Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2017-2018

Thomas MacLaren School

THOMAS MACLAREN SCHOOL

COLORADO
CHARTER SCHOOL INSTITUTE

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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

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

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

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

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

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

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

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

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

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

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. You may use the tables, graphs and narrative of this final report in your UIP.

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

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

CSI Performance Framework

Academic Performance Framework*
1. Academic Achievement a. How are students achieving on state assessments? b. How are students achieving on state assessments over time? c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend? d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers? e. How are students achieving in comparison to similar schools statewide? **2. Academic Growth** a. Are students making sufficient growth on state assessments? b. Are students making sufficient growth on state assessments over time? c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend? d. How is student growth distributed across growth levels? e. How are students growing in comparison to similar schools statewide? **3. Postsecondary and Workforce Readiness** a. How are students achieving on state assessments for postsecondary readiness? b. Are students graduating high school? c. Are students dropping out of high school? d. Are high school graduates adequately prepared for post-secondary academic success? e. What is the school's post-completion success rate?

Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2018. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult: https://www.cde.state.co.us/dataprivacyandsecurity
- Data symbols:

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

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

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

2. Sustainability

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

Organizational Performance Framework

1. Education Program

a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

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

3. Governance and Financial Management

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

4. School Operations and Environment

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

5. Additional Obligations

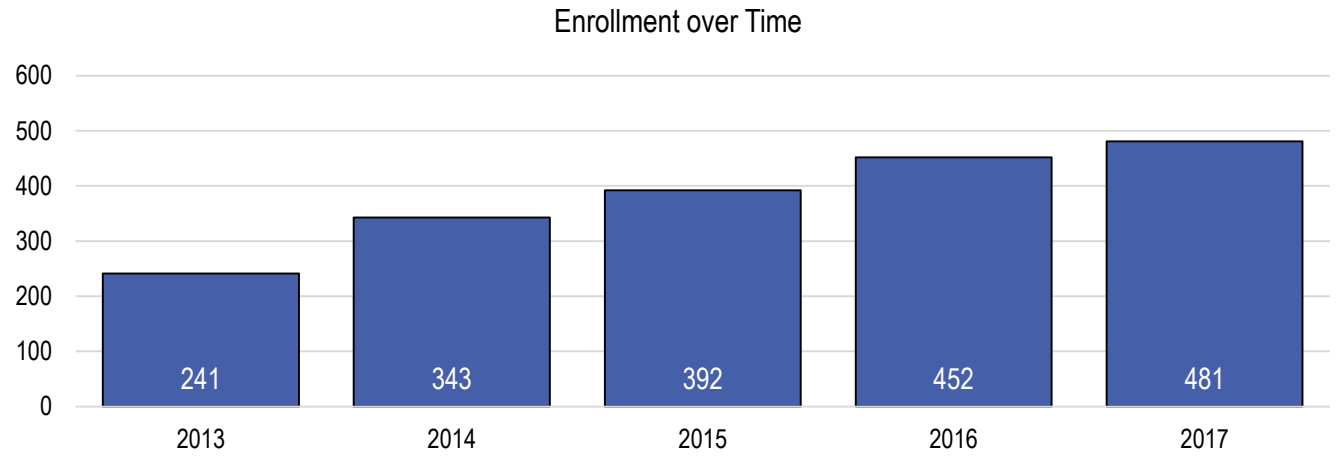
a. Is the school complying with all other obligations?

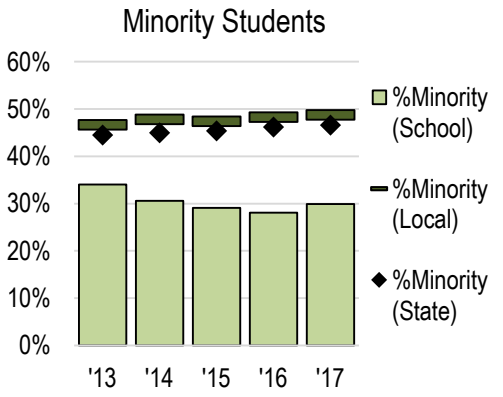
Thomas MacLaren School Overview

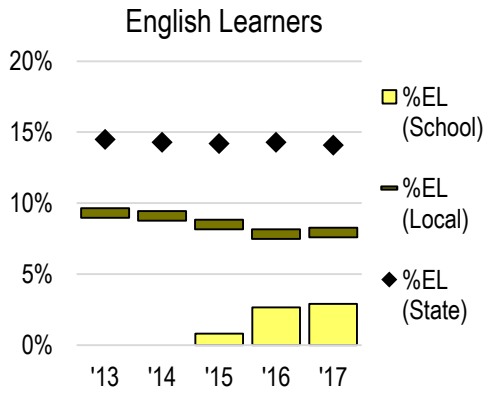
Year Opened/Transferred: 2009-2010
Grades Served: K-12
School Model: Classical

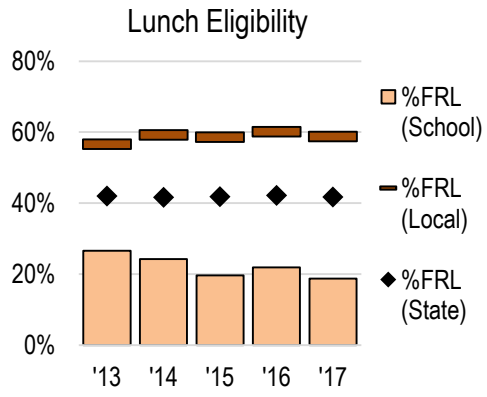
Town/City: Colorado Springs
District of Residence: Colorado Springs 11
Original Application Type: New School

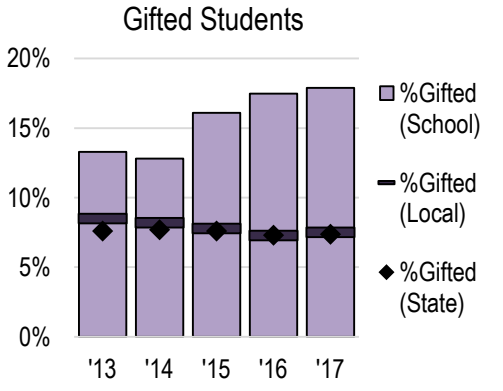
Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	**241**	**343**	**392**	**452**	**481**	
Minority	34.0%	30.6%	29.1%	28.1%	29.9%	
EL	0.0%	0.0%	0.8%	2.7%	2.9%	
FRL	26.6%	24.2%	19.6%	21.9%	18.7%	
Gifted	13.3%	12.8%	16.1%	17.5%	17.9%	
SPED	0.8%	1.7%	1.0%	1.5%	1.5%	
504	4.6%	8.7%	8.2%	7.1%	7.1%	

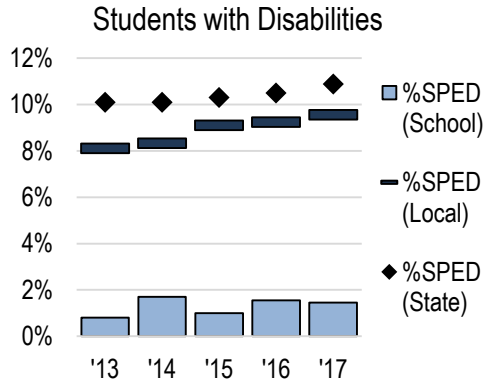


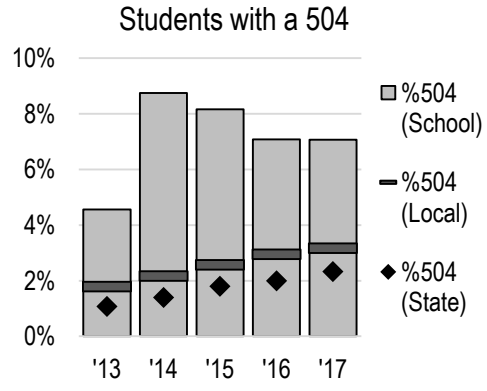












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

CSI Annual Review of Schools (CARS) Rating

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

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

Participation

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

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

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

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

Assurance	
	Rating
Accountability Participation Rate	**Meets 95%**

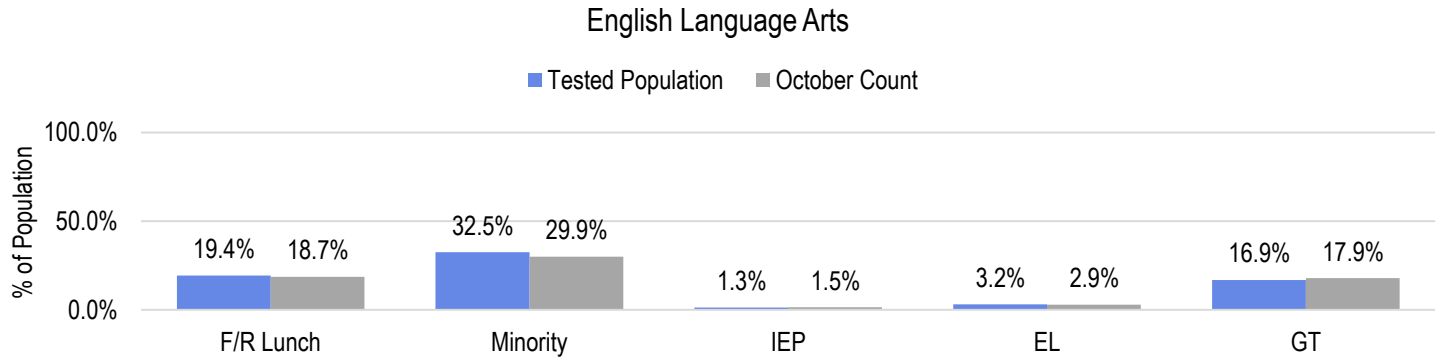
Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	391	372	95.1%	18	99.7%	**Meets 95%**
Math	391	373	95.4%	17	99.7%	**Meets 95%**
Science	126	112	88.9%	14	100.0%	**Meets 95%**

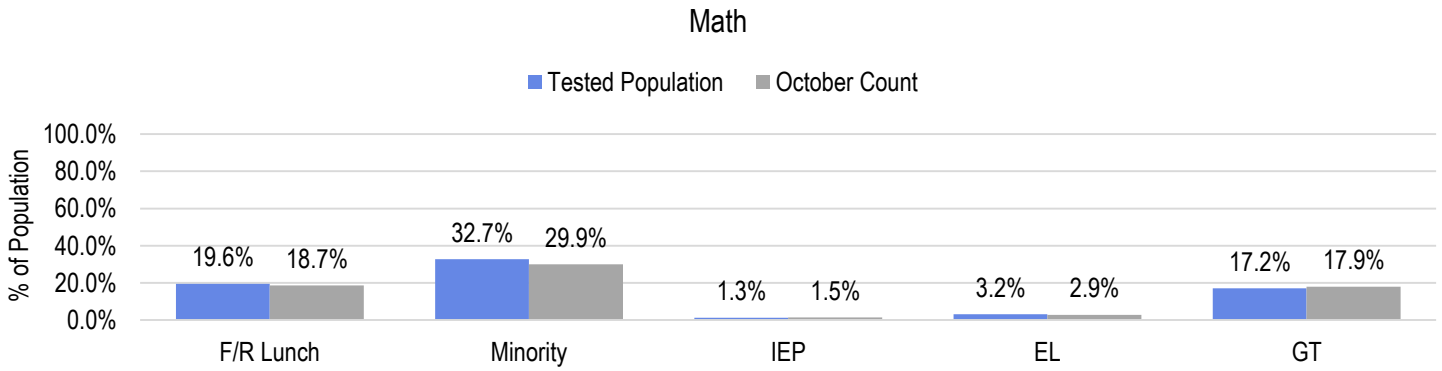
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	268	249	92.9%	18	99.6%	**Meets 95%**
CMAS Math	268	250	93.3%	17	99.6%	**Meets 95%**
CMAS Science	126	112	88.9%	14	100.0%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	123	123	100.0%	0	100.0%	**Meets 95%**
PSAT/SAT Math	123	123	100.0%	0	100.0%	**Meets 95%**

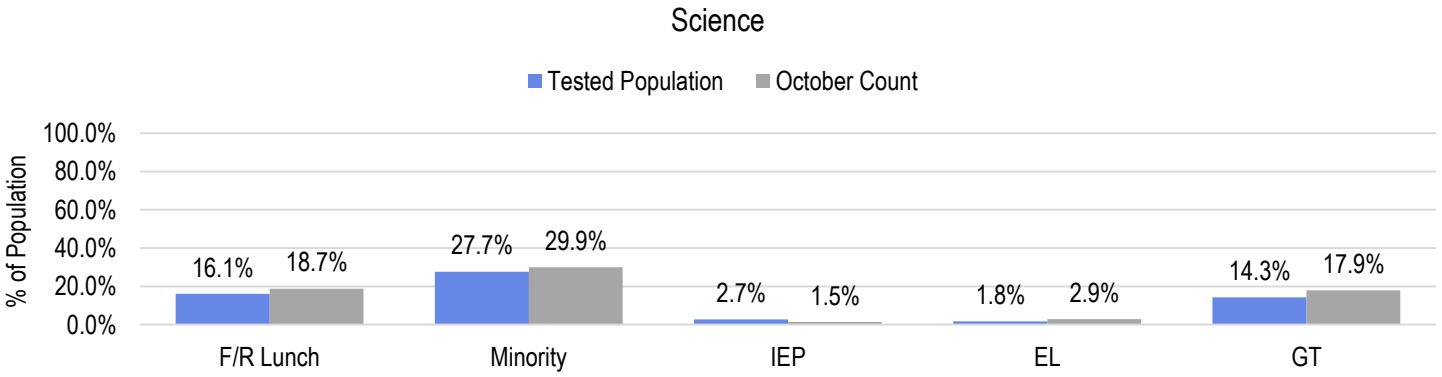
Participation Rate Comparison

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

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	19.4%	18.7%	19.6%	18.7%	16.1%	18.7%
Minority	32.5%	29.9%	32.7%	29.9%	27.7%	29.9%
IEP	1.3%	1.5%	1.3%	1.5%	2.7%	1.5%
EL	3.2%	2.9%	3.2%	2.9%	1.8%	2.9%
GT	16.9%	17.9%	17.2%	17.9%	14.3%	17.9%







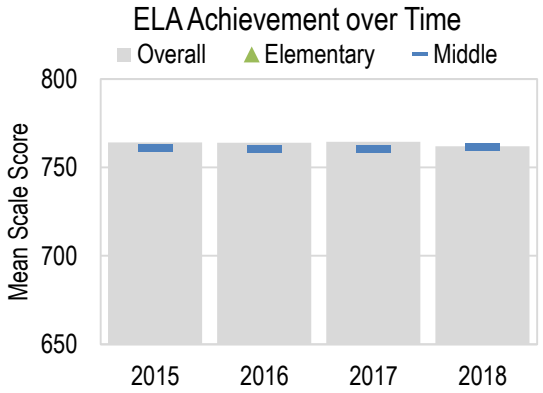
English Language Arts Achievement

CMAS ELA: School Status and Trends

-How are students achieving on state assessments in English Language Arts over time?

