



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

The Pinnacle Charter School



Expanding Frontiers in Public Education

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COLORADO

CHARTER SCHOOL INSTITUTE

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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



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

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

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

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

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

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

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

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Anastasia Hawkins - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than September 27th**.

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

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

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

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

- 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?

The Pinnacle Charter School Overview

Year Opened/Transferred: 2006-2007

Grades Served: K-12

School Model: Core Knowledge

Town/City: Federal Heights

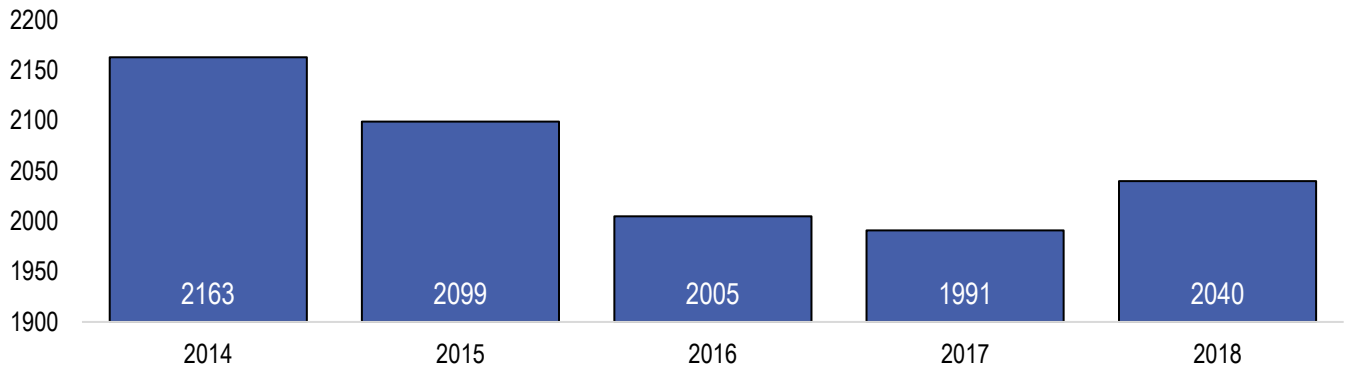
District of Residence: Adams 12 Five Star Schools

Original Application Type: Transfer

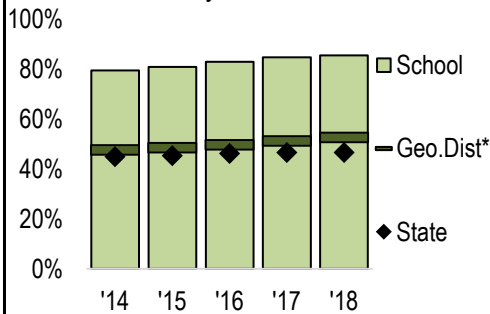
Enrollment and Student Demographics over Time

October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	2163	2099	2005	1991	2040	
F/R Lunch	67.3%	63.6%	75.0%	76.7%	69.2%	
Minority	79.4%	80.9%	82.9%	84.7%	85.5%	
IEP	4.4%	5.2%	6.7%	6.6%	7.7%	
EL	45.2%	47.4%	45.5%	43.1%	41.9%	
Gifted	5.3%	5.2%	4.4%	4.3%	3.8%	
504	0.3%	1.3%	1.4%	1.4%	1.6%	

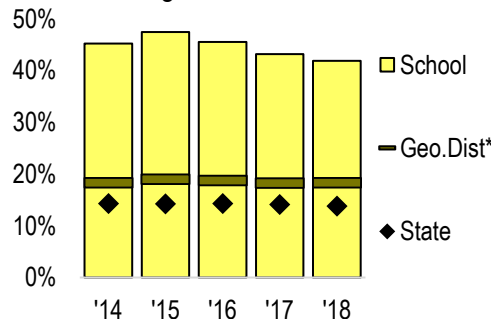
Enrollment over Time



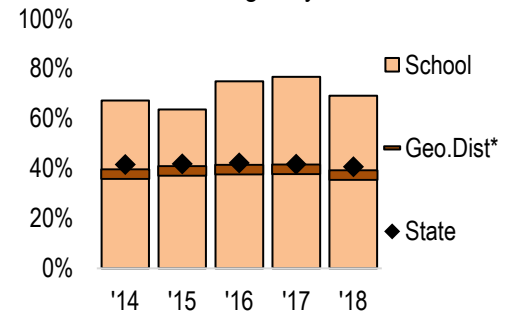
Minority Students



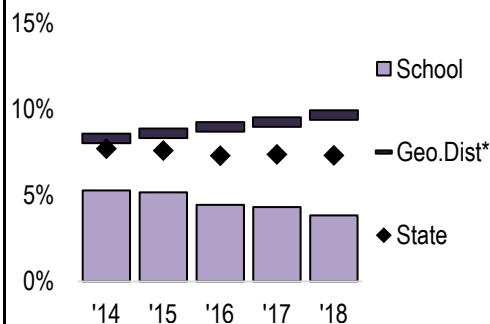
English Learners



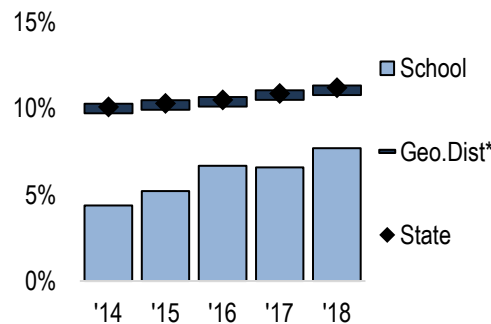
Lunch Eligibility



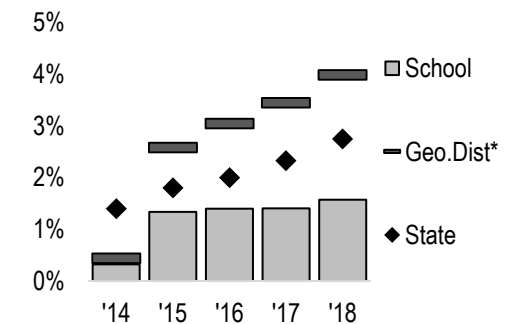
Gifted Students



Students with Disabilities



Students with a 504



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

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

CSI Annual Review of Schools (CARS) Rating

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

Calculating your CARS Academic Rating

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

Performance with Distinction: Greater than 71.3% Points Earned

Performance: Between 53% to 71.3% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan
Elementary School Rating	Improvement (Points Earned: 48.1%)
Middle School Rating	Improvement (Points Earned: 51.1%)
High School Rating	Performance (Points Earned: 54.4%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	Performance Plan

Participation

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

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

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

Assurance	
	Rating
Accountability Participation Rate	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	1,423	1,391	97.8%	4	98.2%	Meets 95%
Math	1,423	1,399	98.3%	4	98.7%	Meets 95%
Science	459	448	97.6%	0	97.6%	Meets 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	1,011	990	97.9%	4	98.4%	Meets 95%
CMAS Math	1,011	998	98.7%	4	99.1%	Meets 95%
CMAS Science	459	448	97.6%	0	97.6%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	412	401	97.3%	0	97.6%	Meets 95%
PSAT/SAT Math	412	401	97.3%	0	97.6%	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	166	723	159	717	166	722	149	719	163	725
4	186	721	163	724	164	733	162	728	163	728
5	201	728	169	718	163	727	166	730	166	733
Elementary	553	724	491	720	493	728	477	726	492	729
6	186	726	191	726	164	732	163	723	171	727
7	175	723	174	724	165	728	161	728	165	727
8	177	725	178	725	169	729	162	725	157	728
Middle	538	725	543	725	498	730	486	726	493	727
Overall	1,252	726	1,175	723	1,130	729	963	726	985	728

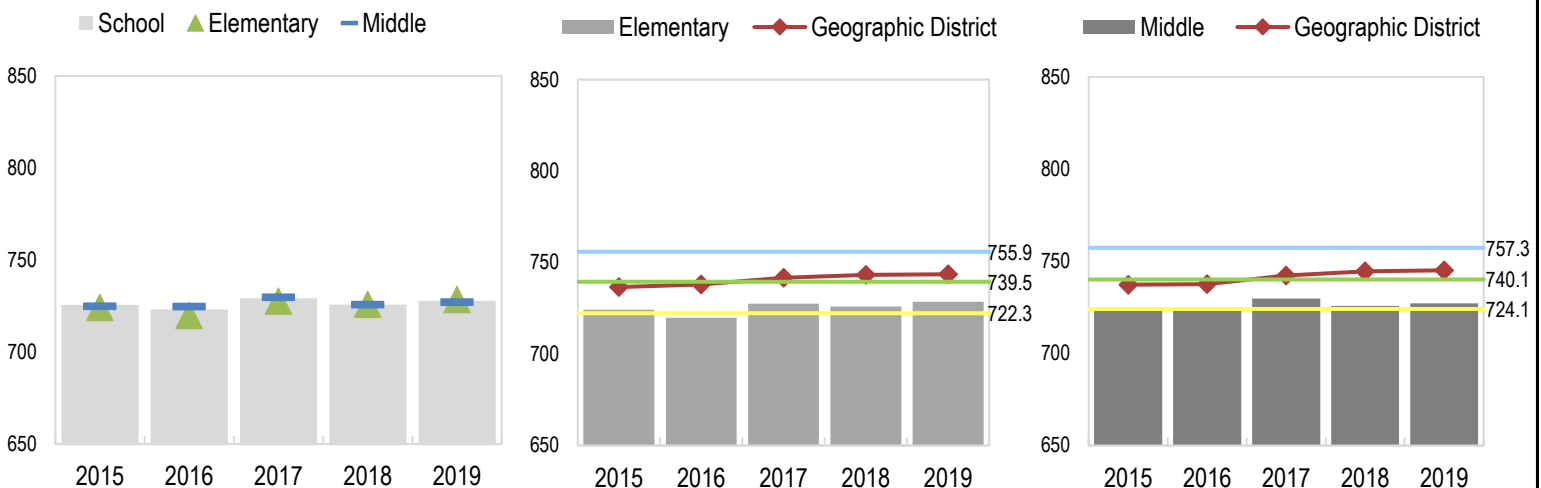
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,901	732	2,964	732	2,806	738	2,790	737	2,576	737
4	2,839	739	2,914	741	2,852	743	2,839	746	2,822	744
5	2,873	740	2,900	741	2,864	744	2,894	747	2,867	749
Elementary	8,613	737	8,778	738	8,522	742	8,523	743	8,265	744
6	2,816	735	2,846	736	2,804	741	2,774	743	2,816	742
7	2,871	737	2,827	737	2,804	744	2,782	747	2,731	747
8	2,695	739	2,773	739	2,760	742	2,792	744	2,685	747
Middle	8,478	737	8,494	738	8,368	742	8,348	745	8,232	745
Overall	19,412	737	19,724	738	19,509	741	16,871	744	16,497	744

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

ELA - Schoolwide

ELA - Elementary

ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement increased by 2.3 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 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 17 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

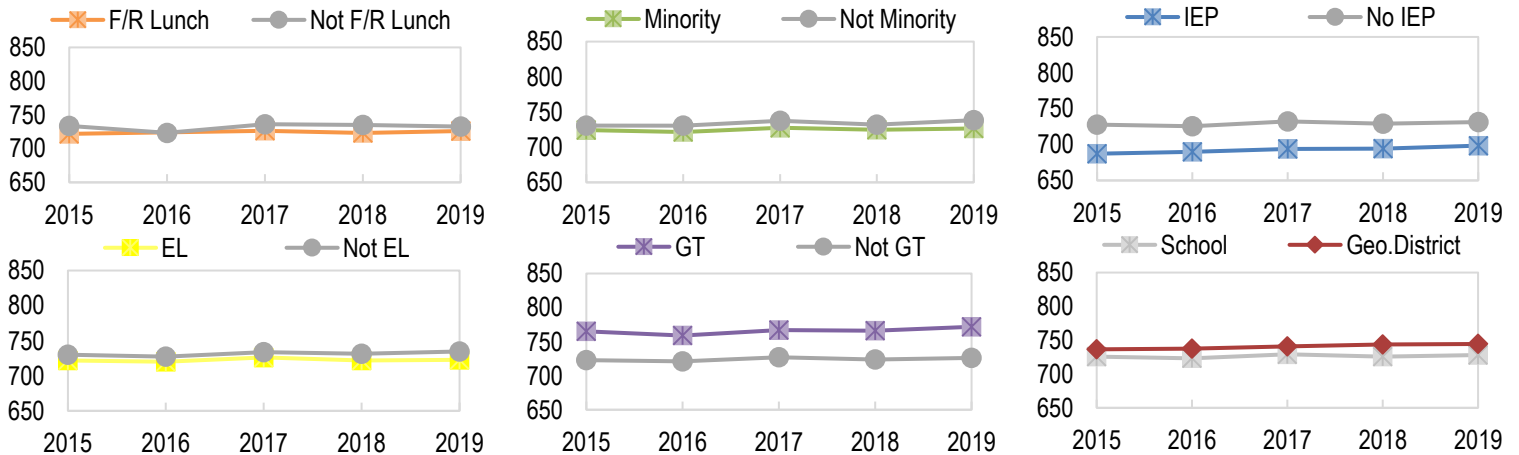
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

