





Organization Information

Organization Name *

Legacy Traditional Schools - North Carolina

Telephone

Fax

Address

Unit/Suite

Zip Code

City

Winston salem

State

North Carolina



Primary Contact Name *

April Broadway

Opening Year *

2026

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Board Member

Management Organization Name

Vertex Education

Management Organization Contact Name

Mark Modrcin

Primary Contact Email *

nfinitycompliance@gmail.com

Management Organization Phone

9136690977

Primary Contact Phone *

3364624169

Management Organization Email

mark.modrcin@vertexeducation.com

Primary Contact Address *

2235 Walker Road

Unit/Suite *

Zip Code *

27106

City *

Winston salem

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Ryan Quinn	735 Garden District Drive Charlotte, NC	28202	Ryankquinn@gmail.com	Finance; Governance; Risk Management
David Singletary	193 Cherry Hill Road Mocksville, NC	27028	dbsingletary@outlook.com	Community Engagement; Governance
April Broadway	225 Walker Rd Winston-Salem, NC	27106	nfinitycompliance@gmail.com	Governance; Compliance; Education



Name	Street Address	Zip Code	Email	Expertise
John Sullivan	113 Forrester Avenue Belmont, NC	28012	jtsullivan.nc@gmail.com	Education; Finance
Melissa McCartney	634 Rosecrea Ct Matthews, NC	28104	melissa.mccartney.edd@gmail.com	Education; Enrollment & Marketing; Budgeting



1. Application Contact Information

Q1. Name of Proposed Charter School

Legacy Traditional Schools - North Carolina

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

April Broadway: 336-462-4169

Mark Modrcin: 913-669-0977

Q3. Geographic County in which charter school will reside

Forsyth County

Q4. LEA/District Name

Winston-Salem/Forsyth County Schools

Q5. Zip code for the proposed school site, if known

N/A

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes



No

Q7. Give the name of the third-party consultant or CSO:

Vertex Education

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

None

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Vertex Education provided assistance in the preparation, coordination and submission of the application. The LTS-NC board anticipates entering into a management agreement with Vertex Education should LTS-NC be authorized. More information can be found within the EMO/CMO section of the narrative as well as within the proposed contract.

Q10. Projected School Opening Month

August 2026

Q11. Will this school operate on a year-round schedule?

Yes (Year-Round)

No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


Enrollment Summar...



Applicant Evidence :

LTS-NC_Enrollment S...

Uploaded on **4/24/2024**
by **Mark Modrcin**

Q13. At full capacity, what is your estimated student enrollment and grade spans?

Student Enrollment: 1200

Grade Span at full capacity: K - 8

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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Resources

Enrollment Demogra...

Applicant Evidence :

Enrollment Demogra...

Uploaded on **4/25/2024**
by **Mark Modrcin**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



The LTS-NC governing board is well aware that Legacy Traditional Schools has successfully operated schools throughout Arizona, Nevada and Texas for many years. More specifically, the majority of the schools within the Legacy network are Kindergarten through 8th grade, and the LTS-NC board is most interested in replicating those successes in the greater Winston-Salem area.

Extensive outreach and analysis were conducted in advance of finalizing the proposed Legacy Traditional Schools - North Carolina (LTS-NC) school application. Marketing campaigns were launched in early 2024 to focus on inviting families to join the interest list in the greater Winston-Salem area to increase awareness and learning opportunities among community members, local stakeholders, and organizations. This initial interest was examined alongside the current charter school in the Winston-Salem area, which features five currently operating public charter schools in Forsyth County with a sixth school approved to open. When analyzed together, the LTS-NC board believes that the proposed grade span and growth trajectory are justified. Legacy Traditional Schools has many high-performing Kindergarten through 8th grade schools, and current interest levels in Winston-Salem are very encouraging more than two years prior to opening. LTS-NC believes that the community can support and sustain the proposed school that given these factors, in addition to the size and scale of other public charter schools in the community.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q17. Explanation (optional)



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18. Organization Type

- Non-Profit Corporation
- Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Legacy Traditional Schools - North Carolina

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Applicant Comments :

LTS-NC intends to pursue 501(c)(3) non-profit status at a later date. Should the school be authorized, LTS-NC will pursue this status within 24-months of that date.

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes



No

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Comments :

LTS-NC intends to apply for 501(c)(3) status. However, documentation from the IRS has been provided to substantiate the EIN of the organization.

Applicant Evidence :


LTS-North Carolina E...

Uploaded on **4/25/2024**

by **Mark Modrcin**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

David Hostetler

4711 Hope Valley Road, Suite 4F-512

Durham, NC 27707

Q24. Federal Tax ID

EIN: 99-2417043



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication

Applicant Comments :

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request. However, to be able to include historical financial and academic performance of Legacy Traditional Schools within the application submission, the applicant has selected the 'Standard' option on Q57.

Q58. Please provide the name and the state of the charter school being replicated.

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request.

Q59. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :


Appendix A3.1_Repli...

Uploaded on **4/25/2024**
by **Mark Modrcin**

Q60. Describe which academic qualifications the non-profit board has met that qualify them for replication.

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request.

Q61. Describe the current financial and compliance status of the school(s) which the applicant seeks to replicate.

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request.

Q62. Attach the Financial History supporting documents as "Appendix A3.2 Replication Financial Evidences."



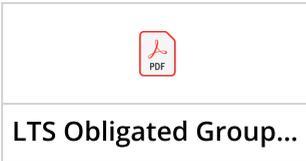
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Total Files Count: 1

Applicant Comments :

Six audit files are being provided in response to this question. The first is included under this prompt (#62), with the remaining five included under Appendix O.

Applicant Evidence :



Uploaded on **4/25/2024**
by **Mark Modrcin**

Q63. Please provide the name and the state of the charter school being replicated under Fast-Track.

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request.

Q64. Fast Track Replication Eligibility Criteria

Per General Statute § 115C-218.3 (https://www.ncleg.gov/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_115c.html), the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

- (1) The board of directors operates charter schools and can demonstrate both of the following:
 - a. The majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.
 - b. The board of directors can provide three years of financially sound audits for each school it governs.
- (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate both of the following:
 - a. The majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.
 - b. The organization can provide three years of



financially sound audits for each school it governs. Applicant: Please confirm that you understand the eligibility criteria outlined above.

- Yes
- No

Q65. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Applicant must show that the majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located. If partnering with an EMO or CMO, the applicant must show that the majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.

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Total Files Count: 5

Applicant Evidence :


Appendix A3.1_Repli...

Uploaded on **4/26/2024**
by **Mark Modrcin**

Q66. Describe which academic qualifications the non-profit board has met that qualify them for replication.

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request.

Q67. The applicant can provide three years of financially sound audits for each school it governs.

- Yes
- No



Applicant Comments :

CSRB staff provided guidance that this section is optional for the LTS-NC application. More information can be provided upon request, however past audits of Legacy Traditional Schools in Arizona, Nevada and Texas have been provided.



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes

No

Q71. EMO/CMO Mailing Address City, State, Zip

Vertex Education

3125 S Gilbert Road

Chandler, AZ 85286

Q72. EMO/CMO Website

<https://vertexeducation.com/>

Q73. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.



Members of the LTS-NC governing board are staunch advocates for high-quality public school options, and after familiarizing themselves with the successful track record of Legacy Traditional Schools, firmly believe that partnering with Vertex Education to operate the proposed school is in the best educational and financial interest of the school. To ensure the Legacy model could be effectively replicated, the LTS-NC governing board collaborated with Legacy Traditional School officials, including their EMO representatives from Vertex Education. To date, the LTS-NC governing board is impressed with the expertise and resources that Vertex can provide to the proposed school.

As detailed within the application and the corresponding appendices, 19 Legacy Arizona schools achieved an A or B rating, and three of the six Legacy Nevada schools received either a three- or four-star rating for the 2022–23 school year. While the Texas accountability system has undergone significant changes over the past three years, no school-specific accountability ratings/grades have been given for the three Legacy Texas schools. However, in the 2022–23 school year, the overall proficiency rating improved by 13%. These high accountability ratings demonstrate the high levels of student academic success achieved through the implementation of the Legacy educational model and in serving student populations similar to the target population of the proposed school.

Additionally, Legacy Traditional Schools in Arizona, Nevada, and Texas, in partnership with Vertex Education, have not been subject to any formal authorizer interventions for their inability to meet financial or organizational/compliance performance expectations. This is a testament to the quality of financial and operational supports provided by Vertex and to the effectiveness of internal controls and fiscal management policies already in place at other Legacy Traditional Schools across Arizona, Nevada, and Texas.

Q74. Attach as Appendix A4.1: Executed or Draft Management Contract

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

		
Vertex North Carolin...	LTS-NC Board Conve...	Tentative Annual Ev...
Uploaded on 4/24/2024 by Mark Modrcin	Uploaded on 4/24/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin

Q75. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and



financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.



In 2023, Vertex met with a variety of North Carolina residents to better understand the local landscape, how the Legacy model could positively impact students, families and communities, and identify where the strongest opportunities might exist throughout the state to make a sustained impact. These meetings provided opportunities for local stakeholder engagement as well as opportunities to share educational experiences and desires for more high-quality options in the state. Conversely, dialogue with North Carolinians provided Vertex and Legacy with opportunities to speak to their past results and successful academic, organizational, and financial track record in Arizona, Nevada, and Texas.

These efforts led to connections and meetings with the potential members of the current Legacy Traditional Schools - North Carolina governing board, who after careful analysis and consideration, agreed to join the collective effort to establish the proposed school contemplated within this application. The current board possesses significant experience and background in critical areas such as academic, operations and finance needed to effectively oversee the school. It also includes several members with past board experience which greatly benefit the LTS-NC board. These experiences were leveraged as members learned more about Vertex Education and Legacy Traditional Schools.

Prior to the review and approval of the management agreement included in the application, board members spent time reviewing the proposed agreement, asking questions of Vertex personnel, and requesting clarification on a number of areas contemplated in the contract. During these conversations, it became clear that Vertex Education has a strong reputation, has operated the Legacy Traditional Schools model successfully, and that there is sufficient capacity to effectively support the proposed school in North Carolina.

The LTS-NC governing board is impressed with the number of services and resources to be provided to the school under the management fee of 12%, and find it to be reasonable and very competitive with several other management organizations that already operate schools in North Carolina. Moreover, LTS-NC plans to pursue bond financing which will cover expenses for year 0 startup, land purchase, building construction, furniture, fixtures, equipment (FF&E), supplies, books, technology for year 1, two years of capitalized interest, debt reserve fund, and bond fees. This approach aligns closely with the funding strategy used for other new Legacy Traditional Schools, and resolves many issues that have historically presented obstacles to charter schools opening successfully. LTS-NC will secure this debt service from established lenders with whom Vertex Education has existing borrowing relationships. A key element of LTS-NC's cash flow contingency plan involves securing a bond that pre-funds interest and principal payments for the initial two years, independent of state funding. This strategy provides a strategic financial buffer for sustained operational stability.

When taken together, the LTS-NC governing board feels that Vertex Education is the best fit EMO for the proposed school. The past successes of Legacy Traditional Schools in Arizona, Nevada and Texas, the comprehensive services to be provided under the management agreement, their cost,



and the past experiences of successfully launching and sustaining quality schools make this clear.

Q76. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?



An important consideration of LTS-NC governing board in approving the management agreement with Vertex Education was the high-quality student outcomes and strong performance track record of Legacy Traditional Schools in Arizona, Nevada and Texas. Many of Legacy's current 28 schools in Arizona, Nevada and Texas have established themselves in diverse neighborhoods over the past 17 years. In some locations, the campus population is even more diverse than the surrounding community served.

