



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

Golden View Classical Academy



Expanding Frontiers in Public Education

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**CSI
HISTORY**

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

**OUR
MISSION**

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

**OUR
VISION**

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

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*****Financial and Organizational Performance is awaiting final data releases. Both will be available in the final CARS report in November.**

CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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



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

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

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

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

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

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

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

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than October 12th**.

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

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

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

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?

Golden View Classical Academy Overview

Year Opened/Transferred: 2018-19

Grades Served: K-12

School Model: Classical

Town/City: Golden

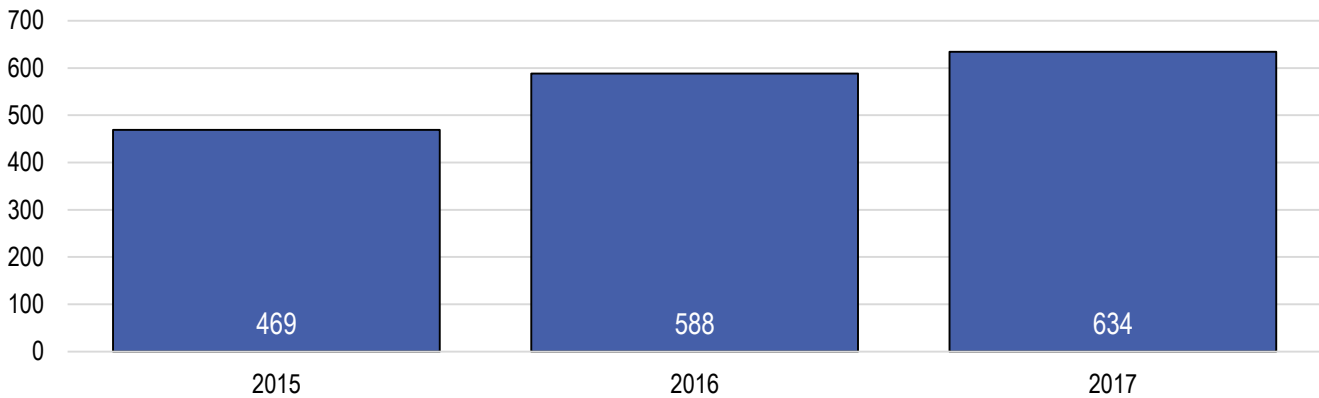
District of Residence: Jefferson County R-1

Original Application Type: Transfer

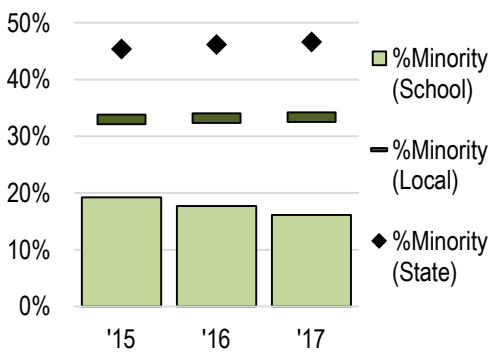
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	--	--	496	588	634	
Minority	--	--	19.2%	17.7%	16.1%	
EL	--	--	3.8%	4.1%	1.6%	
FRL	--	--	5.0%	6.1%	4.4%	
Gifted	--	--	8.7%	4.6%	4.1%	
SPED	--	--	4.4%	4.9%	4.9%	
504	--	--	--	--	3.2%	

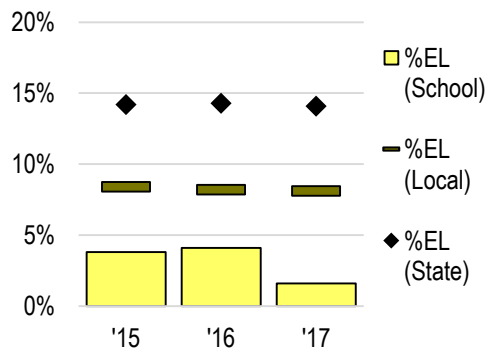
Enrollment over Time



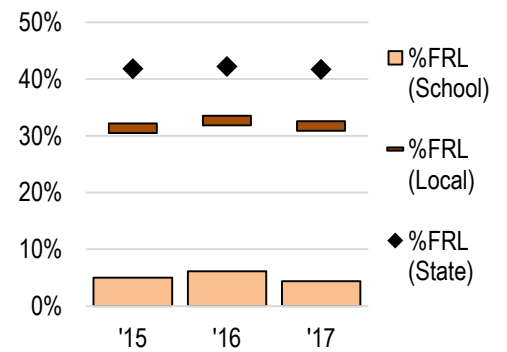
Minority Students



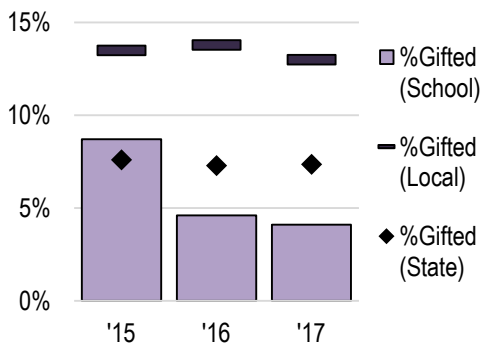
English Learners



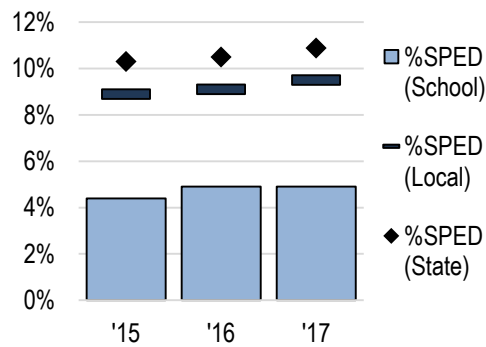
Lunch Eligibility



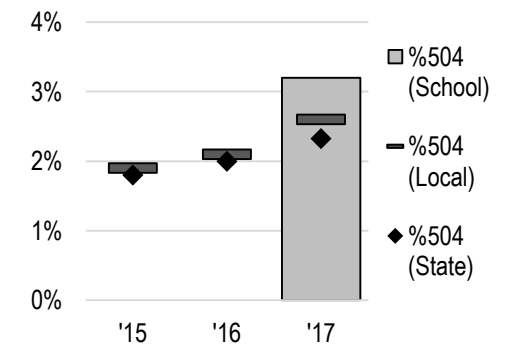
Gifted Students



Students with Disabilities



Students with a 504



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

CSI Annual Review of Schools (CARS) Rating

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

Framework	Rating
Academic	Performance 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 excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

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

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	407	380	93.4%	26	99.7%	Meets 95%
Math	407	379	93.1%	27	99.7%	Meets 95%
Science	136	123	90.4%	12	99.2%	Meets 95%

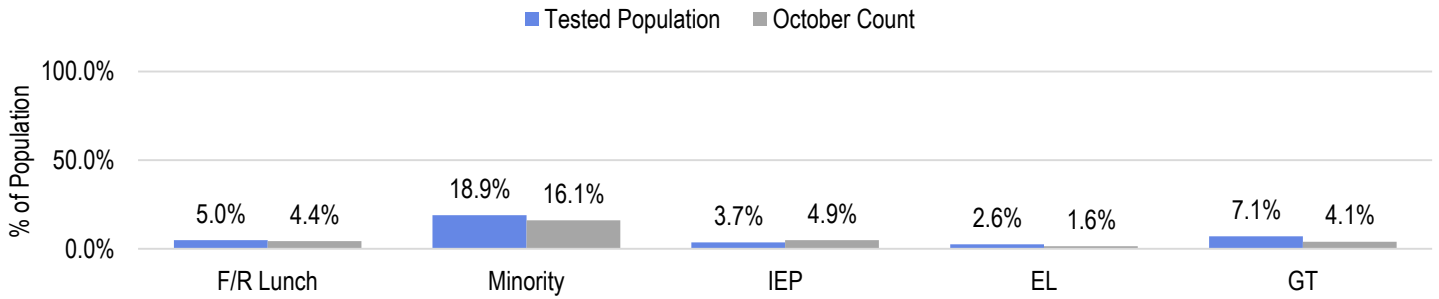
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	338	313	92.6%	25	100.0%	Meets 95%
CMAS Math	338	312	92.3%	26	100.0%	Meets 95%
CMAS Science	136	123	90.4%	12	99.2%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	68	67	98.5%	1	100.0%	Meets 95%
PSAT/SAT Math	68	67	98.5%	1	100.0%	Meets 95%

Participation Rate Comparison

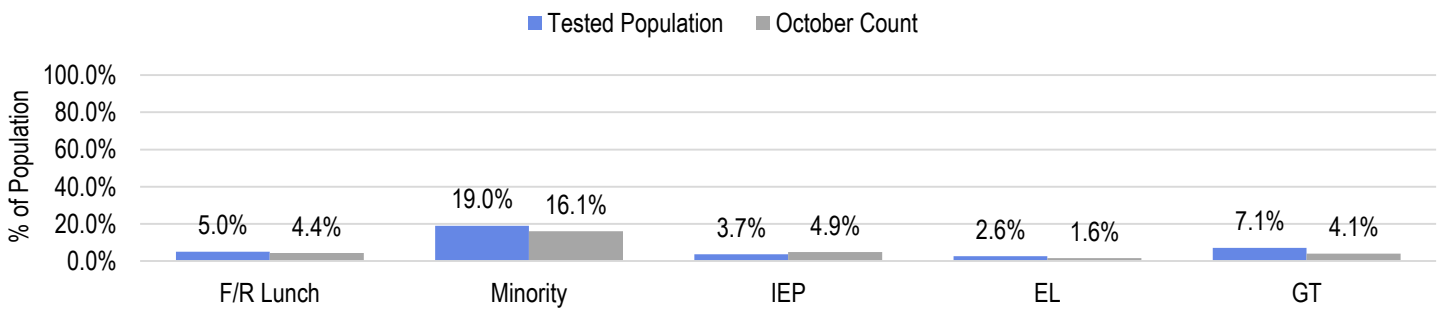
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	5.0%	4.4%	5.0%	4.4%	4.1%	4.4%
Minority	18.9%	16.1%	19.0%	16.1%	23.6%	16.1%
IEP	3.7%	4.9%	3.7%	4.9%	1.6%	4.9%
EL	2.6%	1.6%	2.6%	1.6%	3.3%	1.6%
GT	7.1%	4.1%	7.1%	4.1%	6.5%	4.1%

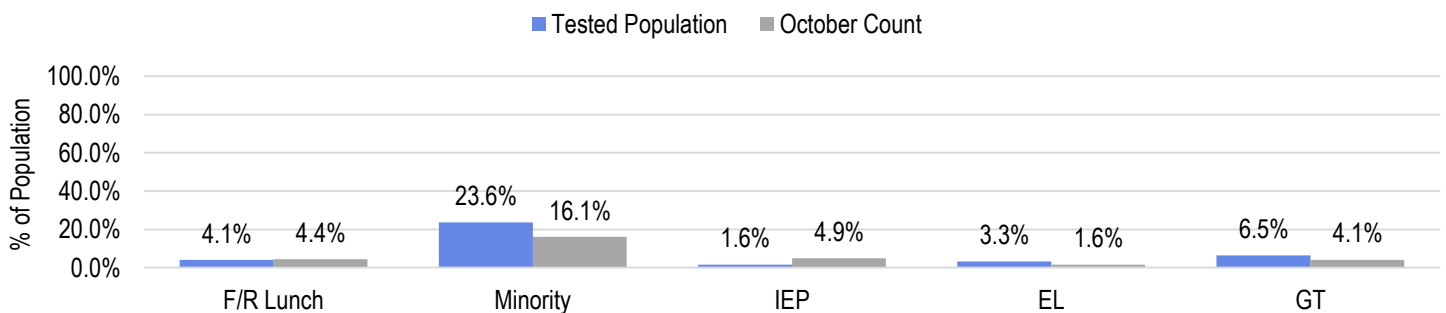
English Language Arts



Math



Science



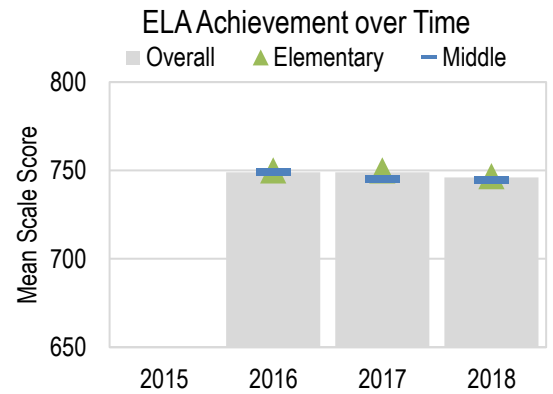
English Language Arts Achievement

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	
	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	50	744	54	749	57	740
4	--	--	49	759	55	747	56	754
5	--	--	52	746	57	755	54	746
Elementary	0	--	148	750	166	750	167	747
6	--	--	44	744	53	738	53	743
7	--	--	41	753	48	743	45	751
8	--	--	n<16	--	39	756	48	740
Middle	0	--	93	749	139	745	146	744
Overall	--	--	263	749	333	749	313	746

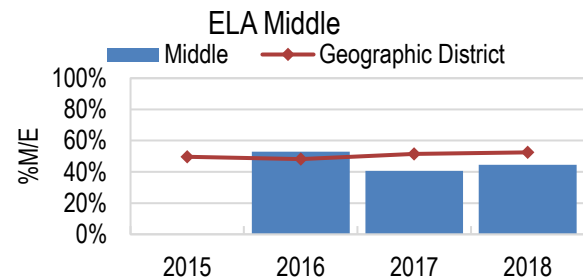
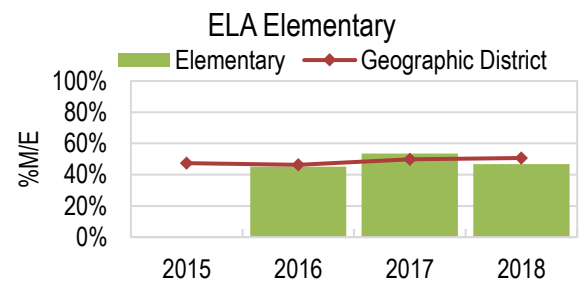
*Overall results before 2017-18 also include high school grade levels.