Achievement over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	83	755	91	757	88	755	89	759
7	62	766	86	760	87	760	81	761
8	68	764	55	767	68	768	79	766
Middle	213	761	232	760	243	761	249	762
Overall	**260**	**764**	**290**	**764**	**294**	**764**	**249**	**762**

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

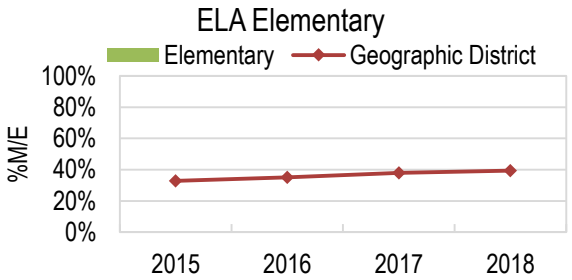


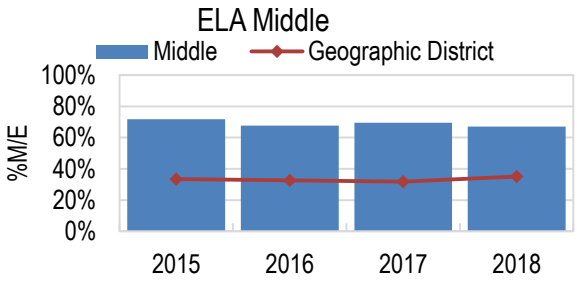
CMAS ELA: Local Comparison

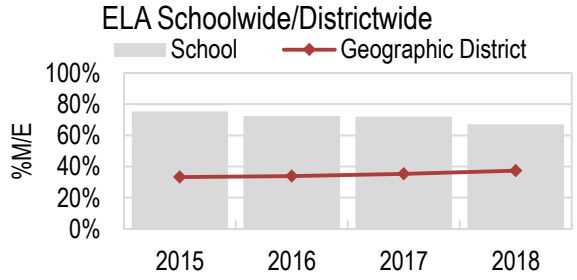
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	83	63.9%	91	61.5%	88	62.5%	89	66.3%
7	62	75.8%	86	69.8%	87	66.7%	81	67.9%
8	68	77.9%	55	74.5%	68	82.4%	79	67.1%
Middle	213	71.8%	232	67.7%	243	69.5%	249	67.1%
Overall	**260**	**75.4%**	**290**	**72.4%**	**294**	**72.1%**	**249**	**67.1%**

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	2129	34.1%	2091	32.2%	2134	33.1%	1996	36.5%
4	2035	32.2%	2090	37.3%	2062	37.5%	2027	40.0%
5	1968	32.4%	1994	35.5%	2105	43.5%	2008	41.5%
Elementary	6132	32.9%	6175	35.0%	6301	38.0%	6031	39.4%
6	1764	31.0%	1693	30.7%	1790	29.7%	1907	35.5%
7	1820	34.2%	1689	31.8%	1686	32.9%	1762	35.8%
8	1672	35.2%	1681	35.2%	1633	33.1%	1721	34.0%
Middle	5256	33.5%	5063	32.6%	5109	31.8%	5390	35.1%
Overall	**11388**	**33.2%**	**11238**	**33.9%**	**11410**	**35.2%**	**11421**	**37.4%**







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 2.5 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 29.7 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

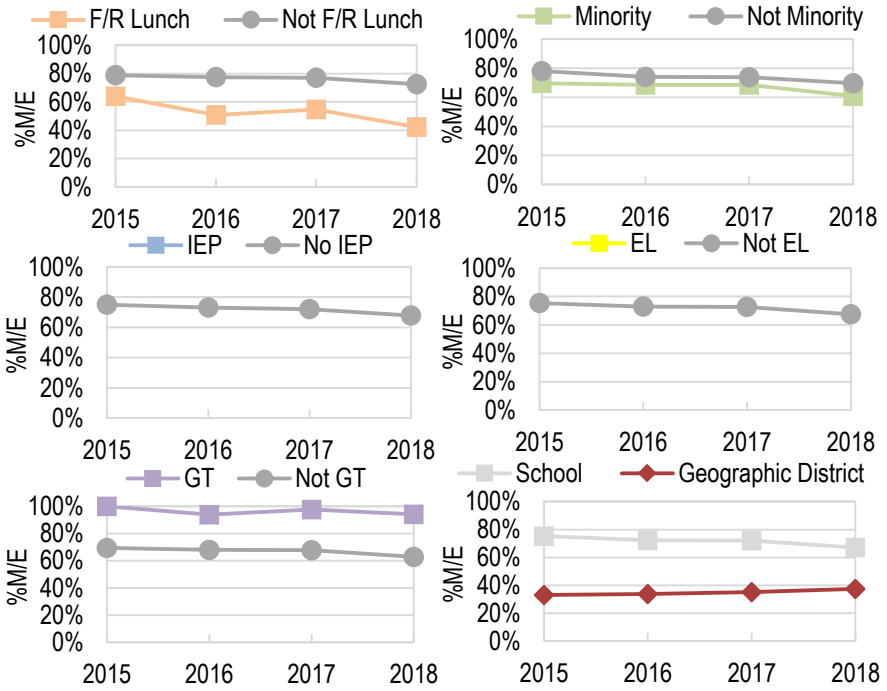
English Language Arts Subgroup Achievement

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	63.9%	50.9%	54.7%	42.2%
	N	78.9%	77.4%	77.0%	72.5%
Minority	Y	69.6%	68.5%	68.4%	60.8%
	N	77.9%	74.1%	73.9%	69.7%
IEP	Y	--	--	--	--
	N	75.0%	73.2%	72.1%	67.8%
EL	Y	--	--	--	--
	N	75.3%	72.9%	72.7%	67.4%
GT	Y	100.0%	94.0%	97.6%	94.1%
	N	69.5%	67.9%	67.9%	62.8%
Schoolwide		75.4%	72.4%	72.1%	67.1%
Geographic District		33.2%	33.9%	35.2%	37.4%

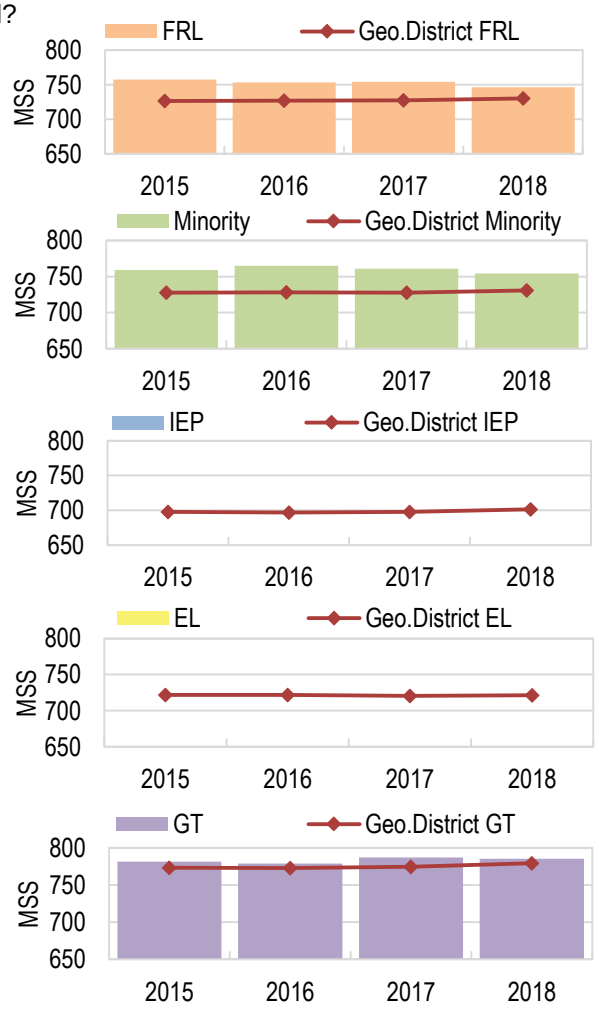


CMAS ELA: Subgroup Local Comparison

-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	61	757	55	753	64	754	45	746
Minority	79	759	89	765	95	761	74	754
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	50	781	50	779	42	787	34	785

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	7061	727	6949	727	7411	727	6381	730
Minority	5788	728	5577	728	6035	728	5261	731
IEP	1152	698	1172	697	1296	698	1115	702
EL	1578	722	1539	722	1500	721	1193	721
GT	1439	773	1246	773	1337	774	1251	779



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, 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, GT students outperformed their non-GT peers, overall, the school outperformed Colorado Springs 11. In 2018, the following subgroups outperformed the geo. district: FRL, minority, GT, additional details are available in the graphs on the right.

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

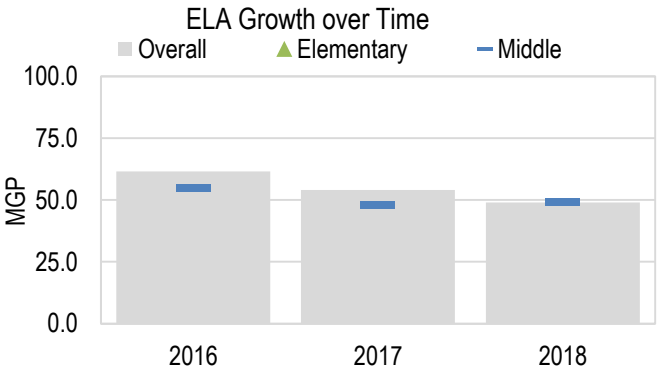
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

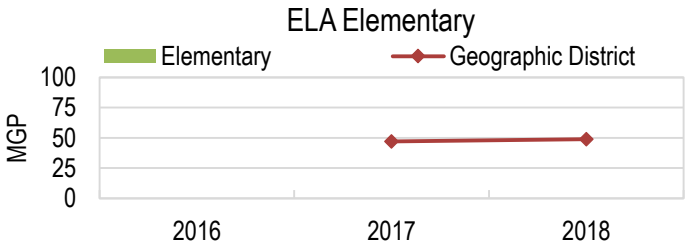
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--
5	--	--	--	--	--	--
Elementary	--	--	--	--	--	--
6	70	53.5	60	46.5	69	46.0
7	79	59.0	82	40.0	78	50.0
8	49	53.0	67	58.0	78	55.0
Middle	198	55.0	209	48.0	225	49.0
Overall	**252**	**61.5**	**253**	**54.0**	**225**	**49.0**

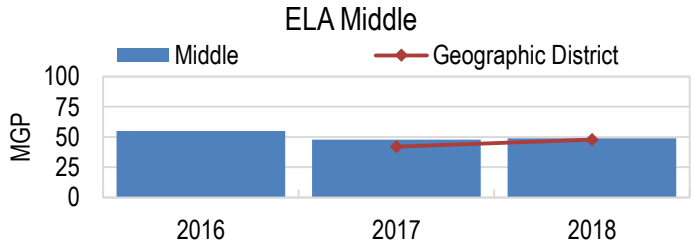


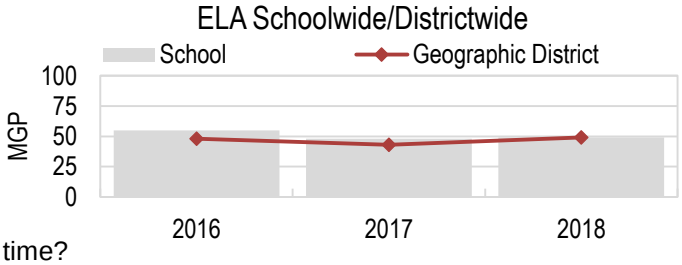
CMAS ELA: Local Comparison

-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	1796	47.0	1788	44.0	1792	50.0
5	1715	54.0	1818	49.0	1754	48.0
Elementary	NA	--	3623	47.0	3561	49.0
6	1457	46.0	1543	42.0	1667	44.0
7	1398	45.0	1425	41.0	1498	50.0
8	1408	46.5	1385	46.0	1465	51.0
Middle	NA	--	4336	42.0	4615	48.0
Overall	**8531**	**48.0**	**9169**	**43.0**	**8176**	**49.0**







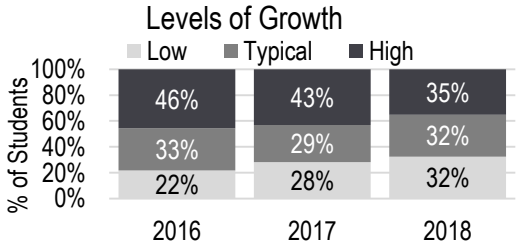
Growth Status and Local Comparison Narrative

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 5 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.

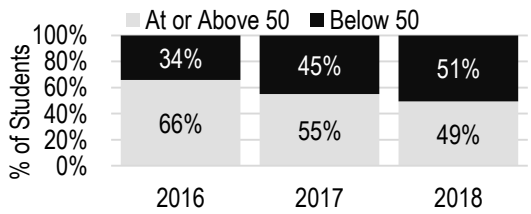
CMAS ELA: Levels of Growth

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

ELA Levels of Growth			
CMAS ELA	%Students		
Category	2016	2017	2018
Low (below 35)	22%	28%	32%
Typical (35-65)	33%	29%	32%
High (above 65)	46%	43%	35%



ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	66%	55%	49%
Below 50	34%	45%	51%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32.4% 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 35.1% of students. The percent of students at or above the 50th percentile has decreased from last year (54.9% to 49.3%). Since 2016, the percent of students at or above the 50th percentile has decreased (65.9% to 49.3%).

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

Exceeds | Approaching | Meets | Does Not Meet

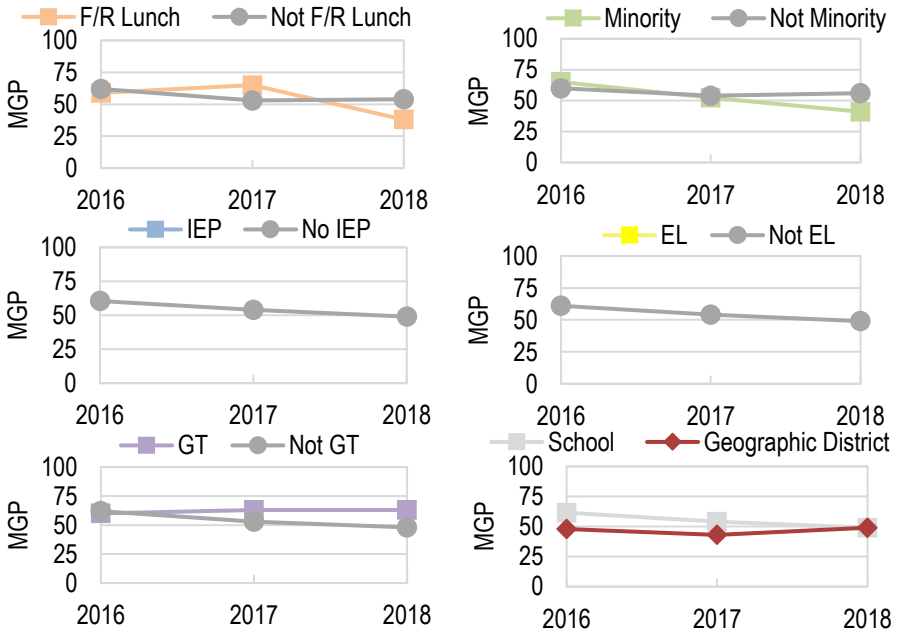
English Language Arts Subgroup Growth

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	59.0	65.0	38.0
	N	62.0	53.0	54.0
Minority	Y	65.0	52.5	41.0
	N	60.0	54.0	56.0
IEP	Y	--	--	--
	N	60.5	54.0	49.0
EL	Y	--	--	--
	N	61.0	54.0	49.0
GT	Y	60.0	63.0	63.0
	N	62.0	53.0	48.0
Schoolwide		61.5	54.0	49.0
Geographic District		48.0	43.0	49.0

