Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2018-2019

Early College of Arvada

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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?

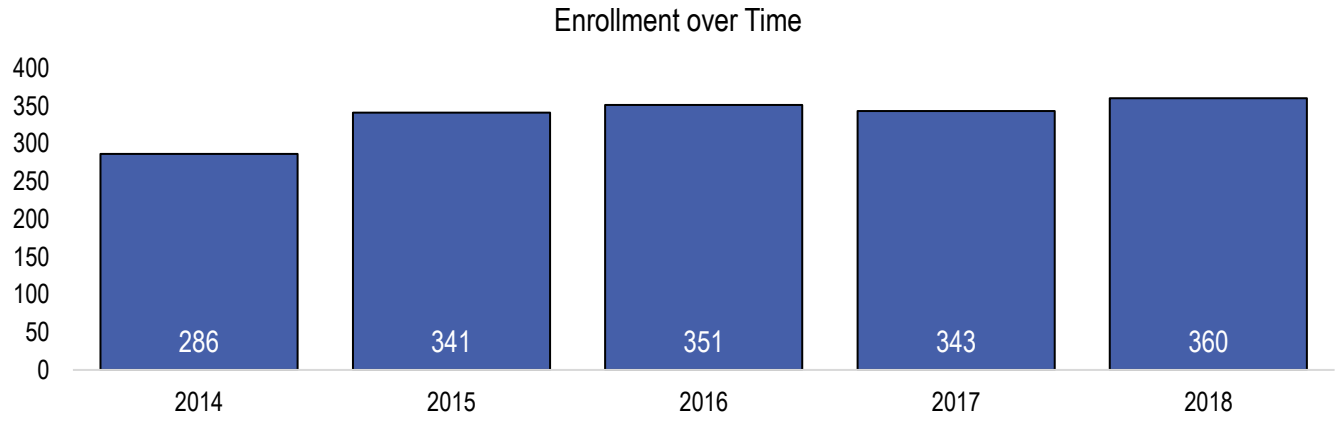
5. Additional Obligations

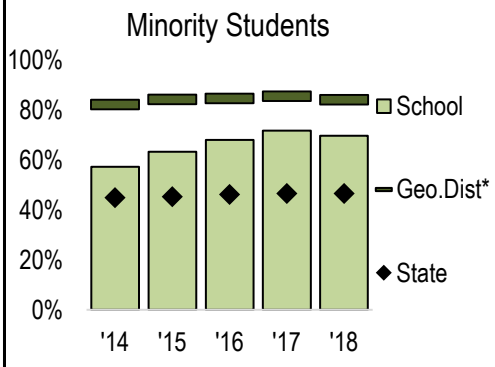
a. Is the school complying with all other obligations?

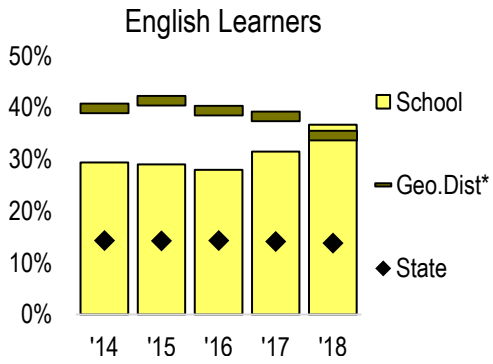
Early College of Arvada Overview

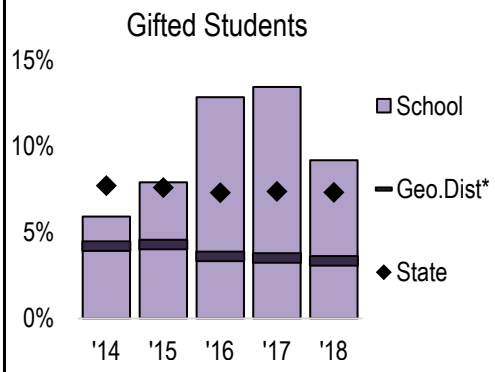
Year Opened/Transferred: 2008-2009
Grades Served: 6-12
School Model: Early College
Town/City: Arvada
District of Residence: Adams County School District 50
Original Application Type: New School

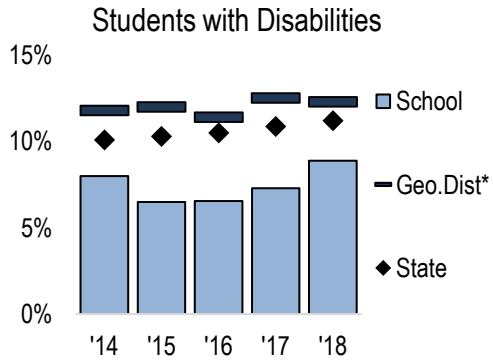
Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	**286**	**341**	**351**	**343**	**360**	
F/R Lunch	51.4%	44.6%	53.8%	51.0%	56.7%	
Minority	57.3%	63.3%	68.1%	71.7%	69.7%	
IEP	8.0%	6.5%	6.6%	7.3%	8.9%	
EL	29.4%	29.0%	27.9%	31.5%	36.7%	
Gifted	5.9%	7.9%	12.8%	13.4%	9.2%	
504	3.5%	2.6%	4.0%	5.0%	3.6%	

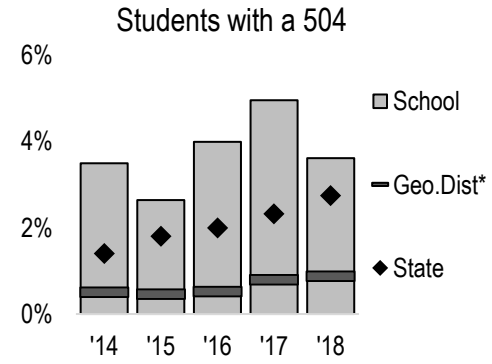












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.
*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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	Performance Plan
Elementary School Rating	--
Middle School Rating	Improvement (Points Earned: 52%)
High School Rating	Performance (Points Earned: 56%)
Financial	Financial performance does impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	**Priority Improvement: Decreased Due to Financial Performance**

Participation

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

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

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

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

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	308	304	98.7%	0	98.7%	**Meets 95%**
Math	308	304	98.7%	0	98.7%	**Meets 95%**
Science	96	87	90.6%	0	90.6%	**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	167	164	98.2%	0	98.2%	**Meets 95%**
CMAS Math	167	164	98.2%	0	98.2%	**Meets 95%**
CMAS Science	96	87	90.6%	0	90.6%	**Does Not Meet 95%**
PSAT/SAT Evidence-Based Reading and Writing	140	139	99.3%	0	99.3%	**Meets 95%**
PSAT/SAT Math	140	139	99.3%	0	99.3%	**Meets 95%**

English Language Arts Achievement

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

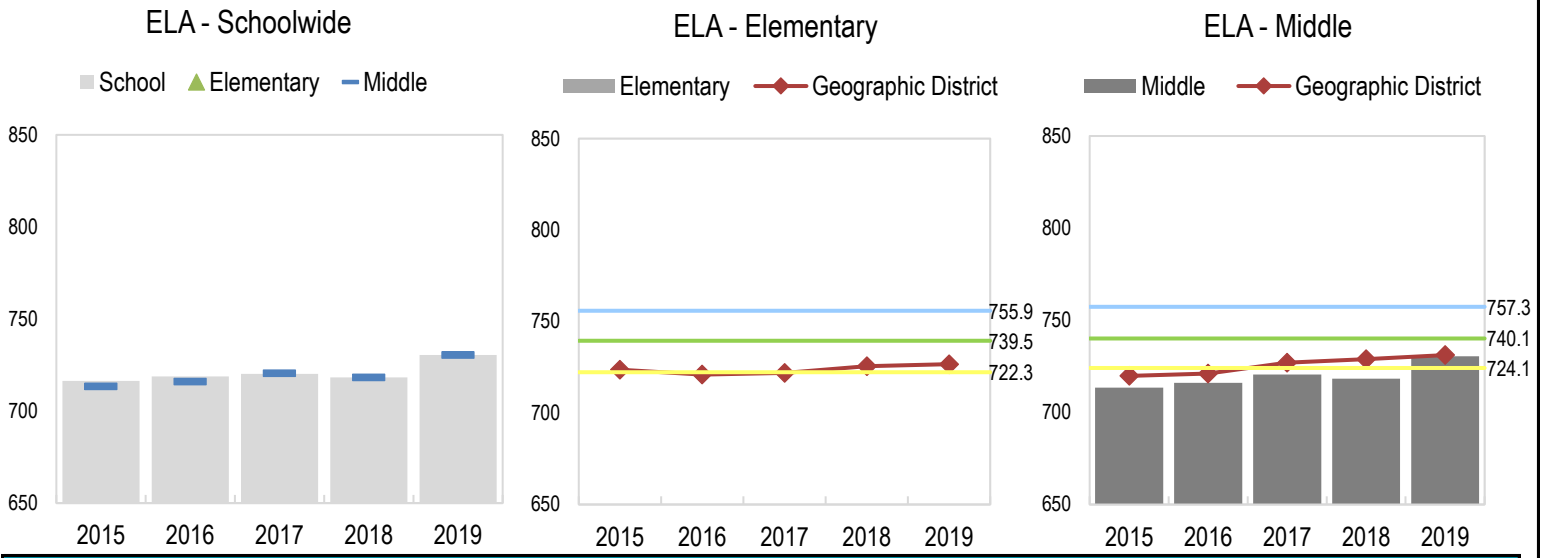
-How are students achieving on state assessments in English Language Arts over time?

-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	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	36	711	50	718	31	724	28	723	47	725
7	24	707	53	714	58	726	35	712	57	738
8	38	719	34	717	52	713	53	720	49	727
Middle	98	713	137	716	141	721	116	718	153	731
Overall	**145**	**716**	**176**	**719**	**181**	**720**	**116**	**718**	**153**	**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	684	716	663	716	661	715	648	718	592	719
4	695	726	645	723	675	722	661	727	610	729
5	781	728	657	724	643	729	658	733	637	732
Elementary	2,160	724	1,965	721	2,003	722	1,967	726	1,839	727
6	664	722	661	723	588	725	585	728	575	730
7	662	716	616	718	686	730	572	727	561	731
8	659	721	590	722	615	726	662	731	569	732
Middle	1,985	720	1,867	721	1,865	727	1,819	729	1,705	731
Overall	**4,724**	**721**	**4,432**	**721**	**4,424**	**723**	**3,786**	**727**	**3,544**	**729**

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. From 2015 to 2019, overall student achievement increased by 14.2 scale score points. Since last school year, overall mean scale score increased by 12.2 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 2 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

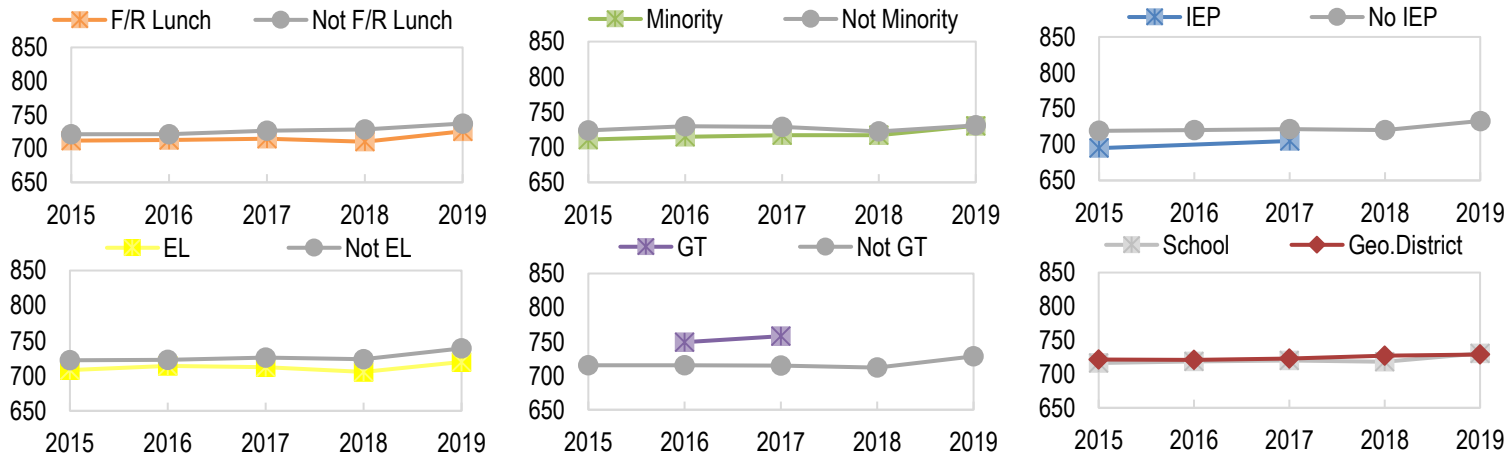
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

