



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2018-2019

Caprock Academy



Expanding Frontiers in Public Education

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COLORADO

CHARTER SCHOOL INSTITUTE

CSI HISTORY

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

OUR MISSION

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

OUR VISION

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

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CSI Annual Review of Schools (CARS) Summary

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

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

CSI Performance Framework

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

CARS Accreditation Ratings

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



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

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

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

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

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be 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 | Anastasia Hawkins - 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 September 27th**.

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

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

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

CSI Performance Framework

Academic Performance Framework*

1. Academic Achievement

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

2. Academic Growth

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

3. Postsecondary and Workforce Readiness

- How are students achieving on state assessments for postsecondary readiness?
- Are students graduating high school?
- Are students dropping out of high school?
- Are high school graduates adequately prepared for post-secondary academic success?
- 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 2019. 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

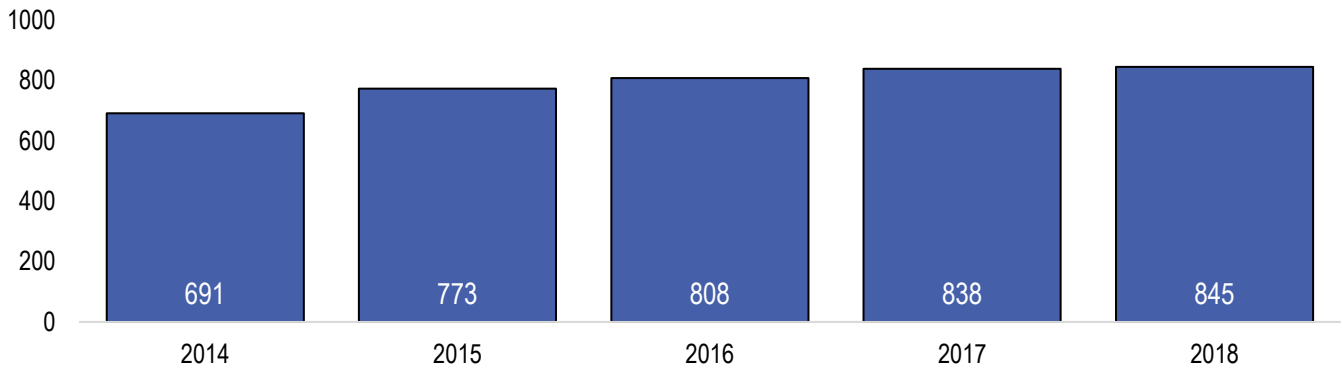
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

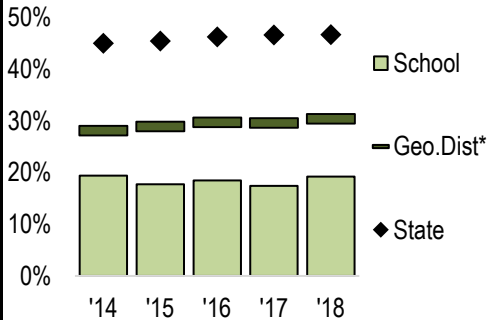
Original Application Type: New School

Enrollment and Student Demographics over Time						
October Student Counts	2014	2015	2016	2017	2018	Trend
Enrollment Over Time	691	773	808	838	845	
F/R Lunch	17.2%	26.6%	24.1%	20.5%	14.4%	
Minority	19.4%	17.7%	18.4%	17.4%	19.2%	
IEP	5.8%	6.9%	6.4%	7.3%	7.5%	
EL	2.0%	1.2%	1.1%	1.1%	1.7%	
Gifted	3.5%	3.1%	3.2%	3.1%	3.8%	
504	2.6%	4.1%	3.7%	3.6%	4.7%	

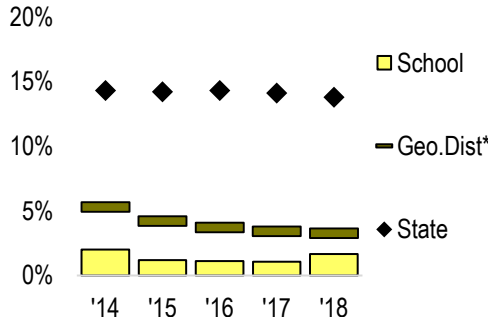
Enrollment over Time



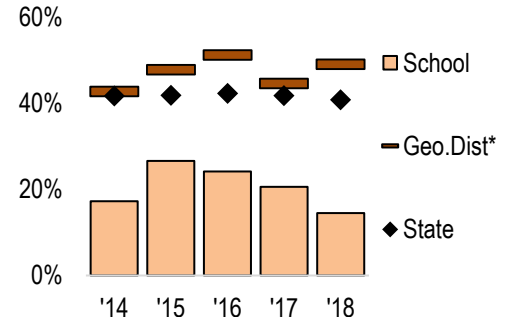
Minority Students



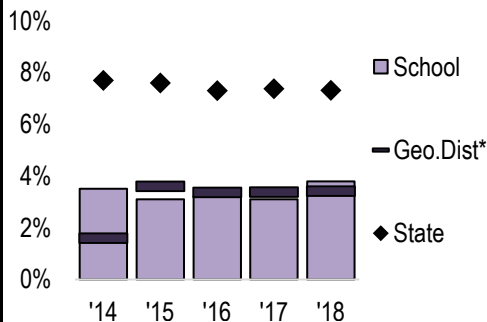
English Learners



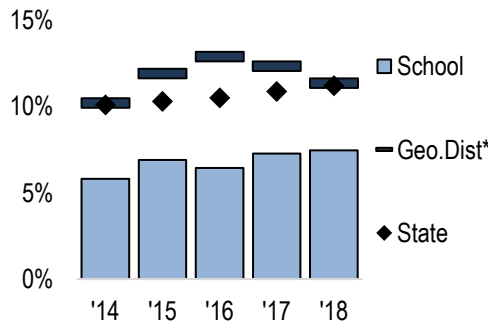
Lunch Eligibility



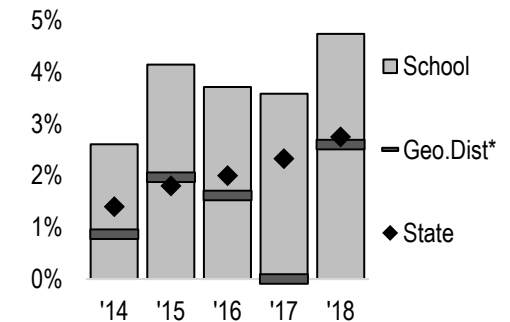
Gifted Students



Students with Disabilities



Students with a 504



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

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

CSI Annual Review of Schools (CARS) Rating

The CSI School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators. The CSI Framework builds upon the evaluation lens by the State to include measures that may provide a more detailed and comprehensive summary of charter school performance. CSI's frameworks align with the state frameworks in that they also evaluate schools across the four key performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. The distinguishing feature between the CDE School Performance Framework (SPF) and CSI's Academic Framework is the incorporation of trend data and a comparison to the geographic district, as it is important to ask how a school is performing over time as well as whether the school is better serving the needs of students than area schools. Additionally, the CSI frameworks also include measures outside of the academic realm that are strong predictors of charter viability such as financial health and organizational sustainability.

Calculating your CARS Academic Rating

To determine your rating, CSI uses the CSI Academic Performance Framework to determine the percent of points earned overall and by level. The following are the cut score points that determine each rating:

Performance with Distinction: Greater than 71.3% Points Earned

Performance: Between 53% to 71.3% Points Earned

Improvement: Between 42% to 52.9% Points Earned

Priority Improvement: Between 34% and 41.9% Points Earned

Turnaround: Below 34% Points Earned

Framework	CARS Rating
Academic	Performance Plan
Elementary School Rating	Performance (Points Earned: 57.1%)
Middle School Rating	Performance (Points Earned: 53.9%)
High School Rating	Performance with Distinction (Points Earned: 77.4%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation rating
Overall CARS Rating	Performance Plan

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	571	554	97.0%	6	98.1%	Meets 95%
Math	571	563	98.6%	6	99.6%	Meets 95%
Science	183	176	96.2%	4	98.3%	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	456	441	96.7%	4	97.6%	Meets 95%
CMAS Math	456	450	98.7%	4	99.6%	Meets 95%
CMAS Science	183	176	96.2%	4	98.3%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	114	113	99.1%	1	100.0%	Meets 95%
PSAT/SAT Math	114	113	99.1%	1	100.0%	Meets 95%

English Language Arts Achievement

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

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

Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	69	760	81	757	72	757	71	759	71	745
4	62	741	78	751	80	746	78	753	76	750
5	52	740	62	744	75	753	75	744	80	754
Elementary	183	748	221	751	227	752	224	752	227	750
6	43	741	55	748	71	749	77	740	66	747
7	42	748	56	743	51	747	76	743	70	749
8	22	723	46	761	62	750	41	743	65	743
Middle	107	740	157	750	184	749	194	742	201	747
Overall	318	746	399	749	449	751	418	747	428	748

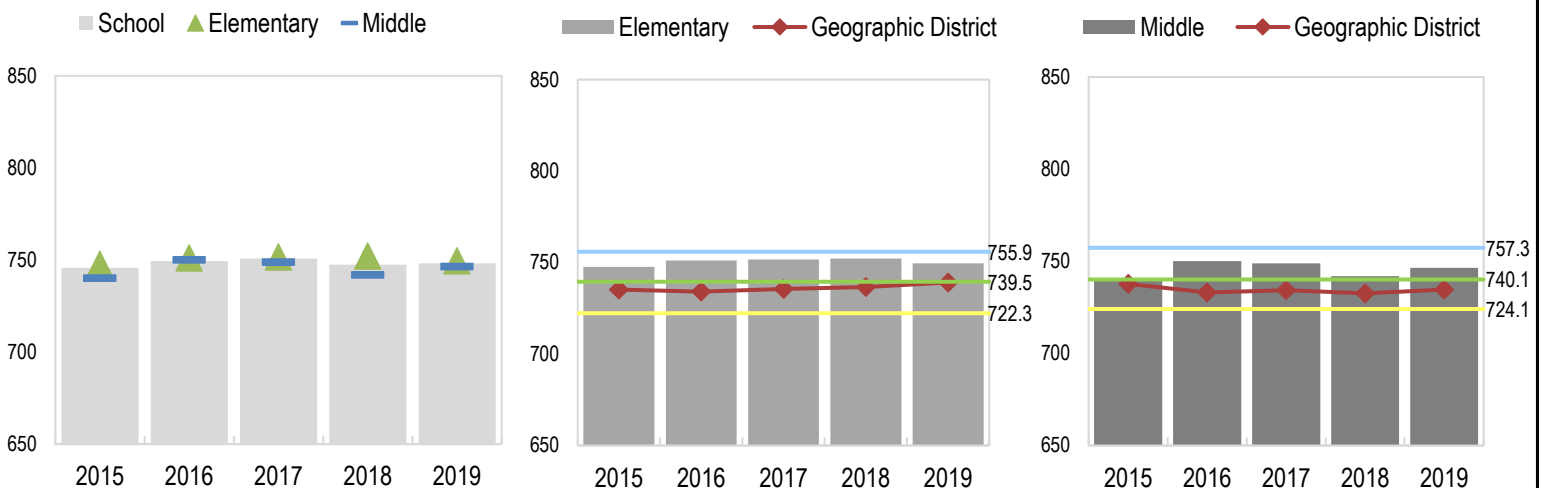
Geographic District Achievement over Time in ELA										
CMAS ELA	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,426	730	1,509	730	1,568	732	1,494	730	1,537	733
4	1,462	738	1,361	738	1,575	736	1,597	739	1,474	741
5	1,419	738	1,377	735	1,411	739	1,635	740	1,583	743
Elementary	4,307	735	4,247	734	4,554	736	4,726	737	4,594	739
6	1,239	735	1,330	734	1,491	733	1,495	733	1,617	736
7	1,154	739	1,136	731	1,418	738	1,498	731	1,446	735
8	995	738	1,128	734	1,286	732	1,422	734	1,447	733
Middle	3,544	738	3,766	733	4,584	734	4,415	733	4,510	735
Overall	8,487	737	8,616	734	10,000	735	9,141	735	9,104	737

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

ELA - Schoolwide

ELA - Elementary

ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the English Language Arts state assessment over time disaggregated by grade and class level. From 2015 to 2019, overall student achievement increased by 2.4 scale score points. Since last school year, overall mean scale score increased by 0.8 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 five years. Overall, the school outperforms their geo. district by 11 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Achievement

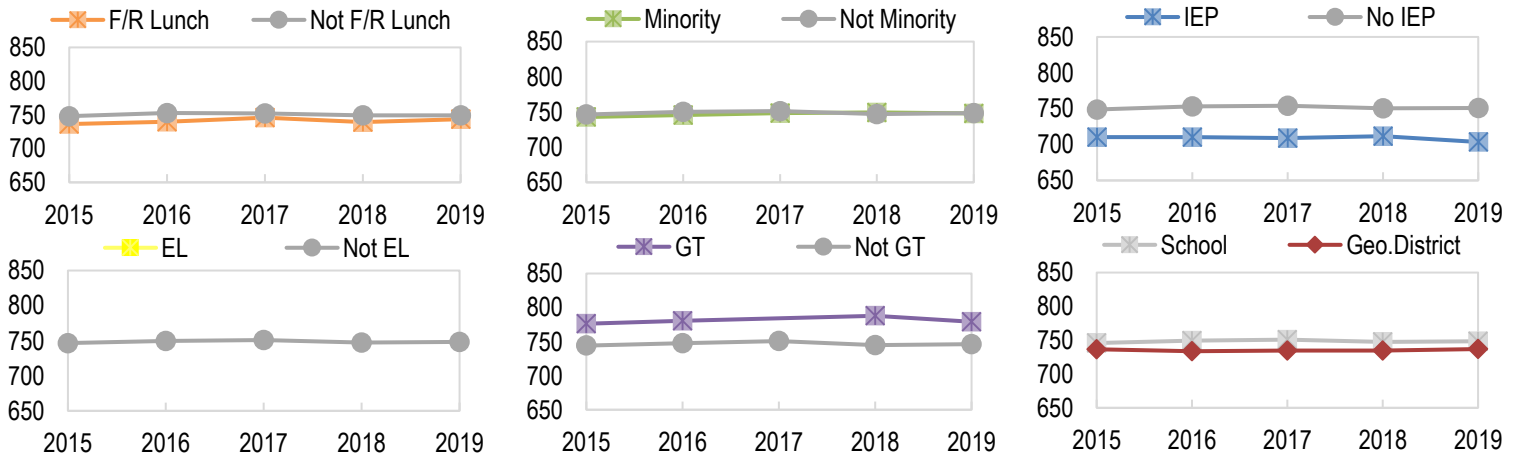
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

