



**Colorado Charter School Institute**  
Annual Review of Schools (CARS) Report  
2022-2023

**Golden View Classical Academy**



Expanding Frontiers in Public Education

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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:

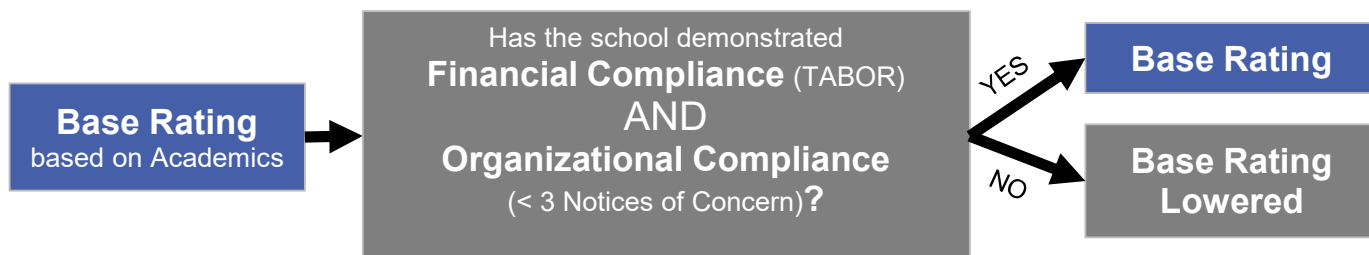
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

### 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 ([ryanmarks@csi.state.co.us](mailto:ryanmarks@csi.state.co.us))

**Financial Performance:** Andi Denton ([andradenton@csi.state.co.us](mailto:andradenton@csi.state.co.us))

**Organizational Performance:** Jess Welch ([jessicawelch@csi.state.co.us](mailto:jessicawelch@csi.state.co.us)) - State/Federal Programs  
Stephanie Aragon ([stephaniearagon@csi.state.co.us](mailto:stephaniearagon@csi.state.co.us)) - 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?

# Golden View Classical Academy Overview

Year Opened/Transferred: 2018-2019

Grades Served: K-12

School Model: Classical

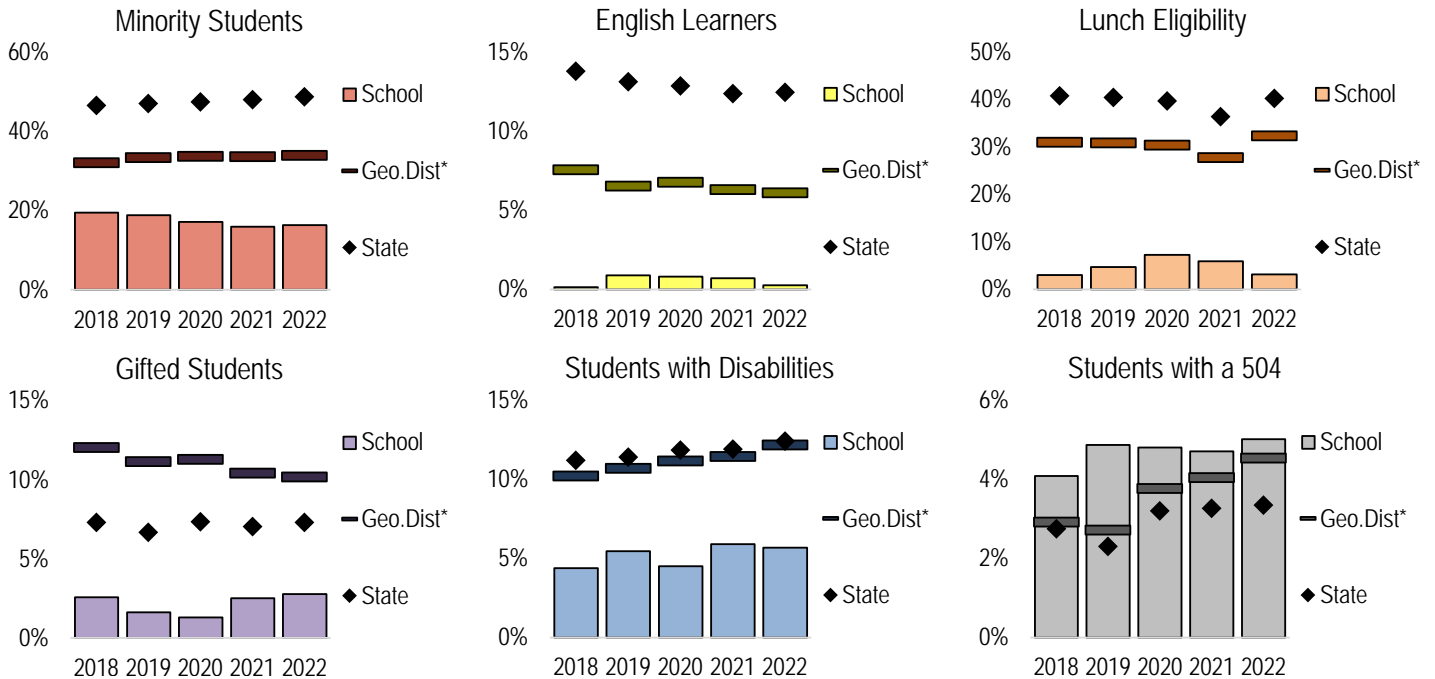
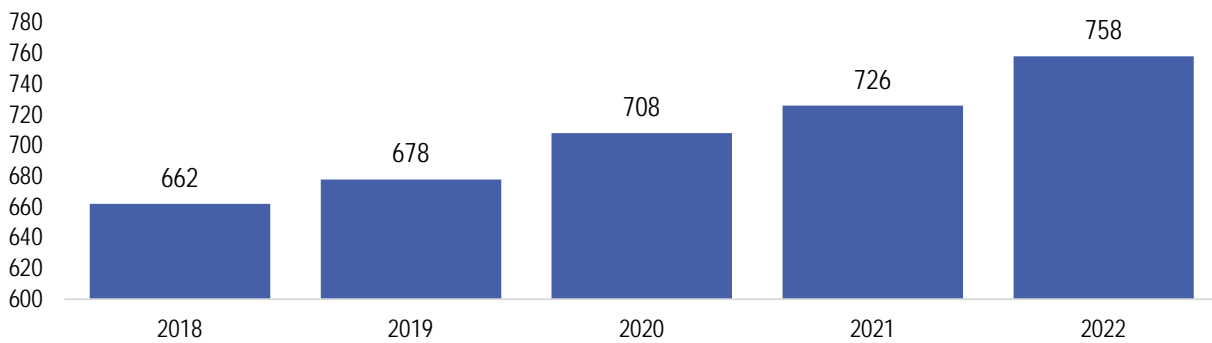
Town/City: Golden

District of Residence: Jefferson County R-1

Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2018	2019	2020	2021	2022
Enrollment Over Time	662	678	708	726	758
F/R Lunch	3.0%	4.7%	7.3%	5.9%	3.2%
Minority	19.5%	18.9%	17.2%	16.0%	16.4%
IEP	4.4%	5.5%	4.5%	5.9%	5.7%
EL	0.2%	0.9%	0.8%	0.7%	0.3%
Gifted	2.6%	1.6%	1.3%	2.5%	2.8%
504	4.1%	4.9%	4.8%	4.7%	5.0%

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
<b>Academic</b>	Performance
Elementary School Rating	Performance (Points Earned: 77.5%)
Middle School Rating	Improvement (Points Earned: 45%)
High School Rating	Performance (Points Earned: 92%)
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation
<b>Overall CARS Rating</b>	<b>Performance with Distinction</b>

## 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	<b>Meets 95%</b>

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	520	444	85.4%	70	98.7%	<b>Meets 95%</b>
Math	520	455	87.5%	59	98.7%	<b>Meets 95%</b>
Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	375	316	84.3%	59	100.0%	<b>Meets 95%</b>
CMAS Math	375	327	87.2%	48	100.0%	<b>Meets 95%</b>
CMAS Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Evidence-Based Reading and Writing	145	128	88.3%	11	95.5%	<b>Meets 95%</b>
PSAT/SAT Math	145	128	88.3%	11	95.5%	<b>Meets 95%</b>

## 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	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	54	749	57	740	59	764	58	773	52	745
4	55	747	55	754	57	744	58	758	59	765
5	57	755	54	747	55	765	61	777	51	762
Elementary	166	750	166	747	171	758	177	770	162	758
6	52	738	53	744	57	749	60	763	60	762
7	48	743	44	750	48	746	49	749	51	761
8	39	756	48	740	46	757	44	762	43	743
Middle	139	745	145	744	151	751	153	758	154	757
Overall	333	749	311	746	322	754	330	764	316	757

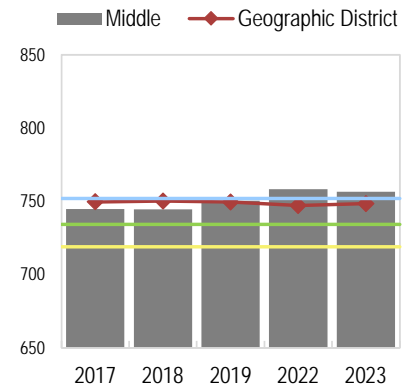
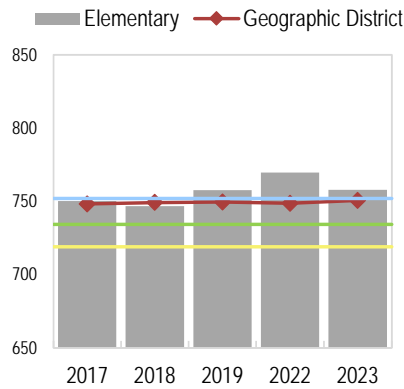
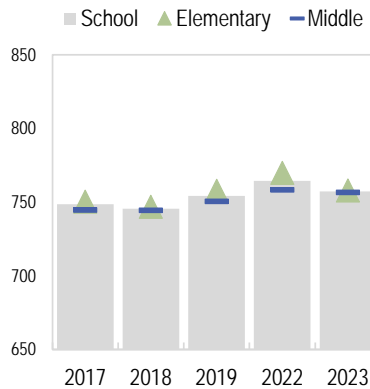
Geographic District Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	6,051	743	5,903	745	5,574	746	4,927	746	4,967	747
4	6,067	750	6,044	749	5,830	752	4,914	748	4,949	751
5	5,891	750	6,111	751	5,994	751	5,127	752	4,906	755
Elementary	22,312	748	22,215	749	18,894	750	15,577	749	15,441	751
6	5,911	750	5,975	752	5,888	750	4,864	748	4,946	748
7	5,849	750	5,842	751	5,730	750	4,754	746	4,732	749
8	5,866	750	5,712	749	5,475	749	4,593	747	4,561	748
Middle	13,323	750	13,372	750	15,597	750	13,602	747	13,620	749
Overall	40,872	748	35,587	750	34,491	750	29,179	748	29,061	750

### 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 2017 to 2023, overall student achievement increased by 8.7 scale score points. Since last school year, overall mean scale score decreased by 7.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 7.6 scale score points.