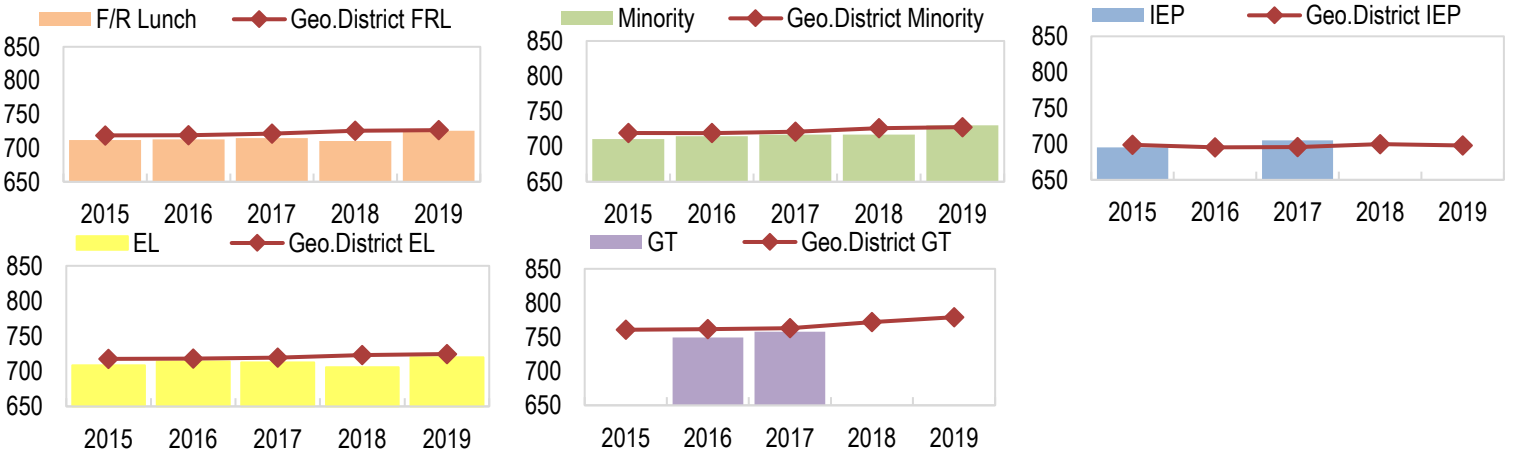
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	711.9	713.0	714.8	710.2	725.7
	N	721.5	721.4	726.4	728.2	737.2
Minority	Y	710.8	714.9	716.9	716.9	730.4
	N	723.9	729.6	728.8	722.3	730.9
IEP	Y	695.0	--	705.0	--	--
	N	719.1	720.0	721.7	720.3	732.9
EL	Y	708.3	714.0	712.4	705.5	719.7
	N	722.1	722.8	725.7	723.5	739.0
GT	Y	--	749.2	758.0	--	--
	N	715.1	715.5	714.8	711.9	728.4
Schoolwide		**716.3**	**718.8**	**720.2**	**718.3**	**730.5**

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	718.7	719.1	721.1	725.6	726.5
	N	733.3	730.1	730.9	734.0	737.1
Minority	Y	719.4	719.1	721.3	725.9	727.6
	N	730.8	730.8	732.1	735.7	736.5
IEP	Y	698.7	695.3	695.7	699.8	698.0
	N	724.7	724.5	726.7	731.5	732.9
EL	Y	717.6	717.9	719.6	723.0	724.5
	N	725.3	724.2	726.5	731.4	732.8
GT	Y	760.7	761.7	762.9	771.8	779.1
	N	717.5	718.4	721.0	725.6	727.0
Geographic District		**721.4**	**720.9**	**722.9**	**727.2**	**728.8**

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, overall, the school outperformed Adams County School District 50. In 2019, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

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

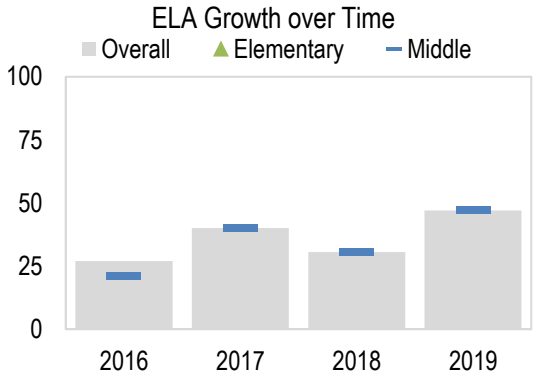
Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

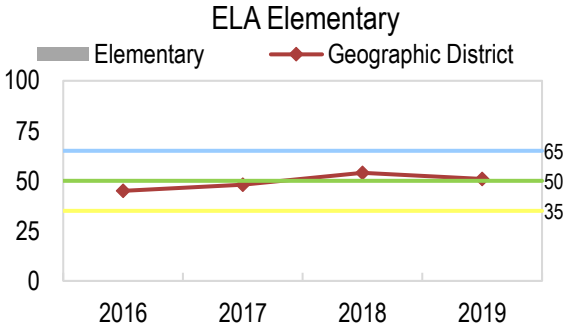
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	46	11.5	30	26.5	28	23.5	44	39.0
7	51	45.0	56	38.0	33	24.0	53	60.0
8	30	25.5	49	47.0	51	43.0	44	52.0
Middle	127	21.0	135	40.0	112	30.5	141	47.0
Overall	**159**	**27.0**	**165**	**40.0**	**112**	**30.5**	**141**	**47.0**

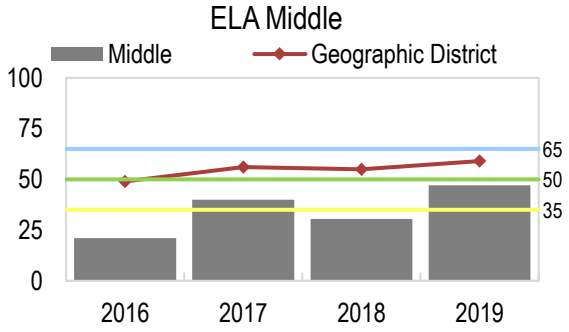


CMAS ELA: Local Comparison Tables and Graphs

-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	585	44.0	636	42.0	623	48.0	577	51.0
5	610	46.0	614	52.5	631	60.0	619	51.0
Elementary	1,195	45.0	1,274	48.0	1,254	54.0	1,196	51.0
6	630	40.0	554	48.0	561	51.0	563	56.0
7	569	46.0	663	61.0	548	62.5	541	58.0
8	556	60.0	591	59.0	638	56.0	538	62.0
Middle	1,755	49.0	1,808	56.0	1,747	55.0	1,642	59.0
Overall	**3,510**	**47.0**	**3,617**	**51.0**	**3,001**	**55.0**	**2,838**	**56.0**





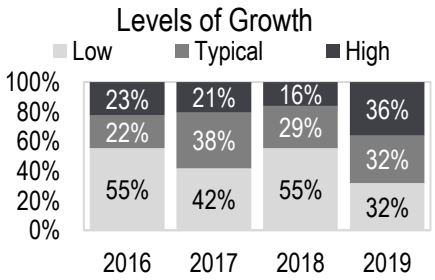
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 16.5 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.

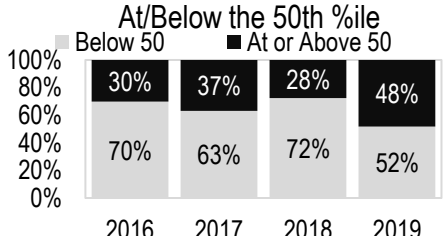
CMAS ELA: Levels of Growth Tables and Graphs

-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)	55%	42%	55%	32%
Typical (35-65)	22%	38%	29%	32%
High (above 65)	23%	21%	16%	36%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	30%	37%	28%	48%
Below 50	70%	63%	72%	52%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 36% of students. The percent of students at or above the 50th percentile has increased from last year (28% to 48%). Since 2016, the percent of students at or above the 50th percentile has increased (30% to 48%).

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

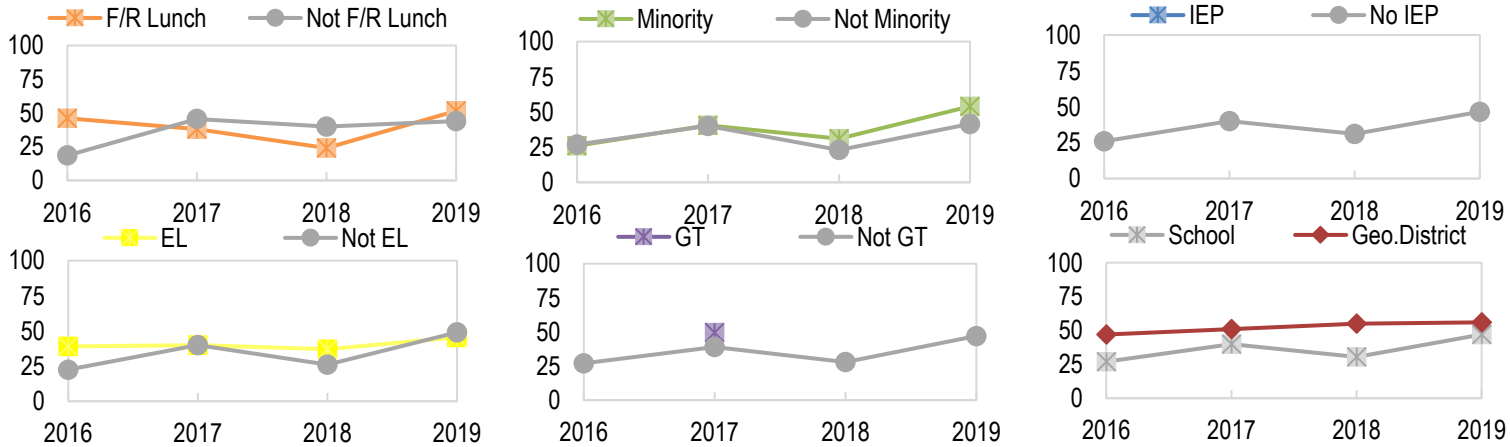
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

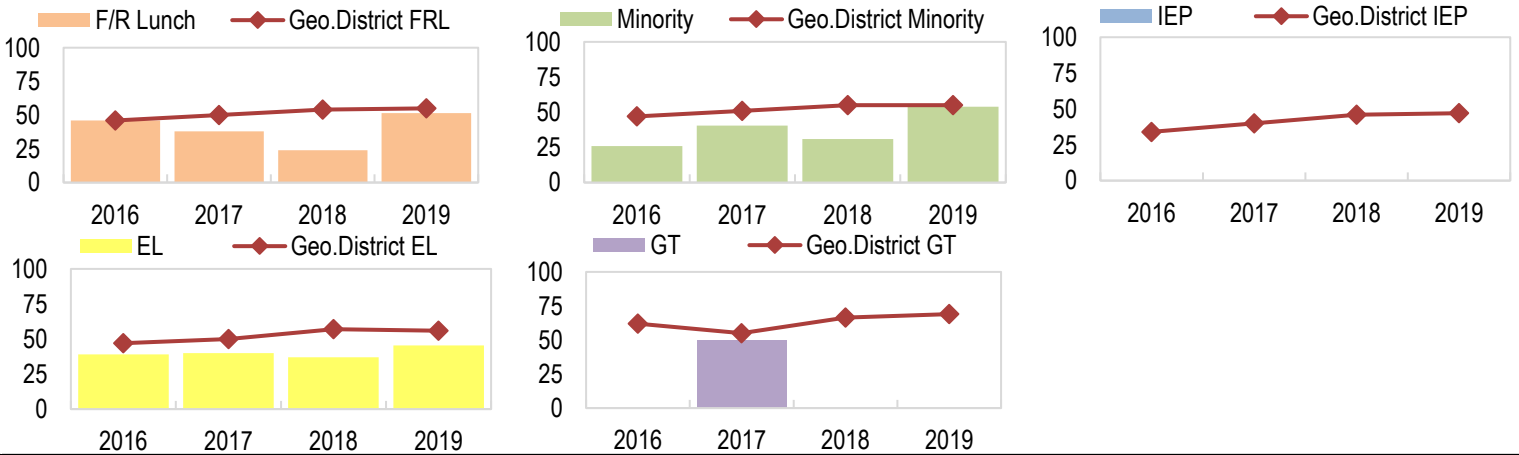
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	38.0	24.0	51.5
	N	18.5	45.5	40.0	44.0
Minority	Y	26.0	40.5	31.0	54.0
	N	27.0	40.0	23.0	41.5
IEP	Y	--	--	--	--
	N	26.0	40.0	31.0	46.5
EL	Y	39.0	40.0	37.0	45.5
	N	22.5	40.0	26.0	49.0
GT	Y	--	49.5	--	--
	N	27.0	39.0	28.0	47.0
Schoolwide		**27.0**	**40.0**	**30.5**	**47.0**

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	50.0	54.0	55.0
	N	50.5	53.0	58.0	57.0
Minority	Y	47.0	51.0	55.0	55.0
	N	51.0	52.0	54.0	56.0
IEP	Y	34.0	40.0	46.0	47.0
	N	49.0	52.0	56.0	57.0
EL	Y	47.0	50.0	57.0	56.0
	N	47.0	52.0	54.0	55.0
GT	Y	62.0	55.0	66.5	69.0
	N	46.0	51.0	55.0	55.0
Geographic District		**47.0**	**51.0**	**55.0**	**56.0**

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, minority students outperformed their non-minority peers, non-EL students outperformed their EL peers, overall, Adams County School District 50 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, 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

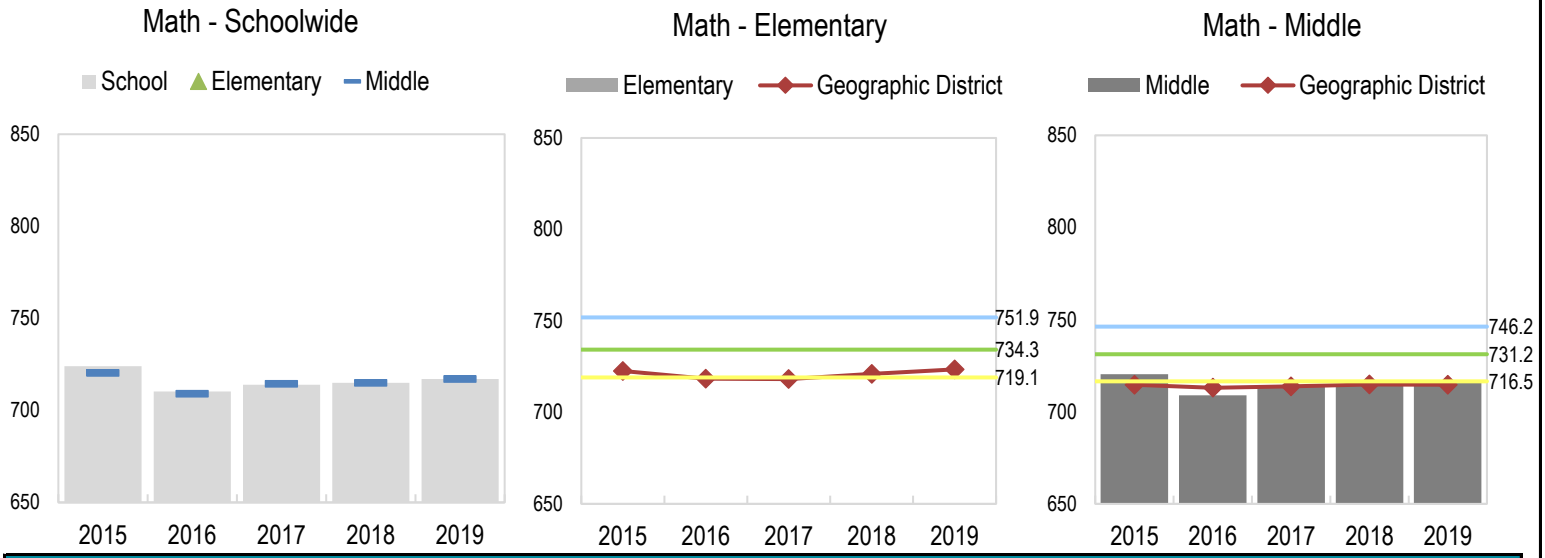
-How are students achieving on state assessments in Mathematics over time?

