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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:

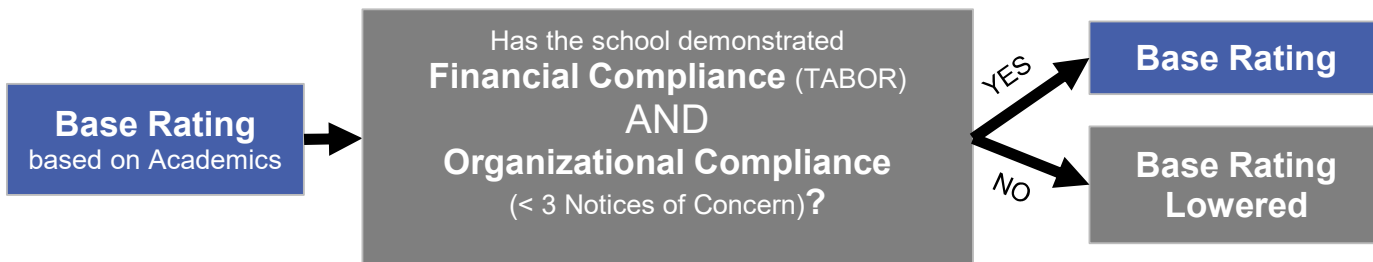
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

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?

The Academy of Charter Schools Overview

Year Opened/Transferred: 2014-2015

Grades Served: PK-12

School Model: College Prep

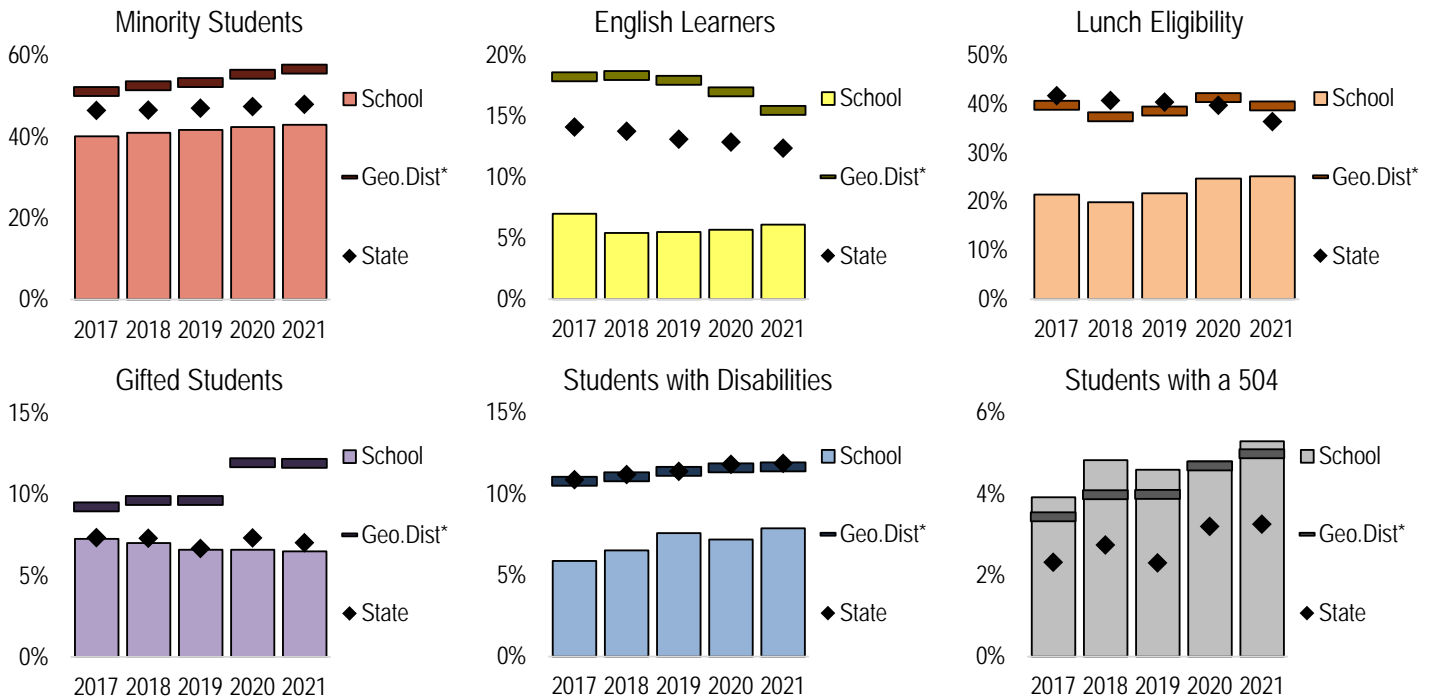
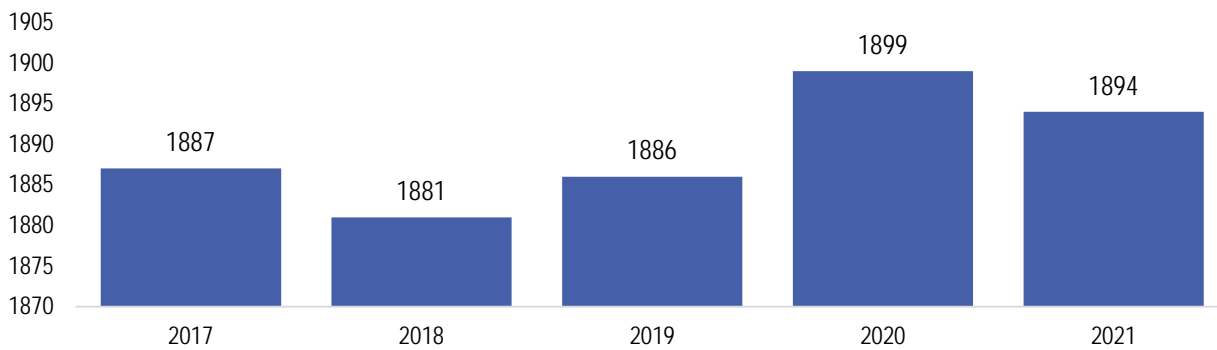
Town/City: Westminster

District of Residence: Adams 12 Five Star Schools

Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	1887	1881	1886	1899	1894
F/R Lunch	21.4%	19.8%	21.7%	24.7%	25.2%
Minority	40.2%	41.0%	41.7%	42.4%	43.0%
IEP	5.9%	6.5%	7.6%	7.2%	7.9%
EL	7.0%	5.4%	5.5%	5.7%	6.1%
Gifted	7.3%	7.0%	6.6%	6.6%	6.5%
504	3.9%	4.8%	4.6%	4.8%	5.3%

Enrollment over Time



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: 61.4%)
Middle School Rating	Performance (Points Earned: 55.9%)
High School Rating	Performance (Points Earned: 66.3%)
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	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	1,245	1,050	84.3%	161	96.9%	Meets 95%
Math	1,245	1,035	83.1%	170	96.3%	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	849	702	82.7%	142	99.3%	Meets 95%
CMAS Math	849	687	80.9%	151	98.4%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	396	348	87.9%	19	92.3%	Does Not Meet 95%
PSAT/SAT Math	396	348	87.9%	19	92.3%	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	138	762	139	754	142	758	137	756	138	756
4	145	754	142	754	142	757	138	761	140	747
5	130	757	134	756	134	764	140	754	128	751
Elementary	413	758	415	755	418	760	415	757	406	751
6	137	749	124	746	129	755	140	761	128	743
7	117	747	119	750	85	731	133	756	101	750
8	109	743	103	745	76	736	110	744	66	739
Middle	363	746	346	747	290	743	383	754	295	744
Overall	880	751	847	751	708	753	798	756	701	748

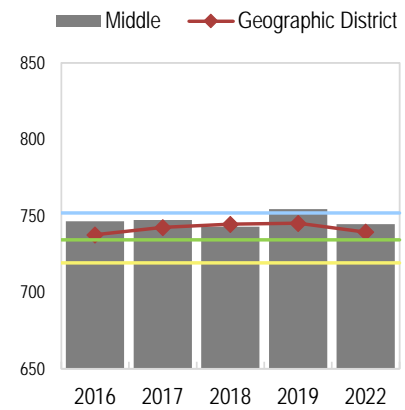
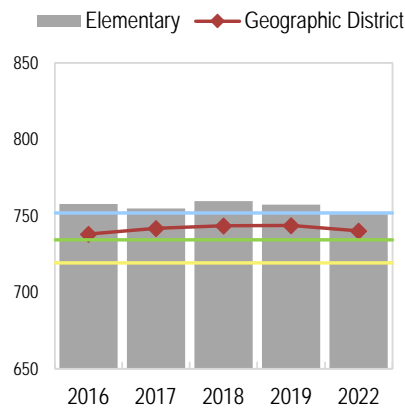
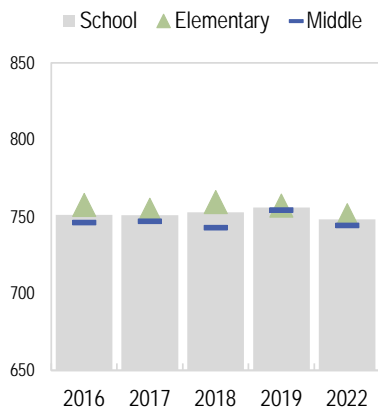
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,964	732	2,806	738	2,790	737	2,576	737	2,283	737
4	2,914	741	2,852	743	2,839	746	2,822	744	2,333	738
5	2,900	741	2,864	744	2,894	747	2,867	749	2,356	745
Elementary	8,778	738	8,522	742	8,523	743	8,265	744	6,972	740
6	2,846	736	2,804	741	2,774	743	2,816	742	2,122	739
7	2,827	737	2,804	744	2,782	747	2,731	747	2,104	740
8	2,773	739	2,760	742	2,792	744	2,685	747	1,924	739
Middle	8,494	738	8,368	742	8,348	745	8,232	745	6,150	739
Overall	19,724	738	19,509	741	16,871	744	16,497	744	13,122	740

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 decreased by 2.9 scale score points. Since last school year, overall mean scale score decreased by 7.6 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 12 Five Star Schools) for the past five years. Overall, the school outperforms their geo. district by 8.5 scale score points.

