Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2016-2017

Colorado Early Colleges – Fort Collins

CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

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CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI's discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered

Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school's CARS accreditation rating, the school's performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school's plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verfied by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **November**. As this is the preliminary draft, please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director:

Academic Performance: Ryan Marks
Financial Performance: Amanda Karger
Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than November 27th.**

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **December**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

a. How are students achieving on state assessments?
b. How are students achieving on state assessments over time?
c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

a. Are students making sufficient growth on state assessments?
b. Are students making sufficient growth on state assessments over time?
c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. How is student growth distributed across growth levels?
e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

a. How are students achieving on state assessments for postsecondary readiness?
b. Are students graduating high school?
c. Are students dropping out of high school?
d. Are high school graduates adequately prepared for post-secondary academic success?
e. What is the school's post-completion success rate?

Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2017. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: https://www.cde.state.co.us/dataprivacyandsecurity
- Data symbols:

Symbol	Meaning
NA	Used when data is not reported by the state.
*	Used when data is not available due to student counts of 0.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Students in the 7th, 8th, and 9th grades reflect all students in those grades who took any type of CMAS math test. State reporting does not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI will release an additional report containing disaggregated math results by test at a later date.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

a. Has the school met the statutory TABOR emergency reserve requirement?
b. What is the school's current ratio?
c. What is the school's months of cash on hand?
d. Is the school in default with any financial covenants they have with loan agreements?
e. What is the school's funded pupil count variance?

2. Sustainability

a. What is the school's aggregate 3-year total margin?
b. What is the school's net asset position?
c. What is the school's debt?
d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

a. Is the school protecting the rights of all students?

3. Governance and Financial Management

a. Is the school complying with governance requirements?
b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

a. Is the school complying with health and safety requirements?
b. Is the school complying with facilities and transportation requirements?
c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

a. Is the school complying with all other obligations?

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Framework	**Rating**
Academic	Performance: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance with Distinction: Low Participation

Participation

The School Performance Framework now includes participation descriptors for school plan types that have low participation rates. These descriptors include:

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.

- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are exclused from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

The tables below contain participation rates as shown on your school's Performance Framework, as well as test participation rates disaggregated by test.

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	620	570	91.9%	48	99.7%	**Meets 95%**
Math	620	574	92.6%	44	99.7%	**Meets 95%**
Science	248	151	60.9%	97	100.0%	**Meets 95%**

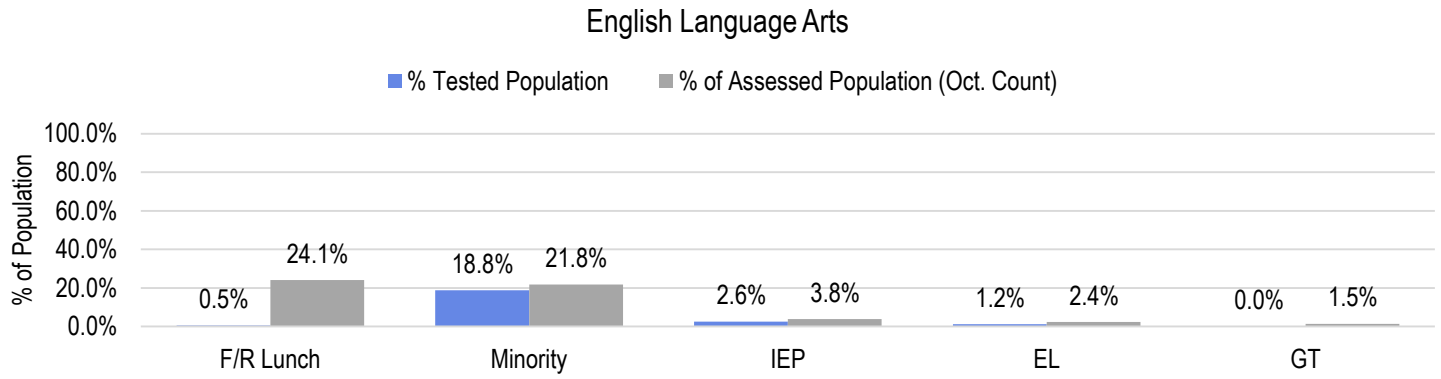
Test Participation Rates - Disaggregated by Test

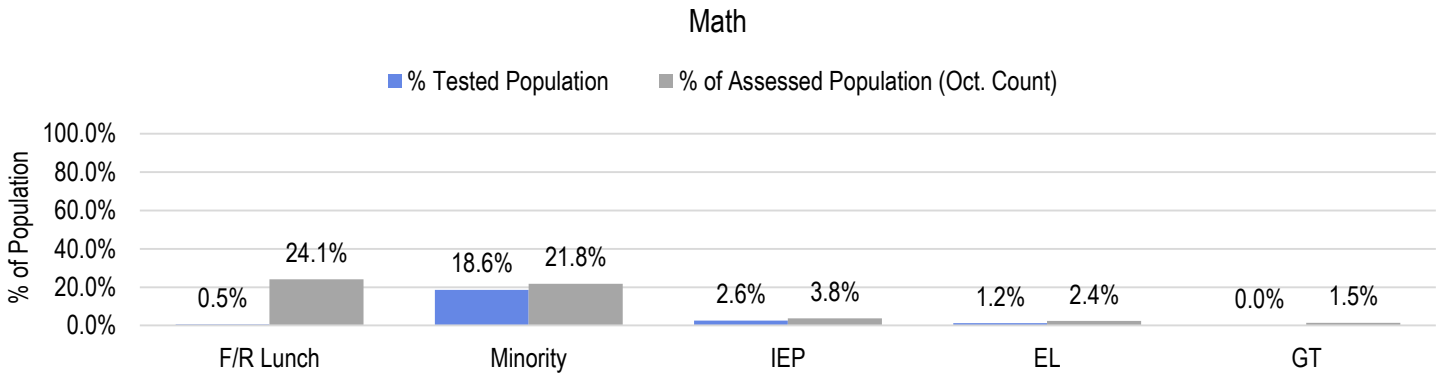
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	330	302	91.5%	28	100.0%	**Meets 95%**
CMAS Math	330	306	92.7%	24	100.0%	**Meets 95%**
CMAS Science	248	151	60.9%	97	100.0%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	290	268	92.4%	20	99.3%	**Meets 95%**
PSAT/SAT Math	290	268	92.4%	20	99.3%	**Meets 95%**

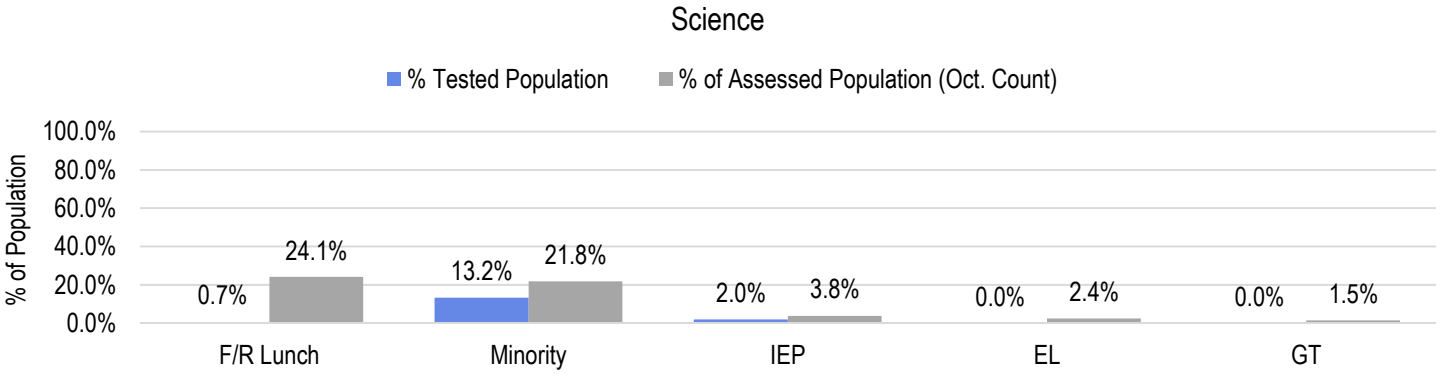
Participation Rate Comparison

-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	0.5%	24.1%	0.5%	24.1%	0.7%	24.1%
Minority	18.8%	21.8%	18.6%	21.8%	13.2%	21.8%
IEP	2.6%	3.8%	2.6%	3.8%	2.0%	3.8%
EL	1.2%	2.4%	1.2%	2.4%	0.0%	2.4%
GT	0.0%	1.5%	0.0%	1.5%	0.0%	1.5%





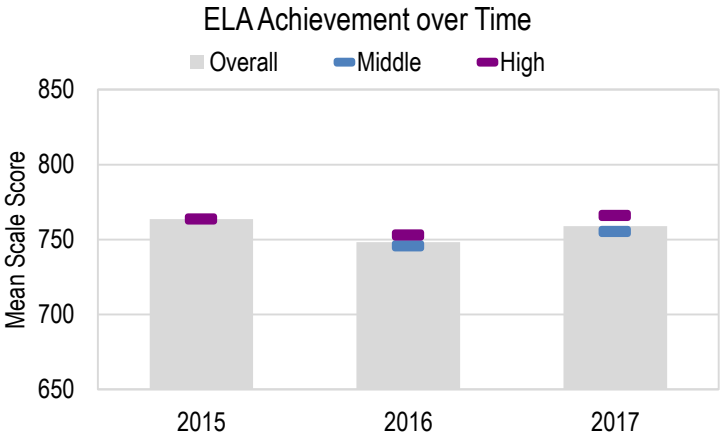


English Language Arts Achievement

CMAS ELA: School Status and Trends

-How are students achieving on state assessments in English Language Arts over time?

Achievement over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	NA	0	NA	0	NA
6	NA	NA	43	739	67	749
7	NA	NA	53	745	61	760
8	NA	NA	45	752	69	757
Middle	0	NA	141	746	197	755
9	45	764	72	753	103	766
High	45	764	72	753	103	766
Overall	**45**	**764**	**213**	**748**	**300**	**759**



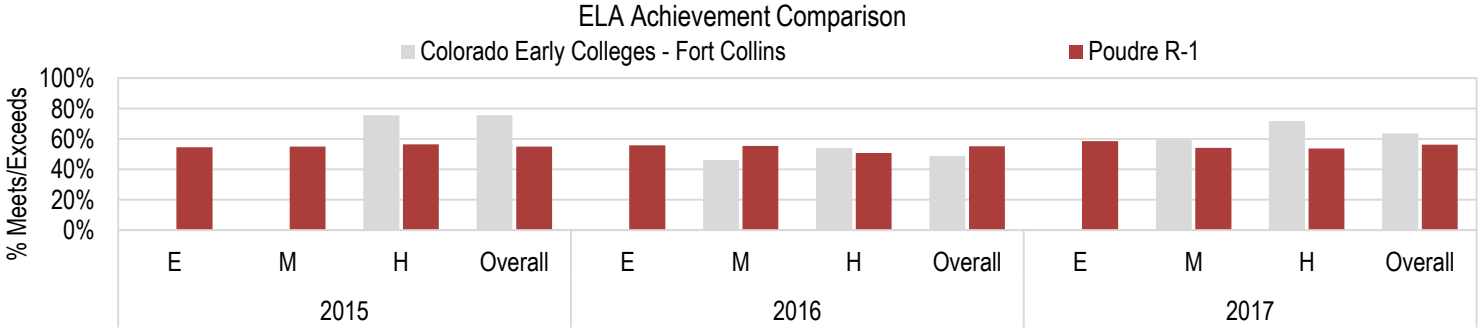
The middle and high school levels have seen increases in performance over the last three years.

CMAS ELA: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	43	44.2%	67	49.3%
7	NA	NA	53	39.6%	61	65.6%
8	NA	NA	45	55.6%	69	63.8%
Middle	0	*	141	46.1%	197	59.4%
9	45	75.6%	72	54.2%	103	71.8%
High	45	75.6%	72	54.2%	103	71.8%
Overall	**45**	**75.6%**	**213**	**48.8%**	**300**	**63.7%**

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2235	48.3%	2171	50.4%	2180	54.3%
4	2072	59.5%	2267	57.6%	2202	61.2%
5	2160	56.6%	2106	59.4%	2290	60.3%
Elementary	6467	54.6%	6544	55.8%	6672	58.6%
6	2151	54.7%	2094	52.6%	2031	53.1%
7	2006	56.7%	1908	56.5%	1948	53.3%
8	1937	53.6%	1709	57.5%	1721	56.4%
Middle	6094	55.0%	5711	55.4%	5700	54.2%
9	1239	56.6%	1120	50.8%	1074	53.7%
High	1239	56.6%	1120	50.8%	1074	53.7%
Overall	**13800**	**55.0%**	**13375**	**55.2%**	**13446**	**56.4%**



The School largely outperforms their geographic district in the percent of students meeting/exceeding state expectations in English Language Arts overall and at each level. In 2016, overall and at the elementary school level, the geographic district outperformed the School.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Subgroup Achievement

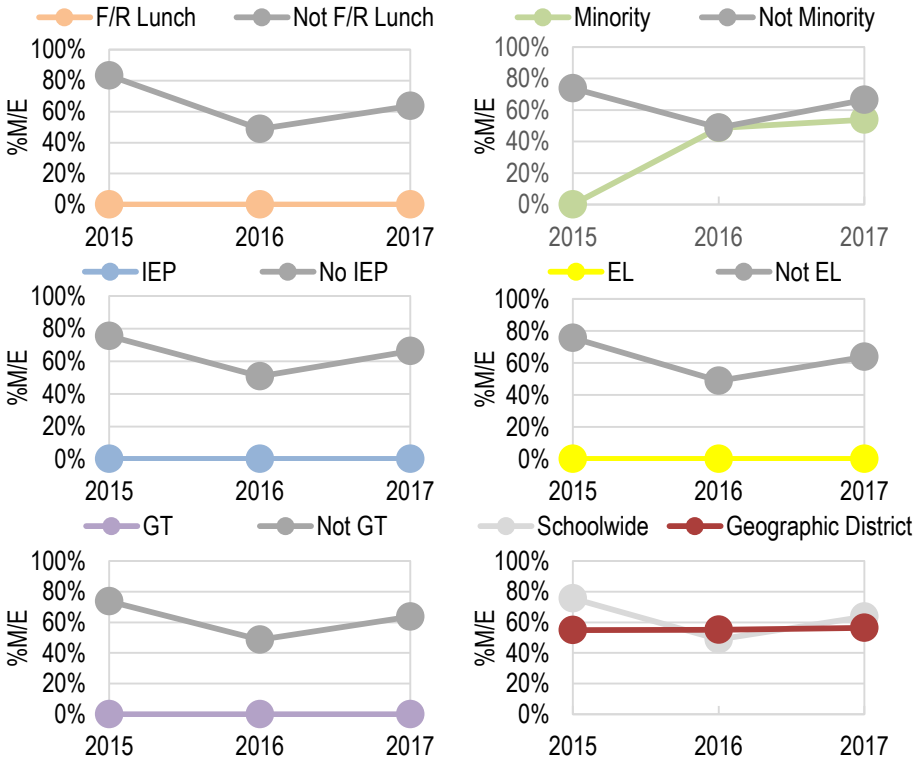
CMAS ELA: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in English Language Arts over time?