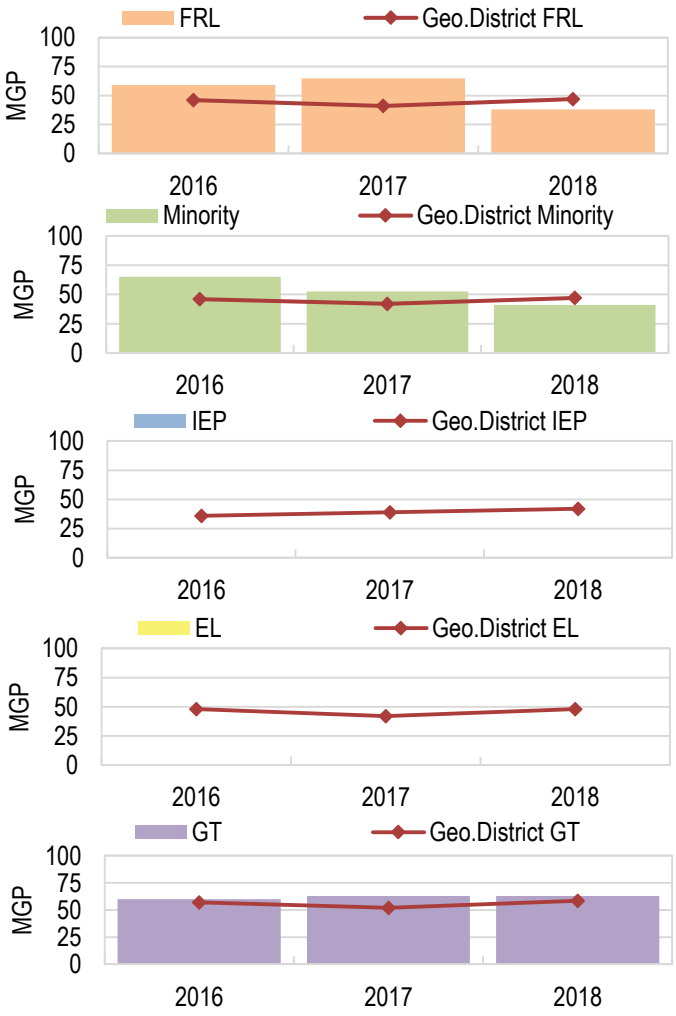


CMAS ELA: Subgroup Local Comparison

-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	50	59.0	57	65.0	42	38.0
Minority	77	65.0	86	52.5	68	41.0
IEP	n<20	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	42	60.0	37	63.0	32	63.0

Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	5022	46.0	5490	41.0	4832	47.0
Minority	4125	46.0	4547	42.0	4013	47.0
IEP	755	36.0	830	39.0	734	42.0
EL	1149	48.0	1214	42.0	923	48.0
GT	1049	57.0	1089	52.0	996	58.5



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, 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, GT students outperformed their non-GT peers, overall, Colorado Springs 11 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, additional details are available in the graphs on the right.

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

Exceeds | Approaching | Meets | Does Not Meet

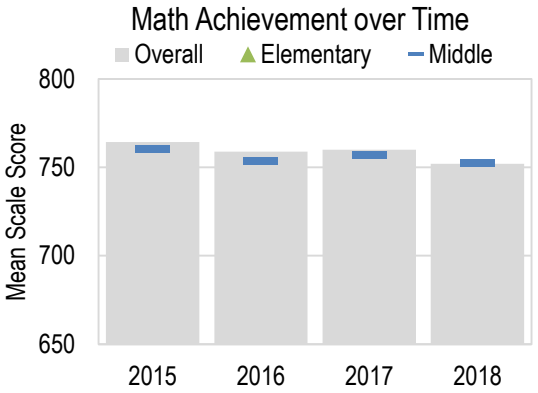
Mathematics Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	n<16	--
6	83	756	91	748	89	752	89	747
7	63	757	86	753	87	752	82	753
8	67	769	55	765	68	769	79	758
Middle	213	760	232	754	244	757	250	752
Overall	**260**	**764**	**290**	**759**	**295**	**760**	**250**	**752**

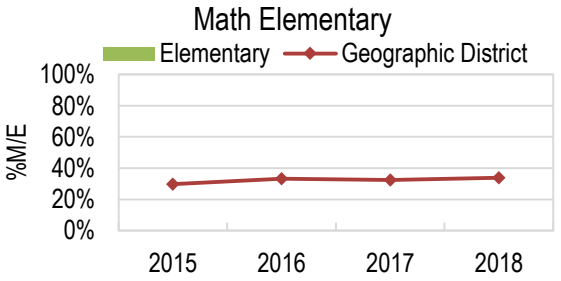
*Overall results before 2017-18 also include high school grade levels.

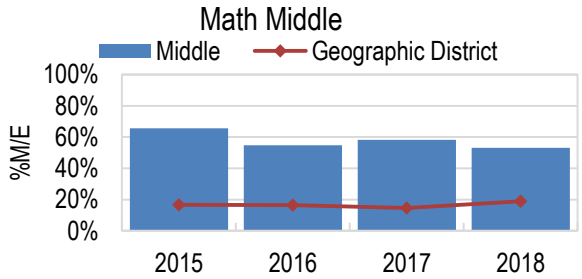


CMAS Math: Local Comparison

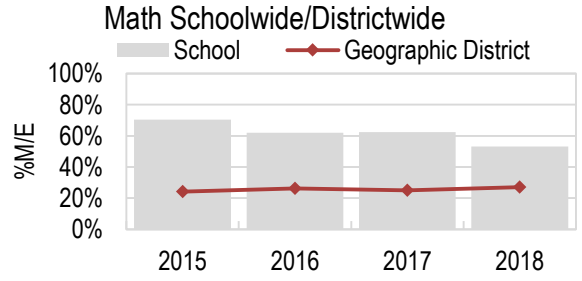
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

School Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	0	--	0	--	0	--	0	--
6	83	59.0%	91	41.8%	89	49.4%	89	47.2%
7	63	58.7%	86	58.1%	87	52.9%	82	56.1%
8	67	80.6%	55	70.9%	68	76.5%	79	57.0%
Middle	213	65.7%	232	54.7%	244	58.2%	250	53.2%
Overall	**260**	**70.4%**	**290**	**62.1%**	**295**	**62.4%**	**250**	**53.2%**





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	2131	36.1%	2105	37.4%	2147	34.9%	2003	40.0%
4	2032	26.5%	2123	31.5%	2085	29.8%	2043	30.3%
5	1960	26.6%	1996	30.8%	2108	32.6%	2025	31.4%
Elementary	6123	29.9%	6224	33.3%	6340	32.5%	6071	33.9%
6	1764	22.2%	1691	21.3%	1790	19.2%	1914	21.5%
7	1681	15.8%	1603	15.4%	1582	14.7%	1761	18.3%
8	1136	9.0%	1238	11.4%	1191	7.8%	1309	16.0%
Middle	4581	16.6%	4532	16.5%	4563	14.7%	4984	18.9%
Overall	**10704**	**24.2%**	**10756**	**26.2%**	**10903**	**25.0%**	**11055**	**27.1%**



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. From 2014-15 to 2015-16, overall mean scale score decreased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 7.9 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 26.1 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

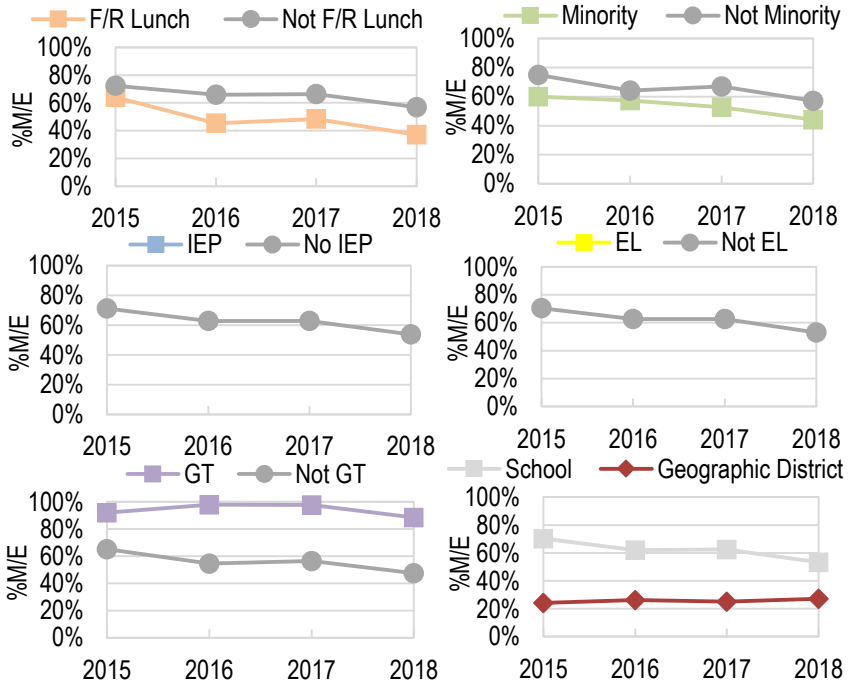
Mathematics Subgroup Achievement

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	63.9%	45.5%	48.4%	37.0%
	N	72.4%	66.0%	66.2%	56.9%
Minority	Y	60.0%	57.3%	52.6%	44.0%
	N	75.0%	64.2%	67.0%	57.1%
IEP	Y	--	--	--	--
	N	71.1%	62.7%	62.9%	53.7%
EL	Y	--	--	--	--
	N	70.3%	62.7%	62.6%	52.9%
GT	Y	92.0%	98.0%	97.6%	88.6%
	N	65.2%	54.6%	56.5%	47.4%
Schoolwide		70.4%	62.1%	62.4%	53.2%
Geographic District		24.2%	26.2%	25.0%	27.1%

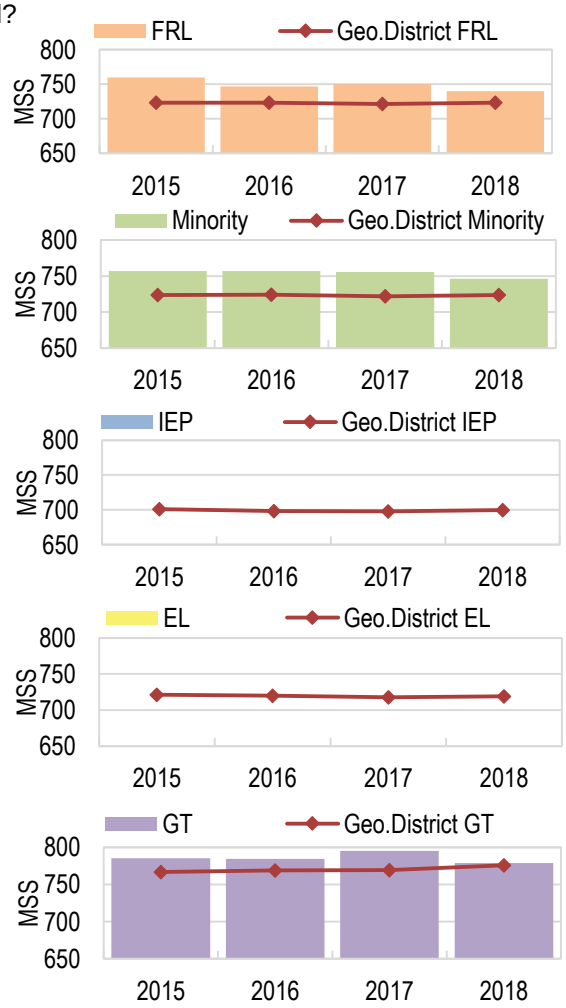


CMAS Math: Subgroup Local Comparison

-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	61	760	55	747	64	750	46	740
Minority	80	757	89	757	95	756	75	746
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	50	785	50	784	42	795	35	779

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	7031	723	6923	723	7466	722	6418	724
Minority	5767	724	5560	724	6088	722	5292	724
IEP	1135	701	1171	698	1298	698	1116	700
EL	1576	721	1532	720	1575	718	1232	719
GT	1437	767	1254	769	1336	769	1247	776



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 decreased, minority student 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, GT students outperformed their non-GT peers, overall, the school outperformed Colorado Springs 11. In 2018, the following subgroups outperformed the geo. district: FRL, 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.

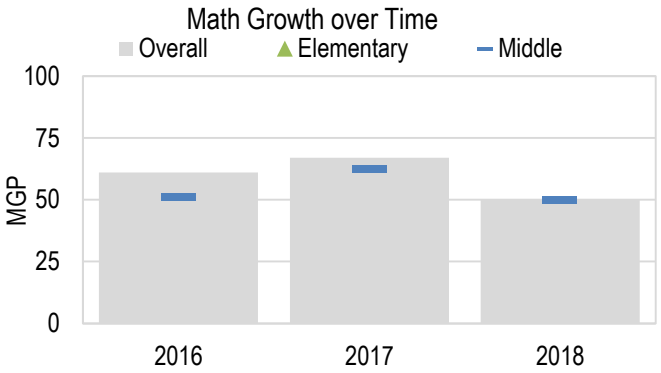
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends

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

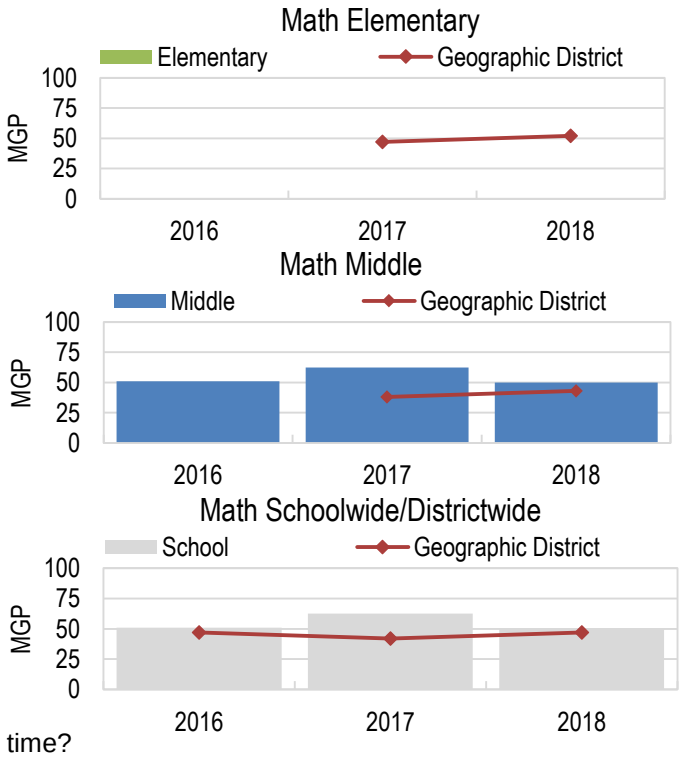
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--
5	--	--	--	--	--	--
Elementary	--	--	--	--	--	--
6	70	42.0	61	44.0	69	39.0
7	79	51.0	82	62.5	79	61.0
8	50	64.5	67	73.0	78	47.5
Middle	199	51.0	210	62.5	226	50.0
Overall	**251**	**61.0**	**253**	**67.0**	**226**	**50.0**



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	1816	48.0	1800	43.0	1802	53.0
5	1712	52.0	1846	50.0	1778	51.0
Elementary	NA	--	3663	47.0	3595	52.0
6	1450	37.0	1547	31.0	1670	40.0
7	1323	48.0	1418	44.0	1497	46.0
8	1378	46.5	1368	40.0	1365	43.0
Middle	NA	--	4316	38.0	4517	43.0
Overall	**8297**	**47.0**	**8944**	**42.0**	**8112**	**47.0**



Growth Status and Local Comparison Narrative

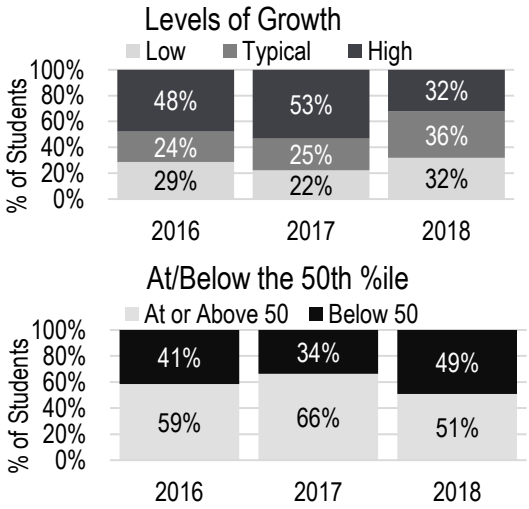
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 17 percentile points. In 2018, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

CMAS Math: Levels of Growth

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

Math Levels of Growth			
CMAS Math	%Students		
Category	2016	2017	2018
Low (below 35)	29%	22%	32%
Typical (35-65)	24%	25%	36%
High (above 65)	48%	53%	32%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	59%	66%	51%
Below 50	41%	34%	49%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 31.9% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 32.3% of students. The percent of students at or above the 50th percentile has decreased from last year (66.4% to 50.9%). Since 2016, the percent of students at or above the 50th percentile has decreased (58.6% to 50.9%).

