



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Early College of Arvada



Expanding Frontiers in Public Education

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



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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. 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).

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?

Early College of Arvada Overview

Year Opened/Transferred: 2008-2009

Grades Served: 6-12

School Model: Early College

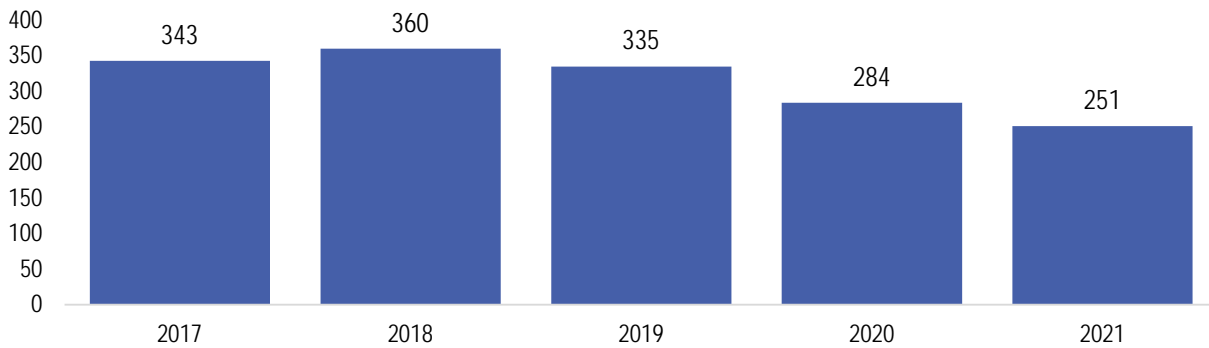
Town/City: Arvada

District of Residence: Adams County School District 50

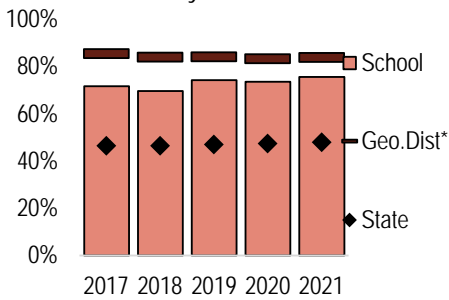
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	343	360	335	284	251
F/R Lunch	51.0%	56.7%	54.3%	58.5%	56.6%
Minority	71.7%	69.7%	74.3%	73.6%	75.7%
IEP	7.3%	8.9%	6.3%	10.2%	9.6%
EL	31.5%	36.7%	36.1%	37.0%	29.9%
Gifted	13.4%	9.2%	4.2%	2.5%	0.0%
504	5.0%	3.6%	2.4%	2.8%	0.4%

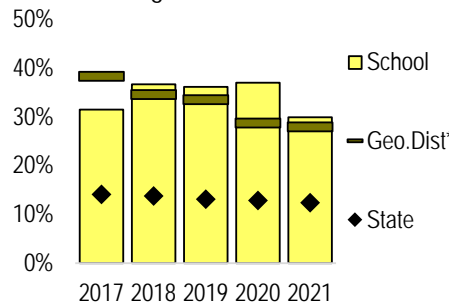
Enrollment over Time



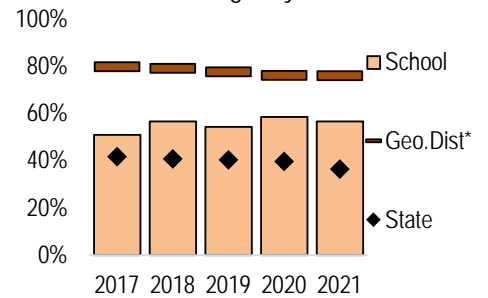
Minority Students



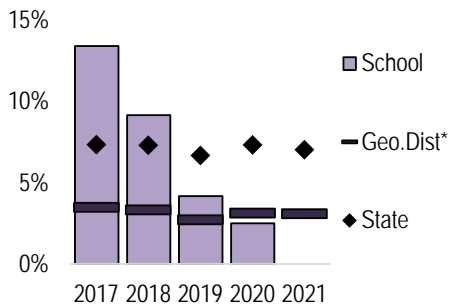
English Learners



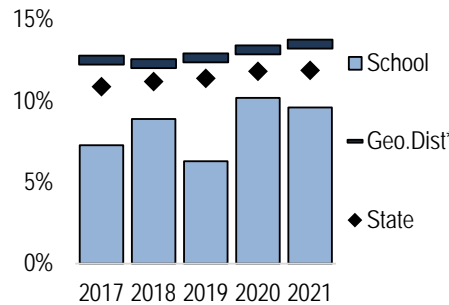
Lunch Eligibility



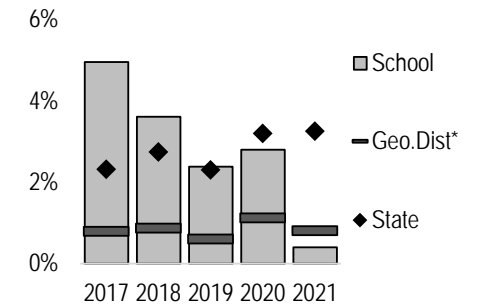
Gifted Students



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 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	--
Middle School Rating	Performance (Points Earned: 75%)
High School Rating	Improvement (Points Earned: 46.9%)
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	207	194	93.7%	0	93.7%	Does Not Meet 95%
Math	207	193	93.2%	0	93.2%	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	61	57	93.4%	0	93.4%	Does Not Meet 95%
CMAS Math	61	56	91.8%	0	91.8%	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	146	137	93.8%	0	93.8%	Does Not Meet 95%
PSAT/SAT Math	146	137	93.8%	0	93.8%	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?

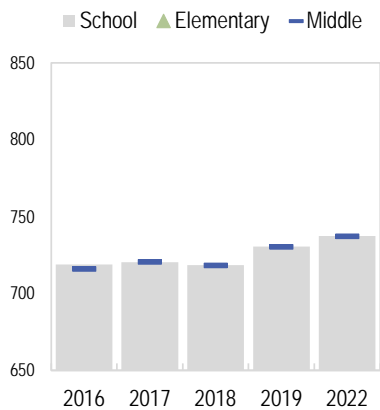
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	50	718	31	724	28	723	47	725	n<16	--
7	53	714	58	726	35	712	57	738	n<16	--
8	34	717	52	713	53	720	49	727	29	737
Middle	137	716	141	721	116	718	153	731	52	737
Overall	176	719	181	720	116	718	153	731	52	737

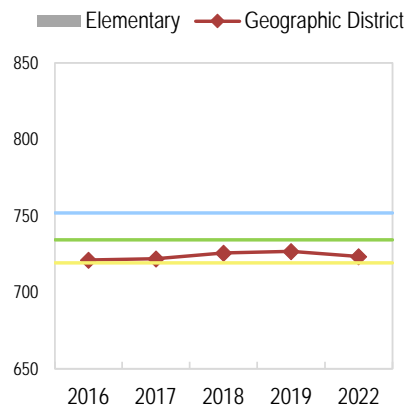
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	663	716	661	715	648	718	592	719	505	717
4	645	723	675	722	661	727	610	729	510	724
5	657	724	643	729	658	733	637	732	510	729
Elementary	1,965	721	2,003	722	1,967	726	1,839	727	1,525	723
6	661	723	588	725	585	728	575	730	523	727
7	616	718	686	730	572	727	561	731	577	724
8	590	722	615	726	662	731	569	732	573	726
Middle	1,867	721	1,865	727	1,819	729	1,705	731	1,673	725
Overall	4,432	721	4,424	723	3,786	727	3,544	729	3,198	724

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

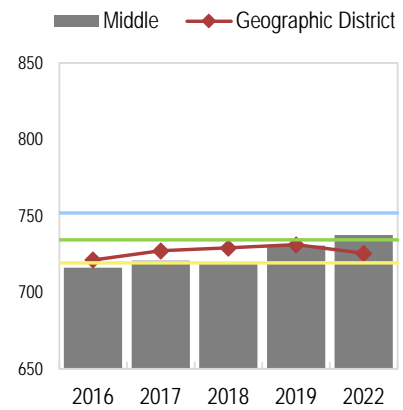
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement increased by 18.5 scale score points. Since last school year, overall mean scale score increased by 6.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 12.9 scale score points.

English Language Arts Subgroup Achievement

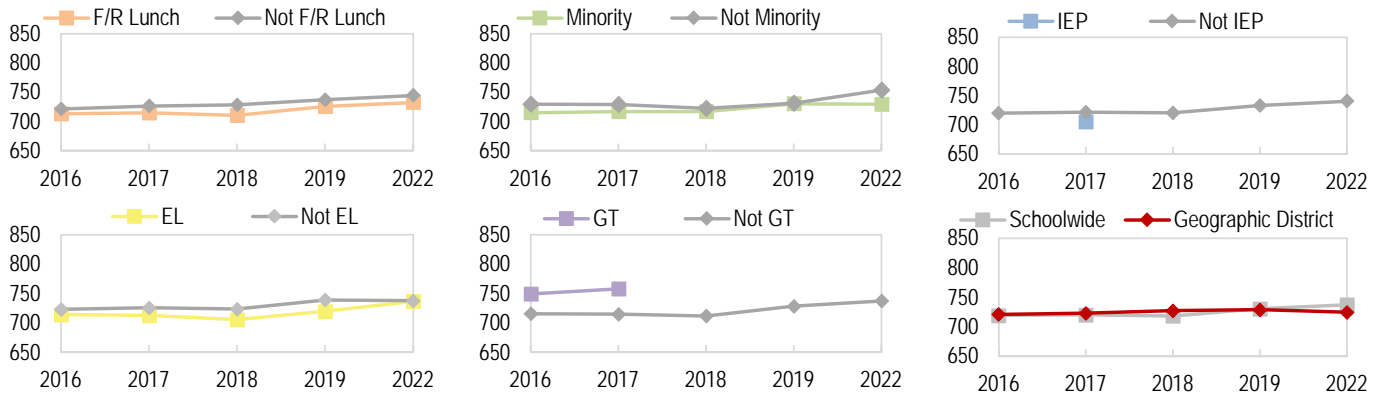
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