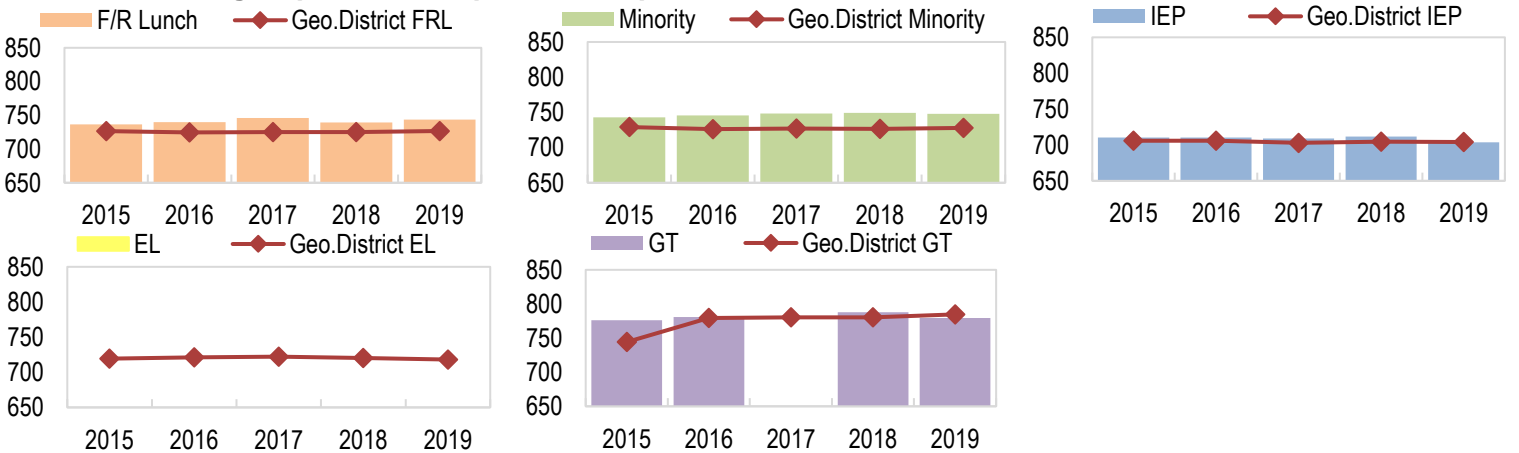
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	736.4	739.6	745.9	739.4	743.6
	N	748.1	752.8	752.2	749.3	749.1
Minority	Y	742.8	745.6	748.3	749.4	747.8
	N	746.4	750.1	751.3	747.0	748.3
IEP	Y	710.2	710.5	709.0	711.7	703.6
	N	748.9	753.0	754.1	750.5	750.9
EL	Y	--	--	--	--	--
	N	746.6	749.6	750.9	747.3	748.2
GT	Y	776.3	780.6	--	787.9	779.4
	N	744.2	747.6	750.8	744.9	746.4
Schoolwide		745.8	749.4	750.8	747.4	748.2

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.4	724.6	725.1	725.2	726.7
	N	745.8	739.4	743.5	744.0	746.6
Minority	Y	729.1	726.2	727.1	726.7	727.7
	N	739.9	737.1	738.0	738.1	740.8
IEP	Y	705.9	705.8	703.0	704.5	704.1
	N	741.7	738.5	739.2	739.8	740.3
EL	Y	719.6	721.0	722.2	720.1	718.1
	N	738.1	734.8	735.6	735.6	738.0
GT	Y	744.2	779.6	780.3	780.2	784.7
	N	736.4	731.9	733.1	732.4	734.2
Geographic District		736.6	733.7	734.7	734.7	736.9

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show 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 2019, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

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

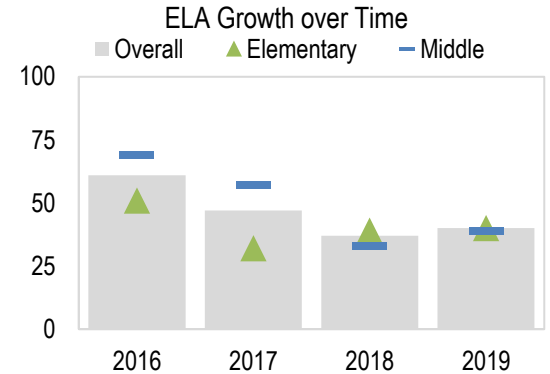
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

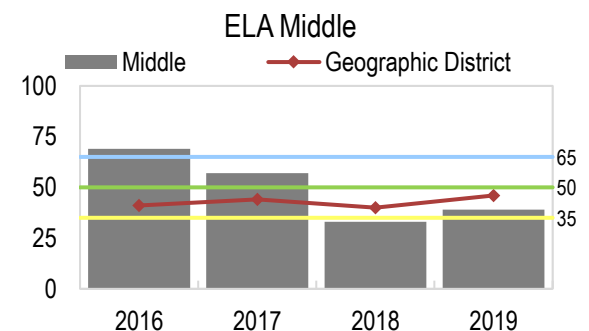
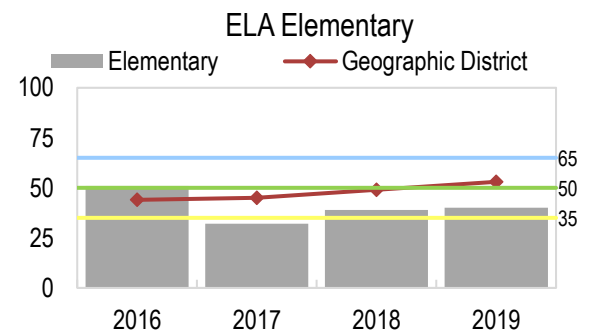
Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	67	50.0	76	26.0	73	42.0	66	36.5
5	56	63.0	71	39.0	71	37.0	75	40.0
Elementary	123	51.0	147	32.0	144	39.0	141	40.0
6	52	71.0	61	62.0	70	32.0	64	40.0
7	41	61.0	49	42.0	71	33.0	67	48.0
8	40	68.5	50	72.5	36	47.5	64	38.0
Middle	133	69.0	160	57.0	177	33.0	195	39.0
Overall	272	61.0	339	47.0	321	37.0	336	40.0



CMAS ELA: Local Comparison Tables and Graphs

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

Geographic District Growth over Time in ELA								
CMAS ELA	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,225	46.0	1,415	43.0	1,455	47.0	1,399	55.0
5	1,251	41.0	1,228	46.0	1,470	50.0	1,506	52.0
Elementary	2,476	44.0	2,643	45.0	2,925	49.0	2,905	53.0
6	1,193	41.0	1,274	42.0	1,292	40.0	1,525	47.0
7	963	42.0	1,193	47.0	1,350	39.0	1,342	46.0
8	933	39.0	976	39.5	1,260	40.0	1,344	46.5
Middle	3,213	41.0	3,703	44.0	3,902	40.0	4,211	46.0
Overall	6,148	42.0	7,029	44.0	6,827	43.0	7,116	49.0



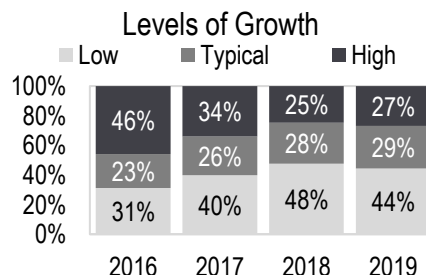
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth increased by 3 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

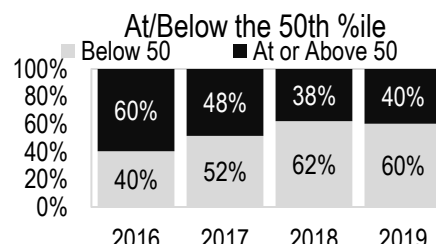
CMAS ELA: Levels of Growth Tables and Graphs

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
Low (below 35)	31%	40%	48%	44%
Typical (35-65)	23%	26%	28%	29%
High (above 65)	46%	34%	25%	27%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2016	2017	2018	2019
At or Above 50	60%	48%	38%	40%
Below 50	40%	52%	62%	60%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 44% 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 27% of students. The percent of students at or above the 50th percentile has increased from last year (38% to 40%). Since 2016, the percent of students at or above the 50th percentile has decreased (60% to 40%).

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

Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Subgroup Growth

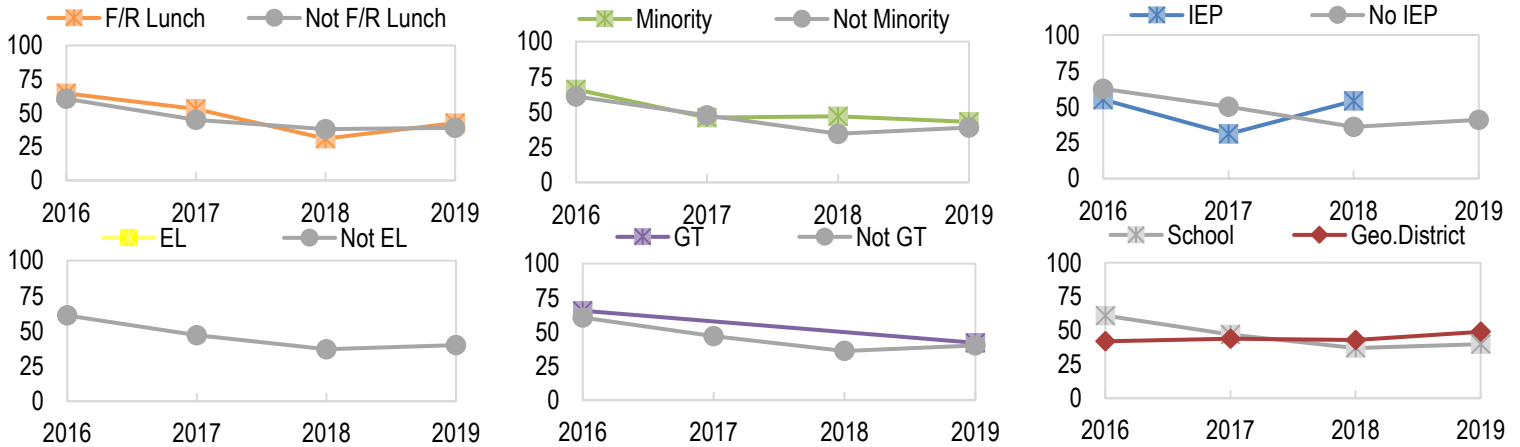
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

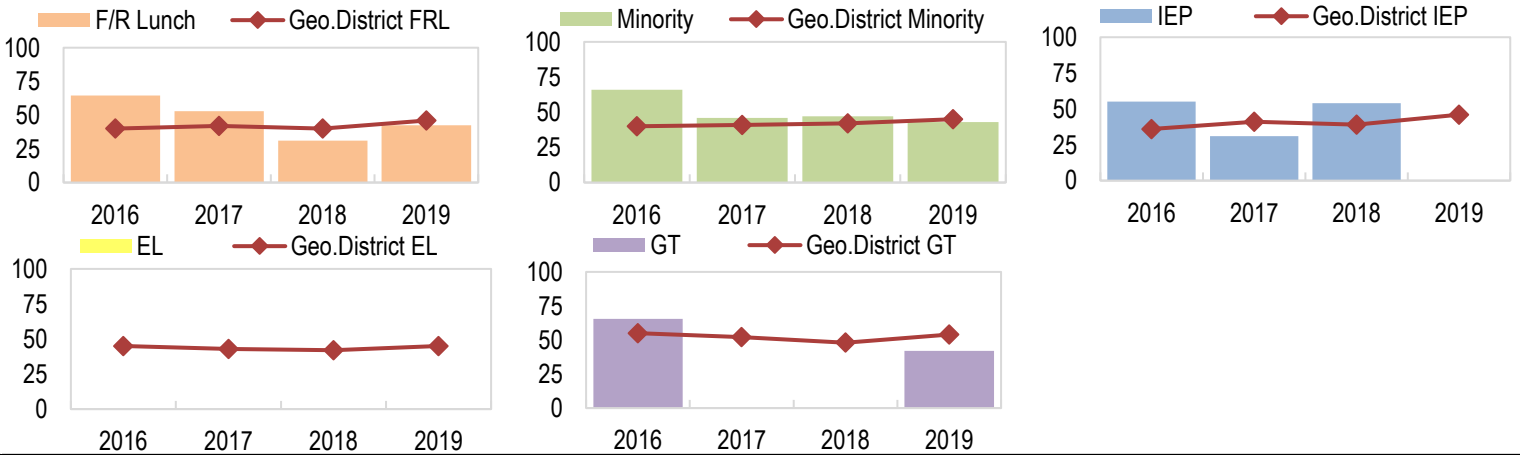
CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	64.5	53.0	31.0	42.5
	N	60.5	45.0	38.0	39.0
Minority	Y	66.0	46.0	47.0	43.0
	N	61.0	47.5	34.5	39.0
IEP	Y	55.0	31.0	54.0	--
	N	62.5	50.0	36.0	41.0
EL	Y	--	--	--	--
	N	61.0	47.0	37.0	40.0
GT	Y	65.5	--	--	42.0
	N	60.5	47.0	36.0	40.0
Schoolwide		61.0	47.0	37.0	40.0

CMAS ELA	2016	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	40.0	42.0	40.0	46.0
	N	44.0	47.0	46.0	52.0
Minority	Y	40.0	41.0	42.0	45.0
	N	43.0	45.0	44.0	51.0
IEP	Y	36.0	41.0	39.0	46.0
	N	43.0	45.0	44.0	50.0
EL	Y	45.0	43.0	42.0	45.0
	N	42.0	44.0	43.0	50.0
GT	Y	55.0	52.0	48.0	54.0
	N	41.0	44.0	43.0	49.0
Geographic District		42.0	44.0	43.0	49.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, GT students outperformed their non-GT peers, overall, Mesa County Valley 51 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, GT, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

