



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

Thomas MacLaren School



Expanding Frontiers in Public Education

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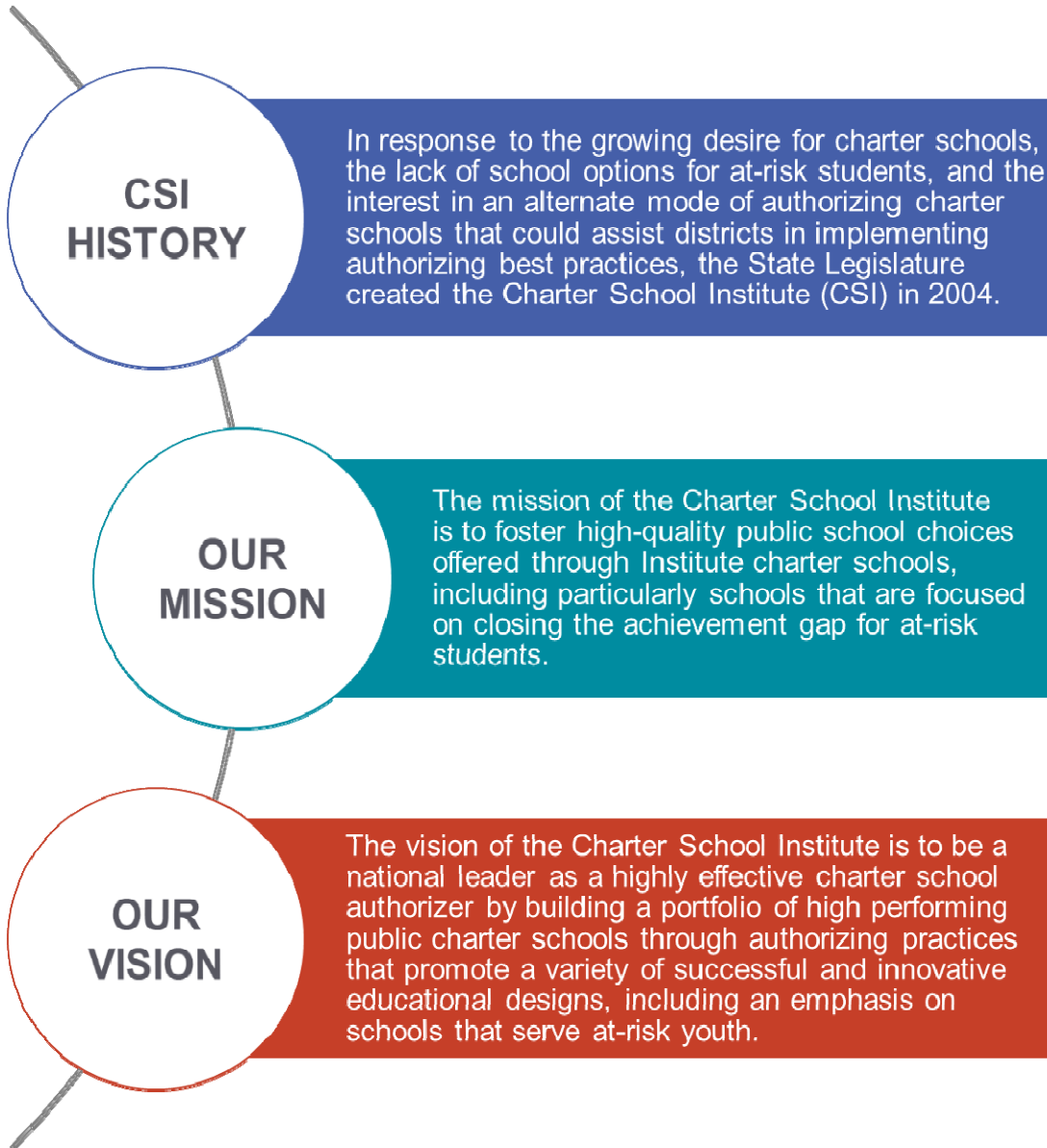


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CSI Annual Review of Schools (CARS) Summary

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?

Thomas MacLaren School Overview

Year Opened/Transferred: 2009-2010

Grades Served: K-12

School Model: Classical

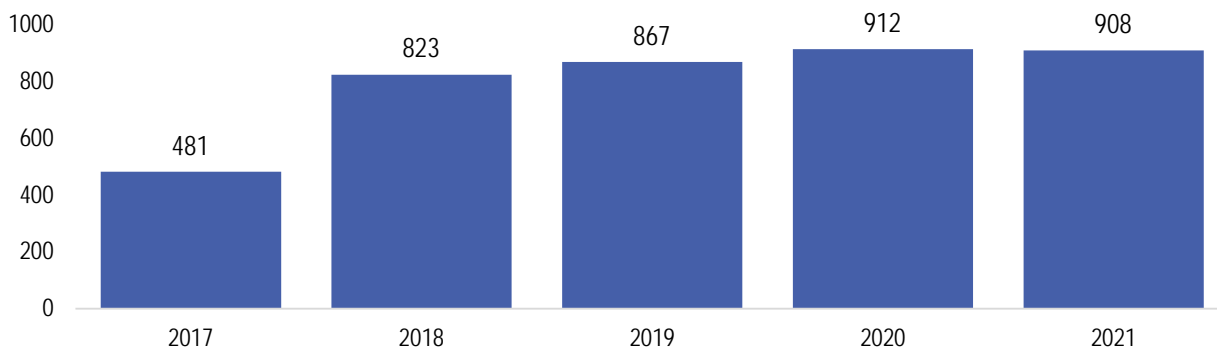
Town/City: Colorado Springs

District of Residence: Colorado Springs 11

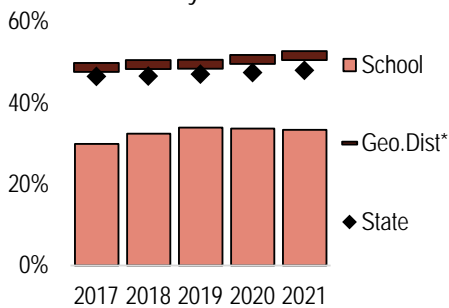
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	481	823	867	912	908
F/R Lunch	18.7%	21.6%	21.5%	25.0%	24.3%
Minority	29.9%	32.4%	33.9%	33.7%	33.4%
IEP	1.5%	2.7%	4.5%	6.0%	6.1%
EL	2.9%	3.4%	5.0%	4.8%	4.1%
Gifted	17.9%	12.3%	11.0%	9.5%	8.4%
504	7.1%	3.3%	3.3%	3.2%	3.5%

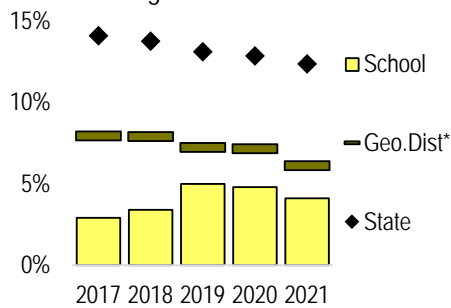
Enrollment over Time



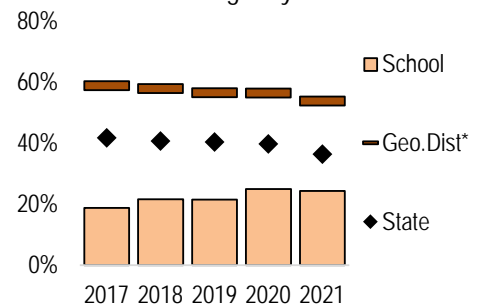
Minority Students



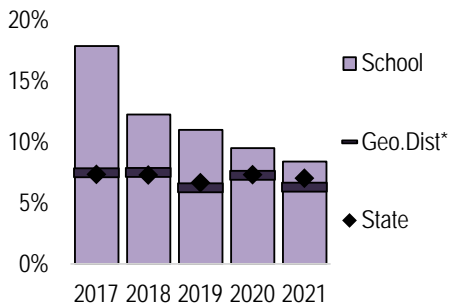
English Learners



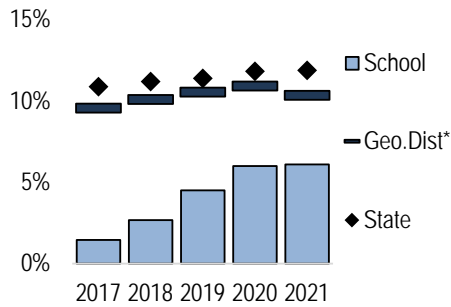
Lunch Eligibility



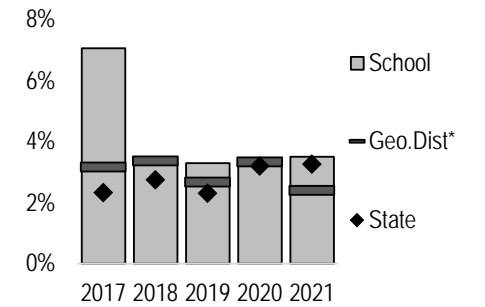
Gifted Students



Students with Disabilities



Students with a 504



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

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

CSI Annual Review of Schools (CARS) Rating

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

Calculating your CARS Academic Rating

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

Performance with Distinction: Greater than 70.1% Points Earned

Performance: Between 53% to 70.1% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan: Low Participation
Elementary School Rating	Performance (Points Earned: 68.1%)
Middle School Rating	Performance (Points Earned: 68.9%)
High School Rating	Performance (Points Earned: 93.7%)
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	624	579	92.8%	44	99.8%	Meets 95%
Math	624	580	92.9%	43	99.8%	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	437	398	91.1%	39	100.0%	Meets 95%
CMAS Math	437	399	91.3%	38	100.0%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	187	181	96.8%	5	99.5%	Meets 95%
PSAT/SAT Math	187	181	96.8%	5	99.5%	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?

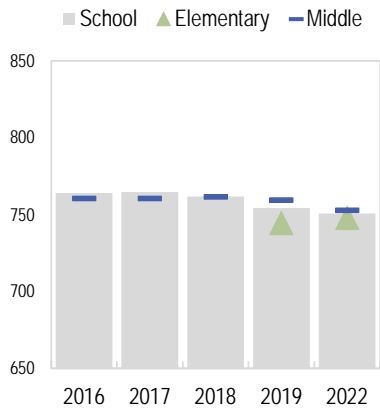
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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	748	50	746
4	--	--	--	--	--	--	48	736	46	752
5	--	--	--	--	--	--	49	749	72	747
Elementary	--	--	--	--	--	--	146	745	168	748
6	91	757	88	755	89	759	93	757	88	754
7	86	760	87	760	81	761	84	762	74	753
8	55	767	68	768	79	766	74	760	67	751
Middle	232	761	243	761	249	762	251	760	229	753
Overall	290	764	294	765	249	762	397	754	397	751

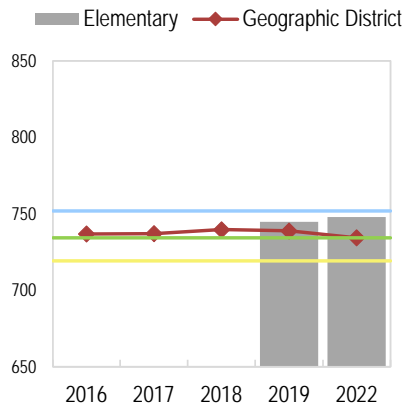
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,974	733	2,038	731	1,854	736	1,809	733	1,546	728
4	1,974	739	1,969	738	1,945	741	1,779	741	1,537	733
5	1,872	739	1,992	742	1,912	742	1,831	743	1,572	741
Elementary	5,838	737	6,017	737	5,727	740	5,430	739	4,660	734
6	1,610	733	1,681	734	1,808	737	1,696	737	1,348	731
7	1,586	732	1,598	734	1,634	737	1,738	743	1,372	735
8	1,588	737	1,561	734	1,630	736	1,609	739	1,416	735
Middle	4,766	734	4,822	734	5,056	737	5,032	740	4,131	734
Overall	11,494	735	12,257	735	10,783	738	10,462	739	8,791	734

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

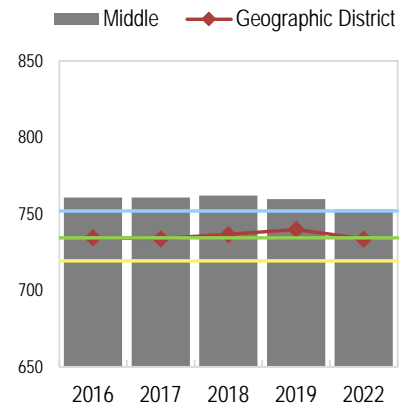
ELA - Schoolwide



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 13.3 scale score points. Since last school year, overall mean scale score decreased by 3.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past five years. Overall, the school outperforms their geo. district by 16.7 scale score points.

