

## AMENDMENT REQUEST

### Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

1. Charter School Legacy Preparatory Academy  
  
Website www.legacyprep.org  
  
Board Chair David Lindmeir Email david@legacyprep.org  
  
School Administrator Elizabeth Email ehatch@legacyprep.org
2. The charter school is located in which school district? Davis School District
3. Duly elected or appointed governing board members of the school, with titles.  
President: David Lindmeir  
Vice President: Tony Hull  
Fundraiser: Vern Rogers  
Treasurer: Brett Taft  
Members: Cathleen Gilbert, Matt Harmer, Lisa Stoddard
4. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, use the same format as required [AFR budget](#) and include as Attachment 2.  
  
\_\_\_\_\_ **Waiver from Board Rule** \_\_\_\_\_ (include rule number and title). Describe why the waiver is necessary to meet the mission of the school and help the governing board meet its contractual agreement.  
  
\_\_\_\_\_ **Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed~~ language in Bylaws.

- \_\_\_\_\_ **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Will this expansion of student enrollment require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan. Also provide a copy of the projected budget for all years where student growth is planned.
- \_\_\_\_\_ **Postponement of opening year.** Describe the reason for postponing the school’s opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.
- \_\_\_\_\_ **Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.
- \_\_\_\_\_ **Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.
- \_\_\_\_\_ **Relocating to a new school district** (operational school) **or municipality** (planning school). Operational schools must provide evidence supporting the decision to move. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.
- \_\_\_\_\_ **X Other.** Please describe amendment requests that do not fall into any identified category above. Provide details and supporting documentation as appropriate. Additional information may be requested following review.

**LPA is requesting an amendment to decrease grades served and student enrollment to a K -9 school serving 1,130 students.** In its original charter, LPA opened in 2006 as a K-9 school serving 500 students with 50 students per grade. In 2009, LPA received a charter expansion to gradually expand over five years to a K-12 school serving 1014 student at two campuses. Again, in 2012, LPA received approval for another expansion to increase enrollment over 5 years to 1,503 students. **This current amendment would void the request and requirements associated in the charter expansion of 2009 to increase grades served.**

For the 2013-14 school year, LPA will start the transition to returning to a K-9 school, and will provide just ten seats for 11<sup>th</sup>-12<sup>th</sup> graders. While returning to a K-9 school, LPA will also be increasing enrollment in grades 2-6 and will be rebuilding enrollment in grades 7-9. Starting in 2014-15, LPA will serve grades K-9 with a full enrollment as outlined in the table below.

LPA’s Projected Enrollment:

| Grade           | Current<br>2012-13<br>Oct. 1<br>Enrollment | 2013-14-<br>Transition Year-<br>Student Enrollment | 2014-15 and forward<br>Student Enrollment |
|-----------------|--------------------------------------------|----------------------------------------------------|-------------------------------------------|
| K               | 108                                        | 108                                                | 108                                       |
| 1 <sup>st</sup> | 108                                        | 108                                                | 108                                       |
| 2 <sup>nd</sup> | 81                                         | 108                                                | 108                                       |
| 3 <sup>rd</sup> | 81                                         | 108                                                | 108                                       |
| 4 <sup>th</sup> | 81                                         | 108                                                | 108                                       |
| 5 <sup>th</sup> | 81                                         | 112                                                | 112                                       |
| 6 <sup>th</sup> | 76                                         | 112                                                | 112                                       |

|                  |      |                                                 |      |
|------------------|------|-------------------------------------------------|------|
| 7 <sup>th</sup>  | 131  | 120                                             | 122  |
| 8 <sup>th</sup>  | 107  | 120                                             | 122  |
| 9 <sup>th</sup>  | 105  | 116                                             | 122  |
| 10 <sup>th</sup> | 44   | NA                                              | NA   |
| 11 <sup>th</sup> | 54   | See cell below                                  | NA   |
| 12 <sup>th</sup> | 35   | 10 (11 <sup>th</sup> -12 <sup>th</sup> graders) | NA   |
| Total            | 1092 | 1130                                            | 1130 |

The LPA Governing Board's decision to decrease grades served and student enrollment was discussed at the January 2013 LPA Governing Board meeting. The LPA Governing Board discussed LPA's long-term financial viability and requested research about what operational choices would best allow LPA to reach the goal of qualifying for financial moral obligation, which would mean lower interest rates, a stronger financial outlook for the whole school, and the ability to build a high school. The board recognized the need to consider whether the high school grades 10-12 were making a positive impact on the whole student population or if LPA would need to potentially close the high school and not seek to construct another building due to the financial cost of educating high school students.

