Colorado Charter School Institute

Annual Review of Schools (CARS) Report

2016-2017

Colorado Early Colleges – Parker

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

Colorado Charter School Institute
1580 Logan Street Suite 210 | Denver, CO 80203
P: (303) 866-3299 | www.csi.state.co.us

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CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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

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

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

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

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

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

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

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **November**. As this is the preliminary draft, 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:

Academic Performance: Ryan Marks
Financial Performance: Amanda Karger
Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than November 27th.**

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

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

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

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

a. How are students achieving on state assessments?
b. How are students achieving on state assessments over time?
c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

a. Are students making sufficient growth on state assessments?
b. Are students making sufficient growth on state assessments over time?
c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
d. How is student growth distributed across growth levels?
e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

a. How are students achieving on state assessments for postsecondary readiness?
b. Are students graduating high school?
c. Are students dropping out of high school?
d. Are high school graduates adequately prepared for post-secondary academic success?
e. What is the school's post-completion success rate?

Data Notes:

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2017. 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
NA	Used when data is not reported by the state.
*	Used when data is not available due to student counts of 0.
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.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Students in the 7th, 8th, and 9th grades reflect all students in those grades who took any type of CMAS math test. State reporting does not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI will release an additional report containing disaggregated math results by test at a later date.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

a. Has the school met the statutory TABOR emergency reserve requirement?
b. What is the school's current ratio?
c. What is the school's months of cash on hand?
d. Is the school in default with any financial covenants they have with loan agreements?
e. What is the school's funded pupil count variance?

2. Sustainability

a. What is the school's aggregate 3-year total margin?
b. What is the school's net asset position?
c. What is the school's debt?
d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

a. Is the school protecting the rights of all students?

3. Governance and Financial Management

a. Is the school complying with governance requirements?
b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

a. Is the school complying with health and safety requirements?
b. Is the school complying with facilities and transportation requirements?
c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

a. Is the school complying with all other obligations?

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.

Framework	**Rating**
Academic	Performance: Low Participation
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance with Distinction: Low Participation

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 exclused 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	326	277	85.0%	47	99.3%	**Meets 95%**
Math	326	273	83.7%	51	99.3%	**Meets 95%**
Science	130	54	41.5%	73	94.7%	**Meets 95%**

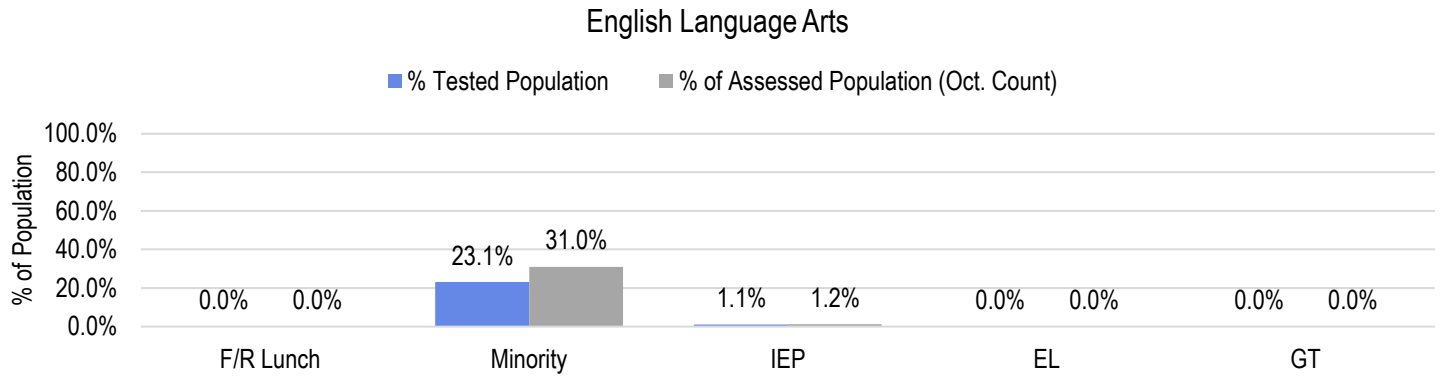
Test Participation Rates - Disaggregated by Test

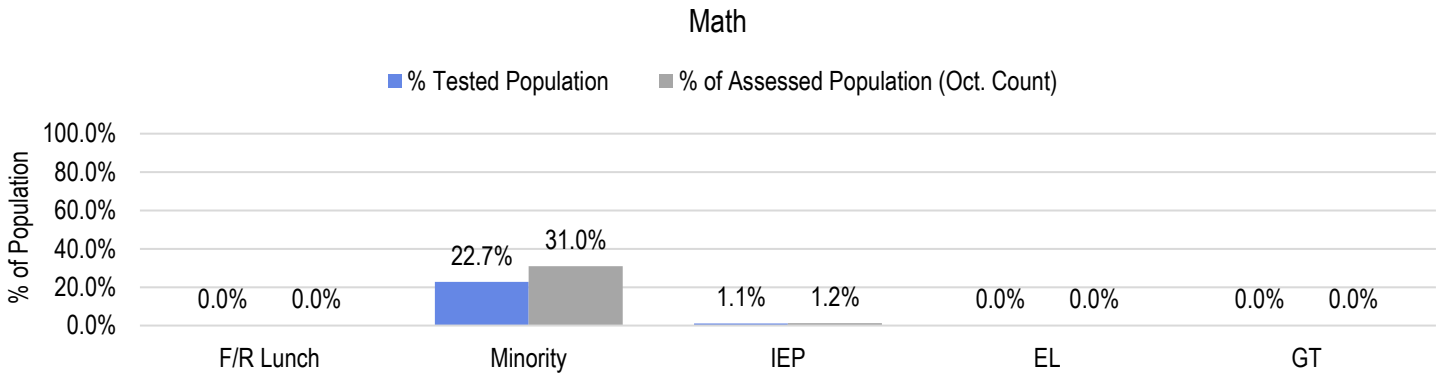
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	77	60	77.9%	17	100.0%	**Meets 95%**
CMAS Math	77	56	72.7%	21	100.0%	**Meets 95%**
CMAS Science	130	54	41.5%	73	94.7%	**Does Not Meet 95%**
PSAT/SAT Evidence-Based Reading and Writing	249	217	87.1%	30	99.1%	**Meets 95%**
PSAT/SAT Math	249	217	87.1%	30	99.1%	**Meets 95%**

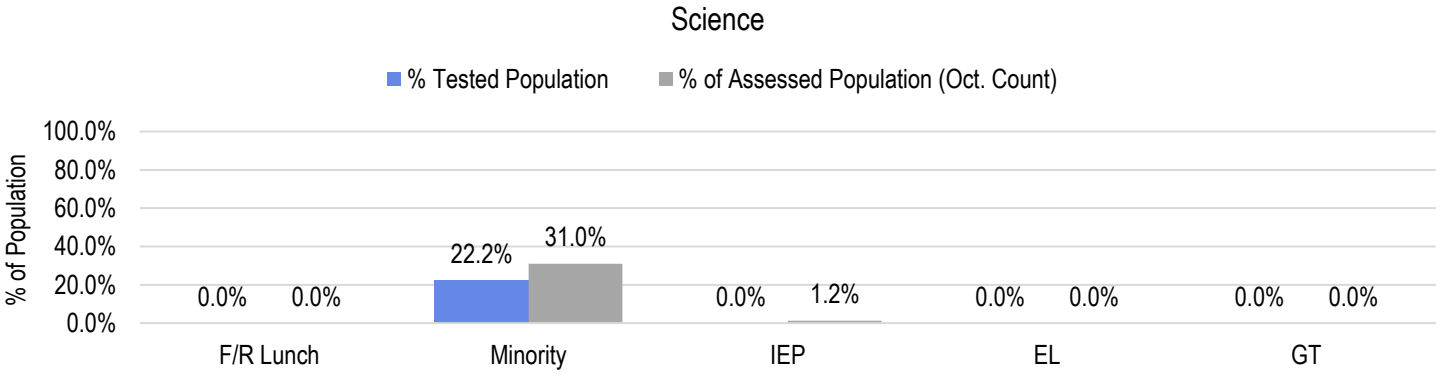
Participation Rate Comparison

-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)	% Tested Population	% of Assessed Population (Oct. Count)
F/R Lunch	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Minority	23.1%	31.0%	22.7%	31.0%	22.2%	31.0%
IEP	1.1%	1.2%	1.1%	1.2%	0.0%	1.2%
EL	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GT	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%





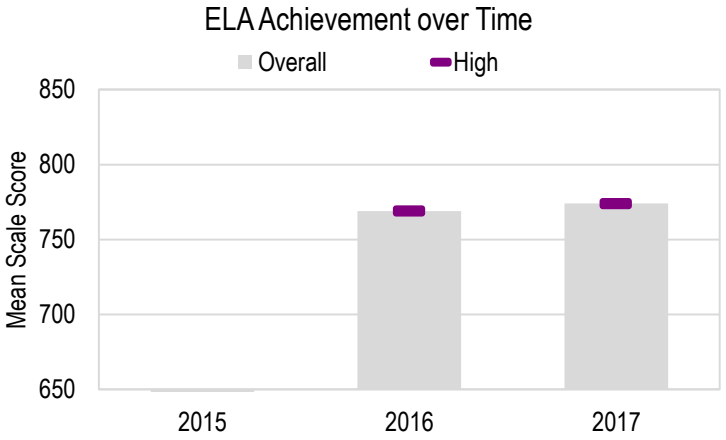


English Language Arts Achievement

CMAS ELA: School Status and Trends

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

Achievement over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	n<16	--	49	769	59	774
High	n<16	--	49	769	59	774
Overall	**n<16**	**--**	**49**	**769**	**59**	**774**



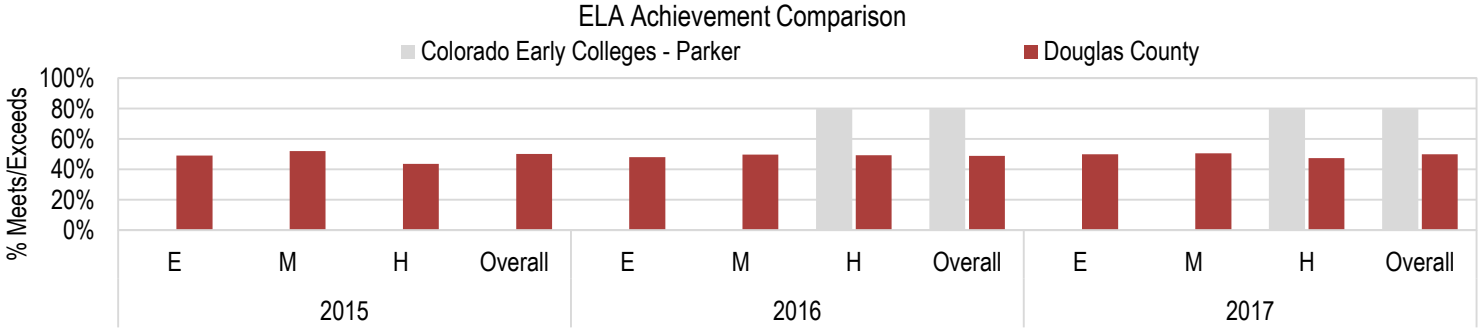
The high school level has seen increases in performance over the last two years.

CMAS ELA: Local Comparison

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

School Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	n<16	--	49	79.6%	59	79.7%
High	n<16	--	49	79.6%	59	79.7%
Overall	**n<16**	**--**	**49**	**79.6%**	**59**	**79.7%**

Geographic District Proficiency over Time in ELA						
CMAS ELA	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	4825	45.6%	4497	44.4%	4465	46.8%
4	4860	51.7%	4521	51.8%	4507	49.7%
5	4822	50.2%	4460	48.2%	4444	53.6%
Elementary	14507	49.2%	13478	48.1%	13416	50.0%
6	4849	52.8%	4037	50.6%	4259	52.1%
7	4157	54.3%	3457	48.2%	3821	50.6%
8	3756	48.7%	2720	50.1%	3448	48.7%
Middle	12762	52.1%	10214	49.7%	11528	50.6%
9	2084	43.7%	1732	49.4%	2309	47.3%
High	2084	43.7%	1732	49.4%	2309	47.3%
Overall	**29353**	**50.1%**	**25424**	**48.8%**	**27253**	**50.0%**



The School outperforms their geographic district in the percent of students meeting/exceeding state expectations in English Language Arts overall.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

English Language Arts Subgroup Achievement

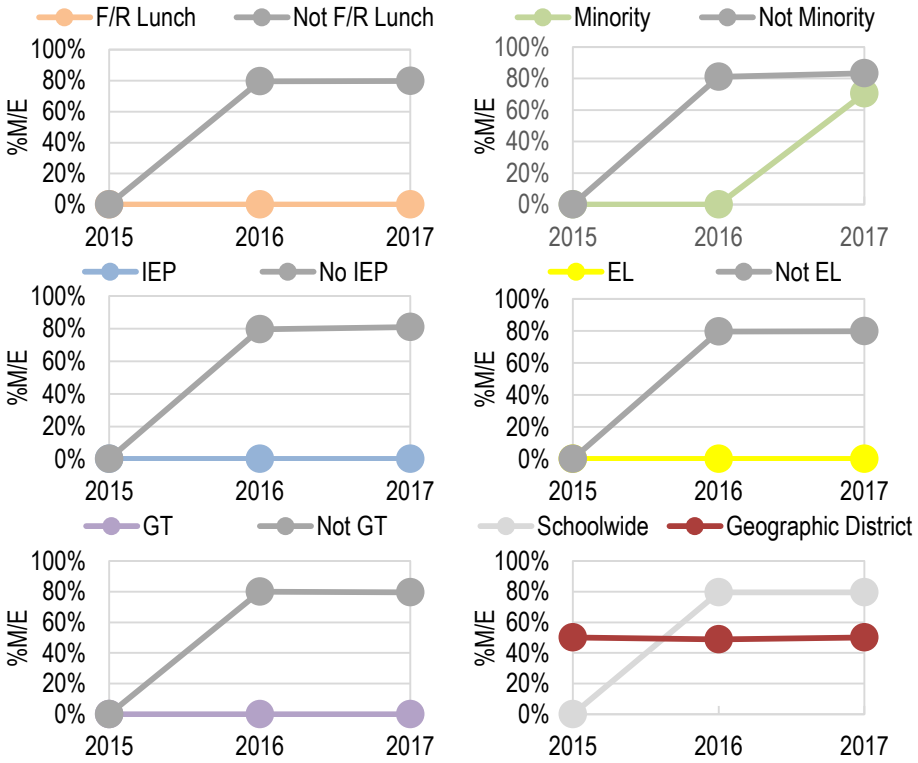
CMAS ELA: Subgroup Status and Gap Trends

-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?