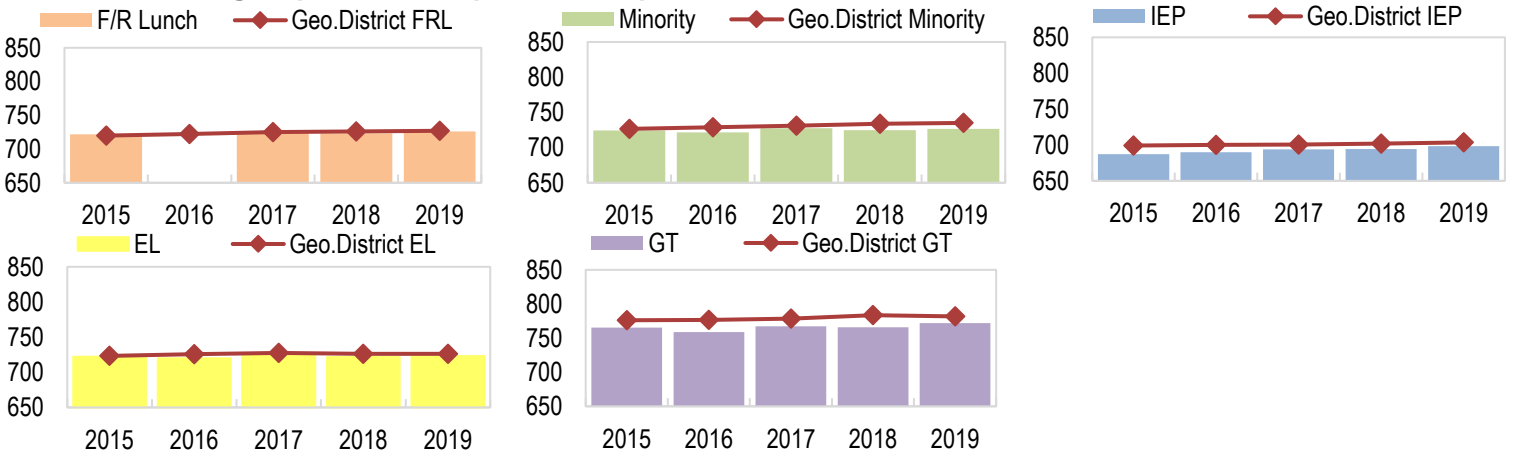
CMAS ELA	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	721.9	--	726.4	723.2	725.9
	N	733.4	723.4	736.2	735.0	732.6
Minority	Y	724.3	721.5	727.6	724.7	726.4
	N	730.8	730.5	737.4	732.1	738.3
IEP	Y	687.3	689.9	694.0	694.2	698.5
	N	727.8	725.5	732.3	728.9	731.3
EL	Y	722.0	720.0	726.1	721.6	722.8
	N	729.9	727.3	733.8	731.2	734.6
GT	Y	765.1	758.9	767.2	765.8	771.8
	N	723.0	721.1	727.0	723.6	725.9
Schoolwide	725.6	723.2	729.2	725.8	727.9	

CMAS ELA	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	719.9	722.3	724.9	726.2	727.0
	N	746.2	747.3	751.0	756.4	757.1
Minority	Y	726.6	728.6	731.1	733.8	735.0
	N	745.2	746.0	750.1	754.3	754.6
IEP	Y	699.2	700.1	700.5	701.7	703.6
	N	741.0	741.7	745.5	748.6	749.0
EL	Y	723.3	725.6	727.5	726.0	726.1
	N	740.7	741.5	745.1	749.3	749.9
GT	Y	776.1	776.4	778.6	783.5	781.6
	N	731.4	732.5	735.6	738.1	738.3
Geographic District	736.5	737.5	740.7	743.9	744.4	

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, GT, - additional details are available in the graphs.

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

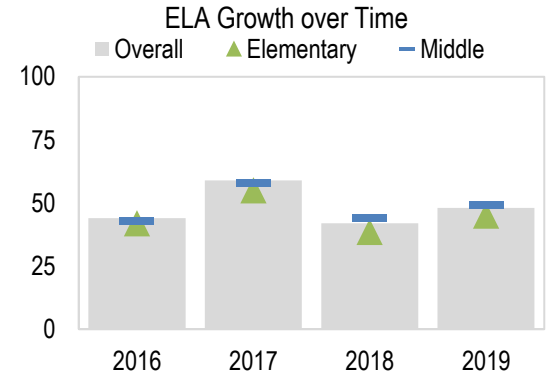
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

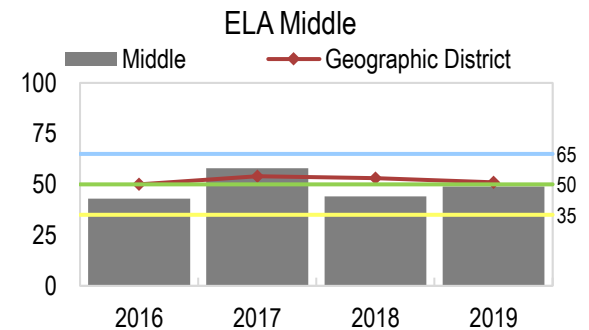
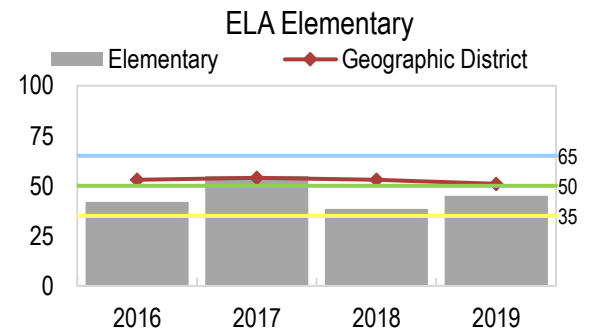
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	162	45.0	157	62.0	157	36.0	162	45.0
5	167	37.0	163	49.0	163	41.0	163	46.0
Elementary	329	42.0	320	55.0	320	38.5	325	45.0
6	189	42.0	163	67.0	161	45.0	170	37.5
7	174	44.0	162	49.0	160	48.0	164	58.5
8	176	41.5	169	59.0	159	40.0	156	47.0
Middle	539	43.0	494	58.0	480	44.0	490	49.0
Overall	1,009	44.0	952	59.0	800	42.0	815	48.0



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	2,803	52.0	2,732	56.5	2,709	52.0	2,733	51.0
5	2,785	53.0	2,761	52.0	2,778	54.0	2,795	52.0
Elementary	5,588	53.0	5,493	54.0	5,487	53.0	5,528	51.0
6	2,694	45.0	2,675	50.0	2,667	51.0	2,736	46.0
7	2,640	52.0	2,681	56.0	2,647	57.0	2,627	54.0
8	2,611	52.0	2,623	57.0	2,653	52.0	2,589	52.0
Middle	7,989	50.0	7,979	54.0	7,967	53.0	7,952	51.0
Overall	15,894	51.0	15,917	53.0	13,454	53.0	13,480	51.0

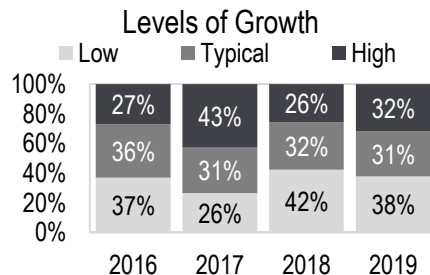


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 6 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

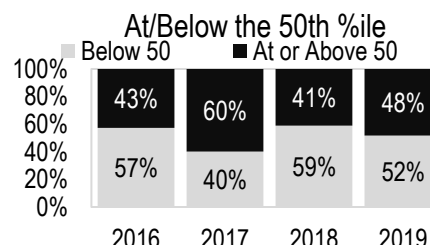
CMAS ELA: Levels of Growth Tables and Graphs

-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)	37%	26%	42%	38%
Typical (35-65)	36%	31%	32%	31%
High (above 65)	27%	43%	26%	32%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	43%	60%	41%	48%
Below 50	57%	40%	59%	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 32% of students. The percent of students at or above the 50th percentile has increased from last year (41% to 48%). Since 2016, the percent of students at or above the 50th percentile has increased (43% 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

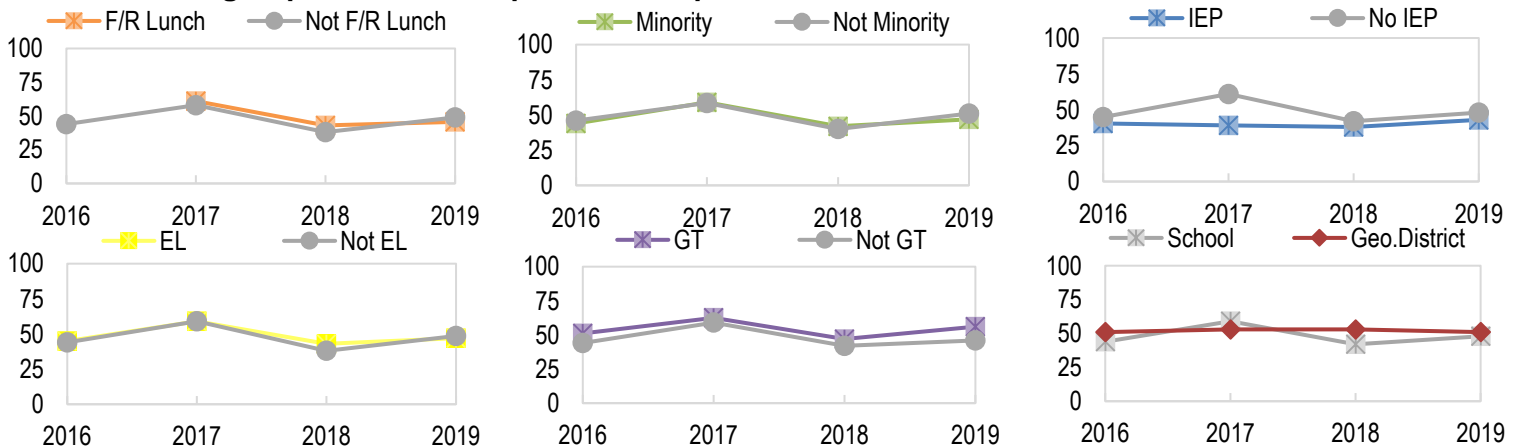
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

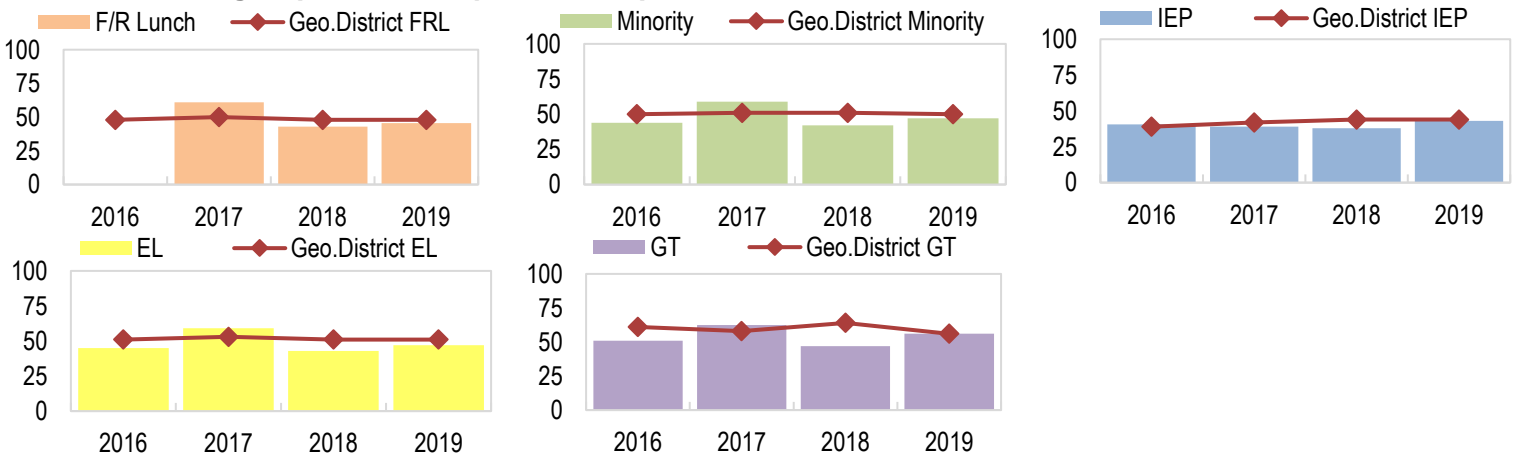
CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	61.0	43.0	45.5
	N	44.0	58.0	38.0	49.0
Minority	Y	44.0	59.0	42.0	47.0
	N	46.0	58.5	40.0	51.0
IEP	Y	40.5	39.0	38.0	43.0
	N	45.0	61.0	42.0	48.0
EL	Y	45.0	59.0	43.0	47.0
	N	44.0	59.0	38.0	48.5
GT	Y	51.0	62.5	47.0	56.0
	N	44.0	59.0	42.0	46.0
Schoolwide		44.0	59.0	42.0	48.0

CMAS ELA		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	48.0	50.0	48.0	48.0
	N	52.0	54.0	57.0	53.0
Minority	Y	50.0	51.0	51.0	50.0
	N	52.0	55.0	56.0	52.0
IEP	Y	39.0	42.0	44.0	44.0
	N	52.0	54.0	54.0	52.0
EL	Y	51.0	53.0	51.0	51.0
	N	51.0	53.0	54.0	51.0
GT	Y	61.0	58.0	64.0	56.0
	N	49.0	52.0	52.0	50.0
Geographic District		51.0	53.0	53.0	51.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, 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	160	725	162	722	165	719	149	726	162	726
4	183	712	153	717	164	728	164	722	165	721
5	203	725	167	719	163	717	167	726	169	722
Elementary	546	721	482	720	492	721	480	725	496	723
6	180	723	182	730	164	723	164	724	172	723
7	173	727	170	729	165	727	163	727	167	729
8	174	725	174	720	170	723	164	724	163	727
Middle	527	725	526	726	499	724	491	725	502	726
Overall	1,232	723	1,149	723	1,130	723	971	725	998	725

