



**Colorado Charter School Institute**  
Annual Review of Schools (CARS) Report  
2022-2023

**Caprock Academy**



Expanding Frontiers in Public Education

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

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

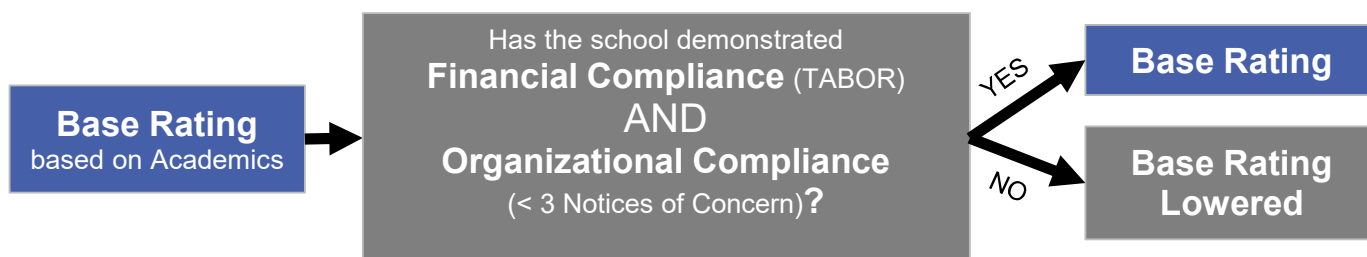
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

### CSI Performance Framework

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

### CARS Accreditation Ratings

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



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

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

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

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

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

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

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

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

**Financial Performance:** Andi Denton ([andradenton@csi.state.co.us](mailto:andradenton@csi.state.co.us))

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

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

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

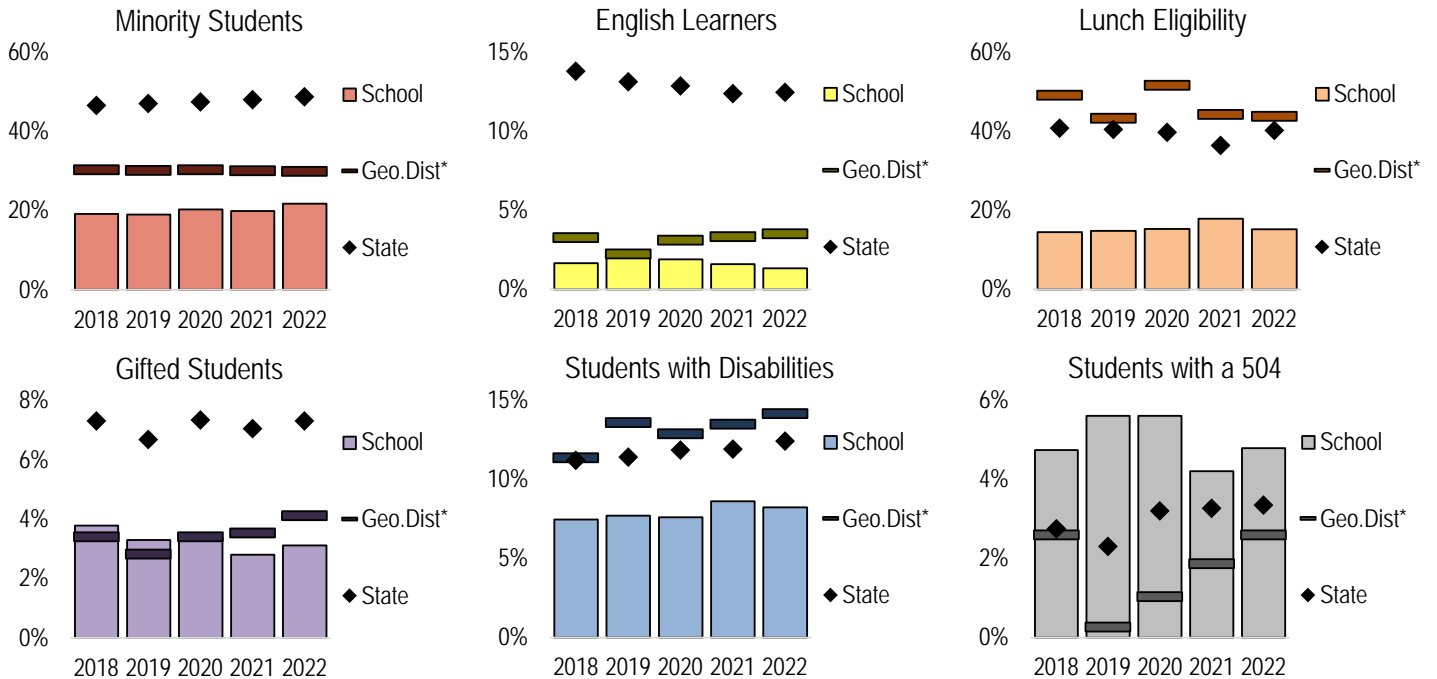
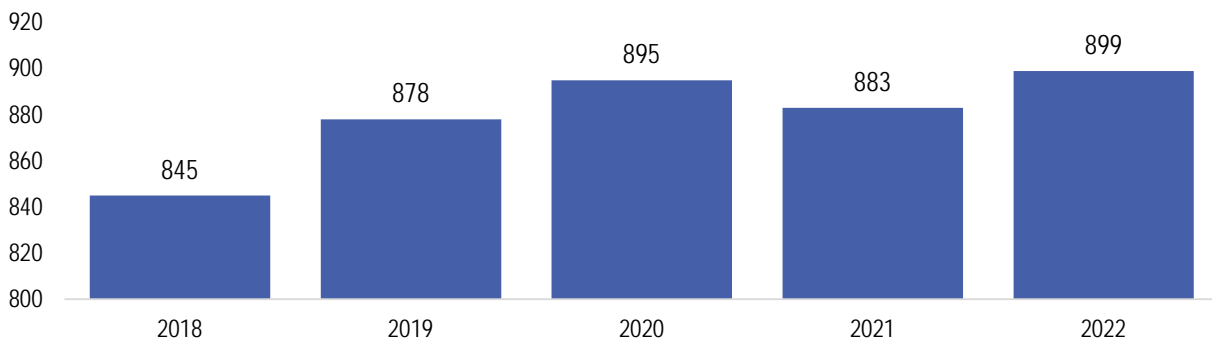
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2018	2019	2020	2021	2022
Enrollment Over Time	845	878	895	883	899
F/R Lunch	14.4%	14.8%	15.3%	17.9%	15.2%
Minority	19.2%	19.0%	20.3%	19.9%	21.8%
IEP	7.5%	7.7%	7.6%	8.6%	8.2%
EL	1.7%	2.1%	1.9%	1.6%	1.3%
Gifted	3.8%	3.3%	3.4%	2.8%	3.1%
504	4.7%	5.6%	5.6%	4.2%	4.8%

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
<b>Academic</b>	Performance
Elementary School Rating	Performance (Points Earned: 53.2%)
Middle School Rating	Performance (Points Earned: 62.5%)
High School Rating	Performance (Points Earned: 83.4%)
<b>Financial</b>	Financial performance does not impact the school accreditation rating
<b>Organizational</b>	Organizational performance does not impact the school accreditation
<b>Overall CARS Rating</b>	<b>Performance with Distinction</b>

## Participation

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

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

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

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

Test Participation Rates (Ratings are based on Accountability Participation Rate)						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
English Language Arts	610	596	97.7%	13	99.8%	<b>Meets 95%</b>
Math	610	592	97.0%	13	99.2%	<b>Meets 95%</b>
Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	460	449	97.6%	11	100.0%	<b>Meets 95%</b>
CMAS Math	460	445	96.7%	11	99.1%	<b>Meets 95%</b>
CMAS Science	N/A	N/A	N/A	N/A	N/A	<b>N/A</b>
PSAT/SAT Evidence-Based Reading and Writing	150	147	98.0%	2	99.3%	<b>Meets 95%</b>
PSAT/SAT Math	150	147	98.0%	2	99.3%	<b>Meets 95%</b>

## English Language Arts Achievement

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

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

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

Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	72	757	71	759	71	745	70	742	76	750
4	80	746	78	753	76	750	70	747	68	753
5	75	753	75	744	80	754	73	747	72	741
Elementary	227	752	224	752	227	750	213	746	216	748
6	71	749	77	740	66	747	68	748	70	748
7	51	747	76	743	70	749	79	755	70	743
8	62	750	41	743	65	743	77	750	71	765
Middle	184	749	194	742	201	747	224	751	211	752
Overall	449	751	418	747	428	748	437	749	427	750

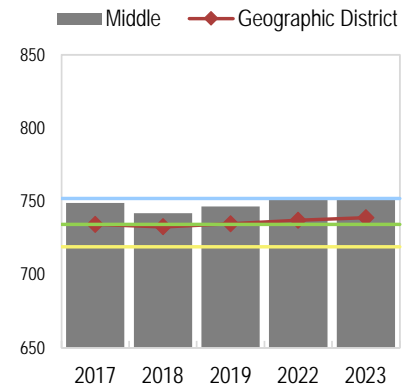
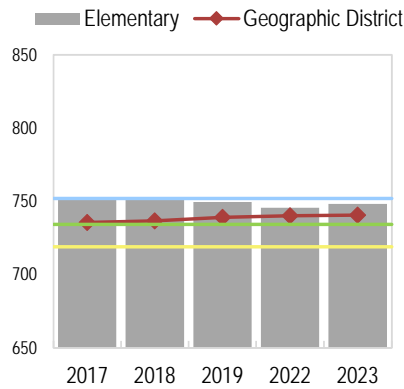
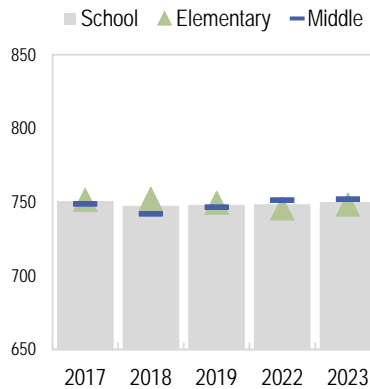
Geographic District Achievement over Time in ELA										
CMAS ELA	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,568	732	1,494	730	1,537	733	1,377	735	1,399	735
4	1,575	736	1,597	739	1,474	741	1,352	740	1,391	739
5	1,411	739	1,635	740	1,583	743	1,356	745	1,356	748
Elementary	4,554	736	4,726	737	4,594	739	4,085	740	4,146	741
6	1,491	733	1,495	733	1,617	736	1,396	740	1,311	739
7	1,418	738	1,498	731	1,446	735	1,304	732	1,308	740
8	1,286	732	1,422	734	1,447	733	1,423	739	1,198	737
Middle	4,584	734	4,415	733	4,510	735	4,123	737	3,817	739
Overall	10,000	735	9,141	735	9,104	737	8,208	739	7,963	740

### 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 2017 to 2023, overall student achievement decreased by 0.7 scale score points. Since last school year, overall mean scale score increased 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 10.4 scale score points.