English Language Arts Subgroup Achievement

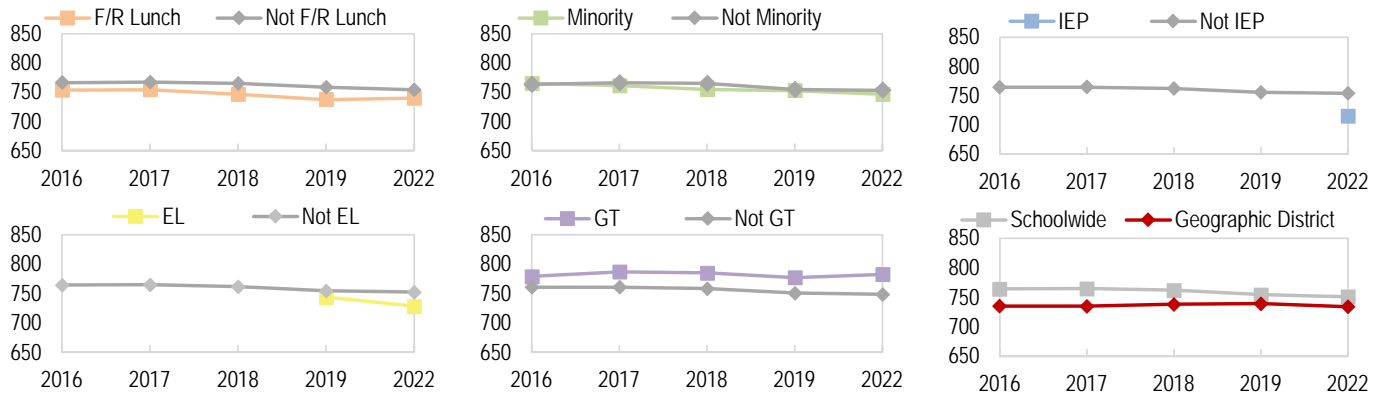
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

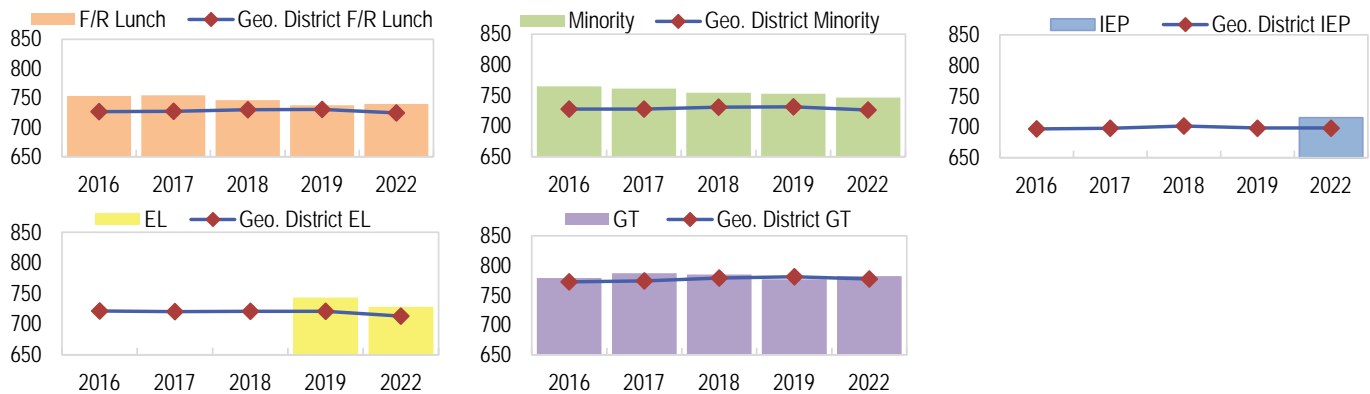
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	753.4	754.5	746.3	737.5	740.0
	N	766.4	767.3	765.1	758.5	754.1
Minority	Y	765.0	761.1	754.4	752.7	746.5
	N	763.5	766.1	764.8	754.7	753.3
IEP	Y	n<16	n<16	n<16	n<16	714.9
	N	764.3	764.5	762.0	755.5	753.9
EL	Y	n<16	n<16	n<16	743.5	728.3
	N	764.4	764.7	761.7	754.6	752.3
GT	Y	778.9	786.8	785.0	777.0	782.4
	N	760.8	760.8	758.0	750.8	748.6
Schoolwide		764	765	762	754	751

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	727.0	727.3	730.2	730.6	724.8
	N	747.2	746.1	749.6	752.1	745.3
Minority	Y	728.0	727.8	730.8	731.6	726.2
	N	741.5	741.4	745.1	746.8	742.5
IEP	Y	696.8	697.6	701.5	698.1	698.1
	N	739.3	739.1	742.4	743.4	737.8
EL	Y	721.7	720.5	721.1	721.1	713.5
	N	737.0	736.7	740.3	741.3	736.2
GT	Y	772.7	774.4	779.2	781.2	777.5
	N	730.6	730.1	733.0	734.1	729.8
Geographic District		735	735	738	739	734

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

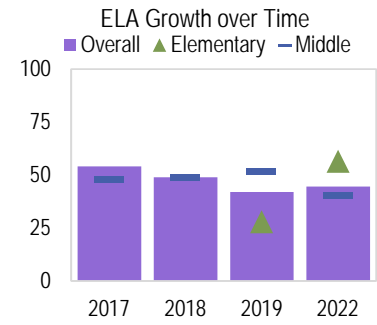
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Colorado Springs 11. 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?

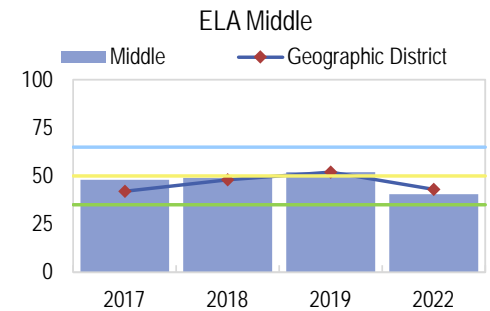
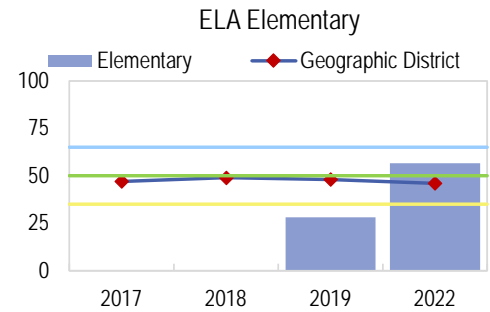
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	32	18.0	38	56.5
5	--	--	--	--	39	31.0	--	--
Elementary	--	--	--	--	71	28.0	38	56.5
6	60	46.5	69	46.0	68	54.0	70	48.0
7	82	40.0	78	50.0	76	48.5	--	--
8	67	58.0	78	55.0	72	52.5	58	31.5
Middle	209	48.0	225	49.0	216	52.0	128	40.5
Overall	253	54.0	225	49.0	287	42.0	166	44.5



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	1,788	44.0	1,792	50.0	1,656	46.0	1,182	46.0
5	1,818	49.0	1,754	48.0	1,727	49.0	--	--
Elementary	3,623	47.0	3,561	49.0	3,394	48.0	1,186	46.0
6	1,526	42.0	1,652	44.0	1,584	47.0	1,006	39.5
7	1,425	41.0	1,498	50.0	1,639	56.0	--	--
8	1,385	46.0	1,465	51.0	1,494	53.0	947	47.0
Middle	4,336	42.0	4,615	48.0	4,706	52.0	1,949	43.0
Overall	9,169	43.0	8,176	49.0	8,100	50.0	3,135	44.0

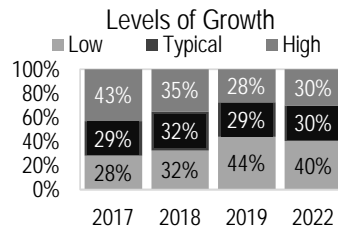


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 2.5 percentile points. In 2022, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

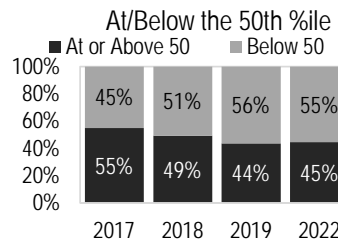
CMAS ELA: Levels of Growth Tables and Graphs

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

CMAS ELA	ELA Levels of Growth			
	%Students			
Category	2017	2018	2019	2022
Low (below 35)	28%	32%	44%	40%
Typical (35-65)	29%	32%	29%	30%
High (above 65)	43%	35%	28%	30%



CMAS ELA	ELA At/Below 50th %ile			
	%Students			
Category	2017	2018	2019	2022
At or Above 50	55%	49%	44%	45%
Below 50	45%	51%	56%	55%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. The percent of students at or above the 50th percentile has increased from last year (44% to 45%). Since 2017, the percent of students at or above the 50th percentile has decreased (55% to 45%).

