Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2017-2018

Colorado Early Colleges - Fort Collins

COLORADO
CHARTER SCHOOL INSTITUTE

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 **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).

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 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

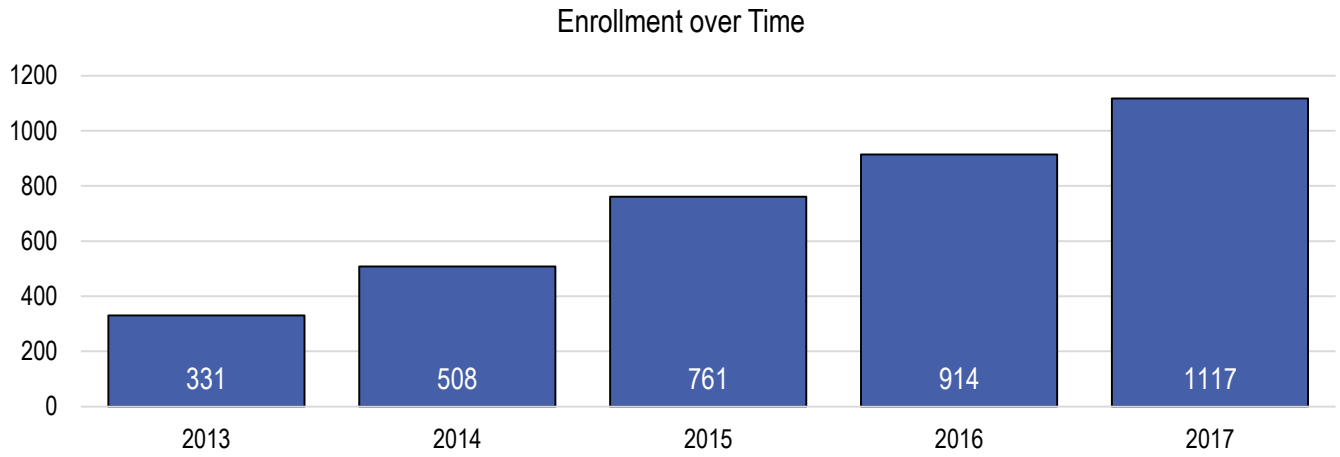
a. Is the school complying with all other obligations?

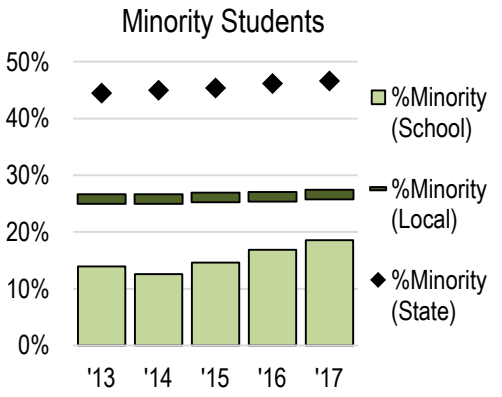
Colorado Early Colleges - Fort Collins Overview

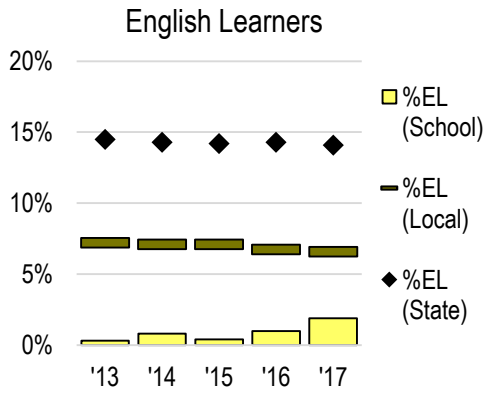
Year Opened/Transferred: 2012-2013
Grades Served: 6-12
School Model: Early College

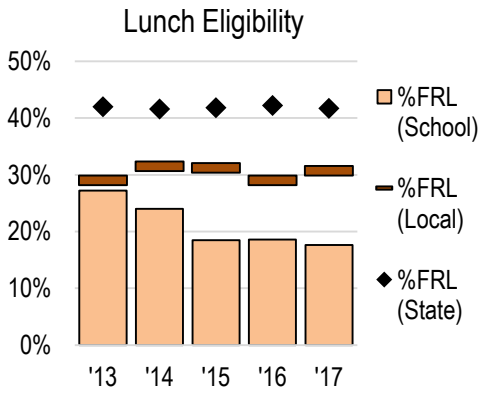
Town/City: Fort Collins
District of Residence: Poudre R-1
Original Application Type: Replication

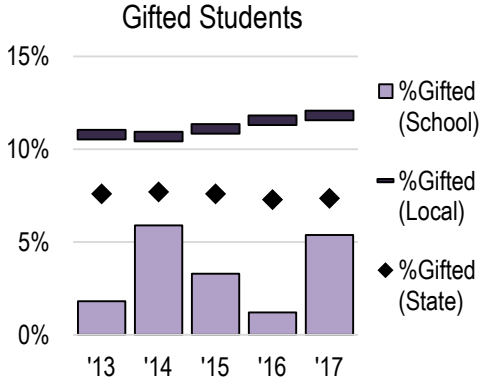
Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	**331**	**508**	**761**	**914**	**1117**	
Minority	13.9%	12.6%	14.6%	16.8%	18.5%	
EL	0.3%	0.8%	0.4%	1.0%	1.9%	
FRL	27.2%	24.0%	18.5%	18.6%	17.6%	
Gifted	1.8%	5.9%	3.3%	1.2%	5.4%	
SPED	1.5%	1.4%	2.2%	1.9%	1.9%	
504	6.0%	6.1%	7.2%	8.3%	5.6%	

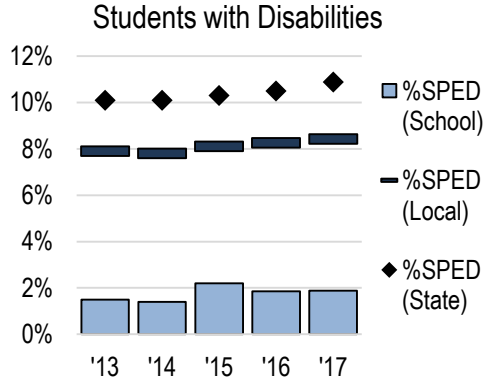


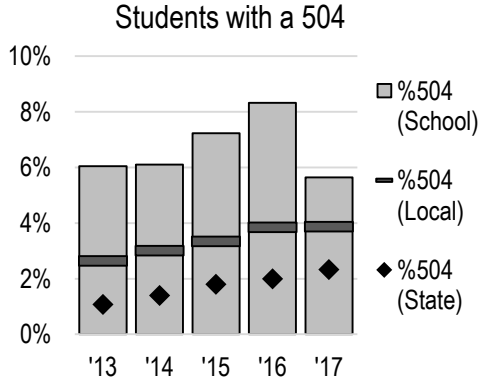












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

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 with Distinction
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%**

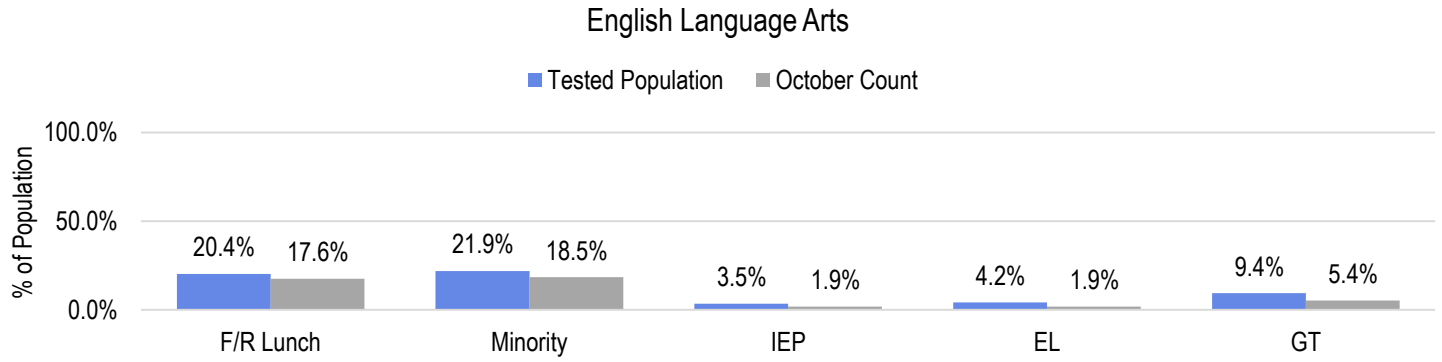
Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	614	565	92.0%	48	99.8%	**Meets 95%**
Math	614	567	92.3%	47	100.0%	**Meets 95%**
Science	279	196	70.3%	83	100.0%	**Meets 95%**

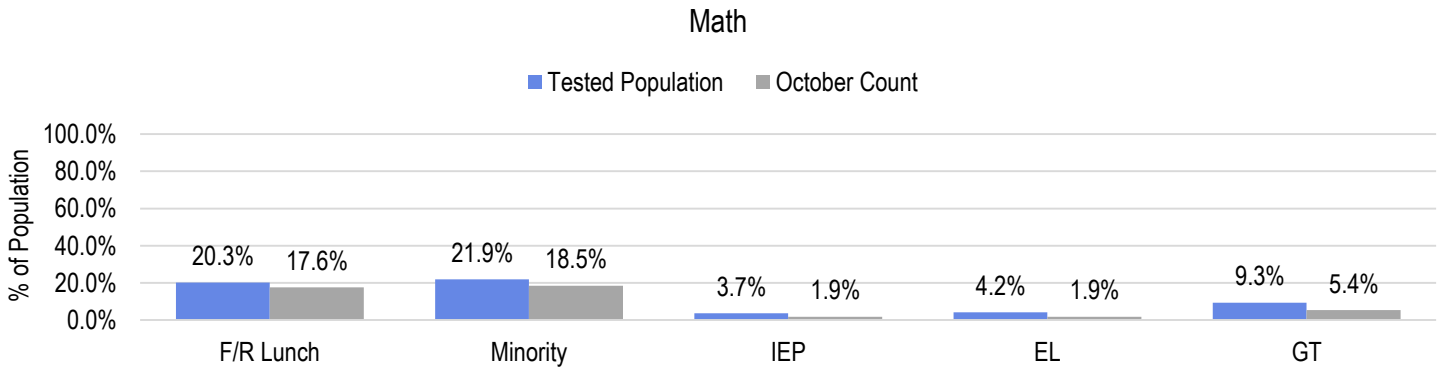
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	269	248	92.2%	20	99.6%	**Meets 95%**
CMAS Math	269	250	92.9%	19	100.0%	**Meets 95%**
CMAS Science	279	196	70.3%	83	100.0%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	345	317	91.9%	28	100.0%	**Meets 95%**
PSAT/SAT Math	345	317	91.9%	28	100.0%	**Meets 95%**

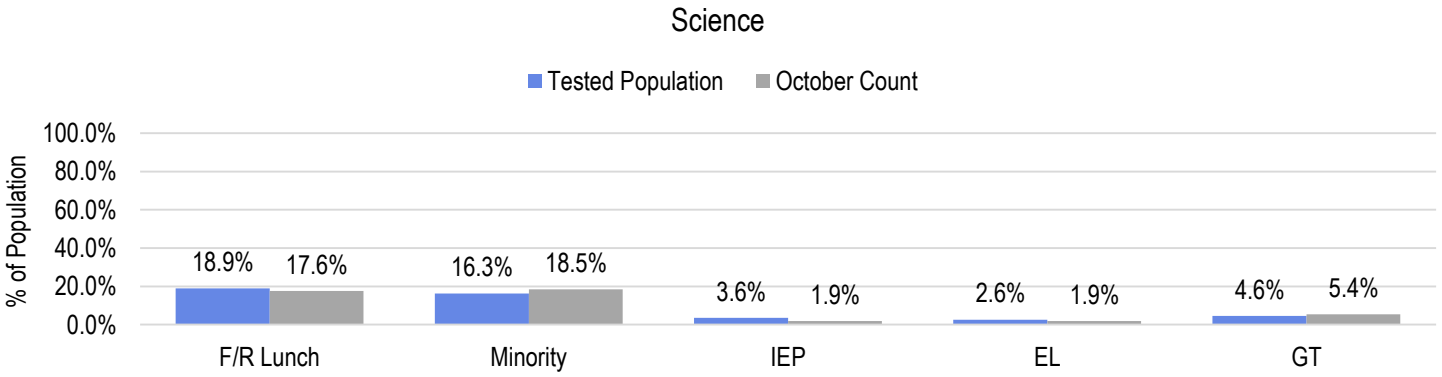
Participation Rate Comparison

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

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	20.4%	17.6%	20.3%	17.6%	18.9%	17.6%
Minority	21.9%	18.5%	21.9%	18.5%	16.3%	18.5%
IEP	3.5%	1.9%	3.7%	1.9%	3.6%	1.9%
EL	4.2%	1.9%	4.2%	1.9%	2.6%	1.9%
GT	9.4%	5.4%	9.3%	5.4%	4.6%	5.4%







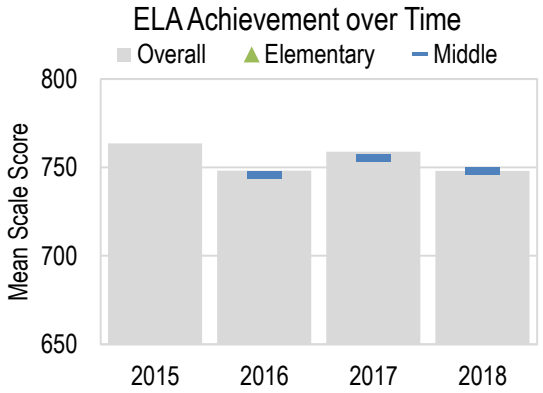
English Language Arts Achievement

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		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	--	--	43	739	67	749	77	741
7	--	--	53	745	61	760	89	758
8	--	--	45	752	69	757	82	743
Middle	0	--	141	746	197	755	248	748
Overall	**45**	**764**	**213**	**748**	**300**	**759**	**248**	**748**

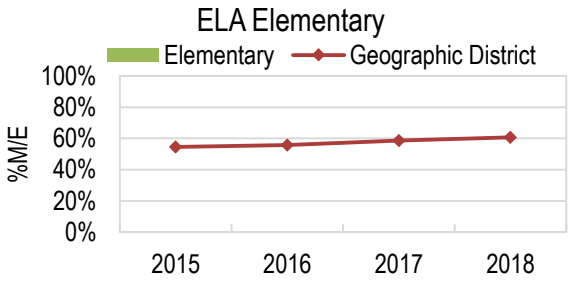
*Overall results before 2017-18 also include high school grade levels.