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

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

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

Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	69	740	81	741	72	745	72	739	71	729
4	62	727	78	733	80	731	78	726	76	731
5	52	722	62	730	75	733	75	716	80	727
Elementary	183	730	221	735	227	736	225	727	227	729
6	43	729	55	727	71	730	77	734	75	725
7	42	742	55	737	51	737	76	733	70	733
8	22	718	45	737	62	731	41	735	66	726
Middle	107	732	155	733	184	732	194	734	211	728
Overall	318	731	398	734	449	734	419	730	438	728

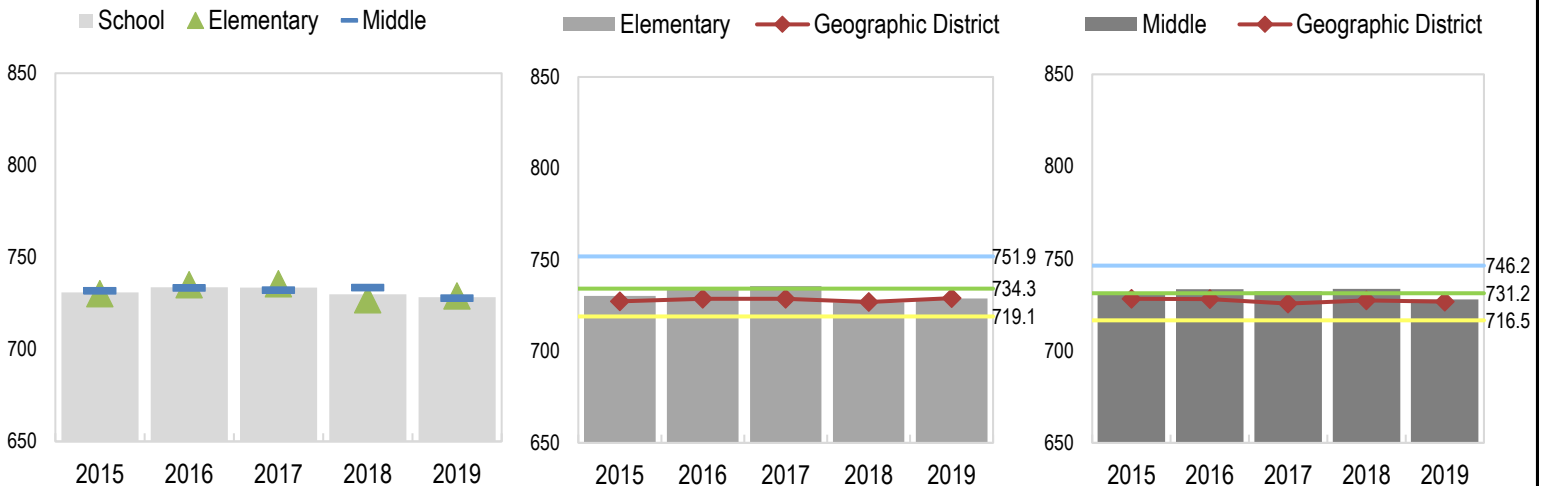
Geographic District Achievement over Time in Math										
CMAS Math	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,422	730	1,521	731	1,580	732	1,498	731	1,533	733
4	1,455	727	1,377	729	1,590	727	1,599	724	1,478	726
5	1,412	726	1,398	726	1,418	727	1,645	726	1,581	728
Elementary	4,289	727	4,296	729	4,588	729	4,742	727	4,592	729
6	1,226	728	1,326	728	1,497	726	1,505	728	1,621	726
7	1,137	732	1,136	726	1,420	729	1,502	726	1,450	729
8	986	725	1,131	729	1,293	722	1,420	728	1,453	726
Middle	3,504	728	3,773	728	4,598	726	4,427	727	4,524	727
Overall	8,427	728	8,669	729	10,057	728	9,169	727	9,116	728

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

Math - Schoolwide

Math - Elementary

Math - Middle



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. From 2015 to 2019, overall student achievement decreased by 2.6 scale score points. Since last school year, overall mean scale score decreased by 1.6 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 1 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

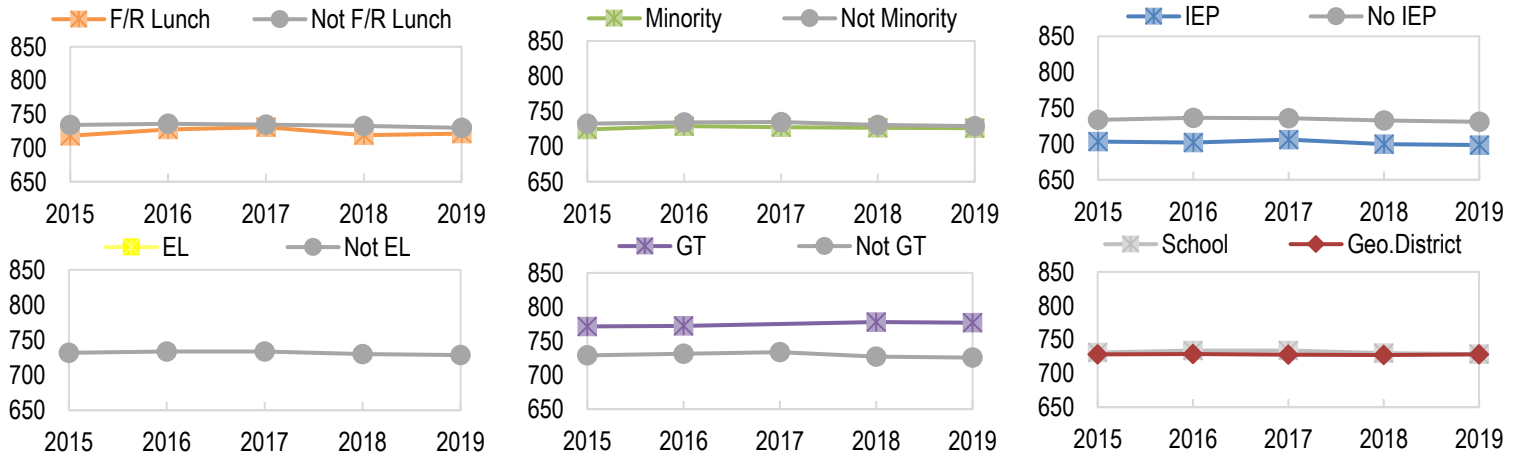
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

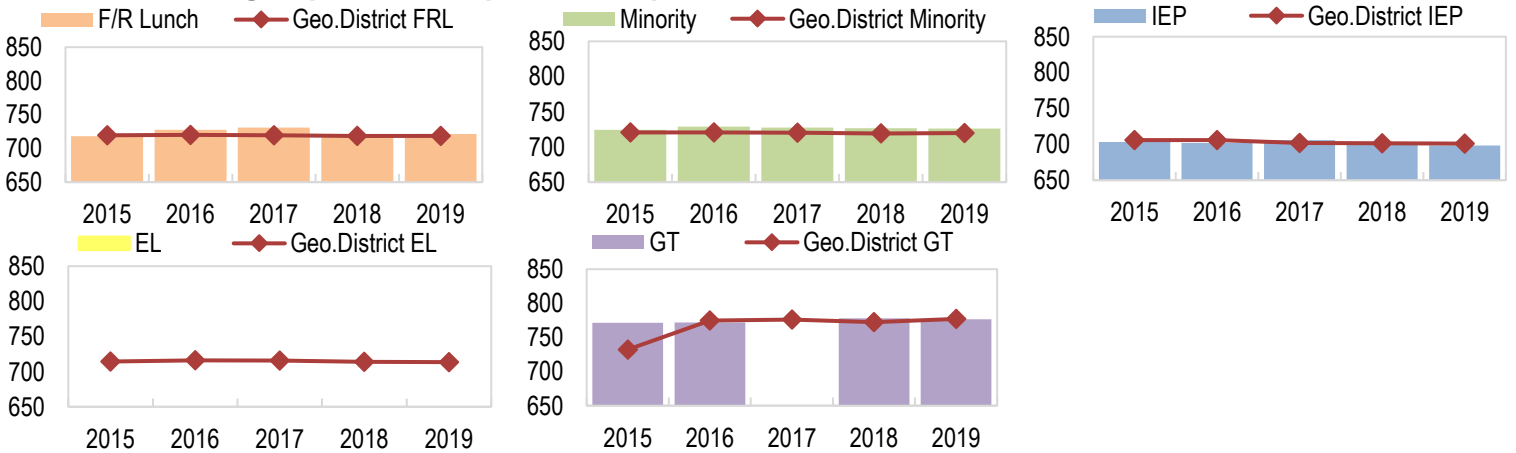
CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	718.1	727.6	730.8	718.9	721.3
	N	734.1	735.8	734.4	732.7	729.8
Minority	Y	724.3	729.0	727.5	726.7	726.1
	N	732.4	734.5	734.8	730.6	729.0
IEP	Y	703.3	702.1	706.0	699.8	698.5
	N	733.4	736.4	735.7	732.7	730.8
EL	Y	--	--	--	--	--
	N	731.8	733.7	733.5	729.9	728.6
GT	Y	771.4	772.0	--	777.8	776.8
	N	728.9	731.5	733.6	727.2	725.6
Schoolwide	731.0	733.7	733.5	730.0	728.4	

CMAS Math	2015	2016	2017	2018	2019	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	719.5	720.0	719.2	718.4	718.7
	N	735.6	733.9	735.7	735.6	736.6
Minority	Y	720.6	720.6	720.4	719.1	719.9
	N	731.3	732.2	731.0	730.6	731.3
IEP	Y	705.9	705.8	702.1	701.6	701.0
	N	731.7	732.5	731.5	731.4	730.7
EL	Y	714.6	716.0	715.9	714.0	713.5
	N	729.2	729.6	728.7	728.0	728.8
GT	Y	732.2	774.5	776.1	772.6	777.1
	N	727.8	726.9	726.2	725.0	725.2
Geographic District	728.0	728.6	727.8	727.1	727.9	

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show 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 2019, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

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

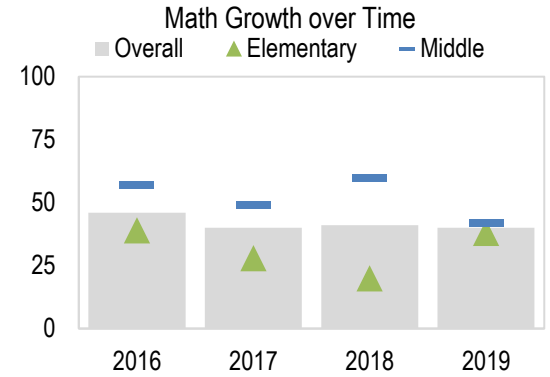
Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

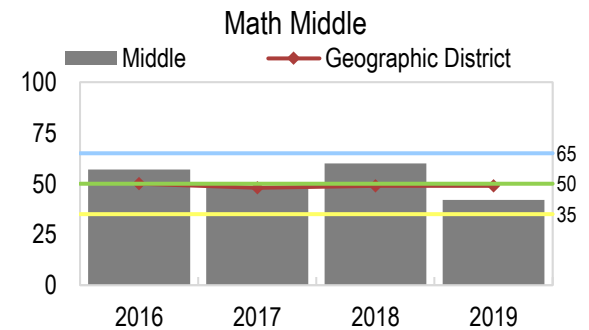
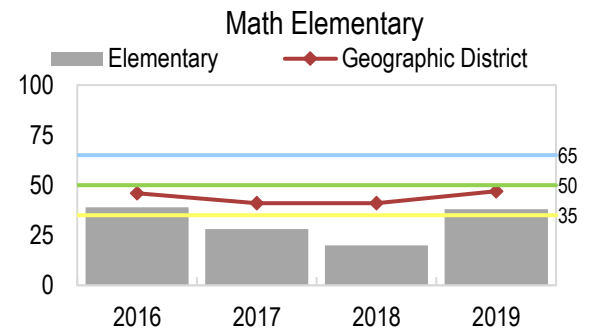
Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	67	40.0	76	26.5	73	31.0	67	49.0
5	56	36.5	71	32.0	71	17.0	75	28.0
Elementary	123	39.0	147	28.0	144	20.0	142	38.0
6	52	56.0	61	45.0	70	58.0	73	49.0
7	35	77.0	49	63.0	72	66.0	67	42.0
8	40	38.0	50	47.5	31	49.0	64	37.5
Middle	127	57.0	160	49.0	173	60.0	204	42.0
Overall	266	46.0	336	40.0	317	41.0	346	40.0



CMAS Math: Local Comparison Tables and Graphs

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

Geographic District Growth over Time in Math								
CMAS Math	2016		2017		2018		2019	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,257	50.0	1,450	41.0	1,486	40.0	1,406	44.0
5	1,265	42.0	1,259	41.0	1,503	42.0	1,510	49.0
Elementary	2,522	46.0	2,709	41.0	2,989	41.0	2,916	47.0
6	1,187	54.0	1,296	51.0	1,301	56.0	1,531	53.0
7	934	47.0	1,152	51.0	1,348	47.0	1,347	44.0
8	689	50.0	728	39.0	939	43.0	1,353	48.0
Middle	2,889	50.0	3,342	48.0	3,588	49.0	4,231	49.0
Overall	5,723	49.0	6,508	46.0	6,577	46.0	7,147	48.0

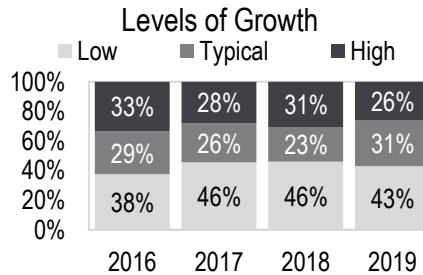


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 1 percentile points. In 2019, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has decreased over time.

