



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

**The Pinnacle Charter School**



Expanding Frontiers in Public Education

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### CSI Annual Review of Schools (CARS) Summary

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

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

### CSI Performance Framework

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

### CARS Accreditation Ratings

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



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

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

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

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

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

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

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

**Academic Performance:** Ryan Marks ([ryanmarks@csi.state.co.us](mailto:ryanmarks@csi.state.co.us))

**Financial Performance:** Dave Sever ([davesever@csi.state.co.us](mailto:davesever@csi.state.co.us))

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

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

**Please note:** Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., 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/>

**The Pinnacle Charter School Overview**

Year Opened/Transferred: 2006-2007

Grades Served: K-12

School Model: Core Knowledge

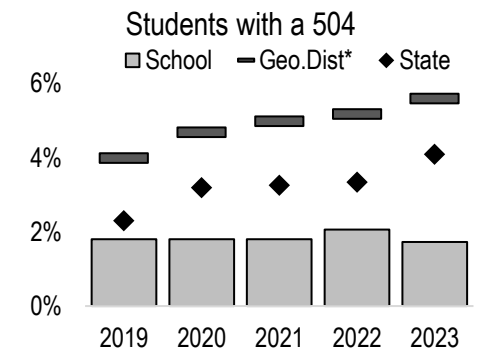
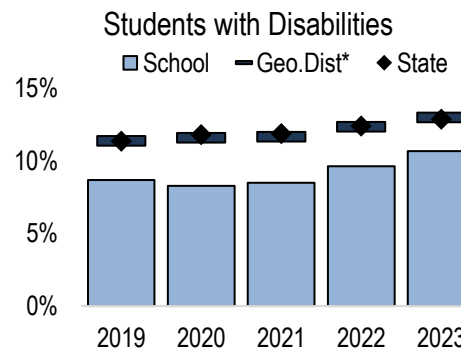
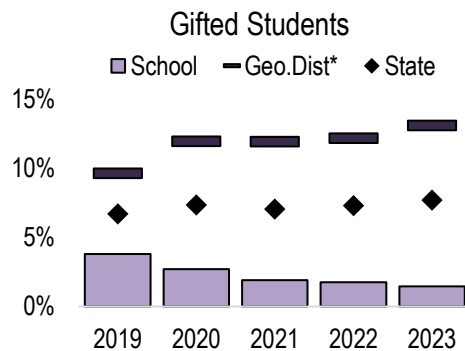
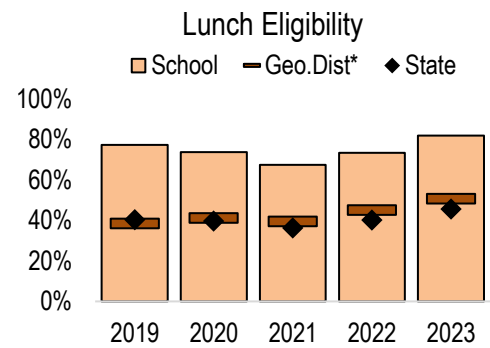
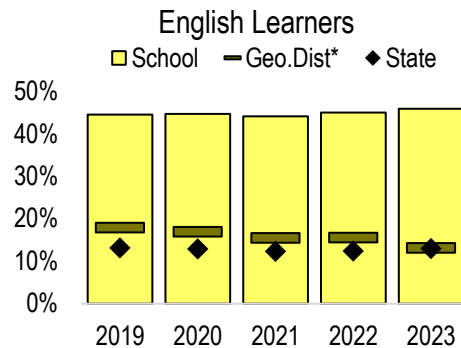
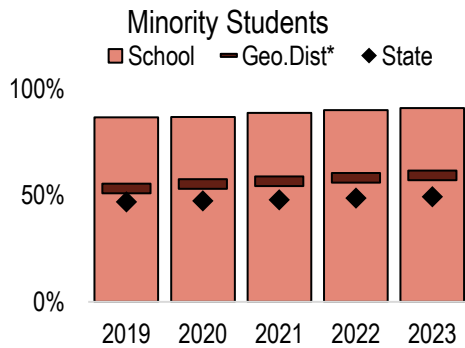
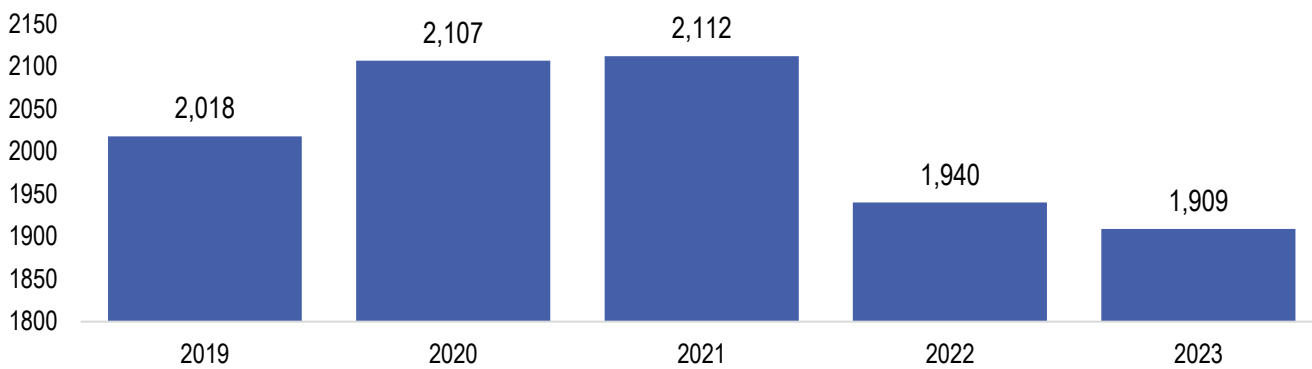
Town/City: Federal Heights

District of Residence: Adams 12 Five Star Schools

Original Application Type: Transfer

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
<b>Enrollment Over Time</b>	<b>2,018</b>	<b>2,107</b>	<b>2,112</b>	<b>1,940</b>	<b>1,909</b>
F/R Lunch	77.3%	73.8%	67.4%	73.4%	81.9%
Minority	86.7%	86.9%	88.9%	90.2%	91.1%
IEP	8.7%	8.3%	8.5%	9.6%	10.7%
EL	44.5%	44.7%	44.1%	45.0%	45.9%
Gifted	3.8%	2.7%	1.9%	1.8%	1.5%
504	1.8%	1.8%	1.8%	2.1%	1.7%

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
<b>Academic</b>	Improvement (Points Earned: 48.7%)
Elementary School Rating	Improvement (Points Earned: 43%)
Middle School Rating	Improvement (Points Earned: 50.3%)
High School Rating	Improvement (Points Earned: 44.5%)
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation
<b>Overall CARS Rating</b>	<b>Improvement</b>

## Participation

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

- **Low Participation** is for schools with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- **Decreased Due to Participation** indicates the plan type, or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations for this descriptor. According to the State Board of Education motion, schools and districts will not be held liable for parental excusals.

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

Assurance	
	Rating
Accountability Participation Rate	<b>Meets 95%</b>

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	1,338	1,308	97.8%	11	98.6%	<b>Meets 95%</b>
Math	1,338	1,313	98.1%	10	98.9%	<b>Meets 95%</b>
Science	447	416	93.1%	9	95.0%	<b>Meets 95%</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	905	889	98.2%	11	99.4%	<b>Meets 95%</b>
CMAS Math	905	894	98.8%	10	99.9%	<b>Meets 95%</b>
CMAS Science	447	416	93.1%	9	95.0%	<b>Meets 95%</b>
PSAT/SAT Evidence-Based Reading and Writing	433	419	96.8%	0	96.8%	<b>Meets 95%</b>
PSAT/SAT Math	433	419	96.8%	0	96.8%	<b>Meets 95%</b>

## English Language Arts Achievement

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

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

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

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	149	719	163	725	143	706	117	701	131	697
4	162	728	163	728	167	714	139	715	123	711
5	166	730	166	733	157	726	149	729	136	725
Elementary	477	726	492	729	467	716	405	716	390	711
6	163	723	171	727	171	725	163	725	168	724
7	161	728	165	727	175	716	162	728	159	726
8	162	725	157	728	169	721	140	723	163	727
Middle	486	726	493	727	515	721	465	726	490	726
<b>Overall</b>	<b>963</b>	<b>726</b>	<b>985</b>	<b>728</b>	<b>982</b>	<b>718</b>	<b>870</b>	<b>721</b>	<b>880</b>	<b>719</b>

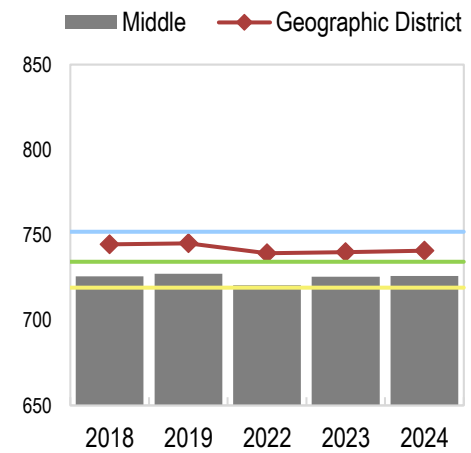
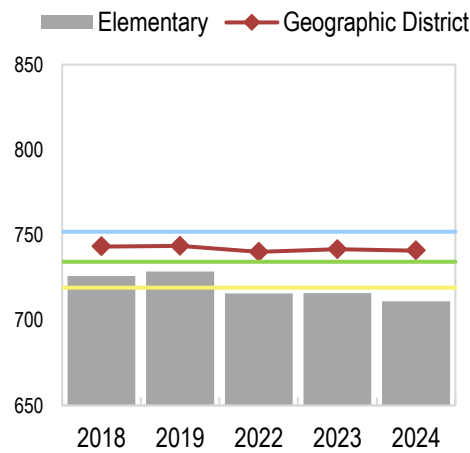
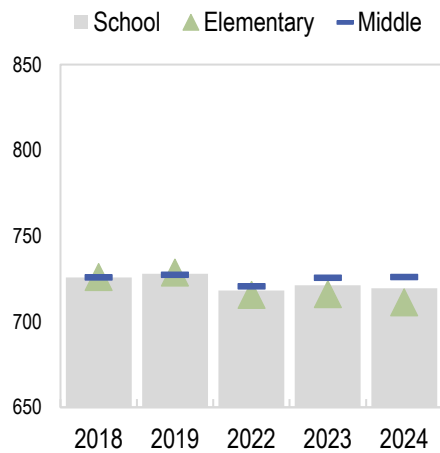
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	2,790	737	2,576	737	2,283	737	2,231	738	2,240	738
4	2,839	746	2,822	744	2,333	738	2,320	741	2,257	739
5	2,894	747	2,867	749	2,356	745	2,342	746	2,359	745
Elementary	8,523	743	8,265	744	6,972	740	6,893	742	6,856	741
6	2,774	743	2,816	742	2,122	739	2,193	739	2,199	740
7	2,782	747	2,731	747	2,104	740	1,996	743	2,126	744
8	2,792	744	2,685	747	1,924	739	1,960	738	1,904	738
Middle	8,348	745	8,232	745	6,150	739	6,149	740	6,229	741
<b>Overall</b>	<b>16,871</b>	<b>744</b>	<b>16,497</b>	<b>744</b>	<b>13,122</b>	<b>740</b>	<b>13,042</b>	<b>741</b>	<b>13,085</b>	<b>741</b>

### 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 decreased by 6.4 scale score points. Since last school year, overall mean scale score decreased by 1.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 21.4 scale score points.

## English Language Arts Subgroup Achievement

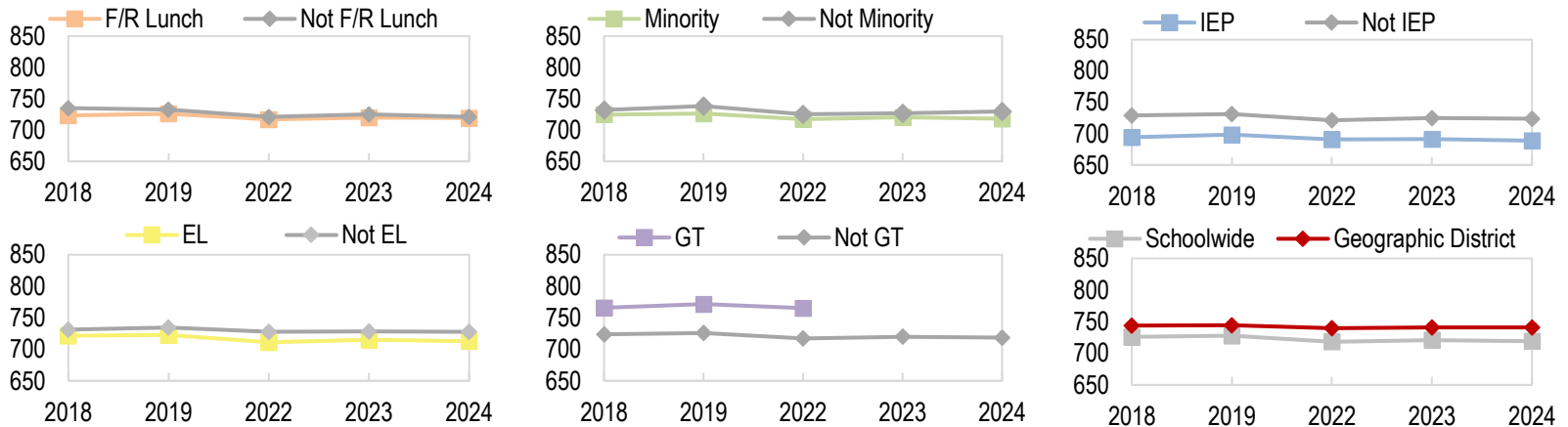
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