## English Language Arts Subgroup Achievement

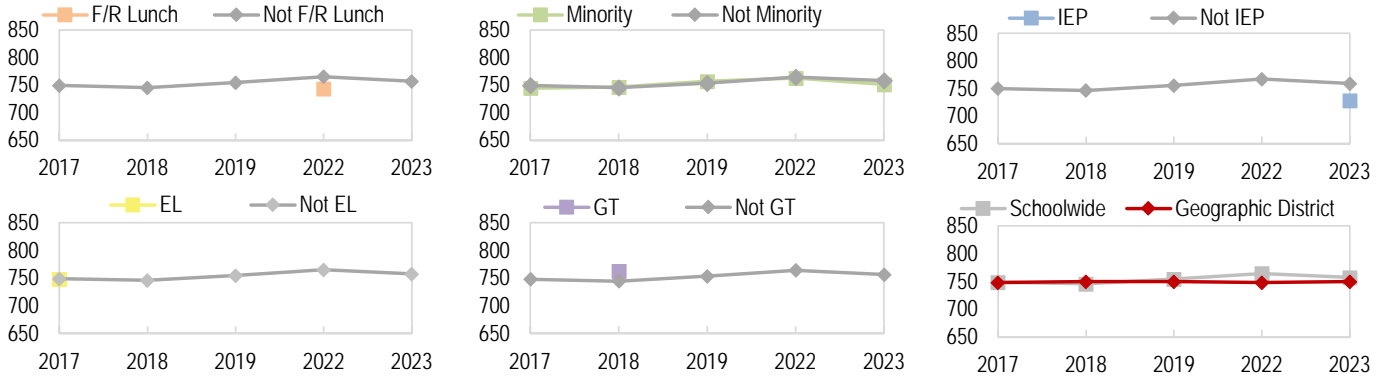
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

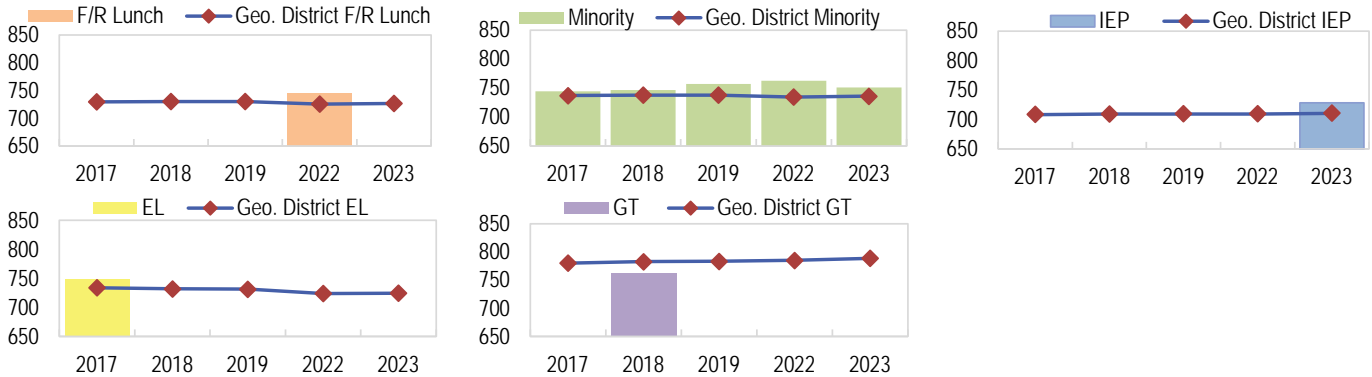
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA	2017	2018	2019	2022	2023	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	n<16	n<16	n<16	743.8	n<16
	N	749.2	745.5	754.8	765.6	757.2
Minority	Y	744.6	746.7	757.0	762.8	751.0
	N	749.3	745.4	753.6	764.7	758.3
IEP	Y	n<16	n<16	n<16	n<16	728.1
	N	749.7	746.4	755.4	766.8	758.7
EL	Y	747.9	n<16	n<16	n<16	n<16
	N	748.5	745.8	754.3	764.9	757.3
GT	Y	n<16	762.4	n<16	n<16	n<16
	N	747.7	744.4	753.4	763.9	755.9
Schoolwide	749	746	754	764	757	

Geographic District Gap Trends over Time in ELA						
CMAS ELA	2017	2018	2019	2022	2023	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	729.7	730.1	730.2	725.5	726.6
	N	756.3	758.4	758.4	755.9	758.0
Minority	Y	736.9	738.0	737.8	734.8	735.8
	N	753.5	755.4	755.6	754.5	756.5
IEP	Y	708.0	709.0	709.2	709.2	710.3
	N	752.6	754.5	754.4	753.0	755.0
EL	Y	733.8	731.8	731.3	724.0	724.5
	N	749.7	751.6	751.6	750.3	751.9
GT	Y	780.2	782.6	783.1	784.9	788.6
	N	742.8	743.5	743.5	742.2	743.4
Geographic District	748	750	750	748	750	

### CMAS ELA: Subgroup Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

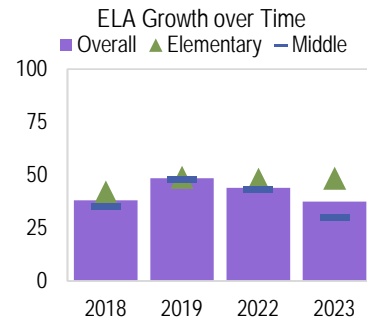
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, the school outperformed Jefferson County R-1. In 2023, the following subgroups outperformed the geo. district: minority, IEP, - additional details are available in the graphs.

## English Language Arts Growth

### CMAS ELA: School Status and Trends Tables and Graphs

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

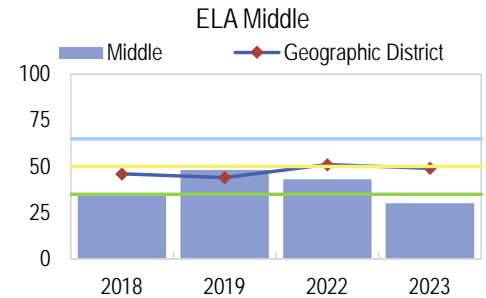
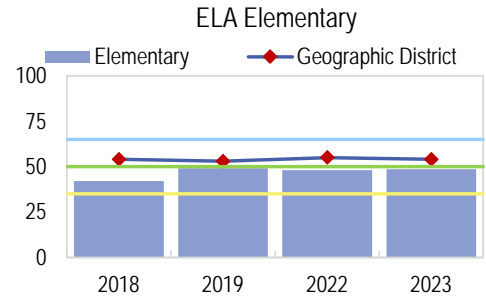
Growth over Time in ELA								
CMAS ELA	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	49	49.0	54	33.5	53	48.0	55	49.0
5	51	36.0	53	70.0	--	--	49	47.0
Elementary	100	42.0	107	49.0	53	48.0	104	48.5
6	50	28.0	52	52.0	58	37.0	58	28.0
7	35	42.0	43	34.0	--	--	48	30.0
8	40	40.5	40	62.5	42	46.5	38	34.0
Middle	125	35.0	135	48.0	100	43.0	144	30.0
Overall	225	38.0	242	48.5	153	44.0	248	37.5



### 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	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	5,675	51.0	5,549	53.0	3,876	55.5	4,634	56.0
5	5,779	50.0	5,671	51.0	--	--	4,590	52.0
Elementary	15,441	54.0	12,674	53.0	4,329	55.0	9,816	54.0
6	1,708	50.0	5,683	53.0	3,918	51.0	4,713	48.0
7	5,519	45.0	5,499	43.0	--	--	4,397	47.0
8	5,425	46.0	5,270	42.0	3,448	53.0	4,113	53.0
Middle	12,652	46.0	14,998	44.0	6,913	51.0	12,631	49.0
Overall	5,425	46.0	27,672	48.0	11,242	53.0	22,447	51.0

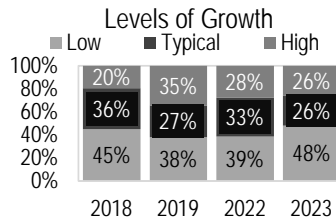


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2023, overall student growth decreased. Since last year, student growth decreased by 6.5 percentile points. In 2023, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

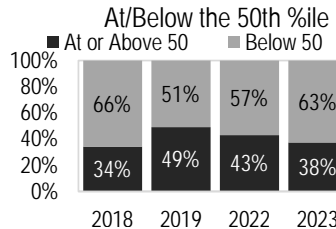
### CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
Low (below 35)	45%	38%	39%	48%
Typical (35-65)	36%	27%	33%	26%
High (above 65)	20%	35%	28%	26%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
At or Above 50	34%	49%	43%	38%
Below 50	66%	51%	57%	63%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 48% 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 26% of students. The percent of students at or above the 50th percentile has decreased from last year (43% to 38%). Since 2018, the percent of students at or above the 50th percentile has increased (34% to 38%).

## English Language Arts Subgroup Growth

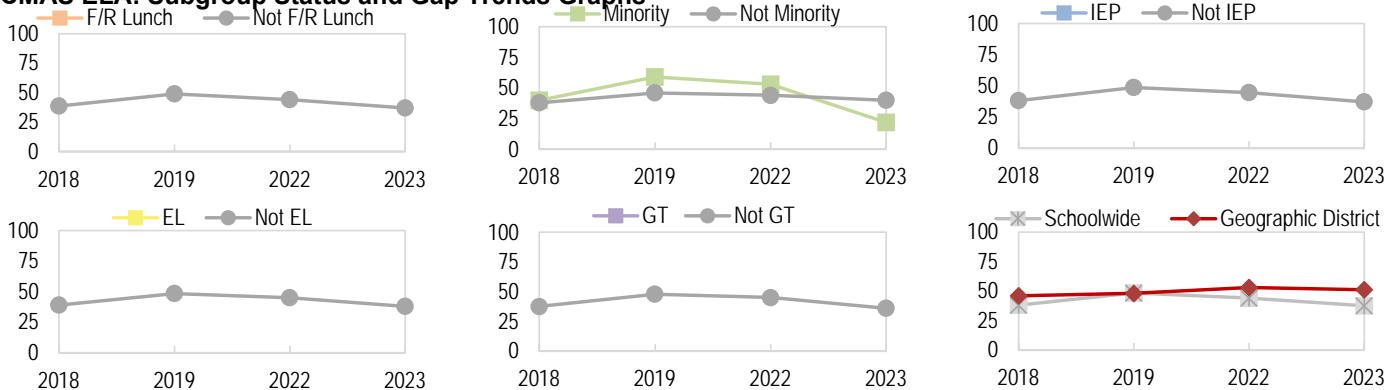
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

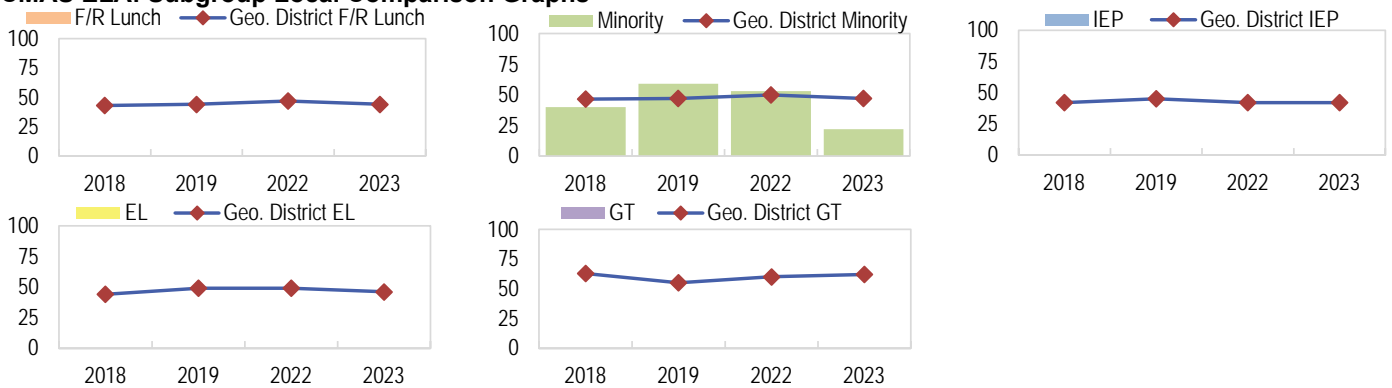
CMAS ELA		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	38.5	49.0	44.0	37.0
Minority	Y	40.0	59.0	53.0	22.0
	N	38.0	46.0	44.0	40.0
IEP	Y	n<20	n<20	n<20	n<20
	N	38.0	48.5	44.5	37.0
EL	Y	n<20	n<20	n<20	n<20
	N	39.0	48.5	45.0	38.0
GT	Y	n<20	n<20	n<20	n<20
	N	37.5	48.0	45.0	36.0
Schoolwide		38.0	48.5	44.0	37.5

