

# TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL

## 2017 ANNUAL PERFORMANCE REPORT

### 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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

### SCHOOL OVERVIEW

<b>Mission Statement</b>	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● School environment of kindness, respect, and responsibility.</li> <li>● School environment that provides physical, emotional, and academic safety.</li> <li>● Social studies program emphasizing and revering the constitution and our founding fathers.</li> <li>● Highly challenging academics, focused on reading, English, mathematics, and writing.</li> <li>● Emphasis on character development.</li> <li>● Emphasis on citizenship.</li> <li>● Emphasis on service to others.</li> <li>● Use of a positive reward system which encourages positive behavior.</li> </ul>		
<b>School Location</b>	1445 North Wood River Drive, Idaho Falls, ID 83401	<b>School Phone</b>	208-552-0397
<b>Surrounding District</b>	Idaho Falls School District		
<b>Opening Year</b>	2006		
<b>Current Term</b>	June 17, 2014 – June 30, 2019		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	440	<b>Enrollment (Actual)</b>	405

### SCHOOL LEADERSHIP

Jared Taylor	Chairman
Matt Cardon	Vice Chairman
Erica Radford	Secretary
Nathan Capener	Treasurer
Matthew Rice	Member
David Montgomery	Member
Cameron Taylor	Member
Daniel Wendt	Administrator

**STUDENT DEMOGRAPHICS**

	<b>School</b>	<b>State</b>	<b>Surrounding</b>	<b>Neighboring</b>
<b>Non-White</b>	7%	26%	28%	N/A
<b>Limited English Proficiency</b>	0%	6%	6%	N/A
<b>Special Needs</b>	8%	10%	10%	N/A
<b>Free and Reduced Lunch</b>	44%	49%	48%	N/A

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	64%
Percentage of students meeting or exceeding proficiency in English Language Arts	64%
Percentage of students meeting or exceeding proficiency in Science	69%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	33%
--	-----

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	42		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	44	50	0
Criterion-Referenced Growth	3a	100	0			50	28		
	3b	100	0			50	27		
Norm-Referenced Growth	4a			100	0	50	40	50	0
	4b			100	0	50	41	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	421	300	0
% of Academic Points			0%		0%		80%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

TCPCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	380	
	3c	25	15		% of Financial Points	95%	
	3d	25	25				
School Environment	3e	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.	3f	25	25
	4a	25	25		4a	25	25
	4b	25	25		4b	25	25
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	80%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	95%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
Result	Points Possible	Points Earned																		
X	50	50																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		50																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>42</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">42</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	42		15 - 29	0		0 - 14	0			42
Result	Points Possible	Points Earned																		
	50	0																		
X	30 - 45	42																		
	15 - 29	0																		
	0 - 14	0																		
		42																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	X	50	50
X	50	50			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td>X</td> <td>30 - 45</td> <td>44</td> </tr> </tbody> </table>	X	30 - 45	44
X	30 - 45	44			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>	72	39-50      0 26-38      28 13-25      0 0-12      0 <hr/> 28
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>	71	39-50      0 26-38      27 13-25      0 0-12      0 <hr/> 27
<b>Notes</b>			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
<b>Norm-Referenced Growth</b> <b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td>69</td> <td>39-50</td> <td>40</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">40</td> </tr> </tbody> </table>	69	39-50	40		26-38	0		13-25	0		0-12	0			40
69	39-50	40															
	26-38	0															
	13-25	0															
	0-12	0															
		40															
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
<b>Norm-Referenced Growth</b> <b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td>73</td> <td>39-50</td> <td>41</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">41</td> </tr> </tbody> </table>	73	39-50	41		26-38	0		13-25	0		0-12	0			41
73	39-50	41															
	26-38	0															
	13-25	0															
	0-12	0															
		41															
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. TCPCS's progress goal for 2017 was 75%.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
82	100	100
	75	
	0-65	0
		100

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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 charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; 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
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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 students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or 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
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or 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.	No instances of non-compliance documented   25  15  0	25  15  0	25  15  0	25  15  0  <hr/> 25
<b>Notes</b>					
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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 option, an audit devoid of significant findings and conditions, material weakness, 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.  <b>Partially Meets Standard:</b> The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   25  15  0	25  15  0	25  15  0	25  15  0  <hr/> 25
<b>Notes</b>					
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.	100%  15  0	25  15  0	25  15  0	25  15  0  <hr/> 25
<b>Notes</b>					
Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.					

