Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2021-2022

Golden View Classical Academy

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COLORADO
CHARTER SCHOOL INSTITUTE

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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

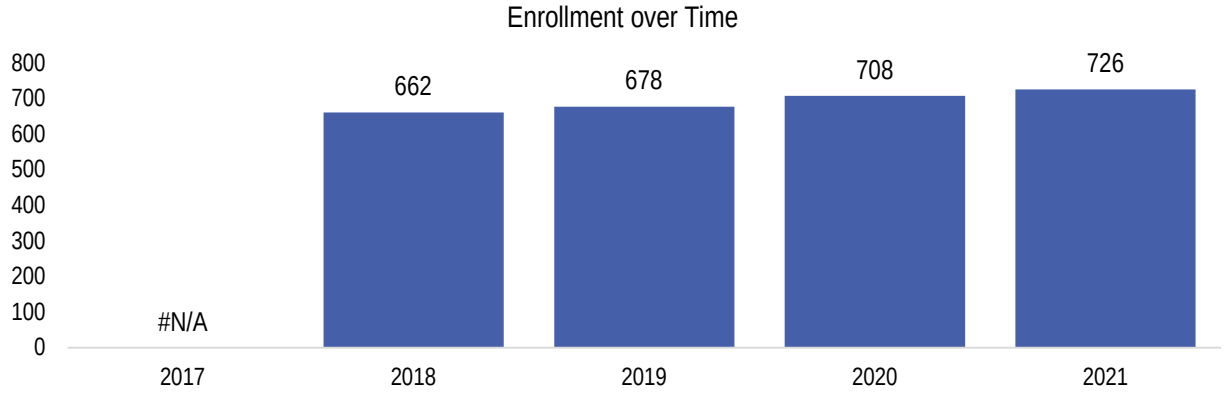
a. Is the school complying with all other obligations?

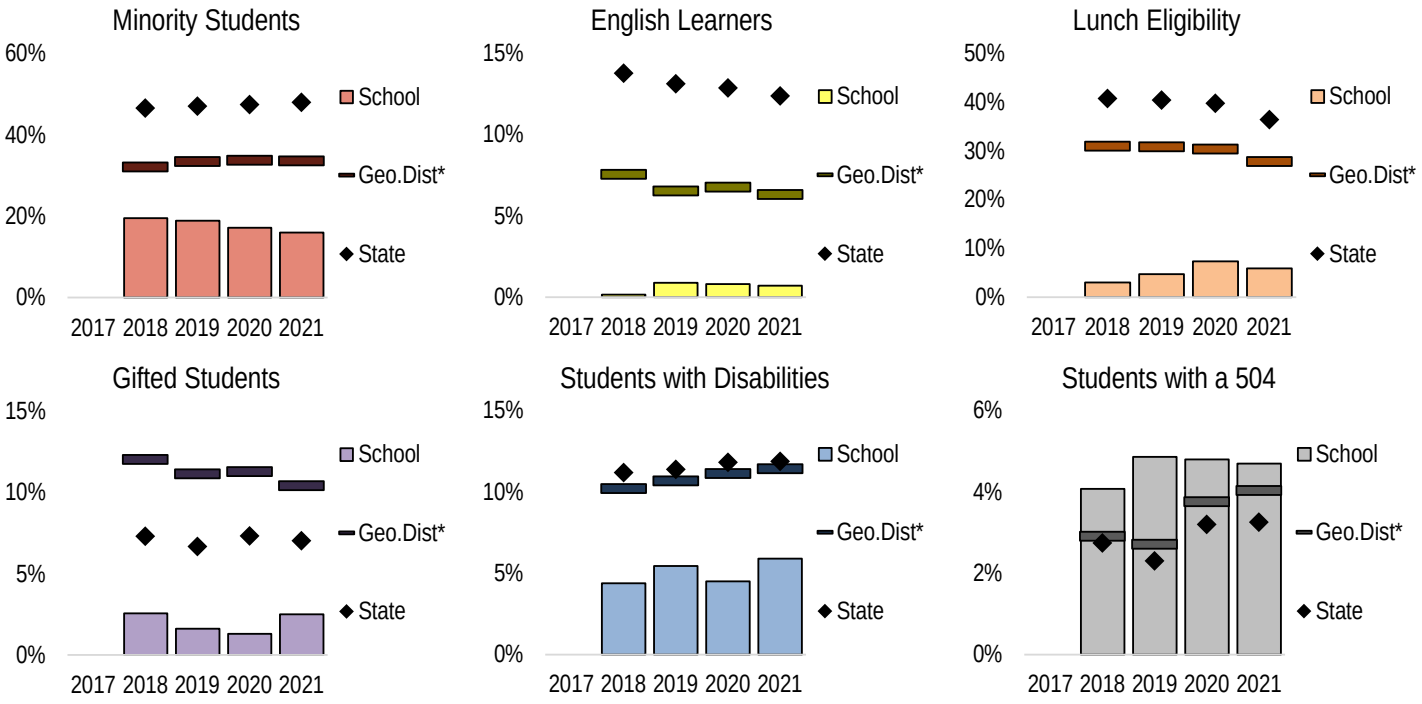
Golden View Classical Academy Overview

Year Opened/Transferred: 2018-2019
Grades Served: K-12
School Model: Classical

Town/City: Golden
District of Residence: Jefferson County R-1
Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	--	662	678	708	726
F/R Lunch	--	3.0%	4.7%	7.3%	5.9%
Minority	--	19.5%	18.9%	17.2%	16.0%
IEP	--	4.4%	5.5%	4.5%	5.9%
EL	--	0.2%	0.9%	0.8%	0.7%
Gifted	--	2.6%	1.6%	1.3%	2.5%
504	--	4.1%	4.9%	4.8%	4.7%





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: 85%)
Middle School Rating	Performance (Points Earned: 68.9%)
High School Rating	Performance (Points Earned: 94.3%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	**Performance with Distinction**

Participation

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

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

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

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

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	498	461	92.6%	19	96.2%	**Meets 95%**
Math	499	461	92.4%	20	96.2%	**Meets 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	361	330	91.4%	13	94.8%	**Does Not Meet 95%**
CMAS Math	362	330	91.2%	14	94.8%	**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	137	131	95.6%	6	100.0%	**Meets 95%**
PSAT/SAT Math	137	131	95.6%	6	100.0%	**Meets 95%**

English Language Arts Achievement

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

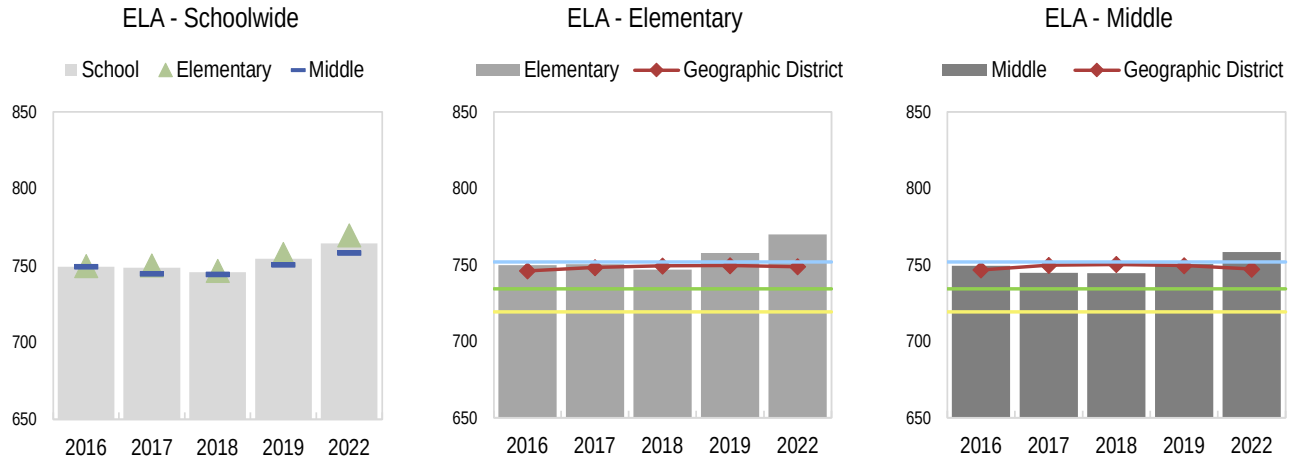
-How are students achieving on state assessments in English Language Arts over time?

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

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	49	744	54	749	57	740	59	764	58	773
4	49	759	55	747	55	754	57	744	58	758
5	50	747	57	755	54	747	55	765	61	777
Elementary	148	750	166	750	166	747	171	758	177	770
6	44	744	52	738	53	744	57	749	60	763
7	41	753	48	743	44	750	48	746	49	749
8	n<16	--	39	756	48	740	46	757	44	762
Middle	93	749	139	745	145	744	151	751	153	758
Overall	263	749	333	749	311	746	322	754	330	764

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	6,047	742	6,051	743	5,903	745	5,574	746	4,927	746
4	5,901	748	6,067	750	6,044	749	5,830	752	4,914	748
5	5,916	746	5,891	750	6,111	751	5,994	751	5,127	752
Elementary	22,418	746	22,312	748	22,215	749	18,894	750	15,577	749
6	6,002	749	5,911	750	5,975	752	5,888	750	4,864	748
7	6,038	747	5,849	750	5,842	751	5,730	750	4,754	746
8	5,570	745	5,866	750	5,712	749	5,475	749	4,593	747
Middle	13,056	747	13,323	750	13,372	750	15,597	750	13,602	747
Overall	40,782	746	40,872	748	35,587	750	34,491	750	29,179	748

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. From 2016 to 2022, overall student achievement increased by 15.3 scale score points. Since last school year, overall mean scale score increased by 10.1 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 16.4 scale score points.

English Language Arts Subgroup Achievement

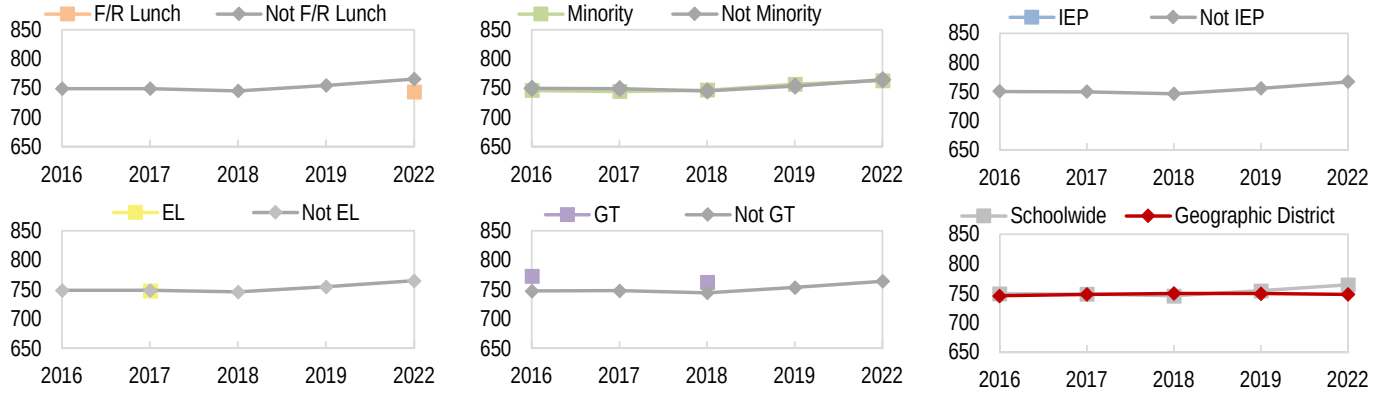
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