Subgroup Achievement Gap Trends over Time				
CMAS ELA		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	n<16	*	*
	N	n<16	79.6%	79.7%
Minority	Y	*	n<16	70.6%
	N	n<16	81.1%	83.3%
IEP	Y	n<16	*	n<16
	N	n<16	79.6%	81.0%
EL	Y	*	*	*
	N	n<16	79.6%	79.7%
GT	Y	n<16	*	*
	N	n<16	80.0%	79.7%
Schoolwide		n<16	79.6%	79.7%
Geographic District		50.1%	48.8%	50.0%

Minority students in the School perform at levels below their non-subgroup peers in English Language Arts.

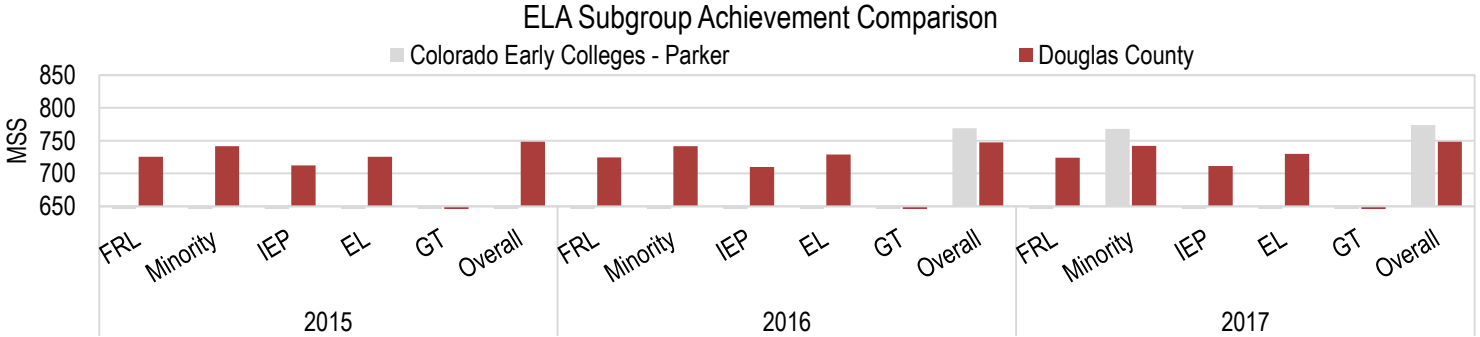


CMAS ELA: Subgroup Local Comparison

-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?

School Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	*	0	*
Minority	0	*	n<16	--	17	768
IEP	n<16	--	0	*	n<16	--
EL	0	*	0	*	0	*
GT	n<16	--	n<16	--	0	*
Schoolwide	n<16	--	49	769	59	774

Geographic District Subgroup ELA Proficiency over Time						
CMAS ELA	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	3505	726	3070	724	3218	724
Minority	7203	742	6418	742	7143	742
IEP	2950	712	2350	710	2402	712
EL	1927	726	1697	729	1887	730
GT	NA	NA	NA	NA	NA	NA
Geo. District	28852	748	25153	747	26843	748



Traditionally underserved students outperform their peers in the geographic district in English Language Arts.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

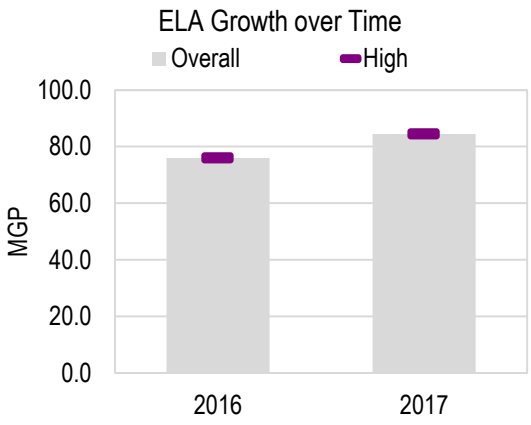
Exceeds | Approaching
Meets | Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends

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

Growth over Time in ELA				
CMAS ELA	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	0	*	0	*
7	0	*	0	*
8	0	*	0	*
Middle	0	*	0	*
9	21	76.0	26	84.5
High	21	76.0	26	84.5
Overall	**21**	**76.0**	**26**	**84.5**

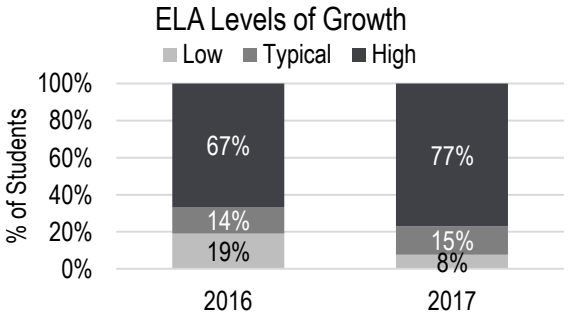


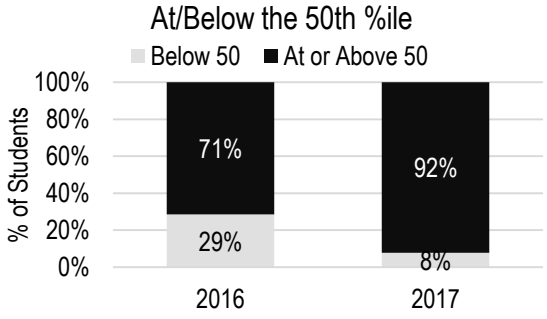
Overall and at the middle and high school levels, the School is exceeding state expectations for growth and growth scores have increased over time.

CMAS ELA: Levels of Growth

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

ELA Levels of Growth		
CMAS ELA	%Students	
Category	2016	2017
Low (below 35)	19%	8%
Typical (35-65)	14%	15%
High (above 65)	67%	77%





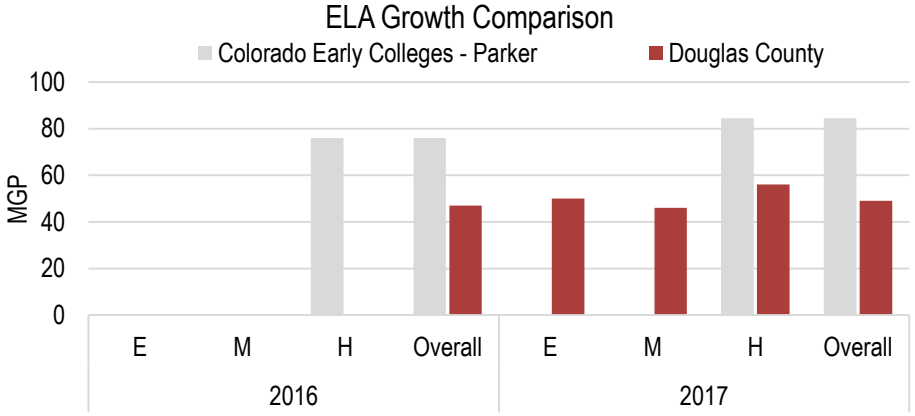
ELA At/Below 50th %ile		
CMAS ELA	%Students	
Category	2016	2017
At or Above 50	71%	92%
Below 50	29%	8%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 8% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 77% of students. The percent of students at or above the 50th percentile has increased from 71% in 2016 to 92% in 2017.

CMAS ELA: Local Comparison

-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	2016		2017	
Grade/Level	N	MGP	N	MGP
4	4173	46.0	4055	47.0
5	4099	45.0	3982	46.0
Elementary	8272	NA	9878	50.0
6	3695	54.0	3748	57.0
7	3143	41.0	3197	45.0
8	2412	43.0	2691	44.0
Middle	9250	NA	7795	46.0
9	1484	54.0	1676	56.0
High	1484	NA	1676	56.0
Overall	**19006**	**47.0**	**19349**	**49.0**



The School demonstrates higher growth scores than their geographic district overall and at each level. Both the geographic district and the School's growth scores have increased over time.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

English Language Arts Subgroup Growth

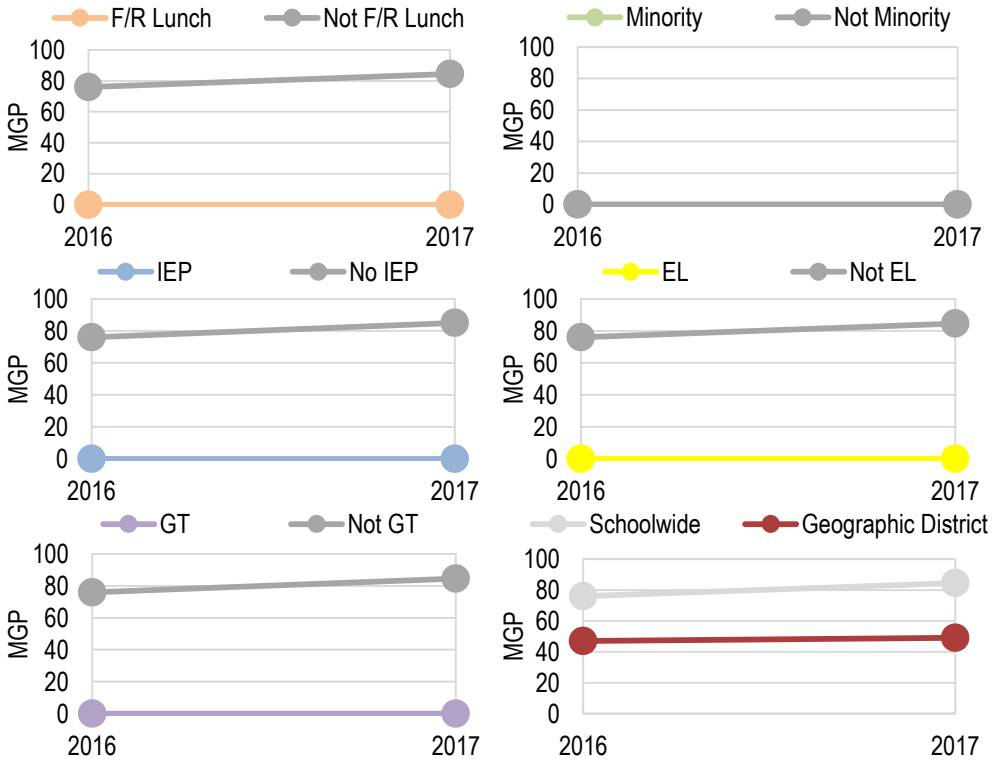
CMAS ELA: Subgroup Status and Gap Trends

-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?

Subgroup Growth Gap Trends over Time			
CMAS ELA		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	n<20
	N	76.0	84.5
Minority	Y	n<20	n<20
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	76.0	85.0
EL	Y	n<20	n<20
	N	76.0	84.5
GT	Y	n<20	n<20
	N	76.0	84.5
Schoolwide		76.0	84.5
Geographic District		47.0	49.0

Traditionally underserved student performance on the CMAS English Language Arts section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).



CMAS ELA: Subgroup Local Comparison

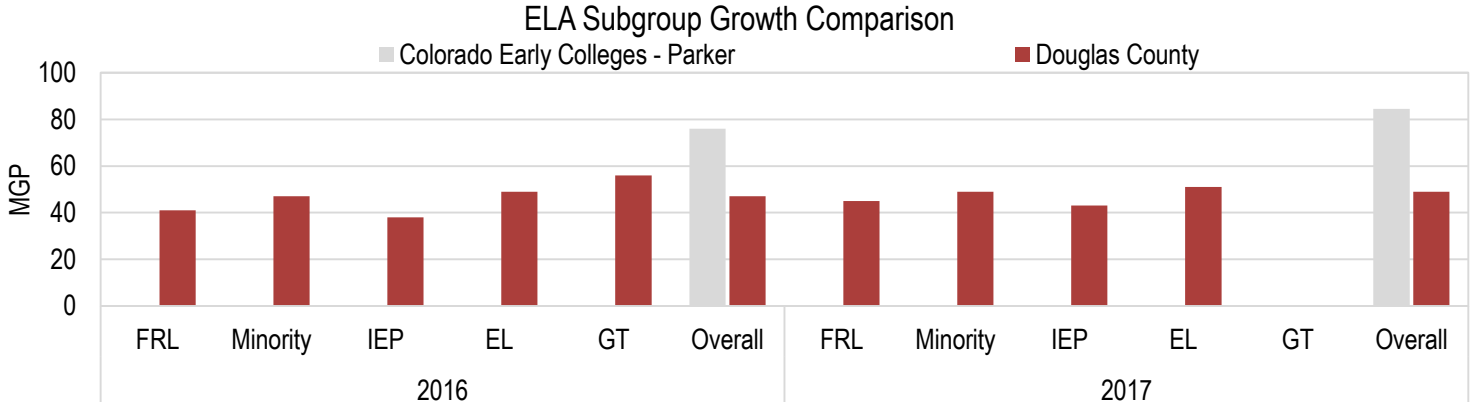
-How are traditionally underserved students growing on state assessments in comparison to other schools in their

.

Subgroup ELA Growth over Time				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	n<20	--	n < 20	--
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	21	76.0	26	84.5

Traditionally underserved student performance on the CMAS English Language Arts section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).

Geographic District Subgroup ELA Growth				
CMAS ELA	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2263	41.0	2308	45.0
Minority	4839	47.0	5220	49.0
IEP	1582	38.0	1545	43.0
EL	1283	49.0	1433	51.0
GT	2013	56.0	n < 20	--
Geo. District	19006	47.0	19349	49.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

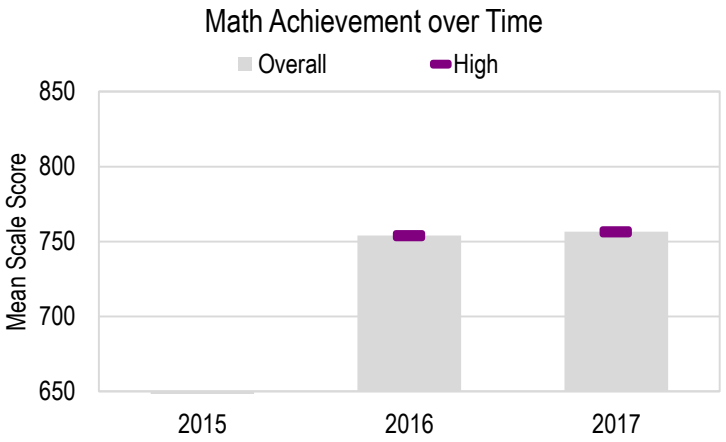
Exceeds | Approaching | Meets | Does Not Meet

Math Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	MSS	N	MSS	N	MSS
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	n<16	--	47	754	55	756
High	n<16	--	47	754	55	756
Overall	**n<16**	**--**	**47**	**754**	**55**	**756**



^7th, 8th, and 9th grade math includes ALL students who took a math test in those grades. Please consult the data notes for more information.

