



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2023-2024

Golden View Classical Academy



Expanding Frontiers in Public Education

1525 Sherman St. B76 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us



Table of Contents

CSI Annual Review of Schools (CARS) Summary	4
How to Use the CARS Report	5
CSI Performance Frameworks	6
School Overview	8
CSI Annual Review of Schools (CARS) Rating	9
Participation	10
Academic Performance	
CMAS English Language Arts	11
CMAS Math	
English Language Proficiency (ACCESS)	11
P/SAT Evidence-Based Reading & Writing	20
P/SAT Math	24
Postsecondary and Workforce Readiness	28
School Observations (if applicable)	31
Financial Performance	32
Organizational Performance	34

CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

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

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

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

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

Academic Performance: Ryan Marks (ryanmarks@csi.state.co.us)

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).

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 unexpected expenses?
- b. How has the school's unassigned fund balance 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/>

Golden View Classical Academy Overview

Year Opened/Transferred: 2018-2019

Grades Served: K-12

School Model: Classical

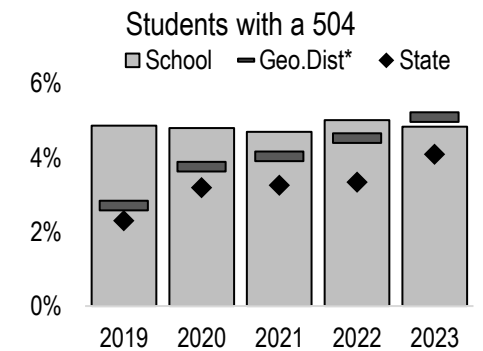
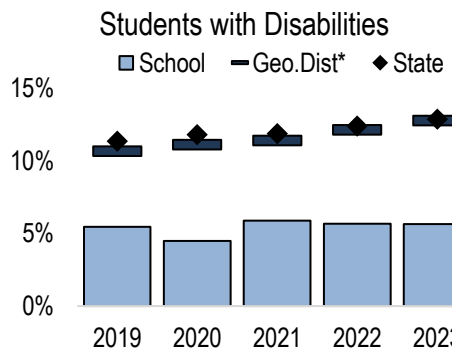
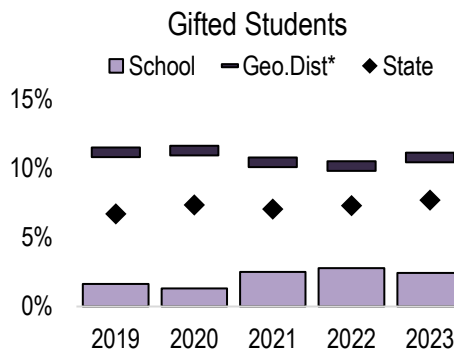
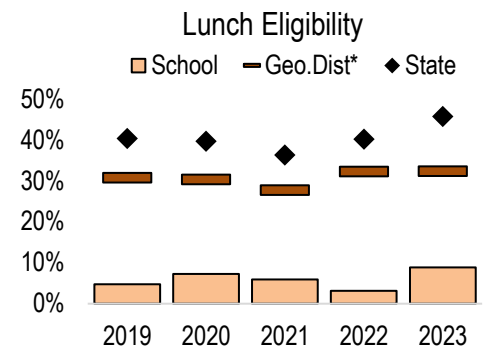
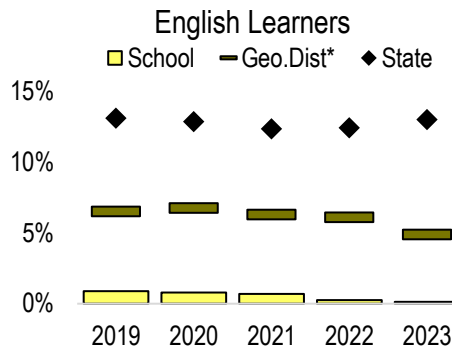
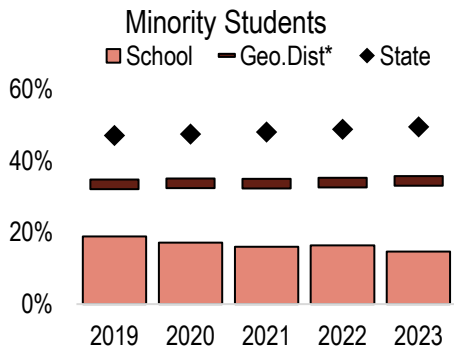
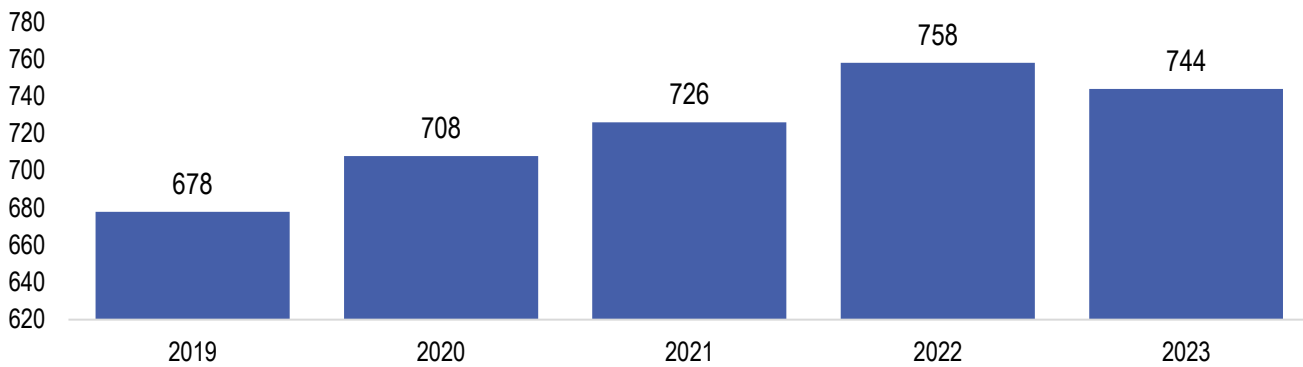
Town/City: Golden

District of Residence: Jefferson County R-1

Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	678	708	726	758	744
F/R Lunch	4.7%	7.3%	5.9%	3.2%	8.9%
Minority	18.9%	17.2%	16.0%	16.4%	14.7%
IEP	5.5%	4.5%	5.9%	5.7%	5.6%
EL	0.9%	0.8%	0.7%	0.3%	0.1%
Gifted	1.6%	1.3%	2.5%	2.8%	2.4%
504	4.9%	4.8%	4.7%	5.0%	4.8%

Enrollment over Time



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: 77%)
Elementary School Rating	Performance (Points Earned: 62.5%)
Middle School Rating	Performance (Points Earned: 62.5%)
High School Rating	Performance (Points Earned: 90.3%)
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	507	407	80.3%	90	97.6%	Meets 95%
Math	507	410	80.9%	87	97.6%	Meets 95%
Science	161	120	74.5%	41	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	371	281	75.7%	90	100.0%	Meets 95%
CMAS Math	371	284	76.5%	87	100.0%	Meets 95%
CMAS Science	161	120	74.5%	41	100.0%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	136	126	92.6%	0	92.6%	Does Not Meet 95%
PSAT/SAT Math	136	126	92.6%	0	92.6%	Does Not Meet 95%

English Language Arts Achievement

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

-How are students achieving on state assessments in English Language Arts over time?

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

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	57	740	59	764	58	773	52	745	50	758
4	55	754	57	744	58	758	59	765	52	740
5	54	747	55	765	61	777	51	762	54	770
Elementary	166	747	171	758	177	770	162	758	156	756
6	53	744	57	749	60	763	60	762	45	755
7	44	750	48	746	49	749	51	761	46	770
8	48	740	46	757	44	762	43	743	34	760
Middle	145	744	151	751	153	758	154	757	125	762
Overall	311	746	322	754	330	764	316	757	281	759

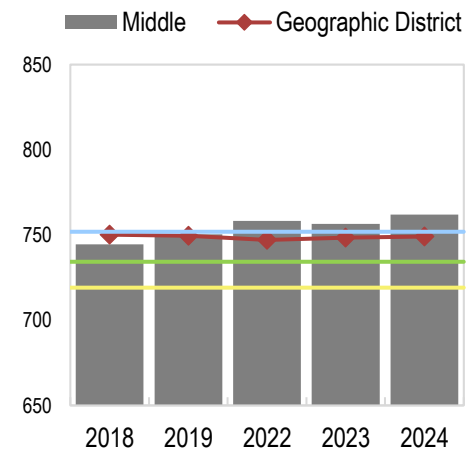
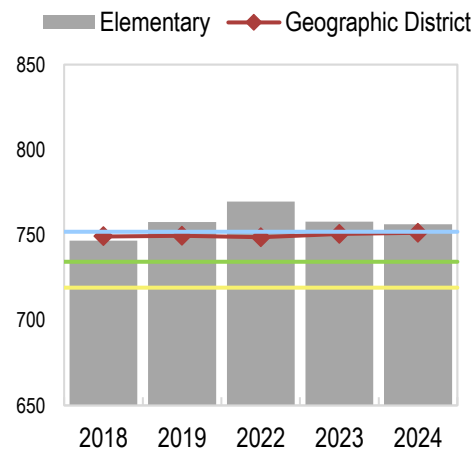
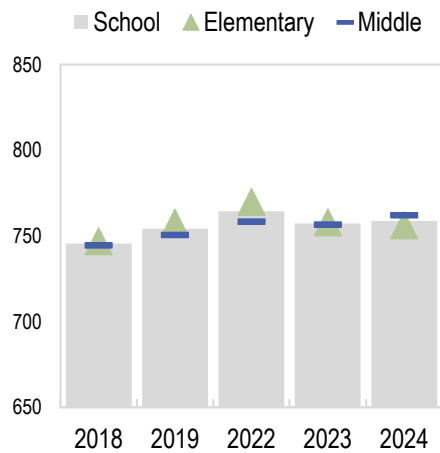
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	5,903	745	5,574	746	4,927	746	4,967	747	4,790	748
4	6,044	749	5,830	752	4,914	748	4,949	751	4,936	751
5	6,111	751	5,994	751	5,127	752	4,906	755	4,906	756
Elementary	22,215	749	18,894	750	15,577	749	15,441	751	15,126	751
6	5,975	752	5,888	750	4,864	748	4,946	748	4,723	748
7	5,842	751	5,730	750	4,754	746	4,732	749	4,690	751
8	5,712	749	5,475	749	4,593	747	4,561	748	4,334	747
Middle	13,372	750	15,597	750	13,602	747	13,620	749	13,253	749
Overall	35,587	750	34,491	750	29,179	748	29,061	750	28,379	750

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

ELA - Schoolwide

ELA - Elementary

ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2018 to 2024, overall student achievement increased by 13.1 scale score points. Since last school year, overall mean scale score increased by 1.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 8.5 scale score points.

English Language Arts Subgroup Achievement

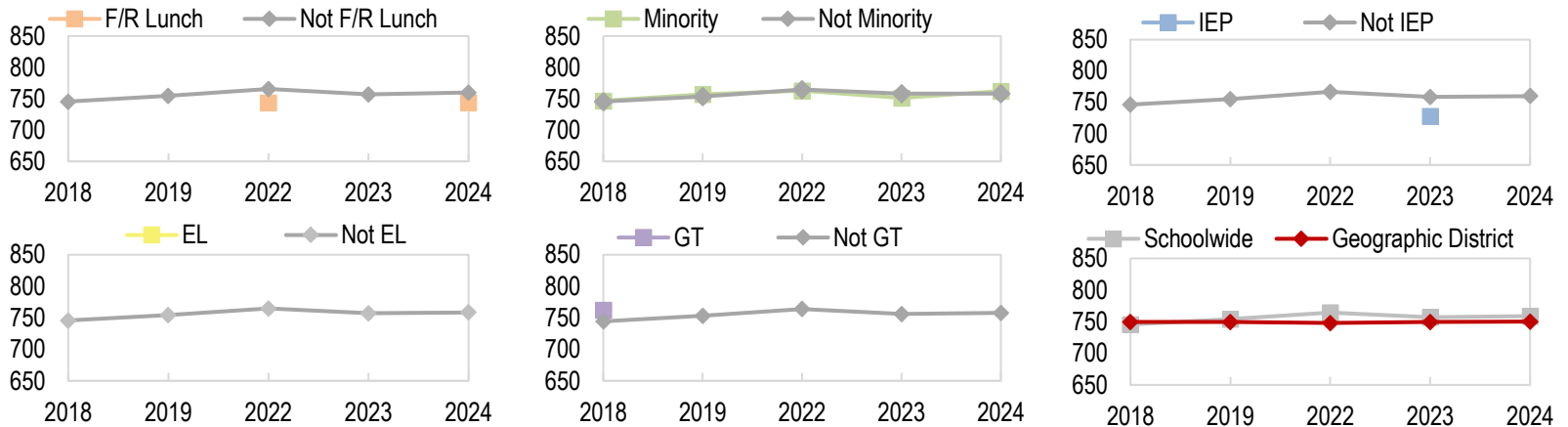
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

