Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2021-2022

Ascent Classical Academy Douglas County

1600 Broadway Ste. 1250 Denver, CO 80202 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us

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.

Table of Contents

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. 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: Andi Denton
Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

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 2016 to 2022. 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
--	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.

- 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?

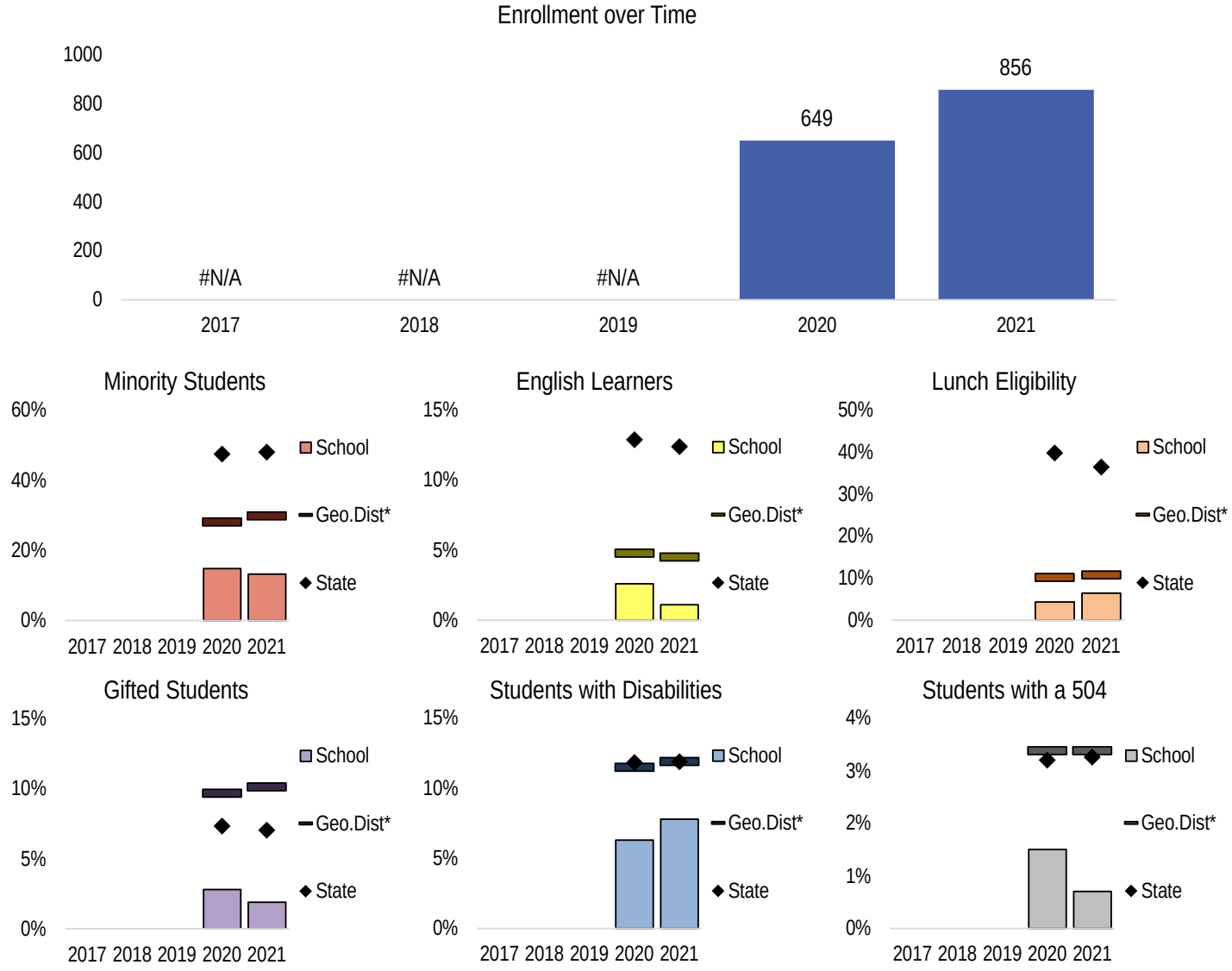
5. Additional Obligations

a. Is the school complying with all other obligations?

Ascent Classical Academy Douglas County Overview

Year Opened/Transferred: 2020-2021
Grades Served: K-12
School Model: Classical
Town/City: Lone Tree
District of Residence: Douglas County
Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	--	--	--	649	856
F/R Lunch	--	--	--	4.3%	6.4%
Minority	--	--	--	14.8%	13.2%
IEP	--	--	--	6.3%	7.8%
EL	--	--	--	2.6%	1.1%
Gifted	--	--	--	2.8%	1.9%
504	--	--	--	1.5%	0.7%



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 70.1% Points Earned*

Performance: *Between 53% to 70.1% 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: Low Participation
Elementary School Rating	Performance (Points Earned: 80.7%)
Middle School Rating	Improvement (Points Earned: 50%)
High School Rating	Performance (Points Earned: 80.5%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	**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 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	**Does Not Meet 95%**

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	494	460	93.1%	0	93.1%	**Does Not Meet 95%**
Math	494	455	92.1%	0	92.1%	**Does Not Meet 95%**
Science	N/A	N/A	N/A	N/A	N/A	**N/A**

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	394	367	93.1%	0	93.1%	**Does Not Meet 95%**
CMAS Math	394	362	91.9%	0	91.9%	**Does Not Meet 95%**
CMAS Science	N/A	N/A	N/A	N/A	N/A	**N/A**
PSAT/SAT Evidence-Based Reading and Writing	100	93	93.0%	0	93.0%	**Does Not Meet 95%**
PSAT/SAT Math	100	93	93.0%	0	93.0%	**Does Not Meet 95%**

English Language Arts Achievement

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

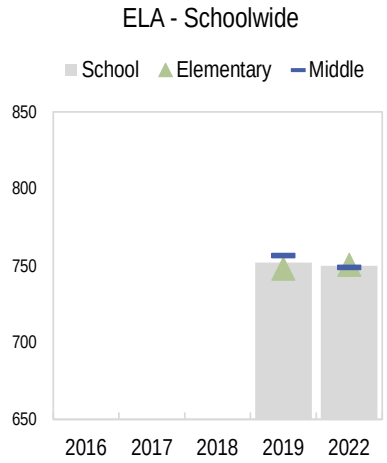
-How are students achieving on state assessments in English Language Arts over time?

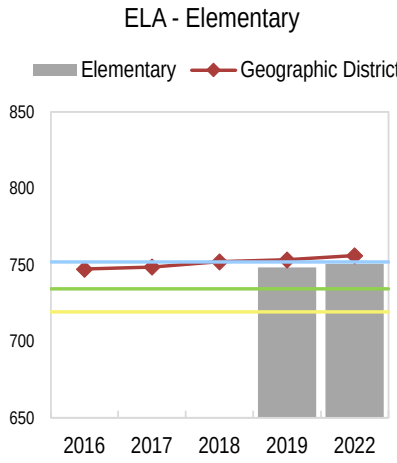
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

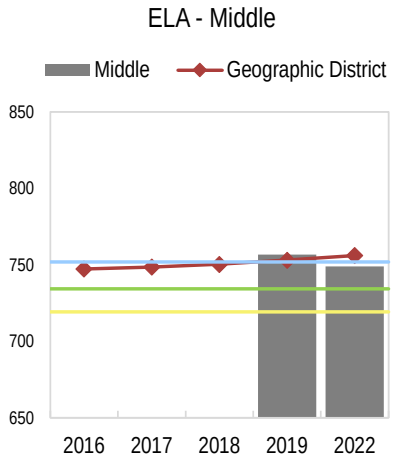
Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	28	736	58	736
4	--	--	--	--	--	--	27	757	84	745
5	--	--	--	--	--	--	37	751	62	772
Elementary	--	--	--	--	--	--	92	748	204	751
6	--	--	--	--	--	--	22	758	47	750
7	--	--	--	--	--	--	31	750	62	748
8	--	--	--	--	--	--	21	766	52	749
Middle	--	--	--	--	--	--	74	757	161	749
Overall	--	--	--	--	--	--	166	752	365	750

Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	4,415	743	4,393	745	4,570	748	4,425	750	4,044	755
4	4,466	749	4,427	748	4,552	753	4,607	753	4,068	754
5	4,417	747	4,375	750	4,590	753	4,580	755	4,109	757
Elementary	15,573	747	15,291	749	15,910	752	15,791	753	13,931	756
6	4,012	748	4,195	751	4,599	754	4,565	756	4,062	758
7	3,415	747	3,756	749	4,342	751	4,471	754	4,004	756
8	2,692	748	3,406	747	3,990	748	4,068	750	3,445	757
Middle	7,844	747	9,261	749	10,733	750	10,925	753	9,801	756
Overall	25,153	747	26,843	748	26,643	751	26,716	753	23,732	756

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







Achievement Status and Local Comparison Narrative
The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score decreased 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 (Douglas County) for the past five years. Overall, the school performs lower than their geo. district by 6.2 scale score points.

English Language Arts Subgroup Achievement

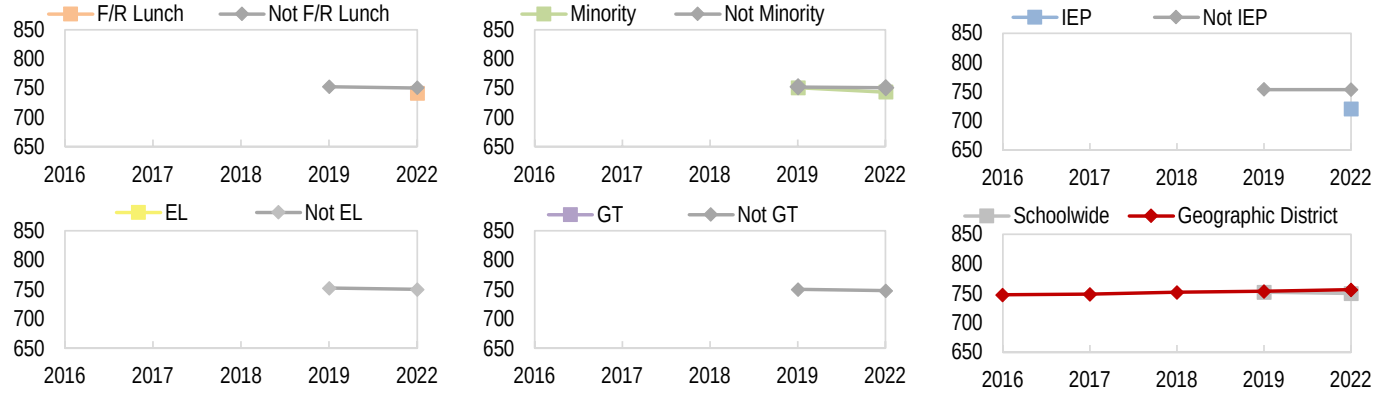
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