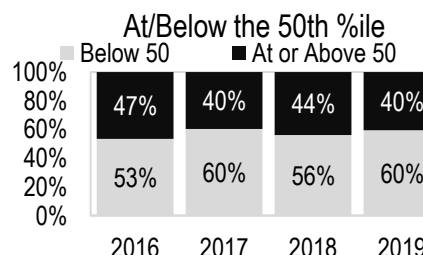
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2016	2017	2018	2019
Low (below 35)	38%	46%	46%	43%
Typical (35-65)	29%	26%	23%	31%
High (above 65)	33%	28%	31%	26%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2016	2017	2018	2019
At or Above 50	47%	40%	44%	40%
Below 50	53%	60%	56%	60%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 43% 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 26% of students. The percent of students at or above the 50th percentile has decreased from last year (44% to 40%). Since 2016, the percent of students at or above the 50th percentile has decreased (47% to 40%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

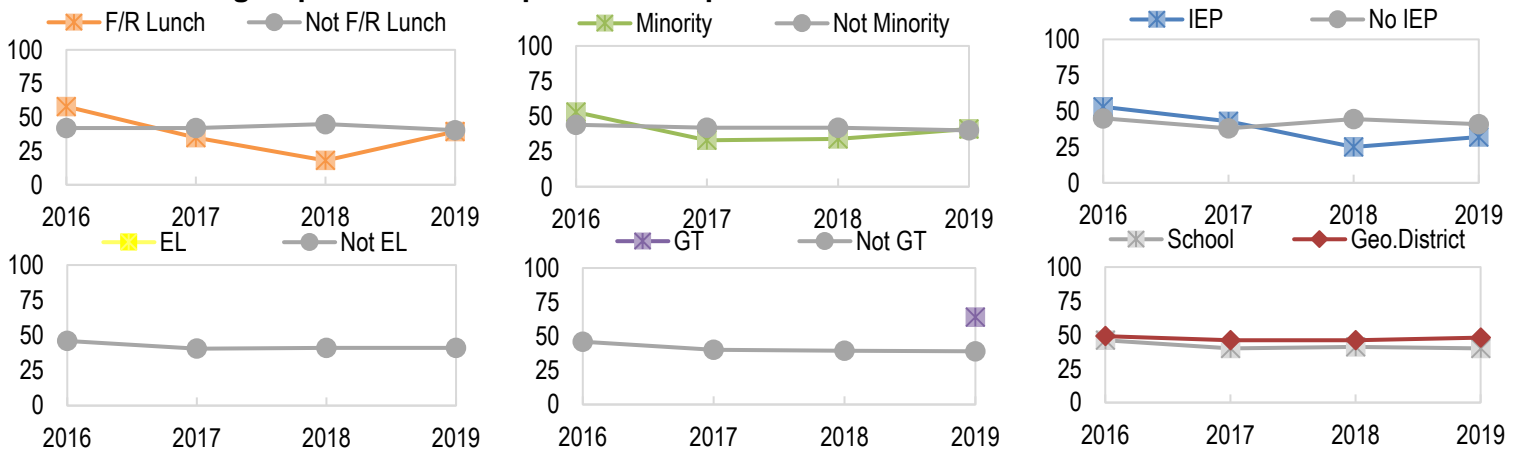
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

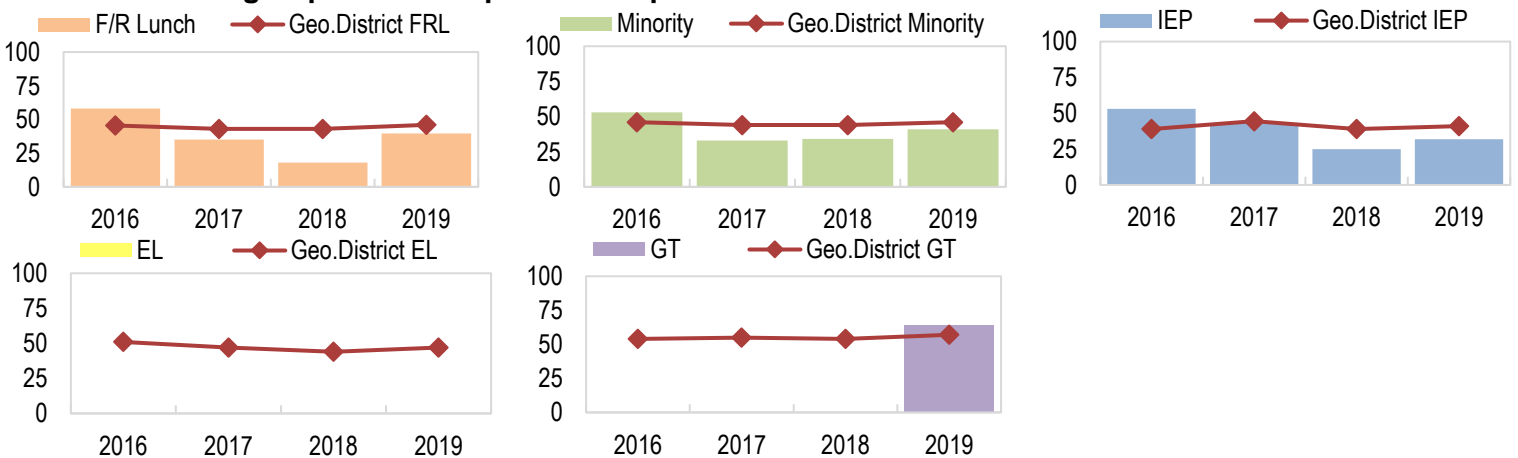
CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	58.0	35.0	18.0	39.5
	N	42.0	42.0	45.0	40.5
Minority	Y	53.0	33.0	34.0	41.0
	N	44.0	42.0	42.0	40.0
IEP	Y	53.0	43.0	25.0	32.0
	N	45.0	38.0	44.5	41.0
EL	Y	--	--	--	--
	N	46.0	40.5	41.0	41.0
GT	Y	--	--	--	64.0
	N	46.0	40.0	39.5	39.0
Schoolwide		46.0	40.0	41.0	40.0

CMAS Math		2016	2017	2018	2019
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	45.5	43.0	43.0	46.0
	N	51.0	49.0	49.0	50.0
Minority	Y	46.0	44.0	44.0	46.0
	N	50.0	47.0	47.0	48.0
IEP	Y	39.0	44.5	39.0	41.0
	N	50.0	46.0	47.0	48.5
EL	Y	51.0	47.0	44.0	47.0
	N	48.0	46.0	46.0	48.0
GT	Y	54.0	55.0	54.0	57.0
	N	49.0	46.0	45.0	47.0
Geographic District		49.0	46.0	46.0	48.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the English Language Arts state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, Mesa County Valley 51 outperformed the school. In 2019, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, - additional details are available in the graphs.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Achievement

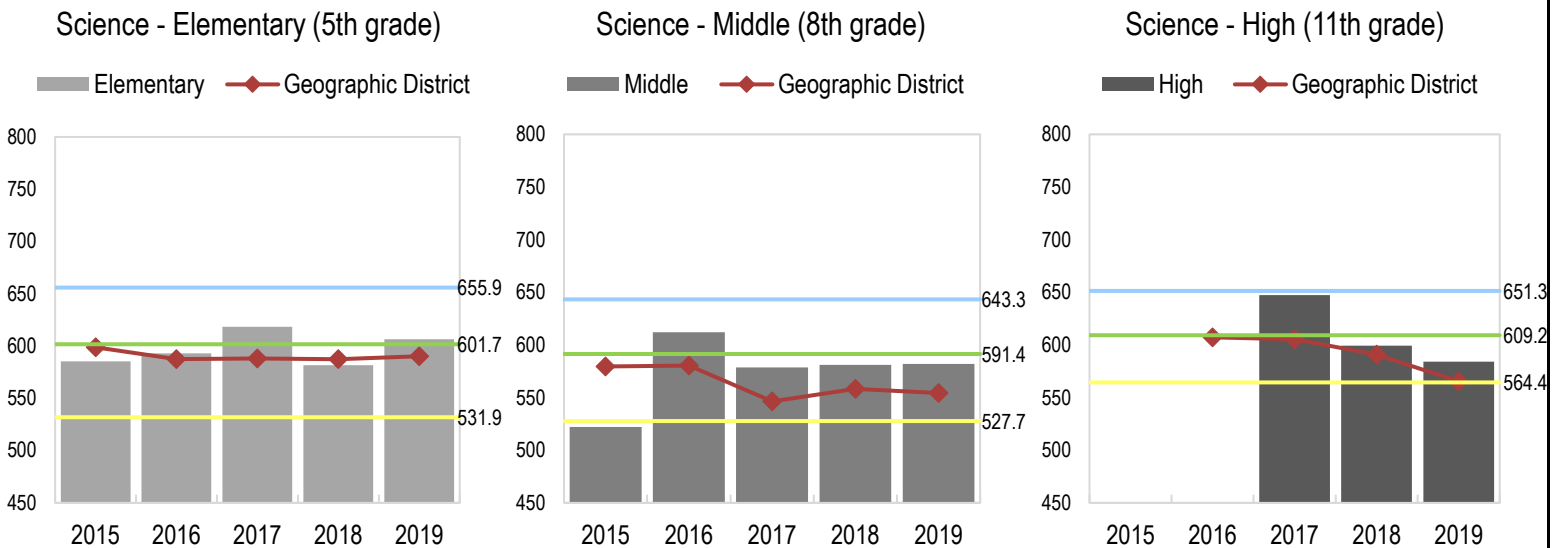
CMAS Science: School Status, Trends, and Local Comparison Tables

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

Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	53	585	62	593	75	619	75	582	79	607
Middle (8th)	38	522	46	612	61	579	41	581	66	582
High (11th)	--	--	n<16	--	24	647	29	599	28	584

Geographic District Achievement over Time in Science										
CMAS Science	2015		2016		2017		2018		2019	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Elementary (5th)	1,487	599	1,375	588	1,408	588	1,636	587	1,576	590
Middle (8th)	1,217	579	1,137	580	1,273	546	1,411	558	1,426	554
High (11th)	--	--	551	607	681	606	800	591	911	565

CMAS Science: School Local Comparison Graphs



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. 5th grade mean scale score has increased by 24.7 scale score points. 8th grade mean scale score has increased by 0.7 scale score points. 11th grade mean scale score has decreased by 15.4 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 2019, the school performed greater than the geo. district in 5th grade, greater than the geo. district in 8th grade, greater than the geo. district in 11th grade, overall trends are in the graphs above.

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

Exceeds	Approaching
Meets	Does Not Meet

Science Subgroup Achievement

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

- 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?
- 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?

Elementary (5th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	561	605	537	--
	N	592	604	622	595	614
Minority	Y	--	--	--	--	--
	N	589	596	626	582	611
IEP	Y	--	--	--	--	--
	N	606	617	626	593	609
EL	Y	--	--	--	--	--
	N	588	592	619	580	608
GT	Y	--	--	--	--	--
	N	579	588	619	581	600

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	569	555	555	559	560
	N	626	613	621	619	621
Minority	Y	568	559	550	558	563
	N	613	603	604	601	603
IEP	Y	529	524	497	491	495
	N	611	600	600	603	604
EL	Y	540	538	546	533	537
	N	605	592	592	591	594
GT	Y	757	730	743	724	738
	N	596	580	581	579	582

Middle (8th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	525	613	585	587	584
Minority	Y	--	--	570	--	--
	N	539	612	582	584	588
IEP	Y	--	--	--	--	--
	N	527	616	588	591	596
EL	Y	--	--	--	--	--
	N	528	612	579	582	582
GT	Y	--	--	--	--	--
	N	519	607	579	577	571

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	548	550	510	518	516
	N	606	601	573	591	587
Minority	Y	550	543	513	518	513
	N	594	595	562	576	575
IEP	Y	490	487	456	460	456
	N	595	596	559	574	564
EL	Y	540	534	488	467	467
	N	583	584	551	562	559
GT	Y	723	741	727	716	719
	N	569	569	538	548	542

High (11th) Achievement Gap Trends

Subgroup Achievement Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--	--
	N	--	--	645	604	572
Minority	Y	--	--	--	--	--
	N	--	--	659	601	586
IEP	Y	--	--	--	--	--
	N	--	--	651	605	583
EL	Y	--	--	--	--	--
	N	--	--	647	599	584
GT	Y	--	--	--	--	--
	N	--	--	647	591	579

Geographic District Gap Trends over Time in Science						
CMAS Science		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	586	571	578	541
	N	--	618	624	598	580
Minority	Y	--	585	583	568	534
	N	--	616	615	601	579
IEP	Y	--	577	542	549	479
	N	--	612	613	597	573
EL	Y	--	566	560	504	489
	N	--	611	610	595	568
GT	Y	--	712	740	712	727
	N	--	599	595	582	554

Achievement Subgroup Status and Local Comparison Narrative

The graphs above show disaggregated subgroup achievement performance disaggregated by grade level. Comparison geographic district values are in the tables to the right.

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

Exceeds	Approaching
Meets	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?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS									
ACCESS	2016**		2017**		2018		2019		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	294	56.0	242	50.5	70.7%
Middle	--	--	--	--	57	58.0	70	54.0	44.3%
High	--	--	--	--	48	59.0	39	68.0	42.5%
Overall	--	--	--	--	399	57.0	351	53.0	62.4%

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

**ACCESS growth was not released in 2016 or 2017.

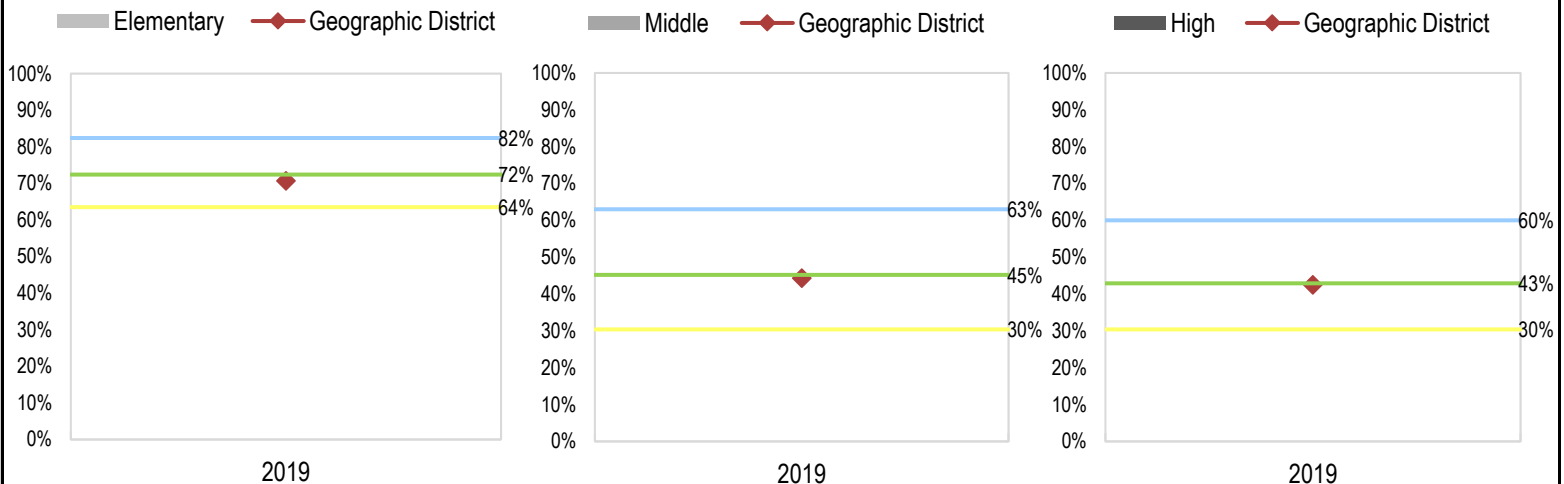
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