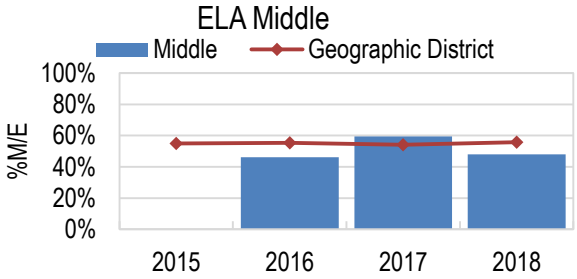


CMAS ELA: Local Comparison

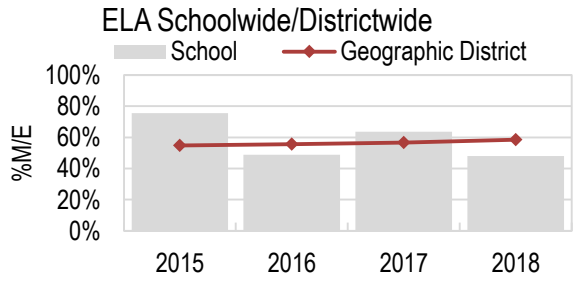
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	--	--	43	44.2%	67	49.3%	77	36.4%
7	--	--	53	39.6%	61	65.6%	89	60.7%
8	--	--	45	55.6%	69	63.8%	82	45.1%
Middle	0	--	141	46.1%	197	59.4%	248	48.0%
Overall	**45**	**75.6%**	**213**	**48.8%**	**300**	**63.7%**	**248**	**48.0%**





Geographic District Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	2235	48.3%	2171	50.4%	2180	54.3%	2214	56.5%
4	2072	59.5%	2267	57.6%	2202	61.2%	2256	63.2%
5	2160	56.6%	2106	59.4%	2290	60.3%	2241	62.7%
Elementary	6467	54.6%	6544	55.8%	6672	58.6%	6711	60.8%
6	2151	54.7%	2094	52.6%	2031	53.1%	2211	55.9%
7	2006	56.7%	1908	56.5%	1948	53.3%	1995	57.1%
8	1937	53.6%	1709	57.5%	1721	56.4%	1883	54.4%
Middle	6094	55.0%	5711	55.4%	5700	54.2%	6089	55.9%
Overall	**12561**	**54.8%**	**12255**	**55.6%**	**12372**	**56.6%**	**12800**	**58.5%**



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts 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. From 2014-15 to 2015-16, overall mean scale score decreased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 11 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. Overall, the school has performed lower than their geo. district in 2016, and 2018. This year, the school performed lower than their geo. district by 10.5 percentage points.

Looking through CARS: There are four pages for CMAS English Language Arts achievement and growth data. 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.

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

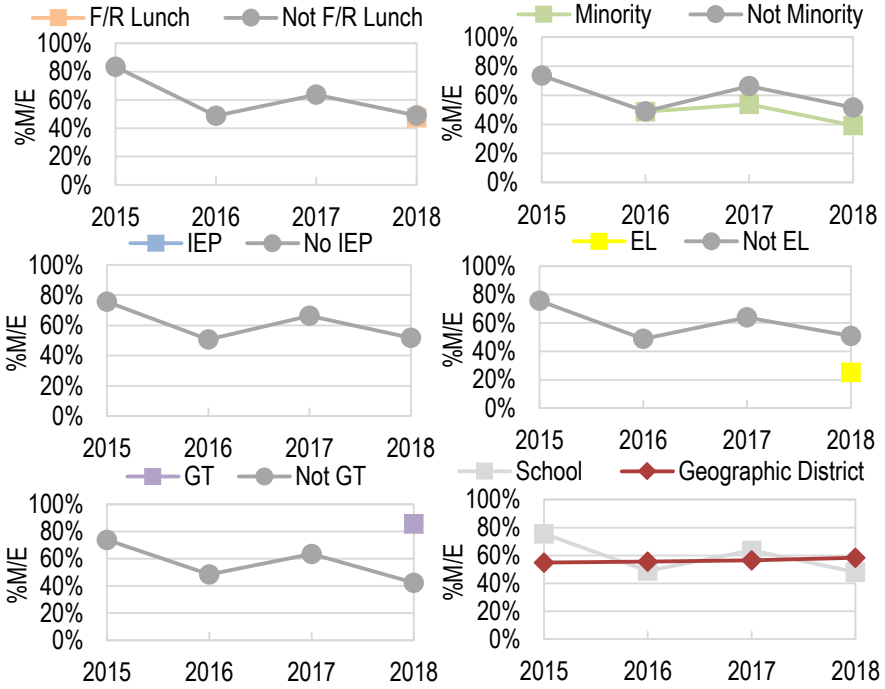
English Language Arts Subgroup Achievement

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 in ELA					
CMAS ELA		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	47.5%
	N	83.3%	48.8%	63.6%	48.9%
Minority	Y	--	48.6%	53.8%	39.3%
	N	73.7%	48.9%	66.4%	51.6%
IEP	Y	--	--	--	--
	N	75.6%	50.7%	66.3%	51.7%
EL	Y	--	--	--	25.0%
	N	75.6%	48.8%	63.8%	50.7%
GT	Y	--	--	--	85.7%
	N	73.8%	48.6%	63.7%	42.4%
Schoolwide		75.6%	48.8%	63.7%	48.0%
Geographic District		54.8%	55.6%	56.6%	58.5%

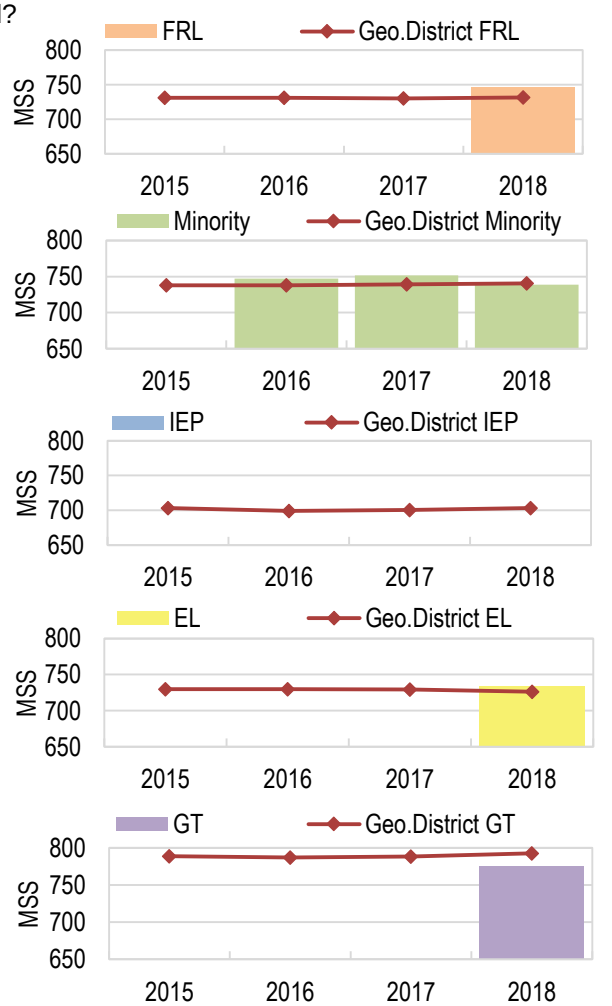


CMAS ELA: Subgroup Local Comparison

-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 Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	--	n<16	--	59	747
Minority	n<16	--	37	747	65	751	61	739
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	0	--	n<16	--	20	733
GT	n<16	--	n<16	--	0	--	35	774

Geographic District Subgroup Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	4369	731	4262	731	3728	731	3633	732
Minority	3519	738	3501	738	3410	739	3270	741
IEP	1113	704	1061	699	1053	701	1003	703
EL	1339	730	1356	730	1298	729	1115	726
GT	2166	789	2333	787	2219	788	2158	793



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, minority student performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Poudre R-1 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: minority, GT, 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.

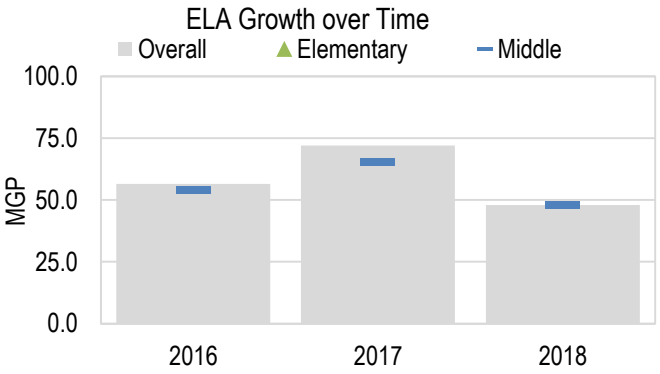
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

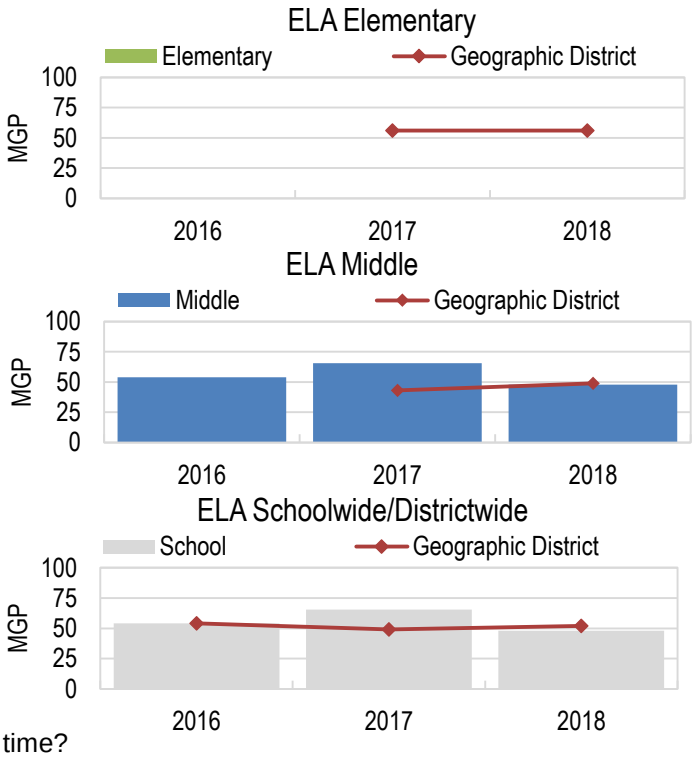
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--
5	--	--	--	--	--	--
Elementary	--	--	--	--	--	--
6	33	39.0	50	39.5	54	52.0
7	32	68.0	49	73.0	72	58.5
8	23	44.0	51	79.0	60	32.0
Middle	88	54.0	150	65.5	186	48.0
Overall	**128**	**56.5**	**218**	**72.0**	**186**	**48.0**



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		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	2080	58.0	2036	59.0	2062	59.0
5	1952	55.0	2110	53.0	2065	53.0
Elementary	NA	--	4146	56.0	4129	56.0
6	1938	51.0	1884	42.5	2047	48.0
7	1754	54.0	1785	41.0	1780	48.0
8	1583	51.0	1534	45.0	1647	50.0
Middle	NA	--	5203	43.0	5472	49.0
Overall	**10296**	**54.0**	**10277**	**49.0**	**9601**	**52.0**



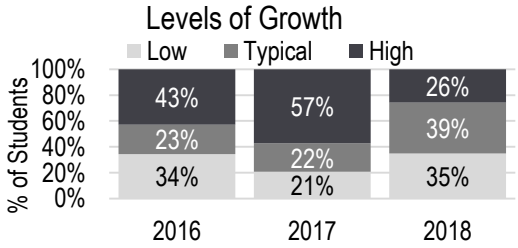
Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 24 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

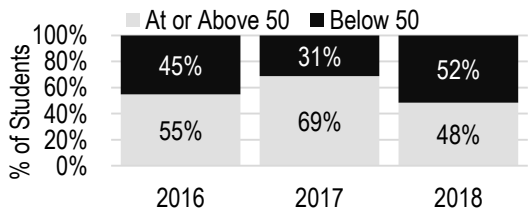
CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	34%	21%	35%
Typical (35-65)	23%	22%	39%
High (above 65)	43%	57%	26%



ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	55%	69%	48%
Below 50	45%	31%	52%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 34.9% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 25.8% of students. The percent of students at or above the 50th percentile has decreased from last year (68.8% to 48.4%). Since 2016, the percent of students at or above the 50th percentile has decreased (54.7% to 48.4%).

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

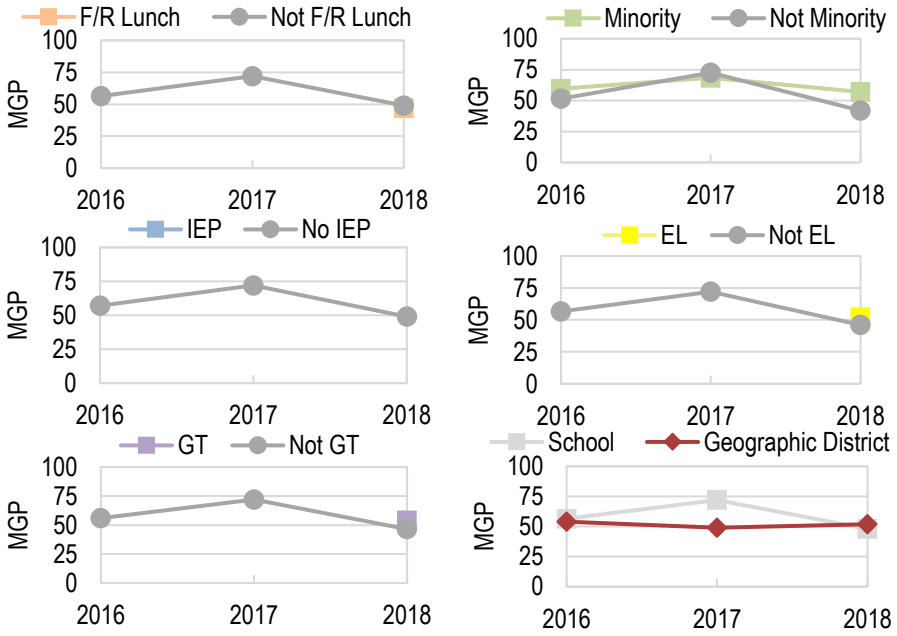
English Language Arts Subgroup Growth

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 in ELA				
CMAS ELA		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	47.0
	N	56.5	72.0	49.0
Minority	Y	59.5	68.5	57.0
	N	51.5	72.5	42.0
IEP	Y	--	--	--
	N	57.0	72.0	49.0
EL	Y	--	--	52.0
	N	56.5	72.0	46.0
GT	Y	--	--	54.0
	N	56.0	72.0	46.5
Schoolwide		56.5	72.0	48.0
Geographic District		54.0	49.0	52.0