English Language Arts Subgroup Achievement

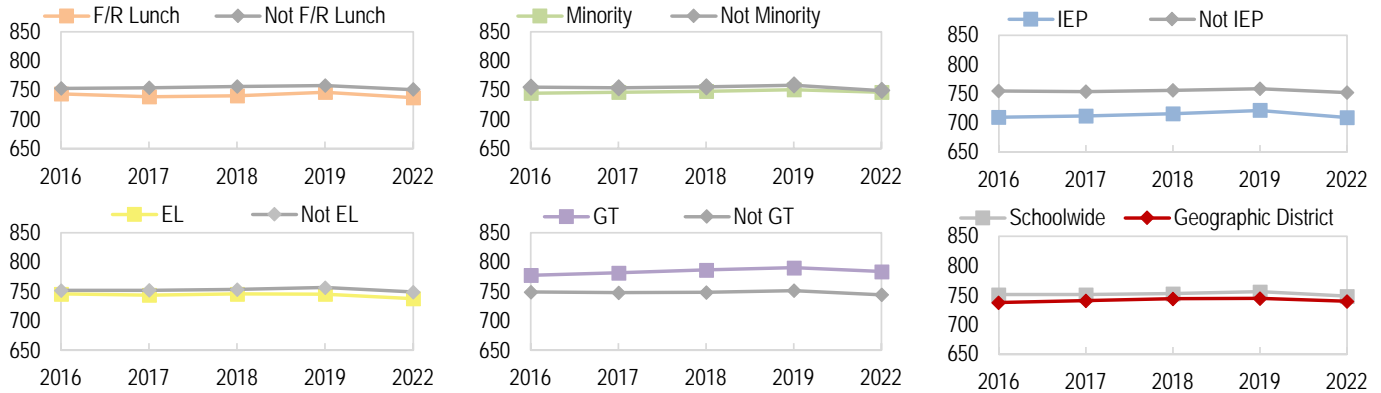
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

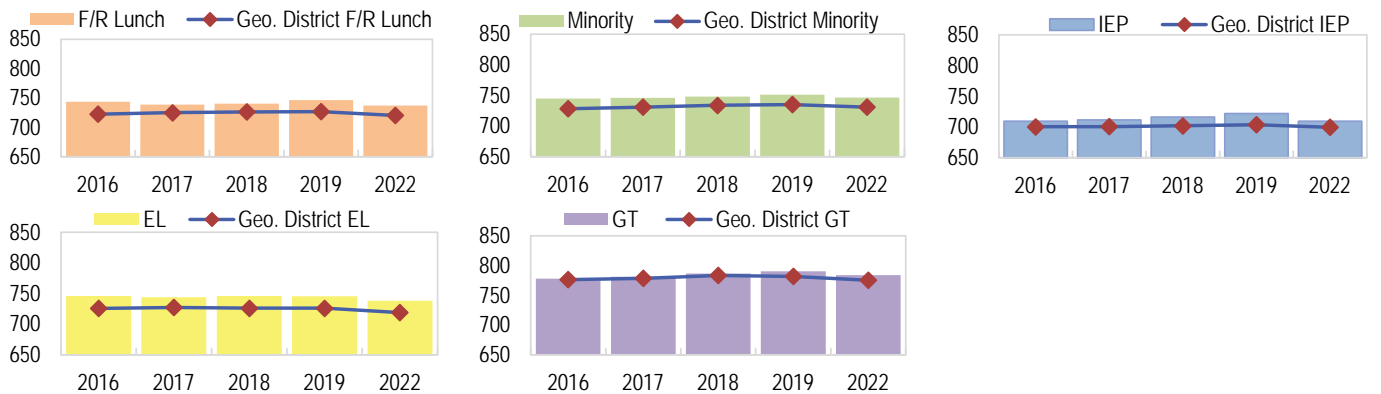
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	743.6	738.9	740.6	746.5	737.3
	N	752.8	754.0	756.2	758.0	751.1
Minority	Y	744.9	746.2	748.1	751.0	746.4
	N	755.3	753.9	755.5	758.8	749.4
IEP	Y	709.3	711.5	715.7	721.5	709.1
	N	754.3	753.5	755.3	758.3	751.6
EL	Y	745.9	743.8	745.9	745.4	738.0
	N	751.8	752.0	753.5	756.8	749.0
GT	Y	777.7	781.4	786.3	790.4	783.8
	N	748.8	748.0	748.3	751.4	744.4
Schoolwide		751	751	753	756	748

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	722.3	724.9	726.2	727.0	720.6
	N	747.3	751.0	756.4	757.1	751.2
Minority	Y	728.6	731.1	733.8	735.0	730.8
	N	746.0	750.1	754.3	754.6	750.7
IEP	Y	700.1	700.5	701.7	703.6	699.4
	N	741.7	745.5	748.6	749.0	744.5
EL	Y	725.6	727.5	726.0	726.1	718.9
	N	741.5	745.1	749.3	749.9	745.7
GT	Y	776.4	778.6	783.5	781.6	775.6
	N	732.5	735.6	738.1	738.3	732.2
Geographic District		738	741	744	744	740

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

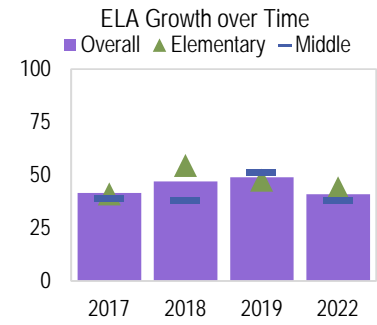
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Adams 12 Five Star Schools. In 2022, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs. In 2019, all subgroups outperformed the geo. district.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

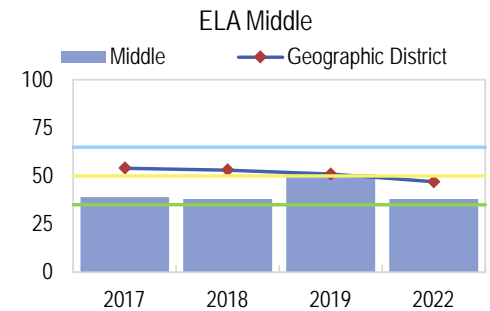
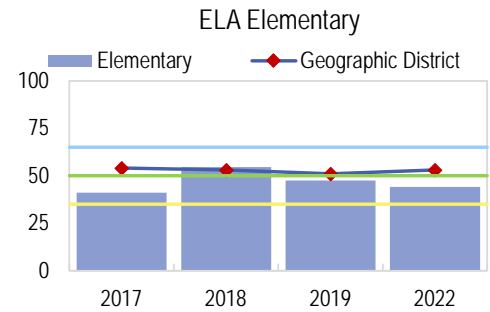
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	138	35.5	140	48.0	137	54.0	119	44.0
5	133	48.0	132	60.0	135	40.0	--	--
Elementary	271	41.0	272	54.5	272	47.5	119	44.0
6	119	40.0	125	54.0	135	58.0	104	38.5
7	118	43.0	82	15.5	119	48.0	--	--
8	94	31.0	74	29.5	73	52.0	52	34.5
Middle	331	39.0	281	38.0	327	51.0	156	38.0
Overall	670	41.5	553	47.0	599	49.0	275	41.0



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	2,732	56.5	2,709	52.0	2,733	51.0	1,627	53.0
5	2,761	52.0	2,778	54.0	2,795	52.0	--	--
Elementary	5,493	54.0	5,487	53.0	5,528	51.0	1,627	53.0
6	2,675	50.0	2,667	51.0	2,736	46.0	1,459	45.0
7	2,681	56.0	2,647	57.0	2,627	54.0	--	--
8	2,623	57.0	2,653	52.0	2,589	52.0	1,091	49.0
Middle	7,979	54.0	7,967	53.0	7,952	51.0	2,550	47.0
Overall	15,917	53.0	13,454	53.0	13,480	51.0	4,177	49.0

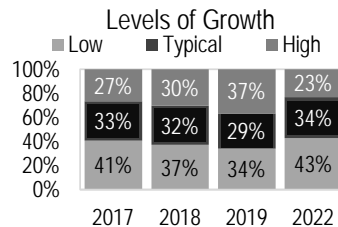


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 8 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

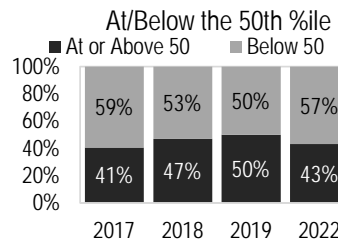
CMAS ELA: Levels of Growth Tables and Graphs

-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)	41%	37%	34%	43%
Typical (35-65)	33%	32%	29%	34%
High (above 65)	27%	30%	37%	23%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	41%	47%	50%	43%
Below 50	59%	53%	50%	57%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 43% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 23% of students. The percent of students at or above the 50th percentile has decreased from last year (50% to 43%). Since 2017, the percent of students at or above the 50th percentile has increased (41% to 43%).

English Language Arts Subgroup Growth

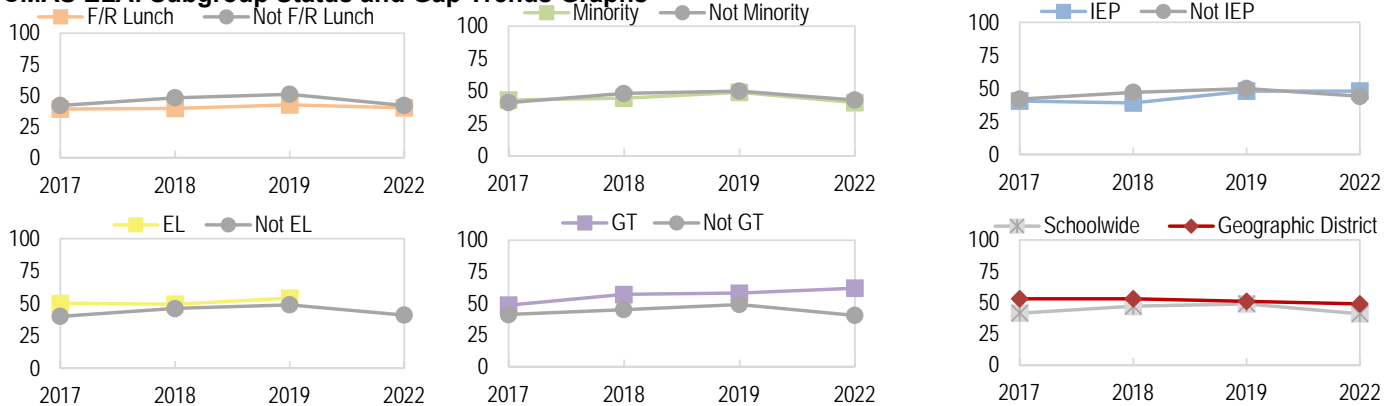
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

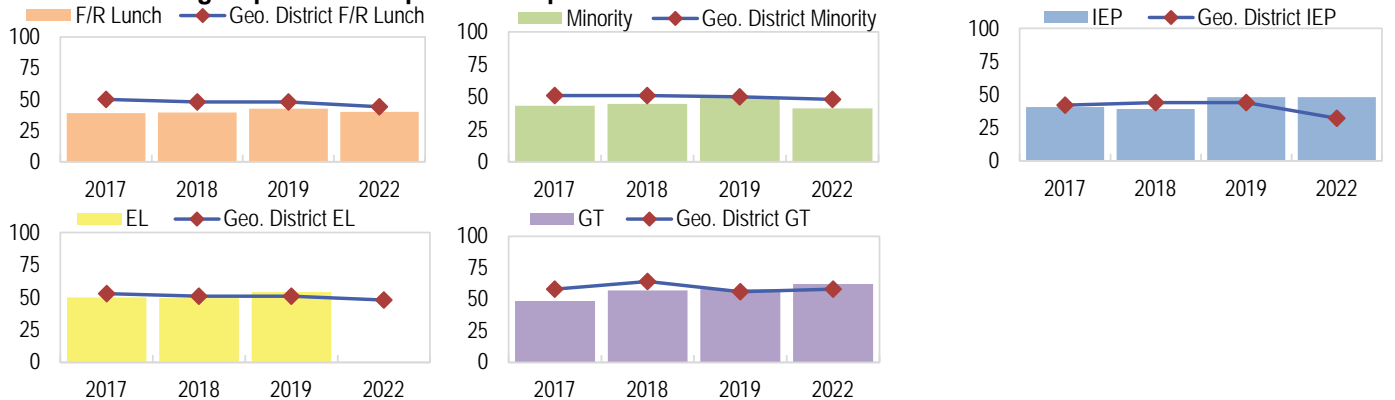
CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	39.0	39.5	42.5	40.0
	N	42.0	48.0	51.0	42.0
Minority	Y	43.0	44.5	49.0	41.0
	N	41.0	48.0	50.0	43.0
IEP	Y	40.5	39.0	48.0	48.0
	N	42.0	47.0	50.0	44.0
EL	Y	50.0	49.5	54.0	n<20
	N	40.0	46.0	49.0	41.0
GT	Y	48.5	57.0	58.0	62.0
	N	41.0	45.0	49.0	40.5
Schoolwide	41.5	47.0	49.0	41.0	

CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	50.0	48.0	48.0	44.0
	N	54.0	57.0	53.0	52.0
Minority	Y	51.0	51.0	50.0	48.0
	N	55.0	56.0	52.0	50.0
IEP	Y	42.0	44.0	44.0	32.0
	N	54.0	54.0	52.0	51.0
EL	Y	53.0	51.0	51.0	48.0
	N	53.0	54.0	51.0	50.0
GT	Y	58.0	64.0	56.0	58.0
	N	52.0	52.0	50.0	47.0
Geographic District	53.0	53.0	51.0	49.0	

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, IEP students outperformed their non-gen. ed. peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

Mathematics Achievement

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

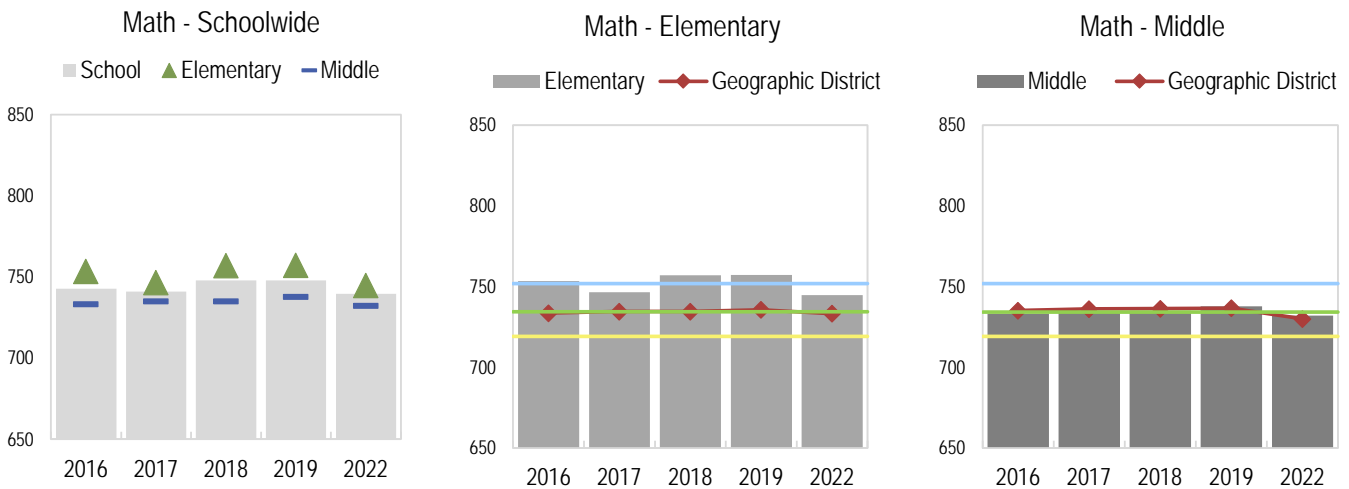
-How are students achieving on state assessments in Mathematics over time?

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

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	138	759	139	749	141	759	137	757	138	755
4	145	753	142	746	142	748	139	758	139	738
5	130	747	134	745	134	765	141	757	126	741
Elementary	413	753	415	747	417	757	417	757	403	745
6	137	741	124	738	129	737	140	742	120	732
7	117	734	119	733	85	734	134	736	98	735
8	112	723	101	734	77	733	110	734	65	729
Middle	366	733	344	735	291	735	384	738	283	732
Overall	884	743	844	741	708	748	801	748	686	740

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	2,955	732	2,811	733	2,793	732	2,590	736	2,288	733
4	2,916	734	2,864	735	2,842	734	2,834	733	2,339	729
5	2,895	735	2,875	735	2,906	737	2,877	738	2,348	737
Elementary	8,766	734	8,550	735	8,541	735	8,301	736	6,975	733
6	2,848	736	2,816	737	2,809	736	2,843	734	2,118	728
7	2,826	734	2,827	735	2,786	735	2,760	737	2,106	729
8	2,772	735	2,785	737	2,814	738	2,693	739	1,929	734
Middle	8,494	735	8,428	736	8,409	736	8,296	737	6,153	730
Overall	19,701	735	19,593	735	16,950	735	16,597	736	13,128	732

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 3.1 scale score points. Since last school year, overall mean scale score decreased by 8.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 7.7 scale score points.

Mathematics Subgroup Achievement

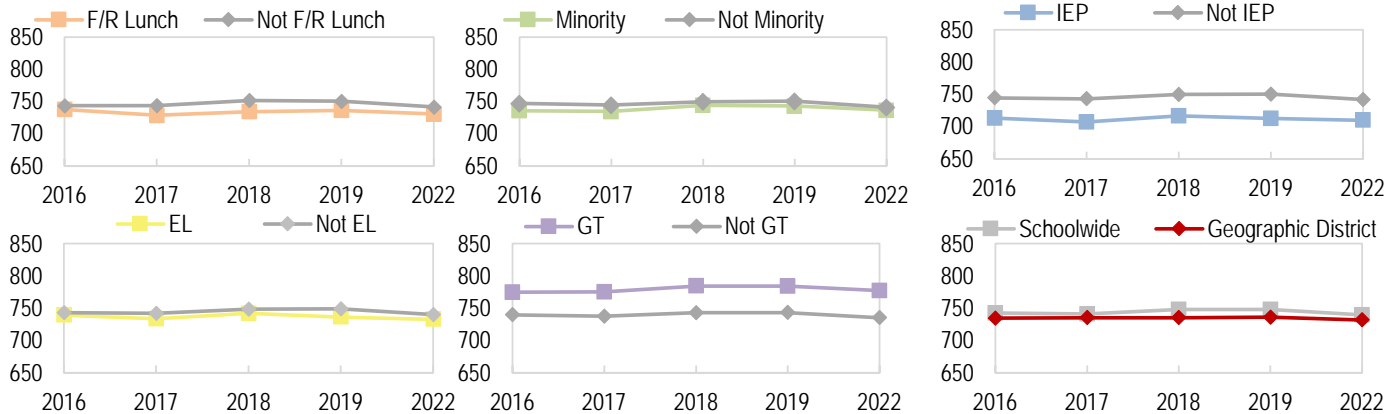
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

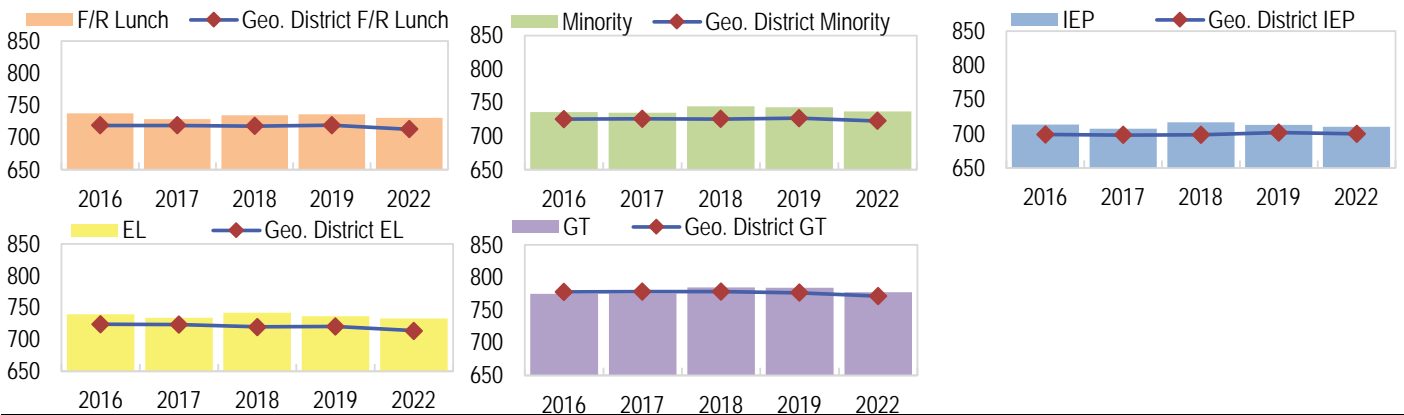
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	737.9	728.8	734.5	736.4	730.8
	N	743.7	744.1	751.9	750.6	741.7
Minority	Y	736.0	734.9	744.4	743.3	736.8
	N	747.2	744.8	750.0	750.7	741.2
IEP	Y	713.2	707.4	716.8	712.9	710.0
	N	744.9	743.2	750.0	750.4	741.9
EL	Y	739.4	733.7	742.1	736.4	732.8
	N	743.1	742.1	748.6	749.0	740.0
GT	Y	774.9	775.3	784.5	784.1	777.3
	N	739.9	737.7	743.1	743.3	735.3
Schoolwide		743	741	748	748	740

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	719.0	719.0	718.0	719.2	712.9
	N	744.7	746.2	747.8	748.7	743.1
Minority	Y	725.5	725.8	725.7	726.8	722.8
	N	743.4	744.9	745.5	746.4	742.8
IEP	Y	698.8	698.1	698.2	701.6	699.7
	N	738.7	739.8	739.5	740.1	735.5
EL	Y	724.1	723.5	719.8	720.4	713.7
	N	738.2	739.4	740.2	741.0	737.0
GT	Y	777.6	778.1	778.0	776.4	771.2
	N	729.4	729.8	729.4	729.6	723.6
Geographic District		735	735	735	736	732

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

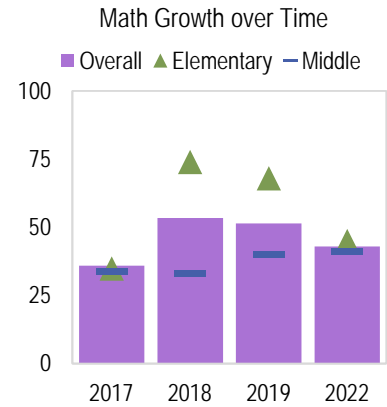
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Adams 12 Five Star Schools. In 2022, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs. In 2019, all subgroups outperformed the geo. district.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