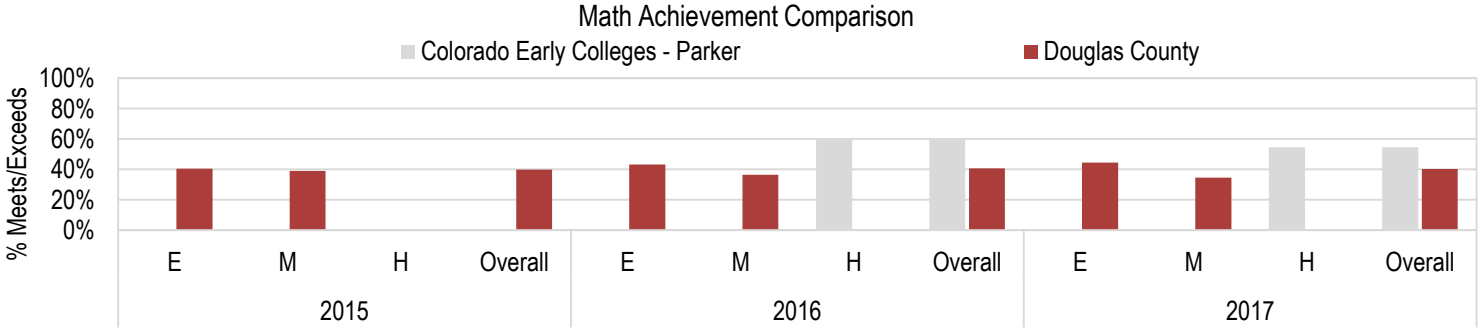
The high school level has seen slight increases in performance over the last two years.

CMAS Math: Local Comparison

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

School Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
Elementary	0	*	0	*	0	*
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
Middle	0	*	0	*	0	*
9	n<16	--	47	59.6%	55	54.5%
High	n<16	--	47	59.6%	55	54.5%
Overall	**n<16**	**--**	**47**	**59.6%**	**55**	**54.5%**

Geographic District Proficiency over Time in Math						
CMAS Math	2015		2016		2017	
Grade/Level	N	%M/E	N	%M/E	N	%M/E
3	4799	45.6%	4497	48.4%	4467	47.9%
4	4847	37.8%	4517	40.6%	4501	44.9%
5	4803	38.1%	4451	40.9%	4441	40.4%
Elementary	14449	40.5%	13465	43.3%	13409	44.4%
6	4814	45.6%	4049	45.5%	4262	44.6%
7	4108	43.2%	3052	34.5%	3415	32.2%
8	2267	17.4%	1517	16.4%	2023	17.6%
Middle	11189	39.0%	8618	36.5%	9700	34.6%
9	NA	NA	NA	NA	NA	NA
High	NA	NA	NA	NA	NA	NA
Overall	**25638**	**39.8%**	**22083**	**40.6%**	**23109**	**40.3%**



The School consistently outperforms their geographic district in the percent of students meeting/exceeding state expectations in math overall and at each level.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Math Subgroup Achievement

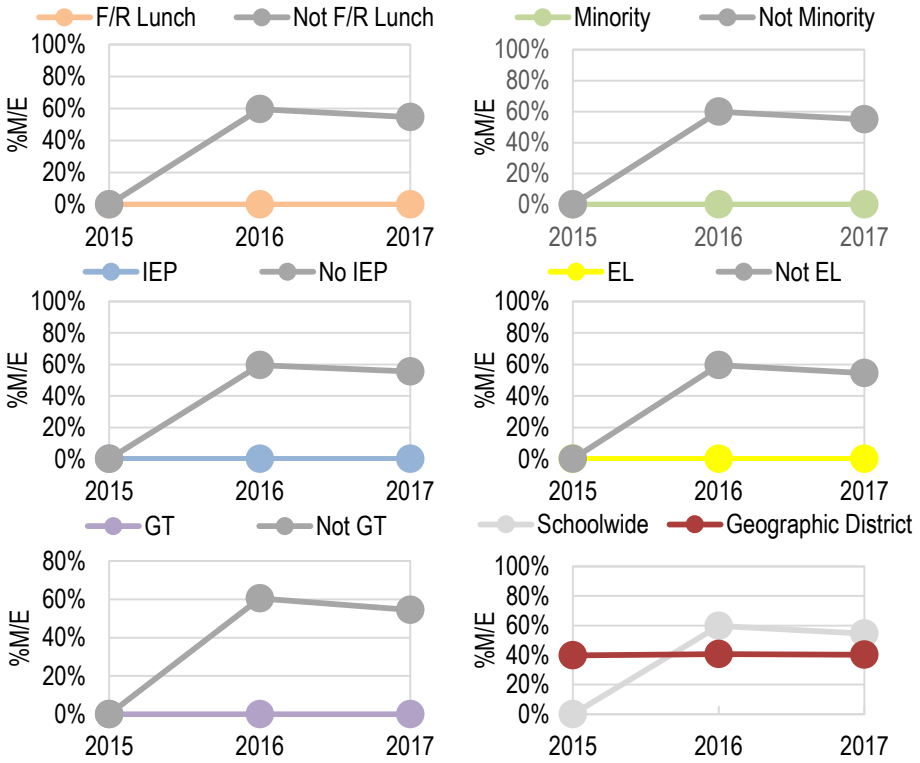
CMAS Math: Subgroup Status and Gap Trends

-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?

Subgroup Achievement Gap Trends over Time				
CMAS Math		2015	2016	2017
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	n<16	*	*
	N	n<16	59.6%	54.5%
Minority	Y	*	n<16	n<16
	N	n<16	60.0%	55.0%
IEP	Y	n<16	*	n<16
	N	n<16	59.6%	55.6%
EL	Y	*	*	*
	N	n<16	59.6%	54.5%
GT	Y	n<16	n<16	*
	N	n<16	60.5%	54.5%
Schoolwide		n<16	59.6%	54.5%
Geographic District		39.8%	40.6%	40.3%

Traditionally underserved student performance comparisons on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).

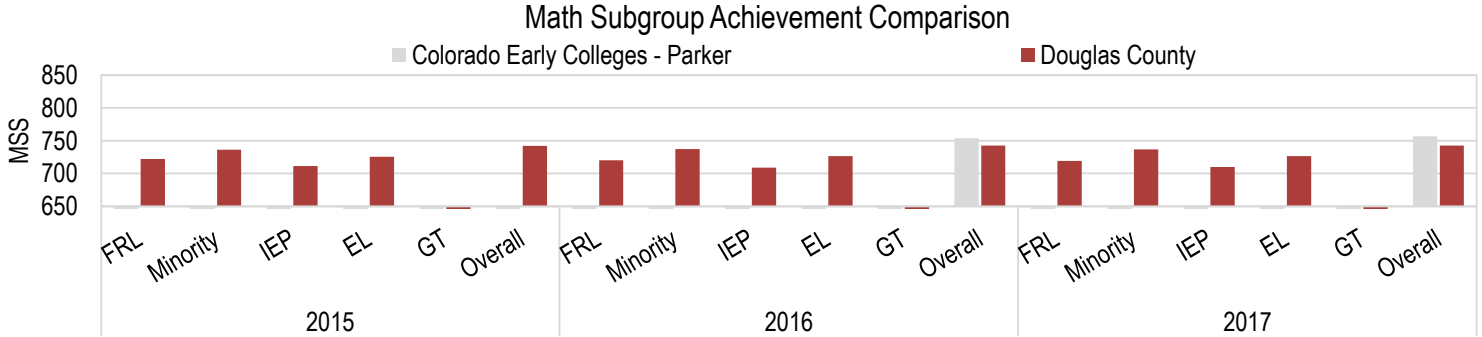


CMAS Math: Subgroup Local Comparison

-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?

School Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	0	*	0	*
Minority	0	*	n<16	--	n<16	--
IEP	n<16	--	0	*	n<16	--
EL	0	*	0	*	0	*
GT	n<16	--	n<16	--	0	*
Schoolwide	n<16	--	47	754	55	756

Geographic District Subgroup Math Proficiency over Time						
CMAS Math	2015		2016		2017	
Subgroup	N	MSS	N	MSS	N	MSS
F/R Lunch	3491	722	3059	720	3233	719
Minority	7156	736	6403	737	7188	737
IEP	2935	711	2346	709	2388	710
EL	1914	725	1699	727	1948	727
GT	NA	NA	NA	NA	NA	NA
Geo. District	28662	742	25070	743	26830	743



Traditionally underserved student performance comparisons on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<16).

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

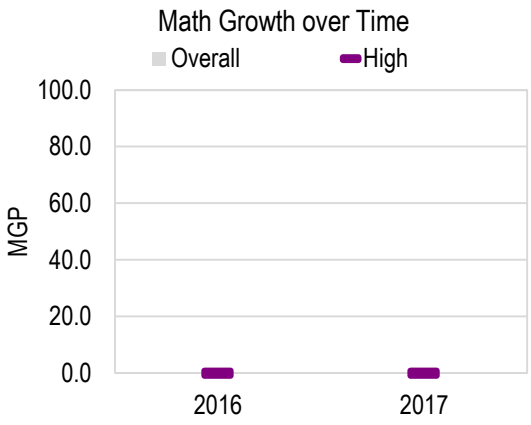
Exceeds | Approaching | Meets | Does Not Meet

Math Growth

CMAS Math: School Status and Trends

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

Growth over Time in Math				
CMAS Math	2016		2017	
Grade/Level	N	MGP	N	MGP
4	0	*	0	*
5	0	*	0	*
Elementary	0	*	0	*
6	0	*	0	*
7	0	*	0	*
8	0	*	0	*
Middle	0	*	0	*
9	n<20	--	n < 20	--
High	n<20	--	n < 20	--
Overall	**n<20**	**--**	**n<20**	**--**

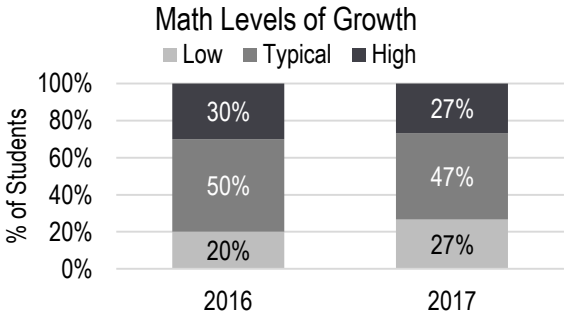


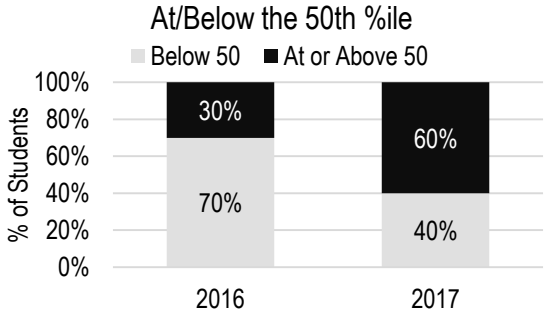
Traditionally underserved student performance on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).

CMAS Math: Levels of Growth

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

Math Levels of Growth		
CMAS Math	%Students	
Category	2016	2017
Low (below 35)	20%	27%
Typical (35-65)	50%	47%
High (above 65)	30%	27%





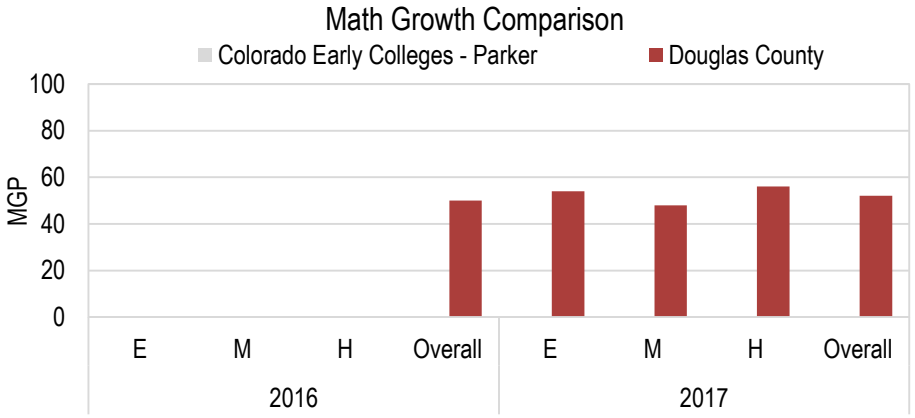
Math At/Below 50th %ile		
CMAS Math	%Students	
Category	2016	2017
At or Above 50	30%	60%
Below 50	70%	40%

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 27% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 27% of students. The percent of students at or above the 50th percentile has increased from 30% in 2016 to 60% in 2017.

