

**Caprock Academy Board of Directors
Tuesday, August 12, 2025
Regular Business Meeting at 6:00 p.m.
Caprock Academy - 714 24 1/2 Rd, Grand Junction, CO 81505**

Meeting can be viewed virtually via Zoom.

In order to attend the meeting via video conference, use the link below:

In order to attend the meeting by phone, dial the number below and follow the prompts:

Join Zoom Meeting

<https://us02web.zoom.us/j/86350206719?pwd=eUJYZkZZZnNmN1pVcWh3dHE3clZaQT09>

Meeting ID: 863 5020 6719

Passcode: 707033

If you are attending virtually and have a public comment, please fill out the Board Meeting Public Comment form located on the Board of Directors page on the school's website no later than one hour prior to the start of the meeting. During the public comment period, any forms submitted will be read aloud by a board member.

All virtual participants will be muted by the host.

Mission: We help all students achieve their highest academic and character potential, using proven accelerated academic programs while providing a safe environment.

I. Pledge

II. Call to Order: KJ Kline, CABD President @ 6:02pm

Board Members in attendance: KJ Kline, Dave Carlo, Randy Wilkens, Ryan Schramm, Jenna Coffman, Ryan McCulley.

Board Members not in attendance: Joe Goodwin.

Others in Attendance: Howard Butcher, Nicky Quinlan, Matt Diers, Tasha Smith.

Others in Attendance via Zoom: Amanda Davis, Takara Montover, Candice Freeman, Shane Chatfield, Deanne Herman, Kelly Culver, Kim Melancon, Andres Simonds-Cummings, D. Thomas, T. Perrett, Tracee Flenard, Tara Barnes, Alena Rosas, Jacob, Natalie Clayton, Elizabeth Berrill, M. Wood, K. Poff, Deana Orient, Katie Smith, Kerri Schultz, Jessica Rix, Darlene Rice, D. Atwell.

III. Vision

Vision: Strengthening the community through the involvement of parents, educators and community leaders working together to provide an environment that fosters academic excellence

and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue.

IV. Presentation of Excellence: Back to School Night/beginning of school – Mr. Diers

Mr. Diers commented on how successful the 1st week back at school was and made a special mention to Ginger O'Brien the Event Coordinator who did an amazing job planning and organizing the back to school event.

V. General Public Comments

No comments made.

Members of the public may address the Board during this portion of the agenda on any topic.

Please fill out the check-in form prior to the start of the meeting indicating your interest in addressing the board. This comment period is not limited to items on the agenda. **Public**

Comments are limited to three (3) minutes and the total general public comment time is limited to twenty (20) minutes total. The Board reserves the right to limit or end public

comment that it deems to be defamatory, insulting, abusive, or does not comply with character expectations of the Caprock community. Please note that this Public Comment time is separate and distinct from a parent's opportunity to seek Board review of a matter concerning a specific student and a particular class and/or a specific circumstance of administration of a policy (see the Family Handbook, Grievance Policy SE8.5). Similarly, this opportunity is separate and distinct from a Caprock employee requesting Board review of a specific employment matter (see the Employee Handbook, Grievance Policy E 15.0).

VI. Consent Agenda

- i. Consent Agenda (CABOD Members may request any item(s) be removed to be considered in full at meeting)
 - i. June 10, 2025 regular board meeting minutes
 - ii. July 08, 2025 regular board meeting minutes
 - iii. PTO
 - iv. CASAC
 - v. Treasurer's Report

Motion to approve consent agenda. 1st Ryan Schramm, 2nd Ryan McCulley. Motion carried

VII. Financial

- i. Consideration and possible approval of July 2025 Financial Reports as submitted

Correction made from July reports to June reports.

Motion to approve June 2025 financial reports as submitted. 1st Ryan McCulley, 2nd Ryan Schramm. Motion Carried.

VIII. Old Business Discussion

- i. Committee updates
- i. Strategic planning

The strategic planning meeting on July 18th was very successful. More information to follow.

- ii. HOS Hiring committee

There are so far 3 applications, all local. Mr. Diers will pass resumes to the board.

IX. Old business Action

None.

X. New Business Discussion

- i. HOS update

Caprock is actively recruiting for a HR Manager. Jen Buniger has taken on the role for now. During fall break there is a big maintenance project happening thanks to the grant approval. The playground is getting updated, magnetic door locks are getting fixed, A security roller is getting installed in the front office and dividers in the gyms are being installed. Jack Holt spent \$5,000 on the school vehicles, to get them working for this school year. Fall athletics are in full swing now. Concurrent enrollment is under discussion with CMU, more to follow.

- ii. Enrollment Report

Information has been sent to everyone on the wait list, except 7th grade. 7th grade is full so cannot take any waitlist students. A report needs to be created for visual reasoning behind student withdrawal, to be included in this packet.

- iii. Unified Improvement Plan

The new Caprock UIP is to be created for the 25/26 school year. The areas that need work are to be defined. By the end of October, there should be some good progress.

- iv. Enrollment Policy SE 10.0 Enrollment/Waitlist

Policy is OK. Will be ready for final approval next month.

v. Policy E 1.6 Use of Social Media

This policy needs to go back to the governance committee for review and revision.

vi. Policy E 1.7 Public Persona

This policy needs to go back to the governance committee for review and revision.

vii. Policy E 11.0 Confidential Information

This policy needs to go back to the governance committee for review and revision.

XI. New Business Action

- i. none

XII. Future Agenda Items

- i. State Assessment Scores

To be discussed when the information is released.

XIII. Adjourn

Motion to adjourn 1st by Jenna Coffman, 2nd by Ryan McCulley. Motion Carried.

Adjourned at 7.22pm.

CASAC August 2025 Agenda

Caprock Academy School Accountability Committee:

Meets the responsibilities and duties set forth in the Education Accountability Act of 2009 (S.B. 09-163), which includes making recommendations to the Board and the Head of School, on school budget and finance matters, Head of School evaluations, the school's improvement plan, and family engagement. This committee reviews and evaluates the school's testing data, parent surveys, staff surveys, student surveys, and the Unified Improvement Plan. In addition to the statutory requirements, this committee also makes recommendations to the Board and Head of School regarding curriculum, instructional delivery, and staff professional development.

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1. Call to order: Candice Freeman, Co-Chair CASAC

New Business:

- a. Guest speaker – Jessica Welch, Chief of School Programs – Charter School Institute (CSI) – overview of School Accountability Committee (SAC), overview of committee role in Unified Improvement Plan (UIP). Most recent UIP provided ahead of the meeting. Jessica gave a brief history of SAC and why it was added to charter schools. Key points include its 2 main functions being: to recommend and assist the school as a whole with family partnerships and engagement AND support the UIP (a 2 year plan). It can only advise the BOD. Jessica explained how a SAC is best organized (regular meetings, prioritizing an area of focus, and implementation). She mentioned being a “translation of the data” group for the school community and how to use data to decide what the focus should be (use triangulation). She explained how SAC works with the principal to 1) identify and prioritize areas of improvement, 2) dig deeper to discover underlying causes, 3) make a plan and 4) implement and track the plan’s impact.
- b. CASAC September meeting is open to the public; what topic should be discussed? Shane Chatfield will present the most recent data findings.

2. Old Business:

- a. Back to school night efforts produced 20 interested attendees for our first meeting. Excellent news! 15 current members, 10 returning; 5 NEW members.
- b. CASAC bylaws – vote to update committee name to: Caprock Academy School Accountability Committee (approved by BOD/CSI) A potential new name was discussed. No decisions made.
- c. Survey schedule for 2025-2026 (parents, staff, students) and discussion on new survey details. There was discussion around the option to self- identify on the school surveys. Themes were brought up as a way to organize the surveys and encourage participation. It was mentioned that for parents and teacher aids the surveys may be a more important chance for their voices to be heard. It was also suggested that staff and parents are sent 2 surveys per school year and students given one survey. It was questioned as to whether we survey K-12 or split into K-6 and 7-12 grades. No decisions were made at the meeting.
- d. Elect and vote - Secretary Was not discussed.

3. Any other items in need of discussion?

4. Adjourn

Attendees: Florence Edeigba, Danielle Malott, Natalie Clayton, Kim Klene, Michelle Jones, Lori Muhr, Lisa Lefever, Elizabeth Berrill, Sarah Jewkes, Caroline McGlade, Candice Freeman KJ Kline, Janet Penkaty

Respectfully submitted by: Caroline McGlade

Caprock Academy Board of Directors Business Meeting
Treasurer Report
Tuesday, September 9, 2025

I. REPORT

The Finance Committee met on August 19, 2025, to review and approve the July 2025 financial reports. These financials are now presented on the modified accrual basis disclosed over the past several months. The assets and accumulated depreciation are now removed from the asset section of the balance sheet. Therefore, depreciation (Acct 0730 & 0733) expenses are removed from the income statement. The assets are now held in the building corporation. The offsetting entries to remove these accounts have been recorded to the unassigned fund balance in the income statement. Any additional purchases of large items will be expensed as they are purchased.

1) Enrollment Update and Potential Financial Statement Impact

The school budget was approved with student enrollment of 858 with an estimated PPR of \$11,055 for a total of \$9,484,806. Caprock will benefit from the HB 25-1320 declining enrollment calculation for this school year, but the enrollment as of August 19th was at 787. State PPR funding will continue at its current level through the end of the calendar year.

Then, in January, the FTE funding will be adjusted to include the actual October audit student count and then averaged with the past four years. Instead of relying solely on the current year's enrollment (typically counted in October), the formula calculates the FPC by averaging the current year's enrollment with up to four prior years' counts. This smooths out funding reductions. The result of the January calculation vs the current funding will be a prorated adjustment from January through June 2026.

Based upon the current enrollment the ESTIMATED revised funding would change upward by 9 FTE to 867. The approved PPR funding level has increased to \$11,863, up \$808 from our estimate. The net effect of the ESTIMATED annual per pupil funding could result in an additional \$400,208 revenue this school year based on the October FTE audit count remaining at 787.

	Caprock Enrollment		FY26 Budget
FY20	878		
FY21	895		
FY22	883		
FY23	899		
FY24	895		
FY25	871		
FY26	787		
PRELIMINARY	FY26 Four Year Ave.	867	858
	FY26 Per Pupil Funding	11,863	11,055
	FY26 State Funding	10,285,221	9,484,806
	Monthly	857,102	790,400
	Through December		4,742,403
	2026 through June	5,142,611	
	Total 25/26 Estimated Revenue		9,885,013
	Estimated Increase		400,208

WORKING v.5-12

2) Prior year June 2025 Audit Adjustments

Adjustments were made to the FY25 financial statements before closing the books for the auditors, please note that we are still in the audit process so it is possible there will be additional adjustments from the auditors.

- \$115K interfund receivable for CSI refund for admin overhead fee withheld by CSI through the fiscal year
- There was a \$7,500 adjustment to deposits to match actual collateral held by East Isles for health insurance claims, offset against payroll liabilities
- \$71K added to AP balance for FY25 invoices received after year end, most significant was \$68K from EF Explore for balance due on DC trip

3) July 2025 Financial Reports

Caprock's net loss for July was \$37,881 and since July is the first month in the school's fiscal year all YTD amounts will be the same and the July totals. This loss is \$55,729 under budget. Specific Account information for July:

- State ECEA Revenue (Acct 3130) CSI disbursed the annual allocation for ECEA funding in July, for a total of \$163K in state funding. This is a one-time funding, and the budget is synchronized to reflect this for the remainder of the year.
- Legal Services (Acct 0331) includes a retainer fee of \$4,500 for Title IV professional training and advice.
- Rental of Equipment (Acct 0442) includes two months for July and August container storage units.
- Health Insurance (Acct 0251) over budget due to self-funded policy. There were more claims than planned for.
- The FY25 liability insurance (Acct 0521) policies were booked in full in July, for a total of \$103K.
- Online Services (0534) includes a one-time annual fee for Active Internet Technologies of \$11K.
- Other Purchased Services (Acct 0590) includes one-time annual fee for Frontline for \$27K
- HS Testing (Acct 0615A1) \$1,575 Colorado Digital Solutions Online Courses for make up work.
- Other supplies (Acct 0690) \$6,745 Future events purchased with credit cards.
- Balance Sheet Interest Receivable on Investments (Acct 8114) is a new account recognizing revenue before receiving the CD.
- Balance Sheet Intergovernmental A/R (Acct 8141) includes the CSI rebate from last year.

3) Cash On Hand

	<u>June 30, 2025</u>	<u>July 31, 2025</u>
Money Market/CD	\$3,161,217	\$3,169,333
General Checking	\$3,337,878	\$3,505,261
Total Cash	\$6,499,095	\$6,674,594

II. BOARD ACTION RECOMMENDED BY FINANCE COMMITTEE:

- 1) Approval of July 2025 Financial Reports
Motion to approve the July 2025 Caprock Academy Financial Reports as submitted.

Caprock Academy
Budget vs. Actuals: Budget_FY26_P&L - FY26 P&L
July 2025

	Jul 2025				Total			
	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
1000 Local Revenue			0.00		0.00	0.00	0.00	
1030 Miscellaneous Revenue	3,581.75	833.33	2,748.42	429.81%	3,581.75	833.33	2,748.42	429.81%
1030A HS Testing	600.00		600.00		600.00	0.00	600.00	
Total 1030 Miscellaneous Revenue	\$ 4,181.75	\$ 833.33	\$ 3,348.42	501.81%	\$ 4,181.75	\$ 833.33	\$ 3,348.42	501.81%
1031 CA Apparel	260.00		260.00		260.00	0.00	260.00	
1039 PTO Fundraising	248.00		248.00		248.00	0.00	248.00	
1040 Donations/Contributions	20.00	3,166.67	-3,146.67	0.63%	20.00	3,166.67	-3,146.67	0.63%
1040r Reading Challenge/Lending Library	216.00		216.00		216.00	0.00	216.00	
Total 1040 Donations/Contributions	\$ 236.00	\$ 3,166.67	-\$ 2,930.67	7.45%	\$ 236.00	\$ 3,166.67	-\$ 2,930.67	7.45%
1067 Records/Transcripts Fee	18.00		18.00		18.00	0.00	18.00	
1069 Calculator Revenue	30.00		30.00		30.00	0.00	30.00	
1611 Student Lunch		3,750.00	-3,750.00	0.00%	0.00	3,750.00	-3,750.00	0.00%
1700 Pupil Activity Funds		22,250.00	-22,250.00	0.00%	0.00	22,250.00	-22,250.00	0.00%
1710 Athletic Booster Revenue	586.09		586.09		586.09	0.00	586.09	
1715 Basketball			0.00		0.00	0.00	0.00	
1715HS Basketball - High School	2,800.00		2,800.00		2,800.00	0.00	2,800.00	
Total 1715 Basketball	\$ 2,800.00	\$ 0.00	\$ 2,800.00		\$ 2,800.00	\$ 0.00	\$ 2,800.00	
1720 Volleyball			0.00		0.00	0.00	0.00	
1720MS MS Volleyball	100.00		100.00		100.00	0.00	100.00	
Total 1720 Volleyball	\$ 100.00	\$ 0.00	\$ 100.00		\$ 100.00	\$ 0.00	\$ 100.00	
1721 Hockey	20.00		20.00		20.00	0.00	20.00	
1766 OWL income	200.00		200.00		200.00	0.00	200.00	
Total 1700 Pupil Activity Funds	\$ 3,706.09	\$ 22,250.00	-\$ 18,543.91	16.66%	\$ 3,706.09	\$ 22,250.00	-\$ 18,543.91	16.66%
1800 Childcare Revenue	3,422.00	6,875.00	-3,453.00	49.77%	3,422.00	6,875.00	-3,453.00	49.77%
1920 Contributions and Donations from Private Sources			0.00		0.00	0.00	0.00	
1920a Annual Fund	825.00		825.00		825.00	0.00	825.00	
Total 1920 Contributions and Donations from Private Sources	\$ 825.00	\$ 0.00	\$ 825.00		\$ 825.00	\$ 0.00	\$ 825.00	
1940 Classroom Teacher Funds	419.00	5,416.67	-4,997.67	7.74%	419.00	5,416.67	-4,997.67	7.74%
1940a K-6 Classroom Fees	3,300.00		3,300.00		3,300.00	0.00	3,300.00	
1940b 7-12 Classroom Fees	3,125.00		3,125.00		3,125.00	0.00	3,125.00	
Total 1940 Classroom Teacher Funds	\$ 6,844.00	\$ 5,416.67	\$ 1,427.33	126.35%	\$ 6,844.00	\$ 5,416.67	\$ 1,427.33	126.35%
Total 1000 Local Revenue	\$ 19,770.84	\$ 42,291.67	-\$ 22,520.83	46.75%	\$ 19,770.84	\$ 42,291.67	-\$ 22,520.83	46.75%
3000 State Revenue			0.00		0.00	0.00	0.00	

3113 Charter School Capital Const.	27,559.19	28,467.58	-908.39	96.81%	27,559.19	28,467.58	-908.39	96.81%
3130 State Revenue ECEA	163,240.00	161,315.00	1,925.00	101.19%	163,240.00	161,315.00	1,925.00	101.19%
3951 State MLE	59,671.84	58,515.00	1,156.84	101.98%	59,671.84	58,515.00	1,156.84	101.98%
Total 3000 State Revenue	\$ 250,471.03	\$ 248,297.58	\$ 2,173.45	100.88%	\$ 250,471.03	\$ 248,297.58	\$ 2,173.45	100.88%
5710 PPR State Revenue	801,241.92	790,400.50	10,841.42	101.37%	801,241.92	790,400.50	10,841.42	101.37%
Total Revenue	\$ 1,071,483.79	\$ 1,080,989.75	-\$ 9,505.96	99.12%	\$ 1,071,483.79	\$ 1,080,989.75	-\$ 9,505.96	99.12%
Gross Profit	\$ 1,071,483.79	\$ 1,080,989.75	-\$ 9,505.96	99.12%	\$ 1,071,483.79	\$ 1,080,989.75	-\$ 9,505.96	99.12%
Expenditures								
0100 Salaries			0.00		0.00	0.00	0.00	
0110 Regular Salaries		434,483.33	-434,483.33	0.00%	0.00	434,483.33	-434,483.33	0.00%
0110.1 Salaries - Admin	13,388.72		13,388.72		13,388.72	0.00	13,388.72	
0110.2 Salaries - Professional	273,617.34		273,617.34		273,617.34	0.00	273,617.34	
0110.3 Salaries - Other Professional	80,867.55		80,867.55		80,867.55	0.00	80,867.55	
0110.4 Salaries - Paraprofessionals	49,451.67		49,451.67		49,451.67	0.00	49,451.67	
0110.5 Salaries - Clerical	13,778.42		13,778.42		13,778.42	0.00	13,778.42	
0110.6 Salaries - Custodial	4,043.78		4,043.78		4,043.78	0.00	4,043.78	
Total 0110 Regular Salaries	\$ 435,147.48	\$ 434,483.33	\$ 664.15	100.15%	\$ 435,147.48	\$ 434,483.33	\$ 664.15	100.15%
0120 Substitutes		8,919.33	-8,919.33	0.00%	0.00	8,919.33	-8,919.33	0.00%
0120.2 Substitutes - Professional	8,135.45		8,135.45		8,135.45	0.00	8,135.45	
0120.4 Substitutes - Paraprofessionals	150.00		150.00		150.00	0.00	150.00	
Total 0120 Substitutes	\$ 8,285.45	\$ 8,919.33	-\$ 633.88	92.89%	\$ 8,285.45	\$ 8,919.33	-\$ 633.88	92.89%
0150 Stipends			0.00		0.00	0.00	0.00	
0150.2 Stipends - Professional	10,334.34		10,334.34		10,334.34	0.00	10,334.34	
0150.3 Stipends - Other Professional	62.50		62.50		62.50	0.00	62.50	
Total 0150 Stipends	\$ 10,396.84	\$ 0.00	\$ 10,396.84		\$ 10,396.84	\$ 0.00	\$ 10,396.84	
Total 0100 Salaries	\$ 453,829.77	\$ 443,402.66	\$ 10,427.11	102.35%	\$ 453,829.77	\$ 443,402.66	\$ 10,427.11	102.35%
0200 Benefits			0.00		0.00	0.00	0.00	
0210 Life and Disability			0.00		0.00	0.00	0.00	
0210.1 Life and Disability - Admin	11.88		11.88		11.88	0.00	11.88	
0210.2 Life and Disability - Professional	317.73		317.73		317.73	0.00	317.73	
0210.3 Life and Disability - Other Professional	36.69		36.69		36.69	0.00	36.69	
0210.4 Life and Disability - Paraprofessionals	154.46		154.46		154.46	0.00	154.46	
0210.5 Life and Disability - Clerical	42.94		42.94		42.94	0.00	42.94	
0210.6 Life and Disability - Custodial	2.87		2.87		2.87	0.00	2.87	
Total 0210 Life and Disability	\$ 566.57	\$ 0.00	\$ 566.57		\$ 566.57	\$ 0.00	\$ 566.57	
0221 Medicare		6,429.33	-6,429.33	0.00%	0.00	6,429.33	-6,429.33	0.00%
0221.1 Medicare - Admin	194.14		194.14		194.14	0.00	194.14	
0221.2 Medicare - Professional	4,059.85		4,059.85		4,059.85	0.00	4,059.85	
0221.3 Medicare - Other Professional	1,203.06		1,203.06		1,203.06	0.00	1,203.06	
0221.4 Medicare - Paraprofessionals	697.65		697.65		697.65	0.00	697.65	
0221.5 Medicare - Clerical	193.35		193.35		193.35	0.00	193.35	

