Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2017-2018

The Pinnacle Charter School

Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us

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.

Table of Contents

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

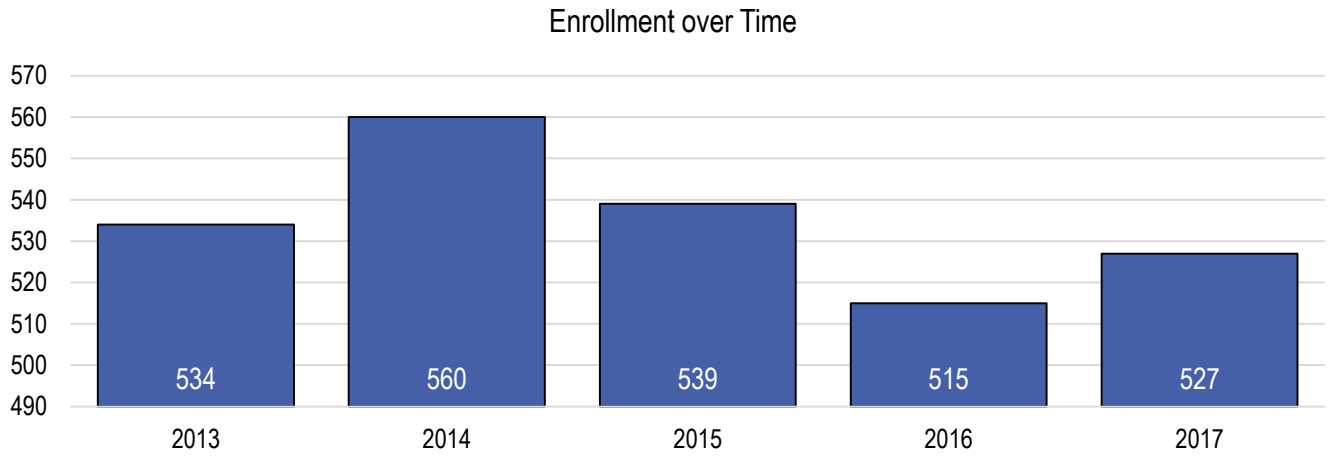
a. Is the school complying with all other obligations?

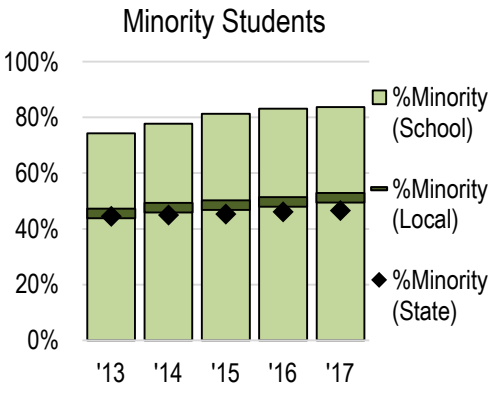
The Pinnacle Charter School Overview

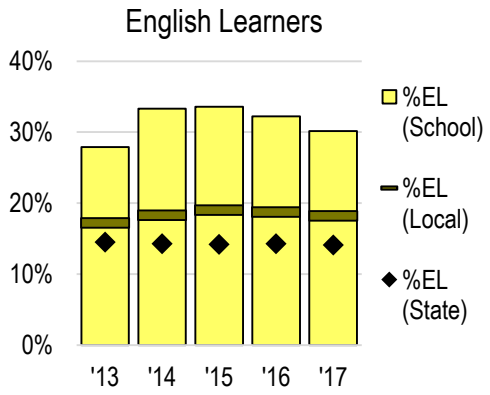
Year Opened/Transferred: 2006-2007
Grades Served: 9-12
School Model: Core Knowledge

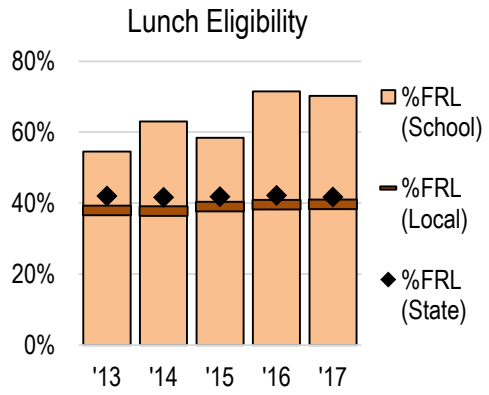
Town/City: Federal Heights
District of Residence: Adams 12 Five Star Schools
Original Application Type: Transfer

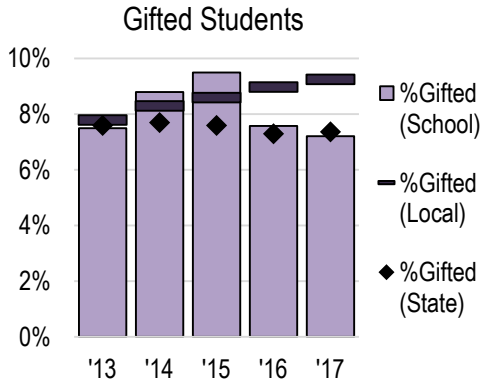
Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	**534**	**560**	**539**	**515**	**527**	
Minority	74.3%	77.7%	81.3%	83.1%	83.7%	
EL	27.9%	33.3%	33.6%	32.2%	30.2%	
FRL	54.5%	63.0%	58.4%	71.5%	70.2%	
Gifted	7.5%	8.8%	9.5%	7.6%	7.2%	
SPED	2.8%	3.0%	3.0%	3.9%	5.3%	
504	1.1%	0.9%	1.9%	1.4%	1.5%	

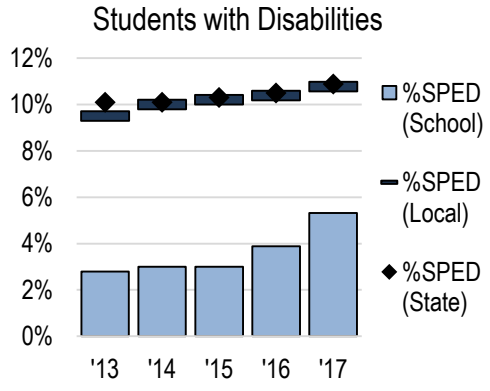


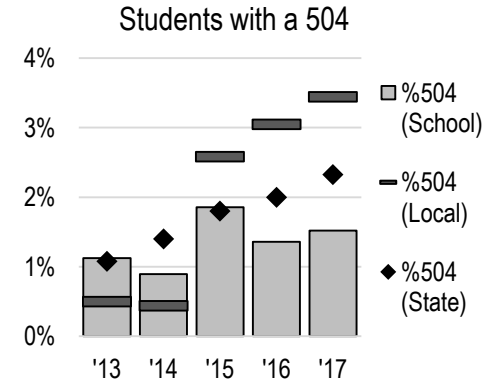












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

CSI Annual Review of Schools (CARS) Rating

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

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

Participation

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

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

- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are 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%**

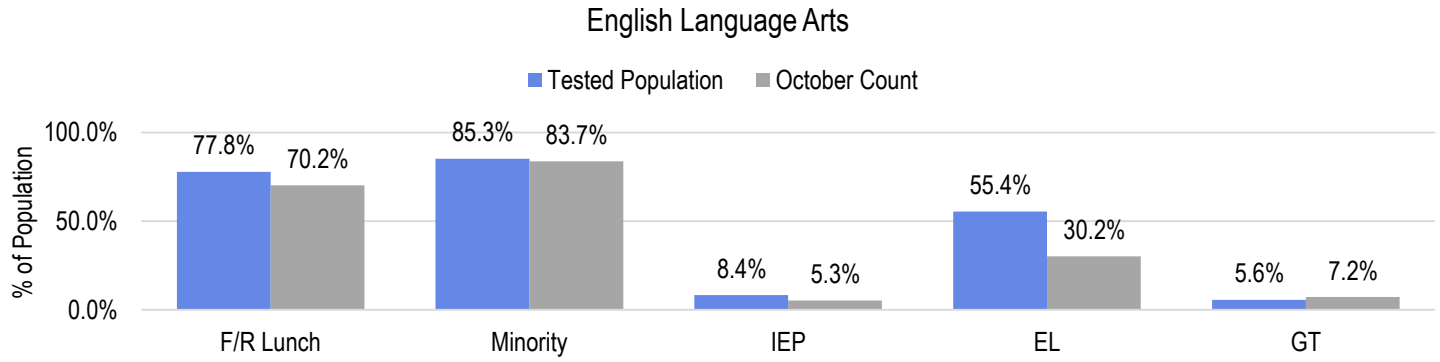
Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	1256	1243	99.0%	3	99.3%	**Meets 95%**
Math	1259	1251	99.4%	3	99.6%	**Meets 95%**
Science	439	432	98.4%	1	98.6%	**Meets 95%**

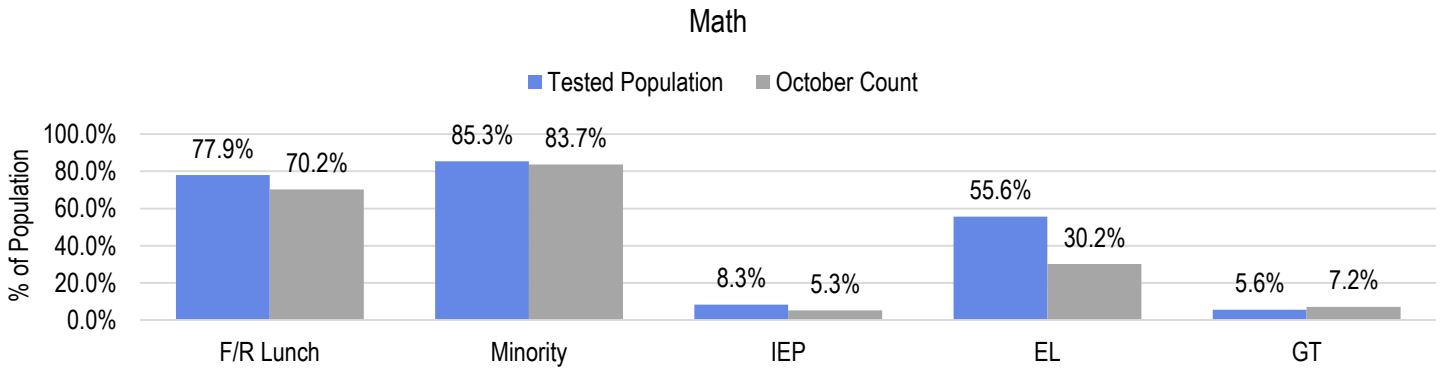
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	974	963	98.9%	3	99.3%	**Meets 95%**
CMAS Math	977	971	99.4%	3	99.7%	**Meets 95%**
CMAS Science	439	432	98.4%	1	98.6%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	282	280	99.3%	0	99.3%	**Meets 95%**
PSAT/SAT Math	282	280	99.3%	0	99.3%	**Meets 95%**

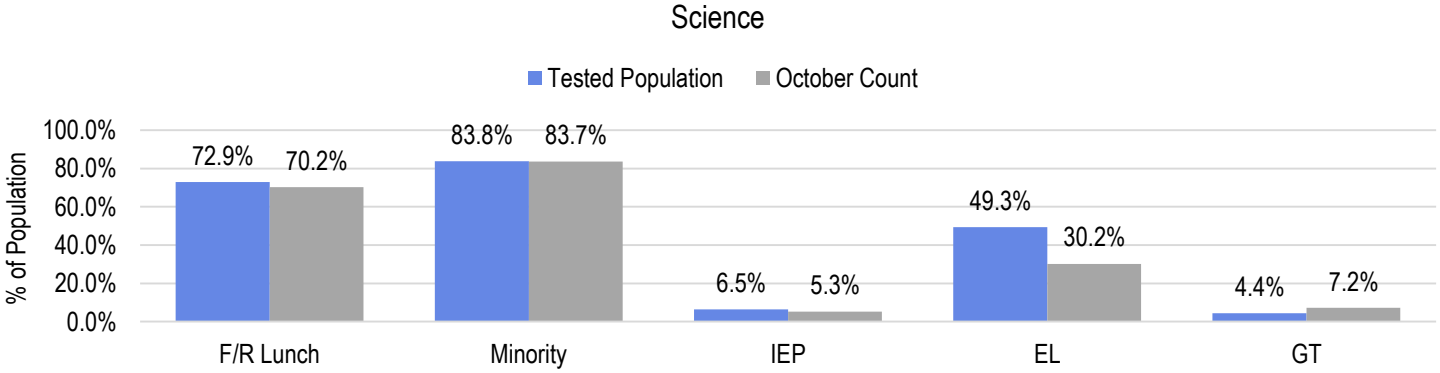
Participation Rate Comparison

-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	77.8%	70.2%	77.9%	70.2%	72.9%	70.2%
Minority	85.3%	83.7%	85.3%	83.7%	83.8%	83.7%
IEP	8.4%	5.3%	8.3%	5.3%	6.5%	5.3%
EL	55.4%	30.2%	55.6%	30.2%	49.3%	30.2%
GT	5.6%	7.2%	5.6%	7.2%	4.4%	7.2%







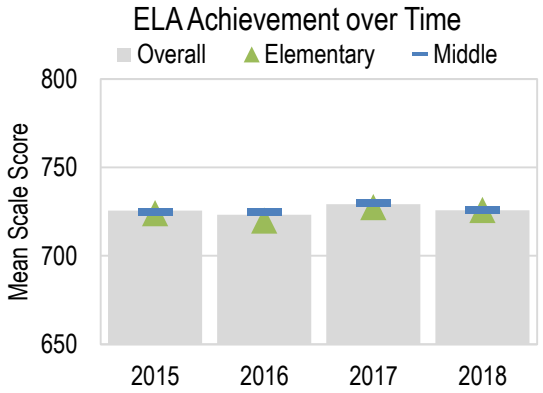
English Language Arts Achievement

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	166	723	159	717	166	722	149	719
4	186	721	163	724	164	733	162	728
5	201	728	169	718	163	727	166	729
Elementary	553	724	491	720	493	728	477	726
6	186	726	191	726	164	732	163	723
7	175	723	174	724	165	728	161	728
8	177	725	178	725	169	729	162	725
Middle	538	725	543	725	498	730	486	726
Overall	**1252**	**726**	**1175**	**723**	**1130**	**729**	**963**	**726**

