

Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2016-2017

Pikes Peak Prep



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 verified 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	Priority Improvement: Decreased due to Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Priority Improvement: Decreased due to Participation

Participation Rate Analysis

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 excluded 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	Does Not Meet 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	187	137	73.3%	34	89.5%	Does Not Meet 95%
Math	187	134	71.7%	37	89.3%	Does Not Meet 95%
Science	58	32	55.2%	20	84.2%	Does Not Meet 95%

Test Participation Rates - Disaggregated by Test

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	162	113	69.8%	34	88.3%	Does Not Meet 95%
CMAS Math	161	110	68.3%	37	88.7%	Does Not Meet 95%
CMAS Science	58	32	55.2%	20	84.2%	Does Not Meet 95%
PSAT/SAT Evidence-Based Reading and Writing	25	24	96.0%	0	96.0%	Meets 95%
PSAT/SAT Math	25	24	96.0%	0	96.0%	Meets 95%

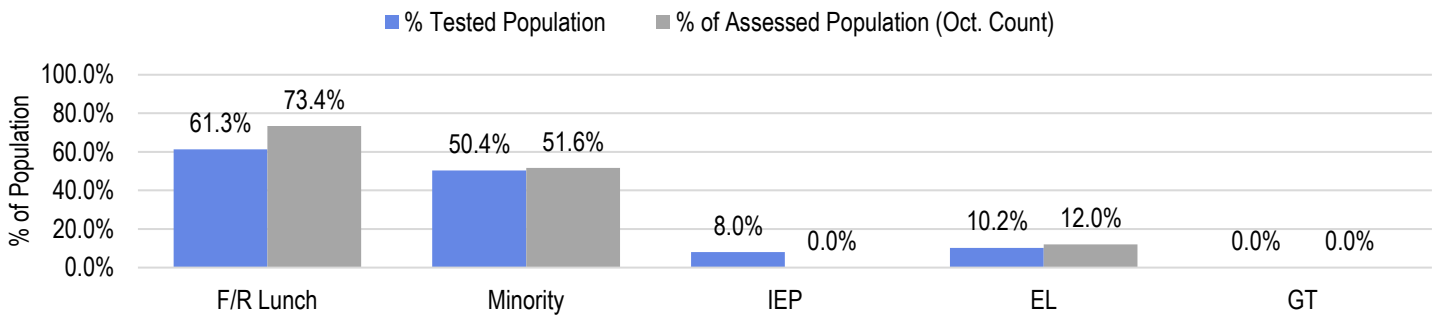
Participation Rate Analysis

Participation Rate Comparison

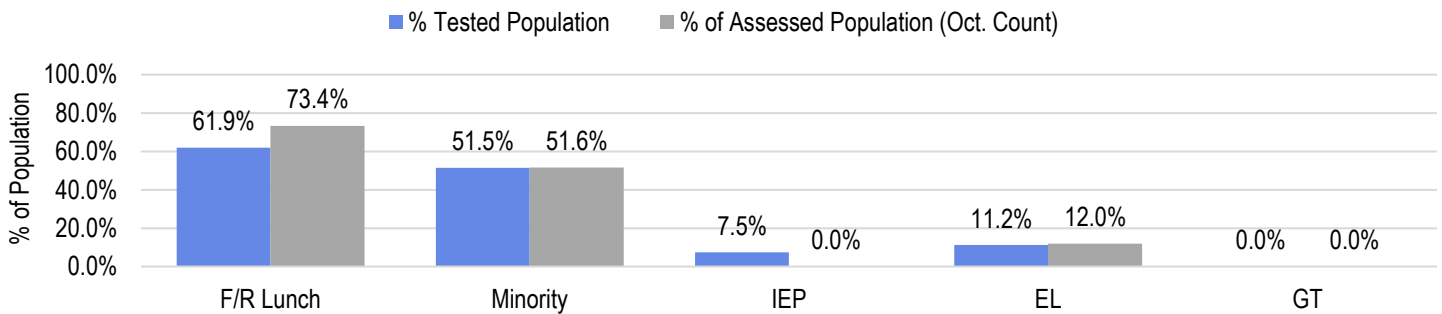
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	61.3%	73.4%	61.9%	73.4%	56.3%	73.4%
Minority	50.4%	51.6%	51.5%	51.6%	46.9%	51.6%
IEP	8.0%	0.0%	7.5%	0.0%	9.4%	0.0%
EL	10.2%	12.0%	11.2%	12.0%	6.3%	12.0%
GT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

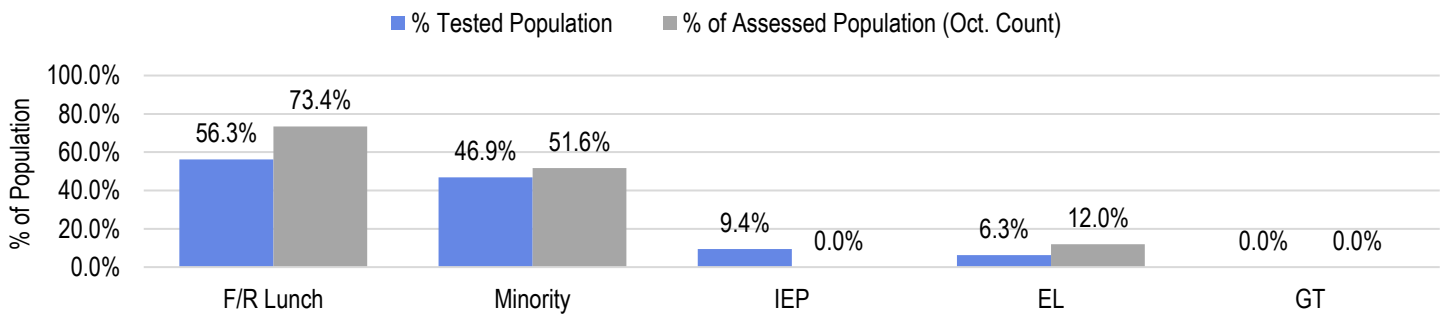
English Language Arts



Math



Science

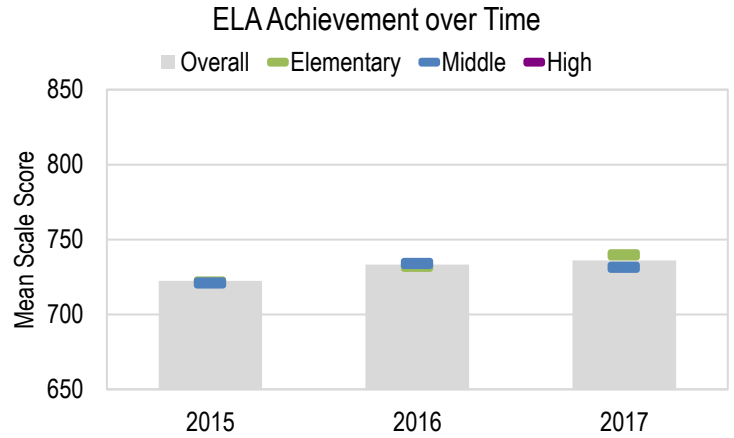


Academic Performance

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	16	728	22	749	26	751
4	n<16	--	n<16	--	16	722
5	19	716	23	722	19	739
Elementary	45	722	60	732	61	740
6	n<16	--	22	736	18	730
7	n<16	--	n<16	--	n<16	--
8	n<16	--	n<16	--	n<16	--
Middle	28	721	38	734	40	732
9	n<16	--	n<16	--	n<16	--
High	n<16	--	n<16	--	n<16	--
Overall	79	722	104	733	109	736



The elementary school level has seen increases in performance over the last three years, while performance in the middle school has been stable, with a slight decrease from 2016 to 2017.

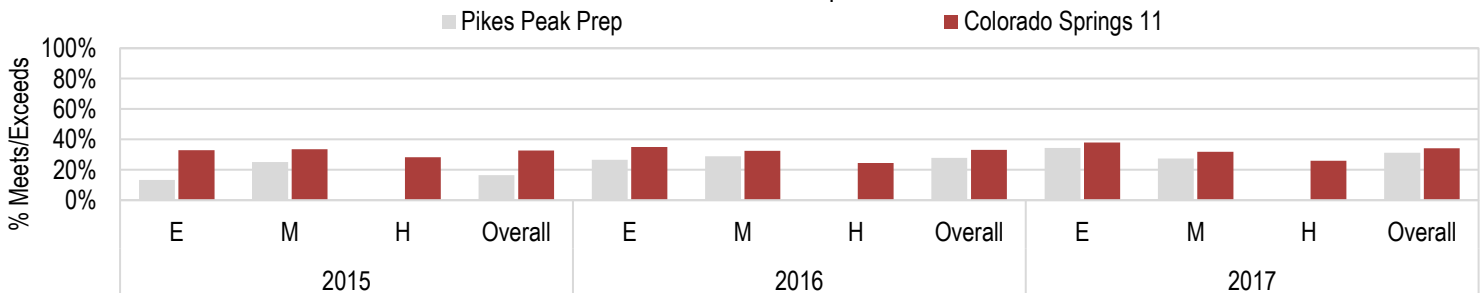
CMAS ELA: Local Comparison

-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	16	25.0%	22	40.9%	26	42.3%
4	n<16	--	n<16	--	16	18.8%
5	19	5.3%	23	21.7%	19	36.8%
Elementary	45	13.3%	60	26.7%	61	34.4%
6	n<16	--	22	31.8%	18	16.7%
7	n<16	--	n<16	--	n<16	--
8	n<16	--	n<16	--	n<16	--
Middle	28	25.0%	38	28.9%	40	27.5%
9	n<16	--	n<16	--	n<16	--
High	n<16	--	n<16	--	n<16	--
Overall	79	16.5%	104	27.9%	109	31.2%

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2129	34.1%	2091	32.2%	2134	33.1%
4	2035	32.2%	2090	37.3%	2062	37.5%
5	1968	32.4%	1994	35.5%	2105	43.5%
Elementary	6132	32.9%	6175	35.0%	6301	38.0%
6	1764	31.0%	1693	30.7%	1790	29.7%
7	1820	34.2%	1689	31.8%	1686	32.9%
8	1672	35.2%	1681	35.2%	1633	33.1%
Middle	5256	33.5%	5063	32.6%	5109	31.8%
9	1134	28.3%	978	24.4%	1513	25.8%
High	1134	28.3%	978	24.4%	1513	25.8%
Overall	12522	32.7%	12216	33.1%	12923	34.1%

ELA Achievement Comparison



The geographic district consistently outperforms the School in the percent of students meeting/exceeding state expectations in English Language Arts 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

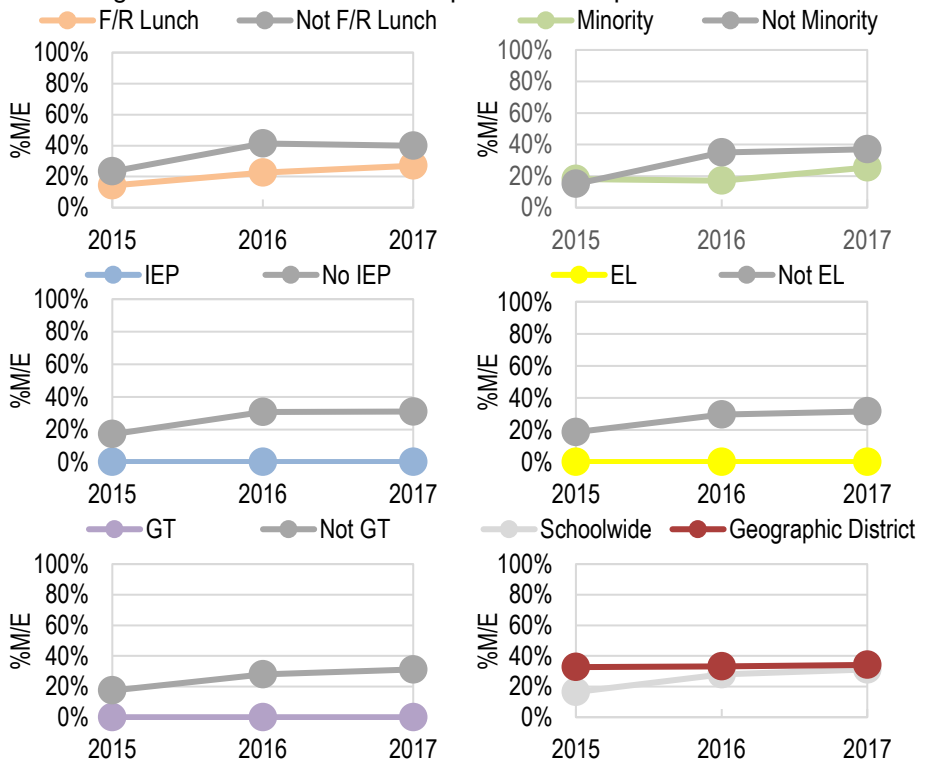
English Language Arts Subgroup Achievement

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	14.3%	22.7%	27.0%
	N	23.3%	41.4%	40.0%
Minority	Y	18.2%	17.1%	25.5%
	N	15.0%	34.9%	37.0%
IEP	Y	n<16	n<16	n<16
	N	17.1%	30.8%	31.0%
EL	Y	n<16	n<16	n<16
	N	18.7%	29.7%	31.6%
GT	Y	*	*	*
	N	17.4%	27.9%	31.2%
Schoolwide		16.5%	27.9%	31.2%
Geographic District		32.7%	33.1%	34.1%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in English Language Arts. Minority students in 2015 perform at levels slightly above their non-subgroup peers.