0221.6 Medicare - Custodial	56.15		56.15		56.15	0.00	56.15		
Total 0221 Medicare	\$ 6,404.20	\$ 6,429.33	-\$ 25.13	99.61%	\$ 6,404.20	\$ 6,429.33	-\$ 25.13	99.61%	
0222 Social Security	37.20		37.20		37.20	0.00	37.20		
0230 PERA		94,888.17	-94,888.17	0.00%	0.00	94,888.17	-94,888.17	0.00%	
0230.1 PERA - Admin	2,865.18		2,865.18		2,865.18	0.00	2,865.18		
0230.2 PERA - Professional	61,442.23		61,442.23		61,442.23	0.00	61,442.23		
0230.3 PERA - Other Professional	17,130.77		17,130.77		17,130.77	0.00	17,130.77		
0230.4 PERA - Paraprofessionals	10,440.04		10,440.04		10,440.04	0.00	10,440.04		
0230.5 PERA - Clerical	2,897.06		2,897.06		2,897.06	0.00	2,897.06		
0230.6 PERA - Custodial	865.37		865.37		865.37	0.00	865.37		
Total 0230 PERA	\$ 95,640.65	\$ 94,888.17	\$ 752.48	100.79%	\$ 95,640.65	\$ 94,888.17	\$ 752.48	100.79%	
0251 Health		72,243.50	-72,243.50	0.00%	0.00	72,243.50	-72,243.50	0.00%	
0251.1 Health - Admin	2,617.17		2,617.17		2,617.17	0.00	2,617.17		
0251.2 Health - Professional	81,095.14		81,095.14		81,095.14	0.00	81,095.14		
0251.3 Health - Other Professional	5,868.01		5,868.01		5,868.01	0.00	5,868.01		
0251.4 Health - Paraprofessionals	10,936.06		10,936.06		10,936.06	0.00	10,936.06		
0251.5 Health - Clerical	8,361.12		8,361.12		8,361.12	0.00	8,361.12		
0251.6 Health - Custodial	801.03		801.03		801.03	0.00	801.03		
Total 0251 Health	\$ 109,678.53	\$ 72,243.50	\$ 37,435.03	151.82%	\$ 109,678.53	\$ 72,243.50	\$ 37,435.03	151.82%	
0252 Dental			0.00		0.00	0.00	0.00		
0252.1 Dental - Admin	105.90		105.90		105.90	0.00	105.90		
0252.2 Dental - Professional	4,470.80		4,470.80		4,470.80	0.00	4,470.80		
0252.3 Dental - Other Professional	308.03		308.03		308.03	0.00	308.03		
0252.4 Dental - Paraprofessionals	797.16		797.16		797.16	0.00	797.16		
0252.5 Dental - Clerical	438.10		438.10		438.10	0.00	438.10		
0252.6 Dental - Custodial	32.41		32.41		32.41	0.00	32.41		
Total 0252 Dental	\$ 6,152.40	\$ 0.00	\$ 6,152.40		\$ 6,152.40	\$ 0.00	\$ 6,152.40		
0253 Vision			0.00		0.00	0.00	0.00		
0253.1 Vision - Admin	18.60		18.60		18.60	0.00	18.60		
0253.2 Vision - Professional	536.42		536.42		536.42	0.00	536.42		
0253.3 Vision - Other Professional	60.31		60.31		60.31	0.00	60.31		
0253.4 Vision - Paraprofessionals	129.04		129.04		129.04	0.00	129.04		
0253.5 Vision - Clerical	83.14		83.14		83.14	0.00	83.14		
0253.6 Vision - Custodial	5.69		5.69		5.69	0.00	5.69		
Total 0253 Vision	\$ 833.20	\$ 0.00	\$ 833.20		\$ 833.20	\$ 0.00	\$ 833.20		
Total 0200 Benefits	\$ 219,312.75	\$ 173,561.00	\$ 45,751.75	126.36%	\$ 219,312.75	\$ 173,561.00	\$ 45,751.75	126.36%	
0300 Professional and Technical Svs			0.00		0.00	0.00	0.00		
0313 Bank Service/Charge Fees	670.87		670.87		670.87	0.00	670.87		
0313.1 Payroll Expenses	3,627.06	3,559.83	67.23	101.89%	3,627.06	3,559.83	67.23	101.89%	
Total 0313 Bank Service/Charge Fees	\$ 4,297.93	\$ 3,559.83	\$ 738.10	120.73%	\$ 4,297.93	\$ 3,559.83	\$ 738.10	120.73%	
0320a Contracted Psychologist Services		1,250.00	-1,250.00	0.00%	0.00	1,250.00	-1,250.00	0.00%	

0320b Contracted SpEd Services		9,750.00	-9,750.00	0.00%	0.00	9,750.00	-9,750.00	0.00%
0331 Legal Svcs	5,159.00	714.75	4,444.25	721.79%	5,159.00	714.75	4,444.25	721.79%
0332 Accounting / Audit	16,052.17	17,155.42	-1,103.25	93.57%	16,052.17	17,155.42	-1,103.25	93.57%
0335 Medical Services		3,250.00	-3,250.00	0.00%	0.00	3,250.00	-3,250.00	0.00%
0340 IT agreement	3,577.20	3,570.75	6.45	100.18%	3,577.20	3,570.75	6.45	100.18%
0390 Other Professional Services	691.06	2,500.00	-1,808.94	27.64%	691.06	2,500.00	-1,808.94	27.64%
0399 CDE Admin Overhead	8,012.42	5,413.33	2,599.09	148.01%	8,012.42	5,413.33	2,599.09	148.01%
Total 0300 Professional and Technical Svcs	\$ 37,789.78	\$ 47,164.08	-\$ 9,374.30	80.12%	\$ 37,789.78	\$ 47,164.08	-\$ 9,374.30	80.12%
0400 Purchased Property Services			0.00		0.00	0.00	0.00	
0411 Water/Sewer	1,855.06	1,666.67	188.39	111.30%	1,855.06	1,666.67	188.39	111.30%
0421 Trash Services	580.00	854.92	-274.92	67.84%	580.00	854.92	-274.92	67.84%
0423 Custodial Services	14,275.66	13,000.00	1,275.66	109.81%	14,275.66	13,000.00	1,275.66	109.81%
0430a Repairs and Maintenance	3,718.11	8,326.42	-4,608.31	44.65%	3,718.11	8,326.42	-4,608.31	44.65%
0430b Auto/Equip Maintenance & Repair	1,804.65		1,804.65		1,804.65	0.00	1,804.65	
0431 Alarms & Monitoring		422.92	-422.92	0.00%	0.00	422.92	-422.92	0.00%
0442 Rental of Equipment	4,708.35	3,250.00	1,458.35	144.87%	4,708.35	3,250.00	1,458.35	144.87%
Total 0400 Purchased Property Services	\$ 26,941.83	\$ 27,520.93	-\$ 579.10	97.90%	\$ 26,941.83	\$ 27,520.93	-\$ 579.10	97.90%
0500 Other Purchased Services			0.00		0.00	0.00	0.00	
0510 Staff Development	655.00	2,666.67	-2,011.67	24.56%	655.00	2,666.67	-2,011.67	24.56%
0511 Staff Development - Board, HOS	294.00	1,200.00	-906.00	24.50%	294.00	1,200.00	-906.00	24.50%
0520 Insurance Premiums			0.00		0.00	0.00	0.00	
0521 Liab/Prop Ins	103,423.00	106,950.00	-3,527.00	96.70%	103,423.00	106,950.00	-3,527.00	96.70%
0522 Workman's Comp	3,323.84	2,622.08	701.76	126.76%	3,323.84	2,622.08	701.76	126.76%
0525 Unemployment	883.34	886.83	-3.49	99.61%	883.34	886.83	-3.49	99.61%
Total 0520 Insurance Premiums	\$ 107,630.18	\$ 110,458.91	-\$ 2,828.73	97.44%	\$ 107,630.18	\$ 110,458.91	-\$ 2,828.73	97.44%
0530 Communications			0.00		0.00	0.00	0.00	
0531 Telephone	1,207.83	687.25	520.58	175.75%	1,207.83	687.25	520.58	175.75%
0533 Postage	45.86	232.58	-186.72	19.72%	45.86	232.58	-186.72	19.72%
0534 Online Services	14,391.40	5,519.67	8,871.73	260.73%	14,391.40	5,519.67	8,871.73	260.73%
Total 0530 Communications	\$ 15,645.09	\$ 6,439.50	\$ 9,205.59	242.96%	\$ 15,645.09	\$ 6,439.50	\$ 9,205.59	242.96%
0540 Advertising	1,648.00	3,816.67	-2,168.67	43.18%	1,648.00	3,816.67	-2,168.67	43.18%
0570 Fundraising Expenses			0.00		0.00	0.00	0.00	
0570b PTO - Fundraising expense	977.43		977.43		977.43	0.00	977.43	
Total 0570 Fundraising Expenses	\$ 977.43	\$ 0.00	\$ 977.43		\$ 977.43	\$ 0.00	\$ 977.43	
0580 Travel, Registration, Entrance	240.34	2,083.33	-1,842.99	11.54%	240.34	2,083.33	-1,842.99	11.54%
0585 Concurrent Enrollment Expenses		1,057.33	-1,057.33	0.00%	0.00	1,057.33	-1,057.33	0.00%
0590 Other Purchased Services	28,634.54	5,277.42	23,357.12	542.59%	28,634.54	5,277.42	23,357.12	542.59%
0595 Admin Overhead Costs	24,957.26	23,712.00	1,245.26	105.25%	24,957.26	23,712.00	1,245.26	105.25%
Total 0500 Other Purchased Services	\$ 180,681.84	\$ 156,711.83	\$ 23,970.01	115.30%	\$ 180,681.84	\$ 156,711.83	\$ 23,970.01	115.30%
0600 Supplies			0.00		0.00	0.00	0.00	
0611 Instructional Supplies	4,618.96	10,833.33	-6,214.37	42.64%	4,618.96	10,833.33	-6,214.37	42.64%

0615A Assessment Expenses			0.00		0.00	0.00	0.00	
0615A1 HS Testing	1,575.00		1,575.00		1,575.00	0.00	1,575.00	
Total 0615A Assessment Expenses	\$ 1,575.00	\$ 0.00	\$ 1,575.00		\$ 1,575.00	\$ 0.00	\$ 1,575.00	
0615HS HS Instructional Supplies	1,104.00		1,104.00		1,104.00	0.00	1,104.00	
0616 Software/License	52.70	441.92	-389.22	11.93%	52.70	441.92	-389.22	11.93%
Total 0611 Instructional Supplies	\$ 7,350.66	\$ 11,275.25	-\$ 3,924.59	65.19%	\$ 7,350.66	\$ 11,275.25	-\$ 3,924.59	65.19%
0612 Office Supplies	3,807.54	3,750.00	57.54	101.53%	3,807.54	3,750.00	57.54	101.53%
0678 School Nurse	302.93		302.93		302.93	0.00	302.93	
Total 0612 Office Supplies	\$ 4,110.47	\$ 3,750.00	\$ 360.47	109.61%	\$ 4,110.47	\$ 3,750.00	\$ 360.47	109.61%
0613 Custodial Supplies	2,420.11	2,916.67	-496.56	82.98%	2,420.11	2,916.67	-496.56	82.98%
0622 Electric/Gas	8,294.27	14,421.50	-6,127.23	57.51%	8,294.27	14,421.50	-6,127.23	57.51%
0626 Motor Vehicle Fuel	201.30		201.30		201.30	0.00	201.30	
0630 Food	2,946.04		2,946.04		2,946.04	0.00	2,946.04	
0631 Caprock Apparel	1,750.00		1,750.00		1,750.00	0.00	1,750.00	
0640 Books and Periodicals	4,152.46	10,572.92	-6,420.46	39.27%	4,152.46	10,572.92	-6,420.46	39.27%
0640b HS Books	21,315.88		21,315.88		21,315.88	0.00	21,315.88	
Total 0640 Books and Periodicals	\$ 25,468.34	\$ 10,572.92	\$ 14,895.42	240.88%	\$ 25,468.34	\$ 10,572.92	\$ 14,895.42	240.88%
0650 Classroom Fund Expenditures	352.21		352.21		352.21	0.00	352.21	
0611a K-6 Classroom Fund Expenditures	1,634.98		1,634.98		1,634.98	0.00	1,634.98	
0611b 7-12 Classroom Fund Expenditures	42.99		42.99		42.99	0.00	42.99	
0611c Electives Expenses	2,943.93		2,943.93		2,943.93	0.00	2,943.93	
Total 0650 Classroom Fund Expenditures	\$ 4,974.11	\$ 0.00	\$ 4,974.11		\$ 4,974.11	\$ 0.00	\$ 4,974.11	
0685 Pupil Activities Expenses	73.36	22,250.00	-22,176.64	0.33%	73.36	22,250.00	-22,176.64	0.33%
0685b Basketball	725.00		725.00		725.00	0.00	725.00	
0685bHS Basketball - High School	725.00		725.00		725.00	0.00	725.00	
Total 0685b Basketball	\$ 1,450.00	\$ 0.00	\$ 1,450.00		\$ 1,450.00	\$ 0.00	\$ 1,450.00	
0685d NHS	385.00		385.00		385.00	0.00	385.00	
0685e Volleyball			0.00		0.00	0.00	0.00	
0685eHS HS Volleyball	308.77		308.77		308.77	0.00	308.77	
Total 0685e Volleyball	\$ 308.77	\$ 0.00	\$ 308.77		\$ 308.77	\$ 0.00	\$ 308.77	
0685g1 Athletic Booster	1,212.16		1,212.16		1,212.16	0.00	1,212.16	
0685h2 Knowledge Bowl	58.93		58.93		58.93	0.00	58.93	
0685r Soccer	605.88		605.88		605.88	0.00	605.88	
0685rHS HS Soccer	2,426.85		2,426.85		2,426.85	0.00	2,426.85	
Total 0685r Soccer	\$ 3,032.73	\$ 0.00	\$ 3,032.73		\$ 3,032.73	\$ 0.00	\$ 3,032.73	
Total 0685 Pupil Activities Expenses	\$ 6,520.95	\$ 22,250.00	-\$ 15,729.05	29.31%	\$ 6,520.95	\$ 22,250.00	-\$ 15,729.05	29.31%
0690 Other Supplies	6,744.82		6,744.82		6,744.82	0.00	6,744.82	
Total 0600 Supplies	\$ 70,781.07	\$ 65,186.34	\$ 5,594.73	108.58%	\$ 70,781.07	\$ 65,186.34	\$ 5,594.73	108.58%
0689 Lunch - Students		3,825.00	-3,825.00	0.00%	0.00	3,825.00	-3,825.00	0.00%
0710 Land and Improvements	747.50		747.50		747.50	0.00	747.50	
0730 Purchase/Lease of Equipment			0.00		0.00	0.00	0.00	

0733 Furniture and Equipment	123.49	2,799.75	-2,676.26	4.41%	123.49	2,799.75	-2,676.26	4.41%
0734 Musical Instruments/Storage	99.74		99.74		99.74	0.00	99.74	
Total 0730 Purchase/Lease of Equipment	\$ 223.23	\$ 2,799.75	-\$ 2,576.52	7.97%	\$ 223.23	\$ 2,799.75	-\$ 2,576.52	7.97%
0734b Technology Equipment		3,333.33	-3,333.33	0.00%	0.00	3,333.33	-3,333.33	0.00%
0800 Child Care	1,140.81	731.67	409.14	155.92%	1,140.81	731.67	409.14	155.92%
0810 Dues and Fees	16,169.37	25,375.00	-9,205.63	63.72%	16,169.37	25,375.00	-9,205.63	63.72%
0830 Interest Expense	70,035.00	69,225.08	809.92	101.17%	70,035.00	69,225.08	809.92	101.17%
0890 Misc Expense		5,000.00	-5,000.00	0.00%	0.00	5,000.00	-5,000.00	0.00%
0910 Redemption of Principal (interest)	41,666.67	41,805.58	-138.91	99.67%	41,666.67	41,805.58	-138.91	99.67%
Total Expenditures	\$ 1,119,319.62	\$ 1,065,642.25	\$ 53,677.37	105.04%	\$ 1,119,319.62	\$ 1,065,642.25	\$ 53,677.37	105.04%
Net Operating Revenue	-\$ 47,835.83	\$ 15,347.50	-\$ 63,183.33	-311.68%	-\$ 47,835.83	\$ 15,347.50	-\$ 63,183.33	-311.68%
Other Revenue								
1007b CD Interest	1,652.62		1,652.62		1,652.62	0.00	1,652.62	
1008a Money Market Interest	3,005.91	2,500.00	505.91	120.24%	3,005.91	2,500.00	505.91	120.24%
1009 Zions Accounts interest	629.93		629.93		629.93	0.00	629.93	
1020b CD 1020 Interest	4,666.27		4,666.27		4,666.27	0.00	4,666.27	
1088a 8th grade trip revenue		5,920.83	-5,920.83	0.00%	0.00	5,920.83	-5,920.83	0.00%
1090b1 Senior Trip Junior Fundraising		5,920.83	-5,920.83	0.00%	0.00	5,920.83	-5,920.83	0.00%
Total Other Revenue	\$ 9,954.73	\$ 14,341.66	-\$ 4,386.93	69.41%	\$ 9,954.73	\$ 14,341.66	-\$ 4,386.93	69.41%
Other Expenditures								
0664a 8th grade trip expenses		5,920.83	-5,920.83	0.00%	0.00	5,920.83	-5,920.83	0.00%
0667A Senior Trip (Junior Fundraising		5,920.83	-5,920.83	0.00%	0.00	5,920.83	-5,920.83	0.00%
Total Other Expenditures	\$ 0.00	\$ 11,841.66	-\$ 11,841.66	0.00%	\$ 0.00	\$ 11,841.66	-\$ 11,841.66	0.00%
Net Other Revenue	\$ 9,954.73	\$ 2,500.00	\$ 7,454.73	398.19%	\$ 9,954.73	\$ 2,500.00	\$ 7,454.73	398.19%
Net Revenue	-\$ 37,881.10	\$ 17,847.50	-\$ 55,728.60	-212.25%	-\$ 37,881.10	\$ 17,847.50	-\$ 55,728.60	-212.25%

