Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2018-2019

Colorado Military Academy

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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 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 | 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 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 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

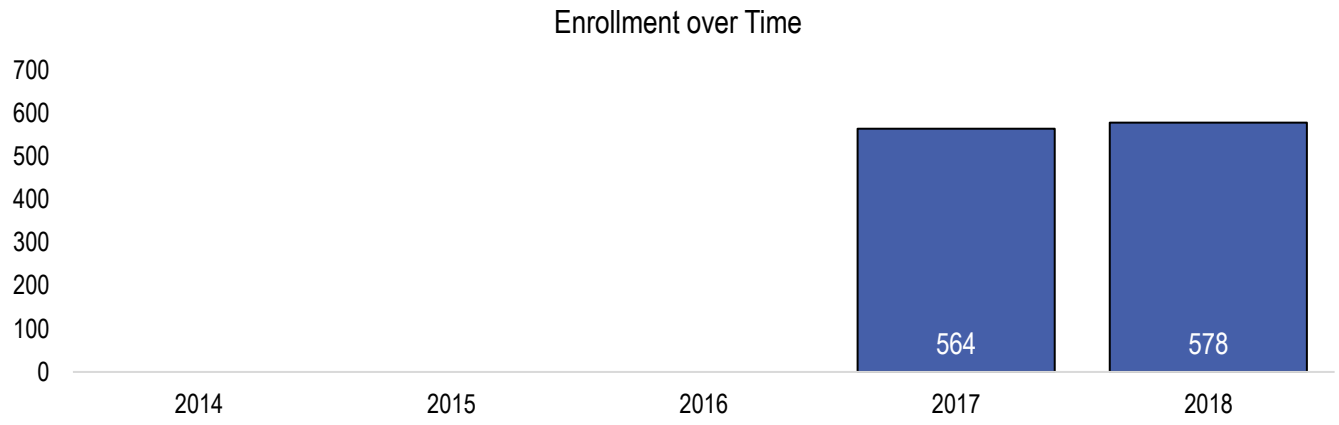
a. Is the school complying with all other obligations?

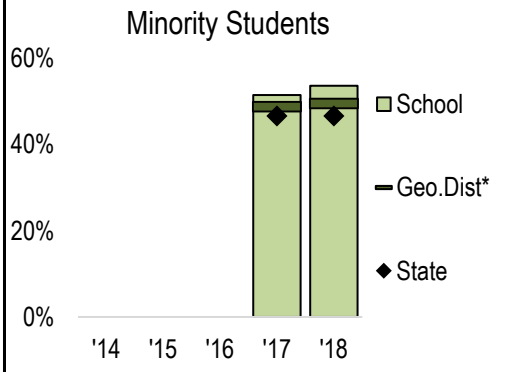
Colorado Military Academy Overview

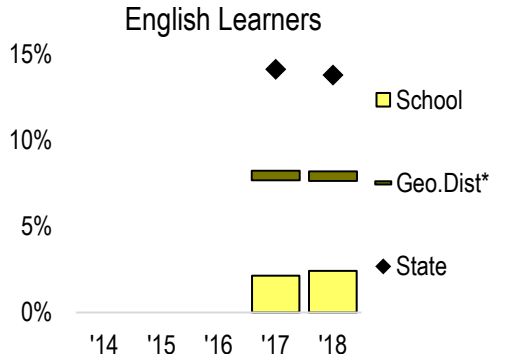
Year Opened/Transferred: 2017-2018
Grades Served: K-9
School Model: Military Academy

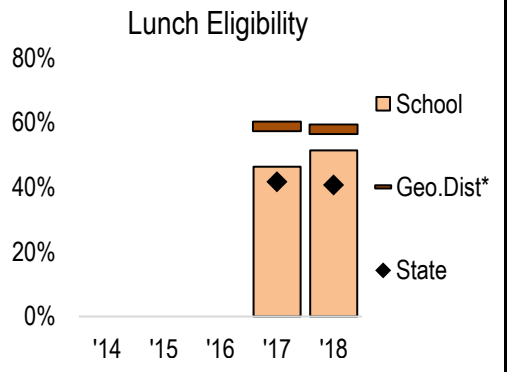
Town/City: Colorado Springs
District of Residence: Colorado Springs 11
Original Application Type: New School

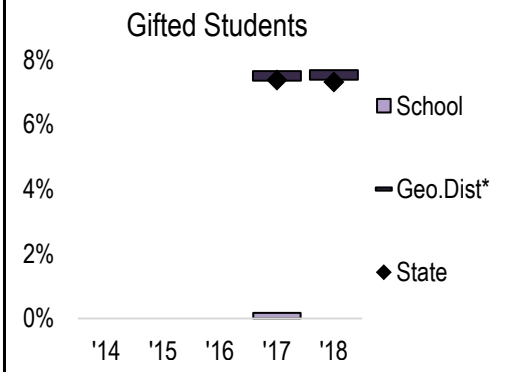
Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	**--**	**--**	**--**	**564**	**578**	
F/R Lunch	--	--	--	46.3%	51.4%	
Minority	--	--	--	51.4%	53.6%	
IEP	--	--	--	7.1%	10.2%	
EL	--	--	--	2.1%	2.4%	
Gifted	--	--	--	0.2%	0.0%	
504	--	--	--	3.5%	2.8%	

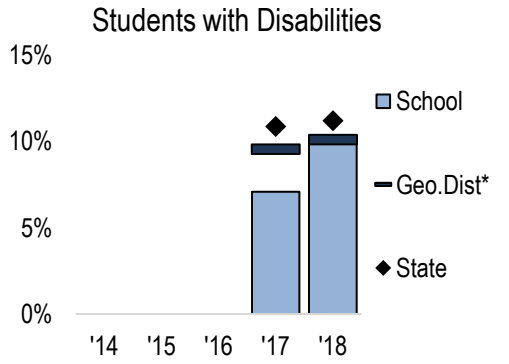


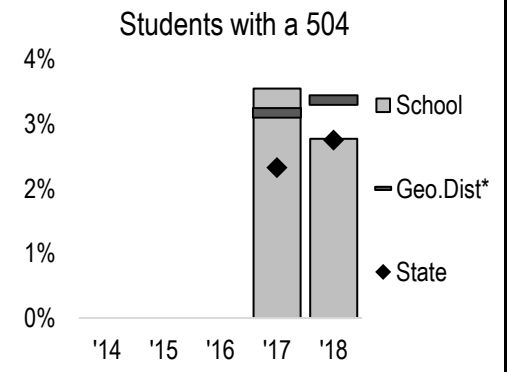












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.
*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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
Academic	Priority Improvement: Decreased Due to Participation
Elementary School Rating	Priority Improvement (Points Earned: 35.5%)
Middle School Rating	Performance (Points Earned: 53.5%)
High School Rating	Performance (Points Earned: 62.7%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	**Priority Improvement: Decreased Due to Participation**

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	**Does Not Meet 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	344	308	89.5%	0	89.5%	**Does Not Meet 95%**
Math	344	307	89.2%	0	89.2%	**Does Not Meet 95%**
Science	95	75	78.9%	0	78.9%	**Does Not Meet 95%**

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	319	284	89.0%	0	89.0%	**Does Not Meet 95%**
CMAS Math	319	283	88.7%	0	88.7%	**Does Not Meet 95%**
CMAS Science	95	75	78.9%	0	78.9%	**Does Not Meet 95%**
PSAT/SAT Evidence-Based Reading and Writing	25	24	96.0%	0	96.0%	**Meets 95%**
PSAT/SAT Math	25	24	96.0%	0	96.0%	**Meets 95%**

English Language Arts Achievement

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

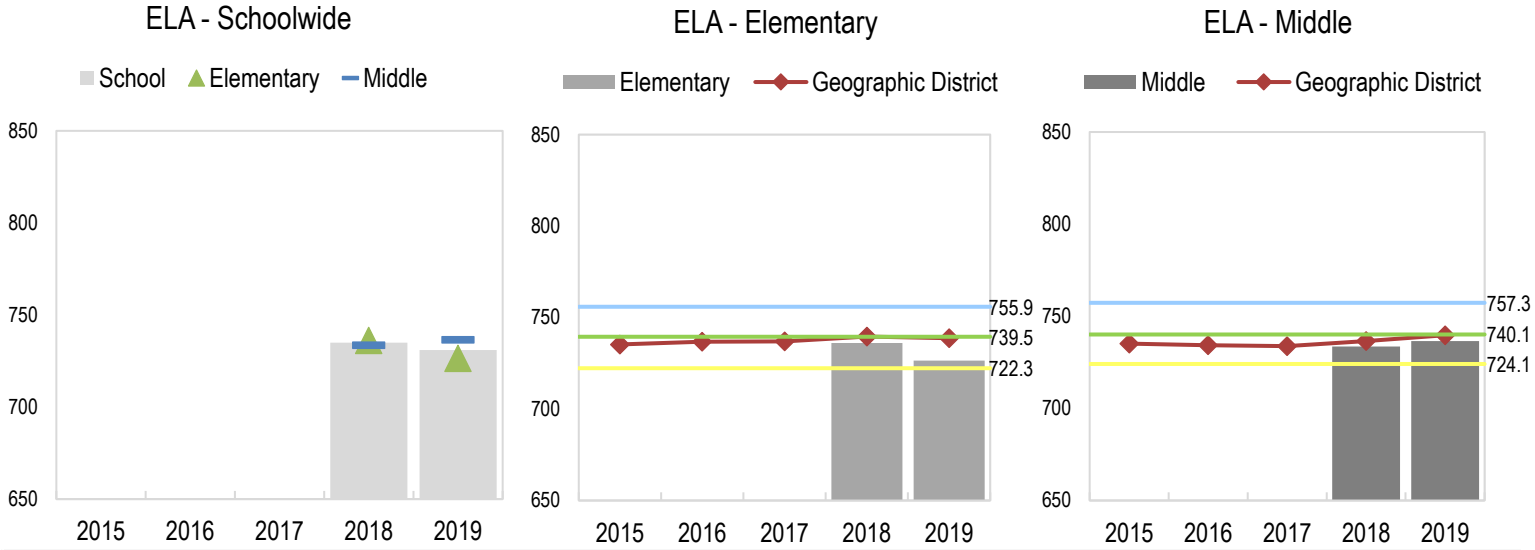
-How are students achieving on state assessments in English Language Arts over time?

-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	--	--	--	--	--	--	50	736	59	730
4	--	--	--	--	--	--	54	730	53	718
5	--	--	--	--	--	--	48	744	45	732
Elementary	--	--	--	--	--	--	152	736	157	726
6	--	--	--	--	--	--	48	736	41	731
7	--	--	--	--	--	--	45	734	45	744
8	--	--	--	--	--	--	40	731	38	733
Middle	--	--	--	--	--	--	133	734	124	737
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**285**	**735**	**281**	**731**

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	1,979	733	1,974	733	2,038	731	1,854	736	1,809	733
4	1,920	737	1,974	739	1,969	738	1,945	741	1,779	741
5	1,884	736	1,872	739	1,992	742	1,912	742	1,831	743
Elementary	5,795	735	5,838	737	6,017	737	5,727	740	5,430	739
6	1,675	734	1,610	733	1,681	734	1,808	737	1,696	737
7	1,739	736	1,586	732	1,598	734	1,634	737	1,738	743
8	1,581	735	1,588	737	1,561	734	1,630	736	1,609	739
Middle	4,983	735	4,766	734	4,822	734	5,056	737	5,032	740
Overall	**11,830**	**735**	**11,494**	**735**	**12,257**	**735**	**10,783**	**738**	**10,462**	**739**

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



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. Since last school year, overall mean scale score decreased by 4.1 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past five years. Overall, the school performs lower than their geo. district by 8 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

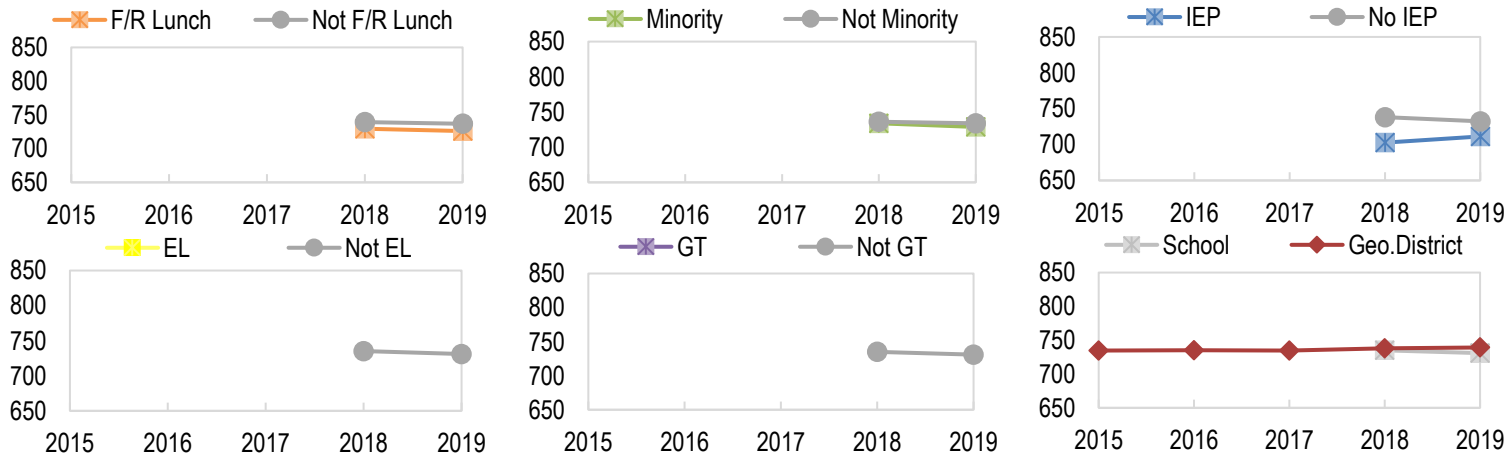
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

