			В	righton	Heritage	Academ	ıy			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	ient and anced	63%	33%	29%	38%	17%	12%	23%	17%	8%
		Observed Growth								
	All	20	n < 20	38	13	n < 20	42	18	n < 20	67
*	Minority	21	n < 20	n < 20	8	n < 20	n < 20	23	n < 20	n < 20
ıre	White	20	n < 20	n < 20	11	n < 20	n < 20	15	n < 20	n < 20
Growth Scores	Econ Disadvan taged	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20
Ž,	SPED	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20
0	ELL	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20	n < 20-	n < 20	n < 20
	Female	12	n < 20	n < 20	7	n < 20	n < 20	18	n < 20	n < 20
	Male	22	n < 20	n < 20	16	n < 20	n < 20	18	n < 20	n < 20

School: BRIGHTON HIGH SCHOOL - 1022 District: SCHOOL DISTRICT 27J - 0040 (3 Year')

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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 Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points	s Earned out of Points Eligible ²	
Academic Achievement	Approaching	50.0%	(7.5 out of 15 points)	
Academic Growth	Approaching	60.7%	(21.2 out of 35 points)	
Academic Growth Gaps	Approaching	51.7%	(7.8 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	75.0%	(26.3 out of 35 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		62.8%	(62.8 out of 100 points)	H 1/2 - 1/2 -

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Rat	es															
		% of Stud	dents Tested		17/20	Particip	ation Rating		M. E. S.	Studer	ts Tested			Total	Students	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	120	=	98.7%	98.7%		+	Meets	Meets	ä	16	2657	2657	į	-	2693	2693
Mathematics	-		99.0%	99.0%	-	-	Meets	Meets	-	-	2667	2667	-	=	2693	2693
Writing		-	98.6%	98.6%		-	Meets	Meets	-		2656	2656	-	: - 1	2693	2693
Science	·	₩3	8.00	-	20	12	=	-	2	72	-	0	2		-	0
Social Studies	-	-		5 -0	 :	·-	-	= 0	-	·	•	0	-		•	0
Colorado ACT	224	50	95.3%	95.3%	=	(E	Meets	Meets	ğ		1148	1148	3	-	1204	1204

Performance Indicators - PRELIMI School: BRIGHTON HIGH SCHOOL -						l	District: SCHOOL DISTRICT 27	Level: High 71 - 0040 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	, 0010 (0100
Reading	2	4		Approaching	2564	62.71	27	
Mathematics	2	4		Approaching	2571	25.17	37	
Writing	2	4		Approaching	2562	39.7	30	
Science	0	0		-		•	*	
Total	6	12	50%	Approaching				100
And and County		5 1 5 50 01				Median Growth	Median Adequate Growth	Made Adequate
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Percentile	Percentile	Growth?
Reading	3	4		Meets	2449	46	25	Yes
Mathematics	2	4		Approaching	2459	43	95	No
Writing	2	4		Approaching	2449	45	68	No
English Language Proficiency (ACCESS)	1.5	2		Meets	123	57	33	Yes
Total	8.5	14	60.7%	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	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4	0010	Meets	551	46	38	Yes
Minority Students	3	4		Meets	1397	45	38	Yes
Students with Disabilities	2	4		Approaching	169	43	98	No
English Learners	2	4		Approaching	608	49	57	No
Students needing to catch up	2	4		Approaching	933	47	77	No
Mathematics	9	20	45%	Approaching	333			NO
Free/Reduced Lunch Eligible	2	4	4370	Approaching	555	40	98	No
Minority Students	2	4		Approaching	1404	42	98	No No
Students with Disabilities	1	4		Does Not Meet	168	38	99	No
English Learners	2	4		Approaching	614	41	99	No
Students needing to catch up	2	4		Approaching	1562	44	99	
Writing	10		FOO		1362	44	99	No
Free/Reduced Lunch Eligible		20	50%	Approaching				
	2	4		Approaching	553	45	79	No
Minority Students	2	4		Approaching	1399	45	79	No
Students with Disabilities	2	4		Approaching	167	49	99	No
English Learners	2	4		Approaching	611	49	90	No
Students needing to catch up	2	4		Approaching	1367	47	92	No
Total	31	60	51.7%	Approaching				
Postsecondary and Workforce Readiness			% Points	Rating		N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	153	3/1103/742/ <i>348</i>	80.8/83.8/86.9/ <i>92.5</i> %	80%
Disaggregated Graduation Rate	3	4	75%	Meets	1000			
Free/Reduced Lunch Eligible	0.75	1		Meets		47/307/192/ <i>85</i>	71.4/73/76.6/ <i>89.4</i> %	80%
Minority Students	0.75			Meets		2/549/360/ <i>155</i>	74.9/79.1/83.6/ <i>89.7</i> %	80%
Students with Disabilities	0.75			Meets		110/74/52/ <i>19</i>	47.3/56.8/61.5/ <i>84.2</i> %	80%
English Learners	0.75	1		Meets	20	06/147/108/ <i>49</i>	66.5/72.8/77.8/ <i>83.7</i> %	80%
Dropout Rate	3	4		Meets		5989	3.3%	3.9%
Colorado ACT Composite Score	2	4		Approaching		1148	18.6	20.1

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	87.5	90.3	91.1	92.5
Anticipated Year	2011	80.6	81.7	83.2	
of Graduation	2012	73.8	79.7		
	2013	81.7			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	81.3	86.8	87.1	89.4
Anticipated Year	2011	72.4	66.1	68.2	
of Graduation	2012	60.3	70.5		
	2013	74.8			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	82.4	88.5	89.7	89.7
	2011	76.1	77.4	79	
of Graduation	2012	64.7	73		
	2013	77.4			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	52.9	57.9	63.2	84.2
Anticipated Year	2011	54.8	52.9	60.6	
of Graduation	2012	47.4	61.9		
	2013	39.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	70.2	80.9	83.7	83.7
	2011	70.9	70.5	72.9	
	2012	54.8	66.7		
	2013	67.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-уеаг	7-year
	2010	87.5	90.3	91.1	92.5
Anticipated Year	2011	80.6	81.7	83.2	
of Graduation	2012	73.8	79.7		
	2013	81.7			
	Aggregated	80.8	83.8	86.9	92.5

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

		4-year	5-year	6-year	7-year
	2010	81.3	86.8	87.1	89.4
Anticipated Year	2011	72.4	66.1	68.2	
of Graduation	2012	60.3	70.5		
	2013	74.8			
	Aggregated	71.4	73	76.6	89.4

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	82.4	88.5	89.7	89.7
Anticipated Year	2011	76.1	77.4	79	
of Graduation	2012	64.7	73		
	2013	77.4			
	Aggregated	74.9	79.1	83.6	89.7

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	52.9	57.9	63.2	84.2
Anticipated Year	2011	54.8	52.9	60.6	
of Graduation	2012	47.4	61.9		
	2013	39.5			
	Aggregated	47.3	56.8	61.5	84.2

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	70.2	80.9	83.7	83.7
Anticipated Year	2011	70.9	70.5	72.9	
of Graduation	2012	54.8	66.7		
	2013	67.7			
	Aggregated	66.5	72.8	77.8	83.7

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Performance Indicator	Scoring Guide		Rating	Poin	t Value	Total Possible Points per EMH Level	Framework Points
	The school's percentage of students scoring pro	oficient or advanced was:		T	CAP		
Academic	at or above the 90th percentile of all school	s (using 2009-10 baseline).	Exceeds		4	16	
Achievement	 below the 90th percentile but at or above th 	e 50th percentile of all schools (using 2009-10 baseline).	Meets		3	(4 for each	15
	 below the 50th percentile but at or above th 	e 15th percentile of all schools (using 2009-10 baseline).	Approaching		2	content area)	
	below the 15th percentile of all schools (using the second control of the second co	ng 2009-10 baseline).	Does Not Meet		1	00300000 8000 ° 0040000 5040 47700 5 4 °	
	Made AGP	Did Not Make AGP		TCAP	ACCESS		
Academic	at or above 60.	• at or above 70.	Exceeds	4	2	14	
Growth	below 60 but at or above 45.	 below 70 but at or above 55. 	Meets	3	1.5	(4 for each subject	35
	below 45 but at or above 30.	 below 55 but at or above 40. 	Approaching	2	1	area and 2 for English	
	• below 30.	• below 40.	Does Not Meet	1	0.5	language proficiency)	
	Made AGP	Did Not Make AGP		T	CAP		
Academic Growth Gaps	at or above 60.	• at or above 70.	Exceeds		4	60	
	below 60 but at or above 45.	 below 70 but at or above 55. 	Meets		3	(4 for each of 5	15
	below 45 but at or above 30.	 below 55 but at or above 40. 	Approaching	2		subgroups in 3	
	• below 30.	• below 40.	Does Not Meet		1	subject areas)	
	Graduation Rate and Disaggregated Graduation	Rate: The school's graduation rate/disaggregated graduation rate was:	Paragraph of the same of	Overall	Disaggr.		
	at or above 90%.		Exceeds	4	1	1	
	 at or above 80% but below 90%. 		Meets	3	0.75		
	 at or above 65% but below 80%. 		Approaching	2	0.5		
	• below 65%.	- a	Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:					16	
Postsecondary and	at or below 1%.		Exceeds		4	(4 for each sub-	35
Workforce Readiness	 at or below the state average but above 1% (using 2009-10 baseline).	Meets		3	indicator)	
	 at or below 10% but above the state average 	(using 2009-10 baseline).	Approaching		2		
	• above 10%.		Does Not Meet		1		
	Colorado ACT Composite Score: The school's at	verage Colorado ACT composite score was:					
	at or above 22.		Exceeds		4		
	 at or above the state average but below 22 (using 2009-10 baseline).	Meets		3		
	 at or above 17 but below the state average (ising 2009-10 baseline).	Approaching		2		
	 below 17. 		Does Not Meet		1		

Cut-Points for Each Perfo	rmance Indicator	4.5 型 [2] (1) 法基本证据 (5.1)	Cut-Points	for Plan Type Assignment	· · · · · · · · · · · · · · · · · · ·
	Cut Point: The school earned of the points eligible on	this Indicator.		Cut Point: The school earned of the total fi	ramework points eligible.
Achievement;	• at or above 87.5%	Exceeds	Total	at or above 60%	Performance
Growth; Growth Gaps;	• at or above 62.5% - below 87.5%	Meets	Framework	 at or above 47% - below 60% 	Improvement
Postsecondary Readiness	• at or above 37.5% - below 62.5%	Approaching	Points	 at or above 33% - below 47% 	Priority Improvement
	• below 37.5%	Does Not Meet		• below 33%	Turnaround

School Plan Type Assig	gnments	
	Plan description	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	five consecutive years before the State Board of Education must direct the authorizing district's local school board
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	summer immediately following the fall in which the school is notified that it is required to implement a Priority
		Improvement or Turnaround Plan.