Caprock Academy

Statement of Financial Position

As of July 31, 2025

	As of Jul 31, 2025	Total As of Jun 30, 2025 (PP)	Change	% Change
ASSETS				
Current Assets				
Bank Accounts				
1072 Bill.com Money Out Clearing	1,409.20	1,409.20	0.00	0.00%
8101A Vectra General Checking 4478	159,840.79	155,145.04	4,695.75	3.03%
8101B Sunflower Insurance 3137	47,524.01	53,286.16	-5,762.15	-10.81%
8101C Sunflower Money Market 2374	1,564,419.28	1,561,413.37	3,005.91	0.19%
8101D Sunflower Operating 0034	3,065,116.28	3,124,559.99	-59,443.71	-1.90%
8101E Sunflower Raffle 0106	1,981.17	1,981.17	0.00	0.00%
8101F Sunflower CD 9546	1,052,564.82	1,052,564.82	0.00	0.00%
8103 Petty Cash	870.94	870.94	0.00	0.00%
8111B Vectra CD 5459	547,237.88	545,585.26	1,652.62	0.30%
Total Bank Accounts	\$ 6,440,964.37	\$ 6,496,815.95	-\$ 55,851.58	-0.86%
Accounts Receivable				
8114 Interest Receivable on Investments	4,666.27		4,666.27	
8141 Intergovernmental accounts receivable	116,479.28	124,417.32	-7,938.04	-6.38%
8142 Grants Receivable	2,715.73	60,944.62	-58,228.89	-95.54%
8153 Accounts Receivable	95,231.14	95,231.14	0.00	0.00%
Total Accounts Receivable	\$ 219,092.42	\$ 280,593.08	-\$ 61,500.66	-21.92%
Other Current Assets				
8105 Escrow Account - Zions	232,719.18	120,387.58	112,331.60	93.31%
8181 Prepaid Expenses	0.00	40,626.36	-40,626.36	-100.00%
8191 Deposits	71,624.00	71,624.00	0.00	0.00%
Total Other Current Assets	\$ 304,343.18	\$ 232,637.94	\$ 71,705.24	30.82%
Total Current Assets	\$ 6,964,399.97	\$ 7,010,046.97	-\$ 45,647.00	-0.65%
TOTAL ASSETS	\$ 6,964,399.97	\$ 7,010,046.97	-\$ 45,647.00	-0.65%
LIABILITIES AND EQUITY				

Liabilities**Current Liabilities****Accounts Payable****7421 Accounts Payable**

345,918.14	90,767.56	255,150.58	281.10%
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Total Accounts Payable

\$ 345,918.14	\$ 90,767.56	\$ 255,150.58	281.10%
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Credit Cards**7421B Ramp card**

28,651.32	38,601.21	-9,949.89	-25.78%
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Total Credit Cards

\$ 28,651.32	\$ 38,601.21	-\$ 9,949.89	-25.78%
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Other Current Liabilities**7461 YE Payroll Liabilities**

0.00	445,153.64	-445,153.64	-100.00%
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7471 Payroll Liabilities

327,855.01	135,667.96	192,187.05	141.66%
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Total Other Current Liabilities

\$ 327,855.01	\$ 580,821.60	-\$ 252,966.59	-43.55%
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Total Current Liabilities

\$ 702,424.47	\$ 710,190.37	-\$ 7,765.90	-1.09%
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Total Liabilities

\$ 702,424.47	\$ 710,190.37	-\$ 7,765.90	-1.09%
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Equity**6720 SPED CSI Reserve**

88,050.00	88,050.00	0.00	0.00%
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6721 Reserve for TABOR 3%

346,300.00	346,300.00	0.00	0.00%
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6760 Assigned Fund Balance

105,755.42	105,755.42	0.00	0.00%
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6770 Unassigned Fund Balance

5,759,751.18	5,759,751.18	0.00	0.00%
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Net Revenue

-37,881.10		-37,881.10	
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Total Equity

\$ 6,261,975.50	\$ 6,299,856.60	-\$ 37,881.10	-0.60%
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TOTAL LIABILITIES AND EQUITY

\$ 6,964,399.97	\$ 7,010,046.97	-\$ 45,647.00	-0.65%
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Policy SE 10.0 – Enrollment/Waitlist

Choosing Caprock Academy

We encourage parents and prospective students to carefully review the following:

- 1) The [Caprock Academy Charter](#)
- 2) The [Caprock Academy Family Handbook](#)
- 3) The [Caprock Academy Curriculum](#)

Non-Discrimination

Caprock Academy welcomes all students and strives to create and maintain a diverse student population. Enrollment in Caprock Academy is open to all students residing in the state. Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner as outlined in 22-30.5-507(3), C.R.S. In all cases, student recruitment and enrollment decisions shall be made without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, language, religion, ancestry, need for special education services, or any other protected class.

Eligibility

Caprock Academy serves grades K through 12. To enroll, students must meet the appropriate age requirements set forth by state law and school policy. To be eligible for kindergarten enrollment, students must be at least 5 years old on or before August 31st of the enrollment year. The school may approve enrollment of students eligible for Early Access in accordance with state law. To be eligible for 1st Grade enrollment, students must be at least 6 years old on or before August 31st.

Priority Enrollment

Students who are members of selected groups will be granted priority enrollment, in the following order:

1. Children of School employees, which include children of staff or faculty members that work at least half-time, have full or joint custody of the child, and who started work on or before the first day of school of the year in which they are submitting the application.
2. Siblings of currently enrolled students, which include children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program (in the case of joint custody, primary guardians must have custody at least 50% of the time). This could include half-siblings, stepsiblings, adopted siblings, cousins, nieces, or nephews being cared for by grandparents, etc.

In no case shall categories 1 exceed 20 percent of total enrollment. The processes for re-enrollment and priority enrollment will precede the lottery enrollment process described below.

Process and Enrollment Timeline

Caprock Academy will establish and make publicly available an Enrollment Timeline. Families seeking to enroll must submit a completed Intent to Enroll form. Families of current students seeking to re-enroll should complete an Intent to Return form by the deadline set forth in the Enrollment Timeline.

Caprock Academy will use a variety of means to promote its enrollment process. The Enrollment Timeline, Intent to Enroll form, and instructions for submission of an Intent to Enroll form will be posted on the Caprock Academy website during the fall of the preceding school year. Caprock Academy will also use social media, community partnerships, parent newsletters, and other sources to promote the enrollment process.

Kindergarten Lottery

Intent to enroll forms for kindergarten will be accepted beginning the second Monday in February. Forms must be received on or before the last Thursday of February by 3:30pm. The lottery will be held on the 1st Monday Tuesday in March. ~~Any additional Intent to Enroll forms received will be placed on the lottery list. A new lottery will be run as seats become available.~~

1st-6th Grade Lottery

Intent to enroll forms for 1st-6th grade will be accepted beginning the second Monday in February. Forms must be received on or before the last Monday of May by 3:30pm to be included in the initial lottery. The lottery will be held on the 1st Monday in June. ~~Any additional Intent to Enroll forms received will be placed on the lottery list. A new lottery will be run as seats become available.~~

7th-11th Grade Lottery

Intent to enroll forms for 7th-11th grade will be accepted beginning the second Monday in February. Forms must be received on or before the last Monday of May by 3:30pm to be included in the initial lottery. The lottery will be held on the 2nd Monday in June. ~~Any additional Intent to Enroll forms received will be placed on the lottery list. A new lottery will be run as seats become available.~~

12th Grade Lottery

Caprock only accepts incoming 12th grade on a case-by-case situation approved by the Head of School based on student's transcripts. A lottery will be implemented as needed.

Lottery Selection Process

For each grade level, if the number of Intent to Enroll forms exceed the number of available seats by the Intent to Enroll deadline, a lottery will be used to determine the placement and waitlist order of students for any grade level for which the Intent to Enroll forms exceed capacity. The enrollment lottery will be held in public at the school on the date set forth in the Enrollment Timeline.

- All students who are of eligible age and, by the deadline, have timely submitted an Intent to Enroll will be entered into the lottery. On the day of the lottery, students are assigned random numbers. A random number generator is used to select students to ensure equality.
- The lottery serves two purposes:
 - First, it fills open seats.
 - Secondly, it randomly orders the waitlist that will be used to fill seats as they open.
- Intent to enroll forms received after the lottery will be added to the end of the waitlist and will be offered a seat when available.
- Current students are automatically re-enrolled and do not enter the lottery provided they submit an Intent to Return by the deadline set forth in the Enrollment Timeline.

Once a student is selected, either via lottery or from the waitlist, Caprock Academy will attempt to contact the family using the contact information provided on the Intent to Enroll form on the same day as the lottery or

draw from waitlist. If the family cannot be reached within 4 business days, they will forfeit their child/children's enrollment, and the child/children will be placed at the bottom of the waitlist. Notification to families will be made in the preferred language or mode of communication indicated on the Intent to Enroll form. Students not selected via lottery will be randomly placed on a waitlist based on the student's randomly generated lottery number. Upon notification of admittance, families will have two business days upon verbal notification to accept the position.

- Caprock Academy will continue to enroll students from the top of the waitlist as positions become available until:
 - K-8: 2nd Thursday of January
 - High School: October 1st
 - On a case-by-case basis approved by the Head of School

Admission

Once a student is offered a position and the parent/guardian accepts the position, the parent/guardian must complete and turn in a full enrollment packet before the student will be able to attend class. Parents/Guardians will have 3 business days to set up an appointment with the Registrar to turn in the full enrollment packet. Failure to make an appointment is deemed as choosing to decline the position and the student will be removed from the class.

Policy SE 10.1 – Enrollment of Expelled Students

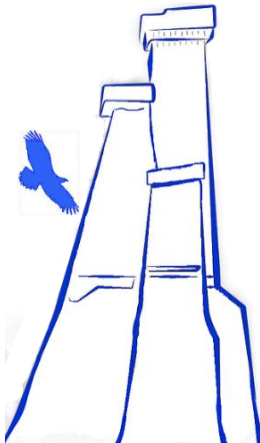
Students expelled for drugs or violence will not be admitted to Caprock Academy during the time of their expulsion. All other expelled students will be evaluated on a case-by-case basis. The Head of School and CABD will participate in the decision.

[Updated October 2020]



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2024-2025

Caprock Academy



Expanding Frontiers in Public Education

1525 Sherman St. B76 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us

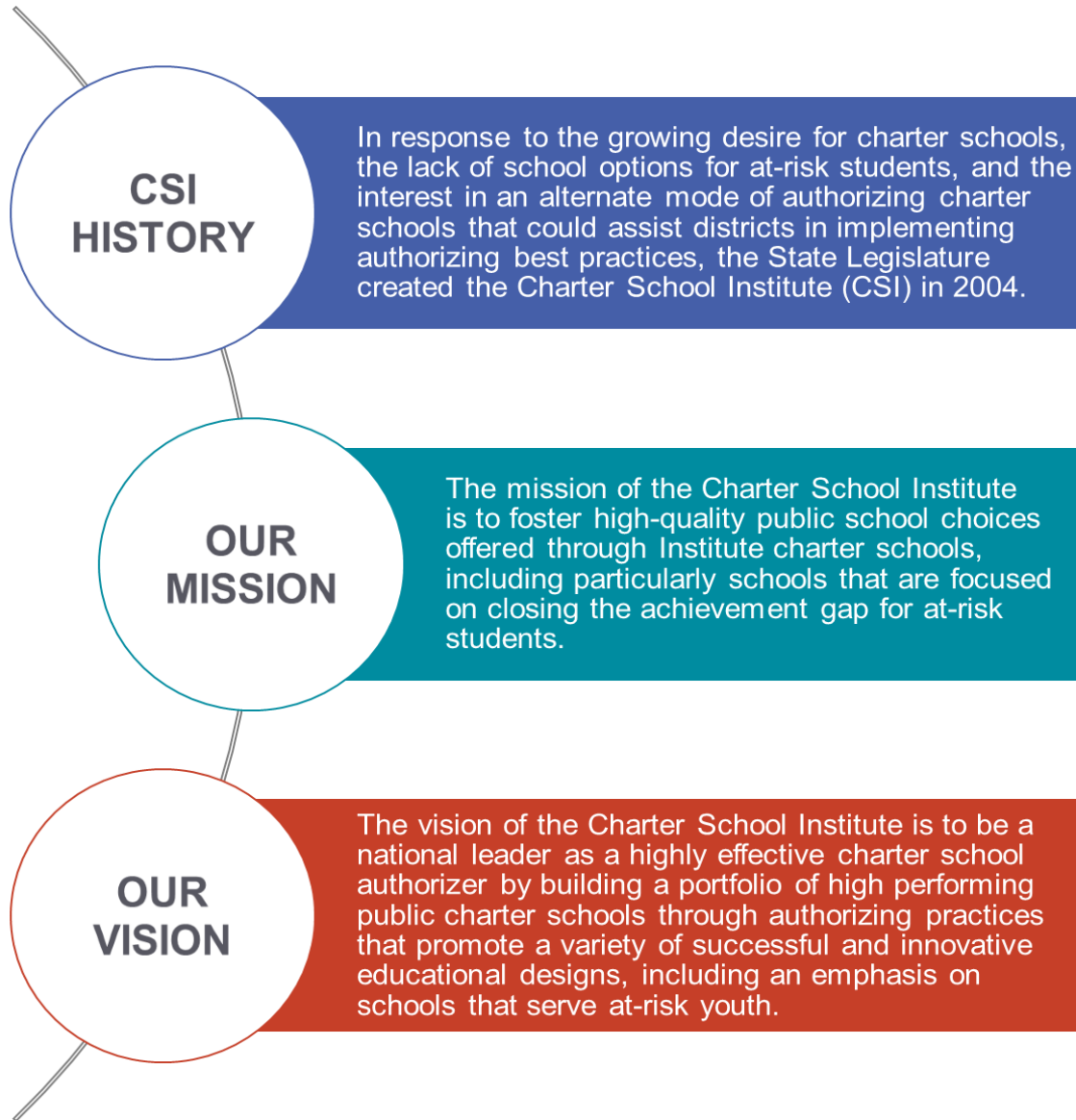


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CSI Annual Review of Schools (CARS) Summary

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:

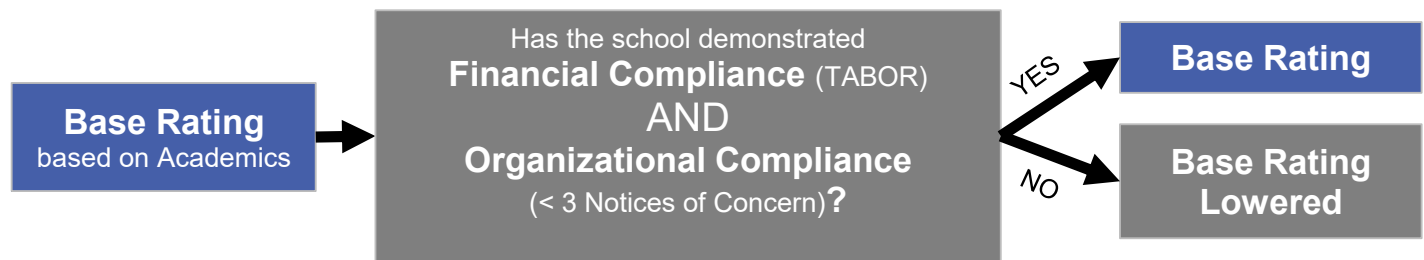
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

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 2020 to 2025. 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?
- b. How has the school's unassigned fund balanced 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

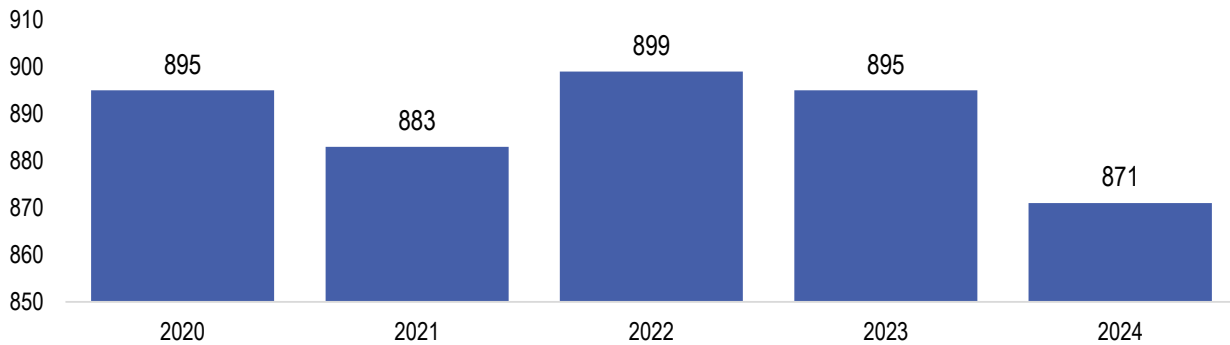
Town/City: Grand Junction

District of Residence: Mesa County Valley 51

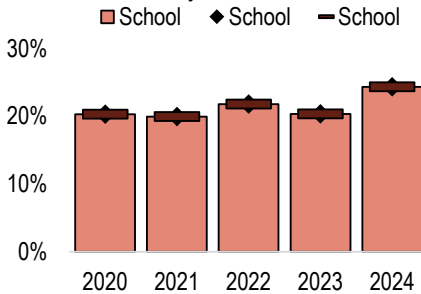
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2020	2021	2022	2023	2024
Enrollment Over Time	895	883	899	895	871
F/R Lunch	15.3%	17.9%	15.2%	29.9%	32.0%
Minority	20.3%	19.9%	21.8%	20.3%	24.3%
IEP	7.6%	8.6%	8.2%	8.8%	8.2%
EL	1.9%	1.6%	1.3%	1.0%	1.7%
Gifted	3.4%	2.8%	3.1%	3.8%	4.4%
504	5.6%	4.2%	4.8%	5.6%	6.4%

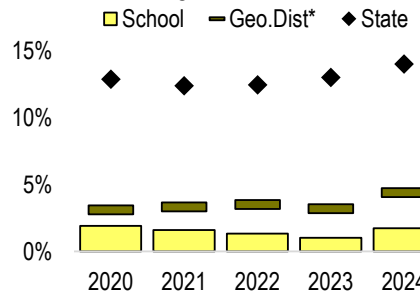
Enrollment over Time



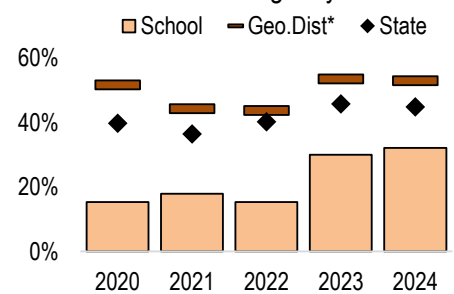
Minority Students



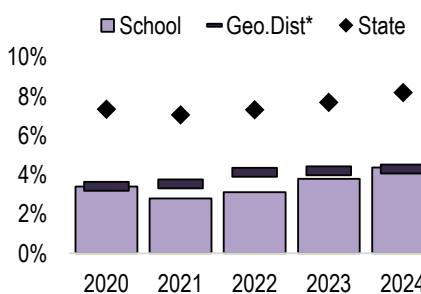
English Learners



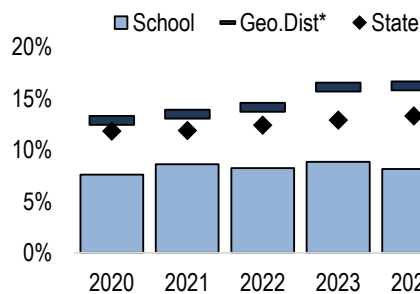
Lunch Eligibility



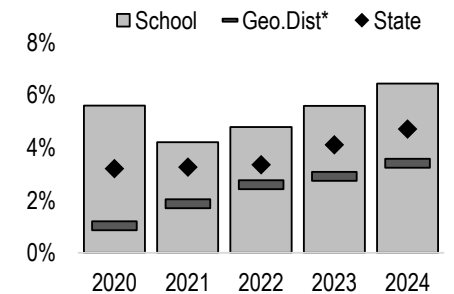
Gifted Students



Students with Disabilities



Students with a 504



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

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

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	578	546	94.5%	28	99.3%	Meets 95%
Math	578	550	95.2%	28	100.0%	Meets 95%
Science	181	171	94.5%	8	98.8%	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	427	402	94.1%	21	99.0%	Meets 95%
CMAS Math	427	406	95.1%	21	100.0%	Meets 95%
CMAS Science	181	171	94.5%	8	98.8%	Meets 95%
PSAT/SAT Evidence-Based Reading and Writing	151	144	95.4%	7	100.0%	Meets 95%
PSAT/SAT Math	151	144	95.4%	7	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?