CMAS ELA: Subgroup Local Comparison

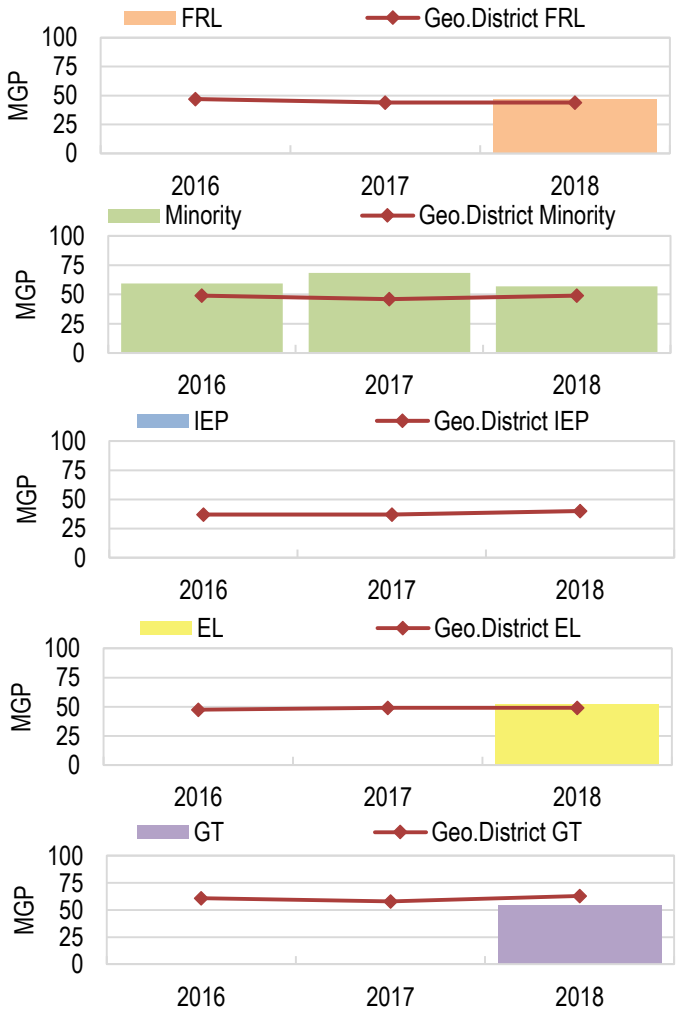
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	0	--	n<20	--	43	47.0
Minority	24	59.5	50	68.5	45	57.0
IEP	n<20	--	n<20	--	n<20	--
EL	0	--	n<20	--	21	52.0
GT	n<20	--	n<20	--	32	54.0

Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	3240	47.0	2834	44.0	2691	44.0
Minority	2725	49.0	2652	46.0	2475	49.0
IEP	718	37.0	765	37.0	693	40.0
EL	1062	47.5	997	49.0	832	49.0
GT	1994	61.0	1936	58.0	1853	63.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the English Language Arts state assessment over time. In English Language Arts, minority student performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, EL students outperformed their non-EL peers, GT students outperformed their non-GT peers, overall, Poudre R-1 outperformed the school. In 2018, the following subgroups outperformed the geo. district: FRL, minority, EL, 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

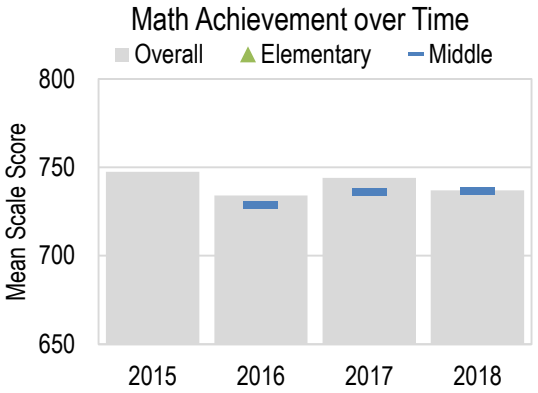
Mathematics Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	n<16	--
6	--	--	43	730	67	737	78	737
7	--	--	53	730	61	737	89	739
8	--	--	45	725	69	735	83	734
Middle	0	--	141	728	197	736	249	737
Overall	**45**	**748**	**214**	**734**	**304**	**744**	**250**	**737**

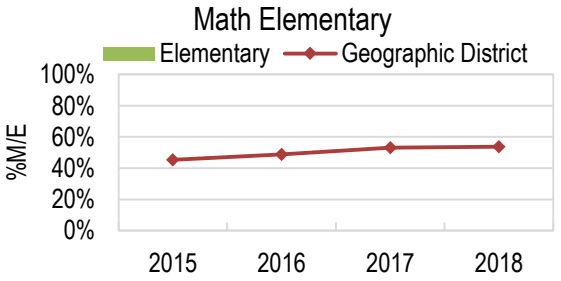
*Overall results before 2017-18 also include high school grade levels.

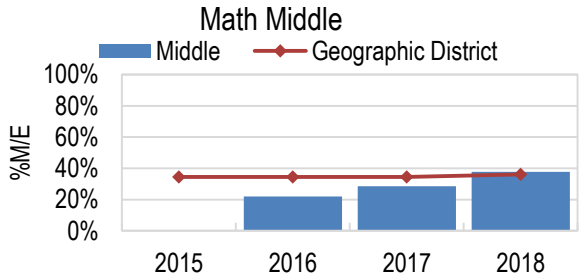


CMAS Math: Local Comparison

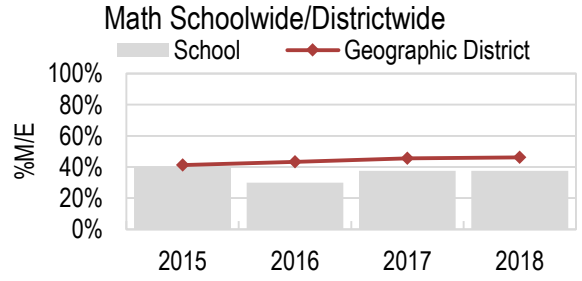
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	--	--	43	20.9%	67	35.8%	78	38.5%
7	--	--	53	22.6%	61	21.3%	89	38.2%
8	--	--	45	22.2%	69	27.5%	83	36.1%
Middle	0	--	141	22.0%	197	28.4%	249	37.8%
Overall	**45**	**40.0%**	**214**	**29.9%**	**304**	**37.5%**	**250**	**37.6%**





Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	2258	47.5%	2195	50.3%	2206	56.7%	2249	54.7%
4	2074	45.5%	2273	47.6%	2211	52.0%	2254	51.9%
5	2161	42.7%	2108	48.5%	2285	50.6%	2247	54.8%
Elementary	6493	45.3%	6576	48.8%	6702	53.1%	6750	53.8%
6	2160	45.7%	2113	45.4%	2045	44.6%	2228	43.8%
7	1450	25.5%	1496	27.6%	1568	28.5%	1681	35.3%
8	429	8.4%	557	11.7%	834	20.7%	1051	20.6%
Middle	4039	34.5%	4166	34.5%	4447	34.5%	4960	36.0%
Overall	**10532**	**41.1%**	**10742**	**43.3%**	**11149**	**45.6%**	**11710**	**46.3%**



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math 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. From 2014-15 to 2015-16, overall mean scale score decreased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 7 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. Overall, the school has performed lower than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed lower than their geo. district by 8.7 percentage points.

Looking through CARS: There are four pages for CMAS Mathematics achievement and growth data. 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.

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

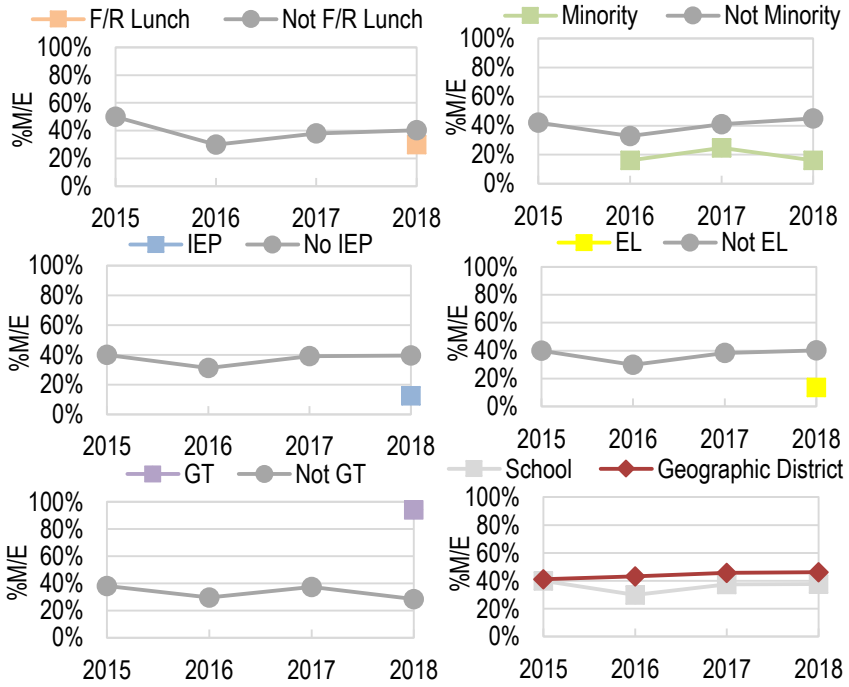
Mathematics Subgroup Achievement

CMAS 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?

Subgroup Achievement Gap Trends over Time in Math					
CMAS Math		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	30.0%
	N	50.0%	29.9%	37.9%	40.2%
Minority	Y	--	16.2%	24.6%	16.1%
	N	42.1%	32.8%	41.0%	44.9%
IEP	Y	--	--	--	12.5%
	N	40.0%	31.1%	39.0%	39.5%
EL	Y	--	--	--	13.6%
	N	40.0%	29.9%	38.4%	40.1%
GT	Y	--	--	--	94.3%
	N	38.1%	29.6%	37.5%	28.5%
Schoolwide		40.0%	29.9%	37.5%	37.6%
Geographic District		41.1%	43.3%	45.6%	46.3%

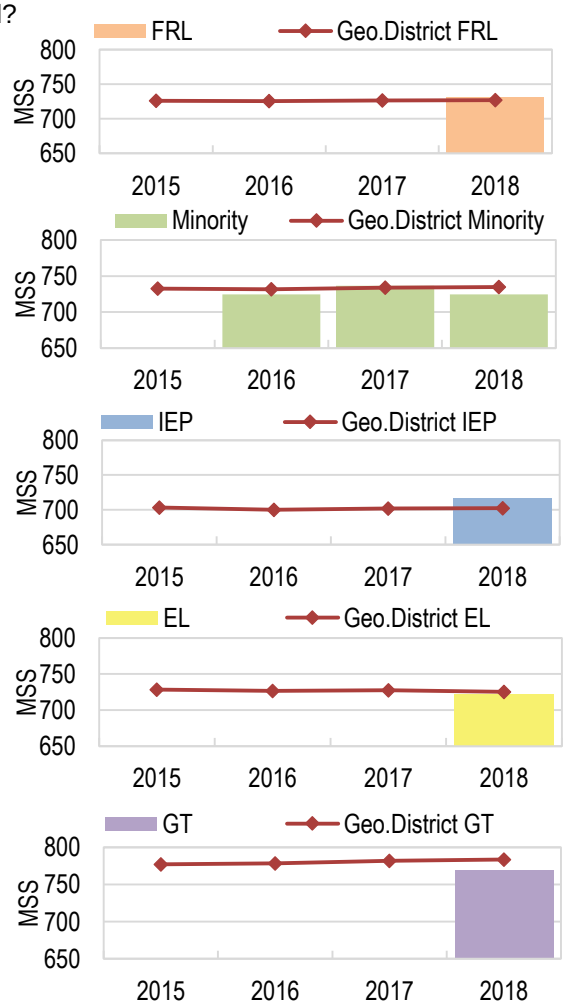


CMAS Math: Subgroup Local Comparison

-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 Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	--	n<16	--	60	731
Minority	n<16	--	37	725	65	736	62	724
IEP	n<16	--	n<16	--	n<16	--	16	716
EL	n<16	--	0	--	n<16	--	22	721
GT	n<16	--	n<16	--	0	--	35	769

Geographic District Subgroup Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	4380	726	4285	726	3748	727	3671	727
Minority	3534	732	3526	732	3421	734	3316	735
IEP	1117	703	1057	700	1051	702	1001	702
EL	1368	728	1386	727	1325	727	1163	725
GT	2161	777	2332	778	2225	782	2164	783



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. In Math, minority student performance decreased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Poudre R-1 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: minority, EL, GT, 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.

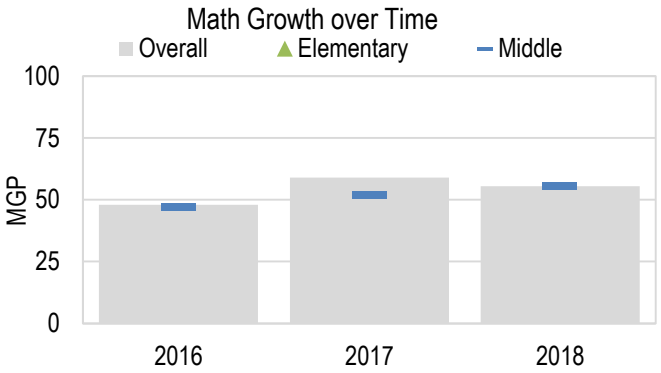
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends

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

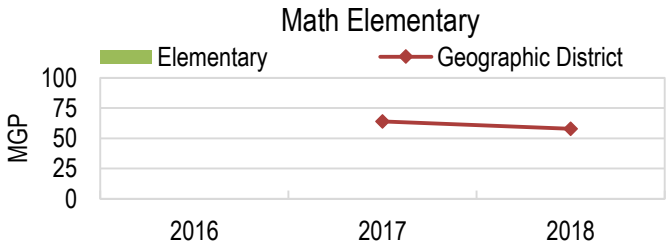
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--
5	--	--	--	--	--	--
Elementary	--	--	--	--	--	--
6	33	48.0	50	43.0	54	50.0
7	33	59.0	49	64.0	73	63.0
8	20	19.0	51	51.0	61	47.0
Middle	86	47.0	150	52.0	188	55.5
Overall	**107**	**48.0**	**200**	**59.0**	**188**	**55.5**

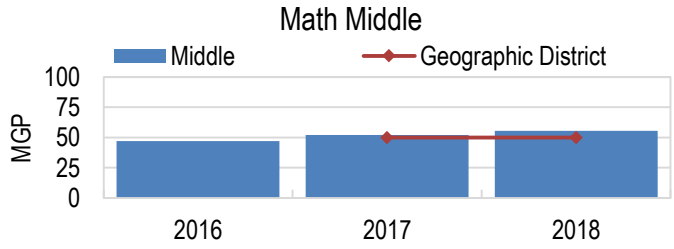


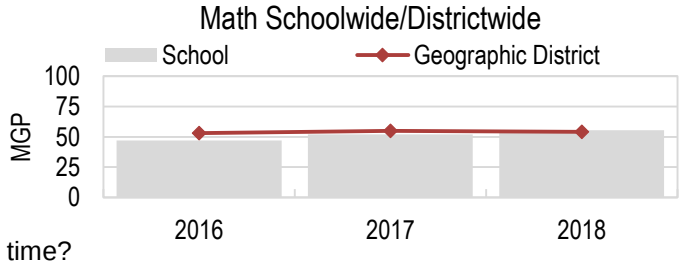
CMAS Math: Local Comparison

-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		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	2101	61.0	2059	66.0	2076	58.0
5	1952	51.5	2110	61.0	2074	57.0
Elementary	NA	--	4169	64.0	4152	58.0
6	1945	53.0	1892	48.0	2052	45.0
7	1355	50.0	1801	49.0	1487	54.0
8	1551	52.0	1537	52.0	1310	54.0
Middle	NA	--	5230	50.0	4847	50.0
Overall	**9474**	**53.0**	**9924**	**55.0**	**8999**	**54.0**







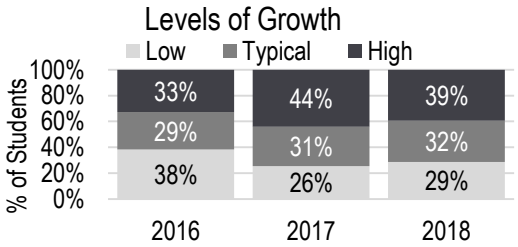
Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth decreased by 3.5 percentile points. In 2018, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

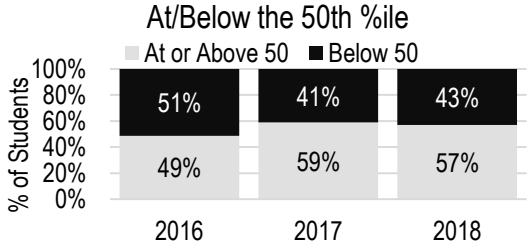
CMAS Math: Levels of Growth

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

Math Levels of Growth			
CMAS Math	%Students		
Category	2016	2017	2018
Low (below 35)	38%	26%	29%
Typical (35-65)	29%	31%	32%
High (above 65)	33%	44%	39%



Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	49%	59%	57%
Below 50	51%	41%	43%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28.7% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 39.4% of students. The percent of students at or above the 50th percentile has decreased from last year (59% to 56.9%). Since 2016, the percent of students at or above the 50th percentile has increased (48.6% to 56.9%).