-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	36	723	49	717	31	719	28	718	47	714
7	24	719	53	711	58	721	35	709	57	720
8	37	719	34	694	53	705	53	717	49	717
Middle	97	720	136	709	142	715	116	715	153	717
Overall	**144**	**724**	**175**	**710**	**181**	**714**	**116**	**715**	**153**	**717**

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	691	724	655	720	661	720	648	722	590	729
4	700	721	640	716	676	716	664	720	611	722
5	780	723	655	720	652	719	662	721	641	720
Elementary	2,171	723	1,950	718	2,013	718	1,974	721	1,842	724
6	671	715	662	715	598	715	592	716	577	715
7	664	718	618	717	700	717	574	716	569	717
8	657	710	592	706	627	708	668	713	573	713
Middle	1,992	715	1,872	713	1,901	714	1,834	715	1,719	715
Overall	**4,728**	**718**	**4,420**	**716**	**4,491**	**716**	**3,808**	**718**	**3,561**	**719**

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. From 2015 to 2019, overall student achievement decreased by 6.9 scale score points. Since last school year, overall mean scale score increased by 2.1 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school performs lower than their geo. district by 2 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

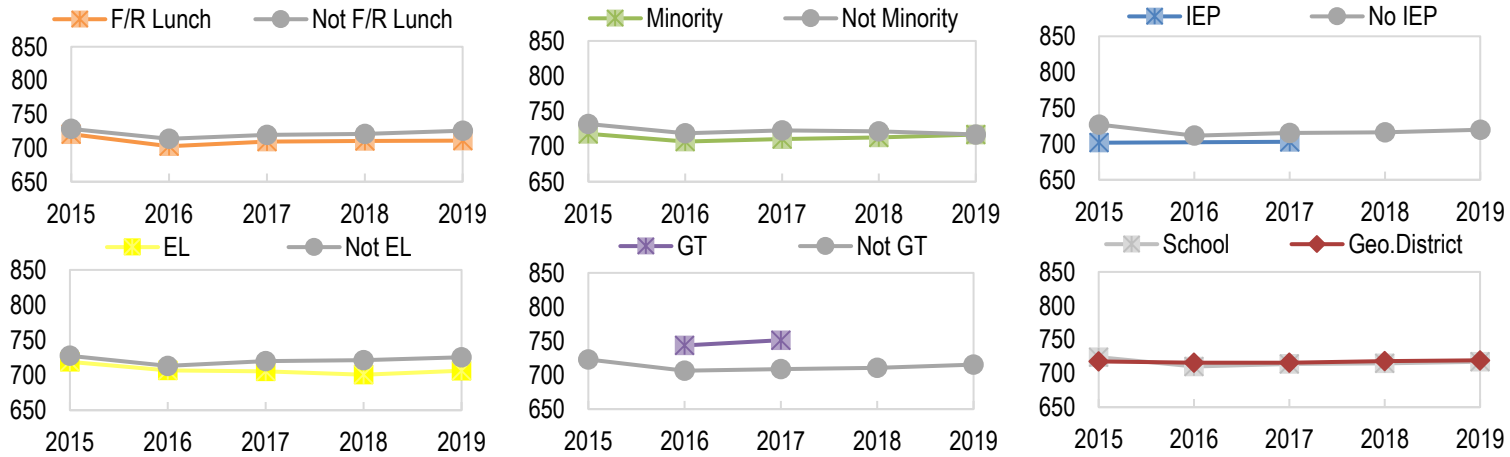
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

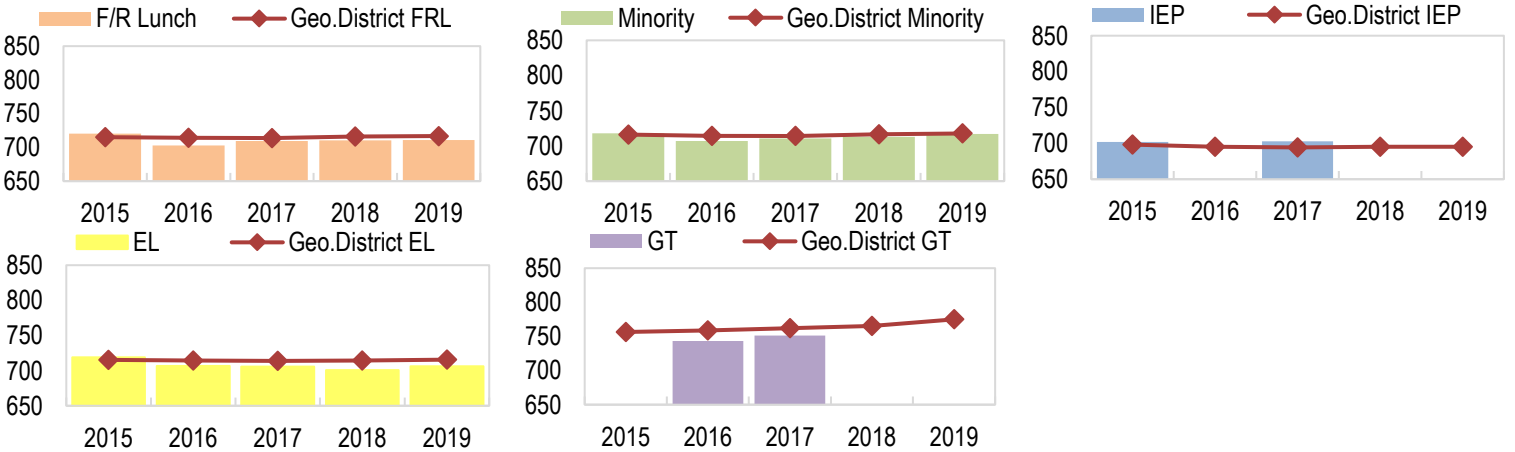
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	720.5	702.6	709.4	710.6	710.9
	N	728.2	713.6	719.3	720.7	725.5
Minority	Y	718.1	707.1	710.7	712.9	717.0
	N	732.0	718.9	722.9	721.4	717.2
IEP	Y	701.7	--	703.0	--	--
	N	727.0	711.5	715.1	716.1	719.9
EL	Y	718.9	706.6	705.5	700.6	706.2
	N	727.5	713.2	720.1	721.3	725.6
GT	Y	--	743.5	751.2	--	--
	N	722.9	706.4	708.8	710.4	715.4
Schoolwide		**724.0**	**710.2**	**714.0**	**715.0**	**717.1**

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	715.3	714.1	713.8	716.3	716.8
	N	727.4	724.8	725.3	725.1	728.3
Minority	Y	715.9	714.3	714.1	716.4	717.7
	N	725.0	724.4	726.6	728.5	729.4
IEP	Y	698.2	695.1	694.3	695.3	695.0
	N	720.3	718.8	718.9	721.5	722.5
EL	Y	715.5	714.3	713.8	714.4	715.6
	N	719.6	717.5	718.3	721.6	722.7
GT	Y	756.5	759.0	761.9	765.4	775.0
	N	713.8	713.2	713.8	716.2	717.4
Geographic District		**717.5**	**715.8**	**715.9**	**718.0**	**719.3**

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, non-EL students outperformed their EL peers, overall, Adams County School District 50 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, - additional details are available in the graphs.

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

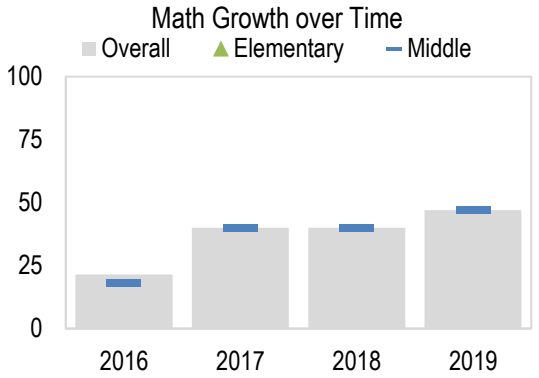
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

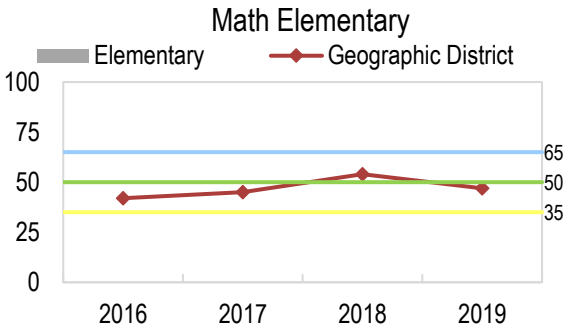
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	45	15.0	30	36.5	28	49.0	43	39.0
7	51	27.0	55	31.0	33	22.0	52	45.5
8	32	16.0	49	42.0	51	49.0	44	55.5
Middle	128	18.0	134	40.0	112	40.0	139	47.0
Overall	**158**	**21.5**	**162**	**40.0**	**112**	**40.0**	**139**	**47.0**

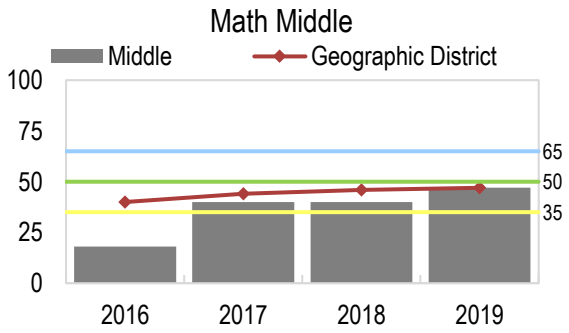


CMAS Math: Local Comparison Tables and Graphs

-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	597	35.0	648	40.0	630	52.0	587	51.0
5	616	46.0	623	49.0	636	57.0	626	43.0
Elementary	1,213	42.0	1,295	45.0	1,266	54.0	1,213	47.0
6	629	33.0	553	45.0	557	47.0	564	45.0
7	576	51.5	664	43.0	545	44.0	543	42.0
8	560	39.0	590	43.0	633	47.0	540	51.0
Middle	1,765	40.0	1,807	44.0	1,735	46.0	1,647	47.0
Overall	**3,532**	**42.0**	**3,640**	**45.0**	**3,001**	**49.0**	**2,860**	**47.0**





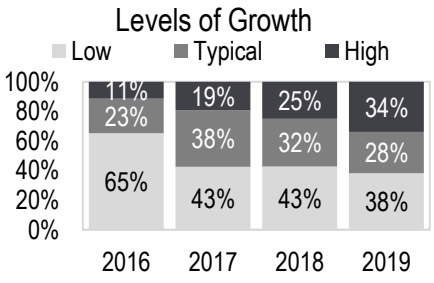
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 7 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.