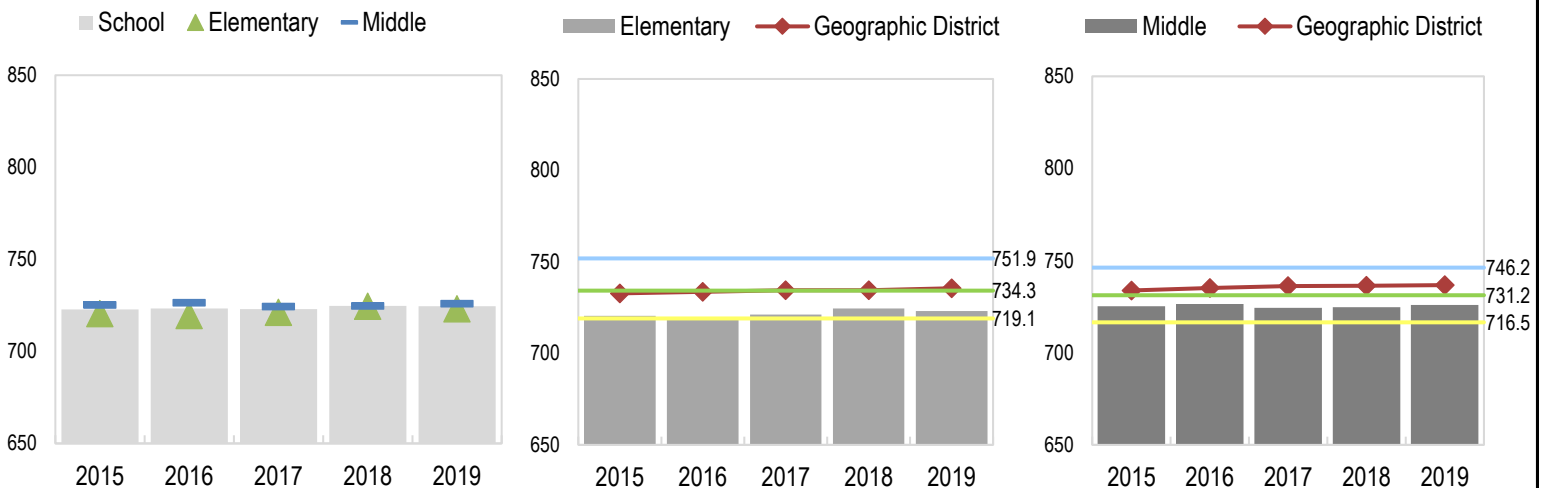
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,896	733	2,955	732	2,811	733	2,793	732	2,590	736
4	2,835	733	2,916	734	2,864	735	2,842	734	2,834	733
5	2,876	733	2,895	735	2,875	735	2,906	737	2,877	738
Elementary	8,607	733	8,766	734	8,550	735	8,541	735	8,301	736
6	2,873	733	2,848	736	2,816	737	2,809	736	2,843	734
7	2,853	735	2,826	734	2,827	735	2,786	735	2,760	737
8	2,701	734	2,772	735	2,785	737	2,814	738	2,693	739
Middle	8,523	734	8,494	735	8,428	736	8,409	736	8,296	737
Overall	19,477	733	19,701	735	19,593	735	16,950	735	16,597	736

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

Math - Schoolwide

Math - Elementary

Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement increased by 1.7 scale score points. Since last school year, overall mean scale score decreased by 0 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 12 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

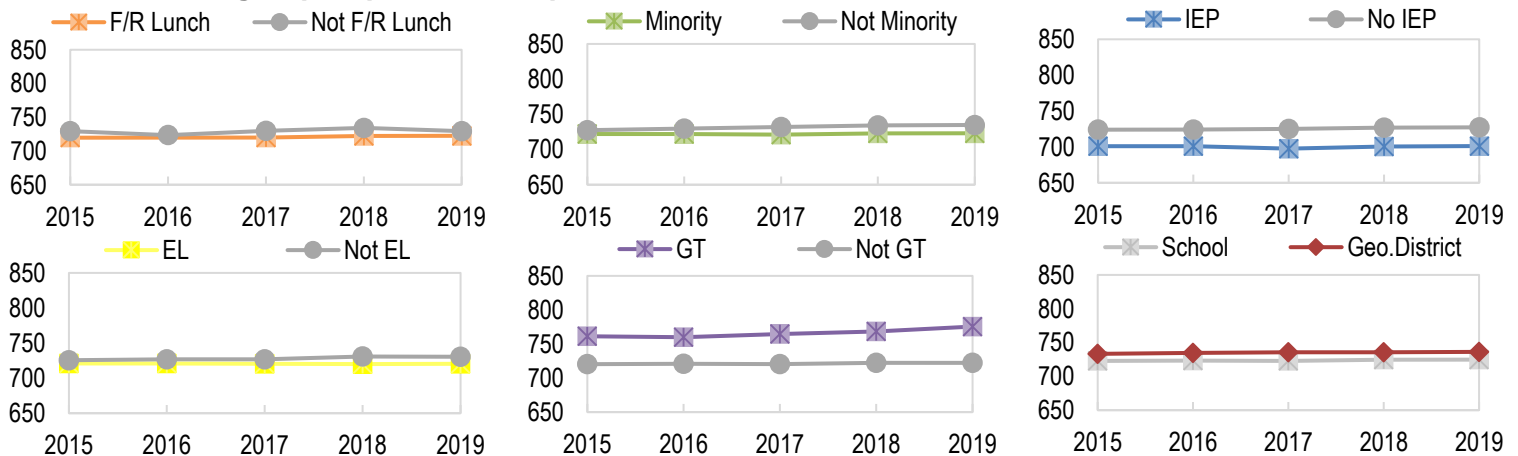
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

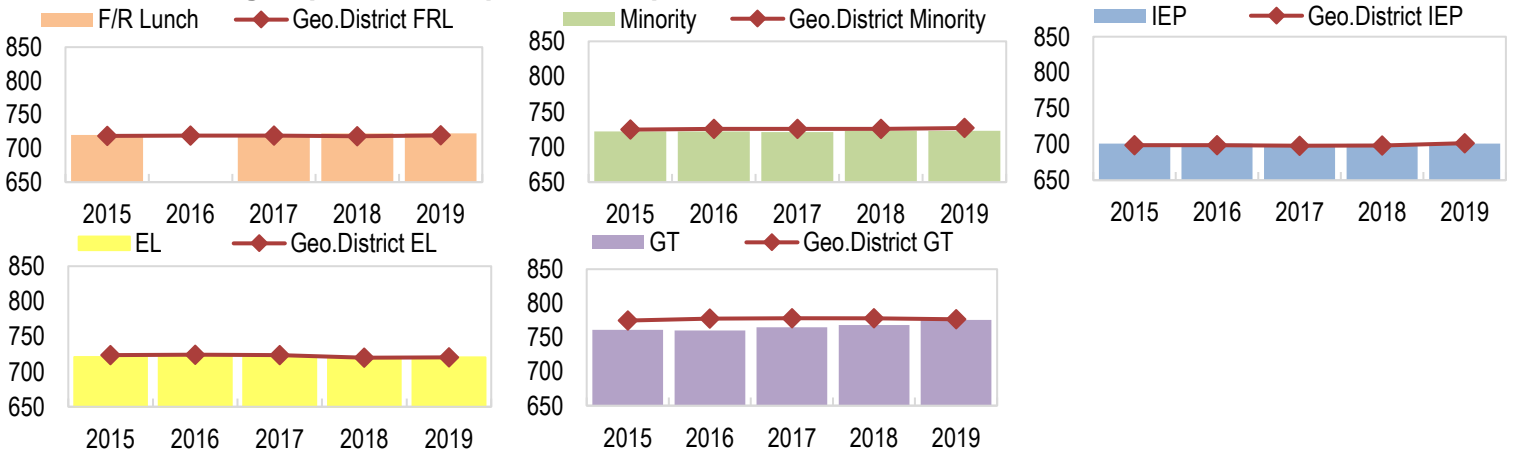
CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	719.7	--	720.1	722.1	722.5
	N	729.6	723.5	729.9	734.2	729.5
Minority	Y	721.8	721.9	721.2	723.0	723.1
	N	727.5	729.7	732.0	734.5	734.9
IEP	Y	700.8	701.0	697.7	700.5	701.2
	N	724.0	724.4	725.2	727.0	727.3
EL	Y	720.7	720.8	720.3	720.0	720.2
	N	725.5	726.6	726.9	730.8	730.3
GT	Y	761.2	760.0	764.7	768.4	775.6
	N	720.4	721.1	720.6	722.3	722.3
Schoolwide	722.9	723.4	722.9	724.6	724.6	

CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	718.4	719.0	719.0	718.0	719.2
	N	742.0	744.7	746.2	747.8	748.7
Minority	Y	724.6	725.5	725.8	725.7	726.8
	N	741.0	743.4	744.9	745.5	746.4
IEP	Y	699.0	698.8	698.1	698.2	701.6
	N	737.4	738.7	739.8	739.5	740.1
EL	Y	723.6	724.1	723.5	719.8	720.4
	N	736.4	738.2	739.4	740.2	741.0
GT	Y	774.7	777.6	778.1	778.0	776.4
	N	728.2	729.4	729.8	729.4	729.6
Geographic District	733.3	734.7	735.4	735.4	736.2	

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: minority, IEP, EL, GT, - additional details are available in the graphs.

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

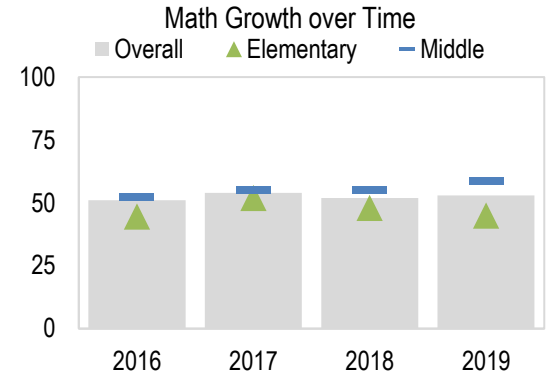
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

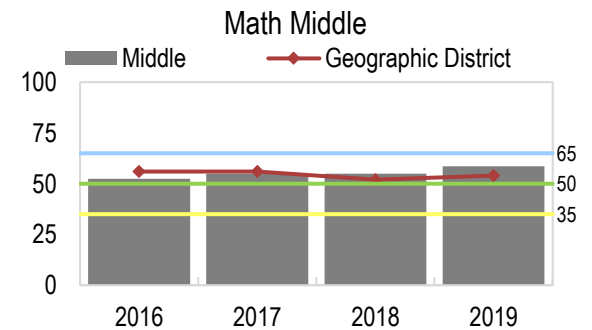
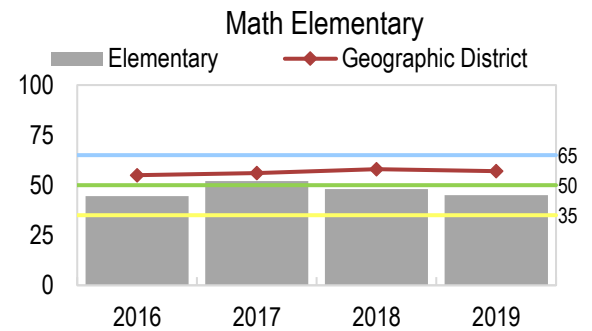
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	151	37.0	163	64.0	158	49.0	162	43.5
5	163	56.0	158	43.0	166	45.0	165	47.0
Elementary	314	44.5	321	52.0	324	48.0	327	45.0
6	182	51.5	161	69.0	161	62.0	172	50.5
7	165	55.0	155	47.0	161	53.0	167	66.0
8	171	48.0	165	52.0	160	47.5	161	56.0
Middle	518	52.5	481	55.0	482	55.0	500	58.5
Overall	964	51.0	932	54.0	806	52.0	827	53.0



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	2,806	59.0	2,743	63.0	2,717	59.0	2,732	57.0
5	2,778	52.0	2,759	50.0	2,794	56.0	2,798	57.0
Elementary	5,584	55.0	5,502	56.0	5,511	58.0	5,530	57.0
6	2,695	58.0	2,668	62.0	2,686	58.0	2,744	57.0
7	2,693	56.0	2,681	50.0	2,630	48.0	2,658	50.0
8	2,590	55.0	2,625	58.0	2,650	51.0	2,569	55.0
Middle	8,021	56.0	7,974	56.0	7,966	52.0	7,971	54.0
Overall	15,866	55.0	15,872	54.0	13,477	54.0	13,501	55.0



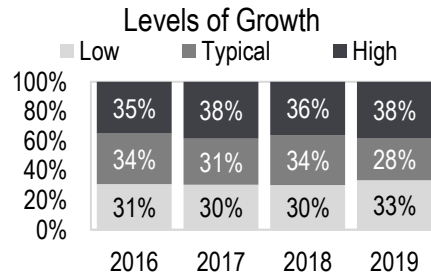
Growth Status and Local Comparison Narrative

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 1 percentile points. In 2019, overall student growth met state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

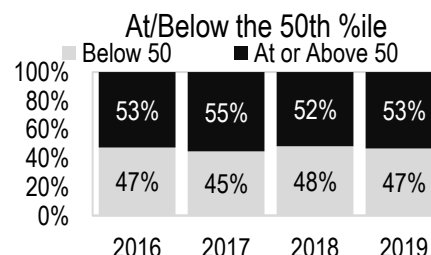
CMAS Math: Levels of Growth Tables and Graphs

