



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2023-2024

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)

Financial Performance: Dave Sever (davesever@csi.state.co.us)

Organizational Performance: Jess Welch (jessicawelch@csi.state.co.us) - State/Federal Programs
Stephanie Aragon (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., NWEA). 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?

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?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. To what extent are students graduating high school?
- c. To what extent are students dropping out of high school?
- d. To what extent 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 2019 to 2024. 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.

CSI Performance Framework

Financial Performance Framework

1. Enrollment

- a. How has the school's enrollment varied over time?

2. Debt

- a. How has the school been able to cover its debt obligations?
- b. To what extent has the school relied on borrowed funds to finance its operations?

3. Balance Sheet

- a. To what extent has the school maintained the appropriate unrestricted fund balance to provide for unexpected expenses?
- b. How has the school's unassigned fund balance changed over time?
- c. To what extent can the school pay its short-term obligations?

4. Operating Margin

- a. To what extent is the school living within their means?
- b. How has the school's operating margin changed over time?

Organizational Performance Framework

1. Governance

- a. Is the school complying with applicable education requirements?

2. Education Program

- a. How is the school fulfilling obligations and expectations relating to the educational program?
- b. How successful is the school producing positive academic outcomes? (see academic measures)

3. Diversity, Equity of Access, and Inclusion

- a. How is the school protecting the rights of all students?
- b. How is the school supporting students to read at grade-level?
- c. How is the school supporting students and families in preparing to make post-secondary enrollment accessible?

3. Financial Management

- a. How is the school satisfying financial reporting and compliance requirements?
- b. How accurately is the school able to project enrollment?
- c. How effectively is the school able to manage and spend grant funds?

4. School Operations and Environment

- a. How is the school fulfilling obligations and expectations relating to operational requirements?
- b. Is the school soliciting feedback from stakeholders and sharing with the community?
- c. How stable is the student population during the school year?
- d. To what extent are students returning to the school the following school year?

5. Additional Obligations

- a. How is the school complying with all other obligations?

Additional information about the CSI Performance Framework can be found at
<https://www.csi.state.co.us/about/school-accountability/>

Caprock Academy Overview

Year Opened/Transferred: 2007-2008

Grades Served: K-12

School Model: Core Knowledge

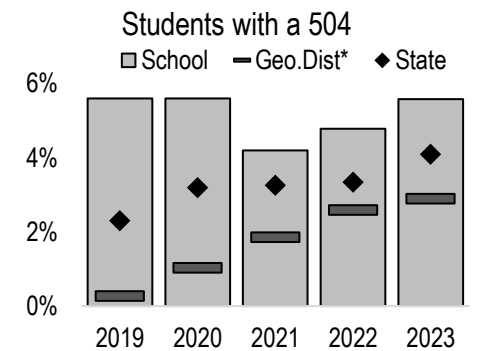
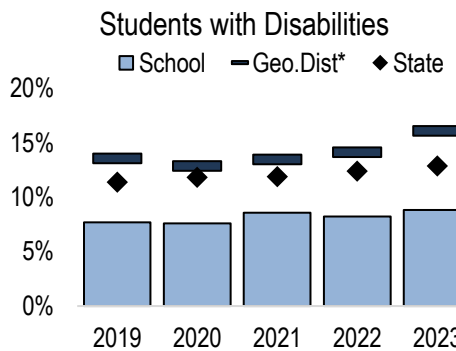
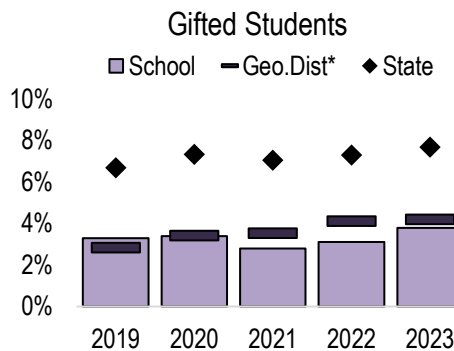
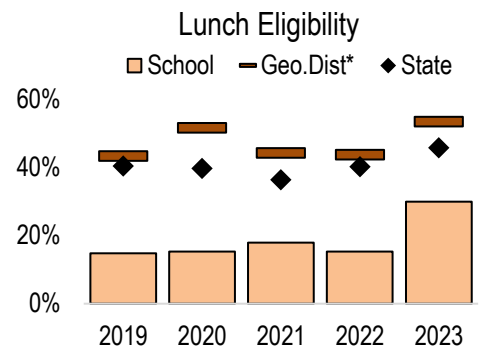
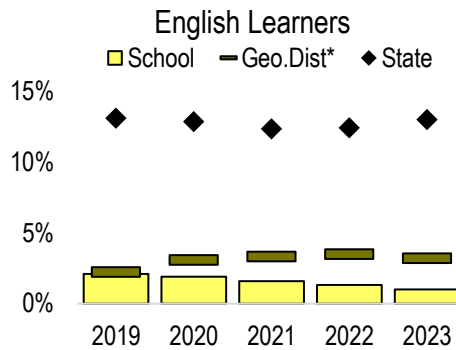
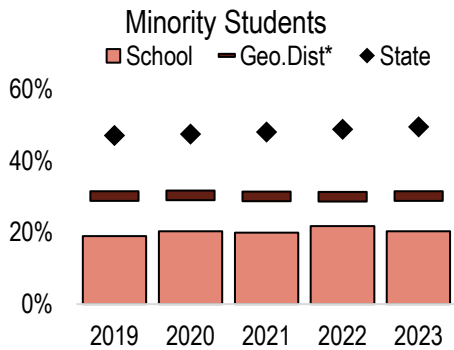
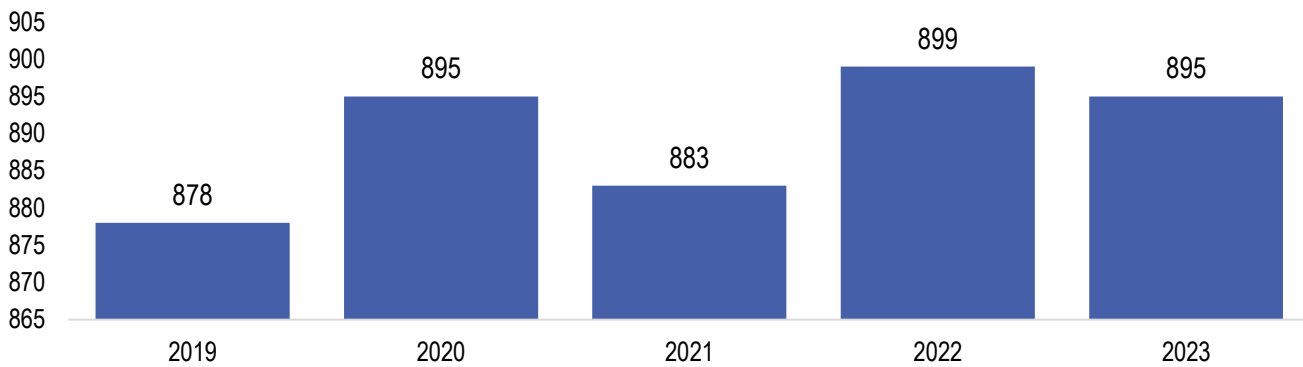
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2019	2020	2021	2022	2023
Enrollment Over Time	878	895	883	899	895
F/R Lunch	14.8%	15.3%	17.9%	15.2%	29.9%
Minority	19.0%	20.3%	19.9%	21.8%	20.3%
IEP	7.7%	7.6%	8.6%	8.2%	8.8%
EL	2.1%	1.9%	1.6%	1.3%	1.0%
Gifted	3.3%	3.4%	2.8%	3.1%	3.8%
504	5.6%	5.6%	4.2%	4.8%	5.6%

Enrollment over Time



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

*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 or equal to 71.8% Points Earned

Performance: Between 53% to 71.7% 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 (Points Earned: 74.1%)
Elementary School Rating	Improvement (Points Earned: 51.7%)
Middle School Rating	Performance (Points Earned: 53.8%)
High School Rating	Performance (Points Earned: 91.5%)
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	604	580	96.0%	11	97.8%	Meets 95%
Math	605	583	96.4%	12	98.3%	Meets 95%
Science	180	172	95.6%	3	97.2%	Meets 95%

Test Participation Rates - Disaggregated by Test						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate	Rating
CMAS English Language Arts	457	437	95.6%	7	97.1%	Meets 95%
CMAS Math	458	440	96.1%	8	97.8%	Meets 95%
CMAS Science	180	172	95.6%	3	97.2%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	147	143	97.3%	4	100.0%	Meets 95%
PSAT/SAT Math	147	143	97.3%	4	100.0%	Meets 95%

English Language Arts Achievement

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

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

Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	71	759	71	745	70	742	76	750	71	751
4	78	753	76	750	70	747	68	753	74	752
5	75	744	80	754	73	747	72	741	68	751
Elementary	224	752	227	750	213	746	216	748	213	751
6	77	740	66	747	68	748	70	748	76	734
7	76	743	70	749	79	755	70	743	69	754
8	41	743	65	743	77	750	71	765	63	740
Middle	194	742	201	747	224	751	211	752	208	742
Overall	418	747	428	748	437	749	427	750	421	747

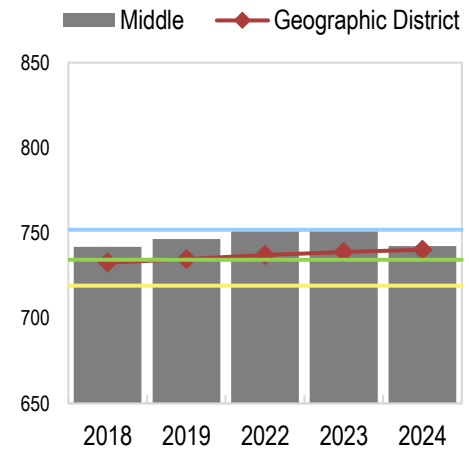
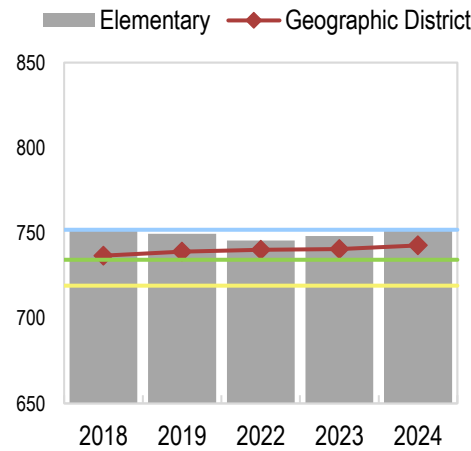
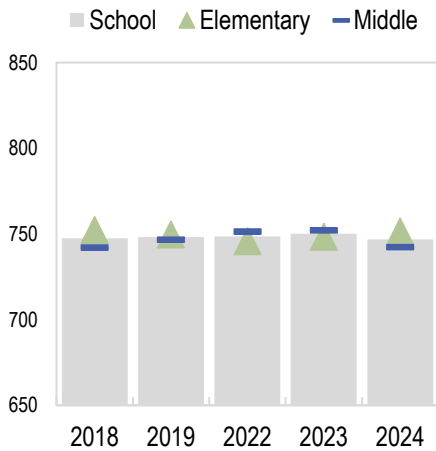
Geographic District Achievement over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,494	730	1,537	733	1,377	735	1,399	735	1,377	736
4	1,597	739	1,474	741	1,352	740	1,391	739	1,376	744
5	1,635	740	1,583	743	1,356	745	1,356	748	1,326	749
Elementary	4,726	737	4,594	739	4,085	740	4,146	741	4,079	743
6	1,495	733	1,617	736	1,396	740	1,311	739	1,303	740
7	1,498	731	1,446	735	1,304	732	1,308	740	1,203	742
8	1,422	734	1,447	733	1,423	739	1,198	737	1,188	739
Middle	4,415	733	4,510	735	4,123	737	3,817	739	3,694	740
Overall	9,141	735	9,104	737	8,208	739	7,963	740	7,773	742

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 2018 to 2024, overall student achievement decreased by 0.5 scale score points. Since last school year, overall mean scale score decreased by 3.2 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 5.4 scale score points.

English Language Arts Subgroup Achievement

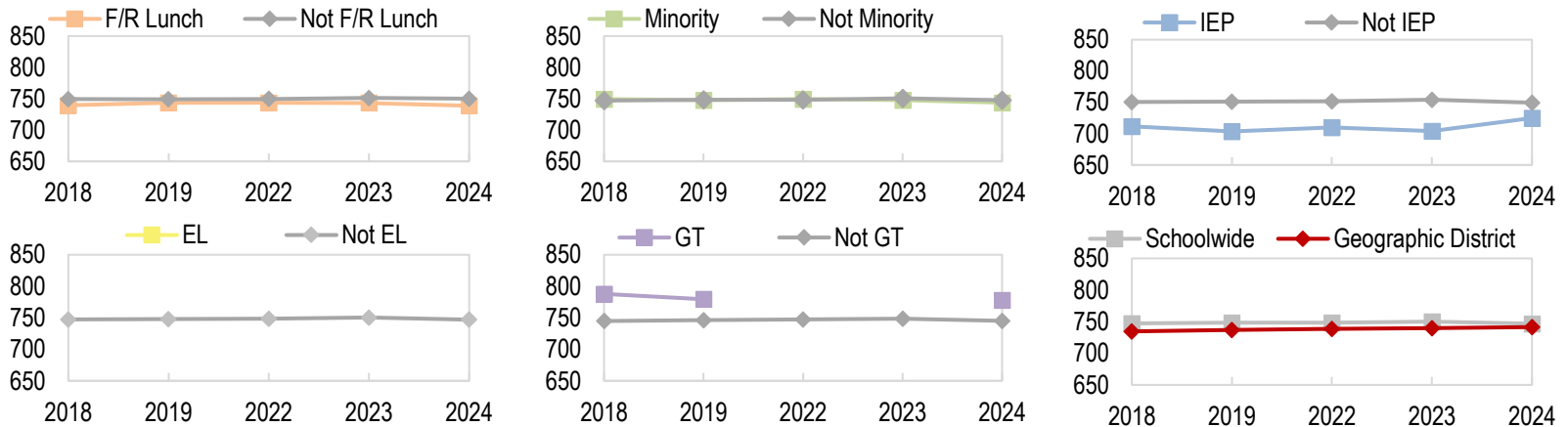
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

