

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

The Academy of Charter Schools





## **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	Performance: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
<b>Overall Rating</b>	<b>Performance: Low Participation</b>

# 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	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	1278	1120	87.6%	140	98.4%	Meets 95%
Math	1278	1117	87.4%	143	98.4%	Meets 95%
Science	425	243	57.2%	175	97.2%	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	994	848	85.3%	140	99.3%	Meets 95%
CMAS Math	994	845	85.0%	143	99.3%	Meets 95%
CMAS Science	425	243	57.2%	175	97.2%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	284	272	95.8%	0	95.8%	Meets 95%
PSAT/SAT Math	284	272	95.8%	0	95.8%	Meets 95%

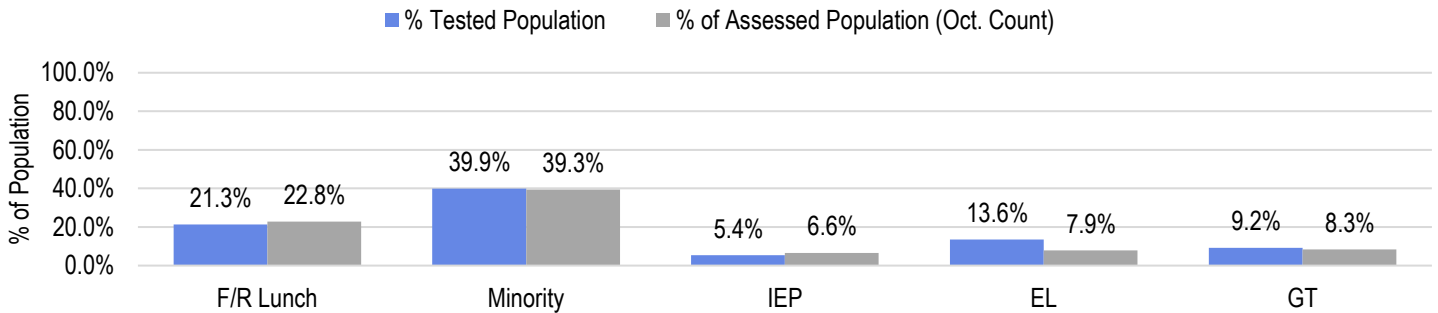
# Participation Rate Analysis

## Participation Rate Comparison

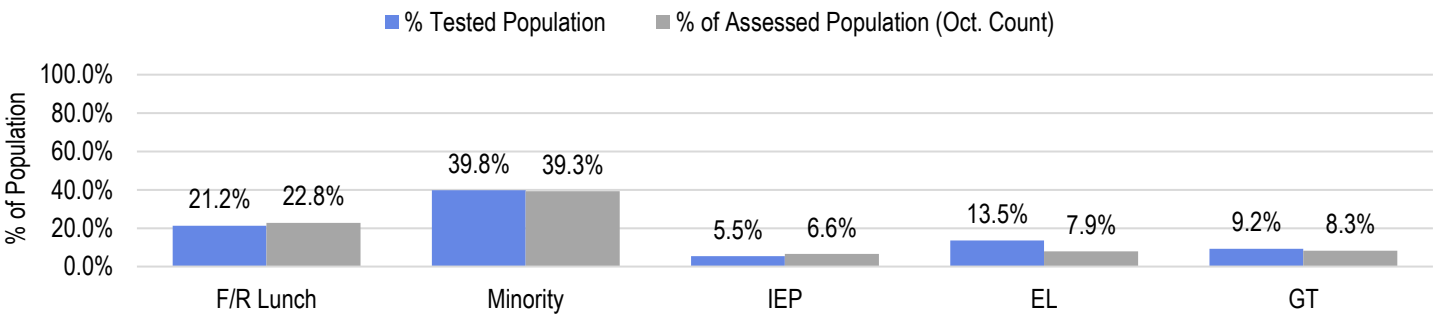
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	21.3%	22.8%	21.2%	22.8%	21.0%	22.8%
Minority	39.9%	39.3%	39.8%	39.3%	39.1%	39.3%
IEP	5.4%	6.6%	5.5%	6.6%	4.9%	6.6%
EL	13.6%	7.9%	13.5%	7.9%	13.2%	7.9%
GT	9.2%	8.3%	9.2%	8.3%	0.0%	8.3%

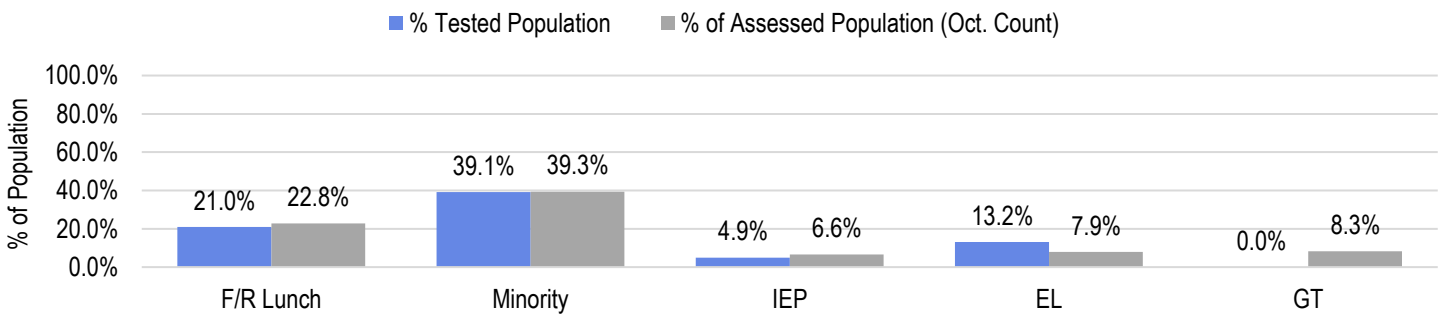
### English Language Arts



### Math



### Science

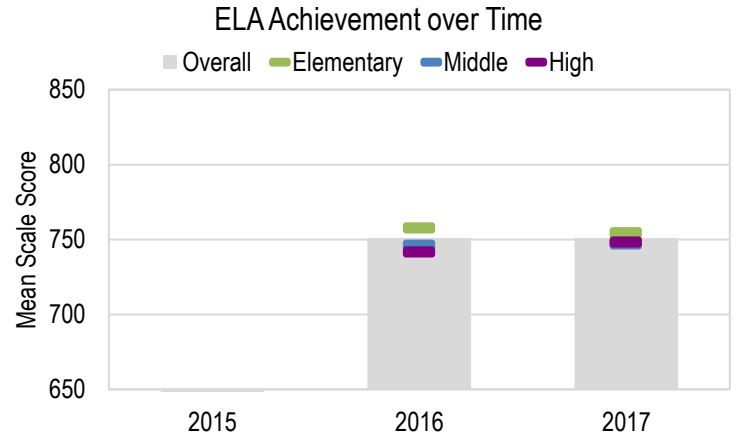


# Academic Performance

## 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	0	*	138	762	139	753
4	0	*	145	754	142	754
5	0	*	130	757	134	756
Elementary	0	*	413	758	415	755
6	0	*	137	749	124	746
7	0	*	117	747	119	750
8	0	*	109	743	103	745
Middle	0	*	363	746	346	747
9	0	*	104	742	86	748
High	0	*	104	742	86	748
<b>Overall</b>	<b>0</b>	<b>*</b>	<b>880</b>	<b>751</b>	<b>847</b>	<b>751</b>



The middle and high school levels have seen increases in performance over the last two years, while performance in the elementary school has decreased.

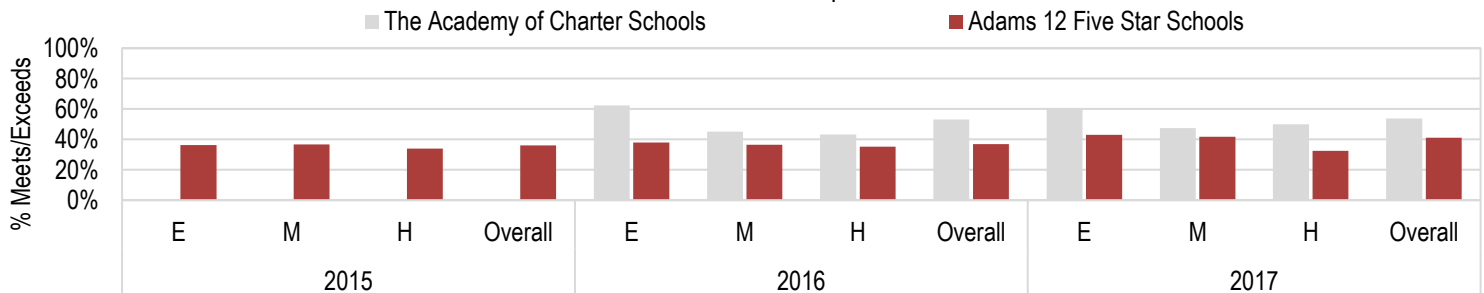
## CMAS ELA: Local Comparison

-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	0	*	138	68.8%	139	61.2%
4	0	*	145	56.6%	142	59.2%
5	0	*	130	62.3%	134	59.0%
Elementary	0	*	413	62.5%	415	59.8%
6	0	*	137	46.7%	124	46.0%
7	0	*	117	44.4%	119	49.6%
8	0	*	109	44.0%	103	46.6%
Middle	0	*	363	45.2%	346	47.4%
9	0	*	104	43.3%	86	50.0%
High	0	*	104	43.3%	86	50.0%
<b>Overall</b>	<b>0</b>	<b>*</b>	<b>880</b>	<b>53.1%</b>	<b>847</b>	<b>53.7%</b>

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	3007	33.0%	3079	33.3%	2893	39.6%
4	2930	37.8%	3002	41.8%	2936	44.5%
5	2944	37.8%	2975	39.0%	2938	45.0%
Elementary	8881	36.2%	9056	38.0%	8767	43.1%
6	2883	33.6%	2925	32.8%	2873	39.2%
7	2946	36.4%	2911	37.1%	2889	43.9%
8	2759	40.1%	2832	39.8%	2842	42.4%
Middle	8588	36.6%	8668	36.5%	8604	41.8%
9	2468	34.0%	2571	35.1%	2680	32.4%
High	2468	34.0%	2571	35.1%	2680	32.4%
<b>Overall</b>	<b>19937</b>	<b>36.1%</b>	<b>20295</b>	<b>37.0%</b>	<b>20051</b>	<b>41.1%</b>

## 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

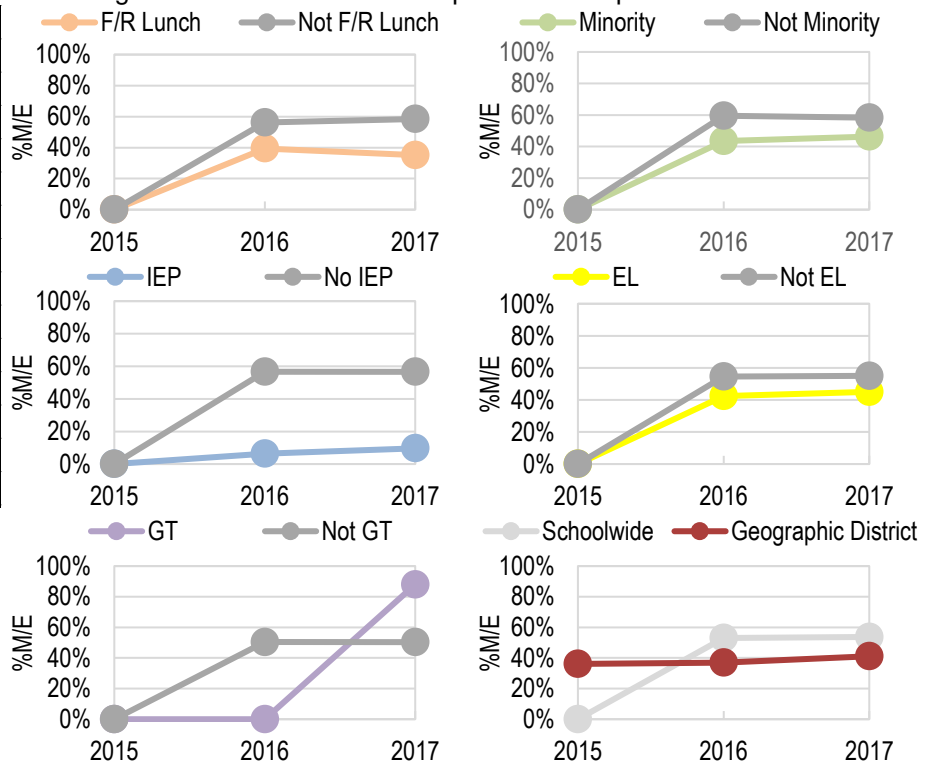
### English Language Arts Subgroup Achievement

#### 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	%M/E	
F/R Lunch	Y	*	39.4%	35.1%	
	N	*	56.2%	58.4%	
Minority	Y	*	43.5%	46.3%	
	N	*	59.5%	58.3%	
IEP	Y	*	6.5%	9.6%	
	N	*	56.6%	56.6%	
EL	Y	*	42.5%	45.0%	
	N	*	54.5%	55.0%	
GT	Y	*	*	88.0%	
	N	*	50.4%	50.4%	
Schoolwide		*	53.1%	53.7%	
Geographic District		*	36.1%	37.0%	41.1%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in English Language Arts. Gifted students in 2017 perform at levels above their non-subgroup peers. The School has made progress at closing the achievement gap between English learners.



