



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2017-2018

Animas High School



Expanding Frontiers in Public Education

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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 **September**. 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, listed below:

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 October 12th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. 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).

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 2018. 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.
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. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did 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 can release an additional report containing disaggregated math results by test by request.
- 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?

Animas High School Overview

Year Opened/Transferred: 2007-2008

Grades Served: 9-12

School Model: Project-based learning

Town/City: Durango

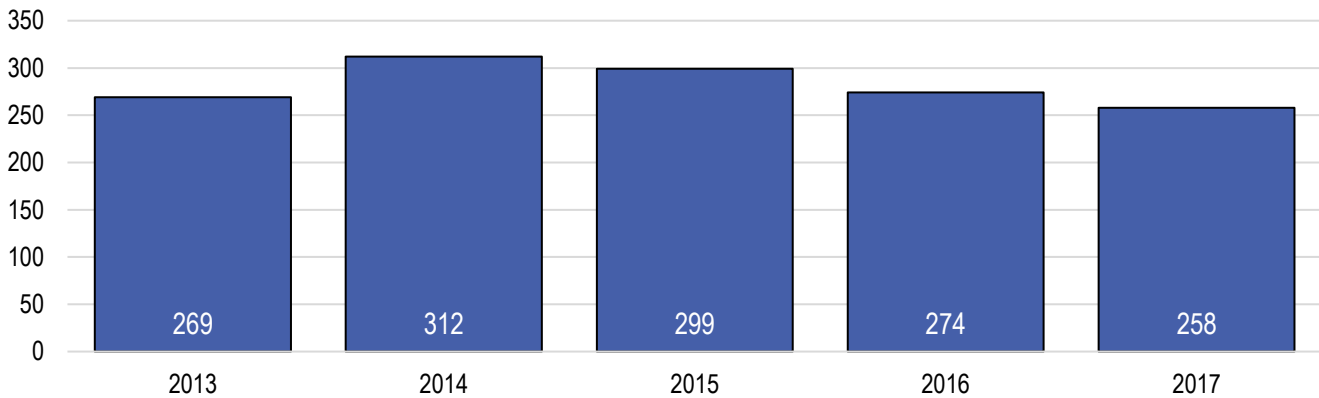
District of Residence: Durango 9-R

Original Application Type: New School

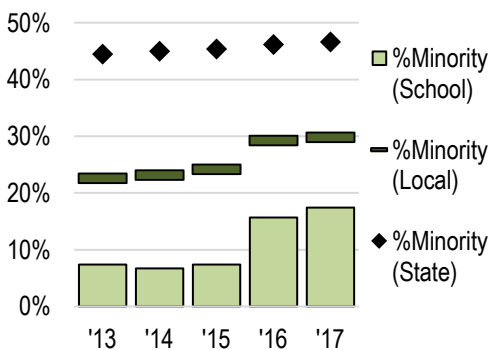
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	269	312	299	274	258	
Minority	7.4%	6.7%	7.4%	15.7%	17.4%	
EL	0.0%	0.0%	1.0%	1.5%	1.9%	
FRL	6.7%	8.0%	10.7%	12.4%	17.8%	
Gifted	13.8%	12.2%	10.4%	11.3%	10.9%	
SPED	6.7%	7.1%	8.0%	8.4%	9.3%	
504	5.2%	5.1%	3.7%	11.3%	14.7%	

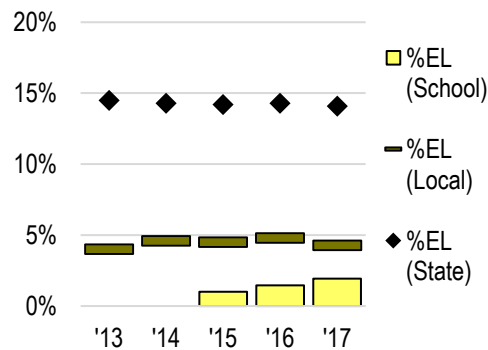
Enrollment over Time



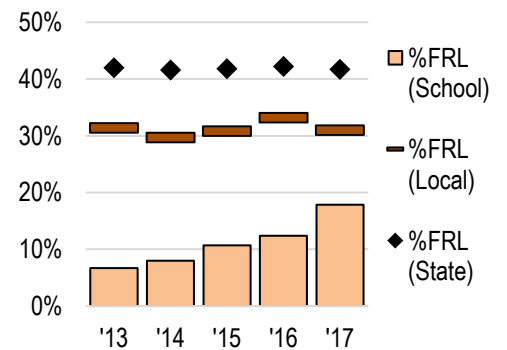
Minority Students



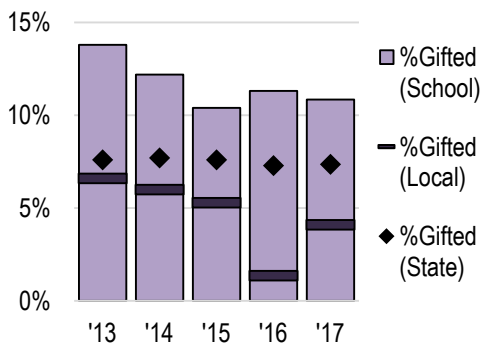
English Learners



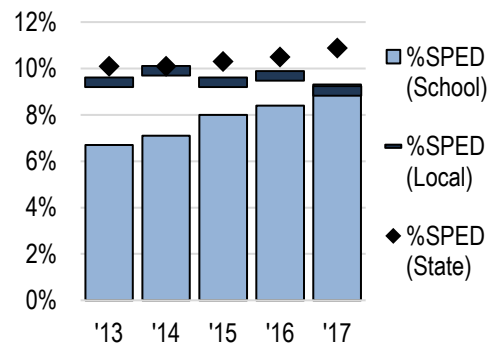
Lunch Eligibility



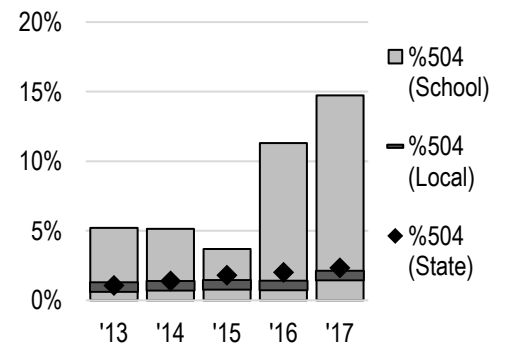
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

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

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	141	134	95.0%	4	97.8%	Meets 95%
Math	141	134	95.0%	4	97.8%	Meets 95%
Science	64	35	54.7%	27	94.6%	Does Not Meet 95%

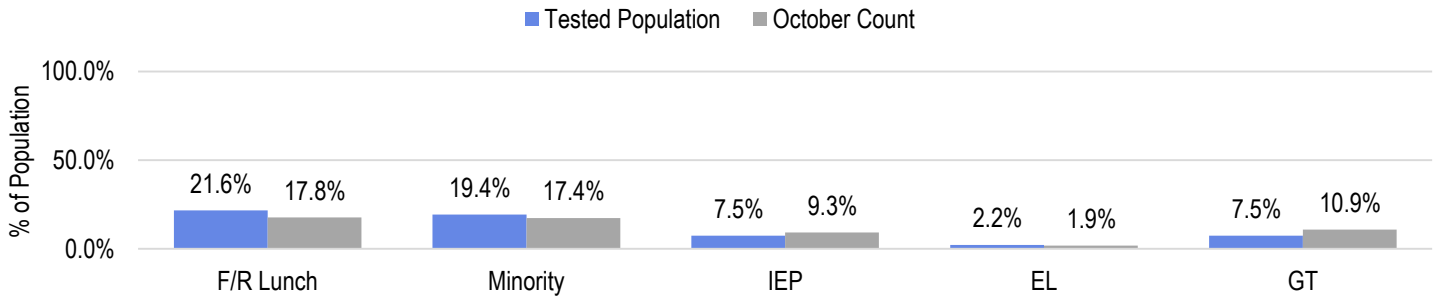
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	0	0	--	0	--	NA
CMAS Math	0	0	--	0	--	NA
CMAS Science	64	35	54.7%	27	94.6%	Does Not Meet 95%
PSAT/SAT Evidence-Based Reading and Writing	141	134	95.0%	4	97.8%	Meets 95%
PSAT/SAT Math	141	134	95.0%	4	97.8%	Meets 95%

Participation Rate Comparison

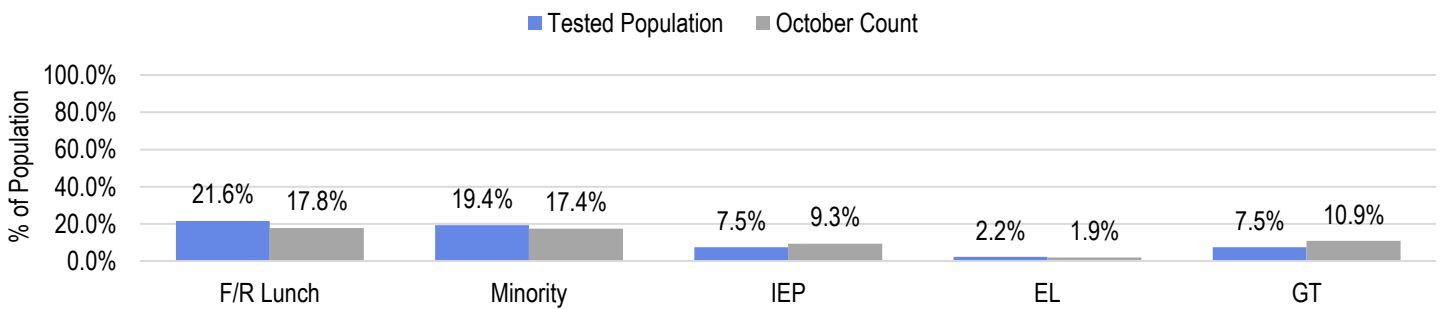
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	21.6%	17.8%	21.6%	17.8%	11.4%	17.8%
Minority	19.4%	17.4%	19.4%	17.4%	5.7%	17.4%
IEP	7.5%	9.3%	7.5%	9.3%	11.4%	9.3%
EL	2.2%	1.9%	2.2%	1.9%	2.9%	1.9%
GT	7.5%	10.9%	7.5%	10.9%	17.1%	10.9%