To fully research the situation, the LPA Governing Board decided to conduct a survey of the LPA community to learn more about the enrollment intentions of LPA families. The response to the survey was very high. In addition, the board worked with financial staff to review LPA's financial outlook, and the board asked for the formation of a financial committee to look at factors including an in-depth financial analysis, enrollment projections, and attendance numbers.

After gathering input throughout February and March via surveys, public comments, and emails, the LPA Governing Board learned that while there were strong opinions supporting the high school and some commitments to enroll and remain enrolled in the high school, there were many in the LPA community who indicated that they would not enroll their children in the high school. These opinions validated the historical 50% attrition rate of students going from 9<sup>th</sup> to 10<sup>th</sup> grade.

Additionally, the financial analysis provided by board members, as well as finance staff and advisors, indicated that keeping the K-12 model would perpetuate tight budgets and growing "portable cities" without the ability to build needed space to house the high school. In fact, without being able to predict future economic or enrollment conditions, the board concluded that staying on that trajectory could potentially put the entire school at risk. Finally, the finance committee, which was made up of five LPA parents with various financial backgrounds, considered numerous possibilities, but repeatedly reached the same conclusion. This committee, three of whom had high school students, presented their findings at a board meeting and recommended unanimously that it was in LPA's best long term financial interest to return to a K-9 school. After collecting all the research, on Thursday night, March 21<sup>st</sup>, the LPA Governing Board made the very difficult decision to return LPA to a K-9 school. The 2013-14 school year will be a transition year, providing places for no more than ten juniors and seniors. After 2013-14, LPA will complete the full return to a K-9 school,

5. School mission and purpose(s) (limited to one page):

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
  - Integrate fine arts to enhance learning
  - Teach the value of public virtue to promote respect
  - Engage parents as real partners to share in enriching student education
  - Honor each child as an individual and foster their innate curiosity and desire to learn
6. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. Include governing board corrective action plan where appropriate. (Corrective action plan(s) limited to two pages.)

### Minimum standards

| <i>Indicator – Board performance &amp; stewardship</i> |                                                                                                                                 |                   |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Measure                                                | Metric                                                                                                                          | Board Performance |
| Ethical conduct                                        | Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.       | No violations     |
| Regulatory and reporting compliance                    | Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.       | 98%               |
| Regulatory and reporting compliance                    | Percentage of employees and board members with completed criminal background checks as of date of amendment request submission. | 100%              |

| <i>Indicator – Financial performance and sustainability</i> |                                                                                                                  |    |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----|
| Audit findings or recommendations                           | Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year | 0  |
| Current assets to total annual operating expenses           | $\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} \div 360)}$                                | 49 |