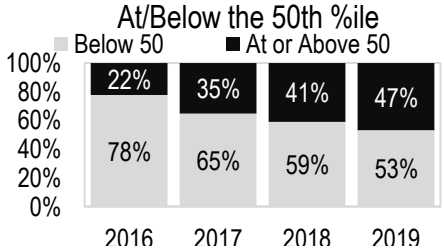
CMAS Math: Levels of Growth Tables and Graphs

-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)	65%	43%	43%	38%
Typical (35-65)	23%	38%	32%	28%
High (above 65)	11%	19%	25%	34%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	22%	35%	41%	47%
Below 50	78%	65%	59%	53%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% 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 34% of students. The percent of students at or above the 50th percentile has increased from last year (41% to 47%). Since 2016, the percent of students at or above the 50th percentile has increased (22% 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

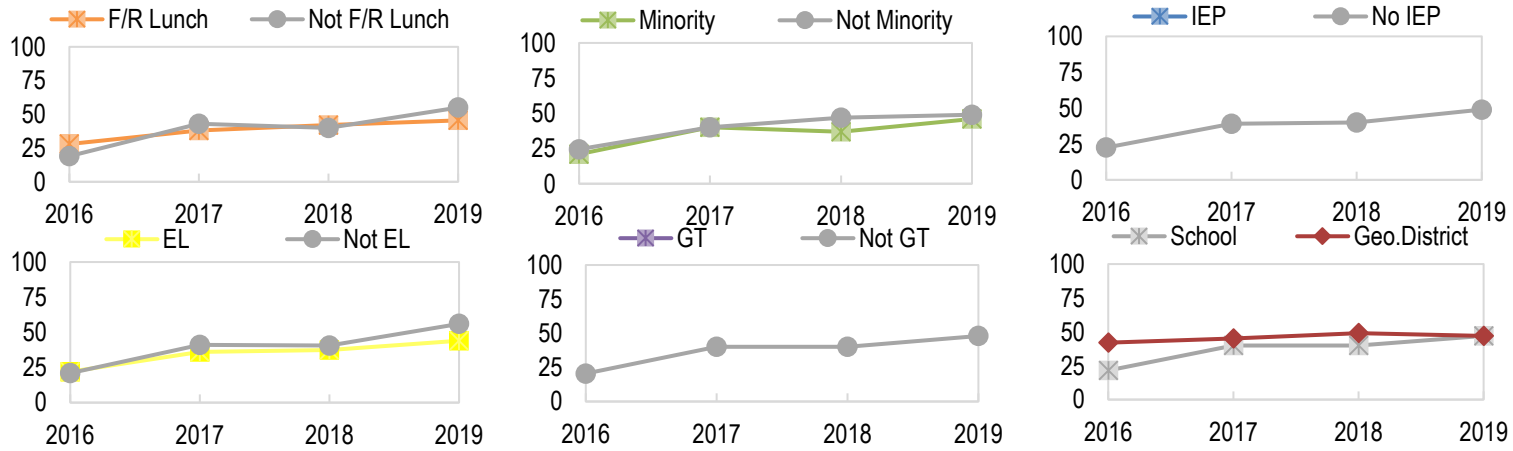
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

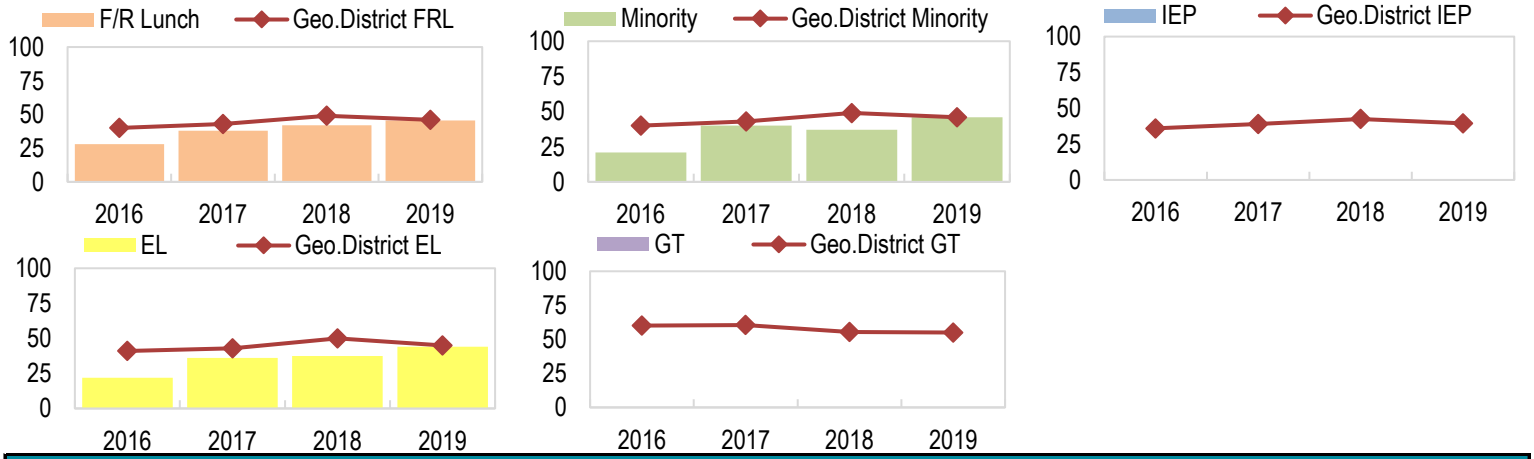
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	28.0	38.0	42.0	45.5
	N	19.0	43.0	40.0	55.0
Minority	Y	21.0	40.0	37.0	46.0
	N	24.5	40.0	47.0	49.0
IEP	Y	--	--	--	--
	N	22.5	39.0	40.0	49.0
EL	Y	22.0	36.0	37.5	44.0
	N	21.0	41.0	40.5	56.0
GT	Y	--	--	--	--
	N	20.5	40.0	40.0	48.0
Schoolwide		**21.5**	**40.0**	**40.0**	**47.0**

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	43.0	49.0	46.0
	N	48.0	53.0	52.0	49.5
Minority	Y	40.0	43.0	49.0	46.0
	N	49.0	55.0	52.0	48.0
IEP	Y	36.0	39.0	42.5	39.5
	N	42.0	45.0	50.0	47.0
EL	Y	41.0	43.0	50.0	45.0
	N	43.0	46.0	49.0	48.0
GT	Y	60.0	60.5	55.5	55.0
	N	40.5	44.0	49.0	46.0
Geographic District		**42.0**	**45.0**	**49.0**	**47.0**

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, non-EL students outperformed their EL peers, overall, Adams County School District 50 outperformed the school.

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

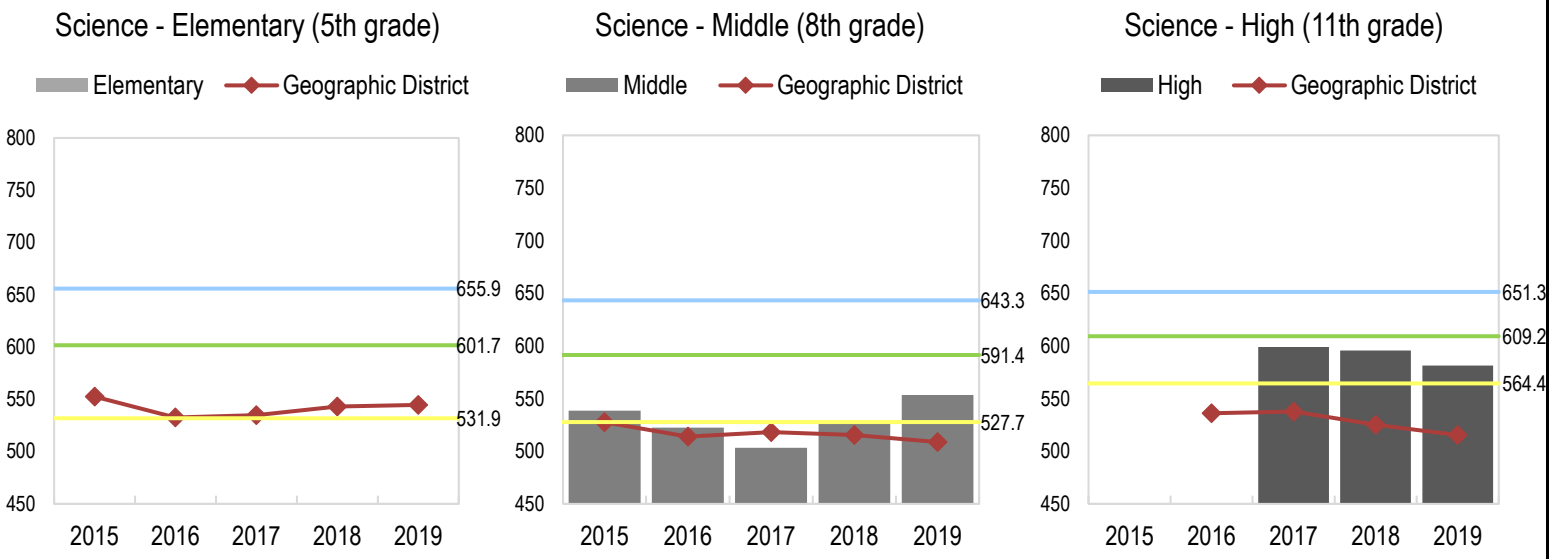
-How are students achieving on state assessments in Science over time?

-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)	39	538	34	522	52	503	53	528	48	553
High (11th)	--	--	n<16	--	49	599	30	596	34	581

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)	786	553	654	533	650	535	662	543	632	545
Middle (8th)	667	528	588	514	616	518	666	515	567	509
High (11th)	--	--	487	536	508	538	550	525	518	515

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 25.3 scale score points. 11th grade mean scale score has decreased by 14.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) 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	545	525	525	539	538
	N	590	572	579	562	569
Minority	Y	546	524	527	537	541
	N	581	582	578	590	571
IEP	Y	471	460	450	487	450
	N	566	543	546	550	560
EL	Y	543	510	520	530	532
	N	563	560	552	555	557
GT	Y	683	712	--	723	676
	N	539	525	533	539	539

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	541	--	443	504	517
	N	535	543	548	555	604
Minority	Y	510	507	482	530	549
	N	572	--	--	523	--
IEP	Y	--	--	--	--	--
	N	568	523	515	531	558
EL	Y	--	481	472	--	496
	N	546	569	537	556	585
GT	Y	--	--	--	--	--
	N	534	510	476	510	539

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	521	505	512	505	500
	N	559	570	549	548	540
Minority	Y	519	508	509	509	500
	N	570	547	572	552	560
IEP	Y	466	437	430	430	412
	N	537	523	530	529	519
EL	Y	521	509	505	492	473
	N	534	521	536	537	541
GT	Y	653	646	677	662	692
	N	510	499	505	499	498

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	--	--	590	--	565
	N	--	--	607	612	--
Minority	Y	--	--	557	585	568
	N	--	--	666	--	--
IEP	Y	--	--	--	--	--
	N	--	--	597	602	592
EL	Y	--	--	540	--	--
	N	--	--	643	610	637
GT	Y	--	--	--	--	--
	N	--	--	578	583	559

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	--	530	531	524	512
	N	--	555	553	528	522
Minority	Y	--	528	530	521	509
	N	--	581	590	552	556
IEP	Y	--	487	478	475	429
	N	--	540	544	531	521
EL	Y	--	526	529	502	475
	N	--	546	549	543	545
GT	Y	--	635	669	648	650
	N	--	528	526	511	502

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	--	--	--	--	23	22.0	38	62.0	57.9%
High	--	--	--	--	35	28.0	37	85.0	69.2%
Overall	**--**	**--**	**--**	**--**	**58**	**26.5**	**75**	**73.0**	**63.6%**

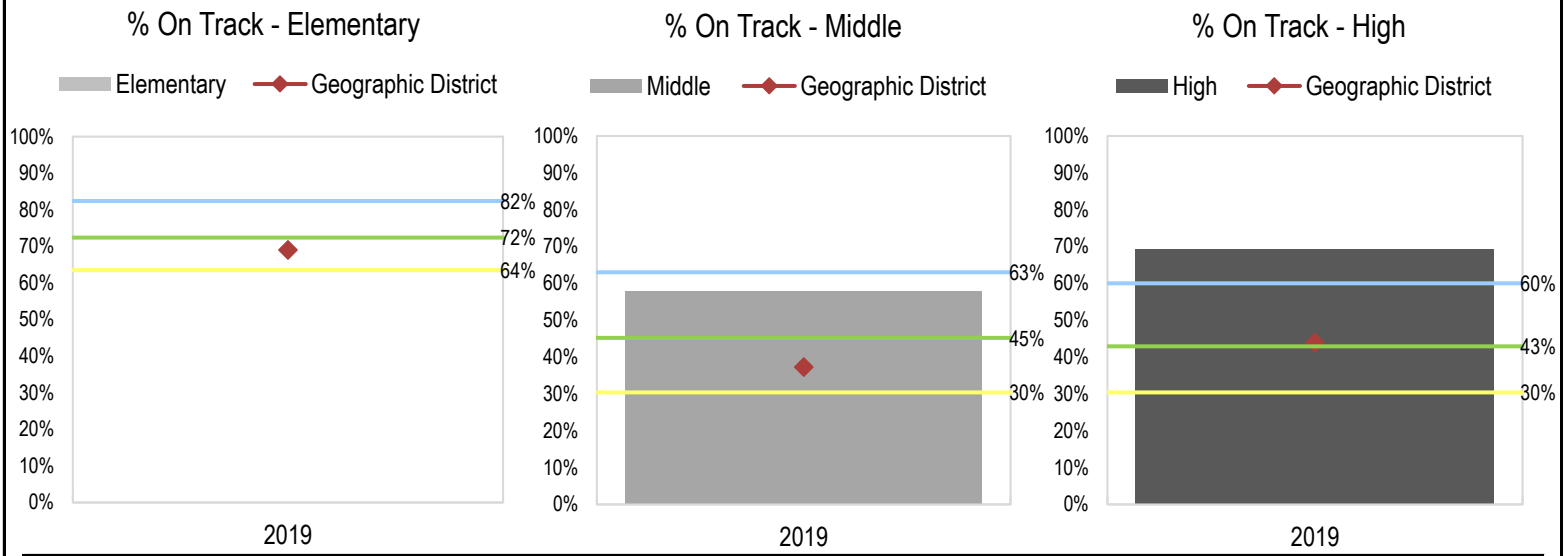
Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	1044	48.0	961	52.0	69.0%
Middle	--	--	--	--	461	56.0	330	50.0	37.3%
High	--	--	--	--	501	41.0	447	60.0	43.9%
Overall	**--**	**--**	**--**	**--**	**2,006**	**48.0**	**1738**	**53.0**	**56.5%**

^^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
The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2019, overall student growth exceeded state expectations and was above the geo. district. 64% of students were reported as being on track to reach English language proficiency.

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?