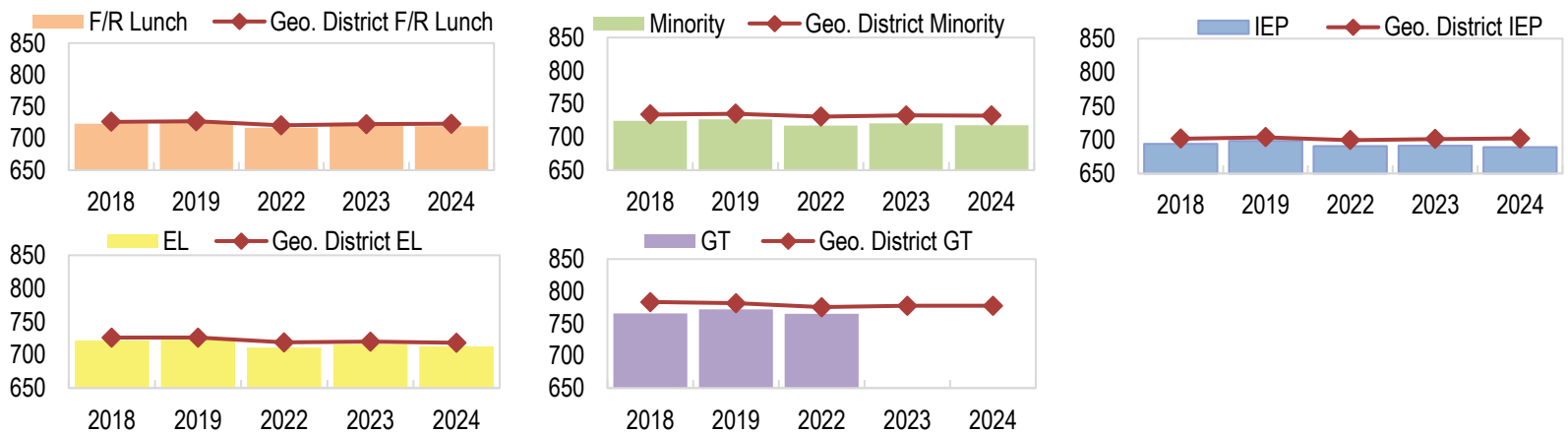
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA	2018	2019	2022	2023	2024	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	723.2	725.9	717.0	720.0	719.0
	N	735.0	732.6	721.1	724.9	721.1
Minority	Y	724.7	726.4	717.3	720.4	718.1
	N	732.1	738.3	725.2	726.6	729.8
IEP	Y	694.2	698.5	690.6	691.3	688.8
	N	728.9	731.3	721.4	725.1	724.0
EL	Y	721.6	722.8	711.2	715.3	712.8
	N	731.2	734.6	727.9	728.5	727.8
GT	Y	765.8	771.8	765.4	n<16	n<16
	N	723.6	725.9	717.3	720.0	718.6
Schoolwide	726	728	718	721	719	

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	726.2	727.0	720.6	722.3	722.9
	N	756.4	757.1	751.2	754.1	756.4
Minority	Y	733.8	735.0	730.8	732.5	732.1
	N	754.3	754.6	750.7	751.8	752.4
IEP	Y	701.7	703.6	699.4	701.0	701.8
	N	748.6	749.0	744.5	745.9	745.8
EL	Y	726.0	726.1	718.9	720.0	718.2
	N	749.3	749.9	745.7	746.6	747.1
GT	Y	783.5	781.6	775.6	777.7	777.9
	N	738.1	738.3	732.2	733.1	732.3
Geographic District	744	744	740	741	741	

### CMAS ELA: Subgroup Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

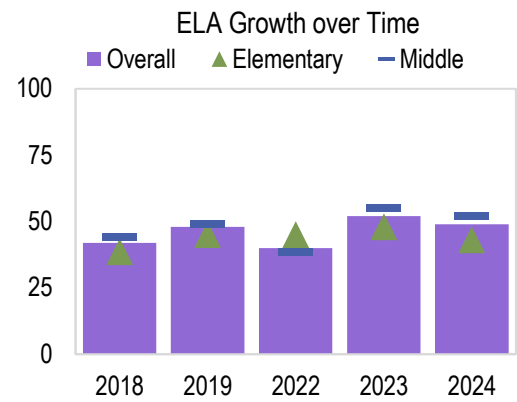
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - 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?

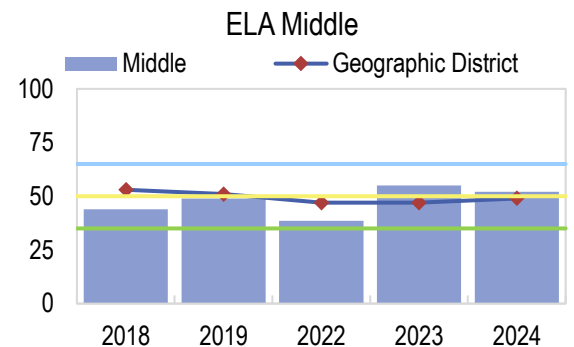
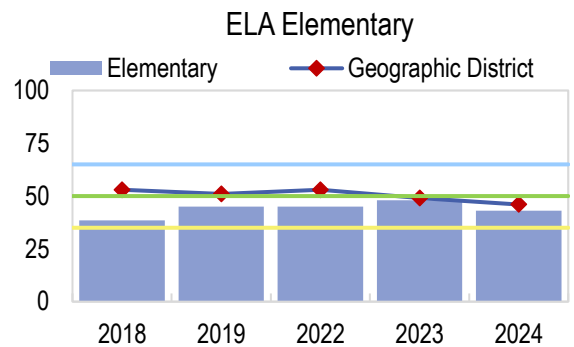
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	157	36.0	162	45.0	91	45.0	139	39.0	123	43.0
5	163	41.0	163	46.0	--	--	142	54.5	134	42.5
Elementary	320	38.5	325	45.0	91	45.0	281	48.0	257	43.0
6	161	45.0	170	37.5	117	41.0	155	51.0	165	49.0
7	160	48.0	164	58.5	--	--	156	53.5	156	48.0
8	159	40.0	156	47.0	121	33.0	136	67.5	160	59.5
Middle	480	44.0	490	49.0	238	38.5	447	55.0	481	52.0
<b>Overall</b>	<b>800</b>	<b>42.0</b>	<b>815</b>	<b>48.0</b>	<b>329</b>	<b>40.0</b>	<b>728</b>	<b>52.0</b>	<b>738</b>	<b>49.0</b>



**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	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	2,709	52.0	2,733	51.0	1,627	53.0	2,185	49.0	2,132	47.0
5	2,778	54.0	2,795	52.0	--	--	2,202	50.0	2,241	46.0
Elementary	5,487	53.0	5,528	51.0	1,627	53.0	4,387	49.0	4,373	46.0
6	2,667	51.0	2,736	46.0	1,459	45.0	2,048	41.0	2,066	45.0
7	2,647	57.0	2,627	54.0	--	--	1,801	53.0	1,980	52.0
8	2,653	52.0	2,589	52.0	1,091	49.0	1,714	46.0	1,711	49.0
Middle	7,967	53.0	7,952	51.0	2,550	47.0	5,563	47.0	5,757	49.0
<b>Overall</b>	<b>2,647</b>	<b>57.0</b>	<b>13,480</b>	<b>51.0</b>	<b>4,177</b>	<b>49.0</b>	<b>9,950</b>	<b>48.0</b>	<b>10,130</b>	<b>48.0</b>



**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth decreased by -3 percentile points. In 2024, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has decreased over time.

## English Language Arts Subgroup Growth

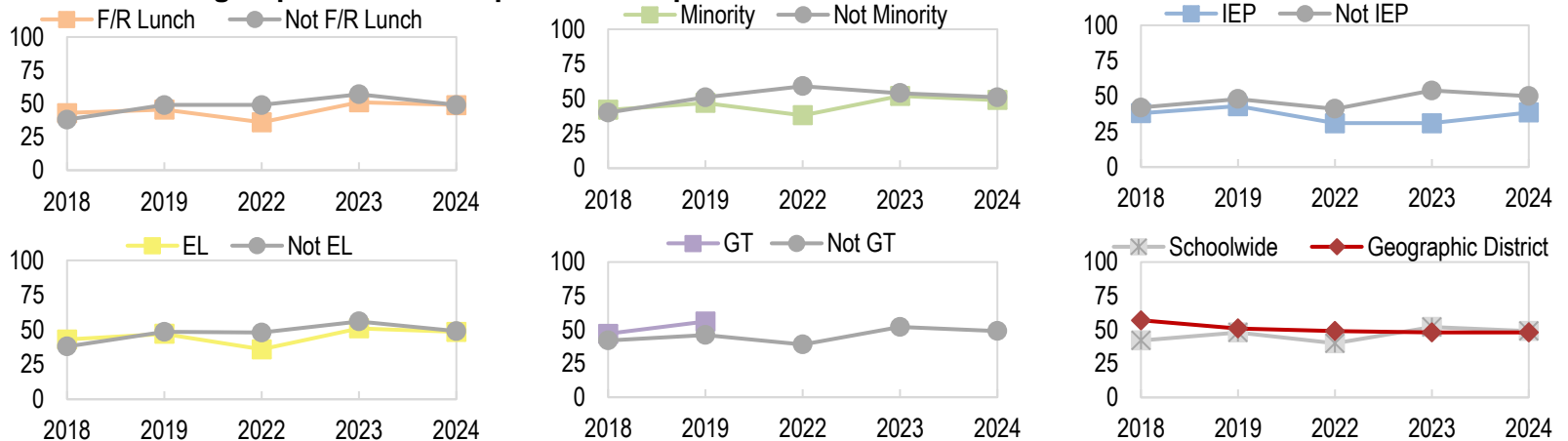
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

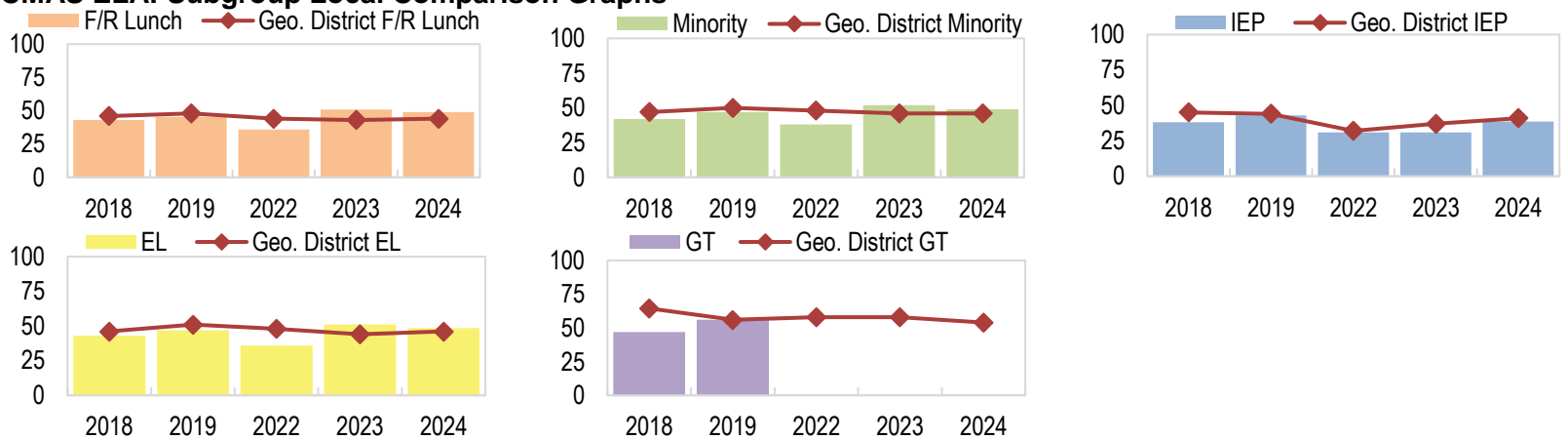
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	43.0	45.5	36.0	51.0	49.0
	N	38.0	49.0	49.0	57.0	49.0
Minority	Y	42.0	47.0	38.0	52.0	49.0
	N	40.0	51.0	59.0	54.0	51.0
IEP	Y	38.0	43.0	31.0	31.0	38.5
	N	42.0	48.0	41.0	54.0	50.0
EL	Y	43.0	47.0	36.0	51.0	48.5
	N	38.0	48.5	48.0	56.0	49.0
GT	Y	47.0	56.0	n<20	n<20	n<20
	N	42.0	46.0	39.0	52.0	49.0
Schoolwide		42.0	48.0	40.0	52.0	49.0

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	46.0	48.0	44.0	43.0	44.0
	N	58.0	53.0	52.0	51.0	51.0
Minority	Y	47.0	50.0	48.0	46.0	46.0
	N	55.0	52.0	50.0	50.0	50.0
IEP	Y	45.0	44.0	32.0	37.0	41.0
	N	52.0	52.0	51.0	49.0	49.0
EL	Y	46.0	51.0	48.0	44.0	46.0
	N	57.0	51.0	50.0	49.0	48.0
GT	Y	64.5	56.0	58.0	58.0	54.0
	N	49.0	50.0	47.0	45.0	46.0
Geographic District		57.0	51.0	49.0	48.0	48.0

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



### CMAS ELA: Subgroup Local Comparison Graphs



### Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, the school outperformed Adams 12 Five Star Schools. In 2024, the following subgroups outperformed the geo. district: FRL, minority, EL, - additional details are available in the graphs.