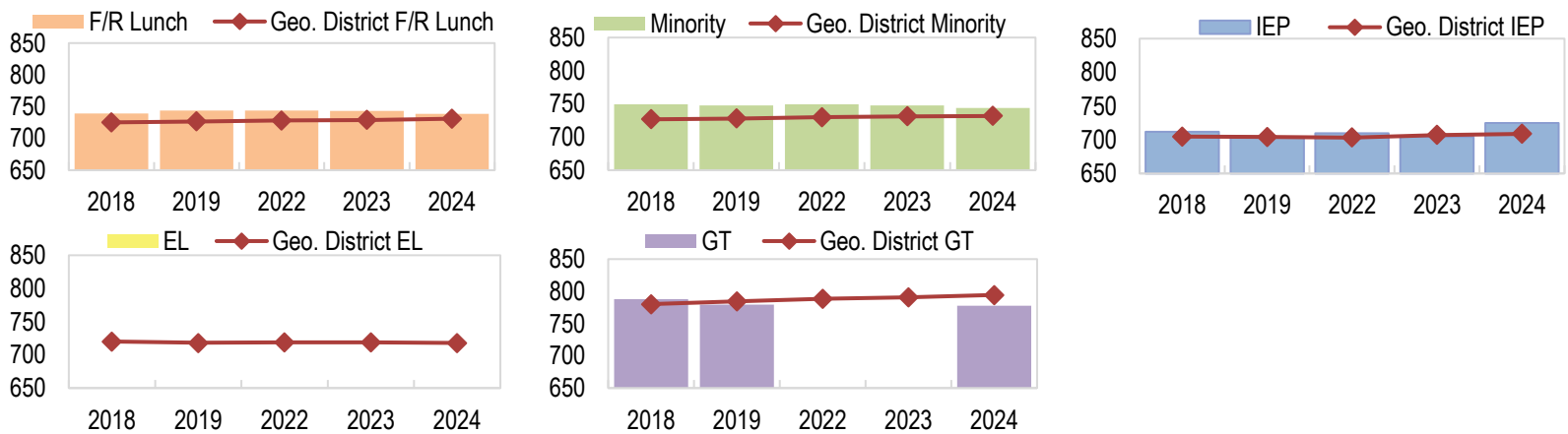
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA	2018	2019	2022	2023	2024	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	739.4	743.6	743.6	743.3	738.8
	N	749.3	749.1	749.7	751.3	749.8
Minority	Y	749.4	747.8	749.5	747.9	743.7
	N	747.0	748.3	748.2	750.6	747.7
IEP	Y	711.7	703.6	709.8	704.3	724.9
	N	750.5	750.9	751.7	754.2	749.5
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	747.3	748.2	748.7	750.5	747.1
GT	Y	787.9	779.4	n<16	n<16	777.7
	N	744.9	746.4	747.2	748.6	745.2
Schoolwide	747	748	749	750	747	

Geographic District Gap Trends over Time in ELA						
CMAS ELA	2018	2019	2022	2023	2024	
Student Subgroup	MSS	MSS	MSS	MSS	MSS	
F/R Lunch	Y	725.2	726.7	728.1	729.0	731.0
	N	744.0	746.6	746.2	748.8	753.6
Minority	Y	726.7	727.7	729.8	731.2	731.7
	N	738.1	740.8	742.4	743.3	745.7
IEP	Y	704.5	704.1	703.2	707.0	708.7
	N	739.8	740.3	744.2	746.1	747.6
EL	Y	720.1	718.1	718.7	718.9	717.9
	N	735.6	738.0	739.7	740.9	743.0
GT	Y	780.2	784.7	788.7	791.0	794.4
	N	732.4	734.2	735.6	736.4	738.0
Geographic District	735	737	739	740	742	

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

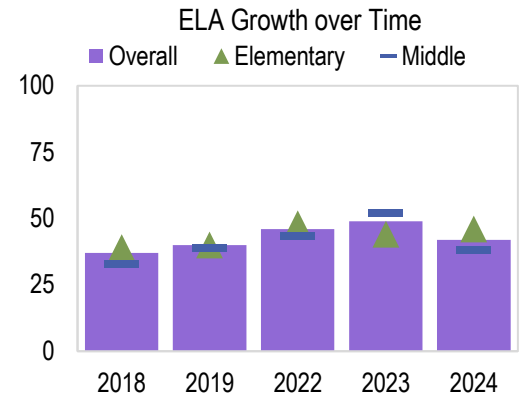
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2024, 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?

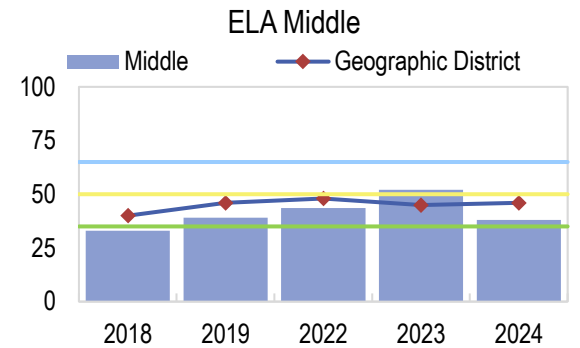
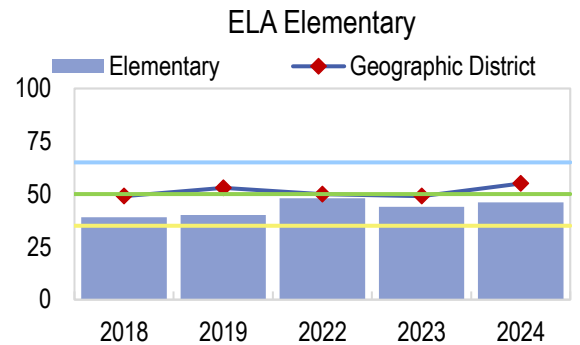
Growth over Time in ELA										
CMAS ELA	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	73	42.0	66	36.5	61	48.0	63	60.0	70	49.5
5	71	37.0	75	40.0	--	--	63	27.0	65	42.0
Elementary	144	39.0	141	40.0	61	48.0	126	44.0	135	46.0
6	70	32.0	64	40.0	59	41.0	61	51.0	71	30.0
7	71	33.0	67	48.0	--	--	62	34.5	64	52.0
8	36	47.5	64	38.0	69	46.0	65	62.0	58	33.5
Middle	177	33.0	195	39.0	128	43.5	188	52.0	193	38.0
Overall	321	37.0	336	40.0	189	46.0	314	49.0	328	42.0



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		2024	
Grade/Level	N	MGP	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	1,309	56.0
5	1,470	50.0	1,506	52.0	--	--	1,296	51.0	1,273	54.0
Elementary	2,925	49.0	2,905	53.0	1,221	50.0	2,605	49.0	2,582	55.0
6	1,292	40.0	1,525	47.0	1,256	47.0	1,258	41.0	1,229	41.0
7	1,350	39.0	1,342	46.0	--	--	1,231	43.0	1,140	45.0
8	1,260	40.0	1,344	46.5	1,238	48.5	1,103	54.0	1,097	52.0
Middle	3,902	40.0	4,211	46.0	2,494	48.0	3,592	45.0	3,466	46.0
Overall	1,260	40.0	7,116	49.0	3,715	49.0	6,197	47.0	6,048	50.0



Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth decreased by -7 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

English Language Arts Subgroup Growth

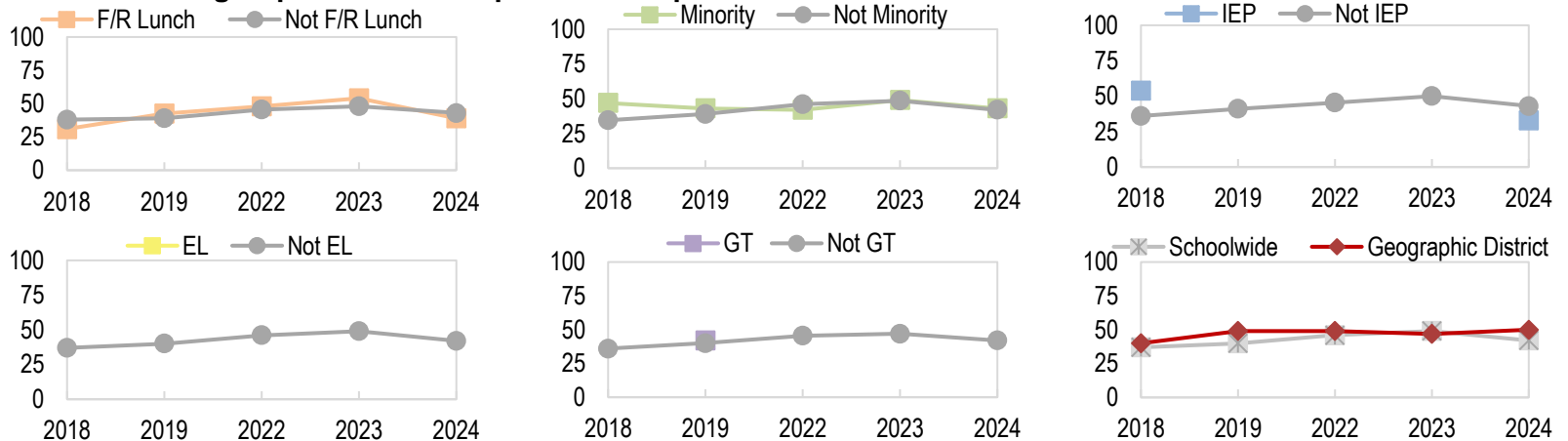
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

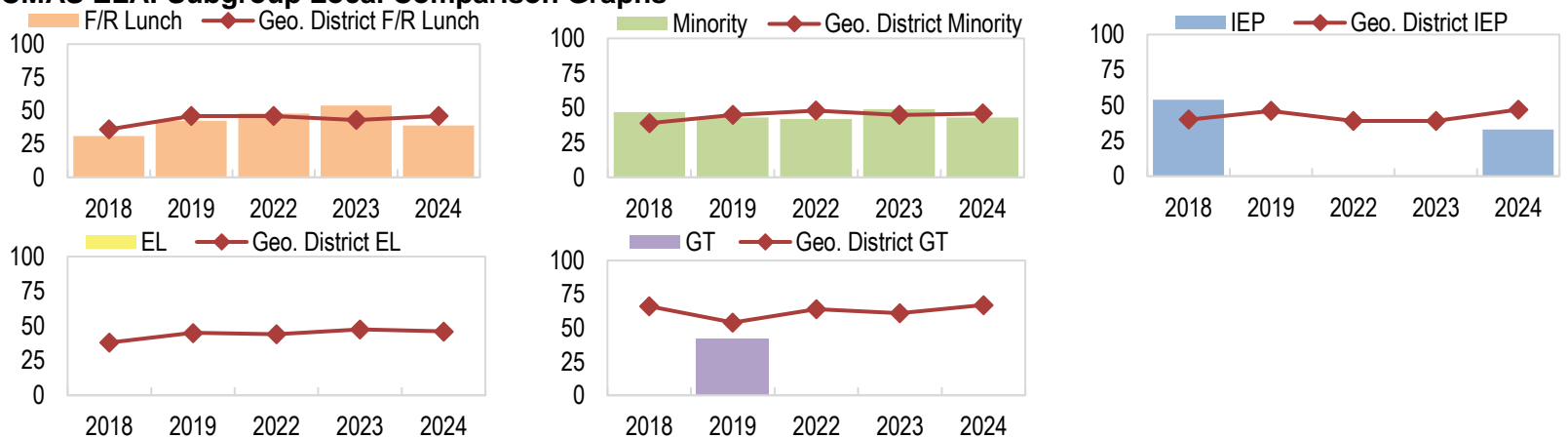
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	31.0	42.5	48.0	54.0	39.0
	N	38.0	39.0	45.5	48.0	43.0
Minority	Y	47.0	43.0	42.0	49.0	43.0
	N	34.5	39.0	46.0	48.5	42.0
IEP	Y	54.0	n<20	n<20	n<20	33.0
	N	36.0	41.0	45.5	50.0	43.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	37.0	40.0	46.0	49.0	42.0
GT	Y	n<20	42.0	n<20	n<20	n<20
	N	36.0	40.0	45.5	47.0	42.0
Schoolwide		37.0	40.0	46.0	49.0	42.0

Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2018	2019	2022	2023	2024
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	36.0	46.0	46.0	43.0	46.0
	N	44.0	52.0	51.0	51.0	55.0
Minority	Y	39.0	45.0	48.0	45.0	46.0
	N	41.0	51.0	49.0	48.0	52.0
IEP	Y	40.0	46.0	39.0	39.0	47.0
	N	41.0	50.0	50.0	49.0	51.0
EL	Y	38.0	45.0	44.0	47.5	46.0
	N	40.0	50.0	49.0	47.0	50.0
GT	Y	66.0	54.0	64.0	61.0	67.0
	N	40.0	49.0	47.0	46.0	49.0
Geographic District		40.0	49.0	49.0	47.0	50.0

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

Mathematics Achievement

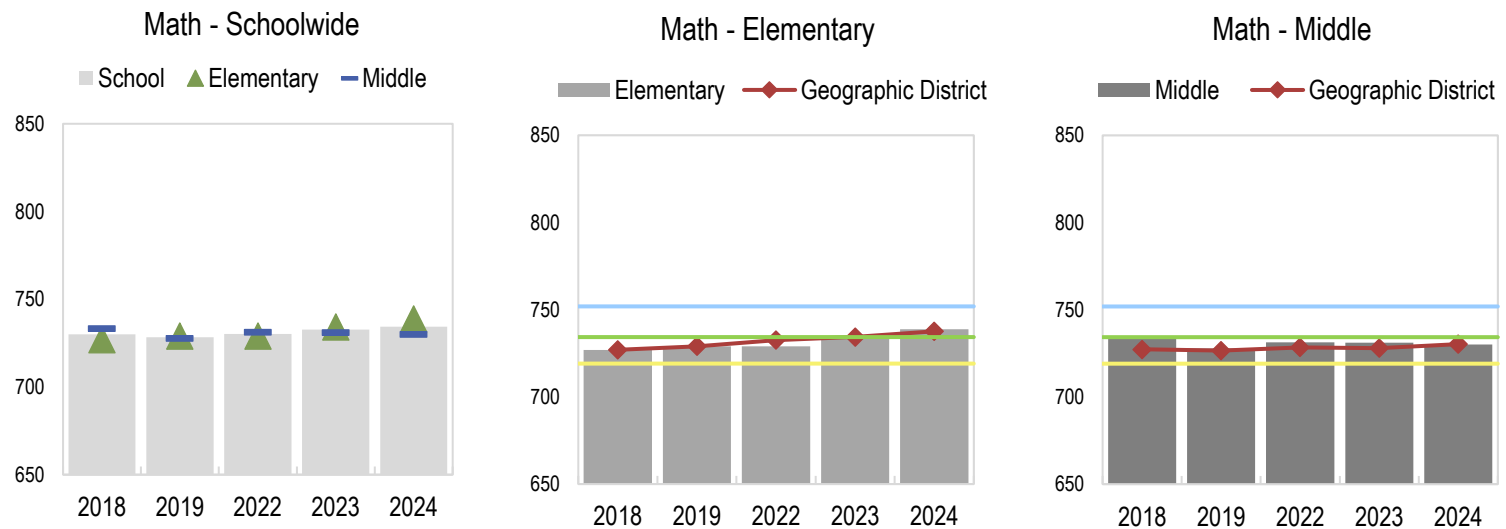
CMAS Math: School Status, Trends, and Local Comparison Tables

