Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2016-2017

Victory Preparatory High School

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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

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

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

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

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

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

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

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

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

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

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

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

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

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

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

Data Notes:

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

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

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

CSI Performance Framework

Financial Performance Framework

1. Near Term

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

2. Sustainability

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

Organizational Performance Framework

1. Education Program

a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

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

3. Governance and Financial Management

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

4. School Operations and Environment

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

5. Additional Obligations

a. Is the school complying with all other obligations?

CSI Annual Review of Schools (CARS) Rating

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

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

Participation

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

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

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

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

Assurance

	Rating
Accountability Participation Rate	**Meets 95%**

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	112	112	100.0%	0	100.0%	**Meets 95%**
Math	112	112	100.0%	0	100.0%	**Meets 95%**
Science	18	18	100.0%	0	100.0%	**Meets 95%**

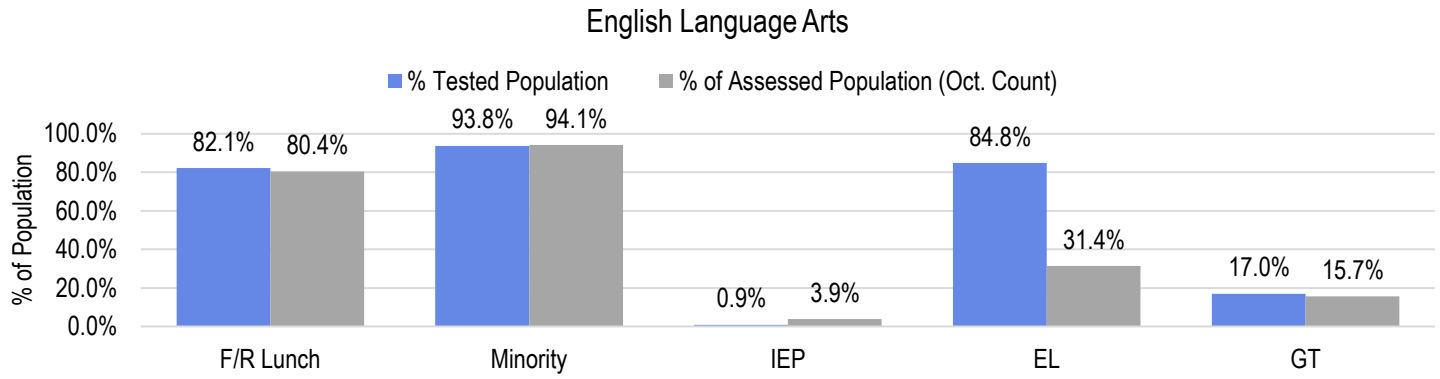
Test Participation Rates - Disaggregated by Test

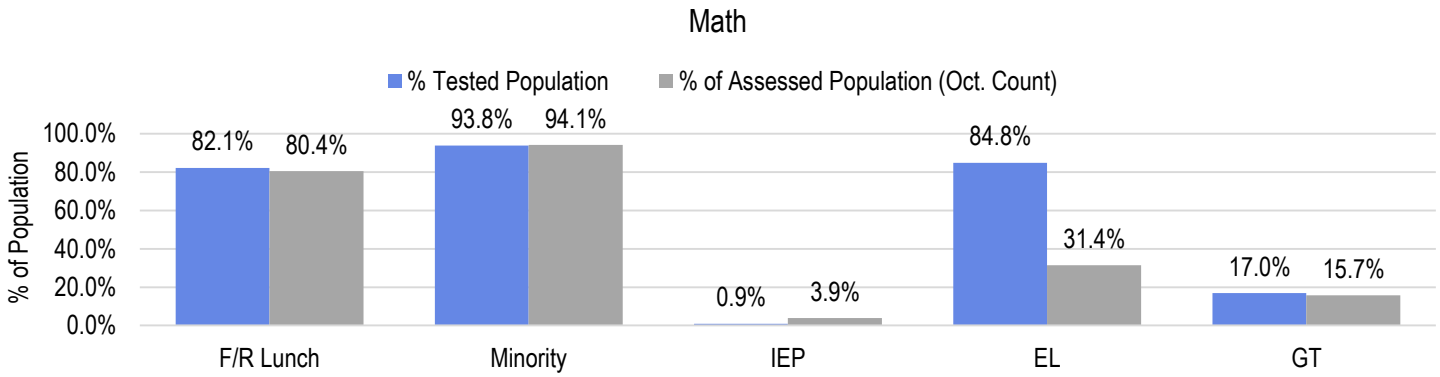
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	47	47	100.0%	0	100.0%	**Meets 95%**
CMAS Math	47	47	100.0%	0	100.0%	**Meets 95%**
CMAS Science	18	18	100.0%	0	100.0%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	65	65	100.0%	0	100.0%	**Meets 95%**
PSAT/SAT Math	65	65	100.0%	0	100.0%	**Meets 95%**

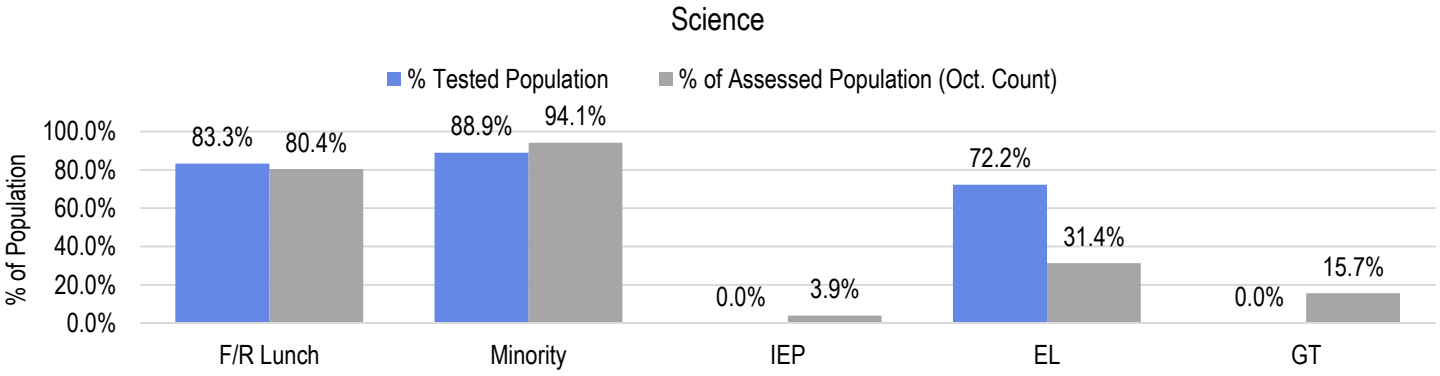
Participation Rate Comparison

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

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	82.1%	80.4%	82.1%	80.4%	83.3%	80.4%
Minority	93.8%	94.1%	93.8%	94.1%	88.9%	94.1%
IEP	0.9%	3.9%	0.9%	3.9%	0.0%	3.9%
EL	84.8%	31.4%	84.8%	31.4%	72.2%	31.4%
GT	17.0%	15.7%	17.0%	15.7%	0.0%	15.7%





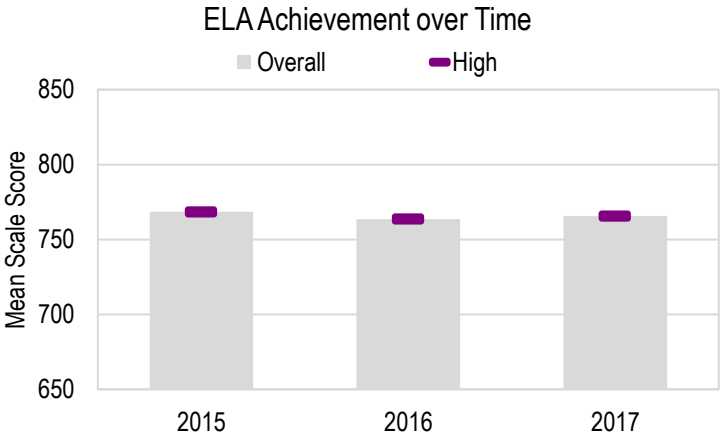


English Language Arts Achievement

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	36	768	62	764	47	766
High	36	768	62	764	47	766
Overall	**36**	**768**	**62**	**764**	**47**	**766**



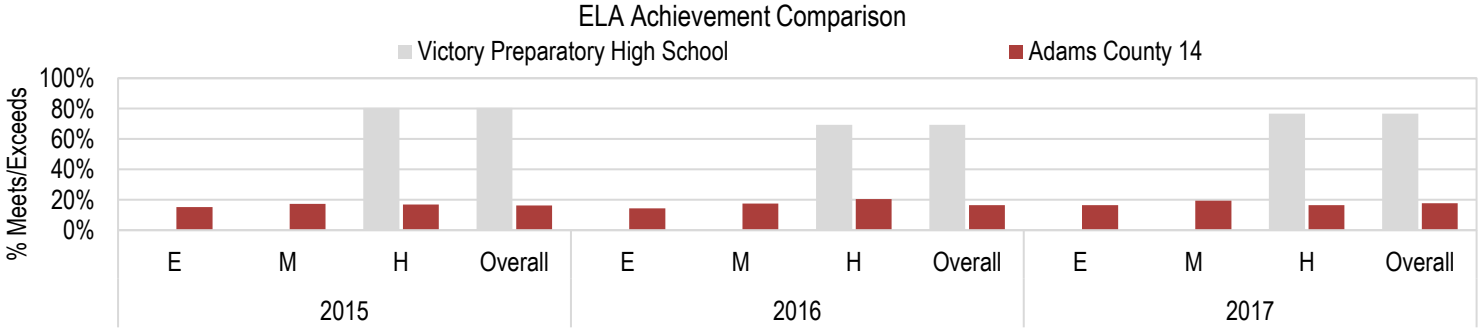
The high school level has seen slight decreases in performance over the last three years.

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	36	80.6%	62	69.4%	47	76.6%
High	36	80.6%	62	69.4%	47	76.6%
Overall	**36**	**80.6%**	**62**	**69.4%**	**47**	**76.6%**

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	594	14.3%	560	13.8%	549	14.8%
4	532	14.5%	564	16.3%	566	17.1%
5	528	17.0%	541	12.9%	554	17.5%
Elementary	1654	15.2%	1665	14.4%	1669	16.5%
6	535	13.3%	535	12.3%	527	14.4%
7	525	18.9%	548	17.5%	512	22.3%
8	507	19.7%	541	22.9%	524	21.9%
Middle	1567	17.2%	1624	17.6%	1563	19.5%
9	509	16.9%	489	20.4%	460	16.5%
High	509	16.9%	489	20.4%	460	16.5%
Overall	**3730**	**16.3%**	**3778**	**16.5%**	**3692**	**17.8%**



The School outperforms 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

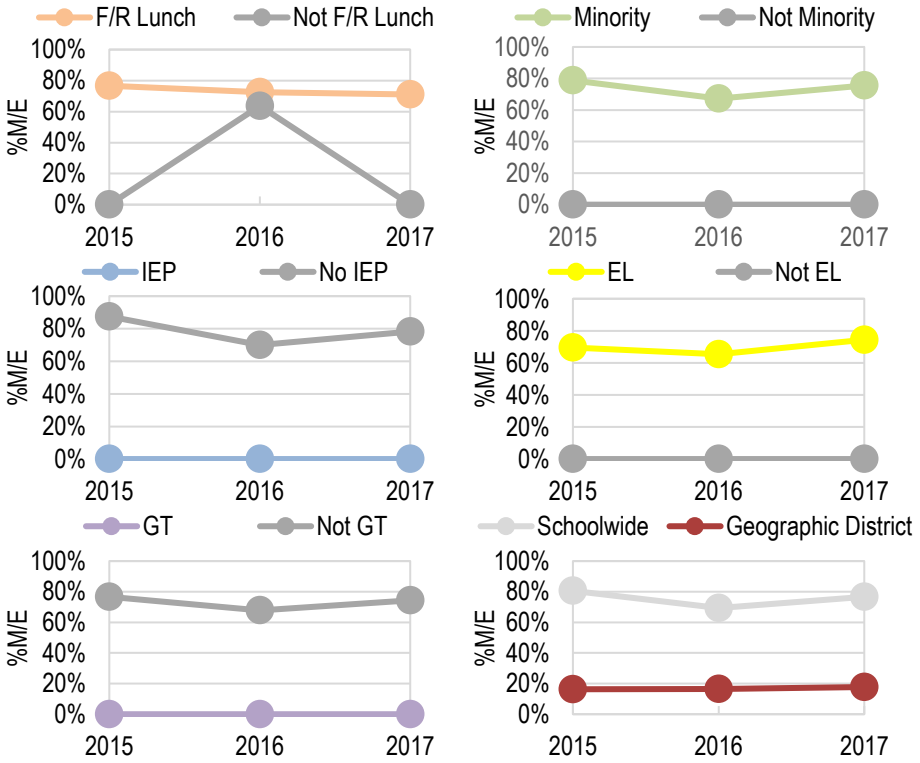
CMAS ELA: Subgroup Status and Gap Trends

-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	76.7%	72.5%	71.1%
	N	n<16	63.6%	n<16
Minority	Y	78.8%	67.2%	75.6%
	N	n<16	n<16	n<16
IEP	Y	n<16	n<16	n<16
	N	87.5%	70.0%	78.3%
EL	Y	69.6%	65.4%	74.4%
	N	n<16	n<16	n<16
GT	Y	n<16	n<16	n<16
	N	76.7%	67.8%	74.4%
Schoolwide		80.6%	69.4%	76.6%
Geographic District		16.3%	16.5%	17.8%

Traditionally underserved student performance comparisons on the CMAS English Language Arts section cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).