**Mathematics Achievement**

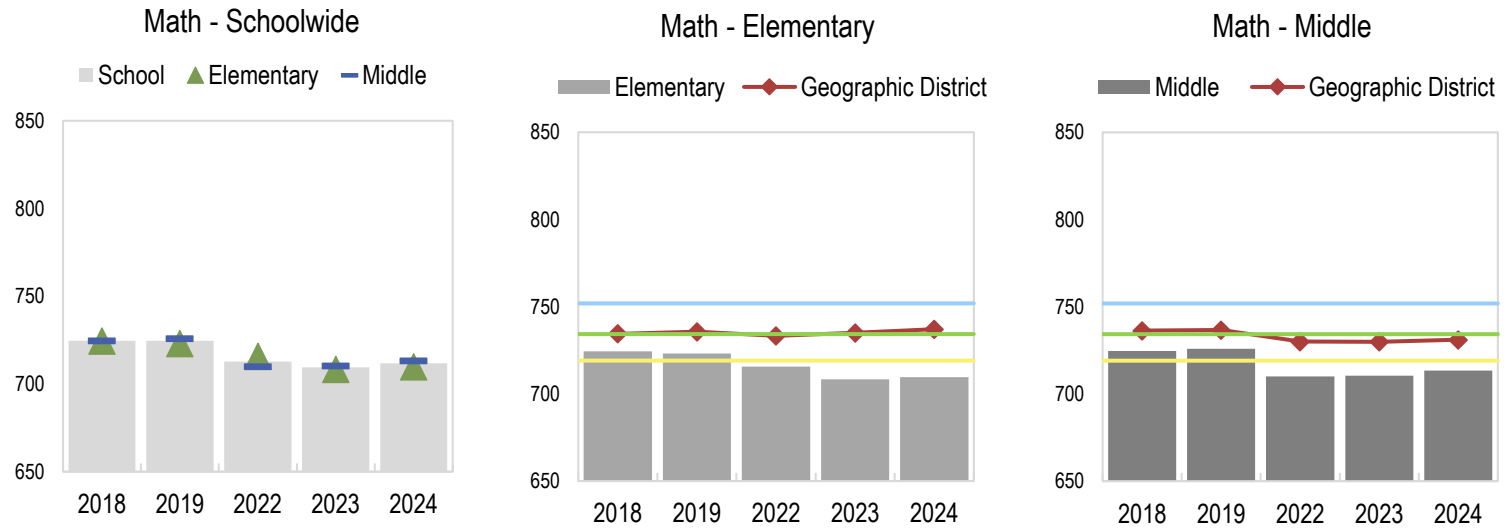
**CMAS Math: School Status, Trends, and Local Comparison Tables**

- 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	149	726	162	726	143	714	125	705	133	706
4	164	722	165	721	163	711	141	709	130	705
5	167	726	169	722	157	723	149	711	137	718
Elementary	480	725	496	723	463	716	415	708	400	710
6	164	724	172	723	170	706	167	710	168	711
7	163	727	167	729	174	714	162	718	162	720
8	164	724	163	727	168	710	167	704	163	710
Middle	491	725	502	726	512	710	496	710	493	713
<b>Overall</b>	<b>971</b>	<b>725</b>	<b>998</b>	<b>725</b>	<b>975</b>	<b>713</b>	<b>911</b>	<b>710</b>	<b>893</b>	<b>712</b>

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	2,793	732	2,590	736	2,288	733	2,266	735	2,257	739
4	2,842	734	2,834	733	2,339	729	2,344	734	2,280	735
5	2,906	737	2,877	738	2,348	737	2,368	736	2,377	738
Elementary	8,541	735	8,301	736	6,975	733	6,978	735	6,914	737
6	2,809	736	2,843	734	2,118	728	2,222	729	2,214	730
7	2,786	735	2,760	737	2,106	729	2,028	730	2,148	732
8	2,814	738	2,693	739	1,929	734	1,991	731	1,920	731
Middle	8,409	736	8,296	737	6,153	730	6,241	730	6,282	731
<b>Overall</b>	<b>16,950</b>	<b>735</b>	<b>16,597</b>	<b>736</b>	<b>13,128</b>	<b>732</b>	<b>13,219</b>	<b>733</b>	<b>13,196</b>	<b>734</b>

**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 decreased by 12.8 scale score points. Since last school year, overall mean scale score increased by 2.3 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 22.5 scale score points.

## Mathematics Subgroup Achievement

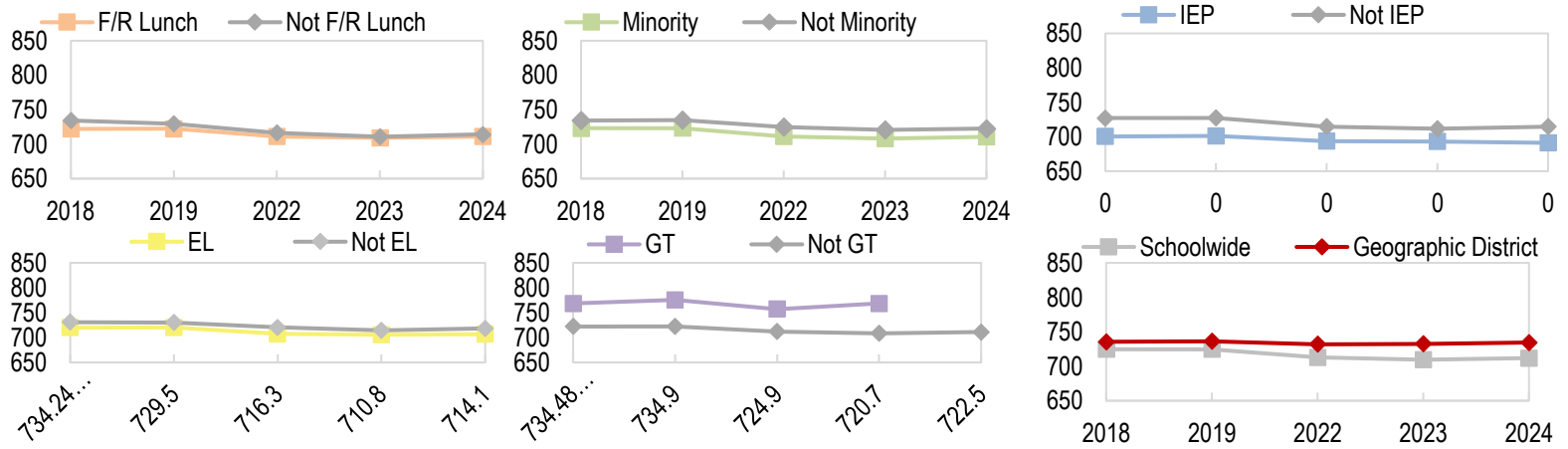
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

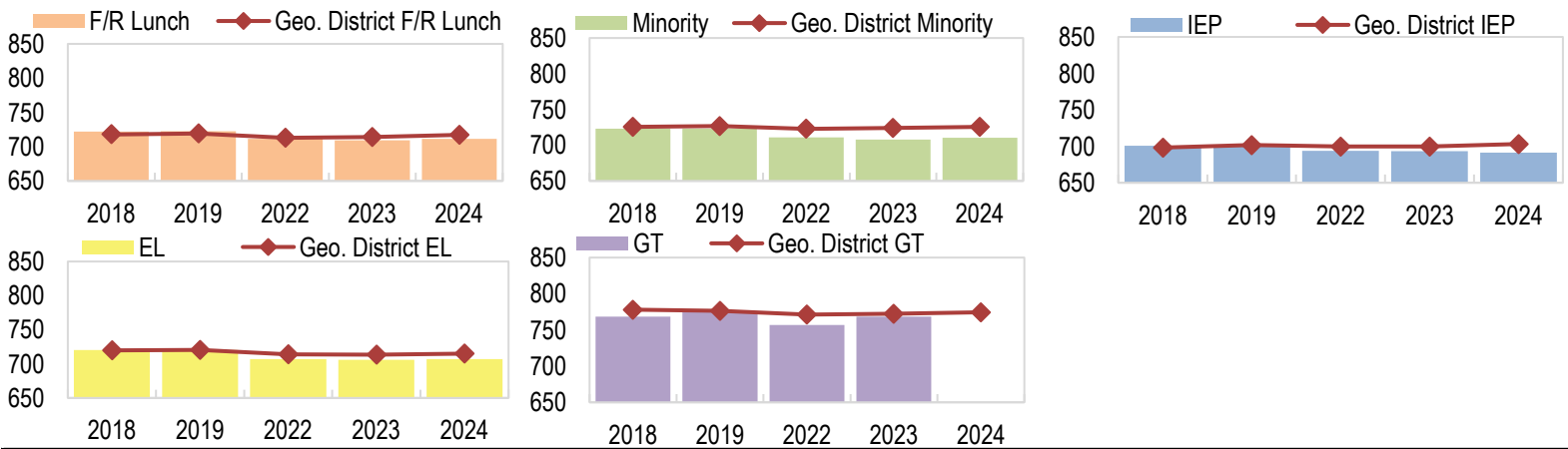
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	722.1	722.5	711.3	709.1	711.2
	N	734.2	729.5	716.3	710.8	714.1
Minority	Y	723.0	723.1	711.1	708.1	710.5
	N	734.5	734.9	724.9	720.7	722.5
IEP	Y	700.5	701.2	693.7	693.2	691.2
	N	727.0	727.3	714.8	711.7	714.8
EL	Y	720.0	720.2	707.2	705.7	707.0
	N	730.8	730.3	720.3	714.4	718.2
GT	Y	768.4	775.6	756.9	768.4	n<16
	N	722.3	722.3	711.8	708.4	710.9
Schoolwide		725	725	713	710	712

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	718.0	719.2	712.9	714.0	717.1
	N	747.8	748.7	743.1	746.3	749.3
Minority	Y	725.7	726.8	722.8	724.1	725.7
	N	745.5	746.4	742.8	743.9	745.8
IEP	Y	698.2	701.6	699.7	699.8	703.1
	N	739.5	740.1	735.5	736.8	738.3
EL	Y	719.8	720.4	713.7	713.4	714.8
	N	740.2	741.0	737.0	738.2	739.9
GT	Y	778.0	776.4	771.2	772.2	774.5
	N	729.4	729.6	723.6	724.4	725.1
Geographic District		735	736	732	733	734

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

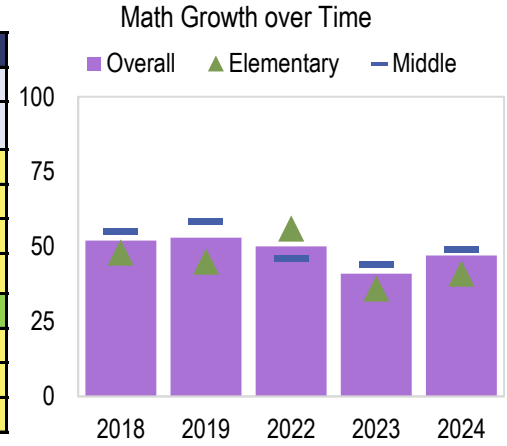
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, overall, Adams 12 Five Star Schools outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, EL, - 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?

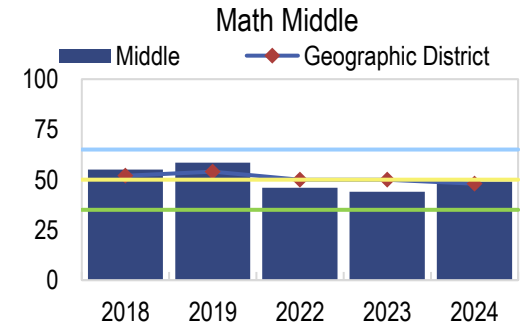
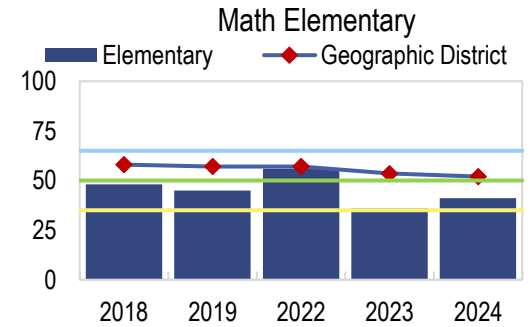
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	158	49.0	162	43.5	--	--	139	37.0	126	37.0
5	166	45.0	165	47.0	91	56.0	138	35.5	135	46.0
Elementary	324	48.0	327	45.0	91	56.0	277	36.0	261	41.0
6	161	62.0	172	50.5	--	--	154	39.0	165	45.0
7	161	53.0	167	66.0	125	46.0	153	60.0	156	52.0
8	160	47.5	161	56.0	--	--	162	40.5	158	49.0
Middle	482	55.0	500	58.5	125	46.0	469	44.0	479	49.0
<b>Overall</b>	<b>806</b>	<b>52.0</b>	<b>827</b>	<b>53.0</b>	<b>216</b>	<b>50.0</b>	<b>746</b>	<b>41.0</b>	<b>740</b>	<b>47.0</b>



### 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	2,717	59.0	2,732	57.0	--	--	2,192	56.0	2,163	55.0
5	2,794	56.0	2,798	57.0	1,610	57.0	2,202	52.0	2,243	49.0
Elementary	5,511	58.0	5,530	57.0	1,610	57.0	4,394	53.5	4,406	52.0
6	2,686	58.0	2,744	57.0	--	--	2,046	49.0	2,070	46.0
7	2,630	48.0	2,658	50.0	1,265	50.0	1,801	48.0	1,982	46.0
8	2,650	51.0	2,569	55.0	--	--	1,719	56.0	1,714	53.0
Middle	7,966	52.0	7,971	54.0	1,265	50.0	5,566	50.0	5,766	48.0
<b>Overall</b>	<b>2,630</b>	<b>48.0</b>	<b>13,501</b>	<b>55.0</b>	<b>2,875</b>	<b>54.0</b>	<b>9,960</b>	<b>52.0</b>	<b>10,172</b>	<b>50.0</b>



**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 increased 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 increased over time.

