching	152	17.1	At/above State average
Total	5	8	62.5%	Meets			

Test Participation	% of Students Tested	Students Tested	Total Students
Reading	99.2%	606	611
Mathematics	99.2%	606	611
Writing	99.4%	607	611
Science	100.0%	271	271
Colorado ACT	100.0%	152	152

Scoring Guide

Scoring Guide for Performance Indicators on the School Performance Framework Report
Performance Indicator Scoring Guide

Level: All Levels

Performance Indicator	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	Exceeds	4	16 (4 for each content area)	15
	Meets	3		
	Approaching	2		
	Does Not Meet	1		
Academic Growth	Exceeds	4	12 (4 for each content area)	35
	Meets	3		
	Approaching	2		
	Does Not Meet	1		
Academic Growth Gaps	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	Meets	3		
	Approaching	2		
	Does Not Meet	1		
Postsecondary and Workforce Readiness	Exceeds	4	12 (4 for each sub-indicator)	35
	Meets	3		
	Approaching	2		
	Does Not Meet	1		

Cut-Points for each performance indicator	
Achievement; Growth; Gaps	<p>Cut Point: The school earned ... of the points eligible on this indicator.</p> <ul style="list-style-type: none"> at or above 87.5% at or above 62.5% - below 87.5% at or above 37.5% - below 62.5% below 37.5%
Achievement; Growth; Gaps	<p>Cut Point: The school earned ... of the total Framework points eligible.</p> <ul style="list-style-type: none"> at or above 60% at or above 47% - below 60% at or above 33% - below 47% below 33%

School plan type assignments	
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

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

Reference

Comparison Data

Academic Achievement

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

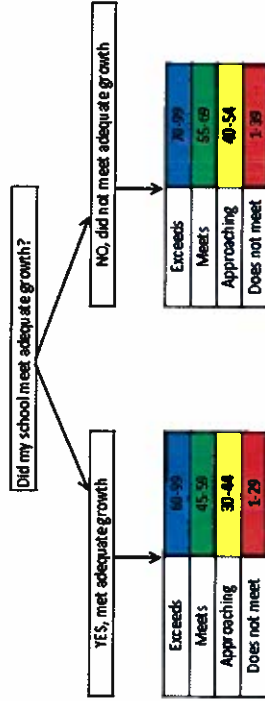
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Montclair Elementary School

School Growth Summary

Grades 1 to 5 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

		Reading											
		School					District					State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		59	61	56	51	50	53	50	50	50	50	50	50
Grade 4		55	53	59	46	45	50	50	50	50	50	50	50
Grade 5		65	66	54	55	54	55	50	50	50	50	50	50
Minority/Non		59/-	62/-	55/60	48/59	49/56	51/58	47/52	48/52	48/52	47/52	47/52	47/52
FRL/Non		61/-	61/70	54/62	48/58	48/54	51/55	46/53	46/53	46/53	46/53	46/53	46/53
IEP/Non		-/59	-/62	-/58	38/53	39/52	42/54	40/51	41/51	41/51	39/51	39/51	39/51
ELL/Non		64/57	58/66	62/54	53/49	51/49	55/51	50/50	50/50	50/50	50/50	50/50	50/50
Girls/Boys		69/37	68/57	55/58	52/49	52/49	56/50	52/48	52/49	52/48	52/49	52/49	52/48
Percent Catching Up													
Total		37	34	35	33	31	36	38	36	36	36	40	40
Grade 4		28	35	33	30	27	35	37	36	36	36	39	39
Grade 5		-	33	35	35	34	37	38	37	37	37	40	40
Minority/Non		35/-	34/-	35/-	32/43	30/39	36/41	34/44	33/41	33/41	33/41	37/44	37/44
FRL/Non		38/-	29/-	35/-	31/42	30/38	36/38	33/45	32/43	32/43	36/46	36/46	36/46
IEP/Non		-/40	-/40	-/41	15/38	16/36	16/42	22/43	21/41	21/41	22/46	22/46	22/46
ELL/Non		39/-	30/40	50/16	34/32	31/31	38/35	34/40	33/38	33/38	38/41	38/41	38/41
Girls/Boys		44/-	44/22	28/42	35/31	33/29	41/33	39/37	38/35	38/35	43/37	43/37	43/37
Percent Keeping Up													
Total		67	77	86	73	74	76	77	77	77	77	78	78
Grade 4		-	-	92	68	69	71	74	74	74	76	76	76
Grade 5		-	-	75	80	79	82	79	78	79	78	81	81
Minority/Non		-/-	-/-	77/96	67/85	68/84	72/85	68/80	70/80	68/80	71/81	71/81	71/81
FRL/Non		-/-	-/-	74/94	65/82	66/83	69/84	66/81	67/81	66/81	68/83	68/83	68/83
IEP/Non		-/67	-/80	-/86	64/74	63/74	65/77	59/77	59/78	59/77	57/79	57/79	57/79
ELL/Non		-/-	-/87	-/88	70/74	68/76	72/78	67/78	68/78	67/78	68/79	68/79	68/79
Girls/Boys		-/-	-/81	82/89	75/71	75/71	80/72	79/74	79/75	79/74	80/76	80/76	80/76
Percent Moving Up													
Total		21	23	20	20	20	20	22	21	22	21	21	21
Grade 4		-	-	22	17	19	19	21	23	21	23	21	21
Grade 5		-	-	-	24	21	22	23	20	23	20	22	22
Minority/Non		-/-	-/-	10/32	14/34	15/30	14/33	16/25	15/24	16/25	15/24	15/24	15/24
FRL/Non		-/-	-/-	5/31	12/30	13/29	13/29	14/25	13/25	14/25	13/26	13/26	13/26
IEP/Non		-/21	-/24	-/20	15/21	17/20	15/21	11/22	13/22	11/22	10/22	10/22	10/22
ELL/Non		-/-	-/32	-/21	15/23	14/22	14/23	14/23	13/22	14/23	13/22	13/22	13/22
Girls/Boys		-/-	-/20	12/27	22/19	22/18	22/19	24/20	23/20	24/20	23/20	23/20	23/20

Montclair Elementary School Grades 1 to 5 Denver County 1

		Math					Writing														
		2009		2010		2008		2009		2010		2008		2009		2010					
		School		District		State		School		District		State		School		State					
		Median Growth Percentile																			
Total		38	64	59	52	54	50	54	50	50	50	43	56	55	50	52	53	50	50	50	50
Grade 4		30	59	55	48	52	50	50	50	50	50	30	53	60	49	47	51	50	50	50	50
Grade 5		64	67	62	55	56	57	50	50	50	50	53	59	48	51	56	55	50	50	50	50
Minority/Non		37 / -	60 / 71	57 / 69	50 / 61	52 / 62	53 / 59	48 / 52	48 / 51	47 / 52	48 / 51	42 / -	55 / -	48 / 69	47 / 61	51 / 56	52 / 58	47 / 52	48 / 51	48 / 52	48 / 52
FRL/Non		35 / -	61 / 69	59 / 65	50 / 57	51 / 61	52 / 57	46 / 53	46 / 53	45 / 53	45 / 53	40 / -	50 / 68	48 / 60	47 / 56	51 / 55	51 / 57	45 / 53	46 / 53	45 / 53	45 / 53
IEP/Non		- / 40	- / 66	- / 62	40 / 54	41 / 56	44 / 55	40 / 51	39 / 51	38 / 51	38 / 51	- / 43	- / 58	- / 57	40 / 51	43 / 54	43 / 55	40 / 51	40 / 51	39 / 51	39 / 51
ELL/Non		38 / 39	66 / 63	63 / 56	51 / 52	55 / 53	55 / 53	50 / 50	51 / 50	50 / 50	50 / 50	44 / 41	58 / 53	41 / 59	47 / 52	55 / 50	54 / 53	47 / 51	51 / 50	50 / 50	50 / 50
Girls/Boys		47 / 36	56 / 71	60 / 57	52 / 52	55 / 52	54 / 54	49 / 51	51 / 49	49 / 51	49 / 51	40 / 51	50 / 60	55 / 54	52 / 47	54 / 50	56 / 51	52 / 47	53 / 47	53 / 47	53 / 47

		Percent Catching Up																			
Total		11	35	19	20	24	24	23	25	25	26	16	34	37	29	35	30	37	40	34	34
Grade 4		0	38	24	23	25	27	27	29	29	31	11	38	41	32	32	31	39	41	35	35
Grade 5		-	30	16	17	22	21	19	22	21	21	24	29	32	26	38	29	36	40	33	33
Minority/Non		9 / -	33 / -	17 / -	19 / 29	23 / 34	23 / 29	21 / 27	23 / 29	23 / 31	23 / 31	14 / -	29 / -	31 / -	26 / 49	34 / 46	28 / 43	30 / 46	35 / 46	29 / 40	29 / 40
FRL/Non		9 / -	31 / -	20 / -	20 / 23	23 / 30	24 / 24	20 / 28	22 / 31	23 / 32	23 / 32	13 / -	27 / -	31 / -	25 / 43	33 / 45	27 / 40	29 / 47	34 / 48	28 / 42	28 / 42
IEP/Non		- / 13	- / 36	- / 24	10 / 23	11 / 28	11 / 27	13 / 26	14 / 29	12 / 30	12 / 30	- / 16	- / 39	- / 40	14 / 33	15 / 40	14 / 34	19 / 41	22 / 44	16 / 38	16 / 38
ELL/Non		12 / -	32 / 38	28 / 11	21 / 19	25 / 23	25 / 23	21 / 24	24 / 26	24 / 27	24 / 27	13 / -	29 / 41	34 / 38	25 / 33	36 / 34	28 / 32	26 / 41	35 / 42	29 / 36	29 / 36
Girls/Boys		17 / -	27 / 42	13 / 29	20 / 21	24 / 23	23 / 24	22 / 24	27 / 24	26 / 26	26 / 26	11 / 24	26 / 40	37 / 36	30 / 28	39 / 32	34 / 27	39 / 36	44 / 37	38 / 31	38 / 31

		Percent Keeping Up																			
Total		36	68	76	58	68	60	58	67	67	61	-	-	78	71	74	72	72	74	73	73
Grade 4		-	-	73	55	67	59	57	66	66	61	-	-	81	72	74	71	73	76	73	73
Grade 5		-	-	82	61	68	61	58	67	60	60	-	-	-	69	74	74	72	73	72	72
Minority/Non		33 / -	- / -	72 / 81	51 / 73	62 / 81	54 / 73	50 / 61	60 / 70	52 / 65	52 / 65	- / -	- / -	75 / 80	64 / 81	69 / 81	67 / 80	66 / 75	69 / 76	66 / 75	66 / 75
FRL/Non		- / -	- / -	77 / 75	50 / 69	59 / 79	52 / 70	45 / 63	55 / 72	48 / 67	48 / 67	- / -	- / -	- / 88	62 / 78	67 / 81	64 / 79	61 / 76	64 / 78	61 / 77	61 / 77
IEP/Non		- / 37	- / 68	- / 77	48 / 58	58 / 68	44 / 61	40 / 58	47 / 68	39 / 62	39 / 62	- / -	- / -	- / 78	65 / 71	57 / 75	56 / 73	53 / 73	55 / 75	50 / 73	50 / 73
ELL/Non		- / -	- / 70	- / 78	53 / 61	63 / 70	55 / 63	50 / 59	58 / 68	50 / 62	50 / 62	- / -	- / -	- / 82	63 / 74	70 / 76	69 / 73	62 / 73	68 / 75	64 / 73	64 / 73
Girls/Boys		- / -	- / 70	69 / 82	57 / 59	69 / 66	60 / 60	56 / 59	67 / 67	59 / 62	59 / 62	- / -	- / -	- / 76	75 / 66	77 / 70	76 / 67	76 / 68	77 / 71	76 / 68	76 / 68

		Percent Moving Up																			
Total		17	42	39	27	34	28	26	30	30	27	-	-	21	26	28	27	28	30	27	27
Grade 4		-	-	38	27	34	29	27	31	29	29	-	-	-	28	27	27	29	31	28	28
Grade 5		-	-	-	27	33	26	24	28	25	25	-	-	-	24	29	28	26	28	25	25
Minority/Non		- / -	- / -	37 / -	23 / 40	31 / 44	26 / 35	22 / 28	26 / 32	23 / 30	23 / 30	- / -	- / -	- / -	19 / 38	23 / 36	23 / 34	23 / 30	25 / 31	22 / 29	22 / 29
FRL/Non		- / -	- / -	35 / -	23 / 36	29 / 43	25 / 33	20 / 29	24 / 34	21 / 31	21 / 31	- / -	- / -	- / -	18 / 33	22 / 35	22 / 33	19 / 31	22 / 33	19 / 30	19 / 30
IEP/Non		- / 17	- / 42	- / 40	25 / 27	27 / 34	15 / 29	17 / 26	20 / 30	15 / 28	15 / 28	- / -	- / -	- / 21	23 / 26	20 / 29	18 / 28	15 / 28	19 / 30	14 / 27	14 / 27
ELL/Non		- / -	- / -	- / 42	25 / 28	32 / 35	27 / 29	23 / 26	27 / 30	23 / 28	23 / 28	- / -	- / -	- / 22	21 / 29	25 / 29	23 / 29	20 / 28	24 / 30	22 / 27	22 / 27
Girls/Boys		- / -	- / -	32 / -	26 / 28	34 / 34	26 / 30	25 / 27	30 / 30	25 / 29	25 / 29	- / -	- / -	- / -	30 / 22	30 / 26	31 / 23	31 / 24	32 / 27	30 / 23	30 / 23

Performance Plan

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

Plan Assignment Framework Points Earned

Performance at or above 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*

Academic Achievement **Approaching** 43.8% (11 out of 25 points)

Academic Growth **Meets** 66.7% (33.4 out of 50 points)

Academic Growth Gaps **Approaching** 60.0% (15 out of 25 points)

Test Participation** **95% Participation Rate Met**

TOTAL **59.4%** (**59.4 out of 100 points**)