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS ELA		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	n<16	*	n<16
	N	83.3%	48.8%	63.6%
Minority	Y	n<16	48.6%	53.8%
	N	73.7%	48.9%	66.4%
IEP	Y	*	n<16	n<16
	N	75.6%	50.7%	66.3%
EL	Y	*	*	n<16
	N	75.6%	48.8%	63.8%
GT	Y	n<16	n<16	*
	N	73.8%	48.6%	63.7%
Schoolwide		75.6%	48.8%	63.7%
Geographic District		55.0%	55.2%	56.4%

Minority students in the School perform at levels below their non-subgroup peers in English Language Arts and performance has slightly increased from 2016 to 2017.

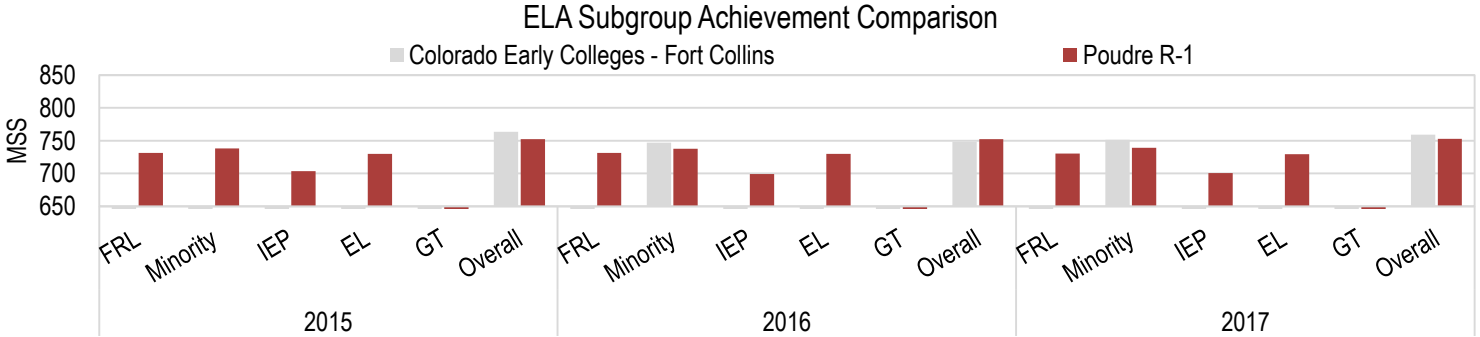


CMAS ELA: Subgroup Local Comparison

-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	*	n<16	--
Minority	n<16	--	37	747	65	751
IEP	0	*	n<16	--	n<16	--
EL	0	*	0	*	n<16	--
GT	n<16	--	n<16	--	0	*
Schoolwide	45	764	213	748	300	759

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	4369	731	4262	731	3728	731
Minority	3519	738	3501	738	3410	739
IEP	1113	704	1061	699	1053	701
EL	1339	730	1356	730	1298	729
GT	NA	NA	NA	NA	NA	NA
Geo. District	13584	752	13201	752	13269	753



Traditionally underserved students outperform their peers in the geographic district in English Language Arts.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

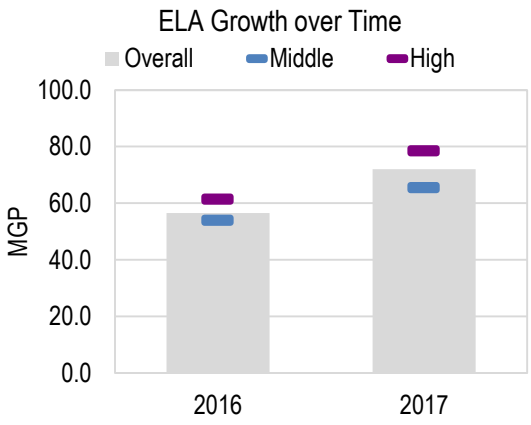
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

-Are students making sufficient growth on state assessments over time?

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	33	39.0	50	39.5
7	32	68.0	49	73.0
8	23	44.0	51	79.0
Middle	88	54.0	150	65.5
9	40	61.5	68	78.5
High	40	61.5	68	78.5
Overall	**128**	**56.5**	**218**	**72.0**

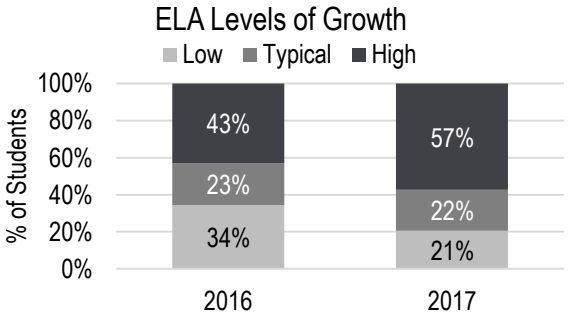


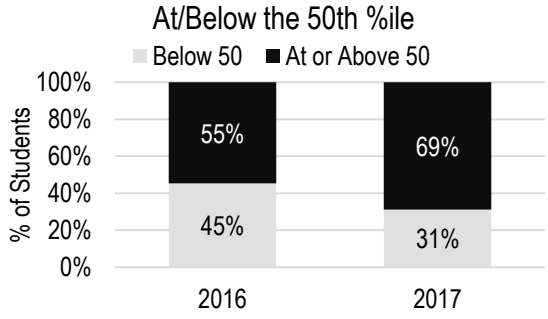
Overall and at the middle and high school levels, the School is exceeding state expectations for growth and growth scores have increased over time.

CMAS ELA: Levels of Growth

-How is student growth distributed across growth levels over time?

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	34%	21%
Typical (35-65)	23%	22%
High (above 65)	43%	57%





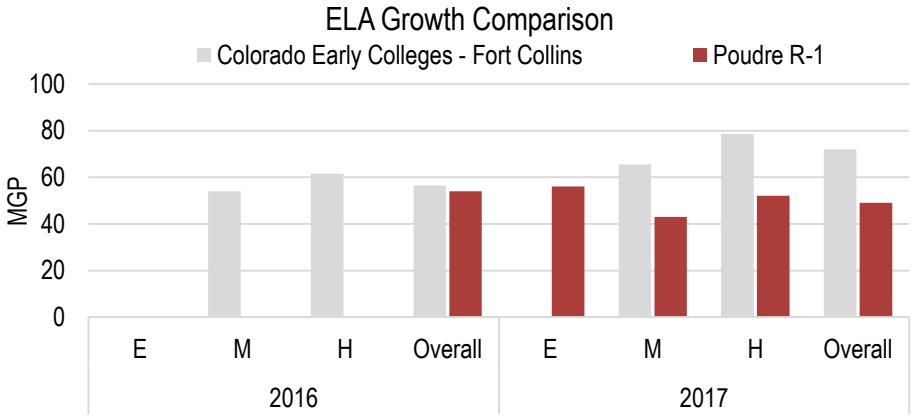
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	55%	69%
Below 50	45%	31%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 21% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 57% of students. The percent of students at or above the 50th percentile has increased from 55% in 2016 to 69% in 2017.

CMAS ELA: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	2080	58.0	2036	59.0
5	1952	55.0	2110	53.0
Elementary	4032	NA	4146	56.0
6	1938	51.0	1884	42.5
7	1754	54.0	1785	41.0
8	1583	51.0	1534	45.0
Middle	5275	NA	5203	43.0
9	989	52.0	928	52.0
High	989	NA	928	52.0
Overall	**10296**	**54.0**	**10277**	**49.0**



The School demonstrates higher growth scores than their geographic district overall and at each level. Additionally, the geographic district growth scores have decreased over time while the School's growth scores have increased.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Subgroup Growth

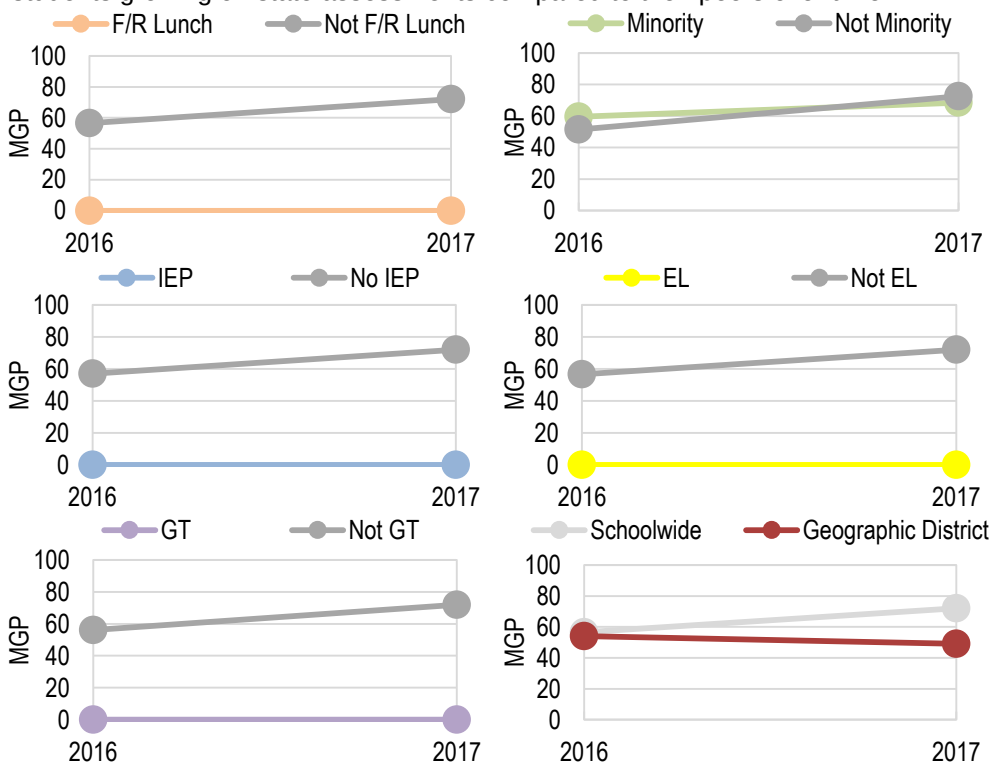
CMAS ELA: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in English Language Arts over time?

-How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS ELA		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	n<20
	N	56.5	72.0
Minority	Y	59.5	68.5
	N	51.5	72.5
IEP	Y	n<20	n<20
	N	57.0	72.0
EL	Y	n<20	n<20
	N	56.5	72.0
GT	Y	n<20	n<20
	N	56.0	72.0
Schoolwide		56.5	72.0
Geographic District		54.0	49.0

Traditionally underserved students' growth scores have increased from the year prior. Minority students have growth scores similar to their non-subgroup peers.



CMAS ELA: Subgroup Local Comparison

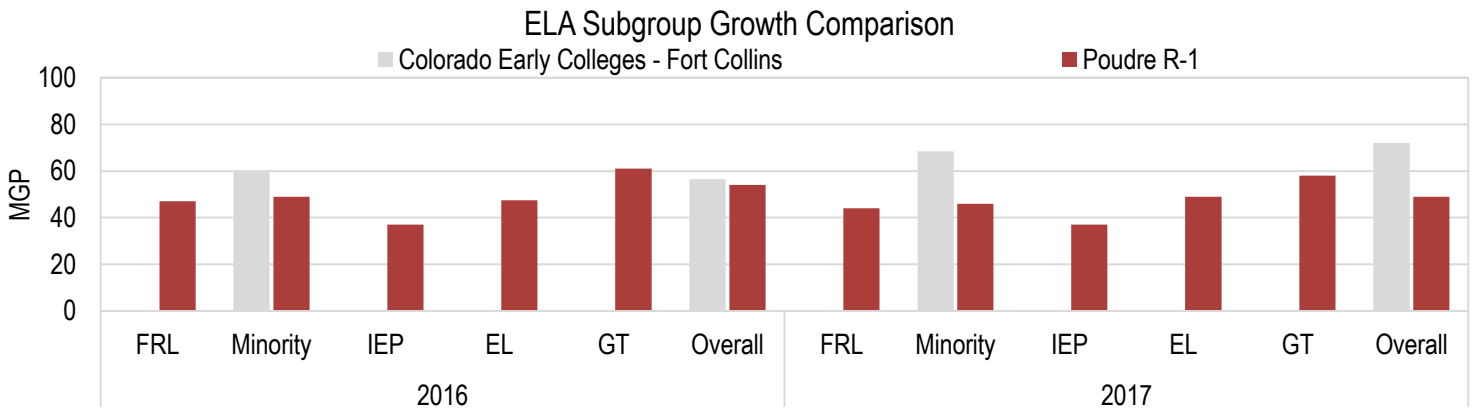
-How are traditionally underserved students growing on state assessments in comparison to other schools in their

.