## English Language Arts Subgroup Achievement

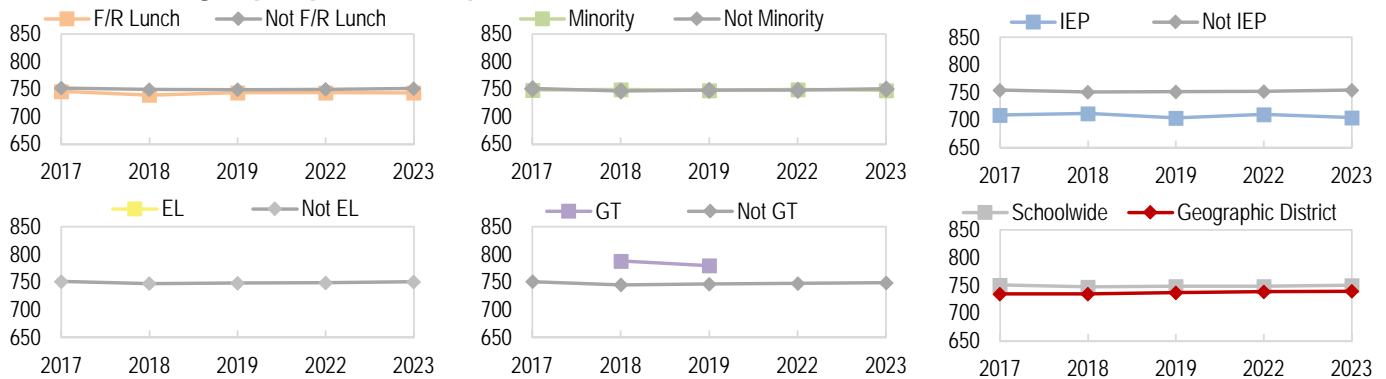
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

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

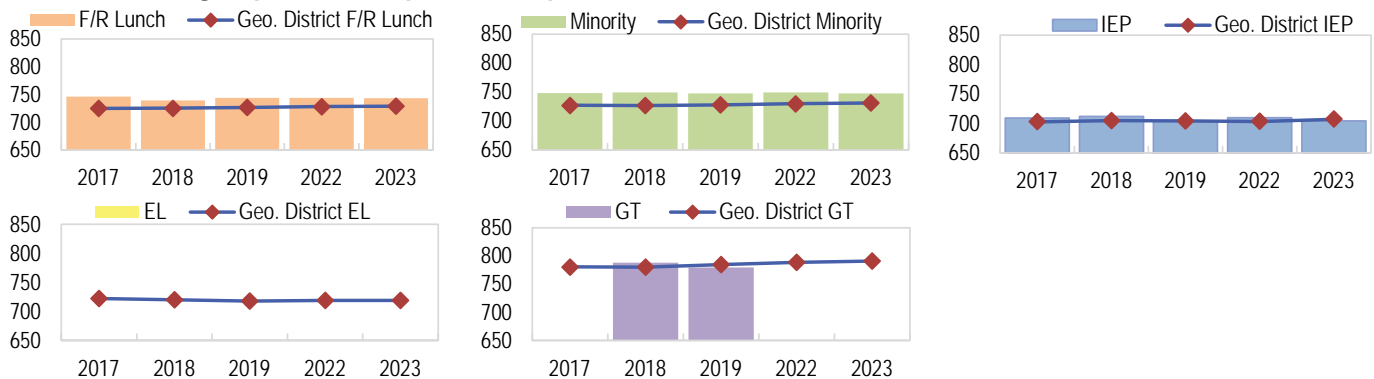
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	745.9	739.4	743.6	743.6	743.3
	N	752.2	749.3	749.1	749.7	751.3
Minority	Y	748.3	749.4	747.8	749.5	747.9
	N	751.3	747.0	748.3	748.2	750.6
IEP	Y	709.0	711.7	703.6	709.8	704.3
	N	754.1	750.5	750.9	751.7	754.2
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	750.9	747.3	748.2	748.7	750.5
GT	Y	n<16	787.9	779.4	n<16	n<16
	N	750.8	744.9	746.4	747.2	748.6
Schoolwide		751	747	748	749	750

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2017	2018	2019	2022	2023
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.1	725.2	726.7	728.1	729.0
	N	743.5	744.0	746.6	746.2	748.8
Minority	Y	727.1	726.7	727.7	729.8	731.2
	N	738.0	738.1	740.8	742.4	743.3
IEP	Y	703.0	704.5	704.1	703.2	707.0
	N	739.2	739.8	740.3	744.2	746.1
EL	Y	722.2	720.1	718.1	718.7	718.9
	N	735.6	735.6	738.0	739.7	740.9
GT	Y	780.3	780.2	784.7	788.7	791.0
	N	733.1	732.4	734.2	735.6	736.4
Geographic District		735	735	737	739	740

### CMAS ELA: Subgroup Gap Trends Graphs



### CMAS ELA: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

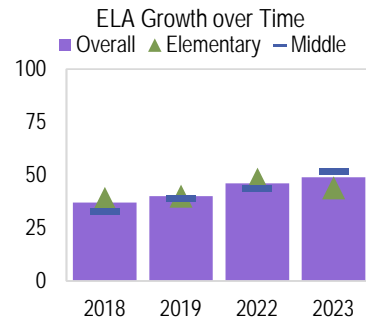
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

**English Language Arts Growth**

**CMAS ELA: School Status and Trends Tables and Graphs**

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

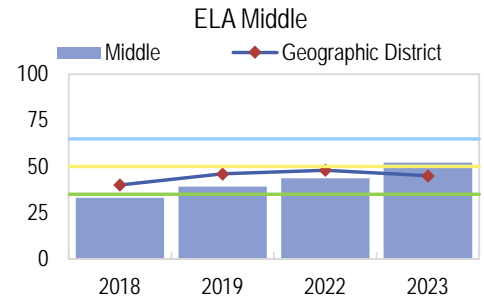
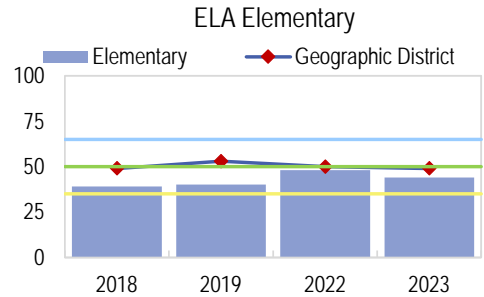
Growth over Time in ELA								
CMAS ELA	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	73	42.0	66	36.5	61	48.0	63	60.0
5	71	37.0	75	40.0	--	--	63	27.0
Elementary	144	39.0	141	40.0	61	48.0	126	44.0
6	70	32.0	64	40.0	59	41.0	61	51.0
7	71	33.0	67	48.0	--	--	62	34.5
8	36	47.5	64	38.0	69	46.0	65	62.0
Middle	177	33.0	195	39.0	128	43.5	188	52.0
Overall	321	37.0	336	40.0	189	46.0	314	49.0



**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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	1,455	47.0	1,399	55.0	1,221	50.0	1,309	48.0
5	1,470	50.0	1,506	52.0	--	--	1,296	51.0
Elementary	2,925	49.0	2,905	53.0	1,221	50.0	2,605	49.0
6	1,292	40.0	1,525	47.0	1,256	47.0	1,258	41.0
7	1,350	39.0	1,342	46.0	--	--	1,231	43.0
8	1,260	40.0	1,344	46.5	1,238	48.5	1,103	54.0
Middle	3,902	40.0	4,211	46.0	2,494	48.0	3,592	45.0
Overall	1,260	40.0	7,116	49.0	3,715	49.0	6,197	47.0

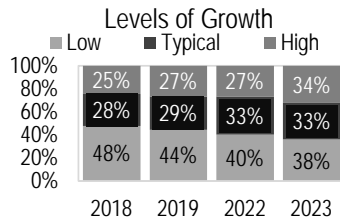


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth increased by 3 percentile points. In 2023, overall student growth was approaching state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

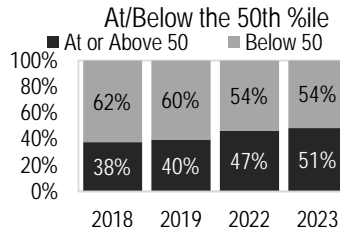
**CMAS ELA: Levels of Growth Tables and Graphs**

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

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
Low (below 35)	48%	44%	40%	38%
Typical (35-65)	28%	29%	33%	33%
High (above 65)	25%	27%	27%	34%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2018	2019	2022	2023
At or Above 50	38%	40%	47%	51%
Below 50	62%	60%	54%	54%



**Levels of Growth Narrative**  
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 38% 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 34% of students. The percent of students at or above the 50th percentile has increased from last year (47% to 51%). Since 2018, the percent of students at or above the 50th percentile has increased (38% to 51%).

## English Language Arts Subgroup Growth

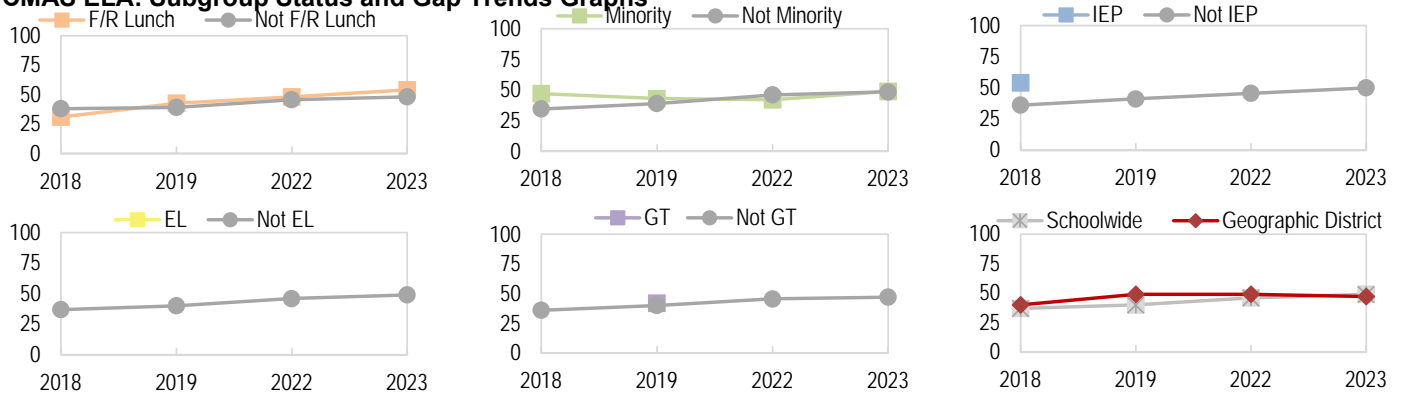
### CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

