



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Caprock Academy



Expanding Frontiers in Public Education

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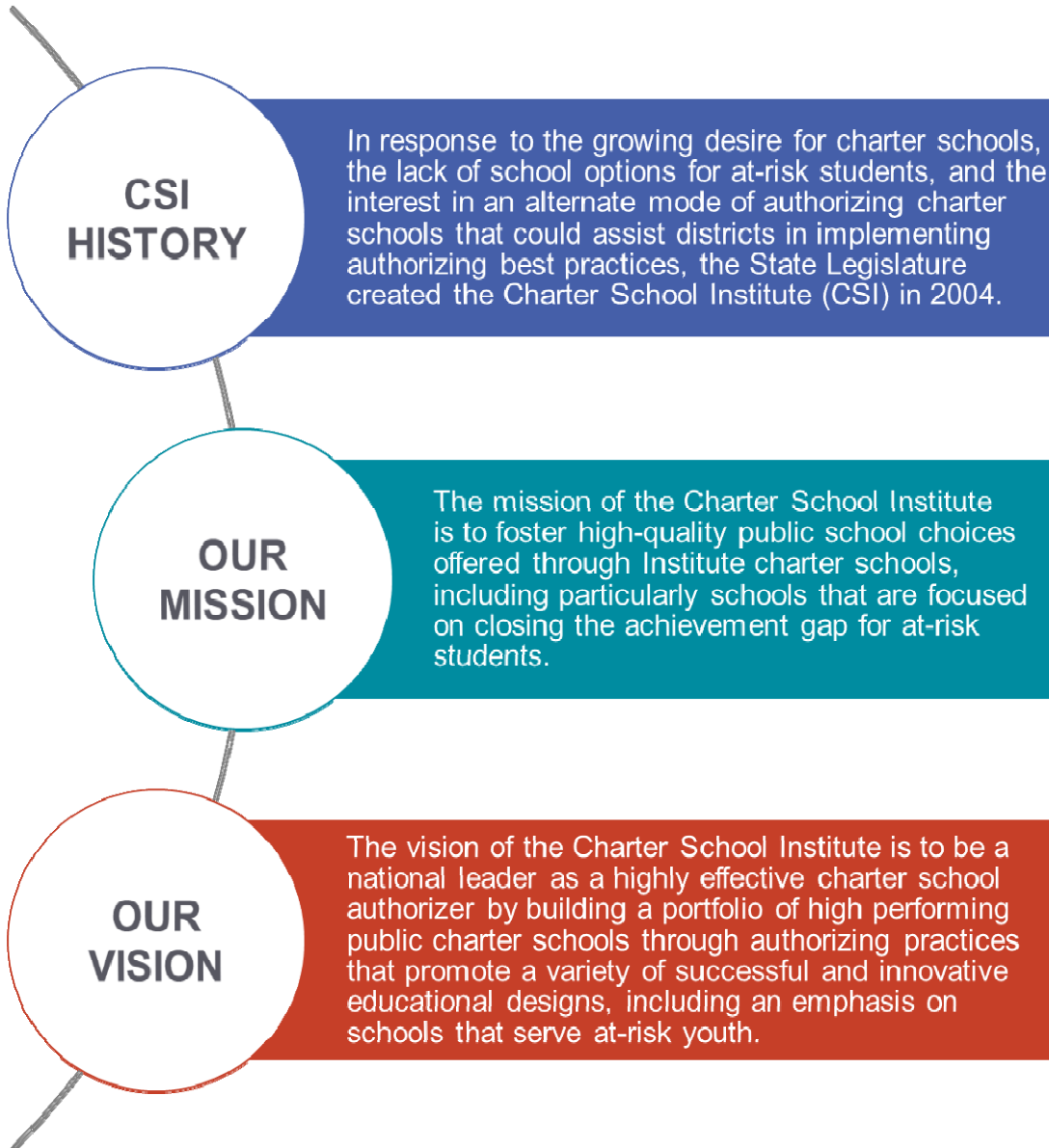


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CSI Annual Review of Schools (CARS) Summary

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

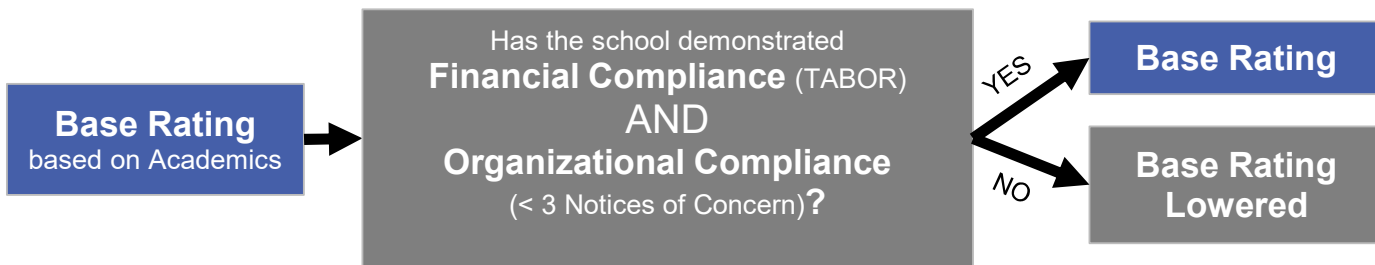
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

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

CARS Accreditation Ratings

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



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

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

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

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

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

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

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

Academic Performance: Ryan Marks

Financial Performance: Andi Denton

Organizational Performance: Kim Caplan & Matt Hudson - State/Federal Programs
Stephanie Aragon & Anastasia Hawkins - Compliance Monitoring

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

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., 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 2016 to 2022. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
--	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- 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

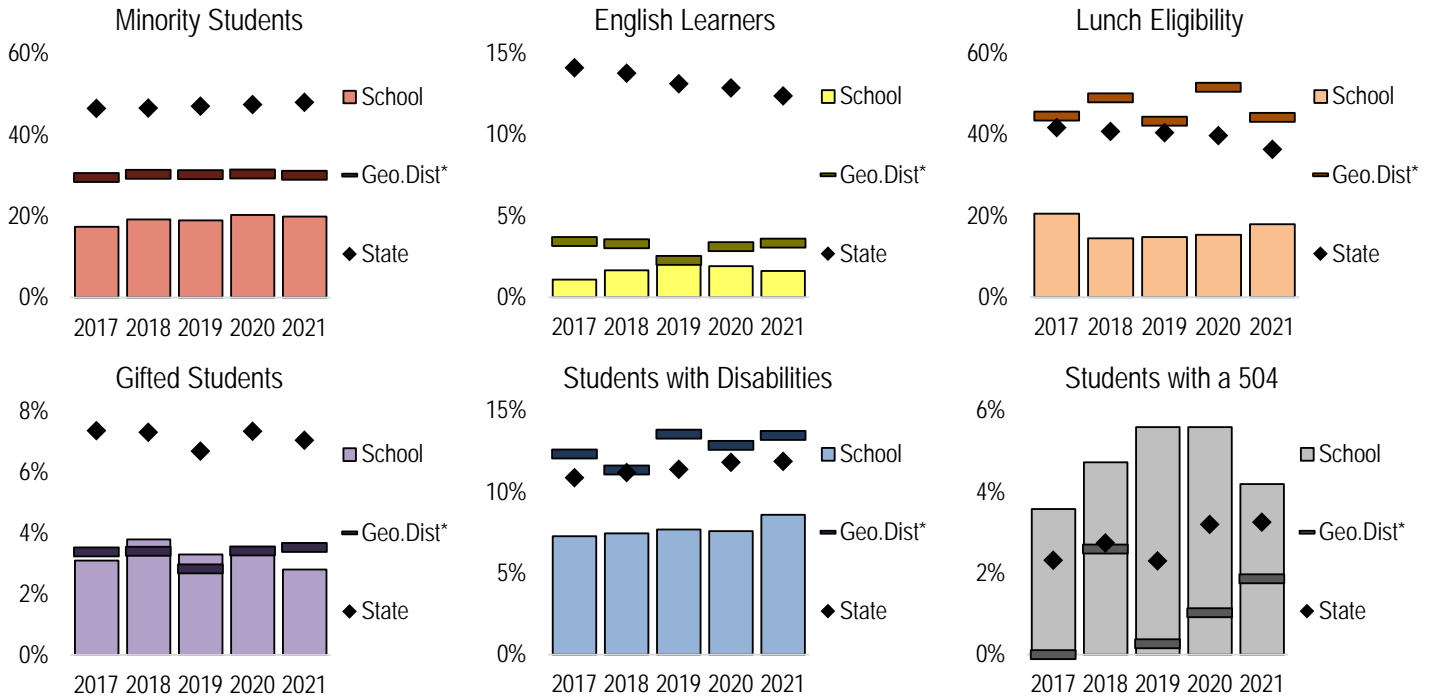
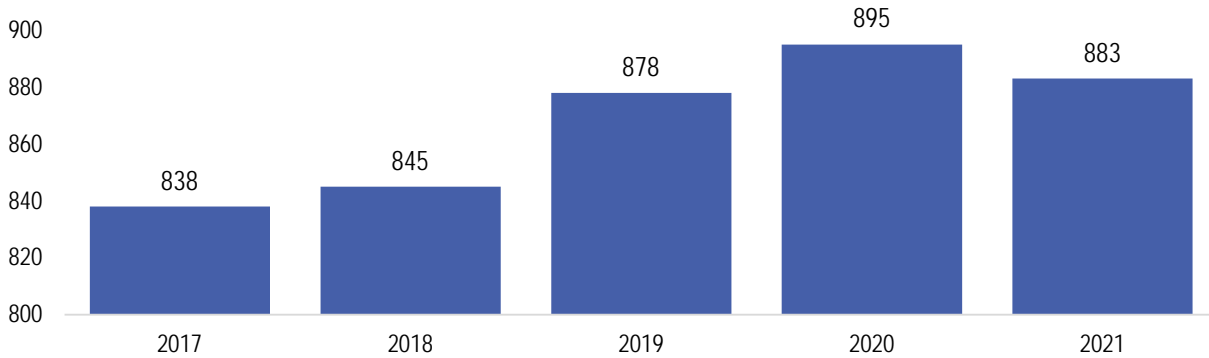
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	838	845	878	895	883
F/R Lunch	20.5%	14.4%	14.8%	15.3%	17.9%
Minority	17.4%	19.2%	19.0%	20.3%	19.9%
IEP	7.3%	7.5%	7.7%	7.6%	8.6%
EL	1.1%	1.7%	2.1%	1.9%	1.6%
Gifted	3.1%	3.8%	3.3%	3.4%	2.8%
504	3.6%	4.7%	5.6%	5.6%	4.2%

Enrollment over Time



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 70.1% Points Earned

Performance: Between 53% to 70.1% 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: Meets 95% Participation
Elementary School Rating	Improvement (Points Earned: 45.7%)
Middle School Rating	Performance (Points Earned: 63.1%)
High School Rating	Performance (Points Earned: 82%)
Financial	Financial performance does not impact the school accreditation rating
Organizational	Organizational performance does not impact the school accreditation
Overall CARS Rating	Performance with Distinction

Participation

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

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

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

Assurance	
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	606	594	98.0%	5	98.8%	Meets 95%
Math	607	594	97.9%	7	99.0%	Meets 95%
Science	N/A	N/A	N/A	N/A	N/A	N/A

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	457	448	98.0%	5	99.1%	Meets 95%
CMAS Math	458	448	97.8%	7	99.3%	Meets 95%
CMAS Science	N/A	N/A	N/A	N/A	N/A	N/A
PSAT/SAT Evidence-Based Reading and Writing	149	146	98.0%	0	98.0%	Meets 95%
PSAT/SAT Math	149	146	98.0%	0	98.0%	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?

