Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2023-2024

Colorado Early Colleges - Douglas County

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COLORADO
CHARTER SCHOOL INSTITUTE

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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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 verfied by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks (ryanmarks@csi.state.co.us)
Financial Performance: Dave Sever (davesever@csi.state.co.us)
Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (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., NWEA). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

CSI Performance Framework

Academic Performance Framework*
1. Academic Achievement a. How are students achieving on state assessments? b. How are students achieving on state assessments over time? c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend? d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers? **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? **3. Postsecondary and Workforce Readiness** a. How are students achieving on state assessments for postsecondary readiness? b. To what extent are students graduating high school? c. To what extent are students dropping out of high school? d. To what extent 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 2019 to 2024. 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.

CSI Performance Framework

Financial Performance Framework

1. Enrollment

a. How has the school's enrollment varied over time?

2. Debt

a. How has the school been able to cover its debt obligations?

b. To what extent has the school relied on borrowed funds to finance its operations?

3. Balance Sheet

a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpecte

b. How has the school's unassigned fund balanced changed over time?

c. To what extent can the school pay its short-term obligations?

4. Operating Margin

a. To what extent is the school living within their means?

b. How has the school's operating margin changed over time?

Organizational Performance Framework

1. Governance

a. Is the school complying with applicable education requirements?

2. Education Program

a. How is the school fulfilling obligations and expectations relating to the educational program?

b. How successful is the school producing positive academic outcomes? (see academic measures)

3. Diversity, Equity of Access, and Inclusion

a. How is the school protecting the rights of all students?

b. How is the school supporting students to read at grade-level?

c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible?

3. Financial Management

a. How is the school satisfying financial reporting and compliance requirements?

b. How accurately is the school able to project enrollment?

c. How effectively is the school able to manage and spend grant funds?

4. School Operations and Environment

a. How is the school fulfilling obligations and expectations relating to operational requirements?

b. Is the school soliciting feedback from stakeholders and sharing with the community?

c. How stable is the student population during the school year?

d. To what extent are students returning to the school the following school year?

5. Additional Obligations

a. How is the school complying with all other obligations?

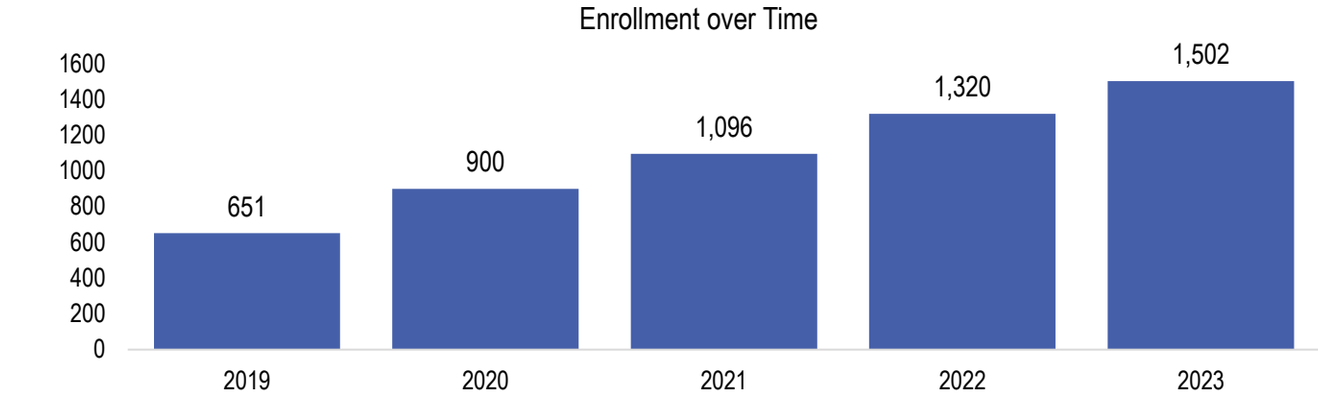
Additional information about the CSI Performance Framework can be found at
https://www.csi.state.co.us/about/school-accountability/

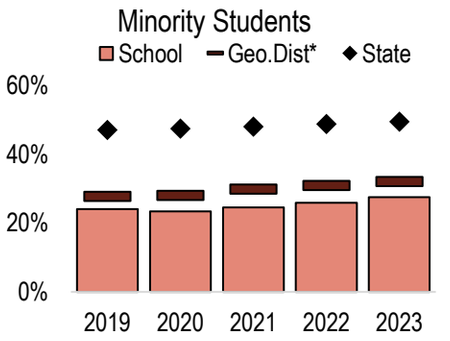
Colorado Early Colleges - Douglas County Overview

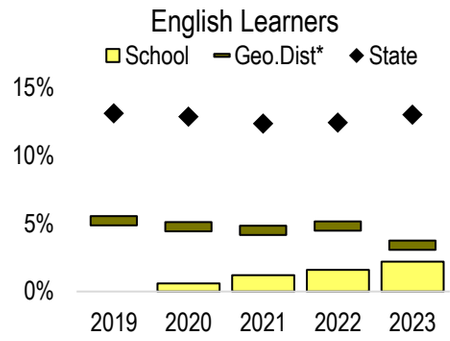
Year Opened/Transferred: 2014-2015
Grades Served: 6-12
School Model: Early College

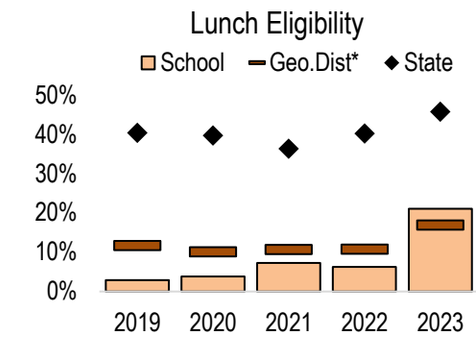
Town/City: Parker/Castle Rock/Inverness
District of Residence: Douglas County
Original Application Type: Replication

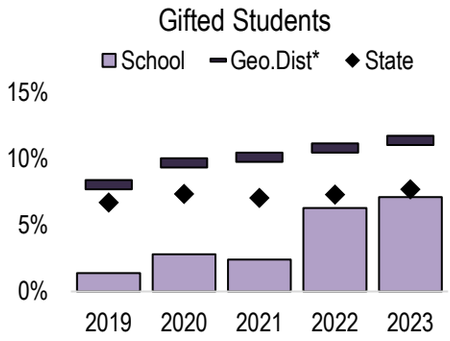
Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	**651**	**900**	**1,096**	**1,320**	**1,502**
F/R Lunch	2.9%	3.8%	7.3%	6.3%	21.0%
Minority	24.1%	23.4%	24.5%	25.9%	27.6%
IEP	1.7%	2.4%	2.5%	3.7%	3.9%
EL	0.0%	0.6%	1.2%	1.6%	2.2%
Gifted	1.4%	2.8%	2.4%	6.3%	7.1%
504	7.5%	7.7%	8.3%	8.0%	8.7%

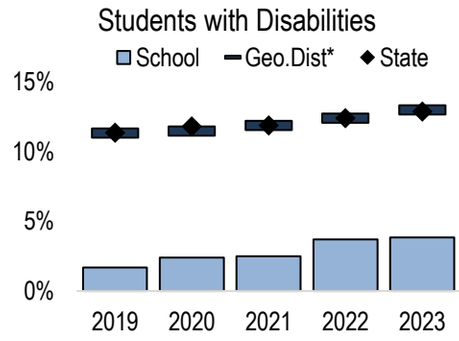


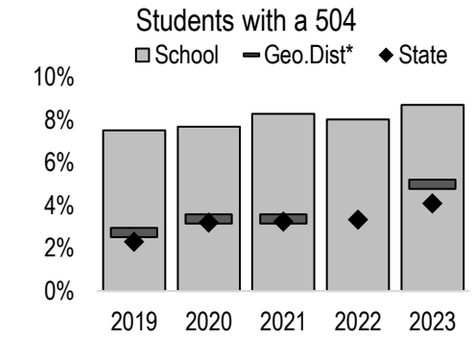












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files representing all students.
*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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 or equal to 71.8% Points Earned*

Performance: *Between 53% to 71.7% 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 (Points Earned: 87.9%)
Elementary School Rating	--
Middle School Rating	--
High School Rating	Performance (Points Earned: 87.9%)
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	766	600	78.3%	163	99.5%	**Meets 95%**
Math	766	600	78.3%	163	99.5%	**Meets 95%**
Science	302	70	23.2%	230	97.2%	**Meets 95%**

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	N/A	N/A	N/A	N/A	N/A	**N/A**
CMAS Math	N/A	N/A	N/A	N/A	N/A	**N/A**
CMAS Science	302	70	23.2%	230	97.2%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	766	600	78.3%	163	99.5%	**Meets 95%**
PSAT/SAT Math	766	600	78.3%	163	99.5%	**Meets 95%**

English Language Arts Achievement

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

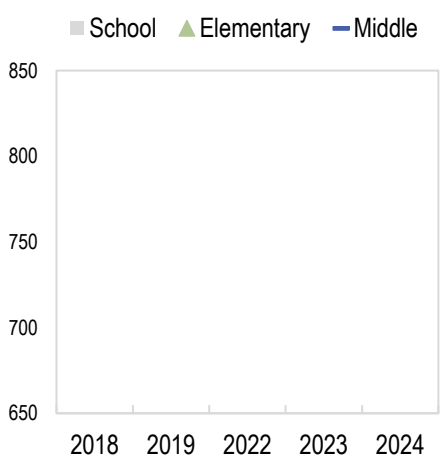
-How are students achieving on state assessments in English Language Arts over time?
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**

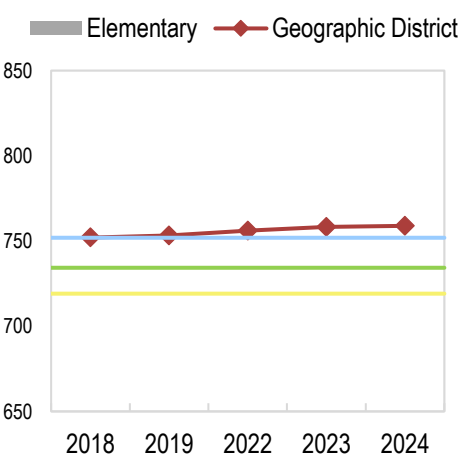
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	4,570	748	4,425	750	4,044	755	4,050	756	3,987	757
4	4,552	753	4,607	753	4,068	754	4,043	756	4,052	756
5	4,590	753	4,580	755	4,109	757	4,063	761	4,055	761
Elementary	15,910	752	15,791	753	13,931	756	13,948	758	13,837	759
6	4,599	754	4,565	756	4,062	758	3,997	759	4,056	762
7	4,342	751	4,471	754	4,004	756	3,836	761	3,853	763
8	3,990	748	4,068	750	3,445	757	3,640	757	3,525	756
Middle	10,733	750	10,925	753	9,801	756	9,681	758	9,691	759
Overall	**26,643**	**751**	**26,716**	**753**	**23,732**	**756**	**23,629**	**758**	**23,528**	**759**

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

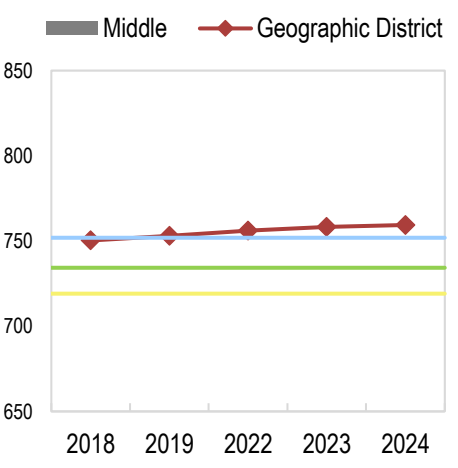
ELA - Schoolwide



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. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years.