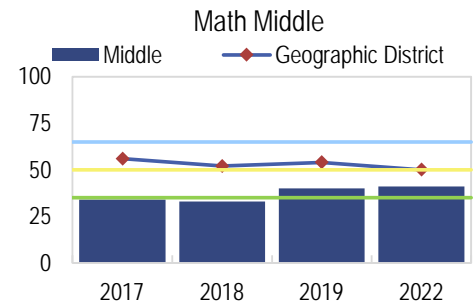
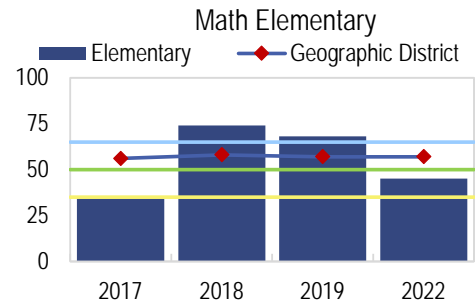
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	138	34.5	140	62.0	135	68.0	--	--
5	133	35.0	132	81.0	136	67.5	108	45.0
Elementary	271	35.0	272	74.0	271	68.0	108	45.0
6	119	35.0	124	30.5	135	34.0	--	--
7	118	34.0	82	25.5	119	40.0	69	41.0
8	92	35.5	74	45.0	73	48.0	--	--
Middle	329	34.0	280	33.0	327	40.0	69	41.0
Overall	669	36.0	552	53.5	598	51.5	177	43.0



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	2,743	63.0	2,717	59.0	2,732	57.0	--	--
5	2,759	50.0	2,794	56.0	2,798	57.0	1,610	57.0
Elementary	5,502	56.0	5,511	58.0	5,530	57.0	1,610	57.0
6	2,668	62.0	2,686	58.0	2,744	57.0	--	--
7	2,681	50.0	2,630	48.0	2,658	50.0	1,265	50.0
8	2,625	58.0	2,650	51.0	2,569	55.0	--	--
Middle	7,974	56.0	7,966	52.0	7,971	54.0	1,265	50.0
Overall	15,872	54.0	13,477	54.0	13,501	55.0	2,875	54.0

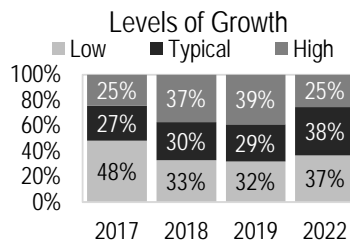


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth decreased by 8.5 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

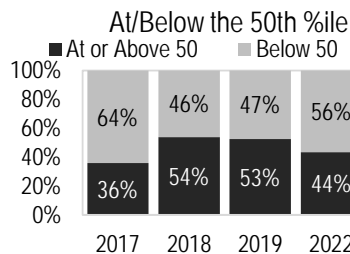
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	48%	33%	32%	37%
Typical (35-65)	27%	30%	29%	38%
High (above 65)	25%	37%	39%	25%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	36%	54%	53%	44%
Below 50	64%	46%	47%	56%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 37% 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 (53% to 44%). Since 2017, the percent of students at or above the 50th percentile has increased (36% to 44%).

Mathematics Subgroup Growth

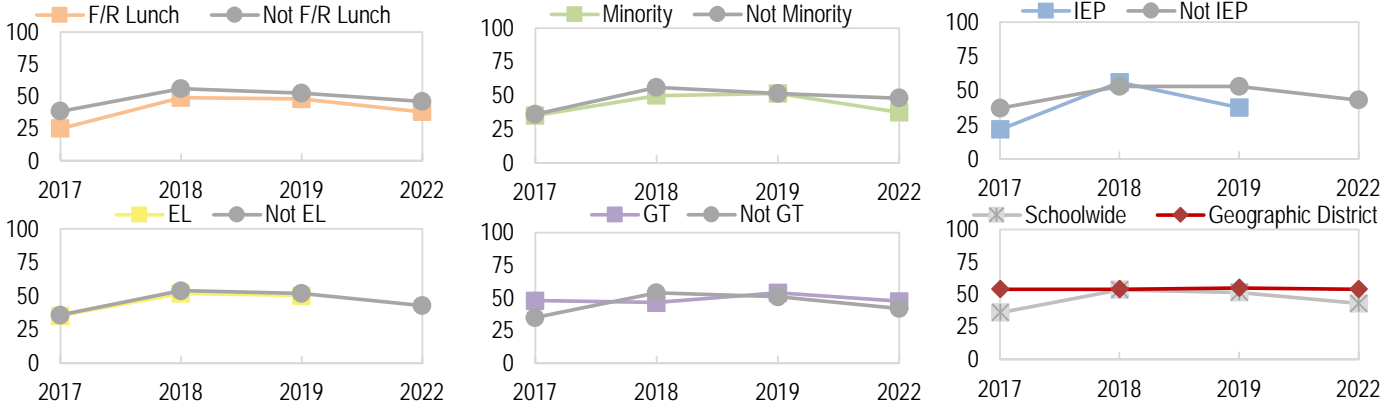
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

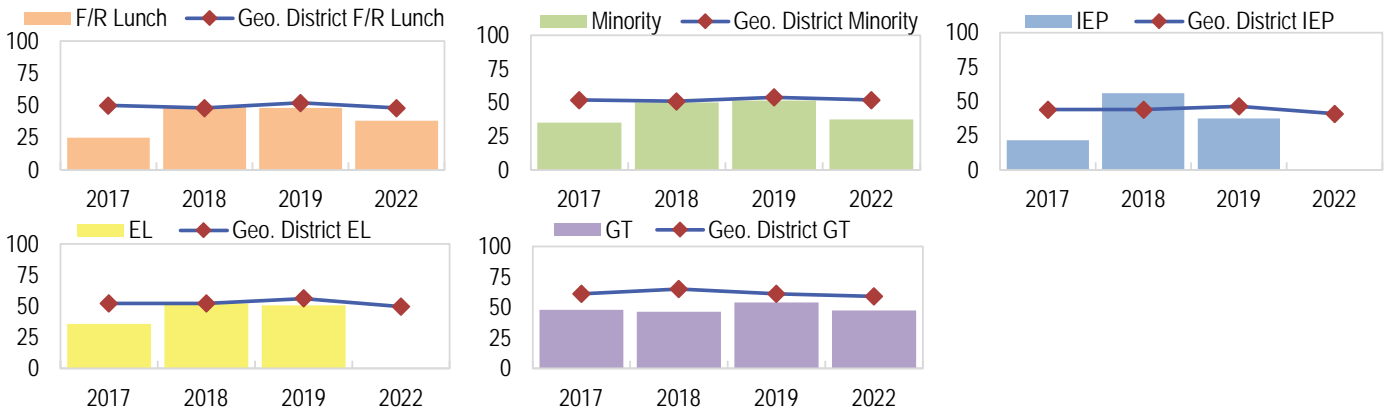
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	25.0	49.0	48.0	38.0
	N	38.5	56.0	52.5	46.0
Minority	Y	35.0	50.0	51.5	37.5
	N	36.0	56.0	51.5	48.0
IEP	Y	21.5	56.0	37.5	n<20
	N	37.0	53.0	53.0	43.0
EL	Y	35.5	52.0	50.5	n<20
	N	36.0	54.0	52.0	43.0
GT	Y	48.0	46.5	54.0	47.5
	N	35.0	54.0	51.0	42.0
Schoolwide		36.0	53.5	51.5	43.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	50.0	48.0	52.0	48.0
	N	57.0	59.0	57.0	57.0
Minority	Y	52.0	51.0	54.0	52.0
	N	57.0	58.0	56.0	56.0
IEP	Y	44.0	44.0	46.5	41.0
	N	55.0	56.0	56.0	55.5
EL	Y	52.0	52.0	56.0	49.5
	N	55.0	55.0	55.0	55.0
GT	Y	61.0	65.0	61.0	59.0
	N	53.0	53.0	54.0	53.0
Geographic District		54.0	54.0	55.0	54.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, GT, - 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?^^

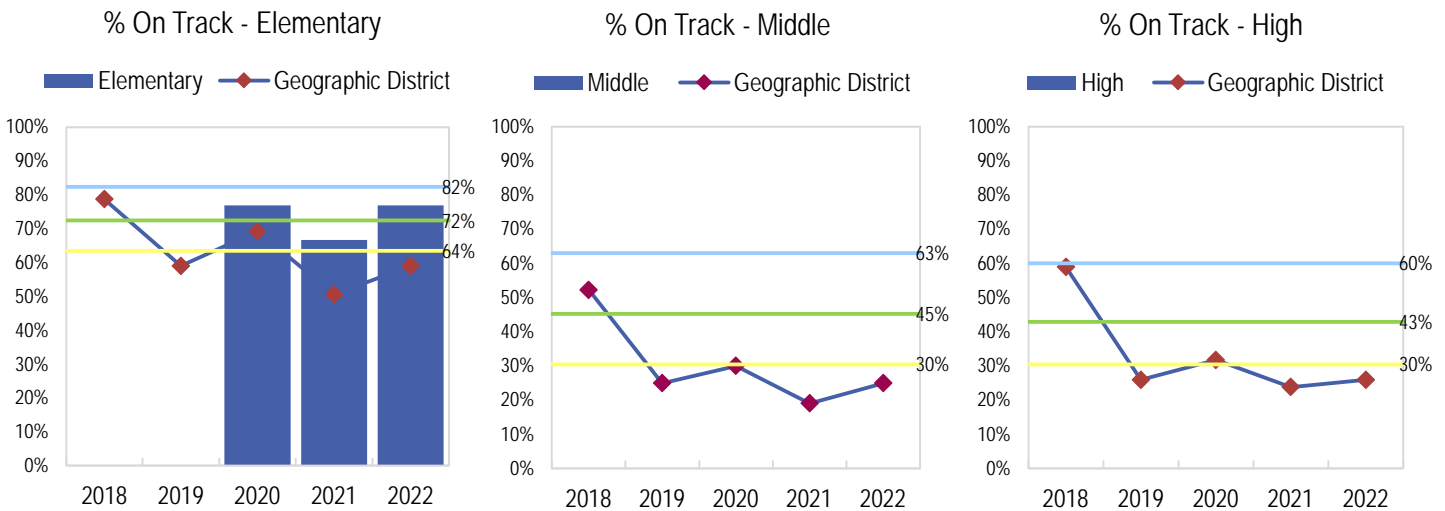
Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	26	52.0	23	57.0	26	59.5	76.9%
Middle	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	41	53.0	41	54.0	54	54.0	49.0%

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	2186	54.0	2222	53.0	2145	50.0	1868	50.0	1709	52.0	59.0%
Middle	825	47.0	833	55.0	705	56.0	535	55.0	450	59.0	24.9%
High	777	58.0	837	55.0	695	60.0	509	51.0	452	56.0	25.9%
Overall	3,788	53.0	3892	54.0	3545	53.0	2912	51.0	2611	54.0	49.4%

^^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 met state expectations and was equal to the geo. district. Additionally, 49% 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)*	--	--	--	--	400	444	133	481	124	454
PSAT (10th)*	--	--	136	487	128	487	135	485	102	492
PSAT (9th&10th)	--	--	--	--	528	454	268	483	226	471
SAT (11th)	--	--	134	520	134	529	127	523	120	519
Overall	--	--	270	503	662	469	395	496	346	488