				Bright	on High	School					
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014	
	eient and vanced	62%	62%	62%	38%	42%	38%	25%	27%	23%	
		Observed Growth									
	All	42	48	51	44	48	45	46	44	40	
*	Minority	42	45	51	41	45	46	45	41	41	
ıre	White	42	53	50	47	51	44	48	52	39	
Growth Scores	Econ Disadvan taged	45	48	52	47	46	43	46	40	*35	
) Th	SPED	44	34	55	46	50	49	37	43	37	
0	ELL	44	54	51	38	50	49	44	42	38	
	Female	46	53	54	50	50	51	46	42	39	
	Male	36	43	47	37	45	43	45	47	41	

TOTAL

District: SCHOOL DISTRICT 27J - 0040 (1 Year')

School: BROMLEY EAST CHARTER SCHOOL - 1052

		er	tor	mar	nce		
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This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	Earned out of Points Eligible ²	
Academic Achievement	Meets	62.5%	(15.6 out of 25 points)	
Academic Growth	Meets	78.8%	(39.4 out of 50 points)	
Academic Growth Gaps	Meets	77.2%	(19.3 out of 25 points)	化学生等
Test Participation ³	Meets 95% Participation Rate			

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

(74.3 out of 100 points)

74.3%

Test Participation Rate	3		Trib.	A HEA	Tales.			100					iş ili		1.47%	47.3
		% of Studer	its Tested			Participati	ion Rating		R POR IN	Studen	ts Tested			Total S	Students	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.7%	99.7%	-	99.7%	Meets	Meets	2	Meets	316	301	=	617	317	302	12	619
Mathematics	100.0%	99.7%	-	99.8%	Meets	Meets	2/	Meets	316	301	-	617	316	302	:=	618
Writing	99.7%	99.7%	=	99.7%	Meets	Meets	-	Meets	315	301	=	616	316	302	-	618
Science	100.0%	100.0%	-	100.0%	Meets	Meets		Meets	112	90		202	112	90	-	202
Social Studies	99.0%	100.0%	_	99.5%	Meets	Meets	=	Meets	96	103	-	199	97	103	-	200
Colorado ACT	S =)	:=:	-		-		-		=	-	=	-	-	= :	18 0 1	-

Performance Indicators - PREI	IMINARY DRA	FT FOR DISTRIC	T REVIEW	Edward New	9 B	TOTAL PROPERTY.	le	vel: Elementary
School: BROMLEY EAST CHARTE		Control of the Contro		1			District: SCHOOL DISTRICT	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	27, 0010 (1104)
Reading	2	4		Approaching	315	69.84	46	
Mathematics	2	4		Approaching	315	68.25	44	
Writing	2	4		Approaching	314	52.55	47	
Science	0	0					: <u>*</u>	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	195	57	31	Yes
Mathematics	4	4		Exceeds	197	64	54	Yes
Writing	4	4		Exceeds	196	61	45	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	38	54	19	Yes
Total	12.5	14	89.3%	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	9	12	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	48	53	36	Yes
Minority Students	4	4		Exceeds	65	62	35	Yes
Students with Disabilities	0	0		2	N<20	•	•	-
English Learners	0	0		w	N<20	E		0.5
Students needing to catch up	2	4		Approaching	51	54	65	No
Mathematics	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	48	59	61	No
Minority Students	4	4		Exceeds	66	64	58	Yes
Students with Disabilities	0	0			N<20	=	3 5 9	in the second se
English Learners	4	4		Exceeds	20	69	62	Yes
Students needing to catch up	3	4		Meets	70	68	81	No
Writing	14	16	87.5%	Exceeds	7555 - 70			
Free/Reduced Lunch Eligible	4	4		Exceeds	48	63	50	Yes
Minority Students	4	4		Exceeds	66	61	50	Yes
Students with Disabilities	0	0		21	N<20	92	E 2	
English Learners	3	4		Meets	20	56	46	Yes
Students needing to catch up	3	4		Meets	92	65	67	No
Total	37	44	84.1%	Meets				

Performance Indicators - PREI	IMINARY DRAI	FT FOR DISTRIC	T REVIEW					Level: Middle
School: BROMLEY EAST CHARTE	R SCHOOL - 10	52					District: SCHOOL DISTRICT	27J - 0040 (1 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	299	80.6	71	
Mathematics	3	4		Meets	299	54.18	53	
Writing	3	4		Meets	299	61.87	58	
Science	0	0			-			
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	290	58	25	Yes
Mathematics	2	4		Approaching	292	51	70	No
Writing	3	4		Meets	292	47	43	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20		-	
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	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	80	59	35	Yes
Minority Students	3	4		Meets	104	58	29	Yes
Students with Disabilities	0	0		<u>-</u>	N<20	€		
English Learners	4	4		Exceeds	41	69	42	Yes
Students needing to catch up	4	4		Exceeds	64	66	63	Yes
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	83	52	77	No
Minority Students	2	4		Approaching	106	52	74	No
Students with Disabilities	0	0		1	N<20		3	V _E
English Learners	3	4		Meets	43	61	75	No
Students needing to catch up	2	4		Approaching	123	48	90	No
Writing	11	16	68.8%	Meets				CONTRACT OF
Free/Reduced Lunch Eligible	2	4		Approaching	82	50	56	No
Minority Students	3	4		Meets	106	48	48	Yes
Students with Disabilities	0	0		(4)	N<20	•	[B]	(E
English Learners	4	4		Exceeds	43	64	58	Yes
Students needing to catch up	2	4		Approaching	103	50	78	No
Total	34	48	70.8%	Meets				

		Bı	omley E	ast Chai	rter Scho	ool – Mid	ldle Scho	ool		
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	ient and anced	67%	77%	80%	56%	59%	61%	39%	51%	54%
		Observed Growth								
	All	47	57	59	40	44	55	42	57	60
*	Minority	50	60	61	46	44	62	36	57	60
re	White	45	55	52	37	44	45	45	56	60
Growth Scores	Econ Disadvan taged	48	59	61	37	41	58	37	57	53
Z.C	SPED	50	n < 20	n < 20	42	n < 20	n < 20	41	n < 20	n < 20
0	ELL	45	60	59	43	38	73	42	45	42
	Female	50	60	59	46	43	56	46	57	64
	Male	41	56	59	38	44	53	43	57	57

District: SCHOOL DISTRICT 27J - 0040 (1 Year1)

School: EAGLE RIDGE ACADEMY - 2399

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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 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.

Rating	% of Points	Earned out of Points Eligible ²	
Meets	75.0%	(11.3 out of 15 points)	Tail
Approaching	58.3%	(20.4 out of 35 points)	
Meets	63.9%	(9.6 out of 15 points)	
Exceeds	91.1%	(31.9 out of 35 points)	
	Meets Approaching Meets	Meets 75.0% Approaching 58.3% Meets 63.9%	Meets 75.0% (11.3 out of 15 points) Approaching 58.3% (20.4 out of 35 points) Meets 63.9% (9.6 out of 15 points)

0%	Test Participation ³	Meets 95% Participation Rate	
0%			0
7%	TOTAL	73.2% (73.2 out of 100 points)	

2schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Rates										HORN M	14 14		THE N	والشاخران		11.1
	THE AREA	% of Stud	dents Tested		Average.	Particip	ation Rating	s rate and		Studen	ts Tested	1 3 4 3		Total	Students	PLAS
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	=	<u>-</u> 0	99.6%	99.6%	3 + 3	-	Meets	Meets			244	244		12.T	245	245
Mathematics	:=:	F.:	99.6%	99.6%		. .	Meets	Meets		=	244	244	=	12	245	245
Writing	181	-	99.6%	99.6%	120	2	Meets	Meets	-	-	244	244	-	7 5	245	245
Science	_	* 3		-	3.50	-	J#32	:=::		-	-	0	8		40	0
Social Studies	-51	-		-		8	-	(E)	-	_	127	0	-	() =	-	0
Colorado ACT	-	2 3	99.1%	99.1%	-	-	Meets	Meets		-	113	113	•	19 72 :	114	114