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

Level: Elementary School
(3 Year****)

School: MONTCLAIR ELEMENTARY SCHOOL - 6002

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	465	49.2%	14
Mathematics	2	4		Approaching	466	50.6%	16
Writing	2	4		Approaching	464	35.6%	17
Science	2	4		Approaching	125	24.8%	18
Total	7	16	43.8%	Approaching			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	257	59	51	Yes
Mathematics	3	4		Meets	262	57	67	No
Writing	2	4		Approaching	256	52	62	No
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	14	20	70.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	182	59	62	No
Minority Students	3	4		Meets	197	59	61	No
Students w/ Disabilities	2	4		Approaching	25	42	83	No
English Language Learners	3	4		Meets	114	61	67	No
Students needing to catch up	3	4		Meets	146	61	72	No
Mathematics	13	20	65.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	187	55	72	No
Minority Students	3	4		Meets	201	56	72	No
Students w/ Disabilities	2	4		Approaching	25	40	89	No
English Language Learners	3	4		Meets	118	59	74	No
Students needing to catch up	2	4		Approaching	141	53	83	No
Writing	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	181	48	70	No
Minority Students	2	4		Approaching	196	49	67	No
Students w/ Disabilities	1	4		Does Not Meet	25	38	88	No
English Language Learners	2	4		Approaching	114	48	72	No
Students needing to catch up	2	4		Approaching	182	50	73	No
Total	36	60	60.0%	Approaching				

Test Participation	% of Students Tested	Students Tested	Total Students
Reading	100.0%	506	506
Mathematics	100.0%	507	507
Writing	99.8%	505	506
Science	100.0%	141	141

Scoring Guide

Level: Elementary School

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Cut-Points for each performance indicator	
Achievement;	Cut Point: The school earned ... of the points eligible on this indicator. <ul style="list-style-type: none"> at or above 87.5%
Growth; Gaps	Exceeds <ul style="list-style-type: none"> at or above 62.5% - below 87.5%
	Approaching <ul style="list-style-type: none"> at or above 37.5% - below 62.5%
	Does Not Meet <ul style="list-style-type: none"> below 37.5%

School plan type assignments	
Performance Plan	Total Framework Points <ul style="list-style-type: none"> at or above 59%
Improvement Plan	Improvement <ul style="list-style-type: none"> at or above 47% - below 59%
Priority Improvement Plan	Priority Improvement <ul style="list-style-type: none"> at or above 37% - below 47%
Turnaround Plan	Turnaround <ul style="list-style-type: none"> below 37%

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.

Reference

Comparison Data

Academic Achievement

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

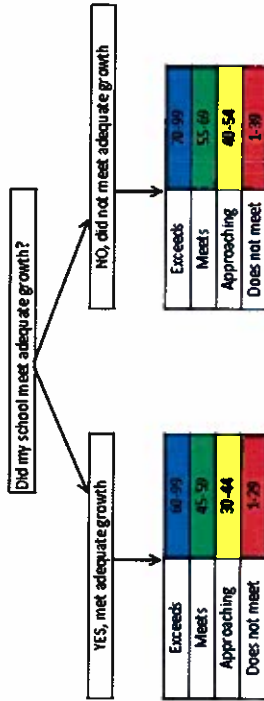
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school; the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Valdez Elementary School

School Growth Summary

Grades 1 to 5 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

	Reading														
	School					District					State				
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010			
	51	42	63	51	50	53	50	50	50	50	50	50			
Total															
Grade 4	-	39	80	46	45	50	50	50	50	50	50	50			
Grade 5	47	64	50	55	54	55	50	50	50	50	50	50			
Minority/Non	51 / -	43 / -	63 / -	48 / 59	49 / 56	51 / 58	47 / 52	48 / 52	47 / 52	48 / 52	47 / 52	47 / 52			
FRL/Non	54 / -	43 / -	63 / -	48 / 58	48 / 54	51 / 55	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53			
IEP/Non	- / 56	- / 49	- / 68	38 / 53	39 / 52	42 / 54	40 / 51	41 / 51	41 / 51	41 / 51	39 / 51	39 / 51			
ELL/Non	66 / -	51 / -	69 / -	53 / 49	51 / 49	55 / 51	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50			
Girls/Boys	54 / 48	48 / -	70 / 58	52 / 49	52 / 49	56 / 50	52 / 48	52 / 49	52 / 48	52 / 49	52 / 48	52 / 48			
	Percent Catching Up														
Total	33	32	47	33	31	36	38	36	38	36	36	40			
Grade 4	-	-	60	30	27	35	37	36	37	36	36	39			
Grade 5	21	48	30	35	34	37	38	37	38	37	37	40			
Minority/Non	33 / -	34 / -	48 / -	32 / 43	30 / 39	36 / 41	34 / 44	33 / 41	34 / 44	33 / 41	33 / 41	37 / 44			
FRL/Non	32 / -	34 / -	46 / -	31 / 42	30 / 38	36 / 38	33 / 45	32 / 43	33 / 45	32 / 43	36 / 46	36 / 46			
IEP/Non	- / 40	- / 42	- / 49	15 / 38	16 / 36	16 / 42	22 / 43	21 / 41	22 / 43	21 / 41	22 / 46	22 / 46			
ELL/Non	39 / -	41 / -	49 / -	34 / 32	31 / 31	38 / 35	34 / 40	33 / 38	34 / 40	33 / 38	38 / 41	38 / 41			
Girls/Boys	32 / -	33 / -	50 / 43	35 / 31	33 / 29	41 / 33	39 / 37	38 / 35	39 / 37	38 / 35	43 / 37	43 / 37			
	Percent Keeping Up														
Total	-	-	-	73	74	76	77	77	77	77	77	78			
Grade 4	-	-	-	68	69	71	74	74	74	76	76	76			
Grade 5	-	-	-	80	79	82	79	78	79	78	78	81			
Minority/Non	- / -	- / -	- / -	67 / 85	68 / 84	72 / 85	68 / 80	70 / 80	68 / 80	70 / 80	71 / 81	71 / 81			
FRL/Non	- / -	- / -	- / -	65 / 82	66 / 83	69 / 84	66 / 81	67 / 81	66 / 81	67 / 81	68 / 83	68 / 83			
IEP/Non	- / -	- / -	- / -	64 / 74	63 / 74	65 / 77	59 / 77	59 / 78	59 / 77	59 / 78	57 / 79	57 / 79			
ELL/Non	- / -	- / -	- / -	70 / 74	68 / 76	72 / 78	67 / 78	68 / 78	67 / 78	68 / 78	68 / 79	68 / 79			
Girls/Boys	- / -	- / -	- / -	75 / 71	75 / 71	80 / 72	79 / 74	79 / 75	79 / 74	79 / 75	80 / 76	80 / 76			
	Percent Moving Up														
Total	-	-	-	20	20	20	22	21	22	21	21	21			
Grade 4	-	-	-	17	19	19	21	23	21	23	21	21			
Grade 5	-	-	-	24	21	22	23	20	23	20	22	22			
Minority/Non	- / -	- / -	- / -	14 / 34	15 / 30	14 / 33	16 / 25	15 / 24	16 / 25	15 / 24	15 / 24	15 / 24			
FRL/Non	- / -	- / -	- / -	12 / 30	13 / 29	13 / 29	14 / 25	13 / 26	14 / 25	13 / 25	13 / 26	13 / 26			
IEP/Non	- / -	- / -	- / -	15 / 21	17 / 20	15 / 21	11 / 22	13 / 22	11 / 22	13 / 22	10 / 22	10 / 22			
ELL/Non	- / -	- / -	- / -	15 / 23	14 / 22	14 / 23	14 / 23	13 / 22	14 / 23	13 / 22	13 / 22	13 / 22			
Girls/Boys	- / -	- / -	- / -	22 / 19	22 / 18	22 / 19	24 / 20	23 / 20	24 / 20	23 / 20	23 / 20	23 / 20			



Valdez Elementary School Grades 1 to 5 Denver County 1

Math

	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008		2009
Median Growth Percentile												
Total	42	29	33	52	54	54	50	50	50	50	50	50
Grade 4	42	20	40	48	52	50	50	50	50	50	50	50
Grade 5	39	34	16	55	56	57	50	50	50	50	50	50
Minority/Non	41 / -	29 / -	34 / -	50 / 61	52 / 62	53 / 59	48 / 52	48 / 51	47 / 52			
FRL/Non	42 / -	30 / -	31 / -	50 / 57	51 / 61	52 / 57	46 / 53	46 / 53	45 / 53			
IEP/Non	- / 46	- / 30	- / 37	40 / 54	41 / 56	44 / 55	40 / 51	39 / 51	38 / 51			
ELL/Non	42 / -	30 / -	36 / -	51 / 52	55 / 53	55 / 53	50 / 50	51 / 50	50 / 50			
Girls/Boys	40 / 44	29 / 30	29 / 37	52 / 52	55 / 52	54 / 54	49 / 51	51 / 49	49 / 51			

Percent Catching Up												
Total	15	17	12	20	24	24	23	25	26			
Grade 4	-	-	21	23	25	27	27	29	31			
Grade 5	8	-	0	17	22	21	19	22	21			
Minority/Non	15 / -	13 / -	12 / -	19 / 29	23 / 34	23 / 29	21 / 27	23 / 29	23 / 31			
FRL/Non	16 / -	15 / -	11 / -	20 / 23	23 / 30	24 / 24	20 / 28	22 / 31	23 / 32			
IEP/Non	- / 19	- / -	- / 15	10 / 23	11 / 28	11 / 27	13 / 26	14 / 29	12 / 30			
ELL/Non	18 / -	- / -	15 / -	21 / 19	25 / 23	25 / 23	21 / 24	24 / 26	24 / 27			
Girls/Boys	29 / 0	- / -	7 / 18	20 / 21	24 / 23	23 / 24	22 / 24	27 / 24	26 / 26			

Percent Keeping Up												
Total	56	29	-	58	68	60	58	67	61			
Grade 4	-	25	-	55	67	59	57	66	61			
Grade 5	-	-	-	61	68	61	58	67	60			
Minority/Non	56 / -	29 / -	- / -	51 / 73	62 / 81	54 / 73	50 / 61	60 / 70	52 / 65			
FRL/Non	57 / -	30 / -	- / -	50 / 69	59 / 79	52 / 70	45 / 63	55 / 72	48 / 67			
IEP/Non	- / 58	- / 30	- / -	48 / 58	58 / 68	44 / 61	40 / 58	47 / 68	39 / 62			
ELL/Non	55 / -	29 / -	- / -	53 / 61	63 / 70	55 / 63	50 / 59	58 / 68	50 / 62			
Girls/Boys	- / -	17 / -	- / -	57 / 59	69 / 66	60 / 60	56 / 59	67 / 67	59 / 62			

Percent Moving Up												
Total	-	11	-	27	34	28	26	30	27			
Grade 4	-	-	-	27	34	29	27	31	29			
Grade 5	-	-	-	27	33	26	24	28	25			
Minority/Non	- / -	11 / -	- / -	23 / 40	31 / 44	26 / 35	22 / 28	26 / 32	23 / 30			
FRL/Non	- / -	11 / -	- / -	23 / 36	29 / 43	25 / 33	20 / 29	24 / 34	21 / 31			
IEP/Non	- / -	- / 11	- / -	25 / 27	27 / 34	15 / 29	17 / 26	20 / 30	15 / 28			
ELL/Non	- / -	13 / -	- / -	25 / 28	32 / 35	27 / 29	23 / 26	27 / 30	23 / 28			
Girls/Boys	- / -	5 / -	- / -	26 / 28	34 / 34	26 / 30	25 / 27	30 / 30	25 / 29			

Writing

	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008		2009
Median Growth Percentile												
Total	44	60	57	50	52	53	50	50	50	50	50	50
Grade 4	-	39	65	49	47	51	50	50	50	50	50	50
Grade 5	33	68	44	51	56	55	50	50	50	50	50	50
Minority/Non	44 / -	60 / -	57 / -	47 / 61	51 / 56	52 / 58	47 / 52	48 / 51	48 / 52			
FRL/Non	44 / -	60 / -	55 / -	47 / 56	51 / 55	51 / 57	45 / 53	46 / 53	45 / 53			
IEP/Non	- / 49	- / 60	- / 58	40 / 51	43 / 54	43 / 55	40 / 51	40 / 51	39 / 51			
ELL/Non	48 / -	61 / -	57 / -	47 / 52	55 / 50	54 / 53	47 / 51	51 / 50	50 / 50			
Girls/Boys	56 / 25	56 / -	58 / 55	52 / 47	54 / 50	56 / 51	52 / 47	53 / 47	53 / 47			

Percent Catching Up												
Total	22	39	27	29	35	30	37	40	34			
Grade 4	-	25	32	32	32	31	39	41	35			
Grade 5	15	52	20	26	38	29	36	40	33			
Minority/Non	22 / -	42 / -	27 / -	26 / 49	34 / 46	28 / 43	30 / 46	35 / 46	29 / 40			
FRL/Non	20 / -	41 / -	29 / -	25 / 43	33 / 45	27 / 40	29 / 47	34 / 48	28 / 42			
IEP/Non	- / 29	- / 50	- / 33	14 / 33	15 / 40	14 / 34	19 / 41	22 / 44	16 / 38			
ELL/Non	24 / -	50 / -	31 / -	25 / 33	36 / 34	28 / 32	26 / 41	35 / 42	29 / 36			
Girls/Boys	25 / 19	44 / -	33 / 17	30 / 28	39 / 32	34 / 27	39 / 36	44 / 37	38 / 31			