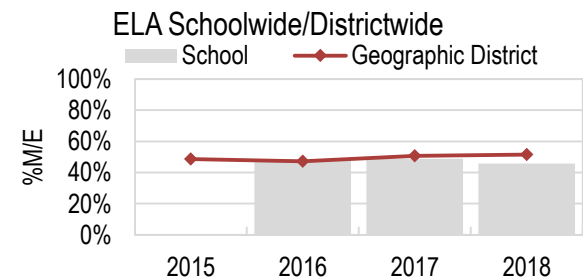
CMAS ELA: Local Comparison

-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	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	50	40.0%	54	48.1%	57	38.6%
4	--	--	49	57.1%	55	47.3%	56	53.6%
5	--	--	52	38.5%	57	64.9%	54	48.1%
Elementary	0	--	151	45.0%	166	53.6%	167	46.7%
6	--	--	44	50.0%	53	32.1%	53	49.1%
7	--	--	41	56.1%	48	41.7%	45	53.3%
8	--	--	n<16	--	39	51.3%	48	31.3%
Middle	0	--	93	52.9%	140	40.7%	146	44.5%
Overall	--	--	263	48.4%	333	48.8%	313	45.7%



Geographic District Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	5915	43.6%	6055	42.3%	6079	45.4%	5962	46.8%
4	5873	50.0%	5957	49.6%	6124	51.8%	6060	51.2%
5	5954	48.7%	6021	47.2%	6032	52.2%	6196	53.9%
Elementary	17742	47.4%	18033	46.3%	18235	49.8%	18218	50.7%
6	6126	52.1%	6089	49.4%	6035	52.0%	6099	53.5%
7	5642	49.0%	6125	48.5%	6002	51.3%	5918	53.8%
8	5565	47.9%	5624	46.4%	5984	51.0%	5791	50.0%
Middle	17333	49.7%	17838	48.2%	18021	51.4%	17808	52.5%
Overall	35075	48.6%	35871	47.2%	36256	50.6%	36026	51.6%



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 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 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 (Jefferson County R-1) for the past four years. Overall, the school has performed lower than their geo. district in 2017, and 2018. This year, the school performed lower than their geo. district by 5.9 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.

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

Exceeds	Approaching
Meets	Does Not Meet

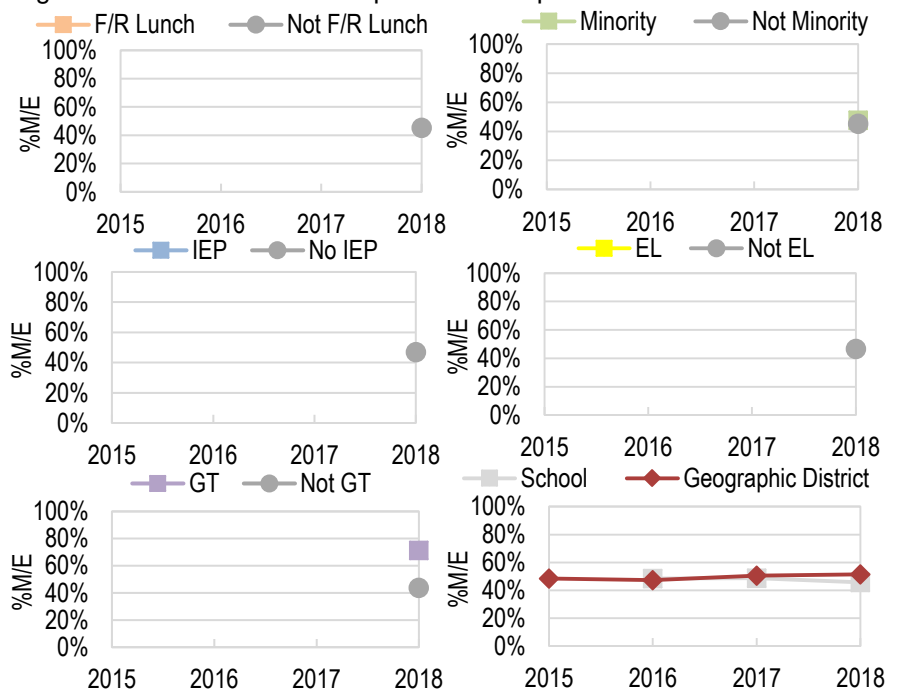
English Language Arts Subgroup Achievement

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	--	--	--	--
	N	--	--	--	45.1%
Minority	Y	--	--	--	47.5%
	N	--	--	--	45.2%
IEP	Y	--	--	--	--
	N	--	--	--	46.8%
EL	Y	--	--	--	--
	N	--	--	--	46.5%
GT	Y	--	--	--	71.4%
	N	--	--	--	43.8%
Schoolwide		--	48.4%	48.8%	45.7%
Geographic District		48.6%	47.2%	50.6%	51.6%

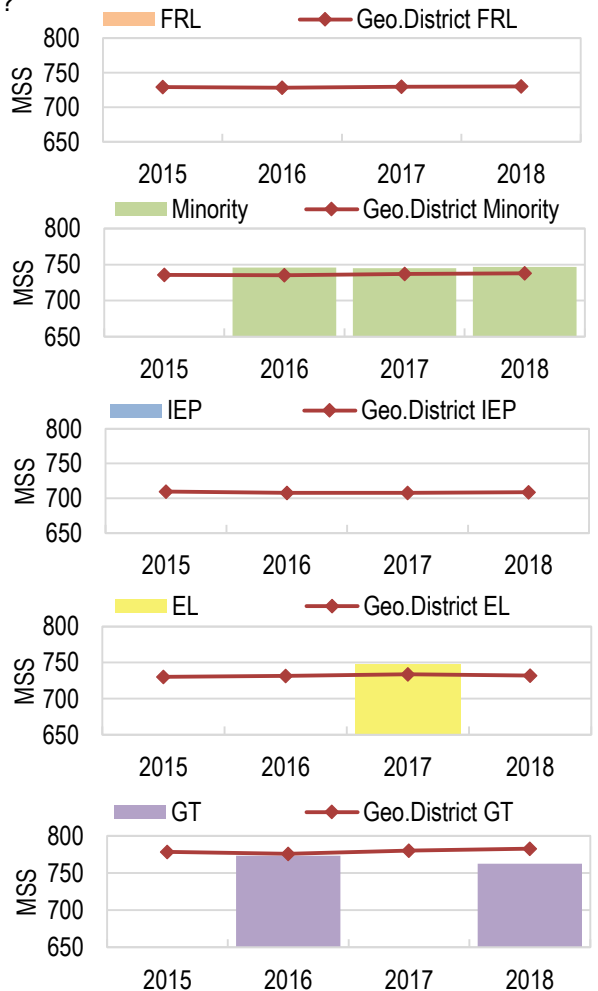


CMAS ELA: Subgroup Local Comparison

-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	0	--	n<16	--	n<16	--	n<16	--
Minority	0	--	50	746	60	745	61	747
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	0	--	n<16	--	16	748	n<16	--
GT	0	--	18	773	n<16	--	21	762

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	13062	729	13161	728	12832	730	11119	730
Minority	13056	736	13536	735	13686	737	12002	738
IEP	3860	710	4069	708	4235	708	3851	709
EL	4462	730	4625	732	4522	734	3720	732
GT	7344	778	7709	776	5840	780	5659	783



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, and overall student performance decreased. This year, minority students outperformed their non-minority peers, GT students outperformed their non-GT peers, overall, Jefferson County R-1 outperformed the school. In 2018, the following subgroups outperformed the geo. district: minority, additional details are available in the graphs on the right.

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

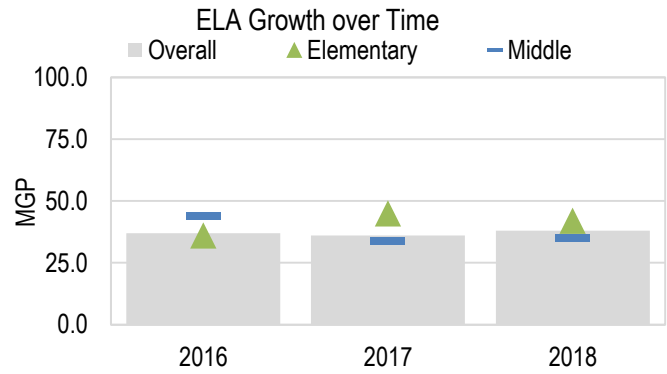


English Language Arts Growth

CMAS ELA: School Status and Trends

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

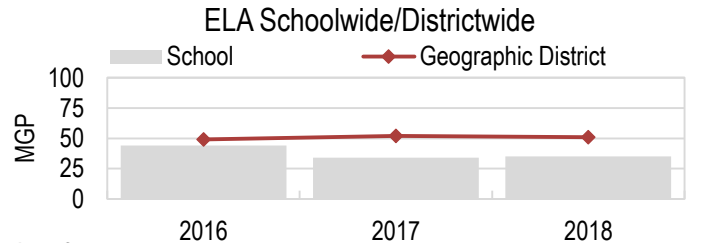
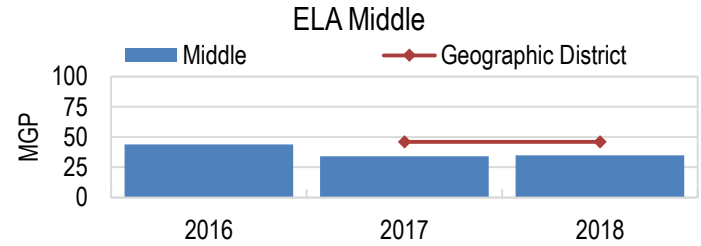
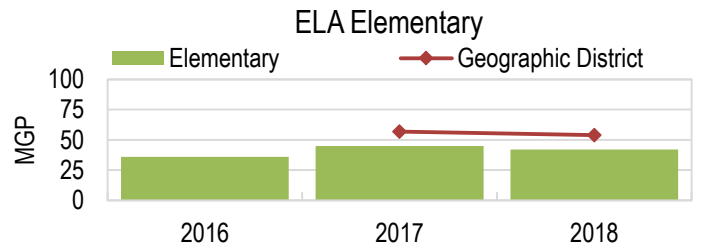
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	26	38.0	47	45.0	49	49.0
5	33	34.0	52	40.5	51	36.0
Elementary	59	36.0	99	45.0	100	42.0
6	n<20	--	43	27.0	50	28.0
7	20	46.5	43	33.0	35	42.0
8	n<20	--	34	54.0	40	40.5
Middle	43	44.0	120	34.0	125	35.0
Overall	112	37.0	227	36.0	225	38.0



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	5503	51.0	5675	56.0	5675	51.0
5	5533	49.0	5582	51.0	5779	50.0
Elementary	NA	--	15391	57.0	15441	54.0
6	5629	59.0	5650	61.0	5695	60.0
7	5597	42.0	5552	44.0	5519	45.0
8	5131	46.0	5569	47.0	5425	46.0
Middle	NA	--	12637	46.0	12652	46.0
Overall	32091	49.0	32701	52.0	28093	51.0

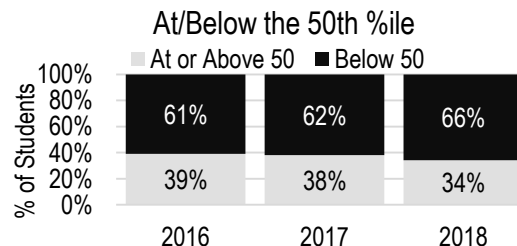
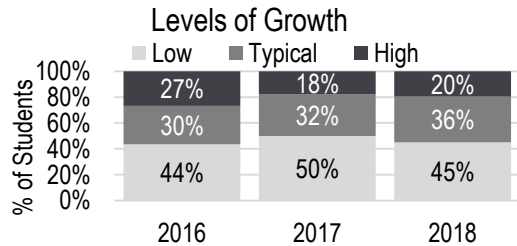


Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 2 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	44%	50%	45%
Typical (35-65)	30%	32%	36%
High (above 65)	27%	18%	20%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 45% 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 20% of students. The percent of students at or above the 50th percentile has decreased from last year (38% to 34%). Since 2016, the percent of students at or above the 50th percentile has decreased (39% to 34%).

ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	39%	38%	34%
Below 50	61%	62%	66%

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

Exceeds	Approaching
Meets	Does Not Meet

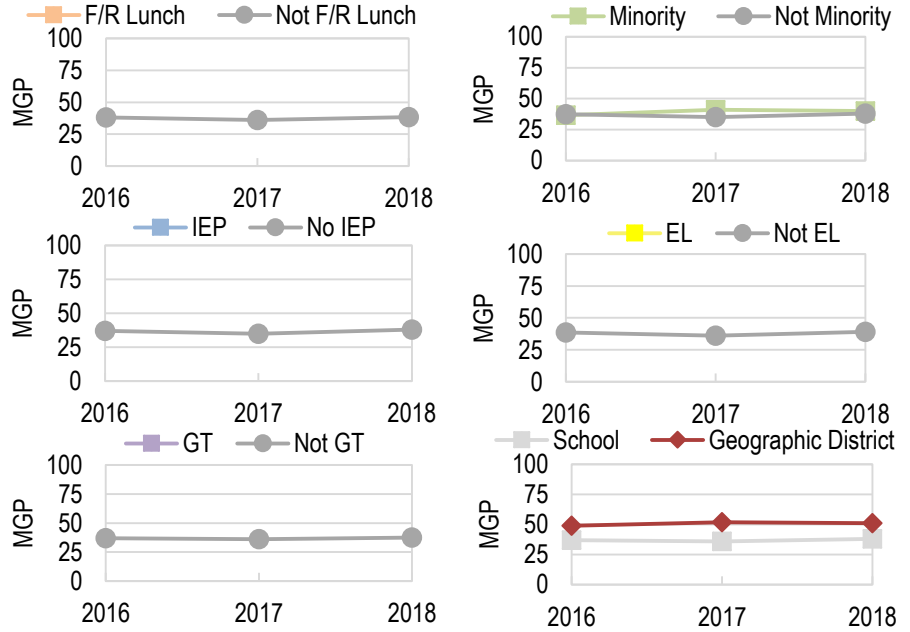
English Language Arts Subgroup Growth

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	--	--	--
	N	38.0	36.0	38.5
Minority	Y	36.5	41.0	40.0
	N	37.5	35.0	38.0
IEP	Y	--	--	--
	N	37.0	35.0	38.0
EL	Y	--	--	--
	N	38.5	36.0	39.0
GT	Y	--	--	--
	N	37.0	36.0	37.5
Schoolwide		37.0	36.0	38.0
Geographic District		49.0	52.0	51.0



