

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

The Pinnacle Charter School High



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
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance

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	388	376	96.9%	0	96.9%	Meets 95%
Math	388	376	96.9%	0	96.9%	Meets 95%
Science	124	119	96.0%	0	96.0%	Meets 95%

Test Participation Rates - Disaggregated by Test

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	142	139	97.9%	0	97.9%	Meets 95%
CMAS Math	142	139	97.9%	0	97.9%	Meets 95%
CMAS Science	124	119	96.0%	0	96.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	246	237	96.3%	0	96.3%	Meets 95%
PSAT/SAT Math	246	237	96.3%	0	96.3%	Meets 95%

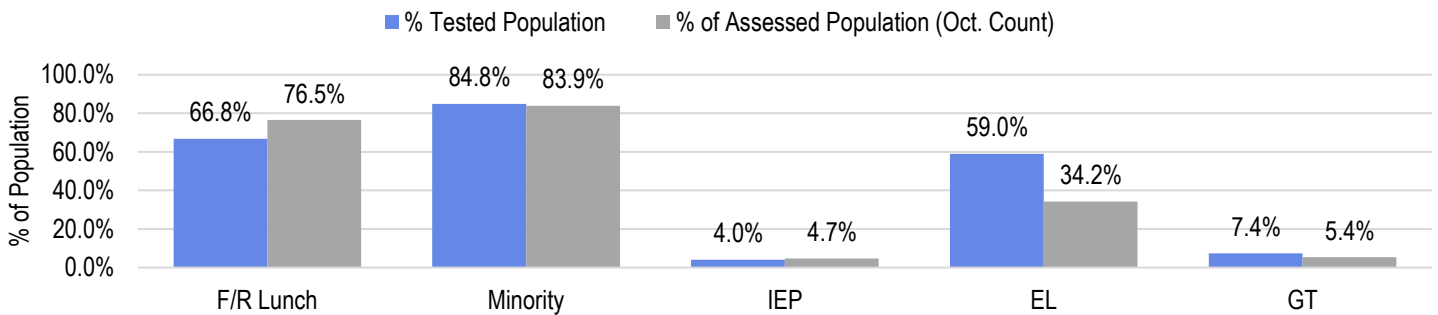
Participation Rate Analysis

Participation Rate Comparison

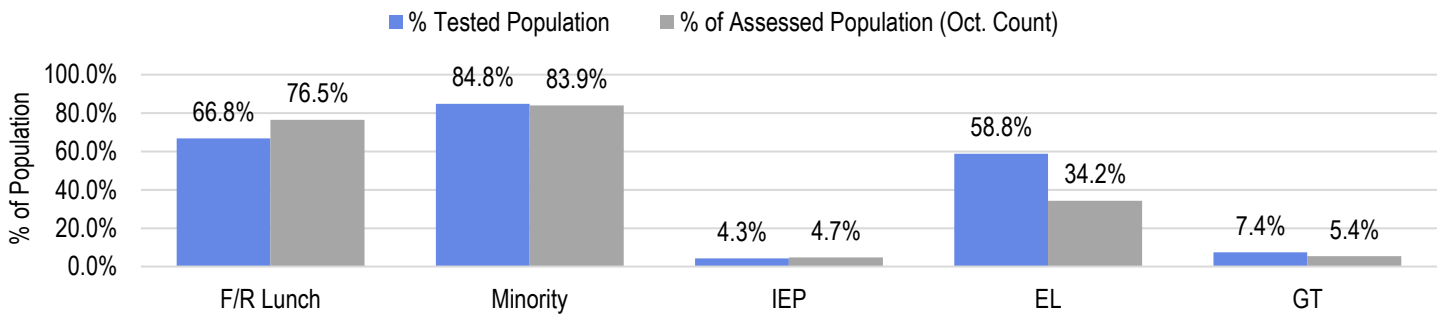
-Are the different subgroups in the school being represented appropriately in the participation rate?

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	66.8%	76.5%	66.8%	76.5%	63.9%	76.5%
Minority	84.8%	83.9%	84.8%	83.9%	86.6%	83.9%
IEP	4.0%	4.7%	4.3%	4.7%	5.0%	4.7%
EL	59.0%	34.2%	58.8%	34.2%	59.7%	34.2%
GT	7.4%	5.4%	7.4%	5.4%	0.0%	5.4%

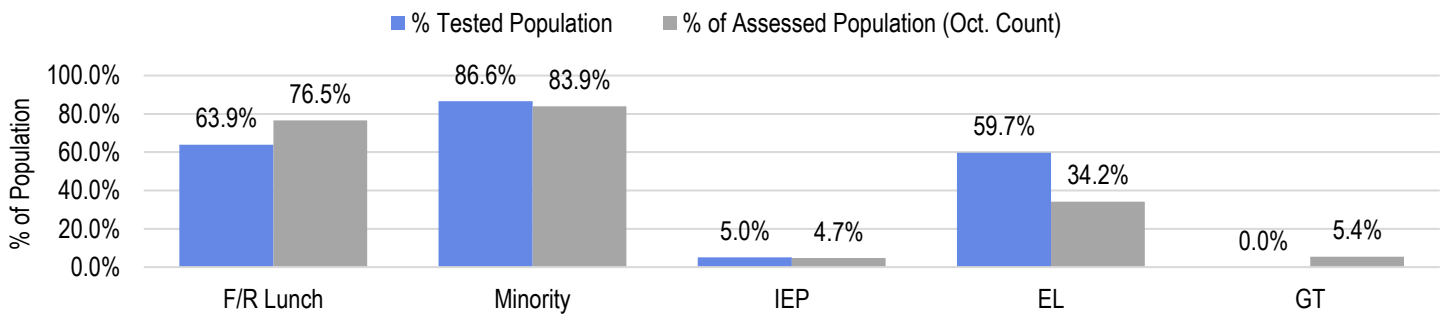
English Language Arts



Math



Science



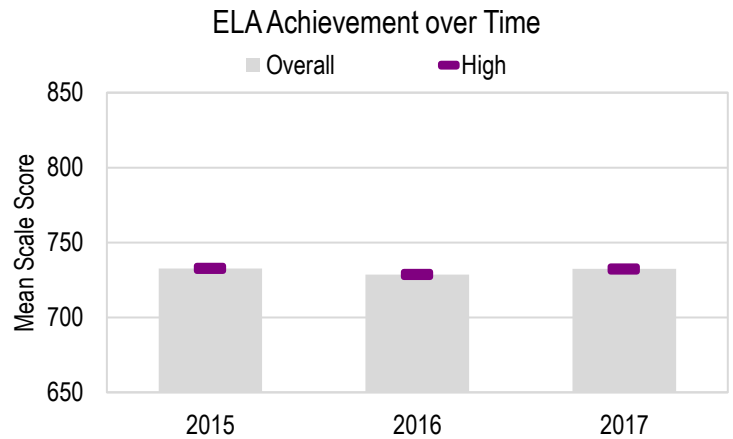
Academic Performance

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	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	161	733	141	729	139	732
High	161	733	141	729	139	732
Overall	161	733	141	729	139	732



The high school level has seen slight decreases in performance over the last three years.

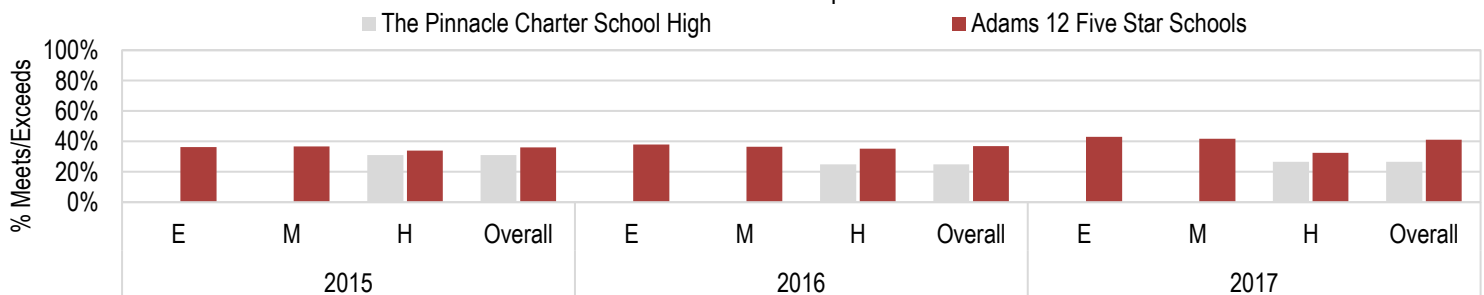
CMAS ELA: Local Comparison

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

School Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	161	31.1%	141	24.8%	139	26.6%
High	161	31.1%	141	24.8%	139	26.6%
Overall	161	31.1%	141	24.8%	139	26.6%

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%
Overall	19937	36.1%	20295	37.0%	20051	41.1%

ELA Achievement Comparison



The School performs at levels below the geographic district 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

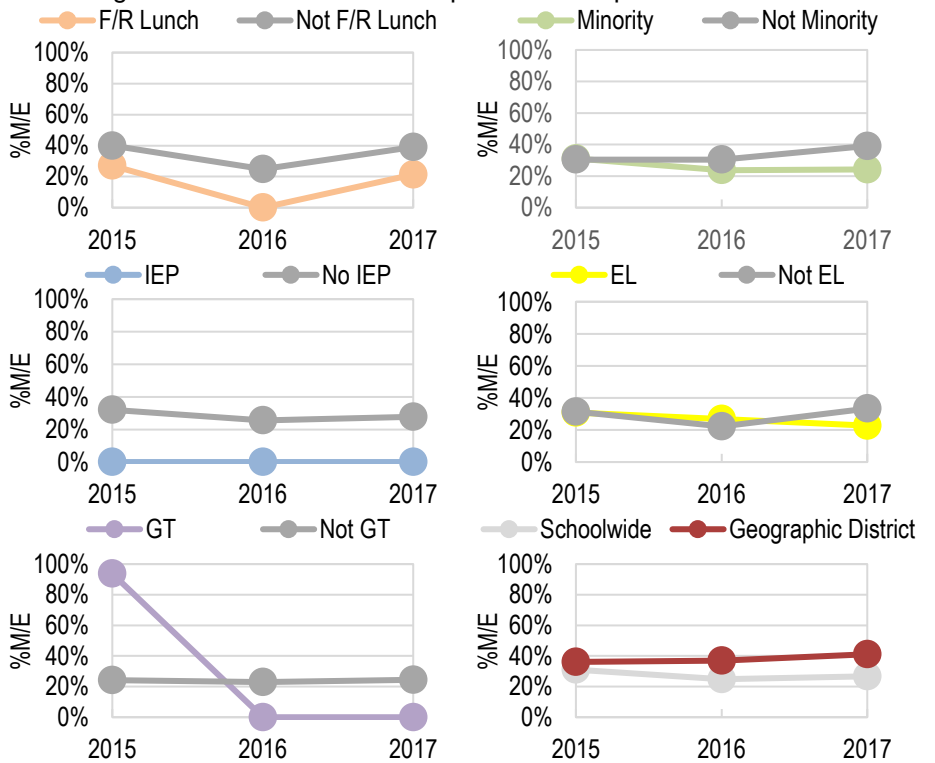
English Language Arts Subgroup Achievement

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	27.0%	*	21.4%
	N	40.0%	24.8%	39.0%
Minority	Y	31.2%	23.7%	24.1%
	N	30.4%	30.4%	39.1%
IEP	Y	n<16	n<16	n<16
	N	32.1%	25.5%	27.8%
EL	Y	30.9%	26.9%	22.7%
	N	31.3%	22.2%	33.3%
GT	Y	93.8%	n<16	n<16
	N	24.1%	23.0%	24.4%
Schoolwide		31.1%	24.8%	26.6%
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. Minority students in 2015, gifted students in 2015 and English learners in 2016 perform at levels above their non-subgroup peers.