The LTS-NC governing board expects that the proposed school will be representative of the greater Winston-Salem community. As detailed in the application and included in Appendix A3.1, Legacy Traditional Schools is an 'A' rated network in Arizona, and largely outperforms their public school peers in Arizona, Nevada and Texas. More specifically, 19 Legacy schools in Arizona earned an A or B rating, and three Nevada schools earned a three or four-star rating for the 2022–23 school year. Texas has undergone large changes with its accountability system and no ratings have been given at this time, however, in the 2022–23 school year the proficiency rate improved by 13%.

LTS Chandler is arguably the highest performing school within the Legacy network due to several critical factors. Firstly, its advantageous location within a vibrant community offers students abundant resources and cultural opportunities, fostering an enriching educational experience. Additionally, the community's strong dedication to education cultivates a sense of belonging and support among students, families, and staff. Furthermore, the school benefits from a team of highly skilled and dedicated teachers who inspire students with personalized instruction and ongoing professional development, fostering critical thinking and academic excellence. The skilled teachers support the students with current best practices and teaching strategies to support all students in their academic journey. Together, these elements create a nurturing environment where students thrive academically and socially, positioning the school for continued success.

Despite nearly all Legacy Traditional Schools meeting or exceeding performance expectations, LTS-Basse Primary (Texas) likely has the most room for improvement. The underperformance of LTS Basse Primary can be attributed to several significant challenges that have impacted its ability to fulfill its educational mission effectively. Firstly, the transition to the Legacy model occurred during the COVID-19 pandemic, a period characterized by unprecedented disruptions to traditional schooling and learning environments. This challenging context likely exacerbated existing difficulties and hindered efforts to implement strategic improvements. Secondly, the lack of consistent enrollment year over year has created instability within the school community, leading to fluctuations in programmatic offerings. These fluctuations not only disrupt school operations but also make it difficult to maintain a cohesive learning environment and support students' academic progress. Lastly, leadership turnover has occurred which has disrupted strategic planning, instructional leadership, and the development of a cohesive school culture. Addressing these challenges will require a comprehensive approach that addresses the root causes of underperformance while providing strategic support and resources to rebuild and strengthen the



school community.

Despite the challenges at the LTS-Basse Primary campus, LTS-NC believes that the overall performance record of Legacy Traditional Schools strongly suggests that the proposed school can be successful in Forsyth County with a diverse student population, providing students and families with a high-quality school choice.

Q77. Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

The LTS-NC governing board is independent of Vertex Education. However, the governance structure of LTS-NC will be enhanced by the proposed contract between the governing board and Vertex Education. The proposed school and governance structure will greatly benefit from the day-to-day support and expertise provided by Vertex Education. Department heads at Vertex will ensure that the contemplated services within the management contract are performed at a high-level, with regular report outs to the governing board.

Additionally, the superintendent will provide ongoing support and monitoring of the academic program in collaboration with the school principal. The superintendent will assist the governing board by providing additional context and perspective about how the LTS-NC school is implementing the Legacy model, helping identify ways to improve and/or exceed performance expectations. Critically, the superintendent will coach and develop the school principal, and provide regular updates to the board to better inform formal principal evaluations.

The addition of Vertex Education will add tremendous value to the governance structure of the proposed school. This will be accomplished by supporting the operations of the school while providing academic support, coaching and guidance to the principal so that they may remain focused on student success.

Q78. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.



The LTS-NC governing board and its employees along with Vertex Education are committed to a positive partnership to ensure the successful opening and operation of a high-quality public charter school. The LTS-NC board will employ the school principal, assistant principal as well as all teachers and staff. Vertex Education will employ the superintendent. Engagement between Vertex Education and the LTS-NC school will primarily occur through the superintendent and Principal or other administrators. However, Vertex personnel and department leads will be available to support the day-to-day operations of the school as may be necessary. For example, the principal and other instructional leaders will work with the Vertex human resources team to fill all staff vacancies and teaching positions.

Coaching and frequent conversations will regularly occur between the principal and superintendent to ensure that the proposed academic program is implemented with fidelity, and any areas of improvement are identified.

No employees or representatives of Vertex Education serve on the LTS-NC governing board. Importantly, if authorized, the school's charter will be conferred by the North Carolina Charter School Review Board (CSRBS) to the local non-profit governing board. The LTS-NC governing board is independent of Vertex Education. The school will select its own financial auditor annually and will maintain its own, separate independent legal counsel that is available for any negotiations between the parties to ensure all negotiations and agreements are arms-length.

Q79. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.



The management agreement between LTS-NC and Vertex Education is included and details the relationship between both entities as well as the proposed sponsor, the Charter School Review Board. Under the proposed management agreement, Vertex Education will report to the LTS-NC governing board regularly on a variety of matters. On an annual basis throughout the proposed term of the agreement, LTS-NC will formally evaluate the services provided by Vertex Education. This formal evaluation will be in addition to ongoing oversight of the board through regular interactions; public board meetings; interim academic, financial, and organizational results; and feedback from board employees such as the campus principal. A copy of this tentative evaluation tool is included within Appendix A4.1.

Additionally, the LTS-NC board also has the ability to provide feedback and input regarding the performance of the superintendent, a Vertex Employee.

Lastly, while LTS-NC does not anticipate that the services to be provided by Vertex Education would be terminated given their wealth of experience and knowledge in operating highly successful Legacy Traditional Schools across Arizona, Nevada, and Texas, the management agreement does include termination provisions that are available to the board as an option of last-resort. It is worth noting that Vertex Education has never had a management agreement terminated by a local governing body. Termination is a significant and disruptive change in operations and would only be considered by the LTS-NC governing board in a scenario in which the schools' academic, operating, and financial outcomes are consistently far below expectations and the prospects for Vertex Education contributing to improvements are considered unfavorable.

Q80. Is the facility provided by the EMO/CMO?

- Yes
- No

Q81. Attach as Appendix A4.2 Facility Buyout Agreement, if applicable

N/A

Q82. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

N/A. Vertex Education does not manage or contract with any schools in North Carolina.

Q83. Attach Appendix A4.3: EMO/CMO Financial History Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by



providing bank statements from the prior three years.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 6

Applicant Comments :

2022 bank statements for Vertex Education have been uploaded under this question. Due to file sizes, the statements from both 2021 and 2023 can be found under Appendix O.

Applicant Evidence :


2022 Sunflower Stat...

Uploaded on **4/25/2024**
by **Mark Modrcin**

Q84. Attach Appendix A4.4: IRS Form 990 Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

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Applicant Evidence :


2024 North Carolina ...

Uploaded on **5/22/2024**
by **Mark Modrcin**


2022 - Vertex Educat...

Uploaded on **5/22/2024**
by **Mark Modrcin**


2023 - Vertex Educat...

Uploaded on **5/22/2024**
by **Mark Modrcin**


LTS-North Carolina E...

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8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- Yes
- No



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

To provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Vision Statement: To positively impact the education of every student.

When the school is achieving its mission, LTS-NC will be successfully improving the educational trajectory of all enrolled students on a daily basis. LTS-NC students will be actively engaged in their classrooms and demonstrating growth across all subjects within a safe-learning environment. The school will be full-staffed by highly-qualified educators committed to leading their students in a nurturing environment. These characteristics will also manifest themselves in the form of successfully meeting school performance goals, exceeding state performance standards, maintaining strong organizational ratings, and demonstrating financial sustainability.

In short, the LTS-NC governing board will know the school is achieving its mission when it is meeting or exceeding all academic, organizational and financial benchmarks and is considered one of the top public school options in the greater Winston-Salem area.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Legacy Traditional Schools - North Carolina (LTS-NC) will be open to all students who qualify for enrollment in North Carolina public schools. The school will not discriminate on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. As detailed in the school’s mission statement and throughout this application, the LTS-NC board seeks to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators.

Importantly, the LTS-NC governing board is committed to ensuring that the school is accessible to all students, and serves a representative student population of the surrounding community and the greater Winston-Salem metropolitan area. Several key steps have already been taken to demonstrate this commitment within the application, including: allocation of funds to student transportation, ongoing and strategic student recruitment with a focus on students who may be eligible for free or reduced lunch, adoption of a weighted lottery, intent to offer the National School Lunch Program (NSLP), and planned engagement events in the local community prior to opening to ensure that community voice is omnipresent within the school, and that plans can be further adapted as may be necessary.

The information within the chart below shows the demographic information for the Winston-Salem/ Forsyth County Schools 2022 - 23 school year. While LTS-NC will be free and open to all students, LTS-NC believes that the majority of students will be residents of Forsyth County, and therefore, the anticipated demographics will largely parallel the Winston-Salem/Forsyth County Schools Percentages. (See Appendix O1)

Demographic	Winston-Salem/Forsyth County Schools Percentage
Black or African American	29.41%
Hispanic	29.58%
Two or More Races	5.27%
White	32.84%
Other Race/Ethnicities	2.90%



Economically Disadvantaged Students (FRL)	58.1%
Students with Disabilities	14.43% (Appendix O1.1)
English Language Learners	16.2% (Appendix O1.2)

Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



As previously noted, LTS-NC expects that the majority of students attending the school will reside in Forsyth County as that is the intended location of the school. According to the last five years of available data, Winston-Salem/Forsyth County Schools has exhibited the enrollment trends which can be found in Appendix O2:

School Year	Enrollment	Percentage Change
2018 - 19	54,603	-
2019 - 20	54,758	0.28%
2020 - 21	52,507	- 4.11%
2021 - 22	52,788	0.54%
2022 - 23	52,777	- 0.02%

Additionally, within Forsyth County, there are five currently operating public charter schools (with a sixth school approved to open in the Fall of 2025). The currently operating charter schools had a combined total enrollment of 3,585 students during the 2022–23 school year. (See Appendix O3) When compared to the enrollment of the Winston-Salem/Forsyth County School District, public charters in Forsyth County enroll approximately 6.8% of the total public school students across the county. Importantly, this also indicates that relative to many other counties across the state of North Carolina, Forsyth County has a relatively low market penetration for school choice. (See Appendix O4) This was an important signal for the LTS-NC governing board.

The greater Winston-Salem metropolitan area, which includes four other counties, has only one other operating public charter school.

Another important consideration by the LTS-NC governing board was the quality of public school options in the greater Winston-Salem area. According to the North Carolina School Report Cards Website, the definition of a low-performing school is one that earns a School Performance Grade of 'D' or 'F' and has a growth status of 'Met' or 'Not Met'. (See Appendix O5) Winston-Salem/Forsyth County had 29 schools during the 2022–23 that were classified as low performing, and two of the five operating charter schools also earned this classification. Only one public charter school in Forsyth County earned an 'A' rating.

This level of performance is a strong indicator that the greater Winston-Salem metropolitan area



would greatly benefit from another high-quality school option. As described in this application, Legacy Traditional Schools is an 'A' rated network in Arizona, and largely outperforms their public school peers in Arizona, Nevada and Texas. More specifically, 19 Legacy schools in Arizona earned an A or B rating, and three Nevada schools earned a three or four-star rating for the 2022–23 school year. Texas has undergone large changes with its accountability system and no ratings have been given at this time, however, in the 2022–23 school year the proficiency rate improved by 13%.

LTS-NC believes that this past performance of schools in the Legacy Traditional Schools network strongly suggests that the proposed school can be just as successful in Forsyth County, and provide students and families with a quality school choice option. Moreover, through its back-to-basics approach, emphasis on reading, writing and math, as well as the Mozart and Momentum programming, Legacy offers a unique model that will meet the needs of the target student population. To date, the Winston-Salem community is excited about the possibility of Legacy Traditional Schools opening within Forsyth County. At the time of this application submission, 306 total families, or 451 students, have expressed an interest in enrollment. (See Appendix O6)

Q116. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).



As noted throughout the application narrative, Legacy Traditional Schools - North Carolina anticipates drawing students from across the greater Winston-Salem metropolitan area, with the majority of students and families from Forsyth County. The school does anticipate drawing a small number of students from neighboring counties as well within the metropolitan area, namely Davie County. The estimated projected enrollment of the impacted LEAs can be found in Appendix O7. At full-scale, LTS-NC is estimated to serve approximately 3.2% of the total Kindergarten - 8th grade student population enrolled in Winston-Salem/Forsyth County Schools.