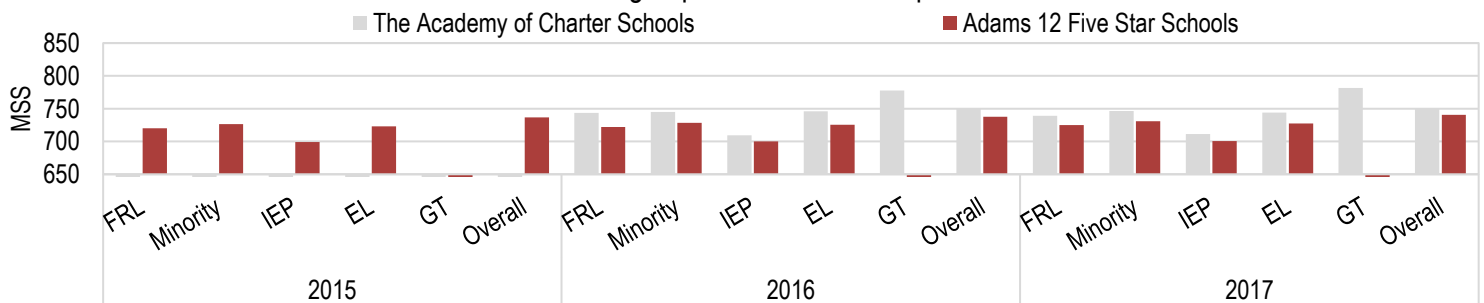
#### CMAS ELA: Subgroup Local Comparison

- 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	0	*	165	744	171	739
Minority	0	*	356	745	326	746
IEP	0	*	62	709	52	712
EL	0	*	106	746	111	744
GT	0	*	71	778	75	781
Schoolwide	0	*	880	751	847	751

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7147	720	7712	722	7736	725
Minority	9061	727	9612	729	9661	731
IEP	2088	699	2004	700	2083	701
EL	4688	723	4963	726	4879	728
GT	NA	NA	NA	NA	NA	NA
Geo. District	19412	737	19724	738	19509	741

#### ELA Subgroup Achievement Comparison



Traditionally underserved students consistently 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

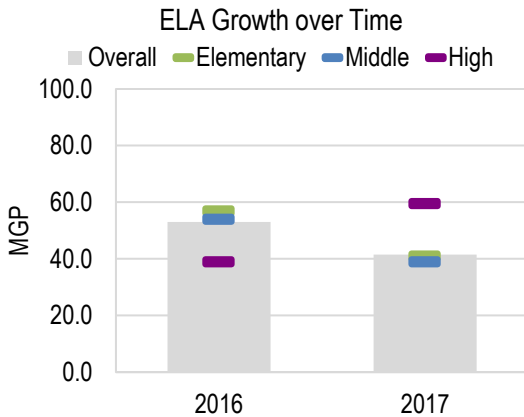
# Academic Performance

## 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	107	52.0	138	35.5
5	130	61.0	133	48.0
Elementary	237	57.0	271	41.0
6	134	60.5	119	40.0
7	111	45.0	118	43.0
8	108	54.0	94	31.0
Middle	353	54.0	331	39.0
9	96	39.0	68	59.5
High	96	39.0	68	59.5
<b>Overall</b>	<b>686</b>	<b>53.0</b>	<b>670</b>	<b>41.5</b>

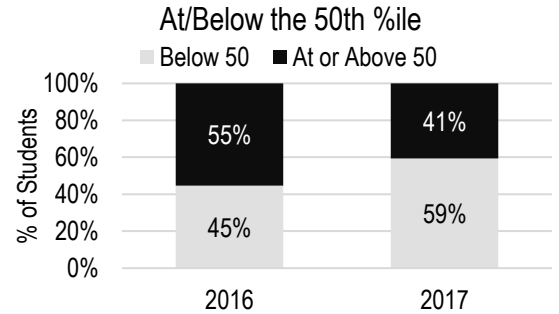
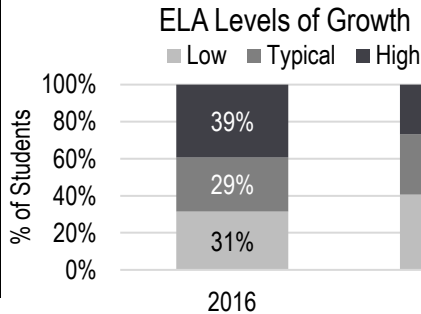


Overall the School is approaching state expectations for growth and growth scores have decreased over time overall and at the elementary and middle school level. The high school level is meeting state expectations for growth and growth has increased over time.

### 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)	31%	41%
Typical (35-65)	29%	33%
High (above 65)	39%	27%



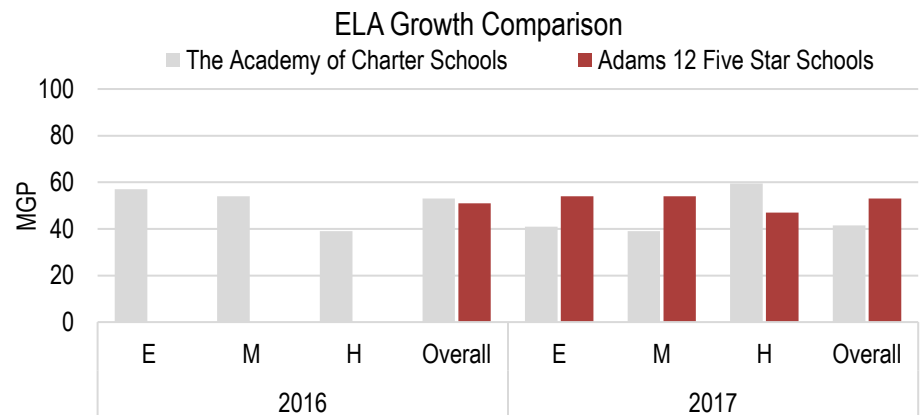
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	55%	41%
Below 50	45%	59%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 41% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 27% of students. The percent of students at or above the 50th percentile has decreased from 55% in 2016 to 41% 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	2803	52.0	2732	56.5
5	2785	53.0	2761	52.0
Elementary	5588	NA	5493	54.0
6	2694	45.0	2675	50.0
7	2640	52.0	2681	56.0
8	2611	52.0	2623	57.0
Middle	7945	NA	7979	54.0
9	2361	51.0	2445	47.0
High	2361	NA	2445	47.0
<b>Overall</b>	<b>15894</b>	<b>51.0</b>	<b>15917</b>	<b>53.0</b>



The School demonstrates higher growth scores than their geographic district overall and at the high school level. Growth scores at the elementary and middle school levels are below the geographic district. Additionally, the geographic district growth scores have increased over time while the School's growth scores have decreased.

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

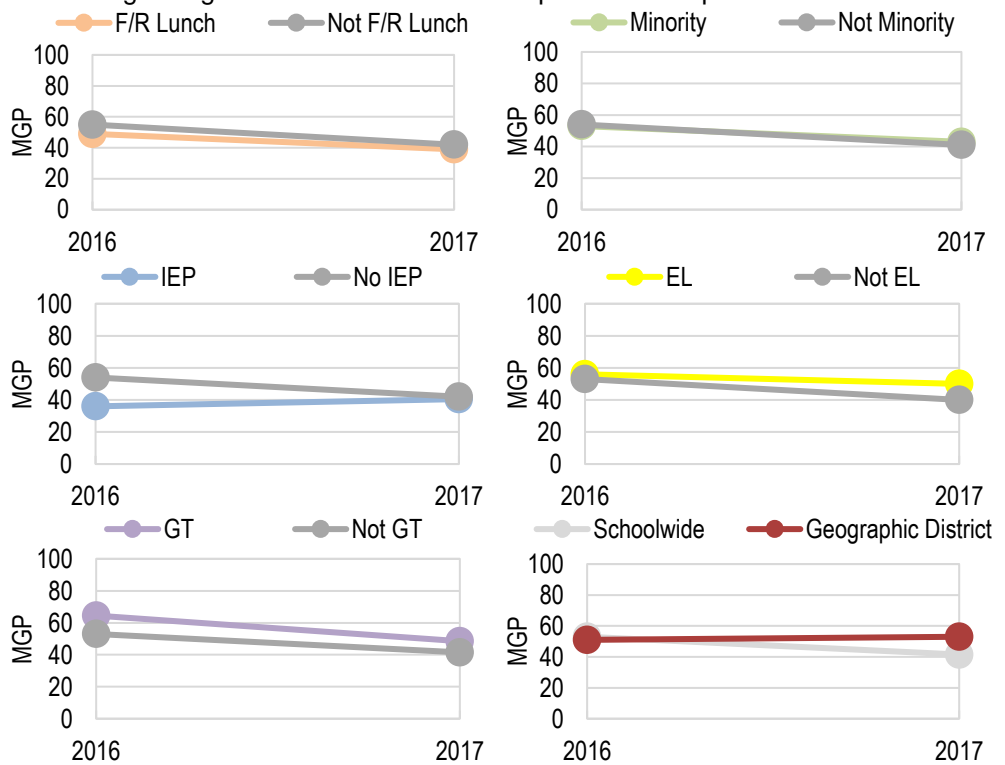
### English Language Arts Subgroup Growth

#### 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	49.0	39.0
	N	55.0	42.0
Minority	Y	53.0	43.0
	N	54.0	41.0
IEP	Y	36.0	40.5
	N	54.0	42.0
EL	Y	56.0	50.0
	N	53.0	40.0
GT	Y	64.5	48.5
	N	53.0	41.0
Schoolwide		53.0	41.5
Geographic District		51.0	53.0

Growth scores for traditionally underserved students have decreased from the year prior. In 2017, traditionally underserved students have growth scores at levels largely above their non-subgroup peers. Students with disabilities and students eligible for free or reduced price lunch have growth scores below their non-subgroup peers.



#### CMAS ELA: Subgroup Local Comparison

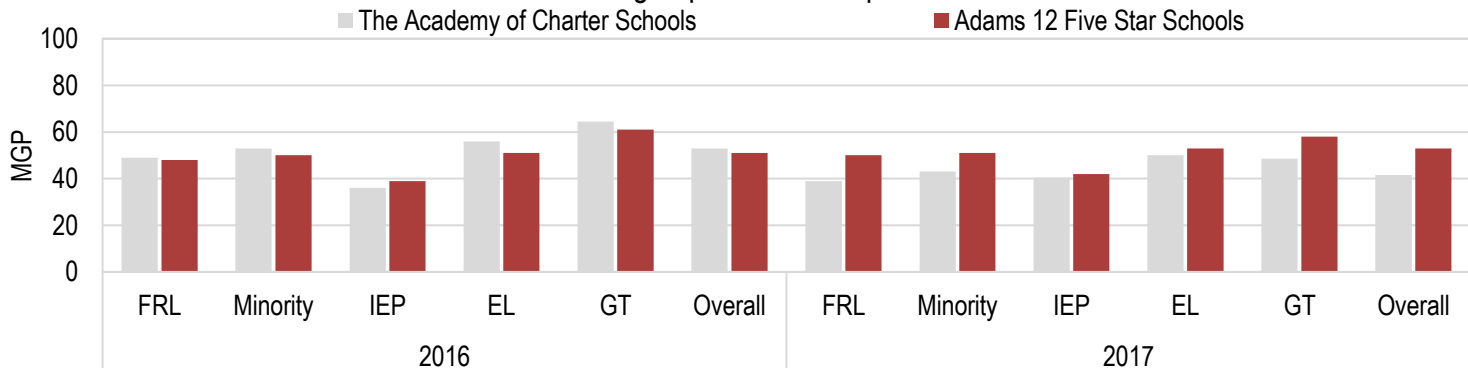
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	129	49.0	141	39.0
Minority	289	53.0	269	43.0
IEP	43	36.0	40	40.5
EL	83	56.0	97	50.0
GT	58	64.5	66	48.5
Schoolwide	686	53.0	670	41.5

In 2016, traditionally underserved students largely outperform the geographic district. Students with disabilities fell below their peers in the geographic district. In 2017, the geographic district outperformed the School.

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	6044	48.0	6175	50.0
Minority	7680	50.0	7892	51.0
IEP	1522	39.0	1552	42.0
EL	3952	51.0	4036	53.0
GT	1966	61.0	2010	58.0
Geo. District	15894	51.0	15917	53.0

#### 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

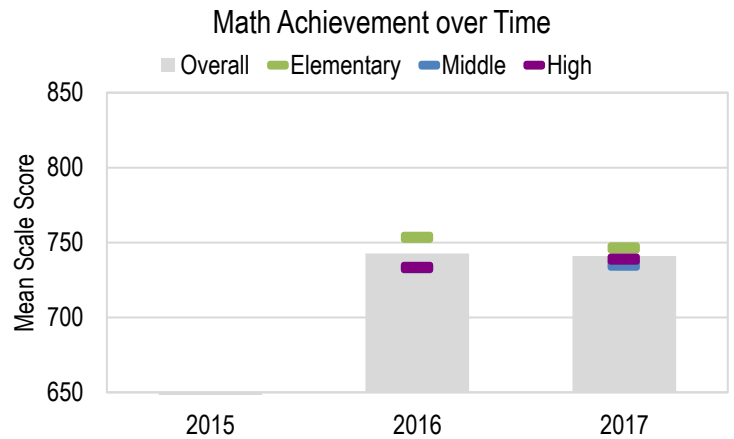
# Academic Performance

## 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	0	*	138	759	139	748
4	0	*	145	753	142	746
5	0	*	130	747	134	745
Elementary	0	*	413	753	415	746
6	0	*	137	741	124	738
7	0	*	117	734	119	733
8	0	*	112	723	101	734
Middle	0	*	366	733	344	735
9	0	*	105	733	85	739
High	0	*	105	733	85	739
<b>Overall</b>	<b>0</b>	<b>*</b>	<b>884</b>	<b>743</b>	<b>844</b>	<b>741</b>



^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 decreases in performance over the last two years, while performance in the middle and high school levels has slightly increased from 2016 to 2017.