School: EAGLE RIDGE ACADEMY - 239	99					D	istrict: SCHOOL DISTRICT 22	7J - 0040 (1 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	240	81.25	77	
Mathematics	3	4		Meets	240	50.83	84	
Writing	3	4		Meets	240	67.5	86	
Science	0	0		•	=	E _d	NΦ	
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	225	41	6	Yes
Mathematics	2	4		Approaching	227	54	56	No
Writing	3	4		Meets	226	53	28	Yes
English Language Proficiency (ACCESS)	0	0		1 7.	N<20	Ψ.	γ_	-
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 Adequat Growth?
Reading	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	2	4	001070	Approaching	52	40	12	Yes
Minority Students	3	4		Meets	83	45	12	Yes
Students with Disabilities	0	0		-	N<20	-	-	
English Learners	0	0		(2)	N<20	3-1	2;	
Students needing to catch up	2	4		Approaching	41	45	66	No
Mathematics	7	12	58.3%	Approaching				
	2	4	30.30	Approaching	52	49	91	No
Free/Reduced Lunch Eligible	3	4		Meets	83	57	85	No
Minority Students	0	0		-	N<20		-	
Students with Disabilities	0	0		N25	N<20	-	_	-
English Learners				Approaching	82	53	99	No
Students needing to catch up	2	4	750		02	33		
Writing	9	12	75%	Meets			44	Yes
Free/Reduced Lunch Eligible	3	4		Meets	52	55	38	Yes
Minority Students	3	4		Meets	83	57		Tes -
Students with Disabilities	0	0		514	N<20		•	
English Learners	0	0		-	N<20	-	- 88	No
Students needing to catch up	3	4	C2 00/	Meets	64	57	00	INO
Total	23	36	63.9%	Meets				
Postsecondary and Workforce Readiness			% Points	Rating		N	<i>Rate/Score</i> 92.7/81.5/ <i>93</i> /-%	Expectation 80%
Graduation Rate: 4yr/5yr/6yr/7yr	4	4	07.50	Exceeds		55/27/ <i>43</i> /N<16	92.7761.37 <i>93</i> 7-%	00%
Disaggregated Graduation Rate	1.75	2 -	87.5%	Exceeds	24	M 4 C M 4 C M 4 C	017/1/9	80%
Free/Reduced Lunch Eligible	1	1		Exceeds		/N<16/N<16/N<16	91.7/-/-% 83.3/-/-%	80%
Minority Students	0.75	1		Meets		/N<16/N<16/N<16		
Students with Disabilities	0	0		-		6/N<16/N<16/N<16	-/-/-%	80%
English Learners	0	0		-	N<1	6/N<16/N<16/N<16	-/-/-%	80%
Dropout Rate Colorado ACT Composite Score	4	4		Exceeds		486	0.6%	3.6%
	3	4		Meets		113	21.8	20.0

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	86.7	93	93	
	2012	77.8	81.5		
	2013	92.7			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	81.3	N<16	N<16	
	2012	N<16	N<16		
	2013	91.7			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
of Graduation	2012	N<16	N<16		
	2013	83.3			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	N<16			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	2010 N<16		N<16	N<16
	2011	86.7	93	93	
of Graduation	2012	77.8	81.5		
	2013	92.7			
	Aggregated	87.4	87.3	90.9	N<16

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

		4-year	5-year	6-year	7-year
	2010	N<16	N<16	N<16	N<16
Anticipated Year	2011	81.3	N<16	N<16	
of Graduation	2012	N<16	N<16		
	2013	91.7			
	Aggregated	84.9	79.3	81.3	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	N<16	N<16	N<16	N<16
Anticipated Year	2011	N<16	N<16	N<16	
of Graduation	2012	N<16	N<16		
	2013	83.3			
	Aggregated	75.6	73.1	N<16	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	N<16	N<16	N<16	N<16
Anticipated Year	2011	N<16	N<16	N<16	
of Graduation	2012	N<16	N<16		
	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	2010 N<16		N<16	N<16
	2011	N<16	N<16	N<16	
of Graduation	2012	N<16	N<16		
184 SOF OCK	2013	N<16			
	Aggregated	N<16	N<16	N<16	N<16

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

	Eagle Ridge Academy												
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014			
	eient and anced	82%	75%	81%	60%	61%	67%	40%	40%	51%			
		Observed Growth											
	All	51	48	41	59	51	53	59	47	54			
× ×	Minority	54	50	40	55	47	60	51	49	56			
ıre	White	49	46	39	64	52	52	66	44	53			
Growth Scores	Econ Disadvan taged	57	50	40	60	47	55	55	47	49			
, L	SPED	n < 20	n < 20-	n < 20	n < 20								
0	ELL	53	40	n < 20	69	49	n < 20	41	36	n < 20			
	Female	56	49	45	67	52	60	60	46	53			
	Male	48	42	35	48	47	49	58	56	56			

TOTAL

School: FOUNDATIONS ACADEMY - 2945

District: SCHOOL DISTRICT 27J - 0040 (3 Year')

Performance

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	Earned out of Points Eligible ²	· 经汇本资本的
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	
Academic Growth	Meets	70.8%	(35.4 out of 50 points)	
Academic Growth Gaps	Approaching	57.5%	(14.4 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

(68.6 out of 100 points)

68.6%

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Ra	ates			344				11.5								
NAME OF THE OWNER.	A BOSENET	% of Students Tested				Participation Rating			Students Tested					Total Students		
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.6%	99.7%	-	99.7%	Meets	Meets	-	Meets	818	394	**	1212	821	395	-	1216
Mathematics	99.6%	99.5%	-	99.6%	Meets	Meets	-	Meets	818	393	8=	1211	821	395		1216
Writing	99.4%	99.2%		99.3%	Meets	Meets	-	Meets	815	392	-	1207	820	395		1215
Science	99.6%	100.0%	14.	99.7%	Meets	Meets	120	Meets	249	75	3₩	324	250	75		325
Social Studies	100.0%	100.0%		100.0%	Meets	Meets	144	Meets	84	80	-	164	84	80		164
Colorado ACT	-	2	2	_	20	<u></u>	923	=	7*	-)\ 	-	-	10 0	₩.	

60

Performance Indicators - PREL	IMINARY DRAI	T FOR DISTRIC	T REVIEW				Lev	el: Elementary
School: FOUNDATIONS ACADEM	1Y - 2945						District: SCHOOL DISTRICT 2	27J - 0040 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	801	79.78	69	
Mathematics	3	4		Meets	799	78.47	70	
Writing	3	4		Meets	798	58.9	57	
Science	0	0		-	-			
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	541	44	23	Yes
Mathematics	3	4		Meets	543	47	41	Yes
Writing	2	4		Approaching	539	44	40	Yes
English Language Proficiency (ACCESS)	0	0		•	N<20	-	1 -	-
Total	7	12	58.3%	Approaching				Millio Han Die
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%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	67	44	31	Yes
Minority Students	2	4		Approaching	144	40	28	Yes
Students with Disabilities	1	4		Does Not Meet	36	37	66	No
English Learners	2	4		Approaching	24	43	51	No
Students needing to catch up	2	4		Approaching	105	49	59	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	67	50	48	Yes
Minority Students	3	4		Meets	144	50	44	Yes
Students with Disabilities	1	4		Does Not Meet	38	28	75	No
English Learners	2	4		Approaching	24	47	62	No
Students needing to catch up	2	4		Approaching	99	45	76	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	67	41	51	No
Minority Students	2	4		Approaching	144	41	41	Yes
Students with Disabilities	1	4		Does Not Meet	37	22	70	No
English Learners	2	4		Approaching	24	40	56	No
Students needing to catch up	2	4		Approaching	204	41	61	No
Total	29	60	48.3%	Approaching				

Performance Indicators - PREL	IMINARY DRAI	T FOR DISTRIC	T REVIEW					Level: Middle
School: FOUNDATIONS ACADEM							District: SCHOOL DISTRICT 2	27J - 0040 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	377	77.98	70	
Mathematics	3	4		Meets	376	64.1	76	
Writing	3	4		Meets	375	65.33	66	
Science	0	0			Ę	021	-	
Total	9	12	75%	Meets	Section 1			
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	364	55	25	Yes
Mathematics	4	4		Exceeds	364	62	59	Yes
Writing	3	4		Meets	361	53	43	Yes
English Language Proficiency (ACCESS)	0	0			N<20	<u> </u>	-	
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	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	51	49	33	Yes
Minority Students	4	4		Exceeds	96	61	31	Yes
Students with Disabilities	3	4		Meets	22	55	82	No
English Learners	3	4		Meets	21	56	46	Yes
Students needing to catch up	2	4		Approaching	75	53	62	No
Mathematics	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	51	42	73	No
Minority Students	4	4		Exceeds	96	63	63	Yes
Students with Disabilities	2	4		Approaching	22	50	97	No
English Learners	2	4		Approaching	21	54	75	No
Students needing to catch up	3	4		Meets	122	58	90	No
Writing	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	50	54	57	No
Minority Students	3	4		Meets	95	49	46	Yes
Students with Disabilities	3	4		Meets	22	59	92	No
English Learners	2	4		Approaching	20	49	54	No
Students needing to catch up	2	4		Approaching	135	54	71	No
Total	40	60	66.7%	Meets				

			Foun	dations A	Academy	- Eleme	entary			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	eient and vanced	80%	79%	80%	56%	67%	60%	72%	65%	85%
		Observed Growth								
	All	49	57	40	41	52	41	47	63	41
*	Minority	45	76	46	39	50	40	48	66	53
re	White	52	53	40	41	55	45	47	63	40
Growth Scores	Econ Disadvan taged	61	n < 20	n < 20	40	n < 20	n < 20	37	n < 20	n < 20
, Lo	SPED	n < 20								
0	ELL	43	n < 20	n < 20	13	n < 20	n < 20	32	n < 20	n < 20
	Female	51	65	42	48	56	46	50	70	47
	Male	48	43	34	35	47	39	41	57	38

			Found	ations A	cademy .	- Middle	School			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	cient and vanced		79%	78%		67%	62%		65%	63%
		Observed Growth								
	All			55			53			60
*	Minority			58			50			62
ıre	White			54			53			59
Growth Scores	Econ Disadvan taged			45			54		8	36
25	SPED		n < 20	n < 20		n < 20	n < 20		n < 20	n < 20
0	ELL		n < 20	n < 20		n < 20	n < 20		n < 20	n < 20
	Female			61			56			60
	Male			46			49			61

School: HENDERSON ELEMENTARY SCHOOL - 3900 District: SCHOOL DISTRICT 27J - 0040 (3 Year')

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Point	s Earned out of Points Eligible ²	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Approaching	53.6%	(26.8 out of 50 points)	
Academic Growth Gaps	Approaching	41.7%	(10.4 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		49.7%	(49.7 out of 100 points)	D40400