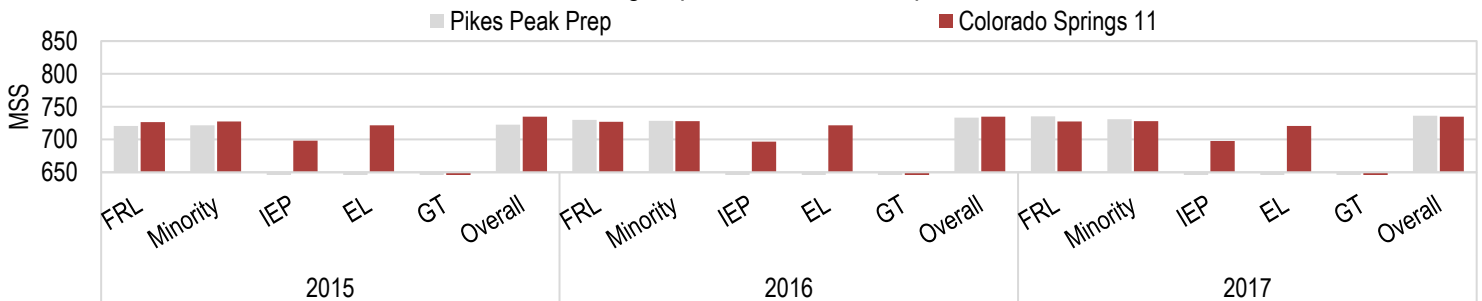
CMAS ELA: Subgroup Local Comparison

- 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	56	720	75	730	74	735
Minority	66	722	41	728	55	731
IEP	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--
GT	0	*	0	*	0	*
Schoolwide	79	722	104	733	109	736

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7061	727	6949	727	7411	727
Minority	5788	728	5577	728	6035	728
IEP	1152	698	1172	697	1296	698
EL	1578	722	1539	722	1500	721
GT	NA	NA	NA	NA	NA	NA
Geo. District	11830	735	11494	735	12257	735

ELA Subgroup Achievement Comparison



Traditionally underserved students largely outperform or match their peers in the geographic district in English Language Arts. In 2015, traditionally underserved students performed at levels below their peers in the geographic district while, in 2016, minority students mirrored the results of their peers.

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

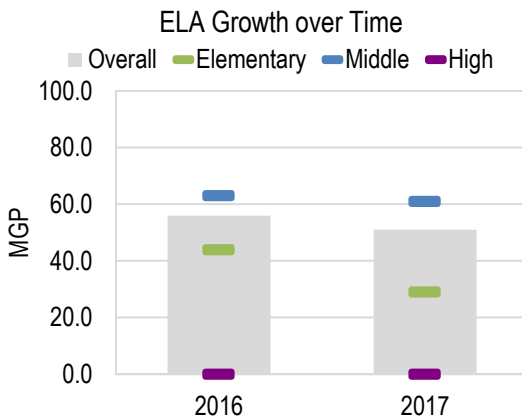
Exceeds	Approaching
Meets	Does Not Meet

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	n < 20	-	n < 20	--
5	n < 20	-	n < 20	--
Elementary	26	44.0	27	29.0
6	n < 20	-	n < 20	--
7	n < 20	-	n < 20	--
8	n < 20	-	n < 20	--
Middle	31	63.0	35	61.0
9	n < 20	--	n < 20	--
High	n < 20	--	n < 20	--
Overall	59	56.0	65	51.0

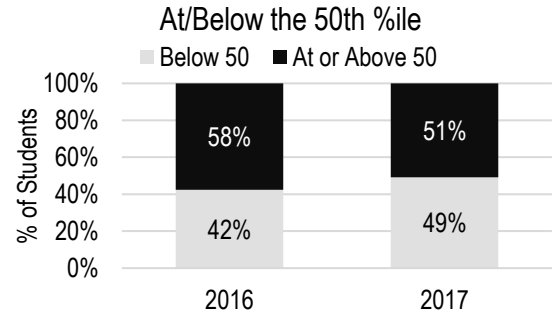
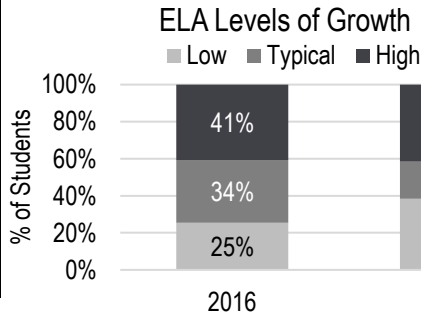


Overall the School is meeting state expectations for growth and growth scores have decreased over time overall and at each level, however, the elementary school is not meeting state expectations for growth.

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)	25%	38%
Typical (35-65)	34%	20%
High (above 65)	41%	42%



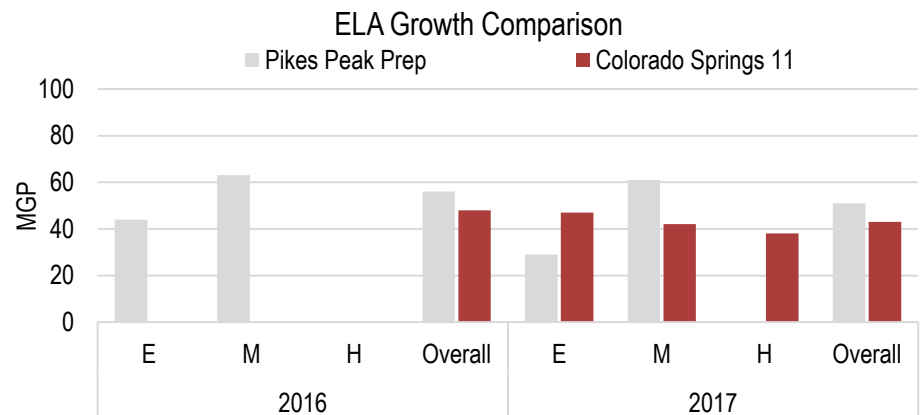
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	58%	51%
Below 50	42%	49%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 42% of students. The percent of students at or above the 50th percentile has decreased from 58% in 2016 to 51% 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	1796	47.0	1788	44.0
5	1715	54.0	1818	49.0
Elementary	3511	NA	3623	47.0
6	1457	46.0	1543	42.0
7	1398	45.0	1425	41.0
8	1408	46.5	1385	46.0
Middle	4263	NA	4336	42.0
9	757	43.0	1210	38.0
High	757	NA	1210	38.0
Overall	8531	48.0	9169	43.0



The School demonstrates higher growth scores than their geographic district overall and at the middle school level. Growth scores at the elementary school level are below the geographic district. Both the geographic district growth scores and the School's growth scores have decreased 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

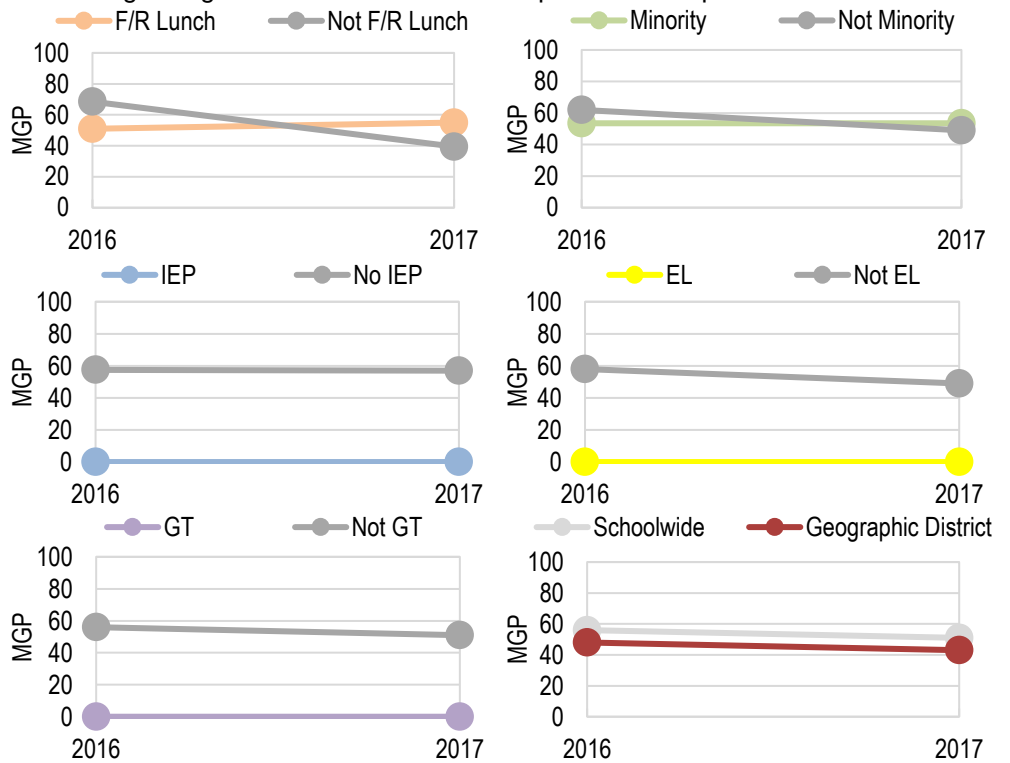
English Language Arts Subgroup Growth

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	51.0	55.0
	N	68.5	39.5
Minority	Y	53.5	53.5
	N	62.0	49.0
IEP	Y	n<20	n<20
	N	57.5	57.0
EL	Y	n<20	n<20
	N	58.0	49.0
GT	Y	n<20	n<20
	N	56.0	51.0
Schoolwide		56.0	51.0
Geographic District		48.0	43.0

In 2017, traditionally underserved students have higher growth scores than their non-subgroup peers. Growth for their non-subgroup peers has decreased over time while growth for traditionally underserved students is relatively stable. Growth scores for students eligible for free or reduced price lunch have increased slightly.



CMAS ELA: Subgroup Local Comparison

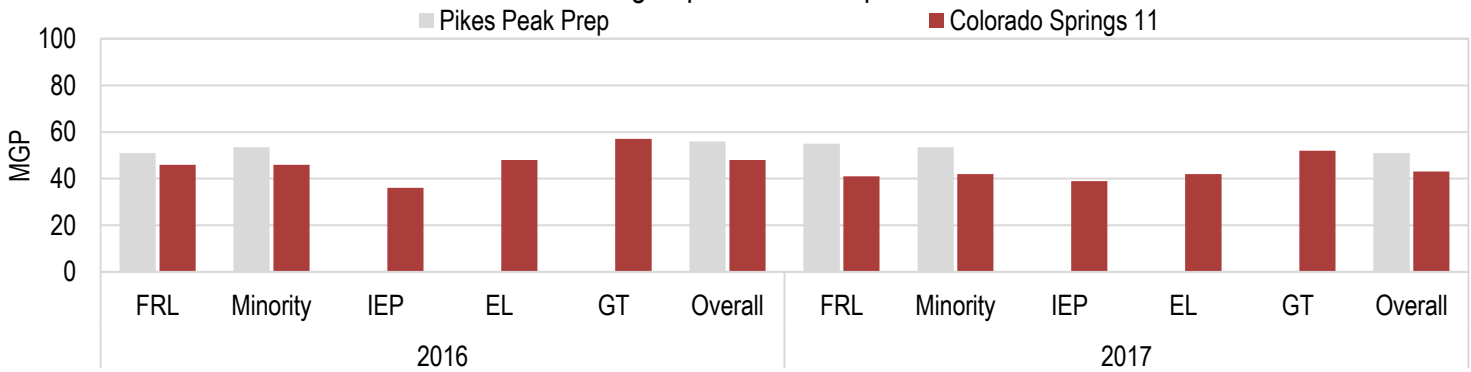
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	39	51.0	45	55.0
Minority	22	53.5	34	53.5
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	59	56.0	65	51.0

Traditionally underserved students outperform the geographic district.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	5022	46.0	5490	41.0
Minority	4125	46.0	4547	42.0
IEP	755	36.0	830	39.0
EL	1149	48.0	1214	42.0
GT	1049	57.0	1089	52.0
Geo. District	8531	48.0	9169	43.0

ELA Subgroup Growth Comparison



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

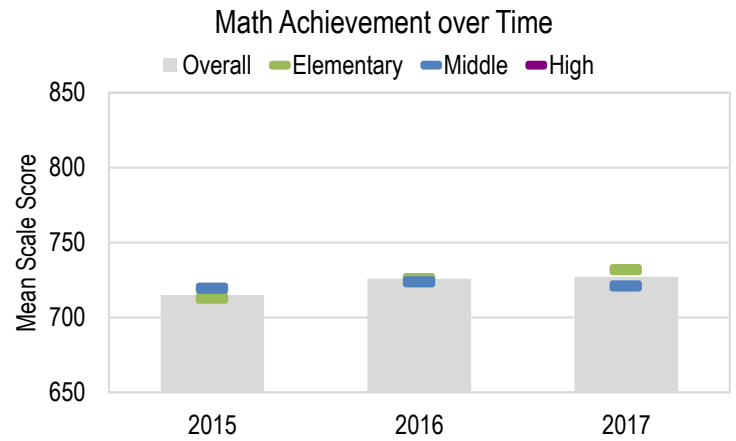
Academic Performance

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	16	721	22	758	24	749
4	n<16	--	n<16	--	n<16	--
5	19	708	23	710	19	726
Elementary	45	713	60	726	58	732
6	n<16	--	22	727	18	715
7	n<16	--	n<16	--	n<16	--
8	n<16	--	n<16	--	n<16	--
Middle	28	720	38	724	40	721
9	n<16	--	n<16	--	n<16	--
High	n<16	--	n<16	--	n<16	--
Overall	86	715	104	726	106	727



*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 elementary school level has seen increases in performance over the last three years, while performance in the middle school has been stable, with a slight decrease from 2016 to 2017.