CMAS Math: Local Comparison

-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	2016		2017	
Grade/Level	N	MGP	N	MGP
4	4147	50.0	4045	55.0
5	4091	47.0	3981	48.0
Elementary	8238	NA	9865	54.0
6	3700	62.0	3746	63.0
7	2752	43.0	3200	45.0
8	2146	42.0	2674	43.0
Middle	8598	NA	7781	48.0
9	1179	59.0	1330	56.0
High	1179	NA	1330	56.0
Overall	**18015**	**50.0**	**18976**	**52.0**



Traditionally underserved student performance on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

Math Subgroup Growth

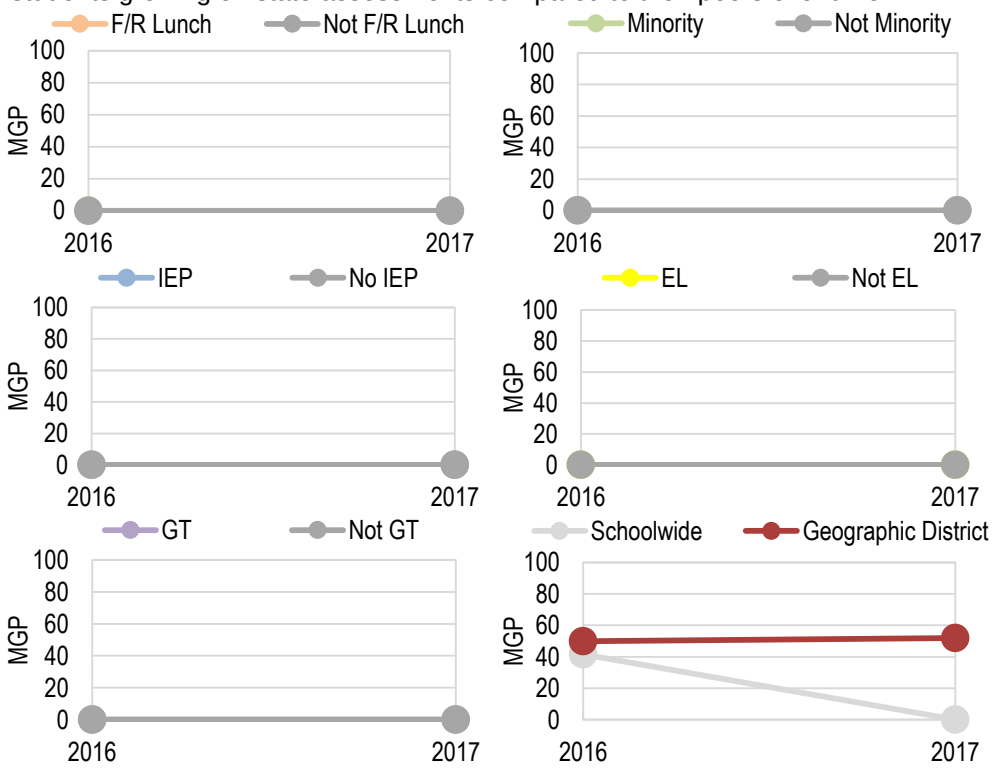
CMAS Math: Subgroup Status and Gap Trends

-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?

Subgroup Growth Gap Trends over Time			
CMAS Math		2016	2017
Student Subgroup		MGP	MGP
F/R Lunch	Y	n<20	n<20
	N	n<20	n<20
Minority	Y	n<20	n<20
	N	n<20	n<20
IEP	Y	n<20	n<20
	N	n<20	n<20
EL	Y	n<20	n<20
	N	n<20	n<20
GT	Y	n<20	n<20
	N	n<20	n<20
Schoolwide		41.5	n<20
Geographic District		50.0	52.0

Traditionally underserved student performance on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).



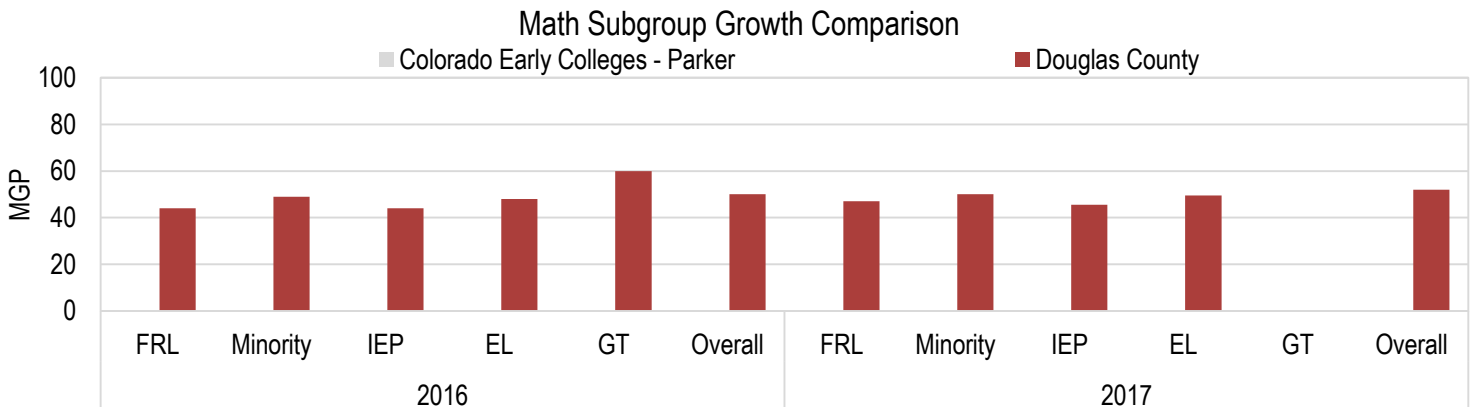
CMAS Math: Subgroup Local Comparison

-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 Math Growth over Time				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n < 20	--
Minority	n<20	--	n < 20	--
IEP	n<20	--	n < 20	--
EL	n<20	--	n < 20	--
GT	n<20	--	n < 20	--
Schoolwide	n<20	--	n<20	--

Traditionally underserved student performance on the CMAS math section cannot be publicly reported in 2016 and 2017 due to low student counts (n<20).

Geographic District Subgroup Math Growth				
CMAS Math	2016		2017	
Subgroup	N	MGP	N	MGP
F/R Lunch	2206	44.0	2293	47.0
Minority	4596	49.0	5127	50.0
IEP	1573	44.0	1518	45.5
EL	1245	48.0	1426	49.5
GT	1708	60.0	n < 20	--
Geo. District	18015	50.0	18976	52.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

PSAT: School Status and Trends

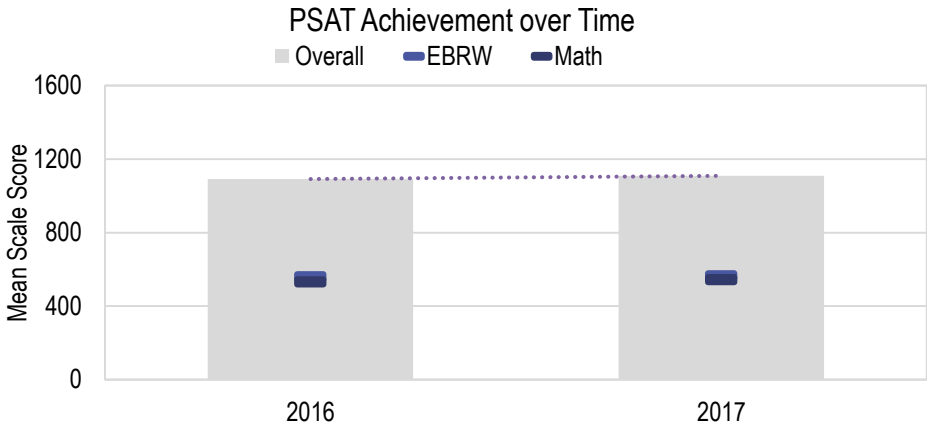
-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW^				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	104	560	102	565

^Evidence-based Reading and Writing

Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	104	531	102	544

Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	104	1091	102	1109



The School's PSAT Evidence-Based Reading and Writing and math scores exceed state expectations and the scores have increased from the year prior.

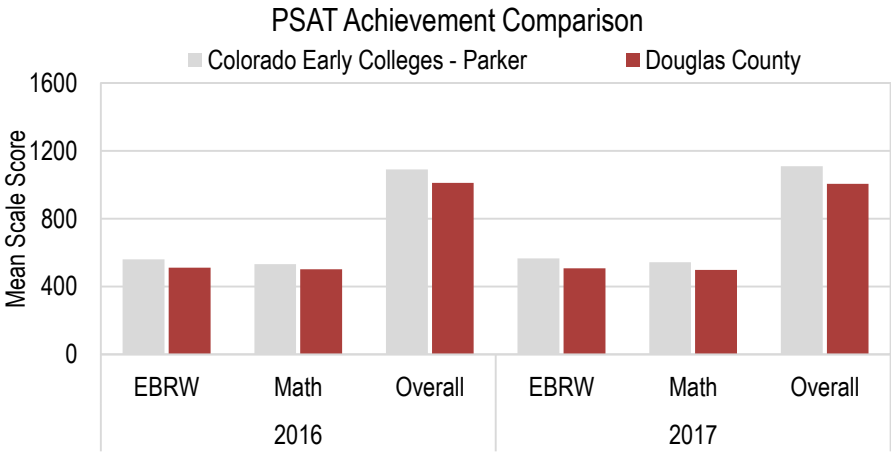
PSAT: Local Comparison

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

Geo. District Achievement over Time in EBRW				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	4174	511	4491	507

Geo. District Achievement over Time in Math				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	4174	502	4491	498

Geo. District Achievement over Time Overall				
PSAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	4174	1012	4491	1005



Overall, the School's PSAT scores are higher than the geographic district. The School also produced scores higher than the geographic district on the Evidence-Based Reading and Writing and math section of the PSAT. Additionally, the geographic district's scores have decreased over time while the School's scores have increased.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

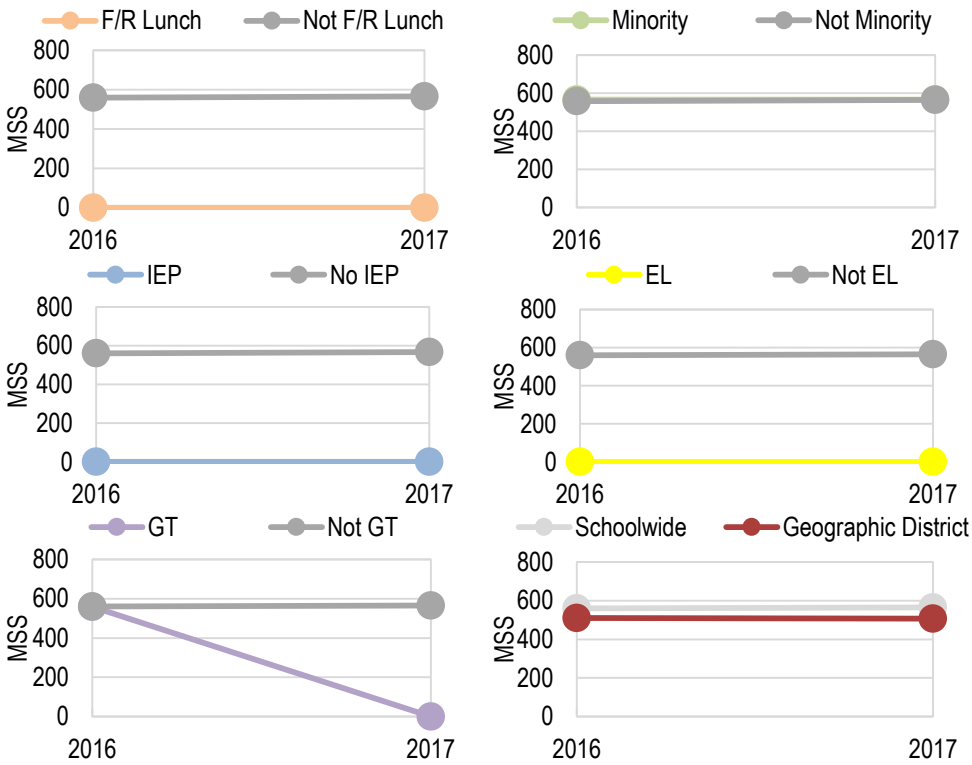
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?
-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in EBRW			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	*	*
	N	559	565
Minority	Y	566	567
	N	559	565
IEP	Y	*	n<16
	N	560	566
EL	Y	*	*
	N	560	565
GT	Y	559	*
	N	561	565
Schoolwide		560	565
Geographic District		511	507

Minority students' scores have increased from 2016 to 2017 and their scores are greater than their non-subgroup peers. In 2016, Gifted students had slightly lower scores than their non-subgroup peers.



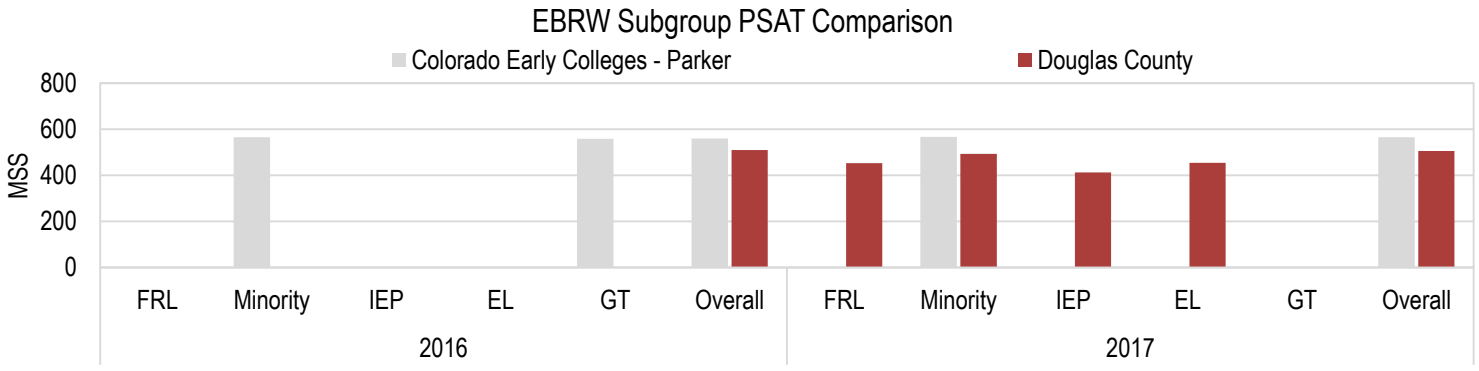
PSAT: Subgroup Local Comparison

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

School Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	0	*	0	*
Minority	18	566	23	567
IEP	0	*	n<16	--
EL	0	*	0	*
GT	47	559	0	*
Schoolwide	104	560	102	565

Traditionally underserved students outperformed their peers in the geographic district on the PSAT.