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)*	--	--	--	--	2,820	449	2,724	452	2,379	454
PSAT (10th)*	--	--	2,535	470	2,700	473	2,722	467	2,376	484
PSAT (9th&10th)	--	--	--	--	5,520	461	5,446	460	4,755	469
SAT (11th)	--	--	2,373	501	2,454	504	2,635	493	2,365	500
Overall	--	--	4,908	485	7,974	474	8,081	471	7,120	479

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

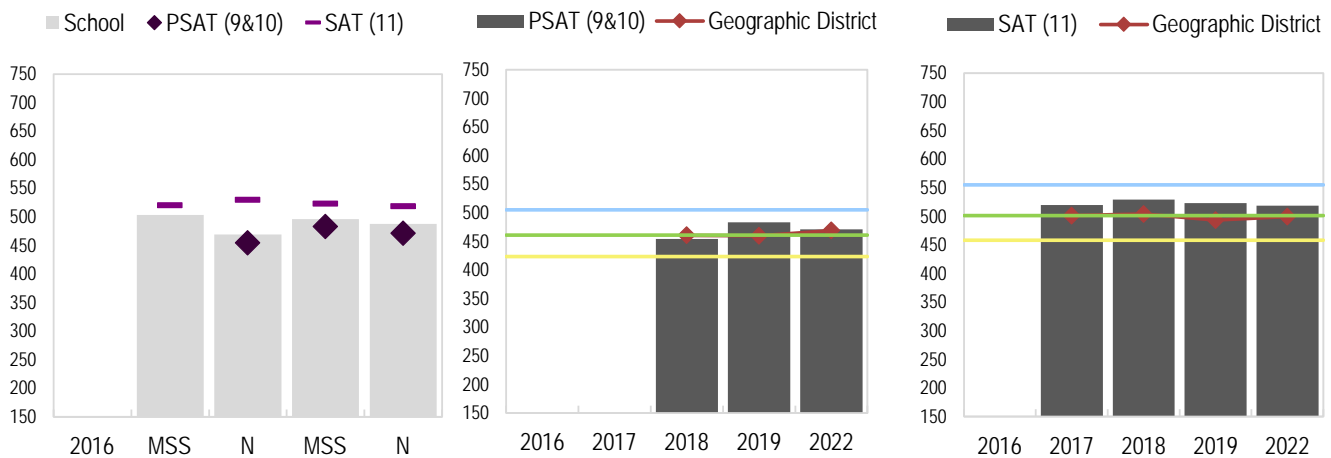
^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 15.8 scale score points. Since last school year, overall mean scale score decreased by 8.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school outperforms their geo. district by 8.3 scale score points.

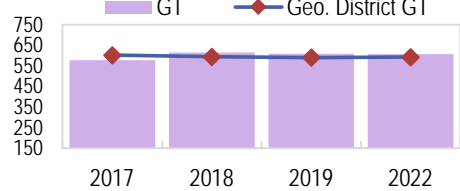
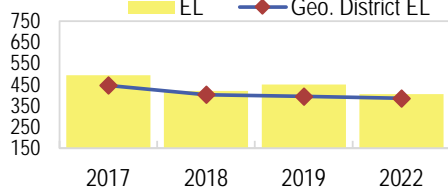
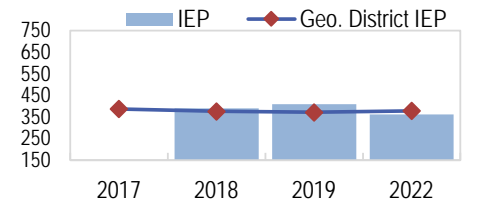
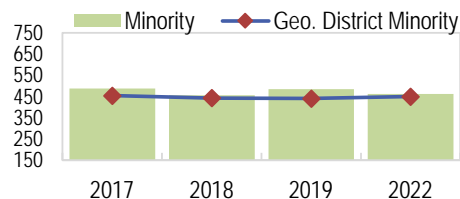
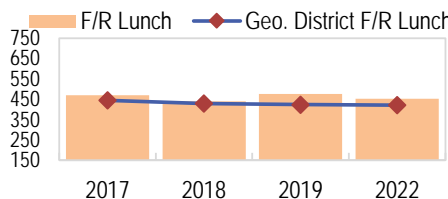
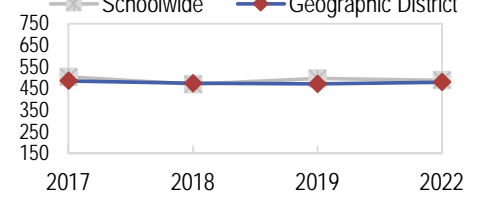
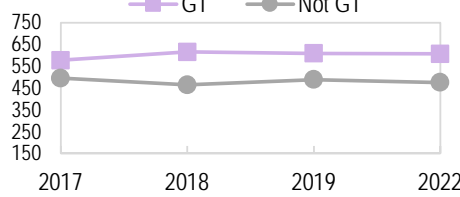
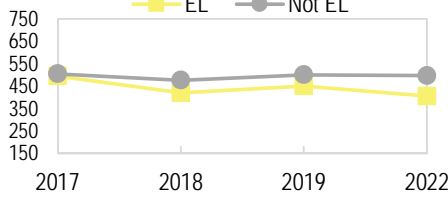
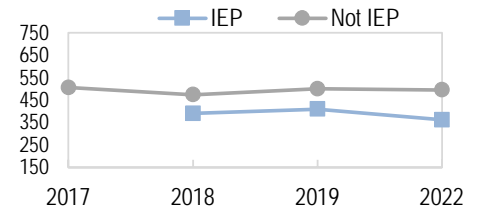
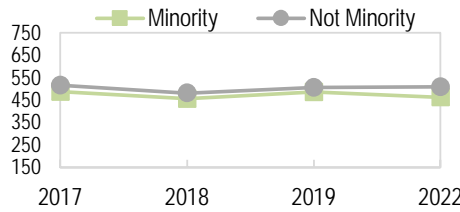
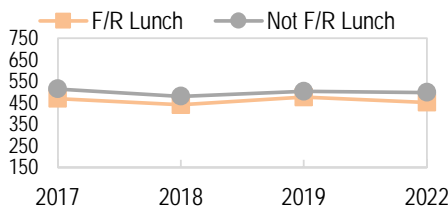
Evidence-Based Reading and Writing Subgroup Achievement

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	470	440	476	452
	N	514	480	503	498
Minority	Y	488	456	486	462
	N	516	481	506	509
IEP	Y	n<16	390	410	362
	N	506	474	501	495
EL	Y	495	420	450	405
	N	505	476	501	497
GT	Y	578	615	609	606
	N	495	464	489	475
Schoolwide		503	469	496	488

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	445	429	424	422
	N	498	493	491	504
Minority	Y	455	444	441	450
	N	513	504	502	515
IEP	Y	388	376	372	379
	N	494	483	479	487
EL	Y	447	403	394	386
	N	497	490	488	496
GT	Y	602	595	591	592
	N	470	459	454	456
Geographic District		485	474	471	479



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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, EL, GT, - additional details are available in the graphs. In 2019, the following subgroups outperformed the geo. district: FRL, minority, EL, GT, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

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

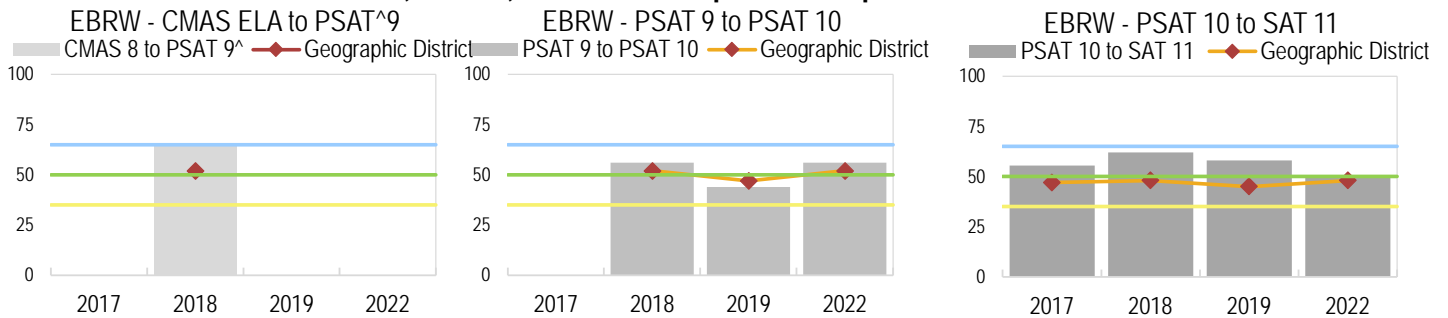
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW Grade/Level	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	102	64.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	89	56.0	127	44.0	87	56.0
PSAT 10 to SAT 11	130	55.5	129	62.0	116	58.0	102	49.5
Overall	130	55.5	320	60.5	243	52.0	189	54.0

[^]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 Grade/Level	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	2,573	52.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	2,381	52.0	2,622	47.0	1,977	52.0
PSAT 10 to SAT 11	2,223	47.0	2,298	48.0	2,532	45.0	2,002	48.0
Overall	2,223	47.0	7,252	50.0	5,154	47.0	3,979	50.0

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

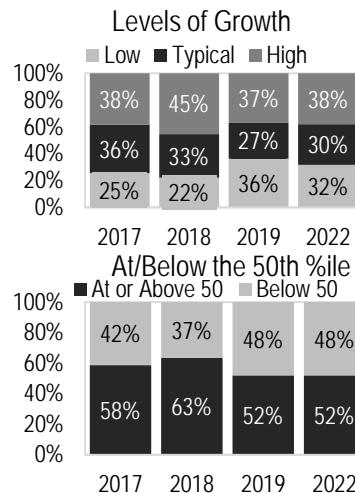


Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the EBRW state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 2 percentile points. In 2022, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has 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 Category	%Students			
	2017	2018	2019	2022
Low (below 35)	25%	22%	36%	32%
Typical (35-65)	36%	33%	27%	30%
High (above 65)	38%	45%	37%	38%



EBRW At/Below 50th %ile				
PSAT/SAT EBRW Category	%Students			
	2017	2018	2019	2022
At or Above 50	58%	63%	52%	52%
Below 50	42%	37%	48%	48%

Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. The percent of students at or above the 50th percentile has decreased from last year (52% to 52%). Since 2017, the percent of students at or above the 50th percentile has decreased (58% to 52%).