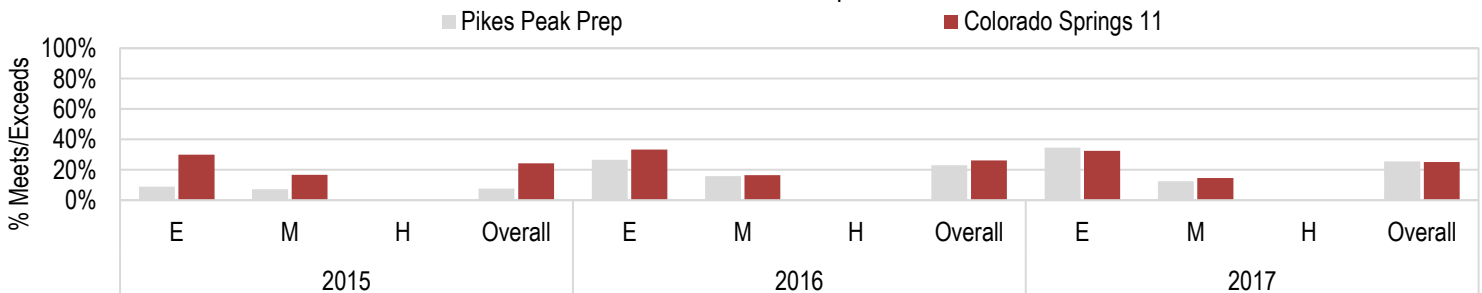
CMAS Math: Local Comparison

-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	16	18.8%	22	59.1%	24	50.0%
4	n<16	--	n<16	--	n<16	--
5	19	0.0%	23	8.7%	19	31.6%
Elementary	45	8.9%	60	26.7%	58	34.5%
6	n<16	--	22	13.6%	18	16.7%
7	n<16	--	n<16	--	n<16	--
8	n<16	--	n<16	--	n<16	--
Middle	28	7.1%	38	15.8%	40	12.5%
9	n<16	--	n<16	--	n<16	--
High	n<16	--	n<16	--	n<16	--
Overall	79	7.6%	104	23.1%	106	25.5%

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	2131	36.1%	2105	37.4%	2147	34.9%
4	2032	26.5%	2123	31.5%	2085	29.8%
5	1960	26.6%	1996	30.8%	2108	32.6%
Elementary	6123	29.9%	6224	33.3%	6340	32.5%
6	1764	22.2%	1691	21.3%	1790	19.2%
7	1681	15.8%	1603	15.4%	1582	14.7%
8	1136	9.0%	1238	11.4%	1191	7.8%
Middle	4581	16.6%	4532	16.5%	4563	14.7%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	10704	24.2%	10756	26.2%	10903	25.0%

Math Achievement Comparison



The geographic district largely outperforms the School in the percent of students meeting/exceeding state expectations in math overall and at each level. In 2017, elementary school students performed at levels slightly higher than 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

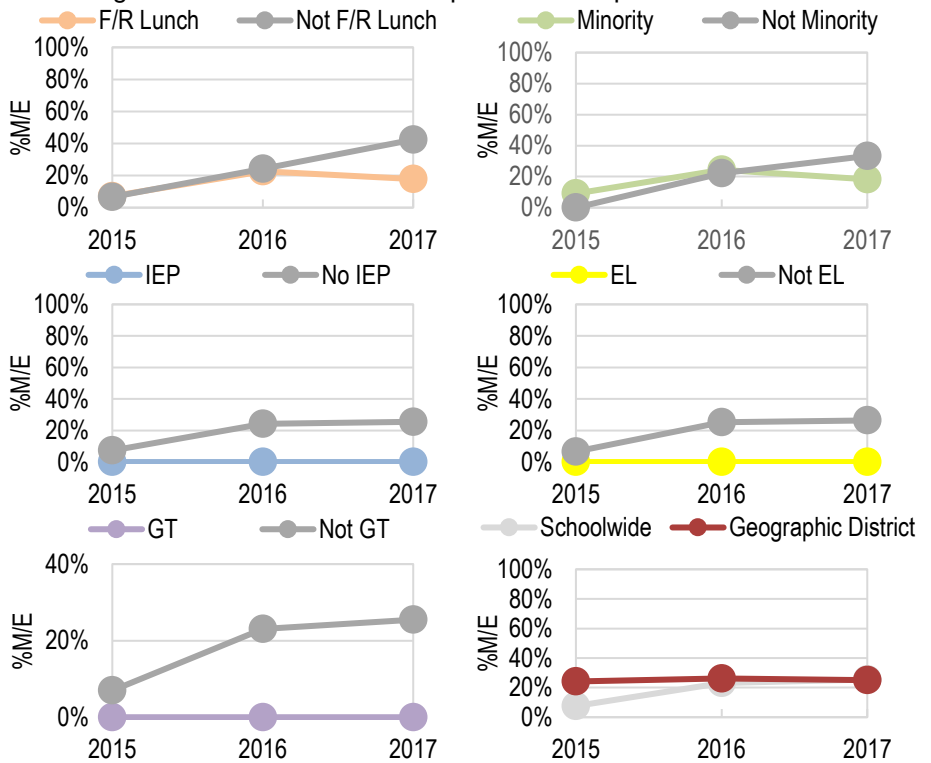
Math Subgroup Achievement

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	7.1%	22.7%	17.8%
	N	6.7%	24.1%	42.4%
Minority	Y	9.1%	24.4%	18.2%
	N	0.0%	22.2%	33.3%
IEP	Y	n<16	n<16	n<16
	N	7.3%	24.2%	25.5%
EL	Y	n<16	n<16	n<16
	N	6.7%	25.3%	26.4%
GT	Y	*	*	*
	N	7.0%	23.1%	25.5%
Schoolwide		7.6%	23.1%	25.5%
Geographic District		24.2%	26.2%	25.0%

In 2017, traditionally underserved students in the School perform at levels below their non-subgroup peers in math. In 2015 and 2016, minority students performed at levels above their non-subgroup peers. Students eligible for free or reduced price lunch in 2015 perform at levels slightly above their non-subgroup peers.



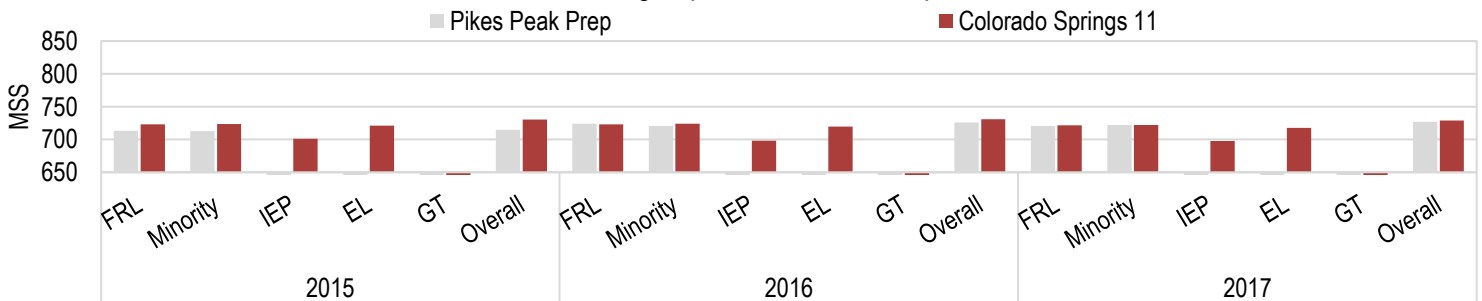
CMAS Math: Subgroup Local Comparison

- 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	56	713	75	724	73	721
Minority	66	713	41	721	55	722
IEP	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--
GT	0	*	0	*	0	*
Schoolwide	86	715	104	726	106	727

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7031	723	6923	723	7466	722
Minority	5767	724	5560	724	6088	722
IEP	1135	701	1171	698	1298	698
EL	1576	721	1532	720	1575	718
GT	NA	NA	NA	NA	NA	NA
Geo. District	11779	730	11501	731	12318	729

Math Subgroup Achievement Comparison



Traditionally underserved students perform at levels below their peers in the geographic district in math. In 2016, students eligible for free or reduced price lunch have scores slightly above their peers in the geographic district. In 2017, minority student results mirror 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

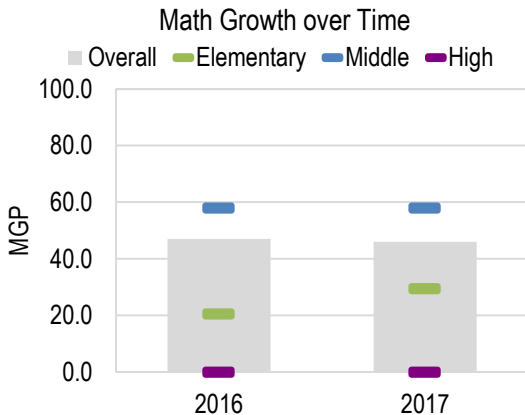
Academic Performance

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	n < 20	-	n < 20	--
5	n < 20	-	n < 20	--
Elementary	28	20.5	26	29.5
6	n < 20	-	n < 20	--
7	n < 20	-	n < 20	--
8	n < 20	-	n < 20	--
Middle	33	58.0	37	58.0
9	n < 20	--	n < 20	--
High	n < 20	--	n < 20	--
Overall	63	47.0	67	46.0

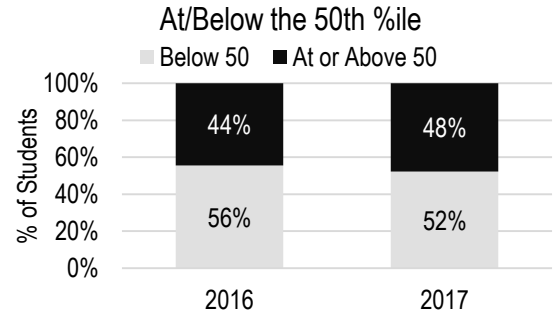
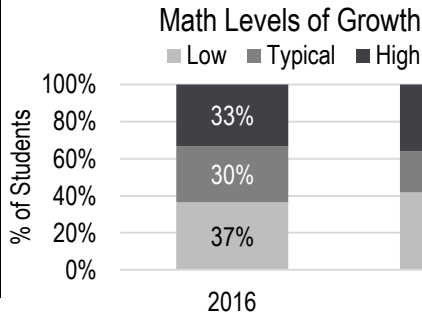


Overall the School is approaching state expectations for growth and growth scores have decreased over time. At the elementary school level, growth scores do not meet expectations and have increased over time. The middle school is meeting expectations in growth and is stable over time.

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)	37%	42%
Typical (35-65)	30%	22%
High (above 65)	33%	36%



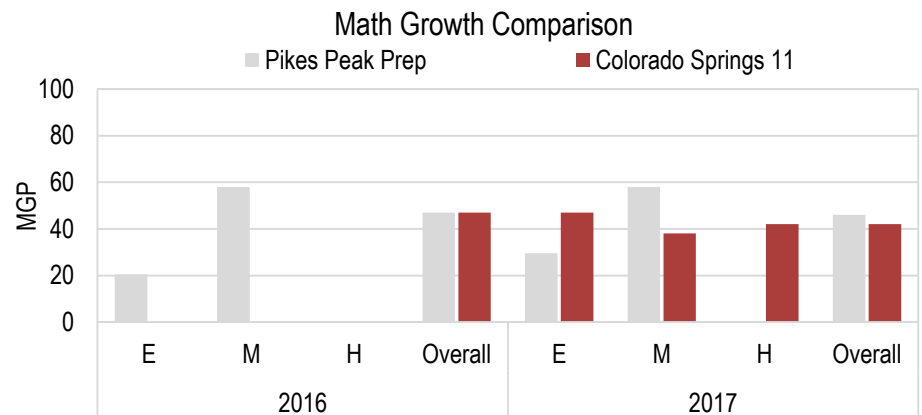
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	44%	48%
Below 50	56%	52%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 36% of students. The percent of students at or above the 50th percentile has increased from 44% in 2016 to 48% 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	1816	48.0	1800	43.0
5	1712	52.0	1846	50.0
Elementary	3528	NA	3663	47.0
6	1450	37.0	1547	31.0
7	1323	48.0	1418	44.0
8	1378	46.5	1368	40.0
Middle	4151	NA	4316	38.0
9	618	50.0	965	42.0
High	618	NA	965	42.0
Overall	8297	47.0	8944	42.0



In 2017, the School outperforms growth scores in their geographic district overall and at the middle school level. Growth scores at the elementary school level are below the geographic district. The School and the geographic district's growth scores have both decreased 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

