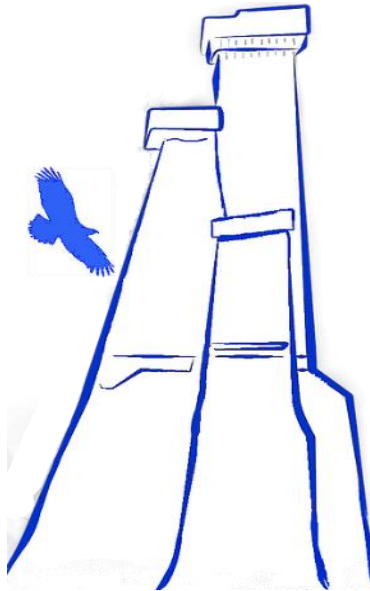




Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2017-2018

Caprock Academy



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.

Table of Contents

CSI Annual Review of Schools (CARS) Summary.....	4
How to Use the CARS Report.....	5
CSI Performance Frameworks.....	6
School Overview.....	8
CSI Annual Review of Schools (CARS) Rating.....	9
Participation.....	10
Academic Performance	
CMAS English Language Arts.....	12
CMAS Math.....	16
CMAS Science.....	20
English Language Proficiency.....	22
Postsecondary and Workforce Readiness.....	23
School Observations.....	35
Financial Performance.....	36
Organizational Performance.....	38

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 and presented to each school in **September**. 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

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 October 12th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. 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).

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 2018. 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.
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. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did 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 can release an additional report containing disaggregated math results by test by request.
- 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?

Caprock Academy Overview

Year Opened/Transferred: 2007-2008

Grades Served: K-12

School Model: Core Knowledge

Town/City: Grand Junction

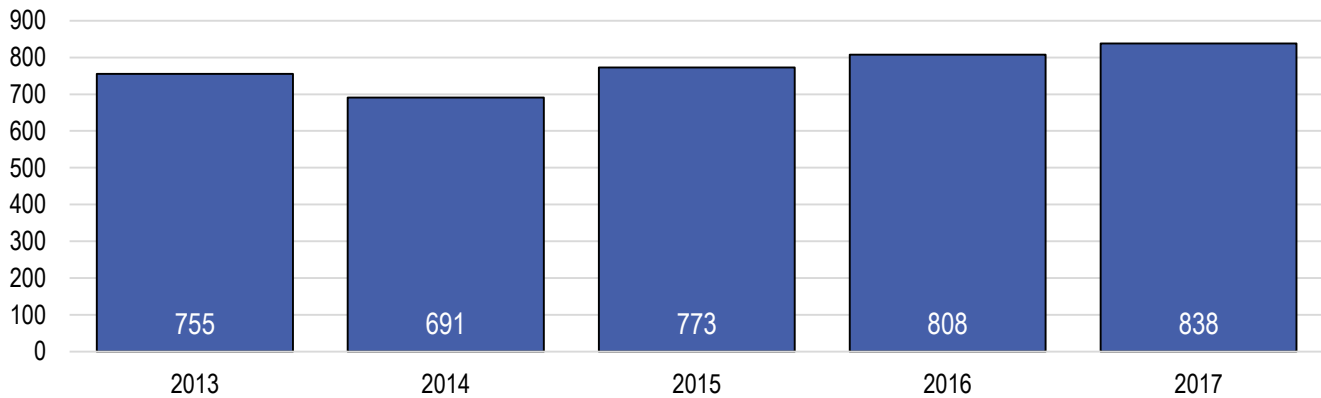
District of Residence: Mesa County Valley 51

Original Application Type: New School

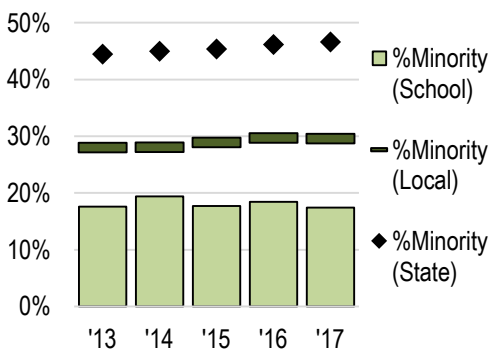
Enrollment and Student Demographics over Time

October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	755	691	773	808	838	
Minority	17.6%	19.4%	17.7%	18.4%	17.4%	
EL	0.8%	2.0%	1.2%	1.1%	1.1%	
FRL	24.8%	17.2%	26.6%	24.1%	20.5%	
Gifted	2.6%	3.5%	3.1%	3.2%	3.1%	
SPED	6.5%	5.8%	6.9%	6.4%	7.3%	
504	1.7%	2.6%	4.1%	3.7%	3.6%	

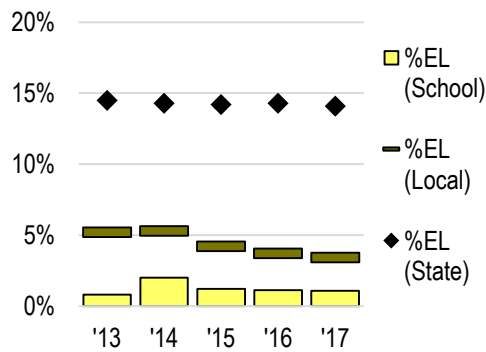
Enrollment over Time



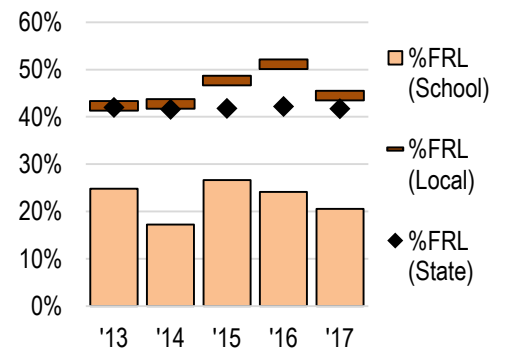
Minority Students



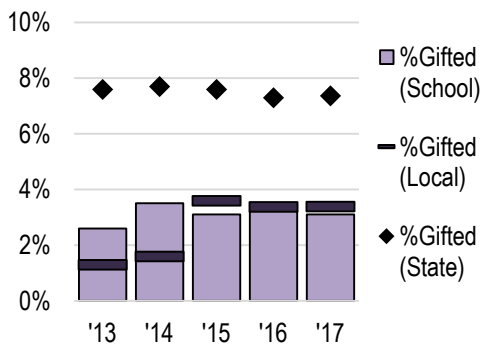
English Learners



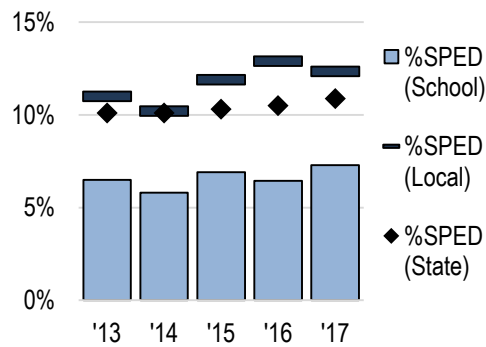
Lunch Eligibility



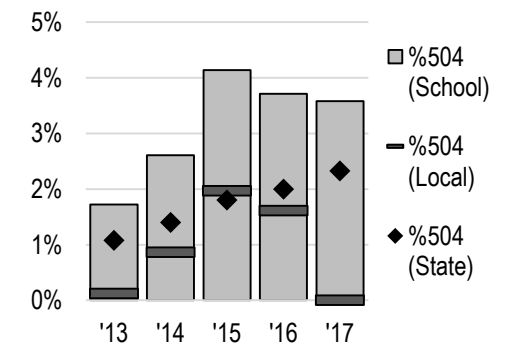
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

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
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall Rating	Performance

Participation

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

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

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

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	522	515	98.7%	5	99.6%	Meets 95%
Math	522	516	98.9%	5	99.8%	Meets 95%
Science	149	145	97.3%	3	99.3%	Meets 95%

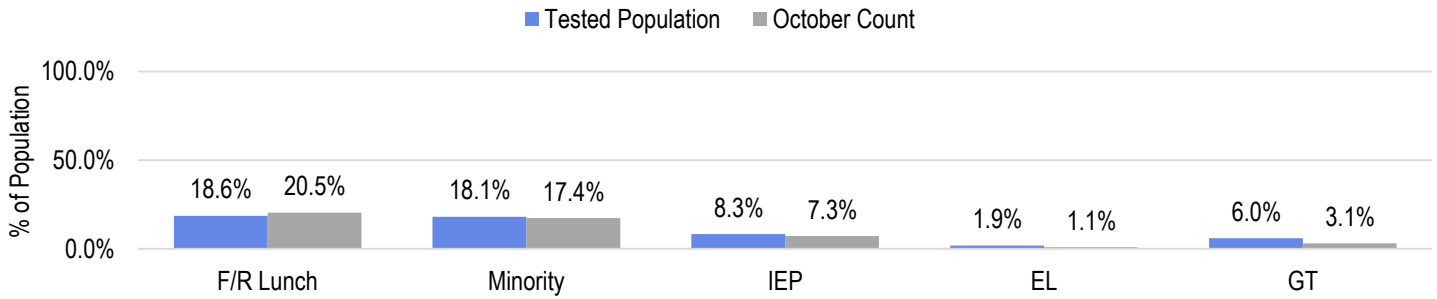
Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	428	421	98.4%	5	99.5%	Meets 95%
CMAS Math	428	422	98.6%	5	99.8%	Meets 95%
CMAS Science	149	145	97.3%	3	99.3%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	94	94	100.0%	0	100.0%	Meets 95%
PSAT/SAT Math	94	94	100.0%	0	100.0%	Meets 95%

Participation Rate Comparison

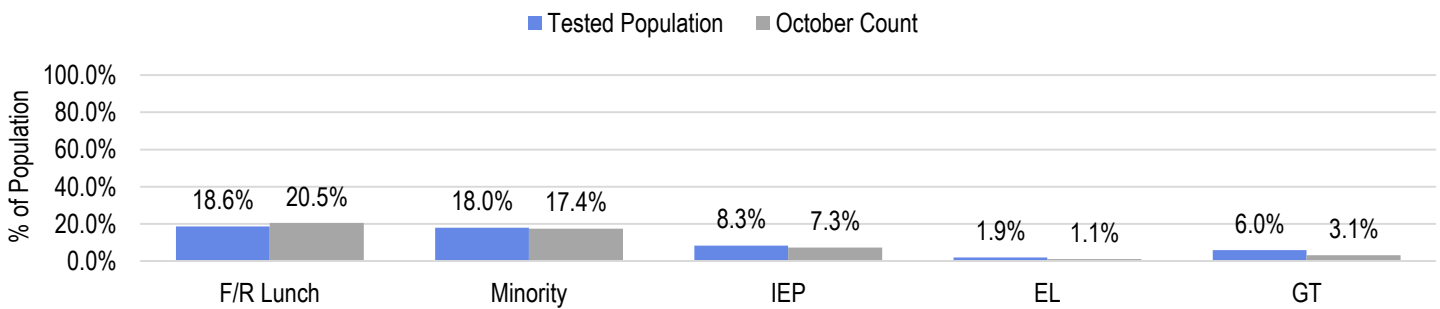
-Are the different subgroups in the school being represented appropriately in the participation rate?

Participation Rate						
	ENGLISH LANGUAGE ARTS		MATH		SCIENCE	
	Tested Population	October Count	Tested Population	October Count	Tested Population	October Count
F/R Lunch	18.6%	20.5%	18.6%	20.5%	16.6%	20.5%
Minority	18.1%	17.4%	18.0%	17.4%	14.5%	17.4%
IEP	8.3%	7.3%	8.3%	7.3%	9.0%	7.3%
EL	1.9%	1.1%	1.9%	1.1%	1.4%	1.1%
GT	6.0%	3.1%	6.0%	3.1%	2.8%	3.1%

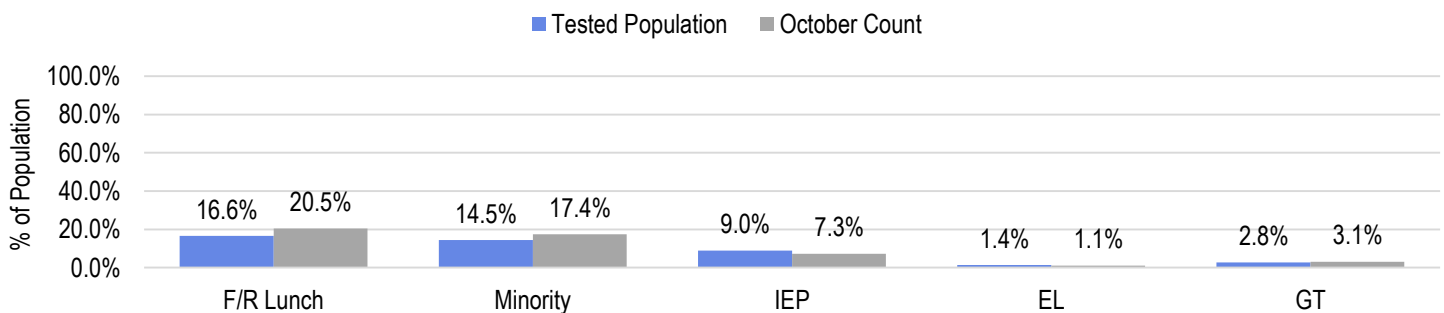
English Language Arts



Math



Science



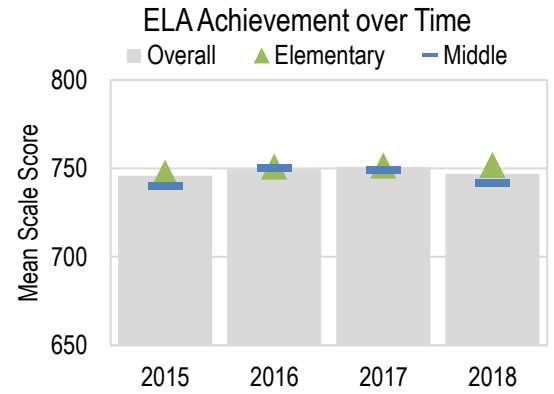
English Language Arts Achievement

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		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	69	760	81	757	72	757	72	759
4	62	741	78	751	80	746	79	753
5	52	740	62	744	75	753	75	744
Elementary	183	748	221	751	227	752	226	752
6	43	741	55	748	71	749	77	740
7	42	748	56	743	50	748	77	743
8	22	722	46	761	62	750	40	743
Middle	107	740	157	750	183	749	194	742
Overall	318	746	399	749	448	751	420	747

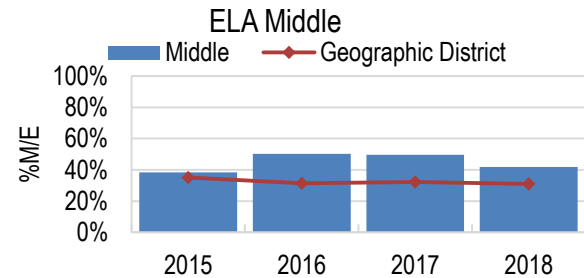
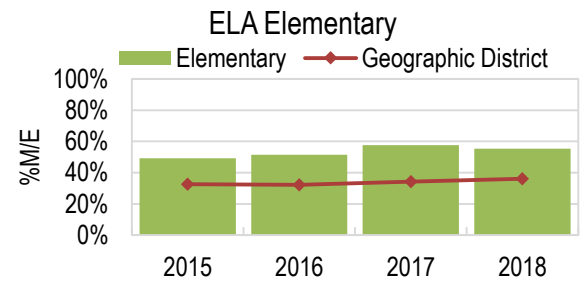
*Overall results before 2017-18 also include high school grade levels.