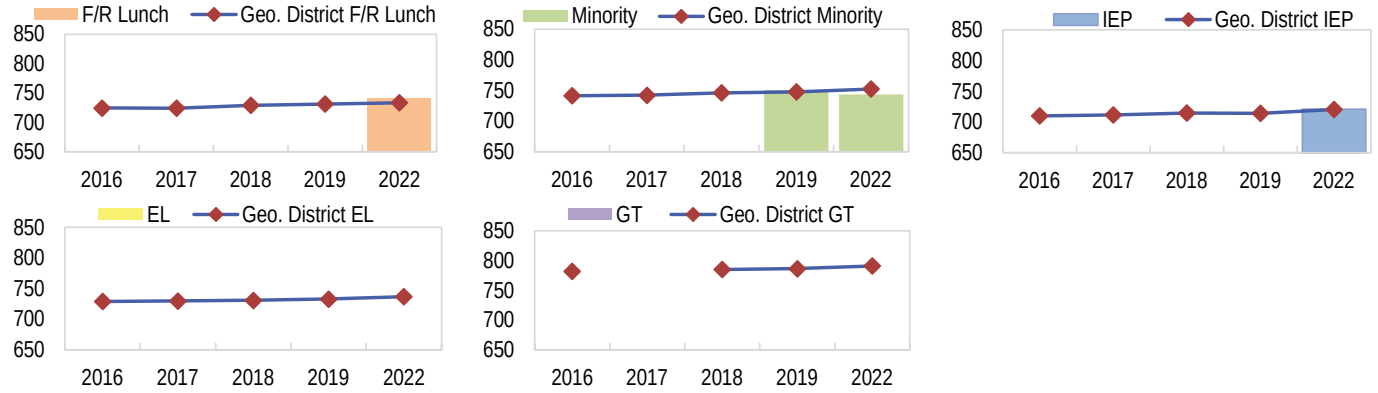
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	n<16	741.3
	N	--	--	--	752.6	750.6
Minority	Y	--	--	--	750.9	743.5
	N	--	--	--	752.2	751.0
IEP	Y	--	--	--	n<16	720.6
	N	--	--	--	753.7	753.3
EL	Y	--	--	--	n<16	n<16
	N	--	--	--	752.2	750.1
GT	Y	--	--	--	n<16	n<16
	N	--	--	--	750.1	748.0
Schoolwide		--	--	--	752	750

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	724.4	724.2	729.1	731.0	733.2
	N	750.4	751.5	754.3	755.7	758.2
Minority	Y	741.7	742.1	745.9	747.6	752.4
	N	749.2	750.5	753.3	755.2	757.6
IEP	Y	709.9	711.5	714.4	713.8	720.1
	N	751.1	751.9	755.0	757.0	760.2
EL	Y	728.8	729.7	730.7	732.8	736.7
	N	748.6	749.6	752.9	754.7	757.4
GT	Y	781.6	n<16	785.1	786.4	790.8
	N	743.7	748.4	746.9	747.8	755.1
Geographic District		747	748	751	753	756

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



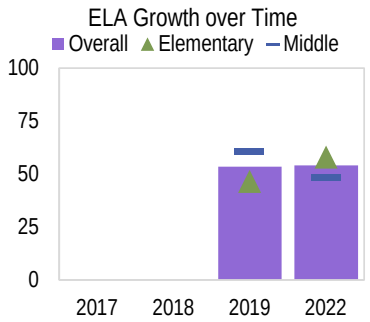
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

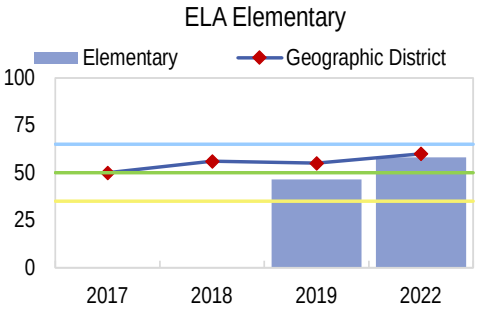
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	21	56.0	65	58.0
5	--	--	--	--	n < 20	--	--	--
Elementary	--	--	--	--	40	46.5	65	58.0
6	--	--	--	--	n < 20	--	35	50.0
7	--	--	--	--	n < 20	--	--	--
8	--	--	--	--	n < 20	--	41	46.0
Middle	--	--	--	--	28	60.5	76	48.5
Overall	--	--	--	--	68	53.5	141	54.0

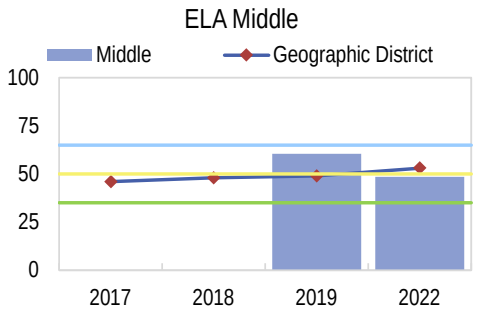


CMAS ELA: Local Comparison Tables and Graphs

-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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	4,055	47.0	4,143	52.0	4,358	49.0	3,506	54.0
5	3,982	46.0	4,155	54.0	4,272	52.0	--	--
Elementary	9,878	50.0	10,159	56.0	10,651	55.0	4,929	60.0
6	1,907	50.0	2,147	54.0	4,234	65.0	3,398	65.0
7	3,197	45.0	3,707	45.0	4,057	47.0	--	--
8	2,691	44.0	3,246	49.0	3,642	46.0	2,802	49.0
Middle	7,795	46.0	9,100	48.0	9,912	49.0	4,777	53.0
Overall	19,349	49.0	19,259	53.0	20,563	52.0	9,706	56.0



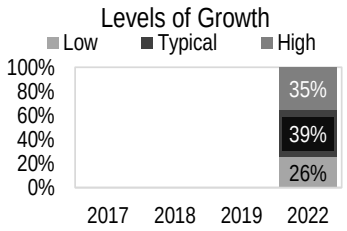


Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the ELA state assessment. Since last year, student growth increased by 0.5 percentile points. In 2022, overall student growth met state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

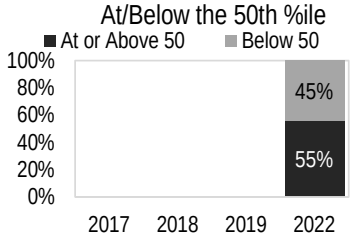
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	26%
Typical (35-65)	--	--	--	39%
High (above 65)	--	--	--	35%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	55%
Below 50	--	--	--	45%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 26% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 35% of students. The percent of students at or above the 50th percentile has

English Language Arts Subgroup Growth

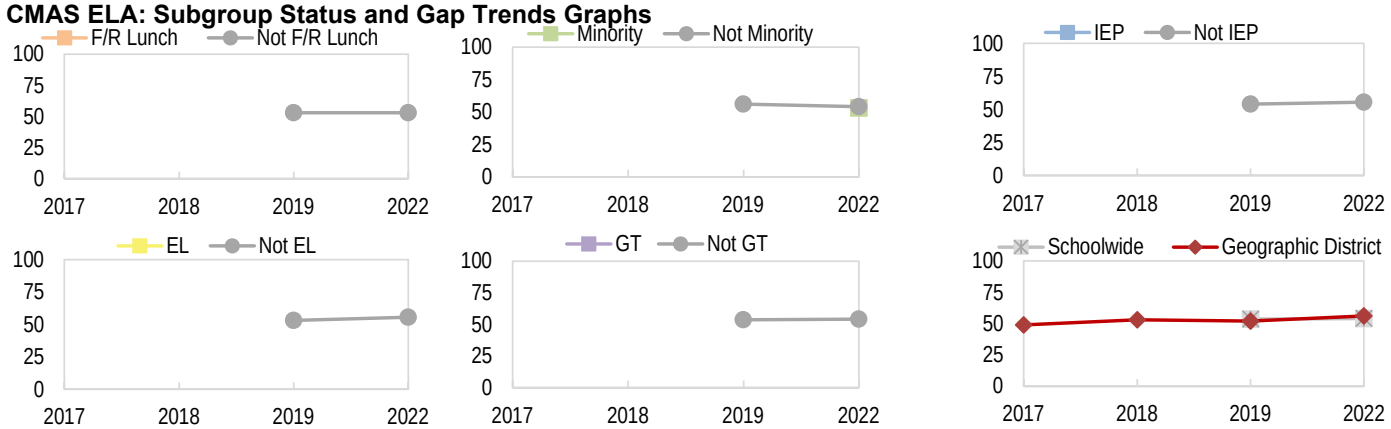
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

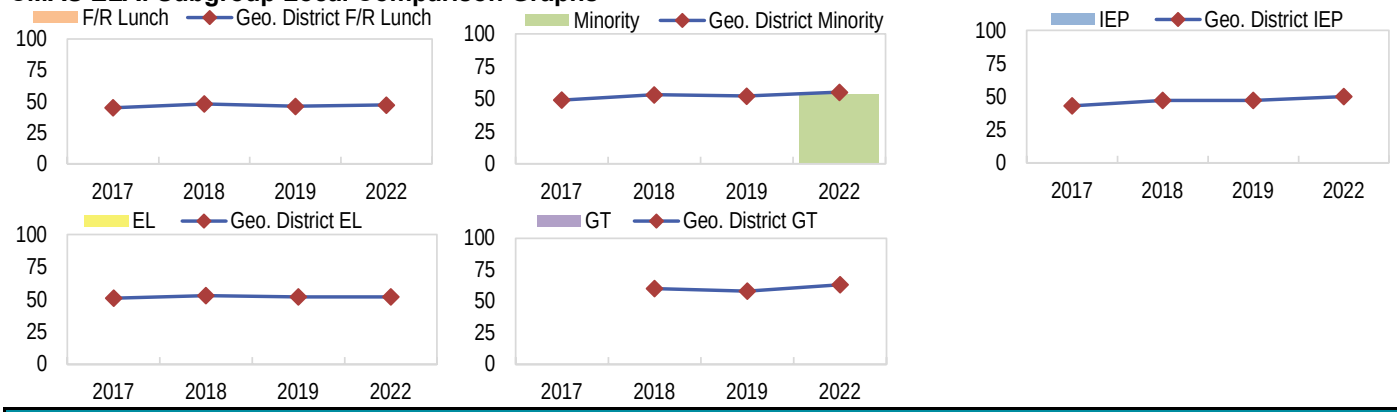
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	53.0	53.0
Minority	Y	--	--	n<20	53.0
	N	--	--	56.0	54.0
IEP	Y	--	--	n<20	n<20
	N	--	--	54.0	55.5
EL	Y	--	--	n<20	n<20
	N	--	--	53.0	55.5
GT	Y	--	--	n<20	n<20
	N	--	--	53.5	54.0
Schoolwide		--	--	53.5	54.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	45.0	48.0	46.0	47.0
	N	49.0	53.0	53.0	57.0
Minority	Y	49.0	53.0	52.0	55.0
	N	49.0	53.0	52.0	57.0
IEP	Y	43.0	47.0	47.0	50.0
	N	49.0	53.0	52.0	57.0
EL	Y	51.0	53.0	52.0	52.0
	N	49.0	53.0	52.0	56.0
GT	Y	n<20	60.0	58.0	63.0
	N	49.0	52.0	51.0	56.0
Geographic District		49.0	53.0	52.0	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 growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Mathematics Achievement