## Mathematics Subgroup Growth

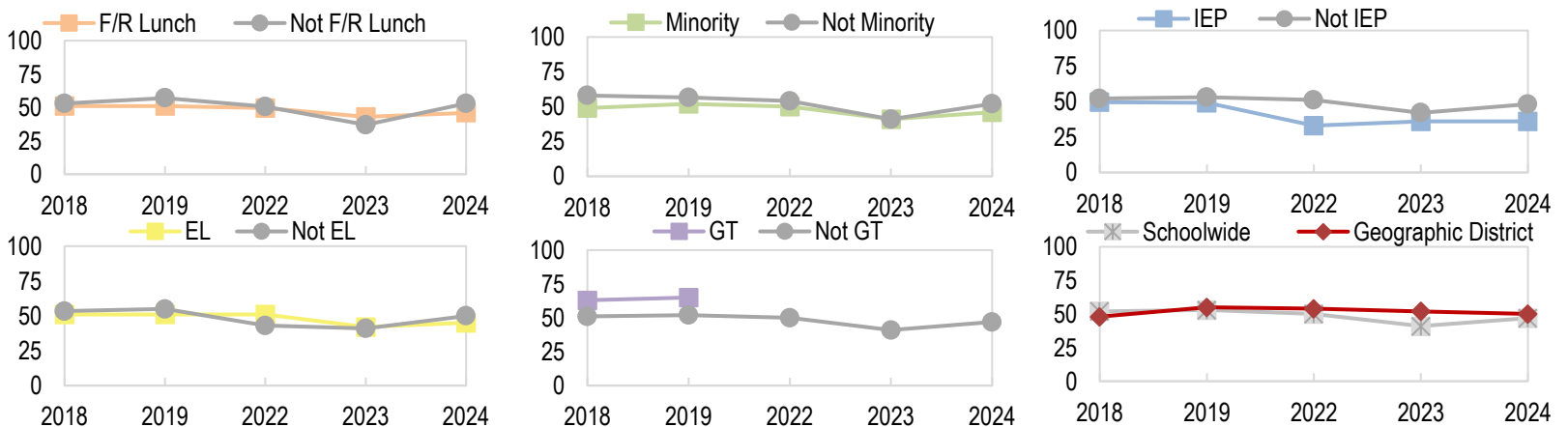
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

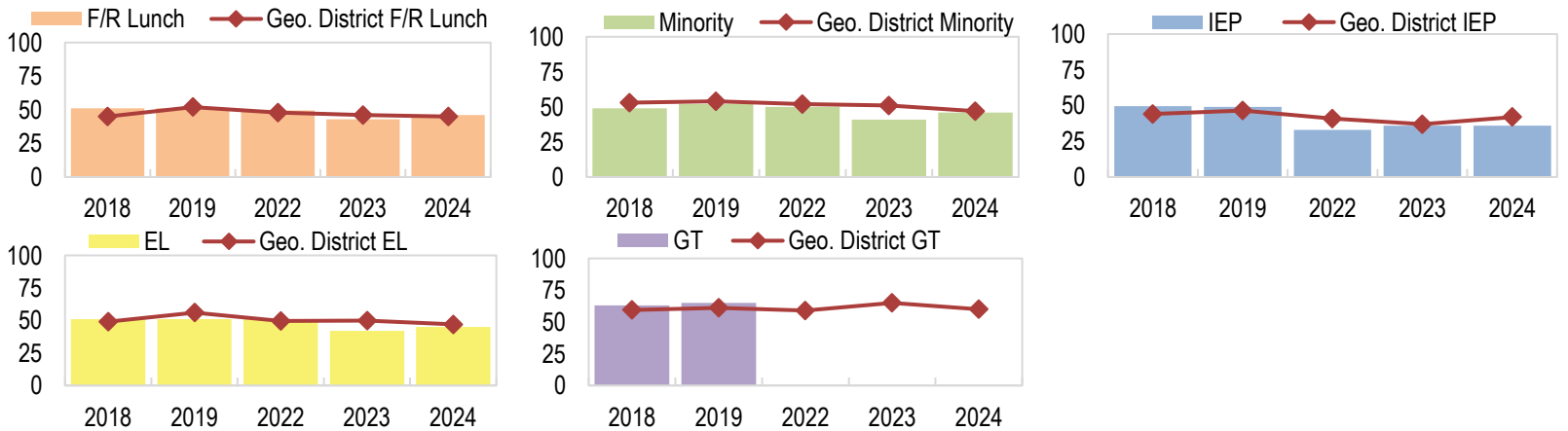
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	51.0	51.0	49.5	43.0	46.0
	N	53.0	57.0	50.5	37.0	53.0
Minority	Y	49.0	52.0	50.0	41.0	46.0
	N	58.0	56.5	54.0	41.0	52.0
IEP	Y	49.5	49.0	33.0	36.0	36.0
	N	52.0	53.0	51.0	42.0	48.0
EL	Y	51.0	51.0	51.0	42.0	45.0
	N	53.5	55.0	43.0	41.0	50.0
GT	Y	63.0	65.0	n<20	n<20	n<20
	N	51.0	52.0	50.0	41.0	47.0
Schoolwide		52.0	53.0	50.0	41.0	47.0

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	45.0	52.0	48.0	46.0	45.0
	N	65.0	57.0	57.0	60.0	54.0
Minority	Y	53.0	54.0	52.0	51.0	47.0
	N	52.0	56.0	56.0	57.0	53.0
IEP	Y	44.0	46.5	41.0	37.0	42.0
	N	48.0	56.0	55.5	55.0	51.0
EL	Y	49.0	56.0	49.5	50.0	47.0
	N	49.0	55.0	55.0	55.0	50.0
GT	Y	59.5	61.0	59.0	65.0	60.0
	N	46.0	54.0	53.0	51.0	47.0
Geographic District		48.0	55.0	54.0	52.0	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-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, overall, Adams 12 Five Star Schools outperformed the school. In 2024, the following geo. district subgroups outperformed subgroups in the school: minority, IEP, EL, - 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? ^^

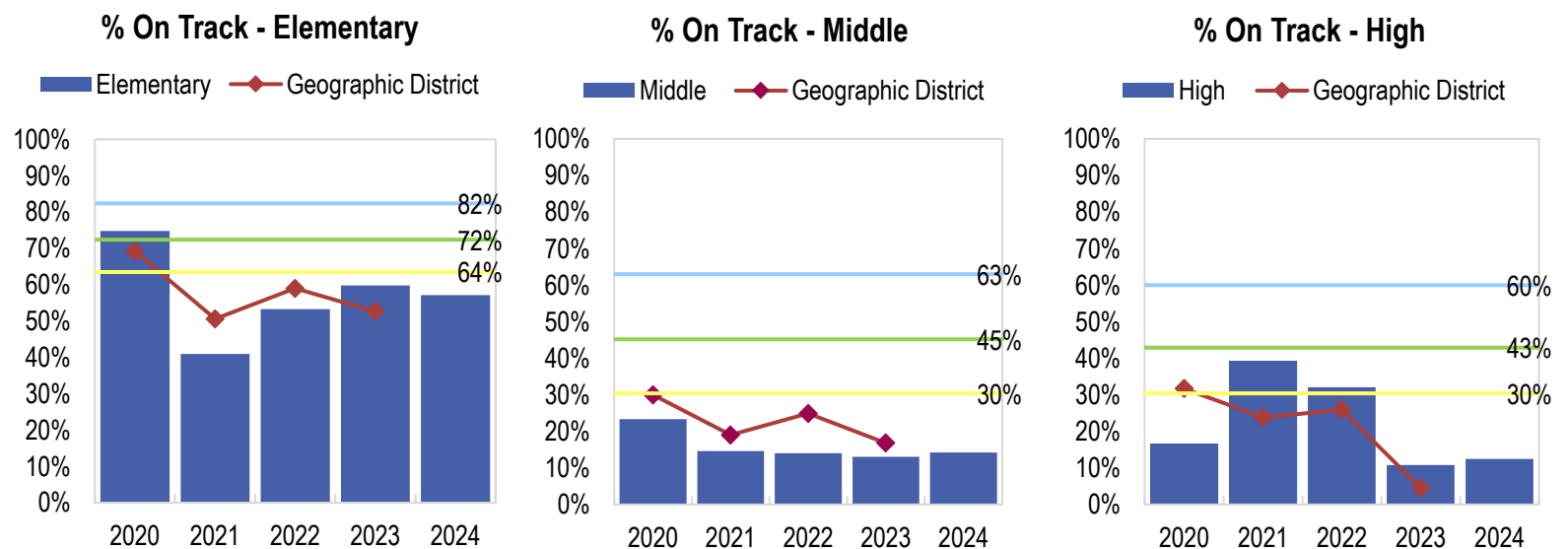
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	297	57.0	74.8%	321	37.0	41.0%	345	41.0	53.3%	350	44.0	59.8%	333	41.0	57.1%
Middle	120	42.5	23.3%	153	54.0	14.6%	144	51.0	14.0%	122	55.5	13.0%	127	43.0	14.2%
High	60	47.0	16.7%	88	68.0	39.3%	89	51.0	32.1%	102	41.5	10.8%	119	39.0	12.5%
<b>Overall</b>	<b>477</b>	<b>52.0</b>	<b>54.6%</b>	<b>562</b>	<b>45.0</b>	<b>33.7%</b>	<b>578</b>	<b>47.0</b>	<b>42.0%</b>	<b>574</b>	<b>46.0</b>	<b>41.2%</b>	<b>60</b>	<b>33.5</b>	<b>61.3%</b>

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	2,145	50.0	69.2%	1,868	50.0	50.6%	1,709	52.0	59.0%	312	54.5	52.6%	1,845	54.0	--
Middle	705	56.0	30.0%	535	55.0	19.0%	450	59.0	24.9%	141	51.0	16.8%	606	51.5	--
High	695	60.0	31.7%	509	51.0	23.8%	452	56.0	25.9%	89	45.0	4.5%	666	56.0	--
<b>Overall</b>	<b>3,545</b>	<b>53.0</b>	<b>53.7%</b>	<b>2,912</b>	<b>51.0</b>	<b>41.4%</b>	<b>2,611</b>	<b>54.0</b>	<b>49.4%</b>	<b>2,921</b>	<b>53.0</b>	<b>49.4%</b>	<b>3,117</b>	<b>54.0</b>	<b>--</b>

^^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 did not meet state expectations and was below the geo. district. Additionally, 61% 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 <sup>^</sup>		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	146	416	144	428	126	407	142	402	142	386
PSAT (10th)*	133	447	133	426	124	419	135	403	138	403
PSAT (9th&10th)	279	431	277	427	250	413	277	402	280	394
SAT (11th)	104	473	124	474	112	440	143	433	136	426
<b>Overall</b>	<b>383</b>	<b>442</b>	<b>401</b>	<b>442</b>	<b>362</b>	<b>421</b>	<b>420</b>	<b>413</b>	<b>416</b>	<b>405</b>

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 <sup>^</sup>		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	2,820	449	2,724	452	2,379	454	2,285	455	2,169	450
PSAT (10th)*	2,700	473	2,722	467	2,376	484	2,250	480	2,250	476
PSAT (9th&10th)	5,520	461	5,446	460	4,755	469	4,535	467	4,419	463
SAT (11th)	2,454	504	2,635	493	2,365	500	2,271	507	2,228	500
<b>Overall</b>	<b>7,974</b>	<b>474</b>	<b>8,081</b>	<b>471</b>	<b>7,120</b>	<b>479</b>	<b>6,806</b>	<b>481</b>	<b>6,647</b>	<b>475</b>

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

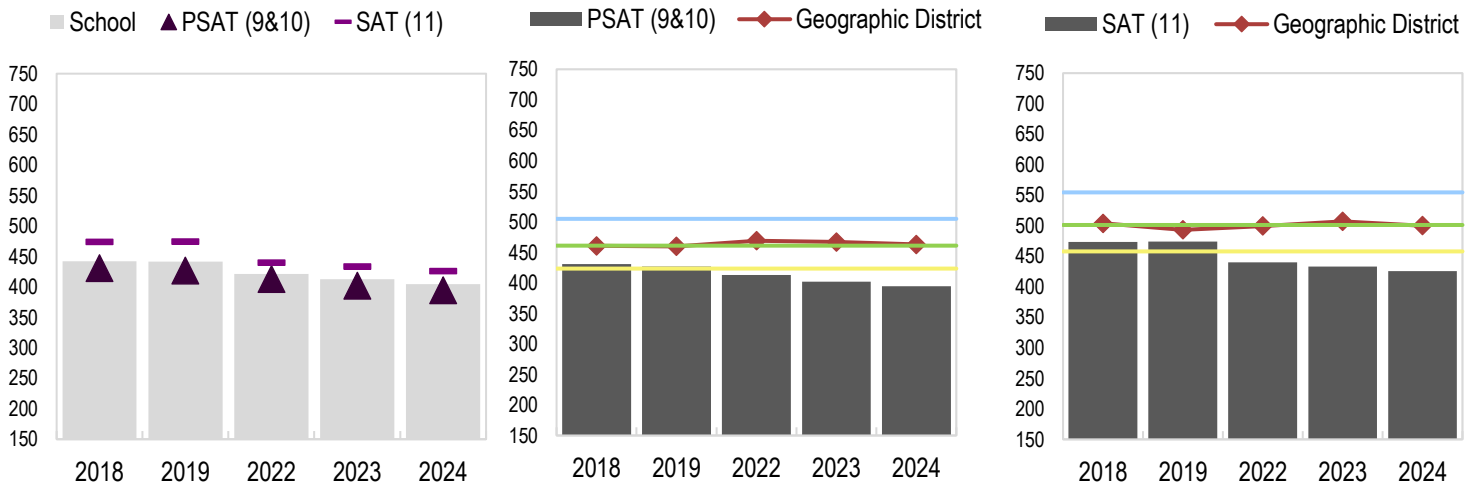
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement decreased by 37 scale score points. Since last school year, overall mean scale score decreased by 8.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 70.8 scale score points.