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

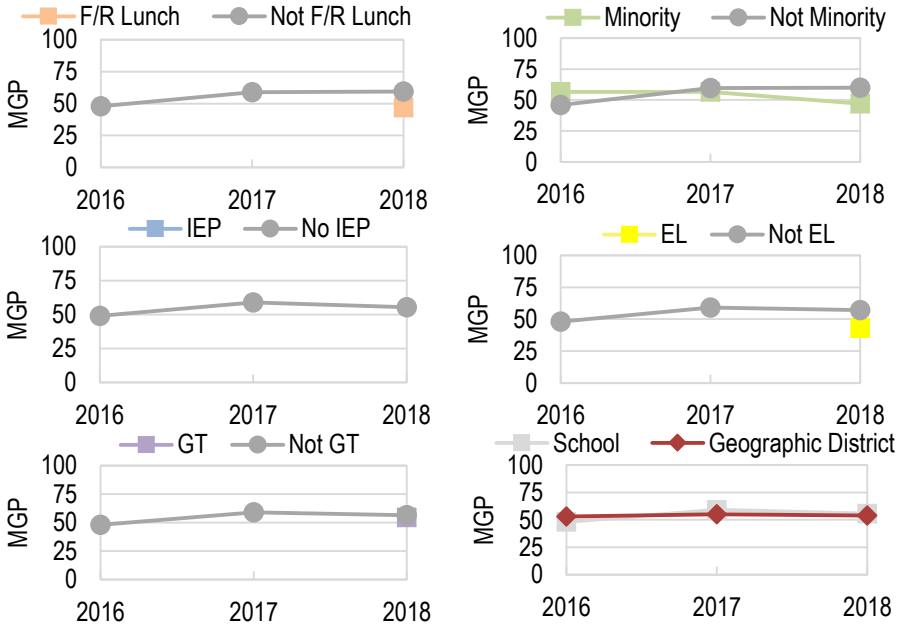
Mathematics Subgroup Growth

CMAS 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?

Subgroup Growth Gap Trends over Time in Math				
CMAS Math		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	47.0
	N	48.0	59.0	59.5
Minority	Y	56.5	56.5	47.0
	N	46.0	59.5	60.0
IEP	Y	--	--	--
	N	49.0	59.0	55.5
EL	Y	--	--	43.0
	N	48.0	59.0	57.0
GT	Y	--	--	54.5
	N	48.0	59.0	56.5
Schoolwide		48.0	59.0	55.5
Geographic District		53.0	55.0	54.0

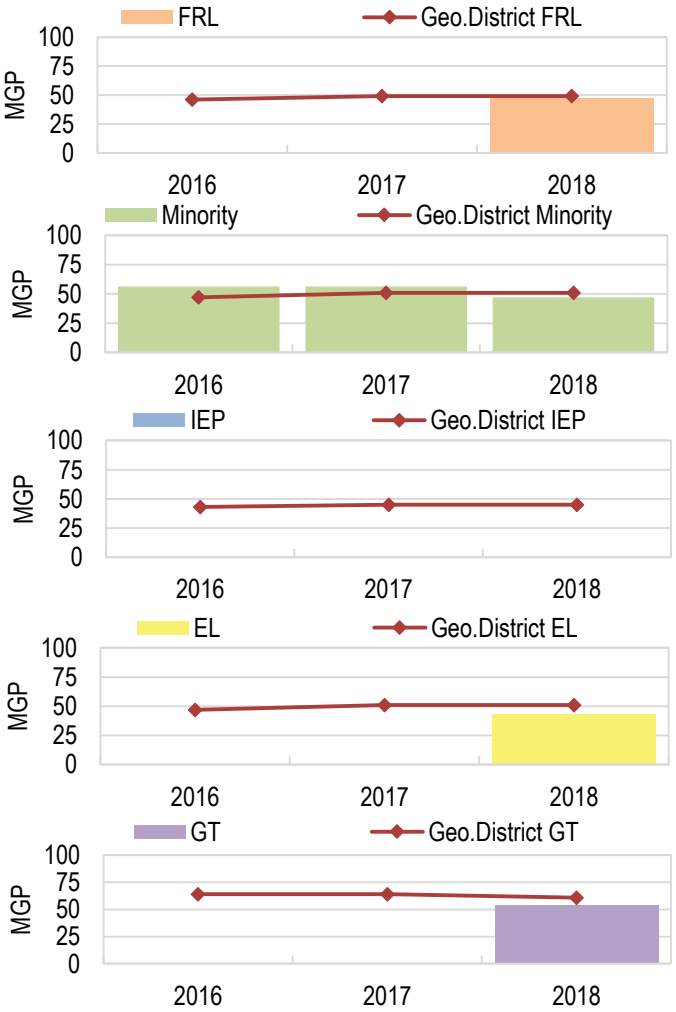


CMAS Math: Subgroup Local Comparison

-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 Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	0	--	n<20	--	44	47.0
Minority	22	56.5	48	56.5	45	47.0
IEP	n<20	--	n<20	--	n<20	--
EL	0	--	n<20	--	21	43.0
GT	0	--	n<20	--	32	54.5

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	3163	46.0	2823	49.0	2692	49.0
Minority	2609	47.0	2596	51.0	2422	51.0
IEP	706	43.0	757	45.0	693	45.0
EL	1037	47.0	1008	51.0	869	51.0
GT	1547	64.0	1761	64.0	1366	61.0



Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, minority student performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, the school outperformed Poudre R-1. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, GT, 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.

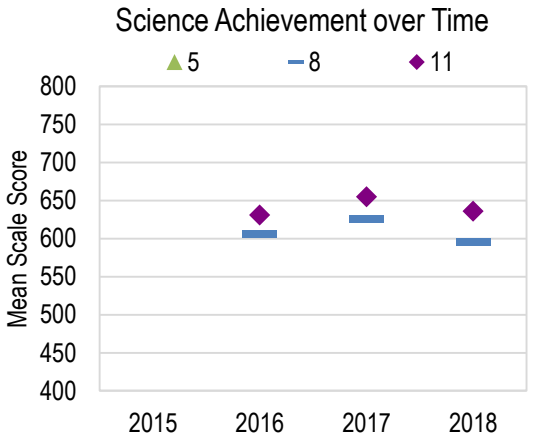
Exceeds | Approaching | Meets | Does Not Meet

Science Achievement

CMAS Science: School Status and Trends

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

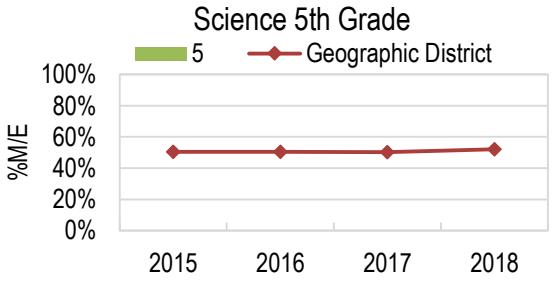
Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	0	--	0	--	0	--	0	--
8	0	--	50	606	70	626	83	596
11	0	--	95	631	81	655	113	636

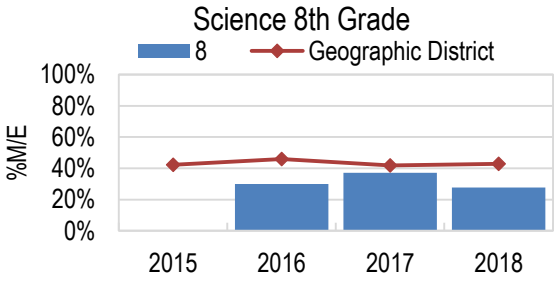


CMAS Science: Local Comparison

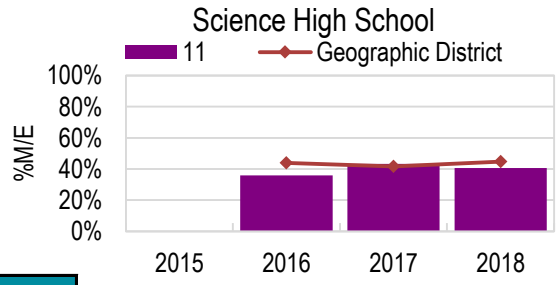
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	--	50	30.0%	70	37.1%	83	27.7%
11	0	--	95	35.8%	81	43.2%	113	40.7%
Overall	**0**	**--**	**145**	**33.8%**	**151**	**40.4%**	**196**	**35.2%**





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	2166	50.5%	2102	50.4%	2273	50.3%	2243	52.0%
8	2027	42.2%	1683	46.0%	1694	41.8%	1860	43.0%
11	0	--	627	43.9%	522	41.6%	401	44.6%
Overall	**4193**	**46.5%**	**4412**	**47.8%**	**4489**	**46.1%**	**4504**	**47.6%**



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. 8th grade mean scale score has decreased by 30 scale score points. 11th grade mean scale score has decreased by 19 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. In 2018, the school performed lower than the geo. district in 8th grade, lower than the geo. district in 11th grade, and, overall, 35% 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

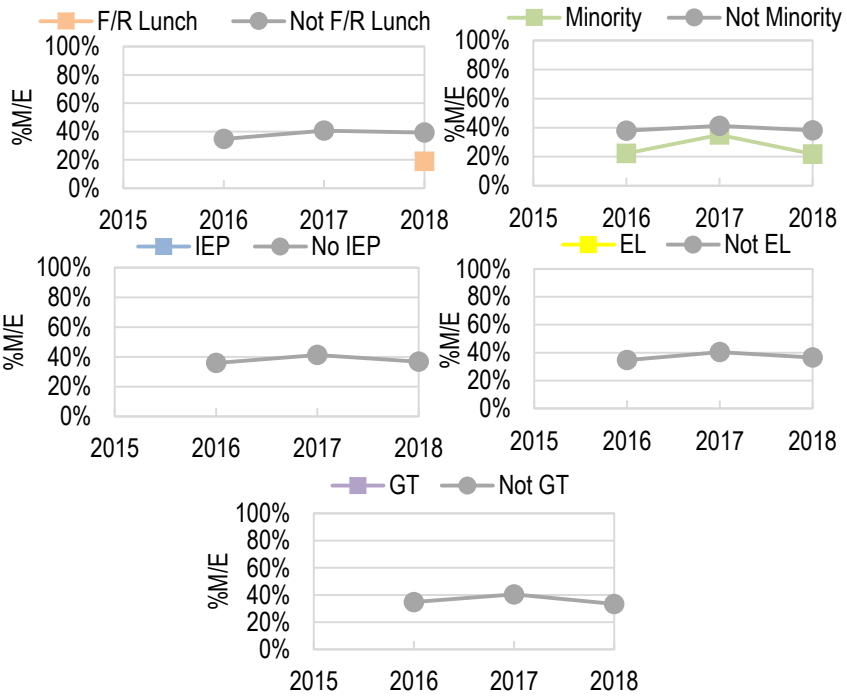
Science Subgroup Achievement

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
F/R Lunch	Y	--	--	--	18.9%
	N	--	34.8%	40.7%	39.4%
Minority	Y	--	22.2%	35.0%	21.9%
	N	--	37.8%	41.2%	38.1%
IEP	Y	--	--	--	--
	N	--	35.8%	41.2%	36.8%
EL	Y	--	--	--	--
	N	--	34.6%	40.4%	36.4%
GT	Y	--	--	--	--
	N	--	34.8%	40.4%	33.3%

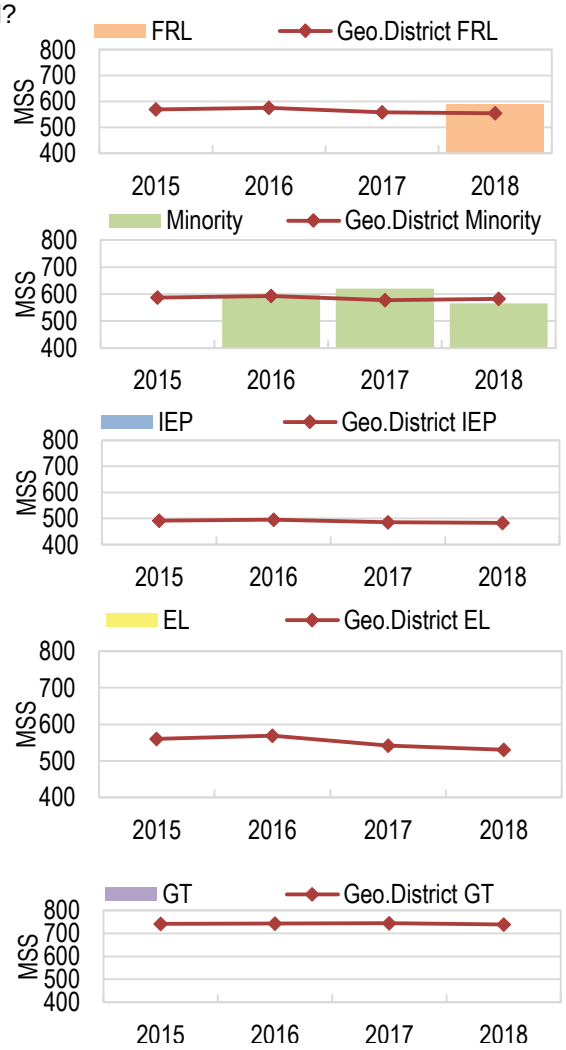


CMAS Science: Subgroup Local Comparison

-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	--	0	--	n<16	--	37	591
Minority	0	--	27	598	20	620	32	565
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	0	--	n<16	--	0	--	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	1336	570	1353	576	1211	559	1209	554
Minority	1110	587	1137	593	1146	578	1172	582
IEP	305	492	341	496	353	486	387	484
EL	413	560	453	569	442	542	365	531
GT	726	741	886	743	754	744	819	739



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, minority student performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: minority, 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.