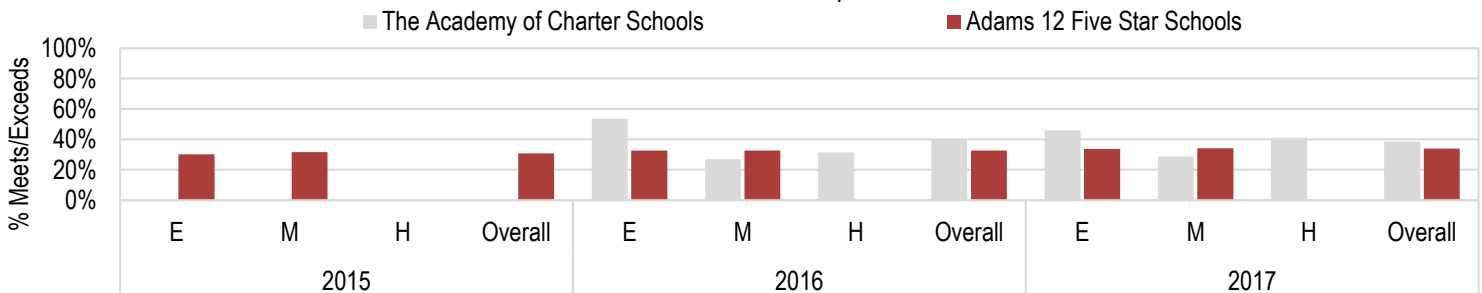
## CMAS Math: Local Comparison

-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	0	*	138	62.3%	139	49.6%
4	0	*	145	53.1%	142	47.9%
5	0	*	130	44.6%	134	40.3%
Elementary	0	*	413	53.5%	415	46.0%
6	0	*	137	35.0%	124	31.5%
7	0	*	117	21.4%	119	23.5%
8	0	*	112	23.2%	101	31.7%
Middle	0	*	366	27.0%	344	28.8%
9	0	*	105	31.4%	85	41.2%
High	0	*	105	31.4%	85	41.2%
<b>Overall</b>	<b>0</b>	<b>*</b>	<b>884</b>	<b>39.9%</b>	<b>844</b>	<b>38.5%</b>

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	3005	31.8%	3075	32.0%	2909	34.5%
4	2926	30.0%	3013	32.9%	2952	33.8%
5	2945	28.6%	2970	33.5%	2933	33.0%
Elementary	8876	30.1%	9058	32.8%	8794	33.8%
6	2946	29.5%	2930	32.2%	2871	35.0%
7	2923	30.1%	2909	29.6%	2891	29.3%
8	2762	35.3%	2832	36.3%	2848	38.2%
Middle	8631	31.6%	8671	32.7%	8610	34.2%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
<b>Overall</b>	<b>17507</b>	<b>30.8%</b>	<b>17729</b>	<b>32.7%</b>	<b>17404</b>	<b>34.0%</b>

## Math Achievement Comparison



The School largely outperforms the geographic district in the percent of students meeting/exceeding state expectations in math overall and at the elementary school level. At the middle school level, the geographic district outperforms the School in 2016 and 2017.

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

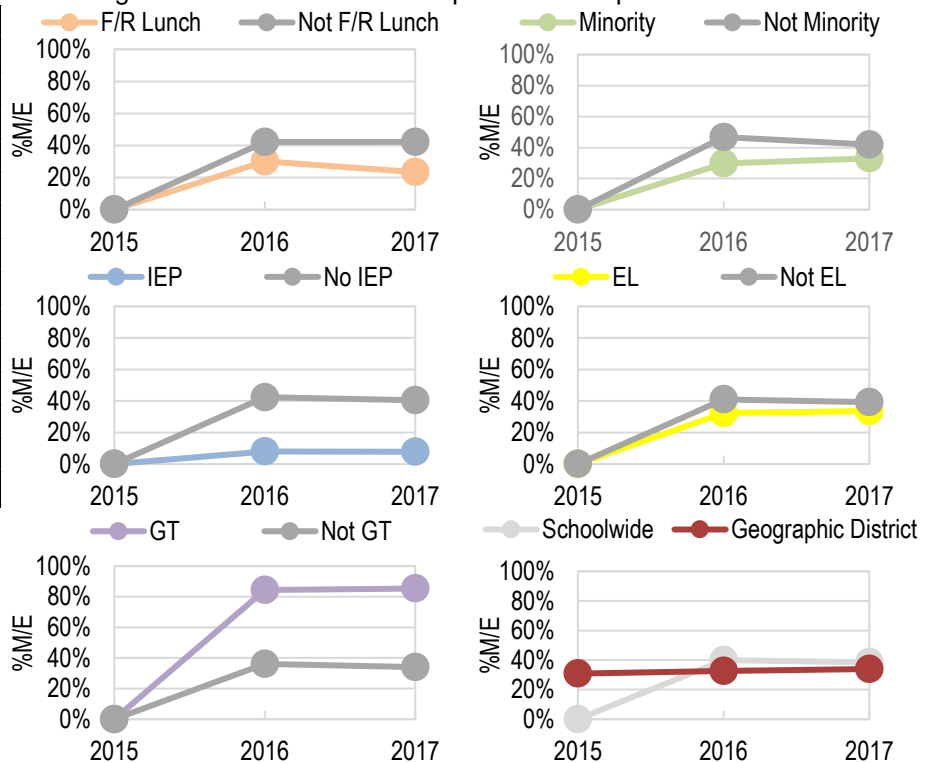
**Math Subgroup Achievement**

**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	*	30.1%	23.5%	
	N	*	42.2%	42.3%	
Minority	Y	*	29.9%	33.0%	
	N	*	46.8%	41.9%	
IEP	Y	*	7.9%	7.7%	
	N	*	42.4%	40.5%	
EL	Y	*	32.4%	33.6%	
	N	*	41.0%	39.2%	
GT	Y	*	84.3%	85.3%	
	N	*	36.1%	33.9%	
Schoolwide		*	39.9%	38.5%	
Geographic District		*	30.8%	32.7%	34.0%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in English Language Arts. Gifted students perform at levels above their non-subgroup peers. The School has made progress at closing the achievement gap between English learners.



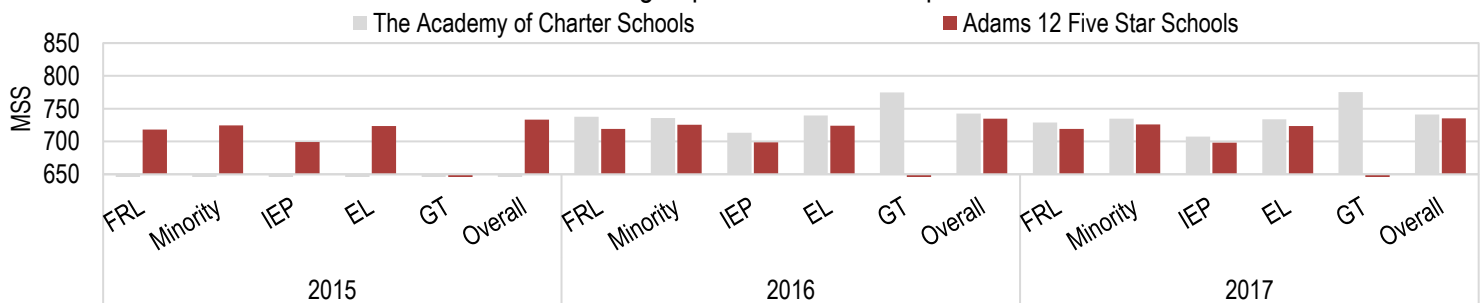
**CMAS Math: Subgroup Local Comparison**

- 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	0	*	166	738	170	729
Minority	0	*	358	736	324	735
IEP	0	*	63	713	52	707
EL	0	*	108	739	110	734
GT	0	*	70	775	75	775
Schoolwide	0	*	884	743	844	741

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	7184	718	7698	719	7818	719
Minority	9121	725	9598	726	9752	726
IEP	2086	699	2000	699	2078	698
EL	4727	724	4957	724	4981	724
GT	NA	NA	NA	NA	NA	NA
Geo. District	19477	733	19701	735	19593	735

**Math Subgroup Achievement Comparison**



Traditionally underserved students consistently 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.

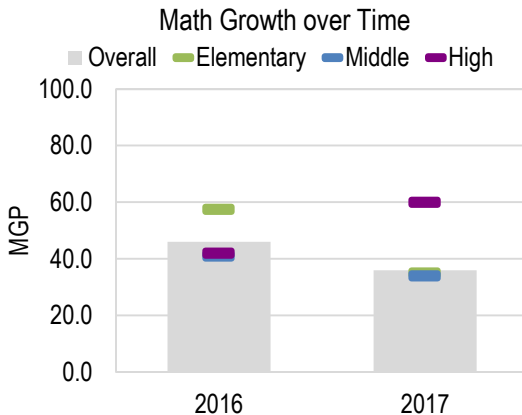
Exceeds	Approaching
Meets	Does Not Meet

**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	94	66.5	138	34.5
5	130	46.0	133	35.0
Elementary	224	57.5	271	35.0
6	134	53.0	119	35.0
7	113	24.0	118	34.0
8	101	42.0	92	35.5
Middle	348	41.0	329	34.0
9	21	42.0	69	60.0
High	21	42.0	69	60.0
<b>Overall</b>	<b>593</b>	<b>46.0</b>	<b>669</b>	<b>36.0</b>

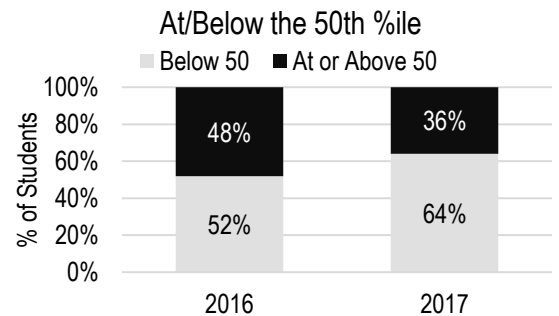
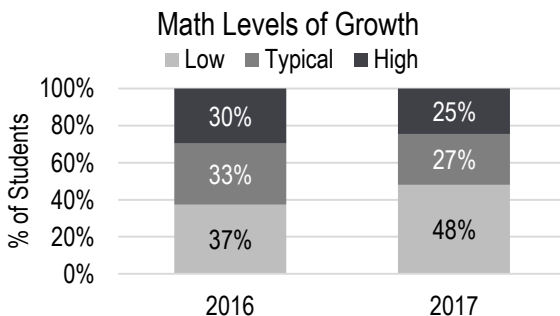


Overall the School is approaching state expectations for growth and growth scores have decreased over time overall and at the elementary school level. At the middle school level, growth scores do not meet expectations and have decreased over time. The high school is meeting expectations in growth and is increasing 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%	48%
Typical (35-65)	33%	27%
High (above 65)	30%	25%



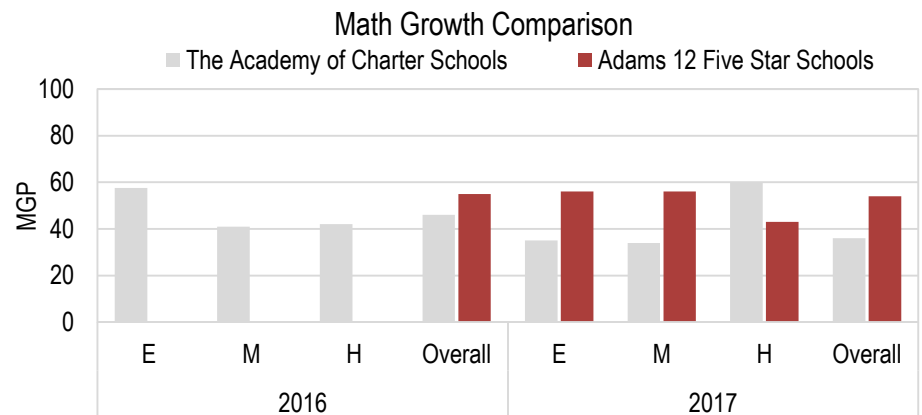
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	48%	36%
Below 50	52%	64%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 48% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 25% of students. The percent of students at or above the 50th percentile has decreased from 48% in 2016 to 36% 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	2806	59.0	2743	63.0
5	2778	52.0	2759	50.0
Elementary	5584	NA	5502	56.0
6	2695	58.0	2668	62.0
7	2693	56.0	2681	50.0
8	2590	55.0	2625	58.0
Middle	7978	NA	7974	56.0
9	2304	50.0	2396	43.0
High	2304	NA	2396	43.0
<b>Overall</b>	<b>15866</b>	<b>55.0</b>	<b>15872</b>	<b>54.0</b>



In 2017, the geographic district demonstrates higher growth scores than the School overall and at the elementary and middle school levels. Growth scores at the high school level are above 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