Percent Keeping Up												
Total	-	-	-	71	74	72	72	74	73			
Grade 4	-	-	-	72	74	71	73	76	73			
Grade 5	-	-	-	69	74	74	72	73	72			
Minority/Non	- / -	- / -	- / -	64 / 81	69 / 81	67 / 80	66 / 75	69 / 76	66 / 75			
FRL/Non	- / -	- / -	- / -	62 / 78	67 / 81	64 / 79	61 / 76	64 / 78	61 / 77			
IEP/Non	- / -	- / -	- / -	65 / 71	57 / 75	56 / 73	53 / 73	55 / 75	50 / 73			
ELL/Non	- / -	- / -	- / -	63 / 74	70 / 76	69 / 73	62 / 73	68 / 75	64 / 73			
Girls/Boys	- / -	- / -	- / -	75 / 66	77 / 70	76 / 67	76 / 68	77 / 71	76 / 68			

Percent Moving Up												
Total	-	-	-	26	28	27	28	30	27			
Grade 4	-	-	-	28	27	27	29	31	28			
Grade 5	-	-	-	24	29	28	26	28	25			
Minority/Non	- / -	- / -	- / -	19 / 38	23 / 36	23 / 34	23 / 30	25 / 31	22 / 29			
FRL/Non	- / -	- / -	- / -	18 / 33	22 / 35	22 / 33	19 / 31	22 / 33	19 / 30			
IEP/Non	- / -	- / -	- / -	23 / 26	20 / 29	18 / 28	15 / 28	19 / 30	14 / 27			
ELL/Non	- / -	- / -	- / -	21 / 29	25 / 29	23 / 29	20 / 28	24 / 30	22 / 27			
Girls/Boys	- / -	- / -	- / -	30 / 22	30 / 26	31 / 23	31 / 24	32 / 27	30 / 23			

Valdez Elementary School

School Growth Summary

Grades 6 to 7 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

Reading													
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		School			District			State			State		
		Median Growth Percentile											
Total		55	68	53	48	54	50	50	50	50	50	50	50
Grade 6		40	-	50	45	53	50	50	50	50	50	50	50
Grade 7		-	53	56	52	57	50	50	50	50	50	50	50
Minority/Non	/	56/-	68/-	52/56	47/55	55/53	50/50	47/52	50/50	47/52	50/50	48/51	50/50
FRL/Non	/	56/-	68/-	52/56	47/52	54/55	48/51	47/52	48/51	47/52	48/51	48/51	48/51
IEP/Non	/	-/59	-/68	45/54	45/49	47/55	43/51	47/50	42/51	47/50	42/51	42/51	42/51
ELL/Non	/	56/-	68/-	53/53	50/47	56/53	52/50	51/50	52/50	51/50	52/50	52/50	52/50
Girls/Boys	/	56/50	79/-	56/50	47/49	59/49	55/46	51/49	55/45	51/49	55/45	55/45	55/45
Percent Catching Up													
Total		24	33	31	26	35	35	35	35	35	35	35	37
Grade 6		21	-	28	23	34	35	34	35	34	35	34	39
Grade 7		-	-	34	29	35	34	36	36	36	36	36	35
Minority/Non	/	26/-	35/-	30/39	26/34	34/43	32/40	30/42	34/42	30/42	34/42	34/42	34/42
FRL/Non	/	28/-	-/-	29/38	26/29	33/41	31/41	31/42	34/44	31/41	31/42	34/44	34/44
IEP/Non	/	-/29	-/-	14/35	15/30	15/39	19/40	22/39	20/43	19/40	22/39	20/43	20/43
ELL/Non	/	23/-	-/-	29/34	26/26	33/37	30/37	31/37	32/40	30/37	31/37	32/40	32/40
Girls/Boys	/	-/-	-/-	35/27	27/26	40/30	39/31	35/34	43/33	39/31	35/34	43/33	43/33
Percent Keeping Up													
Total		-	-	76	72	78	78	78	78	78	78	78	79
Grade 6		-	-	76	69	77	80	79	80	79	80	79	81
Grade 7		-	-	76	75	79	76	78	76	78	76	78	77
Minority/Non	/	-/-	-/-	72/85	66/86	75/84	72/80	70/82	74/81	72/80	70/82	74/81	74/81
FRL/Non	/	-/-	-/-	69/84	64/82	73/84	68/81	67/83	71/82	68/81	67/83	71/82	71/82
IEP/Non	/	-/-	-/-	61/77	65/73	62/79	58/78	64/79	57/80	58/78	64/79	57/80	57/80
ELL/Non	/	-/-	-/-	72/79	67/74	74/80	70/78	67/80	72/80	70/78	67/80	72/80	72/80
Girls/Boys	/	-/-	-/-	79/73	71/73	82/73	82/74	80/77	84/74	82/74	80/77	84/74	84/74
Percent Moving Up													
Total		-	-	17	10	16	18	13	16	13	16	13	16
Grade 6		-	-	13	9	12	16	13	15	13	15	13	15
Grade 7		-	-	21	11	20	20	13	17	20	13	17	17
Minority/Non	/	-/-	-/-	14/25	6/20	13/22	15/19	8/15	13/18	15/19	8/15	13/18	13/18
FRL/Non	/	-/-	-/-	13/22	6/17	12/22	12/20	7/16	11/19	12/20	7/16	11/19	11/19
IEP/Non	/	-/-	-/-	8/17	9/10	10/16	8/18	7/13	7/16	10/16	8/18	7/13	7/16
ELL/Non	/	-/-	-/-	14/18	5/12	14/17	14/18	7/14	13/17	14/17	14/18	7/14	13/17
Girls/Boys	/	-/-	-/-	19/14	10/9	18/13	21/14	14/12	19/13	18/13	21/14	14/12	19/13

Valdez Elementary School Grades 6 to 7 Denver County 1

	Math					Writing						
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			School			State		
Median Growth Percentile												
Total	27	47	48	51	52	50	50	50	50	50	50	50
Grade 6	27	52	53	56	50	50	50	50	50	50	50	50
Grade 7	-	50	44	50	49	50	50	50	50	50	50	50
Minority/Non	/	27/-	48/49	51/50	52/53	49/51	48/51	49/51	48/51	49/51	49/51	49/51
FRL/Non	/	27/-	53/49	52/50	51/54	47/52	46/51	46/52	46/51	46/52	48/53	48/53
IEP/Non	/	-/28	42/49	47/52	47/53	43/51	43/51	43/51	43/51	43/51	42/51	42/51
ELL/Non	/	28/-	54/44	55/49	55/50	52/50	52/50	51/50	51/50	51/50	55/49	52/50
Girls/Boys	/	35/20	48/-	49/47	52/50	55/50	52/49	51/49	52/48	55/45	52/48	52/48

Percent Catching Up												
Total	0	0	10	15	12	13	17	14	14	17	17	14
Grade 6	0	-	15	20	17	17	20	18	18	20	20	18
Grade 7	-	-	5	12	7	9	15	10	10	15	15	10
Minority/Non	/	0/-	10/13	15/17	12/13	10/16	14/21	11/17	11/17	14/21	14/21	11/17
FRL/Non	/	0/-	10/10	15/17	12/13	10/16	14/22	11/18	11/18	14/22	14/22	11/18
IEP/Non	/	-/0	4/12	8/18	5/14	6/15	8/19	6/16	6/16	8/19	8/19	6/16
ELL/Non	/	0/-	11/8	17/14	14/10	11/13	15/18	12/15	12/15	15/18	15/18	12/15
Girls/Boys	/	-/-	10/10	17/14	13/11	13/13	18/16	15/13	15/13	18/16	18/16	15/13

Percent Keeping Up												
Total	-	49	53	53	53	55	57	55	55	57	57	55
Grade 6	-	55	60	59	59	57	59	58	58	59	59	58
Grade 7	-	43	46	47	47	53	54	53	53	54	54	53
Minority/Non	/	-/-	44/61	48/64	47/67	47/58	49/60	47/59	47/59	49/60	49/60	47/59
FRL/Non	/	-/-	42/58	47/61	45/64	41/60	44/61	42/61	42/61	44/61	44/61	42/61
IEP/Non	/	-/-	40/50	44/54	46/53	39/56	41/57	38/56	38/56	41/57	41/57	38/56
ELL/Non	/	-/-	48/50	53/53	50/55	46/56	49/58	46/57	46/57	49/58	49/58	46/57
Girls/Boys	/	-/-	47/52	54/53	54/53	55/56	57/57	56/55	56/55	57/57	57/57	56/55

Percent Moving Up												
Total	-	17	22	18	18	16	21	16	16	21	21	16
Grade 6	-	23	27	23	23	18	24	19	19	24	24	19
Grade 7	-	11	16	12	12	14	18	13	13	18	18	13
Minority/Non	/	-/-	16/22	21/26	16/23	14/17	18/23	13/18	13/18	18/23	18/23	13/18
FRL/Non	/	-/-	16/19	20/25	16/22	12/18	16/24	12/18	12/18	16/24	16/24	12/18
IEP/Non	/	-/-	19/17	19/22	13/18	11/16	15/22	11/16	11/16	15/22	15/22	11/16
ELL/Non	/	-/-	19/16	24/20	18/17	14/16	19/22	15/16	15/16	19/22	19/22	15/16
Girls/Boys	/	-/-	15/19	23/21	19/16	16/16	21/21	16/16	16/16	21/21	21/21	16/16

	Math					Writing						
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			School			State		
Median Growth Percentile												
Total		78	79	52	56	56	50	50	50	50	50	50
Grade 6		73	-	54	53	57	50	50	50	50	50	50
Grade 7		-	63	50	59	55	50	50	50	50	50	50
Minority/Non	/	81/-	78/-	52/56	56/55	55/59	49/51	51/50	49/51	51/50	49/51	49/51
FRL/Non	/	81/-	79/-	51/55	56/56	54/59	47/52	49/52	49/52	49/52	48/53	48/53
IEP/Non	/	-/78	-/83	48/53	48/57	47/57	42/51	40/51	40/51	40/51	42/51	42/51
ELL/Non	/	80/-	81/-	54/50	60/52	58/54	52/50	55/49	52/50	55/49	55/49	52/50
Girls/Boys	/	89/65	78/-	54/51	60/51	57/55	53/48	55/45	53/48	55/45	52/48	52/48

Percent Catching Up												
Total		39	40	19	27	20	25	30	24	25	30	24
Grade 6		33	-	22	26	23	28	31	26	28	31	26
Grade 7		-	-	17	29	17	23	29	21	23	29	21
Minority/Non	/	42/-	42/-	18/32	26/35	19/29	20/31	27/34	19/29	20/31	27/34	19/29
FRL/Non	/	44/-	38/-	17/27	26/33	18/28	20/32	25/36	19/31	20/32	25/36	19/31
IEP/Non	/	-/45	-/-	8/22	11/31	7/23	11/29	13/34	11/27	11/29	13/34	11/27
ELL/Non	/	34/-	-/-	18/21	28/26	18/22	19/28	27/31	18/26	19/28	27/31	18/26
Girls/Boys	/	50/-	-/-	21/18	33/22	23/18	29/23	37/25	26/22	29/23	37/25	26/22

Percent Keeping Up												
Total		-	-	62	69	65	67	70	66	67	70	66
Grade 6		-	-	64	68	66	68	71	68	68	71	68
Grade 7		-	-	59	70	63	65	68	65	65	68	65
Minority/Non	/	-/-	-/-	55/75	64/77	58/77	59/69	64/72	58/69	59/69	64/72	58/69
FRL/Non	/	-/-	-/-	51/71	62/75	56/74	54/70	60/73	55/70	54/70	60/73	55/70
IEP/Non	/	-/-	-/-	57/62	54/69	46/65	47/67	46/70	44/67	46/65	47/67	44/67
ELL/Non	/	-/-	-/-	55/65	66/70	59/68	55/68	63/70	55/67	55/68	63/70	55/67
Girls/Boys	/	-/-	-/-	64/59	75/61	65/64	70/62	75/63	69/63	65/64	75/63	69/63

Percent Moving Up												
Total		-	-	14	19	20	17	20	19	17	20	19
Grade 6		-	-	15	19	19	18	21	20	18	21	20
Grade 7		-	-	14	20	21	17	20	19	17	20	19
Minority/Non	/	-/-	-/-	11/22	16/26	16/30	14/19	16/22	15/21	16/30	16/22	15/21
FRL/Non	/	-/-	-/-	9/20	16/24	15/27	12/19	14/23	13/22	15/27	14/23	13/22
IEP/Non	/	-/-	-/-	6/14	9/20	11/21	11/17	10/21	11/19	9/20	11/17	10/21
ELL/Non	/	-/-	-/-	11/16	18/20	18/22	13/18	16/21	14/20	18/20	16/21	14/20
Girls/Boys	/	-/-	-/-	15/13	22/16	21/20	20/15	24/16	21/18	22/16	24/16	21/18

Improvement Plan (Revised)

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

Plan Assignment	Framework Points Earned
Performance	at or above 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*

Academic Achievement	Does Not Meet	28.6% (7.2 out of 25 points)	
Academic Growth	Approaching	58.3% (29.2 out of 50 points)	
Academic Growth Gaps	Approaching	57.4% (14.4 out of 25 points)	
Test Participation**	95% Participation Rate Met		
TOTAL		50.8% (50.8 out of 100 points)	

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

Level: Elementary School
(3 Year****)

School: VALDEZ ELEMENTARY SCHOOL

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	337	29.1%	1
Mathematics	1	4		Does Not Meet	336	33.6%	3
Writing	1	4		Does Not Meet	336	18.4%	2
Science	1	4		Does Not Meet	108	5.6%	1
Total	4	16	25.0%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	166	55	67	No
Mathematics	1	4		Does Not Meet	198	35	67	No
Writing	2	4		Approaching	166	54	75	No
Total	6	12	50.0%	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	13	20	65.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	150	55	66	No
Minority Students	3	4		Meets	160	56	66	No
Students w/ Disabilities	1	4		Does Not Meet	32	36	80	No
English Language Learners	3	4		Meets	118	64	68	No
Students needing to catch up	3	4		Meets	130	56	71	No
Mathematics	5	20	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	180	34	67	No
Minority Students	1	4		Does Not Meet	191	35	67	No
Students w/ Disabilities	1	4		Does Not Meet	33	14	89	No
English Language Learners	1	4		Does Not Meet	151	37	66	No
Students needing to catch up	1	4		Does Not Meet	122	35	80	No

Writing	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Writing	12	20	60.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	151	54	74	No
Minority Students	3	4		Meets	160	55	74	No
Students w/ Disabilities	1	4		Does Not Meet	32	27	87	No
English Language Learners	3	4		Meets	118	56	74	No
Students needing to catch up	3	4		Meets	142	56	78	No
Total	30	60	50.0%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	97.5%	95% Participation Rate Met	383	393
Mathematics	98.7%	95% Participation Rate Met	386	391
Writing	97.5%	95% Participation Rate Met	384	394
Science	98.4%	95% Participation Rate Met	125	127

Performance Indicators

Level: Middle School

School: VALDEZ ELEMENTARY SCHOOL

(3 Year***)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	86	41.9%	8
Mathematics	1	4		Does Not Meet	87	19.5%	4
Writing	2	4		Approaching	87	41.4%	19
Science	0	0		N/A	<16 students	N/A	N/A
Total	4	12	33.3%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	83	59	67	No
Mathematics	1	4		Does Not Meet	85	35	89	No
Writing	4	4		Exceeds	85	78	78	Yes
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	12	16	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	76	62	65	No
Minority Students	3	4		Meets	80	60	66	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	No
English Language Learners	3	4		Meets	65	61	67	No
Students needing to catch up	3	4		Meets	54	58	76	No
Mathematics	4	16	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	77	36	84	No
Minority Students	1	4		Does Not Meet	82	36	88	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	No
English Language Learners	1	4		Does Not Meet	66	36	85	No
Students needing to catch up	1	4		Does Not Meet	59	36	96	No
Writing	16	16	100.0%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	77	79	77	Yes
Minority Students	4	4		Exceeds	82	79	77	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	No
English Language Learners	4	4		Exceeds	66	80	78	Yes
Students needing to catch up	4	4		Exceeds	63	81	89	No
Total	32	48	66.7%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	98.9%	95% Participation Rate Met	88	89
Mathematics	100.0%	95% Participation Rate Met	89	89
Writing	100.0%	95% Participation Rate Met	89	89
Science		N/A	0	0

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup in 3 content areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Cut-Points for each performance indicator		Cut-Points for plan type assignment	
Achievement; Growth; Gaps	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	Performance
	at or above 62.5% - below 87.5%	Meets	Improvement
	at or above 37.5% - below 62.5%	Approaching	Priority Improvement
	below 37.5%	Does Not Meet	Turnaround
School plan type assignments			
Performance Plan		The school is required to adopt and implement a Performance Plan.	
Improvement Plan		The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan		The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan		The school is required to adopt and implement a Turnaround Plan.	

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

Reference

Comparison Data

Academic Achievement

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

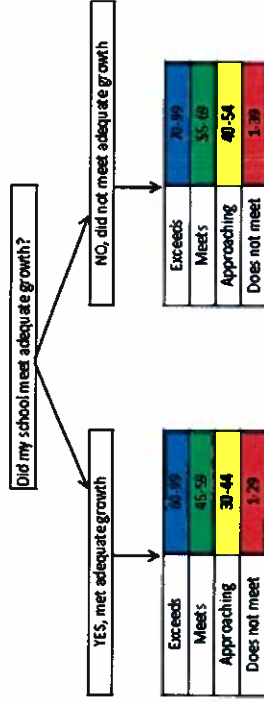
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Whittier K-8 School School Growth Summary

Grades 1 to 5 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

		Reading											
		School					District					State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		47	26	37	51	50	53	50	50	50	50	50	50
Grade 4		-	26	-	46	45	50	50	50	50	50	50	50
Grade 5		56	-	48	55	54	55	50	50	50	50	50	50
Minority/Non		50 / -	26 / -	36 / -	48 / 59	49 / 56	51 / 58	47 / 52	48 / 52	48 / 52	48 / 52	47 / 52	47 / 52
FRL/Non		43 / -	27 / -	38 / -	48 / 58	48 / 54	51 / 55	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53	46 / 53
IEP/Non		- / 53	- / 27	- / 37	38 / 53	39 / 52	42 / 54	40 / 51	41 / 51	41 / 51	39 / 51	39 / 51	39 / 51
ELL/Non		- / 36	- / 26	- / 39	53 / 49	51 / 49	55 / 51	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50	50 / 50
Girls/Boys		- / -	- / 38	46 / -	52 / 49	52 / 49	56 / 50	52 / 48	52 / 49	52 / 49	52 / 49	52 / 49	52 / 48
Percent Catching Up													
Total		42	11	35	33	31	36	38	36	38	36	36	40
Grade 4		-	-	-	30	27	35	37	36	37	36	36	39
Grade 5		-	-	-	35	34	37	38	37	38	37	37	40
Minority/Non		42 / -	12 / -	33 / -	32 / 43	30 / 39	36 / 41	34 / 44	33 / 41	33 / 41	33 / 41	37 / 44	37 / 44
FRL/Non		38 / -	9 / -	- / -	31 / 42	30 / 38	36 / 38	33 / 45	32 / 43	32 / 43	32 / 43	36 / 46	36 / 46
IEP/Non		- / -	- / -	- / -	15 / 38	16 / 36	16 / 42	22 / 43	21 / 41	21 / 41	21 / 41	22 / 46	22 / 46
ELL/Non		- / -	- / -	- / -	34 / 32	31 / 31	38 / 35	34 / 40	33 / 38	33 / 38	33 / 38	38 / 41	38 / 41
Girls/Boys		- / -	- / -	- / -	35 / 31	33 / 29	41 / 33	39 / 37	38 / 35	38 / 35	38 / 35	43 / 37	43 / 37
Percent Keeping Up													
Total		-	-	-	73	74	76	77	77	77	77	77	78
Grade 4		-	-	-	68	69	71	74	74	74	76	76	76
Grade 5		-	-	-	80	79	82	79	79	78	78	78	81
Minority/Non		- / -	- / -	- / -	67 / 85	68 / 84	72 / 85	68 / 80	68 / 80	70 / 80	70 / 80	71 / 81	71 / 81
FRL/Non		- / -	- / -	- / -	65 / 82	66 / 83	69 / 84	66 / 81	66 / 81	67 / 81	67 / 81	68 / 83	68 / 83
IEP/Non		- / -	- / -	- / -	64 / 74	63 / 74	65 / 77	59 / 77	59 / 77	59 / 78	59 / 78	57 / 79	57 / 79
ELL/Non		- / -	- / -	- / -	70 / 74	68 / 76	72 / 78	67 / 78	67 / 78	68 / 78	68 / 78	68 / 79	68 / 79
Girls/Boys		- / -	- / -	- / -	75 / 71	75 / 71	80 / 72	79 / 74	79 / 74	79 / 75	79 / 75	80 / 76	80 / 76
Percent Moving Up													
Total		-	-	-	20	20	20	22	21	22	21	21	21
Grade 4		-	-	-	17	19	19	21	23	21	23	21	21
Grade 5		-	-	-	24	21	22	23	20	23	20	22	22
Minority/Non		- / -	- / -	- / -	14 / 34	15 / 30	14 / 33	16 / 25	15 / 24	16 / 25	15 / 24	15 / 24	15 / 24
FRL/Non		- / -	- / -	- / -	12 / 30	13 / 29	13 / 29	14 / 25	13 / 25	14 / 25	13 / 25	13 / 26	13 / 26
IEP/Non		- / -	- / -	- / -	15 / 21	17 / 20	15 / 21	11 / 22	13 / 22	11 / 22	13 / 22	10 / 22	10 / 22
ELL/Non		- / -	- / -	- / -	15 / 23	14 / 22	14 / 23	14 / 23	13 / 22	14 / 23	13 / 22	13 / 22	13 / 22
Girls/Boys		- / -	- / -	- / -	22 / 19	22 / 18	22 / 19	24 / 20	23 / 20	24 / 20	23 / 20	23 / 20	23 / 20

Whittier K-8 School Grades 1 to 5 Denver County 1

	Math											
	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008		2009
Median Growth Percentile												
Total	50	41	65	52	54	54	50	50	50	50	50	50
Grade 4	-	40	-	48	52	50	50	50	50	50	50	50
Grade 5	50	-	68	55	56	57	50	50	50	50	50	50
Minority/Non	48/-	42/-	67/-	50/61	52/62	53/59	48/52	48/51	47/52	47/52	48/51	47/52
FRL/Non	49/-	47/-	70/-	50/57	51/61	52/57	46/53	46/53	45/53	45/53	46/53	45/53
IEP/Non	-/49	-/47	-/70	40/54	41/56	44/55	40/51	39/51	38/51	38/51	40/51	39/51
ELL/Non	-/51	-/47	-/69	51/52	55/53	55/53	50/50	51/50	50/50	50/50	51/50	50/50
Girls/Boys	-/-	-/42	62/-	52/52	55/52	54/54	49/51	51/49	49/51	51/49	49/51	49/51

Percent Catching Up												
Total	26	8	26	20	24	24	23	25	25	26	26	26
Grade 4	-	-	-	23	25	27	27	29	29	31	31	31
Grade 5	-	-	-	17	22	21	19	22	22	21	21	21
Minority/Non	23/-	8/-	28/-	19/29	23/34	23/29	21/27	23/29	23/29	23/31	23/31	23/31
FRL/Non	23/-	10/-	-/-	20/23	23/30	24/24	20/28	22/31	23/32	23/32	23/32	23/32
IEP/Non	-/-	-/-	-/32	10/23	11/28	11/27	13/26	14/29	12/30	12/30	12/30	12/30
ELL/Non	-/-	-/-	-/27	21/19	25/23	25/23	21/24	24/26	24/27	24/27	24/27	24/27
Girls/Boys	-/-	-/-	-/-	20/21	24/23	23/24	22/24	27/24	26/26	26/26	26/26	26/26

Percent Keeping Up												
Total	-	-	-	58	68	60	58	67	61	61	61	61
Grade 4	-	-	-	55	67	59	57	66	61	61	61	61
Grade 5	-	-	-	61	68	61	58	67	60	60	60	60
Minority/Non	-/-	-/-	-/-	51/73	62/81	54/73	50/61	60/70	52/65	52/65	52/65	52/65
FRL/Non	-/-	-/-	-/-	50/69	59/79	52/70	45/63	55/72	48/67	48/67	48/67	48/67
IEP/Non	-/-	-/-	-/-	48/58	58/68	44/61	40/58	47/68	39/62	39/62	39/62	39/62
ELL/Non	-/-	-/-	-/-	53/61	63/70	55/63	50/59	58/68	50/62	50/62	50/62	50/62
Girls/Boys	-/-	-/-	-/-	57/59	69/66	60/60	56/59	67/67	59/62	59/62	59/62	59/62

Percent Moving Up												
Total	-	-	-	27	34	28	26	30	27	27	27	27
Grade 4	-	-	-	27	34	29	27	31	29	29	29	29
Grade 5	-	-	-	27	33	26	24	28	25	25	25	25
Minority/Non	-/-	-/-	-/-	23/40	31/44	26/35	22/28	26/32	23/30	23/30	23/30	23/30
FRL/Non	-/-	-/-	-/-	23/36	29/43	25/33	20/29	24/34	21/31	21/31	21/31	21/31
IEP/Non	-/-	-/-	-/-	25/27	27/34	15/29	17/26	20/30	15/28	15/28	15/28	15/28
ELL/Non	-/-	-/-	-/-	25/28	32/35	27/29	23/26	27/30	23/28	23/28	23/28	23/28
Girls/Boys	-/-	-/-	-/-	26/28	34/34	26/30	25/27	30/30	25/29	25/29	25/29	25/29

Writing

	Writing											
	School					District					State	
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008		2009
Median Growth Percentile												
Total	51	46	46	50	52	53	50	50	50	50	50	50
Grade 4	-	45	-	49	47	51	50	50	50	50	50	50
Grade 5	53	-	59	51	56	55	50	50	50	50	50	50
Minority/Non	52/-	46/-	51/-	47/61	51/56	52/58	47/52	48/51	48/52	48/52	48/51	48/52
FRL/Non	49/-	45/-	48/-	47/56	51/55	51/57	45/53	46/53	45/53	45/53	46/53	45/53
IEP/Non	-/52	-/57	-/49	40/51	43/54	43/55	40/51	40/51	39/51	39/51	40/51	39/51
ELL/Non	-/47	-/46	-/51	47/52	55/50	54/53	47/51	51/50	50/50	50/50	51/50	50/50
Girls/Boys	-/-	-/56	51/-	52/47	54/50	56/51	52/47	53/47	53/47	53/47	53/47	53/47

Percent Catching Up												
Total	29	25	31	29	35	30	37	40	34	34	34	34
Grade 4	-	-	-	32	32	31	39	41	35	35	35	35
Grade 5	-	-	30	26	38	29	36	40	33	33	33	33
Minority/Non	28/-	23/-	33/-	26/49	34/46	28/43	30/46	35/46	29/40	29/40	29/40	29/40
FRL/Non	27/-	30/-	40/-	25/43	33/45	27/40	29/47	34/48	28/42	28/42	28/42	28/42
IEP/Non	-/32	-/40	-/38	14/33	15/40	14/34	19/41	22/44	16/38	16/38	16/38	16/38
ELL/Non	-/-	-/27	-/32	25/33	36/34	28/32	26/41	35/42	29/36	29/36	29/36	29/36
Girls/Boys	-/-	-/-	-/-	30/28	39/32	34/27	39/36	44/37	38/31	38/31	38/31	38/31

Percent Keeping Up												
Total	-	-	-	71	74	72	72	74	73	73	73	73
Grade 4	-	-	-	72	74	71	73	76	73	73	73	73
Grade 5	-	-	-	69	74	74	72	73	72	72	72	72
Minority/Non	-/-	-/-	-/-	64/81	69/81	67/80	66/75	69/76	66/75	66/75	66/75	66/75
FRL/Non	-/-	-/-	-/-	62/78	67/81	64/79	61/76	64/78	61/77	61/77	61/77	61/77
IEP/Non	-/-	-/-	-/-	65/71	57/75	56/73	53/73	55/75	50/73	50/73	50/73	50/73
ELL/Non	-/-	-/-	-/-	63/74	70/76	69/73	62/73	68/75	64/73	64/73	64/73	64/73
Girls/Boys	-/-	-/-	-/-	75/66	77/70	76/67	76/68	77/71	76/68	76/68	76/68	76/68

Percent Moving Up												
Total	-	-	-	26	28	27	28	30	27	27	27	27
Grade 4	-	-	-	28	27	27	29	31	28	28	28	28
Grade 5	-	-	-	24	29	28	26	28	25	25	25	25
Minority/Non	-/-	-/-	-/-	19/38	23/36	23/34	23/30	25/31	22/29	22/29	22/29	22/29
FRL/Non	-/-	-/-	-/-	18/33	22/35	22/33	19/31	22/33	19/30	19/30	19/30	19/30
IEP/Non	-/-	-/-	-/-	23/26	20/29	18/28	15/28	19/30	14/27	14/27	14/27	14/27
ELL/Non	-/-	-/-	-/-	21/29	25/29	23/29	20/28	24/30	22/27	22/27	22/27	22/27
Girls/Boys	-/-	-/-	-/-	30/22	30/26	31/23	31/24	32/27	30/23	30/23	30/23	30/23

Whittier K-8 School

School Growth Summary

Grades 6 to 8 Denver County 1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.