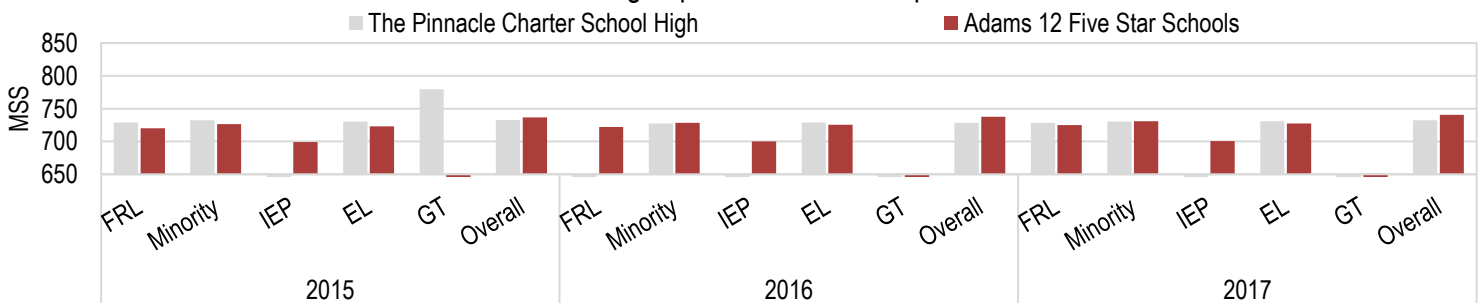
CMAS ELA: Subgroup Local Comparison

- 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	111	729	0	*	98	729
Minority	138	732	118	727	116	730
IEP	n<16	--	n<16	--	n<16	--
EL	94	730	78	729	88	731
GT	16	780	n<16	--	n<16	--
Schoolwide	161	733	141	729	139	732

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 largely outperform their peers in the geographic district in English Language Arts. Minority students perform at levels lower than their non-subgroup peers 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.

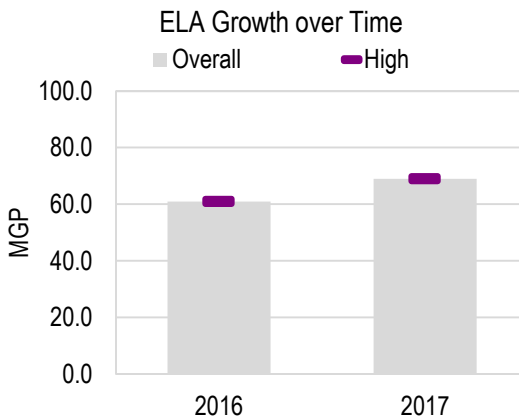
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	0	*	0	*
7	0	*	0	*
8	0	*	0	*
Middle	0	*	0	*
9	141	61.0	138	69.0
High	141	61.0	138	69.0
Overall	141	61.0	138	69.0

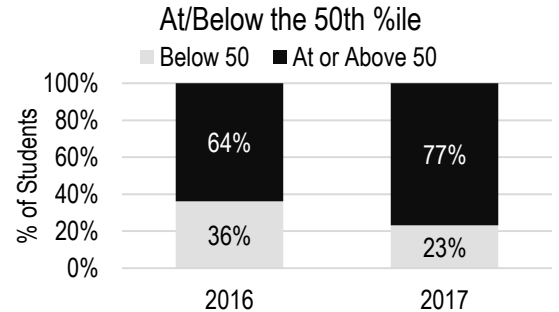
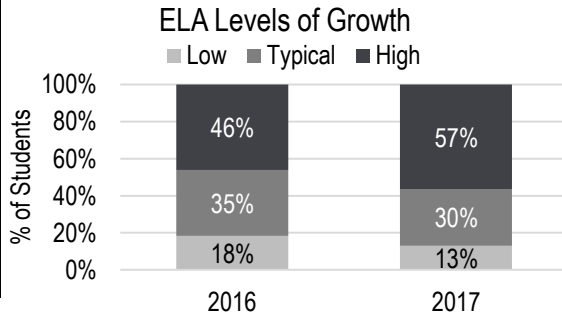


Overall, the School exceeds state expectations for growth and growth scores have increased over time.

CMAS ELA: Levels of Growth

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

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	18%	13%
Typical (35-65)	35%	30%
High (above 65)	46%	57%



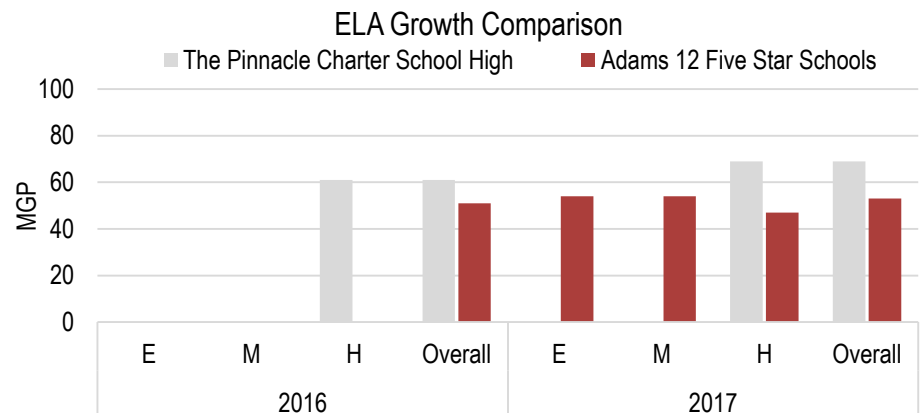
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	64%	77%
Below 50	36%	23%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 13% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 57% of students. The percent of students at or above the 50th percentile has increased from 64% in 2016 to 77% 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
Overall	15894	51.0	15917	53.0



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

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

Exceeds	Approaching
Meets	Does Not Meet

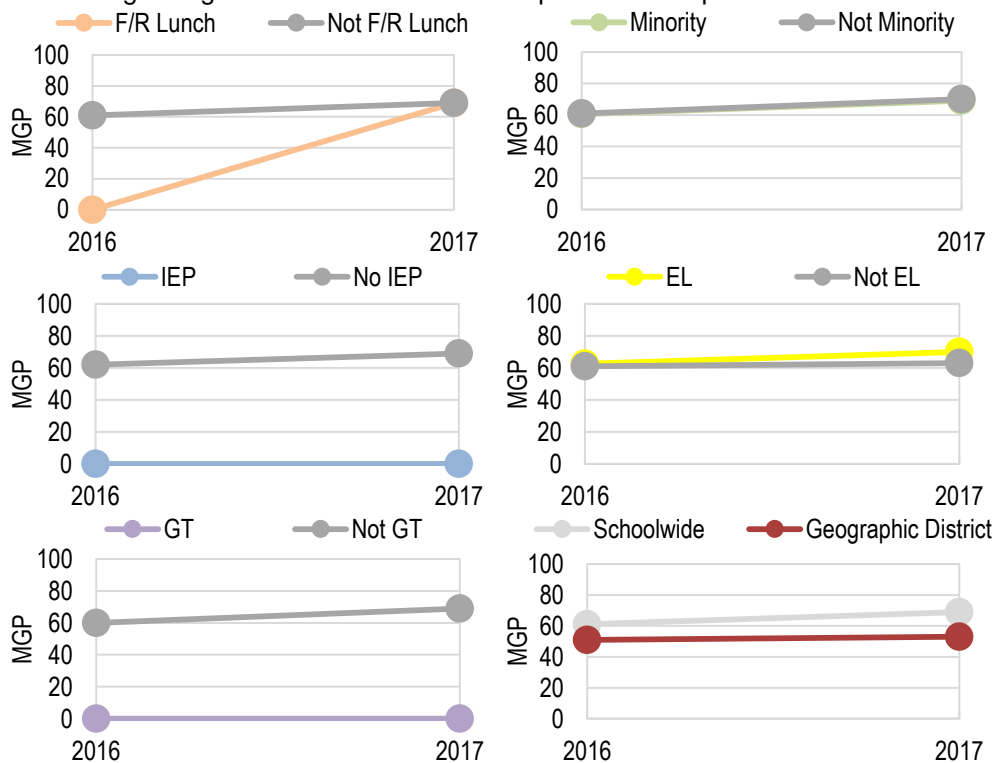
English Language Arts Subgroup Growth

CMAS ELA: Subgroup Status and Gap Trends

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

Subgroup Growth Gap Trends over Time			
CMAS ELA		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	69.0
	N	61.0	69.0
Minority	Y	60.5	69.0
	N	61.0	70.0
IEP	Y	n<20	n<20
	N	62.0	69.0
EL	Y	62.5	70.0
	N	61.0	63.0
GT	Y	n<20	n<20
	N	60.0	70.0
Schoolwide		61.0	69.0
Geographic District		51.0	53.0

Minority students have lower growth scores than their non-subgroup peers and growth scores have increased from the year prior. Growth scores for students eligible for free or reduced price lunch in 2017 mirror their non-subgroup peers. English learners have growth scores above their non-subgroup peers in 2016 and 2017.



CMAS ELA: Subgroup Local Comparison

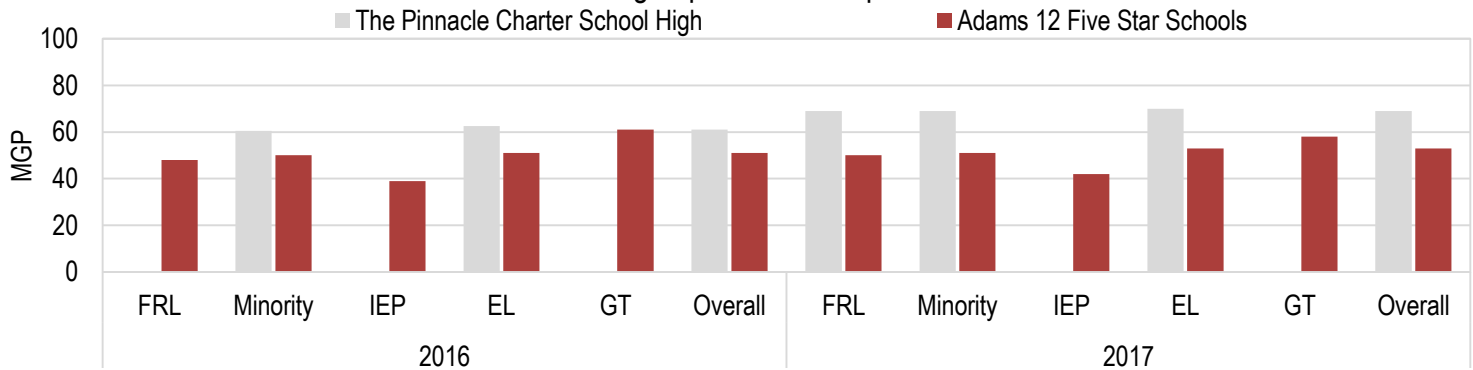
- How are traditionally underserved students growing on state assessments in comparison to other schools in their

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	97	69.0
Minority	118	60.5	115	69.0
IEP	n<20	--	n < 20	--
EL	78	62.5	87	70.0
GT	n<20	--	n < 20	--
Schoolwide	141	61.0	138	69.0

Traditionally underserved students outperform their peers in the geographic district.

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

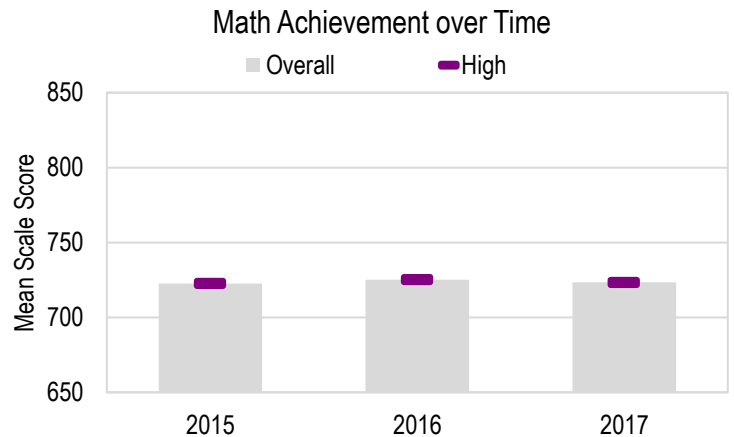
Academic Performance

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	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	159	723	141	725	139	723
High	159	723	141	725	139	723
Overall	159	723	141	725	139	723



*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 high school level has seen relatively stable performance over the last three years, with slight decreases in performance from 2016 to 2017.