	2026 - 27	2027 - 28	2028 - 29	2029 - 30	2030 - 31
Grades Served	K - 8	K - 8	K - 8	K - 8	K - 8
LTS-NC Projected Enrollment	760	960	1110	1165	1200
Winston-Salem/Forsyth County	52,000	52,000	52,000	52,000	52,000
Davidson County	17,250	17,250	17,250	17,250	17,250
Davie County	5,900	5,900	5,900	5,900	5,900
Winston-Salem/Forsyth County K - 8 Only	34,600	34,600	34,600	34,600	34,600
LTS-NC Percentage	2.2%	2.8%	3.2%	3.4%	3.5%
Est. Charter Enrollment - Davidson, Davie, Forsyth	4,200	4,250	4,250	4,250	4,250
Est. Charter Enrollment w/ LTS-NC	4,960	5,210	5,360	5,415	5,450
Est. Total Percentage of Charter Enrollment	6.6%	6.9%	7.1%	7.2%	7.3%



Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



The LTS-NC governing board recognizes that there is a significant need in the greater Winston-Salem metropolitan area for more high-quality, public school options that are accessible to all students. There are also few public charter school options available to students and families in the same region. As a result, the governing board seeks to provide another high-quality, accessible option through the educational programming proposed at Legacy Traditional School.. LTS-NC plans to adopt the Legacy network's globally accredited program of instruction that provides a solid foundation of fundamental and higher thinking skills through structured curriculum consistent within each grade level and sequential throughout all grades. Research and conversations with local stakeholders indicates that there is not a comparable program, public school option in the greater Winston-Salem metropolitan area. Key to Legacy's educational model is a "traditional education" program of instruction to achieve academic excellence among all students. A traditional education philosophy is also known as a back-to-basics approach. Legacy's specially designed, traditional education program of instruction has three distinct characteristics; direct instruction, a civilized and cultured educational environment and a specialized curriculum with an emphasis on mathematics and language arts mastery supported by auxiliary courses and programs. Guided by the vision and mission, a robust implementation of a proven program of instruction supported by community stakeholders, and led by a strong school leader within a physical environment that accommodates the needs of all students, LTS-NC will achieve exemplary performance outcomes.

The historical academic performance data and evidence of Legacy Traditional Schools demonstrate that the Legacy model is successful in addressing achievement gaps and helping students achieve academic excellence. Importantly, these past results strongly suggest that the proposed LTS-NC school will be very effective for enrolled students.

The vision and mission of LTS-NC have been adopted by the governing board with the goal of creating and maintaining a school culture where students are healthy, safe, engaged, supported and challenged. By replicating the evidence-based program, all students in all subgroups will accomplish measurable growth greater than their projected growth model trajectory and will meet or exceed performance standards in all content areas measured by the annual state assessments in North Carolina. This directly aligns to a Year 1 goal of LTS-NC which states that students will meet or exceed the grade-level performance of students in Math and Reading in the same grade span of the Winston-Salem/Forsyth County School District.

Members of the LTS-NC governing board met individually with representatives of both Vertex and others who were aware of the successes enjoyed by Legacy Traditional Schools in other states. The strong desire to enhance the public school options in North Carolina quickly became apparent, and stakeholders saw value in the Legacy model coming to North Carolina. These conversations led to connections and meetings with potential members of the current governing board, who after careful analysis and consideration, agreed to join the collective effort to establish the proposed school contemplated within this application. Each member joined the governing board for individual



reasons, but firmly believes that the addition of the proposed school will enhance the educational landscape in the local community. Members also agree that there is tremendous value in replicating the highly successful Legacy model that has served so many students and families well over the past fifteen years. These beliefs are reinforced by the over 451 prospective students, or 306 prospective families, that have indicated an interest to enroll in the proposed school should it be authorized.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



As further detailed in the application, extensive outreach and analysis was conducted in advance of finalizing the proposed LTS-NC school application. Marketing campaigns were launched in early 2024 focused on inviting families to join the interest list in the greater Winston-Salem area in order to increase awareness and learning opportunities amongst community members, local stakeholders and organizations. At the time of this application submission, approximately 306 prospective students, or 451 prospective families, have signed up on the LTS-NC interest list.

Additionally, LTS-NC has begun to build a strong partnership network within the proposed community the school intends to serve, with a primary focus on local individuals and community organizations and businesses that can directly enhance the educational environment of the proposed school. Several letters of support have been secured from local, elected legislators including Senator Joyce Krawiec and Representative Donny Lambeth. Additionally, the following individuals and organizations have been thought partners, provided resources or ideas, and/or assisted in the preparation of this application:

- US Senator Ted Budd
- US Senator Thom Tillis
- US Representative Virginia Foxx
- North Carolina Association for Public Charter Schools
- Dr Barbara O'Neal, NC Department of Public Instruction
- Jay Whalen, NACSA
- Lee Teague, North Carolina Coalition for Charter Schools
- Logan Martin, Skyline Strategies
- Brett Loftis, Crossnore Communities for Children
- Marcus Brandon, North Carolina CAN

LTS-NC will continue to work with the members of the governing board to secure more formal partnerships that help sustain a positive learning atmosphere for students and families. It is customary for Legacy to join the local Chamber of commerce and other key local organizations, and evidence of this membership with the Winston-Salem Chamber of Commerce has been included as part of this application. LTS-NC also anticipates becoming a member of the North Carolina Association for Public Charter Schools.

Q119. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed



charter school.

- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Comments :

Due to file limit constraints, additional evidence is provided under Appendix O: a link to the LTS-NC North Website/Interest list, and evidence demonstrating parents and guardians have committed to enrolling their children at LTS-NC (Appendix O48).

Applicant Evidence :

			
Krawiec letter suppo...	Lambeth letter supp...	vertex_letter_Crutch...	AZCSA_LetterofSupp...

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9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.



- Encourage the use of different and innovative teaching methods.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



LTS-NC, through a focus on a back-to-basics approach to learning, will positively impact the education of every student. In doing so, the work contemplated by LTS-NC closely aligns to all six legislative purposes of public charter schools in North Carolina.

- LTS-NC administration and teachers will be involved in new and innovative professional learning opportunities that maximizes their ownership and autonomy over the proposed Legacy academic program at the school. This includes significant pre-service training and participation at the beginning as well as throughout the academic year. As detailed further in this application, all professional development activities are aligned with the mission of LTS-NC, which is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators. Professional development content for both teachers and administrators will be centered on increasing professional capacity and knowledge of LTS-NC's school policies, procedures, processes, and instructional model.
- Since its inception, Legacy Traditional Schools has consistently demonstrated high levels of academic performance, organizational compliance and financial sustainability. As detailed in this application, Legacy has met or exceeded performance and accountability expectations in terms of student achievement since its inception. For the 2023 accountability ratings, nineteen Legacy charter schools in Arizona all achieved an A or B rating and three of the six Legacy Nevada schools received either a three or four-star rating for the 2022–23 school year and all outperformed their neighborhood traditional public school peers. In Texas, the proficiency rating improved by 13% during the 2022–23 school year. These high accountability ratings demonstrate the high levels of student academic success achieved through the implementation of the Legacy educational model. LTS-NC intends to replicate these measurable student outcomes for the students and families of the greater Winston-Salem metropolitan area.
- LTS-NC involved community expertise and feedback from local residents and board members in preparing this application. After reviewing the available data and speaking with local residents, it became clear that there was an opportunity to serve many students and families through a high-quality public charter school. Additionally, it quickly became evident that the Legacy Traditional School model and programming was unique and could complement other school choice options in the greater Winston-Salem metropolitan area. This is reinforced by the letters of support already secured, and the conversations that have occurred with other local stakeholders and organizations outlined within this application. The LTS- NC governing board firmly believes that the proposed school will meet the growing needs and demands of families in the area looking for a high-quality public school that emphasizes a back-to-basics, traditional education model. This belief is reinforced by the interest levels seen to date in the proposed school, and has also resulted in the planning of additional in-person and virtual events throughout the remainder of the spring and summer. All parties will be working to add to this interest list leading up to the start of the proposed opening school year to further promote this new educational choice in the community.
- The historical academic performance data and evidence of Legacy Traditional Schools in Arizona, Nevada and Texas demonstrate that the Legacy model is successful in addressing achievement gaps and helping students achieve academic excellence. The LTS-NC governing board anticipates that the



proposed school will serve the greater Winston-Salem metropolitan area by replicating the proven and successful Legacy model, featuring a traditional, back-to-basics approach to education. Academic data from the greater Winston-Salem region indicates that approximately 40% of schools are considered low-performing schools as defined by the North Carolina Department of Public Instruction. (See Appendix O8) This is a testament to the need for more high-quality public school options that are accessible for students and families. The data also indicates that approximately half of the students in the greater Winston-Salem metropolitan are not proficient in math while over half are not proficient in reading. The historical results of Legacy Traditional Schools indicate that the model can improve student learning.

- Since its inception and as proposed in North Carolina, Legacy Traditional Schools is committed to increasing learning opportunities for all students, including those that are at-risk or gifted. When providing a well-rounded education to students, this means to *all* students. The educational program at Legacy Traditional Schools is created with equity in mind. Students who are excelling in a subject are provided with opportunities to participate in the gifted and talented program or attend subjects with students in older grades. For students who are struggling, the MTSS framework is in place to ensure that students are identified and provided additional services to support in filling in academic gaps as soon as possible
- As detailed in the application, the instructional program at Legacy Traditional Schools is designed to ensure student mastery in all academic areas so students are prepared from kindergarten through middle school. It is the intent of the governing board of LTS-NC to replicate this approach through teaching methods that are central to the Legacy model, including direct instruction, scaffolding, summarization, rehearsal and memorization, as well as meta-cognition. An important aspect of the Legacy mission is the focus on high expectations for student achievement and the provision of challenging academic programs. LTS-NC will implement a challenging, well-rounded program through these teaching methods to enable all students to receive content knowledge in a structured classroom while ensuring they have multiple opportunities for peer-to-peer interaction, exploration, and creativity.

9.3. Goals for the Proposed Charter School

Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



The overarching goal of Legacy Traditional Schools-NC is to hold students to high-performance standards and to uphold high expectations of students and staff. The school staff, leadership, and the governing board will routinely analyze data to ensure that Legacy Traditional Schools-North Carolina is meeting performance expectations and fulfilling the six legislative purposes outlined in the NC charter school statute GS 115C-218. Progress reports toward meeting all goals for the first five years of the proposed school, as well as goal modification will be provided to the board on a regular basis and all goal revisions will be approved by the school's governing board.

The following SMART goals are priority goals established in three areas: Student Performance, Organizational and Financial and were developed based upon an analysis of data and metrics and approved by the LTS-NC board.

Student Performance:

- (1) By the end of the first year (2026-27), LTS-NC students will meet or exceed the grade-level performance of students in Math and Reading in the same grade span of the Winston-Salem/Forsyth County School District. This will be measured by the North Carolina End of Grade assessments and will include overall school proficiency, subgroup and WIDA ACCESS assessment results.
- (2) By the end of the proposed charter contract, 70% of LTS-NC students will meet or exceed grade-level standards in both Reading and Math.
- (3) LTS-NC will achieve an overall school performance grade of a B rating or better during each year of the charter contract.
- (4) By the end of the first year (2026-27), LTS-NC English Language Learners will meet or exceed the Winston Salem/Forsyth County Schools progress standard of 18.1% and will increase the progress by 3% in each of the following years.
- (5) LTS-NC will maintain an average daily attendance of at least 93% or higher in each year of the charter contract with a 95% or higher average daily attendance by the final year of the charter term.
- (6) All students taking the NWEA MAP will have a growth score in the 50-60th percentile in both Reading and Math proficiency by the end of year one (2026-27).