CMAS ELA		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	43.0	44.0	47.0	44.0
	N	48.0	50.0	55.0	54.0
Minority	Y	46.5	47.0	50.0	47.0
	N	47.0	49.0	54.0	53.0
IEP	Y	42.0	45.0	42.0	42.0
	N	47.0	49.0	54.0	52.0
EL	Y	44.0	49.0	49.0	46.0
	N	46.5	48.0	53.0	52.0
GT	Y	63.0	55.0	60.0	62.0
	N	46.0	47.0	52.0	50.0
Geographic District		46.0	48.0	53.0	51.0

### CMAS ELA: Subgroup Status and Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, overall, Jefferson County R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

## Mathematics Achievement

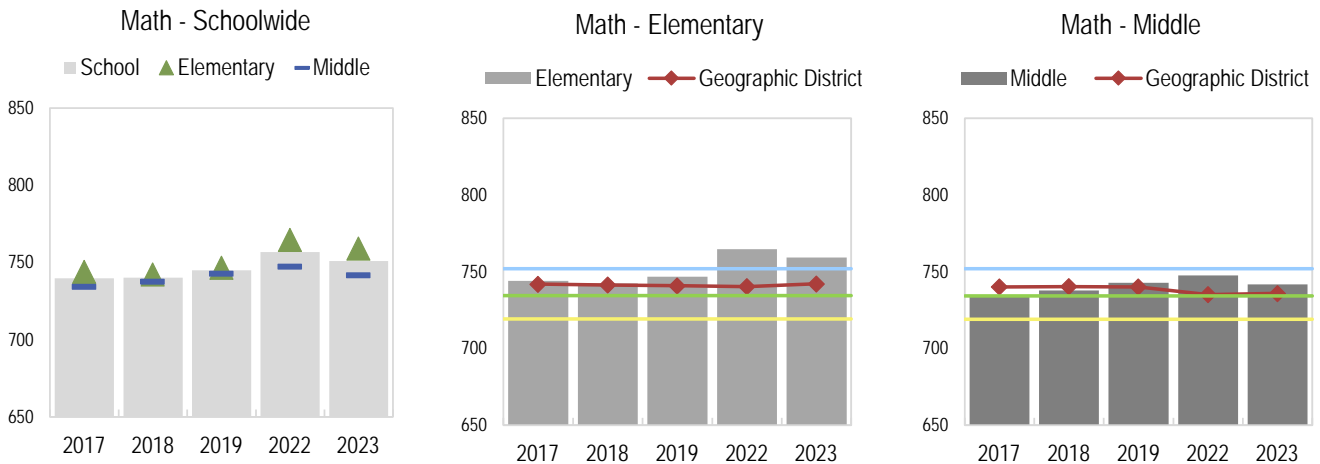
### CMAS Math: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	53	753	57	739	57	747	58	770	57	751
4	55	739	55	746	57	735	58	753	60	764
5	58	740	54	743	55	758	60	771	54	762
Elementary	166	744	166	742	169	747	176	765	171	759
6	50	733	53	740	56	741	60	755	62	753
7	48	738	44	748	48	740	50	732	51	741
8	39	732	47	726	44	750	44	755	43	726
Middle	137	735	144	738	148	743	154	748	156	742
Overall	332	740	310	740	317	745	330	757	327	751

Geographic District Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	6,055	745	5,930	746	5,569	745	4,946	744	4,979	746
4	6,078	741	6,063	738	5,833	740	4,928	738	4,957	740
5	5,897	741	6,111	742	6,008	740	5,125	740	4,920	742
Elementary	22,343	742	22,263	741	18,913	741	15,611	740	15,477	742
6	5,923	742	5,986	741	5,900	737	4,882	733	4,972	734
7	5,884	740	5,851	740	5,742	740	4,804	734	4,750	735
8	5,879	739	5,693	740	5,482	742	4,604	738	4,591	739
Middle	13,373	740	13,371	740	15,621	740	13,678	735	13,692	736
Overall	40,951	741	35,634	741	34,534	741	29,289	738	29,169	739

### 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 2017 to 2023, overall student achievement increased by 11.1 scale score points. Since last school year, overall mean scale score decreased by 5.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district ( ) for the past five years. Overall, the school outperforms their geo. district by 11.7 scale score points.

## Mathematics Subgroup Achievement

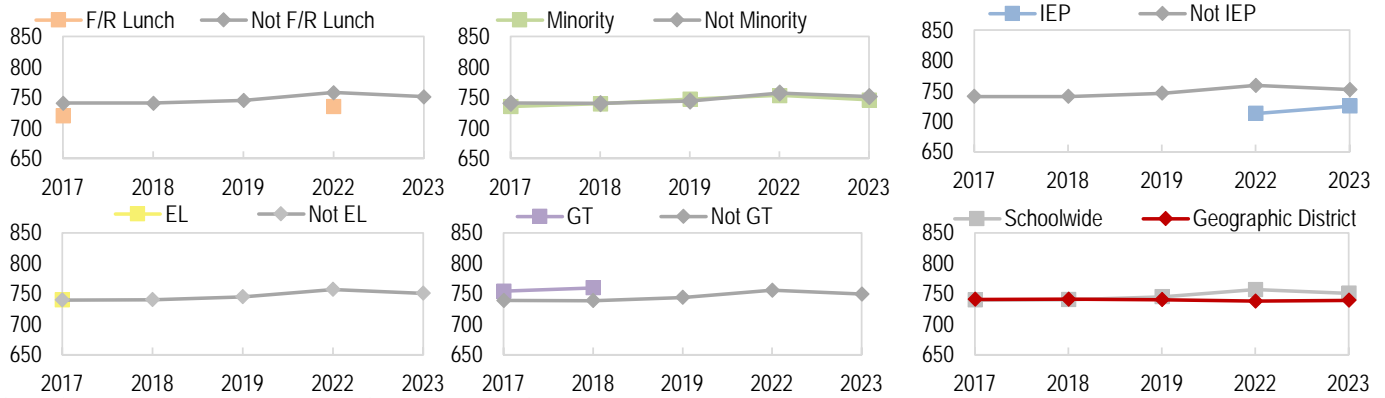
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

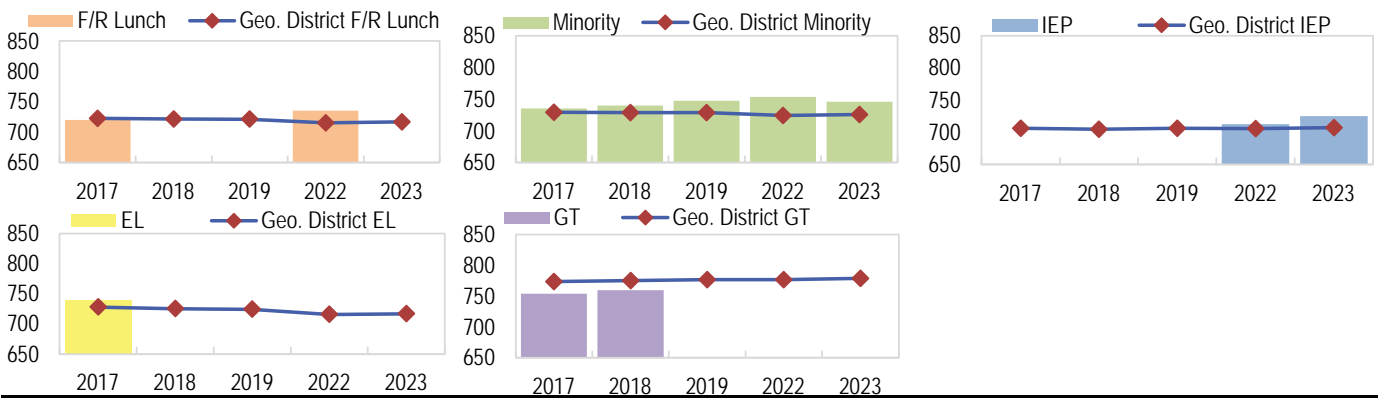
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	720.3	n<16	n<16	735.2	n<16
	N	740.8	740.7	745.4	758.0	751.3
Minority	Y	735.2	739.8	747.5	753.4	746.1
	N	740.9	740.3	744.3	757.3	751.7
IEP	Y	n<16	n<16	n<16	713.1	725.1
	N	740.8	741.1	746.0	758.9	752.2
EL	Y	739.8	n<16	n<16	n<16	n<16
	N	739.8	740.3	744.9	757.0	751.0
GT	Y	754.2	759.8	n<16	n<16	n<16
	N	739.1	738.8	744.1	755.9	749.6
Schoolwide		740	740	745	757	751

Geographic District Gap Trends over Time in Math						
CMAS Math		2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	722.6	721.8	721.4	715.5	716.8
	N	749.3	749.7	749.3	745.8	747.4
Minority	Y	729.4	728.9	728.7	724.1	725.6
	N	746.7	747.1	746.6	744.7	746.0
IEP	Y	706.5	704.8	706.4	705.9	707.1
	N	744.9	745.4	744.6	742.1	743.6
EL	Y	727.8	725.4	724.5	715.7	716.6
	N	742.6	742.8	742.3	740.1	741.4
GT	Y	773.8	775.4	777.1	776.9	778.8
	N	735.7	734.8	734.0	731.8	732.9
Geographic District		741	741	741	738	739

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

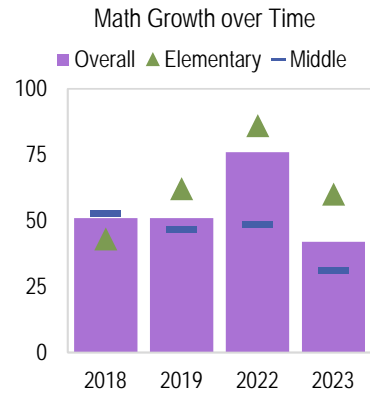
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, the school outperformed Jefferson County R-1. In 2023, the following subgroups outperformed the geo. district: minority, IEP, - additional details are available in the graphs.