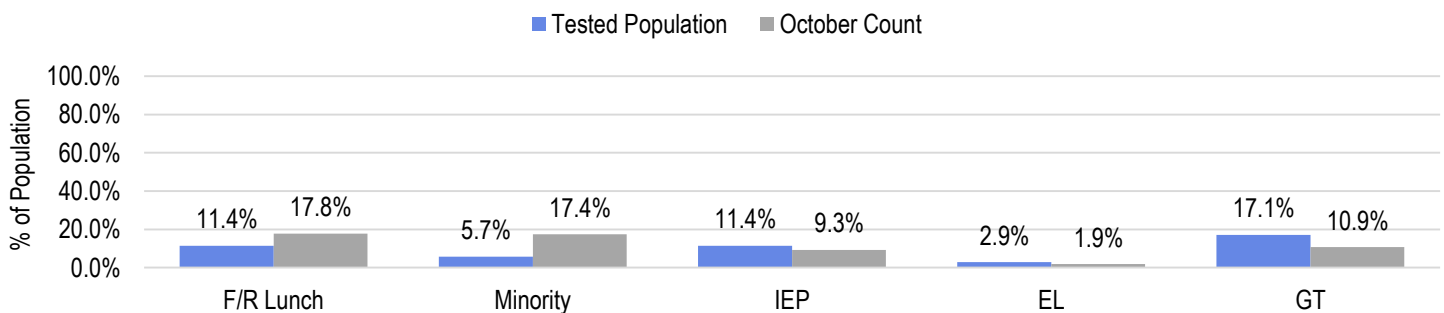
English Language Arts



Math



Science



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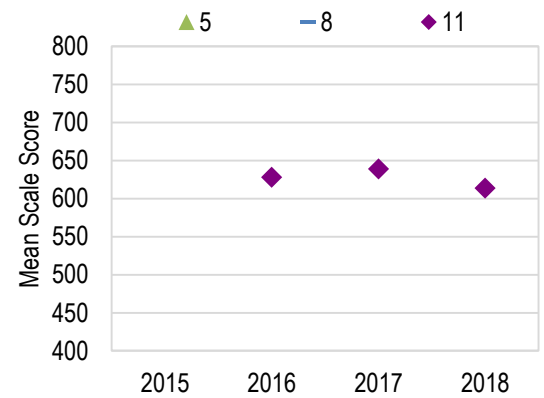
Science Achievement

CMAS Science: School Status and Trends

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

Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	0	--	0	--	0	--	0	--
8	0	--	0	--	0	--	0	--
11	0	--	59	628	45	639	35	614

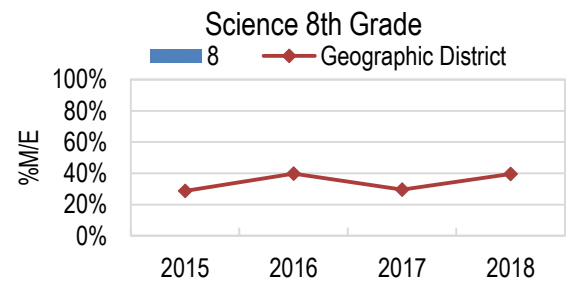
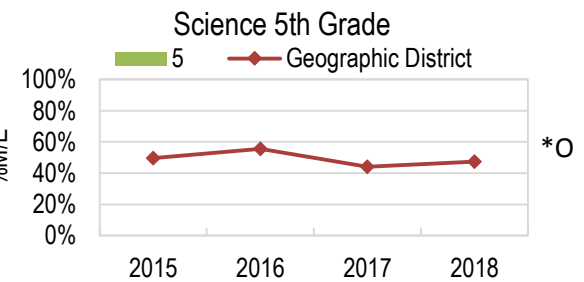
Science Achievement over Time



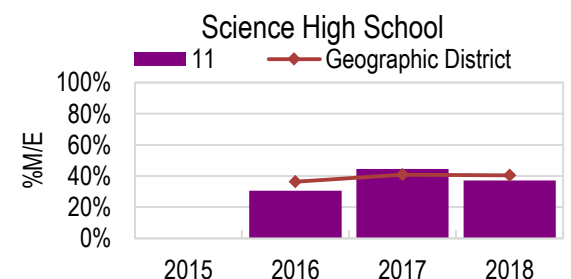
CMAS Science: Local Comparison

-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 Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	0	--	0	--	0	--	0	--
8	0	--	0	--	0	--	0	--
11	0	--	59	30.5%	45	44.4%	35	37.1%
Overall	0	--	59	30.5%	45	44.4%	35	37.1%



Geographic District Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	312	49.7%	356	55.6%	349	44.1%	391	47.3%
8	286	28.7%	269	39.8%	342	29.5%	308	39.6%
11	0	--	253	36.4%	203	40.9%	262	40.5%
Overall	598	39.6%	878	45.2%	894	37.8%	961	43.0%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 11th grade mean scale score has decreased by 25 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past four years. In 2018, the school performed lower than the geo. district in 11th grade, and, overall, 37% of students met or exceeded state expectations.

Looking through CARS: There are two pages for CMAS Science achievement data. No growth data is available for CMAS Science. CMAS Science is administered to 5th, 8th, and 11th grade. Achievement contains trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

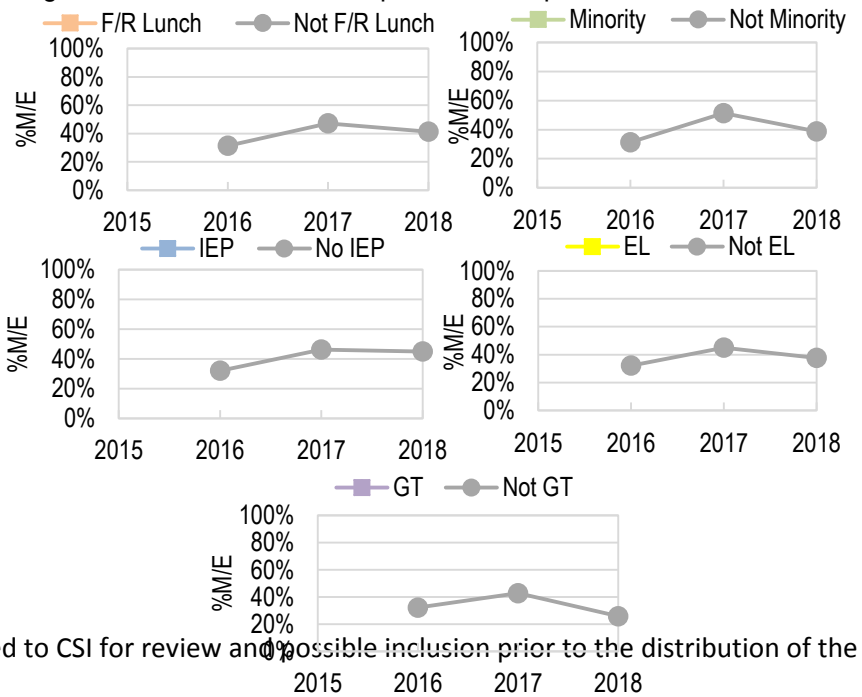
Science Subgroup Achievement

CMAS Science: Subgroup Status and Gap Trends

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

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

Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	--
	N	--	31.4%	47.2%	41.4%
Minority	Y	--	--	--	--
	N	--	31.4%	51.4%	38.7%
IEP	Y	--	--	--	--
	N	--	32.1%	46.2%	44.8%
EL	Y	--	--	--	--
	N	--	32.1%	45.0%	37.5%
GT	Y	--	--	--	--
	N	--	32.1%	42.9%	25.9%

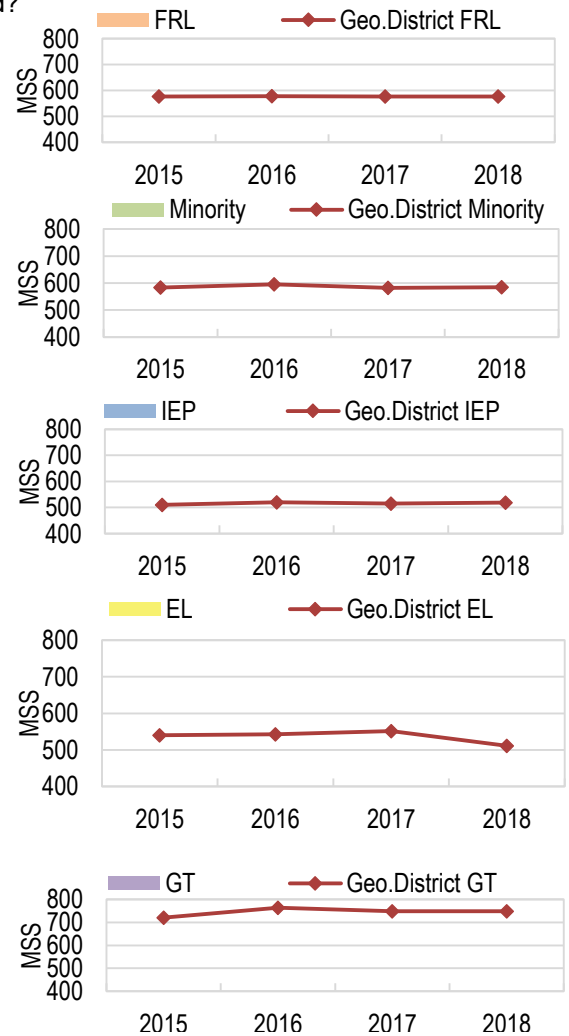


OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the f

CMAS Science: 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 Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	0	--	n<16	--	n<16	--	n<16	--
Minority	0	--	n<16	--	n<16	--	n<16	--
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	0	--	0	--	n<16	--	n<16	--
GT	0	--	0	--	0	--	n<16	--



Geographic District Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	170	577	256	578	300	577	277	577
Minority	155	583	223	596	278	582	272	585
IEP	54	511	83	520	94	516	78	519
EL	37	540	52	543	59	551	54	512
GT	51	720	70	764	22	749	73	749