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

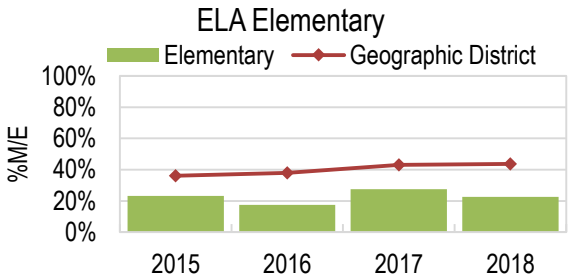


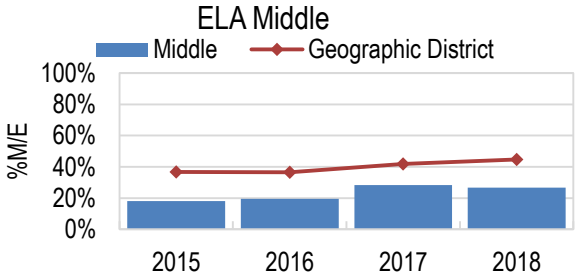
CMAS ELA: Local Comparison

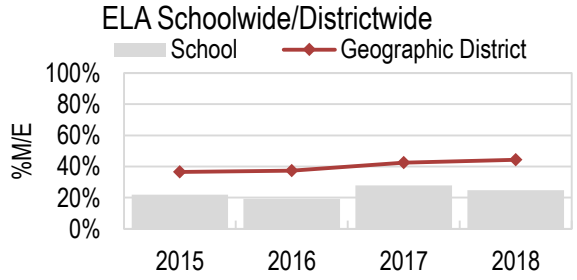
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	166	24.1%	159	16.4%	166	21.7%	149	22.1%
4	186	18.3%	163	22.1%	164	34.1%	162	22.8%
5	201	26.9%	169	14.2%	163	27.0%	166	22.9%
Elementary	553	23.1%	491	17.5%	493	27.6%	477	22.6%
6	186	17.2%	191	22.0%	164	30.5%	163	19.0%
7	175	17.7%	174	17.2%	165	27.3%	161	33.5%
8	177	19.2%	178	19.1%	169	27.2%	162	27.8%
Middle	538	18.0%	543	19.5%	498	28.3%	486	26.7%
Overall	**1252**	**22.0%**	**1175**	**19.3%**	**1130**	**27.8%**	**963**	**24.7%**

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	3007	33.0%	3079	33.3%	2893	39.6%	2884	37.6%
4	2930	37.8%	3002	41.8%	2936	44.5%	2930	46.2%
5	2944	37.8%	2975	39.0%	2938	45.0%	2989	47.4%
Elementary	8881	36.2%	9056	38.0%	8767	43.1%	8803	43.8%
6	2883	33.6%	2925	32.8%	2873	39.2%	2869	42.1%
7	2946	36.4%	2911	37.1%	2889	43.9%	2881	47.6%
8	2759	40.1%	2832	39.8%	2842	42.4%	2883	44.3%
Middle	8588	36.6%	8668	36.5%	8604	41.8%	8633	44.7%
Overall	**17469**	**36.4%**	**17724**	**37.3%**	**17371**	**42.5%**	**17436**	**44.2%**







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 3.4 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) 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 19.5 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

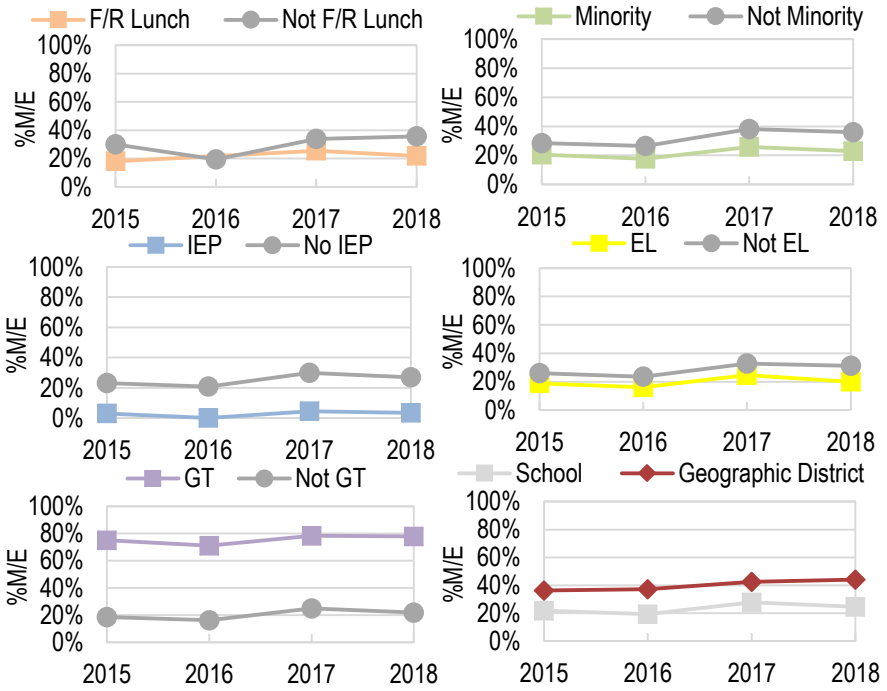
English Language Arts Subgroup Achievement

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	18.1%	--	25.4%	21.8%
	N	30.1%	19.4%	33.7%	35.6%
Minority	Y	20.4%	17.7%	25.8%	22.9%
	N	28.5%	26.5%	38.1%	36.0%
IEP	Y	2.9%	0.0%	4.3%	3.4%
	N	23.1%	20.7%	29.9%	26.9%
EL	Y	18.7%	16.0%	24.6%	19.9%
	N	25.9%	23.5%	32.7%	31.1%
GT	Y	75.0%	71.2%	78.3%	78.0%
	N	18.5%	16.2%	25.0%	21.8%
Schoolwide		22.0%	19.3%	27.8%	24.7%
Geographic District		36.4%	37.3%	42.5%	44.2%

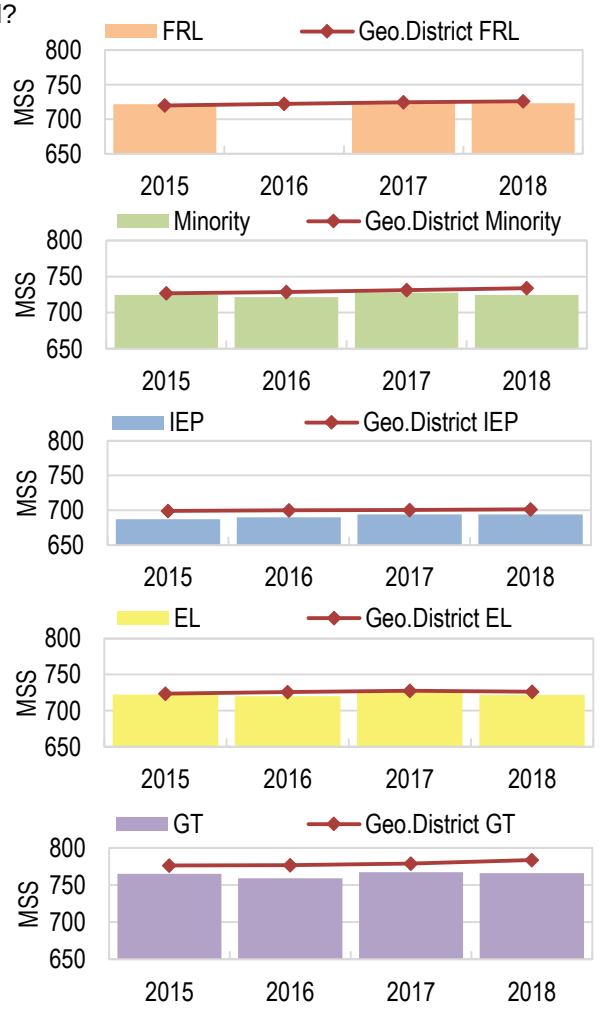


CMAS ELA: Subgroup Local Comparison

-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	850	722	n<16	--	807	726	758	723
Minority	1013	724	956	721	949	728	827	725
IEP	68	687	78	690	92	694	88	694
EL	689	722	661	720	683	726	548	722
GT	76	765	66	759	60	767	50	766

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	7147	720	7712	722	7736	725	7014	726
Minority	9061	727	9612	729	9661	731	8597	734
IEP	2088	699	2004	700	2083	701	1701	702
EL	4688	723	4963	726	4879	728	3938	726
GT	2192	776	2278	776	2366	779	2179	784



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, English learner (EL) performance decreased, Gifted student (GT) performance decreased, and overall student performance decreased. 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, Adams 12 Five Star Schools outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, 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.

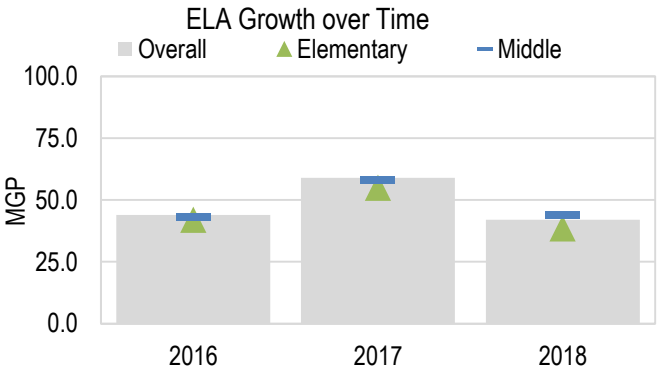
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

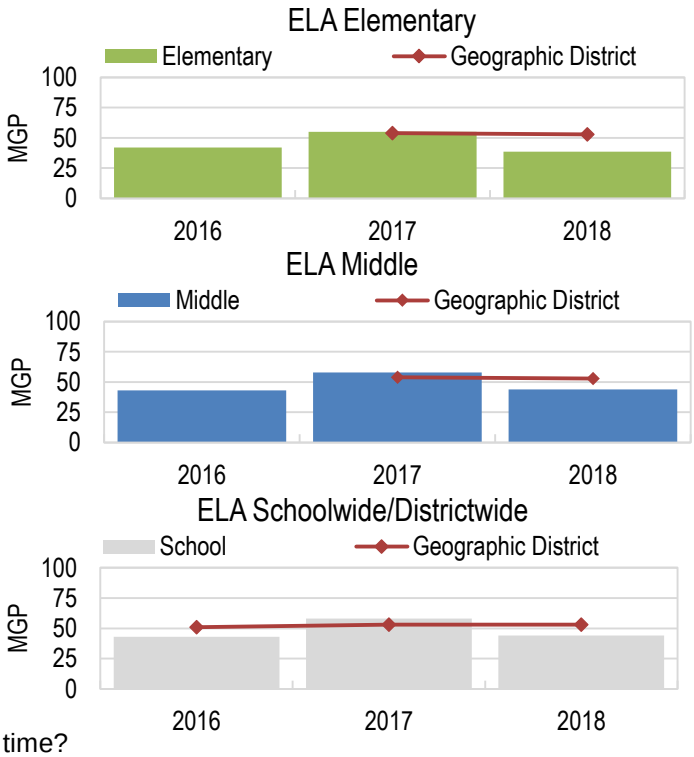
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	162	45.0	157	62.0	157	36.0
5	167	37.0	163	49.0	163	41.0
Elementary	329	42.0	320	55.0	320	38.5
6	189	42.0	163	67.0	161	45.0
7	174	44.0	162	49.0	160	48.0
8	176	41.5	169	59.0	159	40.0
Middle	539	43.0	494	58.0	480	44.0
Overall	**1009**	**44.0**	**952**	**59.0**	**800**	**42.0**



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	2803	52.0	2732	56.5	2709	52.0
5	2785	53.0	2761	52.0	2778	54.0
Elementary	NA	--	5493	54.0	5487	53.0
6	2694	45.0	2675	50.0	2667	51.0
7	2640	52.0	2681	56.0	2647	57.0
8	2611	52.0	2623	57.0	2653	52.0
Middle	NA	--	7979	54.0	7967	53.0
Overall	**15894**	**51.0**	**15917**	**53.0**	**13454**	**53.0**



Growth Status and Local Comparison Narrative

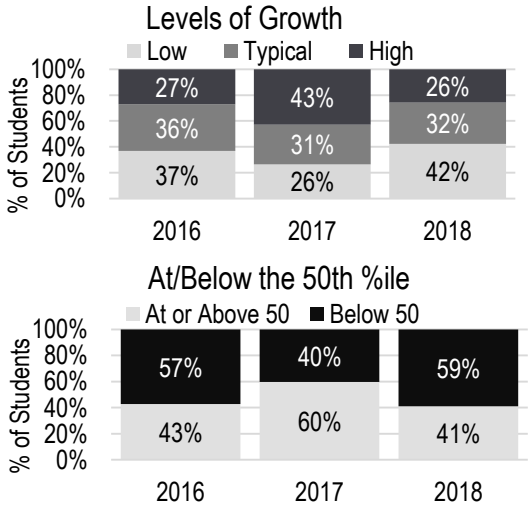
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 17 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. 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)	37%	26%	42%
Typical (35-65)	36%	31%	32%
High (above 65)	27%	43%	26%

ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	43%	60%	41%
Below 50	57%	40%	59%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42.3% 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 (59.8% to 41.1%). Since 2016, the percent of students at or above the 50th percentile has decreased (42.7% to 41.1%).

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

Exceeds | Approaching | Meets | Does Not Meet

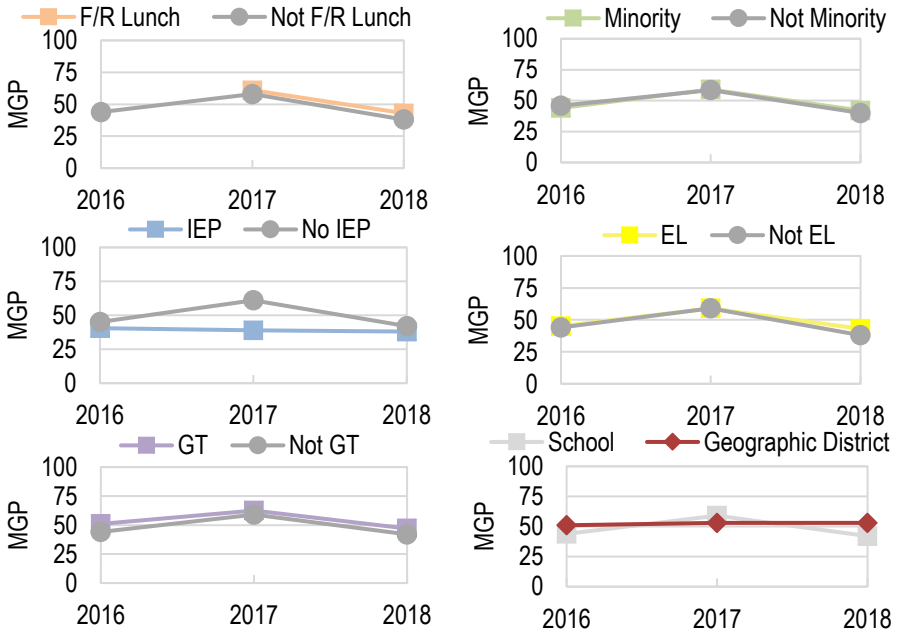
English Language Arts Subgroup Growth

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	--	61.0	43.0
	N	44.0	58.0	38.0
Minority	Y	44.0	59.0	42.0
	N	46.0	58.5	40.0
IEP	Y	40.5	39.0	38.0
	N	45.0	61.0	42.0
EL	Y	45.0	59.0	43.0
	N	44.0	59.0	38.0
GT	Y	51.0	62.5	47.0
	N	44.0	59.0	42.0
Schoolwide		44.0	59.0	42.0
Geographic District		51.0	53.0	53.0