CMAS ELA: Subgroup Local Comparison

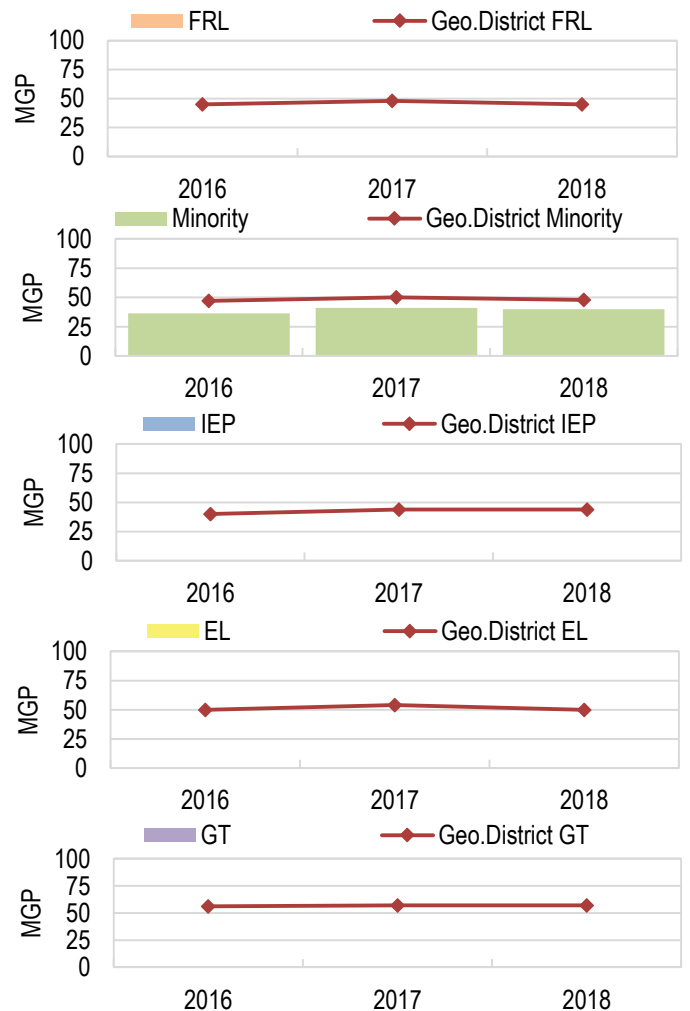
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	n<20	--	n<20	--	n<20	--
Minority	22	36.5	45	41.0	39	40.0
IEP	n<20	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	n<20	--	n<20	--	n<20	--

Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	10264	45.0	10075	48.0	8628	45.0
Minority	10637	47.0	10911	50.0	9399	48.0
IEP	2899	40.0	3089	44.0	2825	44.0
EL	3637	50.0	3573	54.0	2791	50.0
GT	6357	56.0	4861	57.0	4996	57.0

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 increased. This year, minority students outperformed their non-minority peers, overall, Jefferson County 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.



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

Exceeds	Approaching
Meets	Does Not Meet

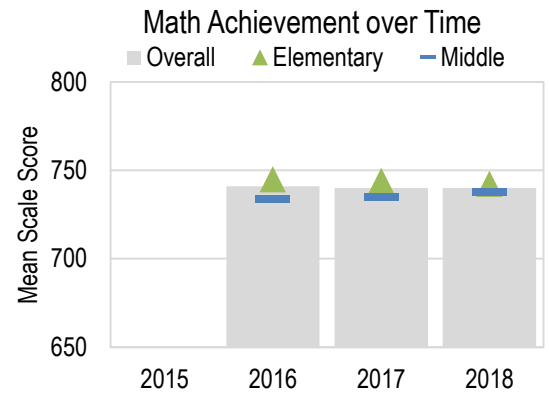
Mathematics Achievement

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	
	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	50	749	53	753	57	739
4	--	--	49	751	55	739	56	746
5	--	--	51	733	58	740	54	743
Elementary	0	--	147	745	166	744	167	742
6	--	--	44	732	51	732	53	740
7	--	--	35	735	46	736	45	748
8	--	--	16	727	n<16	--	26	711
Middle	0	--	105	734	137	735	144	738
Overall	--	--	273	741	332	740	312	740

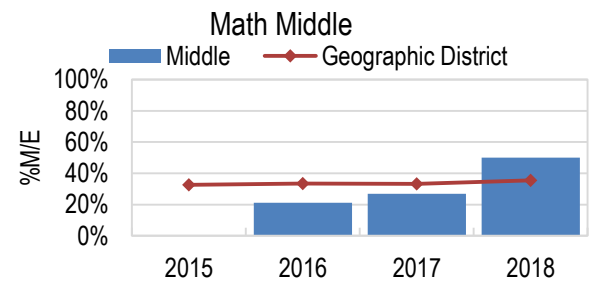
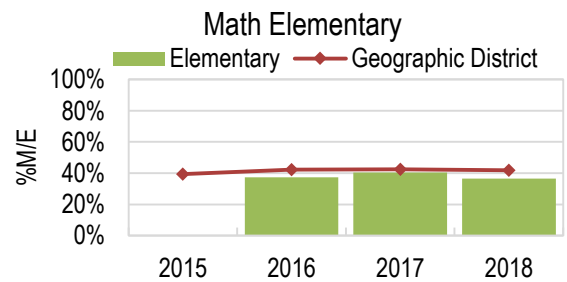
*Overall results before 2017-18 also include high school grade levels.



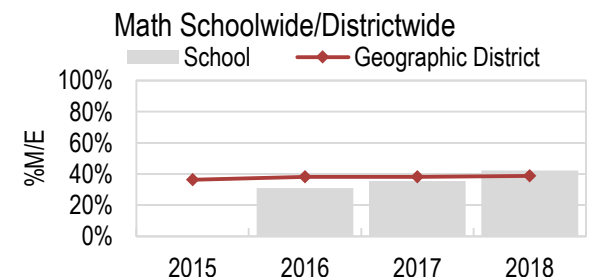
CMAS Math: Local Comparison

-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	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	50	46.0%	53	58.5%	57	31.6%
4	--	--	49	40.8%	55	32.7%	56	42.9%
5	--	--	51	25.5%	58	31.0%	54	35.2%
Elementary	0	--	150	37.3%	166	40.4%	167	36.5%
6	--	--	44	25.0%	51	23.5%	53	39.6%
7	--	--	35	25.7%	46	30.4%	45	48.9%
8	--	--	16	--	n<16	--	26	73.1%
Middle	0	--	105	21.1%	137	26.8%	124	50.0%
Overall	--	--	273	31.0%	332	35.4%	291	42.3%



Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	5902	43.5%	6193	45.2%	6206	46.8%	6062	46.5%
4	5840	36.5%	6016	38.9%	6201	39.6%	6172	38.0%
5	5940	38.2%	6013	42.4%	6023	40.6%	6190	41.0%
Elementary	17682	39.4%	18222	42.2%	18430	42.4%	18424	41.8%
6	6109	42.2%	6088	41.0%	6027	41.2%	6109	38.9%
7	5223	32.5%	5817	35.4%	5654	33.4%	5914	39.3%
8	3641	16.4%	3790	18.7%	3879	20.3%	3862	24.1%
Middle	14973	32.5%	15695	33.5%	15560	33.1%	15885	35.4%
Overall	32655	36.3%	33917	38.2%	33990	38.2%	34309	38.9%



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 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has increased by 0 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past four years. Overall, the school has performed greater than their geo. district in and 2018. This year, the school performed greater than their geo. district by 3.4 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.

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

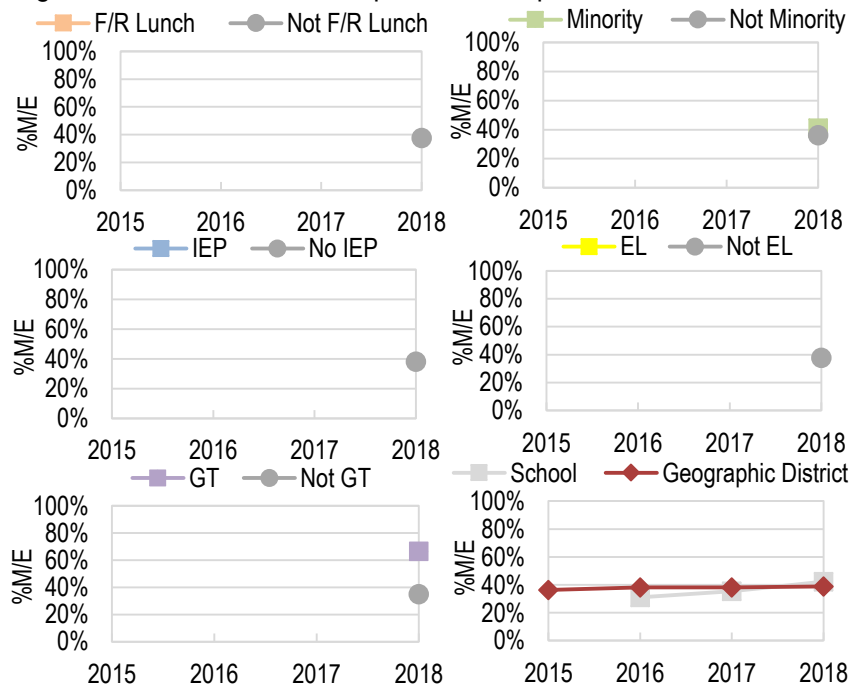
Exceeds	Approaching
Meets	Does Not Meet

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?

CMAS Math		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	--
	N	--	--	--	37.5%
Minority	Y	--	--	--	41.0%
	N	--	--	--	36.1%
IEP	Y	--	--	--	--
	N	--	--	--	38.0%
EL	Y	--	--	--	--
	N	--	--	--	37.7%
GT	Y	--	--	--	66.7%
	N	--	--	--	34.9%
Schoolwide		--	31.0%	35.4%	42.3%
Geographic District		36.3%	38.2%	38.2%	38.9%

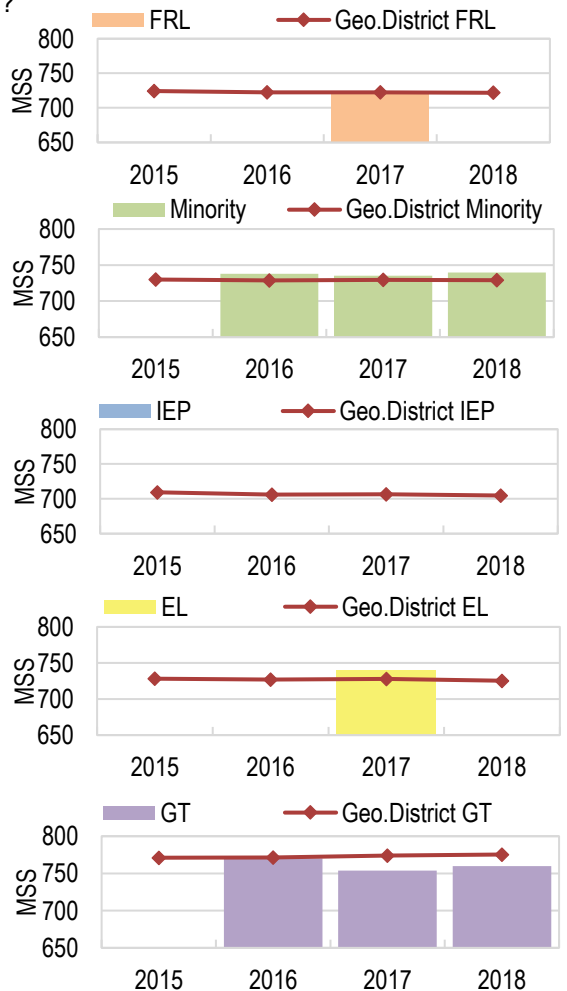


CMAS Math: Subgroup Local Comparison

- 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?

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	0	--	n<16	--	16	720	n<16	--
Minority	0	--	52	738	61	735	61	740
IEP	0	--	n<16	--	n<16	--	n<16	--
EL	0	--	n<16	--	17	740	n<16	--
GT	0	--	18	770	16	754	21	760

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	13019	724	13183	723	12898	723	11163	722
Minority	13027	730	13551	729	13771	729	12061	729
IEP	3890	709	4064	706	4236	707	3852	705
EL	4446	728	4640	727	4660	728	3796	725
GT	7299	771	7682	772	5843	774	5650	775



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, and overall student performance increased. This year, minority students outperformed their non-minority peers, GT students outperformed their non-GT peers, overall, the school outperformed Jefferson County R-1. In 2018, the following subgroups outperformed the geo. district: minority, additional details are available in the graphs on the right.