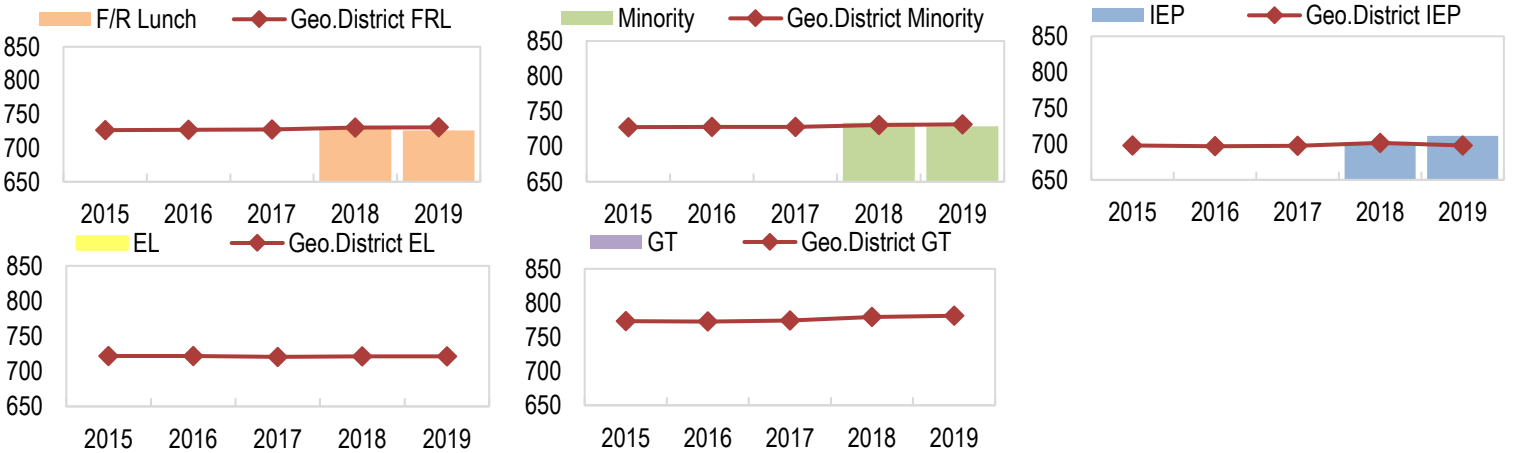
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	729.5	726.0
	N	--	--	--	739.3	736.8
Minority	Y	--	--	--	733.9	728.7
	N	--	--	--	736.1	733.9
IEP	Y	--	--	--	702.7	711.3
	N	--	--	--	738.2	732.4
EL	Y	--	--	--	--	--
	N	--	--	--	735.2	731.0
GT	Y	--	--	--	--	--
	N	--	--	--	735.0	730.9
Schoolwide		--	--	--	**735.0**	**730.9**

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	726.5	727.0	727.3	730.2	730.6
	N	747.3	747.2	746.1	749.6	752.1
Minority	Y	727.6	728.0	727.8	730.8	731.6
	N	741.9	741.5	741.4	745.1	746.8
IEP	Y	698.0	696.8	697.6	701.5	698.1
	N	738.9	739.3	739.1	742.4	743.4
EL	Y	721.7	721.7	720.5	721.1	721.1
	N	736.9	737.0	736.7	740.3	741.3
GT	Y	773.2	772.7	774.4	779.2	781.2
	N	729.6	730.6	730.1	733.0	734.1
Geographic District		**734.9**	**735.0**	**734.7**	**738.1**	**739.2**

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, general education students outperformed their IEP peers, overall, Colorado Springs 11 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

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

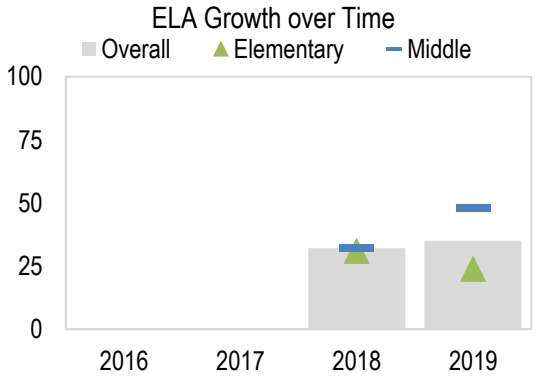
Exceeds | Approaching
Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

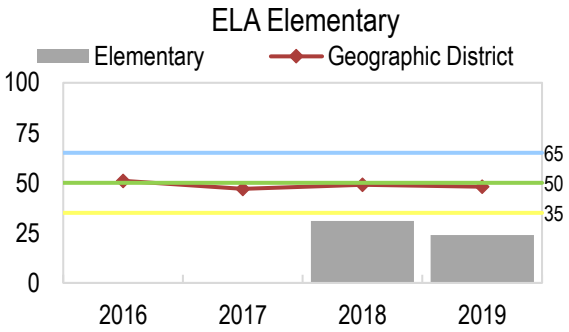
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	38	25.0	41	15.0
5	--	--	--	--	36	41.5	39	26.0
Elementary	--	--	--	--	74	31.0	80	24.0
6	--	--	--	--	38	38.0	37	32.0
7	--	--	--	--	35	33.0	37	62.0
8	--	--	--	--	32	19.5	37	44.0
Middle	--	--	--	--	105	32.0	111	48.0
Overall	**--**	**--**	**--**	**--**	**179**	**32.0**	**191**	**35.0**

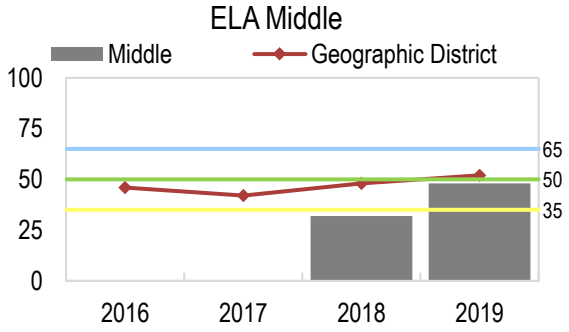


CMAS ELA: Local Comparison Tables and Graphs

-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	1,796	47.0	1,788	44.0	1,792	50.0	1,656	46.0
5	1,715	54.0	1,818	49.0	1,754	48.0	1,727	49.0
Elementary	3,528	51.0	3,623	47.0	3,561	49.0	3,394	48.0
6	1,440	46.0	1,526	42.0	1,652	44.0	1,584	47.0
7	1,398	45.0	1,425	41.0	1,498	50.0	1,639	56.0
8	1,408	46.5	1,385	46.0	1,465	51.0	1,494	53.0
Middle	4,246	46.0	4,336	42.0	4,615	48.0	4,706	52.0
Overall	**8,531**	**48.0**	**9,169**	**43.0**	**8,176**	**49.0**	**8,100**	**50.0**





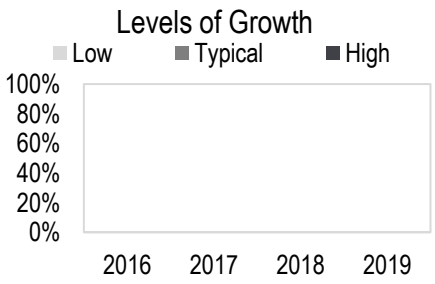
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. Since last year, student growth increased by 3 percentile points. In 2019, overall student growth did not meet state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

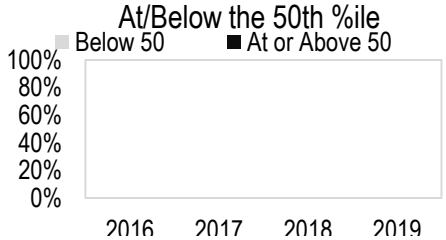
CMAS ELA: Levels of Growth Tables and Graphs

-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)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative

--

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

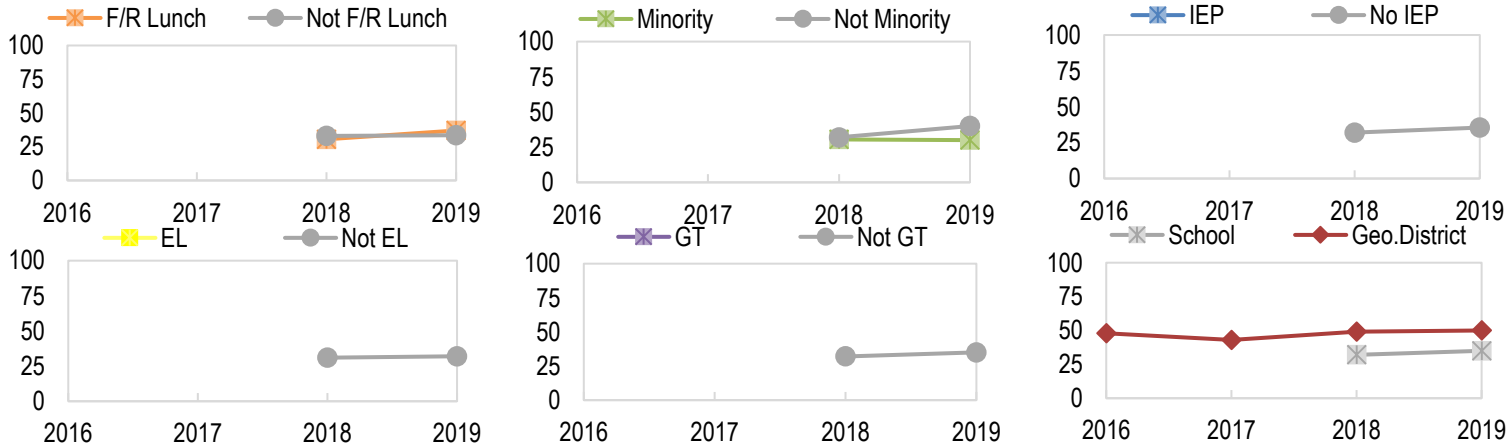
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

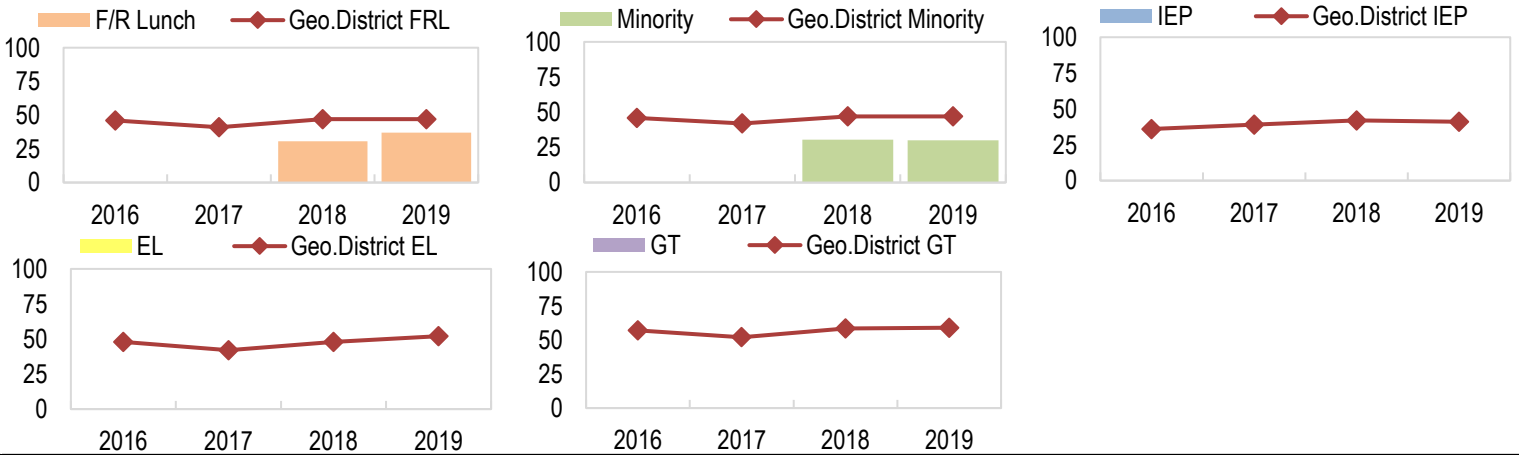
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	30.5	37.0
	N	--	--	33.0	33.5
Minority	Y	--	--	30.5	30.0
	N	--	--	32.0	40.0
IEP	Y	--	--	--	--
	N	--	--	32.0	35.5
EL	Y	--	--	--	--
	N	--	--	31.0	32.0
GT	Y	--	--	--	--
	N	--	--	32.0	35.0
Schoolwide		--	--	**32.0**	**35.0**

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	41.0	47.0	47.0
	N	51.0	47.0	51.0	54.0
Minority	Y	46.0	42.0	47.0	47.0
	N	50.0	45.0	50.0	53.0
IEP	Y	36.0	39.0	42.0	41.0
	N	49.0	44.0	49.0	51.0
EL	Y	48.0	42.0	48.0	52.0
	N	48.0	44.0	49.0	50.0
GT	Y	57.0	52.0	58.5	59.0
	N	47.0	42.0	47.0	49.0
Geographic District		**48.0**	**43.0**	**49.0**	**50.0**

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 FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, Colorado Springs 11 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - 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