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

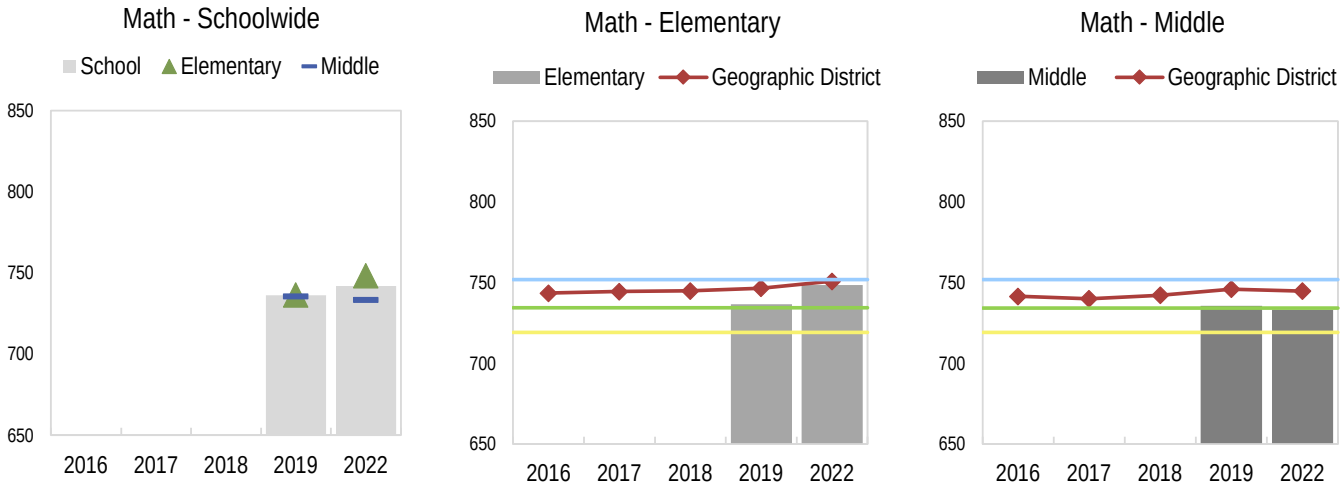
-How are students achieving on state assessments in Mathematics over time?

-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	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	30	737	57	744
4	--	--	--	--	--	--	27	746	83	743
5	--	--	--	--	--	--	37	729	62	759
Elementary	--	--	--	--	--	--	94	737	202	748
6	--	--	--	--	--	--	22	743	47	736
7	--	--	--	--	--	--	31	726	62	735
8	--	--	--	--	--	--	22	741	49	729
Middle	--	--	--	--	--	--	75	736	158	733
Overall	--	--	--	--	--	--	169	736	360	742

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	4,413	746	4,394	747	4,559	747	4,445	751	4,040	756
4	4,456	741	4,430	744	4,537	744	4,623	745	4,065	747
5	4,408	742	4,380	743	4,604	744	4,603	745	4,118	750
Elementary	15,556	744	15,305	745	15,871	745	15,864	747	13,942	751
6	4,024	745	4,203	745	4,583	745	4,594	746	4,093	744
7	3,404	742	3,758	741	4,350	742	4,491	745	3,990	744
8	2,702	739	3,413	737	3,993	741	4,103	748	3,444	748
Middle	7,851	742	9,273	740	10,755	742	10,995	746	9,808	745
Overall	25,070	743	26,830	743	26,626	744	26,859	746	23,750	748

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



Achievement Status and Local Comparison Narrative
The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score increased by 5.6 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 6.5 scale score points.

Mathematics Subgroup Achievement

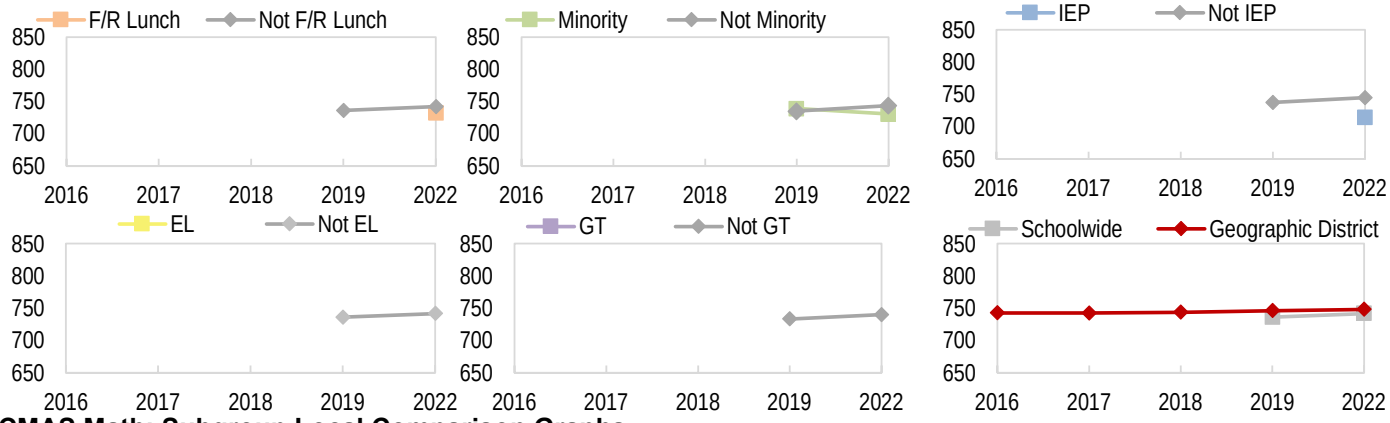
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

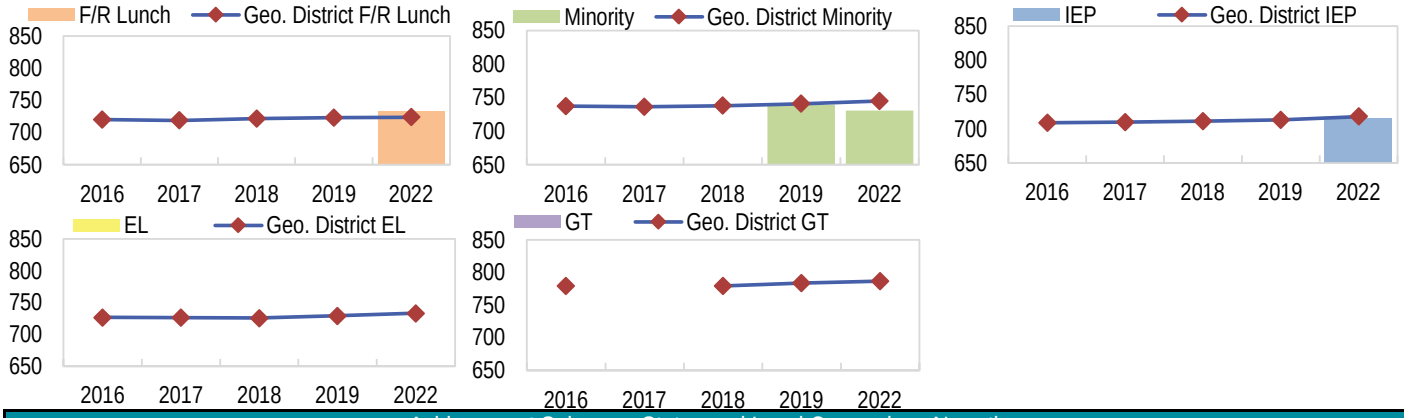
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	n<16	732.6
	N	--	--	--	736.6	742.5
Minority	Y	--	--	--	739.2	730.7
	N	--	--	--	735.4	743.9
IEP	Y	--	--	--	n<16	714.1
	N	--	--	--	737.6	745.1
EL	Y	--	--	--	n<16	n<16
	N	--	--	--	736.0	741.8
GT	Y	--	--	--	n<16	n<16
	N	--	--	--	733.5	740.0
Schoolwide		--	--	--	736	742

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	720.1	719.0	721.6	723.2	724.0
	N	745.8	745.9	746.7	749.0	750.7
Minority	Y	737.4	736.5	738.1	740.9	745.1
	N	744.5	744.9	745.8	748.4	749.7
IEP	Y	708.7	709.7	711.0	712.8	717.8
	N	746.2	745.8	747.0	749.6	751.9
EL	Y	726.6	726.5	725.8	729.3	733.3
	N	743.8	743.9	745.2	747.7	749.4
GT	Y	779.0	n<16	779.2	783.6	786.4
	N	739.0	742.9	739.2	740.3	747.3
Geographic District		743	743	744	746	748

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



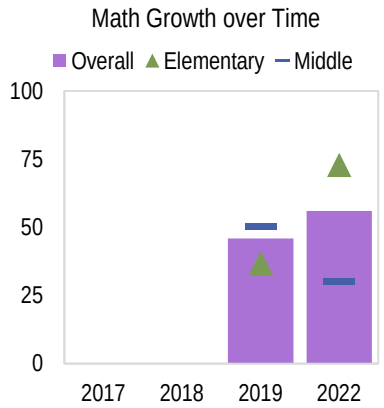
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, IEP, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

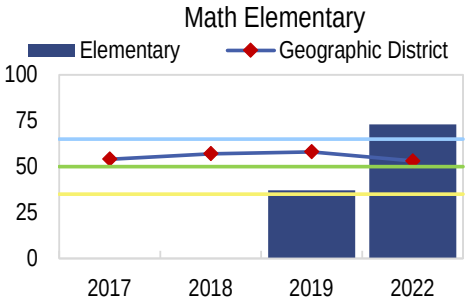
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	21	69.0	--	--
5	--	--	--	--	n < 20	--	49	73.0
Elementary	--	--	--	--	39	37.0	49	73.0
6	--	--	--	--	n < 20	--	--	--
7	--	--	--	--	n < 20	--	48	30.0
8	--	--	--	--	n < 20	--	--	--
Middle	--	--	--	--	28	50.5	48	30.0
Overall	--	--	--	--	67	46.0	97	56.0

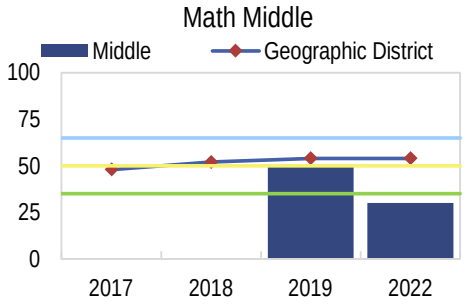


CMAS Math: Local Comparison Tables and Graphs

-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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	4,045	55.0	4,115	58.0	4,342	60.0	--	--
5	3,981	48.0	4,151	48.0	4,251	49.0	3,538	53.0
Elementary	9,865	54.0	10,089	57.0	10,622	58.0	3,538	53.0
6	1,907	60.0	2,161	61.0	4,249	65.0	--	--
7	3,200	45.0	3,329	49.0	4,040	53.0	3,343	54.0
8	2,674	43.0	2,881	48.0	3,284	51.0	--	--
Middle	7,781	48.0	8,371	52.0	9,544	54.0	3,343	54.0
Overall	18,976	52.0	18,460	55.0	20,166	56.0	6,881	54.0