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

Exceeds | Approaching | Meets | Does Not Meet

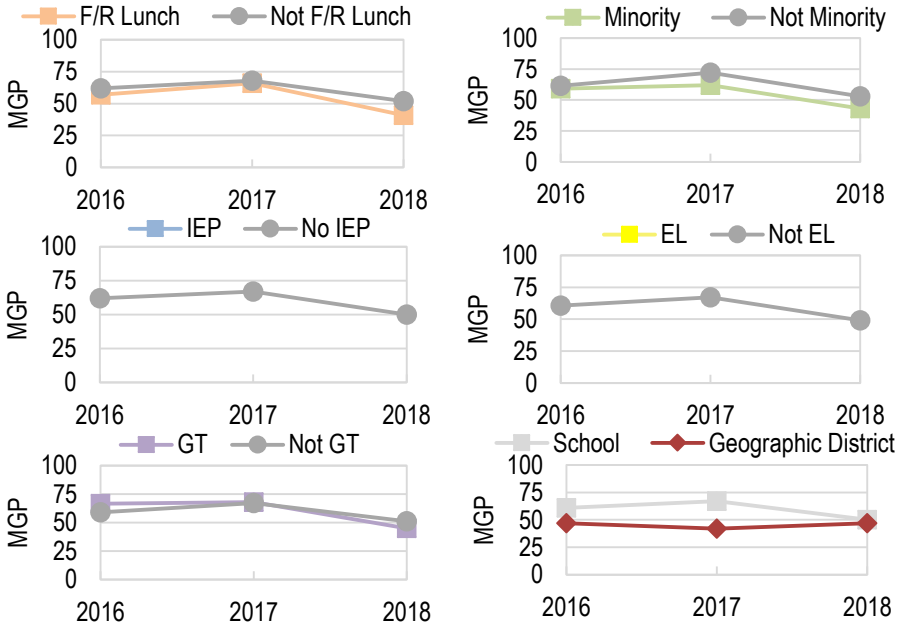
Mathematics Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

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

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

Subgroup Growth Gap Trends over Time in Math				
CMAS Math		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	57.0	66.0	41.0
	N	62.0	68.0	52.0
Minority	Y	59.0	62.0	43.0
	N	61.5	72.0	53.0
IEP	Y	--	--	--
	N	62.0	67.0	50.0
EL	Y	--	--	--
	N	60.5	67.0	49.0
GT	Y	66.5	68.0	45.0
	N	59.0	67.0	51.0
Schoolwide		61.0	67.0	50.0
Geographic District		47.0	42.0	47.0



CMAS Math: Subgroup Local Comparison

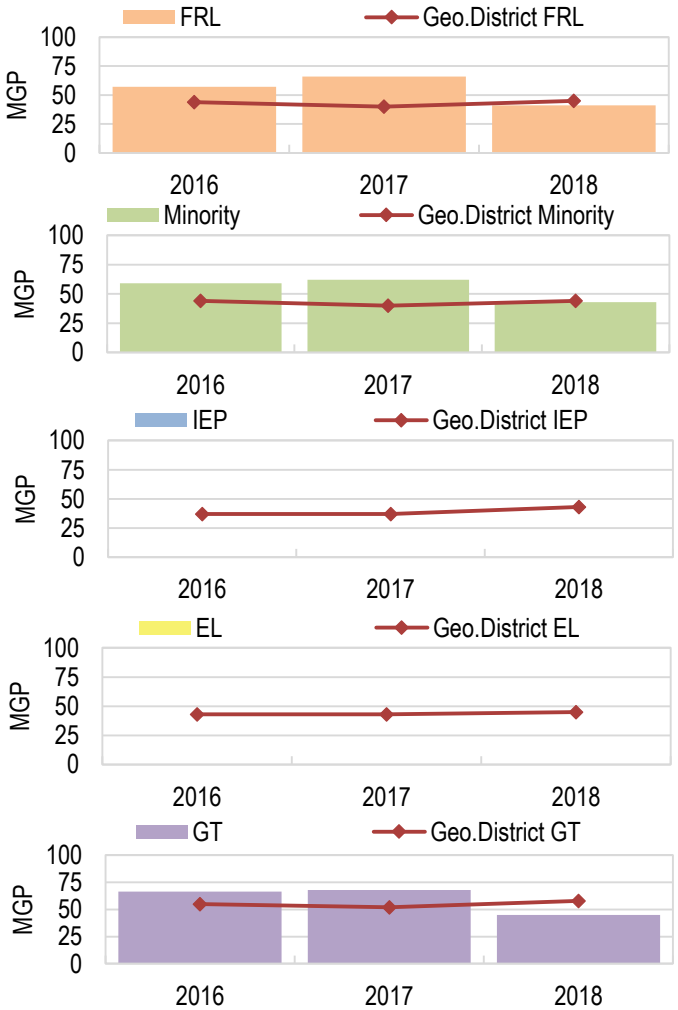
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	49	57.0	58	66.0	43	41.0
Minority	77	59.0	87	62.0	69	43.0
IEP	n<20	--	n<20	--	n<20	--
EL	n<20	--	n<20	--	n<20	--
GT	42	66.5	38	68.0	33	45.0

Geographic District Subgroup Growth over Time in Math						
CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	4914	44.0	5377	40.0	4834	45.0
Minority	4036	44.0	4438	40.0	4003	44.0
IEP	748	37.0	823	37.0	740	43.0
EL	1121	43.0	1196	43.0	954	45.0
GT	941	55.0	998	52.0	916	58.0

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, 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, non-GT students outperformed their GT peers, overall, the school outperformed Colorado Springs 11. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, 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.

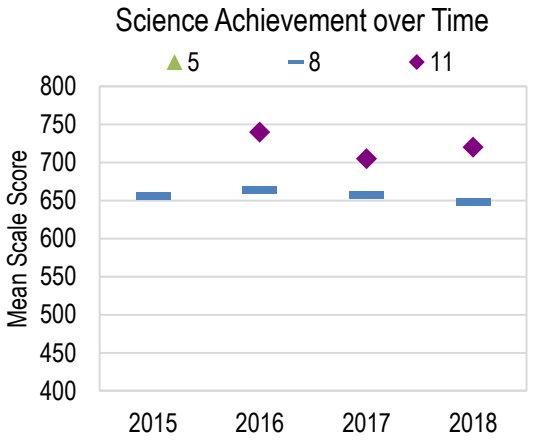
Exceeds | Approaching | Meets | Does Not Meet

Science Achievement

CMAS Science: School Status and Trends

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

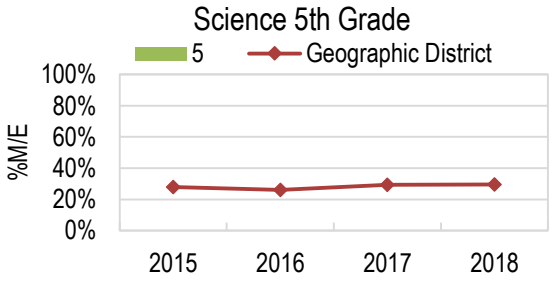
Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	0	--	0	--	0	--	0	--
8	70	656	55	664	68	658	79	648
11	0	--	17	740	39	705	33	720

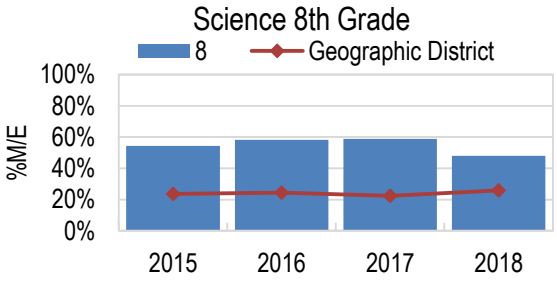


CMAS Science: Local Comparison

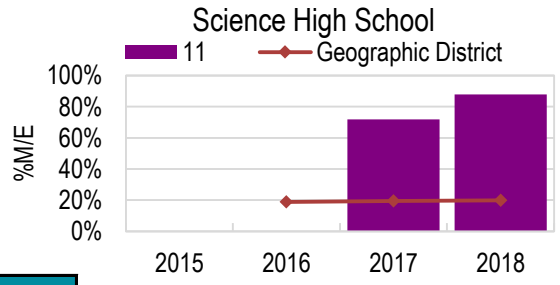
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	70	54.3%	55	58.2%	68	58.8%	79	48.1%
11	0	--	17	0.0%	39	71.8%	33	87.9%
Overall	**70**	**54.3%**	**72**	**44.4%**	**107**	**63.6%**	**112**	**59.8%**





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	2003	28.0%	1985	26.1%	2091	29.4%	2012	29.6%
8	1771	23.5%	1639	24.5%	1610	22.3%	1716	25.8%
11	0	--	660	18.8%	1065	19.5%	1235	19.9%
Overall	**3774**	**25.9%**	**4284**	**24.3%**	**4766**	**24.8%**	**4963**	**25.9%**



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 8th grade mean scale score has decreased by 10 scale score points. 11th grade mean scale score has increased by 15 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past four years. In 2018, the school performed greater than the geo. district in 8th grade, greater than the geo. district in 11th grade, and, overall, 60% 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

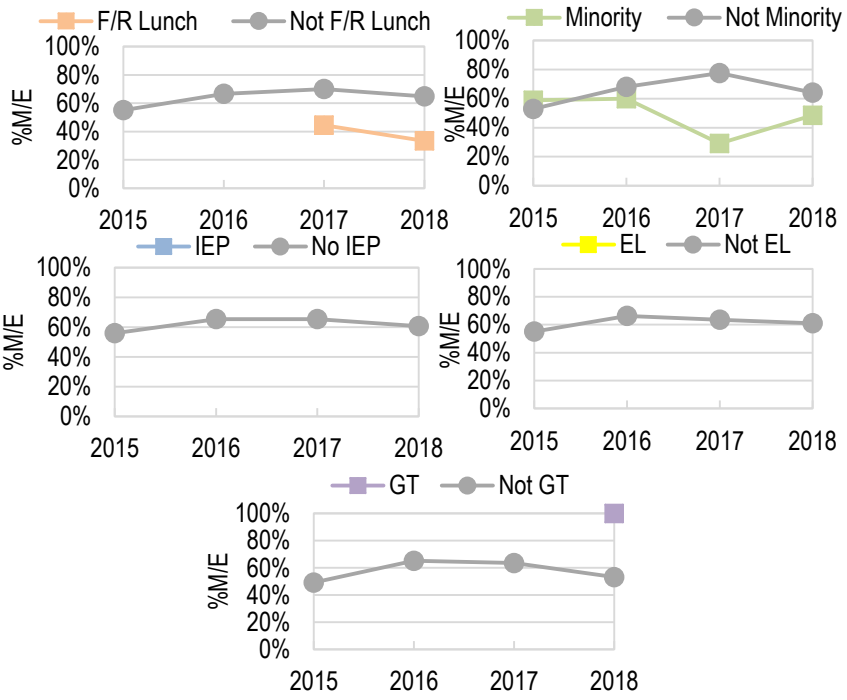
Science Subgroup Achievement

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	--	--	44.4%	33.3%
	N	55.2%	66.7%	70.0%	64.9%
Minority	Y	58.8%	60.0%	29.0%	48.4%
	N	52.8%	68.1%	77.6%	64.2%
IEP	Y	--	--	--	--
	N	55.9%	65.3%	65.4%	60.6%
EL	Y	--	--	--	--
	N	55.1%	66.2%	63.6%	60.9%
GT	Y	--	--	--	100.0%
	N	49.2%	65.3%	63.6%	53.1%

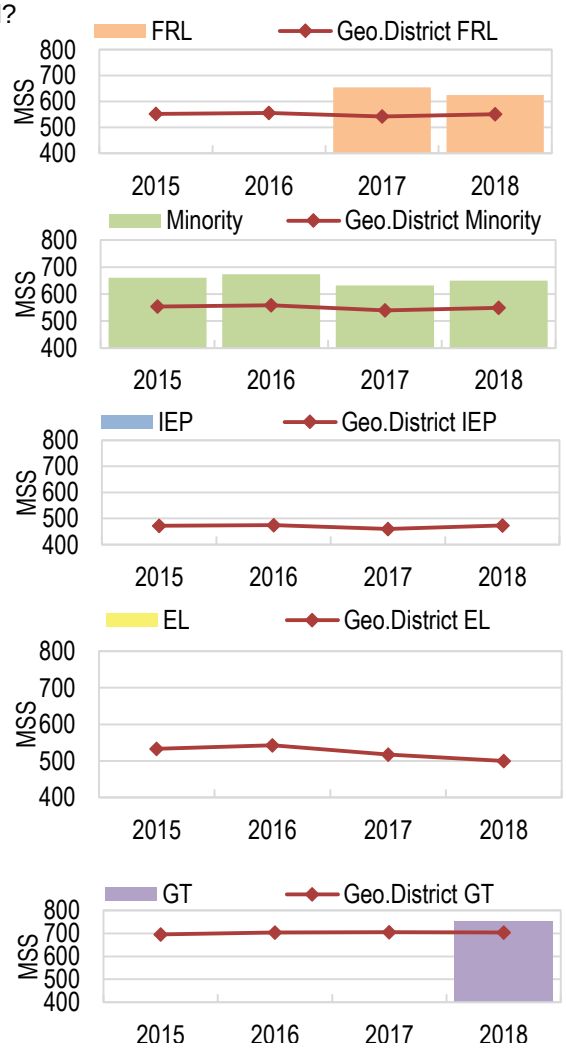


CMAS Science: Subgroup Local Comparison

-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	n<16	--	n<16	--	27	654	18	625
Minority	17	660	25	673	31	632	31	649
IEP	n<16	--	0	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	0	--	n<16	--
GT	n<16	--	0	--	0	--	16	754

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	2077	553	2293	557	2560	542	2629	552
Minority	1767	554	1975	559	2178	540	2369	549
IEP	328	472	402	475	459	460	432	474
EL	480	533	553	542	594	517	513	500
GT	517	696	494	704	548	705	599	704



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 increased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, overall, the school outperformed Colorado Springs 11. In 2018, the following subgroups outperformed the geo. district: FRL, minority, GT, additional details are available in the graphs on the right.