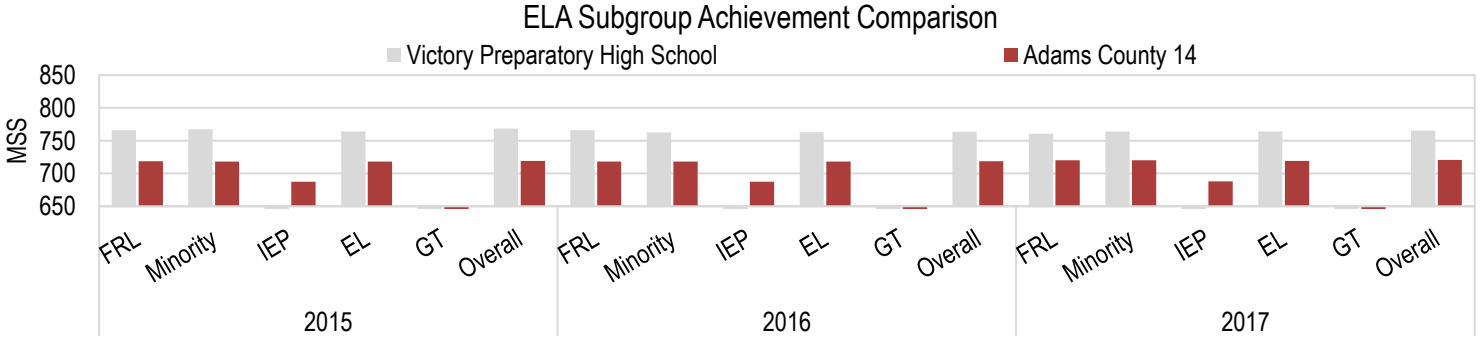


CMAS ELA: Subgroup Local Comparison

-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	30	766	40	766	38	761
Minority	33	767	58	763	45	764
IEP	n<16	--	n<16	--	n<16	--
EL	23	764	52	763	43	764
GT	n<16	--	n<16	--	n<16	--
Schoolwide	36	768	62	764	47	766

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	2564	719	3086	718	3053	720
Minority	3081	718	3125	718	3118	720
IEP	438	688	411	687	379	688
EL	2161	718	2182	718	2191	719
GT	NA	NA	NA	NA	NA	NA
Geo. District	3490	719	3547	719	3496	721



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

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

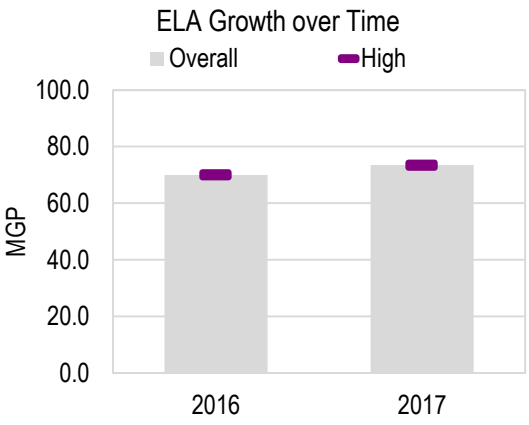
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	0	*	0	*
7	0	*	0	*
8	0	*	0	*
Middle	0	*	0	*
9	59	70.0	46	73.5
High	59	70.0	46	73.5
Overall	**59**	**70.0**	**46**	**73.5**

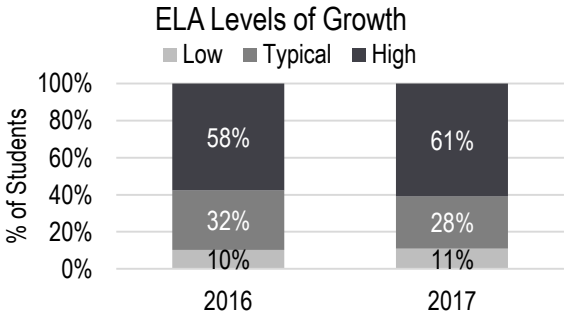


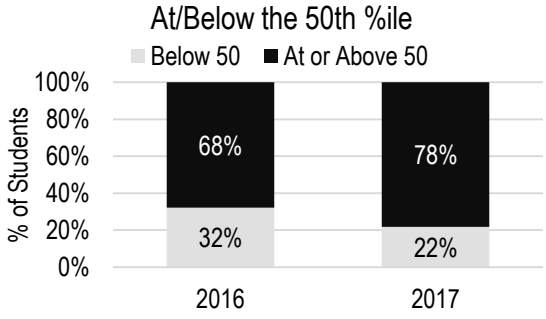
Overall, the School exceeds state expectations for growth and growth scores have increased over time.

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)	10%	11%
Typical (35-65)	32%	28%
High (above 65)	58%	61%





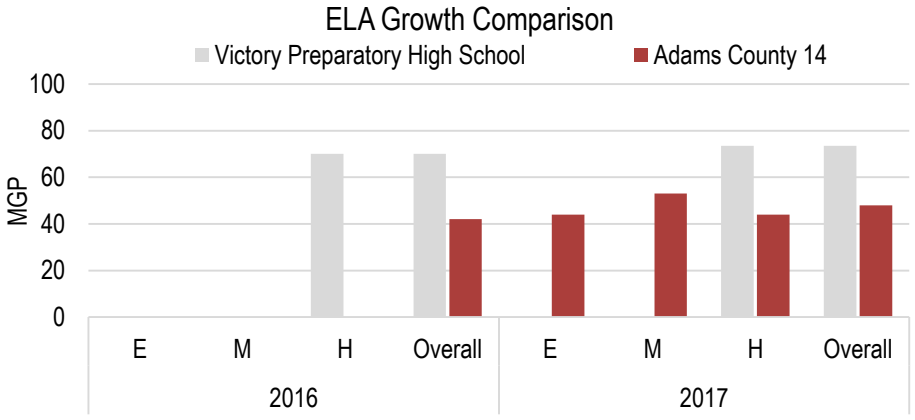
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	68%	78%
Below 50	32%	22%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 11% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 61% of students. The percent of students at or above the 50th percentile has decreased from 68% in 2016 to 78% 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	524	37.0	509	45.0
5	499	38.0	514	43.0
Elementary	1023	NA	1023	44.0
6	472	38.0	483	50.0
7	491	45.0	469	56.0
8	493	52.0	477	52.0
Middle	1456	NA	1429	53.0
9	435	45.0	428	44.0
High	435	NA	428	44.0
Overall	**2914**	**42.0**	**2880**	**48.0**



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

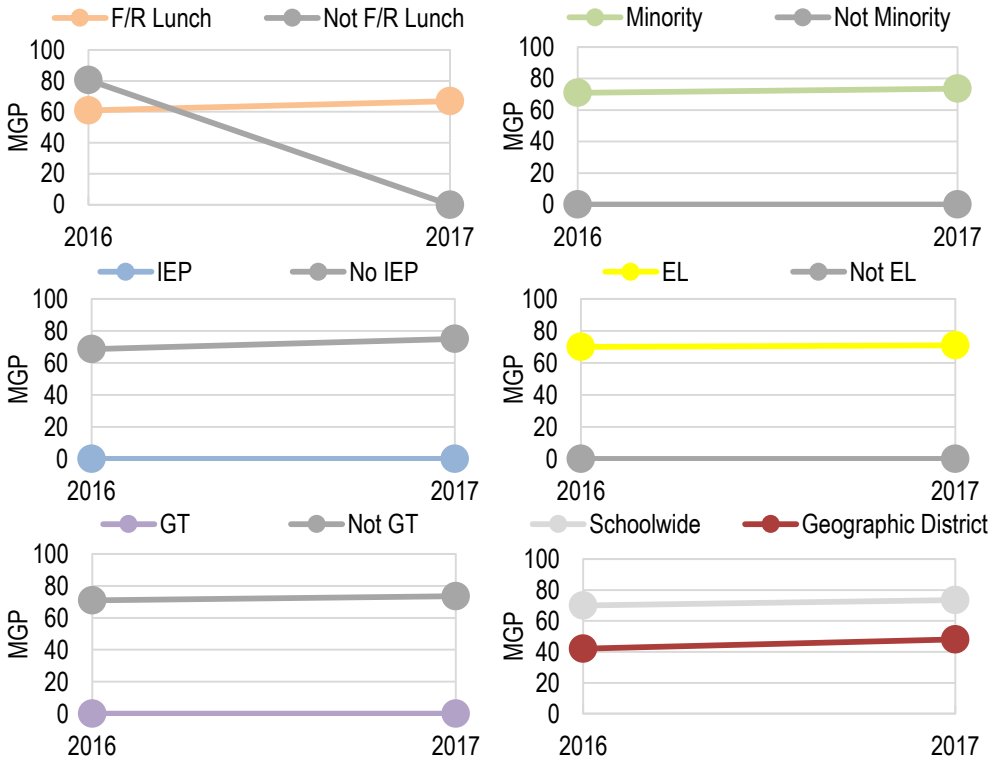
CMAS ELA: Subgroup Status and Gap Trends

-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	61.0	67.0
	N	80.5	n<20
Minority	Y	71.0	73.5
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	68.5	75.0
EL	Y	70.0	71.0
	N	n<20	n<20
GT	Y	n<20	n<20
	N	71.0	68.5
Schoolwide		70.0	73.5
Geographic District		42.0	48.0

Traditionally underserved student performance on the CMAS English Language Arts section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).



CMAS ELA: Subgroup Local Comparison

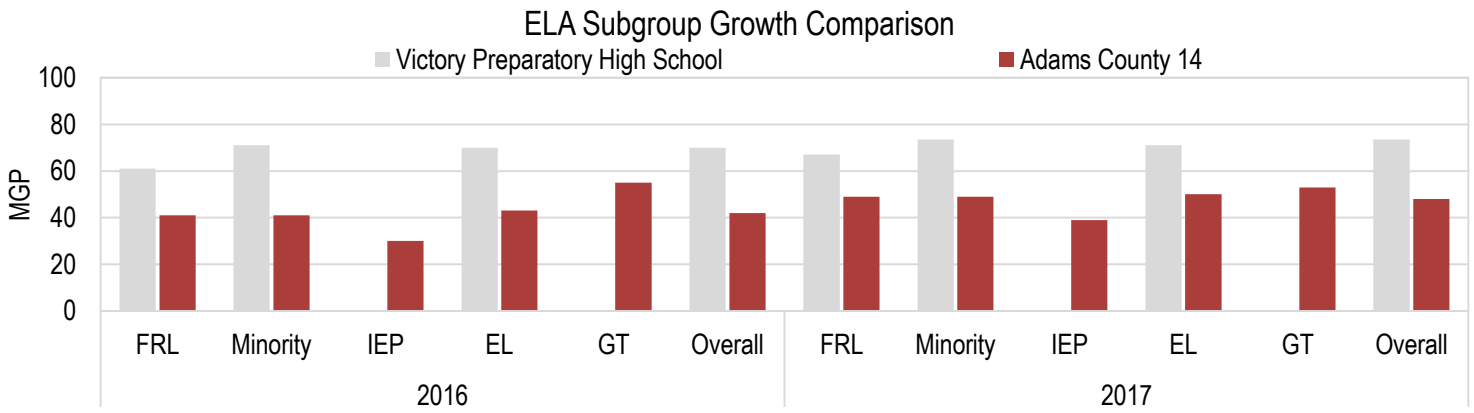
-How are traditionally underserved students growing on state assessments in comparison to other schools in their

.

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	39	61.0	37	67.0
Minority	55	71.0	44	73.5
IEP	n<20	--	n < 20	--
EL	49	70.0	42	71.0
GT	n<20	--	n < 20	--
Schoolwide	59	70.0	46	73.5

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	2527	41.0	2498	49.0
Minority	2559	41.0	2568	49.0
IEP	329	30.0	290	39.0
EL	1807	43.0	1819	50.0
GT	207	55.0	202	53.0
Geo. District	2914	42.0	2880	48.0



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

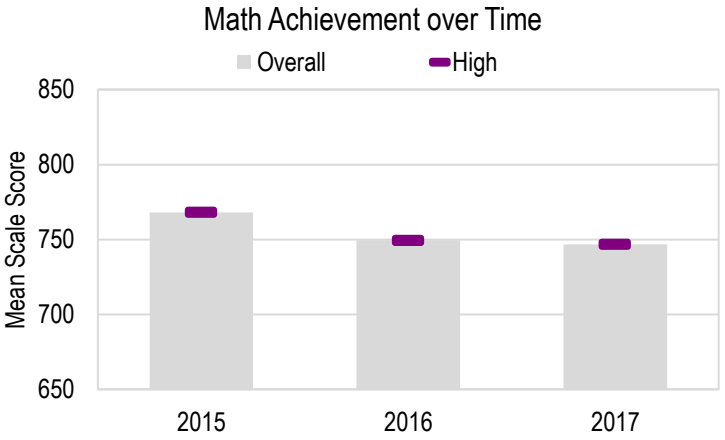
Exceeds | Approaching | Meets | Does Not Meet

Math Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	36	768	62	749	47	747
High	36	768	62	749	47	747
Overall	**36**	**768**	**62**	**749**	**47**	**747**



^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.