The following organizational and financial goals are directly tied to best practices of highly successful charter schools. These goals attempt to uphold standards that are critical to the organizational and financial health of LTS-NC in both the near-term and long-term. These goals along with the outlined



student performance goals will be part of the LTS-NC governing board's strategic plan and will be revised annually or as needed.

Organizational:

(1) The LTS-NC governing board will meet all NC governance and reporting requirements on an annual basis, and each will participate in at least four (4) hours of training/professional development annually.

(2) LTS-NC will meet all basic staffing requirements, specifically teacher certification requirements, on an annual basis as mandated by NC statute.

(3) By September 1st of the second year of operation, teacher retention will be 60% or higher and by September 1st of the 5th year of operation, teacher retention will be at 80% or higher.

(4) At the end of the first year, the school's Net Promoter Score (NPS) score will be 20 or higher as a measure of customer/family satisfaction,

(5) By September 1st of the second year of operation, student persistence will be 70% or higher and by September 1st of the fifth year of operation, student persistence will be at 80% or higher.

(6) The school will be meeting its enrollment projections as of the 20-day student count each year. Additionally, LTS-NC will abide by any other organizational metrics or performance expectations deemed necessary and appropriate by the NCDPI and the Office of Charter Schools.

(7) LTS-NC will exceed the state target for the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities as reported by the US Department of Education and/or the North Carolina Department of Public Instruction.

Financial:

(1) The school will be positioned to meet its financial obligations over the next year as measured by the school's current ratio being greater than or equal to 1.1.

(2) The school will have sufficient resources available to fund day-to-day operations as measured by the school's unrestricted days cash on hand. In year 1, this will be at least 30 days of cash on hand and beginning in year 2 and beyond will be at least 60 days.

(3) The school will not have defaulted on one or more loan covenant(s) nor is it delinquent with debt



service payments.

(4) The school will operate with a surplus as measured by an Aggregated Three-Year Total Margin Ratio that will be positive and the most recent fiscal year Total Margin will be positive or an Aggregated Three-Year Total Margin Ratio that will be greater than -1.5% with a trend that will be positive for the last two years, and the most recent year Total Margin will be positive.

(5) The school will have a sufficient Unrestricted Fund Balance of at least 10% in each year of the charter term. Additionally, LTS-NC will abide by any other financial metrics or performance expectations deemed necessary and appropriate by the NCDPI and the Office of Charter Schools.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



LTS-NC governing board is the entity responsible for overseeing the proposed school using the Legacy Traditional Schools educational model. The school's governing body will provide knowledgeable oversight of the school's operations, financial matters, and student growth and achievement in several distinct ways.

The board will have a close working relationship with school staff and Vertex Education staff. Monthly reports will be provided to the board for their review and consideration for governing board agenda items. Reports to be reviewed will include state academic results, academic data dashboards, enrollment/attendance/persistence rates, survey results, annual budgets, monthly budget to actual statements, income statements, balance sheets, and cash flow statements.

In coordination with Vertex Education, the governing board will provide strategic direction for the school, nurture strong school leaders, and ensure the school's financial and legal security. The board shall have final authority and responsibility for the academic, financial, and organizational performance of the school, and the fulfillment of the charter contract.

In addition to the responsibilities of the full governing board, the proposed board structure is enhanced by standing committees as contemplated in the LTS-NC bylaws. The purpose of each committee is designed to ensure the school will be a success, and the committee structure will allow individual board members to better understand the performance of the school in critical areas such as academics, finance and operations. Committees will report their activities to the full governing board, and include possible recommendations where changes may be appropriate or necessary.

Additionally, the board will evaluate the principal of the proposed school twice a year, using a rubric approved by the board. Additionally, the board anticipates using the ongoing oversight, suggestions, and recommendations of the Regional Superintendent, a Vertex employee, to inform the formal evaluation. The evaluation and discussion will occur during the closed session of a regularly scheduled board meeting. Thereafter, the principal will receive the evaluation and feedback from a member or members of the Board. This proposed structure and model mirrors that of the Legacy Traditional Schools - Arizona where Legacy schools have been established for some time. This model has been an effective means to engage the board in meaningful feedback with the principal, as well as identify areas of strength and opportunity, not only in the principal's performance, but within the board as a whole.

Through its oversight of operations, school finances, and student growth and achievement, the board will ensure that the school is progressing towards attaining its mission of providing all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators.





10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



The instructional program at Legacy Traditional Schools (LTS) is designed to ensure student mastery in all academic areas so students are prepared from kindergarten through middle school. It is the intent of the governing board of Legacy Traditional Schools - North Carolina (LTS-NC) to replicate this approach. An important aspect of the Legacy mission is the focus on high expectations for student achievement and the provision of challenging academic programs. LTS-NC will implement a challenging, well-rounded program to enable all students to receive content knowledge through direct instruction in a structured classroom while ensuring they have multiple opportunities for peer-to-peer interaction, exploration, and creativity. The Legacy instructional model includes the following strategies and assessments designed to meet the needs of the targeted population:

Major Instructional Methods

1. Direct Instruction – The Direct Instruction teaching method emphasizes well-developed and carefully planned lessons, designed around small learning increments that are clearly defined and include prescribed teaching tasks. Direct instruction is based on the theory that clear instruction reduces misinterpretations, provokes subject interest, reduces off-task behaviors, provides a platform for immediate feedback for differentiated learning, and creates prior knowledge connections to new concepts. Numerous studies show the effectiveness of direct instruction, a component of an authentic back-to-basics school, over the last 30 years. Data from small- and large-scale, longitudinal follow-up and short-term studies have found significant positive effects on student achievement in reading, language arts, and/or mathematics. Some high-poverty schools report average test scores at or above grade level and, in a few cases, several grades above (Education Commission of the States, 1999). (See Appendix O9)
2. Scaffolding – As students learn new material, teachers will make connections and provide support according to their students' needs. The goal of scaffolding is to assist students with skill development, which eventually encourages students to become “self-regulated” learners. This is achieved by providing an appropriate amount of instructional support based on students' needs and context complexity. As students grow as learners, scaffolding can be changed, reduced, or removed. This may look different in each classroom because student needs will vary. As the students achieve mastery of the skills, teachers will reduce the level of support needed.
3. Summarization – Summarization is an instructional strategy that is implemented in all content areas. This strategy helps students identify the most important aspects of the text and use the important details to arrive at key conclusions. As students take notes, the last section is to summarize their learning. Students individually will summarize the lesson or part of the lesson to secure their learning.
4. Rehearsal and Memorization – To free up the mental capacity to solve and decode harder materials, students memorize or rehearse foundational information such as letter sounds and math facts. Students have this information at their fingertips and can then engage with more difficult



information, such as solving two-step equations or decoding new words.

5. Meta-cognition – Students who engage in thinking about how they think can make additional strides in understanding the new material. In reading, students are asked to look back and see if they understand what they just read. In math, they are tasked with reviewing their work to see if they completed all the steps correctly. Meta-cognitive strategies are implemented across all curriculum materials and are an important skill needed to become effective problem solvers.

Teacher preparation through effective lesson planning and delivery is a key component of the LTS educational program and is necessary to be able to effectively implement the instructional strategies outlined above. Madeline Hunter's *Seven Steps of Instruction* (1994) is the basis for the LTS lesson planning process and is an expectation for every teacher. (See Appendix O10)

Assessment Strategies

LTS-NC will provide an opportunity for enrolled students to achieve academic excellence and meet or exceed the North Carolina academic performance standards and expectations. In addition to the core curriculum, teachers will implement intervention and enrichment strategies based on academic needs identified through formative, diagnostic, and summative assessments administered during the year. If a student's academic achievement continues to decline, LTS-NC administration, along with the student's parents and teachers, will convene to consider the next steps.

To determine alignment and continued student growth, LTS-NC will administer the NWEA MAP benchmarking assessment. The NWEA MAP assessment will be administered three times each year to determine individual student growth of academic performance. Students in grades K-8 are assessed in reading and math. The NWEA MAP assessment is central to the Legacy model because it provides a wealth of immediate information to the student, educator, and parent that can be leveraged throughout the school year to drive academic success.

Percentile benchmarks are one key aspect of the NWEA MAP assessment, allowing all stakeholders to understand how an individual student is performing compared to his peers in the same grade level. Data and information collected through NWEA MAP also provide opportunities for schools to see the growth of a student over time, as well as the individual student's results compared to his peers at his school. For these primary reasons, this assessment tool is implemented across all Legacy schools and will be used as a benchmark assessment tool at LTS-NC. Teachers and administrators will receive significant training on this annually, with additional professional development and resources provided thereafter as needed.

The initial screening assessment will allow teachers to get to know new students and determine which students may need additional support or assistance with challenges during instruction. The



assessment will be administered again in the winter to review student progress toward growth goals. From here, instruction will be adjusted as needed to ensure that students who are not meeting growth goals are getting the support they need. This approach ensures that all students receive individualized instruction tailored to their needs. The MAP assessment will be administered again at the end of the year to see if students progressed from the beginning of the year. Because the assessment is computer-based, individual student-level results are available immediately. This granular level of detail regarding student performance is another key reason why Legacy has utilized the NWEA MAP and proposes to continue this practice at LTS-NC.

Teachers use data from end-of-lesson assessments to determine if students met the lesson objective and to ensure, over time, that the school is meeting or exceeding academic performance expectations. Exit tickets, or daily formative assessment tools to determine if students mastered an individual lesson, are used by teachers to quickly obtain data to assess whether more re-teaching to the whole class is needed, or if specific students need intervention to master that skill. The availability of timely, actionable data allows teachers to intervene quickly rather than waiting for benchmark assessments to identify students who have not made adequate progress.

Administrators, parents, and teachers share responsibility for ensuring students are academically successful. A safe learning environment taught by caring, knowledgeable, and highly effective educators is a central tenet of the proposed program and the mission of LTS-NC. This environment is enhanced through additional programs and supports provided to students and families to ensure that each student experiences success.

Tutoring is planned for LTS-NC and will be strongly encouraged for students not demonstrating sufficient academic progress and/or mastery to help ensure that they are meeting academic standards and expectations by the end of the academic year. Teachers look at the data of the struggling students and provide re-teaching or intervention strategies. Teachers use this time for additional pathways to teach the same concepts that were not mastered in class. Additionally, parents are encouraged to reach out to the teacher if they feel their child needs tutoring. LTS teachers will inform parents of academic concerns and discuss any intervention and tutoring options. This collaboration between adults will provide additional support to students.

Meeting the Needs of the Target Population

The population in the Winston Salem/Forsyth County School District has a wide variety of students. When providing a well-rounded education to students, this means to *all* students. The educational program is created with equity in mind. Students who are excelling in a subject will be given opportunities to participate in the gifted and talented program or attend subjects with students in older grades. For students who are struggling, the MTSS framework is in place to ensure that students are identified and provided additional services to support in filling in academic gaps as soon as possible. Students who do not speak English as their first language will be supported by



peers and teachers who have the skills to scaffold and support English language acquisition. Students who come to LTS-NC from low-performing schools or who are at-risk students will receive an equitable education. If needed, the MTSS process will support these students early with any academic gaps so they can catch up to their peers. LTS-NC will serve students in kindergarten through eighth-grade students with core content, a variety of additional courses, and social-emotional learning. Legacy Traditional School-North Carolina strives to positively impact the education of every student.

Q125. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q129. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The learning environment is classroom-based, with students participating in structured, in-person instruction. The class size is designed to be conducive to effective teaching and individualized attention, with no more than 25 students per elementary school class and no more than 30 in a middle school class. Students receive content knowledge through direct instruction blended with technology and multiple opportunities for peer-to-peer interaction, exploration, and creativity. A back-to-basics curriculum, an accelerated pace of studies, and high expectations for academic achievement and behavior, combine to help cultivate the important characteristics that lead to developing successful, well-rounded children.

Subjects taught to all LTS students in grades K–5 include language arts (composition, oral communication, reading/literature, spelling, and vocabulary), mathematics, social studies, history, geography, and science. Special area classes (“electives” or “specials”) for grades K–5 include art, computers, general music, library, physical education, and Spanish.