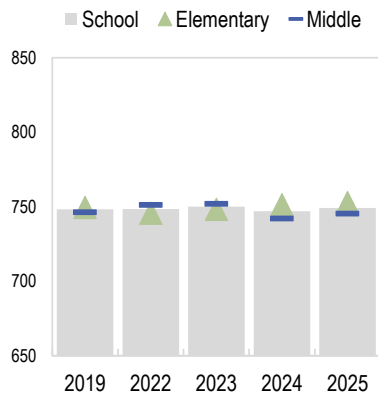
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2019		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	71	745	70	742	76	750	71	751	68	752
4	76	750	70	747	68	753	74	752	61	745
5	80	754	73	747	72	741	68	751	69	761
Elementary	227	750	213	746	216	748	213	751	198	753
6	66	747	68	748	70	748	76	734	76	743
7	70	749	79	755	70	743	69	754	59	739
8	65	743	77	750	71	765	63	740	63	754
Middle	201	747	224	751	211	752	208	742	198	746
Overall	428	748	437	749	427	750	421	747	396	749

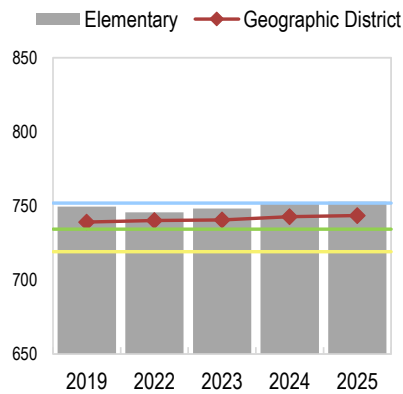
Geographic District Achievement over Time in ELA										
CMAS ELA	2019		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,537	733	1,377	735	1,399	735	1,377	736	1,331	737
4	1,474	741	1,352	740	1,391	739	1,376	744	1,376	744
5	1,583	743	1,356	745	1,356	748	1,326	749	1,362	750
Elementary	4,594	739	4,085	740	4,146	741	4,079	743	4,069	744
6	1,617	736	1,396	740	1,311	739	1,303	740	1,283	742
7	1,446	735	1,304	732	1,308	740	1,203	742	1,260	742
8	1,447	733	1,423	739	1,198	737	1,188	739	1,156	737
Middle	4,510	735	4,123	737	3,817	739	3,694	740	3,699	740
Overall	9,104	737	8,208	739	7,963	740	7,773	742	7,768	742

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

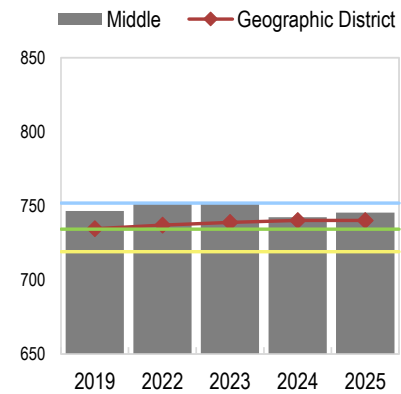
ELA - Schoolwide



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. Over the last five years, overall student achievement increased by 1 scale score points. Since last school year, overall mean scale score increased by 2.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 7.3 scale score points.

English Language Arts Subgroup Achievement

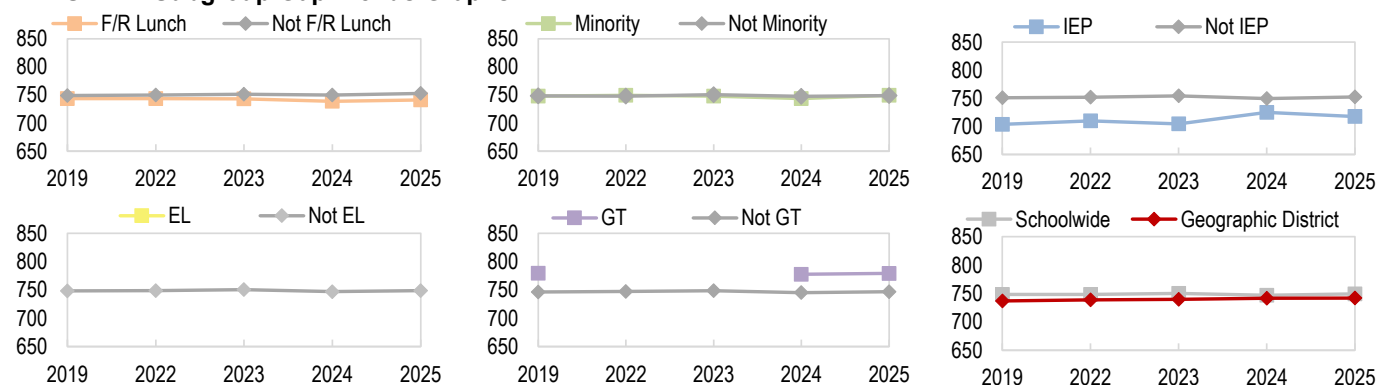
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

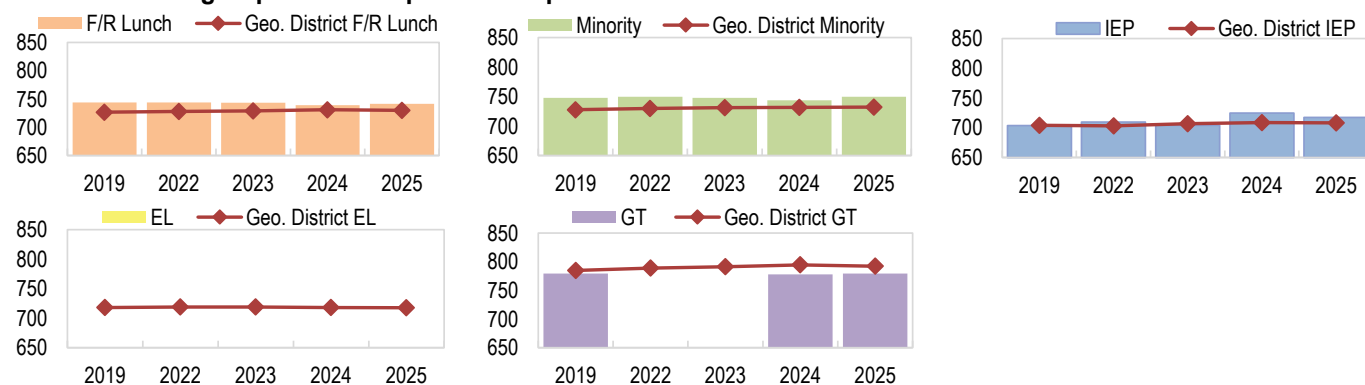
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2019	2022	2023	2024	2025
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	743.6	743.6	743.3	738.8	741.2
	N	749.1	749.7	751.3	749.8	752.8
Minority	Y	747.8	749.5	747.9	743.7	749.5
	N	748.3	748.2	750.6	747.7	749.0
IEP	Y	703.6	709.8	704.3	724.9	717.3
	N	750.9	751.7	754.2	749.5	752.4
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	748.2	748.7	750.5	747.1	749.0
GT	Y	779.4	n<16	n<16	777.7	779.3
	N	746.4	747.2	748.6	745.2	746.9
Schoolwide		748	749	750	747	749

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2019	2022	2023	2024	2025
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	726.7	728.1	729.0	731.0	730.1
	N	746.6	746.2	748.8	753.6	750.5
Minority	Y	727.7	729.8	731.2	731.7	732.1
	N	740.8	742.4	743.3	745.7	746.3
IEP	Y	704.1	703.2	707.0	708.7	708.2
	N	740.3	744.2	746.1	747.6	748.2
EL	Y	718.1	718.7	718.9	717.9	717.7
	N	738.0	739.7	740.9	743.0	743.7
GT	Y	784.7	788.7	791.0	794.4	792.1
	N	734.2	735.6	736.4	738.0	738.3
Geographic District		737	739	740	742	742

CMAS ELA: Subgroup Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

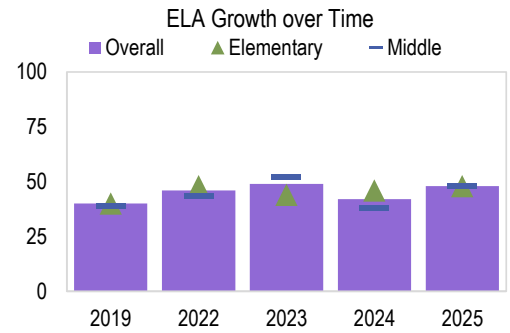
The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP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

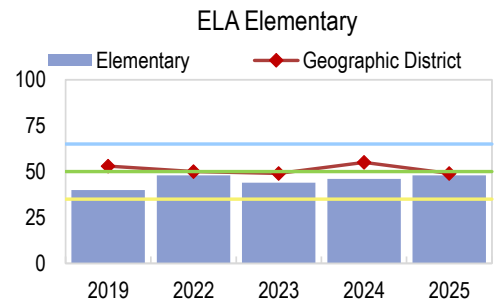
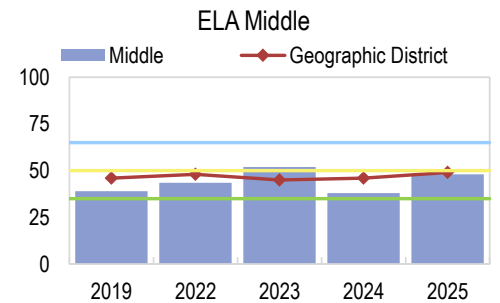
Growth over Time in ELA										
CMAS ELA	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	66	36.5	61	48.0	63	60.0	70	49.5	58	41.5
5	75	40.0	--	--	63	27.0	65	42.0	66	56.0
Elementary	141	40.0	61	48.0	126	44.0	135	46.0	313	48.0
6	64	40.0	59	41.0	61	51.0	71	30.0	72	36.0
7	67	48.0	--	--	62	34.5	64	52.0	57	50.0
8	64	38.0	69	46.0	65	62.0	58	33.5	60	57.0
Middle	195	39.0	128	43.5	188	52.0	193	38.0	313	48.0
Overall	336	40.0	189	46.0	314	49.0	328	42.0	313	48.0



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	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,399	55.0	1,221	50.0	1,309	48.0	1,309	56.0	1,295	55.0
5	1,506	52.0	--	--	1,296	51.0	1,273	54.0	1,302	54.0
Elementary	2,905	53.0	1,221	50.0	2,605	49.0	2,582	55.0	6,005	49.0
6	1,525	47.0	1,256	47.0	1,258	41.0	1,229	41.0	1,179	45.0
7	1,342	46.0	--	--	1,231	43.0	1,140	45.0	1,177	41.0
8	1,344	46.5	1,238	48.5	1,103	54.0	1,097	52.0	1,052	46.0
Middle	4,211	46.0	2,494	48.0	3,592	45.0	3,466	46.0	6,005	49.0
Overall	7,116	49.0	3,715	49.0	6,197	47.0	6,048	50.0	6,005	49.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the ELA state assessment. Over the last five years, overall student growth increased. Since last year, student growth increased by 6 percentile points. In the most recent year, overall student growth was approaching state expectations and was below the geo. district. Overall student growth for the geo. district is flat.

English Language Arts Subgroup Growth

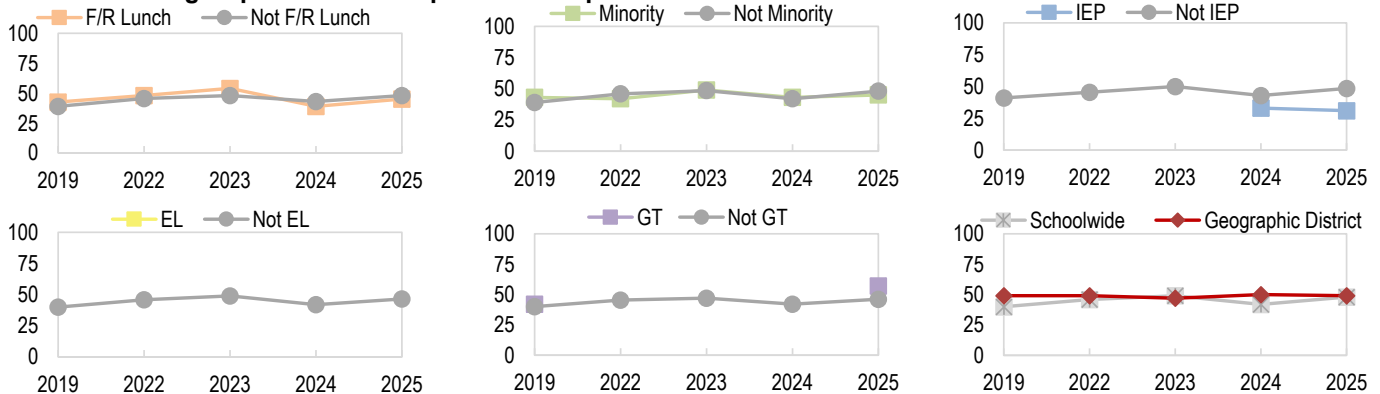
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

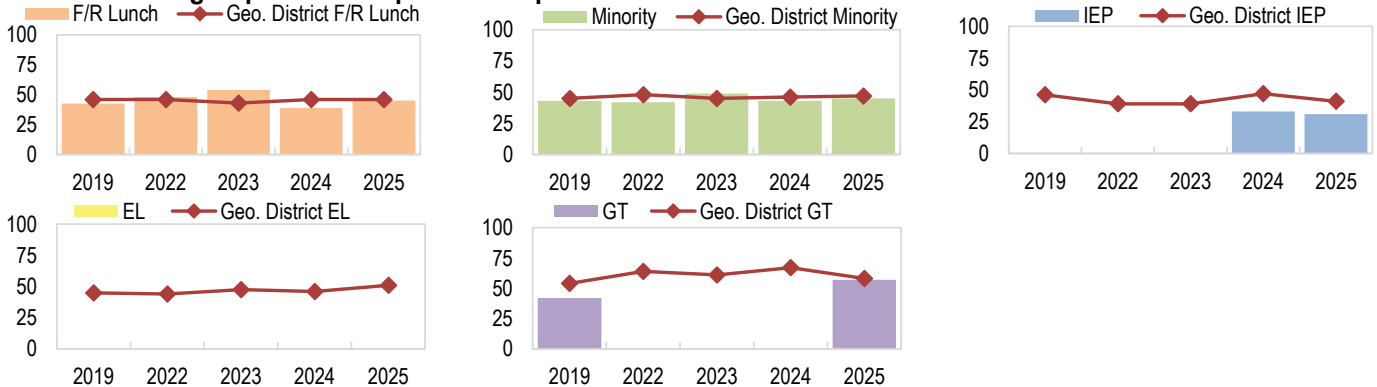
Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	42.5	48.0	54.0	39.0	45.0
	N	39.0	45.5	48.0	43.0	48.0
Minority	Y	43.0	42.0	49.0	43.0	45.0
	N	39.0	46.0	48.5	42.0	48.0
IEP	Y	n<20	n<20	n<20	33.0	31.0
	N	41.0	45.5	50.0	43.0	48.5
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	40.0	46.0	49.0	42.0	46.5
GT	Y	42.0	n<20	n<20	n<20	57.0
	N	40.0	45.5	47.0	42.0	46.0
Schoolwide		40.0	46.0	49.0	42.0	48.0

Subgroup Growth Gap Trends over Time in ELA						
CMAS ELA		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	46.0	43.0	46.0	46.0
	N	52.0	51.0	51.0	55.0	50.0
Minority	Y	45.0	48.0	45.0	46.0	47.0
	N	51.0	49.0	48.0	52.0	49.0
IEP	Y	46.0	39.0	39.0	47.0	41.0
	N	50.0	50.0	49.0	51.0	50.0
EL	Y	45.0	44.0	47.5	46.0	51.0
	N	50.0	49.0	47.0	50.0	48.0
GT	Y	54.0	64.0	61.0	67.0	58.0
	N	49.0	47.0	46.0	49.0	47.0
Geographic District		49.0	49.0	47.0	50.0	49.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the growth of student subgroups on the ELA state assessment over time. CMAS results show the following (if applicable): 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, Mesa County Valley 51 outperformed the school. In the most recent year, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, GT, - 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?