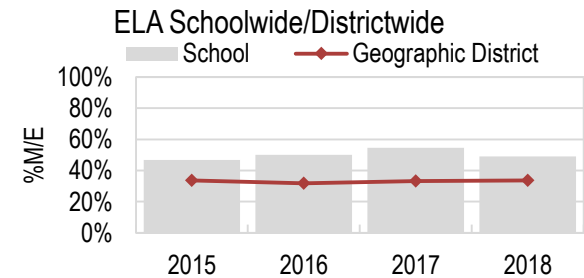
CMAS ELA: Local Comparison

-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		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	69	65.2%	81	55.6%	72	61.1%	72	62.5%
4	62	40.3%	78	57.7%	80	55.0%	79	58.2%
5	52	38.5%	62	38.7%	75	57.3%	75	45.3%
Elementary	183	49.2%	221	51.6%	227	57.7%	226	55.3%
6	43	32.6%	55	43.6%	71	46.5%	77	36.4%
7	42	57.1%	56	44.6%	50	44.0%	77	44.2%
8	22	13.6%	46	65.2%	62	58.1%	40	47.5%
Middle	107	38.3%	157	50.3%	183	49.7%	194	41.8%
Overall	318	46.9%	399	50.1%	448	54.7%	420	49.0%



Geographic District Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	1496	28.3%	1570	30.8%	1585	31.0%	1522	29.0%
4	1522	34.6%	1388	35.5%	1607	34.2%	1612	38.5%
5	1456	34.8%	1428	30.7%	1439	38.2%	1684	40.0%
Elementary	4474	32.6%	4386	32.2%	4631	34.4%	4818	36.0%
6	1280	30.6%	1355	30.4%	1527	28.9%	1508	29.0%
7	1203	36.3%	1159	29.9%	1446	35.8%	1519	31.5%
8	1030	39.0%	1149	33.9%	1315	31.7%	1435	32.6%
Middle	3513	35.0%	3663	31.3%	4288	32.1%	4462	31.0%
Overall	7987	33.7%	8049	31.8%	8919	33.3%	9280	33.6%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. From 2014-15 to 2015-16, overall mean scale score increased. From 2015-16 to 2016-17, overall mean scale score increased. Since last school year, overall mean scale score has decreased by 3.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 15.4 percentage points.

Looking through CARS: There are four pages for CMAS English Language Arts achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

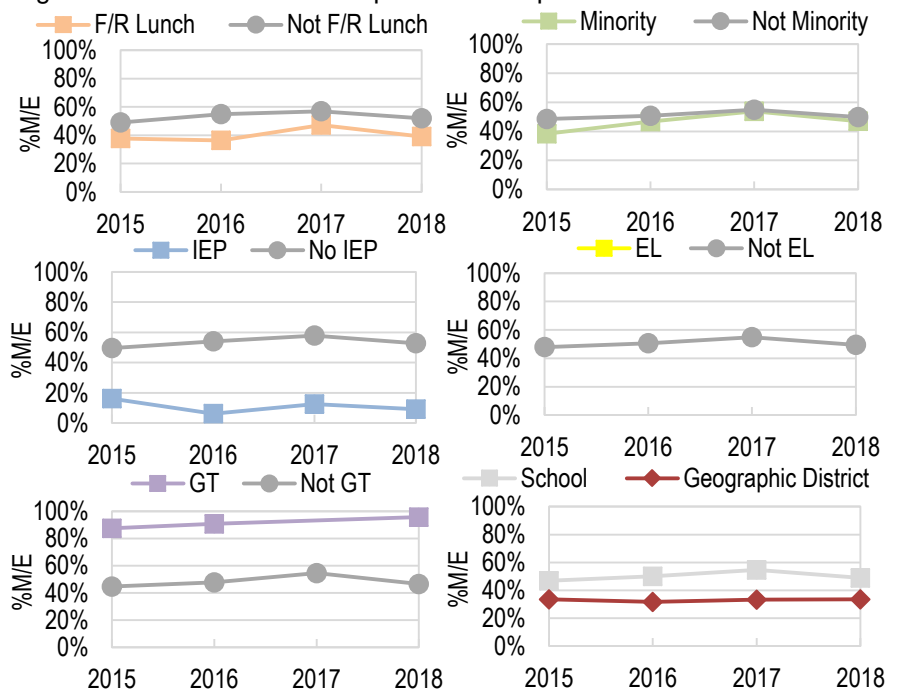
English Language Arts Subgroup Achievement

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 in ELA					
CMAS ELA		2015	2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	37.7%	36.3%	47.1%	39.0%
	N	49.0%	54.9%	57.0%	51.9%
Minority	Y	38.5%	46.7%	53.8%	47.0%
	N	48.5%	50.7%	54.9%	49.9%
IEP	Y	16.0%	6.1%	12.5%	9.1%
	N	49.5%	54.1%	57.9%	52.9%
EL	Y	--	--	--	--
	N	47.7%	50.6%	54.8%	49.4%
GT	Y	87.5%	90.9%	--	95.8%
	N	44.7%	47.7%	54.7%	46.6%
Schoolwide		46.9%	50.1%	54.7%	49.0%
Geographic District		33.7%	31.8%	33.3%	33.6%

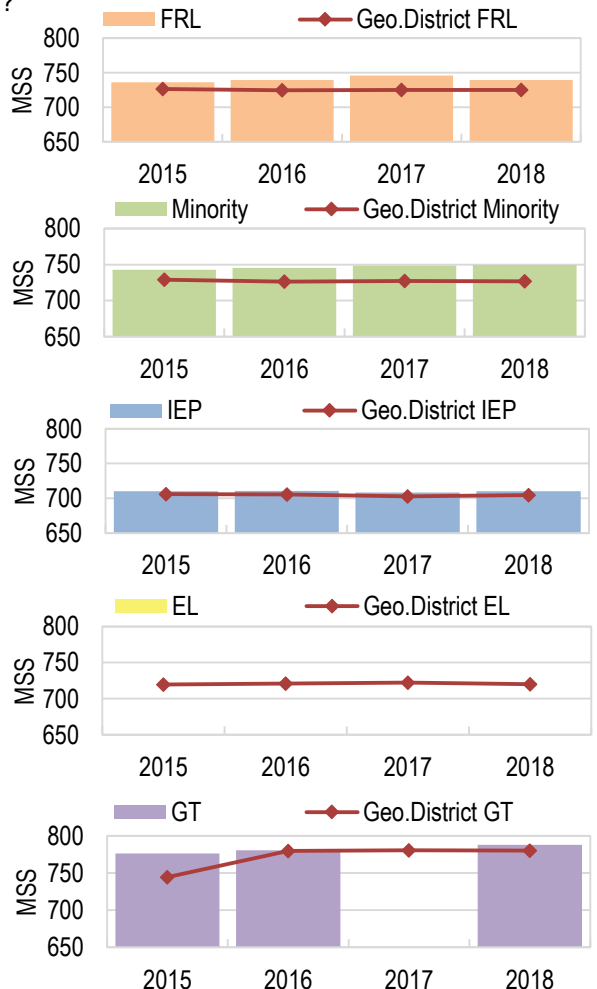


CMAS ELA: Subgroup Local Comparison

-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 Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	61	736	102	740	104	746	82	739
Minority	52	743	60	746	78	749	66	749
IEP	25	710	33	711	32	708	33	710
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	16	776	22	781	0	--	24	788

Geographic District Subgroup Proficiency over Time in ELA								
CMAS ELA	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	4009	726	3284	725	4791	725	4513	725
Minority	2574	729	2689	726	3002	727	2744	727
IEP	1212	706	1262	706	1240	703	1322	705
EL	684	720	654	721	686	722	545	720
GT	149	744	363	780	355	780	442	780



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2018, the following subgroups outperformed the geo. district: FRL, minority, IEP, GT, additional details are available in the graphs on the right.

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

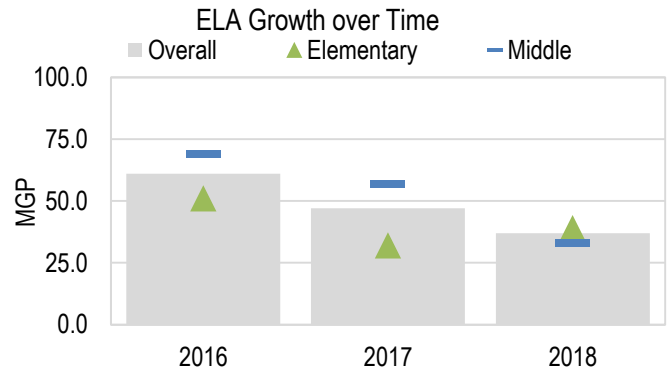


English Language Arts Growth

CMAS ELA: School Status and Trends

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

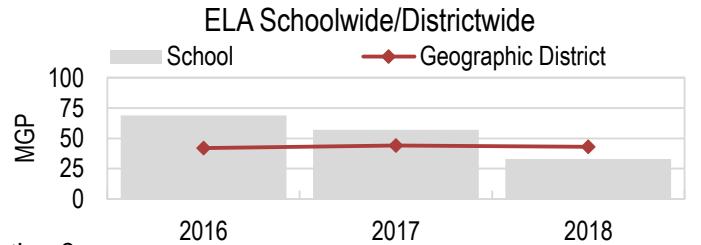
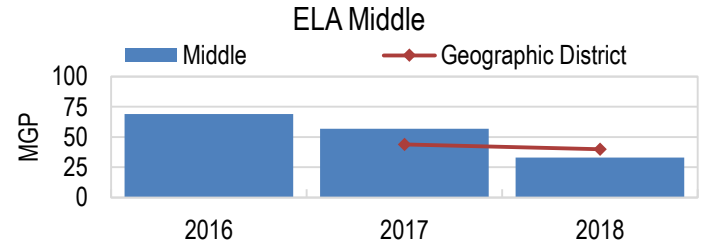
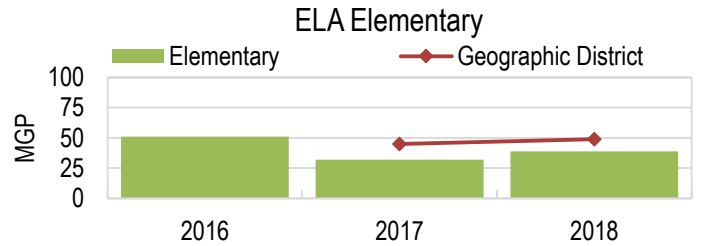
Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	67	50.0	76	26.0	73	42.0
5	56	63.0	71	39.0	71	37.0
Elementary	123	51.0	147	32.0	144	39.0
6	52	71.0	61	62.0	70	32.0
7	41	61.0	49	42.0	71	33.0
8	40	68.5	50	72.5	36	47.5
Middle	133	69.0	160	57.0	177	33.0
Overall	272	61.0	339	47.0	321	37.0



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		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	1225	46.0	1415	43.0	1455	47.0
5	1251	41.0	1228	46.0	1470	50.0
Elementary	NA	--	2643	45.0	2925	49.0
6	1193	41.0	1274	42.0	1292	40.0
7	963	42.0	1193	47.0	1350	39.0
8	933	39.0	976	39.5	1260	40.0
Middle	NA	--	3703	44.0	3902	40.0
Overall	6148	42.0	7029	44.0	6827	43.0



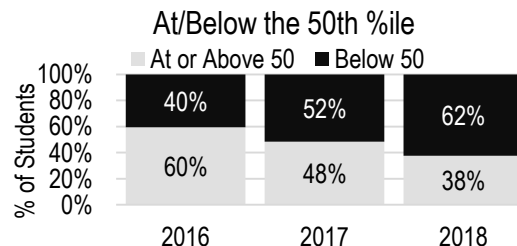
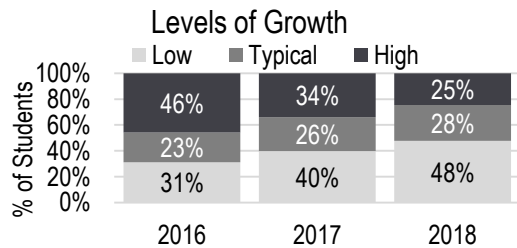
Growth Status and Local Comparison Narrative
The graphs above show schoolwide growth on the English Language Arts state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth decreased by 10 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has 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	2018
Low (below 35)	31%	40%	48%
Typical (35-65)	23%	26%	28%
High (above 65)	46%	34%	25%

ELA At/Below 50th %ile			
CMAS ELA	%Students		
Category	2016	2017	2018
At or Above 50	60%	48%	38%
Below 50	40%	52%	62%



Levels of Growth Narrative
Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 47.7% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 24.6% of students. The percent of students at or above the 50th percentile has decreased from last year (48.4% to 37.7%). Since 2016, the percent of students at or above the 50th percentile has decreased (59.6% to 37.7%).

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

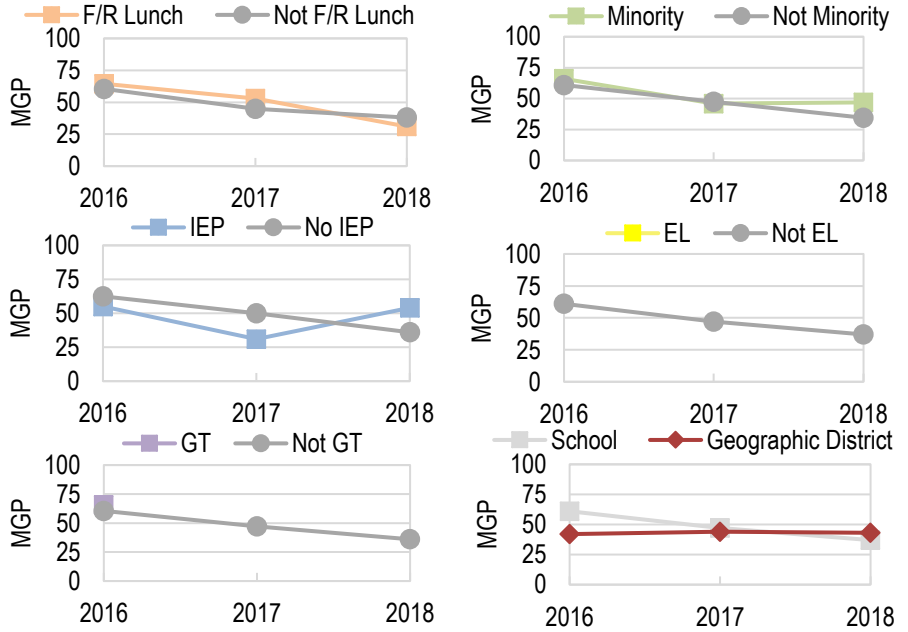
English Language Arts Subgroup Growth

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?