English Language Arts Subgroup Achievement

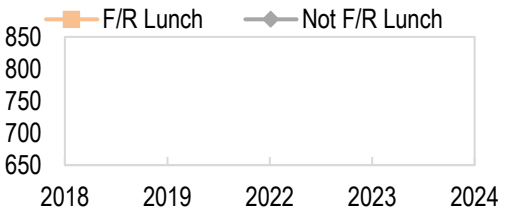
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

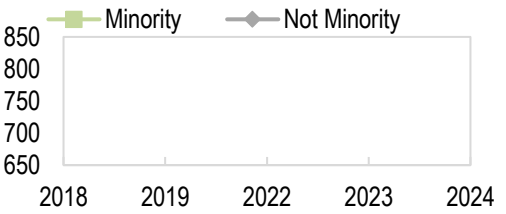
-How are traditionally underserved students achieving on state assessments in English Language Arts over time?
-How are traditionally underserved students achieving on state assessments compared to their peers over time?
-How are traditionally underserved students achieving on state assessments in comparison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

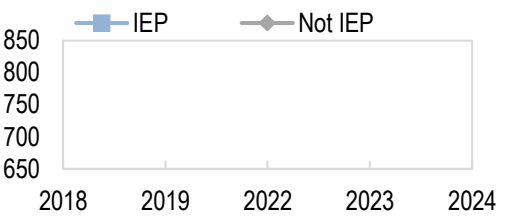
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

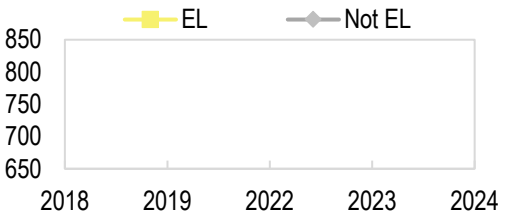
Geographic District Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	729.1	731.0	733.2	734.2	739.8
	N	754.3	755.7	758.2	761.0	762.7
Minority	Y	745.9	747.6	752.4	755.2	755.4
	N	753.3	755.2	757.6	759.6	760.8
IEP	Y	714.4	713.8	720.1	722.0	723.5
	N	755.0	757.0	760.2	762.5	763.2
EL	Y	730.7	732.8	736.7	738.5	738.6
	N	752.9	754.7	757.4	759.7	760.6
GT	Y	785.1	786.4	790.8	790.6	790.8
	N	746.9	747.8	755.1	751.4	752.7
Geographic District		751	753	756	758	759

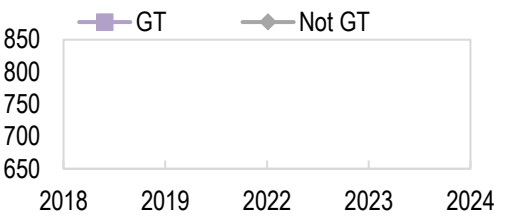
CMAS ELA: Subgroup Gap Trends Graphs

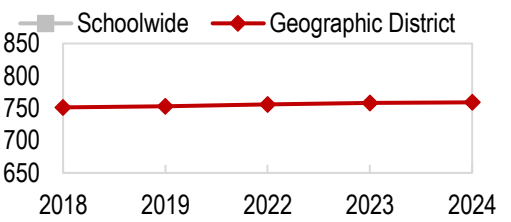




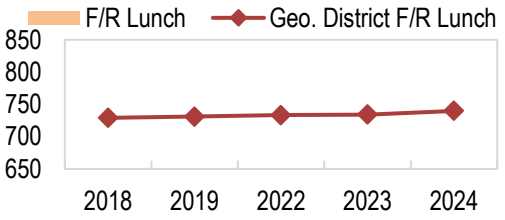


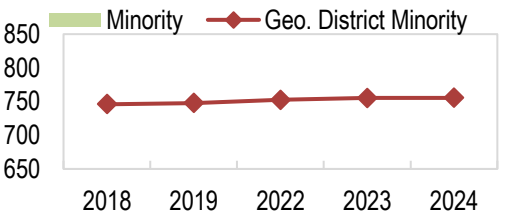


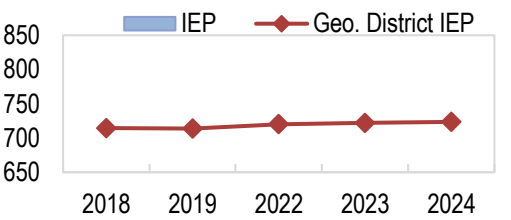


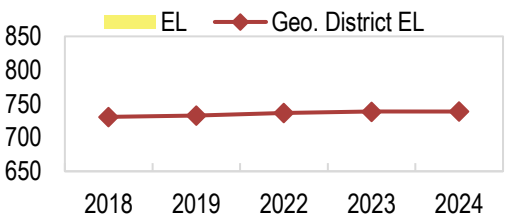


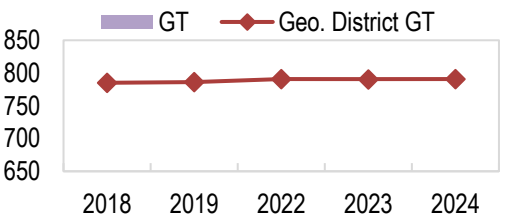
CMAS ELA: Subgroup Local Comparison Graphs











Achievement Subgroup Status and Local Comparison Narrative
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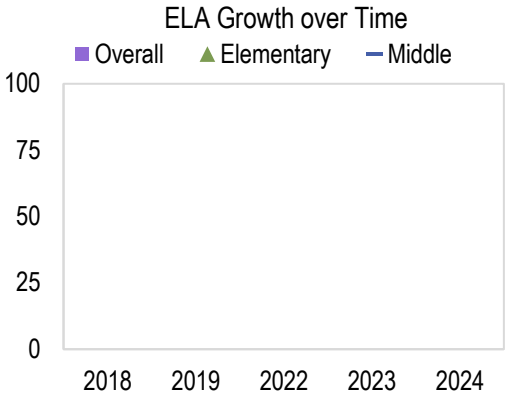
English Language Arts Growth

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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**



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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	4,143	52.0	4,358	49.0	3,506	54.0	3,809	53.0	3,825	53.0
5	4,155	54.0	4,272	52.0	--	--	3,804	52.0	3,817	54.0
Elementary	10,159	56.0	10,651	55.0	4,929	60.0	9,279	56.0	9,278	57.0
6	2,147	54.0	4,234	65.0	3,398	65.0	3,709	65.0	3,781	65.0
7	3,707	45.0	4,057	47.0	--	--	3,460	57.0	3,555	52.0
8	3,246	49.0	3,642	46.0	2,802	49.0	3,273	52.0	3,211	48.0
Middle	9,100	48.0	9,912	49.0	4,777	53.0	8,776	56.0	8,911	53.0
Overall	**3,246**	**49.0**	**20,563**	**52.0**	**9,706**	**56.0**	**18,055**	**56.0**	**18,189**	**55.0**

Growth Status and Local Comparison Narrative
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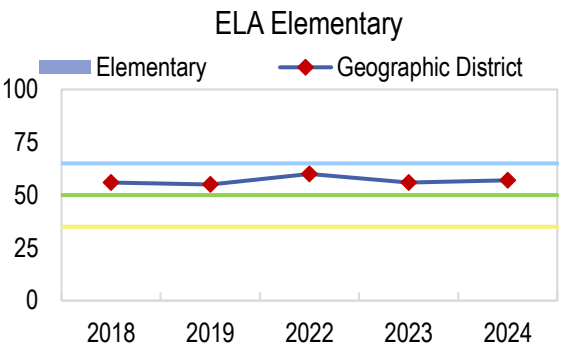
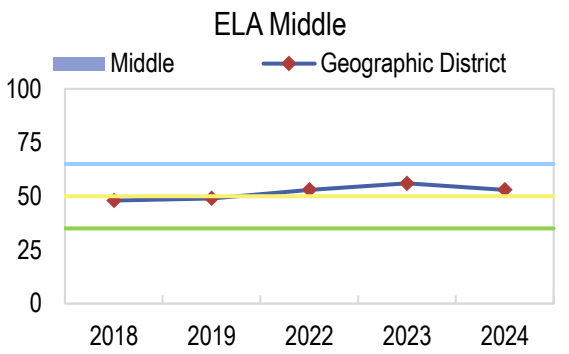




English Language Arts Subgroup Growth

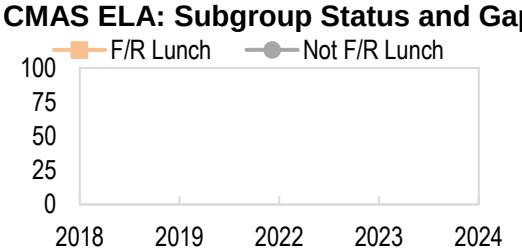
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

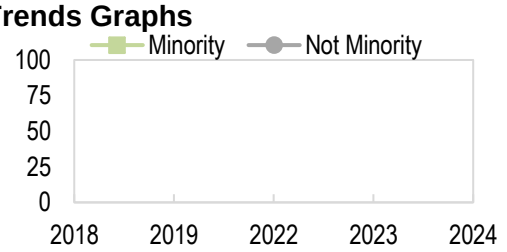
-How are traditionally underserved students growing on state assessments in English Language Arts over time?
-How are traditionally underserved students growing on state assessments compared to their peers over time?
-How are traditionally underserved students growing on state assessments in comparison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

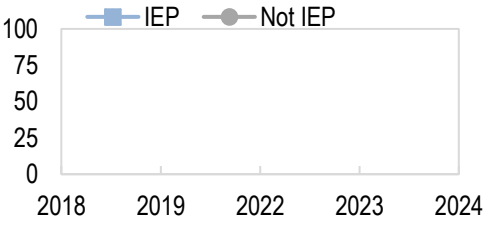
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

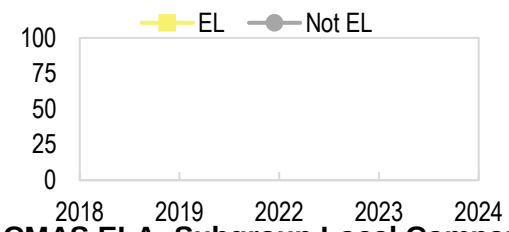
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	50.0	46.0	47.0	47.0	48.0
	N	48.5	53.0	57.0	57.0	56.0
Minority	Y	53.0	52.0	55.0	56.0	53.0
	N	47.0	52.0	57.0	56.0	55.0
IEP	Y	49.0	47.0	50.0	47.0	49.0
	N	49.0	52.0	57.0	57.0	55.0
EL	Y	54.0	52.0	52.0	54.0	52.5
	N	48.0	52.0	56.0	56.0	55.0
GT	Y	53.0	58.0	63.0	64.0	60.0
	N	48.0	51.0	56.0	54.0	53.0
Geographic District		**49.0**	**52.0**	**56.0**	**56.0**	**55.0**

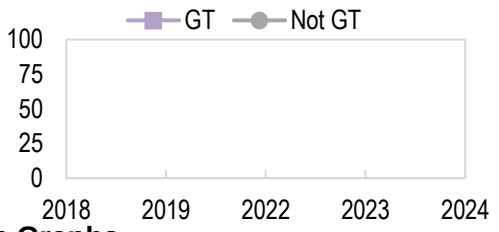
CMAS ELA: Subgroup Status and Gap Trends Graphs

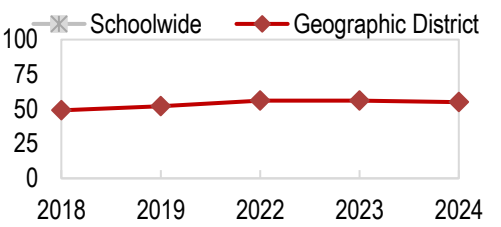




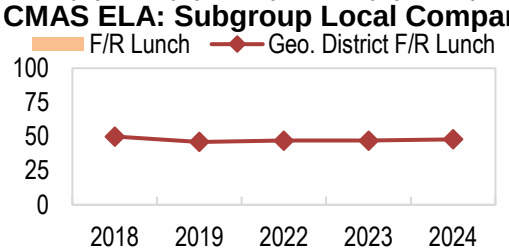


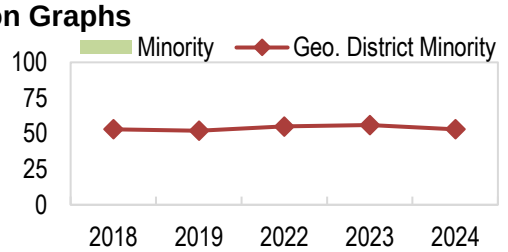


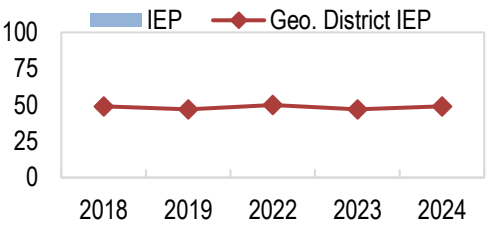


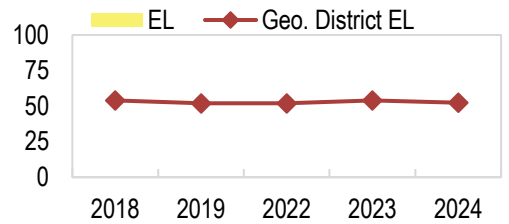


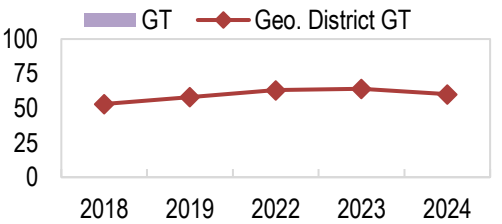
CMAS ELA: Subgroup Local Comparison Graphs











Growth Subgroup Status and Local Comparison Narrative
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Mathematics Achievement

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

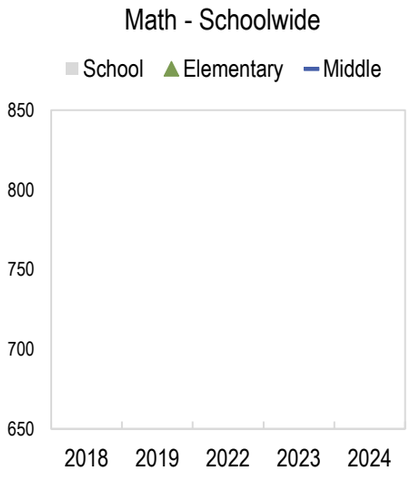
-How are students achieving on state assessments in Mathematics over time?