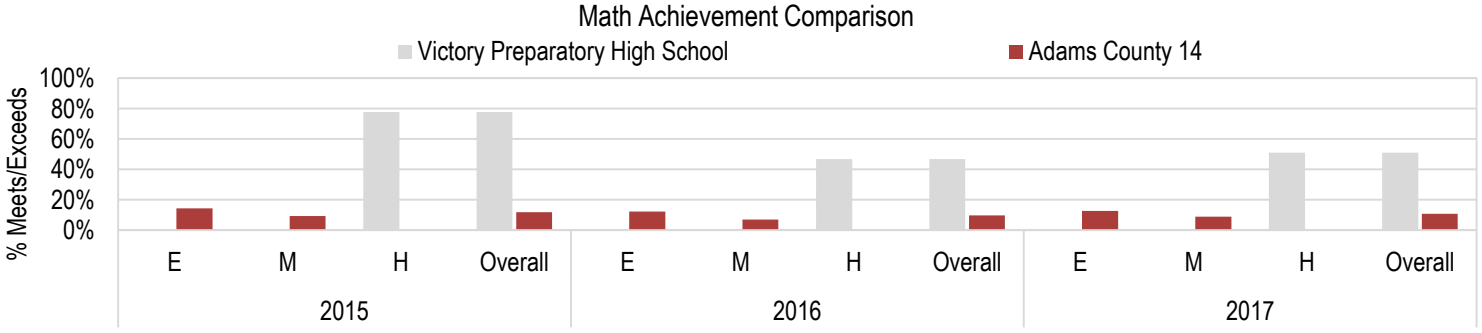
The high school level has seen decreases in performance over the last three years.

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	36	77.8%	62	46.8%	47	51.1%
High	36	77.8%	62	46.8%	47	51.1%
Overall	**36**	**77.8%**	**62**	**46.8%**	**47**	**51.1%**

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	593	18.2%	559	17.2%	558	17.0%
4	536	11.6%	561	11.2%	570	11.8%
5	530	12.6%	542	7.9%	558	9.3%
Elementary	1659	14.3%	1662	12.2%	1686	12.7%
6	512	8.8%	532	8.6%	528	11.2%
7	526	10.3%	543	8.3%	512	9.0%
8	440	8.4%	472	3.8%	458	5.9%
Middle	1478	9.2%	1547	7.0%	1498	8.8%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	**3137**	**11.9%**	**3209**	**9.7%**	**3184**	**10.9%**



The School outperforms the geographic district 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

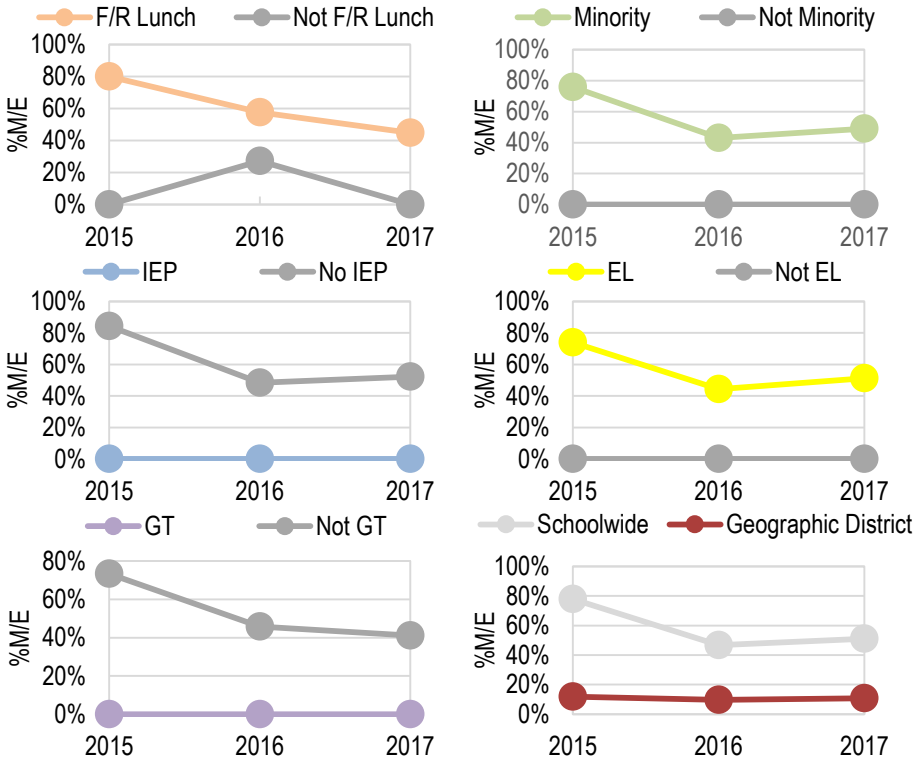
CMAS Math: Subgroup Status and Gap Trends

-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	80.0%	57.5%	44.7%
	N	n<16	27.3%	n<16
Minority	Y	75.8%	43.1%	48.9%
	N	n<16	n<16	n<16
IEP	Y	n<16	n<16	n<16
	N	84.4%	48.3%	52.2%
EL	Y	73.9%	44.2%	51.2%
	N	n<16	n<16	n<16
GT	Y	n<16	n<16	n<16
	N	73.3%	45.8%	41.0%
Schoolwide		77.8%	46.8%	51.1%
Geographic District		11.9%	9.7%	10.9%

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

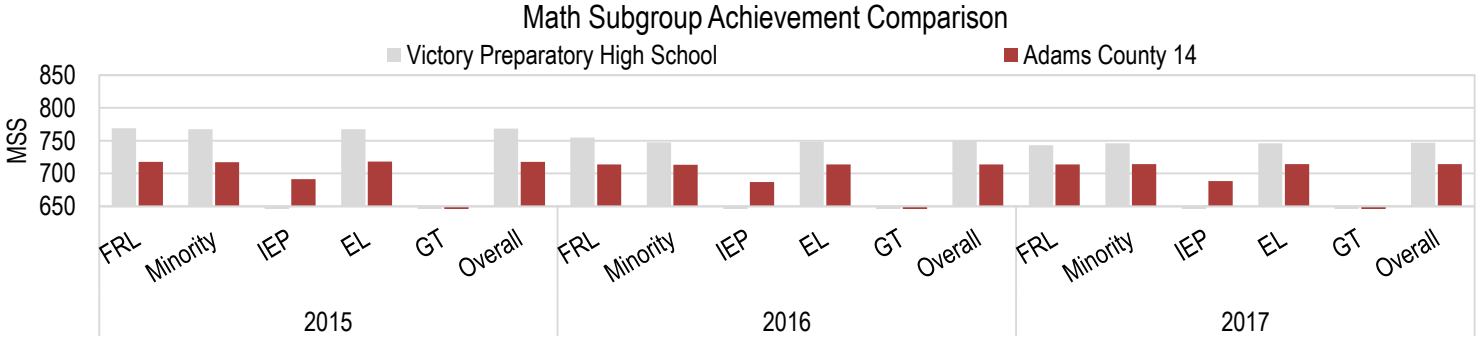


CMAS Math: Subgroup Local Comparison

-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	30	769	40	755	38	743
Minority	33	767	58	748	45	746
IEP	n<16	--	n<16	--	n<16	--
EL	23	768	52	748	43	746
GT	n<16	--	n<16	--	n<16	--
Schoolwide	36	768	62	749	47	747

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	2554	718	3081	714	3045	714
Minority	3069	717	3120	714	3108	714
IEP	419	691	410	687	376	688
EL	2151	718	2185	714	2201	714
GT	NA	NA	NA	NA	NA	NA
Geo. District	3477	718	3541	714	3480	715



Traditionally underserved students outperform their peers in the geographic district in math.

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

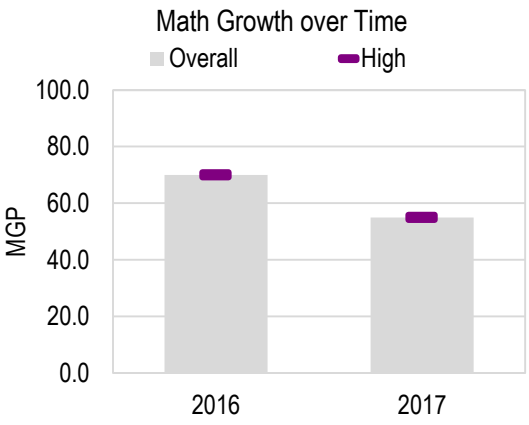
Exceeds | Approaching | Meets | Does Not Meet

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	57	70.0	37	55.0
High	57	70.0	37	55.0
Overall	**57**	**70.0**	**37**	**55.0**

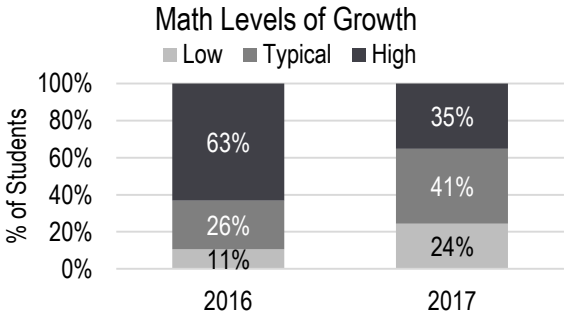


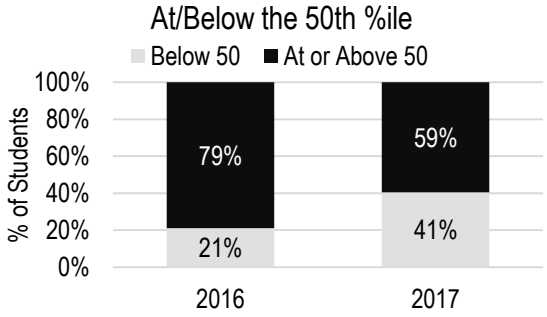
Overall, the School is meeting state expectations for growth and growth scores have decreased over time.

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)	11%	24%
Typical (35-65)	26%	41%
High (above 65)	63%	35%





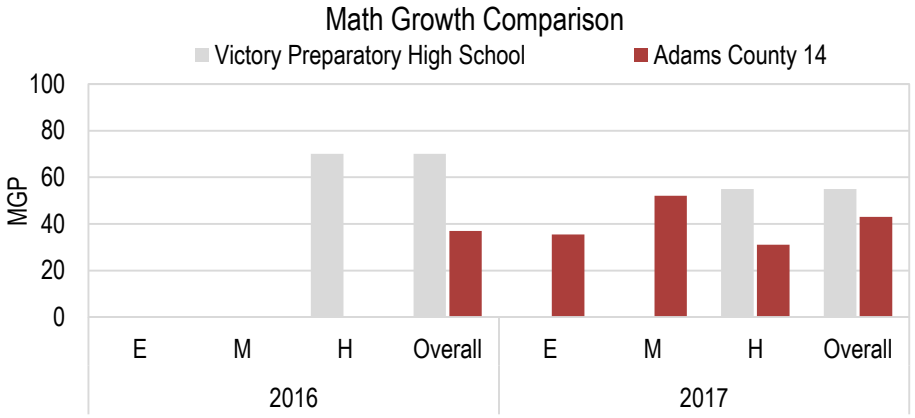
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	79%	59%
Below 50	21%	41%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 24% 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 decreased from 79% in 2016 to 59% in 2017.