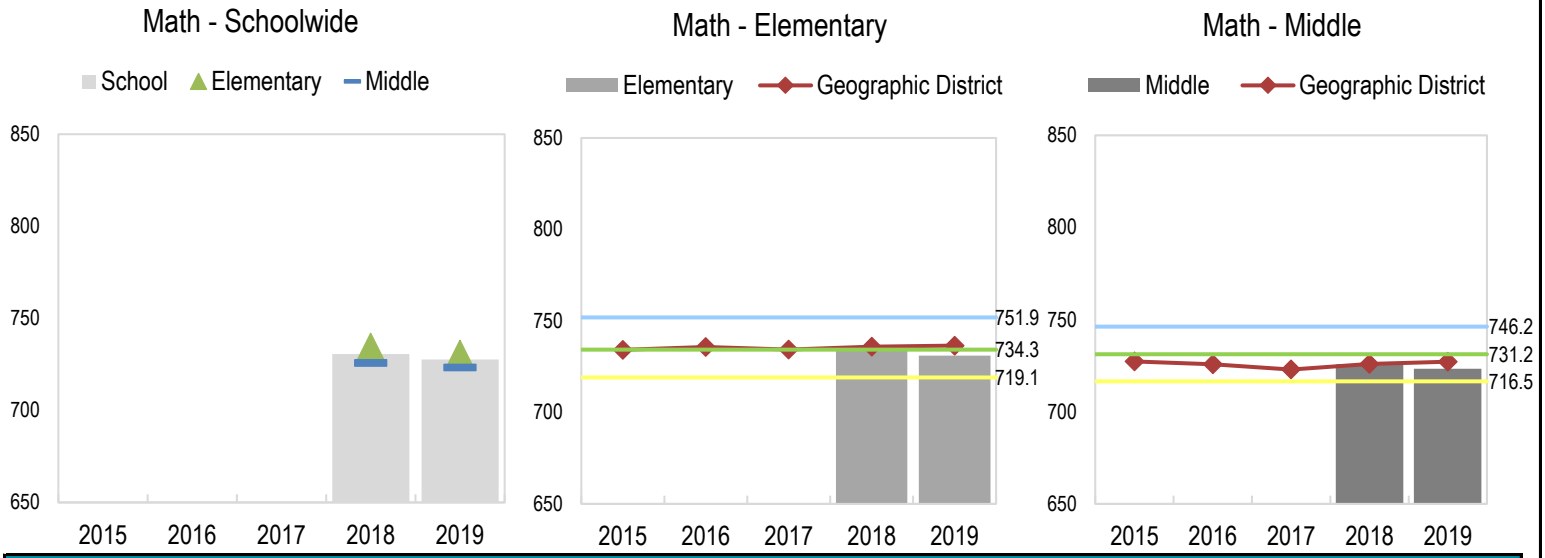
-How are students achieving on state assessments in Mathematics over time?

-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	--	--	--	--	--	--	50	740	59	744
4	--	--	--	--	--	--	54	727	53	717
5	--	--	--	--	--	--	48	738	46	730
Elementary	--	--	--	--	--	--	152	735	158	731
6	--	--	--	--	--	--	48	719	41	719
7	--	--	--	--	--	--	45	732	45	728
8	--	--	--	--	--	--	40	727	37	723
Middle	--	--	--	--	--	--	133	726	123	723
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**285**	**731**	**281**	**728**

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	1,977	737	1,980	738	2,044	736	1,854	740	1,811	739
4	1,916	733	1,994	734	1,978	732	1,951	733	1,789	734
5	1,875	732	1,873	736	2,005	735	1,924	735	1,835	737
Elementary	5,780	734	5,865	736	6,045	734	5,745	736	5,446	737
6	1,671	728	1,605	726	1,698	724	1,814	727	1,708	726
7	1,718	730	1,583	728	1,611	726	1,640	727	1,748	730
8	1,578	724	1,584	724	1,570	719	1,639	724	1,622	726
Middle	4,955	727	4,754	726	4,861	723	5,077	726	5,067	727
Overall	**11,779**	**730**	**11,501**	**731**	**12,318**	**729**	**10,822**	**731**	**10,513**	**732**

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



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. Since last school year, overall mean scale score decreased by 2.9 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 five years. Overall, the school performs lower than their geo. district by 4 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

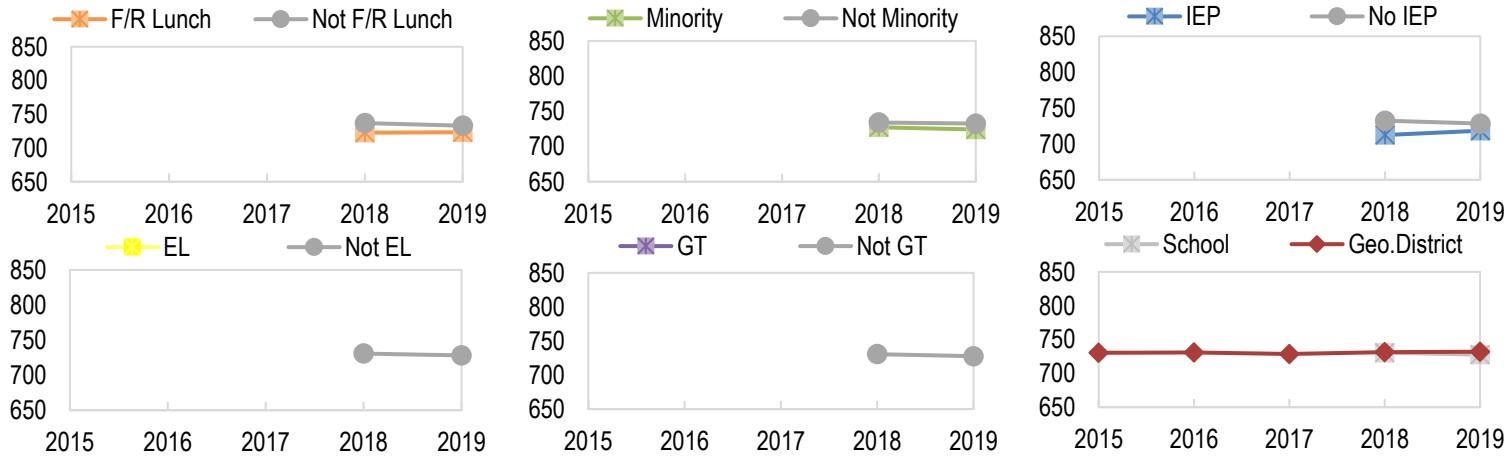
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

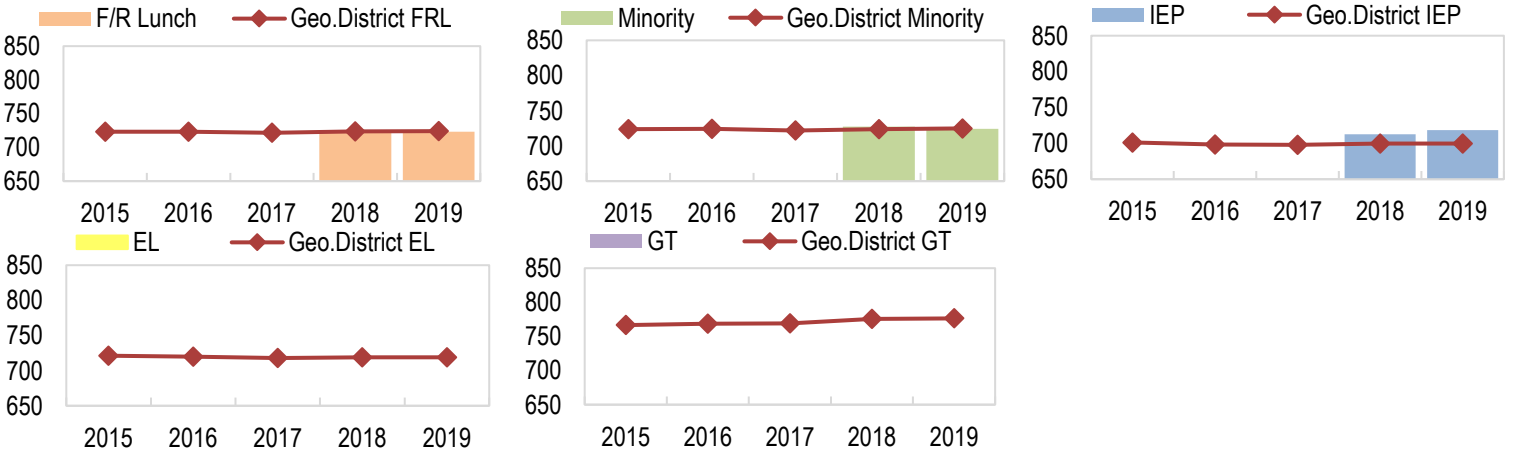
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	722.7	723.3
	N	--	--	--	736.9	733.0
Minority	Y	--	--	--	727.3	724.2
	N	--	--	--	734.1	732.6
IEP	Y	--	--	--	712.4	718.4
	N	--	--	--	732.4	728.4
EL	Y	--	--	--	--	--
	N	--	--	--	730.7	728.1
GT	Y	--	--	--	--	--
	N	--	--	--	730.6	727.7
Schoolwide		--	--	--	**730.6**	**727.7**

Geographic District Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	723.2	723.2	721.6	723.5	724.1
	N	740.8	742.0	739.6	742.5	743.7
Minority	Y	723.7	724.1	721.9	723.8	724.9
	N	736.6	736.9	735.4	738.4	739.0
IEP	Y	701.2	698.3	697.9	699.6	699.7
	N	733.4	734.4	732.3	734.9	735.2
EL	Y	721.2	719.8	717.9	719.1	719.0
	N	731.7	732.4	730.3	732.8	733.5
GT	Y	766.6	768.7	769.1	775.6	776.4
	N	725.4	726.4	724.1	725.9	726.6
Geographic District		**730.3**	**730.7**	**728.7**	**731.3**	**732.0**

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, overall, Colorado Springs 11 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

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

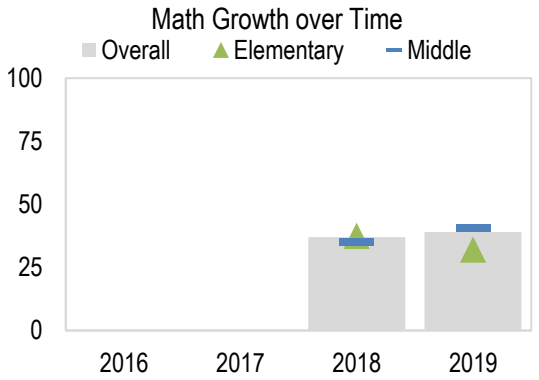
Exceeds | Approaching
Meets | Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

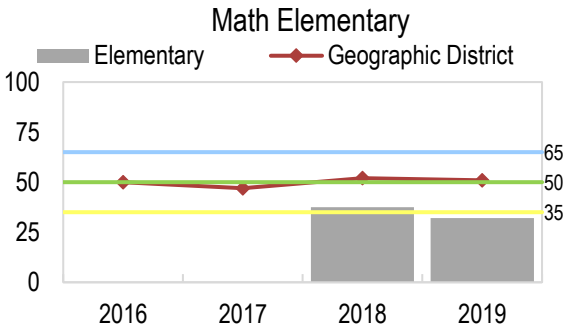
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	38	34.5	41	21.0
5	--	--	--	--	36	38.0	40	40.5
Elementary	--	--	--	--	74	37.5	81	32.0
6	--	--	--	--	38	24.0	37	25.0
7	--	--	--	--	35	47.0	37	60.0
8	--	--	--	--	31	45.0	36	40.0
Middle	--	--	--	--	104	35.0	110	40.5
Overall	**--**	**--**	**--**	**--**	**178**	**37.0**	**191**	**39.0**

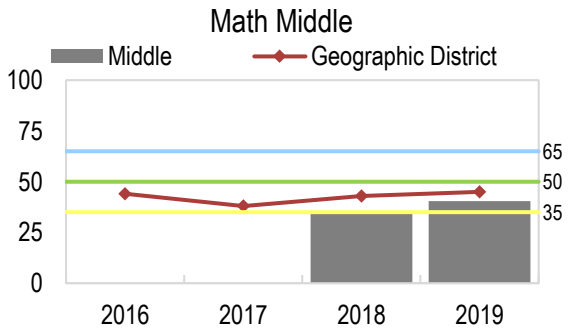


CMAS Math: Local Comparison Tables and Graphs

-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	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,816	48.0	1,800	43.0	1,802	53.0	1,667	48.0
5	1,712	52.0	1,846	50.0	1,778	51.0	1,738	54.5
Elementary	3,545	50.0	3,663	47.0	3,595	52.0	3,416	51.0
6	1,433	36.0	1,530	30.0	1,655	39.0	1,597	42.0
7	1,323	48.0	1,418	44.0	1,497	46.0	1,642	45.0
8	1,378	46.5	1,368	40.0	1,365	43.0	1,499	49.0
Middle	4,134	44.0	4,316	38.0	4,517	43.0	4,727	45.0
Overall	**8,297**	**47.0**	**8,944**	**42.0**	**8,112**	**47.0**	**8,143**	**48.0**





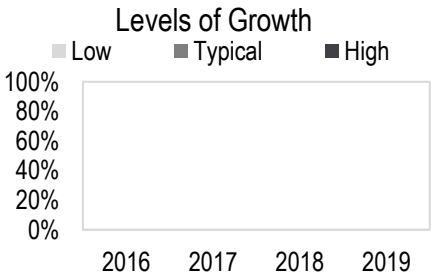
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. Since last year, student growth increased by 2 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.