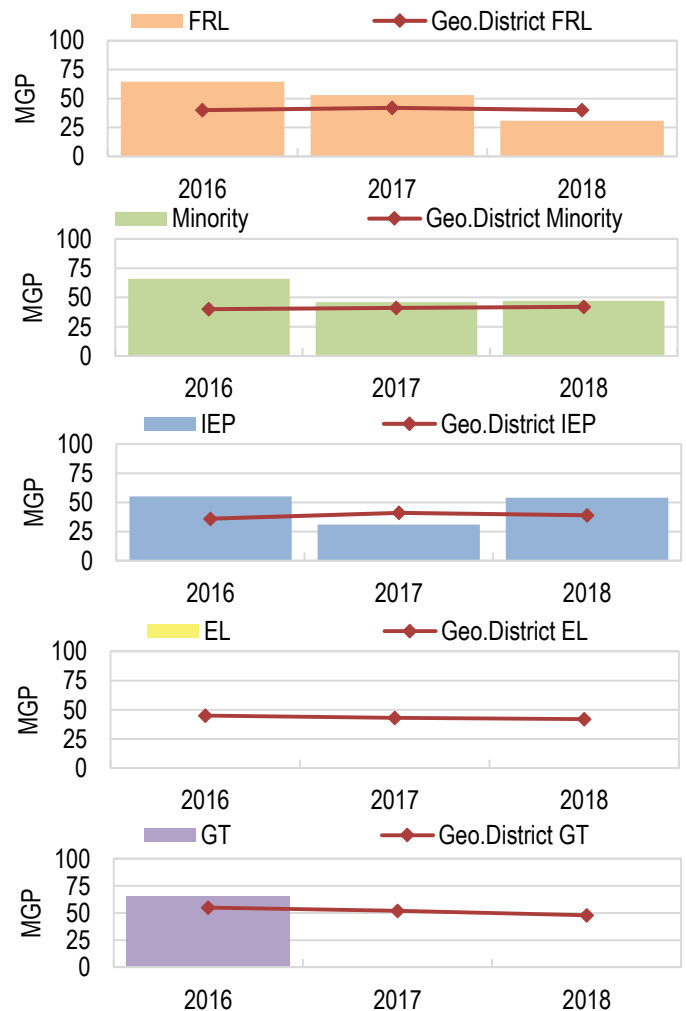
Subgroup Growth Gap Trends over Time in ELA				
CMAS ELA		2016	2017	2018
Student Subgroup		MGP	MGP	MGP
F/R Lunch	Y	64.5	53.0	31.0
	N	60.5	45.0	38.0
Minority	Y	66.0	46.0	47.0
	N	61.0	47.5	34.5
IEP	Y	55.0	31.0	54.0
	N	62.5	50.0	36.0
EL	Y	--	--	--
	N	61.0	47.0	37.0
GT	Y	65.5	--	--
	N	60.5	47.0	36.0
Schoolwide		61.0	47.0	37.0
Geographic District		42.0	44.0	43.0



CMAS ELA: 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 Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	64	64.5	77	53.0	59	31.0
Minority	39	66.0	57	46.0	53	47.0
IEP	24	55.0	25	31.0	27	54.0
EL	n<20	--	n<20	--	n<20	--
GT	20	65.5	n<20	--	n<20	--



Geographic District Subgroup Growth over Time in ELA						
CMAS ELA	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	2309	40.0	3325	42.0	3315	40.0
Minority	1943	40.0	2135	41.0	2067	42.0
IEP	854	36.0	771	41.0	826	39.0
EL	507	45.0	508	43.0	421	42.0
GT	330	55.0	310	52.0	411	48.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance increased, performance for students with disabilities (IEP) decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, IEP students outperformed their non-gen. ed. peers, overall, Mesa County Valley 51 outperformed the school. In 2018, the following subgroups outperformed the geo. district: minority, IEP, additional details are available in the graphs on the right.

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



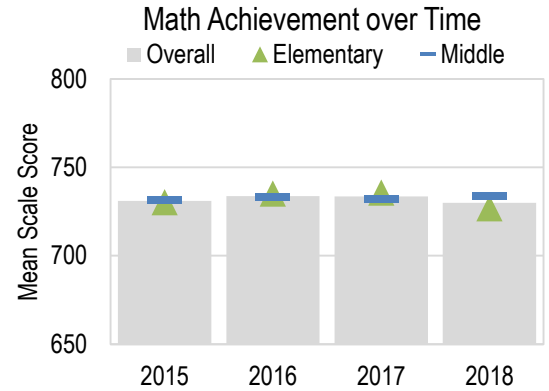
Mathematics Achievement

CMAS Math: School Status and Trends

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

Achievement over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
3	69	740	81	741	72	745	73	739
4	62	727	78	733	80	731	79	726
5	52	722	62	730	75	733	75	716
Elementary	183	730	221	735	227	736	225	727
6	43	729	55	727	71	730	77	734
7	42	742	55	737	50	738	77	732
8	22	718	45	736	62	731	40	736
Middle	107	732	155	733	183	732	194	734
Overall	318	731	398	734	448	734	421	730

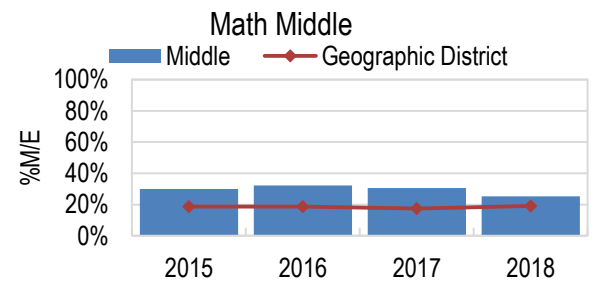
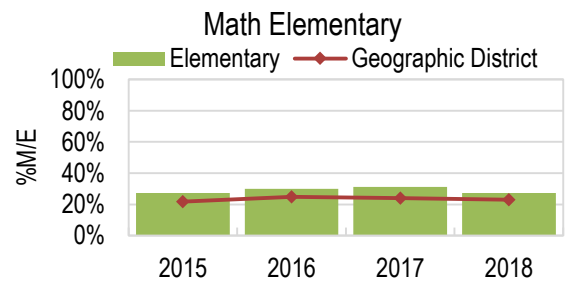
*Overall results before 2017-18 also include high school grade levels.



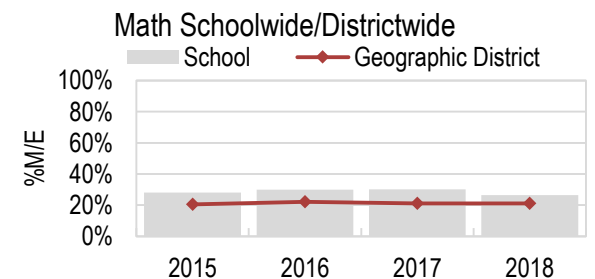
CMAS Math: Local Comparison

-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		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	69	39.1%	81	42.0%	72	44.4%	73	38.4%
4	62	24.2%	78	24.4%	80	22.5%	79	29.1%
5	52	15.4%	62	21.0%	75	28.0%	75	14.7%
Elementary	183	27.3%	221	29.9%	227	31.3%	227	27.3%
6	43	25.6%	55	20.0%	71	22.5%	77	24.7%
7	42	40.5%	55	36.4%	50	34.0%	77	22.1%
8	22	18.2%	45	42.2%	62	37.1%	40	32.5%
Middle	107	29.9%	155	32.3%	183	30.6%	194	25.3%
Overall	318	28.0%	398	29.9%	448	30.1%	421	26.4%



Geographic District Proficiency over Time in Math								
CMAS Math	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
3	1491	26.2%	1599	29.6%	1621	28.8%	1531	28.1%
4	1515	19.9%	1425	23.2%	1638	21.1%	1622	18.8%
5	1450	19.4%	1450	21.1%	1444	21.8%	1692	22.2%
Elementary	4456	21.9%	4474	24.8%	4703	24.0%	4845	22.9%
6	1268	22.8%	1352	23.1%	1529	20.8%	1513	22.9%
7	1150	21.7%	1138	18.8%	1407	19.0%	1523	18.2%
8	814	8.2%	877	12.1%	985	10.3%	1101	14.9%
Middle	3232	18.8%	3367	18.8%	3921	17.5%	4137	19.0%
Overall	7688	20.6%	7841	22.2%	8624	21.0%	8982	21.1%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. From 2014-15 to 2015-16, overall mean scale score increased. From 2015-16 to 2016-17, overall mean scale score decreased. Since last school year, overall mean scale score has decreased by 3.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past four years. Overall, the school has performed greater than their geo. district in 2015, 2016, 2017, and 2018. This year, the school performed greater than their geo. district by 5.2 percentage points.

Looking through CARS: There are

four pages for CMAS Mathematics achievement and growth data. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

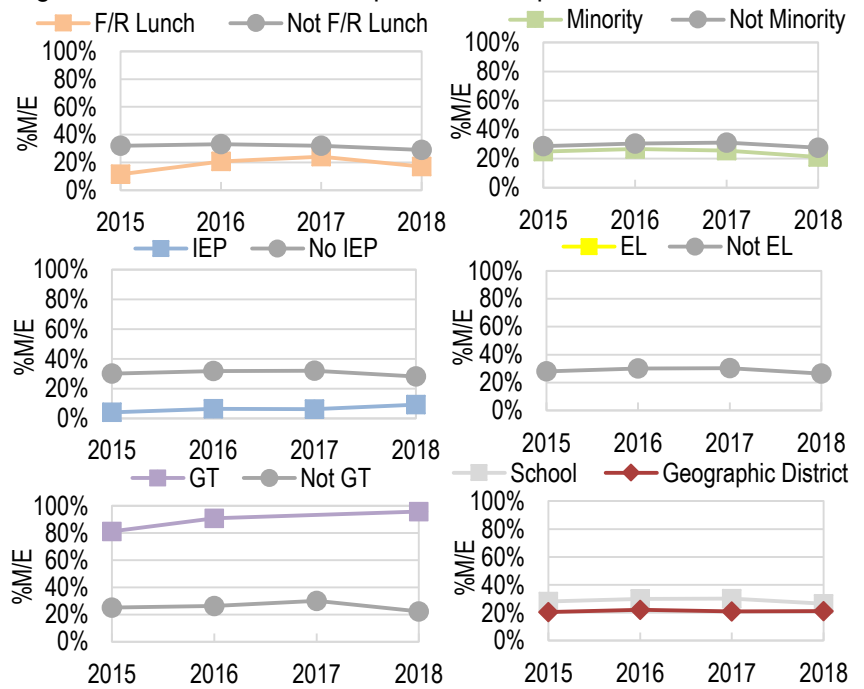
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

CMAS Math: Subgroup Status and Gap Trends

- 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?

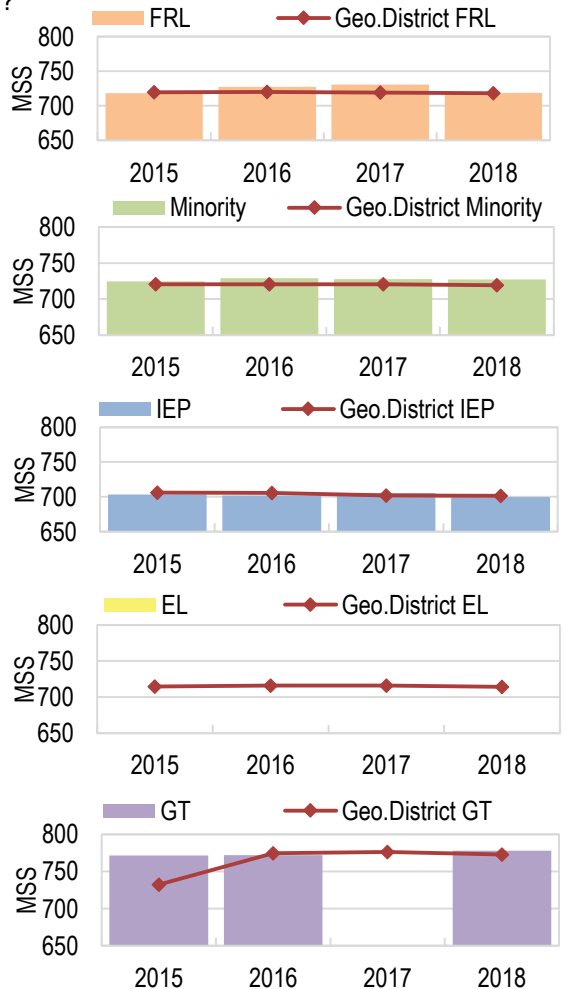
CMAS Math		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	11.5%	20.6%	24.0%	17.1%
	N	31.9%	33.1%	32.0%	28.9%
Minority	Y	25.0%	26.7%	25.6%	21.2%
	N	28.6%	30.5%	31.1%	27.6%
IEP	Y	4.0%	6.5%	6.3%	9.1%
	N	30.0%	31.9%	32.0%	28.1%
EL	Y	--	--	--	--
	N	28.1%	30.0%	30.2%	26.3%
GT	Y	81.3%	90.9%	--	95.8%
	N	25.2%	26.3%	30.1%	22.3%
Schoolwide		28.0%	29.9%	30.1%	26.4%
Geographic District		20.6%	22.2%	21.0%	21.1%



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?

CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	61	718	102	728	104	731	82	719
Minority	52	724	60	729	78	728	66	727
IEP	25	703	31	702	32	706	33	700
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	16	771	22	772	0	--	24	778



CMAS Math	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	3970	720	3307	720	4838	719	4541	718
Minority	2565	721	2702	721	3033	720	2770	719
IEP	1207	706	1271	706	1272	702	1327	702
EL	684	715	660	716	709	716	575	714
GT	148	732	366	775	355	776	438	773

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, performance for students with disabilities (IEP) decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2018, the following subgroups outperformed the geo. district: FRL, minority, GT, additional details are available in the graphs on the right.

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--	Not reportable due to low student counts.

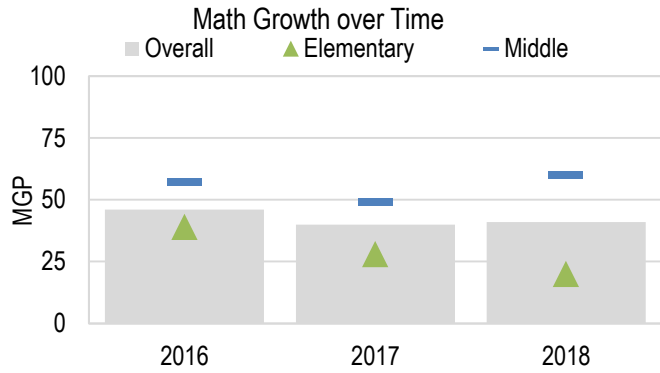


Mathematics Growth

CMAS Math: School Status and Trends

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

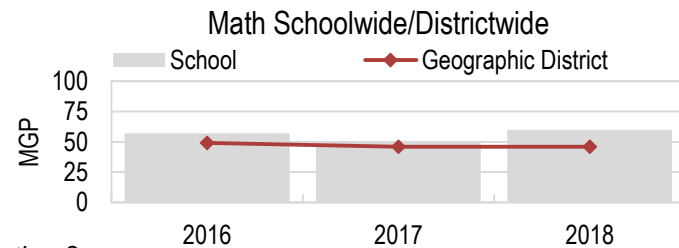
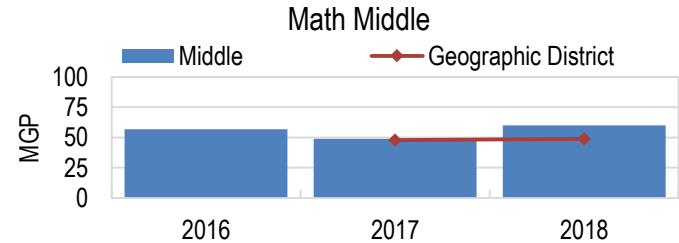
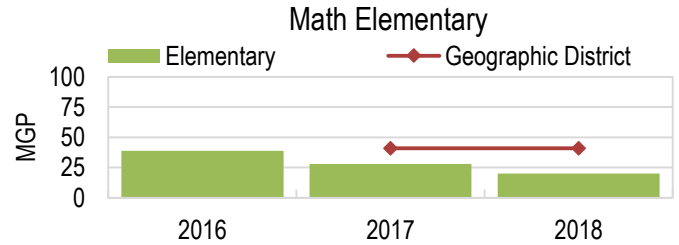
Growth over Time in Math						
CMAS Math	2016		2017		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	67	40.0	76	26.5	73	31.0
5	56	36.5	71	32.0	71	17.0
Elementary	123	39.0	147	28.0	144	20.0
6	52	56.0	61	45.0	70	58.0
7	35	77.0	49	63.0	72	66.0
8	40	38.0	50	47.5	31	49.0
Middle	127	57.0	160	49.0	173	60.0
Overall	266	46.0	336	40.0	317	41.0



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		2018	
Grade/Level	N	MGP	N	MGP	N	MGP
4	1257	50.0	1450	41.0	1486	40.0
5	1265	42.0	1259	41.0	1503	42.0
Elementary	NA	--	2709	41.0	2989	41.0
6	1187	54.0	1296	51.0	1301	56.0
7	934	47.0	1152	51.0	1348	47.0
8	689	50.0	728	39.0	939	43.0
Middle	NA	--	3342	48.0	3588	49.0
Overall	5723	49.0	6508	46.0	6577	46.0



Growth Status and Local Comparison Narrative

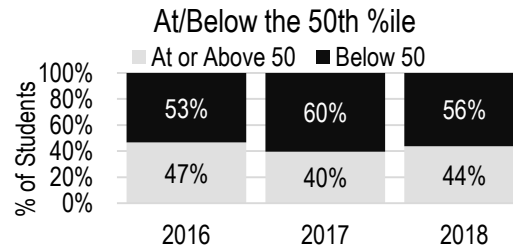
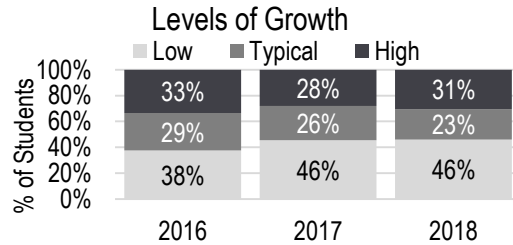
The graphs above show schoolwide growth on the Math state assessment. From 2016 to 2018, overall student growth has decreased. Since last year, student growth increased by 1 percentile points. In 2018, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

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	2018
Low (below 35)	38%	46%	46%
Typical (35-65)	29%	26%	23%
High (above 65)	33%	28%	31%

Math At/Below 50th %ile			
CMAS Math	%Students		
Category	2016	2017	2018
At or Above 50	47%	40%	44%
Below 50	53%	60%	56%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 46.1% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 30.6% of students. The percent of students at or above the 50th percentile has increased from last year (39.6% to 43.8%). Since 2016, the percent of students at or above the 50th percentile has decreased (46.6% to 43.8%).