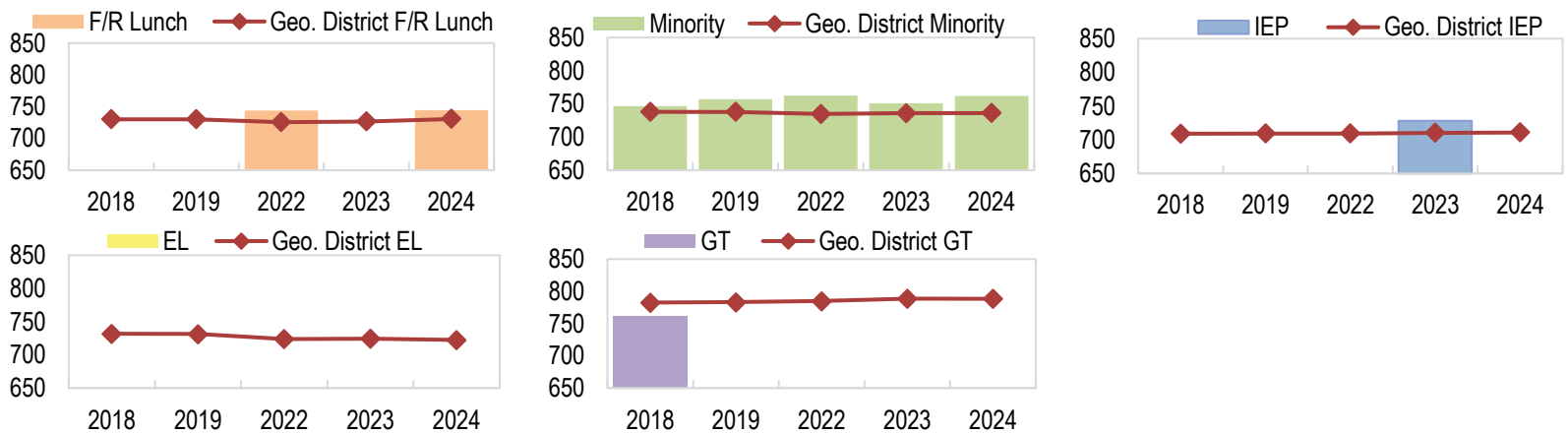
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA	2018	2019	2022	2023	2024	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	n<16	n<16	743.8	n<16	744.3
	N	745.5	754.8	765.6	757.2	760.0
Minority	Y	746.7	757.0	762.8	751.0	762.1
	N	745.4	753.6	764.7	758.3	758.3
IEP	Y	n<16	n<16	n<16	728.1	n<16
	N	746.4	755.4	766.8	758.7	760.1
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	745.8	754.3	764.9	757.3	758.7
GT	Y	762.4	n<16	n<16	n<16	n<16
	N	744.4	753.4	763.9	755.9	757.6
Schoolwide	746	754	764	757	759	

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	730.1	730.2	725.5	726.6	730.5
	N	758.4	758.4	755.9	758.0	758.5
Minority	Y	738.0	737.8	734.8	735.8	736.3
	N	755.4	755.6	754.5	756.5	757.2
IEP	Y	709.0	709.2	709.2	710.3	710.7
	N	754.5	754.4	753.0	755.0	755.9
EL	Y	731.8	731.3	724.0	724.5	722.5
	N	751.6	751.6	750.3	751.9	752.7
GT	Y	782.6	783.1	784.9	788.6	788.5
	N	743.5	743.5	742.2	743.4	743.2
Geographic District	750	750	748	750	750	

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

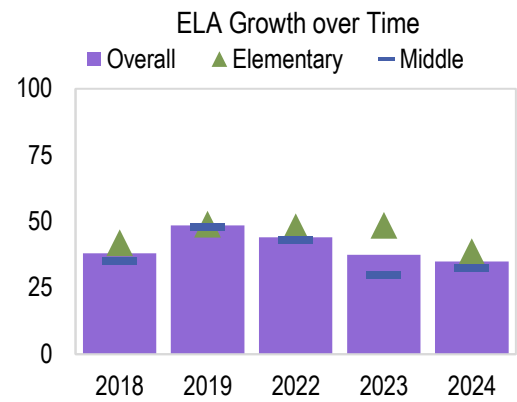
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - 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?

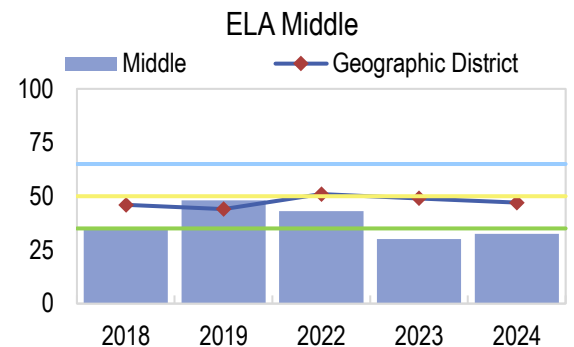
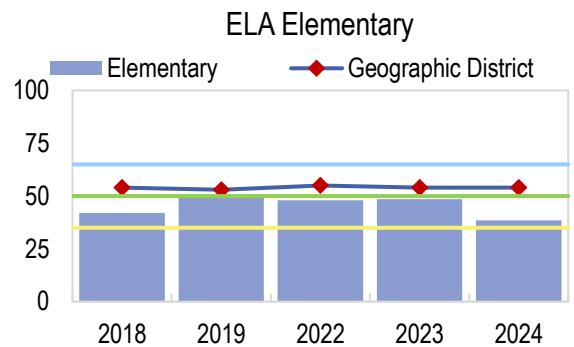
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	49	49.0	54	33.5	53	48.0	55	49.0	45	32.0
5	51	36.0	53	70.0	--	--	49	47.0	49	46.0
Elementary	100	42.0	107	49.0	53	48.0	104	48.5	94	38.5
6	50	28.0	52	52.0	58	37.0	58	28.0	41	37.0
7	35	42.0	43	34.0	--	--	48	30.0	43	31.0
8	40	40.5	40	62.5	42	46.5	38	34.0	32	23.0
Middle	125	35.0	135	48.0	100	43.0	144	30.0	116	32.5
Overall	225	38.0	242	48.5	153	44.0	248	37.5	210	35.0



CMAS ELA: Local Comparison Tables and Graphs

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

Geographic District Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	5,675	51.0	5,549	53.0	3,876	55.5	4,634	56.0	4,666	54.0
5	5,779	50.0	5,671	51.0	--	--	4,590	52.0	4,673	54.0
Elementary	15,441	54.0	12,674	53.0	4,329	55.0	9,816	54.0	9,812	54.0
6	1,708	50.0	5,683	53.0	3,918	51.0	4,713	48.0	4,513	45.0
7	5,519	45.0	5,499	43.0	--	--	4,397	47.0	4,453	47.0
8	5,425	46.0	5,270	42.0	3,448	53.0	4,113	53.0	4,060	49.0
Middle	12,652	46.0	14,998	44.0	6,913	51.0	12,631	49.0	12,553	47.0
Overall	5,425	46.0	27,672	48.0	11,242	53.0	22,447	51.0	22,365	50.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth decreased by -2.5 percentile points. In 2024, overall student growth did not meet state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

English Language Arts Subgroup Growth

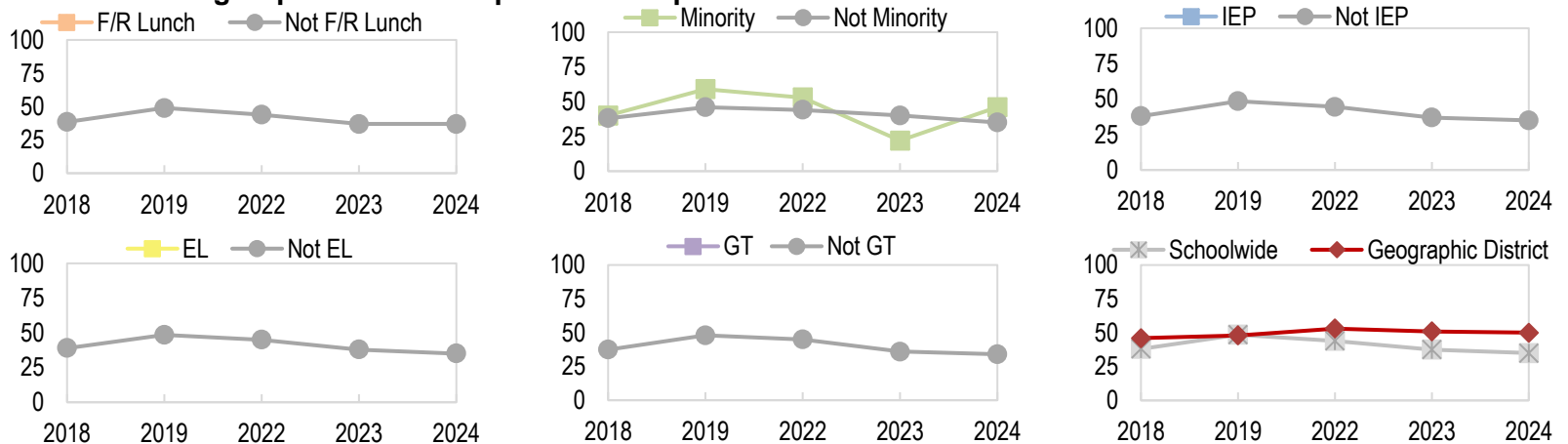
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

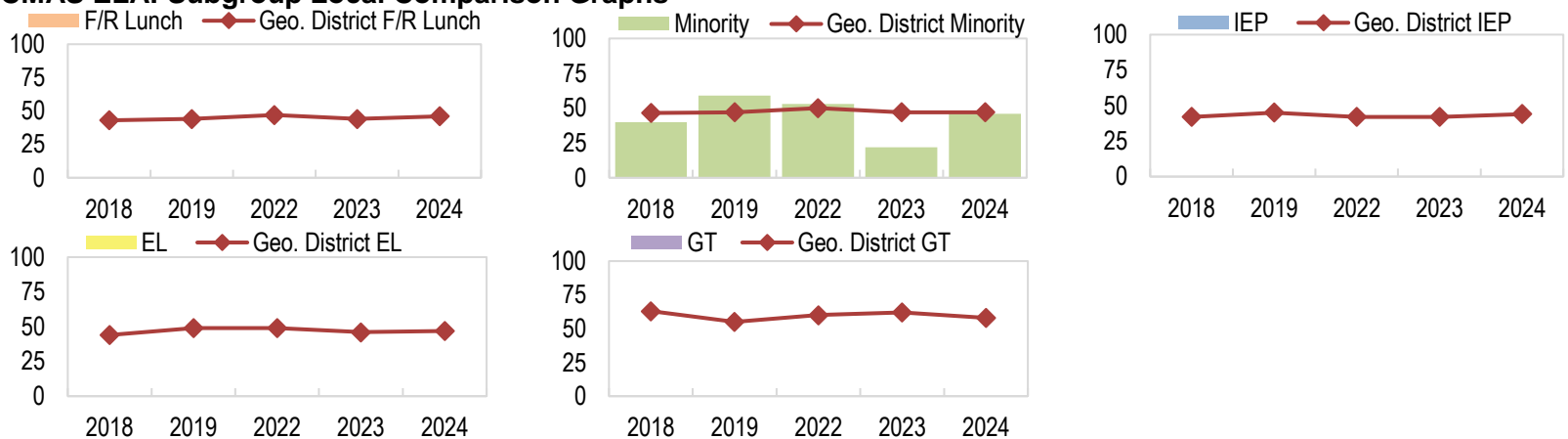
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20	n<20
	N	38.5	49.0	44.0	37.0	37.0
Minority	Y	40.0	59.0	53.0	22.0	46.0
	N	38.0	46.0	44.0	40.0	35.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	38.0	48.5	44.5	37.0	35.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	39.0	48.5	45.0	38.0	35.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	37.5	48.0	45.0	36.0	34.0
Schoolwide		38.0	48.5	44.0	37.5	35.0

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	43.0	44.0	47.0	44.0	46.0
	N	48.0	50.0	55.0	54.0	52.0
Minority	Y	46.5	47.0	50.0	47.0	47.0
	N	47.0	49.0	54.0	53.0	51.0
IEP	Y	42.0	45.0	42.0	42.0	44.0
	N	47.0	49.0	54.0	52.0	51.0
EL	Y	44.0	49.0	49.0	46.0	47.0
	N	46.5	48.0	53.0	52.0	50.0
GT	Y	63.0	55.0	60.0	62.0	58.0
	N	46.0	47.0	52.0	50.0	48.0
Geographic District		46.0	48.0	53.0	51.0	50.0

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): minority students outperformed their non-minority peers, overall, Jefferson County R-1 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Mathematics Achievement