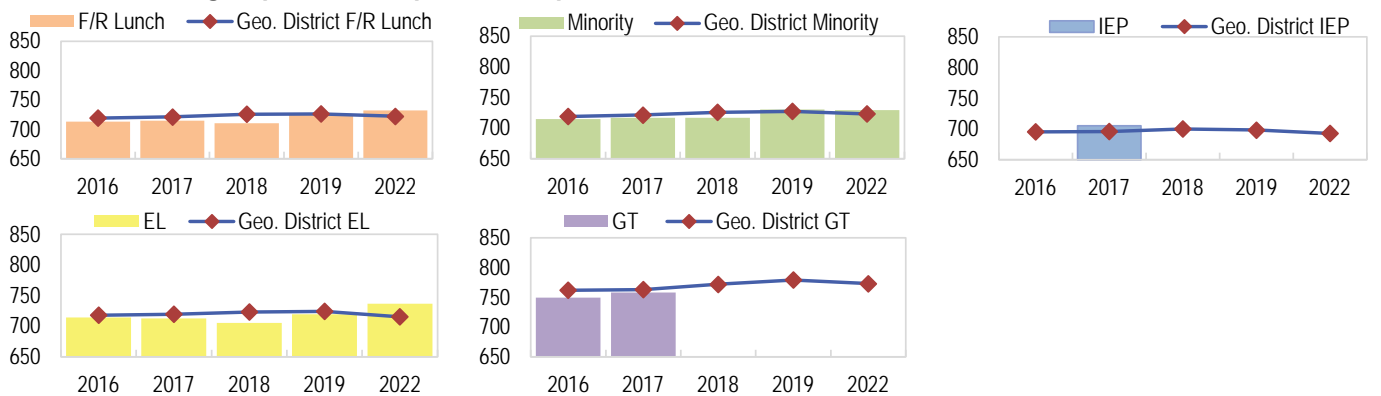
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	713.0	714.8	710.2	725.7	732.4
	N	721.4	726.4	728.2	737.2	744.5
Minority	Y	714.9	716.9	716.9	730.4	729.4
	N	729.6	728.8	722.3	730.9	753.5
IEP	Y	n<16	705.0	n<16	n<16	n<16
	N	720.0	721.7	720.3	732.9	740.4
EL	Y	714.0	712.4	705.5	719.7	736.7
	N	722.8	725.7	723.5	739.0	737.7
GT	Y	749.2	758.0	n<16	n<16	n<16
	N	715.5	714.8	711.9	728.4	737.3
Schoolwide		719	720	718	731	737

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	719.1	721.1	725.6	726.5	722.2
	N	730.1	730.9	734.0	737.1	732.8
Minority	Y	719.1	721.3	725.9	727.6	723.2
	N	730.8	732.1	735.7	736.5	731.7
IEP	Y	695.3	695.7	699.8	698.0	692.7
	N	724.5	726.7	731.5	732.9	729.3
EL	Y	717.9	719.6	723.0	724.5	715.2
	N	724.2	726.5	731.4	732.8	730.6
GT	Y	761.7	762.9	771.8	779.1	772.9
	N	718.4	721.0	725.6	727.0	722.1
Geographic District		721	723	727	729	724

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

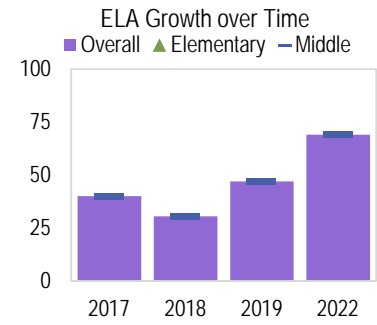
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams County School District 50. In 2022, the following subgroups outperformed the geo. district: FRL, minority, EL, - 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?

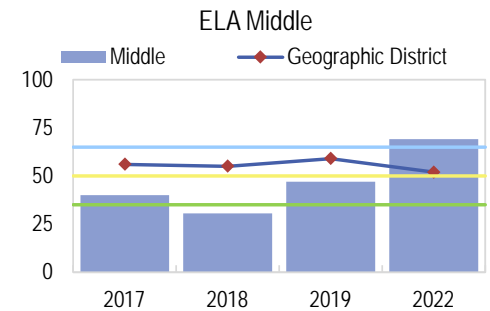
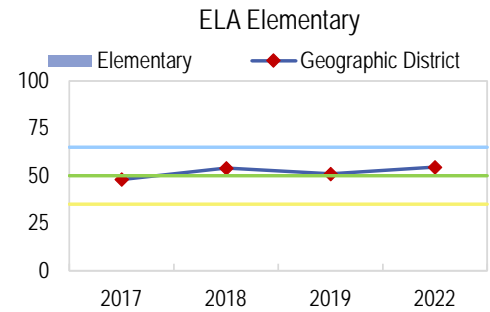
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	30	26.5	28	23.5	44	39.0	n < 20	--
7	56	38.0	33	24.0	53	60.0	--	--
8	49	47.0	51	43.0	44	52.0	n < 20	--
Middle	135	40.0	112	30.5	141	47.0	23	69.0
Overall	165	40.0	112	30.5	141	47.0	23	69.0



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	636	42.0	623	48.0	577	51.0	340	54.5
5	614	52.5	631	60.0	619	51.0	--	--
Elementary	1,274	48.0	1,254	54.0	1,196	51.0	340	54.5
6	554	48.0	561	51.0	563	56.0	326	45.0
7	663	61.0	548	62.5	541	58.0	--	--
8	591	59.0	638	56.0	538	62.0	357	57.0
Middle	1,808	56.0	1,747	55.0	1,642	59.0	683	52.0
Overall	3,617	51.0	3,001	55.0	2,838	56.0	1,023	52.0

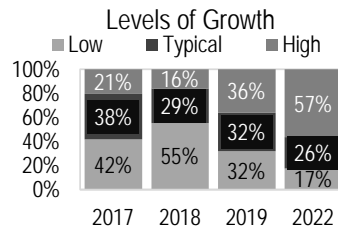


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 22 percentile points. In 2022, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

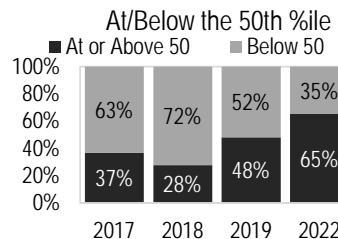
CMAS ELA: Levels of Growth Tables and Graphs

-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)	42%	55%	32%	17%
Typical (35-65)	38%	29%	32%	26%
High (above 65)	21%	16%	36%	57%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	37%	28%	48%	65%
Below 50	63%	72%	52%	35%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 17% 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 57% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 65%). Since 2017, the percent of students at or above the 50th percentile has increased (37% to 65%).

English Language Arts Subgroup Growth

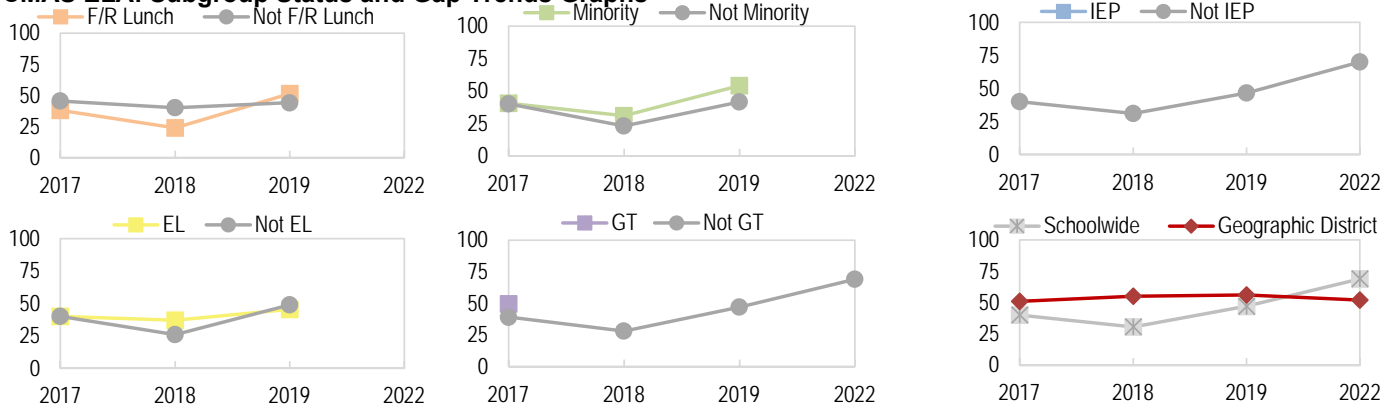
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

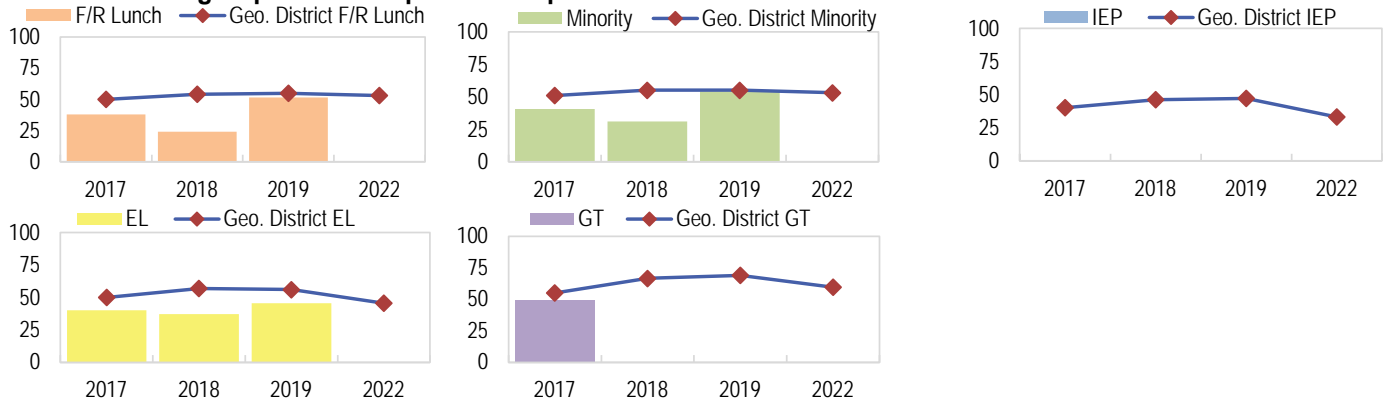
CMAS ELA	2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	38.0	24.0	51.5
	N	45.5	40.0	44.0
Minority	Y	40.5	31.0	54.0
	N	40.0	23.0	41.5
IEP	Y	n<20	n<20	n<20
	N	40.0	31.0	46.5
EL	Y	40.0	37.0	45.5
	N	40.0	26.0	49.0
GT	Y	49.5	n<20	n<20
	N	39.0	28.0	47.0
Schoolwide	40.0	30.5	47.0	69.0

CMAS ELA	2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	50.0	54.0	55.0
	N	53.0	58.0	57.0
Minority	Y	51.0	55.0	55.0
	N	52.0	54.0	56.0
IEP	Y	40.0	46.0	47.0
	N	52.0	56.0	57.0
EL	Y	50.0	57.0	56.0
	N	52.0	54.0	55.0
GT	Y	55.0	66.5	69.0
	N	51.0	55.0	55.0
Geographic District	51.0	55.0	56.0	52.0