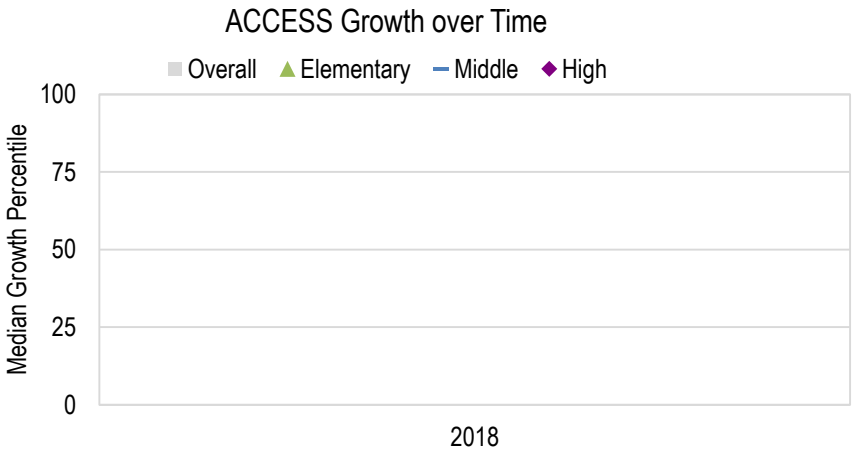
Exceeds | Approaching | Meets | Does Not Meet

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

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

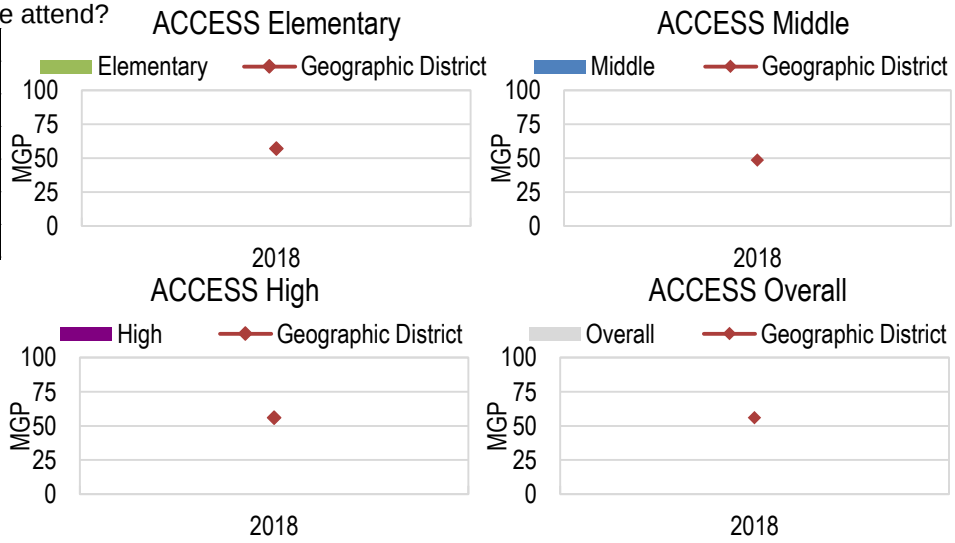
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	NA	--	--
2	NA	--	--
3	NA	--	--
4	NA	--	--
5	NA	--	--
Elementary	NA	--	--
6	n<20	--	--
7	n<20	--	--
8	n<20	--	--
Middle	n<20	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	**n<20**	**--**	**--**



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	782	57.0	NA
Middle	174	48.5	NA
High	145	56.0	NA
Overall	**1101**	**56.0**	**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

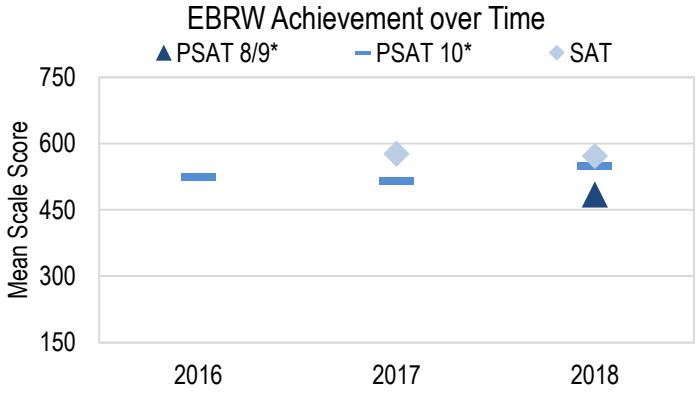
Evidence-Based Reading & Writing Achievement

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	--	155	485
PSAT 10*	130	526	106	515	162	549
SAT	NA	--	162	577	163	572

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.

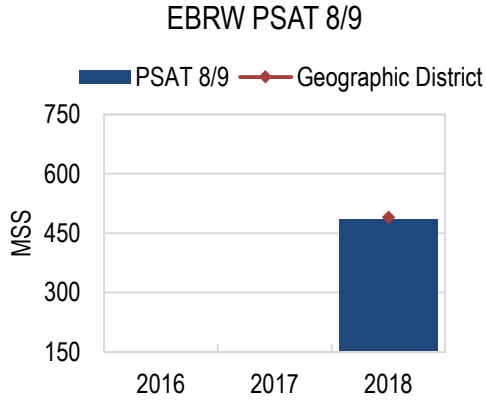


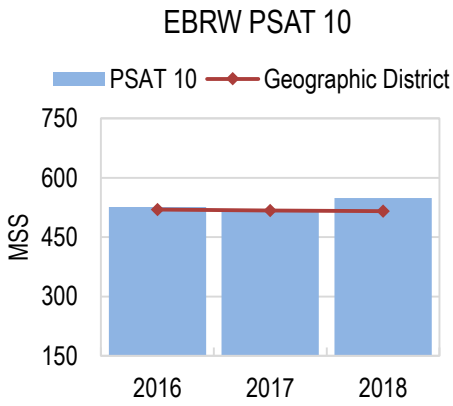
PSAT/SAT EBRW: Local Comparison

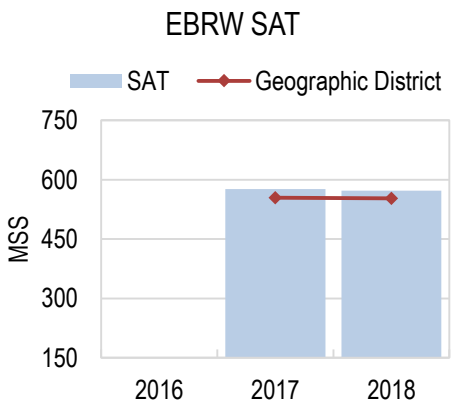
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1958	490
PSAT 10	1764	520	1838	517	1833	516
SAT	NA	--	1852	555	1872	553

*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.







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 increased by 34.3 scale score points. Mean scale scores for SAT has decreased by 4.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, greater 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

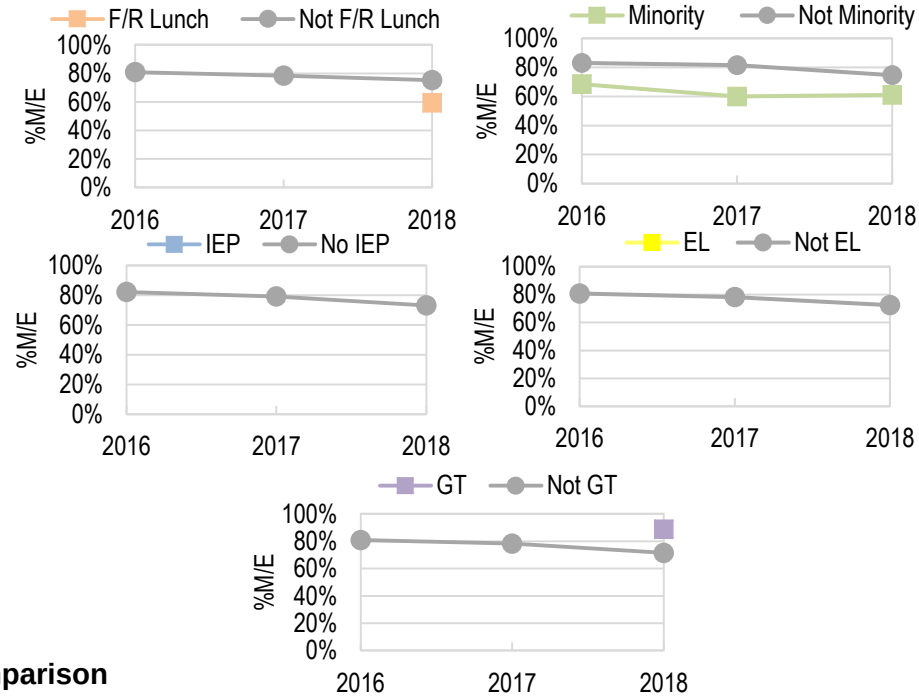
Evidence-Based Reading & Writing Subgroup Achievement

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	--	--	59.3%
	N	80.8%	78.3%	75.1%
Minority	Y	68.4%	60.0%	61.0%
	N	83.0%	81.5%	74.6%
IEP	Y	--	--	--
	N	82.1%	79.2%	73.2%
EL	Y	--	--	--
	N	80.8%	78.3%	72.4%
GT	Y	--	--	88.9%
	N	80.8%	78.3%	71.5%

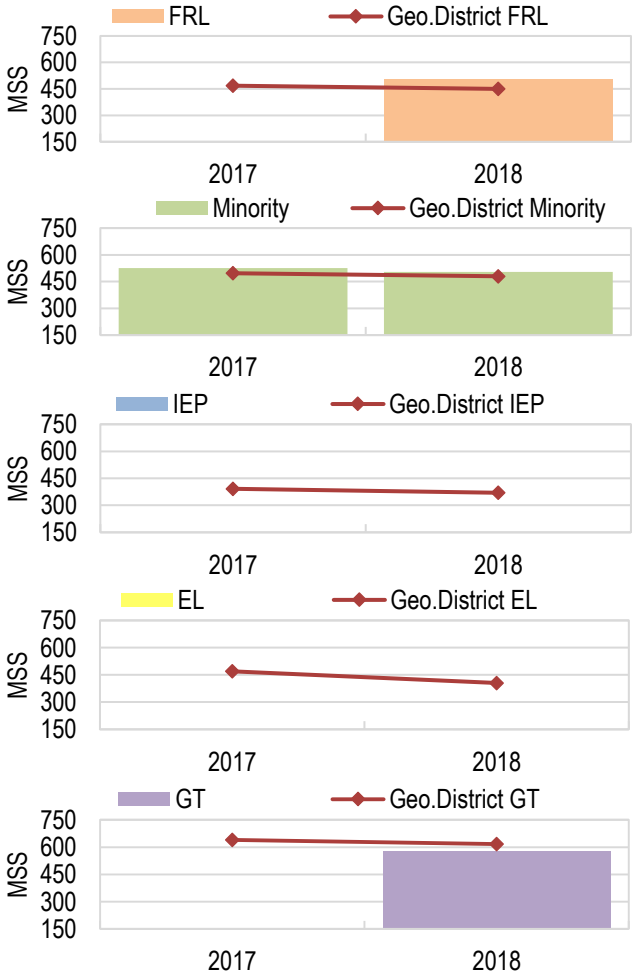


PSAT/SAT EBRW: Subgroup Local Comparison

-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	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	86	502
Minority	40	526	82	504
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	n<16	--	18	574

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	722	468	1223	450
Minority	850	497	1338	480
IEP	188	392	293	370
EL	317	470	260	405
GT	628	641	1052	616



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, minority student 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, 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, 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.

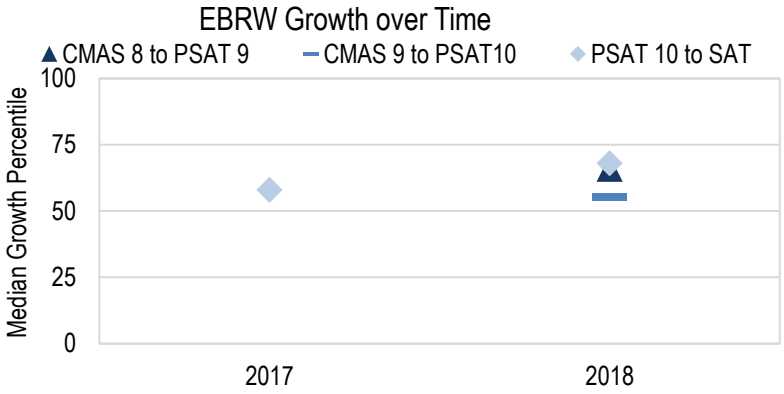
Exceeds | Approaching | Meets | Does Not Meet

Evidence-Based Reading & Writing Growth

PSAT/SAT EBRW: School Status and Trends

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

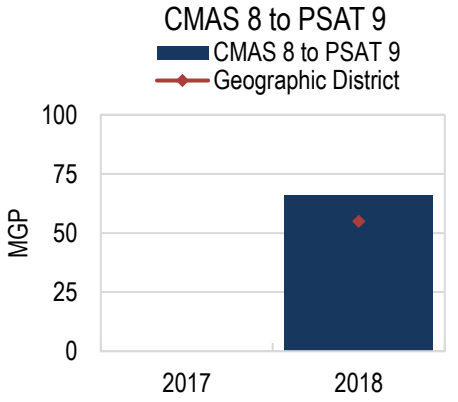
Growth over Time in EBRW				
EBRW	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	110	66.0
CMAS 9 to PSAT10	NA	--	106	55.5
PSAT 10 to SAT	132	58.0	121	68.0

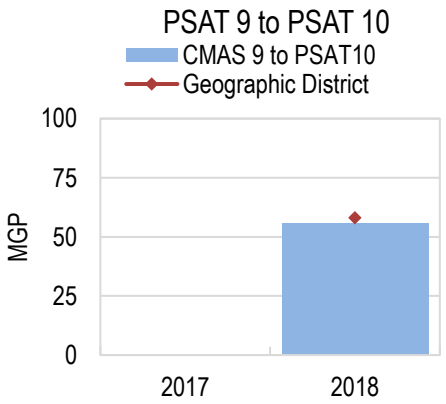


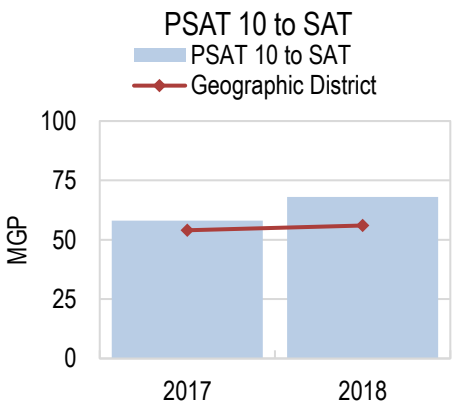
PSAT/SAT EBRW: Local Comparison

-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	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	1465	55.0
CMAS 9 to PSAT10	NA	--	978	58.0
PSAT 10 to SAT	1620	54.0	4051	56.0



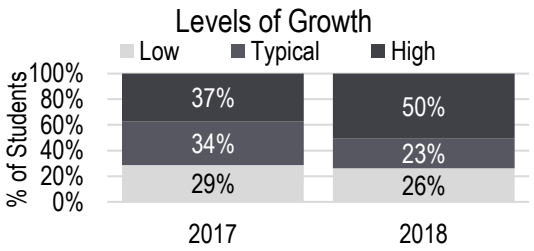




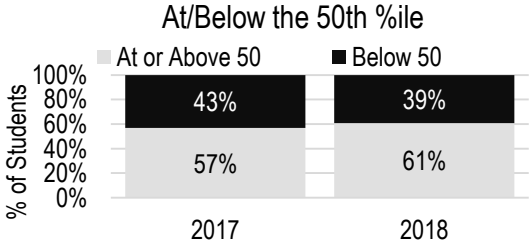
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	29%	26%
Typical (35-65)	34%	23%
High (above 65)	37%	50%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	57%	61%
Below 50	43%	39%



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 below 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 26.1% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 50.4% of students. The percent of students at or above the 50th percentile has increased from last year (56.8% to 60.8%).