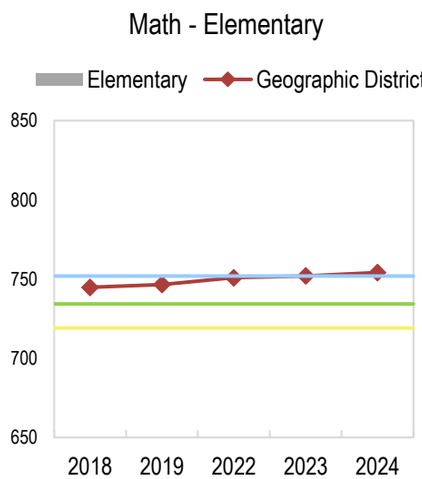
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

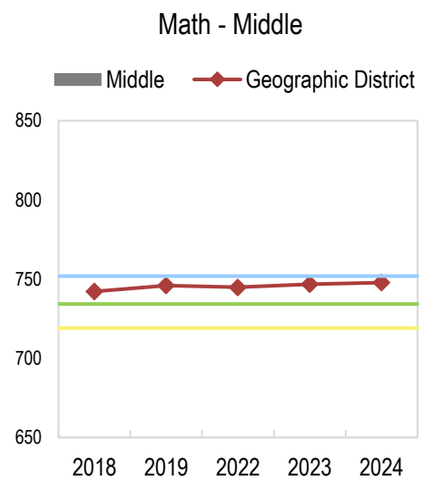
Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**

Geographic District Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	4,559	747	4,445	751	4,040	756	4,081	758	4,007	759
4	4,537	744	4,623	745	4,065	747	4,084	748	4,082	751
5	4,604	744	4,603	745	4,118	750	4,095	752	4,082	754
Elementary	15,871	745	15,864	747	13,942	751	14,069	752	13,928	754
6	4,583	745	4,594	746	4,093	744	4,031	747	4,089	749
7	4,350	742	4,491	745	3,990	744	3,875	745	3,880	748
8	3,993	741	4,103	748	3,444	748	3,643	749	3,548	749
Middle	10,755	742	10,995	746	9,808	745	9,740	747	9,760	748
Overall	**26,626**	**744**	**26,859**	**746**	**23,750**	**748**	**23,809**	**750**	**23,688**	**752**

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. 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.

Mathematics Subgroup Achievement

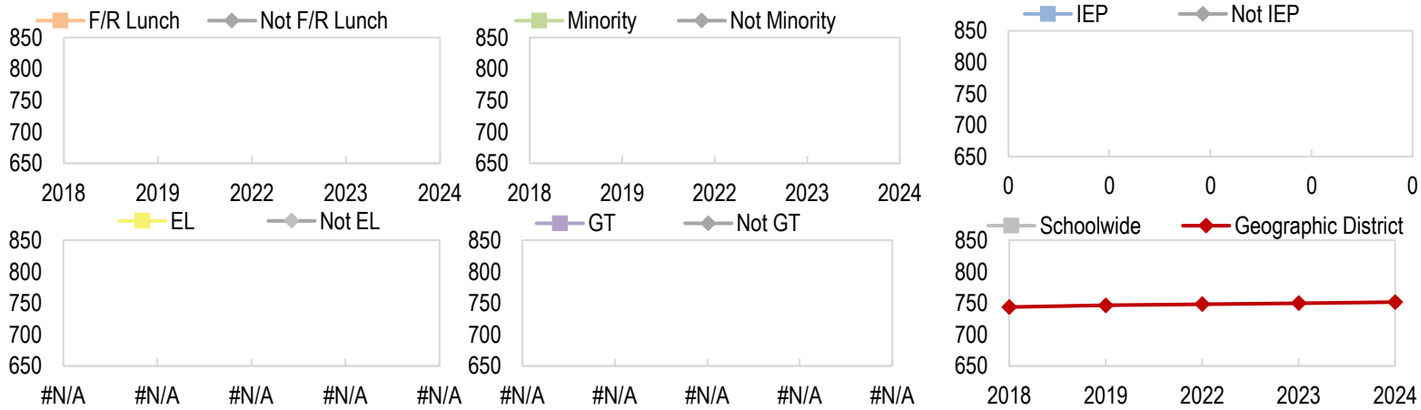
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

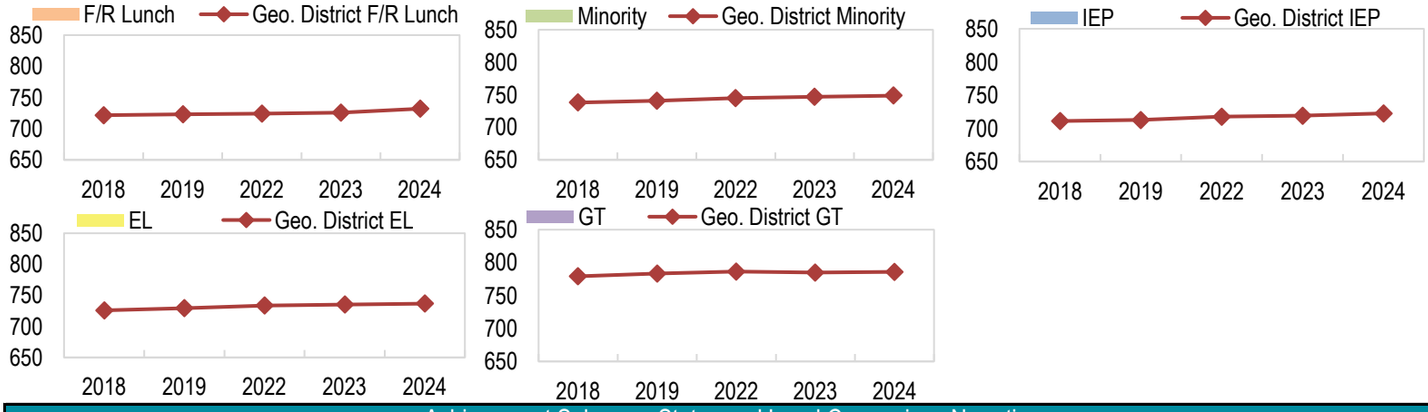
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	721.6	723.2	724.0	725.7	732.0
	N	746.7	749.0	750.7	752.7	755.2
Minority	Y	738.1	740.9	745.1	747.0	748.7
	N	745.8	748.4	749.7	751.2	752.8
IEP	Y	711.0	712.8	717.8	719.1	722.5
	N	747.0	749.6	751.9	753.5	754.9
EL	Y	725.8	729.3	733.3	735.0	736.6
	N	745.2	747.7	749.4	751.1	752.7
GT	Y	779.2	783.6	786.4	784.9	786.1
	N	739.2	740.3	747.3	742.5	744.6
Geographic District		**744**	**746**	**748**	**750**	**752**

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative
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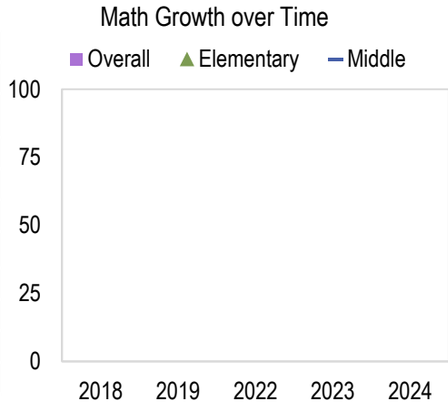
Mathematics Growth

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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**	**--**



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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	4,115	58.0	4,342	60.0	--	--	3,800	51.0	3,841	51.0
5	4,151	48.0	4,251	49.0	3,538	53.0	3,785	48.0	3,826	52.0
Elementary	10,089	57.0	10,622	58.0	3,538	53.0	9,254	54.0	9,307	55.0
6	2,161	61.0	4,249	65.0	--	--	3,725	63.0	3,796	63.0
7	3,329	49.0	4,040	53.0	3,343	54.0	3,484	57.0	3,569	53.0
8	2,881	48.0	3,284	51.0	--	--	3,252	48.0	3,224	45.0
Middle	8,371	52.0	9,544	54.0	3,343	54.0	8,792	53.0	8,949	51.0
Overall	**2,881**	**48.0**	**20,166**	**56.0**	**6,881**	**54.0**	**18,046**	**53.0**	**18,256**	**53.0**

Growth Status and Local Comparison Narrative
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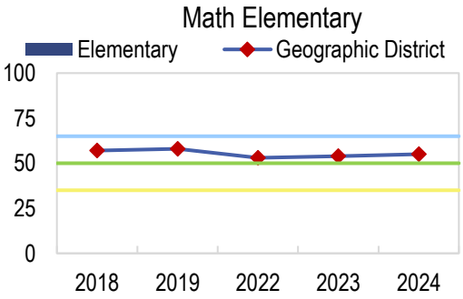
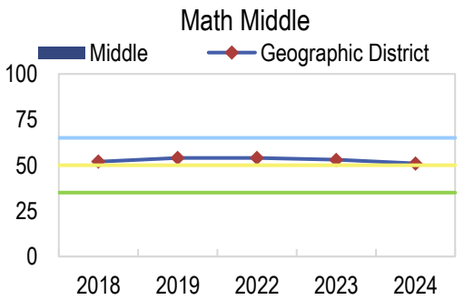




Mathematics Subgroup Growth

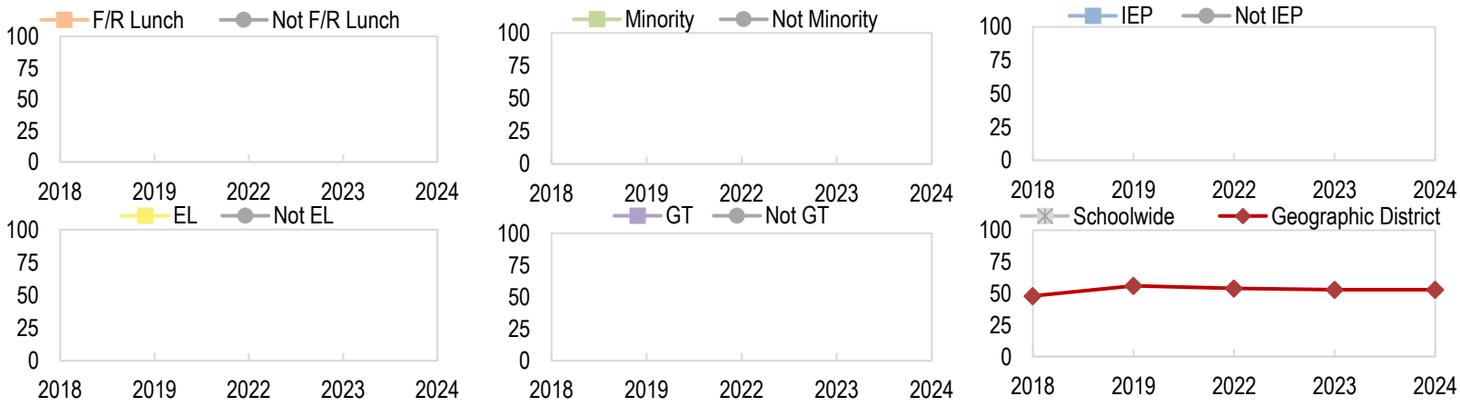
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