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Ra	tes								ALTER.							
		% of Studer	its Tested			Participati	on Rating			Studen	ts Tested			Total :	Students	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.7%	=	-	99.7%	Meets	22	-	Meets	582	-	-	582	584		-	584
Mathematics	99.8%	14	23	99.8%	Meets)) <u>=</u>	=:	Meets	585		3 = /	585	586	-		586
Writing	100.0%	-	W .	100.0%	Meets	*	-	Meets	585	-		585	585		N.T.	585
Science	100.0%	-	-	100.0%	Meets			Meets	176)#A	176	176	•		176
Social Studies	100.0%	80	=	100.0%	Meets			Meets	69			69	69		14	69
Colorado ACT	8€		=			88=	=		175	¥.	-	3	+	22	52	28

Academic Growth Points Earned Points Eligible % Points Rating N Median Growth Percentile Percentile Growth? Reading 2 4 Approaching 325 39 34 Yes Mathematics 2 4 Approaching 325 52 54 No Writing 2 4 Approaching 325 40 45 No English Language Proficiency (ACCES) 1.5 2 Meets 53 51 24 Yes Total 7.5 14 53.6% Approaching Subgroup Subgroup Median Subgroup Median Adequate Made Adequate Academic Growth Gaps Points Earned Points Eligible *Points Eligible *Points Eligible *Points Eligible *Points Eligible *Approaching Subgroup Median Adequate Made Adequate Free/Reduced Lunch Eligible 1 4 Does Not Meet 175 32 38 No Students is reading to catch up 1 4 Does Not Meet <th>r.</th> <th></th> <th></th> <th>V</th> <th>inter.</th> <th></th> <th></th> <th>3</th> <th>J. El.</th>	r.			V	inter.			3	J. El.
Reading		Hillian Control of the Control of th		T REVIEW					
Reading	School: HENDERSON ELEMENTA	RY SCHOOL - 3	900						7J - 0040 (3 Year
Mathematics 2	Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Writing 2	Reading	2	4		Approaching	551	61.34	27	
Science O	Mathematics	2	4		Approaching	550	62.55	34	
Total 6	Writing	2	4		Approaching	552	44.75	30	
Academic Growth Points Earned Points Eligible % Points Rating N Median Growth Percentile Percentile Growth Growth Growth Percentile Percentile Percentile Growth Percentile Percentile Percentile Percentile Percentile Percentile Percentile Percentile No No Percentile Percentile		0	0		2	4	S e 1		
Academic Growth Points Earned Points Eligible % Points Rating N Median Growth Percentile Percentile Growth? Reading 2 4 Approaching 325 39 34 Yes Mathematics 2 4 Approaching 325 52 54 No Writing 2 4 Approaching 325 40 45 No English Language Proficiency (ACCES) 1.5 2 Meets 53 51 24 Yes Total 7.5 14 53.6% Approaching Subgroup Subgroup Median Subgroup Median Adequate Made Adequate Academic Growth Gaps Points Earned Points Eligible *Points Eligible *Points Eligible *Points Eligible *Points Eligible *Approaching Subgroup Median Adequate Made Adequate Free/Reduced Lunch Eligible 1 4 Does Not Meet 175 32 38 No Students is reading to catch up 1 4 Does Not Meet <td>Total</td> <td>6</td> <td>12</td> <td>50%</td> <td>Approaching</td> <td></td> <td></td> <td></td> <td></td>	Total	6	12	50%	Approaching				
Reading	Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile		Made Adequate Growth?
Mathematics 2 4 Approaching 325 52 54 No Writing 2 4 Approaching 325 40 45 No English Language Proficieny (ACCESS) 1.5 2 Meets 53 51 24 Yes Total 7.5 14 53.6% Approaching Subgroup Subgroup Median Subgroup Median Adequate Made Adequate Academic Growth Gaps Points Earned Points Eligible % Points Rating Subgroup Subgroup Median Growth Percentile Subgroup Median Adequate Made Adequate Reading 5 20 25% Does Not Meet 175 32 38 No Free/Reduced Lunch Eligible 1 4 Does Not Meet 175 32 38 No Minority Students 1 4 Does Not Meet 154 37 39 No Students with Disabilities 1 4 Does Not Meet 55 35 66 No <		2			Approaching	325	39	34	Yes
Writing 2		2	4		Approaching	325	52	54	No
English Language Proficiency (ACCESS) 1.5 2 Meets 53 51 24 Yes		2	4		Approaching	325	40	45	No
Total 7.5	English Language Proficiency (ACCESS)	1.5	2		Meets	53	51	24	Yes
Academic Growth Gaps Points Earned Points Eligible % Points Rating N Growth Percentile Growth Percentile Growth Percentile Reading 5 20 25% Does Not Meet 175 32 38 No Free/Reduced Lunch Eligible 1 4 Does Not Meet 154 37 39 No Minority Students 1 4 Does Not Meet 154 37 39 No Students with Disabilities 1 4 Does Not Meet 55 35 66 No English Learners 1 4 Does Not Meet 11 39 65 No Mathematics 11 20 55% Approaching 175 52 59 No Minority Students 2 4 Approaching 175 52 59 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No Students needing to catch up 2		7.5	14	53.6%	Approaching				
Free/Reduced Lunch Eligible 1 4 Does Not Meet 175 32 38 No Minority Students 1 4 Does Not Meet 154 37 39 No Students with Disabilities 1 4 Does Not Meet 55 35 66 No English Learners 1 4 Does Not Meet 55 30 43 No Students needing to catch up 1 4 Does Not Meet 111 39 65 No Mathematics 11 20 55% Approaching 175 52 59 No Mathematics 1 4 Approaching 175 52 59 No Minority Students 2 4 Approaching 154 51 58 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No English Learners 4 4 Exceeds 55 61 58	Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating				Made Adequate Growth?
Minority Students	Reading	5	20	25%	Does Not Meet				
Minority Students		-1	4		Does Not Meet	175	32	38	No
Students needing to catch up		1	4		Does Not Meet	154	37	39	No
Students needing to catch up 1 4 Does Not Meet 111 39 65 No Mathematics 11 20 55% Approaching 175 52 59 No Free/Reduced Lunch Eligible 2 4 Approaching 154 51 58 No Minority Students 2 4 Approaching 154 51 58 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No English Learners 4 4 Exceeds 55 61 58 Yes Students needing to catch up 2 4 Approaching 117 49 81 No Writing 9 20 45% Approaching 174 41 51 No Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 </td <td>Students with Disabilities</td> <td>1</td> <td>4</td> <td></td> <td>Does Not Meet</td> <td>55</td> <td>35</td> <td>66</td> <td>No</td>	Students with Disabilities	1	4		Does Not Meet	55	35	66	No
Mathematics 11 20 55% Approaching 175 52 59 No	English Learners	1	4		Does Not Meet	55	30	43	No
Mathematics 11 20 55% Approaching Free/Reduced Lunch Eligible 2 4 Approaching 175 52 59 No Minority Students 2 4 Approaching 154 51 58 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No English Learners 4 4 Exceeds 55 61 58 Yes Students needing to catch up 2 4 Approaching 117 49 81 No Writing 9 20 45% Approaching 174 41 51 No Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English L	Students needing to catch up	1	4		Does Not Meet	111	39	65	No
Free/Reduced Lunch Eligible 2 4 Approaching 175 52 59 No Minority Students 2 4 Approaching 154 51 58 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No English Learners 4 4 Exceeds 55 61 58 Yes Students needing to catch up 2 4 Approaching 117 49 81 No Writing 9 20 45% Approaching 174 41 51 No Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45	Mathematics	11	20	55%	Approaching				
Minority Students 2 4 Approaching 154 51 58 No Students with Disabilities 1 4 Does Not Meet 54 35 85 No English Learners 4 4 Exceeds 55 61 58 Yes Students needing to catch up 2 4 Approaching 117 49 81 No Writing 9 20 45% Approaching 174 41 51 No Writing 9 20 45% Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 <td></td> <td>2</td> <td>4</td> <td></td> <td>Approaching</td> <td>175</td> <td>52</td> <td>59</td> <td>No</td>		2	4		Approaching	175	52	59	No
English Learners		2	4		Approaching	154	51	58	No
English Learners 4 4 4 Exceeds 55 61 58 Yes Students needing to catch up 2 4 Approaching 117 49 81 No Writing 9 20 45% Approaching	Students with Disabilities	1	4		Does Not Meet	54	35	85	No
Writing 9 20 45% Approaching 174 41 51 No Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No	English Learners	4	4		Exceeds	55	61	58	Yes
Writing 9 20 45% Approaching Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No	Students needing to catch up	2	4		Approaching	117	49	81	No
Free/Reduced Lunch Eligible 2 4 Approaching 174 41 51 No Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No		9	20	45%	Approaching				
Minority Students 2 4 Approaching 153 40 49 No Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No		2	4			174	41	51	No
Students with Disabilities 1 4 Does Not Meet 55 32 77 No English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No		2	4		Approaching	153	40	49	1100750
English Learners 3 4 Meets 55 45 45 Yes Students needing to catch up 1 4 Does Not Meet 168 38 68 No	*	1	4		Does Not Meet	55	32	77	No
Students needing to catch up 1 4 Does Not Meet 168 38 68 No	A STATE OF THE STA	3	4		Meets	55	45		11,000
		1	4		Does Not Meet	168	38	68	No
	Total	25	60	41.7%	Approaching				

HOLD THE	A SEA			Hender	son Eler	nentary				33 34
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	ient and	61%	65%	60%	48%	51%	37%	63%	63%	63%
		Observed Growth								
	All	32	49	30	46	63	26	56	60	47
·×	Minority	37	47	32	48	62	25	60	52	49
re	White	29	52	26	40	64	26	56	61	46
Growth Scores	Econ Disadvan taged	28	59	30	45	46	23	56	58	47
2,0	SPED	43	n < 20	n < 20	42	n < 20	n < 20	46	62	n < 20
0	ELL	28	n < 20	n < 20	48	n < 20	n < 20	62	n < 20	n < 20
	Female	29	56	30	47	66	31	57	61	53
	Male	37	49	30	46	42	20	50	57	42

District: SCHOOL DISTRICT 27J - 0040 (1 Year')