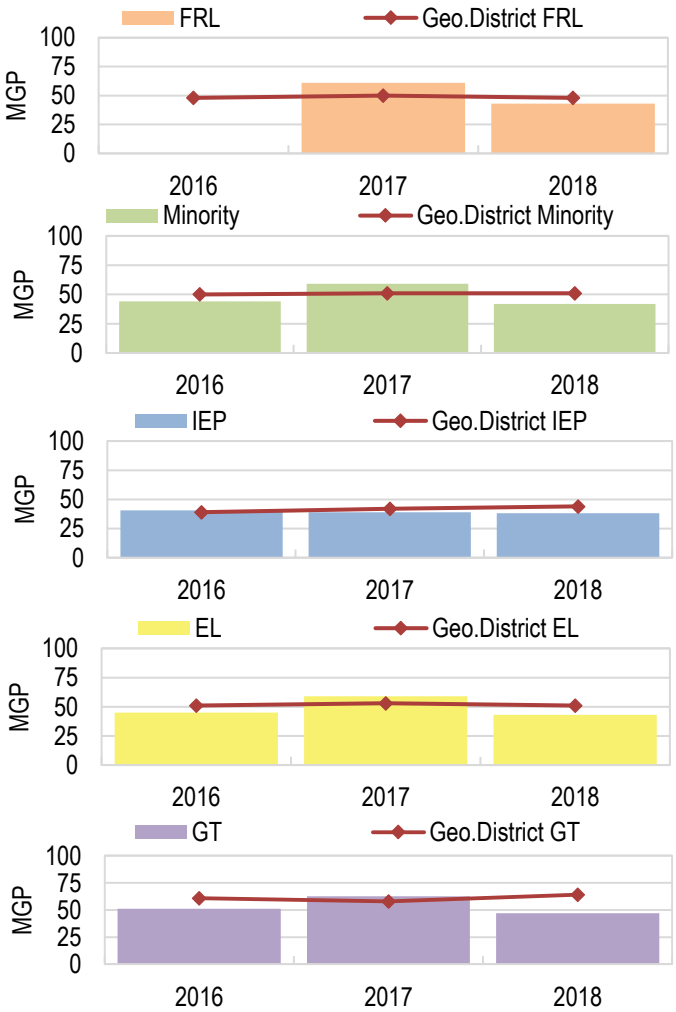


CMAS ELA: Subgroup Local Comparison

-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	--	668	61.0	627	43.0
Minority	819	44.0	798	59.0	688	42.0
IEP	72	40.5	79	39.0	75	38.0
EL	573	45.0	569	59.0	455	43.0
GT	60	51.0	54	62.5	37	47.0

Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	6044	48.0	6175	50.0	5487	48.0
Minority	7680	50.0	7892	51.0	6820	51.0
IEP	1522	39.0	1552	42.0	1240	44.0
EL	3952	51.0	4036	53.0	3182	51.0
GT	1966	61.0	2010	58.0	1824	64.0



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, English learner (EL) performance decreased, Gifted student (GT) performance decreased, and overall student performance decreased. This year, FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, EL students outperformed their non-EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, 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

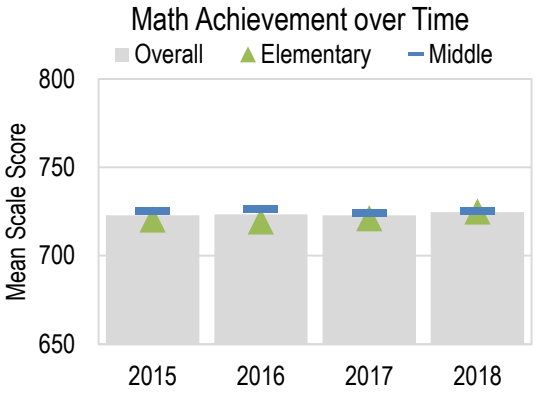
Mathematics Achievement

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	160	725	162	722	165	719	149	726
4	183	712	153	717	164	728	164	722
5	203	725	167	719	163	717	167	726
Elementary	546	721	482	720	492	721	480	725
6	180	723	182	730	164	723	164	723
7	173	727	170	729	165	727	163	727
8	174	725	174	720	170	723	99	706
Middle	527	725	526	726	499	724	491	725
Overall	**1232**	**723**	**1149**	**723**	**1130**	**723**	**971**	**725**

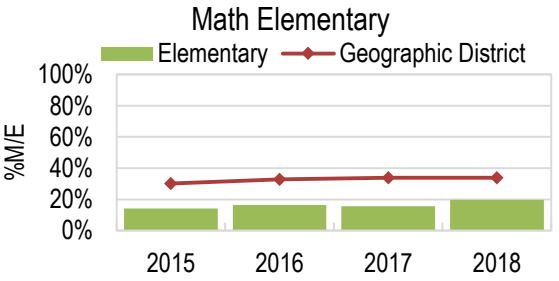
*Overall results before 2017-18 also include high school grade levels.

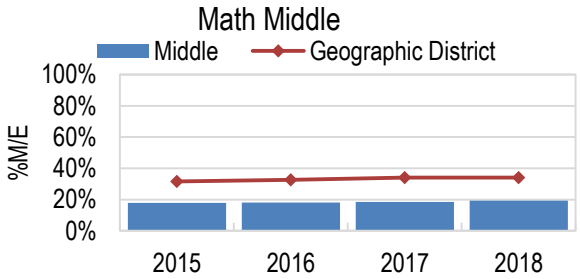


CMAS Math: Local Comparison

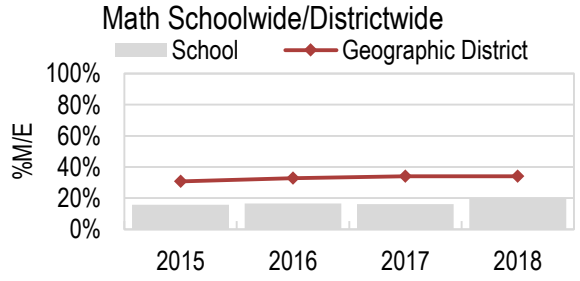
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	160	20.6%	162	18.5%	165	13.9%	149	20.8%
4	183	7.7%	153	13.7%	164	20.1%	164	17.7%
5	203	14.8%	167	16.8%	163	12.9%	167	21.0%
Elementary	546	14.1%	482	16.4%	492	15.7%	480	19.8%
6	180	15.0%	182	23.1%	164	17.7%	164	16.5%
7	173	15.6%	170	17.6%	165	18.8%	163	19.0%
8	174	23.0%	174	13.2%	170	18.8%	99	37.4%
Middle	527	17.8%	526	18.1%	499	18.4%	491	19.3%
Overall	**1232**	**15.8%**	**1149**	**16.5%**	**1130**	**16.2%**	**971**	**19.6%**





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	3005	31.8%	3075	32.0%	2909	34.5%	2889	31.8%
4	2926	30.0%	3013	32.9%	2952	33.8%	2937	33.5%
5	2945	28.6%	2970	33.5%	2933	33.0%	2990	36.3%
Elementary	8876	30.1%	9058	32.8%	8794	33.8%	8816	33.9%
6	2946	29.5%	2930	32.2%	2871	35.0%	2894	32.1%
7	2923	30.1%	2909	29.6%	2891	29.3%	2867	31.8%
8	2762	35.3%	2832	36.3%	2848	38.2%	2884	38.5%
Middle	8631	31.6%	8671	32.7%	8610	34.2%	8645	34.1%
Overall	**17507**	**30.8%**	**17729**	**32.7%**	**17404**	**34.0%**	**17461**	**34.0%**



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 increased. From 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has increased by 1.7 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) 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 14.4 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.

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

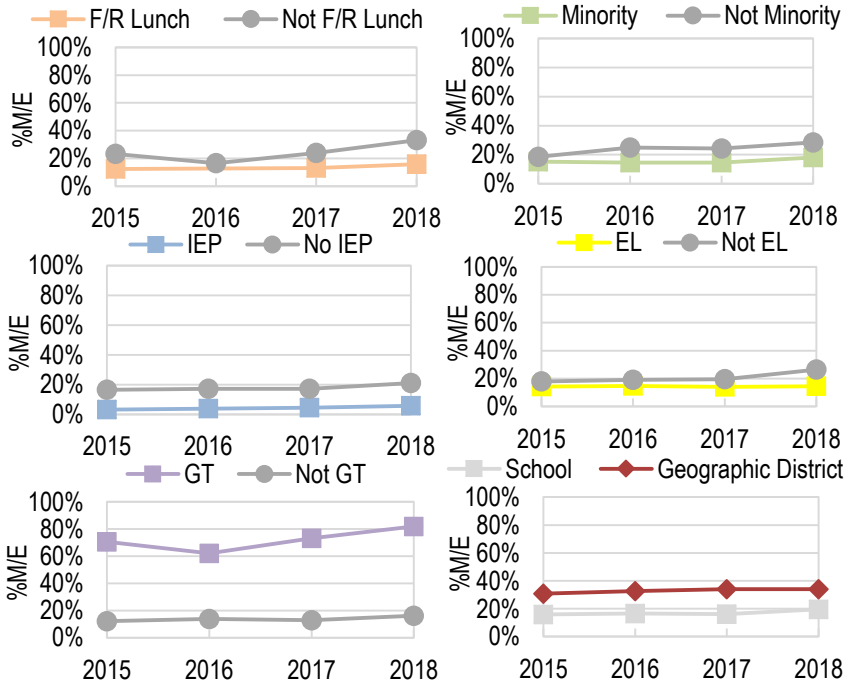
Mathematics Subgroup Achievement

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	12.3%	--	13.1%	15.9%
	N	23.2%	16.6%	23.8%	33.2%
Minority	Y	15.2%	14.6%	14.6%	18.1%
	N	18.5%	24.9%	24.3%	28.5%
IEP	Y	3.2%	3.8%	4.3%	5.7%
	N	16.5%	17.1%	17.2%	21.0%
EL	Y	14.2%	14.7%	14.1%	14.4%
	N	17.9%	19.0%	19.4%	26.4%
GT	Y	70.7%	62.1%	73.3%	82.0%
	N	12.3%	13.8%	13.0%	16.2%
Schoolwide		15.8%	16.5%	16.2%	19.6%
Geographic District		30.8%	32.7%	34.0%	34.0%

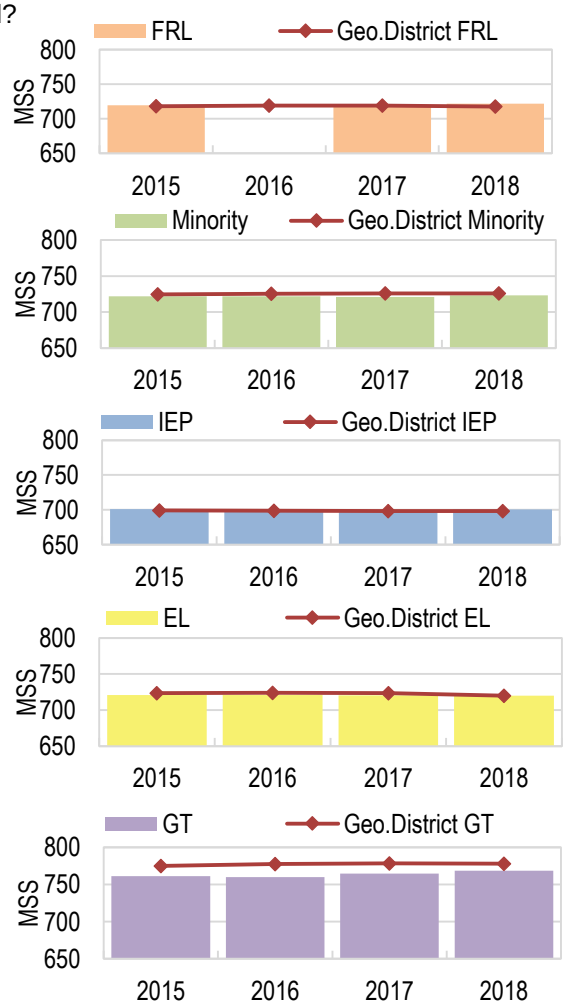


CMAS Math: Subgroup Local Comparison

-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	836	720	n<16	--	807	720	766	722
Minority	999	722	936	722	949	721	834	723
IEP	62	701	52	701	92	698	88	701
EL	678	721	648	721	682	720	554	720
GT	75	761	66	760	60	765	50	768

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	7184	718	7698	719	7818	719	7068	718
Minority	9121	725	9598	726	9752	726	8668	726
IEP	2086	699	2000	699	2078	698	1700	698
EL	4727	724	4957	724	4981	724	4016	720
GT	2193	775	2278	778	2365	778	2175	778



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, minority student performance increased, performance for students with disabilities (IEP) decreased, English learner (EL) performance increased, Gifted student (GT) performance increased, 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, Adams 12 Five Star Schools 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.

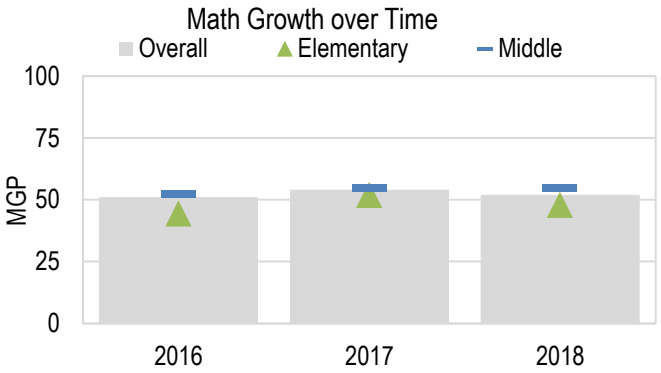
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends

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

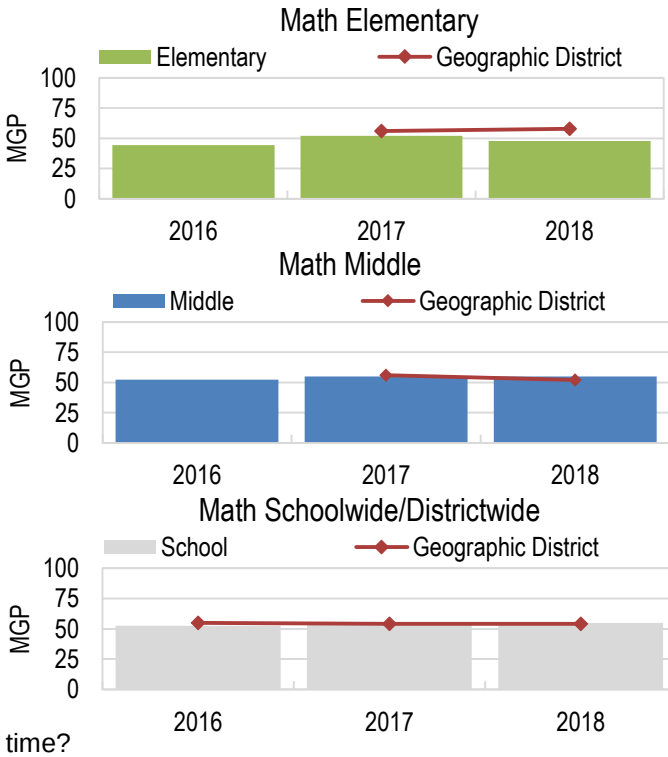
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	151	37.0	163	64.0	158	49.0
5	163	56.0	158	43.0	166	45.0
Elementary	314	44.5	321	52.0	324	48.0
6	182	51.5	161	69.0	161	62.0
7	165	55.0	155	47.0	161	53.0
8	171	48.0	165	52.0	160	47.5
Middle	518	52.5	481	55.0	482	55.0
Overall	**964**	**51.0**	**932**	**54.0**	**806**	**52.0**



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	2806	59.0	2743	63.0	2717	59.0
5	2778	52.0	2759	50.0	2794	56.0
Elementary	NA	--	5502	56.0	5511	58.0
6	2695	58.0	2668	62.0	2686	58.0
7	2693	56.0	2681	50.0	2630	48.0
8	2590	55.0	2625	58.0	2650	51.0
Middle	NA	--	7974	56.0	7966	52.0
Overall	**15866**	**55.0**	**15872**	**54.0**	**13477**	**54.0**



Growth Status and Local Comparison Narrative

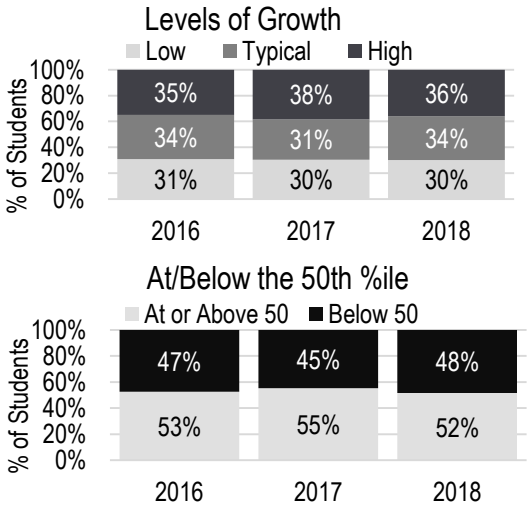
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has increased. Since last year, student growth decreased by 2 percentile points. In 2018, overall student growth met state expectations and was below the geo. district. Overall student growth 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)	31%	30%	30%
Typical (35-65)	34%	31%	34%
High (above 65)	35%	38%	36%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	53%	55%	52%
Below 50	47%	45%	48%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 30.1% 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 36% of students. The percent of students at or above the 50th percentile has decreased from last year (55.3% to 51.6%). Since 2016, the percent of students at or above the 50th percentile has decreased (52.6% to 51.6%).

