

The plan type the state has assigned to the school based on the data presented in the official report.

The data set on which this report is based (see scoring guide).



Preliminary 2016 School Performance Framework

1234-SCHOOL | 1234: DISTRICT

Level: EMH (1 YEAR) - VERSION A

Preliminary Plan Type

School of reference.

Performance Plan

53.3 / 100

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

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

This is the plan type the school is required to adopt and implement. The plan type is indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for more information on the overall percent of points earned and ratings. Failing to meet the overall plan type by one point will result in a rating of Does Not Meet.

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

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	30.1%	9 / 30	Does Not Meet
Academic Growth	65.4%	26.2 / 40	Meets
Postsecondary & Workforce Readiness	60.3%	18.1 / 30	Approaching

Performance **53.3%**

Improvement

Priority Imp.

Turnaround

The plan type based on the Framework Points Eligible

Performance:

This bar chart displays the percentage points earned. Below find the associated scoring rubric.

The participation rate reflects the percent of students represented in the achievement results. This rate is not factored into accountability determinations but is helpful for interpretation.

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Participation Rate**	Rating
English Language Arts	310	305	98.4%	0	98.4%	Meets
Math	311	306	98.4%	0	98.4%	Meets
Science	124	124	100.0%	0	100.0%	Meets
COACT	37	37	100.0%	0	100.0%	Meets 95%

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

Summary of Plan Types by EMH Level

This table shows the plan types by performance indicator and grade level, the number of points earned relative to the number of points eligible, the percentage of points earned, and the rating.

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

The earned points and overall ratings by EMH levels will be presented here.

EMH Level	Performance Indicators	Earned	Weighted Pts Earned/Pts Eligible	Rating	Pts Earned	Level
Elementary	Academic Achievement	33.3%	13.3 / 40	Does Not Meet	48.5%	Improvement Plan
	Academic Growth	58.7%	35.2 / 60	Approaching		
Middle	Academic Achievement	25.0%	10 / 40	Does Not Meet	49.2%	Improvement Plan
	Academic Growth	65.4%	39.2 / 60	Meets		
High	Academic Achievement	31.8%	9.5 / 30	Does Not Meet	56.4%	Performance Plan
	Academic Growth	72.1%	28.8 / 40	Meets		
	Postsecondary & Workforce Readiness	60.3%	18.1 / 30	Approaching		

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

(^) A rating with Low Participation indicates that the Participation Rate or Accountability Participation Rate for the school falls below 95% in more than one content area.

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

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

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

1234-SCHOOL | 1234: DISTRICT

Level: Elementary (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank		
English Language Arts	All Students	94	99.0%	711.5	9		
	Previously Identified for READ Plan	32	100.0%	701.4	1		
	English Learners	74	98.7%	711.2	8	.25 / 1	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	80	99.0%	711.5	9	.25 / 1	Does Not Meet
	Minority Students	80	99.0%	711.5	9	.25 / 1	Does Not Meet
Math	Students with Disabilities	n < 16	-	-	-	0 / 0	-
	All Students	94	99.0%	711.5	9	.25 / 1	Does Not Meet
	English Learners	74	98.7%	711.2	8	.25 / 1	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	80	99.0%	711.5	9	.25 / 1	Does Not Meet
	Minority Students	89	100.0%	720.0	17	.5 / 1	Approaching
Science	Students with Disabilities	n < 16	-	-	-	0 / 0	-
	All Students	30	100.0%	524.7	12	2 / 8	Does Not Meet
	English Learners	27	100.0%	514.0	9	.25 / 1	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	28	100.0%	524.4	11	.25 / 1	Does Not Meet
	Minority Students	29	100.0%	526.5	12	.25 / 1	Does Not Meet
TOTAL	Students with Disabilities	n < 16	-	-	-	0 / 0	-
	All Students	*	*	*	*	11 / 33	Does Not Meet

Indicates grade level of report and the data set on which this report is based (see scoring guide).

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

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
English Language Arts	All Students	49	48.0	4 / 8	Approaching
	English Learners	41	56.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	46	46.0	.5 / 1	Approaching
	Minority Students	47	56.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	50	52.5	6 / 8	Meets
	English Learners	42	58.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	47	55.0	.75 / 1	Meets
	Minority Students	48	55.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP (2015)	English Language Proficiency (ELP)	78	33.0	1 / 4	Does Not Meet
TOTAL		*	*	15.25 / 26	Approaching

ELP growth reflects 2015 ACCESS growth only.

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

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

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

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

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

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

Framework
(YEAR) - VERSION A

1234-SCHOOL | 1234: DISTRICT

ACADEMIC ACHIEVEMENT						
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	
English Language Arts	All Students	129	98.6%	720.3	9	
	English Learners	100	99.0%	718.4	6	
	Free/Reduced-Price Lunch Eligible	122	98.4%	720.6	9	
	Minority Students	117	99.2%	719.8	8	.25 / 1
	Students with Disabilities	n < 16	-	-	-	0 / 0
Math	All Students	119	98.6%	492.9	4	2 / 8
	English Learners	100	99.0%	487.3	3	.25 / 1
	Free/Reduced-Price Lunch Eligible	122	98.4%	491.1	4	.25 / 1
	Minority Students	117	99.2%	489.7	3	.25 / 1
	Students with Disabilities	n < 16	-	-	-	0 / 0
Science	All Students	56	100.0%	492.9	4	2 / 8
	English Learners	47	100.0%	487.3	3	.25 / 1
	Free/Reduced-Price Lunch Eligible	55	100.0%	491.1	4	.25 / 1
	Minority Students	53	100.0%	489.7	3	.25 / 1
	Students with Disabilities	n < 16	-	-	-	0 / 0
TOTAL		*	*	*	*	8.25 / 33

Indicates grade level of report and the data set on which this report is based (see scoring guide).