School: LANDMARK ACADEMY AT REUNION - 4950

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	Earned out of Points Eligible ²	以是"技术 "
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)	
Academic Growth	Meets	75.0%	(37.5 out of 50 points)	
Academic Growth Gaps	Meets	73.6%	(18.4 out of 25 points)	

Test Participation Meets 95% Participation Rate

			1 70 D. E. S. S. S.	
TOTAL	74.7%	(74.7 out of 100 points)		- 1

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Rates												14.164			PETE	
		% of Studer	its Tested			Participati	on Rating			Studen	ts Tested	255		Total :	Students	
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	99.6%	(6)	99.8%	Meets	Meets	W2	Meets	254	235	2	489	254	236	•	490
Mathematics	100.0%	100.0%	Œ	100.0%	Meets	Meets	-	Meets	254	236	-	490	254	236		490
Writing	99.6%	99.6%	-	99.6%	Meets	Meets	-	Meets	253	235	-	488	254	236	-	490
Science	100.0%	100.0%	13 4 4	100.0%	Meets	Meets	Vi a	Meets	85	80	-	165	85	80		165
Social Studies	100.0%	100.0%	=	100.0%	Meets	Meets		Meets	84	71	Ħ	155	84	71		155
Colorado ACT	-	-	-	(*)			-	-		. 	=	-		-	-	(6

Performance Indicators - PREL	IMINARY DRAI	T FOR DISTRIC	T REVIEW			Name and Address of the Party	1202	vel: Elementary
School: LANDMARK ACADEMY A	T REUNION - 4	1950					District: SCHOOL DISTRICT	27J - 0040 (1 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	253	87.75	87	
Mathematics	3	4		Meets	253	87.75	86	
Writing	3	4		Meets	252	70.24	81	
Science	0	0		=			*	
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	4	4		Exceeds	162	62	28	Yes
Mathematics	2	4		Approaching	162	44	36	Yes
Writing	4	4		Exceeds	160	64	44	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	:#:	*
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	12	12	100%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	26	70	44	Yes
Minority Students	4	4		Exceeds	53	60	31	Yes
Students with Disabilities	0	0			N<20	Yg	-	12
English Learners	0	0		7 <u>2</u>	N<20	e n	828	247
Students needing to catch up	4	4		Exceeds	35	75	66	Yes
Mathematics	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	2	4		Approaching	26	52	55	No
Minority Students	3	4		Meets	53	54	49	Yes
Students with Disabilities	0	0		-	N<20	1722	(E)	*
English Learners	0	0		<u> </u>	N<20	*	(#)	349
Students needing to catch up	3	4		Meets	20	57	79	No
Writing	12	12	100%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	26	66	54	Yes
Minority Students	4	4		Exceeds	53	63	47	Yes
Students with Disabilities	0	0		-	N<20	r u	#	*
English Learners	0	0		12	N<20	æ	*	14
Students needing to catch up	4	4		Exceeds	74	73	60	Yes
Total	32	36	88.9%	Exceeds	THE REAL PROPERTY.			

Performance Indicators - PREL	IMINARY DRAF	T FOR DISTRIC	T REVIEW	FALL AND A				Level: Middle
School: LANDMARK ACADEMY A			THE WILLIAM				District: SCHOOL DISTRICT 2	27J - 0040 (1 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4	no i omito	Meets	230	75.65	58	
Mathematics	3	4		Meets	231	58.87	63	
Writing	3	4		Meets	230	61.3	56	
Science	0	0		-	(*	(-)	s = 8	
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
	3	4	N I OIIIG	Meets	221	52	27	Yes
Reading Mathematics	2	4		Approaching	224	48	64	No
Writing	3	4		Meets	221	49	46	Yes
English Language Proficiency (ACCESS)	0	0		Wiccis	N<20	-		-
	8	12	66.7%	Meets				
Total	0	12	00.776	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	8	12	66.7%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	41	54	36	Yes
Minority Students	3	4		Meets	81	51	36	Yes
Students with Disabilities	0	0		2	N<20	-	:=	25
English Learners	0	0		-	N<20	•	=	-
Students needing to catch up	2	4		Approaching	57	47	58	No
Mathematics	6	12	50%	Approaching	MARKE			
Free/Reduced Lunch Eligible	2	4		Approaching	43	45	72	No
Minority Students	2	4		Approaching	83	50	72	No
Students with Disabilities	0	0		=	N<20	; -	v. E	28
English Learners	0	0		•	N<20	s e		*
Students needing to catch up	2	4		Approaching	82	51	88	No
Writing	7	12	58.3%	Approaching	J. Burkher			
Free/Reduced Lunch Eligible	2	4		Approaching	40	50	54	No
Minority Students	3	4		Meets	81	56	53	Yes
Students with Disabilities	0	0		-	N<20	-	2	-
English Learners	0	0		#):	N<20	-	<u> </u>	50 — 3
Students needing to catch up	2	4		Approaching	90	47	74	No
Total	21	36	58.3%	Approaching				

			Land	lmark A	cademy	- Elemen	itary			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced		77%	75%	87%	64%	64%	70%	79%	61%	87%
		Observed Growth								
	All	49	49	62	48	45	64	51	37	44
*	Minority	43	54	60	48	49	63	56	36	54
re	White	52	49	63	48	43	64	49	40	42
Growth Scores	Econ Disadvan taged	46	54	70	52	56	66	56	32	52
, ic	SPED	n < 20								
0	ELL	n < 20								
	Female	50	42	61	53	49	67	47	43	44
	Male	48	51	62	46	37	62	54	30	45

			Landr	nark Ac	ademy –	Middle	School			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced		80%	75%	74%	69%	64%	61%	67%	61%	58%
		Observed Growth								
	All	59	49	52	65	45	49	60	37	48
*	Minority	53	54	54	63	49	58	54	36	50
re	White	63	49	52	66	43	48	62	40	46
Growth Scores *	Econ Disadvan taged	n < 20	54	54	n < 20	56	50	n < 20	32	45
2	SPED	n < 20								
0	ELL	n < 20								
İ	Female	62	42	56	72	49	50	62	43	48
	Male	54	51	43	59	37	45	58	30	49

School: NORTH ELEMENTARY SCHOOL - 6294

District: SCHOOL DISTRICT 27J - 0040 (1 Year')

Priority Improvement

Entering Year 1* of Priority Improvement or Turnaround

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	s Earned out of Points Eligible ²	PENT PETE
Academic Achievement	Does Not Meet	25.0%	(6.3 out of 25 points)	
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	
Academic Growth Gaps	Approaching	51.9%	(13.0 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			
TOTAL		44.3%	(44.3 out of 100 points)	47,44

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

es										A LANGE						
15 A 70 PM	% of Studer	nts Tested			Participati	on Rating			Studen	ts Tested	FILE BOX		Total S	Students	lents	
Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High Over - 170 - 169 - 169 - 61	Overall	
100.0%	(7)	ı.	100.0%	Meets	020	2	Meets	170	-	(#1)	170	170	-		170	
100.0%	-	=	100.0%	Meets	92	=	Meets	169	14	(= ()	169	169	-	(6)	169	
100.0%		<u> </u>	100.0%	Meets	22	4	Meets	169	-	•	169	169	=	<u> </u>	169	
98.4%	-	#	98.4%	Meets	72	ш.	Meets	60	-	-	60	61		-	61	
100.0%	•	W	100.0%	Meets	-	_	Meets	44		# 8	44	44		•	44	
-	(B)	20	(2)	:22	-	-		-			-	17	¥.	-	+	
	100.0% 100.0% 100.0% 98.4% 100.0%	% of Studen Elem Middle 100.0% - 100.0% - 100.0% - 98.4% - 100.0% -	K of Students Tested Elem Middle High 100.0% - - 100.0% - - 100.0% - - 98.4% - - 100.0% - -	% of Students Tested Elem Middle High Overall 100.0% - - 100.0% 100.0% - - 100.0% 100.0% - - 100.0% 98.4% - - 98.4% 100.0% - - 100.0%	** of Students Tested Elem Middle High Overall Elem 100.0% - - 100.0% Meets 100.0% - - 100.0% Meets 100.0% - - 100.0% Meets 98.4% - - 98.4% Meets 100.0% - - 100.0% Meets	% of Students Tested Participate Elem Middle High Overall Elem Middle 100.0% - - 100.0% Meets - 100.0% - - 100.0% Meets - 100.0% - - 100.0% Meets - 98.4% - - 98.4% Meets - 100.0% - - 100.0% Meets -	% of Students Tested Participation Rating Elem Middle High Overall Elem Middle High 100.0% - - 100.0% Meets - - 100.0% - - 100.0% Meets - - 100.0% - - 100.0% Meets - - 98.4% - - 98.4% Meets - - 100.0% - - 100.0% Meets - -	% of Students Tested Participation Rating Elem Middle High Overall Elem Middle High Overall 100.0% - - 100.0% Meets - - Meets 100.0% - - 100.0% Meets - - Meets 100.0% - - 98.4% Meets - - Meets 100.0% - - 100.0% Meets - - Meets	% of Students Tested Participation Rating Elem Middle High Overall Elem Middle High Overall Elem 100.0% - - 100.0% Meets - - Meets 170 100.0% - - 100.0% Meets - - Meets 169 100.0% - - 100.0% Meets - - Meets 60 100.0% - - 100.0% Meets - - Meets 44	% of Students Tested Participation Rating Student Elem Middle High Overall Elem Middle High Overall Elem Middle 100.0% - - 100.0% Meets - - Meets 170 - 100.0% - - 100.0% Meets - - Meets 169 - 98.4% - - 98.4% Meets - - Meets 60 - 100.0% - - 100.0% Meets - - Meets 44 -	8 of Students Tested Participation Rating Students Tested Elem Middle High Overall Elem Middle High Overall Elem Middle High 100.0% - - 100.0% Meets - - Meets 170 - - 100.0% - - 100.0% Meets - - Meets 169 - - 98.4% - - 98.4% Meets - - Meets 60 - - 100.0% - - 100.0% Meets - - Meets 44 - -	** Of Students Tested Participation Rating Students Tested Elem Middle High Overall Elem Middle High Overall Elem Middle High Overall 100.0% - - 100.0% Meets - - Meets 170 - - 170 100.0% - - 100.0% Meets - - Meets 169 - - 169 100.0% - - 100.0% Meets - - Meets 169 - - 169 98.4% - - 98.4% Meets - - Meets 60 - - 60 100.0% - - 100.0% Meets - - Meets 44 - - 44	** of Students Tested Participation Rating Students Tested Elem Middle High Overall Elem Middle High Overall Elem Middle High Overall Elem 100.0% - - 100.0% Meets - - Meets 170 - - 170 170 100.0% - - 100.0% Meets - - Meets 169 - - 169 169 98.4% - - 100.0% Meets - - Meets 169 - - 169 169 98.4% - - 98.4% Meets - - Meets 60 - - 60 61 100.0% - - 100.0% Meets - - Meets 44 - - 44 44	** of Students Tested Participation Rating Students Tested Total Students Tested Flem Middle High Overall Elem Middle	** of Students Tested Participation Rating Students Tested Total Students Elem Middle High Overall Elem Middle High Overall Elem Middle High 100.0% - - 100.0% Meets - - Meets 170 - - 170 - - - - - 100.0% - - 169 - - 169 - - 169 - - 169 - - 169 - </td	