CMAS Math: Local Comparison

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

Geographic District Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	523	30.0	507	33.0
5	496	26.0	513	38.0
Elementary	1019	NA	1020	35.5
6	465	39.0	480	50.5
7	461	52.0	460	49.0
8	495	50.0	463	56.0
Middle	1421	NA	1403	52.0
9	357	33.0	391	31.0
High	357	NA	391	31.0
Overall	**2797**	**37.0**	**2814**	**43.0**



The School demonstrates higher growth scores than their geographic district overall and at each level. 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

Math Subgroup Growth

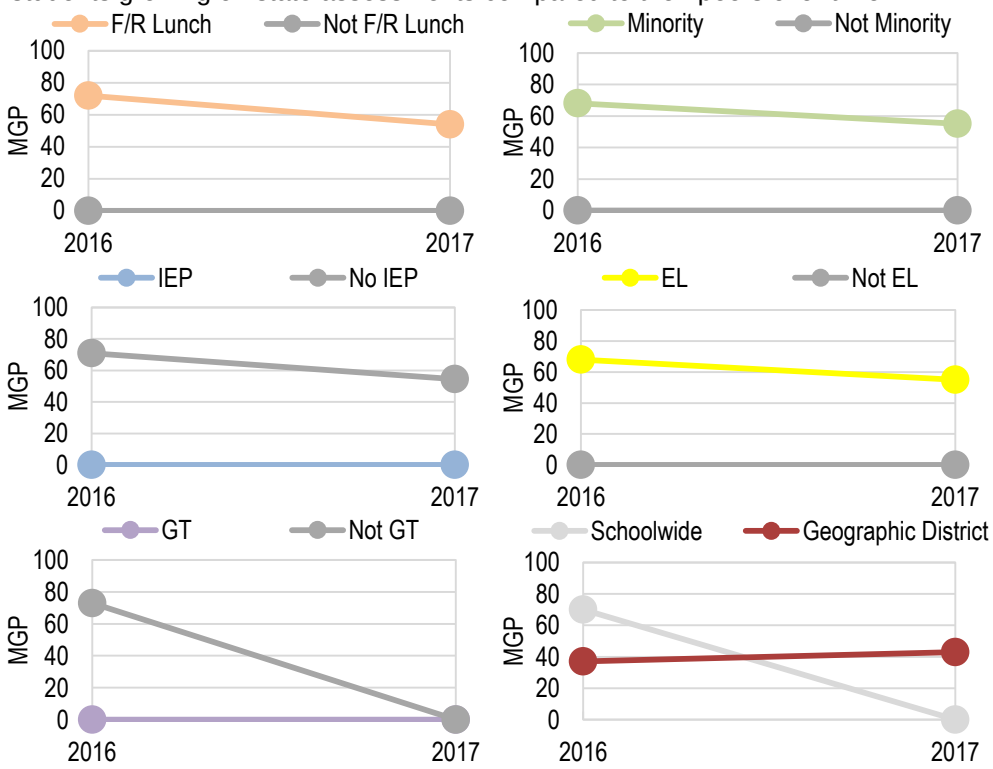
CMAS Math: Subgroup Status and Gap Trends

-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	72.0	54.0
	N	n<20	n<20
Minority	Y	68.0	55.0
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	71.0	54.5
EL	Y	68.0	55.0
	N	n<20	n<20
GT	Y	n<20	n<20
	N	73.0	54.0
Schoolwide		70.0	n<20
Geographic District		37.0	43.0

Traditionally underserved student performance on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).



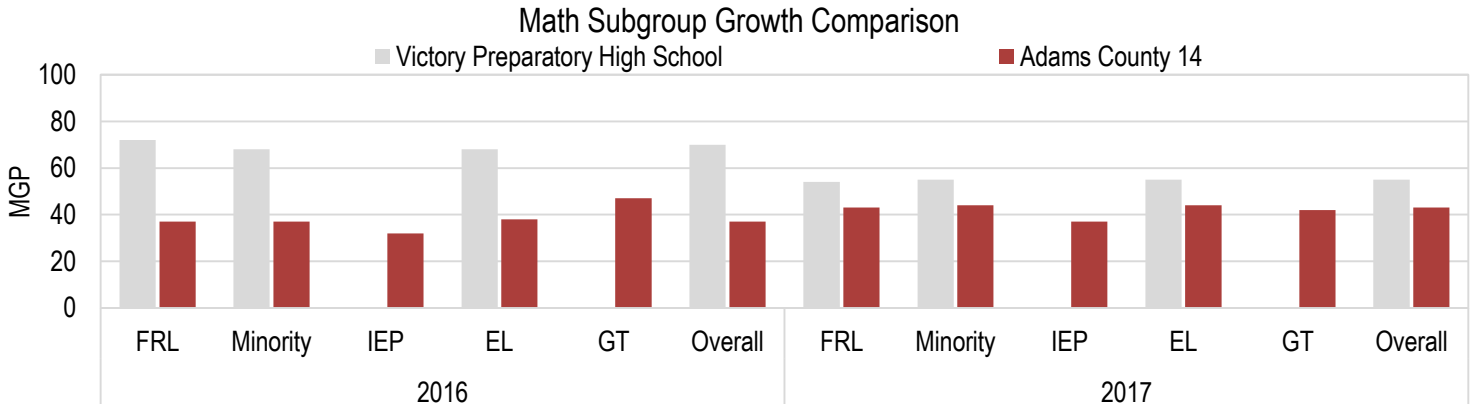
CMAS Math: Subgroup Local Comparison

-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	39	72.0	29	54.0
Minority	53	68.0	35	55.0
IEP	n<20	--	n < 20	--
EL	48	68.0	33	55.0
GT	n<20	--	n < 20	--
Schoolwide	57	70.0	37	55.0

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

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2426	37.0	2443	43.0
Minority	2460	37.0	2513	44.0
IEP	305	32.0	280	37.0
EL	1739	38.0	1788	44.0
GT	190	47.0	192	42.0
Geo. District	2797	37.0	2814	43.0



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

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

PSAT: School Status and Trends

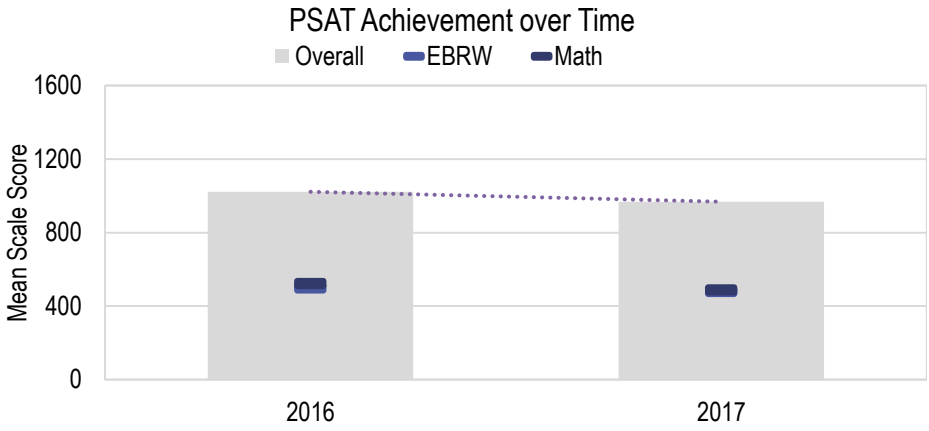
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW^				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	25	499	47	480

^Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	25	523	47	488

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	25	1022	47	968



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

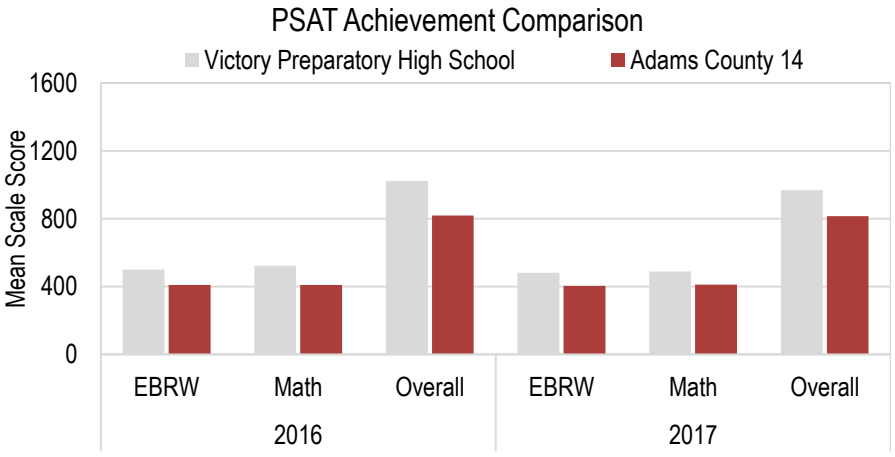
PSAT: Local Comparison

-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	475	409	465	403

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	475	410	465	411

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	475	819	465	814



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 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

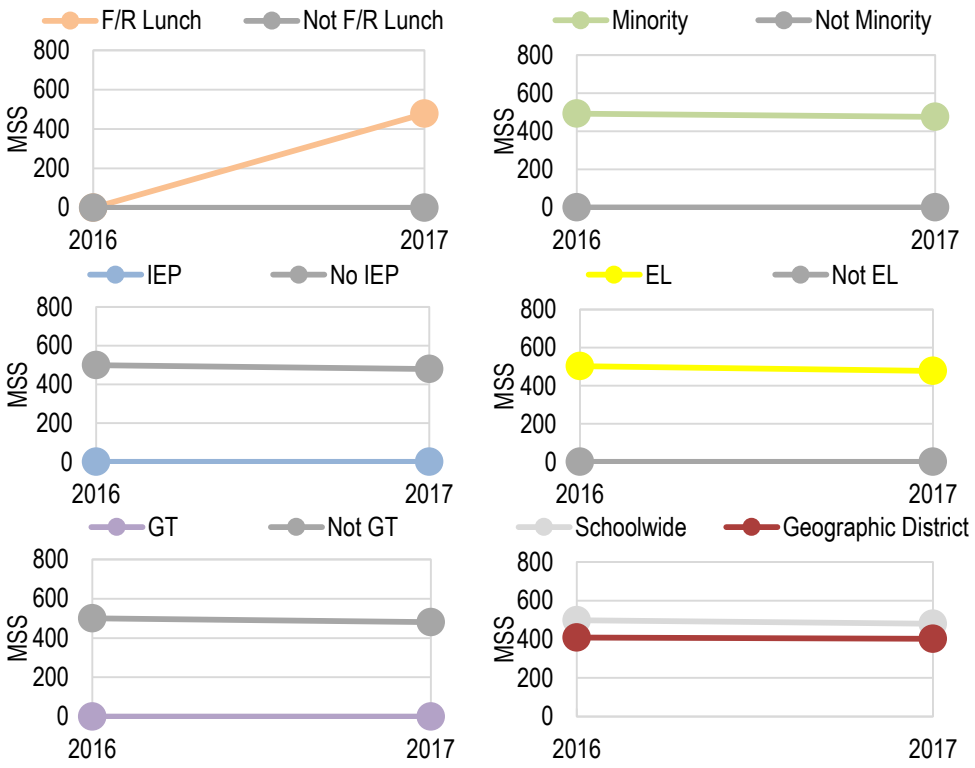
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

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

Subgroup PSAT Proficiency in EBRW			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	n<16	478
	N	n<16	n<16
Minority	Y	492	476
	N	n<16	n<16
IEP	Y	*	*
	N	499	480
EL	Y	503	478
	N	n<16	n<16
GT	Y	n<16	n<16
	N	500	474
Schoolwide		499	480
Geographic District		409	403

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



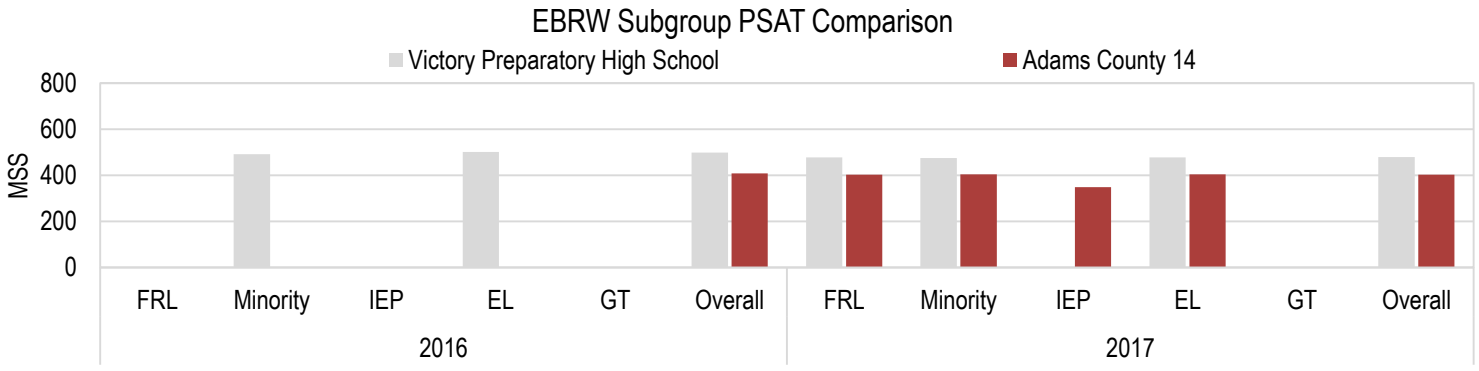
PSAT: Subgroup Local Comparison

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

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	39	478
Minority	23	492	44	476
IEP	0	*	0	*
EL	16	503	36	478
GT	n<16	--	n<16	--
Schoolwide	25	499	47	480

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

Geo. District Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	363	404
Minority	NA	NA	385	405
IEP	NA	NA	29	349
EL	NA	NA	286	404
GT	NA	NA	NA	NA
Geo. District	475	409	465	403