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	24	59.5	50	68.5
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	128	56.5	218	72.0

Traditionally underserved students outperform the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	3240	47.0	2834	44.0
Minority	2725	49.0	2652	46.0
IEP	718	37.0	765	37.0
EL	1062	47.5	997	49.0
GT	1994	61.0	1936	58.0
Geo. District	10296	54.0	10277	49.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

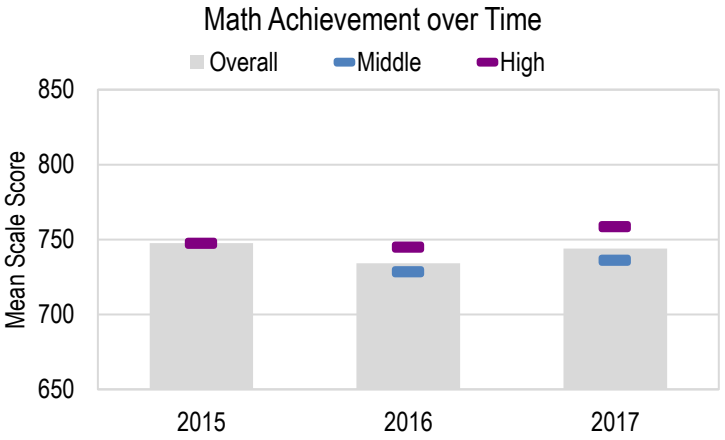
Exceeds | Approaching | Meets | Does Not Meet

Math Achievement

CMAS Math: School Status and Trends

-How are students achieving on state assessments in math over time?

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	43	730	67	737
7	NA	NA	53	730	61	737
8	NA	NA	45	725	69	735
Middle	0	*	141	728	197	736
9	45	748	73	745	107	758
High	45	748	73	745	107	758
Overall	**45**	**748**	**214**	**734**	**304**	**744**



^7th, 8th, and 9th grade math includes ALL students who took a math test in those grades. Please consult the data notes for more information.

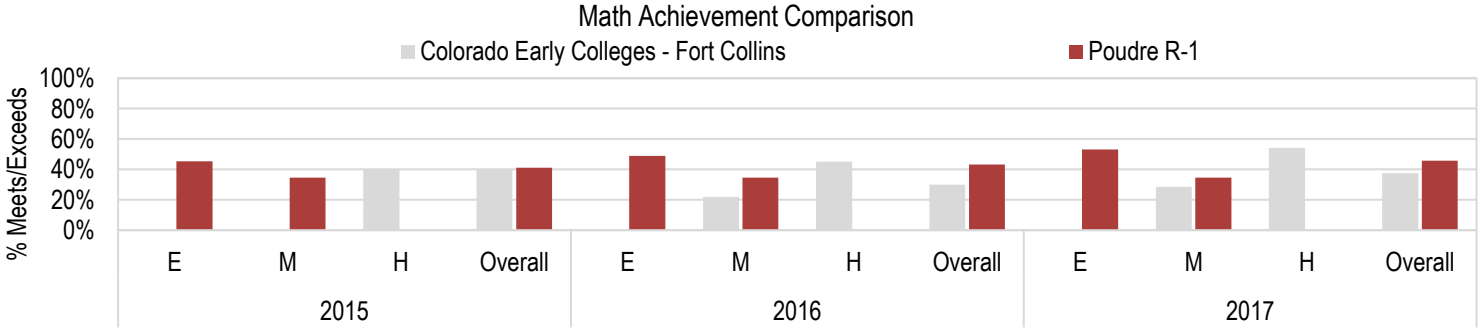
The middle school level has seen increases in performance over the last two years, while performance overall and at the high school level declined from 2015 to 2016 and improved from 2016 to 2017.

CMAS Math: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	43	20.9%	67	35.8%
7	NA	NA	53	22.6%	61	21.3%
8	NA	NA	45	22.2%	69	27.5%
Middle	0	*	141	22.0%	197	28.4%
9	45	40.0%	73	45.2%	107	54.2%
High	45	40.0%	73	45.2%	107	54.2%
Overall	**45**	**40.0%**	**214**	**29.9%**	**304**	**37.5%**

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2258	47.5%	2195	50.3%	2206	56.7%
4	2074	45.5%	2273	47.6%	2211	52.0%
5	2161	42.7%	2108	48.5%	2285	50.6%
Elementary	6493	45.3%	6576	48.8%	6702	53.1%
6	2160	45.7%	2113	45.4%	2045	44.6%
7	1450	25.5%	1496	27.6%	1568	28.5%
8	429	8.4%	557	11.7%	834	20.7%
Middle	4039	34.5%	4166	34.5%	4447	34.5%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	**10532**	**41.1%**	**10742**	**43.3%**	**11149**	**45.6%**



The geographic district outperforms the School in the percent of students meeting/exceeding state expectations in math overall and at each level.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Math Subgroup Achievement

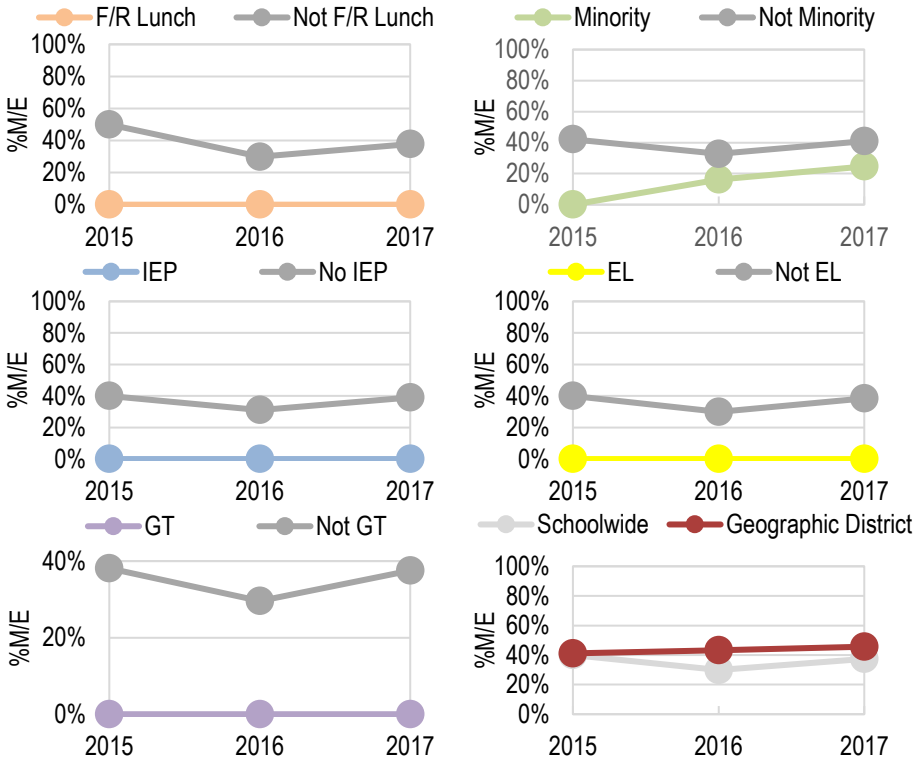
CMAS Math: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in math over time?

-How are traditionally underserved students achieving on state assessments compared to their peers over time?

Subgroup Achievement Gap Trends over Time				
CMAS Math		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	n<16	*	n<16
	N	50.0%	29.9%	37.9%
Minority	Y	n<16	16.2%	24.6%
	N	42.1%	32.8%	41.0%
IEP	Y	*	n<16	n<16
	N	40.0%	31.1%	39.0%
EL	Y	*	*	n<16
	N	40.0%	29.9%	38.4%
GT	Y	n<16	n<16	*
	N	38.1%	29.6%	37.5%
Schoolwide		40.0%	29.9%	37.5%
Geographic District		41.1%	43.3%	45.6%

Minority students in the School perform at levels below their non-subgroup peers in math and performance has increased from 2016 to 2017.

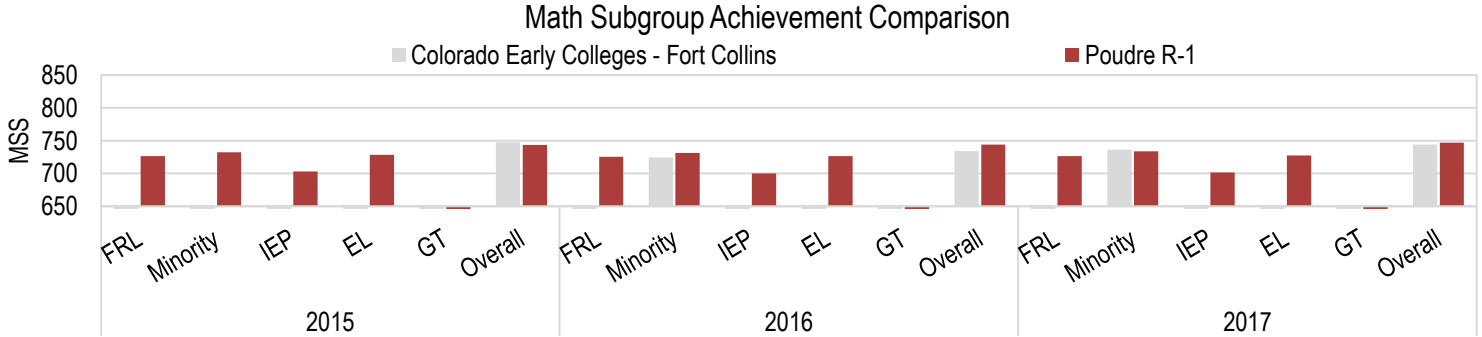


CMAS Math: Subgroup Local Comparison

-How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	*	n<16	--
Minority	n<16	--	37	725	65	736
IEP	0	*	n<16	--	n<16	--
EL	0	*	0	*	n<16	--
GT	n<16	--	n<16	--	0	*
Schoolwide	45	748	214	734	304	744

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	4380	726	4285	726	3748	727
Minority	3534	732	3526	732	3421	734
IEP	1117	703	1057	700	1051	702
EL	1368	728	1386	727	1325	727
GT	NA	NA	NA	NA	NA	NA
Geo. District	13590	744	13230	744	13313	747



In 2017, minority students slightly outperformed their peers in the geographic district in math. In 2016, minority students performed at levels below than their peers in the geographic district.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

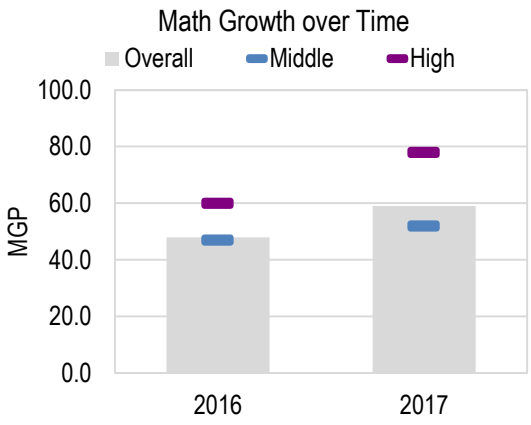
Exceeds | Approaching | Meets | Does Not Meet

Math Growth

CMAS Math: School Status and Trends

-Are students making sufficient growth on state assessments over time?

Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	33	48.0	50	43.0
7	33	59.0	49	64.0
8	20	19.0	51	51.0
Middle	86	47.0	150	52.0
9	21	60.0	50	78.0
High	21	60.0	50	78.0
Overall	**107**	**48.0**	**200**	**59.0**

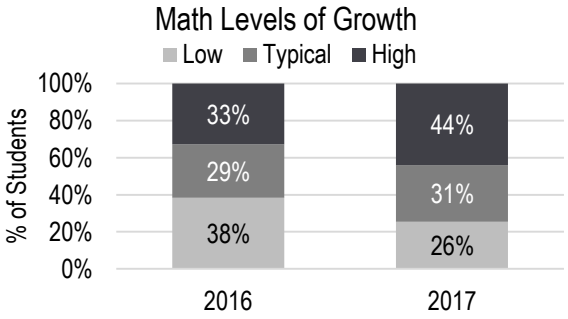


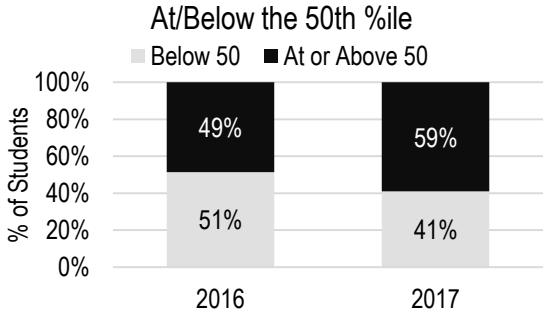
Overall the School is meeting state expectations for growth and growth scores have increased over time overall and at the middle and high school level. The high school level exceeds state expectations for growth.

CMAS Math: Levels of Growth

-How is student growth distributed across growth levels over time?

Math Levels of Growth		
CMAS Math	%Students	
Category	2016	2017
Low (below 35)	38%	26%
Typical (35-65)	29%	31%
High (above 65)	33%	44%





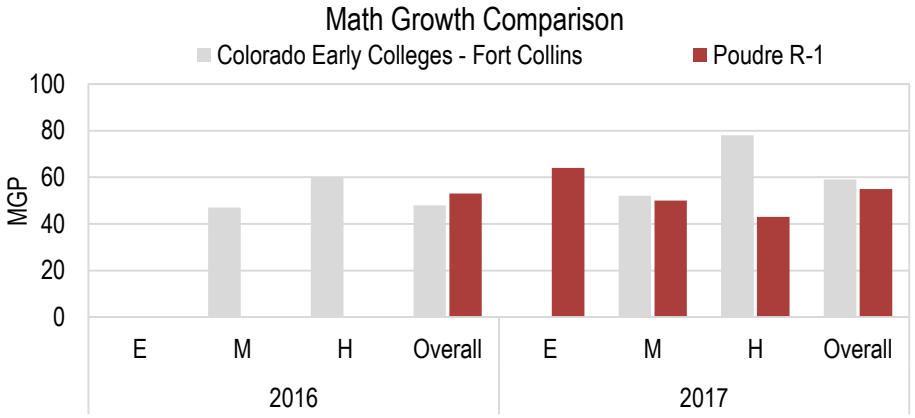
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	49%	59%
Below 50	51%	41%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 26% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 44% of students. The percent of students at or above the 50th percentile has increased from 49% in 2016 to 59% in 2017.