^{*} on July 1, 2015

Performance Indicators - PREL	IMINARY DRAI	FT FOR DISTRIC	T REVIEW				Lev	el: Elementary
School: NORTH ELEMENTARY SC	HOOL - 6294						District: SCHOOL DISTRICT 2	7J - 0040 (1 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	159	43.4	10	
Mathematics	1	4		Does Not Meet	159	42.77	9	
Writing	1	4		Does Not Meet	159	27.04	9	
Science	0	0		£	(-)	2/	-	
Total	3	12	25%	Does Not Meet	经设计	hetin sky sky		
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	87	39	54	No
Mathematics	3	4		Meets	95	56	76	No
Writing	1	4		Does Not Meet	87	38	63	No
English Language Proficiency (ACCESS)	2	2		Exceeds	145	65	24	Yes
Total	7	14	50%	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	7	16	43.8%	Approaching			Nata trace and the last	
Free/Reduced Lunch Eligible	2	4		Approaching	72	41	57	No
Minority Students	1	4		Does Not Meet	75	39	58	No
Students with Disabilities	0	0		-	N<20	-	-	
English Learners	2	4		Approaching	47	44	76	No
Students needing to catch up	2	4		Approaching	51	44	79	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	80	59	82	No
Minority Students	3	4		Meets	83	56	82	No
Students with Disabilities	3	4		Meets	21	56	93	No
English Learners	3	4		Meets	55	60	86	No
Students needing to catch up	3	4		Meets	60	61	89	No
Writing	5	16	31.3%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	72	39	65	No
Minority Students	1	4		Does Not Meet	75	38	67	No
Students with Disabilities	0	0		-	N<20	₩.	_	.51
English Learners	2	4		Approaching	47	43	77	No
Students needing to catch up	1	4		Does Not Meet	71	38	69	No
Total	27	52	51.9%	Approaching				

				Nort	h Eleme	ntary				
Subject and Year		Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	Proficient and Advanced		40%	43%	26%	22%	27%	40%	37%	42%
		Observed Growth								
	All	38	44	39	42	45	38	43	47	56
*	Minority	34	39	39	43	44	38	43	54	56
re	White	n < 20								
Growth Scores	Econ Disadvan taged	39	42	41	43	45	39	43	56	59
, Lo	SPED	32	n < 20	39	25	n < 20	12	40	n < 20	56
9	ELL	44	41	41	51	45	39	45	55	59
	Female	38	50	36	39	52	40	41	42	56
	Male	36	39	40	43	44	29	45	57	59

School: NORTHEAST ELEMENTARY SCHOOL - 6395

District: SCHOOL DISTRICT 27J - 0040 (3 Year)

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	Earned out of Points Eligible	公特对对对
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	
Academic Growth Gaps	Approaching	40.0%	(10.0 out of 25 points)	J. S.
Test Participation ³	Meets 95% Participation Rate			

TOTAL 47.5% (47.5 out of 100 points)

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Ra	ates						AL FE			No.					JAN -	
		% of Stude	ents Tested			Participati	ion Rating			Studen	ts Tested			Total S Elem Middle 871 - 869 - 869 - 274 - 86 -		
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.3%	-	-	99.3%	Meets	-	in a	Meets	865	-		865	871		*	871
Mathematics	99.4%	(m)	-	99.4%	Meets	=		Meets	864	-		864	869	12	-	869
Writing	99.9%	**	-	99.9%	Meets	-54	-	Meets	868	2	-	868	869	2	144	869
Science	99.6%	:::::::::::::::::::::::::::::::::::::::	=	99.6%	Meets	Ε.		Meets	273	É	~	273	274	=	-	274
Social Studies	98.8%	150	=	98.8%	Meets	5	·	Meets	85	≅	323	85	86	÷	-	86
Colorado ACT	-	*	-	(e)	-	27	-	-	-	*	:=:	=:	-	-		-

Performance Indicators - PREI			ALL KEVILEKY	A CONTRACTOR OF THE PARTY OF TH				el: Elementary
School: NORTHEAST ELEMENTAL							District: SCHOOL DISTRICT 2	7) - 0040 (3 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	802	61.1	27	
Mathematics	2	4		Approaching	803	56.54	23	
Writing	2	4		Approaching	805	42.61	27	
Science	0	0		-	-	<u></u>		
Total	. 6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	536	44	36	Yes
Mathematics	2	4		Approaching	549	46	57	No
Writing	1	4		Does Not Meet	536	39	49	No
English Language Proficiency (ACCESS)	2	2		Exceeds	135	69	24	Yes
Total	7	14	50%	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%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	338	43	43	Yes
Minority Students	2	4		Approaching	359	42	41	Yes
Students with Disabilities	1	4		Does Not Meet	59	39	83	No
English Learners	2	4		Approaching	168	42	52	No
Students needing to catch up	2	4		Approaching	213	44	65	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	351	46	61	No
Minority Students	2	4		Approaching	373	46	62	No
Students with Disabilities	1	4		Does Not Meet	65	33	87	No
English Learners	2	4		Approaching	184	43	67	No
Students needing to catch up	2	4		Approaching	228	48	81	No
Writing	6	20	30%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	338	38	53	No
Minority Students	1	4		Does Not Meet	359	38	53	No
Students with Disabilities	1	4		Does Not Meet	59	28	85	No
English Learners	2	4		Approaching	168	41	59	No
Students needing to catch up	1	4		Does Not Meet	304	37	66	No
Total	24	60	40%	Approaching				

		N-1416	S AV	Northe	east Elen	nentary	807.5			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	cient and vanced	63%	61%	59%	44%	44%	38%	57%	57%	55%
		Observed Growth								
	All	44	51	38	36	42	39	48	50	37
*	Minority	42	51	36	36	39	39	46	47	34
ıre	White	53	51	45	42	51	40	59	56	37
Growth Scores	Econ Disadvan taged	49	51	32	36	40	37	49	47	36
šro	SPED	33	57	30	31	25	34	49	38	24
	ELL	43	54	24	44	38	39	47	41	32
	Female	46	51	38	46	50	40	49	55	43
	Male	44	53	37	28	37	38	46	46	33

School: OVERLAND TRAIL MIDDLE SCHOOL - 6638

District: SCHOOL DISTRICT 27J - 0040 (3 Year1)

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	helow 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.

Academic Achievement Approaching 50.0% (12.5 out of 25 points) Academic Growth Approaching 50.0% (25.0 out of 50 points)	Performance Indicators	Rating	% of Points	Earned out of Points Eligible ²	Mark to the
	Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
	Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	
Academic Growth Gaps Approaching 46.7% (11.7 out of 25 points)	Academic Growth Gaps	Approaching	46.7%	(11.7 out of 25 points)	

Test Participation ³ Meets 95% Participation Rate

TOTAL	49.2%	(49.2 out of 100 points)	

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Rates						THE REAL PROPERTY.			Y H	TRAIL C	12 190					
TRANSPORTERS		% of Students Tested				Participation Rating			Students Tested				Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	99.7%	-	99.7%	-	Meets	-	Meets	1 -	1975	-	1975	¥	1980	:=	1980
Mathematics	-	99.9%	-	99.9%		Meets	-	Meets		1979		1979	-	1981	-	1981
Writing	(#):	99.7%	(=)))	99.7%		Meets	=	Meets	(#)	1974	(S #)	1974	(8	1980	(*	1980
Science		99.7%	表的	99.7%		Meets	-	Meets		726	(=	726		728	S #	728
Social Studies	-	99.1%	-	99.1%	-	Meets	=	Meets	-	221		221	I.E.	223	100	223
Colorado ACT	-	7-		2 .	-	J 		15	=	₩6	S .	-	-	E	-	-

Performance Indicators - PREL	IMINARY DRAI	FT FOR DISTRIC	T REVIEW	the second	A V STOR			Level: Middle
School: OVERLAND TRAIL MIDDI							District: SCHOOL DISTRICT 2	27J - 0040 (3 Year)
Academic Achievement		Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	1879	58.33	25	
Mathematics	2	4		Approaching	1883	46.73	40	
Writing	2	4		Approaching	1878	42.23	20	
Science	0	0		12	- NG	9 — 3	-	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	2	4		Approaching	1807	42	35	Yes
Mathematics	2	4		Approaching	1816	46	72	No
Writing	2	4		Approaching	1810	40	56	No
English Language Proficiency (ACCESS)	1	2		Approaching	87	40	56	No
Total	7	14	50%	Approaching				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	10	20	50%	Approaching		PUNCTURE IN THE RES		
Free/Reduced Lunch Eligible	2	4		Approaching	926	41	48	No
Minority Students	2	4		Approaching	1075	42	45	No
Students with Disabilities	2	4		Approaching	160	42	90	No
English Learners	2	4		Approaching	456	41	59	No
Students needing to catch up	2	4		Approaching	684	46	69	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	932	42	79	No
Minority Students	2	4		Approaching	1081	44	78	No
Students with Disabilities	1	4		Does Not Meet	160	39	99	No
English Learners	2	4		Approaching	456	45	84	No
Students needing to catch up	2	4		Approaching	844	46	92	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	927	39	69	No
Minority Students	2	4		Approaching	1079	42	65	No
Students with Disabilities	2	4		Approaching	160	43	94	No
English Learners	2	4		Approaching	457	44	75	No
Students needing to catch up	2	4		Approaching	963	43	80	No
Total	28	60	46.7%	Approaching				