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

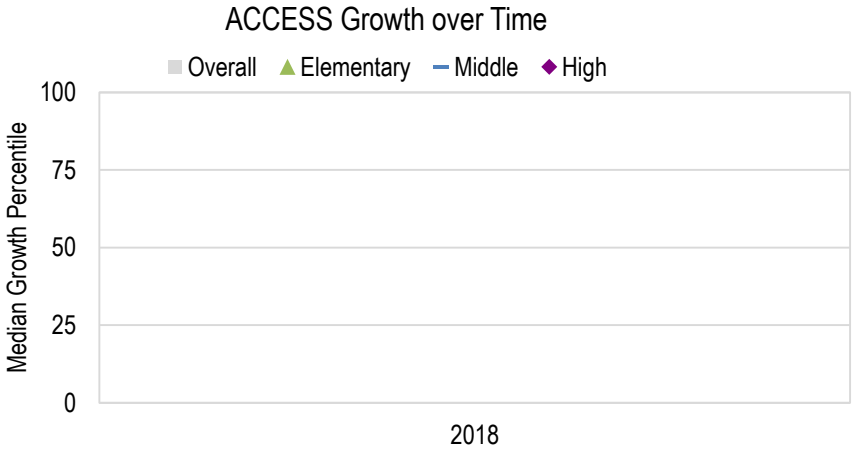
Exceeds | Approaching | Meets | Does Not Meet

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

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

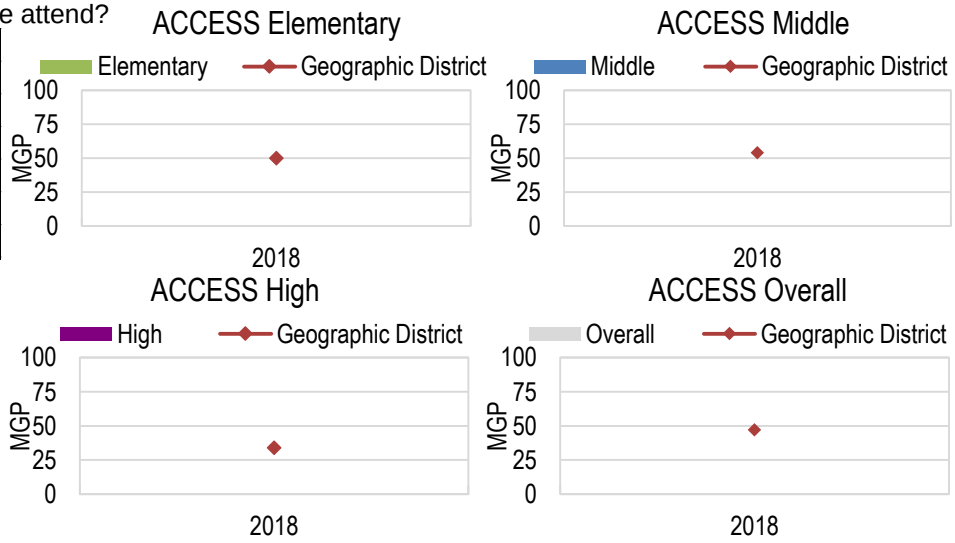
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	NA	--	--
2	NA	--	--
3	NA	--	--
4	NA	--	--
5	NA	--	--
Elementary	NA	--	--
6	n<20	--	--
7	n<20	--	--
8	n<20	--	--
Middle	n<20	--	--
9	NA	--	--
10	n<20	--	--
11	n<20	--	--
12	NA	--	--
High	n<20	--	--
Overall	**n<20**	**--**	**--**



ACCESS for ELLs: Local Comparison

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

Geographic District Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
Elementary	837	50.0	NA
Middle	206	54.0	NA
High	234	34.0	NA
Overall	**1277**	**47.0**	**NA**



ACCESS: Subgroup Status and Gap Trends*

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

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

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

Growth Status and Local Comparison Narrative
--

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

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

Exceeds | Approaching | Meets | Does Not Meet

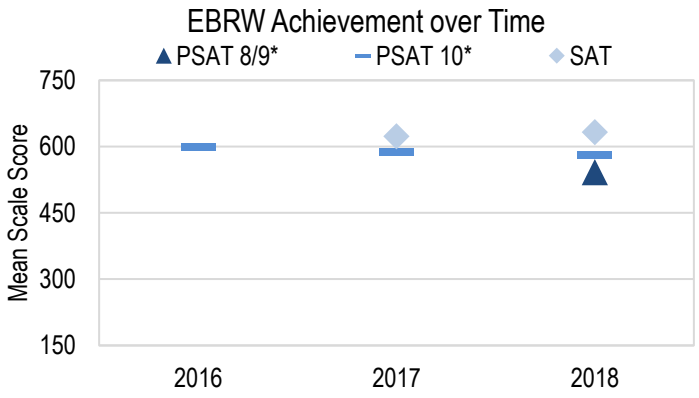
Evidence-Based Reading & Writing Achievement

PSAT/SAT EBRW: School Status and Trends

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

Achievement over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	73	542
PSAT 10*	42	599	55	589	50	582
SAT	NA	--	40	624	43	633

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.

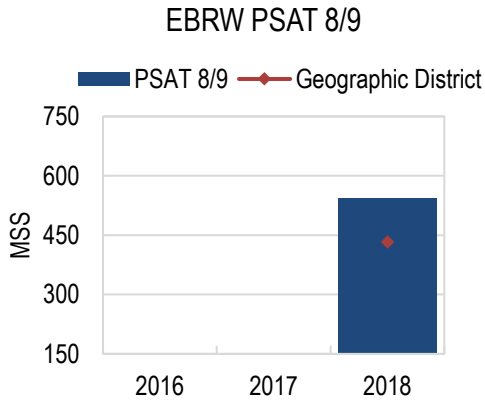


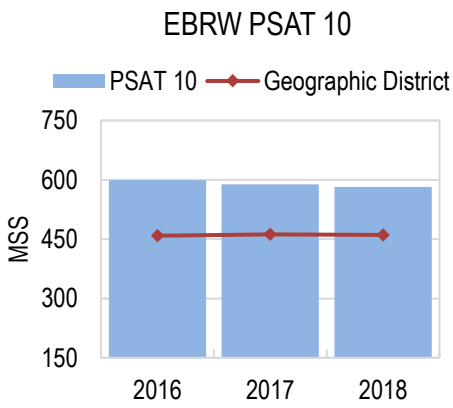
PSAT/SAT EBRW: Local Comparison

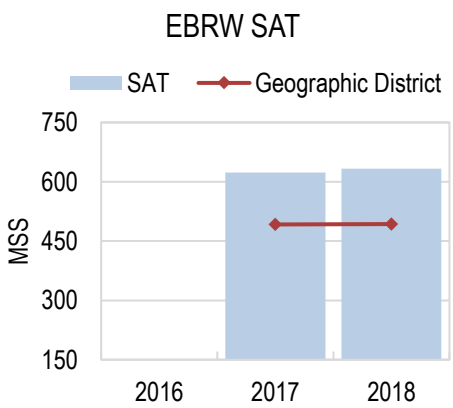
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1712	433
PSAT 10	1618	459	1699	462	1748	461
SAT	NA	--	1672	492	1655	493

*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 decreased by 6.5 scale score points. Mean scale scores for SAT has increased by 9.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past three years. In 2018, the school performed greater than the geo. district for PSAT 8/9, greater than the geo. district for PSAT 10, and greater than the geo. district for SAT.

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

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

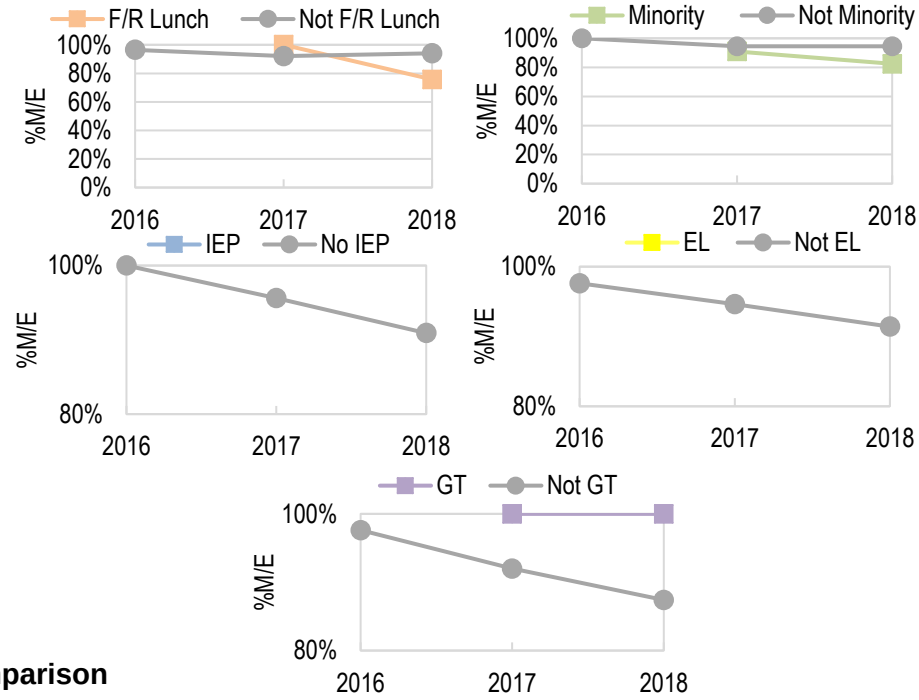
Evidence-Based Reading & Writing Subgroup Achievement

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	--	100.0%	75.8%
	N	96.4%	92.1%	94.0%
Minority	Y	--	90.9%	82.5%
	N	100.0%	94.5%	94.5%
IEP	Y	--	--	--
	N	100.0%	95.6%	90.9%
EL	Y	--	--	--
	N	97.6%	94.6%	91.4%
GT	Y	--	100.0%	100.0%
	N	97.6%	92.0%	87.4%

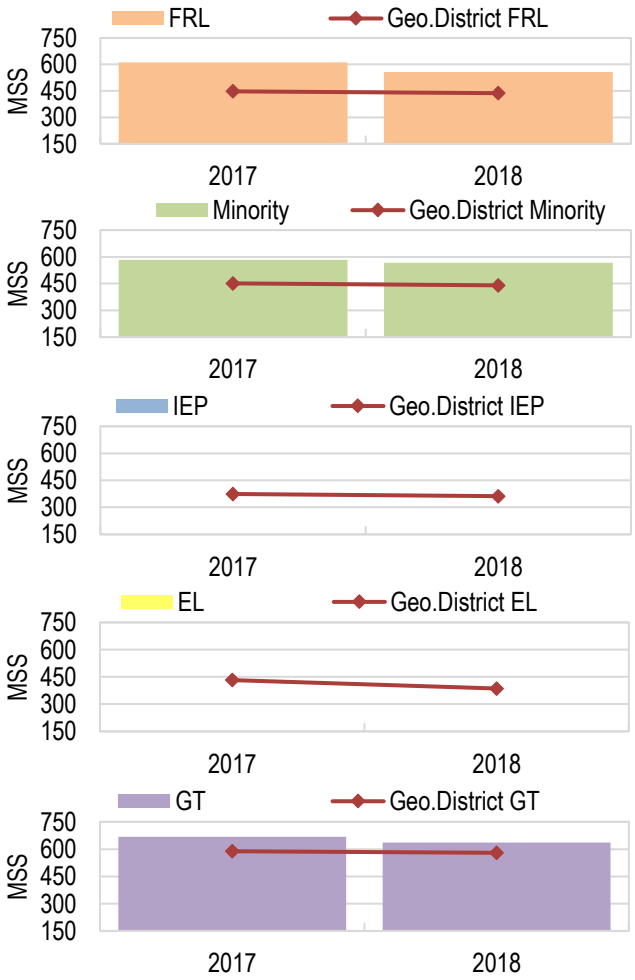


PSAT/SAT EBRW: Subgroup Local Comparison

-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	19	612	33	556
Minority	22	584	57	567
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	20	668	39	636

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	1512	447	2397	437
Minority	1495	451	2328	440
IEP	195	374	377	362
EL	410	432	352	386
GT	448	588	649	580



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, Gifted student (GT) performance increased, any subgroups with N-values less than 16 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, any subgroups with N-values less than 16 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: FRL, minority, 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.

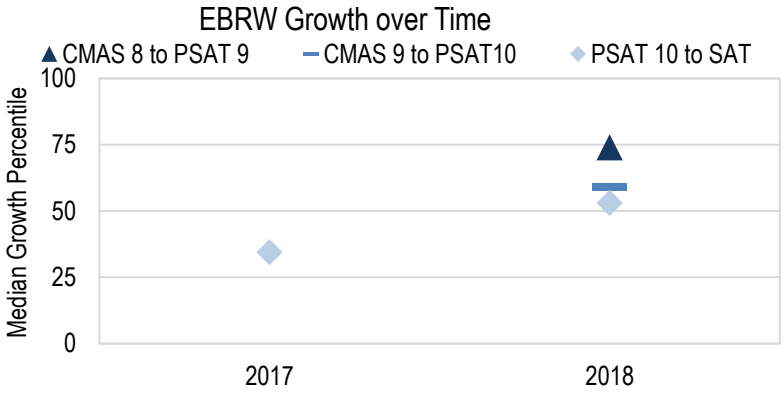
Exceeds | Approaching | Meets | Does Not Meet

Evidence-Based Reading & Writing Growth

PSAT/SAT EBRW: School Status and Trends

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

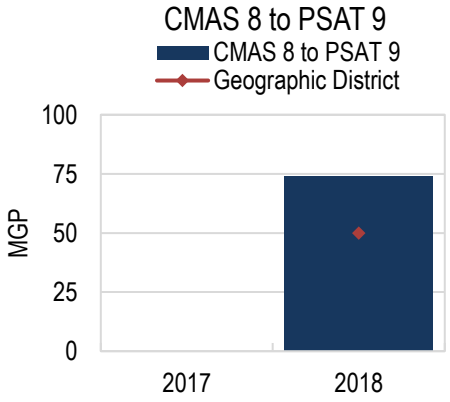
Growth over Time in EBRW				
EBRW	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	65	74.0
CMAS 9 to PSAT10	NA	--	47	59.0
PSAT 10 to SAT	38	34.5	43	53.0

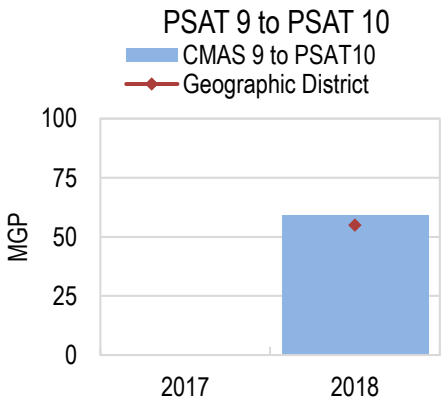


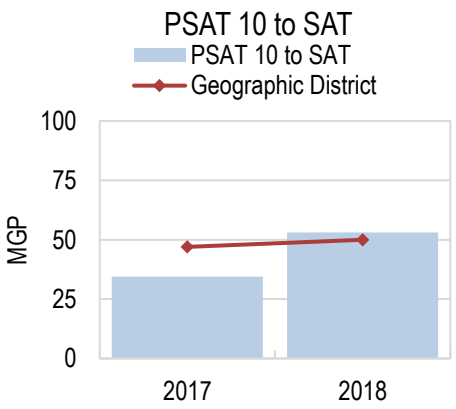
PSAT/SAT EBRW: Local Comparison

-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	--	1333	50.0
CMAS 9 to PSAT10	NA	--	1252	55.0
PSAT 10 to SAT	1348	47.0	3985	50.0



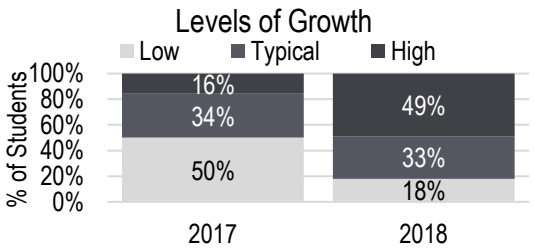




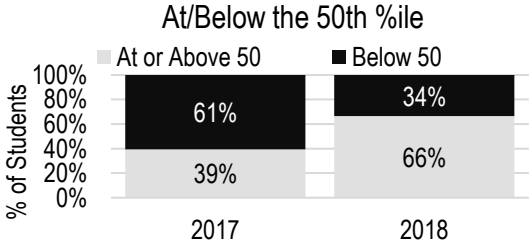
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	50%	18%
Typical (35-65)	34%	33%
High (above 65)	16%	49%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	39%	66%
Below 50	61%	34%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Evidence-Based Reading and Writing state assessments. In 2018, CMAS 8 to PSAT 9 student growth exceeded state expectations and was above the geo. district. CMAS 9 to PSAT 10 student growth met state expectations and was above the geo. district. PSAT 10 to SAT student growth met state expectations and was above the geo. district. From last year, SAT student growth has increased. The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 18.1% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 49% of students. The percent of students at or above the 50th percentile has increased from last year (39.5% to 66.5%).