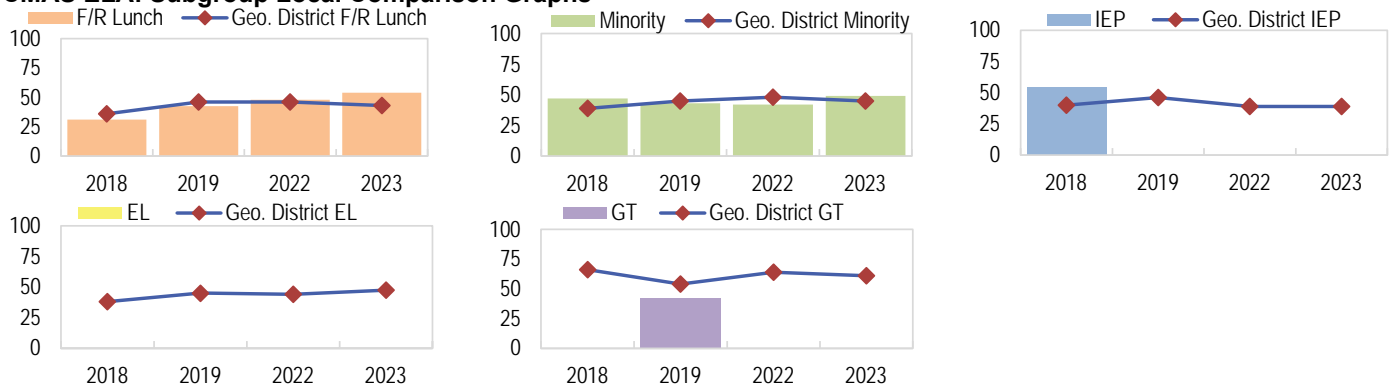
CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	31.0	42.5	48.0	54.0
	N	38.0	39.0	45.5	48.0
Minority	Y	47.0	43.0	42.0	49.0
	N	34.5	39.0	46.0	48.5
IEP	Y	54.0	n<20	n<20	n<20
	N	36.0	41.0	45.5	50.0
EL	Y	n<20	n<20	n<20	n<20
	N	37.0	40.0	46.0	49.0
GT	Y	n<20	42.0	n<20	n<20
	N	36.0	40.0	45.5	47.0
Schoolwide		37.0	40.0	46.0	49.0

CMAS ELA		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	36.0	46.0	46.0	43.0
	N	44.0	52.0	51.0	51.0
Minority	Y	39.0	45.0	48.0	45.0
	N	41.0	51.0	49.0	48.0
IEP	Y	40.0	46.0	39.0	39.0
	N	41.0	50.0	50.0	49.0
EL	Y	38.0	45.0	44.0	47.5
	N	40.0	50.0	49.0	47.0
GT	Y	66.0	54.0	64.0	61.0
	N	40.0	49.0	47.0	46.0
Geographic District		40.0	49.0	49.0	47.0

### 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, minority students outperformed their non-minority peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

## Mathematics Achievement

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

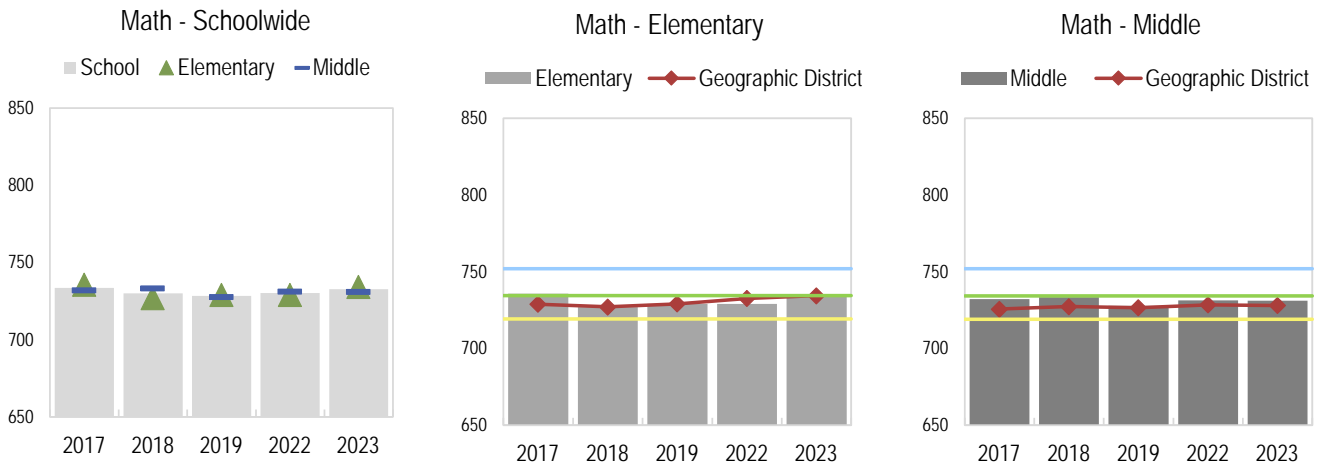
-How are students achieving on state assessments in Mathematics over time?

-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	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	72	745	72	739	71	729	70	729	76	744
4	80	731	78	726	76	731	70	730	68	739
5	75	733	75	716	80	727	73	729	71	719
Elementary	227	736	225	727	227	729	213	729	215	734
6	71	730	77	734	75	725	68	733	70	733
7	51	737	76	733	70	733	80	734	70	729
8	62	731	41	735	66	726	76	728	68	731
Middle	184	732	194	734	211	728	224	731	208	731
Overall	449	734	419	730	438	728	437	730	423	733

Geographic District Achievement over Time in Math										
CMAS Math	2017		2018		2019		2022		2023	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,580	732	1,498	731	1,533	733	1,377	735	1,400	737
4	1,590	727	1,599	724	1,478	726	1,353	729	1,388	730
5	1,418	727	1,645	726	1,581	728	1,352	734	1,362	736
Elementary	4,588	729	4,742	727	4,592	729	4,082	733	4,150	734
6	1,497	726	1,505	728	1,621	726	1,382	728	1,317	728
7	1,420	729	1,502	726	1,450	729	1,296	727	1,303	728
8	1,293	722	1,420	728	1,453	726	1,421	731	1,204	729
Middle	4,598	726	4,427	727	4,524	727	4,099	728	3,824	728
Overall	10,057	728	9,169	727	9,116	728	8,181	731	7,974	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 2017 to 2023, overall student achievement decreased by 0.8 scale score points. Since last school year, overall mean scale score increased by 2.5 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 outperforms their geo. district by 1.3 scale score points.

## Mathematics Subgroup Achievement

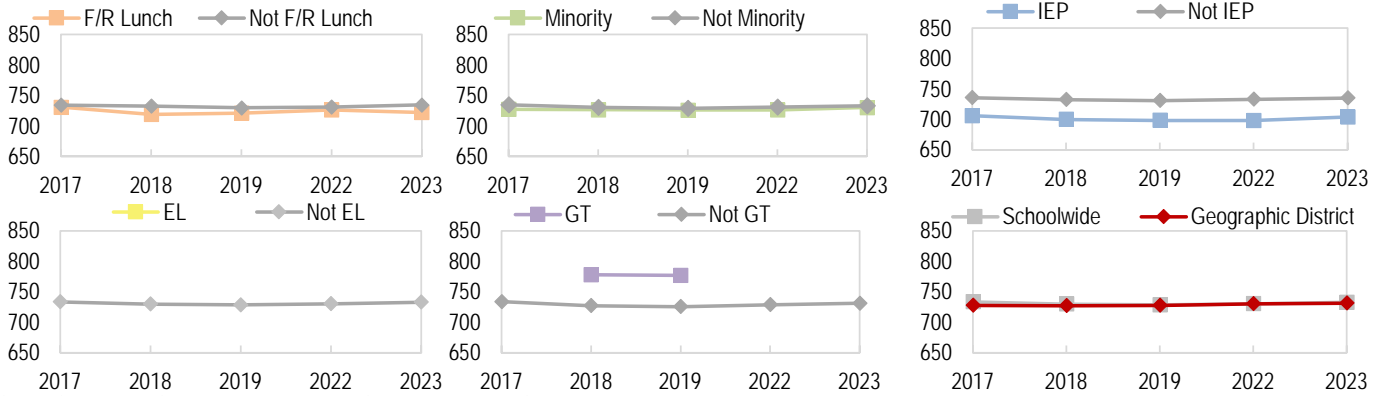
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

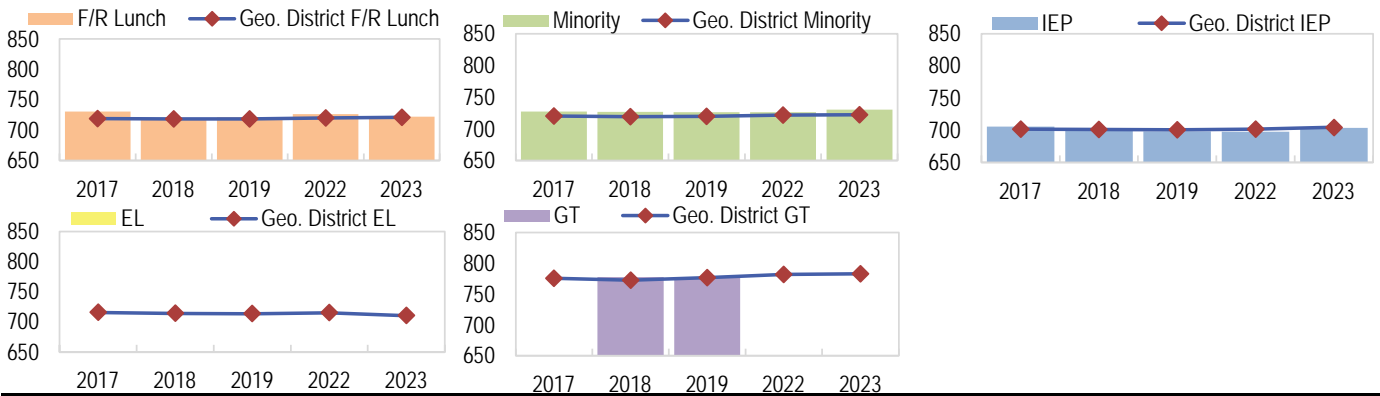
CMAS Math	2017	2018	2019	2022	2023	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	730.8	718.9	721.3	726.5	722.2
	N	734.4	732.7	729.8	731.2	734.6
Minority	Y	727.5	726.7	726.1	726.5	730.2
	N	734.8	730.6	729.0	731.2	733.3
IEP	Y	706.0	699.8	698.5	698.1	703.9
	N	735.7	732.7	730.8	732.9	735.1
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	733.5	729.9	728.6	730.5	732.9
GT	Y	n<16	777.8	776.8	n<16	n<16
	N	733.6	727.2	725.6	728.9	731.1
Schoolwide	734	730	728	730	733	

CMAS Math	2017	2018	2019	2022	2023	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	719.2	718.4	718.7	720.0	720.9
	N	735.7	735.6	736.6	738.0	740.2
Minority	Y	720.4	719.1	719.9	721.8	722.1
	N	731.0	730.6	731.3	734.2	735.3
IEP	Y	702.1	701.6	701.0	701.8	704.6
	N	731.5	731.4	730.7	735.0	736.6
EL	Y	715.9	714.0	713.5	715.0	710.6
	N	728.7	728.0	728.8	731.4	732.6
GT	Y	776.1	772.6	777.1	782.0	783.2
	N	726.2	725.0	725.2	727.4	728.0
Geographic District	728	727	728	731	731	

### CMAS Math: Subgroup Gap Trends Graphs



### CMAS Math: Subgroup Local Comparison Graphs



### Achievement Subgroup Status and Local Comparison Narrative

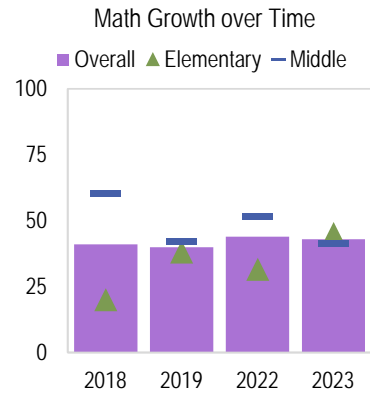
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