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): overall, the school outperformed Adams County School District 50. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Mathematics Achievement

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

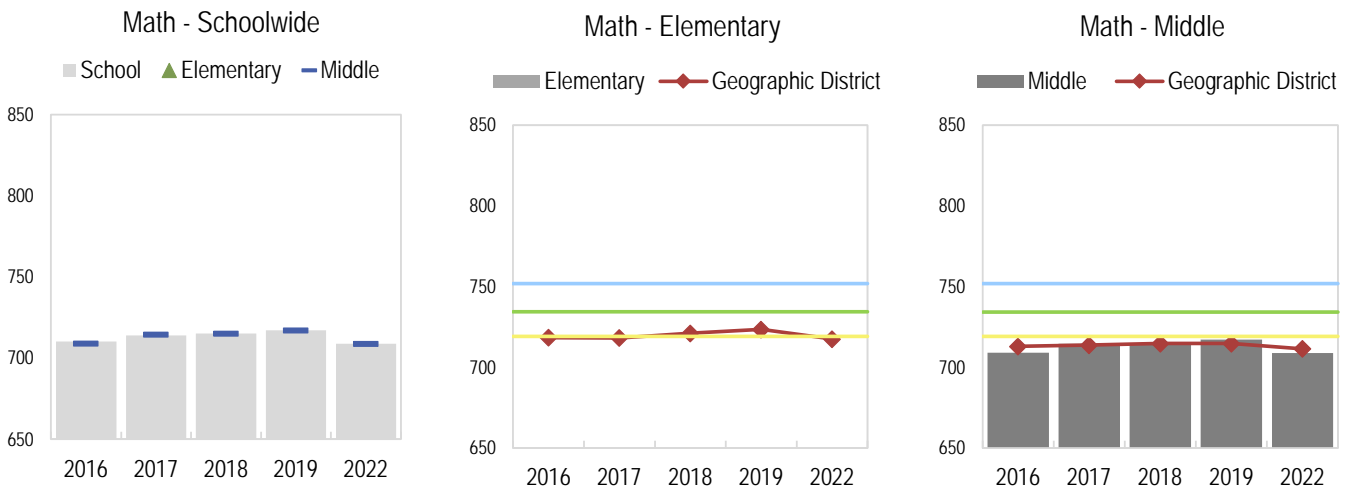
-How are students achieving on state assessments in Mathematics over time?

-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	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	49	717	31	719	28	718	47	714	n<16	--
7	53	711	58	721	35	709	57	720	n<16	--
8	34	694	53	705	53	717	49	717	29	710
Middle	136	709	142	715	116	715	153	717	52	709
Overall	175	710	181	714	116	715	153	717	52	709

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	655	720	661	720	648	722	590	729	503	720
4	640	716	676	716	664	720	611	722	510	718
5	655	720	652	719	662	721	641	720	518	715
Elementary	1,950	718	2,013	718	1,974	721	1,842	724	1,531	718
6	662	715	598	715	592	716	577	715	525	712
7	618	717	700	717	574	716	569	717	579	717
8	592	706	627	708	668	713	573	713	577	706
Middle	1,872	713	1,901	714	1,834	715	1,719	715	1,681	712
Overall	4,420	716	4,491	716	3,808	718	3,561	719	3,212	714

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. From 2016 to 2022, overall student achievement decreased by 1.4 scale score points. Since last school year, overall mean scale score decreased by 8.3 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 5.6 scale score points.

Mathematics Subgroup Achievement

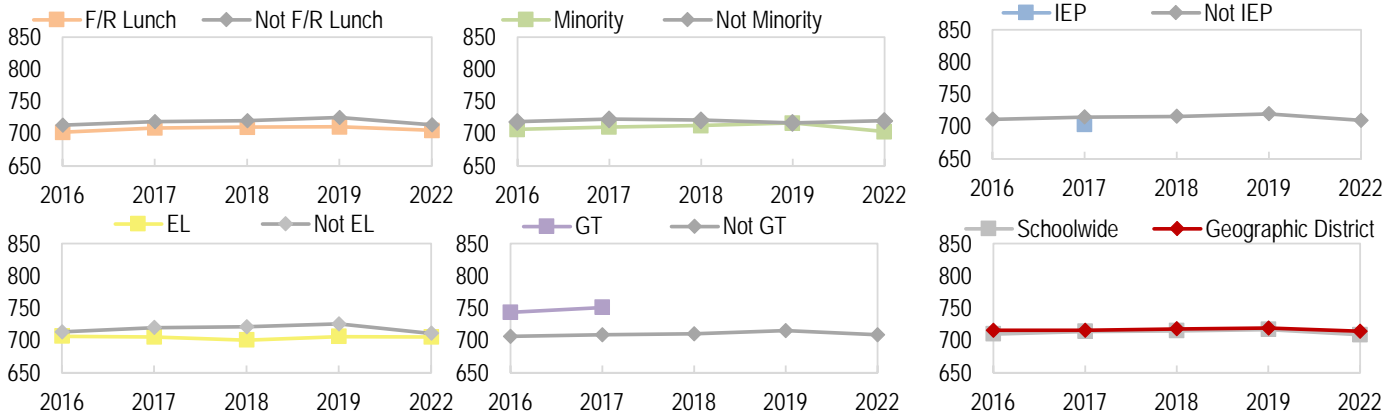
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

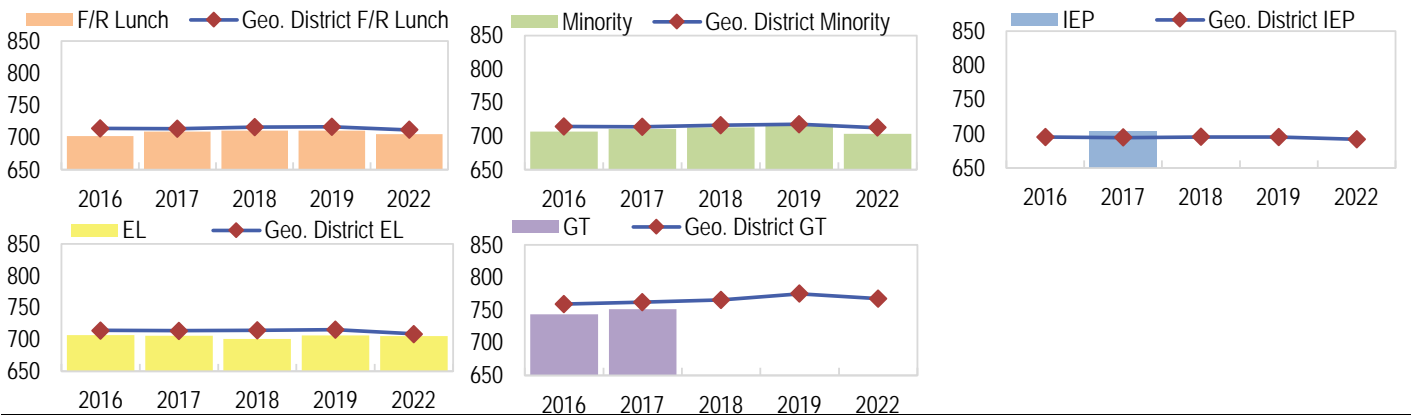
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	702.6	709.4	710.6	710.9	705.5
	N	713.6	719.3	720.7	725.5	714.1
Minority	Y	707.1	710.7	712.9	717.0	703.6
	N	718.9	722.9	721.4	717.2	720.4
IEP	Y	n<16	703.0	n<16	n<16	n<16
	N	711.5	715.1	716.1	719.9	709.9
EL	Y	706.6	705.5	700.6	706.2	705.4
	N	713.2	720.1	721.3	725.6	711.1
GT	Y	743.5	751.2	n<16	n<16	n<16
	N	706.4	708.8	710.4	715.4	708.8
Schoolwide		710	714	715	717	709

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	714.1	713.8	716.3	716.8	712.0
	N	724.8	725.3	725.1	728.3	723.5
Minority	Y	714.3	714.1	716.4	717.7	712.9
	N	724.4	726.6	728.5	729.4	723.2
IEP	Y	695.1	694.3	695.3	695.0	691.9
	N	718.8	718.9	721.5	722.5	717.8
EL	Y	714.3	713.8	714.4	715.6	708.6
	N	717.5	718.3	721.6	722.7	718.3
GT	Y	759.0	761.9	765.4	775.0	767.2
	N	713.2	713.8	716.2	717.4	711.9
Geographic District		716	716	718	719	714

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

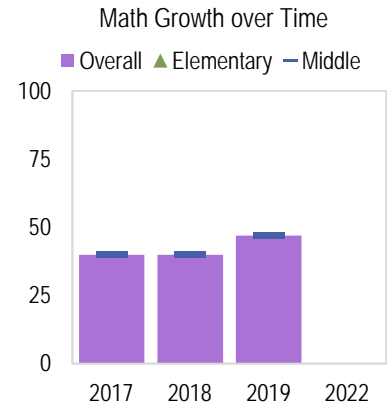
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, Adams County School District 50 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, - 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?

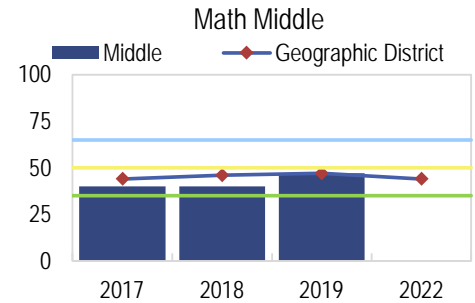
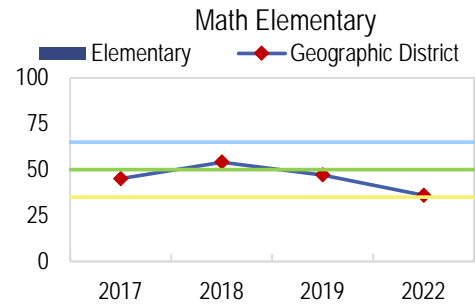
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--
6	30	36.5	28	49.0	43	39.0	--	--
7	55	31.0	33	22.0	52	45.5	n < 20	--
8	49	42.0	51	49.0	44	55.5	--	--
Middle	134	40.0	112	40.0	139	47.0	n < 20	--
Overall	162	40.0	112	40.0	139	47.0	n < 20	--



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	648	40.0	630	52.0	587	51.0	--	--
5	623	49.0	636	57.0	626	43.0	341	36.0
Elementary	1,295	45.0	1,266	54.0	1,213	47.0	341	36.0
6	553	45.0	557	47.0	564	45.0	--	--
7	664	43.0	545	44.0	543	42.0	369	44.0
8	590	43.0	633	47.0	540	51.0	--	--
Middle	1,807	44.0	1,735	46.0	1,647	47.0	369	44.0
Overall	3,640	45.0	3,001	49.0	2,860	47.0	710	40.0