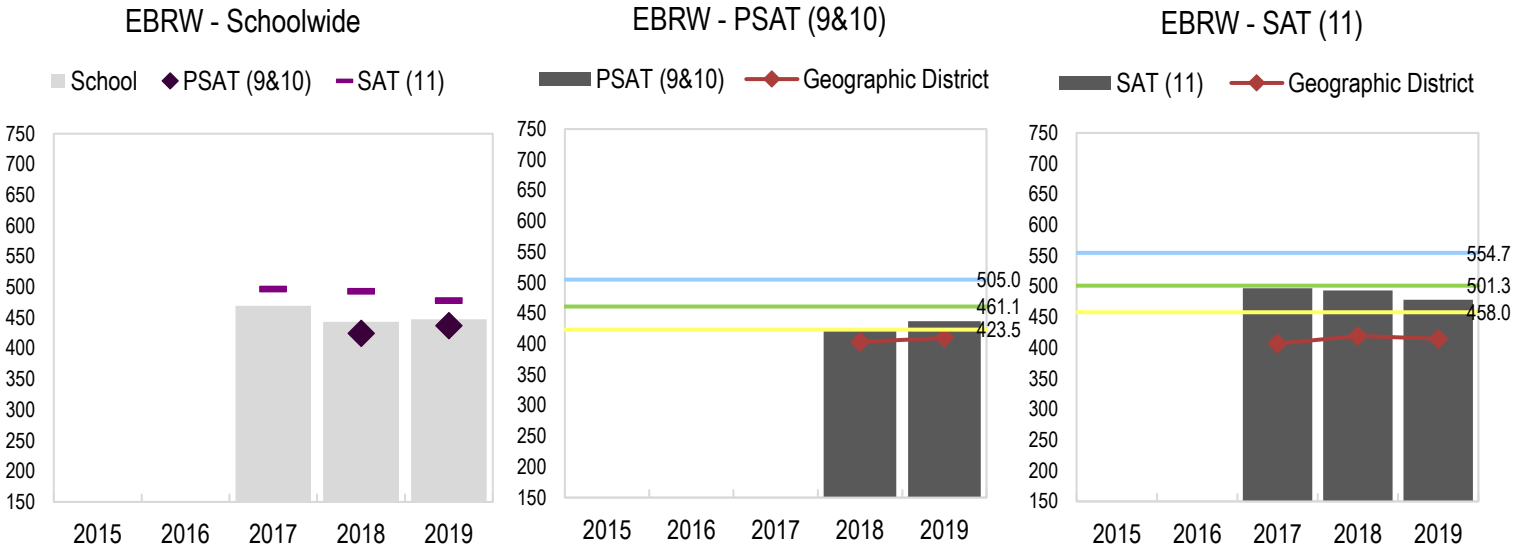
Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	57	405	48	438
*PSAT (10th)**	--	--	--	--	40	435	38	454	53	437
PSAT (9th&10th)	--	--	--	--	--	--	95	425	101	437
SAT (11th)	--	--	--	--	49	497	35	494	34	478
Overall	**--**	**--**	**--**	**--**	**89**	**469**	**130**	**443**	**135**	**448**

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)**	--	--	--	--	--	--	614	389	588	405
*PSAT (10th)**	--	--	--	--	528	407	575	420	561	415
PSAT (9th&10th)	--	--	--	--	--	--	1,189	404	1,149	410
SAT (11th)	--	--	--	--	513	435	540	440	522	439
Overall	**--**	**--**	**--**	**--**	**1,041**	**421**	**1,729**	**415**	**1,671**	**419**

*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
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 21.7 scale score points. Since last school year, overall mean scale score increased by 4.2 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 29 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

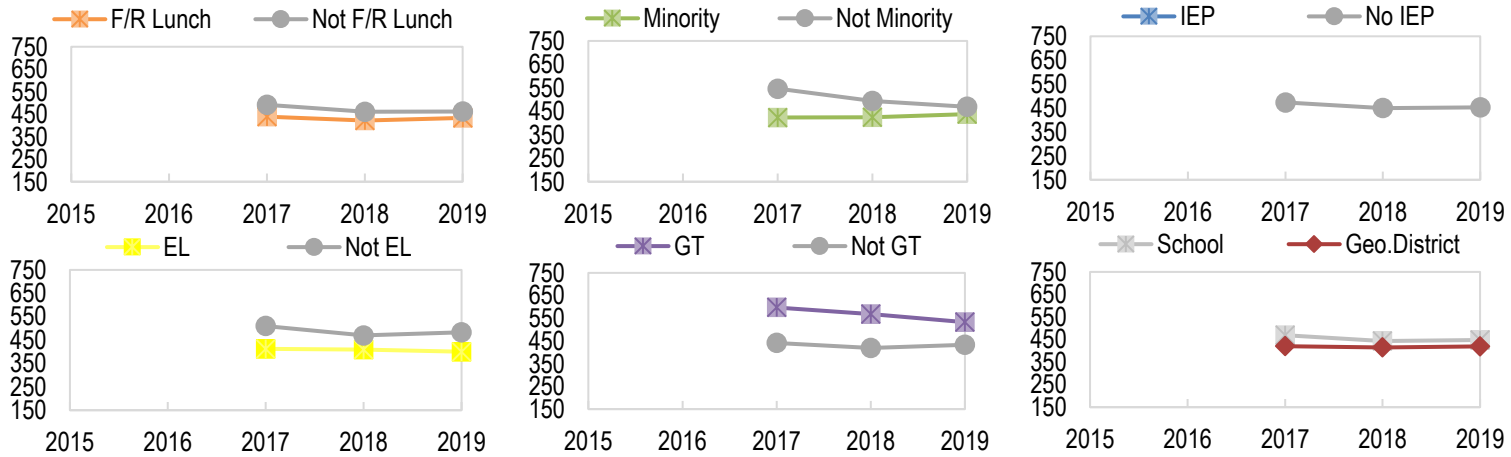
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

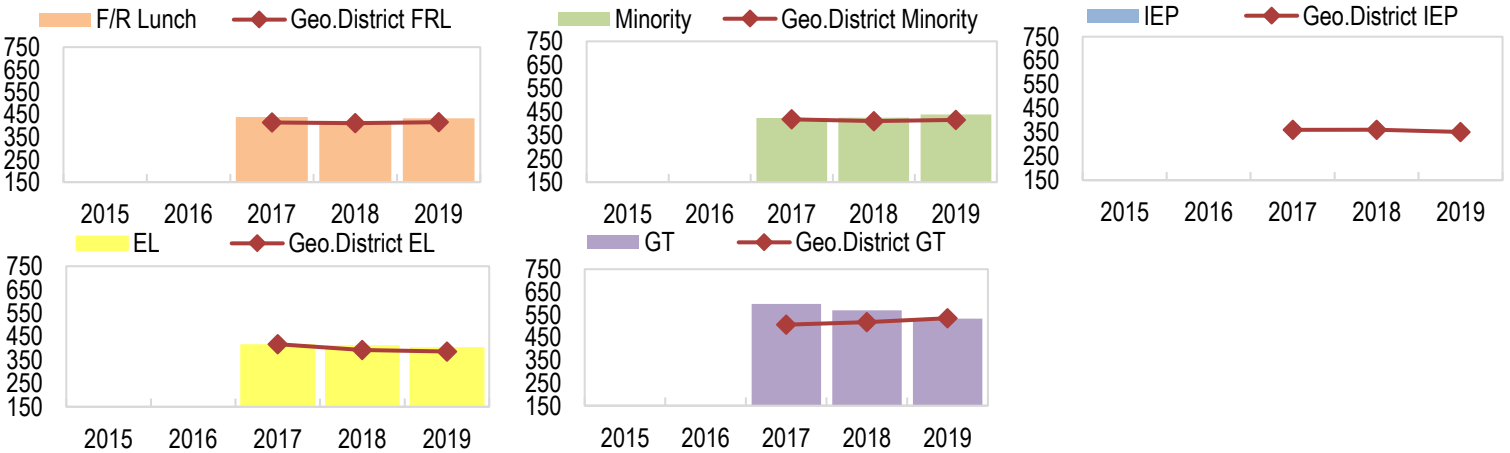
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	439	422	434
	N	--	--	492	461	462
Minority	Y	--	--	424	424	438
	N	--	--	547	494	469
IEP	Y	--	--	--	--	--
	N	--	--	474	450	453
EL	Y	--	--	412	409	400
	N	--	--	510	470	483
GT	Y	--	--	598	569	533
	N	--	--	441	419	433
Schoolwide		--	--	469	443	448

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	--	--	416	412	417
	N	--	--	433	422	425
Minority	Y	--	--	418	410	415
	N	--	--	438	445	444
IEP	Y	--	--	361	361	352
	N	--	--	427	422	426
EL	Y	--	--	417	393	386
	N	--	--	425	433	442
GT	Y	--	--	506	518	534
	N	--	--	413	406	407
Geographic District		--	--	421	415	419

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, non-EL students outperformed their EL 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	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	50	45.0	--	--
PSAT 9 to PSAT 10	--	--	31	70.0	47	64.0
PSAT 10 to SAT 11	43	46.0	30	53.5	33	49.0
Overall	**43**	**46**	**111**	**50.0**	**80**	**53.5**

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^	--	--	582	37.0	--	--
PSAT 9 to PSAT 10	--	--	507	46.0	538	50.0
PSAT 10 to SAT 11	457	38.0	484	45.0	509	42.0
Overall	**457**	**38.0**	**1,573**	**42.0**	**1,047**	**45.0**

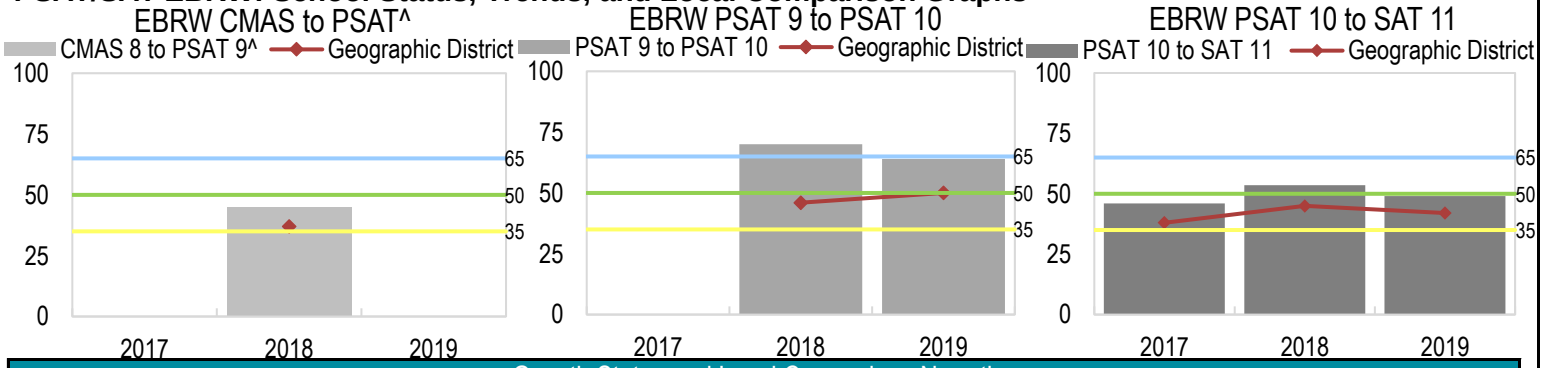
^In 2019, the Colorado Department of Education released the following: *"CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:*

- 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



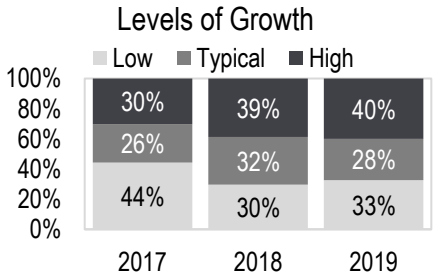
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased.Since last year, student growth increased by 3.5 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

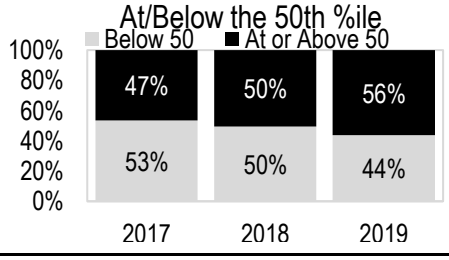
PSAT/SAT EBRW: Levels of Growth Tables

-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)	44%	30%	33%
Typical (35-65)	26%	32%	28%
High (above 65)	30%	39%	40%



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
Category	2017	2018	2019
At or Above 50	47%	50%	56%
Below 50	53%	50%	44%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 33% 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 (50% to 56%). Since 2016, the percent of students at or above the 50th percentile has increased (47% to 56%).

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

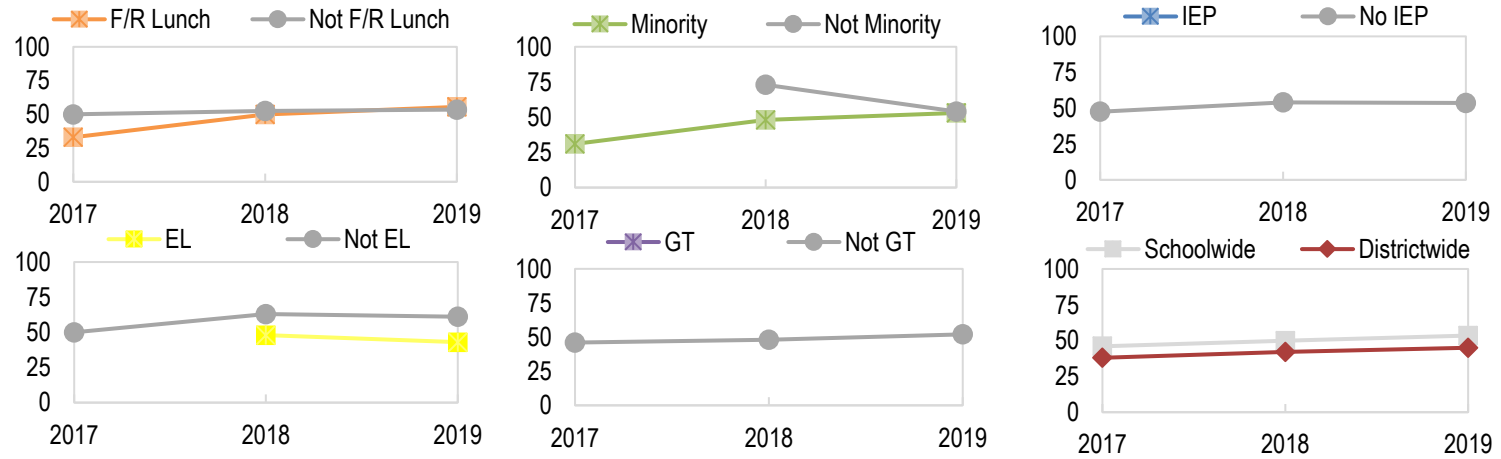
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