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

Exceeds | Approaching
Meets | Does Not Meet

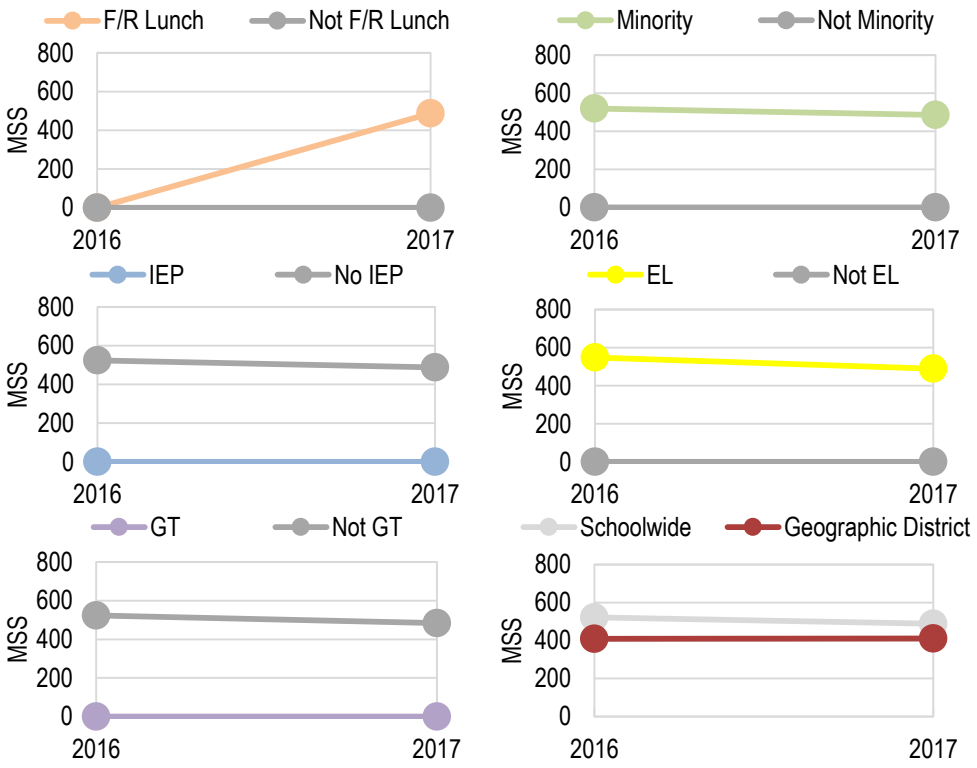
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

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

Subgroup PSAT Proficiency in Math			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	n<16	487
	N	n<16	n<16
Minority	Y	520	486
	N	n<16	n<16
IEP	Y	*	*
	N	523	488
EL	Y	548	490
	N	n<16	n<16
GT	Y	n<16	n<16
	N	524	484
Schoolwide		523	488
Geographic District		410	411

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



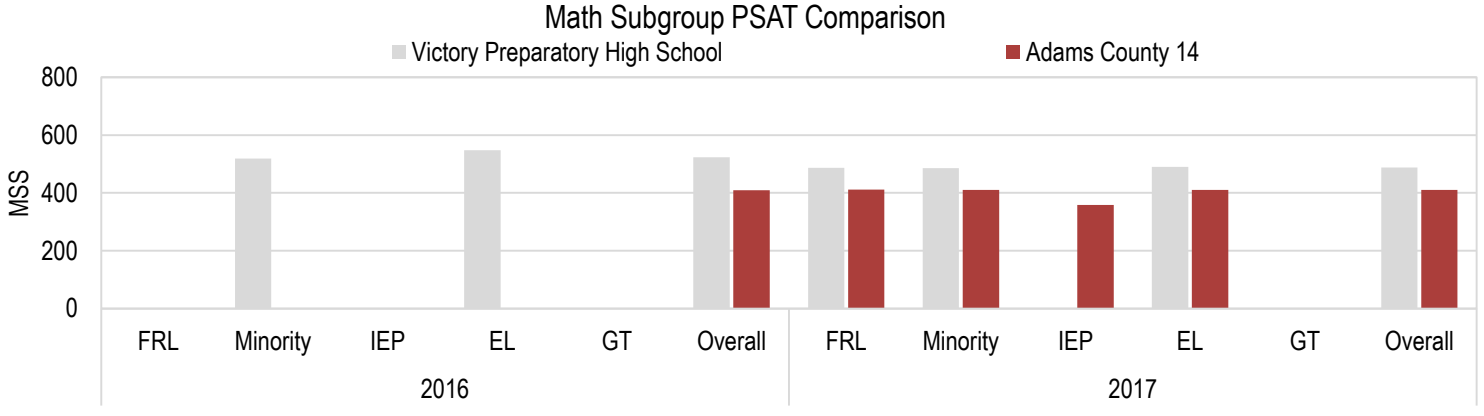
PSAT: Subgroup Local Comparison

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

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	39	487
Minority	23	520	44	486
IEP	0	*	0	*
EL	16	548	36	490
GT	n<16	--	n<16	--
Schoolwide	25	523	47	488

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	363	411
Minority	NA	NA	385	410
IEP	NA	NA	29	359
EL	NA	NA	286	410
GT	NA	NA	NA	NA
Geo. District	475	410	465	411



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

Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

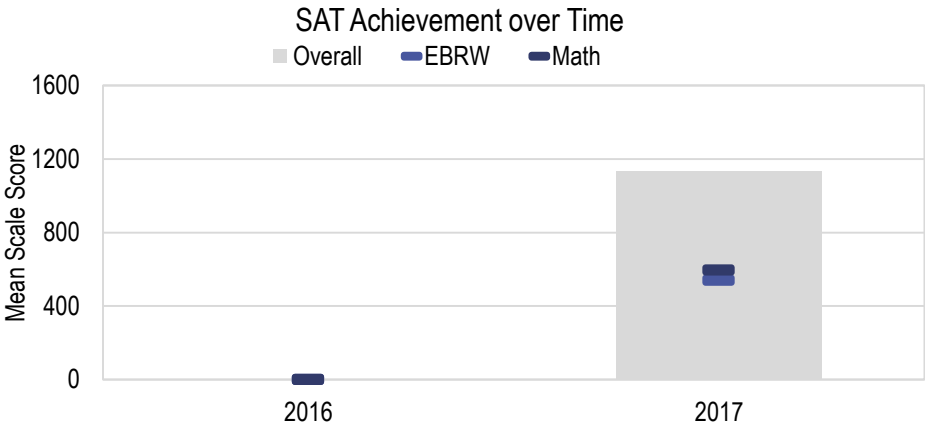
SAT: School Status and Trends

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

Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	18	540

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	18	596

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	18	1136



The School's Evidence-Based Reading and Writing SAT scores are meeting Colorado's SAT Benchmarks while the School's math scores are exceeding.

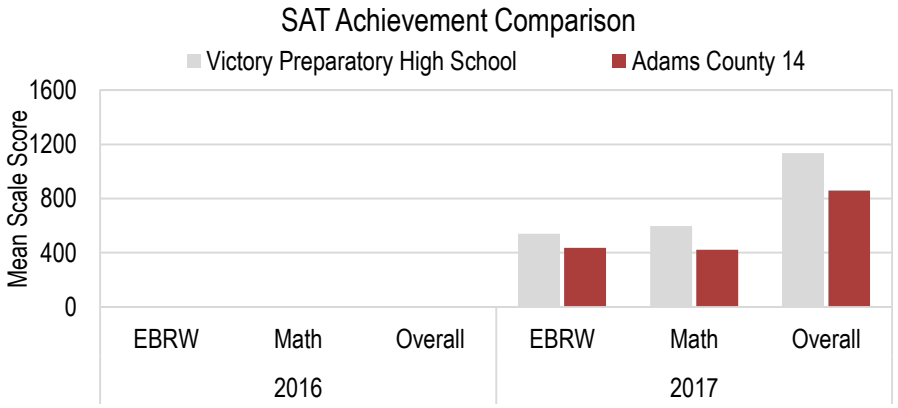
SAT: Local Comparison

-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	434	435

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	434	423

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	434	858



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

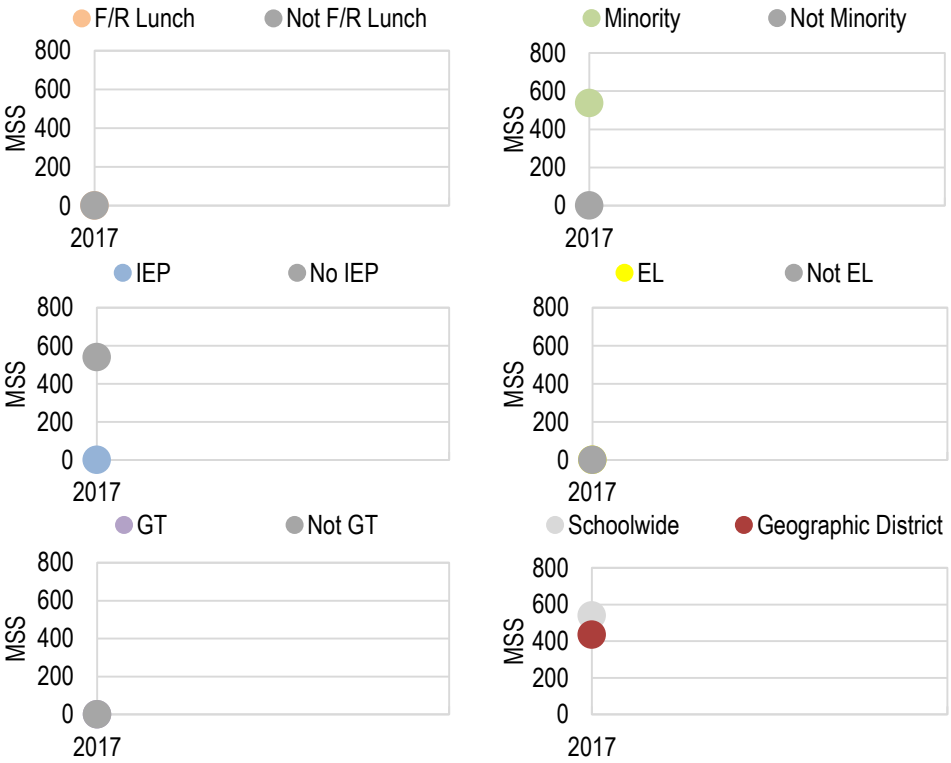
SAT: Subgroup Status and Gap Trends

-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?

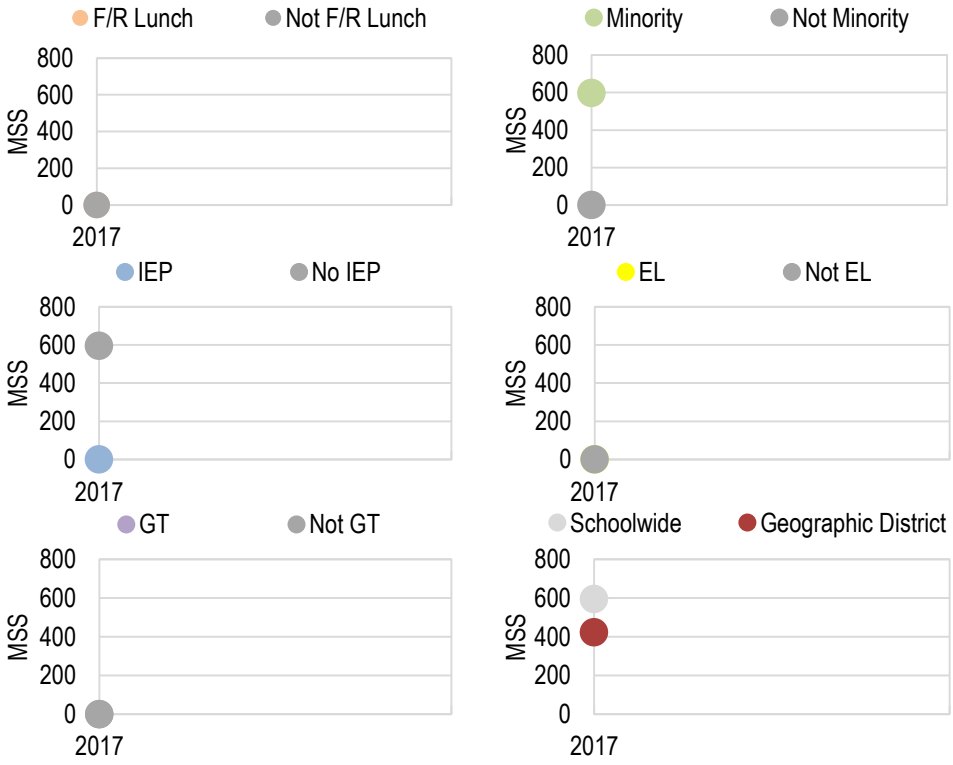
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	n<16	--
	N	n<16	--
Minority	Y	16	536
	N	n<16	--
IEP	Y	0	*
	N	18	540
EL	Y	n<16	--
	N	n<16	--
GT	Y	n<16	--
	N	n<16	--
Schoolwide		18	540
Geographic District		434	435