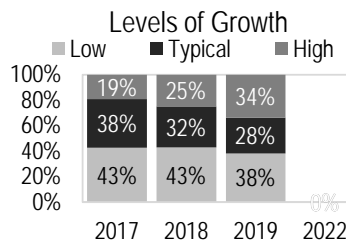


Growth Status and Local Comparison Narrative	
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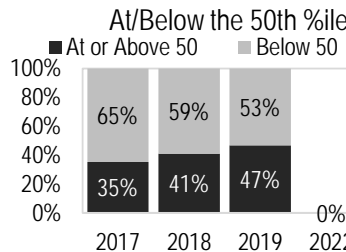
CMAS Math: Levels of Growth Tables and Graphs

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



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	35%	41%	47%	--
Below 50	65%	59%	53%	--



Levels of Growth Narrative	
--	

Mathematics Subgroup Growth

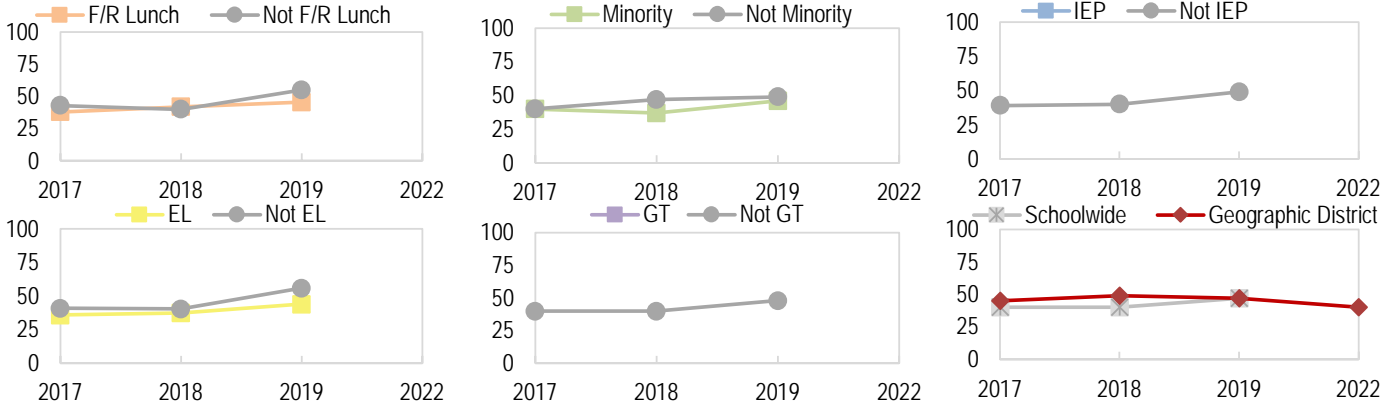
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

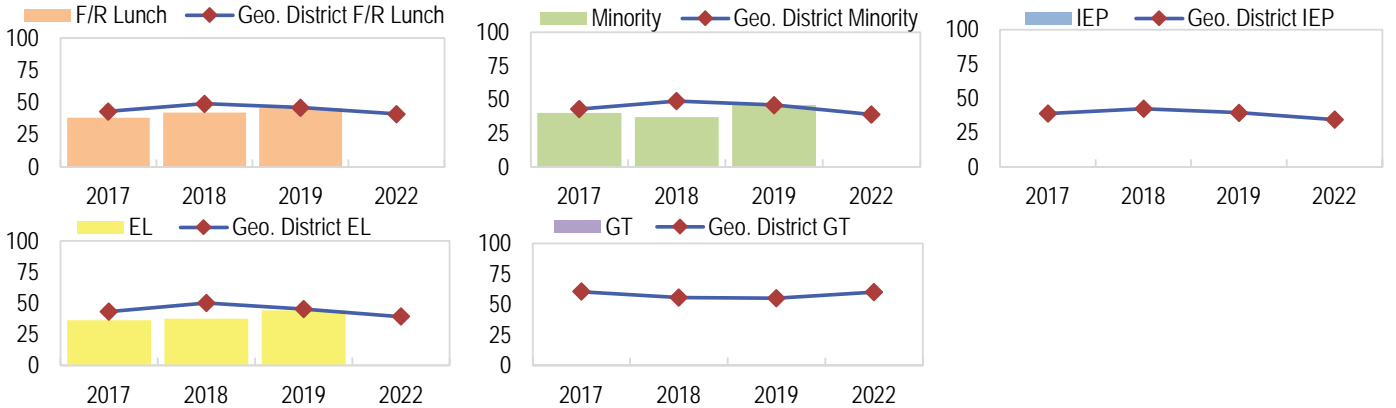
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	38.0	42.0	45.5	n<20
	N	43.0	40.0	55.0	n<20
Minority	Y	40.0	37.0	46.0	n<20
	N	40.0	47.0	49.0	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	39.0	40.0	49.0	n<20
EL	Y	36.0	37.5	44.0	n<20
	N	41.0	40.5	56.0	n<20
GT	Y	n<20	n<20	n<20	n<20
	N	40.0	40.0	48.0	n<20
Schoolwide		40.0	40.0	47.0	--

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	43.0	49.0	46.0	41.0
	N	53.0	52.0	49.5	38.0
Minority	Y	43.0	49.0	46.0	39.0
	N	55.0	52.0	48.0	44.0
IEP	Y	39.0	42.5	39.5	34.5
	N	45.0	50.0	47.0	41.0
EL	Y	43.0	50.0	45.0	39.0
	N	46.0	49.0	48.0	42.5
GT	Y	60.5	55.5	55.0	60.0
	N	44.0	49.0	46.0	39.0
Geographic District		45.0	49.0	47.0	40.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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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?^^

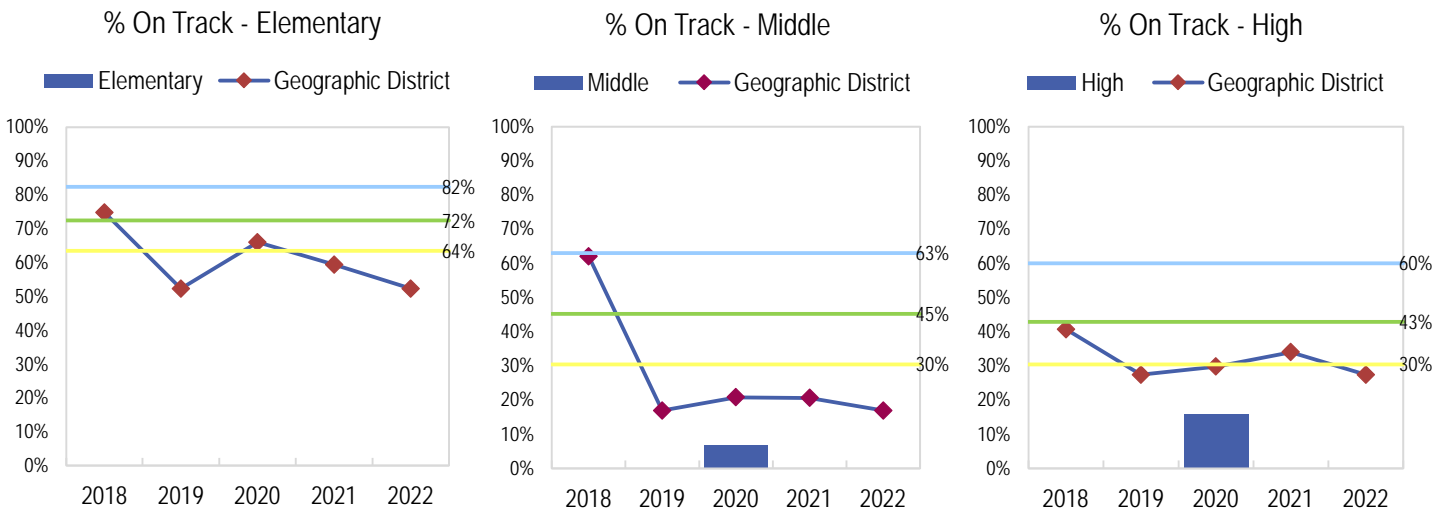
Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	30	29.5	n < 20	--	n < 20	--	--
High	--	--	--	--	22	51.0	28	34.5	33	40.0	--
Overall	--	--	--	--	52	32.0	44	37.5	45	40.0	17.2%

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	1044	48.0	961	52.0	876	48.5	653	62.0	513	49.0	52.3%
Middle	461	56.0	330	50.0	267	45.0	209	60.0	225	46.0	16.9%
High	501	41.0	447	60.0	368	63.0	212	63.0	198	65.0	27.4%
Overall	2,006	48.0	1738	53.0	1511	52.0	1074	62.0	936	51.0	40.4%

^^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

The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2022, overall student growth was approaching state expectations and was below the geo. district. Additionally, 17% of students were reported as being on track to reach English language proficiency.

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	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	57	405	48	438	42	394
PSAT (10th)*	--	--	40	435	38	454	53	437	50	442
PSAT (9th&10th)	--	--	--	--	95	425	101	437	92	420
SAT (11th)	--	--	49	497	35	494	34	478	39	435
Overall	--	--	89	469	130	443	135	448	131	425

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	614	389	588	405	486	391
PSAT (10th)*	--	--	528	407	575	420	561	415	431	418
PSAT (9th&10th)	--	--	--	--	1,189	404	1,149	410	917	404
SAT (11th)	--	--	513	435	540	440	522	439	452	438
Overall	--	--	1,041	421	1,729	415	1,671	419	1,369	415

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

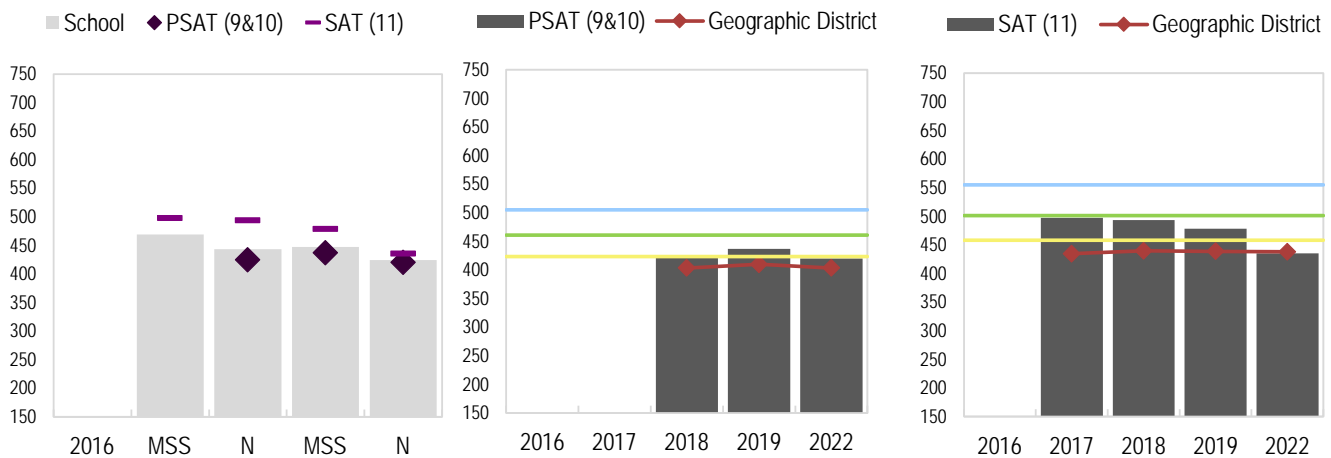
[^]CDE renamed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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 EBRW state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 44.7 scale score points. Since last school year, overall mean scale score decreased by 23 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 9.7 scale score points.