Core subjects for grade 6 include English and literature, mathematics, social studies/history/geography, and science.

Core subjects for students in grades 7 and 8 include English composition, literature, mathematics, social studies/history/geography, and science. All middle school students have the opportunity to select from a variety of electives each semester. Electives are designed to help cultivate all of the important characteristics that lead to developing successful, well-rounded children.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



The mission of LTS-NC is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable and highly effective educators. The mission will be met through the implementation of an educational program and curriculum that meets all ESSA qualifications and the North Carolina state standards and provides a high-quality education for the school's target population. Additionally, LTS-NC plans to implement a weighted lottery as it is the intent and mission of LTS-NC to serve a student population that is representative of the proposed community.

The past accountability ratings of schools in the Legacy Traditional Schools Network indicate that the LTS-NC academic performance goals will align with the North Carolina Accountability model and expectations. Nineteen Legacy charter schools in Arizona achieved an A or B rating; three of the six Legacy - Nevada schools received either a three- or four-star rating for the 2022–23 school year; and all outperformed their neighborhood traditional public school peers. The Texas accountability system has undergone significant changes over the past three years, and school-specific accountability ratings/grades have not been given for the three Legacy Texas schools; however, in the 2022–23 school year, the proficiency rating improved by 13%. These high accountability ratings demonstrate the high levels of student academic success achieved through the implementation of the Legacy educational model.

As part of the LTS curriculum and materials adoption process, Legacy's Arizona, Nevada, and Texas campuses created a rubric and provided ratings for each content area before adopting curriculum materials. Each rubric includes current best practices, national standards, state standards, support for a variety of student levels, closing the achievement gap for educationally disadvantaged populations, and teacher ease of use. If a curriculum being researched does not meet the minimum standards, it is not considered. LTS-NC will put the anticipated North Carolina curricula through the same review system to ensure that students are receiving instruction to best fit North Carolina's rigorous expectations and that the proposed school is able to perform well, as measured by the North Carolina Accountability Model.

LTS-NC will implement a research-based curriculum in all core content areas, with an increased emphasis on language arts and math; will assess our students using both formative and summative assessments; and will utilize student data to inform instruction and student support systems.

LTS-NC will work to comply with the approved curriculum that has been outlined through the



Textbook Adoption Schedule. (See Appendix O11) At the time of the writing of this application, the K–12 science curriculum was under review, with English language arts and mathematics being reviewed around the time of opening. The subjects addressed below are the minimum expectations of what teachers are to teach in class. Specific curriculum will be decided depending on what curriculum the North Carolina Department of Public Instruction determines.

Language Arts

Elementary Language Arts

The Language Arts program offered by LTS focuses on developing five key elements of the Science of Reading, which are phonemic awareness, phonics, vocabulary, fluency, and comprehension. The program uses daily exercises in phonemic awareness, phonics, and vocabulary to develop foundational skills. Fluent reading is essential for future comprehension, so students engage in both individual and choral fluency practices. Starting with listening comprehension and moving to reading comprehension, students will engage in a variety of different reading comprehension skills so they can make sense of a text. The program also includes both literature and informational texts to ensure that students have ample exposure to both types of texts and their different structures. Assessments are frequently conducted to make instructional decisions, implement research-based interventions, and create a classroom environment dedicated to creating proficiency in reading and writing. LTS focuses on providing students with a strong reading foundation in foundational skills, literary texts, and informational texts to prepare them for the end-of-grade (EOG) Reading Tests.

Middle School Language Arts

LTS-NC 6–8 ELA coursework adheres to the North Carolina Standard Course of Study (NCSCOS). The ELA curriculum prepares students to be college and career-ready. Middle school students connect prior knowledge to the texts and sharpen their proficiencies of the standards orally and through writing while reading from a wide range of literary and informational texts from classical to modern fiction and nonfiction. This variety of texts allows for in-depth analysis and opportunities to practice higher depth of knowledge activities. From grade 6 to grade 8, the curriculum increases in complexity as it supports the NCSCOS Standards for Reading and satisfies each of the ELA blueprint domain requirements to fully prepare students for success.



Math

Elementary Math

The implemented mathematics curriculum will allow students to be exposed to real-world mathematical problems and various problem-solving strategies. The program uses visual models, student-centered projects, and personalized learning to help students gain a deep understanding of mathematical concepts. The math curriculum will prepare students for real-world experiences and EOG Mathematics Tests by supporting critical domains such as numbers and operations, expressions and equations, and providing various depth-of-knowledge questions. Mathematical practices are also covered in-depth to help students develop their problem-solving skills.

Middle School Math

The curriculum emphasizes a structured progression from grade 6 to grade 8, focusing on key mathematical concepts while using visual models and emphasizing the NCSCOS standards for mathematical practice. The curriculum will align with the domain weights, targeting ratios, proportional relationships, number systems, expressions, and equations in grades 6 and 7. In grade 8, functions, geometry, the number system, expressions, and equations are more heavily covered, while still covering the geometry, statistics, and probability domains in all grades. The rigorous content is designed to prepare students for real-world experiences and success in EOG tests.

Accelerated Middle School Math

Offering accelerated math coursework in middle school is crucial for tailoring education to diverse learning needs, preventing disengagement in high-achieving students, and fostering a positive attitude toward learning. By offering NC Math 1, 2, and 3 (if needed), we provide early exposure to advanced concepts, preparing students for higher-level coursework in high school and promoting critical thinking skills. Accelerated programs address the needs of gifted and talented students, helping close achievement gaps and ensuring equitable access to challenging content. Moreover, by experiencing a curriculum that prioritizes number, quantity, algebra, and functions, they are more prepared for the end-of-course (EOC) tests, enhancing overall school performance and reputation.



Science

Elementary Science

The K–5 science curriculum in North Carolina is designed to align with the NCSCOS standards and focuses on developing foundational scientific knowledge and skills through engaging activities and hands-on exploration. The kindergarten curriculum introduces students to key scientific concepts such as engineering, technology, force and motion, plants and animals, weather patterns, Earth's resources, and conservation. In first grade, students explore topics including light, motion, ecosystems, and the sky, while second graders investigate matter, energy, life cycles, and environmental conservation. The curriculum for grades 3–5 continues to align with NCSCOS standards, engaging students in exploring scientific concepts and developing critical thinking skills through investigations and phenomenon-based learning. By the end of the curriculum, students will have a solid science foundation for future coursework.

In aligning the grade 5 science courses with the NC Essential Standards for Science blueprints, we can see a clear connection to the unifying concepts outlined in the EOG Science assessments. For grade 5, the course content closely relates to the weight distributions of the unifying concepts, with a focus on forces and motion; matter properties and change; energy conservation and transfer; Earth systems, structures, and processes; structures and functions of living organisms; ecosystems; and evolution and genetics. This alignment ensures that students are exposed to key scientific principles and topics essential for their grade level.

Middle School Science

The middle school science course in North Carolina aligns with NCSCOS standards. It covers a range of topics for students in grades 6–8. The curriculum begins with lab safety and the scientific method review and progresses through various scientific concepts. In grade 6, students explore Earth's systems, natural hazards, resources, and the solar system. Grade 7 focuses on engineering, cells, ecosystems, and human influence on inheritance. Grade 8 delves into energy, matter, chemical processes, forces, waves, and information transfer. The course aims to provide students with a strong foundation in scientific knowledge and skills to prepare them for advanced studies in science.

In grade 8, concepts are also connected to the unifying concepts outlined in the EOG Science



assessments. The course content aligns with the grade 8 EOG Science Tests by emphasizing matter properties and change; energy conservation and transfer; Earth systems, structures, and processes; Earth history; structure and function of living organisms; ecosystems; evolution and genetics; and molecular biology. By incorporating these concepts into the curriculum, students are prepared to demonstrate their understanding of these fundamental scientific ideas through the EOG assessments at the end of the school year.

Social Studies

Elementary Social Studies

The elementary social studies program offered by LTS adheres to the NCSCOS social studies standards, which in turn support ELA informational text standards. Informational text is 43–50% of the EOG NC tests in grades 3 through 8. The EOG testing blueprint assesses RI 1–RI 10. LTS social studies curriculum is designed, developed, and instructed to ensure the cognitive complexity of social studies with cross-curricula developments in ELA with a focus on these specific RI standards. Students learn to discern relationships between historical events within the fundamentals of geography, civics, economics, and history. Students learn about people and cultures from their community, state, and country, including state and national history. They also study how the physical environment shapes cultures, the importance of government, and how our needs are served in the economy. Informational text features, including charts, graphs, headers, and images, are read and analyzed. Domain-specific vocabulary, time with sequence, and cause and effect are taught within the social studies curriculum to allow students to retain, maneuver, and synthesize information by reading complex informational texts at their grade levels.

Middle School Social Studies

LTS-NC 6–8 social studies courses adhere to state standards-based social studies curriculum as it prepares students to be college-, career-, and civic-ready. Middle school students develop and sharpen their inquiry skills as they study behavioral sciences, civics/government, economics, geography, and history while learning about societies and regions from every continent. The coursework provides ample practice in reading informational text, which supports the ELA blueprint's specifications of almost 50% of the EOG reading being informational text. Sixth-grade students focus on the period from the Paleolithic Age to 1400 CE. Seventh-grade students begin in 1400 CE and progress through the network of nations in the modern world on a global scale. With



increasing rigor in the curriculum, eighth-grade students study impactful topics that shaped the nation and North Carolina. With an integration of United States history and North Carolina history, students learn about key people, issues, and events from the colonial period through contemporary times.

In summary, these curriculum materials are central to the proposed Legacy model in North Carolina and are replicated from other, successful schools in Arizona, Nevada, and Texas. Additionally, these features of the Legacy model are directly tied to and align with the proposed mission of LTS-NC, which is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators. These central elements outlined above and detailed within this section represent pillars of the Legacy model to be implemented in the proposed school.

Q131. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



John Hattie's *Visible Learning* (2009) meta-analysis and his more recent list of 252 effects that strongly influence teaching and learning are implemented as part of the teaching and learning strategies used at LTS-NC. (See Appendix O12) Many of Hattie's best instructional practices have been used to inform teaching and learning at LTS. In his meta-analysis, anything that provided an impact of 0.4 or higher was considered a strategy that yielded high results. Direct instruction—a key component of the LTS instructional program—came in at 0.6, which holds as a strong strategy. This holds true for students who excel, who are at grade level, or who are struggling. Direct Instruction can be used in a whole group setting or in small groups as an intervention.

The curriculum is taught using direct instruction, which emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. This teaching strategy supports students who may be below grade level because the teacher is the person giving the initial instruction. This allows for teachers to provide background knowledge that students may need and to sequentially present the material in a logical way. These steps are critical for students who have been educationally disadvantaged or are multilingual, or for all students who may not have the initial information they need to understand difficult concepts.

LTS-NC will utilize a direct instruction model, and students will be exposed to Depth of Knowledge (DOK) levels within instruction. Students who are above grade level will have opportunities to engage in strategic and extended thinking to advance their understanding and application of the curriculum. Students who are below grade level will benefit from the systematic approach of direct instruction and will be exposed to opportunities to practice recall multiple times throughout lessons. All students will be exposed to content at their grade level and have opportunities to think critically about the topics.

The proposed educational program at LTS-NC is founded on a curriculum that meets all ESSA qualifications and aligns with all NCSCOS standards. LTS-NC will use a rubric to evaluate textbooks, curriculum resources, and materials before adopting a curriculum and associated materials. The rubric includes current best practices, national standards, state standards, supports for a variety of student levels, and teacher ease of use. A curriculum is also evaluated for its success in supporting multilingual learners, gifted and talented learners, students who struggle, and the general student population. If a curriculum being researched does not meet the minimum standards, it will not be considered. This evaluation process is necessary to ensure that students are receiving instruction best aligned with North Carolina's rigorous standards and expectations.