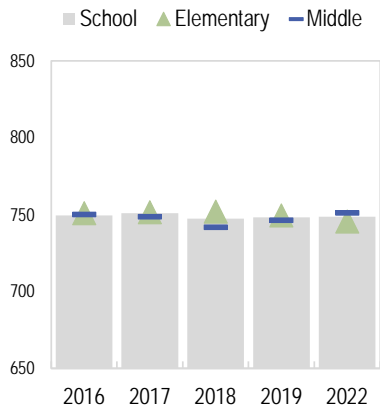
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	81	757	72	757	71	759	71	745	70	742
4	78	751	80	746	78	753	76	750	70	747
5	62	744	75	753	75	744	80	754	73	747
Elementary	221	751	227	752	224	752	227	750	213	746
6	55	748	71	749	77	740	66	747	68	748
7	56	743	51	747	76	743	70	749	79	755
8	46	761	62	750	41	743	65	743	77	750
Middle	157	750	184	749	194	742	201	747	224	751
Overall	399	749	449	751	418	747	428	748	437	749

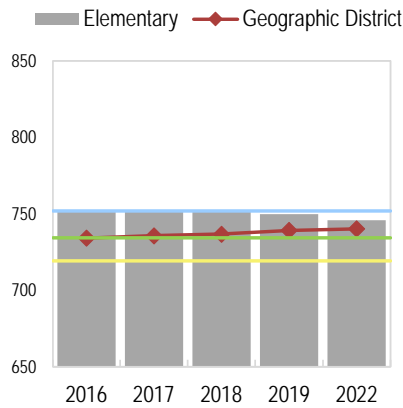
Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,509	730	1,568	732	1,494	730	1,537	733	1,377	735
4	1,361	738	1,575	736	1,597	739	1,474	741	1,352	740
5	1,377	735	1,411	739	1,635	740	1,583	743	1,356	745
Elementary	4,247	734	4,554	736	4,726	737	4,594	739	4,085	740
6	1,330	734	1,491	733	1,495	733	1,617	736	1,396	740
7	1,136	731	1,418	738	1,498	731	1,446	735	1,304	732
8	1,128	734	1,286	732	1,422	734	1,447	733	1,423	739
Middle	3,766	733	4,584	734	4,415	733	4,510	735	4,123	737
Overall	8,616	734	10,000	735	9,141	735	9,104	737	8,208	739

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

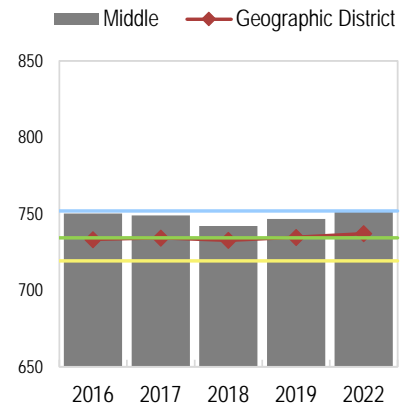
ELA - Schoolwide



ELA - Elementary



ELA - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the ELA state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 0.9 scale score points. Since last school year, overall mean scale score increased by 0.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 9.9 scale score points.

English Language Arts Subgroup Achievement

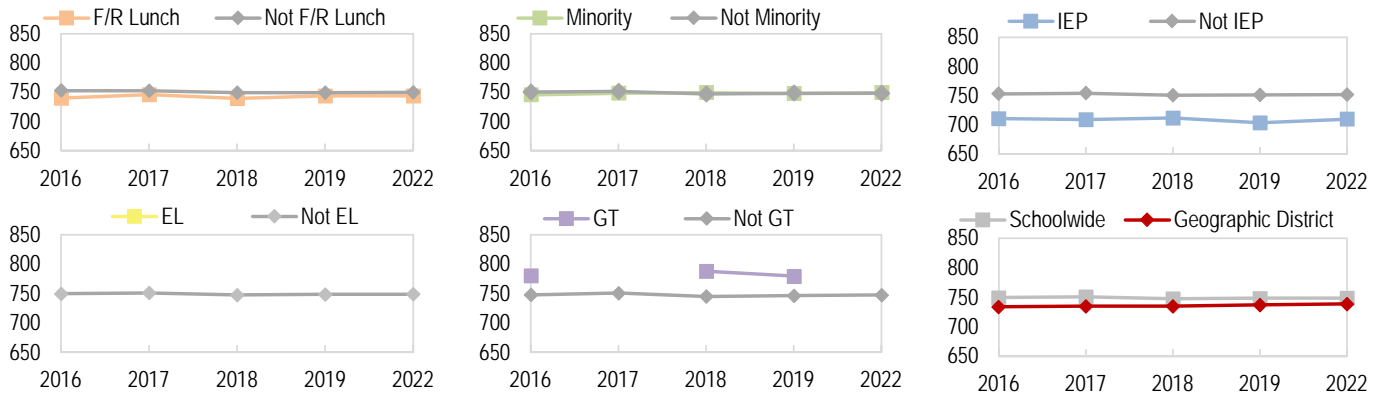
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

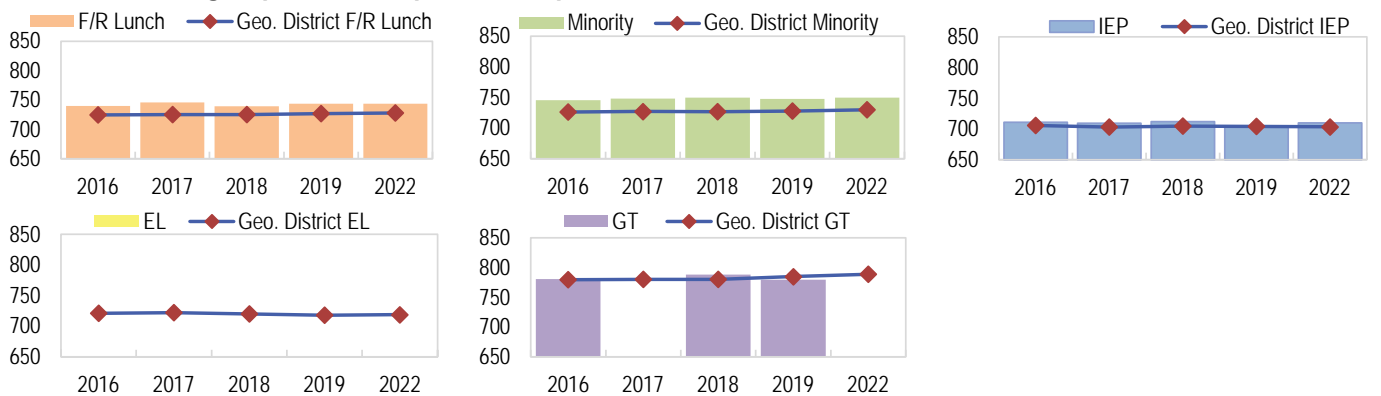
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	739.6	745.9	739.4	743.6	743.6
	N	752.8	752.2	749.3	749.1	749.7
Minority	Y	745.6	748.3	749.4	747.8	749.5
	N	750.1	751.3	747.0	748.3	748.2
IEP	Y	710.5	709.0	711.7	703.6	709.8
	N	753.0	754.1	750.5	750.9	751.7
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	749.6	750.9	747.3	748.2	748.7
GT	Y	780.6	n<16	787.9	779.4	n<16
	N	747.6	750.8	744.9	746.4	747.2
Schoolwide		749	751	747	748	749

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	724.6	725.1	725.2	726.7	728.1
	N	739.4	743.5	744.0	746.6	746.2
Minority	Y	726.2	727.1	726.7	727.7	729.8
	N	737.1	738.0	738.1	740.8	742.4
IEP	Y	705.8	703.0	704.5	704.1	703.2
	N	738.5	739.2	739.8	740.3	744.2
EL	Y	721.0	722.2	720.1	718.1	718.7
	N	734.8	735.6	735.6	738.0	739.7
GT	Y	779.6	780.3	780.2	784.7	788.7
	N	731.9	733.1	732.4	734.2	735.6
Geographic District		734	735	735	737	739

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

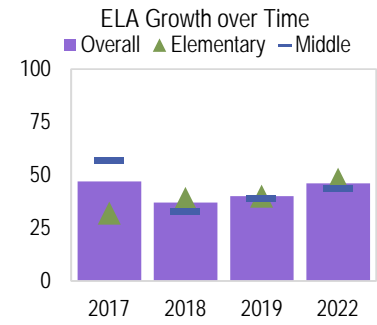
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, overall, the school outperformed Mesa County Valley 51. In 2022, the following subgroups outperformed the geo. district: FRL, minority, IEP, - additional details are available in the graphs.

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

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

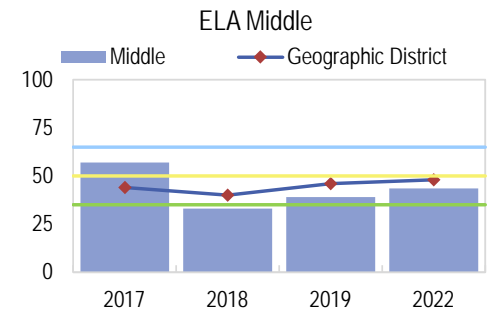
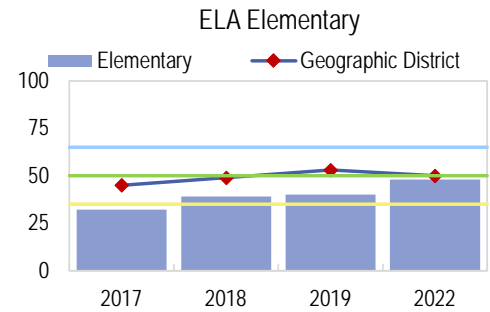
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
4	76	26.0	73	42.0	66	36.5	61	48.0
5	71	39.0	71	37.0	75	40.0	--	--
Elementary	147	32.0	144	39.0	141	40.0	61	48.0
6	61	62.0	70	32.0	64	40.0	59	41.0
7	49	42.0	71	33.0	67	48.0	--	--
8	50	72.5	36	47.5	64	38.0	69	46.0
Middle	160	57.0	177	33.0	195	39.0	128	43.5
Overall	339	47.0	321	37.0	336	40.0	189	46.0



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	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
4	1,415	43.0	1,455	47.0	1,399	55.0	1,221	50.0
5	1,228	46.0	1,470	50.0	1,506	52.0	--	--
Elementary	2,643	45.0	2,925	49.0	2,905	53.0	1,221	50.0
6	1,274	42.0	1,292	40.0	1,525	47.0	1,256	47.0
7	1,193	47.0	1,350	39.0	1,342	46.0	--	--
8	976	39.5	1,260	40.0	1,344	46.5	1,238	48.5
Middle	3,703	44.0	3,902	40.0	4,211	46.0	2,494	48.0
Overall	7,029	44.0	6,827	43.0	7,116	49.0	3,715	49.0

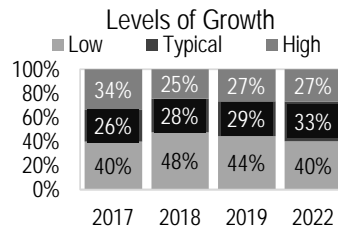


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 6 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

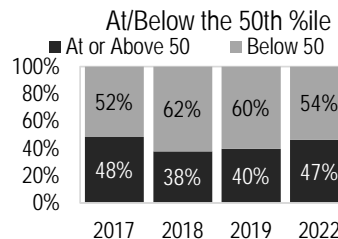
CMAS ELA: Levels of Growth Tables and Graphs

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

CMAS ELA	ELA Levels of Growth			
	%Students			
Category	2017	2018	2019	2022
Low (below 35)	40%	48%	44%	40%
Typical (35-65)	26%	28%	29%	33%
High (above 65)	34%	25%	27%	27%



CMAS ELA	ELA At/Below 50th %ile			
	%Students			
Category	2017	2018	2019	2022
At or Above 50	48%	38%	40%	47%
Below 50	52%	62%	60%	54%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 40% 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 (40% to 47%). Since 2017, the percent of students at or above the 50th percentile has decreased (48% to 47%).