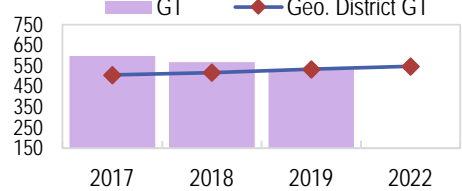
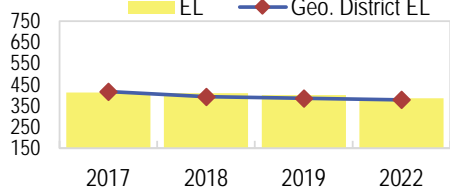
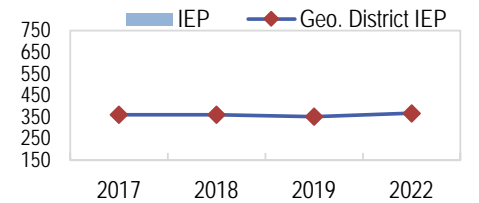
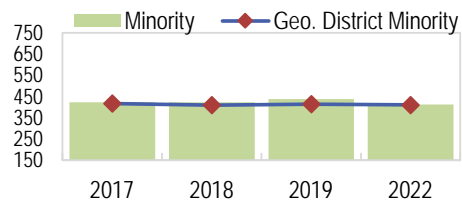
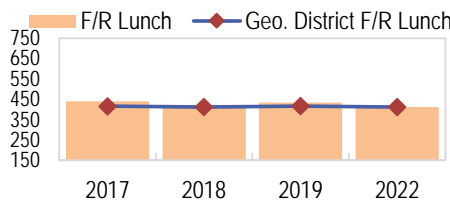
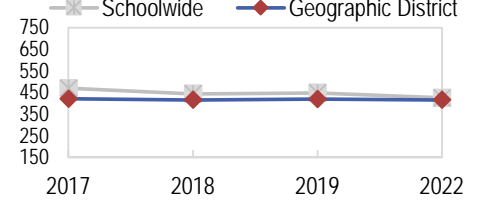
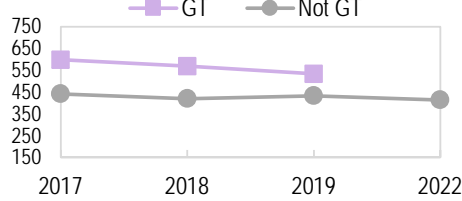
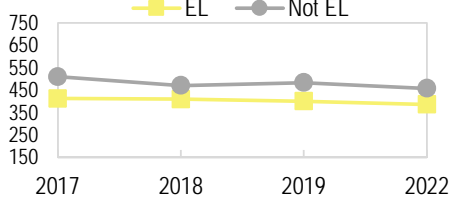
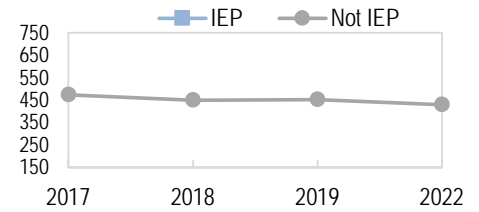
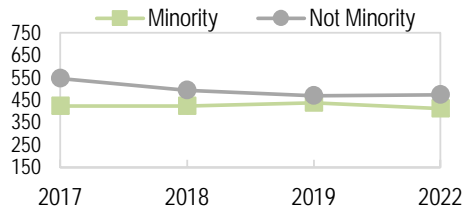
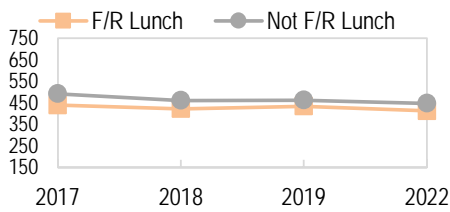
Evidence-Based Reading and Writing Subgroup Achievement

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	439	422	434	412
	N	492	461	462	447
Minority	Y	424	424	438	412
	N	547	494	469	474
IEP	Y	n<16	n<16	n<16	n<16
	N	474	450	453	430
EL	Y	412	409	400	386
	N	510	470	483	457
GT	Y	598	569	533	n<16
	N	441	419	433	413
Schoolwide		469	443	448	425

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	416	412	417	412
	N	433	422	425	427
Minority	Y	418	410	415	411
	N	438	445	444	442
IEP	Y	361	361	352	368
	N	427	422	426	419
EL	Y	417	393	386	379
	N	425	433	442	432
GT	Y	506	518	534	548
	N	413	406	407	406
Geographic District		421	415	419	415



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): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, EL, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

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

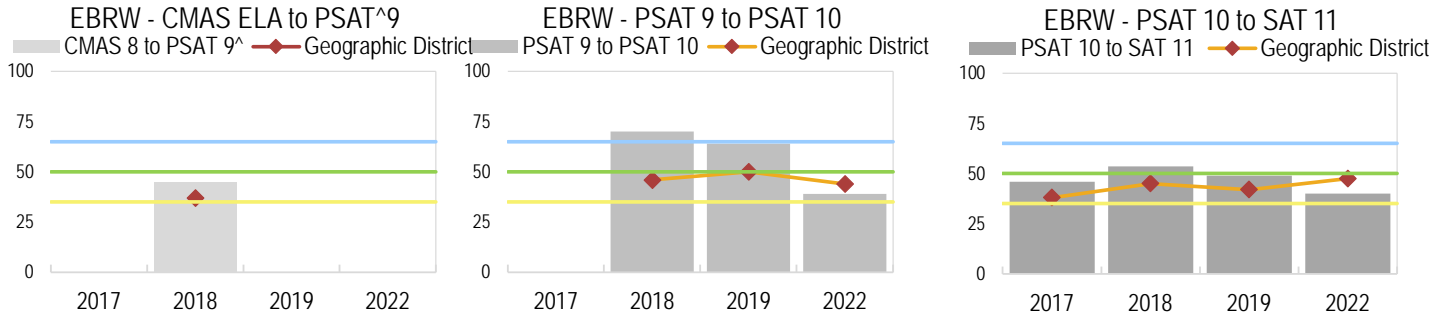
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	50	45.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	31	70.0	47	64.0	40	39.0
PSAT 10 to SAT 11	43	46.0	30	53.5	33	49.0	27	40.0
Overall	43	46	111	50.0	80	53.5	67	39.0

[^]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	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	582	37.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	507	46.0	538	50.0	219	44.0
PSAT 10 to SAT 11	457	38.0	484	45.0	509	42.0	254	47.5
Overall	457	38.0	1,573	42.0	1,047	45.0	473	46.0

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



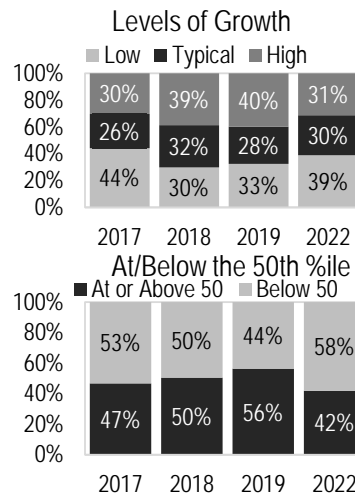
Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the EBRW state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 14.5 percentile points. In 2022, overall student growth was approaching state expectations. 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			
	2017	2018	2019	2022
Low (below 35)	44%	30%	33%	39%
Typical (35-65)	26%	32%	28%	30%
High (above 65)	30%	39%	40%	31%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
	2017	2018	2019	2022
At or Above 50	47%	50%	56%	42%
Below 50	53%	50%	44%	58%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 39% 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 31% of students. The percent of students at or above the 50th percentile has decreased from last year (56% to 42%). Since 2017, the percent of students at or above the 50th percentile has decreased (47% to 56%).

Evidence-Based Reading and Writing Subgroup Growth

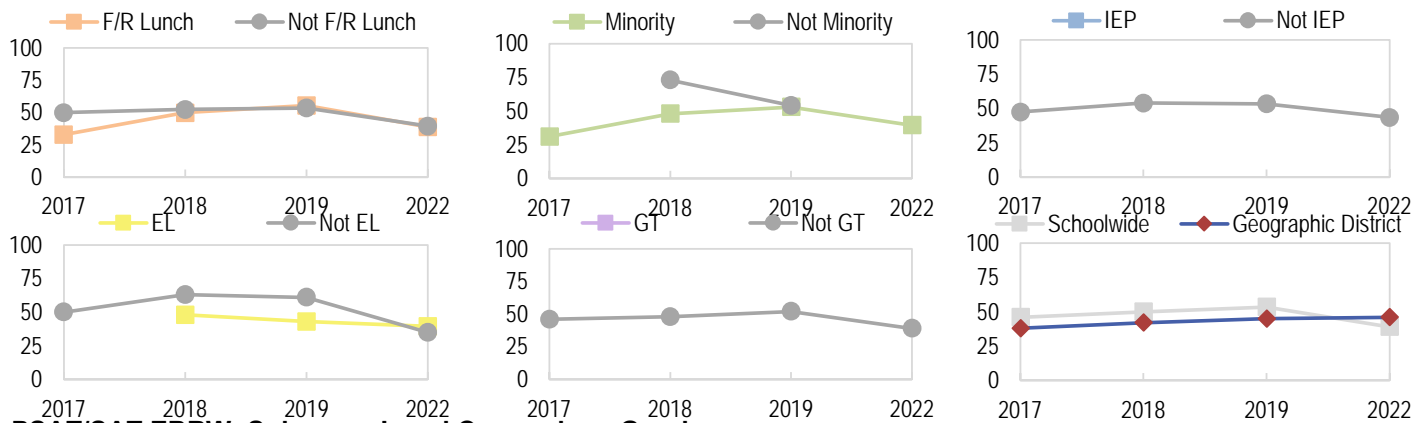
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