Achievement Subgroup Status and Local Comparison Narrative	
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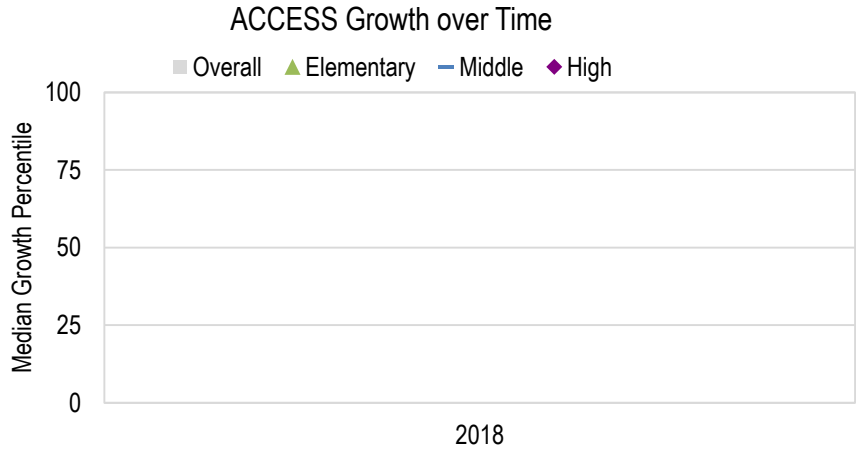
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

English Language Proficiency (ELP) Growth ACCESS for ELLs: School Status and Trends

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

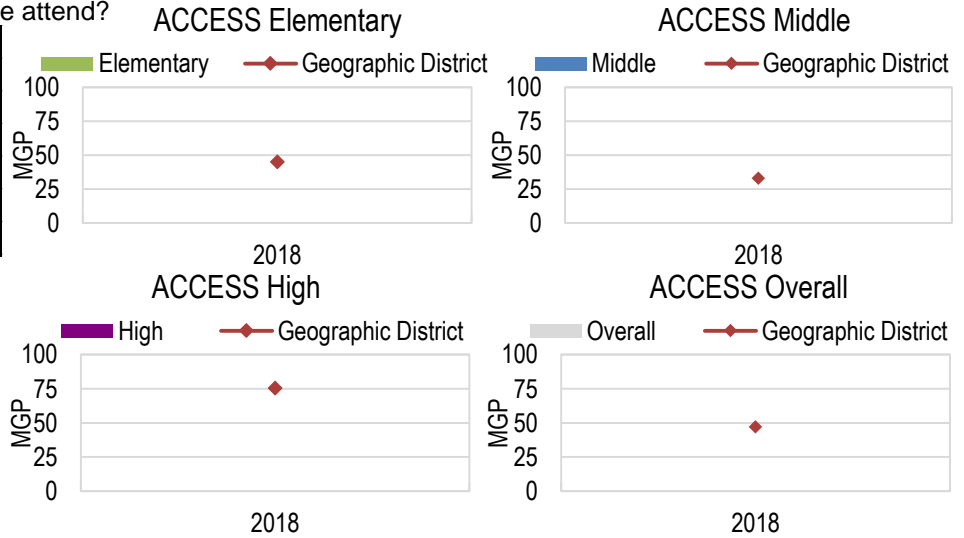
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	NA	--	--
2	NA	--	--
3	NA	--	--
4	NA	--	--
5	NA	--	--
Elementary	NA	--	--
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	NA	--	--
10	n<20	--	--
11	NA	--	--
12	NA	--	--
High	n<20	--	--
Overall	n<20	--	--



ACCESS for ELLs: 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 on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
Elementary	102	45.0	NA
Middle	25	33.0	NA
High	20	75.5	NA
Overall	147	47.0	NA



ACCESS: Subgroup Status and Gap Trends*

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

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

*ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

Growth Status and Local Comparison Narrative	
--	

Looking through CARS: There is one page for ELP growth data. ACCESS is the assessment used. Growth data is not available for comparison before 2018. "% On Track" are the percent of students on track to reach EL proficiency. Narrative boxes provide further context to the data on each page.

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

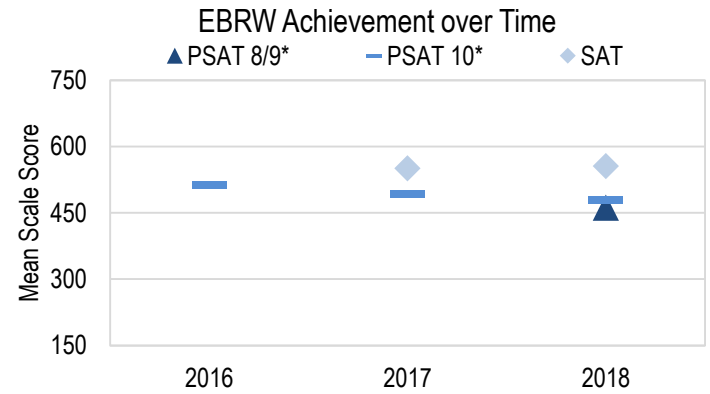
Evidence-Based Reading & Writing Achievement

PSAT/SAT EBRW: School Status and Trends

-How are students achieving on state assessments in Evidence-Based Reading & Writing over time?

Achievement over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	60	462
PSAT 10*	66	513	70	492	74	479
SAT	NA	--	59	551	57	556

PSAT 8/9 was administered for the first time during the 2017-18 school year.
PSAT 10 was administered for the first time during the 2015-16 school year.
SAT was administered for the first time during the 2016-17 school year.



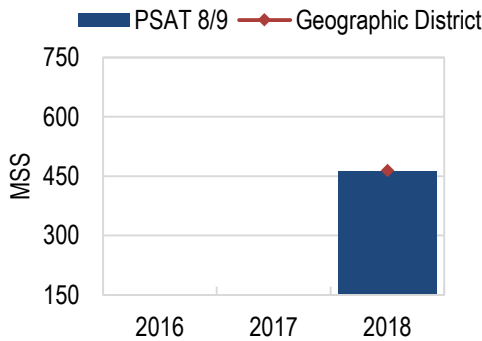
PSAT/SAT EBRW: Local Comparison

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

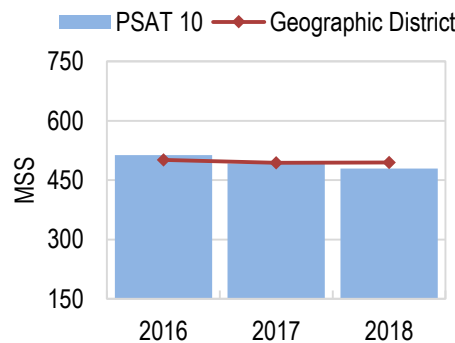
Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	397	464
PSAT 10	253	501	307	494	324	495
SAT	NA	--	248	537	288	532

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renamed the benchmarks in 2018 using combined PSAT 8/9 and PSAT 10 scores.

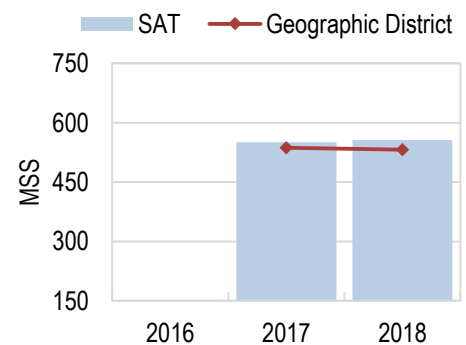
EBRW PSAT 8/9



EBRW PSAT 10



EBRW SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has decreased by 13 scale score points. Mean scale scores for SAT has increased by 5.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, lower than the geo. district for PSAT 10, and greater than the geo. district for SAT.

Looking through CARS: The following pages contain all postsecondary and workforce readiness measures evaluated in the CSI Academic Performance Framework. The next four pages contain PSAT/SAT Evidence-Based Reading and Writing (EBRW) achievement and growth results. Achievement and growth results contain data for trends over time, local comparisons, and subgroup comparisons. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page. Additional measures include: graduation rates, dropout rates, and matriculation rates.

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

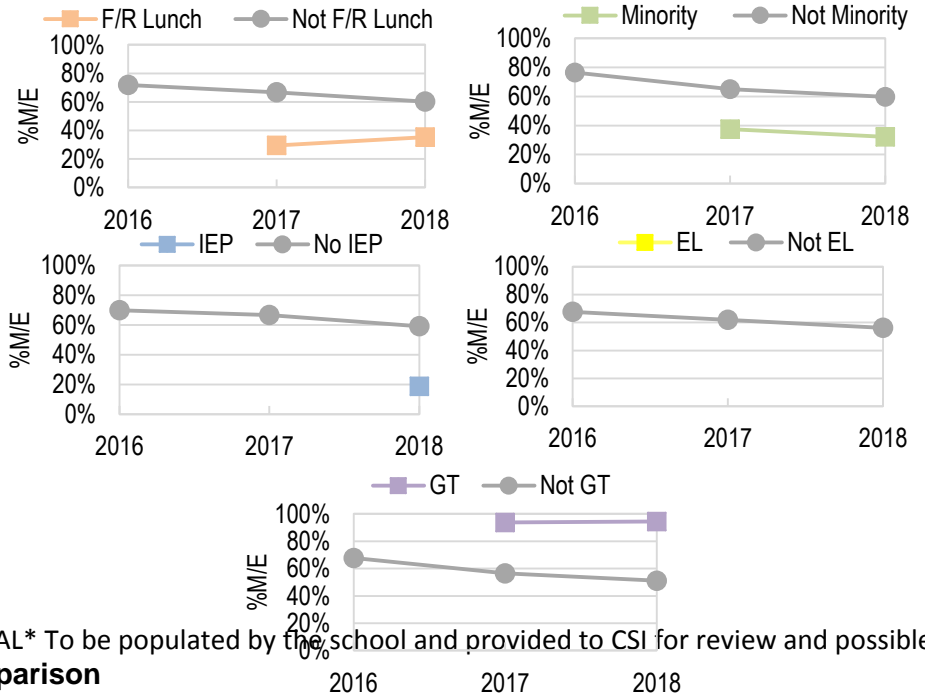
Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading & Writing Subgroup Achievement

PSAT/SAT EBRW: Subgroup Status and Gap Trends

- How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?