## Evidence-Based Reading and Writing Subgroup Achievement

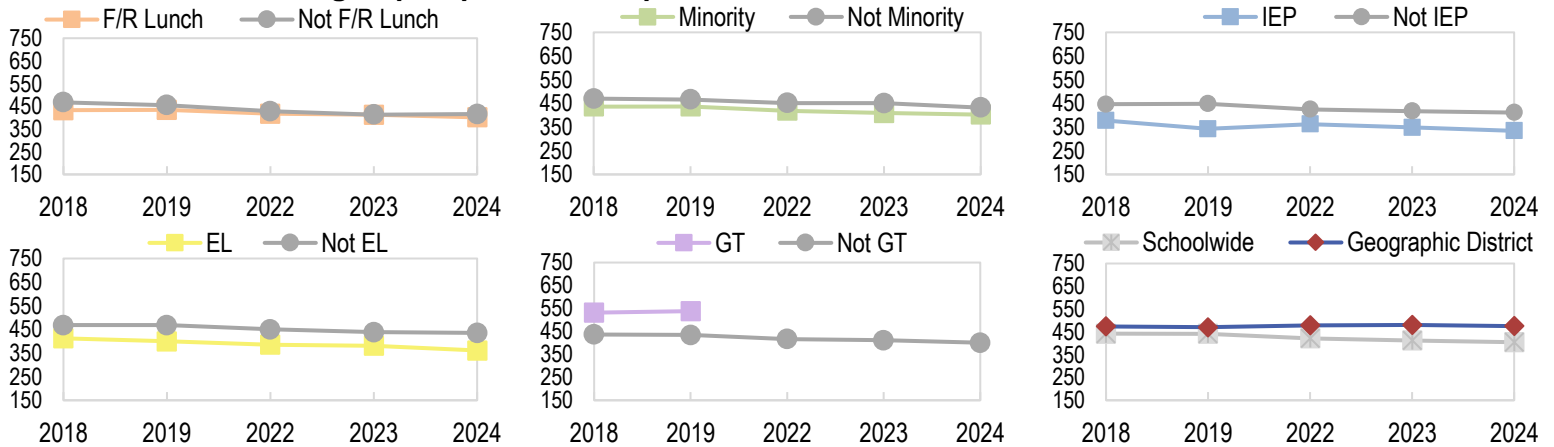
### PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

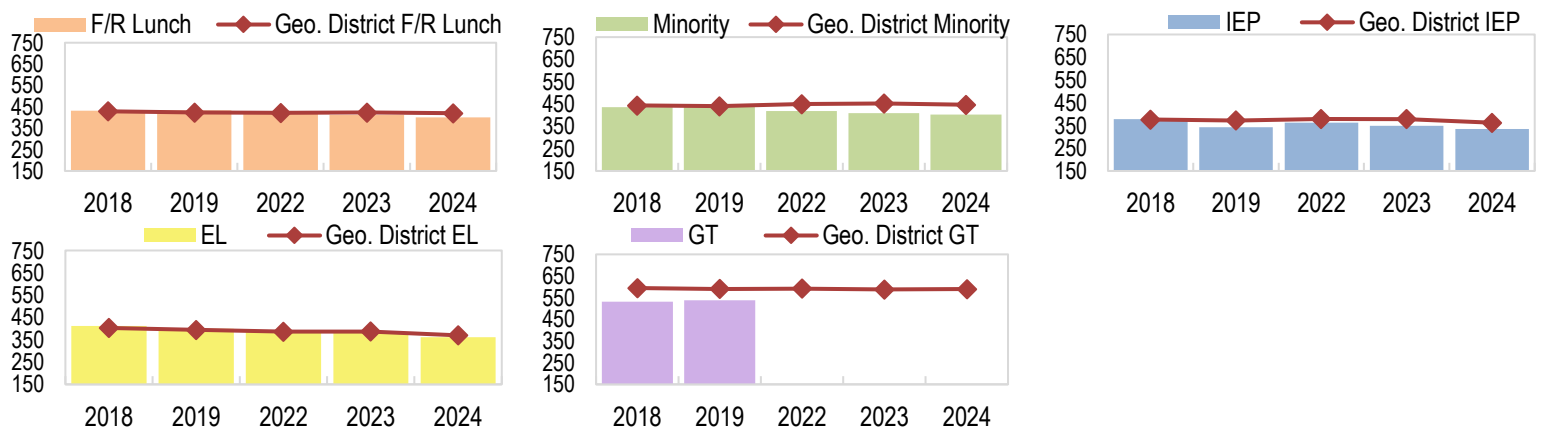
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	432	434	417	413	401
	N	467	455	428	413	416
Minority	Y	437	437	419	409	403
	N	470	466	451	451	432
IEP	Y	378	342	363	349	334
	N	446	448	425	417	411
EL	Y	412	399	386	381	361
	N	468	468	450	438	435
GT	Y	532	538	n<16	n<16	n<16
	N	436	434	417	411	401
Schoolwide		442	442	421	413	405

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	429	424	422	423	420
	N	493	491	504	509	513
Minority	Y	444	441	450	453	447
	N	504	502	515	515	512
IEP	Y	376	372	379	379	362
	N	483	479	487	489	485
EL	Y	403	394	386	387	370
	N	490	488	496	495	491
GT	Y	595	591	592	588	590
	N	459	454	456	453	444
Geographic District		474	471	479	481	475

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



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



### Achievement Subgroup Status and Local Comparison Narrative

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

## Evidence-Based Reading and Writing Growth

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

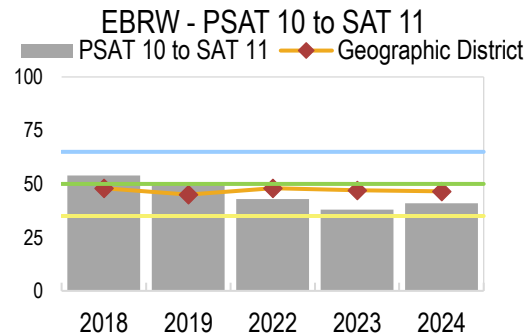
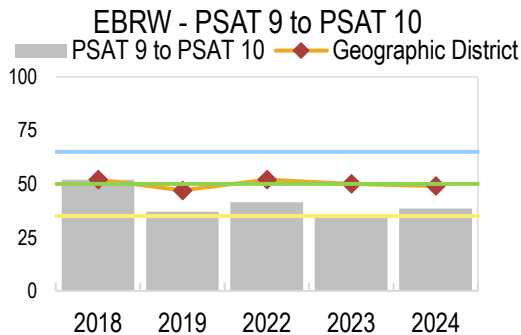
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

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 <sup>^</sup>	Not available									
PSAT 9 to PSAT 10	129	52.0	132	37.0	90	41.5	109	35.0	130	38.5
PSAT 10 to SAT 11	99	54.0	123	50.0	63	43.0	115	38.0	122	41.0
<b>Overall</b>	<b>372</b>	<b>52</b>	<b>255</b>	<b>43.0</b>	<b>153</b>	<b>42.0</b>	<b>224</b>	<b>36.0</b>	<b>252</b>	<b>40.0</b>

<sup>^</sup>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 <sup>^</sup>	Not available									
PSAT 9 to PSAT 10	2,381	52.0	2,622	47.0	1,977	52.0	2,125	50.0	2,015	49.0
PSAT 10 to SAT 11	2,298	48.0	2,532	45.0	2,002	48.0	2,105	47.0	2,024	46.5
<b>Overall</b>	<b>7,252</b>	<b>50.0</b>	<b>5,154</b>	<b>47.0</b>	<b>3,979</b>	<b>50.0</b>	<b>4,230</b>	<b>48.0</b>	<b>4,039</b>	<b>48.0</b>

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



#### Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth increased by 4 percentile points. In 2024, overall student growth was approaching state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has decreased over time.

## Evidence-Based Reading and Writing Subgroup Growth

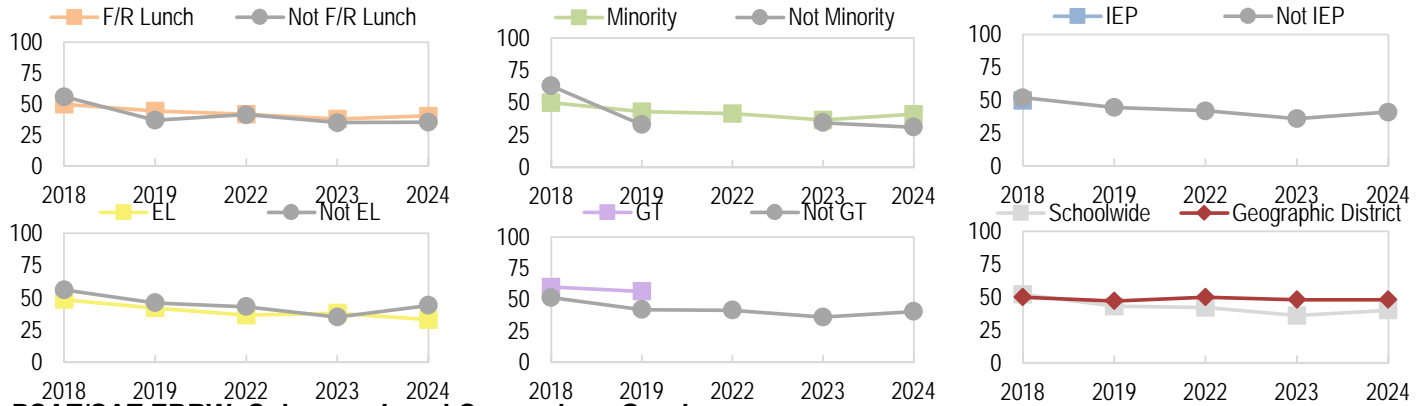
### PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

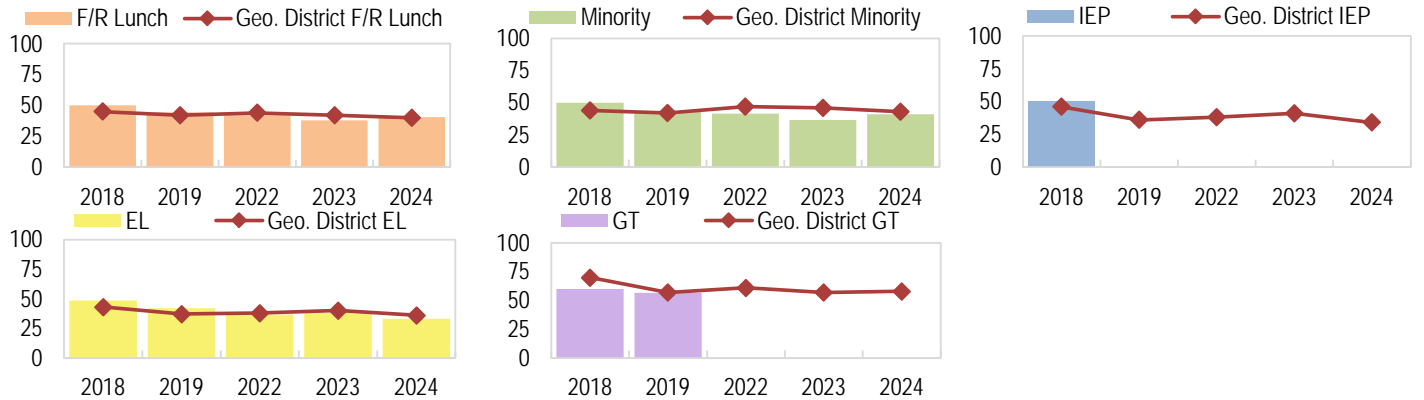
PSAT/SAT		2018	2019	2022	2023	2024
Student	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	50.0	44.5	42.0	38.0	40.5
Lunch	N	56.0	37.0	41.5	35.0	35.5
Minority	Y	50.0	43.0	41.5	36.5	41.0
	N	63.0	33.0	n<20	34.5	31.0
IEP	Y	50.0	n<20	n<20	n<20	n<20
	N	52.0	44.5	42.0	36.0	41.0
EL	Y	48.5	42.0	36.5	38.0	33.0
	N	56.0	46.0	43.0	35.0	44.0
GT	Y	60.0	56.5	n<20	n<20	n<20
	N	51.5	42.0	41.5	36.0	40.5
Schoolwide		52.0	43.0	42.0	36.0	40.0

PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	45.0	42.0	44.0	42.0	40.0
Lunch	N	53.0	50.0	52.0	51.0	52.0
Minority	Y	44.0	42.0	47.0	46.0	43.0
	N	57.0	51.0	54.0	52.0	52.0
IEP	Y	46.0	36.0	38.0	41.0	34.0
	N	51.0	48.0	51.0	49.0	49.0
EL	Y	43.0	37.0	38.0	40.0	36.0
	N	53.0	50.0	52.0	50.0	49.0
GT	Y	70.0	57.0	61.0	57.0	58.0
	N	48.0	45.0	49.0	47.0	44.0
Geographic District		50.0	47.0	50.0	48.0	48.0

### 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, Adams 12 Five Star Schools 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?

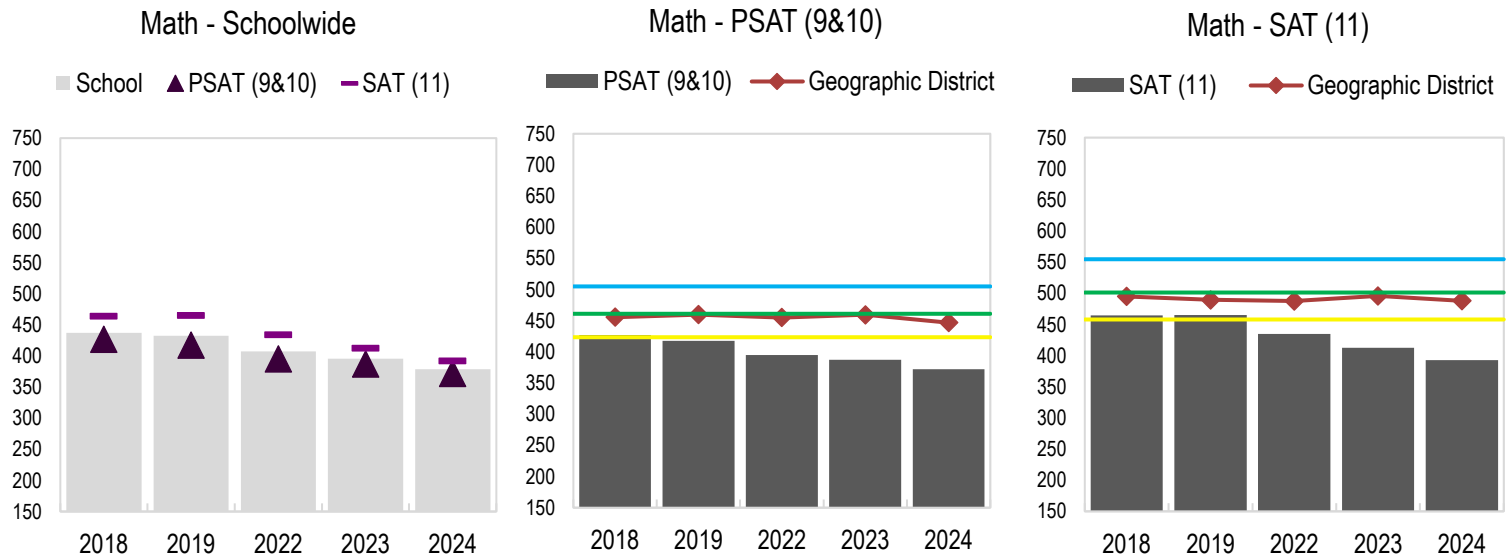
Achievement over Time in Math										
PSAT/SAT Math	2018		2019 <sup>^</sup>		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	146	421	144	415	126	384	144	371	143	366
PSAT (10th)*	133	434	133	421	124	407	137	404	139	378
PSAT (9th&10th)	279	427	277	418	250	395	281	387	282	372
SAT (11th)	104	465	124	465	112	435	143	413	137	393
<b>Overall</b>	<b>383</b>	<b>437</b>	<b>401</b>	<b>432</b>	<b>362</b>	<b>407</b>	<b>424</b>	<b>396</b>	<b>419</b>	<b>379</b>

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019 <sup>^</sup>		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	2,827	450	2,731	456	2,394	446	2,313	454	2,187	437
PSAT (10th)*	2,713	462	2,722	463	2,385	464	2,283	465	2,267	457
PSAT (9th&10th)	5,540	456	5,453	460	4,779	455	4,596	459	4,454	447
SAT (11th)	2,454	495	2,635	490	2,370	488	2,300	496	2,240	488
<b>Overall</b>	<b>7,994</b>	<b>468</b>	<b>8,088</b>	<b>469</b>	<b>7,149</b>	<b>466</b>	<b>6,896</b>	<b>472</b>	<b>6,694</b>	<b>461</b>

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

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

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



#### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. From 2018 to 2024, overall student achievement decreased by 53.5 scale score points. Since last school year, overall mean scale score decreased by 17 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Adams 12 Five Star Schools) for the past five years. Overall, the school performs lower than their geo. district by 81.8 scale score points.