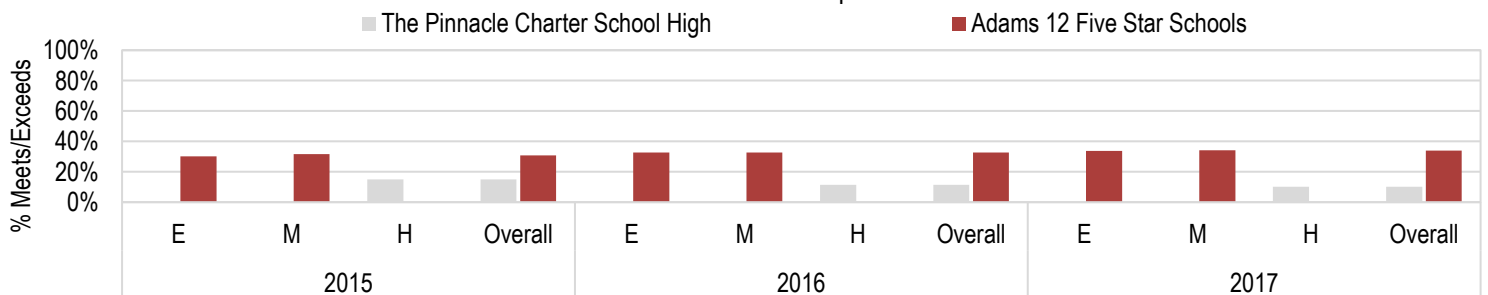
CMAS Math: Local Comparison

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

School Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	159	15.1%	141	11.3%	139	10.1%
High	159	15.1%	141	11.3%	139	10.1%
Overall	159	15.1%	141	11.3%	139	10.1%

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
Overall	17507	30.8%	17729	32.7%	17404	34.0%

Math Achievement Comparison



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

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

Exceeds	Approaching
Meets	Does Not Meet

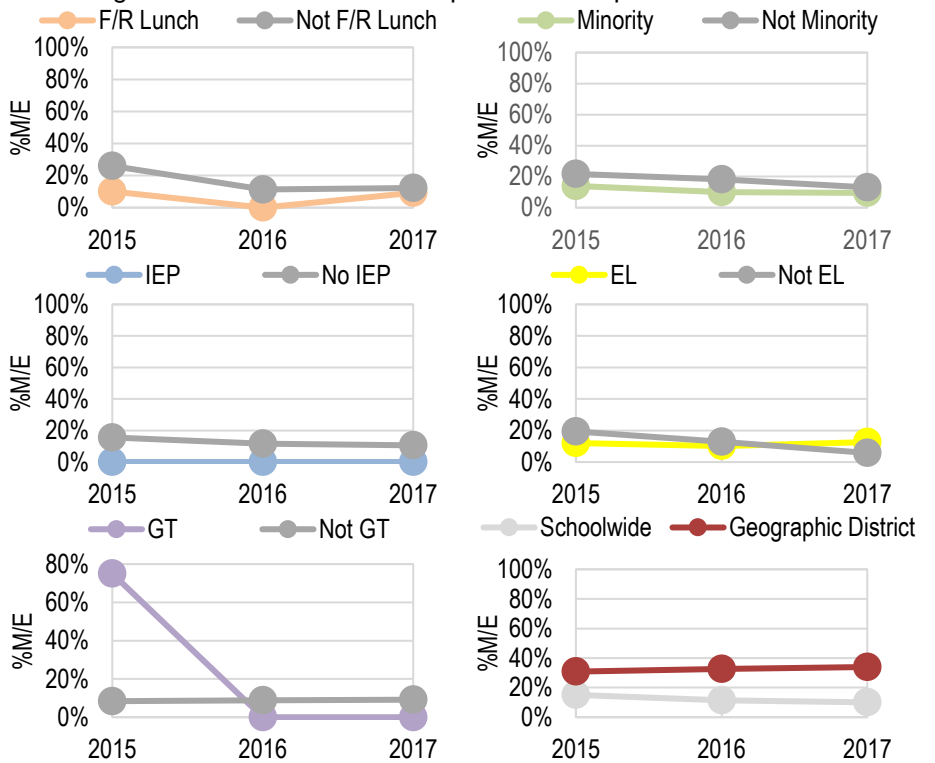
Math Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

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

Subgroup Achievement Gap Trends over Time				
CMAS Math		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	10.1%	*	9.2%
	N	26.0%	11.3%	12.2%
Minority	Y	14.0%	10.1%	9.5%
	N	21.7%	18.2%	13.0%
IEP	Y	n<16	n<16	n<16
	N	15.6%	11.6%	10.6%
EL	Y	12.0%	10.1%	12.6%
	N	19.4%	12.9%	5.8%
GT	Y	75.0%	n<16	n<16
	N	8.4%	8.9%	9.2%
Schoolwide		15.1%	11.3%	10.1%
Geographic District		30.8%	32.7%	34.0%

Traditionally underserved students in the School largely perform at levels below their non-subgroup peers in math. Gifted students in 2015 and English learners in 2017 perform at levels above their academic peers.



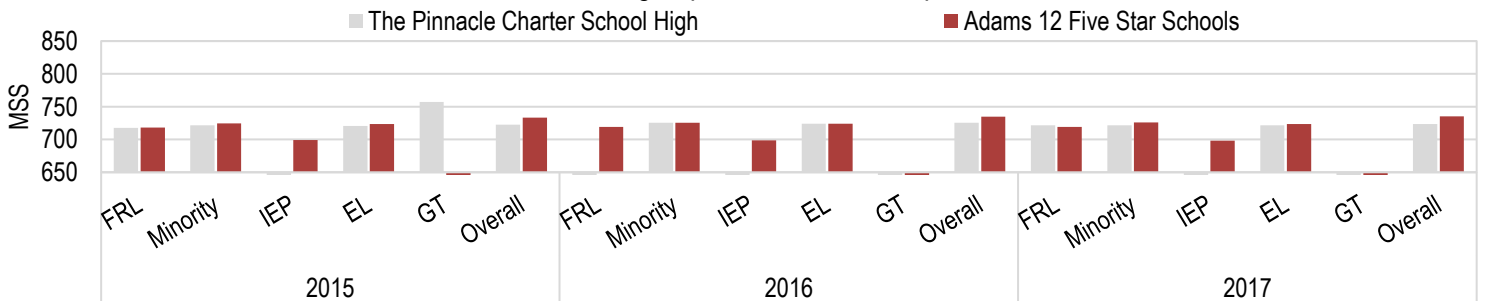
CMAS Math: Subgroup Local Comparison

- 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	109	718	0	*	98	722
Minority	136	722	119	726	116	722
IEP	n<16	--	n<16	--	n<16	--
EL	92	721	79	724	87	722
GT	16	757	n<16	--	n<16	--
Schoolwide	159	723	141	725	139	723

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 largely perform at levels below their peers in the geographic district in math. In 2017, students eligible for free or reduced price lunch have growth scores above their non-subgroup peers. Minority students and English learners in 2016 and students eligible for free or reduced price lunch in 2015 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

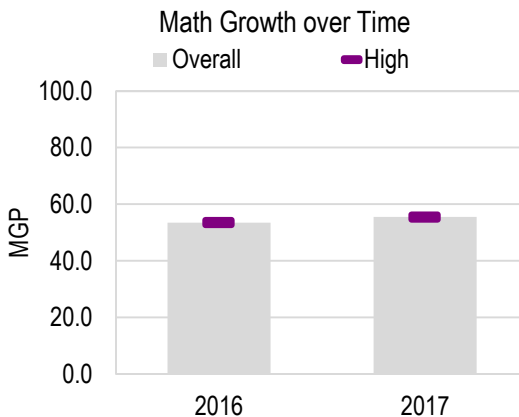
Academic Performance

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	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	0	*	0	*
7	0	*	0	*
8	0	*	0	*
Middle	0	*	0	*
9	132	53.5	130	55.5
High	132	53.5	130	55.5
Overall	132	53.5	130	55.5

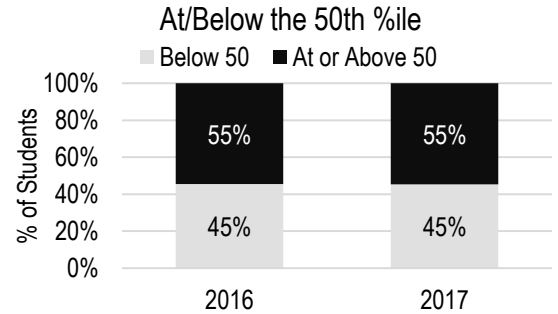
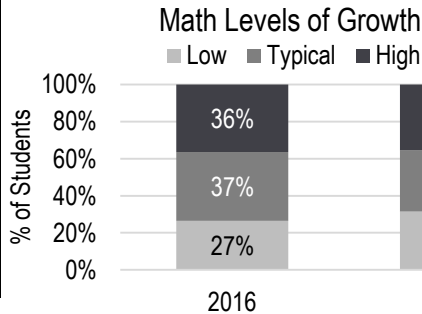


Overall, the School is meeting state expectations for growth and growth scores have increased over time.

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)	27%	32%
Typical (35-65)	37%	33%
High (above 65)	36%	35%



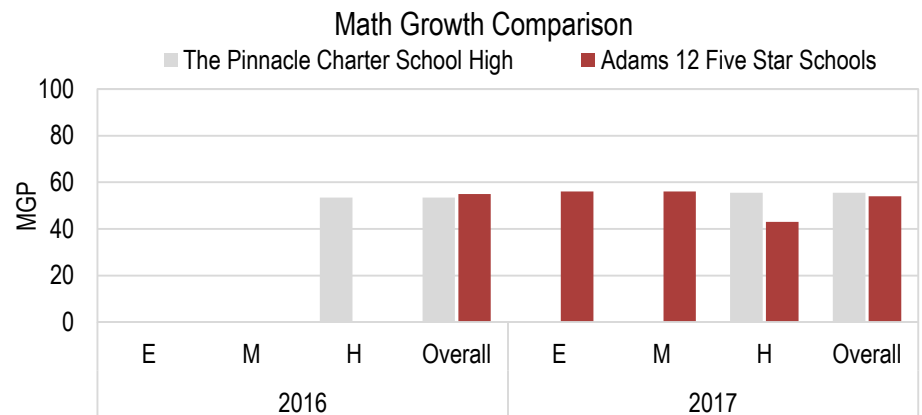
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	55%	55%
Below 50	45%	45%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 35% of students. The percent of students at or above the 50th percentile has remained the same from 2016 to 2017, at 55%.

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
Overall	15866	55.0	15872	54.0



The School demonstrates higher growth scores than their geographic district overall and at each level in 2017. Additionally, the geographic district growth scores have decreased over time while the School's growth scores have increased.

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

Exceeds	Approaching
Meets	Does Not Meet

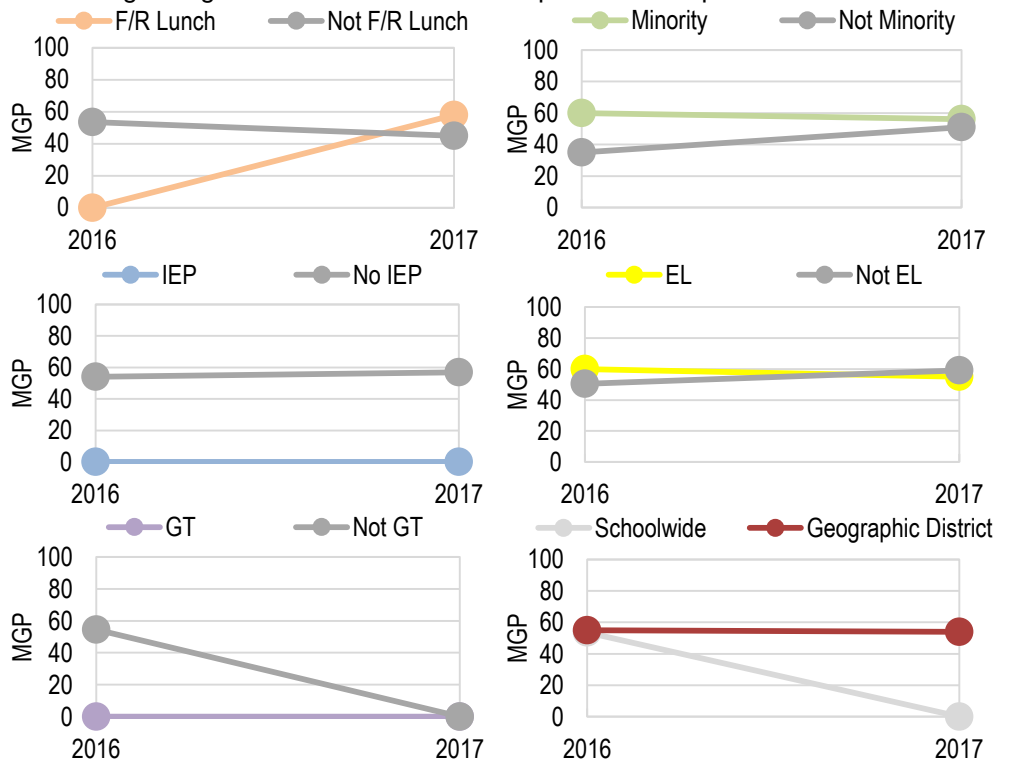
Math Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

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

Subgroup Growth Gap Trends over Time			
CMAS Math		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	58.0
	N	53.5	45.0
Minority	Y	60.0	56.0
	N	35.0	51.0
IEP	Y	n<20	n<20
	N	54.0	57.0
EL	Y	60.0	55.0
	N	50.5	59.0
GT	Y	n<20	n<20
	N	54.5	55.5
Schoolwide		53.5	n<20
Geographic District		55.0	54.0

Traditionally underserved students' growth scores have decreased from the year prior and perform at growth rates largely higher than their non-subgroup peers. English learners have lower growth scores than their non-subgroup peers in 2017.