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

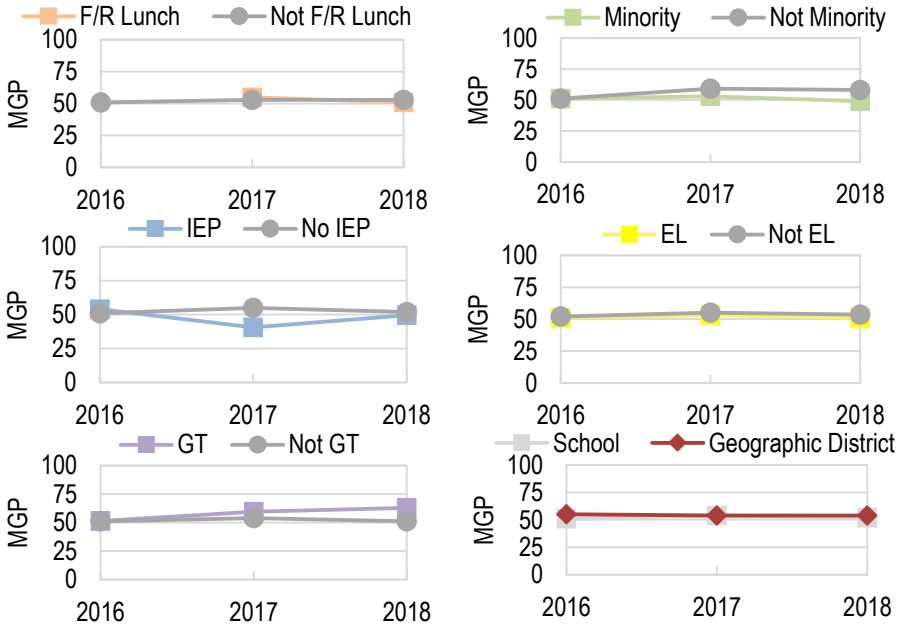
Mathematics Subgroup Growth

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	--	55.0	51.0
	N	51.0	53.0	53.0
Minority	Y	51.0	53.0	49.0
	N	51.0	59.0	58.0
IEP	Y	54.0	40.5	49.5
	N	51.0	55.0	52.0
EL	Y	51.0	53.0	51.0
	N	52.0	55.0	53.5
GT	Y	51.5	59.5	63.0
	N	51.0	54.0	51.0
Schoolwide		51.0	54.0	52.0
Geographic District		55.0	54.0	54.0

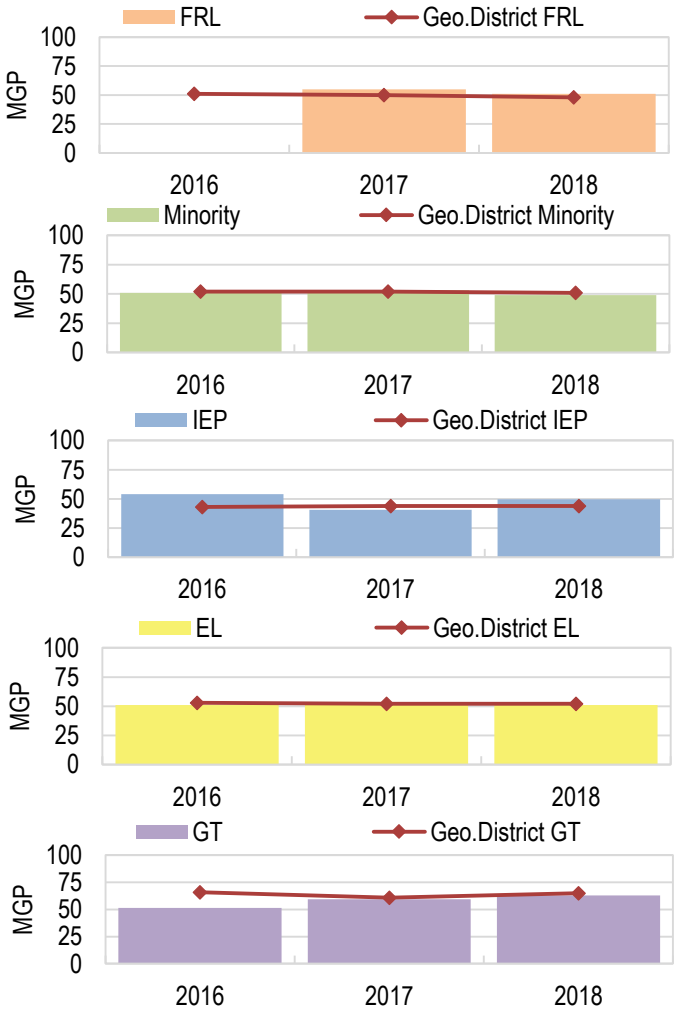


CMAS Math: Subgroup Local Comparison

-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	n<20	--	650	55.0	632	51.0
Minority	783	51.0	781	53.0	693	49.0
IEP	44	54.0	60	40.5	74	49.5
EL	553	51.0	559	53.0	460	51.0
GT	60	51.5	54	59.5	37	63.0

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	6050	51.0	6185	50.0	5509	48.0
Minority	7675	52.0	7887	52.0	6840	51.0
IEP	1508	43.0	1539	44.0	1229	44.0
EL	3967	53.0	4047	52.0	3205	52.0
GT	1957	66.0	2002	61.0	1820	65.0



Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, English learner (EL) performance decreased, Gifted student (GT) performance increased, and overall student performance decreased. 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, Adams 12 Five Star Schools 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.

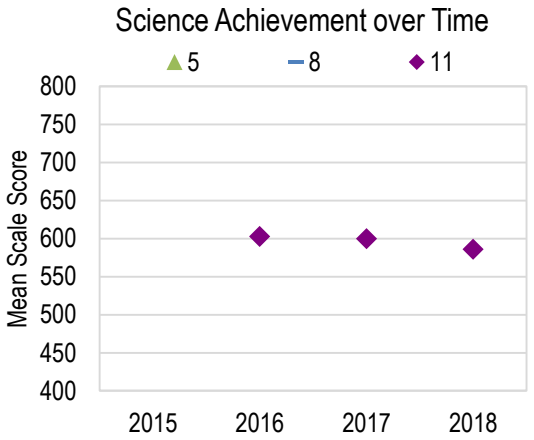
Exceeds | Approaching | Meets | Does Not Meet

Science Achievement

CMAS Science: School Status and Trends

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

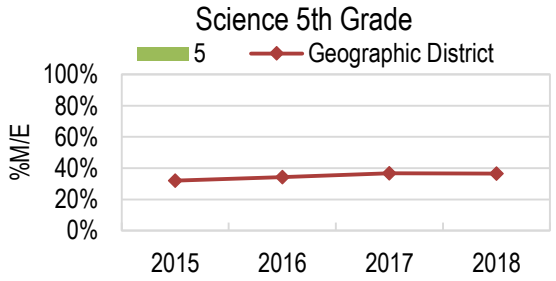
Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	0	--	0	--	0	--	0	--
8	0	--	0	--	0	--	0	--
11	0	--	118	603	119	600	102	586

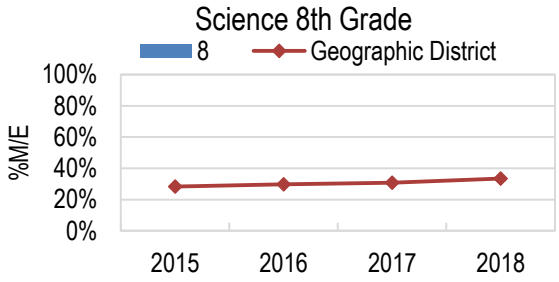


CMAS Science: Local Comparison

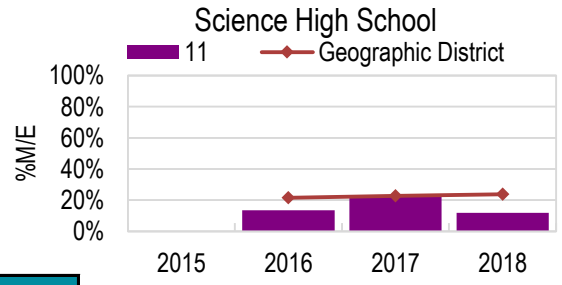
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	0	--	0	--	0	--	0	--
8	0	--	0	--	0	--	0	--
11	0	--	118	13.6%	119	22.7%	102	11.8%
Overall	**0**	**--**	**118**	**13.6%**	**119**	**22.7%**	**102**	**11.8%**





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	2962	32.0%	2923	34.3%	2932	36.8%	2972	36.6%
8	2782	28.4%	2805	29.8%	2809	30.7%	2850	33.4%
11	0	--	2027	21.5%	2130	22.6%	2149	23.7%
Overall	**5744**	**30.3%**	**7755**	**29.3%**	**7871**	**30.8%**	**7971**	**32.0%**



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 11th grade mean scale score has decreased by 14 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past four years. In 2018, the school performed lower than the geo. district in 11th grade, and, overall, 12% 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

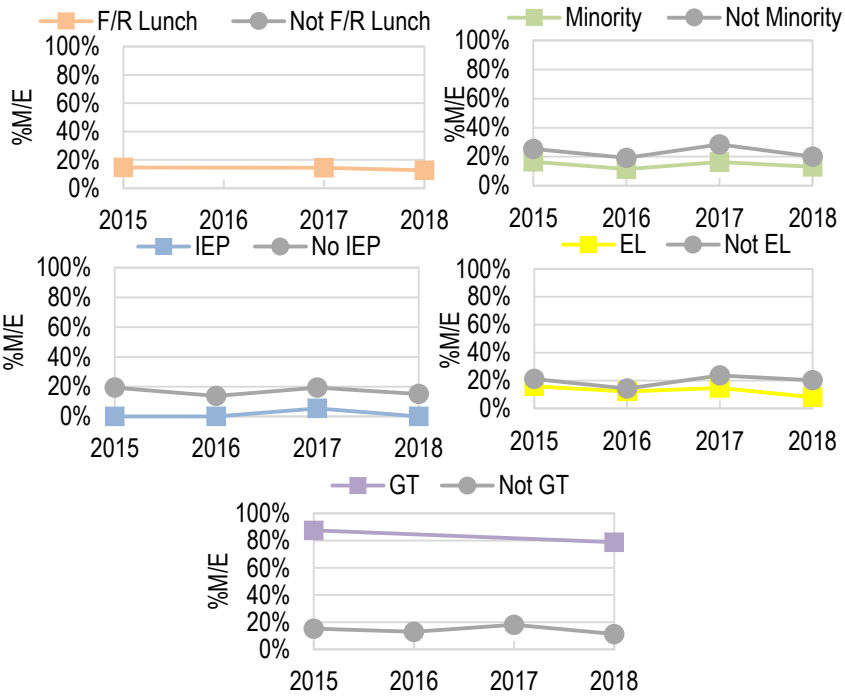
Science Subgroup Achievement

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	14.6%	--	14.4%	12.7%
	N	--	--	--	--
Minority	Y	16.6%	11.5%	16.4%	13.0%
	N	25.4%	19.1%	28.4%	20.0%
IEP	Y	0.0%	0.0%	5.3%	0.0%
	N	19.3%	13.7%	19.3%	15.1%
EL	Y	15.7%	12.1%	14.6%	8.0%
	N	21.0%	14.2%	23.6%	20.1%
GT	Y	87.5%	--	--	78.9%
	N	15.1%	13.0%	18.1%	11.1%

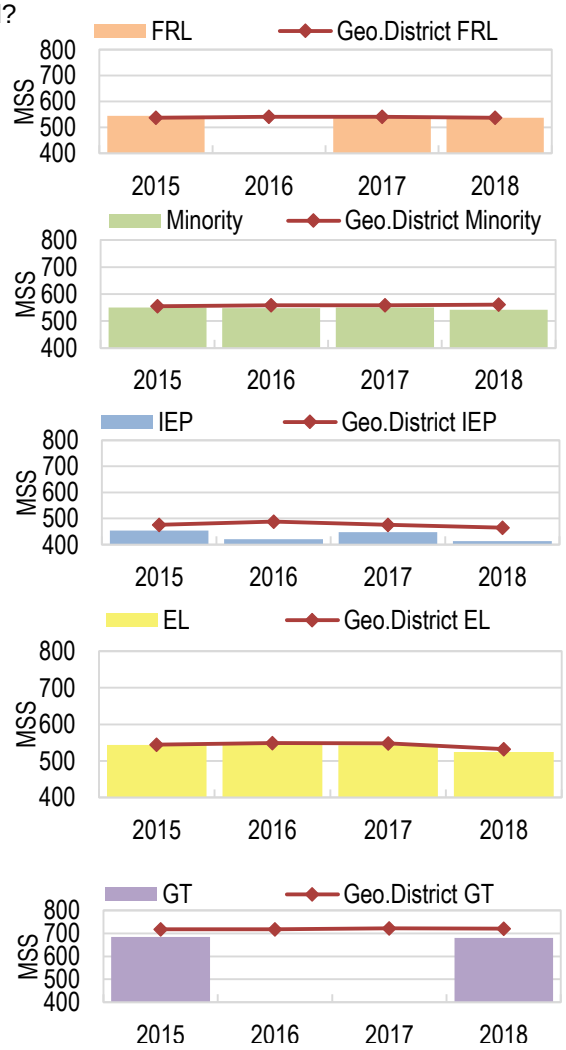


CMAS Science: Subgroup Local Comparison

-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	247	545	n<16	--	312	542	315	537
Minority	302	551	374	548	385	551	362	542
IEP	21	454	26	422	38	448	28	413
EL	197	544	273	547	274	542	213	524
GT	16	684	0	--	0	--	19	680

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	2271	537	2702	541	2802	542	2949	538
Minority	2750	555	3686	559	3754	559	4016	560
IEP	599	476	733	488	747	476	730	465
EL	1389	545	1950	549	1890	548	1796	532
GT	733	718	910	718	995	722	983	720



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, English learner (EL) performance decreased, and overall student performance decreased. This year, 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, Adams 12 Five Star Schools outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, 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.