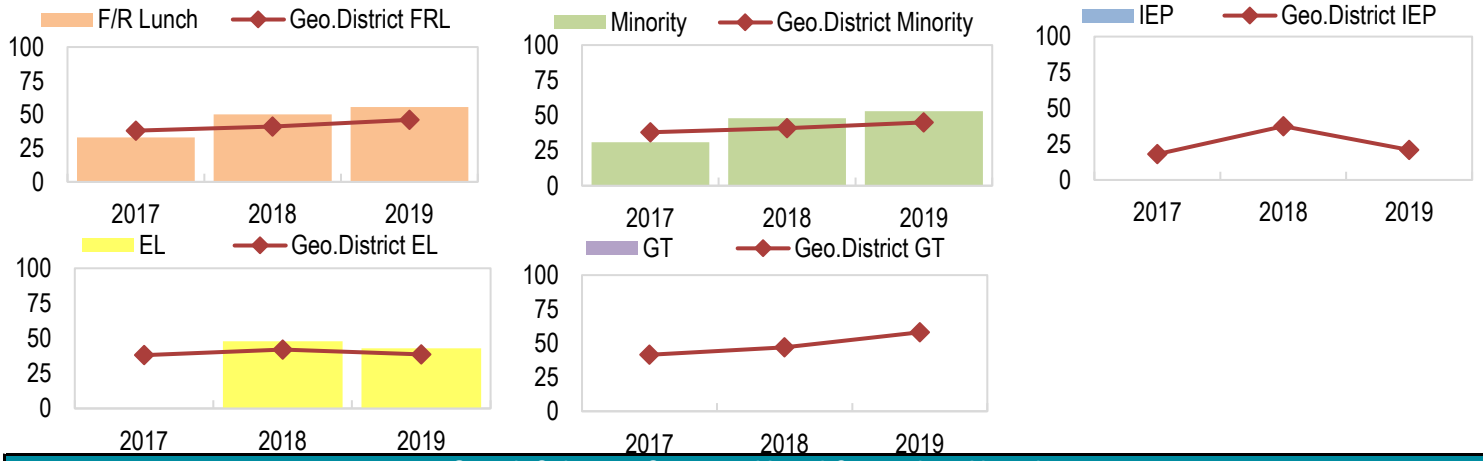
Subgroup Growth Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	33.0	50.0	55.5
	N	50.0	52.5	53.5
Minority	Y	31.0	48.0	53.0
	N	--	73.0	54.0
IEP	Y	--	--	--
	N	47.5	54.0	53.5
EL	Y	--	48.0	43.0
	N	50.0	63.0	61.0
GT	Y	--	--	--
	N	46.0	48.0	52.0
Schoolwide		46.0	50.0	53.5

Subgroup Growth Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	38.0	41.0	46.0
	N	39.0	44.0	43.0
Minority	Y	38.0	41.0	45.0
	N	44.5	47.5	43.5
IEP	Y	18.0	37.5	21.0
	N	39.0	43.0	47.0
EL	Y	38.0	42.0	38.5
	N	38.0	42.0	49.0
GT	Y	41.5	47.0	58.0
	N	38.0	41.0	43.0
Geographic District		38.0	42.0	45.0

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, non-EL students outperformed their EL peers, overall the school outperformed Adams County School District 50.

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?

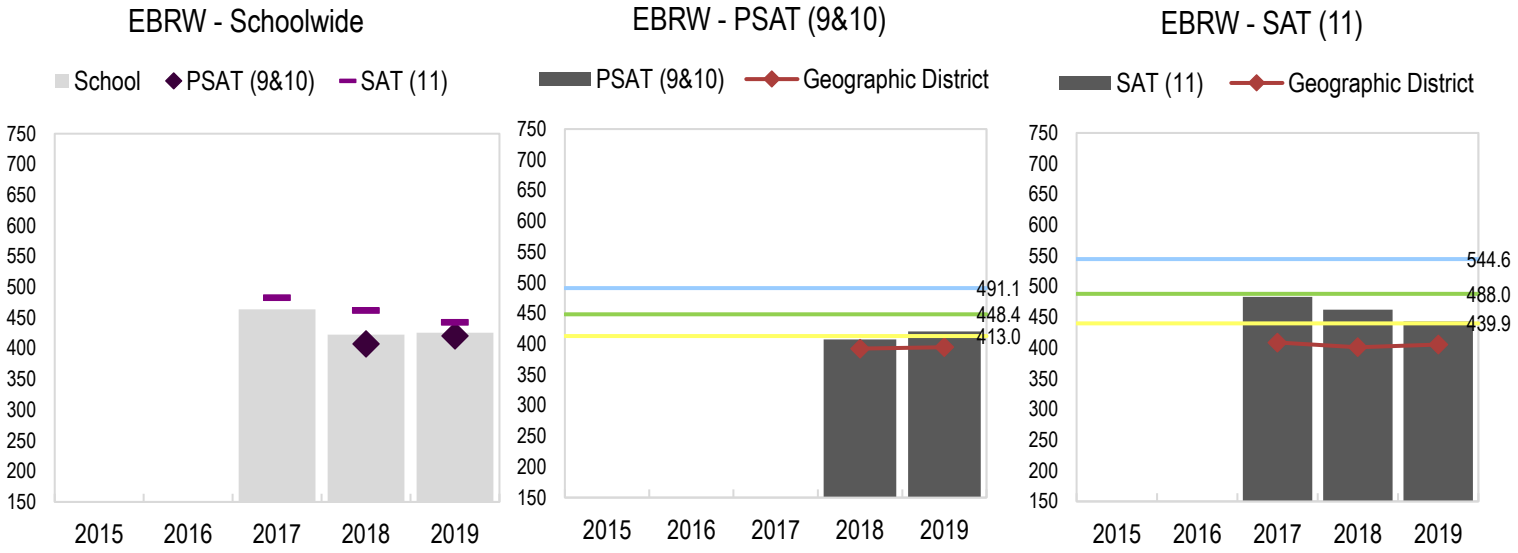
Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019^	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	57	404	48	427
*PSAT (10th)**	--	--	--	--	40	441	38	413	53	414
PSAT (9th&10th)	--	--	--	--	--	--	95	408	101	420
SAT (11th)	--	--	--	--	49	483	35	462	34	443
Overall	**--**	**--**	**--**	**--**	**89**	**464**	**130**	**422**	**135**	**426**

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)**	--	--	--	--	--	--	615	385	590	385
*PSAT (10th)**	--	--	--	--	528	409	580	401	561	405
PSAT (9th&10th)	--	--	--	--	--	--	1,195	393	1,151	395
SAT (11th)	--	--	--	--	513	417	540	420	522	424
Overall	**--**	**--**	**--**	**--**	**1,041**	**413**	**1,735**	**401**	**1,673**	**404**

*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
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 38 scale score points. Since last school year, overall mean scale score increased by 3.6 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 22 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

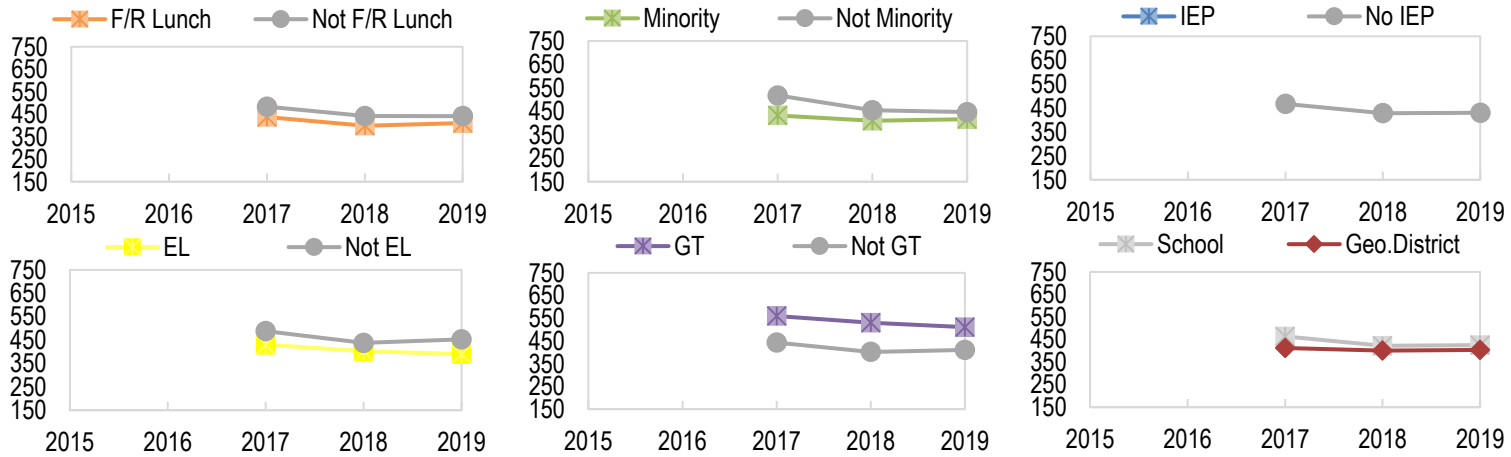
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

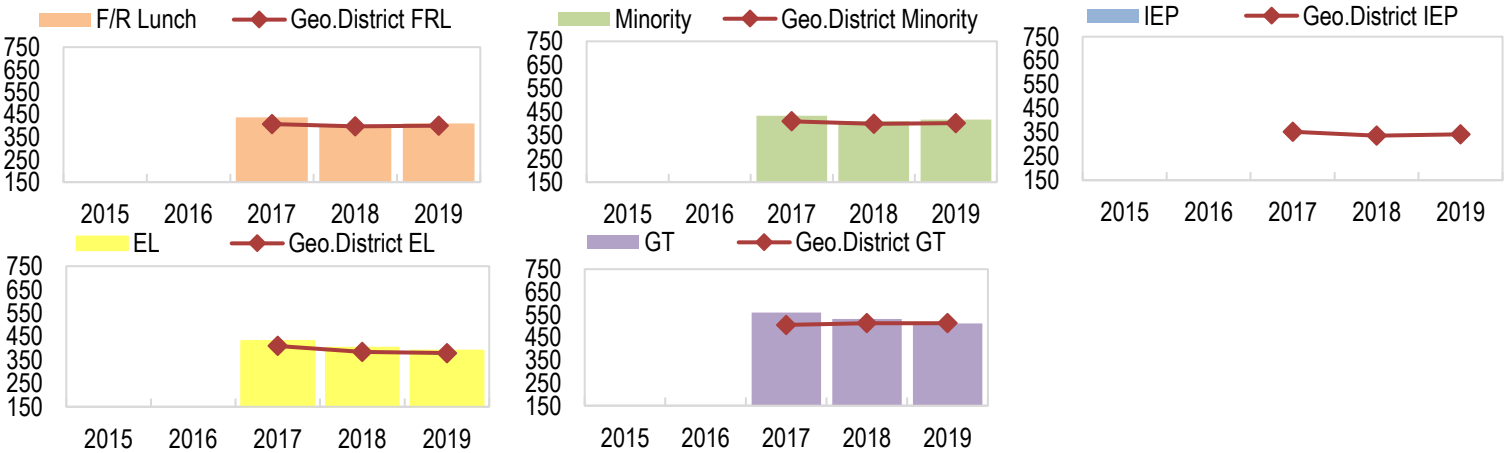
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	438	399	412
	N	--	--	484	442	442
Minority	Y	--	--	432	410	417
	N	--	--	518	455	447
IEP	Y	--	--	--	--	--
	N	--	--	468	428	431
EL	Y	--	--	430	403	390
	N	--	--	488	438	453
GT	Y	--	--	560	531	511
	N	--	--	443	402	411
Schoolwide		--	--	**464**	**422**	**426**

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	--	--	408	398	401
	N	--	--	424	409	410
Minority	Y	--	--	409	399	401
	N	--	--	434	418	421
IEP	Y	--	--	353	336	342
	N	--	--	420	409	410
EL	Y	--	--	409	384	379
	N	--	--	416	415	420
GT	Y	--	--	505	512	512
	N	--	--	405	392	393
Geographic District		--	--	**413**	**401**	**404**

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, non-EL students outperformed their EL 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	
Grade/Level	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	50	48.5	44	50.0
PSAT 9 to PSAT 10	--	--	31	59.0	47	44.0
PSAT 10 to SAT 11	43	43.0	30	49.0	33	55.0
Overall	**43**	**43**	**111**	**50.0**	**124**	**47.0**

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^	--	--	582	45.0	567	43.0
PSAT 9 to PSAT 10	--	--	514	48.0	538	46.0
PSAT 10 to SAT 11	457	31.0	484	44.0	509	48.0
Overall	**457**	**31.0**	**1,580**	**45.5**	**1,614**	**46.0**

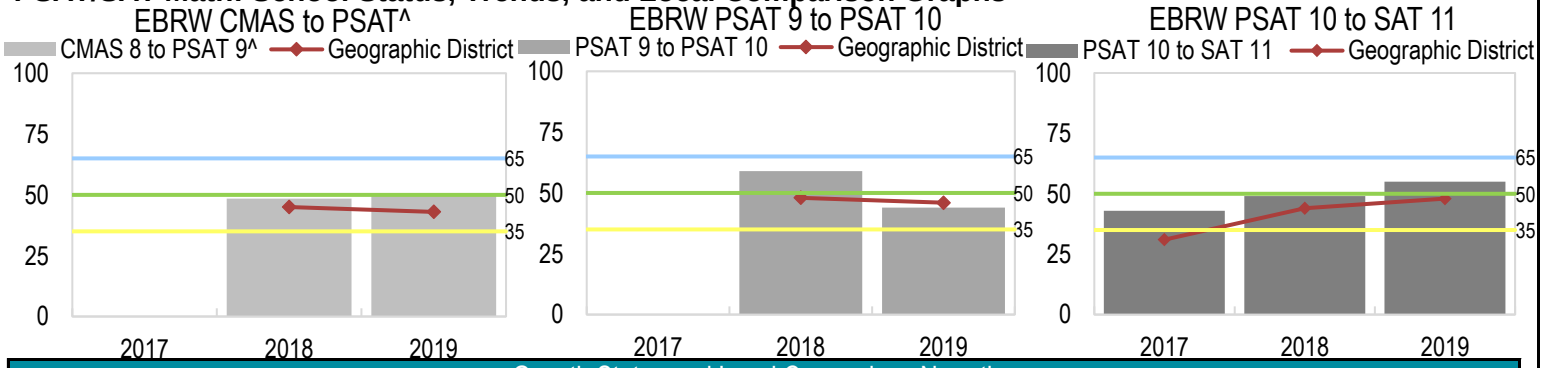
^In 2019, the Colorado Department of Education released the following: *"CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:*