CMAS Math: Subgroup Local Comparison

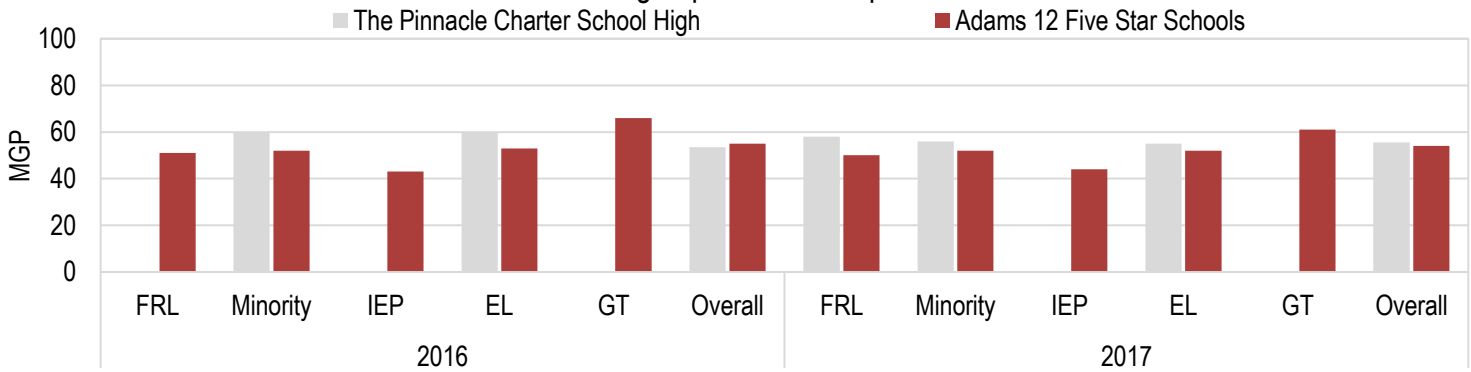
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Math Growth over Time				
CMAS Math	2016		2017	
	N	MGP	N	MGP
F/R Lunch	n<20	--	91	58.0
Minority	111	60.0	107	56.0
IEP	n<20	--	n < 20	--
EL	76	60.0	83	55.0
GT	n<20	--	n < 20	--
Schoolwide	132	53.5	130	55.5

Traditionally underserved students have growth scores above their peers in the geographic district.

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
	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

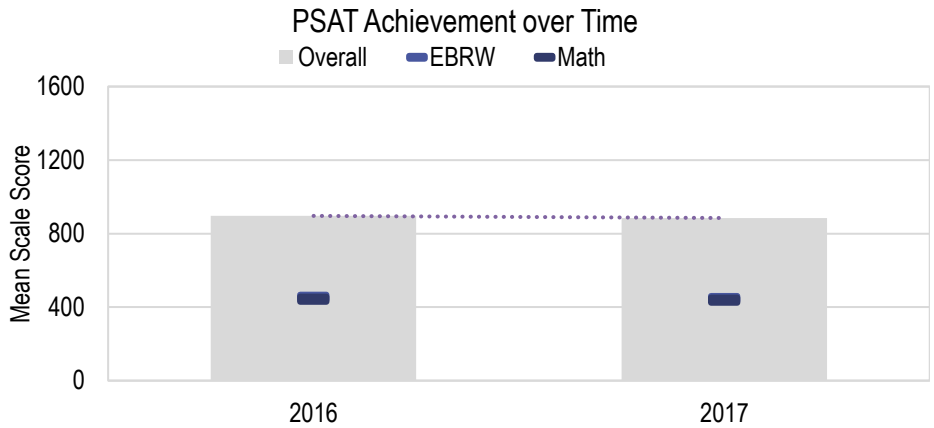
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW ^A				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	147	454	116	446

^AEvidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	147	442	116	438

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	147	896	116	885



The School's PSAT Evidence-Based Reading and Writing and math scores approach state expectations. Scores for Evidence-Based Reading and Writing and math have decreased over time.

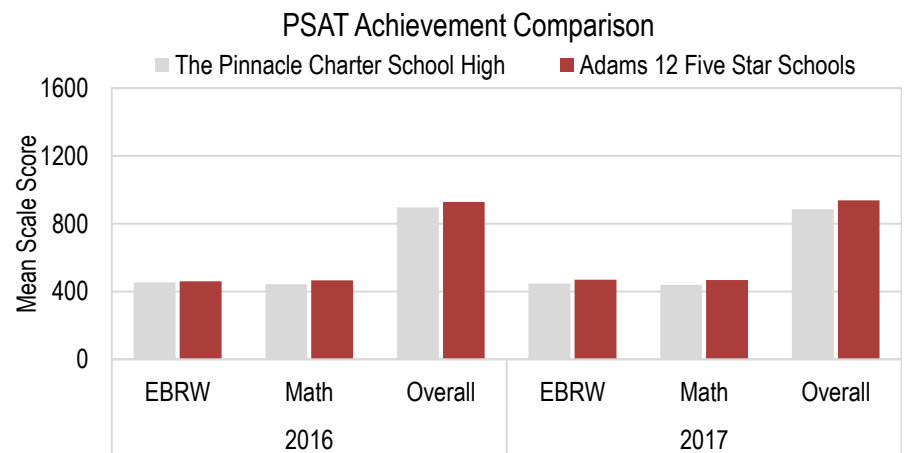
PSAT: Local Comparison

-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 above 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 PSAT. Additionally, both the geographic district and the School's Evidence-Based Reading and Writing and math scores have increased over time.

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

Exceeds	Approaching
Meets	Does Not Meet

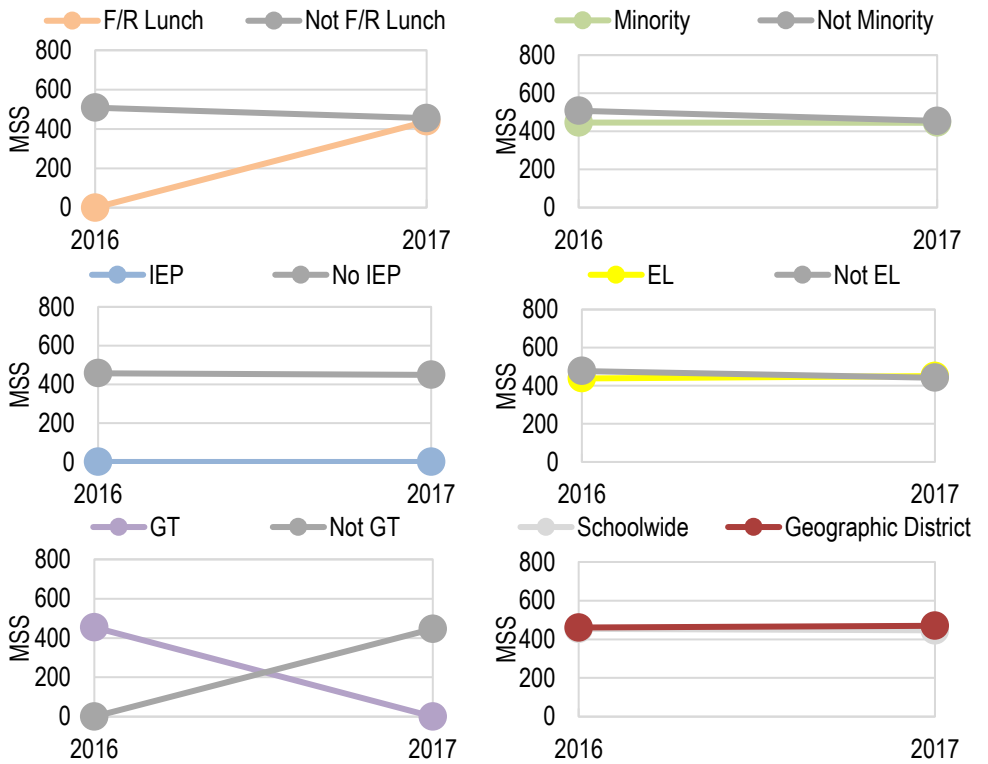
Postsecondary and Workforce Readiness Achievement

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	*	438
	N	508	455
Minority	Y	446	445
	N	508	455
IEP	Y	n<16	n<16
	N	457	449
EL	Y	438	451
	N	477	442
GT	Y	454	n<16
	N	*	438
Schoolwide		454	446
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

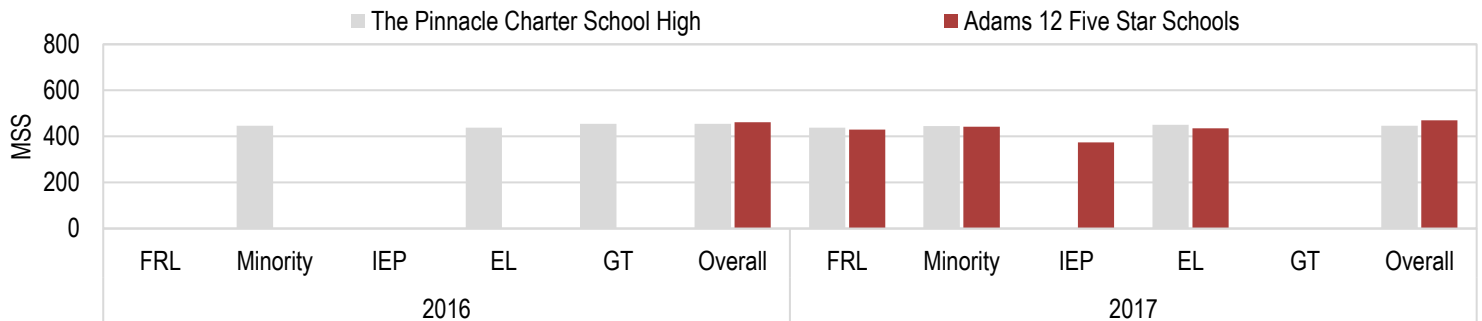
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
	N	MSS	N	MSS
F/R Lunch	0	*	76	438
Minority	128	446	97	445
IEP	n<16	--	n<16	--
EL	87	438	62	451
GT	147	454	n<16	--
Schoolwide	147	454	116	446