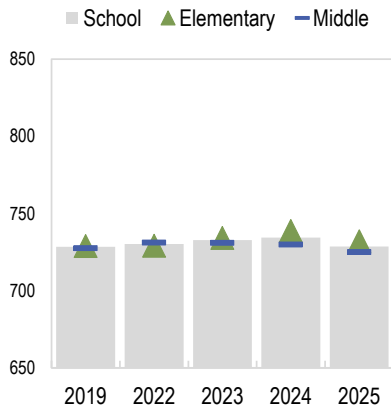
-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2019		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	71	729	70	729	76	744	71	744	68	736
4	76	731	70	730	68	739	74	735	62	725
5	80	727	73	729	71	719	68	738	70	734
Elementary	227	729	213	729	215	734	213	739	200	732
6	75	725	68	733	70	733	77	720	76	725
7	70	733	80	734	70	729	71	739	59	724
8	66	726	76	728	68	731	63	732	66	726
Middle	211	728	224	731	208	731	211	730	201	725
Overall	438	728	437	730	423	733	424	734	401	729

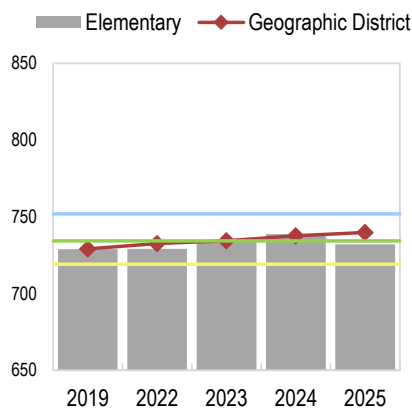
Geographic District Achievement over Time in Math										
CMAS Math	2019		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
3	1,533	733	1,377	735	1,400	737	1,389	742	1,332	740
4	1,478	726	1,353	729	1,388	730	1,380	735	1,377	738
5	1,581	728	1,352	734	1,362	736	1,348	737	1,369	742
Elementary	4,592	729	4,082	733	4,150	734	4,117	738	4,078	740
6	1,621	726	1,382	728	1,317	728	1,307	731	1,297	730
7	1,450	729	1,296	727	1,303	728	1,210	730	1,269	733
8	1,453	726	1,421	731	1,204	729	1,191	729	1,172	732
Middle	4,524	727	4,099	728	3,824	728	3,708	730	3,738	732
Overall	9,116	728	8,181	731	7,974	731	7,825	734	7,816	736

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

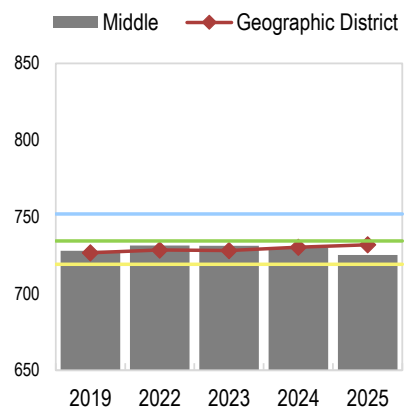
Math - Schoolwide



Math - Elementary



Math - Middle



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. Over the last five years, overall student achievement increased by 0.2 scale score points. Since last school year, overall mean scale score decreased by 5.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district () for the past five years. Overall, the school performs lower than their geo. district by 7.4 scale score points.

Mathematics Subgroup Achievement

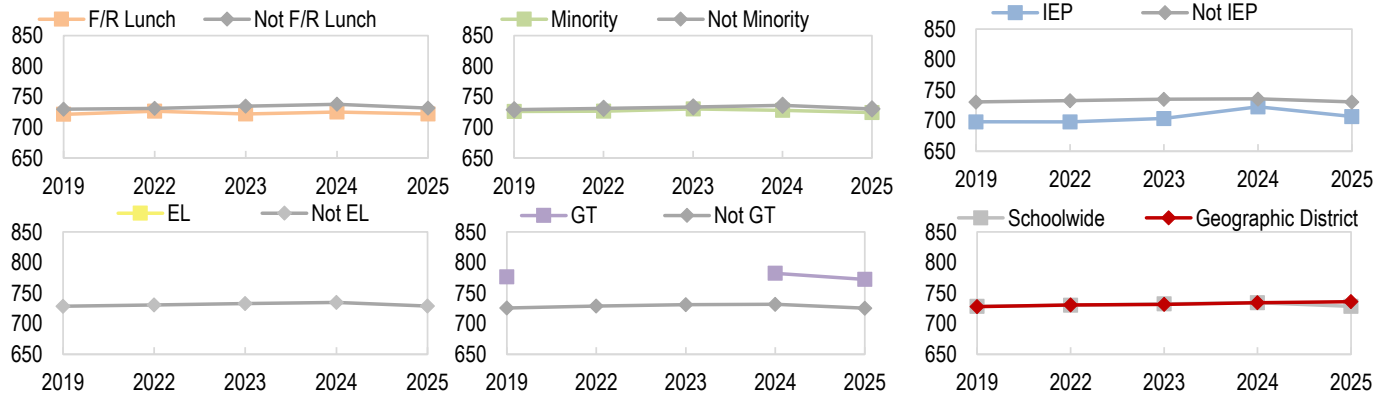
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

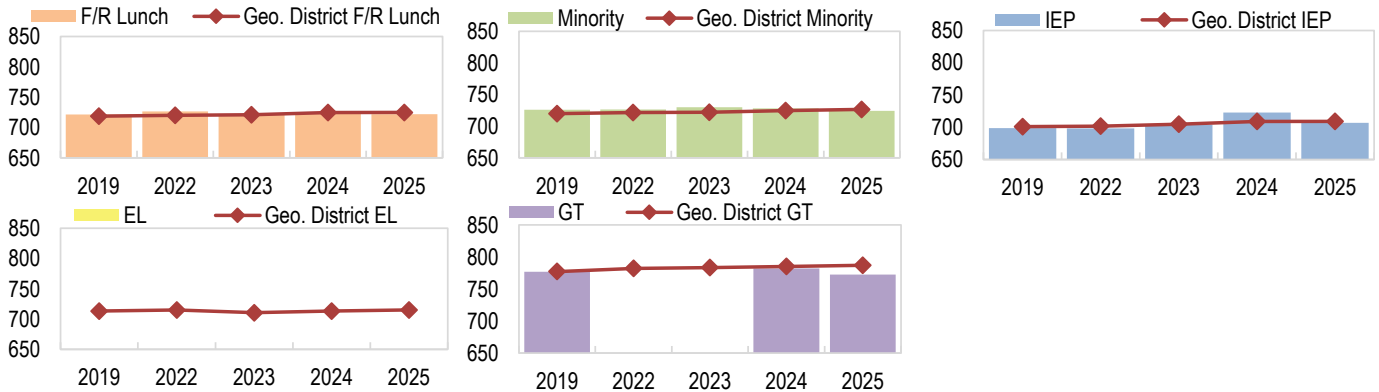
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2019	2022	2023	2024	2025
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	721.3	726.5	722.2	725.0	722.0
	N	729.8	731.2	734.6	737.8	731.6
Minority	Y	726.1	726.5	730.2	728.1	724.3
	N	729.0	731.2	733.3	736.1	730.0
IEP	Y	698.5	698.1	703.9	722.8	706.8
	N	730.8	732.9	735.1	735.8	730.8
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	728.6	730.5	732.9	734.8	728.9
GT	Y	776.8	n<16	n<16	782.3	772.4
	N	725.6	728.9	731.1	731.8	725.4
Schoolwide		728	730	733	734	729

Geographic District Gap Trends over Time in Math						
CMAS Math		2019	2022	2023	2024	2025
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	718.7	720.0	720.9	724.8	724.9
	N	736.6	738.0	740.2	745.1	744.1
Minority	Y	719.9	721.8	722.1	724.7	726.6
	N	731.3	734.2	735.3	738.2	740.2
IEP	Y	701.0	701.8	704.6	708.9	709.1
	N	730.7	735.0	736.6	738.8	741.0
EL	Y	713.5	715.0	710.6	713.3	714.9
	N	728.8	731.4	732.6	735.5	737.6
GT	Y	777.1	782.0	783.2	785.1	787.0
	N	725.2	727.4	728.0	730.7	732.3
Geographic District		728	731	731	734	736

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

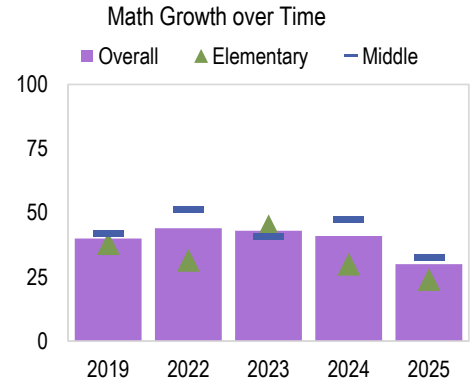
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show the following (if applicable): non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, general education students outperformed their IEP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

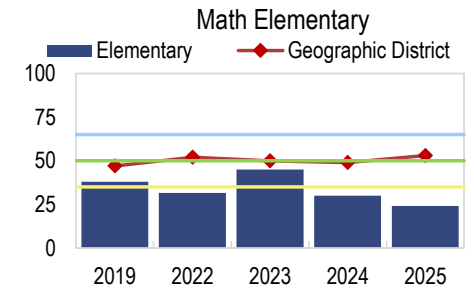
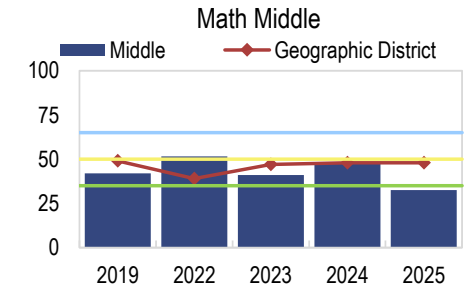
Growth over Time in Math										
CMAS Math	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	67	49.0	--	--	63	76.0	70	29.0	58	15.0
5	75	28.0	68	31.5	62	26.5	65	30.0	67	31.0
Elementary	142	38.0	68	31.5	125	45.0	135	30.0	125	24.0
6	73	49.0	--	--	61	58.0	71	42.0	73	32.0
7	67	42.0	68	51.5	62	39.5	65	62.0	58	49.5
8	64	37.5	--	--	64	35.0	58	39.5	63	22.0
Middle	204	42.0	68	51.5	187	41.0	194	47.5	194	32.5
Overall	346	40.0	136	44.0	312	43.0	329	41.0	319	30.0



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	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
4	1,406	44.0	--	--	1,312	44.0	1,322	48.0	1,318	49.5
5	1,510	49.0	1,233	52.0	1,291	55.0	1,299	49.0	1,314	57.5
Elementary	2,916	47.0	1,233	52.0	2,603	50.0	2,621	49.0	2,632	53.0
6	1,531	53.0	--	--	1,256	49.5	1,230	51.0	1,202	48.0
7	1,347	44.0	1,134	39.0	1,216	43.0	1,145	44.0	1,184	45.0
8	1,353	48.0	--	--	1,102	52.0	1,096	51.0	1,069	53.0
Middle	4,231	49.0	1,134	39.0	3,574	47.0	3,471	48.0	3,455	48.0
Overall	7,147	48.0	2,367	46.0	6,177	48.0	6,092	49.0	6,087	50.0



Growth Status and Local Comparison Narrative

The graphs show schoolwide growth on the Math state assessment. Over the last five years, overall student growth decreased. Since last year, student growth decreased by 11 percentile points. In the most recent year, overall student growth did not meet state expectations and was below the geo. district. Overall student growth for the geo. district has increased over time.

Mathematics Subgroup Growth

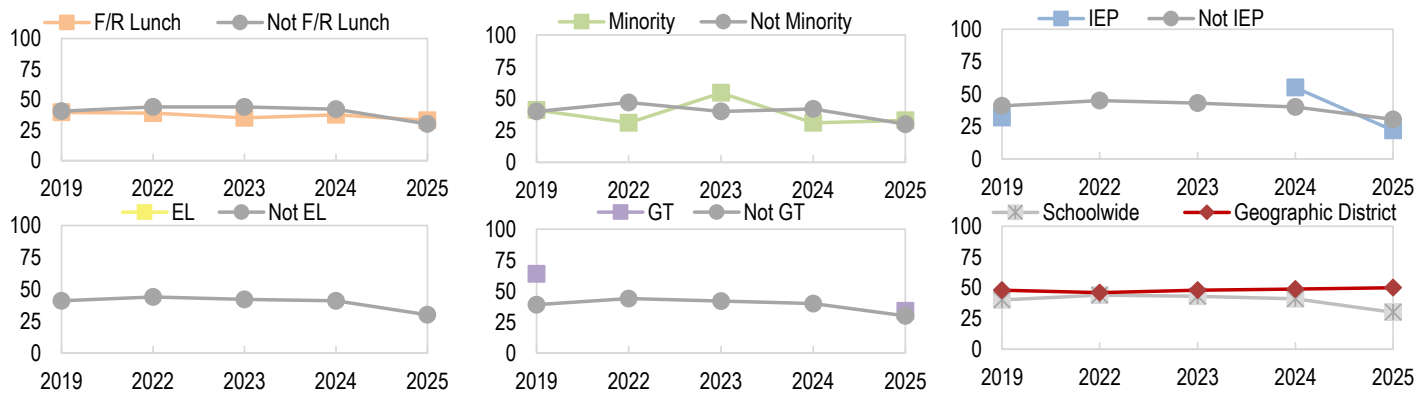
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

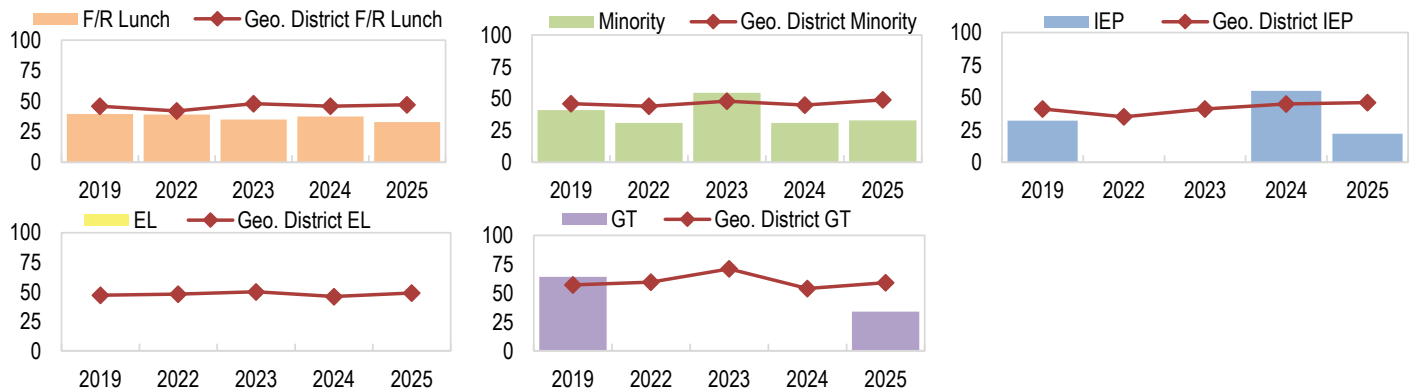
Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	39.5	39.0	35.0	37.5	33.0
	N	40.5	44.0	44.0	42.0	30.0
Minority	Y	41.0	31.0	54.5	31.0	33.0
	N	40.0	47.0	40.0	42.0	30.0
IEP	Y	32.0	n<20	n<20	55.0	22.0
	N	41.0	45.0	43.0	40.0	30.5
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	41.0	44.0	42.0	41.0	30.0
GT	Y	64.0	n<20	n<20	n<20	34.0
	N	39.0	44.0	42.0	40.0	30.0
Schoolwide		40.0	44.0	43.0	41.0	30.0

Subgroup Growth Gap Trends over Time in Math						
CMAS Math		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	46.0	42.0	48.0	46.0	47.0
	N	50.0	48.0	52.0	51.0	53.0
Minority	Y	46.0	44.0	48.0	45.0	49.0
	N	48.0	46.0	50.0	50.0	51.0
IEP	Y	41.0	35.0	41.0	45.0	46.0
	N	48.5	47.0	52.0	49.0	51.0
EL	Y	47.0	48.0	50.0	46.0	49.0
	N	48.0	46.0	50.0	49.0	50.0
GT	Y	57.0	59.5	71.0	54.0	59.0
	N	47.0	44.0	49.0	48.0	49.0
Geographic District		48.0	46.0	48.0	49.0	50.0

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): FRL students outperformed their non-FRL peers, minority students outperformed their non-minority peers, general education students outperformed their IEP peers, GT students outperformed their non-GT peers, overall, Mesa County Valley 51 outperformed the school. In the most recent year, the following geo. district subgroups outperformed subgroups in the school: FRL, minority, IEP, GT, - 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	2021			2022			2023			2024			2025		
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	n<20	-	n<20	n<20	0.0%
Middle	n<20	--	--	n<20	n<20	--	--	--	--	n<20	n<20	-	n<20	n<20	0.0%
High	n<20	--	--	n<20	n<20	--	n<20	n<20	--	n<20	n<20	-	n<20	n<20	0.0%
Overall	n<20	--	--	n<20	n<20	--	n<20	n<20	--	n<20	n<20	-	n<20	n<20	0.0%

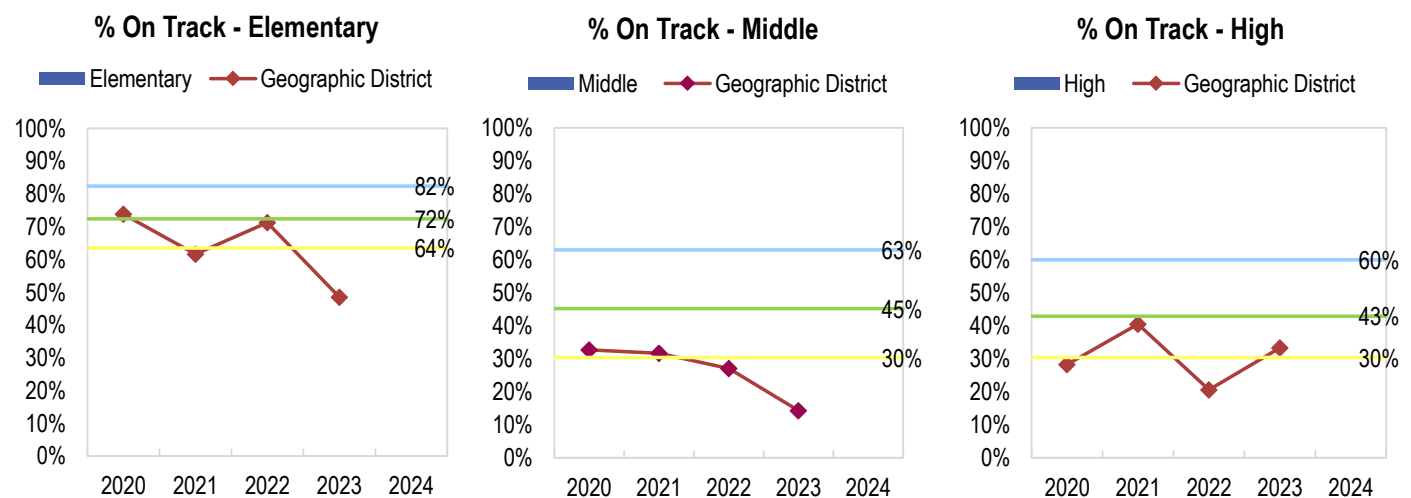
Geographic District Growth over Time on ACCESS															
ACCESS	2020			2021			2022			2023			2024		
Grade/Level	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On	N	MGP	% On
Elementary	229	53.0	73.8%	233	60.0	61.6%	280	57.5	71.3%	33	44.0	48.5%	309	50.0	--
Middle	55	52.0	32.7%	66	67.5	31.7%	57	51.0	27.1%	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 the most recent year, overall student growth exceeded state expectations and was above the geo. district. Additionally, 0% 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?