English Language Arts Subgroup Growth

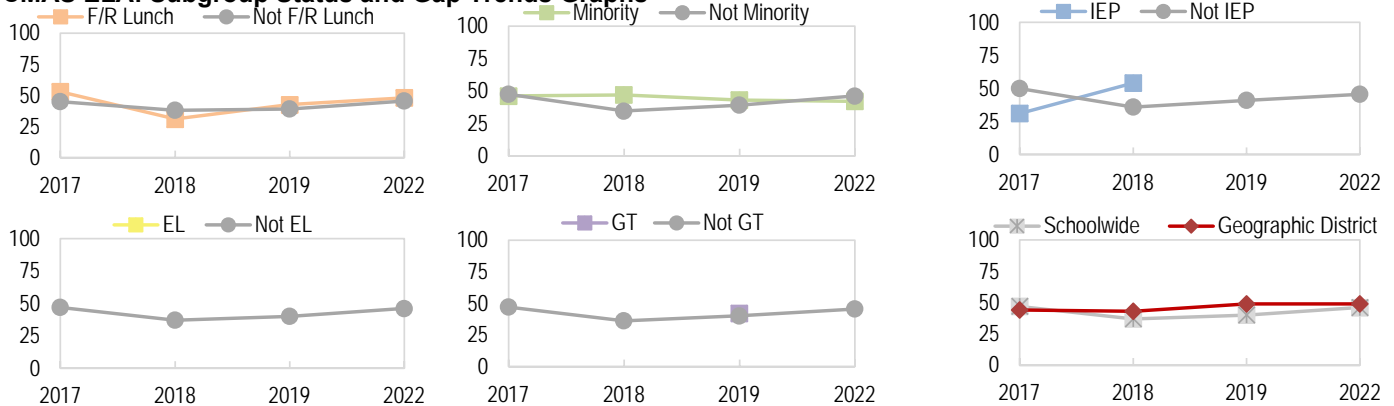
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

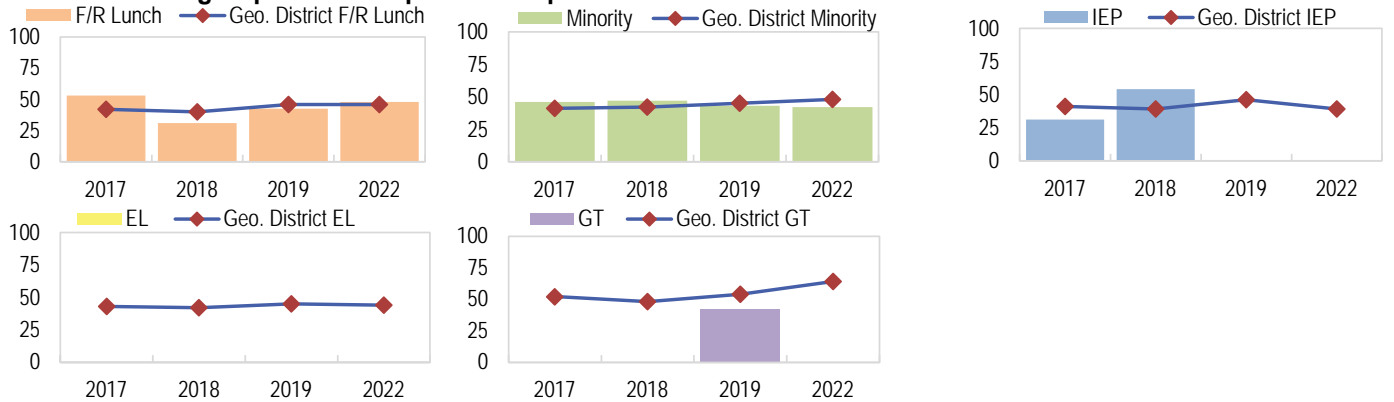
CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	53.0	31.0	42.5	48.0
	N	45.0	38.0	39.0	45.5
Minority	Y	46.0	47.0	43.0	42.0
	N	47.5	34.5	39.0	46.0
IEP	Y	31.0	54.0	n<20	n<20
	N	50.0	36.0	41.0	45.5
EL	Y	n<20	n<20	n<20	n<20
	N	47.0	37.0	40.0	46.0
GT	Y	n<20	n<20	42.0	n<20
	N	47.0	36.0	40.0	45.5
Schoolwide	47.0	37.0	40.0	46.0	

CMAS ELA	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	42.0	40.0	46.0	46.0
	N	47.0	46.0	52.0	51.0
Minority	Y	41.0	42.0	45.0	48.0
	N	45.0	44.0	51.0	49.0
IEP	Y	41.0	39.0	46.0	39.0
	N	45.0	44.0	50.0	50.0
EL	Y	43.0	42.0	45.0	44.0
	N	44.0	43.0	50.0	49.0
GT	Y	52.0	48.0	54.0	64.0
	N	44.0	43.0	49.0	47.0
Geographic District	44.0	43.0	49.0	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 growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): FRL students outperformed their non-FRL peers, non-minority students outperformed their minority peers, overall, Mesa County Valley 51 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

Mathematics Achievement

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

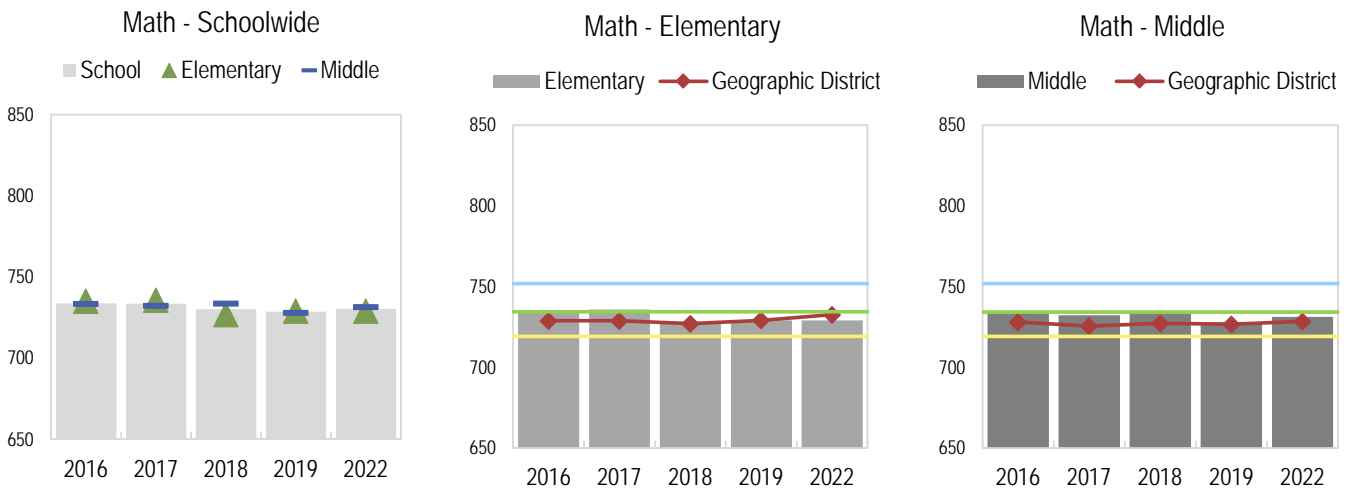
-How are students achieving on state assessments in Mathematics over time?

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

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	81	741	72	745	72	739	71	729	70	729
4	78	733	80	731	78	726	76	731	70	730
5	62	730	75	733	75	716	80	727	73	729
Elementary	221	735	227	736	225	727	227	729	213	729
6	55	727	71	730	77	734	75	725	68	733
7	55	737	51	737	76	733	70	733	80	734
8	45	737	62	731	41	735	66	726	76	728
Middle	155	733	184	732	194	734	211	728	224	731
Overall	398	734	449	734	419	730	438	728	437	730

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,521	731	1,580	732	1,498	731	1,533	733	1,377	735
4	1,377	729	1,590	727	1,599	724	1,478	726	1,353	729
5	1,398	726	1,418	727	1,645	726	1,581	728	1,352	734
Elementary	4,296	729	4,588	729	4,742	727	4,592	729	4,082	733
6	1,326	728	1,497	726	1,505	728	1,621	726	1,382	728
7	1,136	726	1,420	729	1,502	726	1,450	729	1,296	727
8	1,131	729	1,293	722	1,420	728	1,453	726	1,421	731
Middle	3,773	728	4,598	726	4,427	727	4,524	727	4,099	728
Overall	8,669	729	10,057	728	9,169	727	9,116	728	8,181	731

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



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 3.5 scale score points. Since last school year, overall mean scale score increased by 1.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 0.3 scale score points.

Mathematics Subgroup Achievement

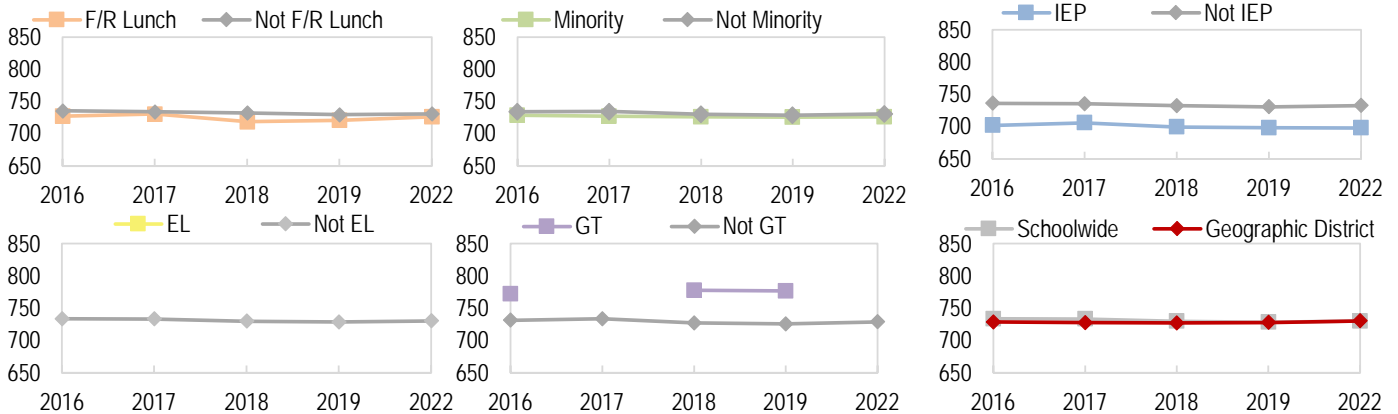
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

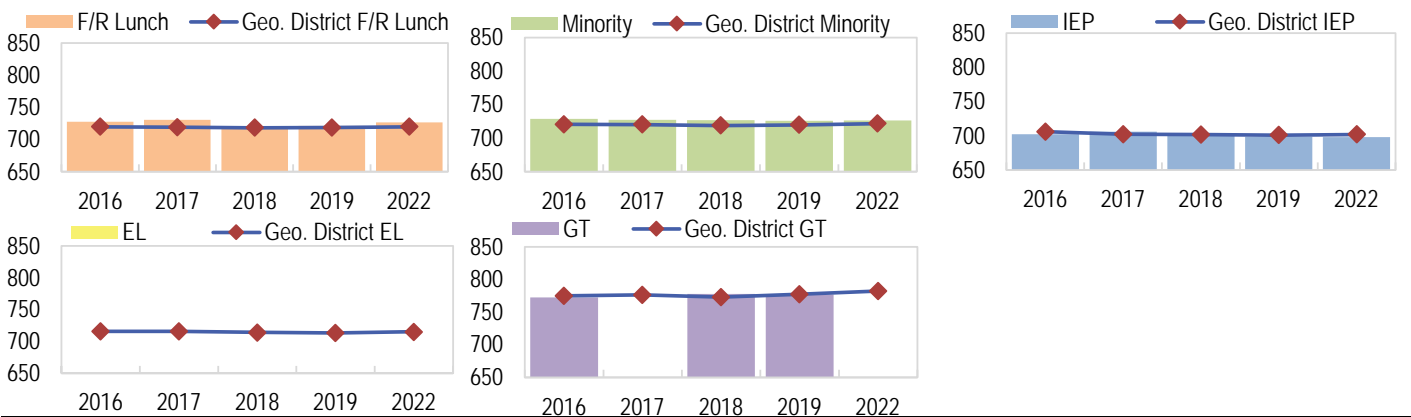
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	727.6	730.8	718.9	721.3	726.5
	N	735.8	734.4	732.7	729.8	731.2
Minority	Y	729.0	727.5	726.7	726.1	726.5
	N	734.5	734.8	730.6	729.0	731.2
IEP	Y	702.1	706.0	699.8	698.5	698.1
	N	736.4	735.7	732.7	730.8	732.9
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	733.7	733.5	729.9	728.6	730.5
GT	Y	772.0	n<16	777.8	776.8	n<16
	N	731.5	733.6	727.2	725.6	728.9
Schoolwide		734	734	730	728	730