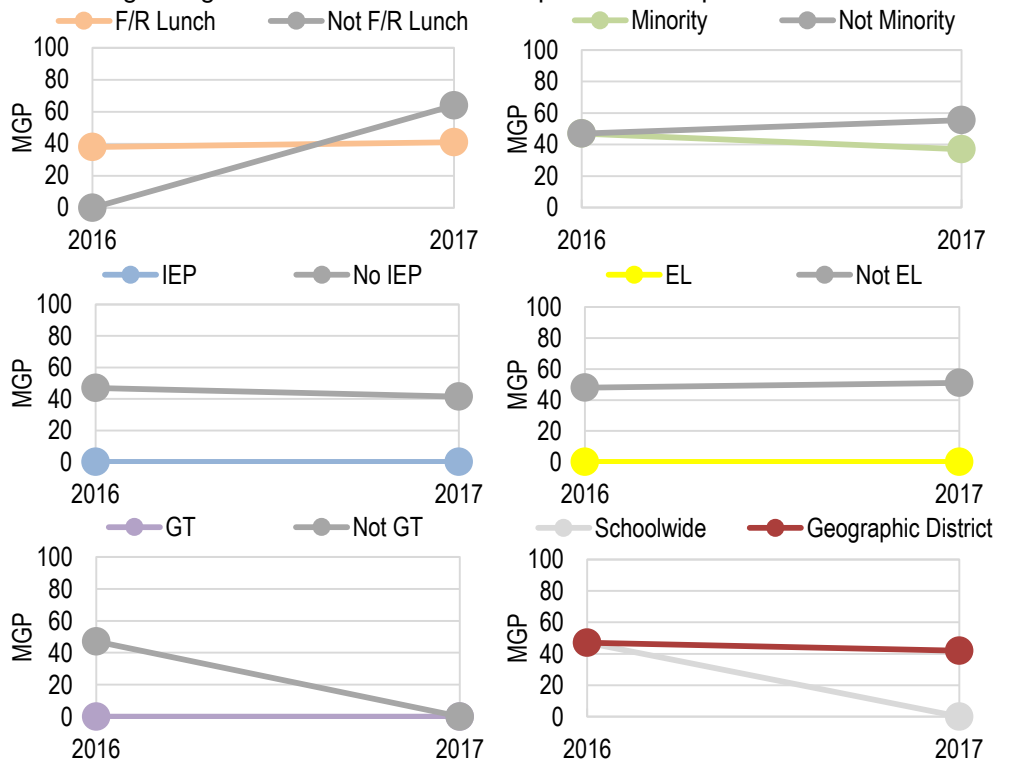
Math Subgroup Growth

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	38.0	41.0
	N	n<20	64.0
Minority	Y	47.0	37.0
	N	47.0	55.5
IEP	Y	n<20	n<20
	N	47.0	41.5
EL	Y	n<20	n<20
	N	48.0	51.0
GT	Y	n<20	n<20
	N	47.0	46.0
Schoolwide		47.0	n<20
Geographic District		47.0	42.0

Minority student growth scores have decreased from the year prior and fall below their non-subgroup peers. Growth scores for students eligible for free or reduced price lunch have increased over time and fall below their non-subgroup peers.



CMAS Math: Subgroup Local Comparison

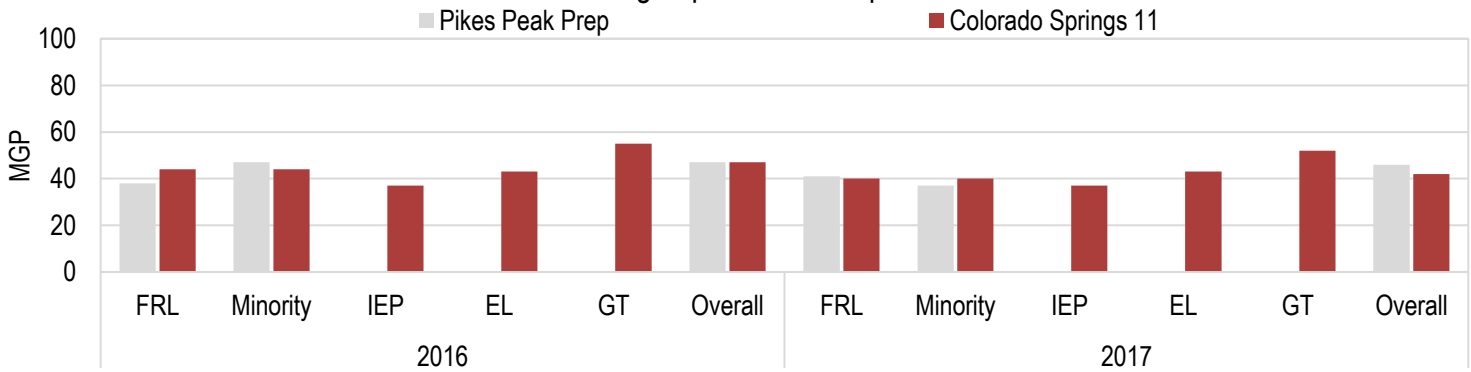
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	44	38.0	47	41.0
Minority	27	47.0	35	37.0
IEP	n<20	--	n < 20	--
EL	n < 20	-	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	63	47.0	67	46.0

In 2017, minority students have growth scores below their peers in the geographic district. In 2016, students eligible for free or reduced price lunch have growth scores below their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	4914	44.0	5377	40.0
Minority	4036	44.0	4438	40.0
IEP	748	37.0	823	37.0
EL	1121	43.0	1196	43.0
GT	941	55.0	998	52.0
Geo. District	8297	47.0	8944	42.0

Math Subgroup Growth Comparison



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

Academic Performance

Postsecondary and Workforce Readiness Achievement

PSAT: School Status and Trends

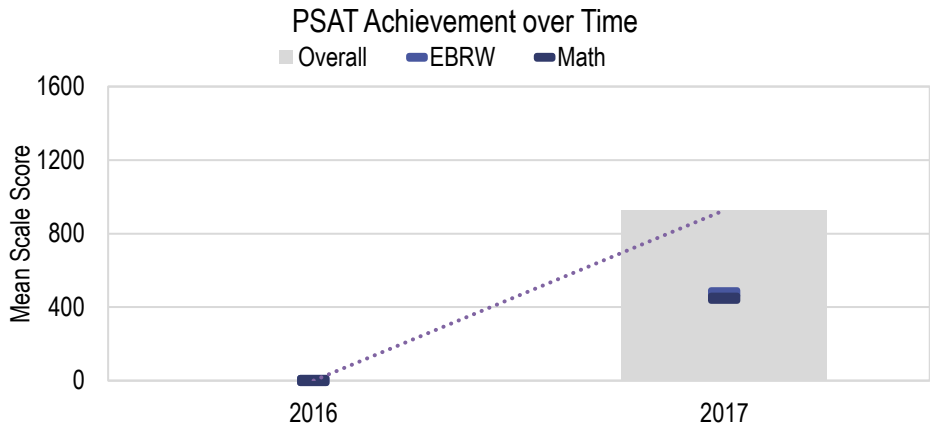
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW [^]				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	n<16	--	16	478

[^]Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	n<16	--	16	449

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	n<16	--	16	927



The School's PSAT Evidence-Based Reading and Writing scores meet state expectations. PSAT math scores approach state expectations.

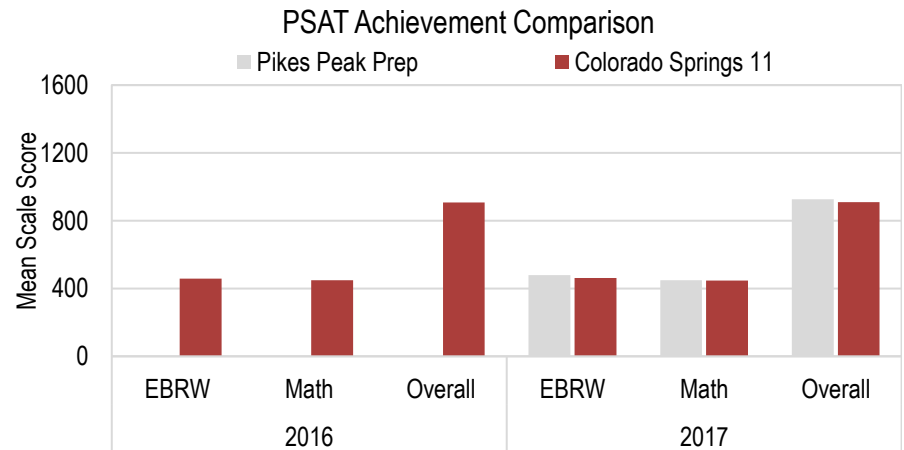
PSAT: Local Comparison

-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	1618	459	1699	462

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	1618	449	1699	448

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	1618	908	1699	910



Overall, the School's PSAT 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 scores slightly higher on the 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

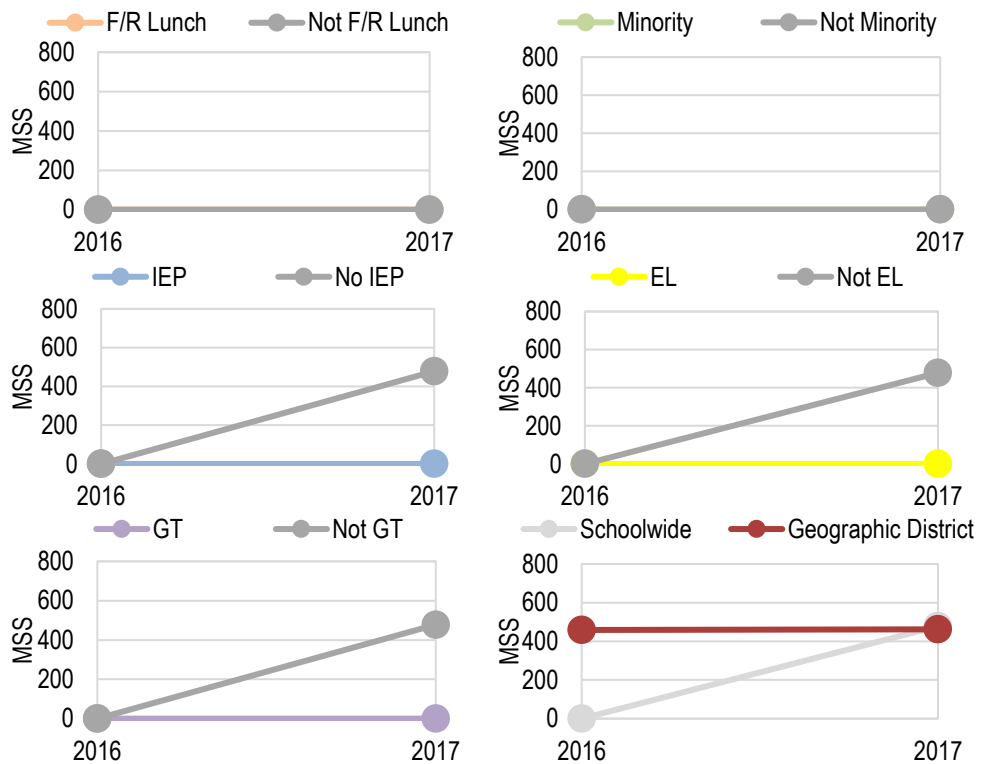
Postsecondary and Workforce Readiness Achievement

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<16	n<16
	N	n<16	n<16
Minority	Y	n<16	n<16
	N	n<16	n<16
IEP	Y	*	*
	N	n<16	478
EL	Y	*	*
	N	n<16	478
GT	Y	*	*
	N	n<16	478
Schoolwide		n<16	478
Geographic District		459	462

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

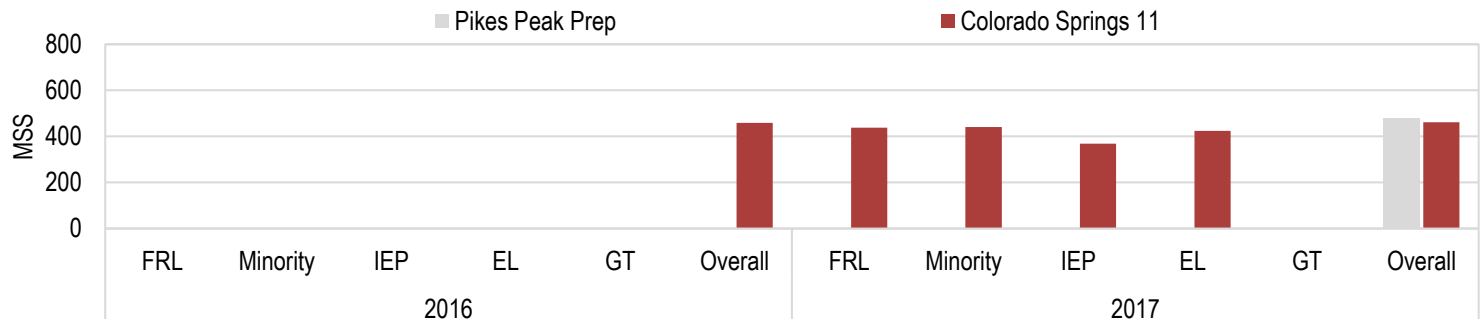
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	n<16	--
Minority	n<16	--	n<16	--
IEP	0	*	0	*
EL	0	*	0	*
GT	0	*	0	*
Schoolwide	n<16	--	16	478