### Charter Contractual Agreement goals-

| <i>Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.</i> |                                                                                                                                                           |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Measure                                                                                                                                                                                                                                                                                                                                                                       | Metric                                                                                                                                                    | Board Goal                       | Board Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1.a.Students will read fluently and proficiently                                                                                                                                                                                                                                                                                                                              | 1.a. 70 percent of students will score at the proficiency level of 3 or 4 on the 2007 state CRT in language arts<br>1.a.1. In-program assessments, DIBELS | 1-Improve student learning (K-9) | 1.a. 87 percent of students in grades 3-8 scored at the proficiency level of 3 or 4 on the 2012 state CRT in Language Arts<br>96 percent of students in grades 9-12 scored at proficiency levels of 3 or 4 on the 2012 state CRT in Language Arts<br>1.a.1. In 2012-13, the end of year scores on DIBELS showed that 90% of Kindergartners, 92% of 1 <sup>st</sup> graders, 81% of 2 <sup>nd</sup> graders, 91% of 3 <sup>rd</sup> graders, 94% of 4 <sup>th</sup> graders, and 95% of 5 <sup>th</sup> graders were at benchmark. |
| 1.b.Students will be efficient with math facts and be able to apply problem-solving strategies                                                                                                                                                                                                                                                                                | 1.b. 70 percent of students will score at the proficiency level of 3 or 4 on the 2007 state CRT in math                                                   | 1-Improve student learning (K-9) | 1.b. 88 percent of students in grades 3-8 scored at proficiency levels of 3 or 4 on the 2012 state CRT in Math<br>68 percent of students in grades 9-12 scored at proficiency levels of 3 or 4 on the 2012 state CRT in Math                                                                                                                                                                                                                                                                                                      |
| 1.c.Students will write proficiently                                                                                                                                                                                                                                                                                                                                          | 1.c. 65 percent of students in grade 6 will meet proficiency on State Writing Assessment                                                                  | 1-Improve student learning (K-9) | 1.c. 96 percent of student in grades 5 and 8 met proficiency on the 2012 Direct Writing Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.d. Students will understand history and geography and their place in it                                                                                                                                                                                                                                                                                                     | 1.d. 70 percent of students will score at proficiency on state CRT in history (as it is                                                                   | 1-Improve student learning (K-9) | 1.d.The state does not have a CRT in history.<br>1.d.1.LPA History Department is developing in-program                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                                                                  | written)<br>1.d.1. CRT Report, In-program summative assessments                                                                                 |                                                                      | formative and summative assessments. Currently, 100% of students in grades k-5 had passing grades in history, and 95.2% of students taking history in grades 6-12 had passing grades in history this last year.                                                                                                                                            |
| 1.e. Students will develop skills in and a knowledge of the sciences                                                                             | 1.e. 65 percent of students will score at proficiency on State Science Assessment<br>1.e.1. CRT Report,                                         | 1-Improve student learning (K-9)                                     | 1.e. 85 percent of student in grades 3-8 met proficiency on the 2012 Science CRT Report.<br>76 percent of students in grades 9-12 met proficiency on the 2012 Science CRT Report.                                                                                                                                                                          |
| 2.a. Employ the Trivium and Direct Instruction as methods for information skill-building                                                         | 2.a. These programs will be implemented 100% by the 3rd year<br>2.a.1. director written classroom evaluation                                    | 2. Provide a thorough and challenging classical education (K-9)      | 2.a. Teachers participate in training annually on the Trivium and Direct Instruction.<br>2.a.1. Each teacher receives feedback in the form of two classroom evaluations each year. Also, coaches visit classrooms at least quarterly.                                                                                                                      |
| 2.b. Teach music and art appreciation to all students (K-9). Offer choices of classes including, but not limited to: drama, dance, music and art | 2.b. Programs implemented 100% by the 3rd year<br>2.b.1. Director oversight                                                                     | 2. Provide a thorough and challenging classical education (K-9)      | 2.b. All K-4 student participate in music, drawing, and art history and appreciation classes. All 5-9 students choose from classes including drama, dance music and art. LPA has band, orchestra, choir, art, crafts, dance, social dance, and theater classes. Administration reviews schedules to make sure opportunities are available to all students. |
| 3.a. Implement the CHAMPS program of classroom management                                                                                        | 3.a. 90% of students will have a citizenship rating of "excellent" at the end of the year<br>3.a.b.c. Behavior observation report, Quantitative | 3. Teach and model character development with global awareness (K-9) | 3.a.LPA only tracks citizen ship in grades 7-9. Most students have satisfactory to excellent citizenship. According to parent surveys, parent believe student s are well behaved and in a safe environment.                                                                                                                                                |