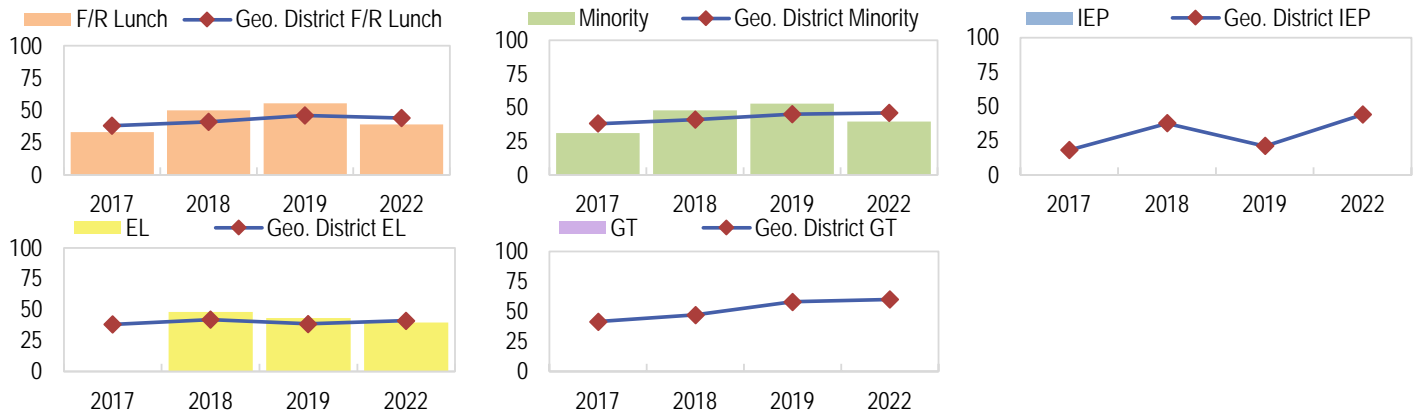
PSAT/SAT		2017	2018	2019	2022
Student	MGP	MGP	MGP	MGP	MGP
F/R	Y	33.0	50.0	55.5	39.0
Lunch	N	50.0	52.5	53.5	39.5
Minority	Y	31.0	48.0	53.0	39.5
	N	n<20	73.0	54.0	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	47.5	54.0	53.5	43.5
EL	Y	n<20	48.0	43.0	39.5
	N	50.0	63.0	61.0	35.0
GT	Y	n<20	n<20	n<20	n<20
	N	46.0	48.0	52.0	39.0
Schoolwide		46.0	50.0	53.5	39.0

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R	Y	38.0	41.0	46.0	44.0
Lunch	N	39.0	44.0	43.0	53.0
Minority	Y	38.0	41.0	45.0	46.0
	N	44.5	47.5	43.5	45.5
IEP	Y	18.0	37.5	21.0	44.0
	N	39.0	43.0	47.0	46.0
EL	Y	38.0	42.0	38.5	41.0
	N	38.0	42.0	49.0	49.0
GT	Y	41.5	47.0	58.0	60.0
	N	38.0	41.0	43.0	44.0
Geographic District		38.0	42.0	45.0	46.0

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): non-FRL students outperformed their FRL peers, EL students outperformed their non-EL peers, overall, Adams County School District 50 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, EL, - 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?

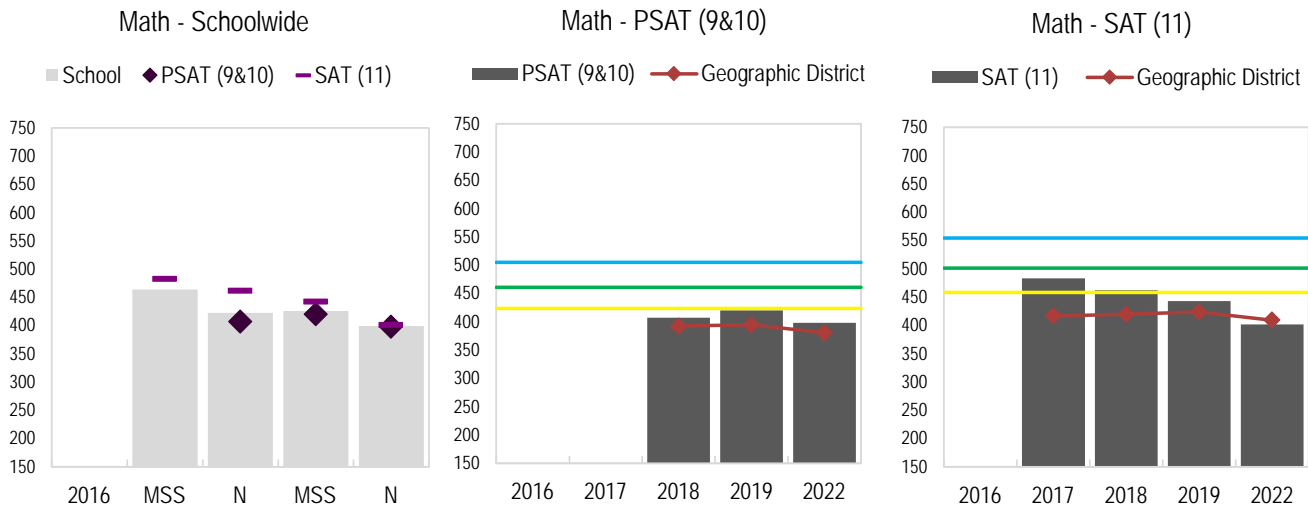
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	57	404	48	427	42	381
PSAT (10th)*	--	--	40	441	38	413	53	414	50	413
PSAT (9th&10th)	--	--	--	--	95	408	101	420	92	398
SAT (11th)	--	--	49	483	35	462	34	443	39	402
Overall	--	--	89	464	130	422	135	426	131	399

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	615	385	590	385	493	369
PSAT (10th)*	--	--	528	409	580	401	561	405	434	395
PSAT (9th&10th)	--	--	--	--	1,195	393	1,151	395	927	381
SAT (11th)	--	--	513	417	540	420	522	424	457	409
Overall	--	--	1,041	413	1,735	401	1,673	404	1,384	390

*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. From 2017 to 2022, overall student achievement decreased by 64.6 scale score points. Since last school year, overall mean scale score decreased by 26.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams County School District 50) for the past five years. Overall, the school outperforms their geo. district by 9.2 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?

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	438	399	412	390
	N	484	442	442	418
Minority	Y	432	410	417	391
	N	518	455	447	432
IEP	Y	n<16	n<16	n<16	n<16
	N	468	428	431	403
EL	Y	430	403	390	376
	N	488	438	453	419
GT	Y	560	531	511	n<16
	N	443	402	411	389
Schoolwide		464	422	426	399

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	408	398	401	388
	N	424	409	410	401
Minority	Y	409	399	401	388
	N	434	418	421	407
IEP	Y	353	336	342	346
	N	420	409	410	394
EL	Y	409	384	379	362
	N	416	415	420	404
GT	Y	505	512	512	510
	N	405	392	393	383
Geographic District		413	401	404	390



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): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, EL, - additional details are available in the graphs.

Math Growth

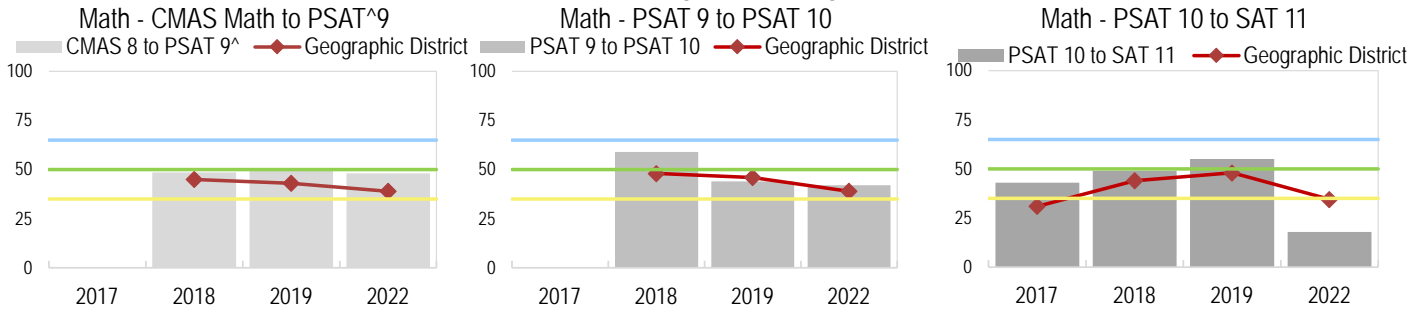
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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^	--	--	50	48.5	44	50.0	33	48.0
PSAT 9 to PSAT 10	--	--	31	59.0	47	44.0	40	42.0
PSAT 10 to SAT 11	43	43.0	30	49.0	33	55.0	27	18.0
Overall	43	43	111	50.0	124	47.0	100	41.0

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^	--	--	582	45.0	567	43.0	266	39.0
PSAT 9 to PSAT 10	--	--	514	48.0	538	46.0	219	39.0
PSAT 10 to SAT 11	457	31.0	484	44.0	509	48.0	254	34.5
Overall	457	31.0	1,580	45.5	1,614	46.0	739	38.0

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



Growth Status and Local Comparison Narrative

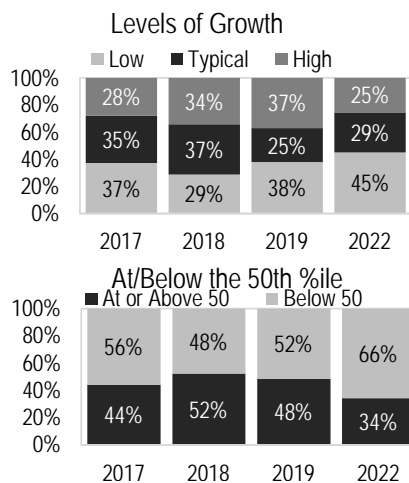
The graphs above show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 6 percentile points. In 2022, overall student growth was approaching state expectations. Overall student growth was below the geo. district. 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			
Category	2017	2018	2019	2022
Low (below 35)	37%	29%	38%	45%
Typical (35-65)	35%	37%	25%	29%
High (above 65)	28%	34%	37%	25%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	44%	52%	48%	34%
Below 50	56%	48%	52%	66%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 45% 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 (48% to 34%). Since 2017, the percent of students at or above the 50th percentile has decreased (44% to 48%).

