

# CENTENNIAL BRAVES CENTENNIAL

March 22, 2018

Dear Centennial Students and Parents,

Thank you for attending the spring semester parent teacher conferences at Centennial Middle School. Caring students and parents like you are exactly what make our school great! As we build on the successes of this year, our fourth and final quarter holds a lot of new learning, and one very important assessment, which is the purpose of my letter today.

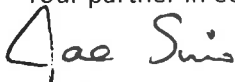
Attached you will find Centennial's School Performance Framework (SPF); let me explain what that means. Each year, Colorado gives schools throughout the state a report card, better known as SPF. Last year, Centennial received the ranking of Performance Plan. *This is the highest ranking that any school in the State of Colorado can receive and the highest score any secondary school in Montrose County School District earned!*

Also attached to this letter is Centennial's Growth Report. In this report, you'll see how students at Centennial are learning compared to both our School District and the State of Colorado, as well as how our specific demographics are learning here at Centennial. I would like to highlight how Centennial students are beating the state average for growth in almost all areas of English language arts (ELA), as well as our amazing growth in math school wide. We are incredibly proud of our students and thrilled to see this measurable mark of their learning.

The awards, recognitions, and, most importantly, student learning, is all possible because each year our teachers diligently analyze test data to drive their instruction. This work goes on in every core class your child attends. We also use the assessment data to provide our 'What I Need' class (WIN), which is then specifically designed to fill in the learning gaps of all students. Part of our School of Innovation Plan, is to continue improvement in the areas of "Rigorous Curriculum and Quality Instruction", and the feedback we get from the annual state assessments is used to reflect and grow in both of those areas. The outstanding results of this past year show just how valuable teacher reflection on that data has been, and with your help, can be again.

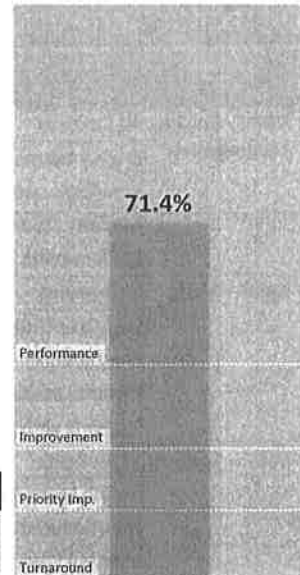
The state assessment is important to us. In order to have an accurate measurement of our instruction at Centennial, it is vital that all students participate in testing to demonstrate what they have learned. Centennial is dedicated to providing the best education possible for your child. We strive to be proactive in improving your child's learning experience, and we need your help. This month, please explain the importance of the state assessment to your child and have them take part. If you have any questions or concerns, please contact me. Together, we can continue to improve education for all students at Centennial Middle School.

Your partner in education,



Joe Simo

## Plan Type

**Official plan type based on: 1-Year SPF report**
**Performance Plan: Meets 95% Participation**
**71.4 / 100**


The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

### Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	54.9%	22 / 40	Approaching
Academic Growth	82.3%	49.4 / 60	Meets

### Assurance

	Rating
Accountability Participation Rate	Meets 95%

### Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	549	524	95.4%	25	100.0%	Meets 95%
Math	549	523	95.3%	25	99.8%	Meets 95%
Science	170	162	95.3%	7	99.4%	Meets 95%

The plan type presented above is based on the total percent of framework points earned out of points eligible:

**Performance:** at or above 53.0%

**Improvement:** at or above 42.0%-below 53.0%

**Priority Improvement:** at or above 34.0%-below 42.0%

**Turnaround:** below 34.0%

Insufficient Data: No reportable data or only PWR data

### Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Middle	Academic Achievement	54.9%	22 / 40	Approaching	71.4%	Performance
	Academic Growth	82.3%	49.4 / 60	Meets		

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

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

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

# SCHOOL CMAS GROWTH REPORT | 1392: CENTENNIAL MIDDLE SCHOOL | 2180: MONTROSE COUNTY RE-1J



Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in-between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' Colorado Measures of Academic Success (CMAS) scores in English Language Arts and Math over consecutive years. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGP) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