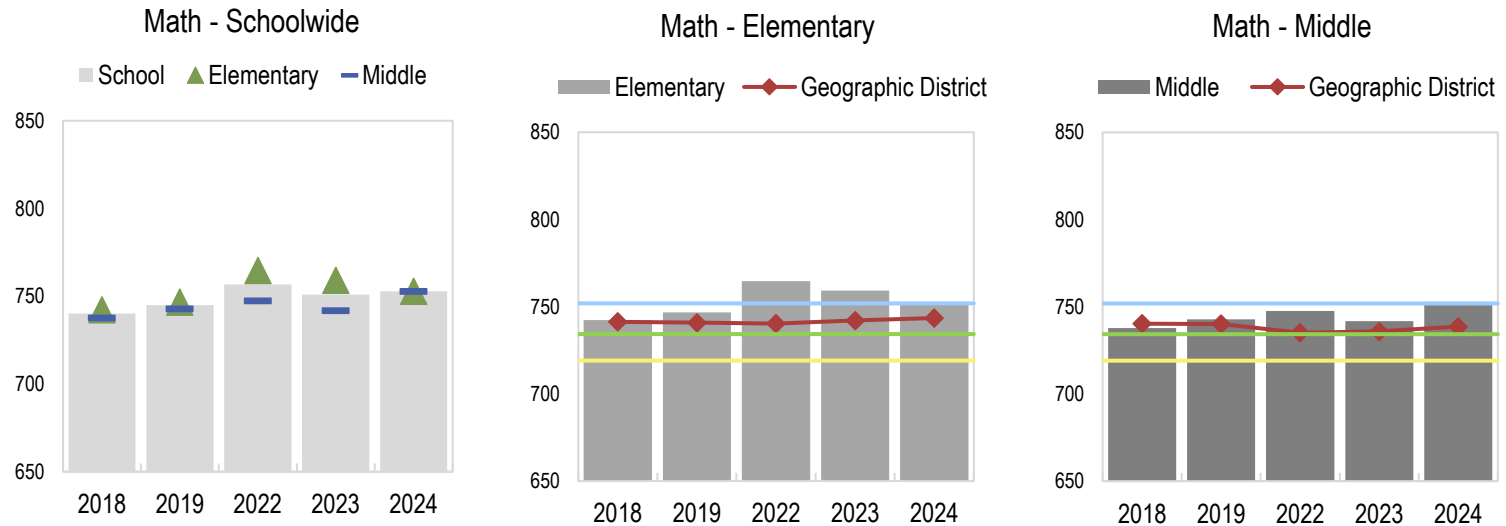
CMAS Math: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	57	739	57	747	58	770	57	751	51	760
4	55	746	57	735	58	753	60	764	53	738
5	54	743	55	758	60	771	54	762	57	760
Elementary	166	742	169	747	176	765	171	759	161	753
6	53	740	56	741	60	755	62	753	44	753
7	44	748	48	740	50	732	51	741	45	749
8	47	726	44	750	44	755	43	726	34	756
Middle	144	738	148	743	154	748	156	742	123	753
Overall	310	740	317	745	330	757	327	751	284	753

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	5,930	746	5,569	745	4,946	744	4,979	746	4,813	747
4	6,063	738	5,833	740	4,928	738	4,957	740	4,946	741
5	6,111	742	6,008	740	5,125	740	4,920	742	4,915	744
Elementary	22,263	741	18,913	741	15,611	740	15,477	742	15,175	744
6	5,986	741	5,900	737	4,882	733	4,972	734	4,738	736
7	5,851	740	5,742	740	4,804	734	4,750	735	4,697	739
8	5,693	740	5,482	742	4,604	738	4,591	739	4,356	741
Middle	13,371	740	15,621	740	13,678	735	13,692	736	13,290	739
Overall	35,634	741	34,534	741	29,289	738	29,169	739	28,465	741

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



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2018 to 2024, overall student achievement increased by 12.6 scale score points. Since last school year, overall mean scale score increased by 1.9 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 11.6 scale score points.

Mathematics Subgroup Achievement

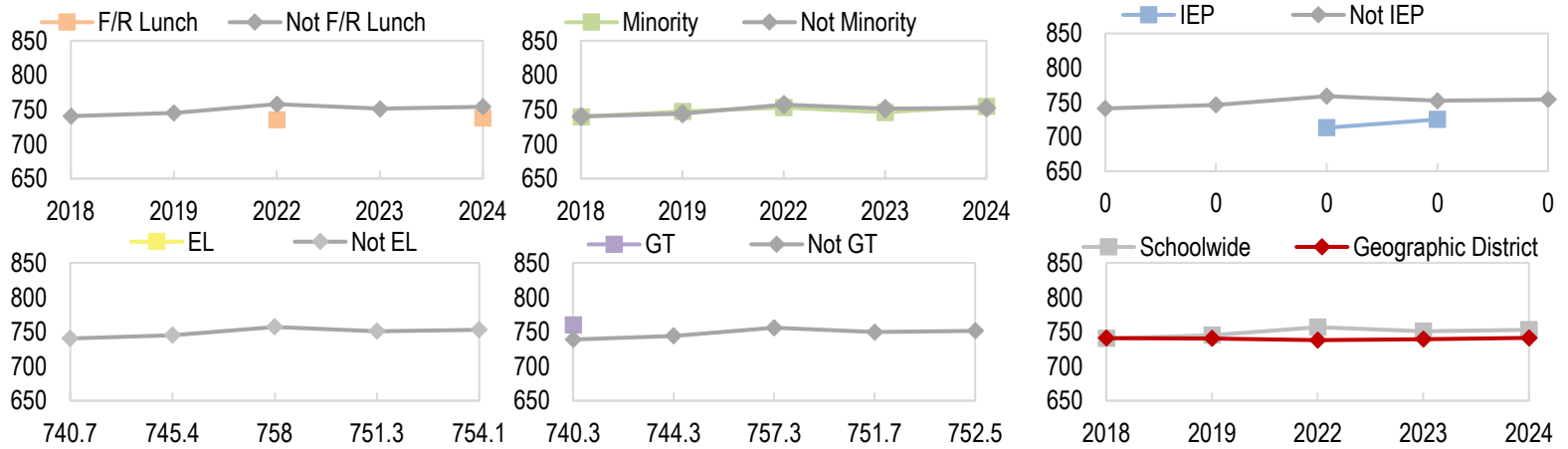
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

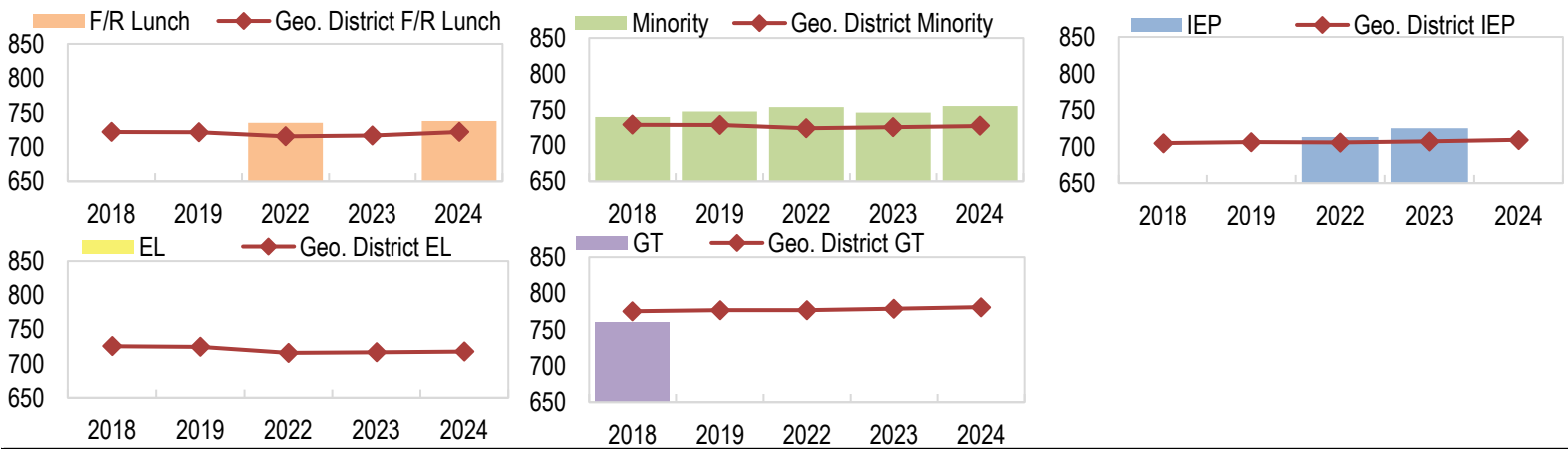
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	n<16	735.2	n<16	738.1
	N	740.7	745.4	758.0	751.3	754.1
Minority	Y	739.8	747.5	753.4	746.1	755.0
	N	740.3	744.3	757.3	751.7	752.5
IEP	Y	n<16	n<16	713.1	725.1	n<16
	N	741.1	746.0	758.9	752.2	754.2
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	740.3	744.9	757.0	751.0	752.8
GT	Y	759.8	n<16	n<16	n<16	n<16
	N	738.8	744.1	755.9	749.6	751.5
Schoolwide		740	745	757	751	753

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	721.8	721.4	715.5	716.8	721.8
	N	749.7	749.3	745.8	747.4	749.4
Minority	Y	728.9	728.7	724.1	725.6	727.4
	N	747.1	746.6	744.7	746.0	748.1
IEP	Y	704.8	706.4	705.9	707.1	709.3
	N	745.4	744.6	742.1	743.6	745.8
EL	Y	725.4	724.5	715.7	716.6	717.6
	N	742.8	742.3	740.1	741.4	743.4
GT	Y	775.4	777.1	776.9	778.8	781.1
	N	734.8	734.0	731.8	732.9	733.9
Geographic District		741	741	738	739	741

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

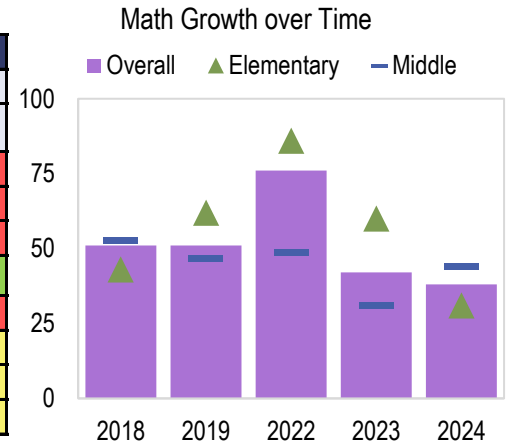
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, the school outperformed Jefferson County R-1. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - 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?

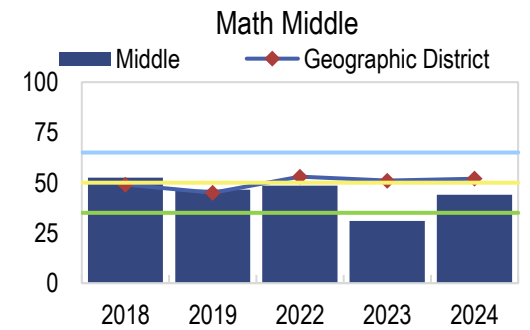
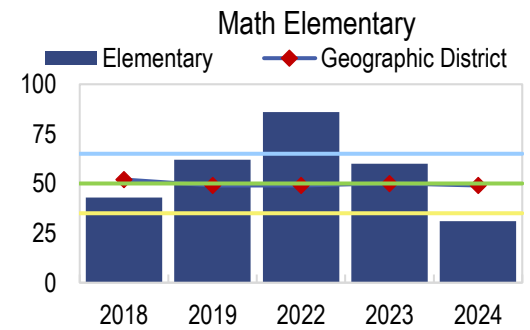
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	49	52.0	54	45.0	--	--	56	65.5	50	30.0
5	50	42.5	53	67.0	58	86.0	52	54.5	53	33.0
Elementary	99	43.0	107	62.0	58	86.0	108	60.0	103	31.0
6	50	54.5	52	50.0	--	--	59	42.0	42	58.0
7	35	65.0	43	46.0	44	48.5	48	24.0	44	26.0
8	37	28.0	39	41.0	--	--	38	22.0	32	46.0
Middle	122	52.5	134	46.5	44	48.5	145	31.0	118	44.0
Overall	221	51.0	241	51.0	102	76.0	253	42.0	221	38.0



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	5,805	47.0	5,637	49.0	--	--	4,714	51.0	4,718	51.0
5	5,843	51.0	5,784	46.0	4,133	49.0	4,667	48.0	4,734	46.5
Elementary	15,616	52.0	12,880	49.0	4,133	49.0	9,967	50.0	9,922	49.0
6	1,717	52.0	5,686	51.0	--	--	4,714	49.0	4,521	47.0
7	5,508	49.0	5,509	46.0	3,728	53.0	4,403	52.0	4,457	52.0
8	4,960	47.0	5,262	42.0	--	--	4,148	54.0	4,064	56.0
Middle	12,185	49.0	14,998	45.0	3,728	53.0	12,679	51.0	12,572	52.0
Overall	4,960	47.0	27,878	47.0	7,861	51.0	22,646	51.0	22,494	50.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth decreased by 4 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.