Achievement Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	--	29.4%	35.3%
	N	71.9%	66.7%	60.1%
Minority	Y	--	37.5%	32.1%
	N	76.5%	65.1%	59.7%
IEP	Y	--	--	18.8%
	N	70.0%	66.7%	59.0%
EL	Y	--	--	--
	N	67.7%	62.0%	56.2%
GT	Y	--	93.8%	94.4%
	N	67.7%	56.6%	51.2%

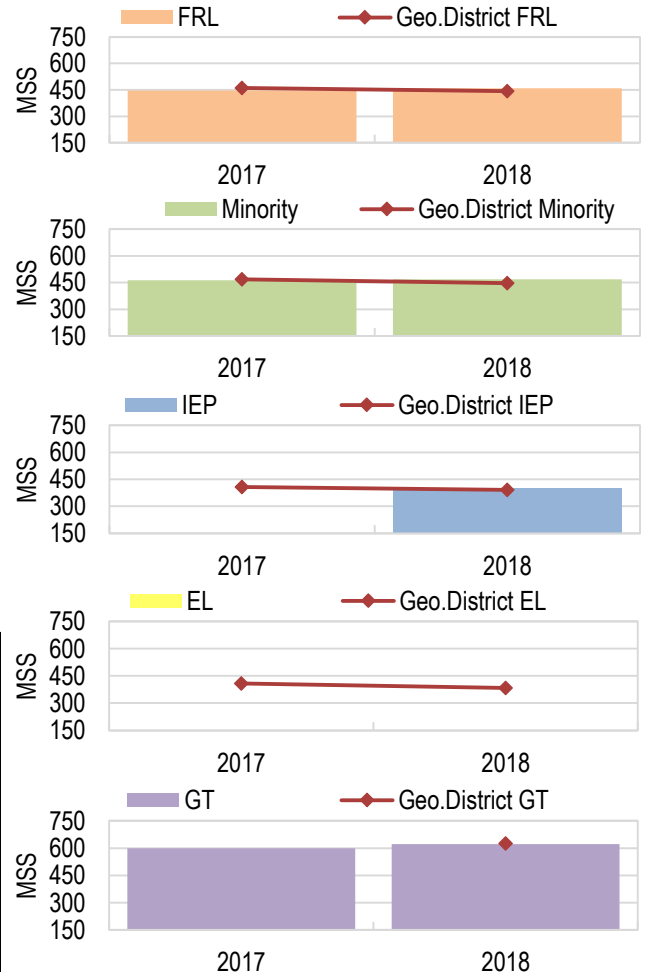


PSAT/SAT EBRW: Subgroup Local Comparison

- 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 Proficiency over Time in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	17	447	34	459
Minority	16	463	28	468
IEP	n<16	--	16	400
EL	n<16	--	n<16	--
GT	16	599	18	623

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	123	460	214	443
Minority	134	469	249	448
IEP	43	407	87	391
EL	25	409	22	383
GT	n<16	--	72	626



Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time. In EBRW, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance decreased, Gifted student (GT) performance increased, any subgroups with N-values less than 16 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, any subgroups with N-values less than 16 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: FRL, minority, IEP, and any additional details are available in the graphs on the right.

NA	Not reported by the state.
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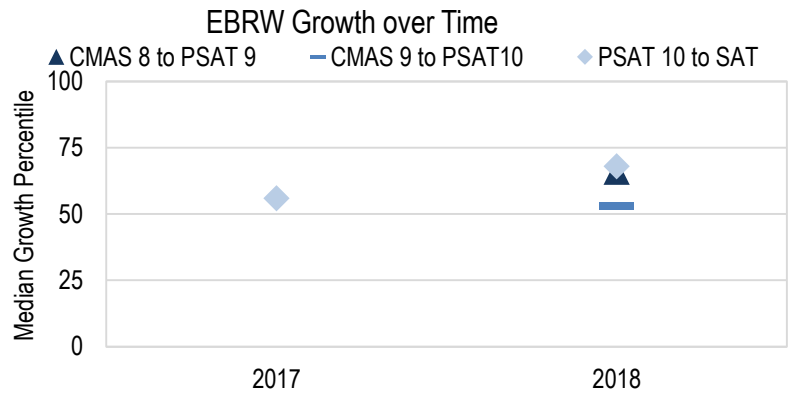


Evidence-Based Reading & Writing Growth

PSAT/SAT EBRW: School Status and Trends

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

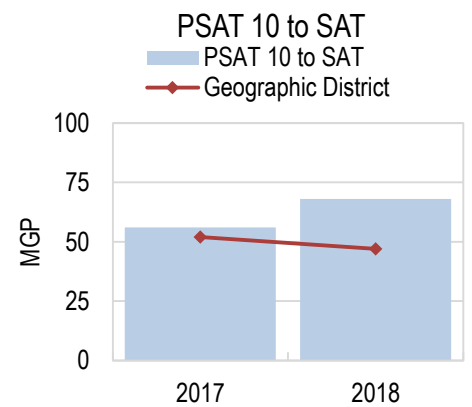
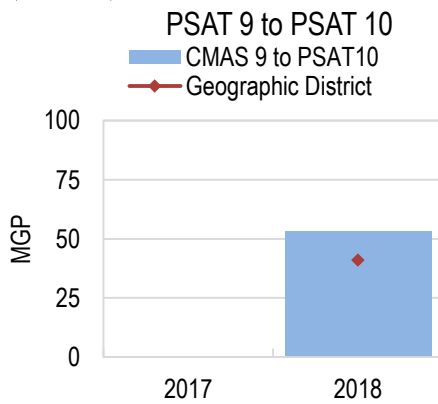
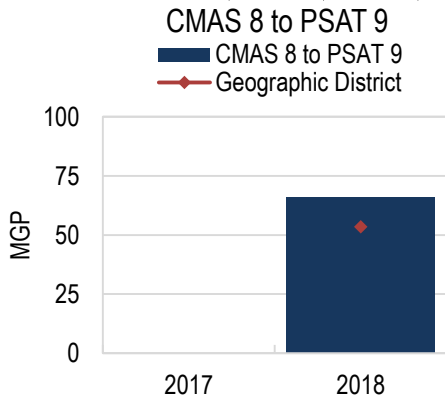
Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	48	66.0
CMAS 9 to PSAT10	NA	--	59	53.0
PSAT 10 to SAT	51	56.0	46	68.0



PSAT/SAT EBRW: 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?

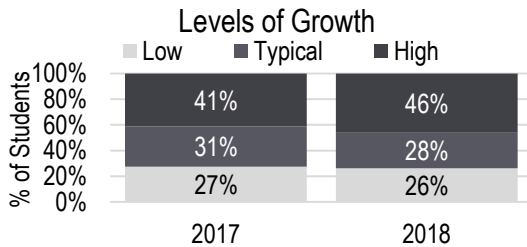
Geographic District Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	306	53.5
CMAS 9 to PSAT10	NA	--	249	41.0
PSAT 10 to SAT	223	52.0	808	47.0



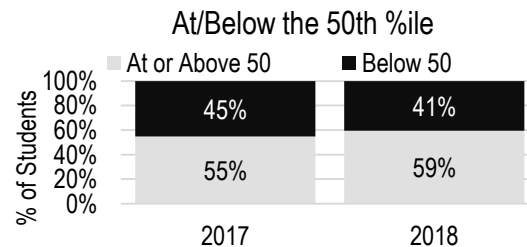
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	27%	26%
Typical (35-65)	31%	28%
High (above 65)	41%	46%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	55%	59%
Below 50	45%	41%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Evidence-Based Reading and Writing state assessments. In 2018, CMAS 8 to PSAT 9 student growth exceeded state expectations and was above the geo. district. CMAS 9 to PSAT 10 student growth met state expectations and was above the geo. district. PSAT 10 to SAT student growth exceeded state expectations and was above the geo. district. From last year, SAT student growth has increased. The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 26% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 46% of students. The percent of students at or above the 50th percentile has increased from last year (55% to 59%).

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

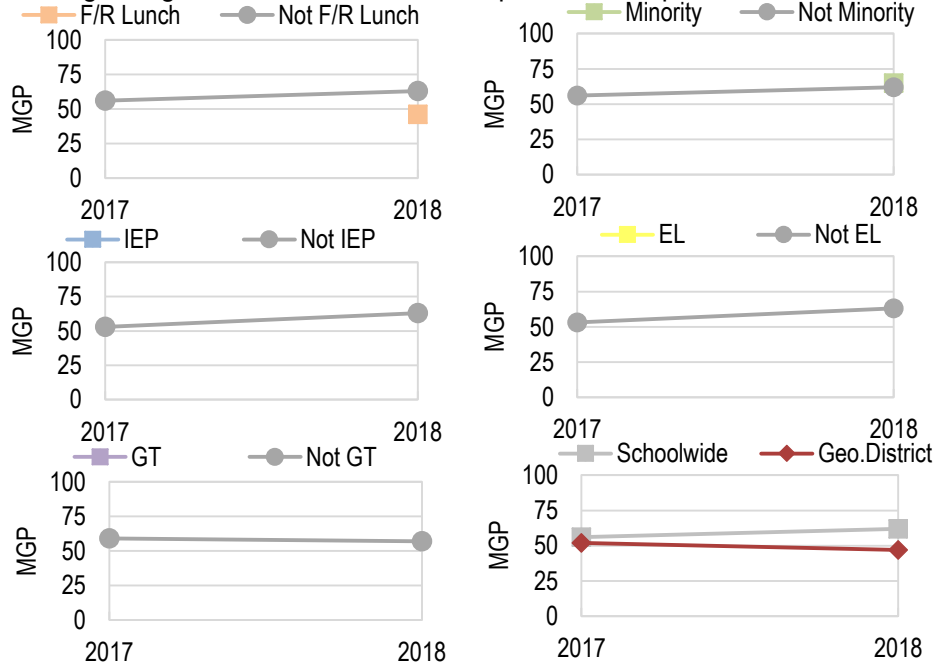
Evidence-Based Reading & Writing Subgroup Growth

PSAT/SAT EBRW: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing over time?