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

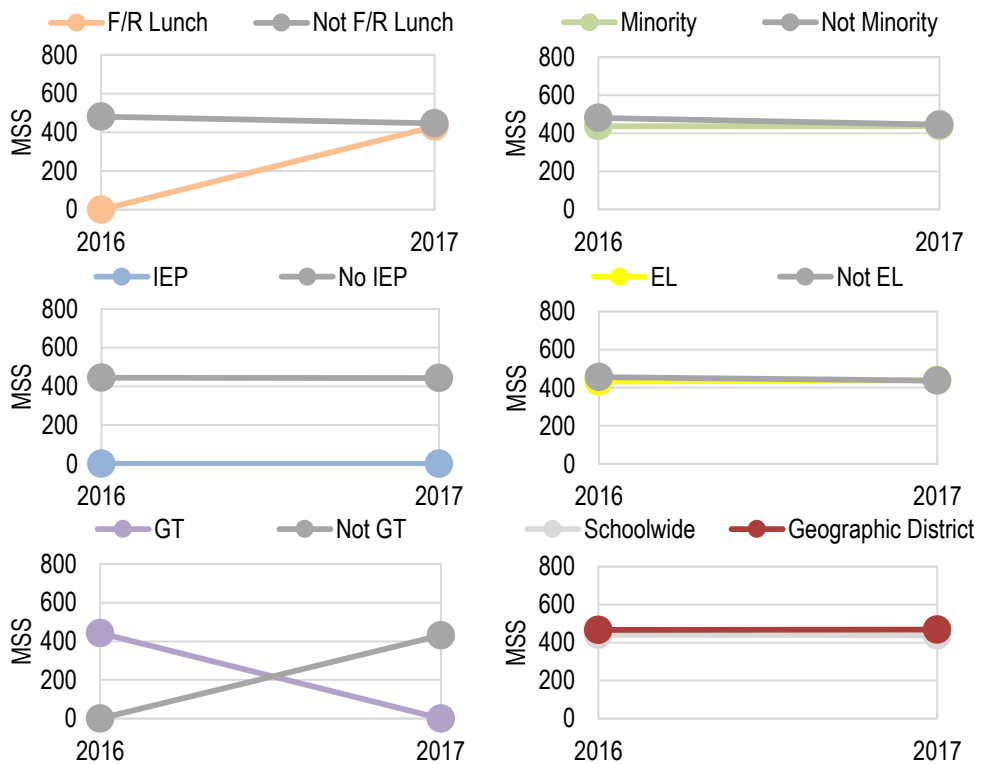
Postsecondary and Workforce Readiness Achievement

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	*	430
	N	481	446
Minority	Y	436	437
	N	481	446
IEP	Y	n<16	n<16
	N	445	443
EL	Y	433	440
	N	456	437
GT	Y	442	n<16
	N	*	430
Schoolwide		442	438
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

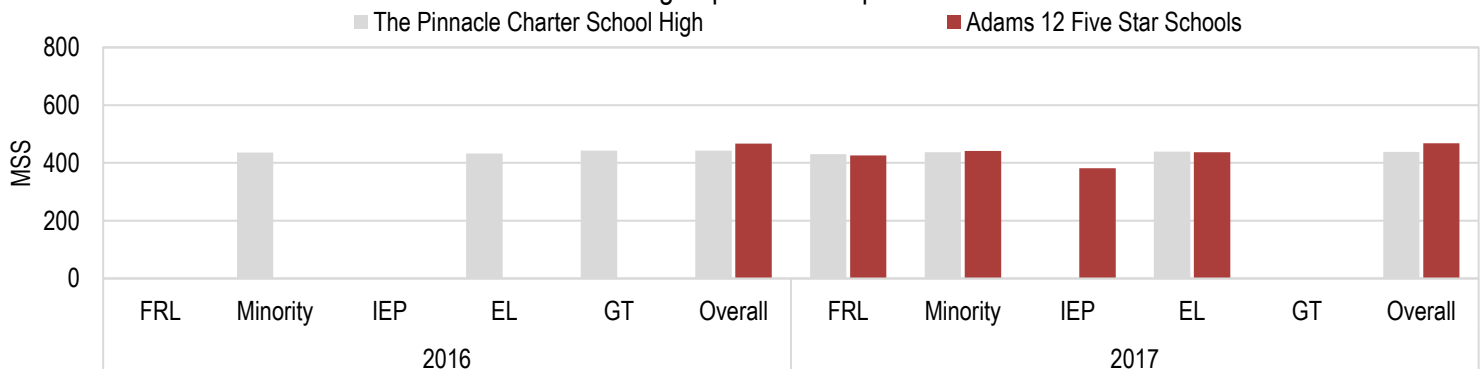
- How are traditionally underserved students growing on state assessments for postsecondary readiness in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Subgroup Proficiency in Math				
PSAT	2016		2017	
	N	MSS	N	MSS
F/R Lunch	0	*	76	430
Minority	128	436	97	437
IEP	n<16	--	n<16	--
EL	87	433	62	440
GT	147	442	n<16	--
Schoolwide	147	442	116	438

Traditionally underserved students largely outperform their peers in the geographic district on the PSAT. In 2017, minority students have scores slightly below their peers in the geographic district.

Geo. District Subgroup Proficiency in Math				
PSAT	2016		2017	
	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

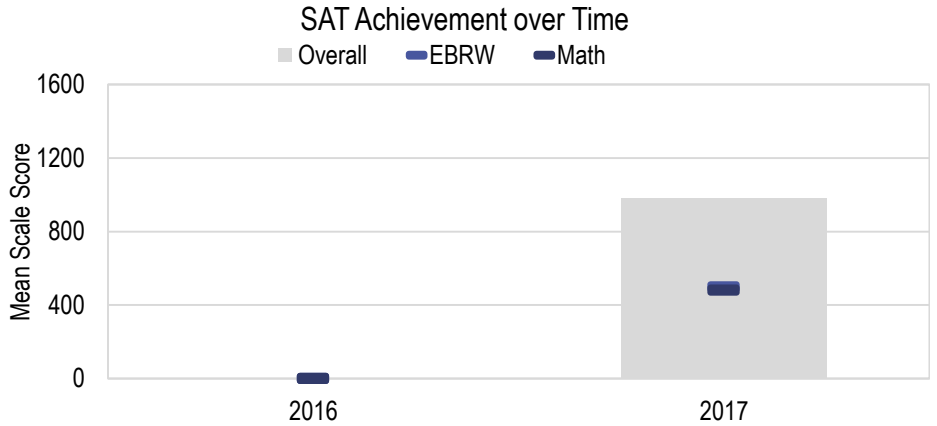
SAT: School Status and Trends

-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	121	499

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	121	482

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	121	982



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

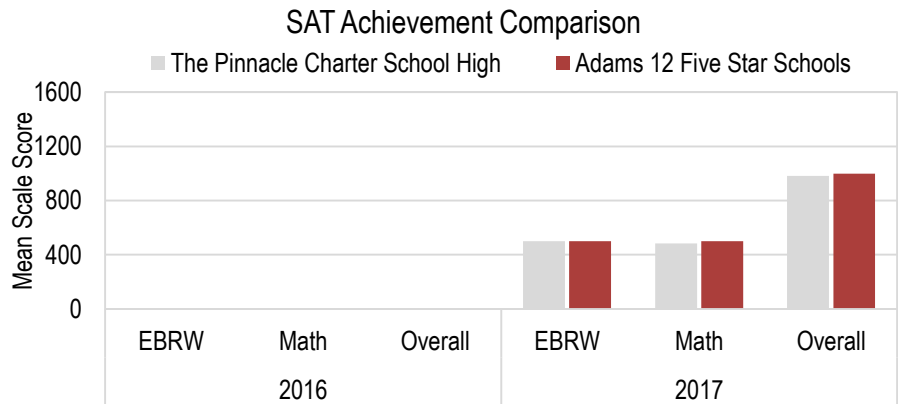
SAT: Local Comparison

-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, geographic district's SAT scores are higher than the School. The geographic district also produced scores higher than the School 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

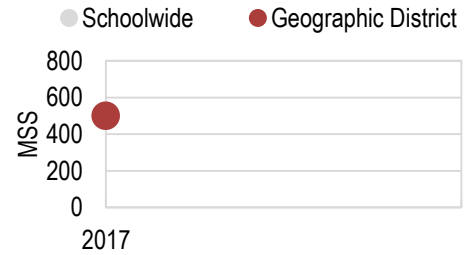
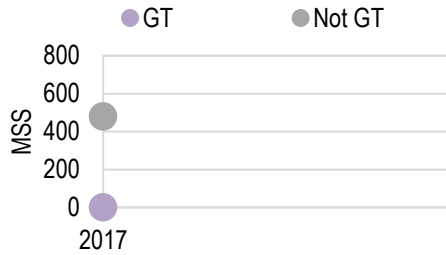
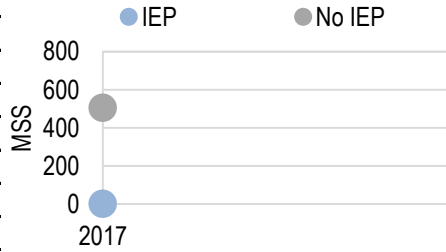
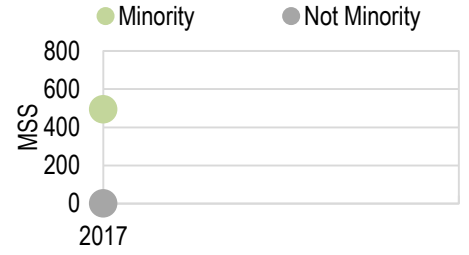
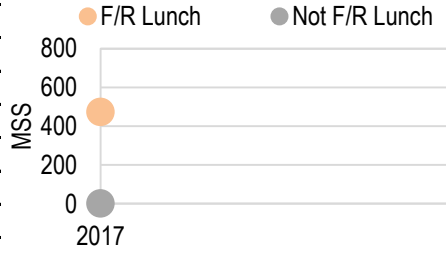
Postsecondary and Workforce Readiness Achievement

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?

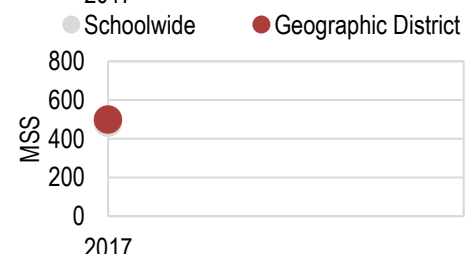
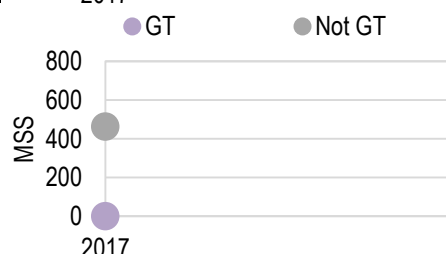
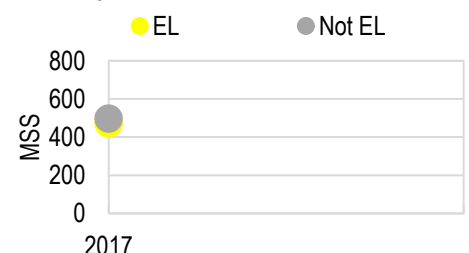
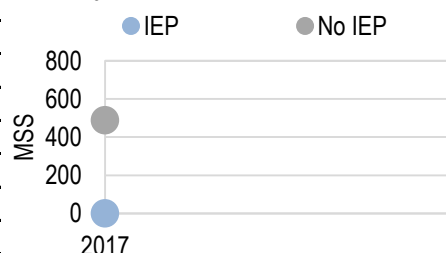
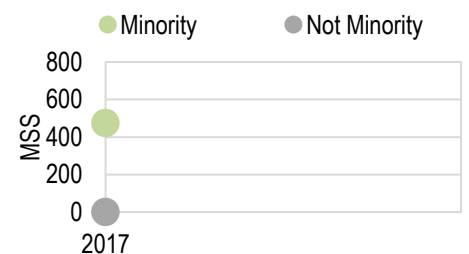
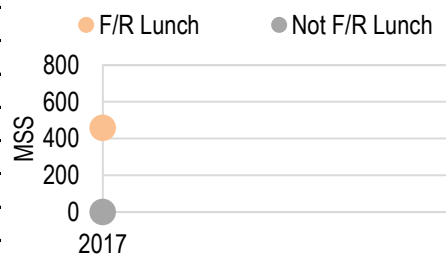
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	77	472
	N	n<16	--
Minority	Y	106	493
	N	n<16	--
IEP	Y	n<16	--
	N	116	504
EL	Y	71	489
	N	50	514
GT	Y	n<16	--
	N	106	479
Schoolwide		121	499
Geographic District		2444	500

English learners have Evidence-Based Reading and Writing scores below their non-subgroup peers.