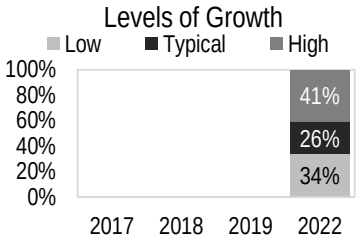


Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the Math state assessment. Since last year, student growth increased by 10 percentile points. In 2022, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

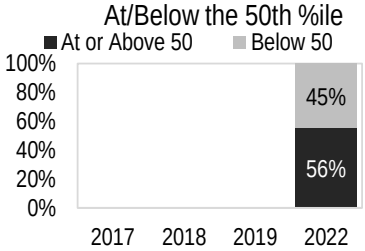
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	34%
Typical (35-65)	--	--	--	26%
High (above 65)	--	--	--	41%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	56%
Below 50	--	--	--	45%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 34% 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 41% of students. The percent of students at or above the 50th percentile has

Mathematics Subgroup Growth

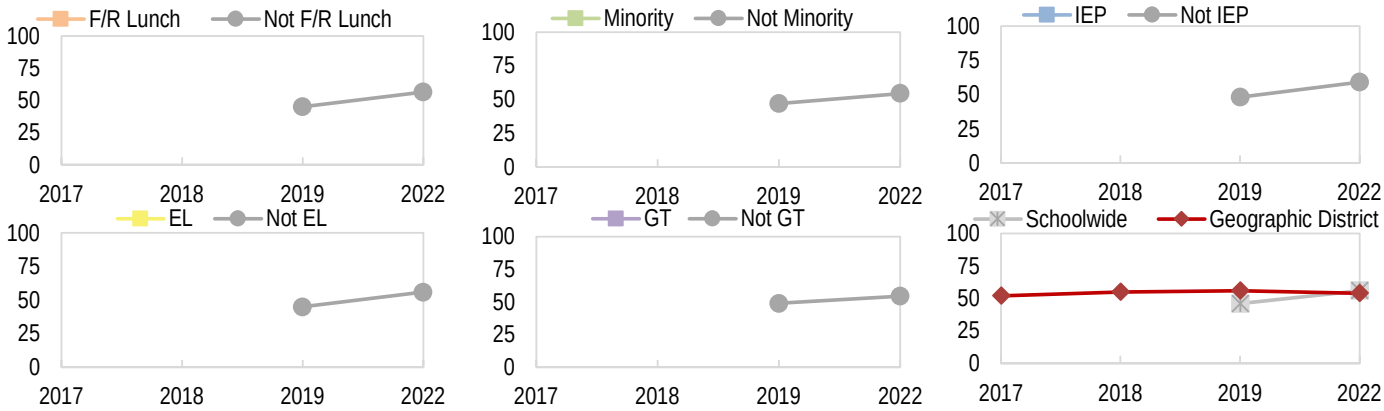
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

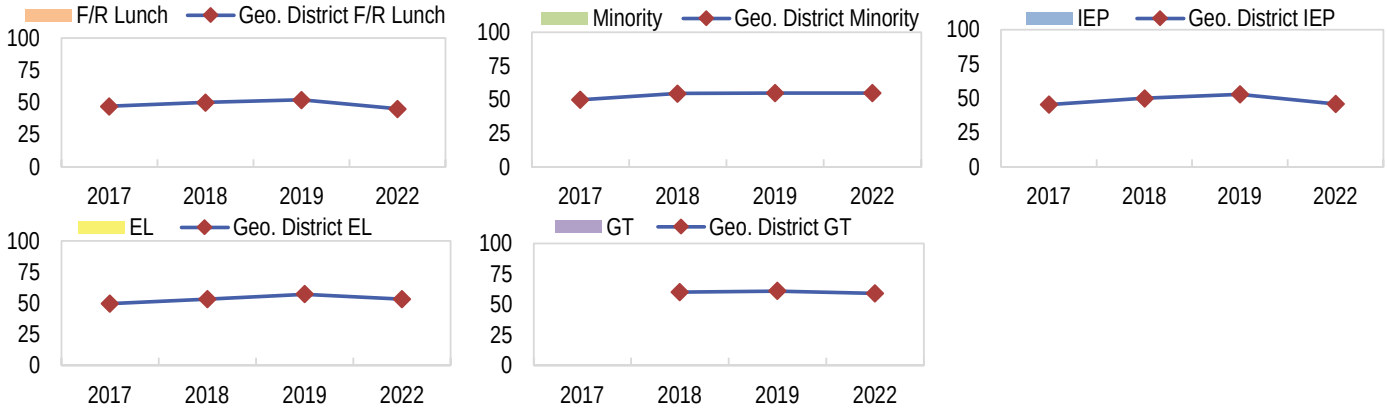
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	45.0	56.5
Minority	Y	--	--	n<20	n<20
	N	--	--	47.0	54.5
IEP	Y	--	--	n<20	n<20
	N	--	--	48.0	59.0
EL	Y	--	--	n<20	n<20
	N	--	--	45.0	56.0
GT	Y	--	--	n<20	n<20
	N	--	--	49.0	54.5
Schoolwide		--	--	46.0	56.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	47.0	50.0	52.0	45.0
	N	52.0	55.0	57.0	54.0
Minority	Y	50.0	54.5	55.0	55.0
	N	52.0	55.0	56.0	53.0
IEP	Y	45.5	50.0	53.0	46.0
	N	52.0	55.0	56.0	54.0
EL	Y	49.5	53.0	57.0	53.0
	N	52.0	55.0	56.0	54.0
GT	Y	n<20	60.0	61.0	59.0
	N	52.0	54.0	55.0	53.0
Geographic District		52.0	55.0	56.0	54.0

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 growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, the school outperformed Douglas County. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

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?^^

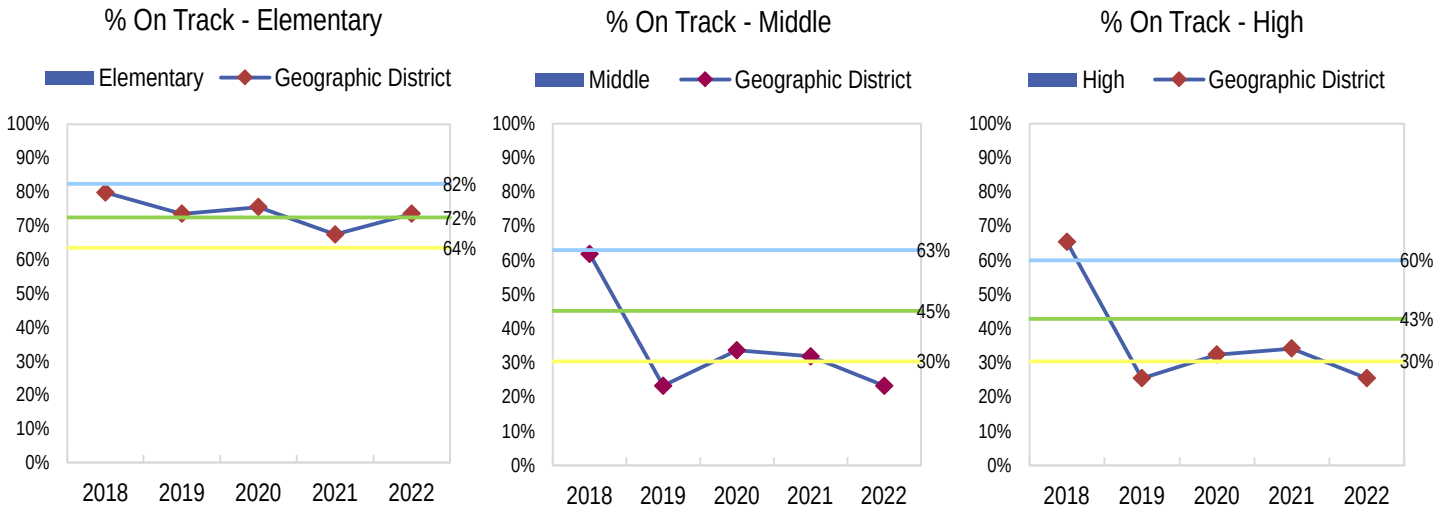
Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	--	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	--	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	1381	55.0	1270	54.0	1148	58.0	796	65.0	812	66.0	73.5%
Middle	411	55.0	381	51.0	300	47.0	244	61.5	208	47.0	23.3%
High	289	64.0	269	47.0	227	60.0	247	51.0	243	56.0	25.5%
Overall	2,081	56.0	1920	52.0	1675	57.0	1287	61.0	1263	59.0	58.4%

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

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
Not applicable.

Evidence-Based Reading and Writing Achievement

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

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

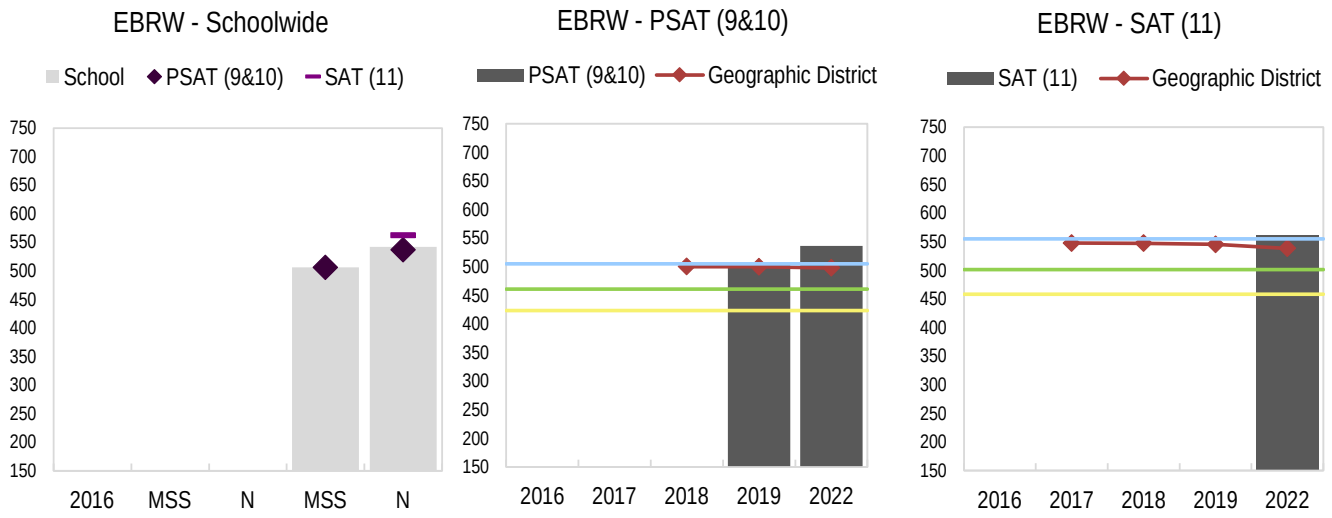
Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	n<16	--	47	522
*PSAT (10th)**	--	--	--	--	--	--	18	514	26	563
PSAT (9th&10th)	--	--	--	--	--	--	28	506	73	537
SAT (11th)	--	--	--	--	--	--	--	--	19	562
Overall	--	--	--	--	--	--	28	506	92	542

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	4,557	487	4,602	490	4,159	483
*PSAT (10th)**	--	--	4,438	507	4,429	515	4,504	510	4,181	514
PSAT (9th&10th)	--	--	--	--	8,986	500	9,106	500	8,340	498
SAT (11th)	--	--	4,376	548	4,499	547	4,441	545	4,331	538
Overall	--	--	8,814	527	13,485	516	13,547	515	12,671	512

*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 EBRW state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score increased by 35.7 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 29.9 scale score points.