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

Growth Gap Trends over Time in EBRW			
EBRW		2017	2018
Student Subgroup		MGP	MGP
F/R Lunch	Y	--	46.0
	N	56.0	63.0
Minority	Y	--	65.0
	N	56.0	62.0
IEP	Y	--	--
	N	53.0	63.0
EL	Y	--	--
	N	53.0	63.0
GT	Y	--	--
	N	59.0	57.0
Schoolwide		56.0	62.0
Geographic District		52.0	47.0

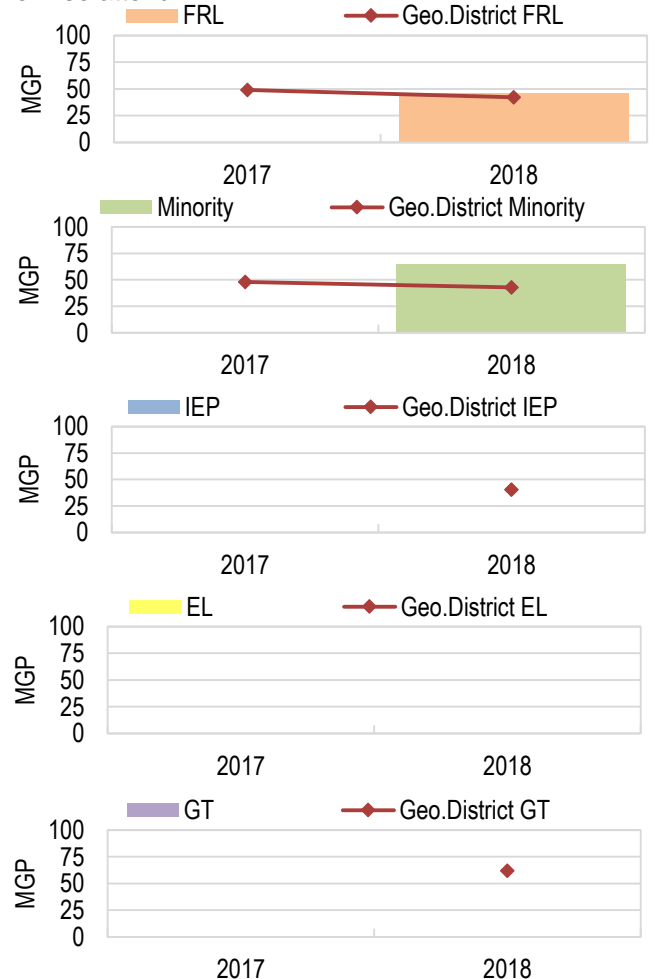


PSAT/SAT EBRW: Subgroup Local Comparison

-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 Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
F/R Lunch	n<20	--	28	46.0
Minority	n<20	--	23	65.0
IEP	n<20	--	n<20	--
EL	n<20	--	n<20	--
GT	n<20	--	n<20	--

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
F/R Lunch	49	49.0	175	42.0
Minority	47	48.0	206	43.0
IEP	n<20	--	76	40.5
EL	--	--	n<20	--
GT	n<20	--	66	62.0



Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time. In EBRW, performance for students with disabilities (IEP) decreased, any subgroups with N-values less than 20 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, any subgroups with N-values less than 20 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: FRL, minority, and any additional details are available in the graphs on the right.

NA	Not reported by the state.
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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

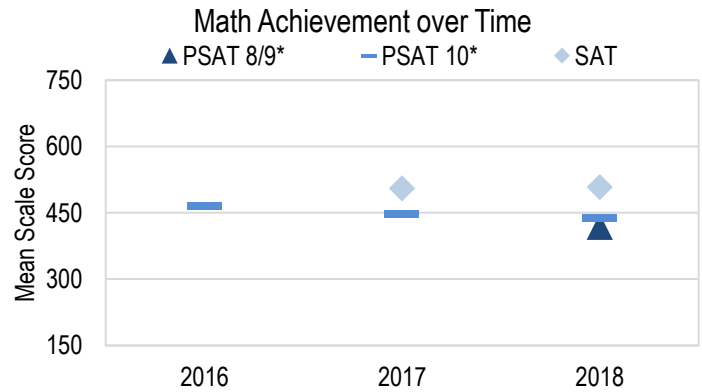
Mathematics Achievement

PSAT/SAT Math: School Status and Trends

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

Achievement over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	60	418
PSAT 10*	66	466	70	447	74	439
SAT	NA	--	59	505	57	508

PSAT 8/9 was administered for the first time during the 2017-18 school year.
PSAT 10 was administered for the first time during the 2015-16 school year.
SAT was administered for the first time during the 2016-17 school year.



PSAT/SAT 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?

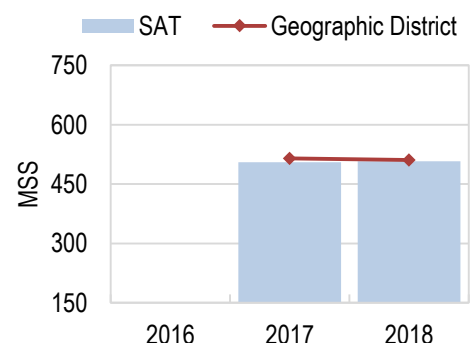
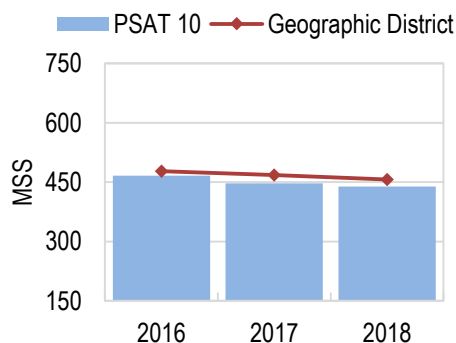
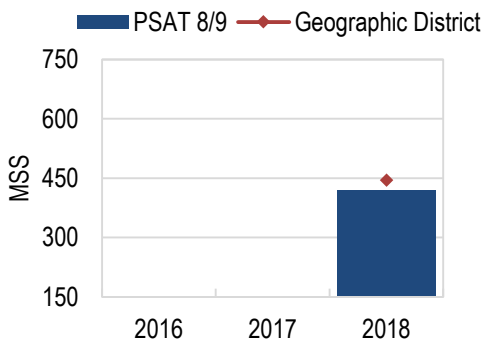
Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	397	445
PSAT 10	253	478	307	468	324	457
SAT	NA	--	248	515	288	511

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 8/9 and PSAT 10 scores.

Math PSAT 8/9

Math PSAT 10

Math SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Math state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has decreased by 7.6 scale score points. Mean scale scores for SAT has increased by 2.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Durango 9-R) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, lower than the geo. district for PSAT 10, lower than the geo. district for SAT.

Looking through CARS: The following pages contain all postsecondary and workforce readiness measures evaluated in the CSI Academic Performance Framework.

The next four pages contain PSAT/SAT Math achievement and growth results. Achievement and growth results contain data for trends over time, local comparisons, and subgroup comparisons. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

Additional measures include: graduation rates, dropout rates, and matriculation rates.

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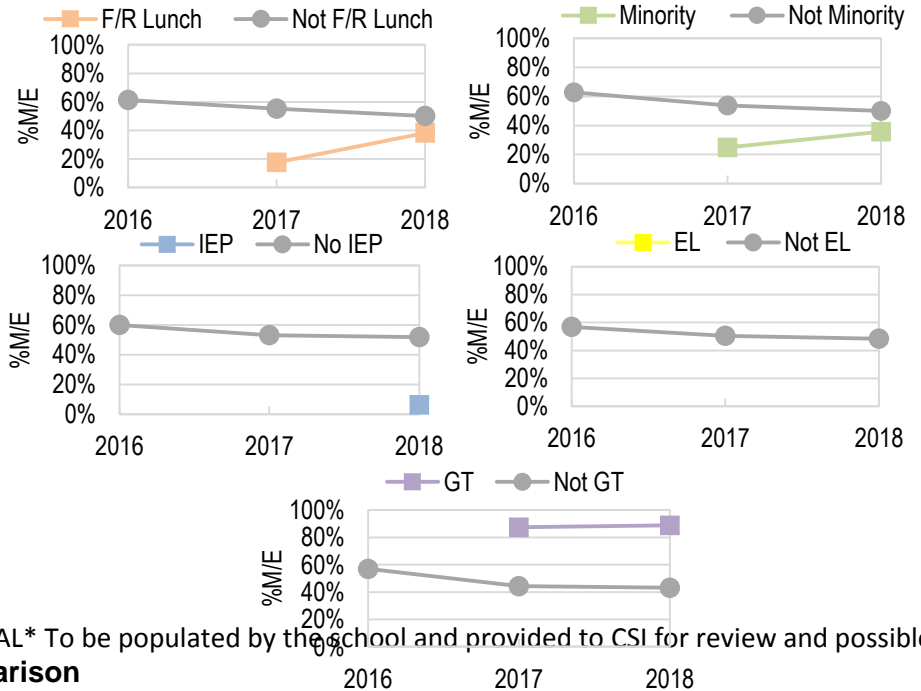
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

PSAT/SAT Math: Subgroup Status and Gap Trends

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

PSAT/SAT Math	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E
F/R Lunch	Y	--	17.6%
	N	61.4%	55.2%
Minority	Y	--	25.0%
	N	62.7%	53.8%
IEP	Y	--	6.3%
	N	60.0%	53.2%
EL	Y	--	--
	N	56.9%	50.4%
GT	Y	--	87.5%
	N	56.9%	44.3%

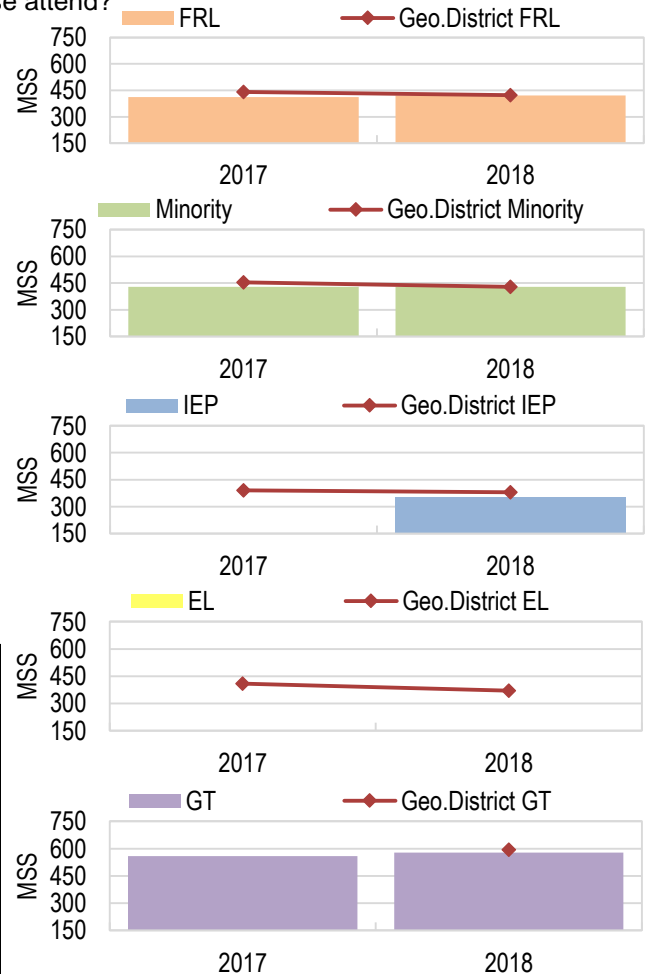


PSAT/SAT Math: Subgroup Local Comparison

- 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?