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



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	n<16	--
	N	n<16	--
Minority	Y	16	598
	N	n<16	--
IEP	Y	0	*
	N	18	596
EL	Y	n<16	--
	N	n<16	--
GT	Y	n<16	--
	N	n<16	--
Schoolwide		18	596
Geographic District		434	423

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



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

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Growth

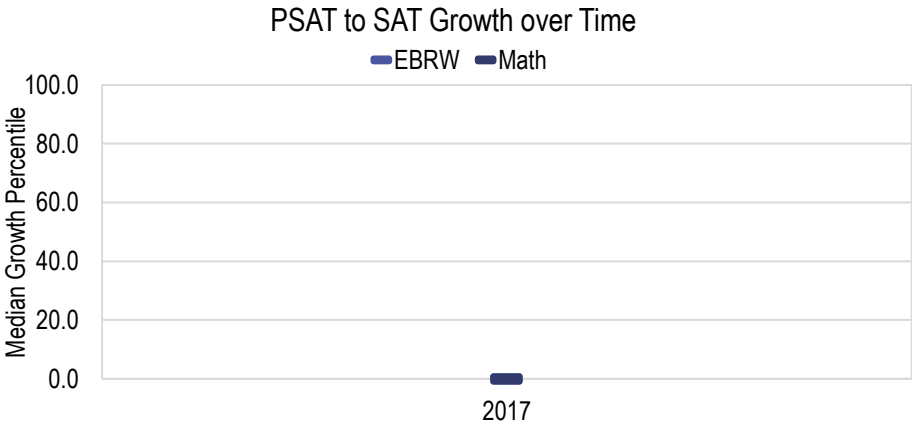
PSAT to SAT: School Status and Trends

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

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

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

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



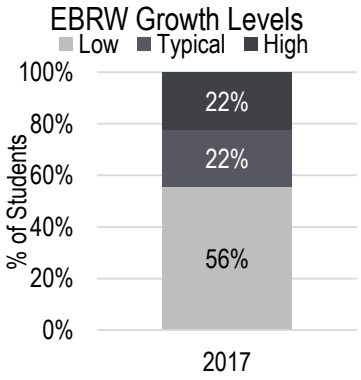
Student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

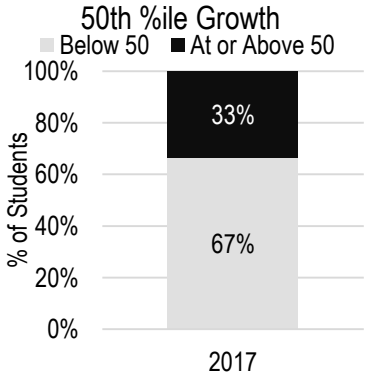
PSAT to SAT: Levels of Growth

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

EBRW Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	56%
Typical (35-65)	22%
High (above 65)	22%

EBRW 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	33%
Below 50	67%

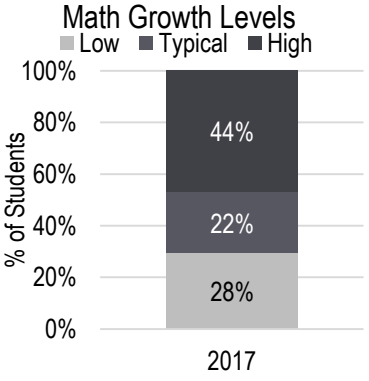


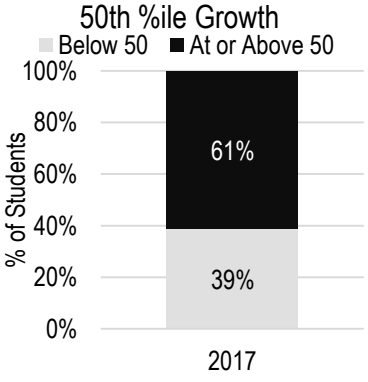


Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 56% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 22% of students. 33% of students were at or above the 50th percentile for growth.

Math Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	28%
Typical (35-65)	28%
High (above 65)	44%

Math 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	61%
Below 50	39%





Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 44% of students. 61% of students were at or above the 50th percentile for growth.

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

Exceeds | Approaching | Meets | Does Not Meet

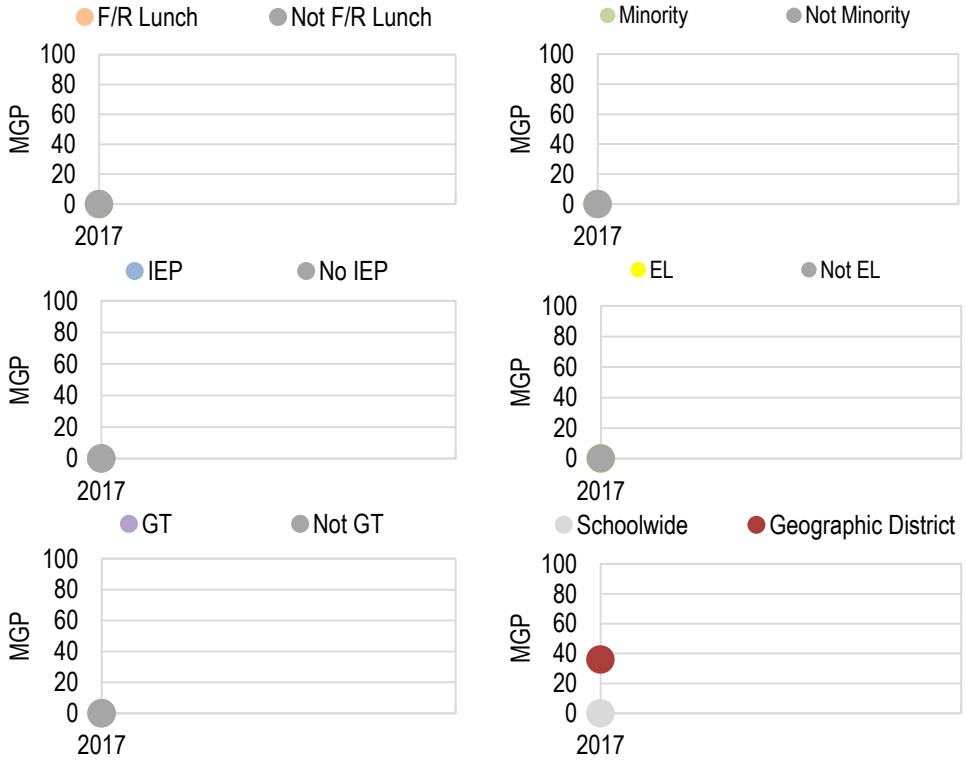
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

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

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

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



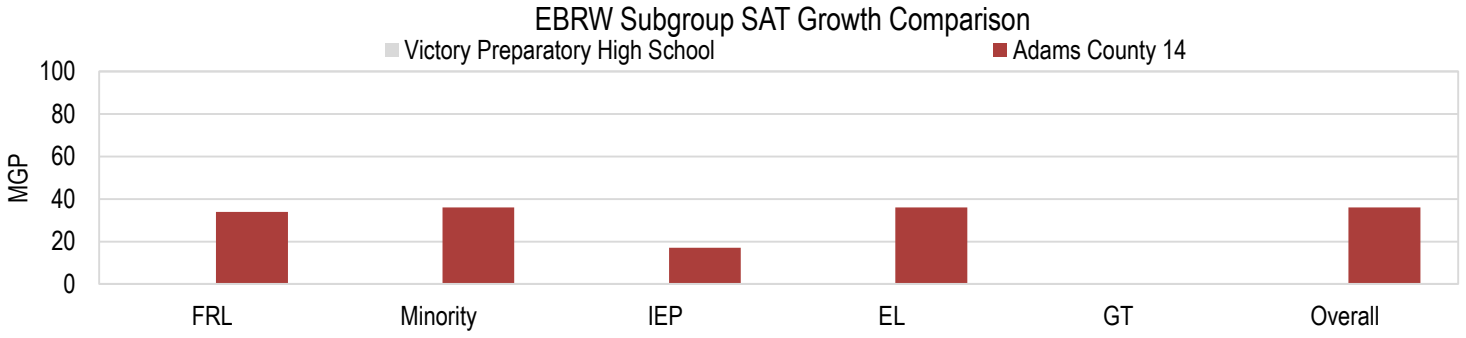
PSAT to SAT: Subgroup Local Comparison

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

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

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

Geo. District EBRW Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	294	34.0
Minority	348	36.0
IEP	31	17.0
EL	248	36.0
GT	NA	NA
Geo. District	384	36.0



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

Exceeds | Approaching | Meets | Does Not Meet

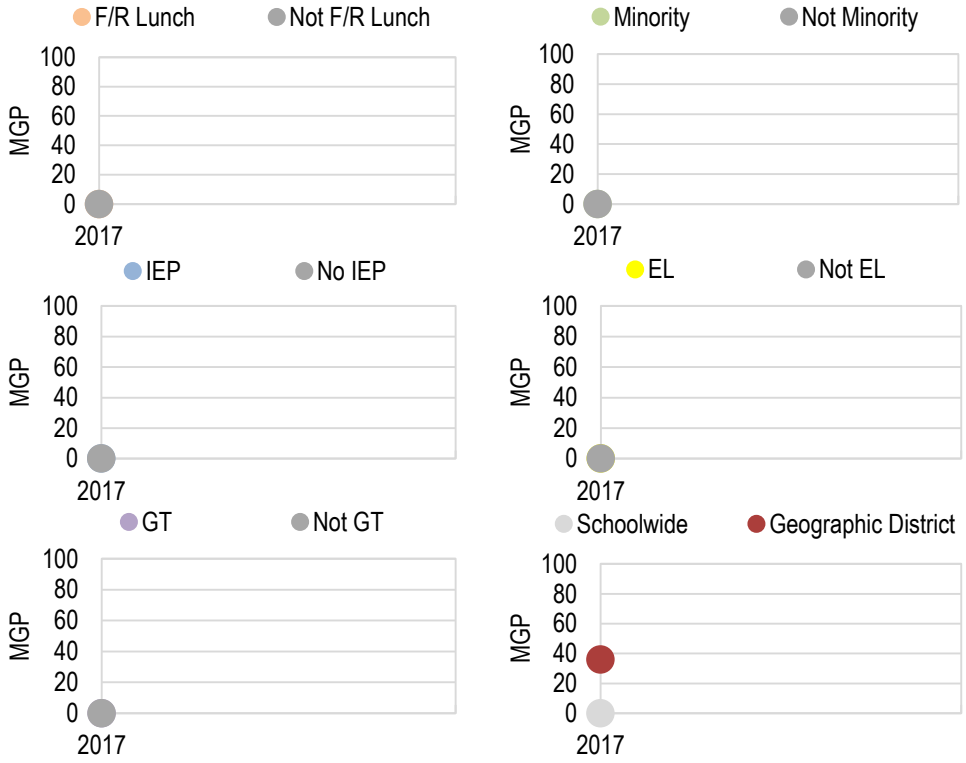
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

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

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

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



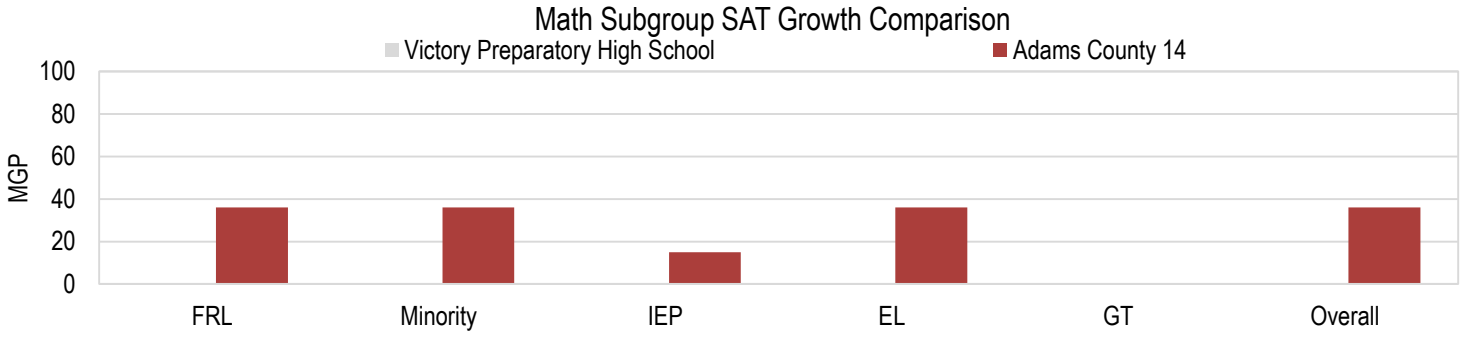
PSAT to SAT: Subgroup Local Comparison

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

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

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

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	294	36.0
Minority	348	36.0
IEP	31	15.0
EL	248	36.0
GT	NA	NA
Geo. District	384	36.0



NA	Not reported by the state.
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Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