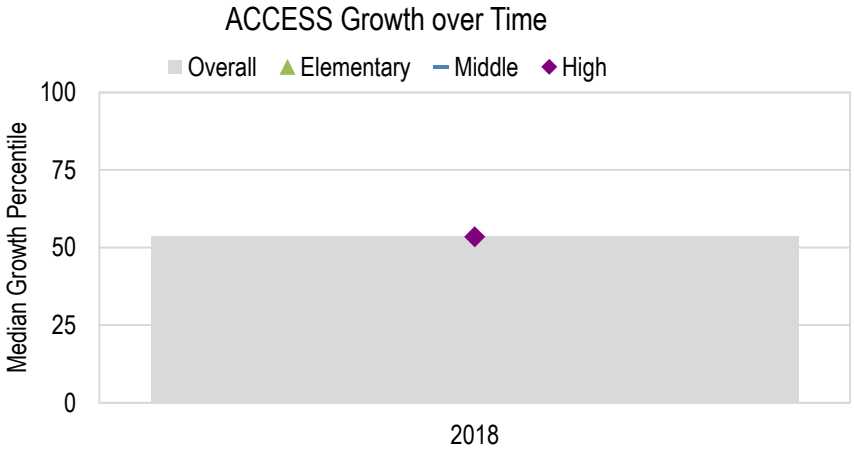
Exceeds | Approaching | Meets | Does Not Meet

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

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

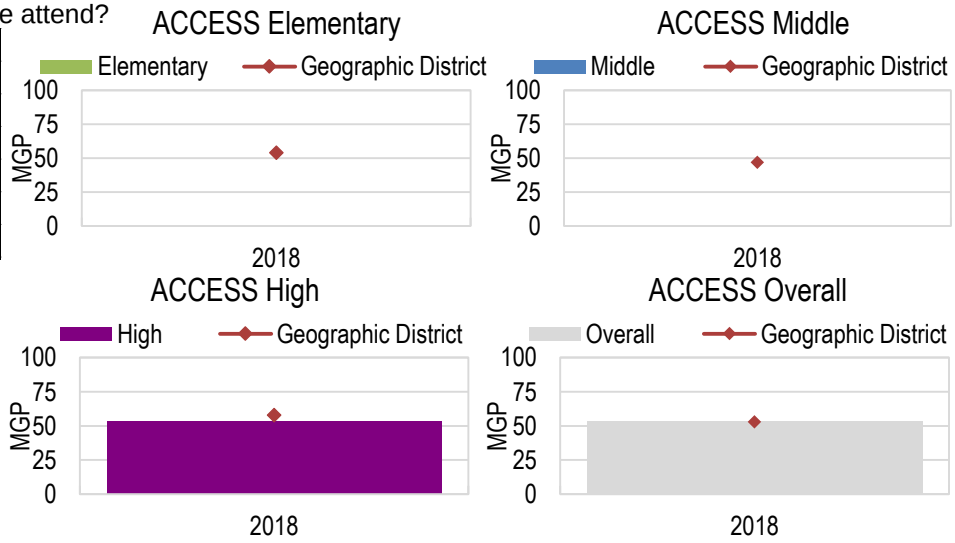
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	NA	--	--
2	NA	--	--
3	NA	--	--
4	NA	--	--
5	NA	--	--
Elementary	NA	--	--
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	23	54.0	60.9%
10	n<20	--	--
11	n<20	--	--
12	n<20	--	--
High	56	53.5	53.6%
Overall	**56**	**53.5**	**53.6%**



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	2186	54.0	NA
Middle	825	47.0	NA
High	777	58.0	NA
Overall	**3788**	**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

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2018, overall student growth met state expectations and was above the geo. district. 54% of students were reported as being on track to reach English language proficiency.

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

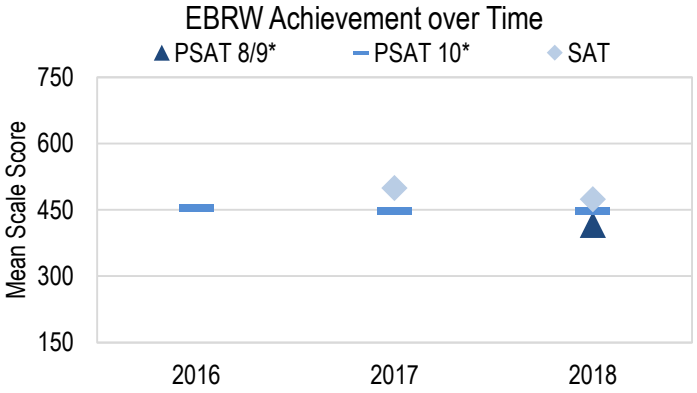
Evidence-Based Reading & Writing Achievement

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	--	147	416
PSAT 10*	147	454	116	446	133	447
SAT	NA	--	121	499	105	474

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.

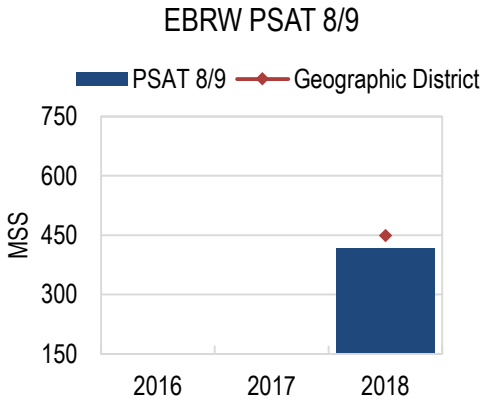


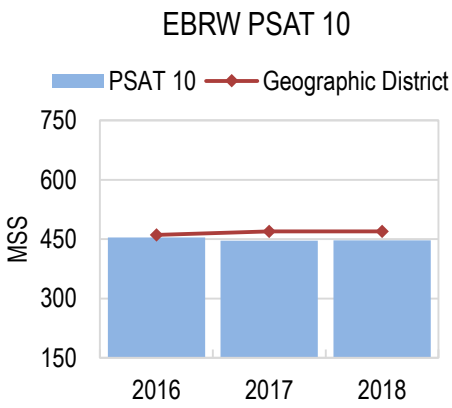
PSAT/SAT EBRW: Local Comparison

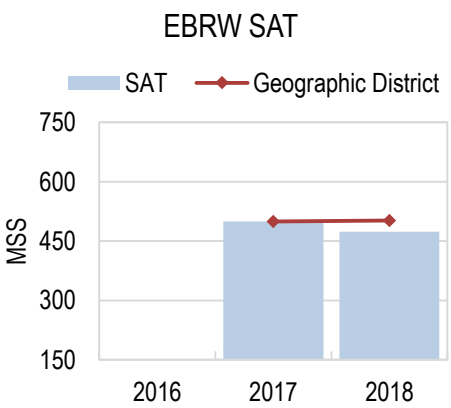
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	2893	449
PSAT 10	2529	461	2603	470	2793	470
SAT	NA	--	2444	500	2537	502

*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 0.5 scale score points. Mean scale scores for SAT has decreased by 25.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, lower than the geo. district for PSAT 10, lower than the geo. district for SAT.

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

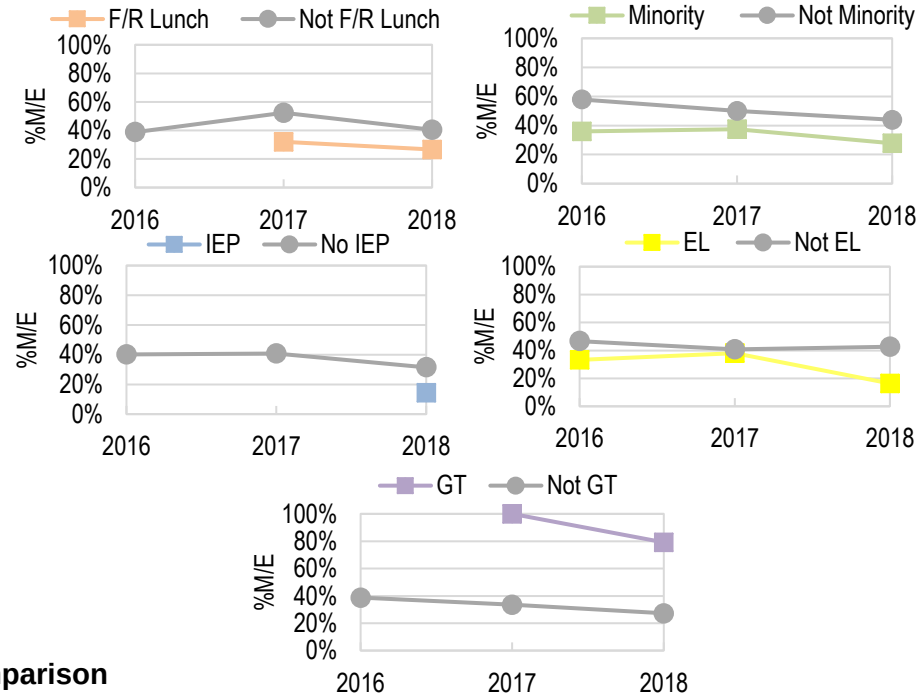
Evidence-Based Reading & Writing Subgroup Achievement

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	--	32.0%	26.6%
	N	38.8%	52.4%	40.4%
Minority	Y	35.9%	37.4%	27.8%
	N	57.9%	50.0%	43.9%
IEP	Y	--	--	14.3%
	N	40.1%	40.8%	31.5%
EL	Y	33.3%	38.1%	16.4%
	N	46.7%	40.8%	42.7%
GT	Y	--	100.0%	79.2%
	N	38.8%	33.6%	27.3%

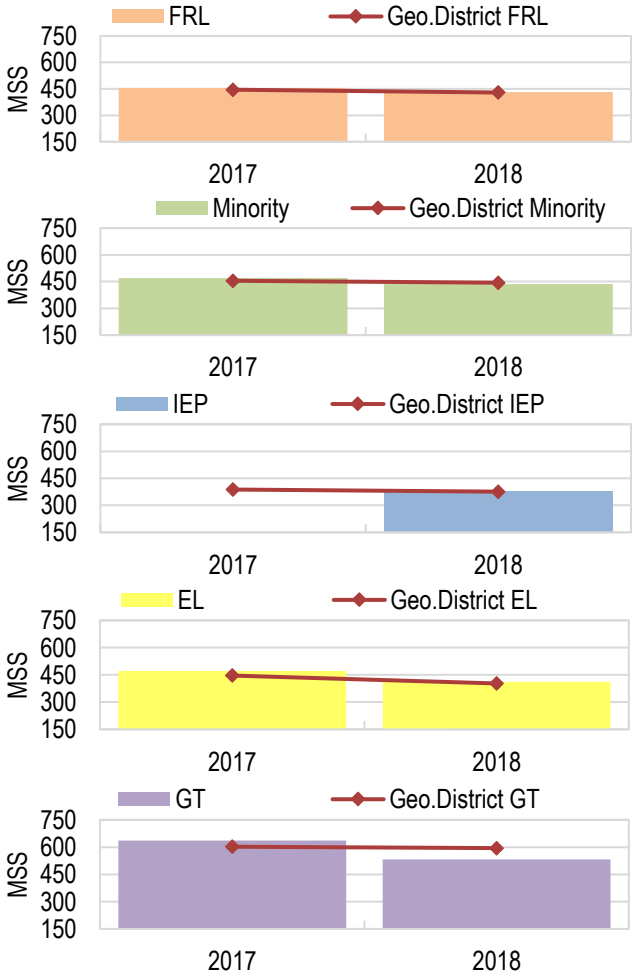


PSAT/SAT EBRW: Subgroup Local Comparison

-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	153	455	274	432
Minority	203	470	317	437
IEP	n<16	--	21	378
EL	134	472	177	412
GT	20	636	24	532

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	1214	445	2401	429
Minority	2343	455	3942	444
IEP	392	388	691	376
EL	1154	447	1450	403
GT	597	602	955	595



Subgroup Status and Local Comparison Narrative

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

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

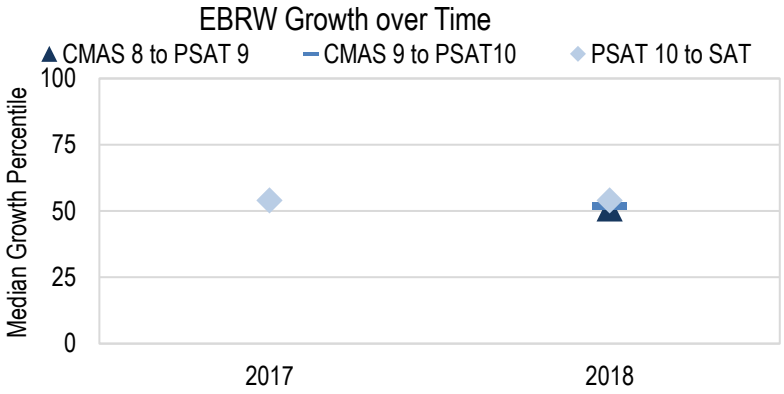
Exceeds | Approaching | Meets | Does Not Meet

Evidence-Based Reading & Writing Growth

PSAT/SAT EBRW: School Status and Trends

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

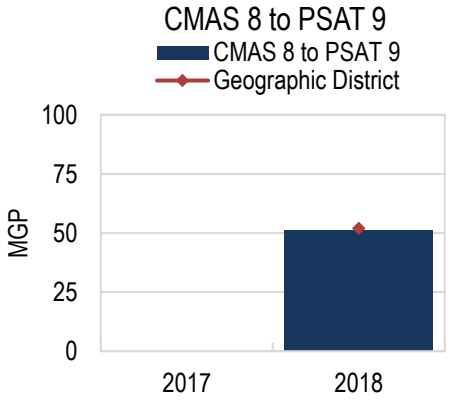
Growth over Time in EBRW				
EBRW	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	144	51.0
CMAS 9 to PSAT10	NA	--	129	52.0
PSAT 10 to SAT	119	54.0	99	54.0

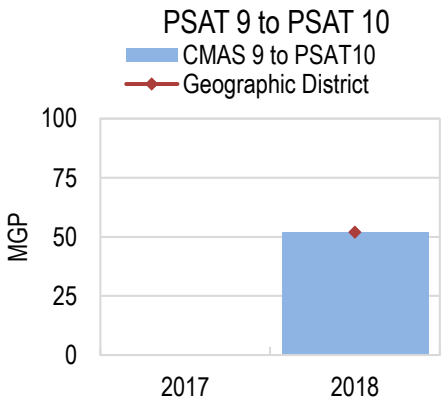


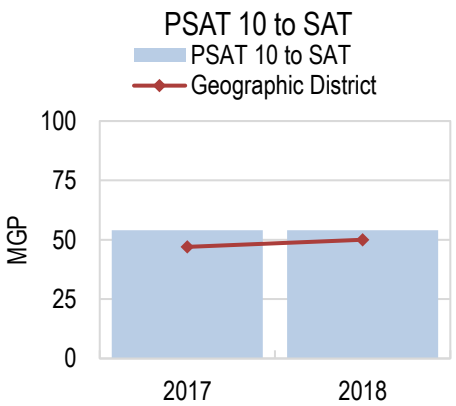
PSAT/SAT EBRW: Local Comparison

-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	--	2573	52.0
CMAS 9 to PSAT10	NA	--	2381	52.0
PSAT 10 to SAT	2223	47.0	7252	50.0



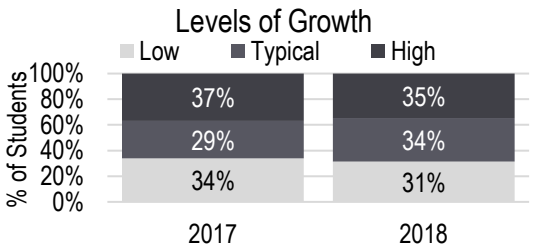




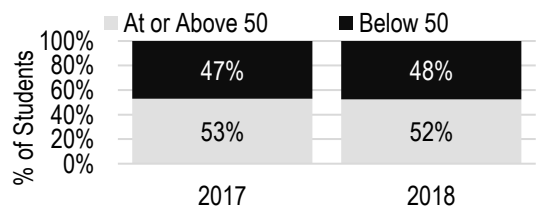
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	34%	31%
Typical (35-65)	29%	34%
High (above 65)	37%	35%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	53%	52%
Below 50	47%	48%



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 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 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 31.5% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 34.7% of students. The percent of students at or above the 50th percentile has decreased from last year (53% to 52.4%).