% On Track - Elementary

% On Track - Middle

% On Track - High



Growth Status and Local Comparison Narrative

--

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Achievement

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

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

Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	56	503	33	463
PSAT (10th)*	--	--	--	--	27	494	37	530	50	531
PSAT (9th&10th)	--	--	--	--	--	--	93	514	83	504
SAT (11th)	--	--	--	--	25	567	29	535	30	580
Overall	--	--	--	--	52	529	122	519	113	524

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2015		2016		2017		2018		2019 [^]	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	441	448	1,496	443
PSAT (10th)*	--	--	--	--	1,319	467	1,377	468	1,357	455
PSAT (9th&10th)	--	--	--	--	--	--	2,838	452	2,853	449
SAT (11th)	--	--	--	--	1,353	500	1,295	497	1,356	493
Overall	--	--	--	--	2,672	484	4,133	466	4,209	463

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

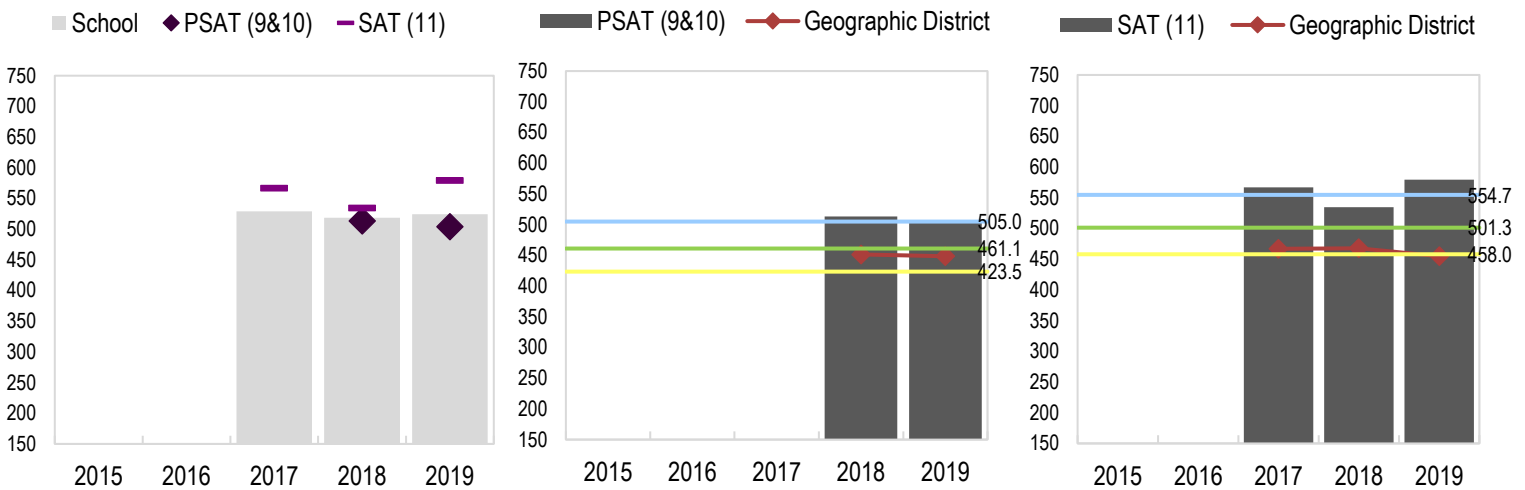
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 4.9 scale score points. Since last school year, overall mean scale score increased by 5.6 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 five years. Overall, the school outperforms their geo. district by 61 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Achievement

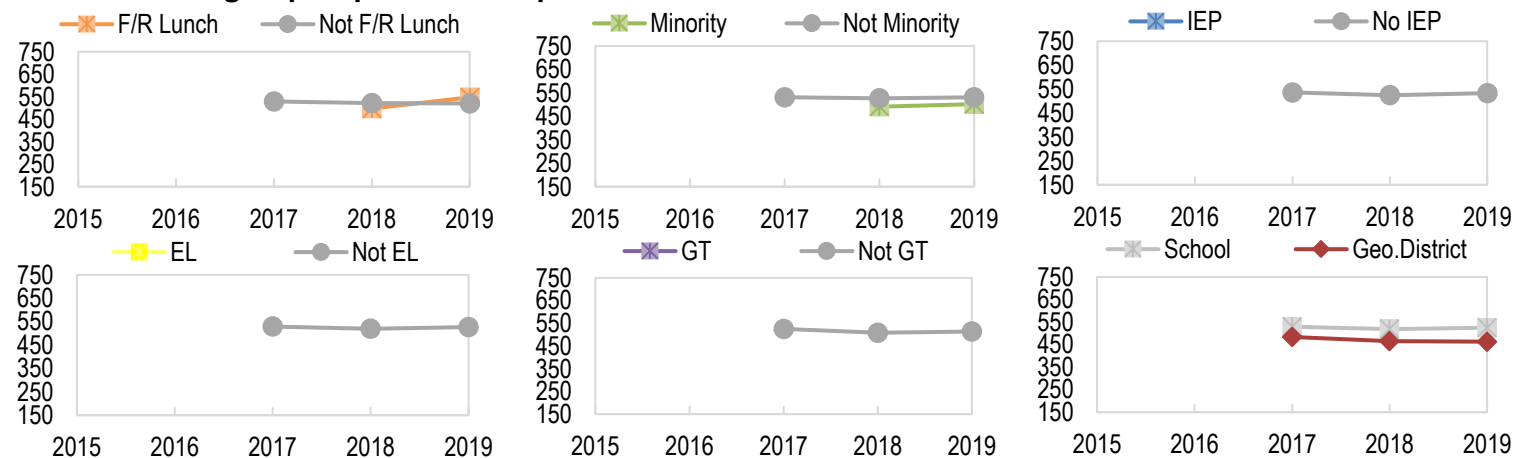
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

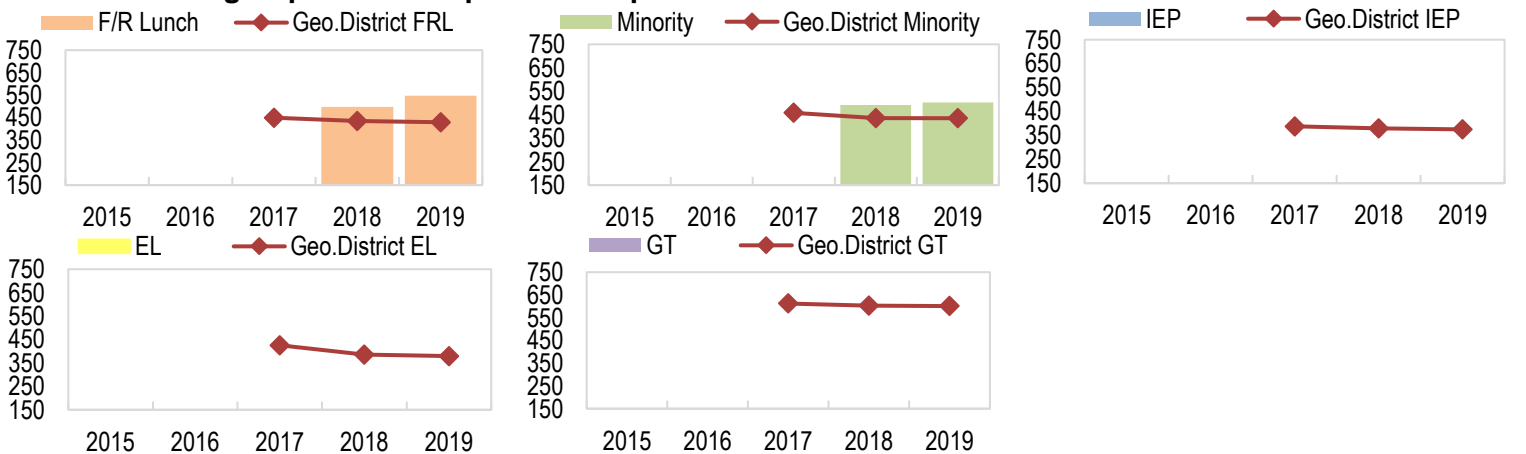
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	498	548
	N	--	--	529	522	520
Minority	Y	--	--	--	491	502
	N	--	--	531	527	531
IEP	Y	--	--	--	--	--
	N	--	--	536	525	534
EL	Y	--	--	--	--	--
	N	--	--	529	520	526
GT	Y	--	--	--	--	--
	N	--	--	525	508	514
Schoolwide		--	--	529	519	524

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	450	435	430
	N	--	--	501	482	482
Minority	Y	--	--	458	435	435
	N	--	--	493	478	475
IEP	Y	--	--	388	379	375
	N	--	--	494	475	472
EL	Y	--	--	425	385	379
	N	--	--	488	468	465
GT	Y	--	--	612	604	601
	N	--	--	474	458	454
Geographic District		--	--	484	466	463

PSAT/SAT: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall the school outperformed District.

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Growth

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

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

Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	51	74.0	--	--
PSAT 9 to PSAT 10	--	--	31	60.0	49	57.0
PSAT 10 to SAT 11	22	63.5	24	52.5	27	52.0
Overall	22	63.5	106	65.0	76	55.0

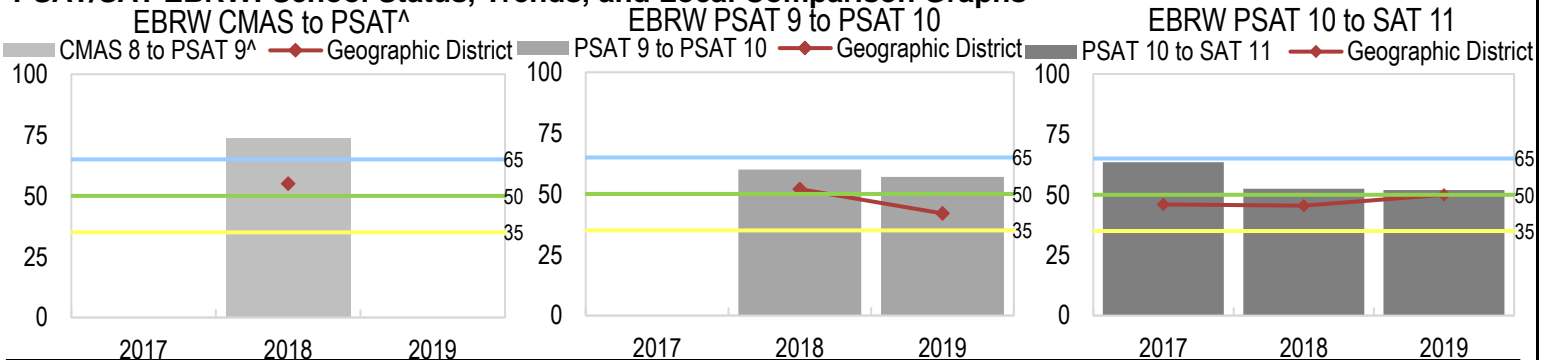
[^]In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW						
PSAT/SAT EBRW	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	762	55.0	--	--
PSAT 9 to PSAT 10	--	--	1,085	52.0	1,278	42.0
PSAT 10 to SAT 11	1,112	46.0	1,136	45.5	1,265	50.0
Overall	1,112	46.0	3,365	50.0	2,543	46.0

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



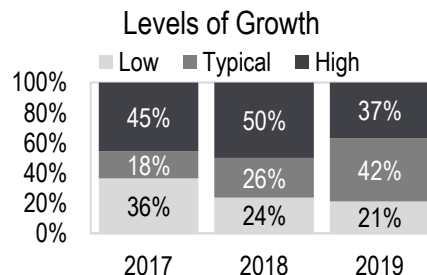
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth decreased. Since last year, student growth decreased by 10 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district is flat.

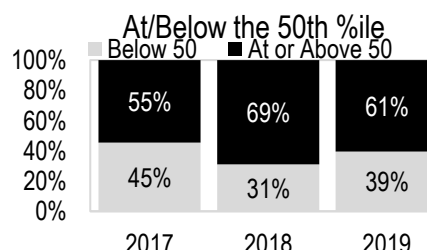
PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
Low (below 35)	36%	24%	21%
Typical (35-65)	18%	26%	42%
High (above 65)	45%	50%	37%



EBRW At/Below 50th %ile			
PSAT/SAT EBRW	%Students		
	2017	2018	2019
At or Above 50	55%	69%	61%
Below 50	45%	31%	39%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 21% 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 37% of students. The percent of students at or above the 50th percentile has decreased from last year (69% to 61%). Since 2016, the percent of students at or above the 50th percentile has increased (55% to 61%).