## Mathematics Growth

### CMAS Math: School Status and Trends Tables and Graphs

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

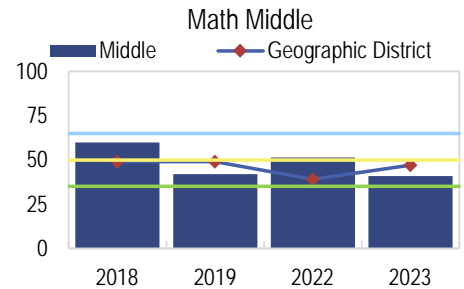
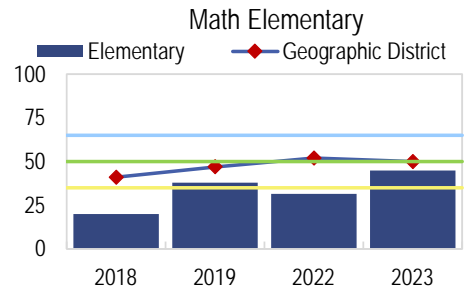
Growth over Time in Math								
CMAS Math	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	73	31.0	67	49.0	--	--	63	76.0
5	71	17.0	75	28.0	68	31.5	62	26.5
Elementary	144	20.0	142	38.0	68	31.5	125	45.0
6	70	58.0	73	49.0	--	--	61	58.0
7	72	66.0	67	42.0	68	51.5	62	39.5
8	31	49.0	64	37.5	--	--	64	35.0
Middle	173	60.0	204	42.0	68	51.5	187	41.0
Overall	317	41.0	346	40.0	136	44.0	312	43.0



### 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	2018		2019		2022		2023	
	N	MGP	N	MGP	N	MGP	N	MGP
4	1,486	40.0	1,406	44.0	--	--	1,312	44.0
5	1,503	42.0	1,510	49.0	1,233	52.0	1,291	55.0
Elementary	2,989	41.0	2,916	47.0	1,233	52.0	2,603	50.0
6	1,301	56.0	1,531	53.0	--	--	1,256	49.5
7	1,348	47.0	1,347	44.0	1,134	39.0	1,216	43.0
8	939	43.0	1,353	48.0	--	--	1,102	52.0
Middle	3,588	49.0	4,231	49.0	1,134	39.0	3,574	47.0
Overall	939	43.0	7,147	48.0	2,367	46.0	6,177	48.0

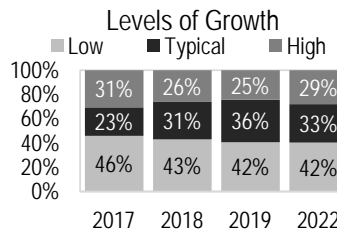


**Growth Status and Local Comparison Narrative**  
 The graphs show schoolwide growth on the Math state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth decreased by 1 percentile points. In 2023, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

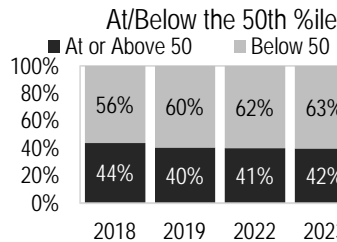
### CMAS Math: Levels of Growth Tables and Graphs

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

CMAS Math	Math Levels of Growth			
	%Students			
Category	2018	2019	2022	2023
Low (below 35)	46%	43%	42%	42%
Typical (35-65)	23%	31%	36%	33%
High (above 65)	31%	26%	25%	29%



CMAS Math	Math At/Below 50th %ile			
	%Students			
Category	2018	2019	2022	2023
At or Above 50	44%	40%	41%	42%
Below 50	56%	60%	62%	63%



**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 29% of students. The percent of students at or above the 50th percentile has increased from last year (41% to 42%). Since 2018, the percent of students at or above the 50th percentile has decreased (44% to 42%).

## Mathematics Subgroup Growth

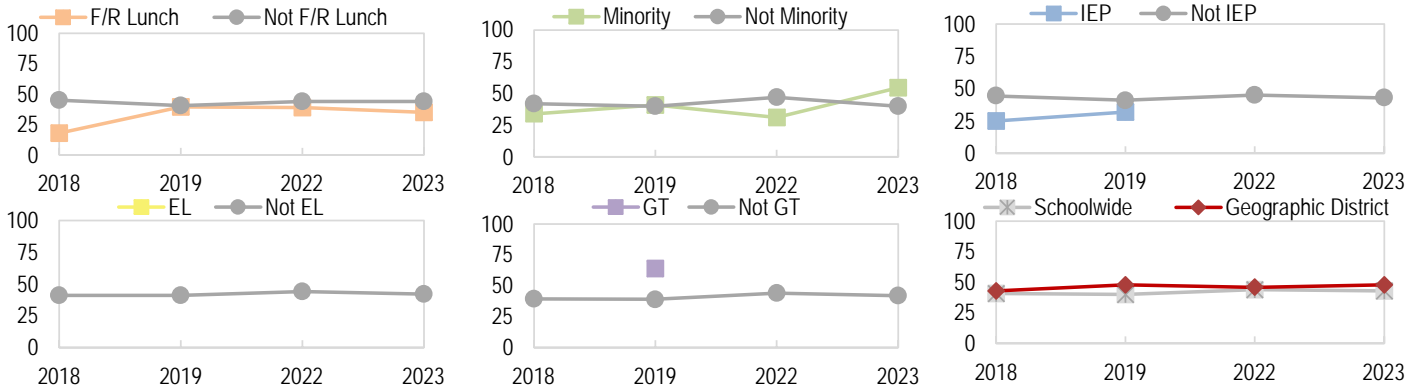
### CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

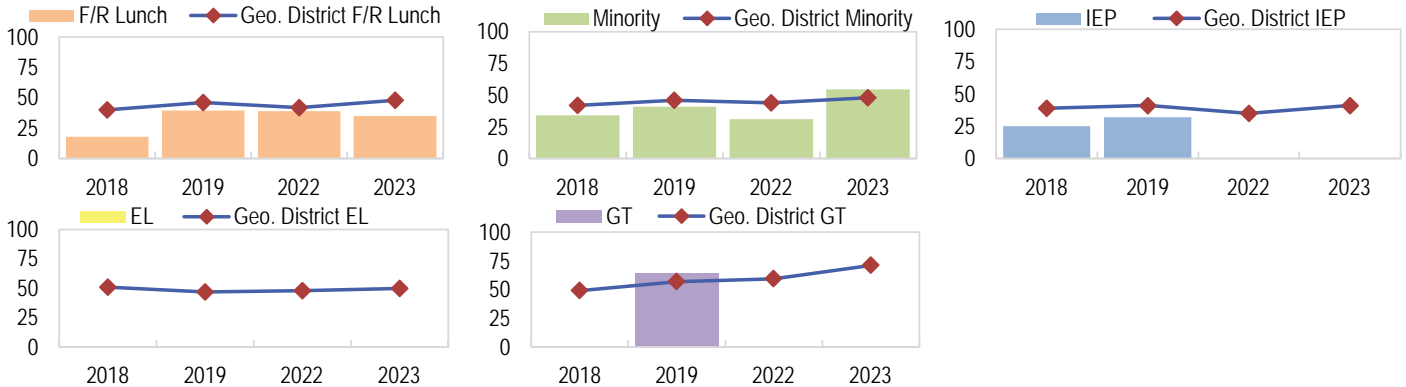
CMAS Math		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	18.0	39.5	39.0	35.0
	N	45.0	40.5	44.0	44.0
Minority	Y	34.0	41.0	31.0	54.5
	N	42.0	40.0	47.0	40.0
IEP	Y	25.0	32.0	n<20	n<20
	N	44.5	41.0	45.0	43.0
EL	Y	n<20	n<20	n<20	n<20
	N	41.0	41.0	44.0	42.0
GT	Y	n<20	64.0	n<20	n<20
	N	39.5	39.0	44.0	42.0
Schoolwide		41.0	40.0	44.0	43.0

CMAS Math		2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP	
F/R Lunch	Y	40.0	46.0	42.0	48.0
	N	46.0	50.0	48.0	52.0
Minority	Y	42.0	46.0	44.0	48.0
	N	43.0	48.0	46.0	50.0
IEP	Y	39.0	41.0	35.0	41.0
	N	43.0	48.5	47.0	52.0
EL	Y	51.0	47.0	48.0	50.0
	N	42.0	48.0	46.0	50.0
GT	Y	49.0	57.0	59.5	71.0
	N	42.0	47.0	44.0	49.0
Geographic District		43.0	48.0	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 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, minority students outperformed their non-minority peers, overall, Mesa County Valley 51 outperformed the school. In 2023, the following geo. district subgroups outperformed subgroups in the school: FRL, - 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? ^^

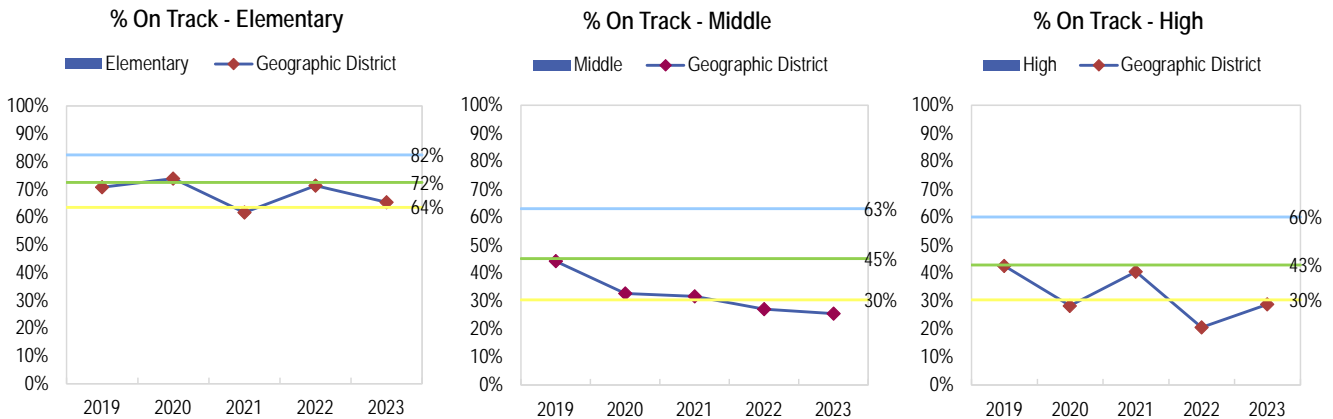
Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--
Middle	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--
High	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	0	--	--
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--

Geographic District Growth over Time on ACCESS															
ACCESS	2019			2020			2021			2022			2023		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	242	50.5	70.7%	229	53.0	73.8%	233	60.0	61.6%	280	57.5	71.3%	306	51.5	65.3%
Middle	70	54.0	44.3%	55	52.0	32.7%	66	67.5	31.7%	57	51.0	27.1%	55	64.0	25.5%
High	39	68.0	42.5%	52	50.0	28.3%	56	50.0	40.5%	49	49.0	20.6%	52	56.0	28.8%
Overall	351	53.0	62.4%	336	53.0	59.9%	355	61.0	53.6%	386	56.0	60.7%	413	53.0	55.4%

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

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

### ACCESS: School Local Comparison Graphs



Growth Status and Local Comparison Narrative	
<i>Not applicable.</i>	

## 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	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	56	503	33	463	57	474	50	504
PSAT (10th)*	27	494	37	530	50	531	47	557	49	514
PSAT (9th&10th)	--	--	93	514	83	504	104	511	99	509
SAT (11th)	25	567	29	535	30	580	40	549	46	567
Overall	52	529	122	519	113	524	144	522	145	527