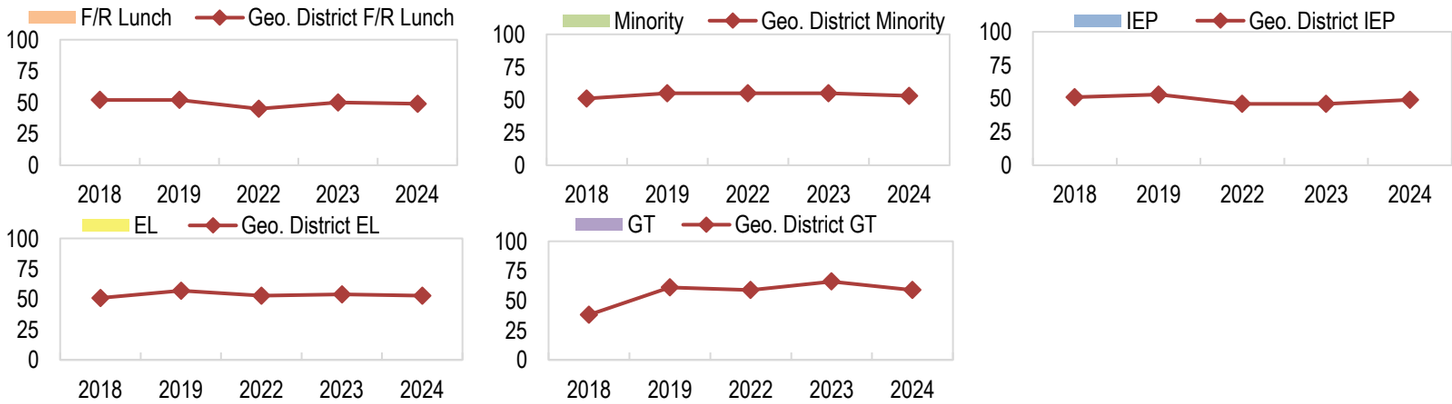
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	52.0	52.0	45.0	50.0	49.0
	N	48.0	57.0	54.0	54.0	54.0
Minority	Y	51.0	55.0	55.0	55.0	53.0
	N	48.0	56.0	53.0	52.0	53.0
IEP	Y	51.0	53.0	46.0	46.0	49.0
	N	48.0	56.0	54.0	54.0	53.0
EL	Y	51.0	57.0	53.0	54.0	53.0
	N	48.0	56.0	54.0	53.0	53.0
GT	Y	38.0	61.0	59.0	66.0	59.0
	N	49.0	55.0	53.0	52.0	52.0
Geographic District		**48.0**	**56.0**	**54.0**	**53.0**	**53.0**

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative
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English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

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

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

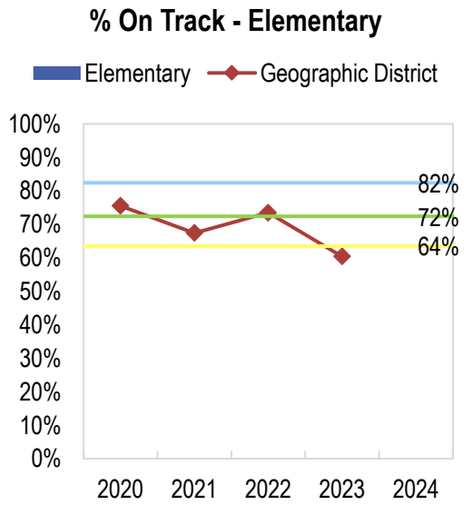
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	n<20	--	--	--	--	--	--	--	--	--	--	--
High	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Overall	**n<20**	**--**	**--**	**n<20**	**--**	**--**	**n<20**	**--**	**--**	**n<20**	**--**	**--**	**n < 20**	**-**	**-**

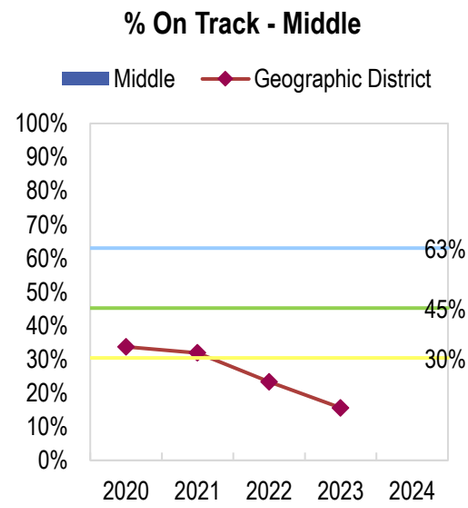
Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	1,148	58.0	75.5%	796	65.0	67.4%	812	66.0	73.5%	90	59.0	60.4%	928	62.0	--
Middle	300	47.0	33.7%	244	61.5	31.9%	208	47.0	23.3%	88	49.5	15.6%	238	59.0	--
High	227	60.0	32.4%	247	51.0	34.2%	243	56.0	25.5%	44	58.5	20.0%	288	59.0	--
Overall	**1,675**	**57.0**	**62.1%**	**1,287**	**61.0**	**55.8%**	**1,263**	**59.0**	**58.4%**	**1,442**	**61.0**	**58.4%**	**1,454**	**61.0**	**--**

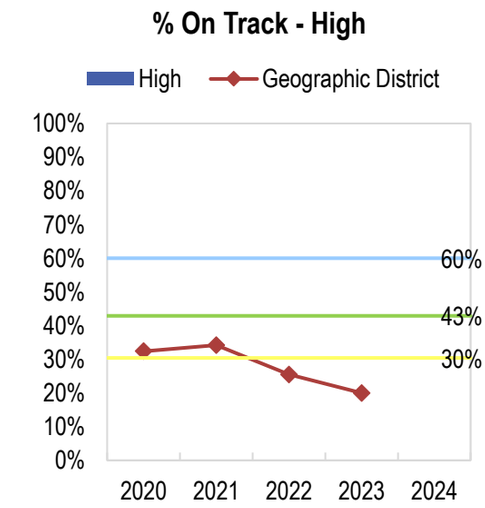
^^ACCESS subgroup status and gap trends are not available due to low student counts.
CSI can provide this data to schools if requested.

What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs







Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2024, overall student growth exceeded state expectations and was above the geo. district. of students were reported as being on track to reach English language proficiency.

Evidence-Based Reading and Writing Achievement

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

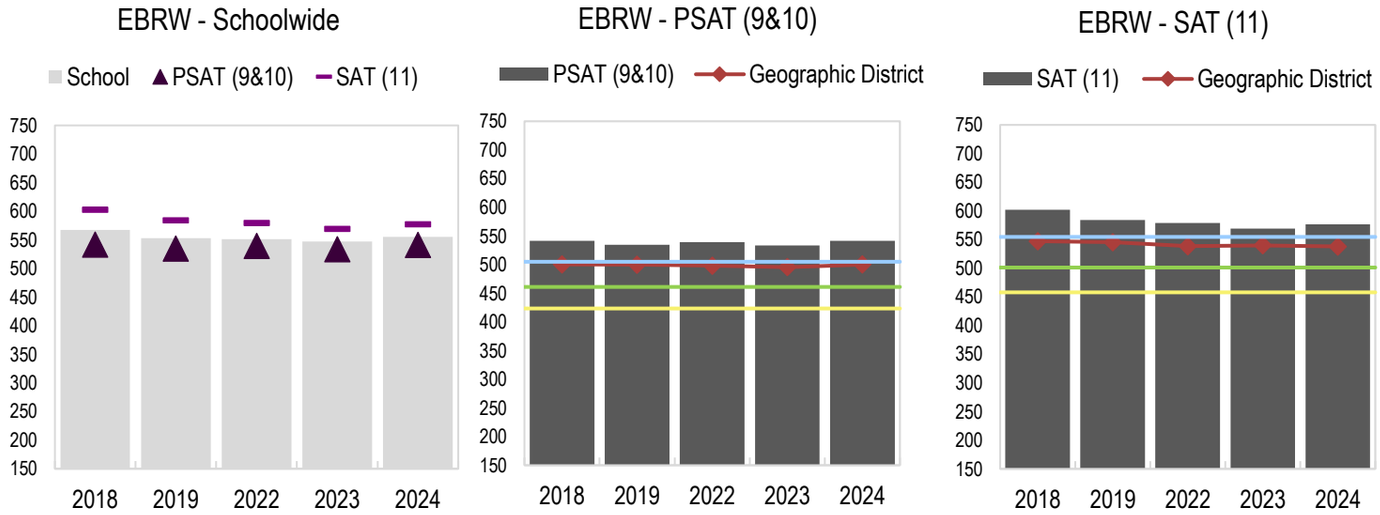
-How are students achieving on state assessments in Evidence-Based Reading & Writing over time?
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019^		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	73	508	106	520	162	527	148	523	167	528
*PSAT (10th)**	91	569	93	551	151	552	181	542	190	553
PSAT (9th&10th)	164	542	199	535	313	539	329	534	357	541
SAT (11th)	124	602	119	584	135	579	202	569	229	577
Overall	**288**	**568**	**318**	**553**	**448**	**551**	**531**	**547**	**586**	**555**

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019^		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	4,557	487	4,602	490	4,159	483	3,904	483	3,973	486
*PSAT (10th)**	4,429	515	4,504	510	4,181	514	4,051	507	3,828	515
PSAT (9th&10th)	8,986	500	9,106	500	8,340	498	7,955	496	7,801	500
SAT (11th)	4,499	547	4,441	545	4,331	538	4,274	540	4,142	538
Overall	**13,485**	**516**	**13,547**	**515**	**12,671**	**512**	**12,229**	**511**	**11,943**	**513**

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.
^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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



Achievement Status and Local Comparison Narrative
The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement increased by 2.3 scale score points. Since last school year, overall mean scale score increased by 8.2 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 42.1 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

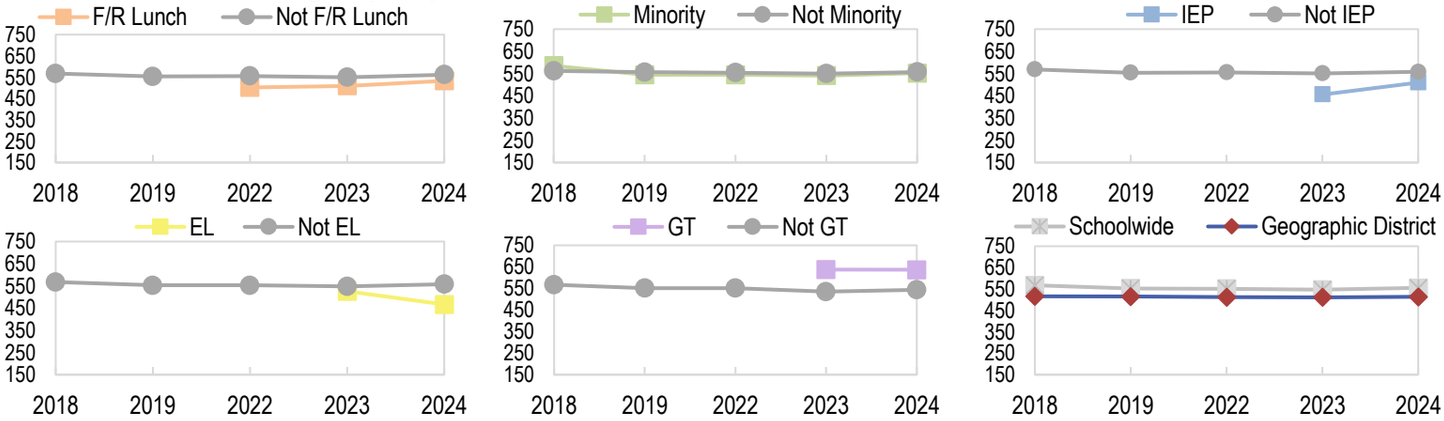
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

