



Victory Charter School



ANNUAL PERFORMANCE REPORT 2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

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Alan Reed, Chairman
Tamara Baysinger, Director

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Introduction

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.	
Key Design Elements	<ul style="list-style-type: none"> • Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing. • Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills. • In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes. • Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do. • Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. • Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn. • Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits. 	
School Contact Information	Address: 9779 Kris Jensen Lane, Nampa, ID 83686	Phone: 208-442-9400
Surrounding District	Nampa School District	
Opening Year	2004	
Current Term	April 17, 2014 - June 30, 2019	
Grades Served	K - 12	
Enrollment	Approved: 440	Actual: 417

	School	Surrounding District	State
Non-White	12.97%	36.38%	22.56%
Limited English Proficiency	0%	8.37%	6.24%
Special Needs	4.24%	10.21%	9.46%
Free & Reduced Lunch	34.41%	65.21%	47.07%

School Leadership	Role
Leslie Mauldin	Chairman
Sandy Colbert	Vice Chair
Susan Larson	Sec, Treasurer
Ebi Amaechi	Member
Darren McKenzie	Member
Niki Crow	Clerk
Dr. Marianne Saunders	Administrator
Matt McDaniel	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Victory Charter School, Inc. Year Opened: 2004 Operating Term: 4/17/14 - 6/30/19 Date Executed: 4/17/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

VICTORY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	25.00	25	2%	25.00
	1b	25	2%	15.00	25	2%	15.00
Proficiency	2a	75	5%	68.95	75	7%	68.95
	2b	75	5%	64.29	75	7%	64.29
	2c	75	5%	56.00	75	7%	56.00
Growth	3a	100	7%	85.42	100	10%	85.42
	3b	100	7%	76.52	100	10%	76.52
	3c	100	7%	77.33	100	10%	77.33
	3d	75	5%	55.17	75	7%	55.17
	3e	75	5%	51.04	75	7%	51.04
	3f	75	5%	50.22	75	7%	50.22
College & Career Readiness	3g	100	7%	89.27	100	10%	89.27
	4a				50	5%	50.00
	4b1				50	5%	50.00
	4c				50	5%	10.73
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				714.22			824.95
% of Possible Academic Points for This School				79.36%			78.57%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Supportive Learning Environment - Elem	1				0	0%	0.00
Supportive Learning Environment - MS / HS	2	Mission-specific data is not available for this reporting period.			0	0%	0.00
MS School-to-Work Class	3				0	0%	0.00
HS Apprenticeship	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1050		
TOTAL POINTS RECEIVED				714.22			824.95
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				47.61%			78.57%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	400.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

VICTORY CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible	78.57%	90% - 100% of points possible	100.00%	85% - 100% of points possible	100.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible	Points Earned			
		5	25	25			
		4	20				
		3	15				
		2	0				
		1	0	25			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25	15			
		None	15				
		Focus	0				
		Priority	0				
				15			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		96.50	57-75	19	90-100	11	69
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							69
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		93.80	57-75	19	90-100	11	64
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							64
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		89.00	57-75	19	90-100	11	56
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							56
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	90.67	76-100	25	85-100	16	85
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
							85
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	84.97	76-100	25	85-100	16	77
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
							77
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	85.49	76-100	25	85-100	16	77
		51-75	25	70-84	15	0	
		26-50	25	50-69	20	0	
		0-25	25	1-49	49	0	
							77
Notes							
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		57-75	19	66-99	34	0
		64.00	38-56	19	43-65	23	55
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
							55
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile. Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile. Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		57-75	19	66-99	34	0
		59.00	38-56	19	43-65	23	51
			20-37	18	30-42	13	0
			0-19	19	1-29	29	0
							51
Notes							

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td>58.00</td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>50</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>50</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	58.00	38-56	19	43-65	23	50		20-37	18	30-42	13	0		0-19	19	1-29	29	0						50
Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned																																	
	57-75	19	66-99	34	0																																	
58.00	38-56	19	43-65	23	50																																	
	20-37	18	30-42	13	0																																	
	0-19	19	1-29	29	0																																	
					50																																	
Growth in Language	<p>Exceeds Standard: The school's Median SGP in language arts falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's Median SGP in language arts falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.</p>																																					
Notes																																						
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>86.70</td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>89</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>31-44</td> <td>14</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-30</td> <td>30</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>89</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	86.70	76-100	25	70-100	31	89		51-75	25	45-69	25	0		26-50	25	31-44	14	0		0-25	25	1-30	30	0						89
Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned																																	
86.70	76-100	25	70-100	31	89																																	
	51-75	25	45-69	25	0																																	
	26-50	25	31-44	14	0																																	
	0-25	25	1-30	30	0																																	
					89																																	
Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.																																					
Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.																																					
Notes																																						
INDICATOR 4: COLLEGE AND CAREER READINESS																																						
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>50</td> <td>50.00</td> </tr> <tr> <td>3-4</td> <td>30</td> <td></td> </tr> <tr> <td>2</td> <td>10</td> <td></td> </tr> <tr> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	5	50	50.00	3-4	30		2	10		1	0				50																		
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		50																																				
Coursework	<p>Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity</p> <p>Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty</p>																																					
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Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>50</td> <td>50.00</td> </tr> <tr> <td>3-4</td> <td>30</td> <td></td> </tr> <tr> <td>2</td> <td>10</td> <td></td> </tr> <tr> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	5	50	50.00	3-4	30		2	10		1	0				50																		
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Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.																																					
Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.																																					
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Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>50</td> <td></td> </tr> <tr> <td>3-4</td> <td>30</td> <td></td> </tr> <tr> <td>2</td> <td>10</td> <td></td> </tr> <tr> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	5	50		3-4	30		2	10		1	0				0																		
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Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.																																					
Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.																																					
Notes																																						
Measure 4c Graduation Rate	Are students graduating from high school?	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Possible Overall</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>12</td> <td>90-100</td> <td>11</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>13</td> <td>81-89</td> <td>9</td> <td>0</td> </tr> <tr> <td></td> <td>14-25</td> <td>12</td> <td>71-80</td> <td>10</td> <td>0</td> </tr> <tr> <td>57.80</td> <td>0-13</td> <td>13</td> <td>1-70</td> <td>70</td> <td>11</td> </tr> </tbody> </table>	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		39-50	12	90-100	11	0		26-38	13	81-89	9	0		14-25	12	71-80	10	0	57.80	0-13	13	1-70	70	11						
Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned																																	
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	14-25	12	71-80	10	0																																	
57.80	0-13	13	1-70	70	11																																	
Exceeds Standard: At least 90% of students graduated from high school.	Meets Standard: 81-89% of students graduated from high school.																																					
Does Not Meet Standard: 71%-80% of students graduated from high school.	Falls Far Below Standard: Fewer than 70% of students graduated from high school.																																					
Notes	<p>The score accurately reflects the SDE's graduation rate records. However, the low rate is due to a missed appeals window and does not accurately reflect the school's graduation rate. Historically, Victory has achieved very high graduation rates. The school reports that, had the errors been appealed, this report would reflect an actual graduation rate of 100% for the 2011-12 school year.</p>																																					