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

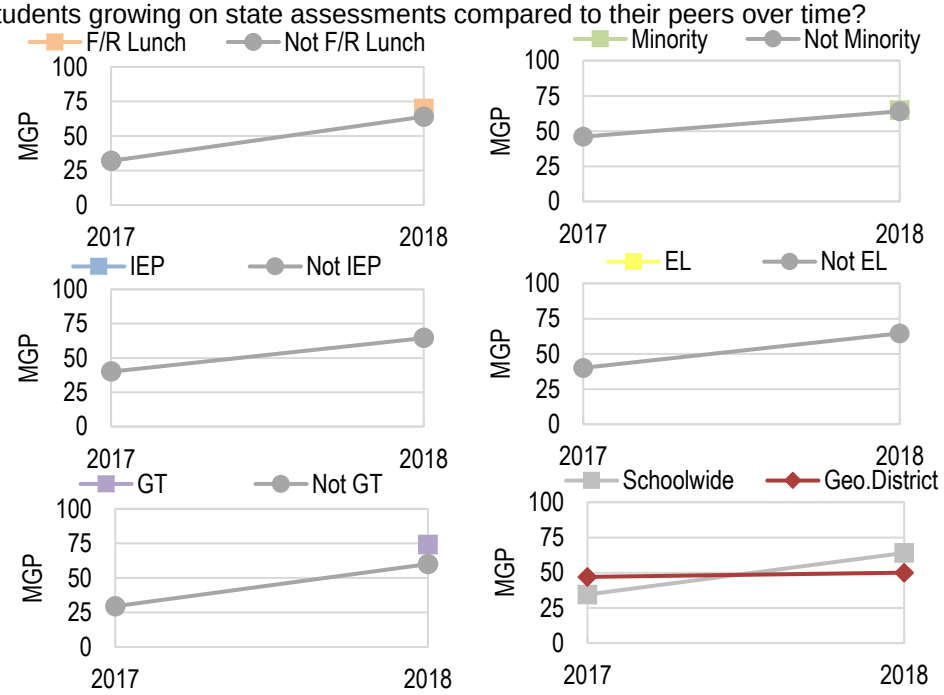
Evidence-Based Reading & Writing Subgroup Growth

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	--	70.0
	N	32.0	64.0
Minority	Y	--	65.0
	N	46.0	64.0
IEP	Y	--	--
	N	40.0	64.5
EL	Y	--	--
	N	40.0	64.5
GT	Y	--	74.0
	N	29.5	60.0
Schoolwide		34.5	64.0
Geographic District		47.0	50.0

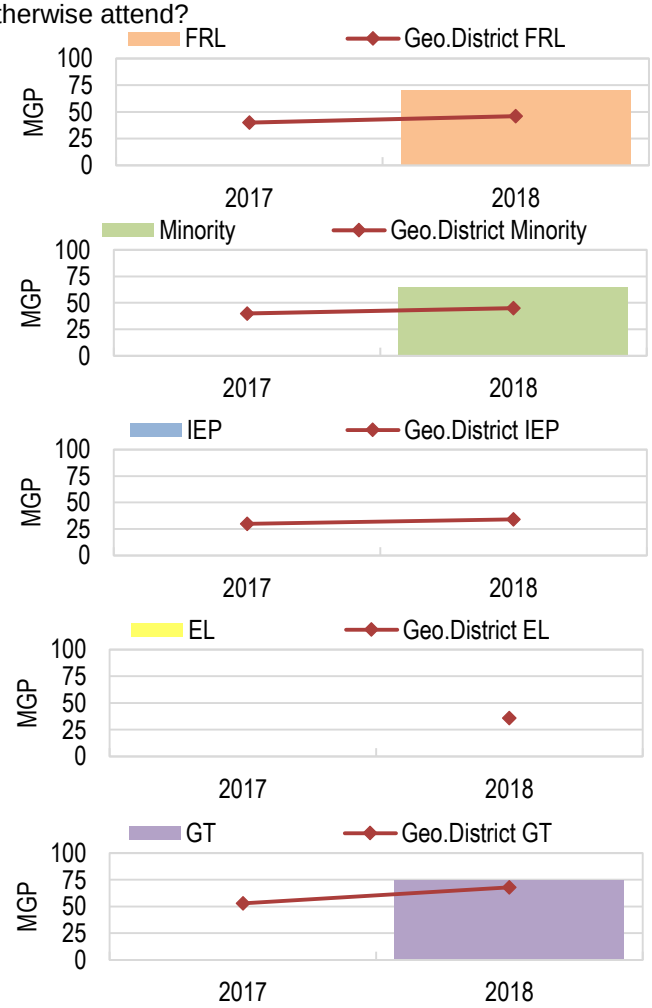


PSAT/SAT EBRW: Subgroup Local Comparison

-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	n<20	--	31	70.0
Minority	n<20	--	55	65.0
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	n<20	--	36	74.0

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	572	40.0	2003	46.0
Minority	607	40.0	1973	45.0
IEP	66	30.0	294	34.0
EL	NA	--	344	36.0
GT	177	53.0	589	68.0



Growth Subgroup Status and Local Comparison Narrative
The graphs above show growth of student subgroups on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time. In EBRW, 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, FRL students outperformed their non-FRL peers, minority students outperformed their non-minority 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, 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

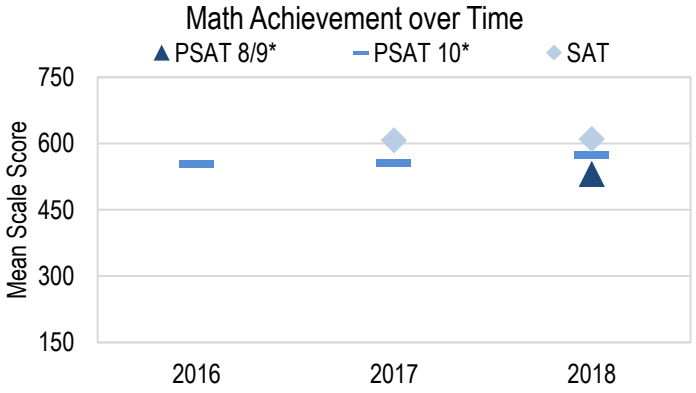
Mathematics Achievement

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	--	73	531
PSAT 10*	42	554	55	556	50	574
SAT	NA	--	40	608	43	610

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.

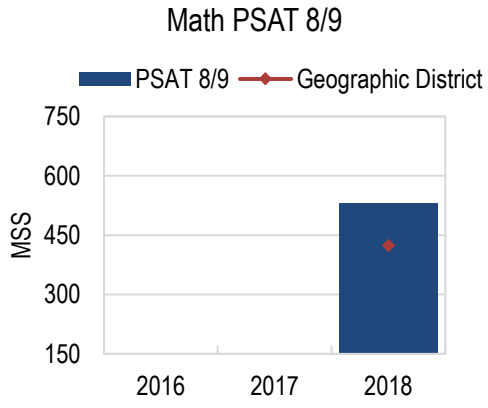


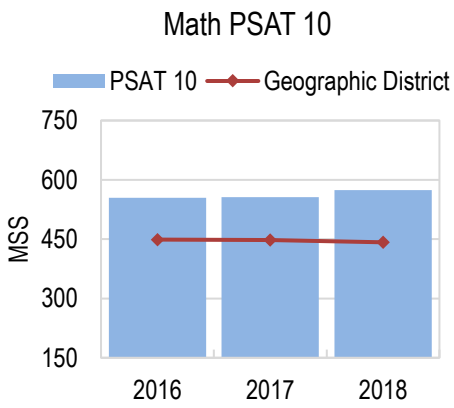
PSAT/SAT Math: Local Comparison

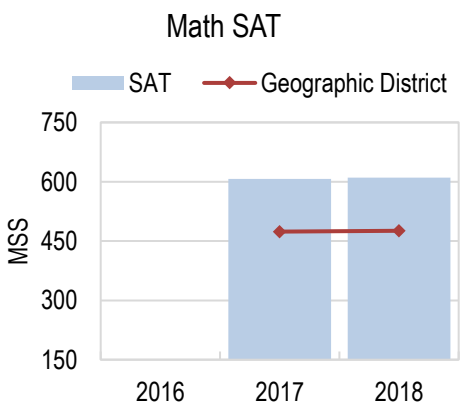
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1712	424
PSAT 10	1618	449	1699	448	1748	442
SAT	NA	--	1672	474	1655	476

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







Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Math state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has increased by 17.6 scale score points. Mean scale scores for SAT has increased by 2.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past three years. In 2018, the school performed greater than the geo. district for PSAT 8/9, greater than the geo. district for PSAT 10, and greater than the geo. district for SAT.

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

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

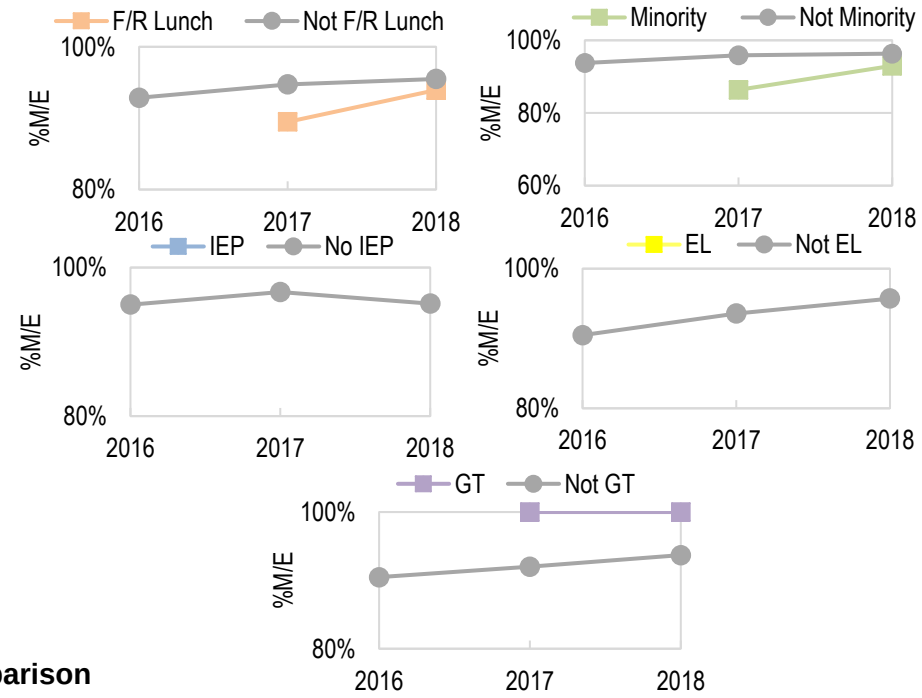
Mathematics Subgroup Achievement

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	--	89.5%	93.9%
	N	92.9%	94.7%	95.5%
Minority	Y	--	86.4%	93.0%
	N	93.8%	95.9%	96.3%
IEP	Y	--	--	--
	N	95.0%	96.7%	95.2%
EL	Y	--	--	--
	N	90.5%	93.5%	95.7%
GT	Y	--	100.0%	100.0%
	N	90.5%	92.0%	93.7%

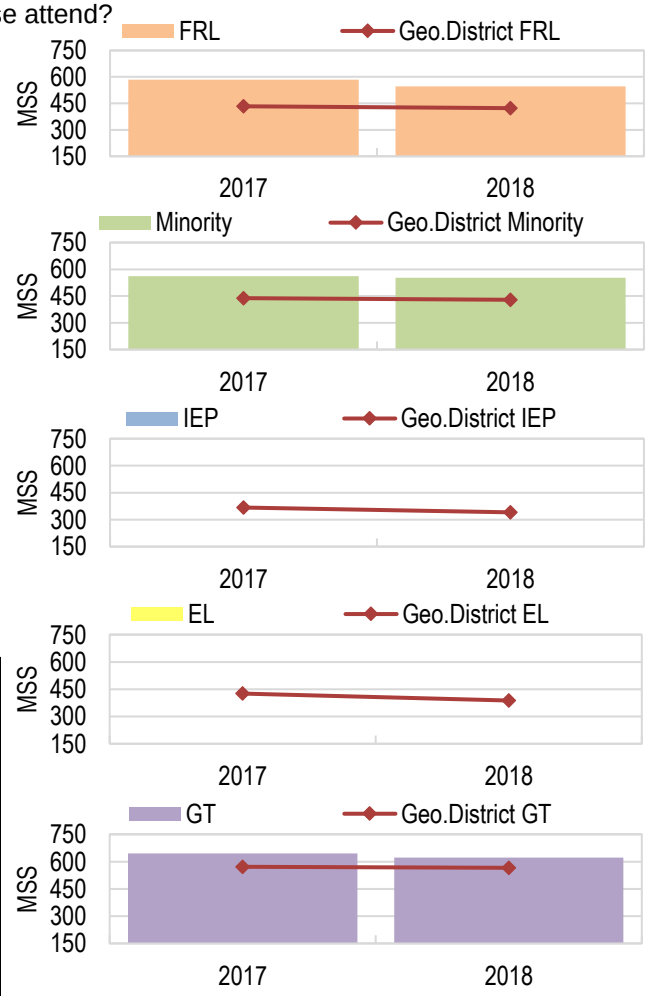


PSAT/SAT Math: Subgroup Local Comparison

-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	19	585	33	547
Minority	22	561	57	552
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	20	646	39	623

Geo.District Subgroup Proficiency in Math				
Math	2017		2018	
Subgroup	N	MSS	N	MSS
F/R Lunch	1512	433	2408	423
Minority	1495	438	2342	429
IEP	195	367	377	340
EL	410	426	367	388
GT	448	572	649	566