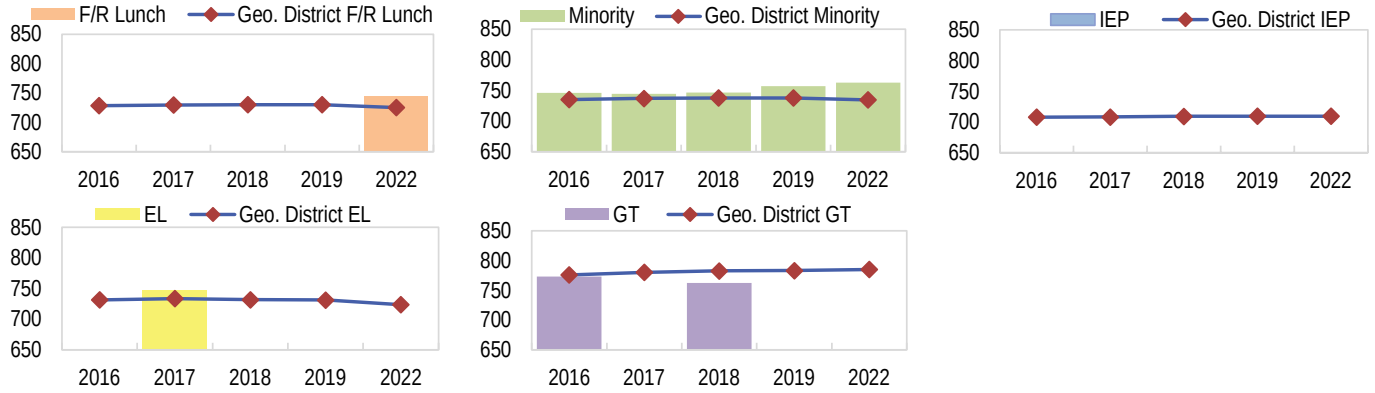
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16	n<16	743.8
	N	749.2	749.2	745.5	754.8	765.6
Minority	Y	746.1	744.6	746.7	757.0	762.8
	N	749.8	749.3	745.4	753.6	764.7
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	750.3	749.7	746.4	755.4	766.8
EL	Y	n<16	747.9	n<16	n<16	n<16
	N	748.6	748.5	745.8	754.3	764.9
GT	Y	773.1	n<16	762.4	n<16	n<16
	N	747.4	747.7	744.4	753.4	763.9
Schoolwide		749	749	746	754	764

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	728.4	729.7	730.1	730.2	725.5
	N	753.9	756.3	758.4	758.4	755.9
Minority	Y	735.0	736.9	738.0	737.8	734.8
	N	751.0	753.5	755.4	755.6	754.5
IEP	Y	707.8	708.0	709.0	709.2	709.2
	N	749.9	752.6	754.5	754.4	753.0
EL	Y	731.6	733.8	731.8	731.3	724.0
	N	747.5	749.7	751.6	751.6	750.3
GT	Y	775.9	780.2	782.6	783.1	784.9
	N	738.8	742.8	743.5	743.5	742.2
Geographic District		746	748	750	750	748

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



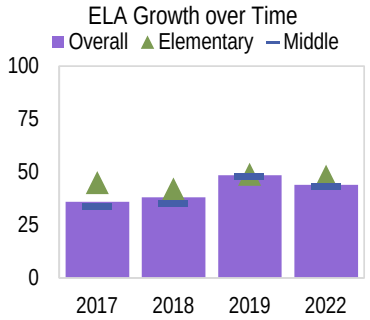
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed Jefferson County R-1. In 2022, the following subgroups outperformed the geo. district: FRL, 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?

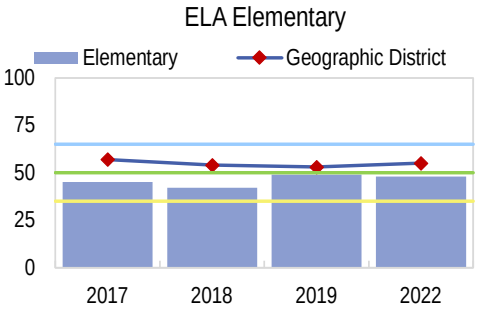
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	47	45.0	49	49.0	54	33.5	53	48.0
5	52	40.5	51	36.0	53	70.0	--	--
Elementary	99	45.0	100	42.0	107	49.0	53	48.0
6	43	27.0	50	28.0	52	52.0	58	37.0
7	43	33.0	35	42.0	43	34.0	--	--
8	34	54.0	40	40.5	40	62.5	42	46.5
Middle	120	34.0	125	35.0	135	48.0	100	43.0
Overall	227	36.0	225	38.0	242	48.5	153	44.0

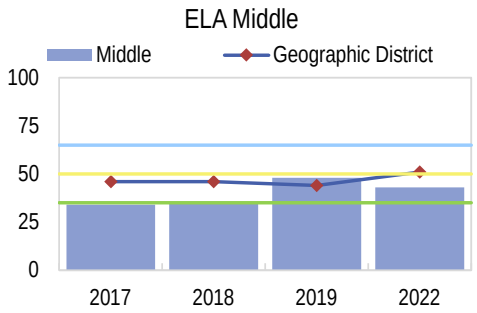


CMAS ELA: Local Comparison Tables and Graphs

-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	5,675	56.0	5,675	51.0	5,549	53.0	3,876	55.5
5	5,582	51.0	5,779	50.0	5,671	51.0	--	--
Elementary	15,391	57.0	15,441	54.0	12,674	53.0	4,329	55.0
6	1,516	48.0	1,708	50.0	5,683	53.0	3,918	51.0
7	5,552	44.0	5,519	45.0	5,499	43.0	--	--
8	5,569	47.0	5,425	46.0	5,270	42.0	3,448	53.0
Middle	12,637	46.0	12,652	46.0	14,998	44.0	6,913	51.0
Overall	32,701	52.0	28,093	51.0	27,672	48.0	11,242	53.0



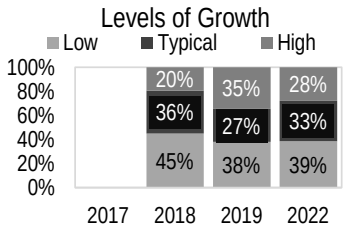


Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth decreased by 4.5 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

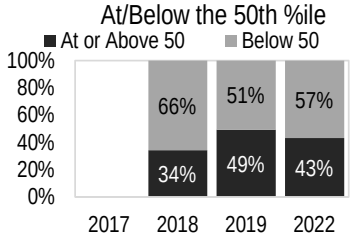
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	45%	38%	39%
Typical (35-65)	--	36%	27%	33%
High (above 65)	--	20%	35%	28%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	34%	49%	43%
Below 50	--	66%	51%	57%



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 28% of students. The percent of students at or above the 50th percentile has decreased from last year (49% to 43%).

English Language Arts Subgroup Growth

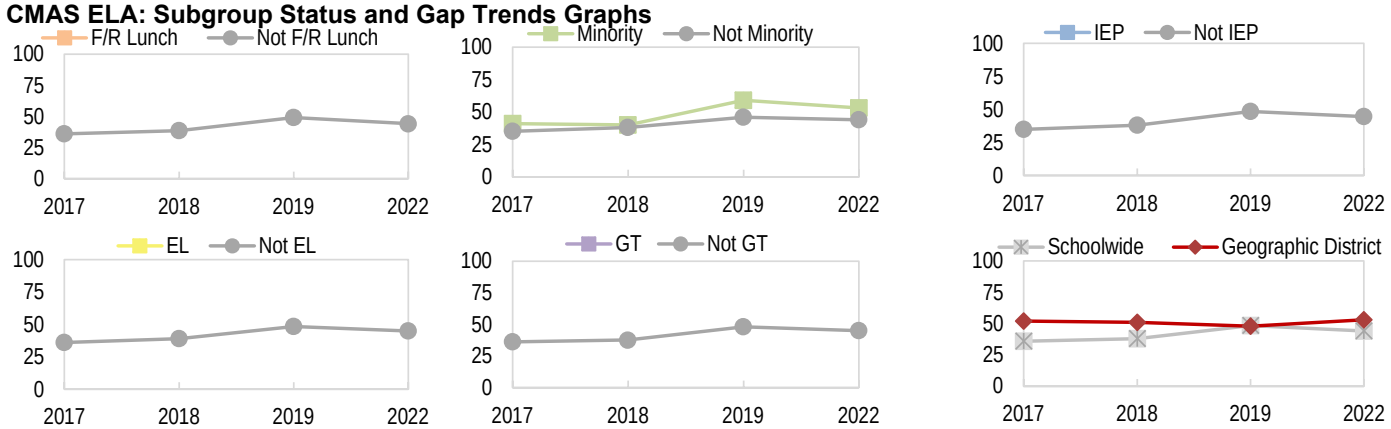
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

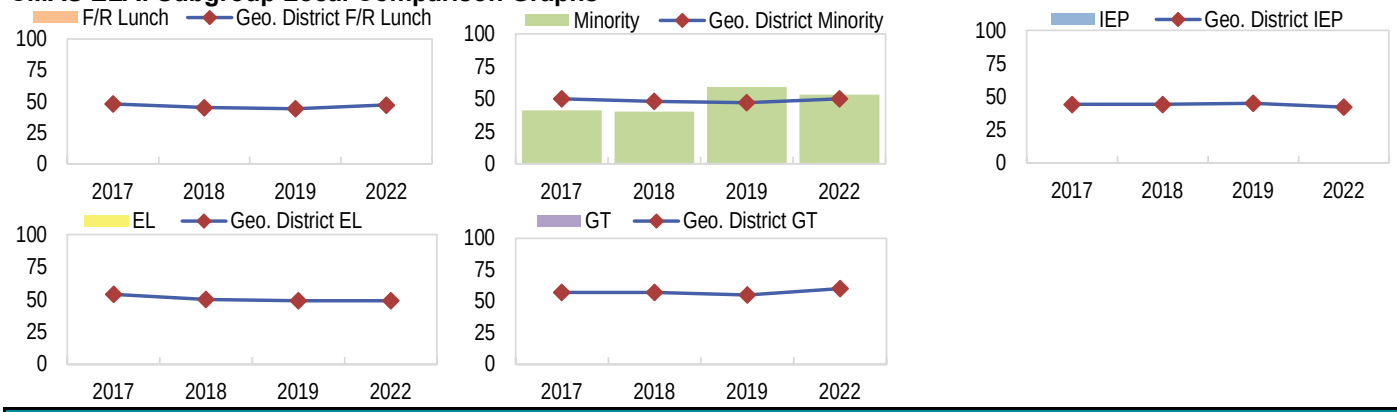
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	36.0	38.5	49.0	44.0
Minority	Y	41.0	40.0	59.0	53.0
	N	35.0	38.0	46.0	44.0
IEP	Y	n<20	n<20	n<20	n<20
	N	35.0	38.0	48.5	44.5
EL	Y	n<20	n<20	n<20	n<20
	N	36.0	39.0	48.5	45.0
GT	Y	n<20	n<20	n<20	n<20
	N	36.0	37.5	48.0	45.0
Schoolwide		36.0	38.0	48.5	44.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	48.0	45.0	44.0	47.0
	N	54.0	53.0	50.0	55.0
Minority	Y	50.0	48.0	47.0	50.0
	N	53.0	52.0	49.0	54.0
IEP	Y	44.0	44.0	45.0	42.0
	N	53.0	51.0	49.0	54.0
EL	Y	54.0	50.0	49.0	49.0
	N	52.0	51.0	48.0	53.0
GT	Y	57.0	57.0	55.0	60.0
	N	51.0	49.0	47.0	52.0
Geographic District		52.0	51.0	48.0	53.0

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): minority students outperformed their non-minority peers, overall, Jefferson County R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Achievement

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

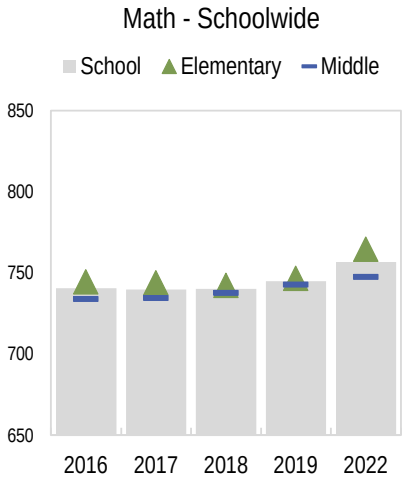
-How are students achieving on state assessments in Mathematics over time?

