Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2023-2024

Colorado Early Colleges - Windsor

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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?

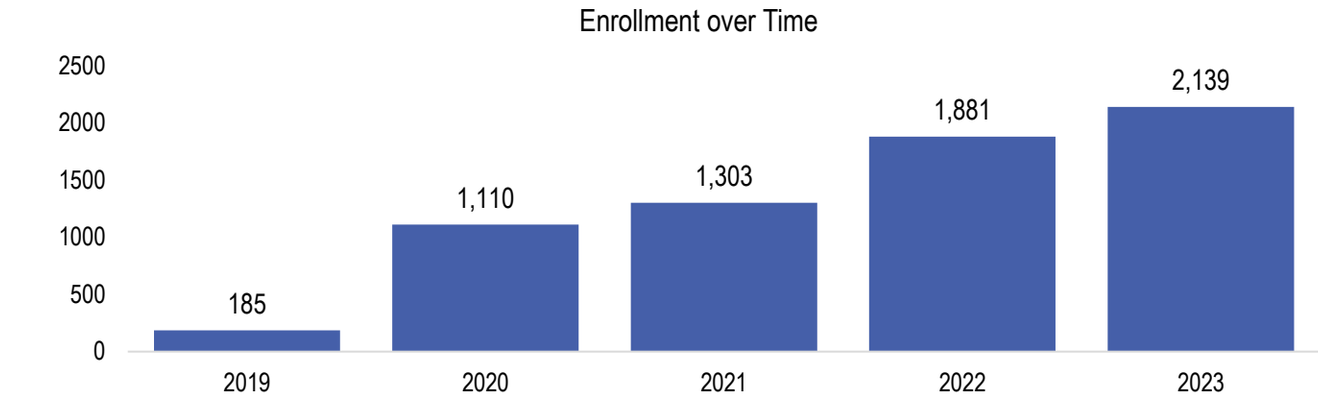
Additional information about the CSI Performance Framework can be found at
https://www.csi.state.co.us/about/school-accountability/

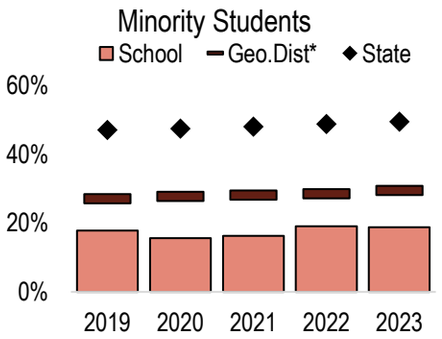
Colorado Early Colleges - Windsor Overview

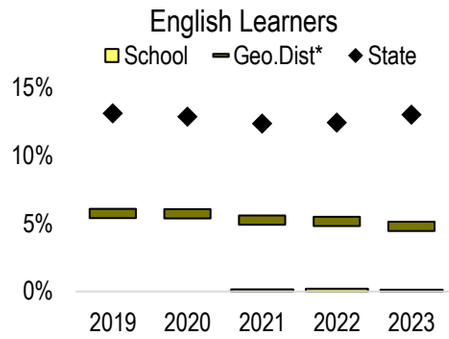
Year Opened/Transferred: 2019-2020
Grades Served: K-12
School Model: Early College

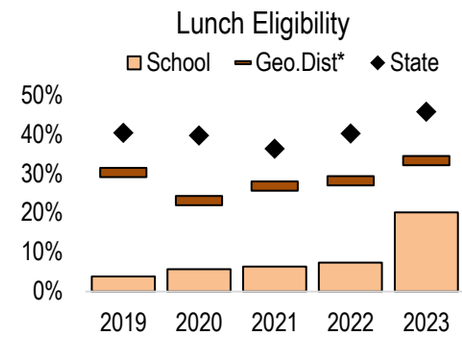
Town/City: Windsor
District of Residence: Poudre R-1
Original Application Type: Replication

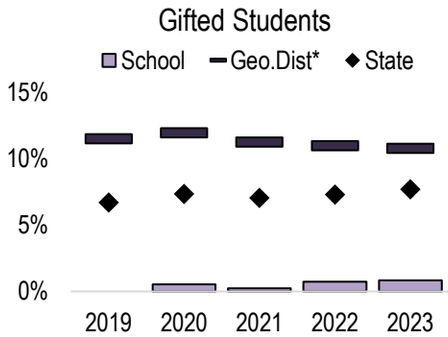
Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	**185**	**1,110**	**1,303**	**1,881**	**2,139**
F/R Lunch	3.8%	5.7%	6.4%	7.3%	20.1%
Minority	17.8%	15.7%	16.3%	19.1%	18.8%
IEP	3.2%	0.8%	0.6%	0.7%	0.8%
EL	0.0%	0.0%	0.2%	0.2%	0.1%
Gifted	0.0%	0.5%	0.2%	0.7%	0.8%
504	1.1%	1.1%	1.2%	1.4%	2.0%

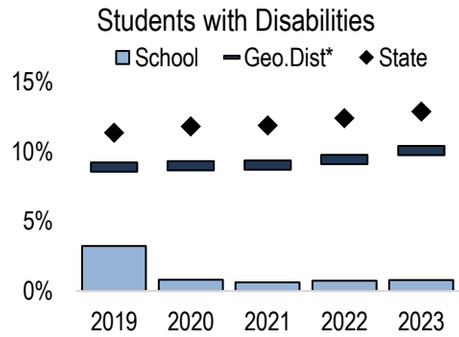


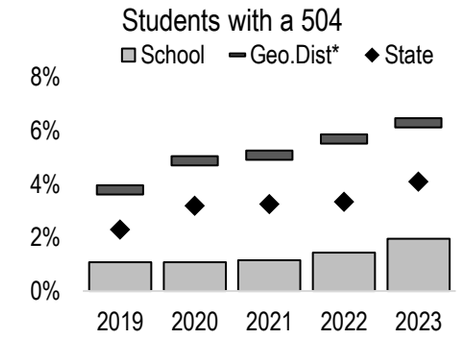












Note on Data Source: Demographic data included in CARS comes from the annual student October Count files representing all students.
*Geo.Dist refers to the district in which your school is located (your school's geographic district).

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: 75.3%)
Elementary School Rating	--
Middle School Rating	Performance (Points Earned: 59.6%)
High School Rating	Performance (Points Earned: 81.7%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	**Performance with Distinction**

Participation

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

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

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

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

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	152	145	95.4%	7	100.0%	**Meets 95%**
Math	152	145	95.4%	7	100.0%	**Meets 95%**
Science	34	32	94.1%	2	100.0%	**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	104	98	94.2%	6	100.0%	**Meets 95%**
CMAS Math	104	98	94.2%	6	100.0%	**Meets 95%**
CMAS Science	34	32	94.1%	2	100.0%	**Meets 95%**
PSAT/SAT Evidence-Based Reading and Writing	48	47	97.9%	1	100.0%	**Meets 95%**
PSAT/SAT Math	48	47	97.9%	1	100.0%	**Meets 95%**

English Language Arts Achievement

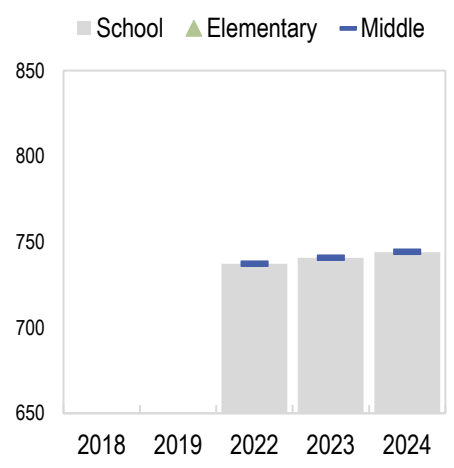
CMAS ELA: School Status, Trends, and Local Comparison Tables

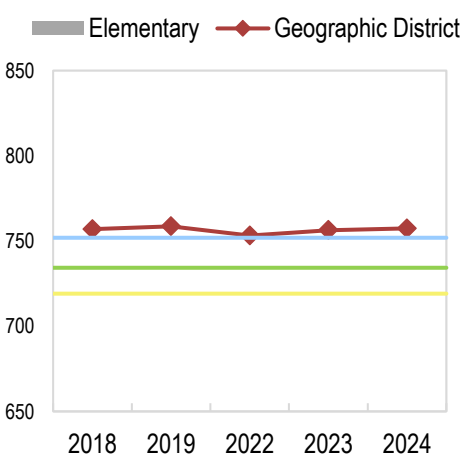
-How are students achieving on state assessments in English Language Arts over time?
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

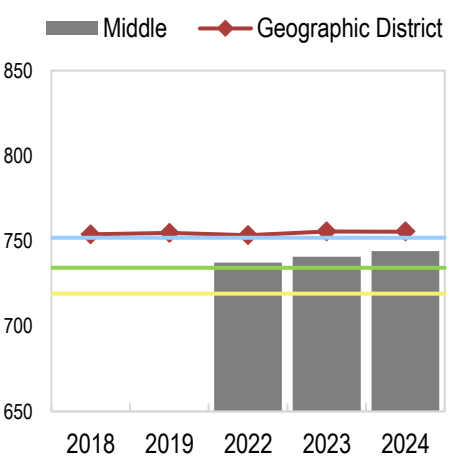
Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	n<16	--	35	739	32	740
7	--	--	--	--	33	740	22	737	39	750
8	--	--	--	--	25	732	33	746	27	741
Middle	--	--	--	--	69	737	90	741	98	744
Overall	**--**	**--**	**--**	**--**	**69**	**737**	**90**	**741**	**98**	**744**

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	2,188	753	2,080	753	1,971	749	2,003	752	1,878	753
4	2,203	760	2,217	761	2,018	753	1,992	755	1,973	758
5	2,198	758	2,229	761	2,006	758	2,036	762	1,971	762
Elementary	6,591	757	6,526	759	5,998	753	6,032	756	5,826	757
6	2,179	753	2,173	754	1,866	753	1,937	753	1,868	754
7	1,957	755	2,105	755	1,819	752	1,721	757	1,742	760
8	1,849	754	1,801	756	1,613	756	1,643	757	1,474	753
Middle	5,983	754	6,079	755	5,295	753	5,300	756	5,080	756
Overall	**12,574**	**755**	**12,605**	**757**	**11,293**	**753**	**11,332**	**756**	**10,906**	**757**

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







Achievement Status and Local Comparison Narrative
The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. Since last school year, overall mean scale score increased by 3.3 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 12.4 scale score points.