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	812	438
Minority	NA	NA	771	440
IEP	NA	NA	107	368
EL	NA	NA	222	424
GT	NA	NA	NA	NA
Geo. District	1618	459	1699	462

EBRW Subgroup PSAT Comparison



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

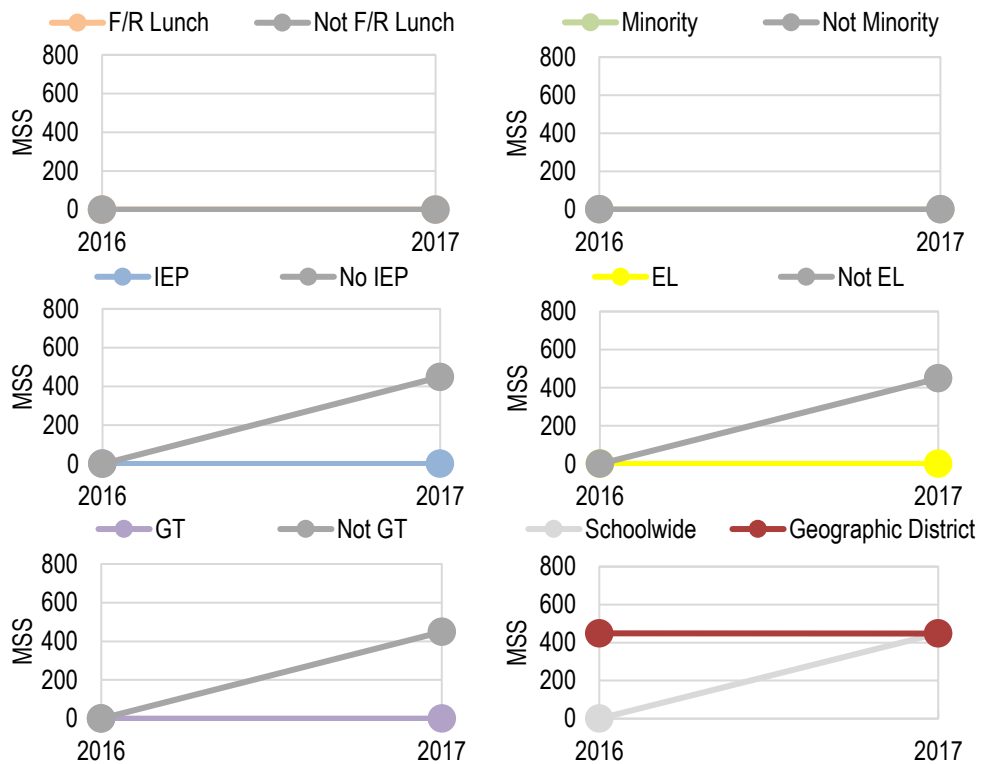
Postsecondary and Workforce Readiness Achievement

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<16	n<16
	N	n<16	n<16
Minority	Y	n<16	n<16
	N	n<16	n<16
IEP	Y	*	*
	N	n<16	449
EL	Y	*	*
	N	n<16	449
GT	Y	*	*
	N	n<16	449
Schoolwide		n<16	449
Geographic District		449	448

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

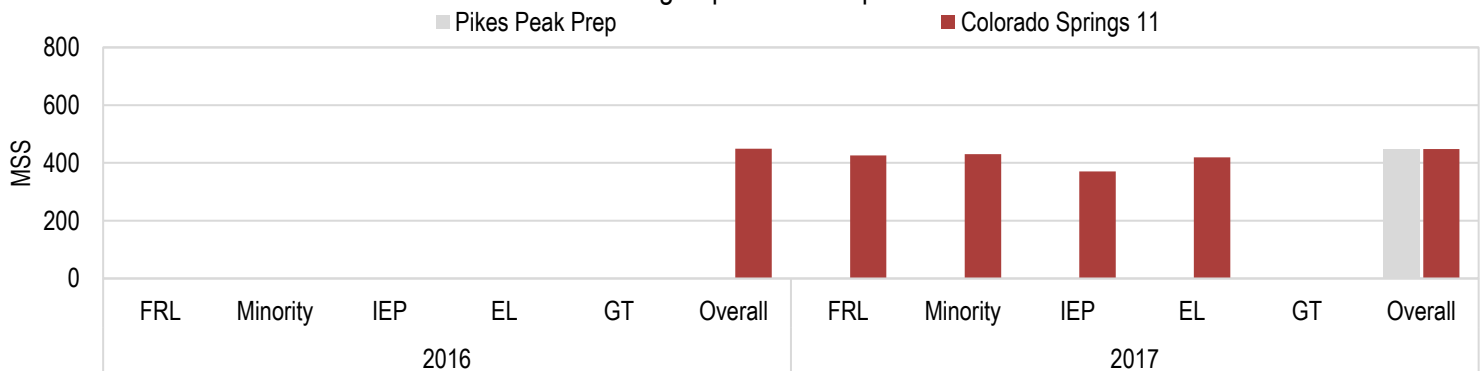
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	n<16	--
Minority	n<16	--	n<16	--
IEP	0	*	0	*
EL	0	*	0	*
GT	0	*	0	*
Schoolwide	n<16	--	16	449

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	812	426
Minority	NA	NA	771	431
IEP	NA	NA	107	371
EL	NA	NA	222	420
GT	NA	NA	NA	NA
Geo. District	1618	449	1699	448

Math Subgroup PSAT Comparison



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

Academic Performance

Postsecondary and Workforce Readiness Achievement

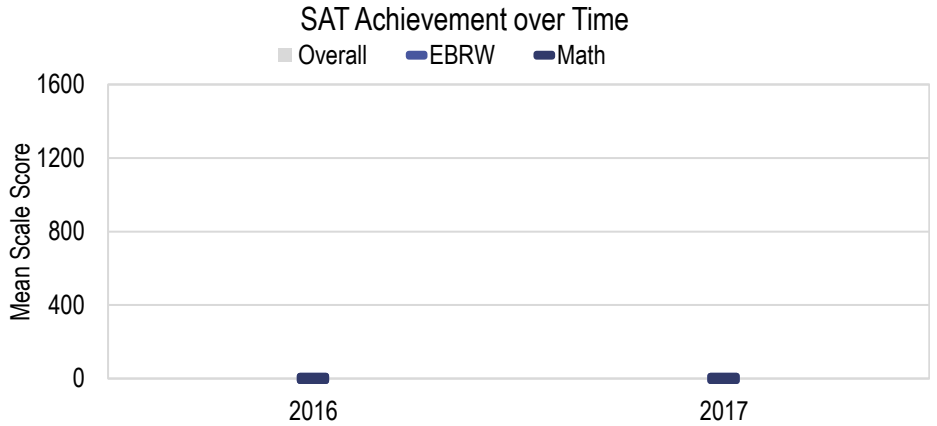
SAT: School Status and Trends

-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	n<16	--

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	n<16	--

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	n<16	--



Student performance on the SAT cannot be publicly reported in 2017 due to low student counts (n<16).

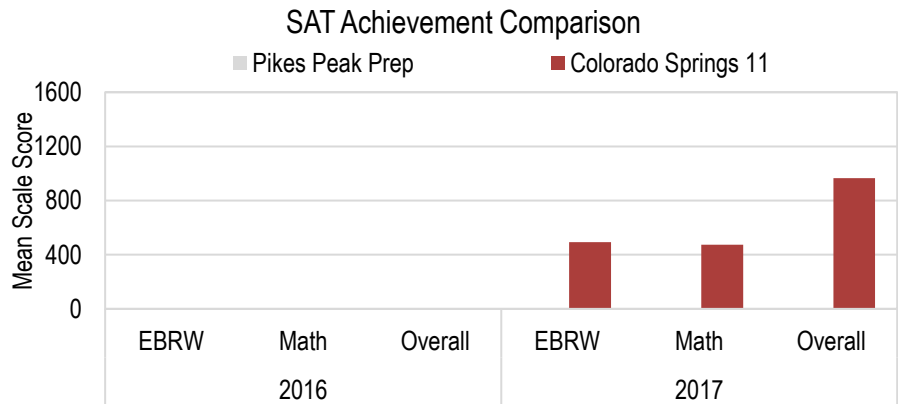
SAT: Local Comparison

-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	1672	492

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	1672	474

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	1672	966



Student performance on the SAT cannot be publicly reported in 2017 due to low student counts (n<16).

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

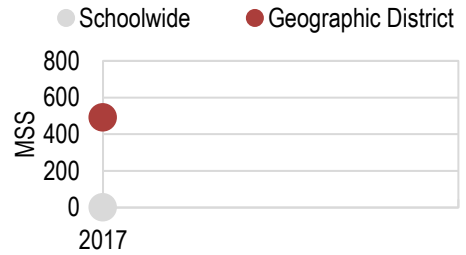
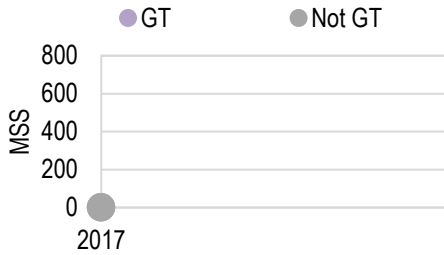
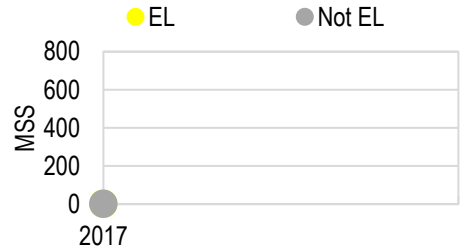
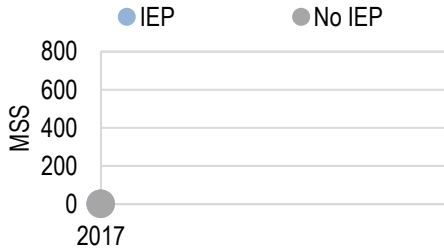
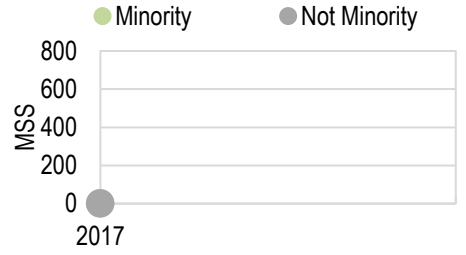
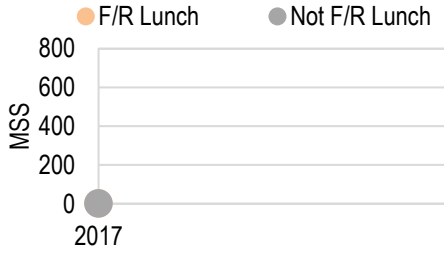
Postsecondary and Workforce Readiness Achievement

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?

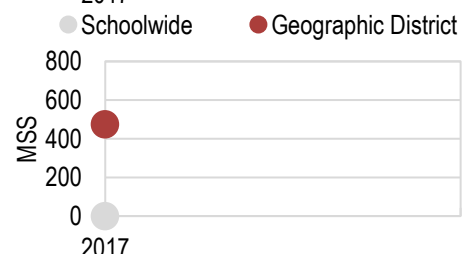
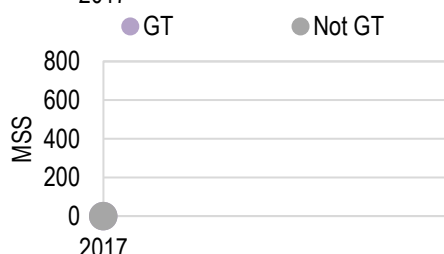
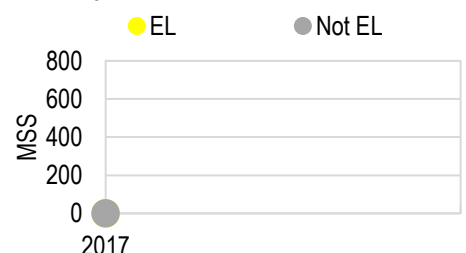
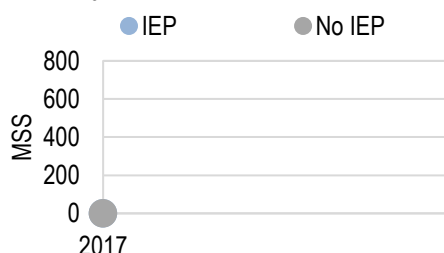
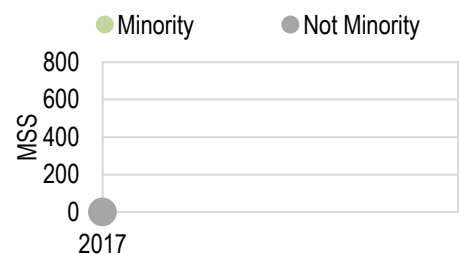
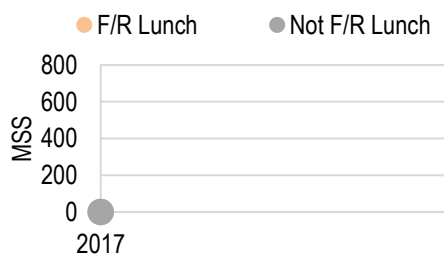
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	n<16	--
	N	n<16	--
Minority	Y	n<16	--
	N	n<16	--
IEP	Y	0	*
	N	n<16	--
EL	Y	0	*
	N	n<16	--
GT	Y	0	*
	N	n<16	--
Schoolwide		n<16	--
Geographic District		1672	492