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| <p>3.b. Administration, select teachers and members of the Governing Board may attend a UBI conference to design our own school discipline system</p> <p>3.c. Implement a value-based character development program promoting global awareness</p> | <p>monitoring guide</p> <p>3.a.b. Behavior observation report, Quantitative monitoring guide</p> <p>3.c. Discipline referrals will decrease 10% after the first year</p> | <p>3. Teach and model character development with global awareness (K-9)</p> <p>3. Teach and model character development with global awareness (K-9)</p> | <p>3.b. Administration attended a conference sponsored by Safe and Civil, publishers of CHAMPs. Also, administration has attended UBI conferences sponsored by UPDC. Teachers have also participated in CHAMPs training. All training has been reported to the board.</p> <p>3.c. LPA formed teacher committees to work together and develop school guidelines. LPA's school guideline is: 'Legacy Lions Live Above the Line by Showing Respect for All and Striving for Excellence'. The 8 Keys of Excellence are: Integrity, Failure Leads to Success, Speak with Good Purpose, This Is It- Make the Most of Each Moment, Commitment, Ownership, Balance, and Flexibility. Administration holds assemblies each month on a Key and students participate in activities to demonstrate each value. Discipline referrals went down significantly after the first year. However, our student population has also changed significantly over the last few years. This last year in grades K-5 with 540 students, there were 5 at home suspensions and 4 in-school suspensions. We didn't count "time to think and cool down" opportunities. In grades 6-12 with 552 students, we had one student expelled and 33</p> |
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| <p>4.a. Provide up-to-date training on school curricula<br/>4.b. Integrate teacher development conferences and workshops<br/>4.c. Provide teacher coaches to assist in and model effective teaching methods.<br/>4.d. Implement changes as required for improved student success.<br/>4.e. Teachers will be certified.<br/>f. Allow for collaboration and establish synergy between teachers</p> | <p>4.a. 100% of teachers will have all pertinent training after one year.<br/>4.b. 95% of teachers will participate in conferences and workshops.<br/>4.c. 90% of teachers will give an acceptable rating to the coach's effectiveness.<br/>4.d. Will hold school-wide annual year end assessment to make recommendations.<br/>4.e. 100% of teachers will hold a current Utah credential or USOE equivalent.<br/>4.f. 90% attendance at regular staff meetings.</p> | <p>4. Promote and exemplify professional development (K-9)</p>                   | <p>students suspended for 1-3 days. The number of students disciplined was less than 6%.</p> <p>4.a. 100% of all teachers have received pertinent training after working at LPA for one year.<br/>4.b. Budget concerns have limited the number of conferences LPA has been able to participate in. However, in 2008, teachers did attend a CK conference, and over two years from 2007 to 2009, all teachers participated in a QLN conference. Also, teachers have had the opportunity to attend the UAPCS conference each year.<br/>4.c. Teachers are very happy with coach's input. Surveys have indicated high teacher satisfaction with training and class visits.<br/>4.d. LPA administration holds an annual report card for parents. Presentations of year end assessments and recommendations are also shared with the board and faculty.<br/>4.e. All LPA teachers of core classes hold a current Utah credential or USOE equivalent.<br/>4. f. Greater than 95% attend regular staff meetings.</p> |
| <p>5.a. Create Volunteer Committees<br/>5.b. Delegate parental responsibilities<br/>5.c. Provide parent/school</p>                                                                                                                                                                                                                                                                               | <p>5.a.b.c. Students and parents will agree and sign the LPA Expectations Contract</p>                                                                                                                                                                                                                                                                                                                                                                              | <p>5. Students and parents will agree and sign the LPA Expectations Contract</p> | <p>5.a. Parents sign the LPA Expectations Contract. LPA provides several opportunities for parents to volunteer from culminating activities, performance preparations, field trips, science and history</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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| communication acknowledging student success is dependent upon all people                                                                                                                                                           |                                                              |                                                                                                                                                                                                                                    | fairs, to school-wide activities.<br>5.b. Parents also serve on both LPA's Community Council and Governing Board.<br>5.c. LPA also has an informative website, sends board newsletters, director newsletters, and teacher newsletters regularly encouraging parent participation and celebrating student success.                                                                                                 |
| 6. a. Students will avoid tardiness and absenteeism                                                                                                                                                                                | 6.a. 96% total attendance rate                               | 6. Achieve optimal attendance (K-9)                                                                                                                                                                                                | 6. LPA regularly communicates with parents about attendance, and emphasizes the importance of regular attendance. Also, LPA implemented a well-researched tardy prevention program, called START, which reduced tardies in the 7 <sup>th</sup> -9 <sup>th</sup> grades significantly.                                                                                                                             |
| 7. a. Employ strategic communication avenues between parents, teachers and staff, such as; website, newsletter, school postings, etc...<br>b. Ensure open two-way communication between staff, faculty, administration and parents | 7.a.b. 90% of parents will rate communication as "excellent" | 7. a. Employ strategic communication avenues between parents, teachers and staff, such as; website, newsletter, school postings, etc...<br>b. Ensure open two-way communication between staff, faculty, administration and parents | 7.a. According to surveys, parents continue to ask for better communication. LPA has established a new website in the last year. Also, we've set up an emergency text message system if parents want to participate. We post announcements for regularly scheduled board and community council meetings. We send monthly board and director newsletters. And teachers send weekly or biweekly emails.<br>7.b. LPA |