English Language Arts Subgroup Achievement

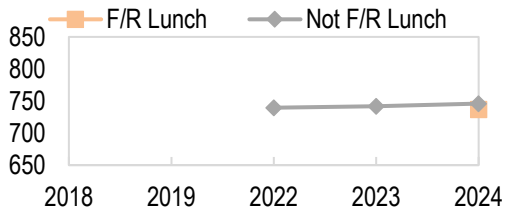
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

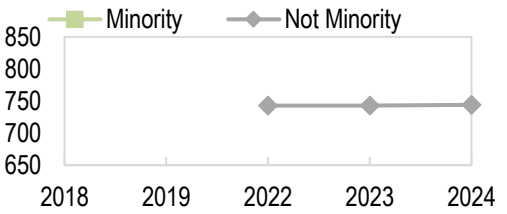
-How are traditionally underserved students achieving on state assessments in English Language Arts over time?
-How are traditionally underserved students achieving on state assessments compared to their peers over time?
-How are traditionally underserved students achieving on state assessments in comparison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

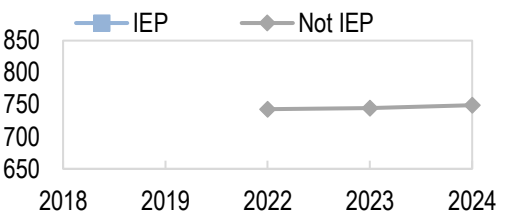
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16	736.9
	N	--	--	739.6	742.1	746.0
Minority	Y	--	--	n<16	n<16	n<16
	N	--	--	742.9	742.9	744.1
IEP	Y	--	--	n<16	n<16	n<16
	N	--	--	743.1	744.9	749.3
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	737.3	740.8	744.1
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	734.0	737.1	739.4
Schoolwide		--	--	737	741	744

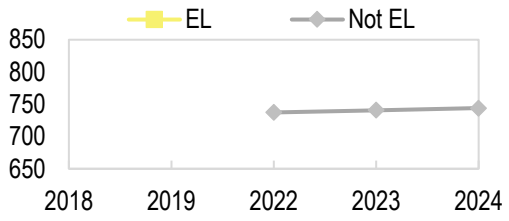
Geographic District Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.8	733.5	725.8	728.8	733.1
	N	765.0	765.8	761.3	764.8	765.8
Minority	Y	740.5	742.1	738.6	741.9	740.4
	N	760.7	761.8	758.6	760.9	762.0
IEP	Y	703.4	705.0	701.2	704.7	708.7
	N	759.9	760.8	757.5	760.4	761.0
EL	Y	726.2	728.3	721.9	722.7	720.1
	N	758.3	759.5	756.2	758.7	759.4
GT	Y	792.5	791.9	790.7	794.8	791.0
	N	748.2	749.6	746.7	749.0	756.2
Geographic District		755	757	753	756	757

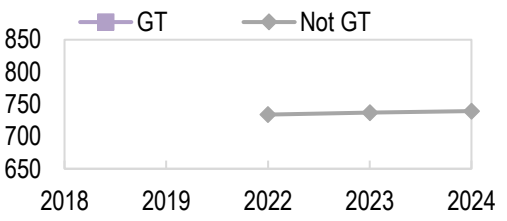
CMAS ELA: Subgroup Gap Trends Graphs

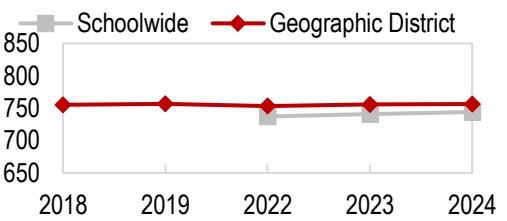




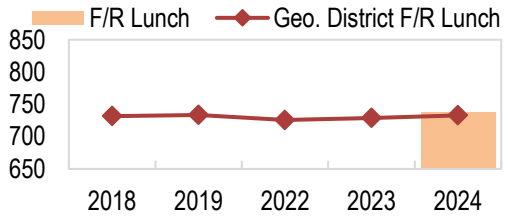


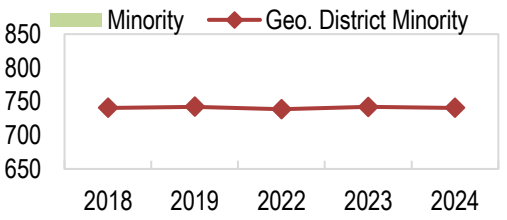


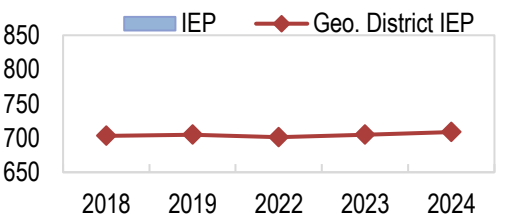


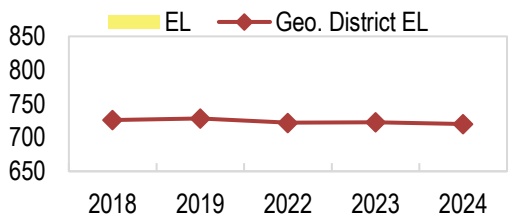


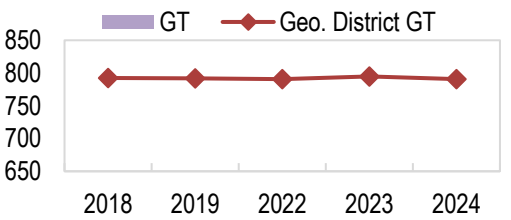
CMAS ELA: Subgroup Local Comparison Graphs











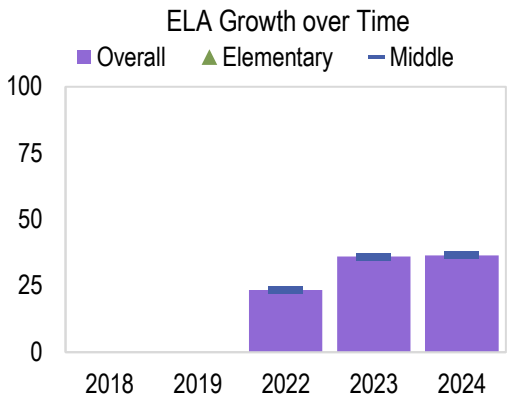
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, overall, Poudre R-1 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: - 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?

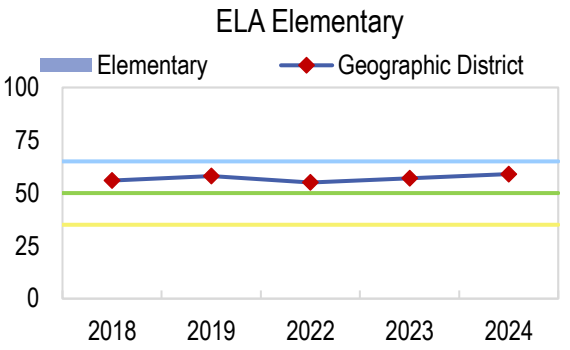
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	n < 20	--	27	18.0	26	23.5
7	--	--	--	--	--	--	n < 20	--	34	52.5
8	--	--	--	--	20	15.0	30	44.0	22	49.0
Middle	--	--	--	--	26	23.5	73	36.0	82	36.5
Overall	**--**	**--**	**--**	**--**	**26**	**23.5**	**73**	**36.0**	**82**	**36.5**

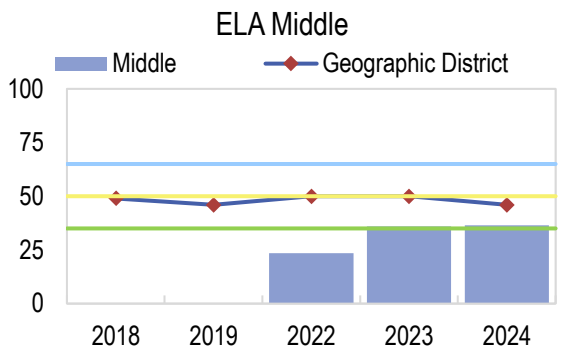


CMAS ELA: Local Comparison Tables and Graphs

-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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	2,062	59.0	2,083	61.0	1,657	55.0	1,849	58.0	1,869	61.0
5	2,065	53.0	2,131	55.0	--	--	1,894	56.0	1,873	57.0
Elementary	4,129	56.0	4,214	58.0	1,657	55.0	3,743	57.0	3,746	59.0
6	2,045	48.0	2,042	46.0	1,557	47.0	1,803	47.0	1,751	43.0
7	1,780	48.0	1,965	45.0	--	--	1,573	49.0	1,635	47.0
8	1,647	50.0	1,665	47.0	1,318	55.0	1,480	54.0	1,348	47.0
Middle	5,472	49.0	5,672	46.0	2,875	50.0	4,856	50.0	4,730	46.0
Overall	**1,647**	**50.0**	**9,886**	**51.0**	**4,532**	**52.0**	**8,599**	**53.0**	**8,476**	**52.0**





Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. Since last year, student growth increased by 0.5 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

English Language Arts Subgroup Growth

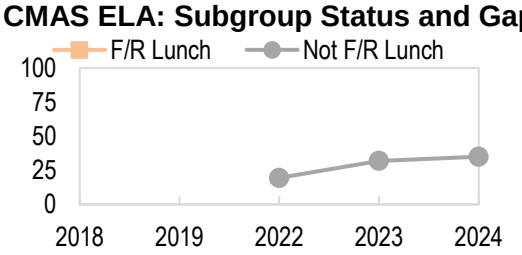
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

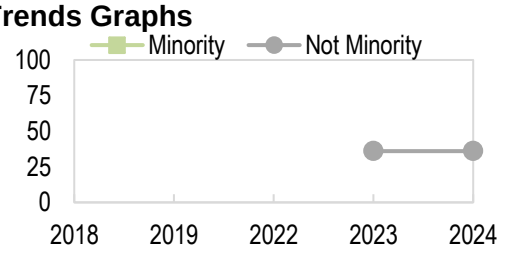
-How are traditionally underserved students growing on state assessments in English Language Arts over time?
-How are traditionally underserved students growing on state assessments compared to their peers over time?
-How are traditionally underserved students growing on state assessments in comparison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

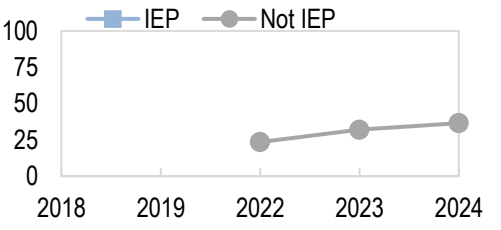
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	n<20
	N	--	--	19.5	32.0	35.0
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	36.0	36.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	23.5	32.0	36.5
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	23.5	36.0	36.5
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	23.0	37.5	45.0
Schoolwide		--	--	**23.5**	**36.0**	**36.5**

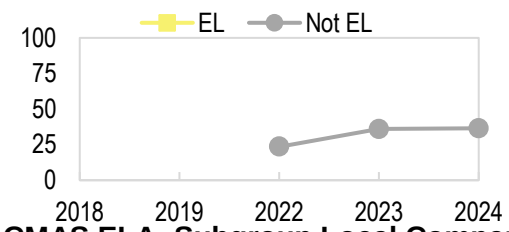
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	46.0	42.0	43.0	48.0
	N	53.0	53.0	55.0	56.0	53.0
Minority	Y	49.0	48.0	46.0	50.0	49.0
	N	51.0	52.0	54.0	54.0	52.0
IEP	Y	35.0	42.0	34.0	41.0	43.0
	N	50.5	52.0	54.0	54.0	52.0
EL	Y	52.0	50.0	41.0	45.0	47.0
	N	50.0	51.0	53.0	53.0	52.0
GT	Y	66.0	57.0	64.5	67.0	49.5
	N	49.0	49.0	49.0	50.0	52.0
Geographic District		**50.0**	**51.0**	**52.0**	**53.0**	**52.0**

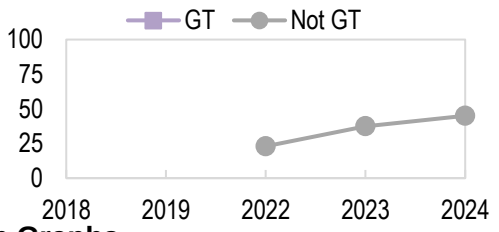
CMAS ELA: Subgroup Status and Gap Trends Graphs

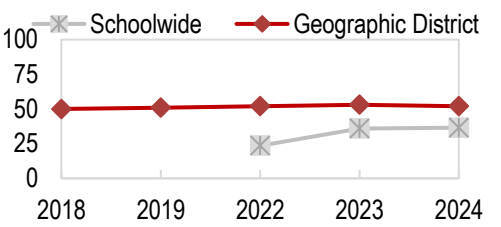




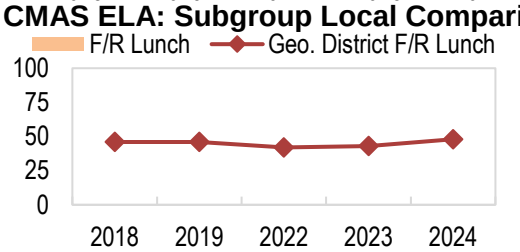


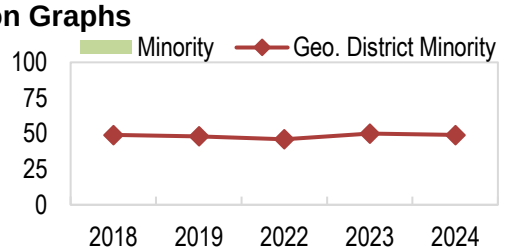


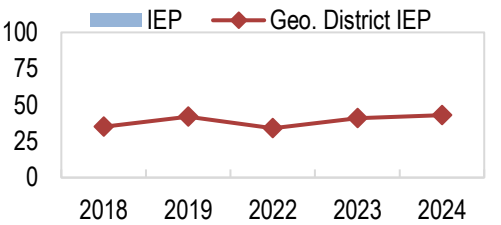


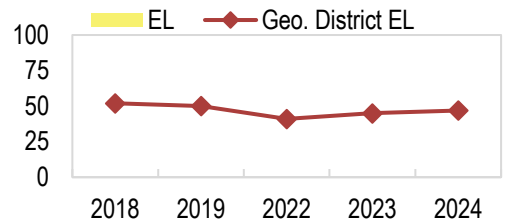


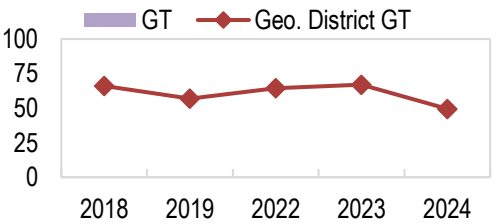
CMAS ELA: Subgroup Local Comparison Graphs











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): overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - additional details are available in the graphs.