-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)	31%	30%	30%	33%
Typical (35-65)	34%	31%	34%	28%
High (above 65)	35%	38%	36%	38%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	53%	55%	52%	53%
Below 50	47%	45%	48%	47%



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 38% of students. The percent of students at or above the 50th percentile has increased from last year (52% to 53%). Since 2016, the percent of students at or above the 50th percentile has increased (53% to 53%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

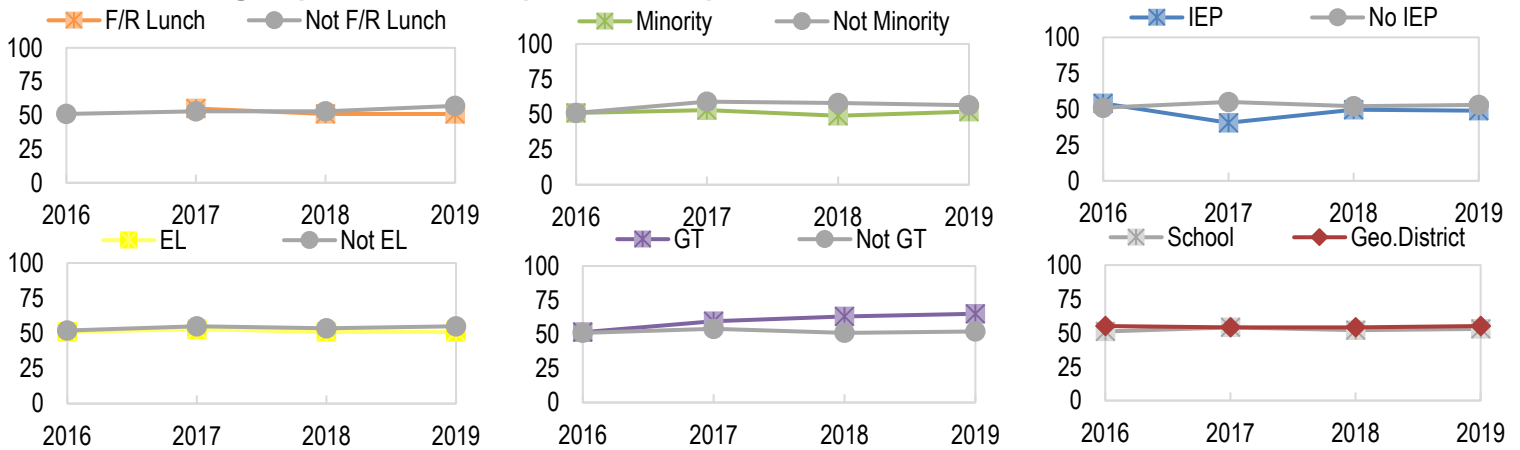
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

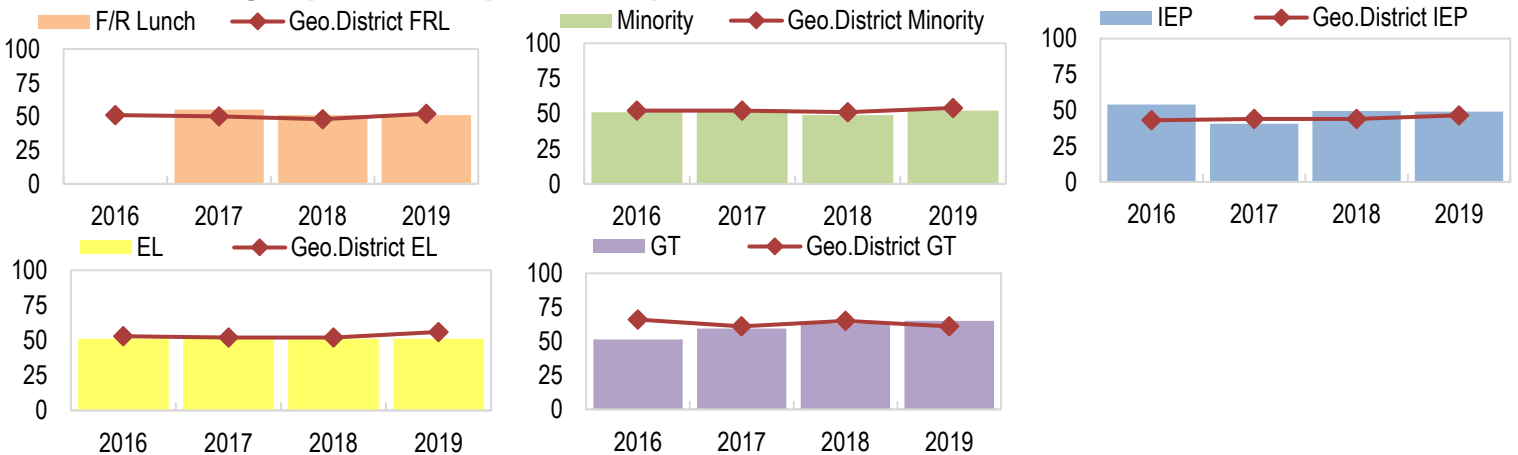
CMAS Math	2016	2017	2018	2019
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	55.0	51.0
	N	51.0	53.0	53.0
Minority	Y	51.0	53.0	49.0
	N	51.0	59.0	58.0
IEP	Y	54.0	40.5	49.5
	N	51.0	55.0	52.0
EL	Y	51.0	53.0	51.0
	N	52.0	55.0	53.5
GT	Y	51.5	59.5	63.0
	N	51.0	54.0	51.0
Schoolwide	51.0	54.0	52.0	53.0

CMAS Math	2016	2017	2018	2019
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	51.0	50.0	48.0
	N	57.0	57.0	59.0
Minority	Y	52.0	52.0	51.0
	N	57.0	57.0	58.0
IEP	Y	43.0	44.0	44.0
	N	56.0	55.0	56.0
EL	Y	53.0	52.0	52.0
	N	56.0	55.0	55.0
GT	Y	66.0	61.0	65.0
	N	54.0	53.0	53.0
Geographic District	55.0	54.0	54.0	55.0

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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 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

Science Achievement

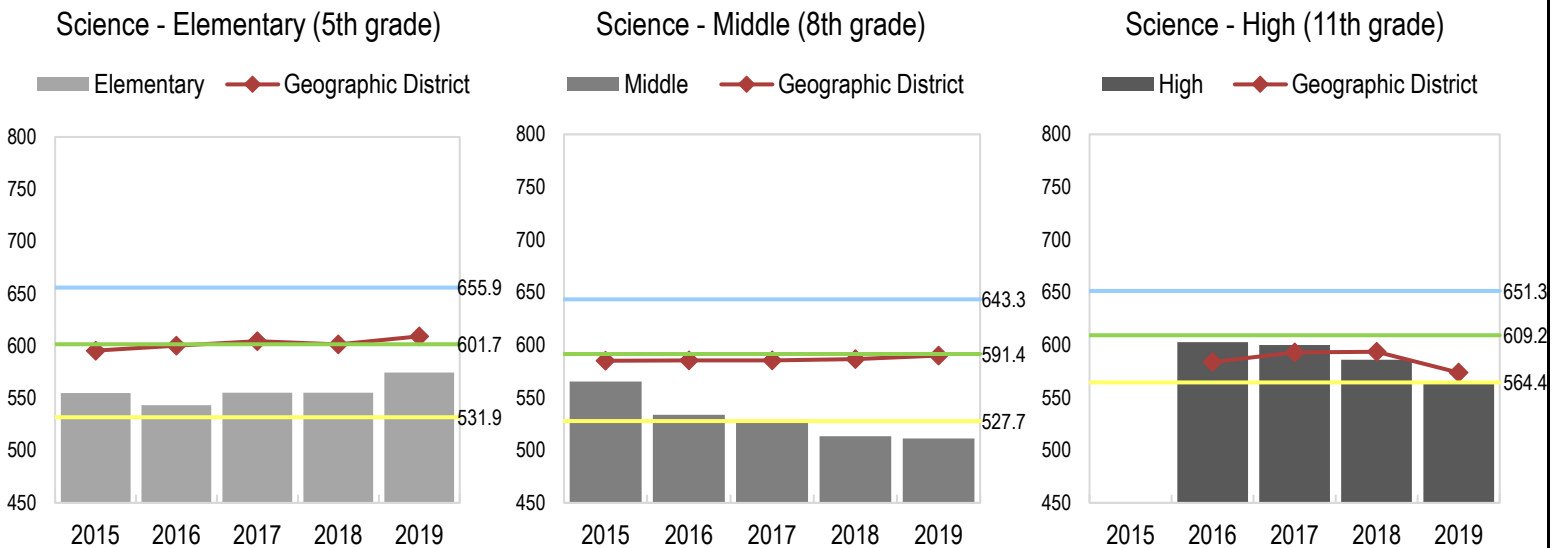
CMAS Science: School Status, Trends, and Local Comparison Tables

- 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)	201	555	167	543	163	555	167	555	168	575
Middle (8th)	172	565	178	534	170	527	163	513	160	511
High (11th)	--	--	118	603	119	600	102	586	120	564

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	2,990	596	2,848	600	2,871	605	2,887	602	2,871	609
Middle (8th)	2,800	585	2,750	585	2,745	585	2,783	586	2,672	590
High (11th)	--	--	1,971	584	2,087	593	2,120	594	2,012	574

CMAS Science: School Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. 5th grade mean scale score has increased by 19.2 scale score points. 8th grade mean scale score has decreased by 2.1 scale score points. 11th grade mean scale score has decreased by 21.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past four years. In 2019, the school performed lower than the geo. district in 5th grade, lower than the geo. district in 8th grade, lower 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	540	--	548	551	564
	N	591	544	583	569	603
Minority	Y	545	533	551	548	566
	N	596	588	579	601	647
IEP	Y	461	403	474	--	479
	N	564	558	567	563	587
EL	Y	532	530	549	535	550
	N	584	563	567	583	607
GT	Y	--	--	--	--	--
	N	552	533	549	553	568

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	543	549	548	547	553
	N	632	634	647	642	654
Minority	Y	563	567	564	567	570
	N	627	632	643	639	653
IEP	Y	487	487	478	463	479
	N	609	615	621	617	625
EL	Y	546	558	550	548	544
	N	612	615	622	621	630
GT	Y	727	725	734	724	732
	N	577	582	584	584	589

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	553	--	513	506	494
	N	586	535	551	536	540
Minority	Y	557	523	519	511	502
	N	602	583	564	522	584
IEP	Y	--	--	--	--	401
	N	569	538	536	525	524
EL	Y	559	524	505	498	469
	N	572	546	559	527	560
GT	Y	--	--	681	--	--
	N	558	522	510	503	501

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	531	528	528	517	525
	N	618	622	621	630	631
Minority	Y	546	549	548	549	553
	N	619	619	621	625	630
IEP	Y	463	469	454	442	451
	N	598	598	600	601	603
EL	Y	543	537	532	513	512
	N	598	603	603	608	611
GT	Y	708	723	724	723	721
	N	567	566	565	565	570

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	--	--	574	568	557
	N	--	603	646	614	577
Minority	Y	--	610	593	580	554
	N	--	579	645	613	612
IEP	Y	--	--	--	--	--
	N	--	604	608	593	568
EL	Y	--	599	586	551	510
	N	--	609	620	606	594
GT	Y	--	--	--	--	--
	N	--	592	582	577	558

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	552	554	555	537
	N	--	595	606	610	592
Minority	Y	--	561	566	566	544
	N	--	607	620	623	612
IEP	Y	--	523	510	501	477
	N	--	589	599	602	582
EL	Y	--	552	567	531	500
	N	--	595	601	608	596
GT	Y	--	698	702	710	698
	N	--	570	578	579	560

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		
	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	335	54.0	284	43.0	62.5%
Middle	--	--	--	--	131	58.0	92	37.5	25.0%
High	--	--	--	--	56	53.5	50	52.0	43.1%
Overall	--	--	--	--	522	54.0	426	43.0	52.1%

Geographic District Growth over Time on ACCESS

ACCESS	2016**		2017**		2018		2019		
	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	2186	54.0	2222	53.0	73.9%
Middle	--	--	--	--	825	47.0	833	55.0	44.1%
High	--	--	--	--	777	58.0	837	55.0	43.7%
Overall	--	--	--	--	3,788	53.0	3892	54.0	61.0%

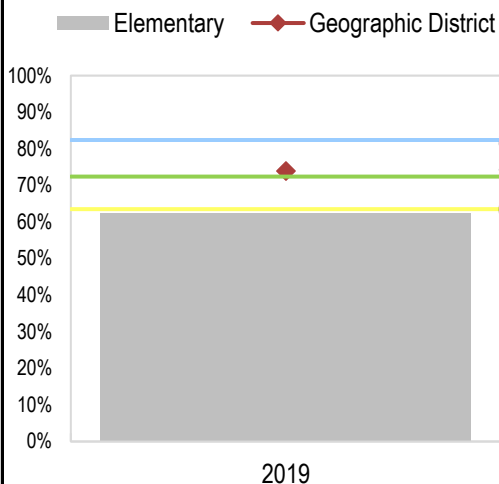
^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

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

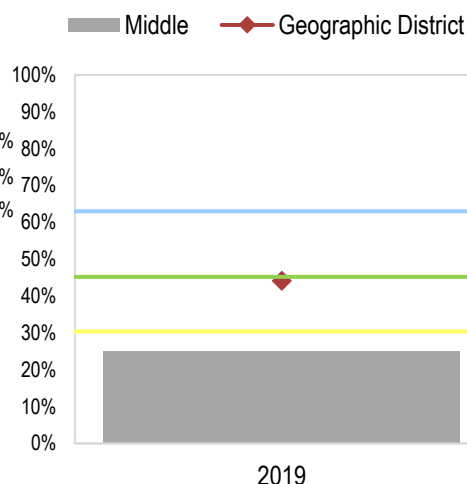
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within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

ACCESS: School Local Comparison Graphs

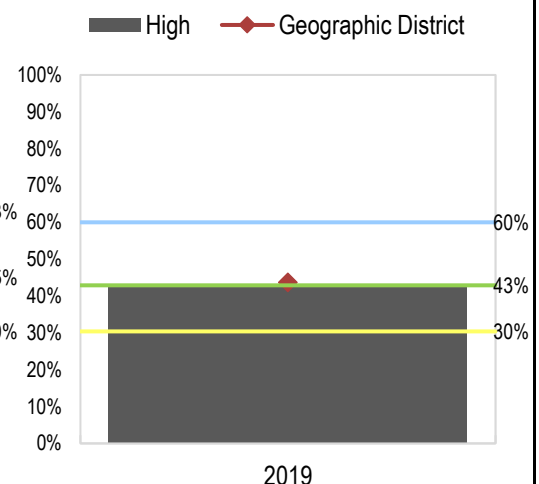
% On Track - Elementary



% On Track - Middle



% On Track - High



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2019, overall student growth was approaching state expectations and was below the geo. district. 52% 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 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	146	416	144	428
PSAT (10th)*	--	--	--	--	116	447	133	447	133	426
PSAT (9th&10th)	--	--	--	--	--	--	279	431	277	427
SAT (11th)	--	--	--	--	121	499	104	473	124	474
Overall	--	--	--	--	237	474	383	442	401	442

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	2,820	449	2,724	452
PSAT (10th)*	--	--	--	--	2,535	470	2,700	473	2,722	467
PSAT (9th&10th)	--	--	--	--	--	--	5,520	461	5,446	460
SAT (11th)	--	--	--	--	2,373	501	2,454	504	2,635	493
Overall	--	--	--	--	4,908	485	7,974	474	8,081	471

*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.