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

Exceeds	Approaching
Meets	Does Not Meet

Evidence-Based Reading and Writing Subgroup Growth

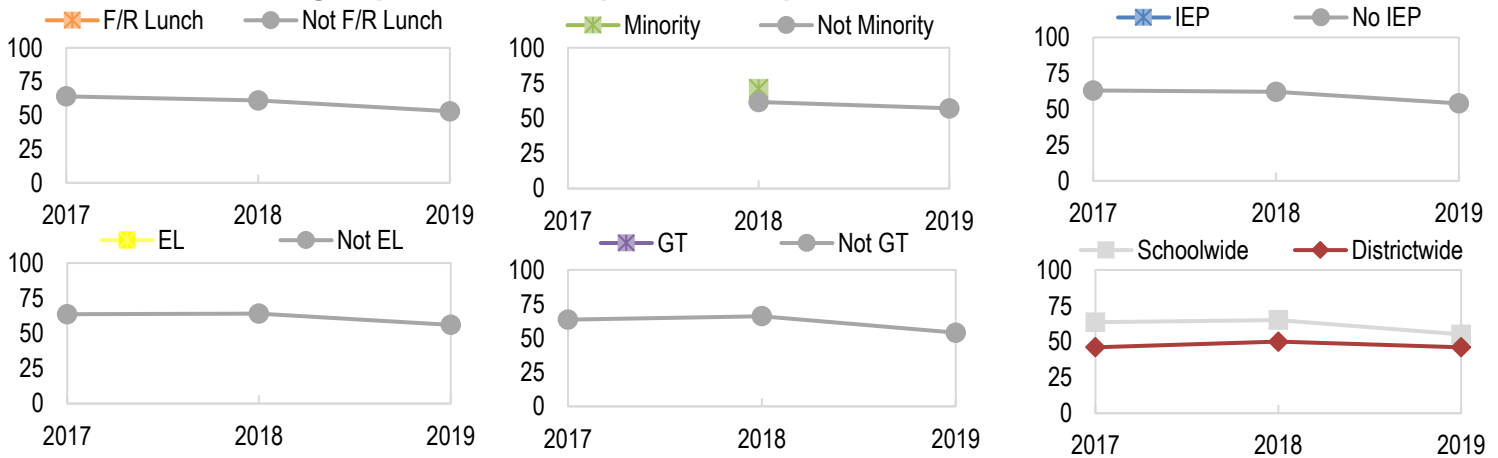
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

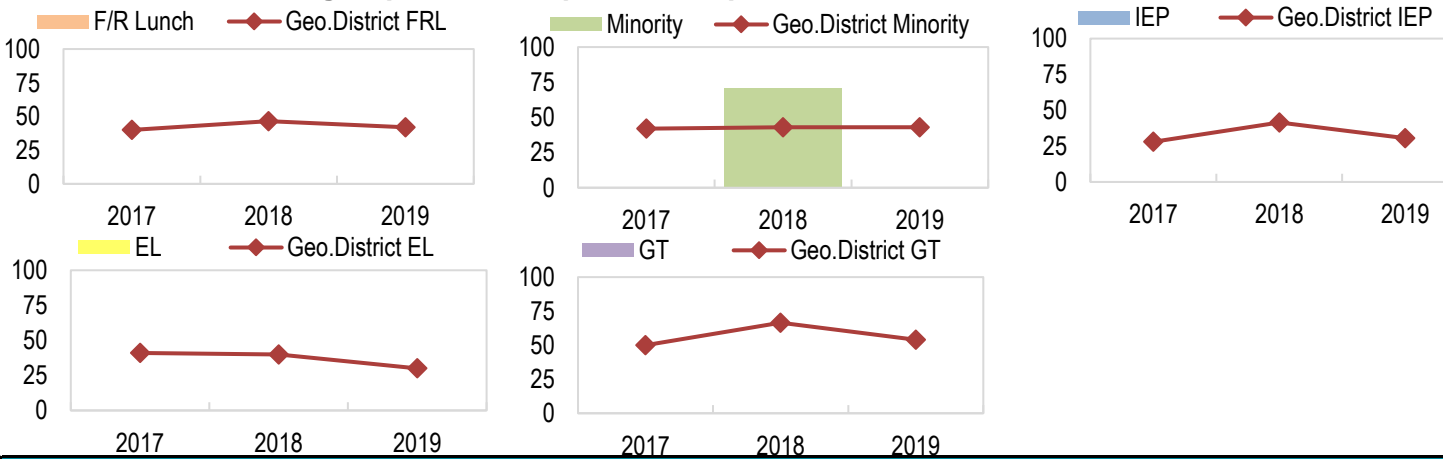
PSAT/SAT EBRW	2017	2018	2019
Student Subgroup	MGP	MGP	MGP
F/R Lunch	Y	--	--
	N	64.0	61.0
Minority	Y	--	71.0
	N	--	61.5
IEP	Y	--	--
	N	63.0	62.0
EL	Y	--	--
	N	63.5	64.0
GT	Y	--	--
	N	63.5	66.0
Schoolwide	63.5	65.0	55.0

PSAT/SAT EBRW	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	40.0	46.5	42.0
	N	49.0	52.0	49.0
Minority	Y	42.0	43.0	43.0
	N	47.0	53.0	47.0
IEP	Y	28.0	41.5	30.5
	N	47.0	51.0	47.0
EL	Y	41.0	40.0	30.0
	N	47.0	51.0	46.0
GT	Y	50.0	66.5	54.0
	N	46.0	49.0	45.0
Geographic District	46.0	50.0	46.0	

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show overall the school outperformed Mesa County Valley 51.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Achievement

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

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

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

Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019^	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	56	463	33	463
PSAT (10th)*	--	--	--	--	27	463	37	481	50	481
PSAT (9th&10th)	--	--	--	--	--	--	93	470	83	474
SAT (11th)	--	--	--	--	25	524	29	498	30	535
Overall	--	--	--	--	52	492	122	477	113	490

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2015		2016		2017		2018		2019^	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	441	444	1,497	442
PSAT (10th)*	--	--	--	--	1,319	455	1,379	453	1,357	445
PSAT (9th&10th)	--	--	--	--	--	--	2,840	442	2,854	444
SAT (11th)	--	--	--	--	1,353	483	1,295	479	1,356	480
Overall	--	--	--	--	2,672	469	4,135	453	4,210	456

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

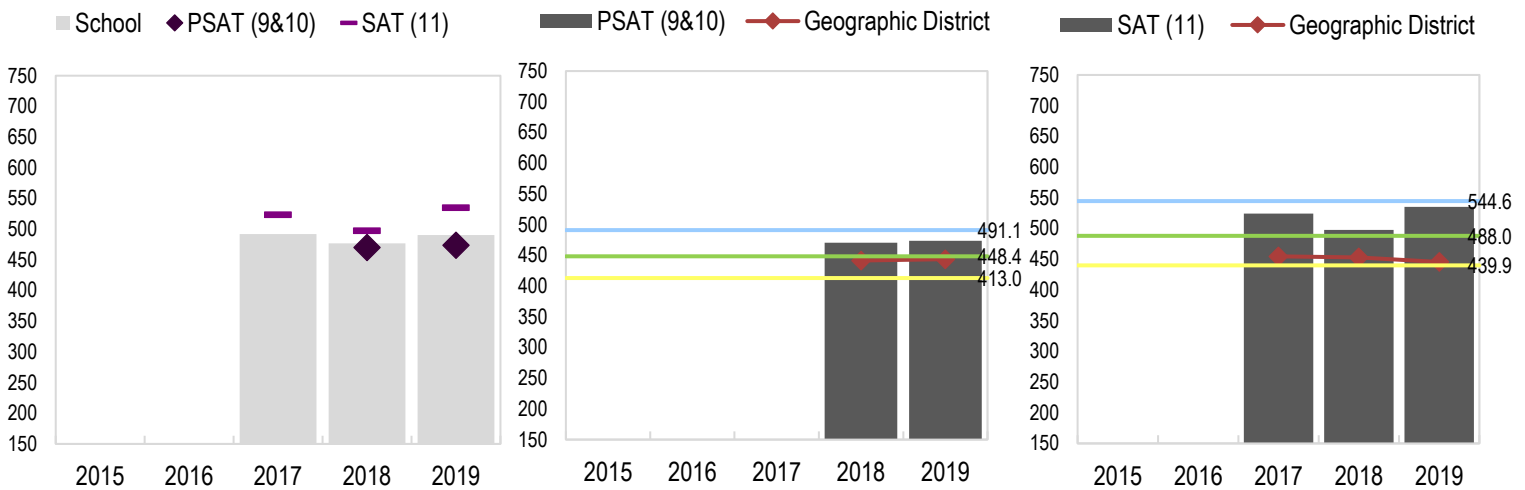
^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Evidence-Based Reading and Writing state assessment over time disaggregated by test and grade level. From 2017 to 2019, overall student achievement decreased by 1.9 scale score points. Since last school year, overall mean scale score increased by 13.4 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 five years. Overall, the school outperforms their geo. district by 35 scale score points.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Achievement

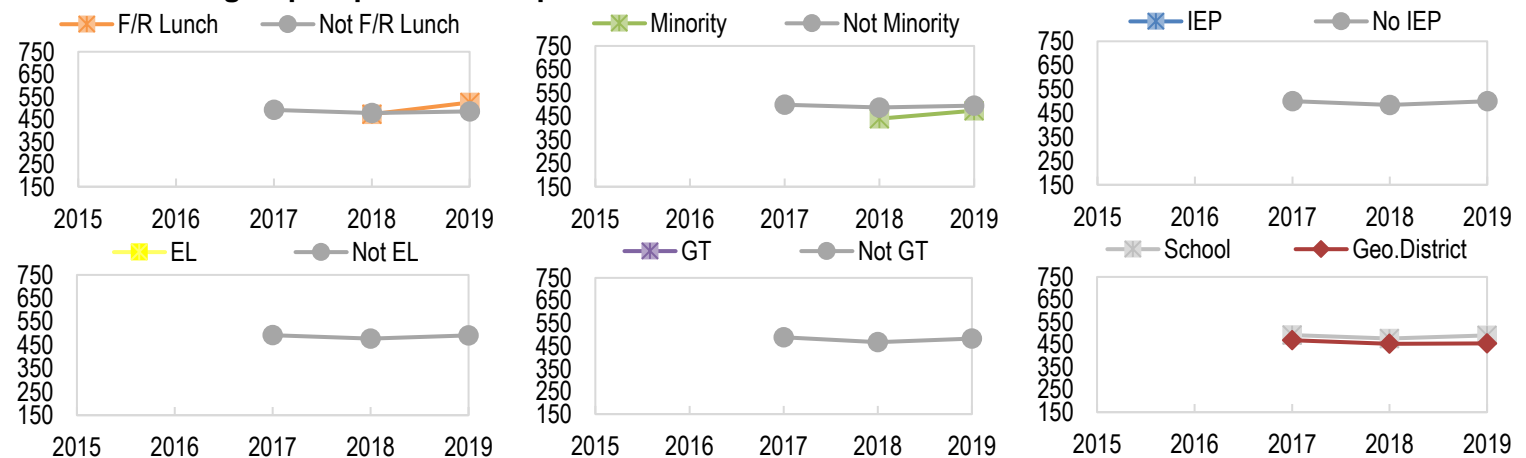
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

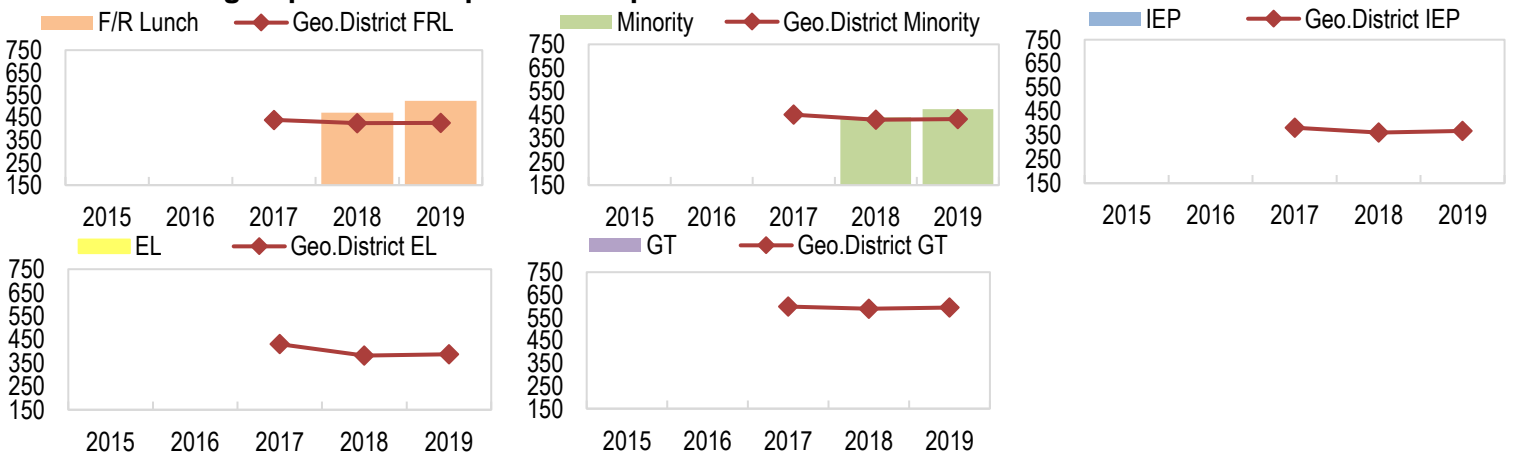
Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	472	524
	N	--	--	491	478	485
Minority	Y	--	--	--	440	474
	N	--	--	499	488	495
IEP	Y	--	--	--	--	--
	N	--	--	499	484	499
EL	Y	--	--	--	--	--
	N	--	--	492	478	491
GT	Y	--	--	--	--	--
	N	--	--	488	467	482
Schoolwide		--	--	492	477	490

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2015	2016	2017	2018	2019
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	440	426	427
	N	--	--	484	469	472
Minority	Y	--	--	450	429	431
	N	--	--	476	463	466
IEP	Y	--	--	382	362	369
	N	--	--	478	464	464
EL	Y	--	--	430	381	387
	N	--	--	472	456	458
GT	Y	--	--	599	589	594
	N	--	--	460	447	447
Geographic District		--	--	469	453	456

PSAT/SAT: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall the school outperformed District.