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

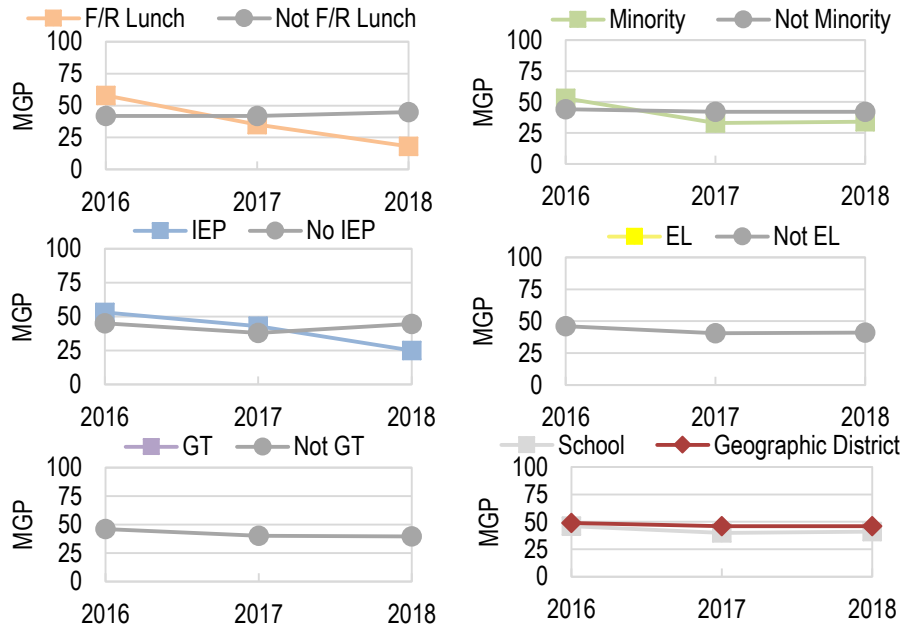


Mathematics Subgroup Growth

CMAS Math: Subgroup Status and Gap Trends

- 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?

CMAS Math	2016	2017	2018	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	58.0	35.0	18.0
	N	42.0	42.0	45.0
Minority	Y	53.0	33.0	34.0
	N	44.0	42.0	42.0
IEP	Y	53.0	43.0	25.0
	N	45.0	38.0	44.5
EL	Y	--	--	--
	N	46.0	40.5	41.0
GT	Y	--	--	--
	N	46.0	40.0	39.5
Schoolwide	46.0	40.0	41.0	
Geographic District	49.0	46.0	46.0	



CMAS Math: Subgroup Local Comparison

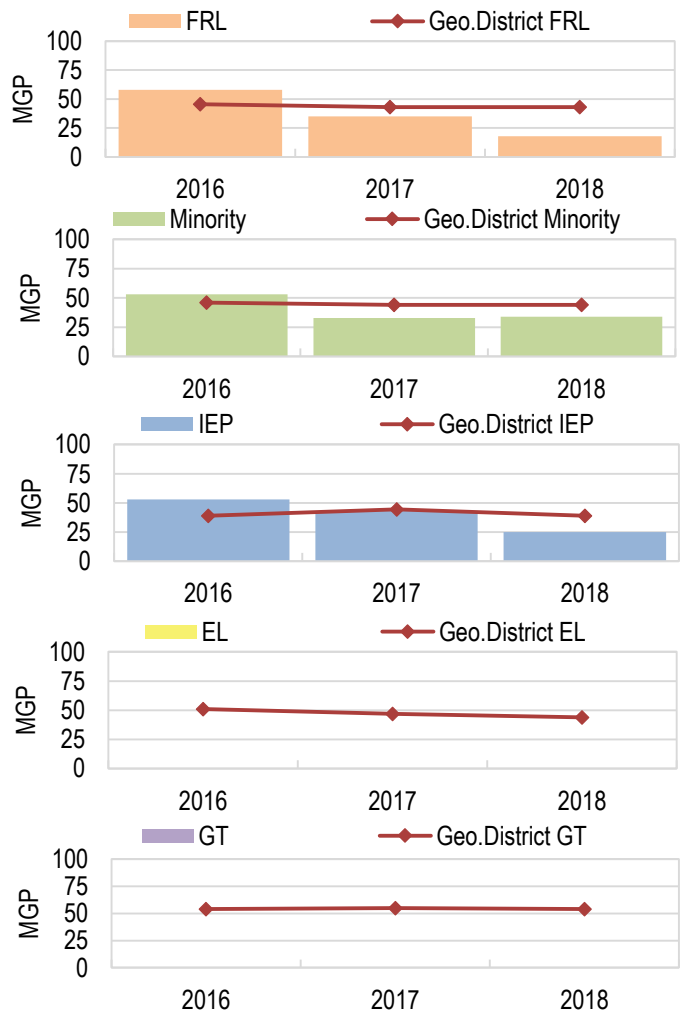
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	64	58.0	77	35.0	59	18.0
Minority	39	53.0	57	33.0	53	34.0
IEP	23	53.0	25	43.0	27	25.0
EL	n<20	--	n<20	--	n<20	--
GT	n<20	--	n<20	--	n<20	--

CMAS Math	2016		2017		2018	
Subgroup	N	MGP	N	MGP	N	MGP
F/R Lunch	2228	45.5	3256	43.0	3288	43.0
Minority	1872	46.0	2080	44.0	2074	44.0
IEP	851	39.0	796	44.5	845	39.0
EL	510	51.0	528	47.0	463	44.0
GT	200	54.0	183	55.0	339	54.0

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the Math state assessment over time. In Math, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance increased, performance for students with disabilities (IEP) decreased, and overall student performance increased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, Mesa County Valley 51 outperformed the school. In 2018, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, additional details are available in the graphs on the right.



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



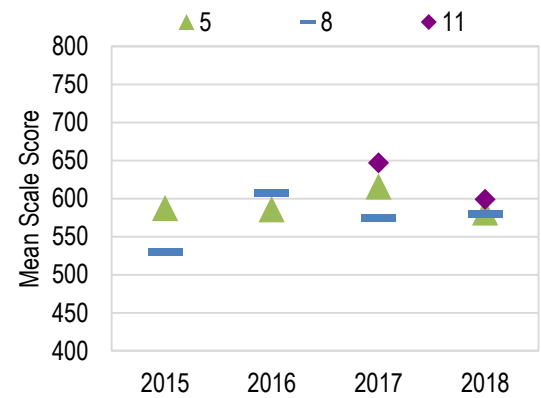
Science Achievement

CMAS Science: School Status and Trends

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

Achievement over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS
5	55	588	68	586	82	616	75	582
8	44	529	49	608	63	575	40	580
11	0	--	n<16	--	24	647	29	599

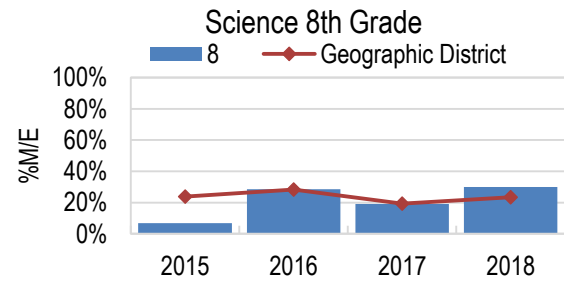
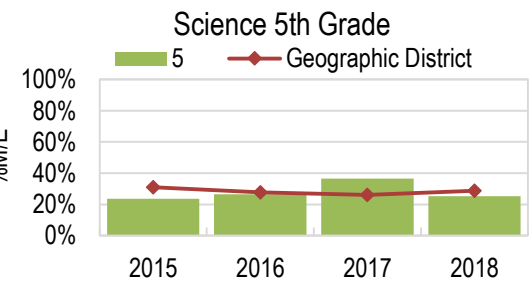
Science Achievement over Time



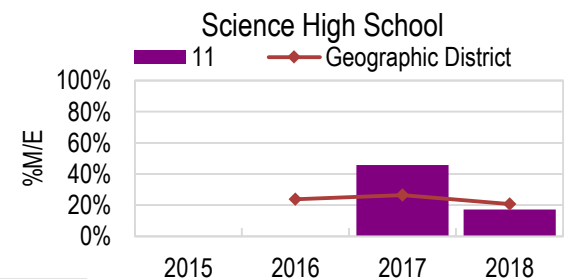
CMAS Science: Local Comparison

-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 Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	55	23.6%	68	26.5%	82	36.6%	75	25.3%
8	44	6.8%	49	28.6%	63	19.0%	40	30.0%
11	0	--	n<16	--	24	45.8%	29	17.2%
Overall	99	16.2%	117	27.4%	169	31.4%	144	25.0%



Geographic District Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Grade/Level	N	%M/E	N	%M/E	N	%M/E	N	%M/E
5	1487	30.9%	1430	27.6%	1433	26.0%	1682	28.7%
8	1211	23.9%	1160	28.3%	1295	19.4%	1430	23.5%
11	0	--	552	23.7%	669	26.5%	792	20.7%
Overall	2698	27.8%	3142	27.2%	3397	23.6%	3904	25.2%



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Science state assessment over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. 5th grade mean scale score has decreased by 34 scale score points. 8th grade mean scale score has increased by 5 scale score points. 11th grade mean scale score has decreased by 48 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past four years. In 2018, the school performed lower than the geo. district in 5th grade, greater than the geo. district in 8th grade, lower than the geo. district in 11th grade, and, overall, 25% of students met or exceeded state expectations.

Looking through CARS: There are two pages for CMAS Science achievement data. No growth data is available for CMAS Science. CMAS Science is administered to 5th, 8th, and 11th grade. Achievement contains trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

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

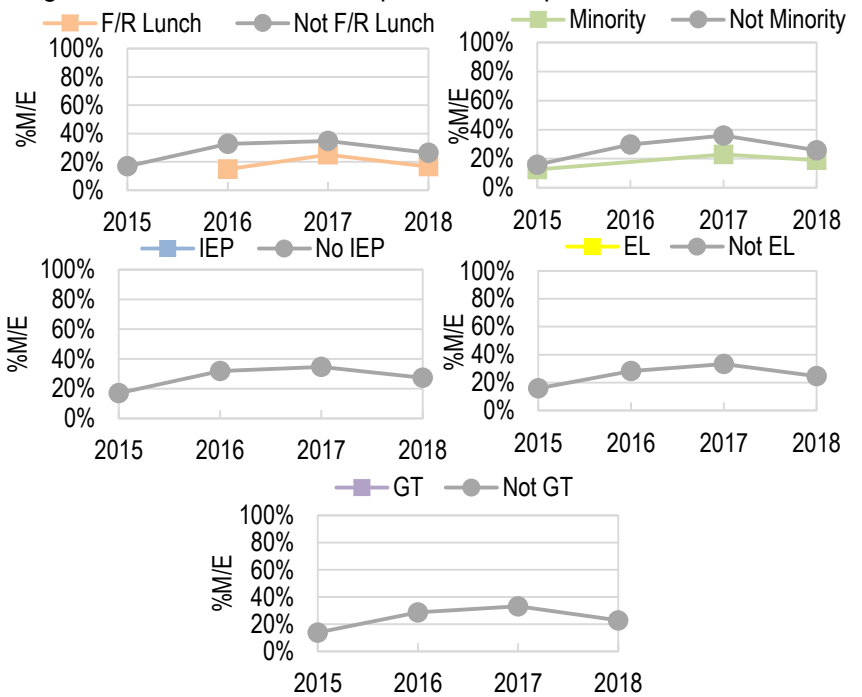
Science Subgroup Achievement

CMAS Science: Subgroup Status and Gap Trends

-How are traditionally underserved students achieving on state assessments in Science over time?

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

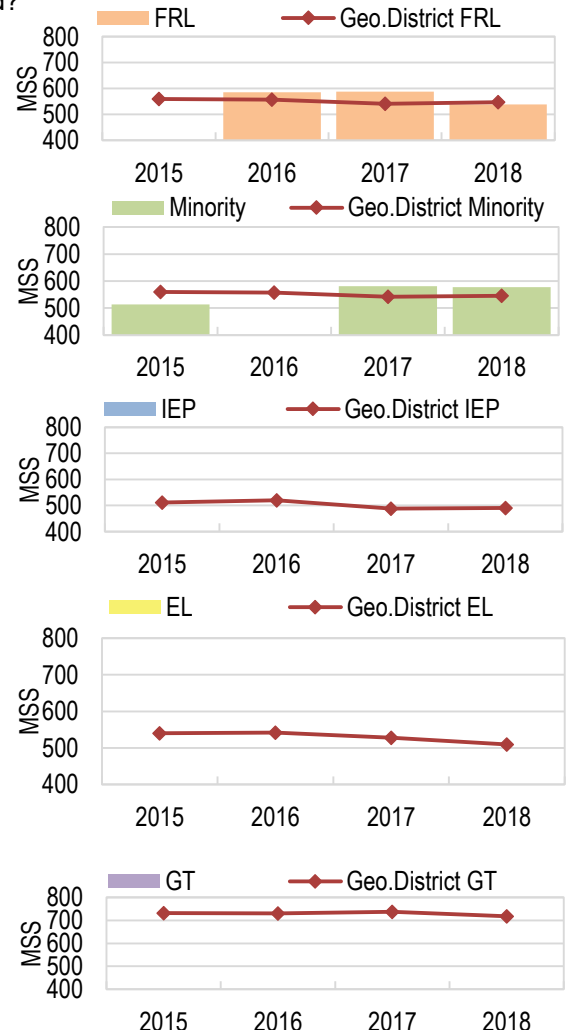
Subgroup Achievement Gap Trends over Time in SCI					
CMAS SCI		2015	2016	2017	2018
Student Subgroup	%M/E	%M/E	%M/E	%M/E	%M/E
F/R Lunch	Y	--	14.8%	25.0%	16.7%
	N	16.9%	32.6%	34.8%	26.4%
Minority	Y	12.5%	--	22.9%	19.0%
	N	16.0%	29.8%	36.0%	25.8%
IEP	Y	--	--	--	--
	N	16.9%	31.8%	34.7%	27.3%
EL	Y	--	--	--	--
	N	15.7%	28.2%	33.3%	24.5%
GT	Y	--	--	--	--
	N	13.8%	28.6%	33.1%	22.7%



CMAS Science: 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 Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	n<16	--	27	585	28	588	24	539
Minority	16	514	n<16	--	35	581	21	577
IEP	n<16	--	n<16	--	n<16	--	n<16	--
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	n<16	--	0	--	0	--	n<16	--



Geographic District Subgroup Proficiency over Time in Science								
CMAS SCI	2015		2016		2017		2018	
Subgroup	N	MSS	N	MSS	N	MSS	N	MSS
F/R Lunch	1257	560	1249	558	1478	541	1789	548
Minority	865	560	953	558	1002	542	1185	546
IEP	395	512	464	520	390	489	523	490
EL	241	540	242	542	246	528	203	510
GT	116	732	186	730	172	737	240	718

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. In English Language Arts, the percent of students eligible for free or reduced priced lunch (FRL) meeting or exceeding expectations decreased, minority student performance decreased, and overall student performance decreased. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Mesa County Valley 51 outperformed the school. In 2018, the following subgroups outperformed the geo. district: minority, additional details are available in the graphs on the right.