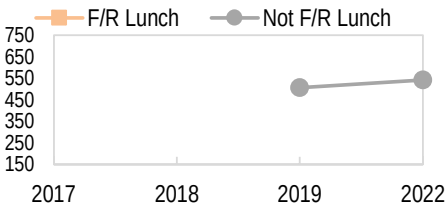
Evidence-Based Reading and Writing Subgroup Achievement

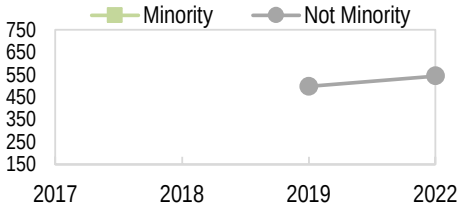
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

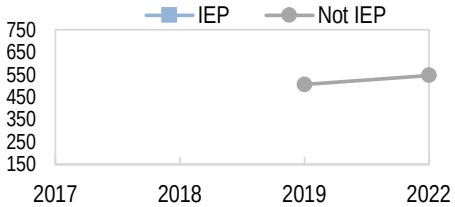
-How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
-How are traditionally underserved students achieving on state assessments compared to their peers over time?
-How are traditionally underserved students achieving on state assessments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

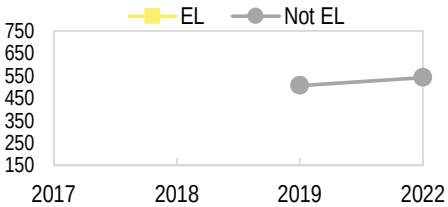
Subgroup Achievement Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16
	N	--	--	506	542
Minority	Y	--	--	n<16	n<16
	N	--	--	498	544
IEP	Y	--	--	n<16	n<16
	N	--	--	506	546
EL	Y	--	--	n<16	n<16
	N	--	--	506	542
GT	Y	--	--	n<16	n<16
	N	--	--	506	542
Schoolwide		--	--	506	542

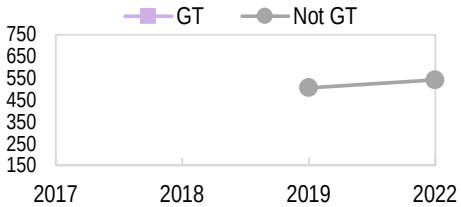
Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	472	456	454	439
	N	532	522	521	519
Minority	Y	512	499	499	495
	N	532	521	520	518
IEP	Y	424	412	413	417
	N	536	525	523	519
EL	Y	470	423	415	415
	N	530	519	519	516
GT	Y	n<16	626	618	614
	N	528	507	504	493
Geographic District		527	516	515	512

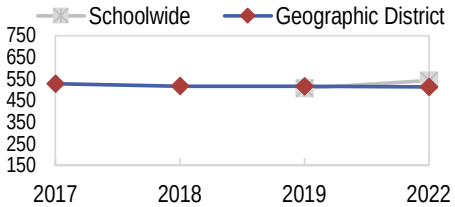


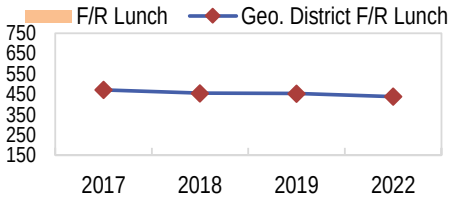


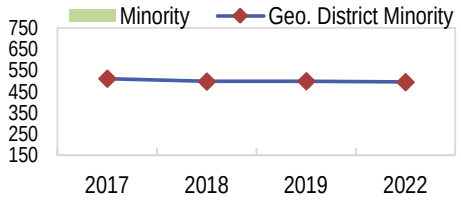


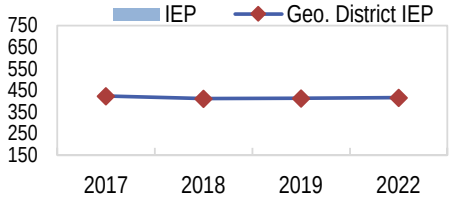


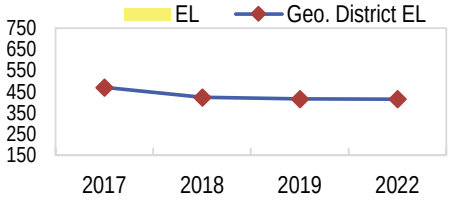


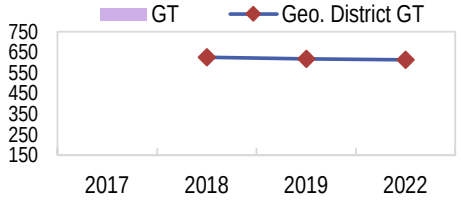












Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

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?

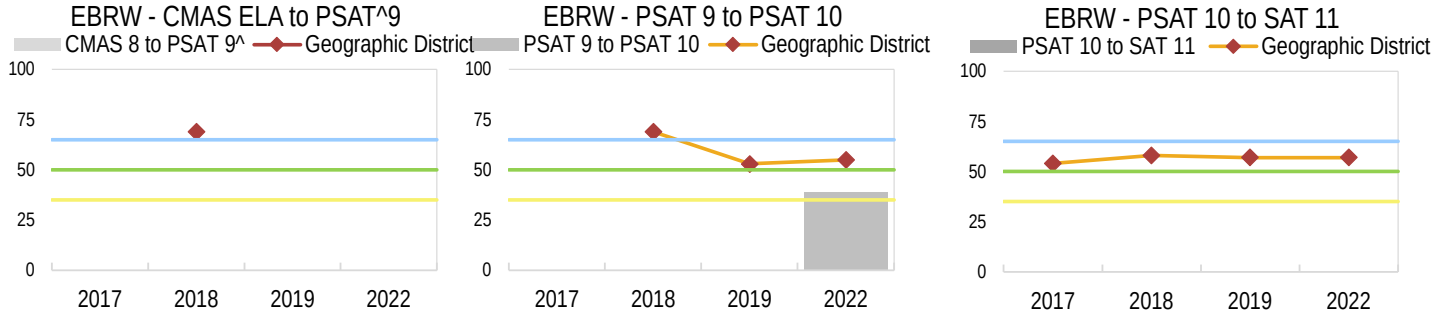
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--	21	39.0
PSAT 10 to SAT 11	--	--	--	--	--	--	n < 20	--
Overall	--	--	--	--	n < 20	--	39	50.0

^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		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	2,858	69.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	2,123	69.0	4,177	53.0	3,434	55.0
PSAT 10 to SAT 11	3,854	54.0	4,150	58.0	4,103	57.0	3,650	57.0
Overall	3,854	54.0	9,131	65.0	8,280	55.0	7,084	57.0

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



Growth Status and Local Comparison Narrative

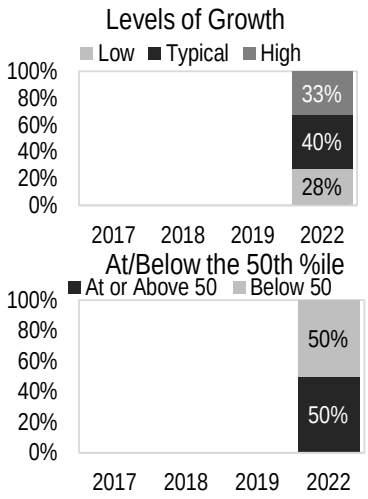
The graphs above show schoolwide growth on the EBRW state assessment. In 2022, overall student growth met state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has increased over time.

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	2022
Low (below 35)	--	--	--	28%
Typical (35-65)	--	--	--	40%
High (above 65)	--	--	--	33%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	50%
Below 50	--	--	--	50%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 28% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 33% of students. The percent of students at or above the 50th percentile has

Evidence-Based Reading and Writing Subgroup Growth

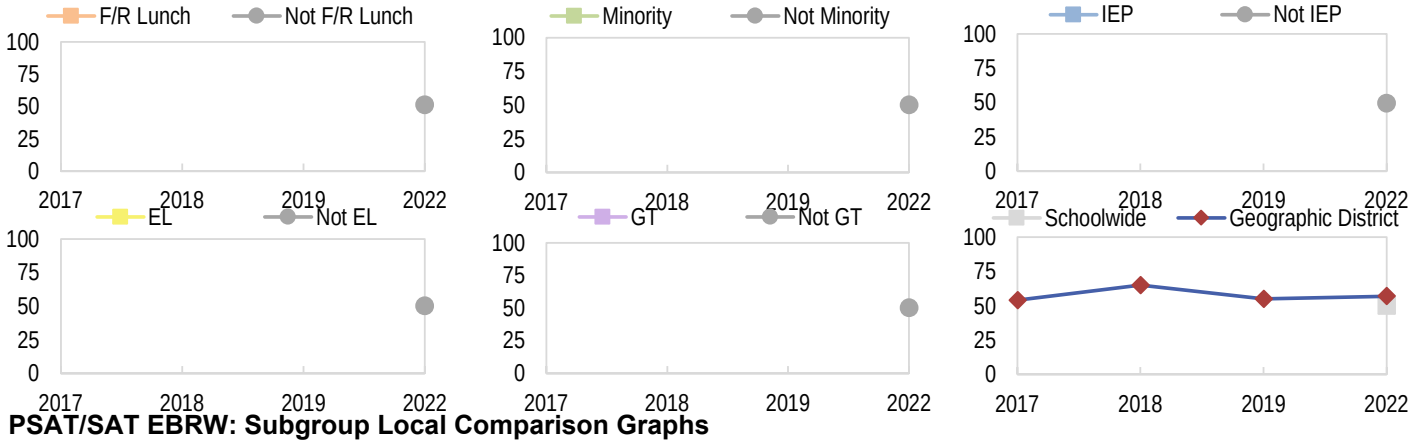
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-How are traditionally underserved students growing on state assessments in Evidence-Based Reading & Writing 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?