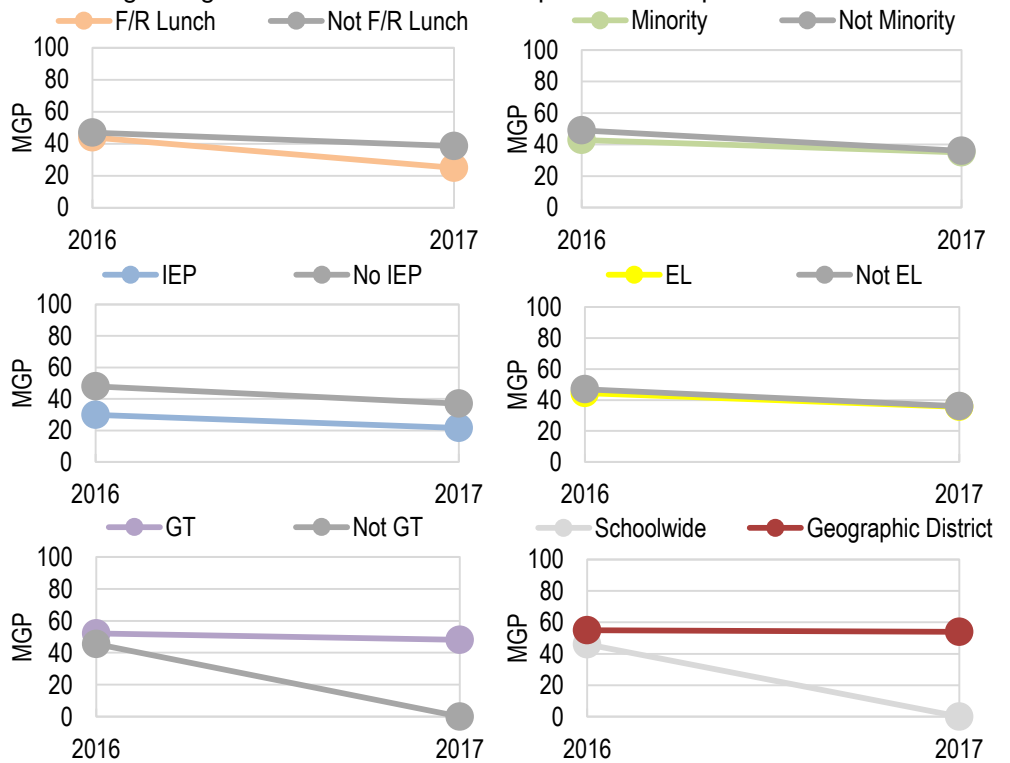
**Math Subgroup Growth**

**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	44.0	25.0
	N	47.0	38.5
Minority	Y	43.0	35.0
	N	49.0	36.0
IEP	Y	30.0	21.5
	N	48.0	37.0
EL	Y	44.5	35.5
	N	47.0	36.0
GT	Y	52.0	48.0
	N	45.5	35.0
Schoolwide		46.0	n<20
Geographic District		55.0	54.0

Growth scores for traditionally underserved students have decreased from the year prior. Traditionally underserved students have growth scores at levels largely below their non-subgroup peers. Gifted students demonstrate higher growth scores than their non-subgroup peers in both 2016 and 2017.



**CMAS Math: Subgroup Local Comparison**

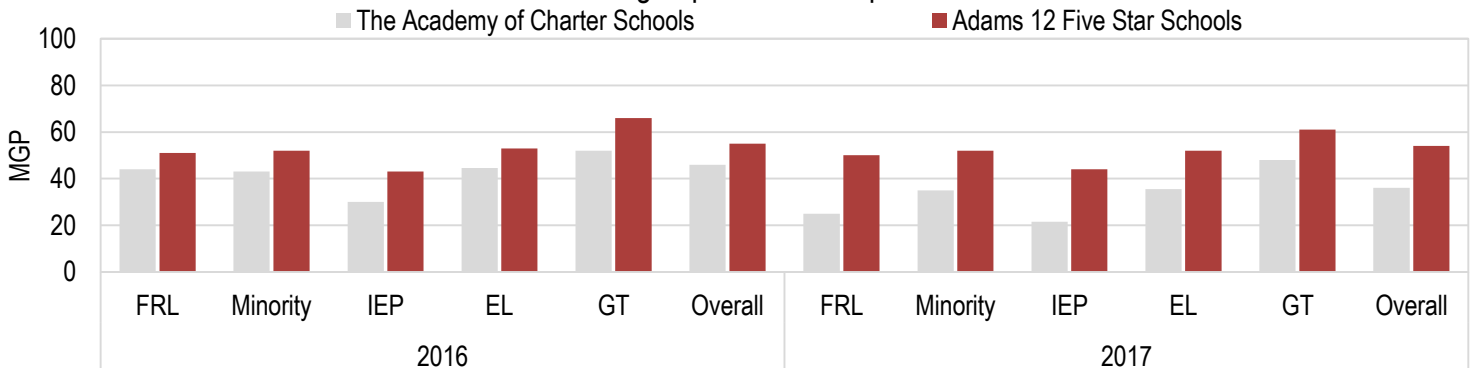
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	112	44.0	141	25.0
Minority	251	43.0	268	35.0
IEP	41	30.0	40	21.5
EL	72	44.5	96	35.5
GT	45	52.0	66	48.0
Schoolwide	593	46.0	669	36.0

Traditionally underserved students 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	6050	51.0	6185	50.0
Minority	7675	52.0	7887	52.0
IEP	1508	43.0	1539	44.0
EL	3967	53.0	4047	52.0
GT	1957	66.0	2002	61.0
Geo. District	15866	55.0	15872	54.0

**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

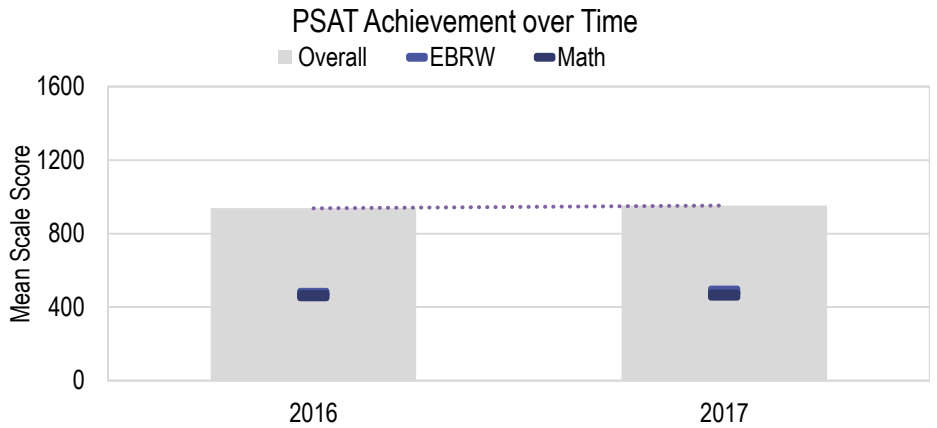
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW <sup>^</sup>				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	138	475	136	487

<sup>^</sup>Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	138	463	136	466

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	138	938	136	953



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

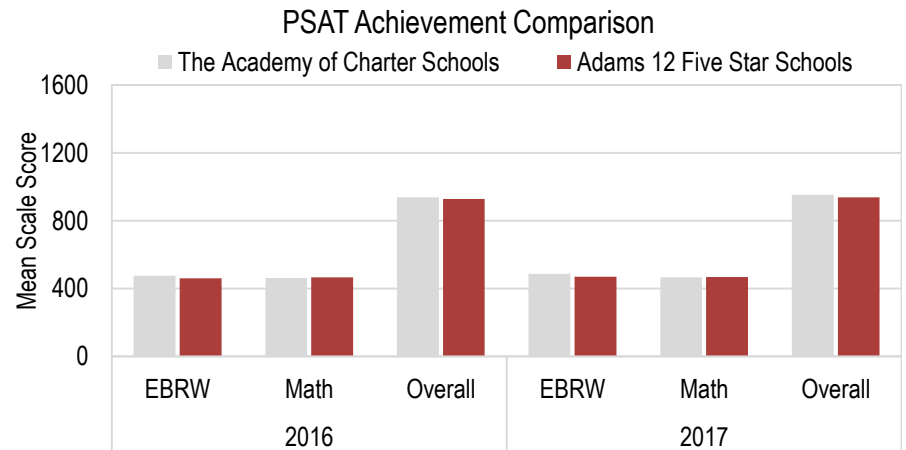
### PSAT: Local Comparison

-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	2529	461	2603	470

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	2529	467	2603	468

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	2529	928	2603	938



Overall, the School's PSAT scores are higher than the geographic district overall and on the math section. The School produced scores lower than the geographic district on the Evidence-Based Reading and Writing section of the PSAT. Additionally, the School and the geographic district's scores have both increased over time.

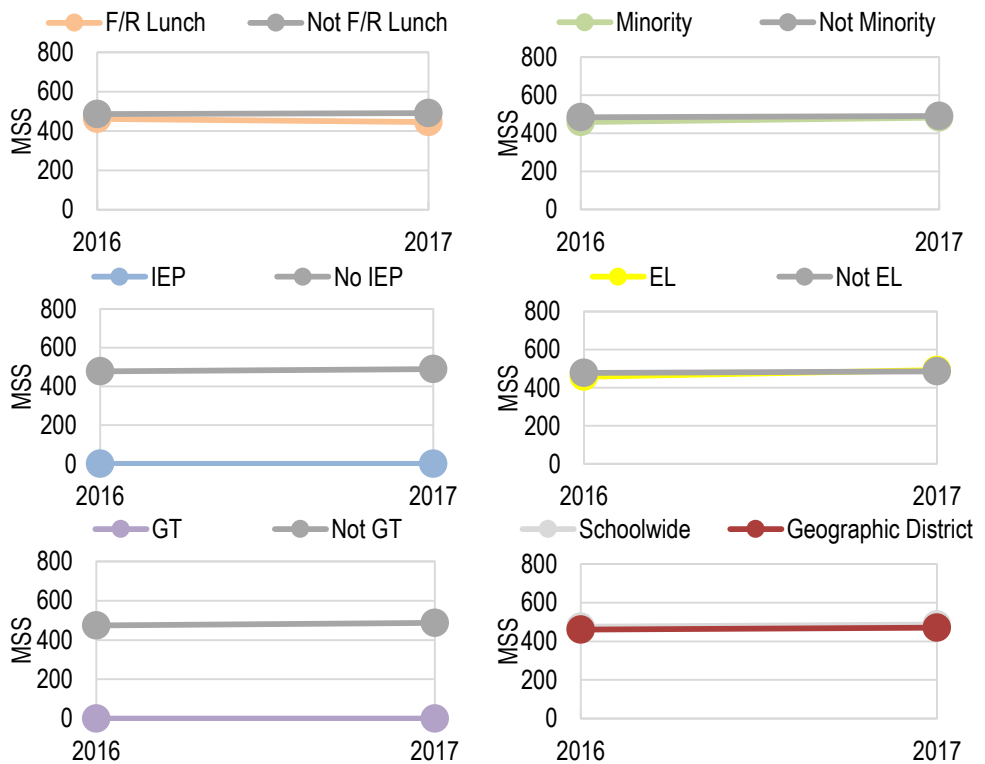
**Postsecondary and Workforce Readiness Achievement**

**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	461	445
	N	485	491
Minority	Y	460	482
	N	485	491
IEP	Y	n<16	n<16
	N	478	490
EL	Y	458	493
	N	478	486
GT	Y	*	n<16
	N	475	481
Schoolwide		475	487
Geographic District		461	470

Traditionally underserved students largely have scores below their non-subgroup peers in Evidence-Based Reading and Writing. In 2017, English learners had scores slightly above their non-subgroup peers.



**PSAT: Subgroup Local Comparison**

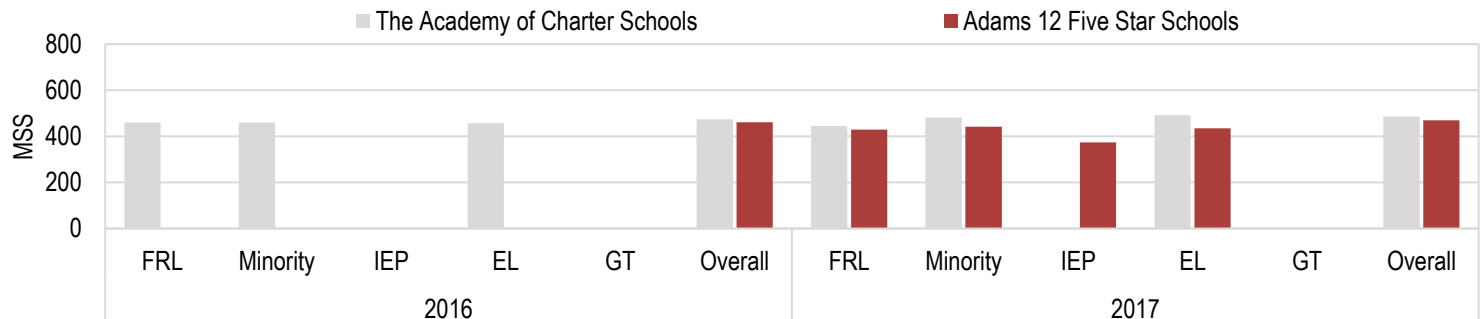
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
	N	MSS	N	MSS
F/R Lunch	37	461	33	445
Minority	56	460	61	482
IEP	n<16	--	n<16	--
EL	20	458	18	493
GT	0	*	n<16	--
Schoolwide	138	475	136	487

Traditionally underserved students outperformed their peers in the geographic district on the PSAT.