CMAS Math: Local Comparison

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	2101	61.0	2059	66.0
5	1952	51.5	2110	61.0
Elementary	4053	NA	4169	64.0
6	1945	53.0	1892	48.0
7	1355	50.0	1801	49.0
8	1551	52.0	1537	52.0
Middle	4851	NA	5230	50.0
9	570	38.0	525	43.0
High	570	NA	525	43.0
Overall	**9474**	**53.0**	**9924**	**55.0**



The School demonstrates higher growth scores than their geographic district overall and at each level. The School and the geographic district's growth scores have both increased over time.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Math Subgroup Growth

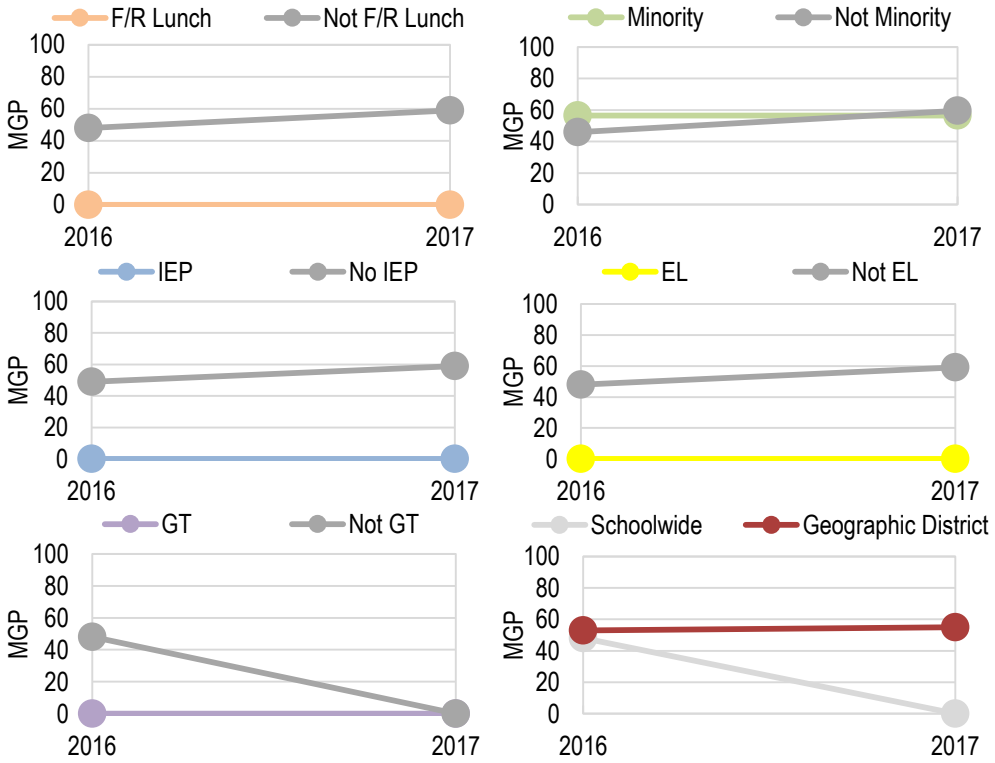
CMAS Math: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in math over time?

-How are traditionally underserved students growing on state assessments compared to their peers over time?

Subgroup Growth Gap Trends over Time			
CMAS Math		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	n<20
	N	48.0	59.0
Minority	Y	56.5	56.5
	N	46.0	59.5
IEP	Y	n<20	n<20
	N	49.0	59.0
EL	Y	n<20	n<20
	N	48.0	59.0
GT	Y	n<20	n<20
	N	48.0	59.0
Schoolwide		48.0	n<20
Geographic District		53.0	55.0

Traditionally underserved students' growth scores have stayed the same from 2016 to 2017. Minority students demonstrate lower growth than their non-subgroup peers.



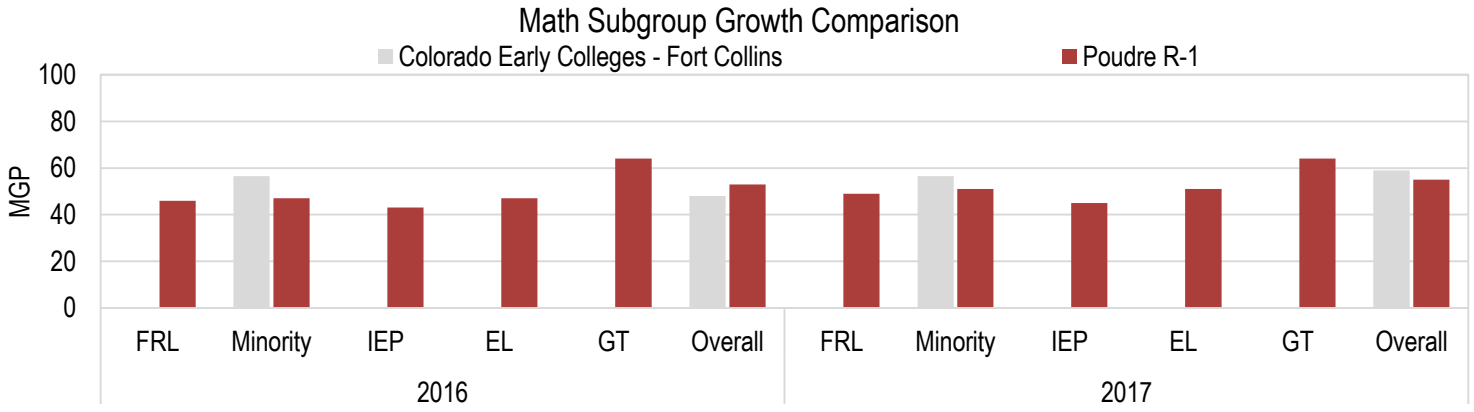
CMAS Math: Subgroup Local Comparison

-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	22	56.5	48	56.5
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	107	48.0	200	59.0

Traditionally underserved students outperform their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	3163	46.0	2823	49.0
Minority	2609	47.0	2596	51.0
IEP	706	43.0	757	45.0
EL	1037	47.0	1008	51.0
GT	1547	64.0	1761	64.0
Geo. District	9474	53.0	9924	55.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

PSAT: School Status and Trends

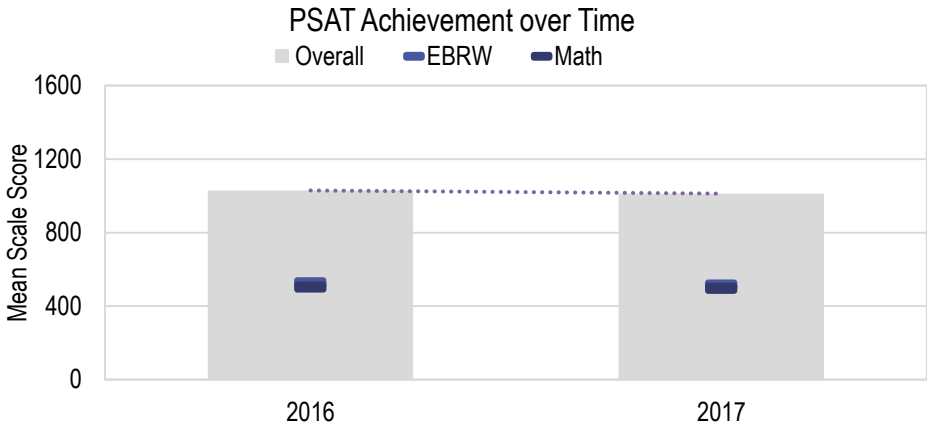
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW^				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	130	526	106	515

^Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	130	503	106	497

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	130	1029	106	1012



The School's PSAT Evidence-Based Reading and Writing and math scores meet state expectations and the scores have decreased from the year prior.

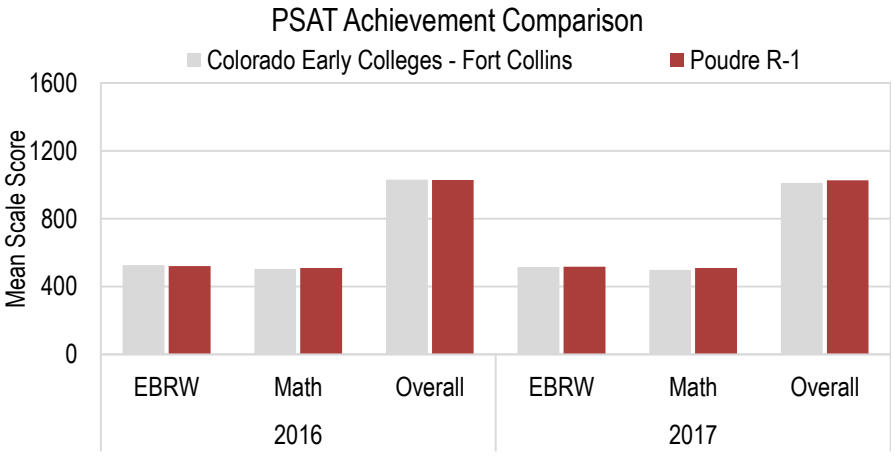
PSAT: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geo. District Achievement over Time in EBRW				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	1764	520	1838	517

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	1764	509	1838	509

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	1764	1029	1838	1026



Overall, the School's PSAT scores are lower than the geographic district. The School also produced scores lower than the geographic district on the Evidence-Based Reading and Writing and math section of the PSAT.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

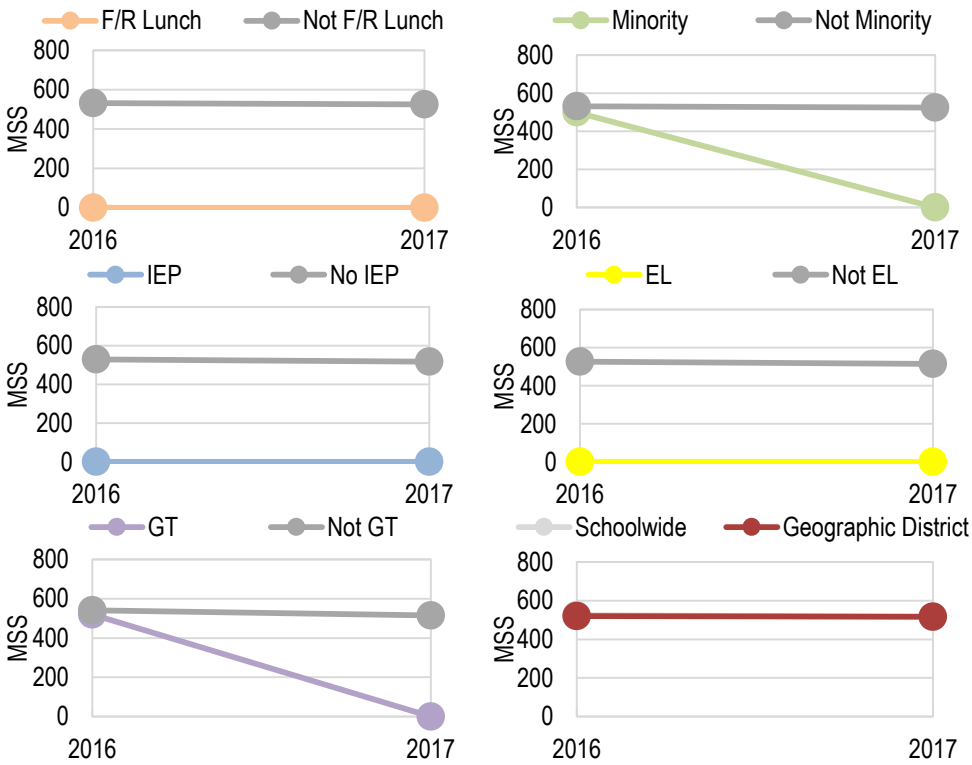
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?
-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in EBRW			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	*	*
	N	531	525
Minority	Y	500	n<16
	N	531	525
IEP	Y	n<16	n<16
	N	529	517
EL	Y	*	*
	N	526	515
GT	Y	519	*
	N	541	515
Schoolwide		526	515
Geographic District		520	517

Traditionally underserved student performance on the PSAT cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).



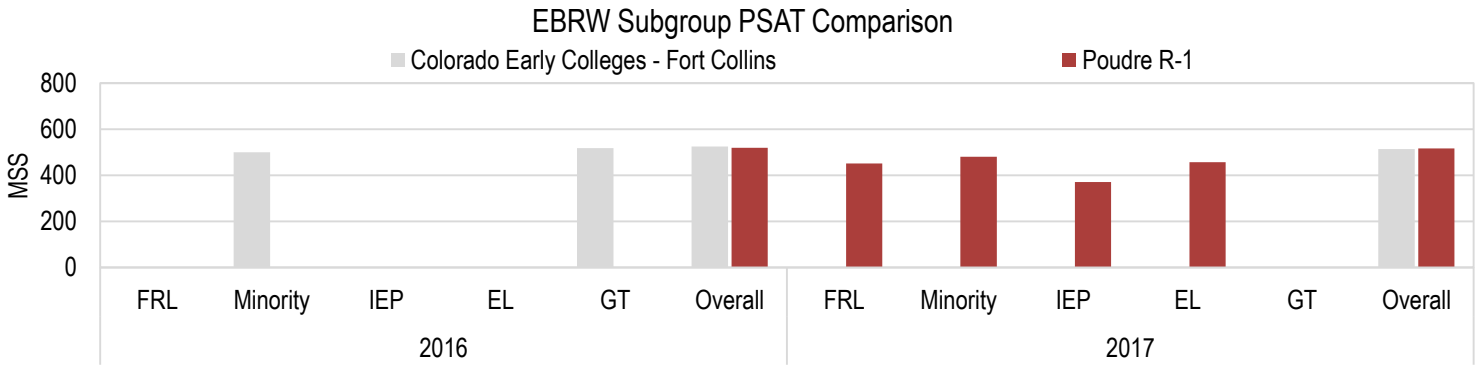
PSAT: Subgroup Local Comparison

-How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	0	*	0	*
Minority	20	500	n<16	--
IEP	n<16	--	n<16	--
EL	0	*	0	*
GT	89	519	0	*
Schoolwide	130	526	106	515

Traditionally underserved student performance on the PSAT cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).