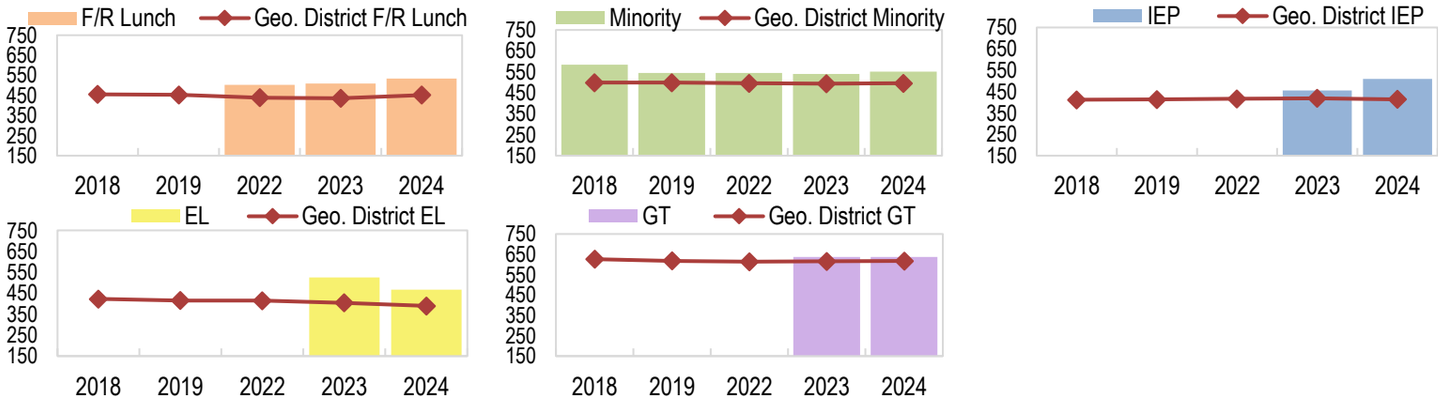
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	502	509	534
	N	568	553	556	550	562
Minority	Y	585	544	544	541	552
	N	562	556	554	550	557
IEP	Y	n<16	n<16	n<16	456	510
	N	569	554	555	551	558
EL	Y	n<16	n<16	n<16	526	467
	N	568	553	553	548	558
GT	Y	n<16	n<16	n<16	638	637
	N	567	552	551	535	544
Schoolwide		**568**	**553**	**551**	**547**	**555**

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	456	454	439	436	452
	N	522	521	519	519	524
Minority	Y	499	499	495	494	496
	N	521	520	518	518	521
IEP	Y	412	413	417	419	414
	N	525	523	519	519	523
EL	Y	423	415	415	404	390
	N	519	519	516	516	518
GT	Y	626	618	614	615	618
	N	507	504	493	492	493
Geographic District		**516**	**515**	**512**	**511**	**513**

PSAT/SAT EBRW: Subgroup Gap Trends Graphs



PSAT/SAT EBRW: 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. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed . In 2024, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs.In 2024, all subgroups outperformed the geo. district.

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?

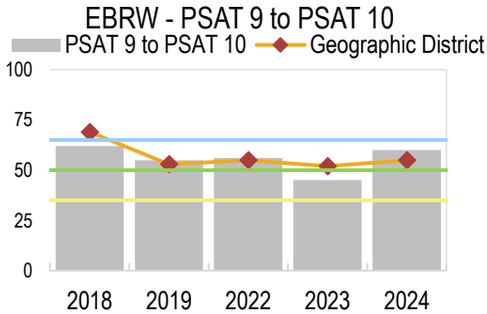
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

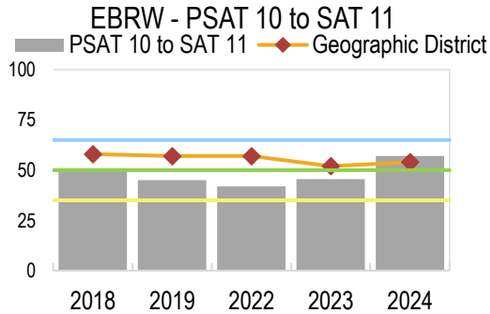
Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	60	62.0	78	55.0	101	56.0	147	45.0	151	60.0
PSAT 10 to SAT 11	101	51.0	100	45.0	103	42.0	144	45.5	175	57.0
Overall	**191**	**59**	**178**	**52.5**	**204**	**50.5**	**291**	**45.0**	**326**	**57.5**

^To align with the state, the CARS report does not include 9th Grade CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	2,123	69.0	4,177	53.0	3,434	55.0	3,662	52.0	3,463	55.0
PSAT 10 to SAT 11	4,150	58.0	4,103	57.0	3,650	57.0	3,834	52.0	3,713	54.0
Overall	**9,131**	**65.0**	**8,280**	**55.0**	**7,084**	**57.0**	**7,496**	**52.0**	**7,176**	**55.0**

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 2024, overall student growth decreased. Since last year, student growth increased by 12.5 percentile points. In 2024, 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.

Evidence-Based Reading and Writing Subgroup Growth

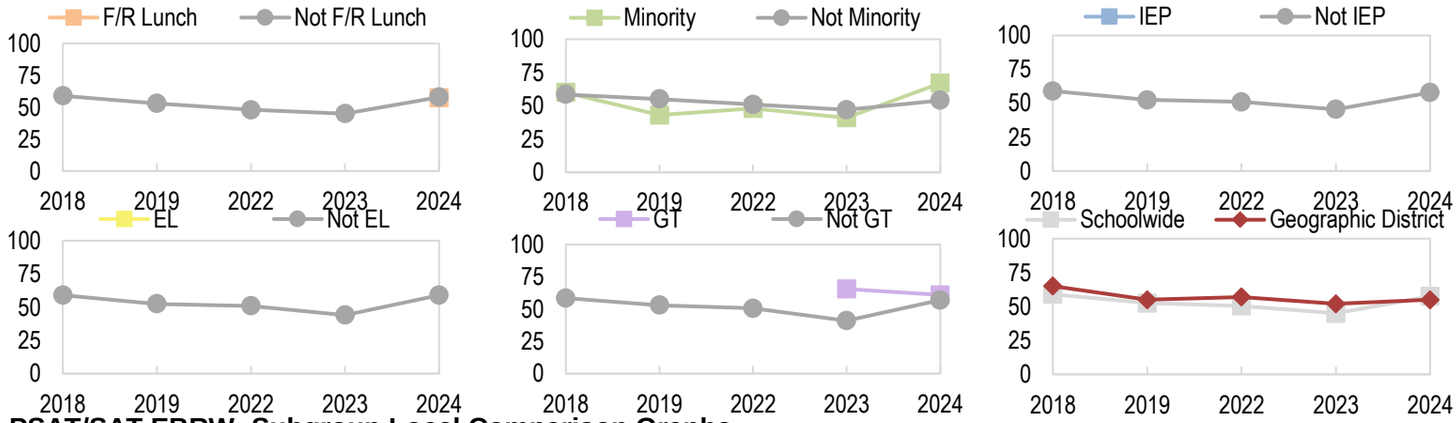
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

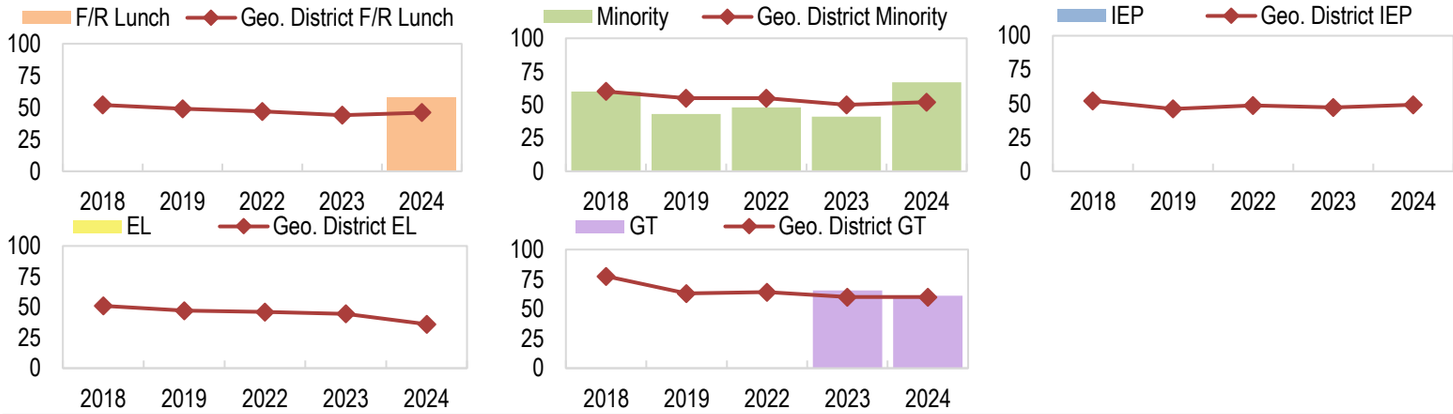
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2018	2019	2022	2023	2024
Student		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20	57.5
	N	59.0	53.0	48.0	45.0	58.0
Minority	Y	60.0	43.0	48.0	41.0	67.0
	N	58.5	55.0	51.0	47.0	54.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	59.0	52.5	51.0	45.5	58.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	59.0	52.5	51.0	44.0	59.0
GT	Y	n<20	n<20	n<20	65.5	61.0
	N	58.5	53.0	50.5	41.0	57.0
Schoolwide		**59.0**	**52.5**	**50.5**	**45.0**	**57.5**

Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	52.0	49.0	47.0	44.0	46.0
	N	65.0	56.0	57.0	53.0	56.0
Minority	Y	60.0	55.0	55.0	50.0	52.0
	N	66.0	56.0	57.0	53.0	56.0
IEP	Y	52.0	46.0	48.5	47.0	49.0
	N	65.0	56.0	57.0	52.0	55.0
EL	Y	51.0	47.0	46.0	44.5	36.0
	N	65.0	56.0	57.0	52.0	55.0
GT	Y	77.5	63.0	64.0	60.0	60.0
	N	63.0	54.5	55.0	50.0	54.0
Geographic District		**65.0**	**55.0**	**57.0**	**52.0**	**55.0**

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative
The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Douglas County outperformed the school.

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?

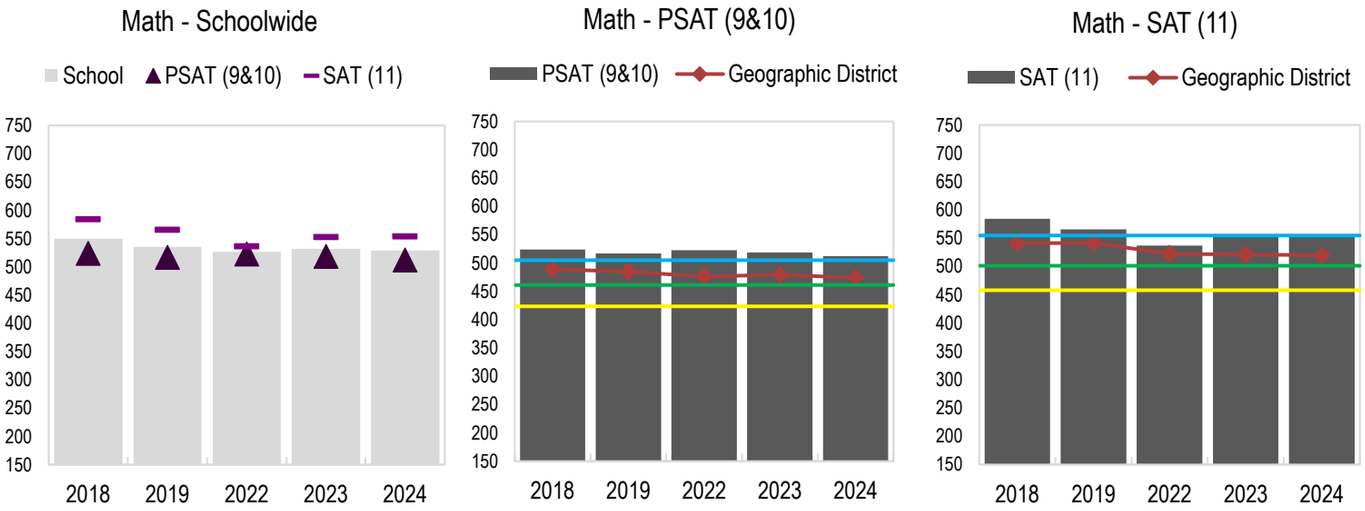
Achievement over Time in Math										
PSAT/SAT Math	2018		2019^		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	73	494	106	505	162	523	148	516	167	500
*PSAT (10th)**	91	547	93	530	152	523	181	522	190	524
PSAT (9th&10th)	164	524	199	517	314	523	329	519	357	512
SAT (11th)	124	584	119	566	135	537	202	553	229	554
Overall	**288**	**550**	**318**	**535**	**449**	**527**	**531**	**532**	**586**	**529**