MISSION-SPECIFIC GOALS			
Measure 1	Is the school providing a safe, supportive learning environment for elementary students?	Result	Points Possible
	Exceeds Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 90-100%.		125
	Meets Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 75-89%.		100
	Does Not Meet Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was 60-74%.		50
	Falls Far Below Standard: Victory's positive response rate with 3rd through 5th grade students on the annual Advance-Ed Survey student survey was less than 60%.		0
			0.00
Notes	Students in grades 3 through 5 will be given the Advanced-Ed Secondary (Elementary) Survey. The survey includes 20 questions measured on a 1 to 3 scale (from "I Don't Agree" to "I Agree"). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Victory will calculate the total positive response rate on the survey by summing up the total number of "I Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year.		
Measure 2	Is the school providing a safe, supportive learning environment for secondary students?	Result	Points Possible
	Exceeds Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 83-100%.		125
	Meets Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 70-82%.		100
	Does Not Meet Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was 55-69%.		50
	Falls Far Below Standard: Victory's positive response rate with 6th through 12th grade students on the annual Advance-Ed Survey student survey was less than 55%.		0
			0.00
Notes	Students in grades 6 through 12 will be given the Advanced-Ed Secondary (Middle and High School) Survey. The survey includes 32 questions measured on a 1 to 5 scale (from strongly disagree to strongly agree). Questions are designed to solicit student feedback related to the school's purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and how well the school uses results for continuous improvement. Advanced-Ed provides the school with disaggregated and aggregated data. Victory will calculate the total positive response rate on the survey by summing up the total number of "Agree" and "Strongly Agree" responses for all questions and dividing them by the total responses. Results will be reported to the PCSC by October 1 of each year.		

Measure 3	Is the school's School-to-Work character education program preparing 6th - 8th grade students for future success in the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: 90-100% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation.		225	
	Meets Standard: 80-89% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation.		180	
	Does Not Meet Standard: 70-79% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation.		90	
	Falls Far Below Standard: Less than 70% of students in grades 6-8 received a total score of 2.8 or higher on their final School-to-Work Evaluation.		0	
				0.00
Notes	The School-to-Work Evaluation will be completed by the School-to-Work course supervisors as a committee. Students receive a score of 0 to 4 for each measure, and a final, averaged score. The School-to-Work supervisors include the school's administrator/teacher, café manager, and café cook. The School-to-Work Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year.			
Measure 4	Is the school helping prepare high school students for success in the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: 90-100% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations.		225	
	Meets Standard: 80-89% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations.		180	
	Does Not Meet Standard: 70-79% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations.		90	
	Falls Far Below Standard: Less than 70% of students in grades 10 through 12 who completed the 8th grade School-to-Work course and participated in an apprenticeship received scores of 3.0 or higher on at least two apprenticeship evaluations.		0	
				0.00
Notes	The Apprenticeship Evaluation will be completed individually by the school intership advisor and on-site supervisor(s). Students receive a score of 0 to 4 for each measure, and a final, averaged score. The Apprenticeship Evaluation is included as an attachment. Results will be reported to the PCSC by October 1 of each year.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	
				25.00
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	Ratio is 3.61	50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
Points Earned		50.00	
Notes			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	169 days cash	50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
Points Earned		50.00	
Notes			
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	Variance is 100.97%	50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
Points Earned		50.00	
Notes			
Measure 1d Default	Default	Result	Points Possible
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No default or delinquency noted in audit	50
	Does Not Meet Standard: Not applicable		0
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
Points Earned		50.00	
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues				
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>	Agg = 2.9% Total = 4.2%	50	50.00	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10		
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0		
Notes					
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets				
	Meets Standard: Debt to Asset Ratio is less than 0.9	Debt to asset ratio is 0.797	50	50.00	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30		
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0		
Notes					
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash		0	Points Earned	
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-year cumulative is 99,943; most recent year is positive; previous year is negative.	50	50.00	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30		
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0		
Notes					
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	Debt service coverage ratio is 1.4	50	50.00	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0		
	Falls Far Below Standard: Not Applicable				
Notes					



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform