



Preliminary 2017 School Performance Framework

1234-SCHOOL | 1234: DISTRICT

Level: EM - (1-Year)

Plan Type Official plan type based on: 1-Year SPF report

School and district of reference.

Performance Plan: Meets 95% Participation

53.1 / 100

Total points earned and total points eligible on the school framework.

The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the school (i.e. John Irwin School of Excellence, Governor's Distinguished Improvement Award, Centers of Excellence Award, or High School Academic Growth Award).

The key performance indicators for which schools are held accountable including corresponding points, percent of points earned and ratings.

the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	29.5%	11.8 / 40	Does Not Meet
Academic Growth	68.8%	41.3 / 60	Meets



This bar chart displays the percentage of points earned, and the associated scoring rubric.

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

1-Year participation counts are used for both 1-Year and Multi-Year frameworks.

Subject	Accountability Participation Rate					Rating
	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	
English Language Arts	251	250	99.6%	0	99.6%	Meets 95%
Math	251	250	99.6%	0	99.6%	Meets 95%
			5.7%	0	85.7%	Does Not Meet

This rate is used for accountability determinations. Schools that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals from the total records count) are reduced one accreditation category.

School level ratings by EMH level are presented in this section if applicable.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet
	Academic Growth	37.5%	22.5 / 60	Approaching
Middle	Academic Achievement	34.4%	13.8 / 40	Does Not Meet
	Academic Growth	100.0%	60 / 60	Exceeds

The earned points and overall ratings by EMH levels are presented here as applicable. These ratings are informational only. The official school rating is displayed at the top of the report.

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of these students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

2017 School Performance Framework

1234-SCHOOL | 1234: DISTRICT Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned / Eligible	Rating
CMAS - English Language Arts	All Students	131	99.3%	703.6	1	17.5 / 16	Does Not Meet
	Previously Identified for READ Plan	52	100.0%	694.4	*	0 / 0	-
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
CMAS - Math	All Students	131	99.3%	703.6	1	4 / 16	Does Not Meet
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	-	-	0 / 0	-
CMAS - Science	All Students	131	99.3%	703.6	1	4 / 16	Does Not Meet
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	-	-	0 / 0	-
TOTAL		*	*	*	*	17.5 / 70	Does Not Meet

Achievement calculations include relevant alternate assessment and CSLA results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Points earned and eligible for each measure have been doubled from last year to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

A dash ('-') indicates no data is available for the presented metric.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned / Eligible	Rating
CMAS - English Language Arts	All Students	82	36.5	8 / 16	Approaching
	English Learners	63	40.0	1 / 2	Approaching
	Free/Reduce d-Price Lunch Eligible	79	40.0	1 / 2	Approaching
	Minority Students	81	36.0	1 / 2	Approaching
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	84	31.5	4 / 16	Does Not Meet
	English Learners	65	31.0	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	81	32.0	.5 / 2	Does Not Meet
	Minority Students	81	32.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	16.5 / 44	Approaching

ELP growth is not included within the 2017 frameworks.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.
 Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For a additional information, reference the scoring guide on the last page of this report.

(*): Not Applicable; (-): No Reportable Data

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

1234-SCHOOL | 1234: DISTRICT

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	99	100.0%	731.3	31	1 / 2	Approaching
	English Learners	75	100.0%	731.9	30	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	93	100.0%	731.2	31	1 / 2	Approaching
CMAS - Math	All Students	101	100.0%	715.2	12	0 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	101	100.0%	715.2	12	4 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	0 / 0	-
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	22 / 64	Does Not Meet

Achievement calculations include relevant alternate assessment results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Points earned and eligible for each measure have been doubled to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

ACADEMIC GROWTH

A dash ('-') indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	101	79.0	16 / 16	Exceeds
	English Learners	77	79.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	78.5	2 / 2	Exceeds
	Minority Students	100	78.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	101	68.0	16 / 16	Exceeds
	English Learners	77	67.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	66.0	2 / 2	Exceeds
	Minority Students	100	67.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	44 / 44	Exceeds

ELP growth is not included within the 2017 frameworks.

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points,

Total performance by middle school level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data