Mathematics Achievement

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

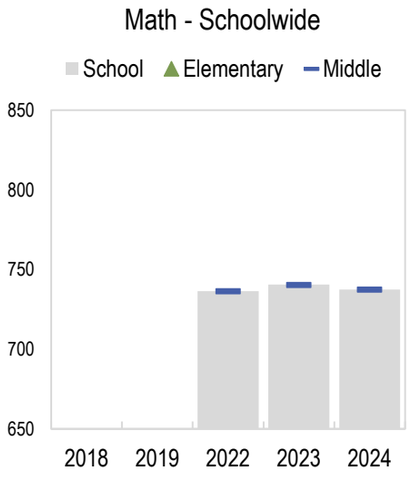
-How are students achieving on state assessments in Mathematics over time?

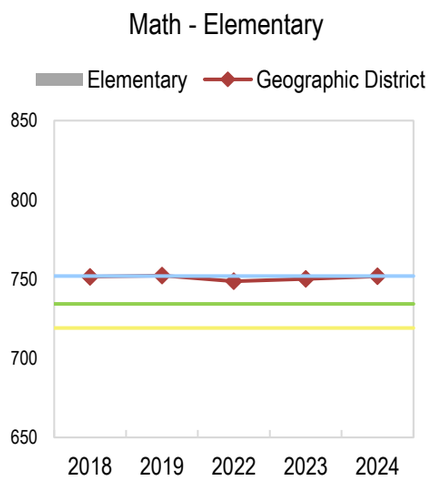
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

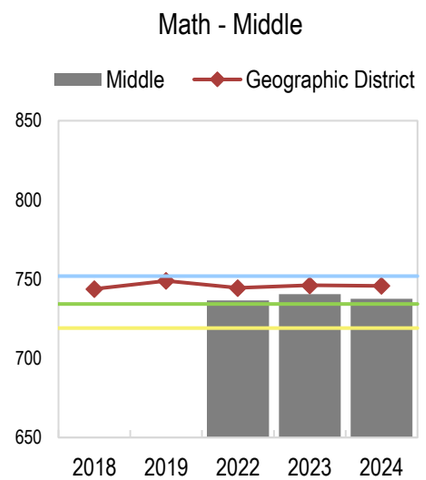
Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	n<16	--	35	736	32	731
7	--	--	--	--	33	739	22	740	39	738
8	--	--	--	--	25	735	33	746	27	744
Middle	--	--	--	--	69	737	90	741	98	738
Overall	**--**	**--**	**--**	**--**	**69**	**737**	**90**	**741**	**98**	**738**

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	2,193	753	2,089	753	1,978	749	2,024	752	1,879	753
4	2,204	750	2,219	750	2,029	746	2,003	747	1,982	750
5	2,213	752	2,234	754	2,010	751	2,058	752	1,988	753
Elementary	6,612	752	6,542	752	6,020	749	6,086	750	5,853	752
6	2,196	743	2,180	747	1,857	741	1,941	744	1,863	745
7	1,971	745	2,113	746	1,807	742	1,727	743	1,746	746
8	1,859	743	1,811	754	1,596	751	1,644	753	1,474	748
Middle	6,024	744	6,104	749	5,257	744	5,311	746	5,079	746
Overall	**12,636**	**748**	**12,646**	**751**	**11,277**	**747**	**11,397**	**748**	**10,932**	**749**

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. Since last school year, overall mean scale score decreased by 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 () for the past five years. Overall, the school performs lower than their geo. district by 11.5 scale score points.

Mathematics Subgroup Achievement

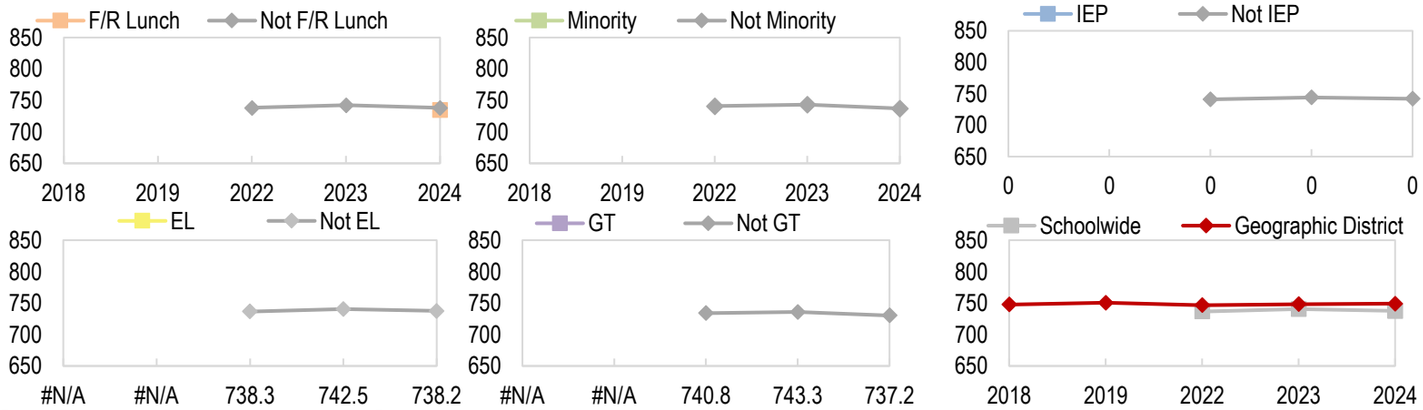
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

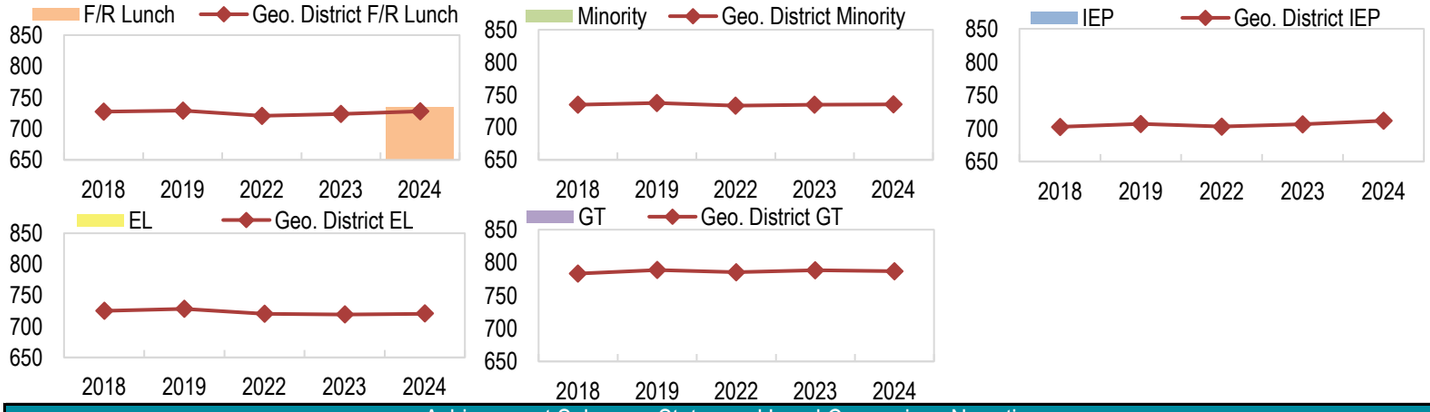
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16	734.9
	N	--	--	738.3	742.5	738.2
Minority	Y	--	--	n<16	n<16	n<16
	N	--	--	740.8	743.3	737.2
IEP	Y	--	--	n<16	n<16	n<16
	N	--	--	741.0	744.0	741.9
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	736.5	740.5	737.5
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	734.0	735.9	730.2
Schoolwide		--	--	**737**	**741**	**738**

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	727.2	729.0	720.6	723.4	727.8
	N	756.2	759.0	754.1	756.4	757.5
Minority	Y	734.8	737.4	733.3	734.6	735.1
	N	752.4	755.2	751.4	753.0	753.8
IEP	Y	702.3	706.7	702.8	706.1	711.4
	N	751.7	754.1	750.1	751.7	752.5
EL	Y	725.1	728.2	720.1	719.1	720.5
	N	750.1	752.8	749.1	750.7	751.4
GT	Y	783.3	788.7	785.3	788.4	787.0
	N	741.0	742.9	739.8	741.0	748.7
Geographic District		**748**	**751**	**747**	**748**	**749**

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



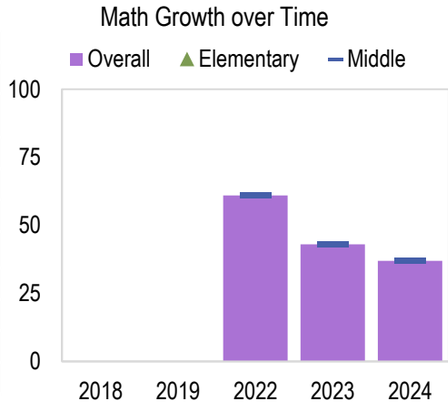
Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, overall, Poudre R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: - 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?

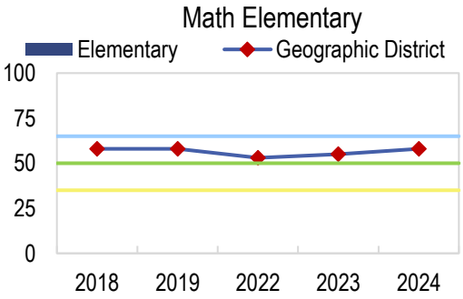
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--
Elementary	--	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	27	41.0	26	17.0
7	--	--	--	--	24	61.0	n < 20	--	34	38.0
8	--	--	--	--	--	--	30	40.5	22	46.5
Middle	--	--	--	--	24	61.0	73	43.0	82	37.0
Overall	**--**	**--**	**--**	**--**	**24**	**61.0**	**73**	**43.0**	**82**	**37.0**

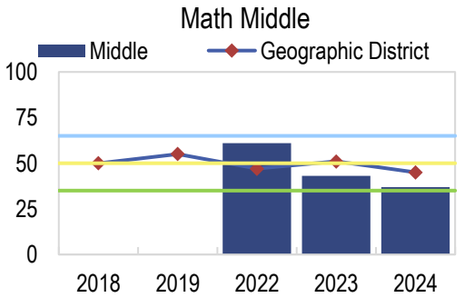


CMAS Math: Local Comparison Tables and Graphs

-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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	2,076	58.0	2,111	61.0	--	--	1,878	57.0	1,891	58.0
5	2,074	57.0	2,129	55.0	1,656	53.0	1,922	53.0	1,883	57.0
Elementary	4,152	58.0	4,240	58.0	1,656	53.0	3,800	55.0	3,778	58.0
6	2,050	45.0	2,045	54.0	--	--	1,804	47.0	1,750	46.0
7	1,487	54.0	1,978	54.0	1,526	47.0	1,572	52.0	1,626	44.0
8	1,310	54.0	1,385	57.0	--	--	1,473	56.0	1,341	46.0
Middle	4,847	50.0	5,408	55.0	1,526	47.0	4,849	51.0	4,713	45.0
Overall	**1,310**	**54.0**	**9,648**	**56.0**	**3,182**	**50.0**	**8,649**	**53.0**	**8,491**	**51.0**