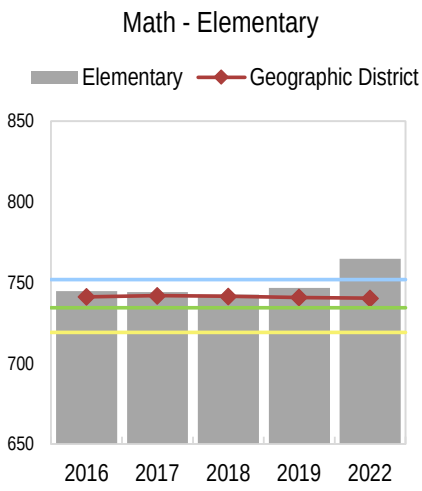
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

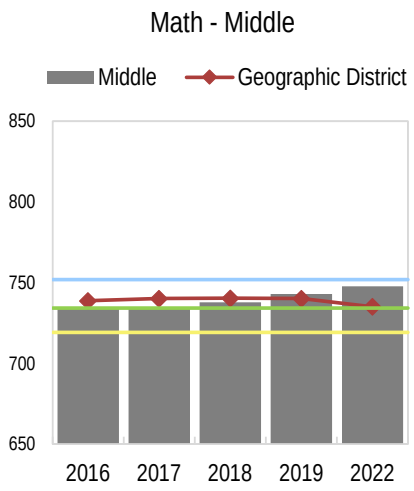
Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	49	748	53	753	57	739	57	747	58	770
4	49	751	55	739	55	746	57	735	58	753
5	49	734	58	740	54	743	55	758	60	771
Elementary	147	745	166	744	166	742	169	747	176	765
6	44	732	50	733	53	740	56	741	60	755
7	38	737	48	738	44	748	48	740	50	732
8	23	733	39	732	47	726	44	750	44	755
Middle	105	734	137	735	144	738	148	743	154	748
Overall	273	741	332	740	310	740	317	745	330	757

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	6,069	743	6,055	745	5,930	746	5,569	745	4,946	744
4	5,894	739	6,078	741	6,063	738	5,833	740	4,928	738
5	5,910	742	5,897	741	6,111	742	6,008	740	5,125	740
Elementary	22,426	741	22,343	742	22,263	741	18,913	741	15,611	740
6	5,998	741	5,923	742	5,986	741	5,900	737	4,882	733
7	6,028	740	5,884	740	5,851	740	5,742	740	4,804	734
8	5,559	736	5,879	739	5,693	740	5,482	742	4,604	738
Middle	13,032	739	13,373	740	13,371	740	15,621	740	13,678	735
Overall	40,753	740	40,951	741	35,634	741	34,534	741	29,289	738

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 increased by 16.2 scale score points. Since last school year, overall mean scale score increased by 11.8 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 18.8 scale score points.

Mathematics Subgroup Achievement

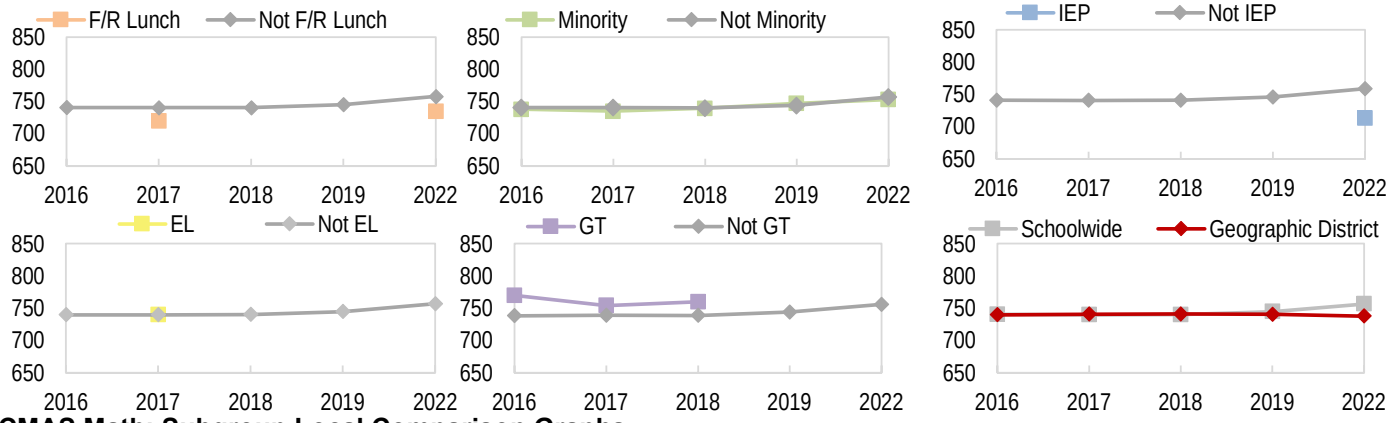
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

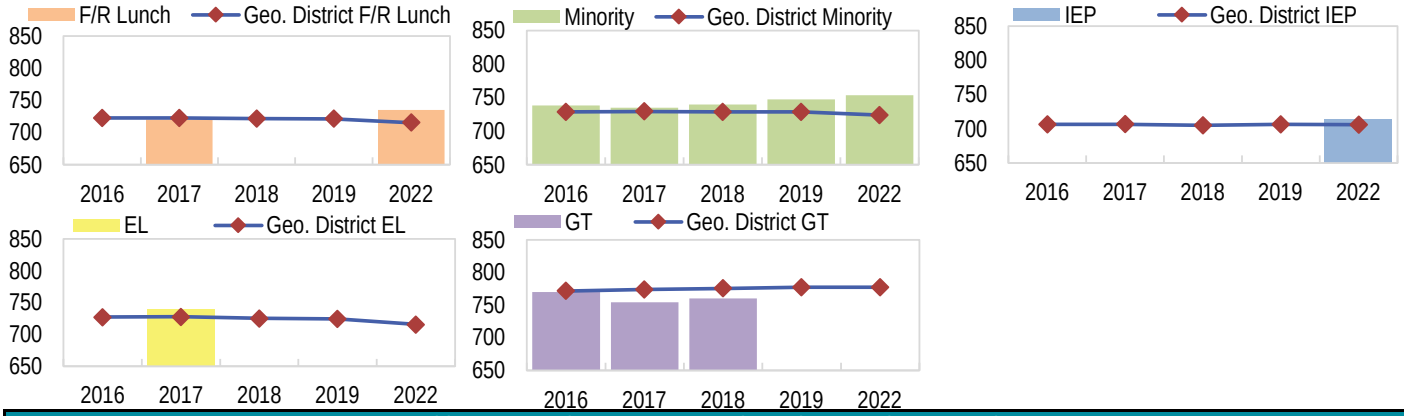
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	720.3	n<16	n<16	735.2
	N	741.1	740.8	740.7	745.4	758.0
Minority	Y	738.3	735.2	739.8	747.5	753.4
	N	741.0	740.9	740.3	744.3	757.3
IEP	Y	n<16	n<16	n<16	n<16	713.1
	N	741.1	740.8	741.1	746.0	758.9
EL	Y	n<16	739.8	n<16	n<16	n<16
	N	739.8	739.8	740.3	744.9	757.0
GT	Y	769.7	754.2	759.8	n<16	n<16
	N	738.4	739.1	738.8	744.1	755.9
Schoolwide		741	740	740	745	757

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	722.6	722.6	721.8	721.4	715.5
	N	748.1	749.3	749.7	749.3	745.8
Minority	Y	728.7	729.4	728.9	728.7	724.1
	N	745.4	746.7	747.1	746.6	744.7
IEP	Y	706.2	706.5	704.8	706.4	705.9
	N	743.6	744.9	745.4	744.6	742.1
EL	Y	727.2	727.8	725.4	724.5	715.7
	N	741.5	742.6	742.8	742.3	740.1
GT	Y	771.5	773.8	775.4	777.1	776.9
	N	732.8	735.7	734.8	734.0	731.8
Geographic District		740	741	741	741	738

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



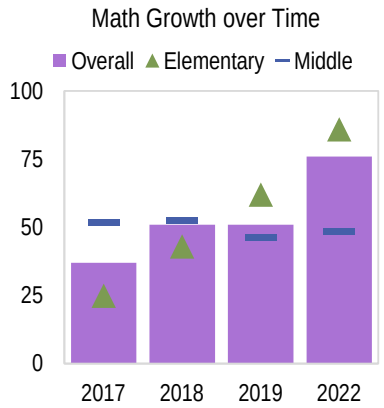
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, the school outperformed Jefferson County R-1. In 2022, the following subgroups outperformed the geo. district: FRL, 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?

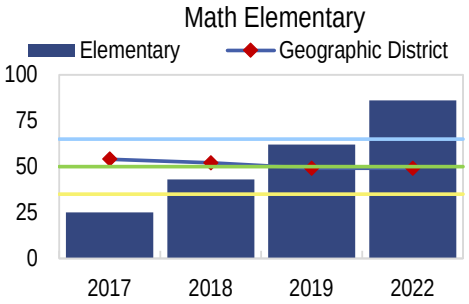
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	46	26.5	49	52.0	54	45.0	--	--
5	52	22.5	50	42.5	53	67.0	58	86.0
Elementary	98	25.0	99	43.0	107	62.0	58	86.0
6	41	42.0	50	54.5	52	50.0	--	--
7	43	69.0	35	65.0	43	46.0	44	48.5
8	31	52.0	37	28.0	39	41.0	--	--
Middle	115	52.0	122	52.5	134	46.5	44	48.5
Overall	229	37.0	221	51.0	241	51.0	102	76.0

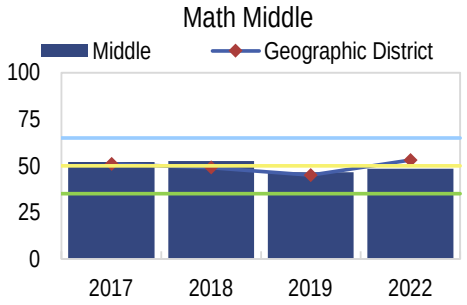


CMAS Math: Local Comparison Tables and Graphs

-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	5,788	52.0	5,805	47.0	5,637	49.0	--	--
5	5,624	54.0	5,843	51.0	5,784	46.0	4,133	49.0
Elementary	15,535	54.0	15,616	52.0	12,880	49.0	4,133	49.0
6	1,511	57.0	1,717	52.0	5,686	51.0	--	--
7	5,511	50.0	5,508	49.0	5,509	46.0	3,728	53.0
8	5,390	49.0	4,960	47.0	5,262	42.0	--	--
Middle	12,412	51.0	12,185	49.0	14,998	45.0	3,728	53.0
Overall	31,928	53.0	27,801	51.0	27,878	47.0	7,861	51.0



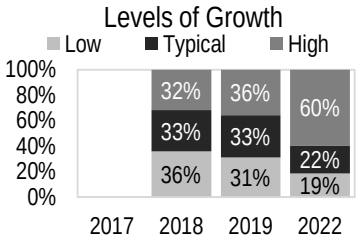


Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 25 percentile points. In 2022, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

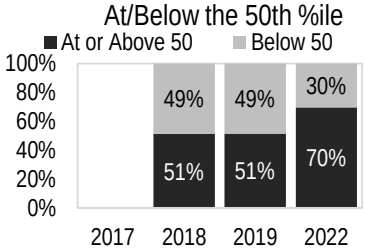
CMAS Math: Levels of Growth Tables and Graphs

-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)	--	36%	31%	19%
Typical (35-65)	--	33%	33%	22%
High (above 65)	--	32%	36%	60%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	51%	51%	70%
Below 50	--	49%	49%	30%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 19% 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 60% of students. The percent of students at or above the 50th percentile has increased from last year (51% to 70%).