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Governance Requirements																	
<p><b>Meets Standard:</b> 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>																	
<p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p>																	
<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Board Oversight																	
<p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p>																	
<p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p>																	
<p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>																	
Notes																	

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> 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, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	The school's Literacy Plan, due to the SBOE in October 2016, had not been submitted as of March 2017. The plan was submitted by June 2017.	See note	15	15
			0	15
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; 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
Notes			15	
			0	25

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check 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
Notes			15	0
			25	
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>	No instances of non-compliance documented	25	25
Notes			15	0
			25	

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p><b>Measure 4a</b></p> <p><b>Transportation</b></p>	<p><b>Is the school complying with transportation requirements?</b></p> <p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p><b>Measure 4b</b></p> <p><b>Public Transparency</b></p>	<p><b>Is the school complying with facilities requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	<b>Current Ratio: Current Assets divided by Current Liabilities</b>				
Current Ratio	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	Current Ratio is:	4.91	50	50
Notes				10	
				0	50
Measure 1b	<b>Current Ratio: Cash divided by Current Liabilities</b>				
Cash Ratio	<p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	Cash Ratio is:	4.31	50	50
Notes				10	
				0	50
Measure 1c	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>				
Unrestricted Days Cash	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	No. of Days Cash:	100	50	50
Notes				10	
				0	50
Measure 1d	<b>Default</b>				
Default	<p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	No Default Noted		50	50
Notes				0	50

FINANCIAL

INDICATOR 2: SUSTAINABILITY					
Measure 2a	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Total Margin and Aggregated</b>			Aggregated 3-Year Totals:		
<b>3-Year Total Margin</b>	<p><b>Meets Standard:</b> Aggregated 3-yr 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></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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.</p>		7.65%	50	50
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			30	
				0	50
Measure 2b	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>		Ratio is: 0.046	50	50
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.046) to "Falls Far Below Standard" (1.10). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			30	
				0	50

FINANCIAL

Measure 2c	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	Result	Points Possible	Points Earned
Cash Flow	<p><b>Meets Standard:</b> 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. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	Multi Year Cumulative is:	50	
		\$171,940	30	30
			0	30
Notes	Multi-Year Cash Flow is positive. Most Recent Year Cash Flow is negative (-\$97,477.00).			
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	Ratio is:	50	50
		1.12	0	50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (1.12) to "Does Not Meet" (.93). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.			

MISSION-SPECIFIC GOALS			
<p><b>Measure 1</b> Is the school providing a culture in which elementary students feel both challenged and supported academically?</p> <p><b>Exceeds Standard:</b> Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Meets Standard:</b> Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Does Not Meet Standard:</b> Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Falls Far Below Standard:</b> Students in grades 3 - 6 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 3.0 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>	<p><b>Result</b></p> <p>105</p> <p>84</p> <p>42</p> <p>See note</p> <p>0</p>	<p><b>Points Possible</b></p> <p>105</p> <p>84</p> <p>42</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0</p> <hr/> <p><b>0.00</b></p>
<p><b>Measure 2</b> Is the school providing a culture in which middle school and high school students feel both challenged and supported academically?</p> <p><b>Exceeds Standard:</b> Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.85 to 5.0 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Meets Standard:</b> Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 3.2 to 3.84 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Does Not Meet Standard:</b> Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of 2.6 to 3.19 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Falls Far Below Standard:</b> Students in grades 7 - 11 reported that TCPCS provides them with highly challenging academics and supportive teaching practices as reflected in the school's median score of less than 2.6 on the CSCI Dimension #4 Support for Learning.</p> <p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #4 addresses Support For Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>	<p><b>Result</b></p> <p>85</p> <p>68</p> <p>34</p> <p>See note</p> <p>0</p>	<p><b>Points Possible</b></p> <p>85</p> <p>68</p> <p>34</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0</p> <hr/> <p><b>0.00</b></p>
<p><b>Measure 3</b> Is the school providing a culture in which elementary students feel socially and emotionally secure?</p> <p><b>Exceeds Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 4.1 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Meets Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.5 to 4.09 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Does Not Meet Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.9 to 3.49 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Falls Far Below Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.9 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>	<p><b>Result</b></p> <p>105</p> <p>84</p> <p>42</p> <p>See note</p> <p>0</p>	<p><b>Points Possible</b></p> <p>105</p> <p>84</p> <p>42</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0</p> <hr/> <p><b>0.00</b></p>