## Mathematics Growth

### CMAS Math: School Status and Trends Tables and Graphs

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

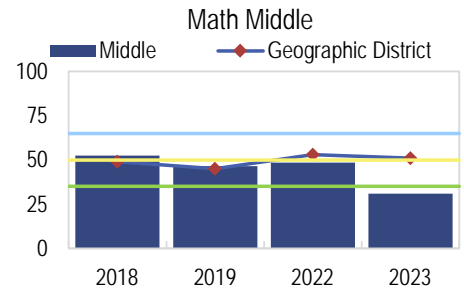
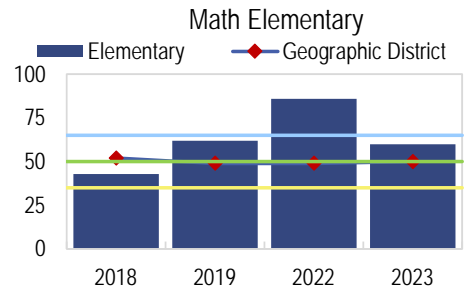
Growth over Time in Math								
CMAS Math	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	49	52.0	54	45.0	--	--	56	65.5
5	50	42.5	53	67.0	58	86.0	52	54.5
Elementary	99	43.0	107	62.0	58	86.0	108	60.0
6	50	54.5	52	50.0	--	--	59	42.0
7	35	65.0	43	46.0	44	48.5	48	24.0
8	37	28.0	39	41.0	--	--	38	22.0
Middle	122	52.5	134	46.5	44	48.5	145	31.0
Overall	221	51.0	241	51.0	102	76.0	253	42.0



### 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	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	5,805	47.0	5,637	49.0	--	--	4,714	51.0
5	5,843	51.0	5,784	46.0	4,133	49.0	4,667	48.0
Elementary	15,616	52.0	12,880	49.0	4,133	49.0	9,967	50.0
6	1,717	52.0	5,686	51.0	--	--	4,714	49.0
7	5,508	49.0	5,509	46.0	3,728	53.0	4,403	52.0
8	4,960	47.0	5,262	42.0	--	--	4,148	54.0
Middle	12,185	49.0	14,998	45.0	3,728	53.0	12,679	51.0
Overall	4,960	47.0	27,878	47.0	7,861	51.0	22,646	51.0

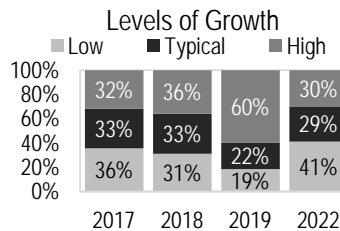


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the Math state assessment. From 2018 to 2023, overall student growth decreased. Since last year, student growth decreased by 34 percentile points. In 2023, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

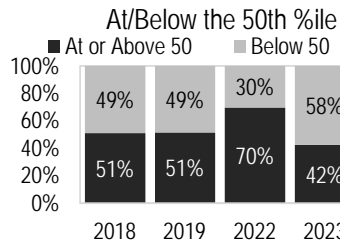
### CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
	2018	2019	2022	2023
Low (below 35)	36%	31%	19%	41%
Typical (35-65)	33%	33%	22%	29%
High (above 65)	32%	36%	60%	30%



Math At/Below 50th %ile				
CMAS Math	%Students			
	2018	2019	2022	2023
At or Above 50	51%	51%	70%	42%
Below 50	49%	49%	30%	58%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 41% 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 decreased from last year (70% to 42%). Since 2018, the percent of students at or above the 50th percentile has decreased (51% to 42%).

## Mathematics Subgroup Growth

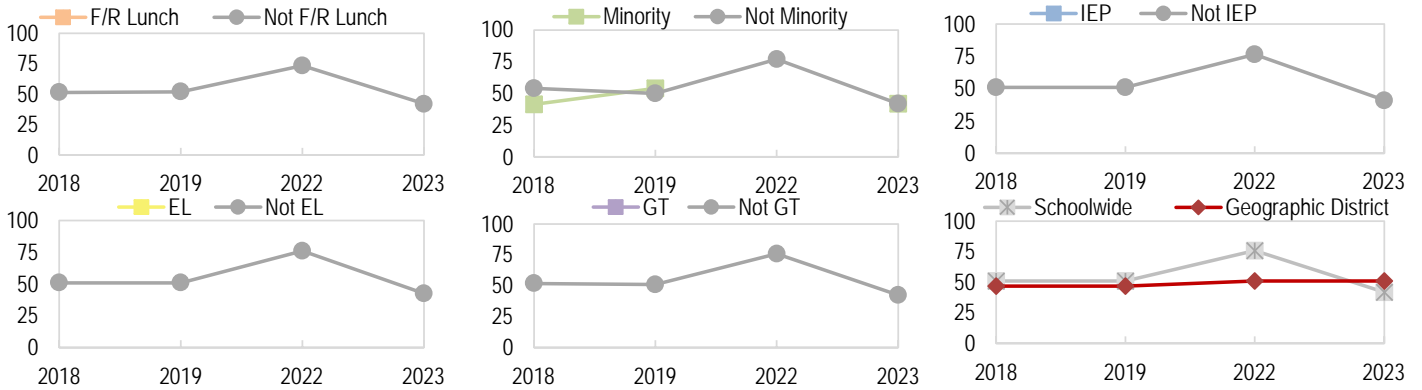
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

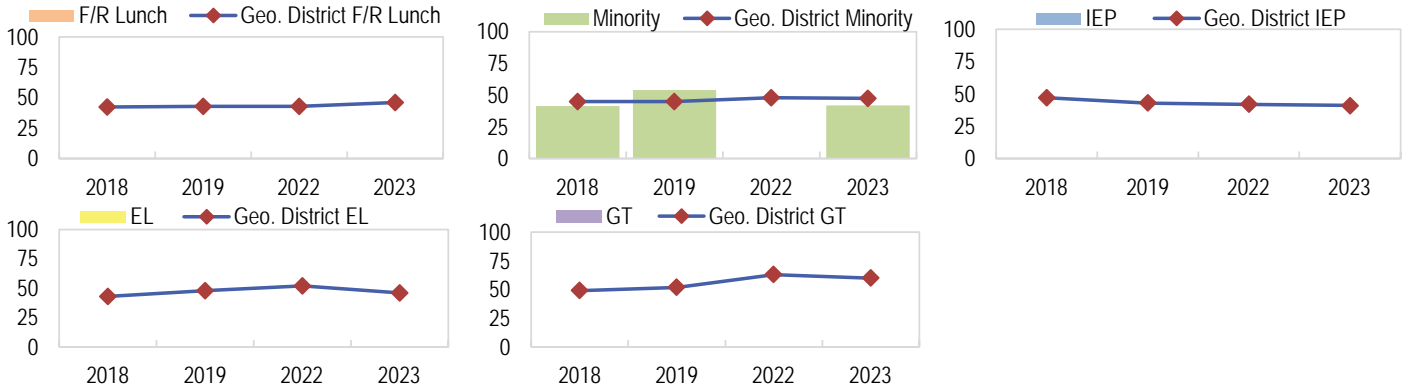
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	51.5	52.0	73.5	42.0
Minority	Y	41.5	54.0	n<20	42.0
	N	54.0	50.0	77.0	42.0
IEP	Y	n<20	n<20	n<20	n<20
	N	51.0	51.0	76.5	41.0
EL	Y	n<20	n<20	n<20	n<20
	N	51.0	51.0	76.0	42.5
GT	Y	n<20	n<20	n<20	n<20
	N	52.0	51.0	76.0	42.5
Schoolwide		51.0	51.0	76.0	42.0

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	42.5	43.0	43.0	46.0
	N	49.0	49.0	53.0	52.0
Minority	Y	45.0	45.0	48.0	47.5
	N	48.5	48.0	52.0	51.0
IEP	Y	47.0	43.0	42.0	41.0
	N	47.0	47.0	52.0	51.0
EL	Y	43.0	48.0	52.0	46.0
	N	47.0	47.0	51.0	50.0
GT	Y	49.0	52.0	63.0	60.0
	N	46.0	46.0	49.0	48.0
Geographic District		47.0	47.0	51.0	51.0

### CMAS Math: Subgroup Status and Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, overall, Jefferson County R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: minority, - 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? ^^

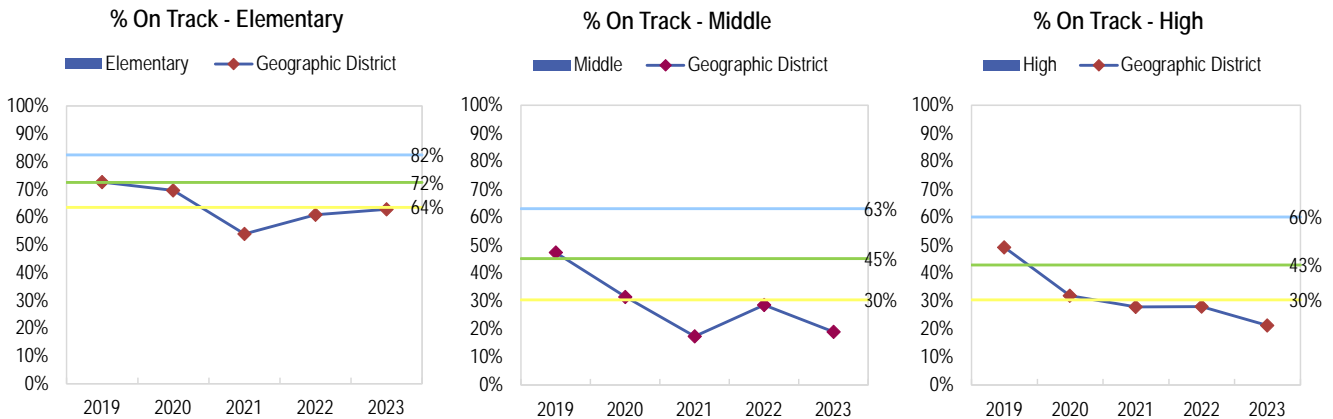
Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--
Middle	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--
High	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--

Geographic District Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	2,187	54.0	72.6%	1,929	51.0	69.6%	1,417	53.0	53.9%	1,358	52.0	60.8%	1,577	52.0	62.8%
Middle	546	50.0	47.4%	587	52.0	31.5%	474	44.0	17.4%	384	56.0	28.6%	389	47.0	19.0%
High	729	57.0	49.2%	585	55.0	31.9%	426	52.0	27.9%	439	54.0	28.0%	537	48.0	21.3%
Overall	3,462	54.0	63.7%	3,101	52.0	55.2%	2,317	51.0	42.6%	2,181	53.0	50.0%	2,503	50.0	46.9%

^^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	
<i>Not applicable.</i>	

## 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	2017		2018		2019 <sup>^</sup>		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	34	531	40	496	48	516	46	553
PSAT (10th)*	26	555	33	556	35	549	42	601	40	566
PSAT (9th&10th)	--	--	67	543	75	520	90	555	86	559
SAT (11th)	n<16	--	23	626	25	576	41	592	42	628
Overall	35	576	90	564	100	534	131	567	128	581

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2017		2018		2019 <sup>^</sup>		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	n<16	--	5,921	473	5,362	468	5,248	468
PSAT (10th)*	5,796	494	5,760	496	5,791	497	5,105	501	5,124	498
PSAT (9th&10th)	--	--	11,922	483	11,712	485	10,467	484	10,372	483
SAT (11th)	5,853	537	5,723	533	5,449	528	5,227	527	5,133	531
Overall	11,649	516	17,645	500	17,161	499	15,694	498	15,505	499

\*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.

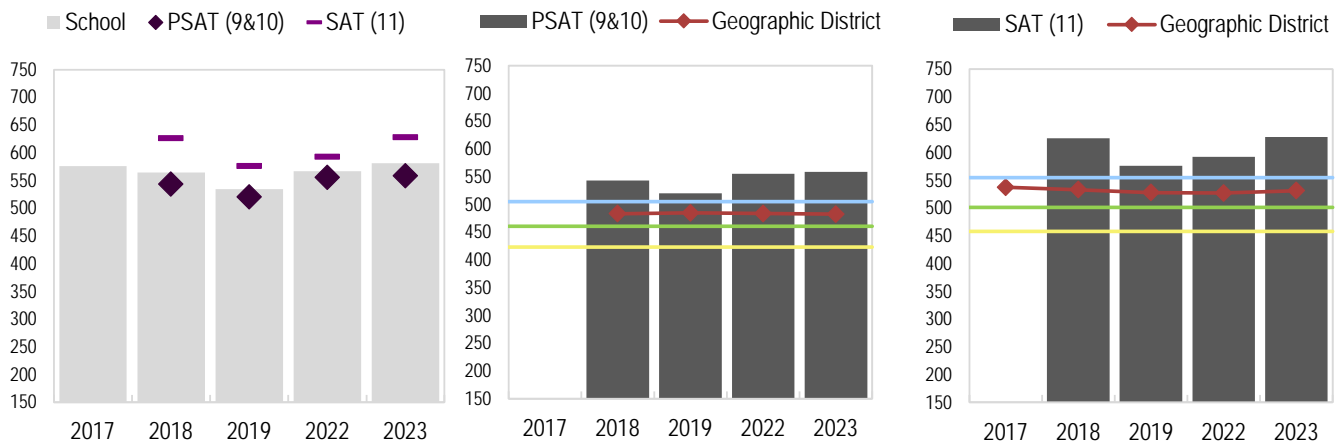
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

### 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 2023, overall student achievement increased by 17 scale score points. Since last school year, overall mean scale score increased by 14.4 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 82.5 scale score points.