Mathematics Subgroup Growth

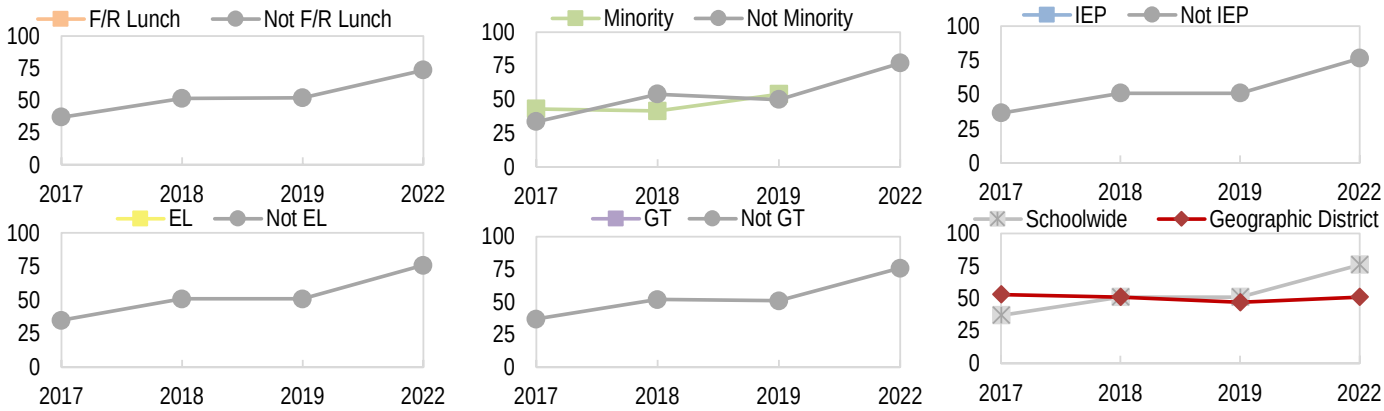
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

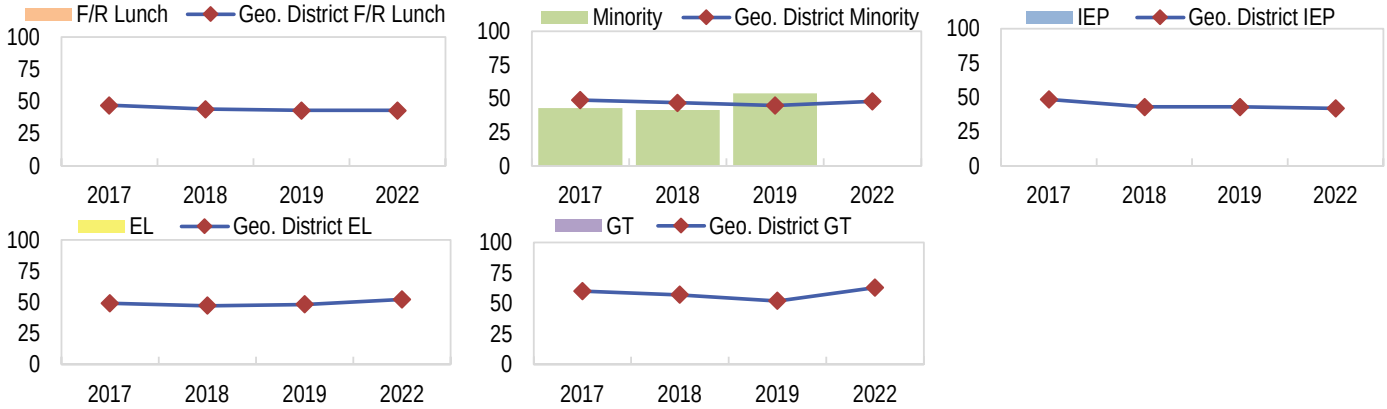
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	37.0	51.5	52.0	73.5
Minority	Y	43.0	41.5	54.0	n<20
	N	33.5	54.0	50.0	77.0
IEP	Y	n<20	n<20	n<20	n<20
	N	36.5	51.0	51.0	76.5
EL	Y	n<20	n<20	n<20	n<20
	N	35.0	51.0	51.0	76.0
GT	Y	n<20	n<20	n<20	n<20
	N	37.0	52.0	51.0	76.0
Schoolwide		37.0	51.0	51.0	76.0

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	44.0	43.0	43.0
	N	56.0	53.0	49.0	53.0
Minority	Y	49.0	47.0	45.0	48.0
	N	55.0	52.0	48.0	52.0
IEP	Y	48.5	43.0	43.0	42.0
	N	54.0	51.0	47.0	52.0
EL	Y	49.0	47.0	48.0	52.0
	N	54.0	51.0	47.0	51.0
GT	Y	60.0	57.0	52.0	63.0
	N	52.0	49.0	46.0	49.0
Geographic District		53.0	51.0	47.0	51.0

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 Jefferson County R-1. 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?^^

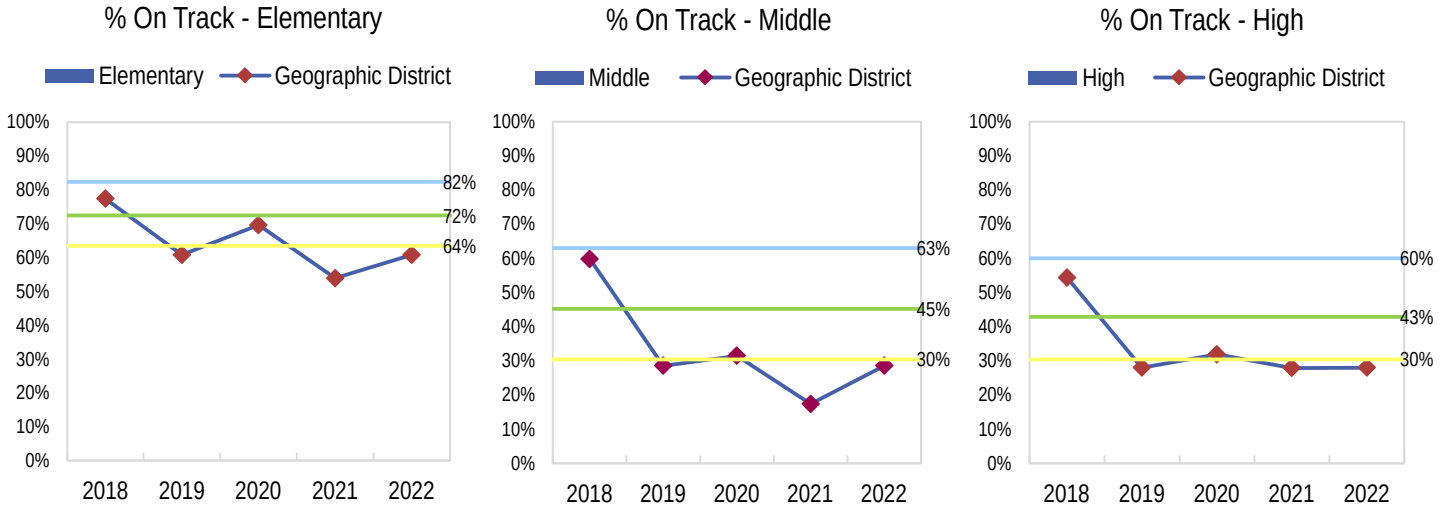
Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	n < 20	--	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	2442	53.0	2187	54.0	1929	51.0	1417	53.0	1358	52.0	60.8%
Middle	531	46.0	546	50.0	587	52.0	474	44.0	384	56.0	28.6%
High	754	55.0	729	57.0	585	55.0	426	52.0	439	54.0	28.0%
Overall	3,727	53.0	3462	54.0	3101	52.0	2317	51.0	2181	53.0	50.0%

^^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?

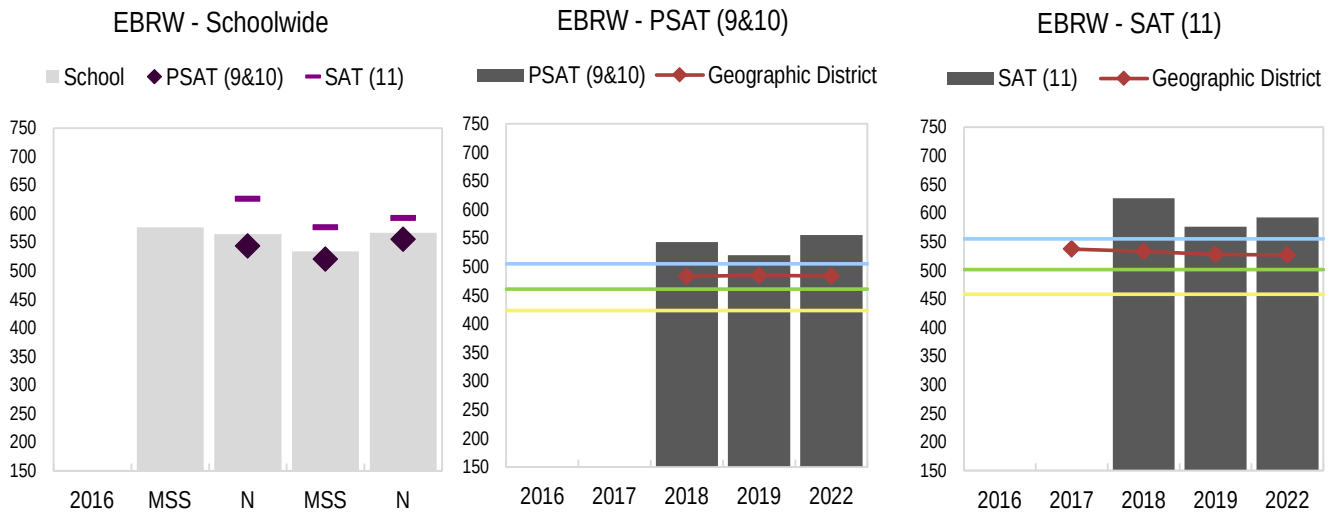
Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	34	531	40	496	48	516
*PSAT (10th)**	--	--	26	555	33	556	35	549	42	601
PSAT (9th&10th)	--	--	--	--	67	543	75	520	90	555
SAT (11th)	--	--	n<16	--	23	626	25	576	41	592
Overall	--	--	35	576	90	564	100	534	131	567

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)**	--	--	--	--	n<16	--	5,921	473	5,362	468
*PSAT (10th)**	--	--	5,796	494	5,760	496	5,791	497	5,105	501
PSAT (9th&10th)	--	--	--	--	11,922	483	11,712	485	10,467	484
SAT (11th)	--	--	5,853	537	5,723	533	5,449	528	5,227	527
Overall	--	--	11,649	516	17,645	500	17,161	499	15,694	498

*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. From 2017 to 2022, overall student achievement decreased by 9.1 scale score points. Since last school year, overall mean scale score increased by 32.7 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 68.7 scale score points.