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

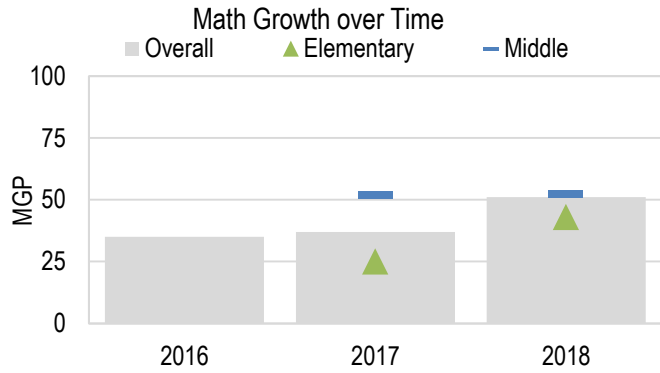


Mathematics Growth

CMAS Math: School Status and Trends

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

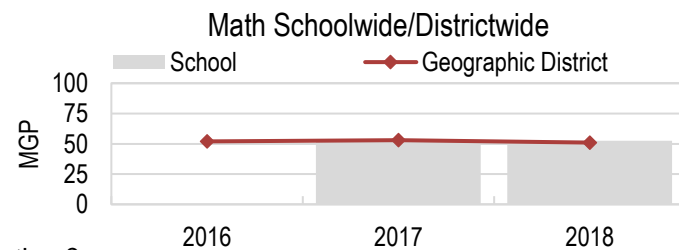
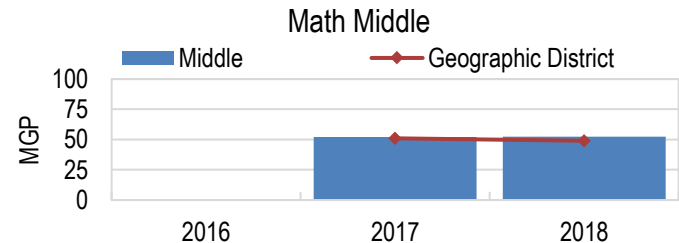
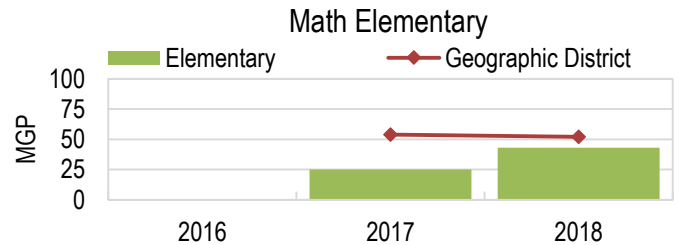
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	26	47.5	46	26.5	49	52.0
5	31	26.0	52	22.5	50	42.5
Elementary	--	--	98	25.0	99	43.0
6	n<20	--	41	42.0	50	54.5
7	n<20	--	43	69.0	35	65.0
8	n<20	--	31	52.0	37	28.0
Middle	--	--	115	52.0	122	52.5
Overall	101	35.0	229	37.0	221	51.0



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	5548	50.0	5788	52.0	5805	47.0
5	5495	55.0	5624	54.0	5843	51.0
Elementary	NA	--	15535	54.0	15616	52.0
6	5627	57.0	5634	57.0	5685	58.0
7	5304	48.0	5511	50.0	5508	49.0
8	4942	49.0	5390	49.0	4960	47.0
Middle	NA	--	12412	51.0	12185	49.0
Overall	30891	52.0	31928	53.0	27801	51.0



Growth Status and Local Comparison Narrative

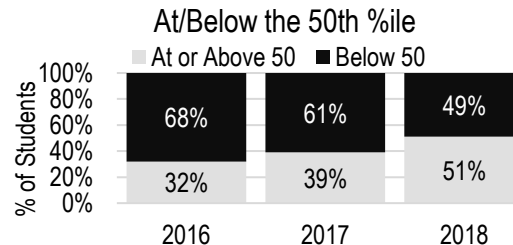
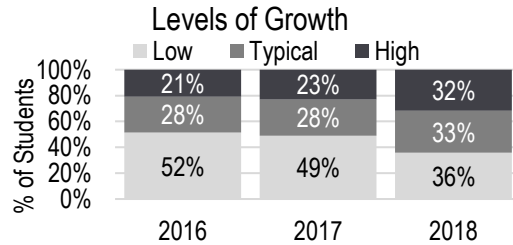
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth increased by 14 percentile points. In 2018, overall student growth met state expectations and was equal to the geo. district. Overall student growth for the geo. district has decreased over time.

CMAS Math: Levels of Growth

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

Math Levels of Growth			
CMAS Math	%Students		
Category	2016	2017	2018
Low (below 35)	52%	49%	36%
Typical (35-65)	28%	28%	33%
High (above 65)	21%	23%	32%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	32%	39%	51%
Below 50	68%	61%	49%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 36% 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 32% of students. The percent of students at or above the 50th percentile has increased from last year (39% to 51%). Since 2016, the percent of students at or above the 50th percentile has increased (32% to 51%).

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

Exceeds	Approaching
Meets	Does Not Meet

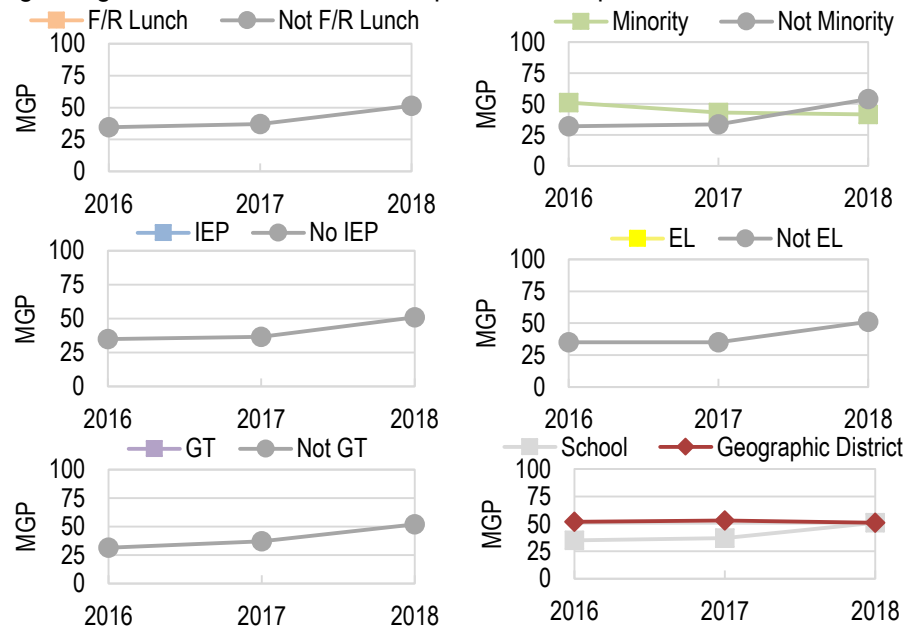
Mathematics Subgroup Growth

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	--	--	--
	N	34.5	37.0	51.5
Minority	Y	51.0	43.0	41.5
	N	32.0	33.5	54.0
IEP	Y	--	--	--
	N	35.0	36.5	51.0
EL	Y	--	--	--
	N	35.0	35.0	51.0
GT	Y	--	--	--
	N	31.5	37.0	52.0
Schoolwide		35.0	37.0	51.0
Geographic District		52.0	53.0	51.0

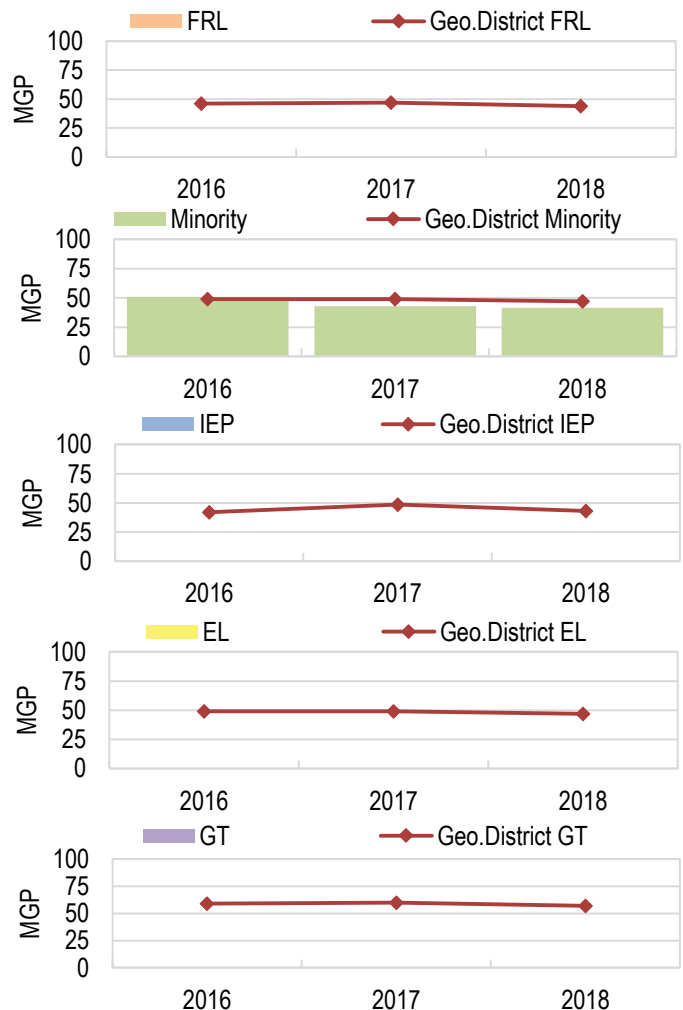


CMAS Math: Subgroup Local Comparison

-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	n<20	--	n<20	--	n<20	--
Minority	20	51.0	45	43.0	38	41.5
IEP	n<20	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	n<20	--	n<20	--	n<20	--

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	10180	46.0	10153	47.0	8775	44.0
Minority	10429	49.0	10856	49.0	9487	47.0
IEP	2912	42.0	3092	48.5	2844	43.0
EL	3601	49.0	3674	49.0	2992	47.0
GT	5675	59.0	4484	60.0	4684	57.0



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 increased. This year, non-minority students outperformed their minority peers, overall, Jefferson County 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.

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

Exceeds	Approaching
Meets	Does Not Meet

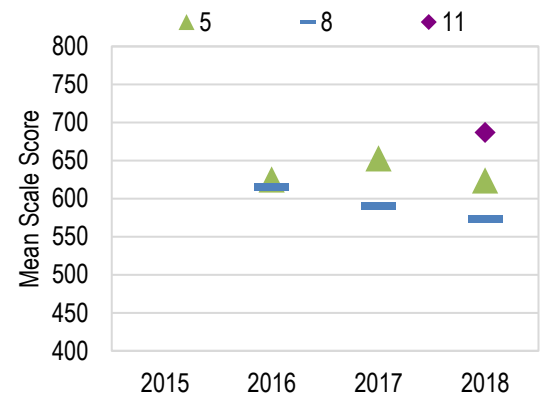
Science Achievement

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	--	51	625	57	653	54	624
8	0	--	23	616	39	590	48	574
11	0	--	0	--	n<16	--	21	687

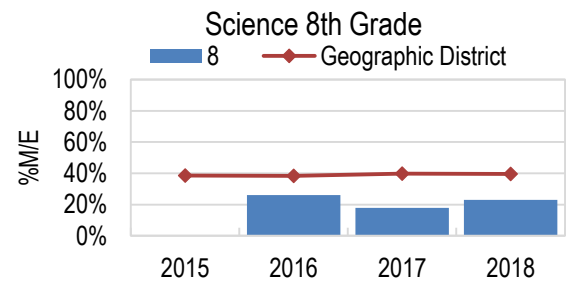
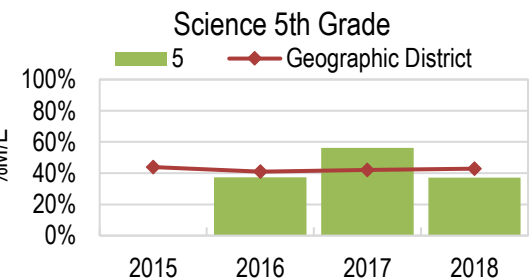
Science Achievement over Time



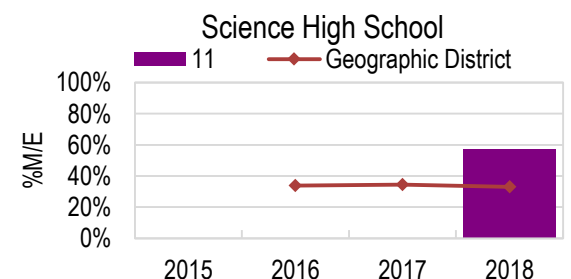
CMAS Science: Local Comparison

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

School Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	0	--	51	37.3%	57	56.1%	54	37.0%
8	0	--	23	26.1%	39	17.9%	48	22.9%
11	0	--	0	--	n<16	--	21	57.1%
Overall	0	--	74	33.8%	96	40.6%	123	35.0%



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	6010	43.9%	5993	41.0%	6008	42.1%	6183	42.9%
8	5768	38.5%	5606	38.4%	5927	39.9%	5730	39.7%
11	0	--	4323	33.8%	4383	34.5%	4378	33.1%
Overall	11778	41.2%	15922	38.1%	16318	39.3%	16291	39.1%



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. 5th grade mean scale score has decreased by 29 scale score points. 8th grade mean scale score has decreased by 16 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past four years. In 2018, the school performed lower than the geo. district in 5th grade, lower than the geo. district in 8th grade, greater 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.

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

Exceeds	Approaching
Meets	Does Not Meet

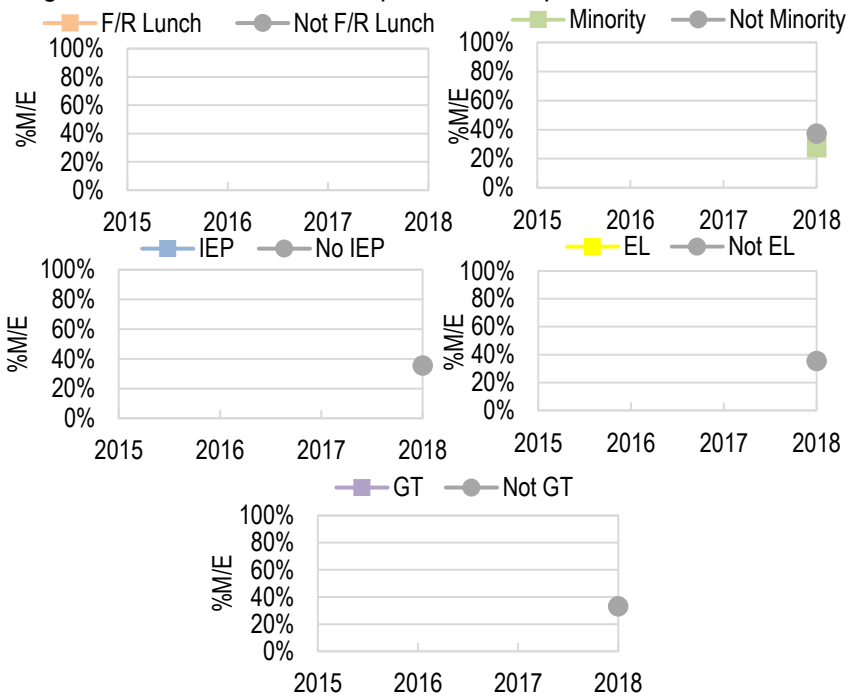
Science Subgroup Achievement

CMAS Science: Subgroup Status and Gap Trends

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

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

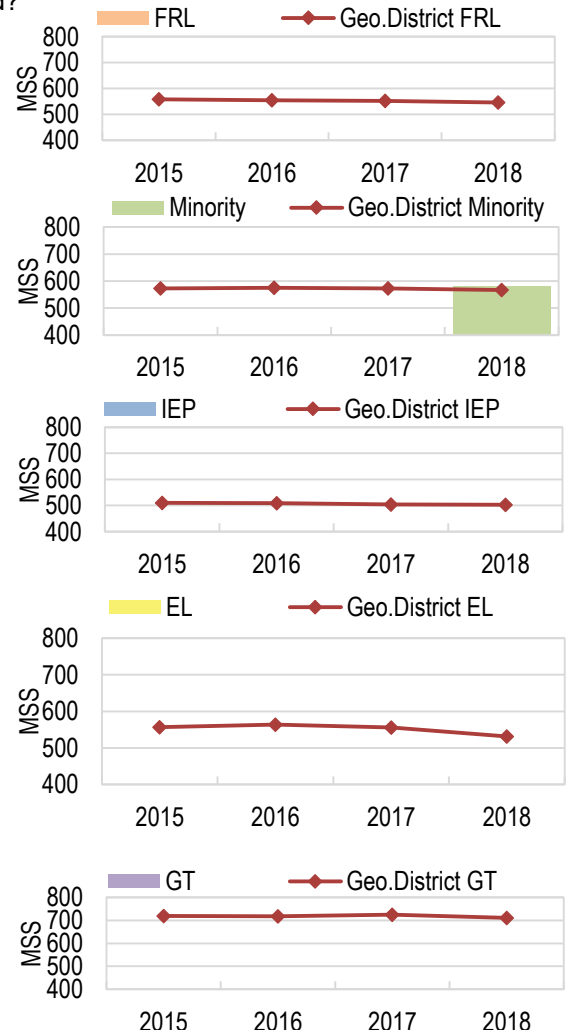
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--	--
	N	--	--	--	--
Minority	Y	--	--	--	27.6%
	N	--	--	--	37.2%
IEP	Y	--	--	--	--
	N	--	--	--	35.5%
EL	Y	--	--	--	--
	N	--	--	--	35.3%
GT	Y	--	--	--	--
	N	--	--	--	33.0%