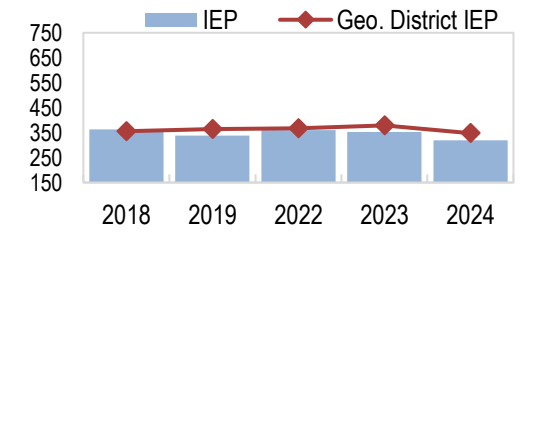
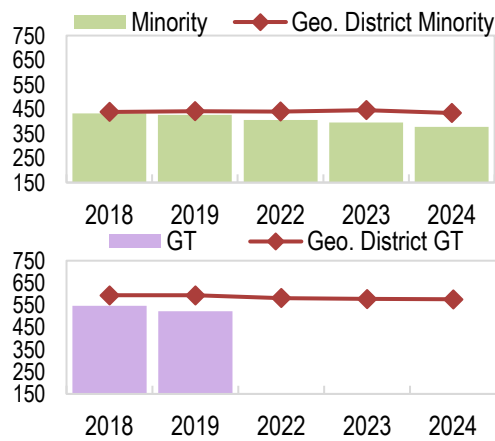
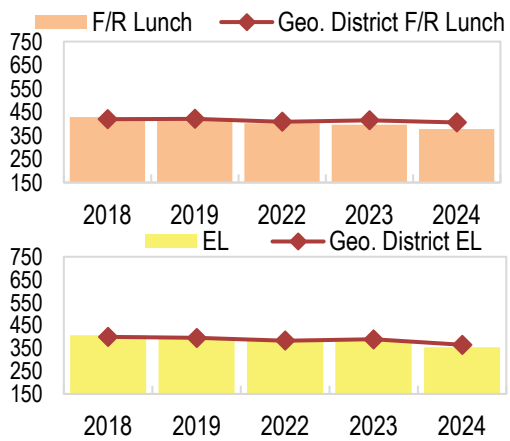
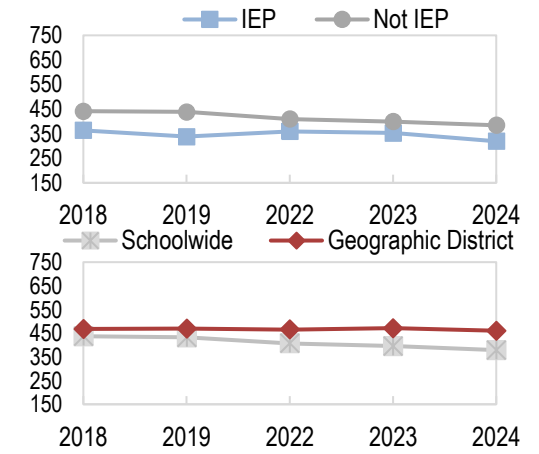
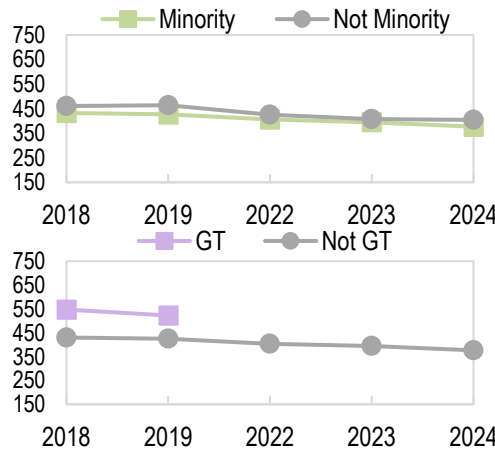
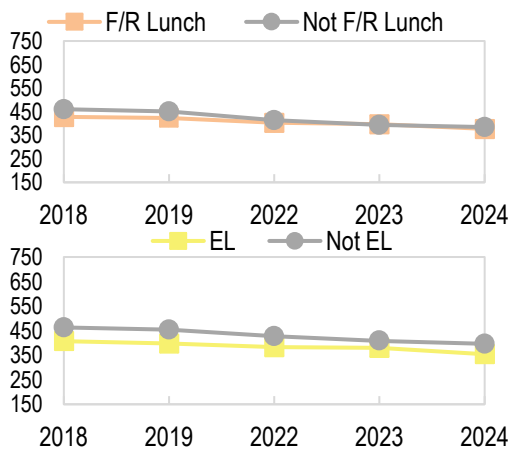
## Math Subgroup Achievement

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

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

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	428	423	403	397	377
	N	461	451	414	394	385
Minority	Y	432	426	406	395	377
	N	461	464	425	407	404
IEP	Y	363	338	360	353	319
	N	442	439	410	399	384
EL	Y	407	398	383	380	354
	N	463	454	427	409	396
GT	Y	547	522	n<16	n<16	n<16
	N	430	425	403	395	376
Schoolwide		<b>437</b>	<b>432</b>	<b>407</b>	<b>396</b>	<b>379</b>

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	420	421	409	415	406
	N	488	491	490	501	498
Minority	Y	438	441	439	445	434
	N	497	499	499	505	496
IEP	Y	355	364	367	379	348
	N	478	478	474	479	470
EL	Y	400	396	384	390	365
	N	483	486	481	486	475
GT	Y	595	594	582	579	576
	N	453	452	443	445	429
Geographic District		<b>468</b>	<b>469</b>	<b>466</b>	<b>472</b>	<b>461</b>



**Achievement Subgroup Status and Local Comparison Narrative**

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

## Math Growth

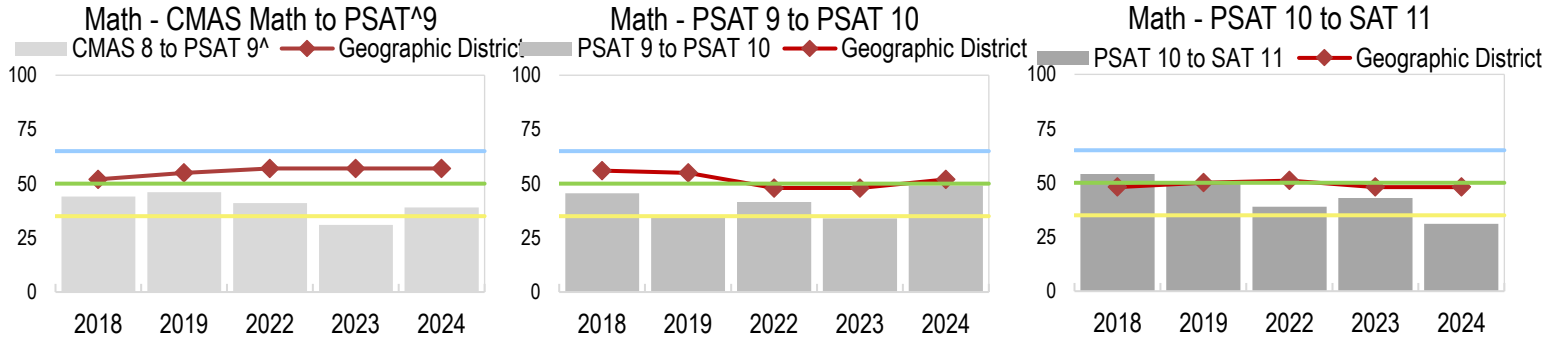
### PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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^	144	44.0	140	46.0	87	41.0	135	31.0	141	39.0
PSAT 9 to PSAT 10	128	45.5	132	35.0	90	41.5	109	34.0	130	49.0
PSAT 10 to SAT 11	99	54.0	123	50.0	63	39.0	115	43.0	122	31.0
<b>Overall</b>	<b>371</b>	<b>46</b>	<b>395</b>	<b>45.0</b>	<b>240</b>	<b>40.0</b>	<b>359</b>	<b>36.0</b>	<b>393</b>	<b>39.0</b>

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	2,573	52.0	2,512	55.0	1,176	57.0	1,686	57.0	1,711	57.0
PSAT 9 to PSAT 10	2,353	56.0	2,622	55.0	1,977	48.0	2,125	48.0	2,015	52.0
PSAT 10 to SAT 11	2,298	48.0	2,532	50.0	2,002	51.0	2,105	48.0	2,024	48.0
<b>Overall</b>	<b>7,224</b>	<b>52.0</b>	<b>7,666</b>	<b>54.0</b>	<b>5,155</b>	<b>52.0</b>	<b>5,916</b>	<b>51.0</b>	<b>5,750</b>	<b>52.0</b>

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



#### Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth decreased. Since last year, student growth increased by 3 percentile points. In 2024, overall student growth was approaching state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district is flat.

## Math Subgroup Growth

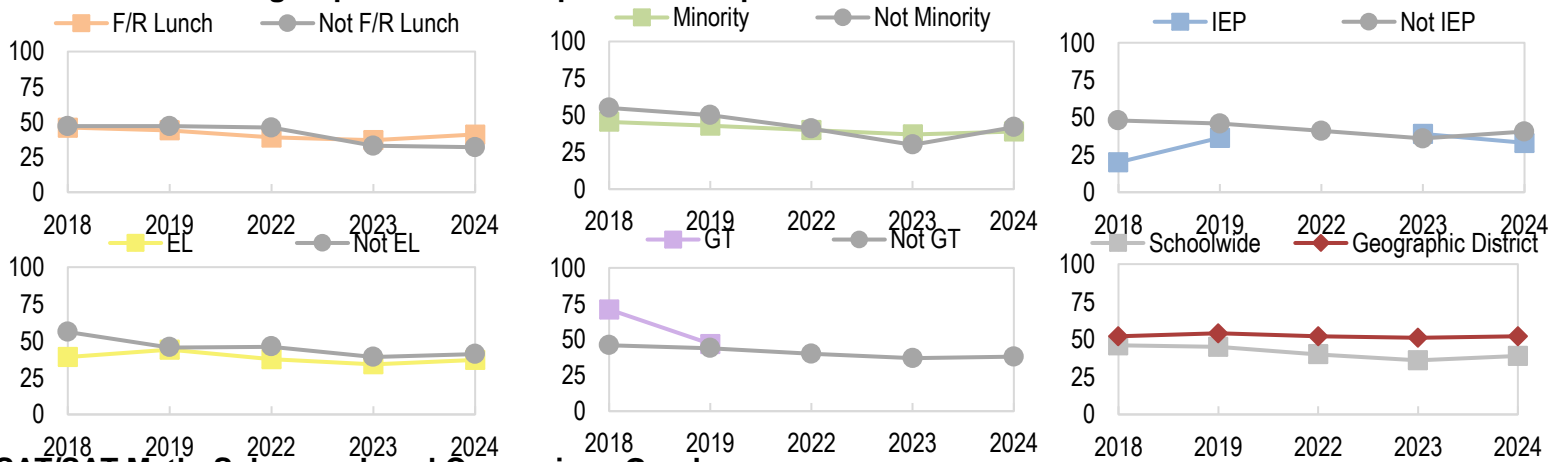
### PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