Mathematics Subgroup Growth

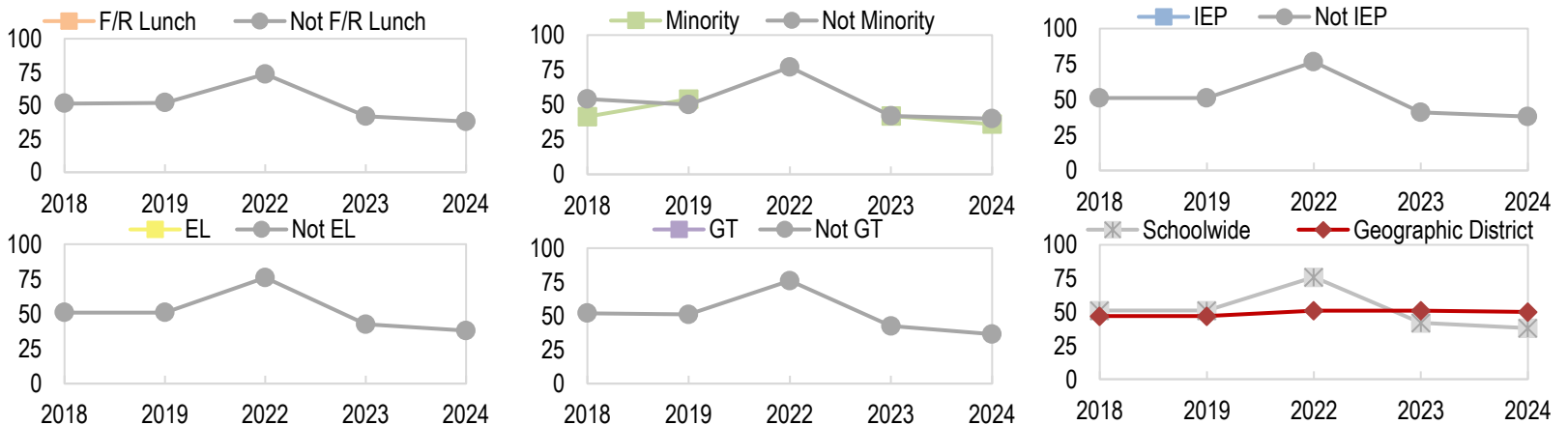
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

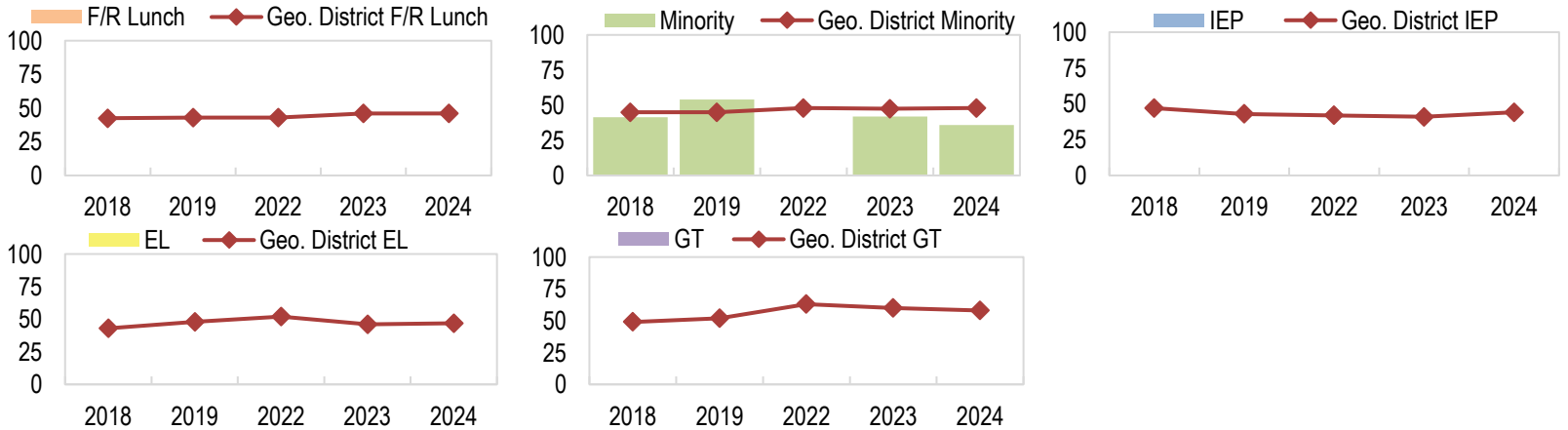
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20	n<20
	N	51.5	52.0	73.5	42.0	38.0
Minority	Y	41.5	54.0	n<20	42.0	36.0
	N	54.0	50.0	77.0	42.0	40.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	51.0	51.0	76.5	41.0	38.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	51.0	51.0	76.0	42.5	38.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	51.0	76.0	42.5	36.5
Schoolwide		51.0	51.0	76.0	42.0	38.0

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	42.5	43.0	43.0	46.0	46.0
	N	49.0	49.0	53.0	52.0	52.0
Minority	Y	45.0	45.0	48.0	47.5	48.0
	N	48.5	48.0	52.0	51.0	52.0
IEP	Y	47.0	43.0	42.0	41.0	44.0
	N	47.0	47.0	52.0	51.0	51.0
EL	Y	43.0	48.0	52.0	46.0	47.0
	N	47.0	47.0	51.0	50.0	51.0
GT	Y	49.0	52.0	63.0	60.0	58.0
	N	46.0	46.0	49.0	48.0	49.0
Geographic District		47.0	47.0	51.0	51.0	50.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-minority students outperformed their minority peers, overall, Jefferson County R-1 outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

English Language Proficiency (ELP) Growth
ACCESS for ELLs: School Status and Trends

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

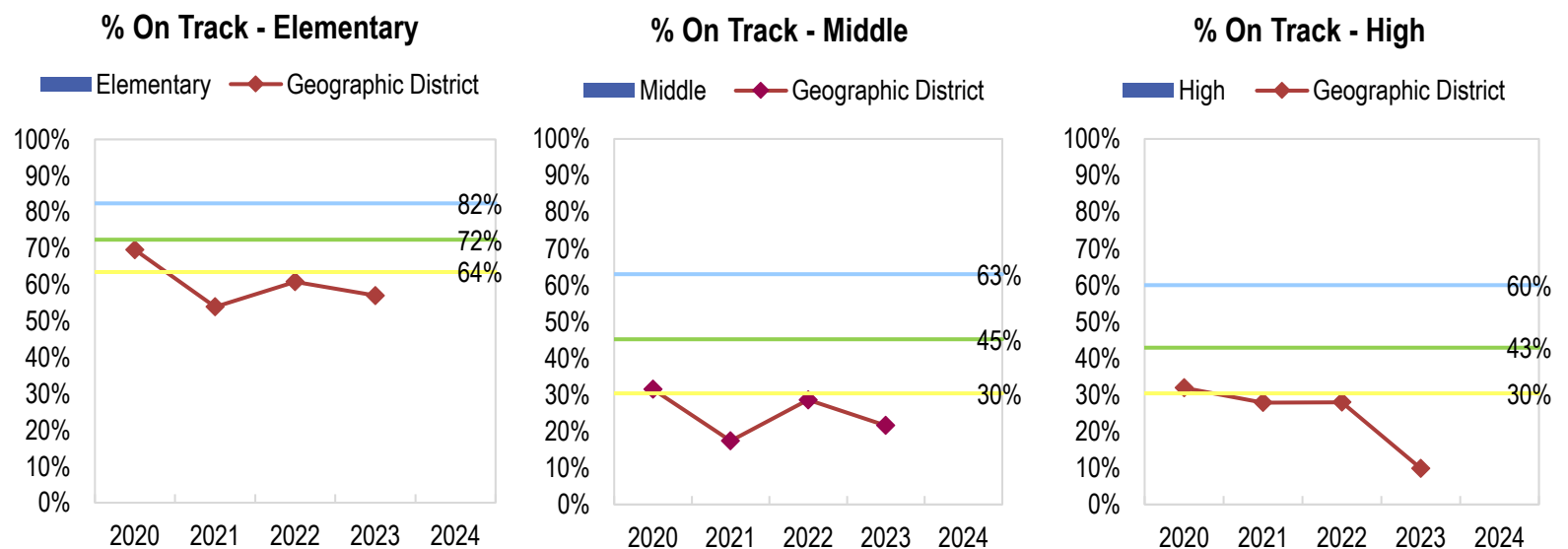
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
Middle	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
High	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	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	1,929	51.0	69.6%	1,417	53.0	53.9%	1,358	52.0	60.8%	249	51.0	57.0%	1,449	51.0	--
Middle	587	52.0	31.5%	474	44.0	17.4%	384	56.0	28.6%	134	42.0	21.6%	450	52.0	--
High	585	55.0	31.9%	426	52.0	27.9%	439	54.0	28.0%	84	48.5	9.9%	574	56.0	--
Overall	3,101	52.0	55.2%	2,317	51.0	42.6%	2,181	53.0	50.0%	2,503	50.0	50.0%	2,473	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	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	34	531	40	496	48	516	46	553	43	527
PSAT (10th)*	33	556	35	549	42	601	40	566	46	574
PSAT (9th&10th)	67	543	75	520	90	555	86	559	89	551
SAT (11th)	23	626	25	576	41	592	42	628	37	609
Overall	90	564	100	534	131	567	128	581	126	568

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	n<16	--	5,921	473	5,362	468	5,248	468	5,251	476
PSAT (10th)*	5,760	496	5,791	497	5,105	501	5,124	498	5,158	498
PSAT (9th&10th)	11,922	483	11,712	485	10,467	484	10,372	483	10,409	487
SAT (11th)	5,723	533	5,449	528	5,227	527	5,133	531	5,218	527
Overall	17,645	500	17,161	499	15,694	498	15,505	499	15,627	500

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

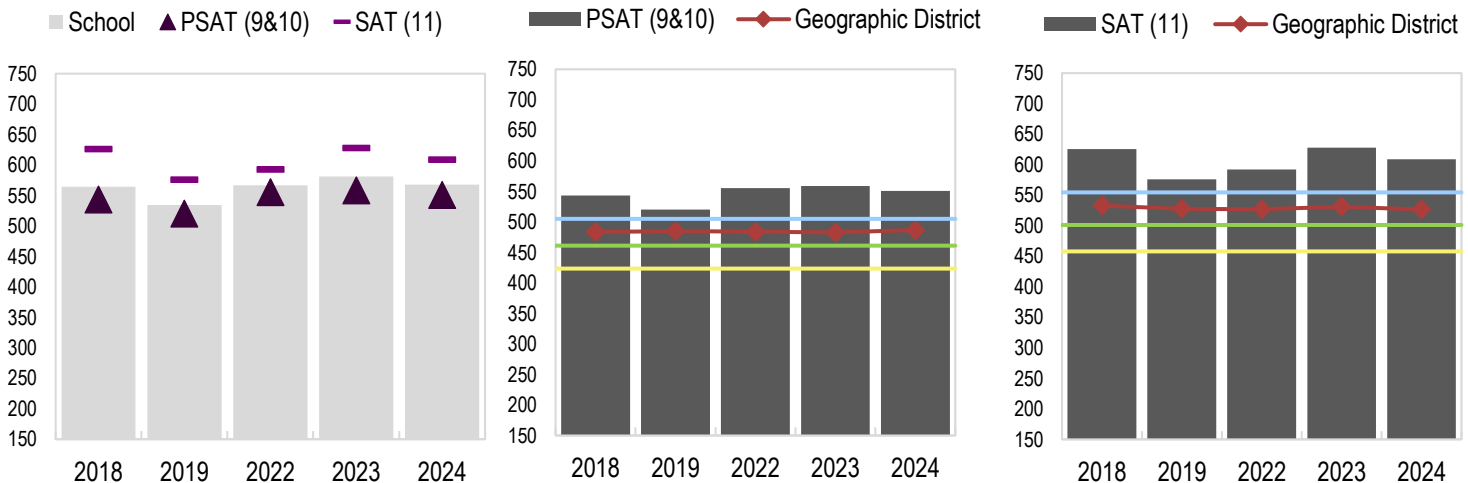
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement increased by 33.8 scale score points. Since last school year, overall mean scale score decreased by 13.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 67.9 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

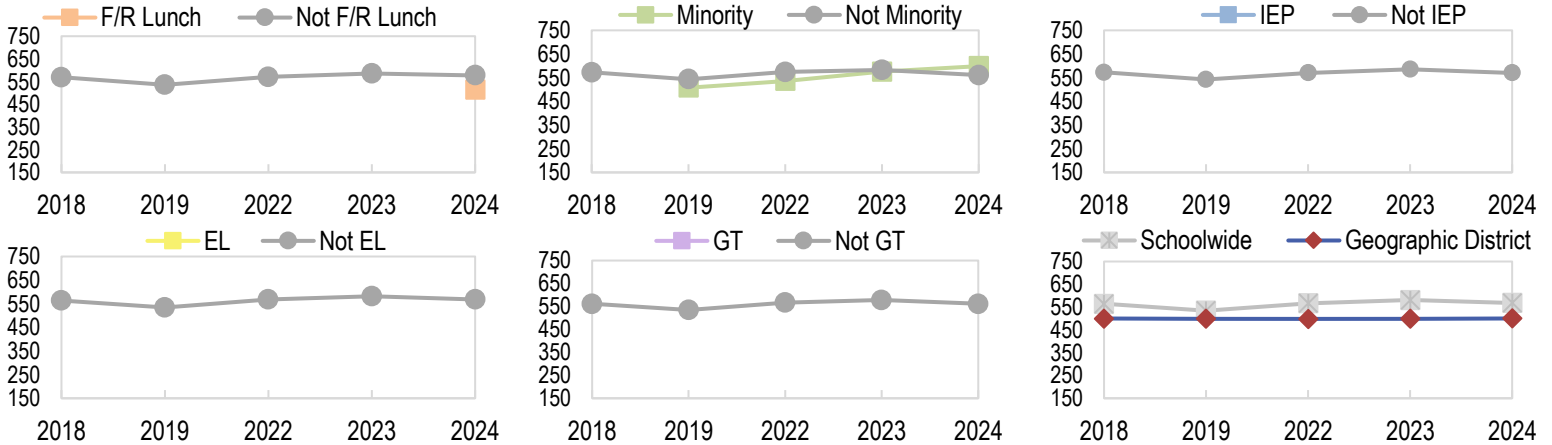
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