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

ACADEMIC GROWTH					
A dash ('-') indicates no data is available for the presented metric.					
Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	119	53.0	6 / 8	Meets
	English Learners	92	54.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	115	53.0	.75 / 1	Meets
	Minority Students	108	52.5	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	107	49.0	4 / 8	Approaching
	English Learners	83	47.0	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	115	53.0	.75 / 1	Meets
	Minority Students	97	50.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP (2015)	English Language Proficiency (ELP)	72	51.5	3 / 4	Meets
TOTAL		*	*	17 / 26	Meets

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

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

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

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

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

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

1234-SCHOOL | 1234: DISTRICT

Level: High (1 YEAR) - VERSION A

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank		
English	All Students	70	97.3%	711.5	7		
Language Arts	English Learners	41	97.7%	711.7	8		
	Free/Reduce d-Price Lunch Eligible	64	98.5%	711.2	7	.25 / 1	Does Not Meet
	Minority Students	60	95.8%	711.7	6	.25 / 1	Does Not Meet
	Students with Disabilities	n < 10	-	-	-	0 / 0	-
						2 / 8	Does Not Meet
Math	All Students	70	97.3%	570.1	18	4 / 8	Approaching
	English Learners	41	97.7%	550.8	8	.25 / 1	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	64	98.5%	567.1	17	.5 / 1	Approaching
	Minority Students	60	95.8%	563.9	14	.25 / 1	Does Not Meet
	Students with Disabilities	n < 10	-	-	-	0 / 0	-
Science	All Students	37	100.0%	570.1	18	4 / 8	Approaching
	English Learners	29	100.0%	550.8	8	.25 / 1	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	33	100.0%	567.1	17	.5 / 1	Approaching
	Minority Students	34	100.0%	563.9	14	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	10.5 / 33	Does Not Meet

Indicates grade level of report and the data set on which this report is based (see scoring guide).

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

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

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
English	All Students	57	60.0	6 / 8	Meets
Language Arts	English Learners	34	61.0	.75 / 1	Meets
	Free/Reduce d-Price Lunch Eligible	53	60.0	.75 / 1	Meets
	Minority Students	50	59.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	50	50.0	6 / 8	Meets
	English Learners	30	46.5	.5 / 1	Approaching
	Free/Reduce d-Price Lunch Eligible	44	49.5	.5 / 1	Approaching
	Minority Students	44	49.5	.5 / 1	Approaching
	Students with Disabilities	n < 20	-	0 / 0	-
ELP (2015)	English Language Proficiency (ELP)	62	52.5	3 / 4	Meets
TOTAL		*	*	18.75 / 26	Meets

ELP growth reflects 2015 ACCESS growth only.

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

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

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2016 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2016 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2015-16, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

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

This indicator is applicable to the high school and district frameworks only.

The data set on which this report is based (see scoring guide).



Preliminary 2016 School Performance Framework

1234-SCHOOL | 1234: DISTRICT

Level: High (1 YEAR) - VERSION A

POSTSECONDARY AND WORKFORCE READINESS

PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Dropout	All Students	253	*	1.6%	3 / 4	Meets
COACT	All Students	37	*	18.0	2 / 4	Approaching
Matriculation	All Students	17	*	64.7%	1.5 / 2	Meets
	2-Year Higher Education Institution	*	*	17.6%	*	-
	4-Year Higher Education Institution	*	*	-	-	-
Graduation	All Students	17	7yr	82.4%	2 / 4	Approaching
	English Learners	20	6yr	85.0%	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	30	6yr	80.0%	.5 / 1	Approaching
	Minority Students	17	7yr	82.4%	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	0 / 0	-
TOTAL		*	*	*	10.25 / 17	Approaching

All PWR sub indicators are defined at the bottom of the page.

Points are not assigned for these three individual pathways. The presented rates are for information only.

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

Student Group	Best Rate	4-Year (AYG 2015)	5-Year (AYG 2014)	6-Year (AYG 2013)	7-Year (AYG 2012)
All Students	7 yr	64.0%	58.3%	77.1%	82.4%
English Learners	6 yr	-	56.3%	85.0%	-
Free/Reduced-Price Lunch Eligible	6 yr	63.6%	56.3%	80.0%	-
Minority Students	7 yr	66.7%	66.7%	77.4%	82.4%
Students with Disabilities	-	-	-	-	-

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on 2015 data.

COACT: reflects the mean composite ACT score for the indicator. If a student is not tested, this assessment will be replaced by the Scholastic Achievement Test (SAT) for the 2016-17 school year.

Matriculation Rates: reflects all high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2015 graduates.

Anticipated Year of Graduation (AYG): when a student initially enters the ninth grade in the Colorado End of Year data collection system, an anticipated year of graduation is assigned for four years later.

For additional information, reference the scoring guide on the last page of this report.

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

Trend data available in the school dashboard;
<http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>