Geo. District Subgroup Proficiency in EBRW				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	409	453
Minority	NA	NA	1051	494
IEP	NA	NA	342	413
EL	NA	NA	221	455
GT	NA	NA	NA	NA
Geo. District	4174	511	4491	507



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

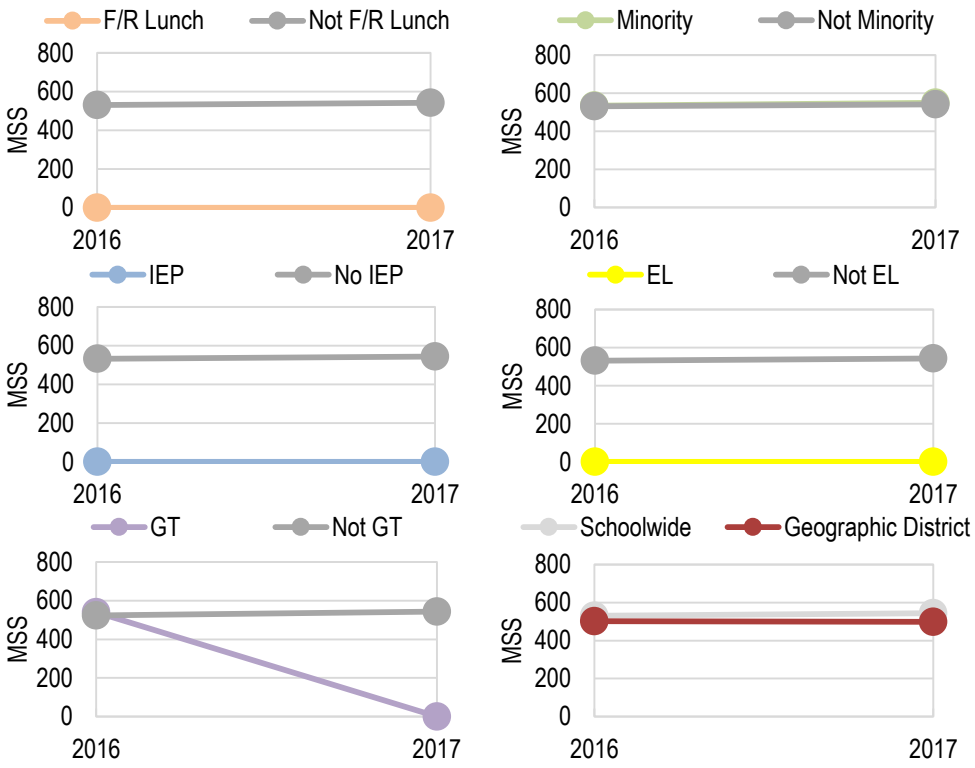
Postsecondary and Workforce Readiness Achievement

PSAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?
-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

Subgroup PSAT Proficiency in Math			
PSAT		2016	2017
Student Subgroup		MSS	MSS
F/R Lunch	Y	*	*
	N	531	542
Minority	Y	534	550
	N	531	542
IEP	Y	*	n<16
	N	531	544
EL	Y	*	*
	N	531	544
GT	Y	541	*
	N	524	544
Schoolwide		531	544
Geographic District		502	498

Minority students' scores have increased from 2016 to 2017 and their scores are greater than their non-subgroup peers. In 2016, Gifted students had higher scores than their non-subgroup peers.



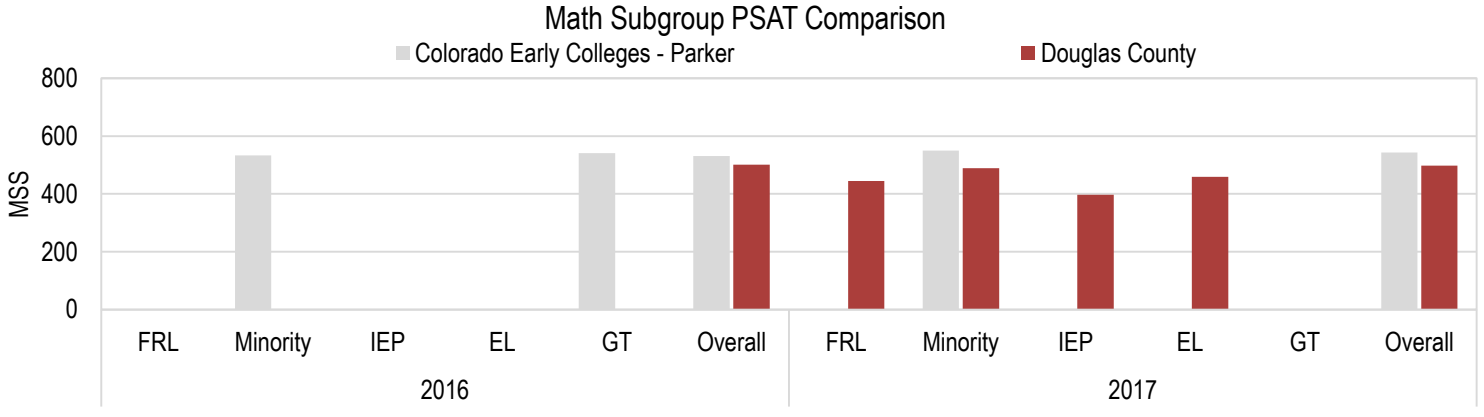
PSAT: Subgroup Local Comparison

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

School Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	0	*	0	*
Minority	18	534	23	550
IEP	0	*	n<16	--
EL	0	*	0	*
GT	47	541	0	*
Schoolwide	104	531	102	544

Traditionally underserved students outperformed their peers in the geographic district on the PSAT.

Geo. District Subgroup Proficiency in Math				
PSAT	2016		2017	
Subgroup	N	MSS	N	MSS
F/R Lunch	NA	NA	409	445
Minority	NA	NA	1051	489
IEP	NA	NA	342	397
EL	NA	NA	221	459
GT	NA	NA	NA	NA
Geo. District	4174	502	4491	498



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

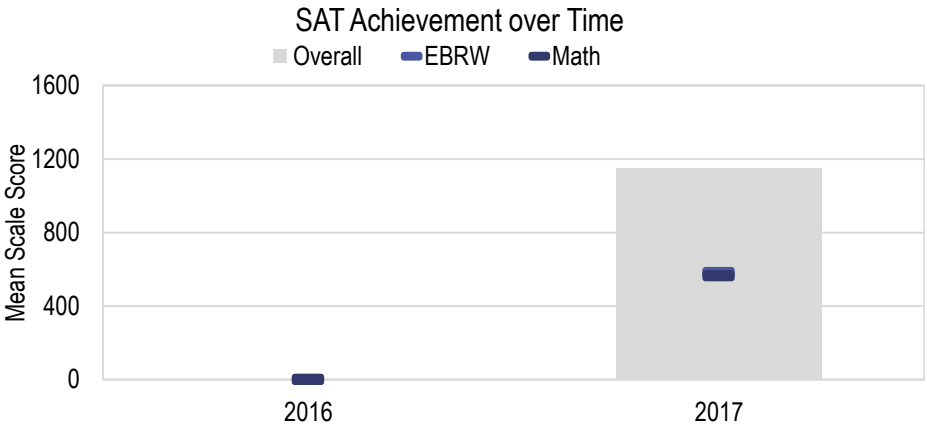
SAT: School Status and Trends

-How are students achieving on PWR state assessments over time?

Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	115	583

Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	115	566

Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	115	1148



The School's Evidence-Based Reading and Writing and math SAT scores exceeds Colorado's SAT Benchmarks.

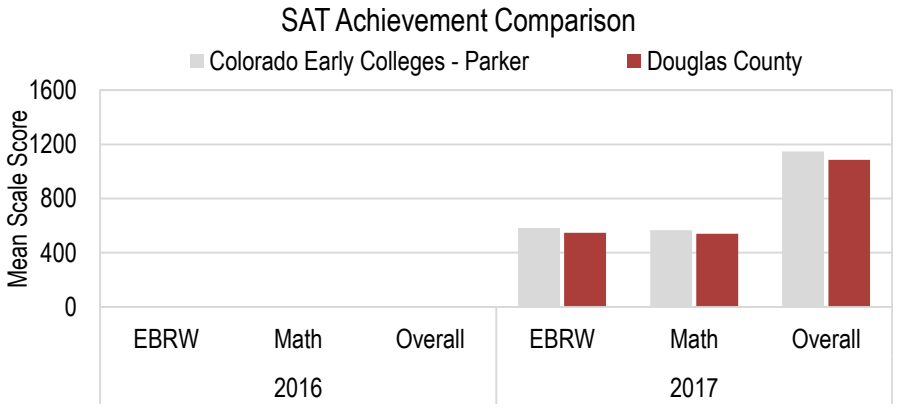
SAT: Local Comparison

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

Geo. District Achievement over Time in EBRW				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
EBRW	NA	NA	4423	547

Geo. District Achievement over Time in Math				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Math	NA	NA	4423	540

Geo. District Achievement over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	4423	1087



Overall, the School's SAT scores are higher than the geographic district. The School also produced scores higher than the geographic district on the Evidence-Based Reading and Writing and math section of the SAT.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Achievement

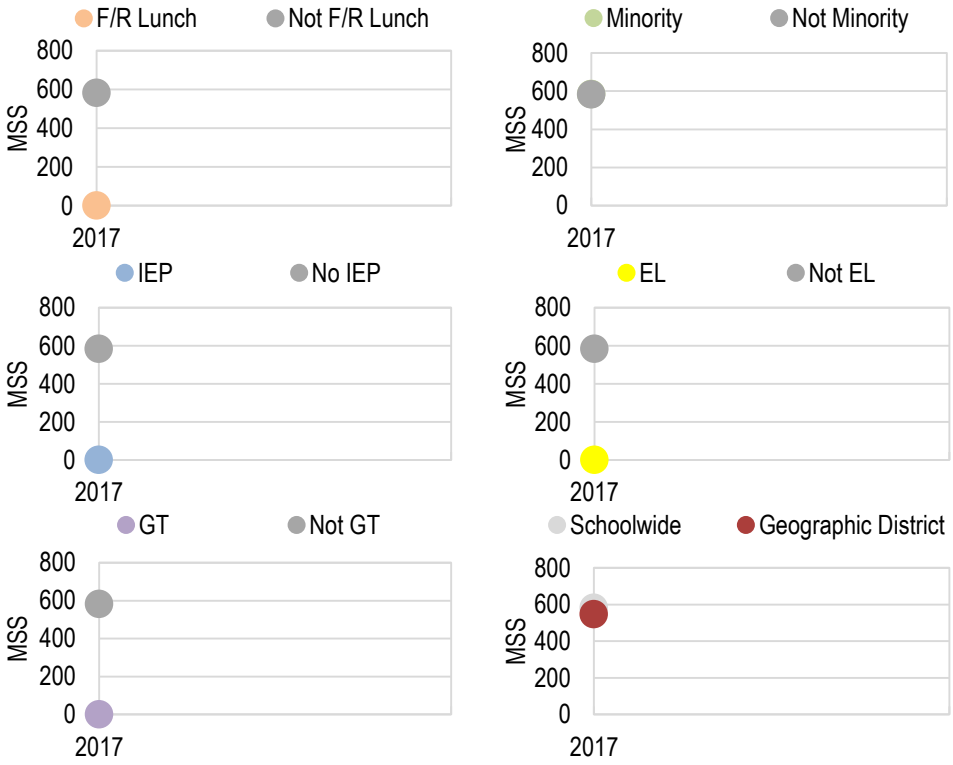
SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments for postsecondary readiness?

-How are traditionally underserved students achieving on state assessments for postsecondary readiness compared to their peers over time?

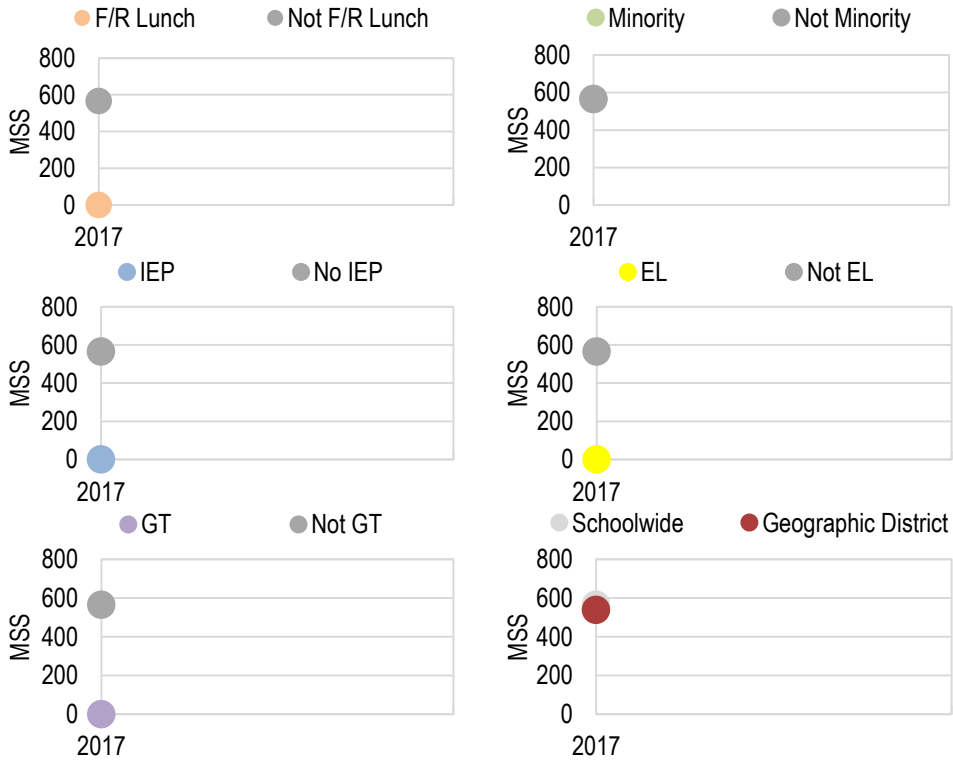
School Subgroup SAT Proficiency in EBRW			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	0	*
	N	92	583
Minority	Y	23	583
	N	92	583
IEP	Y	0	*
	N	115	583
EL	Y	0	*
	N	115	583
GT	Y	0	*
	N	115	583
Schoolwide		115	583
Geographic District		4423	547

Minority students in the School perform at levels that mirror their non-subgroup peers in Evidence-Based Reading and Writing.



School Subgroup SAT Proficiency in Math			
SAT		2017	
Student Subgroup		N	MSS
F/R Lunch	Y	0	*
	N	92	566
Minority	Y	23	565
	N	92	566
IEP	Y	0	*
	N	115	566
EL	Y	0	*
	N	115	566
GT	Y	0	*
	N	115	566
Schoolwide		115	566
Geographic District		4423	540

Minority students in the School perform at levels that mirror their non-subgroup peers in math.