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	720.0	719.2	718.4	718.7	720.0
	N	733.9	735.7	735.6	736.6	738.0
Minority	Y	720.6	720.4	719.1	719.9	721.8
	N	732.2	731.0	730.6	731.3	734.2
IEP	Y	705.8	702.1	701.6	701.0	701.8
	N	732.5	731.5	731.4	730.7	735.0
EL	Y	716.0	715.9	714.0	713.5	715.0
	N	729.6	728.7	728.0	728.8	731.4
GT	Y	774.5	776.1	772.6	777.1	782.0
	N	726.9	726.2	725.0	725.2	727.4
Geographic District		729	728	727	728	731

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

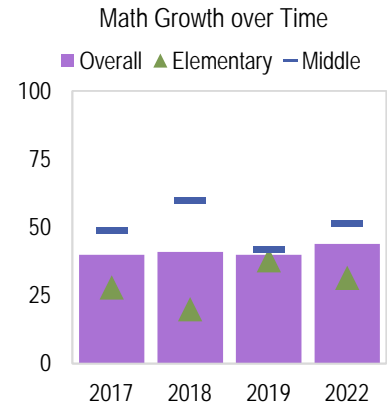
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, Mesa County Valley 51 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: IEP, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

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

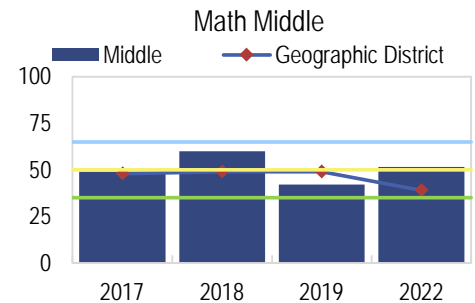
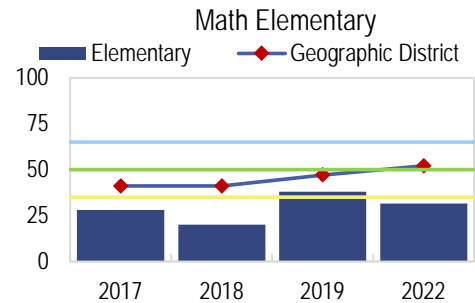
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	76	26.5	73	31.0	67	49.0	--	--
5	71	32.0	71	17.0	75	28.0	68	31.5
Elementary	147	28.0	144	20.0	142	38.0	68	31.5
6	61	45.0	70	58.0	73	49.0	--	--
7	49	63.0	72	66.0	67	42.0	68	51.5
8	50	47.5	31	49.0	64	37.5	--	--
Middle	160	49.0	173	60.0	204	42.0	68	51.5
Overall	336	40.0	317	41.0	346	40.0	136	44.0



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	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,450	41.0	1,486	40.0	1,406	44.0	--	--
5	1,259	41.0	1,503	42.0	1,510	49.0	1,233	52.0
Elementary	2,709	41.0	2,989	41.0	2,916	47.0	1,233	52.0
6	1,296	51.0	1,301	56.0	1,531	53.0	--	--
7	1,152	51.0	1,348	47.0	1,347	44.0	1,134	39.0
8	728	39.0	939	43.0	1,353	48.0	--	--
Middle	3,342	48.0	3,588	49.0	4,231	49.0	1,134	39.0
Overall	6,508	46.0	6,577	46.0	7,147	48.0	2,367	46.0

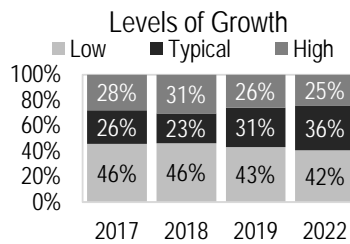


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 4 percentile points. In 2022, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

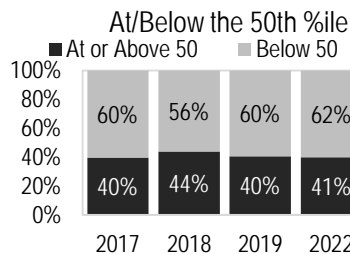
CMAS Math: Levels of Growth Tables and Graphs

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

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	46%	46%	43%	42%
Typical (35-65)	26%	23%	31%	36%
High (above 65)	28%	31%	26%	25%



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	40%	44%	40%	41%
Below 50	60%	56%	60%	62%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 42% 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 25% of students. The percent of students at or above the 50th percentile has increased from last year (40% to 41%). Since 2017, the percent of students at or above the 50th percentile has increased (40% to 41%).

Mathematics Subgroup Growth

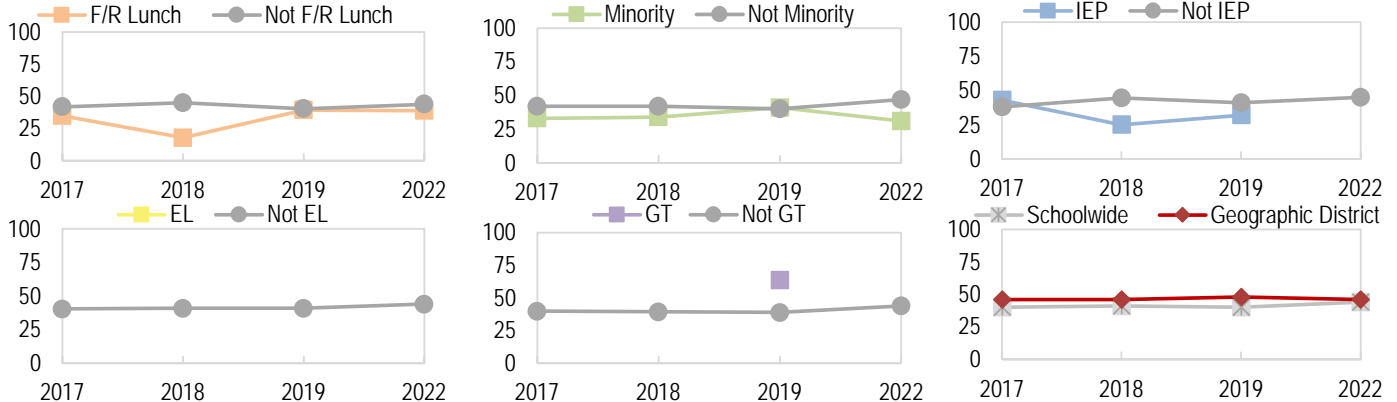
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

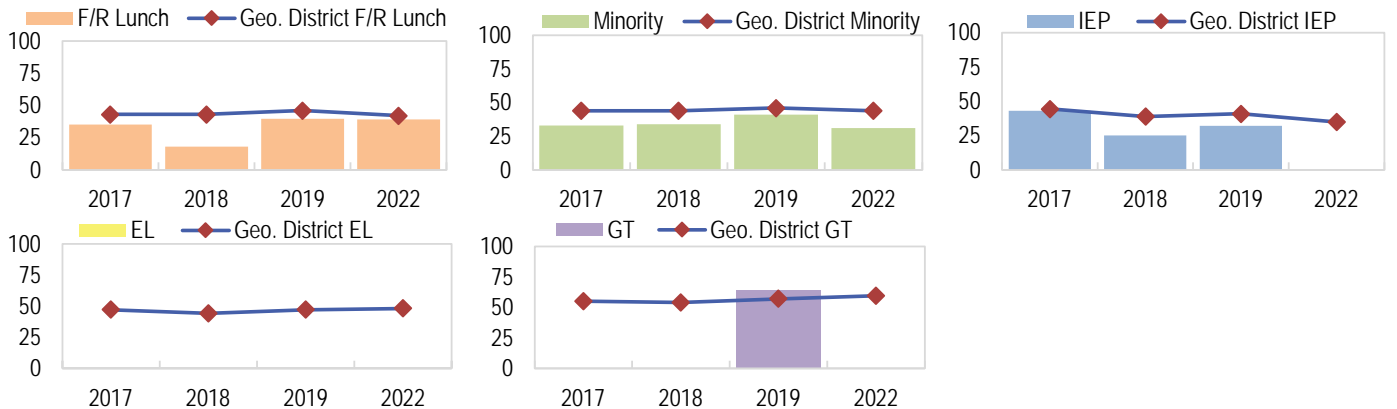
CMAS Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	35.0	18.0	39.5	39.0
	N	42.0	45.0	40.5	44.0
Minority	Y	33.0	34.0	41.0	31.0
	N	42.0	42.0	40.0	47.0
IEP	Y	43.0	25.0	32.0	n<20
	N	38.0	44.5	41.0	45.0
EL	Y	n<20	n<20	n<20	n<20
	N	40.5	41.0	41.0	44.0
GT	Y	n<20	n<20	64.0	n<20
	N	40.0	39.5	39.0	44.0
Schoolwide	40.0	41.0	40.0	44.0	

CMAS Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	43.0	43.0	46.0	42.0
	N	49.0	49.0	50.0	48.0
Minority	Y	44.0	44.0	46.0	44.0
	N	47.0	47.0	48.0	46.0
IEP	Y	44.5	39.0	41.0	35.0
	N	46.0	47.0	48.5	47.0
EL	Y	47.0	44.0	47.0	48.0
	N	46.0	46.0	48.0	46.0
GT	Y	55.0	54.0	57.0	59.5
	N	46.0	45.0	47.0	44.0
Geographic District	46.0	46.0	48.0	46.0	

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Mesa County Valley 51 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, - additional details are available in the graphs.