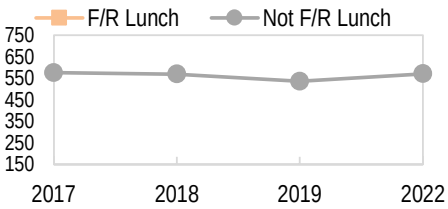
Evidence-Based Reading and Writing Subgroup Achievement

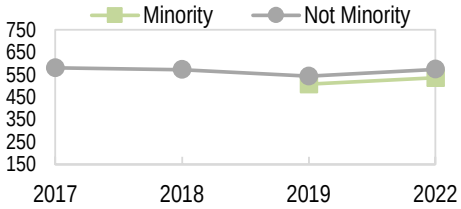
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

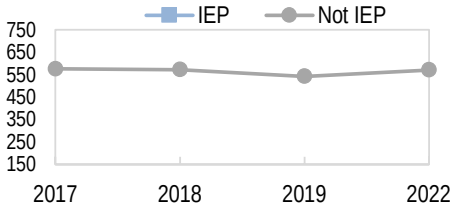
-How are traditionally underserved students achieving on state assessments in Evidence-Based Reading & Writing over time?
-How are traditionally underserved students achieving on state assessments compared to their peers over time?
-How are traditionally underserved students achieving on state assessments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

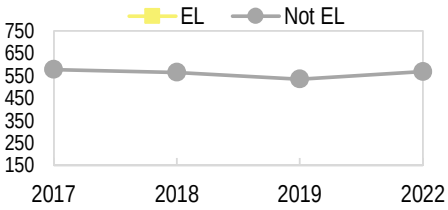
Subgroup Achievement Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16	n<16
	N	576	569	536	571
Minority	Y	n<16	n<16	508	536
	N	580	573	543	574
IEP	Y	n<16	n<16	n<16	n<16
	N	576	572	542	571
EL	Y	n<16	n<16	n<16	n<16
	N	577	564	534	568
GT	Y	n<16	n<16	n<16	n<16
	N	573	562	535	567
Schoolwide		576	564	534	567

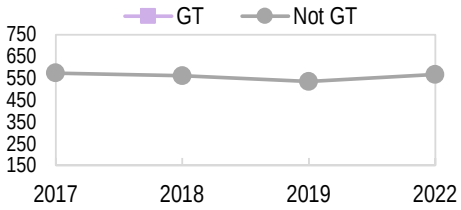
Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	459	444	439	437
	N	535	519	518	514
Minority	Y	479	463	463	461
	N	533	517	516	517
IEP	Y	402	391	394	396
	N	525	509	506	507
EL	Y	462	408	404	390
	N	523	506	505	505
GT	Y	623	590	586	591
	N	500	477	475	478
Geographic District		516	500	499	498

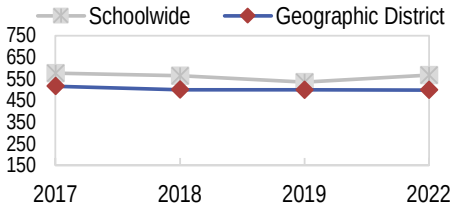


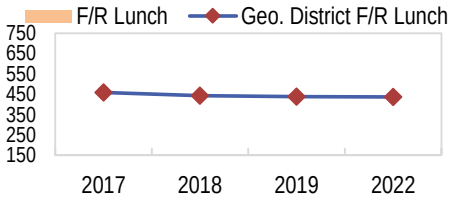


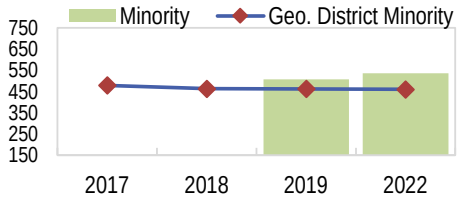


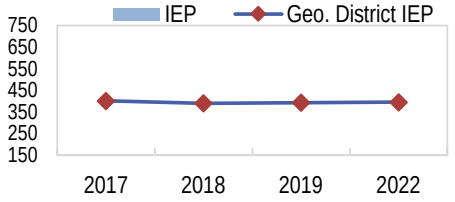


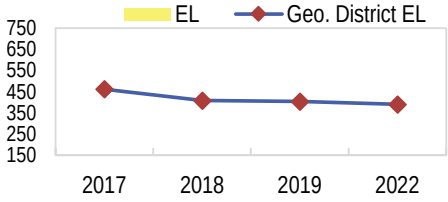


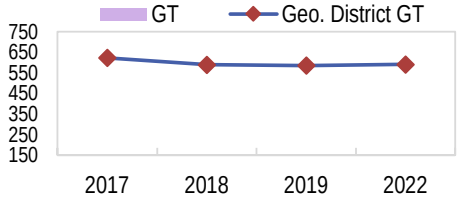












Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-minority students outperformed their minority peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: minority, - 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?

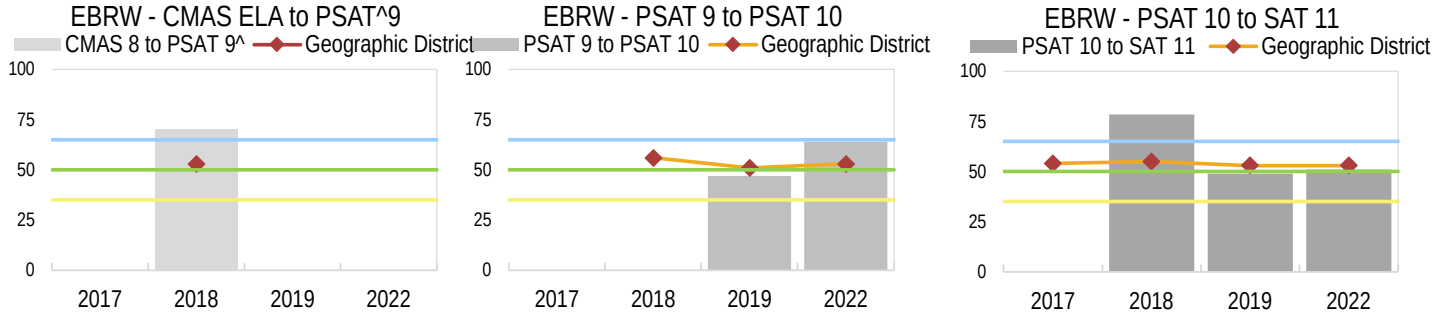
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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^	--	--	21	70.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	--	--	31	47.0	37	64.0
PSAT 10 to SAT 11	n < 20	--	22	78.5	21	49.0	39	51.0
Overall	--	--	44	62.5	52	48.5	76	58.5

^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^	--	--	5,529	53.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	4,830	56.0	5,556	51.0	4,359	53.0
PSAT 10 to SAT 11	5,408	54.0	5,337	55.0	5,166	53.0	4,527	53.0
Overall	5,408	54.0	15,696	55.0	10,722	52.0	8,886	53.0

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



Growth Status and Local Comparison Narrative

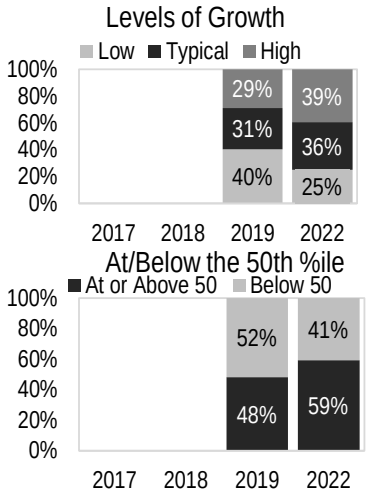
The graphs above show schoolwide growth on the EBRW state assessment. Since last year, student growth increased by 10 percentile points. In 2022, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased 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)	--	--	40%	25%
Typical (35-65)	--	--	31%	36%
High (above 65)	--	--	29%	39%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	48%	59%
Below 50	--	--	52%	41%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 25% 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 39% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 59%).

Evidence-Based Reading and Writing Subgroup Growth

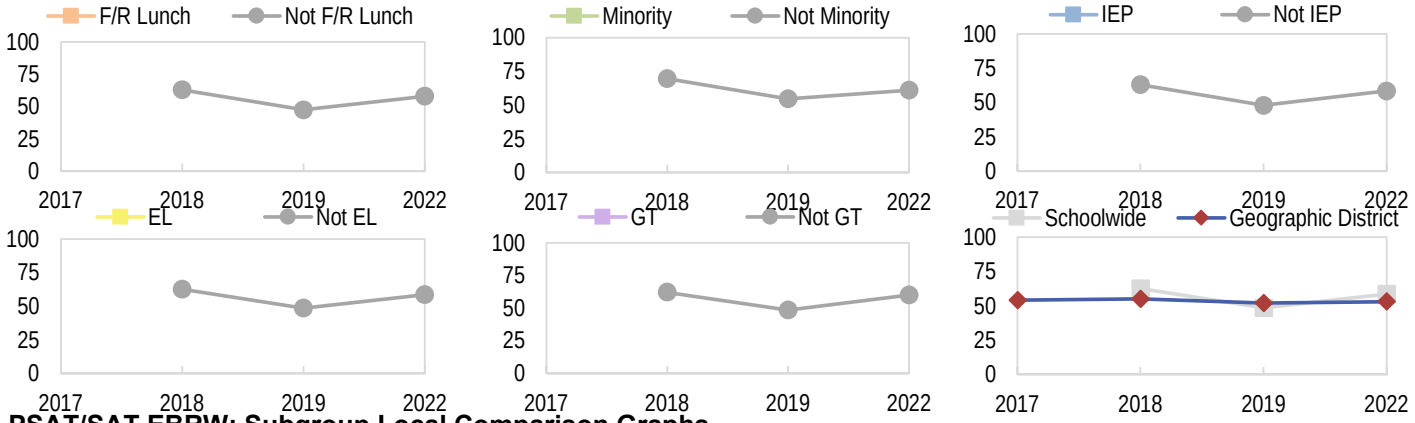
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