Growth Status and Local Comparison Narrative
The graphs show schoolwide growth on the Math state assessment. Since last year, student growth decreased by 6 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

Mathematics Subgroup Growth

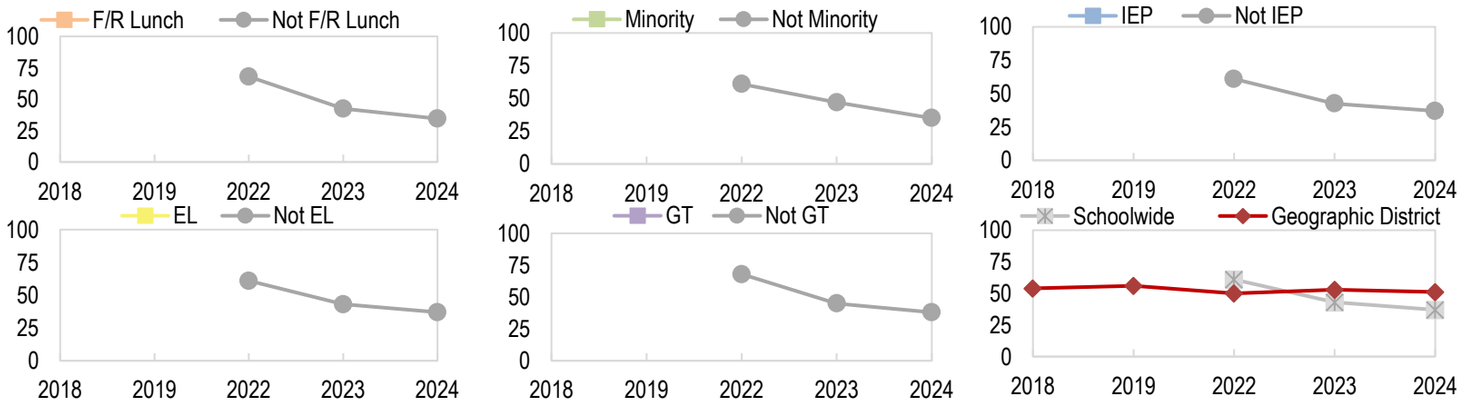
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

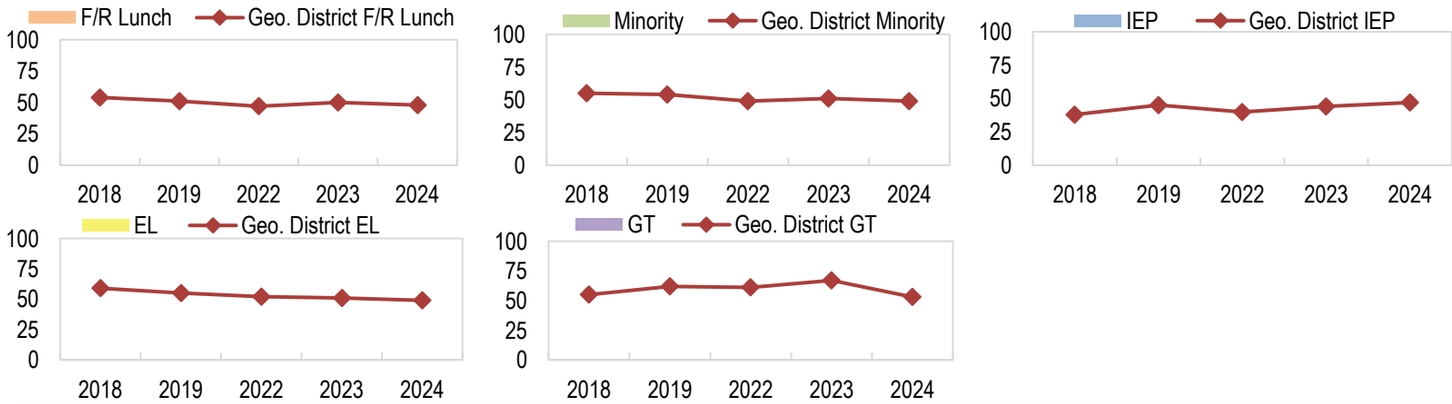
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	n<20
	N	--	--	68.0	42.5	34.5
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	61.0	47.0	35.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	61.0	42.5	37.0
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	61.0	43.0	37.0
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	68.0	45.0	38.0
Schoolwide		--	--	**61.0**	**43.0**	**37.0**

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	54.0	51.0	47.0	50.0	48.0
	N	54.0	58.0	51.0	57.0	52.0
Minority	Y	55.0	54.0	49.0	51.0	49.0
	N	53.0	57.0	51.0	57.0	51.0
IEP	Y	38.0	45.0	40.0	44.0	47.0
	N	54.0	57.0	51.0	56.0	51.0
EL	Y	59.0	55.0	52.0	51.0	49.0
	N	53.0	56.0	50.0	56.0	51.0
GT	Y	55.0	62.0	61.0	67.0	53.0
	N	53.0	55.0	48.0	54.0	51.0
Geographic District		**54.0**	**56.0**	**50.0**	**53.0**	**51.0**

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative
The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): overall, Poudre R-1 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: - 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 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? ^^

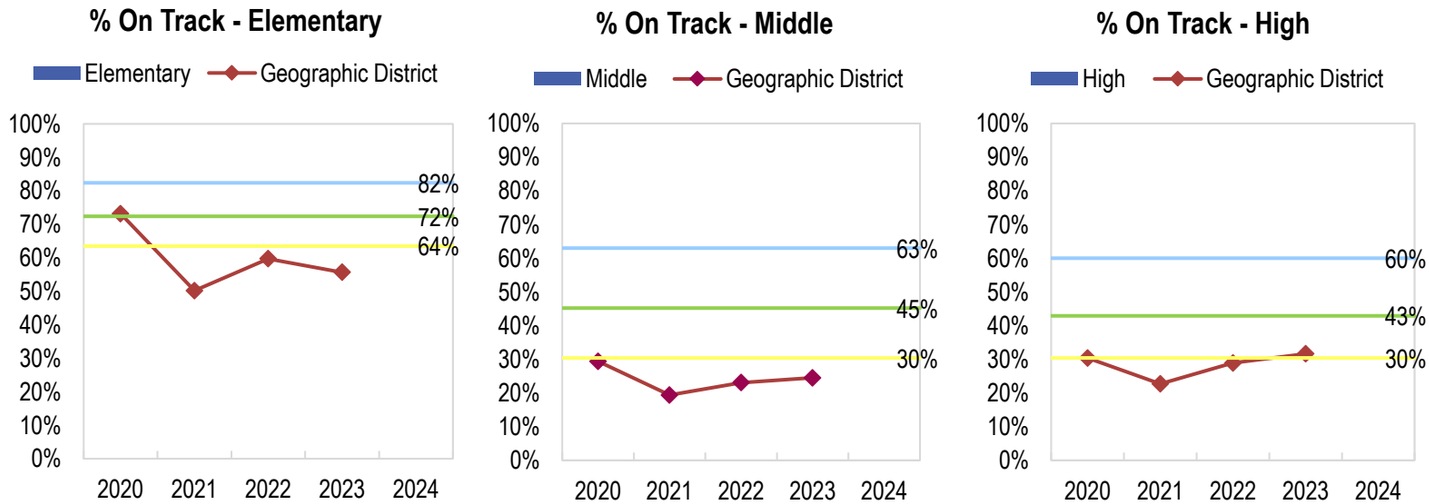
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	--	--	--	--	--	--	--	--	--
Middle	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
High	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
Overall	**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	654	55.0	73.2%	583	52.0	50.2%	601	50.0	59.7%	97	56.0	55.7%	638	49.0	--
Middle	101	55.0	29.4%	78	50.0	19.4%	103	58.0	23.1%	49	33.0	24.5%	216	55.5	--
High	88	56.0	30.4%	85	53.0	22.7%	103	64.0	28.9%	38	40.0	31.6%	170	53.0	--
Overall	**843**	**55.0**	**63.3%**	**746**	**52.0**	**44.2%**	**807**	**53.0**	**52.2%**	**956**	**50.5**	**52.2%**	**1,024**	**52.0**	**--**

^^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

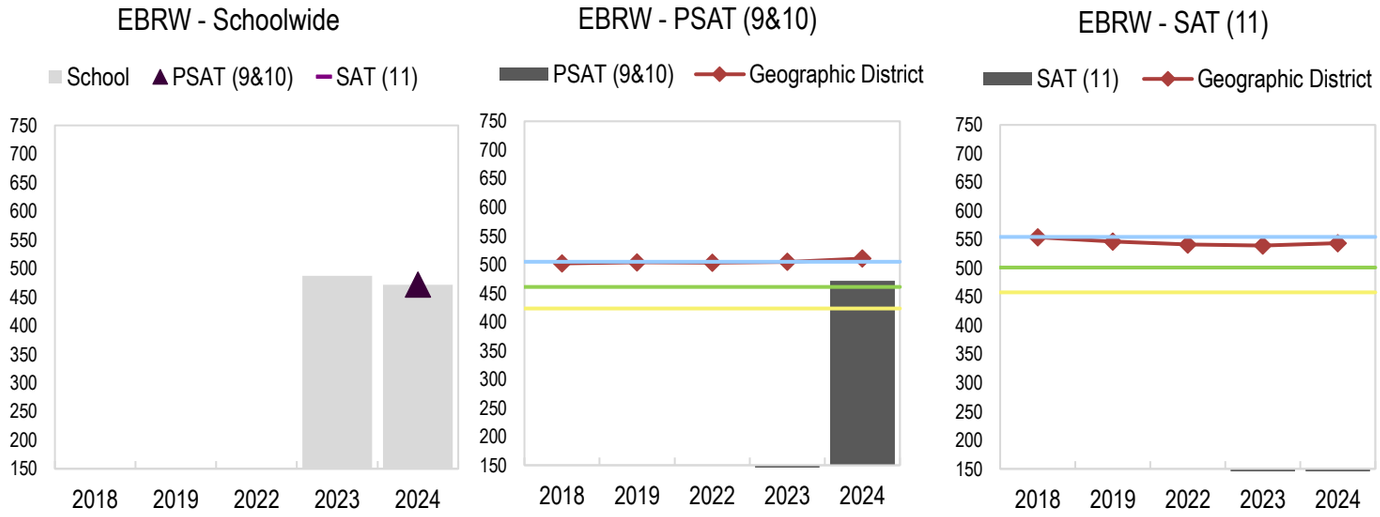
-How are students achieving on state assessments in Evidence-Based Reading & Writing over time?
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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)**	--	--	--	--	n<16	--	n<16	n<16	26	469
*PSAT (10th)**	--	--	--	--	n<16	--	n<16	n<16	n<16	n<16
PSAT (9th&10th)	--	--	--	--	n<16	--	n<16	n<16	40	472
SAT (11th)	--	--	--	--	n<16	--	n<16	n<16	n<16	n<16
Overall	**--**	**--**	**--**	**--**	**n<16**	**--**	**18**	**487**	**47**	**472**

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)**	17	365	1,965	496	1,751	490	1,848	493	1,824	501
*PSAT (10th)**	1,793	516	1,844	513	1,833	516	1,736	517	1,824	520
PSAT (9th&10th)	3,719	502	3,809	504	3,584	503	3,584	505	3,648	511
SAT (11th)	1,814	554	1,773	547	1,808	541	1,866	540	1,848	544
Overall	**5,533**	**519**	**5,582**	**518**	**5,392**	**516**	**5,450**	**517**	**5,496**	**522**

*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. Since last school year, overall mean scale score decreased by 15.5 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 50 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