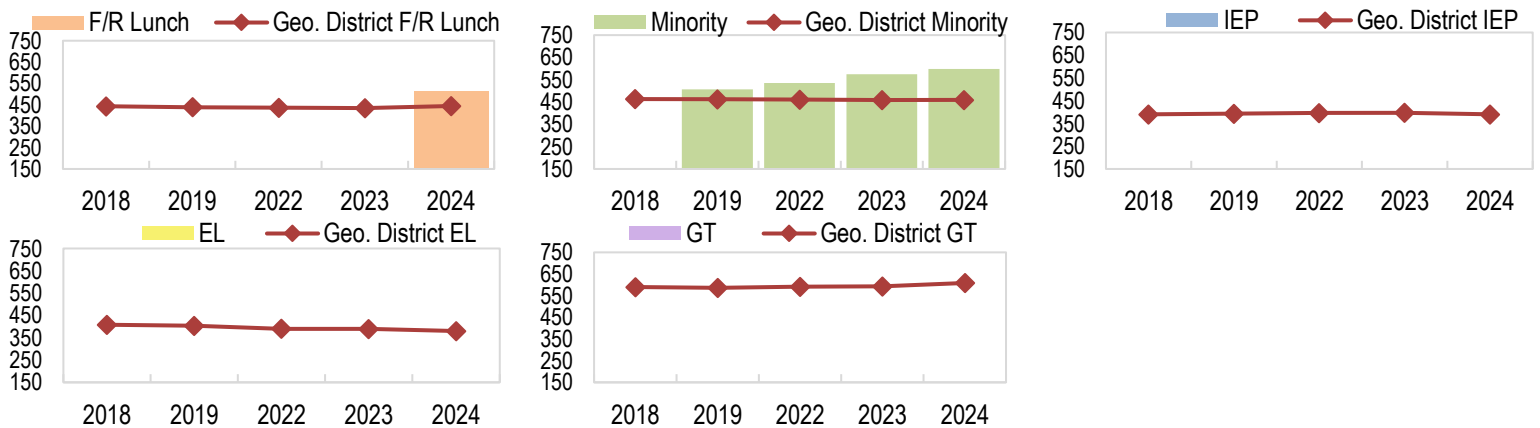
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW	2018	2019	2022	2023	2024	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	n<16	n<16	n<16	n<16	515
	N	569	536	571	586	578
Minority	Y	n<16	508	536	575	599
	N	573	543	574	583	560
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	572	542	571	586	570
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	564	534	568	582	568
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	562	535	567	578	561
Schoolwide	564	534	567	581	568	

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	444	439	437	435	445
	N	519	518	514	516	522
Minority	Y	463	463	461	459	460
	N	517	516	517	519	522
IEP	Y	391	394	396	397	390
	N	509	506	507	508	511
EL	Y	408	404	390	390	380
	N	506	505	505	505	508
GT	Y	590	586	591	593	609
	N	477	475	478	478	478
Geographic District	500	499	498	499	500	

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, minority students outperformed their non-minority peers, overall, the school outperformed. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

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

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

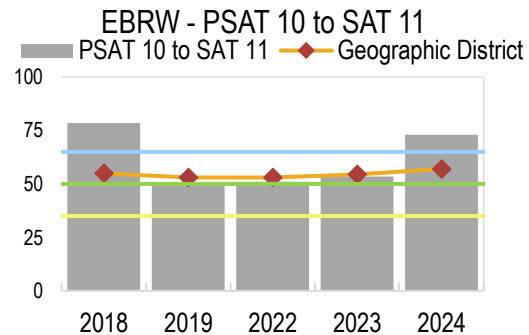
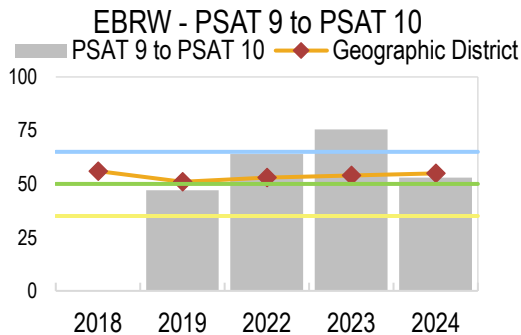
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	--	--	31	47.0	37	64.0	38	75.5	43	53.0
PSAT 10 to SAT 11	22	78.5	21	49.0	39	51.0	38	53.5	36	73.0
Overall	44	62.5	52	48.5	76	58.5	76	62.5	79	62.0

^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	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	Not available									
PSAT 9 to PSAT 10	4,830	56.0	5,556	51.0	4,359	53.0	4,778	54.0	4,785	55.0
PSAT 10 to SAT 11	5,337	55.0	5,166	53.0	4,527	53.0	4,678	54.5	4,788	57.0
Overall	15,696	55.0	10,722	52.0	8,886	53.0	9,456	54.0	9,573	56.0

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 decreased by 0.5 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 increased over time.

Evidence-Based Reading and Writing Subgroup Growth

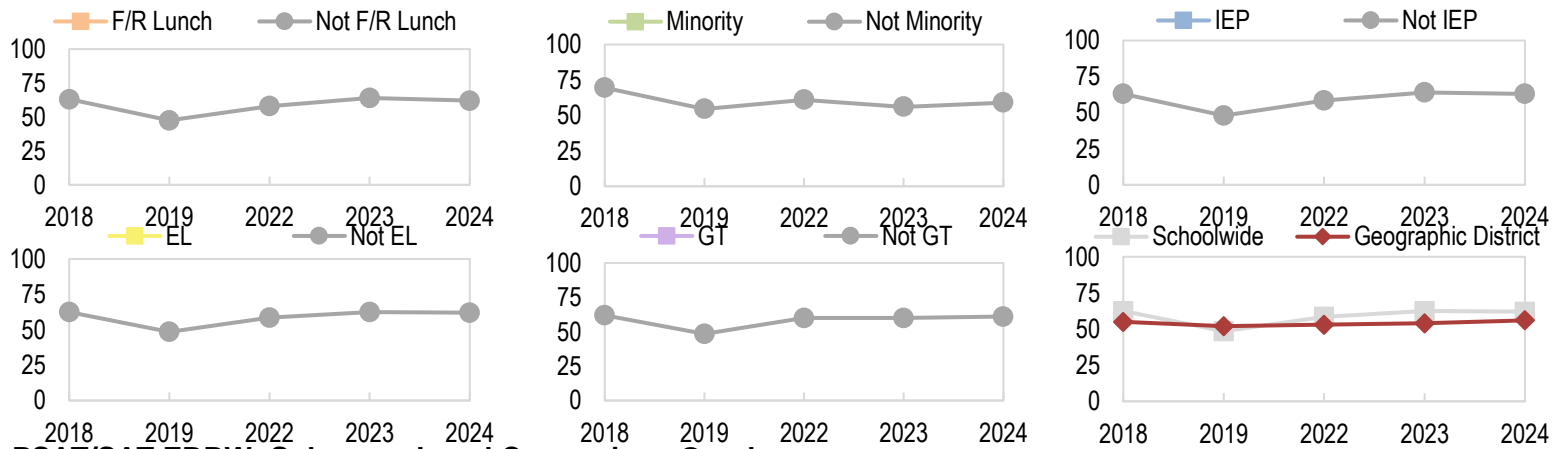
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

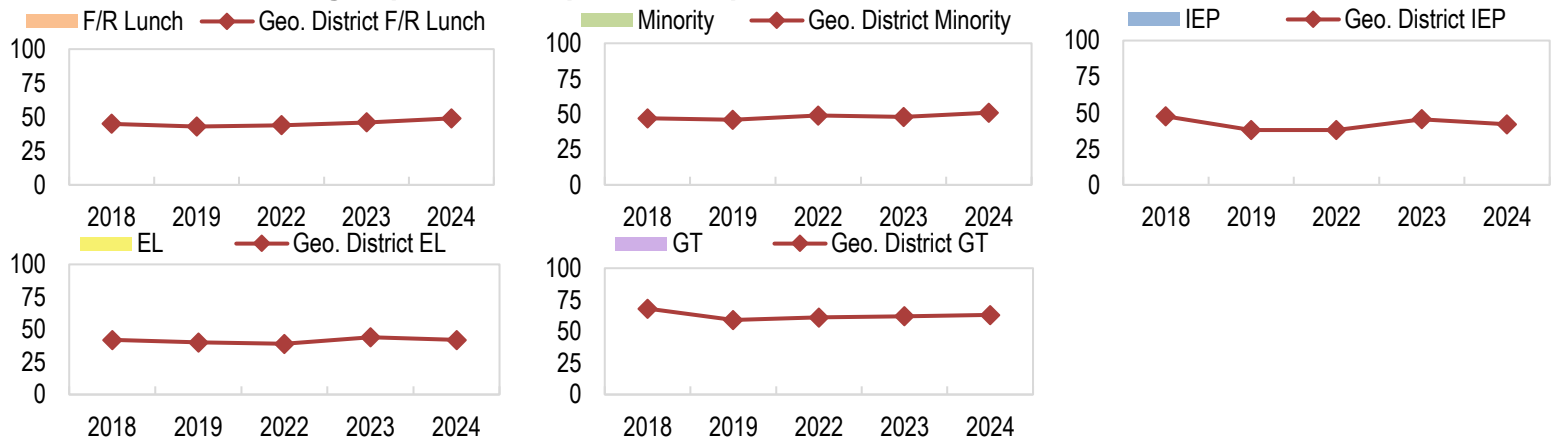
PSAT/SAT	2018	2019	2022	2023	2024
Student	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	63.0	47.5	58.0	64.0
Minority	Y	n<20	n<20	n<20	n<20
	N	69.5	54.5	61.0	56.0
IEP	Y	n<20	n<20	n<20	n<20
	N	63.0	48.0	58.5	64.0
EL	Y	n<20	n<20	n<20	n<20
	N	62.5	48.5	58.5	62.5
GT	Y	n<20	n<20	n<20	n<20
	N	62.0	48.5	60.0	60.0
Schoolwide		62.5	48.5	58.5	62.5

PSAT/SAT EBRW	2018	2019	2022	2023	2024
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	45.0	43.0	44.0	46.0
	N	58.0	55.0	56.0	56.0
Minority	Y	47.0	46.0	49.0	48.0
	N	58.0	54.0	55.0	57.0
IEP	Y	47.5	38.0	38.0	45.5
	N	55.0	52.0	54.0	55.0
EL	Y	42.0	40.0	39.0	44.0
	N	56.0	52.0	54.0	55.0
GT	Y	68.0	59.0	61.0	62.0
	N	51.0	50.0	51.0	52.0
Geographic District		55.0	52.0	53.0	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, Jefferson County 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	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	34	478	40	459	48	498	46	522	43	507
PSAT (10th)*	33	505	35	504	42	529	40	519	46	541
PSAT (9th&10th)	67	491	75	480	90	513	86	521	89	525
SAT (11th)	23	594	25	563	41	578	42	599	37	593
Overall	90	518	100	501	131	533	128	546	126	545

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	n<16	--	5,929	472	5,365	456	5,263	464	5,256	455
PSAT (10th)*	5,768	485	5,791	484	5,110	478	5,143	475	5,166	468
PSAT (9th&10th)	11,935	477	11,720	478	10,475	467	10,406	469	10,422	462
SAT (11th)	5,723	523	5,449	524	5,230	511	5,155	513	5,230	503
Overall	17,658	492	17,169	493	15,705	481	15,561	484	15,652	475

*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.