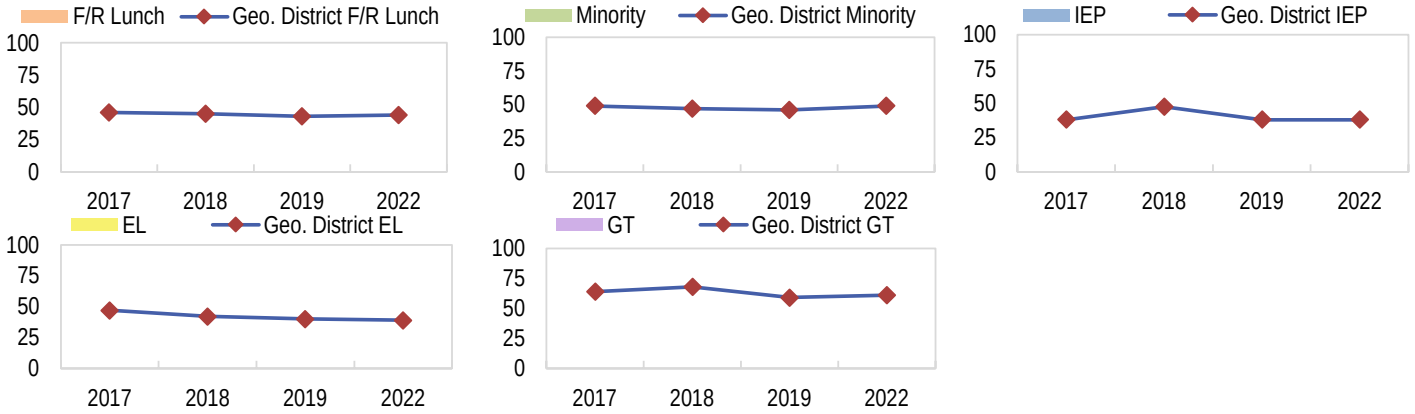
Subgroup Growth Gap Trends over Time in EBRW					
PSAT/SAT		2017	2018	2019	2022
Student		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	n<20	n<20	n<20
	N	--	63.0	47.5	58.0
Minority	Y	--	n<20	n<20	n<20
	N	--	69.5	54.5	61.0
IEP	Y	--	n<20	n<20	n<20
	N	--	63.0	48.0	58.5
EL	Y	--	n<20	n<20	n<20
	N	--	62.5	48.5	58.5
GT	Y	--	n<20	n<20	n<20
	N	--	62.0	48.5	60.0
Schoolwide		--	62.5	48.5	58.5

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	46.0	45.0	43.0	44.0
	N	56.0	58.0	55.0	56.0
Minority	Y	49.0	47.0	46.0	49.0
	N	56.0	58.0	54.0	55.0
IEP	Y	38.0	47.5	38.0	38.0
	N	55.0	55.0	52.0	54.0
EL	Y	47.0	42.0	40.0	39.0
	N	55.0	56.0	52.0	54.0
GT	Y	64.0	68.0	59.0	61.0
	N	53.0	51.0	50.0	51.0
Geographic District		54.0	55.0	52.0	53.0

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, the school outperformed Jefferson County R-1. In 2022, the following subgroups outperformed the geo. district: - 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?

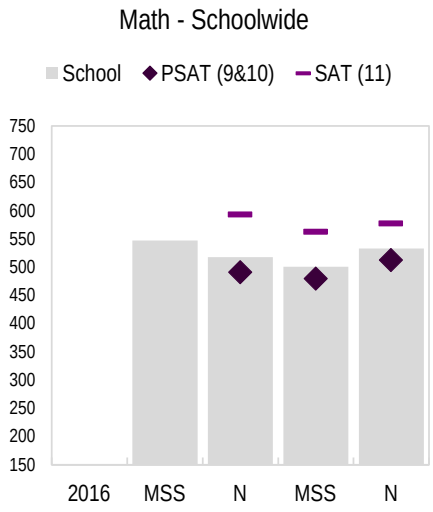
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	34	478	40	459	48	498
*PSAT (10th)**	--	--	26	529	33	505	35	504	42	529
PSAT (9th&10th)	--	--	--	--	67	491	75	480	90	513
SAT (11th)	--	--	n<16	--	23	594	25	563	41	578
Overall	--	--	35	547	90	518	100	501	131	533

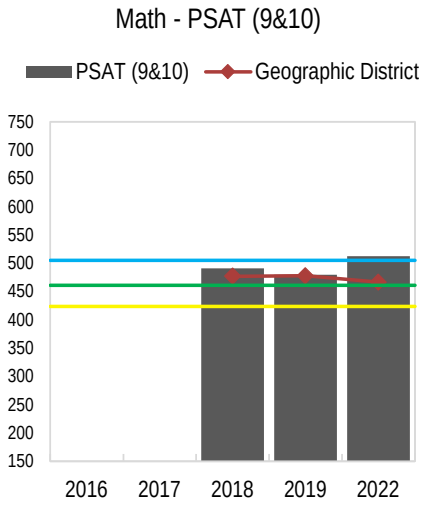
Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	n<16	--	5,929	472	5,365	456
*PSAT (10th)**	--	--	5,796	485	5,768	485	5,791	484	5,110	478
PSAT (9th&10th)	--	--	--	--	11,935	477	11,720	478	10,475	467
SAT (11th)	--	--	5,854	526	5,723	523	5,449	524	5,230	511
Overall	--	--	11,650	506	17,658	492	17,169	493	15,705	481

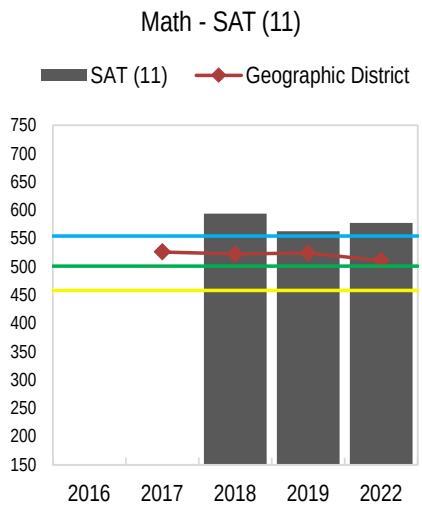
*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^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 14.4 scale score points. Since last school year, overall mean scale score increased by 32.1 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 51.6 scale score points.

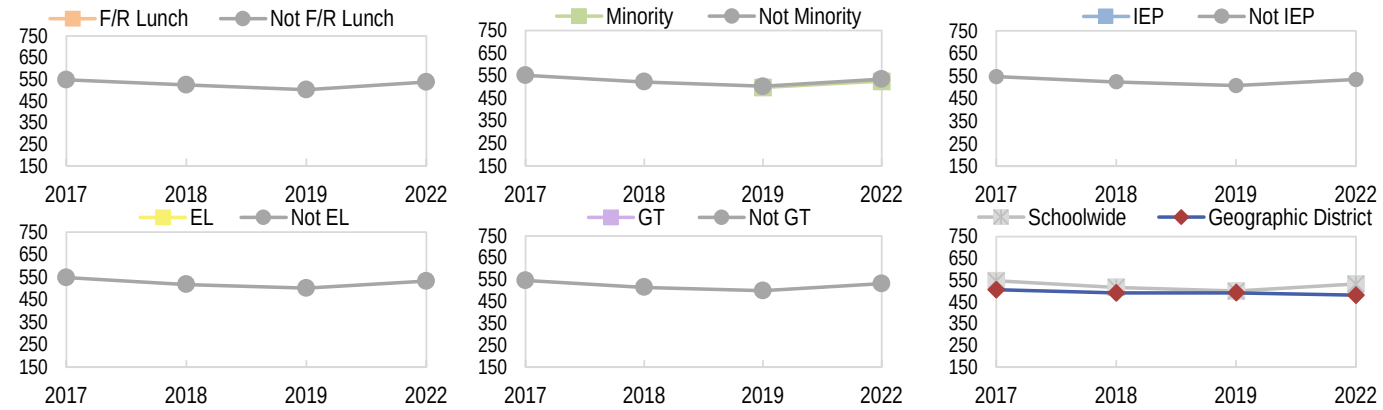
Math Subgroup Achievement

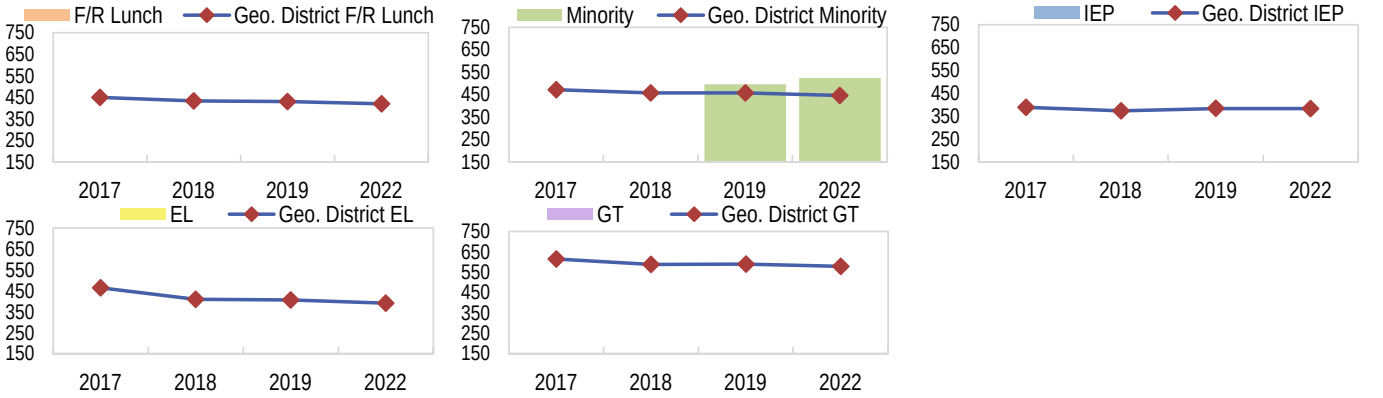
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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<16	n<16
	N	547	524	502	537
Minority	Y	n<16	n<16	497	525
	N	551	522	502	535
IEP	Y	n<16	n<16	n<16	n<16
	N	547	524	508	535
EL	Y	n<16	n<16	n<16	n<16
	N	548	518	501	533
GT	Y	n<16	n<16	n<16	n<16
	N	546	515	499	532
Schoolwide		547	518	501	533

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	451	434	431	420
	N	525	512	513	497
Minority	Y	472	457	458	446
	N	522	509	510	499
IEP	Y	390	374	384	383
	N	515	502	501	490
EL	Y	464	410	407	392
	N	511	498	499	487
GT	Y	615	589	590	579
	N	490	468	467	461
Geographic District		506	492	493	481





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

Math Growth

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

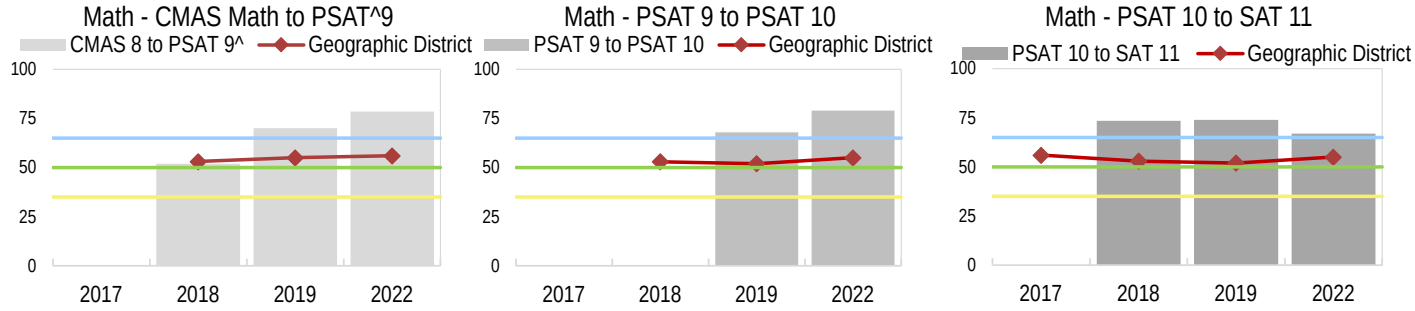
-Are students making sufficient growth on state assessments over time?