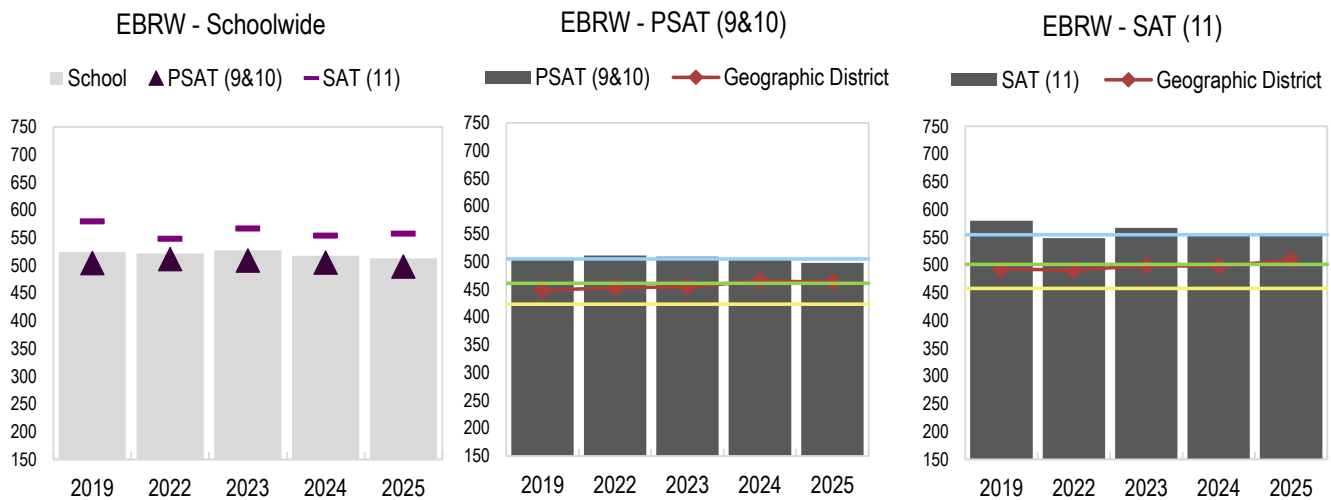
Achievement over Time in EBRW										
PSAT/SAT EBRW	2019 [^]		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	33	463	57	474	50	504	62	487	56	488
PSAT (10th)*	50	531	47	557	49	514	45	530	52	509
PSAT (9th&10th)	83	504	104	511	99	509	107	505	108	498
SAT (11th)	30	580	40	549	46	567	36	554	36	558
Overall	113	524	144	522	145	527	143	518	144	513

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2019 [^]		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	1,496	443	1,460	438	1,327	442	1,215	450	1,240	457
PSAT (10th)*	1,357	455	1,305	470	1,206	469	1,207	481	1,098	470
PSAT (9th&10th)	2,853	449	2,765	453	2,533	455	2,422	465	2,338	463
SAT (11th)	1,356	493	1,258	491	1,120	499	1,198	498	1,226	509
Overall	4,209	463	4,023	465	3,653	468	3,620	476	3,564	479

*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



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. Over the last five years, overall student achievement decreased by 8.8 scale score points. Since last school year, overall mean scale score decreased by 4.7 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 34.3 scale score points.

Evidence-Based Reading and Writing Subgroup Achievement

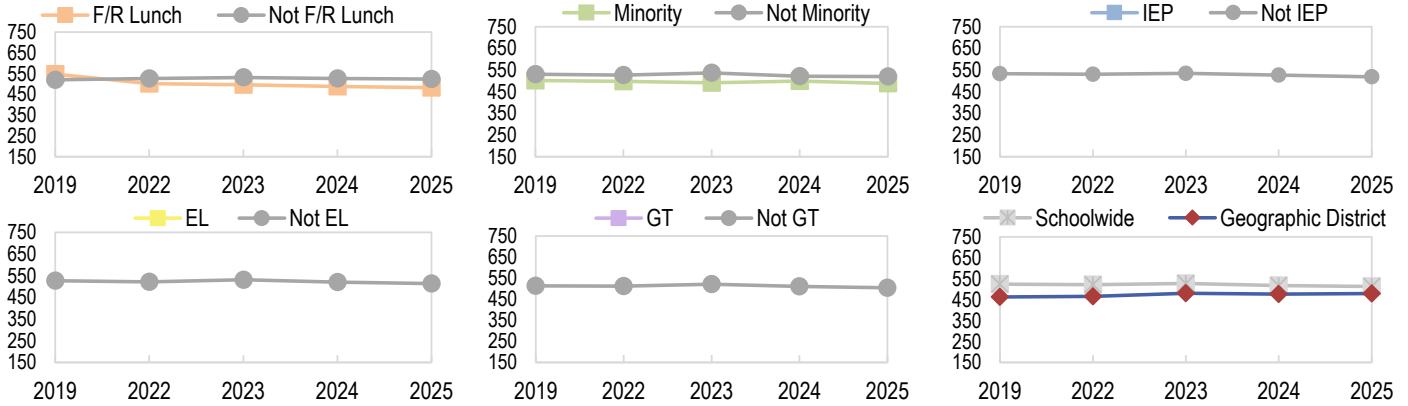
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

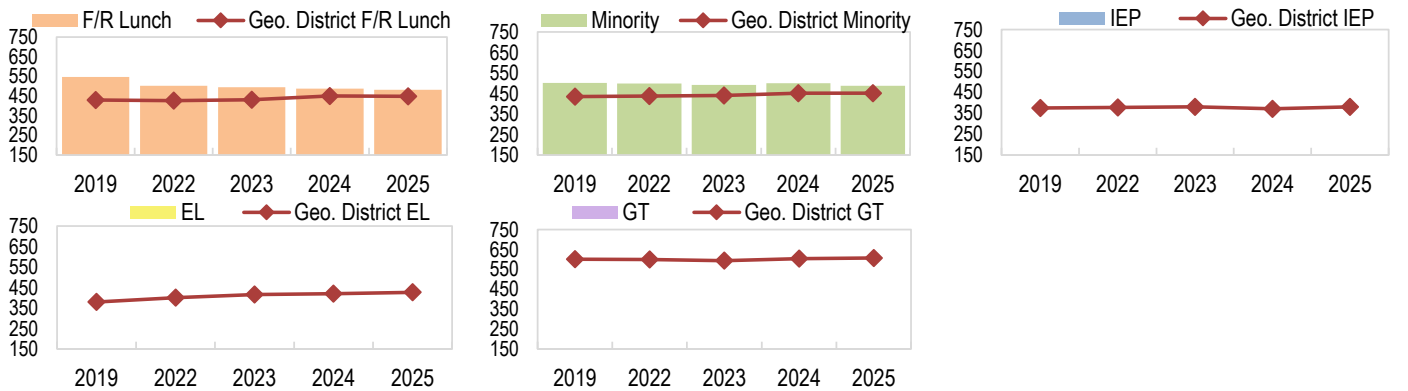
Subgroup Achievement Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2019	2022	2023	2024	2025
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	548	502	496	488	482
	N	520	526	531	527	524
Minority	Y	502	499	492	500	488
	N	531	527	537	522	520
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	534	530	535	527	519
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	526	522	531	520	514
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	514	512	521	510	504
Schoolwide		524	522	527	518	513

Geographic District Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2019	2022	2023	2024	2025
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	430	427	432	451	448
	N	482	483	488	496	491
Minority	Y	435	437	440	451	452
	N	475	477	485	487	489
IEP	Y	375	377	381	371	380
	N	472	472	475	485	487
EL	Y	379	401	416	420	426
	N	465	469	471	480	482
GT	Y	601	599	594	604	607
	N	454	454	457	466	468
Geographic District		463	465	481	476	479

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?

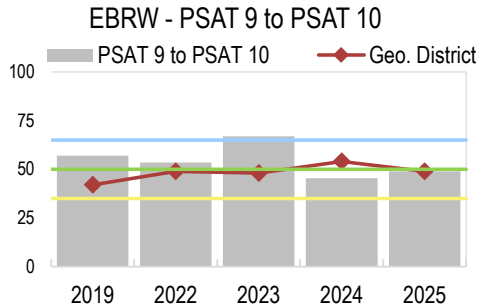
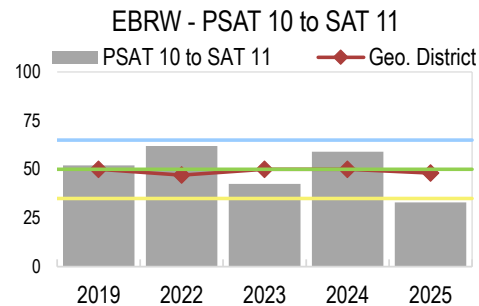
-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW										
PSAT/SAT EBRW	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 ^a	Not available									
PSAT 9 to PSAT 10	49	57.0	46	53.5	44	67.0	42	45.5	50	49.0
PSAT 10 to SAT 11	27	52.0	35	62.0	44	42.5	36	59.0	36	33.0
Overall	76	55.0	81	58.0	88	57.0	78	50.0	86	40.0

^aTo 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	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9 ^a	Not available									
PSAT 9 to PSAT 10	1,278	42.0	1,167	49.0	1,140	48.0	1,134	54.0	1,011	49.0
PSAT 10 to SAT 11	1,265	50.0	1,120	47.0	1,030	50.0	1,110	50.0	1,071	48.0
Overall	2,543	46.0	2,287	48.0	2,170	49.0	2,244	52.0	2,082	48.0

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



Growth Status and Local Comparison Narrative

The graphs above show schoolwide growth on the EBRW state assessment. Over the last five years, overall student growth decreased. Since last year, student growth decreased by 10 percentile points. In the most recent year, overall student growth was approaching state expectations. Overall student growth was below the geo. district. Overall student growth for the geo. district has increased over time.

Evidence-Based Reading and Writing Subgroup Growth

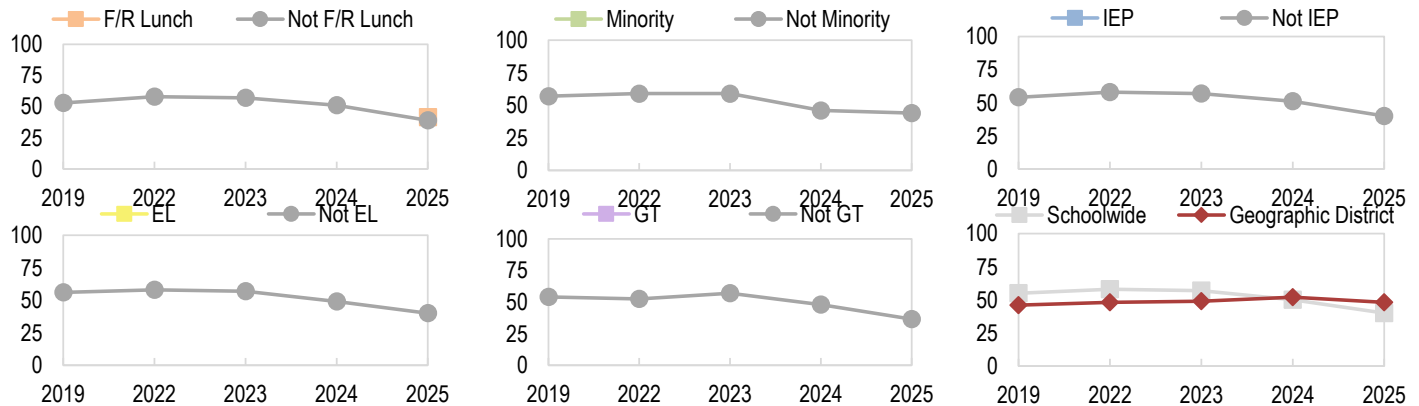
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

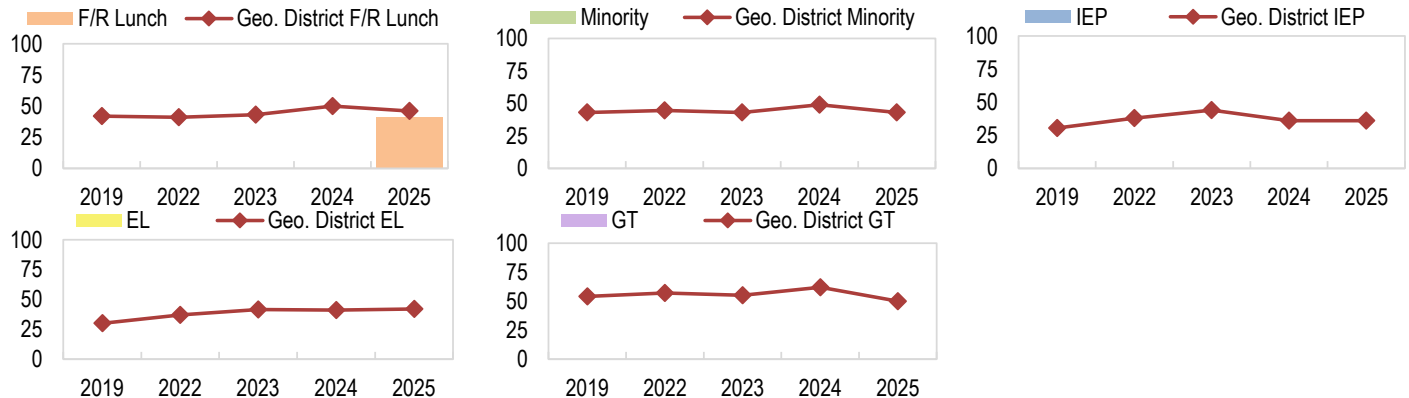
Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R	Y	n<20	n<20	n<20	n<20	41.5
Lunch	N	53.0	58.0	57.0	51.0	39.0
Minority	Y	n<20	n<20	n<20	n<20	n<20
	N	57.0	59.0	59.0	46.0	44.0
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	54.0	58.0	57.0	51.0	40.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	56.0	58.0	57.0	49.0	40.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	54.0	52.5	57.0	48.0	36.5
Schoolwide		55.0	58.0	57.0	50.0	40.0

Subgroup Growth Gap Trends over Time in EBRW						
PSAT/SAT EBRW		2019	2022	2023	2024	2025
Student Subgroup		MGP	MGP	MGP	MGP	MGP
F/R	Y	42.0	41.0	43.0	50.0	46.0
Lunch	N	49.0	51.0	52.0	53.0	49.0
Minority	Y	43.0	44.5	43.0	49.0	43.0
	N	47.0	50.0	52.0	53.0	50.0
IEP	Y	30.5	38.0	44.0	36.0	36.0
	N	47.0	49.0	50.0	53.0	49.0
EL	Y	30.0	37.0	41.5	41.0	42.0
	N	46.0	49.0	50.0	52.0	49.0
GT	Y	54.0	57.0	55.0	62.0	50.0
	N	45.0	47.0	48.0	51.0	48.0
Geographic District		46.0	48.0	49.0	52.0	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): 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	2019 [^]		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	33	463	57	433	50	458	62	445	56	456
PSAT (10th)*	50	481	47	481	49	475	45	479	52	470
PSAT (9th&10th)	83	474	104	454	99	466	107	459	108	463
SAT (11th)	30	535	41	490	46	498	36	509	36	506
Overall	113	490	145	465	145	476	143	472	144	474

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2019 [^]		2022		2023		2024		2025	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	1,497	442	1,466	423	1,329	433	1,219	434	1,244	436
PSAT (10th)*	1,357	445	1,306	449	1,218	449	1,211	452	1,102	455
PSAT (9th&10th)	2,854	444	2,772	435	2,547	441	2,430	443	2,346	445
SAT (11th)	1,356	480	1,260	471	1,121	473	1,205	472	1,231	476
Overall	4,210	456	4,032	447	3,668	451	3,635	452	3,577	456

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

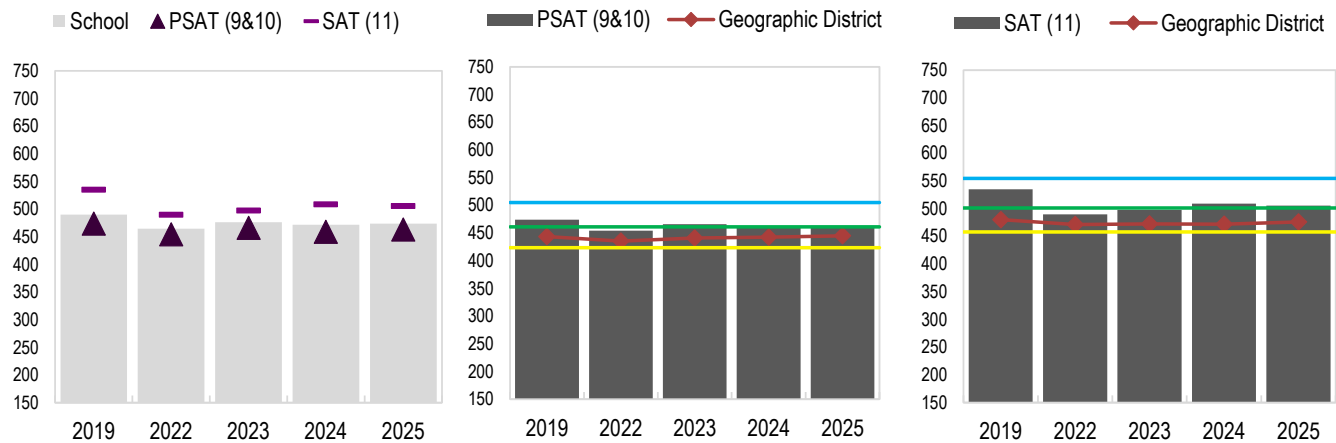
[^]CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

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

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 2018 to 2024, overall student achievement increased by 9 scale score points. Since last school year, overall mean scale score increased by 1.8 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Mesa County Valley 51) for the past five years. Overall, the school outperforms their geo. district by 17.8 scale score points.