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	--	0	--	n<16	--
Minority	0	--	0	--	0	--	29	580
IEP	0	--	0	--	0	--	n<16	--
EL	0	--	0	--	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	3855	558	4759	555	4838	552	4814	546
Minority	3849	572	5178	576	5351	573	5568	567
IEP	1172	511	1535	509	1542	504	1573	503
EL	1320	556	1739	564	1855	556	1582	532
GT	2278	720	2885	717	2202	724	3093	711

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, and overall student performance decreased. This year, non-minority students outperformed their minority peers, overall, Jefferson County R-1 outperformed the school. In 2018, the following subgroups outperformed the geo. district: minority, additional details are available in the graphs on the right.

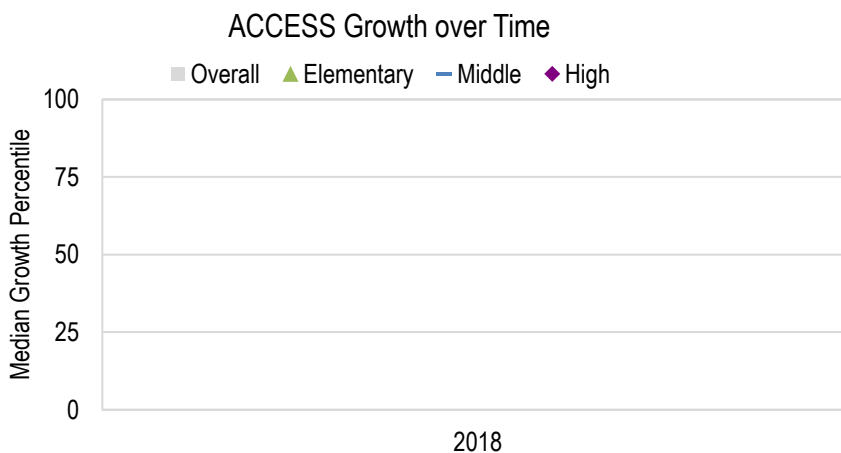
Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

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

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

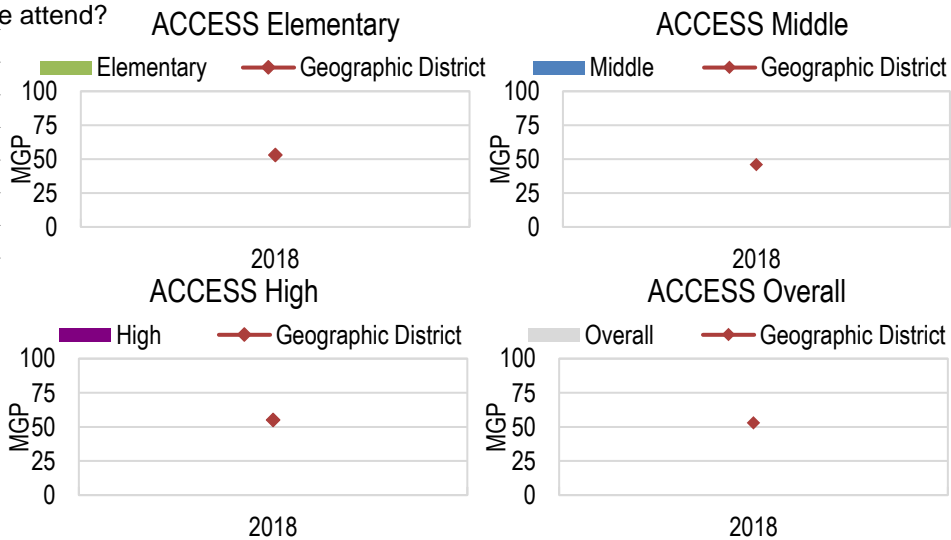
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	NA	--	--
2	NA	--	--
3	NA	--	--
4	NA	--	--
5	NA	--	--
Elementary	NA	--	--
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	NA	--	--



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	2442	53.0	NA
Middle	531	46.0	NA
High	754	55.0	NA
Overall	3727	53.0	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	
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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.

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

Exceeds	Approaching
Meets	Does Not Meet

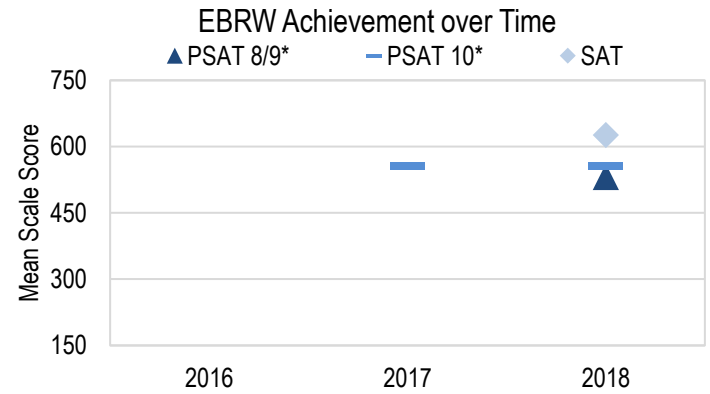
Evidence-Based Reading & Writing Achievement

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	--	34	531
PSAT 10*	0	--	26	555	33	556
SAT	NA	--	0	--	23	626

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?

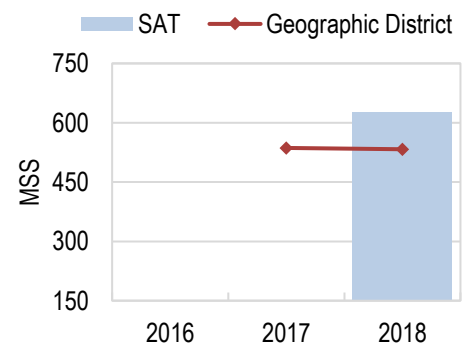
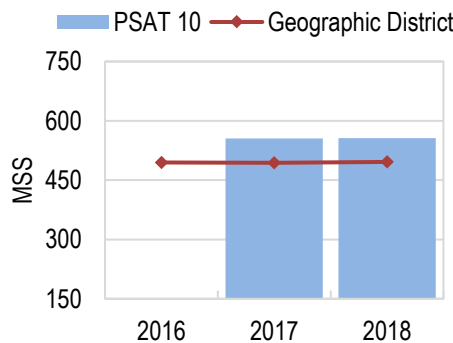
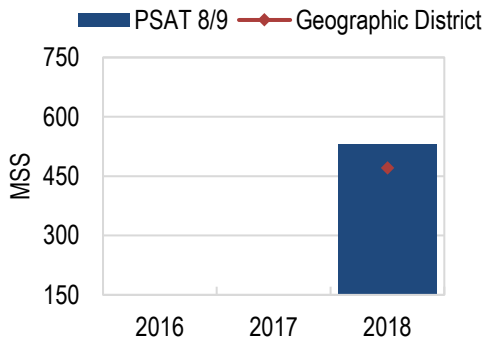
Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	6242	471
PSAT 10	5899	494	5877	494	5820	496
SAT	NA	--	5921	536	5771	533

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

EBRW PSAT 8/9

EBRW PSAT 10

EBRW SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has increased by 0.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past three years. In 2018, the school performed greater 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.

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

Exceeds	Approaching
Meets	Does Not Meet

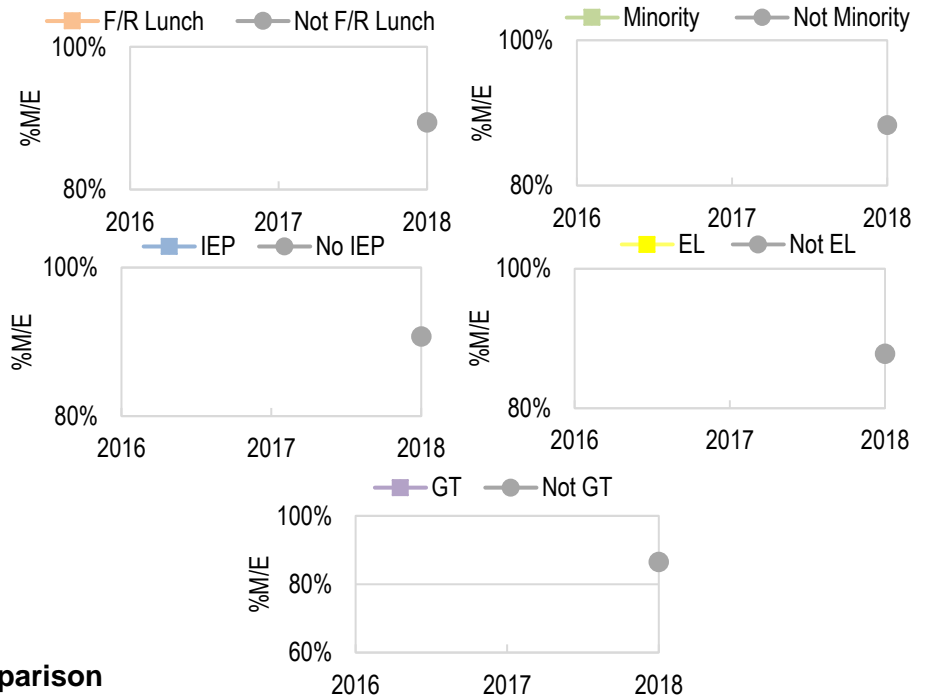
Evidence-Based Reading & Writing Subgroup Achievement

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	--	--	--
	N	--	--	89.4%
Minority	Y	--	--	--
	N	--	--	88.3%
IEP	Y	--	--	--
	N	--	--	90.7%
EL	Y	--	--	--
	N	--	--	87.8%
GT	Y	--	--	--
	N	--	--	86.6%

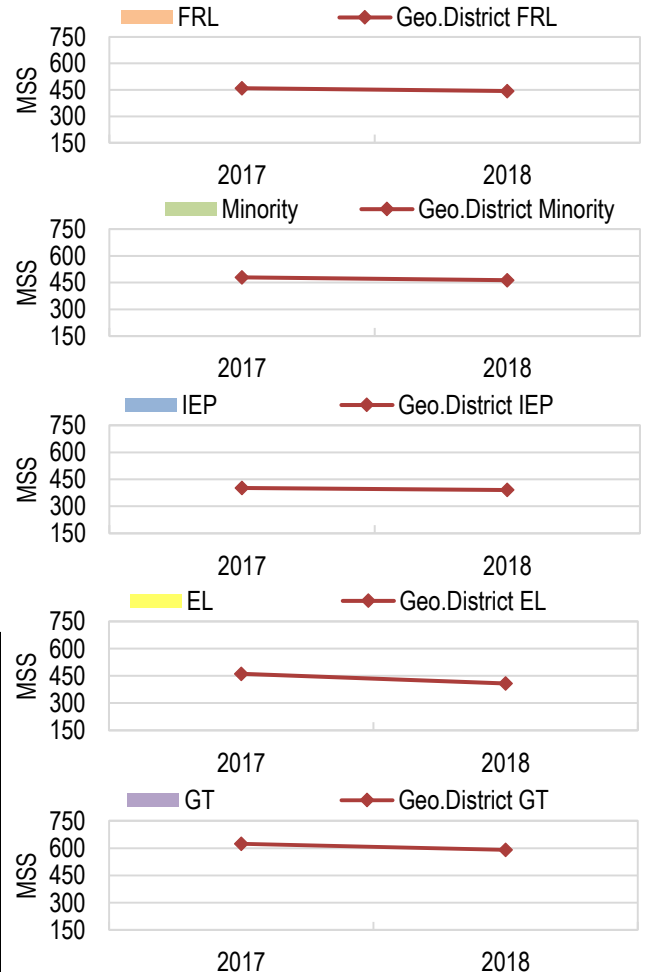


PSAT/SAT EBRW: Subgroup Local Comparison

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

School Subgroup Proficiency over Time in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	--	--	n<16	--
Minority	--	--	n<16	--
IEP	--	--	n<16	--
EL	--	--	0	--
GT	--	--	n<16	--

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	2982	459	4527	444
Minority	3767	479	5810	463
IEP	853	402	1407	391
EL	1287	462	1208	408
GT	1613	623	3699	590



Subgroup Status and Local Comparison Narrative	
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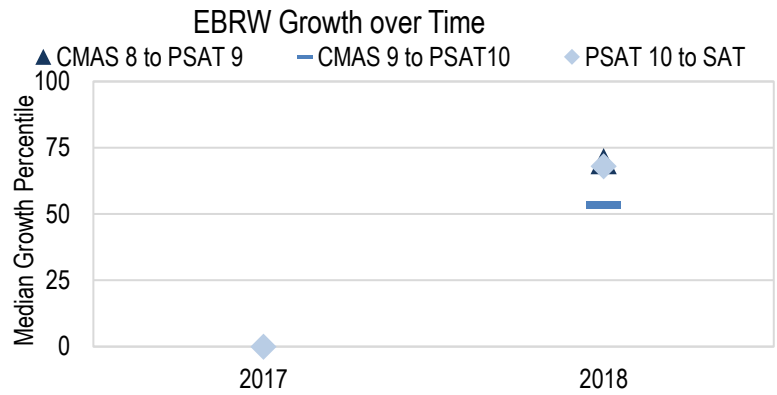
Symbol	Meaning
NA	Not reported by the state.
--	Not reportable due to low student counts.