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Growth

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

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

Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	50	48.0	29	75.0
PSAT 9 to PSAT 10	--	--	27	74.0	49	61.0
PSAT 10 to SAT 11	22	55.5	24	49.5	27	54.0
Overall	22	55.5	101	52.0	105	63.0

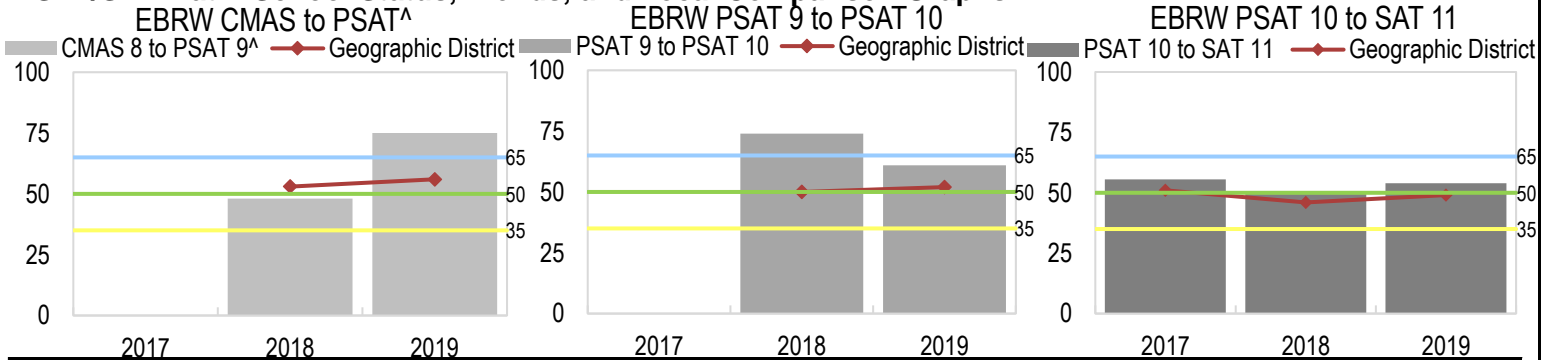
Geographic District Growth over Time in Math						
PSAT/SAT Math	2017		2018		2019	
	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	581	53.0	960	56.0
PSAT 9 to PSAT 10	--	--	703	50.0	1,278	52.0
PSAT 10 to SAT 11	1,112	51.0	1,136	46.0	1,265	49.0
Overall	1,112	51.0	2,678	50.0	3,503	52.0

[^]In 2019, the Colorado Department of Education released the following: "CMAS English Language Arts assessment results will no longer be linked to PSAT/SAT results in determining student growth percentiles. Rather, the following ELA growth progressions will be used at the high school level:

- Grade 9 PSAT to grade 10 PSAT
- Grade 10 PSAT to grade 11 SAT

For these two progressions, historical data will be limited to PSAT results only. Math growth will be calculated and presented in the same manner as 2018 performance frameworks". To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

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



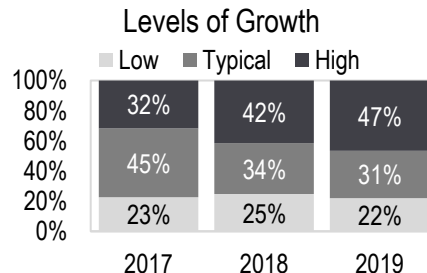
Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the English Language Arts state assessment. From 2016 to 2019, overall student growth increased. Since last year, student growth increased by 11 percentile points. In 2019, overall student growth met state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

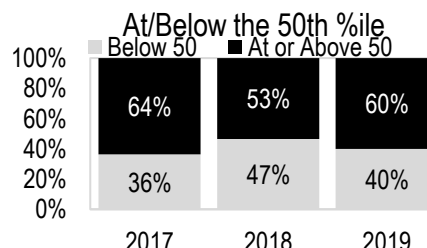
PSAT/SAT Math: Levels of Growth Tables

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

Math Levels of Growth			
PSAT/SAT Math	%Students		
	2017	2018	2019
Low (below 35)	23%	25%	22%
Typical (35-65)	45%	34%	31%
High (above 65)	32%	42%	47%



Math At/Below 50th %ile			
PSAT/SAT Math	%Students		
	2017	2018	2019
At or Above 50	64%	53%	60%
Below 50	36%	47%	40%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 22% 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 47% of students. The percent of students at or above the 50th percentile has increased from last year (53% to 60%). Since 2016, the percent of students at or above the 50th percentile has decreased (64% to 60%).

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

Exceeds	Approaching
Meets	Does Not Meet

Mathematics Subgroup Growth

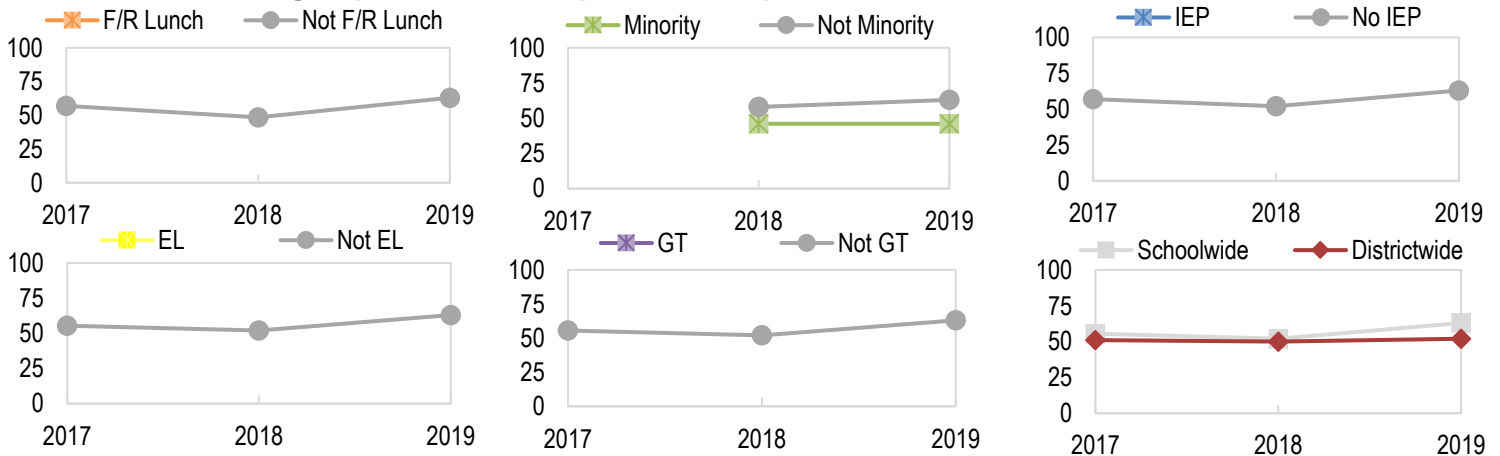
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

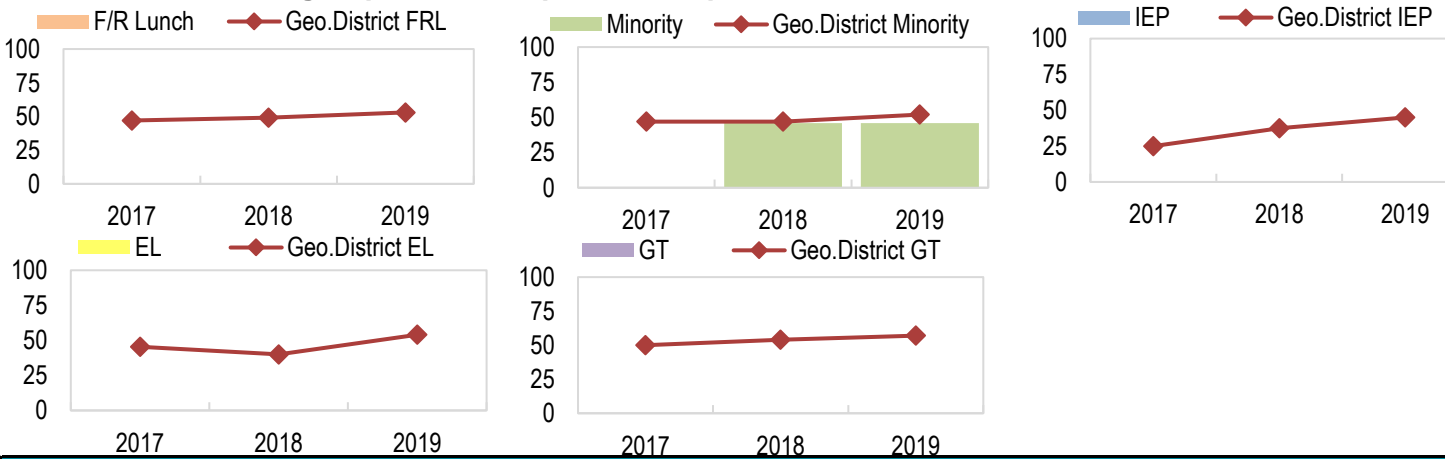
PSAT/SAT Math	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	--	--	
	N	57.0	48.5	63.0
Minority	Y	--	46.0	46.0
	N	--	58.0	63.0
IEP	Y	--	--	--
	N	57.0	52.0	63.0
EL	Y	--	--	--
	N	55.5	52.0	63.0
GT	Y	--	--	--
	N	55.5	52.0	63.0
Schoolwide	55.5	52.0	63.0	

PSAT/SAT Math	2017	2018	2019	
Student Subgroup	MGP	MGP	MGP	
F/R Lunch	Y	47.0	49.0	53.0
	N	53.0	50.0	52.0
Minority	Y	47.0	47.0	52.0
	N	53.0	50.0	52.0
IEP	Y	25.0	37.5	45.0
	N	53.0	51.0	53.0
EL	Y	45.5	40.0	54.0
	N	52.0	50.0	52.0
GT	Y	50.0	54.0	57.0
	N	51.0	49.0	52.0
Geographic District	51.0	50.0	52.0	

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Evidence-Based Reading and Writing state assessment over time. PSAT/SAT combined results show non-minority students outperformed their minority peers, overall the school outperformed Mesa County Valley 51.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

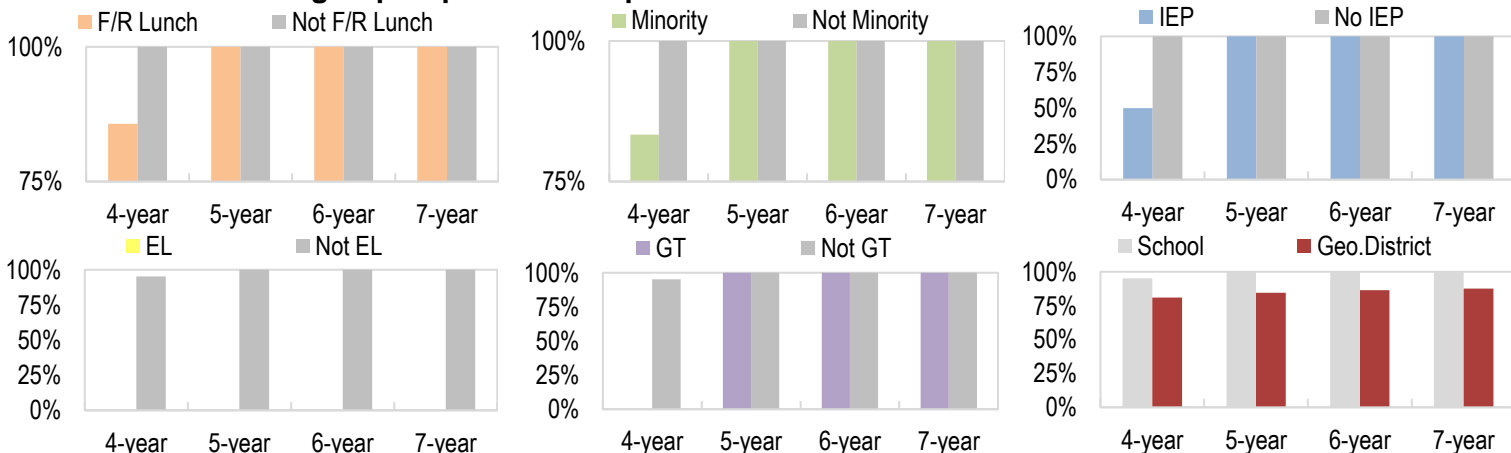
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

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

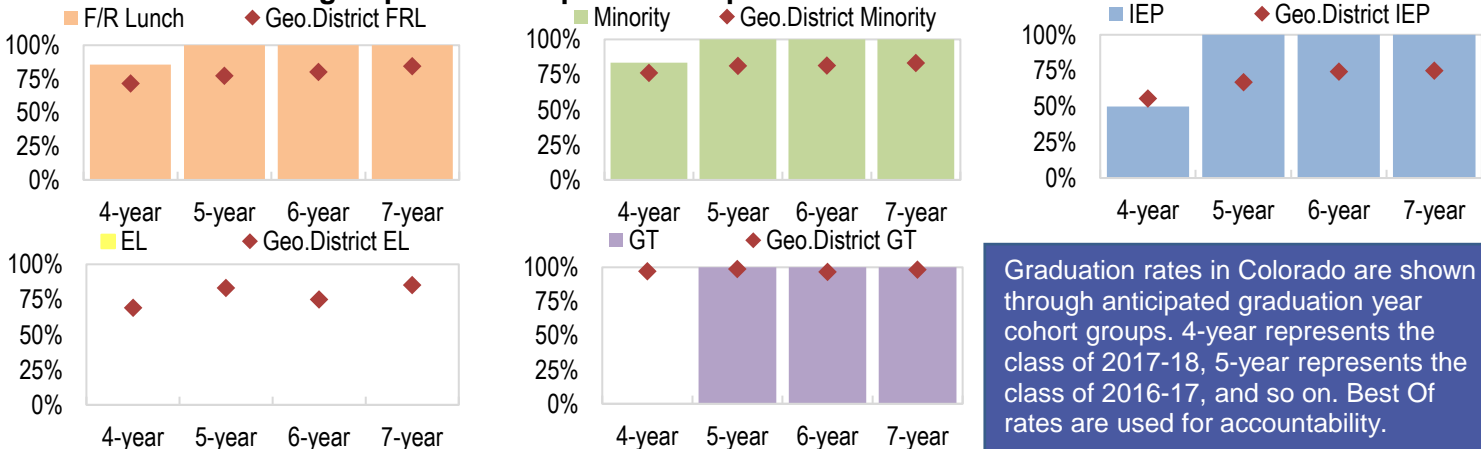
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	5-year	86%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Minority	Y	5-year	83%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	5-year	50%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
EL	Y	--	--	--	--	--
	N	5-year	95%	100%	100%	100%
GT	Y	5-year	--	100%	100%	100%
	N	5-year	95%	100%	100%	100%
Schoolwide		5-year	95%	100%	100%	100%

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	72%	77%	80%	84%
	N	5-year	90%	92%	91%	89%
Minority	Y	7-year	76%	81%	81%	83%
	N	7-year	83%	86%	88%	89%
IEP	Y	7-year	55%	67%	74%	75%
	N	7-year	84%	87%	88%	89%
EL	Y	7-year	69%	83%	75%	85%
	N	7-year	81%	84%	87%	88%
GT	Y	5-year	97%	99%	97%	98%
	N	7-year	79%	83%	85%	86%
Geographic District		7-year	81%	84%	86%	88%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2017-18, 5-year represents the class of 2016-17, and so on. Best Of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate is the 5 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 88%. The best of rate for students eligible for free or reduced price lunch is the 5 year rate of 100%. The best of rate for minority students is the 5 year rate of 100%. The best of rate for students with disabilities is the 5 year rate of 100%. The best of rate for gifted students is the 5 year rate of 100%.