Geo. District Subgroup Proficiency in EBRW				
PSAT	2016		2017	
	N	MSS	N	MSS
F/R Lunch	NA	NA	623	430
Minority	NA	NA	1206	442
IEP	NA	NA	227	374
EL	NA	NA	603	435
GT	NA	NA	NA	NA
Geo. District	2529	461	2603	470

**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

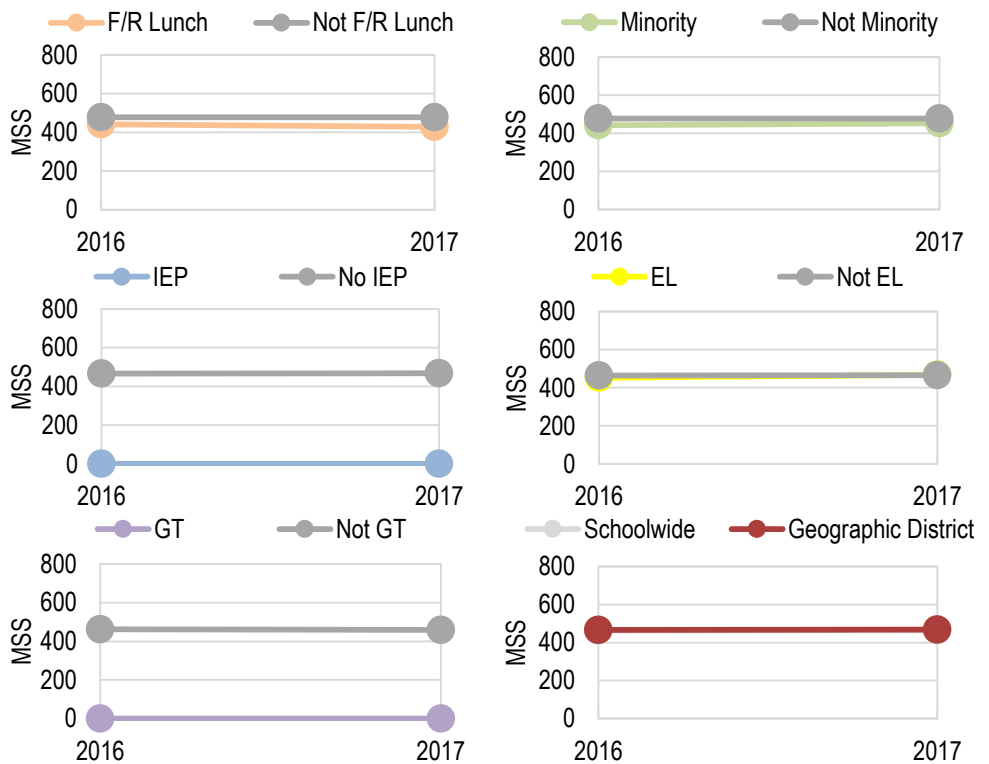
**Postsecondary and Workforce Readiness Achievement**

**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	441	428
	N	477	477
Minority	Y	442	452
	N	477	477
IEP	Y	n<16	n<16
	N	465	468
EL	Y	452	467
	N	465	466
GT	Y	*	n<16
	N	463	459
Schoolwide		463	466
Geographic District		467	468

Traditionally underserved students largely have scores below their non-subgroup peers in math. In 2017, English learners had scores slightly above their non-subgroup peers.



**PSAT: Subgroup Local Comparison**

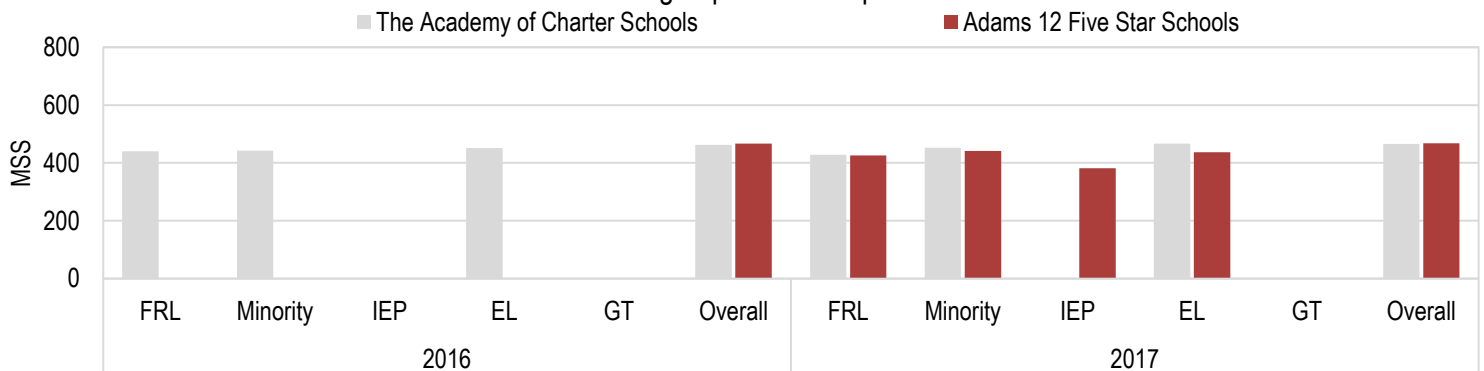
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	37	441	33	428
Minority	56	442	61	452
IEP	n<16	--	n<16	--
EL	20	452	18	467
GT	0	*	n<16	--
Schoolwide	138	463	136	466

Traditionally underserved students outperformed their peers in the geographic district on the PSAT.

Geo. District Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	623	426
Minority	NA	NA	1206	442
IEP	NA	NA	227	382
EL	NA	NA	603	437
GT	NA	NA	NA	NA
Geo. District	2529	467	2603	468

**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

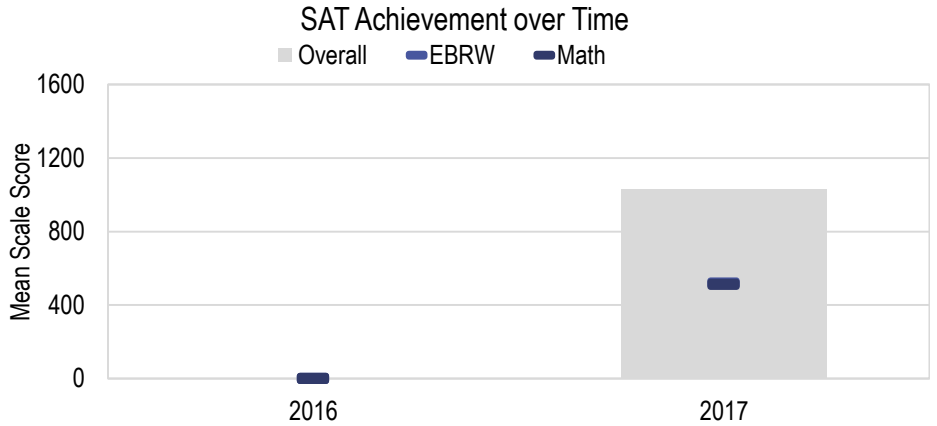
### SAT: School Status and Trends

-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	136	520

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	136	512

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	136	1032



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

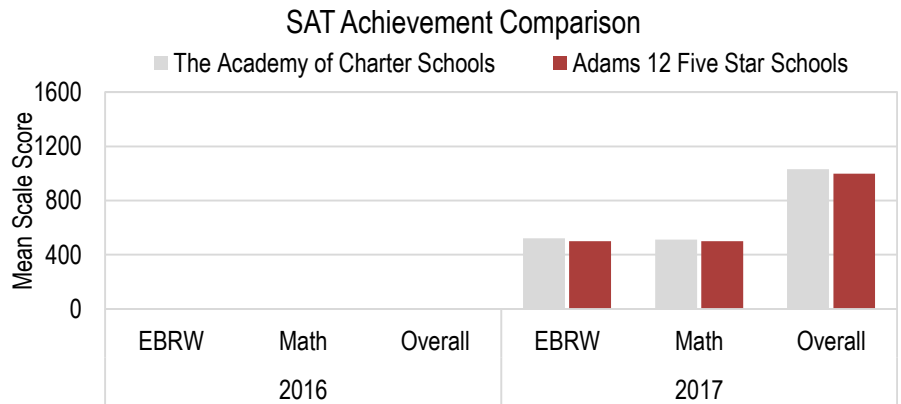
### SAT: Local Comparison

-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	2444	500

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	2444	499

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	2444	999



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

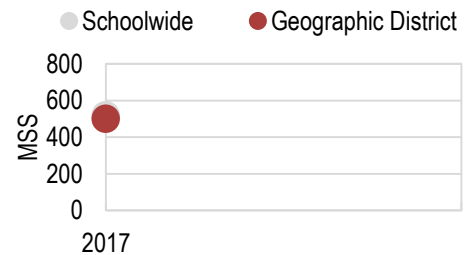
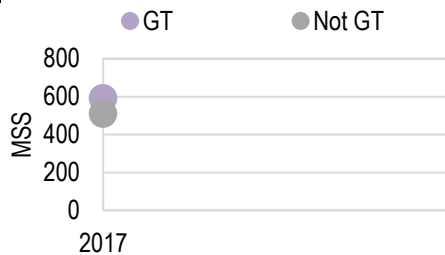
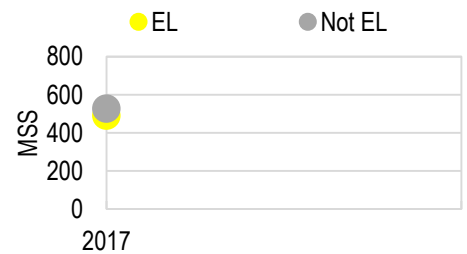
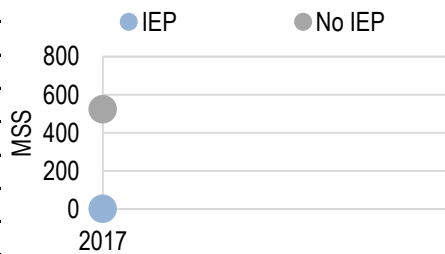
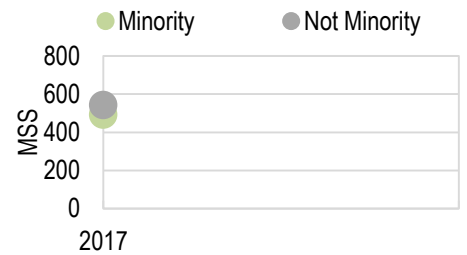
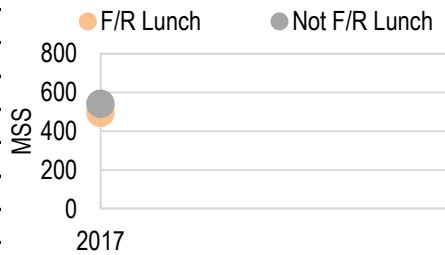
**Postsecondary and Workforce Readiness Achievement**

**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?

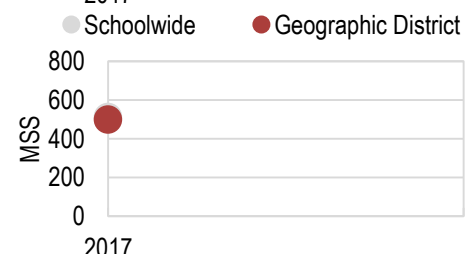
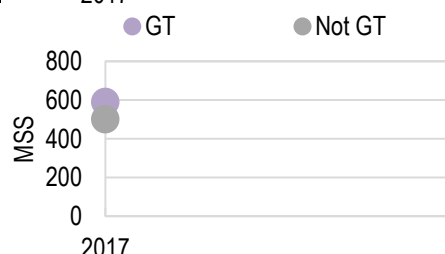
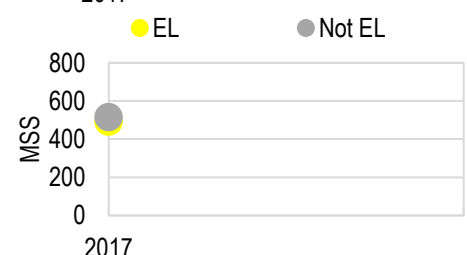
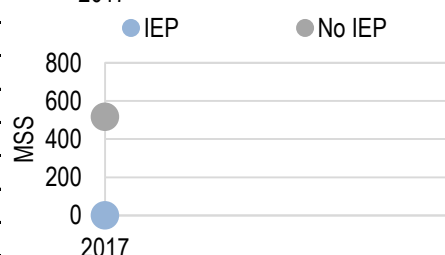
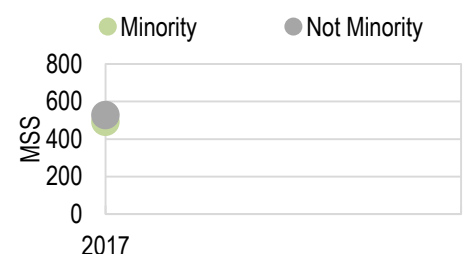
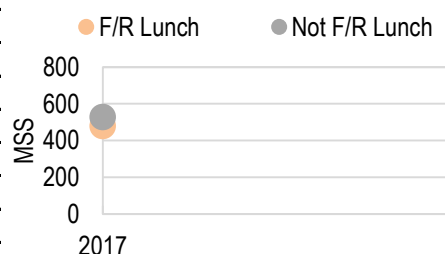
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	34	494
	N	77	541
Minority	Y	59	492
	N	77	541
IEP	Y	n<16	--
	N	132	523
EL	Y	22	489
	N	114	526
GT	Y	17	591
	N	119	510
Schoolwide		136	520
Geographic District		2444	500

Traditionally underserved students largely have Evidence-Based Reading and Writing scores below their non-subgroup peers. Gifted students have scores above their non-subgroup peers.