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?

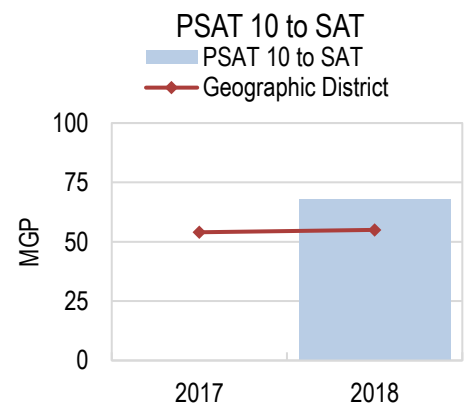
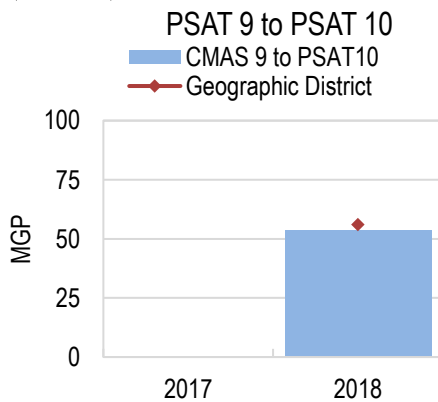
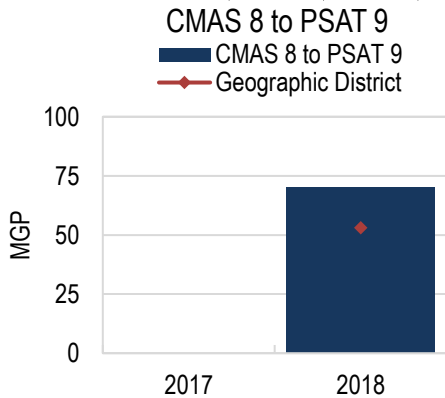
Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	21	70.0
CMAS 9 to PSAT10	NA	--	22	53.5
PSAT 10 to SAT	NA	NA	65	68.0



PSAT/SAT EBRW: Local Comparison

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

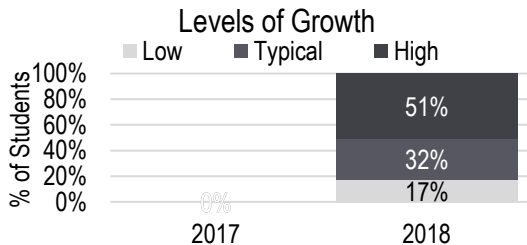
Geographic District Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	5529	53.0
CMAS 9 to PSAT10	NA	--	4830	56.0
PSAT 10 to SAT	5408	54.0	15696	55.0



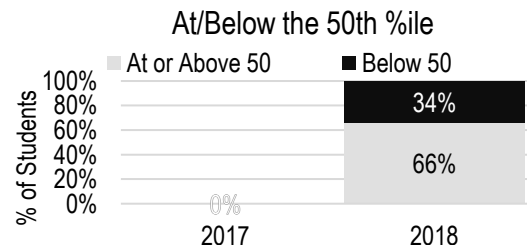
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	--	17%
Typical (35-65)	--	32%
High (above 65)	--	51%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	--	66%
Below 50	--	34%



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 decreased. 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 17% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 51% of students. The percent of students at or above the 50th percentile has

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

Exceeds	Approaching
Meets	Does Not Meet

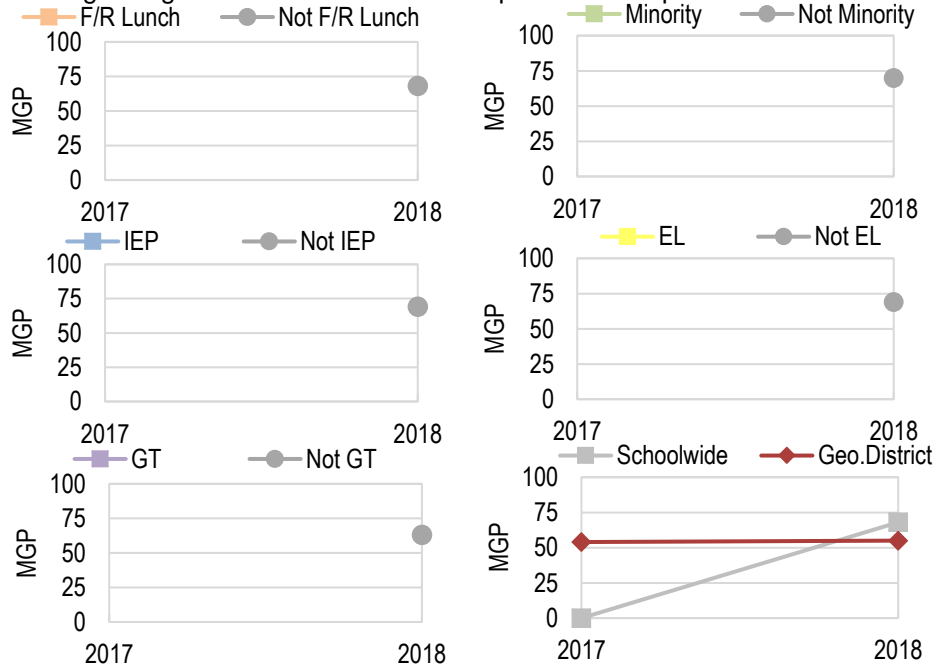
Evidence-Based Reading & Writing Subgroup Growth

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	--	--
	N	--	68.0
Minority	Y	--	--
	N	--	70.0
IEP	Y	--	--
	N	--	69.0
EL	Y	--	--
	N	--	69.0
GT	Y	--	--
	N	--	63.0
Schoolwide		NA	68.0
Geographic District		54.0	55.0



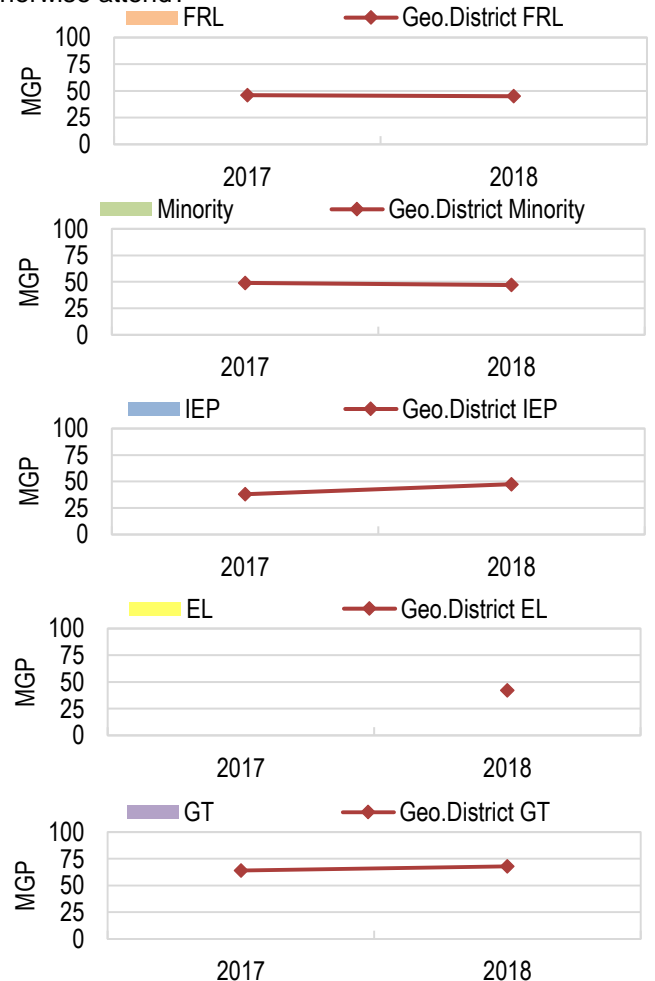
PSAT/SAT EBRW: Subgroup Local Comparison

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

Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
F/R Lunch	NA	--	n<20	--
Minority	NA	--	n<20	--
IEP	NA	--	n<20	--
EL	NA	--	n<20	--
GT	NA	--	n<20	--

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
F/R Lunch	1,285	46.0	4022	45.0
Minority	1,717	49.0	5235	47.0
IEP	299	38.0	1136	47.5
EL	NA	--	1099	42.0
GT	740	64.0	3435	68.0

Growth Subgroup Status and Local Comparison Narrative	
--	



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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

PSAT/SAT Math: School Status and Trends

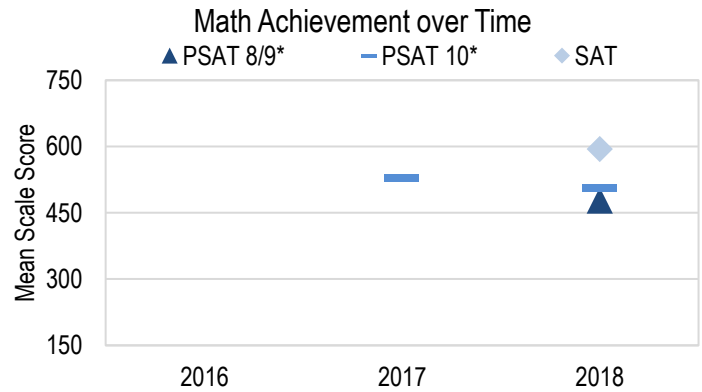
-How are students achieving on state assessments in Mathematics over time?

Achievement over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	34	478
PSAT 10*	0	--	26	529	33	505
SAT	NA	--	0	--	23	594

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.



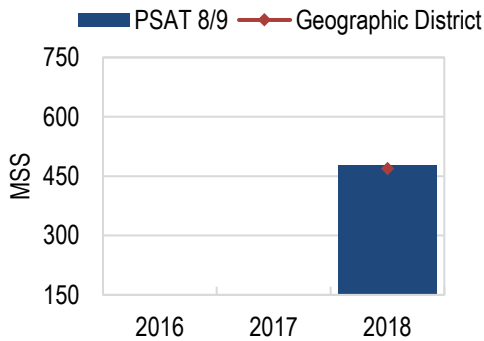
PSAT/SAT Math: Local Comparison

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

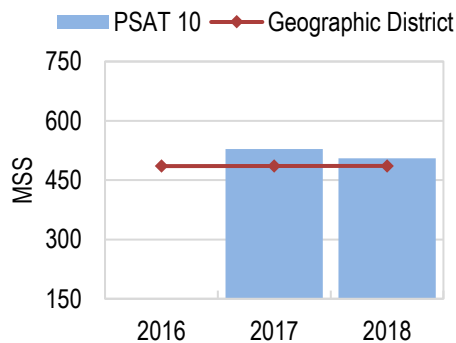
Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	6242	469
PSAT 10	5899	486	5877	486	5820	486
SAT	NA	--	5921	526	5771	523

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

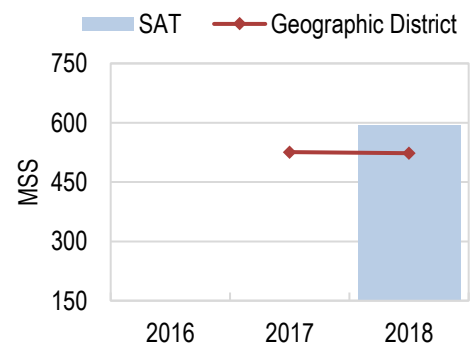
Math PSAT 8/9



Math PSAT 10



Math SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Math state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has decreased by 505 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past three years. In 2018, the school performed greater 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 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.

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

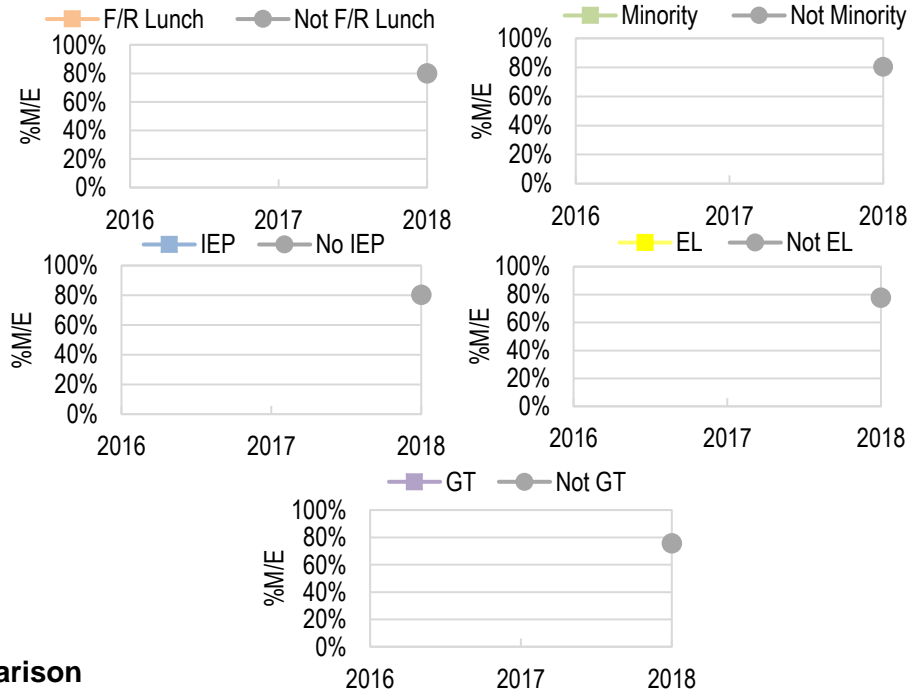
Exceeds	Approaching
Meets	Does Not Meet

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?