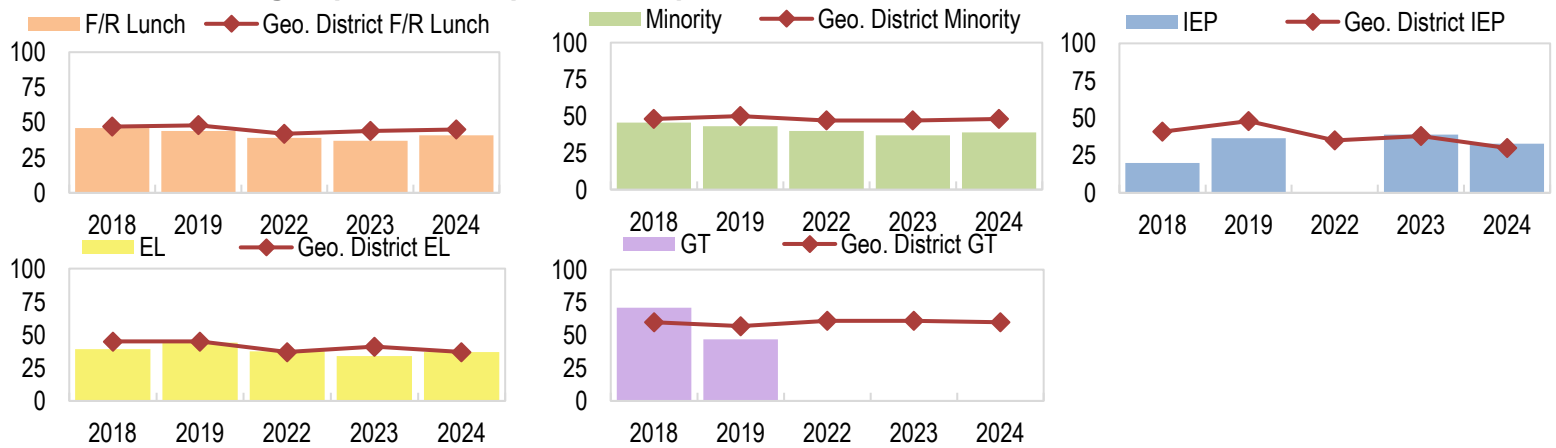
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	44.0	39.0	37.0	41.0
	N	47.0	47.0	46.0	33.0	32.0
Minority	Y	45.5	43.0	40.0	37.0	39.0
	N	55.0	50.0	41.0	30.0	42.0
IEP	Y	20.0	36.5	n<20	39.0	33.0
	N	48.0	46.0	41.0	36.0	40.5
EL	Y	39.0	44.0	37.5	34.0	37.0
	N	56.0	45.5	46.0	39.0	41.0
GT	Y	71.0	47.0	n<20	n<20	n<20
	N	46.0	44.0	40.0	37.0	38.0
Schoolwide		46.0	45.0	40.0	36.0	39.0

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	47.0	48.0	42.0	44.0	45.0
	N	54.0	56.0	55.0	54.5	57.0
Minority	Y	48.0	50.0	47.0	47.0	48.0
	N	55.0	57.0	55.0	55.0	57.0
IEP	Y	41.0	48.0	35.0	38.0	30.0
	N	53.0	54.0	53.0	52.0	54.0
EL	Y	45.0	45.0	37.0	41.0	37.0
	N	54.0	56.0	54.0	53.0	54.0
GT	Y	60.0	57.0	61.0	61.0	60.0
	N	51.0	53.0	49.0	48.0	50.0
Geographic District		52.0	54.0	52.0	51.0	52.0

### 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, Adams 12 Five Star Schools outperformed the school.

**Postsecondary and Workforce Readiness Additional Indicators**

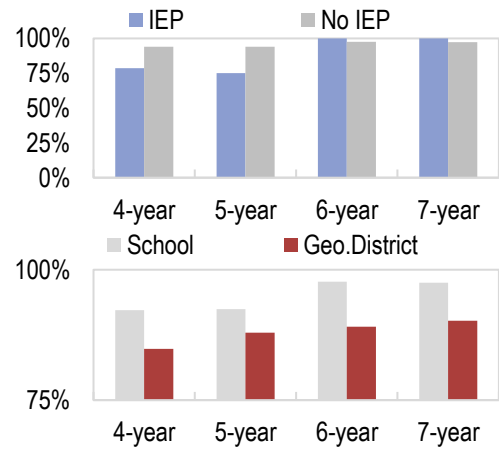
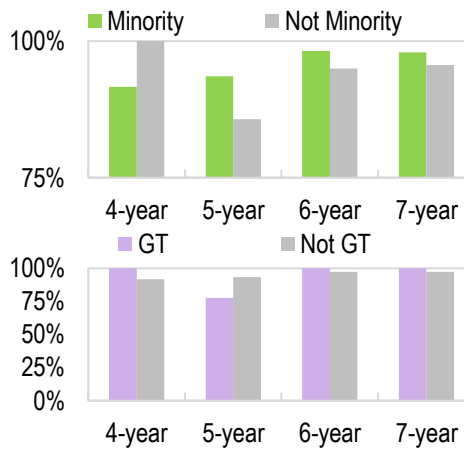
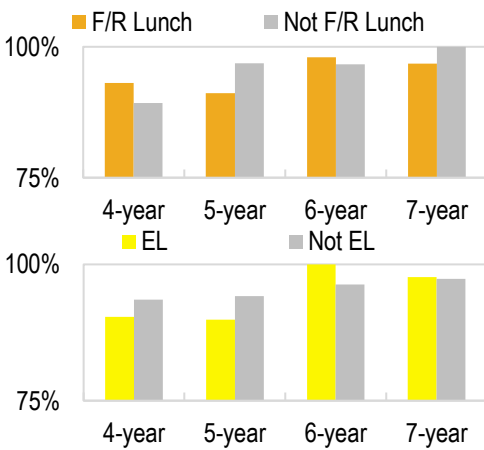
**Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables**

- 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?

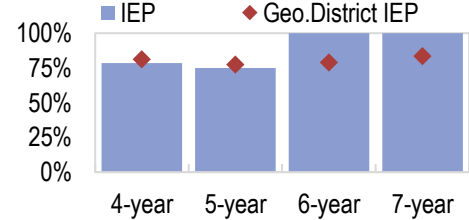
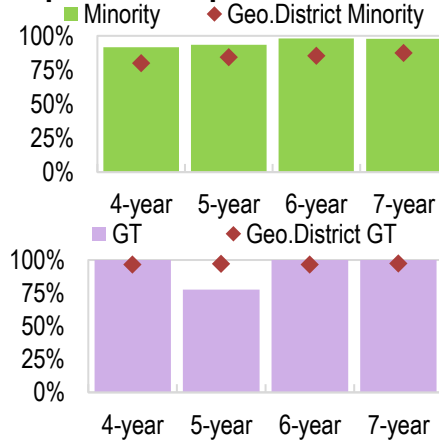
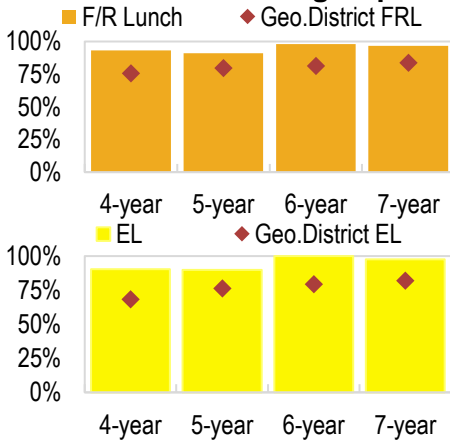
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Best Of	4-year	5-year	6-year	7-year	
Student Subgroup		Rate	Rate	Rate	Rate	
F/R Lunch	Y	6-year	93%	91%	98%	97%
	N	7-year	89%	97%	97%	100%
Minority	Y	6-year	92%	94%	98%	98%
	N	4-year	100%	86%	95%	96%
IEP	Y	6-year	79%	75%	100%	100%
	N	6-year	94%	94%	98%	97%
EL	Y	6-year	90%	90%	100%	98%
	N	7-year	94%	94%	96%	97%
GT	Y	4-year	100%	78%	100%	100%
	N	6-year	92%	93%	97%	97%
Schoolwide		6-year	92%	92%	98%	97%

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	76%	80%	81%	84%
	N	6-year	93%	95%	96%	95%
Minority	Y	7-year	80%	84%	85%	88%
	N	6-year	92%	93%	94%	93%
IEP	Y	7-year	81%	77%	79%	84%
	N	7-year	85%	89%	90%	91%
EL	Y	7-year	68%	76%	80%	82%
	N	7-year	88%	91%	91%	92%
GT	Y	7-year	97%	97%	97%	98%
	N	7-year	83%	87%	88%	89%
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 cannot be reported due to low student counts. 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 6 year rate of 98%. The best of rate for minority students is the 6 year rate of 98%. The best of rate for students with disabilities is the 6 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**

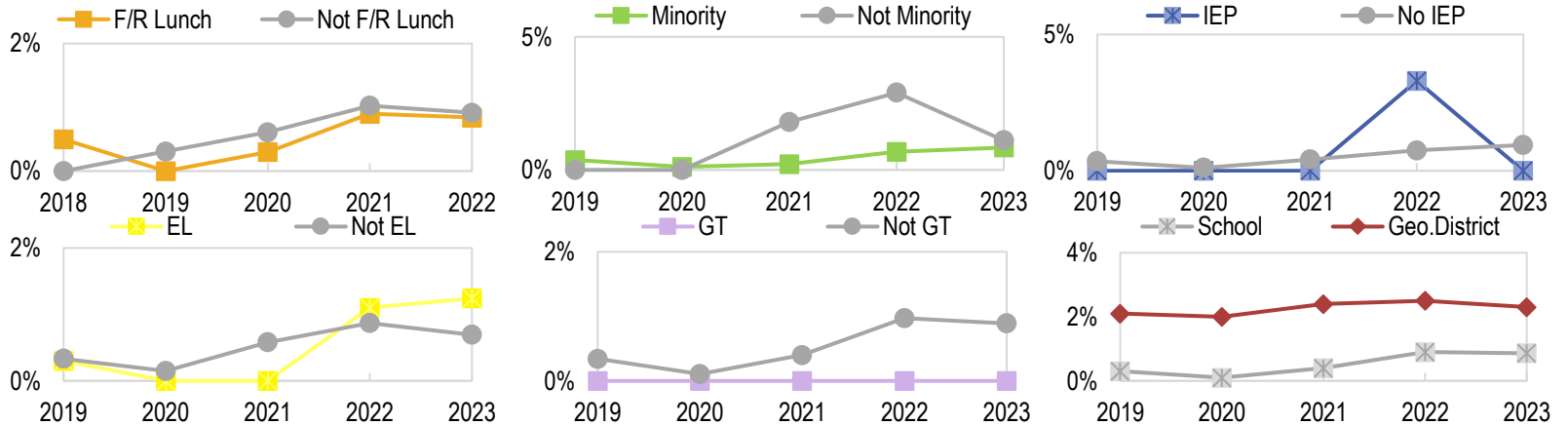
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

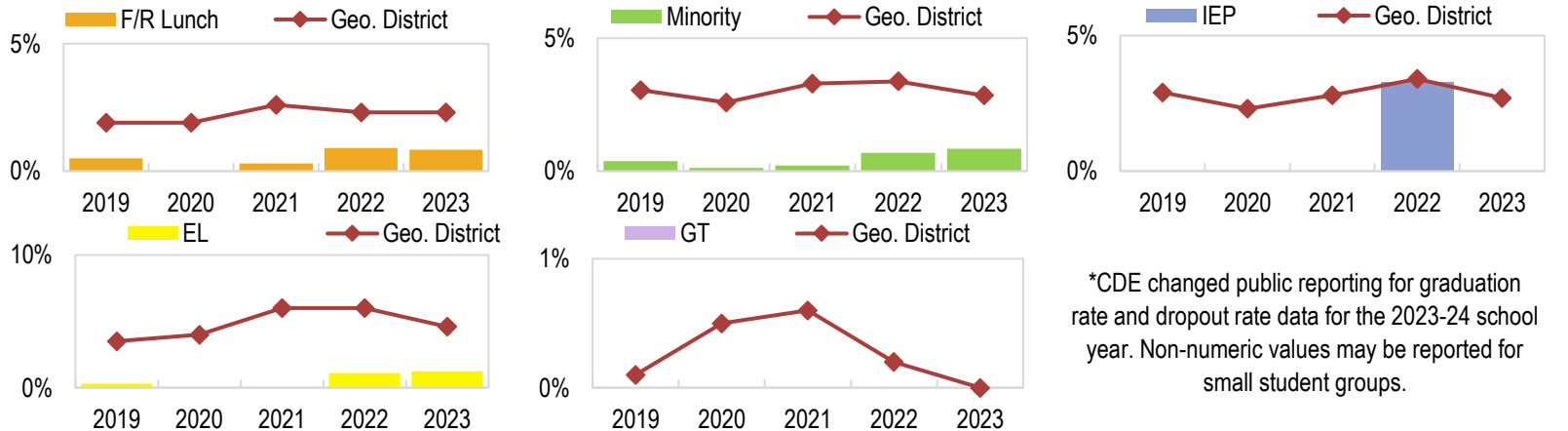
Subgroup Dropout Gap Trends over Time						
Dropout Rate	2019	2020	2021	2022	2023	
Student Subgroup	Rate	Rate	Rate	Rate	Rate	
F/R Lunch	Y	0.5%	0.0%	0.3%	0.9%	0.8%
	N	0.0%	0.3%	0.6%	1.0%	0.9%
Minority	Y	0.4%	0.1%	0.2%	0.7%	0.8%
	N	0.0%	0.0%	1.8%	2.9%	1.1%
IEP	Y	0.0%	0.0%	0.0%	3.3%	0.0%
	N	0.4%	0.1%	0.4%	0.7%	0.9%
EL	Y	0.3%	0.0%	0.0%	1.1%	1.2%
	N	0.3%	0.1%	0.6%	0.9%	0.7%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.3%	0.1%	0.4%	1.0%	0.9%
Schoolwide		0.3%	0.1%	0.4%	0.9%	0.9%

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%	1.9%	2.6%	2.3%	2.3%
	N	2.1%	2.0%	2.3%	2.6%	2.3%
Minority	Y	3.0%	2.6%	3.3%	3.4%	2.8%
	N	0.9%	1.2%	1.3%	1.2%	1.5%
IEP	Y	2.9%	2.3%	2.8%	3.4%	2.7%
	N	2.0%	1.9%	2.4%	2.4%	2.2%
EL	Y	3.5%	4.0%	6.0%	6.0%	4.6%
	N	1.8%	1.6%	1.8%	2.0%	2.0%
GT	Y	0.1%	0.5%	0.6%	0.2%	<= 0.5%
	N	2.3%	2.1%	2.7%	2.8%	--
Geographic District		2.1%	2.0%	2.4%	2.5%	2.3%

**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 decreased, minority student dropout rates increased, IEP dropout rates decreased, EL dropout rates increased, 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?