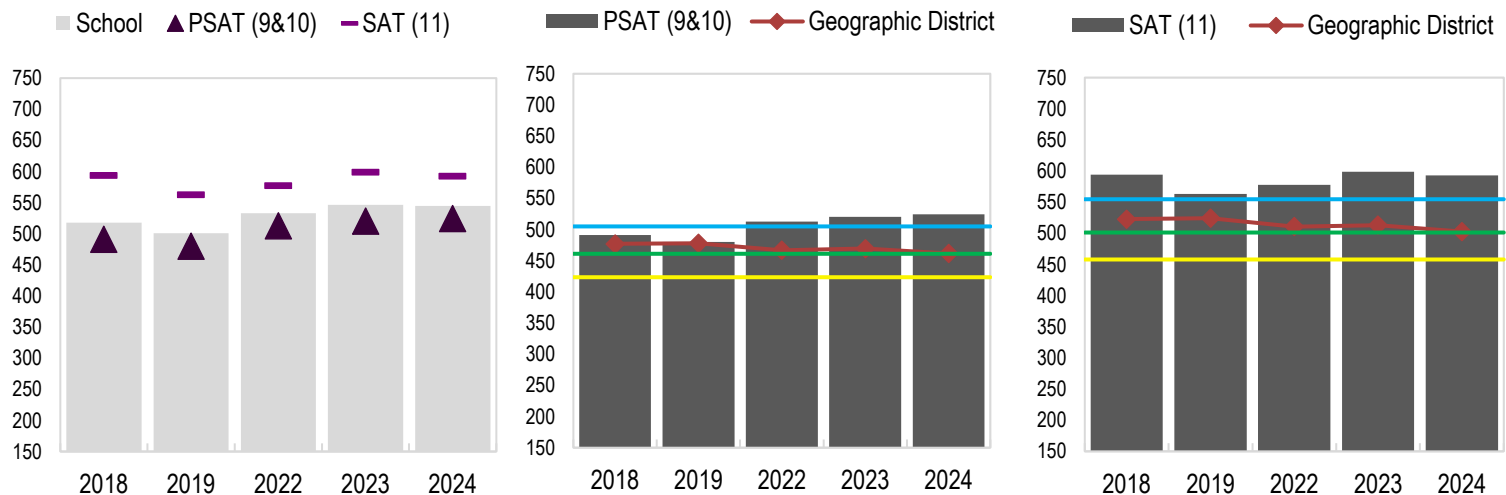
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

Math - Schoolwide

Math - PSAT (9&10)

Math - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement increased by 43.8 scale score points. Since last school year, overall mean scale score decreased by 1.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Jefferson County R-1) for the past five years. Overall, the school outperforms their geo. district by 69.3 scale score points.

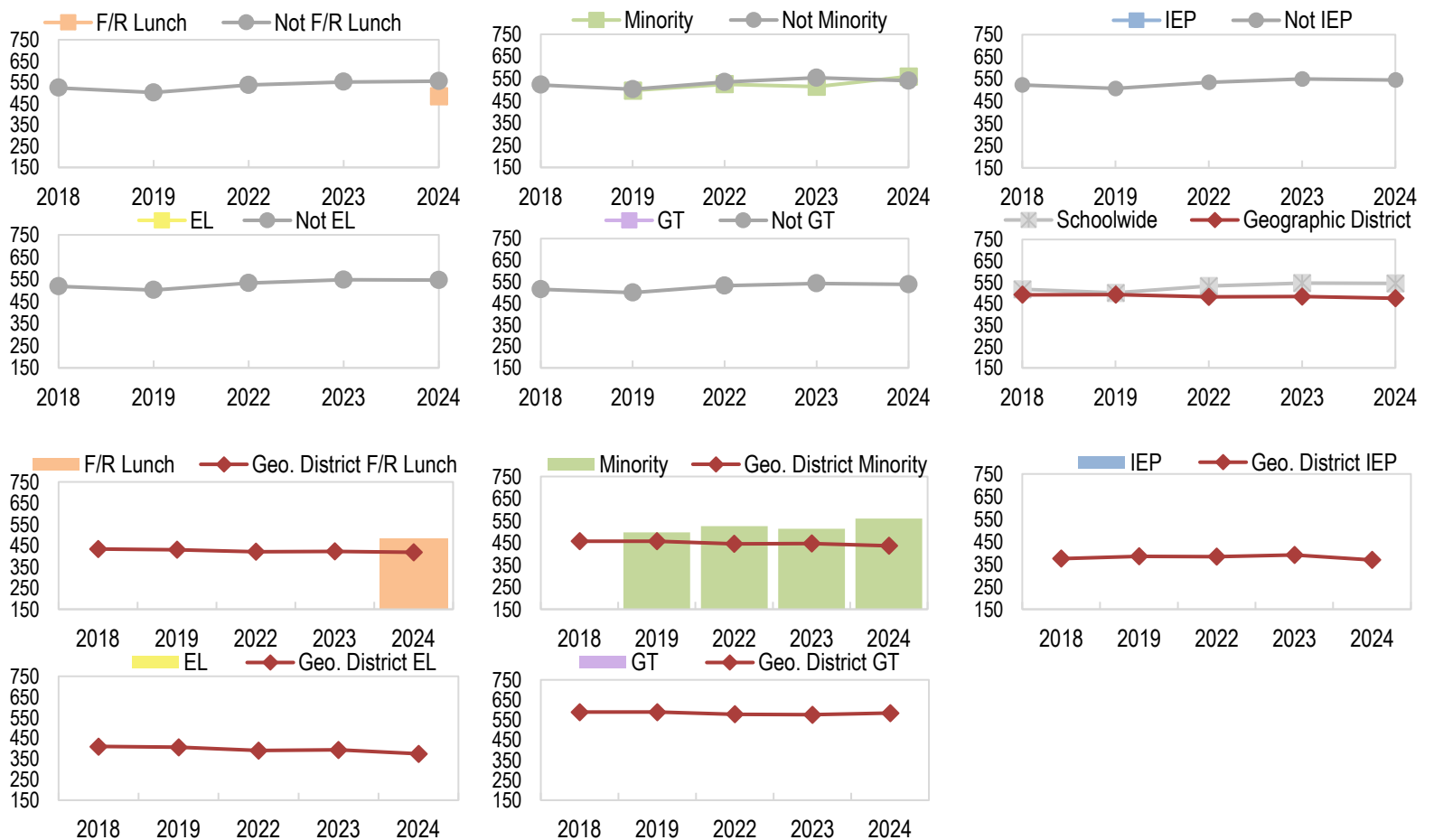
Math Subgroup Achievement

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	n<16	n<16	485
	N	524	502	537	552	555
Minority	Y	n<16	497	525	514	560
	N	522	502	535	554	541
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	524	508	535	551	546
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	518	501	533	548	546
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	515	499	532	542	538
Schoolwide	518	501	533	546	545	

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	434	431	420	423	419
	N	512	513	497	501	497
Minority	Y	457	458	446	447	437
	N	509	510	499	503	496
IEP	Y	374	384	383	391	369
	N	502	501	490	492	486
EL	Y	410	407	392	394	375
	N	498	499	487	490	482
GT	Y	589	590	579	576	585
	N	468	467	461	464	453
Geographic District	492	493	481	484	475	



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, minority students outperformed their non-minority peers, overall, the school outperformed District. In 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

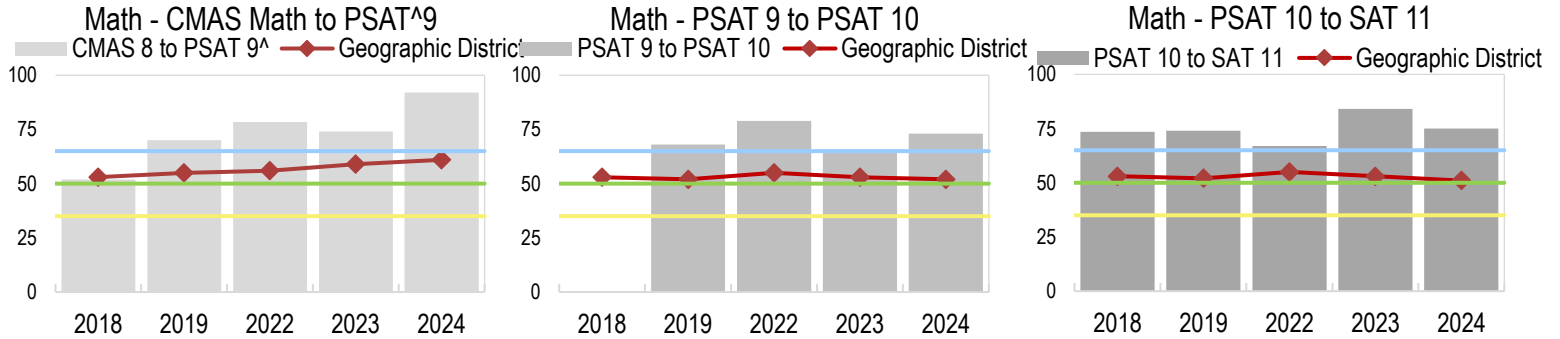
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

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

Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	23	52.0	29	70.0	36	78.5	33	74.0	33	92.0
PSAT 9 to PSAT 10	--	--	31	68.0	37	79.0	38	65.0	43	73.0
PSAT 10 to SAT 11	22	73.5	21	74.0	39	67.0	38	84.0	36	75.0
Overall	67	58	81	69.0	112	72.0	109	74.0	112	81.5

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	5,386	53.0	4,920	55.0	3,511	56.0	4,197	59.0	4,312	61.0
PSAT 9 to PSAT 10	4,451	53.0	5,556	52.0	4,359	55.0	4,778	53.0	4,785	52.0
PSAT 10 to SAT 11	5,337	53.0	5,166	52.0	4,527	55.0	4,678	53.0	4,788	51.0
Overall	15,174	53.0	15,642	53.0	12,393	55.0	13,649	55.0	13,885	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 increased. Since last year, student growth increased by 7.5 percentile points. In 2024, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.

Math Subgroup Growth

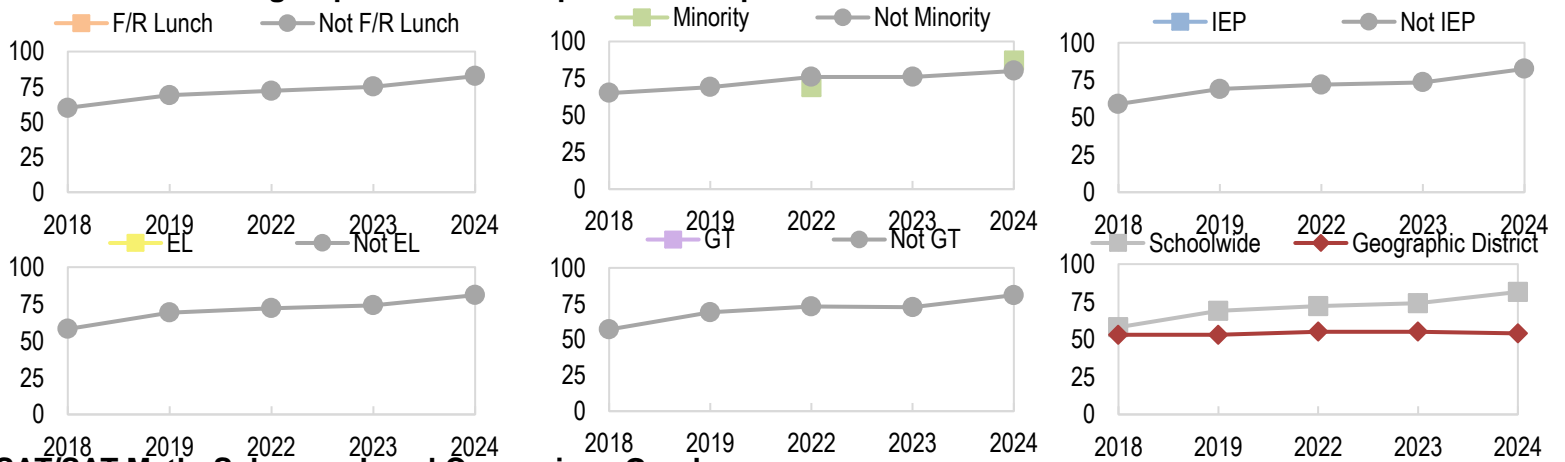
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

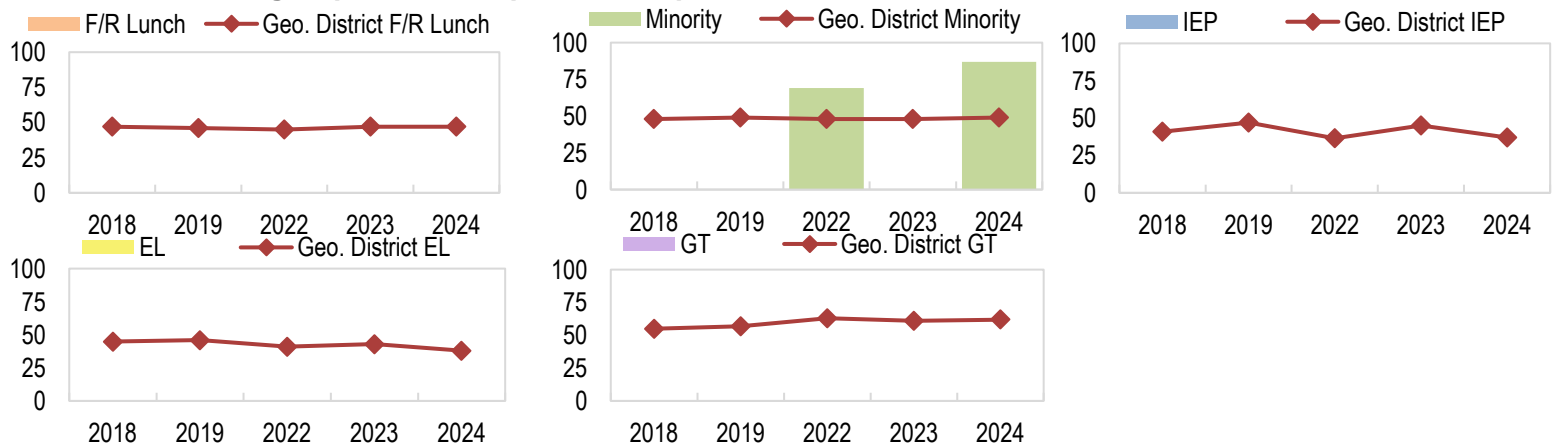
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math	2018	2019	2022	2023	2024	
Student Subgroup	MGP	MGP	MGP	MGP	MGP	
F/R Lunch	Y	n<20	n<20	n<20	n<20	
	N	60.0	69.0	72.0	75.0	82.5
Minority	Y	n<20	n<20	69.0	n<20	87.0
	N	65.0	69.0	76.0	76.0	80.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	59.0	69.0	72.0	73.5	82.5
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	58.0	69.0	72.0	74.0	81.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	57.0	69.0	73.0	72.5	81.0
Schoolwide		58.0	69.0	72.0	74.0	81.5

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	47.0	46.0	45.0	47.0	47.0
	N	55.0	56.0	57.0	57.0	57.0
Minority	Y	48.0	49.0	48.0	48.0	49.0
	N	55.0	55.0	57.0	58.0	57.0
IEP	Y	41.0	47.0	36.5	45.0	37.0
	N	54.0	54.0	56.0	55.0	56.0
EL	Y	45.0	46.0	41.0	43.0	38.0
	N	54.0	54.0	56.0	55.0	55.0
GT	Y	55.0	57.0	63.0	61.0	62.0
	N	53.0	52.0	53.0	53.0	53.0
Geographic District		53.0	53.0	55.0	55.0	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, Jefferson County R-1 outperformed the school.