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

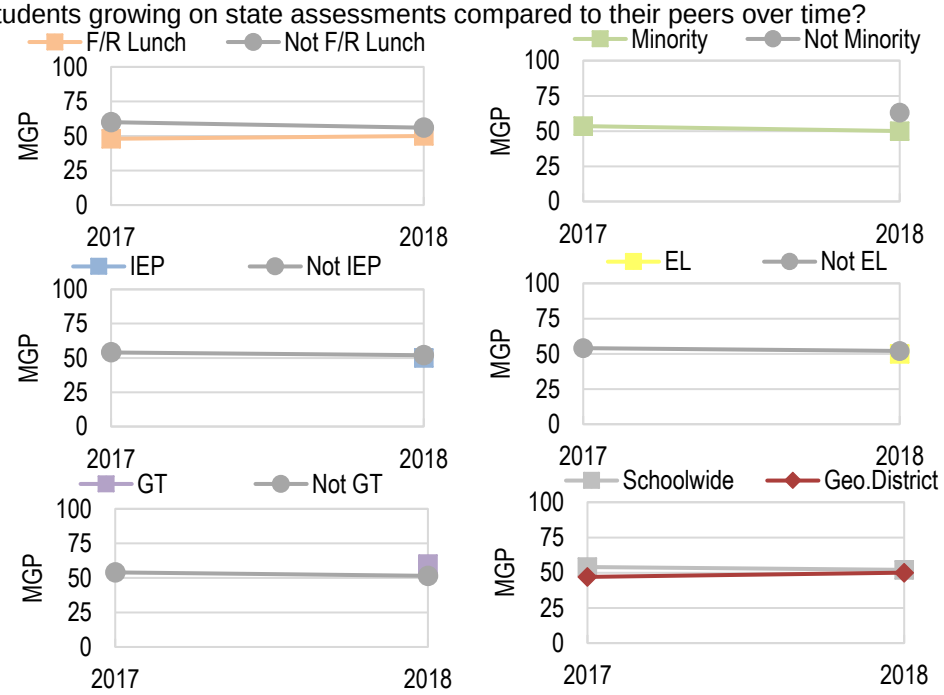
Evidence-Based Reading & Writing Subgroup Growth

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	48.0	50.0
	N	60.0	56.0
Minority	Y	53.5	50.0
	N	--	63.0
IEP	Y	--	50.0
	N	54.0	52.0
EL	Y	--	50.0
	N	54.0	52.0
GT	Y	--	60.0
	N	54.0	51.5
Schoolwide		54.0	52.0
Geographic District		47.0	50.0

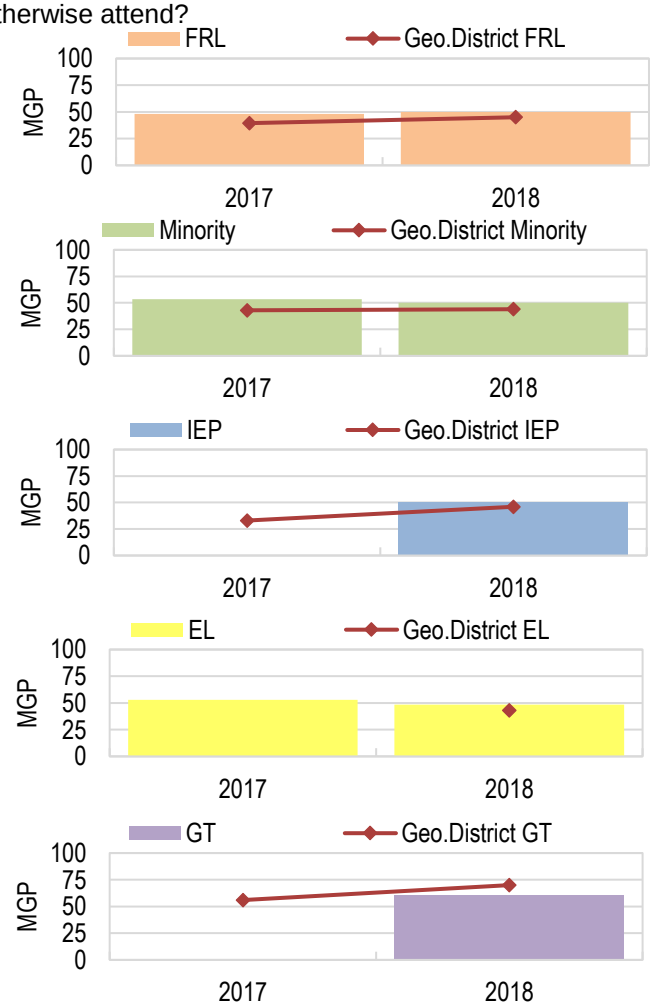


PSAT/SAT EBRW: Subgroup Local Comparison

-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	75	48.0	266	50.0
Minority	104	53.5	307	50.0
IEP	n<20	--	20	50.0
EL	71	53.0	170	48.5
GT	n<20	--	24	60.0

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	536	39.5	2180	45.0
Minority	1,062	43.0	3615	44.0
IEP	135	33.0	552	46.0
EL	NA	--	1366	43.0
GT	281	56.0	909	70.0



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations increased, 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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT 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, IEP, EL, and any additional details are available in the

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

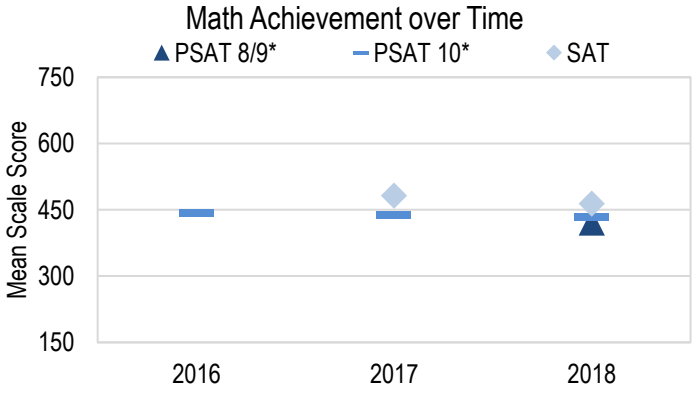
Mathematics Achievement

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	--	147	421
PSAT 10*	147	442	116	438	133	434
SAT	NA	--	121	482	105	464

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.

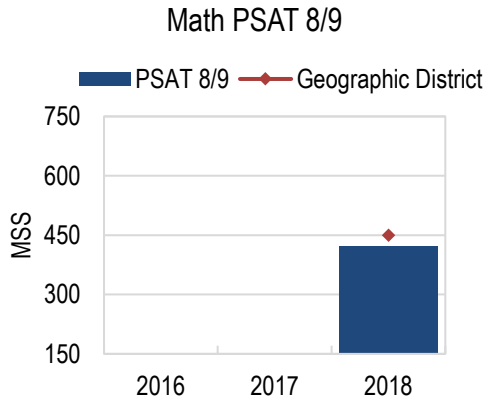


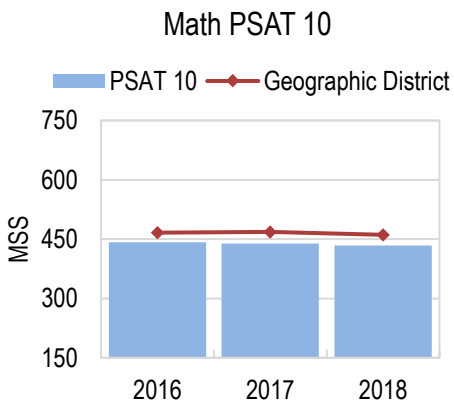
PSAT/SAT Math: Local Comparison

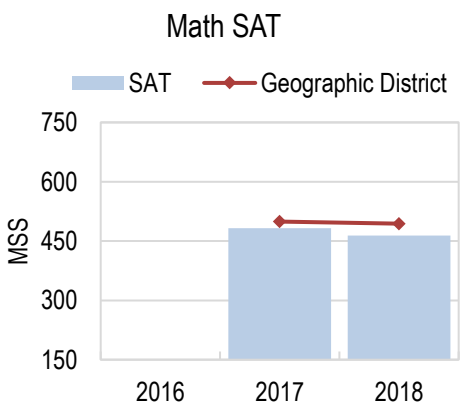
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	2893	450
PSAT 10	2529	467	2603	468	2793	461
SAT	NA	--	2444	499	2537	494

*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 decreased by 434 scale score points. Mean scale scores for SAT has decreased by 18.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past three years. In 2018, the school performed lower than the geo. district for PSAT 8/9, lower than the geo. district for PSAT 10, lower than the geo. district for SAT.

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

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

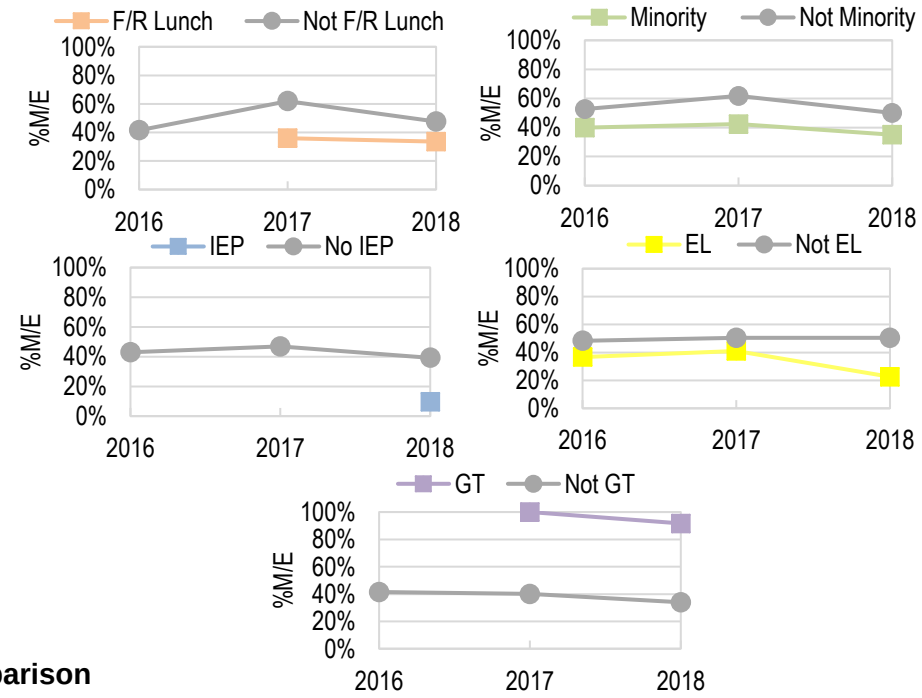
Mathematics Subgroup Achievement

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	--	35.9%	33.6%
	N	41.5%	61.9%	47.7%
Minority	Y	39.8%	42.4%	35.0%
	N	52.6%	61.8%	50.0%
IEP	Y	--	--	9.5%
	N	43.0%	46.9%	39.2%
EL	Y	36.8%	41.0%	22.6%
	N	48.3%	50.5%	50.5%
GT	Y	--	100.0%	91.7%
	N	41.5%	40.1%	34.0%

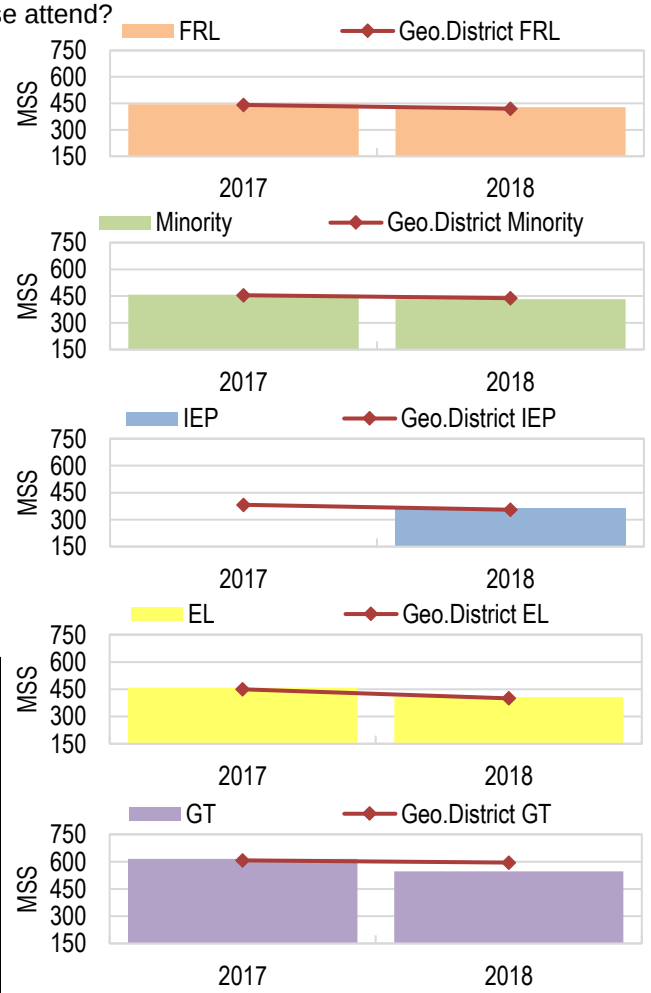


PSAT/SAT Math: Subgroup Local Comparison

-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	153	444	274	428
Minority	203	457	317	432
IEP	n<16	--	21	363
EL	134	458	177	407
GT	20	616	24	547

Geo.District Subgroup Proficiency in Math				
Math	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	1214	441	2415	420
Minority	2343	455	3960	438
IEP	392	382	693	355
EL	1154	450	1471	400
GT	597	607	955	595



Subgroup Status and Local Comparison Narrative

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

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

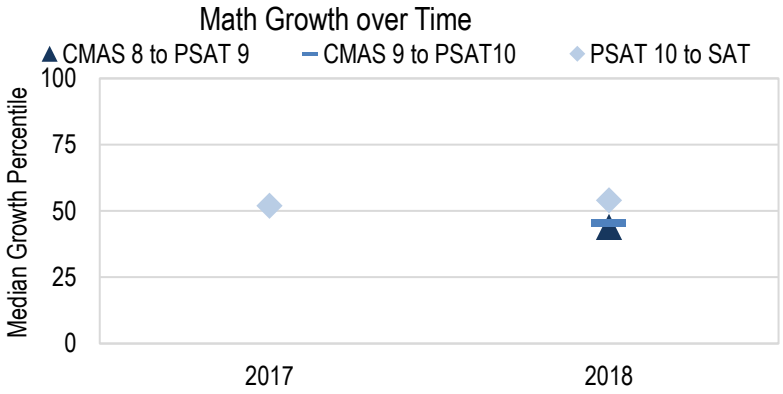
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

