



**Colorado Charter School Institute**  
Annual Review of Schools (CARS) Report  
2018-2019

**Colorado Early Colleges - Fort Collins**



Expanding Frontiers in Public Education

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# **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 verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

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

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

**Academic Performance:** Ryan Marks

**Financial Performance:** Amanda Karger

**Organizational Performance:** Clare Vickland - State/Federal Programs | Anastasia Hawkins - 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 September 27th**.

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

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

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

## CSI Performance Framework

### Academic Performance Framework\*

#### 1. Academic Achievement

- How are students achieving on state assessments?
- How are students achieving on state assessments over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- How are students achieving in comparison to similar schools statewide?

#### 2. Academic Growth

- Are students making sufficient growth on state assessments?
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How is student growth distributed across growth levels?
- How are students growing in comparison to similar schools statewide?

#### 3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- 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 2019. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

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

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

## CSI Performance Framework

### Financial Performance Framework

#### 1. Near Term

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

#### 2. Sustainability

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

### Organizational Performance Framework

#### 1. Education Program

- a. Is the school complying with applicable education requirements?

#### 2. Diversity, Equity of Access, and Inclusion

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

#### 3. Governance and Financial Management

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

#### 4. School Operations and Environment

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

#### 5. Additional Obligations

- a. Is the school complying with all other obligations?

# Colorado Early Colleges - Fort Collins Overview

Year Opened/Transferred: 2012-2013

Grades Served: 6-12

School Model: Early College

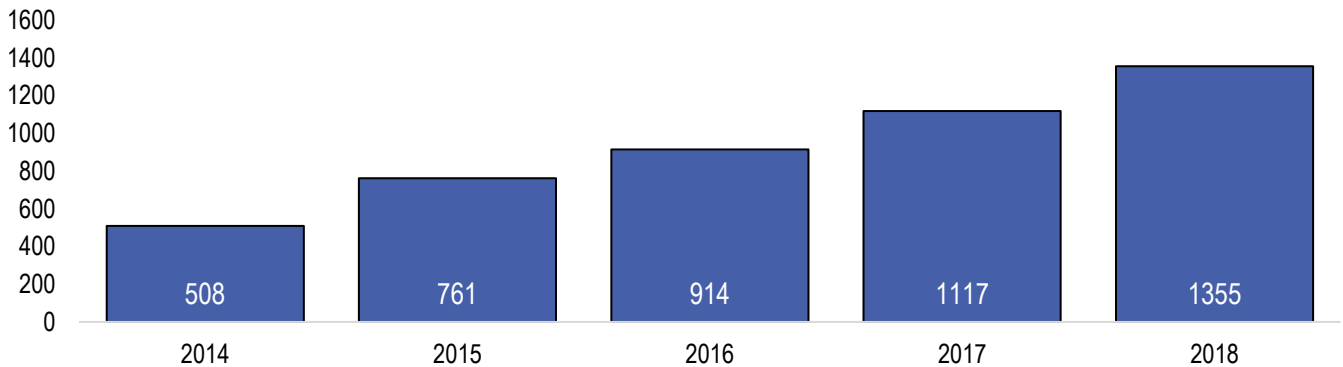
Town/City: Fort Collins

District of Residence: Poudre R-1

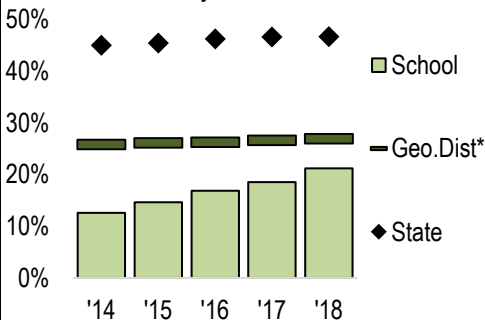
Original Application Type: Replication

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
<b>Enrollment Over Time</b>	<b>508</b>	<b>761</b>	<b>914</b>	<b>1117</b>	<b>1355</b>	
F/R Lunch	24.0%	18.5%	18.6%	17.6%	22.1%	
Minority	12.6%	14.6%	16.8%	18.5%	21.2%	
IEP	1.4%	2.2%	1.9%	1.9%	3.5%	
EL	0.8%	0.4%	1.0%	1.9%	2.1%	
Gifted	5.9%	3.3%	1.2%	5.4%	4.9%	
504	6.1%	7.2%	8.3%	5.6%	8.6%	

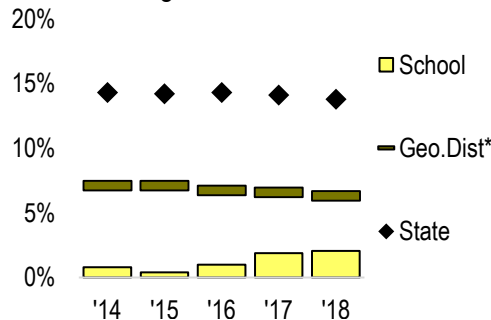
Enrollment over Time



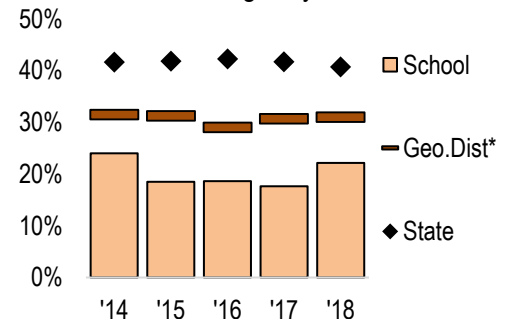
Minority Students



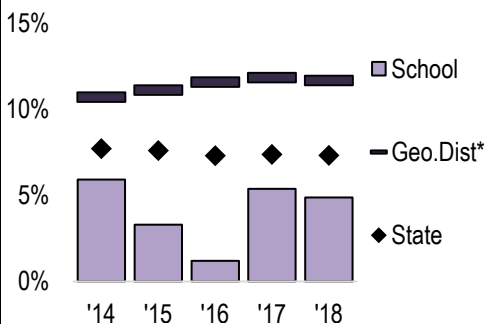
English Learners



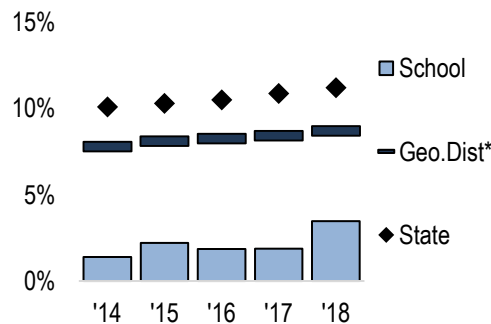
Lunch Eligibility



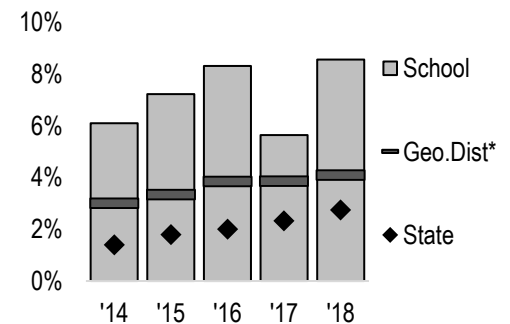
Gifted Students



Students with Disabilities



Students with a 504



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

\*Geo.Dist refers to the district in which your school is located (your school's geographic district).

## 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.

## Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

**Performance with Distinction:** *Greater than 71.3% Points Earned*

**Performance:** *Between 53% to 71.3% Points Earned*

**Improvement:** *Between 42% to 52.9% Points Earned*

**Priority Improvement:** *Between 34% and 41.9% Points Earned*

**Turnaround:** *Below 34% Points Earned*

Framework	CARS Rating
<b>Academic</b>	Performance with Distinction: Low Participation
Elementary School Rating	--
Middle School Rating	Performance (Points Earned: 65.1%)
High School Rating	Performance with Distinction (Points Earned: 84.4%)
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation rating
<b>Overall CARS Rating</b>	<b>Performance with Distinction: Low Participation</b>

## Participation

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

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

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

Assurance	
	Rating
Accountability Participation Rate	<b>Meets 95%</b>

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	972	835	85.9%	129	99.1%	<b>Meets 95%</b>
Math	972	840	86.4%	126	99.3%	<b>Meets 95%</b>
Science	361	209	57.9%	147	97.7%	<b>Meets 95%</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	332	282	84.9%	46	98.6%	<b>Meets 95%</b>
CMAS Math	332	287	86.4%	43	99.3%	<b>Meets 95%</b>
CMAS Science	361	209	57.9%	147	97.7%	<b>Meets 95%</b>
PSAT/SAT Evidence-Based Reading and Writing	640	553	86.4%	83	99.3%	<b>Meets 95%</b>
PSAT/SAT Math	640	553	86.4%	83	99.3%	<b>Meets 95%</b>

## English Language Arts Achievement

### CMAS ELA: School Status, Trends, and Local Comparison Tables

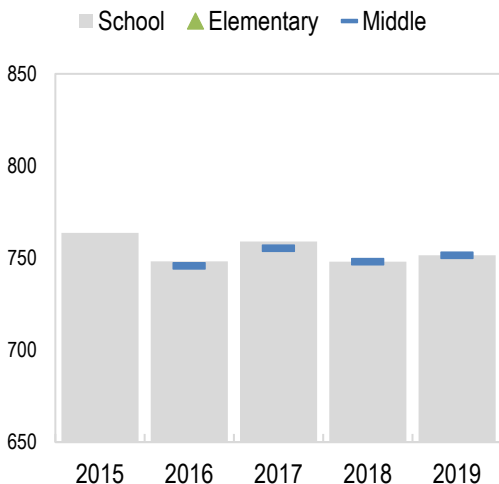
- How are students achieving on state assessments in English Language Arts over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	43	739	67	749	74	742	75	747
7	--	--	53	745	61	760	89	758	95	743
8	--	--	45	752	69	757	82	743	112	761
Middle	--	--	141	746	197	755	245	748	282	751
<b>Overall</b>	<b>45</b>	<b>764</b>	<b>213</b>	<b>748</b>	<b>300</b>	<b>759</b>	<b>245</b>	<b>748</b>	<b>282</b>	<b>751</b>

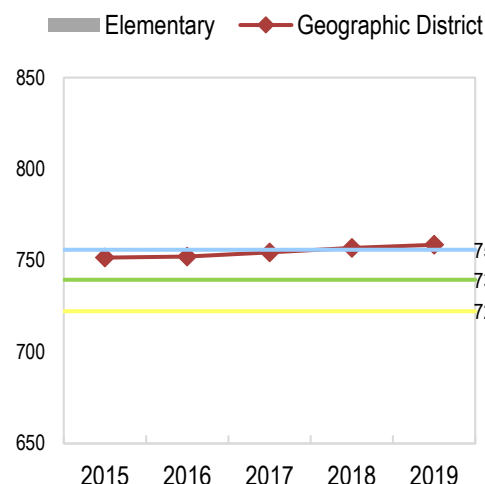
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,174	746	2,161	748	2,157	751	2,188	753	2,080	753
4	2,035	756	2,225	755	2,160	756	2,203	760	2,217	761
5	2,130	753	2,076	754	2,252	756	2,198	758	2,229	761
Elementary	6,359	752	6,462	752	6,569	754	6,591	757	6,526	759
6	2,117	751	2,059	751	2,009	750	2,179	753	2,173	754
7	1,973	754	1,877	754	1,925	751	1,957	755	2,105	755
8	1,924	752	1,692	754	1,697	754	1,849	754	1,801	756
Middle	5,994	752	5,628	753	5,631	752	5,983	754	6,079	755
<b>Overall</b>	<b>13,584</b>	<b>752</b>	<b>13,201</b>	<b>752</b>	<b>13,269</b>	<b>753</b>	<b>12,574</b>	<b>755</b>	<b>12,605</b>	<b>757</b>

### CMAS ELA: School Status, Trends, and Local Comparison Graphs

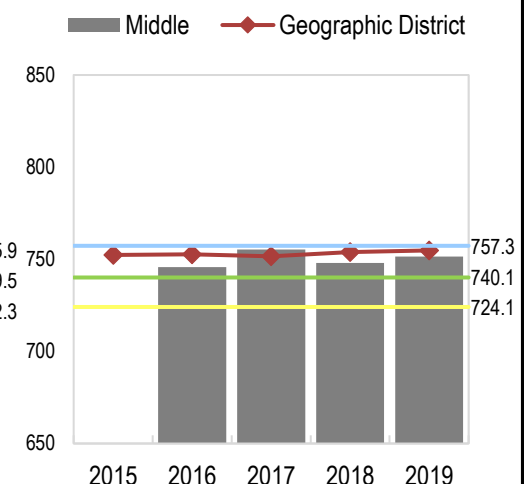
ELA - Schoolwide



ELA - Elementary



ELA - Middle



### 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. From 2015 to 2019, overall student achievement decreased by 12.2 scale score points. Since last school year, overall mean scale score increased by 3.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 5 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