The Legacy Traditional Schools model has numerous features that make it unique and that contributed to Legacy's being selected as Arizona's #1 Charter School by *Ranking Arizona* for ten straight years. (See Appendix O13) Additionally, all Legacy Traditional Schools have received Cognia Accreditation. As an accredited institution, Legacy Traditional Schools commit to a journey of ongoing improvement which is distinctly different from other improvement processes. The Cognia accreditation process is a standards-based, ongoing improvement process that includes expert third-party professional reviews and feedback. The accreditation process supports and guides the improvement journey through the application of research-based Performance Standards coupled with evaluative feedback from professional peers. LTS-NC will become part of the Legacy Cognia Accreditation work and will receive the benefits of this continuous improvement process.

Another unique feature of the Legacy educational model that will be implemented at LTS-NC are two elective courses, Mozart and Momentum. These courses include specialized tracks in physical education or music and allow students in grades 3–6 to choose four days of physical education or four days of music education each week. On the fifth day of the week, the student switches to a day of physical education or music education—whichever they did not take the rest of the week.

These specialized tracks allow students to become more dedicated to and proficient in playing instruments or preparing for sports teams. This equitable program allows students to learn an instrument or participate in sports, regardless of their academic or social standing. Each Legacy Traditional School is equipped with a piano room, computers for composing music, a stage, an advanced sound system, and other music rooms to accommodate a variety of musical activities. For students who choose the physical education route, campuses have indoor turf and a gym equipped with basketball hoops and volleyball courts to accommodate indoor sports. For outdoor sports, the grounds are equipped with a baseball diamond and a field large enough for soccer and football events.

All K–6 students have the opportunity to participate in weekly technology, art, and Spanish classes. During these classes, students are exposed to technology safety and usage, a variety of art media, and basic Spanish vocabulary. K–5 students also have a built-in time to visit the library to check out books. All students have the opportunity to check out books to read.

Electives are offered to grade 7–8 students in a wide variety of topics. Students can pursue physical education, band, orchestra, robotics, 2D and 3D art, speech and debate, yearbook, engineering, and



other electives that pique their interest. All electives are made available to all students to choose from.

LTS-NC believes that all aspects of the student should be addressed. Social and emotional skills are an important part of the student. Strong Kids is a research-based curriculum that has been used at all Legacy schools in Arizona, Nevada, and Texas, indicating that there will be a strong emphasis and support for the social and emotional needs of all students enrolled at LTS-NC.

The Merrell's Strong Kids curriculum is differentiated for age groups through its Strong Start Pre-K, Strong Start K-2, Strong Kids 3-5, Strong Kids 6-8, and Strong Teens 9-12 programs. Each grade band provides lessons in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that are appropriate for the developmental level of the grade band. (See Appendix O14) For example, the K-2 Strong Start curriculum teaches what friendship is and how to be a good friend. Although the other grade levels continue to cover healthy friendships, the content is differentiated to the age band of the grade levels.

In addition to pacing guides created for all core content areas, Vertex Education has created a pacing guide that will aid the school in implementing Merrell's Strong Kids program seamlessly into its academic program of study at each grade level. The guide establishes dedicated teaching time for SEL concepts while also creating SEL integration touchpoints across the curriculum. The SEL integration touchpoints provide examples of how teachers can support the development and generalization of SEL competence and capacity throughout the students' school day. This implementation will support healthy and positive character development and ensure that students can effectively apply what they are learning.

To summarize, students will spend most of each day focusing on four core subjects: English/ language arts, math, science, and social studies. The educational program and selected curricula for these subjects are well-researched, and LTS-NC believes that these will be positively impactful for the anticipated student population at the proposed school, given the supporting research as well as the results of these selected curricula in other Legacy schools.

Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span



upon program completion.



Administrators, parents, and teachers share responsibility for ensuring students are academically successful. A safe learning environment taught by caring, knowledgeable, and highly effective educators is a central tenet of the proposed program and the mission of LTS-NC. This environment is enhanced through additional programs and supports provided to students and families to ensure that each student experiences success.

When students are identified as struggling in content areas, student data will be reviewed to determine the best intervention. Students who have already been identified with a disability will work with their specialized teachers and their general education teachers to ensure they can access grade-level content. Students who may be multilingual will have multiple sets of data reviewed to determine if the gaps are due to English language acquisition or other underlying academic gaps. Students who are experiencing a new school environment or curriculum may simply need time to adjust, with some small-group attention so they can be more successful with their peers. Each day, teachers are to hold intervention and enrichment time to meet student needs. For those who are struggling, the teacher will gather the appropriate data and create small groups where similar skills can be looked at in a different way to achieve mastery.

Tutoring is planned for LTS-NC and will be strongly encouraged for students not demonstrating sufficient academic progress and/or mastery to help ensure that they are meeting academic standards and expectations by the end of the academic year. Legacy plans to offer two free tutoring sessions a week; one in ELA and one in math. Teachers will invite students based on classroom performance and parents may also request their child be invited to tutoring based on academic concerns they may be observing at home. Tutoring is a current practice at Legacy schools, and while it is offered to all students, those who are achieving below 70% on weekly assessments are strongly encouraged to attend. This time is spent on reteaching standards at the individual level to ensure mastery as well as to prevent students from falling behind and pre-empt future concerns earlier in the instructional process. Stated another way, teachers look at the data of the struggling students and provide re-teaching or intervention strategies.

Tutoring also provides opportunities for the teacher and parent to closely engage around how to best support individual students in their success. Teachers use this time to use alternate strategies to teach the same concepts that were not mastered in class. Additionally, parents are encouraged to reach out to the teacher if they feel their child needs tutoring. LTS teachers will inform parents of academic concerns and discuss any intervention and tutoring options. This collaboration between adults will provide additional support to students.

To keep parents and guardians notified of the progress of their students, report cards will be sent home at the end of each quarter, and progress reports will be sent home at the midpoint of each quarter. Parents or guardians will also be sent letters regarding academic difficulty if it looks as though the student may not pass a grade level or course required for graduation. For K-5 students, if it is in their best interest to repeat the grade level, parents, teachers, and administrators will



discuss this option. Credit recovery options will be made available to junior high students as needed to ensure they have enough credits to move up to high school.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

LTS-NC calendar closely aligns with the Winston-Salem Forsyth County Schools calendar. LTS-NC teachers will attend 10 days of training and development prior to the start of the inaugural school year and attend five days each year thereafter. During this training, emphasis is placed on the school's mission, the instructional methodology, and the implementation of curricula to ensure that all teachers are prepared to implement the successful Legacy Traditional Schools instructional model and back-to-basics approach. The school calendar comprises four quarters. The first and third will end in parent-teacher and student-led conferences respectively, which will allow teachers and students to showcase and discuss the students' growth and progress. There are staff professional learning and collaborative planning days built into the calendar. Additionally, the calendar accounts for benchmark assessments, such as the NWEA MAP testing and state testing. The calendar also accounts for legal holidays occurring within the school operating period and meets North Carolina's 185-day or 1,025-hour requirement.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



The school day for students will start at 8 a.m., with dismissal at 2:40 p.m. for grades K–5 and 2:55 p.m. for 6th–8th grade. To comply with NC115C-218.85, these minimum requirements will allow for students who have been retained in third grade to have additional time for accelerated reading instruction. Core subjects will include the following instructional minutes for a full five-day week of instruction.

Kindergarten to Fifth Grade Daily Minimum Minutes

- Language arts: 105 minutes, plus 30 minutes for intervention
- Mathematics: 60 minutes, plus 30 minutes for intervention
- Science: 30 minutes
- Social studies: 25 minutes

Sixth to Eighth Grade Daily Minutes

- English: 104 minutes
- Mathematics: 52 minutes
- Science: 52 minutes
- Social Studies: 52 minutes

Instructional minutes are also allocated for social-emotional learning, PE, music, library, technology, art, and Spanish. Students in grades 3–6 have Mozart or Momentum in place of music and PE. Within the core and specials curriculum, students will have lunchtime with recess and a morning or afternoon recess.

The daily and weekly schedule is designed to allocate ample instructional minutes for core subjects as well as extracurricular activities. The schedule accommodates individual needs by allowing time for support as necessary, provides a balance of instructional time and learning without overly long hours, and incorporates dedicated time for physical activity, lunch, and breaks between subjects.

There are a total of six early release days scheduled throughout the school year. Four early release days are designated for fall and spring conferences, providing opportunities for parents and teachers to discuss student progress. The last day of each semester is also marked as an early release day, providing time for students and teachers to wrap up the academic term efficiently. It is noteworthy that this proposed schedule closely parallels that of Legacy Traditional Schools in Arizona, which has been highly successful academically with 19 schools receiving an A or B rating in 2023. Given this evidence, LTS-NC believes that this schedule will be optimal for student learning. (See Appendix O15, O16)

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



Teachers have the opportunity to start their day prepping their classrooms. Depending on the schedule, they may have tutoring or morning recess supervision. The official school day begins when the students line up for the flag ceremony. Each teacher is expected to be with their elementary class or their secondary first-period class and monitor behavior during the flag ceremony. Once the flag ceremony is over, teachers lead their class into the building to begin the day.

Elementary teachers have the opportunity to stay with their students for the majority of the day and have time to prepare materials, plan, grade, or complete what they need to while their students are out at recess and lunch. Each day, elementary teachers will have a minimum of 30 minutes of prep time when their students are attending one of their specials. Special area teachers of elementary students also have prep time built into their day. Every effort is made when creating schedules to allow grade levels to have common prep time to allow for collaborative team meetings (CTMs) and other team planning times to take place. Teachers will have planning periods in their daily schedules. Weekly, they will have common planning with their grade level or team and will use that time to participate in CTMs. During these meetings, teachers will unpack standards, analyze data, make adjustments to the pacing of their lesson plans, and select specific intervention and enrichment activities that will be utilized during the core and intervention and enrichment instructional time periods to deepen learning or target areas of deficiency.

Middle school teachers teach six out of the seven class periods a day, with one class period of prep time each day to use as needed. Every effort is made for subject departments to have common prep times to hold CTMs and do other vertical planning to support students through their middle school careers. Since there are limited teachers for each subject, they will meet in more generalized CTMs, where their conversations may be more directed at student behavior across classes and how to support those students who are struggling across subjects.

On most days after students have left, teachers have time to prepare for the next day or do additional planning. All teachers will attend monthly staff meetings after school. For those teachers who are new to teaching, additional new teacher meetings will be held monthly to support them with additional strategies to support learning in the classrooms. Some teachers may choose to hold their tutoring hours after school. Those who are looking to be more active in the school community may volunteer, with an additional stipend, to coach sports, facilitate clubs, direct the musical, or lead the student council. Events may be held during the school year, such as festivals or movies, allowing teachers the opportunity to support and enjoy community-building time.



Elementary school students start their day at the flag ceremony. Classes are lined up and ready to listen to the administrator conducting the ceremony. During this time, the Pledge of Allegiance is recited, a moment of silence is observed, and announcements are made. The class walks to class and begins their day.

Elementary students spend their morning on phonics and reading before a 15-minute recess. After recess, students engage in a math lesson and then a grammar activity. The class then goes to lunch, enjoying a meal that complies with the National School Lunch program. Recess follows lunch, after which the students return to class for a writing lesson. Then the class heads to their daily special. Depending on the day, students may go to PE, music, art, technology, or Spanish. They then return to class, where they engage in science and social studies lessons. When the instructional day ends, the students wait in their classroom until they are called to board the bus, are picked up, or are released to after-school care.

A distinguishing facet of the Legacy model, which is not available at other public schools, is that elementary students participate in the Mozart and Momentum programs. If students choose the Momentum track, they attend PE four times a week and general music one time a week. During PE time, they play a variety of sports and do strength and cardio exercises to practice healthy exercise habits. If the students select the Mozart track, they attend music classes four times a week and PE one day a week. The students attend an ensemble course where they can play an instrument or attend choir one day a week. The other days are filled with piano lab time, general music, and music theory.