English Language Arts Subgroup Growth

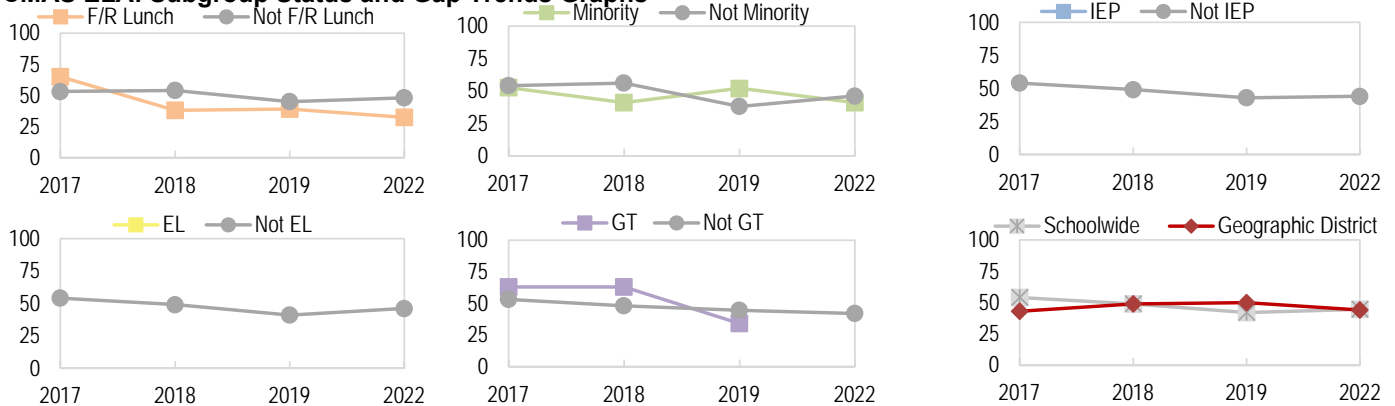
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

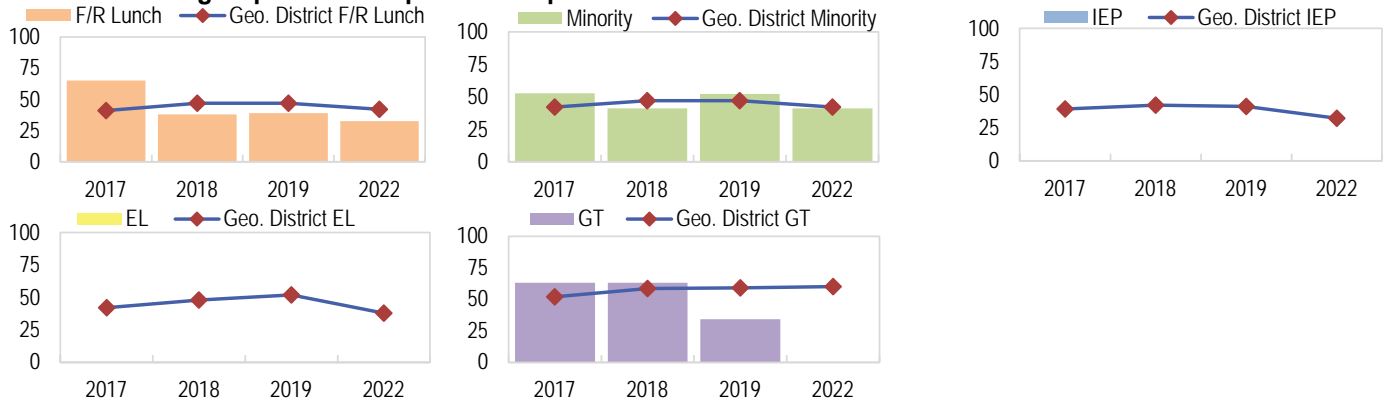
CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	65.0	38.0	39.0	32.5
	N	53.0	54.0	45.0	48.0
Minority	Y	52.5	41.0	52.0	41.0
	N	54.0	56.0	38.0	46.0
IEP	Y	n<20	n<20	n<20	n<20
	N	54.0	49.0	43.0	44.0
EL	Y	n<20	n<20	n<20	n<20
	N	54.0	49.0	41.0	46.0
GT	Y	63.0	63.0	34.0	n<20
	N	53.0	48.0	44.5	42.0
Schoolwide		54.0	49.0	42.0	44.5

CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	41.0	47.0	47.0	42.0
	N	47.0	51.0	54.0	47.0
Minority	Y	42.0	47.0	47.0	42.0
	N	45.0	50.0	53.0	46.0
IEP	Y	39.0	42.0	41.0	32.0
	N	44.0	49.0	51.0	46.0
EL	Y	42.0	48.0	52.0	38.0
	N	44.0	49.0	50.0	45.0
GT	Y	52.0	58.5	59.0	60.0
	N	42.0	47.0	49.0	43.0
Geographic District		43.0	49.0	50.0	44.0

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, overall, the school outperformed Colorado Springs 11. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Mathematics Achievement

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

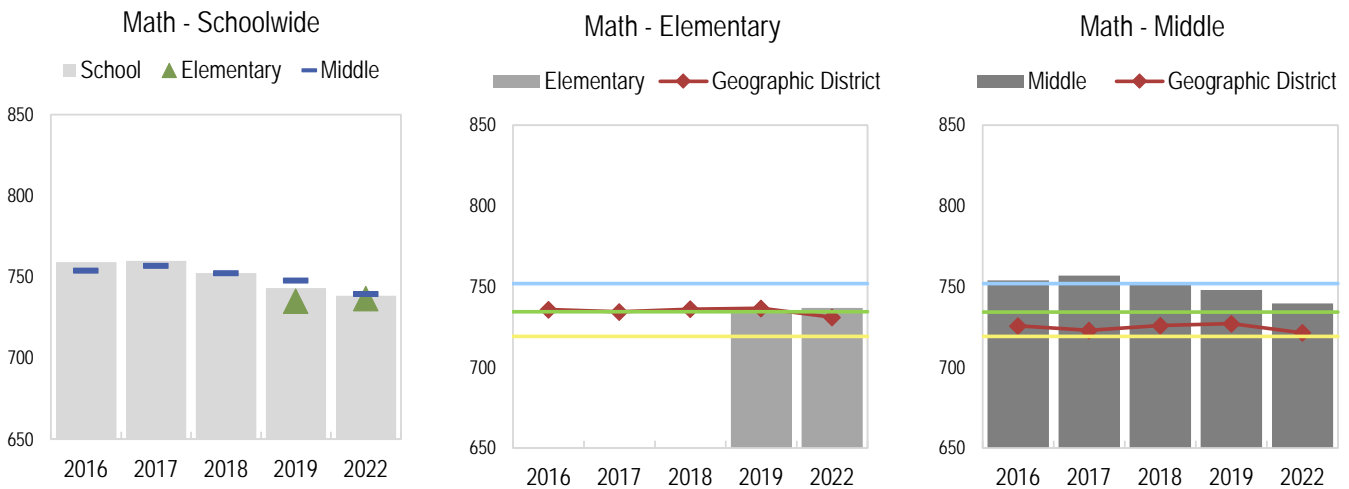
-How are students achieving on state assessments in Mathematics over time?

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

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	49	740	50	741
4	--	--	--	--	--	--	48	735	46	741
5	--	--	--	--	--	--	49	731	72	732
Elementary	--	--	--	--	--	--	146	735	168	737
6	91	749	89	752	89	747	92	738	88	739
7	86	753	87	752	82	753	84	749	74	742
8	55	765	68	769	79	758	73	759	68	739
Middle	232	754	244	757	250	752	249	748	230	740
Overall	290	759	295	760	250	752	395	743	398	738

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	1,980	738	2,044	736	1,854	740	1,811	739	1,546	731
4	1,994	734	1,978	732	1,951	733	1,789	734	1,537	728
5	1,873	736	2,005	735	1,924	735	1,835	737	1,566	734
Elementary	5,865	736	6,045	734	5,745	736	5,446	737	4,654	731
6	1,605	726	1,698	724	1,814	727	1,708	726	1,350	718
7	1,583	728	1,611	726	1,640	727	1,748	730	1,366	725
8	1,584	724	1,570	719	1,639	724	1,622	726	1,425	721
Middle	4,754	726	4,861	723	5,077	726	5,067	727	4,136	721
Overall	11,501	731	12,318	729	10,822	731	10,513	732	8,790	727

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 20.6 scale score points. Since last school year, overall mean scale score decreased by 4.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 11.9 scale score points.

Mathematics Subgroup Achievement

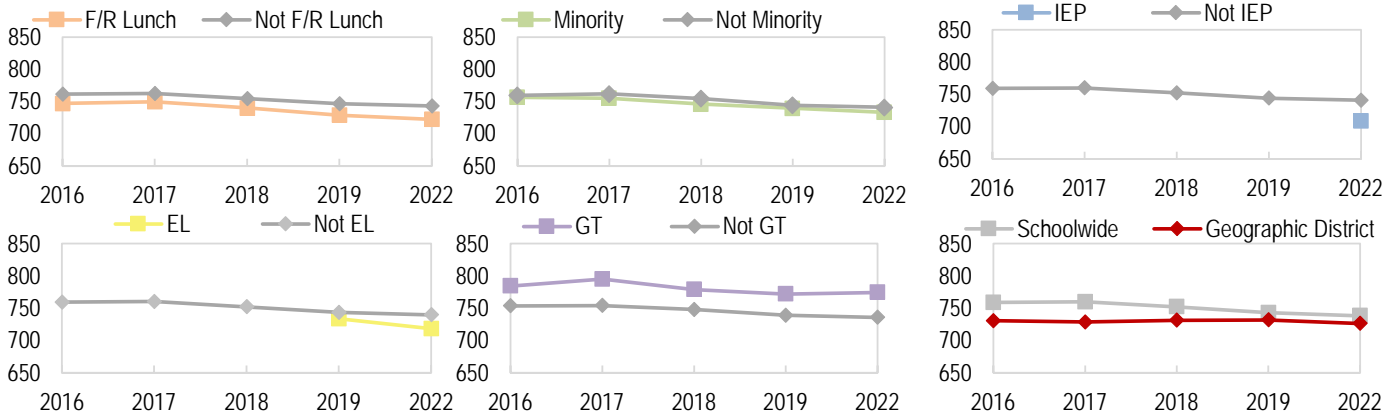
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

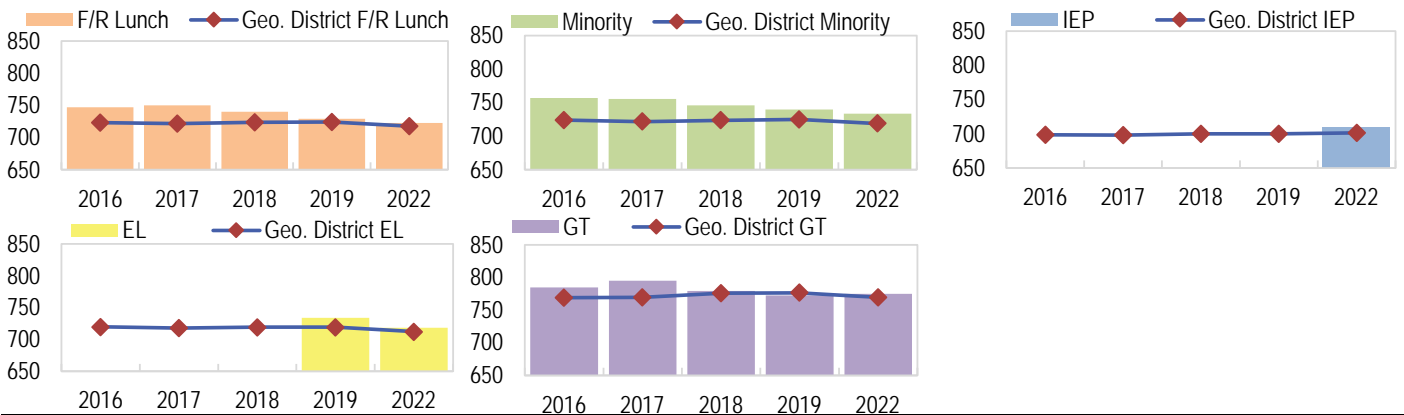
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	747.2	750.0	740.2	729.0	722.7
	N	761.7	762.7	755.0	746.9	743.4
Minority	Y	756.9	755.5	746.2	739.7	733.6
	N	759.9	762.0	754.9	744.6	741.2
IEP	Y	n<16	n<16	n<16	n<16	708.6
	N	759.4	760.2	752.5	744.3	741.0
EL	Y	n<16	n<16	n<16	733.7	718.2
	N	759.3	760.3	752.3	743.6	739.8
GT	Y	784.4	795.0	778.9	772.0	774.6
	N	753.6	754.1	747.9	739.1	735.9
Schoolwide		759	760	752	743	738