English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students 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	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
High	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS											
ACCESS	2018		2019		2020		2021		2022		
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	% On Track
Elementary	294	56.0	242	50.5	229	53.0	233	60.0	280	57.5	71.3%
Middle	57	58.0	70	54.0	55	52.0	66	67.5	57	51.0	27.1%
High	48	59.0	39	68.0	52	50.0	56	50.0	49	49.0	20.6%
Overall	399	57.0	351	53.0	336	53.0	355	61.0	386	56.0	60.7%

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

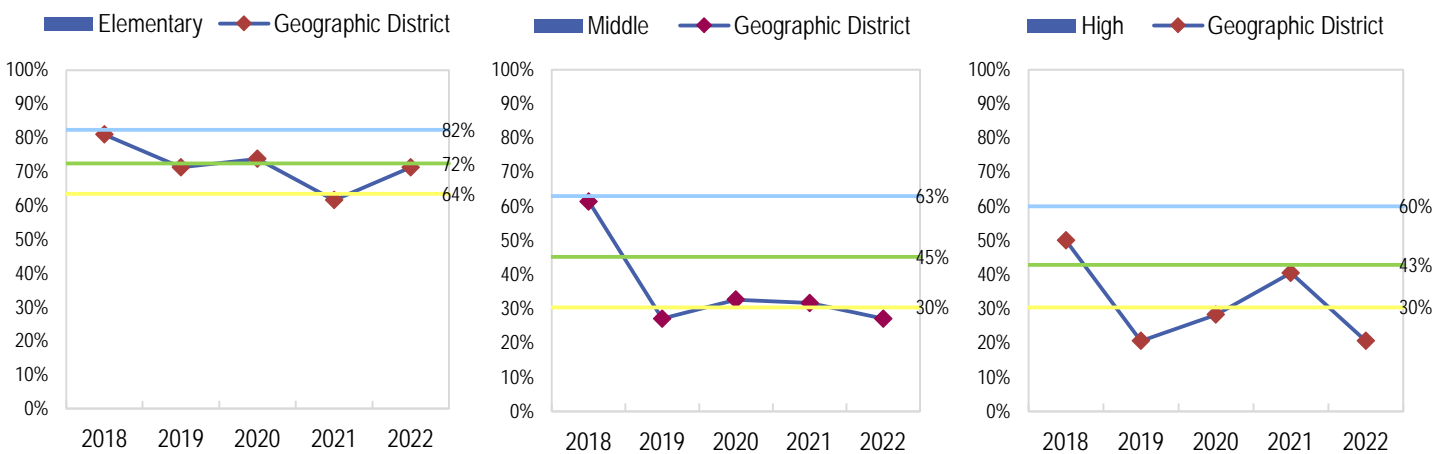
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within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

ACCESS: School Local Comparison Graphs

% On Track - Elementary

% On Track - Middle

% On Track - High



Growth Status and Local Comparison Narrative
Not applicable.

Evidence-Based Reading and Writing Achievement

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

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

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

Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	56	503	33	463	57	474
PSAT (10th)*	--	--	27	494	37	530	50	531	47	557
PSAT (9th&10th)	--	--	--	--	93	514	83	504	104	511
SAT (11th)	--	--	25	567	29	535	30	580	40	549
Overall	--	--	52	529	122	519	113	524	144	522

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	441	448	1,496	443	1,460	438
PSAT (10th)*	--	--	1,319	467	1,377	468	1,357	455	1,305	470
PSAT (9th&10th)	--	--	--	--	2,838	452	2,853	449	2,765	453
SAT (11th)	--	--	1,353	500	1,295	497	1,356	493	1,258	491
Overall	--	--	2,672	484	4,133	466	4,209	463	4,023	465

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

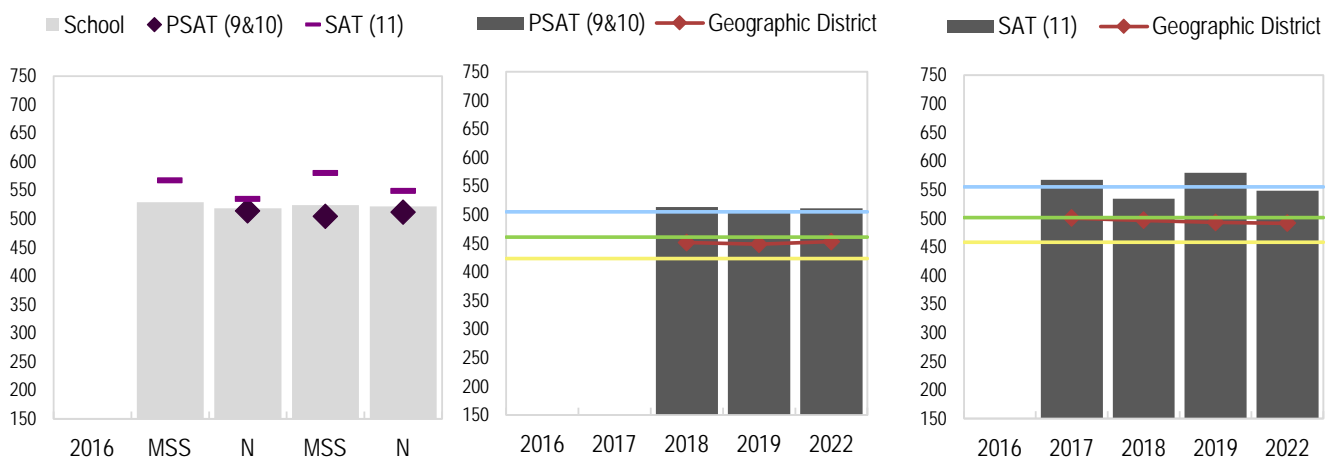
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 7.3 scale score points. Since last school year, overall mean scale score decreased by 2.4 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 56.7 scale score points.

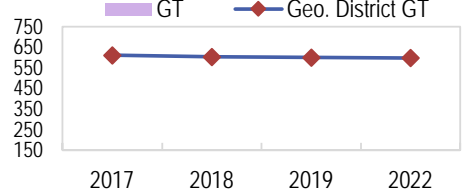
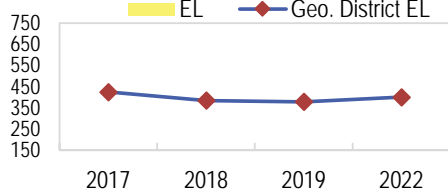
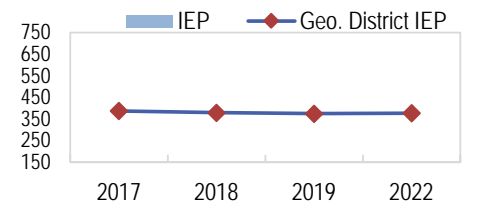
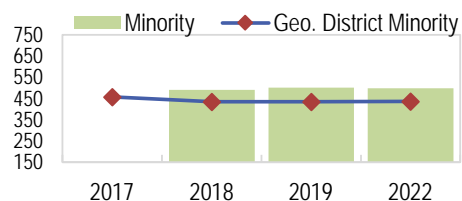
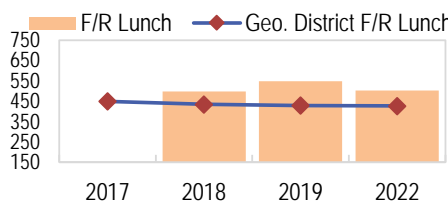
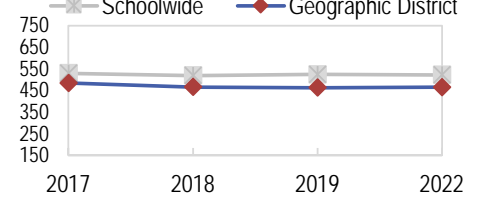
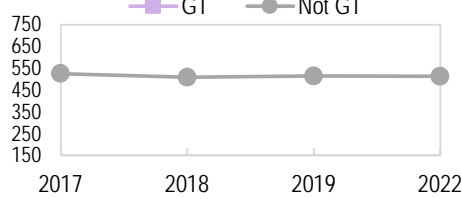
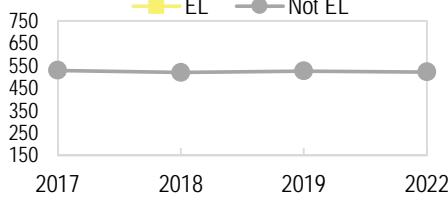
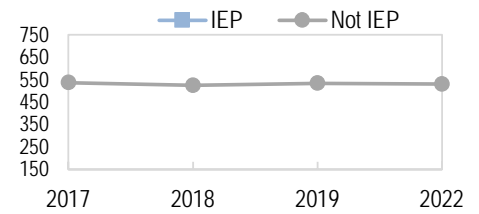
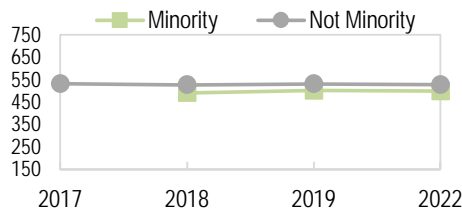
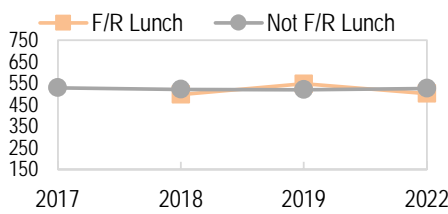
Evidence-Based Reading and Writing Subgroup Achievement

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

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

Subgroup Achievement Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	498	548	502
	N	529	522	520	526
Minority	Y	n<16	491	502	499
	N	531	527	531	527
IEP	Y	n<16	n<16	n<16	n<16
	N	536	525	534	530
EL	Y	n<16	n<16	n<16	n<16
	N	529	520	526	522
GT	Y	n<16	n<16	n<16	n<16
	N	525	508	514	512
Schoolwide		529	519	524	522

Geographic District Gap Trends over Time in EBRW					
PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	450	435	430	427
	N	501	482	482	483
Minority	Y	458	435	435	437
	N	493	478	475	477
IEP	Y	388	379	375	377
	N	494	475	472	472
EL	Y	425	385	379	401
	N	488	468	465	469
GT	Y	612	604	601	599
	N	474	458	454	454
Geographic District		484	466	463	465



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Evidence-Based Reading and Writing Growth

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

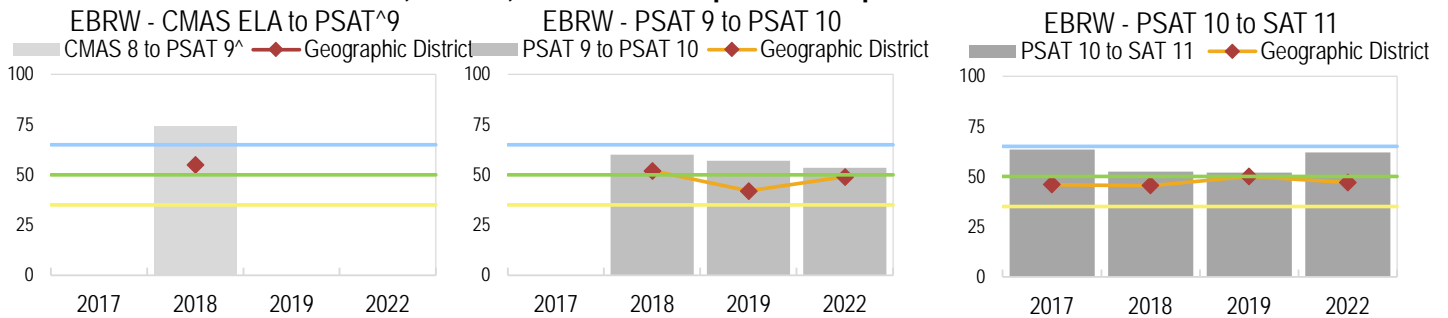
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	51	74.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	31	60.0	49	57.0	46	53.5
PSAT 10 to SAT 11	22	63.5	24	52.5	27	52.0	35	62.0
Overall	22	63.5	106	65.0	76	55.0	81	58.0

[^]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		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	--	--	762	55.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	1,085	52.0	1,278	42.0	1,167	49.0
PSAT 10 to SAT 11	1,112	46.0	1,136	45.5	1,265	50.0	1,120	47.0
Overall	1,112	46.0	3,365	50.0	2,543	46.0	2,287	48.0

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



Growth Status and Local Comparison Narrative

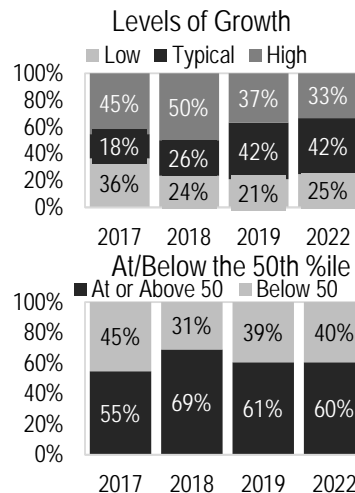
The graphs above show schoolwide growth on the EBRW state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth increased by 3 percentile points. In 2022, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has increased over time.

