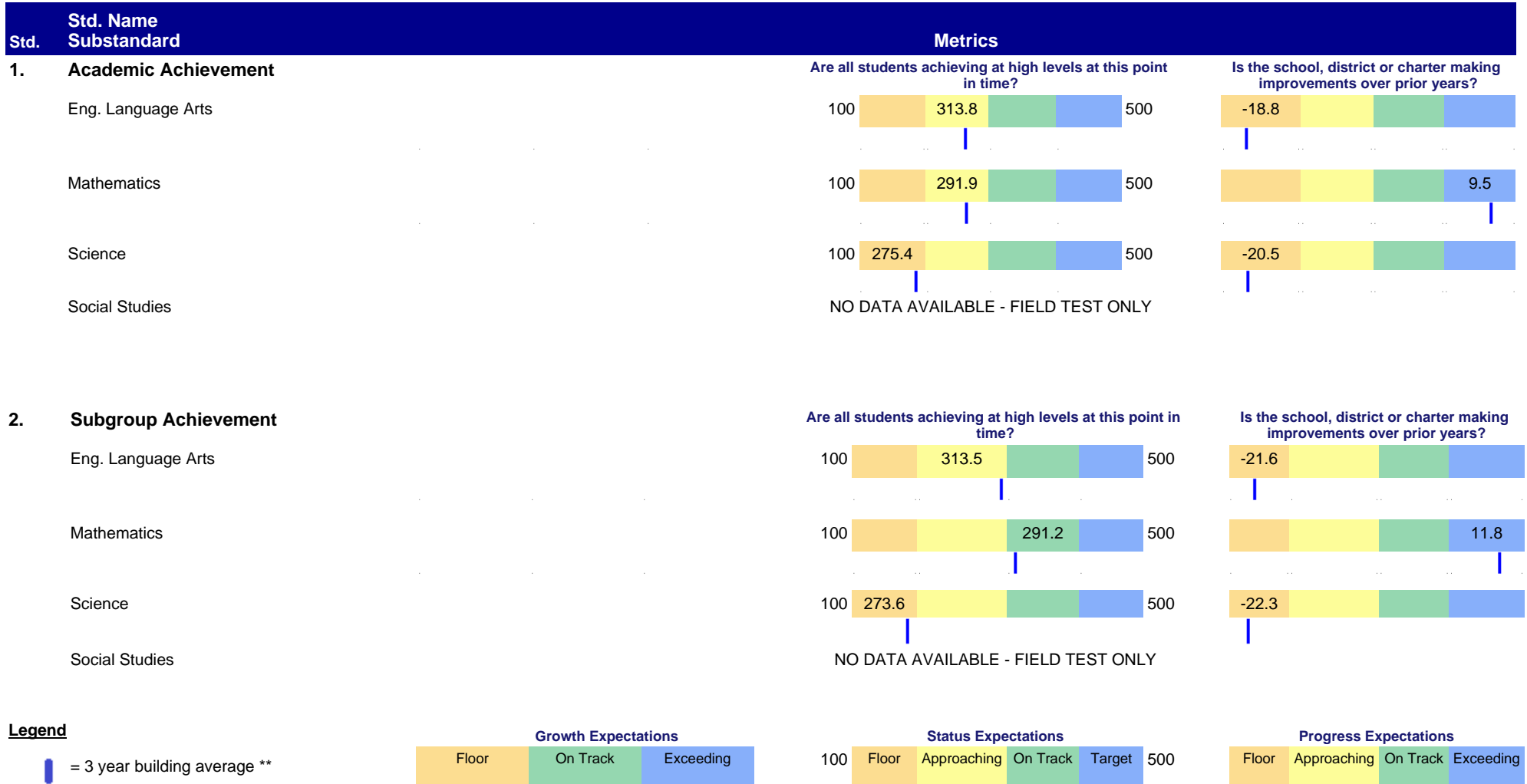


[To Supporting Data](#)

[Academic Achievement](#) | [Subgroup Achievement](#) | [CCR-HSR](#) | [Attendance](#) | [Graduation Rate](#)

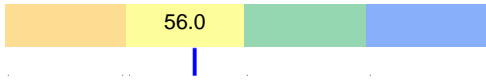



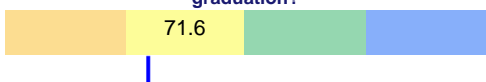


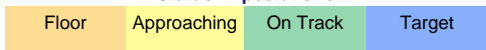
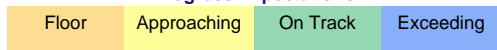


* Subgroup achievement includes those subgroups that have historically performed below the state total. This is a single count of students from the following subgroups: Black, Hispanic, low income students, students with disabilities and English learners.