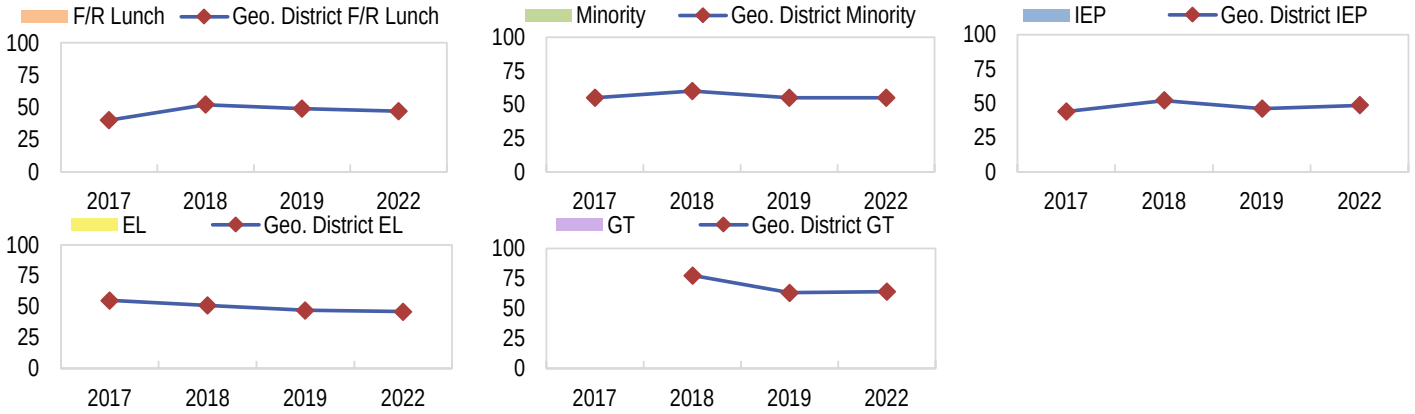
Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT		2017	2018	2019	2022
Student		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	n<20	51.5
Minority	Y	--	--	n<20	n<20
	N	--	--	n<20	50.0
IEP	Y	--	--	n<20	n<20
	N	--	--	n<20	49.5
EL	Y	--	--	n<20	n<20
	N	--	--	n<20	50.0
GT	Y	--	--	n<20	n<20
	N	--	--	n<20	50.0
Schoolwide		--	--	--	50.0

Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	52.0	49.0	47.0
	N	54.0	65.0	56.0	57.0
Minority	Y	55.0	60.0	55.0	55.0
	N	54.0	66.0	56.0	57.0
IEP	Y	44.0	52.0	46.0	48.5
	N	54.0	65.0	56.0	57.0
EL	Y	55.0	51.0	47.0	46.0
	N	54.0	65.0	56.0	57.0
GT	Y	n<20	77.5	63.0	64.0
	N	54.0	63.0	54.5	55.0
Geographic District		54.0	65.0	55.0	57.0

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 growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, Douglas County outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Math 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?

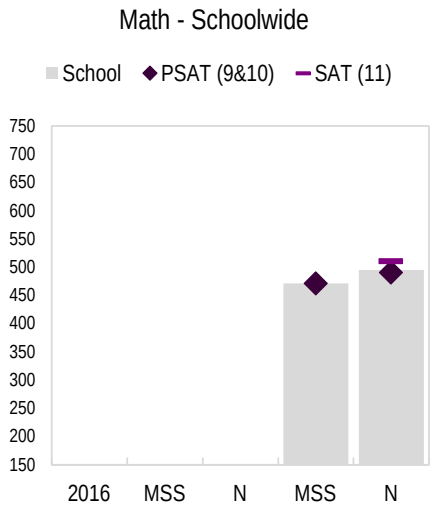
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	--	--	n<16	--	47	481
*PSAT (10th)**	--	--	--	--	--	--	18	485	26	508
PSAT (9th&10th)	--	--	--	--	--	--	28	471	73	491
SAT (11th)	--	--	--	--	--	--	--	--	19	511
Overall	--	--	--	--	--	--	28	471	92	495

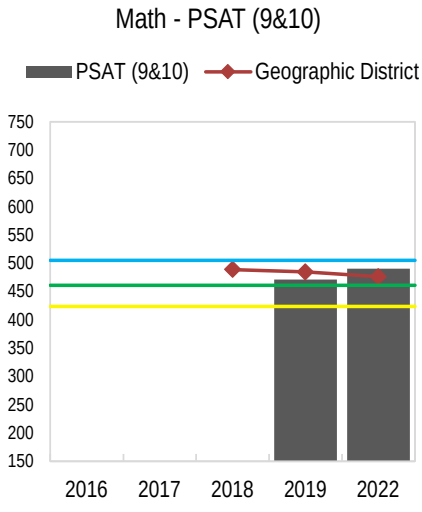
Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	4,559	477	4,604	479	4,162	469
*PSAT (10th)**	--	--	4,438	498	4,430	502	4,504	491	4,185	484
PSAT (9th&10th)	--	--	--	--	8,989	489	9,108	485	8,347	476
SAT (11th)	--	--	4,376	540	4,499	541	4,441	542	4,336	522
Overall	--	--	8,814	519	13,488	507	13,549	504	12,683	492

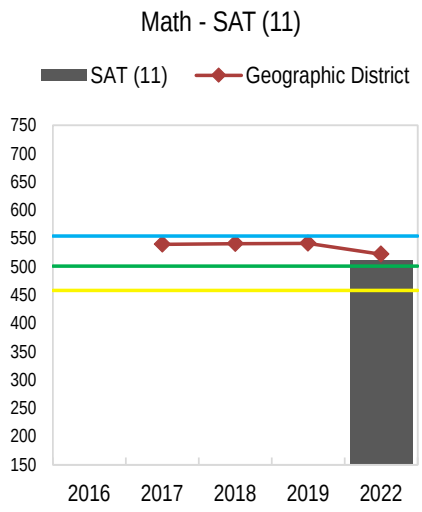
*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^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 Math state assessment over time disaggregated by test and grade level. Since last school year, overall mean scale score increased by 23.4 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 2.9 scale score points.

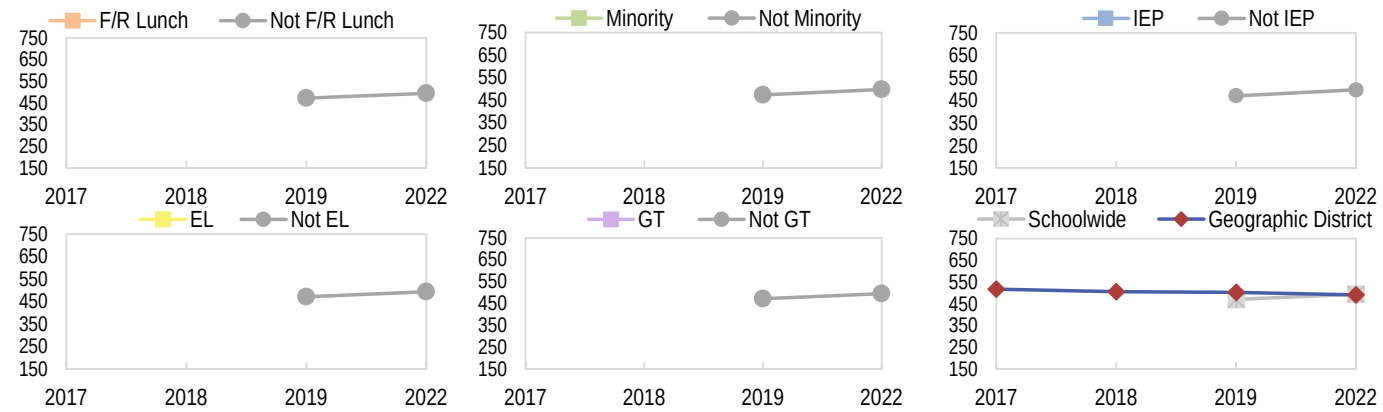
Math Subgroup Achievement

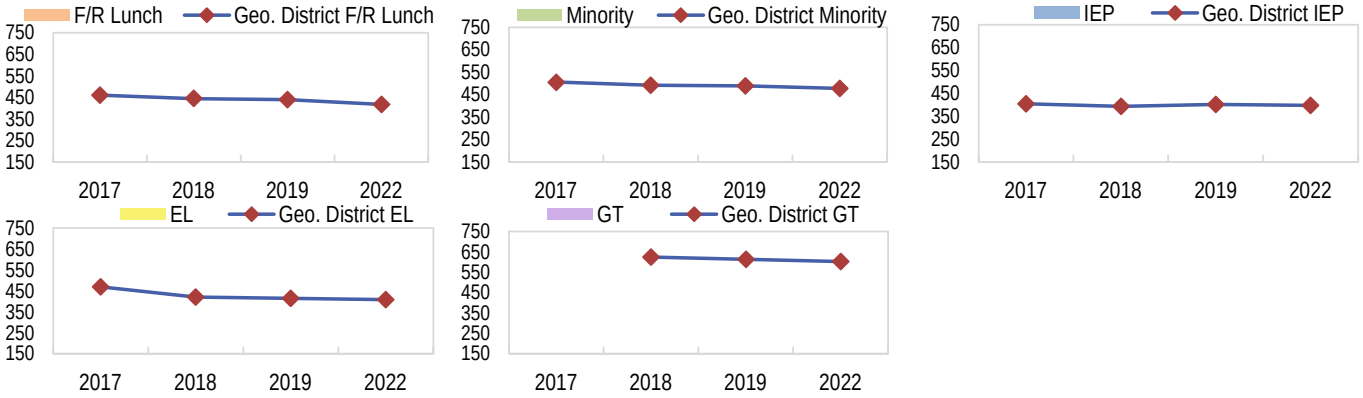
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16
	N	--	--	471	494
Minority	Y	--	--	n<16	n<16
	N	--	--	473	498
IEP	Y	--	--	n<16	n<16
	N	--	--	471	498
EL	Y	--	--	n<16	n<16
	N	--	--	471	495
GT	Y	--	--	n<16	n<16
	N	--	--	471	495
Schoolwide		--	--	471	495

Geographic District Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	461	445	439	418
	N	524	512	510	500
Minority	Y	506	493	489	478
	N	523	511	508	497
IEP	Y	404	394	401	398
	N	528	516	512	499
EL	Y	469	420	414	409
	N	521	510	507	496
GT	Y	n<16	625	614	603
	N	520	497	492	472
Geographic District		519	507	504	492





Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Math Growth

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

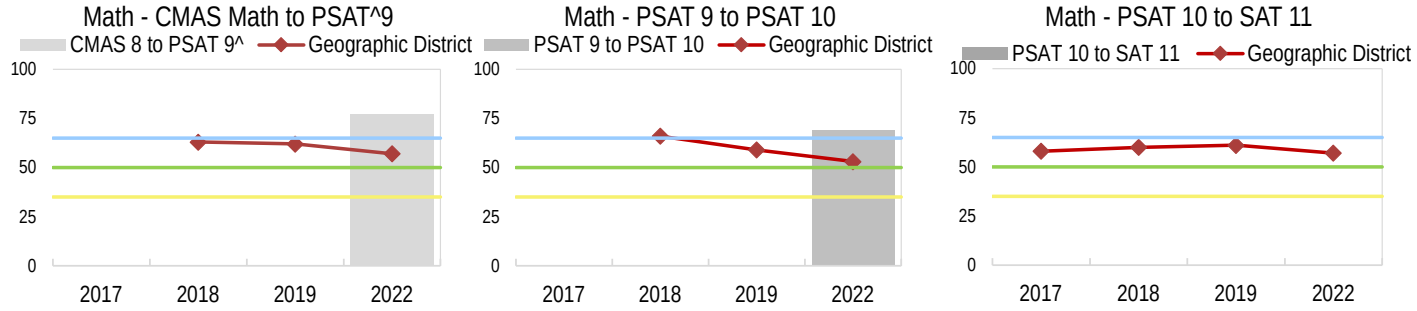
-Are students making sufficient growth on state assessments over time?