- 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	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	72	739	71	729	70	729	76	744	71	744
4	78	726	76	731	70	730	68	739	74	735
5	75	716	80	727	73	729	71	719	68	738
Elementary	225	727	227	729	213	729	215	734	213	739
6	77	734	75	725	68	733	70	733	77	720
7	76	733	70	733	80	734	70	729	71	739
8	41	735	66	726	76	728	68	731	63	732
Middle	194	734	211	728	224	731	208	731	211	730
Overall	419	730	438	728	437	730	423	733	424	734

Geographic District Achievement over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,498	731	1,533	733	1,377	735	1,400	737	1,389	742
4	1,599	724	1,478	726	1,353	729	1,388	730	1,380	735
5	1,645	726	1,581	728	1,352	734	1,362	736	1,348	737
Elementary	4,742	727	4,592	729	4,082	733	4,150	734	4,117	738
6	1,505	728	1,621	726	1,382	728	1,317	728	1,307	731
7	1,502	726	1,450	729	1,296	727	1,303	728	1,210	730
8	1,420	728	1,453	726	1,421	731	1,204	729	1,191	729
Middle	4,427	727	4,524	727	4,099	728	3,824	728	3,708	730
Overall	9,169	727	9,116	728	8,181	731	7,974	731	7,825	734

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 2018 to 2024, overall student achievement increased by 4.4 scale score points. Since last school year, overall mean scale score increased by 1.7 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school outperforms their geo. district by 0.3 scale score points.

Mathematics Subgroup Achievement

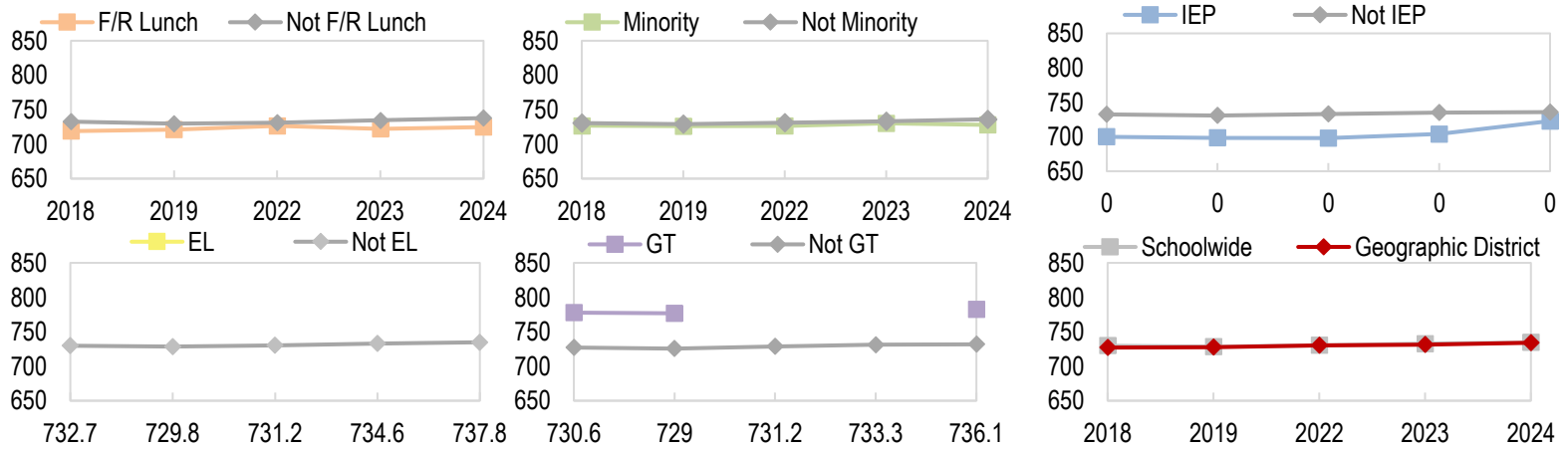
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

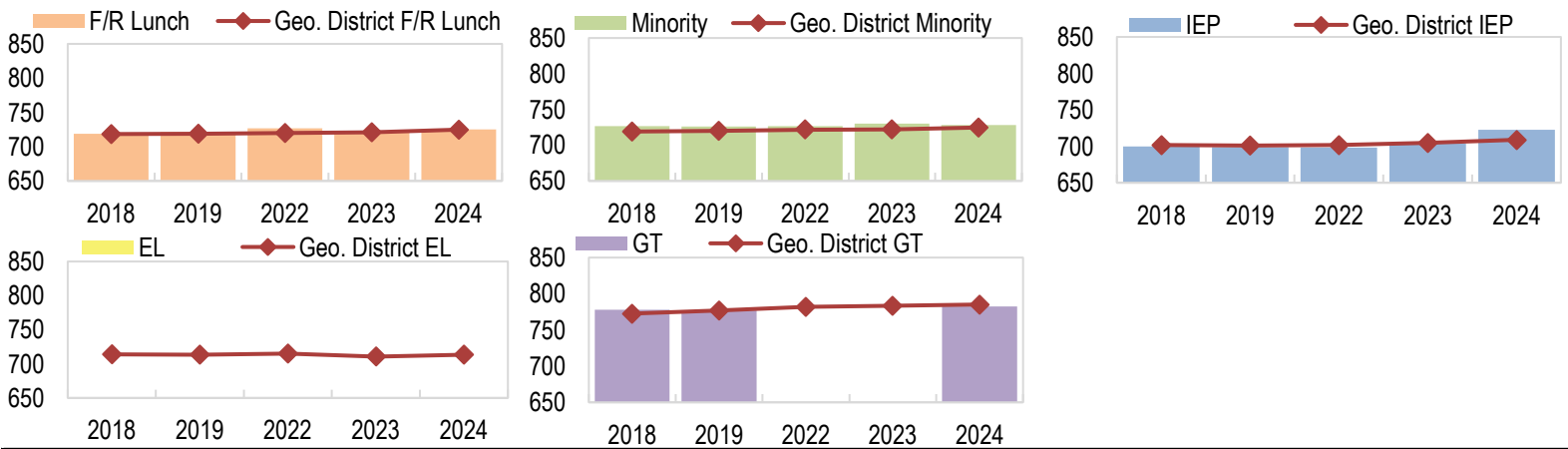
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	718.9	721.3	726.5	722.2	725.0
	N	732.7	729.8	731.2	734.6	737.8
Minority	Y	726.7	726.1	726.5	730.2	728.1
	N	730.6	729.0	731.2	733.3	736.1
IEP	Y	699.8	698.5	698.1	703.9	722.8
	N	732.7	730.8	732.9	735.1	735.8
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	729.9	728.6	730.5	732.9	734.8
GT	Y	777.8	776.8	n<16	n<16	782.3
	N	727.2	725.6	728.9	731.1	731.8
Schoolwide		730	728	730	733	734

Geographic District Gap Trends over Time in Math						
CMAS Math		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	718.4	718.7	720.0	720.9	724.8
	N	735.6	736.6	738.0	740.2	745.1
Minority	Y	719.1	719.9	721.8	722.1	724.7
	N	730.6	731.3	734.2	735.3	738.2
IEP	Y	701.6	701.0	701.8	704.6	708.9
	N	731.4	730.7	735.0	736.6	738.8
EL	Y	714.0	713.5	715.0	710.6	713.3
	N	728.0	728.8	731.4	732.6	735.5
GT	Y	772.6	777.1	782.0	783.2	785.1
	N	725.0	725.2	727.4	728.0	730.7
Geographic District		727	728	731	731	734

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

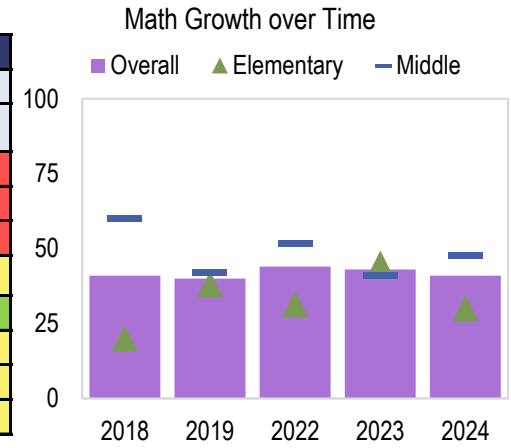
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, the school outperformed Mesa County Valley 51. In 2024, the following subgroups outperformed the geo. district: FRL, minority, 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?

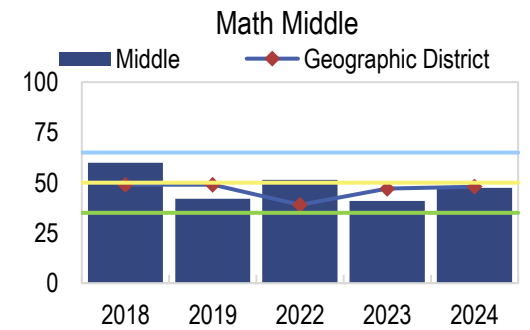
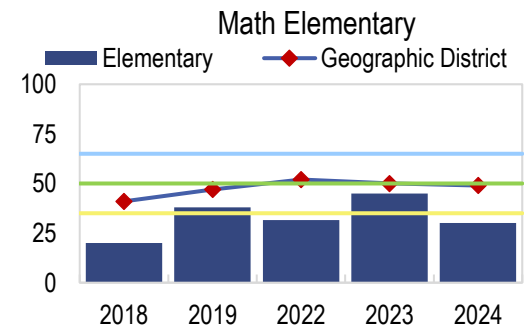
Growth over Time in Math										
CMAS Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	73	31.0	67	49.0	--	--	63	76.0	70	29.0
5	71	17.0	75	28.0	68	31.5	62	26.5	65	30.0
Elementary	144	20.0	142	38.0	68	31.5	125	45.0	135	30.0
6	70	58.0	73	49.0	--	--	61	58.0	71	42.0
7	72	66.0	67	42.0	68	51.5	62	39.5	65	62.0
8	31	49.0	64	37.5	--	--	64	35.0	58	39.5
Middle	173	60.0	204	42.0	68	51.5	187	41.0	194	47.5
Overall	317	41.0	346	40.0	136	44.0	312	43.0	329	41.0



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		2024	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,486	40.0	1,406	44.0	--	--	1,312	44.0	1,322	48.0
5	1,503	42.0	1,510	49.0	1,233	52.0	1,291	55.0	1,299	49.0
Elementary	2,989	41.0	2,916	47.0	1,233	52.0	2,603	50.0	2,621	49.0
6	1,301	56.0	1,531	53.0	--	--	1,256	49.5	1,230	51.0
7	1,348	47.0	1,347	44.0	1,134	39.0	1,216	43.0	1,145	44.0
8	939	43.0	1,353	48.0	--	--	1,102	52.0	1,096	51.0
Middle	3,588	49.0	4,231	49.0	1,134	39.0	3,574	47.0	3,471	48.0
Overall	939	43.0	7,147	48.0	2,367	46.0	6,177	48.0	6,092	49.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth decreased by 2 percentile points. In 2024, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

Mathematics Subgroup Growth

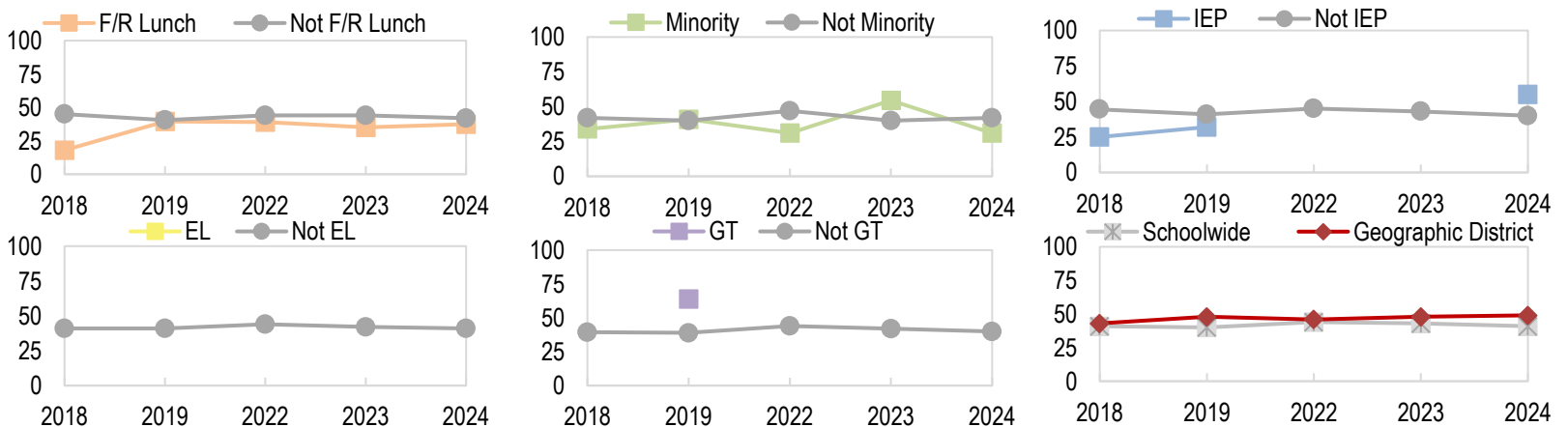
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