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Growth

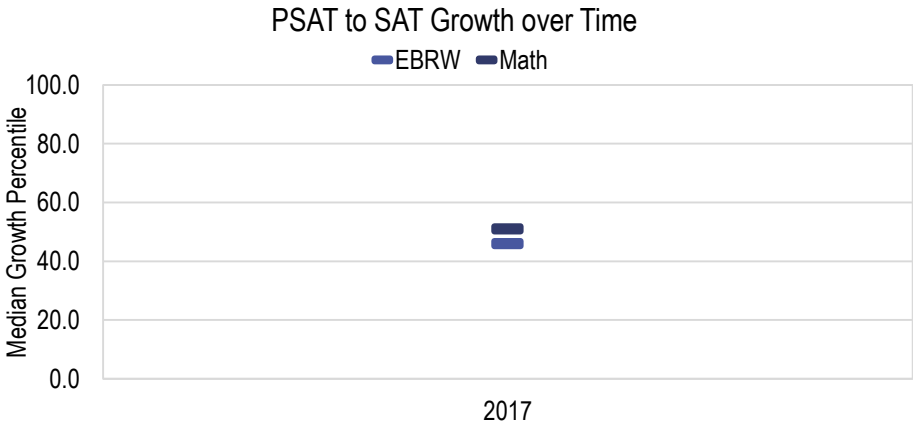
PSAT to SAT: School Status and Trends

-How are students growing on PWR state assessments over time?

Growth over Time in EBRW				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
EBRW	NA	NA	94	46.0

Growth over Time in Math				
PSAT to SAT	2016		2017	
Assessment	N	MGP	N	MGP
Math	NA	NA	94	51.0

Growth over Time Overall				
SAT	2016		2017	
Assessment	N	MSS	N	MSS
Overall	NA	NA	NA	NA



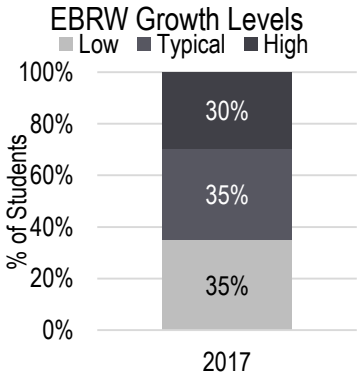
The School meets state expectations for PSAT to SAT growth overall and in math. For Evidence-Based Reading and Writing, the school is approaching state expectations.

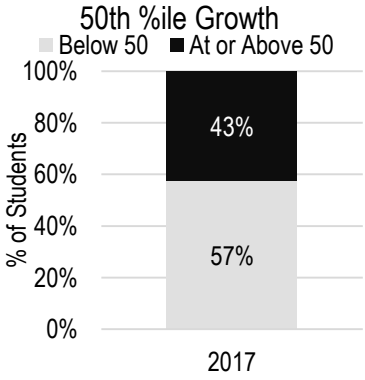
PSAT to SAT: Levels of Growth

-How are students growing and how is student growth distributed across growth levels over time?

EBRW Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	35%
Typical (35-65)	35%
High (above 65)	30%

EBRW 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	43%
Below 50	57%

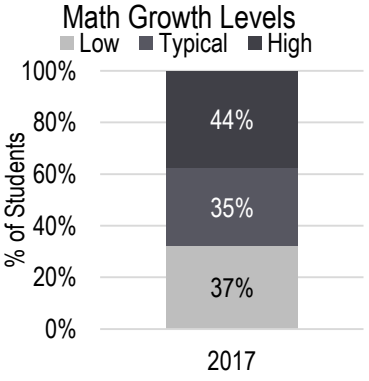


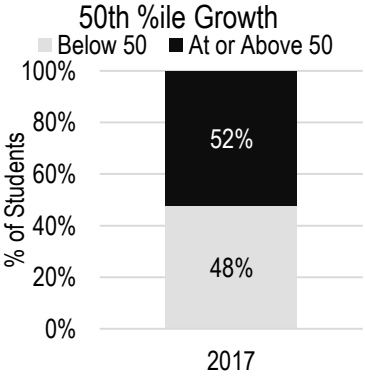


Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 35% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 30% of students. 43% of students were at or above the 50th percentile for growth.

Math Levels of Growth	
PSAT to SAT	
Category	2017
Low (below 35)	37%
Typical (35-65)	19%
High (above 65)	44%

Math 50th %ile	
PSAT to SAT	
Category	2017
At or Above 50	52%
Below 50	48%





Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 37% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 44% of students. 52% of students were at or above the 50th percentile for growth.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

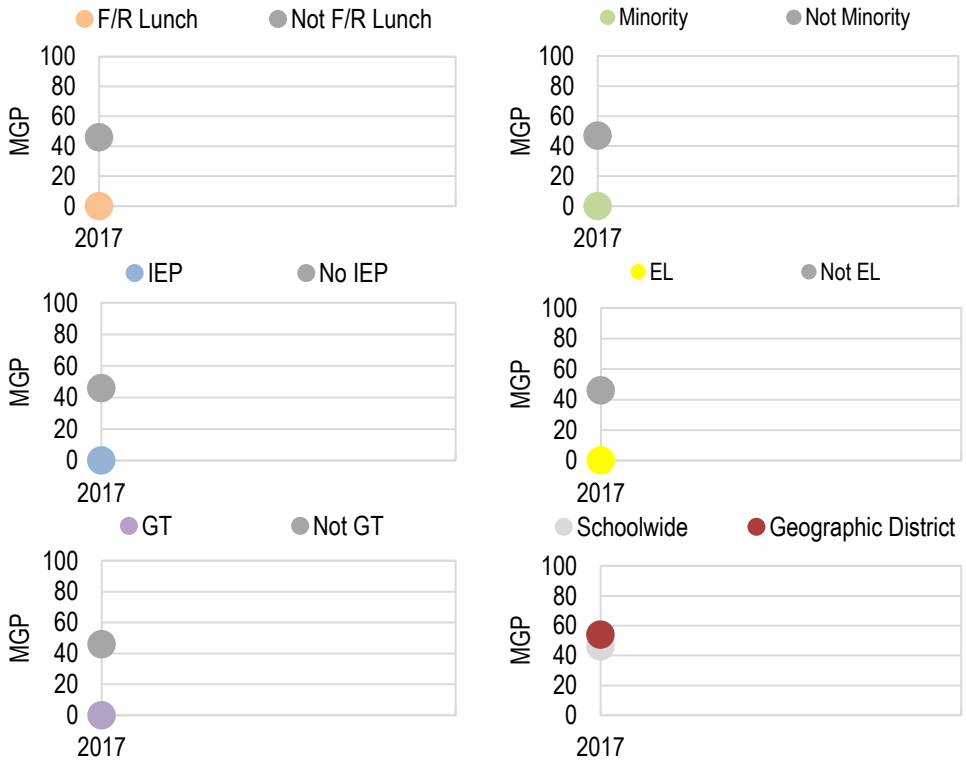
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

EBRW Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	0	*
	N	94	46.0
Minority	Y	n<20	--
	N	78	47.0
IEP	Y	0	*
	N	94	46.0
EL	Y	0	*
	N	94	46.0
GT	Y	0	*
	N	94	46.0
Schoolwide		94	46.0

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).



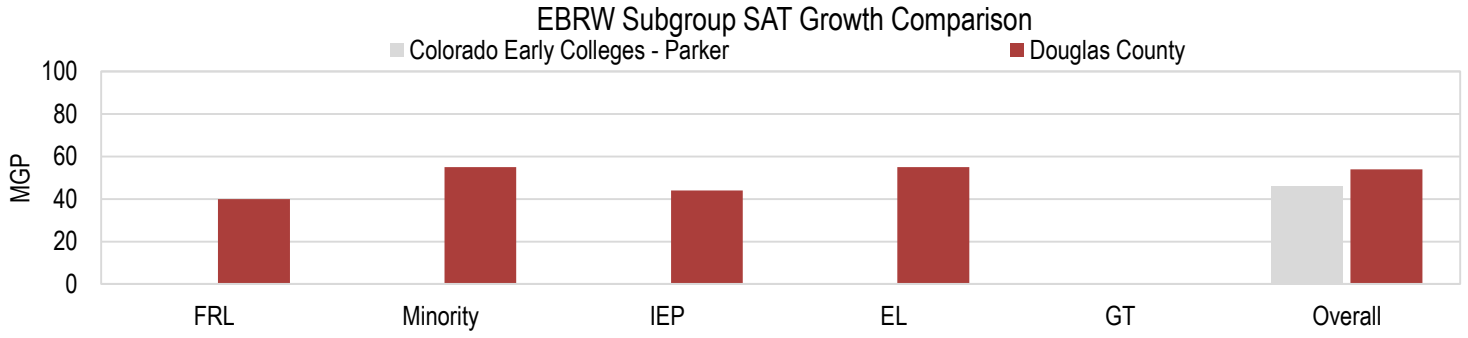
PSAT to SAT: Subgroup Local Comparison

-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School EBRW Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	0	*
Minority	n<20	--
IEP	0	*
EL	0	*
GT	0	*
Schoolwide	94	46.0

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

Geo. District EBRW Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	308	40.0
Minority	888	55.0
IEP	238	44.0
EL	165	55.0
GT	NA	NA
Geo. District	3854	54.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

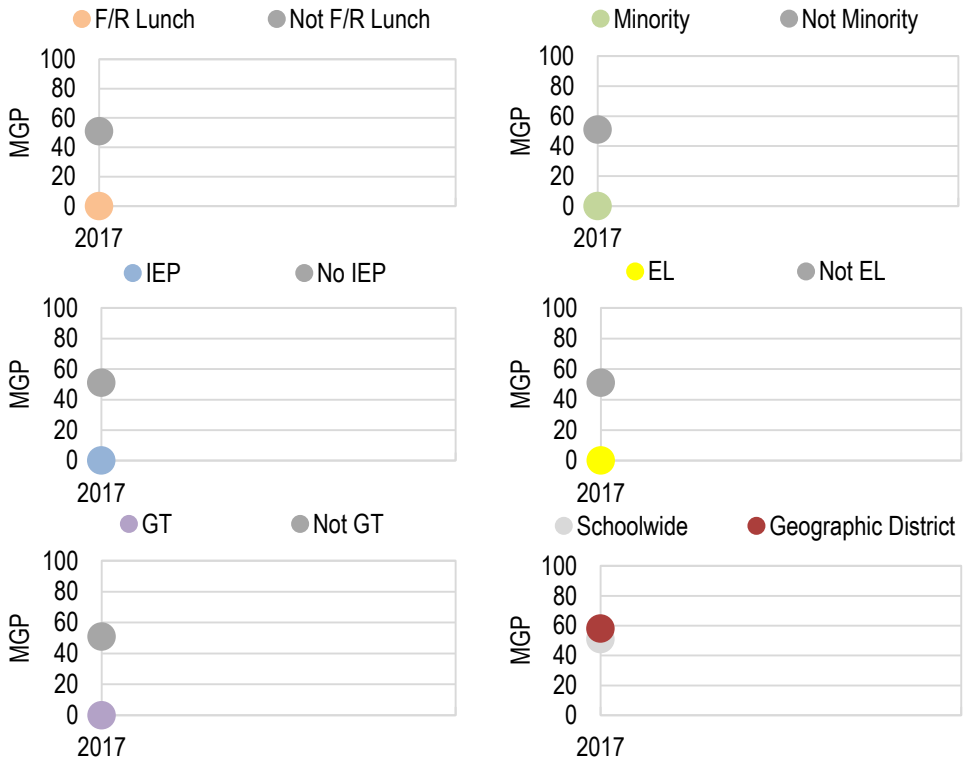
Postsecondary and Workforce Readiness Growth

PSAT to SAT: Subgroup Status and Gap Trends

-How are traditionally underserved students growing on state assessments for postsecondary readiness compared to their peers over time?

Math Subgroup PSAT to SAT Growth			
PSAT to SAT		2017	
Subgroup		N	MGP
F/R Lunch	Y	0	*
	N	94	51.0
Minority	Y	n<20	--
	N	78	51.0
IEP	Y	0	*
	N	94	51.0
EL	Y	0	*
	N	94	51.0
GT	Y	0	*
	N	94	51.0
Schoolwide		94	51.0

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).



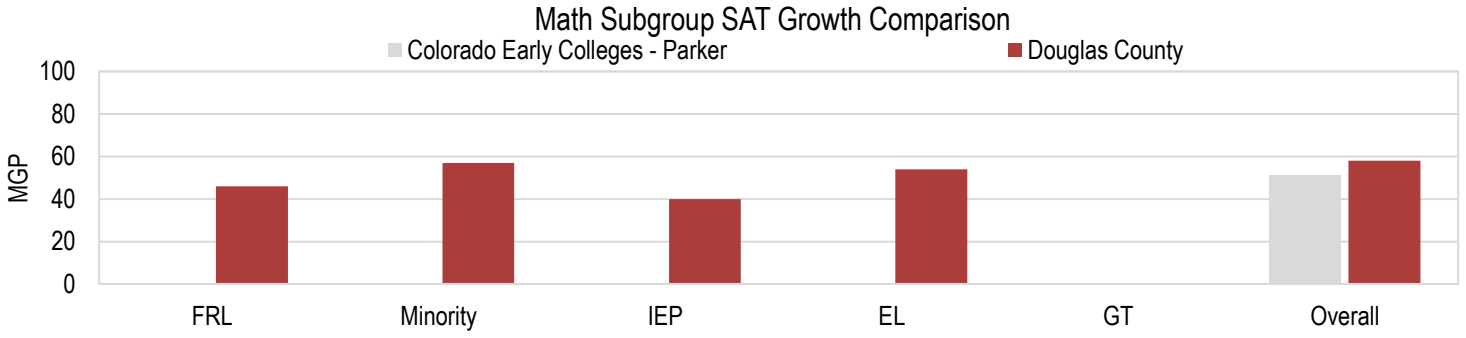
PSAT to SAT: Subgroup Local Comparison

-How are students growing on postsecondary readiness assessments in comparison to the geographic home district or schools that students might otherwise attend?

School Math Subgroup Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	0	*
Minority	n<20	--
IEP	0	*
EL	0	*
GT	0	*
Schoolwide	94	51.0

Traditionally underserved student PSAT to SAT growth cannot be publicly reported in 2017 due to low student counts (n<20).