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	77	458
	N	n<16	--
Minority	Y	106	475
	N	n<16	--
IEP	Y	n<16	--
	N	116	488
EL	Y	71	472
	N	50	497
GT	Y	n<16	--
	N	106	463
Schoolwide		121	482
Geographic District		2444	499

English learners have math scores below 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

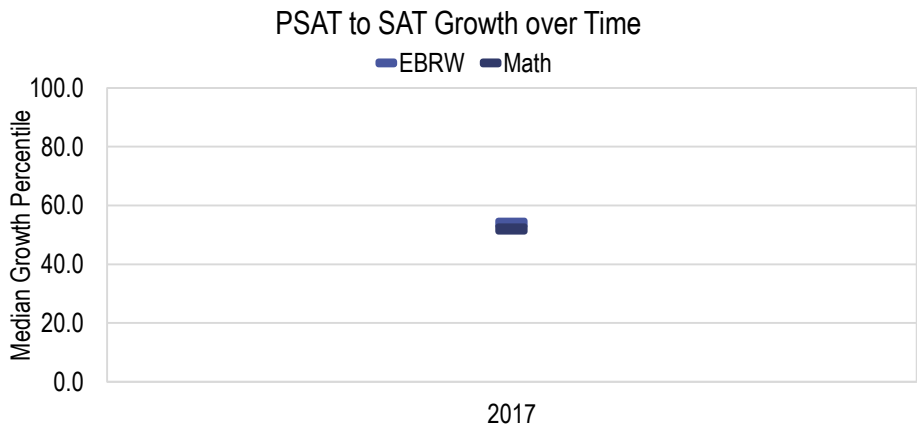
PSAT to SAT: School Status and Trends

-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	119	54.0

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	119	52.0

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

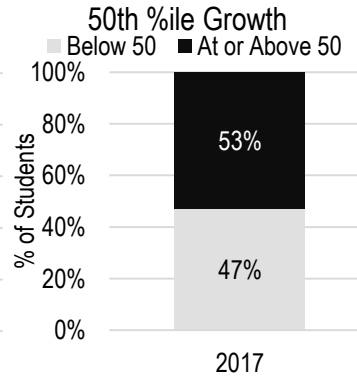
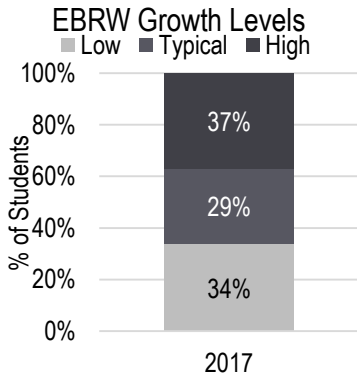


The School meets state expectations for PSAT to SAT growth in Evidence-Based Reading and Writing and math.

PSAT to SAT: Levels of Growth

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

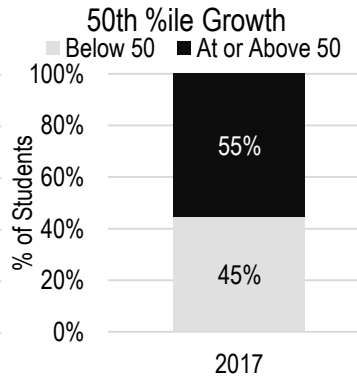
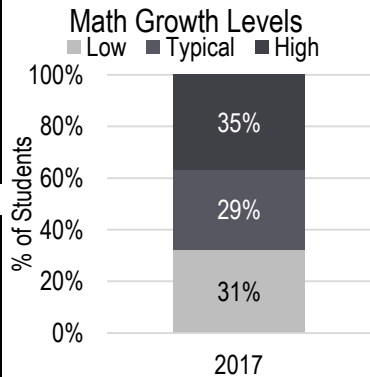
EBRW Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	34%
Typical (35-65)	29%
High (above 65)	37%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 34% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 37% of students. 53% of students were at or above the 50th percentile for growth.

EBRW 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	53%
Below 50	47%

Math Levels of Growth	
PSAT to SAT	2017
Category	
Low (below 35)	31%
Typical (35-65)	34%
High (above 65)	35%



Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 31% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 35% of students. 55% of students were at or above the 50th percentile for growth.

Math 50th %ile	
PSAT to SAT	2017
Category	
At or Above 50	55%
Below 50	45%

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

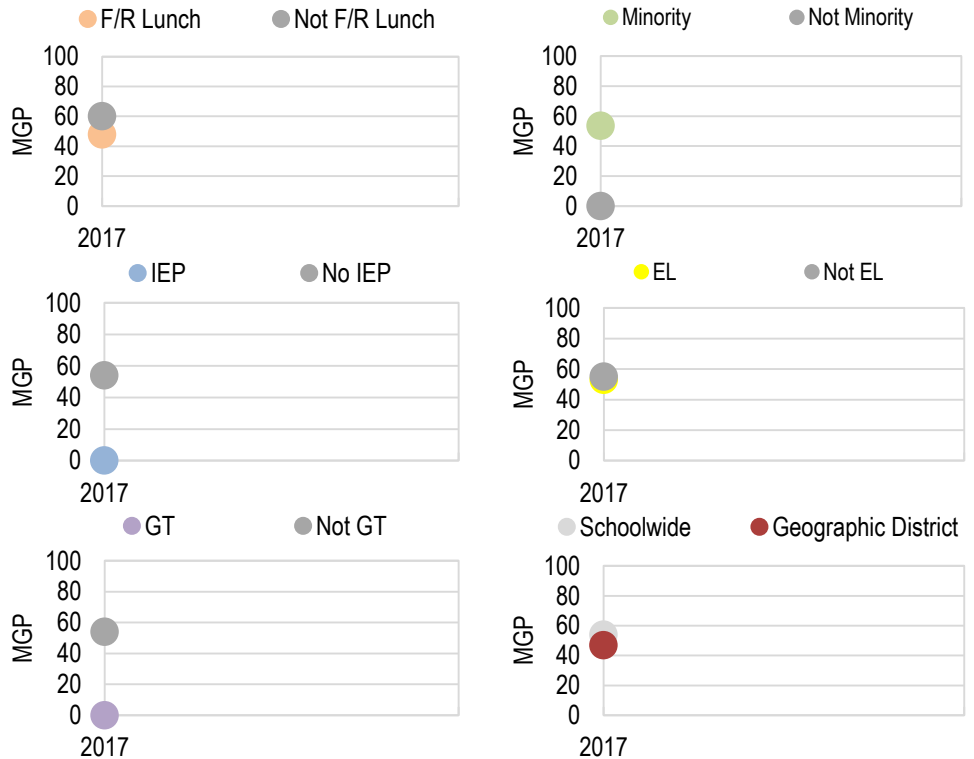
Postsecondary and Workforce Readiness Growth

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	75	48.0
	N	44	60.0
Minority	Y	104	53.5
	N	n<20	--
IEP	Y	n<20	--
	N	115	54.0
EL	Y	71	53.0
	N	48	55.0
GT	Y	n<20	--
	N	104	54.0
Schoolwide		119	54.0

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



PSAT to SAT: Subgroup Local Comparison

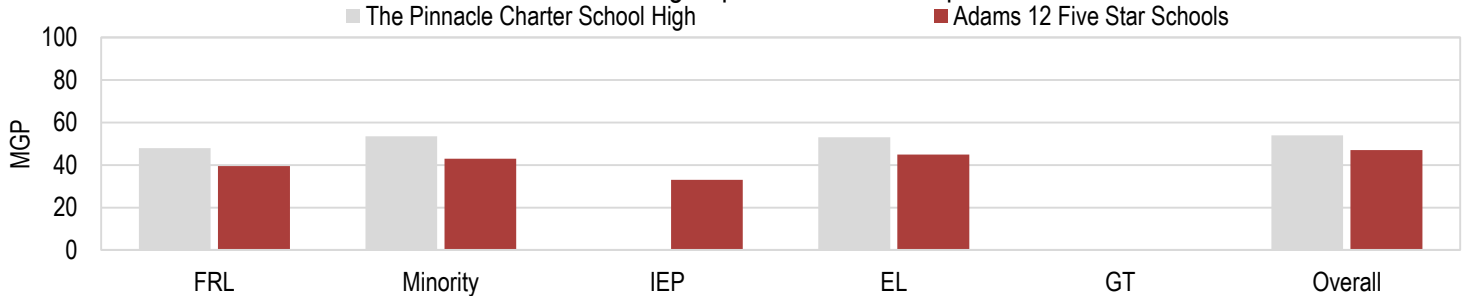
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School EBRW Subgroup Growth			
PSAT to SAT		2017	
Subgroup	N	MGP	
F/R Lunch	75	48.0	
Minority	104	53.5	
IEP	n<20	--	
EL	71	53.0	
GT	n<20	--	
Schoolwide		119	54.0

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

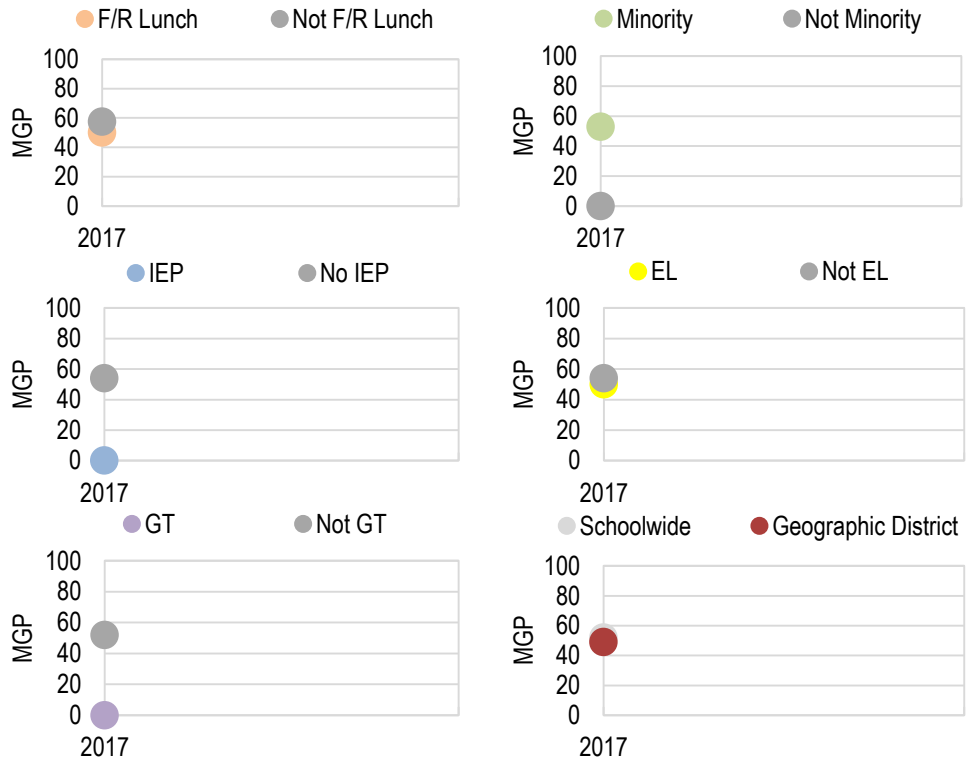
Postsecondary and Workforce Readiness Growth

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	75	50.0
	N	44	57.5
Minority	Y	104	53.0
	N	n<20	--
IEP	Y	n<20	--
	N	115	54.0
EL	Y	71	50.0
	N	48	54.0
GT	Y	n<20	--
	N	104	52.0
Schoolwide		119	52.0

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



PSAT to SAT: Subgroup Local Comparison

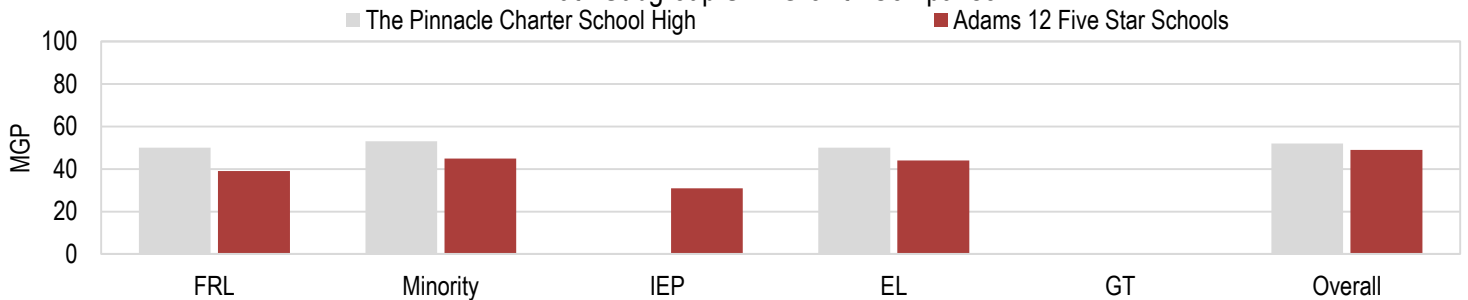
-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School Math Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	75	50.0
Minority	104	53.0
IEP	n<20	--
EL	71	50.0
GT	n<20	--
Schoolwide	119	52.0