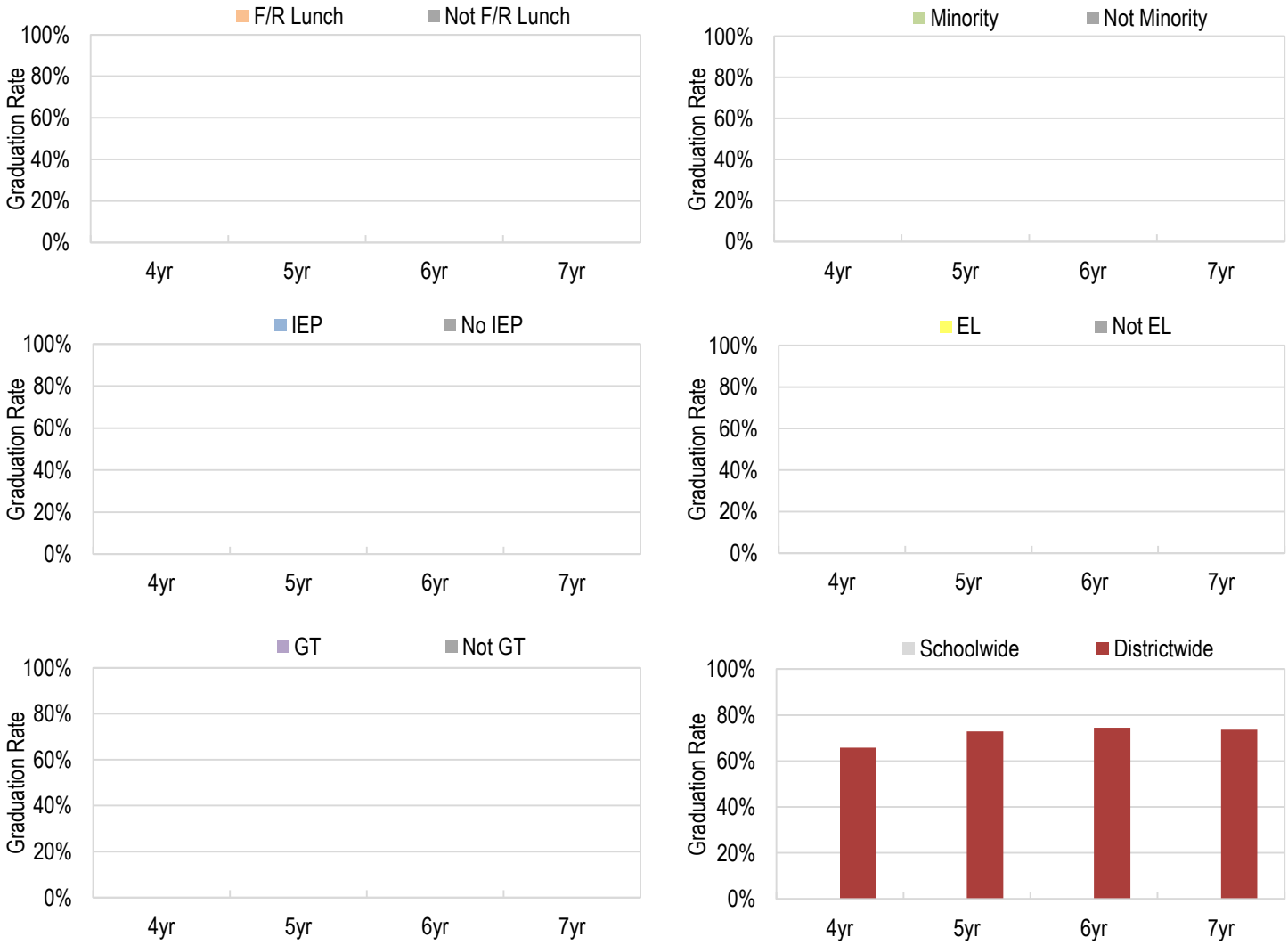
Graduation Rate: School Status and Trends & Local Comparison

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

School Subgroup Graduation Rates over Time

Student Subgroup		Best of	4yr		5yr		6yr		7yr	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	--	n<16	--	0	*	0	*	0	*
	N	--	0	*	0	*	0	*	0	*
Minority	Y	--	n<16	--	0	*	0	*	0	*
	N	--	0	*	0	*	0	*	0	*
IEP	Y	--	0	*	0	*	0	*	0	*
	N	--	n<16	--	0	*	0	*	0	*
EL	Y	--	n<16	--	0	*	0	*	0	*
	N	--	n<16	--	0	*	0	*	0	*
GT	Y	--	0	*	0	*	0	*	0	*
	N	--	n<16	--	0	*	0	*	0	*
Schoolwide		--	n<16	--	0	*	0	*	0	*
Geographic District		6yr	544	65.8%	486	72.8%	487	74.5%	496	73.6%

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate cannot be reported due to low student counts (n<16).



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Exceeds | Approaching | Meets | Does Not Meet

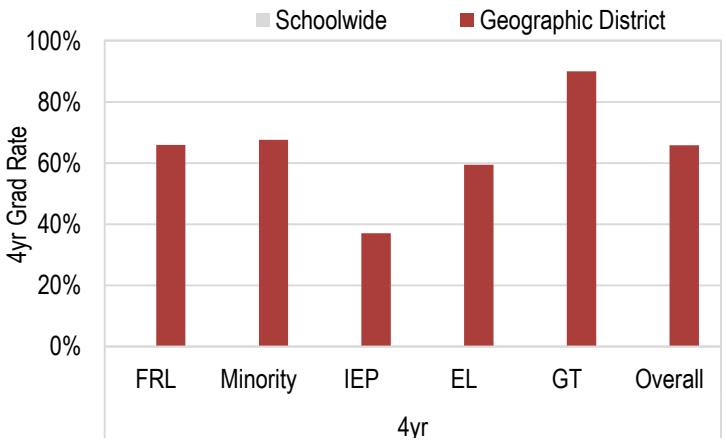
Postsecondary and Workforce Readiness Additional Indicators

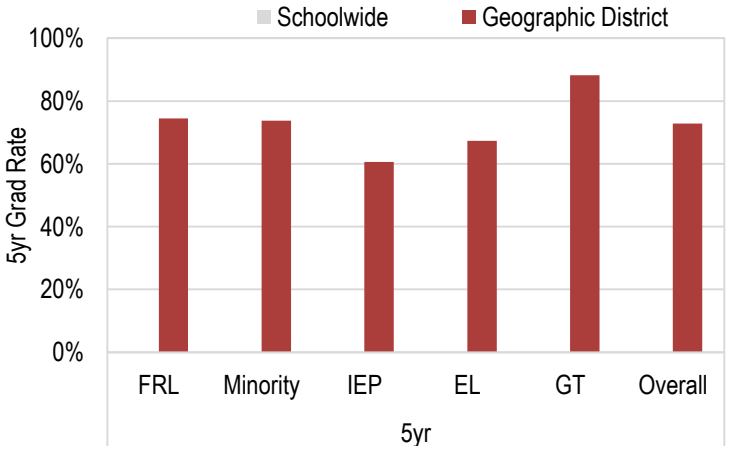
Graduation Rate: School Status and Trends & Local Comparison

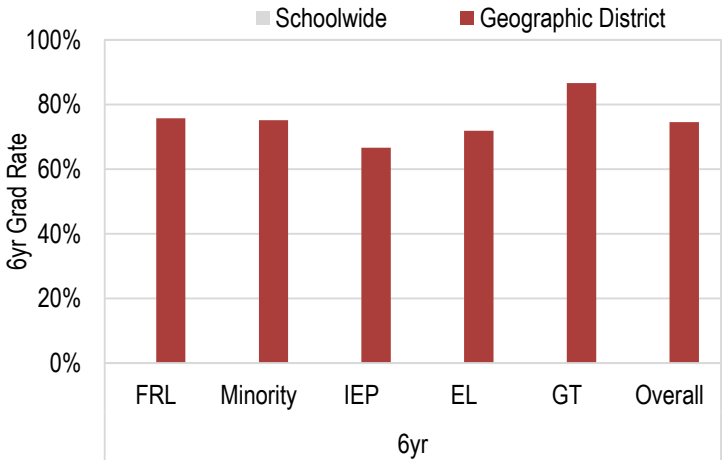
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate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

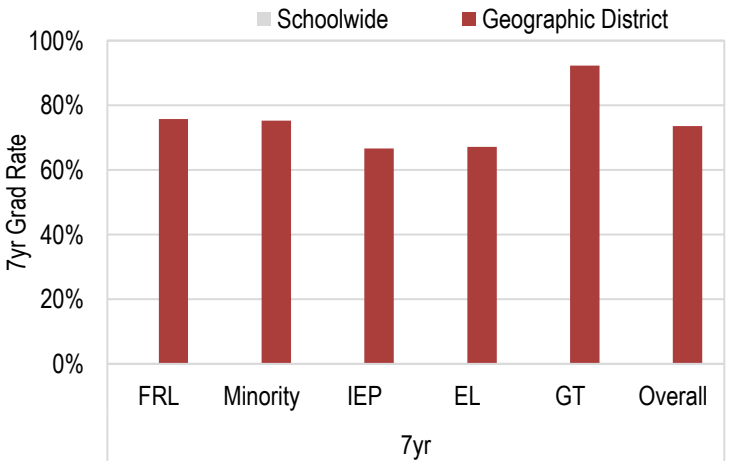
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	--	n<16	--	0	*	0	*	0	*
Minority	--	n<16	--	0	*	0	*	0	*
IEP	--	0	*	0	*	0	*	0	*
EL	--	n<16	--	0	*	0	*	0	*
GT	--	0	*	0	*	0	*	0	*
Schoolwide	--	n<16	--	0	*	0	*	0	*
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	511	65.9%	446	74.4%	441	75.7%	446	75.8%
Minority	7yr	472	67.6%	423	73.8%	419	75.2%	428	75.2%
IEP	6yr	62	37.1%	66	60.6%	63	66.7%	63	66.7%
EL	6yr	222	59.5%	196	67.3%	185	71.9%	152	67.1%
GT	7yr	40	90.0%	17	88.2%	30	86.7%	26	92.3%
Geo. District	6yr	544	65.8%	486	72.8%	487	74.5%	496	73.6%

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate cannot be reported due to low student counts (n<16).









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

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

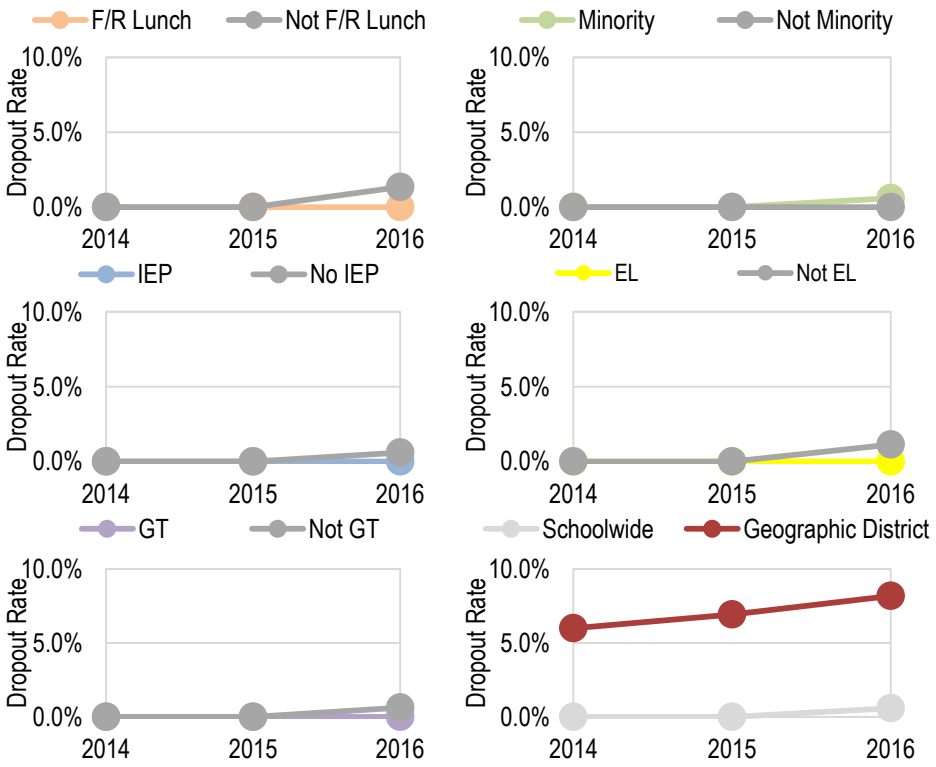
Dropout Rate: Subgroup Status and Gap Trends

-Are students dropping out of high school?

-How is the dropout rate changing over time?

Subgroup Dropout Rate Trends over Time				
Dropout		2014	2015	2016
Student Subgroup		Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%
	N	n<16	n<16	1.4%
Minority	Y	0.0%	0.0%	0.6%
	N	n<16	n<16	n<16
IEP	Y	n<16	n<16	n<16
	N	0.0%	0.0%	0.6%
EL	Y	0.0%	0.0%	0.0%
	N	0.0%	0.0%	1.1%
GT	Y	n<16	n<16	n<16
	N	0.0%	0.0%	0.6%
Schoolwide		0.0%	0.0%	0.6%
Geographic District		6.0%	6.9%	8.2%

The School meets state expectations for dropout rates and rates have increased over time. Traditionally underserved student population dropout rates mirror their non-subgroup peers in 2014 and 2015. In 2016, traditionally underserved student population dropout rates are lower than their non-subgroup peers.