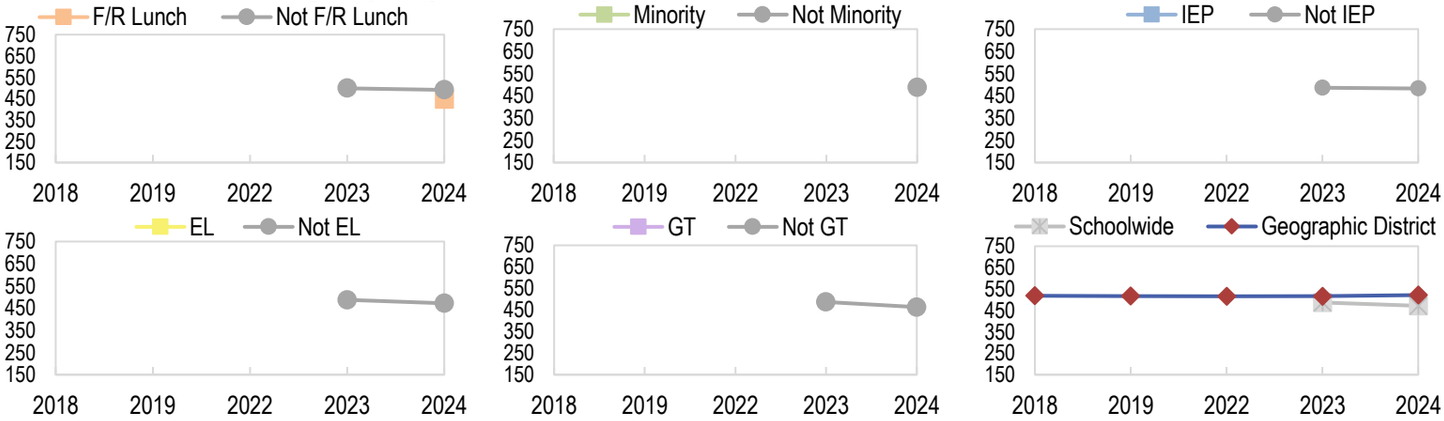
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

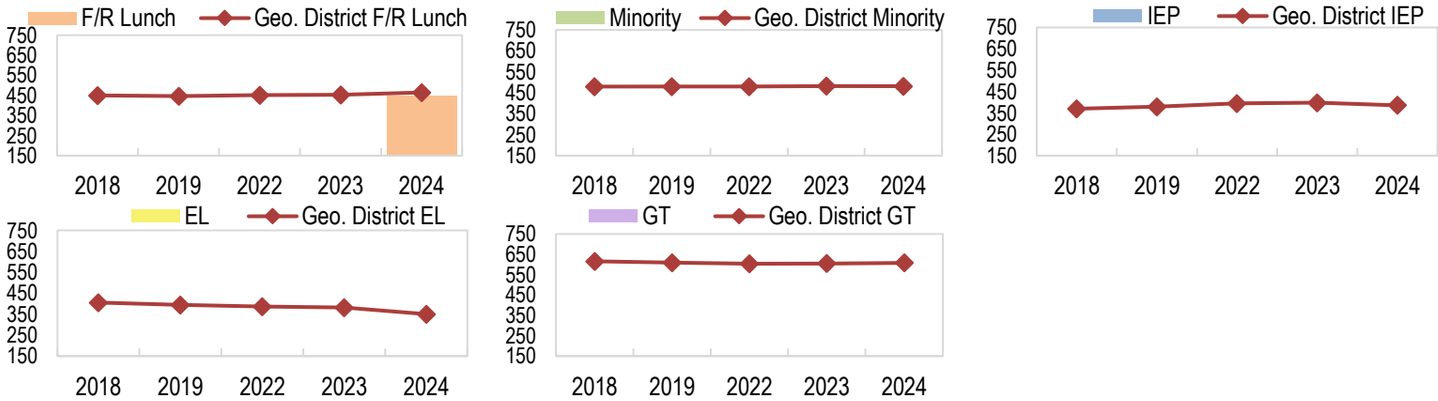
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16	446
	N	--	--	n<16	498	491
Minority	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	n<16	488
IEP	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	486	483
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	487	472
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	487	464
Schoolwide		--	--	--	487	472

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	450	447	451	453	465
	N	539	536	529	530	538
Minority	Y	480	480	480	482	482
	N	532	530	527	528	534
IEP	Y	370	379	395	398	386
	N	528	525	522	522	528
EL	Y	405	395	386	382	350
	N	525	523	520	520	525
GT	Y	616	610	604	605	609
	N	499	495	492	494	520
Geographic District		519	518	516	517	522

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, overall, outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: FRL, - 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?

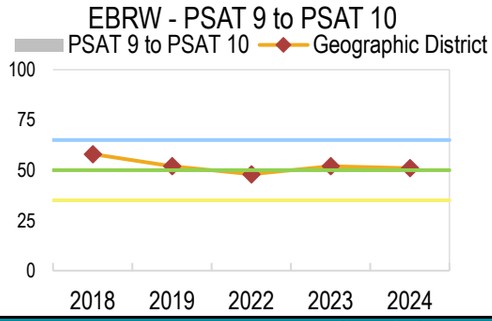
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

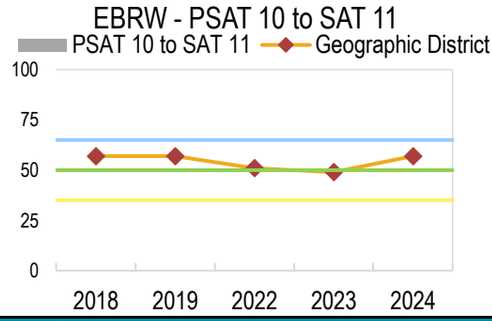
Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--	n < 20	--	n < 20	-
PSAT 10 to SAT 11	--	--	--	--	n < 20	--	n < 20	--	n < 20	-
Overall	**--**	**--**	**--**	**--**	**n < 20**	**--**	**n < 20**	**--**	**n<20**	**n<20**

^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	978	58.0	1,673	52.0	1,531	48.0	1,503	52.0	1,605	51.0
PSAT 10 to SAT 11	1,608	57.0	1,635	57.0	1,565	51.0	1,641	49.0	1,575	57.0
Overall	**4,051**	**56.0**	**3,308**	**54.0**	**3,096**	**50.0**	**3,144**	**50.0**	**3,180**	**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. In 2024, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

Evidence-Based Reading and Writing Subgroup Growth

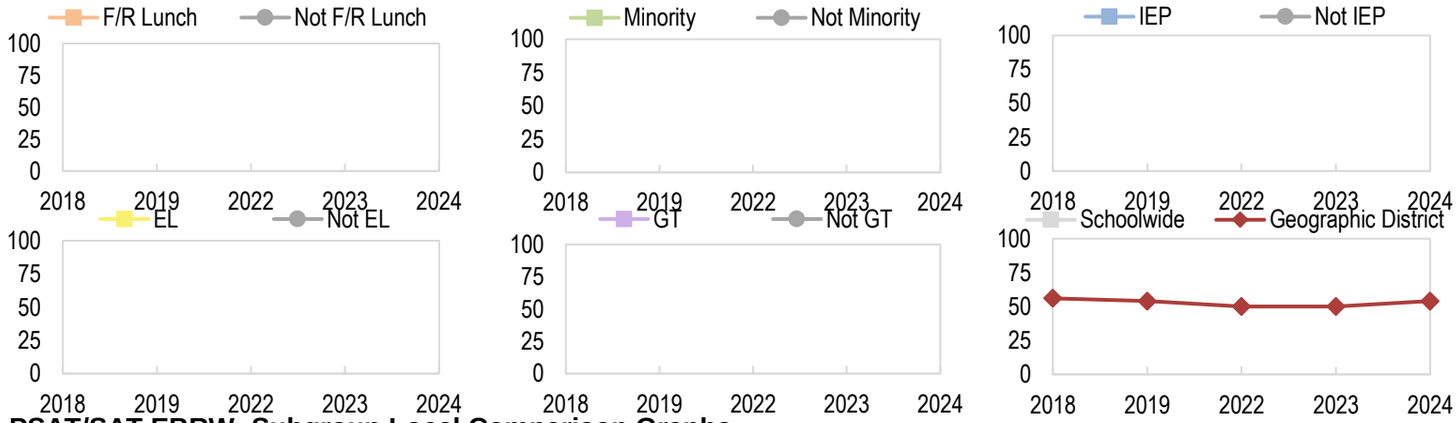
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

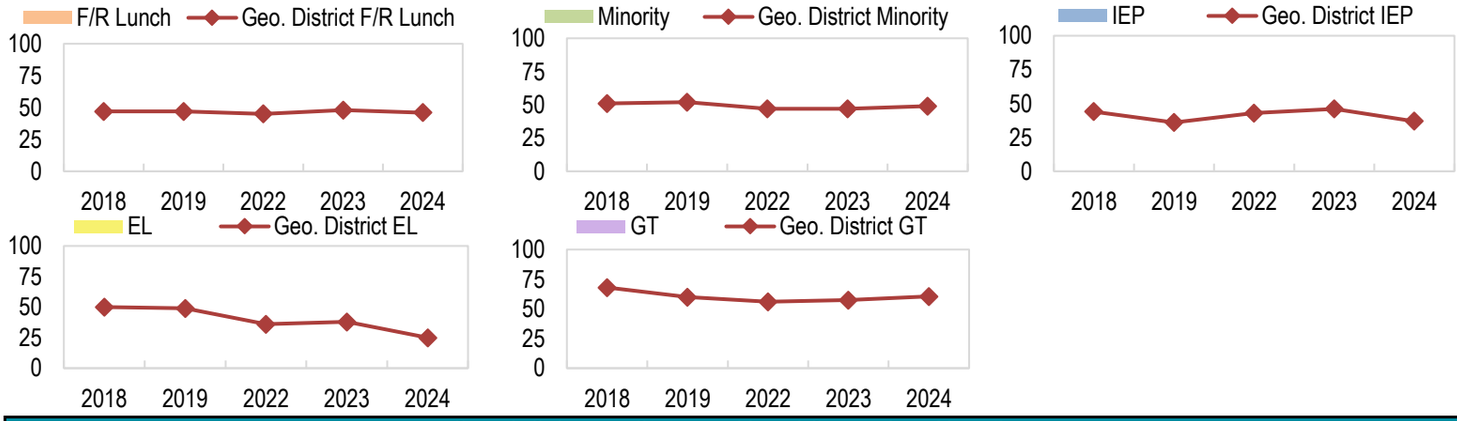
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2018	2019	2022	2023	2024
Student		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	n<20
Schoolwide		--	--	--	--	n<20

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	47.0	47.0	45.0	48.0	46.0
	N	59.0	56.0	51.0	50.0	57.0
Minority	Y	51.0	52.0	47.0	47.0	49.0
	N	58.0	55.0	50.0	51.0	56.0
IEP	Y	44.0	36.0	43.0	46.0	37.0
	N	57.0	55.0	50.0	50.0	55.0
EL	Y	50.0	49.0	36.0	38.0	25.0
	N	57.0	55.0	50.0	50.0	55.0
GT	Y	68.0	60.0	56.0	57.5	60.5
	N	53.0	53.0	48.0	49.0	54.0
Geographic District		**56.0**	**54.0**	**50.0**	**50.0**	**54.0**

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, Poudre R-1 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?