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



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	n<16	--
	N	n<16	--
Minority	Y	n<16	--
	N	n<16	--
IEP	Y	0	*
	N	n<16	--
EL	Y	0	*
	N	n<16	--
GT	Y	0	*
	N	n<16	--
Schoolwide		n<16	--
Geographic District		1672	474

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



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

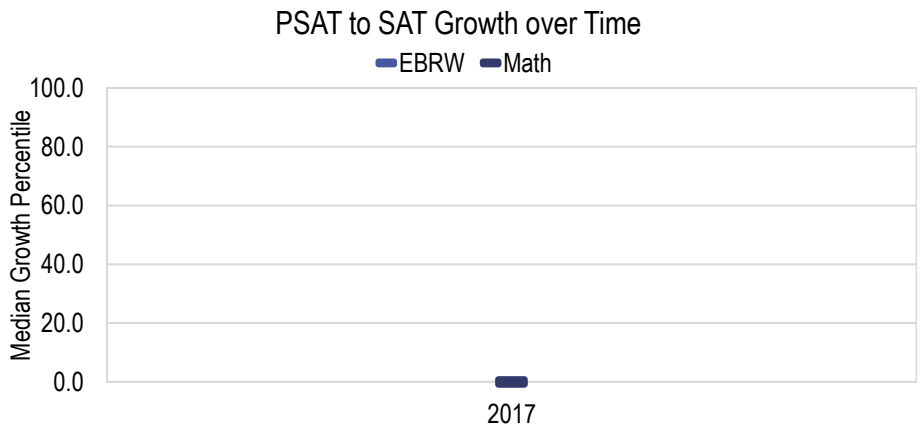
PSAT to SAT: School Status and Trends

-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	n<20	--

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	n<20	--

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

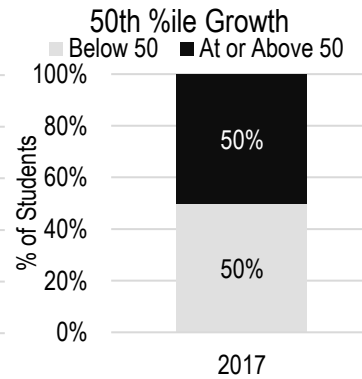
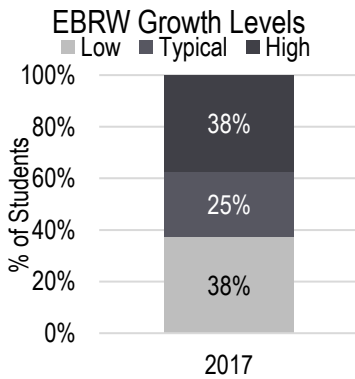


Student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

PSAT to SAT: Levels of Growth

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

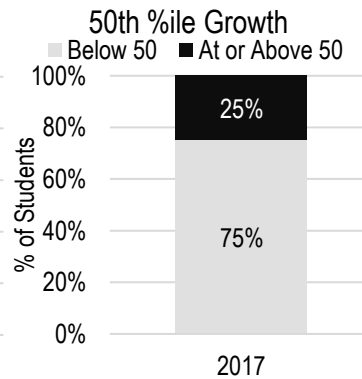
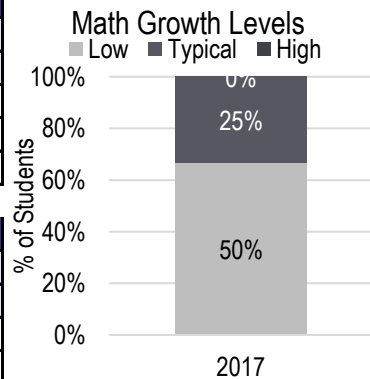
EBRW Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	38%
Typical (35-65)	25%
High (above 65)	38%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. 50% of students were at or above the 50th percentile for growth.

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

Math Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	50%
Typical (35-65)	50%
High (above 65)	0%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 50% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 0% of students. 25% of students were at or above the 50th percentile for growth.

Math 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	25%
Below 50	75%

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

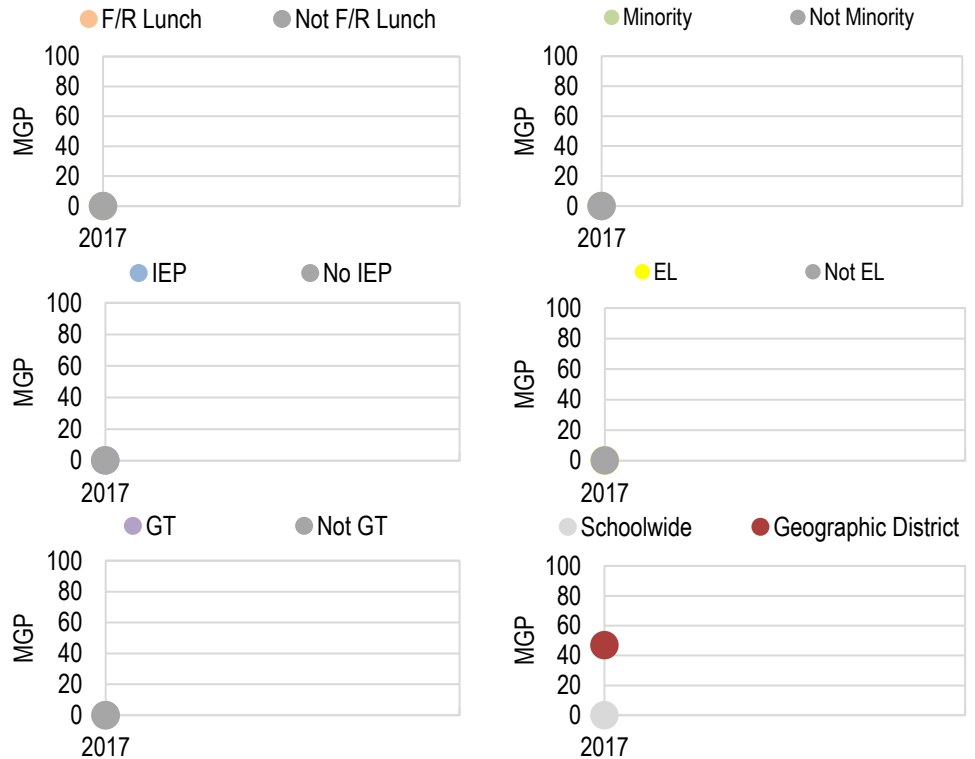
Postsecondary and Workforce Readiness Growth

PSAT to SAT: 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	n<20	--
	N	n<20	--
Minority	Y	n<20	--
	N	n<20	--
IEP	Y	0	*
	N	n<20	--
EL	Y	0	*
	N	n<20	--
GT	Y	0	*
	N	n<20	--
Schoolwide		n<20	--

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).



PSAT to SAT: Subgroup Local Comparison

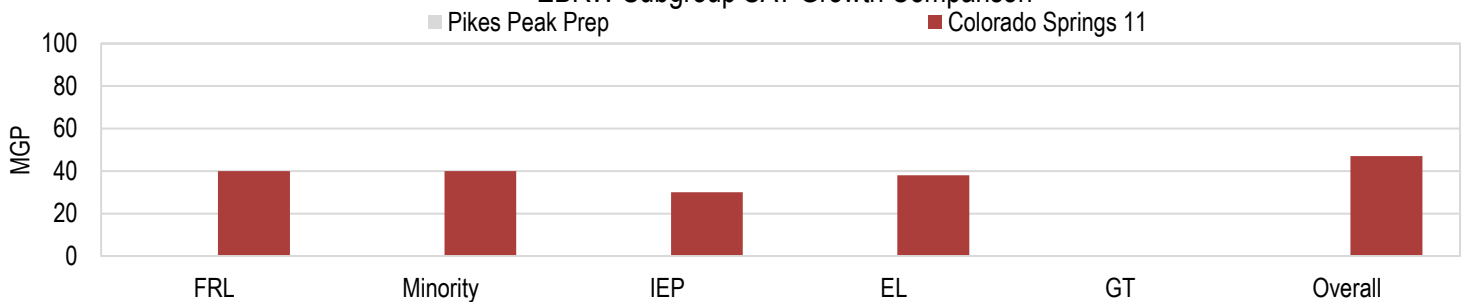
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

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

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

Geo. District EBRW Growth		
PSAT to SAT		2017
Subgroup	N	MGP
F/R Lunch	572	40.0
Minority	607	40.0
IEP	66	30.0
EL	163	38.0
GT	NA	NA
Geo. District	1348	47.0

EBRW Subgroup SAT Growth Comparison



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

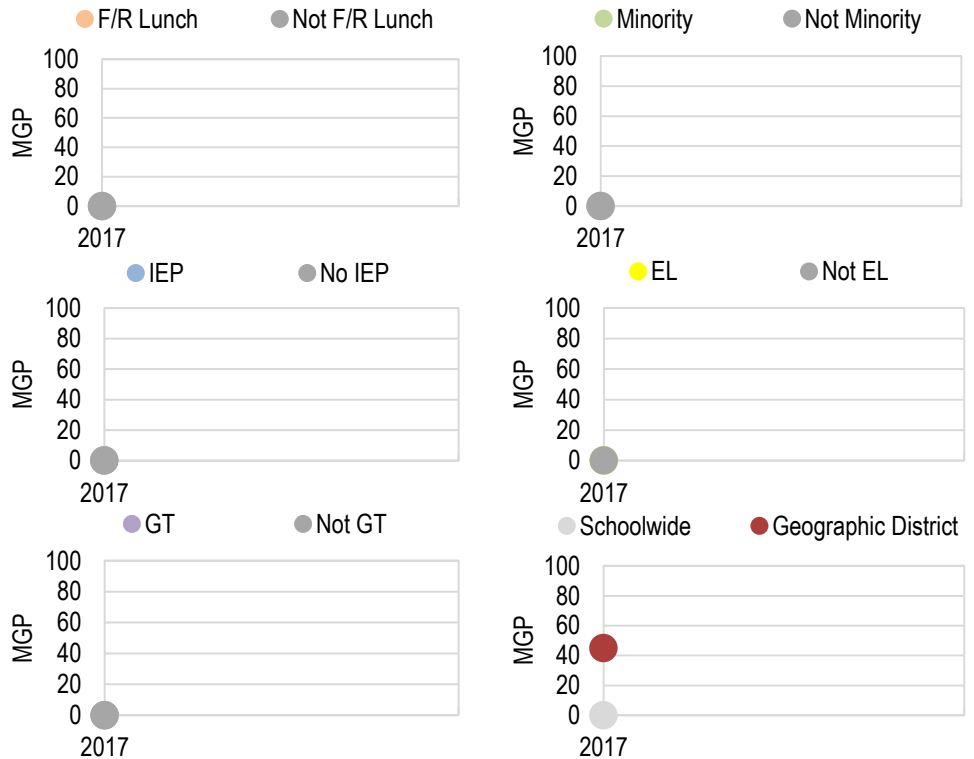
Postsecondary and Workforce Readiness Growth

PSAT to SAT: 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	n<20	--
	N	n<20	--
Minority	Y	n<20	--
	N	n<20	--
IEP	Y	0	*
	N	n<20	--
EL	Y	0	*
	N	n<20	--
GT	Y	0	*
	N	n<20	--
Schoolwide		n<20	--

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).