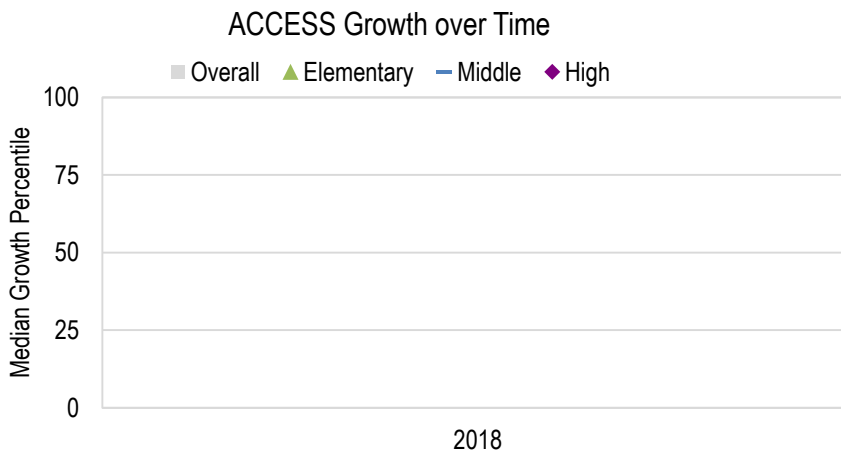
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds Meets Approaching Does Not Meet

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

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

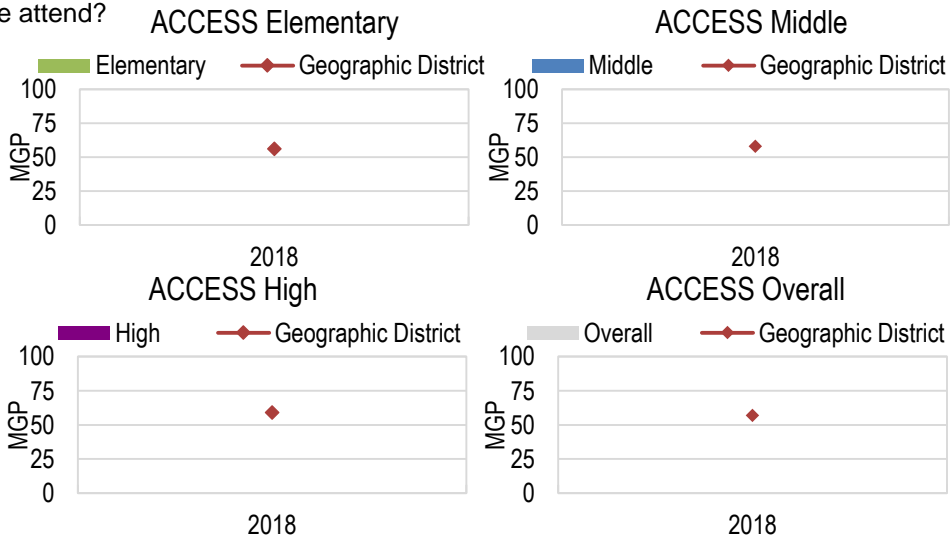
Growth on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
K	NA	--	--
1	n<20	--	--
2	NA	--	--
3	NA	--	--
4	n<20	--	--
5	NA	--	--
Elementary	n<20	--	--
6	NA	--	--
7	NA	--	--
8	NA	--	--
Middle	NA	--	--
9	NA	--	--
10	NA	--	--
11	NA	--	--
12	NA	--	--
High	NA	--	--
Overall	n<20	--	--



ACCESS for ELLs: 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 on ACCESS			
ACCESS	2018		
Grade/Level	N	MGP	%On Track
Elementary	294	56.0	NA
Middle	57	58.0	NA
High	48	59.0	NA
Overall	399	57.0	NA



ACCESS: Subgroup Status and Gap Trends*

-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?

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

Growth Status and Local Comparison Narrative	
--	

Looking through CARS: There is one page for ELP growth data. ACCESS is the assessment used. Growth data is not available for comparison before 2018. "% On Track" are the percent of students on track to reach EL proficiency. Narrative boxes provide further context to the data on each page.

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

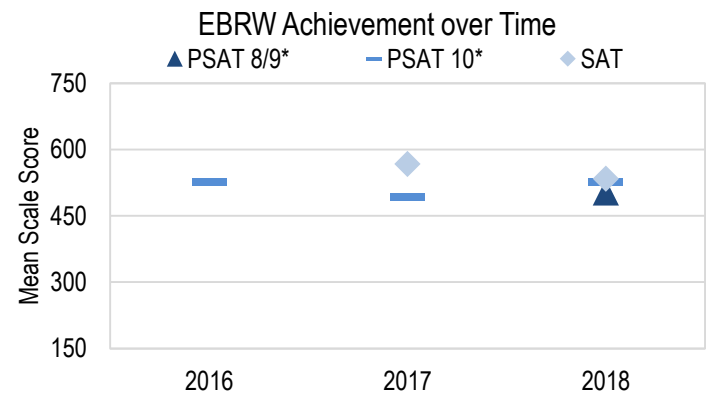
Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading & Writing Achievement PSAT/SAT EBRW: School Status and Trends

-How are students achieving on state assessments in Evidence-Based Reading & Writing over time?

Achievement over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	56	503
PSAT 10*	21	526	27	494	38	526
SAT	NA	--	25	567	29	534

PSAT 8/9 was administered for the first time during the 2017-18 school year.
PSAT 10 was administered for the first time during the 2015-16 school year.
SAT was administered for the first time during the 2016-17 school year.



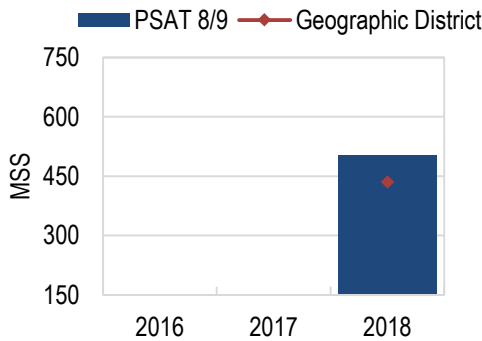
PSAT/SAT EBRW: Local Comparison

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

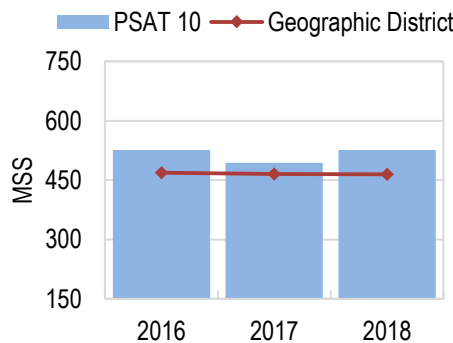
Geographic District Proficiency over Time in EBRW						
EBRW	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1525	435
PSAT 10	1242	469	1345	466	1442	465
SAT	NA	--	1362	501	1335	496

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

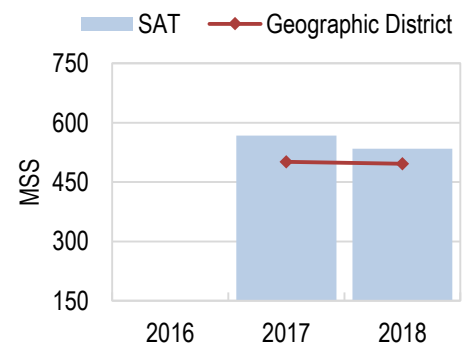
EBRW PSAT 8/9



EBRW PSAT 10



EBRW SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has increased by 32.3 scale score points. Mean scale scores for SAT has decreased by 33.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past three years. In 2018, the school performed greater than the geo. district for PSAT 8/9, greater than the geo. district for PSAT 10, and greater than the geo. district for SAT.

Looking through CARS: The following pages contain all postsecondary and workforce readiness measures evaluated in the CSI Academic Performance Framework. The next four pages contain PSAT/SAT Evidence-Based Reading and Writing (EBRW) achievement and growth results. Achievement and growth results contain data for trends over time, local comparisons, and subgroup comparisons. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page. Additional measures include: graduation rates, dropout rates, and matriculation rates.

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

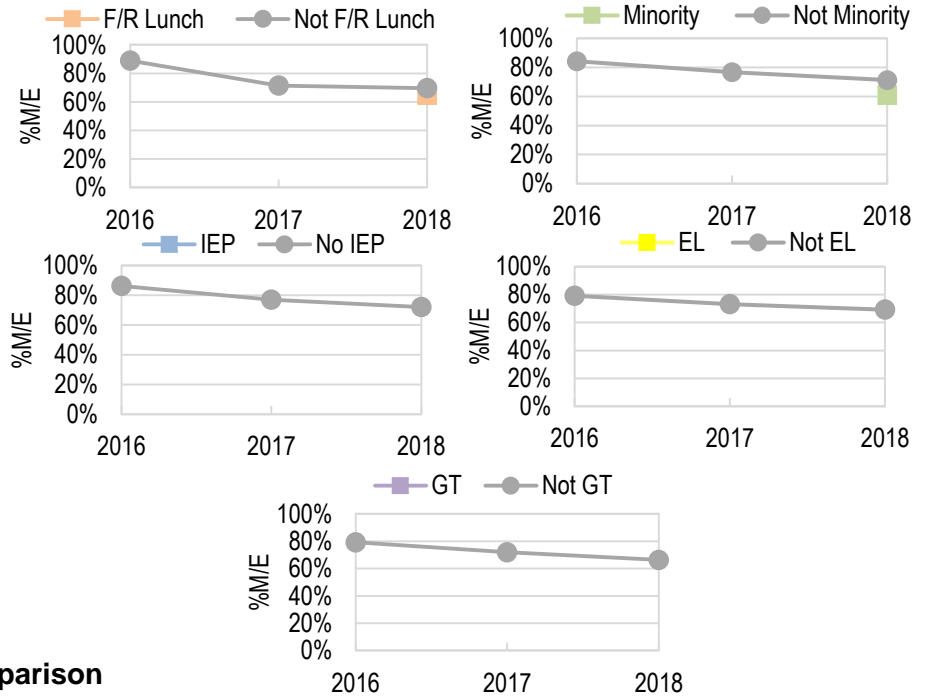
Evidence-Based Reading & Writing Subgroup Achievement

PSAT/SAT EBRW: Subgroup Status and Gap Trends

-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?

Achievement Gap Trends over Time in EBRW				
PSAT/SAT EBRW		2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	64.7%
	N	88.9%	71.4%	69.5%
Minority	Y	--	--	60.7%
	N	84.2%	76.7%	71.3%
IEP	Y	--	--	--
	N	86.4%	77.1%	72.1%
EL	Y	--	--	--
	N	79.2%	73.1%	69.2%
GT	Y	--	--	--
	N	79.2%	72.0%	66.4%

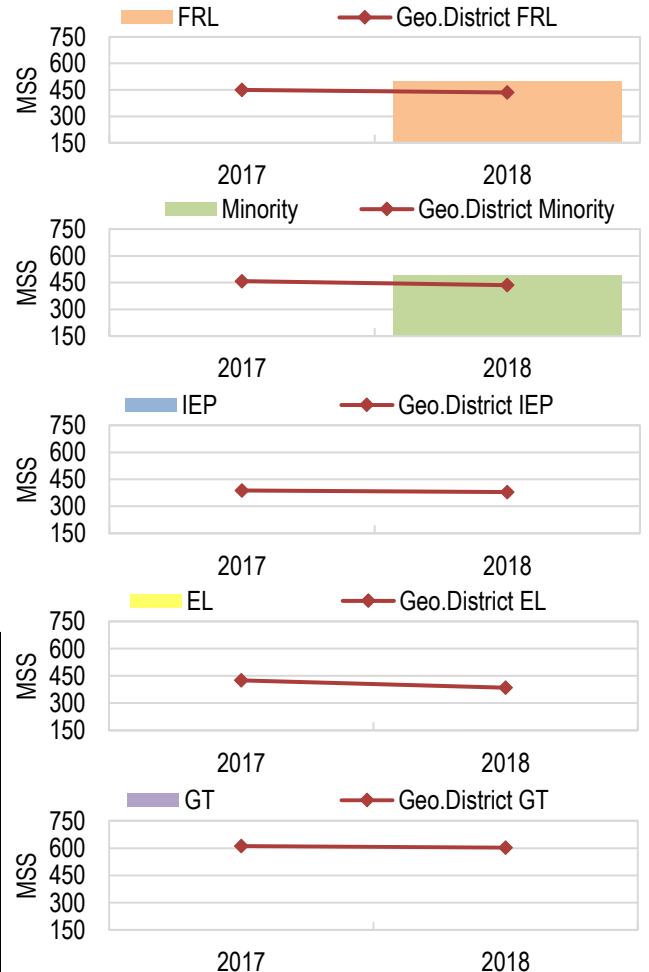


PSAT/SAT EBRW: Subgroup Local Comparison

-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 Proficiency over Time in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	n<16	--	17	498
Minority	n<16	--	28	491
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	n<16	--	n<16	--

Geo.District Subgroup Proficiency in EBRW				
EBRW	2017		2018	
	N	MSS	N	MSS
F/R Lunch	893	450	1466	435
Minority	725	458	1177	435
IEP	256	388	414	379
EL	162	425	127	385
GT	208	612	247	604



Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time. In EBRW, any subgroups with N-values less than 16 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, any subgroups with N-values less than 16 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: FRL, minority, and any additional details are available in the graphs on the right.

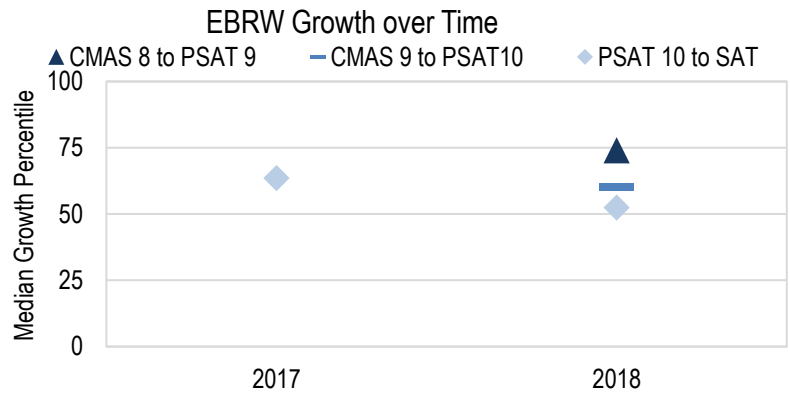
NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading & Writing Growth PSAT/SAT EBRW: School Status and Trends

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

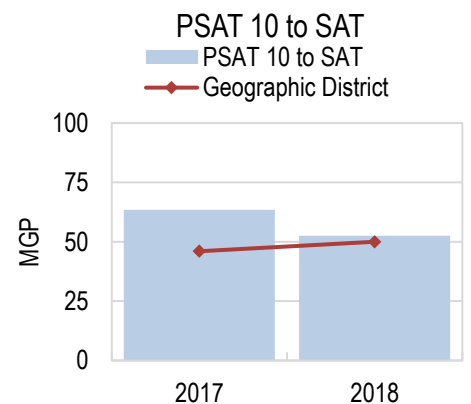
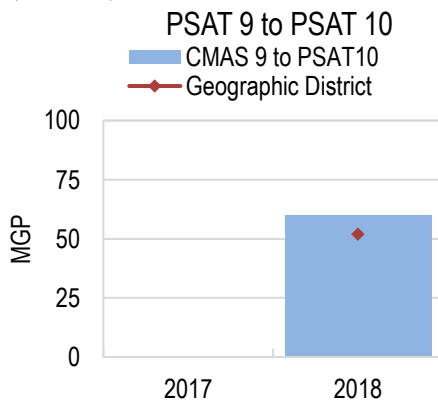
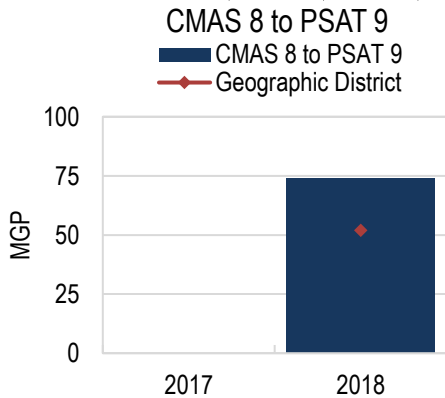
Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	51	74.0
CMAS 9 to PSAT10	NA	--	31	60.0
PSAT 10 to SAT	22	63.5	24	52.5



PSAT/SAT EBRW: 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?