Geo. District Math Growth		
PSAT to SAT	2017	
Subgroup	N	MGP
F/R Lunch	308	46.0
Minority	888	57.0
IEP	238	40.0
EL	165	54.0
GT	NA	NA
Geo. District	3854	58.0



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

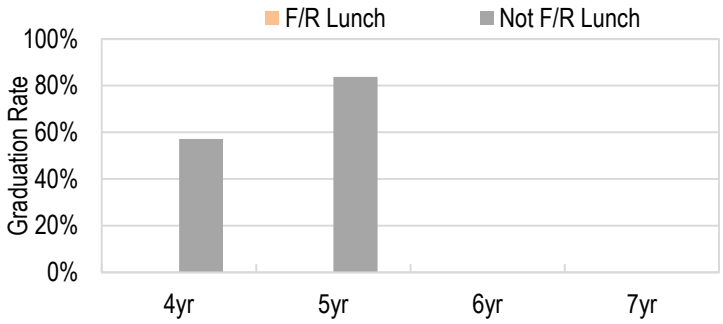
Graduation Rate: School Status and Trends & Local Comparison

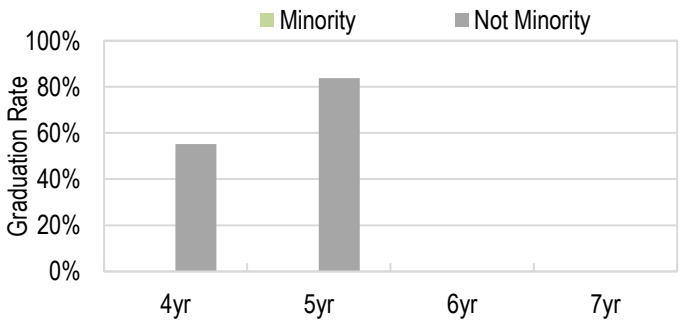
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?

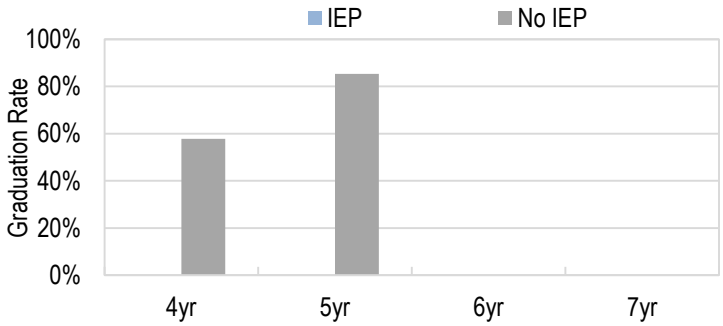
School Subgroup Graduation Rates over Time

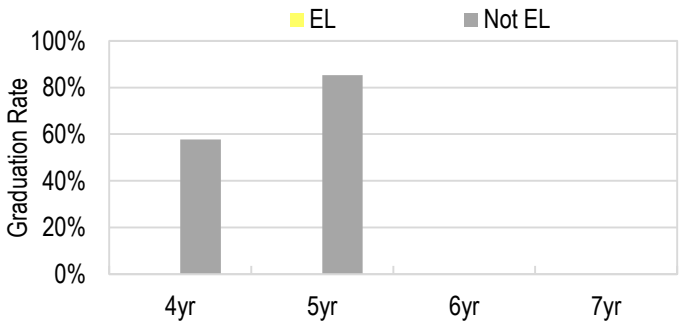
Student Subgroup		Best of	4yr		5yr		6yr		7yr	
			N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	Y	--	n<16	--	n<16	--	n<16	--	0	*
	N	5yr	77	57.1%	37	83.8%	n<16	--	n<16	--
Minority	Y	--	n<16	--	n<16	--	0	*	0	*
	N	5yr	76	55.3%	37	83.8%	n<16	--	n<16	--
IEP	Y	--	n<16	--	0	*	n<16	--	0	*
	N	5yr	90	57.8%	41	85.4%	n<16	--	n<16	--
EL	Y	--	n<16	--	0	*	0	*	0	*
	N	5yr	90	57.8%	41	85.4%	n<16	--	n<16	--
GT	Y	--	n<16	--	n<16	--	0	*	0	*
	N	5yr	82	54.9%	40	87.5%	n<16	--	n<16	--
Schoolwide		5yr	91	57.1%	41	85.4%	n<16	--	n<16	--
Geographic District		6yr	4377	90.1%	4350	93.0%	4225	93.0%	4298	92.5%

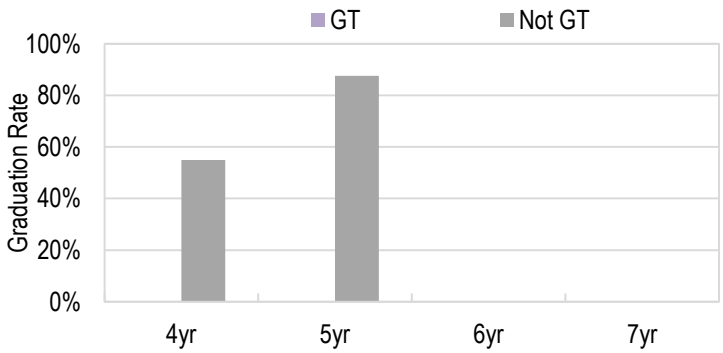
Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is the 5-year graduation rate of 85.4%, this meets state expectations.

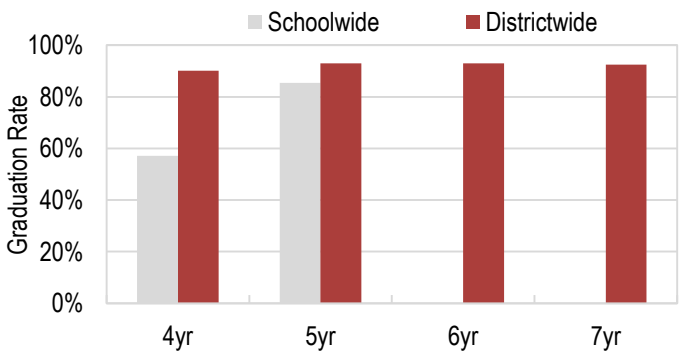












NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching
Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

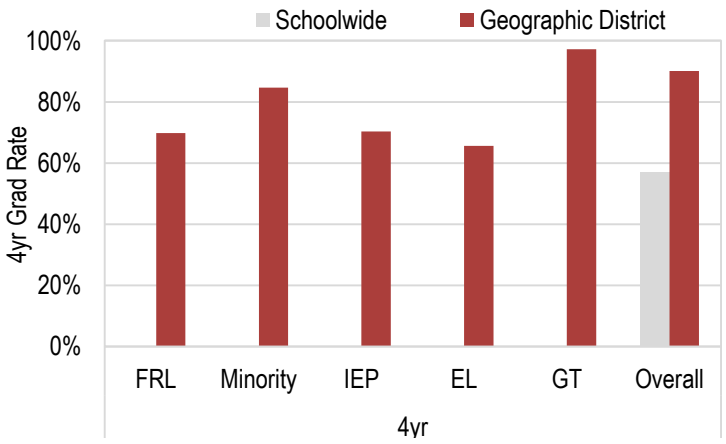
Graduation Rate: School Status and Trends & Local Comparison

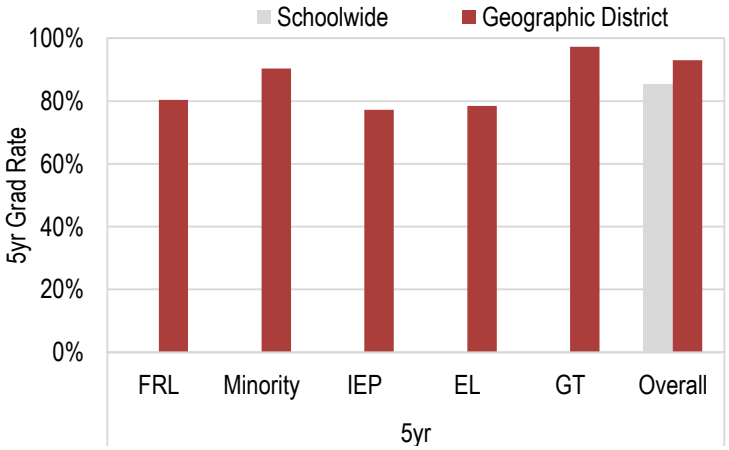
-Are students graduating high school? How is the graduation rate changing over time?
-How is the graduation rate for traditionally underserved students changing over time?
-How are graduation rates for traditionally underserved students compared to their peers over time?
-What is the graduation rate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

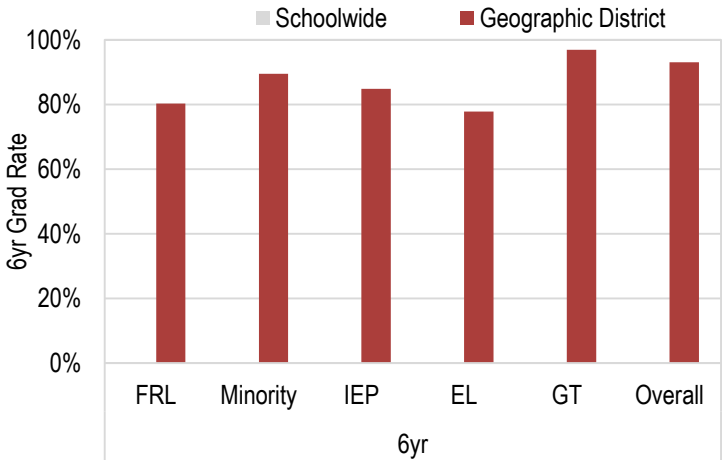
School Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	--	n<16	--	n<16	--	n<16	--	0	*
Minority	--	n<16	--	n<16	--	0	*	0	*
IEP	--	n<16	--	0	*	n<16	--	0	*
EL	--	n<16	--	0	*	0	*	0	*
GT	--	n<16	--	n<16	--	0	*	0	*
Schoolwide	5yr	91	57.1%	41	85.4%	n<16	--	n<16	--

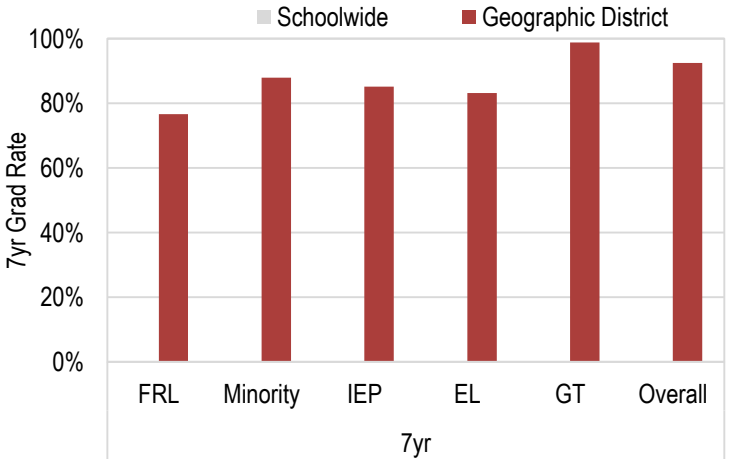
Geographic District Subgroup Graduation Rates over Time									
Subgroup	Best of	4-Year		5-Year		6-Year		7-Year	
		N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	5yr	666	69.8%	658	80.4%	624	80.3%	675	76.6%
Minority	5yr	1032	84.7%	975	90.4%	983	89.5%	988	88.0%
IEP	7yr	404	70.3%	417	77.2%	343	84.8%	350	85.1%
EL	7yr	128	65.6%	116	78.4%	122	77.9%	113	83.2%
GT	7yr	507	97.2%	476	97.3%	517	96.9%	430	98.8%
Geo. District	6yr	4377	90.1%	4350	93.0%	4225	93.0%	4298	92.5%

Traditionally underserved student graduation rates cannot be publicly reported due to low student counts (n<16). The School's "best of" graduation rate is less than the geographic district's "best of" graduation rate by 7.6 percentage points.









NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

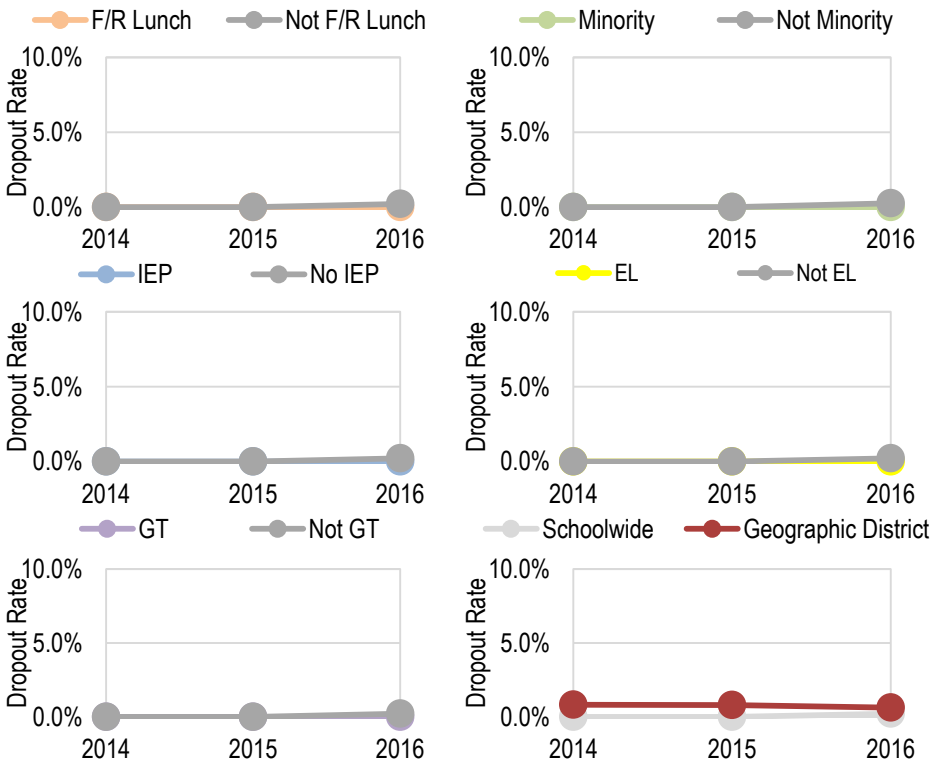
Dropout Rate: Subgroup Status and Gap Trends

-Are students dropping out of high school?

-How is the dropout rate changing over time?