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			
Category	2017	2018	2019	2022
Low (below 35)	36%	24%	21%	25%
Typical (35-65)	18%	26%	42%	42%
High (above 65)	45%	50%	37%	33%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2017	2018	2019	2022
At or Above 50	55%	69%	61%	60%
Below 50	45%	31%	39%	40%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 25% 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 33% of students. The percent of students at or above the 50th percentile has decreased from last year (61% to 60%). Since 2017, the percent of students at or above the 50th percentile has increased (55% to 60%).

Evidence-Based Reading and Writing Subgroup Growth

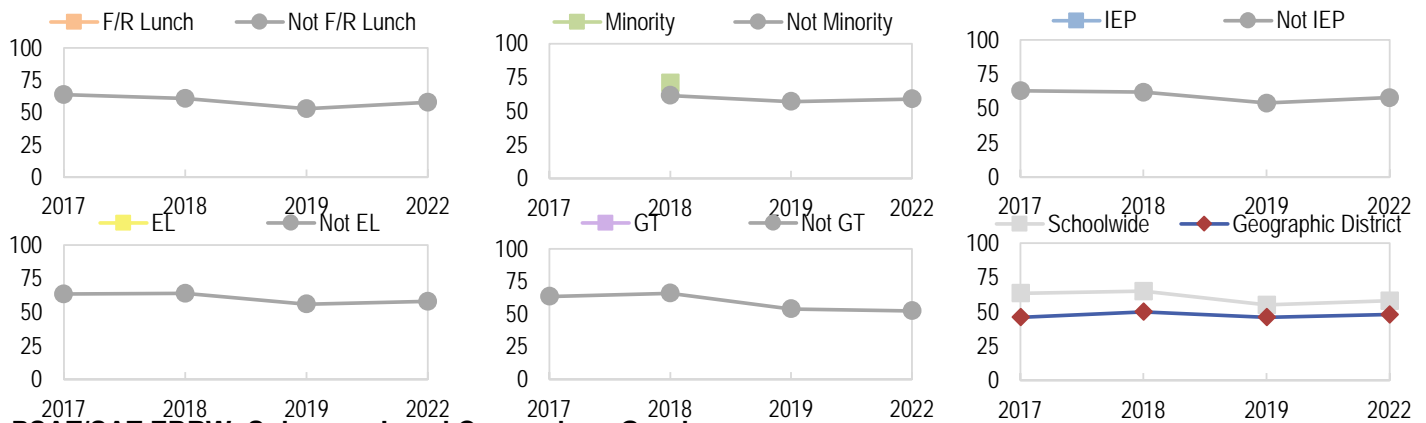
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

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

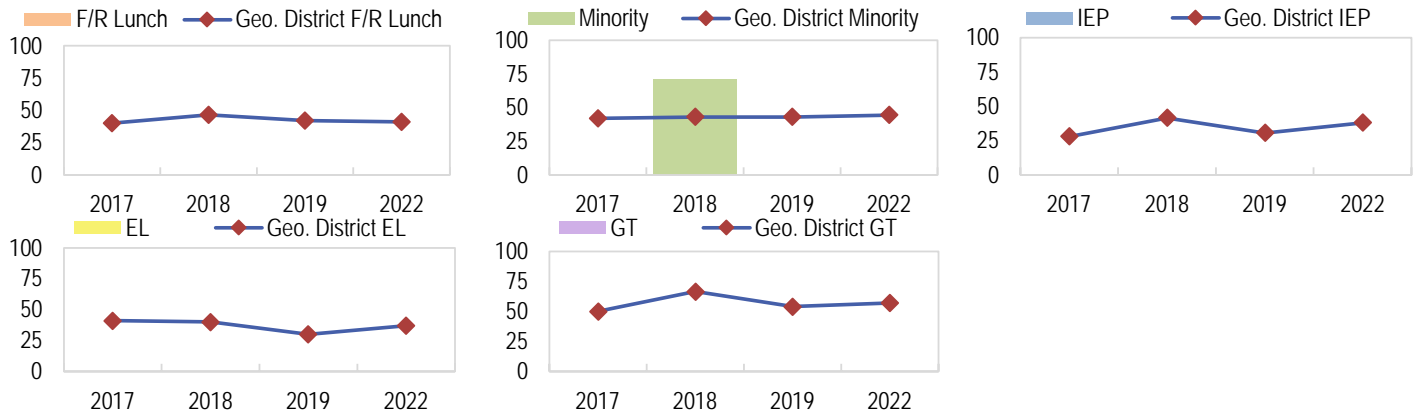
PSAT/SAT		2017	2018	2019	2022
Student	MGP				
F/R	Y	n<20	n<20	n<20	n<20
Lunch	N	64.0	61.0	53.0	58.0
Minority	Y	n<20	71.0	n<20	n<20
	N	n<20	61.5	57.0	59.0
IEP	Y	n<20	n<20	n<20	n<20
	N	63.0	62.0	54.0	58.0
EL	Y	n<20	n<20	n<20	n<20
	N	63.5	64.0	56.0	58.0
GT	Y	n<20	n<20	n<20	n<20
	N	63.5	66.0	54.0	52.5
Schoolwide		63.5	65.0	55.0	58.0

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup	MGP				
F/R	Y	40.0	46.5	42.0	41.0
Lunch	N	49.0	52.0	49.0	51.0
Minority	Y	42.0	43.0	43.0	44.5
	N	47.0	53.0	47.0	50.0
IEP	Y	28.0	41.5	30.5	38.0
	N	47.0	51.0	47.0	49.0
EL	Y	41.0	40.0	30.0	37.0
	N	47.0	51.0	46.0	49.0
GT	Y	50.0	66.5	54.0	57.0
	N	46.0	49.0	45.0	47.0
Geographic District		46.0	50.0	46.0	48.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the EBRW state assessment over time. PSAT/SAT results show the following (if applicable): overall, the school outperformed Mesa County Valley 51. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Math Achievement

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

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

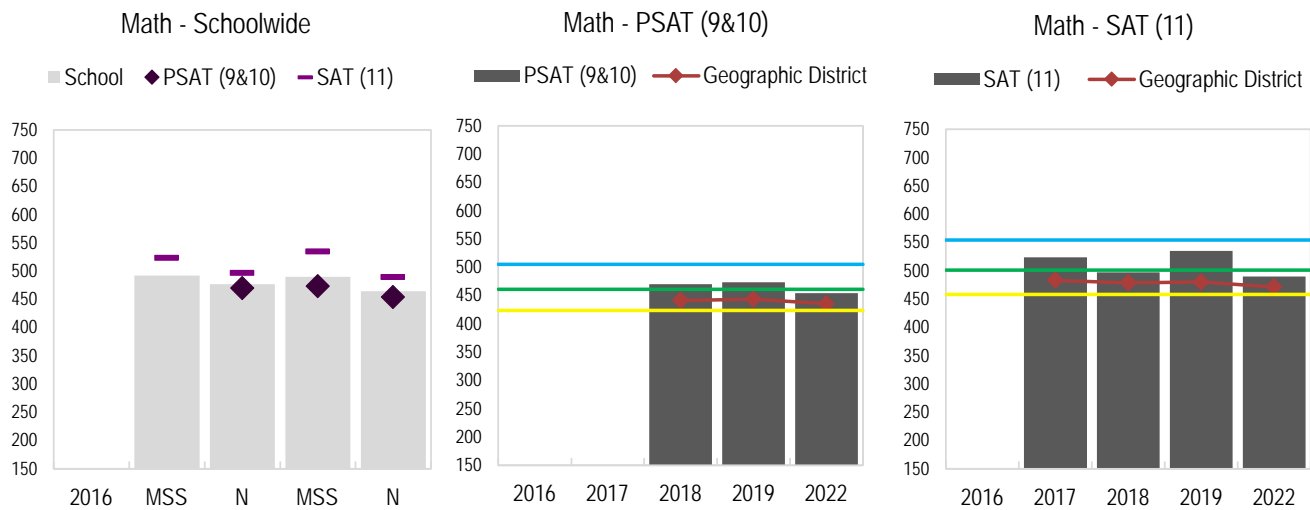
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	56	463	33	463	57	433
PSAT (10th) [*]	--	--	27	463	37	481	50	481	47	481
PSAT (9th&10th)	--	--	--	--	93	470	83	474	104	454
SAT (11th)	--	--	25	524	29	498	30	535	41	490
Overall	--	--	52	492	122	477	113	490	145	465

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019 [^]		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th) [*]	--	--	--	--	441	444	1,497	442	1,466	423
PSAT (10th) [*]	--	--	1,319	455	1,379	453	1,357	445	1,306	449
PSAT (9th&10th)	--	--	--	--	2,840	442	2,854	444	2,772	435
SAT (11th)	--	--	1,353	483	1,295	479	1,356	480	1,260	471
Overall	--	--	2,672	469	4,135	453	4,210	456	4,032	447

*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



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by test and grade level. From 2017 to 2022, overall student achievement decreased by 27.6 scale score points. Since last school year, overall mean scale score decreased by 25.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 17.8 scale score points.

Math Subgroup Achievement

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

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

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MSS	MSS	MSS	MSS	
F/R Lunch	Y	n<16	472	524	433
	N	491	478	485	472
Minority	Y	n<16	440	474	439
	N	499	488	495	471
IEP	Y	n<16	n<16	n<16	n<16
	N	499	484	499	472
EL	Y	n<16	n<16	n<16	n<16
	N	492	478	491	465
GT	Y	n<16	n<16	n<16	n<16
	N	488	467	482	453
Schoolwide	492	477	490	465	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MSS	MSS	MSS	MSS	
F/R Lunch	Y	440	426	427	412
	N	484	469	472	463
Minority	Y	450	429	431	423
	N	476	463	466	457
IEP	Y	382	362	369	371
	N	478	464	464	453
EL	Y	430	381	387	395
	N	472	456	458	450
GT	Y	599	589	594	578
	N	460	447	447	436
Geographic District	469	453	456	447	



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, the school outperformed District. In 2022, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

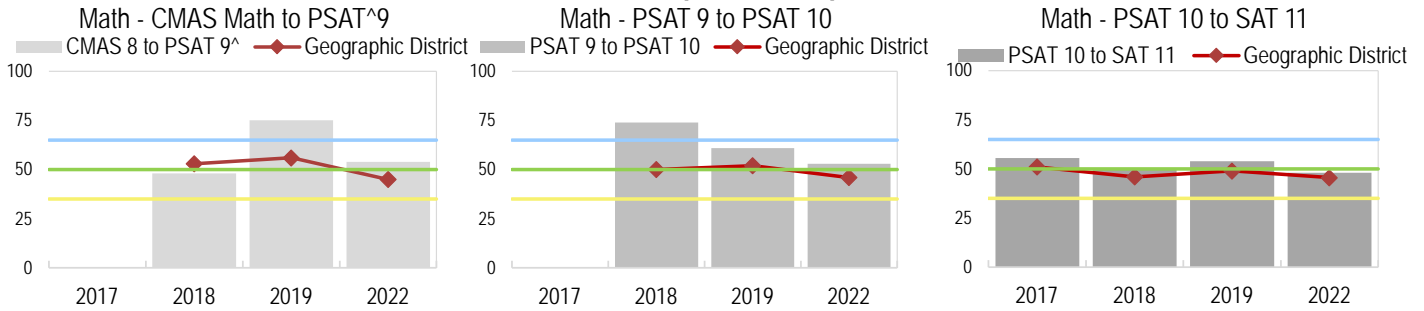
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

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

Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	50	48.0	29	75.0	47	54.0
PSAT 9 to PSAT 10	--	--	27	74.0	49	61.0	46	53.0
PSAT 10 to SAT 11	22	55.5	24	49.5	27	54.0	35	48.0
Overall	22	55.5	101	52.0	105	63.0	128	53.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	581	53.0	960	56.0	1,098	45.0
PSAT 9 to PSAT 10	--	--	703	50.0	1,278	52.0	1,167	46.0
PSAT 10 to SAT 11	1,112	51.0	1,136	46.0	1,265	49.0	1,120	45.5
Overall	1,112	51.0	2,678	50.0	3,503	52.0	3,385	45.0

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



Growth Status and Local Comparison Narrative

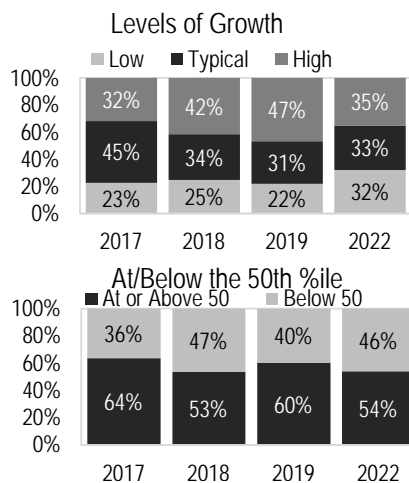
The graphs above show schoolwide growth on the Math state assessment. From 2017 to 2022, overall student growth decreased. Since last year, student growth decreased by 10 percentile points. In 2022, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased 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			
Category	2017	2018	2019	2022
Low (below 35)	23%	25%	22%	32%
Typical (35-65)	45%	34%	31%	33%
High (above 65)	32%	42%	47%	35%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	64%	53%	60%	54%
Below 50	36%	47%	40%	46%



Levels of Growth Narrative

Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 32% 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 35% of students. The percent of students at or above the 50th percentile has decreased from last year (60% to 54%). Since 2017, the percent of students at or above the 50th percentile has decreased (64% to 60%).