Measure 4	Result	Points Possible	Points Earned
<p><b>Is the school providing a culture in which middle school and high school students feel socially and emotionally secure?</b></p> <p><b>Exceeds Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Meets Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Does Not Meet Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p> <p><b>Falls Far Below Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year reported a high sense of social and emotional security as reflected in the school's median score of less than 2.55 on the CSCI Dimension #3 Sense of Social-Emotional Security.</p>		<p>85</p> <p>68</p> <p>34</p> <p>0</p>	<p>0</p> <hr/> <p>0.00</p>
<p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #3 addresses Sense of Social-Emotional Security. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			
Measure 5	Result	Points Possible	Points Earned
<p><b>Is the school successfully helping elementary students develop social and civic skills?</b></p> <p><b>Exceeds Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 4.25 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Meets Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.65 to 4.24 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Does Not Meet Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.0 to 3.64 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Falls Far Below Standard:</b> Students in grades 3 - 6 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 3.0 on the CSCI Dimension #5 Social and Civic Learning.</p>		<p>105</p> <p>84</p> <p>42</p> <p>0</p>	<p>0</p> <hr/> <p>0.00</p>
<p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			

Measure 6	Result	Points Possible	Points Earned
<p><b>Is the school successfully helping middle school and high school students develop social and civic skills?</b></p> <p><b>Exceeds Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.8 to 5.0 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Meets Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 3.15 to 3.79 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Does Not Meet Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of 2.55 to 3.14 on the CSCI Dimension #5 Social and Civic Learning.</p> <p><b>Falls Far Below Standard:</b> Students in grades 7 - 11 who have been continuously enrolled since at least the beginning of the current school year demonstrated high social and civic skills/engagement as reflected in the school's median score of less than 2.55 on the CSCI Dimension #5 Social and Civic Learning.</p>		<p>85</p> <p>68</p> <p>34</p> <p>0</p>	<p></p> <p></p> <p></p> <p>0</p> <hr/> <p>0.00</p>
<p><b>Notes</b> The Comprehensive School Climate Inventory (CSCI) Dimension #5 addresses students' Social and Civic Learning. The school will administer the survey in March each year. Ranges included in the measure were created using Spring 2014 baseline data. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			
Measure 7	Result	Points Possible	Points Earned
<p><b>Is the school fostering a strong knowledge base in U.S. Civics?</b></p> <p><b>Exceeds Standard:</b> 86% - 100% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p><b>Meets Standard:</b> 70% - 85% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p><b>Does Not Meet Standard:</b> 50% - 69% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p> <p><b>Falls Far Below Standard:</b> Less than 50% of 12th grade students who are not foreign exchange students passed the U.S. Naturalization Civics Test with at least 80% accuracy.</p>		<p>130</p> <p>104</p> <p>52</p> <p>0</p>	<p></p> <p></p> <p></p> <p>0</p> <hr/> <p>0.00</p>
<p><b>Notes</b> The school will administer the survey within 30 days of the end of the school year. Results will be reported to the PCSC by October 1 of each year. Taylor's Crossing provided no data for this measure.</p>			