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

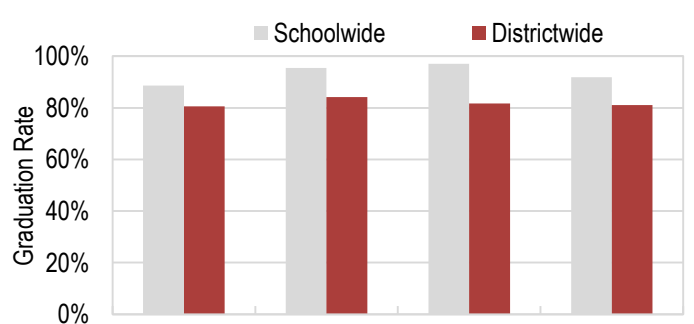
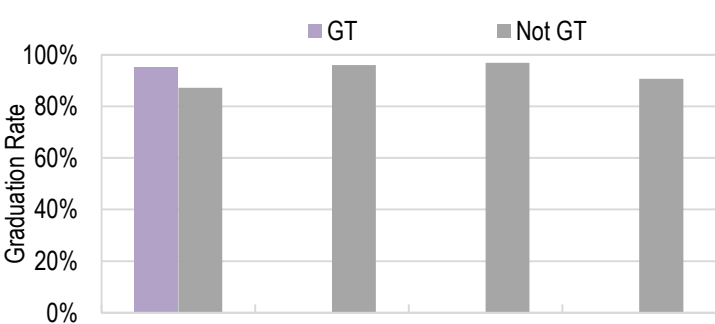
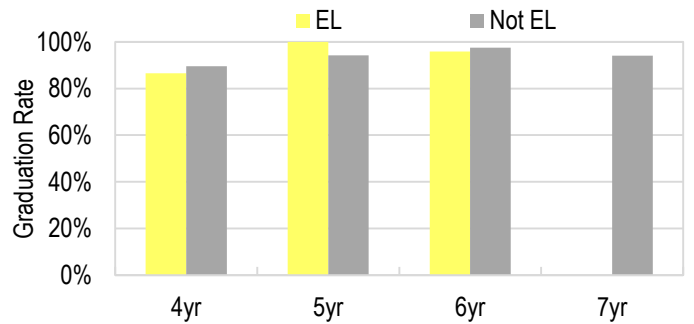
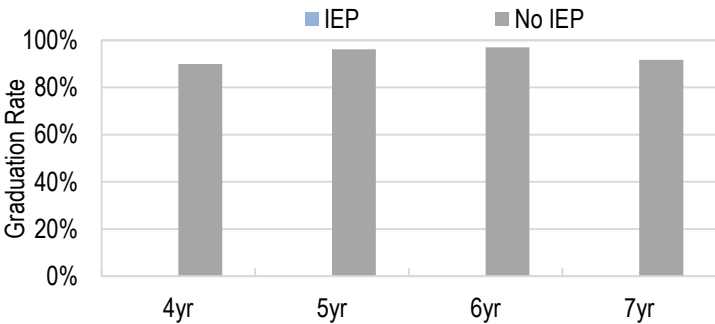
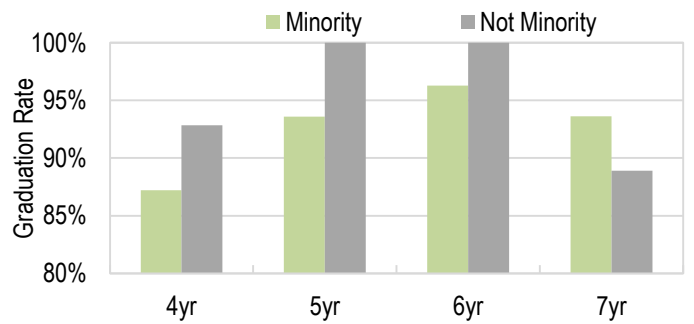
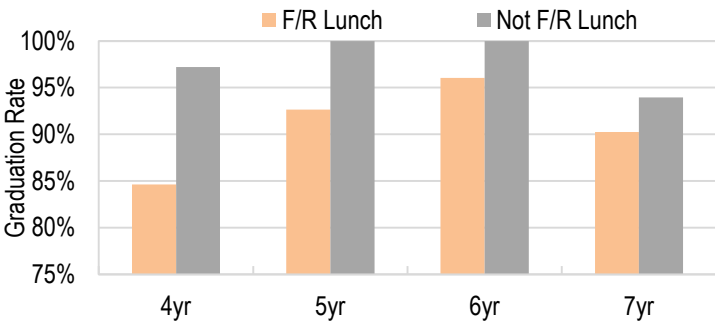
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status and Trends & Local Comparison

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

School Subgroup Graduation Rates over Time										
Student Subgroup		Best of	4yr		5yr		6yr		7yr	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	6yr	78	84.6%	68	92.6%	76	96.1%	41	90.2%
	N	5yr	36	97.2%	41	100.0%	27	100.0%	33	93.9%
Minority	Y	6yr	86	87.2%	78	93.6%	81	96.3%	47	93.6%
	N	5yr	28	92.9%	31	100.0%	22	100.0%	27	88.9%
IEP	Y	--	n<16	--	n<16	--	n<16	--	n<16	--
	N	6yr	110	90.0%	106	96.2%	101	97.0%	73	91.8%
EL	Y	5yr	37	86.5%	22	100.0%	24	95.8%	n<16	--
	N	6yr	77	89.6%	87	94.3%	79	97.5%	67	94.0%
GT	Y	4yr	20	95.0%	n<16	--	n<16	--	n<16	--
	N	6yr	94	87.2%	99	96.0%	96	96.9%	64	90.6%
Schoolwide		6yr	114	88.6%	109	95.4%	103	97.1%	74	91.9%
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 97.1%. This exceeds state expectations. Traditionally underserved students largely demonstrate lower "best of" graduation rates than their non-subgroup peers. English learners have a 5-year "best of" rate of 100% while their non-subgroup peers 6-year "best of" rate is 97.5%.



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*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

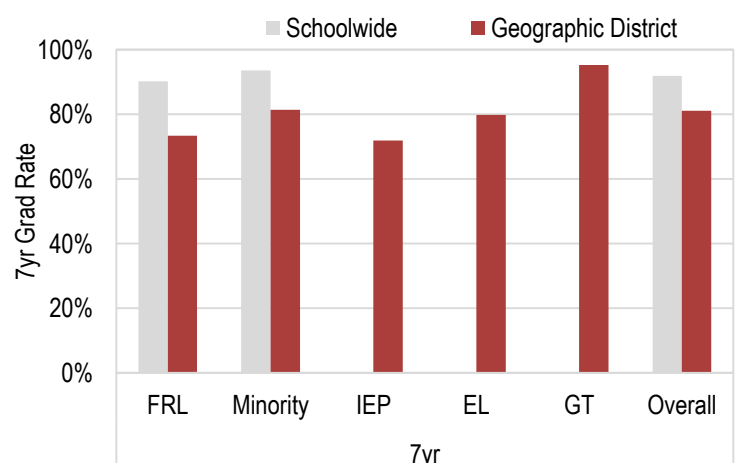
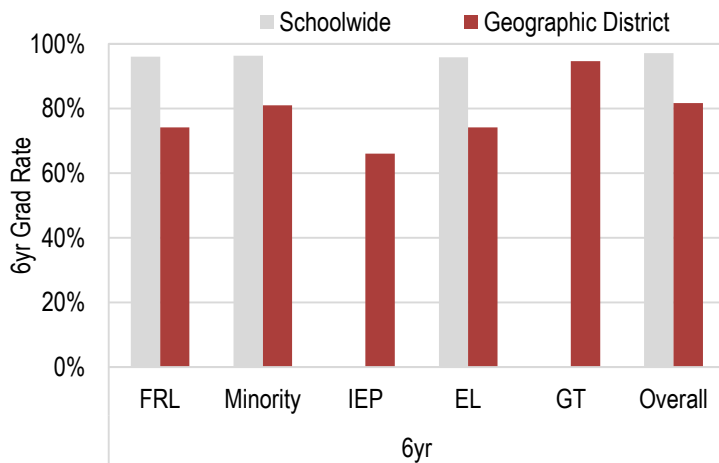
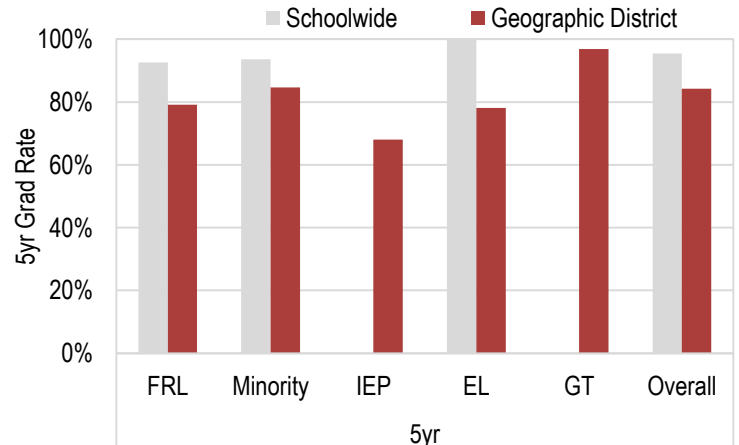
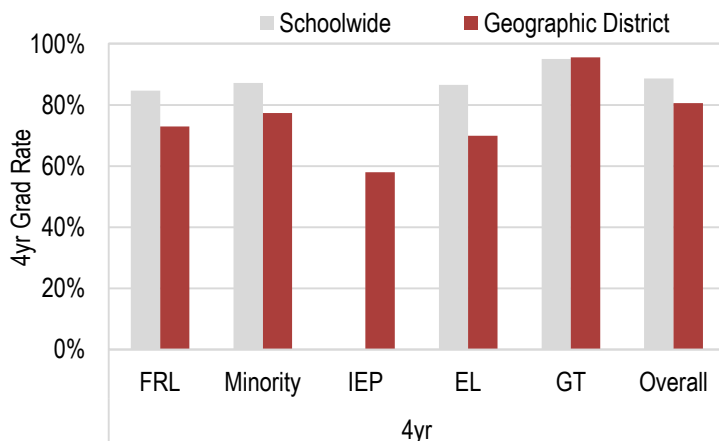
Graduation Rate: School Status and Trends & Local Comparison

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

School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	6yr	78	84.6%	68	92.6%	76	96.1%	41	90.2%
Minority	6yr	86	87.2%	78	93.6%	81	96.3%	47	93.6%
IEP	--	n<16	--	n<16	--	n<16	--	n<16	--
EL	5yr	37	86.5%	22	100.0%	24	95.8%	n<16	--
GT	4yr	20	95.0%	n<16	--	n<16	--	n<16	--
Schoolwide	6yr	114	88.6%	109	95.4%	103	97.1%	74	91.9%

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 12.9 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.
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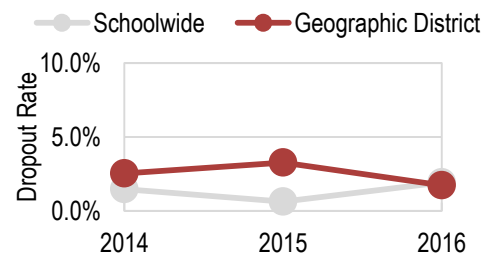
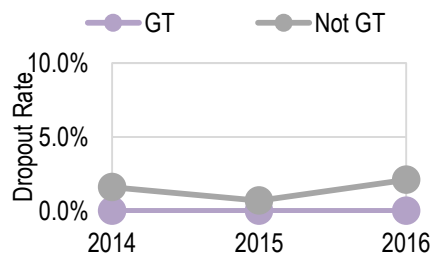
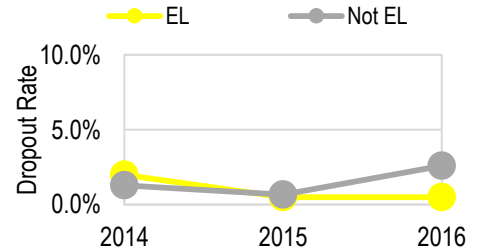
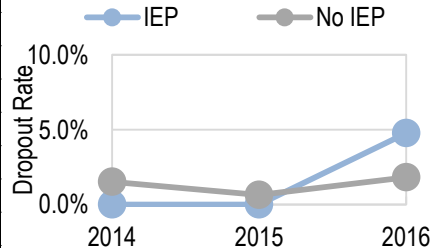
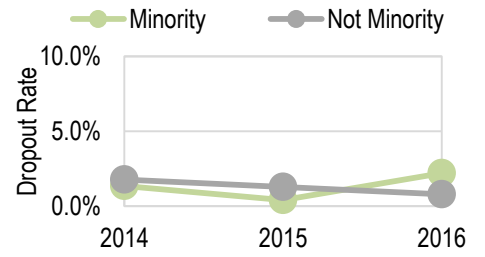
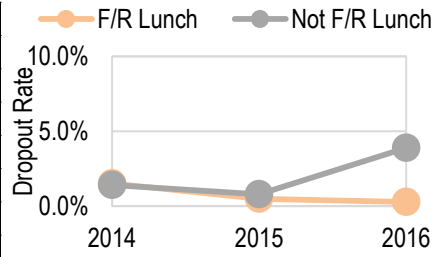
Exceeds	Approaching
Meets	Does Not Meet

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	1.5%	0.5%	0.3%
	N	1.4%	0.8%	3.9%
Minority	Y	1.4%	0.4%	2.2%
	N	1.8%	1.3%	0.8%
IEP	Y	0.0%	0.0%	4.8%
	N	1.5%	0.6%	1.8%
EL	Y	2.0%	0.5%	0.5%
	N	1.3%	0.7%	2.6%
GT	Y	0.0%	0.0%	0.0%
	N	1.6%	0.7%	2.1%
Schoolwide		1.5%	0.6%	1.9%
Geographic District		2.5%	3.3%	1.7%



The School meets state expectations for dropout rates and rates have increased over time. Traditionally underserved student population dropout rates are largely lower than their non-subgroup peers. Students eligible for free or reduced price lunch and English learners in 2014 and minority students and students with disabilities in 2016 have higher dropout rates than their non-subgroup peers.