Math Subgroup Growth

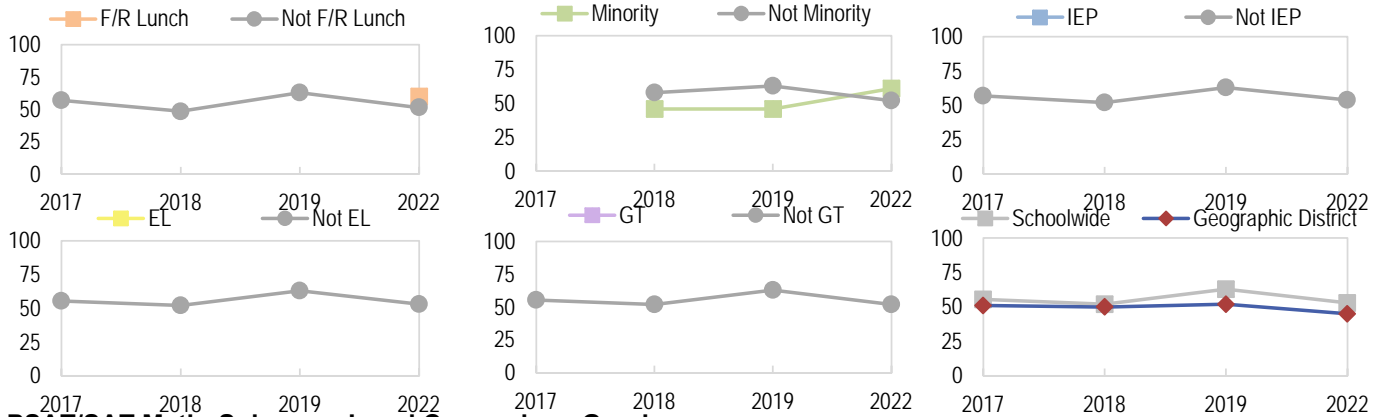
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

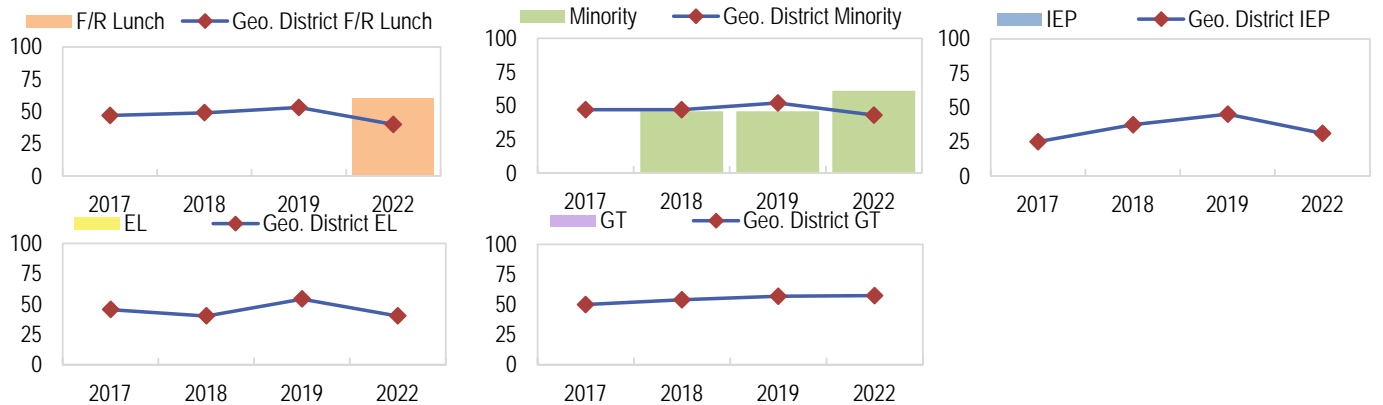
PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	n<20	n<20	n<20	60.0
	N	57.0	48.5	63.0	51.5
Minority	Y	n<20	46.0	46.0	61.0
	N	n<20	58.0	63.0	52.0
IEP	Y	n<20	n<20	n<20	n<20
	N	57.0	52.0	63.0	54.0
EL	Y	n<20	n<20	n<20	n<20
	N	55.5	52.0	63.0	53.0
GT	Y	n<20	n<20	n<20	n<20
	N	55.5	52.0	63.0	52.0
Schoolwide	55.5	52.0	63.0	53.0	

PSAT/SAT Math	2017	2018	2019	2022	
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	47.0	49.0	53.0	40.0
	N	53.0	50.0	52.0	48.0
Minority	Y	47.0	47.0	52.0	43.0
	N	53.0	50.0	52.0	47.0
IEP	Y	25.0	37.5	45.0	31.0
	N	53.0	51.0	53.0	46.0
EL	Y	45.5	40.0	54.0	40.0
	N	52.0	50.0	52.0	46.0
GT	Y	50.0	54.0	57.0	57.5
	N	51.0	49.0	52.0	44.0
Geographic District	51.0	50.0	52.0	45.0	

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the Math state assessment over time. PSAT/SAT results show the following (if applicable): FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, overall, the school outperformed Mesa County Valley 51. In 2022, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Postsecondary and Workforce Readiness Additional Indicators

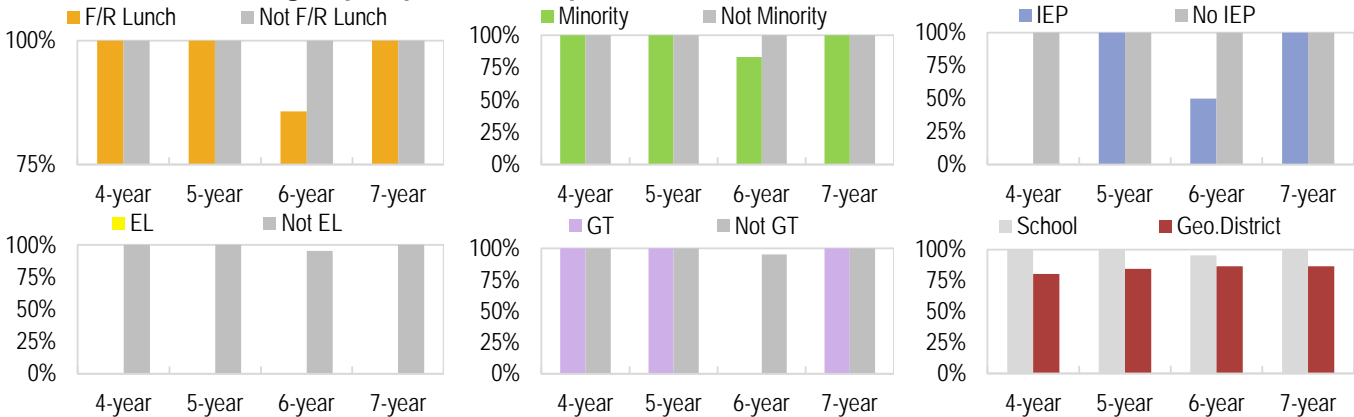
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

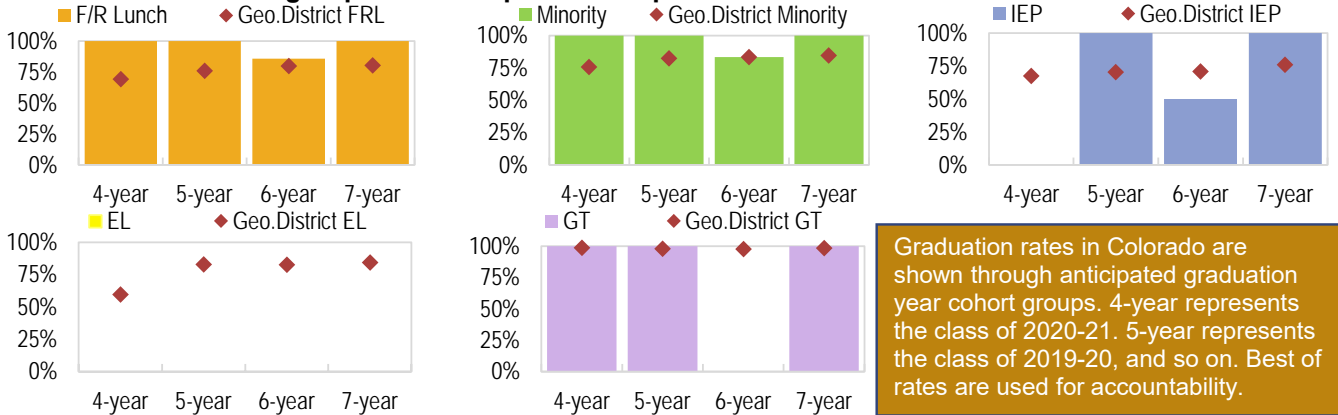
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
	N	4-year	100%	100%	100%	100%
Minority	Y	4-year	100%	100%	83%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	5-year	--	100%	50%	100%
	N	4-year	100%	100%	100%	100%
EL	Y	--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

Geographic District Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
	N	5-year	91%	94%	93%	93%
Minority	Y	7-year	76%	82%	83%	84%
	N	6-year	82%	85%	88%	87%
IEP	Y	7-year	67%	70%	71%	76%
	N	6-year	82%	86%	89%	88%
EL	Y	7-year	60%	83%	83%	85%
	N	7-year	81%	84%	87%	87%
GT	Y	4-year	99%	98%	98%	99%
	N	7-year	79%	83%	85%	85%
Geographic District		7-year	80%	84%	86%	87%

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 2020-21. 5-year represents the class of 2019-20, 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 4 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 87%. The best of rate for students eligible for free or reduced price lunch is the 4 year rate of 100%. The best of rate for minority students is the 4 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 4 year rate of 100%.