- 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



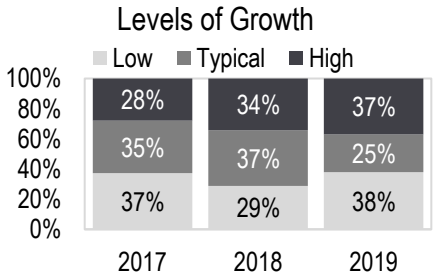
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth decreased by 3 percentile points. In 2019, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

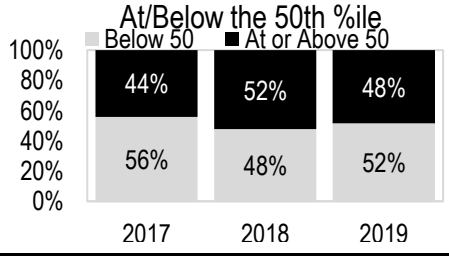
PSAT/SAT Math: Levels of Growth Tables

-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)	37%	29%	38%
Typical (35-65)	35%	37%	25%
High (above 65)	28%	34%	37%



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
Category	2017	2018	2019
At or Above 50	44%	52%	48%
Below 50	56%	48%	52%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% 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 37% of students. The percent of students at or above the 50th percentile has decreased from last year (52% to 48%). Since 2016, the percent of students at or above the 50th percentile has increased (44% to 48%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

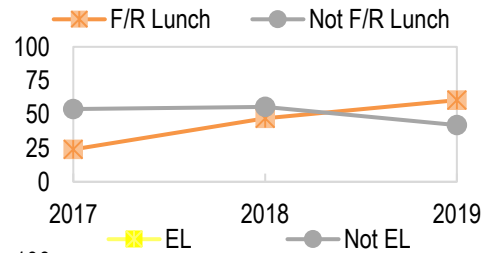
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

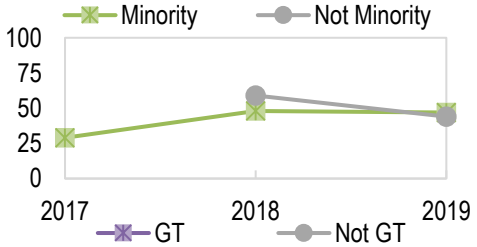
-How are traditionally underserved students growing on state assessments in Math over time?
-How are traditionally underserved students growing on state assessments compared to their peers over time?
-How are traditionally underserved students growing on state assessments in comparison to other schools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

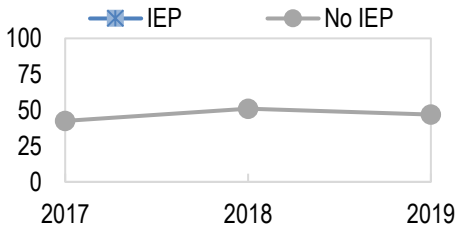
Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	24.0	47.0	60.5
	N	54.0	55.5	42.0
Minority	Y	29.0	48.0	47.0
	N	--	59.0	44.0
IEP	Y	--	--	--
	N	42.5	51.0	47.0
EL	Y	--	48.0	44.0
	N	50.0	55.0	55.0
GT	Y	--	--	51.0
	N	41.0	48.0	47.0
Schoolwide		43.0	50.0	47.0

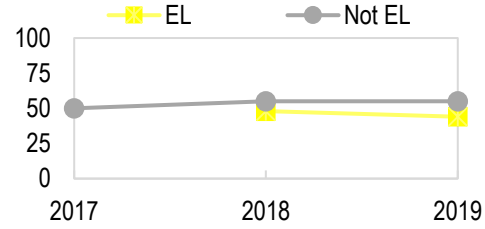
Subgroup Growth Gap Trends over Time in Math				
PSAT/SAT Math		2017	2018	2019
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	29.0	45.0	45.0
	N	33.0	46.0	48.0
Minority	Y	30.0	46.0	46.0
	N	36.0	40.0	42.0
IEP	Y	22.0	32.0	37.0
	N	33.0	47.0	46.0
EL	Y	30.5	45.0	45.0
	N	31.0	46.0	46.0
GT	Y	42.0	47.5	48.0
	N	30.0	45.0	46.0
Geographic District		31.0	45.5	46.0

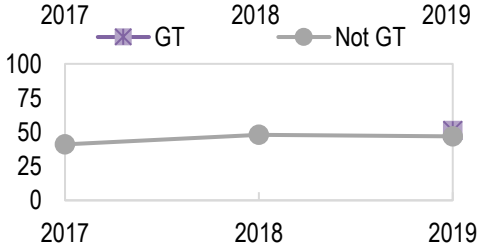
PSAT/SAT Math: Subgroup Status and Gap Trends Graphs

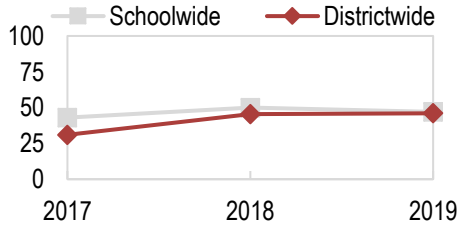




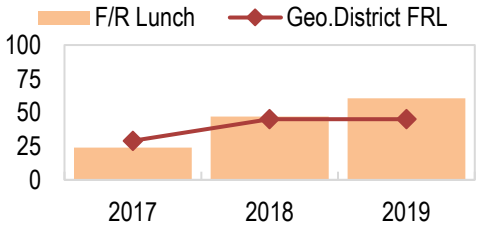


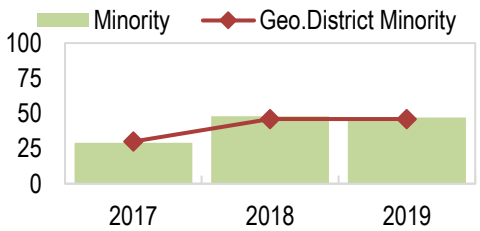


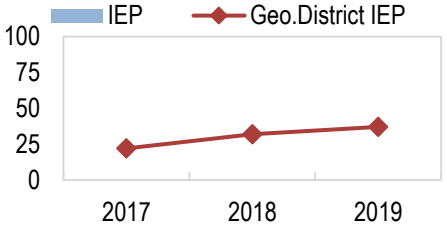


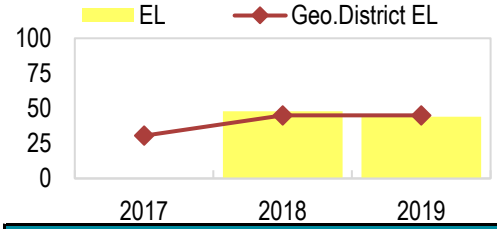


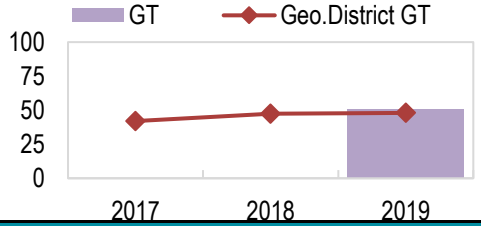
PSAT/SAT Math: Subgroup Local Comparison Graphs











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 FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall the school outperformed Adams County School District 50.

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?

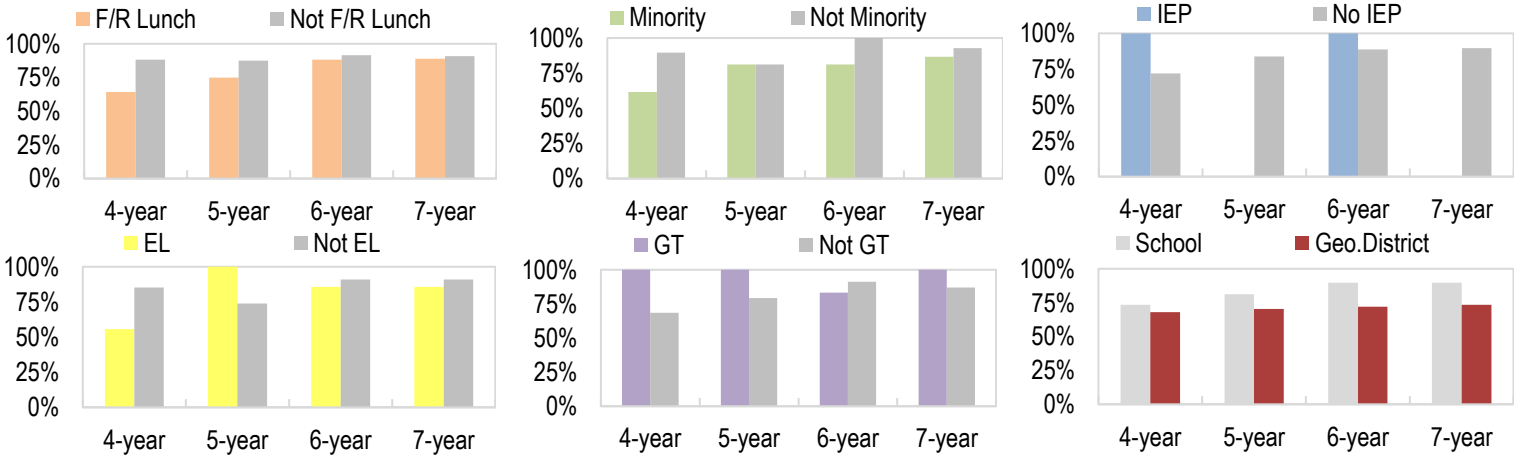
Subgroup Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	64%	75%	88%	89%
	N	6-year	88%	88%	92%	91%
Minority	Y	7-year	62%	81%	81%	87%
	N	6-year	89%	81%	100%	93%
IEP	Y	4-year	100%	0%	100%	--
	N	7-year	72%	84%	89%	90%
EL	Y	5-year	56%	100%	86%	86%
	N	6-year	85%	74%	91%	91%
GT	Y	4-year	100%	100%	83%	100%
	N	6-year	68%	79%	91%	87%
Schoolwide		6-year	**73%**	**81%**	**90%**	**90%**

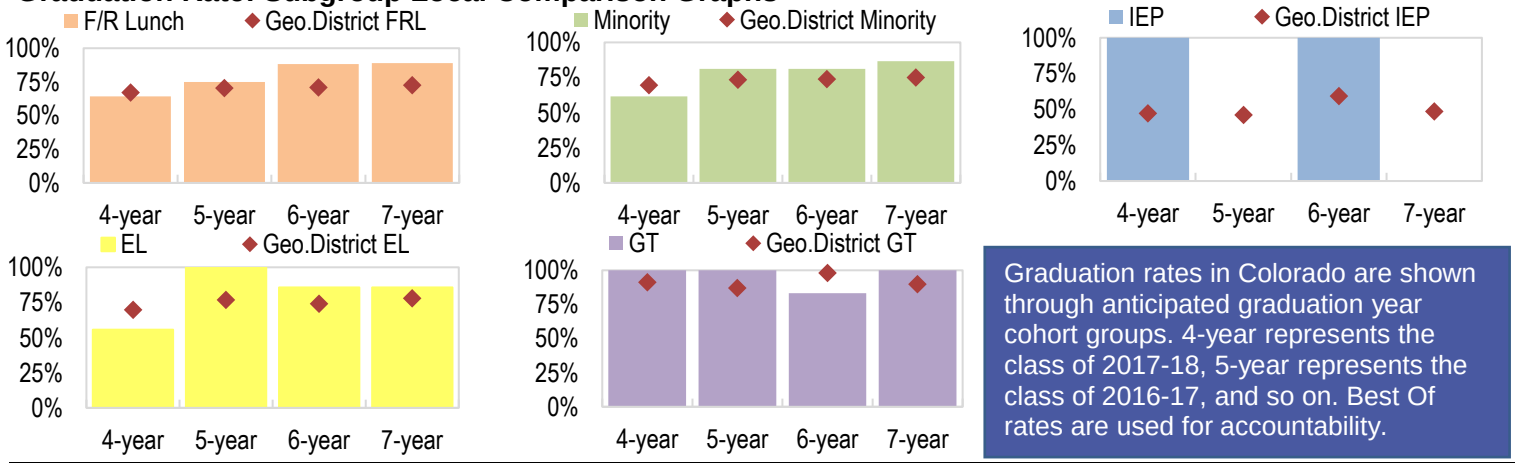
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	67%	70%	71%	73%
	N	7-year	72%	70%	81%	81%
Minority	Y	7-year	70%	73%	74%	75%
	N	7-year	60%	57%	64%	68%
IEP	Y	6-year	47%	46%	59%	49%
	N	7-year	70%	73%	74%	77%
EL	Y	7-year	70%	77%	74%	78%
	N	6-year	66%	67%	71%	70%
GT	Y	6-year	91%	87%	98%	90%
	N	7-year	66%	69%	70%	72%
Geographic District		7-year	**68%**	**70%**	**72%**	**73%**

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 73%.The best of rate for students eligible for free or reduced price lunch is the 7 year rate of 89%.The best of rate for minority students is the 7 year rate of 87%.The best of rate for students with disabilities is the 4 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 4-year rate of 100%

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?