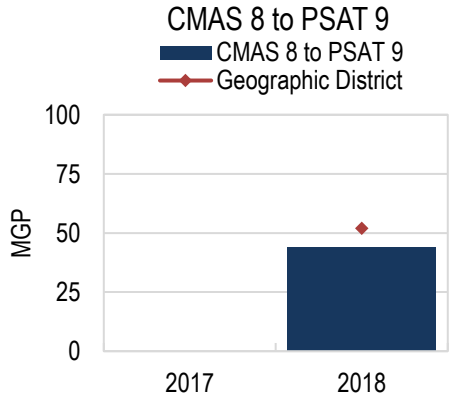
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	144	44.0
CMAS 9 to PSAT10	NA	--	128	45.5
PSAT 10 to SAT	119	52.0	99	54.0

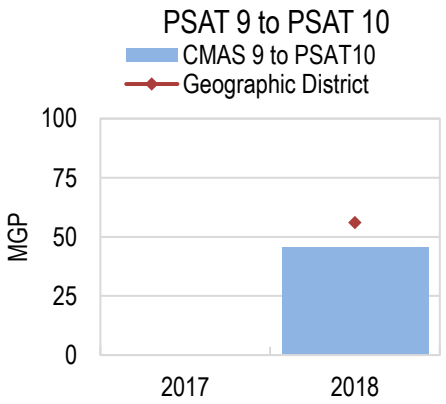


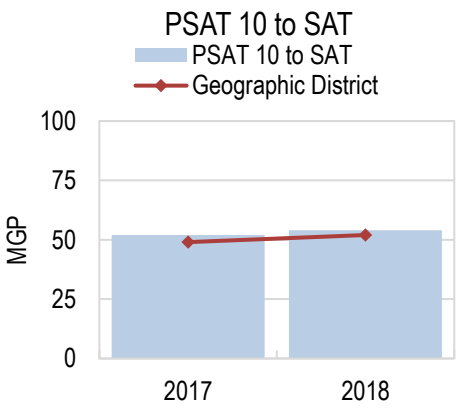
PSAT/SAT Math: Local Comparison

-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	--	2573	52.0
CMAS 9 to PSAT10	NA	--	2353	56.0
PSAT 10 to SAT	2223	49.0	7224	52.0



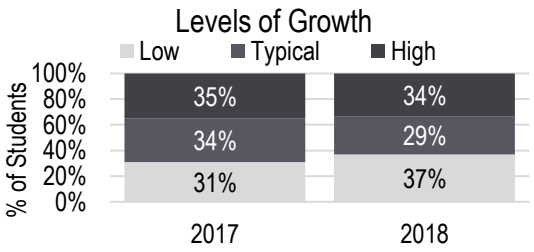




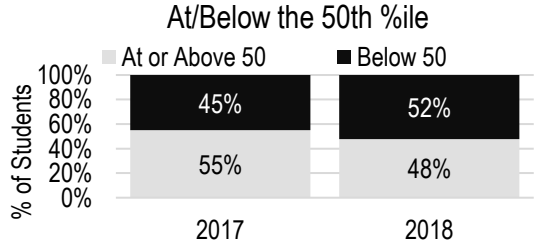
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	31%	37%
Typical (35-65)	34%	29%
High (above 65)	35%	34%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	55%	48%
Below 50	45%	52%



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 was approaching state expectations and was below the geo. district. CMAS 9 to PSAT 10 student growth was approaching 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 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 36.9% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 33.7% of students. The percent of students at or above the 50th percentile has decreased from last year (55% to 47.7%).

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

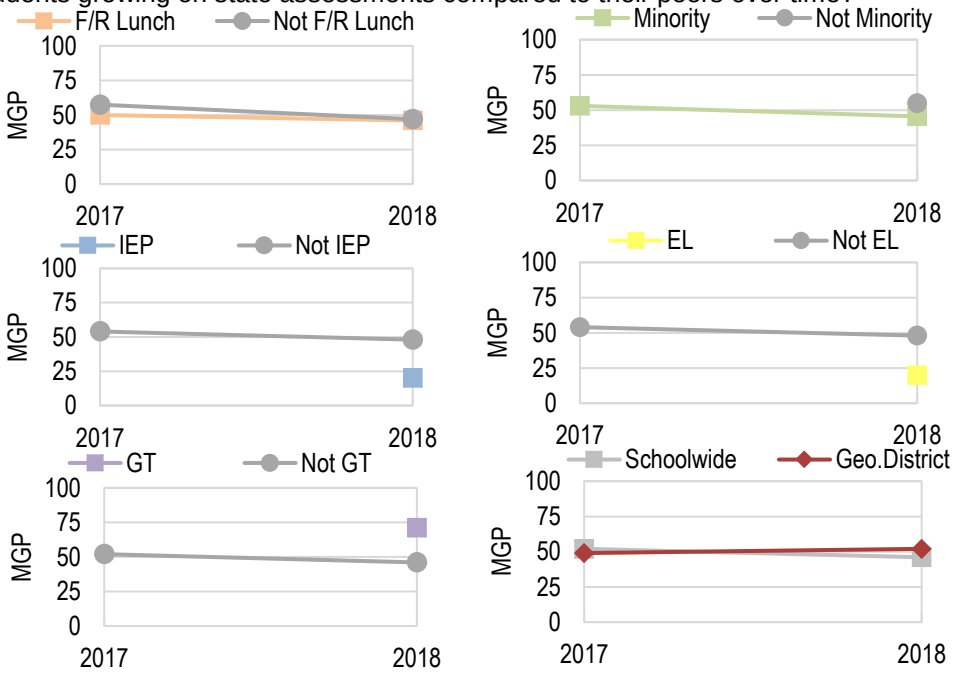
Mathematics Subgroup Growth

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	50.0	46.0
	N	57.5	47.0
Minority	Y	53.0	45.5
	N	--	55.0
IEP	Y	--	20.0
	N	54.0	48.0
EL	Y	--	20.0
	N	54.0	48.0
GT	Y	--	71.0
	N	52.0	46.0
Schoolwide		52.0	46.0
Geographic District		49.0	52.0

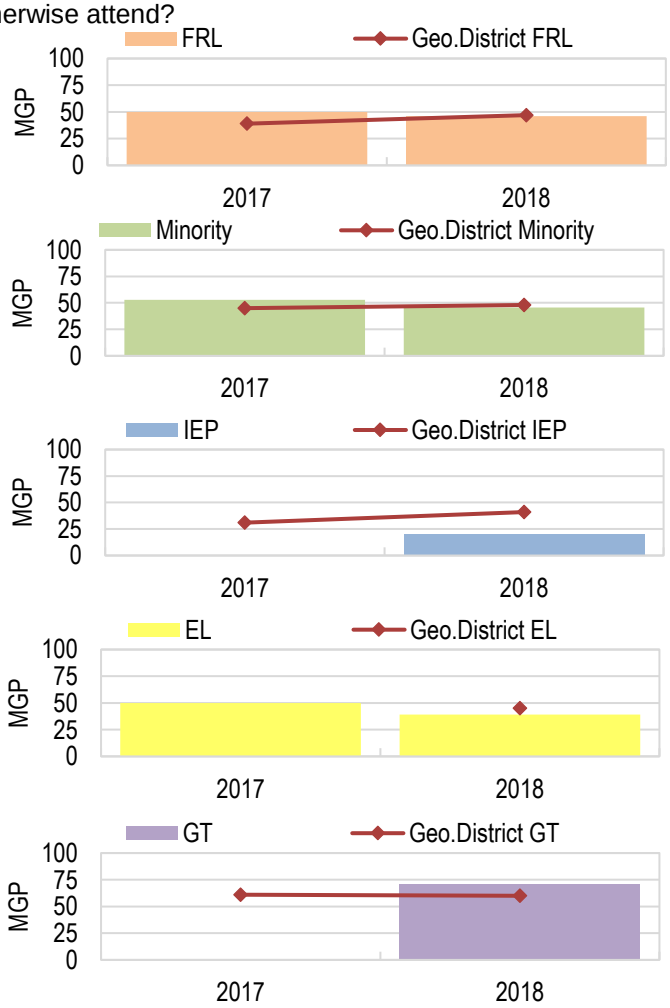


PSAT/SAT Math: Subgroup Local Comparison

-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	75	50.0	265	46.0
Minority	104	53.0	306	45.5
IEP	n<20	--	20	20.0
EL	71	50.0	169	39.0
GT	n<20	--	24	71.0

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	536	39.0	2169	47.0
Minority	1,062	45.0	3608	48.0
IEP	135	31.0	551	41.0
EL	NA	--	1363	45.0
GT	281	61.0	904	60.0



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, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, 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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, any subgroups with N-values less than 20 were not reported due to low student counts. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, and any additional details are available in the graphs on the

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

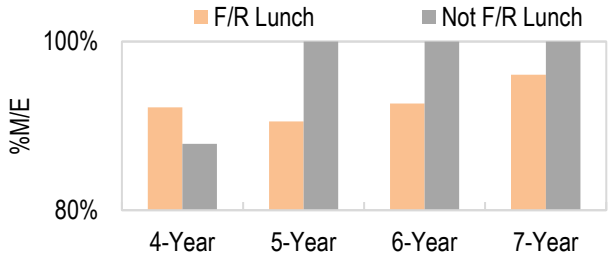
Exceeds | Approaching | Meets | Does Not Meet

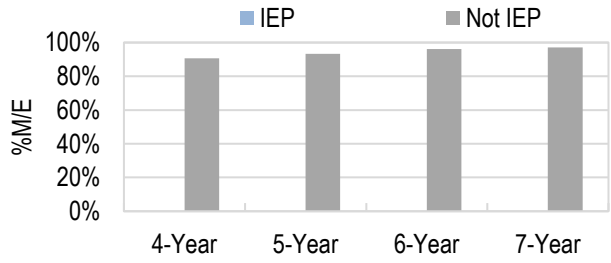
Postsecondary and Workforce Readiness Additional Indicators

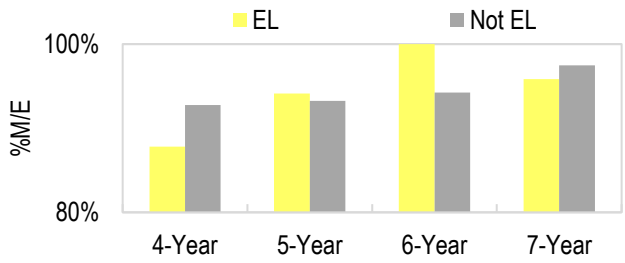
Graduation Rate: School Status and Trends

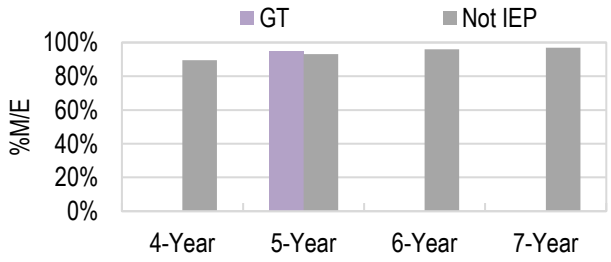
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?

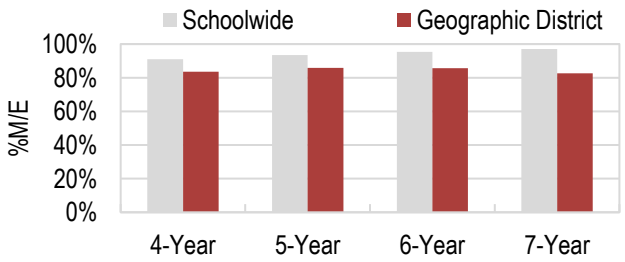
School Subgroup Graduation Rates over Time										
Student Subgroup		Best of	4-Year		5-Year		6-Year		7-Year	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	7yr	77	92.2%	74	90.5%	68	92.6%	76	96.1%
	N	5yr	33	87.9%	34	100.0%	41	100.0%	27	100.0%
Minority	Y	7yr	87	92.0%	80	93.8%	78	93.6%	81	96.3%
	N	6yr	23	87.0%	28	92.9%	31	100.0%	22	100.0%
IEP	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	7yr	108	90.7%	106	93.4%	106	96.2%	101	97.0%
EL	Y	6yr	41	87.8%	34	94.1%	22	100.0%	24	95.8%
	N	7yr	69	92.8%	74	93.2%	87	94.3%	79	97.5%
GT	Y	5yr	n<16	--	20	95.0%	n<16	--	n<16	--
	N	7yr	96	89.6%	88	93.2%	99	96.0%	96	96.9%
Schoolwide		7yr	110	90.9%	108	93.5%	109	95.4%	103	97.1%
Geographic District		5yr	2706	83.6%	2615	85.9%	2611	85.7%	2882	82.7%











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 97.1%.The best of rate for the geo. district is the 5 year rate of 85.9%.The best of rate for students eligible for free or reduced price lunch is the 7 year rate of 96.1%.The best of rate for minority students is the 7 year rate of 96.3%.The best of rate for English Learners is the 6 year rate of 100%.The best of rate for gifted students is the 5 year rate of 95%.