Postsecondary and Workforce Readiness Additional Indicators

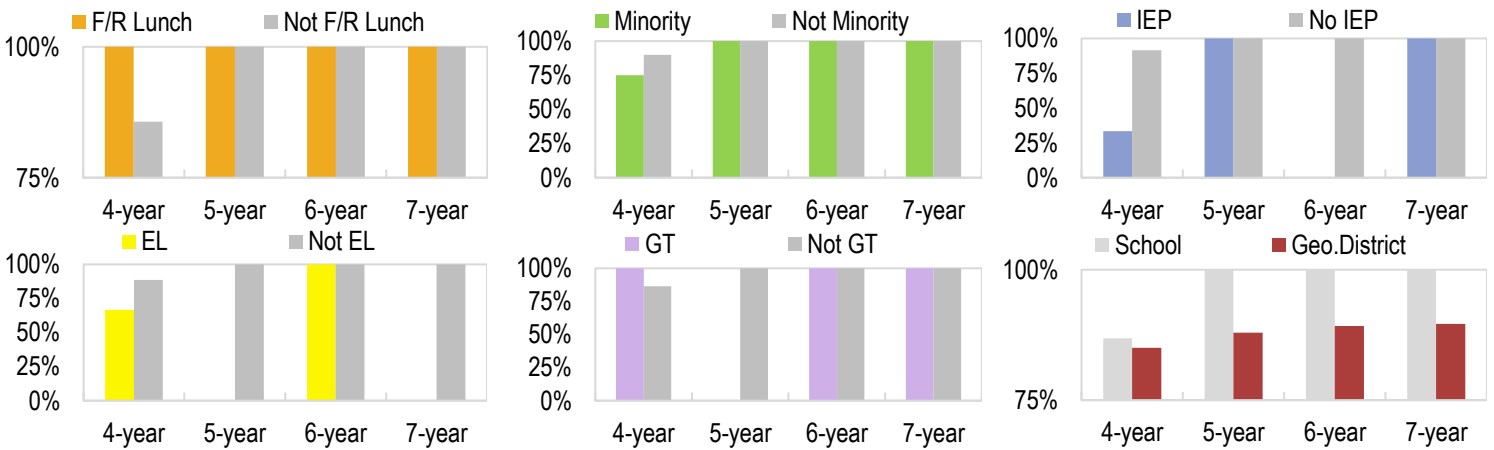
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

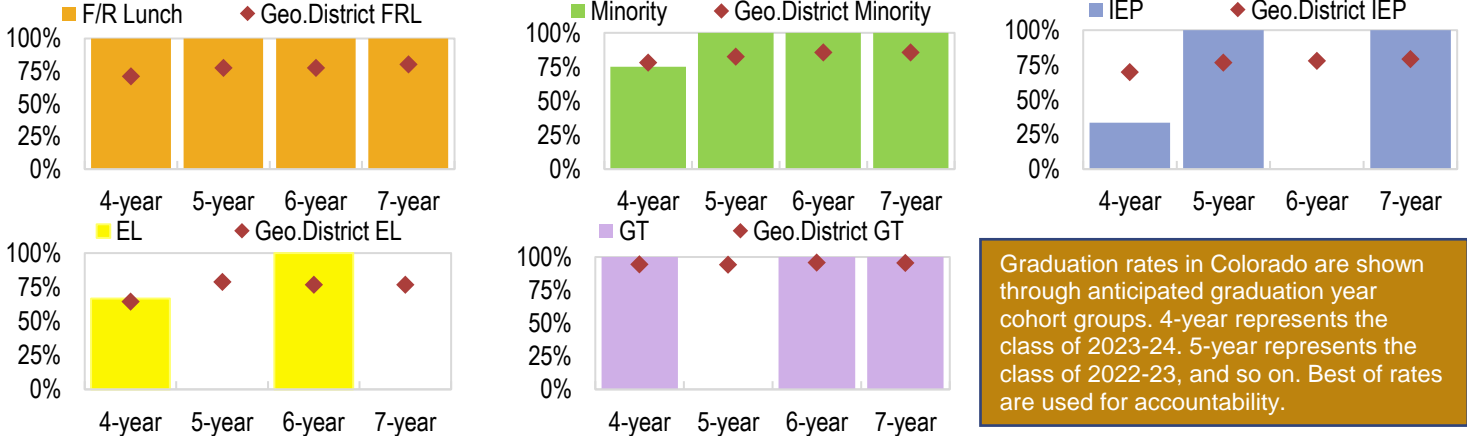
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	4-year	100%	100%	100%	100%
	N	5-year	86%	100%	100%	100%
Minority	Y	5-year	75%	100%	100%	100%
	N	5-year	90%	100%	100%	100%
IEP	Y	5-year	33%	100%	N/A	100%
	N	5-year	91%	100%	100%	100%
EL	Y	6-year	67%	N/A	100%	N/A
	N	5-year	89%	100%	100%	100%
GT	Y	4-year	100%	N/A	100%	100%
	N	5-year	86%	100%	100%	100%
Schoolwide		5-year	87%	100%	100%	100%

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	7-year	71%	77%	77%	80%
	N	6-year	93%	94%	95%	95%
Minority	Y	6-year	78%	82%	86%	86%
	N	7-year	89%	91%	91%	92%
IEP	Y	7-year	70%	77%	78%	79%
	N	7-year	87%	89%	90%	91%
EL	Y	5-year	65%	79%	77%	77%
	N	7-year	87%	89%	90%	91%
GT	Y	6-year	95%	94%	96%	96%
	N	7-year	83%	86%	87%	88%
Geographic District		7-year	85%	88%	89%	90%

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

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

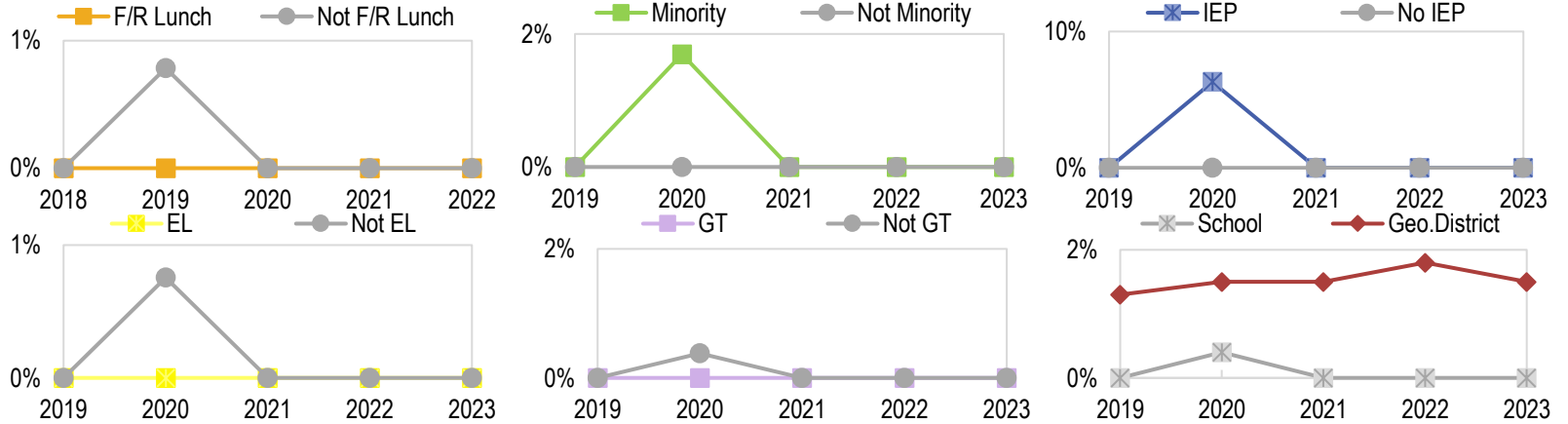
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

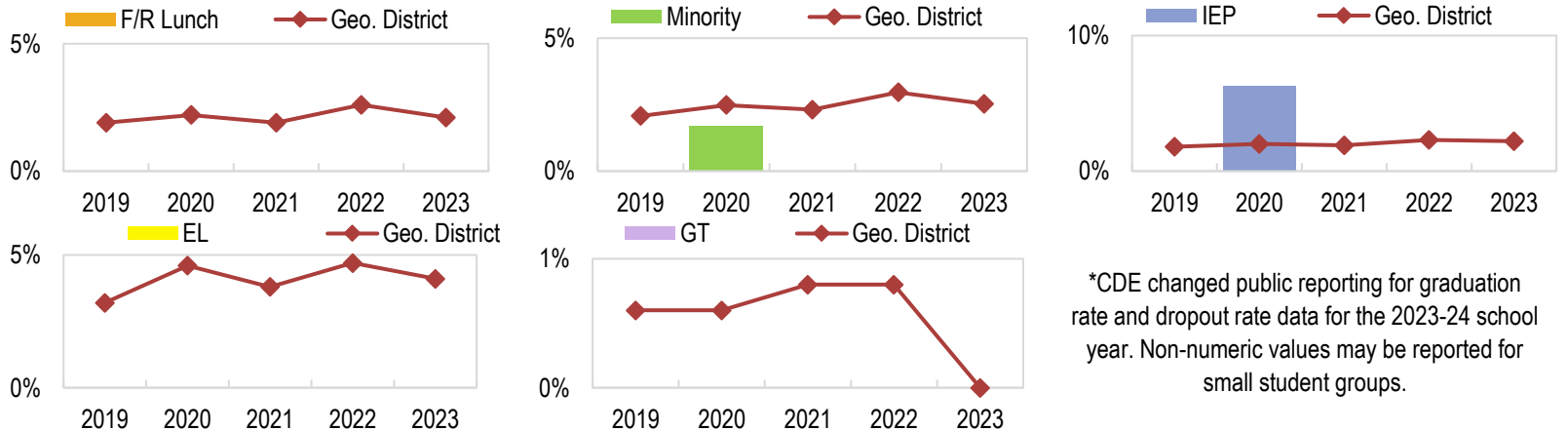
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.4%	0.0%	0.0%	0.0%
Minority	Y	0.0%	1.7%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	0.0%	6.3%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.4%	0.0%	0.0%	0.0%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.4%	0.0%	0.0%	0.0%
Schoolwide		0.0%	0.4%	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	1.9%	2.2%	1.9%	2.6%	2.1%
	N	1.0%	1.1%	1.3%	1.4%	1.2%
Minority	Y	2.1%	2.5%	2.3%	3.0%	2.5%
	N	0.9%	0.9%	1.0%	1.1%	0.9%
IEP	Y	1.8%	2.0%	1.9%	2.3%	2.2%
	N	1.2%	1.4%	1.4%	1.7%	1.4%
EL	Y	3.2%	4.6%	3.8%	4.7%	4.1%
	N	1.1%	1.2%	1.3%	1.6%	1.3%
GT	Y	0.3%	0.3%	0.4%	0.4%	<= 0.5%
	N	1.5%	1.7%	1.7%	2.0%	--
Geographic District		1.3%	1.5%	1.5%	1.8%	1.5%

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, EL dropout rates had no change, gifted student (GT) dropout rates had no change, and overall student dropout rates had no change. In 2021, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, EL, GT, - additional details are available in the graphs above.