## English Language Arts Subgroup Achievement

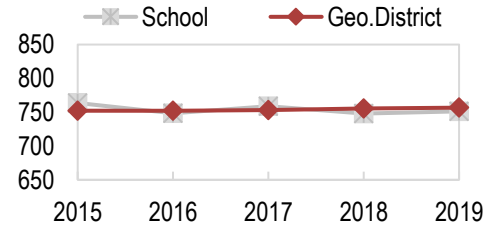
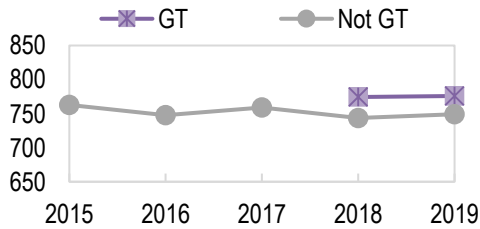
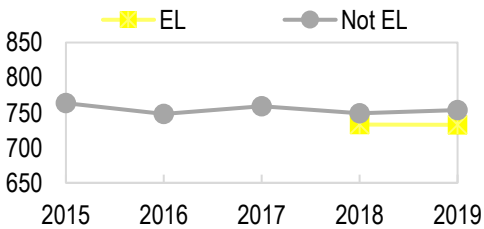
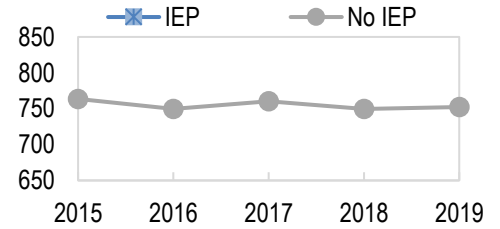
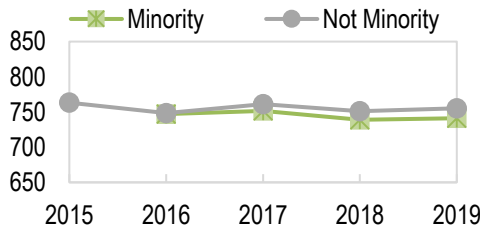
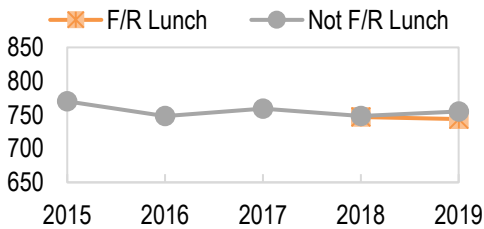
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

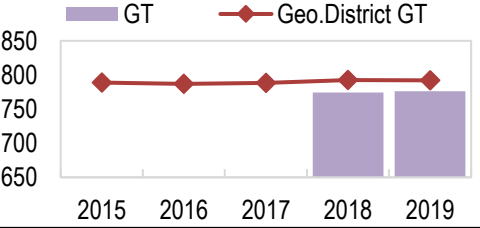
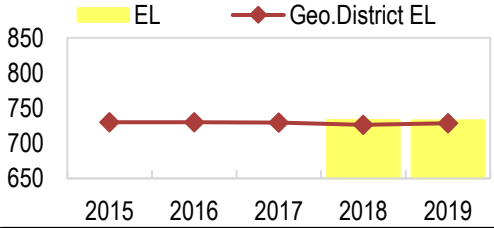
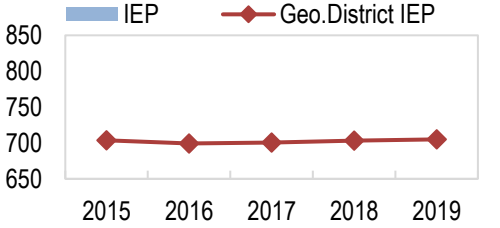
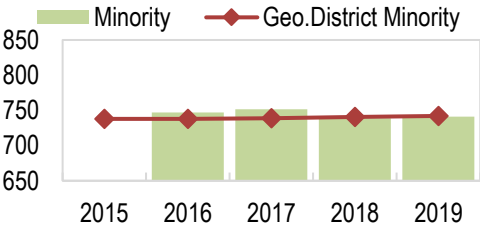
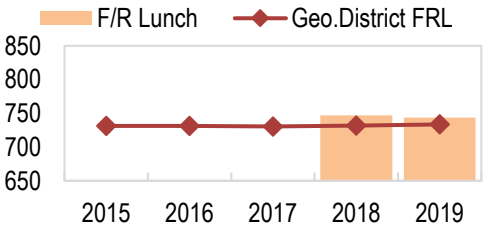
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	746.8	743.8
	N	770.0	748.2	759.1	748.3	754.8
Minority	Y	--	747.1	751.5	738.9	741.2
	N	763.2	748.4	761.1	751.0	755.4
IEP	Y	--	--	--	--	--
	N	763.6	749.7	760.4	749.8	752.2
EL	Y	--	--	--	733.1	732.7
	N	763.6	748.2	759.4	749.3	753.5
GT	Y	--	--	--	774.4	775.9
	N	762.8	747.9	759.0	743.6	749.3
Schoolwide		763.6	748.2	759.0	748.0	751.4

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.2	731.3	730.5	731.8	733.5
	N	762.1	762.0	761.7	765.0	765.8
Minority	Y	738.0	737.9	739.0	740.5	742.1
	N	757.1	757.2	757.8	760.7	761.8
IEP	Y	703.5	699.3	700.5	703.4	705.0
	N	756.5	756.7	757.5	759.9	760.8
EL	Y	729.9	729.9	729.3	726.2	728.3
	N	754.6	754.6	755.5	758.3	759.5
GT	Y	788.8	786.9	788.4	792.5	791.9
	N	745.5	745.0	746.3	748.2	749.6
Geographic District		752.2	752.1	753.0	755.4	756.7

### CMAS ELA: Subgroup Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### 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. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Poudre R-1 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: minority, GT, - additional details are available in the graphs.

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

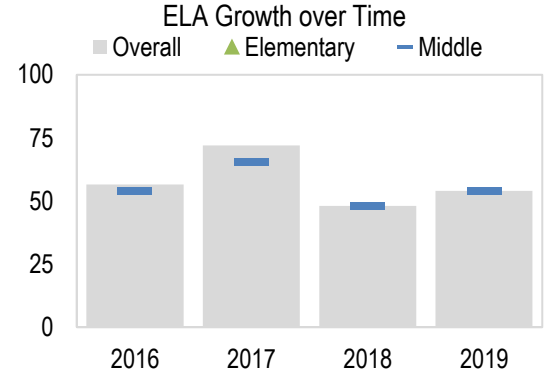
Exceeds	Approaching
Meets	Does Not Meet

## English Language Arts Growth

### CMAS ELA: School Status and Trends Tables and Graphs

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

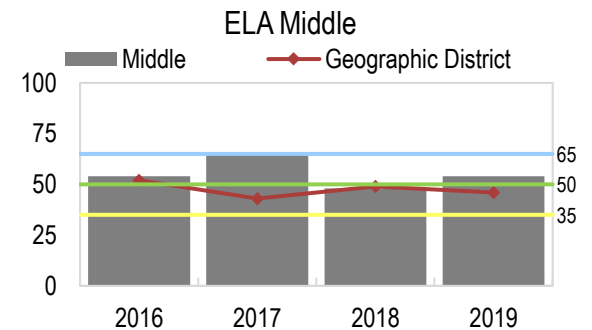
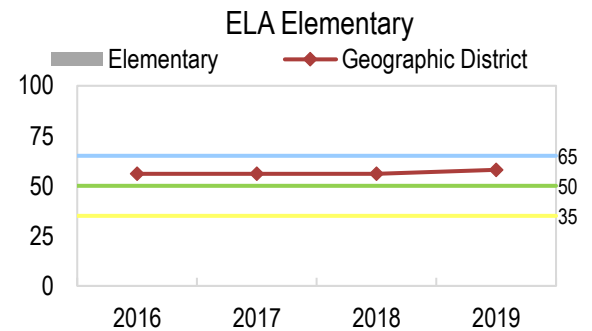
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	33	39.0	50	39.5	54	52.0	59	57.0
7	32	68.0	49	73.0	72	58.5	74	45.0
8	23	44.0	51	79.0	60	32.0	87	56.0
Middle	88	54.0	150	65.5	186	48.0	220	54.0
<b>Overall</b>	<b>128</b>	<b>56.5</b>	<b>218</b>	<b>72.0</b>	<b>186</b>	<b>48.0</b>	<b>220</b>	<b>54.0</b>



### CMAS ELA: Local Comparison Tables and Graphs

-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		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,080	58.0	2,036	59.0	2,062	59.0	2,083	61.0
5	1,952	55.0	2,110	53.0	2,065	53.0	2,131	55.0
Elementary	4,032	56.0	4,146	56.0	4,129	56.0	4,214	58.0
6	1,938	51.0	1,884	42.5	2,045	48.0	2,042	46.0
7	1,754	54.0	1,785	41.0	1,780	48.0	1,965	45.0
8	1,583	51.0	1,534	45.0	1,647	50.0	1,665	47.0
Middle	5,275	52.0	5,203	43.0	5,472	49.0	5,672	46.0
<b>Overall</b>	<b>10,296</b>	<b>54.0</b>	<b>10,277</b>	<b>49.0</b>	<b>9,601</b>	<b>52.0</b>	<b>9,886</b>	<b>51.0</b>



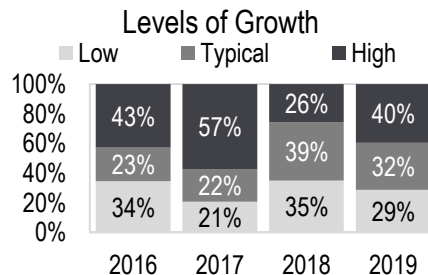
### Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth increased by 6 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

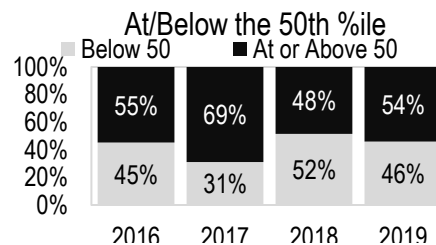
### CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	34%	21%	35%	29%
Typical (35-65)	23%	22%	39%	32%
High (above 65)	43%	57%	26%	40%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	55%	69%	48%	54%
Below 50	45%	31%	52%	46%



### Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 29% 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 40% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 54%). Since 2016, the percent of students at or above the 50th percentile has decreased (55% to 54%).

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

Exceeds	Approaching
Meets	Does Not Meet

## English Language Arts Subgroup Growth

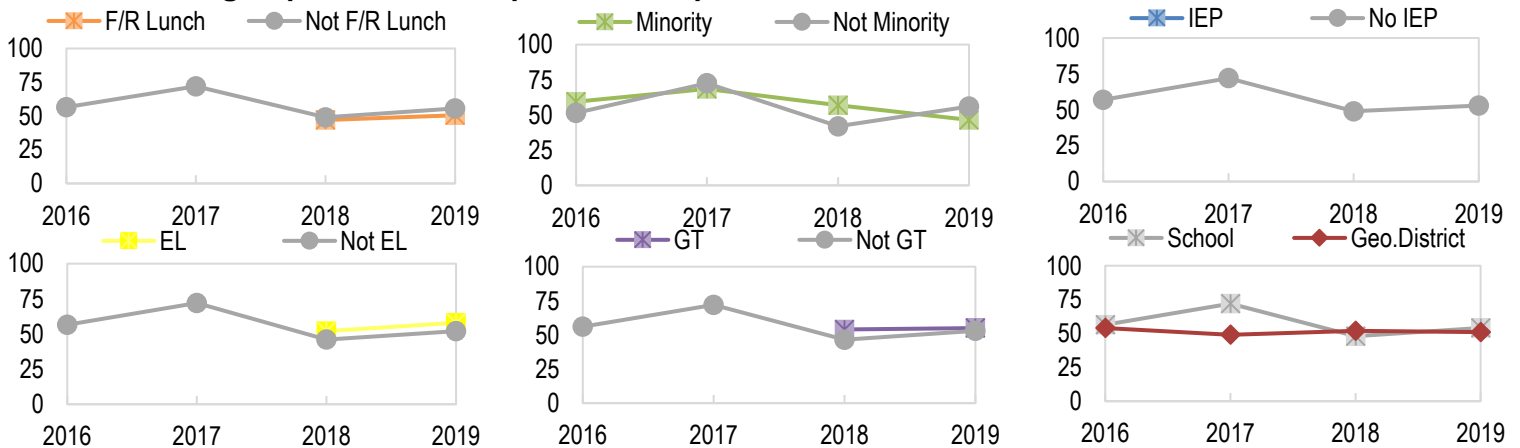
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