PSAT to SAT: Subgroup Local Comparison

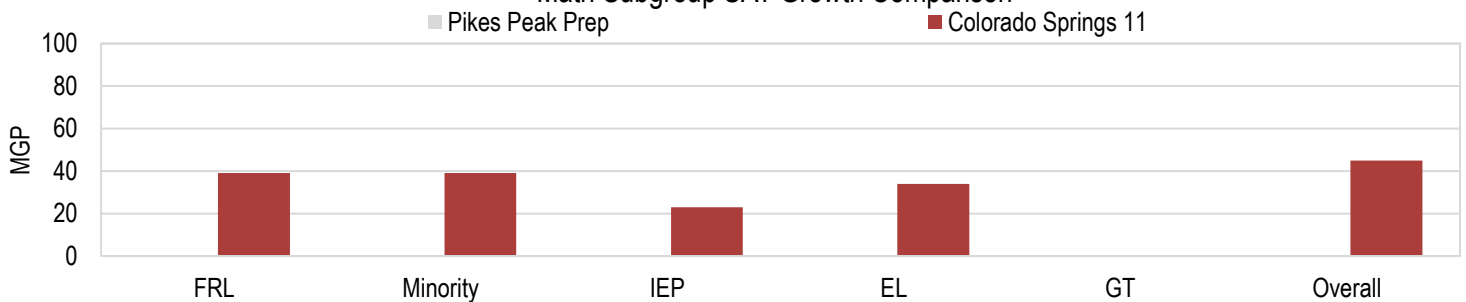
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

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

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	572	39.0
Minority	607	39.0
IEP	66	23.0
EL	163	34.0
GT	NA	NA
Geo. District	1348	45.0

Math Subgroup SAT Growth Comparison



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

Academic Performance

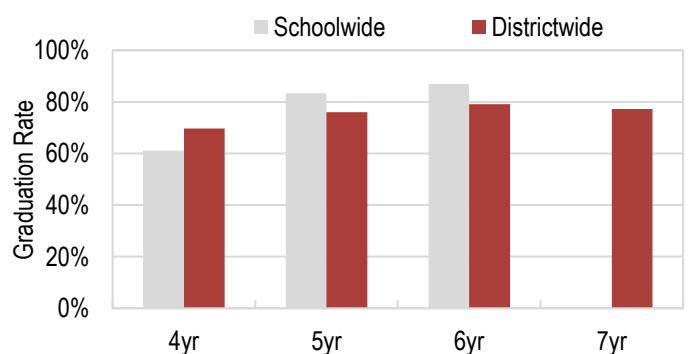
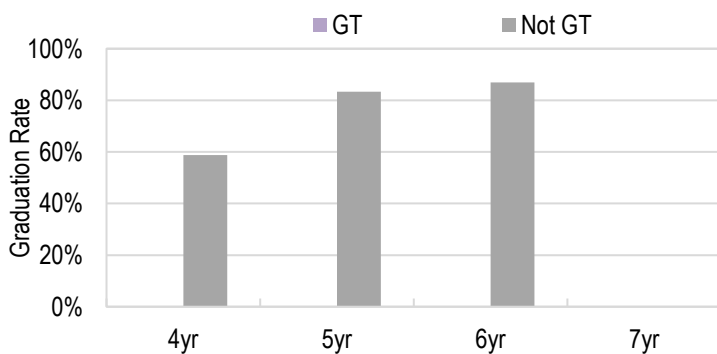
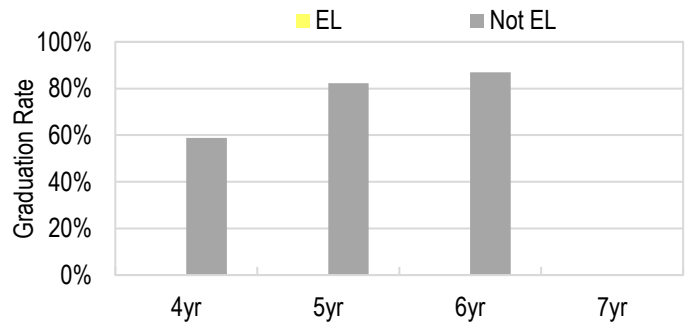
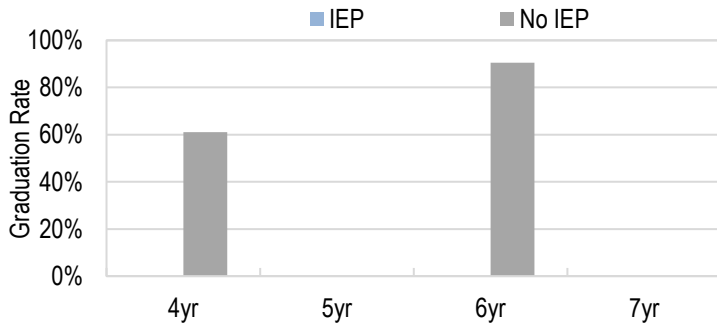
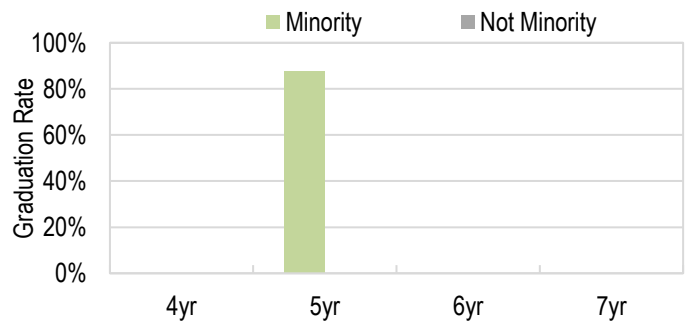
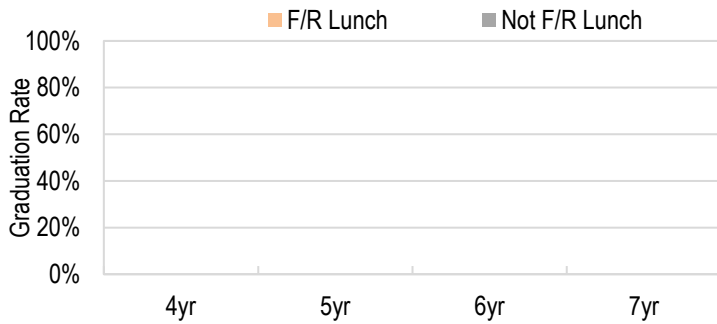
Postsecondary and Workforce Readiness Additional Indicators

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	--	n<16	--	n<16	--	n<16	--	n<16	--
	N	--	n<16	--	n<16	--	n<16	--	n<16	--
Minority	Y	5yr	n<16	--	16	87.5%	n<16	--	n<16	--
	N	--	n<16	--	n<16	--	n<16	--	n<16	--
IEP	Y	--	0	*	n<16	--	n<16	--	n<16	--
	N	6yr	18	61.1%	n<16	--	21	90.5%	n<16	--
EL	Y	--	n<16	--	n<16	--	0	*	n<16	--
	N	6yr	17	58.8%	17	82.4%	23	87.0%	n<16	--
GT	Y	--	n<16	--	0	*	0	*	n<16	--
	N	6yr	17	58.8%	18	83.3%	23	87.0%	n<16	--
Schoolwide	6yr	18	61.1%	18	83.3%	23	87.0%	n<16	--	
Geographic District	6yr	2192	69.7%	2144	76.0%	2156	79.0%	2230	77.2%	

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is the 6-year graduation rate of 87%. This meets state expectations.



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Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

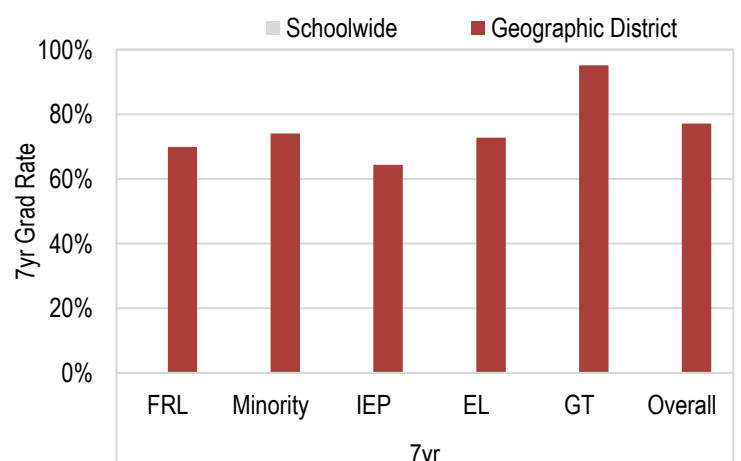
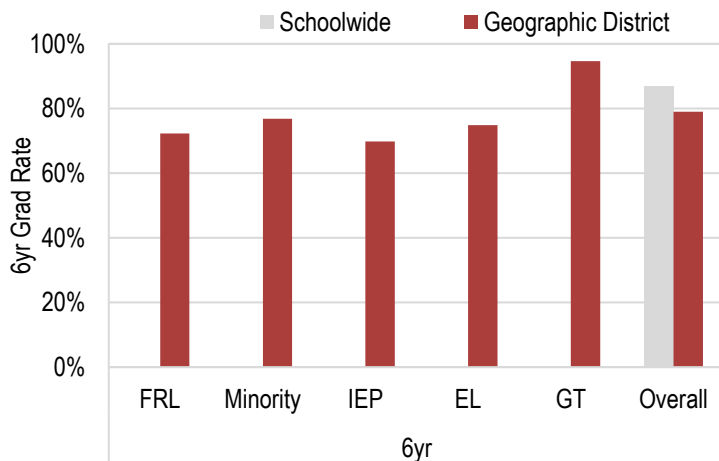
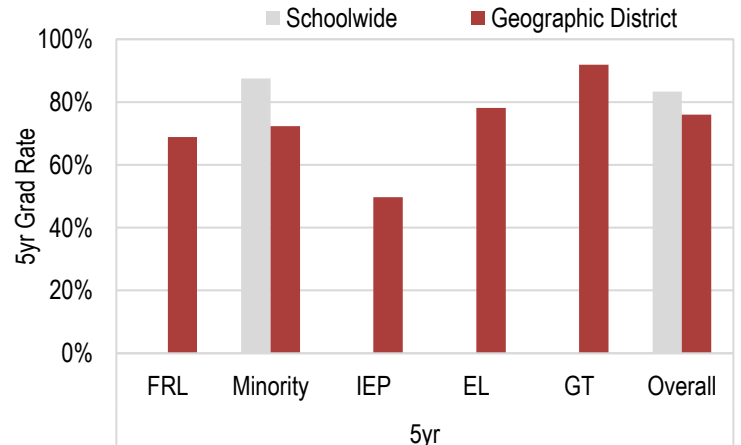
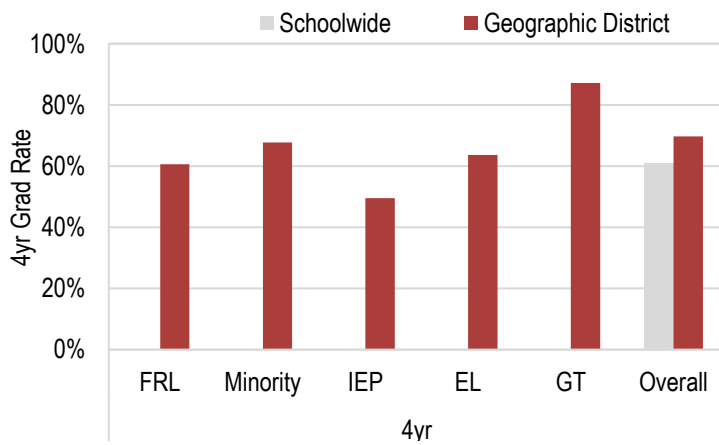
Graduation Rate: School Status and Trends & Local Comparison

- 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?
- 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	--	n<16	--	n<16	--	n<16	--	n<16	--
Minority	5yr	n<16	--	16	87.5%	n<16	--	n<16	--
IEP	--	0	*	n<16	--	n<16	--	n<16	--
EL	--	n<16	--	n<16	--	0	*	n<16	--
GT	--	n<16	--	0	*	0	*	n<16	--
Schoolwide	6yr	18	61.1%	18	83.3%	23	87.0%	n<16	--

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is greater than the geographic district's "best of" graduation rate by 8 percentage points.

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	6yr	1248	60.6%	1180	68.8%	1185	72.2%	1199	69.9%
Minority	6yr	1007	67.7%	940	72.3%	972	76.9%	1062	74.1%
IEP	6yr	188	49.5%	175	49.7%	189	69.8%	188	64.4%
EL	5yr	176	63.6%	142	78.2%	139	74.8%	147	72.8%
GT	7yr	258	87.2%	271	91.9%	243	94.7%	229	95.2%
Geo. District	6yr	2192	69.7%	2144	76.0%	2156	79.0%	2230	77.2%



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Exceeds	Approaching
Meets	Does Not Meet

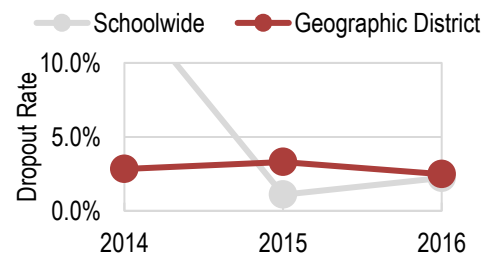
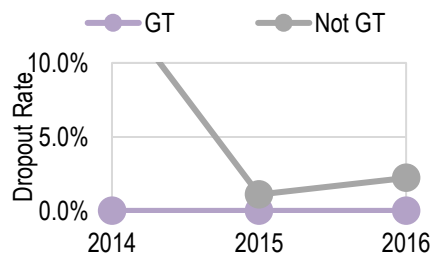
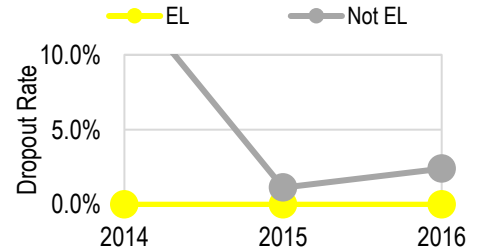
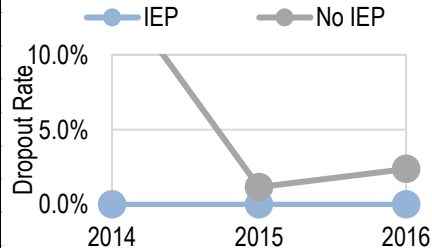
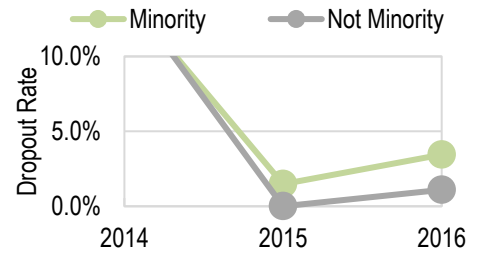
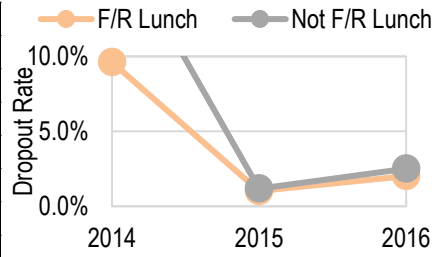
Postsecondary and Workforce Readiness Additional Indicators

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	9.6%	1.0%	2.0%
	N	18.4%	1.2%	2.5%
Minority	Y	14.1%	1.5%	3.4%
	N	14.5%	0.0%	1.1%
IEP	Y	n<16	n<16	n<16
	N	14.7%	1.2%	2.4%
EL	Y	n<16	n<16	n<16
	N	14.1%	1.1%	2.4%
GT	Y	n<16	n<16	0.0%
	N	14.3%	1.1%	2.2%
Schoolwide		14.2%	1.1%	2.2%
Geographic District		2.8%	3.3%	2.5%

In 2017, the School approaches state expectations for dropout rates and rates have been inconsistent over time, with a slight increase from 2015 to 2016. Traditionally underserved student population dropout rates generally mirror their non-subgroup peers. Minority students have higher dropout rates than their non-subgroup peers.