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| <p>8.a. Provide opportunities for teacher assessment of student progress, parent conferences, and implementation planning</p>                                        | <p>8.a.1. Establish twice yearly parent-teacher conferences.<br/>8.a.2. Establish end-of-the-year School Improvement Plan</p> | <p>8. Review student progress and implement changes for continued success (K-9)</p> | <p>administration and teachers strive to reply to communications in a timely manner. And LPA is now holding PTC three per year.</p> <p><b>8.a.LPA has recently sought training for Professional Learning Committees to improve teacher collaboration. Teachers in grade K-6 already meet regularly to assess student progress and to establish interventions. Now LPA has a well-researched process to help 7<sup>th</sup>-9<sup>th</sup> teachers implement better teacher assessment of student progress.</b><br/><b>8.a.1. LPA now holds parent-teacher conferences three times per year.</b><br/><b>8.a.2. LPA holds an annual school report card each year for parents. Also, presentations on end of year assessments and goals for improvement are presented to the board and to faculty each fall.</b></p> |
| <p>9.a. . Achieve provisional accreditation for the K-9 program during the first year of operation<br/>9.b. Achieve full accreditation in year two of operation.</p> | <p>9.a. Northwest Accreditation provisional accreditation award-Utah Code R277-410<br/>9.b. Northwest Accreditation award</p> | <p>9. Ensure a quality, whole-school education program</p>                          | <p><b>9.a.b. In the Spring of 2010, at the earliest possible date allowed, LPA received the highest accreditation recommendation of six years by the NAAS, which has now been replaced by the NWAC, Adanced Ed.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

7. Additional information you would like the SCSB to consider:

LPA's enrollment in elementary grades was full in 2012-13. Enrollment was also strong in grades 7-9, with 132 in 7<sup>th</sup> grade, 108 in 8<sup>th</sup> grade, and 105 in 9<sup>th</sup> grade. However, enrollment dropped significantly in grades 10-12, with 50 in 10<sup>th</sup> grade, 61 in 11<sup>th</sup> grade, and 35 in 12<sup>th</sup> grade. LPA also faced that challenge of not having a separate building to house high school grades. High school classes were in portables. To continue to grow, LPA would have had to bring in more portables, including more gym space and restrooms. As a K-9 school, LPA will be able to reach full enrollment without concern, as demonstrated by our waiting lists in K-8. We also have the accommodations to serve all students in a K-9 model.

8. Provide the name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

LPA administration contacted Bryan Bowles, DSD superintendent, on March 22, 2013, the day after the LPA Governing Board's vote to change the structure of the school. In several emails with various DSD personnel, the numbers and information concerning high school students needing to enroll in DSD schools was shared. DSD leadership, like Sheri Suave and various counselors, kindly worked with LPA administration to help students make the transition to DSD.

David Lindmeir  
Governing Board Chair Signature

June 19, 2013  
Date

Elizabeth Hatch  
Charter School Principal/Director

June 19, 2013  
Date

**Other measures reviewed by the State Charter School Board (do not include in amendment request).**

In addition to setting five minimum standards, the State Charter School Board also provided some guidance provisions in the Utah Charter School Best Practice Guidelines handbook. Below is a table identifying these guidance provisions. You are encouraged to complete this table in advance of submitting your amendment request to assist you in identifying information you may want to include in question number 7. (NOTE: Final standards will be adopted by the State Charter School Board in Spring 2013. Amendment request form will be updated with approved standards following adoption.)