	Overland Trail Middle School													
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014				
	ent and	60%	62%	52%	41%	44%	41%	49%	48%	41%				
49		Observed Growth												
	All	43	48	37	37	43	39	51	49	37				
*	Minority	41	47	40	38	44	39	51	45	36				
ıre	White	45	48	35	35	41	38	51	51	41				
Growth Scores	Econ Disadvan taged	41	47	35	36	43	38	47	44	33				
iro	SPED	43	46	40	36	51	33	42	51	31				
	ELL	41	51	35	42	49	43	52	48	37				
	Female	44	50	41	43	44	40	52	48	40				
	Male	41	47	34	32	41	38	50	51	35				

TOTAL

School: PRAIRIE VIEW HIGH SCHOOL - 7129

District: SCHOOL DISTRICT 27J - 0040 (1 Year1)

	-				
P	eri	or	m	and	ce

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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 Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points	Earned out of Points Eligible ²	基础的基础的
Academic Achievement	Approaching	50.0%	(7.5 out of 15 points)	
Academic Growth	Meets	64.3%	(22.5 out of 35 points)	
Academic Growth Gaps	Approaching	50.0%	(7.5 out of 15 points)	Hall
Postsecondary and Workforce Readiness	Meets	67.2%	(23.5 out of 35 points)	省区域的公司
Test Participation ³	Meets 95% Participation Rate			

50

2schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

61.0%

(61.0 out of 100 points)

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at all indicators, the total points possible are: 15 points for least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation R	ates															
		% of Stud	dents Teste	d			Participation Rating	SENT PROPERTY.		Studen	ts Tested			Total S	Students	VALUE OF STREET
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	X =	/ =	95.9%	95.9%			Meets	Meets	: = :	-	949	949	-		990	990
Mathematics	7 .	18	99.2%	99.2%	-	-	Meets	Meets	\$. 5 .	=	982	982	-		990	990
Writing	7 H	-	98.7%	98.7%	-	-	Meets	Meets	-	-	980	980	2	-	993	993
Science	1150		25 /4		-	-	•	7 0 0		75	**	0	-	-	386	0
Social Studies	82	12	28	<u>=</u>	27	27	-	-	-	-	<u> </u>	0	÷	<u> </u>	•	0
Colorado ACT): =		94.2%	94.2%	-	-	Does Not Meet	Does Not Meet	-	-	339	339	-	=	360	360

Performance Indicators - PRELIMI		OR DISTRICT RE	VIEW		121		D' L' L COULON DISTRICT N	Level: High
School: PRAIRIE VIEW HIGH SCHOOL							District: SCHOOL DISTRICT 27	/J - 0040 (1 Yea
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	905	62.76	25	
Mathematics	2	4		Approaching	934	24.95	31	
Writing	2	4		Approaching	932	41.74	31	
Science	0	0				:=	2=	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	858	51	28	Yes
Mathematics	2	4		Approaching	885	47	98	No
Writing	2	4		Approaching	886	48	67	No
English Language Proficiency (ACCESS)	2	2		Exceeds	54	61	36	Yes
Total	9	14	64.3%	Meets	= 13 Lbu			
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%	Approaching				
Free/Reduced Lunch Eligible	3	4	00%	Meets	325	45	45	Yes
Minority Students	3	4		Meets	477	50	39	Yes
Students with Disabilities	2	4		Approaching	57	40	97	No
English Learners	2	4		Approaching	116	41	54	No
Students needing to catch up	2	4		Approaching	330	52	78	No
Mathematics	9	20	45%		330	32	76	INU
			43%	Approaching	225	A-7	00	Nie
Free/Reduced Lunch Eligible	2	4		Approaching	335	47	99	No
Minority Students	2	4		Approaching	490	47	99	No
Students with Disabilities	1	4		Does Not Meet	59	36	99	No
English Learners	2	4		Approaching	118	50	99	No
Students needing to catch up	2	4		Approaching	596	46	99	No
Writing	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	334	45	84	No
Minority Students	2	4		Approaching	489	47	77	No
Students with Disabilities	1	4		Does Not Meet	59	32	99	No
English Learners	2	4		Approaching	118	45	88	No
Students needing to catch up	2	4		Approaching	487	49	92	No
otal	30	60	50%	Approaching				
Postsecondary and Workforce Readiness			% Points	Rating		N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	41	5/375/ <i>327</i> /325	82.9/85.1/ <i>87.2</i> /86.8%	80%
Disaggregated Graduation Rate	2.75	4	68.8%	Meets				GP 407(F)
Free/Reduced Lunch Eligible	0.75	1		Meets	The second second	9/173/ <i>131</i> /139	81/82.1/ <i>87</i> /83.5%	80%
Minority Students	0.75	1		Meets		7/207/ <i>179</i> /171	79.2/83.6/ <i>89.4</i> /84.8%	80%
Students with Disabilities	0.5	1		Approaching	<u> </u>	43/ <i>38</i> /32/22	53.5/ <i>68.4</i> /65.6/68.2%	80%
English Learners	0.75	1		Meets	9	37/ <i>53</i> /56/48	75.7/ <i>83</i> /78.6/72.9%	80%
Dropout Rate	3	4		Meets		2082	1.8%	3.6%
Colorado ACT Composite Score	2	4		Approaching		339	18.3	20.0
Total	10.75	16	67.2%	Meets				

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

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
	2010	80.8	84.8	86.5	86.8
Anticipated Year	2011	78.9	86.3	87.2	
of Graduation	2012	79.6	85.1		
	2013	82.9			

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	77.5	81.7	82.7	83.5
	2011	74.8	85.5	87	
of Graduation	2012	75.3	82.1		
	2013	81			

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	78.1	81	84.2	84.8
	2011	78.9	87.8	89.4	
of Graduation	2012	76.8	83.6		
	2013	79.2			

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	46.4	68.4	68.2	68.2
	2011	55.9	67.7	65.6	
of Graduation	2012	60.5	68.4		
	2013	53.5			

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year	2010	65.1	66.7	72.9	72.9
	2011	66.7	76.8	78.6	
of Graduation	2012	72.2	83		
	2013	75.7			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	80.8	84.8	86.5	86.8
Anticipated Year	2011	78.9	86.3	87.2	
of Graduation	2012	79.6	85.1		
	2013	82.9			
	Aggregated	80.7	85.4	86.8	86.8

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

		4-year	5-year	6-year	7-year
Anticipated Year	2010	77.5	81.7	82.7	83.5
	2011	74.8	85.5	87	
of Graduation	2012	75.3	82.1		
	2013	81			
	Aggregated	77.4	83	84.8	83.5

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-уеаг	7-year
	2010	78.1	81	84.2	84.8
Anticipated Year of Graduation	2011	78.9	87.8	89.4	
	2012	76.8	83.6		
	2013	79.2			
	Aggregated	78.3	84.1	86.9	84.8

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
	2010	46.4	68.4	68.2	68.2
Anticipated Year of Graduation	2011	55.9	67.7	67.7 65.6	
	2012	60.5	68.4		
	2013	53.5			
	Aggregated	54.5	68.2	66.7	68.2

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	65.1	66.7	72.9	72.9
	2011	66.7	76.8	78.6	
	2012	72.2	83		
	2013	75.7			
	Aggregated	69.7	76.2	76	72.9

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

				Prairie V	View Hig	gh Schoo				
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
	eient and vanced	63%	61%	60%	38%	39%	40%	23%	22%	24%
		Observed Growth								
	All	45	48	51	45	49	47	51	49	47
%	Minority	43	48	48	45	48	47	49	47	47
ıre	White	47	47	52	45	48	48	53	50	47
Growth Scores	Econ Disadvan taged	43	46	43	45	47	45	49	49	47
	SPED	27	43	40	42	43	32	44	39	36
0	ELL	50	56	40	48	61	44	50	54	50
	Female	50	51	52	47	51	49	50	44	49
	Male	38	46	48	42	48	45	52	55	46

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School: PRAIRIE VIEW MIDDLE SCHOOL - 7131

District: SCHOOL DISTRICT 27J - 0040 (1 Year)

Improvement

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Point	Earned out of Points Eligible ²	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	
Academic Growth Gaps	Approaching	50.0%	(12.5 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			

Test Participation Meets 95% Participation Rate

TOTAL	50.0%	(50.0 out of 100 points)	

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates						PA PE										
		% of Stud	ents Teste	d		Participa	tion Rating	7		Studen	ts Tested	BEAT R		Total	Students	HISTOR
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	<u> </u>	98.7%	=	98.7%	a.	Meets	15	Meets	.5	819	(, - ,	819	-	830	-	830
Mathematics	9	98.8%	÷.	98.8%	4	Meets	-	Meets	,#	820	-	820	3	830	-	830
Writing	<u> </u>	98.9%	Ë	98.9%	5	Meets	-	Meets	(5)	821	9	821	2	830	*	830
Science		99.2%	-	99.2%		Meets	-	Meets	9	257		257		259	-	259
Social Studies	2	99.3%	2	99.3%	<u>=</u>	Meets	=	Meets	Y/E	277	æ	277	12	279	_	279
Colorado ACT	123	2	2	12	<u>~</u>	2	9 <u>2</u>	820	112	Y122	-	<u>12</u> 1	142	844	; ₩ 3	=