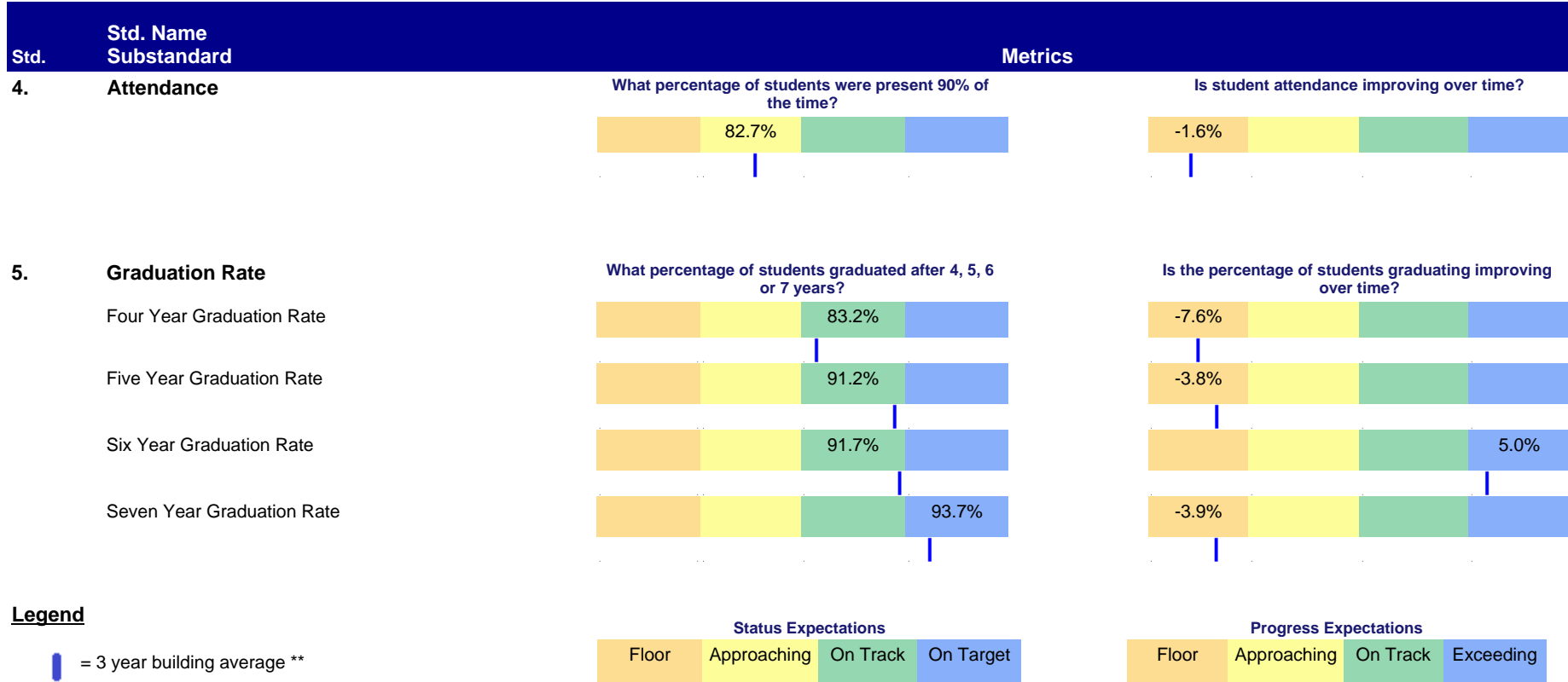
** Visuals are not to exact scale.