Geo. District Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	374	451
Minority	NA	NA	423	481
IEP	NA	NA	85	372
EL	NA	NA	159	458
GT	NA	NA	NA	NA
Geo. District	1764	520	1838	517



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

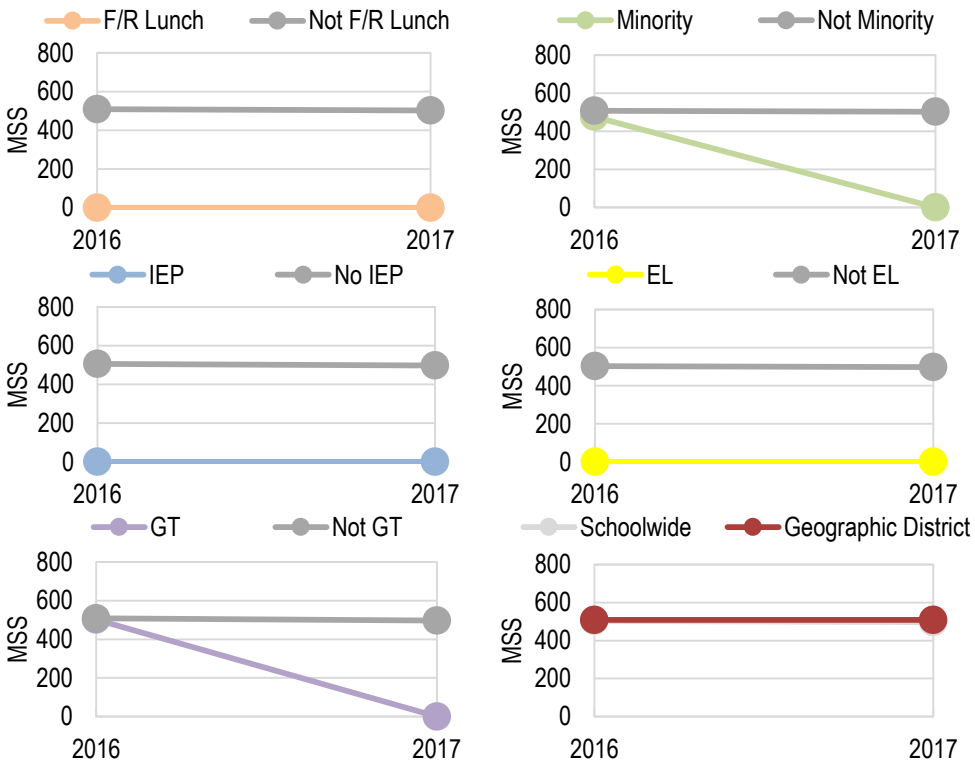
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?
-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in Math			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	*	*
	N	508	503
Minority	Y	476	n<16
	N	508	503
IEP	Y	n<16	n<16
	N	505	497
EL	Y	*	*
	N	503	497
GT	Y	501	*
	N	508	497
Schoolwide		503	497
Geographic District		509	509

Traditionally underserved student performance on the PSAT cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).



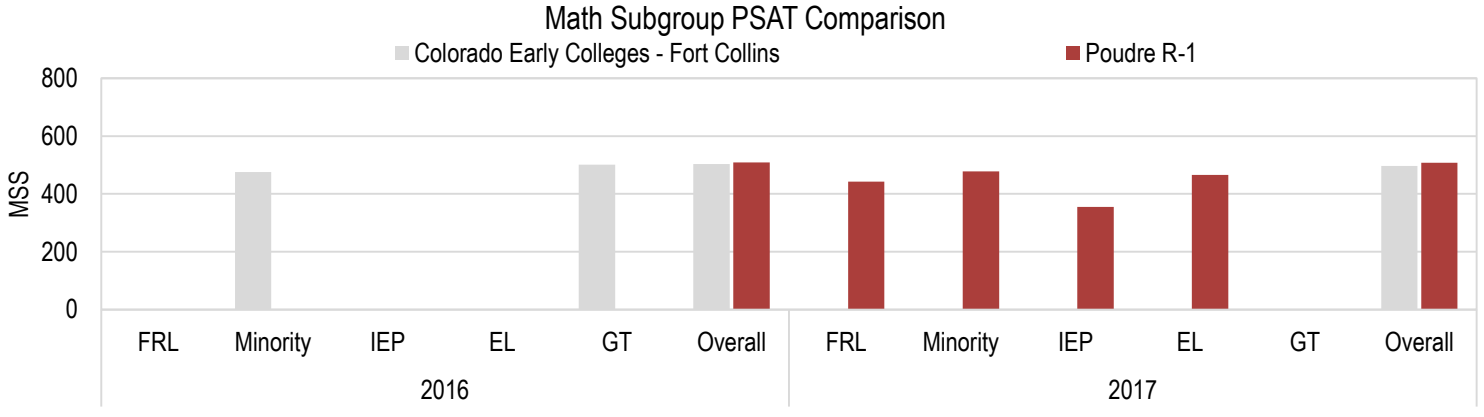
PSAT: Subgroup Local Comparison

-How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	0	*	0	*
Minority	20	476	n<16	--
IEP	n<16	--	n<16	--
EL	0	*	0	*
GT	89	501	0	*
Schoolwide	130	503	106	497

Traditionally underserved student performance on the PSAT cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).

Geo. District Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	374	442
Minority	NA	NA	423	478
IEP	NA	NA	85	355
EL	NA	NA	159	466
GT	NA	NA	NA	NA
Geo. District	1764	509	1838	509



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

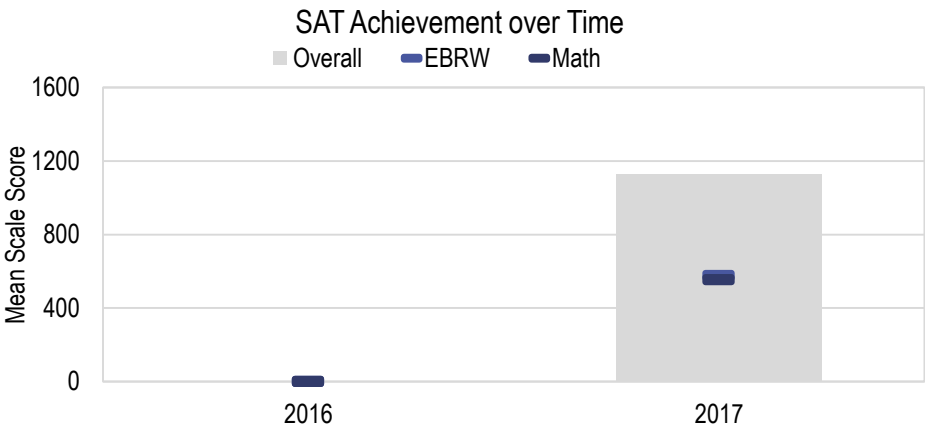
SAT: School Status and Trends

-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	162	577

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	162	554

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	162	1131



The School's Evidence-Based Reading and Writing and math SAT scores exceeds Colorado's SAT Benchmarks.

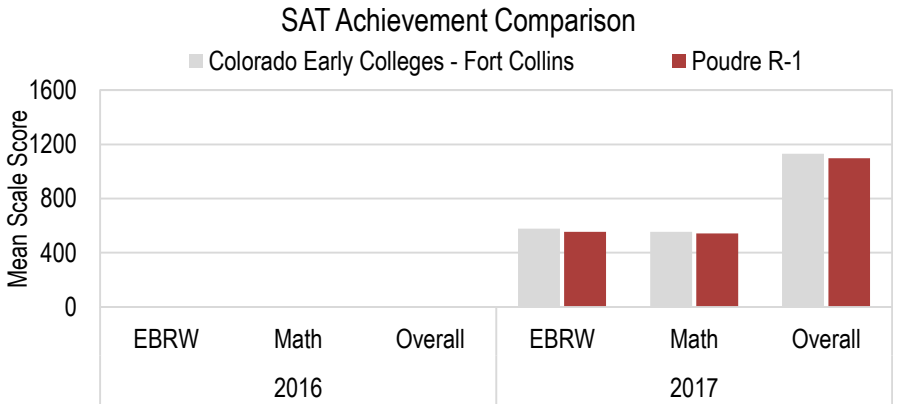
SAT: Local Comparison

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geo. District Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	1852	555

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	1852	543

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	1852	1098



Overall, the School's SAT scores are higher than the geographic district. The School also produced scores higher than the geographic district on the Evidence-Based Reading and Writing and math section of the SAT.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

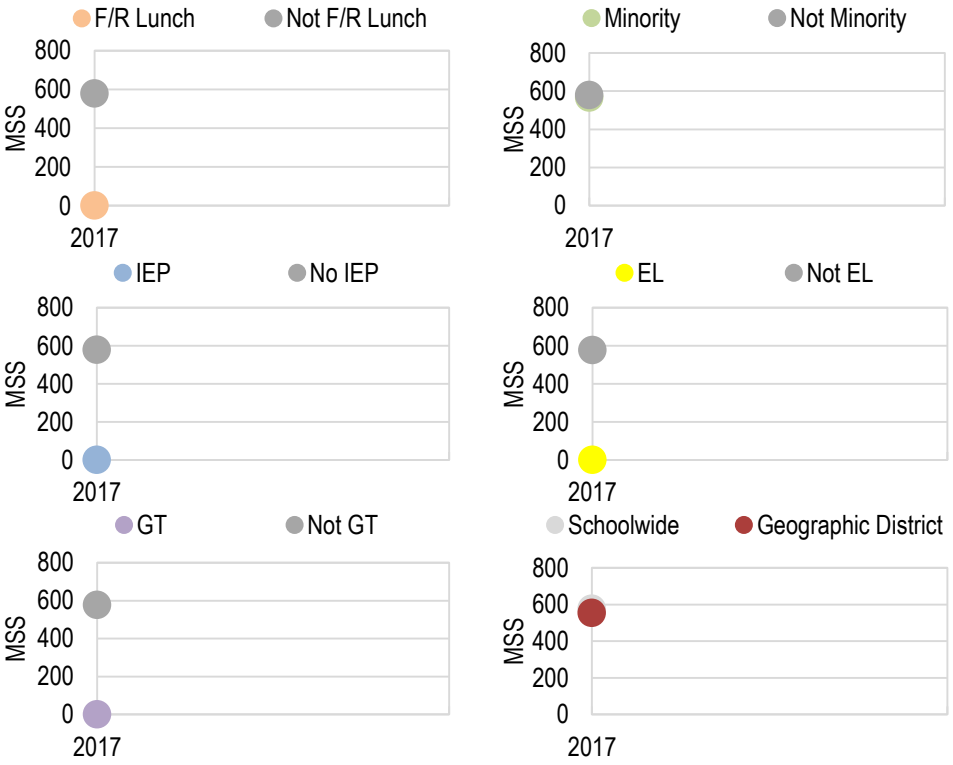
Postsecondary and Workforce Readiness Achievement

SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?
-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

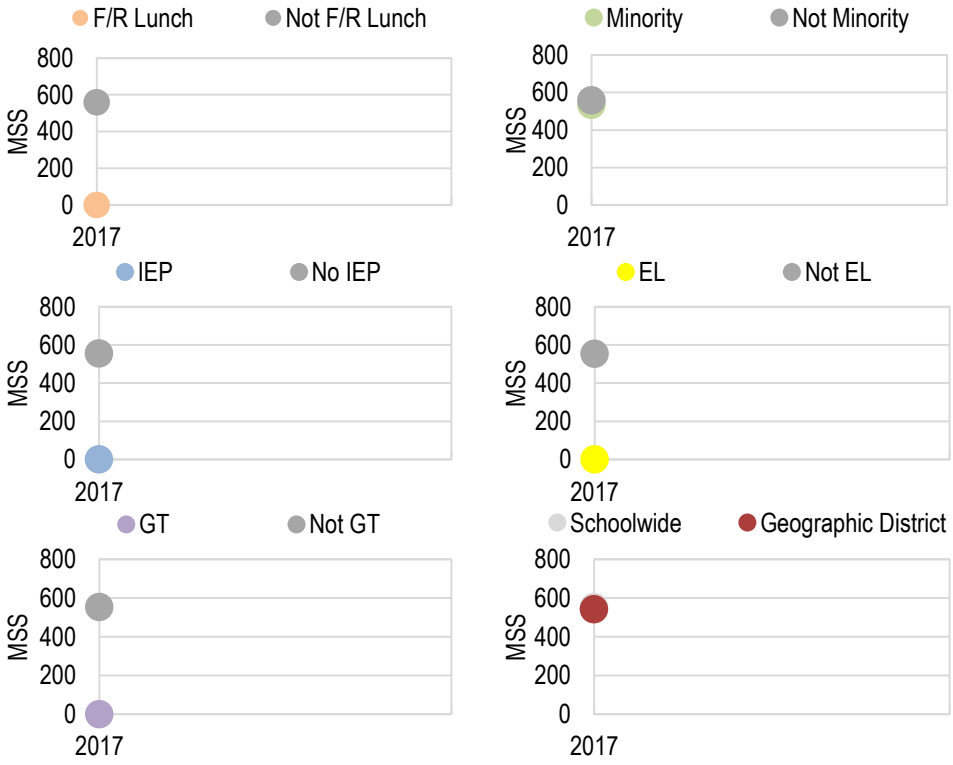
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	0	*
	N	135	579
Minority	Y	27	565
	N	135	579
IEP	Y	n<16	--
	N	161	578
EL	Y	0	*
	N	162	577
GT	Y	0	*
	N	162	577
Schoolwide		162	577
Geographic District		1852	555

Minority students in the School perform at levels below their non-subgroup peers in Evidence-Based Reading and Writing.



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	0	*
	N	135	558
Minority	Y	27	534
	N	135	558
IEP	Y	n<16	--
	N	161	555
EL	Y	0	*
	N	162	554
GT	Y	0	*
	N	162	554
Schoolwide		162	554
Geographic District		1852	543

Minority students in the School perform at levels below their non-subgroup peers in the geographic district in math.