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	723.2	721.6	723.5	724.1	717.8
	N	742.0	739.6	742.5	743.7	737.2
Minority	Y	724.1	721.9	723.8	724.9	719.0
	N	736.9	735.4	738.4	739.0	734.7
IEP	Y	698.3	697.9	699.6	699.7	701.1
	N	734.4	732.3	734.9	735.2	729.2
EL	Y	719.8	717.9	719.1	719.0	712.1
	N	732.4	730.3	732.8	733.5	728.2
GT	Y	768.7	769.1	775.6	776.4	769.2
	N	726.4	724.1	725.9	726.6	722.4
Geographic District		731	729	731	732	727

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

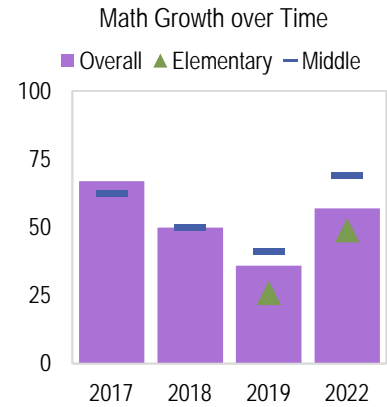
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed Colorado Springs 11. 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?

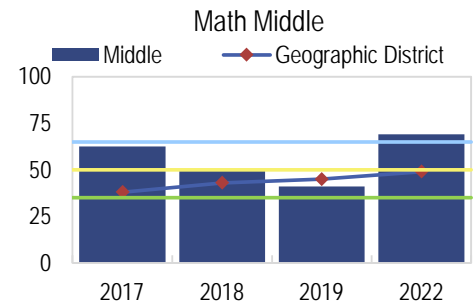
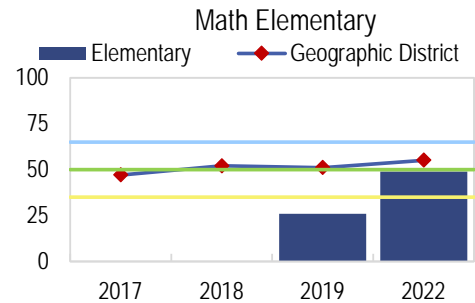
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	32	31.0	--	--
5	--	--	--	--	39	18.0	53	49.0
Elementary	--	--	--	--	71	26.0	53	49.0
6	61	44.0	69	39.0	69	31.0	--	--
7	82	62.5	79	61.0	76	46.0	66	69.0
8	67	73.0	78	47.5	71	41.0	--	--
Middle	210	62.5	226	50.0	216	41.0	66	69.0
Overall	253	67.0	226	50.0	287	36.0	119	57.0



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	1,800	43.0	1,802	53.0	1,667	48.0	--	--
5	1,846	50.0	1,778	51.0	1,738	54.5	1,180	55.0
Elementary	3,663	47.0	3,595	52.0	3,416	51.0	1,180	55.0
6	1,530	30.0	1,655	39.0	1,597	42.0	--	--
7	1,418	44.0	1,497	46.0	1,642	45.0	936	49.0
8	1,368	40.0	1,365	43.0	1,499	49.0	--	--
Middle	4,316	38.0	4,517	43.0	4,727	45.0	936	49.0
Overall	8,944	42.0	8,112	47.0	8,143	48.0	2,116	52.0

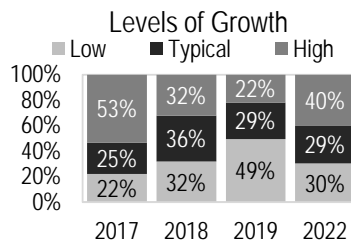


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 21 percentile points. In 2022, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

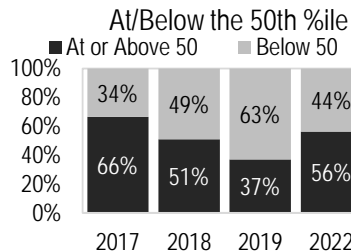
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	22%	32%	49%	30%
Typical (35-65)	25%	36%	29%	29%
High (above 65)	53%	32%	22%	40%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	66%	51%	37%	56%
Below 50	34%	49%	63%	44%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 30% 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 40% of students. The percent of students at or above the 50th percentile has increased from last year (37% to 56%). Since 2017, the percent of students at or above the 50th percentile has decreased (66% to 56%).

Mathematics Subgroup Growth

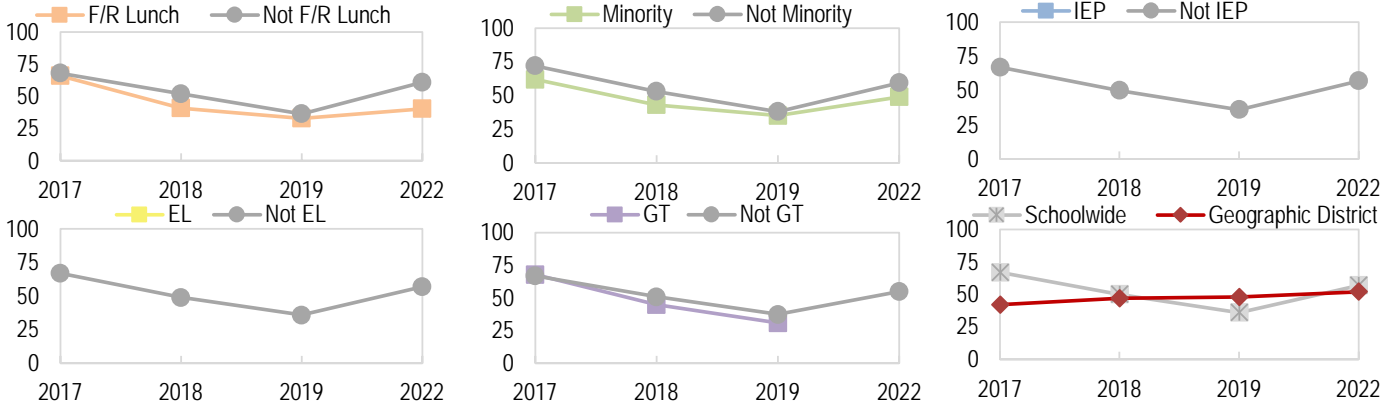
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

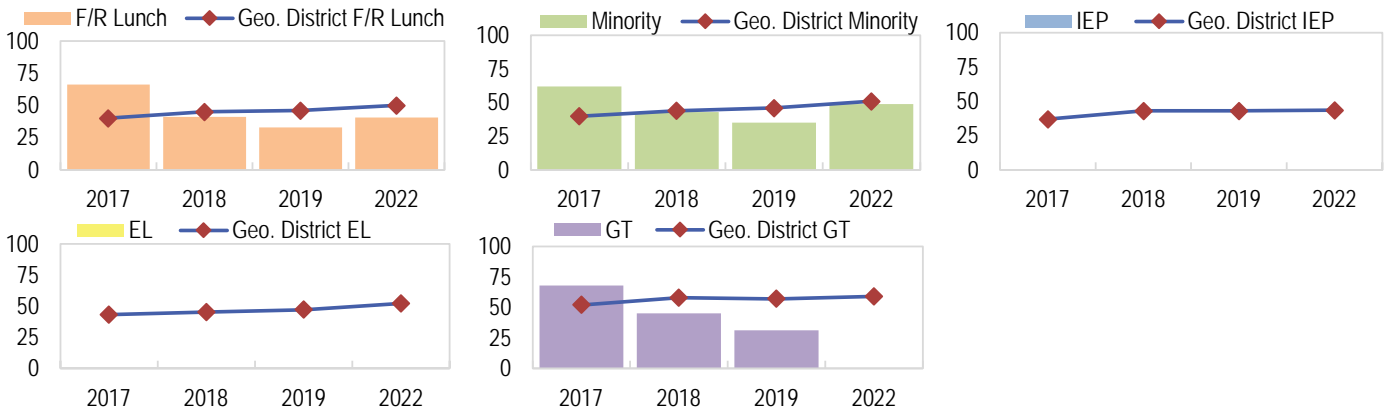
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	66.0	41.0	33.0	40.5
	N	68.0	52.0	36.5	61.0
Minority	Y	62.0	43.0	35.0	49.0
	N	72.0	53.0	38.0	59.5
IEP	Y	n<20	n<20	n<20	n<20
	N	67.0	50.0	36.0	57.0
EL	Y	n<20	n<20	n<20	n<20
	N	67.0	49.0	36.0	57.0
GT	Y	68.0	45.0	31.0	n<20
	N	67.0	51.0	37.5	55.0
Schoolwide		67.0	50.0	36.0	57.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	40.0	45.0	46.0	50.0
	N	45.0	49.0	50.0	55.0
Minority	Y	40.0	44.0	46.0	51.0
	N	44.0	49.0	49.0	53.0
IEP	Y	37.0	43.0	43.0	43.5
	N	42.0	47.0	48.0	53.0
EL	Y	43.0	45.0	47.0	52.0
	N	42.0	47.0	48.0	52.0
GT	Y	52.0	58.0	57.0	59.0
	N	41.0	45.0	46.0	51.0
Geographic District		42.0	47.0	48.0	52.0

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, overall, the school outperformed Colorado Springs 11. 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		
	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		
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	837	50.0	755	56.0	678	51.0	537	49.0	432	49.0	56.3%
Middle	206	54.0	189	49.0	147	50.0	118	50.5	68	54.0	27.0%
High	234	34.0	218	45.0	140	52.0	57	49.0	61	47.0	13.1%
Overall	1,277	47.0	1162	53.0	965	51.0	712	49.0	561	49.0	48.4%

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

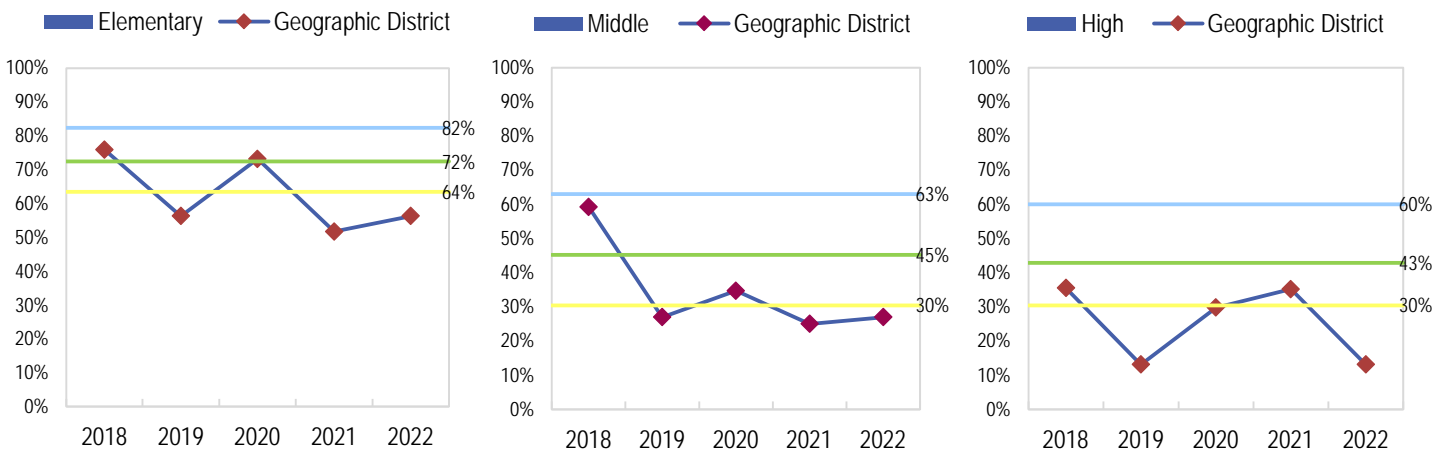
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 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