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

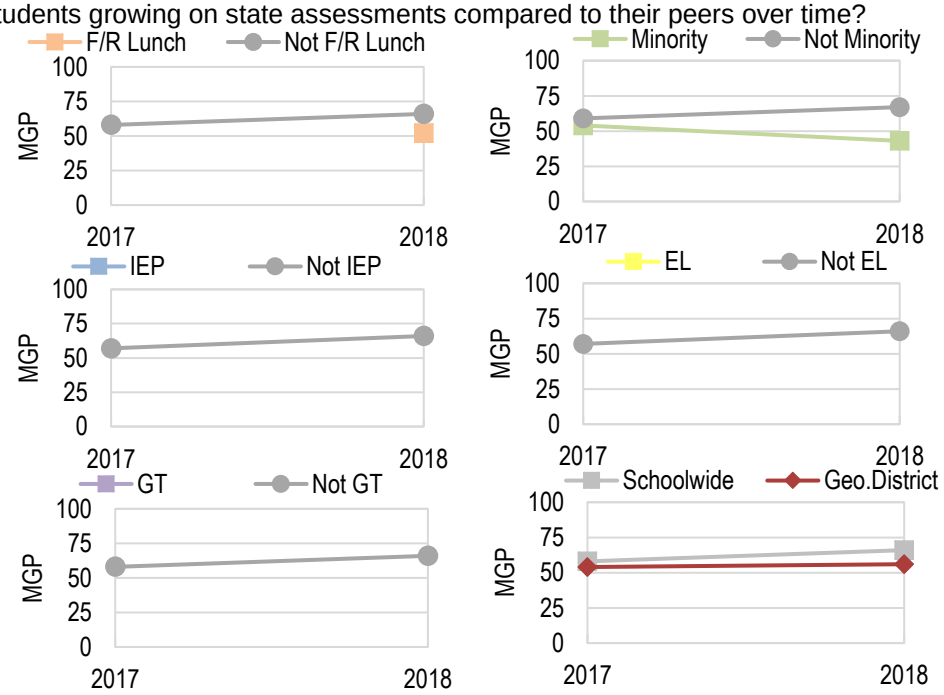
Evidence-Based Reading & Writing Subgroup Growth

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	--	52.0
	N	58.0	66.0
Minority	Y	54.0	43.0
	N	59.0	67.0
IEP	Y	--	--
	N	57.0	66.0
EL	Y	--	--
	N	57.0	66.0
GT	Y	--	--
	N	58.0	66.0
Schoolwide		58.0	66.0
Geographic District		54.0	56.0

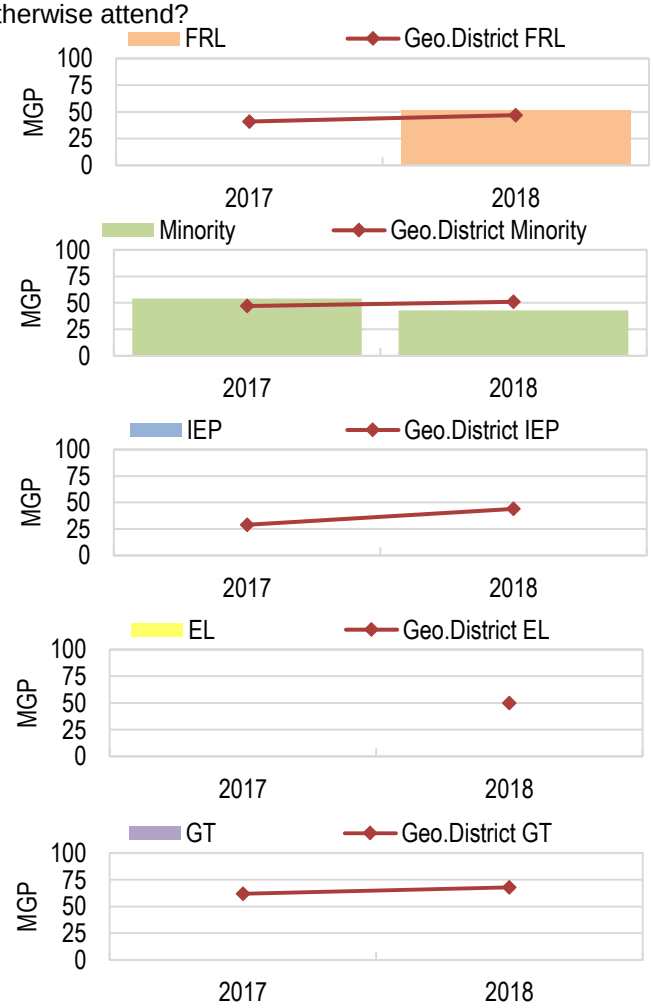


PSAT/SAT EBRW: Subgroup Local Comparison

-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	
Subgroup	N	MGP	N	MGP
F/R Lunch	0	--	60	52.0
Minority	21	54.0	60	43.0
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	0	--	n<20	--

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	288	41.0	811	47.0
Minority	378	47.0	940	51.0
IEP	70	29.0	183	44.0
EL	NA	--	187	50.0
GT	291	62.0	848	68.0



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, minority student performance decreased, 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: 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

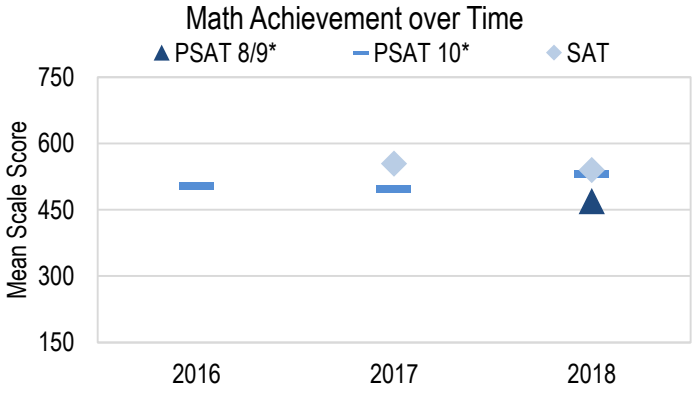
Mathematics Achievement

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	--	155	470
PSAT 10*	130	503	106	497	162	532
SAT	NA	--	162	554	163	540

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.

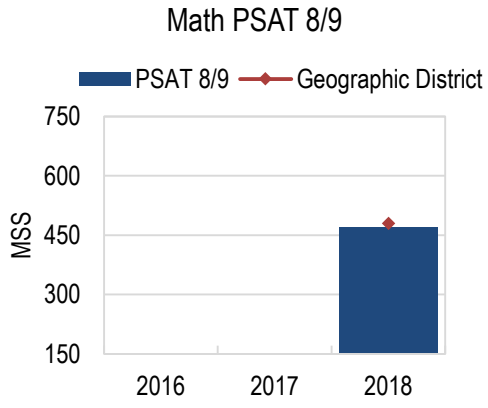


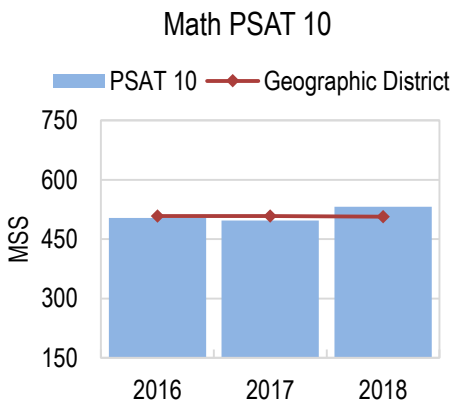
PSAT/SAT Math: Local Comparison

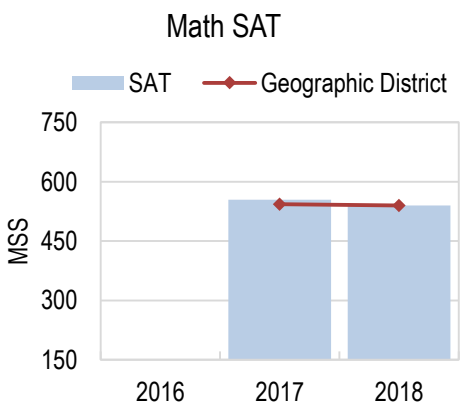
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1958	480
PSAT 10	1764	509	1838	509	1833	507
SAT	NA	--	1852	543	1872	540

*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.







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 increased by 34.6 scale score points. Mean scale scores for SAT has decreased by 14.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, greater 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.

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

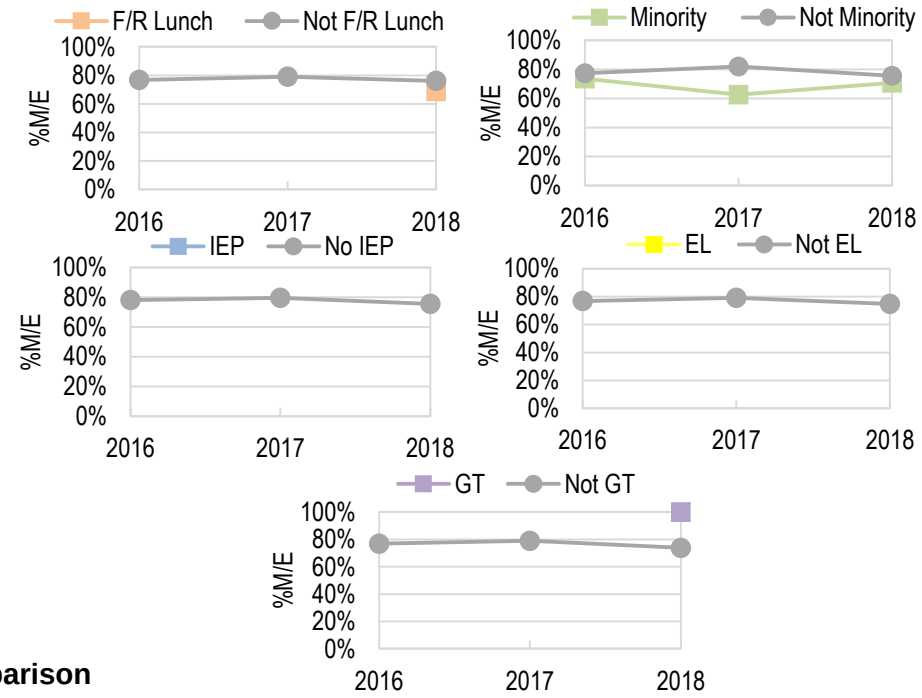
Mathematics Subgroup Achievement

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?

Achievement Gap Trends over Time in Math				
PSAT/SAT Math		2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	68.6%
	N	76.8%	79.0%	76.2%
Minority	Y	73.7%	62.5%	70.7%
	N	77.4%	81.9%	75.7%
IEP	Y	--	--	--
	N	78.0%	79.5%	75.4%
EL	Y	--	--	--
	N	76.8%	79.0%	74.6%
GT	Y	--	--	100.0%
	N	76.8%	79.0%	73.8%

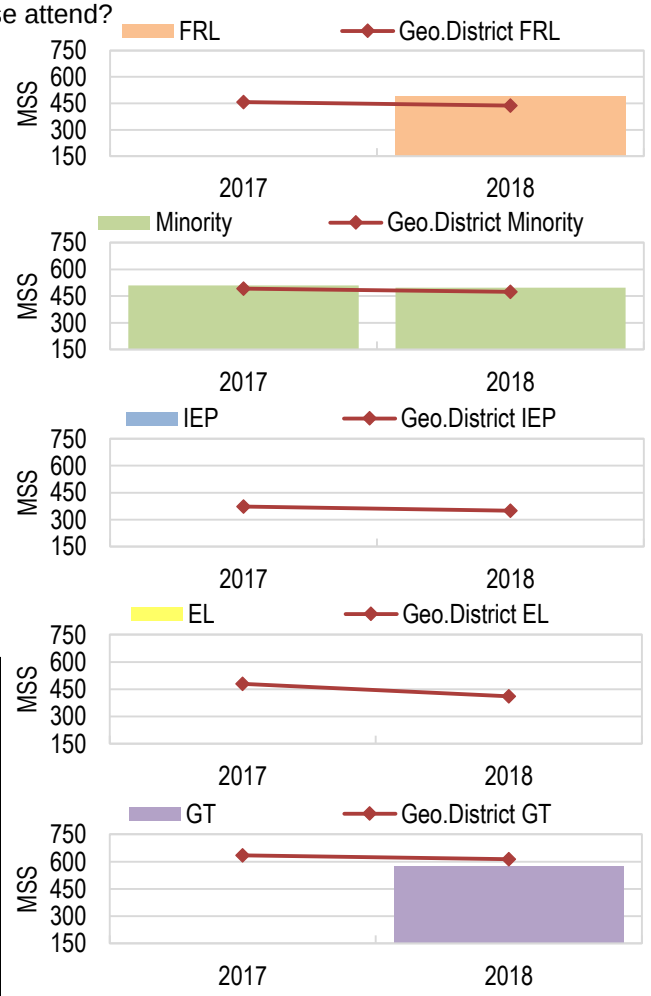


PSAT/SAT Math: Subgroup Local Comparison

-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?

School Subgroup Proficiency over Time in Math				
Math	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	n<16	--	86	489
Minority	40	510	82	497
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	n<16	--	18	573

Geo.District Subgroup Proficiency in Math				
Math	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	722	457	1224	438
Minority	850	491	1341	474
IEP	188	373	293	350
EL	317	480	264	412
GT	628	634	1052	614



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, minority student 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, 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, 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.