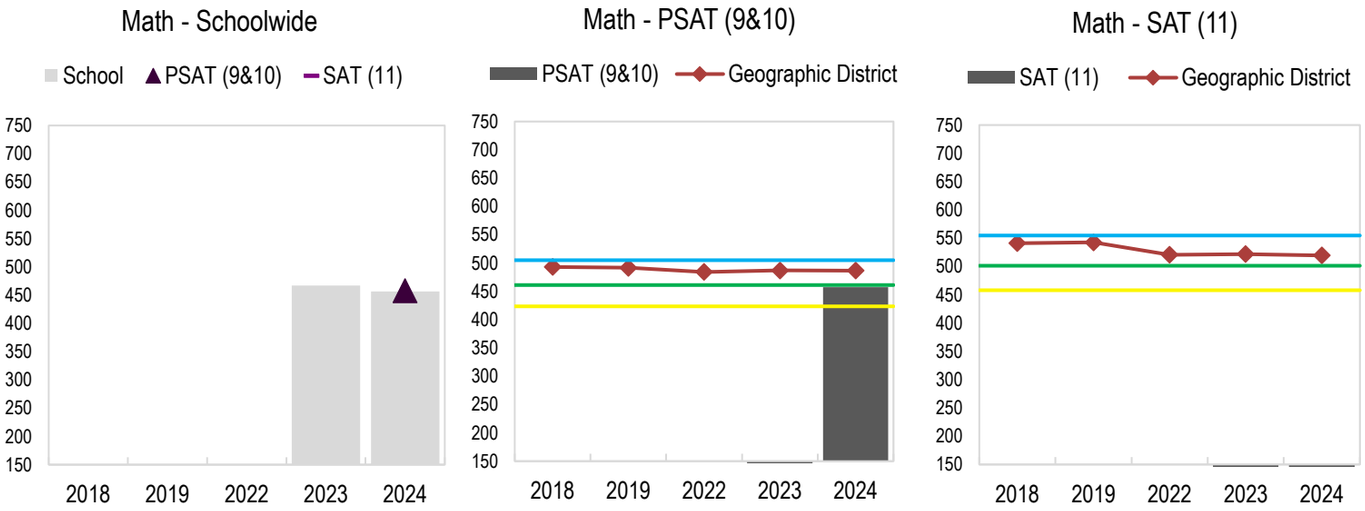
Achievement over Time in Math										
PSAT/SAT Math	2018		2019^		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
*PSAT (9th)**	--	--	--	--	n<16	--	n<16	n<16	26	452
*PSAT (10th)**	--	--	--	--	n<16	--	n<16	n<16	n<16	n<16
PSAT (9th&10th)	--	--	--	--	n<16	--	n<16	n<16	40	458
SAT (11th)	--	--	--	--	n<16	--	n<16	n<16	n<16	n<16
Overall	**--**	**--**	**--**	**--**	**n<16**	**--**	**18**	**467**	**47**	**456**

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)**	17	344	1,966	483	1,751	476	1,856	484	1,827	479
*PSAT (10th)**	1,795	507	1,844	501	1,834	491	1,745	490	1,827	495
PSAT (9th&10th)	3,723	493	3,810	492	3,585	484	3,601	487	3,654	487
SAT (11th)	1,814	541	1,773	543	1,809	521	1,872	522	1,851	520
Overall	**5,537**	**509**	**5,583**	**508**	**5,394**	**496**	**5,473**	**499**	**5,505**	**498**

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

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

PSAT/SAT 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. Since last school year, overall mean scale score decreased by 10.5 scale score points.The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 41.4 scale score points.

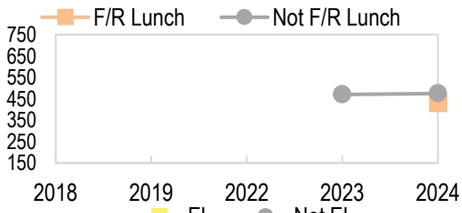
Math Subgroup Achievement

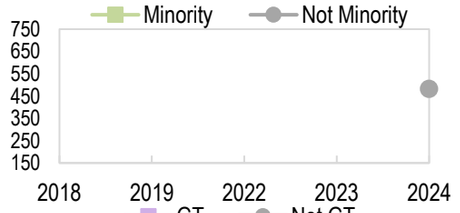
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

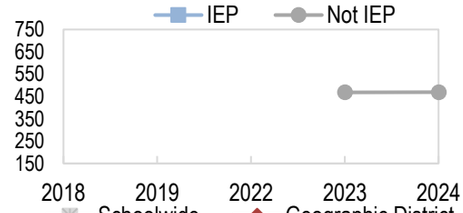
-How are traditionally underserved students achieving on state assessments in Math over time?
-How are traditionally underserved students achieving on state assessments compared to their peers over time?
-How are traditionally underserved students achieving on state assessments in comparison to other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

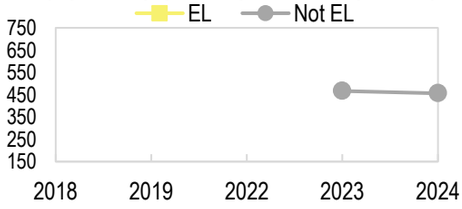
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	n<16	n<16	431
	N	--	--	n<16	470	475
Minority	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	n<16	481
IEP	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	468	469
EL	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	467	456
GT	Y	--	--	n<16	n<16	n<16
	N	--	--	n<16	467	450
Schoolwide		--	--	--	**467**	**456**

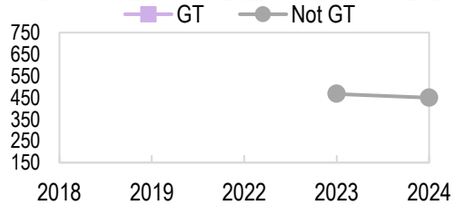
Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	438	439	431	434	441
	N	529	526	509	513	514
Minority	Y	474	476	465	467	466
	N	520	518	506	509	507
IEP	Y	350	372	385	389	381
	N	518	515	501	504	503
EL	Y	412	402	408	387	381
	N	514	512	499	502	500
GT	Y	614	610	594	595	590
	N	487	482	470	475	496
Geographic District		**509**	**508**	**496**	**499**	**498**

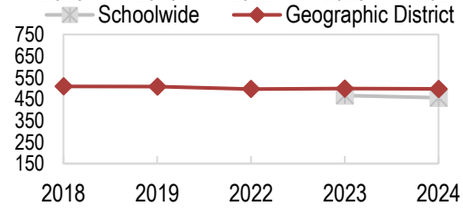


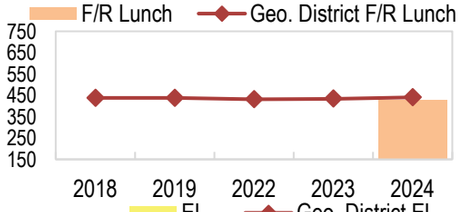


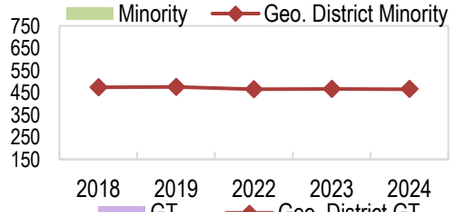


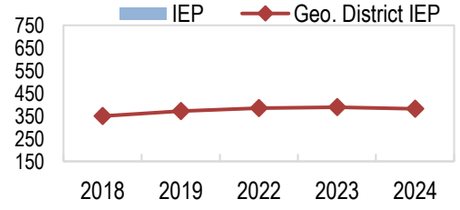


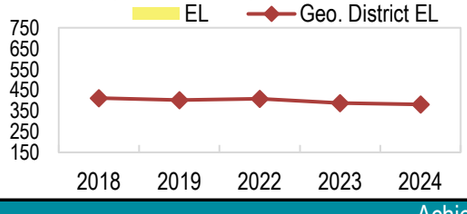


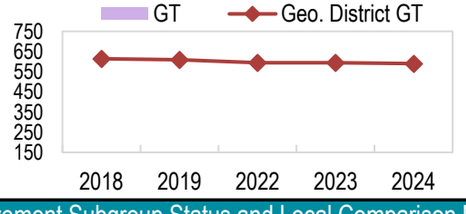












Achievement Subgroup Status and Local Comparison Narrative
The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, overall, District outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: FRL, - additional details are available in the graphs.

Math Growth

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

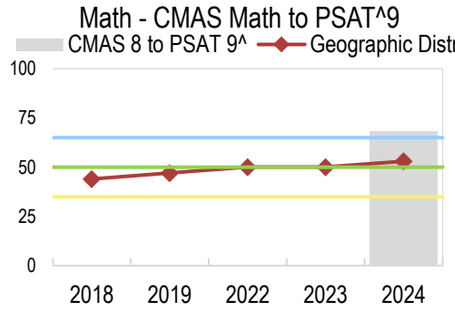
-Are students making sufficient growth on state assessments over time?

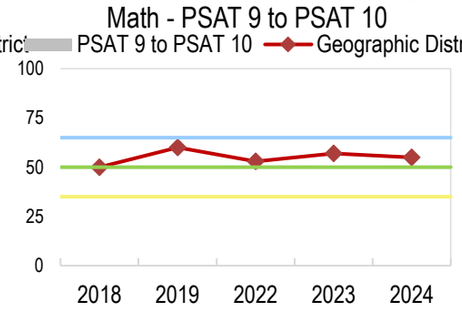
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

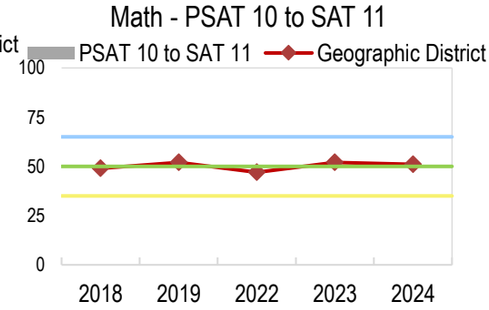
Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	n < 20	--	n < 20	--	23	68.0
PSAT 9 to PSAT 10	--	--	--	--	n < 20	--	n < 20	--	n < 20	-
PSAT 10 to SAT 11	--	--	--	--	n < 20	--	n < 20	--	n < 20	-
Overall	**--**	**--**	**--**	**--**	**n < 20**	**--**	**n < 20**	**--**	**40**	**57.5**

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^	1,469	44.0	1,268	47.0	1,258	50.0	1,382	50.0	1,416	53.0
PSAT 9 to PSAT 10	658	50.0	1,673	60.0	1,531	53.0	1,503	57.0	1,605	55.0
PSAT 10 to SAT 11	1,608	49.0	1,635	52.0	1,565	47.0	1,641	52.0	1,575	51.0
Overall	**3,741**	**47.0**	**4,576**	**54.0**	**4,354**	**50.0**	**4,526**	**53.0**	**4,596**	**53.0**

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. In 2024, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.

Math Subgroup Growth

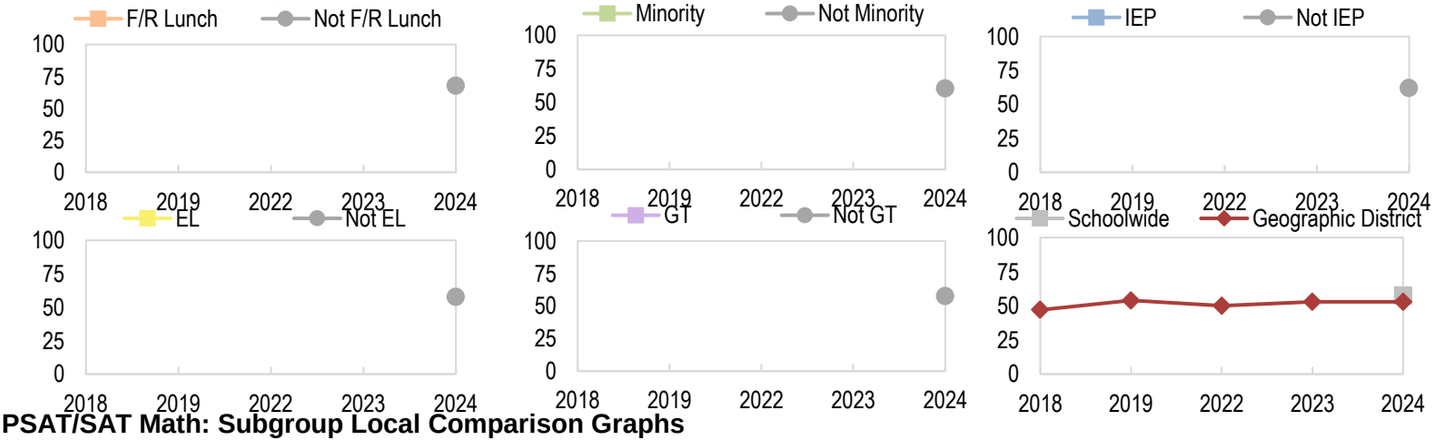
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

-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?