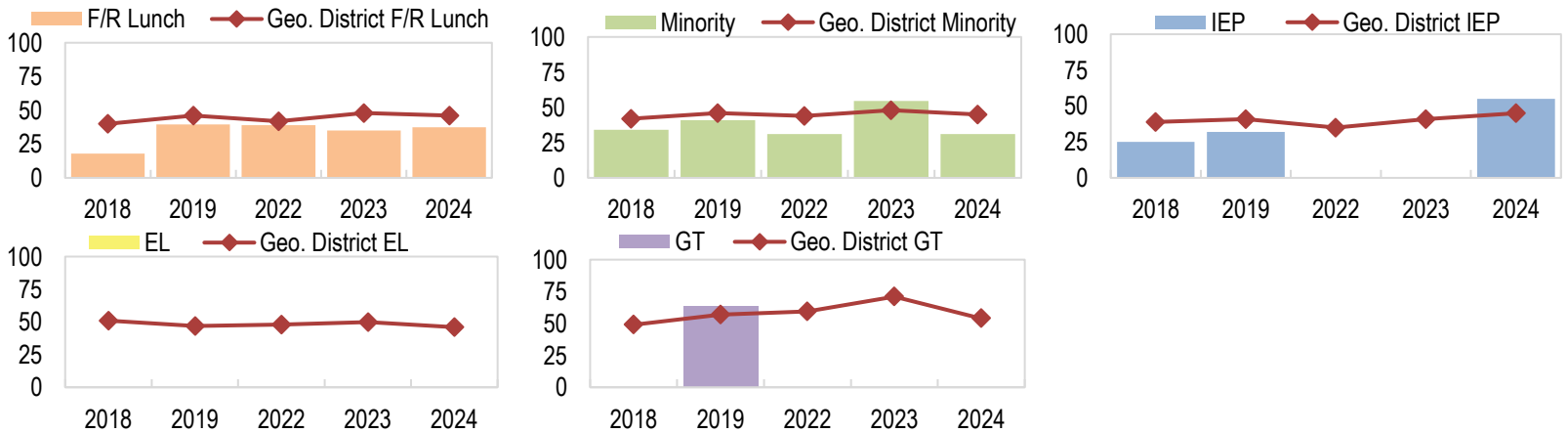
Subgroup Growth Gap Trends over Time in Math						
CMAS Math	2018	2019	2022	2023	2024	
Student Subgroup	MGP	MGP	MGP	MGP	MGP	
F/R Lunch	Y	18.0	39.5	39.0	35.0	37.5
	N	45.0	40.5	44.0	44.0	42.0
Minority	Y	34.0	41.0	31.0	54.5	31.0
	N	42.0	40.0	47.0	40.0	42.0
IEP	Y	25.0	32.0	n<20	n<20	55.0
	N	44.5	41.0	45.0	43.0	40.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	41.0	41.0	44.0	42.0	41.0
GT	Y	n<20	64.0	n<20	n<20	n<20
	N	39.5	39.0	44.0	42.0	40.0
Schoolwide		41.0	40.0	44.0	43.0	41.0

Subgroup Growth Gap Trends over Time in Math						
CMAS Math	2018	2019	2022	2023	2024	
Student Subgroup	MGP	MGP	MGP	MGP	MGP	
F/R Lunch	Y	40.0	46.0	42.0	48.0	46.0
	N	46.0	50.0	48.0	52.0	51.0
Minority	Y	42.0	46.0	44.0	48.0	45.0
	N	43.0	48.0	46.0	50.0	50.0
IEP	Y	39.0	41.0	35.0	41.0	45.0
	N	43.0	48.5	47.0	52.0	49.0
EL	Y	51.0	47.0	48.0	50.0	46.0
	N	42.0	48.0	46.0	50.0	49.0
GT	Y	49.0	57.0	59.5	71.0	54.0
	N	42.0	47.0	44.0	49.0	48.0
Geographic District		43.0	48.0	46.0	48.0	49.0

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, IEP students outperformed their non-gen. ed. peers, overall, Mesa County Valley 51 outperformed the school. In 2024, 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 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? ^^

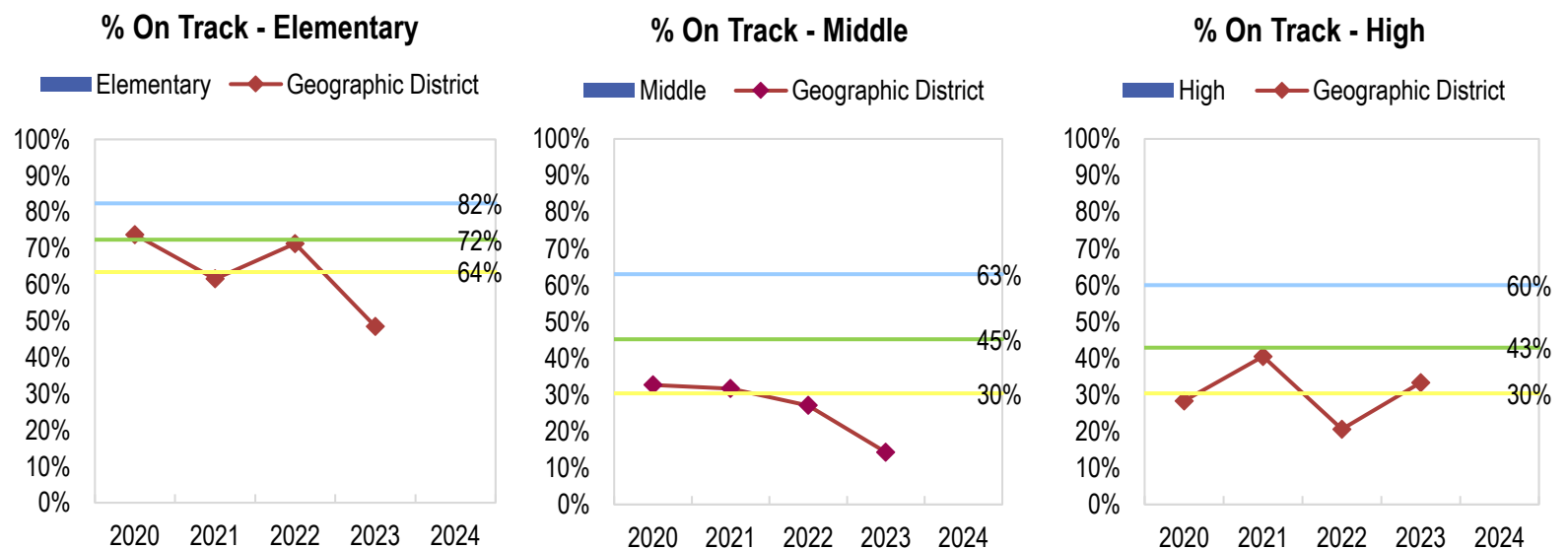
Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track	N	MGP	% On Track
Elementary	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Middle	n<20	--	--	n<20	--	--	n<20	--	--	--	--	--	n < 20	n<20	-
High	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	n<20	-
Overall	n<20	--	--	n<20	--	--	n<20	--	--	n<20	--	--	n < 20	-	-

Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	229	53.0	73.8%	233	60.0	61.6%	280	57.5	71.3%	33	44.0	48.5%	309	50.0	--
Middle	55	52.0	32.7%	66	67.5	31.7%	57	51.0	27.1%	21	63.0	14.3%	68	51.5	--
High	52	50.0	28.3%	56	50.0	40.5%	49	49.0	20.6%	24	63.0	33.3%	57	70.0	--
Overall	336	53.0	59.9%	355	61.0	53.6%	386	56.0	60.7%	413	53.0	60.7%	434	52.0	--

^^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
The graphs above show schoolwide growth on the ACCESS for ELLs state assessment. In 2024, overall student growth exceeded state expectations and was above the geo. district. of students were reported as being on track to reach English language proficiency.

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	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	56	503	33	463	57	474	50	504	62	487
PSAT (10th)*	37	530	50	531	47	557	49	514	45	530
PSAT (9th&10th)	93	514	83	504	104	511	99	509	107	505
SAT (11th)	29	535	30	580	40	549	46	567	36	554
Overall	122	519	113	524	144	522	145	527	143	518

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	441	448	1,496	443	1,460	438	1,327	442	1,215	450
PSAT (10th)*	1,377	468	1,357	455	1,305	470	1,206	469	1,207	481
PSAT (9th&10th)	2,838	452	2,853	449	2,765	453	2,533	455	2,422	465
SAT (11th)	1,295	497	1,356	493	1,258	491	1,120	499	1,198	498
Overall	4,133	466	4,209	463	4,023	465	3,653	468	3,620	476

*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.

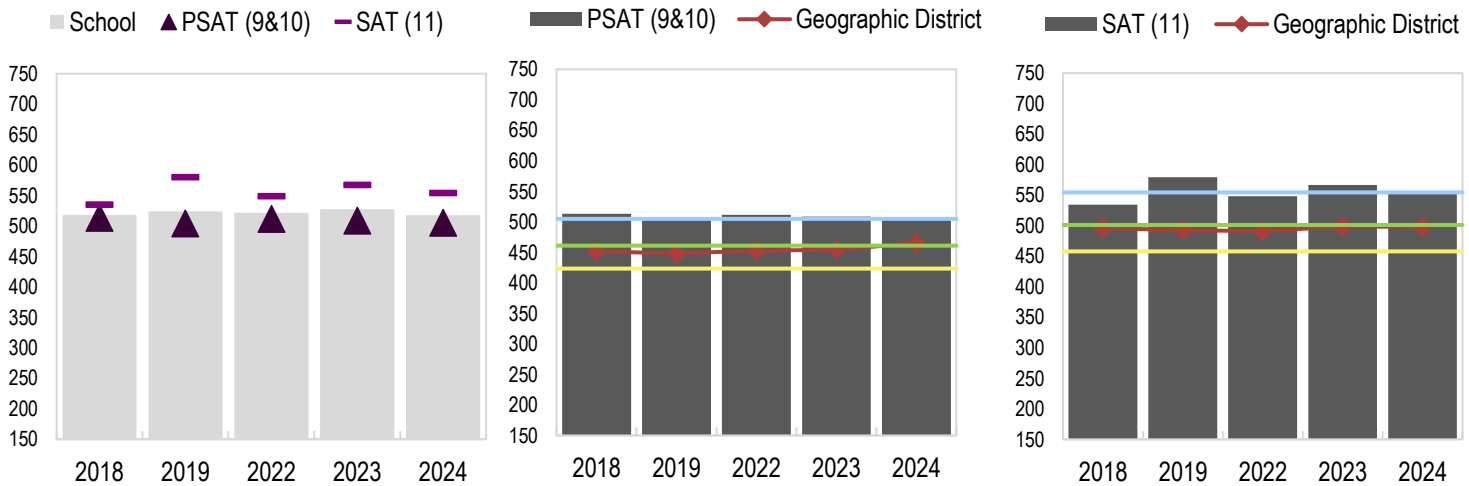
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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 2018 to 2024, overall student achievement decreased by 6.5 scale score points. Since last school year, overall mean scale score decreased by 9.7 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 41.4 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

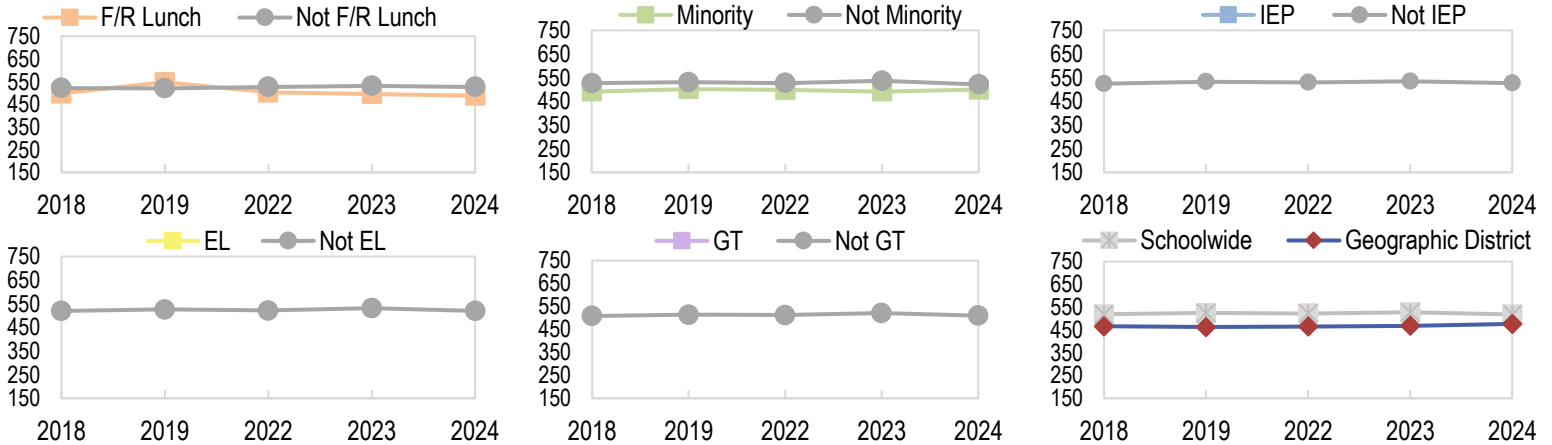
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

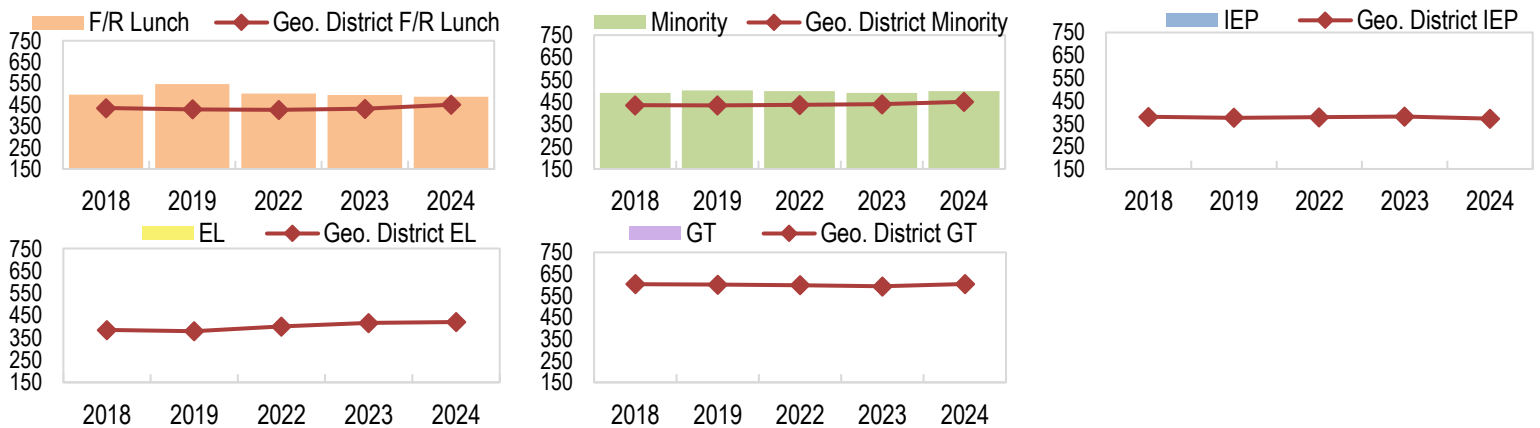
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	498	548	502	496	488
	N	522	520	526	531	527
Minority	Y	491	502	499	492	500
	N	527	531	527	537	522
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	525	534	530	535	527
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	520	526	522	531	520
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	508	514	512	521	510
Schoolwide		519	524	522	527	518

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2018	2019	2022	2023	2024
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	435	430	427	432	451
	N	482	482	483	488	496
Minority	Y	435	435	437	440	451
	N	478	475	477	485	487
IEP	Y	379	375	377	381	371
	N	475	472	472	475	485
EL	Y	385	379	401	416	420
	N	468	465	469	471	480
GT	Y	604	601	599	594	604
	N	458	454	454	457	466
Geographic District		466	463	465	468	476

PSAT/SAT EBRW: Subgroup Gap Trends Graphs



PSAT/SAT EBRW: 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. 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. In 2024, 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?