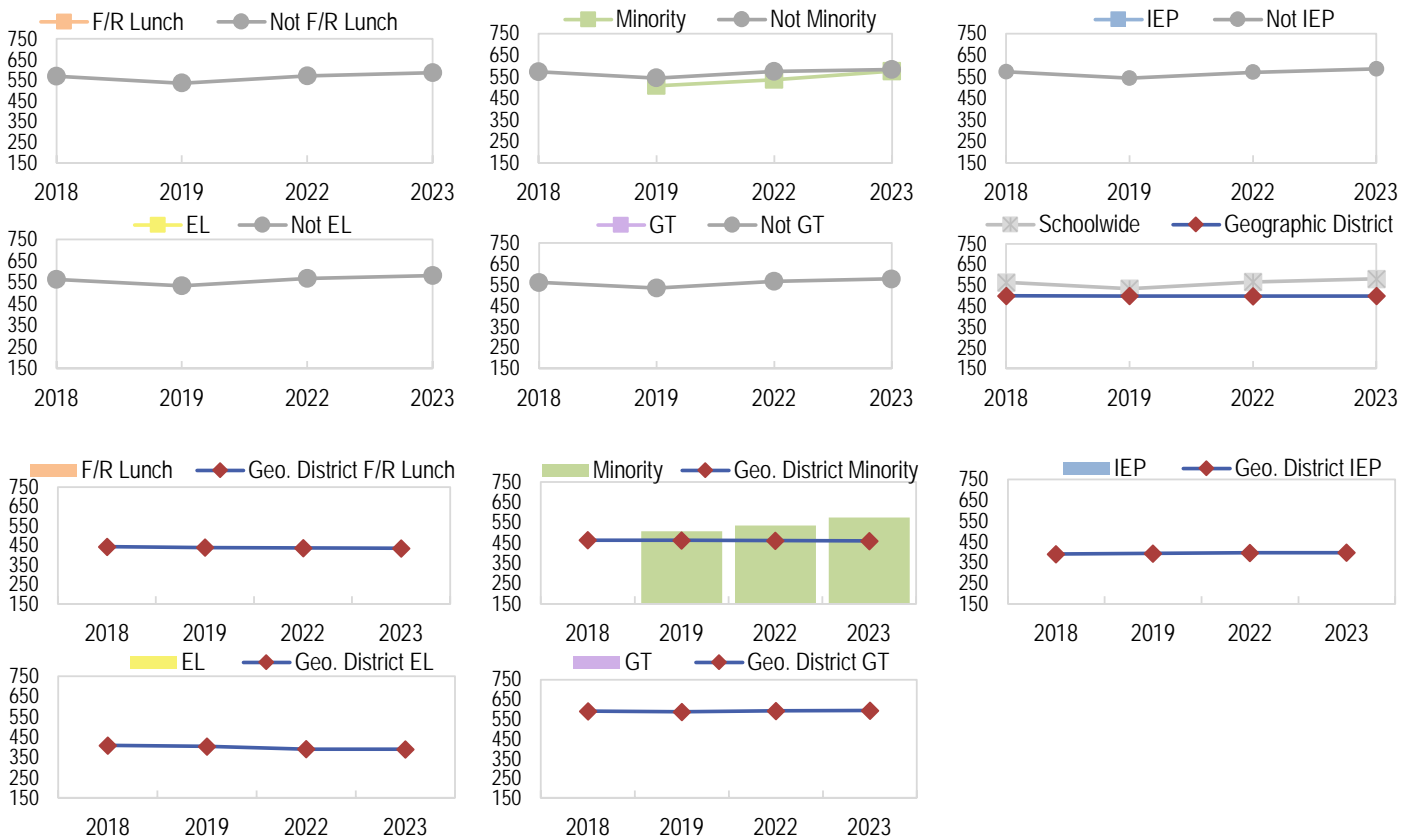
## Evidence-Based Reading and Writing Subgroup Achievement

### 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?

PSAT/SAT EBRW	2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16	n<16
	N	576	569	536	571
Minority	Y	n<16	n<16	508	536
	N	580	573	543	574
IEP	Y	n<16	n<16	n<16	n<16
	N	576	572	542	571
EL	Y	n<16	n<16	n<16	n<16
	N	577	564	534	568
GT	Y	n<16	n<16	n<16	n<16
	N	573	562	535	567
Schoolwide		576	564	534	567

PSAT/SAT EBRW	2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	459	444	439	437
	N	535	519	518	514
Minority	Y	479	463	463	461
	N	533	517	516	517
IEP	Y	402	391	394	396
	N	525	509	506	507
EL	Y	462	408	404	390
	N	523	506	505	505
GT	Y	623	590	586	591
	N	500	477	475	478
Geographic District		516	500	499	498



#### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-minority students outperformed their minority peers, overall, the school outperformed District. In 2023, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

## Evidence-Based Reading and Writing Growth

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

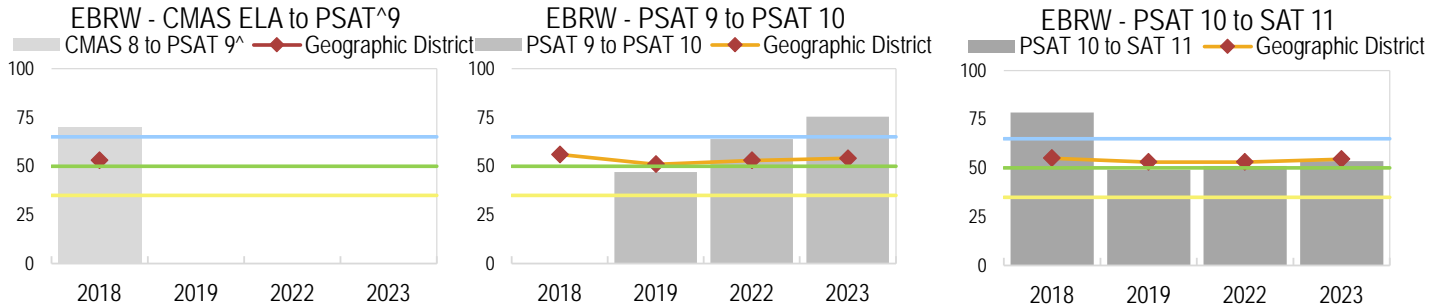
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	21	70.0	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	--	--	31	47.0	37	64.0	38	75.5
PSAT 10 to SAT 11	22	78.5	21	49.0	39	51.0	38	53.5
Overall	44	62.5	52	48.5	76	58.5	76	62.5

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

Geographic District Growth over Time in EBRW								
PSAT/SAT EBRW	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	5,529	53.0	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	4,830	56.0	5,556	51.0	4,359	53.0	4,778	54.0
PSAT 10 to SAT 11	5,337	55.0	5,166	53.0	4,527	53.0	4,678	54.5
Overall	15,696	55.0	10,722	52.0	8,886	53.0	9,456	54.0

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



#### Growth Status and Local Comparison Narrative

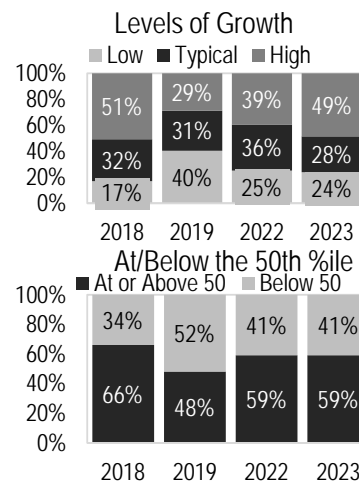
The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth increased by 4 percentile points. In 2023, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

### PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
Low (below 35)	17%	40%	25%	24%
Typical (35-65)	32%	31%	36%	28%
High (above 65)	51%	29%	39%	49%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
At or Above 50	66%	48%	59%	59%
Below 50	34%	52%	41%	41%



#### Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 24% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 49% of students. The percent of students at or above the 50th percentile has decreased from last year (59% to 59%). Since 2018, the percent of students at or above the 50th percentile has decreased (66% to 59%).

## Evidence-Based Reading and Writing Subgroup Growth

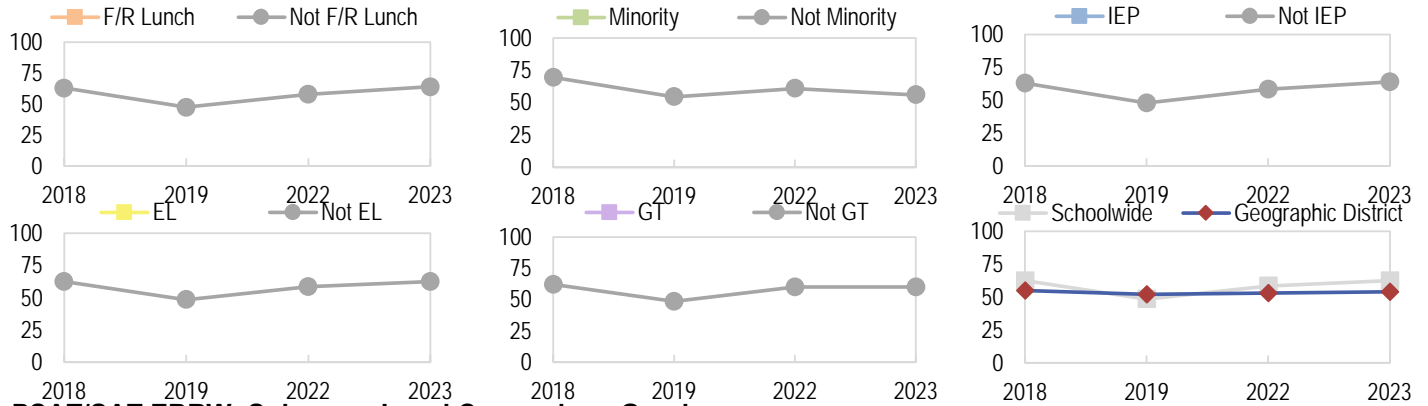
### PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

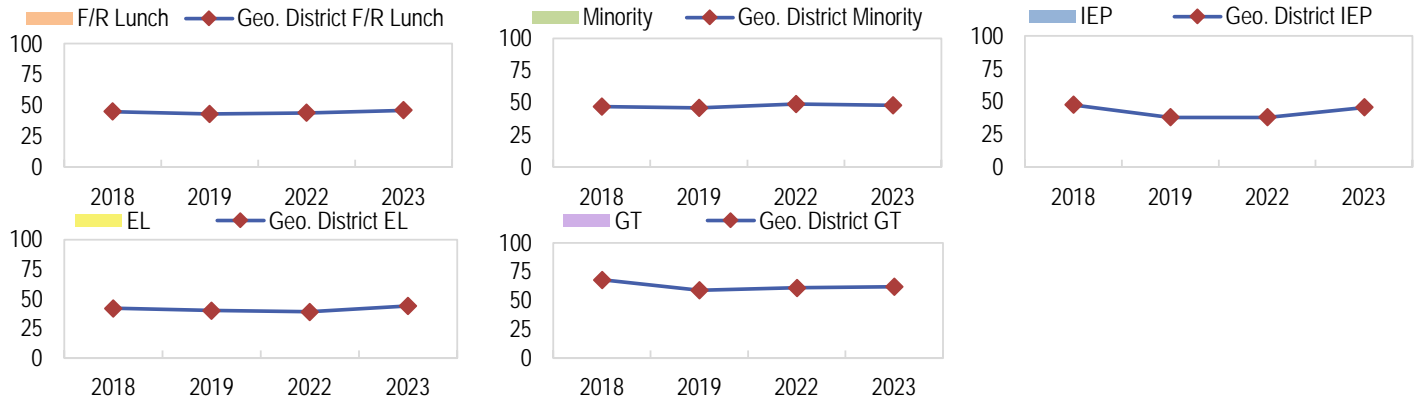
PSAT/SAT	2018	2019	2022	2023
Student	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20
Lunch	N	63.0	47.5	58.0
Minority	Y	n<20	n<20	n<20
	N	69.5	54.5	61.0
IEP	Y	n<20	n<20	n<20
	N	63.0	48.0	58.5
EL	Y	n<20	n<20	n<20
	N	62.5	48.5	58.5
GT	Y	n<20	n<20	n<20
	N	62.0	48.5	60.0
Schoolwide		62.5	48.5	58.5