PSAT/SAT Math		2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	--
	N	--	--	80.0%
Minority	Y	--	--	--
	N	--	--	80.5%
IEP	Y	--	--	--
	N	--	--	80.2%
EL	Y	--	--	--
	N	--	--	77.8%
GT	Y	--	--	--
	N	--	--	75.6%

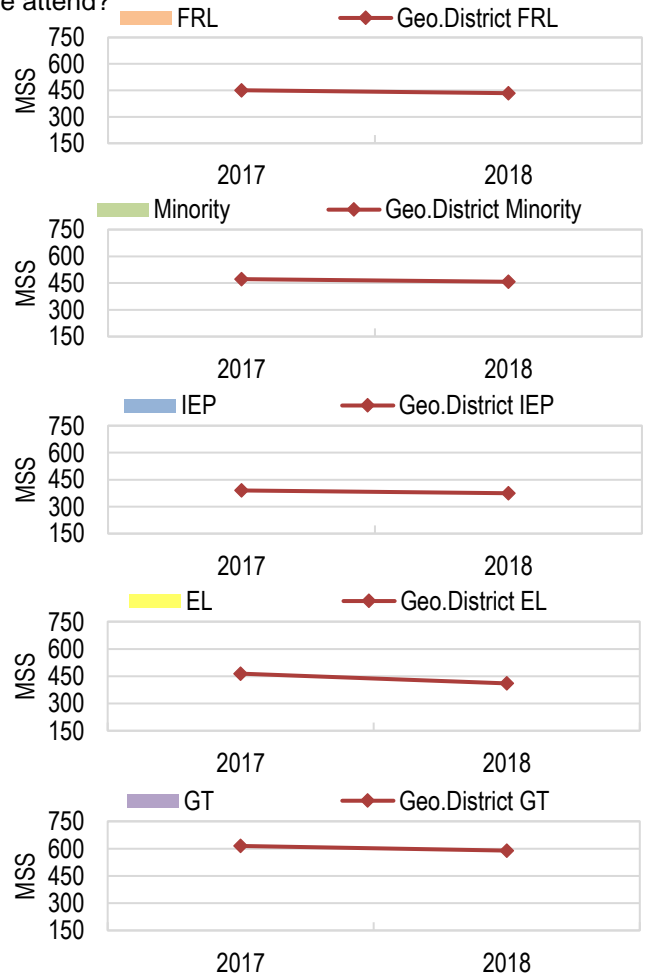


PSAT/SAT Math: Subgroup Local Comparison

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

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	--	--	n<16	--
Minority	--	--	n<16	--
IEP	--	--	n<16	--
EL	--	--	0	--
GT	--	--	n<16	--

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	2983	451	4536	434
Minority	3768	472	5821	457
IEP	854	390	1408	374
EL	1288	464	1220	410
GT	1613	615	3699	589



--

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

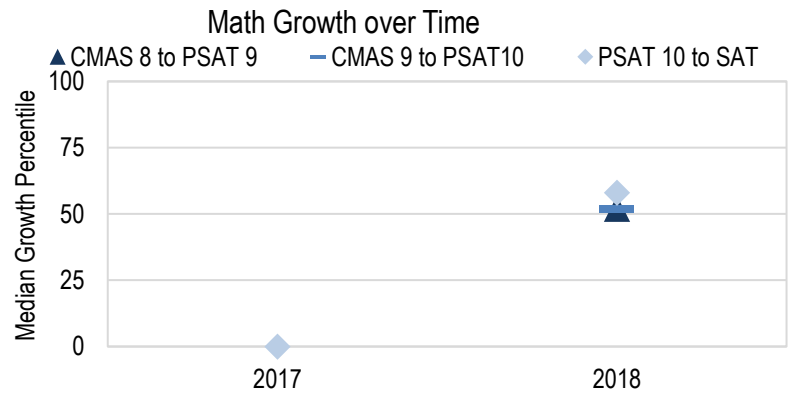
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

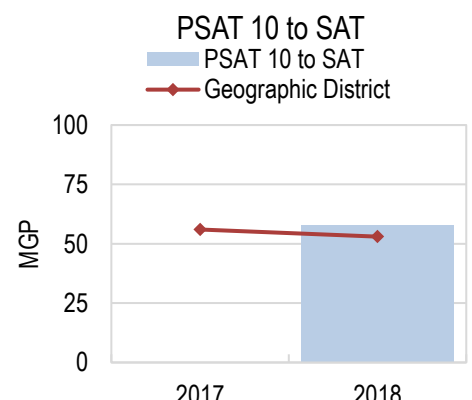
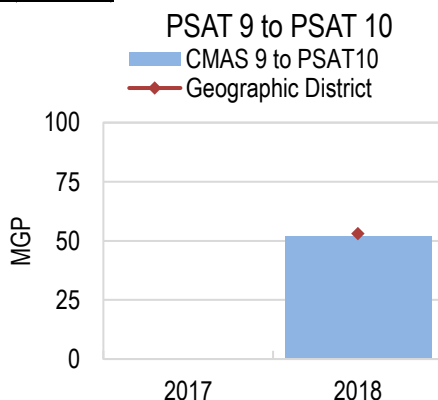
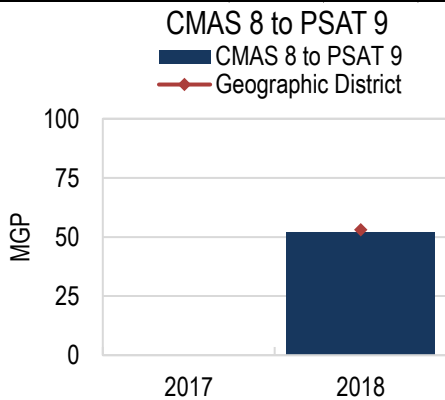
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	23	52.0
CMAS 9 to PSAT10	NA	--	22	52.0
PSAT 10 to SAT	NA	NA	67	58.0



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?

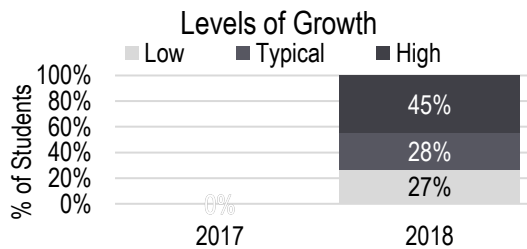
Geographic District Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	5386	53.0
CMAS 9 to PSAT10	NA	--	4451	53.0
PSAT 10 to SAT	5408	56.0	15174	53.0



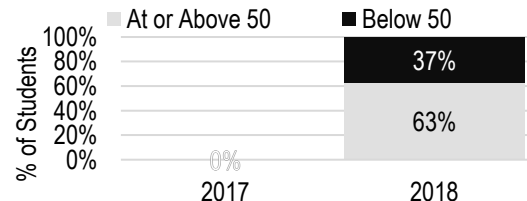
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	--	27%
Typical (35-65)	--	28%
High (above 65)	--	45%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	--	63%
Below 50	--	37%



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 below 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 met state expectations and was above the geo. district. From last year, SAT student growth has decreased. 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 27% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 45% of students. The percent of students at or above the 50th percentile has

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

Exceeds	Approaching
Meets	Does Not Meet

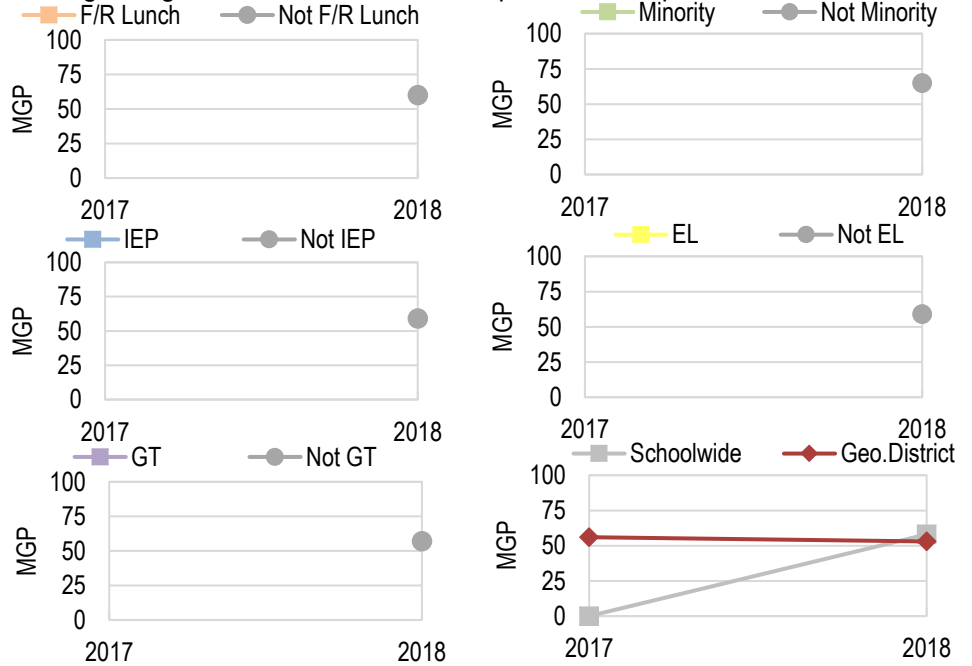
Mathematics Subgroup Growth

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	--	--
	N	--	60.0
Minority	Y	--	--
	N	--	65.0
IEP	Y	--	--
	N	--	59.0
EL	Y	--	--
	N	--	59.0
GT	Y	--	--
	N	--	57.0
Schoolwide		NA	58.0
Geographic District		56.0	53.0

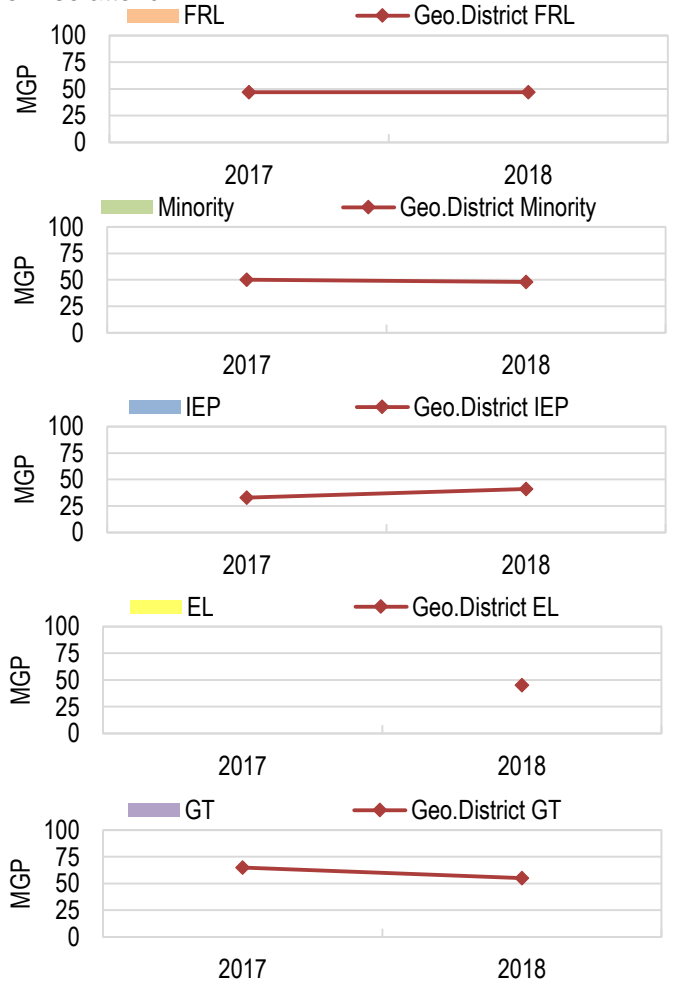


PSAT/SAT Math: Subgroup Local Comparison

-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	NA	--	n<20	--
Minority	NA	--	n<20	--
IEP	NA	--	n<20	--
EL	NA	--	n<20	--
GT	NA	--	n<20	--

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	1,285	47.0	4002	47.0
Minority	1,717	50.0	5117	48.0
IEP	299	33.0	1135	41.0
EL	NA	--	1096	45.0
GT	740	65.0	3073	55.0



Growth Subgroup Status and Local Comparison Narrative	
--	

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

Exceeds	Approaching
Meets	Does Not Meet

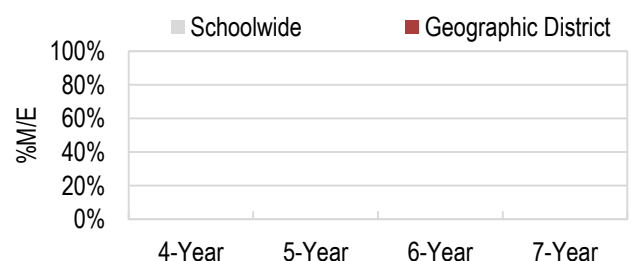
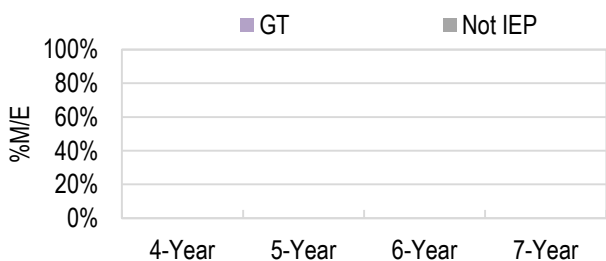
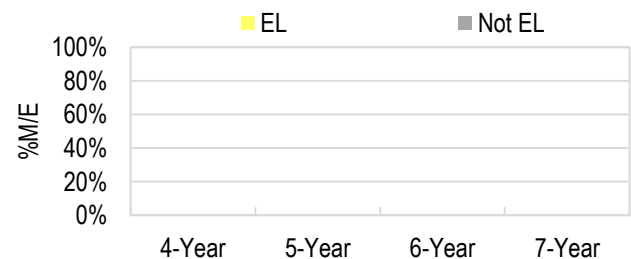
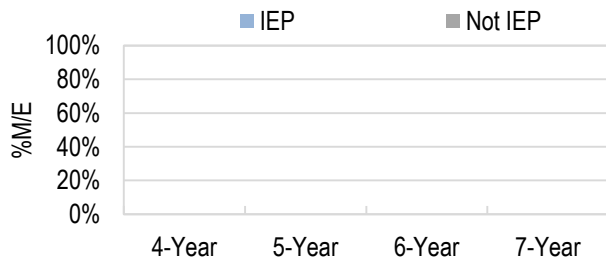
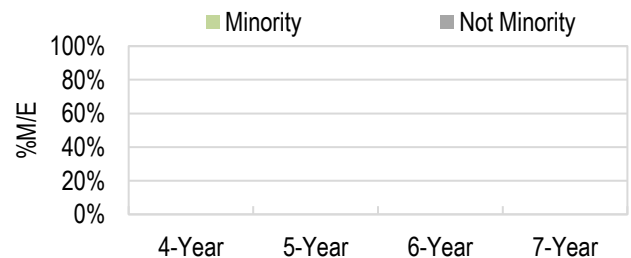
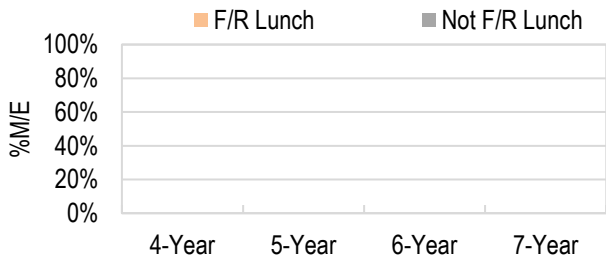
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status and Trends