Missing data in the table reflect fewer than 20 students in the group; their data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results. For additional definitions and information go to: [www.cde.state.co.us/accountability/coloradogrowthmodel](http://www.cde.state.co.us/accountability/coloradogrowthmodel)

Median Growth Percentile	ENGLISH LANGUAGE ARTS						MATH					
	School			District			School			District		
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
<b>ALL STUDENTS</b>	63.5	65.0	46.0	63.0	50.0	50.0	51.0	59.0	46.0	57.0	50.0	50.0
<b>GRADE LEVEL</b>												
06	85.0	88.0	54.5	71.0	50.0	50.0	46.0	45.5	37.0	47.0	50.0	50.0
07	45.0	50.5	44.0	66.0	50.0	50.0	70.0	68.5	62.0	66.0	50.0	50.0
08	51.0	48.0	43.0	53.5	50.0	50.0	43.0	64.0	42.0	58.0	50.0	51.0
<b>ENGLISH LEARNERS</b>												
English Learners (NEP, LEP, FEP)	72.0	61.0	50.5	65.0	50.0	52.0	49.0	57.0	47.0	55.5	46.0	48.0
Non-English Learners	60.0	67.0	45.0	62.0	50.0	49.0	51.5	60.5	44.0	57.0	51.0	51.0
<b>FREE AND REDUCED LUNCH (FRL)</b>												
FRL Eligible	65.0	65.0	46.0	64.0	48.0	49.0	45.0	57.0	42.0	52.0	45.0	46.0
Non-FRL	61.0	63.5	47.0	61.0	52.0	51.0	56.0	62.0	49.0	60.0	54.0	53.0
<b>GENDER</b>												
Female	72.0	68.0	54.0	68.0	56.0	56.0	50.0	61.0	46.0	57.0	52.0	51.0
Male	55.0	55.0	41.5	57.0	44.0	45.0	52.0	58.0	44.0	55.0	48.0	49.0
<b>GIFTED</b>												
Gifted and Talented	73.0	66.5	52.0	63.0	60.0	56.0	63.0	72.0	51.0	69.5	60.0	58.0
Non-Gifted and Talented	63.0	64.0	46.0	62.0	48.0	49.0	49.0	57.0	45.0	54.0	49.0	49.0
<b>INDIVIDUALIZED EDUCATION PLAN (IEP)</b>												
On IEP	60.0	47.0	40.5	55.0	39.0	42.0	33.0	48.0	29.0	43.0	39.0	45.0
Non-IEP	64.0	66.0	47.0	64.0	51.0	51.0	53.0	60.0	47.0	58.0	51.0	51.0
<b>MIGRANT</b>												
Migrant					45.0	51.0					41.0	47.0
Non-Migrant	63.5	65.0	46.0	63.0	50.0	50.0	51.0	58.0	46.0	56.0	50.0	50.0
<b>MINORITY</b>												
Minority	69.0	61.0	51.0	62.0	49.0	50.0	50.0	57.0	47.0	54.0	47.0	47.0
Non-Minority	59.0	70.0	43.0	63.0	51.0	50.0	52.0	62.0	43.0	59.0	53.0	53.0
<b>PERFORMANCE LEVEL</b>												
At or Above Benchmark	59.0	61.0	43.0	59.0	50.0	50.0	56.0	64.5	44.0	61.0	50.0	50.0
Below Benchmark	66.0	68.0	50.0	66.0	50.0	50.0	49.0	57.0	46.0	54.0	50.0	50.0
<b>RACE/ETHNICITY</b>												
American Indian or Alaska Native					47.0	47.0					47.0	47.0
Asian					59.0	59.0					58.0	58.0
Black					47.0	49.0					45.0	45.0
Hispanic	69.0	61.0	50.0	62.0	48.0	49.0	50.0	56.0	47.0	52.0	46.0	46.0
White	59.0	70.0	43.0	63.0	51.0	50.0	52.0	62.0	43.0	59.0	53.0	53.0
Hawaiian/Pacific Islander					49.0	56.0					50.0	50.0
Two or More Races			53.5	69.5	50.0	50.0			43.5	61.0	52.0	51.0