Middle school students also begin the day by attending the flag ceremony. The middle school student's morning comprises five class periods: math, science, social studies, and two periods of ELA. A unique feature of middle school is the two periods of ELA. This emphasis supports reading and writing skills to set up students for success on the North Carolina EOG tests and for success in their high school courses. Middle school students then go to lunch and have time outside after lunch to be with their friends. The afternoon includes two more class periods, where students have the opportunity to participate in the electives they chose before the school year began. Finally, they wait in the classroom of their last period until they are picked up or released from school.

Q136. Will this proposed school include a high school?



- Yes
- No

Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix B LTS-NC.p...

Uploaded on **4/26/2024**
by **Mark Modrcin**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


NC Calendars - Wins...


Charter App _ NC Cal...

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Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

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Applicant Evidence :


Appendix E_ Daily an...

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10.2. Special Populations and “At-Risk” Students

Q145. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



LTS-North Carolina (LTS-NC) will implement a multi-tiered system of support (MTSS) to meet the needs of all students' academic and behavioral needs. LTS-NC will be a public school and will provide this program to ensure that any student struggling academically has the support necessary to continue accessing and progressing in the curriculum. The proposed MTSS framework for LTS-NC replicates current practices at the successful Legacy charter schools in Arizona, Nevada, and Texas.

MTSS, an instructional framework that includes a universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction, has been developed to supplement general education instruction. Its implementation ensures that students who demonstrate academic, social-emotional, and/or behavioral needs within the educational environment obtain appropriate intervention and resources to address identified areas of need.

Academic Supports

The process of placing students in tiered levels of support, initially, is dependent on the utilization of NWEA Measures of Academic Progress (MAP) benchmarking, which is administered in the fall, winter, and spring of each academic year alongside an analysis of data. As part of the MTSS Framework, Tier 1 will include the school's core instructional programs and instructional methodologies. Tier 2 is available for students who are struggling in academics as measured by performance on NWEA MAP benchmark assessments. Supplemental supports, instructional intervention programs, and focused strategies will be utilized to assist students in learning. Tier 3 provides intensive support, increasing the frequency and duration of interventions and individualizing interventions to the specific needs of students.

Placement consideration into tiers is two-pronged. First, students who obtain a MAP benchmark percentile rank of 1–25 (per academic area) meet the threshold of concern, which warrants a further discussion of needs. Second, through the analysis of data, the professional learning community (PLC) determines if the student is placed in the corresponding tier for intervention.

The PLC will review data (MAP Skills/MAP Growth, Classroom Assessments/Observations) as frequently as each MTSS data review team deems necessary. The formalized collaborative team meeting (CTM), including grade-level teachers, interventionists, and a member of the administration team, will occur bi-weekly during the allocated time that is held by the PLC; MTSS meetings will be held on the second and fourth week of every month. During the fourth week of each month, the PLC will discuss individual student progress, or lack thereof, toward the intervention, to make appropriate decisions based on collected data for the tier movement.

Regarding academic functioning, reports available within the MAP operating system are utilized for the identification of specific skill areas to be addressed. Scores, which are unique to the MAP



system, are used to identify specific academic areas of concern and assist in the identification of interventions needed. Interventions will align with projected growth targets for each student. Students who obtain a 26th percentile rank and above on the MAP benchmark assessment warrant conditional consideration based on other performance indicators. Teacher discretion based on multiple variables, such as the specific area of need (e.g., fluency, word recognition), is utilized for an appropriate intervention response. Students who receive a percentile rank of 1–25 on the MAP benchmark assessment will have met the threshold of concern for further analysis of academic concerns to take place. Upon analysis of academic areas of concern, the PLC will appropriately place the student into the corresponding tiers. Parallel intervention intensity level/frequency of intervention is delineated between each tier.

Behavioral Supports

Regarding social-emotional and/or behavior, placement of students in tiers is dependent on multiple data points and determined in correlation with the school leadership team (SLT) and teacher. Tier 1 is focused on preventive measures and the enforcement of a school-wide understanding of expectations/goals within LTS-NC. Strong classroom management, the fidelity of social-emotional learning curriculum implementation, and oversight of school-wide expectations are foundational to Tier 1. In Tiers 2 and 3, students' social-emotional and/or behavioral needs are evaluated holistically through the collaborative team meeting (CTM) process by the professional learning community. Intervention aligned to identified student needs is a byproduct of the CTM. In Tier 2, students are identified for interventions based on data points surrounding office referrals, classroom behavior, and disciplinary events. Interventions are put in place based on the specific needs of students. In Tier 3, students who continue to demonstrate behavioral needs despite consistent Tier 2 interventions are referred for a functional behavioral assessment (FBA) and behavior intervention plan (BIP) that will identify functions of behavior and individualized strategies and goals to support the student's needs.

Interventions selected by interventionists are not generic. Rather, they are specially and individually crafted to meet the unique learning needs of each student because cookie-cutter behavioral/social-emotional interventions may not be strategic enough to meet the unique social-emotional or behavioral needs of the student. Once interventions have been identified to appropriately reflect the student's needs, students receive intervention strategies in correlation with their tier. The frequency and intensity of applied interventions are delineated between each tier and increase in intensity and frequency as a student fails to respond to intervention. If a student fails to respond to intervention, the student is referred for a special education evaluation. If at any point the school suspects the student has a disability, the school will refer the student for a special education evaluation, and the student will continue to receive tiered interventions supplemental to the evaluative process if deemed appropriate.



Social-Emotional Learning

LTS-NC will provide universal social and emotional learning (SEL) instruction to all students. Ample research has demonstrated that universal SEL instruction has led to a significant increase in student skills, dispositions, academic performance, and prosocial behavior. (See Appendix O17) It is a crucial component of an effective prevention and intervention program.

LTS-NC will utilize Merrell's Strong Kids curriculum. Strong Kids is a curriculum that is supported by several peer-reviewed research studies. For example, Kramer et al. (2014) conducted a quasi-experimental study in 2014 that showed the effectiveness of the curriculum for elementary school students (grades K–6). This evaluation included 614 grade K through 6 students enrolled in suburban, Title 1 schools in the US West region (Latinx = 57%, white = 40%; 82% of students qualified for FRPL). This evaluation found grade 1 through 6 students who participated in the program experienced a decrease in teacher-reported internalizing behaviors (e.g., loneliness, depressive symptoms) compared to students in the comparison group (outcomes reported 17 weeks after baseline). (See Appendix O18)

The results of this and other research studies culminated in the Collaborative for Academic, Social, and Emotional Learning (CASEL) including the Strong Kids curriculum in their Program Guide. CASEL is a nonpartisan, nonprofit organization that synthesizes research, informs legislation, and partners with districts and states in programming and implementation. (See Appendix O19) Part of their work has led to the development of the CASEL Program Guide, which functions as a consumer-report style tool to assist educators in identifying well-designed, evidence-based SEL programs. (See Appendix O20) The CASEL Program Guide has three levels of designation: SEL select (the highest designation); promising; and SEL supportive (the lowest designation). The three levels of designation are closely aligned with the components required to qualify for ESSA tiers 1 and 2. (See Appendix O21) Merrell's Strong Kids curriculum has been designated as a promising program by CASEL, indicating that the curriculum promotes student and staff social-emotional competence. Moreover, the research supporting the curriculum has produced notable outcomes, including improved SEL skills and attitudes in students, as well as reduced emotional distress. (See Appendix O22)

This research, coupled with the current implementation of Strong Kids at current Legacy schools in Arizona, Nevada, and Texas, gives the governing board confidence that there will be more than adequate social-emotional support for all students enrolled at LTS-NC.

The Strong Kids curriculum is differentiated for age groups through its Strong Start Pre-K, Strong Start K–2, Strong Kids 3–5, Strong Kids 6–8, and Strong Teens 9–12 programs. Each grade band provides lessons in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that are appropriate for the developmental level of the grade band.



(See Appendix O23) For example, the K–2 Strong Start curriculum teaches what friendship is and how to be a good friend. Though the other grade levels continue to cover healthy friendships, the content is differentiated to the age band of the grade levels.

Vertex Education has created a pacing guide for LTS-NC that will aid the school in implementing Merrell's Strong Kids program seamlessly into its academic program of study at each grade level. The guide establishes dedicated teaching time for SEL concepts while also creating SEL integration touch points across the curriculum. The SEL integration touchpoints provide examples of how teachers can support the development and generalization of SEL competence and capacity throughout students' school days. This supports healthy and positive character development and ensures that students can apply what they are learning.

Additionally, training will be delivered to LTS-NC educators to build the foundation of SEL competence and capacity in the adults at LTS-NC. Through quarterly professional learning opportunities, staff will be immersed in their own SEL workshops to identify their strengths and needs to provide optimal support to students. Staff SEL competence and capacity are crucial for several reasons. Increased staff social-emotional competence has been examined in at least four meta-analyses, which demonstrate an increase in educator well-being, increased quality of teaching, and improved student outcomes. (See Appendix O24) Moreover, providing staff with professional development in SEL allows them to more effectively teach the Strong Kids curriculum and support students in developing their social-emotional capacity. Research has shown that without adult SEL competence and training in how to support SEL, students do not gain all of the possible benefits of an SEL program. (See Appendix O25) LTS has implemented quarterly professional developments in SEL with administrative teams during the 2021–22, 2022–23, and 2023–24 school years and plans to continue this approach in the 2024–25 school year within the network given its successes. LTS schools have seen the capacity of administrators increase to support the social-emotional needs of students and are taking the SEL workshops back to their schools to share with staff. While this has been effective in increasing staffs' social-emotional competence, it also helps build a supportive school culture and consistent implementation of the Strong Kids curriculum.

The research on the importance of adult SEL, coupled with the impact adult SEL workshops have had at current Legacy schools in Arizona, Nevada, and Texas, gives the governing board confidence that staff will be well-equipped to support the social-emotional development of students and will be able to use their own SEL capacity to improve their practice.

Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe



the school's pre-opening plan to prepare for special populations.



The LTS-NC governing board possesses a wealth of experience in working with special student populations. Board Members Broadway and Sullivan are licensed teachers in the state of North Carolina, and have past experience in working directly with students, including those with special needs. Member McCartney is also a former teacher, working in Arizona as a classroom teacher for over five years. All three of these individuals are familiar with the requirements to work with special populations, and will help ensure that the school meets all compliance requirements once opened. Outlined below is a description of the pre-opening plan that LTS-NC will implement as it prepares to serve special populations.

As a new school, LTS-NC will receive intensive training and support from Vertex Education to ensure that leaders and staff have the knowledge and skills to effectively meet the needs of special populations. Each special population program area will be addressed by Vertex Education personnel through a personalized pre-service training program that includes state and federal legal requirements, local policies, and, as applicable, standard operating procedures. LTS-NC leaders and staff will have direct lines of communication with Vertex personnel who have deep subject-matter expertise in each special population area before, during, and after the opening of the school.

Administrator Preservice

All LTS-NC leaders will participate in Administrator Pre-service, a multi-day training event in early summer prior to the opening of the school. At Administrator Pre-service, subject matter experts from Vertex Education will provide comprehensive training on leading programming for special populations, including students with disabilities, students on 504 plans, ELLs, students identified as gifted, and students at risk of dropping out.

Campus Pre-service

Prior to the start of the school year, all LTS-NC staff will participate in Campus Pre-service. A session conducted during this training will focus on special populations. LTS-NC intends to participate in Campus Pre-service alongside all operating Legacy schools. A sample of the Pre-service is provided within Appendix O26, and may be altered slightly in advance of the 2026–27 school year.

As part of the management agreement with LTS-NC, school personnel will have access to the support of a team of Vertex subject matter experts (SMEs) during both pre-service and throughout the academic year. Staff working with students with disabilities will have access to SMEs in behavior analysis, school psychology, speech and hearing, and specialized instruction. The staff supporting students on 504 plans will have access to SMEs in Section 504 of the Rehabilitation Act and Student Health. Staff serving multilingual learners will have access to professional development and



curricular support, and staff working with gifted students will have access to a gifted teacher as well as professional development and curricular support. All staff may support students who struggle academically or behaviorally and have a risk of dropping out of school with staff receiving support from the prevention and intervention SME.