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	34	479
	N	77	527
Minority	Y	59	492
	N	77	527
IEP	Y	n<16	--
	N	132	516
EL	Y	22	492
	N	114	516
GT	Y	17	590
	N	119	501
Schoolwide		136	512
Geographic District		2444	499

Traditionally underserved students largely have math scores below their non-subgroup peers. Gifted students have scores above their non-subgroup 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

**Postsecondary and Workforce Readiness Growth**

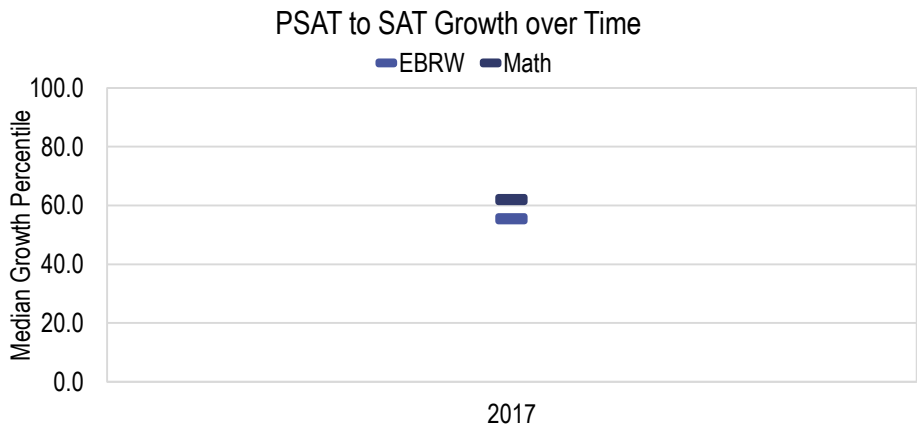
**PSAT to SAT: School Status and Trends**

-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	130	55.5

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	130	62.0

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

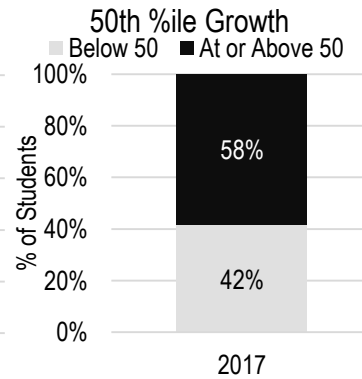
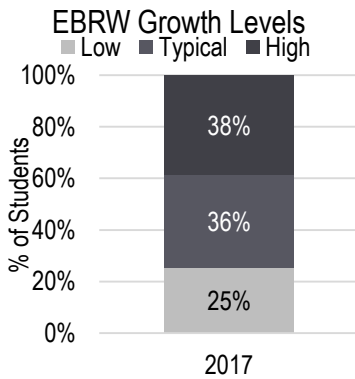


The School meets state expectations for PSAT to SAT growth in Evidence-Based Reading and Writing and math.

**PSAT to SAT: Levels of Growth**

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

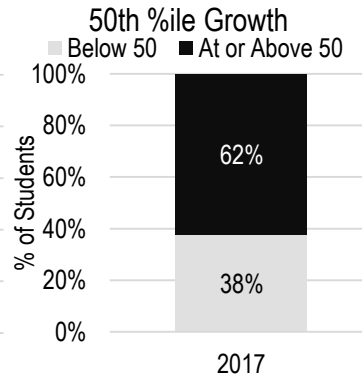
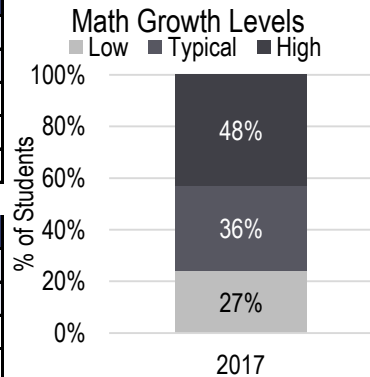
EBRW Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	25%
Typical (35-65)	36%
High (above 65)	38%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 25% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. 58% of students were at or above the 50th percentile for growth.

EBRW 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	58%
Below 50	42%

Math Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	27%
Typical (35-65)	25%
High (above 65)	48%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 27% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 48% of students. 62% of students were at or above the 50th percentile for growth.

Math 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	62%
Below 50	38%

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

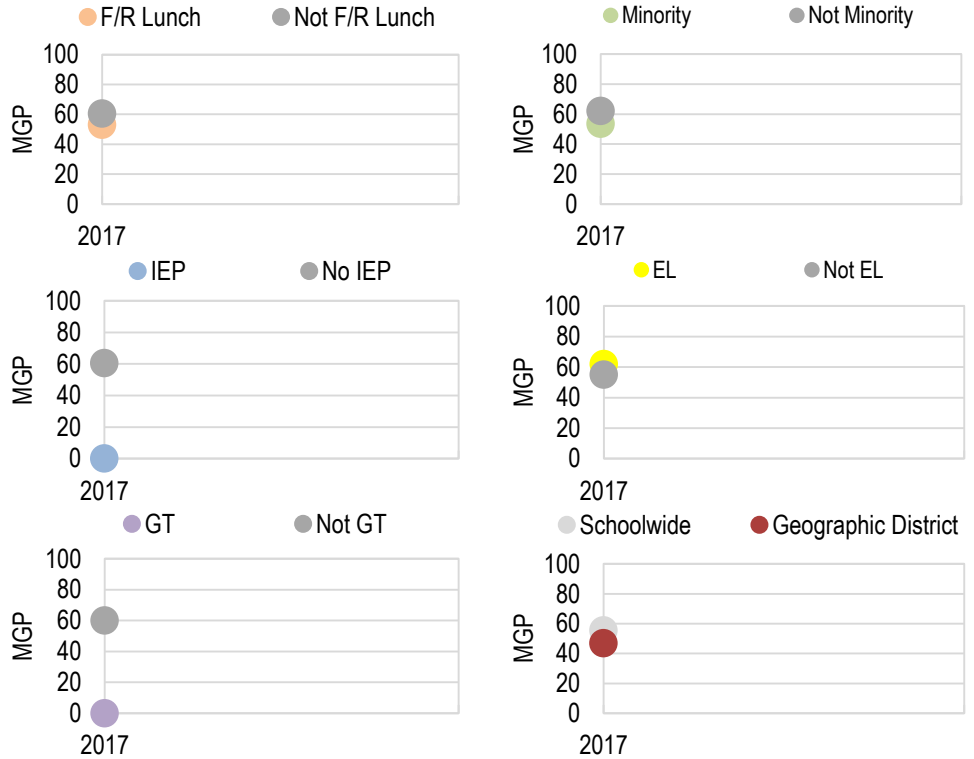
**Postsecondary and Workforce Readiness Growth**

**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	32	53.0
	N	98	60.5
Minority	Y	54	53.5
	N	76	62.0
IEP	Y	n<20	--
	N	126	60.5
EL	Y	21	62.0
	N	109	55.0
GT	Y	n<20	--
	N	113	60.0
Schoolwide		130	55.5

*Traditionally underserved students largely have Evidence-Based Reading and Writing growth scores below their non-subgroup peers. English learners have scores above their non-subgroup peers.*



**PSAT to SAT: Subgroup Local Comparison**

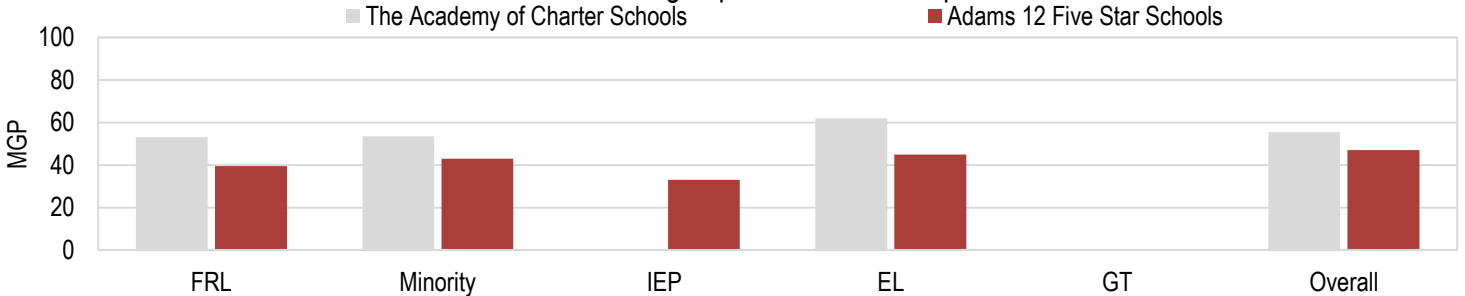
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School EBRW Subgroup Growth			
PSAT to SAT		2017	
Subgroup	N	MGP	
F/R Lunch	32	53.0	
Minority	54	53.5	
IEP	n<20	--	
EL	21	62.0	
GT	n<20	--	
Schoolwide		130	55.5

*Traditionally underserved student PSAT to SAT growth is above the growth scores of their peers in the geographic district.*

Geo. District EBRW Growth			
PSAT to SAT		2017	
Subgroup	N	MGP	
F/R Lunch	536	39.5	
Minority	1062	43.0	
IEP	135	33.0	
EL	524	45.0	
GT	NA	NA	
Geo. District		2223	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

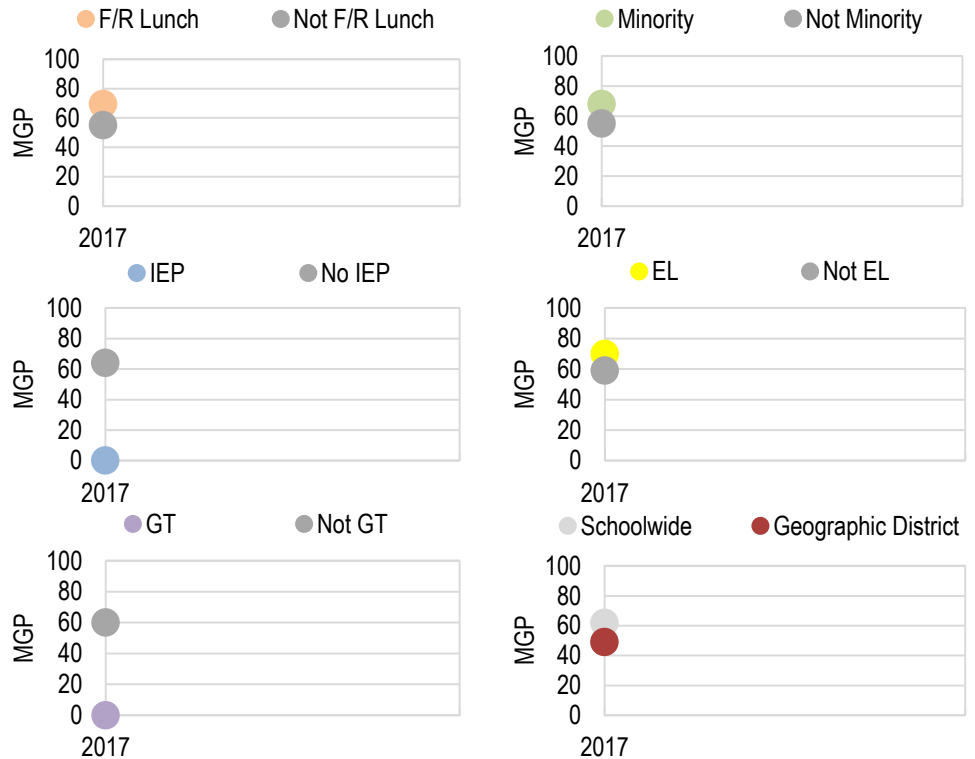
**Postsecondary and Workforce Readiness Growth**

**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	32	69.5
	N	98	55.0
Minority	Y	54	68.0
	N	76	55.0
IEP	Y	n<20	--
	N	126	64.0
EL	Y	21	70.0
	N	109	59.0
GT	Y	n<20	--
	N	113	60.0
Schoolwide		130	62.0

Traditionally underserved students have math growth scores above their non-subgroup peers.



**PSAT to SAT: Subgroup Local Comparison**

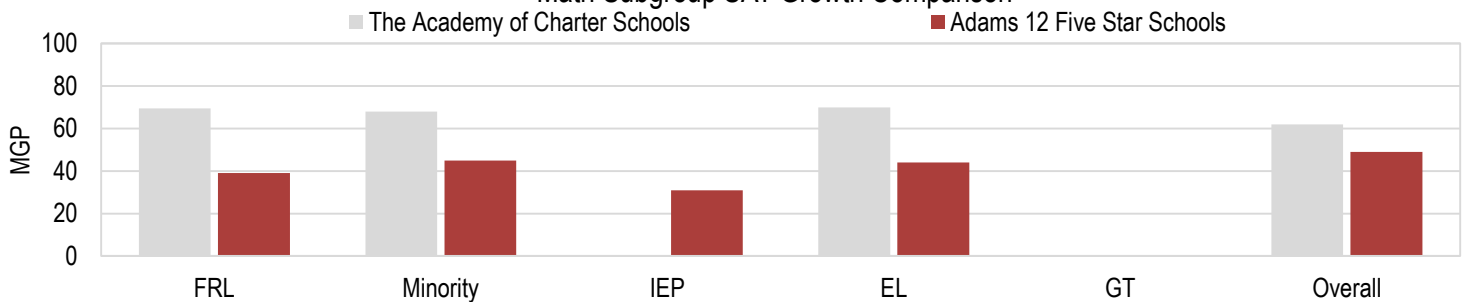
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School Math Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	32	69.5
Minority	54	68.0
IEP	n<20	--
EL	21	70.0
GT	n<20	--
Schoolwide	130	62.0

Traditionally underserved student PSAT to SAT growth is above the growth scores of their peers in the geographic district.