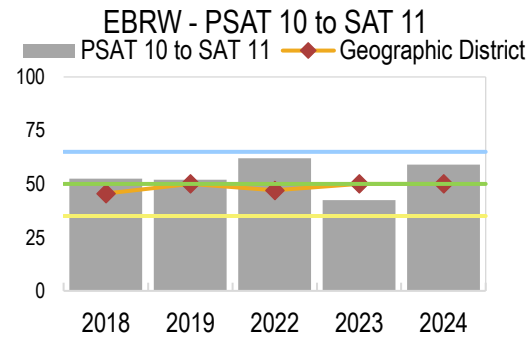
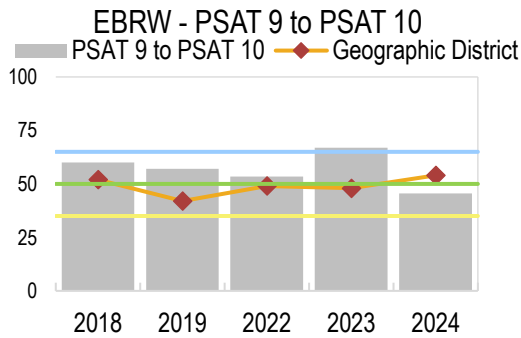
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	Not available									
PSAT 9 to PSAT 10	31	60.0	49	57.0	46	53.5	44	67.0	42	45.5
PSAT 10 to SAT 11	24	52.5	27	52.0	35	62.0	44	42.5	36	59.0
Overall	106	65	76	55.0	81	58.0	88	57.0	78	50.0

[^]To align with the state, the CARS report does not include 9th Grade CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW										
PSAT/SAT EBRW	2018		2019		2022		2023		2024	
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 [^]	Not available									
PSAT 9 to PSAT 10	1,085	52.0	1,278	42.0	1,167	49.0	1,140	48.0	1,134	54.0
PSAT 10 to SAT 11	1,136	45.5	1,265	50.0	1,120	47.0	1,030	50.0	1,110	50.0
Overall	3,365	50.0	2,543	46.0	2,287	48.0	2,170	49.0	2,244	52.0

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 2024, overall student growth decreased. Since last year, student growth decreased by 7 percentile points. In 2024, 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.

Evidence-Based Reading and Writing Subgroup Growth

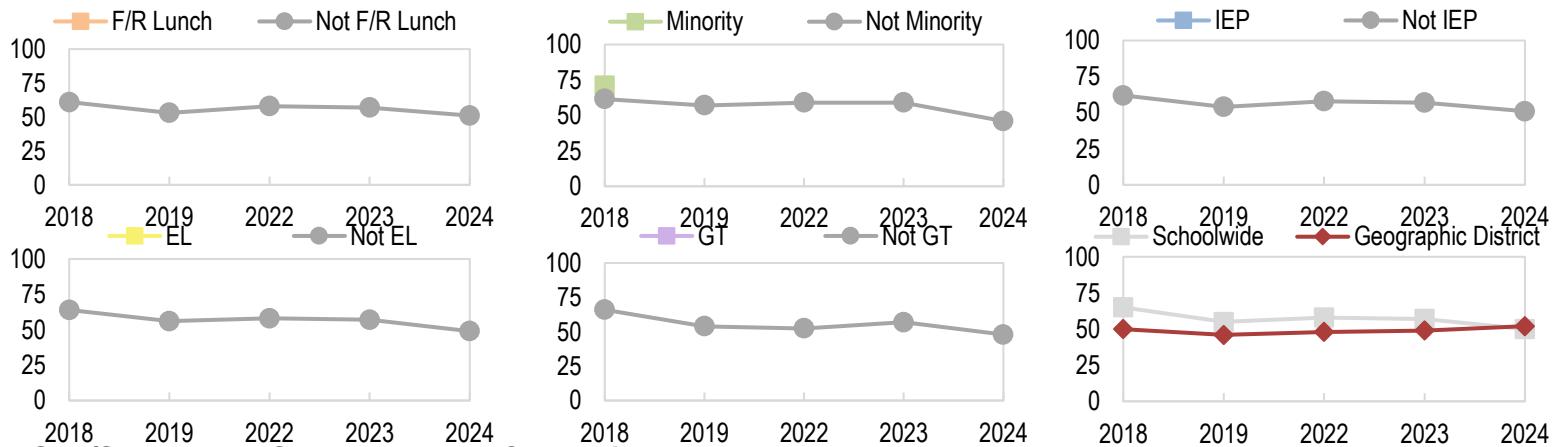
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

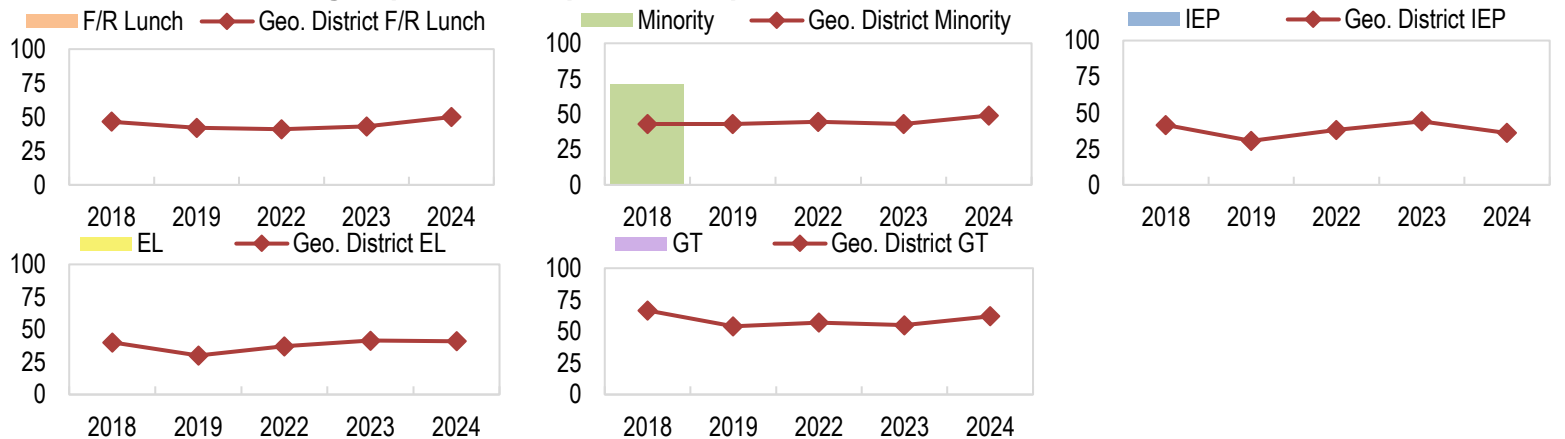
PSAT/SAT	2018	2019	2022	2023	2024
Student	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	n<20	n<20
	N	61.0	53.0	58.0	57.0
Minority	Y	71.0	n<20	n<20	n<20
	N	61.5	57.0	59.0	59.0
IEP	Y	n<20	n<20	n<20	n<20
	N	62.0	54.0	58.0	57.0
EL	Y	n<20	n<20	n<20	n<20
	N	64.0	56.0	58.0	57.0
GT	Y	n<20	n<20	n<20	n<20
	N	66.0	54.0	52.5	57.0
Schoolwide		65.0	55.0	58.0	50.0

PSAT/SAT EBRW	2018	2019	2022	2023	2024
Student Subgroup	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.5	42.0	41.0	43.0
	N	52.0	49.0	51.0	52.0
Minority	Y	43.0	43.0	44.5	43.0
	N	53.0	47.0	50.0	52.0
IEP	Y	41.5	30.5	38.0	44.0
	N	51.0	47.0	49.0	50.0
EL	Y	40.0	30.0	37.0	41.5
	N	51.0	46.0	49.0	50.0
GT	Y	66.5	54.0	57.0	55.0
	N	49.0	45.0	47.0	48.0
Geographic District		50.0	46.0	48.0	49.0

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): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Mesa County Valley 51 outperformed the school.

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?

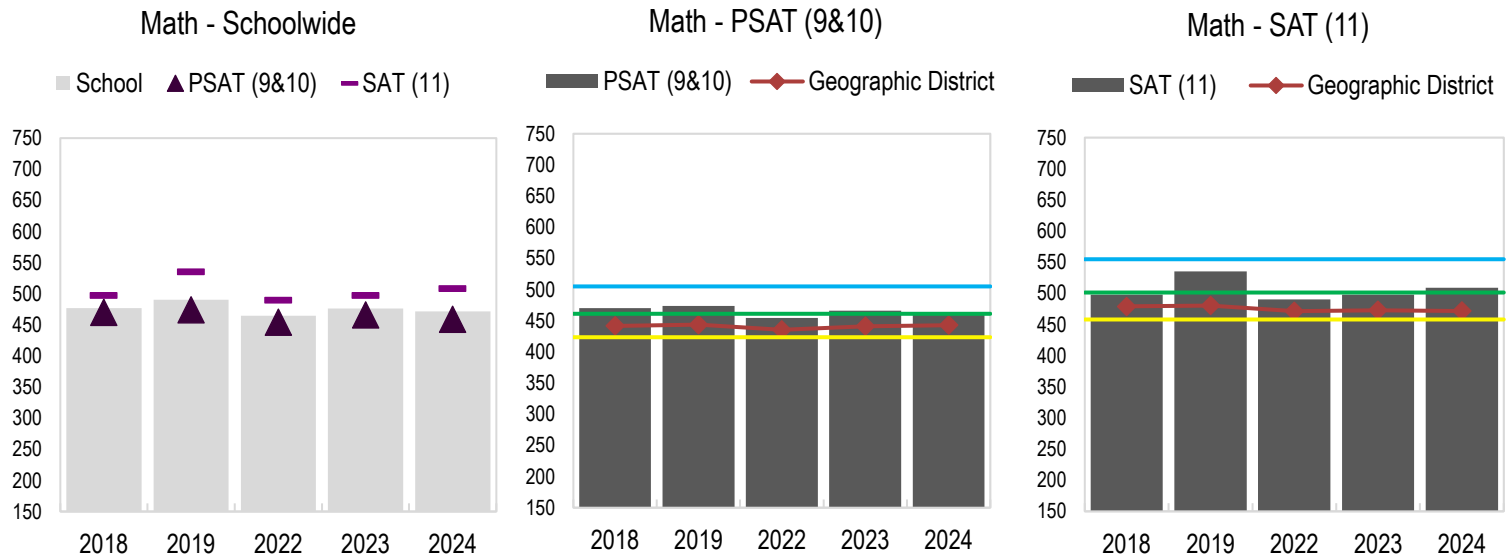
Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	56	463	33	463	57	433	50	458	62	445
PSAT (10th)*	37	481	50	481	47	481	49	475	45	479
PSAT (9th&10th)	93	470	83	474	104	454	99	466	107	459
SAT (11th)	29	498	30	535	41	490	46	498	36	509
Overall	122	477	113	490	145	465	145	476	143	472

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2018		2019 [^]		2022		2023		2024	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	441	444	1,497	442	1,466	423	1,329	433	1,219	434
PSAT (10th)*	1,379	453	1,357	445	1,306	449	1,218	449	1,211	452
PSAT (9th&10th)	2,840	442	2,854	444	2,772	435	2,547	441	2,430	443
SAT (11th)	1,295	479	1,356	480	1,260	471	1,121	473	1,205	472
Overall	4,135	453	4,210	456	4,032	447	3,668	451	3,635	452

*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 2018 to 2024, overall student achievement decreased by 18.5 scale score points. Since last school year, overall mean scale score decreased by 4.4 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 19.3 scale score points.