Performance Indicators - PREI	LIMINARY DRAI	FT FOR DISTRIC	T REVIEW					Level: Middle
School: PRAIRIE VIEW MIDDLE SO	CHOOL - 7131						District: SCHOOL DISTRICT 2	27J - 0040 (1 Year
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	2	4		Approaching	776	64.43	32	
Mathematics	2	4		Approaching	777	46.46	38	
Writing	2	4		Approaching	778	47.17	27	
Science	0	0		-		 \$		
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	758	47	33	Yes
Mathematics	2	4		Approaching	759	42	70	No
Writing	1	4		Does Not Meet	759	38	53	No
English Language Proficiency (ACCESS)	1	2		Approaching	54	48	57	No
Total	7	14	50%	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%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	334	48	47	Yes
Minority Students	3	4		Meets	399	50	38	Yes
Students with Disabilities	2	4		Approaching	73	44	86	No
English Learners	3	4		Meets	118	53	53	Yes
Students needing to catch up	2	4		Approaching	259	52	69	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	335	41	78	No
Minority Students	2	4		Approaching	398	43	76	No
Students with Disabilities	1	4		Does Not Meet	73	36	99	No
English Learners	2	4		Approaching	118	41	79	No
Students needing to catch up	2	4		Approaching	339	43	92	No
Writing	8	20	40%	Approaching	War and the same of the same o			
Free/Reduced Lunch Eligible	1	4		Does Not Meet	335	36	63	No
Minority Students	2	4		Approaching	399	40	57	No
Students with Disabilities	1	4		Does Not Meet	73	30	92	No
English Learners	2	4		Approaching	118	44	63	No
Students needing to catch up	2	4		Approaching	363	40	78	No
Total	30	60	50%	Approaching	I DE PROPERTIE			

Performance Indicator	Scoring Guide		Rating	Point Value		Total Possible Points per EMH Level	Framework Points
	The school's percentage of students scoring pro		TO	:AP	per Livii i Lever	TOIRES	
Academic	at or above the 90th percentile of all schools	AND SE POR PARENCE DESCRIPTION AND ADDRESS OF THE PARENCE OF THE P	Exceeds		4	16	
Achievement	below the 90th percentile but at or above th	e 50th percentile of all schools (using 2009-10 baseline).	Meets		3	(4 for each	25
	below the 50th percentile but at or above th	e 15th percentile of all schools (using 2009-10 baseline).	Approaching		2	subject area)	
	below the 15th percentile of all schools (using	ng 2009-10 baseline).	Does Not Meet		1		
	Made AGP	Did Not Make AGP		TCAP	ACCESS		
Academic	at or above 60.	at or above 70.	Exceeds	4	2	14	
Growth	below 60 but at or above 45.	below 70 but at or above 55.	Meets	3	1.5	(4 for each subject	50
	below 45 but at or above 30.	below 55 but at or above 40.	Approaching	2	1	area and 2 for English	
	• below 30.	• below 40.	Does Not Meet	1	0.5	language proficiency)	
	Made AGP	Did Not Make AGP		TO	AP		
Academic	at or above 60.	• at or above 70.	Exceeds		4	60	
Growth Gaps	below 60 but at or above 45.	below 70 but at or above 55.	Meets		3	(4 for each of 5	25
	below 45 but at or above 30.	below 55 but at or above 40.	Approaching		2	subgroups in 3	
	• below 30.	• below 40.	Does Not Meet		1	subject areas)	

Cut-Points for Each Pe	rformance Indicator	Cut-Points for Plan Type Assignment			
	Cut Point: The school earned of the points eligible on this Indicate	or.		Cut Point: The school earned of the total fr	amework points eligible.
Achievement;	• at or above 87.5%	Exceeds	Total	at or above 59%	Performance
Growth; Growth Gaps	• at or above 62.5% - below 87.5%	Meets	Framework	 at or above 47% - below 59% 	Improvement
	• at or above 37.5% - below 62.5%	Approaching	Points	 at or above 37% - below 47% 	Priority Improvement
	• below 37.5%	Does Not Meet		• below 37%	Turnaround

School Plan Type Assignments					
THE YEAR SHELL	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 State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of 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	rairie V	iew Mid	dle Scho	ol			
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014
Proficient and Advanced		55%	59%	64%	43%	47%	47%	44%	43%	46%
		Observed Growth								
	All	34	47	47	39	36	38	44	37	42
*	Minority	40	48	48	43	36	36 37		37	41
re	White	33	43	44	36	40	36	48	37	¥ 41
Growth Scores	Econ Disadvan taged	34	51	48	35	37	37	43	40	41
iro	SPED	38	48	n<20	37	31	n<20	36	38	n<20
	ELL	33	56	52	41	45	44	39	38	41
	Female	36	53	49	40	41	44	43	38	44
	Male	32	40	40	37	33	32	48	37	40

School: MARY E PENNOCK ELEMENTARY SCHOOL - 5615

District: SCHOOL DISTRICT 27J - 0040 (1 Year¹)

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Point:	of Points Earned out of Points Eligible?							
Academic Achievement	Meets	75.0%	(18.8 out of 25 points)							
Academic Growth	Meets	71.4%	(35.7 out of 50 points)							
Academic Growth Gaps	Approaching	60.4%	(15.1 out of 25 points)							
Test Participation ³	Meets 95% Participation Rate									
TOTAL		69.6%	(69.6 out of 100 points)	TO STATE						

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

Test Participation Rat	es									BE TO						HELE	
	PETER S	% of Students Tested				Participation Rating				Students Tested				Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Reading	97.9%	-	OF.	97.9%	Meets		-	Meets	322	\\E		322	329	-	28	329	
Mathematics	98.2%		15	98.2%	Meets	8		Meets	324	12	20	324	330	74	-	330	
Writing	97.9%	*	19	97.9%	Meets	<u>=</u>	(2)	Meets	323	2 4	(#E)	323	330			330	
Science	97.5%	44	194	97.5%	Meets	=	-	Meets	78	-	-	78	80			80	
Social Studies	98.4%	=	-	98.4%	Meets	_	-	Meets	120	-	-	120	122	()		122	
Colorado ACT	34	(#)	-	-		_	-	-	-	-	=:		=	0 .7 .	÷.	<u> </u>	

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Performance Indicators - PREI	LIMINARY DRAI	FT FOR DISTRIC	T REVIEW				Lev	vel: Elementary
School: MARY E PENNOCK ELEM	IENTARY SCHO	OL - 5615					District: SCHOOL DISTRICT 2	
Academic Achievement		Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	3	4		Meets	307	76.55	61	
Mathematics	3	4		Meets	307	72.96	55	
Writing	3	4		Meets	307	54.4	51	
Science	0	0		-	-			
Total	9	12	75%	Meets		the factor are to		
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	178	51	27	Yes
Mathematics	3	4		Meets	178	48	46	Yes
Writing	2	4		Approaching	177	43	37	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	77	70	25	Yes
Total	10	14	71.4%	Meets	ALC: DA			
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%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	75	55	36	Yes
Minority Students	3	4		Meets	92	51	35	Yes
Students with Disabilities	0	0		-	N<20	<u> </u>	-	.5
English Learners	3	4		Meets	31	55	47	Yes
Students needing to catch up	3	4		Meets	45	58	59	No
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	75	46	48	No
Minority Students	2	4		Approaching	93	46	51	No
Students with Disabilities	0	0		62	N<20	(8	-	į
English Learners	2	4		Approaching	31	52	58	No
Students needing to catch up	3	4		Meets	37	63	82	No
Writing	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	74	42	43	No
Minority Students	2	4		Approaching	92	42	41	Yes
Students with Disabilities	0	0			N<20		-	-
English Learners	1	4		Does Not Meet	30	37	45	No
Students needing to catch up	3	4		Meets	64	56	62	No
Total	29	48	60.4%	Approaching				

	Pennock Elementary													
Subject	and Year	Reading 2012	2013	2014	Writing 2012	2013	2014	Math 2012	2013	2014				
Proficient and Advanced		68%	67%	75%	57%	57%	54%	68%	68%	71%				
		Observed Growth		Observed Growth										
	All	39	41	51	49	51	43	57	58	48				
*	Minority	36	46	53	51	51	42	55	64	48				
ore	White	42	41	51	49	44	44	61	48	49				
Growth Scores	Econ Disadvan taged	37	39	55	46	51	42	55	60	46				
25	SPED	40	n < 20	n < 20	33	n < 20	n < 20	43	n < 20	n < 20				
0	ELL	38	49	55	58	50	37	60	67	52				
	Female	48	51	57	53	59	38	57	58	49				
	Male	36	38	44	47	43	52	57	56	46				

TOTAL

School: SECOND CREEK ELEMENTARY SCHOOL - 7714

District: SCHOOL DISTRICT 27J - 0040 (3 Year¹)

Improvement

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

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	% of Points	Earned out of Points Eligible ²	
Academic Achievement	Approaching	50.0%	(12.5 out of 25 points)	Macasi
Academic Growth	Approaching	50.0%	(25.0 out of 50 points)	
Academic Growth Gaps	Approaching	40.0%	(10.0 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate			

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

47.5%

(47.5 out of 100 points)

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rat	es						NEW B				11-4-5					
		% of Studen	nts Tested	5 37-11	Participation Rating			Students Tested				Total Students				
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.9%		(-	99.9%	Meets		85	Meets	902	-		902	903	<u> </u>	2	903
Mathematics	99.8%		:5	99.8%	Meets	: - -;	N a	Meets	900	-		900	902	ě		902
Writing	99.9%			99.9%	Meets	-	(6	Meets	901	-	-	901	902	2	¥:	902
Science	99.0%	-		99.0%	Meets	(-)	T-G	Meets	286	121	2	286	289	÷	14 8	289
Social Studies	100.0%	-	12	100.0%	Meets	E	-	Meets	93	947	2	93	93	-	4 0	93
Colorado ACT	:=:	-		:	-	a	199	=	=	-	=			-	-	·-