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	441	448	1,496	443	1,460	438	1,327	442
PSAT (10th)*	1,319	467	1,377	468	1,357	455	1,305	470	1,206	469
PSAT (9th&10th)	--	--	2,838	452	2,853	449	2,765	453	2,533	455
SAT (11th)	1,353	500	1,295	497	1,356	493	1,258	491	1,120	499
Overall	2,672	484	4,133	466	4,209	463	4,023	465	3,653	468

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

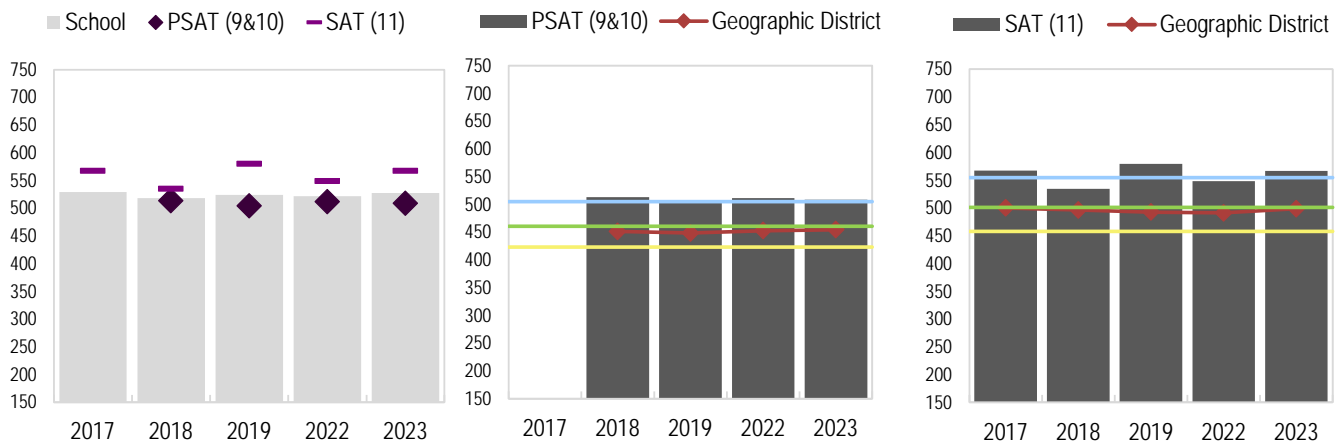
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

EBRW - Schoolwide

EBRW - PSAT (9&10)

EBRW - SAT (11)



### Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by test and grade level. From 2017 to 2023, overall student achievement increased by 8.8 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 59.1 scale score points.

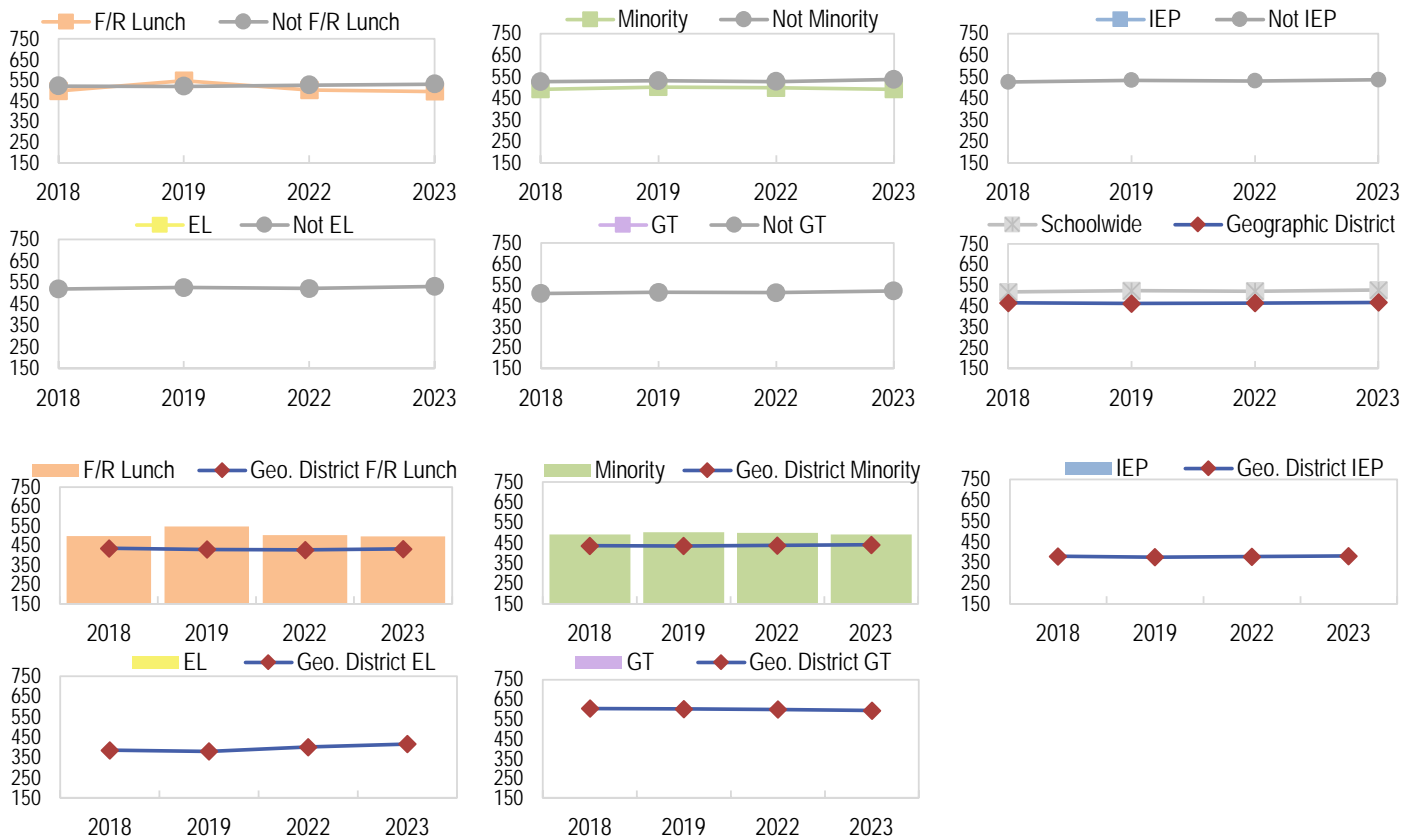
## Evidence-Based Reading and Writing Subgroup Achievement

### 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	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	498	548	502	496
	N	529	522	520	526	531
Minority	Y	n<16	491	502	499	492
	N	531	527	531	527	537
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	536	525	534	530	535
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	529	520	526	522	531
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	525	508	514	512	521
Schoolwide		529	519	524	522	527

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	450	435	430	427	432
	N	501	482	482	483	488
Minority	Y	458	435	435	437	440
	N	493	478	475	477	485
IEP	Y	388	379	375	377	381
	N	494	475	472	472	475
EL	Y	425	385	379	401	416
	N	488	468	465	469	471
GT	Y	612	604	601	599	594
	N	474	458	454	454	457
Geographic District		484	466	463	465	468



#### 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 2023, 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?

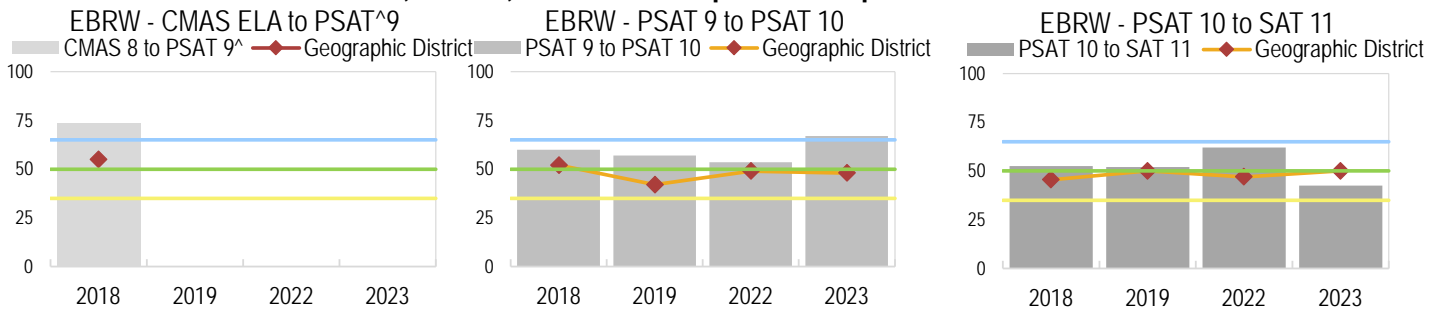
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW								
PSAT/SAT EBRW	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	51	74.0	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	31	60.0	49	57.0	46	53.5	44	67.0
PSAT 10 to SAT 11	24	52.5	27	52.0	35	62.0	44	42.5
Overall	106	65	76	55.0	81	58.0	88	57.0

^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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	762	55.0	--	--	n < 20	--	n < 20	--
PSAT 9 to PSAT 10	1,085	52.0	1,278	42.0	1,167	49.0	1,140	48.0
PSAT 10 to SAT 11	1,136	45.5	1,265	50.0	1,120	47.0	1,030	50.0
Overall	3,365	50.0	2,543	46.0	2,287	48.0	2,170	49.0

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



#### Growth Status and Local Comparison Narrative

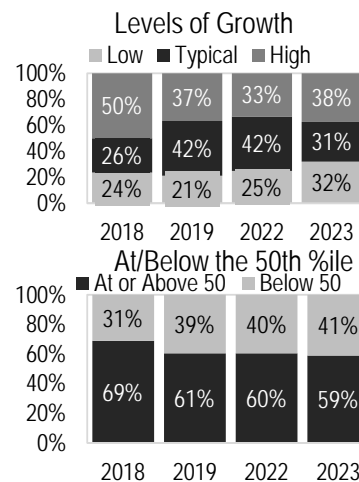
The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2023, overall student growth decreased. Since last year, student growth decreased by 1 percentile points. In 2023, overall student growth met state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

### PSAT/SAT EBRW: Levels of Growth Tables

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

EBRW Levels of Growth				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
Low (below 35)	24%	21%	25%	32%
Typical (35-65)	26%	42%	42%	31%
High (above 65)	50%	37%	33%	38%

EBRW At/Below 50th %ile				
PSAT/SAT EBRW	%Students			
Category	2018	2019	2022	2023
At or Above 50	69%	61%	60%	59%
Below 50	31%	39%	40%	41%



#### 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 while students with high growth rates, categorized as students with a MGP above 65, account for 38% of students. The percent of students at or above the 50th percentile has decreased from last year (60% to 59%). Since 2018, the percent of students at or above the 50th percentile has decreased (69% to 59%).