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	17	411	34	422
Minority	16	428	28	428
IEP	n<16	--	16	352
EL	n<16	--	n<16	--
GT	16	559	18	577

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	123	441	214	422
Minority	134	454	249	430
IEP	43	390	87	380
EL	25	410	22	371
GT	n<16	--	72	594



Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the PSAT/SAT Math state assessments over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, Gifted student (GT) performance increased, any subgroups with N-values less than 16 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, any subgroups with N-values less than 16 were not reported due to low student counts. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, GT, and any additional details are available in the graphs on the right.

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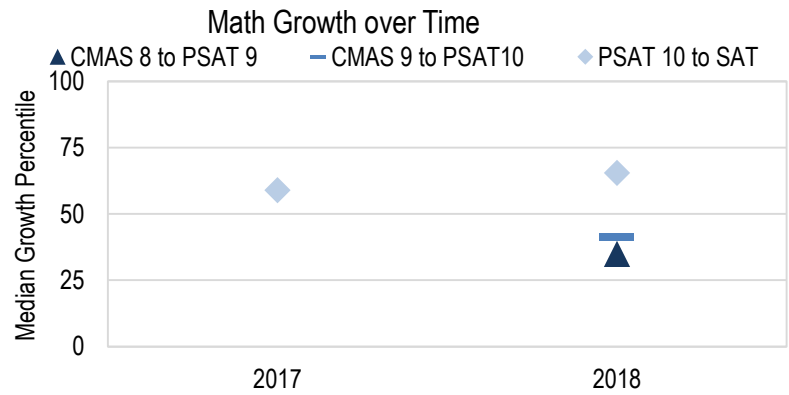


Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

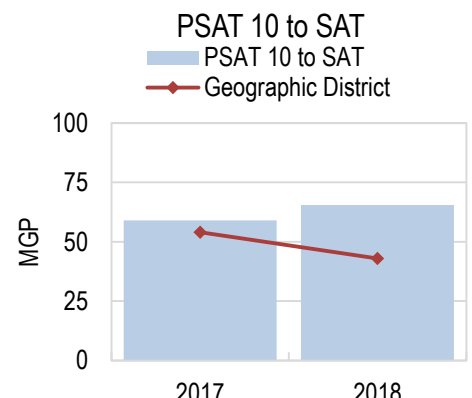
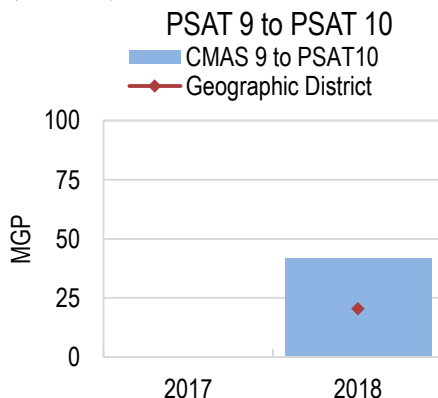
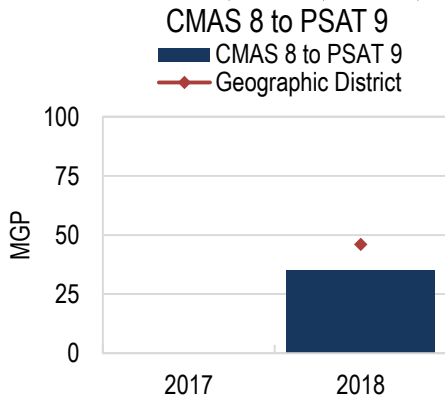
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	48	35.0
CMAS 9 to PSAT10	NA	--	60	41.5
PSAT 10 to SAT	51	59.0	46	65.5



PSAT/SAT 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?

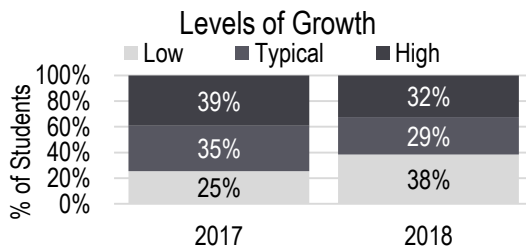
Geographic District Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	309	46.0
CMAS 9 to PSAT10	NA	--	174	20.5
PSAT 10 to SAT	223	54.0	736	43.0



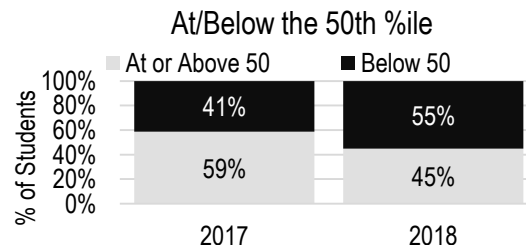
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	25%	38%
Typical (35-65)	35%	29%
High (above 65)	39%	32%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	59%	45%
Below 50	41%	55%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Math state assessments. In 2018, CMAS 8 to PSAT 9 student growth did not meet state expectations and was below the geo. district. CMAS 9 to PSAT 10 student growth was approaching state expectations and was above the geo. district. PSAT 10 to SAT student growth exceeded state expectations and was above the geo. district. From last year, SAT student growth has increased. The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 32% of students. The percent of students at or above the 50th percentile has decreased from last year (59% to 45%).

NA	Not reported by the state.
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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

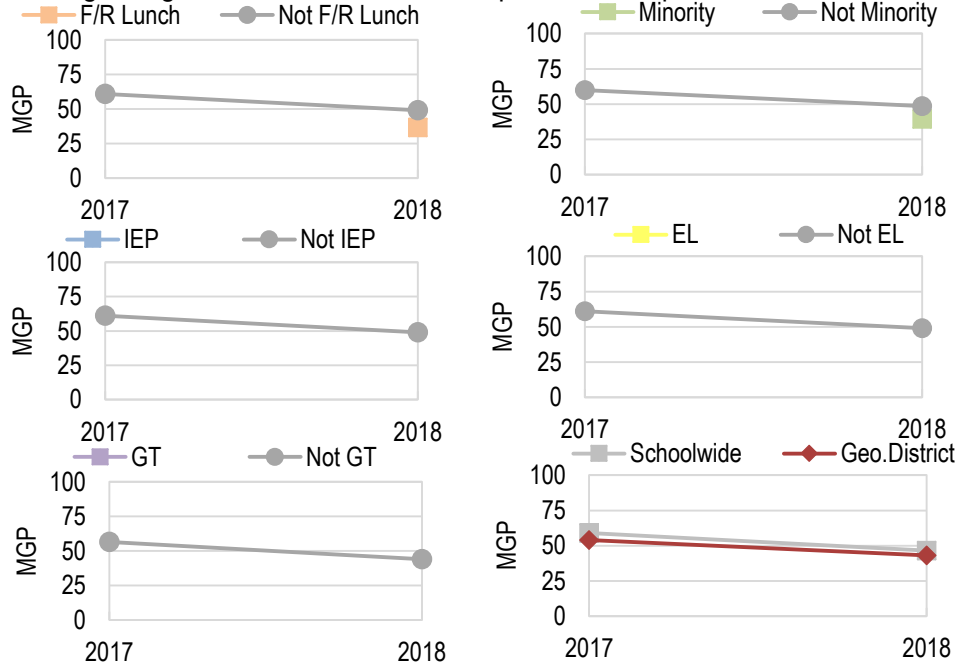
Mathematics Subgroup Growth

PSAT/SAT Math: Subgroup Status and Gap Trends

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

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

Growth Gap Trends over Time in Math			
Math		2017	2018
Student Subgroup		MGP	MGP
F/R Lunch	Y	--	36.5
	N	61.0	49.0
Minority	Y	--	39.5
	N	60.0	48.5
IEP	Y	--	--
	N	61.0	49.0
EL	Y	--	--
	N	61.0	49.0
GT	Y	--	--
	N	56.5	44.0
Schoolwide		59.0	46.5
Geographic District		54.0	43.0

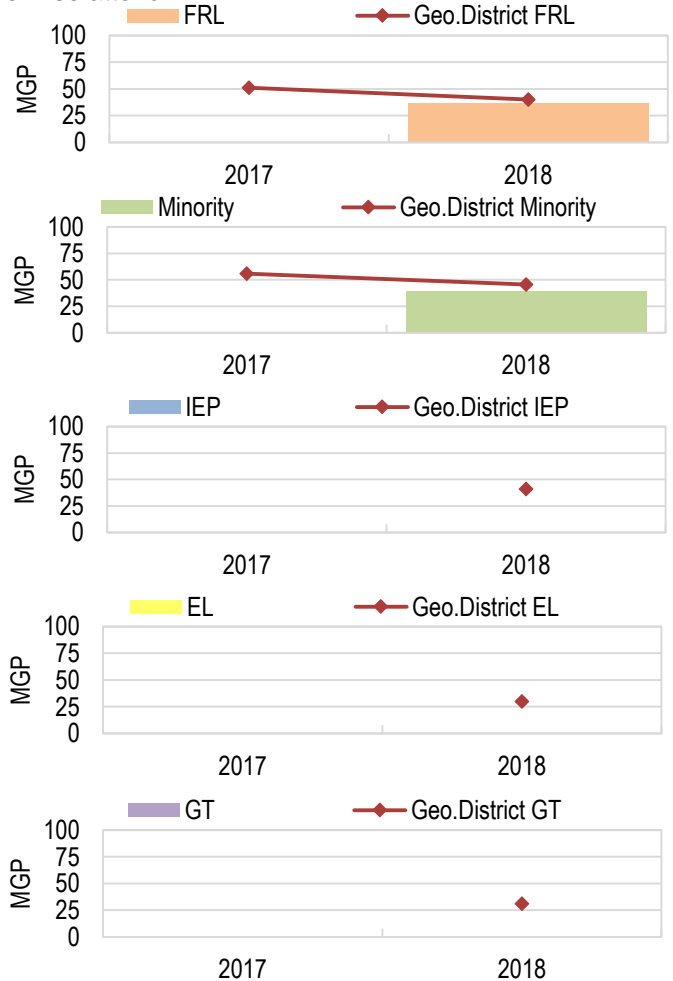


PSAT/SAT Math: Subgroup Local Comparison

-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 Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	28	36.5
Minority	n<20	--	22	39.5
IEP	n<20	--	n<20	--
EL	n<20	--	n<20	--
GT	n<20	--	n<20	--

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	49	51.0	171	40.0
Minority	47	56.0	204	45.5
IEP	n<20	--	73	41.0
EL	NA	--	21	30.0
GT	n<20	--	49	31.0



Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the PSAT/SAT Math state assessments over time. In Math, performance for students with disabilities (IEP) decreased, any subgroups with N-values less than 20 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, any subgroups with N-values less than 20 were not reported due to low student counts. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, and any additional details are available in the graphs on the right.