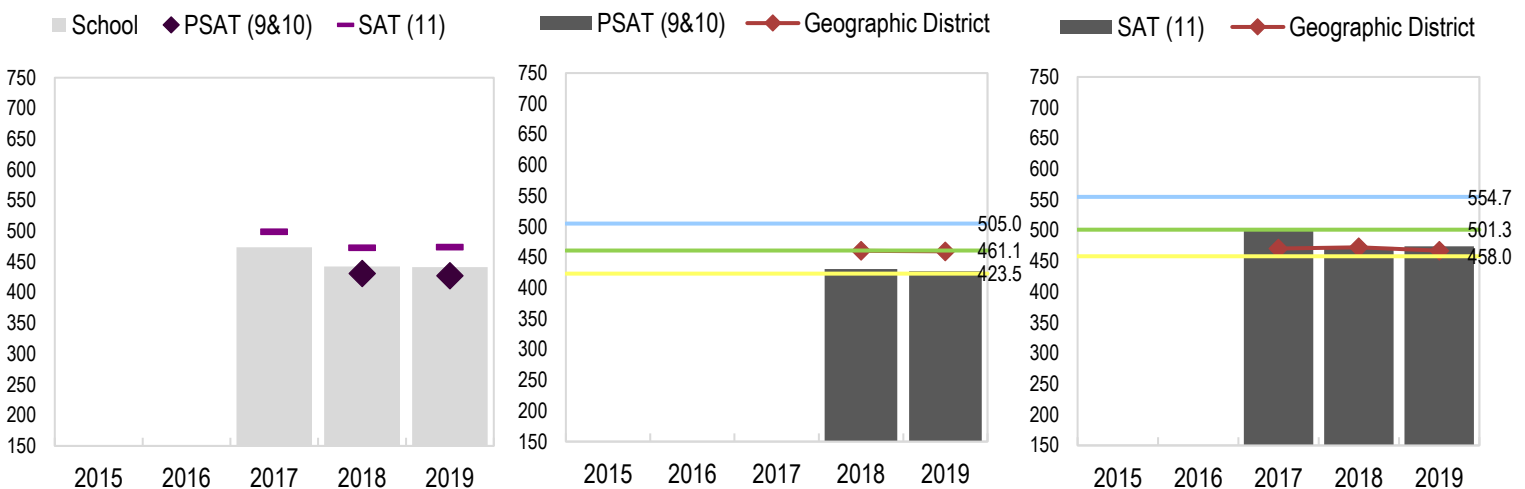
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 31.9 scale score points. Since last school year, overall mean scale score decreased by 0.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than 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

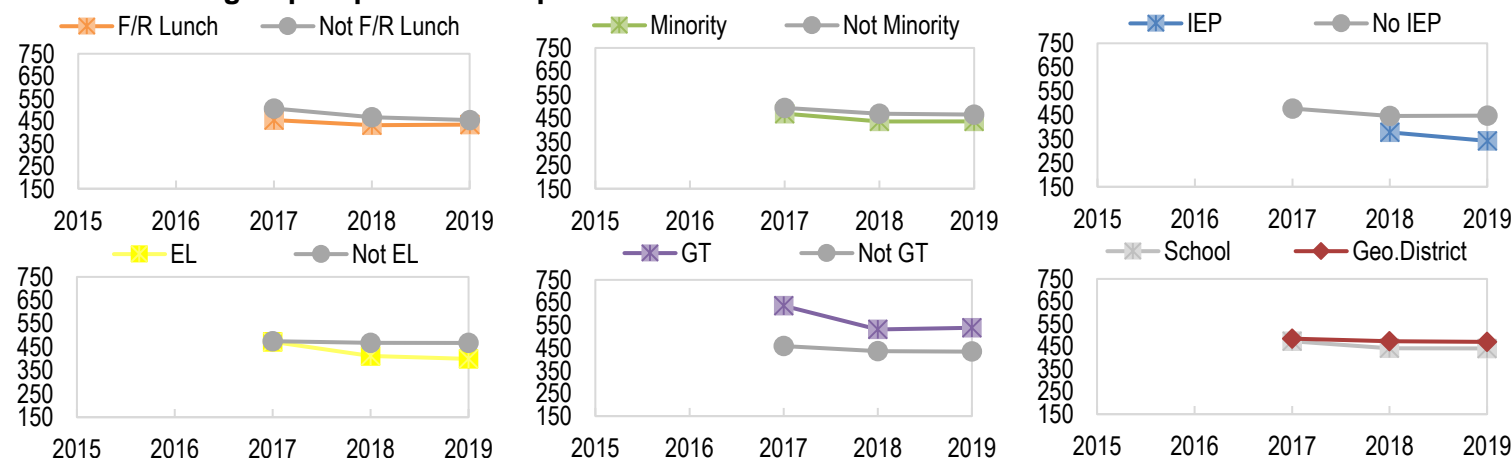
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

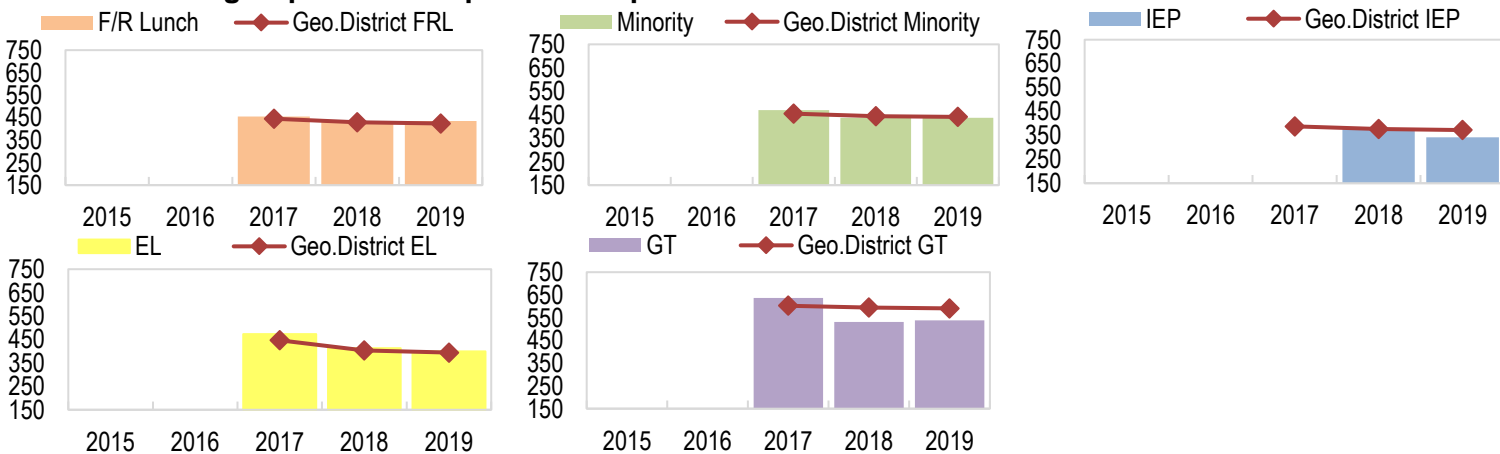
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	455	432	434
	N	--	--	507	467	455
Minority	Y	--	--	470	437	437
	N	--	--	494	470	466
IEP	Y	--	--	--	378	342
	N	--	--	477	446	448
EL	Y	--	--	472	412	399
	N	--	--	475	468	468
GT	Y	--	--	636	532	538
	N	--	--	459	436	434
Schoolwide		--	--	474	442	442

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	--	--	445	429	424
	N	--	--	498	493	491
Minority	Y	--	--	455	444	441
	N	--	--	513	504	502
IEP	Y	--	--	388	376	372
	N	--	--	494	483	479
EL	Y	--	--	447	403	394
	N	--	--	497	490	488
GT	Y	--	--	602	595	591
	N	--	--	470	459	454
Geographic District		--	--	485	474	471

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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall District outperformed the school.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Growth

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

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

Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	144	51.0	--	--
PSAT 9 to PSAT 10	--	--	129	52.0	132	37.0
PSAT 10 to SAT 11	119	54.0	99	54.0	123	50.0
Overall	119	54	372	52.0	255	43.0

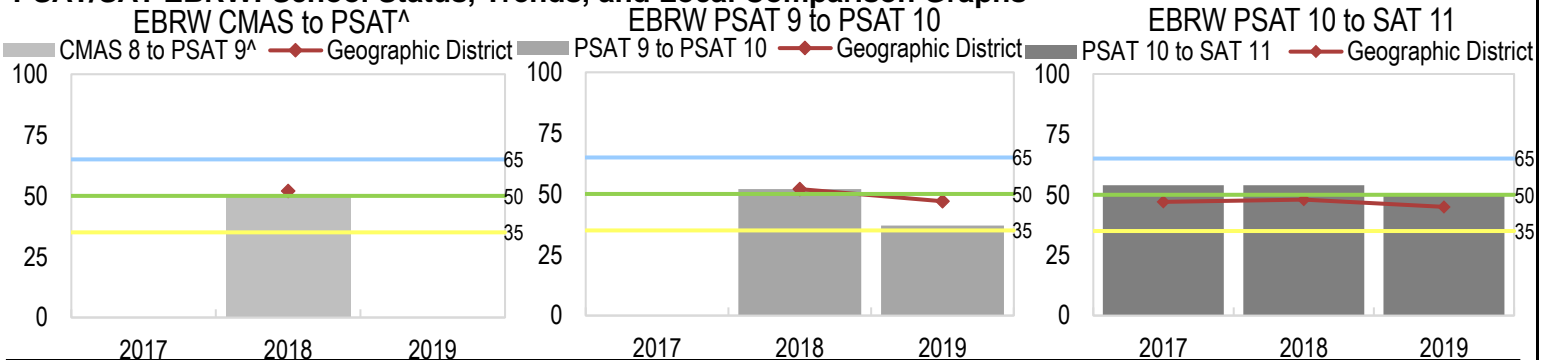
[^]In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- 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.

Geographic District Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	2,573	52.0	--	--
PSAT 9 to PSAT 10	--	--	2,381	52.0	2,622	47.0
PSAT 10 to SAT 11	2,223	47.0	2,298	48.0	2,532	45.0
Overall	2,223	47.0	7,252	50.0	5,154	47.0

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



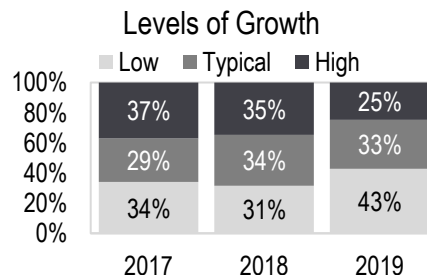
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 9 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

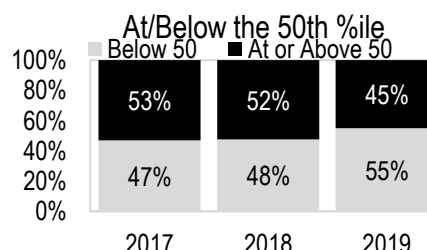
PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
Low (below 35)	34%	31%	43%
Typical (35-65)	29%	34%	33%
High (above 65)	37%	35%	25%



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
At or Above 50	53%	52%	45%
Below 50	47%	48%	55%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 43% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 25% of students. The percent of students at or above the 50th percentile has decreased from last year (52% to 45%). Since 2016, the percent of students at or above the 50th percentile has decreased (53% to 45%).