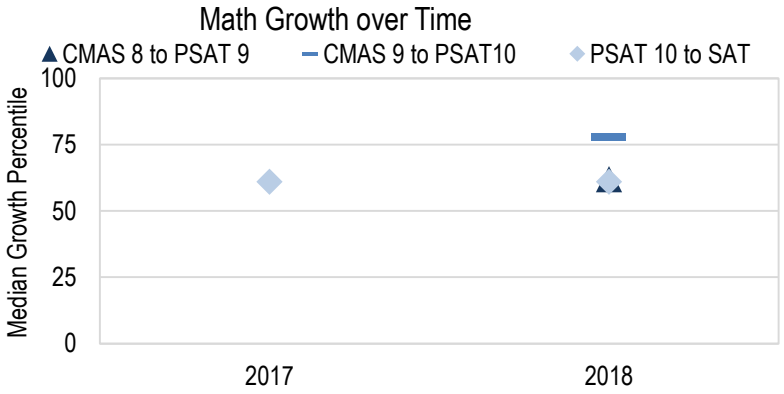
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

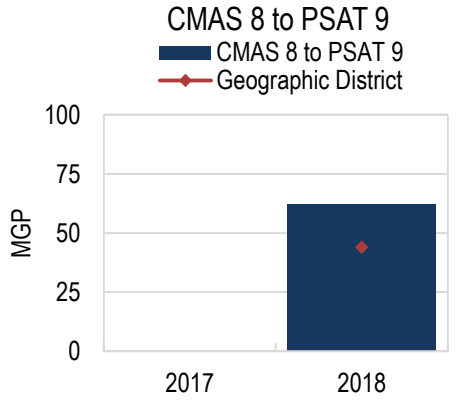
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	112	62.0
CMAS 9 to PSAT10	NA	--	107	78.0
PSAT 10 to SAT	132	61.0	121	61.0

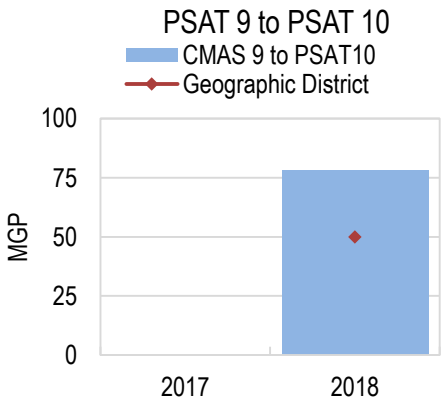


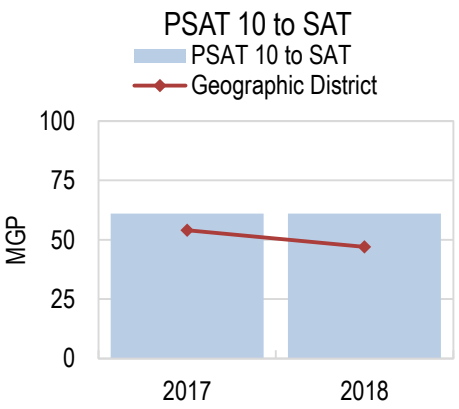
PSAT/SAT Math: Local Comparison

-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	--	1475	44.0
CMAS 9 to PSAT10	NA	--	658	50.0
PSAT 10 to SAT	1620	54.0	3741	47.0



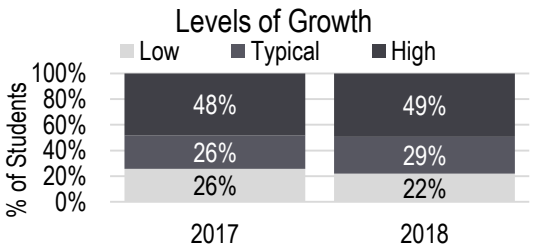




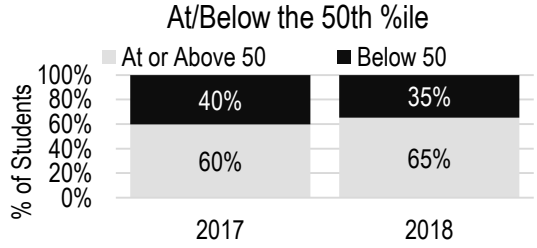
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	26%	22%
Typical (35-65)	26%	29%
High (above 65)	48%	49%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	60%	65%
Below 50	40%	35%



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 met state expectations and was above the geo. district. CMAS 9 to PSAT 10 student growth exceeded state expectations and was above the geo. district. PSAT 10 to SAT student growth met 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 22.1% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 49.4% of students. The percent of students at or above the 50th percentile has increased from last year (59.8% to 65.3%).

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

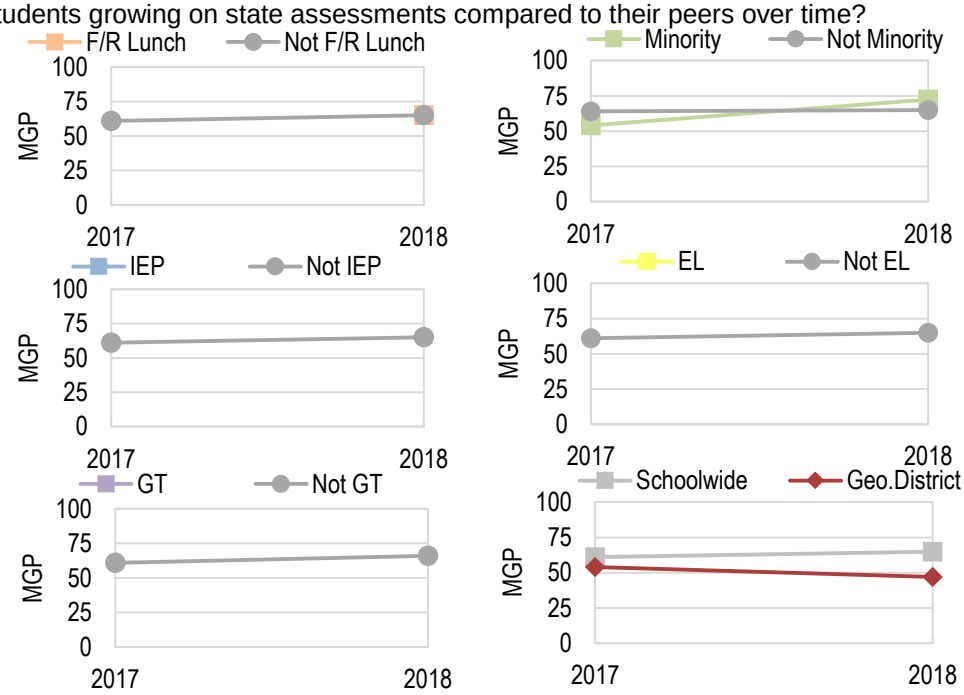
Mathematics Subgroup Growth

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	--	65.0
	N	61.0	65.0
Minority	Y	54.0	72.5
	N	64.0	65.0
IEP	Y	--	--
	N	61.0	65.0
EL	Y	--	--
	N	61.0	65.0
GT	Y	--	--
	N	61.0	66.0
Schoolwide		61.0	65.0
Geographic District		54.0	47.0

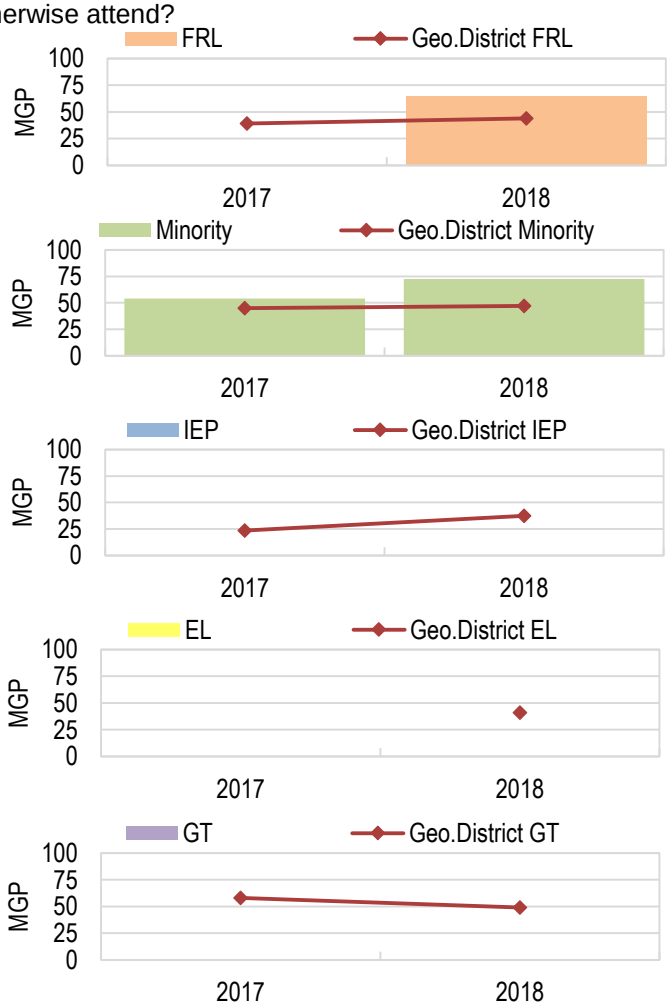


PSAT/SAT Math: Subgroup Local Comparison

-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	0	--	61	65.0
Minority	21	54.0	60	72.5
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	0	--	n<20	--

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	288	39.0	784	44.0
Minority	378	45.0	876	47.0
IEP	70	23.5	184	37.5
EL	NA	--	182	41.0
GT	291	58.0	675	49.0



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, minority student performance increased, 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.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

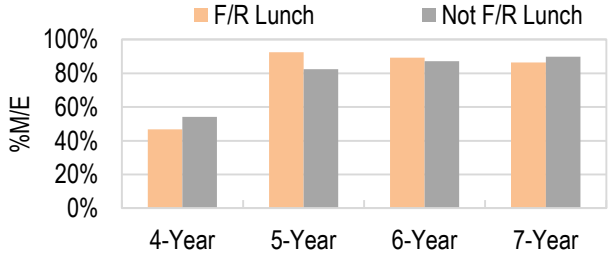
Exceeds | Approaching | Meets | Does Not Meet

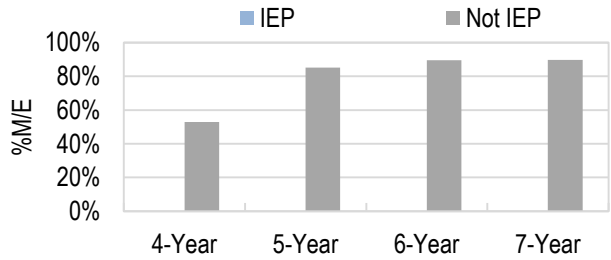
Postsecondary and Workforce Readiness Additional Indicators

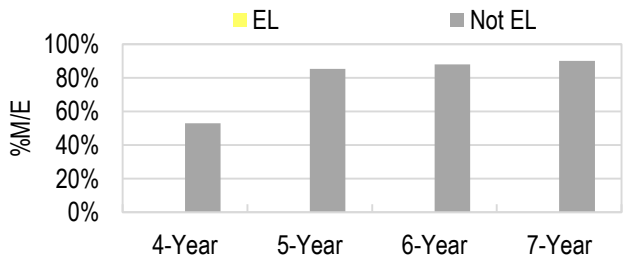
Graduation Rate: School Status and Trends

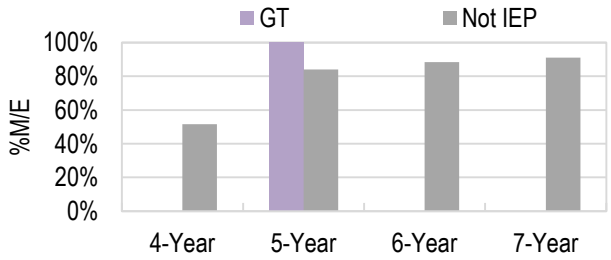
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?

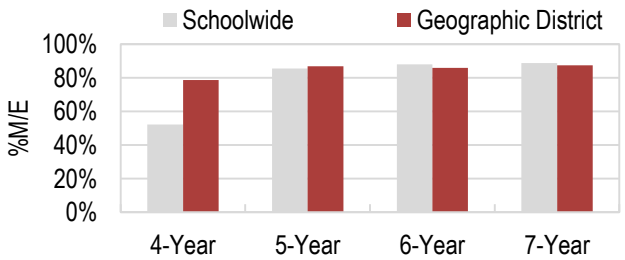
School Subgroup Graduation Rates over Time										
Student Subgroup		Best of	4-Year		5-Year		6-Year		7-Year	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	5yr	45	46.7%	53	92.5%	37	89.2%	22	86.4%
	N	7yr	131	54.2%	125	82.4%	62	87.1%	49	89.8%
Minority	Y	5yr	27	55.6%	20	95.0%	n<16	--	n<16	--
	N	7yr	149	51.7%	158	84.2%	91	89.0%	62	91.9%
IEP	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	7yr	170	52.9%	175	85.1%	96	89.6%	68	89.7%
EL	Y	NA	n<16	--	n<16	--	0	--	n<16	--
	N	7yr	174	52.9%	177	85.3%	99	87.9%	70	90.0%
GT	Y	5yr	n<16	--	16	100.0%	n<16	--	n<16	--
	N	7yr	161	51.6%	162	84.0%	95	88.4%	67	91.0%
Schoolwide		7yr	176	52.3%	178	85.4%	99	87.9%	71	88.7%
Geographic District		7yr	2053	78.6%	2090	86.8%	1981	85.9%	2117	87.3%











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 7 year rate of 88.7%.The best of rate for the geo. district is the 7 year rate of 87.3%.The best of rate for students eligible for free or reduced price lunch is the 5 year rate of 92.5%.The best of rate for minority students is the 5 year rate of 95%.The best of rate for gifted students is the 5 year rate of 100%.