Reading

	2008		2009		2010		2009		2010		2008		2009		2010	
	School		District		District		State		State		State		State		State	
	Median Growth Percentile															
Total	73	52	70	54	49	55	50	50	50	50	50	50	50	50	50	50
Grade 6	-	49	-	50	45	53	50	50	50	50	50	50	50	50	50	50
Grade 7	-	-	70	56	52	57	50	50	50	50	50	50	50	50	50	50
Grade 8	-	-	-	54	49	58	50	50	50	50	50	50	50	50	50	50
Minority/Non	72/-	51/-	69/-	53/56	47/54	55/55	51/50	48/51	51/50	48/51	51/50	48/51	51/50	48/51	51/50	49/51
FRL/Non	70/-	50/-	69/-	52/56	47/52	55/56	48/51	47/52	49/51	47/52	48/51	47/52	49/51	47/52	48/51	43/51
IEP/Non	-/71	-/52	-/69	47/54	45/49	48/56	43/51	46/50	43/51	46/50	43/51	46/50	43/51	46/50	43/51	43/51
ELL/Non	-/73	-/54	-/74	54/53	50/47	58/53	53/50	51/50	51/50	51/50	51/50	51/50	51/50	51/50	51/50	53/49
Girls/Boys	-/-	56/51	78/61	57/50	48/49	59/51	55/46	51/49	55/46	51/49	55/46	51/49	55/46	51/49	55/46	55/45

Percent Catching Up

Total	52	31	45	30	26	34	34	35	37
Grade 6	-	-	-	28	23	34	35	34	39
Grade 7	-	-	-	34	29	35	34	36	35
Grade 8	-	-	-	28	26	33	33	36	35
Minority/Non	55/-	28/-	46/-	29/38	26/33	33/41	31/39	31/42	34/41
FRL/Non	45/-	30/-	48/-	28/37	25/32	33/41	30/40	31/42	33/43
IEP/Non	-/52	-/32	-/54	14/34	15/30	15/38	18/39	21/40	20/42
ELL/Non	-/-	-/32	-/50	27/33	26/27	32/37	29/37	30/38	32/39
Girls/Boys	-/-	-/19	52/39	33/27	26/26	38/30	39/31	36/35	42/32

Percent Keeping Up

Total	-	65	-	78	73	79	79	80	80
Grade 6	-	-	-	76	69	77	80	79	81
Grade 7	-	-	-	76	75	79	76	78	77
Grade 8	-	-	-	82	76	82	82	83	82
Minority/Non	-/-	64/-	-/-	74/87	68/85	76/85	74/81	72/83	75/82
FRL/Non	-/-	57/-	-/-	71/85	66/82	74/85	70/82	69/83	72/83
IEP/Non	-/-	-/65	-/-	65/79	66/74	63/80	60/80	64/80	59/81
ELL/Non	-/-	-/-	-/-	73/81	68/76	75/81	72/80	70/81	73/81
Girls/Boys	-/-	-/-	-/-	81/75	73/74	83/75	83/75	81/78	84/75

Percent Moving Up

Total	-	4	-	17	9	16	18	12	16
Grade 6	-	-	-	13	9	12	16	13	15
Grade 7	-	-	-	21	11	20	20	13	17
Grade 8	-	-	-	17	8	15	18	11	15
Minority/Non	-/-	4/-	-/-	13/26	6/17	13/23	14/19	8/14	13/17
FRL/Non	-/-	0/-	-/-	12/22	5/15	11/22	12/20	7/15	10/18
IEP/Non	-/-	-/4	-/-	9/17	8/9	8/16	9/18	7/13	7/16
ELL/Non	-/-	-/-	-/-	14/18	5/11	13/17	14/18	7/13	12/16
Girls/Boys	-/-	-/-	-/-	19/14	9/9	18/13	21/14	13/11	19/13

Whittier K-8 School Grades 6 to 8 Denver County 1

		Math											
		School				District				State			
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		91	71	73	47	50	52	50	50	50	50	50	50
Grade 6		-	91	-	52	53	56	50	50	50	50	50	50
Grade 7		-	-	55	44	50	49	50	50	50	50	50	50
Grade 8		-	-	-	44	48	53	50	50	50	50	50	50
Minority/Non		91 / -	70 / -	72 / -	46 / 48	51 / 49	52 / 53	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51
FRL/Non		92 / -	69 / -	68 / -	47 / 46	51 / 49	52 / 54	47 / 52	47 / 51	47 / 52	47 / 52	47 / 52	47 / 52
IEP/Non		- / 91	- / 71	- / 73	43 / 47	47 / 51	49 / 53	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51	44 / 51
ELL/Non		- / 89	- / 76	- / 75	50 / 44	54 / 48	56 / 50	51 / 50	52 / 50	52 / 50	52 / 50	52 / 50	52 / 50
Girls/Boys		- / -	69 / 75	56 / 74	46 / 47	51 / 50	53 / 52	50 / 50	51 / 49	51 / 49	51 / 49	51 / 50	51 / 50

		Percent Catching Up											
Total		35	26	13	8	13	11	12	17	13	13	17	13
Grade 6		-	-	-	15	20	17	17	20	18	18	20	18
Grade 7		-	-	-	5	12	7	9	15	10	10	15	10
Grade 8		-	-	-	5	8	9	10	16	11	11	16	11
Minority/Non		- / -	24 / -	14 / -	8 / 11	12 / 15	11 / 13	9 / 15	13 / 20	10 / 16	13 / 20	10 / 16	10 / 16
FRL/Non		- / -	28 / -	11 / -	8 / 9	12 / 15	10 / 13	9 / 15	13 / 21	10 / 16	13 / 21	10 / 16	10 / 16
IEP/Non		- / -	- / 26	- / 17	3 / 9	7 / 14	5 / 12	5 / 13	7 / 19	5 / 15	7 / 19	5 / 15	5 / 15
ELL/Non		- / -	- / 28	- / 14	9 / 7	13 / 12	12 / 10	10 / 12	13 / 18	11 / 14	13 / 18	11 / 14	11 / 14
Girls/Boys		- / -	- / -	19 / -	8 / 8	13 / 12	11 / 10	11 / 12	17 / 16	13 / 13	17 / 16	13 / 13	13 / 13

		Percent Keeping Up											
Total		-	65	35	50	53	55	57	57	57	57	57	57
Grade 6		-	-	-	55	60	59	57	59	58	58	59	58
Grade 7		-	-	-	43	46	47	53	54	53	54	54	53
Grade 8		-	-	-	53	53	61	63	59	62	59	62	62
Minority/Non		- / -	63 / -	- / -	44 / 62	48 / 63	49 / 68	49 / 60	50 / 60	49 / 61	50 / 60	49 / 61	49 / 61
FRL/Non		- / -	- / -	- / -	43 / 58	48 / 60	47 / 65	44 / 61	45 / 61	44 / 62	45 / 61	44 / 62	44 / 62
IEP/Non		- / -	- / 65	- / 35	46 / 50	44 / 54	47 / 55	40 / 58	43 / 58	40 / 58	43 / 58	40 / 58	40 / 58
ELL/Non		- / -	- / -	- / -	48 / 52	52 / 54	51 / 57	47 / 58	50 / 58	48 / 58	50 / 58	48 / 58	48 / 58
Girls/Boys		- / -	- / -	- / -	48 / 53	53 / 53	55 / 56	56 / 58	57 / 58	56 / 58	57 / 58	56 / 58	56 / 58

		Percent Moving Up											
Total		-	-	-	15	20	17	15	20	15	15	20	15
Grade 6		-	-	-	23	27	23	18	24	19	19	24	19
Grade 7		-	-	-	11	16	12	14	18	13	13	18	13
Grade 8		-	-	-	10	14	15	13	15	14	15	14	14
Minority/Non		- / -	- / -	- / -	14 / 18	19 / 24	16 / 22	13 / 16	17 / 21	13 / 17	17 / 21	13 / 17	13 / 17
FRL/Non		- / -	- / -	- / -	14 / 17	19 / 22	15 / 21	12 / 17	15 / 22	12 / 17	15 / 22	12 / 17	12 / 17
IEP/Non		- / -	- / -	- / -	20 / 15	18 / 20	11 / 17	11 / 15	15 / 20	10 / 16	15 / 20	10 / 16	10 / 16
ELL/Non		- / -	- / -	- / -	16 / 14	22 / 19	17 / 17	14 / 15	18 / 20	14 / 16	18 / 20	14 / 16	14 / 16
Girls/Boys		- / -	- / -	- / -	13 / 18	21 / 20	17 / 17	15 / 16	19 / 20	15 / 16	19 / 20	15 / 16	15 / 16

		Writing											
		School				District				State			
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total		71	59	53	53	56	54	50	50	50	50	50	50
Grade 6		-	50	-	54	53	57	50	50	50	50	50	50
Grade 7		-	-	55	50	59	55	50	50	50	50	50	50
Grade 8		-	-	-	54	57	50	50	50	50	50	50	50
Minority/Non		69 / -	60 / -	52 / -	52 / 58	56 / 54	53 / 58	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51	49 / 51
FRL/Non		74 / -	56 / -	48 / -	51 / 56	56 / 55	53 / 57	48 / 52	49 / 52	48 / 52	49 / 52	48 / 52	48 / 52
IEP/Non		- / 66	- / 58	- / 55	49 / 54	49 / 57	48 / 55	42 / 51	40 / 51	40 / 51	40 / 51	42 / 51	42 / 51
ELL/Non		- / 69	- / 56	- / 55	53 / 52	61 / 52	55 / 53	52 / 50	56 / 49	52 / 50	56 / 49	52 / 50	52 / 50
Girls/Boys		- / -	69 / 55	60 / 48	54 / 51	60 / 52	54 / 53	53 / 48	55 / 46	53 / 48	55 / 46	52 / 48	52 / 48

		Percent Catching Up											
Total		29	32	26	17	25	18	23	27	21	21	27	21
Grade 6		-	-	-	22	26	23	28	31	26	26	31	26
Grade 7		-	-	-	17	29	17	23	29	21	23	29	21
Grade 8		-	-	-	13	20	12	17	22	16	17	22	16
Minority/Non		30 / -	32 / -	24 / -	16 / 30	24 / 32	17 / 26	18 / 28	24 / 31	17 / 26	18 / 28	24 / 31	17 / 26
FRL/Non		29 / -	38 / -	22 / -	15 / 25	24 / 32	16 / 25	18 / 29	23 / 33	17 / 28	18 / 29	23 / 33	17 / 28
IEP/Non		- / 32	- / 32	- / 32	8 / 20	11 / 29	6 / 20	10 / 26	11 / 31	9 / 25	10 / 26	11 / 31	9 / 25
ELL/Non		- / -	- / 34	- / 28	16 / 19	26 / 24	16 / 20	16 / 25	25 / 28	16 / 24	16 / 25	25 / 28	16 / 24
Girls/Boys		- / -	- / 23	- / 17	19 / 16	30 / 21	20 / 16	26 / 20	33 / 23	24 / 20	26 / 20	33 / 23	24 / 20

		Percent Keeping Up											
Total		-	-	-	63	68	63	67	70	67	67	70	67
Grade 6		-	-	-	64	68	66	68	71	68	68	71	68
Grade 7		-	-	-	59	70	63	65	68	65	65	68	65
Grade 8		-	-	-	66	66	58	69	71	68	69	71	68
Minority/Non		- / -	- / -	- / -	55 / 77	63 / 76	55 / 77	59 / 70	64 / 72	59 / 70	64 / 72	59 / 70	59 / 70
FRL/Non		- / -	- / -	- / -	53 / 73	61 / 75	53 / 73	55 / 71	60 / 73	55 / 71	60 / 73	55 / 71	55 / 71
IEP/Non		- / -	- / -	- / -	60 / 63	53 / 69	46 / 63	47 / 68	47 / 71	44 / 67	47 / 68	47 / 71	44 / 67
ELL/Non		- / -	- / -	- / -	54 / 67	65 / 69	55 / 66	55 / 68	63 / 71	55 / 68	63 / 71	55 / 68	55 / 68
Girls/Boys		- / -	- / -	- / -	66 / 59	72 / 62	64 / 61	72 / 62	75 / 64	70 / 63	72 / 62	75 / 64	70 / 63