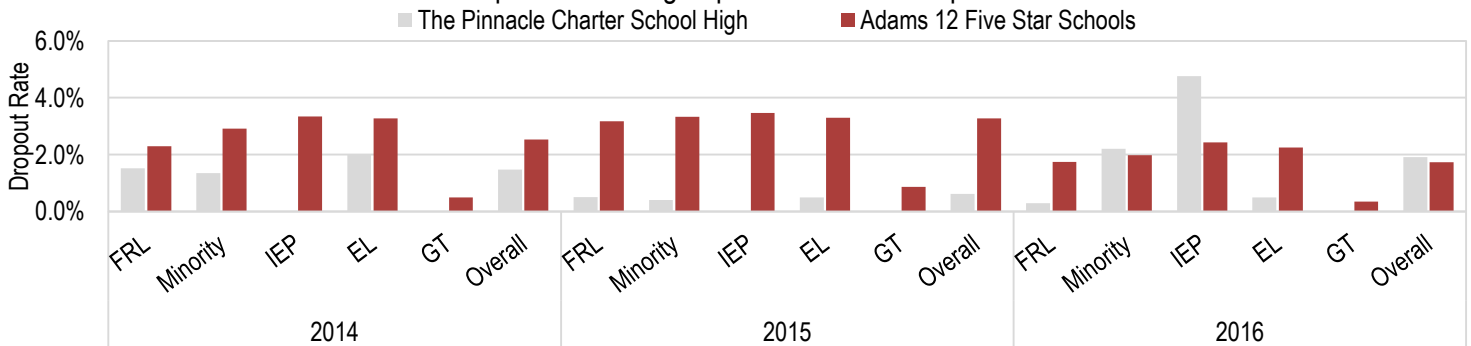
Dropout Rate: Subgroup Local Comparison

- 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	329	1.5%	393	0.5%	344	0.3%
Minority	444	1.4%	488	0.4%	500	2.2%
IEP	18	0.0%	20	0.0%	21	4.8%
EL	150	2.0%	201	0.5%	202	0.5%
GT	48	0.0%	58	0.0%	51	0.0%
Schoolwide	612	1.5%	643	0.6%	626	1.9%

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



In 2017, the School has slightly higher dropout rates than their geographic district and traditionally underserved students largely have lower dropout rates than their peers in the geographic district. Minority students and students with disabilities have higher dropout rates

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

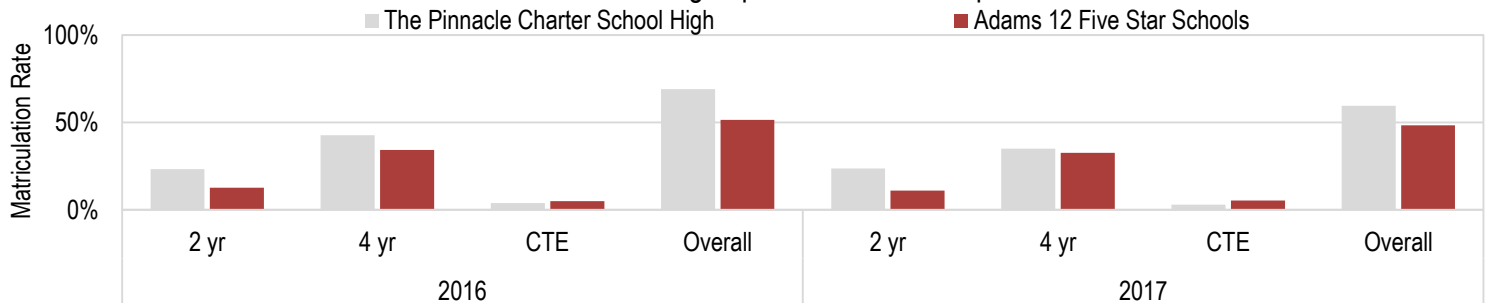
- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time				
Matriculation Category	2016		2017	
	N	Rate	N	Rate
2 yr	103	23.3%	106	23.6%
4 yr	103	42.7%	106	34.9%
CTE	103	3.9%	106	2.8%
Schoolwide	103	68.9%	106	59.4%

The School is meeting state expectations for matriculation and matriculation rates have 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	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

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

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

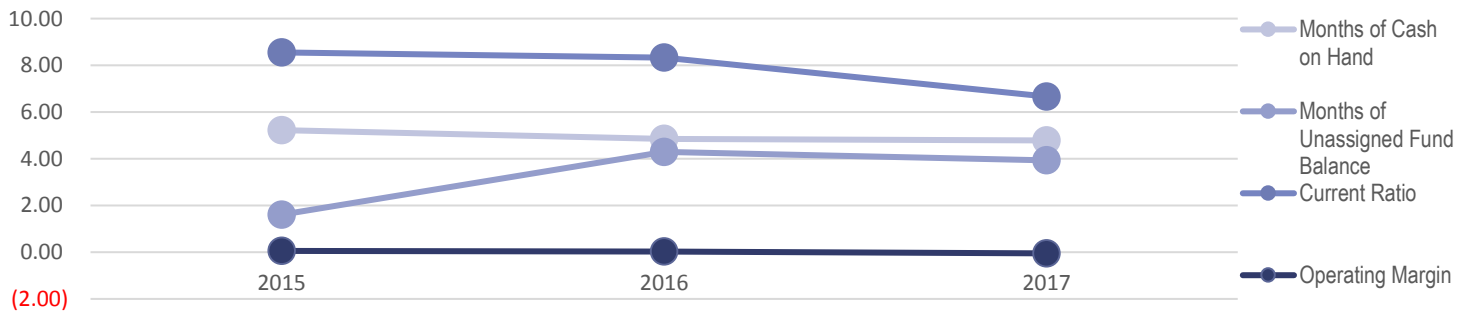
Metric	2015	2016	2017
Debt to Asset Ratio	1.45	1.45	1.49
Change in Net Position	\$ 131,971.00	\$ (1,718,383.00)	\$ (11,075,533.00)
Default	NO	NO	NO

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	5.22	4.84	4.78
Months of Unassigned Fund Balance on Hand	1.61	4.29	3.93
Current Ratio	8.55	8.33	6.66
Operating Margin	5.4%	3.3%	-5.0%



Proprietary Funds Financial Statement Metrics

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

Proprietary Funds Financial Statement Metrics

Metric	2015	2016	2017
Months of Cash on Hand	0.00	17.14	N/A
Current Ratio	0.10	0.00	0.08
Debt to Asset Ratio	1.08	1.11	1.10
Change in Net Position	\$ 128,557.00	\$ 206,276.00	\$ 244,317.00

Enrollment

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

Enrollment

Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	0.5%	-2.3%	-5.8%
Change in FPC from Prior-Year	2.1%	-3.6%	-4.5%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

The Pinnacle Charter School ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 118.4 pupils (6 percent), and 91.4 pupils (5 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. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.78 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 5 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.

The School received a Notice of Concern relating to licensure of a Special Education provider. The School was able to remedy this situation.

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

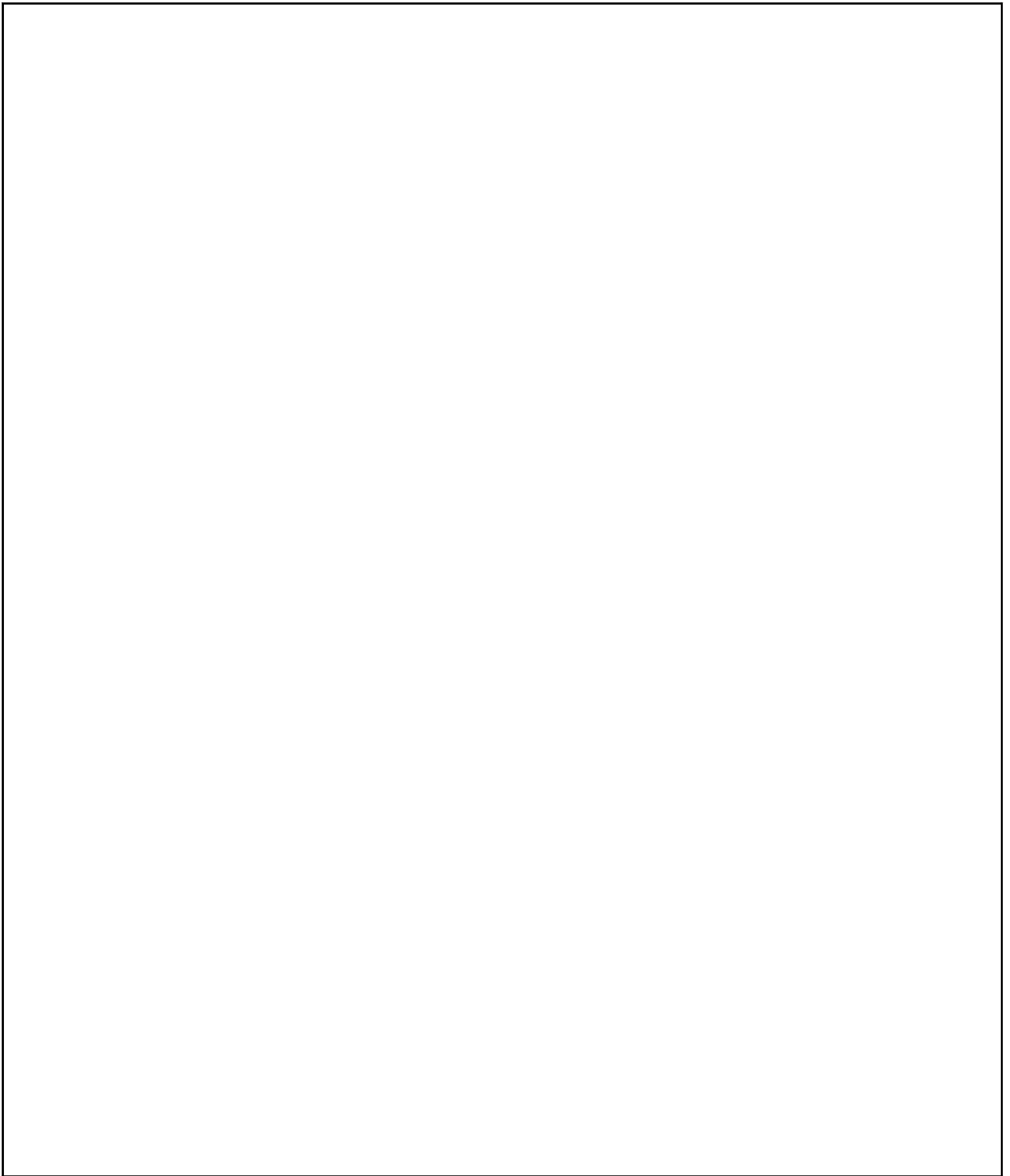
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

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