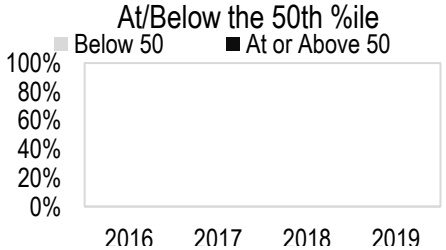
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2016	2017	2018	2019
Low (below 35)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative

--

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

Exceeds | Approaching | Meets | Does Not Meet

Mathematics Subgroup Growth

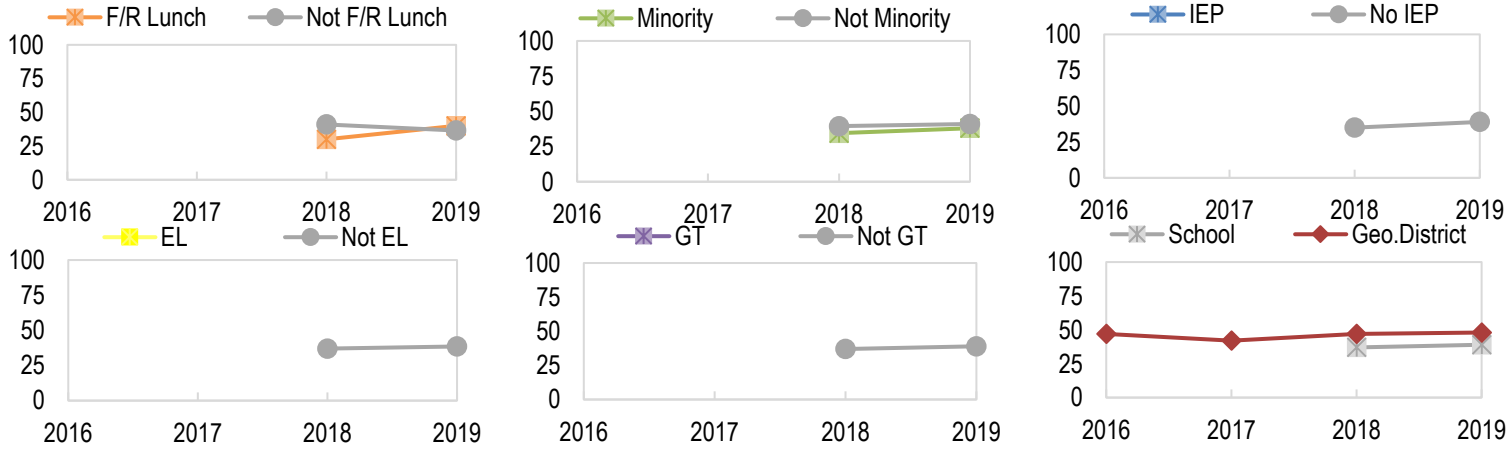
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

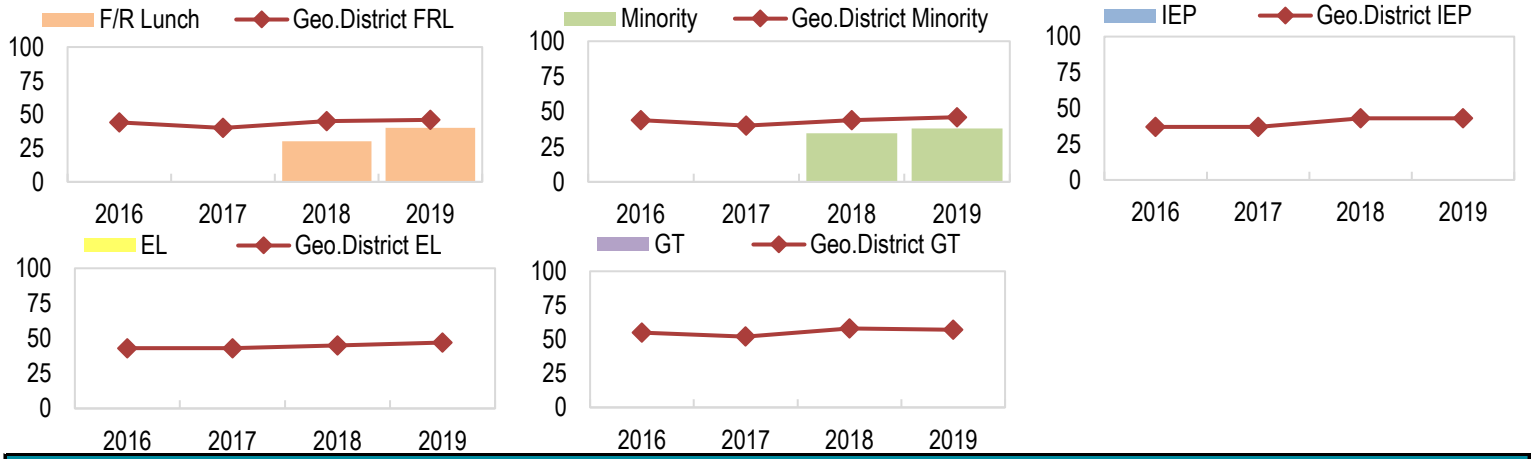
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	30.0	40.0
	N	--	--	41.0	36.5
Minority	Y	--	--	34.5	38.0
	N	--	--	39.5	41.0
IEP	Y	--	--	--	--
	N	--	--	35.0	39.0
EL	Y	--	--	--	--
	N	--	--	37.0	38.5
GT	Y	--	--	--	--
	N	--	--	37.0	39.0
Schoolwide		--	--	**37.0**	**39.0**

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	40.0	45.0	46.0
	N	52.0	45.0	49.0	50.0
Minority	Y	44.0	40.0	44.0	46.0
	N	50.0	44.0	49.0	49.0
IEP	Y	37.0	37.0	43.0	43.0
	N	48.0	42.0	47.0	48.0
EL	Y	43.0	43.0	45.0	47.0
	N	48.0	42.0	47.0	48.0
GT	Y	55.0	52.0	58.0	57.0
	N	46.0	41.0	45.0	46.0
Geographic District		**47.0**	**42.0**	**47.0**	**48.0**

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 FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, Colorado Springs 11 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - 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

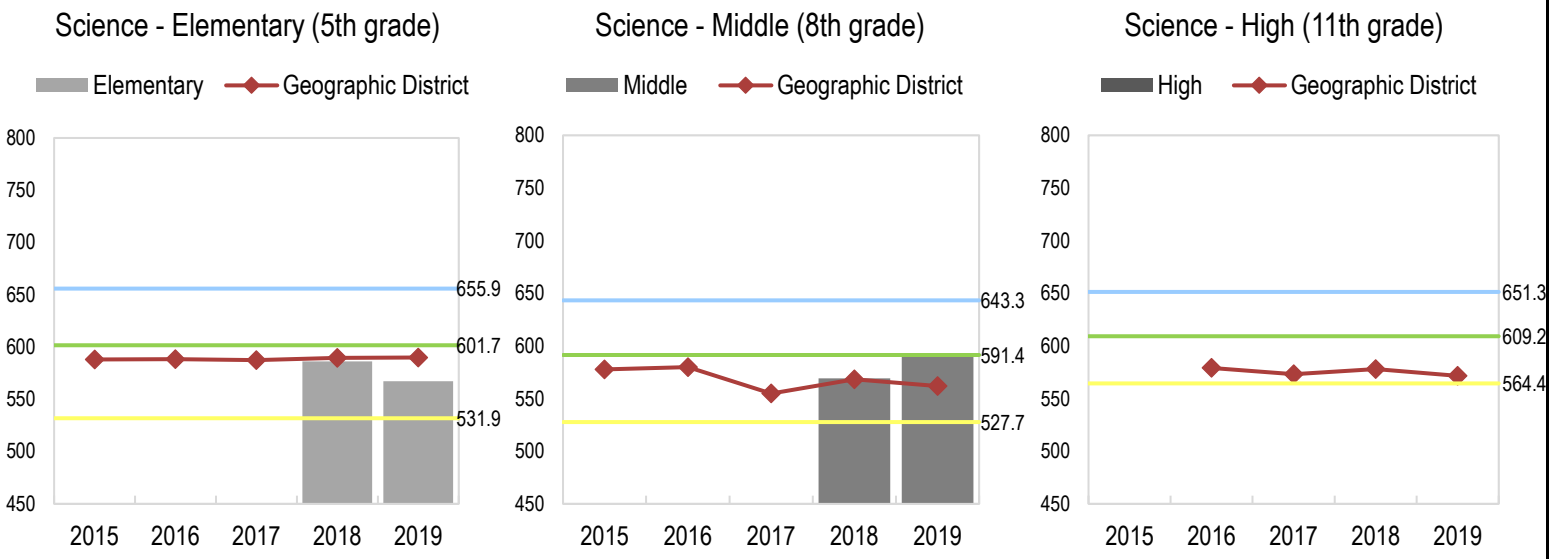
-How are students achieving on state assessments in Science over time?

-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)	--	--	--	--	--	--	47	586	43	567
Middle (8th)	--	--	--	--	--	--	39	569	32	593
High (11th)	--	--	--	--	--	--	--	--	n < 16	--

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)	1,910	588	1,860	589	1,989	588	1,912	590	1,830	590
Middle (8th)	1,665	578	1,551	580	1,550	555	1,635	568	1,607	562
High (11th)	--	--	610	579	1,025	573	1,170	578	1,307	572

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. 5th grade mean scale score has decreased by 18.8 scale score points. 8th grade mean scale score has increased by 23.5 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. In 2019, the school performed lower than the geo. district in 5th grade, greater than the geo. district in 8th 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	--	--	--	570	567
	N	--	--	--	602	568
Minority	Y	--	--	--	586	551
	N	--	--	--	586	590
IEP	Y	--	--	--	--	--
	N	--	--	--	591	574
EL	Y	--	--	--	--	--
	N	--	--	--	583	567
GT	Y	--	--	--	--	--
	N	--	--	--	586	567

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	558	562	557	563	564
	N	633	629	631	627	631
Minority	Y	561	561	553	562	566
	N	615	613	618	618	614
IEP	Y	484	468	460	489	471
	N	600	603	602	601	603
EL	Y	537	550	534	527	520
	N	596	594	595	599	599
GT	Y	699	718	721	720	717
	N	571	574	568	573	572

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	--	--	--	546	545
	N	--	--	--	586	640
Minority	Y	--	--	--	550	564
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	577	597
EL	Y	--	--	--	--	--
	N	--	--	--	569	597
GT	Y	--	--	--	--	--
	N	--	--	--	569	593

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	547	551	524	536	527
	N	617	618	597	612	611
Minority	Y	546	558	521	538	526
	N	608	603	585	599	596
IEP	Y	454	476	451	455	436
	N	588	590	567	580	574
EL	Y	528	530	493	475	479
	N	586	588	564	578	569
GT	Y	693	699	685	705	718
	N	556	560	537	550	544

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	--	--	--	--	--
	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	--	552	538	555	544
	N	--	603	606	600	595
Minority	Y	--	555	542	542	544
	N	--	604	604	613	602
IEP	Y	--	490	476	473	461
	N	--	591	582	586	579
EL	Y	--	552	521	477	466
	N	--	584	583	588	581
GT	Y	--	685	702	685	692
	N	--	564	558	558	554

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	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	--	--	n < 20	--	--
Overall	**--**	**--**	**--**	**--**	**n < 20**	**--**	**n < 20**	**--**	**--**

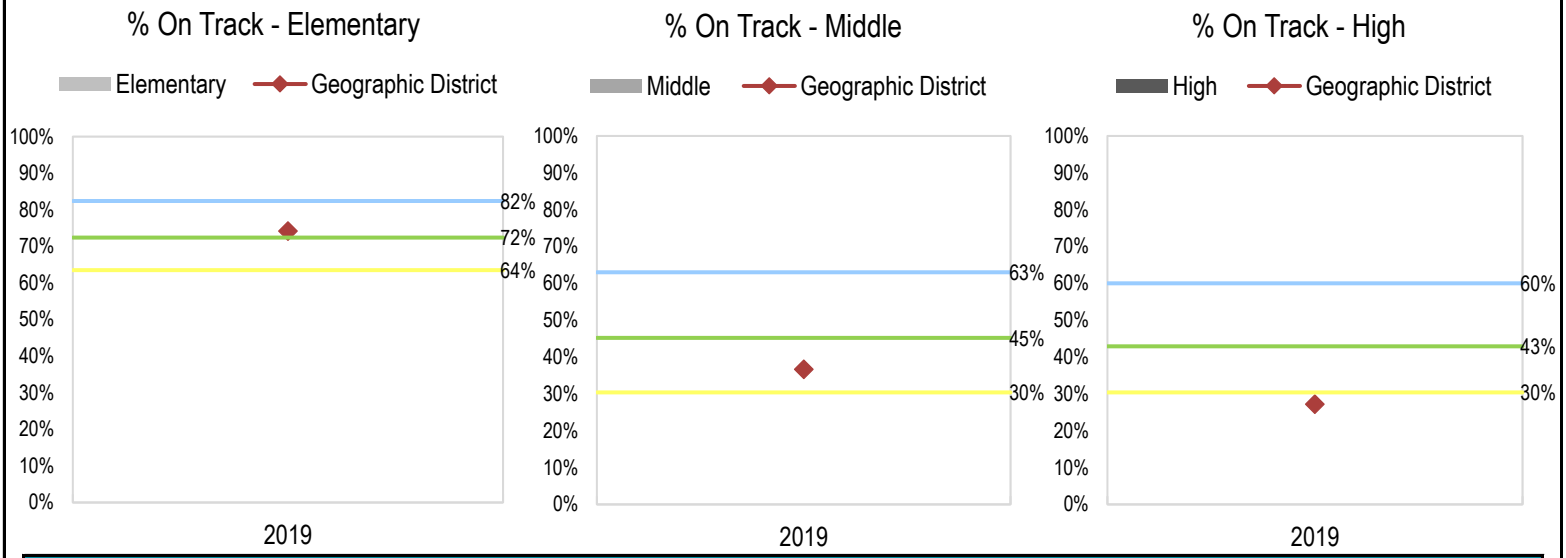
Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	837	50.0	755	56.0	74.2%
Middle	--	--	--	--	206	54.0	189	49.0	36.7%
High	--	--	--	--	234	34.0	218	45.0	27.2%
Overall	**--**	**--**	**--**	**--**	**1,277**	**47.0**	**1162**	**53.0**	**59.3%**

^^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



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?

