Guffey Community Charter School



ANNUAL REPORT TO THE COMMUNITY

By Kelli Burke, Current Administrator

Lynda MacDonald, Current Principal

Teachers: Lynda MacDonald and Amy Owen

Prepared in May 2026 to report on the 2025-2026 school year

2025-2026 SCHOOL YEAR HIGHLIGHTS

- Support staff for the 2025-2026 school year
  - Stefanie Schaefer - School Counselor
  - Nina Allmond - Bookkeeper, Aide
  - Rita Mick - Cook/custodian
- Volunteers who joined us for the 2025-2026 school year
  - Jacqueline Reini - Middle School Math
  - Maria Zehrung - Middle School Math
  - Denise Bowe - Middle School Math
  - Dana Peters – Middle School Art
  - Denise Krey - Middle School homeroom tea fairy
  - Rita Mick - Brain Break
  - Chris Peterson - science teacher
  - Bruce Robinson - PE Teacher
  - Skylar Wickline - PE Teacher
  - Flip - Music Teacher

Events

- Students enjoyed their regular trips to the library
- Open House - students in each classroom presented what they learned this year





Schools to Pasture



Quartz Mine



Colon Orchards



Dinosaur Museum



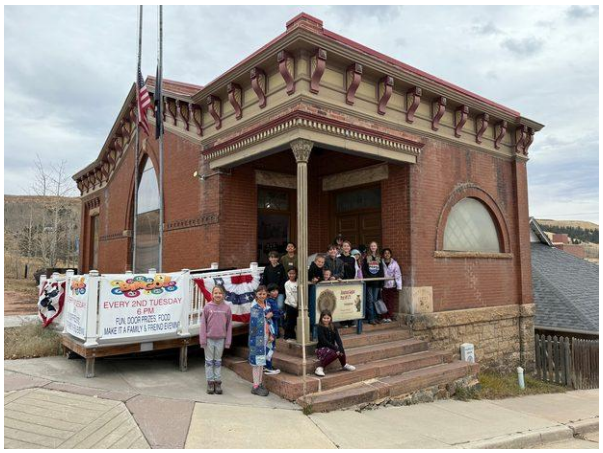
Halloween Parade



Wild Spirit Mountain Lodge Party



Mountain Aries Party





Veterans Day



Guffey Ugly Sweater Christmas Tree Lighting Ceremony



Santa's Workshop





Winter Program





Florissant Fossil Beds & Hornbeck Homestead



Sundance Leathers Field Trip



Valentine's Day



Manitou Cliff Dwellings



Penrose Heritage Museum





Pie Palooza Melodrama



Royal Gorge Museum & History Center



DiNardo's Cider Mill & Farm



Easter Egg Hunt





Night Hawk Ranch



Royal Gorge





Graduation

Student Achievement

Guffey School measures student's overall and academic achievements using a combination of standardized tests and our school's Ends Policies. It is always our goal that each student achieves at least one year of growth for their grade while also understanding that not all students start the year at their grade level. This year our school used the following standardized testing tools:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills), for grades K-5th. This test is administered individually to students by teachers three times a year.
- CMAS (Colorado Measures of Academic Success) Math and English Language Arts for grades 3rd-8th. This is a State of Colorado Assessment.
- PARCC (Partnership for Assessment of Readiness for College Careers) for Science, for grades 5th and 8th and Social Studies for students grades 4th and 7th. Students test individually online.
- MAP (Measure of Academic Progress), a NWEA test for grades K-8th. Students test individually online three times a year.

Overall Student Achievement

We rely on the DIBELS assessments, the MAP (NWEA) testing, and student report cards each trimester to assess student achievement. Since we do not receive the state provided CMAS and PARCC test results until the fall, we cannot use those assessments to measure academic improvement within the school year that the test was taken.

DIBELS

Every student made significant progress throughout the year, with our lower readers doubling their Oral Reading Fluency by the end of the year.

- 50% of our K-3rd grade students show above benchmark
- 17% of our K-3rd grade students show at benchmark
- 33% of our K-3rd grade students showed below benchmark

NWEA Reading

- Middle School
  - 29% of our MS students showed above mean achievement
  - 57% of our MS students showed at mean achievement
  - 14% of our MS students showed below mean achievement
- K-3rd
  - 66% of our K-3rd students showed above mean achievement
  - 17% of our K-3rd students showed at mean achievement
  - 17% of our K-3rd students showed below mean achievement

NWEA Math

- Middle School
  - 43% of our MS students showed above mean achievement
  - 43% of our MS students showed at mean achievement
  - 14% of our MS students showed below mean achievement

- K-3rd
    - 66% of our K-3rd students showed above mean achievement
    - 17% of our K-3rd students showed at mean achievement
    - 17% of our K-3rd students showed below mean achievement

Teachers also monitor student progress through LexiaCore (reading) and IXL (math) online programs. Our multi-grade/age classrooms and our small student to teacher ratio allow us to closely monitor the progress of individual students.