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

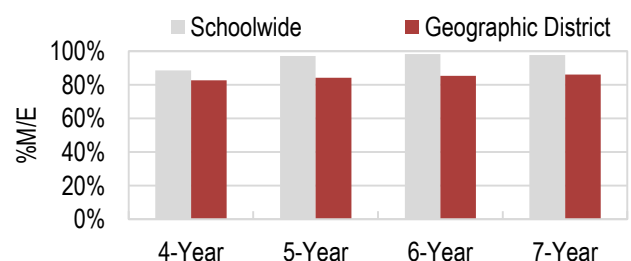
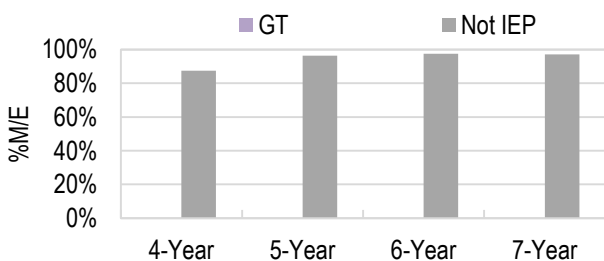
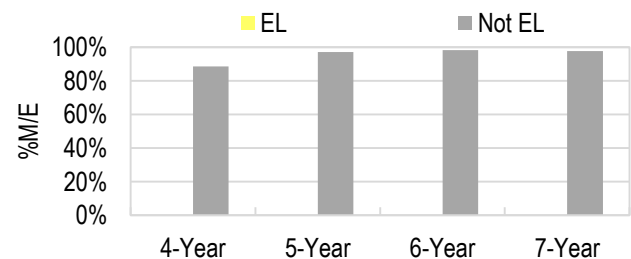
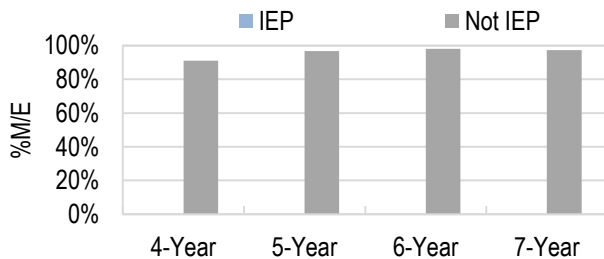
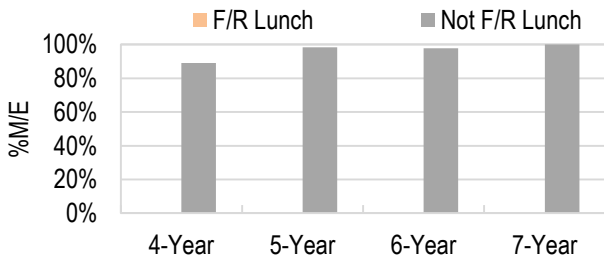
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status and Trends

- 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	4-Year		5-Year		6-Year		7-Year		
		N	Rate	N	Rate	N	Rate	N	Rate	
		F/R Lunch	Y	NA	n<16	--	n<16	--	n<16	--
	N	7yr	64	89.1%	62	98.4%	47	97.9%	38	100.0%
Minority	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	6yr	62	87.1%	62	96.8%	49	98.0%	38	97.4%
IEP	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	6yr	67	91.0%	61	96.7%	51	98.0%	38	97.4%
EL	Y	NA	0	--	0	--	0	--	0	--
	N	6yr	70	88.6%	70	97.1%	54	98.1%	44	97.7%
GT	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	6yr	64	87.5%	55	96.4%	40	97.5%	34	97.1%
Schoolwide		6yr	70	88.6%	70	97.1%	54	98.1%	44	97.7%
Geographic District		7yr	316	82.6%	276	84.1%	251	85.3%	301	86.0%



Graduation Rates School Status

The graphs above show schoolwide graduation rates disaggregated by student subgroups. Overall, the school's best of graduation rate is the 6 year rate of 98%. The best of rate for the geo. district is the 7 year rate of 86%.

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

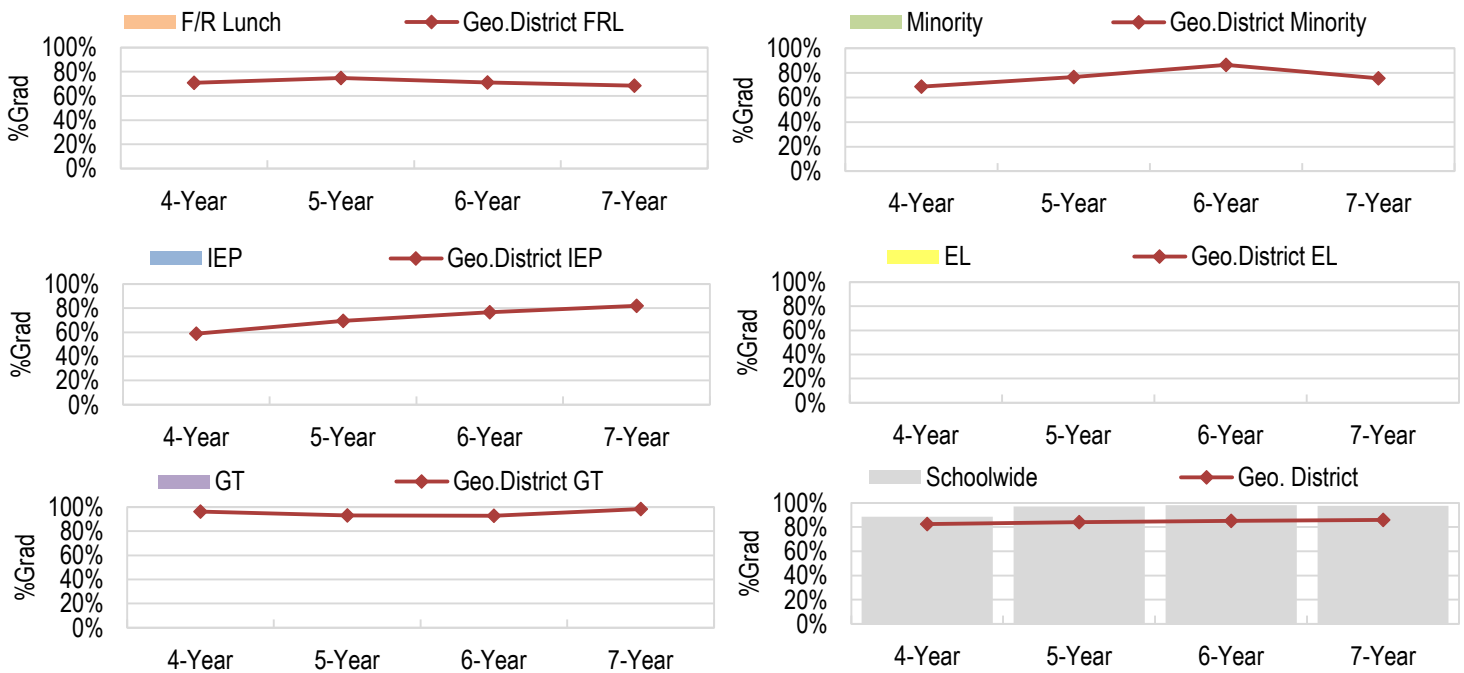
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status & 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	NA	n<16	--	n<16	--	n<16	--	n<16	--
Minority	NA	n<16	--	n<16	--	n<16	--	n<16	--
IEP	NA	n<16	--	n<16	--	n<16	--	n<16	--
EL	NA	0	--	0	--	0	--	0	--
GT	NA	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide	6yr	70	88.6%	70	97.1%	54	98.1%	44	97.7%

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	110	70.9%	99	74.7%	80	71.3%	92	68.5%
Minority	6yr	77	68.8%	73	76.7%	59	86.4%	78	75.6%
IEP	7yr	34	58.8%	36	69.4%	30	76.7%	22	81.8%
EL	--	n<16	--	n<16	--	n<16	--	n<16	--
GT	7yr	26	96.2%	43	93.0%	42	92.9%	59	98.3%
Geo. District	7yr	316	82.6%	276	84.1%	251	85.3%	301	86.0%



Graduation Rates Status and Local Comparison

The graphs above show schoolwide graduation rates disaggregated by student subgroups compared to the geographic district. Any student subgroup with an N less than 16 won't be reported due to low student counts.

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

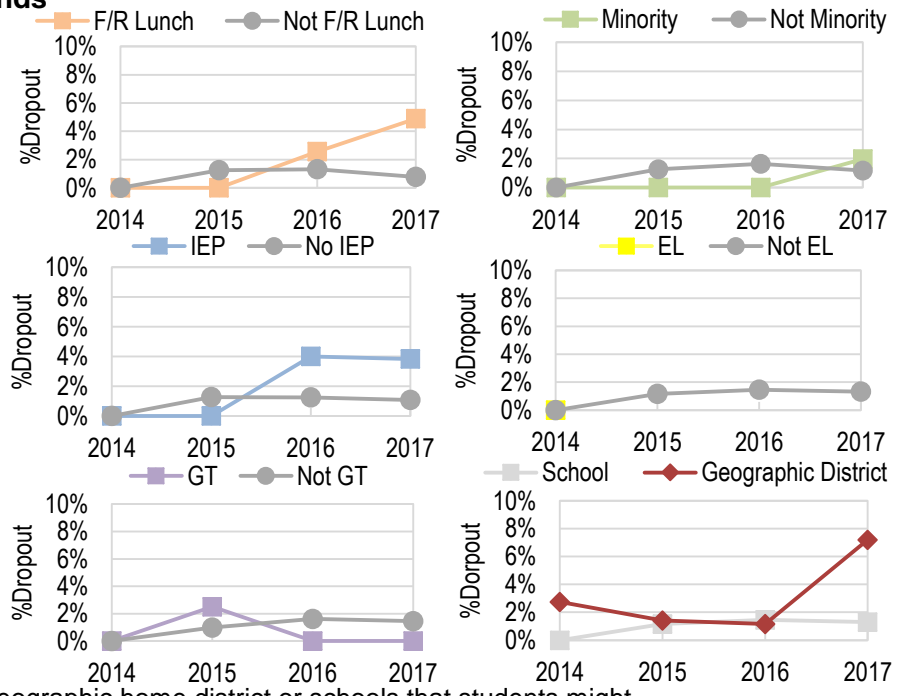
Exceeds	Approaching
Meets	Does Not Meet

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?