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

Exceeds	Approaching
Meets	Does Not Meet

Postsecondary and Workforce Readiness Additional Indicators

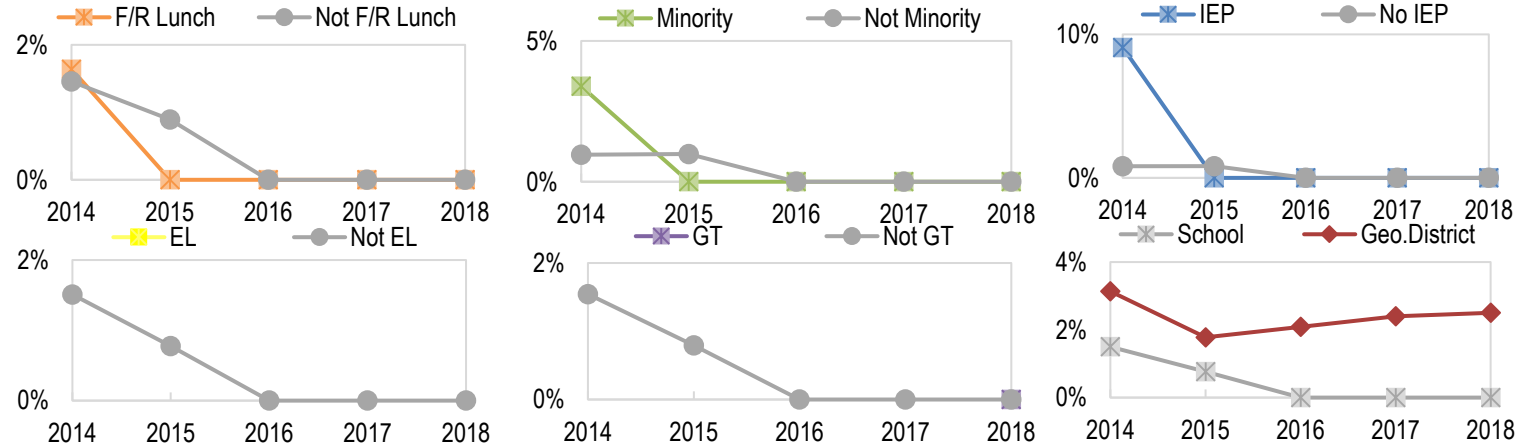
Dropout Rate: Subgroup Status and Gap Trends Tables

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

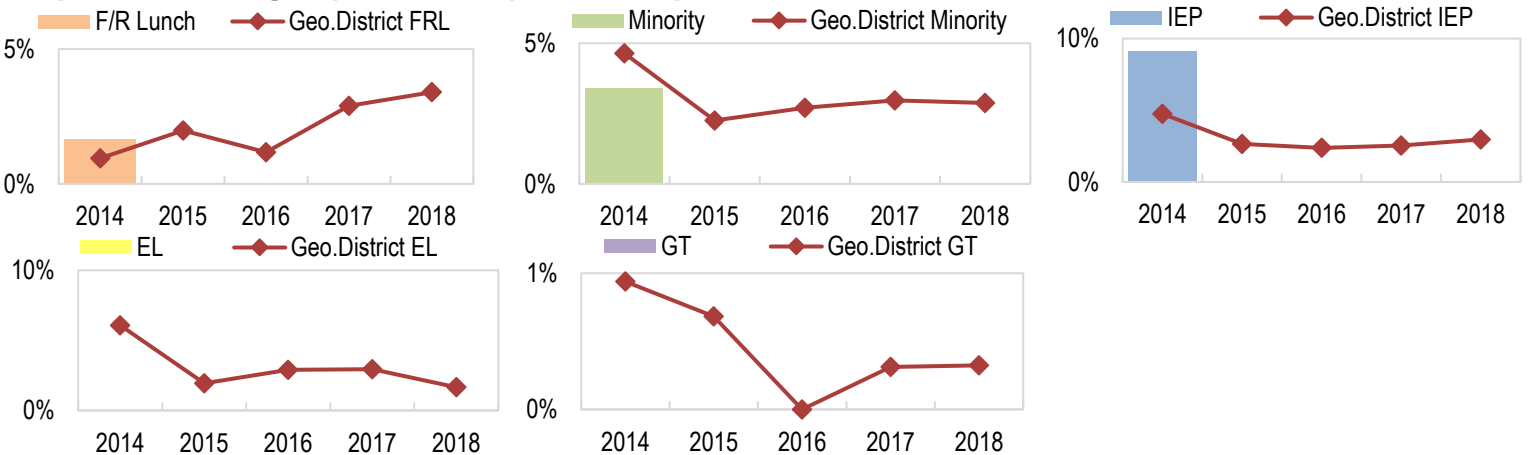
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	1.6%	0.0%	0.0%	0.0%	0.0%
	N	1.5%	0.9%	0.0%	0.0%	0.0%
Minority	Y	3.4%	0.0%	0.0%	0.0%	0.0%
	N	1.0%	1.0%	0.0%	0.0%	0.0%
IEP	Y	9.1%	0.0%	0.0%	0.0%	0.0%
	N	0.8%	0.8%	0.0%	0.0%	0.0%
EL	Y	--	--	--	--	--
	N	1.5%	0.8%	0.0%	0.0%	0.0%
GT	Y	--	--	--	--	0.0%
	N	1.5%	0.8%	0.0%	0.0%	0.0%
Schoolwide		1.5%	0.8%	0.0%	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2014	2015	2016	2017	2018
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.9%	2.0%	1.2%	2.9%	3.4%
	N	4.2%	1.7%	2.6%	2.0%	1.8%
Minority	Y	4.6%	2.3%	2.7%	3.0%	2.9%
	N	2.6%	1.6%	1.8%	2.1%	2.5%
IEP	Y	4.8%	2.6%	2.4%	2.6%	3.0%
	N	2.9%	1.7%	2.0%	2.3%	2.4%
EL	Y	6.1%	1.9%	2.9%	2.9%	1.7%
	N	3.0%	1.8%	2.1%	2.4%	2.5%
GT	Y	0.5%	0.3%	0.0%	0.2%	0.2%
	N	3.2%	1.8%	2.2%	2.5%	2.6%
Geographic District		3.1%	1.8%	2.1%	2.4%	2.5%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

The graphs above show dropout rates disaggregated by student group and dropout rates compared to the geographic district. From last year, FRL dropout rates had no change, minority student dropout rates had no change, IEP dropout rates had no change, and overall student dropout rates had no change. In 2018, the following subgroups had dropout rates lower than the geo. district: FRL, minority, IEP, GT, - additional details are available in the graphs above.

Symbol	Meaning
NA	Not reported by the state.
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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	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	16	0.0%	n < 16	--	20	5.0%
4 year	--	--	16	75.0%	n < 16	--	20	70.0%
CTE	--	--	16	0.0%	n < 16	--	20	0.0%
Schoolwide	--	--	16	75.0%	n < 16	--	20	75.0%

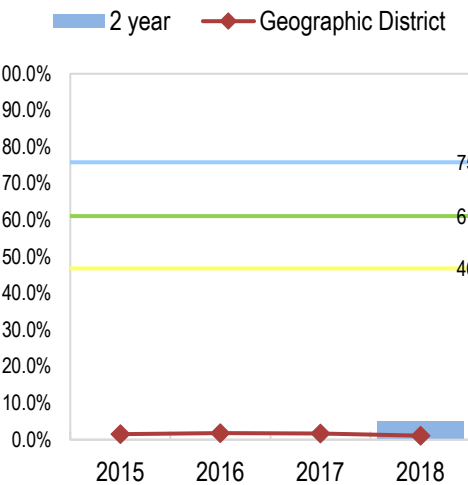
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, 2018 represents data from the class of 2017-18, 2017 represents data from the class of 2016-17, and so on. Schoolwide matriculation rates are the only rates used for accountability.

Geo. District Matriculation Rate Trends over Time								
Matriculation	2015		2016		2017		2018 [^]	
Category	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,423	1.5%	1,378	1.8%	1,436	1.7%	1,454	1.1%
4 year	1,423	52.4%	1,378	45.2%	1,436	44.4%	1,454	48.8%
CTE	1,423	4.4%	1,378	3.1%	1,436	4.6%	1,454	6.9%
Geo. District	1,423	55.7%	1,378	48.2%	1,436	48.1%	1,454	53.2%

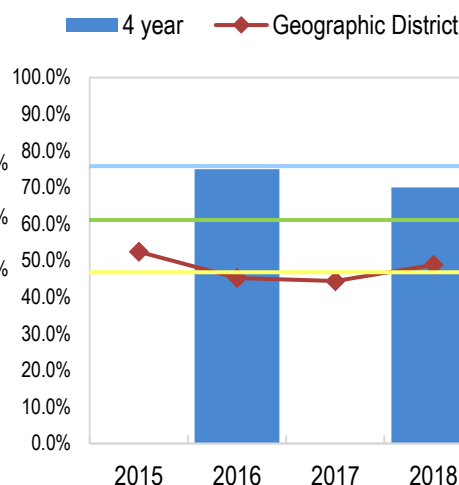
[^]CDE renormed matriculation benchmarks for the most recent school year. Therefore, benchmarks from previous school years do not look the same as benchmarks from the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs

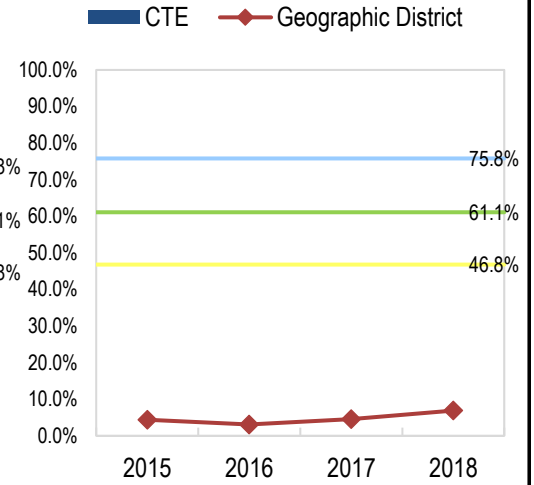
2 Year Matriculation Rates



4 Year Matriculation Rates



CTE Matriculation Rates



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 met state expectations and was above the geo. district.

Symbol	Meaning
NA	Not reported by the state.
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Exceeds	Approaching
Meets	Does Not Meet

Academic Performance Metrics

School Observations

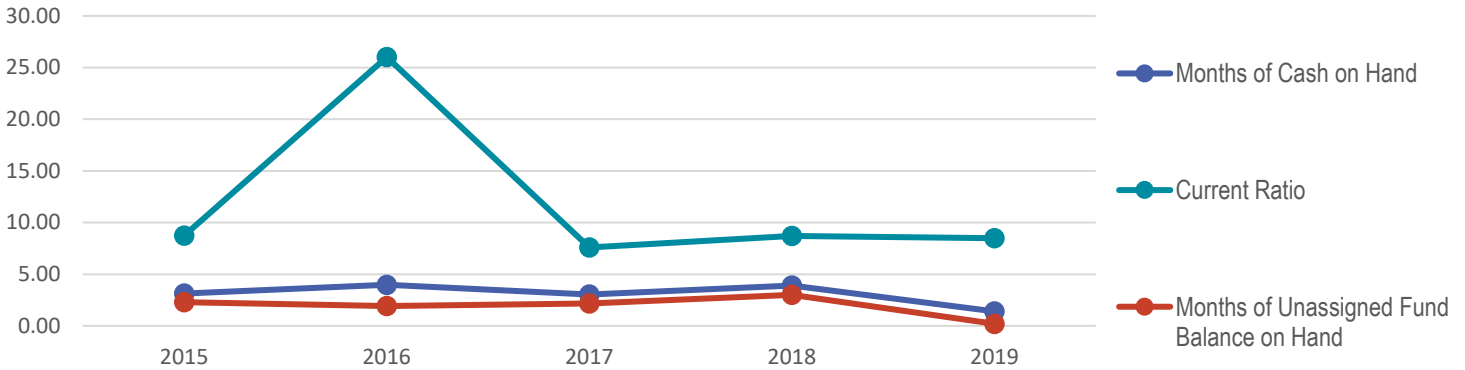
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2015-2019 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?

Governmental Funds Financial Statement Metrics					
Metric	2015	2016	2017	2018	2019
Operating Margin	1.8%	2.8%	0.6%	6.0%	34.1%
Months of Cash on Hand	3.12	3.98	3.05	3.90	1.40
Current Ratio	8.74	26.02	7.59	8.70	8.50
Months of Unassigned Fund Balance on Hand	2.29	1.91	2.16	3.00	0.20
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2015	2016	2017	2018	2019
Funded Pupil Count (FPC) Current-Year Variance	-10.0%	7.1%	2.0%	0.8%	-1.3%
Change in FPC from Prior-Year	-9.4%	12.6%	4.6%	4.2%	0.8%

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	2019
Months of Cash on Hand	N/A	N/A	N/A	N/A	N/A
Current Ratio	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio	N/A	N/A	N/A	N/A	N/A
Change in Net Position	N/A	N/A	N/A	N/A	N/A

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	2019
Debt to Asset Ratio	1.79	1.71	1.61	1.86	1.55
Change in Net Position	(\$123,883)	(\$340,731)	(\$3,055,091)	(\$3,967,258)	\$216,812
Default	NO	NO	NO	NO	0

Symbol	Meaning
NA	Not reported by the state.
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Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2019 Financial Results

Financial Performance Narrative

Caprock Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement, an increase in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 10.9 pupils (1 percent), and 6.1 pupils (1 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 school's governmental funds ended the year with 1.4 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 34 percent and a decrease in their unassigned fund balance.

School Observations

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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 2018-19 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 has been an active participant in the MTSS Collaborative Grant funded by CDE over the last several years.

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 2018-19 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 requirements,*
- *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 2018-19 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2018-19 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2018-19 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 2018-19 school year. Some deadlines were missed, but none were significant enough to warrant a Notice of Concern. Many of the Organizational Submissions were completed late but were compliant, with no revisions required.

School Observations

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Expanding Frontiers in Public Education

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