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	536	39.0
Minority	1062	45.0
IEP	135	31.0
EL	524	44.0
GT	NA	NA
Geo. District	2223	49.0

**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

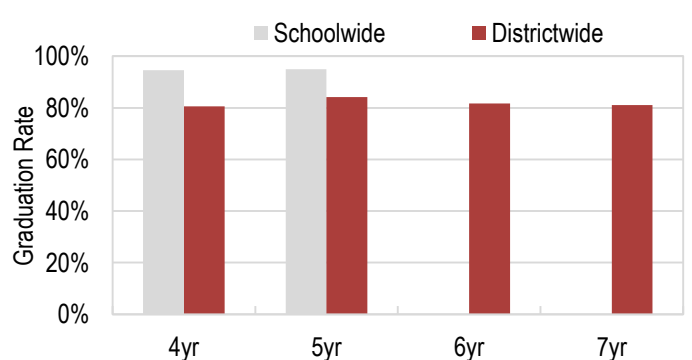
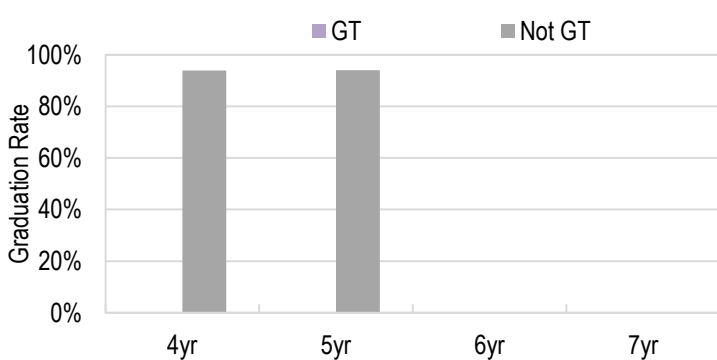
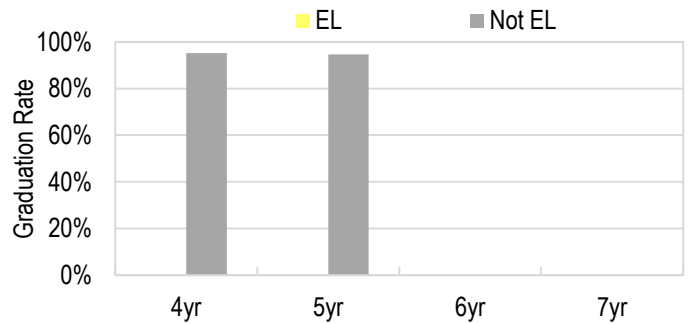
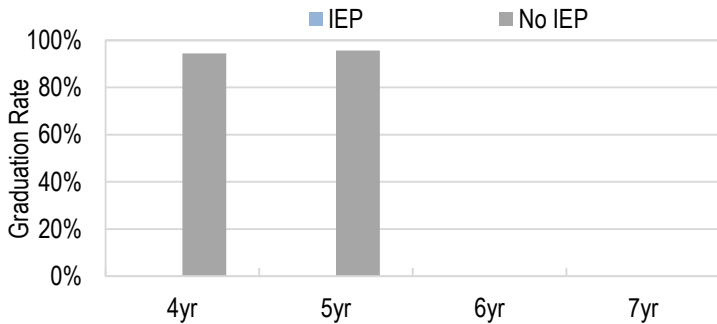
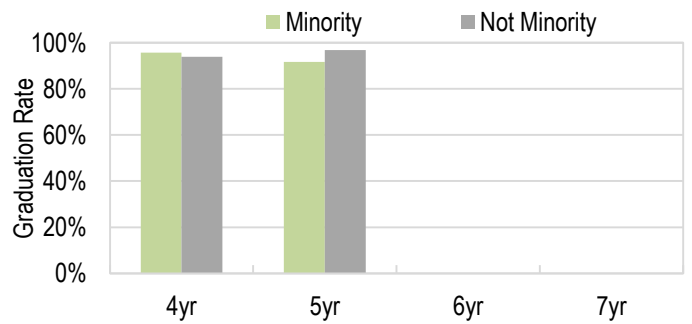
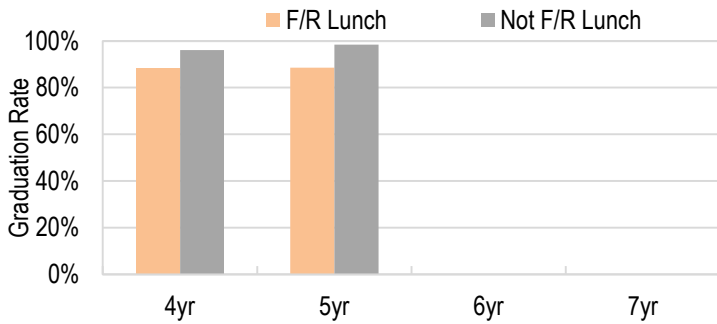
## Postsecondary and Workforce Readiness Additional Indicators

### 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	5yr	26	88.5%	35	88.6%	n<16	--	0	*
	N	5yr	104	96.2%	64	98.4%	n<16	--	0	*
Minority	Y	4yr	47	95.7%	36	91.7%	n<16	--	0	*
	N	5yr	83	94.0%	63	96.8%	n<16	--	0	*
IEP	Y	--	n<16	--	n<16	--	n<16	--	0	*
	N	5yr	125	94.4%	93	95.7%	n<16	--	0	*
EL	Y	--	n<16	--	n<16	--	0	*	0	*
	N	4yr	126	95.2%	94	94.7%	n<16	--	0	*
GT	Y	--	n<16	--	n<16	--	0	*	0	*
	N	5yr	115	93.9%	84	94.0%	n<16	--	0	*
Schoolwide		5yr	130	94.6%	99	94.9%	n<16	--	0	*
Geographic District		5yr	2626	80.6%	2604	84.2%	2891	81.7%	2918	81.1%

The School's "best of" graduation rate is the 5-year graduation rate of 94.9%. This meets state expectations. Traditionally underserved students largely demonstrate lower "best of" graduation rates than their non-subgroup 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

**Postsecondary and Workforce Readiness Additional Indicators**

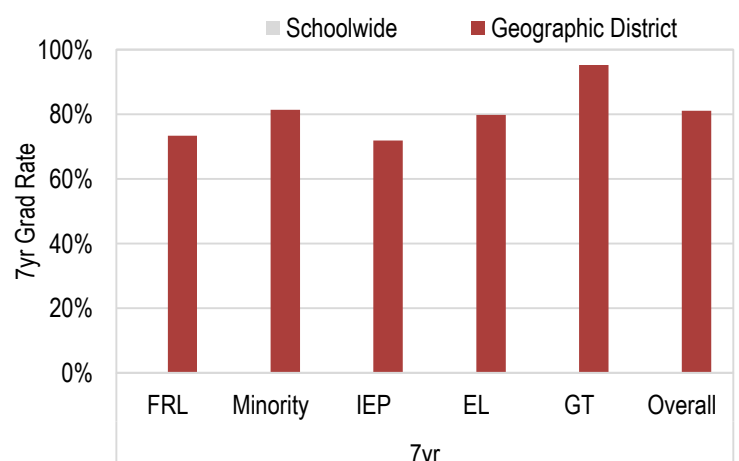
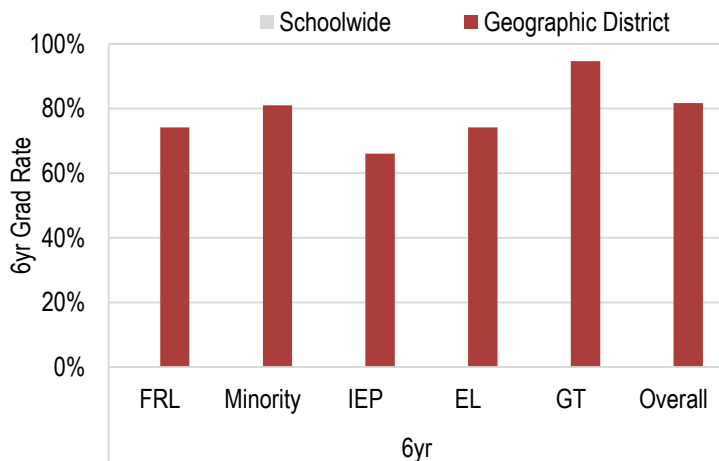
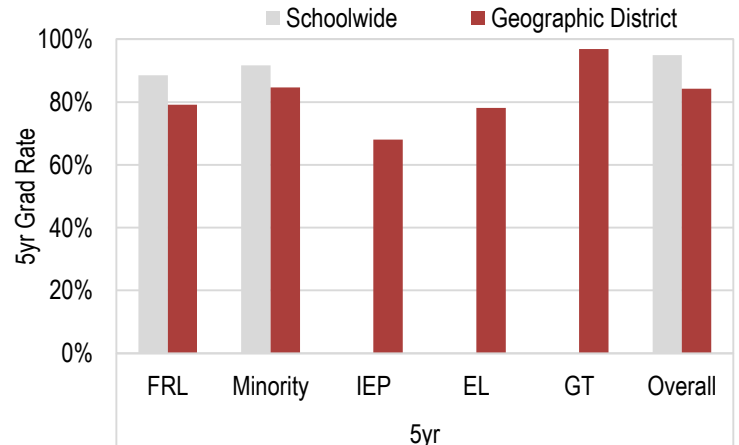
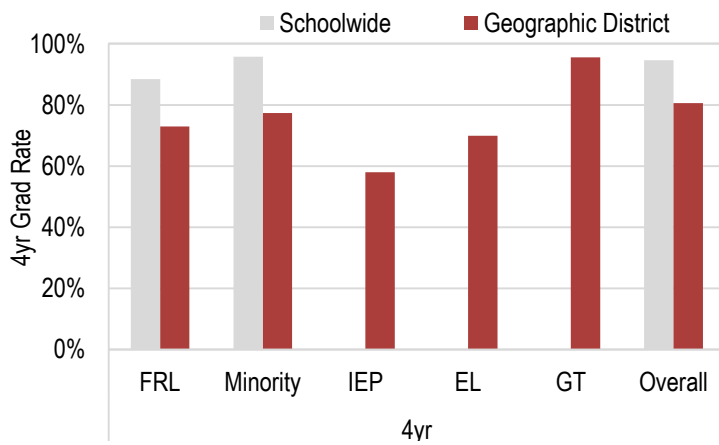
**Graduation Rate: School Status and Trends & Local Comparison**

- 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	5yr	26	88.5%	35	88.6%	n<16	--	0	*
Minority	4yr	47	95.7%	36	91.7%	n<16	--	0	*
IEP	--	n<16	--	n<16	--	n<16	--	0	*
EL	--	n<16	--	n<16	--	0	*	0	*
GT	--	n<16	--	n<16	--	0	*	0	*
Schoolwide	5yr	130	94.6%	99	94.9%	n<16	--	0	*

Traditionally underserved student "best of" graduation rates outperform their peers "best of" rates in the geographic district. The School's "best of" graduation rate is greater than the geographic district's "best of" graduation rate by 10.7 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	5yr	1280	73.0%	1254	79.1%	1275	74.1%	1201	73.4%
Minority	5yr	1269	77.4%	1200	84.7%	1239	81.0%	1212	81.4%
IEP	7yr	233	57.9%	269	68.0%	259	66.0%	260	71.9%
EL	7yr	345	69.9%	297	78.1%	318	74.2%	347	79.8%
GT	5yr	288	95.5%	286	96.9%	245	94.7%	272	95.2%
Geo. District	5yr	2626	80.6%	2604	84.2%	2891	81.7%	2918	81.1%



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

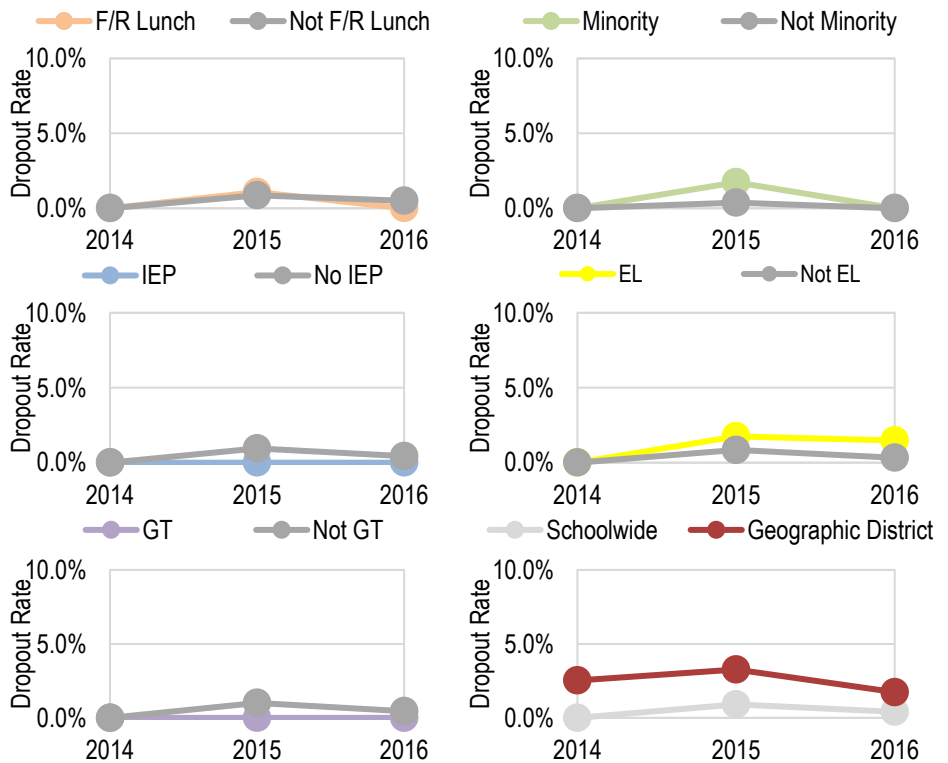
**Postsecondary and Workforce Readiness Additional Indicators**

**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	NA	1.1%	0.0%
	N	NA	0.9%	0.5%
Minority	Y	NA	1.7%	0.0%
	N	NA	0.4%	0.0%
IEP	Y	NA	0.0%	0.0%
	N	NA	1.0%	0.4%
EL	Y	NA	1.8%	1.5%
	N	NA	0.9%	0.3%
GT	Y	NA	0.0%	0.0%
	N	NA	1.0%	0.5%
Schoolwide		NA	0.9%	0.4%
Geographic District		2.5%	3.3%	1.7%

The School exceeds state expectations for dropout rates and rates have decreased over time. Traditionally underserved student population dropout rates are lower than their non-subgroup peers in 2016.