| <i>Indicator - Student attendance and reenrollment</i> |                                                                                                                                                              |                                                                                                                            |                                                                                                |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Measure                                                | Metric                                                                                                                                                       | Proposed Standard                                                                                                          | Board Performance                                                                              |
| Average enrollment                                     | Average Daily Membership<br>÷<br>Fall enrollment                                                                                                             | ≥ 98.4% Green<br>≤ 95.8% Red                                                                                               |                                                                                                |
| Enrollment capacity                                    | Fall enrollment<br>÷<br>maximum authorized enrollment                                                                                                        | ≥ 100.0% Green<br>≤ 80.7% Red                                                                                              | FY 13, Oct.1 count=<br>1106<br>Divided by 1138<br>=97%                                         |
| Student turnover                                       | Percentage of students continuously enrolled throughout the year (Fall Enrollment → YEWS)                                                                    | ≥ 96.3% Green<br>≤ 89.1% Red                                                                                               | 94%                                                                                            |
| Student retention                                      | Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)                                               | ≥ 85.5% Green<br>≤ 69.6% Red                                                                                               | 82%                                                                                            |
| <i>Indicator - Student achievement level</i>           |                                                                                                                                                              |                                                                                                                            |                                                                                                |
| Measure                                                | Metric                                                                                                                                                       | Proposed Standard                                                                                                          | Board Performance                                                                              |
| Academic achievement                                   | Total Point score on UCAS (for each school type code)                                                                                                        | High School:<br>≥ 451 Green ≤ 378 Red<br>Middle/Elem:<br>≥ 494.5 Green ≤ 398 Red                                           | Grades 3-8<br>481/600<br>Grades 9-12<br>Total: NA,<br>Growth: 238/300,<br>Proficiency: 120/150 |
| High school graduation rate                            | Percentage of students graduating high school calculated using Federal 4-year graduation rate formula                                                        | ≥ 87.0% Green<br>≤ 54.5% Red                                                                                               | NA                                                                                             |
| College entrance exam composite and subtest measures   | Percentage of students reaching score predictive of college success (English – 18; Math – 22; Reading – 21; Science – 24) by subtest, by disaggregated group | Eng: ≥ 67% Green; ≤ 61% Red<br>Math: ≥ 46% Green; ≤ 34% Red<br>Read: ≥ 56% Green; ≤ 52% Red<br>Bio: ≥ 31% Green; ≤ 27% Red | E=80%<br>M=70%<br>R=60%<br>S=G30%                                                              |

| Proficiency levels on state assessments by subject          | Percentage of students scoring above MGP on CRT, by subject, by grade, by disaggregated groups     | TBD                                      | <u>Grades 3-8</u><br>Overall- 88%<br>Lng.Art- 87%<br>Math- 88%<br>Sci.-85%<br>DWA- 96%<br><br><u>Grades 9-12</u><br>Overall-80%<br>Lng. Art- 96%<br>Math-68%<br>Sci.- 76% |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Indicator – Financial performance and sustainability</i> |                                                                                                    |                                          |                                                                                                                                                                           |
| Measure                                                     | Metric                                                                                             | Proposed Standard                        |                                                                                                                                                                           |
| Current ratio                                               | $\frac{\text{Current Assets}}{\text{Current Liabilities}}$                                         | $\geq 2.74$ Green<br>$\leq 1.33$ Red     | 2.60                                                                                                                                                                      |
| Debt ratio                                                  | $\frac{\text{Total Liabilities}}{\text{Total Assets}}$                                             | $\leq 0.32$ Green<br>$\geq 0.98$ Red     | 1.02                                                                                                                                                                      |
| Occupancy costs                                             | $\frac{\text{Facility Costs}}{\text{Total Operating Revenues}}$                                    | $\leq 14.9\%$ Green<br>$\geq 26.1\%$ Red | 0.24                                                                                                                                                                      |
| Maintain applicable bond covenants                          | No Default Certification, Audited Financial Statements                                             | 0                                        | 0                                                                                                                                                                         |
| Days cash on hand (unrestricted)                            | $\frac{(\text{Cash} + \text{Investments})}{(\text{Total Annual Operating Expenses} \div 360)}$     | $\geq 68.2$ Green<br>$\leq 41.9$ Red     | 49                                                                                                                                                                        |
| Adherence to Budget                                         | $\frac{(\text{Budgeted expenditure} - \text{Expenditure})}{\text{Statutory budgeted expenditure}}$ | Within 5% Green<br>Outside 10% Red       | -2%                                                                                                                                                                       |