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Growth

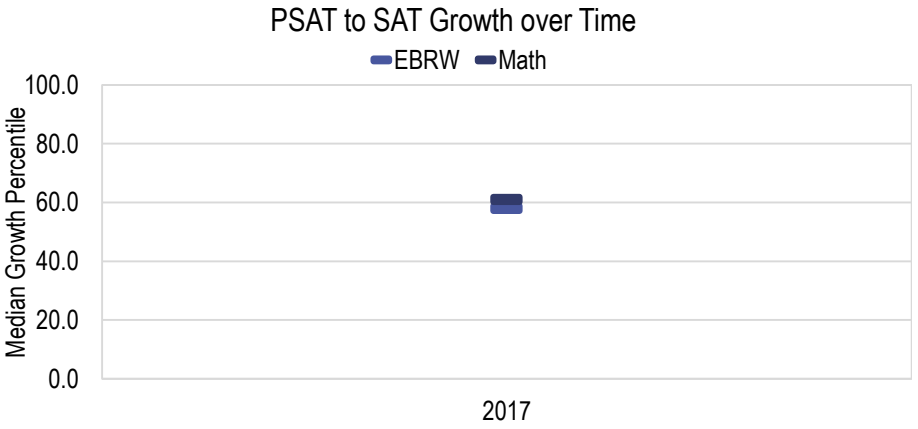
PSAT to SAT: School Status and Trends

-How are students growing on PWR state assessments over time?

Growth over Time in EBRW				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
EBRW	NA	NA	132	58.0

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	132	61.0

Growth over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	NA	NA



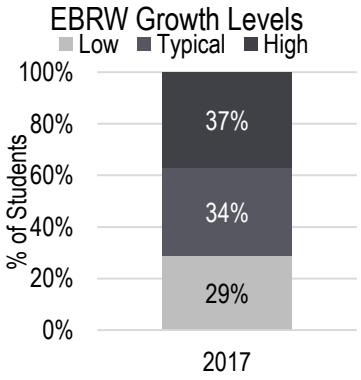
The School meets state expectations for PSAT to SAT growth in Evidence-Based Reading and Writing and math.

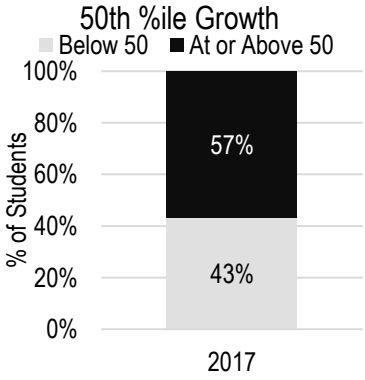
PSAT to SAT: Levels of Growth

-How are students growing and how is student growth distributed across growth levels over time?

EBRW Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	29%
Typical (35-65)	34%
High (above 65)	37%

EBRW 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	57%
Below 50	43%

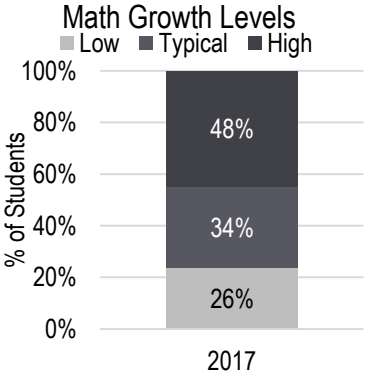


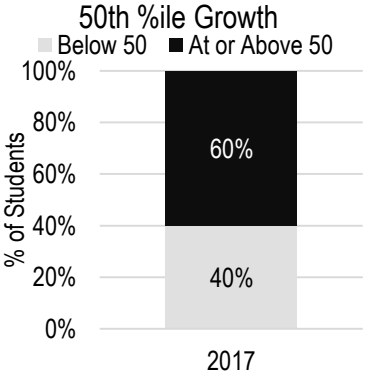


Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 29% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 37% of students. 57% of students were at or above the 50th percentile for growth.

Math Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	26%
Typical (35-65)	26%
High (above 65)	48%

Math 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	60%
Below 50	40%





Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 26% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 48% of students. 60% of students were at or above the 50th percentile for growth.

NA	Not reported by the state.
*	Not available due to student counts of 0.
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Exceeds | Approaching | Meets | Does Not Meet

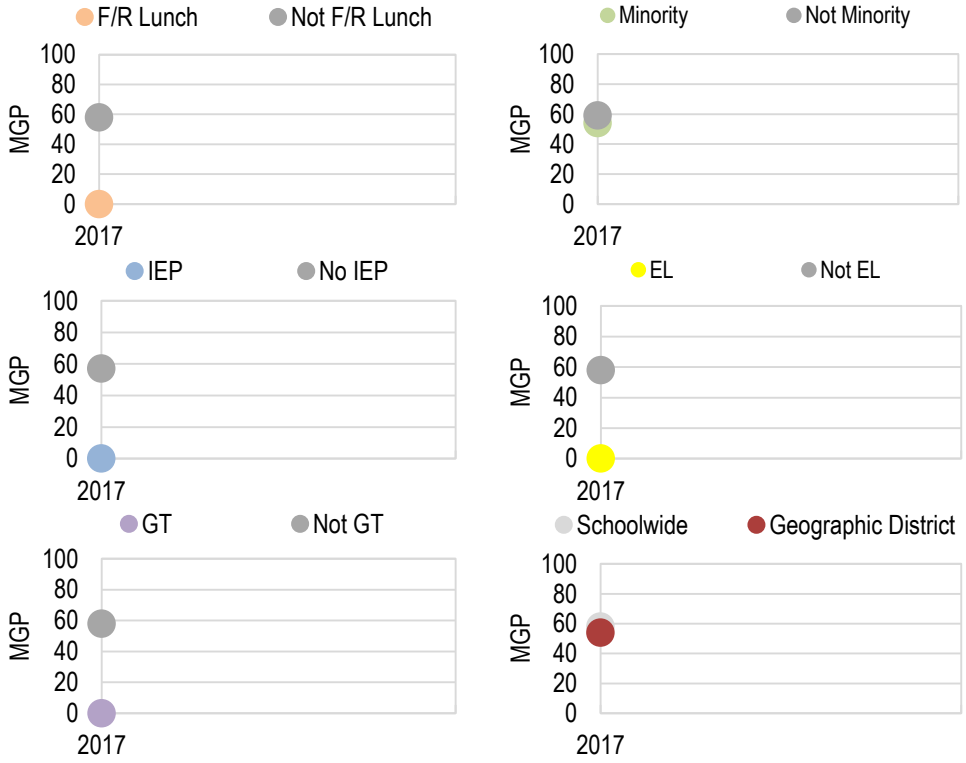
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

EBRW Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	0	*
	N	132	58.0
Minority	Y	21	54.0
	N	111	59.0
IEP	Y	n<20	--
	N	131	57.0
EL	Y	0	*
	N	132	58.0
GT	Y	0	*
	N	132	58.0
Schoolwide		132	58.0

Minority students in the School perform at levels below their non-subgroup peers in Evidence-Based Reading and Writing.



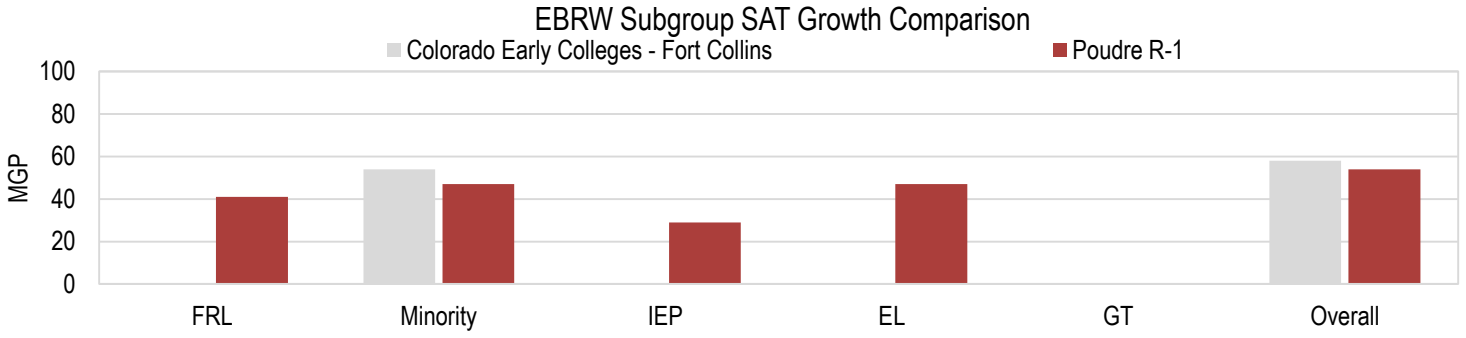
PSAT to SAT: Subgroup Local Comparison

-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School EBRW Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	0	*
Minority	21	54.0
IEP	n<20	--
EL	0	*
GT	0	*
Schoolwide	132	58.0

Minority students in the School perform at levels above their peers in the geographic district.

Geo. District EBRW Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	288	41.0
Minority	378	47.0
IEP	70	29.0
EL	137	47.0
GT	NA	NA
Geo. District	1620	54.0



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--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

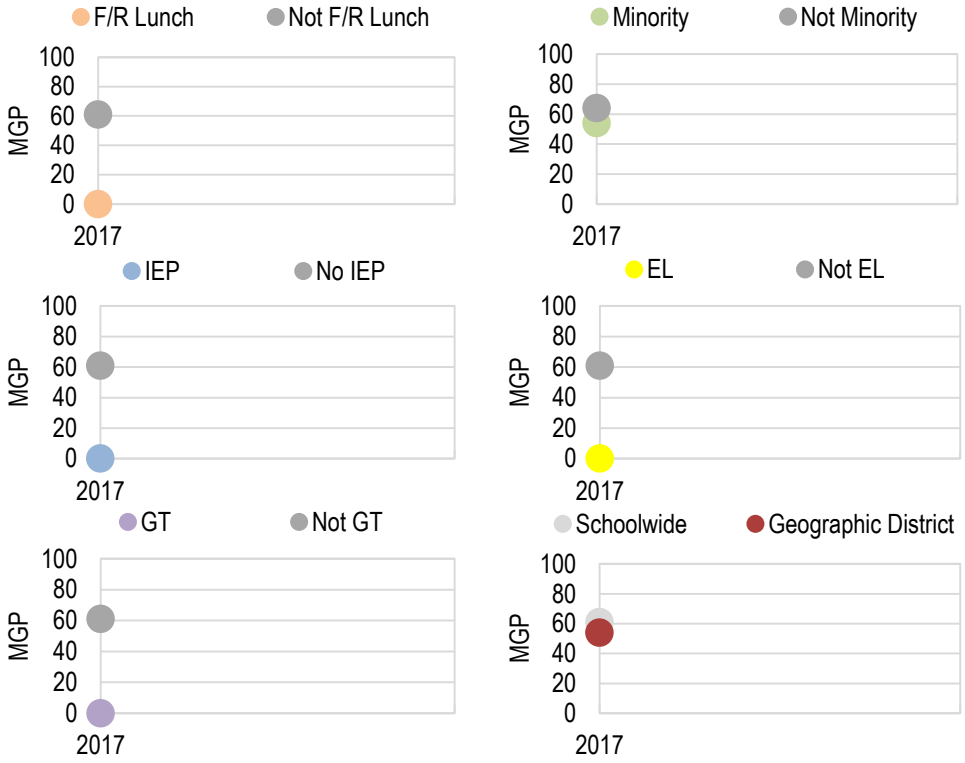
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

Math Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	0	*
	N	132	61.0
Minority	Y	21	54.0
	N	111	64.0
IEP	Y	n<20	--
	N	131	61.0
EL	Y	0	*
	N	132	61.0
GT	Y	0	*
	N	132	61.0
Schoolwide		132	61.0

Minority students in the School perform at levels below their non-subgroup peers in math.



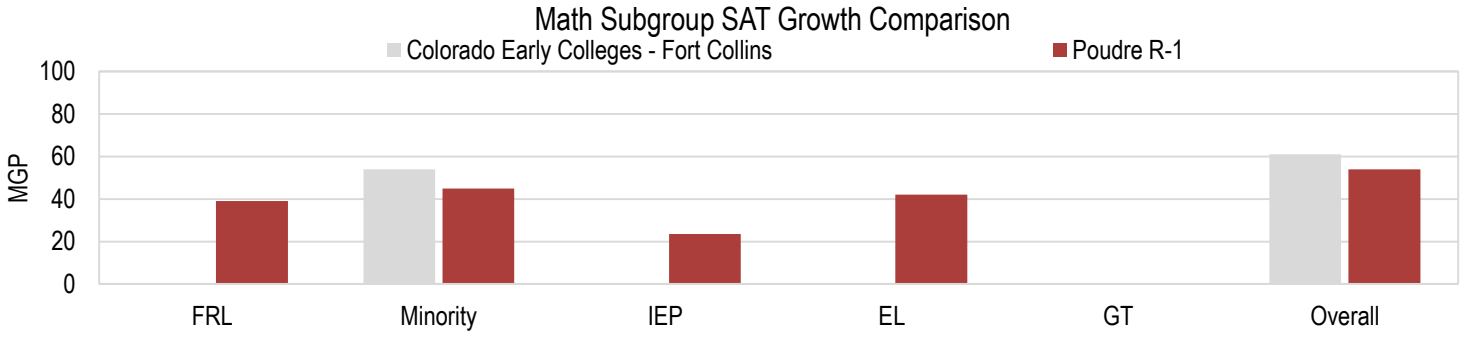
PSAT to SAT: Subgroup Local Comparison

-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School Math Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	0	*
Minority	21	54.0
IEP	n<20	--
EL	0	*
GT	0	*
Schoolwide	132	61.0

Minority students in the School perform at levels above their peers in the geographic district.