-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^	--	--	23	52.0	29	70.0	36	78.5
PSAT 9 to PSAT 10	--	--	--	--	31	68.0	37	79.0
PSAT 10 to SAT 11	n < 20	--	22	73.5	21	74.0	39	67.0
Overall	--	--	67	58.0	81	69.0	112	72.0

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^	--	--	5,386	53.0	4,920	55.0	3,511	56.0
PSAT 9 to PSAT 10	--	--	4,451	53.0	5,556	52.0	4,359	55.0
PSAT 10 to SAT 11	5,408	56.0	5,337	53.0	5,166	52.0	4,527	55.0
Overall	5,408	56.0	15,174	53.0	15,642	53.0	12,397	55.0

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



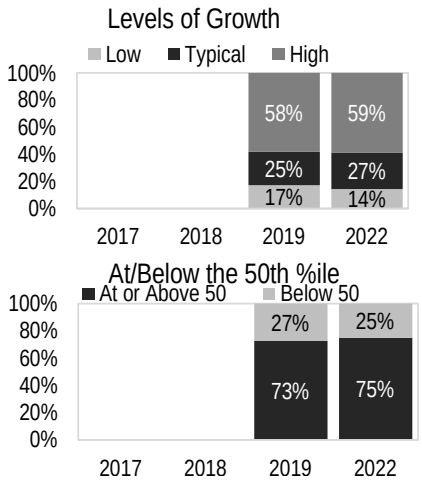
Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the Math state assessment. Since last year, student growth increased by 3 percentile points. In 2022, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall 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)	--	--	17%	14%
Typical (35-65)	--	--	25%	27%
High (above 65)	--	--	58%	59%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	73%	75%
Below 50	--	--	27%	25%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 14% 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 59% of students. The percent of students at or above the 50th percentile has increased from last year (73% to 75%).

Math Subgroup Growth

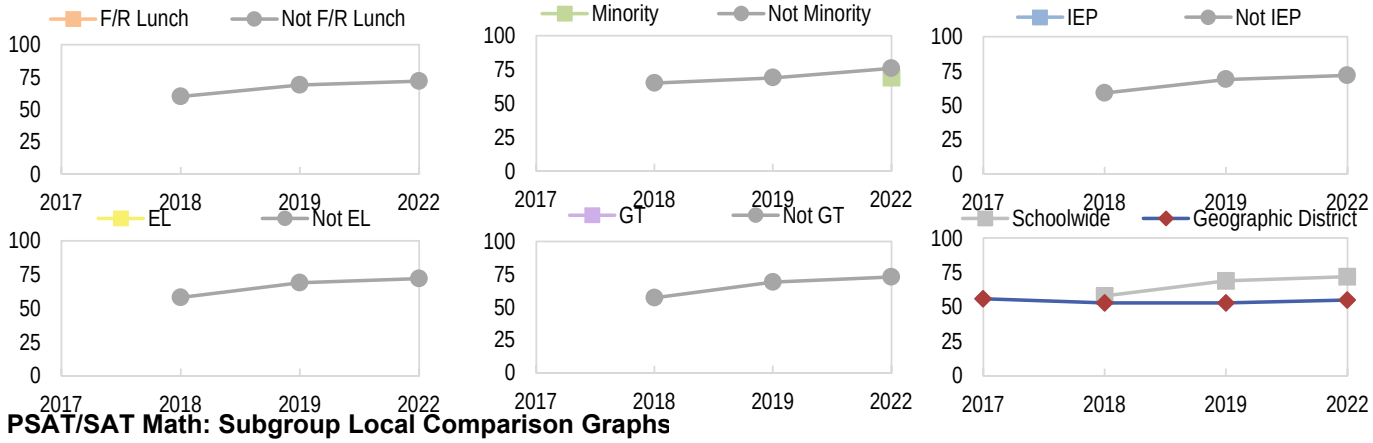
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

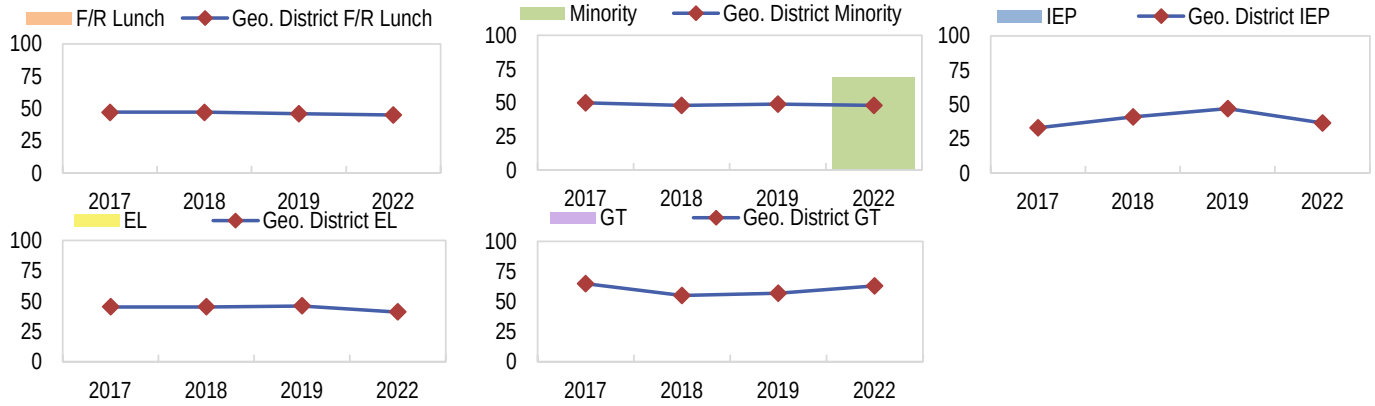
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	--	n<20	n<20	n<20
	N	--	60.0	69.0	72.0
Minority	Y	--	n<20	n<20	69.0
	N	--	65.0	69.0	76.0
IEP	Y	--	n<20	n<20	n<20
	N	--	59.0	69.0	72.0
EL	Y	--	n<20	n<20	n<20
	N	--	58.0	69.0	72.0
GT	Y	--	n<20	n<20	n<20
	N	--	57.0	69.0	73.0
Schoolwide		--	58.0	69.0	72.0

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	47.0	47.0	46.0	45.0
	N	59.0	55.0	56.0	57.0
Minority	Y	50.0	48.0	49.0	48.0
	N	59.0	55.0	55.0	57.0
IEP	Y	33.0	41.0	47.0	36.5
	N	58.0	54.0	54.0	56.0
EL	Y	45.0	45.0	46.0	41.0
	N	58.0	54.0	54.0	56.0
GT	Y	65.0	55.0	57.0	63.0
	N	54.0	53.0	52.0	53.0
Geographic District		56.0	53.0	53.0	55.0

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-minority students outperformed their minority peers, overall, the school outperformed Jefferson County R-1. In 2022, the following subgroups outperformed the geo. district: minority, - 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?

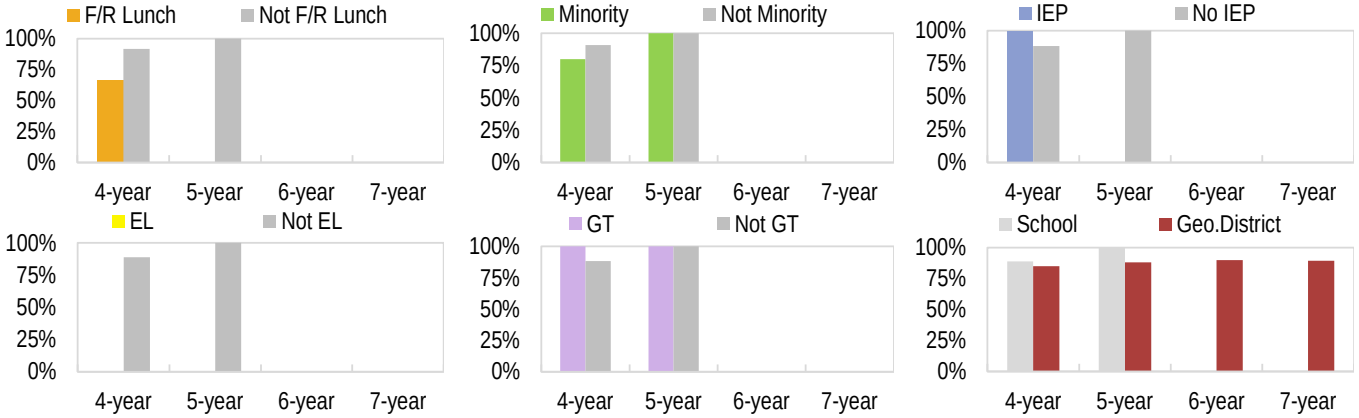
Subgroup Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	4-year	67%	--	--	--
	N	5-year	92%	100%	--	--
Minority	Y	5-year	80%	100%	--	--
	N	5-year	91%	100%	--	--
IEP	Y	4-year	100%	--	--	--
	N	5-year	88%	100%	--	--
EL	Y	--	--	--	--	--
	N	5-year	89%	100%	--	--
GT	Y	4-year	100%	100%	--	--
	N	5-year	88%	100%	--	--
Schoolwide		5-year	89%	100%	--	--

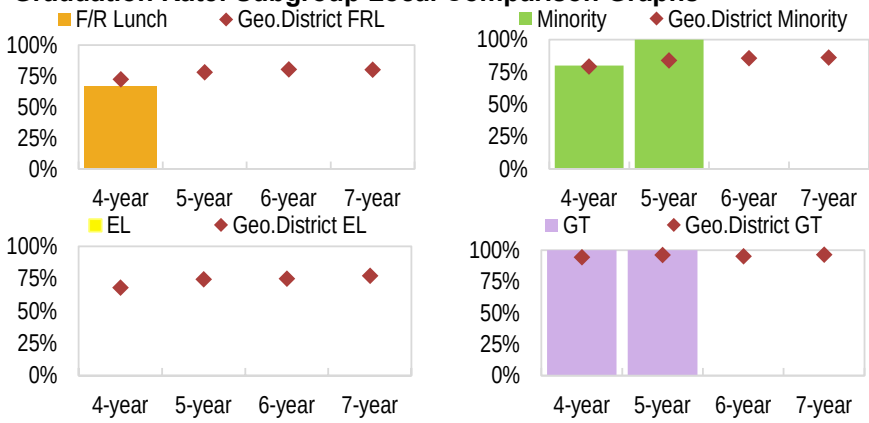
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	6-year	72%	78%	80%	80%
	N	6-year	92%	94%	95%	94%
Minority	Y	7-year	79%	84%	86%	86%
	N	6-year	88%	90%	92%	91%
IEP	Y	7-year	63%	70%	78%	83%
	N	6-year	87%	90%	91%	90%
EL	Y	7-year	68%	75%	75%	77%
	N	6-year	86%	89%	91%	90%
GT	Y	7-year	94%	96%	95%	96%
	N	6-year	82%	86%	89%	88%
Geographic District		6-year	85%	88%	90%	89%

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 5 year rate of 100%.The best of rate for the geo. district is the 6 year rate of 90%.The best of rate for students eligible for free or reduced price lunch is the 4 year rate of 67%.The best of rate for minority students is the 5 year rate of 100%.The best of rate for students with disabilities is the 4 year rate of 100%.The best of rate for gifted students is the 4 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