**Evidence-Based Reading and Writing Subgroup Growth**

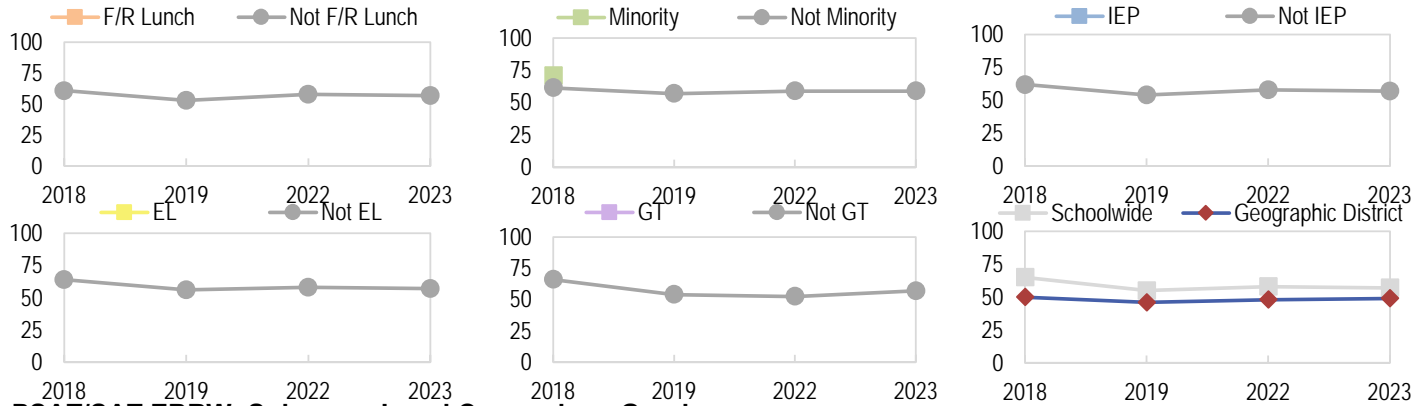
**PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables**

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

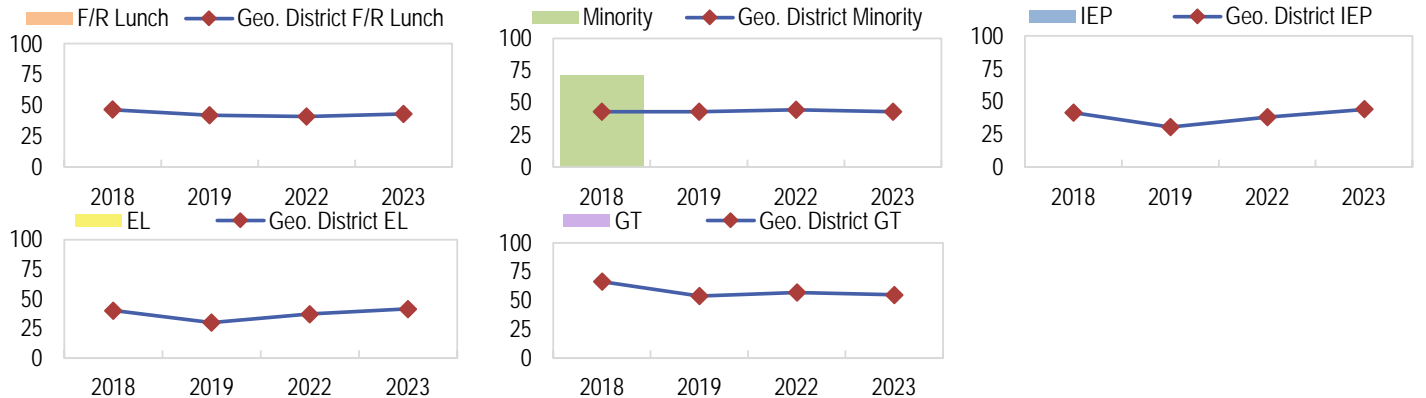
PSAT/SAT	2018	2019	2022	2023
Student	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20
Lunch	N	61.0	53.0	58.0
Minority	Y	71.0	n<20	n<20
	N	61.5	57.0	59.0
IEP	Y	n<20	n<20	n<20
	N	62.0	54.0	58.0
EL	Y	n<20	n<20	n<20
	N	64.0	56.0	58.0
GT	Y	n<20	n<20	n<20
	N	66.0	54.0	52.5
Schoolwide		65.0	55.0	58.0

PSAT/SAT EBRW	2018	2019	2022	2023
Student Subgroup	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.5	42.0	41.0
Lunch	N	52.0	49.0	51.0
Minority	Y	43.0	43.0	44.5
	N	53.0	47.0	50.0
IEP	Y	41.5	30.5	38.0
	N	51.0	47.0	49.0
EL	Y	40.0	30.0	37.0
	N	51.0	46.0	49.0
GT	Y	66.5	54.0	57.0
	N	49.0	45.0	47.0
Geographic District		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 2023, 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	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Grade/Level										
PSAT (9th) <sup>*</sup>	--	--	56	463	33	463	57	433	50	458
PSAT (10th) <sup>*</sup>	27	463	37	481	50	481	47	481	49	475
PSAT (9th&10th)	--	--	93	470	83	474	104	454	99	466
SAT (11th)	25	524	29	498	30	535	41	490	46	498
Overall	52	492	122	477	113	490	145	465	145	476

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2017		2018		2019 <sup>^</sup>		2022		2023	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
Grade/Level										
PSAT (9th) <sup>*</sup>	--	--	441	444	1,497	442	1,466	423	1,329	433
PSAT (10th) <sup>*</sup>	1,319	455	1,379	453	1,357	445	1,306	449	1,218	449
PSAT (9th&10th)	--	--	2,840	442	2,854	444	2,772	435	2,547	441
SAT (11th)	1,353	483	1,295	479	1,356	480	1,260	471	1,121	473
Overall	2,672	469	4,135	453	4,210	456	4,032	447	3,668	451

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

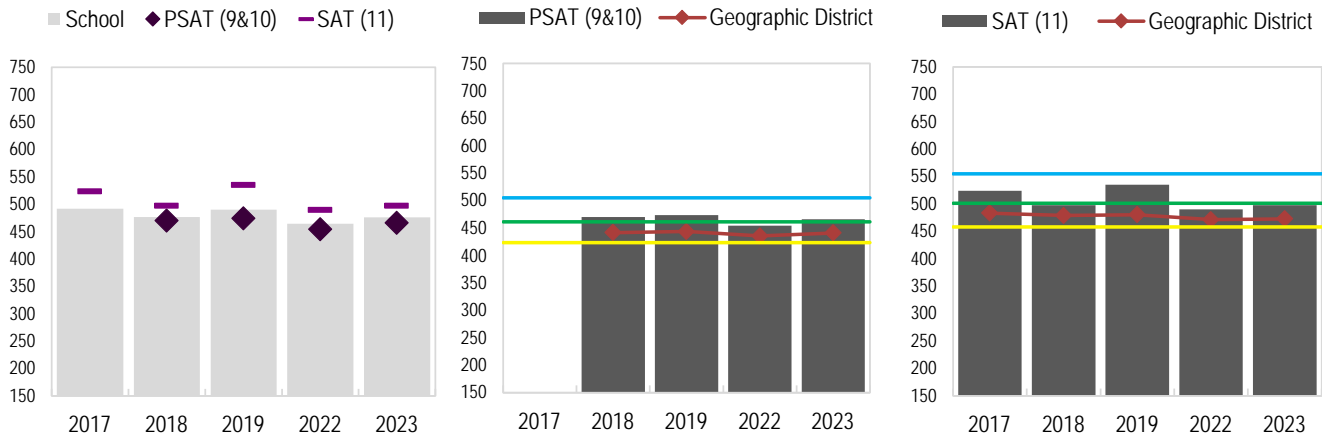
<sup>^</sup>CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

Math - Schoolwide

Math - PSAT (9&10)

Math - SAT (11)



#### 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 2023, overall student achievement decreased by 0.7 scale score points. Since last school year, overall mean scale score increased by 11.6 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 25.4 scale score points.

## Math Subgroup Achievement

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

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

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	n<16	472	524	433	443
	N	491	478	485	472	480
Minority	Y	n<16	440	474	439	450
	N	499	488	495	471	483
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	499	484	499	472	480
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	492	478	491	465	478
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	488	467	482	453	470
Schoolwide		492	477	490	465	476

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2017	2018	2019	2022	2023
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	440	426	427	412	418
	N	484	469	472	463	469
Minority	Y	450	429	431	423	426
	N	476	463	466	457	465
IEP	Y	382	362	369	371	386
	N	478	464	464	453	456
EL	Y	430	381	387	395	417
	N	472	456	458	450	453
GT	Y	599	589	594	578	567
	N	460	447	447	436	440
Geographic District		469	453	456	447	451



#### 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 2023, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

## Math Growth

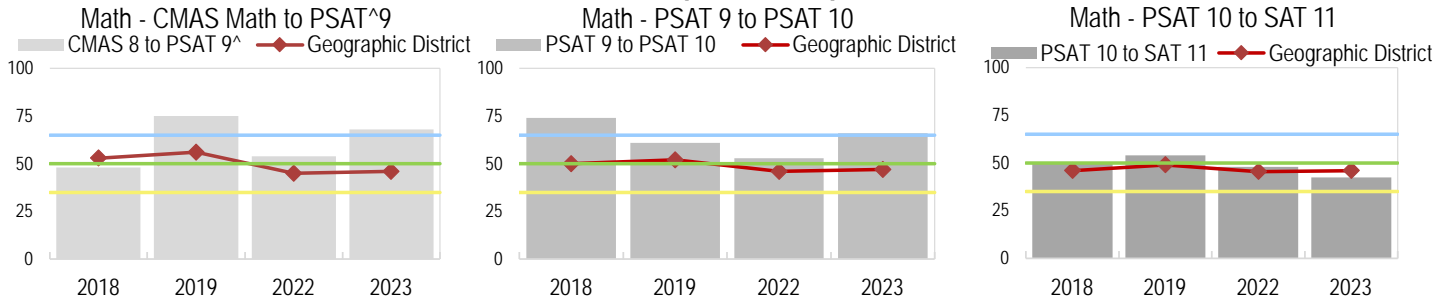
### PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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	2018		2019		2022		2023	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	50	48.0	29	75.0	47	54.0	47	68.0
PSAT 9 to PSAT 10	27	74.0	49	61.0	46	53.0	44	66.0
PSAT 10 to SAT 11	24	49.5	27	54.0	35	48.0	44	42.5
Overall	101	52	105	63.0	128	53.0	135	57.0

Geographic District Growth over Time in Math								
PSAT/SAT Math	2018		2019		2022		2023	
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	1,135	46.0
PSAT 9 to PSAT 10	703	50.0	1,278	52.0	1,167	46.0	1,140	47.0
PSAT 10 to SAT 11	1,136	46.0	1,265	49.0	1,120	45.5	1,030	46.0
Overall	2,678	50.0	3,503	52.0	3,100	45.0	291	40.0

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



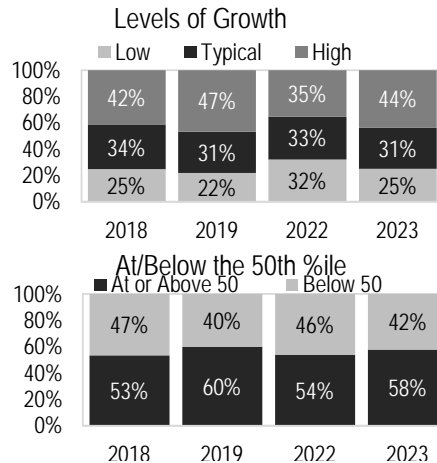
**Growth Status and Local Comparison Narrative**  
 The graphs above show schoolwide growth on the Math state assessment. From 2018 to 2023, overall student growth increased. Since last year, student growth increased by 4 percentile points. In 2023, overall student growth met state expectations. Overall 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	2018	2019	2022	2023
Low (below 35)	25%	22%	32%	25%
Typical (35-65)	34%	31%	33%	31%
High (above 65)	42%	47%	35%	44%

Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2018	2019	2022	2023
At or Above 50	53%	60%	54%	58%
Below 50	47%	40%	46%	42%



**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 while students with high growth rates, categorized as students with a MGP above 65, account for 44% of students. The percent of students at or above the 50th percentile has increased from last year (54% to 58%). Since 2018, the percent of students at or above the 50th percentile has increased (53% to 58%).