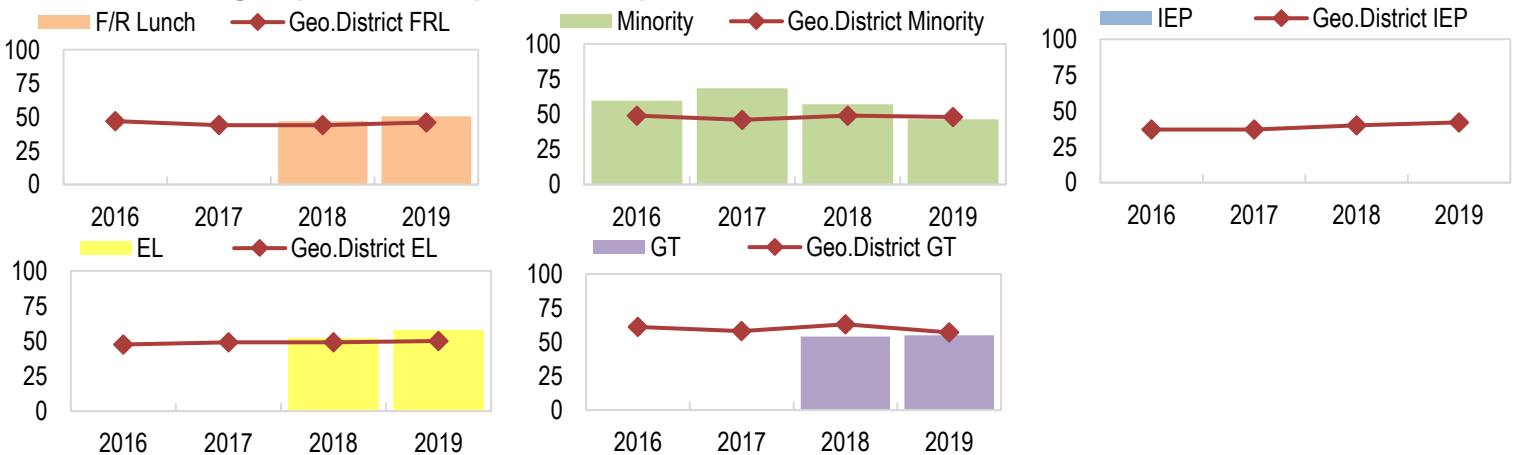
CMAS ELA	2016	2017	2018	2019
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	47.0	50.5
	N	56.5	72.0	55.5
Minority	Y	59.5	68.5	46.5
	N	51.5	72.5	56.0
IEP	Y	--	--	--
	N	57.0	72.0	53.0
EL	Y	--	52.0	58.0
	N	56.5	72.0	52.0
GT	Y	--	54.0	55.0
	N	56.0	72.0	53.0
Schoolwide	56.5	72.0	48.0	54.0

CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	47.0	44.0	44.0	46.0
	N	57.0	51.0	55.0	53.0
Minority	Y	49.0	46.0	49.0	48.0
	N	55.0	50.0	53.0	52.0
IEP	Y	37.0	37.0	40.0	42.0
	N	55.0	50.0	53.0	52.0
EL	Y	47.5	49.0	49.0	50.0
	N	54.0	49.0	52.0	51.0
GT	Y	61.0	58.0	63.0	57.0
	N	51.5	47.0	49.0	49.0
Geographic District	54.0	49.0	52.0	51.0	

### CMAS ELA: Subgroup Status and Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, EL students outperformed their non-EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Poudre R-1. In 2019, the following subgroups outperformed the geo. district: FRL, EL, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Achievement

### CMAS Math: School Status, Trends, and Local Comparison Tables

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

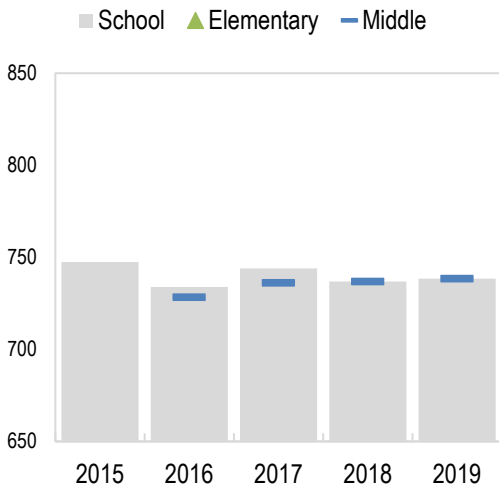
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	43	730	67	737	77	737	77	739
7	--	--	53	730	61	737	89	739	95	733
8	--	--	45	725	69	735	83	734	115	743
Middle	--	--	141	728	197	736	249	737	287	739
<b>Overall</b>	<b>45</b>	<b>748</b>	<b>214</b>	<b>734</b>	<b>304</b>	<b>744</b>	<b>249</b>	<b>737</b>	<b>287</b>	<b>739</b>

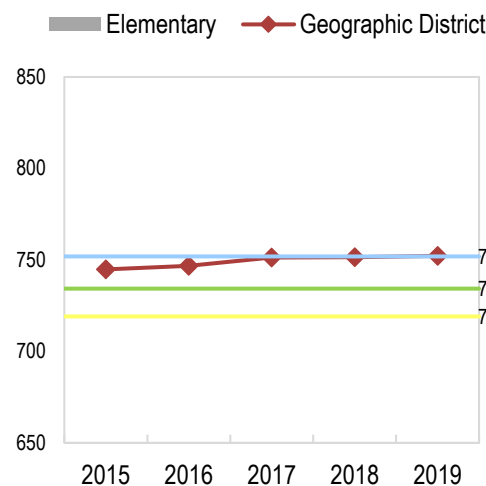
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,196	745	2,159	747	2,160	755	2,193	753	2,089	753
4	2,036	746	2,227	746	2,165	750	2,204	750	2,219	750
5	2,130	744	2,075	747	2,251	749	2,213	752	2,234	754
Elementary	6,382	745	6,461	747	6,576	751	6,612	752	6,542	752
6	2,128	745	2,072	744	2,026	744	2,196	743	2,180	747
7	1,963	745	1,892	743	1,937	743	1,971	745	2,113	746
8	1,916	740	1,692	740	1,706	741	1,859	743	1,811	754
Middle	5,987	743	5,656	743	5,669	743	6,024	744	6,104	749
<b>Overall</b>	<b>13,590</b>	<b>744</b>	<b>13,230</b>	<b>744</b>	<b>13,313</b>	<b>747</b>	<b>12,636</b>	<b>748</b>	<b>12,646</b>	<b>751</b>

### CMAS Math: School Status, Trends, and Local Comparison Graphs

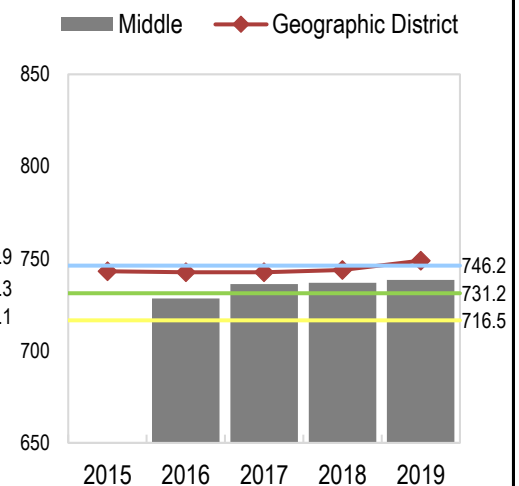
Math - Schoolwide



Math - Elementary



Math - Middle



### 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. From 2015 to 2019, overall student achievement decreased by 9 scale score points. Since last school year, overall mean scale score increased by 1.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 12 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Subgroup Achievement

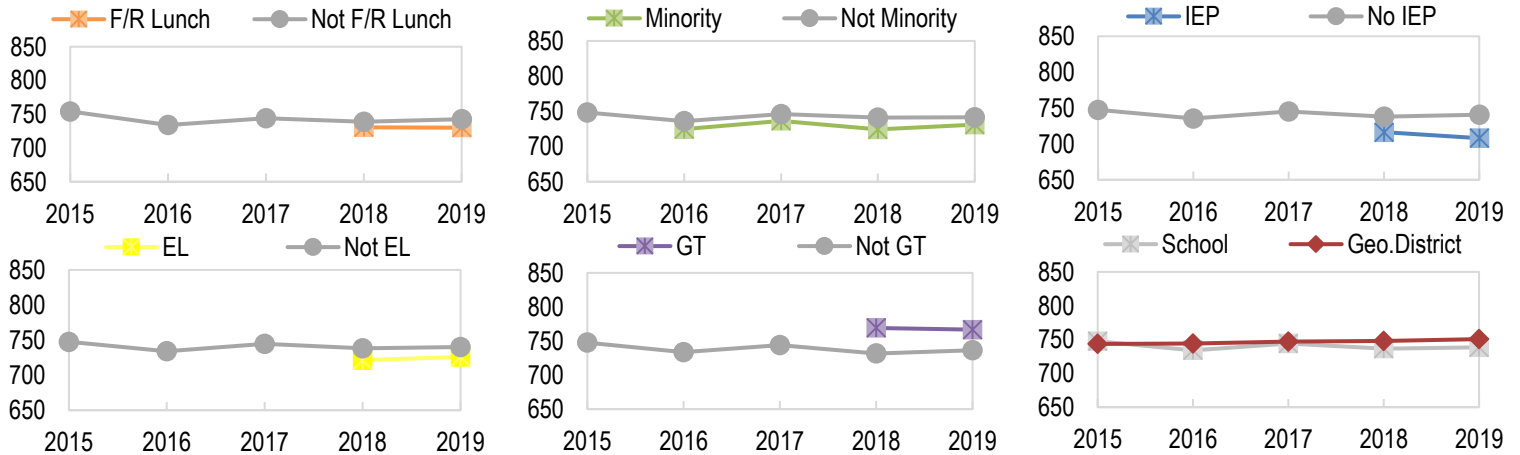
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

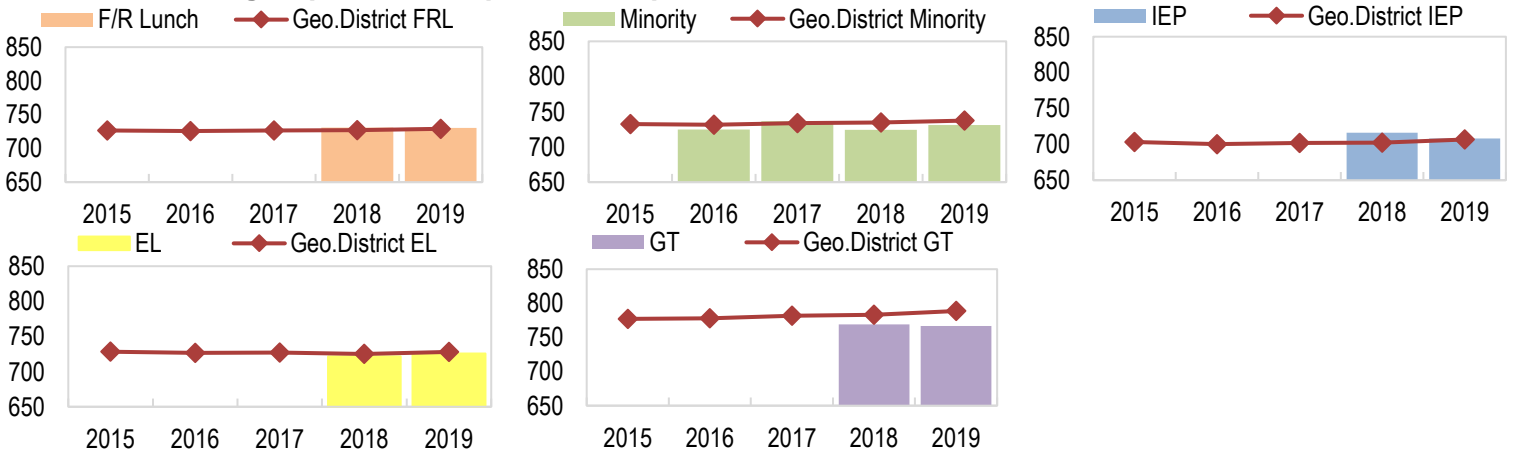
CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	--	--	--	730.6	730.1
	N	754.2	734.0	744.2	738.8	742.5
Minority	Y	--	724.6	736.4	724.3	731.0
	N	748.3	736.0	746.1	741.0	741.5
IEP	Y	--	--	--	716.4	708.0
	N	747.5	735.5	745.2	738.2	740.6
EL	Y	--	--	--	721.5	725.8
	N	747.5	734.0	744.6	738.3	740.0
GT	Y	--	--	--	769.1	766.7
	N	747.5	733.7	744.0	731.6	736.3
Schoolwide	747.5	734.0	744.0	736.8	738.5	

CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	726.3	725.7	726.5	727.2	729.0
	N	751.7	752.9	754.7	756.2	759.0
Minority	Y	732.4	731.5	733.9	734.8	737.4
	N	747.5	748.7	751.2	752.4	755.2
IEP	Y	703.2	700.3	701.8	702.3	706.7
	N	747.2	747.9	750.6	751.7	754.1
EL	Y	728.3	726.5	727.3	725.1	728.2
	N	745.2	746.1	748.9	750.1	752.8
GT	Y	777.2	778.1	781.8	783.3	788.7
	N	737.6	737.2	740.3	741.0	742.9
Geographic District	743.5	744.1	746.8	747.8	750.6	

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Poudre R-1 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: minority, EL, GT, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

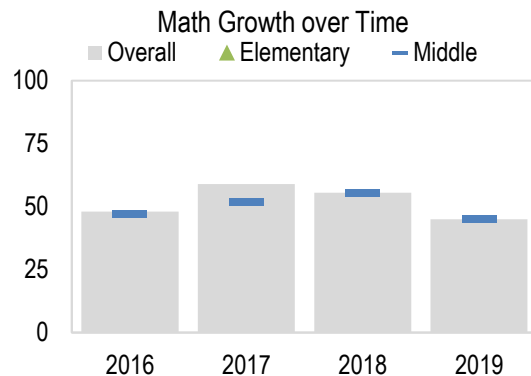
## Mathematics Growth

### CMAS Math: School Status and Trends Tables and Graphs

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

Growth over Time in Math

CMAS Math	2016		2017		2018		2019	
	N	MGP	N	MGP	N	MGP	N	MGP
Grade/Level								
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	33	48.0	50	43.0	54	50.0	62	53.0
7	33	59.0	49	64.0	73	63.0	74	42.0
8	20	19.0	51	51.0	61	47.0	89	45.0
Middle	86	47.0	150	52.0	188	55.5	225	45.0
<b>Overall</b>	<b>107</b>	<b>48.0</b>	<b>200</b>	<b>59.0</b>	<b>188</b>	<b>55.5</b>	<b>225</b>	<b>45.0</b>

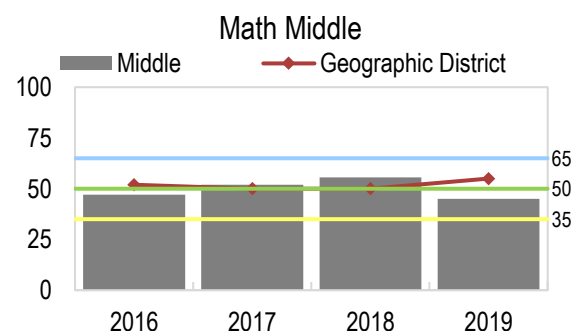
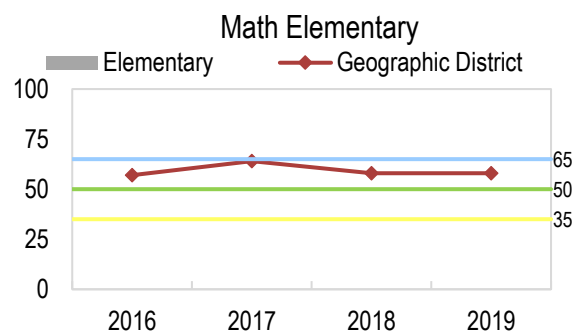


### CMAS Math: Local Comparison Tables and Graphs

-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		2019	
	N	MGP	N	MGP	N	MGP	N	MGP
Grade/Level								
4	2,101	61.0	2,059	66.0	2,076	58.0	2,111	61.0
5	1,952	51.5	2,110	61.0	2,074	57.0	2,129	55.0
Elementary	4,053	57.0	4,169	64.0	4,152	58.0	4,240	58.0
6	1,945	53.0	1,892	48.0	2,050	45.0	2,045	54.0
7	1,355	50.0	1,801	49.0	1,487	54.0	1,978	54.0
8	1,551	52.0	1,537	52.0	1,310	54.0	1,385	57.0
Middle	4,851	52.0	5,230	50.0	4,847	50.0	5,408	55.0
<b>Overall</b>	<b>9,474</b>	<b>53.0</b>	<b>9,924</b>	<b>55.0</b>	<b>8,999</b>	<b>54.0</b>	<b>9,648</b>	<b>56.0</b>



Growth Status and Local Comparison Narrative

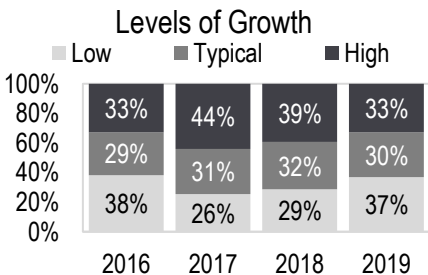
The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 10.5 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

### CMAS Math: Levels of Growth Tables and Graphs

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

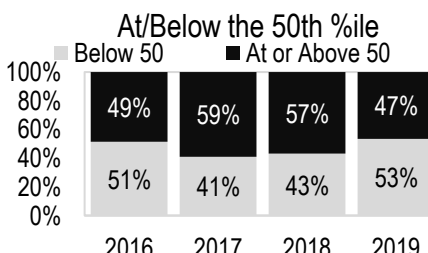
Math Levels of Growth

CMAS Math	%Students			
	2016	2017	2018	2019
Category				
Low (below 35)	38%	26%	29%	37%
Typical (35-65)	29%	31%	32%	30%
High (above 65)	33%	44%	39%	33%



Math At/Below 50th %ile

CMAS Math	%Students			
	2016	2017	2018	2019
Category				
At or Above 50	49%	59%	57%	47%
Below 50	51%	41%	43%	53%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 37% 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 33% of students. The percent of students at or above the 50th percentile has decreased from last year (57% to 47%). Since 2016, the percent of students at or above the 50th percentile has decreased (49% to 47%).

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Subgroup Growth

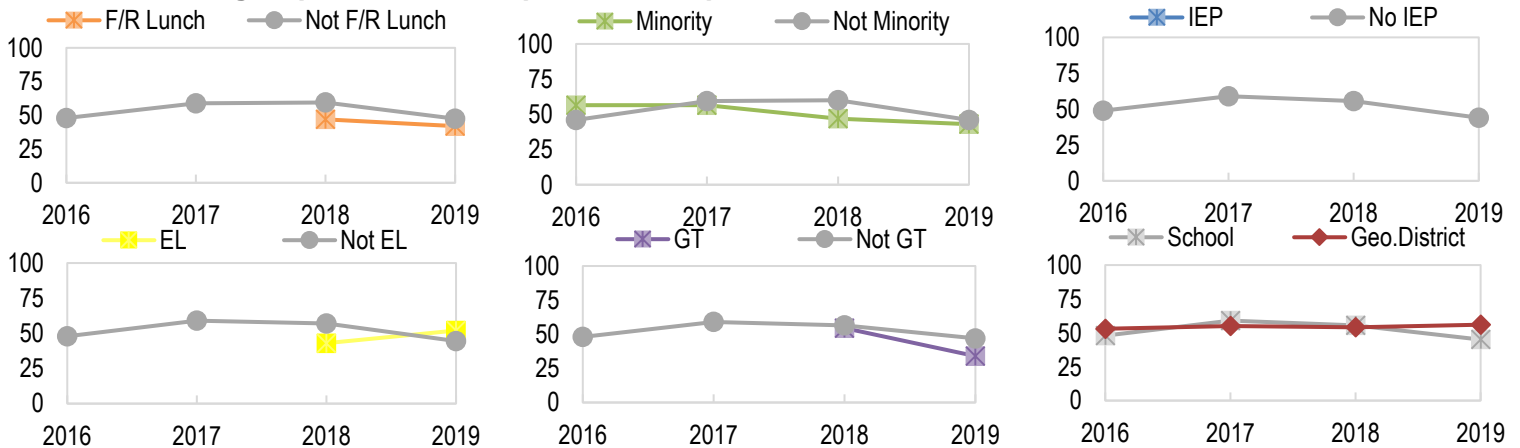
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

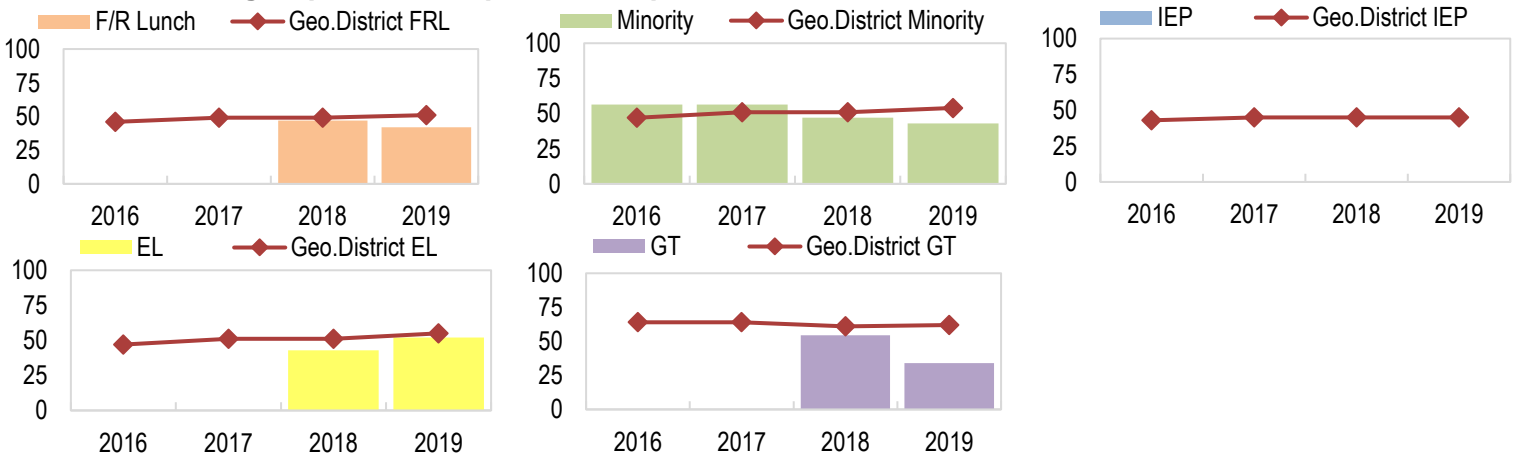
CMAS Math	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	--	47.0	42.0	
	N	48.0	59.0	59.5	47.5
Minority	Y	56.5	56.5	47.0	43.0
	N	46.0	59.5	60.0	46.0
IEP	Y	--	--	--	--
	N	49.0	59.0	55.5	44.0
EL	Y	--	--	43.0	52.0
	N	48.0	59.0	57.0	44.5
GT	Y	--	--	54.5	34.0
	N	48.0	59.0	56.5	47.0
Schoolwide	48.0	59.0	55.5	45.0	

CMAS Math	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	46.0	49.0	49.0	51.0
	N	57.0	58.0	56.0	58.0
Minority	Y	47.0	51.0	51.0	54.0
	N	55.0	57.0	55.0	57.0
IEP	Y	43.0	45.0	45.0	45.0
	N	54.0	56.0	54.0	57.0
EL	Y	47.0	51.0	51.0	55.0
	N	54.0	56.0	54.0	56.0
GT	Y	64.0	64.0	61.0	62.0
	N	51.0	54.0	52.0	55.0
Geographic District	53.0	55.0	54.0	56.0	

### CMAS Math: Subgroup Status and Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, EL students outperformed their non-EL peers, non-GT students outperformed their GT peers, overall, Poudre R-1 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, GT, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