Math Subgroup Growth

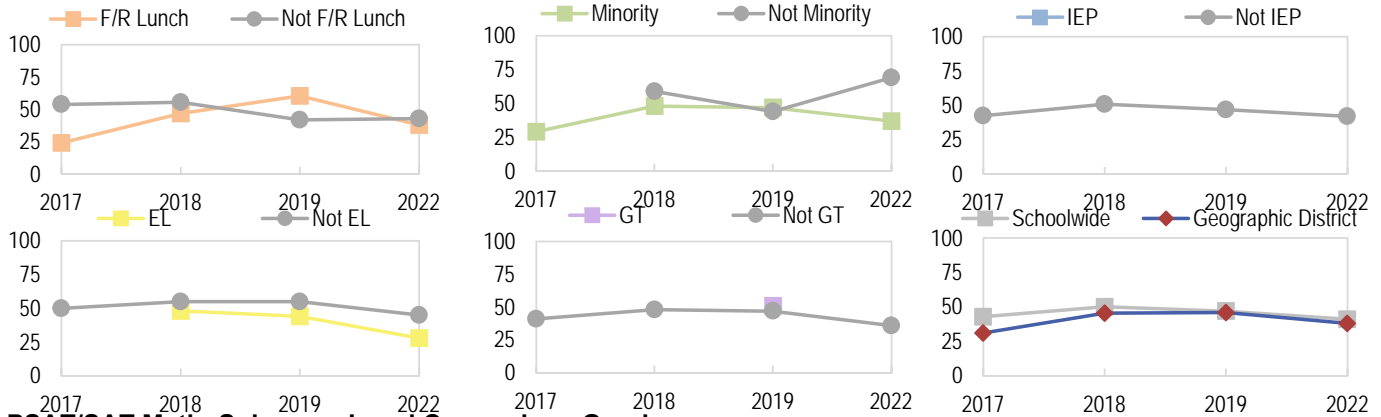
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

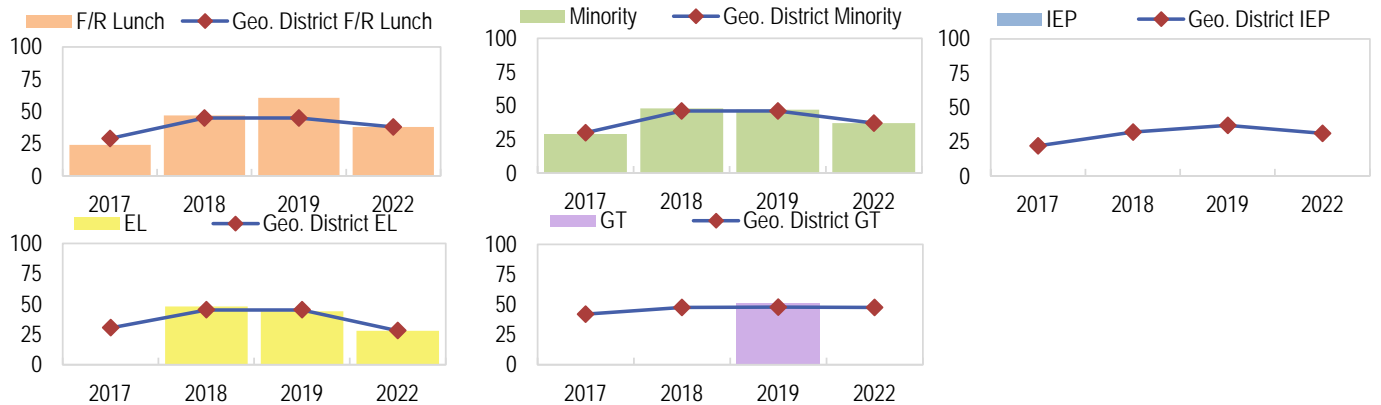
PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	24.0	47.0	60.5	38.0
	N	54.0	55.5	42.0	43.0
Minority	Y	29.0	48.0	47.0	37.0
	N	n<20	59.0	44.0	69.0
IEP	Y	n<20	n<20	n<20	n<20
	N	42.5	51.0	47.0	42.0
EL	Y	n<20	48.0	44.0	28.0
	N	50.0	55.0	55.0	45.0
GT	Y	n<20	n<20	51.0	n<20
	N	41.0	48.0	47.0	36.0
Schoolwide	43.0	50.0	47.0	41.0	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	29.0	45.0	45.0	38.0
	N	33.0	46.0	48.0	39.0
Minority	Y	30.0	46.0	46.0	37.0
	N	36.0	40.0	42.0	43.0
IEP	Y	22.0	32.0	37.0	31.0
	N	33.0	47.0	46.0	38.0
EL	Y	30.5	45.0	45.0	28.0
	N	31.0	46.0	46.0	41.0
GT	Y	42.0	47.5	48.0	47.5
	N	30.0	45.0	46.0	37.0
Geographic District	31.0	45.5	46.0	38.0	

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): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams County School District 50. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

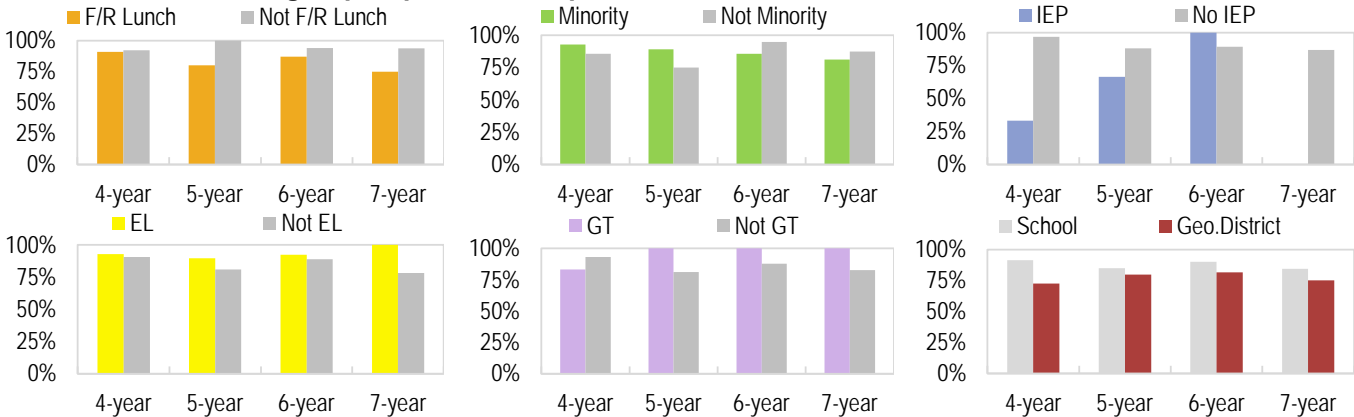
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

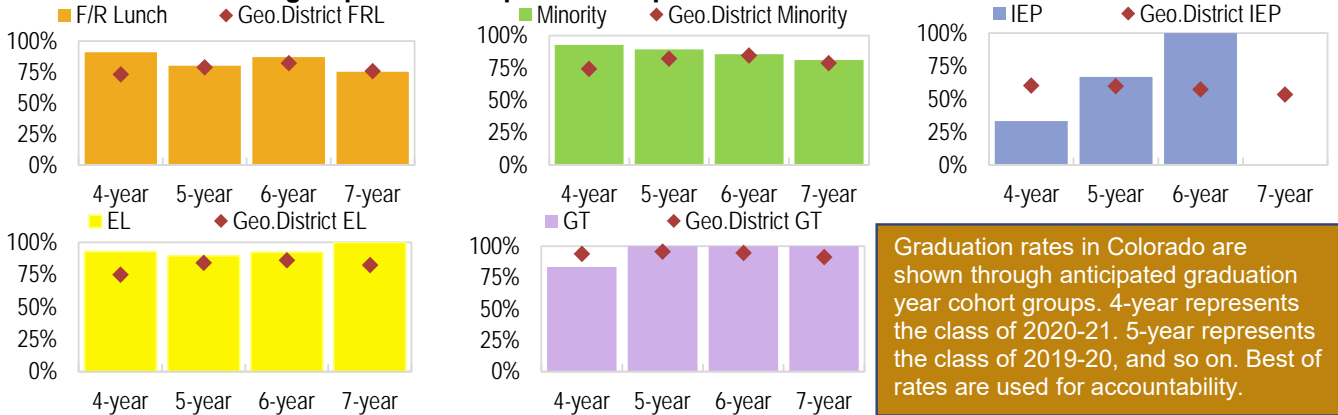
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	4-year	91%	80%	87%	75%
	N	5-year	92%	100%	94%	94%
Minority	Y	4-year	93%	89%	86%	81%
	N	6-year	86%	75%	95%	88%
IEP	Y	6-year	33%	67%	100%	0%
	N	4-year	97%	88%	89%	87%
EL	Y	7-year	93%	89%	92%	100%
	N	4-year	90%	81%	89%	78%
GT	Y	5-year	83%	100%	100%	100%
	N	4-year	93%	81%	88%	83%
Schoolwide		4-year	91%	85%	90%	84%

Geographic District Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	6-year	73%	79%	82%	75%
	N	5-year	69%	87%	79%	73%
Minority	Y	6-year	74%	82%	85%	79%
	N	5-year	63%	68%	66%	61%
IEP	Y	4-year	60%	60%	57%	53%
	N	6-year	74%	82%	84%	77%
EL	Y	6-year	75%	84%	86%	83%
	N	6-year	70%	77%	78%	72%
GT	Y	5-year	94%	96%	95%	91%
	N	6-year	70%	78%	80%	74%
Geographic District		6-year	72%	80%	82%	75%

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 is the 4 year rate of 91%. The best of rate for the geo. district is the 6 year rate of 82%. The best of rate for students eligible for free or reduced price lunch is the 4 year rate of 91%. The best of rate for minority students is the 4 year rate of 93%. The best of rate for students with disabilities is the 6 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 5 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

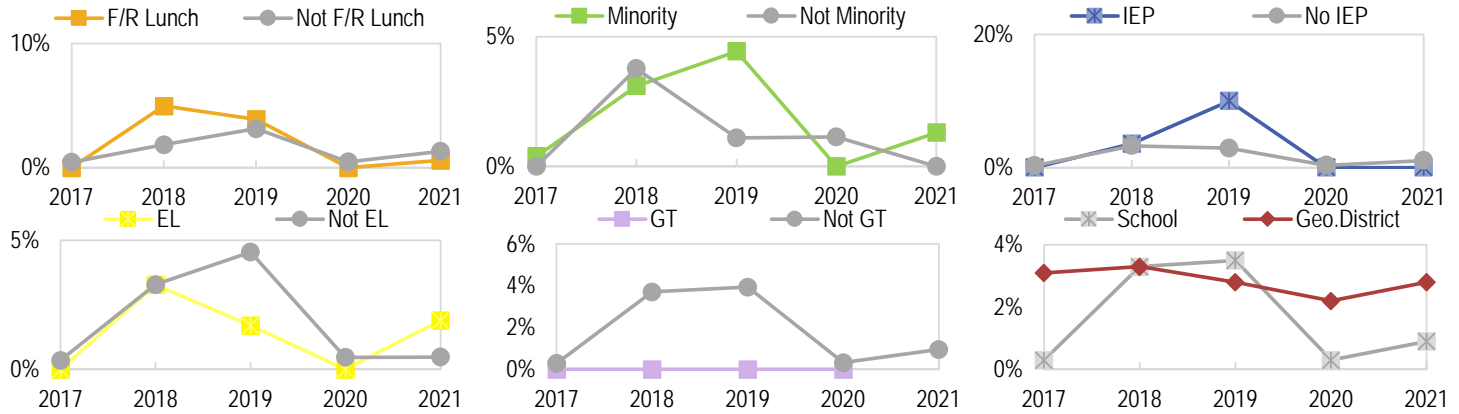
Dropout Rate: Subgroup Status and Gap Trends Tables

- 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?