		Percent Moving Up											
Total		-	-	-	13	17	17	15	18	17	17	18	17
Grade 6		-	-	-	15	19	19	18	21	20	18	21	20
Grade 7		-	-	-	14	20	21	17	20	19	17	20	19
Grade 8		-	-	-	12	11	9	11	12	13	11	12	13
Minority/Non		- / -	- / -	- / -	10 / 21	14 / 23	13 / 26	12 / 17	14 / 19	13 / 19	12 / 17	14 / 19	13 / 19
FRL/Non		- / -	- / -	- / -	9 / 19	13 / 21	12 / 23	10 / 17	12 / 20	11 / 20	10 / 17	12 / 20	11 / 20
IEP/Non		- / -	- / -	- / -	7 / 14	8 / 17	10 / 17	9 / 16	9 / 18	10 / 17	9 / 16	9 / 18	10 / 17
ELL/Non		- / -	- / -	- / -	9 / 16	16 / 17	14 / 18	11 / 16	14 / 18	12 / 18	11 / 16	14 / 18	12 / 18
Girls/Boys		- / -	- / -	- / -	15 / 12	19 / 14	17 / 16	18 / 13	21 / 14	19 / 16	18 / 13	21 / 14	19 / 16

Improvement Plan

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

Plan Assignment	Framework Points Earned
Performance	at or above 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**

Academic Achievement	Does Not Meet	28.1% (7 out of 25 points)	
Academic Growth	Meets	66.7% (33.4 out of 50 points)	
Academic Growth Gaps	Meets	63.9% (16 out of 25 points)	
Test Participation**	95% Participation Rate Met		
TOTAL		56.4% (56.4 out of 100 points)	

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	196	41.3%	8
Mathematics	1	4		Does Not Meet	194	40.2%	7
Writing	1	4		Does Not Meet	195	27.2%	9
Science	1	4		Does Not Meet	64	4.7%	1
Total	4	16	25.0%	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	118	37	54	No
Mathematics	2	4		Approaching	116	54	76	No
Writing	2	4		Approaching	118	49	62	No
Total	5	12	41.7%	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	30.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	96	37	52	No
Minority Students	1	4		Does Not Meet	105	36	56	No
Students w/ Disabilities	1	4		Does Not Meet	25	28	79	No
English Language Learners	2	4		Approaching	31	42	58	No
Students needing to catch up	1	4		Does Not Meet	76	39	71	No
Mathematics	12	20	60.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	94	54	74	No
Minority Students	3	4		Meets	103	55	79	No
Students w/ Disabilities	2	4		Approaching	23	40	90	No
English Language Learners	2	4		Approaching	31	48	79	No
Students needing to catch up	3	4		Meets	76	60	85	No
Writing	9	20	45.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	96	47	61	No
Minority Students	2	4		Approaching	105	51	69	No
Students w/ Disabilities	1	4		Does Not Meet	25	39	84	No
English Language Learners	2	4		Approaching	31	50	62	No
Students needing to catch up	2	4		Approaching	89	54	77	No
Total	27	60	45.0%	Approaching				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.6%	95% Participation Rate Met	230	231
Mathematics	99.1%	95% Participation Rate Met	231	233
Writing	99.6%	95% Participation Rate Met	231	232
Science	100.0%	95% Participation Rate Met	70	70

Performance Indicators

School: WHITTIER K-8 SCHOOL

Level: Middle School

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	152	38.8%	6
Mathematics	2	4		Approaching	152	37.5%	22
Writing	1	4		Does Not Meet	152	29.6%	8
Science	1	4		Does Not Meet	34	11.8%	5
Total	5	16	31.3%	Does Not Meet			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	147	63	62	Yes
Mathematics	4	4		Exceeds	146	79	88	No
Writing	3	4		Meets	147	60	80	No
Total	11	12	91.7%	Exceeds				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	114	61	60	Yes
Minority Students	4	4		Exceeds	137	62	60	Yes
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	40	60	64	No
Students needing to catch up	3	4		Meets	99	67	73	No
Mathematics	16	16	100.0%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	115	78	86	No
Minority Students	4	4		Exceeds	136	78	87	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	4	4		Exceeds	40	73	85	No
Students needing to catch up	4	4		Exceeds	89	80	96	No
Writing	12	16	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	114	58	79	No
Minority Students	3	4		Meets	137	61	79	No
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	3	4		Meets	40	66	79	No
Students needing to catch up	3	4		Meets	108	62	86	No
Total	42	48	87.5%	Exceeds				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	169	169
Mathematics	100.0%	95% Participation Rate Met	169	169
Writing	100.0%	95% Participation Rate Met	169	169
Science	100.0%	95% Participation Rate Met	37	37

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup in 3 content areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Cut-Points for each performance indicator		Cut-Points for plan type assignment	
Achievement; Growth; Gaps	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	Performance
	at or above 62.5% - below 87.5%	Meets	Improvement
	at or above 37.5% - below 62.5%	Approaching	Priority Improvement
	below 37.5%	Does Not Meet	Turnaround

School plan type assignments

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

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

Reference

Comparison Data

Academic Achievement

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

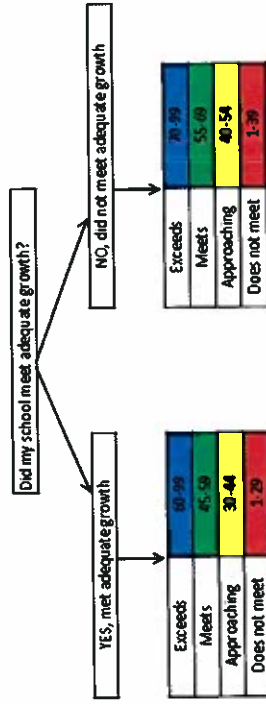
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

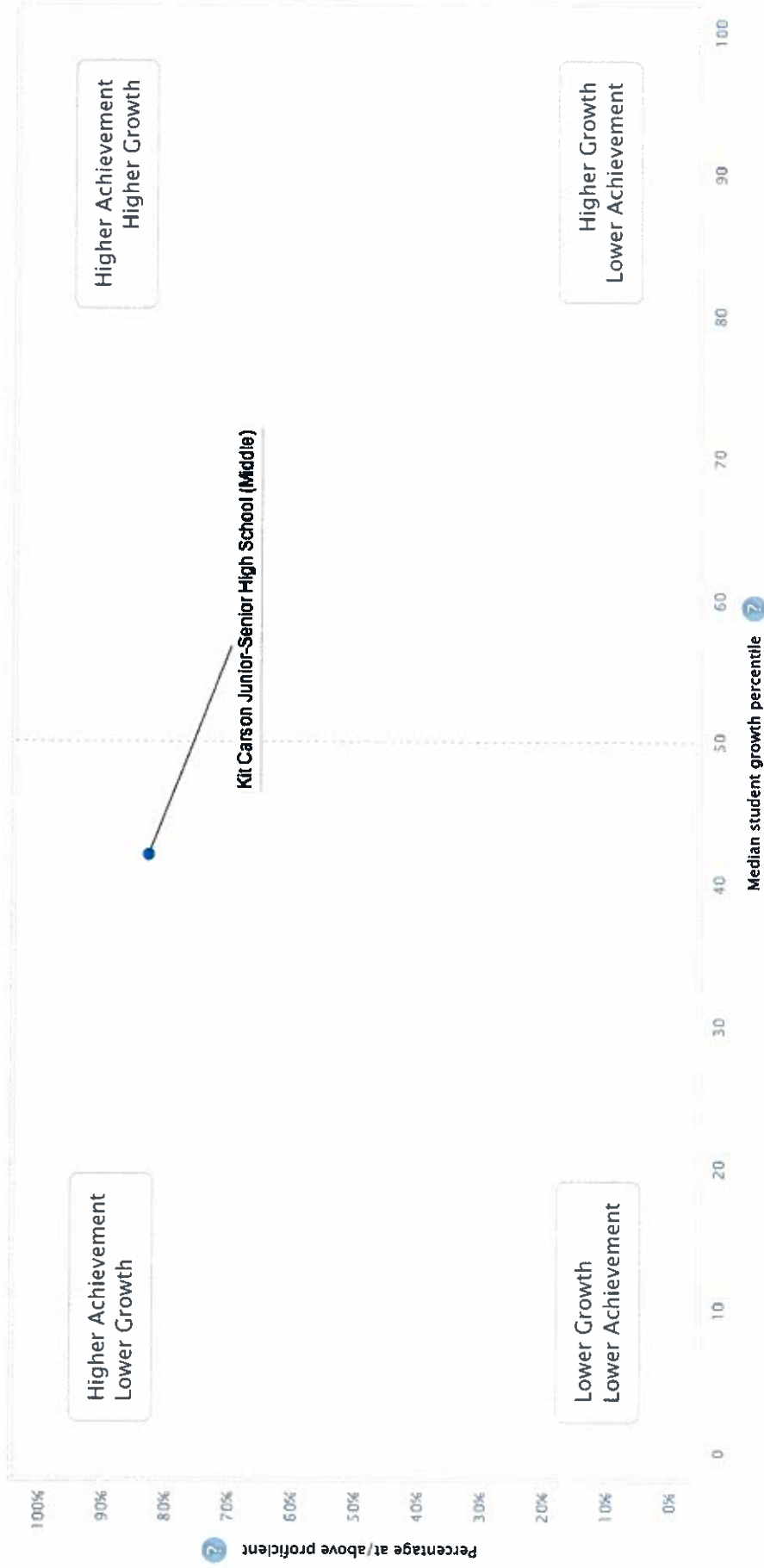
1-year vs. 3-year report

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

2010 Kit Carson R-1, By School

Reading



Interact and explore data at
www.schoolview.org

2010 Kit Carson R-1, By School

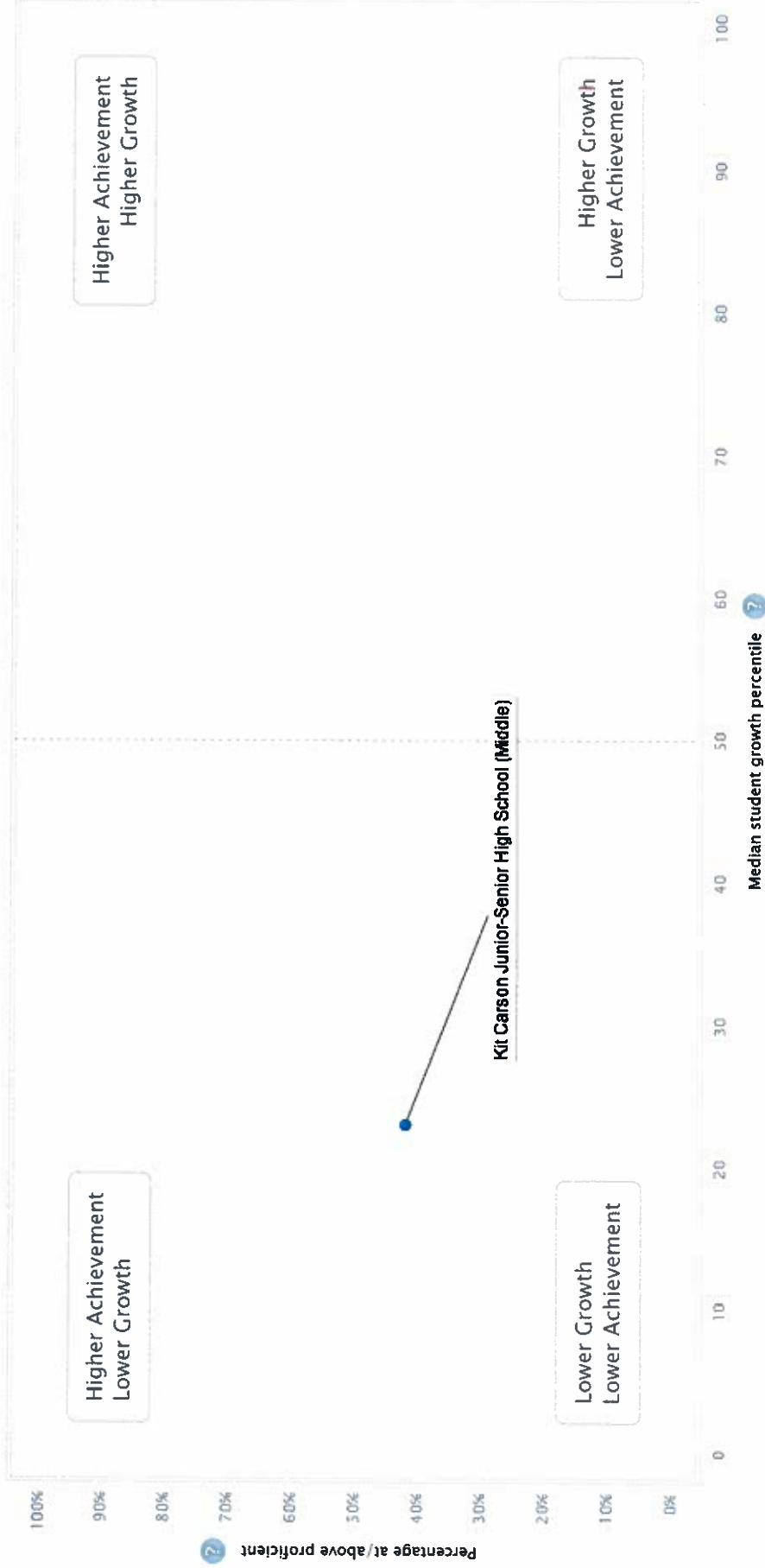
Writing



Interact and explore data at
www.schoolview.org

2010 Kit Carson R-1, By School

Math



Interact and explore data at
www.schoolview.org

Kit Carson Elementary School

School Growth Summary

Grades 1 to 5 Kit Carson R-1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing higher growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with medians at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