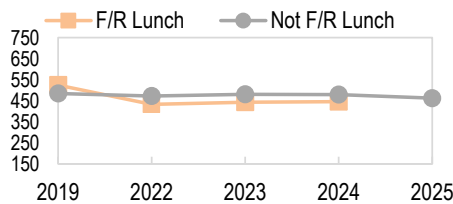
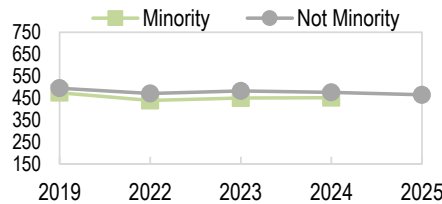
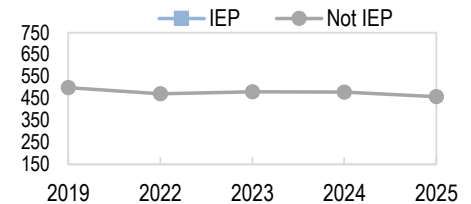
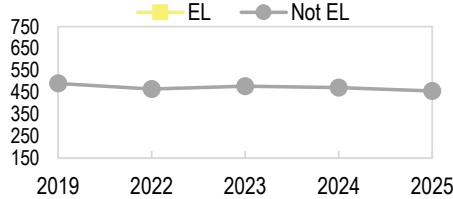
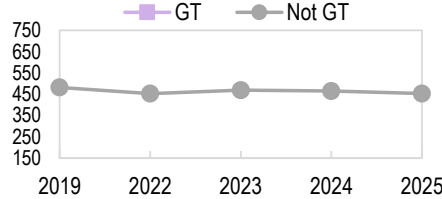
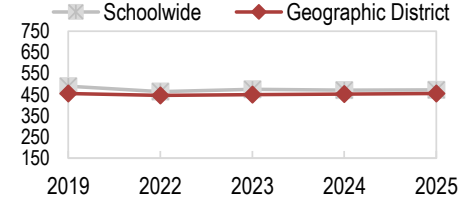
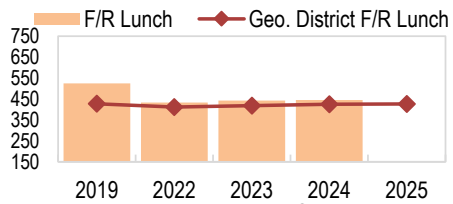
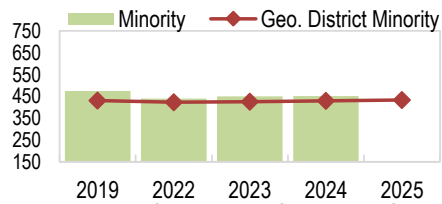
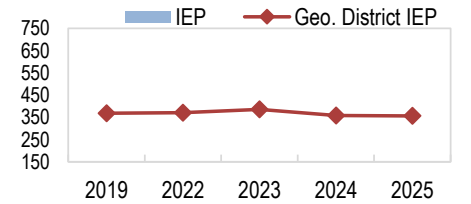
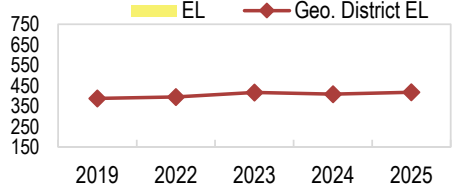
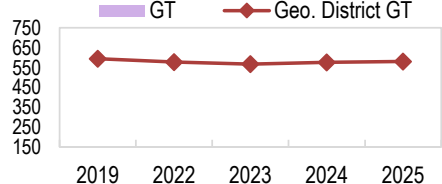
Math Subgroup Achievement

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

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

Subgroup Achievement Gap Trends over Time in Math						
PSAT/SAT Math		2019	2022	2023	2024	2025
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	524	433	443	445	n<16
	N	485	472	480	480	462
Minority	Y	474	439	450	452	n<16
	N	495	471	483	476	465
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	499	472	480	480	458
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	491	465	478	473	457
GT	Y	n<16	n<16	n<16	n<16	n<16
	N	482	453	470	465	454
Schoolwide		490	465	476	472	474

Geographic District Gap Trends over Time in Math						
PSAT/SAT Math		2019	2022	2023	2024	2025
Student Subgroup	MSS	MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	427	412	418	425	426
	N	472	463	469	473	468
Minority	Y	431	423	426	429	433
	N	466	457	465	462	464
IEP	Y	369	371	386	359	356
	N	464	453	456	460	464
EL	Y	387	395	417	409	418
	N	458	450	453	455	458
GT	Y	594	578	567	576	581
	N	447	436	440	442	445
Geographic District		456	447	451	452	456



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): overall, the school outperformed District. In the most recent year, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Math Growth

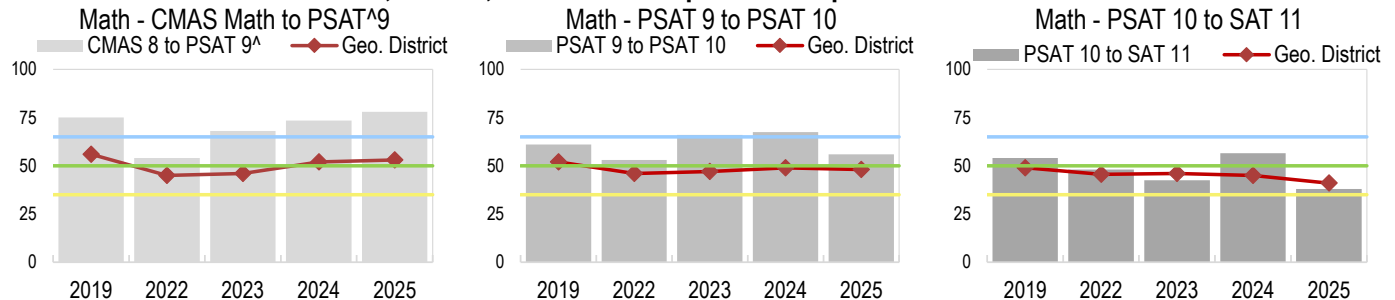
PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- 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	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	29	75.0	47	54.0	47	68.0	54	73.5	49	78.0
PSAT 9 to PSAT 10	49	61.0	46	53.0	44	66.0	42	67.5	50	56.0
PSAT 10 to SAT 11	27	54.0	35	48.0	44	42.5	36	56.5	36	38.0
Overall	105	63.0	128	53.0	135	57.0	132	68.5	135	61.0

Geographic District Growth over Time in Math										
PSAT/SAT Math	2019		2022		2023		2024		2025	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	960	56.0	1,098	45.0	1,135	46.0	1,006	52.0	988	53.0
PSAT 9 to PSAT 10	1,278	52.0	1,167	46.0	1,140	47.0	1,134	49.0	1,011	48.0
PSAT 10 to SAT 11	1,265	49.0	1,120	45.5	1,030	46.0	1,110	45.0	1,071	41.0
Overall	3,503	52.0	285	50.0	291	40.0	3,250	48.0	3,070	47.0

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. Over the last five years, overall student growth decreased. Since last year, student growth decreased by 7.5 percentile points. In the most recent year, 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.

Math Subgroup Growth

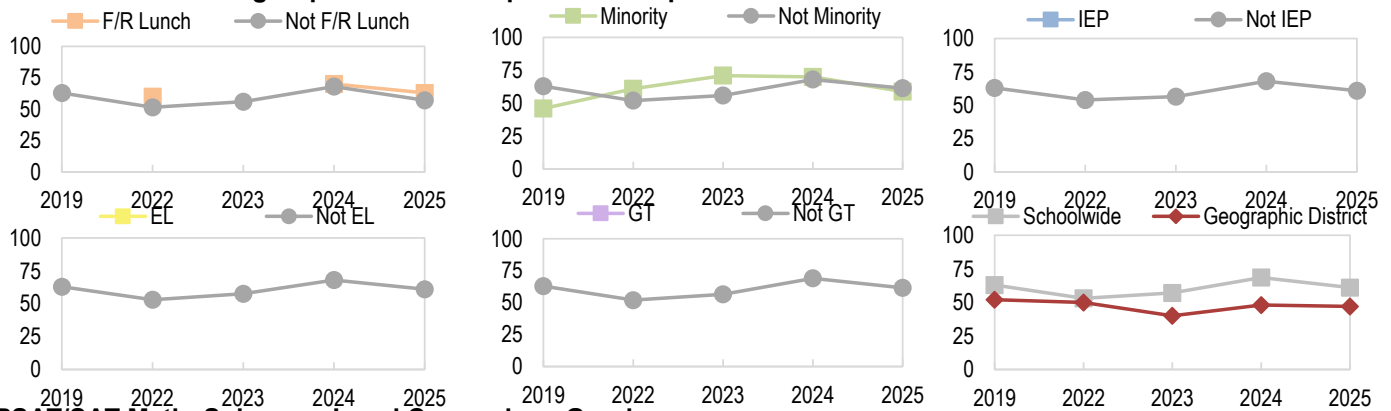
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

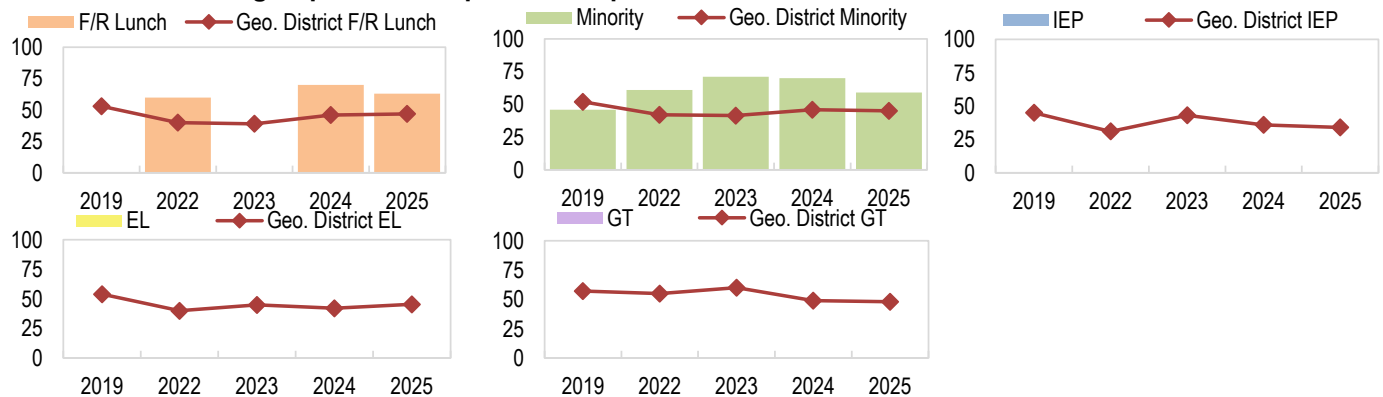
Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2019	2022	2023	2024	2025
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	60.0	n<20	70.0	63.0
	N	63.0	51.5	56.0	68.0	57.0
Minority	Y	46.0	61.0	71.0	70.0	59.0
	N	63.0	52.0	56.0	68.0	61.5
IEP	Y	n<20	n<20	n<20	n<20	n<20
	N	63.0	54.0	56.5	68.0	61.0
EL	Y	n<20	n<20	n<20	n<20	n<20
	N	63.0	53.0	57.5	68.0	61.0
GT	Y	n<20	n<20	n<20	n<20	n<20
	N	63.0	52.0	56.5	69.0	61.5
Schoolwide		63.0	53.0	57.0	68.5	61.0

Subgroup Growth Gap Trends over Time in Math						
PSAT/SAT Math		2019	2022	2023	2024	2025
Student Subgroup	MGP	MGP	MGP	MGP	MGP	MGP
F/R Lunch	Y	53.0	40.0	39.0	46.0	47.0
	N	52.0	47.0	40.5	50.0	47.0
Minority	Y	52.0	42.0	41.5	46.0	45.0
	N	52.0	46.0	40.0	49.0	48.0
IEP	Y	45.0	31.0	43.0	36.0	34.0
	N	53.0	46.0	41.0	49.0	48.0
EL	Y	54.0	40.0	45.0	42.0	45.5
	N	52.0	46.0	40.0	49.0	47.0
GT	Y	57.0	55.0	60.0	49.0	48.0
	N	52.0	44.0	39.0	48.0	47.0
Geographic District		52.0	50.0	40.0	48.0	47.0

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

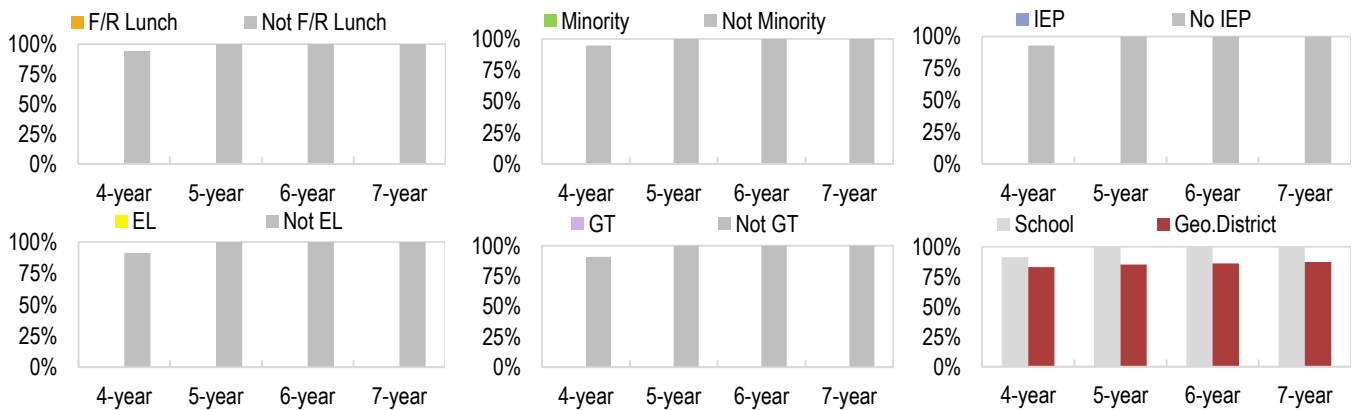
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- 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?

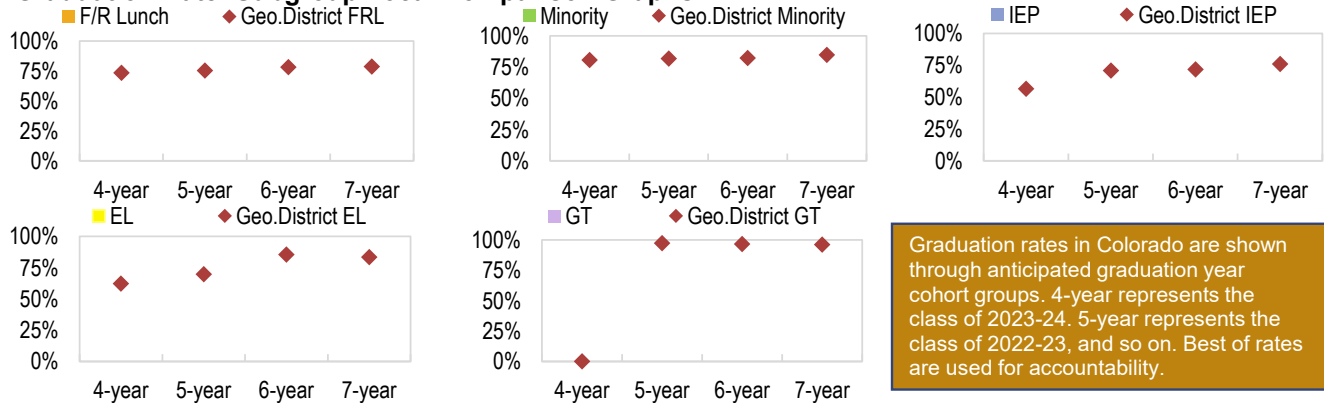
Subgroup Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	--	n<16	n<16	n<16	n<16
	N	5-year	94%	100%	100%	100%
Minority	Y	--	n<16	n<16	n<16	n<16
	N	5-year	95%	100%	100%	100%
IEP	Y	--	n<16	n<16	n<16	n<16
	N	5-year	93%	100%	100%	100%
EL	Y	4-year	0%	0%	0%	n<16
	N	5-year	91%	100%	100%	100%
GT	Y	6-year	n<16	n<16	0%	n<16
	N	5-year	91%	100%	100%	100%
Schoolwide		5-year	91%	100%	100%	100%

Geographic District Graduation Gap Trends over Time						
Graduation Rate	Student Subgroup	Best Of	4-year Rate	5-year Rate	6-year Rate	7-year Rate
F/R Lunch	Y	7-year	73%	75%	78%	79%
	N	7-year	93%	95%	94%	96%
Minority	Y	7-year	81%	82%	82%	85%
	N	7-year	84%	87%	88%	88%
IEP	Y	7-year	57%	71%	72%	76%
	N	7-year	87%	87%	88%	89%
EL	Y	6-year	62%	70%	85%	83%
	N	--	--	--	--	--
GT	Y	5-year	>= 98%	97%	97%	96%
	N	7-year	--	84%	86%	87%
Geographic District		7-year	83%	85%	86%	87%

*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 5 year rate of 100%. The best of rate for the geo. district is the 7 year rate of 87%. The best of rate for English Learners is the 4 year rate of 0%. The best of rate for gifted students is the 6 year rate of 0%.

Postsecondary and Workforce Readiness Additional Indicators

Dropout Rate: Subgroup Status and Gap Trends Tables

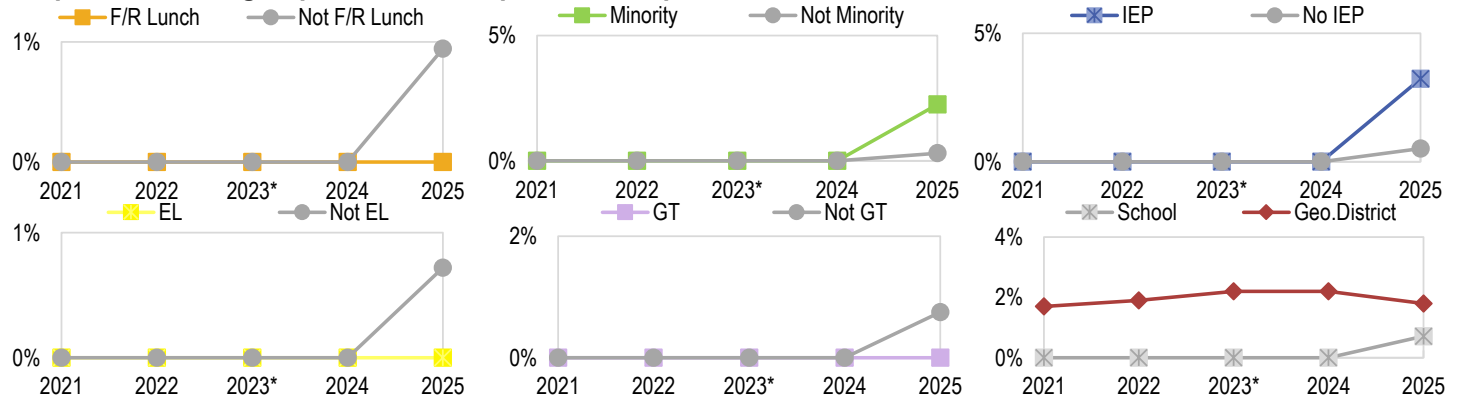
- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

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

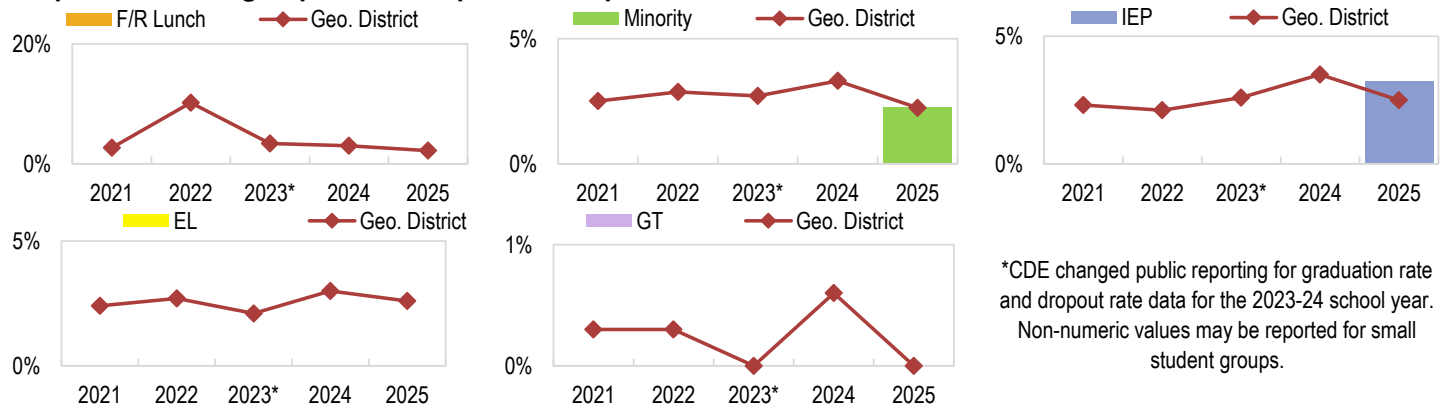
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2021	2022	2023*	2024	2025
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	0.0%	0.0%	0.0%	0.0%	0.0%
	N	0.0%	0.0%	0.0%	0.0%	0.9%
Minority	Y	0.0%	0.0%	0.0%	0.0%	2.2%
	N	0.0%	0.0%	0.0%	0.0%	0.3%
IEP	Y	0.0%	0.0%	0.0%	0.0%	3.2%
	N	0.0%	0.0%	0.0%	0.0%	0.5%
EL	Y	n<16	n<16	0.0%	n<16	n<16
	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		2021	2022	2023*	2024	2025
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	2.7%	10.2%	3.4%	3.0%	2.2%
	N	1.0%	1.1%	1.5%	1.7%	1.4%
Minority	Y	2.5%	2.9%	2.7%	3.3%	2.2%
	N	1.4%	1.4%	1.9%	1.7%	1.6%
IEP	Y	2.3%	2.1%	2.6%	3.5%	2.5%
	N	1.6%	1.8%	2.1%	2.0%	1.7%
EL	Y	2.4%	2.7%	2.1%	3.0%	2.6%
	N	1.7%	1.9%	2.2%	2.2%	1.8%
GT	Y	0.3%	0.3%	0.0%	0.6%	<= 0.5%
	N	1.8%	2.0%	2.3%	2.3%	--
Geographic District		1.7%	1.9%	2.2%	2.2%	1.8%

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 the most recent year, the following subgroups had dropout rates lower than the geo. district: FRL, GT, - additional details are available in the graphs above.

Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

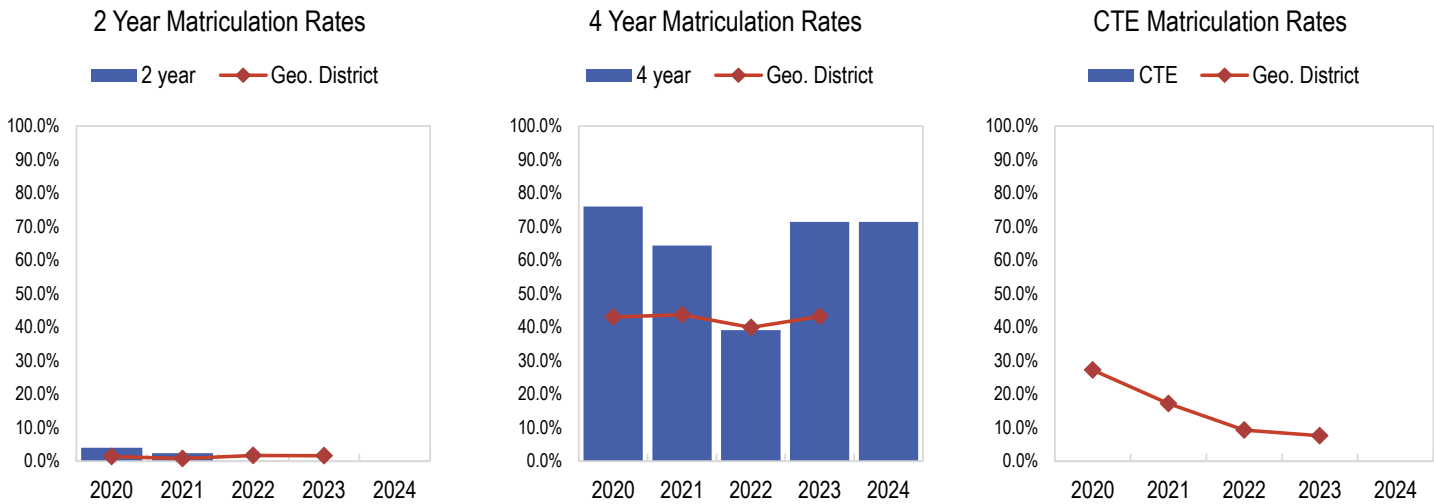
- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time										
Matriculation	2021		2022		2023		2024		2025	
Category	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1	4.0%	1	2.4%	0	0.0%	0	0.0%	0	0.0%
4 year	19	76.0%	27	64.3%	9	39.1%	25	71.4%	30	71.4%
CTE	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Military	--	--	1	2.4%	2	8.7%	2	5.7%	0	0.0%
Postsecondary P	--	--	--	--	--	--	0	0.0%	0	0.0%
Schoolwide	20	80.0%	29	69.0%	11	47.8%	27	77.1%	30	71.4%

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.

Geo. District Matriculation Rate Trends over Time										
Matriculation	2021		2022		2023		2024		2025	
Category	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%	--	--
Military	--	--	0	0.0%	0	0.0%	22	1.6%	--	--
Postsecondary P	--	--	--	--	--	--	35	2.5%	--	--
Geo. District	890	62.2%	756	54.4%	664	46.3%	703	49.8%	--	--

Matriculation Rate: School Status and Local Comparison Graphs



Matriculation Rates Status and Local Comparison
<p>The graphs above show schoolwide matriculation rates compared to the matriculation rates for Mesa County Valley 51. In the most recent year, school matriculation rates met state expectations Since last year, schoolwide matriculation rates decreased from 77% to 71%.</p>

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.



Expanding Frontiers in Public Education

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Class	Jun/Year				
	20-21	21-22	22-23	23-24	24-25
HTK-AM/PM	15	17	17	7	13
FTK CLASS A	20	22	21	21	21
FTK-CLASS B	20	22	21	22	21
FTK-CLASS C	19	21	21	22	19
1st Grade-Class A	27	25	24	26	23
1st Grade-Class B	28	24	26	23	23
1st Grade-Class C	27	24	26	26	23
2nd Grade-Class A	27	26	25	25	23
2nd Grade-Class B	27	27	26	27	23
2nd Grade-Class C	26	26	26	27	22
3rd Grade-Class A	21	26	25	26	25
3rd Grade-Class B	25	25	29	27	26
3rd Grade-Class C	25	24	26	25	23
4th Grade-Class A	28	27	25	27	21
4th Grade-Class B	26	24	24	26	23
4th Grade-Class C	25	25	23	28	21
5th Grade-Class A	24	25	27	27	25
5th Grade-Class B	25	26	27	24	22
5th Grade-Class C	25	27	27	25	25
6th Grade-Class A	27	23	26	27	26
6th Grade-Class B	24	22	26	28	24
6th Grade-Class C	26	25	26	27	27
7th Grade-Class A	27	27	25	25	21
7th Grade-Class B	27	28	24	24	22
7th Grade-Class C	28	28	26	25	22
8th Grade-Class A	27	27	28	22	23
8th Grade-Class B	28	28	28	21	24
8th Grade-Class C	24	24	27	21	24
9th Grade	58	61	51	65	56
10th Grade	52	48	52	45	59
11th Grade	27	42	49	40	34
12th Grade	42	23	35	42	34
Total Enroll	877	869	889	878	818
Total Waitlist	20	0	2	14	12
Total Enr+Waitlist	897	869	892	892	830
Final October Count	893	884	894	893	

2025-2026 School Year	
August	Total
HTK	0
FTK-Class A	17
FTK-Class B	20
FTK-Class C	19
1st Grade-Class A	25
1st Grade-Class B	23
1st Grade-Class C	23
2nd Grade-Class A	21
2nd Grade-Class B	21
2nd Grade-Class C	21
3rd Grade-Class A	27
3rd Grade-Class B	23
3rd Grade-Class C	24
4th Grade-Class A	24
4th Grade-Class B	21
4th Grade-Class C	25
5th Grade-Class A	20
5th Grade-Class B	23
5th Grade-Class C	26
6th Grade-Class A	26
6th Grade-Class B	25
6th Grade-Class C	23
7th Grade-Class A	28
7th Grade-Class B	26
7th Grade-Class C	25
8th Grade-Class A	18
8th Grade-Class B	18
8th Grade-Class C	20
9th Grade	49
10th Grade	40
11th Grade	47
12th Grade	34
Total Enroll	782
Total Waitlist	25
Total Enr+Waitlist	v
Final October Count	

Caprock Academy
Enrollment Totals
9/7/2025

CLASS	TOTAL
FTK-Class A	17
FTK-Class B	20
FTK-Class C	19
1st Grade-Class A	25
1st Grade-Class B	23
1st Grade-Class C	23
2nd Grade-Class A	21
2nd Grade-Class B	21
2nd Grade-Class C	21
3rd Grade-Class A	27
3rd Grade-Class B	23
3rd Grade-Class C	24
4th Grade-Class A	24
4th Grade-Class B	21
4th Grade-Class C	25
5th Grade-Class A	20
5th Grade-Class B	23
5th Grade-Class C	26
6th Grade-Class A	26
6th Grade-Class B	25
6th Grade-Class C	23
7th Grade-Class A	28
7th Grade-Class B	26
7th Grade-Class C	25
8th Grade-Class A	18
8th Grade-Class B	18
8th Grade-Class C	20
9th Grade	49
10th Grade	40
11th Grade	47
12th Grade	34
TOTAL	782

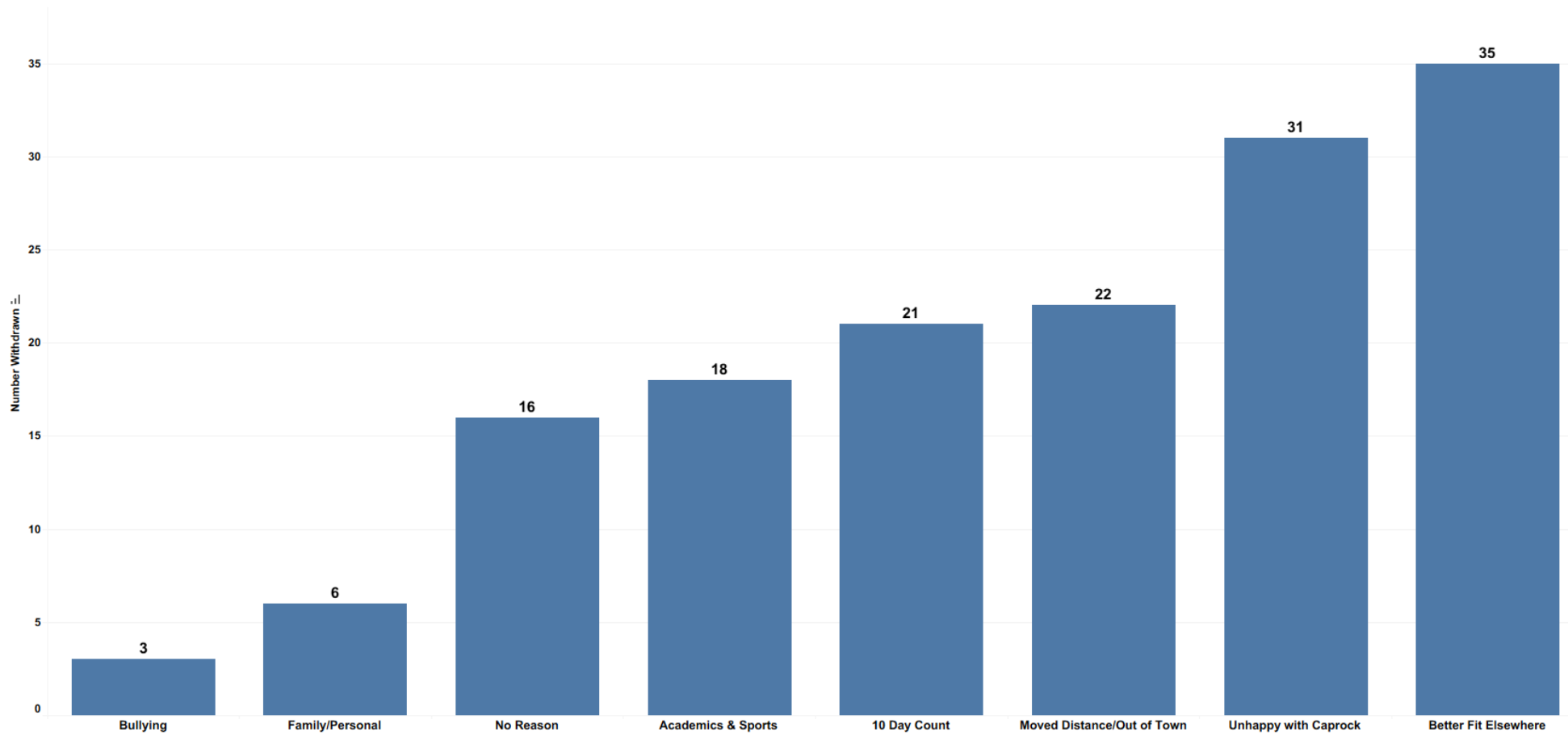
WAITING LIST	TOTAL
FTK	0
1st Grade	0
2nd Grade	0
3rd Grade	0
4th Grade	0
5th Grade	0
6th Grade	0
7th Grade	2
8th Grade	0
9th Grade	0
10th Grade	1
11th Grade	0
TOTAL	3

AVAILABILITY	TOTAL
HTK	N/A
FTK	10
1st Grade	13
2nd Grade	21
3rd Grade	10
4th Grade	14
5th Grade	15
6th Grade	10
7th Grade	5
8th Grade	28
9th Grade	11
10th Grade	26
11th Grade	13
TOTAL	176

Intent to Return	TOTAL
FTK-Class A	0
FTK-Class B	0
FTK-Class C	0
1st Grade-Class A	0
1st Grade-Class B	0
1st Grade-Class C	0
2nd Grade-Class A	0
2nd Grade-Class B	0
2nd Grade-Class C	0
3rd Grade-Class A	0
3rd Grade-Class B	0
3rd Grade-Class C	0
4th Grade-Class A	0
4th Grade-Class B	0
4th Grade-Class C	0
5th Grade-Class A	0
5th Grade-Class B	0
5th Grade-Class C	0
6th Grade-Class A	0
6th Grade-Class B	0
6th Grade-Class C	0
7th Grade-Class A	0
7th Grade-Class B	0
7th Grade-Class C	0
8th Grade-Class A	0
8th Grade-Class B	0
8th Grade-Class C	0
9th Grade	0
10th Grade	0
11th Grade	0
TOTAL	0

Retention %

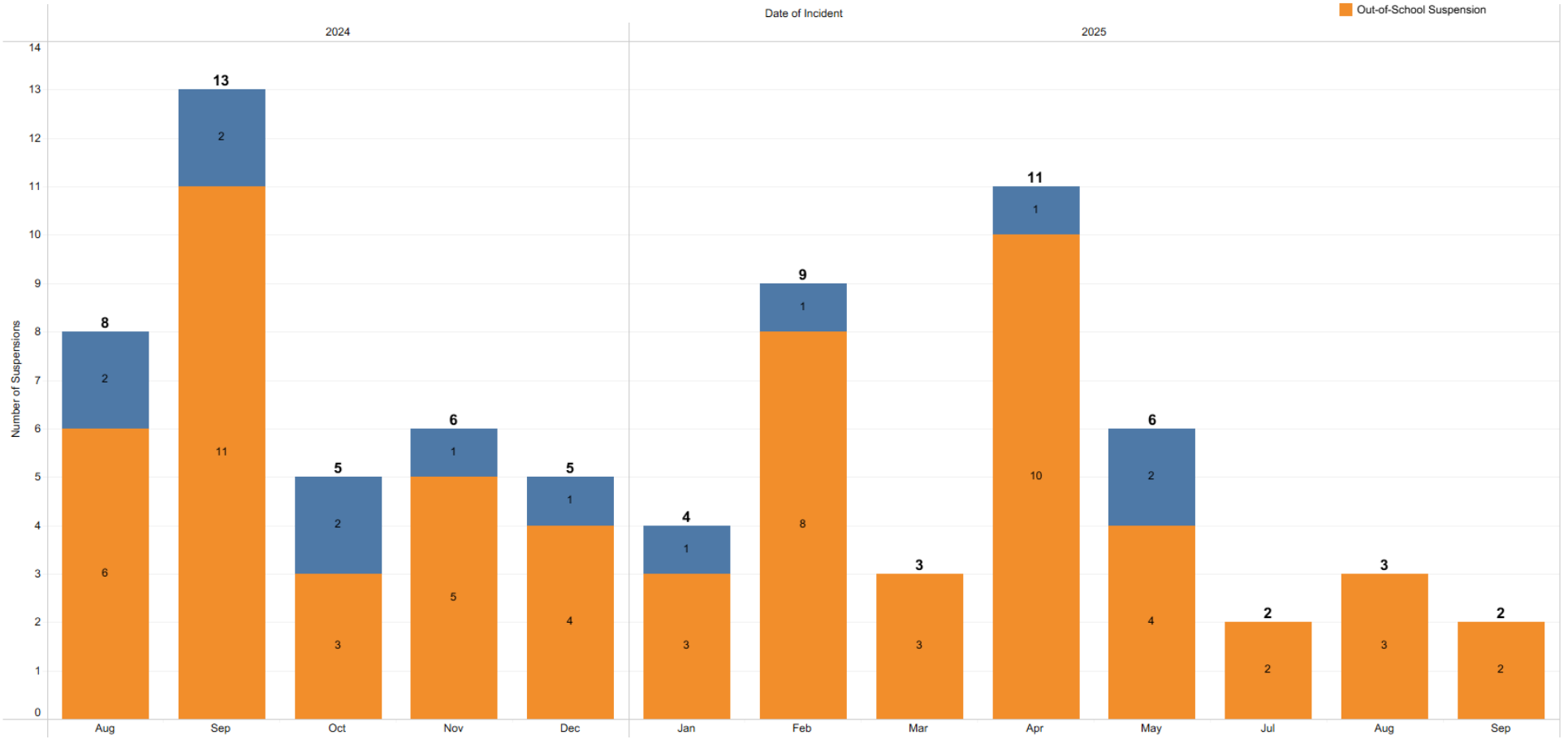
Withdrawals by Reason



Suspensions by Type

Date of Incident

In/Out School Suspension
■ In-School Suspension
■ Out-of-School Suspension



Attendance Students Present by Level			
Partition	July	Month August	Grand Total
Elementary School	95.9%	94.6%	95.0%
Middle School	95.5%	95.9%	95.8%
High School	93.0%	94.3%	93.9%
Grand Total	95.2%	94.7%	94.9%

Attendance Tardiness by Level			
Partition	July	Month August	Grand Total
Elementary School	2.5%	3.6%	3.2%
Middle School	3.2%	2.9%	3.0%
High School	1.6%	3.5%	2.9%
Grand Total	2.4%	3.5%	3.1%