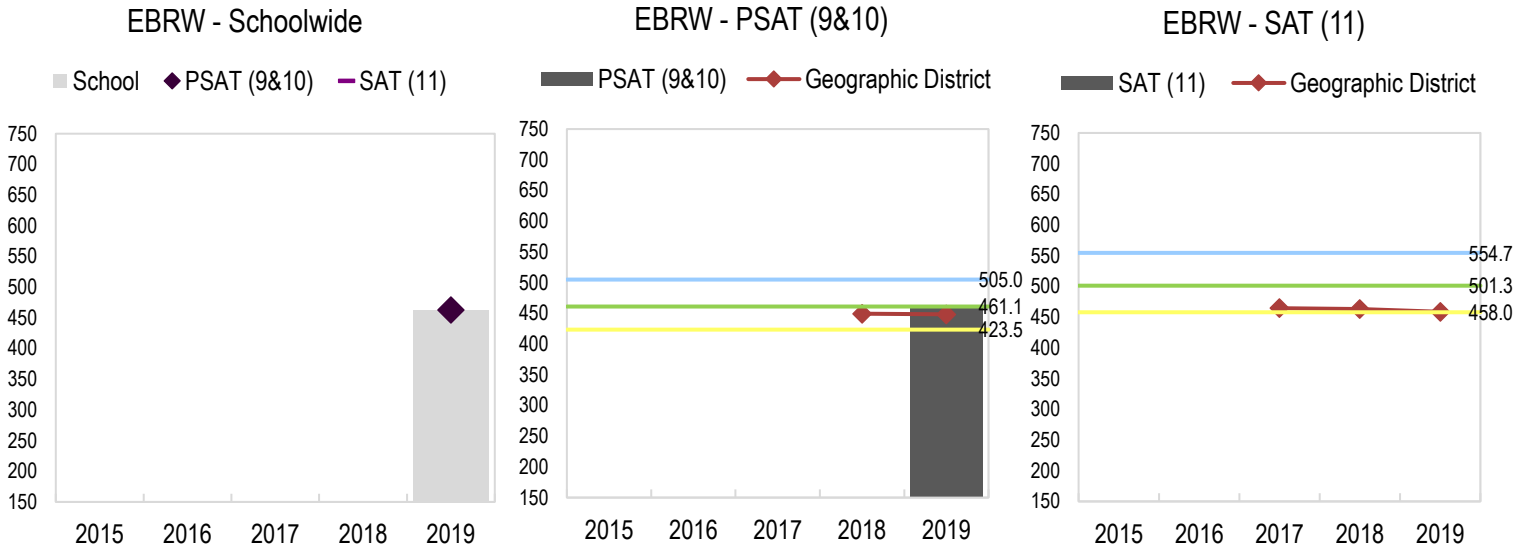
Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	--	--	23	463
*PSAT (10th)**	--	--	--	--	--	--	--	--	n < 16	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	23	463
SAT (11th)	--	--	--	--	--	--	--	--	n < 16	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**23**	**463**

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	1,606	435	1,590	438
*PSAT (10th)**	--	--	--	--	1,618	465	1,634	463	1,582	459
PSAT (9th&10th)	--	--	--	--	--	--	3,240	449	3,172	448
SAT (11th)	--	--	--	--	1,598	493	1,544	497	1,525	484
Overall	**--**	**--**	**--**	**--**	**3,216**	**479**	**4,784**	**465**	**4,697**	**460**

*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.

^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



Achievement 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 Subgroup Achievement

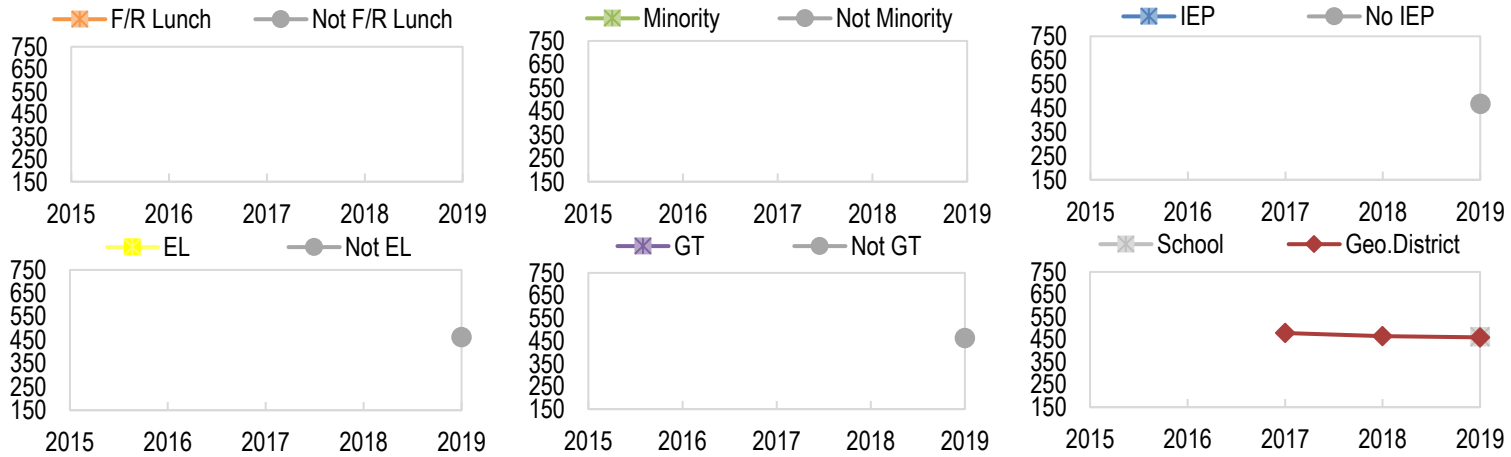
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

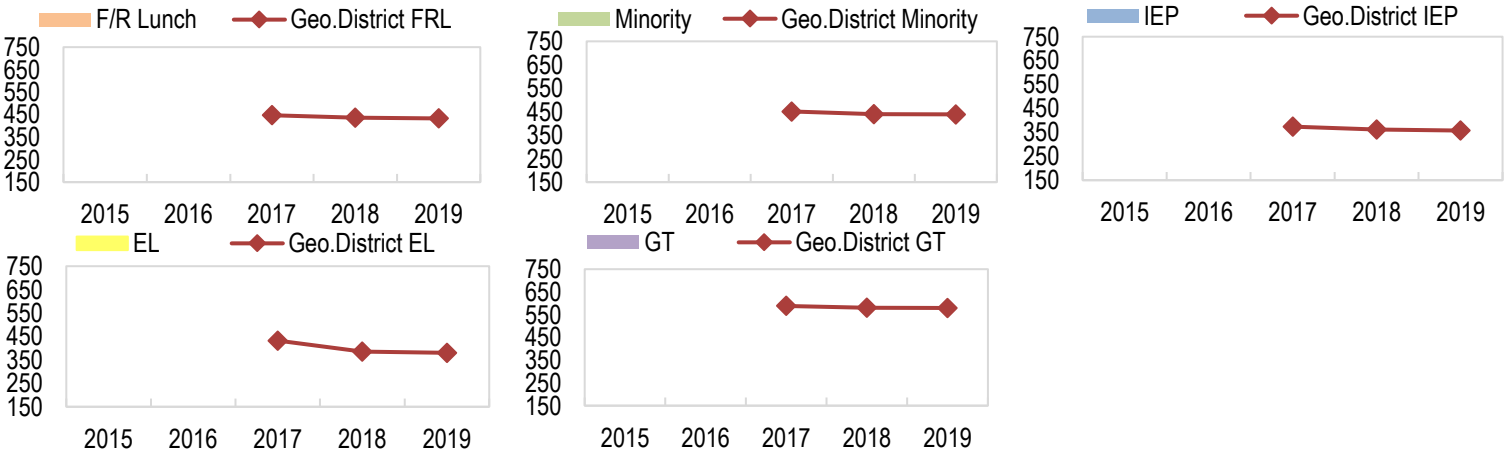
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	468
EL	Y	--	--	--	--	--
	N	--	--	--	--	463
GT	Y	--	--	--	--	--
	N	--	--	--	--	463
Schoolwide		--	--	--	--	**463**

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	447	437	433
	N	--	--	507	493	485
Minority	Y	--	--	451	440	439
	N	--	--	503	488	480
IEP	Y	--	--	374	362	358
	N	--	--	486	474	468
EL	Y	--	--	432	386	380
	N	--	--	486	471	465
GT	Y	--	--	588	580	580
	N	--	--	462	448	444
Geographic District		--	--	**479**	**465**	**460**

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 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	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--
PSAT 10 to SAT 11	--	--	--	--	n < 20	--
Overall	**--**	**--**	**--**	**--**	**n < 20**	**--**

Geographic District Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,333	50.0	--	--
PSAT 9 to PSAT 10	--	--	1,252	55.0	1,478	51.0
PSAT 10 to SAT 11	1,348	47.0	1,400	47.0	1,420	43.0
Overall	**1,348**	**47.0**	**3,985**	**50.0**	**2,898**	**47.0**

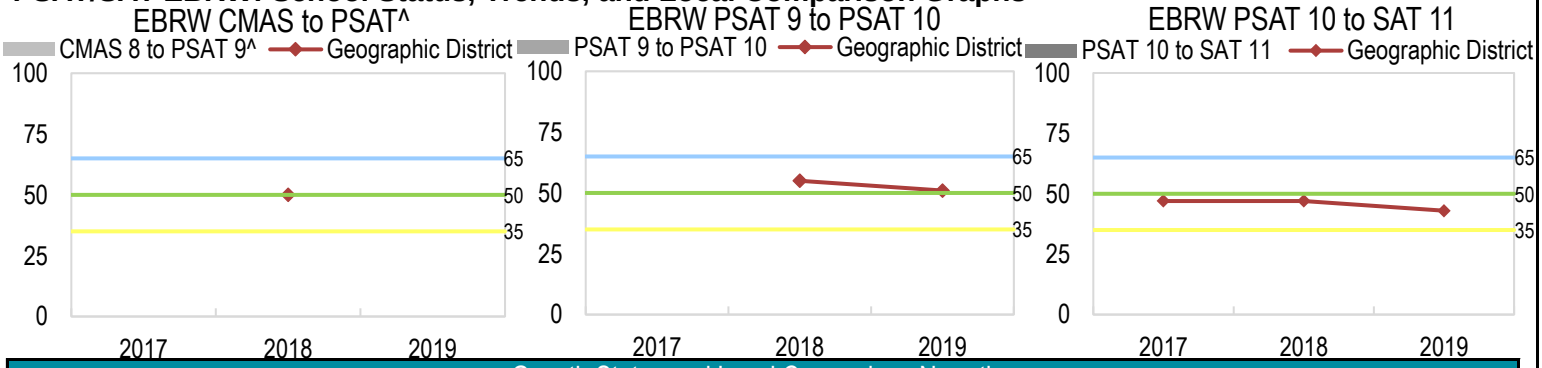
^In 2019, the Colorado Department of Education released the following: *"CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:*

- 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.