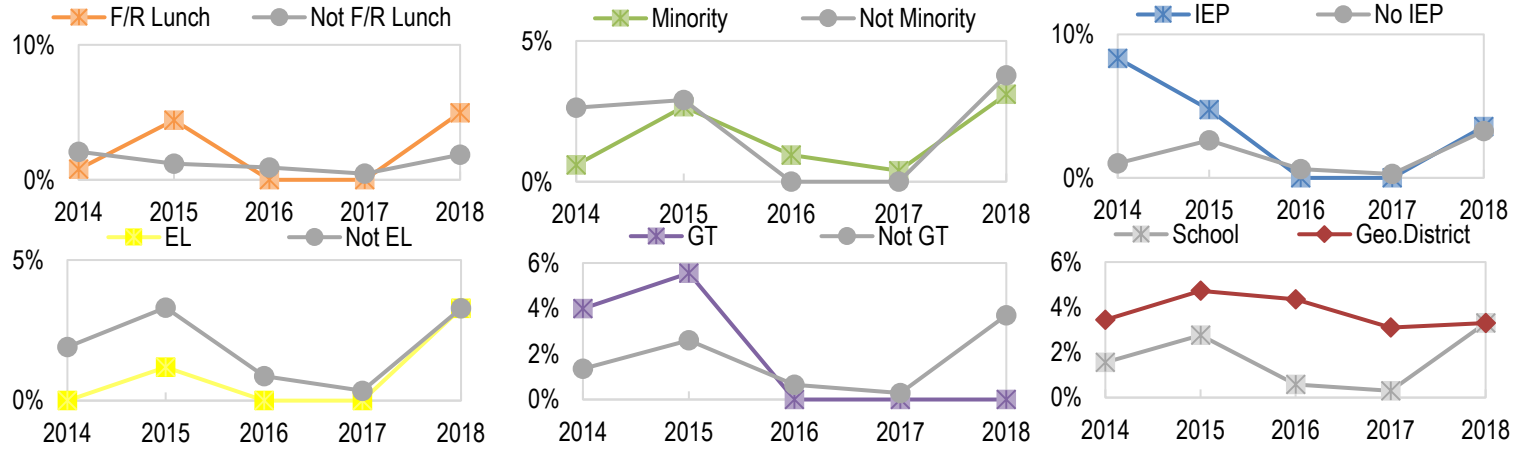
Subgroup Dropout Gap Trends over Time

Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.8%	4.4%	0.0%	0.0%	5.0%
	N	2.1%	1.2%	0.9%	0.5%	1.9%
Minority	Y	0.6%	2.7%	0.9%	0.4%	3.1%
	N	2.6%	2.9%	0.0%	0.0%	3.8%
IEP	Y	8.3%	4.8%	0.0%	0.0%	3.6%
	N	1.0%	2.6%	0.6%	0.3%	3.3%
EL	Y	0.0%	1.2%	0.0%	0.0%	3.3%
	N	1.9%	3.3%	0.9%	0.4%	3.3%
GT	Y	4.0%	5.6%	0.0%	0.0%	0.0%
	N	1.4%	2.6%	0.7%	0.3%	3.7%
Schoolwide		**1.6%**	**2.8%**	**0.6%**	**0.3%**	**3.3%**

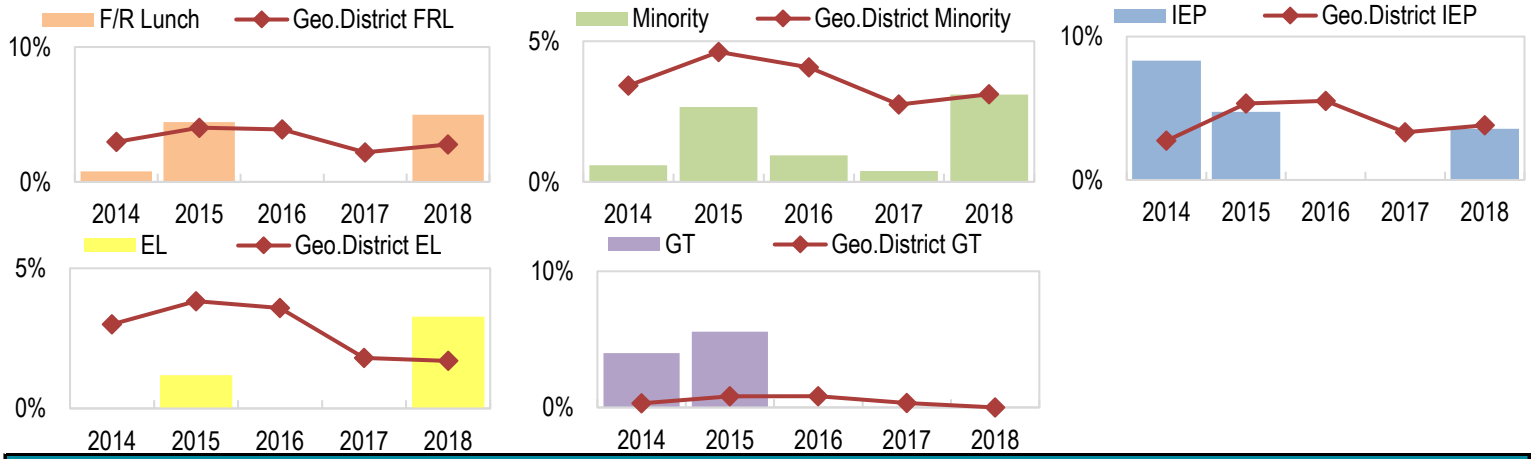
Geographic District Subgroup Dropout Gap Trends over Time

Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.0%	4.0%	3.9%	2.2%	2.8%
	N	4.7%	7.1%	5.8%	5.1%	4.4%
Minority	Y	3.4%	4.6%	4.1%	2.7%	3.1%
	N	3.5%	5.2%	5.7%	5.1%	3.3%
IEP	Y	2.7%	5.3%	5.5%	3.3%	3.8%
	N	3.5%	4.6%	4.2%	3.1%	3.2%
EL	Y	3.0%	3.8%	3.6%	1.8%	1.7%
	N	3.7%	5.2%	4.8%	3.9%	4.2%
GT	Y	0.3%	0.8%	0.8%	0.3%	0.0%
	N	3.7%	5.0%	4.6%	3.3%	3.5%
Geographic District		**3.4%**	**4.7%**	**4.4%**	**3.1%**	**3.3%**

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, FRL dropout rates increased, minority student dropout rates increased, IEP dropout rates increased, EL dropout rates increased, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change.

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?

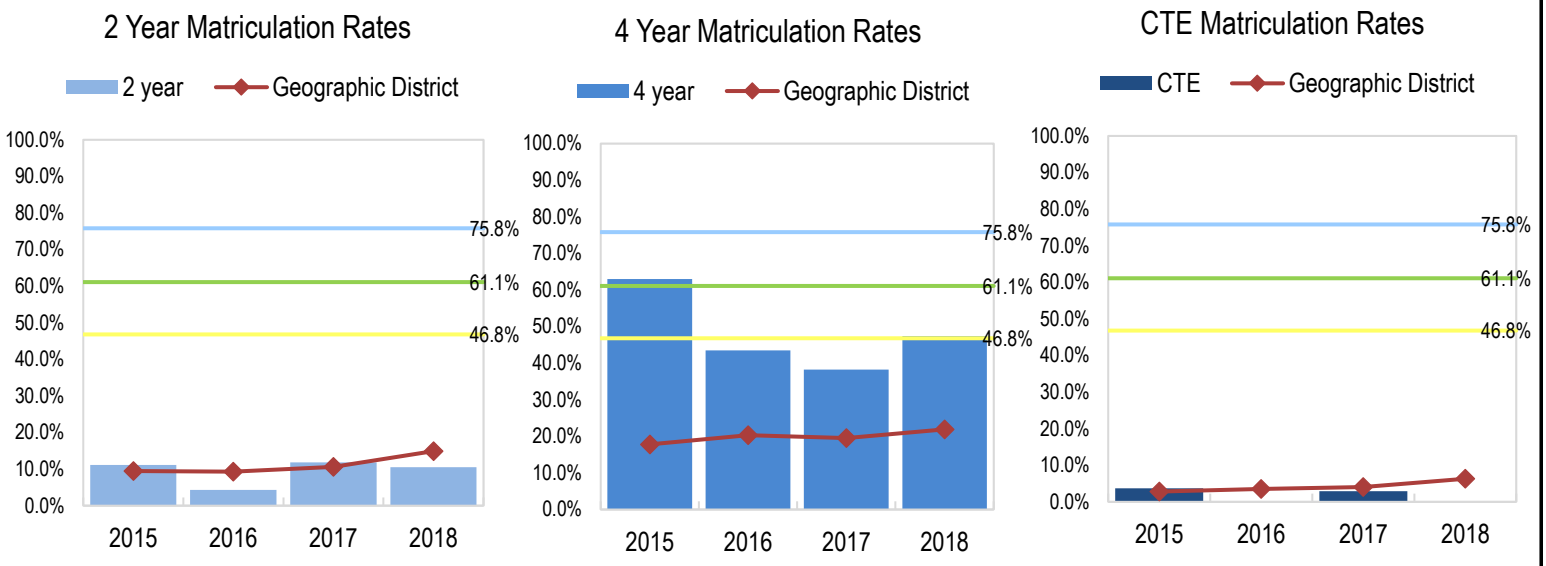
School Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018^	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	27	11.1%	23	4.3%	34	11.8%	38	10.5%
4 year	27	63.0%	23	43.5%	34	38.2%	38	47.4%
CTE	27	3.7%	23	0.0%	34	2.9%	38	0.0%
Schoolwide	**27**	**77.8%**	**23**	**47.8%**	**34**	**52.9%**	**38**	**57.9%**

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	493	9.5%	483	9.3%	498	10.6%	552	14.9%
4 year	493	17.8%	483	20.3%	498	19.5%	552	21.9%
CTE	493	2.8%	483	3.5%	498	4.0%	552	6.3%
Geo. District	**493**	**30.0%**	**483**	**33.1%**	**498**	**33.7%**	**552**	**41.1%**

^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 Adams County School District 50. In 2018, school matriculation rates and was above the geo. district. Since last year, schoolwide matriculation rates increased from 53% to 58%.

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

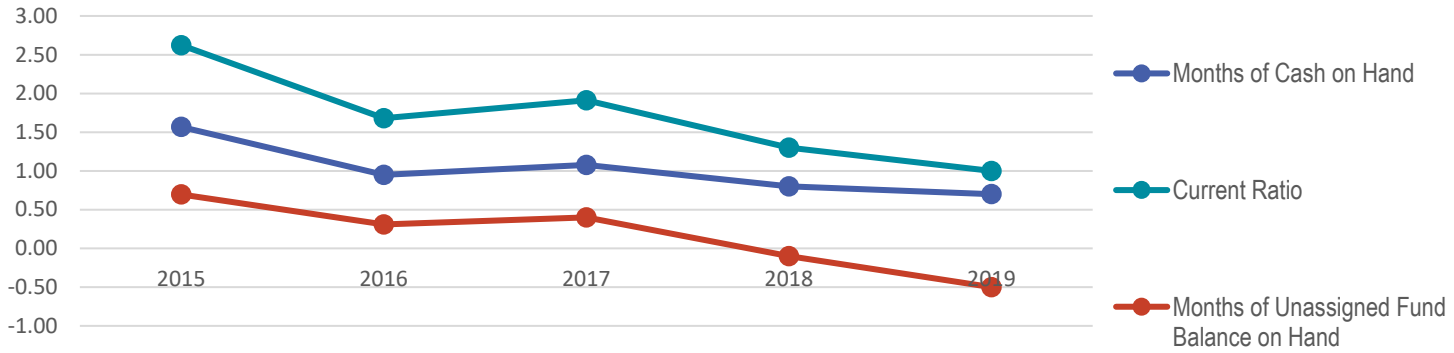
***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

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	4.2%	-2.7%	1.6%	-3.1%	-1.8%
Months of Cash on Hand	1.57	0.95	1.08	0.80	0.70
Current Ratio	2.62	1.68	1.91	1.30	1.00
Months of Unassigned Fund Balance on Hand	0.70	0.31	0.40	-0.10	-0.50
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	NO	NO



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	-8.4%	6.6%	-4.4%	-11.8%	1.7%
Change in FPC from Prior-Year	2.4%	19.2%	2.3%	-2.8%	4.6%

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	N/A	N/A	N/A	2.20	0.00
Current Ratio	N/A	N/A	26.26	N/A	N/A
Debt to Asset Ratio	N/A	N/A	0.04	0.00	0.00
Change in Net Position	N/A	N/A	$1,335,692	($1,062,765)	$18,973

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	2.80	2.51	1.41	1.68	1.88
Change in Net Position	$66,336	($258,278)	($2,068,947)	($2,303,376)	($325,219)
Default	N/A	N/A	NO	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
Early College of Arvada ended the year with insufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported 3 statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 6 pupils (2 percent), and 16.5 pupils (5 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 0.7 month of cash on hand and sufficient current assets to cover current liabilities. The school experienced a negative operating margin of 2 percent and a decrease in their unassigned fund balance. The statutory violation relating to spending in excess of appropriations was due to a decision made by GASB after the end of the fiscal year related to PERA on-behalf payments, and was outside of the school's control.

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
CSI was not made aware of any issues relating to applicable education requirements for the 2018-19 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

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

CSI Review
CSI was not made aware of any issues related to protecting the rights of all students. Early College of Arvada has been an active participant in the MTSS Collaborative Grant funded by CDE over the last several years.

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
Early College of Arvada did not meet TABOR.

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 moderate operational performance during the 2018-19 school year. Some deadlines were missed, but none were significant enough to warrant a Notice of Concern. Many of the Organizational Submissions were completed late but were compliant, with no revisions required.

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.**