The school successfully maintains several intervention plans to help students who might be struggling academically. They are:

- IEPs (Individual Education Plan)
- READ Plans (Reading to Ensure Academic Development)

School Strategies to Improve Student Achievement

Individual student data is collected from student state standardized test scores and are tracked by the CDE (Colorado Department of Education). This data is how the state measures a school's AYP (Adequate Yearly Progress). However, our student population remains under 100 students, so a statistical measurement of AYP is reported as either, YES or NO. To date Guffey School has always received a YES at both the Elementary and Middle School levels. Guffey School staff and Board monitors the school's educational program (EL-13 in September), Academic Accomplishments (E-2 in October and March), Personal Skills (E-3 in September and February), and Social Skills (E-4 in November and April).

This year's CMAS assessments reflected that the state's average scores Approached Expectations in both English Language Arts and Mathematics. 75% of Guffey students also Approached Expectations or better in their CMAS assessments for English Language Arts. 58% of our students Approached Expectations or better in their CMAS assessments for Mathematics. One of our middle school students scored in the 98th percentile for Mathematics.

Accountability Committee

The work of our school's accountability committee further supports our school's strategies for improvement.

Accountability Committee Year End Report 2025-2026

Goals for this year:

1) **8th grade project**
   This year we had one 8th grader. Her project entailed completing a six page autobiography, a long term project, a career research project, a creative expression project, and 20 hours of community service. She will put together a presentation and present her project to a panel on May 14. For her long term project she worked with Amy Owen learning how to snowboard. They went snowboarding every Friday January - March. For her career research project she worked with Lynda MacDonald and decided to do two careers that interested her - air force pilot and women's professional basketball. She interviewed a number of

people, got to watch a high school basketball game with the coach, and researched different aspects of these career paths. For her community service she worked with Stefanie Schaefer with her mustang rescue program. For her creative expression she worked with Chris Peterson to put together a snowboarding video. As a team we discussed the challenges of doing a project like this when there is very little support at home.

2) **Curriculum**
   This year we decided to review our math, science, and social studies curriculums. We updated the math rubrics and agreed that we want to continue with Go Math! curriculum. We like this curriculum because it uses various ways to approach a problem, it shows why as well as how certain math skills work, and it applies a variety of real life problems. We do math for about two hours/day. We utilize volunteers to help students in various grades get the individual help that they need. Despite this much time and attention spent on math, we do have problems getting through the year's worth of math for each grade level. However, our test scores show that this math curriculum is effective. We decided that next year we would look more in depth at science and social studies especially as it relates to the MS curriculum.

3) **Playgroup**
   We set up a playgroup room, a schedule, and contacted at least six families. Despite all of this, the playgroup never really took off this year. However, inviting families to join us for special events (Halloween parade, Santa Claus, Easter egg hunt, and Colorado Rendezvous) did draw in some of the families.

4) **Enrollment/Staffing**
   Enrollment - we discussed ways to reach local homeschool families. Postcards went out to every household in Guffey, newspaper ads were created, and banners were put up. Staffing - dependent on our enrollment, it was decided that staffing would remain the same for next year.

5) **Events/Fundraisers**
   Our winter program was a huge success. Our Pie Palooza brought in over $8,000. Our Colorado Rendezvous was also a huge success. This year we sold chocolate bars as a fundraiser. We were fortunate to have a very generous community member buy the chocolate so that all proceeds 100% benefited the school. The students sold over $2,000 worth of chocolate bars. We also made and sold fire starters. This summer we will have a booth at the local Farmer's Market.

Fiscal Management

Colorado law requires charter schools to meet generally accepted standards of fiscal management, and to annually complete a governmental audit that complies with state requirements. In addition, the law requires all public schools, including charters, to post comprehensive financial information online. Guffey School financial information, both the Fund and Foundation, is reported monthly to the Guffey School Board in the monthly consent agenda. We also have the following current information on our school's website: Adopted Budgets, Audited Financial Statements, Financial Statements, Accounts Payable, Check Registers (Bank of San Juans), Credit Card Statements (VISA), Investment Performance Statements (COLOTRUST) and our Teacher Salary Schedule.

School Consultant Services

Lynette Swanson, supported us for the 25-26 school year as our nurse.

GCCS contracted with local BOCES for IEP services.