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019^		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS		
*PSAT (9th)**	4,559	477	4,604	479	4,162	469	3,927	476	3,982	465
*PSAT (10th)**	4,430	502	4,504	491	4,185	484	4,063	482	3,842	483
PSAT (9th&10th)	8,989	489	9,108	485	8,347	476	7,990	479	7,824	474
SAT (11th)	4,499	541	4,441	542	4,336	522	4,290	521	4,157	520
Overall	**13,488**	**507**	**13,549**	**504**	**12,683**	**492**	**12,280**	**494**	**11,981**	**490**

*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 2018 to 2024, overall student achievement decreased by 6.4 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 (Douglas County) for the past five years. Overall, the school outperforms their geo. district by 38.8 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		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	485	488	504
	N	550	535	530	535	536
Minority	Y	559	535	518	533	523
	N	547	535	530	532	531
IEP	Y	n<16	n<16	n<16	429	472
	N	550	536	531	536	531
EL	Y	n<16	n<16	n<16	513	459
	N	550	535	528	533	531
GT	Y	n<16	n<16	n<16	623	611
	N	549	533	527	520	517
Schoolwide		**550**	**535**	**527**	**532**	**529**

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	445	439	418	419	430
	N	512	510	500	503	501
Minority	Y	493	489	478	479	477
	N	511	508	497	500	495
IEP	Y	394	401	398	408	395
	N	516	512	499	501	499
EL	Y	420	414	409	409	390
	N	510	507	496	498	494
GT	Y	625	614	603	603	600
	N	497	492	472	474	468
Geographic District		**507**	**504**	**492**	**494**	**490**

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, GT students outperformed their non-GT peers, overall, the school outperformed District. In 2024, the following subgroups outperformed the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs.In 2024, all subgroups outperformed the geo. district.

Math Growth

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

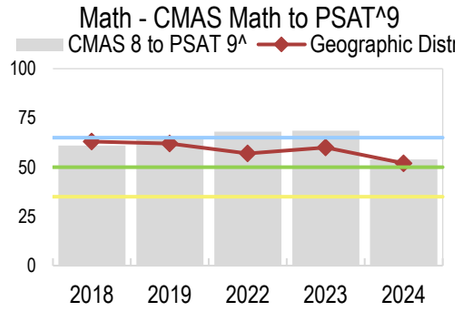
-Are students making sufficient growth on state assessments over time?

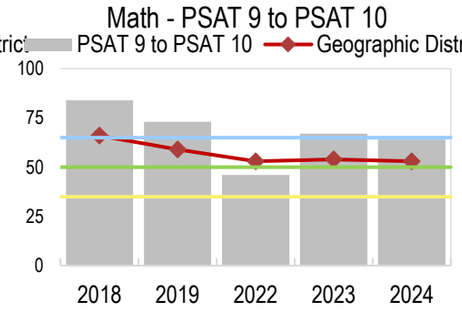
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

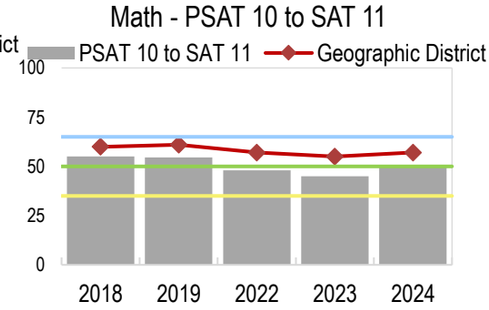
Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	30	61.0	48	64.5	72	68.0	92	68.5	93	54.0
PSAT 9 to PSAT 10	49	84.0	78	73.0	101	46.0	147	67.0	151	64.0
PSAT 10 to SAT 11	101	55.0	100	54.5	103	48.0	144	45.0	175	50.0
Overall	**180**	**68**	**226**	**64.0**	**276**	**51.0**	**383**	**61.0**	**419**	**56.0**

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	2,851	63.0	3,103	62.0	2,542	57.0	2,843	60.0	2,998	52.0
PSAT 9 to PSAT 10	1,793	66.0	4,177	59.0	3,434	53.0	3,662	54.0	3,463	53.0
PSAT 10 to SAT 11	4,150	60.0	4,103	61.0	3,650	57.0	3,834	55.0	3,713	57.0
Overall	**8,794**	**62.0**	**11,383**	**60.0**	**9,626**	**56.0**	**10,339**	**56.0**	**10,174**	**54.0**

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







Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth decreased by 5 percentile points. In 2024, overall student growth met state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has decreased over time.

Math Subgroup Growth

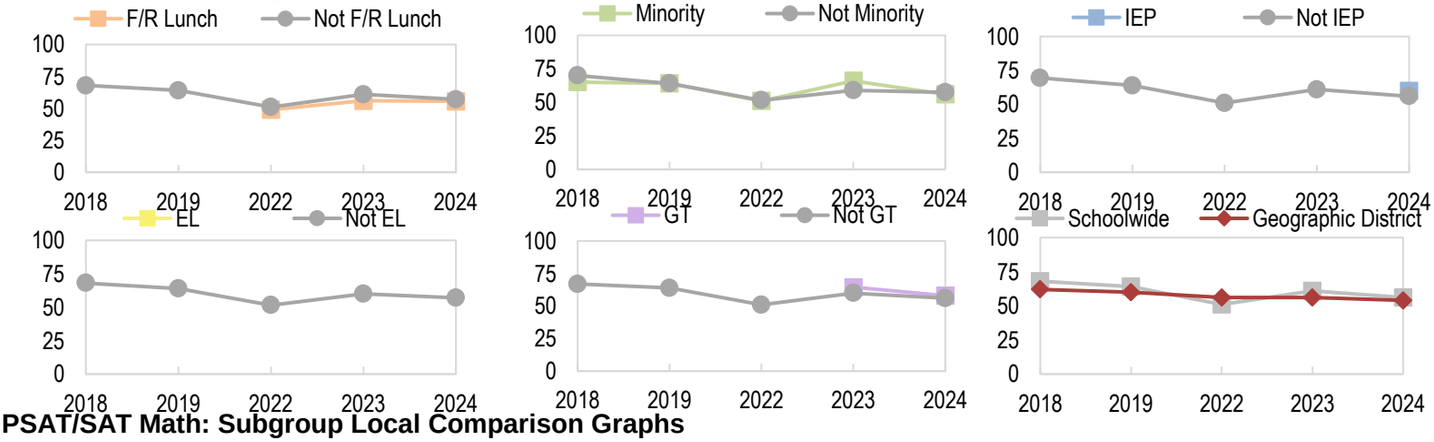
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

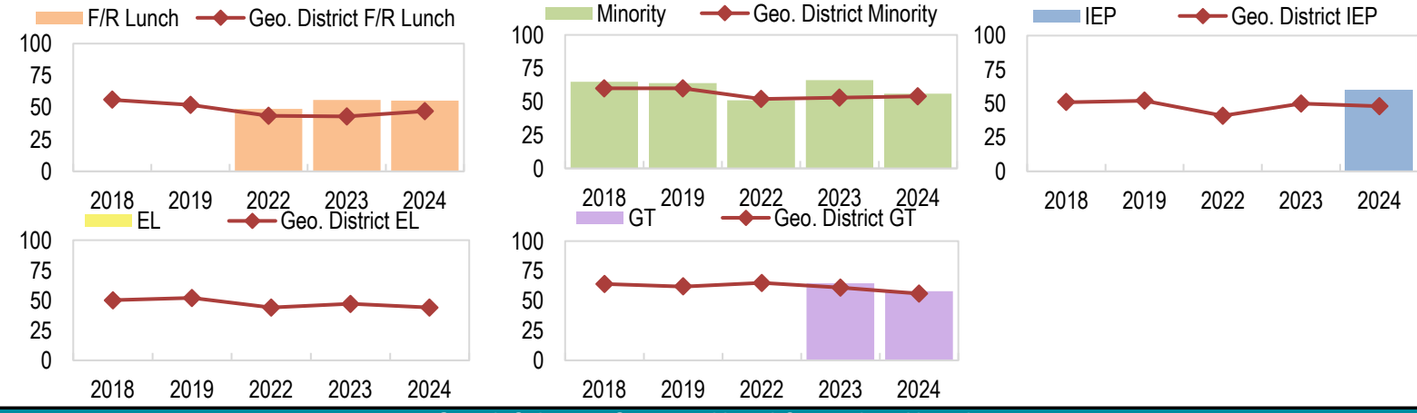
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	49.0	56.0	55.5
	N	68.0	64.0	51.0	61.0	57.0
Minority	Y	65.0	64.0	51.0	66.0	56.0
	N	70.0	64.0	51.5	59.0	57.5
IEP	Y	n<20	n<20	n<20	n<20	60.0
	N	69.5	64.0	51.0	61.0	56.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	68.0	64.0	51.5	60.0	57.0
GT	Y	n<20	n<20	n<20	64.5	58.0
	N	67.0	64.0	51.0	60.0	56.0
Schoolwide		**68.0**	**64.0**	**51.0**	**61.0**	**56.0**

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	56.0	52.0	43.5	43.0	47.0
	N	63.0	61.0	57.0	57.0	55.0
Minority	Y	60.0	60.0	52.0	53.0	54.0
	N	63.0	60.0	57.0	57.0	54.0
IEP	Y	51.0	52.0	41.0	50.0	48.0
	N	63.0	61.0	57.0	57.0	55.0
EL	Y	50.0	52.0	44.0	47.0	44.0
	N	63.0	61.0	56.0	57.0	55.0
GT	Y	64.0	62.0	65.0	61.0	56.0
	N	62.0	60.0	55.0	55.0	54.0
Geographic District		**62.0**	**60.0**	**56.0**	**56.0**	**54.0**

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative
The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Douglas County outperformed the school.

Postsecondary and Workforce Readiness Additional Indicators

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

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

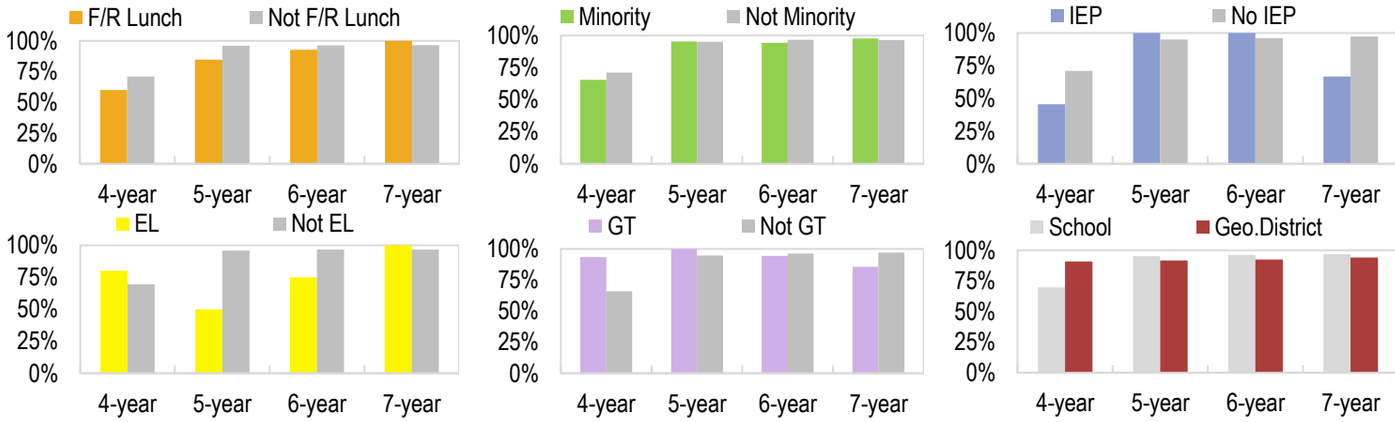
Subgroup Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	60%	85%	93%	100%
	N	7-year	71%	96%	96%	96%
Minority	Y	7-year	65%	95%	94%	98%
	N	6-year	71%	95%	97%	96%
IEP	Y	5-year	45%	100%	100%	67%
	N	7-year	71%	95%	96%	97%
EL	Y	7-year	80%	50%	75%	100%
	N	6-year	70%	96%	97%	97%
GT	Y	5-year	93%	100%	94%	86%
	N	7-year	66%	95%	96%	97%
Schoolwide		7-year	70%	95%	96%	97%