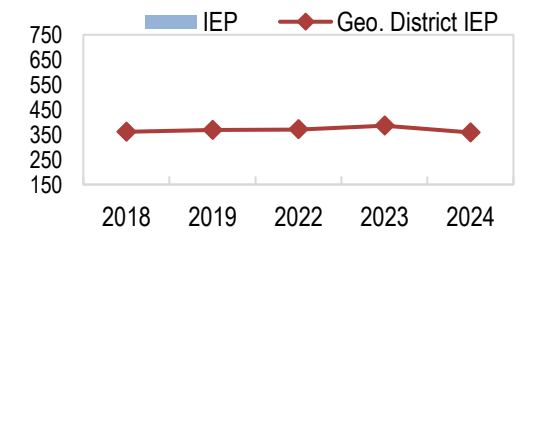
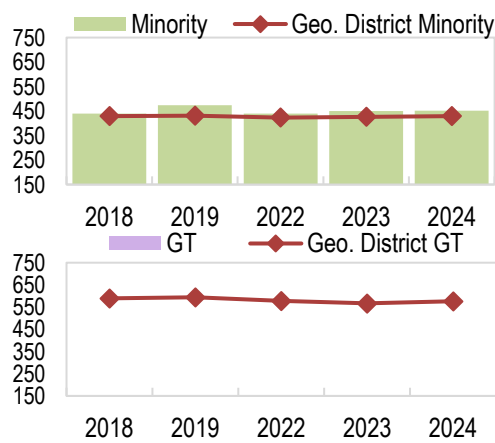
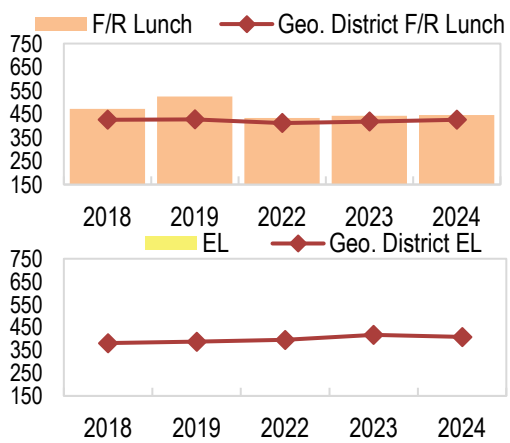
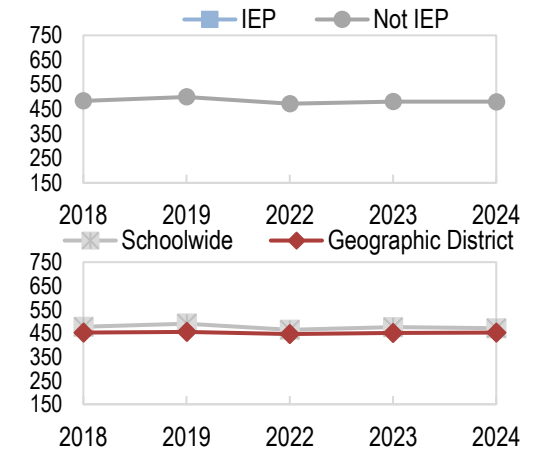
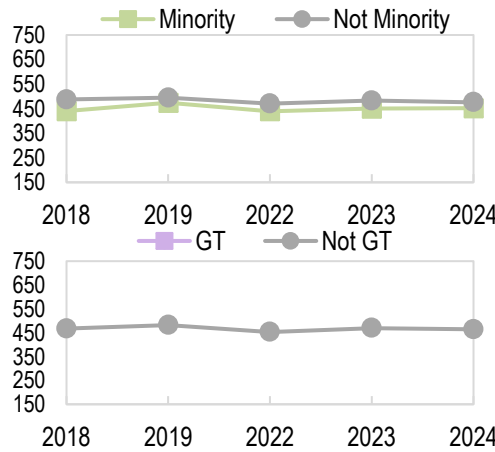
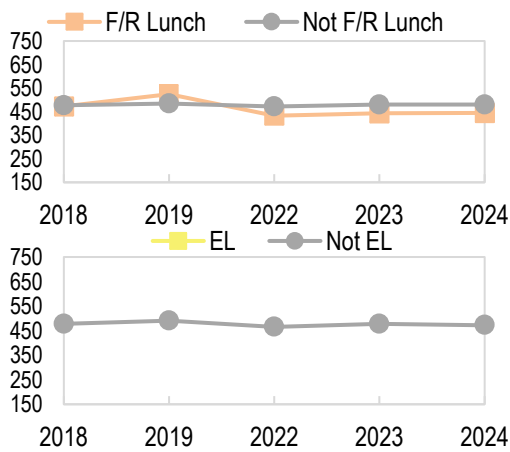
Math Subgroup Achievement

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		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	472	524	433	443	445
	N	478	485	472	480	480
Minority	Y	440	474	439	450	452
	N	488	495	471	483	476
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	484	499	472	480	480
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	478	491	465	478	473
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	467	482	453	470	465
Schoolwide		477	490	465	476	472

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2018	2019	2022	2023	2024
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	426	427	412	418	425
	N	469	472	463	469	473
Minority	Y	429	431	423	426	429
	N	463	466	457	465	462
IEP	Y	362	369	371	386	359
	N	464	464	453	456	460
EL	Y	381	387	395	417	409
	N	456	458	450	453	455
GT	Y	589	594	578	567	576
	N	447	447	436	440	442
Geographic District		453	456	447	451	452



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 2024, the following subgroups outperformed the geo. district: FRL, minority, - additional details are available in the graphs.

Math Growth

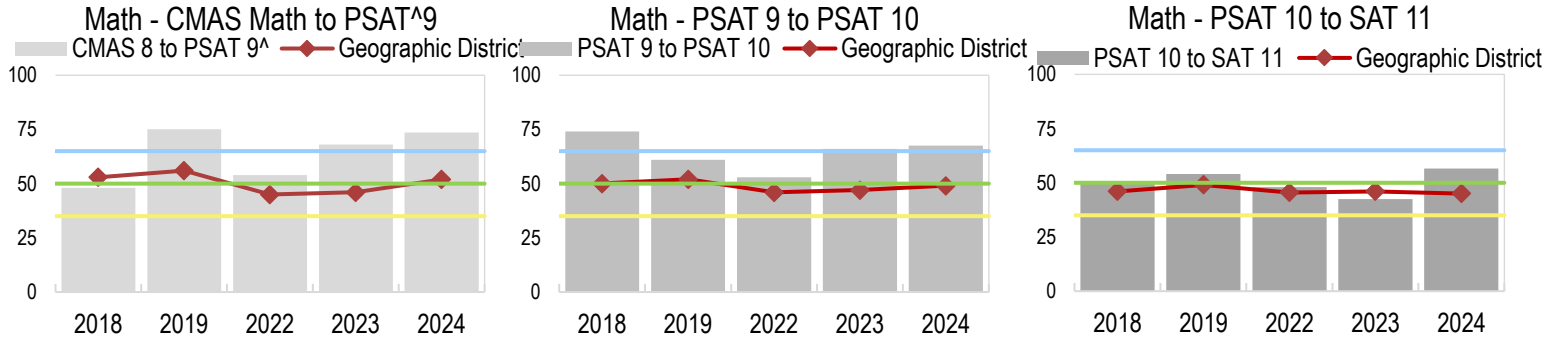
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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		2024	
Grade/Level	N	MGP	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	54	73.5
PSAT 9 to PSAT 10	27	74.0	49	61.0	46	53.0	44	66.0	42	67.5
PSAT 10 to SAT 11	24	49.5	27	54.0	35	48.0	44	42.5	36	56.5
Overall	101	52	105	63.0	128	53.0	135	57.0	132	68.5

Geographic District Growth over Time in Math										
PSAT/SAT Math	2018		2019		2022		2023		2024	
Grade/Level	N	MGP	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	1,006	52.0
PSAT 9 to PSAT 10	703	50.0	1,278	52.0	1,167	46.0	1,140	47.0	1,134	49.0
PSAT 10 to SAT 11	1,136	46.0	1,265	49.0	1,120	45.5	1,030	46.0	1,110	45.0
Overall	2,678	50.0	3,503	52.0	3,100	45.0	291	40.0	3,250	48.0

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



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. From 2018 to 2024, overall student growth increased. Since last year, student growth increased by 11.5 percentile points. In 2024, overall student growth exceeded state expectations. Overall student growth was above the geo. district. Overall student growth for the geo. district has decreased over time.

Math Subgroup Growth

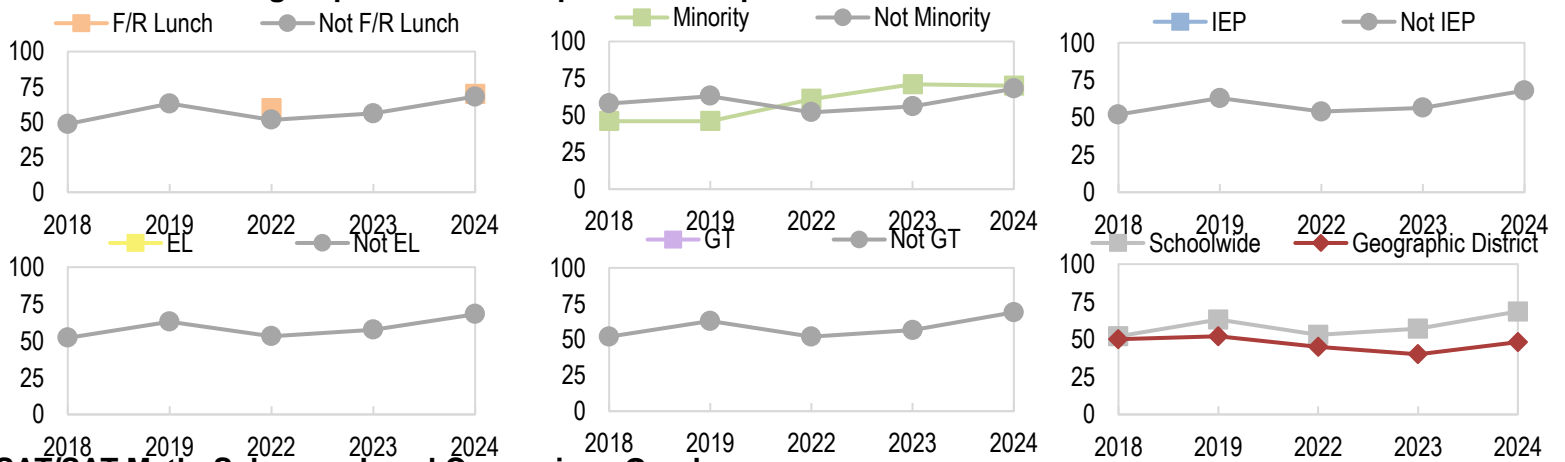
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

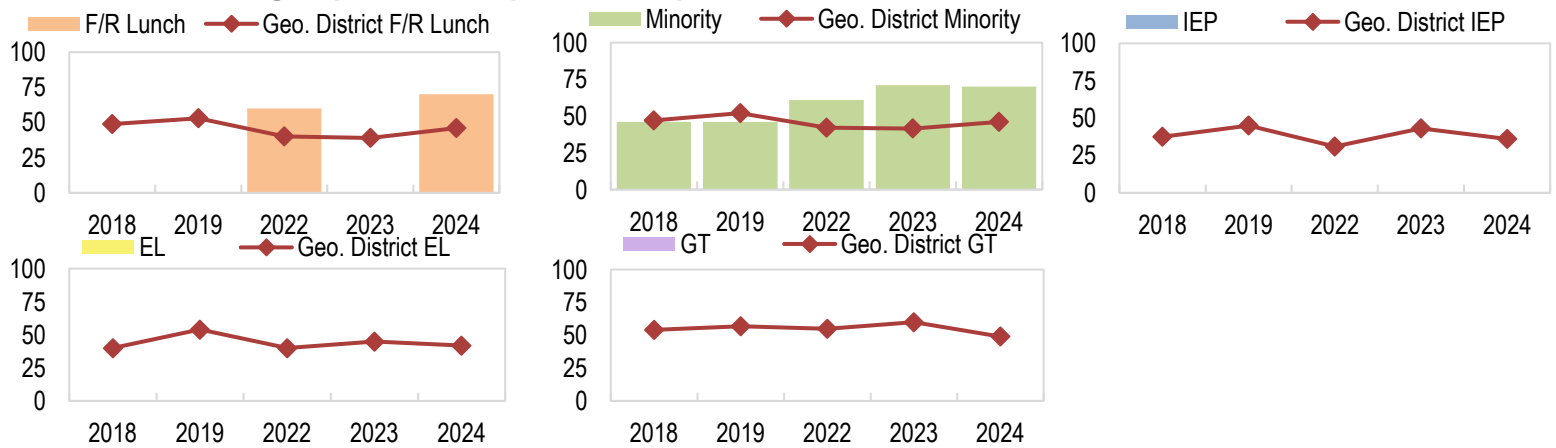
PSAT/SAT Math	2018	2019	2022	2023	2024	
Student Subgroup	MGP	MGP	MGP	MGP	MGP	
F/R Lunch	Y	n<20	n<20	60.0	n<20	70.0
	N	48.5	63.0	51.5	56.0	68.0
Minority	Y	46.0	46.0	61.0	71.0	70.0
	N	58.0	63.0	52.0	56.0	68.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	54.0	56.5	68.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	53.0	57.5	68.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	52.0	63.0	52.0	56.5	69.0
Schoolwide	52.0	63.0	53.0	57.0	68.5	

PSAT/SAT Math	2018	2019	2022	2023	2024	
Student Subgroup	MGP	MGP	MGP	MGP	MGP	
F/R Lunch	Y	49.0	53.0	40.0	39.0	46.0
	N	50.0	52.0	47.0	40.5	50.0
Minority	Y	47.0	52.0	42.0	41.5	46.0
	N	50.0	52.0	46.0	40.0	49.0
IEP	Y	37.5	45.0	31.0	43.0	36.0
	N	51.0	53.0	46.0	41.0	49.0
EL	Y	40.0	54.0	40.0	45.0	42.0
	N	50.0	52.0	46.0	40.0	49.0
GT	Y	54.0	57.0	55.0	60.0	49.0
	N	49.0	52.0	44.0	39.0	48.0
Geographic District	50.0	52.0	45.0	40.0	48.0	

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): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP peers, non-EL students outperformed their EL peers, non-GT students outperformed their GT peers, overall, Mesa County Valley 51 outperformed the school.