## Math Subgroup Growth

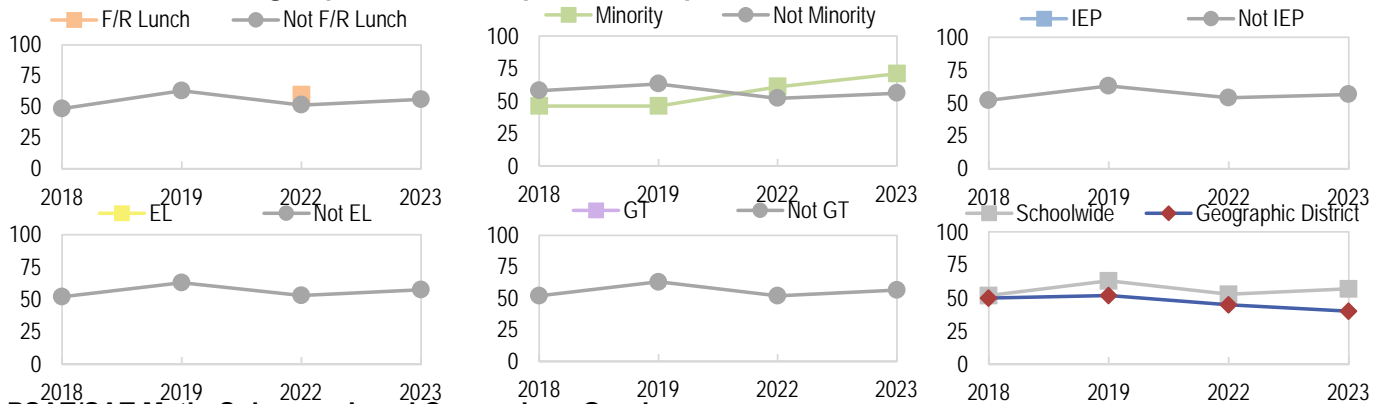
### PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

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

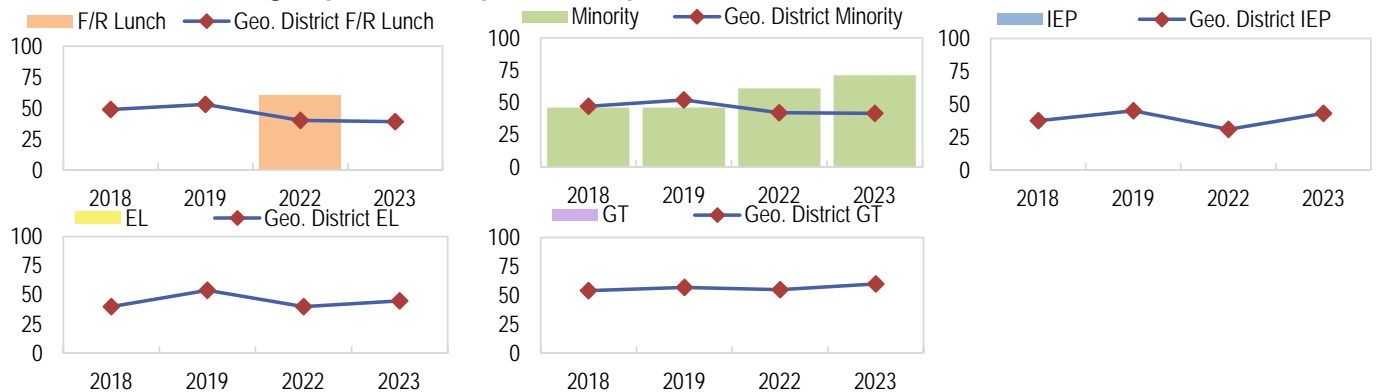
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	60.0	n<20
	N	48.5	63.0	51.5	56.0
Minority	Y	46.0	46.0	61.0	71.0
	N	58.0	63.0	52.0	56.0
IEP	Y	n<20	n<20	n<20	n<20
	N	52.0	63.0	54.0	56.5
EL	Y	n<20	n<20	n<20	n<20
	N	52.0	63.0	53.0	57.5
GT	Y	n<20	n<20	n<20	n<20
	N	52.0	63.0	52.0	56.5
Schoolwide		52.0	63.0	53.0	57.0

Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2018	2019	2022	2023
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	53.0	40.0	39.0
	N	50.0	52.0	47.0	40.5
Minority	Y	47.0	52.0	42.0	41.5
	N	50.0	52.0	46.0	40.0
IEP	Y	37.5	45.0	31.0	43.0
	N	51.0	53.0	46.0	41.0
EL	Y	40.0	54.0	40.0	45.0
	N	50.0	52.0	46.0	40.0
GT	Y	54.0	57.0	55.0	60.0
	N	49.0	52.0	44.0	39.0
Geographic District		50.0	52.0	45.0	40.0

### 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): minority students outperformed their non-minority peers, overall, the school outperformed Mesa County Valley 51. In 2023, the following subgroups outperformed the geo. district: minority, - additional details are available in the graphs.

**Postsecondary and Workforce Readiness Additional Indicators**

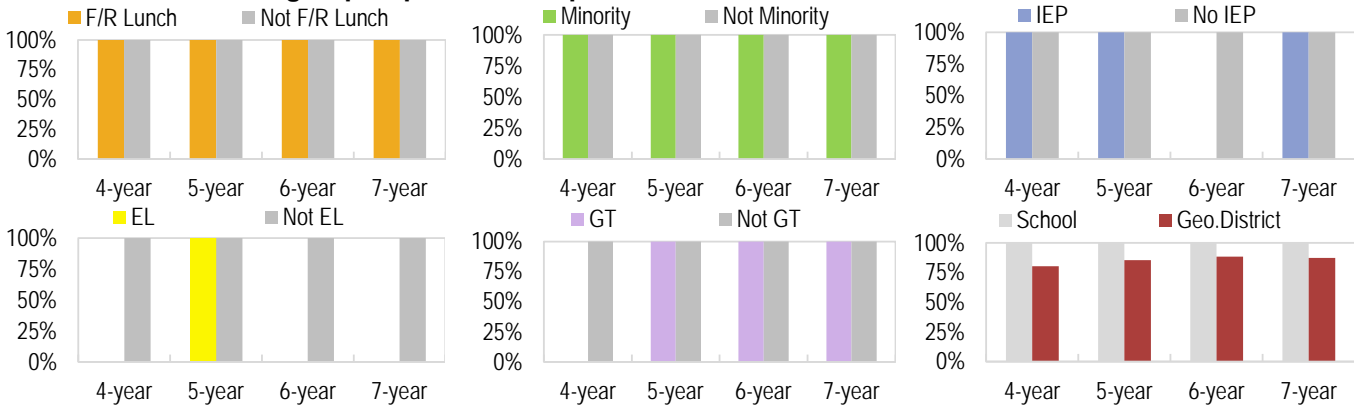
**Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables**

- 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?

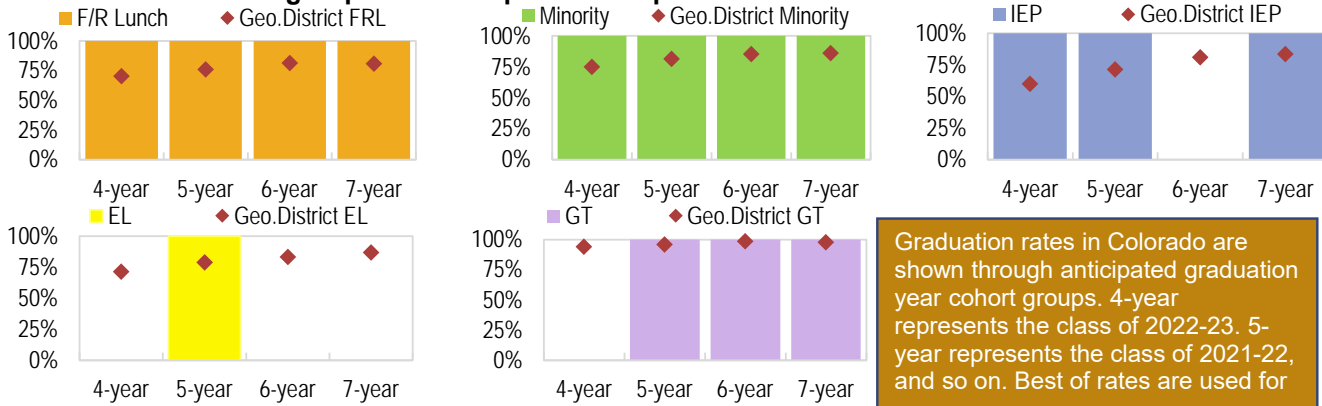
Subgroup Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year	5-year	6-year	7-year
Student Subgroup			Rate	Rate	Rate	Rate
F/R Lunch	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Minority	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	4-year	100%	100%	--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

Geographic District Graduation Gap Trends over Time						
Graduation Rate		Best Of	4-year	5-year	6-year	7-year
Student Subgroup			Rate	Rate	Rate	Rate
F/R Lunch	Y	6-year	70%	76%	81%	81%
	N	6-year	90%	96%	96%	95%
Minority	Y	7-year	75%	81%	85%	86%
	N	6-year	83%	87%	90%	88%
IEP	Y	7-year	60%	71%	81%	83%
	N	6-year	83%	88%	90%	88%
EL	Y	7-year	71%	79%	83%	87%
	N	6-year	81%	86%	89%	87%
GT	Y	6-year	94%	96%	99%	98%
	N	6-year	79%	85%	88%	87%
Geographic District		6-year	80%	85%	88%	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 2022-23, 5-year represents the class of 2021-22, and so on. Best of rates are used for

**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 6 year rate of 88%. 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 4 year rate of 100%. The best of rate for English Learners is the 5 year rate of 100%. The best of rate for gifted students is the 5 year rate of 100%.