		Reading											
		School					District					State	
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
		Median Growth Percentile											
Total	-	-	-	-	-	-	-	-	-	-	50	50	50
Grade 4	-	-	-	-	-	-	-	-	-	-	50	50	50
Grade 5	-	-	-	-	-	-	-	-	-	-	50	50	50
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	47 / 52	48 / 52	47 / 52
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	46 / 53	46 / 53	46 / 53
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	40 / 51	41 / 51	39 / 51
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	50 / 50	50 / 50	50 / 50
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	52 / 48	52 / 49	52 / 48
		Percent Catching Up											
Total	-	-	-	-	-	-	-	-	-	-	38	36	40
Grade 4	-	-	-	-	-	-	-	-	-	-	37	36	39
Grade 5	-	-	-	-	-	-	-	-	-	-	38	37	40
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	34 / 44	33 / 41	37 / 44
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	33 / 45	32 / 43	36 / 46
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	22 / 43	21 / 41	22 / 46
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	34 / 40	33 / 38	38 / 41
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	39 / 37	38 / 35	43 / 37
		Percent Keeping Up											
Total	-	-	-	-	-	-	-	-	-	-	77	77	78
Grade 4	-	-	-	-	-	-	-	-	-	-	74	76	76
Grade 5	-	-	-	-	-	-	-	-	-	-	79	78	81
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	68 / 80	70 / 80	71 / 81
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	66 / 81	67 / 81	68 / 83
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	59 / 77	59 / 78	57 / 79
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	67 / 78	68 / 78	68 / 79
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	79 / 74	79 / 75	80 / 76
		Percent Moving Up											
Total	-	-	-	-	-	-	-	-	-	-	22	21	21
Grade 4	-	-	-	-	-	-	-	-	-	-	21	23	21
Grade 5	-	-	-	-	-	-	-	-	-	-	23	20	22
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	16 / 25	15 / 24	15 / 24
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	14 / 25	13 / 25	13 / 26
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	11 / 22	13 / 22	10 / 22
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	14 / 23	13 / 22	13 / 22
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	- / -	24 / 20	23 / 20	23 / 20

Kit Carson Elementary School Grades 1 to 5 Kit Carson R-1

	Math										
	School					District					State
	2008	2009	2010	2008	2009	2010	2008	2009	2010		
Median Growth Percentile											
Total	-	-	-	-	-	-	50	50	50	50	
Grade 4	-	-	-	-	-	-	50	50	50	50	
Grade 5	-	-	-	-	-	-	50	50	50	50	
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	48 / 52	48 / 51	47 / 52	47 / 52	
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	46 / 53	46 / 53	45 / 53	45 / 53	
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	40 / 51	39 / 51	38 / 51	38 / 51	
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	50 / 50	51 / 50	50 / 50	50 / 50	
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	49 / 51	51 / 49	49 / 51	49 / 51	

Percent Catching Up										
Total	-	-	-	-	-	-	23	25	26	26
Grade 4	-	-	-	-	-	-	27	29	31	31
Grade 5	-	-	-	-	-	-	19	22	21	21
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	21 / 27	23 / 29	23 / 31	23 / 31
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	20 / 28	22 / 31	23 / 32	23 / 32
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	13 / 26	14 / 29	12 / 30	12 / 30
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	21 / 24	24 / 26	24 / 27	24 / 27
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	22 / 24	27 / 24	26 / 26	26 / 26

Percent Keeping Up										
Total	-	-	-	-	-	-	58	67	61	61
Grade 4	-	-	-	-	-	-	57	66	61	61
Grade 5	-	-	-	-	-	-	58	67	60	60
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	50 / 61	60 / 70	52 / 65	52 / 65
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	45 / 63	55 / 72	48 / 67	48 / 67
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	40 / 58	47 / 68	39 / 62	39 / 62
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	50 / 59	58 / 68	50 / 62	50 / 62
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	56 / 59	67 / 67	59 / 62	59 / 62

Percent Moving Up										
Total	-	-	-	-	-	-	26	30	27	27
Grade 4	-	-	-	-	-	-	27	31	29	29
Grade 5	-	-	-	-	-	-	24	28	25	25
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	22 / 28	26 / 32	23 / 30	23 / 30
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	20 / 29	24 / 34	21 / 31	21 / 31
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	17 / 26	20 / 30	15 / 28	15 / 28
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	23 / 26	27 / 30	23 / 28	23 / 28
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	25 / 27	30 / 30	25 / 29	25 / 29

	Writing										
	School					District					State
	2008	2009	2010	2008	2009	2010	2008	2009	2010		
Median Growth Percentile											
Total	-	-	-	-	-	-	50	50	50	50	
Grade 4	-	-	-	-	-	-	50	50	50	50	
Grade 5	-	-	-	-	-	-	50	50	50	50	
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	47 / 52	48 / 51	48 / 52	48 / 52	
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	45 / 53	46 / 53	45 / 53	45 / 53	
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	40 / 51	40 / 51	39 / 51	39 / 51	
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	47 / 51	51 / 50	50 / 50	50 / 50	
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	52 / 47	53 / 47	53 / 47	53 / 47	

Percent Catching Up										
Total	-	-	-	-	-	-	37	40	34	34
Grade 4	-	-	-	-	-	-	39	41	35	35
Grade 5	-	-	-	-	-	-	36	40	33	33
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	30 / 46	35 / 46	29 / 40	29 / 40
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	29 / 47	34 / 48	28 / 42	28 / 42
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	19 / 41	22 / 44	16 / 38	16 / 38
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	26 / 41	35 / 42	29 / 36	29 / 36
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	39 / 36	44 / 37	38 / 31	38 / 31

Percent Keeping Up										
Total	-	-	-	-	-	-	72	74	73	73
Grade 4	-	-	-	-	-	-	73	76	73	73
Grade 5	-	-	-	-	-	-	72	73	72	72
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	66 / 75	69 / 76	66 / 75	66 / 75
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	61 / 76	64 / 78	61 / 77	61 / 77
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	53 / 73	55 / 75	50 / 73	50 / 73
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	62 / 73	68 / 75	64 / 73	64 / 73
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	76 / 68	77 / 71	76 / 68	76 / 68

Percent Moving Up										
Total	-	-	-	-	-	-	28	30	27	27
Grade 4	-	-	-	-	-	-	29	31	28	28
Grade 5	-	-	-	-	-	-	26	28	25	25
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	23 / 30	25 / 31	22 / 29	22 / 29
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	19 / 31	22 / 33	19 / 30	19 / 30
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	15 / 28	19 / 30	14 / 27	14 / 27
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	20 / 28	24 / 30	22 / 27	22 / 27
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	31 / 24	32 / 27	30 / 23	30 / 23

Performance Plan

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

Performance Indicators **Rating/Plan** **% of Points Earned out of Points Eligible***

Academic Achievement **Exceeds** 87.5% (21.9 out of 25 points)

Academic Growth **Meets** 83.3% (41.7 out of 50 points)

Academic Growth Gaps **Meets** 66.7% (16.7 out of 25 points)

Test Participation** **95% Participation Rate Met**

TOTAL **80.3%** **(80.3 out of 100 points)**

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

Level: Elementary School

School: KIT CARSON ELEMENTARY SCHOOL - 4738 (3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	69	87.0%	87
Mathematics	4	4		Exceeds	69	88.4%	91
Writing	3	4		Meets	69	72.5%	84
Science	4	4		Exceeds	23	82.6%	97
Total	14	16	87.5%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	45	52	29	Yes
Mathematics	4	4		Exceeds	45	63	43	Yes
Writing	3	4		Meets	45	51	33	Yes
Total	10	12	83.3%	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	3	4	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	22	47	34	Yes
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	

Mathematics	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4	50.0%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	22	54	57	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Writing	3	4	75.0%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	22	48	37	Yes
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Total	8	12	66.7%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	74	74
Mathematics	100.0%	95% Participation Rate Met	74	74
Writing	100.0%	95% Participation Rate Met	74	74
Science	100.0%	95% Participation Rate Met	24	24

Scoring Guide

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator Scoring Guide

	Rating	Point Value	Total Possible	Framework Points		
Academic Achievement	Exceeds	4	16 (4 for each content area)	25		
	Meets	3				
	Approaching	2				
	Does Not Meet	1				
Academic Growth	<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>					
	Exceeds	4	12 (4 for each content area)	50		
	Meets	3				
	Approaching	2				
	Does Not Meet	1				
	<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	Exceeds	4				
	Meets	3				
Approaching	2					
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>					
	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	25		
	Meets	3				
	Approaching	2				
	Does Not Meet	1				
	<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>					
	Exceeds	4				
	Meets	3				
Approaching	2					

Cut-Points for each performance indicator		Cut-Points for plan type assignment	
Achievement; Growth; Gaps	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	Performance
	• at or above 62.5% - below 87.5%	Meets	Improvement
	• at or above 37.5% - below 62.5%	Approaching	Priority Improvement
• below 37.5%	Does Not Meet	Turnaround	

School plan type assignments

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

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

Reference

Comparison Data

Academic Achievement

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.5	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,528,096	3.9

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.

Kit Carson Junior-Senior High School

School Growth Summary

Grades 6 to 8 Kit Carson R-1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.



Reading

	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Median Growth Percentile									
Total	39	26	42	39	26	42	50	50	50
Grade 6	-	-	-	-	-	-	50	50	50
Grade 7	-	-	-	-	-	-	50	50	50
Grade 8	-	-	-	-	-	-	50	50	50
Minority/Non	- / -	- / 25	- / -	- / -	- / 25	- / -	51 / 50	48 / 51	51 / 50
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	48 / 51	47 / 52	49 / 51
IEP/Non	- / -	- / 31	- / 42	- / -	- / 31	- / 42	43 / 51	46 / 50	43 / 51
ELL/Non	- / 39	- / 26	- / 42	- / 39	- / 26	- / 42	53 / 50	51 / 50	53 / 49
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	55 / 46	51 / 49	55 / 45
Percent Catching Up									
Total	-	-	-	-	-	-	34	35	37
Grade 6	-	-	-	-	-	-	35	34	39
Grade 7	-	-	-	-	-	-	34	36	35
Grade 8	-	-	-	-	-	-	33	36	35
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	31 / 39	31 / 42	34 / 41
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	30 / 40	31 / 42	33 / 43
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	18 / 39	21 / 40	20 / 42
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	29 / 37	30 / 38	32 / 39
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	39 / 31	36 / 35	42 / 32
Percent Keeping Up									
Total	-	-	-	-	-	-	79	80	80
Grade 6	-	-	-	-	-	-	80	79	81
Grade 7	-	-	-	-	-	-	76	78	77
Grade 8	-	-	-	-	-	-	82	83	82
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	74 / 81	72 / 83	75 / 82
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	70 / 82	69 / 83	72 / 83
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	60 / 80	64 / 80	59 / 81
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	72 / 80	70 / 81	73 / 81
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	83 / 75	81 / 78	84 / 75
Percent Moving Up									
Total	-	-	-	-	-	-	18	12	16
Grade 6	-	-	-	-	-	-	16	13	15
Grade 7	-	-	-	-	-	-	20	13	17
Grade 8	-	-	-	-	-	-	18	11	15
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	14 / 19	8 / 14	13 / 17
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	12 / 20	7 / 15	10 / 18
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	9 / 18	7 / 13	7 / 16
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	14 / 18	7 / 13	12 / 16
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	21 / 14	13 / 11	19 / 13

Improvement Plan

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

Plan Assignment	Framework Points Earned
Performance	at or above 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*

Academic Achievement	Meets	62.5% (15.6 out of 25 points)	
Academic Growth	Approaching	50.0% (25 out of 50 points)	
Academic Growth Gaps	Does Not Meet	30.0% (7.5 out of 25 points)	
Test Participation**	95% Participation Rate Met		
TOTAL		48.1% (48.1 out of 100 points)	

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Performance Indicators

Level: Middle School

School: KIT CARSON JUNIOR-SENIOR HIGH SCHOOL - 4742

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	70	78.6%	71
Mathematics	2	4		Approaching	70	40.0%	26
Writing	3	4		Meets	70	68.6%	75
Science	2	4		Approaching	23	26.1%	16
Total	10	16	62.5%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	67	36	25	Yes
Mathematics	1	4		Does Not Meet	67	24	68	No
Writing	3	4		Meets	67	53	41	Yes
Total	6	12	50.0%	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	1	4	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	37	28	30	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	

Mathematics	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	8	25.0%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	37	21	73	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	1	4		Does Not Meet	23	30	90	No

Writing	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	8	37.5%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	37	40	45	No
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	1	4		Does Not Meet	20	34	77	No
Total	6	20	30.0%	Does Not Meet				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	72	72
Mathematics	100.0%	95% Participation Rate Met	72	72
Writing	100.0%	95% Participation Rate Met	72	72
Science	100.0%	95% Participation Rate Met	24	24

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> at or above the 90th percentile of all schools. below the 90th percentile but at or above the 50th percentile of all schools. below the 50th percentile but at or above the 15th percentile of all schools. below the 15th percentile of all schools. 	Exceeds	4	16 (4 for each content area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	If the school meets the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the school does not meet the median adequate student growth percentile and its median student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	12 (4 for each content area)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	If the student subgroup meets the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 60. below 60 but at or above 45. below 45 but at or above 30. below 30. If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was: <ul style="list-style-type: none"> at or above 70. below 70 but at or above 55. below 55 but at or above 40. below 40. 	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

Cut-Points for each performance indicator		Cut-Points for plan type assignment	
Achievement; Growth; Gaps	Cut Point: The school earned ... of the points eligible on this indicator.	Exceeds	Performance
	• at or above 87.5%	Meets	Improvement
	• at or above 62.5% - below 87.5%	Approaching	Priority Improvement
	• at or above 37.5% - below 62.5%	Does Not Meet	Turnaround
School plan type assignments			
Performance Plan	The school is required to adopt and implement a Performance Plan.		
Improvement Plan	The school is required to adopt and implement an Improvement Plan.		
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Reference

Comparison Data

Academic Achievement

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

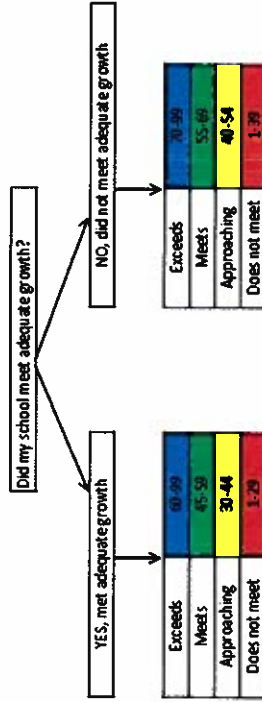
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

	N of Students	Mean Dropout Rate
1-year (2009)	416,953	3.6
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Kit Carson Junior-Senior High School

School Growth Summary

Grades 9 to 12 Kit Carson R-1

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state. Schools are only accountable for results from the same group of students as defined by the federal Adequate Yearly Progress system.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.