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

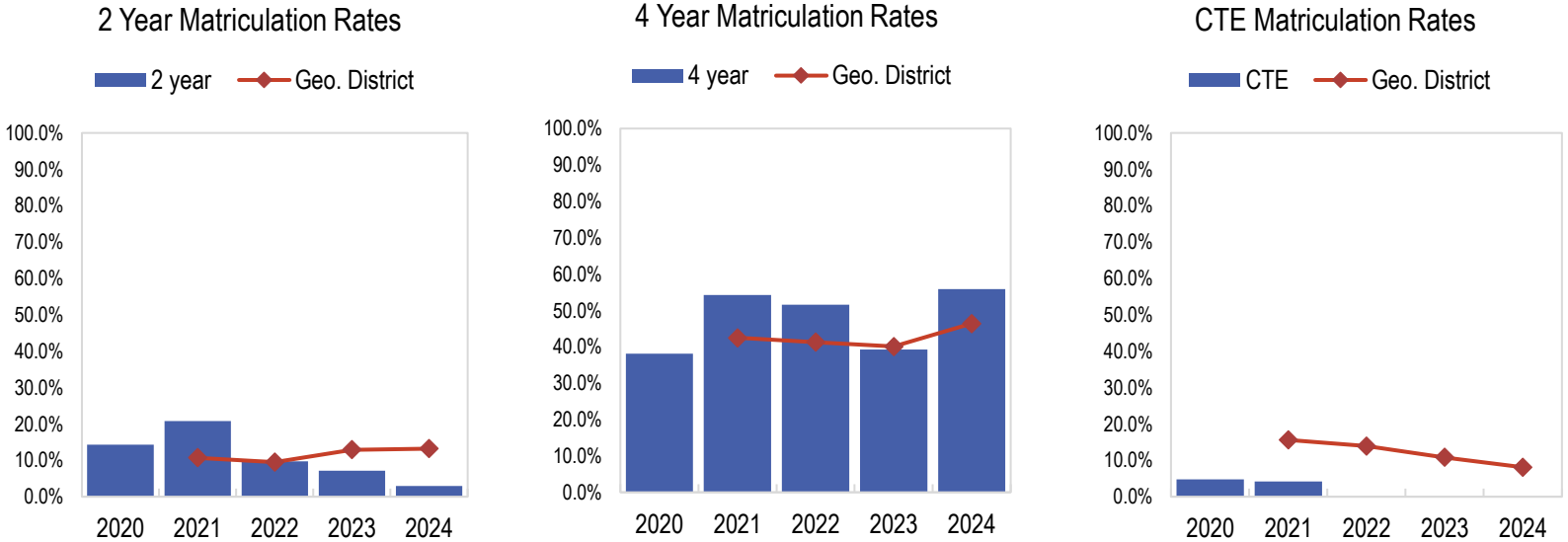
School Matriculation Rate Trends over Time										
Matriculation Category	2020*		2021		2022		2023		2024	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	3	14.3%	5	20.8%	3	9.7%	2	7.1%	1	2.9%
4 year	8	38.1%	13	54.2%	16	51.6%	11	39.3%	19	55.9%
CTE	1	4.8%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
Schoolwide	11	52.4%	18	75.0%	19	61.3%	13	46.4%	20	58.8%

Geo. District Matriculation Rate Trends over Time										
Matriculation Category	2020*		2021		2022		2023		2024	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	611	10.7%	572	9.5%	735	12.9%	750	13.2%
4 year	--	--	2,429	42.5%	2,478	41.3%	2,292	40.1%	2,633	46.4%
CTE	--	--	890	15.6%	836	13.9%	620	10.8%	461	8.1%
Geo. District	--	--	3,565	62.3%	3,558	59.3%	3,265	57.1%	3,565	62.8%

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 Jefferson County R-1. In 2024, school matriculation rates and were above the geo. district. Since last year, schoolwide matriculation rates increased from 46% to 59%.

Academic Performance Metrics

School Observations

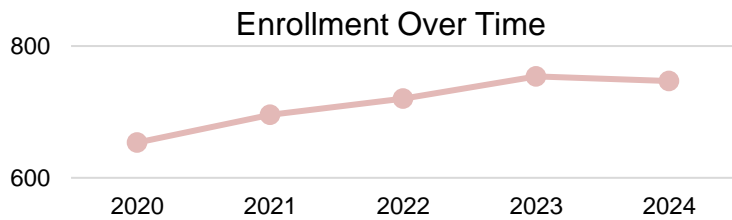
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Financial Performance Metrics

Enrollment

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

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	653.6	695.5	720.1	753.9	747.0
One-Year Enrollment Variance	+2.5%	+6.4%	+3.5%	+4.7%	-0.9%
Three-Year Enrollment Variance	+0.0%	+9.1%	+10.2%	+8.4%	+3.7%



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	10.859	1.8788
Debt to Asset Ratio	0.9315	1.2544	1.2016	1.1814	1.132

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 /

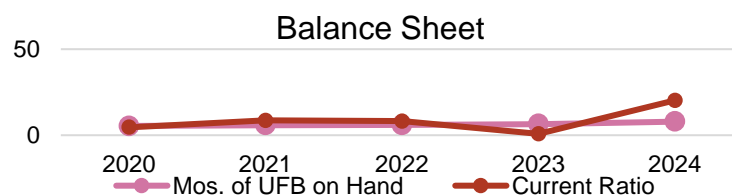
Balance Sheet

-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	5.38	5.82	5.93	6.47	7.87
Change in Unassigned Fund Balance from Prior Year	+21.9%	+14.8%	+14.4%	+21.0%	+20.8%
Current Ratio	4.61	8.60	8.19	0.78	20.22



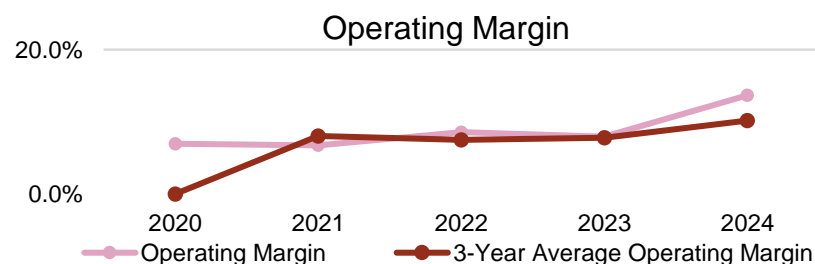
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance 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	7.0%	6.7%	8.6%	7.9%	13.7%
3-Year Average Operating Margin	0.0%	8.0%	7.5%	7.8%	10.2%



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

Golden View Classical Academy ended the year with sufficient reserves 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 7.86 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 13.67%.

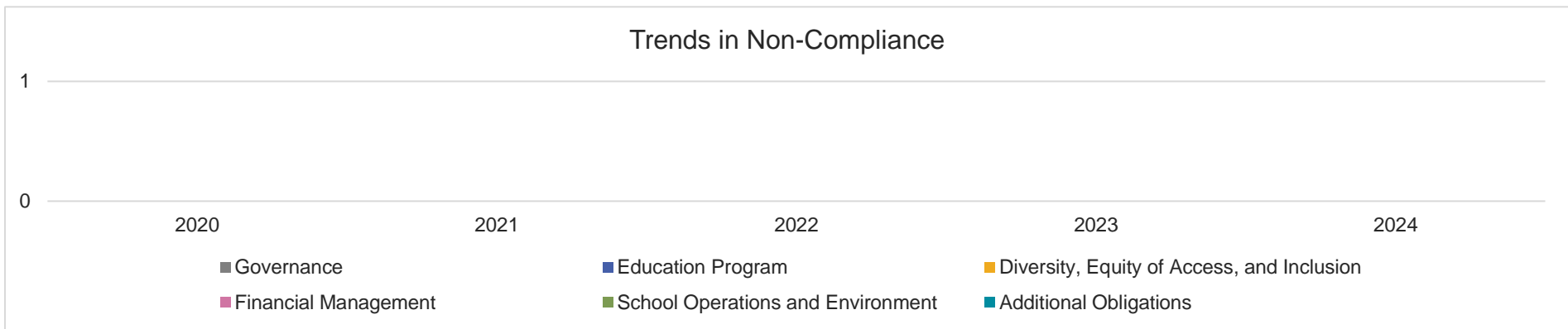
School Observations

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 Narrative

CSI was not made aware of any issues related to the organizational performance of Golden View Classical Academy in the 2023-2024 school year. Golden View Classical Academy 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



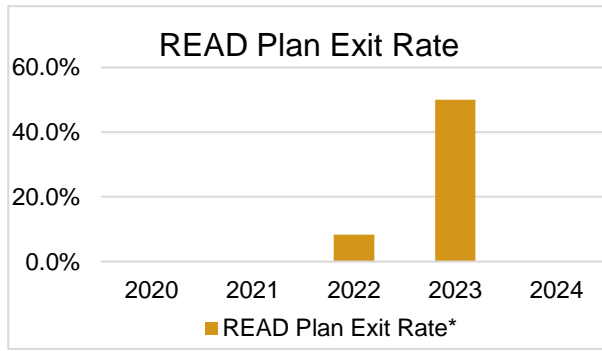
Instances of Non-Compliance			
Year	Category	Type	Narrative

Organizational Performance Metrics

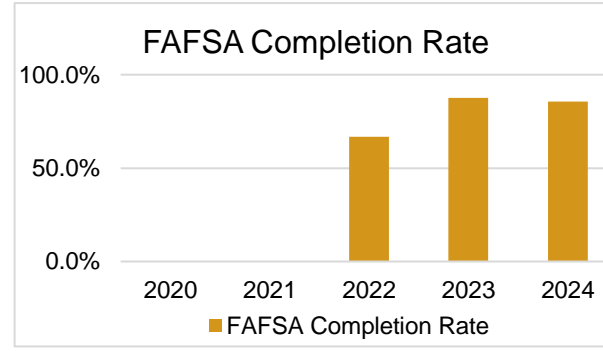
Diversity, Equity of Access, and Inclusion Metrics

- Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
- 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*	--	--	8.3%	50.0%	0.0%
FAFSA Completion Rate*	--	--	66.7%	87.5%	85.7%



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.



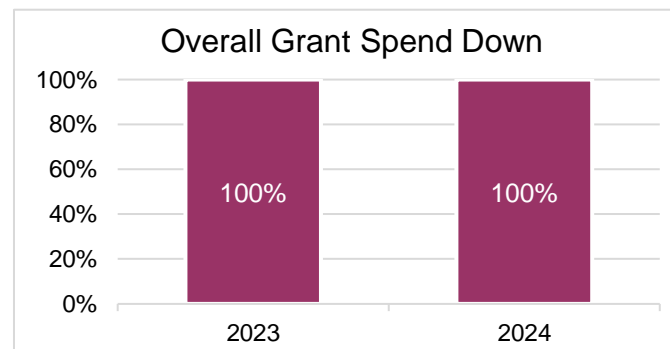
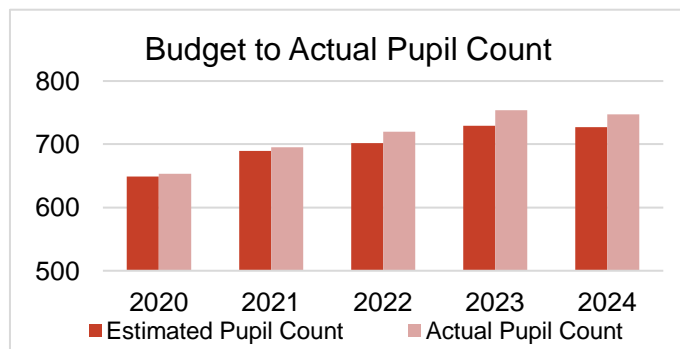
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

- Is the school accurately projecting enrollment?
- Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	0.7%	0.9%	2.6%	3.4%	2.8%
<i>Estimated Pupil Count</i>	648.8	689.6	702.0	729.0	726.9
<i>Actual Pupil Count</i>	653.6	695.5	720.1	753.9	747.0
Overall Grant Spend Down (%)	--	--	--	100%	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	\$0.00	\$0.00
TABOR	YES	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO

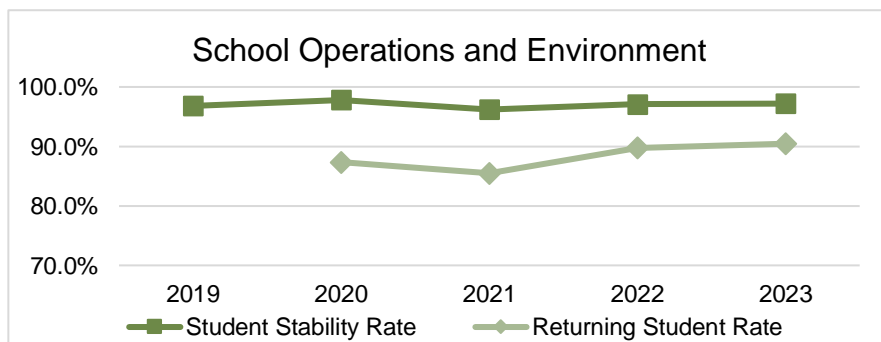


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of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

School Operations and Environment Metrics

- Is the student population stable during the school year?
- Are students returning to the school the following school year?
- 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	96.8%	97.8%	96.2%	97.1%	97.2%
Returning Student Rate	--	87.3%	85.5%	89.8%	90.5%
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 stability 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.



Expanding Frontiers in Public Education

1525 Sherman St. B76 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us