Subgroup Status and Local Comparison Narrative

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

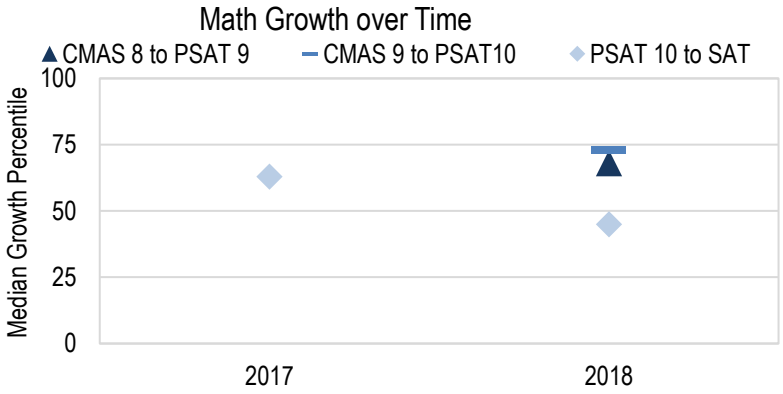
Exceeds | Approaching | Meets | Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

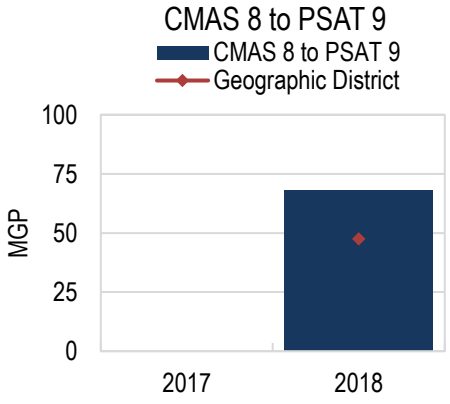
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	65	68.0
CMAS 9 to PSAT10	NA	--	47	73.0
PSAT 10 to SAT	38	63.0	43	45.0

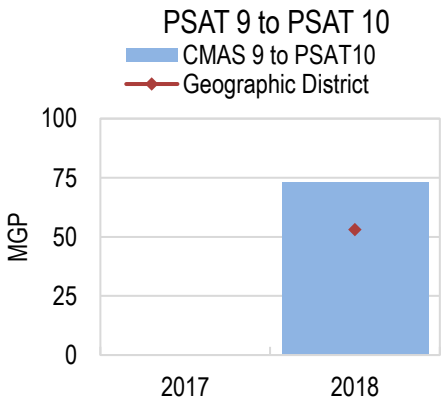


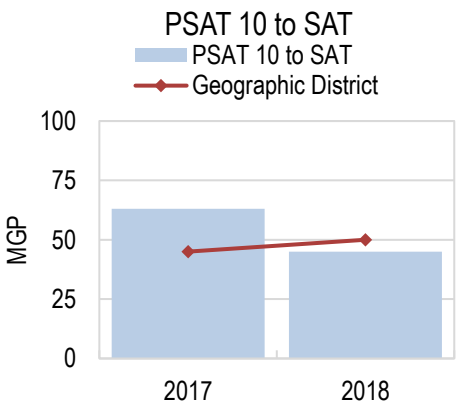
PSAT/SAT Math: Local Comparison

-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	--	1328	47.5
CMAS 9 to PSAT10	NA	--	1178	53.0
PSAT 10 to SAT	1348	45.0	3906	50.0



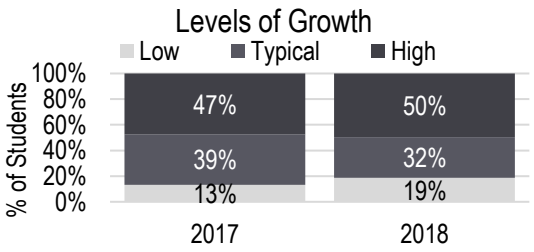




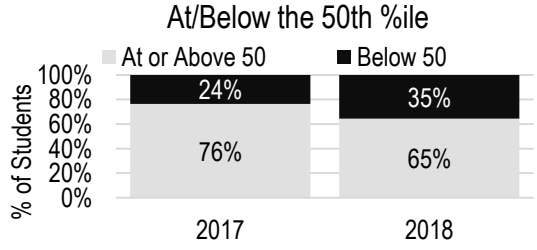
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	13%	19%
Typical (35-65)	39%	32%
High (above 65)	47%	50%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	76%	65%
Below 50	24%	35%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Math state assessments. In 2018, CMAS 8 to PSAT 9 student growth exceeded state expectations and was above the geo. district. CMAS 9 to PSAT 10 student growth exceeded state expectations and was above the geo. district. PSAT 10 to SAT student growth was approaching state expectations and was below the geo. district. From last year, SAT student growth has decreased.The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 18.7% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 49.7% of students. The percent of students at or above the 50th percentile has decreased from last year (76.3% to 64.5%).

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

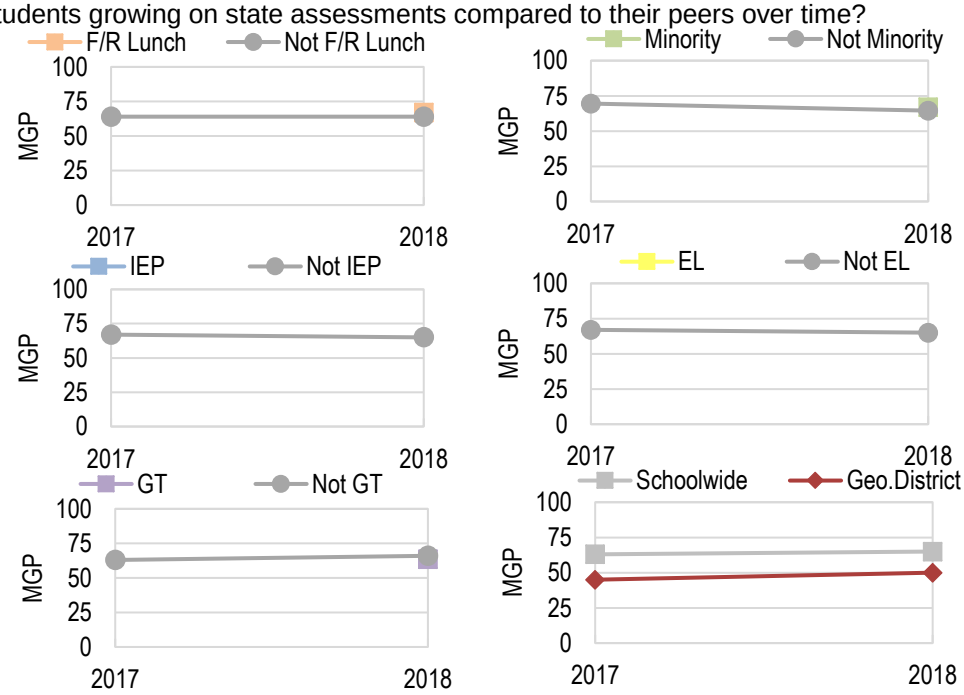
Mathematics Subgroup Growth

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	--	67.0
	N	64.0	64.0
Minority	Y	--	67.0
	N	69.5	64.5
IEP	Y	--	--
	N	67.0	65.0
EL	Y	--	--
	N	67.0	65.0
GT	Y	--	63.5
	N	63.0	66.0
Schoolwide		63.0	65.0
Geographic District		45.0	50.0

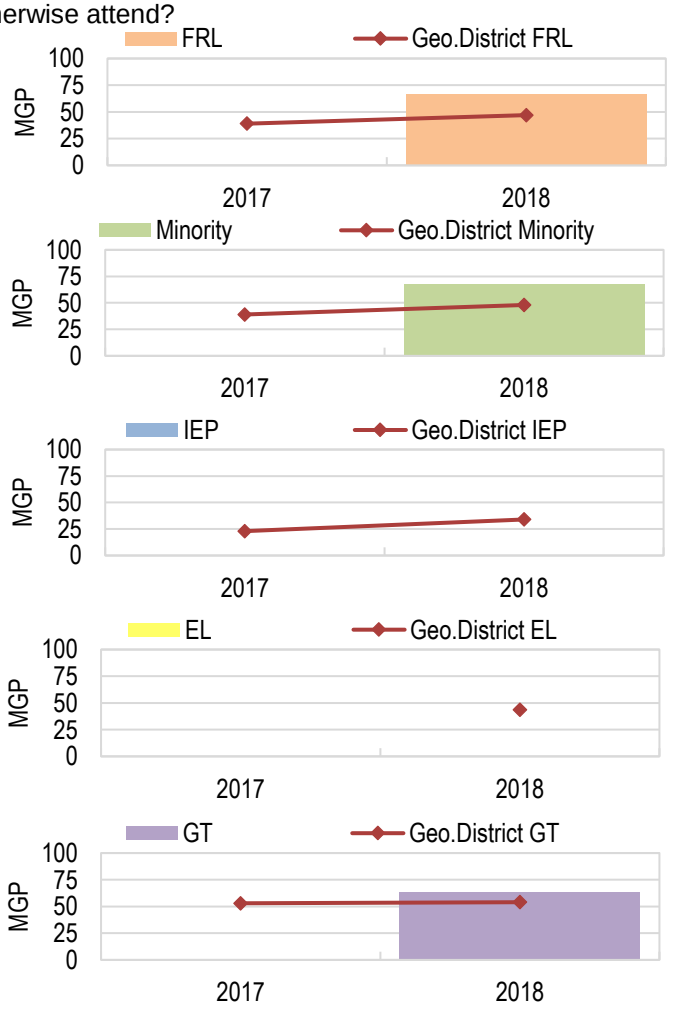


PSAT/SAT Math: Subgroup Local Comparison

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

Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	31	67.0
Minority	n<20	--	55	67.0
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	n<20	--	36	63.5

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	572	39.0	1984	47.0
Minority	607	39.0	1956	48.0
IEP	66	23.0	290	34.0
EL	NA	--	346	43.5
GT	177	53.0	540	54.0



Growth Subgroup Status and Local Comparison Narrative

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

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

Exceeds | Approaching | Meets | Does Not Meet

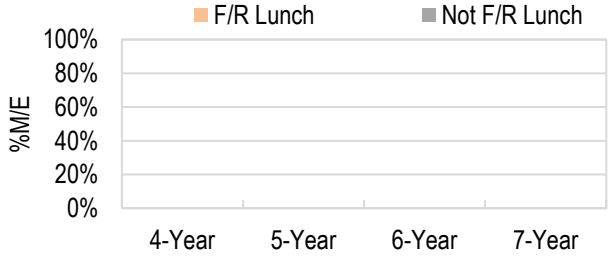
Postsecondary and Workforce Readiness Additional Indicators

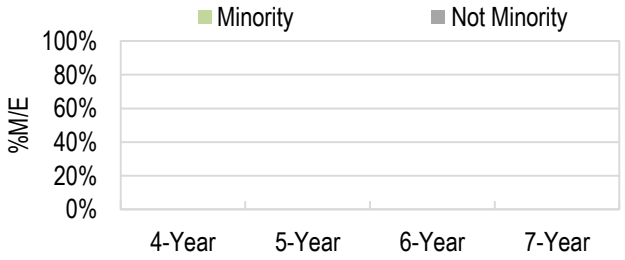
Graduation Rate: School Status and Trends

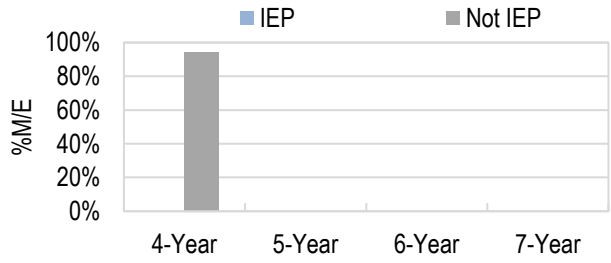
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?

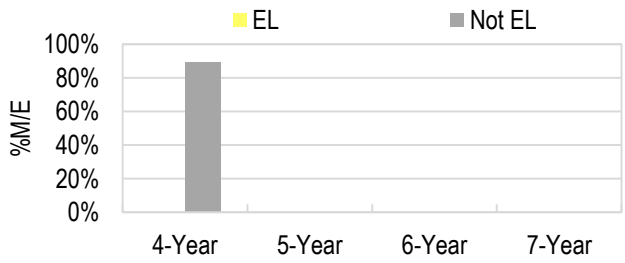
School Subgroup Graduation Rates over Time

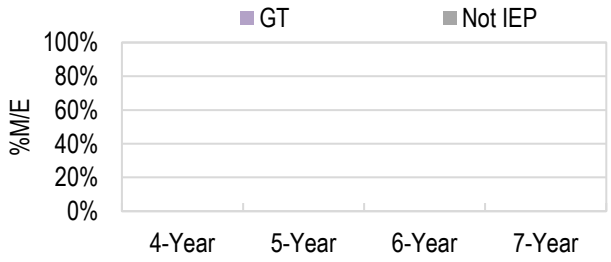
Student Subgroup		Best of	4-Year		5-Year		6-Year		7-Year	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
Minority	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
IEP	Y	NA	n<16	--	0	--	n<16	--	0	--
	N	4yr	18	94.4%	n<16	--	n<16	--	n<16	--
EL	Y	NA	0	--	0	--	0	--	0	--
	N	4yr	19	89.5%	n<16	--	n<16	--	n<16	--
GT	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide		4yr	19	89.5%	n<16	--	n<16	--	n<16	--
Geographic District		7yr	2111	69.1%	2174	76.4%	2136	78.5%	2142	80.8%

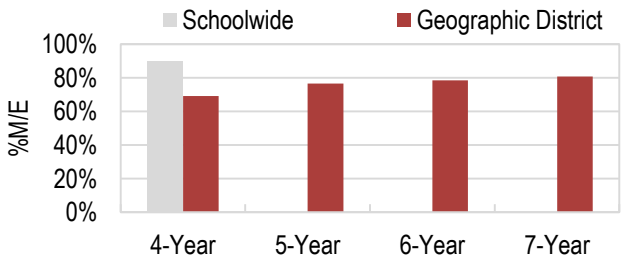












Graduation Rates School Status

The graphs above show schoolwide graduation rates disaggregated by student subgroups. Overall, the school's best of graduation rate is the 4 year rate of 89.5%.The best of rate for the geo. district is the 7 year rate of 80.8%.