-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		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	n < 20	--	29	77.0
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--	21	69.0
PSAT 10 to SAT 11	--	--	--	--	--	--	n < 20	--
Overall	--	--	--	--	n < 20	--	68	71.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	2,851	63.0	3,103	62.0	2,542	57.0
PSAT 9 to PSAT 10	--	--	1,793	66.0	4,177	59.0	3,434	53.0
PSAT 10 to SAT 11	3,854	58.0	4,150	60.0	4,103	61.0	3,650	57.0
Overall	3,854	58.0	8,794	62.0	11,383	60.0	9,626	56.0

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



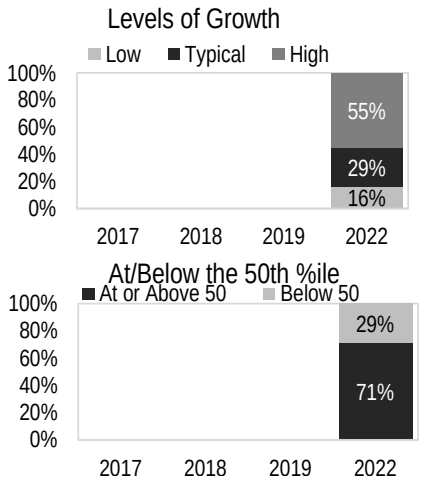
Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the Math state assessment. In 2022, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

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	2022
Low (below 35)	--	--	--	16%
Typical (35-65)	--	--	--	29%
High (above 65)	--	--	--	55%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	71%
Below 50	--	--	--	29%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 16% 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 55% of students. The percent of students at or above the 50th percentile has

Math Subgroup Growth

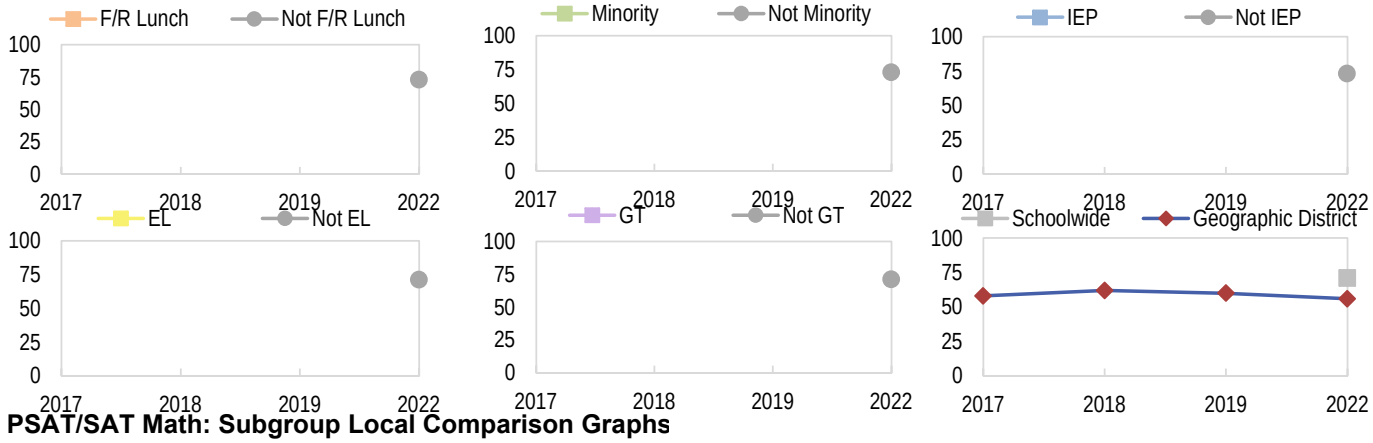
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

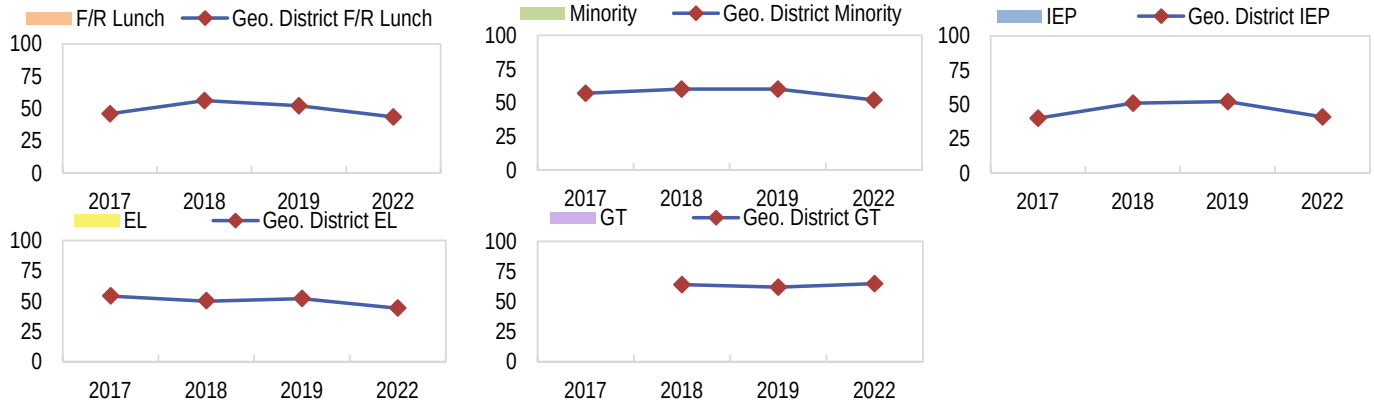
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20
	N	--	--	n<20	73.0
Minority	Y	--	--	n<20	n<20
	N	--	--	n<20	73.0
IEP	Y	--	--	n<20	n<20
	N	--	--	n<20	73.0
EL	Y	--	--	n<20	n<20
	N	--	--	n<20	71.0
GT	Y	--	--	n<20	n<20
	N	--	--	n<20	71.0
Schoolwide		--	--	--	71.0

Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	56.0	52.0	43.5
	N	59.0	63.0	61.0	57.0
Minority	Y	57.0	60.0	60.0	52.0
	N	58.0	63.0	60.0	57.0
IEP	Y	40.0	51.0	52.0	41.0
	N	59.0	63.0	61.0	57.0
EL	Y	54.0	50.0	52.0	44.0
	N	58.0	63.0	61.0	56.0
GT	Y	n<20	64.0	62.0	65.0
	N	58.0	62.0	60.0	55.0
Geographic District		58.0	62.0	60.0	56.0

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 growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed Douglas County. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

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

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

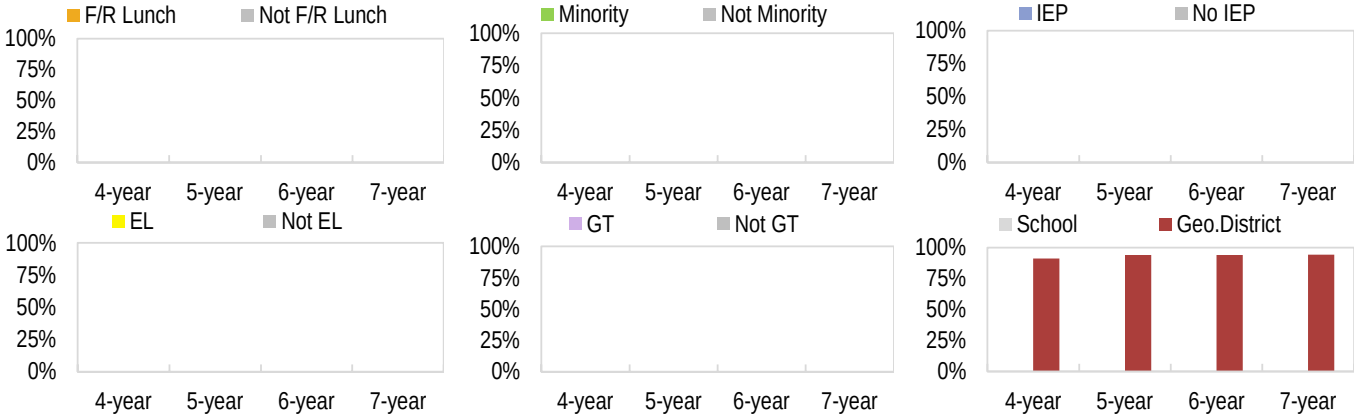
Subgroup Graduation Gap Trends over Time

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

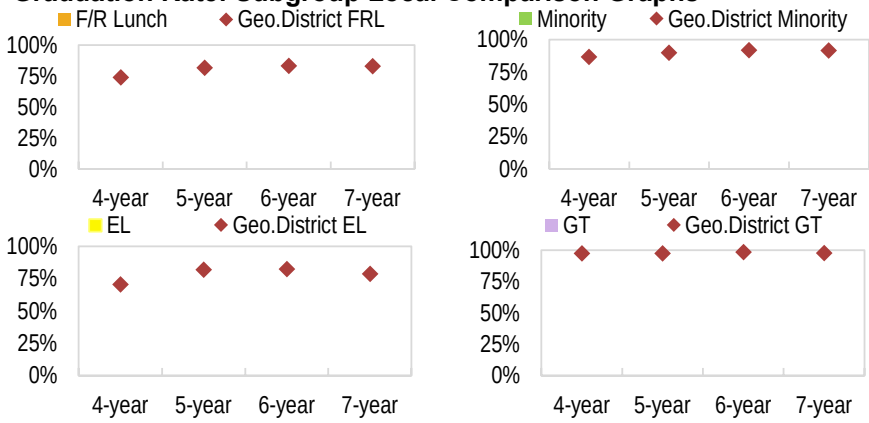
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	6-year	74%	81%	83%	83%
	N	7-year	94%	96%	96%	96%
Minority	Y	6-year	87%	90%	92%	91%
	N	5-year	93%	95%	95%	95%
IEP	Y	7-year	77%	79%	82%	88%
	N	5-year	93%	96%	95%	95%
EL	Y	6-year	71%	82%	82%	79%
	N	7-year	92%	94%	94%	95%
GT	Y	6-year	98%	98%	98%	98%
	N	7-year	91%	94%	94%	94%
Geographic District		7-year	91%	94%	94%	94%

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 2020-21. 5-year represents the class of 2019-20, 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 94%.