Evidence-Based Reading and Writing Subgroup Growth

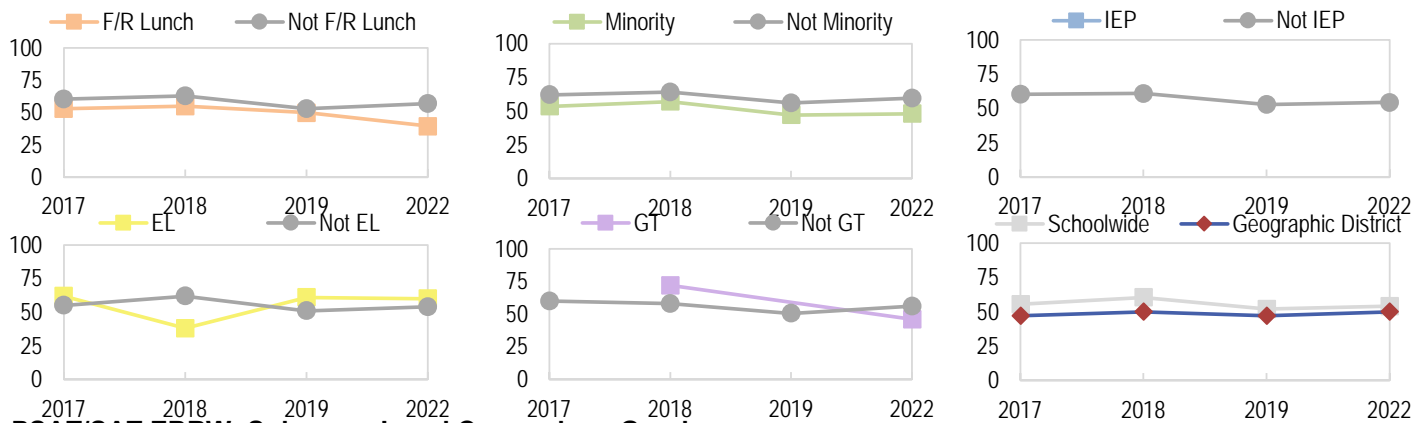
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

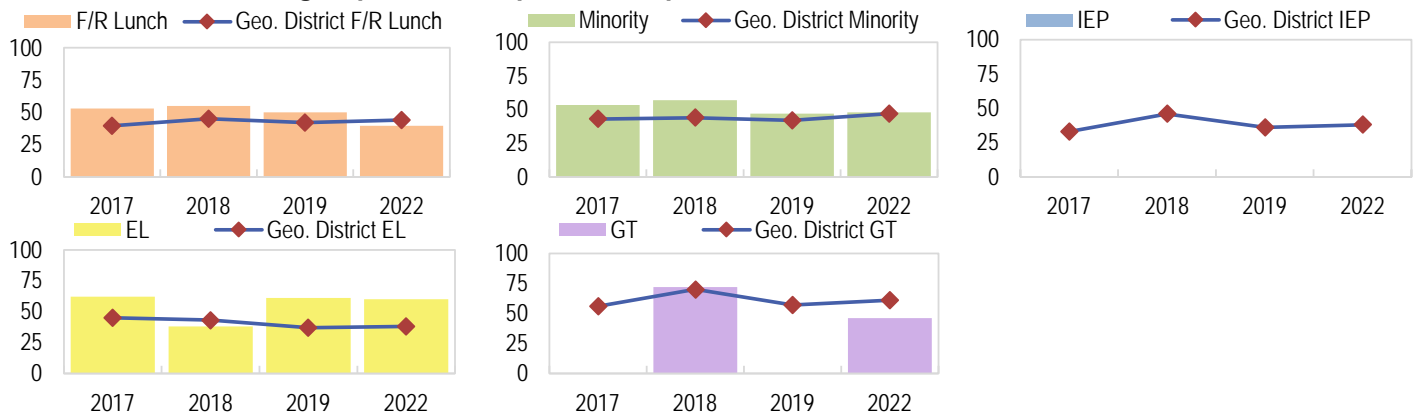
PSAT/SAT		2017	2018	2019	2022
Student	MGP				
F/R Lunch	Y	53.0	55.0	50.0	39.5
	N	60.5	63.0	53.0	57.0
Minority	Y	53.5	57.0	47.0	48.0
	N	62.0	64.0	56.0	59.5
IEP	Y	n<20	n<20	n<20	n<20
	N	60.5	61.0	53.0	54.5
EL	Y	62.0	38.0	61.0	60.0
	N	55.0	62.0	51.0	54.0
GT	Y	n<20	72.0	n<20	46.0
	N	60.0	58.0	50.5	56.0
Schoolwide		55.5	60.5	52.0	54.0

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MGP				
F/R Lunch	Y	39.5	45.0	42.0	44.0
	N	49.0	53.0	50.0	52.0
Minority	Y	43.0	44.0	42.0	47.0
	N	53.0	57.0	51.0	54.0
IEP	Y	33.0	46.0	36.0	38.0
	N	47.5	51.0	48.0	51.0
EL	Y	45.0	43.0	37.0	38.0
	N	48.0	53.0	50.0	52.0
GT	Y	56.0	70.0	57.0	61.0
	N	46.0	48.0	45.0	49.0
Geographic District		47.0	50.0	47.0	50.0

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, non-minority students outperformed their minority peers, EL students outperformed their non-EL peers, non-GT students outperformed their GT peers, overall, the school outperformed Adams 12 Five Star Schools. In 2022, the following subgroups outperformed the geo. district: 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?

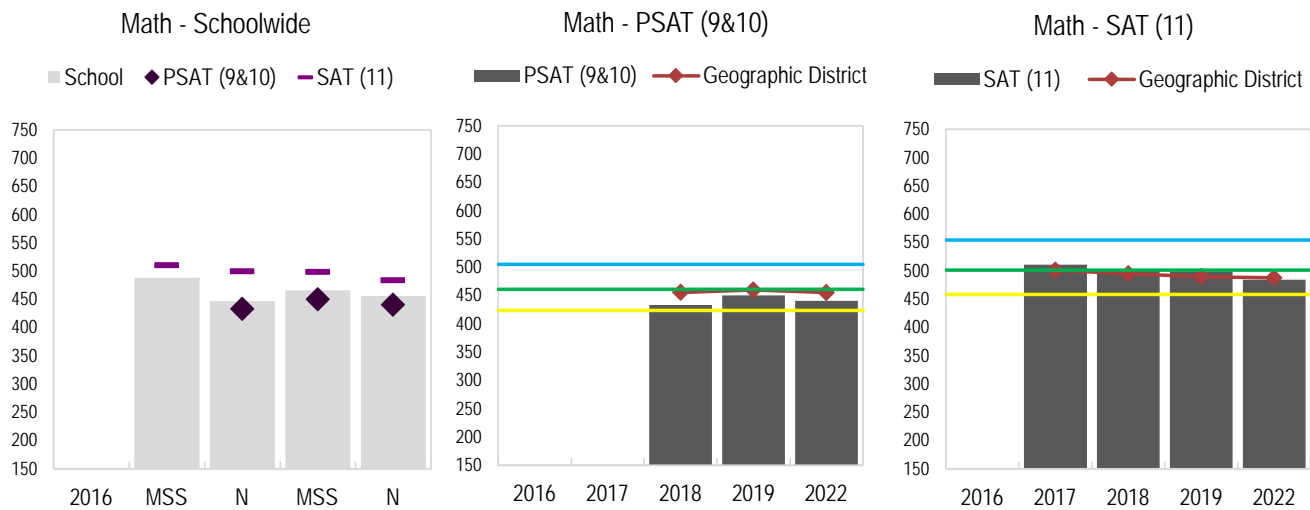
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	400	425	134	455	124	435
PSAT (10th) [*]	--	--	136	466	128	460	135	446	102	448
PSAT (9th&10th)	--	--	--	--	528	433	269	451	226	441
SAT (11th)	--	--	134	511	134	500	127	499	120	484
Overall	--	--	270	488	662	447	396	466	346	456

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) [*]	--	--	--	--	2,827	450	2,731	456	2,394	446
PSAT (10th) [*]	--	--	2,535	468	2,713	462	2,722	463	2,385	464
PSAT (9th&10th)	--	--	--	--	5,540	456	5,453	460	4,779	455
SAT (11th)	--	--	2,373	501	2,454	495	2,635	490	2,370	488
Overall	--	--	4,908	484	7,994	468	8,088	469	7,149	466

*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 32.2 scale score points. Since last school year, overall mean scale score decreased by 10.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 9.9 scale score points.

Math Subgroup Achievement

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

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

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	454	420	447	439
	N	500	457	473	461
Minority	Y	472	436	461	442
	N	501	457	472	467
IEP	Y	n<16	378	402	352
	N	492	451	470	462
EL	Y	483	414	446	399
	N	489	451	468	462
GT	Y	573	580	551	569
	N	478	442	461	444
Schoolwide		488	447	466	456

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	441	420	421	409
	N	498	488	491	490
Minority	Y	455	438	441	439
	N	511	497	499	499
IEP	Y	382	355	364	367
	N	493	478	478	474
EL	Y	450	400	396	384
	N	495	483	486	481
GT	Y	607	595	594	582
	N	469	453	452	443
Geographic District		484	468	469	466



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, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, District outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: IEP, GT, - additional details are available in the graphs.

Math Growth

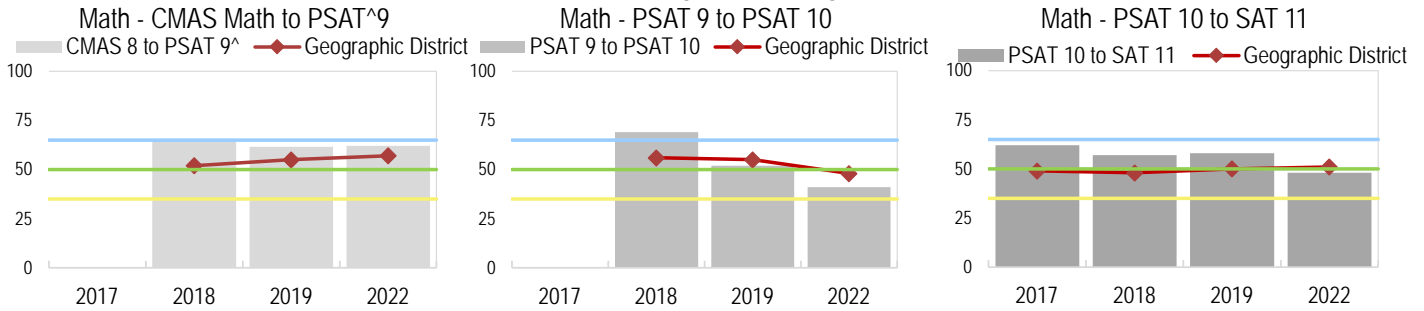
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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^	--	--	102	64.5	74	61.5	71	62.0
PSAT 9 to PSAT 10	--	--	87	69.0	127	52.0	87	41.0
PSAT 10 to SAT 11	130	62.0	129	57.0	116	58.0	102	48.0
Overall	130	62	318	63.0	317	56.0	260	49.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	2,573	52.0	2,512	55.0	1,176	57.0
PSAT 9 to PSAT 10	--	--	2,353	56.0	2,622	55.0	1,977	48.0
PSAT 10 to SAT 11	2,223	49.0	2,298	48.0	2,532	50.0	2,002	51.0
Overall	2,223	49.0	7,224	52.0	7,666	54.0	5,155	52.0

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



Growth Status and Local Comparison Narrative

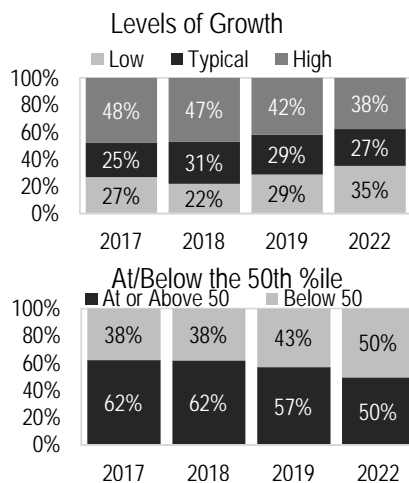
The graphs above show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 7 percentile points. In 2022, overall student growth was approaching state expectations. Overall student growth was below the geo. district. 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)	27%	22%	29%	35%
Typical (35-65)	25%	31%	29%	27%
High (above 65)	48%	47%	42%	38%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	62%	62%	57%	50%
Below 50	38%	38%	43%	50%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 35% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. The percent of students at or above the 50th percentile has decreased from last year (57% to 50%). Since 2017, the percent of students at or above the 50th percentile has decreased (62% to 50%).