		Reading							
		2008	2009	2010	2008	2009	2010	2009	2010
		School			District				State
		Median Growth Percentile							
Total	-	-	-	-	-	-	-	50	50
Grade 9	-	-	-	-	-	-	-	50	50
Grade 10	-	-	-	-	-	-	-	50	50
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	51 / 49	50 / 50
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	50 / 50	48 / 50
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	42 / 50	44 / 50
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	56 / 49	53 / 49
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	55 / 44	53 / 47
Percent Catching Up									
Total	-	-	-	-	-	-	-	25	28
Grade 9	-	-	-	-	-	-	-	30	32
Grade 10	-	-	-	-	-	-	-	19	24
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	21 / 31	23 / 34
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	20 / 29	23 / 33
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	10 / 29	12 / 32
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	18 / 28	20 / 31
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	29 / 22	31 / 26
Percent Keeping Up									
Total	-	-	-	-	-	-	-	87	91
Grade 9	-	-	-	-	-	-	-	86	88
Grade 10	-	-	-	-	-	-	-	89	93
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	83 / 89	86 / 92
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	80 / 89	84 / 92
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	67 / 88	75 / 91
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	81 / 88	84 / 91
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	91 / 84	92 / 88
Percent Moving Up									
Total	-	-	-	-	-	-	-	13	8
Grade 9	-	-	-	-	-	-	-	14	8
Grade 10	-	-	-	-	-	-	-	12	8
Minority/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	8 / 15	5 / 10
FRL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	7 / 15	4 / 10
IEP/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	4 / 13	4 / 9
ELL/Non	- / -	- / -	- / -	- / -	- / -	- / -	- / -	7 / 14	5 / 9
Girls/Boys	- / -	- / -	- / -	- / -	- / -	- / -	- / -	16 / 10	9 / 8

Kit Carson Junior-Senior High School Grades 9 to 12 Kit Carson R-1

		2008		2009		2010		2008		2009		2010	
		School		District		State		School		District		State	
Math													
Median Growth Percentile													
Total	-	-	-	-	-	-	-	50	50	50	50	50	50
Grade 9	-	-	-	-	-	-	-	50	50	50	50	50	50
Grade 10	-	-	-	-	-	-	-	50	50	50	50	50	50
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	47/51	48/51	48/51	48/51	48/51	48/51
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	47/51	46/52	47/52	47/52	47/52	47/52
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	45/50	45/51	46/51	46/51	46/51	46/51
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	49/50	50/50	50/50	50/50	50/50	50/50
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	49/51	50/50	48/52	48/52	48/52	48/52

Percent Catching Up													
Total	-	-	-	-	-	-	-	5	4	5	4	5	5
Grade 9	-	-	-	-	-	-	-	6	5	5	5	5	5
Grade 10	-	-	-	-	-	-	-	4	3	4	3	4	4
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/7	2/5	3/6	2/5	3/6	3/6
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/6	2/5	3/6	2/5	3/6	3/6
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	2/6	1/4	2/5	1/4	2/5	2/5
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/6	2/4	3/5	2/4	3/5	3/5
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	5/6	4/4	4/5	4/4	4/5	4/5

Percent Keeping Up													
Total	-	-	-	-	-	-	-	70	66	68	66	68	68
Grade 9	-	-	-	-	-	-	-	65	61	62	61	62	62
Grade 10	-	-	-	-	-	-	-	76	73	77	73	77	77
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	59/72	55/69	59/71	55/69	59/71	59/71
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	54/72	49/70	54/71	49/70	54/71	54/71
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	57/70	49/67	56/68	49/67	56/68	56/68
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	56/70	53/67	54/69	53/67	54/69	54/69
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	67/72	66/67	65/71	66/67	65/71	65/71

Percent Moving Up													
Total	-	-	-	-	-	-	-	4	2	4	2	4	4
Grade 9	-	-	-	-	-	-	-	7	4	6	4	6	6
Grade 10	-	-	-	-	-	-	-	1	1	1	1	1	1
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/5	2/3	3/4	2/3	3/4	3/4
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/5	1/3	2/4	1/3	2/4	2/4
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	5/4	3/2	4/4	3/2	4/4	4/4
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	3/5	2/3	3/4	2/3	3/4	3/4
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	4/5	2/3	3/4	2/3	3/4	3/4

		2008		2009		2010		2008		2009		2010	
		School		District		State		School		District		State	
Writing													
Median Growth Percentile													
Total	-	-	-	-	-	-	-	50	50	50	50	50	50
Grade 9	-	-	-	-	-	-	-	50	50	50	50	50	50
Grade 10	-	-	-	-	-	-	-	50	50	50	50	50	50
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	48/51	49/51	49/51	48/51	48/51	48/51
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	48/51	48/52	47/52	48/52	47/52	47/52
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	44/51	42/51	44/51	42/51	44/51	44/51
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	53/50	53/50	51/50	53/50	51/50	51/50
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	51/49	51/50	51/50	51/50	51/50	51/50

Percent Catching Up													
Total	-	-	-	-	-	-	-	15	19	14	15	19	14
Grade 9	-	-	-	-	-	-	-	17	21	17	17	21	17
Grade 10	-	-	-	-	-	-	-	12	16	11	12	16	11
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	11/19	14/24	10/19	11/19	14/24	10/19
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	10/18	13/23	10/19	10/18	13/23	10/19
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	4/17	5/21	4/16	4/17	5/21	4/16
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	9/17	11/21	7/16	9/17	11/21	7/16
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	17/13	21/17	16/13	17/13	21/17	16/13

Percent Keeping Up													
Total	-	-	-	-	-	-	-	79	81	77	79	81	77
Grade 9	-	-	-	-	-	-	-	76	79	73	76	79	73
Grade 10	-	-	-	-	-	-	-	82	84	81	82	84	81
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	70/81	74/84	68/80	70/81	74/84	68/80
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	66/81	70/84	63/80	66/81	70/84	63/80
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	56/79	58/82	53/77	56/79	58/82	53/77
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	68/79	70/82	60/78	68/79	70/82	60/78
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	82/75	84/78	80/73	82/75	84/78	80/73

Percent Moving Up													
Total	-	-	-	-	-	-	-	9	10	10	9	10	10
Grade 9	-	-	-	-	-	-	-	10	11	12	10	11	12
Grade 10	-	-	-	-	-	-	-	7	8	8	7	8	8
Minority/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	6/10	6/11	7/11	6/10	6/11	7/11
FRL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	4/10	5/11	5/11	4/10	5/11	5/11
IEP/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	5/9	5/10	5/10	5/9	5/10	5/10
ELL/Non	-/-	-/-	-/-	-/-	-/-	-/-	-/-	6/9	5/10	5/10	6/9	5/10	5/10
Girls/Boys	-/-	-/-	-/-	-/-	-/-	-/-	-/-	10/7	11/9	11/8	10/7	11/9	11/8

Performance Plan

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

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

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators

Rating/Plan

% of Points Earned out of Points Eligible*

Academic Achievement	Meets	62.5% (9.4 out of 15 points)	
Academic Growth	Meets	75.0% (26.3 out of 35 points)	
Academic Growth Gaps	Meets	75.0% (11.3 out of 15 points)	
Postsecondary and Workforce Readiness	Exceeds	91.7% (32.1 out of 35 points)	

Test Participation 95% Participation Rate Met**

TOTAL 79.1% (79.1 out of 100 points)

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

** Schools do not receive points for test participation. However, schools that do not meet the 95% participation rate in two or more subject areas are assigned a plan type one category lower than their points indicate.

What do the performance indicators measure?

Academic Achievement

The Achievement indicator reflects how a school's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) normative growth: how the academic progress of the students in this school compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this school to reach an achievement level of proficient or advanced on CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their normative and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. This indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Performance Indicators

Level: High School

School: KIT CARSON JUNIOR-SENIOR HIGH SCHOOL - 4742

(3 Year****)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	3	4		Meets	41	82.9%	83
Mathematics	2	4		Approaching	41	29.3%	46
Writing	3	4		Meets	41	68.3%	87
Science	2	4		Approaching	19	47.4%	43
Total	10	16	62.5%	Meets			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	37	48	14	Yes
Mathematics	3	4		Meets	37	55	88	No
Writing	3	4		Meets	37	49	19	Yes
Total	9	12	75.0%	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	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	

Mathematics	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Free/Reduced Lunch Eligible	0	0	75.0%	Meets	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	23	56	99	No
Writing	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	3	4		Meets	23	56	99	No
Writing	0	0						
Free/Reduced Lunch Eligible	0	0		N/A	<20 students	N/A	N/A	
Minority Students	0	0		N/A	<20 students	N/A	N/A	
Students w/ Disabilities	0	0		N/A	<20 students	N/A	N/A	
English Language Learners	0	0		N/A	<20 students	N/A	N/A	
Students needing to catch up	0	0		N/A	<20 students	N/A	N/A	
Total	3	4	75.0%	Meets				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Minimum State Expectation
Graduation Rate	4	4		Exceeds	32	96.9%	80%
Dropout Rate	4	4		Exceeds	112	0.9%	At/below State average
Colorado ACT Composite	3	4		Meets	16	20.6%	At/above State average
Total	11	12	91.7%	Exceeds			

Test Participation	% of Students Tested	Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	43	95% Participation Rate Met	43	43
Mathematics	100.0%	43	95% Participation Rate Met	43	43
Writing	100.0%	43	95% Participation Rate Met	43	43
Science	100.0%	19	N/A	19	19
Colorado ACT	94.1%	16	N/A	16	17

Scoring Guide		Rating	Point Value	Total Possible	Framework Points
Performance Indicator Scoring Guide					
<i>The school's percentage of students scoring proficient or advanced was:</i>					
Academic Achievement	• at or above the 90th percentile of all schools.	Exceeds	4	16 (4 for each content area)	15
	• below the 90th percentile but at or above the 50th percentile of all schools.	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all schools.	Approaching	2		
	• below the 15th percentile of all schools.	Does Not Meet	1		
<i>If the school meets the median adequate student growth percentile and its median student growth percentile was:</i>					
Academic Growth	• at or above 60.	Exceeds	4	12 (4 for each content area)	35
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
<i>If the school does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
Academic Growth Gaps	• at or above 70.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>					
Academic Growth Gaps	• at or above 60.	Exceeds	4	12 (4 for each sub-indicator)	35
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>					
Academic Growth Gaps	• at or above 70.	Exceeds	4	60 (5 for each subgroup group in 3 content areas)	15
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
<i>Graduation Rate: The school's graduation rate was:</i>					
Postsecondary and Workforce Readiness	• at or above 90%.	Exceeds	4	12 (4 for each sub-indicator)	35
	• above 80% but below 90%.	Meets	3		
	• at or above 65% but below 80%.	Approaching	2		
	• below 65%.	Does Not Meet	1		
<i>Dropout Rate: The school's dropout rate was:</i>					
Postsecondary and Workforce Readiness	• at or below 1%.	Exceeds	4	12 (4 for each sub-indicator)	35
	• at or below the state average but above 1%.	Meets	3		
	• at or below 10% but above the state average.	Approaching	2		
	• at or above 10%.	Does Not Meet	1		
<i>Average Colorado ACT Composite: The school's average Colorado ACT composite score was:</i>					
Postsecondary and Workforce Readiness	• at or above 22.	Exceeds	4	12 (4 for each sub-indicator)	35
	• at or above the state average but below 22.	Meets	3		
	• at or above 17 but below the state average.	Approaching	2		
	• at or below 17.	Does Not Meet	1		

Cut-Points for each performance indicator		Cut-Points for plan type assignment	
Achievement; Growth; Gaps; Postsecondary	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%	• at or above 60%	
	• at or above 62.5% - below 87.5%	• at or above 47% - below 60%	
School plan type assignments	• at or above 37.5% - below 62.5%	• at or above 33% - below 47%	
	• below 37.5%	• below 33%	
Total Framework Points			
Performance Plan		Performance	
Improvement Plan		Improvement	
Priority Improvement Plan		Priority Improvement	
Turnaround Plan		Turnaround	
<p>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.</p>			

Reference

Comparison Data

Academic Achievement

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

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.2	50.4	54.9	48.6	29.7	16.0	32.5	35.0	31.0	19.7	23.8	27.5
50th percentile	71.6	71.4	73.3	70.9	52.5	33.5	53.5	57.8	50.0	47.5	48.0	50.0
90th percentile	89.1	88.2	87.2	89.3	75.0	54.8	76.8	79.7	72.2	76.0	75.1	72.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.0	50.6	53.3	48.7	29.7	13.5	32.6	36.8	30.0	20.5	25.0	27.9
50th percentile	72.0	71.4	72.2	70.1	51.6	30.5	54.8	58.3	49.6	45.4	48.7	50.0
90th percentile	88.2	87.4	86.2	87.5	74.4	52.2	76.5	79.2	71.0	72.6	71.3	71.5

Academic Growth and Academic Growth Gaps

Decision tree to determine which scoring guide to use for Academic Growth and Academic Growth Gaps



Postsecondary and Workforce Readiness

State Average (Mean) Dropout Rate

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

State Average (Mean) Colorado ACT Composite Score

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

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) is the one that will be the official plan type assignment for the school: the one under which the school has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. The years of data included in a report are indicated on page 1.