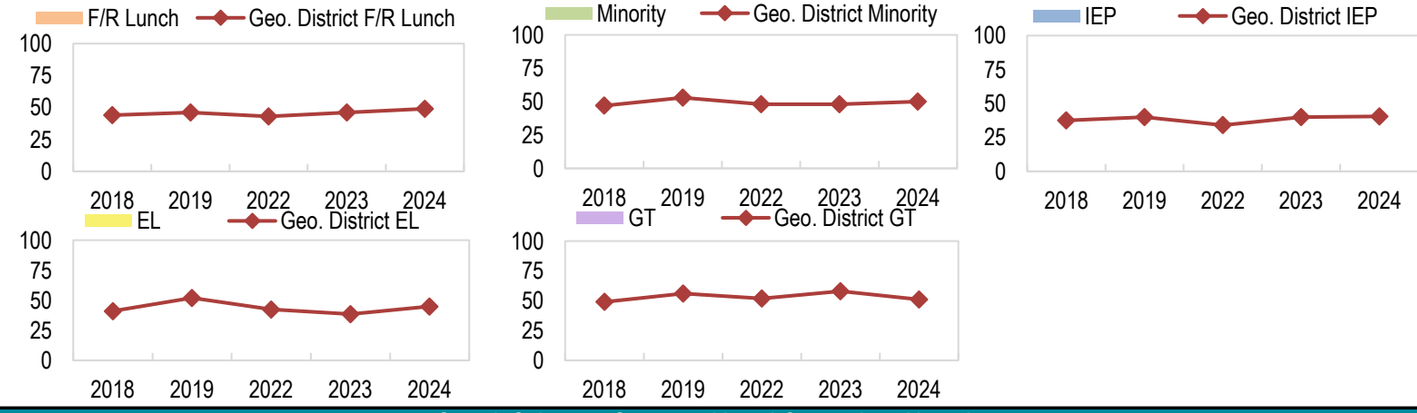
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	67.5
Minority	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	60.0
IEP	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	62.0
EL	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	57.5
GT	Y	--	--	n<20	n<20	n<20
	N	--	--	n<20	n<20	57.5
Schoolwide		--	--	--	--	57.5

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	44.0	46.0	43.0	46.0	49.0
	N	48.0	55.0	52.0	54.0	53.0
Minority	Y	47.0	53.0	48.0	48.0	50.0
	N	48.0	54.0	51.0	54.0	53.0
IEP	Y	37.5	40.0	34.0	40.0	40.5
	N	48.0	54.0	51.0	53.0	53.0
EL	Y	41.0	52.0	42.5	38.5	45.0
	N	48.0	54.0	51.0	53.0	53.0
GT	Y	49.0	56.0	52.0	58.0	51.0
	N	47.0	53.0	50.0	51.0	53.0
Geographic District		47.0	54.0	50.0	53.0	53.0

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, Poudre R-1 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?

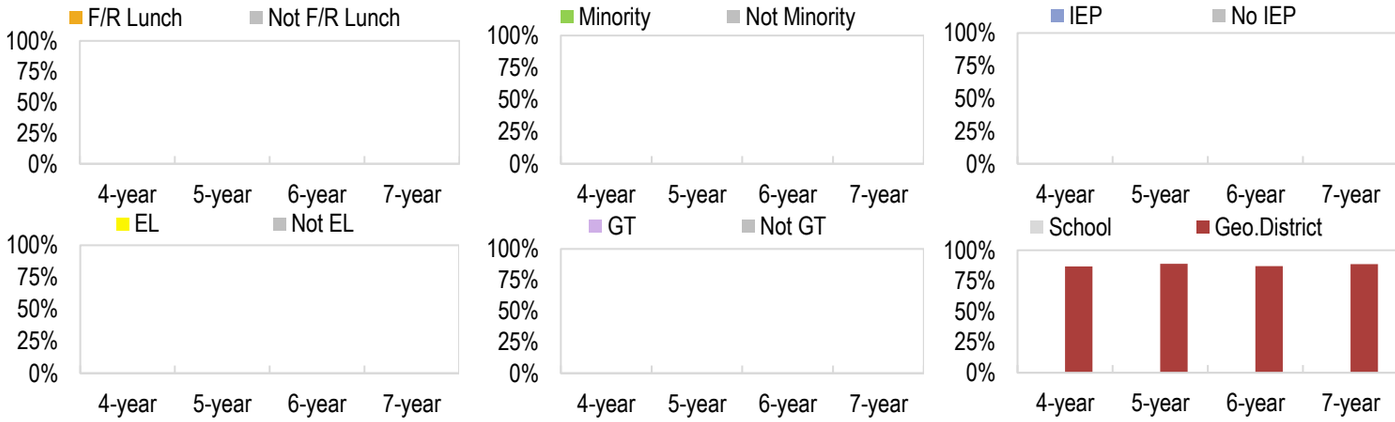
Subgroup Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	--	N/A	N/A	N/A	N/A
	N	--	N/A	N/A	N/A	N/A
Minority	Y	--	N/A	N/A	N/A	N/A
	N	--	N/A	N/A	N/A	N/A
IEP	Y	--	N/A	N/A	N/A	N/A
	N	--	N/A	N/A	N/A	N/A
EL	Y	--	N/A	N/A	N/A	N/A
	N	--	N/A	N/A	N/A	N/A
GT	Y	--	N/A	N/A	N/A	N/A
	N	--	N/A	N/A	N/A	N/A
Schoolwide		--	N/A	N/A	N/A	N/A

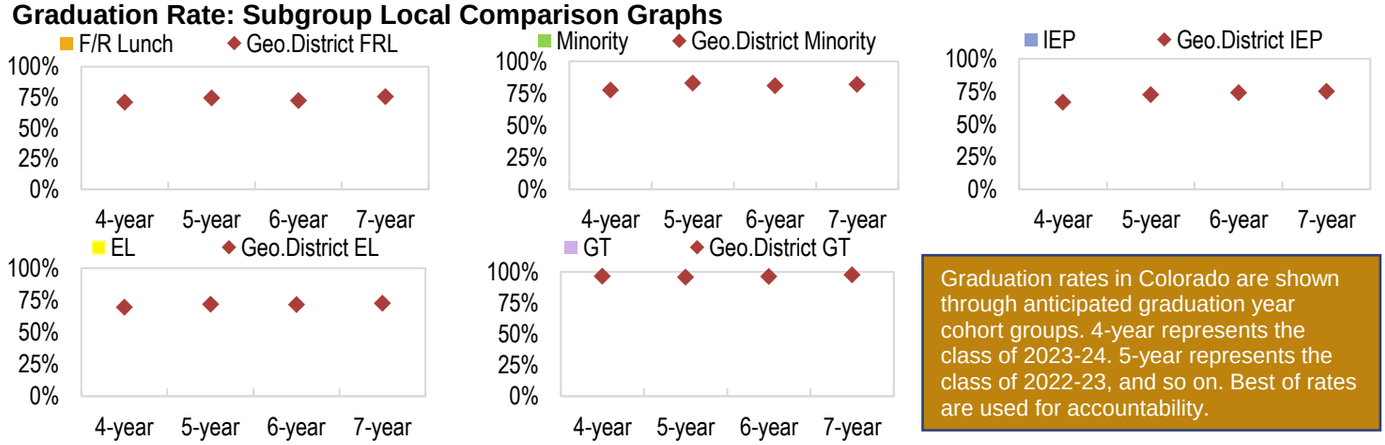
Geographic District Graduation Gap Trends over Time

Graduation Rate / Student Subgroup		Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	71%	75%	72%	76%
	N	7-year	94%	95%	94%	96%
Minority	Y	5-year	78%	83%	81%	82%
	N	5-year	90%	91%	89%	91%
IEP	Y	7-year	67%	73%	74%	75%
	N	5-year	89%	90%	88%	90%
EL	Y	7-year	70%	72%	72%	73%
	N	5-year	88%	90%	88%	89%
GT	Y	7-year	97%	96%	96%	98%
	N	5-year	84%	87%	85%	87%
Geographic District		5-year	87%	89%	87%	89%

*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 cannot be reported due to low student counts.The best of rate for the geo. district is the 5 year rate of 89%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

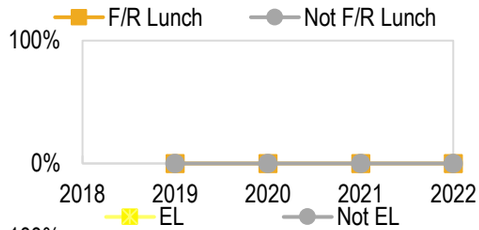
-Are students dropping out of high school?
-How is the dropout rate changing over time?
-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

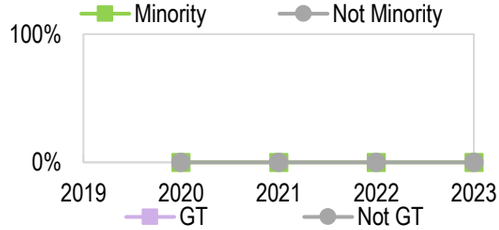
Dropout rates for CARS include students from 7th to 12th grade. State accountability dropout rates only include students from 9th to 12th grade.

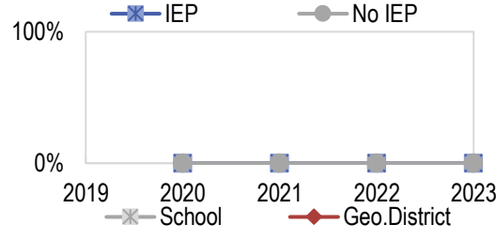
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	0.0%	0.0%	0.0%	0.0%
	N	--	0.0%	0.0%	0.0%	0.0%
Minority	Y	--	0.0%	0.0%	0.0%	0.0%
	N	--	0.0%	0.0%	0.0%	0.0%
IEP	Y	--	0.0%	0.0%	0.0%	0.0%
	N	--	0.0%	0.0%	0.0%	0.0%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

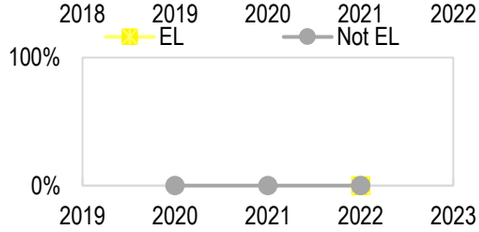
Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023*
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.4%	1.6%	1.5%	2.6%	2.3%
	N	0.4%	0.3%	0.4%	0.5%	0.4%
Minority	Y	1.9%	1.3%	1.4%	2.1%	1.6%
	N	0.6%	0.5%	0.4%	0.6%	0.6%
IEP	Y	1.5%	1.2%	0.8%	1.4%	1.2%
	N	0.9%	0.6%	0.7%	1.0%	0.9%
EL	Y	1.6%	1.5%	4.3%	4.2%	2.6%
	N	1.0%	0.6%	0.6%	1.0%	0.8%
GT	Y	0.0%	0.0%	0.2%	0.1%	<= 0.5%
	N	1.2%	0.8%	0.8%	1.2%	--
Geographic District		1.0%	0.7%	0.7%	1.1%	0.9%

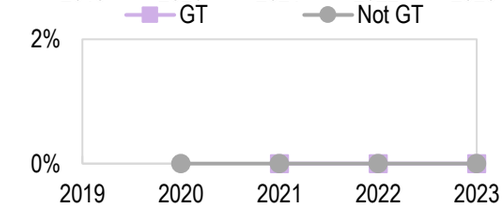
Dropout Rate: Subgroup Status and Gap Trends Graphs