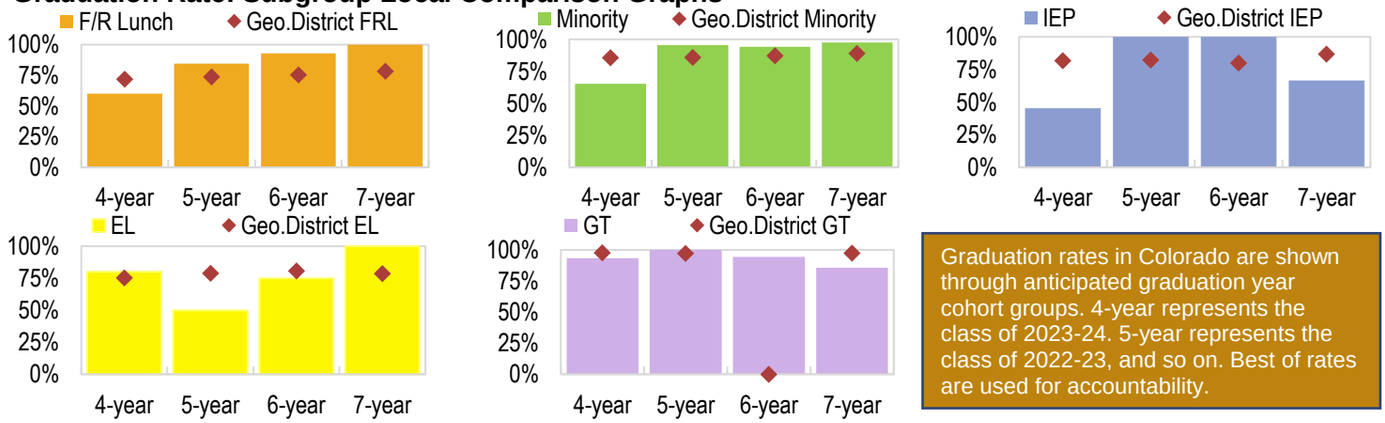
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	72%	74%	75%	78%
	N	7-year	95%	96%	96%	97%
Minority	Y	7-year	86%	86%	87%	89%
	N	7-year	93%	94%	94%	96%
IEP	Y	7-year	82%	82%	80%	87%
	N	7-year	92%	93%	94%	95%
EL	Y	6-year	75%	79%	81%	79%
	N	7-year	92%	92%	93%	95%
GT	Y	4-year	98%	97%	>= 98%	98%
	N	7-year	90%	91%	--	94%
Geographic District		7-year	91%	92%	92%	94%

*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2023-24. 5-year represents the class of 2022-23, 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 7 year rate of 97%.The best of rate for the geo. district is the 7 year rate of 94%.The best of rate for students eligible for free or reduced price lunch is the 7 year rate of 100%.The best of rate for minority students is the 7 year rate of 98%.The best of rate for students with disabilities is the 5 year rate of 100%.The best of rate for English Learners is the 7 year rate of 100%.The best of rate for gifted students is the 5 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

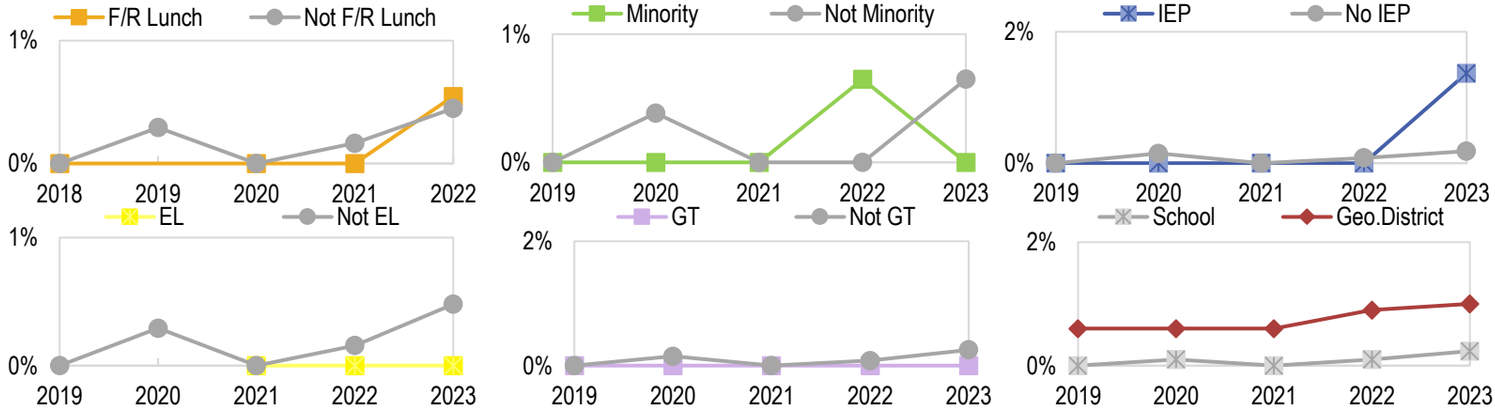
-Are students dropping out of high school?
-How is the dropout rate changing over time?
-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

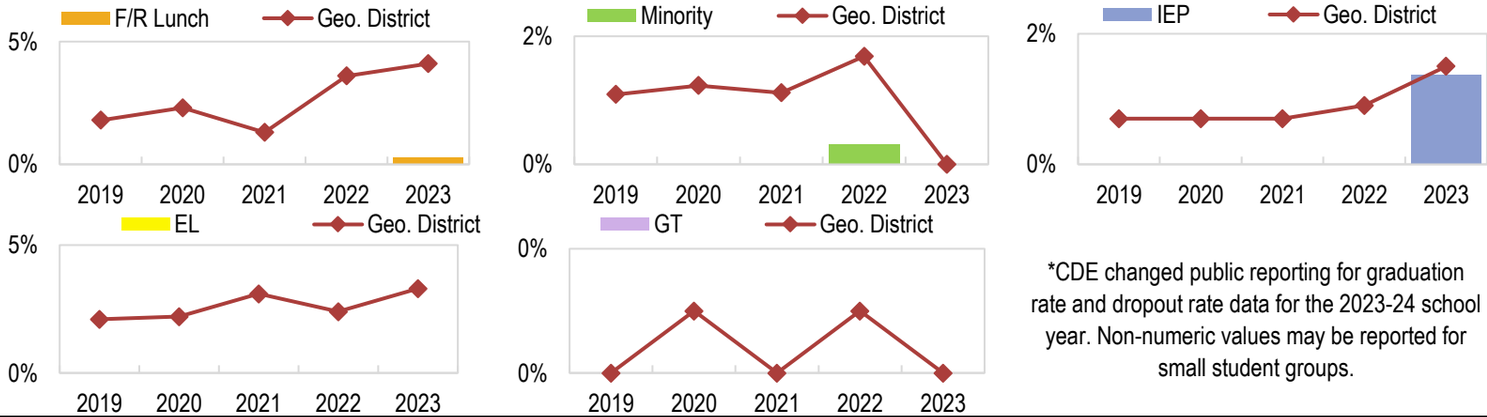
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	--	0.0%	0.0%	0.3%
	N	0.0%	0.1%	0.0%	0.1%	0.2%
Minority	Y	0.0%	0.0%	0.0%	0.3%	0.0%
	N	0.0%	0.2%	0.0%	0.0%	0.3%
IEP	Y	0.0%	0.0%	0.0%	0.0%	1.4%
	N	0.0%	0.1%	0.0%	0.1%	0.2%
EL	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.1%	0.0%	0.1%	0.2%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.1%	0.0%	0.1%	0.3%
Schoolwide		**0.0%**	**0.1%**	**0.0%**	**0.1%**	**0.2%**

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023*
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	1.8%	2.3%	1.3%	3.6%	4.1%
	N	0.4%	0.3%	0.5%	0.5%	0.6%
Minority	Y	1.1%	1.2%	1.1%	1.7%	--
	N	0.4%	0.3%	0.4%	0.5%	<= 0.5%
IEP	Y	0.7%	0.7%	0.7%	0.9%	1.5%
	N	0.5%	0.5%	0.6%	0.9%	0.9%
EL	Y	2.1%	2.2%	3.1%	2.4%	3.3%
	N	0.5%	0.5%	0.5%	0.8%	0.9%
GT	Y	0.0%	0.1%	0.0%	0.1%	<= 0.5%
	N	0.6%	0.6%	0.7%	1.0%	--
Geographic District		0.6%	0.6%	0.6%	0.9%	1.0%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.

Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates increased, minority student dropout rates decreased, IEP dropout rates increased, 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, 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?

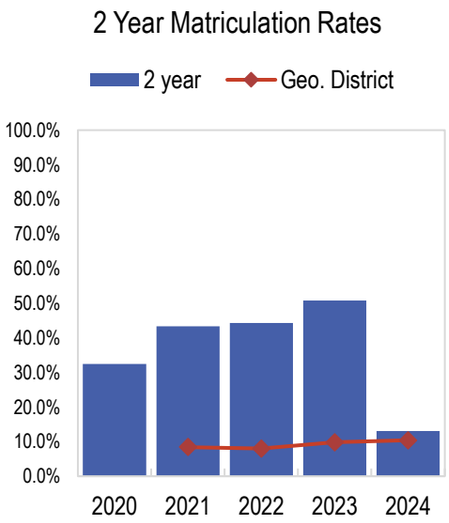
School Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	46	32.4%	71	43.3%	77	44.3%	101	50.8%	28	13.1%
4 year	92	64.8%	90	54.9%	79	45.4%	108	54.3%	111	51.9%
CTE	5	3.5%	16	9.8%	20	11.5%	56	28.1%	86	40.2%
Schoolwide	**104**	73.2%	**129**	78.7%	**130**	74.7%	**173**	86.9%	**173**	80.8%

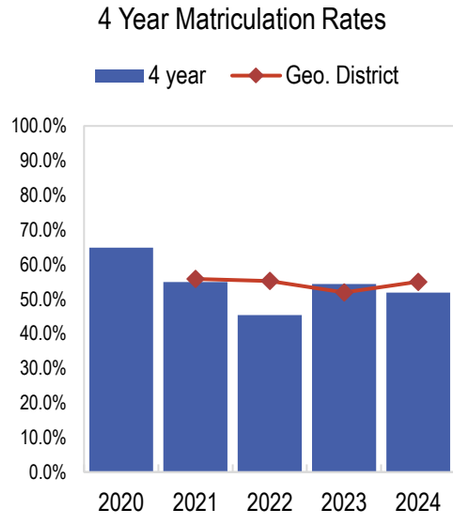
Geo. District Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	396	8.4%	382	8.0%	488	9.8%	512	10.4%
4 year	--	--	2,637	55.8%	2,650	55.2%	2,584	51.9%	2,720	55.0%
CTE	--	--	439	9.3%	556	11.6%	187	3.8%	188	3.8%
Geo. District	**--**	--	**3,264**	69.1%	**3,353**	69.8%	**3,134**	62.9%	**3,336**	67.5%

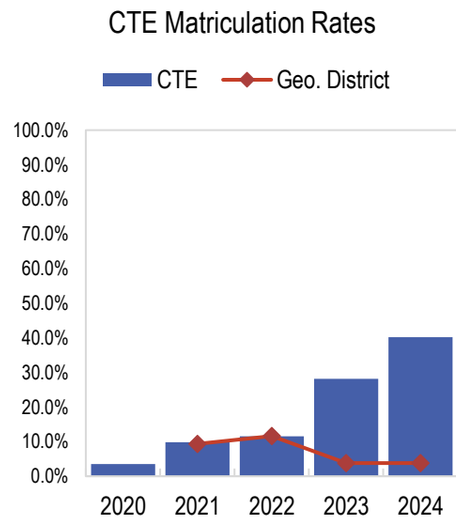
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

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

Matriculation Rate: School Status and Local Comparison Graphs







Matriculation Rates Status and Local Comparison
The graphs above show schoolwide matriculation rates compared to the matriculation rates for Douglas County. In 2024, school matriculation rates exceeded state expectations and were above the geo. district. Since last year, schoolwide matriculation rates decreased from 87% to 81%.

Academic Performance Metrics

School Observations

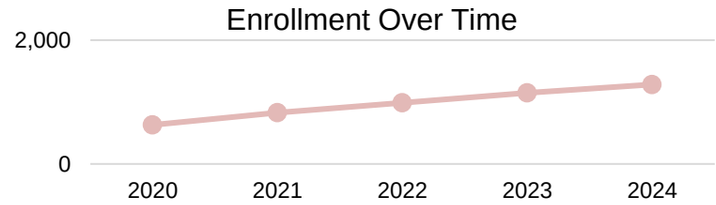
***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

Financial Performance Metrics

Enrollment

-How has the school's enrollment varied over time?