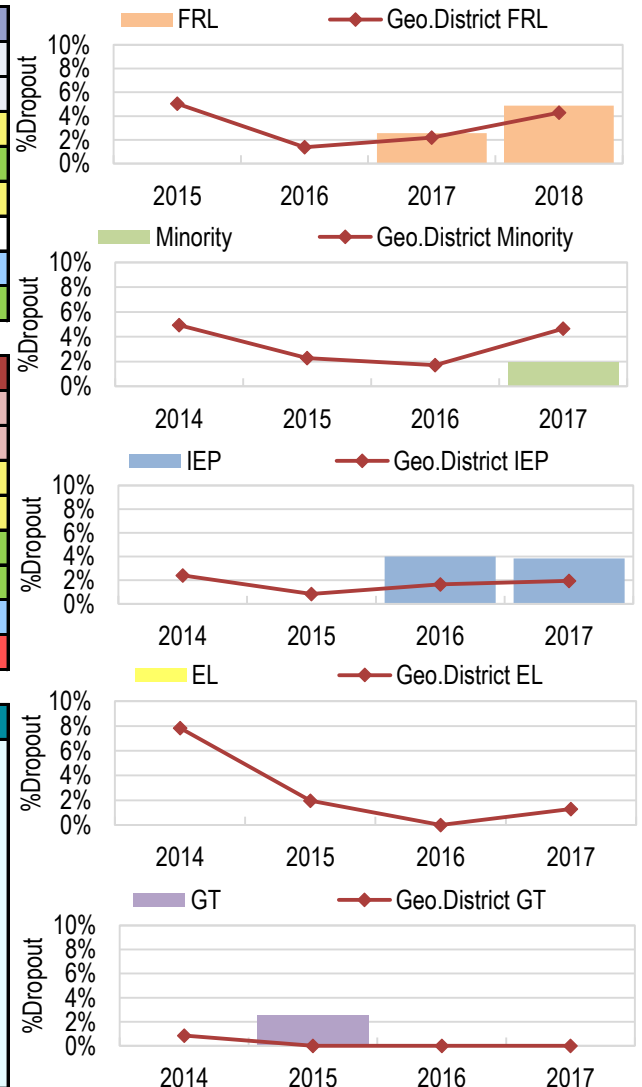
Subgroup Dropout Rate Trends over Time					
Dropout		2014	2015	2016	2017
Student Subgroup		Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	2.6%	4.9%
	N	0.0%	1.3%	1.3%	0.8%
Minority	Y	0.0%	0.0%	0.0%	2.0%
	N	0.0%	1.3%	1.6%	1.2%
IEP	Y	0.0%	0.0%	4.0%	3.8%
	N	0.0%	1.3%	1.3%	1.1%
EL	Y	0.0%	--	--	--
	N	0.0%	1.2%	1.5%	1.3%
GT	Y	0.0%	2.5%	0.0%	0.0%
	N	0.0%	1.0%	1.6%	1.5%
Schoolwide		0.0%	1.2%	1.5%	1.3%
Geographic District		2.7%	1.4%	1.2%	7.2%



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		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	88	0.0%	23	0.0%	39	2.6%	41	4.9%
Minority	89	0.0%	22	0.0%	38	0.0%	51	2.0%
IEP	26	0.0%	28	0.0%	25	4.0%	26	3.8%
EL	18	0.0%	n<16	--	n<16	--	n<16	--
GT	38	0.0%	40	2.5%	33	0.0%	32	0.0%
Schoolwide	424	0.0%	342	1.2%	344	1.5%	305	1.3%



Geographic District Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	574	5.1%	577	1.4%	592	2.2%	747	4.3%
Minority	568	4.9%	529	2.3%	586	1.7%	709	4.7%
IEP	208	2.4%	236	0.8%	242	1.7%	257	1.9%
EL	51	7.8%	51	2.0%	57	0.0%	77	1.3%
GT	234	0.9%	183	0.0%	174	0.0%	23	0.0%
Geo. District	2083	2.7%	2042	1.4%	2163	1.2%	307	7.2%

Dropout Rates Status and Local Comparison	
The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, students eligible for free or reduced priced lunch (FRL) dropout rates increased, minority student dropout rates increased, students with disabilities (IEP) dropout rates decreased, gifted student (GT) dropout rates had no change, and overall student dropout rates decreased. This year, FRL students had higher dropout rates than their non-FRL peers, minority students had higher dropout rates than their non-minority peers, IEP students had higher dropout rates than their non-gen. ed. peers, non-GT students had higher dropout rates than their GT peers, overall, Durango 9-R had higher dropout rates than the school. In 2018, the following subgroups had dropout rates lower than the geo. district: minority, additional details are available in the graphs on the right.	

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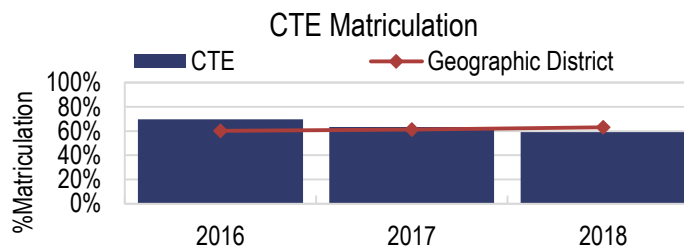
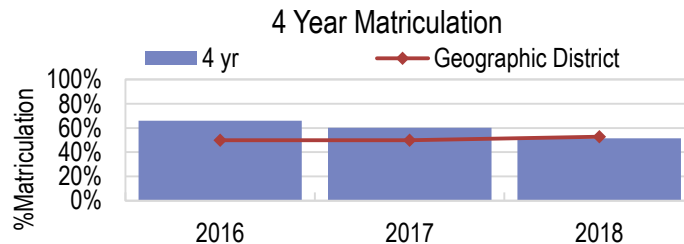
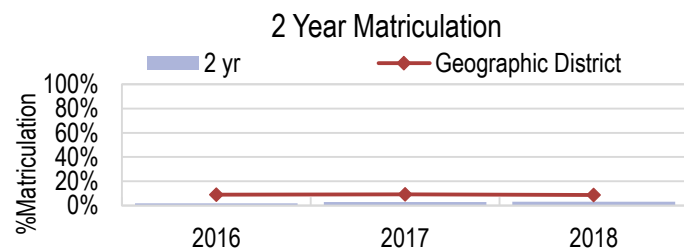
Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and 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		2018	
Category	N	Rate	N	Rate	N	Rate
2 yr	53	1.9%	68	2.9%	66	3.0%
4 yr	53	66.0%	68	60.3%	66	51.5%
CTE	53	3.8%	68	0.0%	66	4.5%
Schoolwide	53	69.8%	68	63.2%	66	59.1%

Geo. District Matriculation Rate Trends over Time						
Matriculation	2016		2017		2018	
Category	N	Rate	N	Rate	N	Rate
2 yr	233	9%	756	9%	288	9%
4 yr	233	50%	756	50%	288	53%
CTE	233	2%	756	3%	288	2%
Geo. District	233	60.1%	756	61.2%	288	63.2%



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Durango 9-R. In 2018, school matriculation rates and was below the geo. district. Since last year, schoolwide matriculation rates decreased from 63% to 59%.

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

Academic Performance Metrics

School Observations

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

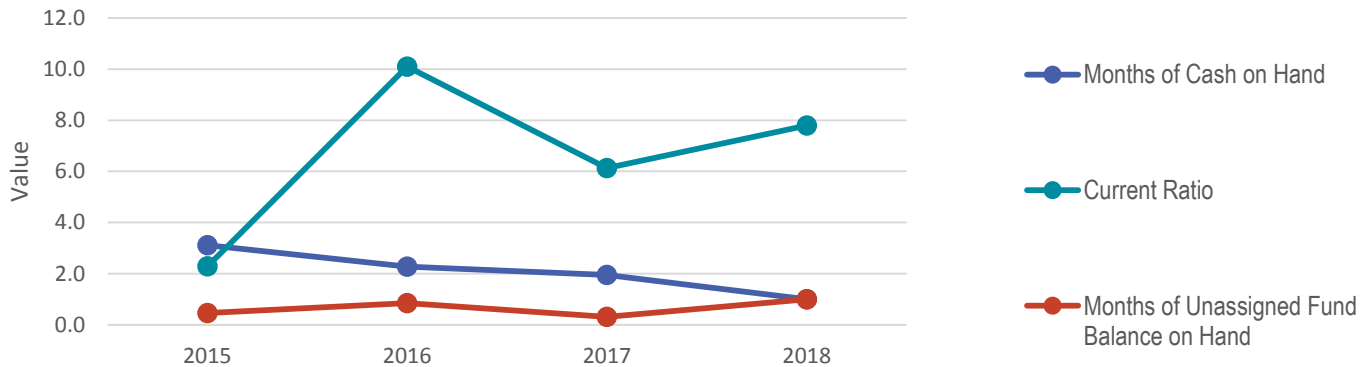
Fiscal Years 2015-2018 Financial Results

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?

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's accreditation rating, view the "CARS Rating" page in this report.

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	11.3%	3.1%	-2.4%	-4.4%
Months of Cash on Hand	3.12	2.28	1.95	1.00
Current Ratio	2.29	10.09	6.13	7.80
Months of Unassigned Fund Balance on Hand	0.46	0.85	0.32	1.00
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES



Enrollment

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

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	3.8%	-5.0%	-5.5%	-7.5%
Change in FPC from Prior-Year	13.8%	-5.6%	-7.0%	-6.2%

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	2018
Months of Cash on Hand	1.05	1.09	0.01	0.00
Current Ratio	0.26	0.01	0.00	0.00
Debt to Asset Ratio	1.02	1.03	1.04	0.00
Change in Net Position	(\$19,837)	(\$11,328)	(\$33,485)	\$7,051

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	2018
Debt to Asset Ratio	1.85	1.91	1.81	2.32
Change in Net Position	\$31,739	(\$390,509)	(\$1,683,341)	(\$2,072,763)
Default	NO	NO	NO	NO

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

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Animas High 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 21 pupils (8 percent), and 16 pupils (6 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 1 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 4 percent and a decrease in their unassigned fund balance.

School Observations

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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

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 2017-18 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*

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CSI Review

CSI was not made aware of any issues related to protecting the rights of all students.

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 2017-18 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

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

CSI Review

CSI was not made aware of any 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*

Report. 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 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. Some of the Organizational Submissions were completed after the deadline, but overall the submissions were compliant and required only minimal revisions. In addition, the School is generally very responsive to feedback and questions.

School Observations

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Expanding Frontiers in Public Education

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