Postsecondary and Workforce Readiness Additional Indicators

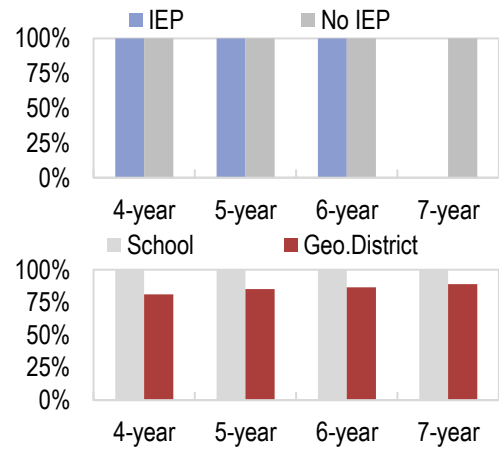
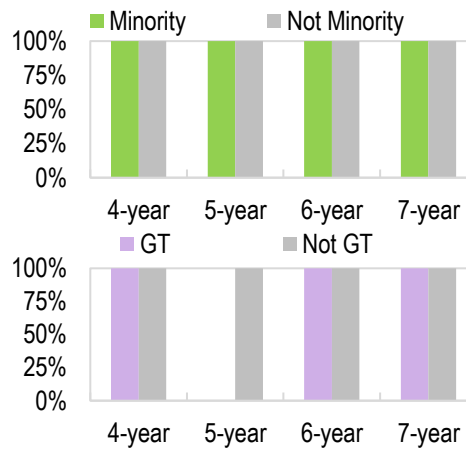
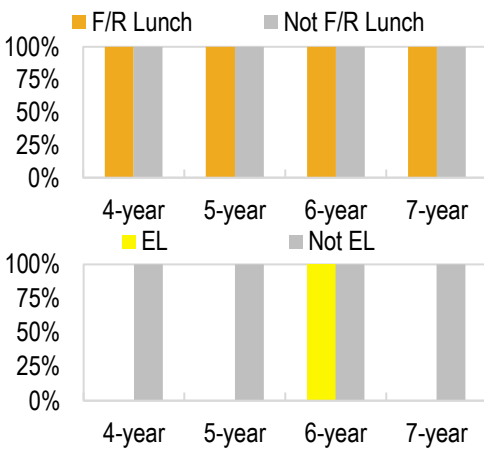
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

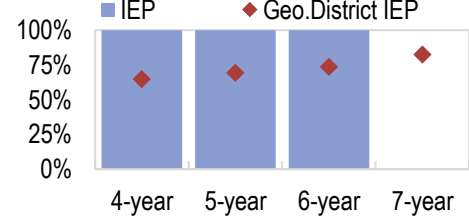
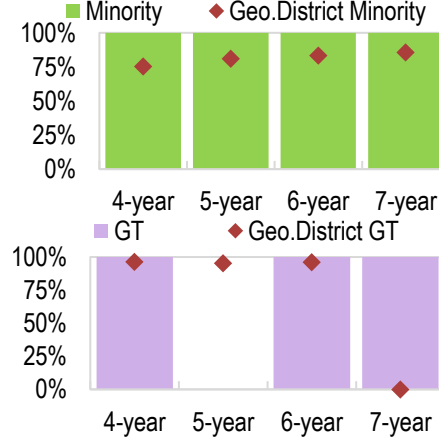
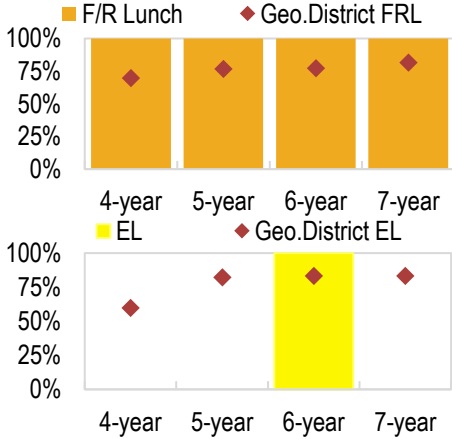
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate	Graduation Rate
						Rate
F/R Lunch	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
Minority	Y	4-year	100%	100%	100%	100%
	N	4-year	100%	100%	100%	100%
IEP	Y	4-year	100%	100%	100%	N/A
	N	4-year	100%	100%	100%	100%
EL	Y	6-year	N/A	N/A	100%	N/A
	N	4-year	100%	100%	100%	100%
GT	Y	4-year	100%	N/A	100%	100%
	N	4-year	100%	100%	100%	100%
Schoolwide		4-year	100%	100%	100%	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
						Rate
F/R Lunch	Y	7-year	70%	77%	77%	82%
	N	6-year	92%	93%	96%	96%
Minority	Y	7-year	75%	81%	83%	86%
	N	7-year	84%	87%	88%	90%
IEP	Y	7-year	65%	69%	74%	82%
	N	7-year	84%	87%	88%	90%
EL	Y	6-year	60%	82%	83%	83%
	N	7-year	--	--	--	89%
GT	Y	4-year	96%	96%	96%	>= 98%
	N	6-year	80%	84%	86%	--
Geographic District		7-year	81%	85%	86%	89%

*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2023-24. 5-year represents the class of 2022-23, 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 89%. 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 6 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

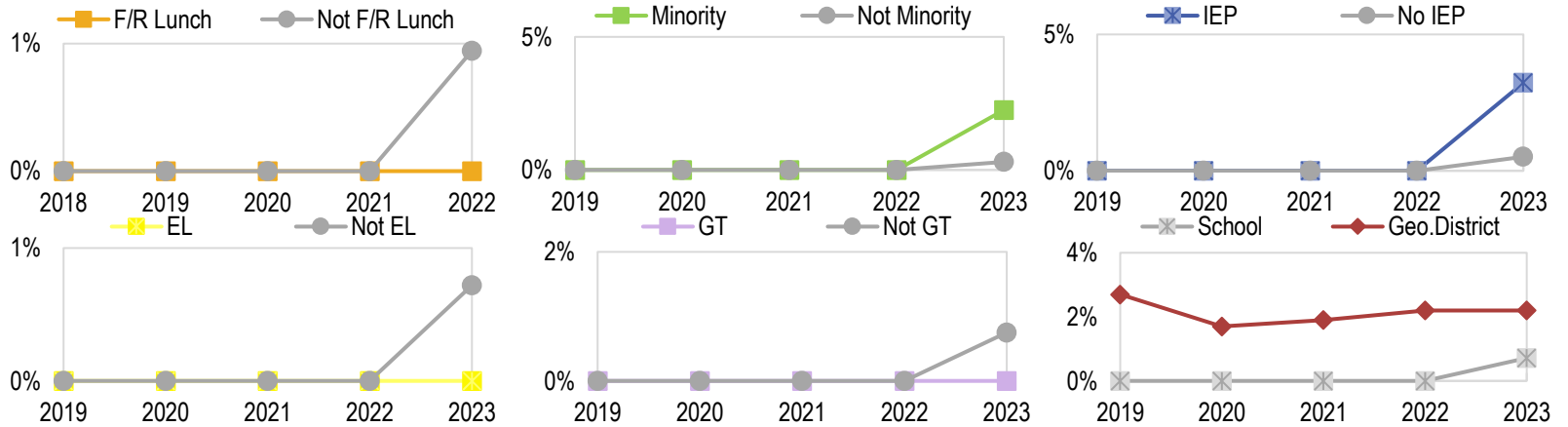
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

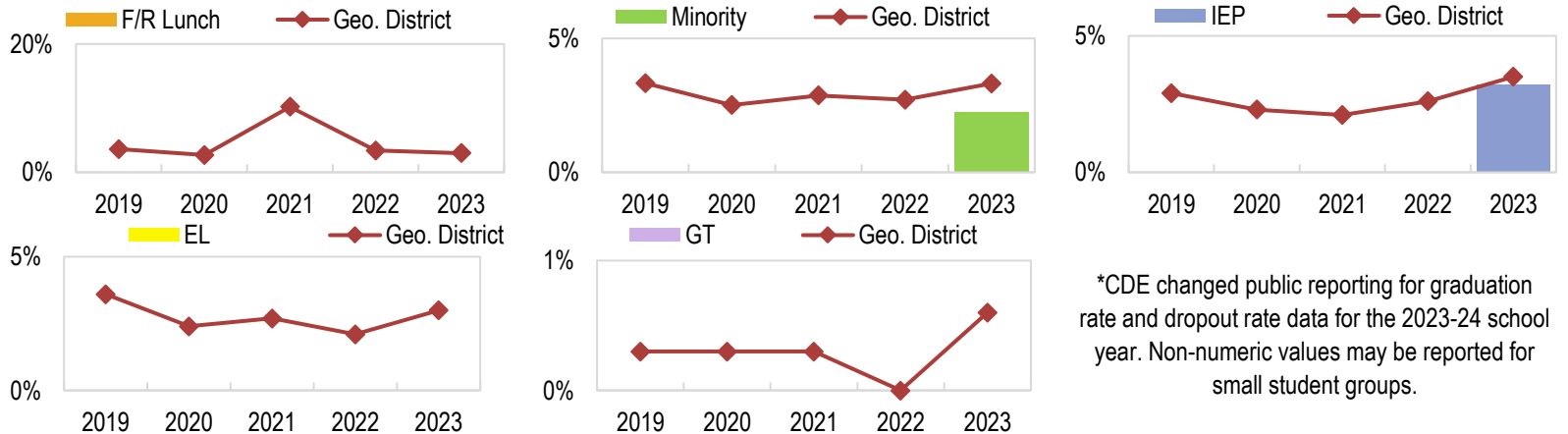
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.9%
Minority	Y	0.0%	0.0%	0.0%	0.0%	2.2%
	N	0.0%	0.0%	0.0%	0.0%	0.3%
IEP	Y	0.0%	0.0%	0.0%	0.0%	3.2%
	N	0.0%	0.0%	0.0%	0.0%	0.5%
EL	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.7%
GT	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.8%
Schoolwide		0.0%	0.0%	0.0%	0.0%	0.7%

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2019	2020	2021	2022	2023*
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.6%	2.7%	10.2%	3.4%	3.0%
	N	2.0%	1.0%	1.1%	1.5%	1.7%
Minority	Y	3.3%	2.5%	2.9%	2.7%	3.3%
	N	2.4%	1.4%	1.4%	1.9%	1.7%
IEP	Y	2.9%	2.3%	2.1%	2.6%	3.5%
	N	2.7%	1.6%	1.8%	2.1%	2.0%
EL	Y	3.6%	2.4%	2.7%	2.1%	3.0%
	N	2.7%	1.7%	1.9%	2.2%	2.2%
GT	Y	0.3%	0.3%	0.3%	0.0%	0.6%
	N	2.8%	1.8%	2.0%	2.3%	2.3%
Geographic District		2.7%	1.7%	1.9%	2.2%	2.2%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



*CDE changed public reporting for graduation rate and dropout rate data for the 2023-24 school year. Non-numeric values may be reported for small student groups.

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 increased, IEP dropout rates increased, 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?

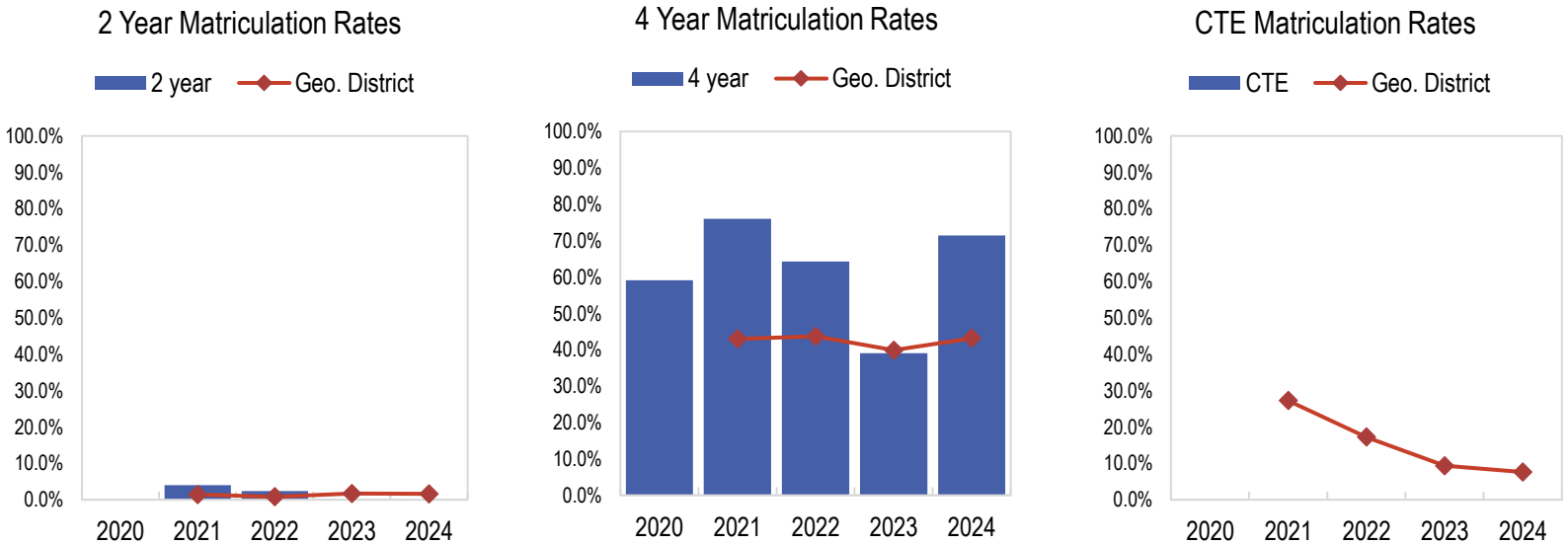
School Matriculation Rate Trends over Time										
Matriculation Category	2020*		2021		2022		2023		2024	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	0	0.0%	1	4.0%	1	2.4%	0	0.0%	0	0.0%
4 year	13	59.1%	19	76.0%	27	64.3%	9	39.1%	25	71.4%
CTE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Schoolwide	13	59.1%	20	80.0%	29	69.0%	11	47.8%	27	77.1%

Geo. District Matriculation Rate Trends over Time										
Matriculation Category	2020*		2021		2022		2023		2024	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	20	1.4%	11	0.8%	25	1.7%	22	1.6%
4 year	--	--	616	43.0%	607	43.7%	573	39.9%	610	43.2%
CTE	--	--	389	27.2%	239	17.2%	134	9.3%	107	7.6%
Geo. District	--	--	890	62.2%	756	54.4%	664	46.3%	703	49.8%

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, data for the current reporting year (2023-24) represent outcomes for the class of 2022-23. Schoolwide matriculation rates are the only rates used for accountability.

* 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 2024, school matriculation rates exceeded state expectations and were above the geo. district. Since last year, schoolwide matriculation rates increased from 48% to 77%.

Academic Performance Metrics

School Observations

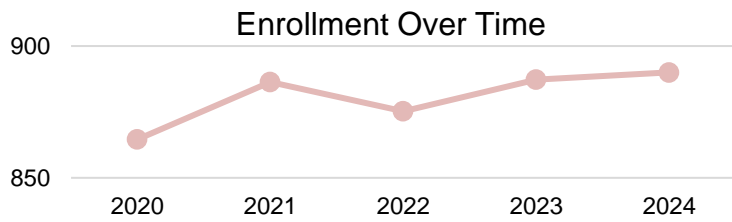
OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

Financial Performance Metrics

Enrollment

-How has the school's enrollment varied over time?