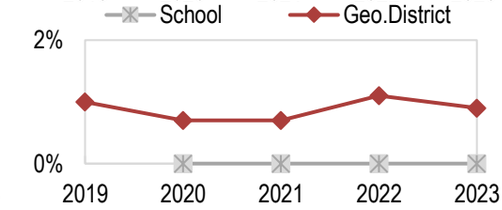




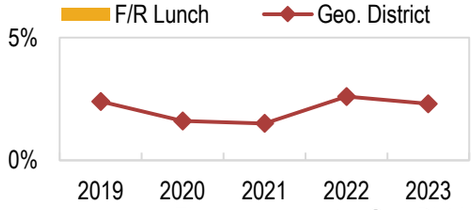


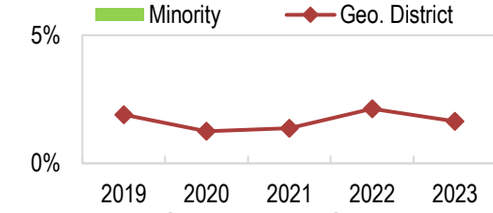


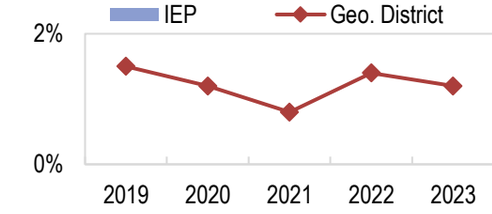


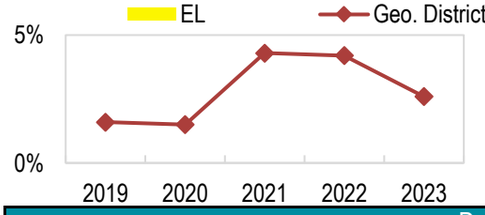


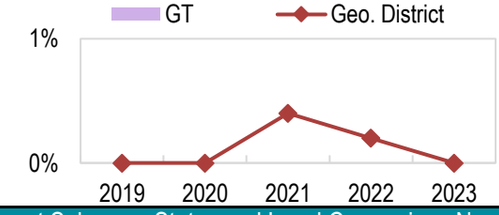
Dropout Rate: Subgroup Local Comparison Graphs











*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 had no change, minority student dropout rates had no change, IEP 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, 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?

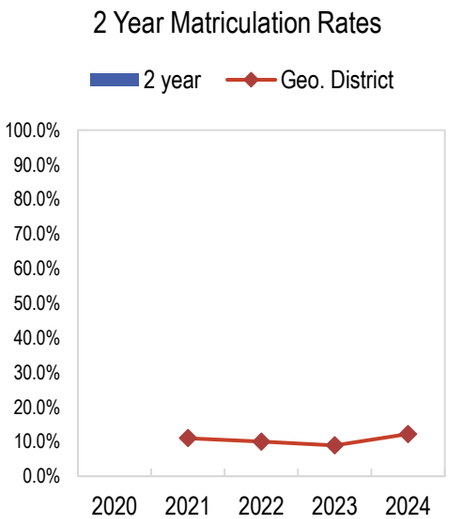
School Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--	-	-
4 year	--	--	--	--	--	--	--	--	-	-
CTE	--	--	--	--	--	--	--	--	-	-
Schoolwide	--	--	--	--	--	--	--	--	-	-

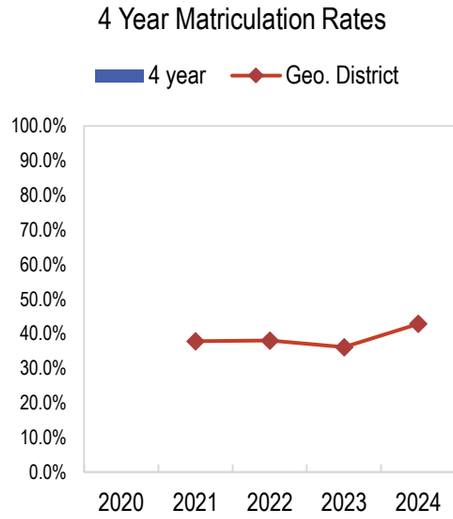
Geo. District Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	212	11.0%	209	10.0%	204	8.9%	263	12.2%
4 year	--	--	728	37.8%	791	38.0%	825	36.1%	923	42.8%
CTE	--	--	281	14.6%	326	15.7%	219	9.6%	256	11.9%
Geo. District	--	--	1,132	58.8%	1,206	57.9%	1,122	49.1%	1,415	65.5%

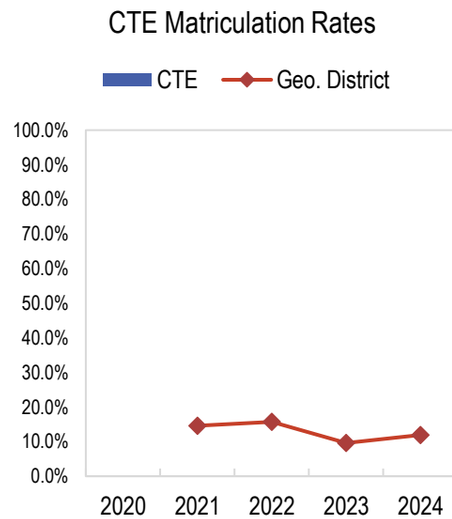
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

** 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 Poudre R-1. In 2024, school matriculation rates exceeded state expectations and were above the geo. district.

Academic Performance Metrics

School Observations

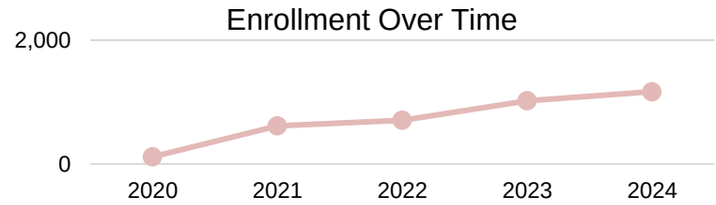
***OPTIONAL* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.**

Financial Performance Metrics

Enrollment

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

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	115.3	615.6	706.8	1,021.8	1,168.0
One-Year Enrollment Variance	+0.0%	+433.9%	+14.8%	+44.6%	+14.3%
Three-Year Enrollment Variance	+0.0%	+0.0%	+513.0%	+66.0%	+65.3%



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?

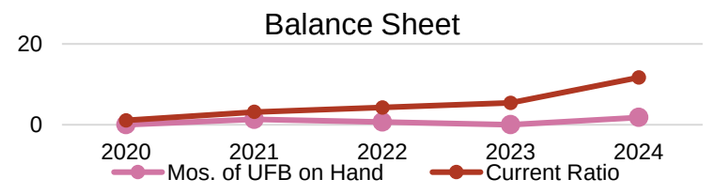
Debt					
Metric	2020	2021	2022	2023	2024
Debt Service Coverage	0	0	0	0	416.92
Debt to Asset Ratio	1.1576	1.1448	0.234	0.1859	0.0856

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	0.00	1.30	0.65	0.00	1.78
Change in Unassigned Fund Balance from Prior Year	+0.0%	-303.8%	-30.2%	-100.0%	+0.0%
Current Ratio	1.08	3.14	4.27	5.38	11.68

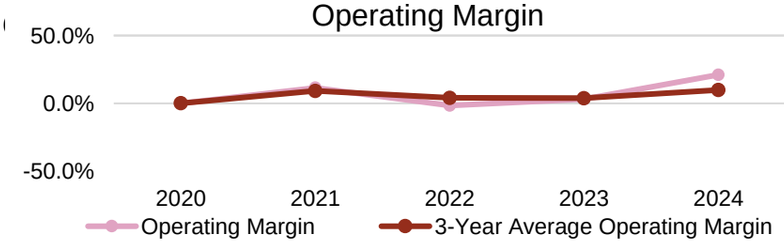


The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance 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	0.0%	11.5%	-1.7%	3.1%	21.0%
3-Year Average Operating Margin	0.0%	9.1%	4.0%	3.8%	9.8%



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 - Windsor 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 1.78 months of cash on hand and sufficient current assets to cover liabilities.The school experienced a positive operating margin of 21.02%.

School Observations

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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 - Windsor in the 2023-2024 school year. Colorado Early Colleges - Windsor had no organizational performance issues in the prior school year. Current year results show similar organizational performance compared to prior year.

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	0	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**	**0**	**0**

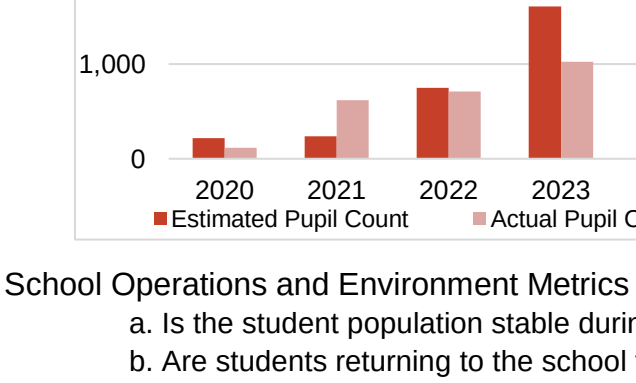
Instances of Non-Compliance			
Year	Category	Type	Narrative

Organizational Performance Metrics

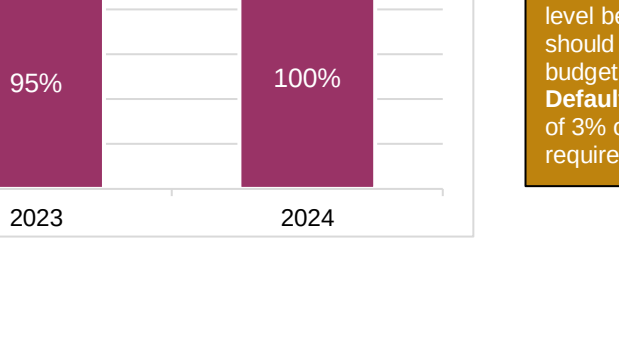
Diversity, Equity of Access, and Inclusion Metrics

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*	--	--	--	100.0%	--



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.



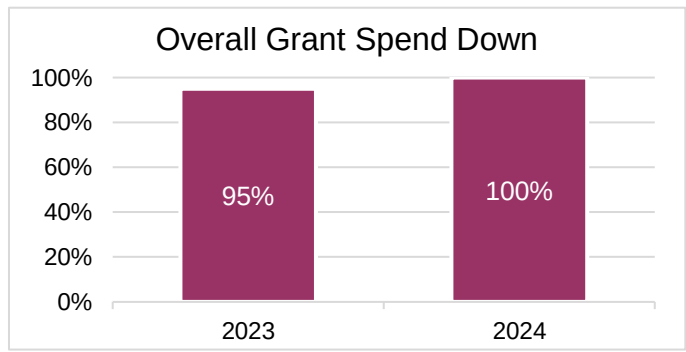
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporing year.

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 (%)	-46.6%	162.5%	-5.4%	-36.3%	20.1%
Estimated Pupil Count	216.0	234.5	747.5	1605.0	972.9
Actual Pupil Count	115.3	615.6	706.8	1021.8	1168.0
Overall Grant Spend Down (%)	--	--	--	95%	100%
Total Grant Funds Unrecoverable ($)	--	--	--	$13,797.38	$0.00
TABOR	NO	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO

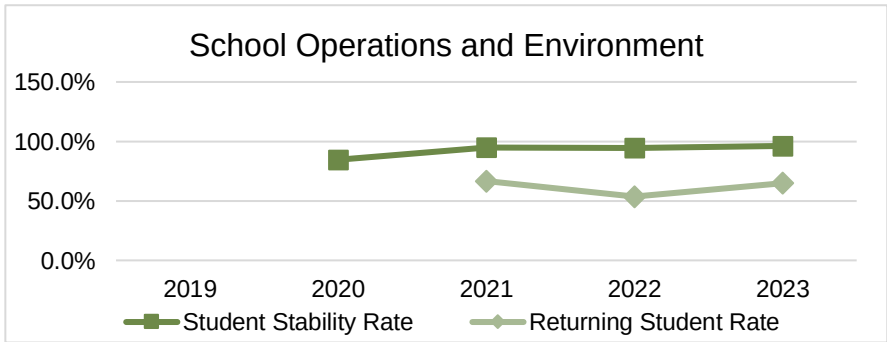


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of 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	--	84.6%	94.8%	94.6%	96.2%
Returning Student Rate	--	--	66.7%	53.6%	64.9%
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

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