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	288	39.0
Minority	378	45.0
IEP	70	23.5
EL	137	42.0
GT	NA	NA
Geo. District	1620	54.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
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Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

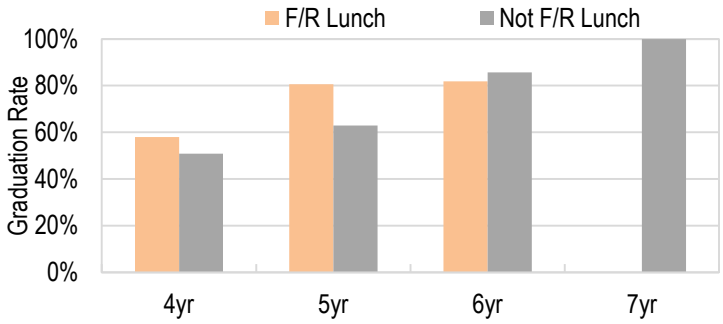
Graduation Rate: School Status and Trends & Local Comparison

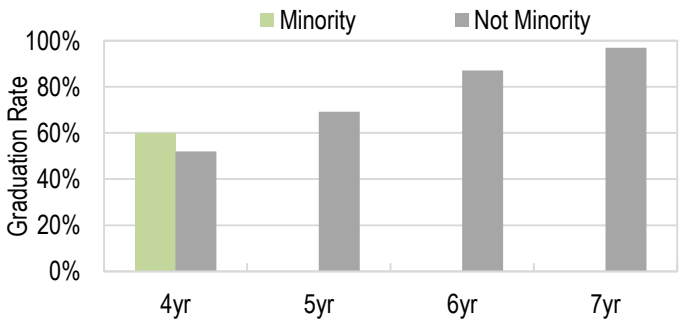
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?

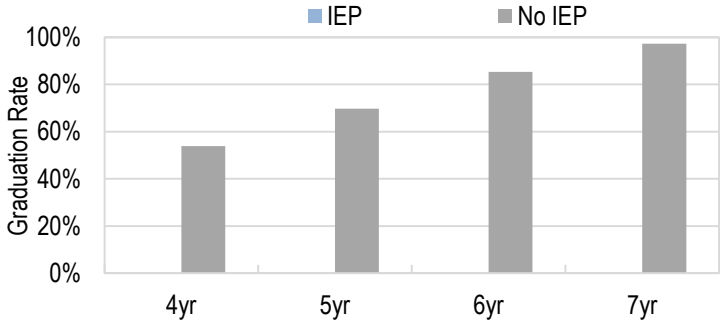
School Subgroup Graduation Rates over Time

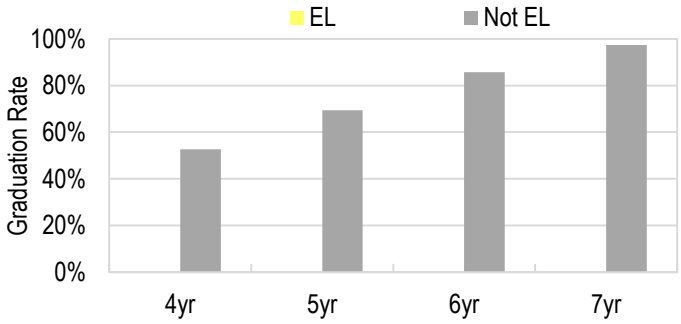
Student Subgroup		Best of	4yr		5yr		6yr		7yr	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	6yr	50	58.0%	36	80.6%	22	81.8%	n<16	--
	N	7yr	120	50.8%	62	62.9%	49	85.7%	25	100.0%
Minority	Y	4yr	20	60.0%	n<16	--	n<16	--	n<16	--
	N	7yr	150	52.0%	91	69.2%	62	87.1%	34	97.1%
IEP	Y	--	n<16	--	n<16	--	n<16	--	n<16	--
	N	7yr	167	53.9%	96	69.8%	68	85.3%	37	97.3%
EL	Y	--	n<16	--	0	*	n<16	--	0	*
	N	7yr	169	52.7%	98	69.4%	70	85.7%	39	97.4%
GT	Y	4yr	16	62.5%	n<16	--	n<16	--	n<16	--
	N	7yr	154	51.9%	95	68.4%	67	86.6%	36	97.2%
Schoolwide		7yr	170	52.9%	98	69.4%	71	84.5%	39	97.4%
Geographic District		7yr	2099	81.4%	1983	84.8%	2116	87.0%	2042	89.4%

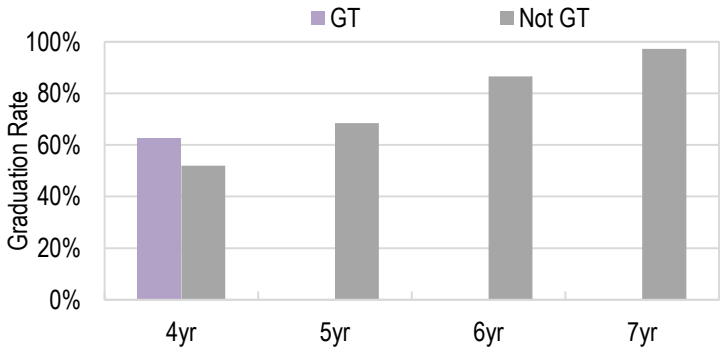
The School's "best of" graduation rate is the 7-year graduation rate of 97.4%. This exceeds state expectations. The "best of" graduation rate for students eligible for free or reduced price lunch is the 6-year rate of 81.8%, which is approaching expectations. The "best of" graduation rate for their non-subgroup peers is the 7-year rate of 100%.

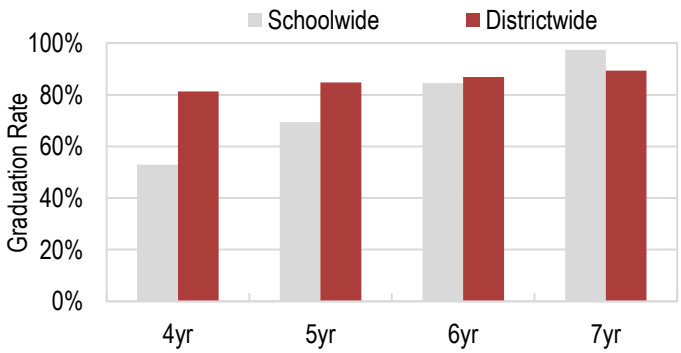












NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

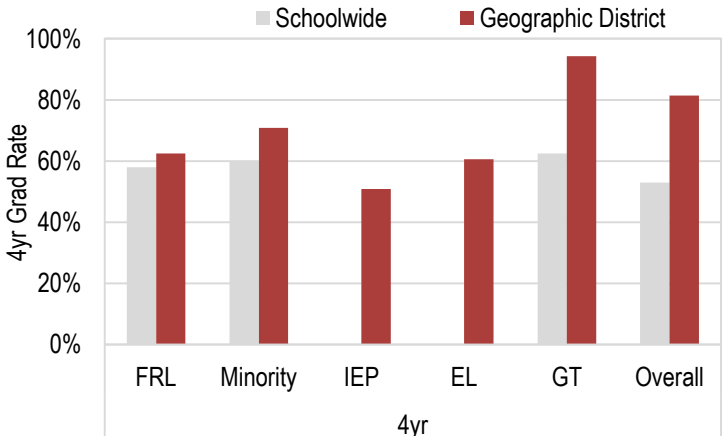
Graduation Rate: School Status and Trends & Local Comparison

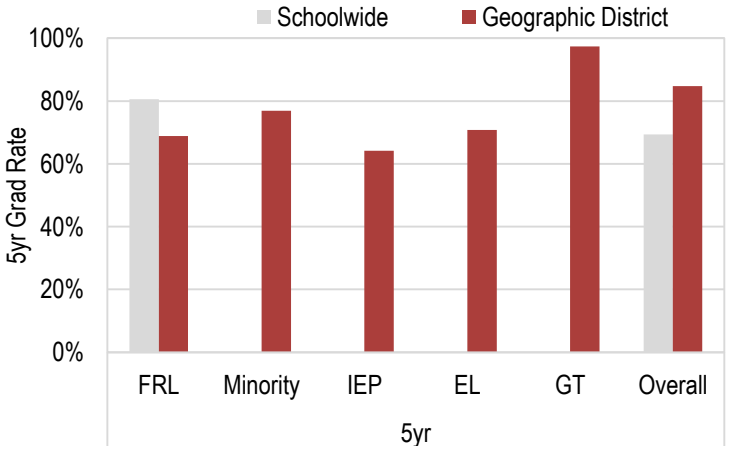
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

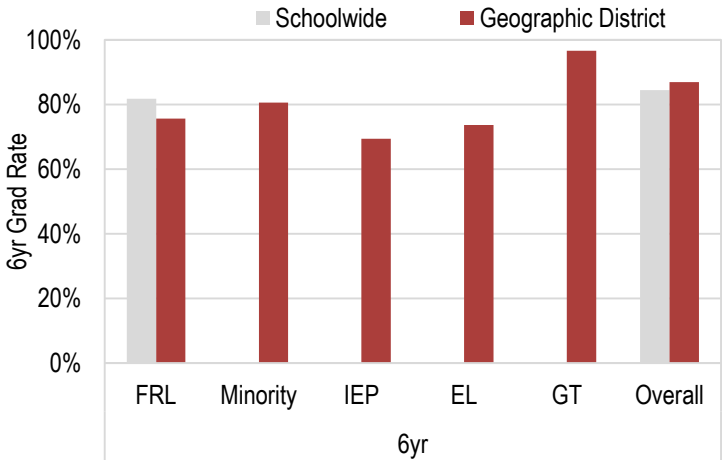
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	6yr	50	58.0%	36	80.6%	22	81.8%	n<16	--
Minority	4yr	20	60.0%	n<16	--	n<16	--	n<16	--
IEP	--	n<16	--	n<16	--	n<16	--	n<16	--
EL	--	n<16	--	0	*	n<16	--	0	*
GT	4yr	16	62.5%	n<16	--	n<16	--	n<16	--
Schoolwide	7yr	170	52.9%	98	69.4%	71	84.5%	39	97.4%

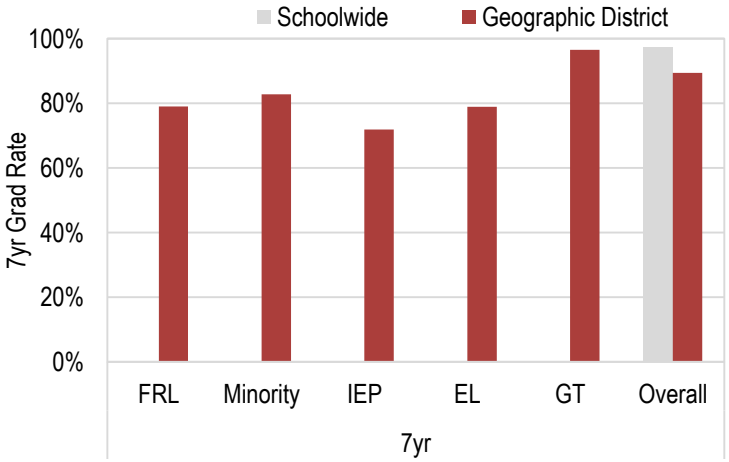
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	655	62.4%	627	68.9%	690	75.7%	638	79.0%
Minority	7yr	521	70.8%	481	76.9%	500	80.6%	483	82.8%
IEP	7yr	163	50.9%	198	64.1%	196	69.4%	185	71.9%
EL	7yr	109	60.6%	113	70.8%	114	73.7%	133	78.9%
GT	5yr	314	94.3%	269	97.4%	326	96.6%	258	96.5%
Geo. District	7yr	2099	81.4%	1983	84.8%	2116	87.0%	2042	89.4%

The School's "best of" graduation rate is greater than the geographic district's "best of" graduation rate by 8 percentage points. For students eligible for free or reduced price lunch, the School's "best of" graduation rate is greater than their peers in the geographic district's "best of" rate.









NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

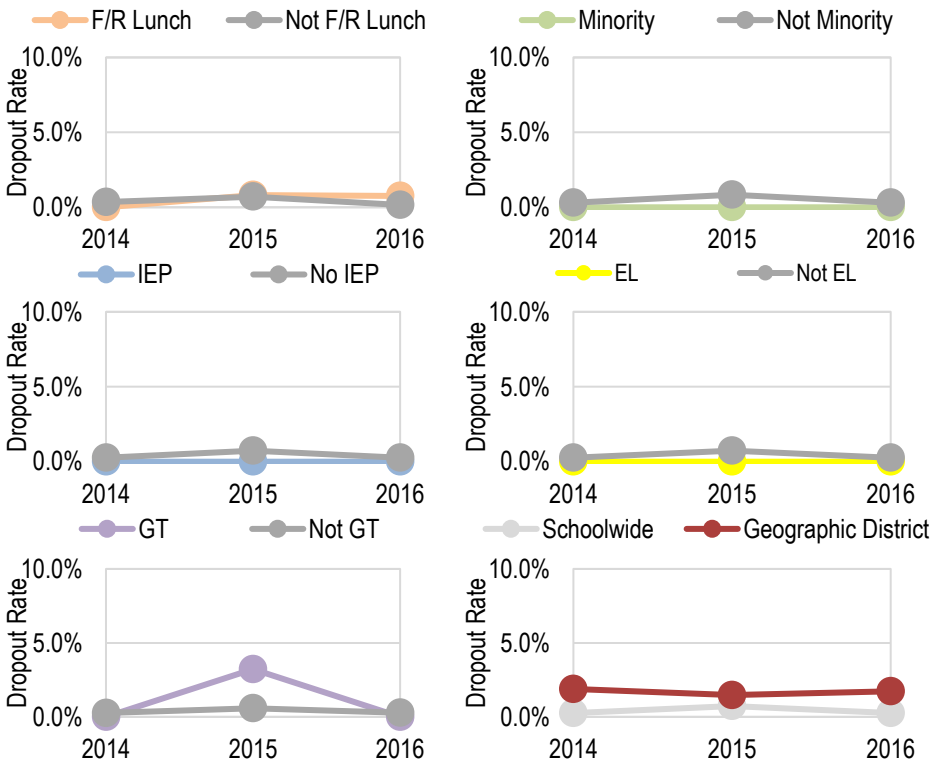
Dropout Rate: Subgroup Status and Gap Trends

-Are students dropping out of high school?

-How is the dropout rate changing over time?