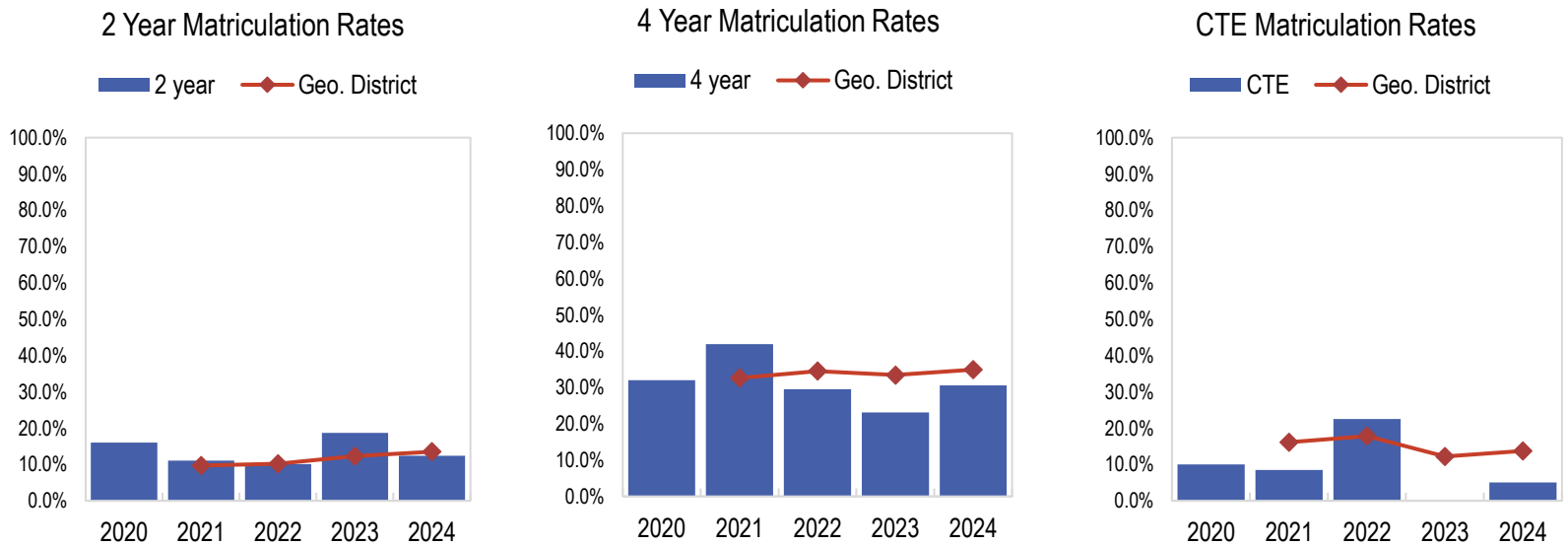
School Matriculation Rate Trends over Time										
Matriculation	2020*		2021		2022		2023		2024	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	16	16.0%	13	11.1%	13	10.1%	25	18.7%	15	12.4%
4 year	32	32.0%	49	41.9%	38	29.5%	31	23.1%	37	30.6%
CTE	10	10.0%	10	8.5%	29	22.5%	0	0.0%	6	5.0%
Schoolwide	57	57.0%	71	60.7%	65	50.4%	56	41.8%	54	44.6%

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	--	--	269	9.7%	264	10.2%	332	12.3%	372	13.5%
4 year	--	--	903	32.6%	890	34.5%	900	33.4%	961	34.9%
CTE	--	--	445	16.1%	460	17.8%	329	12.2%	378	13.7%
Geo. District	--	--	1,468	53.0%	1,454	56.3%	1,407	52.3%	1,574	57.2%

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 Adams 12 Five Star Schools. In 2024, school matriculation rates did not meet state expectations and were above the geo. district. Since last year, schoolwide matriculation rates increased from 42% to 45%.

**Academic Performance Metrics**

School Observations

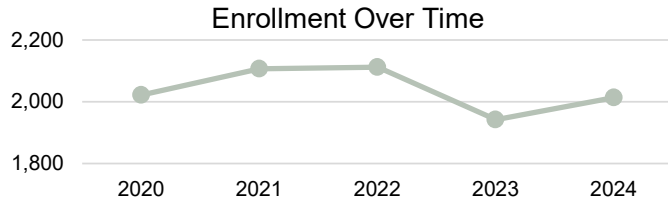
**\*OPTIONAL\*** To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

## Financial Performance Metrics

### Enrollment

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

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	2,022.0	2,107.0	2,112.0	1,942.0	2,014.0
One-Year Enrollment Variance	+2.2%	+4.2%	+0.2%	-8.0%	+3.7%
Three-Year Enrollment Variance	+4.7%	+6.5%	+4.5%	-7.8%	-4.6%



**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	1.0761	0.6319	1.1427
Debt to Asset Ratio	1.6984	1.3313	1.1448	1.1463	1.1055

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.

Debt service coverage = (Net change in FB) / (Annual Prin, int & Lease), should be equal to or better than 1.1

Debt to Asset Ratio = (total liabilities /

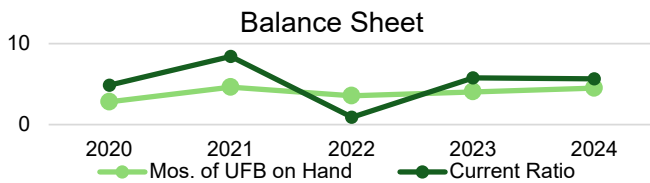
### Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?

-How has the school's unassigned fund balance changed over time?

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

Balance Sheet					
Metric	2020	2021	2022	2023	2024
Months of Unassigned Fund Balance on Hand	2.80	4.64	3.55	4.06	4.49
Change in Unassigned Fund Balance from Prior Year	-19.1%	+22.1%	+3.7%	+7.3%	+22.2%
Current Ratio	4.86	8.42	0.90	5.78	5.66



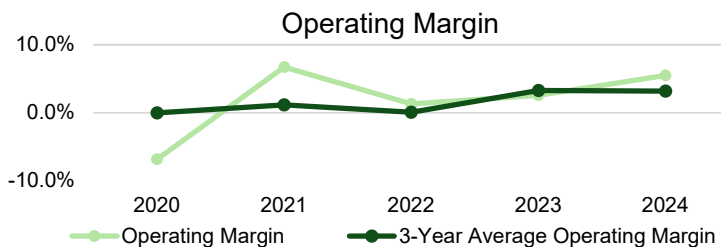
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance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

### Operating Margin

-To what extent is the school living within their means?

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

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	-6.8%	6.7%	1.3%	2.6%	5.5%
3-Year Average Operating Margin	0.0%	1.2%	0.1%	3.3%	3.2%



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., measures management over time, value should be

Financial Performance Metrics

Financial Performance Narrative

The Pinnacle Charter School 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 4.49 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 5.5%.

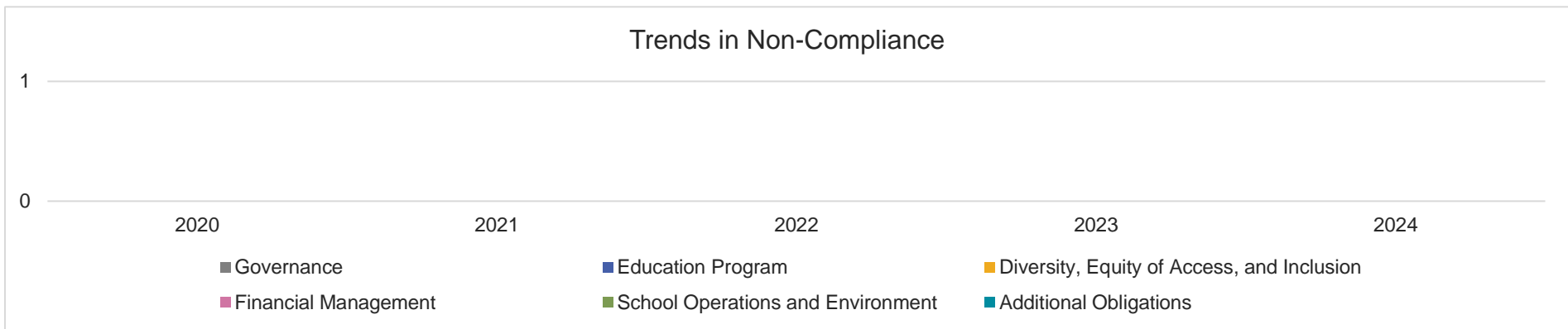
School Observations

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**Organizational Performance Narrative**

CSI was not made aware of any issues related to the organizational performance of The Pinnacle Charter School in the 2023-2024 school year. The Pinnacle Charter School 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
<b>Governance</b>					
<i>"Is the school complying with applicable governance requirements?"</i>	0	0	0	0	0
<b>Education Program</b>					
<i>"Is the school fulfilling obligations and expectations relating to the educational program?"</i>	0	0	0	0	0
<b>Diversity, Equity of Access, and Inclusion</b>					
<i>"Is the school protecting the rights of all students?"</i>	0	0	0	0	0
<b>Financial Management</b>					
<i>"Is the school satisfying financial reporting and compliance requirements?"</i>	0	0	0	0	0
<b>School Operations and Environment</b>					
<i>"Is the school fulfilling obligations and expectations relating to the operational requirements?"</i>	0	0	0	0	0
<b>Additional Obligations</b>					
<i>"Is the school complying with all other obligations?"</i>	0	0	0	0	0
<b>Overall</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



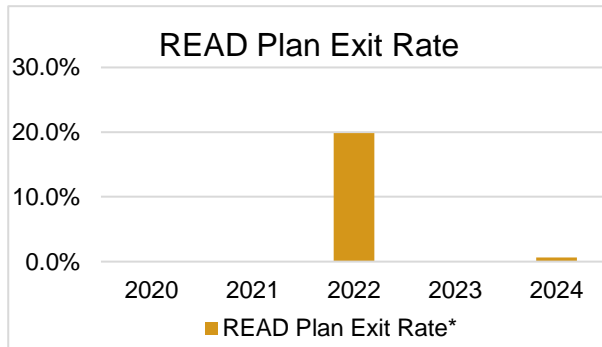
Instances of Non-Compliance			
Year	Category	Type	Narrative

## Organizational Performance Metrics

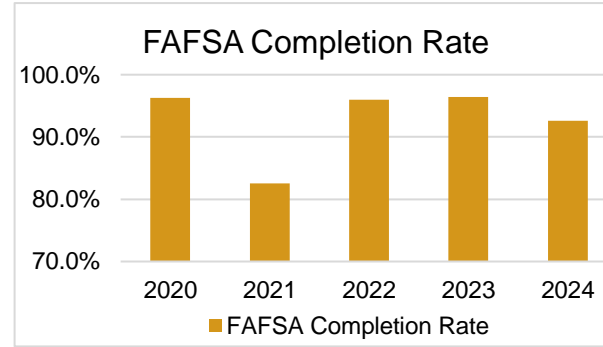
### Diversity, Equity of Access, and Inclusion Metrics

- 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*	--	--	19.9%	0.0%	0.7%
FAFSA Completion Rate*	96.3%	82.5%	96.0%	96.4%	92.6%



**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.



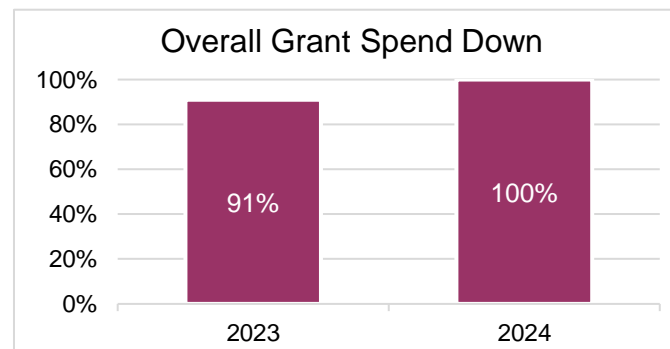
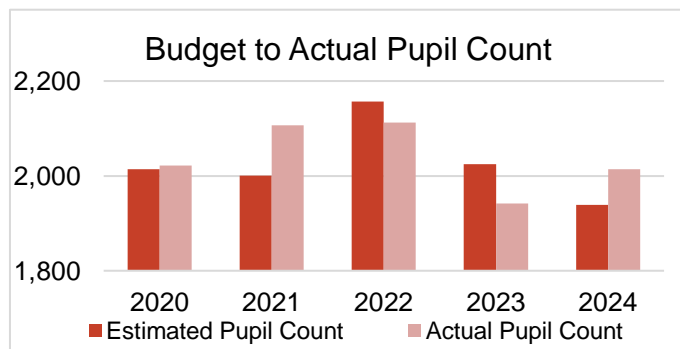
**FAFSA Completion Rate** is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

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 (%)	0.4%	5.3%	-1.8%	-4.1%	3.9%
<i>Estimated Pupil Count</i>	2014.0	2001.0	2157.0	2025.0	1938.5
<i>Actual Pupil Count</i>	2022.0	2107.0	2112.0	1942.0	2014.0
Overall Grant Spend Down (%)	--	--	--	91%	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	\$116,776.43	\$6,409.15
TABOR	YES	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO

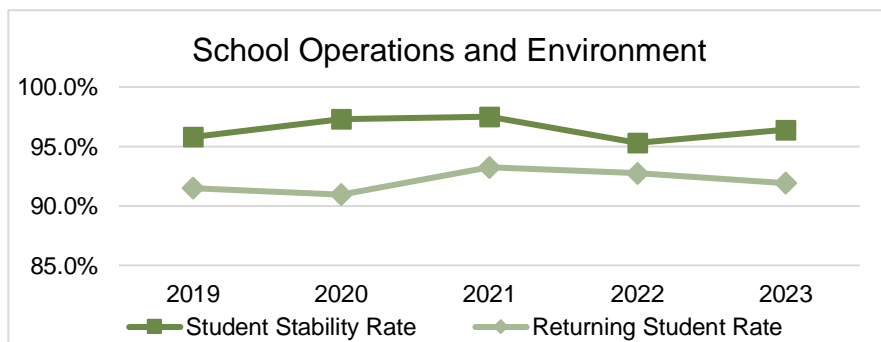


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of 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	95.8%	97.3%	97.5%	95.3%	96.4%
Returning Student Rate	91.5%	90.9%	93.2%	92.7%	91.9%
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 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

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