## Science Achievement

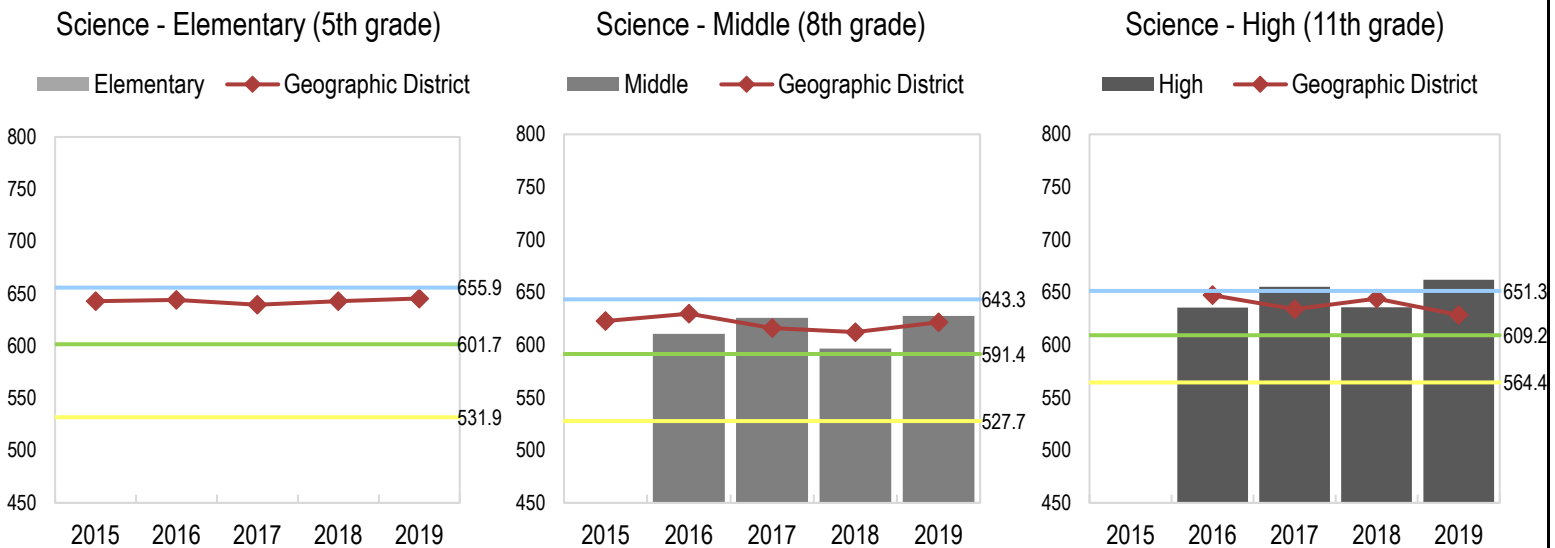
### CMAS Science: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	--	--	--	--	--	--	--	--	--	--
Middle (8th)	--	--	48	611	70	626	83	597	114	628
High (11th)	--	--	90	635	81	655	109	636	95	662

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	2,127	643	2,069	644	2,240	640	2,208	643	2,229	646
Middle (8th)	2,006	623	1,664	630	1,673	616	1,826	612	1,782	622
High (11th)	--	--	599	647	519	634	392	644	434	629

### CMAS Science: School Local Comparison Graphs



### 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. 8th grade mean scale score has increased by 31.2 scale score points. 11th grade mean scale score has increased by 26.1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past four years. In 2019, the school performed greater than the geo. district in 8th grade, greater than the geo. district in 11th grade, overall trends are in the graphs above.

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

Exceeds	Approaching
Meets	Does Not Meet

## Science Subgroup Achievement

### CMAS Science: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?
- 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?

#### Elementary (5th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	584	587	574	574	584
	N	672	672	669	674	671
Minority	Y	596	595	592	591	603
	N	661	661	656	662	661
IEP	Y	498	511	494	489	506
	N	655	655	652	659	658
EL	Y	563	569	552	560	573
	N	652	653	649	652	653
GT	Y	744	748	757	751	751
	N	621	617	618	621	624

#### Middle (8th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	581
	N	--	611	626	603	648
Minority	Y	--	--	--	556	576
	N	--	613	630	606	647
IEP	Y	--	--	--	--	--
	N	--	617	627	596	635
EL	Y	--	--	--	--	--
	N	--	611	626	598	632
GT	Y	--	--	--	--	--
	N	--	611	626	584	616

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	555	555	534	522	539
	N	655	664	643	641	649
Minority	Y	577	579	559	566	563
	N	639	650	636	629	641
IEP	Y	486	465	456	453	445
	N	634	642	629	625	632
EL	Y	556	563	532	483	500
	N	630	638	627	622	631
GT	Y	737	742	732	728	724
	N	599	601	587	580	590

#### High (11th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	607	655
	N	--	635	655	644	663
Minority	Y	--	--	--	574	641
	N	--	644	658	647	667
IEP	Y	--	--	--	--	--
	N	--	638	657	641	662
EL	Y	--	--	--	--	--
	N	--	634	655	638	662
GT	Y	--	--	--	--	--
	N	--	632	655	636	655

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	594	557	569	544
	N	--	666	655	665	651
Minority	Y	--	633	578	608	585
	N	--	651	651	655	642
IEP	Y	--	515	525	549	474
	N	--	663	648	656	646
EL	Y	--	592	529	--	--
	N	--	652	641	650	631
GT	Y	--	724	743	742	732
	N	--	628	614	629	602

#### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show disaggregated subgroup achievement performance disaggregated by grade level. Comparison geographic district values are in the tables to the right.

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

Exceeds	Approaching
Meets	Does Not Meet

## English Language Proficiency (ELP) Growth

### ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- 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?^^

Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	--
<b>Overall</b>	--	--	--	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	782	57.0	720	53.0	72.1%
Middle	--	--	--	--	174	48.5	134	62.5	53.0%
High	--	--	--	--	145	56.0	94	68.0	50.5%
<b>Overall</b>	--	--	--	--	1,101	56.0	948	56.0	67.2%

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

\*\*ACCESS growth was not released in 2016 or 2017.

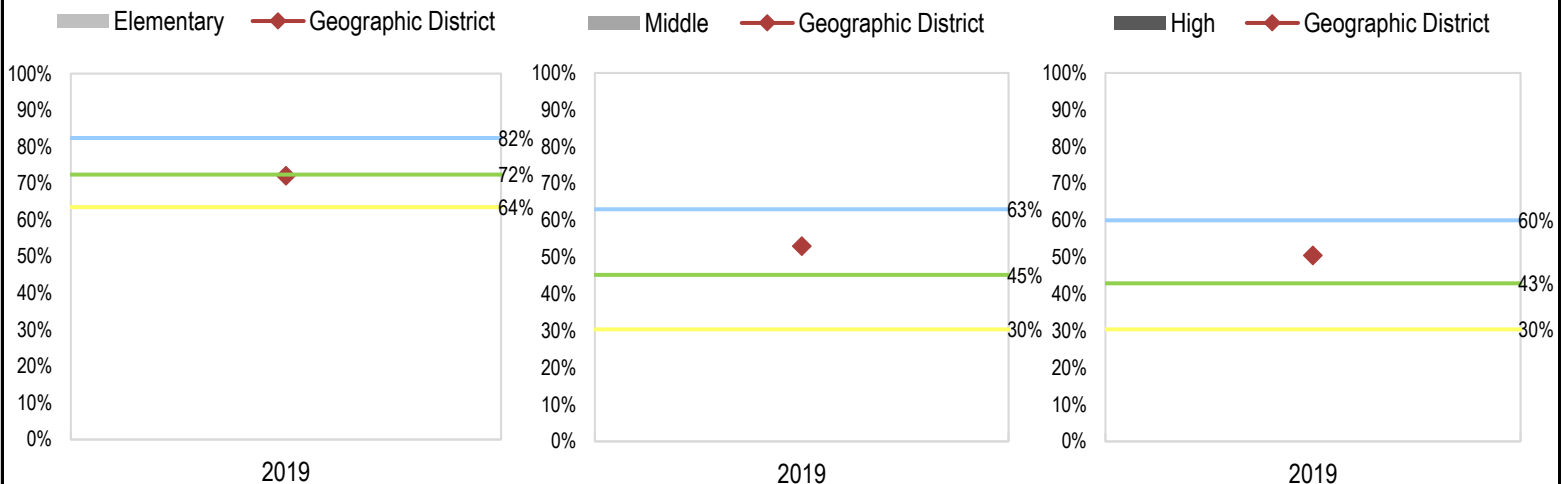
**What is On Track Growth?** This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

### ACCESS: School Local Comparison Graphs

% On Track - Elementary

% On Track - Middle

% On Track - High



### Growth Status and Local Comparison Narrative

--

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

Exceeds	Approaching
Meets	Does Not Meet

## Evidence-Based Reading and Writing Achievement

### PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 <sup>^</sup>	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	151	485	183	502
PSAT (10th)*	--	--	--	--	106	515	154	549	167	525
PSAT (9th&10th)	--	--	--	--	--	--	305	517	350	513
SAT (11th)	--	--	--	--	161	576	155	573	203	574
<b>Overall</b>	--	--	--	--	<b>267</b>	<b>552</b>	<b>460</b>	<b>536</b>	<b>553</b>	<b>535</b>

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 <sup>^</sup>	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	17	365	1,965	496
PSAT (10th)*	--	--	--	--	1,812	517	1,793	516	1,844	513
PSAT (9th&10th)	--	--	--	--	--	--	3,719	502	3,809	504
SAT (11th)	--	--	--	--	1,816	555	1,814	554	1,773	547
<b>Overall</b>	--	--	--	--	<b>3,628</b>	<b>536</b>	<b>5,533</b>	<b>519</b>	<b>5,582</b>	<b>518</b>

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

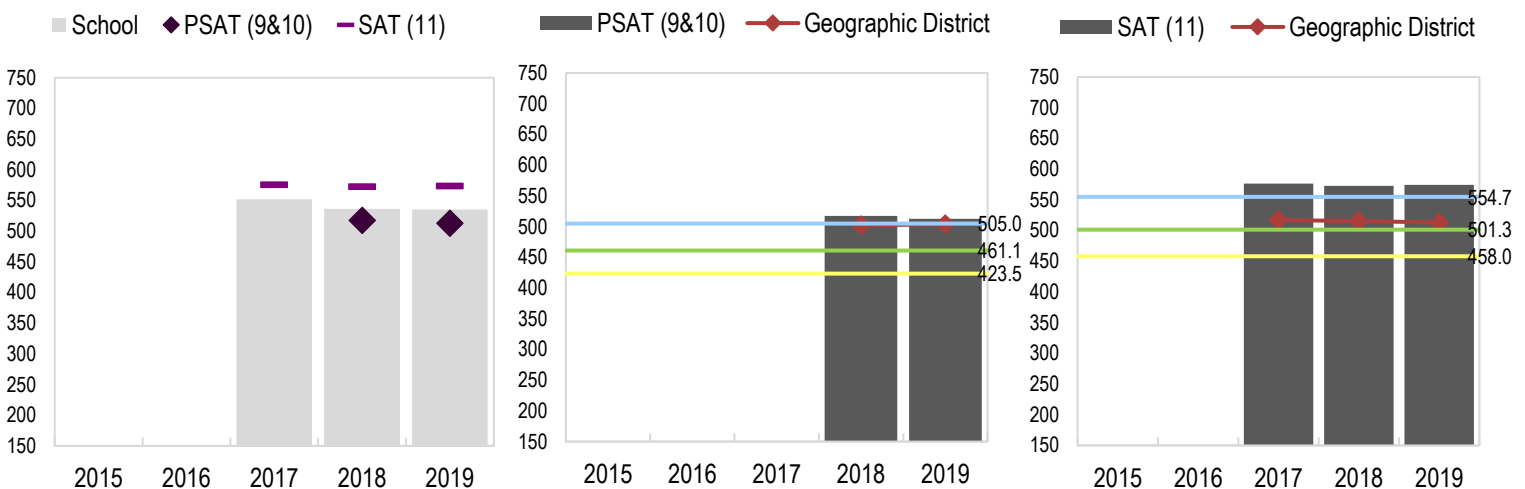
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

### PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 16.3 scale score points. Since last school year, overall mean scale score decreased by 0.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school outperforms their geo. district by 18 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

## Evidence-Based Reading and Writing Subgroup Achievement

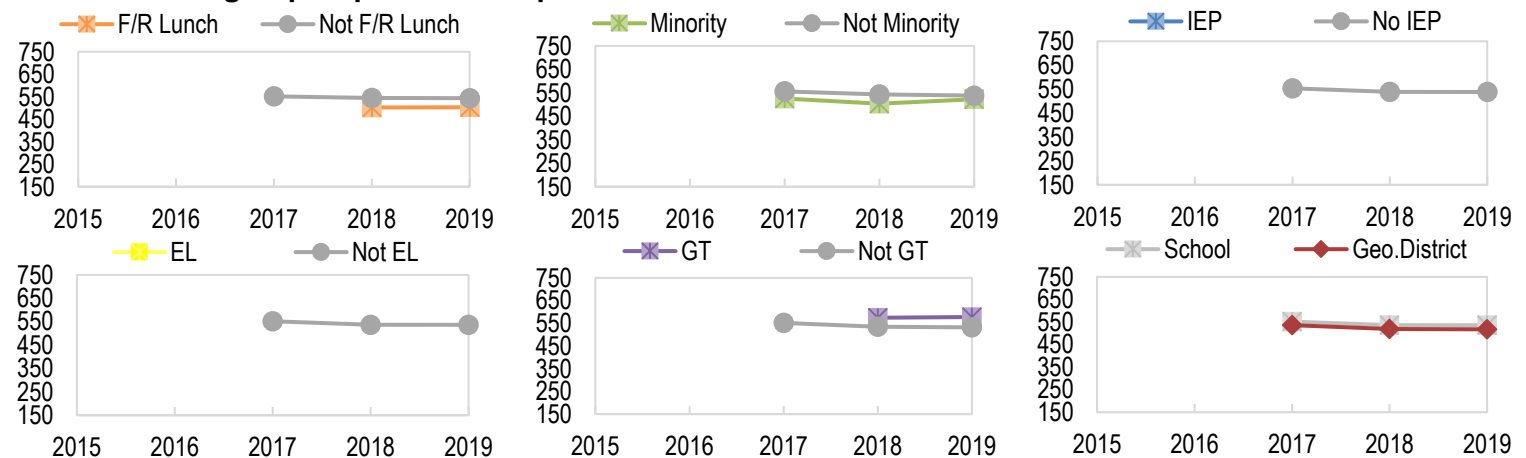
### PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