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

School Subgroup Graduation Rates over Time

Student Subgroup	Best of	4-Year		5-Year		6-Year		7-Year		
		N	Rate	N	Rate	N	Rate	N	Rate	
		F/R Lunch	Y	NA	0	--	0	--	0	--
	N	NA	0	--	0	--	0	--	0	--
Minority	Y	NA	0	--	0	--	0	--	0	--
	N	NA	0	--	0	--	0	--	0	--
IEP	Y	NA	0	--	0	--	0	--	0	--
	N	NA	0	--	0	--	0	--	0	--
EL	Y	NA	0	--	0	--	0	--	0	--
	N	NA	0	--	0	--	0	--	0	--
GT	Y	NA	0	--	0	--	0	--	0	--
	N	NA	0	--	0	--	0	--	0	--
Schoolwide		NA	0	--	0	--	0	--	0	--
Geographic District		NA	0	--	0	--	0	--	0	--



Graduation Rates School Status

The graphs above show schoolwide graduation rates disaggregated by student subgroups. Overall, the school's best of graduation rate

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

Exceeds	Approaching
Meets	Does Not Meet

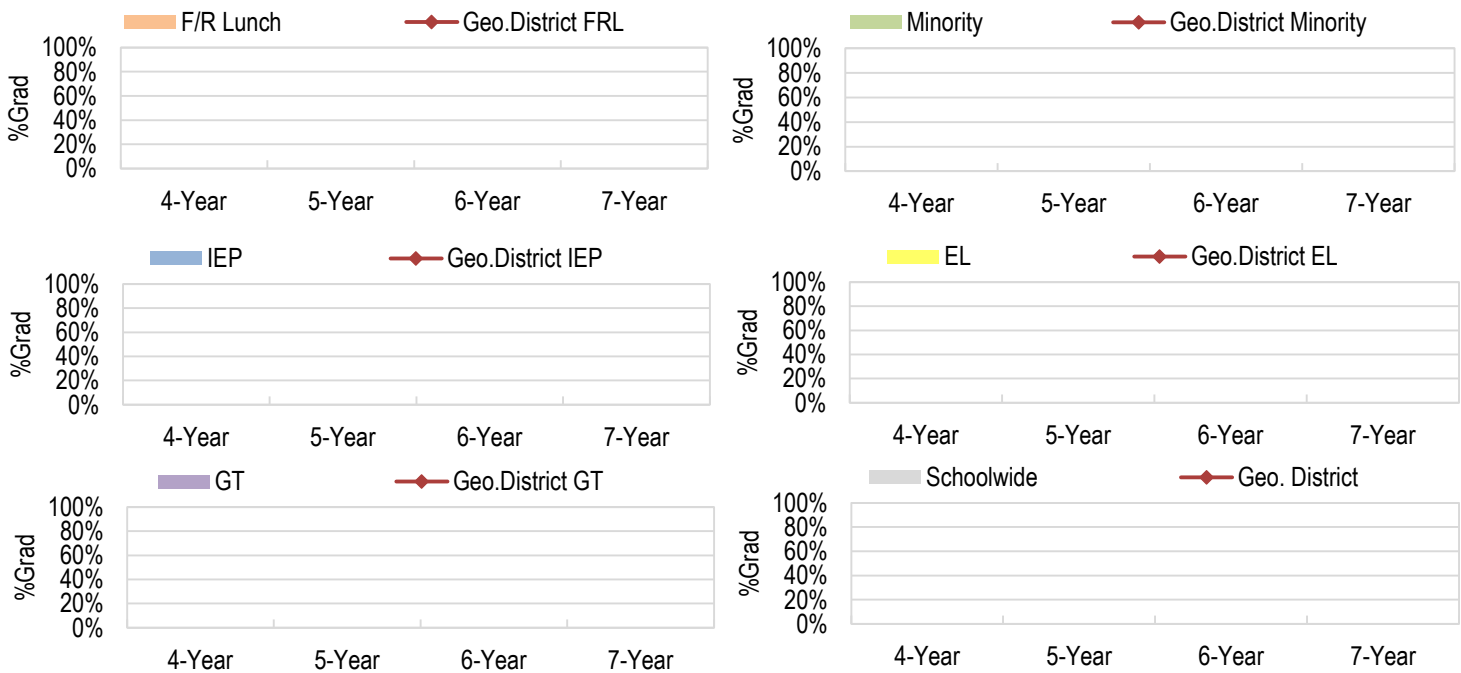
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status & Local Comparison

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

School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	NA	0	--	0	--	0	--	0	--
Minority	NA	0	--	0	--	0	--	0	--
IEP	NA	0	--	0	--	0	--	0	--
EL	NA	0	--	0	--	0	--	0	--
GT	NA	0	--	0	--	0	--	0	--
Schoolwide	NA	0	--	0	--	0	--	0	--

Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	--	0	--	0	--	0	--	0	--
Minority	--	0	--	0	--	0	--	0	--
IEP	--	0	--	0	--	0	--	0	--
EL	--	0	--	0	--	0	--	0	--
GT	--	0	--	0	--	0	--	0	--
Geo. District	--	0	--	0	--	0	--	0	--



Graduation Rates Status and Local Comparison

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

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

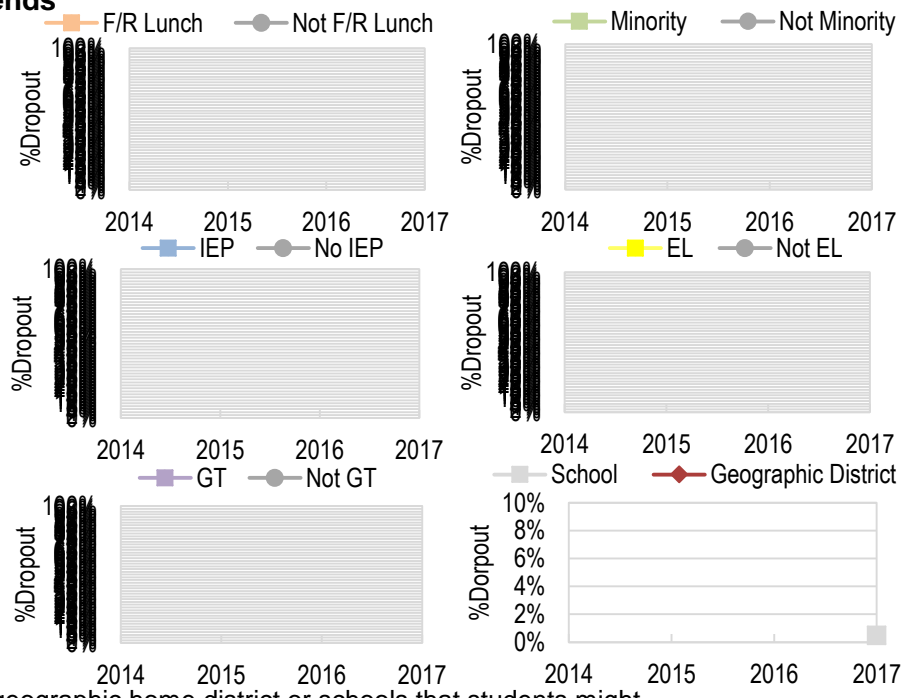
Exceeds	Approaching
Meets	Does Not Meet

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	--	--	--	--
	N	--	--	--	--
Minority	Y	--	--	--	--
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	--	--	--	--
EL	Y	--	--	--	--
	N	--	--	--	--
GT	Y	--	--	--	--
	N	--	--	--	--
Schoolwide		--	--	--	0.5%
Geographic District		--	--	--	12.5%



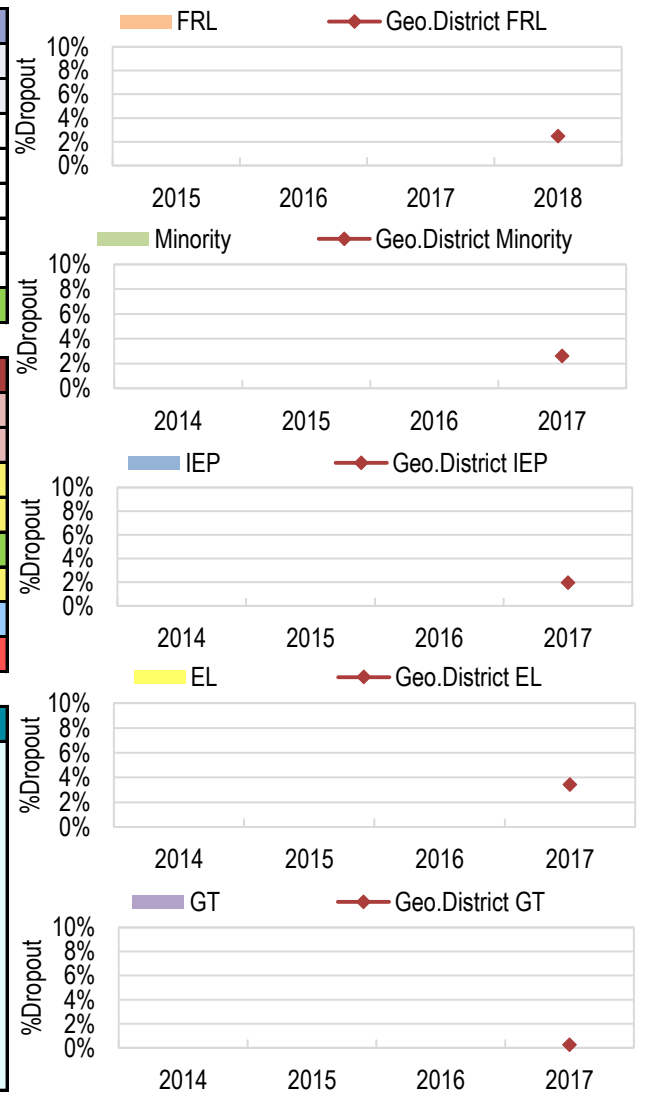
Dropout Rate: Subgroup Local Comparison

- 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	--	--	--	--	--	--	--	--
Minority	--	--	--	--	--	--	--	--
IEP	--	--	--	--	--	--	--	--
EL	--	--	--	--	--	--	--	--
GT	--	--	--	--	--	--	--	--
Schoolwide	--	--	--	--	--	--	194	0.5%

Geographic District Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	--	--	--	--	--	--	13458	2.5%
Minority	--	--	--	--	--	--	14872	2.6%
IEP	--	--	--	--	--	--	4155	2.0%
EL	--	--	--	--	--	--	2900	3.4%
GT	--	--	--	--	--	--	7371	0.3%
Geo. District	--	--	--	--	--	--	520	12.5%

Dropout Rates Status and Local Comparison	
--	



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

Exceeds	Approaching
Meets	Does Not Meet

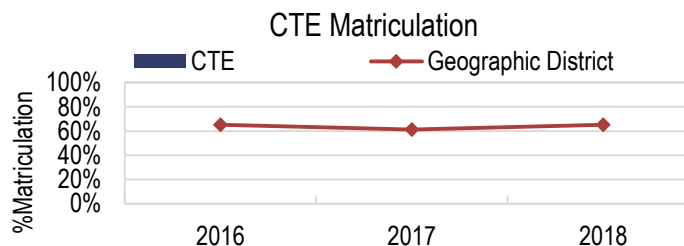
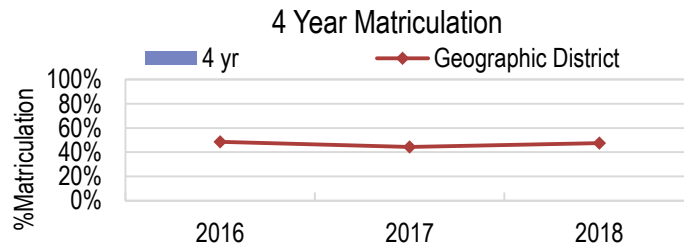
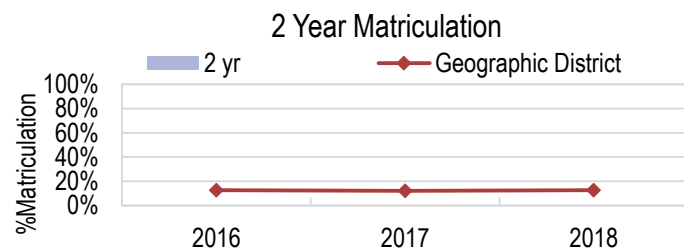
Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

School Matriculation Rate Trends over Time						
Matriculation Category	2016		2017		2018	
	N	Rate	N	Rate	N	Rate
2 yr	NA	--	NA	--	NA	--
4 yr	NA	--	NA	--	NA	--
CTE	NA	--	NA	--	NA	--
Schoolwide	NA	--	NA	--	NA	--

Geo. District Matriculation Rate Trends over Time						
Matriculation Category	2016		2017		2018	
	N	Rate	N	Rate	N	Rate
2 yr	5861	13%	5819	12%	5868	13%
4 yr	5861	49%	5819	44%	5868	48%
CTE	5861	6%	5819	8%	5868	9%
Geo. District	5861	65.2%	5819	61.2%	5868	65.3%



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Jefferson County R-1. In 2018, school matriculation rates could not be reported due to low student counts.

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

Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

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



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