Subgroup Dropout Rate Trends over Time				
Dropout		2014	2015	2016
Student Subgroup		Rate	Rate	Rate
F/R Lunch	Y	NA	0.0%	0.0%
	N	NA	0.0%	0.2%
Minority	Y	NA	0.0%	0.0%
	N	NA	0.0%	0.3%
IEP	Y	NA	n<16	n<16
	N	NA	0.0%	0.2%
EL	Y	NA	n<16	0.0%
	N	NA	0.0%	0.2%
GT	Y	NA	0.0%	n<16
	N	NA	0.0%	0.2%
Schoolwide		NA	0.0%	0.2%
Geographic District		0.8%	0.8%	0.6%

The School exceeds state expectations for dropout rates and rates have increased over time. Traditionally underserved student population dropout rates are lower than their non-subgroup peers.

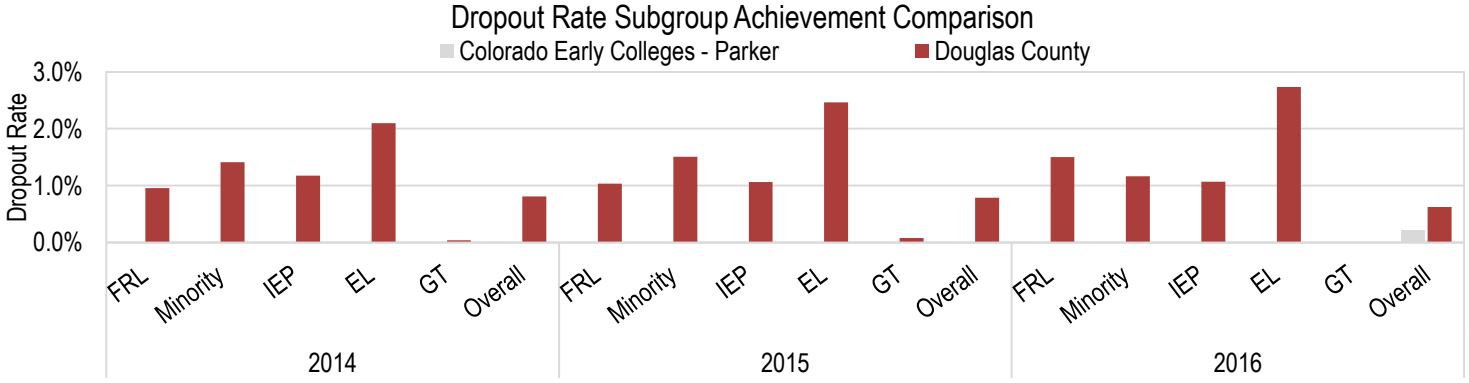


Dropout Rate: Subgroup Local Comparison

-What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	NA	NA	30	0.0%	0	*
Minority	NA	NA	40	0.0%	79	0.0%
IEP	NA	NA	n<16	--	n<16	--
EL	NA	NA	n<16	--	0	*
GT	NA	NA	0	*	n<16	--
Schoolwide	NA	NA	332	0.0%	465	0.2%

Geographic District Subgroup Dropout Rates over Time						
Dropout	2014		2015		2016	
Subgroup	N	Rate	N	Rate	N	Rate
F/R Lunch	3669	1.0%	2898	1.0%	3532	1.5%
Minority	7706	1.4%	7956	1.5%	8159	1.2%
IEP	2888	1.2%	3010	1.1%	3187	1.1%
EL	1240	2.1%	1218	2.5%	1317	2.7%
GT	2665	0.0%	2524	0.1%	2514	0.0%
Geo. District	31140	0.8%	31987	0.8%	32880	0.6%



The School has lower dropout rates than their geographic district.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

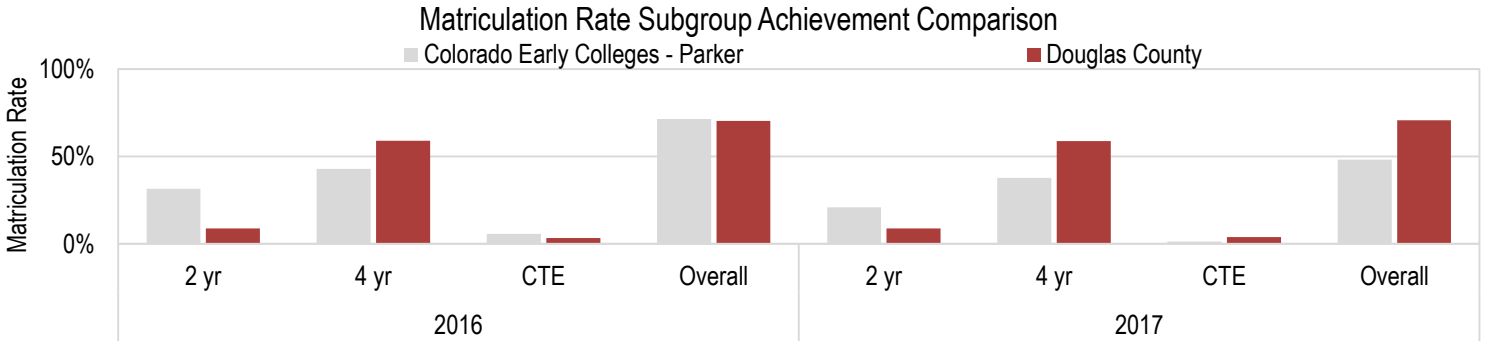
Matriculation Rate: School Status and Trends & Local Comparison

-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	2016		2017	
Category	N	Rate	N	Rate
2 yr	35	31.4%	77	20.8%
4 yr	35	42.9%	77	37.7%
CTE	35	5.7%	77	1.3%
Schoolwide	35	71.4%	77	48.1%

The School is approaching state expectations for matriculation in 2017 and matriculation rates have decreased over time. The School outperformed the geographic district in 2016 but not in 2017.

Geo. District Matriculation Rate Trends over Time				
Matriculation	2016		2017	
Category	N	Rate	N	Rate
2 yr	4165	8.8%	4185	8.7%
4 yr	4165	58.9%	4185	58.8%
CTE	4165	3.3%	4185	3.8%
Geo. District	4165	70.2%	4185	70.6%



NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds | Approaching | Meets | Does Not Meet

Academic Performance Metrics

School Observations

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

Fiscal Years 2015-2017 Financial Results

Government-Wide Financial Statement Metrics

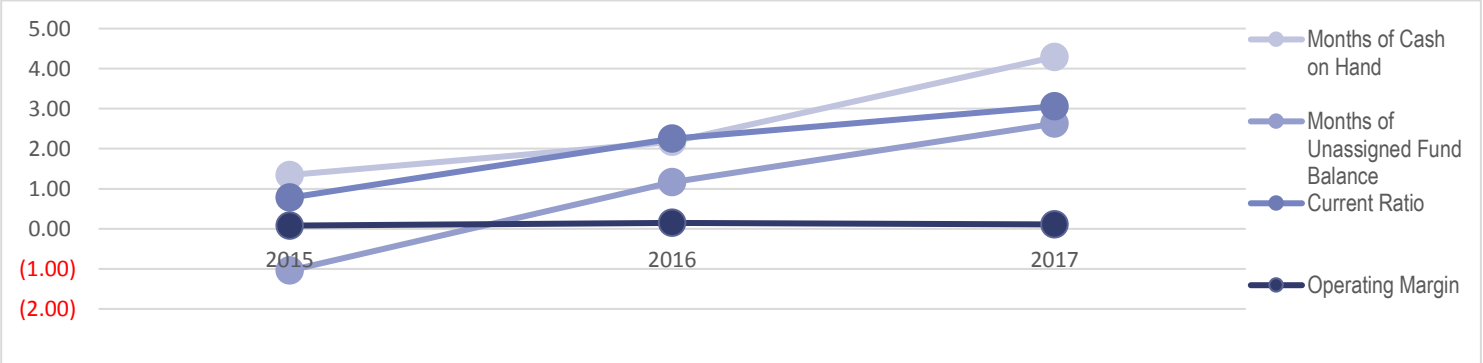
-What is the school's debt?
-What is the school's net asset position?
-Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics			
Metric	2015	2016	2017
Debt to Asset Ratio	1.11	1.10	1.33
Change in Net Position	$ 107,518.00	$ (58,713.00)	$ (1,656,073.00)
Default	N/A	N/A	NO

Governmental Funds Financial Statement Metrics

-Has the school met the statutory TABOR emergency reserve requirement?
-What is the school's months of cash on hand?
-What is the school's unassigned fund balance on hand?
-What is the school's current ratio?
-What is the school's aggregate 3-year total margin?

Governmental Funds Financial Statement Metrics			
Metric	2015	2016	2017
Positive Unassigned Fund Balance (TABOR)	NO	YES	YES
Months of Cash on Hand	1.34	2.17	4.29
Months of Unassigned Fund Balance on Hand	(1.04)	1.17	2.63
Current Ratio	0.78	2.25	3.06
Operating Margin	8.1%	14.8%	10.6%



Proprietary Funds Financial Statement Metrics

-What is the school's months of cash on hand?
-What is the school's current ratio?
-What is the school's debt?
-What is the school's net asset position?

Proprietary Funds Financial Statement Metrics			
Metric	2015	2016	2017
Months of Cash on Hand	N/A	N/A	N/A
Current Ratio	N/A	N/A	N/A
Debt to Asset Ratio	N/A	N/A	N/A
Change in Net Position	N/A	N/A	N/A

Enrollment

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

Enrollment			
Metric	2015	2016	2017
Funded Pupil Count (FPC) Current-Year Variance	5.4%	-2.7%	0.0%
Change in FPC from Prior-Year	100.0%	30.4%	14.9%

Fiscal Years 2015-2017 Financial Results

Financial Performance Narrative

Colorado Early Colleges - Parker ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in equal to budget and 61.5 pupils (15 percent) higher than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB no. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.29 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 11 percent and an increase in their unassigned fund balance.

School Observations

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

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review
CSI was not made aware of any issues relating to applicable education requirements for the 2016-17 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review
CECP is working as part of the MTSS team to develop strong internal data collection systems to address the needs of special populations. The School is collaborating with the CSI Student Services Team on diverstiy, equity of access, and inclusion measures for subgroup populations through the Tiers of Support process. An updated Student Services Screener Report with 16-17 data will be released in January 2018.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review
CSI was not made aware of any issues relating to governance requirements for the 2016-17 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review
CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review
CSI was not made aware of any issues relating to health and safety requirements for the 2016-17 school year. CDE identified compliance issues with the school's transportation as part of its STAR review. The school timely remedied those areas of noncompliance. CSI was not made aware of any issues relating to credentialing and background check requirements for the 2016-17 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review
CSI was not made aware of any other significant organizational compliance concerns during the 2016-17 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

N/A

School Observations

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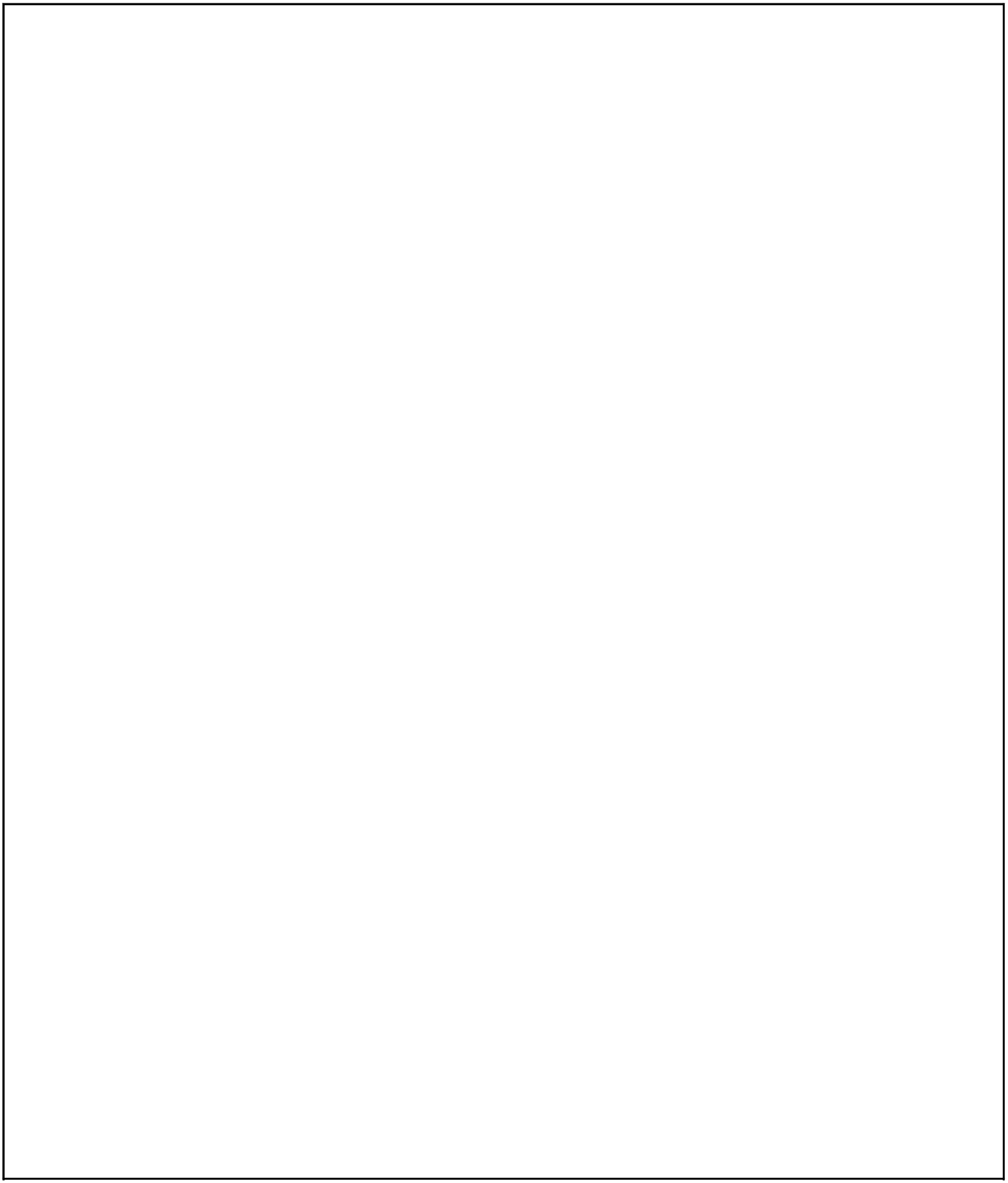

Colorado Charter School Institute
1580 Logan Street Suite 210 | Denver, CO 80203
P: (303) 866-3299 | www.csi.state.co.us