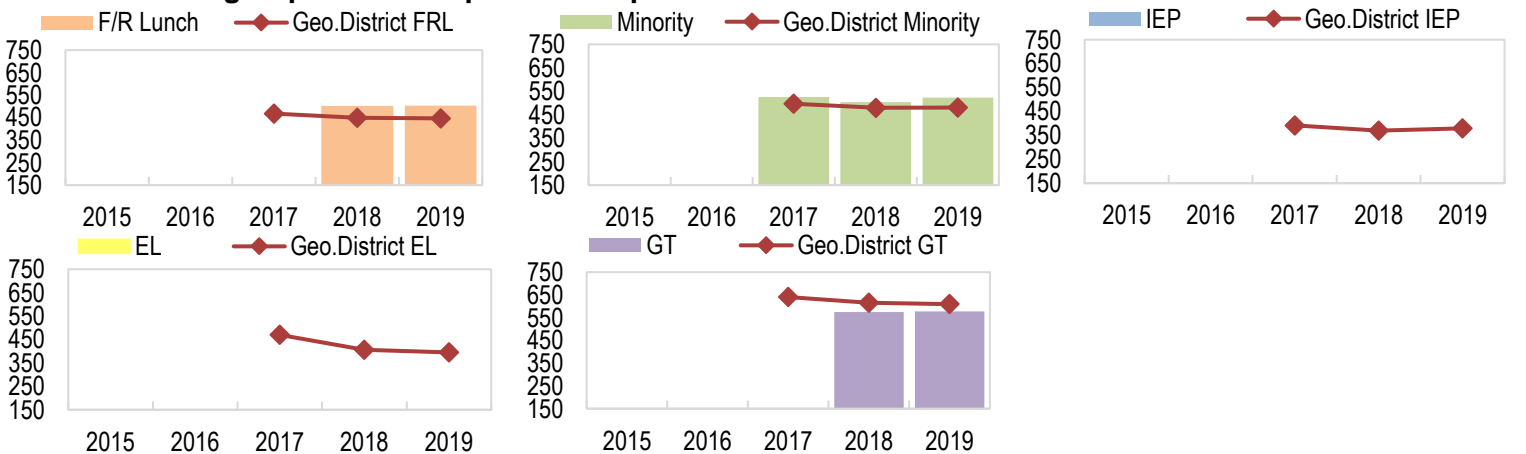
PSAT/SAT EBRW	2015	2016	2017	2018	2019
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	502	503
	N	--	--	552	544
Minority	Y	--	--	526	504
	N	--	--	556	543
IEP	Y	--	--	--	--
	N	--	--	554	538
EL	Y	--	--	--	--
	N	--	--	552	537
GT	Y	--	--	574	578
	N	--	--	552	535
Schoolwide	--	--	552	536	535

PSAT/SAT EBRW	2015	2016	2017	2018	2019
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	468	450
	N	--	--	553	539
Minority	Y	--	--	497	480
	N	--	--	548	532
IEP	Y	--	--	392	370
	N	--	--	544	528
EL	Y	--	--	470	405
	N	--	--	542	525
GT	Y	--	--	641	616
	N	--	--	516	499
Geographic District	--	--	536	519	518

### PSAT/SAT: Subgroup Gap Trends Graphs



### PSAT/SAT: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show 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 District.

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

Exceeds	Approaching
Meets	Does Not Meet

## Evidence-Based Reading and Writing Growth

### PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 <sup>^</sup>	--	--	110	66.0	--	--
PSAT 9 to PSAT 10	--	--	106	55.5	132	51.5
PSAT 10 to SAT 11	132	58.0	121	68.0	153	51.0
<b>Overall</b>	<b>132</b>	<b>58</b>	<b>337</b>	<b>66.0</b>	<b>285</b>	<b>51.0</b>

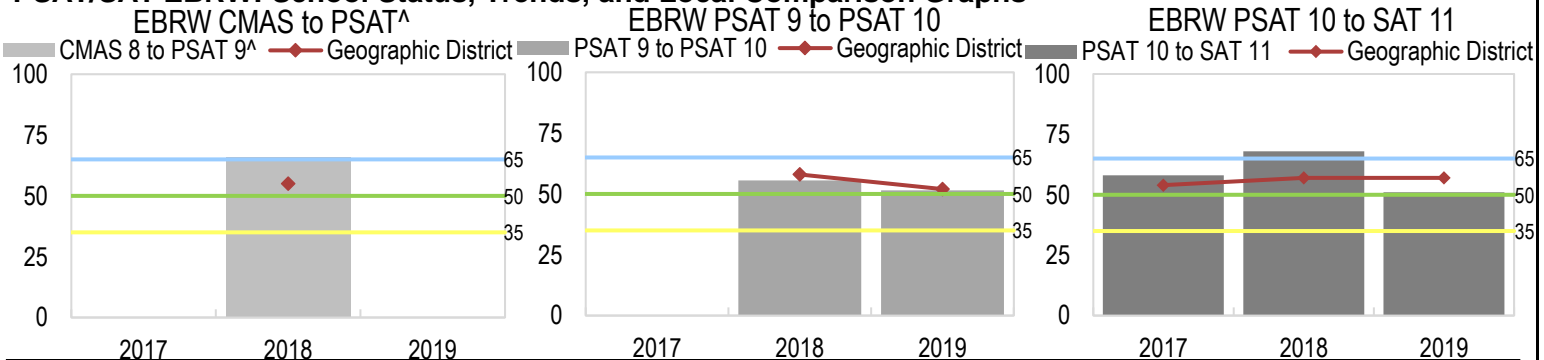
<sup>^</sup>In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 <sup>^</sup>	--	--	1,458	55.0	--	--
PSAT 9 to PSAT 10	--	--	978	58.0	1,673	52.0
PSAT 10 to SAT 11	1,620	54.0	1,608	57.0	1,635	57.0
<b>Overall</b>	<b>1,620</b>	<b>54.0</b>	<b>4,051</b>	<b>56.0</b>	<b>3,308</b>	<b>54.0</b>

### PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



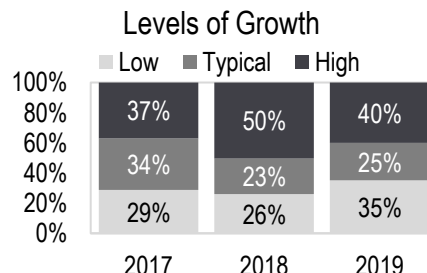
#### Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 15 percentile points. In 2019, overall student growth met state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

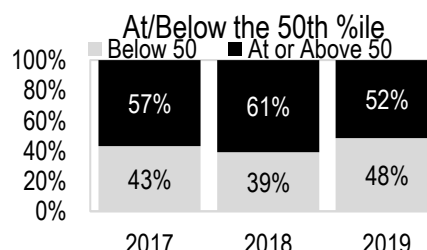
### PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
Low (below 35)	29%	26%	35%
Typical (35-65)	34%	23%	25%
High (above 65)	37%	50%	40%



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
At or Above 50	57%	61%	52%
Below 50	43%	39%	48%



#### Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 35% 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 40% of students. The percent of students at or above the 50th percentile has decreased from last year (61% to 52%). Since 2016, the percent of students at or above the 50th percentile has decreased (57% to 52%).

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

Exceeds	Approaching
Meets	Does Not Meet

## Evidence-Based Reading and Writing Subgroup Growth

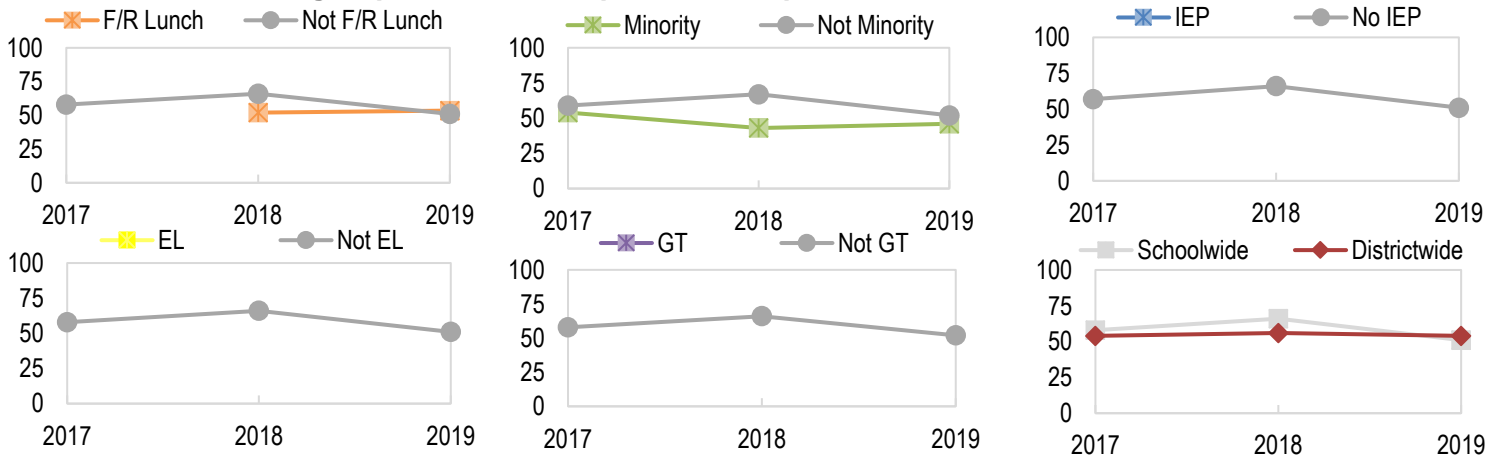
### PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

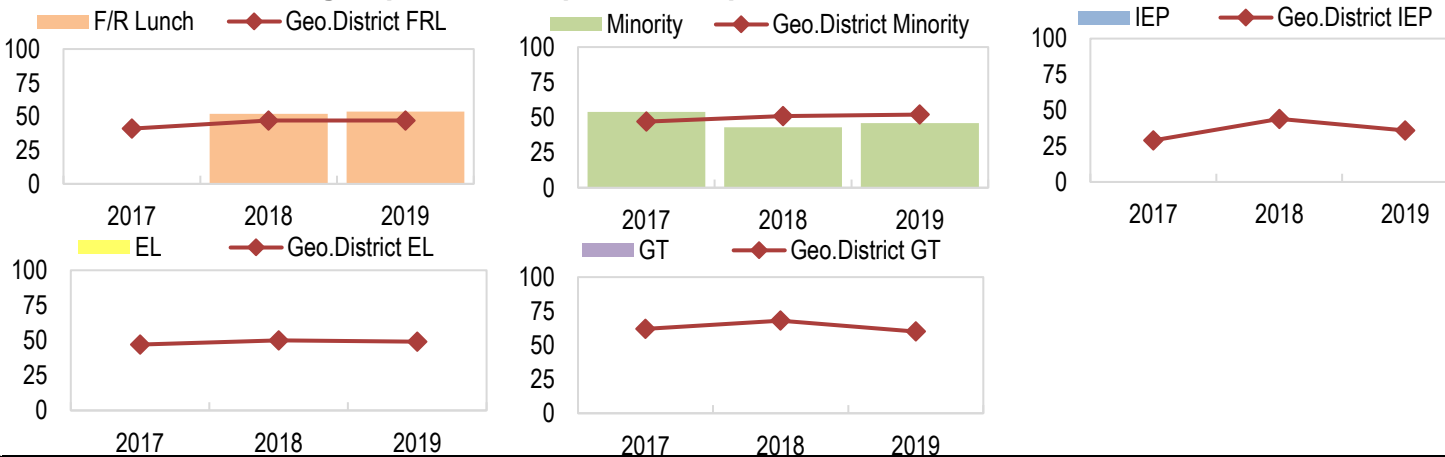
PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	--	52.0
	N	58.0	66.0
Minority	Y	54.0	43.0
	N	59.0	67.0
IEP	Y	--	--
	N	57.0	66.0
EL	Y	--	--
	N	58.0	66.0
GT	Y	--	--
	N	58.0	66.0
Schoolwide	58.0	66.0	51.0

PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	41.0	47.0
	N	55.0	59.0
Minority	Y	47.0	51.0
	N	55.0	58.0
IEP	Y	29.0	44.0
	N	55.0	57.0
EL	Y	47.0	50.0
	N	54.0	57.0
GT	Y	62.0	68.0
	N	53.0	53.0
Geographic District	54.0	56.0	54.0

### PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



### PSAT/SAT EBRW: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall Poudre R-1 outperformed the school.

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Achievement

### PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

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

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

Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 <sup>^</sup>	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	151	470	183	481
PSAT (10th)*	--	--	--	--	106	497	154	532	167	494
PSAT (9th&10th)	--	--	--	--	--	--	305	501	350	487
SAT (11th)	--	--	--	--	161	554	155	542	203	560
<b>Overall</b>	--	--	--	--	<b>267</b>	<b>531</b>	<b>460</b>	<b>515</b>	<b>553</b>	<b>514</b>

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 <sup>^</sup>	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	17	344	1,966	483
PSAT (10th)*	--	--	--	--	1,812	508	1,795	507	1,844	501
PSAT (9th&10th)	--	--	--	--	--	--	3,723	493	3,810	492
SAT (11th)	--	--	--	--	1,816	544	1,814	541	1,773	543
<b>Overall</b>	--	--	--	--	<b>3,628</b>	<b>526</b>	<b>5,537</b>	<b>509</b>	<b>5,583</b>	<b>508</b>

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

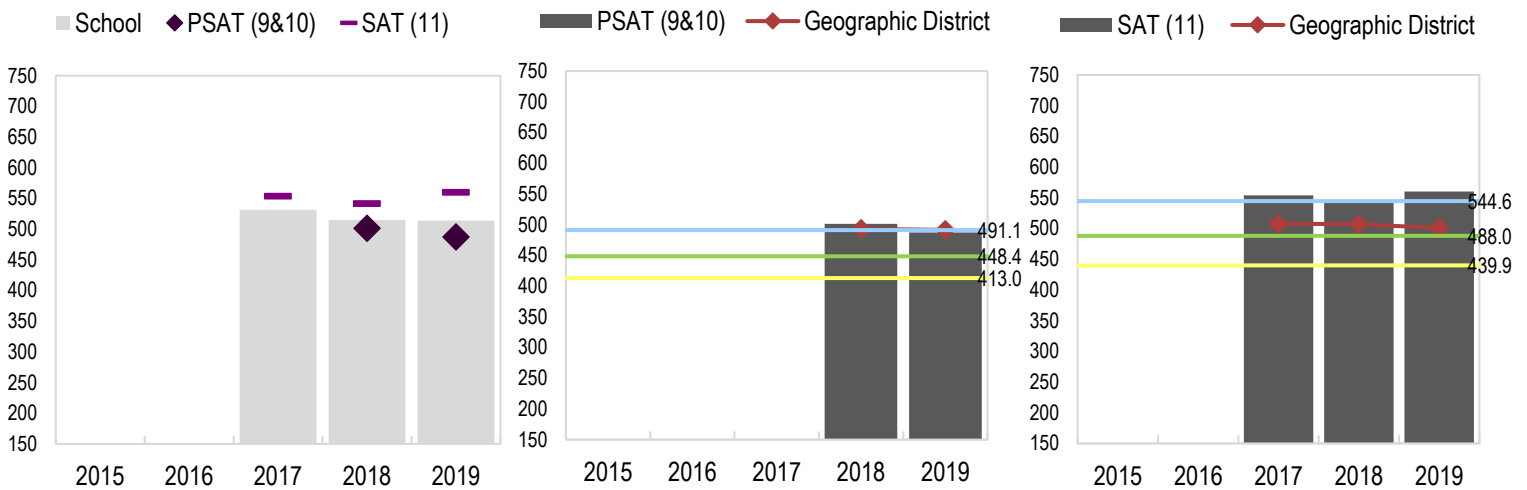
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

### PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 17.3 scale score points. Since last school year, overall mean scale score decreased by 1 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school outperforms their geo. district by 6 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Subgroup Achievement

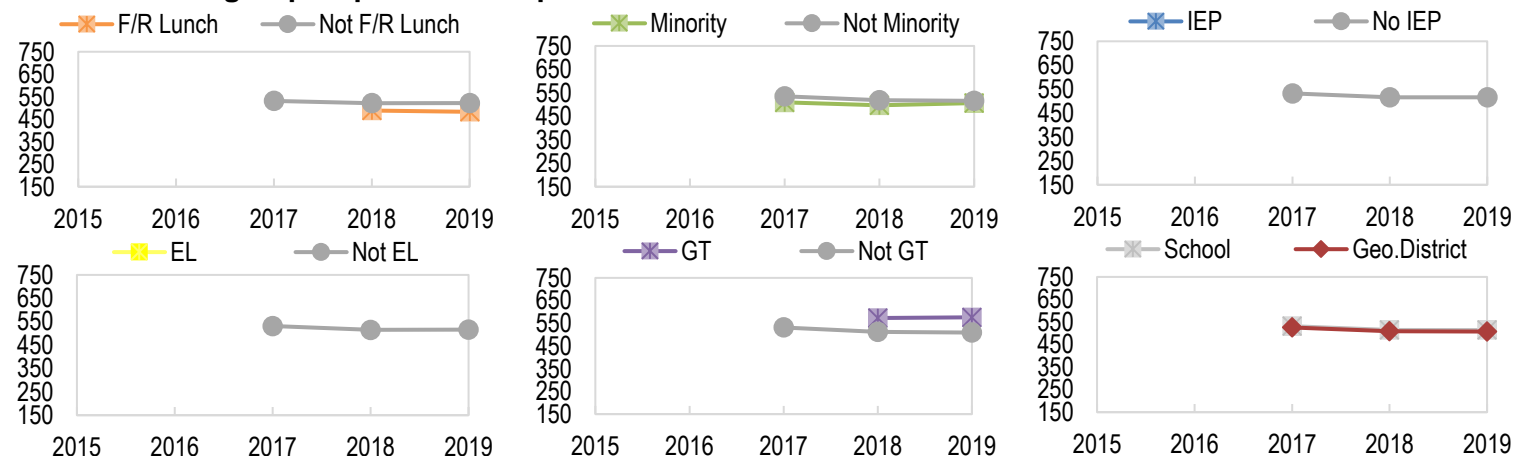
### PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

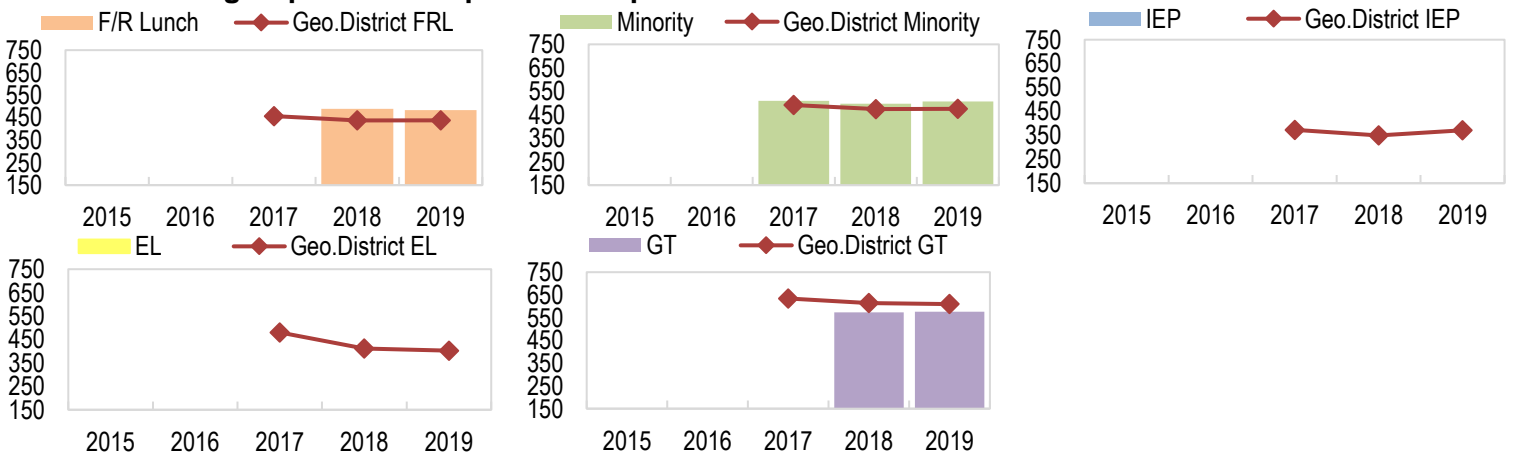
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	489	483
	N	--	--	531	521	522
Minority	Y	--	--	510	497	507
	N	--	--	535	519	516
IEP	Y	--	--	--	--	--
	N	--	--	532	516	516
EL	Y	--	--	--	--	--
	N	--	--	531	515	515
GT	Y	--	--	--	573	576
	N	--	--	531	513	509
Schoolwide		--	--	531	515	514

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	457	438	439
	N	--	--	543	529	526
Minority	Y	--	--	491	474	476
	N	--	--	536	520	518
IEP	Y	--	--	373	350	372
	N	--	--	534	518	515
EL	Y	--	--	480	412	402
	N	--	--	530	514	512
GT	Y	--	--	634	614	610
	N	--	--	505	487	482
Geographic District		--	--	526	509	508

### PSAT/SAT: Subgroup Gap Trends Graphs



### PSAT/SAT: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show 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 District.

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Growth

### PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 <sup>^</sup>	--	--	112	62.0	127	58.0
PSAT 9 to PSAT 10	--	--	107	78.0	132	58.5
PSAT 10 to SAT 11	132	61.0	121	61.0	153	60.0
<b>Overall</b>	<b>132</b>	<b>61</b>	<b>340</b>	<b>65.0</b>	<b>412</b>	<b>58.0</b>

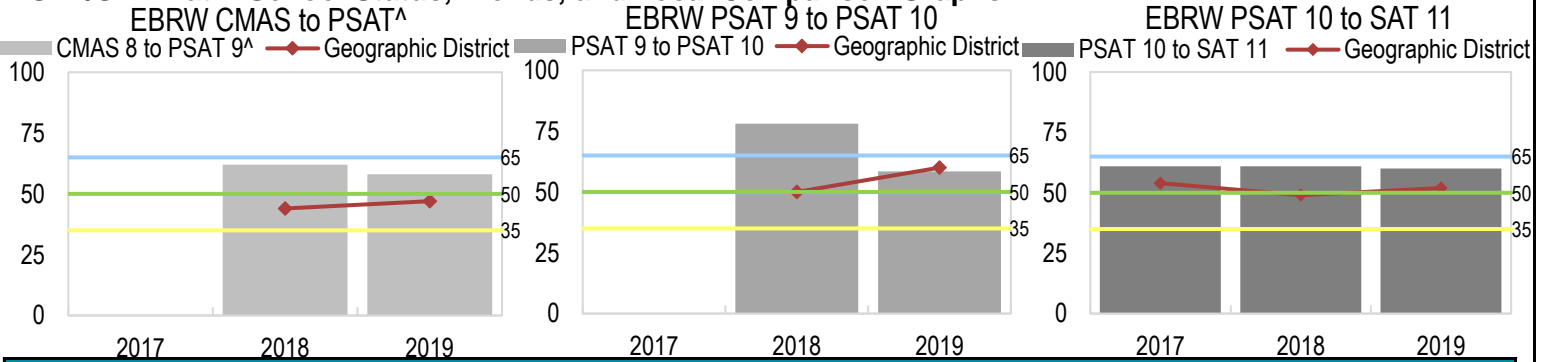
<sup>^</sup>In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 <sup>^</sup>	--	--	1,469	44.0	1,268	47.0
PSAT 9 to PSAT 10	--	--	658	50.0	1,673	60.0
PSAT 10 to SAT 11	1,620	54.0	1,608	49.0	1,635	52.0
<b>Overall</b>	<b>1,620</b>	<b>54.0</b>	<b>3,741</b>	<b>47.0</b>	<b>4,576</b>	<b>54.0</b>

### PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



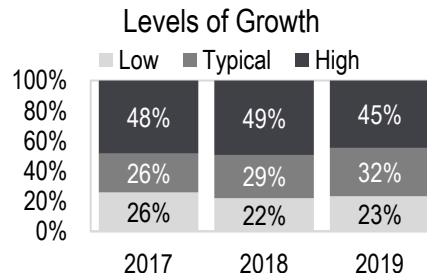
#### Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 7 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district is flat.