% On Track - Elementary

% On Track - Middle

% On Track - High



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	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	73	542	66	544	71	523
PSAT (10th)*	--	--	55	589	50	582	67	566	59	566
PSAT (9th&10th)	--	--	--	--	123	558	133	555	130	543
SAT (11th)	--	--	40	624	43	634	46	617	49	611
Overall	--	--	95	603	166	578	179	571	179	561

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)*	--	--	--	--	1,606	435	1,590	438	1,357	429
PSAT (10th)*	--	--	1,618	465	1,634	463	1,582	459	1,398	461
PSAT (9th&10th)	--	--	--	--	3,240	449	3,172	448	2,755	445
SAT (11th)	--	--	1,598	493	1,544	497	1,525	484	1,273	476
Overall	--	--	3,216	479	4,784	465	4,697	460	4,028	455

*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.

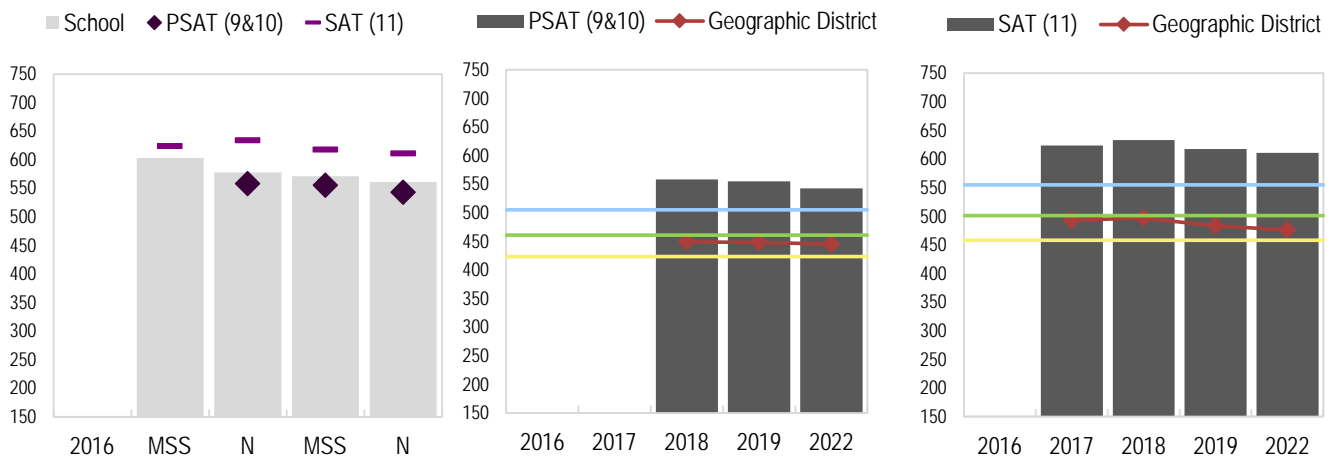
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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 42 scale score points. Since last school year, overall mean scale score decreased by 9.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past five years. Overall, the school outperforms their geo. district by 106.3 scale score points.

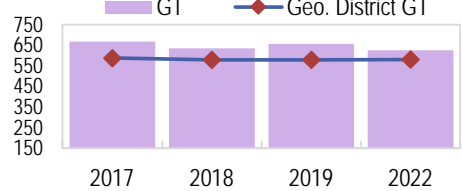
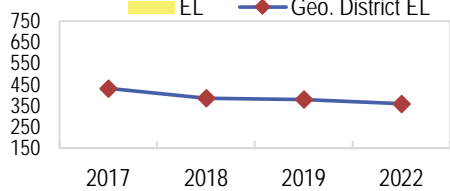
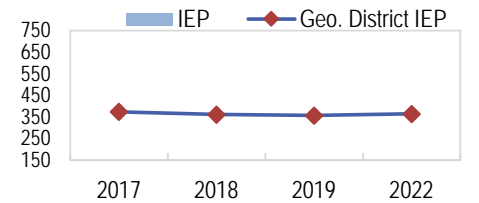
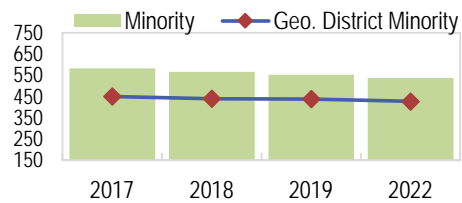
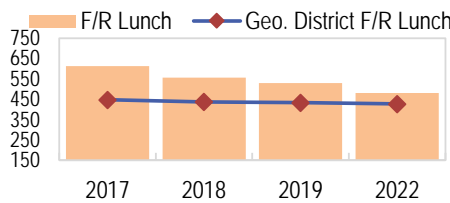
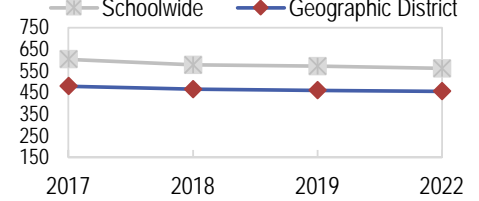
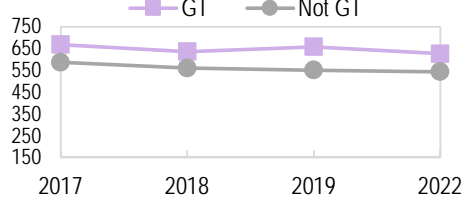
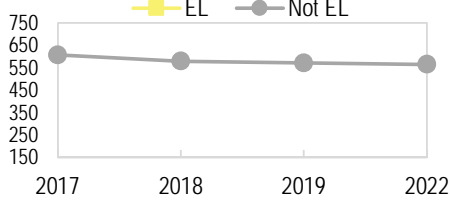
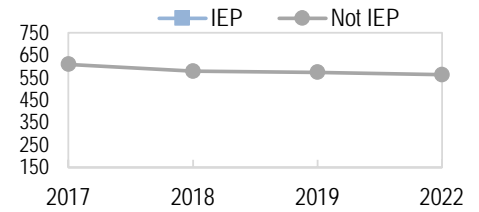
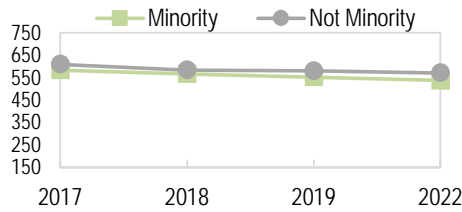
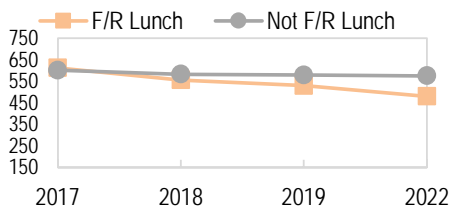
Evidence-Based Reading and Writing Subgroup Achievement

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	MSS
F/R Lunch	Y	612	556	530	480
	N	601	583	579	575
Minority	Y	584	567	553	537
	N	609	583	580	571
IEP	Y	n<16	n<16	n<16	n<16
	N	609	578	573	563
EL	Y	n<16	n<16	n<16	n<16
	N	607	579	571	565
GT	Y	668	636	657	626
	N	586	560	550	543
Schoolwide		603	578	571	561

Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	447	437	433	427
	N	507	493	485	478
Minority	Y	451	440	439	428
	N	503	488	480	483
IEP	Y	374	362	358	364
	N	486	474	468	462
EL	Y	432	386	380	360
	N	486	471	465	462
GT	Y	588	580	580	581
	N	462	448	444	438
Geographic District		479	465	460	455



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, GT students outperformed their non-GT peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, 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?

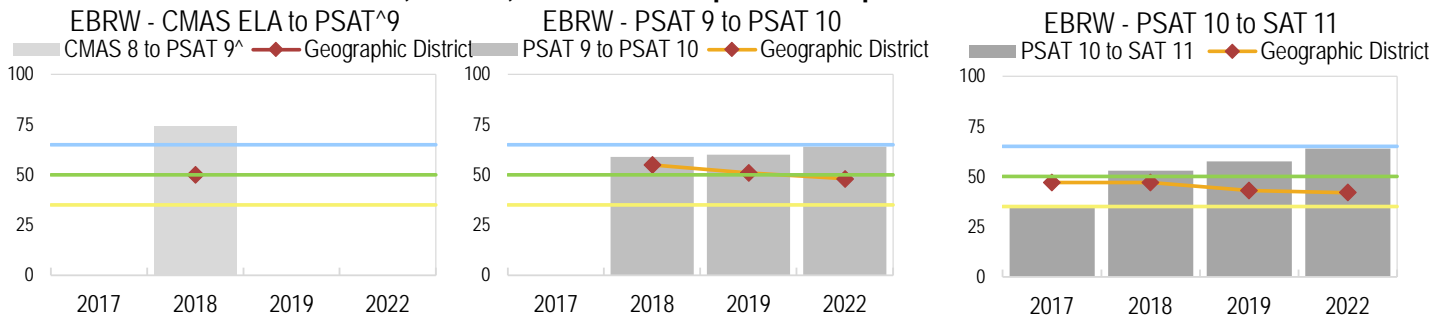
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	65	74.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	47	59.0	64	60.0	56	64.0
PSAT 10 to SAT 11	38	34.5	43	53.0	46	57.5	45	64.0
Overall	38	34.5	155	64.0	110	58.0	101	64.0

[^]To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	1,333	50.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	1,252	55.0	1,478	51.0	881	48.0
PSAT 10 to SAT 11	1,348	47.0	1,400	47.0	1,420	43.0	828	42.0
Overall	1,348	47.0	3,985	50.0	2,898	47.0	1,709	46.0

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



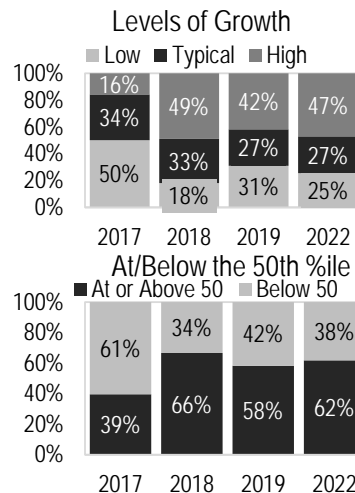
Growth Status and Local Comparison Narrative
 The graphs above show schoolwide growth on the EBRW state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 6 percentile points. In 2022, overall student growth met state expectations. Overall student 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			
	2017	2018	2019	2022
Low (below 35)	50%	18%	31%	25%
Typical (35-65)	34%	33%	27%	27%
High (above 65)	16%	49%	42%	47%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
	2017	2018	2019	2022
At or Above 50	39%	66%	58%	62%
Below 50	61%	34%	42%	38%



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 47% of students. The percent of students at or above the 50th percentile has increased from last year (58% to 62%). Since 2017, the percent of students at or above the 50th percentile has increased (39% to 62%).