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	631.0	829.0	987.5	1,149.0	1,283.5
One-Year Enrollment Variance	+7.3%	+31.4%	+19.1%	+16.4%	+11.7%
Three-Year Enrollment Variance	+19.8%	+41.0%	+56.5%	+38.6%	+30.0%



Enrollment is the keystone of a school's financial viability. The greatest amount of unencumbered funds comes from PPR. These metrics demonstrate whether a school has the ability to maintain or grow enrollment in a sustainable way that supports financial health.
This report calculates the 1-year and 3-year changes as a

Debt

-How has the school been able to cover its debt obligations?
-To what extent has the school relied on borrowed funds to finance its operations?

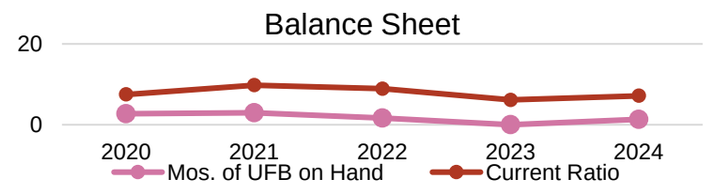
Debt					
Metric	2020	2021	2022	2023	2024
Debt Service Coverage	0	0	0	6.4655	9.3192
Debt to Asset Ratio	1.4172	1.1394	0.1121	0.1625	0.1395

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.
Debt service coverage = (Net change in FB)/ (Annual Prin, int & Lease), should be equal to or better than 1.1
Debt to Asset Ratio = (total liabilities /

Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?
-How has the school's unassigned fund balance changed over time?
-To what extent can the school pay its short-term obligations?

Balance Sheet					
Metric	2020	2021	2022	2023	2024
Months of Unassigned Fund Balance on Hand	2.72	2.96	1.65	0.00	1.33
Change in Unassigned Fund Balance from Prior Year	+104.6%	+54.7%	-21.1%	-100.0%	+0.0%
Current Ratio	7.47	9.77	8.92	6.16	7.17

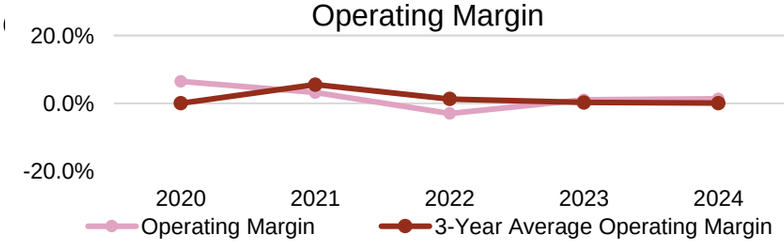


The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance on hand to a degree that ensures near term liabilities will be met. A trend of positive growth in unassigned fund balance year over year. As well as, the current ratio = (total liabilities / total assets), should be equal to or greater than 1.1

Operating Margin

-To what extent is the school living within their means?
-How has the school's operating margin changed over time?

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	6.5%	3.2%	-3.0%	1.0%	1.3%
3-Year Average Operating Margin	0.0%	5.5%	1.3%	0.2%	0.1%



Operating margin measures whether a school can manage expenses and spend less than the revenue received. The ability to control spending and maintain established reserves is key to sustaining financial health.
Operating margin = Net Change in Fund Balance / total revenue, this value should be positive.
3-year average = Total 3 yr Net Inc / Total 3 yr Rev.,

Financial Performance Metrics

Financial Performance Narrative
Colorado Early Colleges - Douglas County ended the year with sufficent reserves to to satisfy the TABOR reserve requirement. The school's funded-pupil count came in higher than the prior year and the school ended the year with 1.32 months of cash on hand and sufficient current assets to cover liabilities.The school experienced a positive operating margin of 1.34%.

School Observations

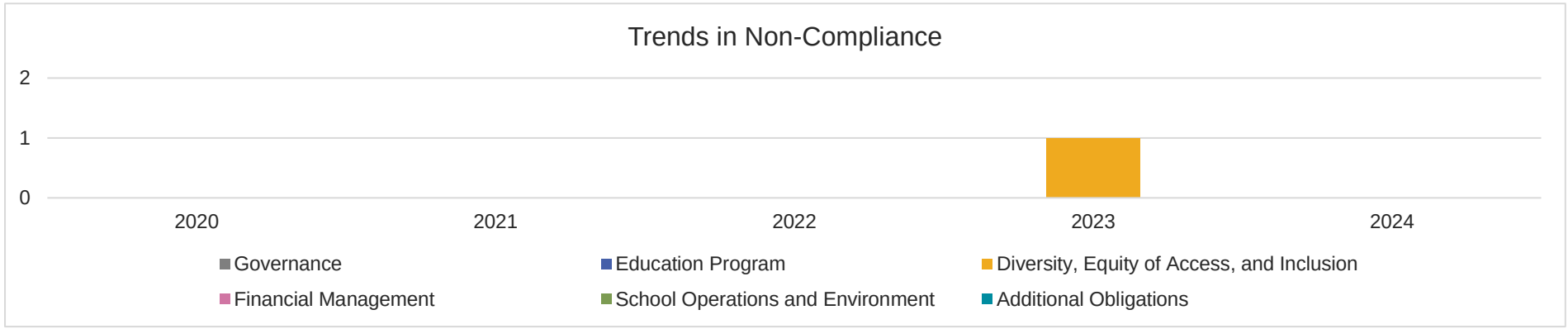
***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

Organizational Performance Metrics

*Note Year 0 non-compliance not included in this data

Organizational Performance Narrative
CSI was not made aware of any issues related to the organizational performance of Colorado Early Colleges - Douglas County in the 2023-2024 school year. Colorado Early Colleges - Douglas County had organizational performance issues related to Diversity, Equity of Access, and Inclusion in the prior school year. Current year results indicate a trend of improved organizational performance.

Trends in Non-Compliance					
Category	2020	2021	2022	2023	2024
Governance *"Is the school complying with applicable governance requirements?"*	0	0	0	0	0
Education Program *"Is the school fulfilling obligations and expectations relating to the educational program?"*	0	0	0	0	0
Diversity, Equity of Access, and Inclusion *"Is the school protecting the rights of all students?"*	0	0	0	1	0
Financial Management *"Is the school satisfying financial reporting and compliance requirements?"*	0	0	0	0	0
School Operations and Environment *"Is the school fulfilling obligations and expectations relating to the operational requirements?"*	0	0	0	0	0
Additional Obligations *"Is the school complying with all other obligations?"*	0	0	0	0	0
Overall	**0**	**0**	**0**	**1**	**0**



Instances of Non-Compliance			
Year	Category	Type	Narrative
2022-2023	Diversity, Equity of Access, and Inclusion	State Complaint	CEC-I: The school received a state complaint related to Special Education provision of FAPE and Special Education staff vacancies.

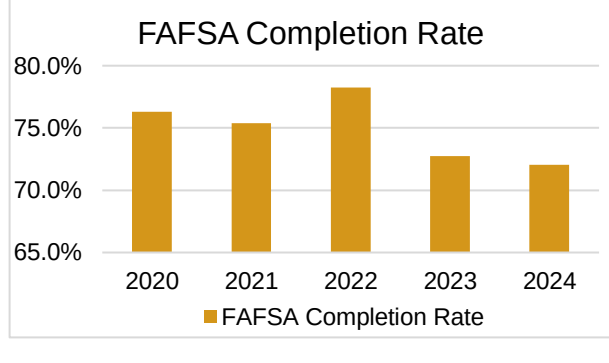
Organizational Performance Metrics

Diversity, Equity of Access, and Inclusion Metrics

a. Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
b. Is the school supporting students and families in making post-secondary enrollment accessible? (*only reported for schools serving 9-12)

Diversity, Equity of Access, and Inclusion					
	2020	2021	2022	2023	2024
READ Plan Exit Rate*	--	--	N/A	N/A	N/A
FAFSA Completion Rate*	76.3%	75.4%	78.3%	72.7%	72.1%

READ Plan Exit Rate is based on the unduplicated number of students who were on a READ plan the previous school year and were no longer on a READ plan the following year divided by the total number of students who were on a READ plan the previous year.



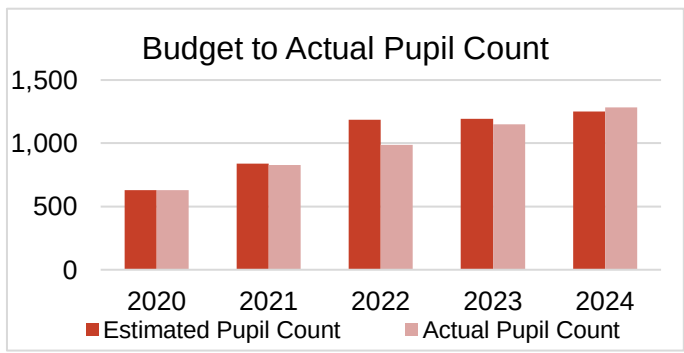
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporing year.

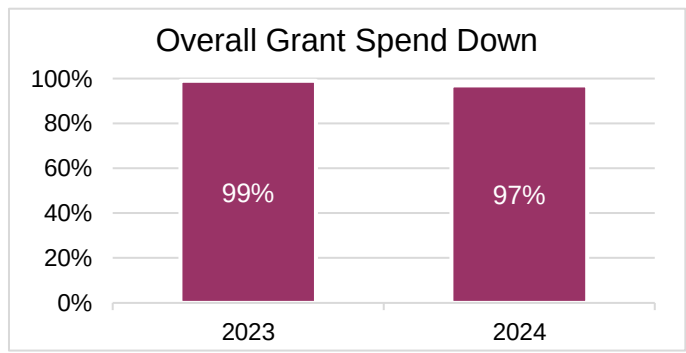
The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

a. Is the school accurately projecting enrollment?
b. Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	0.2%	-1.3%	-16.7%	-3.8%	2.6%
Estimated Pupil Count	630.0	840.0	1186.0	1195.0	1251.0
Actual Pupil Count	631.0	829.0	987.5	1149.0	1283.5
Overall Grant Spend Down (%)	--	--	--	99%	97%
Total Grant Funds Unrecoverable ($)	--	--	--	$10,424.95	$7,408.69
TABOR	YES	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO



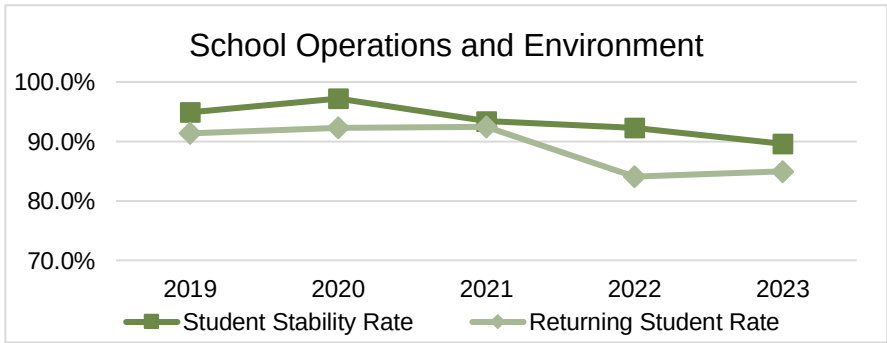


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of annual operating expenses as required by Colorado statute.

School Operations and Environment Metrics

a. Is the student population stable during the school year?
b. Are students returning to the school the following school year?
c. Is the school soliciting feedback from stakeholders and sharing it with the community?

School Operations and Environment					
	2019	2020	2021	2022	2023
Student Stability Rate	94.9%	97.2%	93.4%	92.3%	89.6%
Returning Student Rate	91.4%	92.3%	92.5%	84.1%	84.9%
Survey Administration and Dissemination*	--	--	--	--	--



Student Stability Rate is defined by CDE as the unduplicated count of students who remained in a school divided by the total number of students that were part of the school at any time during a given school year.

Returning Student Rate is based on EOY data where the unduplicated number of students who did not exit the previous school year and returned for the following school year is divided by the total number of students who did not exit the previous year.

Both of these measures are lagged. The 2023 reporting year reflects the stabilty rate for 2022-23 and the returning student rate reflects students who completed the 2021-22 school year and returned for the 2022-23 school year.

Organizational 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.**

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