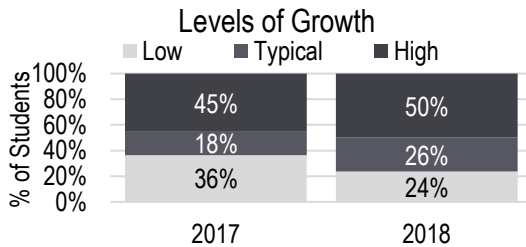
Geographic District Growth over Time in EBRW				
EBRW	2017		2018	
	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	1144	52.0
CMAS 9 to PSAT10	NA	--	1085	52.0
PSAT 10 to SAT	1112	46.0	3365	50.0



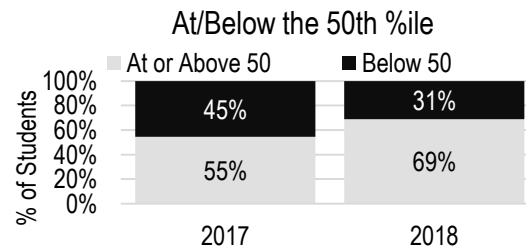
PSAT/SAT EBRW: Levels of Growth

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

EBRW Levels of Growth		
EBRW	% Students	
Category	2017	2018
Low (below 35)	36%	24%
Typical (35-65)	18%	26%
High (above 65)	45%	50%



EBRW At/Below 50th %ile		
EBRW	% Students	
Category	2017	2018
At or Above 50	55%	69%
Below 50	45%	31%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Evidence-Based Reading and Writing state assessments. In 2018, CMAS 8 to PSAT 9 student growth exceeded state expectations and was above the geo. district. CMAS 9 to PSAT 10 student growth met state expectations and was above the geo. district. PSAT 10 to SAT student growth met state expectations and was above the geo. district. From last year, SAT student growth has decreased. The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 23.6% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 50% of students. The percent of students at or above the 50th percentile has increased from last year (54.5% to 68.9%).

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

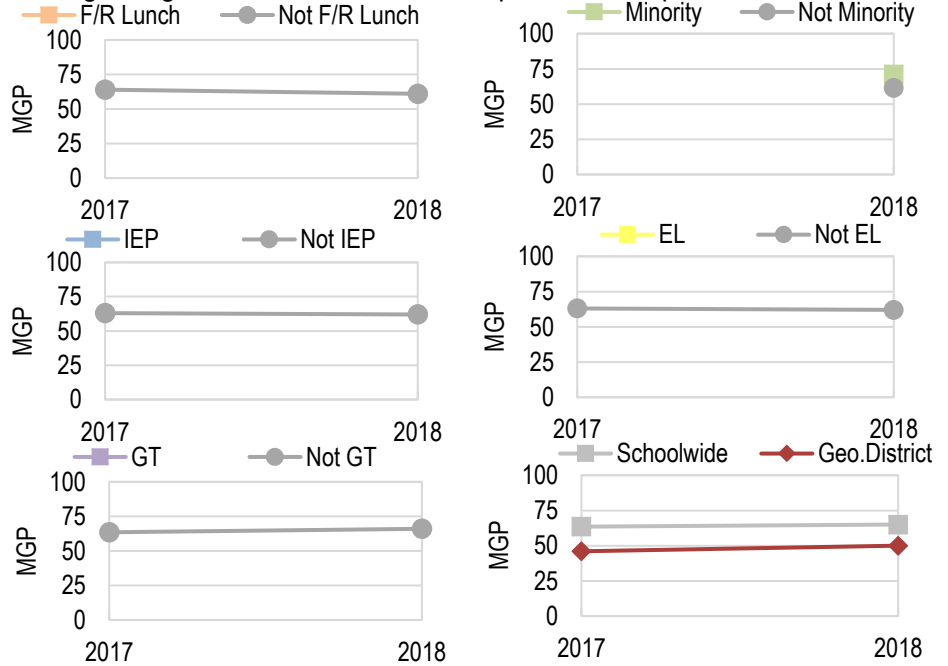
Evidence-Based Reading & Writing Subgroup Growth

PSAT/SAT EBRW: Subgroup Status and Gap Trends

-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?

Growth Gap Trends over Time in EBRW			
EBRW		2017	2018
Student Subgroup		MGP	MGP
F/R Lunch	Y	--	--
	N	64.0	61.0
Minority	Y	--	71.0
	N	--	61.5
IEP	Y	--	--
	N	63.0	62.0
EL	Y	--	--
	N	63.0	62.0
GT	Y	--	--
	N	63.5	66.0
Schoolwide		63.5	65.0
Geographic District		46.0	50.0



PSAT/SAT EBRW: Subgroup Local Comparison

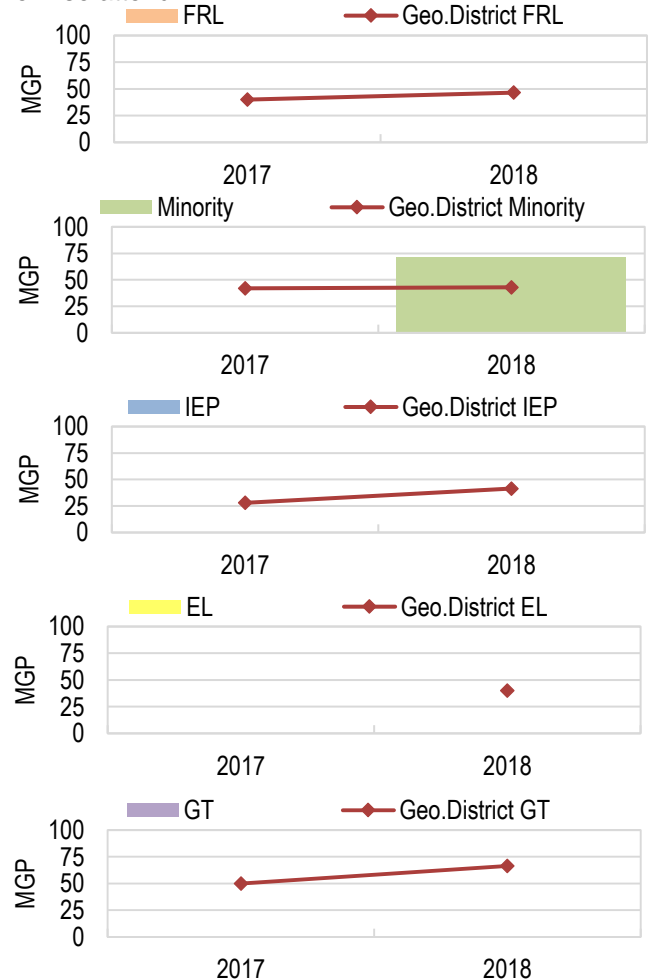
-How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n<20	--
Minority	n<20	--	24	71.0
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	0	--	n<20	--

Geo.District Subgroup Growth over Time in EBRW				
EBRW	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	322	40.0	1116	46.5
Minority	289	42.0	951	43.0
IEP	78	28.0	286	41.5
EL	NA	--	101	40.0
GT	109	50.0	232	66.5

Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the PSAT/SAT Evidence-Based Reading and Writing (EBRW) state assessments over time. In EBRW, performance for students with disabilities (IEP) decreased, any subgroups with N-values less than 20 were not reported due to low student counts. This year, minority students outperformed their non-minority peers, any subgroups with N-values less than 20 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: minority, and any additional details are available in the graphs on the right.



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

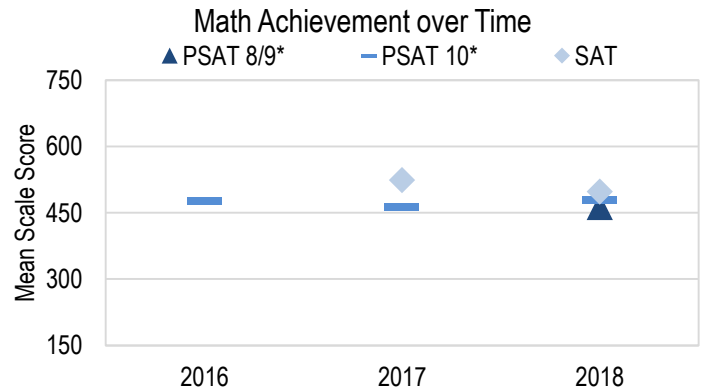
Mathematics Achievement

PSAT/SAT Math: School Status and Trends

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

Achievement over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9*	NA	--	NA	--	56	463
PSAT 10*	21	478	27	463	38	480
SAT	NA	--	25	524	29	498

PSAT 8/9 was administered for the first time during the 2017-18 school year.
PSAT 10 was administered for the first time during the 2015-16 school year.
SAT was administered for the first time during the 2016-17 school year.



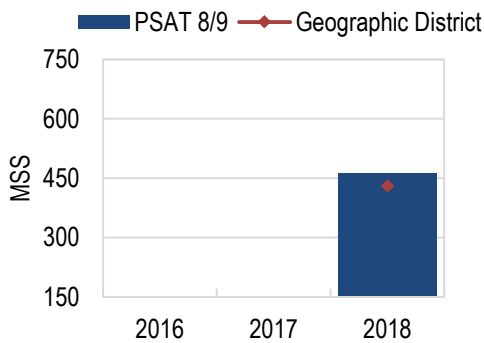
PSAT/SAT Math: Local Comparison

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

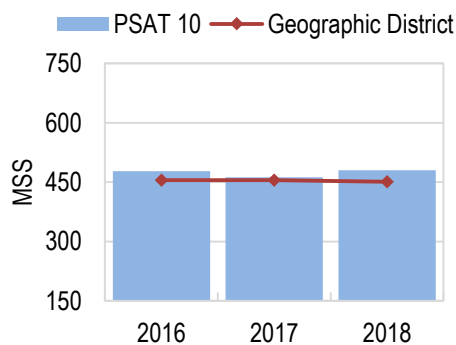
Geographic District Proficiency over Time in Math						
Math	2016		2017		2018	
Test	N	MSS	N	MSS	N	MSS
PSAT 8/9	NA	--	NA	--	1525	430
PSAT 10	1242	455	1345	455	1442	451
SAT	NA	--	1362	484	1335	479

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

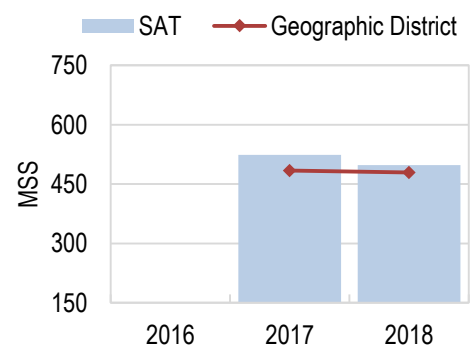
Math PSAT 8/9



Math PSAT 10



Math SAT



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the PSAT/SAT Math state assessments over time disaggregated by grade and class level. The color key to the right describes when mean scale scores exceeded, met, approached, or did not meet state expectations. Mean scale scores for PSAT 10 has increased by 17.4 scale score points. Mean scale scores for SAT has decreased by 26 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past three years. In 2018, the school performed greater than the geo. district for PSAT 8/9, greater than the geo. district for PSAT 10, and greater than the geo. district for SAT.

Looking through CARS: The following pages contain all postsecondary and workforce readiness measures evaluated in the CSI Academic Performance Framework.

The next four pages contain PSAT/SAT Math achievement and growth results. Achievement and growth results contain data for trends over time, local comparisons, and subgroup comparisons. Both achievement and growth sections have trends over time, geographic district comparisons, and subgroup comparisons. Narrative boxes provide further context to the data on each page.

Additional measures include: graduation rates, dropout rates, and matriculation rates.

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

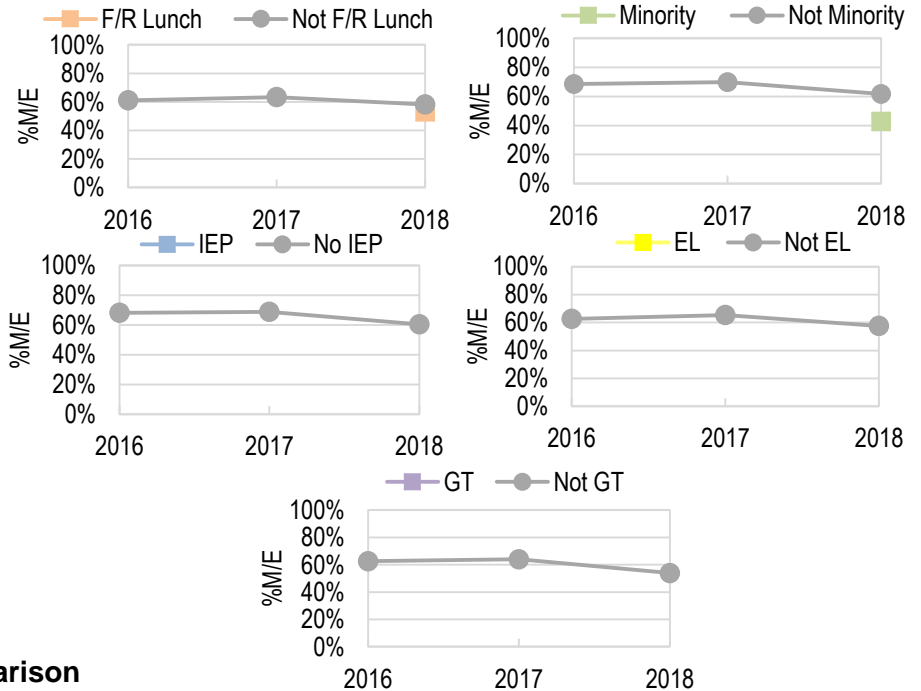
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

PSAT/SAT Math: Subgroup Status and Gap Trends

- 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?