Evidence-Based Reading and Writing Subgroup Growth

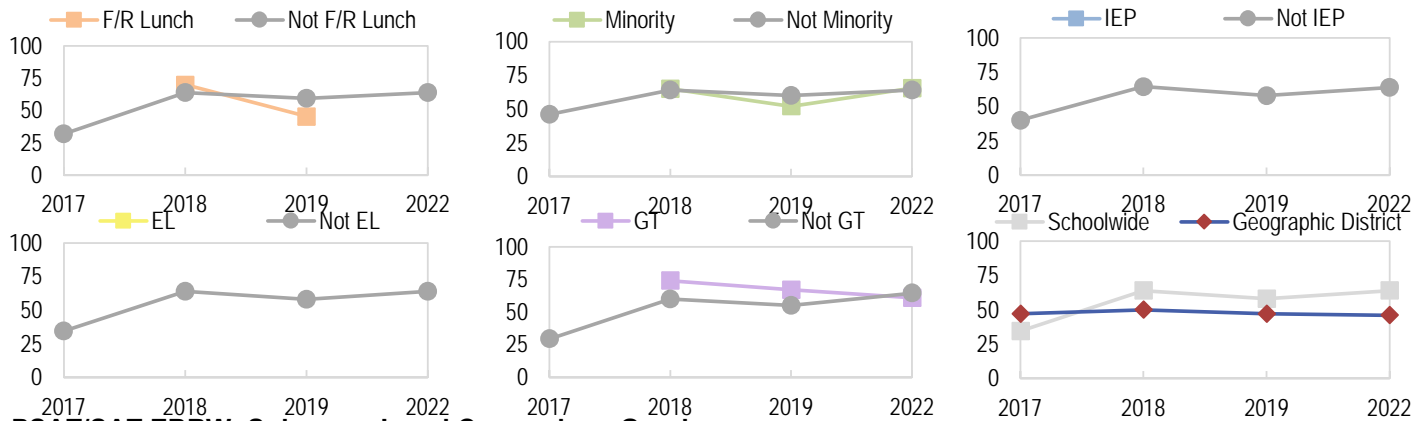
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

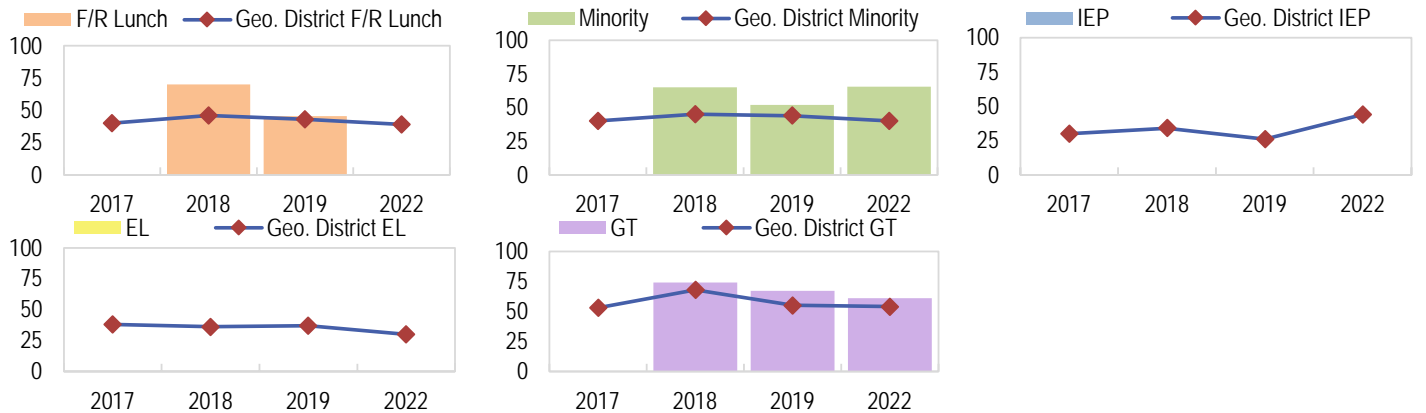
PSAT/SAT		2017	2018	2019	2022
Student	MGP				
F/R	Y	n<20	70.0	45.5	n<20
Lunch	N	32.0	64.0	59.5	64.0
Minority	Y	n<20	65.0	52.0	65.5
	N	46.0	64.0	60.0	64.0
IEP	Y	n<20	n<20	n<20	n<20
	N	40.0	64.5	58.0	64.0
EL	Y	n<20	n<20	n<20	n<20
	N	34.5	64.0	58.0	64.0
GT	Y	n<20	74.0	67.0	61.0
	N	29.5	60.0	55.0	64.5
Schoolwide		34.5	64.0	58.0	64.0

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MGP				
F/R	Y	40.0	46.0	43.0	39.0
Lunch	N	52.0	56.0	50.0	48.0
Minority	Y	40.0	45.0	44.0	40.0
	N	53.0	56.0	49.0	48.0
IEP	Y	30.0	34.0	26.0	44.0
	N	49.0	51.0	49.0	46.0
EL	Y	38.0	36.0	37.0	30.0
	N	49.0	52.0	48.0	47.0
GT	Y	53.0	68.0	55.0	54.0
	N	46.0	48.0	45.0	43.0
Geographic District		47.0	50.0	47.0	46.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): minority students outperformed their non-minority peers, non-GT students outperformed their GT peers, overall, the school outperformed Colorado Springs 11. In 2022, the following subgroups outperformed the geo. district: minority, GT, - 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?

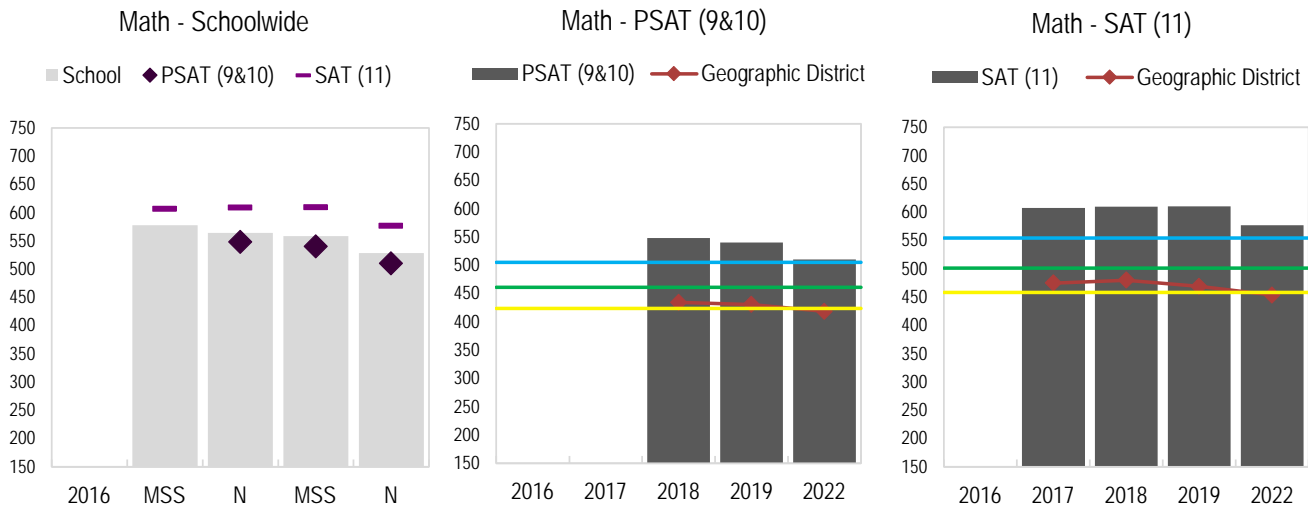
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	73	531	66	531	71	496
PSAT (10th) [*]	--	--	55	556	50	574	67	550	59	527
PSAT (9th&10th)	--	--	--	--	123	549	133	541	130	510
SAT (11th)	--	--	40	608	43	610	46	610	49	577
Overall	--	--	95	578	166	564	179	559	179	529

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) [*]	--	--	--	--	1,610	424	1,592	424	1,370	405
PSAT (10th) [*]	--	--	1,618	450	1,644	444	1,582	438	1,406	432
PSAT (9th&10th)	--	--	--	--	3,254	434	3,174	431	2,776	419
SAT (11th)	--	--	1,598	475	1,545	480	1,525	469	1,277	454
Overall	--	--	3,216	462	4,799	449	4,699	443	4,053	430

*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 49.2 scale score points. Since last school year, overall mean scale score decreased by 29.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Colorado Springs 11) for the past five years. Overall, the school outperforms their geo. district by 99.2 scale score points.

Math Subgroup Achievement

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

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

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	585	547	523	449
	N	576	569	566	542
Minority	Y	561	552	548	505
	N	583	571	563	538
IEP	Y	n<16	n<16	n<16	n<16
	N	584	565	561	530
EL	Y	n<16	n<16	n<16	n<16
	N	580	565	559	532
GT	Y	646	623	654	599
	N	560	547	535	509
Schoolwide		578	564	559	529

PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	433	423	418	404
	N	488	475	467	451
Minority	Y	438	429	424	405
	N	483	468	462	454
IEP	Y	367	340	354	350
	N	468	458	450	436
EL	Y	426	388	382	356
	N	468	454	447	435
GT	Y	572	566	568	554
	N	445	432	426	413
Geographic District		462	449	443	430



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

Math Growth

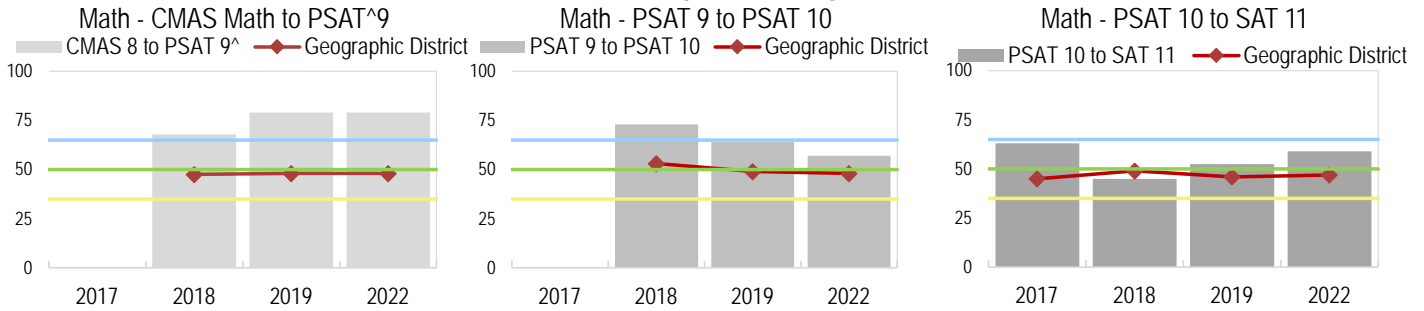
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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^	--	--	65	68.0	59	79.0	61	79.0
PSAT 9 to PSAT 10	--	--	47	73.0	64	64.0	56	57.0
PSAT 10 to SAT 11	38	63.0	43	45.0	46	52.5	45	59.0
Overall	38	63	155	65.0	169	66.0	162	70.5