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

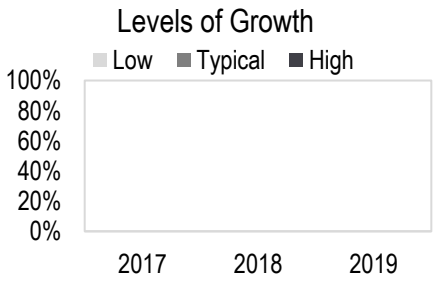


Growth Status and Local Comparison Narrative
--

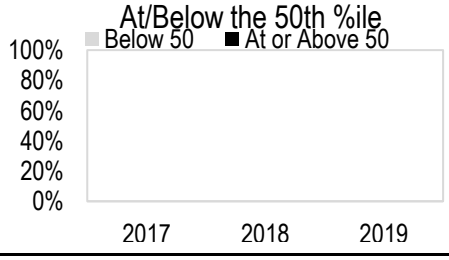
PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
Low (below 35)	--	--	--
Typical (35-65)	--	--	--
High (above 65)	--	--	--



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
At or Above 50	--	--	--
Below 50	--	--	--



Levels of Growth 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 Subgroup Growth

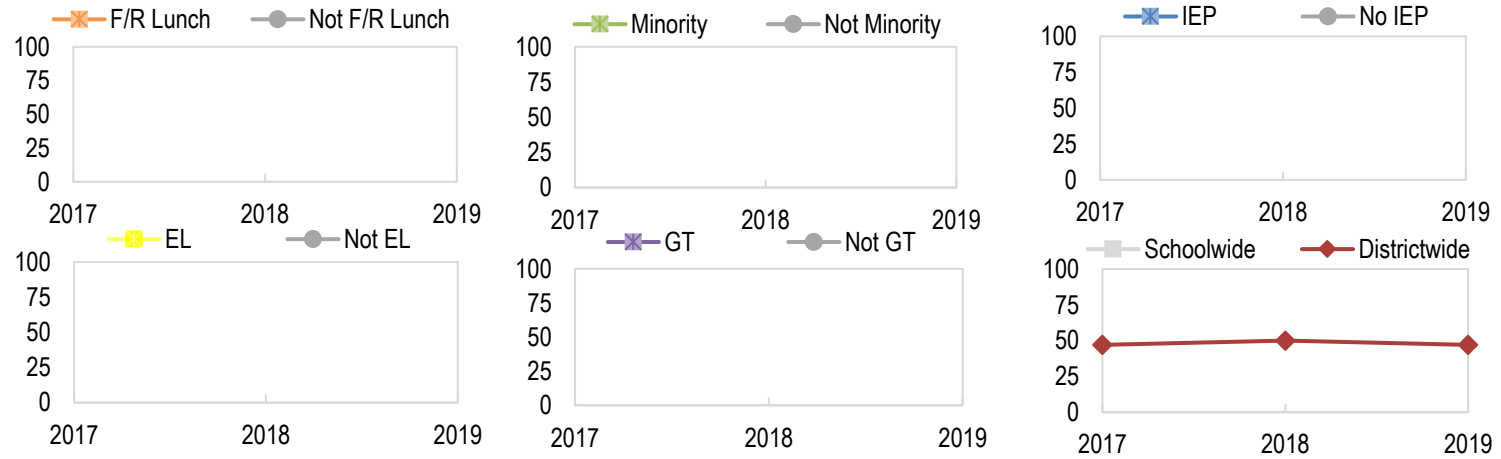
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

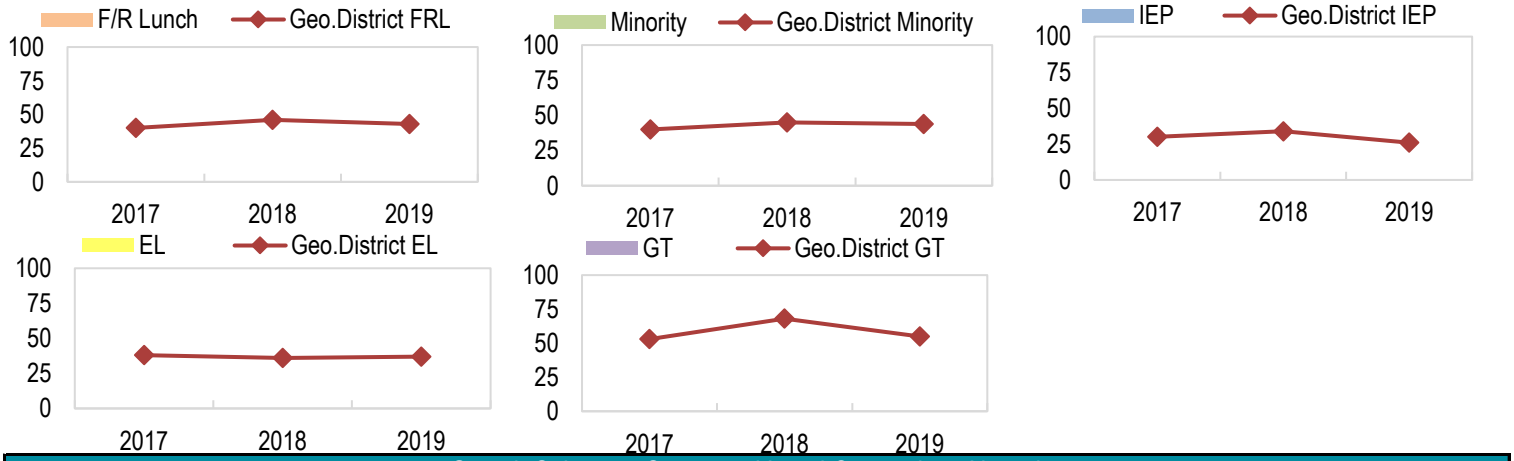
Subgroup Growth Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	--
	N	--	--	--
Minority	Y	--	--	--
	N	--	--	--
IEP	Y	--	--	--
	N	--	--	--
EL	Y	--	--	--
	N	--	--	--
GT	Y	--	--	--
	N	--	--	--
Schoolwide		--	--	--

Subgroup Growth Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	40.0	46.0	43.0
	N	52.0	56.0	50.0
Minority	Y	40.0	45.0	44.0
	N	53.0	56.0	49.0
IEP	Y	30.0	34.0	26.0
	N	49.0	51.0	49.0
EL	Y	38.0	36.0	37.0
	N	49.0	52.0	48.0
GT	Y	53.0	68.0	55.0
	N	46.0	48.0	45.0
Geographic District		47.0	50.0	47.0

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

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?

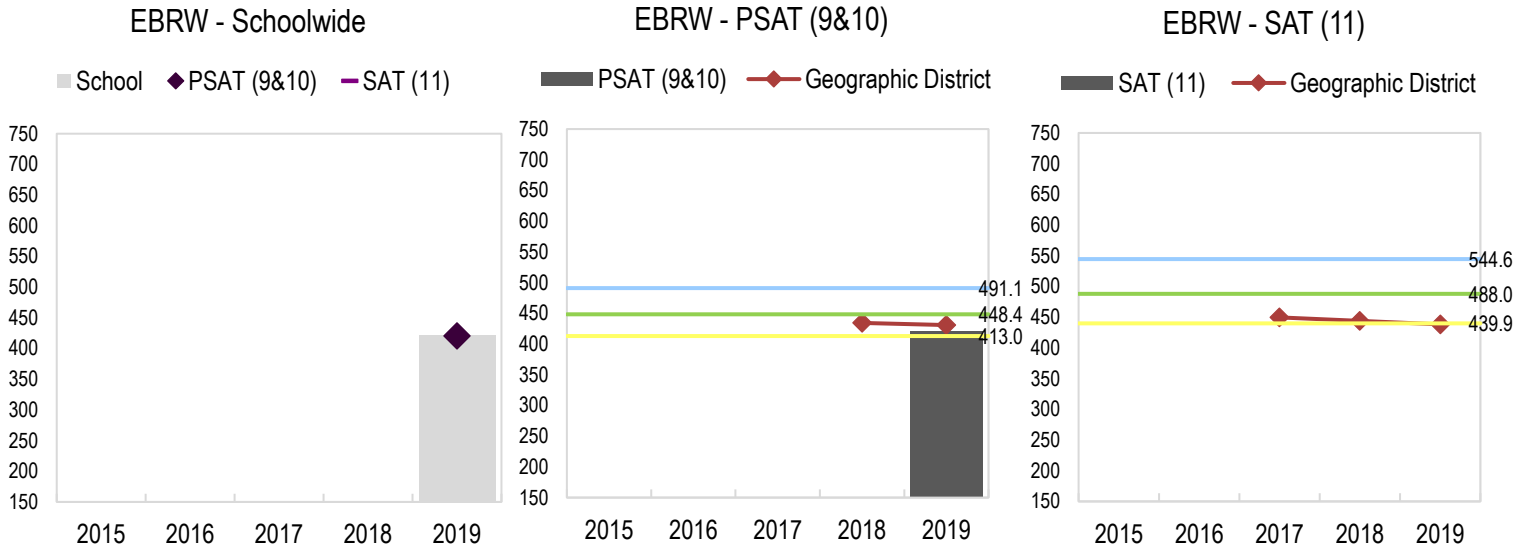
Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	--	--	23	420
*PSAT (10th)**	--	--	--	--	--	--	--	--	n < 16	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	23	420
SAT (11th)	--	--	--	--	--	--	--	--	n < 16	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**23**	**420**

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	1,610	424	1,592	424
*PSAT (10th)**	--	--	--	--	1,618	450	1,644	444	1,582	438
PSAT (9th&10th)	--	--	--	--	--	--	3,254	434	3,174	431
SAT (11th)	--	--	--	--	1,598	475	1,545	480	1,525	469
Overall	**--**	**--**	**--**	**--**	**3,216**	**462**	**4,799**	**449**	**4,699**	**443**

*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.

^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



Achievement Status and Local Comparison Narrative
--

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

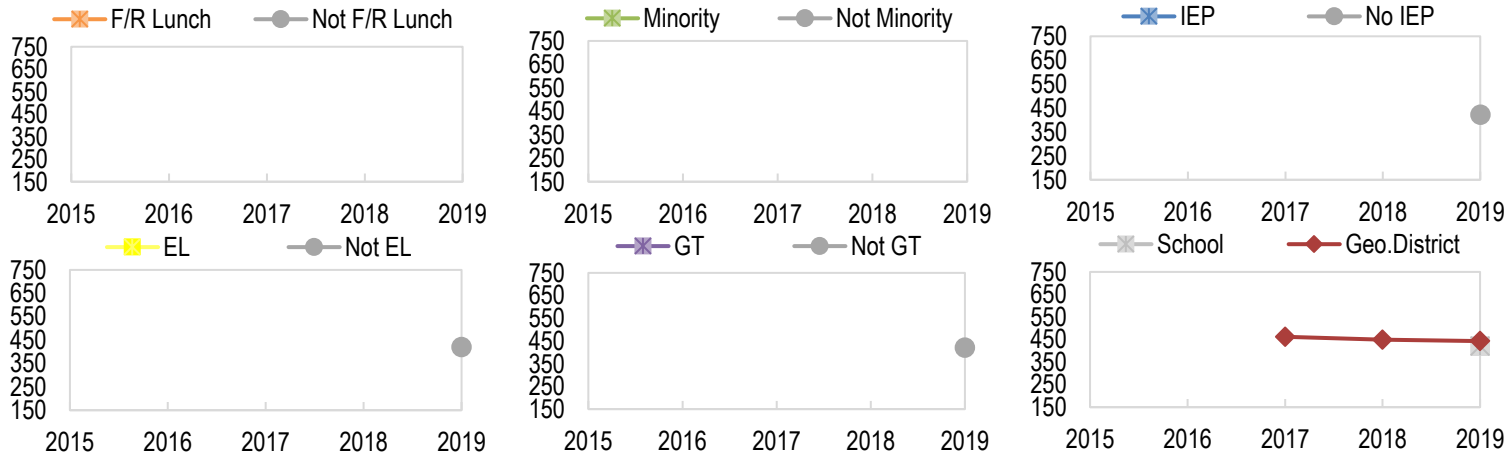
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

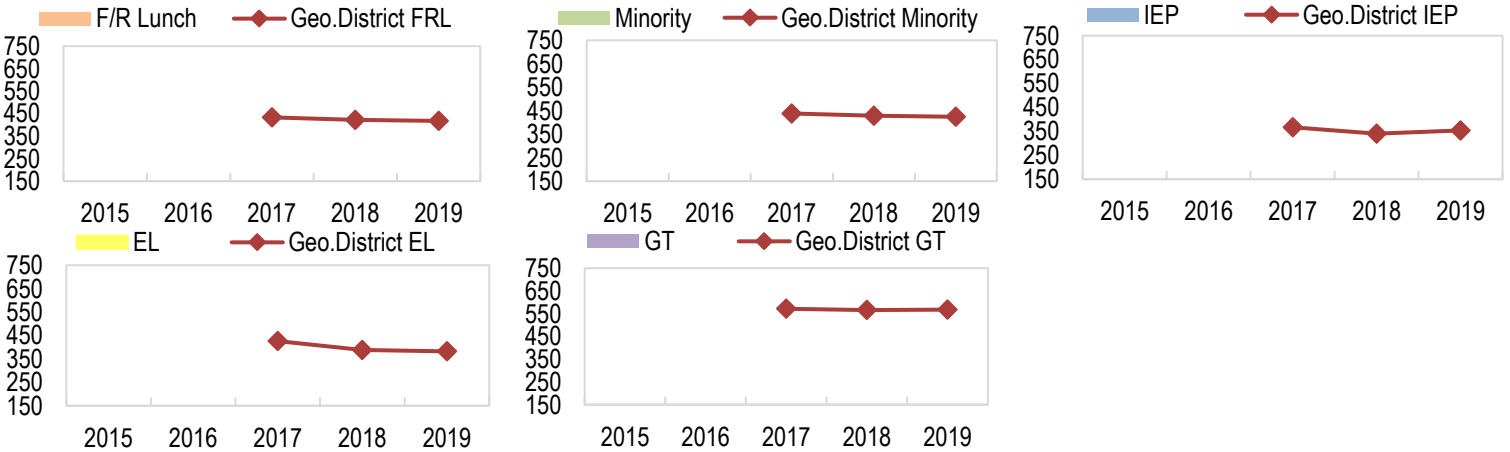
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	422
EL	Y	--	--	--	--	--
	N	--	--	--	--	420
GT	Y	--	--	--	--	--
	N	--	--	--	--	420
Schoolwide		--	--	--	--	**420**

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	--	--	433	423	418
	N	--	--	488	475	467
Minority	Y	--	--	438	429	424
	N	--	--	483	468	462
IEP	Y	--	--	367	340	354
	N	--	--	468	458	450
EL	Y	--	--	426	388	382
	N	--	--	468	454	447
GT	Y	--	--	572	566	568
	N	--	--	445	432	426
Geographic District		--	--	**462**	**449**	**443**

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 overall District 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 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	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--
PSAT 10 to SAT 11	--	--	--	--	n < 20	--
Overall	**--**	**--**	**--**	**--**	**n < 20**	**--**

Geographic District Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,328	47.5	1,443	48.0
PSAT 9 to PSAT 10	--	--	1,178	53.0	1,478	49.0
PSAT 10 to SAT 11	1,348	45.0	1,400	49.0	1,420	46.0
Overall	**1,348**	**45.0**	**3,906**	**50.0**	**4,341**	**48.0**

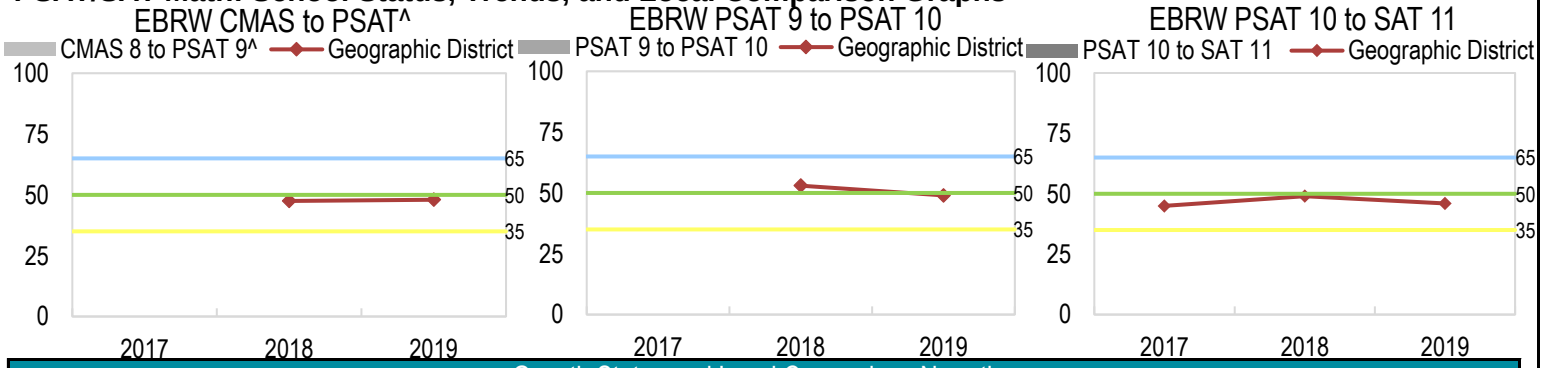
^In 2019, the Colorado Department of Education released the following: *"CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:*

- 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.