PSAT/SAT Math		2016	2017	2018
Student Subgroup		%M/E	%M/E	%M/E
F/R Lunch	Y	--	--	52.9%
	N	61.1%	63.3%	58.1%
Minority	Y	--	--	42.9%
	N	68.4%	69.8%	61.7%
IEP	Y	--	--	--
	N	68.2%	68.8%	60.4%
EL	Y	--	--	--
	N	62.5%	65.4%	57.5%
GT	Y	--	--	--
	N	62.5%	64.0%	54.0%

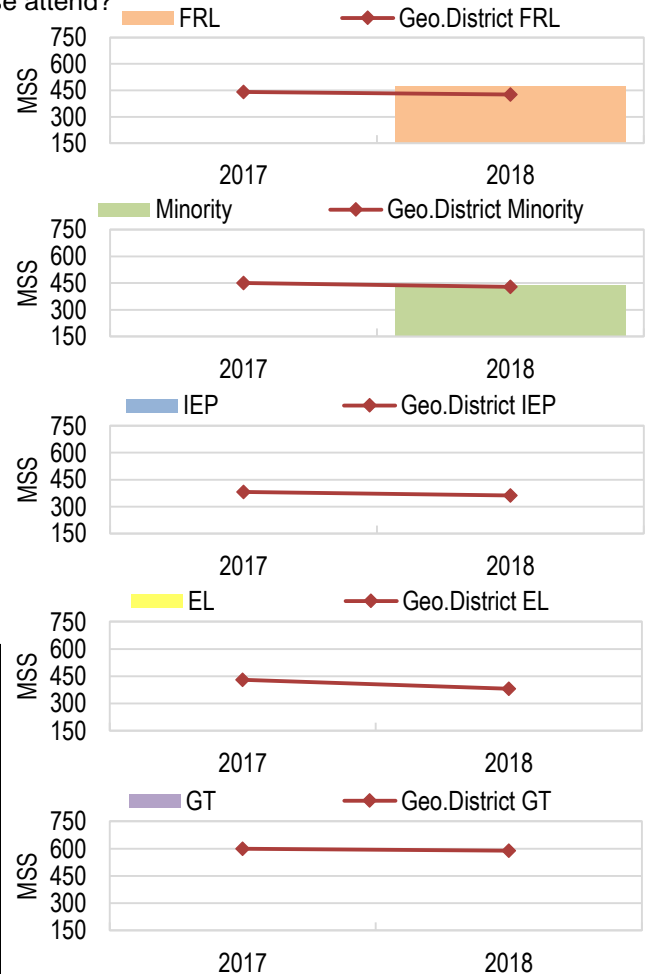


PSAT/SAT Math: Subgroup Local Comparison

- 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?

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	n<16	--	17	472
Minority	n<16	--	28	440
IEP	n<16	--	n<16	--
EL	n<16	--	n<16	--
GT	n<16	--	n<16	--

Math	2017		2018	
	N	MSS	N	MSS
F/R Lunch	893	440	1467	426
Minority	725	450	1179	429
IEP	256	382	414	362
EL	162	430	129	381
GT	208	599	247	589



Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the PSAT/SAT Math state assessments over time. In Math, any subgroups with N-values less than 16 were not reported due to low student counts. This year, non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, any subgroups with N-values less than 16 were not reported due to low student counts. In 2018, the following subgroups outperformed the geo. district: FRL, minority, and any additional details are available in the graphs on the right.

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

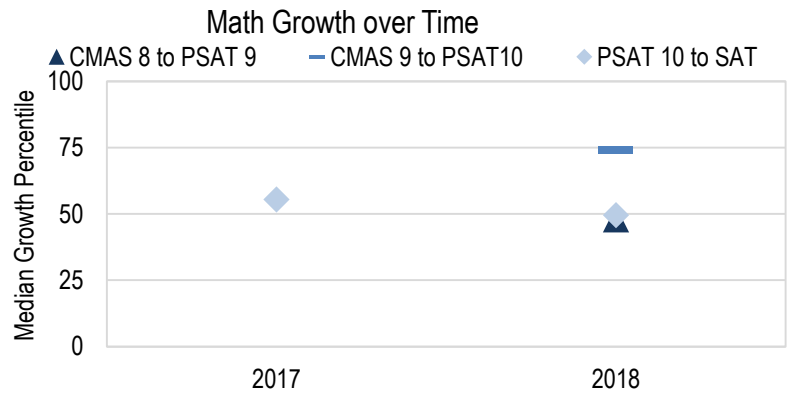
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

PSAT/SAT Math: School Status and Trends

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

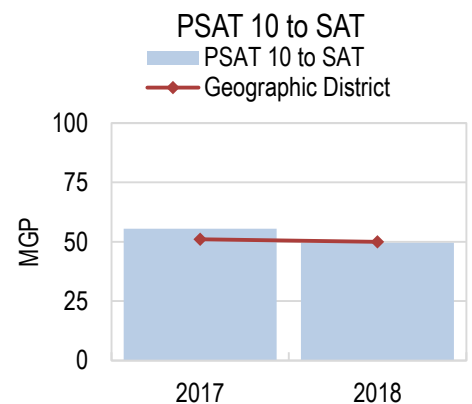
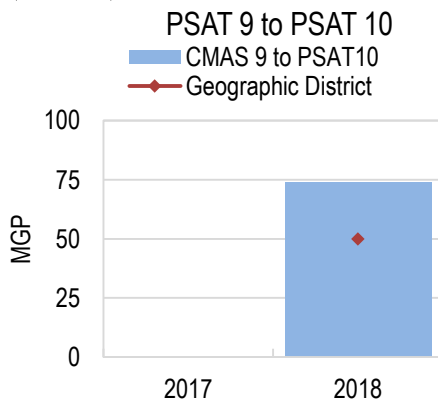
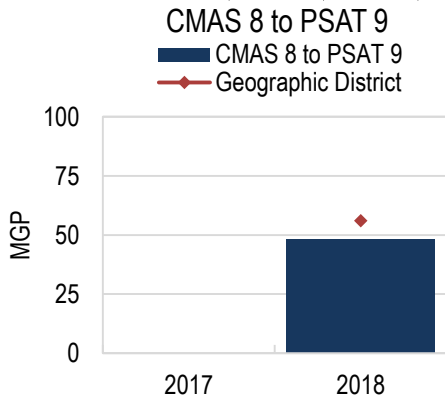
Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	50	48.0
CMAS 9 to PSAT10	NA	--	27	74.0
PSAT 10 to SAT	22	55.5	24	49.5



PSAT/SAT 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?

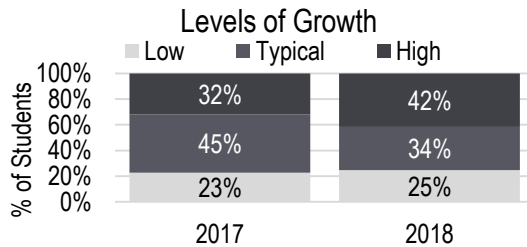
Geographic District Growth over Time in Math				
Math	2017		2018	
Grade/Level	N	MGP	N	MGP
CMAS 8 to PSAT 9	NA	--	839	56.0
CMAS 9 to PSAT10	NA	--	703	50.0
PSAT 10 to SAT	1112	51.0	2678	50.0



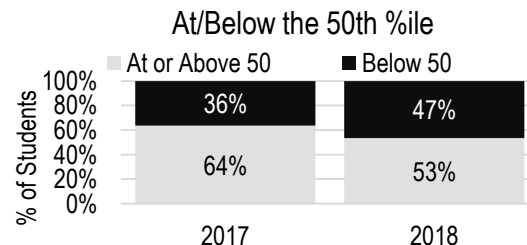
PSAT/SAT Math: Levels of Growth

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

Math Levels of Growth		
Math	% Students	
Category	2017	2018
Low (below 35)	23%	25%
Typical (35-65)	45%	34%
High (above 65)	32%	42%



Math At/Below 50th %ile		
Math	% Students	
Category	2017	2018
At or Above 50	64%	53%
Below 50	36%	47%



Status, Trends, and Levels of Growth Narrative

The graphs above show schoolwide growth on the Math state assessments. In 2018, CMAS 8 to PSAT 9 student growth was approaching state expectations and was below the geo. district. CMAS 9 to PSAT 10 student growth exceeded state expectations and was above the geo. district. PSAT 10 to SAT student growth was approaching state expectations and was below the geo. district. From last year, SAT student growth has decreased. The graphs to the left show how student growth is distributed across growth levels. Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 24.8% of students with growth scores while students with high growth rates, categorized as students with a MGP above 65, account for 41.6% of students. The percent of students at or above the 50th percentile has decreased from last year (63.6% to 53.5%).

NA	Not reported by the state.
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--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

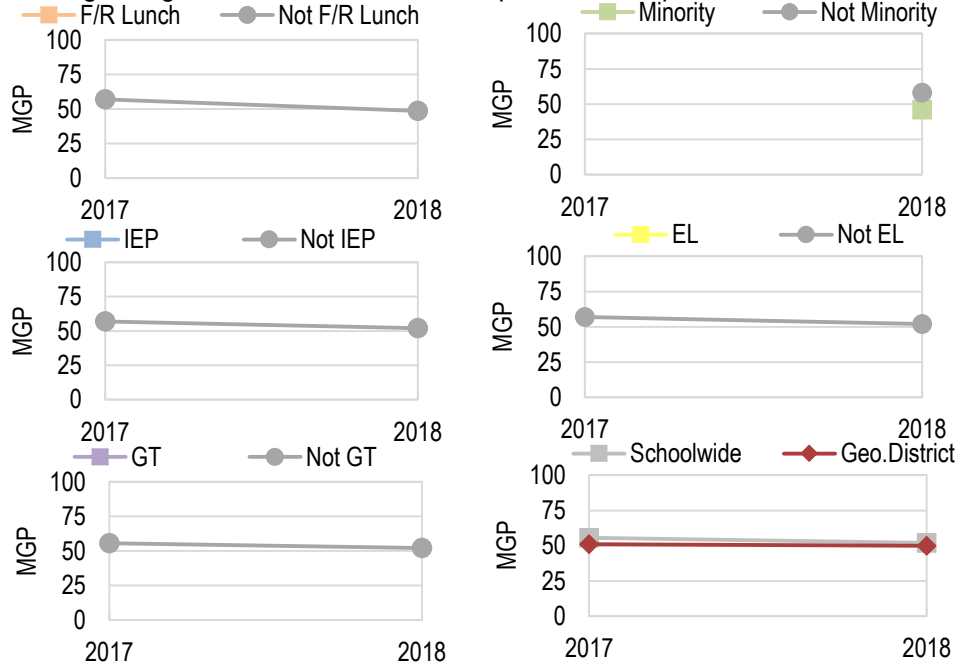
Mathematics Subgroup Growth

PSAT/SAT Math: Subgroup Status and Gap Trends

-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?

Growth Gap Trends over Time in Math			
Math		2017	2018
Student Subgroup		MGP	MGP
F/R Lunch	Y	--	--
	N	57.0	48.5
Minority	Y	--	46.0
	N	--	58.0
IEP	Y	--	--
	N	57.0	52.0
EL	Y	--	--
	N	57.0	52.0
GT	Y	--	--
	N	55.5	52.0
Schoolwide		55.5	52.0
Geographic District		51.0	50.0

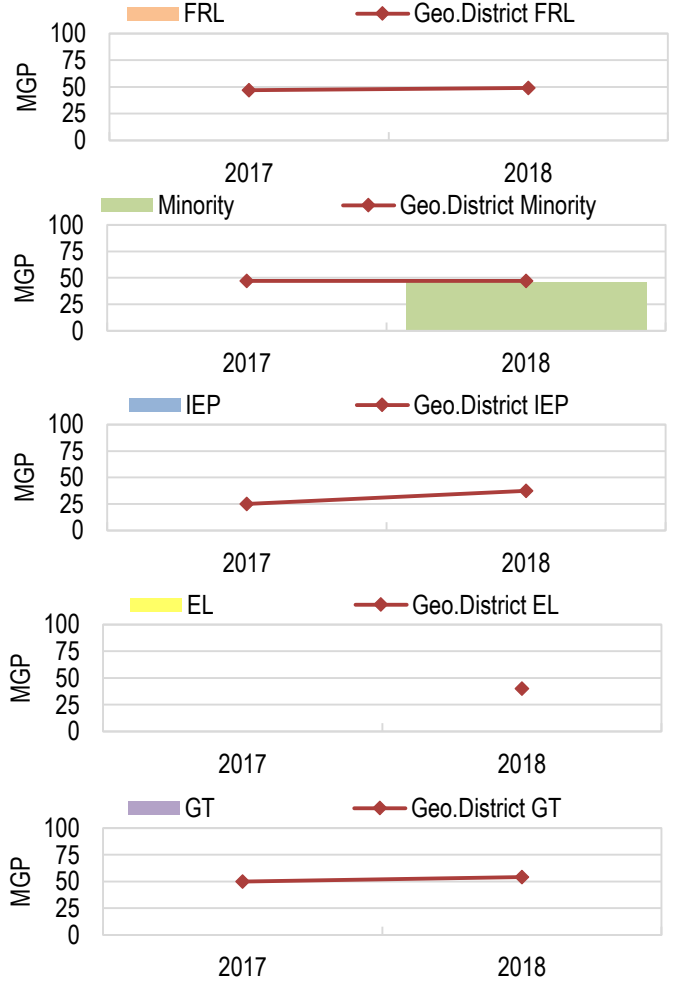


PSAT/SAT Math: Subgroup Local Comparison

-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 Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	n<20	--	n<20	--
Minority	n<20	--	24	46.0
IEP	n<20	--	n<20	--
EL	0	--	n<20	--
GT	0	--	n<20	--

Geo.District Subgroup Growth over Time in Math				
Math	2017		2018	
Subgroup	N	MGP	N	MGP
F/R Lunch	322	47.0	970	49.0
Minority	289	47.0	821	47.0
IEP	78	25.0	282	37.5
EL	NA	--	96	40.0
GT	109	50.0	110	54.0



Growth Subgroup Status and Local Comparison Narrative

The graphs above show growth of student subgroups on the PSAT/SAT Math state assessments over time. In Math, performance for students with disabilities (IEP) decreased, any subgroups with N-values less than 20 were not reported due to low student counts. This year, non-minority students outperformed their minority peers, any subgroups with N-values less than 20 were not reported due to low student counts. In 2018, the following geo. district subgroups outperformed subgroups in the school: minority, and any additional details are available in the graphs on the right.

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

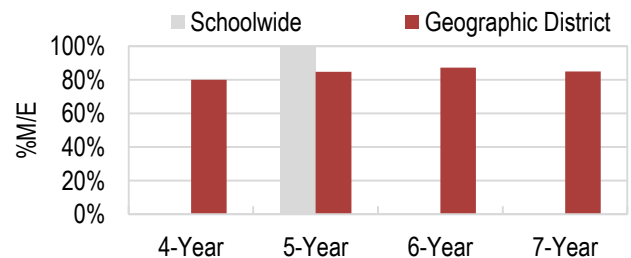
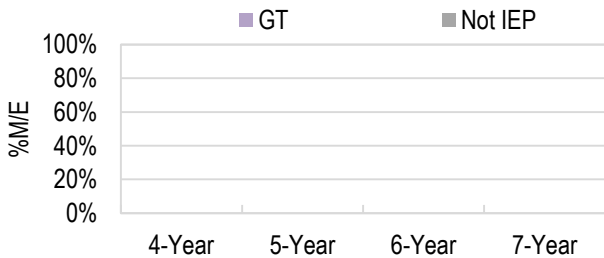
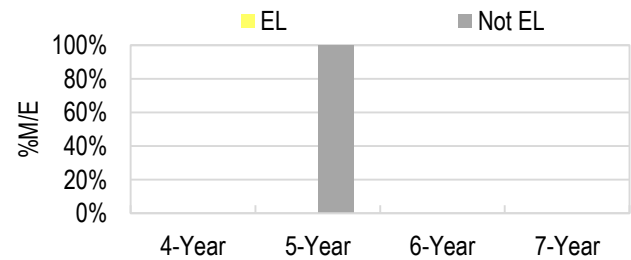
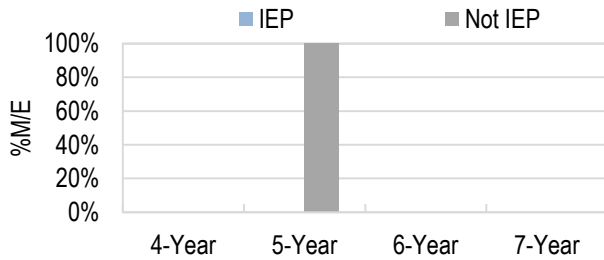
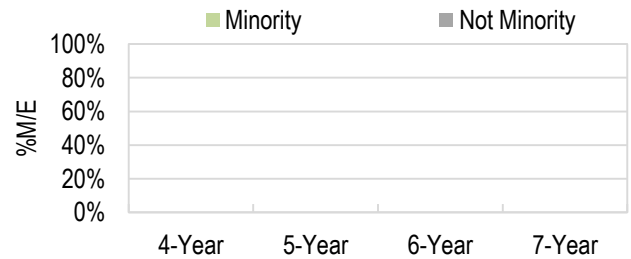
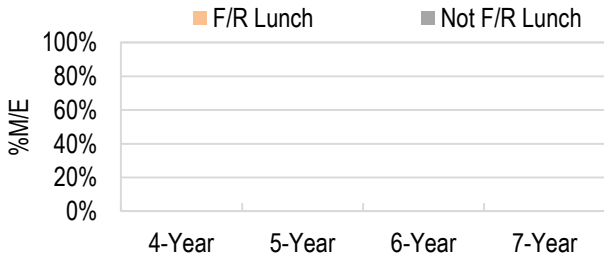
Postsecondary and Workforce Readiness Additional Indicators

Graduation Rate: School Status and Trends

- 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	4-Year		5-Year		6-Year		7-Year		
		N	Rate	N	Rate	N	Rate	N	Rate	
		F/R Lunch	Y	NA	n<16	--	n<16	--	n<16	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
Minority	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
IEP	Y	NA	n<16	--	n<16	--	n<16	--	n<16	--
	N	5yr	n<16	--	16	100.0%	n<16	--	n<16	--
EL	Y	NA	0	--	0	--	0	--	0	--
	N	5yr	n<16	--	17	100.0%	n<16	--	n<16	--
GT	Y	NA	n<16	--	n<16	--	n<16	--	0	--
	N	NA	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide	5yr	n<16	--	17	100.0%	n<16	--	n<16	--	--
Geographic District	6yr	1606	79.9%	1568	84.8%	1577	87.2%	1614	84.9%	



Graduation Rates School Status

The graphs above show schoolwide graduation rates disaggregated by student subgroups. Overall, the school's best of graduation rate is the 5 year rate of 100%. The best of rate for the geo. district is the 6 year rate of 87.2%.