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^	--	--	1,328	47.5	1,443	48.0	807	48.0
PSAT 9 to PSAT 10	--	--	1,178	53.0	1,478	49.0	881	48.0
PSAT 10 to SAT 11	1,348	45.0	1,400	49.0	1,420	46.0	828	47.0
Overall	1,348	45.0	3,906	50.0	4,341	48.0	2,516	48.0

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



Growth Status and Local Comparison Narrative

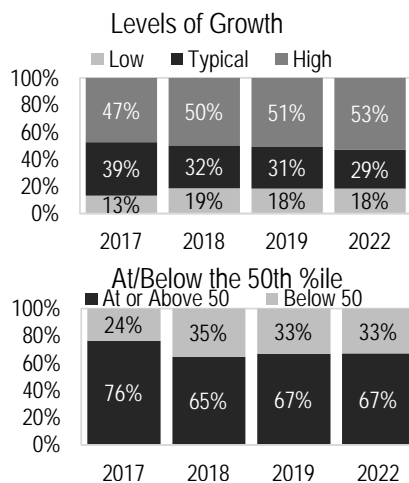
The graphs above show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 4.5 percentile points. In 2022, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has 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)	13%	19%	18%	18%
Typical (35-65)	39%	32%	31%	29%
High (above 65)	47%	50%	51%	53%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	76%	65%	67%	67%
Below 50	24%	35%	33%	33%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 18% 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 53% of students. The percent of students at or above the 50th percentile has increased from last year (67% to 67%). Since 2017, the percent of students at or above the 50th percentile has decreased (76% to 67%).

Math Subgroup Growth

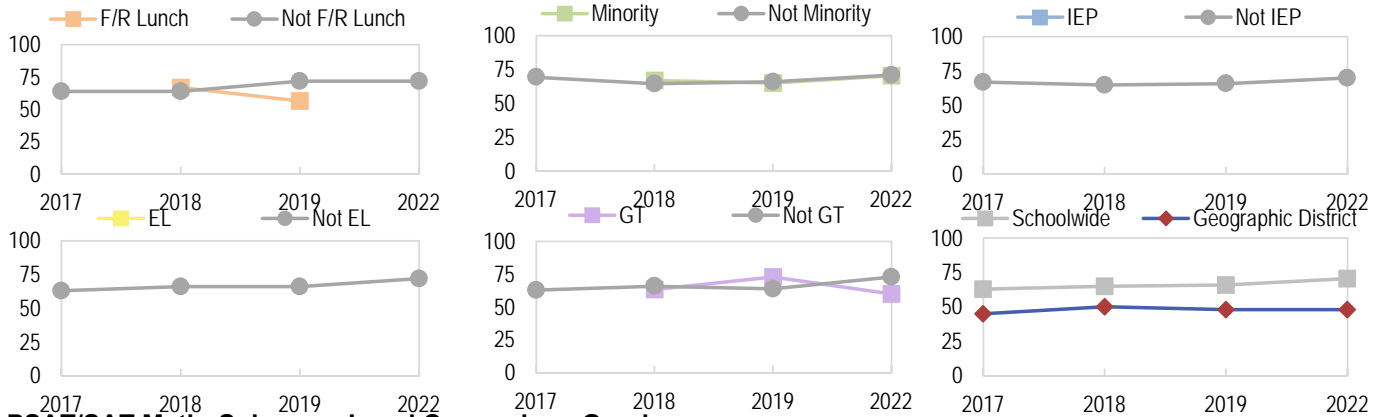
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

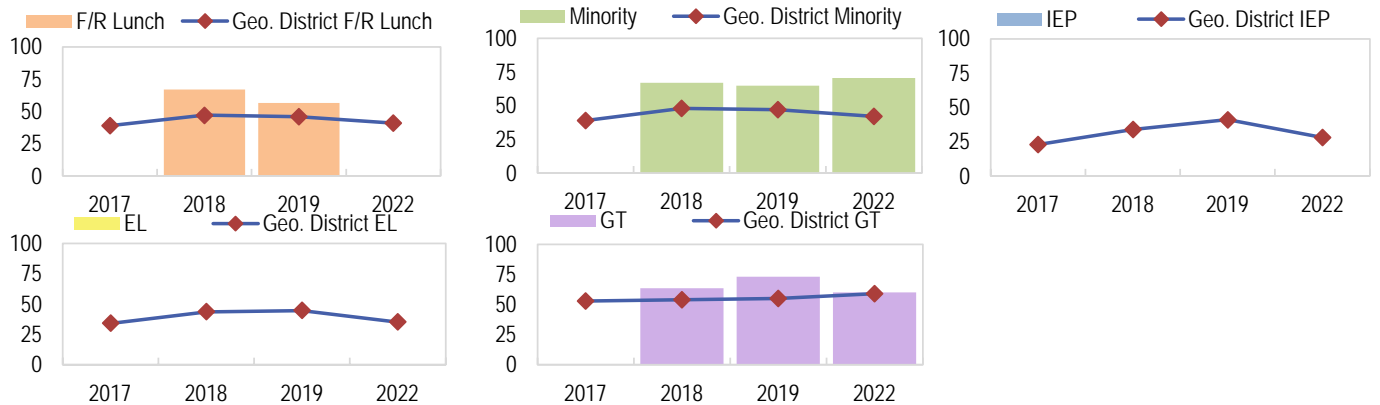
PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	n<20	67.0	56.5	n<20
	N	64.0	64.0	72.0	72.0
Minority	Y	n<20	67.0	65.0	70.5
	N	69.5	64.5	66.0	71.0
IEP	Y	n<20	n<20	n<20	n<20
	N	67.0	65.0	66.0	70.0
EL	Y	n<20	n<20	n<20	n<20
	N	63.0	66.0	66.0	72.0
GT	Y	n<20	63.5	73.0	60.0
	N	63.0	66.0	64.0	73.0
Schoolwide	63.0	65.0	66.0	70.5	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	39.0	47.0	46.0	41.0
	N	48.0	52.5	49.0	51.5
Minority	Y	39.0	48.0	47.0	42.0
	N	48.0	52.0	49.0	52.0
IEP	Y	23.0	34.0	41.0	28.0
	N	46.0	51.0	48.0	48.0
EL	Y	34.0	43.5	44.5	35.0
	N	45.0	50.0	48.0	48.0
GT	Y	53.0	54.0	55.0	59.0
	N	43.0	49.0	46.0	46.0
Geographic District	45.0	50.0	48.0	48.0	

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, non-GT students outperformed their GT peers, overall, the school outperformed Colorado Springs 11. In 2022, the following subgroups outperformed the geo. district: minority, GT, - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

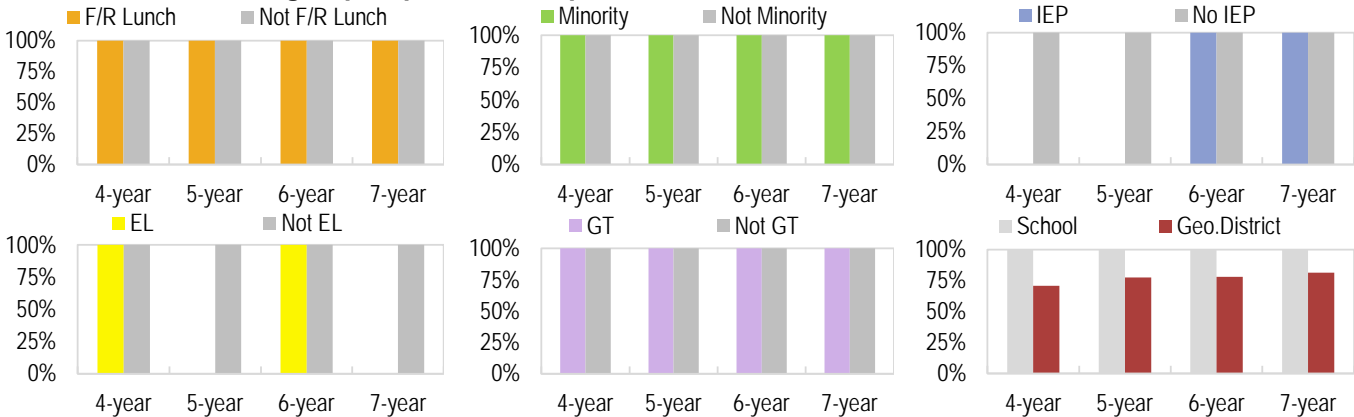
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

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

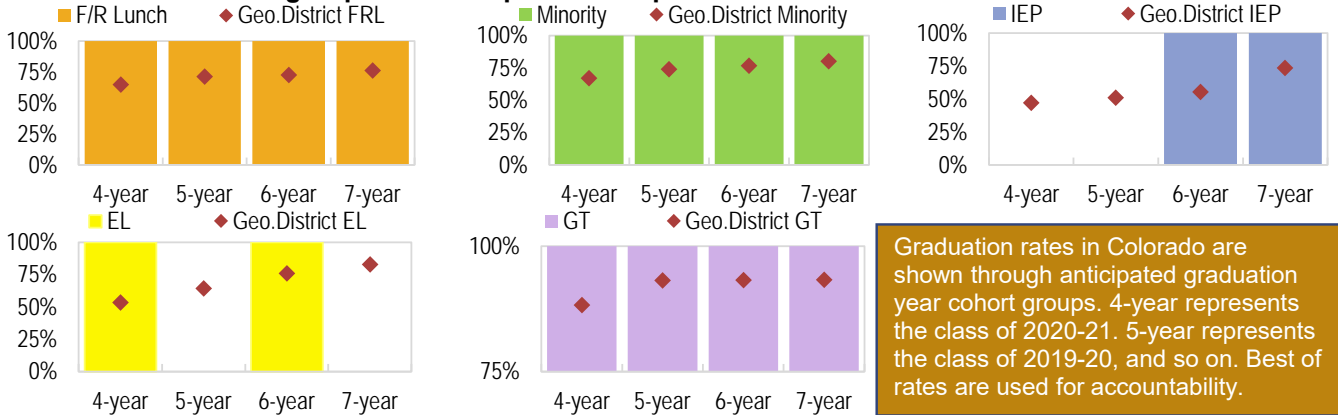
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Minority	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	6-year	--	--	100%	100%
	N	4-year	100%	100%	100%	100%
EL	Y	4-year	100%	--	100%	--
	N	4-year	100%	100%	100%	100%
GT	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Schoolwide		4-year	100%	100%	100%	100%

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	7-year	65%	71%	72%	76%
	N	7-year	80%	88%	87%	89%
Minority	Y	7-year	67%	74%	77%	80%
	N	7-year	75%	81%	79%	82%
IEP	Y	7-year	47%	51%	55%	73%
	N	7-year	73%	80%	80%	82%
EL	Y	7-year	54%	65%	76%	83%
	N	7-year	72%	79%	78%	81%
GT	Y	7-year	88%	93%	93%	93%
	N	7-year	68%	75%	76%	80%
Geographic District		7-year	71%	77%	78%	81%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2020-21. 5-year represents the class of 2019-20, and so on. Best of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate is the 4 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 81%. The best of rate for students eligible for free or reduced price lunch is the 4 year rate of 100%. The best of rate for minority students is the 4 year rate of 100%. The best of rate for students with disabilities is the 6 year rate of 100%. The best of rate for English Learners 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