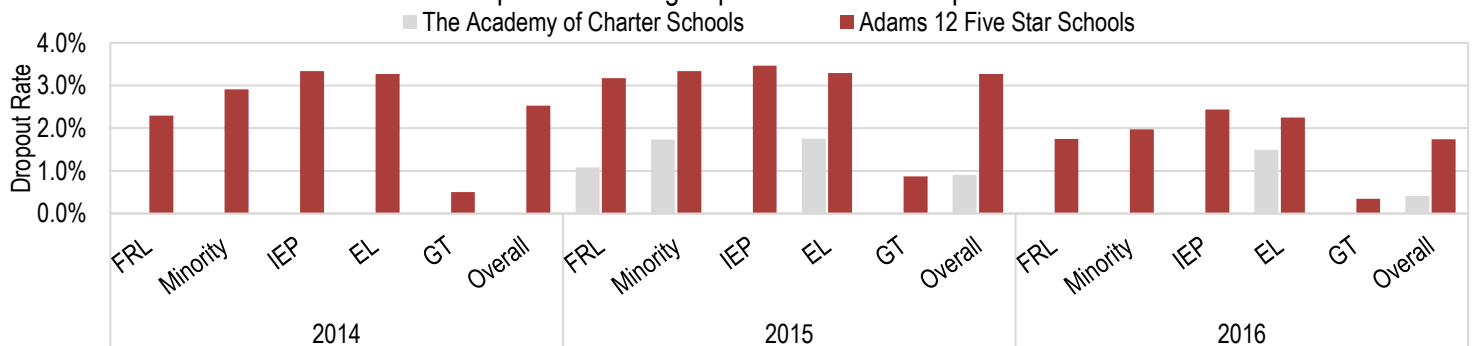
**Dropout Rate: Subgroup Local Comparison**

- 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	NA	NA	185	1.1%	170	0.0%
Minority	NA	NA	347	1.7%	38	0.0%
IEP	NA	NA	38	0.0%	38	0.0%
EL	NA	NA	57	1.8%	67	1.5%
GT	NA	NA	86	0.0%	81	0.0%
Schoolwide	NA	NA	879	0.9%	966	0.4%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	6059	2.3%	5356	3.2%	5373	1.7%
Minority	9549	2.9%	9774	3.3%	9515	2.0%
IEP	2097	3.3%	1935	3.5%	1971	2.4%
EL	2630	3.3%	2702	3.3%	2978	2.2%
GT	2003	0.5%	2070	0.9%	2025	0.3%
Geo. District	21297	2.5%	20827	3.3%	19329	1.7%

**Dropout Rate Subgroup Achievement Comparison**



The School has lower dropout rates than their 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**

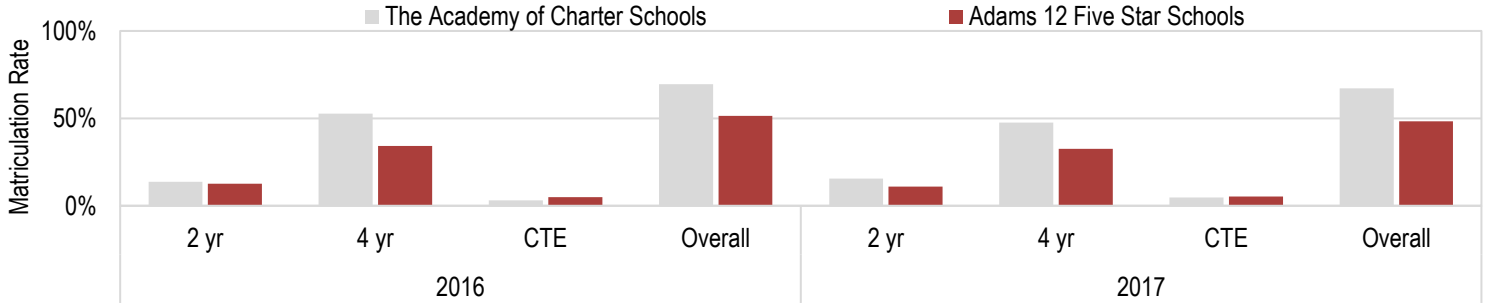
- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	95	13.7%	128	15.6%
4 yr	95	52.6%	128	47.7%
CTE	95	3.2%	128	4.7%
Schoolwide	95	69.5%	128	67.2%

The School is meeting state expectations for matriculation and matriculation rates have slightly decreased over time. The School outperformed the geographic district in 2016 and 2017.

Geo. District Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	2286	12.7%	2366	10.9%
4 yr	2286	34.2%	2366	32.6%
CTE	2286	5.0%	2366	5.3%
Geo. District	2286	51.4%	2366	48.4%

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  
Meets

Approaching  
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.

# 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

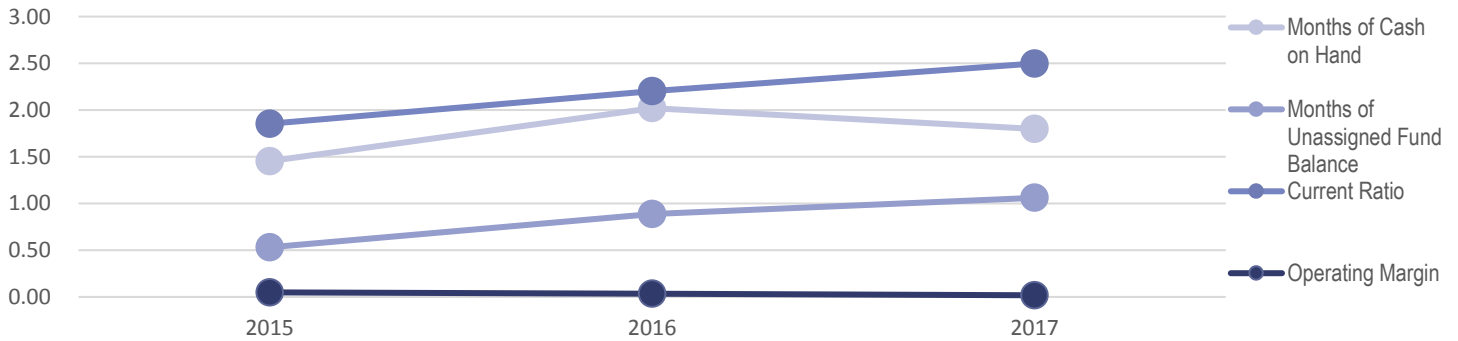
Metric	2015	2016	2017
Debt to Asset Ratio	1.30	1.39	1.50
Change in Net Position	\$ (1,807,449.00)	\$ (1,807,449.00)	\$ (10,178,686.00)
Default	NO	NO	NO

### 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	1.45	2.02	1.80
Months of Unassigned Fund Balance on Hand	0.53	0.89	1.06
Current Ratio	1.85	2.20	2.50
Operating Margin	4.9%	3.3%	1.8%



### 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	15.26	15.49	0.00
Current Ratio	3.53	0.12	3.30
Debt to Asset Ratio	1.08	1.08	1.08
Change in Net Position	\$ (9,724.00)	\$ 24,577.00	\$ 61,401.00

### Enrollment

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

#### Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	-0.8%	-0.4%	0.6%
Change in FPC from Prior-Year	100.0%	0.9%	0.5%

## **Fiscal Years 2015-2017 Financial Results**

### Financial Performance Narrative

The Academy of Charter Schools 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 higher than budget by 11 pupils (1 percent), and 8.5 pupils (0.48 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 1.8 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 2 percent and an increase in their unassigned fund balance.

### 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

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

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

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

CSI was not made aware of any other significant organizational compliance concerns during the 2016-17 school year.

## Organizational Performance

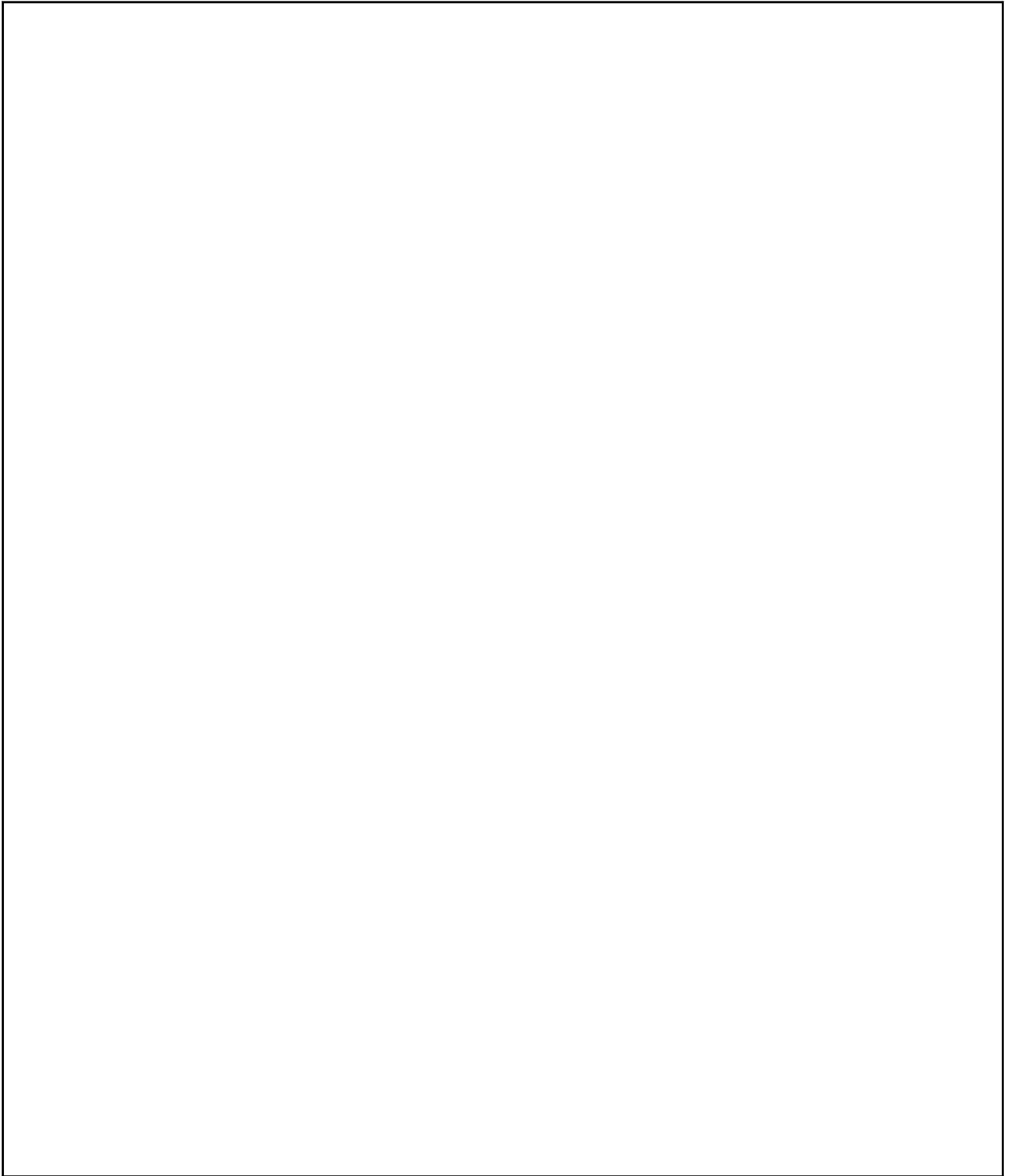
### **Organizational Performance Metrics**

Organizational Performance Additional Narrative

N/A

School Observations

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