PSAT/SAT EBRW	2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	45.0	43.0	44.0
Lunch	N	58.0	55.0	56.0
Minority	Y	47.0	46.0	49.0
	N	58.0	54.0	55.0
IEP	Y	47.5	38.0	38.0
	N	55.0	52.0	54.0
EL	Y	42.0	40.0	39.0
	N	56.0	52.0	54.0
GT	Y	68.0	59.0	61.0
	N	51.0	50.0	52.0
Geographic District		55.0	52.0	53.0

### PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



### PSAT/SAT EBRW: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed Jefferson County R-1. In 2023, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

## Math Achievement

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

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

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

Achievement over Time in Math										
PSAT/SAT Math	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Grade/Level										
PSAT (9th) <sup>*</sup>	--	--	34	478	40	459	48	498	46	522
PSAT (10th) <sup>*</sup>	26	529	33	505	35	504	42	529	40	519
PSAT (9th&10th)	--	--	67	491	75	480	90	513	86	521
SAT (11th)	n<16	--	23	594	25	563	41	578	42	599
Overall	35	547	90	518	100	501	131	533	128	546

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Grade/Level										
PSAT (9th) <sup>*</sup>	--	--	n<16	--	5,929	472	5,365	456	5,263	464
PSAT (10th) <sup>*</sup>	5,796	485	5,768	485	5,791	484	5,110	478	5,143	475
PSAT (9th&10th)	--	--	11,935	477	11,720	478	10,475	467	10,406	469
SAT (11th)	5,854	526	5,723	523	5,449	524	5,230	511	5,155	513
Overall	11,650	506	17,658	492	17,169	493	15,705	481	15,561	484

\*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.

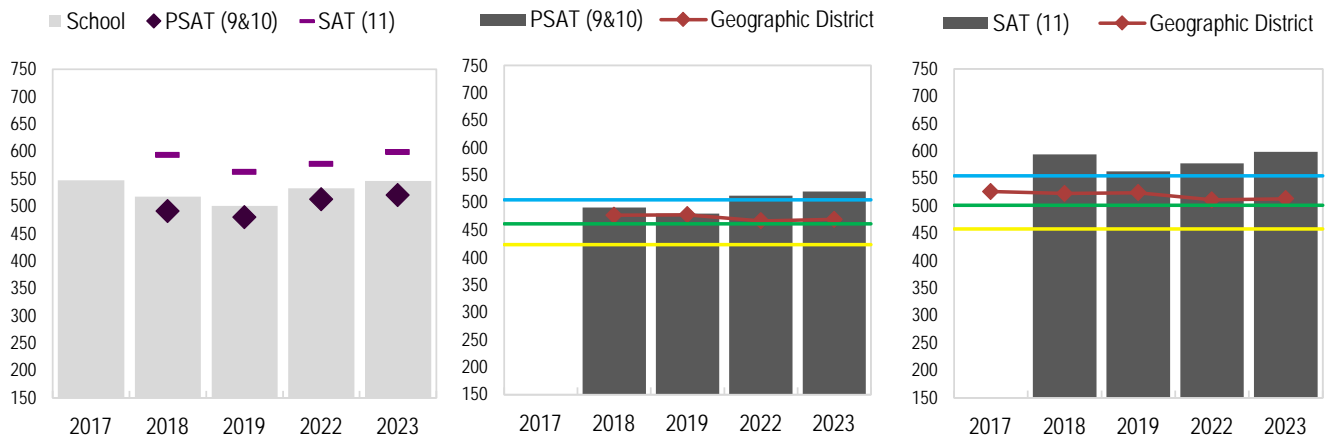
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

Math - Schoolwide

Math - PSAT (9&10)

Math - SAT (11)



#### 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 2023, overall student achievement increased by 28.7 scale score points. Since last school year, overall mean scale score increased by 13.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 62.4 scale score points.

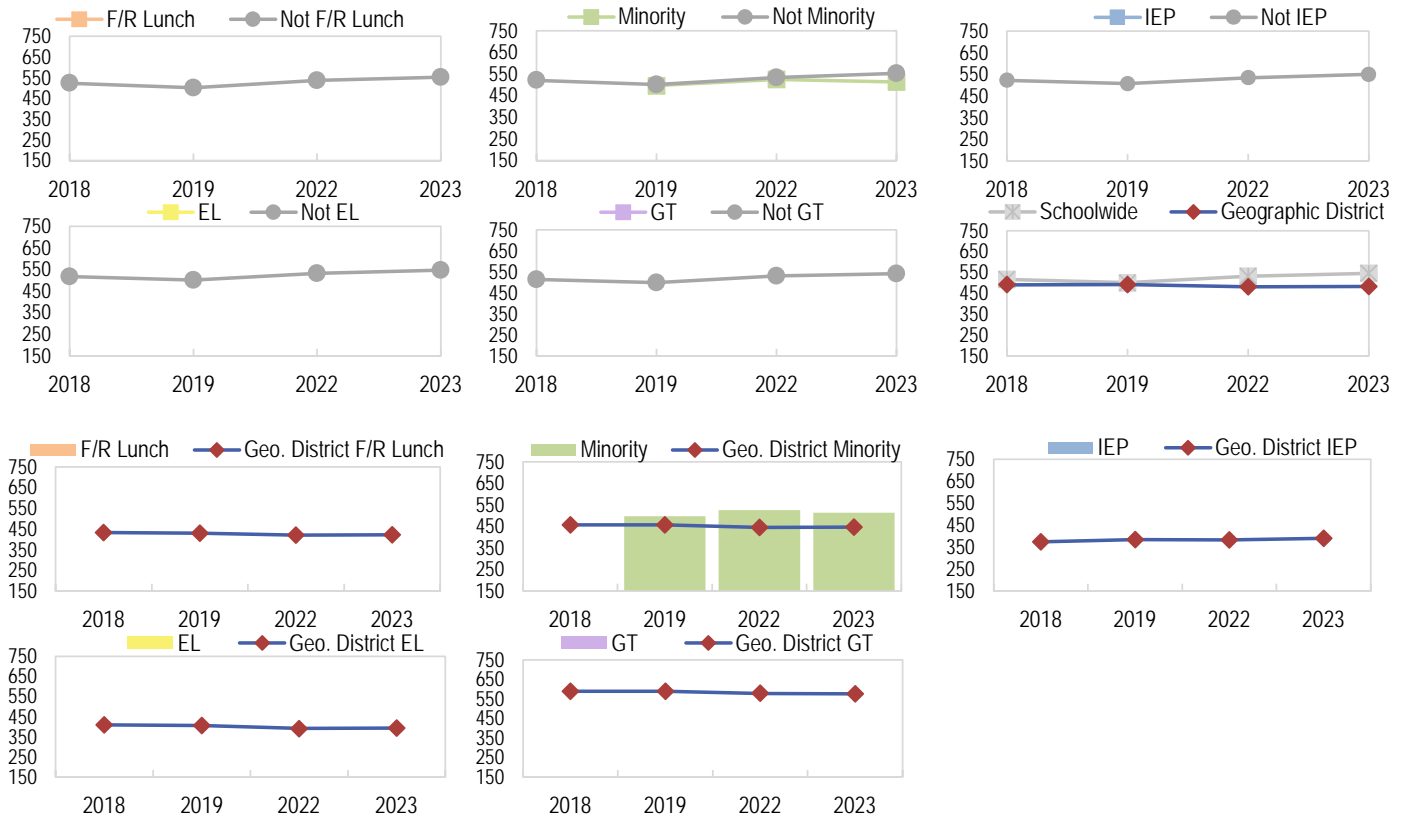
## Math Subgroup Achievement

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

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

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	n<16	n<16	n<16
	N	547	524	502	537	552
Minority	Y	n<16	n<16	497	525	514
	N	551	522	502	535	554
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	547	524	508	535	551
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	548	518	501	533	548
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	546	515	499	532	542
Schoolwide		547	518	501	533	546

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	451	434	431	420	423
	N	525	512	513	497	501
Minority	Y	472	457	458	446	447
	N	522	509	510	499	503
IEP	Y	390	374	384	383	391
	N	515	502	501	490	492
EL	Y	464	410	407	392	394
	N	511	498	499	487	490
GT	Y	615	589	590	579	576
	N	490	468	467	461	464
Geographic District		506	492	493	481	484



#### Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-minority students outperformed their minority peers, overall, the school outperformed District. In 2023, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

## Math Growth

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

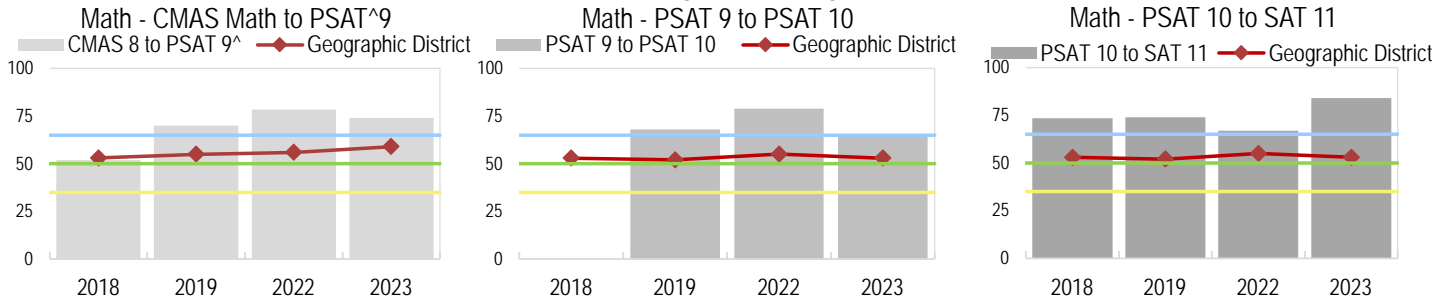
-Are students making sufficient growth on state assessments over time?

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

Growth over Time in Math								
PSAT/SAT Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	23	52.0	29	70.0	36	78.5	33	74.0
PSAT 9 to PSAT 10	--	--	31	68.0	37	79.0	38	65.0
PSAT 10 to SAT 11	22	73.5	21	74.0	39	67.0	38	84.0
Overall	67	58	81	69.0	112	72.0	109	74.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	5,386	53.0	4,920	55.0	3,511	56.0	4,197	59.0
PSAT 9 to PSAT 10	4,451	53.0	5,556	52.0	4,359	55.0	4,778	53.0
PSAT 10 to SAT 11	5,337	53.0	5,166	52.0	4,527	55.0	4,678	53.0
Overall	15,174	53.0	15,642	53.0	12,393	55.0	13,649	55.0

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



#### Growth Status and Local Comparison Narrative

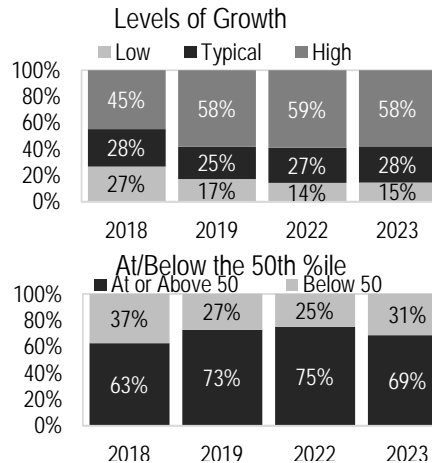
The graphs above show schoolwide growth on the Math state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth increased by 2 percentile points. In 2023, overall student growth exceeded state expectations. Overall student growth was above the geo. district. 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	2018	2019	2022	2023
Low (below 35)	27%	17%	14%	15%
Typical (35-65)	28%	25%	27%	28%
High (above 65)	45%	58%	59%	58%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2018	2019	2022	2023
At or Above 50	63%	73%	75%	69%
Below 50	37%	27%	25%	31%



#### Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 15% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 58% of students. The percent of students at or above the 50th percentile has decreased from last year (75% to 69%). Since 2018, the percent of students at or above the 50th percentile has increased (63% to 69%).