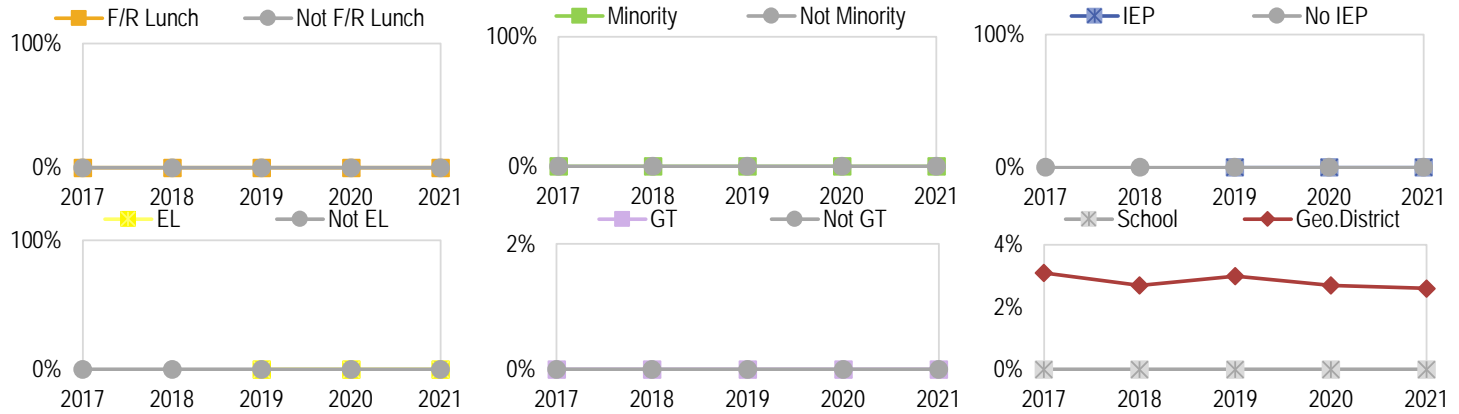
Dropout Rate: Subgroup Status and Gap Trends Tables

- 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?

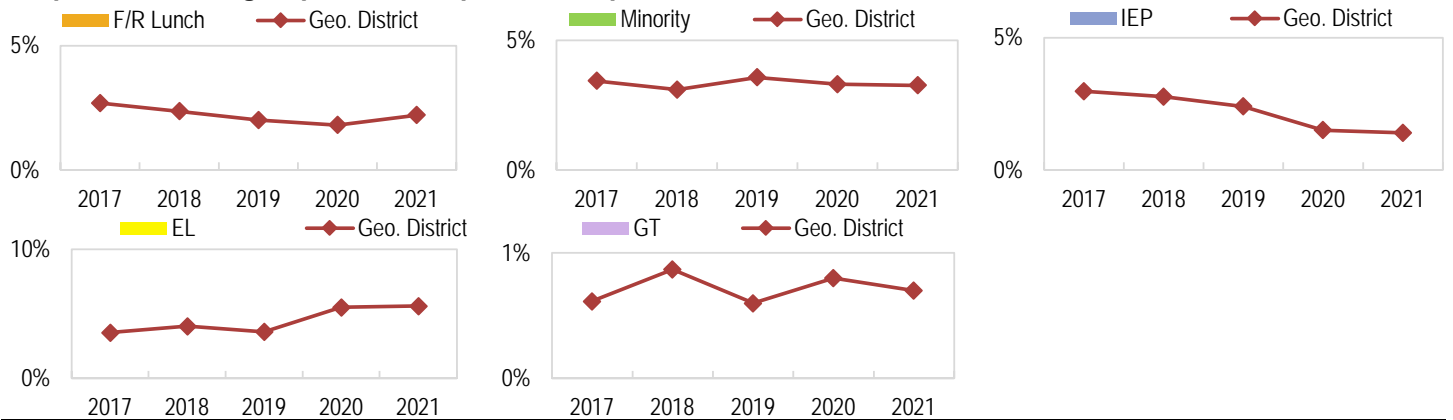
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
Minority	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
Schoolwide		0.0%	0.0%	0.0%	0.0%	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	2.7%	2.4%	2.0%	1.8%	2.2%
	N	3.6%	3.1%	3.9%	3.8%	3.2%
Minority	Y	3.4%	3.1%	3.6%	3.3%	3.3%
	N	2.8%	2.7%	2.4%	2.0%	2.0%
IEP	Y	3.0%	2.8%	2.4%	1.5%	1.4%
	N	3.1%	2.7%	3.0%	2.8%	2.8%
EL	Y	3.5%	4.0%	3.6%	5.5%	5.6%
	N	3.1%	2.6%	2.9%	2.5%	2.5%
GT	Y	0.6%	0.9%	0.6%	0.8%	0.7%
	N	3.4%	2.9%	3.2%	2.9%	2.8%
Geographic District		3.1%	2.7%	3.0%	2.7%	2.6%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates had no change, minority student dropout rates had no change, 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	2018		^2019		2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	17	5.9%	35	5.7%	41	9.8%	45	15.6%	58	6.9%
4 year	17	82.4%	35	68.6%	41	82.9%	45	82.2%	58	81.0%
CTE	17	0.0%	35	2.9%	41	0.0%	45	0.0%	58	12.1%
Schoolwide	17	88.2%	35	77.1%	41	92.7%	45	97.8%	58	100.0%

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

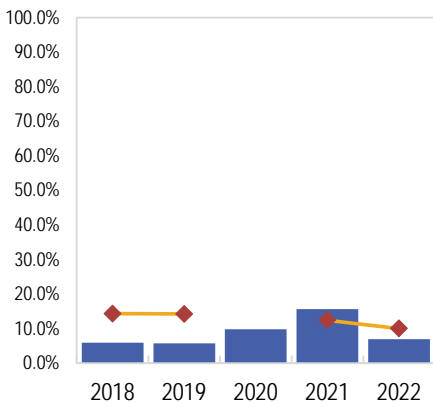
Geo. District Matriculation Rate Trends over Time										
Matriculation	2018		^2019		^^2020		2021		2022	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,738	14.3%	1,794	14.2%	--	--	1,614	12.4%	1,573	10.0%
4 year	1,738	27.1%	1,794	25.4%	--	--	1,614	20.3%	1,573	22.3%
CTE	1,738	5.8%	1,794	5.3%	--	--	1,614	14.7%	1,573	14.9%
Geo. District	1,738	46.7%	1,794	44.0%	--	--	1,614	44.1%	1,573	43.9%

^ 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

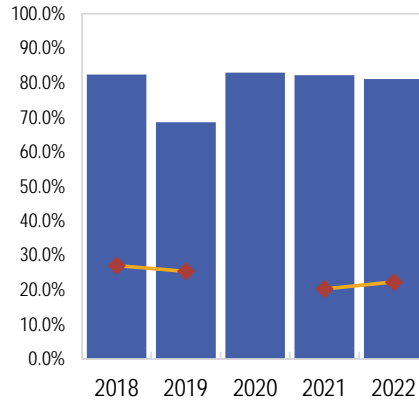
2 Year Matriculation Rates

■ 2 year ◆ Geo. District



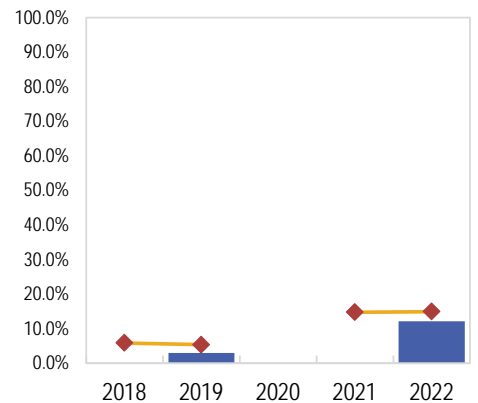
4 Year Matriculation Rates

■ 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 Colorado Springs 11. In 2022, school matriculation rates exceeded state expectations and were above the geo. district. Since last year, schoolwide matriculation rates increased from 98% to 100%.

Academic Performance Metrics

School Observations

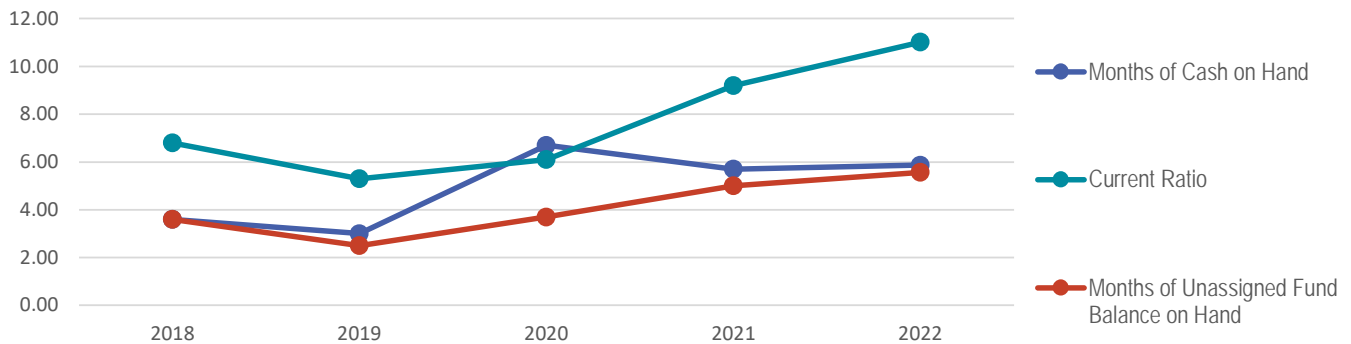
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics					
Metric	2018	2019	2020	2021	2022
Operating Margin	5.1%	4.7%	20.4%	4.8%	7.1%
Months of Cash on Hand	3.60	3.00	6.70	5.70	5.87
Current Ratio	6.80	5.30	6.10	9.20	11.02
Months of Unassigned Fund Balance on Hand	3.60	2.50	3.70	5.00	5.56
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	-2.9%	0.8%	1.1%	-0.1%	-1.6%
Change in FPC from Prior-Year	5.9%	40.0%	6.1%	5.8%	-0.1%

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	0.90	0.70	1.10	0.90	15.75
Current Ratio	9.40	2.40	9.30	4.50	4.48
Debt to Asset Ratio	1.10	1.10	1.10	1.20	0.22
Change in Net Position	(\$704,035)	(\$498,461)	(\$9,274)	(\$227,216)	(\$98,064)

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	1.40	1.42	1.39	1.52	1.29
Change in Net Position	(\$3,566,120)	(\$637,826)	\$689,125	\$1,707,579	\$610,105
Default	No	No	No	No	No

Fiscal Years 2018-2022 Financial Results

Financial Performance Narrative

Thomas Maclaren State Charter School 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 lower than budget by -14.4 or -1.56 percent, and -0.5 students or -0.06 percent lower than the prior year. The school's governmental funds ended the year with 5.87 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 7.11

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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Expanding Frontiers in Public Education

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