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

Exceeds | Approaching
Meets | Does Not Meet

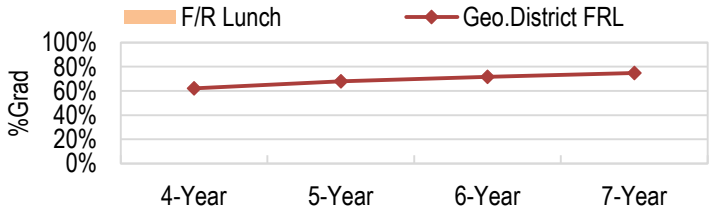
Postsecondary and Workforce Readiness Additional Indicators

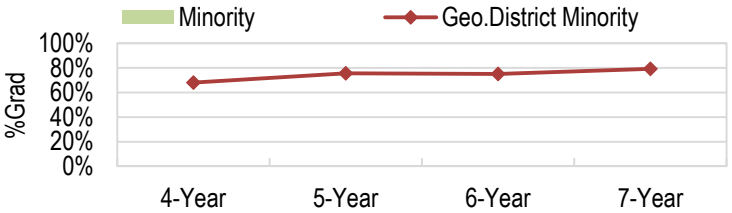
Graduation Rate: School Status & Local Comparison

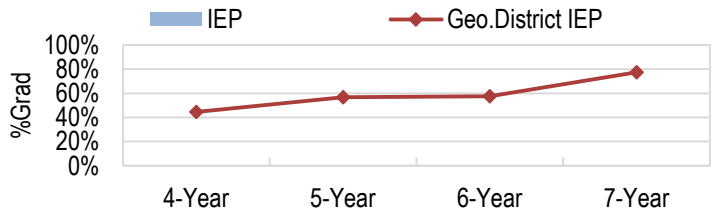
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate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

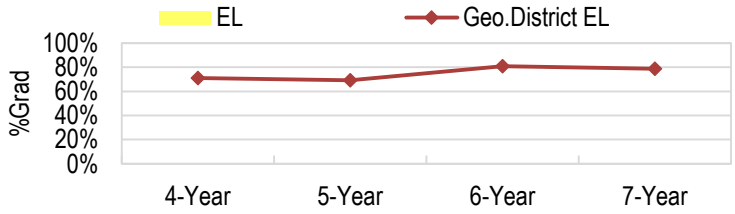
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	NA	n<16	--	n<16	--	n<16	--	n<16	--
Minority	NA	n<16	--	n<16	--	n<16	--	n<16	--
IEP	NA	n<16	--	0	--	n<16	--	0	--
EL	NA	0	--	0	--	0	--	0	--
GT	NA	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide	4yr	19	89.5%	n<16	--	n<16	--	n<16	--

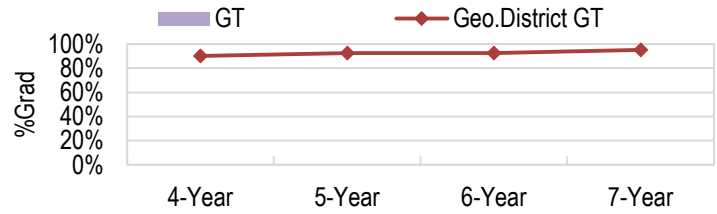
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7yr	1240	62.2%	1249	68.0%	1177	71.5%	1171	74.9%
Minority	7yr	997	68.0%	994	75.6%	935	75.2%	966	79.3%
IEP	7yr	205	44.4%	187	56.7%	177	57.6%	190	77.4%
EL	6yr	156	71.2%	175	69.1%	141	80.9%	136	78.7%
GT	7yr	241	90.0%	257	92.6%	270	92.6%	243	95.1%
Geo. District	7yr	2111	69.1%	2174	76.4%	2136	78.5%	2142	80.8%

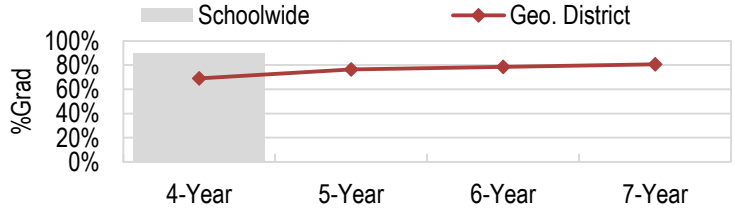












Graduation Rates Status and Local Comparison
The graphs above show schoolwide graduation rates disaggregated by student subgroups compared to the geographic district. Any student subgroup with an N less than 16 won't be reported due to low student counts.

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

Exceeds | Approaching
Meets | Does Not Meet

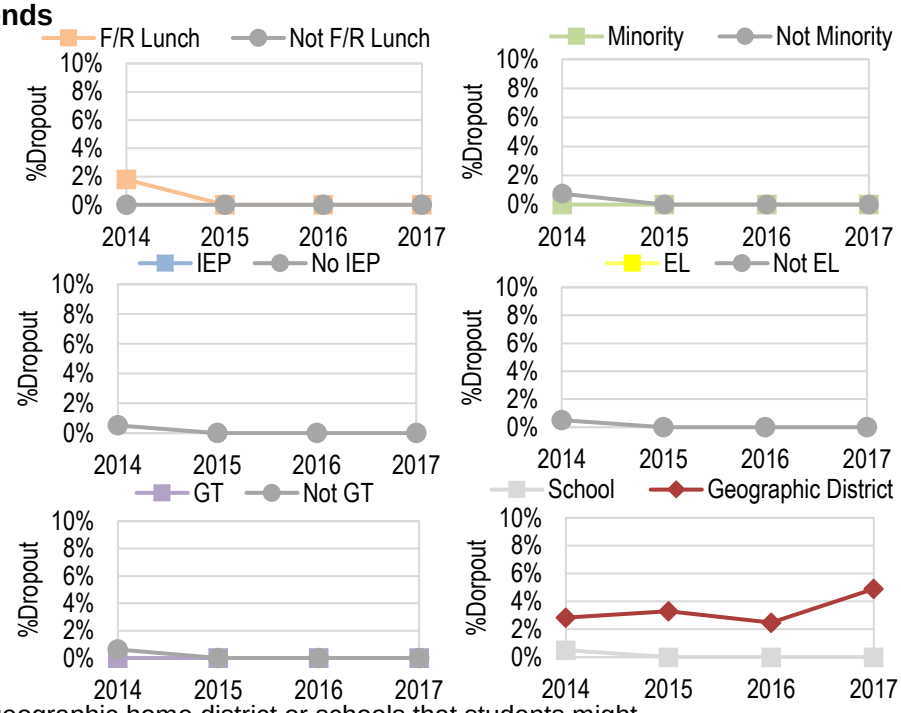
Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends

-Are students dropping out of high school?

-How is the dropout rate changing over time?

Subgroup Dropout Rate Trends over Time					
Dropout		2014	2015	2016	2017
Student Subgroup		Rate	Rate	Rate	Rate
F/R Lunch	Y	1.8%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%
Minority	Y	0.0%	0.0%	0.0%	0.0%
	N	0.7%	0.0%	0.0%	0.0%
IEP	Y	--	--	--	--
	N	0.5%	0.0%	0.0%	0.0%
EL	Y	--	--	--	--
	N	0.5%	0.0%	0.0%	0.0%
GT	Y	0.0%	0.0%	0.0%	0.0%
	N	0.6%	0.0%	0.0%	0.0%
Schoolwide		0.5%	0.0%	0.0%	0.0%
Geographic District		2.8%	3.3%	2.5%	4.9%

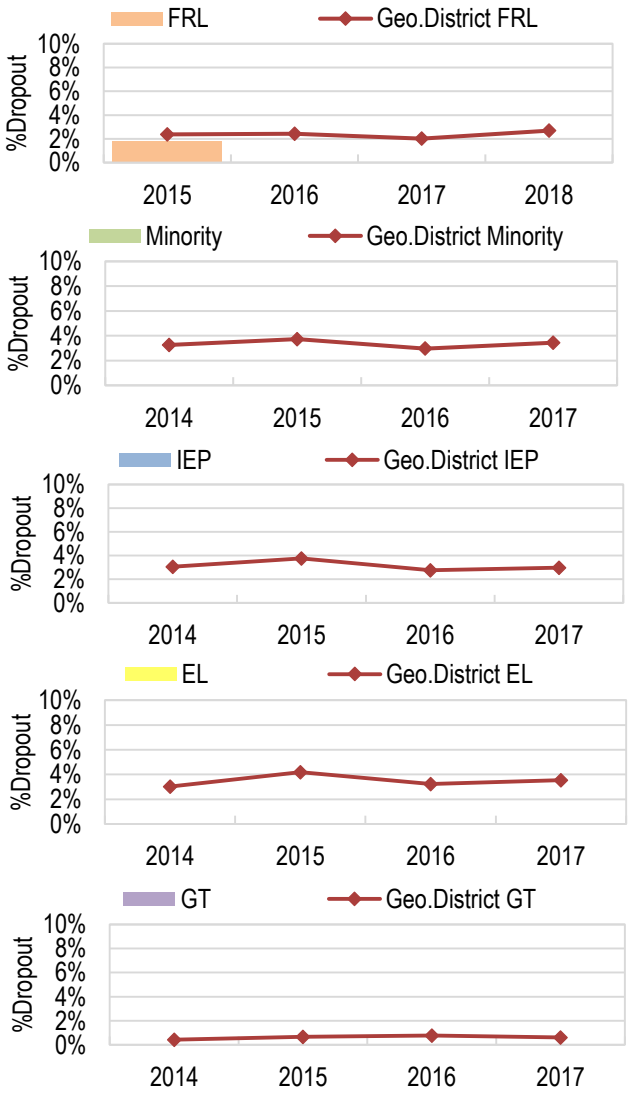


Dropout Rate: Subgroup Local Comparison

-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	56	1.8%	64	0.0%	57	0.0%	79	0.0%
Minority	64	0.0%	82	0.0%	108	0.0%	107	0.0%
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	0	--	n<16	--	n<16	--
GT	38	0.0%	60	0.0%	80	0.0%	75	0.0%
Schoolwide	198	0.5%	266	0.0%	348	0.0%	393	0.0%

Geographic District Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	7464	2.4%	7697	2.4%	7539	2.0%	7663	2.7%
Minority	7134	3.3%	7153	3.7%	7156	3.0%	7189	3.4%
IEP	1341	3.1%	1307	3.7%	1340	2.8%	1310	3.0%
EL	1022	3.0%	1026	4.2%	961	3.2%	875	3.5%
GT	1662	0.4%	1650	0.7%	1536	0.8%	1464	0.6%
Geo. District	14998	2.8%	14961	3.3%	14792	2.5%	366	4.9%



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 had no change, minority student dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. This year,FRL and non-FRL students had equivalent dropout rates,minority and non-minority students had equivalent dropout rates,GT and non-GT students had equivalent dropout rates, overall, Colorado Springs 11 had higher dropout rates than the school. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, 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

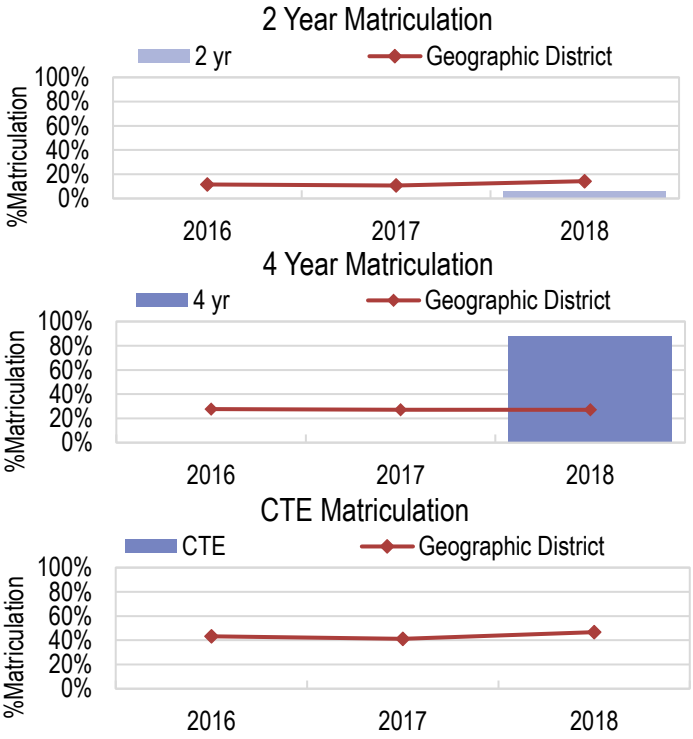
Postsecondary and Workforce Readiness Additional Indicators

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	n<16	--	n<16	--	17	5.9%
4 yr	n<16	--	n<16	--	17	88.2%
CTE	n<16	--	n<16	--	17	0.0%
Schoolwide	n<16	--	n<16	--	17	94.1%

Geo. District Matriculation Rate Trends over Time						
Matriculation	2016		2017		2018	
Category	N	Rate	N	Rate	N	Rate
2 yr	1758	12%	1858	11%	1738	14%
4 yr	1758	28%	1858	27%	1738	27%
CTE	1758	5%	1858	3%	1738	6%
Geo. District	1758	43.3%	1858	41.2%	1738	46.7%



Matriculation Rates Status and Local Comparison
The graphs above show schoolwide matriculation rates compared to the matriculation rates for Colorado Springs 11. In 2018, school matriculation rates exceeded state expectations and was above the geo. district.

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Exceeds | Approaching
Meets | Does Not Meet

Academic Performance Metrics

School Observations

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

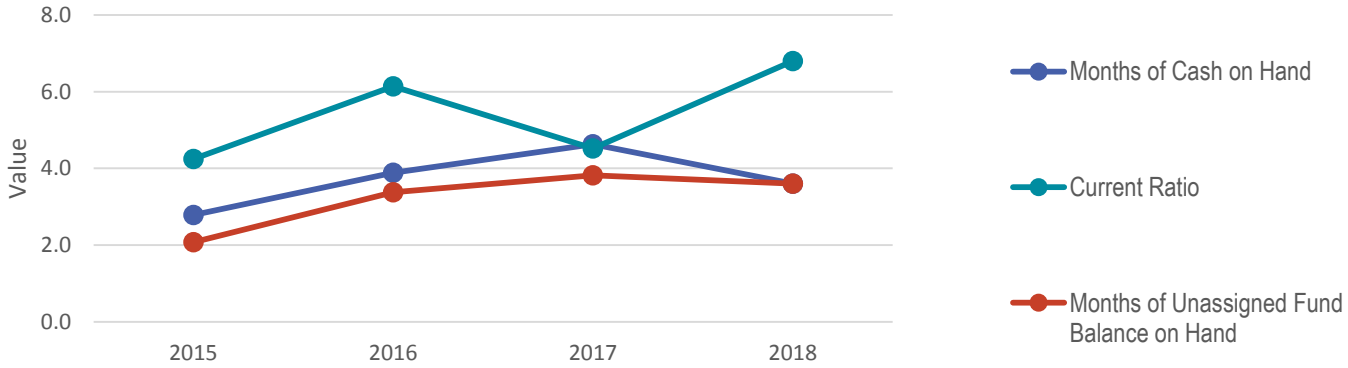
Fiscal Years 2015-2018 Financial Results

Governmental Funds Financial Statement Metrics

-Has the school met the statutory TABOR emergency reserve requirement?
-What is the school's months of cash on hand?
-What is the school's unassigned fund balance on hand?
-What is the school's current ratio?
-What is the school's aggregate 3-year total margin?

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

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	8.9%	12.2%	8.6%	5.1%
Months of Cash on Hand	2.78	3.88	4.63	3.60
Current Ratio	4.24	6.14	4.52	6.80
Months of Unassigned Fund Balance on Hand	2.07	3.37	3.82	3.60
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	9.6%	-2.0%	0.0%	-2.9%
Change in FPC from Prior-Year	29.7%	14.3%	15.3%	5.9%

Proprietary Funds Financial Statement Metrics

-What is the school's months of cash on hand?
-What is the school's current ratio?
-What is the school's debt?
-What is the school's net asset position?

Proprietary Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Months of Cash on Hand	--	--	1.25	0.90
Current Ratio	--	--	16.24	9.40
Debt to Asset Ratio	--	--	1.03	1.10
Change in Net Position	--	--	($492,414)	($704,035)

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	4.52	1.88	1.62	1.40
Change in Net Position	($38,866)	($153,812)	($2,400,359)	($3,566,120)
Default	--	--	NO	NO

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Exceeds | Approaching
Meets | Does Not Meet

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative
Thomas Maclaren 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 14.5 pupils (3 percent), and 28.5 pupils (6 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 3.6 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 5 percent and an increase in their unassigned fund balance.

School Observations

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Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

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

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review
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 compliant. In addition, the School is generally very responsive to feedback and questions.

School Observations

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