Data as of: 10/17/2019
Report as of: 3/10/2020

Academic Achievement | Subgroup Achievement | CCR-HSR | Attendance | Graduation Rate

Std.	Std. Name Substandard	Metrics	
3.	College and Career Readiness (CCR)	<p>What percentage of graduates are college or career-ready?</p> <p>1-3 CCR Assessments</p>  <p>56.0</p>	<p>Is the school district or charter making progress towards all students being college or career-ready?</p>  <p>-1.6</p>
		<p>What percentage of graduates earned advanced or vocational credit?</p> <p>4 Advanced Placement</p>  <p>25.1</p>	<p>Is the school district or charter making progress towards all students earning advance or vocational credit?</p>  <p>-5.4</p>
		<p>What percentage of graduates were employed, in the military or seeking further education six months after graduation?</p> <p>5-6 Postsecondary Placement</p>  <p>71.6</p>	<p>Is the school district or charter making progress towards post-secondary placement for all students?</p>  <p>10.1</p>
<p>Legend</p> <p> = 3 year building average **</p> <p>** Visuals are not to exact scale.</p>		<p>Status Expectations</p> 	<p>Progress Expectations</p> 

Academic Achievement | Subgroup Achievement | CCR-HSR | Attendance | Graduation Rate



 = 3 year building average **

** Visuals are not to exact scale.

Academic Achievement: Academic Achievement includes Growth, Status and Progress measures.

Subgroup Achievement: Subgroup achievement includes growth, status and progress measures for students who are included in the super subgroup (Hispanic, Black, DC, IEP, ELL).

Growth: Growth is the change in achievement scores for an individual student between two or more points in time for grade level assessments.

Status: Status is a measurement of the district's or school's level of achievement based upon a three-year average of the MAP Performance Index (MPI).

Progress: The MPI is also used to measure annual improvement on the MAP assessments. This indicator holds districts and schools accountable for continuous improvement year to year using a rolling average. In ELA, MA and science, the Progress calculation measures improvement by comparing two-year averages of data and setting targets based on a Normal Curve Equivalent (NCE) Gap.

College and Career Readiness (CCR)

CCR 1-3: The percent of graduates scoring at or above the state standard the ACT®, SAT®, COMPASS®, ACCUPLACER®, WORKKEYS®, or the Armed Services Vocational Aptitude Battery (ASVAB).

CCR 4: The percent of graduates who earned a qualifying score on the AP, IB or Technical Skills Attainment (TSA) assessments or a qualifying grade in AP, IB, dual enrollment, or approved dual credit courses.

CCR 5-6: The percent of graduates who attend post-secondary education or training, are in the military, or who complete a Department-approved Career Education program and are employed.

HSR: The percent of Grade 8 students advancing from a K-8 district/charter who earned a qualifying score on MAP end-of-course assessments.

Attendance: Attendance targets use the individual student's proportional attendance rate and set the expectation that 90 percent of the students are in attendance 90 percent of the time.

Graduation Rate: The four-, five-, six-, and seven-year graduation rates are calculated based on graduation year cohorts, and the better of the four is used for APR determination. The 2019 APR includes three years of data for each of rates.

Please see the 2019 MSIP Comprehensive Guide for a full description of the calculations used to generate this APR report.

The 2019 MSIP5 Supporting Data Report provides the data supporting the generation of this report.

Accreditation classification recommendations will be made on APR status and APR status trends over multiple years and may include other factors as appropriate, e.g. CSIP goals, previous Department MSIP findings, financial status, statutory and regulatory compliance, and appropriately certified superintendent.

~ - Less than three years of data.

- Less than 95% participation in the current year.

- Less than 95% participation in a prior year.

- Less than 95% participation in a prior year resulting in less than three years of data available.

@ - Prior year participation rate issue and a cell size of 30 reportable students was not met in a given year. Refer to Achievement Level Report for supporting data.

@@ - Prior year participation rate issue and a cell size of 30 reportable students was not met after adding all three years of data. Refer to Achievement Level Report for supporting data.

@ - A cell size of 30 reportable students was not met after adding all three years of data for standards 1 and 2. Refer to Achievement Level Report for supporting data.

@@ - A cell size of 30 reportable students was not met in a given year for standards 1 and 2. **When a year of data reads "N/A", it is the result of insufficient cell size.** Refer to Achievement Level Report for supporting data.

Accreditation classification recommendations will be made on APR status and APR status trends over multiple years and may include other factors as appropriate, e.g. CSIP goals, previous Department MSIP findings, financial status, statutory and regulatory compliance, and appropriately certified superintendent.



**2019 MSIP5 School APR Summary Report - Public
Final
FRONTIER SCHOOL OF INNOVATION (048922)
FRONTIER SCHL OF EXCELLENCE-U 09-12 (1920)**

*Data as of: 10/17/2019
Report as of: 3/10/2020*