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

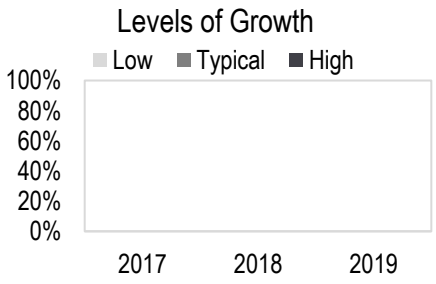


Growth Status and Local Comparison Narrative
--

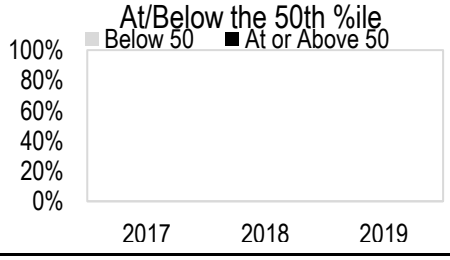
PSAT/SAT Math: Levels of Growth Tables

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

Math Levels of Growth			
PSAT/SAT Math	%Students		
Category	2017	2018	2019
Low (below 35)	--	--	--
Typical (35-65)	--	--	--
High (above 65)	--	--	--



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
Category	2017	2018	2019
At or Above 50	--	--	--
Below 50	--	--	--



Levels of Growth Narrative
--

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

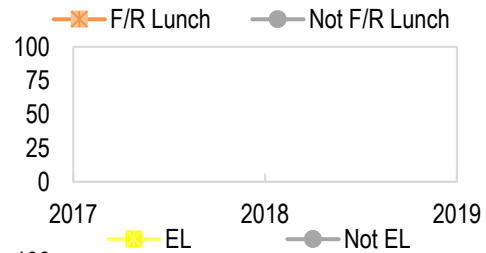
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

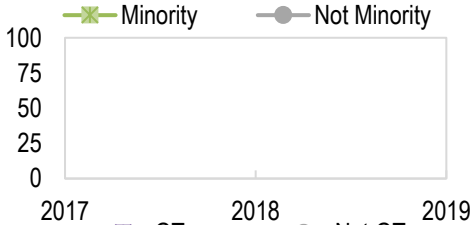
-How are traditionally underserved students growing on state assessments in Math over time?
-How are traditionally underserved students growing on state assessments compared to their peers over time?
-How are traditionally underserved students growing on state assessments in comparison to other schools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

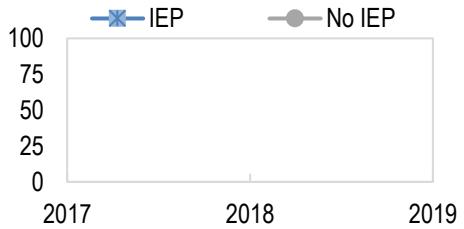
Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	--	--	--
	N	--	--	--
Minority	Y	--	--	--
	N	--	--	--
IEP	Y	--	--	--
	N	--	--	--
EL	Y	--	--	--
	N	--	--	--
GT	Y	--	--	--
	N	--	--	--
Schoolwide		--	--	--

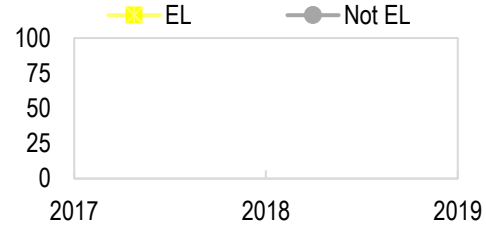
Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	39.0	47.0	46.0
	N	48.0	52.5	49.0
Minority	Y	39.0	48.0	47.0
	N	48.0	52.0	49.0
IEP	Y	23.0	34.0	41.0
	N	46.0	51.0	48.0
EL	Y	34.0	43.5	44.5
	N	45.0	50.0	48.0
GT	Y	53.0	54.0	55.0
	N	43.0	49.0	46.0
Geographic District		45.0	50.0	48.0

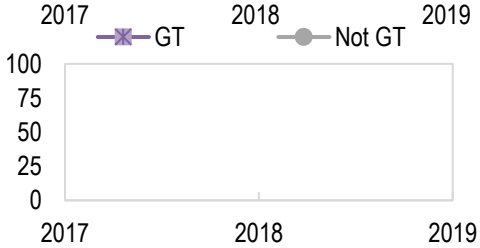
PSAT/SAT Math: Subgroup Status and Gap Trends Graphs

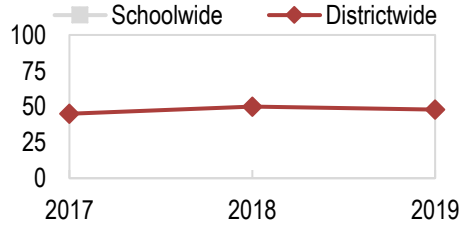




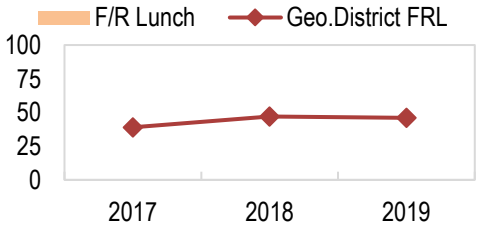


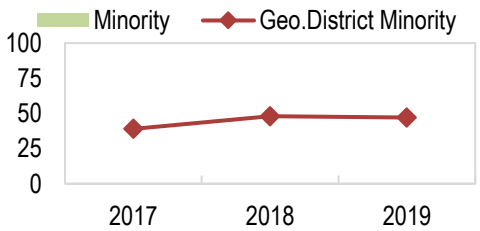


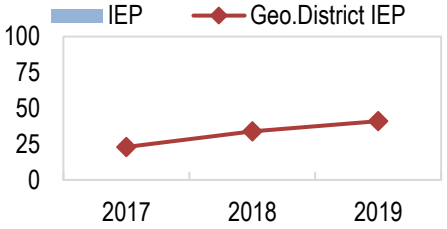


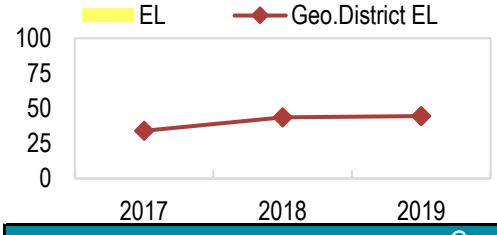


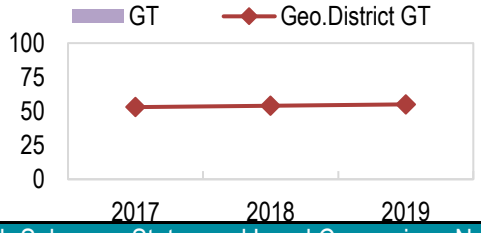
PSAT/SAT Math: Subgroup Local Comparison Graphs











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

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?

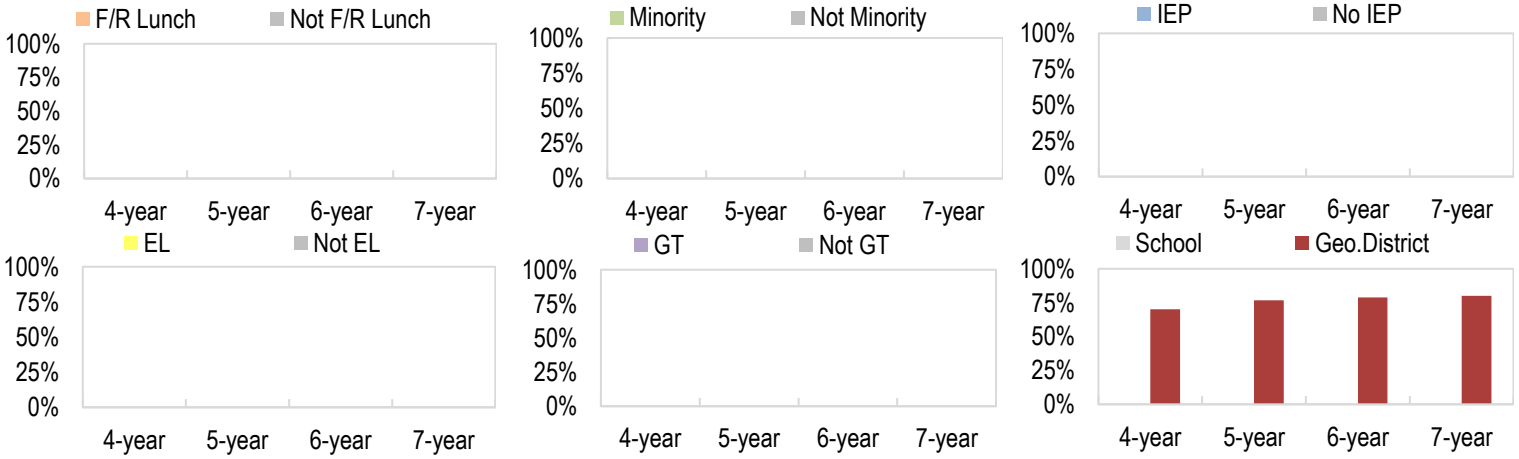
Subgroup Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

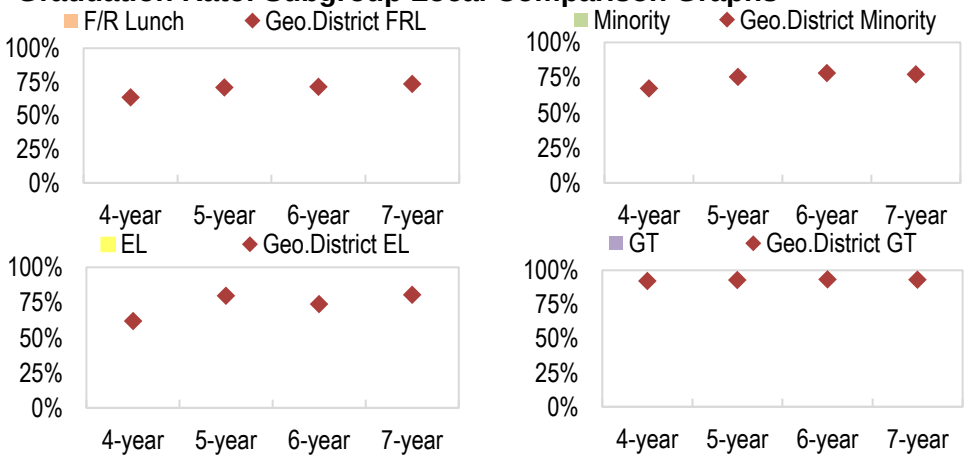
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	63%	71%	71%	74%
	N	6-year	80%	85%	89%	88%
Minority	Y	6-year	67%	75%	78%	77%
	N	7-year	73%	78%	79%	82%
IEP	Y	7-year	41%	54%	63%	63%
	N	7-year	73%	79%	80%	82%
EL	Y	7-year	62%	80%	74%	80%
	N	7-year	71%	77%	79%	80%
GT	Y	6-year	92%	93%	93%	93%
	N	7-year	68%	75%	77%	78%
Geographic District		7-year	**70%**	**77%**	**79%**	**80%**

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 7 year rate of 80%.