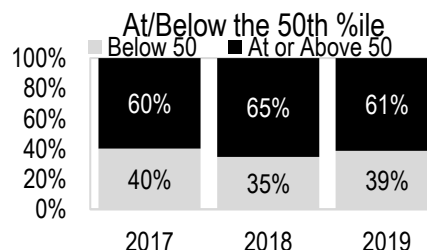
### PSAT/SAT Math: Levels of Growth Tables

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

Math Levels of Growth			
PSAT/SAT Math	%Students		
	2017	2018	2019
Low (below 35)	26%	22%	23%
Typical (35-65)	26%	29%	32%
High (above 65)	48%	49%	45%



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
	2017	2018	2019
At or Above 50	60%	65%	61%
Below 50	40%	35%	39%



#### Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 23% 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 45% of students. The percent of students at or above the 50th percentile has decreased from last year (65% to 61%). Since 2016, the percent of students at or above the 50th percentile has increased (60% to 61%).

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

Exceeds	Approaching
Meets	Does Not Meet

## Mathematics Subgroup Growth

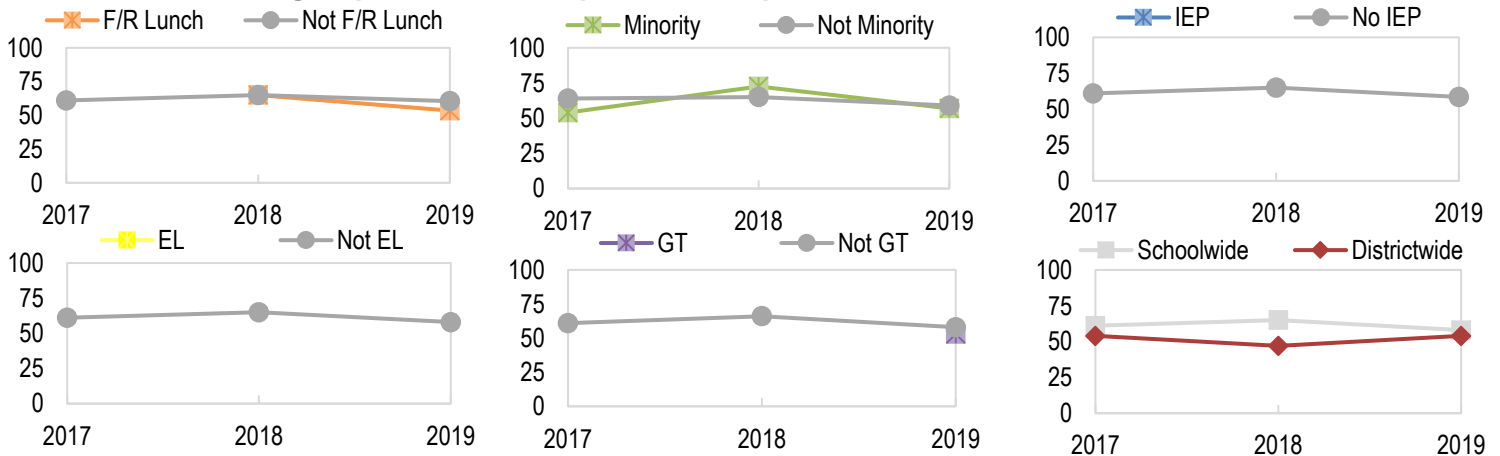
### PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

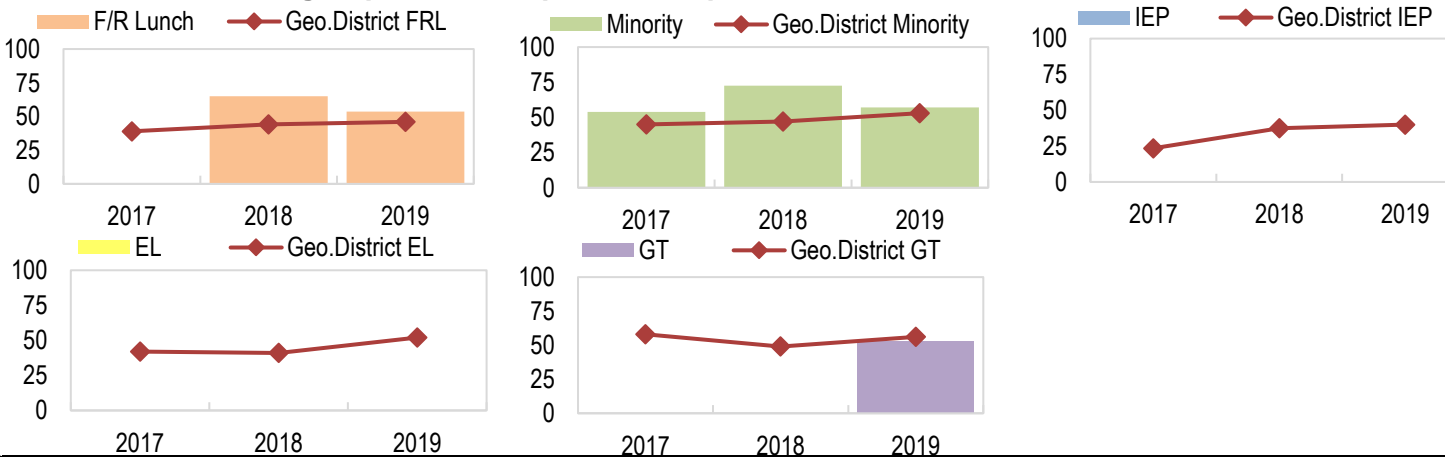
PSAT/SAT Math	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	--	65.0
	N	61.0	65.0
Minority	Y	54.0	72.5
	N	64.0	65.0
IEP	Y	--	--
	N	61.0	65.0
EL	Y	--	--
	N	61.0	65.0
GT	Y	--	53.0
	N	61.0	66.0
Schoolwide	61.0	65.0	58.0

PSAT/SAT Math	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	39.0	44.0
	N	56.0	48.0
Minority	Y	45.0	47.0
	N	55.0	48.0
IEP	Y	23.5	37.5
	N	54.0	48.0
EL	Y	42.0	41.0
	N	54.0	48.0
GT	Y	58.0	49.0
	N	53.0	47.0
Geographic District	54.0	47.0	54.0

### PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



### PSAT/SAT Math: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show 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 Poudre R-1.

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

Exceeds	Approaching
Meets	Does Not Meet

## Postsecondary and Workforce Readiness Additional Indicators

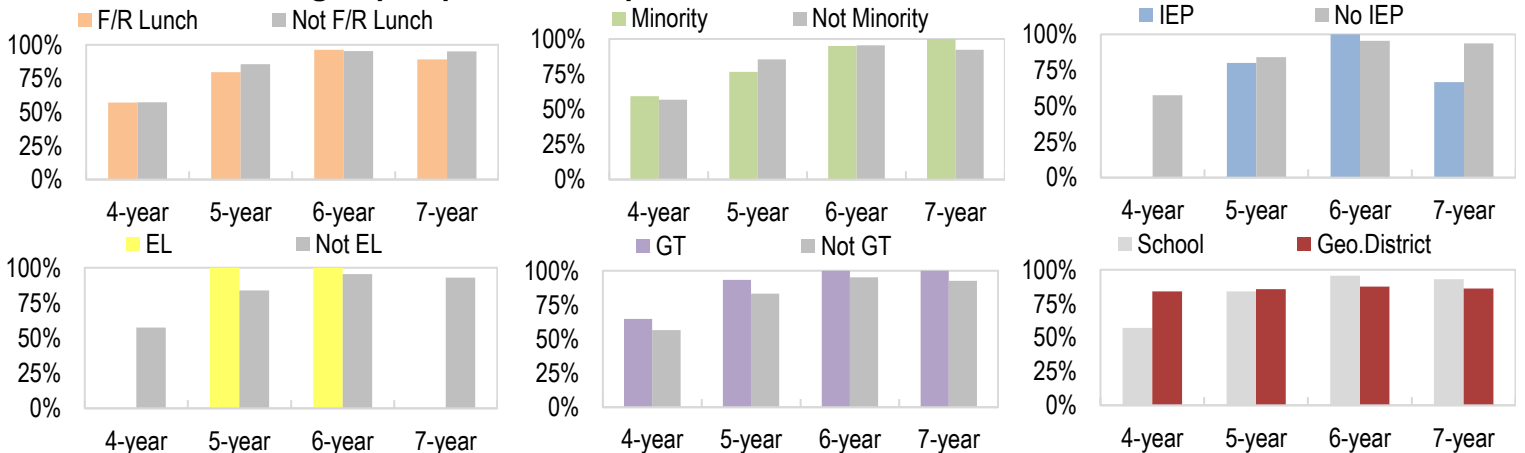
### Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

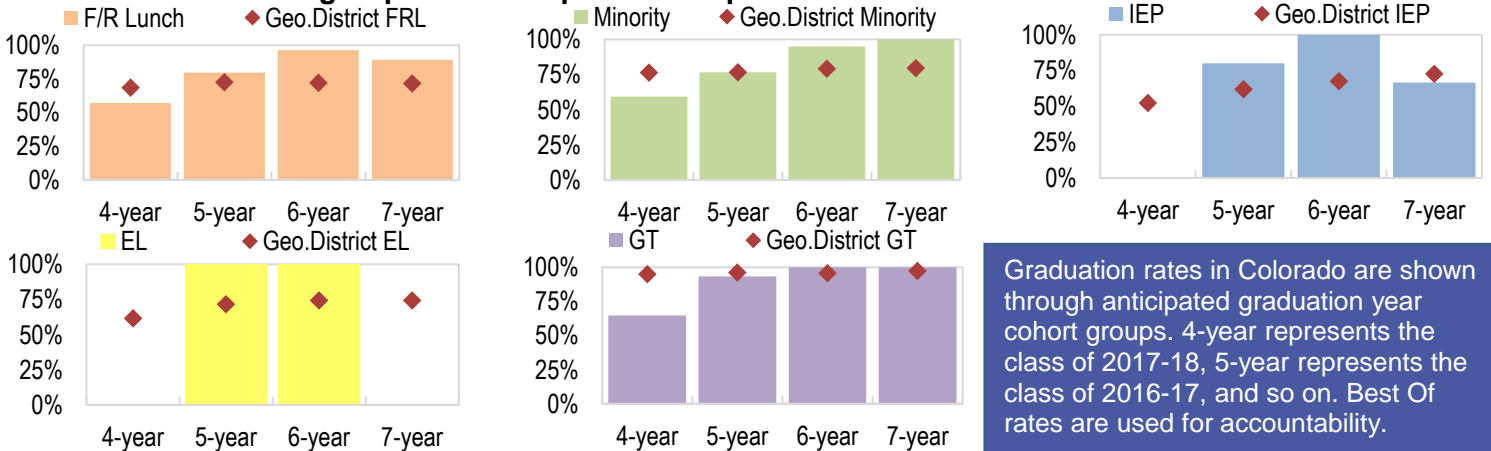
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	6-year	57%	80%	96%	89%
	N	6-year	57%	86%	95%	95%
Minority	Y	7-year	59%	77%	95%	100%
	N	6-year	57%	85%	96%	92%
IEP	Y	6-year	0%	80%	100%	67%
	N	6-year	57%	84%	95%	94%
EL	Y	5-year	0%	100%	100%	--
	N	6-year	57%	84%	96%	93%
GT	Y	6-year	65%	93%	100%	100%
	N	6-year	57%	83%	95%	93%
Schoolwide		6-year	57%	84%	96%	93%

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	5-year	69%	72%	72%	72%
	N	6-year	92%	93%	95%	93%
Minority	Y	7-year	76%	77%	79%	80%
	N	6-year	87%	89%	90%	88%
IEP	Y	7-year	52%	62%	68%	73%
	N	6-year	87%	88%	89%	88%
EL	Y	7-year	62%	72%	74%	74%
	N	6-year	85%	87%	88%	87%
GT	Y	7-year	95%	96%	96%	97%
	N	6-year	82%	83%	86%	84%
Geographic District		6-year	84%	86%	88%	86%

### Graduation Rate: Subgroup Gap Trends Graphs



### Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2017-18, 5-year represents the class of 2016-17, and so on. Best Of rates are used for accountability.

### Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 6 year rate of 88%. The best of rate for students eligible for free or reduced price lunch is the 6 year rate of 96%. The best of rate for minority students is the 7 year rate of 100%. The best of rate for students with disabilities is the 6 year rate of 100%. The best of rate for English Learners is the 5 year rate of 100%. The best of rate for gifted students is the 6 year rate of 100%.