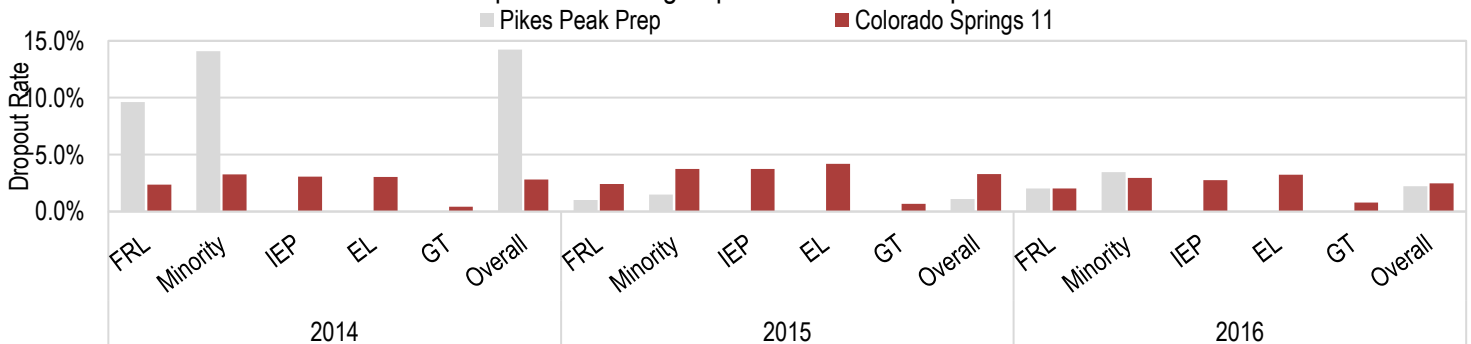
Dropout Rate: Subgroup Local Comparison

- 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	104	9.6%	98	1.0%	99	2.0%
Minority	149	14.1%	135	1.5%	87	3.4%
IEP	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--
GT	n<16	--	n<16	--	0	*
Schoolwide	218	14.2%	183	1.1%	179	2.2%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	7464	2.4%	7697	2.4%	7539	2.0%
Minority	7134	3.3%	7153	3.7%	7156	3.0%
IEP	1341	3.1%	1307	3.7%	1340	2.8%
EL	1022	3.0%	1026	4.2%	961	3.2%
GT	1662	0.4%	1650	0.7%	1536	0.8%
Geo. District	14998	2.8%	14961	3.3%	14792	2.5%

Dropout Rate Subgroup Achievement Comparison



The School has higher dropout rates than their geographic district. Students eligible for free or reduced price lunch have dropout rates that mirror their peers in their geographic district. In 2015, traditionally underserved student dropout rates are lower than their peers in

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

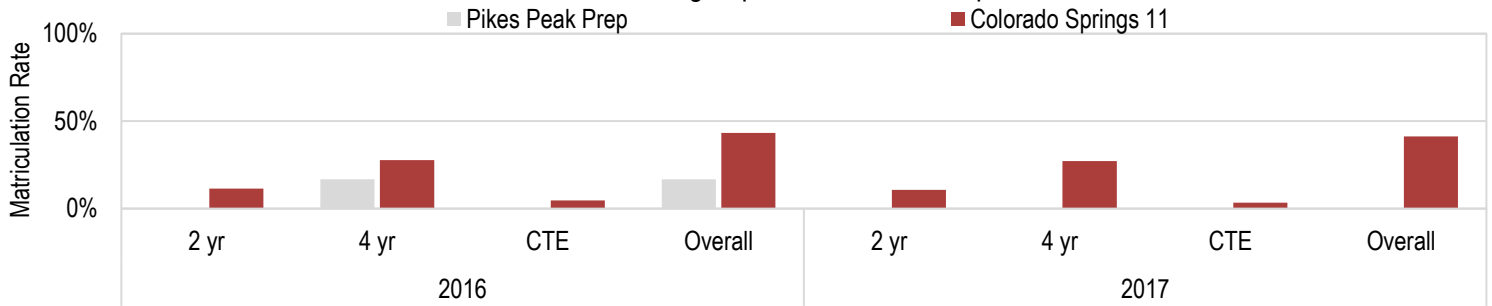
- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	18	0.0%	n<16	--
4 yr	18	16.7%	n<16	--
CTE	18	0.0%	n<16	--
Schoolwide	18	16.7%	n<16	--

In 2017, matriculation rates cannot be publicly reported due to low student counts (n<16). The School does not meet state expectations for matriculation in 2016. The geographic district outperformed the School in 2016.

Geo. District Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	1758	11.5%	1858	10.7%
4 yr	1758	27.7%	1858	27.2%
CTE	1758	4.6%	1858	3.4%
Geo. District	1758	43.3%	1858	41.2%

Matriculation Rate Subgroup Achievement Comparison



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

Academic Performance

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.

Financial Performance

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

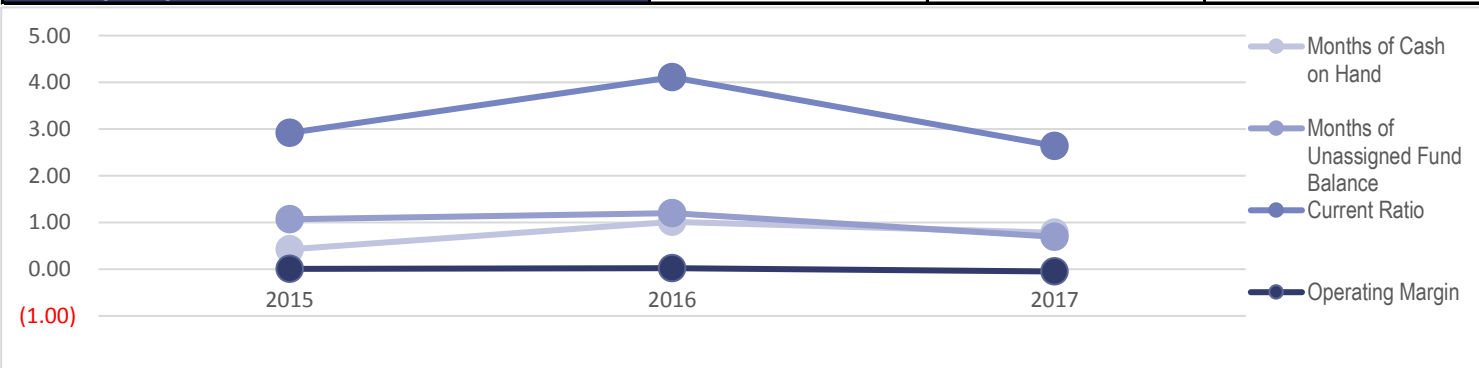
Metric	2015	2016	2017
Debt to Asset Ratio	1.61	4.51	2.42
Change in Net Position	\$ 87,680.00	\$ (234,141.00)	\$ (1,283,250.00)
Default	N/A	N/A	NO

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	0.43	1.01	0.78
Months of Unassigned Fund Balance on Hand	1.07	1.20	0.69
Current Ratio	2.92	4.11	2.64
Operating Margin	1.0%	2.1%	-4.9%



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	-0.5%	5.6%	-10.7%
Change in FPC from Prior-Year	3.3%	12.7%	-8.3%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Pikes Peak Prep's financial position has decreased in the past year. The school ended the year with the majority of financial indicators showing heightened financial risk. The school ended the year with a decrease in net position and reported no statutory violation in their Assurances for Financial Accreditation. The school's actual funded-pupil count came in under budget by 36.2 pupils (11 percent), and 27.3 pupils (8 percent) lower 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 and the school's long-term debt to the GEO Foundation in the amount of \$793,543, which is not interest bearing. The decrease in net position is primarily due to changes in the Net Pension Liability for the school, in addition to the 5 percent decrease in fund balance. The school's governmental funds ended the year with less than 1 month of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 5 percent, and operated within their approved budget.

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.

Organizational Performance

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

The school was issued a Notice of Concern for improper test administration relating to procedure and security of materials.

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

Pikes Peak Prep has developed procedures to identify gifted students and are beginning to implement the process. They are also participating in the Universal Screening Grant for the first time during 2017-2018. The School is collaborating with the CSI Student Services Team on diversity, 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

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 significant 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

Issues relating to school safety arose as a result of the actions of at least one teacher. The school promptly took steps to remedy the issue.

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

The school had significant leadership turnover at the end of the 2016-17 school year, and some conflict between staff, parents, administration, board, and the EMO was apparent.

Organizational Performance

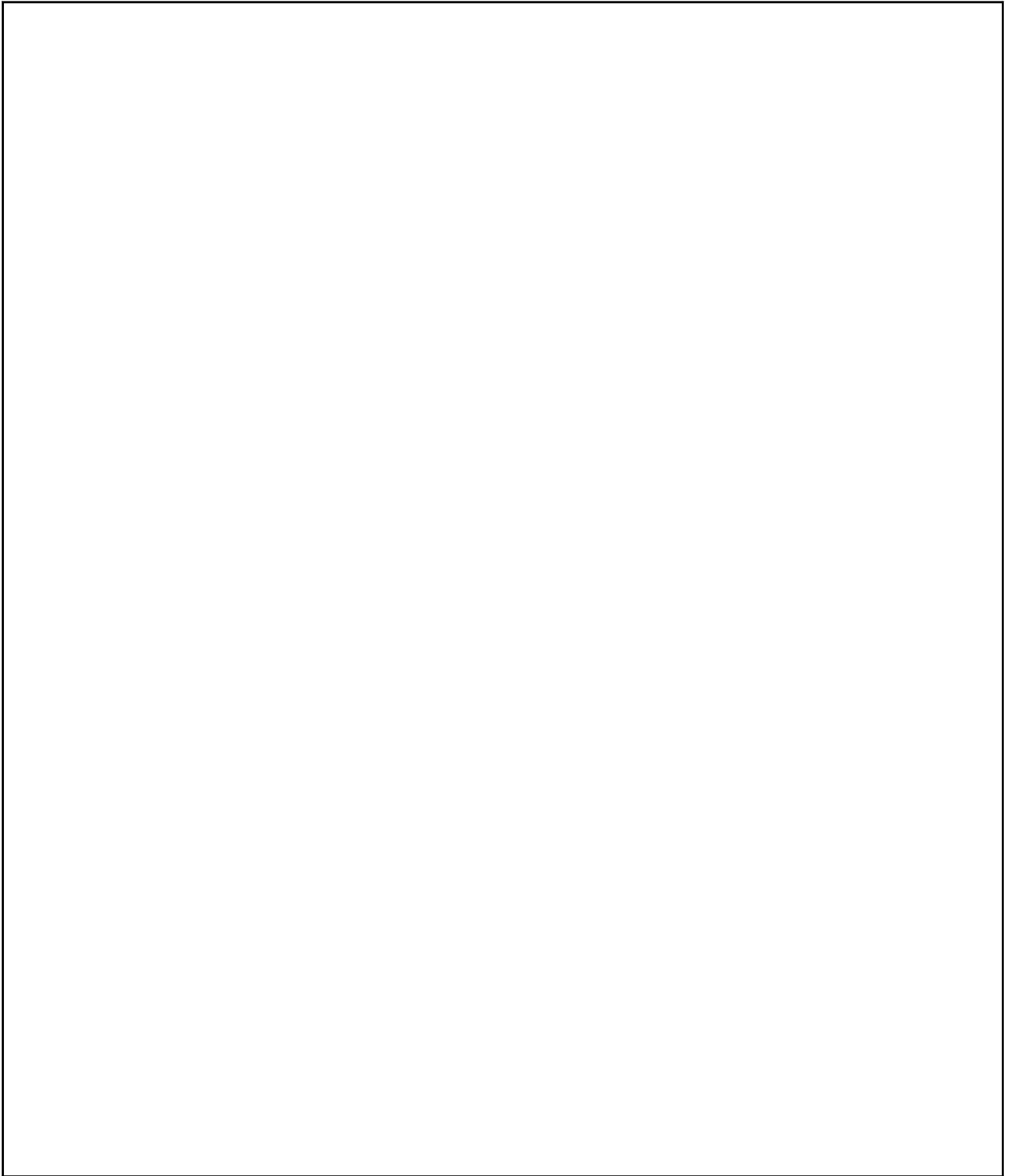
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

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