## Postsecondary and Workforce Readiness Additional Indicators

### Dropout Rate: Subgroup Status and Gap Trends Tables

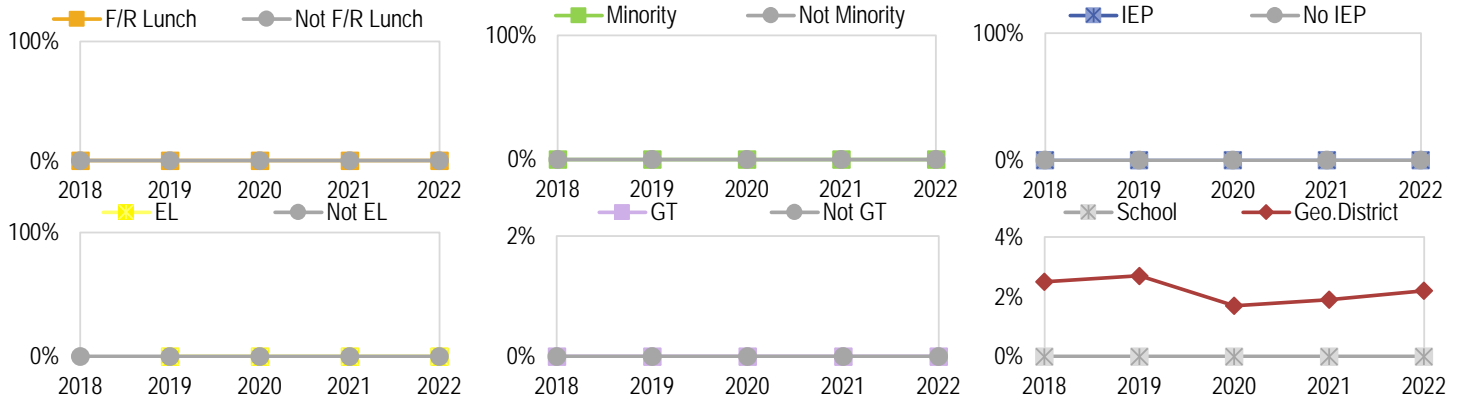
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

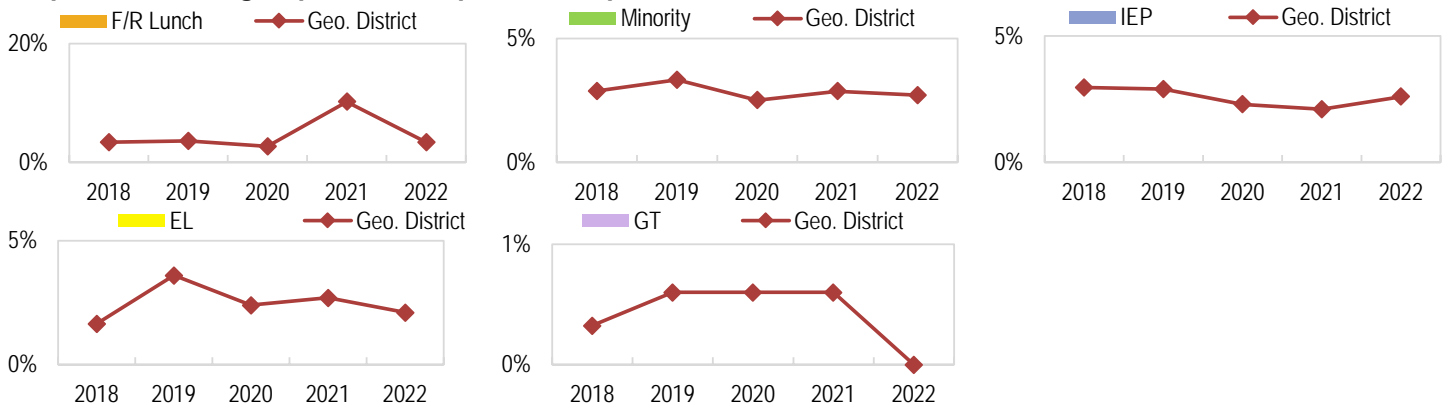
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
Minority	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
IEP	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
EL	Y	--	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.0%
GT	Y	0.0%	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		2018	2019	2020	2021	2022
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.4%	3.6%	2.7%	10.2%	3.4%
	N	1.8%	2.0%	1.0%	1.1%	1.5%
Minority	Y	2.9%	3.3%	2.5%	2.9%	2.7%
	N	2.5%	2.4%	1.4%	1.4%	1.9%
IEP	Y	3.0%	2.9%	2.3%	2.1%	2.6%
	N	2.4%	2.7%	1.6%	1.8%	2.1%
EL	Y	1.7%	3.6%	2.4%	2.7%	2.1%
	N	2.5%	2.7%	1.7%	1.9%	2.2%
GT	Y	0.2%	0.3%	0.3%	0.3%	0.0%
	N	2.6%	2.8%	1.8%	2.0%	2.3%
Geographic District		2.5%	2.7%	1.7%	1.9%	2.2%

### 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, - 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	2019^		2020*		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1	5.0%	0	0.0%	1	4.0%	1	2.4%	0	0.0%
4 year	14	70.0%	13	59.1%	19	76.0%	27	64.3%	9	39.1%
CTE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Schoolwide	15	75.0%	13	59.1%	20	80.0%	29	69.0%	11	47.8%

Geo. District Matriculation Rate Trends over Time										
Matriculation	2019^		2020*		2021		2022		2023	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	16	1.1%	--	--	20	1.4%	11	0.8%	25	1.7%
4 year	710	48.8%	--	--	616	43.0%	607	43.7%	573	39.9%
CTE	100	6.9%	--	--	389	27.2%	239	17.2%	134	9.3%
Geo. District	774	53.2%	--	--	890	62.2%	756	54.4%	664	46.3%

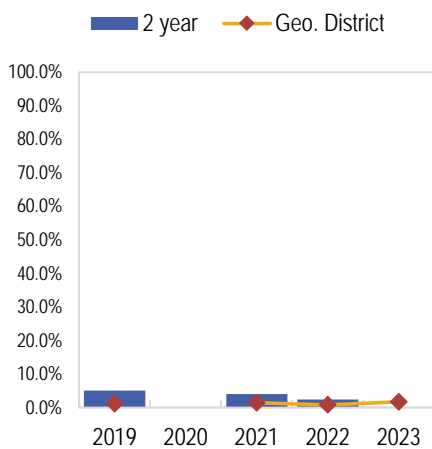
Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2022-23) represent outcomes for the class of 2021-22 and data for the 2021-22 reporting year represent outcomes for the class of 2020-21, and so on. Schoolwide matriculation rates are the only rates used for

^ CDE renormed matriculation benchmarks in the 2018-19 school year.

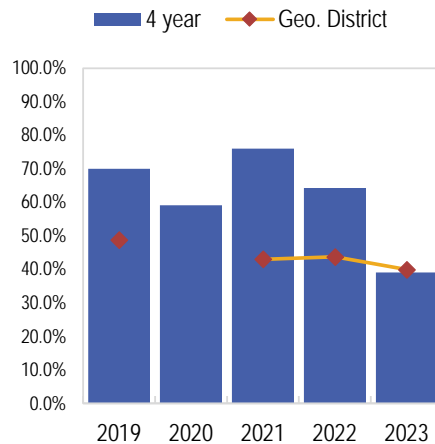
\* Please note that Geo. District Matriculation data were not provided to CSI for the 2019-20 school year.

### Matriculation Rate: School Status and Local Comparison Graphs

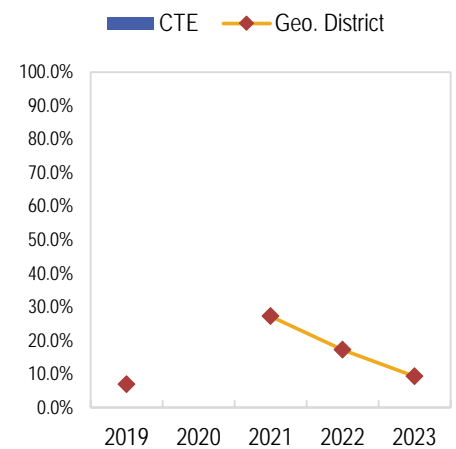
2 Year Matriculation Rates



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 2022, school matriculation rates were above the geo. district. Since last year, schoolwide matriculation rates decreased from 69% to 48%.

**Academic Performance Metrics**

School Observations

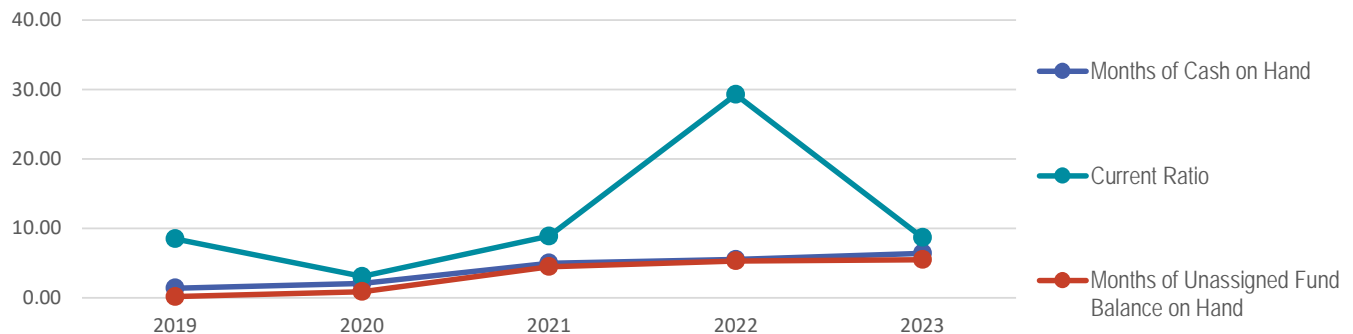
\*OPTIONAL\* To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

## Fiscal Years 2019-2023 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	2019	2020	2021	2022	2023
Operating Margin	34.1%	-108.3%	2.4%	6.5%	6.1%
Months of Cash on Hand	1.40	2.10	5.00	5.53	6.44
Current Ratio	8.50	3.10	8.90	29.27	8.69
Months of Unassigned Fund Balance on Hand	0.20	0.90	4.50	5.32	5.50
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES	YES



### Enrollment

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

Enrollment					
Metric	2019	2020	2021	2022	2023
Funded Pupil Count (FPC) Current-Year Variance	-1.3%	0.5%	2.6%	-1.7%	0.6%
Change in FPC from Prior-Year	0.8%	6.1%	2.4%	-1.2%	1.4%

### 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	2019	2020	2021	2022	2023
Months of Cash on Hand	--	--	--	--	N/A
Current Ratio	--	--	--	--	--
Debt to Asset Ratio	--	--	--	--	--
Change in Net Position	--	--	\$0	\$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	2019	2020	2021	2022	2023
Debt to Asset Ratio	1.55	1.49	1.35	1.45	1.27
Change in Net Position	\$216,812	(\$9,254,425)	\$2,611,935	\$614,682	(\$419,203)
Default	No	No	No	No	No

**Fiscal Years 2019-2023 Financial Results**

**Financial Performance Narrative**

Caprock Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement and a negative change in net position. The school's funded-pupil count came in higher than budget by 0.6% and 1% higher than the prior year. The school's governmental funds ended the year with 6.44 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 6.1%.

**School Observations**

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

## Organizational Performance Metrics

### Education Program

-Is the school complying with applicable education requirements?

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

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

#### CSI Review

CSI was not made aware of any issues relating to applicable education requirements in the 2022-23 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

CSI was not made aware of any issues related to protecting the rights of all students in the 2022-23 school year.

### 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*
- *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 2022-23 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 2022-23 school year. The school reported no statutory violations in their Assurances for Financial Accreditation in the 2022-23 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 2022-23 school year. CSI was not made aware of any issues relating to facilities and transportation requirements in the 2022-23 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements in the 2022-23 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 2022-23 school year.

## Organizational Performance Metrics

### Organizational Performance Additional Narrative

Overall, the school exhibited generally strong operational performance in the 2022-23 school year. Multiple Organizational Submissions were submitted late, but feedback was appropriately addressed. No Notices of Concern were issued.

#### School Observations

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