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

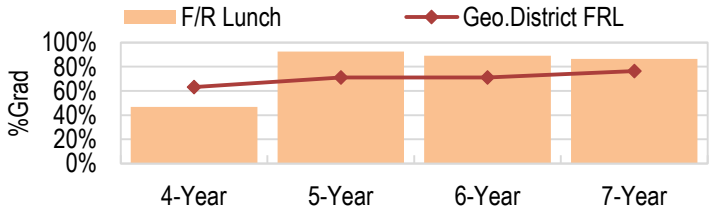
Postsecondary and Workforce Readiness Additional Indicators

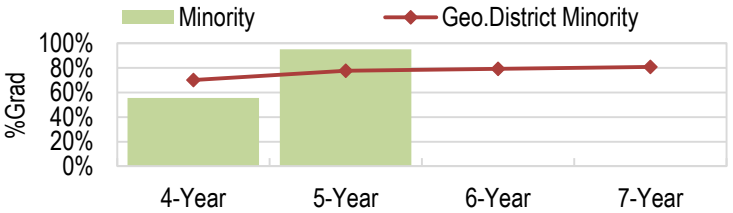
Graduation Rate: School Status & Local Comparison

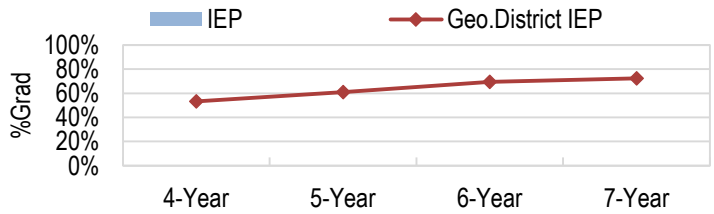
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate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

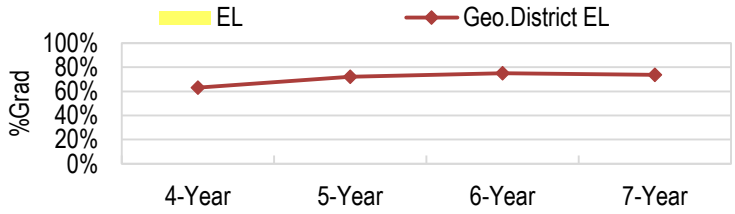
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	5yr	45	46.7%	53	92.5%	37	89.2%	22	86.4%
Minority	5yr	27	55.6%	20	95.0%	n<16	--	n<16	--
IEP	NA	n<16	--	n<16	--	n<16	--	n<16	--
EL	NA	n<16	--	n<16	--	0	--	n<16	--
GT	5yr	n<16	--	16	100.0%	n<16	--	n<16	--
Schoolwide	7yr	176	52.3%	178	85.4%	99	87.9%	71	88.7%

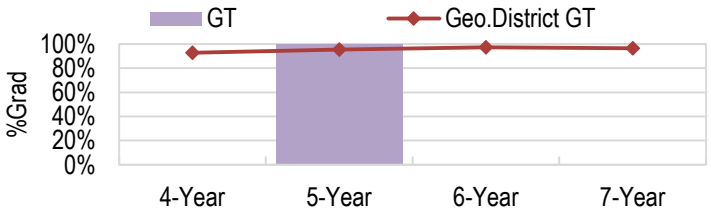
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	731	63.2%	662	71.0%	625	71.2%	691	76.4%
Minority	7yr	541	70.1%	518	77.6%	479	79.1%	501	80.8%
IEP	7yr	169	53.3%	161	60.9%	196	69.4%	196	72.4%
EL	6yr	146	63.0%	111	72.1%	112	75.0%	114	73.7%
GT	6yr	346	92.8%	314	95.5%	269	97.4%	326	96.6%
Geo. District	7yr	2053	78.6%	2090	86.8%	1981	85.9%	2117	87.3%

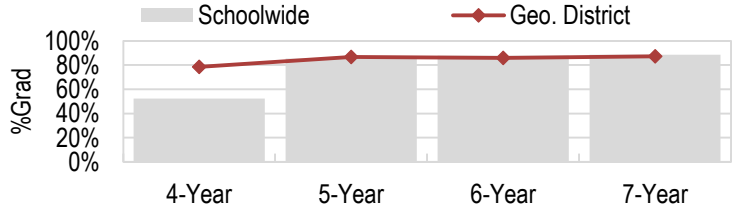












Graduation Rates Status and Local Comparison

The graphs above show schoolwide graduation rates disaggregated by student subgroups compared to the geographic district. The best of rate for students eligible for free or reduced price lunch is the 5 year rate of 92.5%. The 5 year rate for FRL students in the geo. district is 71%. The best of rate for minority students is the 5 year rate of 95%. The 5 year rate for minority students in the geo. district is 77.6%. The best of rate for gifted students is the 5 year rate of 100%. The 5 year rate for gifted students in the geo. district is 95.5%. 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

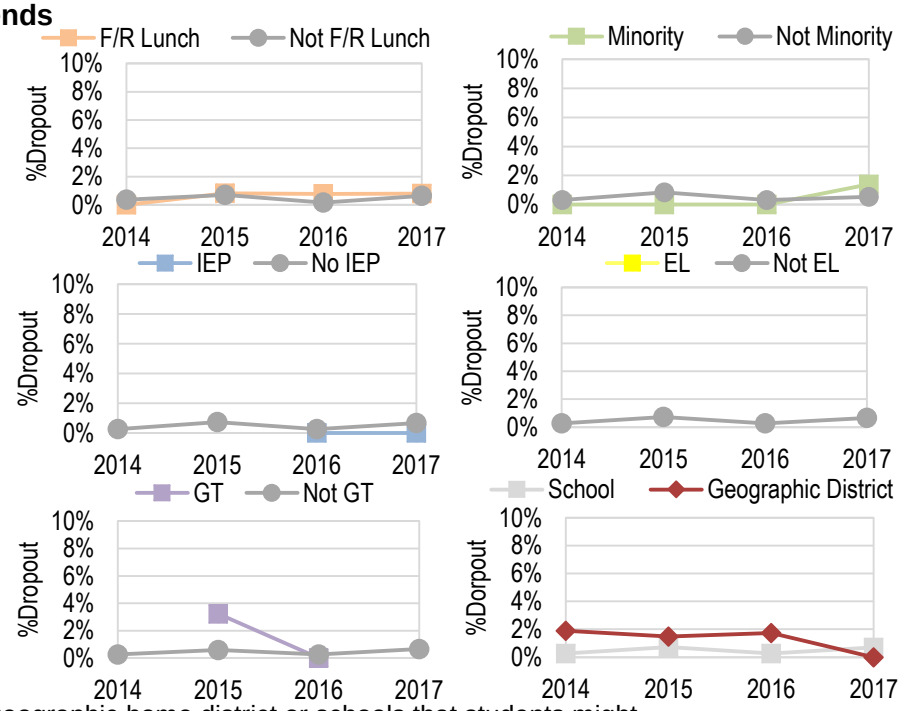
Postsecondary and Workforce Readiness Additional Indicators

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%	0.8%	0.8%	0.8%
	N	0.4%	0.7%	0.2%	0.6%
Minority	Y	0.0%	0.0%	0.0%	1.4%
	N	0.3%	0.8%	0.3%	0.5%
IEP	Y	--	--	0.0%	0.0%
	N	0.3%	0.7%	0.3%	0.7%
EL	Y	--	--	--	--
	N	0.3%	0.7%	0.3%	0.7%
GT	Y	--	3.2%	0.0%	--
	N	0.3%	0.6%	0.3%	0.7%
Schoolwide		0.3%	0.7%	0.3%	0.7%
Geographic District		1.9%	1.5%	1.7%	0.0%

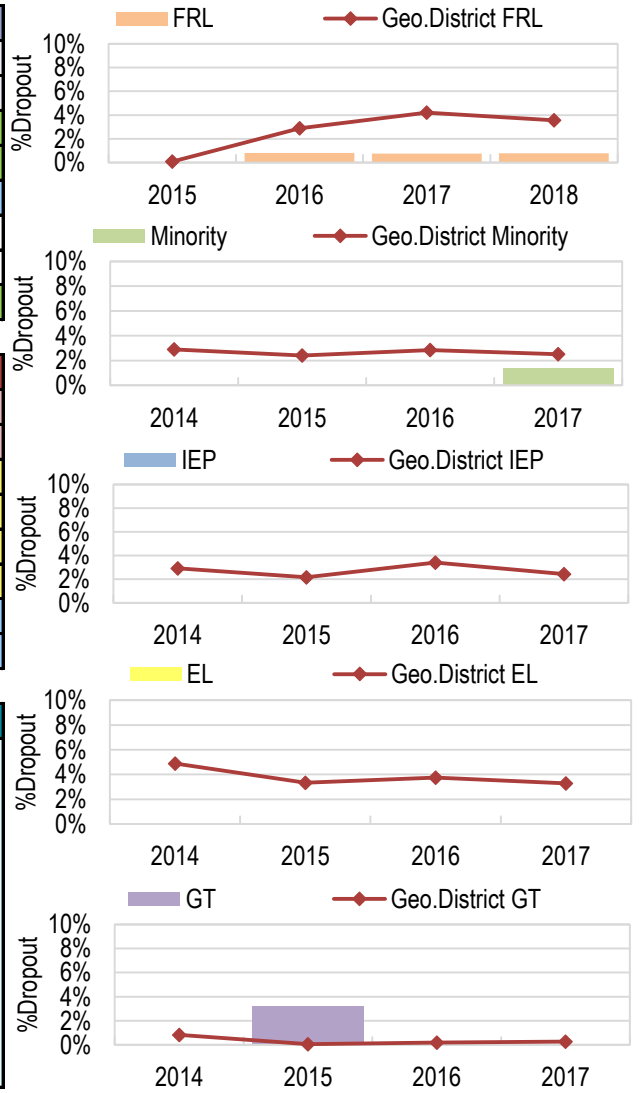


Dropout Rate: Subgroup Local Comparison

-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	100	0.0%	123	0.8%	131	0.8%	127	0.8%
Minority	54	0.0%	72	0.0%	112	0.0%	144	1.4%
IEP	n<16	--	n<16	--	16	0.0%	21	0.0%
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	n<16	--	31	3.2%	28	0.0%	0	--
Schoolwide	383	0.3%	549	0.7%	770	0.3%	906	0.7%

Geographic District Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	3385	0.1%	4426	2.9%	4063	4.2%	3922	3.6%
Minority	3441	2.9%	3573	2.4%	3714	2.9%	3796	2.5%
IEP	1164	2.9%	1157	2.2%	1143	3.4%	1156	2.4%
EL	756	4.9%	689	3.3%	692	3.8%	610	3.3%
GT	1955	0.8%	2000	0.1%	2152	0.2%	2278	0.3%
Geo. District	13627	1.9%	13754	1.5%	14069	1.7%	404	0.0%



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 had no change, and overall student dropout rates increased. This year, FRL students had higher dropout rates than their non-FRL peers, minority students had higher dropout rates than their non-minority peers, general education students had higher dropout rates than their IEP peers, overall, the school had higher dropout rates than Poudre R-1. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, 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

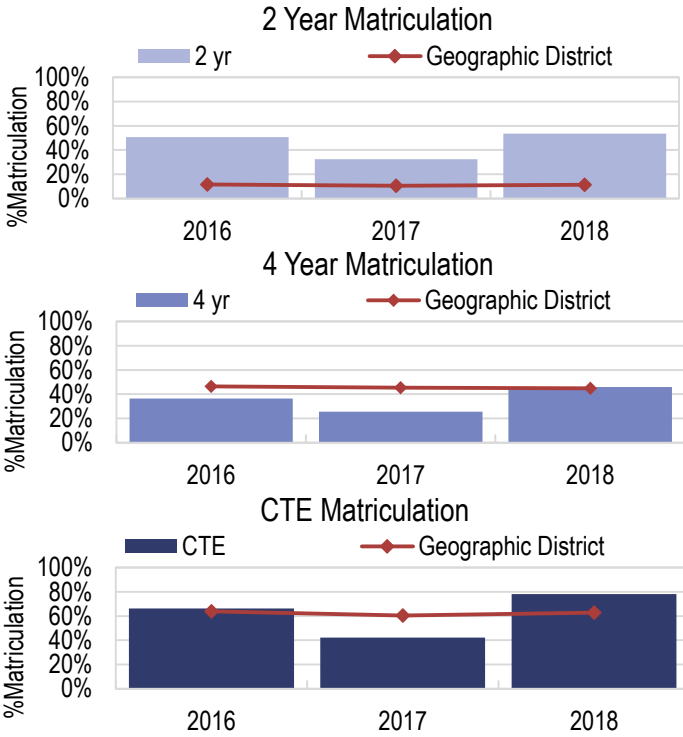
Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

-Are high school graduates adequately prepared for post-secondary academic success?
-How are the matriculatoin 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	77	50.6%	133	32.3%	179	53.6%
4 yr	77	36.4%	133	25.6%	179	45.8%
CTE	77	6.5%	133	4.5%	179	11.2%
Schoolwide	77	66.2%	133	42.1%	179	78.2%

Geo. District Matriculation Rate Trends over Time						
Matriculation	2016		2017		2018	
Category	N	Rate	N	Rate	N	Rate
2 yr	1751	12%	1922	11%	1862	11%
4 yr	1751	46%	1922	46%	1862	45%
CTE	1751	8%	1922	6%	1862	11%
Geo. District	1751	63.8%	1922	60.4%	1862	62.8%



Matriculation Rates Status and Local Comparison
The graphs above show schoolwide matriculation rates compared to the matriculation rates for Poudre R-1. In 2018, school matriculation rates exceeded state expectations and was above the geo. district. Since last year, schoolwide matriculation rates increased from 42.1% to 78.2%.

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Exceeds | Approaching
Meets | Does Not Meet

Academic Performance Metrics

School Observations

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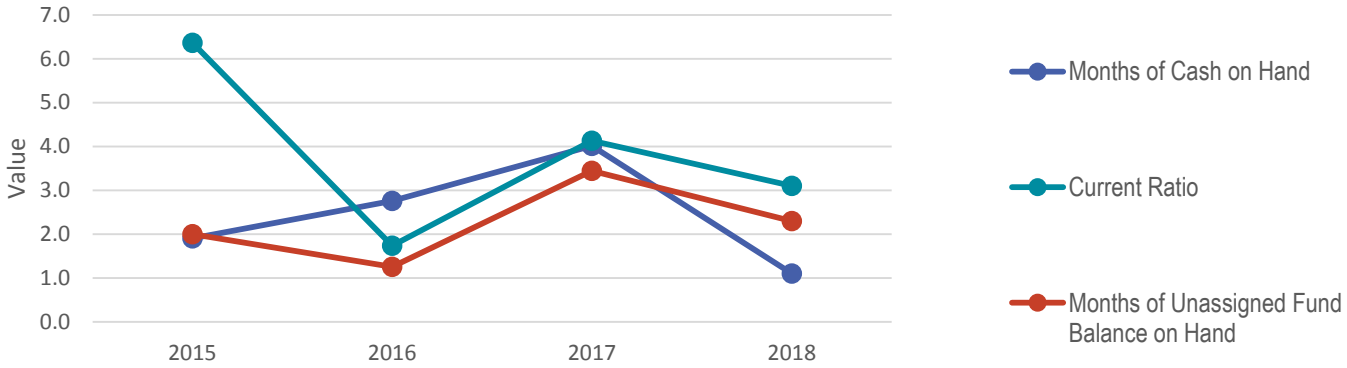
Fiscal Years 2015-2018 Financial Results

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	9.7%	2.8%	16.0%	0.5%
Months of Cash on Hand	1.90	2.76	4.01	1.10
Current Ratio	6.37	1.74	4.13	3.10
Months of Unassigned Fund Balance on Hand	2.00	1.26	3.44	2.30
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	10.5%	-3.5%	-2.7%	-0.8%
Change in FPC from Prior-Year	35.0%	49.7%	19.5%	17.5%

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	--	--	--	--
Current Ratio	--	--	--	--
Debt to Asset Ratio	--	--	--	--
Change in Net Position	--	--	--	--

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	1.72	1.38	1.32	1.58
Change in Net Position	$411,951	($530,012)	($1,974,658)	($4,488,088)
Default	--	--	NO	NO

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

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative
Colorado Early Colleges - Fort Collins ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported 1 statutory violation in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 8.5 pupils (1 percent), and 191.5 pupils (18 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 1.1 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 1 percent and a decrease in their unassigned fund balance.

School Observations

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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*

CSI Review
In 2018, concerns relating to a failure to identify and Child Find arose with respect to a student issue; however, the School worked promptly to address the identified issues.

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*
- *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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