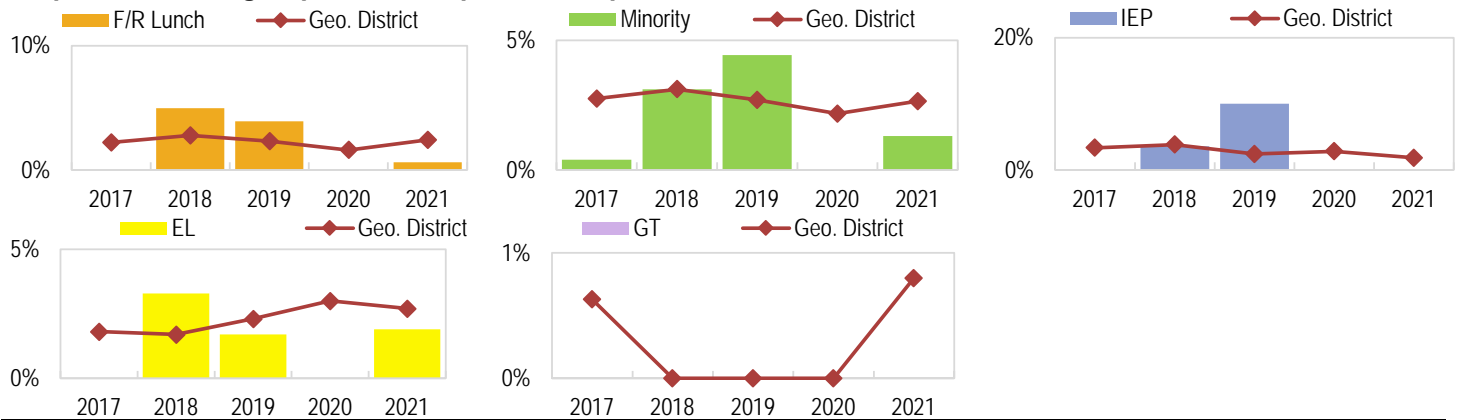
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	5.0%	3.9%	0.0%	0.6%
	N	0.5%	1.9%	3.1%	0.5%	1.3%
Minority	Y	0.4%	3.1%	4.4%	0.0%	1.3%
	N	0.0%	3.8%	1.1%	1.1%	0.0%
IEP	Y	0.0%	3.6%	10.0%	0.0%	0.0%
	N	0.3%	3.3%	2.9%	0.3%	1.0%
EL	Y	0.0%	3.3%	1.7%	0.0%	1.9%
	N	0.4%	3.3%	4.5%	0.5%	0.5%
GT	Y	0.0%	0.0%	0.0%	0.0%	--
	N	0.3%	3.7%	3.9%	0.3%	0.9%
Schoolwide		0.3%	3.3%	3.5%	0.3%	0.9%

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	2.2%	2.8%	2.3%	1.6%	2.4%
	N	5.1%	4.4%	4.3%	3.5%	3.6%
Minority	Y	2.7%	3.1%	2.7%	2.2%	2.6%
	N	5.1%	3.3%	3.6%	2.7%	4.1%
IEP	Y	3.3%	3.8%	2.4%	2.8%	1.8%
	N	3.1%	3.2%	2.9%	2.2%	3.0%
EL	Y	1.8%	1.7%	2.3%	3.0%	2.7%
	N	3.9%	4.2%	3.1%	1.9%	2.9%
GT	Y	0.3%	0.0%	0.0%	0.0%	0.4%
	N	3.3%	3.5%	3.0%	2.4%	3.0%
Geographic District		3.1%	3.3%	2.8%	2.2%	2.8%

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 increased, 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 Category	2018		^2019		2020		2021		2022	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	34	11.8%	38	10.5%	31	16.1%	35	5.7%	n < 16	--
4 year	34	38.2%	38	47.4%	31	38.7%	35	31.4%	n < 16	--
CTE	34	2.9%	38	0.0%	31	3.2%	35	2.9%	n < 16	--
Schoolwide	34	52.9%	38	57.9%	31	58.1%	35	40.0%	n < 16	--

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.

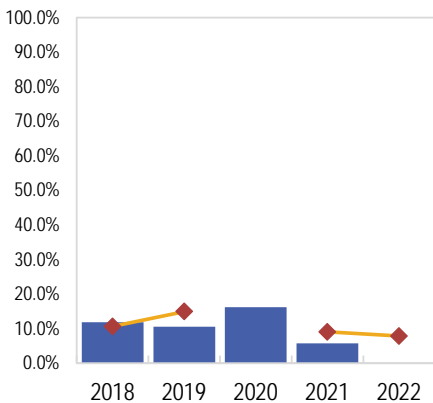
Geo. District Matriculation Rate Trends over Time										
Matriculation Category	2018		^2019		^^2020		2021		2022	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	498	10.6%	552	14.9%	--	--	535	9.0%	552	7.8%
4 year	498	19.5%	552	21.9%	--	--	535	12.3%	552	13.2%
CTE	498	4.0%	552	6.3%	--	--	535	12.3%	552	10.5%
Geo. District	498	33.7%	552	41.1%	--	--	535	30.1%	552	28.8%

^ 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

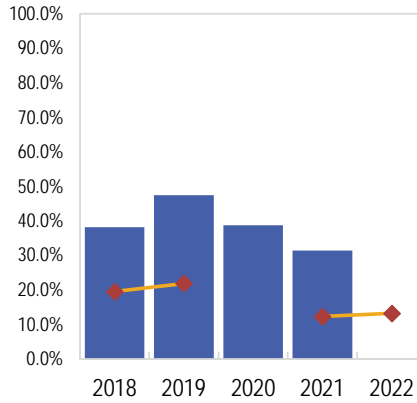
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



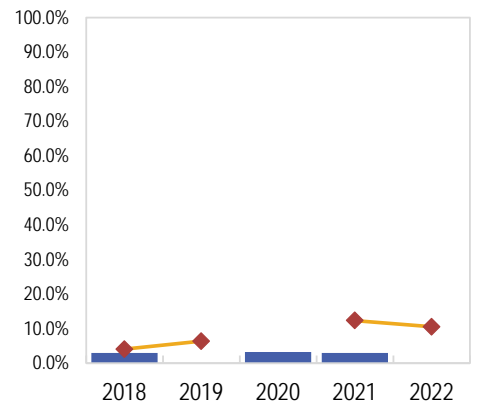
4 Year Matriculation Rates

■ 4 year ◆ Geo. District



CTE Matriculation Rates

■ CTE ◆ Geo. District



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Adams County School District 50. In 2022, school matriculation rates could not be reported due to low student counts.

Academic Performance Metrics

School Observations

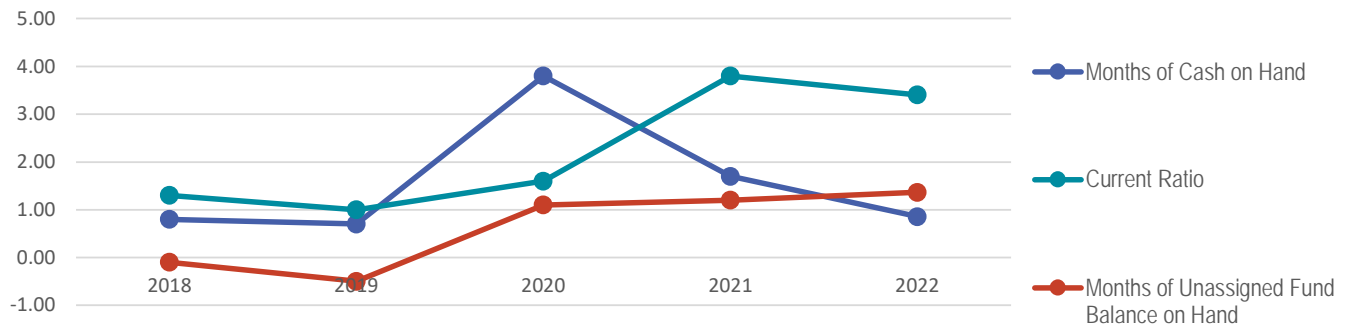
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

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	-3.1%	-1.8%	9.3%	-4.1%	-0.6%
Months of Cash on Hand	0.80	0.70	3.80	1.70	0.86
Current Ratio	1.30	1.00	1.60	3.80	3.40
Months of Unassigned Fund Balance on Hand	-0.10	-0.50	1.10	1.20	1.36
Positive Unassigned Fund Balance (TABOR)	NO	NO	YES	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	-11.8%	1.7%	-8.2%	-8.4%	-14.1%
Change in FPC from Prior-Year	-2.8%	4.6%	-6.3%	-18.0%	-12.3%

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	2.20	0.00	71.30	0.00	7.04
Current Ratio	--	--	--	0.00	--
Debt to Asset Ratio	0.00	0.00	1.10	0.00	0.00
Change in Net Position	(\$1,062,765)	\$18,973	\$1,890	(\$2,886)	\$8,076

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	1.68	1.88	1.89	1.75	1.66
Change in Net Position	(\$2,303,376)	(\$325,219)	\$353,034	\$1,220,749	(\$14,619)
Default	No	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative

Early College High School At Arvada ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by -41 or -14.13 percent, and -35 students or -12.32 percent lower than the prior year. The school's governmental funds ended the year with 0.86 month of cash on hand and sufficient current assets to cover liabilities. The school experienced a negative operating margin of -0.6

School Observations

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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

The school received an OCR complaint #08-21-1325 that alleged that the school discriminates against individuals with disabilities in the application and admission process.

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 moderate 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. However, the school received an OCR complaint that alleged that the school discriminates against individuals with disabilities in the application and admission process.

School Observations

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Expanding Frontiers in Public Education

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