Postsecondary and Workforce Readiness Additional Indicators

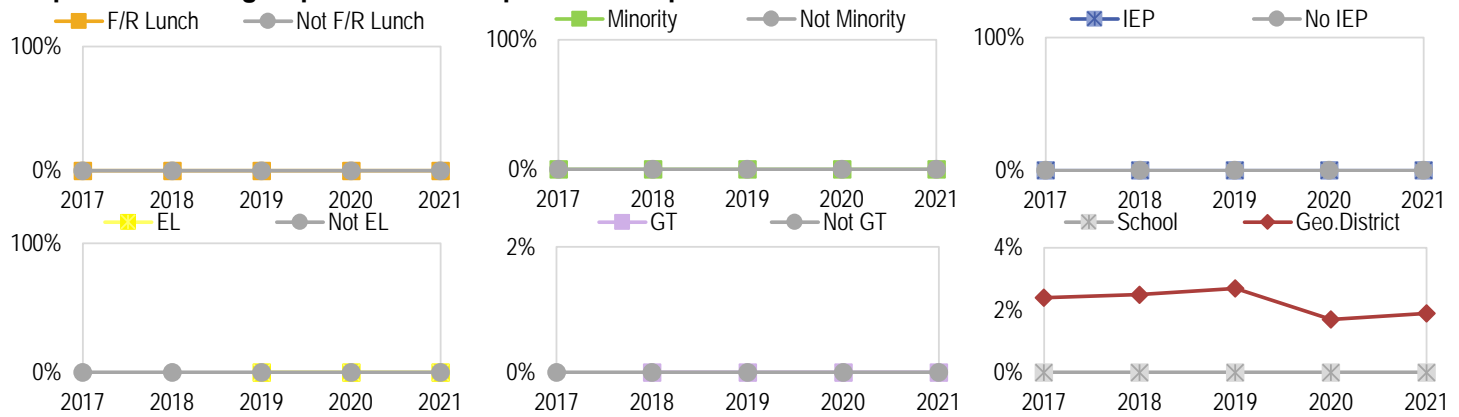
Dropout Rate: Subgroup Status and Gap Trends Tables

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

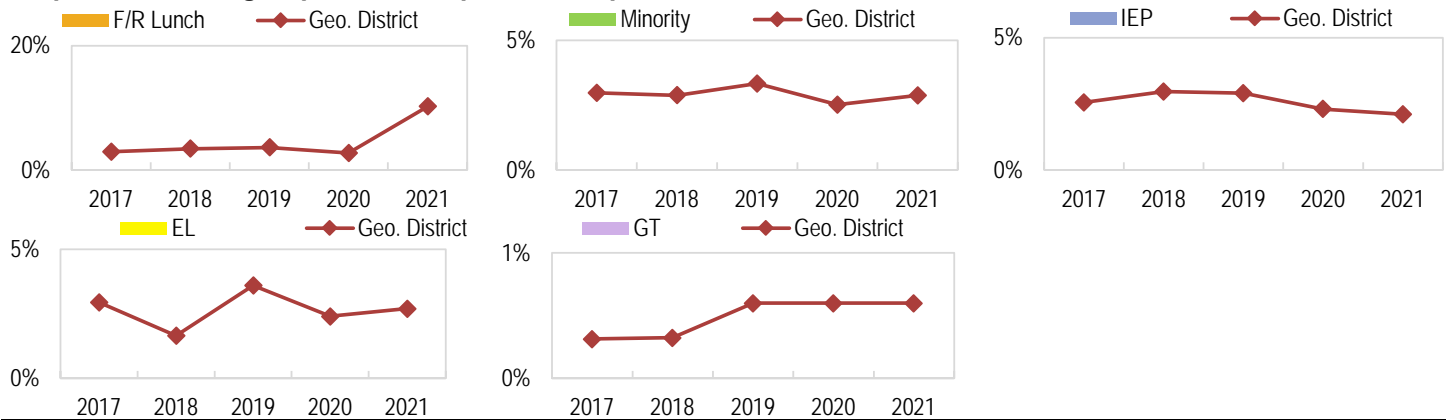
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
Minority	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	--	--	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
GT	Y	--	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
Schoolwide		0.0%	0.0%	0.0%	0.0%	0.0%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.9%	3.4%	3.6%	2.7%	10.2%
	N	2.0%	1.8%	2.0%	1.0%	1.1%
Minority	Y	3.0%	2.9%	3.3%	2.5%	2.9%
	N	2.1%	2.5%	2.4%	1.4%	1.4%
IEP	Y	2.6%	3.0%	2.9%	2.3%	2.1%
	N	2.3%	2.4%	2.7%	1.6%	1.8%
EL	Y	2.9%	1.7%	3.6%	2.4%	2.7%
	N	2.4%	2.5%	2.7%	1.7%	1.9%
GT	Y	0.2%	0.2%	0.3%	0.3%	0.3%
	N	2.5%	2.6%	2.8%	1.8%	2.0%
Geographic District		2.4%	2.5%	2.7%	1.7%	1.9%

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

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

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

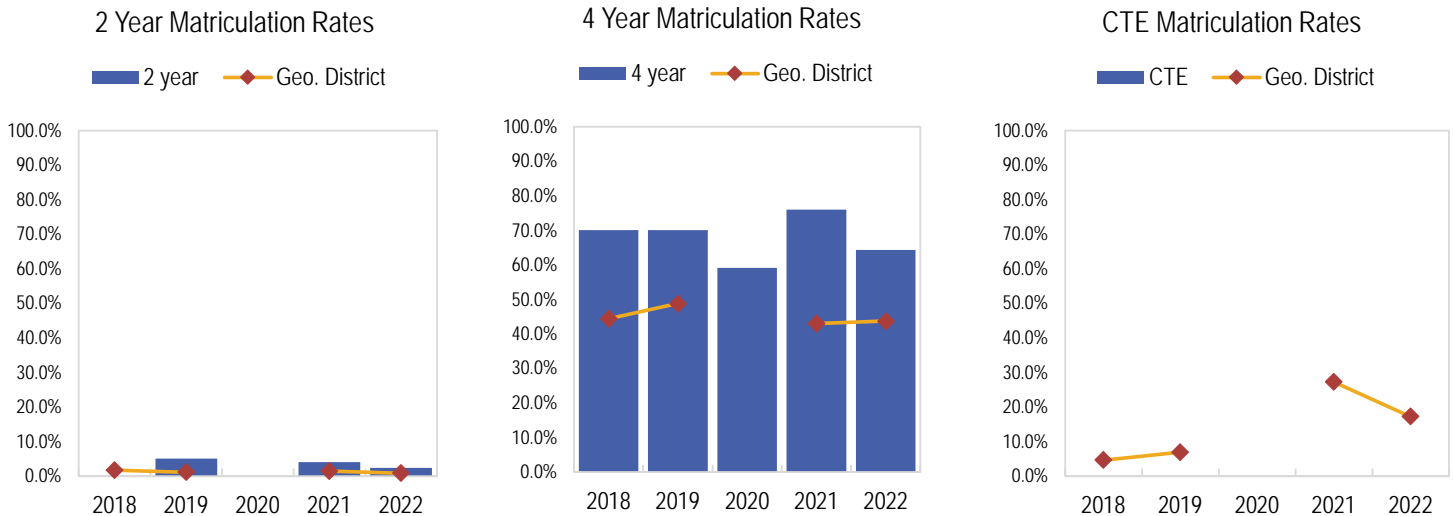
School Matriculation Rate Trends over Time										
Matriculation Category	2018		^2019		2020		2021		2022	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	40	0.0%	20	5.0%	22	0.0%	25	4.0%	42	2.4%
4 year	40	70.0%	20	70.0%	22	59.1%	25	76.0%	42	64.3%
CTE	40	0.0%	20	0.0%	22	0.0%	25	0.0%	42	0.0%
Schoolwide	40	70.0%	20	75.0%	22	59.1%	25	80.0%	42	69.0%

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2021-22) represent outcomes for the class of 2020-21 and data for the 2020-21 reporting year represent outcomes for the class of 2019-20, and so on. Schoolwide matriculation rates are the only rates used for accountability.

Geo. District Matriculation Rate Trends over Time										
Matriculation Category	2018		^2019		^^2020		2021		2022	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,436	1.7%	1,454	1.1%	--	--	1,432	1.4%	1,390	0.8%
4 year	1,436	44.4%	1,454	48.8%	--	--	1,432	43.0%	1,390	43.7%
CTE	1,436	4.6%	1,454	6.9%	--	--	1,432	27.2%	1,390	17.2%
Geo. District	1,436	48.1%	1,454	53.2%	--	--	1,432	62.2%	1,390	54.4%

^ CDE renormed matriculation benchmarks in the 2018-19 school year.
 ^^ Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

Matriculation Rate: School Status and Local Comparison Graphs



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Mesa County Valley 51. In 2022, school matriculation rates met state expectations and were above the geo. district. Since last year, schoolwide matriculation rates decreased from 80% to 69%.

Academic Performance Metrics

School Observations

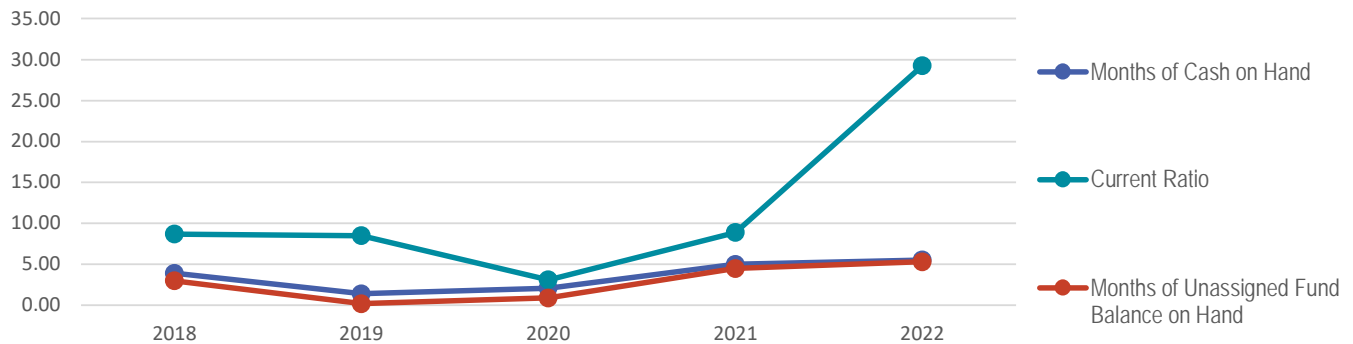
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Fiscal Years 2018-2022 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	2018	2019	2020	2021	2022
Operating Margin	6.0%	34.1%	-108.3%	2.4%	6.5%
Months of Cash on Hand	3.90	1.40	2.10	5.00	5.53
Current Ratio	8.70	8.50	3.10	8.90	29.27
Months of Unassigned Fund Balance on Hand	3.00	0.20	0.90	4.50	5.32
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



Enrollment

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

Enrollment					
Metric	2018	2019	2020	2021	2022
Funded Pupil Count (FPC) Current-Year Variance	0.8%	-1.3%	0.5%	2.6%	-1.7%
Change in FPC from Prior-Year	4.2%	0.8%	6.1%	2.4%	-1.2%

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	2018	2019	2020	2021	2022
Months of Cash on Hand	--	--	--	--	--
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	--	\$0	\$0

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	2018	2019	2020	2021	2022
Debt to Asset Ratio	1.86	1.55	1.49	1.35	1.45
Change in Net Position	(\$3,967,258)	\$216,812	(\$9,254,425)	\$2,611,935	\$614,682
Default	No	No	No	No	No

Fiscal Years 2018-2022 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 -14.7 or -1.65 percent, and -11 students or -1.24 percent lower than the prior year. The school's governmental funds ended the year with 5.53 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 6.52

School Observations

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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 in the 2021-22 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

The school failed to implement the accommodations in a student's Section 504 Plan resulting in an OCR complaint. The complaint was settled with an OCR rapid resolution in Fall of 2021.

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 in the 2021-22 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 in the 2021-22 school year.

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 in the 2021-22 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2021-22 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2021-22 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 in the 2021-22 school year.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the school exhibited moderate operational performance in the 2021-22 school year. Organizational Submissions were submitted in a timely manner and feedback was appropriately addressed. No Notices of Concern were issued. However, the school received an OCR complaint for failure to implement the accommodations in a student's Section 504 Plan. The complaint was settled with an OCR rapid resolution in Fall of 2021.

School Observations

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Expanding Frontiers in Public Education

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