Subgroup Dropout Rate Trends over Time				
Dropout		2014	2015	2016
Student Subgroup		Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.8%	0.8%
	N	0.4%	0.7%	0.2%
Minority	Y	0.0%	0.0%	0.0%
	N	0.3%	0.8%	0.3%
IEP	Y	n<16	n<16	0.0%
	N	0.3%	0.7%	0.3%
EL	Y	n<16	n<16	n<16
	N	0.3%	0.7%	0.3%
GT	Y	n<16	3.2%	0.0%
	N	0.3%	0.6%	0.3%
Schoolwide		0.3%	0.7%	0.3%
Geographic District		1.9%	1.5%	1.7%

The School exceeds state expectations for dropout rates and rates have decreased over time. Traditionally underserved student population dropout rates are largely lower than their non-subgroup peers. Dropout rates for students eligible for free or reduced price lunch is greater than their non-subgroup peers.

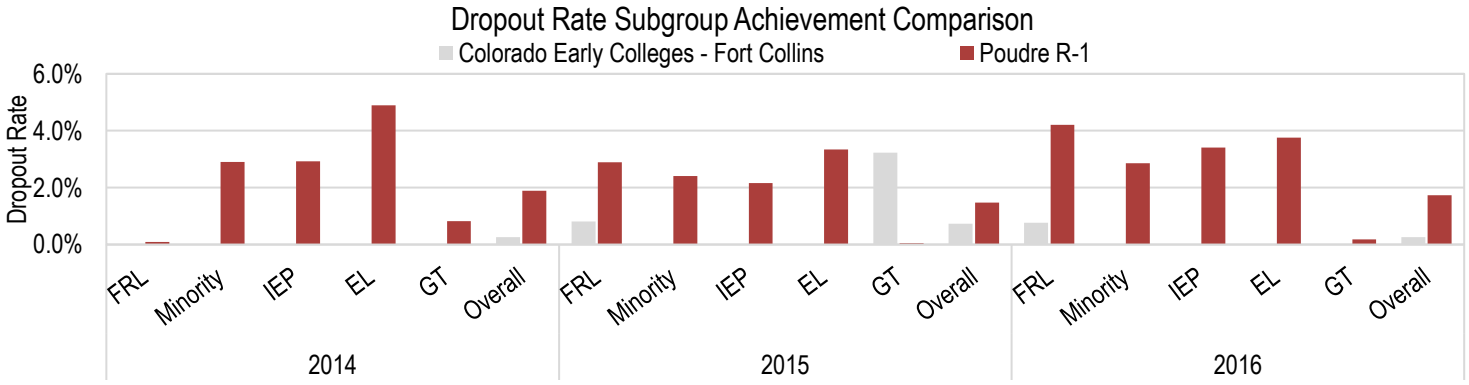


Dropout Rate: Subgroup Local Comparison

-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	100	0.0%	123	0.8%	131	0.8%
Minority	54	0.0%	72	0.0%	112	0.0%
IEP	n<16	--	n<16	--	16	0.0%
EL	n<16	--	n<16	--	n<16	--
GT	n<16	--	31	3.2%	28	0.0%
Schoolwide	383	0.3%	549	0.7%	770	0.3%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	3385	0.1%	4426	2.9%	4063	4.2%
Minority	3441	2.9%	3573	2.4%	3714	2.9%
IEP	1164	2.9%	1157	2.2%	1143	3.4%
EL	756	4.9%	689	3.3%	692	3.8%
GT	1955	0.8%	2000	0.1%	2152	0.2%
Geo. District	13627	1.9%	13754	1.5%	14069	1.7%



The School has largely lower dropout rates than their geographic district. In 2015, Gifted students had higher dropout rates than their peers in the geographic district.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

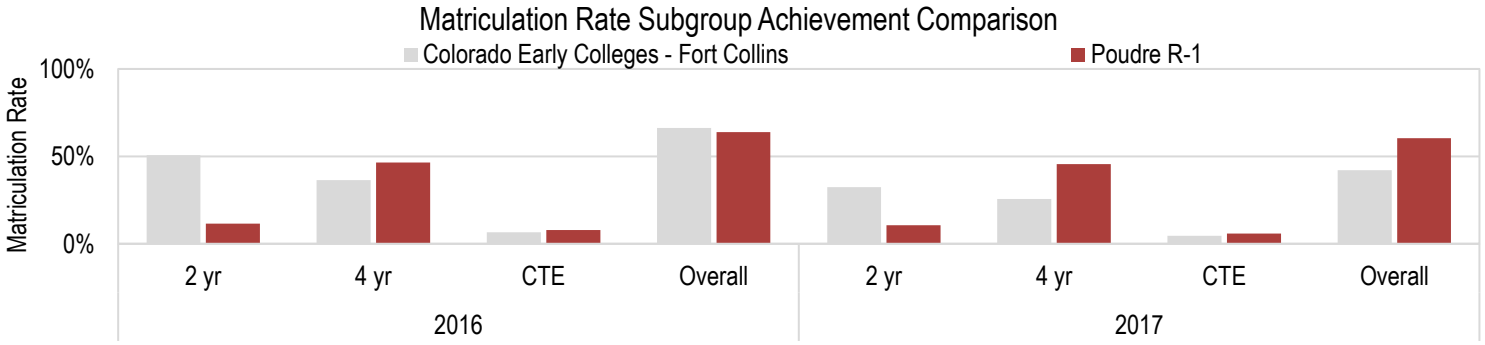
Matriculation Rate: School Status and Trends & Local Comparison

-Are high school graduates adequately prepared for post-secondary academic success?
-How are the matriculation rates changing over time?
-What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time				
Matriculation	2016		2017	
Category	N	Rate	N	Rate
2 yr	77	50.6%	133	32.3%
4 yr	77	36.4%	133	25.6%
CTE	77	6.5%	133	4.5%
Schoolwide	77	66.2%	133	42.1%

The School is approaching state expectations for matriculation in 2017 and matriculation rates have decreased over time. The School outperformed the geographic district in 2016 but not in 2017.

Geo. District Matriculation Rate Trends over Time				
Matriculation	2016		2017	
Category	N	Rate	N	Rate
2 yr	1751	11.6%	1922	10.6%
4 yr	1751	46.4%	1922	45.5%
CTE	1751	7.9%	1922	5.9%
Geo. District	1751	63.8%	1922	60.4%



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Exceeds | Approaching | Meets | Does Not Meet

Academic Performance Metrics

School Observations

***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

Fiscal Years 2015-2017 Financial Results

Government-Wide Financial Statement Metrics

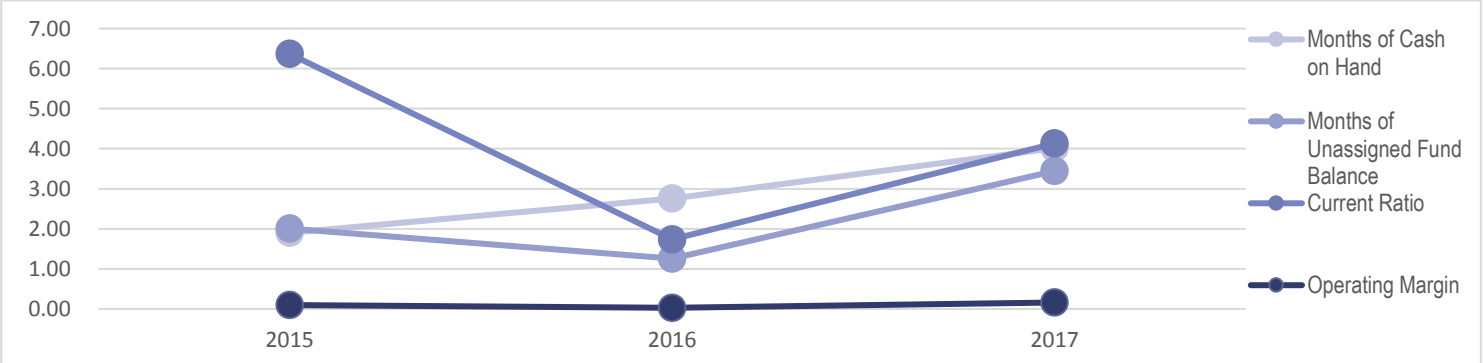
-What is the school's debt?
-What is the school's net asset position?
-Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics			
Metric	2015	2016	2017
Debt to Asset Ratio	1.72	1.38	1.32
Change in Net Position	$ 411,951.00	$ (530,012.00)	$ (1,974,658.00)
Default	N/A	N/A	NO

Governmental Funds Financial Statement Metrics

-Has the school met the statutory TABOR emergency reserve requirement?
-What is the school's months of cash on hand?
-What is the school's unassigned fund balance on hand?
-What is the school's current ratio?
-What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics			
Metric	2015	2016	2017
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES
Months of Cash on Hand	1.90	2.76	4.01
Months of Unassigned Fund Balance on Hand	2.00	1.26	3.44
Current Ratio	6.37	1.74	4.13
Operating Margin	9.7%	2.8%	16.0%



Proprietary Funds Financial Statement Metrics

-What is the school's months of cash on hand?
-What is the school's current ratio?
-What is the school's debt?
-What is the school's net asset position?

Proprietary Funds Financial Statement Metrics			
Metric	2015	2016	2017
Months of Cash on Hand	N/A	N/A	N/A
Current Ratio	N/A	N/A	N/A
Debt to Asset Ratio	N/A	N/A	N/A
Change in Net Position	N/A	N/A	N/A

Enrollment

-What is the school's funded pupil count variance?

Enrollment			
Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	10.5%	-3.5%	-2.7%
Change in FPC from Prior-Year	35.0%	49.7%	19.5%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Colorado Early Colleges - Fort Collins ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 25 pupils (3 percent), and 147 pupils (20 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB no. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.01 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 16 percent and an increase in their unassigned fund balance.

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Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review
CSI was not made aware of any issues relating to applicable education requirements for the 2016-17 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review
CECFC has increased staffing for special populations and improved facilities to provide greater opportunity for individual and small group instruction and testing. CECFC is working to develop internal systems to be able to better report the number of students with special needs enrolled in college courses, as they are not reflected in the Special Education statistics compiled by the state. The School is collaborating with the CSI Student Services Team on diverstiy, equity of access, and inclusion measures for subgroup populations through the Tiers of Support process. An updated Student Services Screener Report with 16-17 data will be released in January 2018.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review
CSI was not made aware of any issues relating to governance requirements for the 2016-17 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review
CSI was not made aware of any issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review
CSI was not made aware of any issues relating to health and safety requirements for the 2016-17 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2016-17 school year. CSI was not made aware of any issues relating to credentialing and background check requirements for the 2016-17 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review
CEC-FC received a Notice of Concern it received for failing to submit the Assurance of Compliance after a Corrective Action Notice was issued. CSI was not made aware of any other significant organizational compliance concerns during the 2016-17 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

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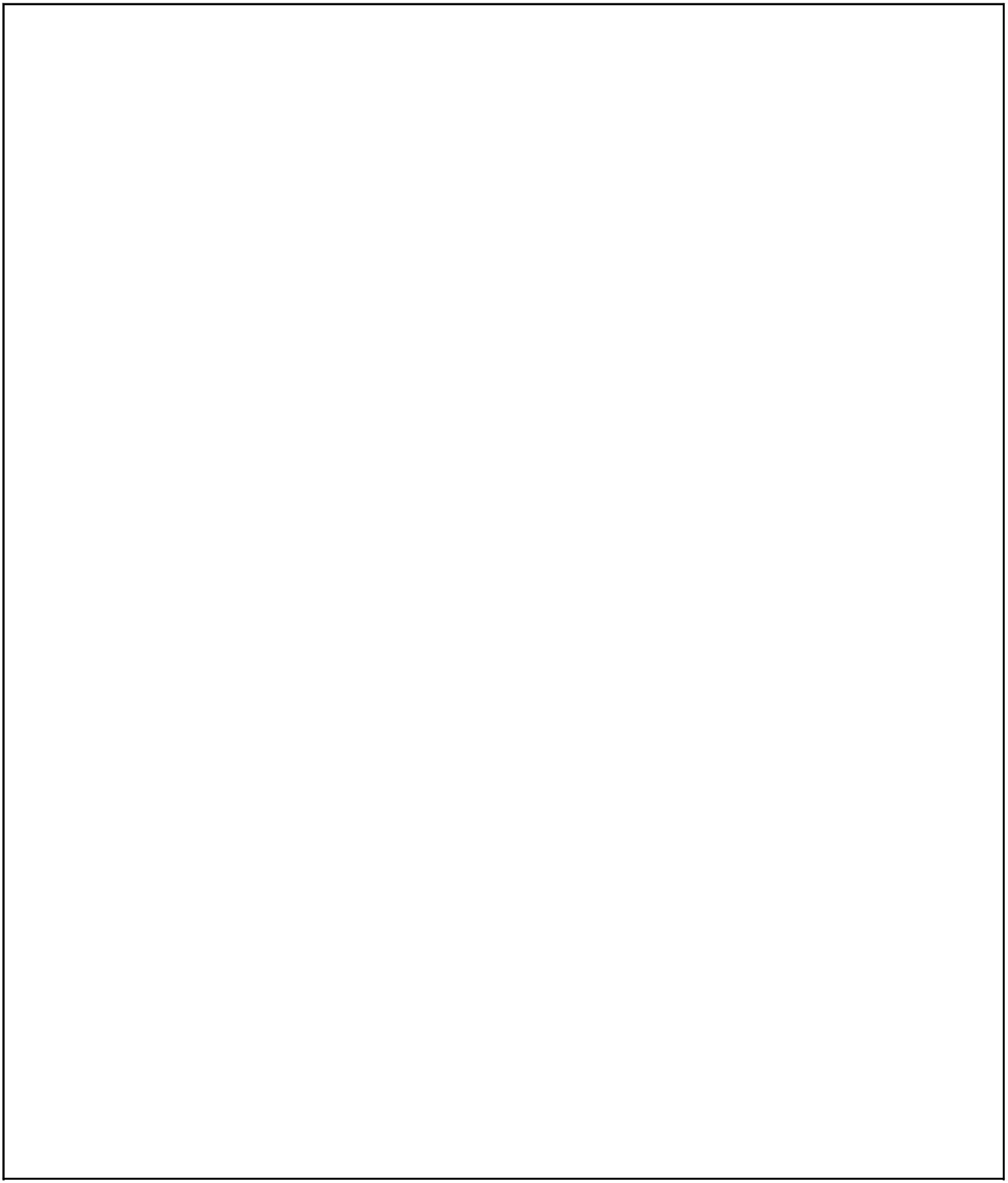

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