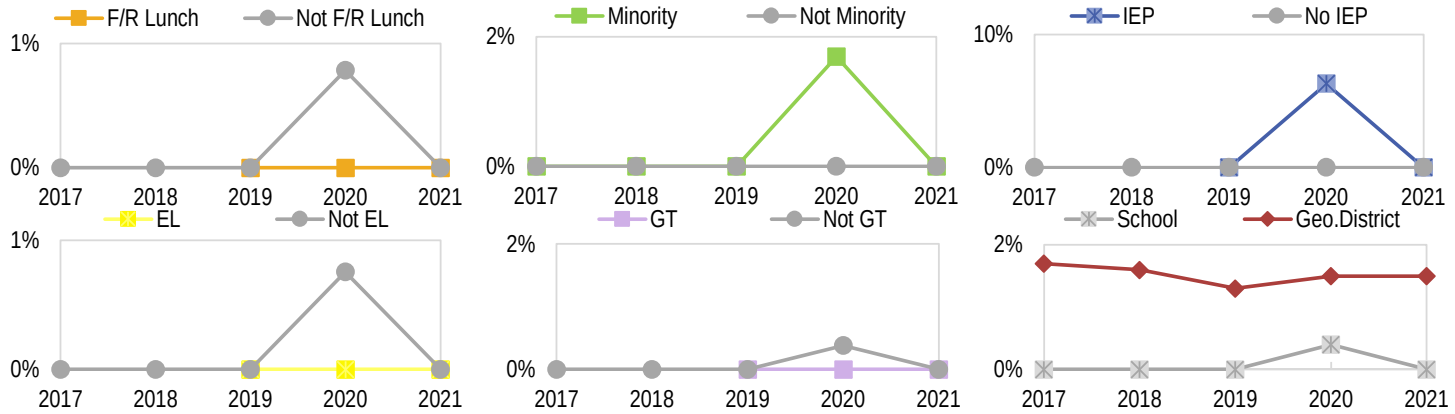
Dropout Rate: Subgroup Status and Gap Trends Tables

-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?

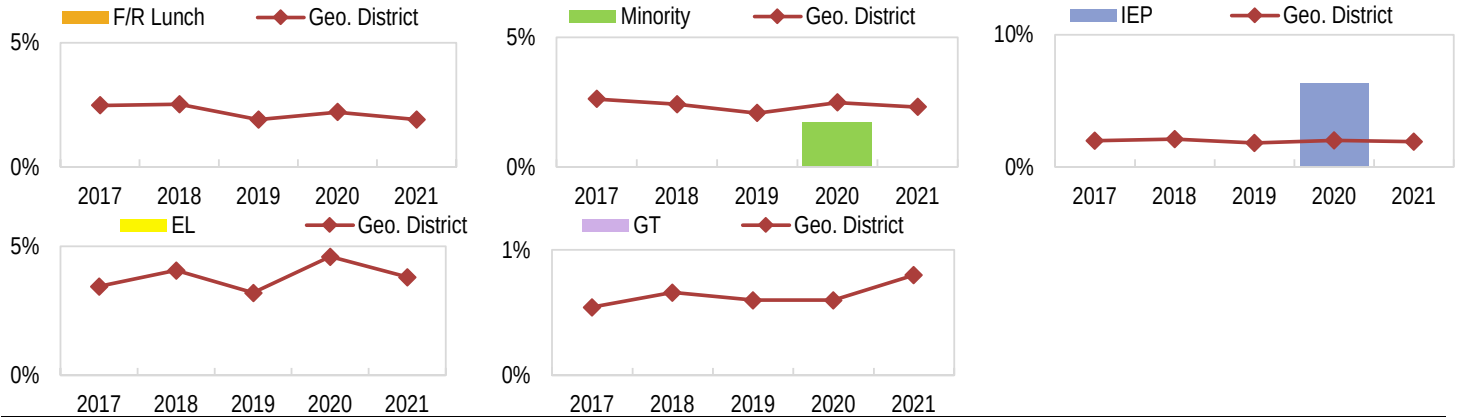
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.4%	0.0%
Minority	Y	0.0%	0.0%	0.0%	1.7%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	--	--	0.0%	6.3%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.4%	0.0%
GT	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.4%	0.0%
Schoolwide		0.0%	0.0%	0.0%	0.4%	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	2.5%	2.5%	1.9%	2.2%	1.9%
	N	1.4%	1.2%	1.0%	1.1%	1.3%
Minority	Y	2.6%	2.4%	2.1%	2.5%	2.3%
	N	1.2%	1.6%	0.9%	0.9%	1.0%
IEP	Y	2.0%	2.1%	1.8%	2.0%	1.9%
	N	1.7%	1.6%	1.2%	1.4%	1.4%
EL	Y	3.4%	4.1%	3.2%	4.6%	3.8%
	N	1.6%	1.4%	1.1%	1.2%	1.3%
GT	Y	0.3%	0.3%	0.3%	0.3%	0.4%
	N	2.0%	1.9%	1.5%	1.7%	1.7%
Geographic District		1.7%	1.6%	1.3%	1.5%	1.5%

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 had no change, minority student dropout rates decreased, IEP dropout rates decreased, EL dropout rates had no change, gifted student (GT) dropout rates had no change, 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, GT, - 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?

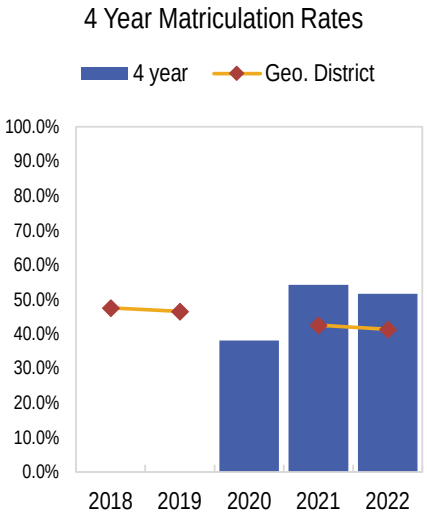
School Matriculation Rate Trends over Time										
Matriculation	2018		^2019		2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	n < 16	-	n < 16	-	21	14.3%	24	20.8%	31	9.7%
4 year	n < 16	-	n < 16	-	21	38.1%	24	54.2%	31	51.6%
CTE	n < 16	-	n < 16	-	21	4.8%	24	4.2%	31	0.0%
Schoolwide	n < 16	-	n < 16	-	21	52.4%	24	75.0%	31	61.3%

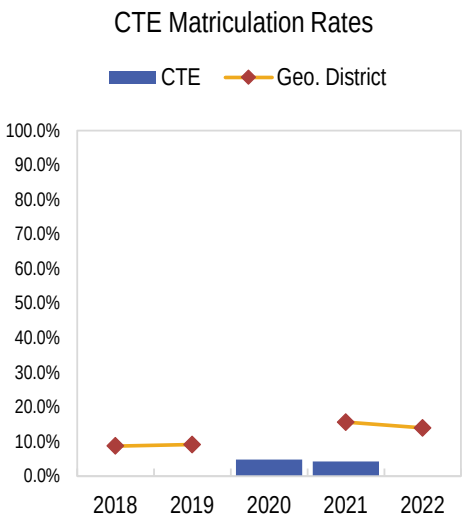
Geo. District Matriculation Rate Trends over Time										
Matriculation	2018		^2019		^^2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	5,868	12.5%	6,038	12.8%	--	--	5,721	10.7%	5,997	9.5%
4 year	5,868	47.5%	6,038	46.5%	--	--	5,721	42.5%	5,997	41.3%
CTE	5,868	8.7%	6,038	9.1%	--	--	5,721	15.6%	5,997	13.9%
Geo. District	5,868	65.3%	6,038	64.5%	--	--	5,721	62.3%	5,997	59.3%

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 Jefferson County R-1. In 2022, school matriculation rates met state expectations and were above the geo. district. Since last year, schoolwide matriculation rates decreased from 75% to 61%.

Academic Performance Metrics

School Observations

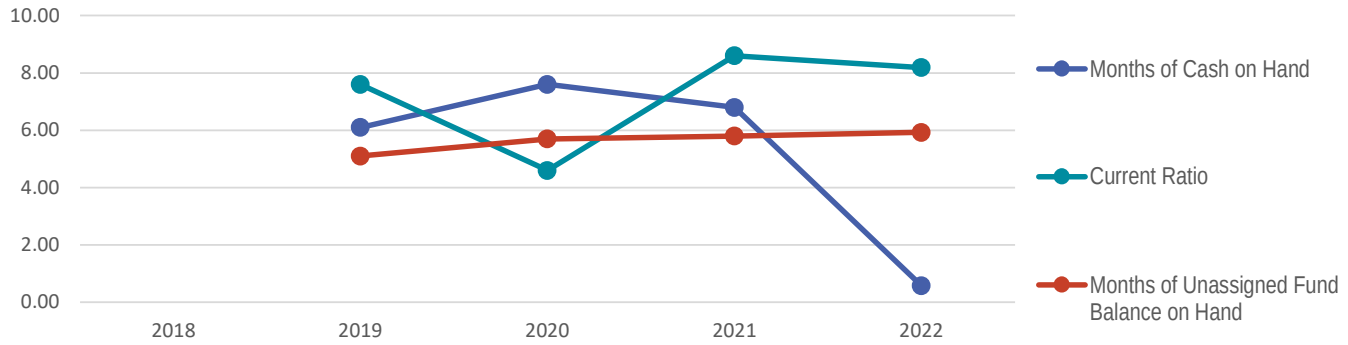
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

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	--	10.6%	7.0%	6.7%	8.6%
Months of Cash on Hand	--	6.10	7.60	6.80	0.57
Current Ratio	--	7.60	4.60	8.60	8.19
Months of Unassigned Fund Balance on Hand	--	5.10	5.70	5.80	5.93
Positive Unassigned Fund Balance (TABOR)	--	YES	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	--	-0.2%	0.7%	0.9%	2.6%
Change in FPC from Prior-Year	--	100.0%	2.5%	6.4%	3.5%

Proprietary Funds Financial Statement Metrics

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

Proprietary Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	0.00	0.00	6.37
Current Ratio	--	--	44.20	0.00	--
Debt to Asset Ratio	--	--	1.00	0.00	0.00
Change in Net Position	--	--	($518,105)	$0	($997,445)

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	--	1.65	0.93	1.25	1.20
Change in Net Position	--	($831,885)	$6,515,374	($6,261,421)	($337,022)
Default	--	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative
The school met TABOR requirements for the past 3 years. Enrollment has increased over the past 5 years. The 3-year average for enrollment is 4.6%. The funded pupil count in October of 2021 was 720. In 2021-22, the school's funded-pupil count came in higher than budget by 18 pupils or 102.58% of budget. The school has a strong financial position with growing reserves and has a strong financial outlook. There are $4.7M current assets as compared to $585K in current liabilities which provides a favorable asset to liability ratio. The school has an improving financial position with growing unassigned reserves. Unassigned fund balance is $3.8M and could cover expenses without additional revenue for 5.93 months. The school submitted a balanced multi-year forecast, assuming reasonable growth increments for PPR, enrollment and salary increases each year. The school did not spend all of its allocated grant funds in FY22. ESSER II, IDEA and all Title categories were all spent. But ESSER III had funds remaining at the end of the year, total of $43,458.

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
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

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