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 & 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	NA	n<16	--	n<16	--	n<16	--	n<16	--
Minority	NA	n<16	--	n<16	--	n<16	--	n<16	--
IEP	NA	n<16	--	n<16	--	n<16	--	n<16	--
EL	NA	0	--	0	--	0	--	0	--
GT	NA	n<16	--	n<16	--	n<16	--	0	--
Schoolwide	5yr	n<16	--	17	100.0%	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	6yr	806	71.2%	666	77.3%	533	83.5%	710	75.5%
Minority	6yr	436	76.1%	376	78.7%	456	82.7%	429	77.9%
IEP	7yr	178	53.4%	180	67.8%	149	71.1%	176	72.2%
EL	6yr	67	71.6%	68	69.1%	115	85.2%	94	70.2%
GT	6yr	142	95.1%	173	96.0%	176	97.7%	159	97.5%
Geo. District	6yr	1606	79.9%	1568	84.8%	1577	87.2%	1614	84.9%



Graduation Rates Status and Local Comparison

The graphs above show schoolwide graduation rates disaggregated by student subgroups compared to the geographic district. Any student subgroup with an N less than 16 won't be reported due to low student counts.

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

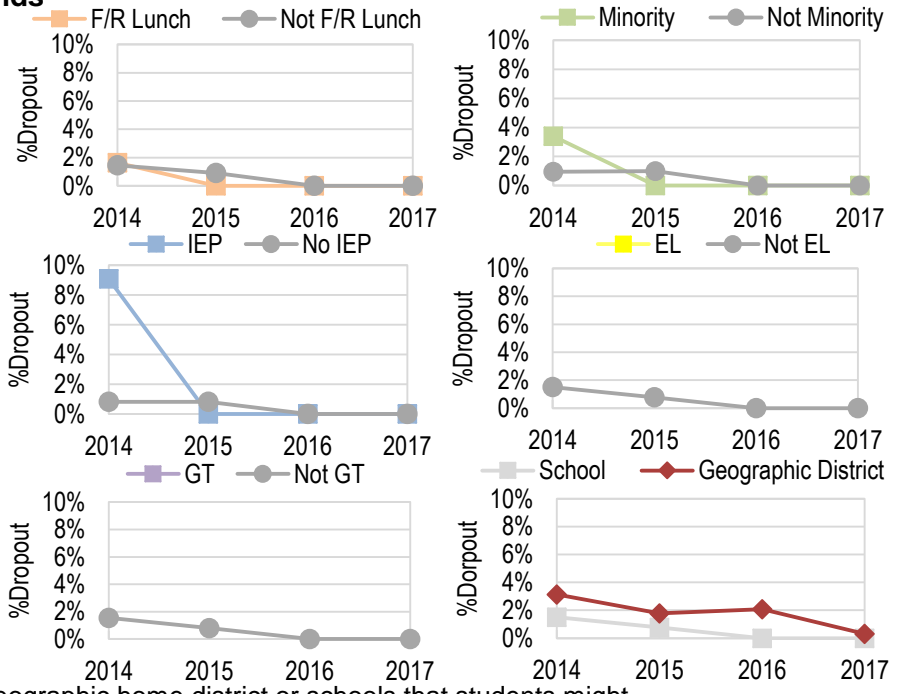
Exceeds	Approaching
Meets	Does Not Meet

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	2017
Student Subgroup		Rate	Rate	Rate	Rate
F/R Lunch	Y	1.6%	0.0%	0.0%	0.0%
	N	1.5%	0.9%	0.0%	0.0%
Minority	Y	3.4%	0.0%	0.0%	0.0%
	N	1.0%	1.0%	0.0%	0.0%
IEP	Y	9.1%	0.0%	0.0%	0.0%
	N	0.8%	0.8%	0.0%	0.0%
EL	Y	--	--	--	--
	N	1.5%	0.8%	0.0%	0.0%
GT	Y	--	--	--	--
	N	1.5%	0.8%	0.0%	0.0%
Schoolwide		1.5%	0.8%	0.0%	0.0%
Geographic District		3.1%	1.8%	2.1%	0.3%



Dropout Rate: Subgroup Local Comparison

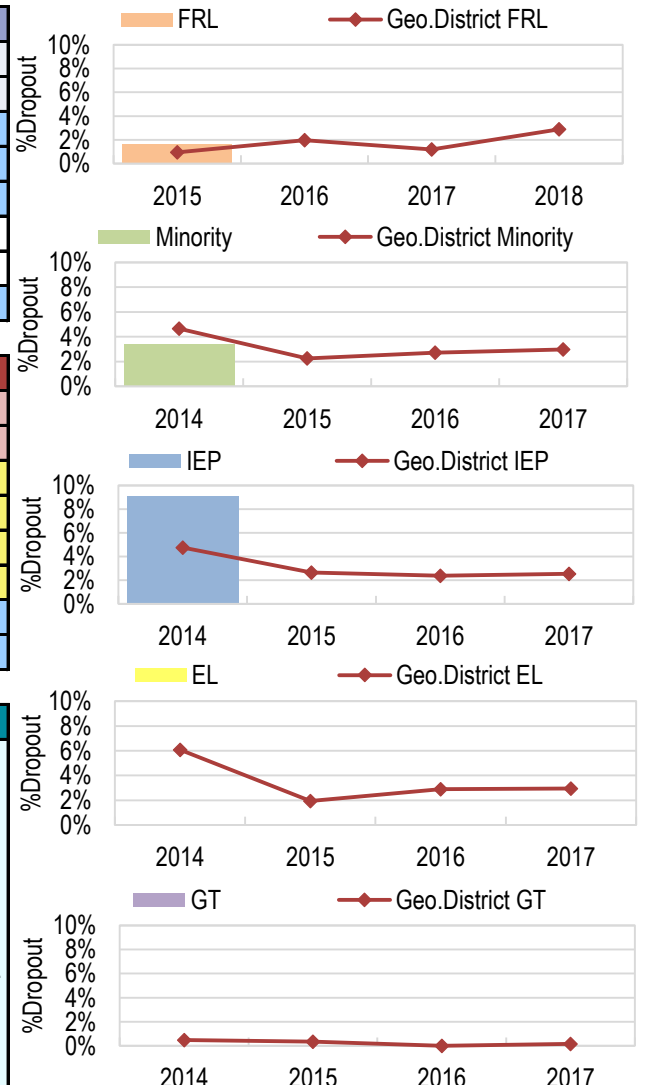
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

School Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	61	1.6%	36	0.0%	73	0.0%	38	0.0%
Minority	59	3.4%	57	0.0%	56	0.0%	52	0.0%
IEP	22	9.1%	16	0.0%	21	0.0%	20	0.0%
EL	n<16	--	n<16	--	n<16	--	n<16	--
GT	n<16	--	n<16	--	n<16	--	n<16	--
Schoolwide	267	1.5%	260	0.8%	272	0.0%	252	0.0%

Geographic District Subgroup Dropout Rates over Time								
Dropout	2014		2015		2016		2017	
Subgroup	N	Rate	N	Rate	N	Rate	N	Rate
F/R Lunch	3588	0.9%	3190	2.0%	3988	1.2%	4427	2.9%
Minority	2930	4.6%	2928	2.3%	2958	2.7%	3167	3.0%
IEP	1242	4.8%	1248	2.6%	1221	2.4%	1333	2.6%
EL	395	6.1%	308	1.9%	276	2.9%	238	2.9%
GT	213	0.5%	293	0.3%	702	0.0%	639	0.2%
Geo. District	10649	3.1%	10571	1.8%	10416	2.1%	900	0.3%

Dropout Rates Status and Local Comparison

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, students eligible for free or reduced priced lunch (FRL) dropout rates had no change, minority student dropout rates had no change, students with disabilities (IEP) dropout rates had no change, and overall student dropout rates had no change. This year, FRL and non-FRL students had equivalent dropout rates, minority and non-minority students had equivalent dropout rates, IEP and general education students had equivalent dropout rates, overall, Mesa County Valley 51 had higher dropout rates than the school. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, additional details are available in the graphs on the right.



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

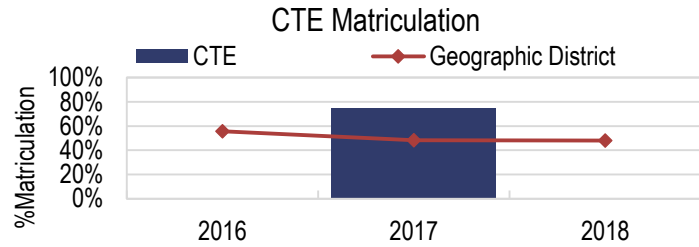
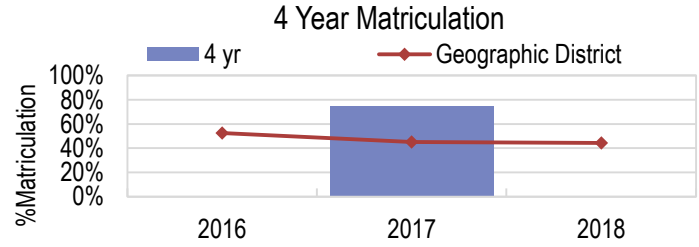
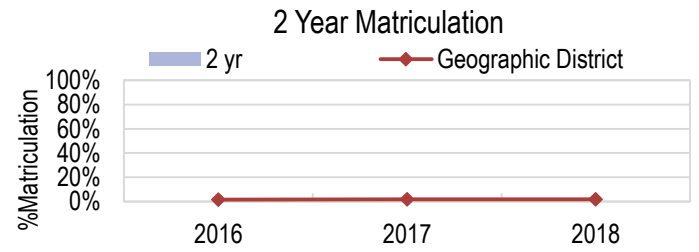
Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

School Matriculation Rate Trends over Time						
Matriculation Category	2016		2017		2018	
	N	Rate	N	Rate	N	Rate
2 yr	n<16	--	16	0.0%	n<16	--
4 yr	n<16	--	16	75.0%	n<16	--
CTE	n<16	--	16	0.0%	n<16	--
Schoolwide	n<16	--	16	75.0%	n<16	--

Geo. District Matriculation Rate Trends over Time						
Matriculation Category	2016		2017		2018	
	N	Rate	N	Rate	N	Rate
2 yr	1423	2%	1378	2%	1436	2%
4 yr	1423	52%	1378	45%	1436	44%
CTE	1423	4%	1378	3%	1436	5%
Geo. District	1423	55.7%	1378	48.2%	1436	48.1%



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Mesa County Valley 51. In 2018, school matriculation rates could not be reported due to low student counts.

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.

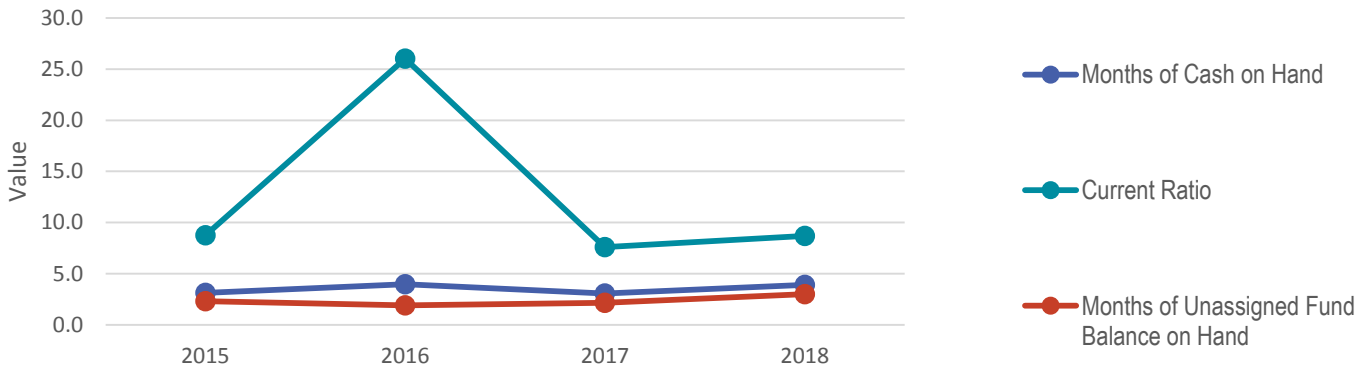
Fiscal Years 2015-2018 Financial Results

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?

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's accreditation rating, view the "CARS Rating" page in this report.

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	1.8%	2.8%	0.6%	6.0%
Months of Cash on Hand	3.12	3.98	3.05	3.90
Current Ratio	8.74	26.02	7.59	8.70
Months of Unassigned Fund Balance on Hand	2.29	1.91	2.16	3.00
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES



Enrollment

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

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	-10.0%	7.1%	2.0%	0.8%
Change in FPC from Prior-Year	-9.4%	12.6%	4.6%	4.2%

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	2018
Months of Cash on Hand	--	--	--	--
Current Ratio	--	--	--	--
Debt to Asset Ratio	--	--	--	--
Change in Net Position	--	--	--	--

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	2018
Debt to Asset Ratio	1.79	1.71	1.61	1.86
Change in Net Position	(\$123,883)	(\$340,731)	(\$3,055,091)	(\$3,967,258)
Default	NO	NO	NO	NO

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

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

Caprock Academy 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 higher than budget by 6.1 pupils (1 percent), and 33.5 pupils (4 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 3.9 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 6 percent and a decrease 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.

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

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 2017-18 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

Caprock Academy has been an active participant in the MTSS Collaborative Grant funded by CDE. They have worked extensively over the last two years improving their Multi-Tiered Systems of Supports in order to meet the needs of all their learners.

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 2017-18 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 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. Some of the Organizational Submissions were completed after the deadline, but overall the submissions were compliant and required only minimal revisions. In addition, the School is generally very responsive to feedback and questions.

School Observations

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



Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us