Postsecondary and Workforce Readiness Additional Indicators

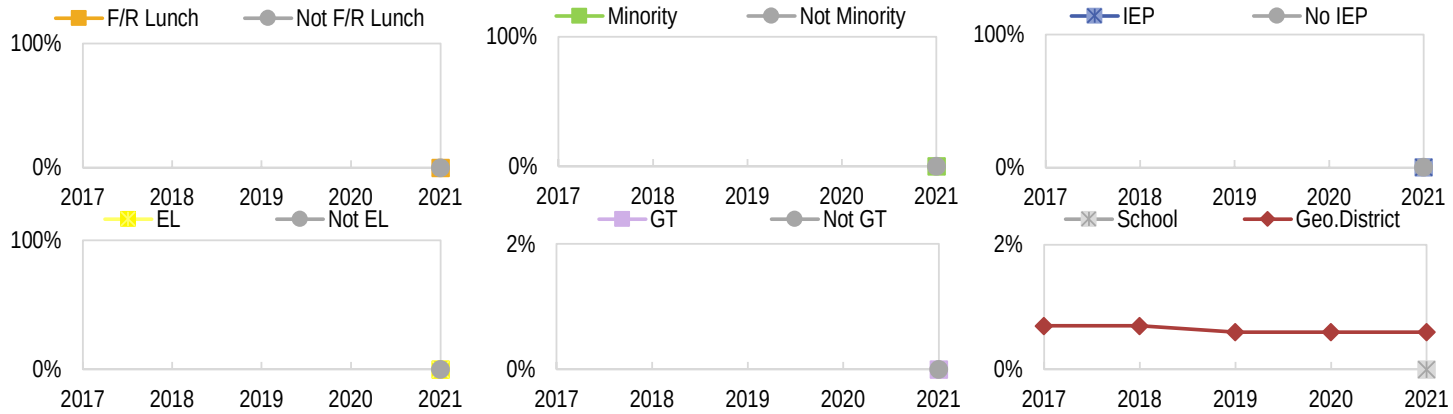
Dropout Rate: Subgroup Status and Gap Trends Tables

-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?

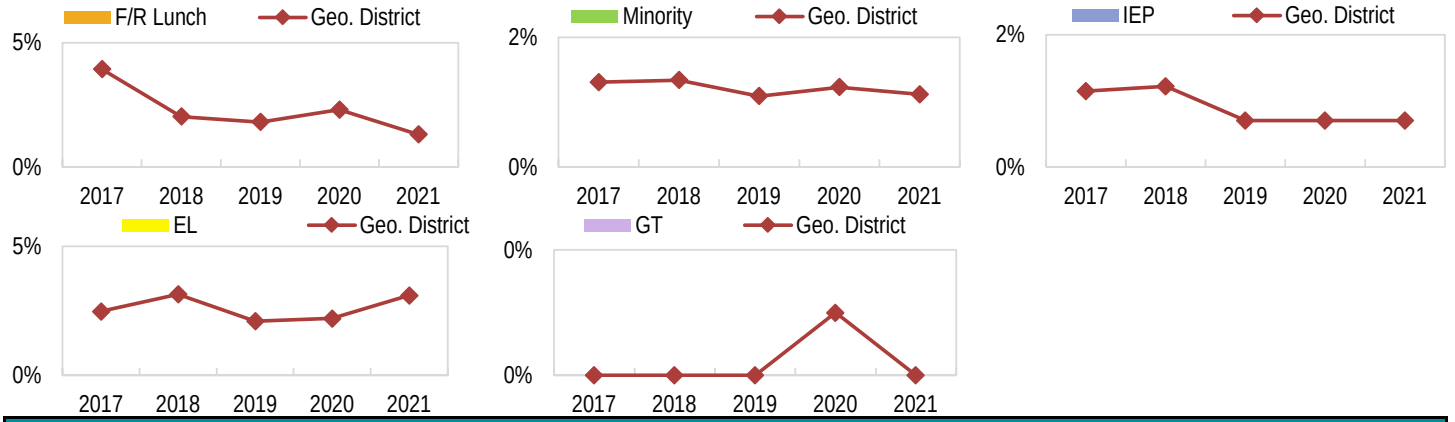
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
Minority	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
IEP	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
EL	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
GT	Y	--	--	--	--	0.0%
	N	--	--	--	--	0.0%
Schoolwide		--	--	--	--	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.9%	2.0%	1.8%	2.3%	1.3%
	N	0.5%	0.5%	0.4%	0.3%	0.5%
Minority	Y	1.3%	1.3%	1.1%	1.2%	1.1%
	N	0.5%	0.7%	0.4%	0.3%	0.4%
IEP	Y	1.1%	1.2%	0.7%	0.7%	0.7%
	N	0.7%	0.6%	0.5%	0.5%	0.6%
EL	Y	2.5%	3.1%	2.1%	2.2%	3.1%
	N	0.6%	0.6%	0.5%	0.5%	0.5%
GT	Y	0.0%	0.0%	0.0%	0.1%	0.0%
	N	0.7%	0.8%	0.6%	0.6%	0.7%
Geographic District		0.7%	0.7%	0.6%	0.6%	0.6%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative
The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, EL, - additional details are available in the graphs above.

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?

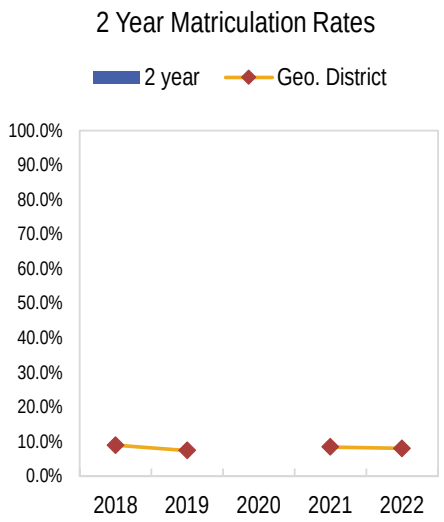
School Matriculation Rate Trends over Time										
Matriculation	2018		^2019		2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	n < 16	--	n < 16	--
4 year	--	--	--	--	--	--	n < 16	--	n < 16	--
CTE	--	--	--	--	--	--	n < 16	--	n < 16	--
Schoolwide	--	--	--	--	--	--	n < 16	--	n < 16	--

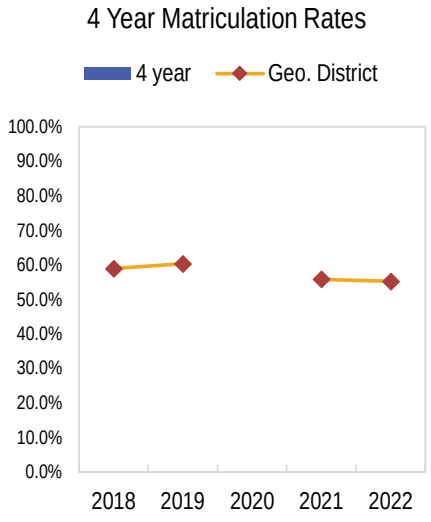
Geo. District Matriculation Rate Trends over Time										
Matriculation	2018		^2019		^^2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	4,398	8.9%	4,629	7.4%	--	--	4,723	8.4%	4,801	8.0%
4 year	4,398	58.9%	4,629	60.3%	--	--	4,723	55.8%	4,801	55.2%
CTE	4,398	4.1%	4,629	4.3%	--	--	4,723	9.3%	4,801	11.6%
Geo. District	4,398	70.6%	4,629	71.0%	--	--	4,723	69.1%	4,801	69.8%

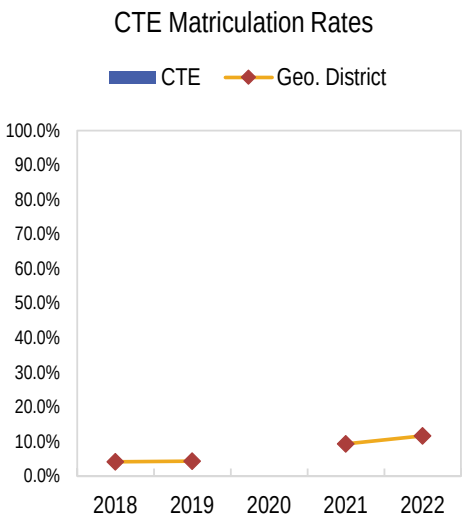
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2021-22) represent outcomes for the class of 2020-21 and data for the 2020-21 reporting year represent outcomes for the class of 2019-20, and so on. Schoolwide matriculation rates are the only rates used for accountability.

^ CDE renormed matriculation benchmarks in the 2018-19 school year.
^^ Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 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 Douglas County. In 2022, school matriculation rates could not be reported due to low student counts.

Academic Performance Metrics

School Observations

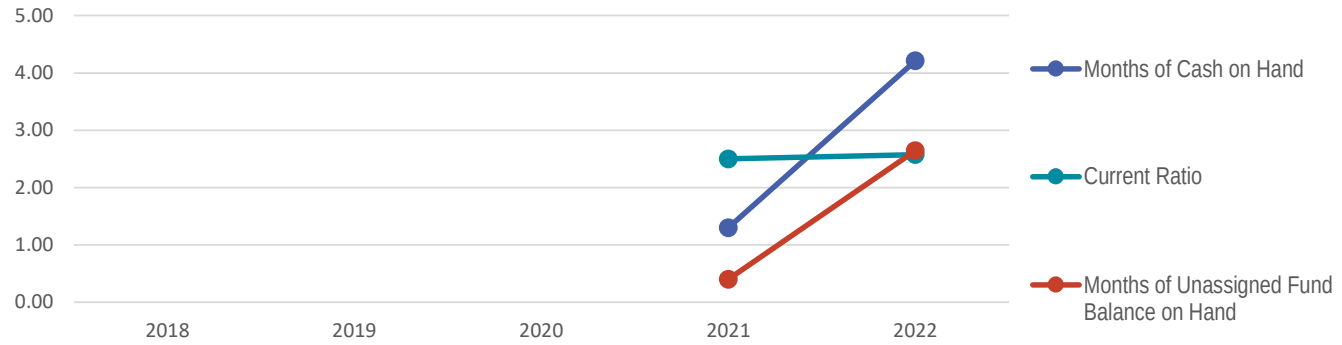
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 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	2018	2019	2020	2021	2022
Operating Margin	--	--	--	5.3%	17.0%
Months of Cash on Hand	--	--	--	1.30	4.22
Current Ratio	--	--	--	2.50	2.58
Months of Unassigned Fund Balance on Hand	--	--	--	0.40	2.64
Positive Unassigned Fund Balance (TABOR)	--	--	--	YES	YES



Enrollment

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

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	--	--	--	-6.8%	-0.4%
Change in FPC from Prior-Year	--	--	--	12.4%	34.2%

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	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	--	--	--
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	--	$0	$0

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	2018	2019	2020	2021	2022
Debt to Asset Ratio	--	--	--	0.39	0.39
Change in Net Position	--	--	--	$328,165	$1,571,542
Default	--	--	--	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative
Ascent DougCo ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position and reportedno statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by -3.1 or -0.38 percent, and 201.9 students or 34.16 percent higher than the prior year. The school's governmental funds ended the year with 4.22 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 16.97

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.

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 in the 2021-22 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 in the 2021-22 school year.

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 in the 2021-22 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 in the 2021-22 school year.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

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

-Is the school complying with facilities and transportation requirements?

Includes:

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

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

Includes:

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

CSI Review
CSI was not made aware of any issues relating to health and safety requirements in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 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 in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative
Overall, the school exhibited strong operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued.

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.

1600 Broadway Ste. 1250 Denver, CO 80202 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us