Math Subgroup Growth

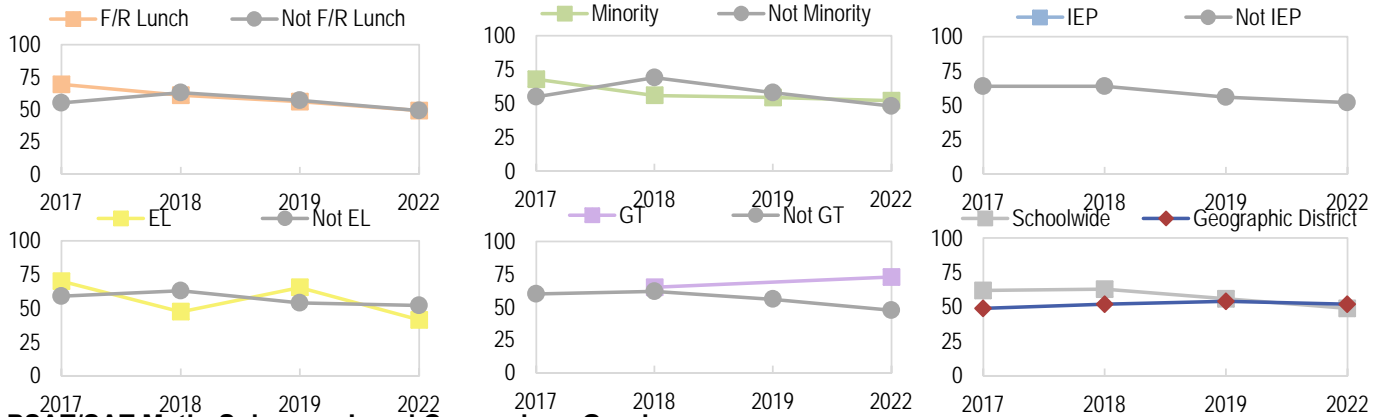
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

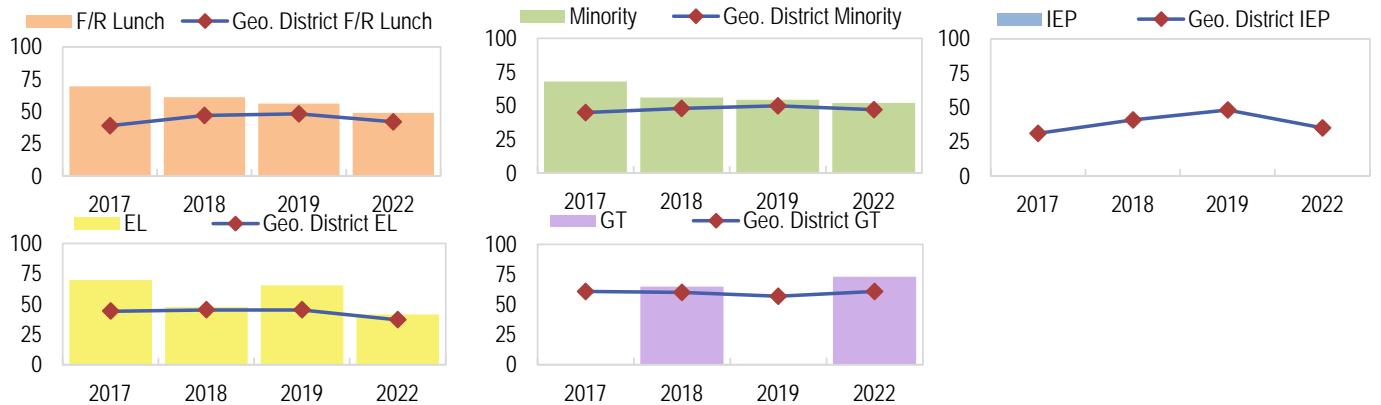
PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	69.5	61.0	56.0	49.0
	N	55.0	63.0	57.0	49.0
Minority	Y	68.0	56.0	54.5	52.0
	N	55.0	69.0	58.0	48.0
IEP	Y	n<20	n<20	n<20	n<20
	N	64.0	64.0	56.0	52.0
EL	Y	70.0	47.5	65.5	41.5
	N	59.0	63.0	54.0	52.0
GT	Y	n<20	65.0	n<20	73.0
	N	60.0	62.0	56.0	47.5
Schoolwide	62.0	63.0	56.0	49.0	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	39.0	47.0	48.0	42.0
	N	53.0	54.0	56.0	55.0
Minority	Y	45.0	48.0	50.0	47.0
	N	54.0	55.0	57.0	55.0
IEP	Y	31.0	41.0	48.0	35.0
	N	50.0	53.0	54.0	53.0
EL	Y	44.0	45.0	45.0	37.0
	N	50.0	54.0	56.0	54.0
GT	Y	61.0	60.0	57.0	61.0
	N	46.0	51.0	53.0	49.0
Geographic District	49.0	52.0	54.0	52.0	

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, minority students outperformed their non-minority peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, Adams 12 Five Star Schools outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

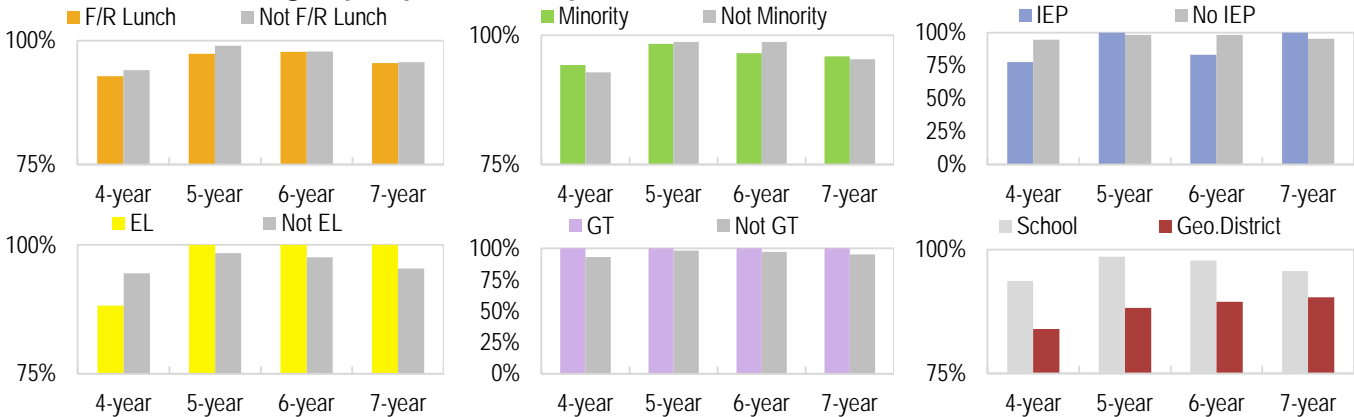
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

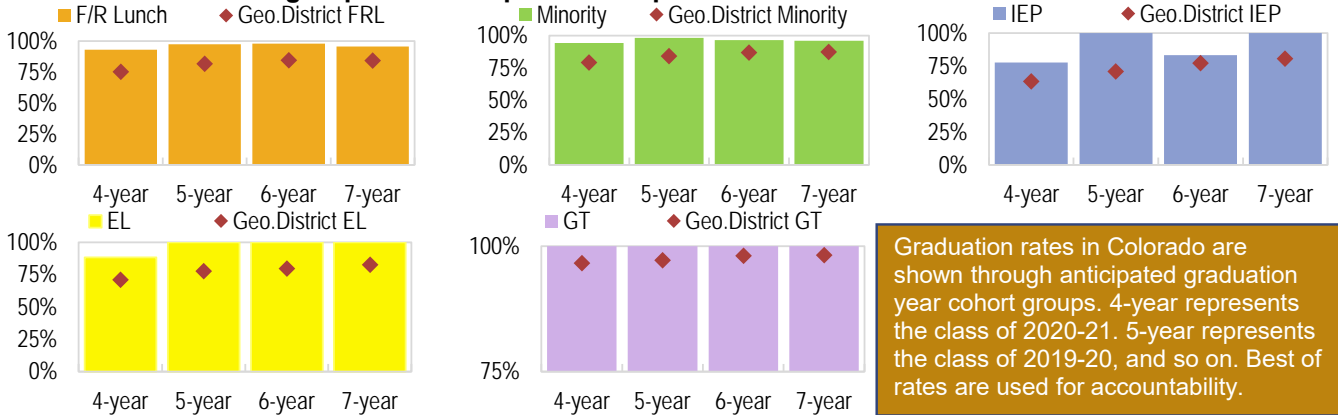
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	6-year	93%	97%	98%	95%
	N	5-year	94%	99%	98%	96%
Minority	Y	5-year	94%	98%	97%	96%
	N	5-year	93%	99%	99%	95%
IEP	Y	5-year	78%	100%	83%	100%
	N	5-year	95%	98%	98%	96%
EL	Y	5-year	88%	100%	100%	100%
	N	5-year	94%	98%	98%	95%
GT	Y	4-year	100%	100%	100%	100%
	N	5-year	93%	98%	97%	95%
Schoolwide		5-year	94%	99%	98%	96%

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	75%	81%	84%	84%
	N	7-year	91%	93%	94%	95%
Minority	Y	7-year	79%	84%	87%	87%
	N	7-year	90%	93%	92%	93%
IEP	Y	7-year	63%	71%	77%	81%
	N	7-year	86%	90%	91%	91%
EL	Y	7-year	71%	78%	80%	83%
	N	7-year	87%	91%	92%	92%
GT	Y	7-year	97%	97%	98%	98%
	N	7-year	82%	87%	88%	89%
Geographic District		7-year	84%	88%	89%	90%

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 99%. The best of rate for the geo. district is the 7 year rate of 90%. The best of rate for students eligible for free or reduced price lunch is the 6 year rate of 98%. The best of rate for minority students is the 5 year rate of 98%. The best of rate for students with disabilities is the 5 year rate of 100%. The best of rate for English Learners is the 5 year rate of 100%. The best of rate for gifted students is the 4 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

