







**2014 LEA Annual Performance Report (APR) - Final  
LEA Summary Report  
MSIP 5**

**CAMDENTON R-III (015002)**

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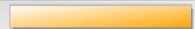
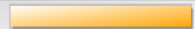
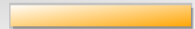

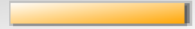












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	2013	2014	2015
<b>APR Total Points</b>	135.5/140	131.5/140	
<b>Percent of Points</b>	96.8%	93.9%	

<b>MSIP 5 Standards</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Percent Earned</b>
1. Academic Achievement	56.0	54.0	 96.4%
2. Subgroup Achievement	14.0	11.5	 82.1%
3. College and Career Ready (CCR)	30.0	30.0	 100.0%
4. Attendance	10.0	6.0	 60.0%
5. Graduation Rate	30.0	30.0	 100.0%
<b>Total</b>	<b>140.0</b>	<b>131.5</b>	 93.9%

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<b>MSIP 5 Standards</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Percent Earned</b>
<b>1. Academic Achievement</b>			
English Language Arts	16.0	16.0	 100.0%
Mathematics	16.0	16.0	 100.0%
Science	16.0	16.0	 100.0%
Social Studies	8.0	6.0	 75.0%
<b>Total Points Earned</b>	<b>56.0</b>	<b>54.0</b>	 <b>96.4%</b>
<b>2. Subgroup Achievement</b>			
English Language Arts	4.0	3.0	 75.0%
Mathematics	4.0	3.0	 75.0%
Science	4.0	4.0	 100.0%
Social Studies	2.0	1.5	 75.0%
<b>Total Points Earned</b>	<b>14.0</b>	<b>11.5</b>	 <b>82.1%</b>
<b>3. College and Career Ready (CCR)</b>			
*1-3 CCR Assessments	10.0	10.0	 100.0%
*4 Advanced Placement	10.0	10.0	 100.0%
*5-6 Postsecondary Placement	10.0	10.0	 100.0%
<b>Total Points Earned</b>	<b>30.0</b>	<b>30.0</b>	 <b>100.0%</b>
<b>4. Attendance</b>	<b>10.0</b>	<b>6.0</b>	 <b>60.0%</b>
<b>5. Graduation Rate</b>	<b>30.0</b>	<b>30.0</b>	 <b>100.0%</b>
<b>Total</b>	<b>140.0</b>	<b>131.5</b>	 <b>93.9%</b>

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**Total Points Earned:** Total points earned is a calculation of status and progress or status and growth, and not to exceed the total status points possible.

**Academic Achievement:** Displays the percent proficient or advanced and the MAP Performance Index (MPI) for all MAP assessments by subject area. The MPI is used to calculate status and progress measures.

**Subgroup Achievement:** Displays the percent proficient or advanced and the MAP Performance Index (MPI) by subject area for students who are included in the super subgroup (Hispanic, Black, FRL, IEP, ELL). The MPI is used to calculate the status and progress measures.

**CCR 1-3:** The percent of graduates scoring at or above the state standard the ACT®, SAT®, COMPASS® 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, early college, 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 placed in an occupation directly related to their training by the number of graduates.

**HSR:** The percent of advancing Grade 8 students who earned a qualifying score on MAP end-of-course assessments.

~ - Less than three years of data.

# - Current year participation rate issue.

### - Prior year participation rate issue resulting in less than three years of data being available.

# @@ - 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.

# @ - 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.

@ - 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 in a given year. Refer to Achievement Level Report for supporting data.

## - Participation rate issue in a prior year.

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 and/or leadership stability.