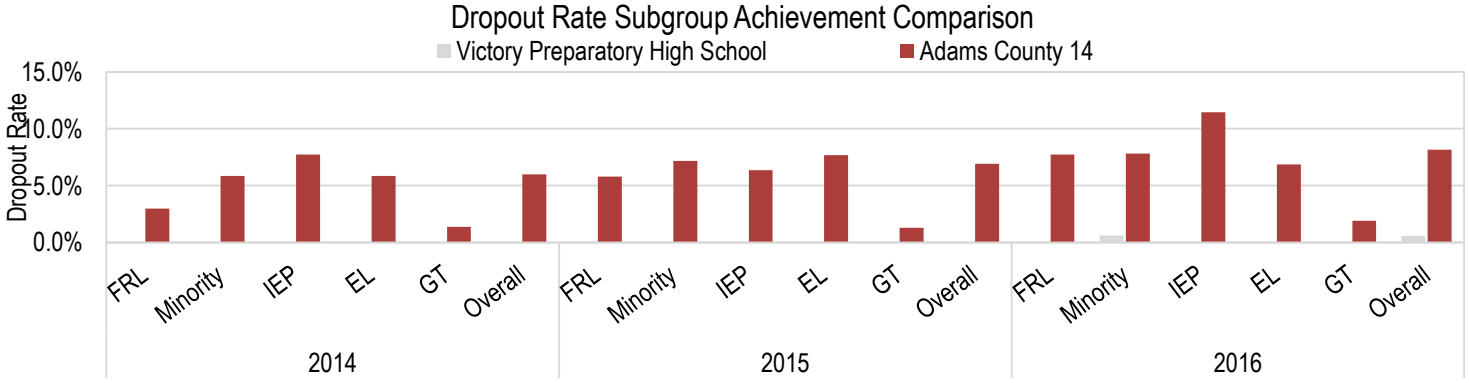


Dropout Rate: Subgroup Local Comparison

-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	44	0.0%	77	0.0%	99	0.0%
Minority	51	0.0%	87	0.0%	163	0.6%
IEP	n<16	--	n<16	--	n<16	--
EL	33	0.0%	48	0.0%	85	0.0%
GT	n<16	--	n<16	--	n<16	--
Schoolwide	55	0.0%	91	0.0%	173	0.6%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	2389	3.0%	2246	5.8%	2975	7.7%
Minority	3162	5.9%	3141	7.2%	3233	7.8%
IEP	439	7.7%	440	6.4%	437	11.4%
EL	1182	5.8%	1105	7.7%	1325	6.9%
GT	216	1.4%	231	1.3%	260	1.9%
Geo. District	3659	6.0%	3610	6.9%	3686	8.2%



The School has lower dropout rates than their geographic district and traditionally underserved students have lower dropout rates than their peers in the geographic district.

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

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

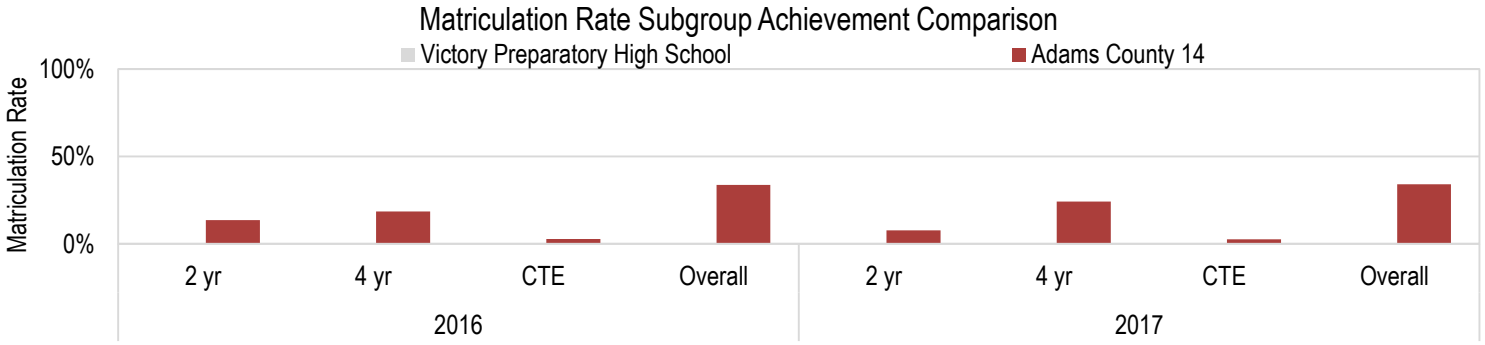
Matriculation Rate: School Status and Trends & Local Comparison

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

School Matriculation Rate Trends over Time				
Matriculation	2016		2017	
Category	N	Rate	N	Rate
2 yr	0	*	0	*
4 yr	0	*	0	*
CTE	0	*	0	*
Schoolwide	0	*	0	*

The School's matriculation rates cannot be publicly reported due to low student counts (n<16).

Geo. District Matriculation Rate Trends over Time				
Matriculation	2016		2017	
Category	N	Rate	N	Rate
2 yr	368	13.6%	419	7.6%
4 yr	368	18.5%	419	24.1%
CTE	368	2.7%	419	2.6%
Geo. District	368	33.7%	419	34.1%



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

Academic Performance Metrics

School Observations

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

Fiscal Years 2015-2017 Financial Results

Government-Wide Financial Statement Metrics

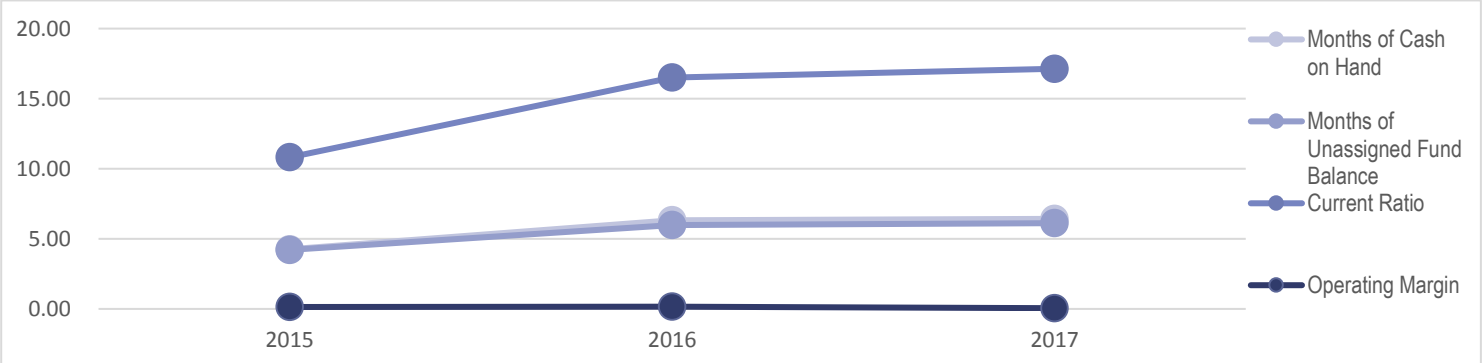
-What is the school's debt?
-What is the school's net asset position?
-Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics			
Metric	2015	2016	2017
Debt to Asset Ratio	1.17	1.16	1.22
Change in Net Position	$ 16,067.00	$ 77,656.00	$ (3,412,486.00)
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	4.26	6.32	6.43
Months of Unassigned Fund Balance on Hand	4.21	5.97	6.12
Current Ratio	10.81	16.51	17.13
Operating Margin	13.6%	16.1%	5.3%



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	29.67	20.89	0.00
Current Ratio	3.91	0.17	3.61
Debt to Asset Ratio	1.04	1.06	1.06
Change in Net Position	$ (560,114.00)	$ (409,714.00)	$ 1,323.00

Enrollment

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

Enrollment			
Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	-5.6%	-7.8%	-11.9%
Change in FPC from Prior-Year	11.8%	9.6%	-4.9%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Community Leadership Academy/Victory Preparatory Academy 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 120.9 pupils (12 percent), and 45.8 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 6.43 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive 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 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 diverstiy, equity of access, and inclusion measures for subgroup populations through the Tiers of Support process. An updated Student Services Screener Report with 16-17 data will be released in January 2018.

Governance Management

-Is the school complying with governance requirements?

Includes:

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

CSI Review
The CLA/VPA governing board did not hold meetings in accordance with its bylaws. The school identified that it will take steps to ensure more regular board meetings are held and board meeting agendas are posted on the school website for March, April, and May.

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. CDE identified compliance issues with the school's transportation as part of its STAR review. These noncompliance issues appear to have been at the fault of the vendor with which the school contracts. The school promptly remedied the deficiencies. The school did have an issue relating to licensure of a SPED provider, but that issue was promptly remedied.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review
A Notice of Concern was issued to CLA/VPA in January of 2017 for operational issues of concern that had been identified by CSI. CSI and the school have been working together to adress any noted areas of noncompliance.

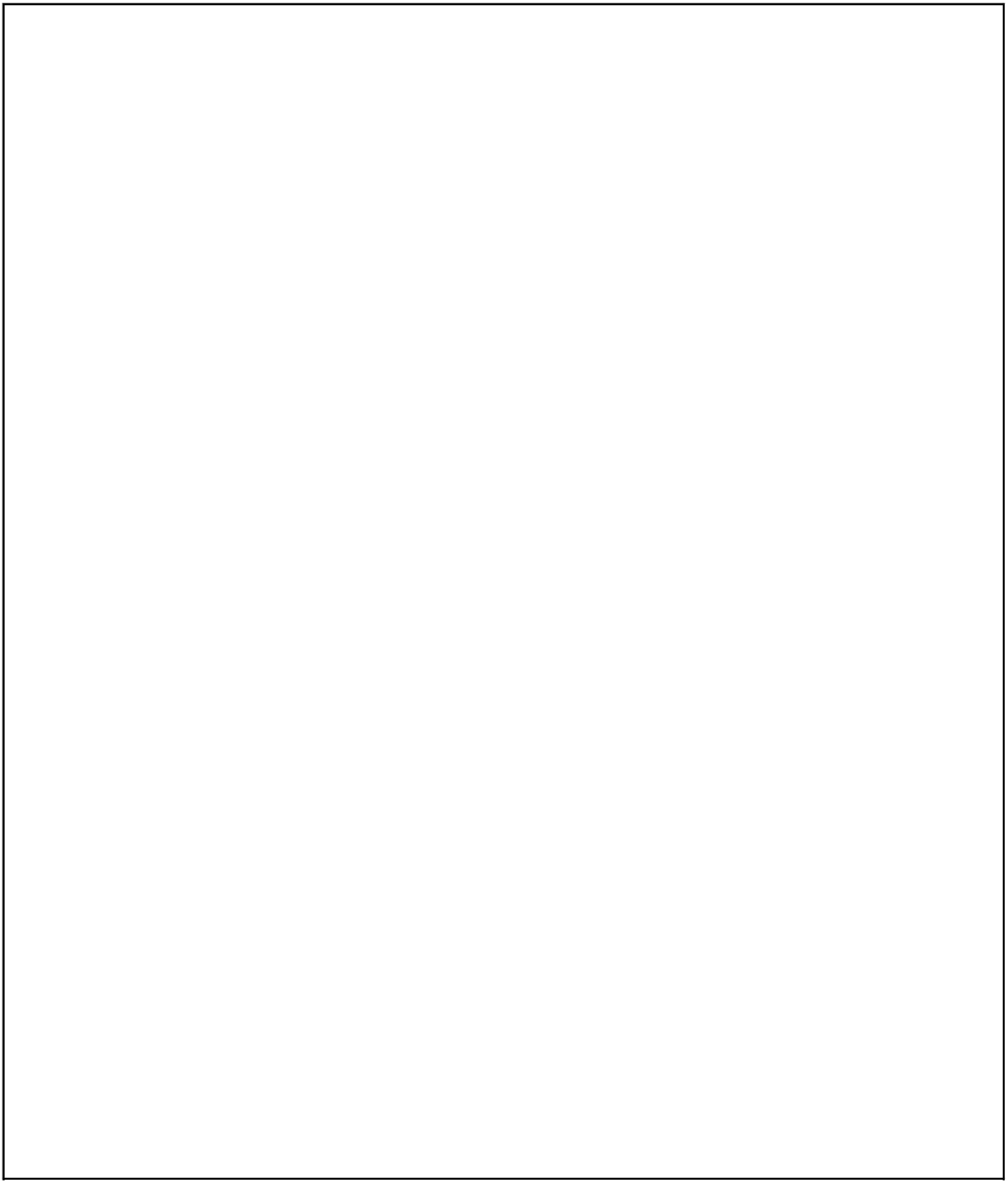
Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

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.**



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