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Growth

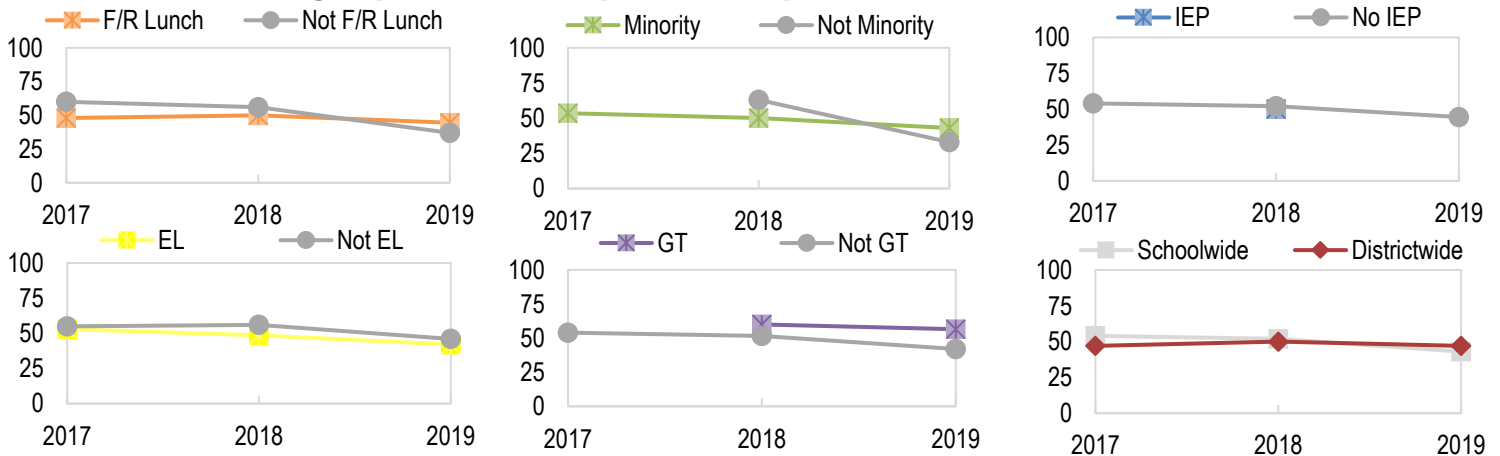
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

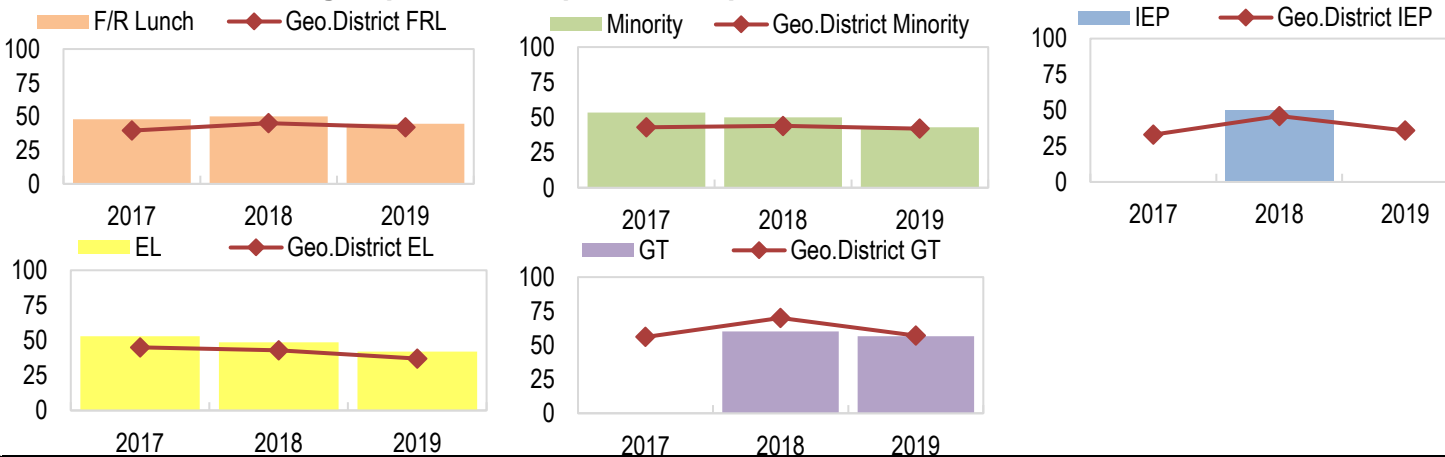
PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	48.0	50.0
	N	60.0	56.0
Minority	Y	53.5	50.0
	N	--	63.0
IEP	Y	--	50.0
	N	54.0	52.0
EL	Y	53.0	48.5
	N	55.0	56.0
GT	Y	--	60.0
	N	54.0	51.5
Schoolwide	54.0	52.0	43.0

PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	39.5	45.0
	N	49.0	53.0
Minority	Y	43.0	44.0
	N	53.0	57.0
IEP	Y	33.0	46.0
	N	47.5	51.0
EL	Y	45.0	43.0
	N	48.0	53.0
GT	Y	56.0	70.0
	N	46.0	48.0
Geographic District	47.0	50.0	47.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show 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 Adams 12 Five Star Schools outperformed the school.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

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

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

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

Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	146	421	144	415
PSAT (10th)*	--	--	--	--	116	438	133	434	133	421
PSAT (9th&10th)	--	--	--	--	--	--	279	427	277	418
SAT (11th)	--	--	--	--	121	482	104	465	124	465
Overall	--	--	--	--	237	461	383	437	401	432

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	2,827	450	2,731	456
PSAT (10th)*	--	--	--	--	2,535	468	2,713	462	2,722	463
PSAT (9th&10th)	--	--	--	--	--	--	5,540	456	5,453	460
SAT (11th)	--	--	--	--	2,373	501	2,454	495	2,635	490
Overall	--	--	--	--	4,908	484	7,994	468	8,088	469

*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.

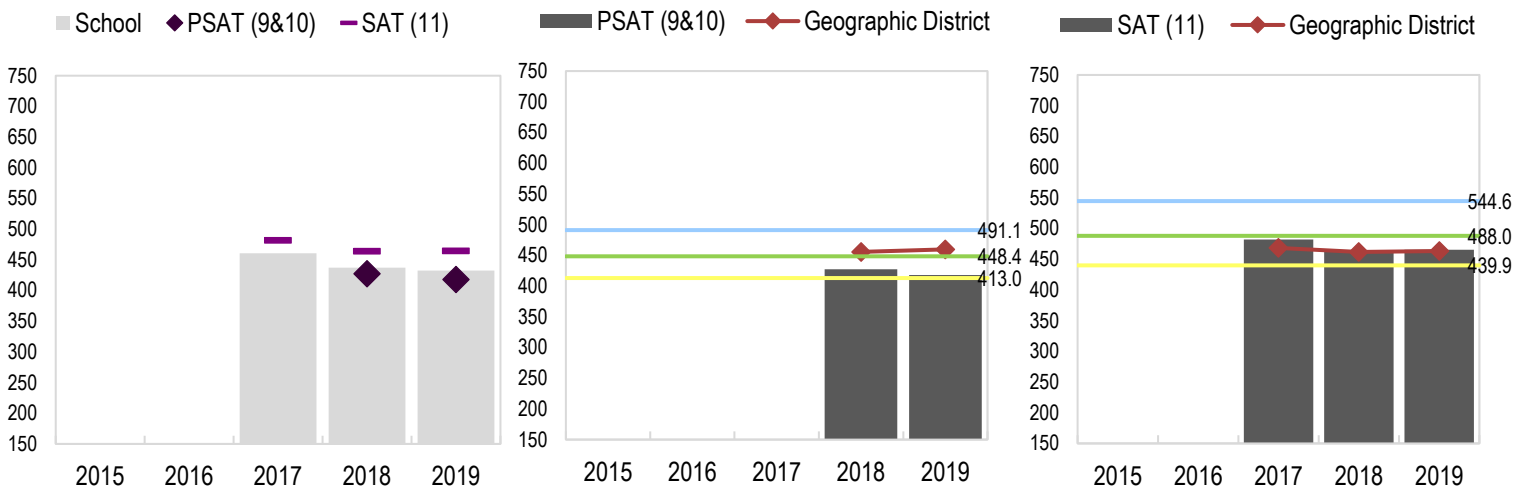
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 28.5 scale score points. Since last school year, overall mean scale score decreased by 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 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 37 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

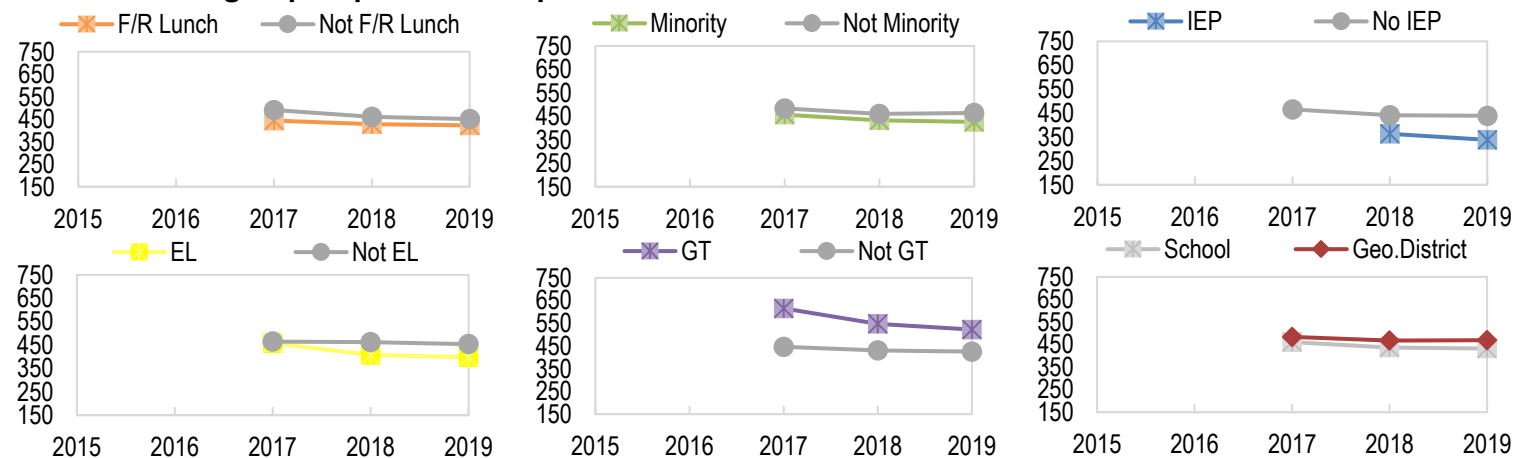
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

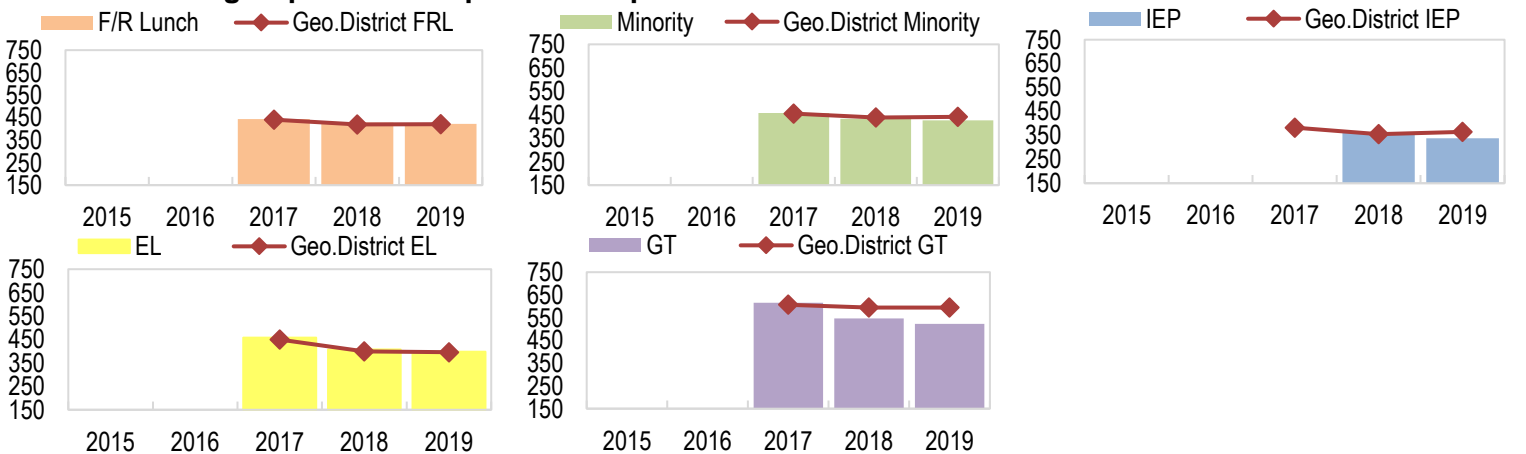
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	444	428	423
	N	--	--	491	461	451
Minority	Y	--	--	457	432	426
	N	--	--	484	461	464
IEP	Y	--	--	--	363	338
	N	--	--	466	442	439
EL	Y	--	--	458	407	398
	N	--	--	465	463	454
GT	Y	--	--	616	547	522
	N	--	--	447	430	425
Schoolwide		--	--	461	437	432

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	--	--	441	420	421
	N	--	--	498	488	491
Minority	Y	--	--	455	438	441
	N	--	--	511	497	499
IEP	Y	--	--	382	355	364
	N	--	--	493	478	478
EL	Y	--	--	450	400	396
	N	--	--	495	483	486
GT	Y	--	--	607	595	594
	N	--	--	469	453	452
Geographic District		--	--	484	468	469

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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall District outperformed the school.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

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

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

Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	144	44.0	140	46.0
PSAT 9 to PSAT 10	--	--	128	45.5	132	35.0
PSAT 10 to SAT 11	119	52.0	99	54.0	123	50.0
Overall	119	52	371	46.0	395	45.0