## Math Subgroup Growth

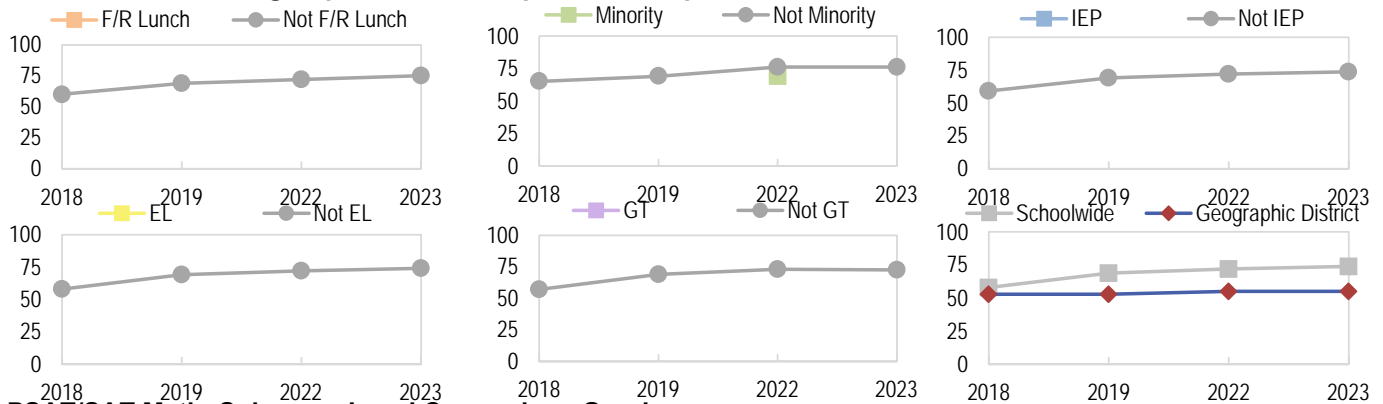
### PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

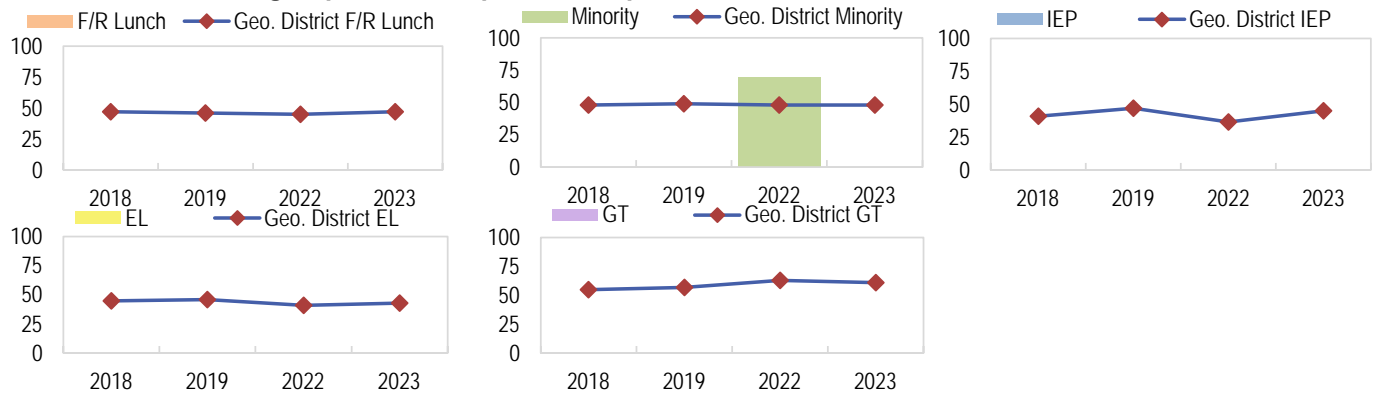
PSAT/SAT Math	2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y n<20	n<20	n<20	n<20
	N	60.0	69.0	72.0
Minority	Y n<20	n<20	69.0	n<20
	N	65.0	69.0	76.0
IEP	Y n<20	n<20	n<20	n<20
	N	59.0	69.0	72.0
EL	Y n<20	n<20	n<20	n<20
	N	58.0	69.0	72.0
GT	Y n<20	n<20	n<20	n<20
	N	57.0	69.0	73.0
Schoolwide		58.0	69.0	72.0

PSAT/SAT Math	2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	47.0	46.0	45.0
	N	55.0	56.0	57.0
Minority	Y	48.0	49.0	48.0
	N	55.0	55.0	57.0
IEP	Y	41.0	47.0	36.5
	N	54.0	54.0	56.0
EL	Y	45.0	46.0	41.0
	N	54.0	54.0	56.0
GT	Y	55.0	57.0	63.0
	N	53.0	52.0	53.0
Geographic District		53.0	53.0	55.0

### PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



### PSAT/SAT Math: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed Jefferson County R-1. In 2023, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

**Postsecondary and Workforce Readiness Additional Indicators**

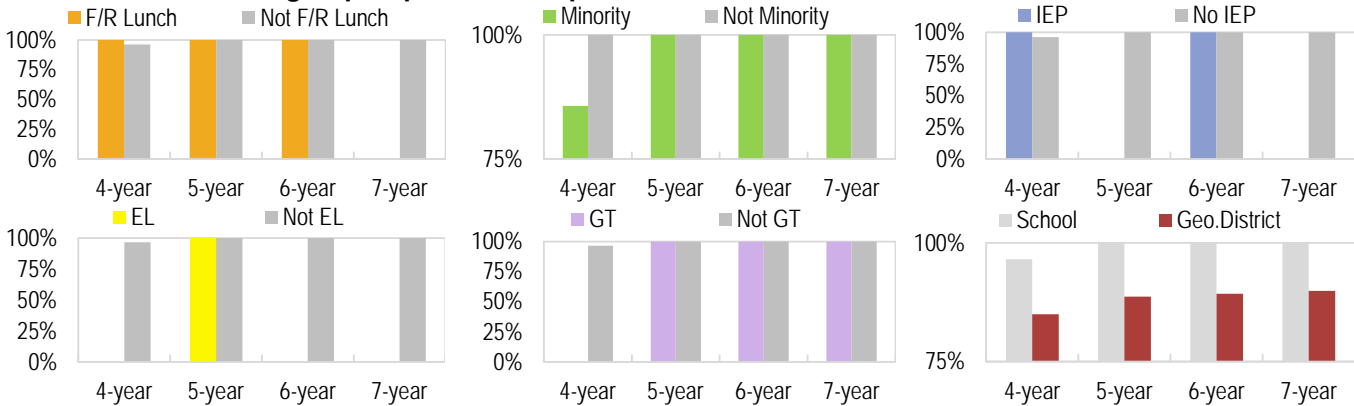
**Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables**

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

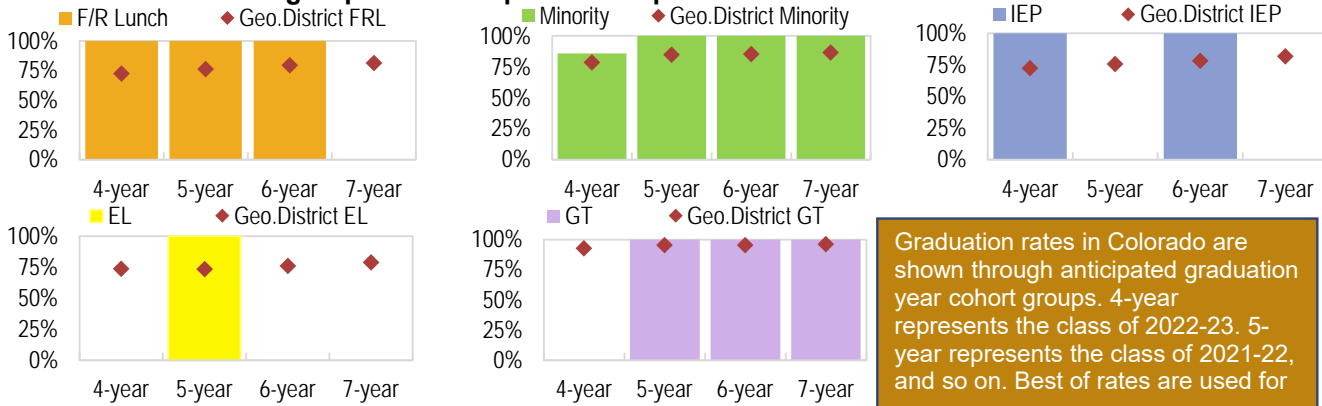
Subgroup Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
Student Subgroup						
F/R Lunch	Y	4-year	100%	100%	100%	--
	N	5-year	96%	100%	100%	100%
Minority	Y	5-year	86%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	4-year	100%	--	100%	--
	N	5-year	96%	100%	100%	100%
EL	Y	5-year	--	100%	--	--
	N	5-year	97%	100%	100%	100%
GT	Y	5-year	--	100%	100%	100%
	N	5-year	97%	100%	100%	100%
Schoolwide		5-year	97%	100%	100%	100%

Geographic District Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
Student Subgroup						
F/R Lunch	Y	7-year	72%	76%	79%	81%
	N	7-year	92%	95%	95%	95%
Minority	Y	7-year	78%	85%	85%	86%
	N	7-year	88%	91%	91%	92%
IEP	Y	7-year	72%	76%	78%	82%
	N	7-year	86%	90%	90%	91%
EL	Y	7-year	74%	73%	76%	79%
	N	7-year	86%	90%	90%	91%
GT	Y	7-year	93%	96%	96%	96%
	N	7-year	83%	87%	88%	88%
Geographic District		7-year	85%	89%	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 2022-23, 5-year represents the class of 2021-22, and so on. Best of rates are used for

**Graduation Rate Subgroup Status and Local Comparison Narrative**

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate is the 5 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 90%. 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 5 year rate of 100%. The best of rate for students with disabilities is the 4 year rate of 100%. The best of rate for English Learners is the 5 year rate of 100%. The best of rate for gifted students is the 5 year rate of 100%.