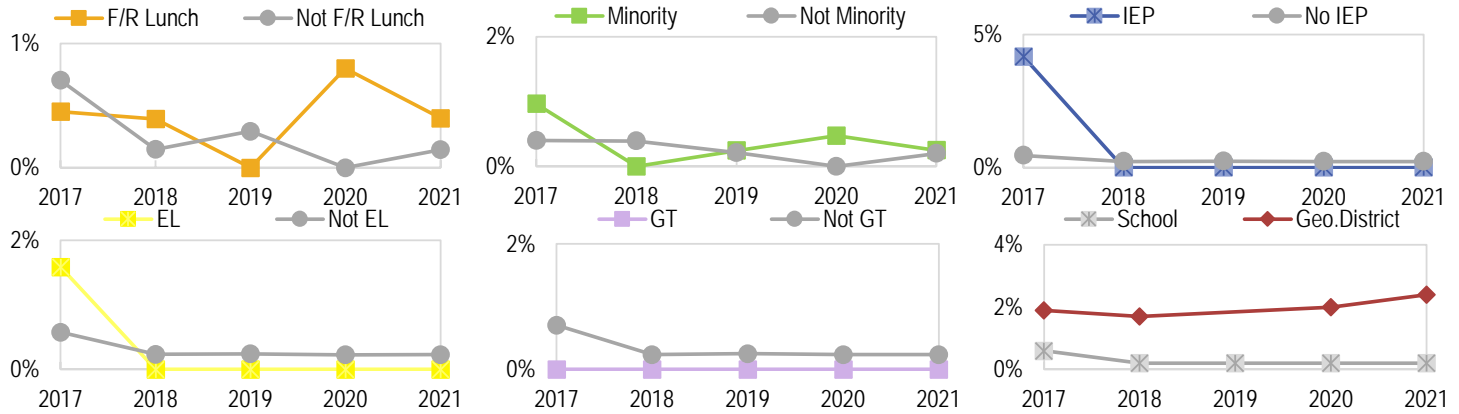
Dropout Rate: Subgroup Status and Gap Trends Tables

- 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?

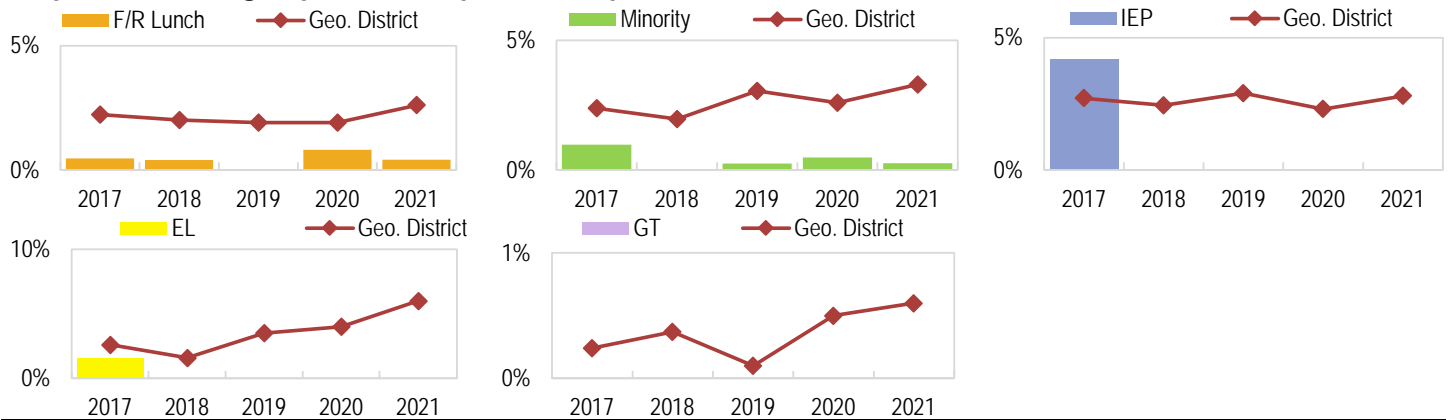
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.5%	0.4%	0.0%	0.8%	0.4%
	N	0.7%	0.1%	0.3%	0.0%	0.1%
Minority	Y	1.0%	0.0%	0.2%	0.5%	0.2%
	N	0.4%	0.4%	0.2%	0.0%	0.2%
IEP	Y	4.2%	0.0%	0.0%	0.0%	0.0%
	N	0.5%	0.2%	0.2%	0.2%	0.2%
EL	Y	1.6%	0.0%	0.0%	0.0%	0.0%
	N	0.6%	0.2%	0.2%	0.2%	0.2%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.7%	0.2%	0.3%	0.2%	0.2%
Schoolwide		0.6%	0.2%	0.2%	0.2%	0.2%

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%	2.0%	1.9%	1.9%	2.6%
	N	1.8%	1.5%	2.1%	2.0%	2.3%
Minority	Y	2.4%	2.0%	3.0%	2.6%	3.3%
	N	1.4%	1.4%	0.9%	1.2%	1.3%
IEP	Y	2.7%	2.4%	2.9%	2.3%	2.8%
	N	1.8%	1.6%	2.0%	1.9%	2.4%
EL	Y	2.6%	1.6%	3.5%	4.0%	6.0%
	N	1.8%	1.7%	1.8%	1.6%	1.8%
GT	Y	0.2%	0.4%	0.1%	0.5%	0.6%
	N	2.1%	1.8%	2.3%	2.1%	2.7%
Geographic District		1.9%	1.7%	--	2.0%	2.4%

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 decreased, minority student dropout rates decreased, IEP dropout rates had no change, 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 Category	2018		^2019		2020		2021		2022	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	108	12.0%	140	14.3%	132	9.1%	123	13.0%	127	13.4%
4 year	108	46.3%	140	51.4%	132	48.5%	123	42.3%	127	48.0%
CTE	108	3.7%	140	2.9%	132	9.1%	123	7.3%	127	6.3%
Schoolwide	108	61.1%	140	68.6%	132	65.9%	123	61.0%	127	66.1%

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	2,492	14.4%	2,487	14.0%	--	--	2,772	9.7%	2,581	10.2%
4 year	2,492	34.0%	2,487	36.1%	--	--	2,772	32.6%	2,581	34.5%
CTE	2,492	7.8%	2,487	10.8%	--	--	2,772	16.1%	2,581	17.8%
Geo. District	2,492	53.9%	2,487	56.5%	--	--	2,772	53.0%	2,581	56.3%

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.

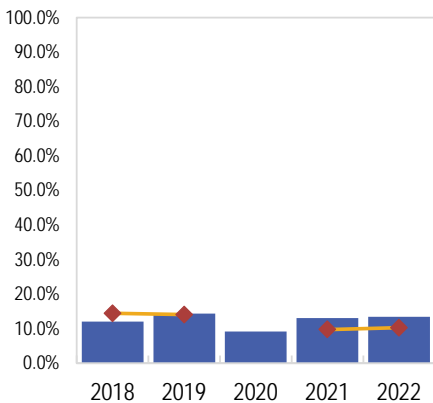
^ CDE renormed matriculation benchmarks in the 2018-19 school year.

^^ 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

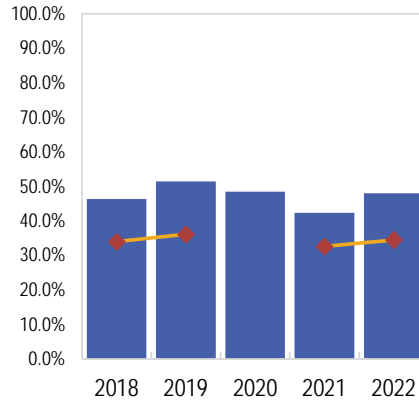
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



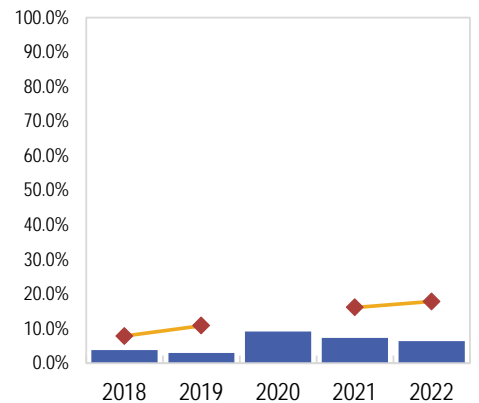
4 Year Matriculation Rates

■ 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 12 Five Star Schools. In 2022, school matriculation rates met state expectations and were above the geo. district. Since last year, schoolwide matriculation rates increased from 61% to 66%.

Academic Performance Metrics

School Observations

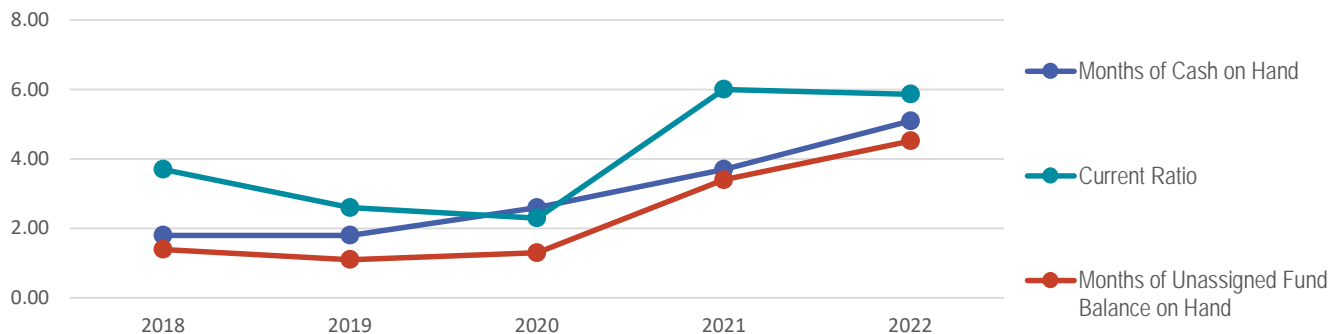
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

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%	-1.1%	1.6%	14.2%	12.2%
Months of Cash on Hand	1.80	1.80	2.60	3.70	5.10
Current Ratio	3.70	2.60	2.30	6.00	5.87
Months of Unassigned Fund Balance on Hand	1.40	1.10	1.30	3.40	4.52
Positive Unassigned Fund Balance (TABOR)	YES	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	1.0%	0.3%	-0.3%	1.1%	0.5%
Change in FPC from Prior-Year	0.4%	0.0%	3.1%	1.1%	-0.3%

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	0.00	0.00	0.00	0.00	0.00
Current Ratio	3.30	3.20	8.70	1.20	1.17
Debt to Asset Ratio	1.07*	1.07*	1.06*	1.08*	1.07
Change in Net Position	\$142,427	\$135,925	\$321,145	(\$520,612)	\$382,324

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	1.80	1.92	1.96	1.67	1.44
Change in Net Position	(\$11,743,269)	\$1,336,309	\$3,933,722*	\$7,127,182	\$10,059,416
Default	NO	No	No	No	No

*Data updated in revised version to address data anomalies from prior years. CSI and school agree that historical data now coincides with audited financials.

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative

The Academy Of Charter Schools ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in higher than budget by 9 or 0.48 percent, and -6 students or -0.32 percent lower than the prior year. The school's governmental funds ended the year with 5.1 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 12.21

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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