Enrollment					
Metric	2020	2021	2022	2023	2024
Actual Funded Pupil Count	864.6	886.3	875.3	887.3	890.0
One-Year Enrollment Variance	+6.5%	+2.5%	-1.2%	+1.4%	+0.3%
Three-Year Enrollment Variance	+7.3%	+9.1%	+1.2%	+0.1%	+1.7%



Enrollment is the keystone of a school's financial viability. The greatest amount of unencumbered funds comes from PPR. These metrics demonstrate whether a school has the ability to maintain or grow enrollment in a sustainable way that supports financial health. This report calculates the 1-year and 3-year changes as a

Debt

-How has the school been able to cover its debt obligations?

-To what extent has the school relied on borrowed funds to finance its operations?

Debt					
Metric	2020	2021	2022	2023	2024
Debt Service Coverage	0	0	0	0.357	0.451
Debt to Asset Ratio	1.4891	1.3452	1.4485	1.2704	1.2692

Controlling occupancy related debt is critical to a sustainable budget. This section considers if the school is in default of debt, has a healthy debt service coverage score, and a Debt to Asset Ratio that is within reasonable range.

Debt service coverage = (Net change in FB) / (Annual Prin, int & Lease), should be equal to or better than 1.1

Debt to Asset Ratio = (total liabilities /

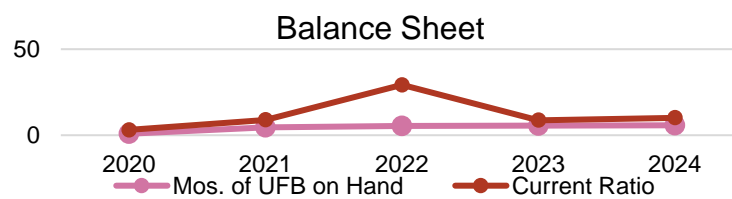
Balance Sheet

-Has the school maintained the appropriate unrestricted fund balance to provide for unexpected changes in revenue or expenses?

-How has the school's unassigned fund balance changed over time?

-To what extent can the school pay its short-term obligations?

Balance Sheet					
Metric	2020	2021	2022	2023	2024
Months of Unassigned Fund Balance on Hand	0.87	4.52	5.32	5.50	5.77
Change in Unassigned Fund Balance from Prior Year	+232.3%	+149.2%	+21.5%	+12.9%	+15.5%
Current Ratio	3.10	8.91	29.27	8.69	10.10



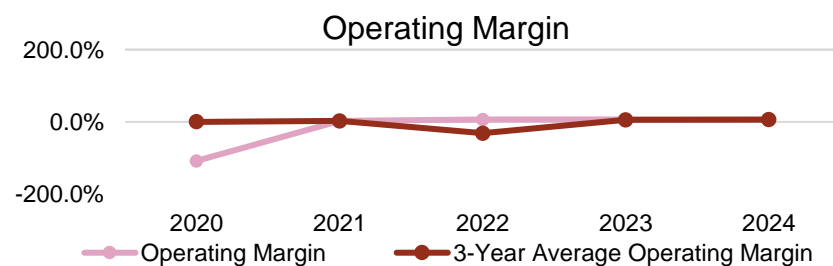
The balance sheet is a snapshot of how much cash or how much debt a school has. From this we can assess if a school has met reserve requirements, has adequate cash to manage expenses, and a healthy current ratio which measures the balance between assets and liabilities. Months of unassigned fund balance on hand to a degree that ensures near term liabilities will be met. A trend of positive growth in unassigned fund balance year over year. As well as, the current ratio = (total liabilities / total assets), should be equal to or greater than 1.1

Operating Margin

-To what extent is the school living within their means?

-How has the school's operating margin changed over time?

Operating Margin					
Metric	2020	2021	2022	2023	2024
Operating Margin	-108.3%	2.4%	6.5%	6.1%	5.9%
3-Year Average Operating Margin	0.0%	2.3%	-31.5%	5.1%	6.2%



Operating margin measures whether a school can manage expenses and spend less than the revenue received. The ability to control spending and maintain established reserves is key to sustaining financial health.

Operating margin = Net Change in Fund Balance / total revenue, this value should be positive.

3-year average = Total 3 yr Net Inc / Total 3 yr Rev.,

Financial Performance Metrics

Financial Performance Narrative

Caprock Academy ended the year with sufficient reserves to satisfy the TABOR reserve requirement. The school's funded-pupil count came in higher than the prior year and the school ended the year with 5.76 months of cash on hand and sufficient current assets to cover liabilities. The school experienced a positive operating margin of 5.9%.

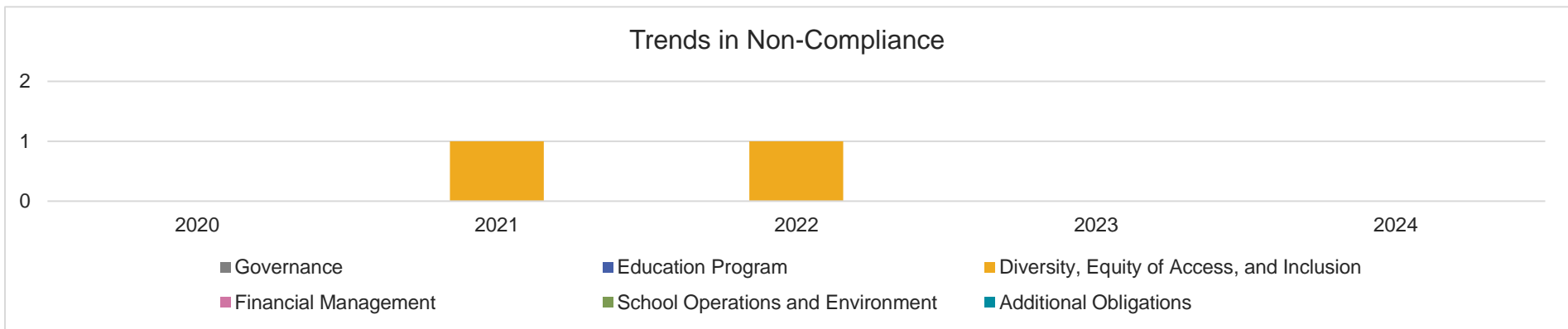
School Observations

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Organizational Performance Narrative

CSI was not made aware of any issues related to the organizational performance of Caprock Academy in the 2023-2024 school year. Caprock Academy had no organizational performance issues in the prior school year. Current year results show similar organizational performance compared to prior year.

Trends in Non-Compliance					
Category	2020	2021	2022	2023	2024
Governance					
"Is the school complying with applicable governance requirements?"	0	0	0	0	0
Education Program					
"Is the school fulfilling obligations and expectations relating to the educational program?"	0	0	0	0	0
Diversity, Equity of Access, and Inclusion					
"Is the school protecting the rights of all students?"	0	1	1	0	0
Financial Management					
"Is the school satisfying financial reporting and compliance requirements?"	0	0	0	0	0
School Operations and Environment					
"Is the school fulfilling obligations and expectations relating to the operational requirements?"	0	0	0	0	0
Additional Obligations					
"Is the school complying with all other obligations?"	0	0	0	0	0
Overall	0	1	1	0	0



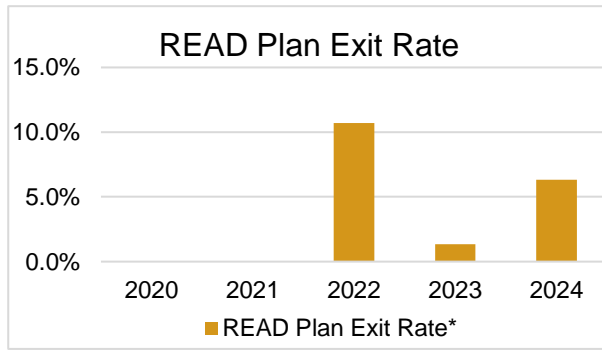
Instances of Non-Compliance			
Year	Category	Type	Narrative
2020-2021	Diversity, Equity of Access, and Inclusion	OCR Complaint	The School received an OCR Complaint related to accommodations for a student with a disability. The school settled the complaint with an OCR Rapid Resolution.
2021-2022	Diversity, Equity of Access, and Inclusion	OCR Complaint	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.

Organizational Performance Metrics

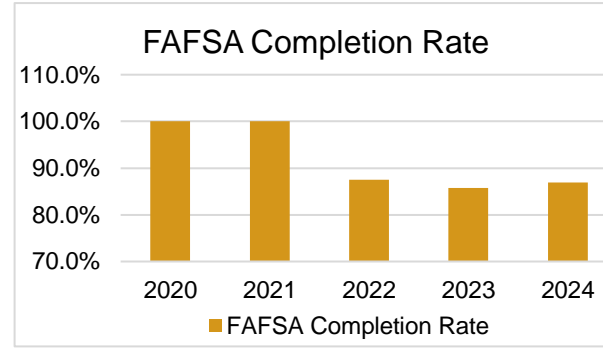
Diversity, Equity of Access, and Inclusion Metrics

- Is the school supporting students in reading at grade-level? (*only reported for schools serving K-3)
- Is the school supporting students and families in making post-secondary enrollment accessible? (*only reported for schools serving 9-12)

Diversity, Equity of Access, and Inclusion					
	2020	2021	2022	2023	2024
READ Plan Exit Rate*	--	--	10.7%	1.4%	6.3%
FAFSA Completion Rate*	100.0%	100.0%	87.5%	85.7%	87.0%



READ Plan Exit Rate is based on the unduplicated number of students who were on a READ plan the previous school year and were no longer on a READ plan the following year divided by the total number of students who were on a READ plan the previous year.



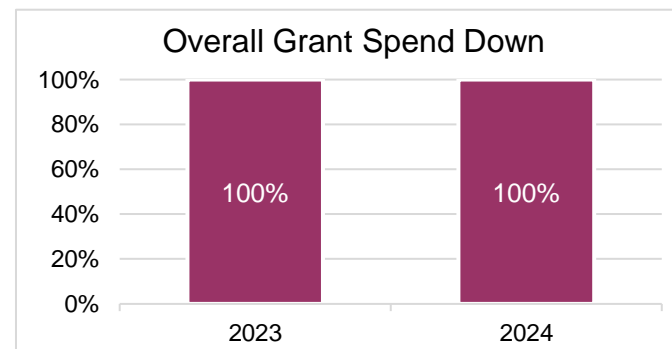
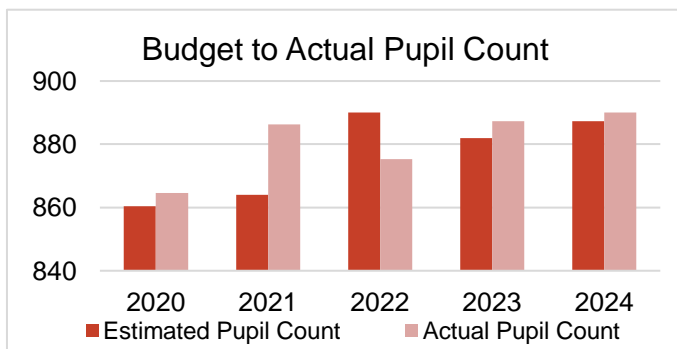
FAFSA Completion Rate is based on the number of students who filed a FAFSA by the fall following high school graduation. The year in the table above corresponds with the reporting year.

The 2024 data reflects the FAFSA completion rate

Financial Management Metrics

- Is the school accurately projecting enrollment?
- Is the school effectively managing and spending grant funds?

Financial Management					
	2020	2021	2022	2023	2024
Funded Pupil Count (FPC) Current-Year Variance (%)	0.5%	2.6%	-1.7%	0.6%	0.3%
<i>Estimated Pupil Count</i>	860.4	864.0	890.0	882.0	887.3
<i>Actual Pupil Count</i>	864.6	886.3	875.3	887.3	890.0
Overall Grant Spend Down (%)	--	--	--	100%	100%
<i>Total Grant Funds Unrecoverable (\$)</i>	--	--	--	\$0.00	\$0.00
TABOR	YES	YES	YES	YES	YES
Debt Default	NO	NO	NO	NO	NO

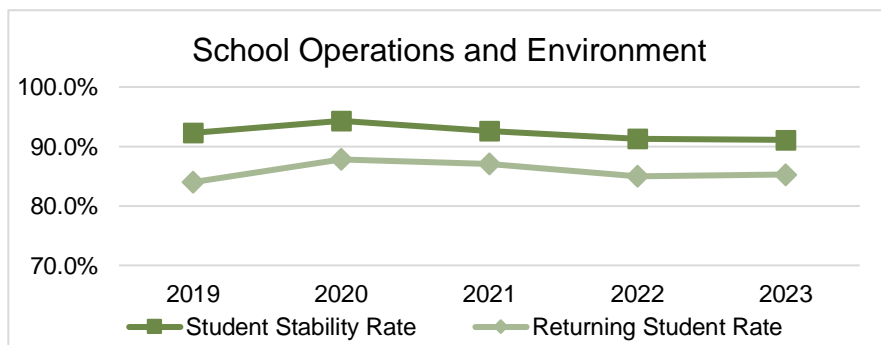


These measures are linked to financial health and stability but driven by comprehensive oversight. They appear at the organizational level because of this correlation. **FPC** should be within +/- 10% of adopted budget. Expected outcome for **Debt Default** is NO. **TABOR** met is a reserve of 3% of annual operating expenses as required by Colorado statute.

School Operations and Environment Metrics

- Is the student population stable during the school year?
- Are students returning to the school the following school year?
- Is the school soliciting feedback from stakeholders and sharing it with the community?

School Operations and Environment					
	2019	2020	2021	2022	2023
Student Stability Rate	92.3%	94.3%	92.6%	91.3%	91.1%
Returning Student Rate	84.0%	87.8%	87.1%	85.0%	85.3%
Survey Administration and Dissemination*	--	--	--	--	--



Student Stability Rate is defined by CDE as the unduplicated count of students who remained in a school divided by the total number of students that were part of the school at any time during a given school year.

Returning Student Rate is based on EOY data where the unduplicated number of students who did not exit the previous school year and returned for the following school year is divided by the total number of students who did not exit the previous year.

Both of these measures are lagged. The 2023 reporting year reflects the stability rate for 2022-23 and the returning student rate reflects students who completed the 2021-22 school year and returned for the 2022-23 school year.

Organizational Performance Metrics

School Observations

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