## Postsecondary and Workforce Readiness Additional Indicators

### Dropout Rate: Subgroup Status and Gap Trends Tables

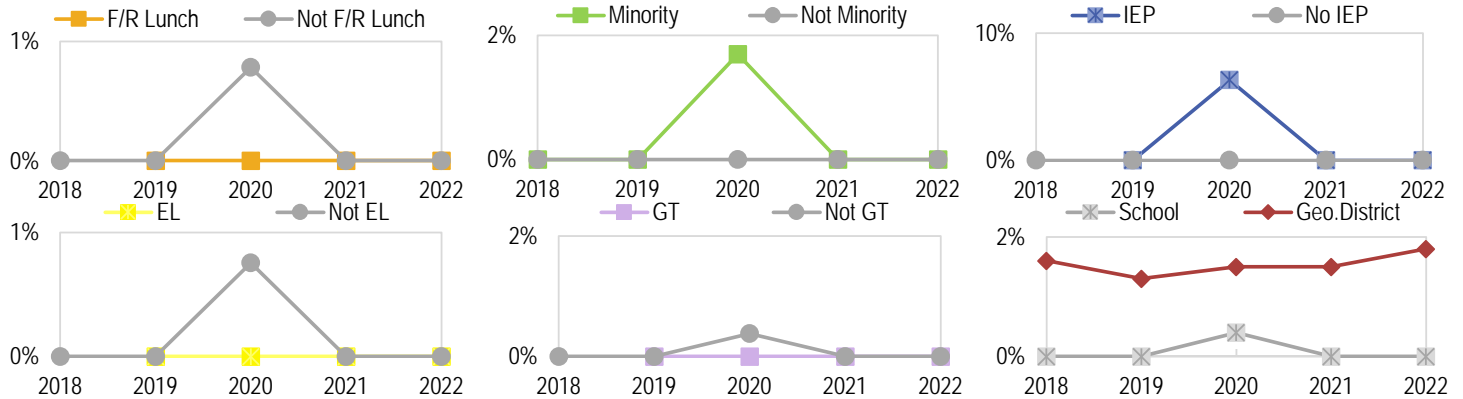
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

Dropout rates for CARS include students from 7th to 12th grade. State accountability dropout rates only include students from 9th to 12th grade.

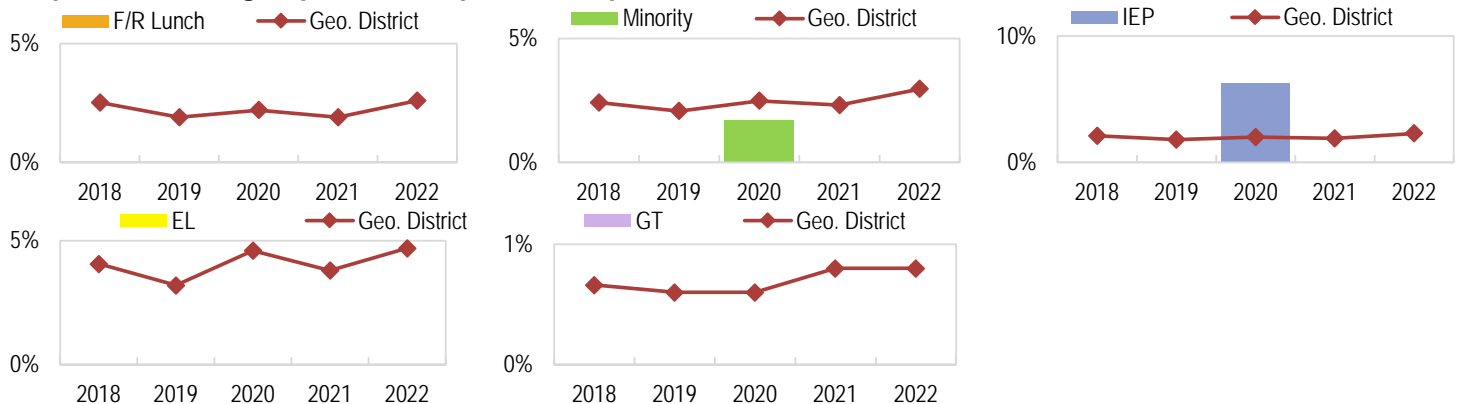
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.4%	0.0%	0.0%
Minority	Y	0.0%	0.0%	1.7%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	--	0.0%	6.3%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	--	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.4%	0.0%	0.0%
GT	Y	--	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.4%	0.0%	0.0%
Schoolwide		0.0%	0.0%	0.4%	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.5%	1.9%	2.2%	1.9%	2.6%
	N	1.2%	1.0%	1.1%	1.3%	1.4%
Minority	Y	2.4%	2.1%	2.5%	2.3%	3.0%
	N	1.6%	0.9%	0.9%	1.0%	1.1%
IEP	Y	2.1%	1.8%	2.0%	1.9%	2.3%
	N	1.6%	1.2%	1.4%	1.4%	1.7%
EL	Y	4.1%	3.2%	4.6%	3.8%	4.7%
	N	1.4%	1.1%	1.2%	1.3%	1.6%
GT	Y	0.3%	0.3%	0.3%	0.4%	0.4%
	N	1.9%	1.5%	1.7%	1.7%	2.0%
Geographic District		1.6%	1.3%	1.5%	1.5%	1.8%

### Dropout Rate: Subgroup Status and Gap Trends Graphs



### Dropout Rate: Subgroup Local Comparison Graphs



### Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates 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	2019 <sup>^</sup>		2020 <sup>*</sup>		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	-	3	14.3%	5	20.8%	3	9.7%	2	7.1%
4 year	--	-	8	38.1%	13	54.2%	16	51.6%	11	39.3%
CTE	--	-	1	4.8%	1	4.2%	0	0.0%	0	0.0%
Schoolwide	--	-	11	52.4%	18	75.0%	19	61.3%	13	46.4%

Geo. District Matriculation Rate Trends over Time										
Matriculation	2019 <sup>^</sup>		2020 <sup>*</sup>		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	773	12.8%	--	--	611	10.7%	572	9.5%	735	12.9%
4 year	2,808	46.5%	--	--	2,429	42.5%	2,478	41.3%	2,292	40.1%
CTE	549	9.1%	--	--	890	15.6%	836	13.9%	620	10.8%
Geo. District	3,895	64.5%	--	--	3,565	62.3%	3,558	59.3%	3,265	57.1%

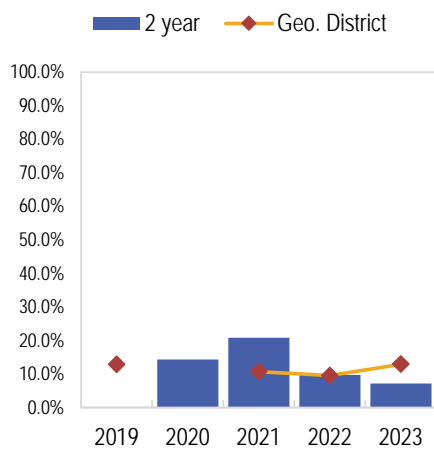
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2022-23) represent outcomes for the class of 2021-22 and data for the 2021-22 reporting year represent outcomes for the class of 2020-21, and so on. Schoolwide matriculation rates are the only rates used for

<sup>^</sup> CDE renormed matriculation benchmarks in the 2018-19 school year.

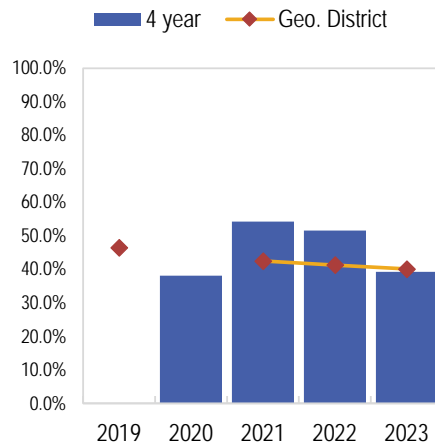
<sup>\*</sup> Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

### Matriculation Rate: School Status and Local Comparison Graphs

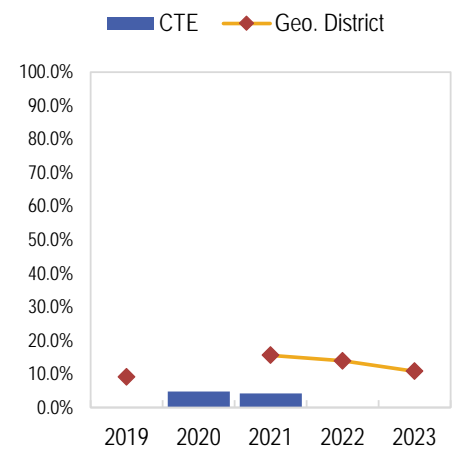
2 Year Matriculation Rates



4 Year Matriculation Rates



CTE Matriculation Rates



### Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Jefferson County R-1. In 2022, school matriculation rates did not meet state expectations and were below the geo. district. Since last year, schoolwide matriculation rates decreased from 61% to 46%.

**Academic Performance Metrics**

School Observations

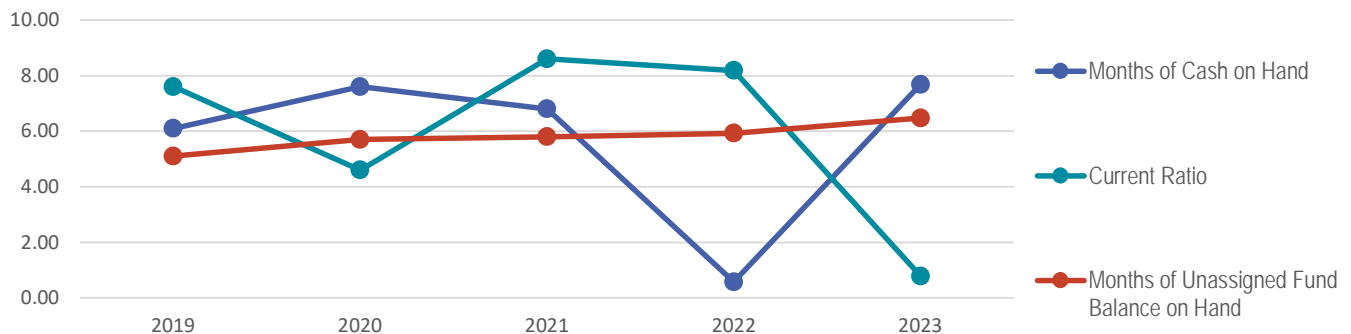
\*OPTIONAL\* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

## Fiscal Years 2019-2023 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	2019	2020	2021	2022	2023
Operating Margin	10.6%	7.0%	6.7%	8.6%	7.8%
Months of Cash on Hand	6.10	7.60	6.80	0.57	7.68
Current Ratio	7.60	4.60	8.60	8.19	0.78
Months of Unassigned Fund Balance on Hand	5.10	5.70	5.80	5.93	6.47
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



### Enrollment

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

Enrollment					
Metric	2019	2020	2021	2022	2023
Funded Pupil Count (FPC) Current-Year Variance	-0.2%	0.7%	0.9%	2.6%	3.4%
Change in FPC from Prior-Year	100.0%	2.5%	6.4%	3.5%	4.7%

### 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	2019	2020	2021	2022	2023
Months of Cash on Hand	--	0.00	0.00	6.37	6.37
Current Ratio	--	44.20	0.00	--	--
Debt to Asset Ratio	--	1.00	0.00	0.00	0.00
Change in Net Position	--	(\$518,105)	\$0	(\$997,445)	(\$1,564,844)

### 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	2019	2020	2021	2022	2023
Debt to Asset Ratio	1.65	0.93	1.25	1.20	1.18
Change in Net Position	(\$831,885)	\$6,515,374	(\$6,261,421)	(\$337,022)	\$186,048
Default	No	No	No	No	No

**Fiscal Years 2019-2023 Financial Results**

**Financial Performance Narrative**

Goldenview ended the year with sufficient reserves to satisfy the TABOR reserve requirement and a positive change in net position. The school's funded-pupil count came in higher than budget by 3.4% and 5% higher than the prior year. The school's governmental funds ended the year with 7.68 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 7.8%.

**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 2022-23 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 2022-23 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*
- *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 2022-23 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 2022-23 school year. The school reported no statutory violations in their Assurances for Financial Accreditation in the 2022-23 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 2022-23 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2022-23 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2022-23 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 2022-23 school year.

## Organizational Performance Metrics

### Organizational Performance Additional Narrative

Overall, the school exhibited strong operational performance in the 2022-23 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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