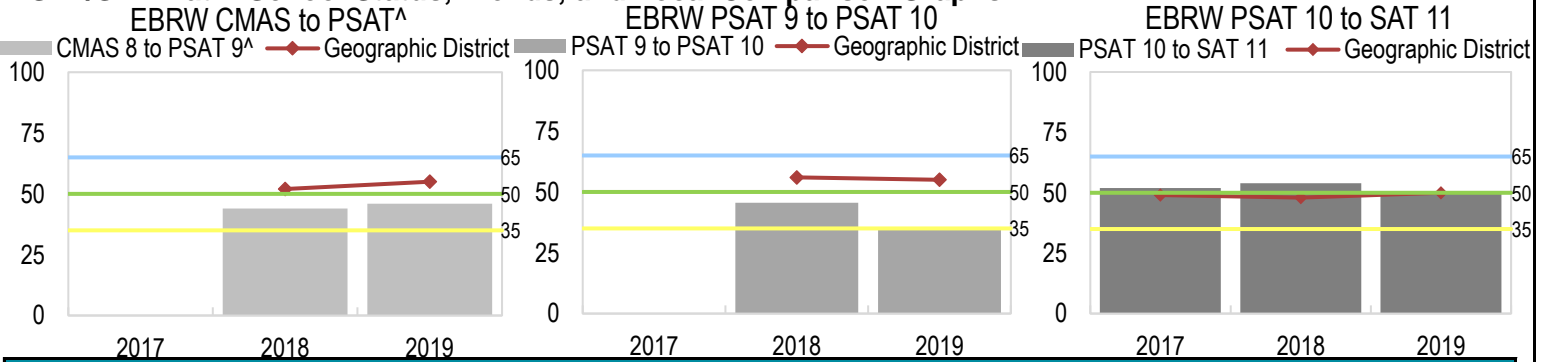
Geographic District Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	2,573	52.0	2,512	55.0
PSAT 9 to PSAT 10	--	--	2,353	56.0	2,622	55.0
PSAT 10 to SAT 11	2,223	49.0	2,298	48.0	2,532	50.0
Overall	2,223	49.0	7,224	52.0	7,666	54.0

[^]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



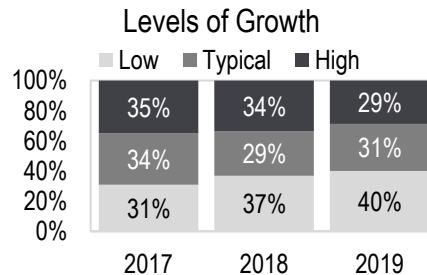
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 1 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.

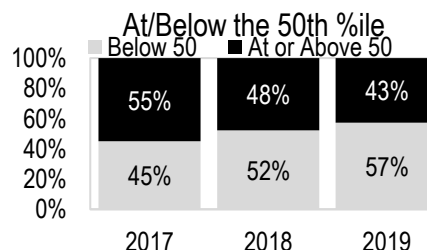
PSAT/SAT Math: Levels of Growth Tables

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

Math Levels of Growth			
PSAT/SAT Math	%Students		
	2017	2018	2019
Low (below 35)	31%	37%	40%
Typical (35-65)	34%	29%	31%
High (above 65)	35%	34%	29%



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
	2017	2018	2019
At or Above 50	55%	48%	43%
Below 50	45%	52%	57%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% 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 29% of students. The percent of students at or above the 50th percentile has decreased from last year (48% to 43%). Since 2016, the percent of students at or above the 50th percentile has decreased (55% to 43%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

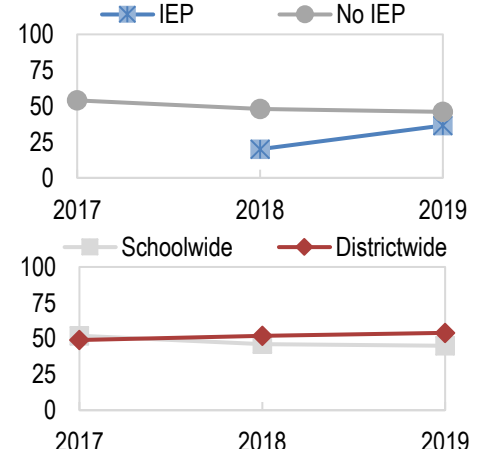
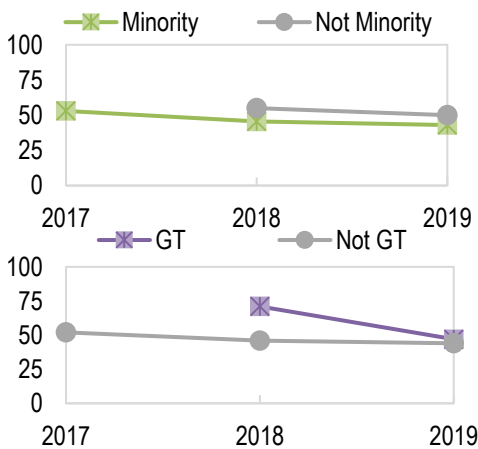
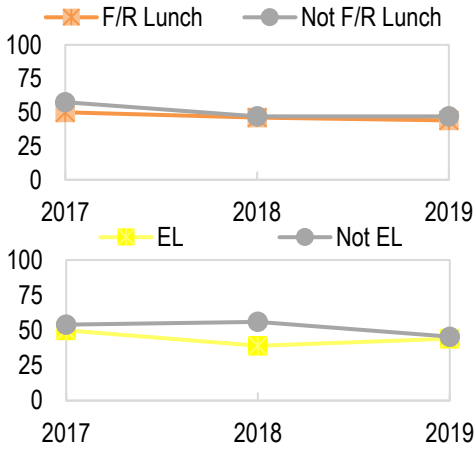
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

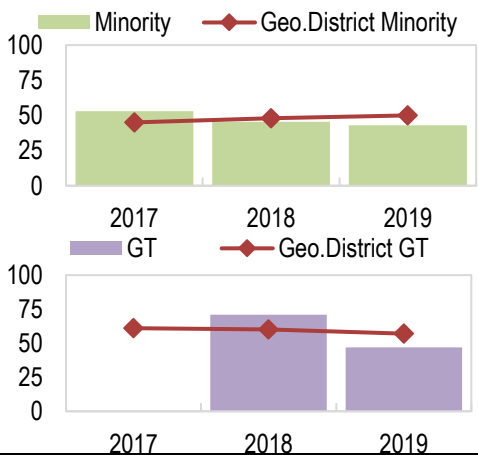
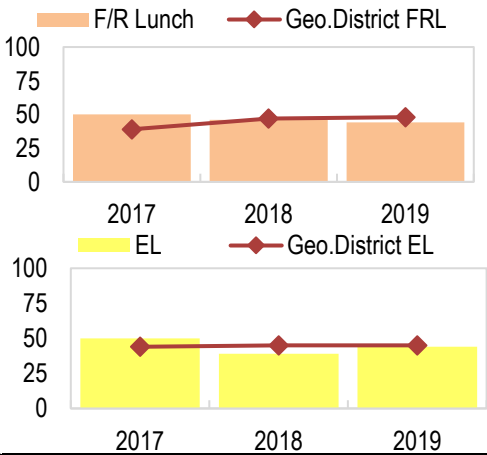
PSAT/SAT Math	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	50.0	46.0	44.0
	N	57.5	47.0	47.0
Minority	Y	53.0	45.5	43.0
	N	--	55.0	50.0
IEP	Y	--	20.0	36.5
	N	54.0	48.0	46.0
EL	Y	50.0	39.0	44.0
	N	54.0	56.0	45.5
GT	Y	--	71.0	47.0
	N	52.0	46.0	44.0
Schoolwide	52.0	46.0	45.0	

PSAT/SAT Math	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	39.0	47.0	48.0
	N	53.0	54.0	56.0
Minority	Y	45.0	48.0	50.0
	N	54.0	55.0	57.0
IEP	Y	31.0	41.0	48.0
	N	50.0	53.0	54.0
EL	Y	44.0	45.0	45.0
	N	50.0	54.0	56.0
GT	Y	61.0	60.0	57.0
	N	46.0	51.0	53.0
Geographic District	49.0	52.0	54.0	

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall Adams 12 Five Star Schools outperformed the school.

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

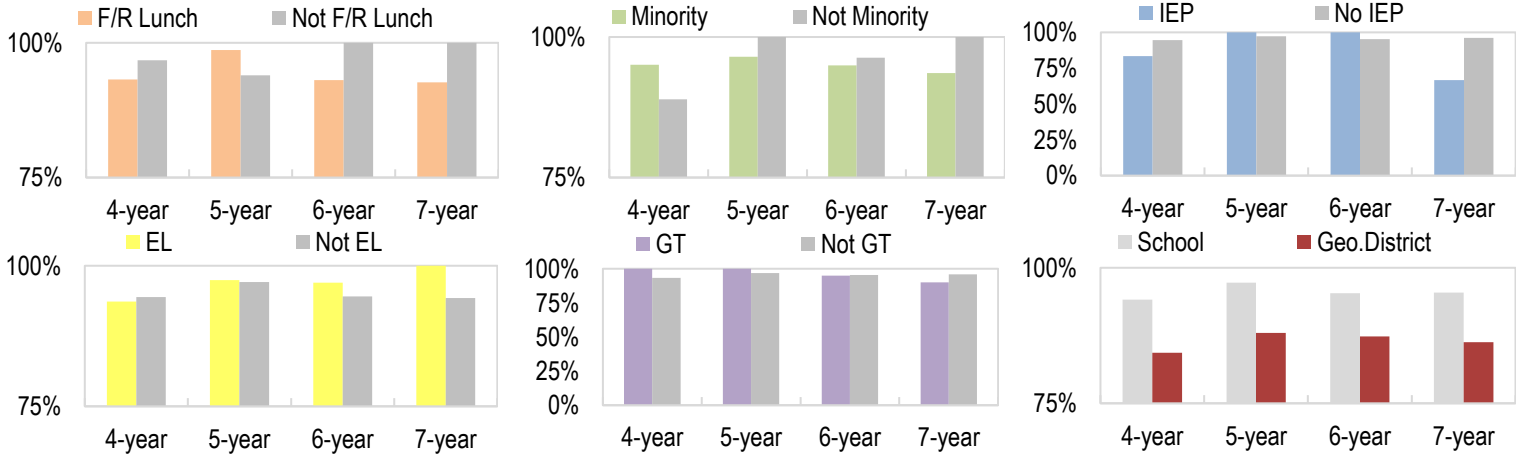
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

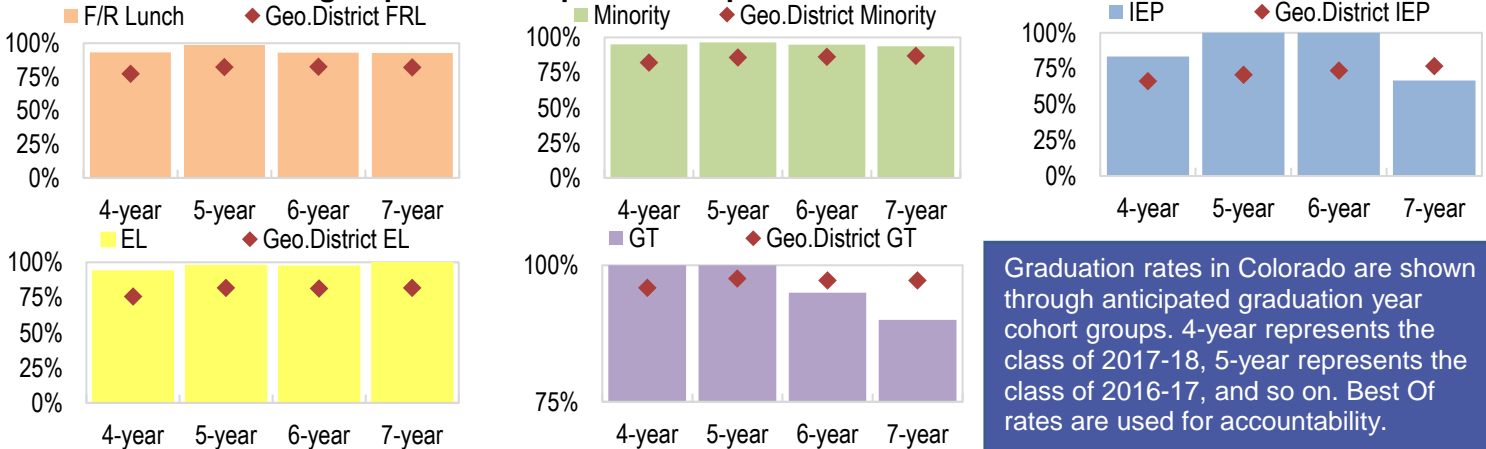
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	5-year	93%	99%	93%	93%
	N	6-year	97%	94%	100%	100%
Minority	Y	5-year	95%	97%	95%	94%
	N	5-year	89%	100%	96%	100%
IEP	Y	5-year	83%	100%	100%	67%
	N	5-year	95%	97%	95%	96%
EL	Y	7-year	94%	97%	97%	100%
	N	5-year	94%	97%	95%	94%
GT	Y	4-year	100%	100%	95%	90%
	N	5-year	93%	97%	95%	96%
Schoolwide		5-year	94%	97%	95%	95%

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	6-year	77%	82%	83%	82%
	N	5-year	89%	92%	92%	90%
Minority	Y	7-year	82%	86%	86%	87%
	N	5-year	86%	90%	89%	86%
IEP	Y	7-year	66%	71%	74%	77%
	N	5-year	86%	90%	89%	87%
EL	Y	5-year	76%	82%	81%	82%
	N	5-year	86%	89%	88%	87%
GT	Y	5-year	96%	98%	97%	97%
	N	5-year	83%	87%	86%	85%
Geographic District		5-year	84%	88%	87%	86%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