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

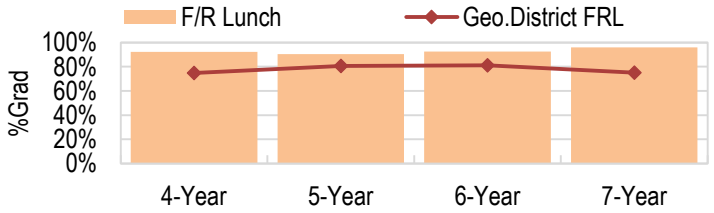
Postsecondary and Workforce Readiness Additional Indicators

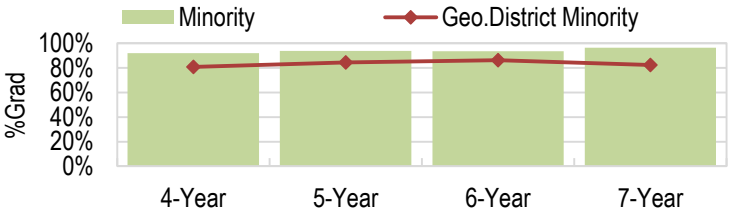
Graduation Rate: School Status & Local Comparison

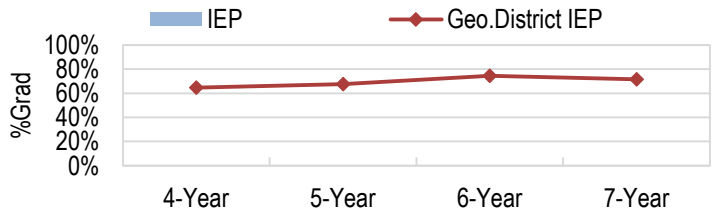
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate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

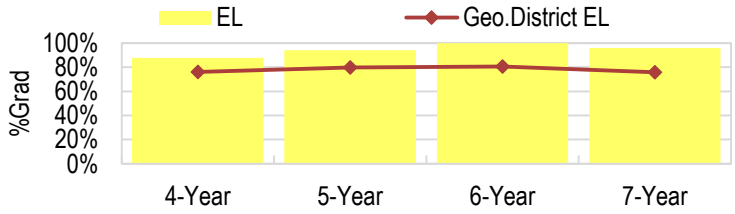
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	77	92.2%	74	90.5%	68	92.6%	76	96.1%
Minority	7yr	87	92.0%	80	93.8%	78	93.6%	81	96.3%
IEP	NA	n<16	--	n<16	--	n<16	--	n<16	--
EL	6yr	41	87.8%	34	94.1%	22	100.0%	24	95.8%
GT	5yr	n<16	--	20	95.0%	n<16	--	n<16	--
Schoolwide	7yr	110	90.9%	108	93.5%	109	95.4%	103	97.1%

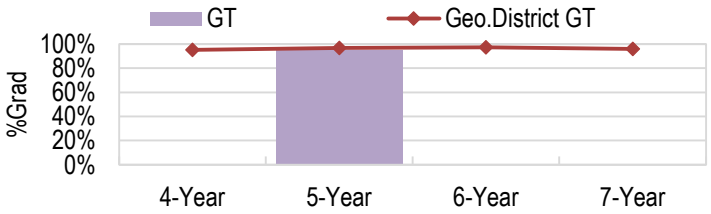
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	6yr	1147	74.9%	1275	80.7%	1267	81.1%	1274	75.0%
Minority	6yr	1311	80.8%	1257	84.4%	1206	86.3%	1232	82.4%
IEP	6yr	255	64.7%	238	67.6%	271	74.5%	257	71.6%
EL	6yr	433	76.0%	345	79.7%	303	80.5%	318	75.8%
GT	6yr	287	95.1%	287	96.9%	286	97.2%	244	95.9%
Geo. District	5yr	2706	83.6%	2615	85.9%	2611	85.7%	2882	82.7%

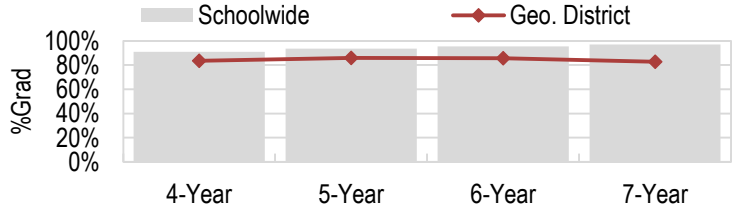












Graduation Rates Status and Local Comparison

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 7 year rate of 96.1%. The 7 year rate for FRL students in the geo. district is 75%. The best of rate for minority students is the 7 year rate of 96.3%. The 7 year rate for minority students in the geo. district is 82.4%. The best of rate for English Learners is the 6 year rate of 100%. The 6 year rate for English Learners in the geo. district is 80.5%. The best of rate for gifted students is the 5 year rate of 95%. The 5 year rate for gifted students in the geo. district is 96.9%. 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

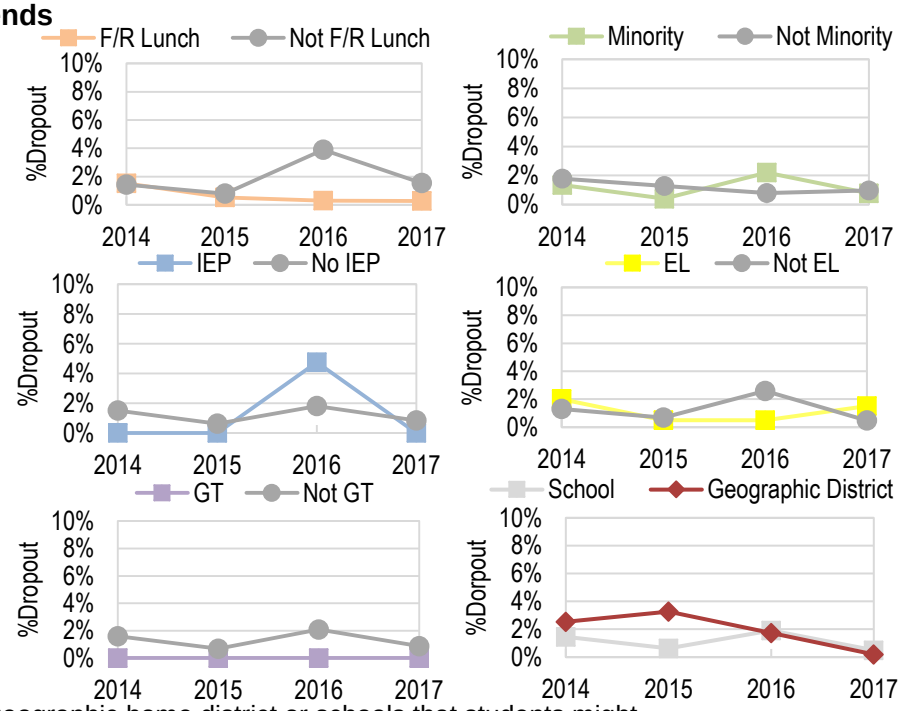
Postsecondary and Workforce Readiness Additional Indicators

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	1.5%	0.5%	0.3%	0.3%
	N	1.4%	0.8%	3.9%	1.5%
Minority	Y	1.4%	0.4%	2.2%	0.8%
	N	1.8%	1.3%	0.8%	1.0%
IEP	Y	0.0%	0.0%	4.8%	0.0%
	N	1.5%	0.6%	1.8%	0.8%
EL	Y	2.0%	0.5%	0.5%	1.5%
	N	1.3%	0.7%	2.6%	0.5%
GT	Y	0.0%	0.0%	0.0%	0.0%
	N	1.6%	0.7%	2.1%	0.9%
Schoolwide		1.5%	0.6%	1.9%	0.5%
Geographic District		2.5%	3.3%	1.7%	0.2%

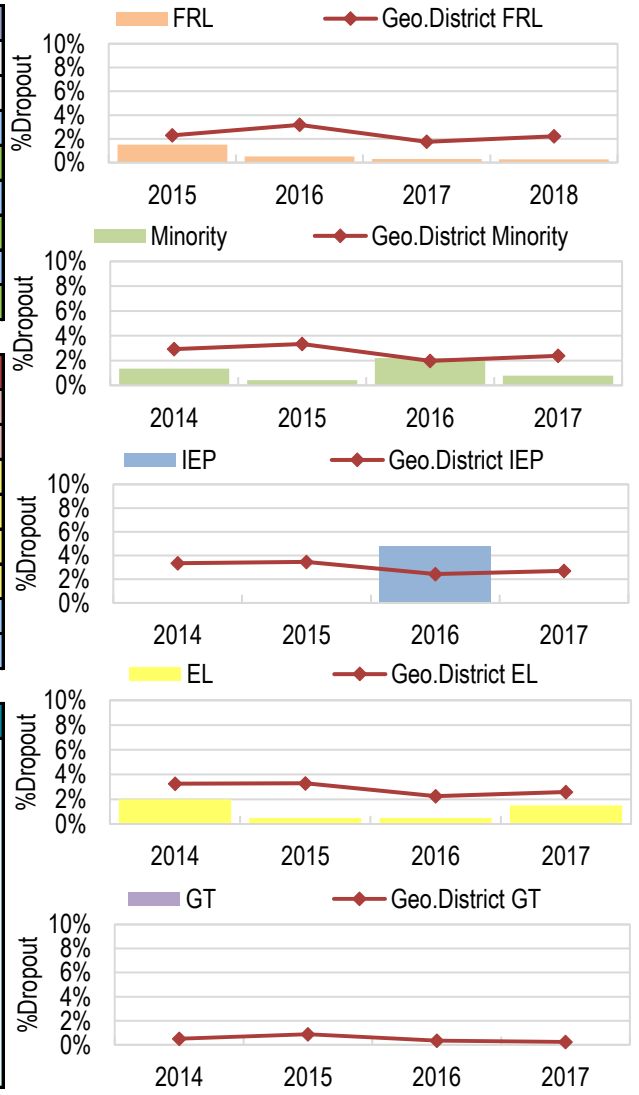


Dropout Rate: Subgroup Local Comparison

-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	329	1.5%	393	0.5%	344	0.3%	358	0.3%
Minority	444	1.4%	488	0.4%	500	2.2%	517	0.8%
IEP	18	0.0%	20	0.0%	21	4.8%	25	0.0%
EL	150	2.0%	201	0.5%	202	0.5%	199	1.5%
GT	48	0.0%	58	0.0%	51	0.0%	50	0.0%
Schoolwide	612	1.5%	643	0.6%	626	1.9%	378	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	6059	2.3%	5356	3.2%	5373	1.7%	5904	2.2%
Minority	9549	2.9%	9774	3.3%	9515	2.0%	9963	2.4%
IEP	2097	3.3%	1935	3.5%	1971	2.4%	1991	2.7%
EL	2630	3.3%	2702	3.3%	2978	2.2%	3046	2.6%
GT	2003	0.5%	2070	0.9%	2025	0.3%	2080	0.2%
Geo. District	21297	2.5%	20827	3.3%	19329	1.7%	986	0.2%



Dropout Rates Status and Local Comparison

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, students eligible for free or reduced priced lunch (FRL) dropout rates decreased, minority student dropout rates decreased, students with disabilities (IEP) dropout rates decreased, English learner (EL) dropout rates increased, gifted student (GT) dropout rates had no change, and overall student dropout rates decreased. This year, non-FRL students had higher dropout rates than their FRL peers, non-minority students had higher dropout rates than their minority peers, general education students had higher dropout rates than their IEP peers, EL students had higher dropout rates than their non-EL peers, non-GT students had higher dropout rates than their GT peers, overall, the school had higher dropout rates than Adams 12 Five Star Schools. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, 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

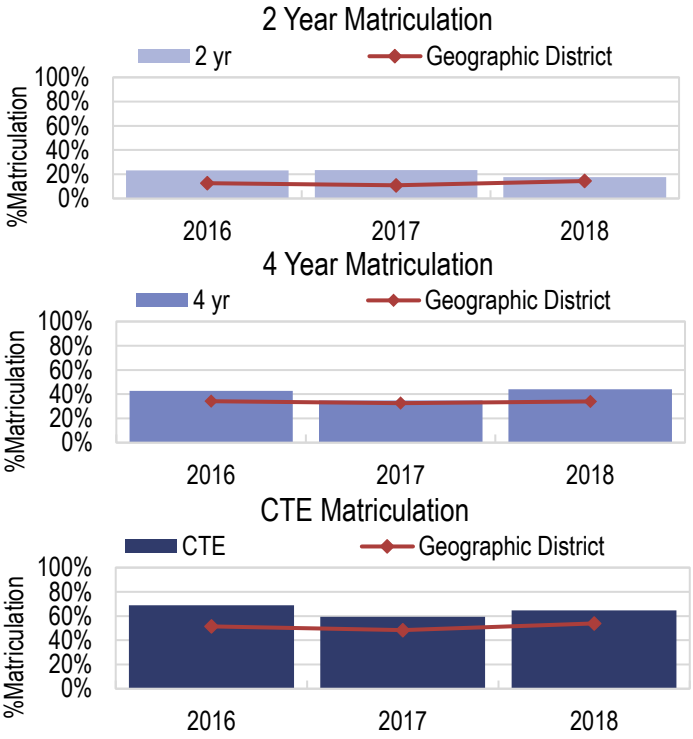
Postsecondary and Workforce Readiness Additional Indicators

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	103	23.3%	106	23.6%	102	17.6%
4 yr	103	42.7%	106	34.9%	102	44.1%
CTE	103	3.9%	106	2.8%	102	2.9%
Schoolwide	103	68.9%	106	59.4%	102	64.7%

Geo. District Matriculation Rate Trends over Time						
Matriculation	2016		2017		2018	
Category	N	Rate	N	Rate	N	Rate
2 yr	2286	13%	2366	11%	2492	14%
4 yr	2286	34%	2366	33%	2492	34%
CTE	2286	5%	2366	5%	2492	8%
Geo. District	2286	51.4%	2366	48.4%	2492	53.9%



Matriculation Rates Status and Local Comparison
The graphs above show schoolwide matriculation rates compared to the matriculation rates for Adams 12 Five Star Schools. In 2018, school matriculation rates met state expectations and was above the geo. district. Since last year, schoolwide matriculation rates increased from 59.4% to 64.7%.

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

Exceeds | Approaching
Meets | Does Not Meet

Academic Performance Metrics

School Observations

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

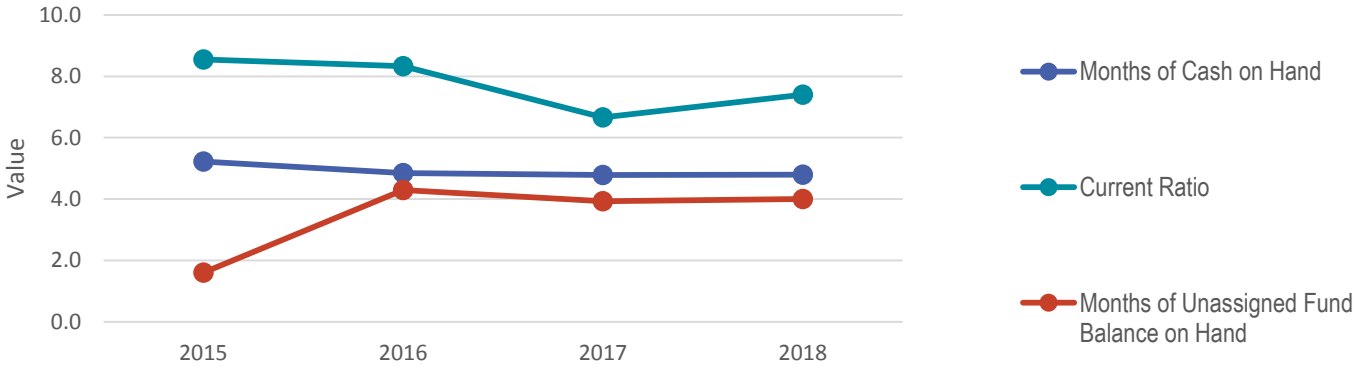
Fiscal Years 2015-2018 Financial Results

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	5.4%	3.3%	-5.0%	3.7%
Months of Cash on Hand	5.22	4.84	4.78	4.80
Current Ratio	8.55	8.33	6.66	7.40
Months of Unassigned Fund Balance on Hand	1.61	4.29	3.93	4.00
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES



Enrollment

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

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	0.5%	-2.3%	-5.8%	-0.4%
Change in FPC from Prior-Year	2.1%	-3.6%	-4.5%	-0.4%

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	0.00	17.14	--	0.00
Current Ratio	0.10	0.00	0.08	0.10
Debt to Asset Ratio	1.08	1.11	1.10	1.10
Change in Net Position	$128,557	$206,276	$244,317	$399,413

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	1.45	1.45	1.49	1.78
Change in Net Position	$131,971	($1,718,383)	($11,075,533)	($11,019,784)
Default	NO	NO	NO	NO

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

Exceeds | Approaching
Meets | Does Not Meet

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative
The Pinnacle Charter School ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 8 pupils (0 percent), and 8 pupils (0 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.8 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 4 percent and an increase in their unassigned fund balance.

School Observations

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

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

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

Governance Management

-Is the school complying with governance requirements?

Includes:

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

CSI Review
CSI was not made aware of any issues relating to governance requirements for the 2017-18 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

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

CSI Review
CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *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. The Organizational Submissions were completed ontime and were generally compliant, with minor revisions needed. In addition, the School is generally very responsive to feedback and questions.

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.**

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us