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

Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

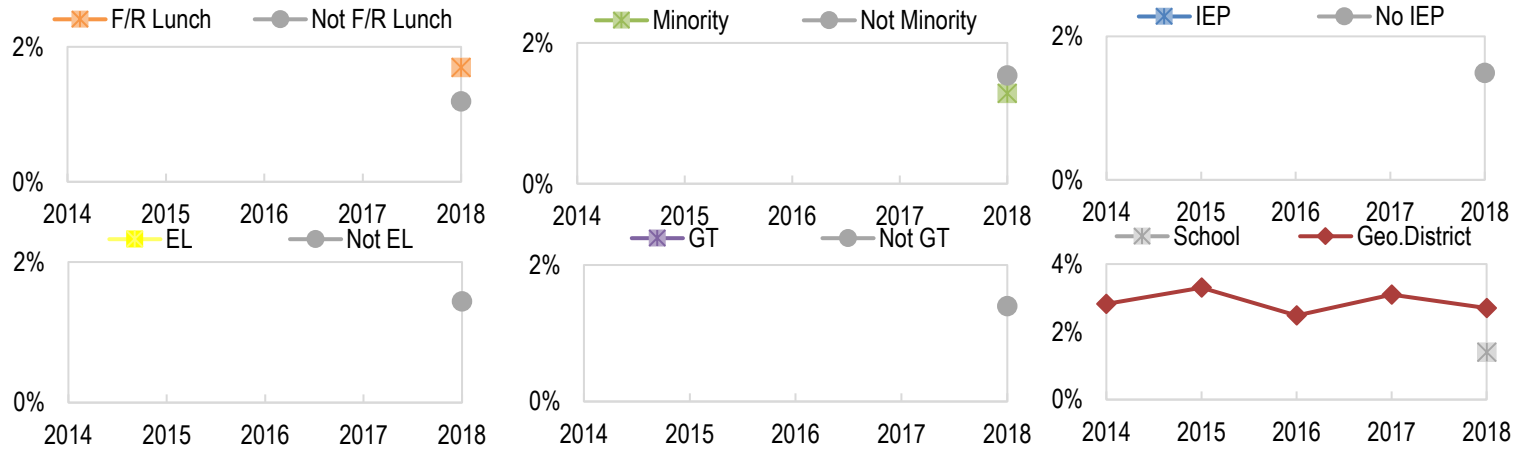
Dropout Rate: Subgroup Status and Gap Trends Tables

-Are students dropping out of high school?
-How is the dropout rate changing over time?
-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

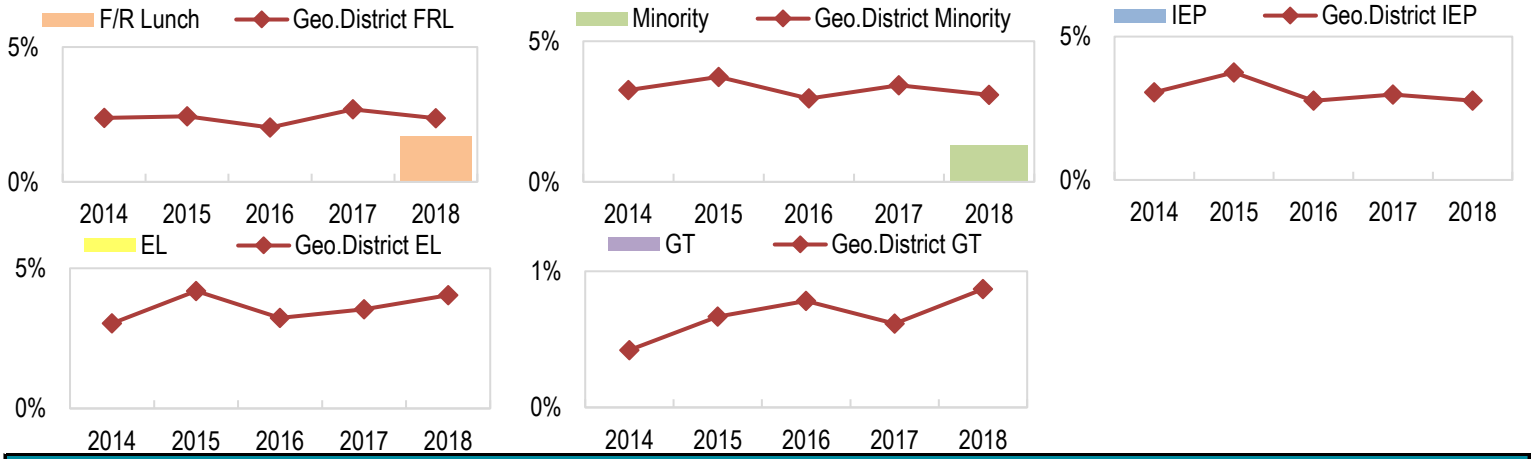
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	1.7%
	N	--	--	--	--	1.2%
Minority	Y	--	--	--	--	1.3%
	N	--	--	--	--	1.5%
IEP	Y	--	--	--	--	--
	N	--	--	--	--	1.5%
EL	Y	--	--	--	--	--
	N	--	--	--	--	1.4%
GT	Y	--	--	--	--	--
	N	--	--	--	--	1.4%
Schoolwide		--	--	--	--	1.4%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.4%	2.4%	2.0%	2.7%	2.4%
	N	3.3%	4.2%	3.0%	3.6%	3.1%
Minority	Y	3.3%	3.7%	3.0%	3.4%	3.1%
	N	2.4%	2.9%	2.0%	2.8%	2.7%
IEP	Y	3.1%	3.7%	2.8%	3.0%	2.8%
	N	2.8%	3.3%	2.5%	3.1%	2.7%
EL	Y	3.0%	4.2%	3.2%	3.5%	4.0%
	N	2.8%	3.2%	2.4%	3.1%	2.6%
GT	Y	0.4%	0.7%	0.8%	0.6%	0.9%
	N	3.1%	3.6%	2.7%	3.4%	2.9%
Geographic District		2.8%	3.3%	2.5%	3.1%	2.7%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, and overall student dropout rates had no change. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, minority, - additional details are available 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

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

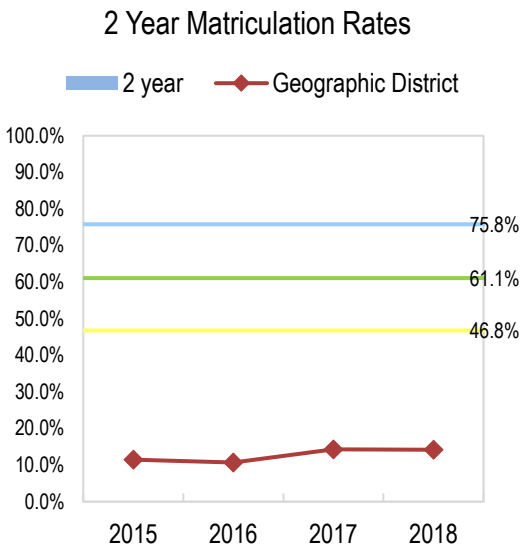
School Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018^	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--
4 year	--	--	--	--	--	--	--	--
CTE	--	--	--	--	--	--	--	--
Schoolwide	--	--	--	--	--	--	--	--

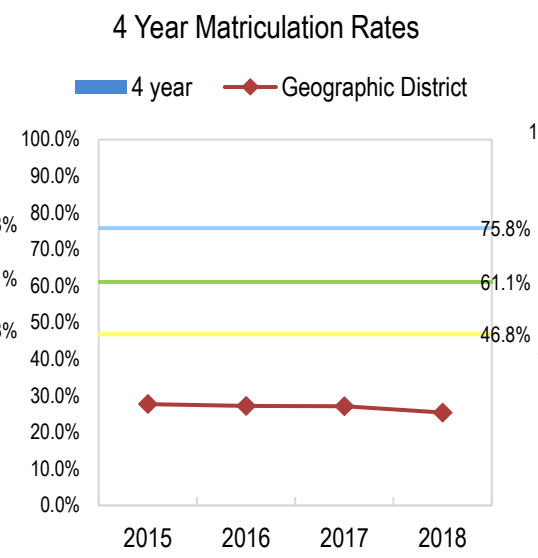
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, 2018 represents data from the class of 2017-18, 2017 represents dta from the class of 2016-17, and so on. Schoolwide matriculation rates are the only rates used for accountability.

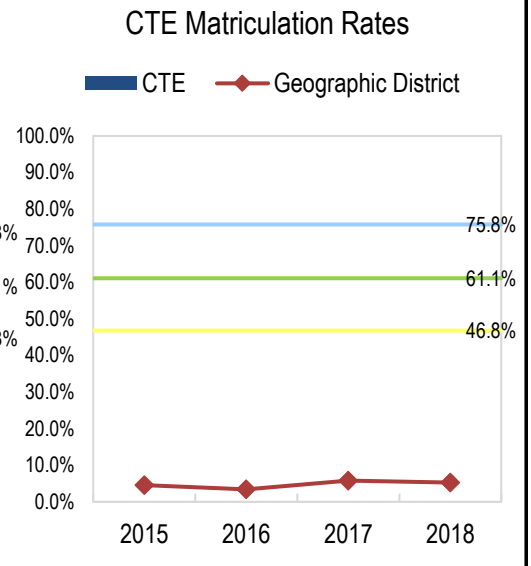
Geo. District Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018^	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,758	11.5%	1,858	10.7%	1,738	14.3%	1,794	14.2%
4 year	1,758	27.7%	1,858	27.2%	1,738	27.1%	1,794	25.4%
CTE	1,758	4.6%	1,858	3.4%	1,738	5.8%	1,794	5.3%
Geo. District	**1,758**	**43.3%**	**1,858**	**41.2%**	**1,738**	**46.7%**	**1,794**	**44.0%**

^CDE renormed matriculation benchmarks for the most recent school year. Therefore, benchmarks from previous school years do not look the same as benchmarks from the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs







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 could not be reported due to low student counts.

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

Exceeds | Approaching
Meets | Does Not Meet

Academic Performance Metrics

School Observations

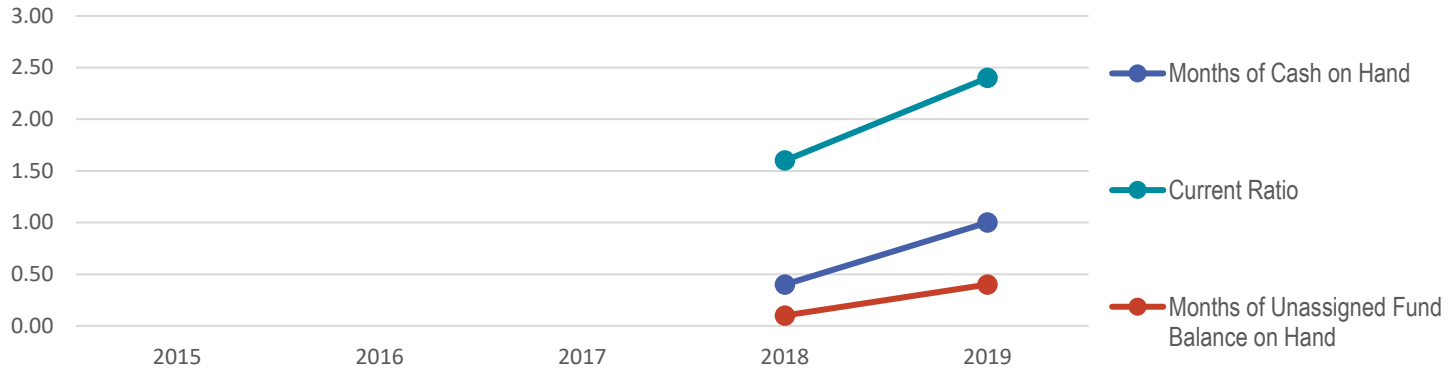
***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

Fiscal Years 2015-2019 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?

Governmental Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Operating Margin	--	--	--	-8.5%	1.8%
Months of Cash on Hand	--	--	--	0.40	1.00
Current Ratio	--	--	--	1.60	2.40
Months of Unassigned Fund Balance on Hand	--	--	--	0.10	0.40
Positive Unassigned Fund Balance (TABOR)	--	--	--	YES	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	--	--	--	-11.6%	-25.8%
Change in FPC from Prior-Year	--	--	--	N/A	2.5%

Proprietary Funds Financial Statement Metrics

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

Proprietary Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Months of Cash on Hand	--	--	--	0.00	0.00
Current Ratio	--	--	--	1.00	N/A
Debt to Asset Ratio	--	--	--	1.10	1.10
Change in Net Position	--	--	--	($977,440)	($396,234)

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	2019
Debt to Asset Ratio	--	--	--	1.21	1.29
Change in Net Position	--	--	--	($4,711,699)	($1,071,839)
Default	--	--	--	NO	NO

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

Exceeds | Approaching
Meets | Does Not Meet

Fiscal Years 2015-2019 Financial Results

Financial Performance Narrative

Colorado Military Academy 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 189.2 pupils (26 percent), and 13.6 pupils (2 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 school's governmental funds ended the year with 1 month of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 2 percent and an increase in their unassigned fund balance.

School Observations

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

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

Exceeds | Approaching
Meets | Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

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

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

CSI Review
No. The school was issued a Notice of Concern for failing to meet assessment timelines for kindergarten students as well as a Notice of Concern for being out of compliance with state and federal laws regarding students with disabilities. The issue has since been remedied.

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
No. 2018-19 NoC for Special Education: The school implemented an intensive correction plan to remedy several compliance issues. Current leadership made tremendous strides to address the NoC and improve services for 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 2018-19 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 requirements,*
- *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 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 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 relatively poor operational performance during the 2018-19 school year. Four Notices of Concern were issued: One for failing to meet assessment timelines for kindergarten students, one for being out of compliance with state and federal laws regarding students with disabilities, one for failing to submit year end financials and one for being below projected enrollment targets resulitng in a significant budget shortfall. The four Notices of Concern issued to the school triggered a Notice of Breach. In addition, there was a significant change in school leadership. It should be noted that the School has since worked diligently to remedy these issues of noncompliance. The current School Leader is very responsive to feedback and questions from CSI Staff.

School Observations

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

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