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

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate is the 5 year rate of 97%. The best of rate for the geo. district is the 5 year rate of 88%. The best of rate for students eligible for free or reduced price lunch is the 5 year rate of 99%. The best of rate for minority students is the 5 year rate of 97%. The best of rate for students with disabilities is the 5 year rate of 100%. The best of rate for English Learners is the 7 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

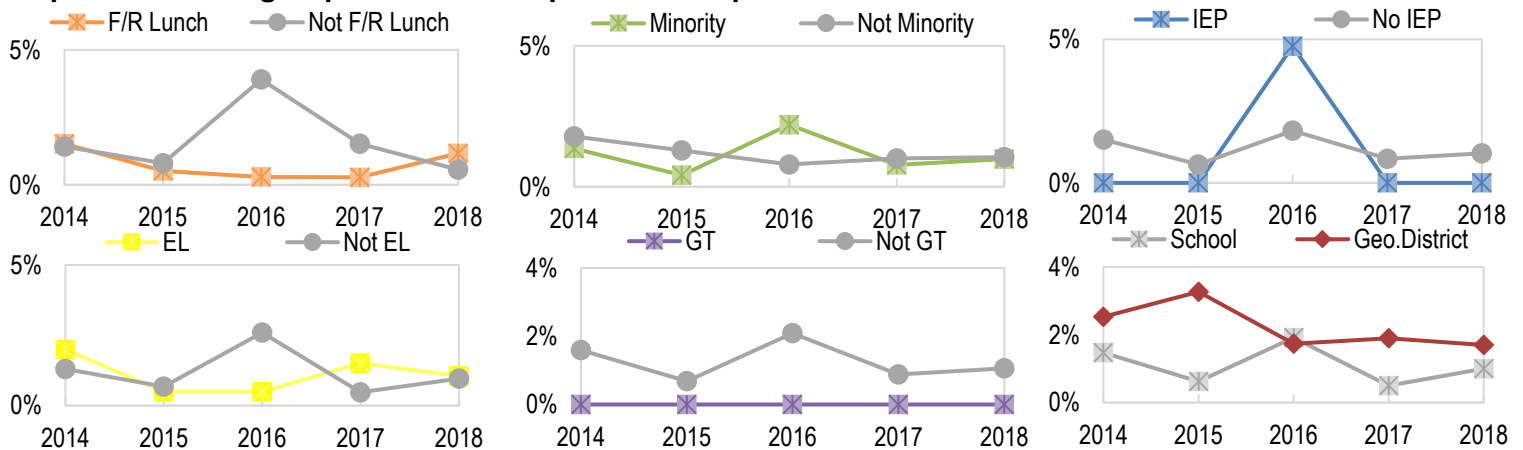
Dropout Rate: Subgroup Status and Gap Trends Tables

- 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?

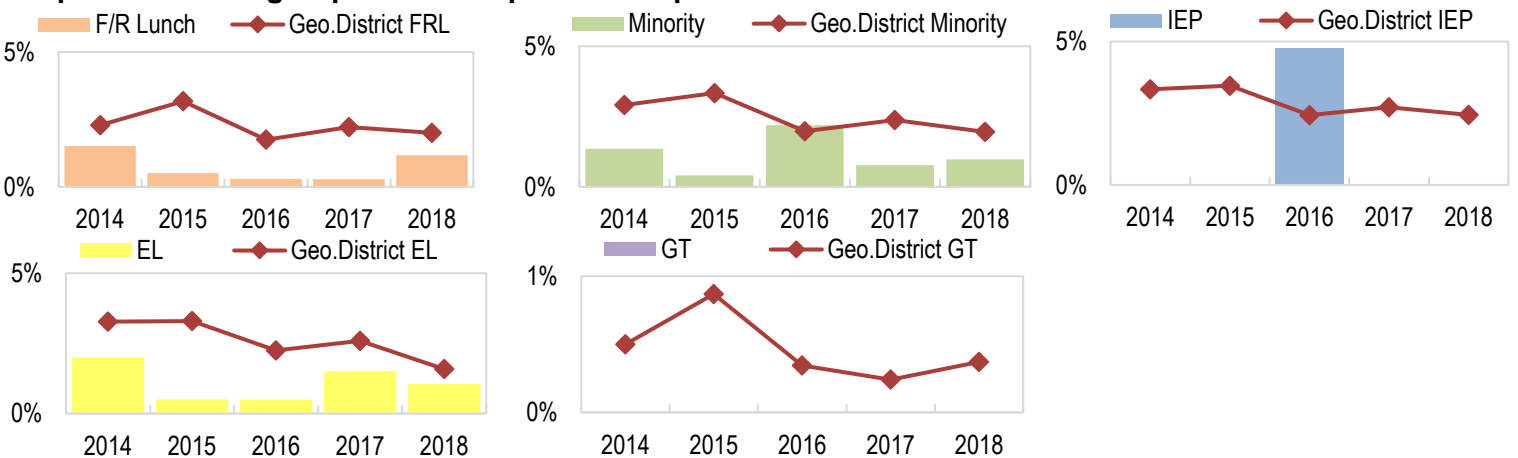
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	1.5%	0.5%	0.3%	0.3%	1.2%
	N	1.4%	0.8%	3.9%	1.5%	0.6%
Minority	Y	1.4%	0.4%	2.2%	0.8%	1.0%
	N	1.8%	1.3%	0.8%	1.0%	1.1%
IEP	Y	0.0%	0.0%	4.8%	0.0%	0.0%
	N	1.5%	0.6%	1.8%	0.8%	1.0%
EL	Y	2.0%	0.5%	0.5%	1.5%	1.0%
	N	1.3%	0.7%	2.6%	0.5%	1.0%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	1.6%	0.7%	2.1%	0.9%	1.1%
Schoolwide		1.5%	0.6%	1.9%	0.5%	1.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.3%	3.2%	1.7%	2.2%	2.0%
	N	2.6%	3.3%	1.7%	1.8%	1.5%
Minority	Y	2.9%	3.3%	2.0%	2.4%	2.0%
	N	2.2%	3.2%	1.5%	1.4%	1.4%
IEP	Y	3.3%	3.5%	2.4%	2.7%	2.4%
	N	2.4%	3.3%	1.7%	1.8%	1.6%
EL	Y	3.3%	3.3%	2.2%	2.6%	1.6%
	N	2.4%	3.3%	1.6%	1.8%	1.7%
GT	Y	0.5%	0.9%	0.3%	0.2%	0.4%
	N	2.7%	3.5%	1.9%	2.1%	1.8%
Geographic District		2.5%	3.3%	1.7%	1.9%	1.7%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

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

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

School Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	103	23.3%	106	23.6%	102	17.6%	120	26.7%
4 year	103	42.7%	106	34.9%	102	44.1%	120	32.5%
CTE	103	3.9%	106	2.8%	102	2.9%	120	7.5%
Schoolwide	103	68.9%	106	59.4%	102	64.7%	120	65.0%

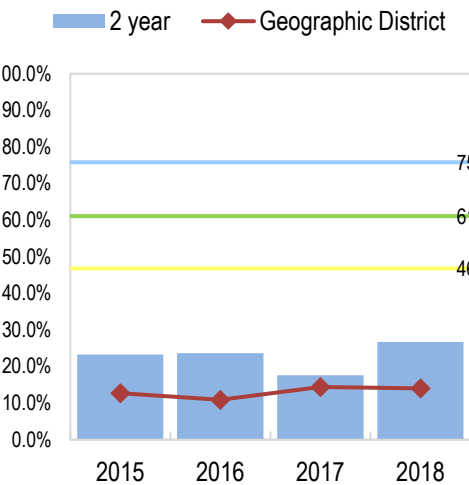
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, 2018 represents data from the class of 2017-18, 2017 represents data from the class of 2016-17, and so on. Schoolwide matriculation rates are the only rates used for accountability.

Geo. District Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	2,286	12.7%	2,366	10.9%	2,492	14.4%	2,487	14.0%
4 year	2,286	34.2%	2,366	32.6%	2,492	34.0%	2,487	36.1%
CTE	2,286	5.0%	2,366	5.3%	2,492	7.8%	2,487	10.8%
Geo. District	2,286	51.4%	2,366	48.4%	2,492	53.9%	2,487	56.5%

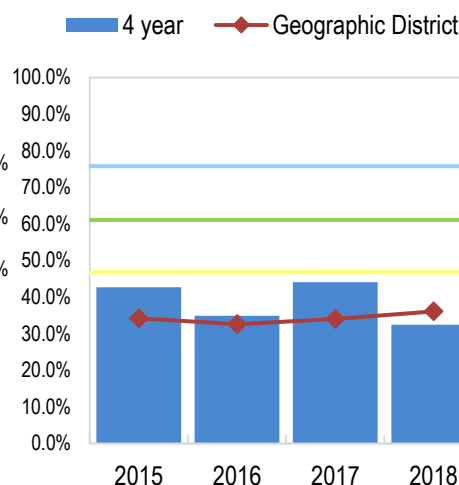
[^]CDE renormed matriculation benchmarks for the most recent school year. Therefore, benchmarks from previous school years do not look the same as benchmarks from the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs

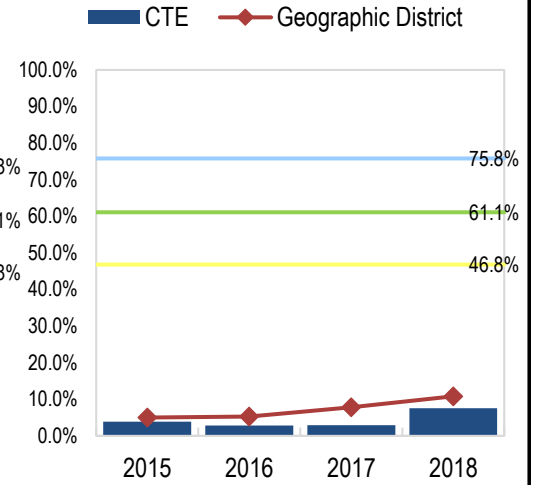
2 Year Matriculation Rates



4 Year Matriculation Rates



CTE Matriculation Rates



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Adams 12 Five Star Schools. In 2018, school matriculation rates met state expectations and was above the geo. district. Since last year, schoolwide matriculation rates increased from 65% to 65%.

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

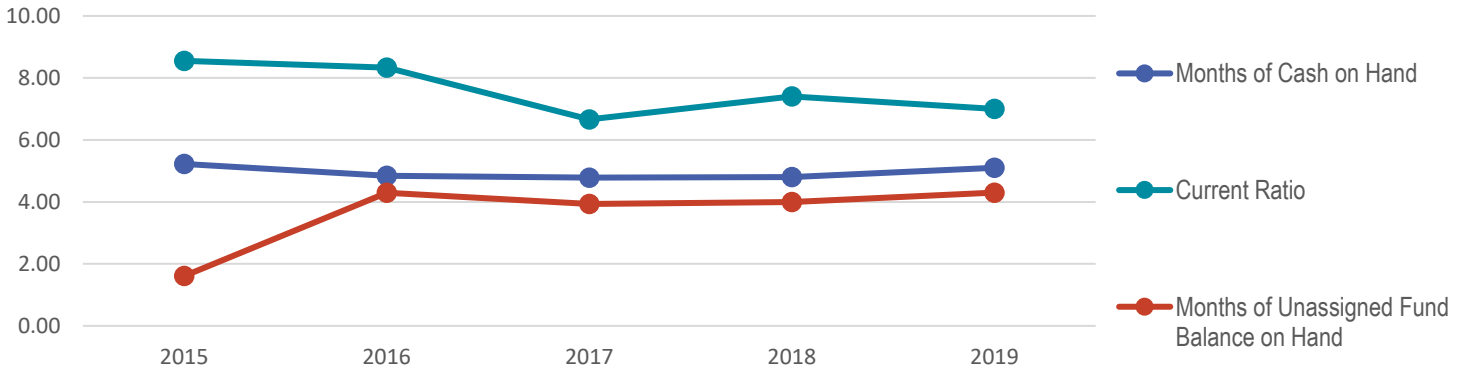
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

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	5.4%	3.3%	-5.0%	3.7%	4.8%
Months of Cash on Hand	5.22	4.84	4.78	4.80	5.10
Current Ratio	8.55	8.33	6.66	7.40	7.00
Months of Unassigned Fund Balance on Hand	1.61	4.29	3.93	4.00	4.30
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	0.5%	-2.3%	-5.8%	-0.4%	2.7%
Change in FPC from Prior-Year	2.1%	-3.6%	-4.5%	-0.4%	2.4%

Proprietary Funds Financial Statement Metrics

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

Proprietary Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Months of Cash on Hand	0.00	17.14	N/A	0.00	26.10
Current Ratio	0.10	0.00	0.08	0.10	2.60
Debt to Asset Ratio	1.08	1.11	1.10	1.10	1.10
Change in Net Position	\$128,557	\$206,276	\$244,317	\$399,413	\$502,819

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Debt to Asset Ratio	1.45	1.45	1.49	1.78	1.81
Change in Net Position	\$131,971	(\$1,718,383)	(\$11,075,533)	(\$11,019,784)	\$4,535,021
Default	NO	NO	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

The Pinnacle Charter School ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase 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 51.6 pupils (3 percent), and 48.2 pupils (2 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The school's governmental funds ended the year with 5.1 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 5 percent and an increase in their unassigned fund balance.

School Observations

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.
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Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

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

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

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 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

No- The School received a Notice of Concern for a failure in their process for identifying EL students upon enrollment. The School worked closely with CSI to remedy the issues. Pinnacle 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

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

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification requirements,*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2018-19 school year. All of the Organizational Submissions were completed on time and were compliant.

School Observations

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



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