Additionally, an ESS regional coordinator (coordinator), employed by Vertex, will support and oversee operations and validate program outcomes at the proposed campus. The coordinator will conduct weekly site visits to each school site to provide technical assistance, observe instruction in both special education and general education, strategize on programming needs, and verify compliance with policies and procedures. Furthermore, the coordinator will meet weekly with regional Vertex staff members who support the school's Exceptional Student Services (ESS) department and engage in biweekly & quarterly meetings with campus leadership to address areas of need within the ESS program to mitigate program risk. On a weekly basis, the coordinator will complete instructional rounds of special education classrooms alongside the campus instructional coach to provide instruction feedback and coaching on high-leverage practices for implementation.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.**
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.**
- 4. Means for providing qualified staffing for ML students.**



As previously mentioned in the application, Winston-Salem/Forsyth Schools has an identified EL population of approximately 16% and LTS-NC anticipates having a relatively similar EL population. Students will initially be identified with an EL need based on the Home Language Survey (HLS) that will be completed at the time of enrollment. Before a test is administered, every effort will be made to find previous test scores. Students who have previously tested will be provided with ESL services or monitoring services for the duration of the student's need. Identified students will be given the WIDA Screener and WIDA ACCESS Placement Test (W-APT). Families will also be notified of the upcoming screener and will have an opportunity to change their HLS if they filled it out incorrectly.

Students identified as EL will receive support in two ways: in the regular classroom through scaffolded instruction, and in small groups with other multilingual peers, using strategies that may include building background knowledge, using manipulatives or other visuals such as vocabulary cards and word walls, scaffolding complex texts, modeling, and hands-on learning and technology. (See Appendix O27) Classroom teachers will be trained in how to best support this population of students.

Once a student is placed in the EL program, an initial meeting will be held to discuss the needs of the student. Included in this meeting will be the parent, a translator, the child's regular classroom teacher, and the EL coordinator. The EL coordinator will be a Legacy employee whose primary responsibility is to ensure that effective monitoring, student evaluation, and overall progress is made at the student and school level. An individualized plan will be put into place that will support the individual language goals of each student.

In addition, students will be evaluated annually using the ACCESS for ELLs assessment. This test will measure the student's growth and proficiency in English. This assessment, along with other more frequent benchmarks, will determine if students have reached their goals.

There will be an annual team meeting to discuss the progress of current goals and the addition of any other goals and the student's status within the EL program.

When a student has shown a level of proficiency in the EL program as indicated by the ACCESS for ELLs assessment with a score of at least 4.8, they will exit from the EL program as well as any related support. The EL coordinator will continue to check in with regular classroom teachers to ensure that the student is continuing to be successful. All federal and state requirements for multilinguals and the ESL program will be followed by the school.

There is also an Alternate ACCESS for ELLs, which is an assessment of English language proficiency for students in grades 1–12 who are classified as English learners with significant cognitive disabilities that prevent them from completing the ACCESS for ELLs.

The published curriculum also contains suggestions for specific lessons to support strategies for multilingual students. Along with the suggestions, LTS-NC will use ELlevation. In this program, WIDA



scores are entered into ELlevation, and teachers can participate in self-paced professional development specific to supporting multilingual students.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**

Students who demonstrate or show the potential to demonstrate accelerated academic or intellectual abilities require differentiated educational services from a Gifted and Talented program. The LTS network has provided services to academically or intellectually gifted (AIG) students for over a decade. Students who enroll at an LTS-NC school will be placed in the Gifted and Talented program if they have documentation of having qualified for a comparable gifted program at their previous school. Future student participation will be evaluated on a referral basis for students in grades K–8. All students in grade 2 will be screened for gifted services. Equitable and inclusive identification protocols, curriculum and instruction programming, and personnel selection and development will comply with the NC AIG Program Standards. (See Appendix O28)

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



Previously Eligible Students

LTS-NC will apply standard operating procedures to the enrollment process to ensure that enrollment is not denied or delayed on the basis of disability, and also that the disability status of an eligible student is immediately identified to ensure the timely receipt of special education and/or Section 504 records and the subsequent application of a free and appropriate public education to all students with disabilities.

Upon enrollment, parents will be prompted to identify whether their child has a disability. If a parent indicates an affirmative response, the school registrar will notify the Vertex exceptional student services (ESS) records coordinator. The ESS records coordinator will begin the records request process outlined in detail in Q151 of this application.

Upon receipt of disability-related documentation, the ESS records coordinator will notify the special education teacher of the student's status as a student with a disability eligible under either the IDEA or Section 504. The student will be added to the census, the school's ESS data dashboard, and the caseload of a special education teacher at the school so that implementation of the IEP or Section 504 accommodation plan can begin without delay.

Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



Child Find

In accordance with the Child Find provision in 34 CFR § 300.111, LTS-NC has policies and procedures, and will have personnel in place, prior to the start of the school year to ensure that students with disabilities are identified, located, and evaluated in alignment with the school's Child Find obligation. Students suspected of having a disability will be referred for a full and individual psycho-educational evaluation to determine eligibility for special education and/or related services. Once found eligible and in need of services, the students will be provided with an individualized education program (IEP) that confers a free and appropriate public education (FAPE) and allows them to access and make progress in the general curriculum.

LTS-NC will have policies, procedures, and personnel to successfully meet the needs of students with disabilities, focusing on continuous improvement of programming and student outcomes. Legacy Traditional Schools has a history of successfully meeting the needs of such students in our Arizona, Nevada, and Texas charter schools and is committed to replicating these practices in North Carolina.

LTS-NC will employ several strategies to meet its Child Find obligation. The school will leverage the Project Child Find resources of the North Carolina Department of Public Instruction to create notices and make parents and visitors aware of supports and services available to children, ages birth to 21, who may be in need of disability-related assistance. School personnel will be trained to refer parents of children who are not school-aged or who are not enrolled within LTS-NC to the appropriate community resources, including the state's early intervention program.

For enrolled students, the school will conduct a screening of all new students to determine if they are functioning within the normal limits of each area of development. Identification (screening for possible disabilities) will be completed within 45 calendar days after entry of each new kindergarten student and any new student enrolling in the school. Screening procedures will include vision and hearing status and consideration of cognition, academic performance, communication, motor skills, social and behavioral status, and adaptive development.

If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may also request an evaluation of the student.

Full and Individual Special Education Evaluations

As part of the comprehensive LTS-NC special education program, students suspected of having a disability will be evaluated without delay.



Referrals for Evaluation

If the general education teacher suspects a student has a disability, they will contact their school administration and psychologist to begin the referral process. Upon processing the general education teacher's request for a special education evaluation due to the suspicion of disability, the team processing the request will determine if the student should be referred to the multi-tiered systems of the support team (MTSS) for further intervention or make an immediate referral for a special education evaluation. If the student is referred to the MTSS process for intervention, the intervention team will determine how the progress toward the intervention goal is monitored. If the student has not made adequate progress toward the intended goal, the intervention team may refer the student for a special education evaluation.

If the student is referred for a special education evaluation, the school will contact the parent and schedule a meeting for the review of the existing data. Upon completing the special education evaluation, the student's multidisciplinary evaluation team will convene to determine special education eligibility. If the student is eligible for special education, the student's individual education program (IEP) team will convene to draft an IEP based on the needs identified within the completed special education evaluation.

Should a parent initiate a request, an initial special education evaluation (e.g., a written request, verbal request, emailed request, or conversation) will be performed. Upon receipt of the parent's request, the persons identified for processing parental requests (e.g., school psychologist, SLP, special education teacher, or administrator) will review available educational information about the student (e.g., grades, MTSS data, or teacher input). Upon review of pertinent educational information, the school will determine whether to propose or refuse to refer the student for an initial special education evaluation.

If the school proposes to refer the student for a special education evaluation, a review of the existing data meeting will be scheduled with the parent within 15 school days of the parental request. If the school refuses to refer the student for the special education evaluation, the school will issue a prior written notice (PWN) detailing the reason(s) the parental request was refused.

Review of Existing Data

Once a student is referred for a full and individual special education evaluation, the school's special education team will convene a meeting to review existing data. At the meeting, parents, the child's teacher, a special education teacher, an administrator, and any necessary related service providers will review the reason for referral and suspicion of disability for the student. They will analyze the



student's social/developmental history and any additional input from the parent or student. They will then review the student's academic and behavioral functioning in school to determine the student's strengths and needs.

The convened team will make a determination about the need for additional evaluative data to make a conclusive determination about the presence of a disability. An individualized, data-based, consensus-driven decision will be made about the specific domains in which psycho-educational testing will take place, and parents will be asked to sign informed consent for testing.

Testing

Evaluators will select assessments from a robust library to evaluate students in all areas of informed consent agreed to in the meeting held to review existing data.

Eligibility Determination

Results will be shared with the parent and other team members in an eligibility determination meeting. At the meeting, evaluators will present their findings and their analysis of the evaluation data. The team will then make conclusions regarding the two-pronged eligibility consideration of special education, determining whether the child 1) meets the criteria of a specific disability recognized under the IDEA and by the North Carolina Department of Public Instruction and 2) is in need of specialized instruction in order to access the general education curriculum. With both prongs of eligibility met, a multidisciplinary evaluation team will conclude that the student is eligible for special education. Parents will be asked to sign an initial placement statement, giving the school permission to identify the student as a student with a disability and to provide special education and related services responsive to the identified needs of the student.

Students with Disabilities Recognized Under Section 504 of the Rehabilitation Act

In addition to the students identified as eligible under the IDEA, LTS-NC expects to serve students with disabilities who qualify with a mental or physical impairment under Section 504 of the Rehabilitation Act. The decision to qualify a student for protection under Section 504 services is made by a multidisciplinary team, including individuals knowledgeable about the student and the placement options. This team may include parents, guardians, teachers, school psychologists, administrators, and others as determined by the referral for eligibility consideration.

Any parent, guardian, teacher, counselor, or other school staff member who believes a student may



need accommodations for a qualified mental or physical impairment can request an evaluation for Section 504 eligibility. The school must have parental consent before conducting an evaluation.

Evaluations under Section 504 are not limited to formal evaluation instruments. Because the disabilities that may fall under Section 504 are broader than the specific disabilities listed in IDEA, evaluative information for a student may come from a number of sources, including aptitude and achievement tests, teacher recommendations, the student's physical condition, the student's social or cultural background, or the student's adaptive behavior.

Evaluations are completed by a team that will include the following: persons knowledgeable about the student, persons knowledgeable about the placement options, and persons able to interpret the meaning of evaluation data.

After reviewing the relevant information, the team will determine whether the student has a disability that significantly impacts a major life activity. In order to be eligible to receive legal protections under Section 504, the student's ability to perform a major life activity must be substantially limited, and the definition of "substantially limited" must be more broadly construed and generally applied than "severely restricted." The purpose of Section 504, as stated by Congress, is to provide "broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act." Notwithstanding, the fact that a student has a diagnosed physical or mental impairment does not automatically mean s/he will qualify for an accommodation plan under Section 504.

Misidentification of Students with Disabilities

With proper training and support of subject matter experts from Vertex Education, LTS-NC is unlikely to misidentify a student as one with a disability. The following strategies and accountability measures will be in place to mitigate the risk of misidentification:

1. Referrals for special education will be based on data. Students will be referred as a result of Child Find screenings, as a result of failure to respond to interventions, or based on the request of a parent or teacher.
2. Evaluations will be personalized to the unique needs of the student. The school will utilize a formalized process for reviewing existing data and making consensus-based decisions about the need for additional data. Some schools employ a standardized evaluation model, treating all students by administering the same tests to all students. At LTS-NC, testing decisions will be personalized. Domains of testing will be individually determined by the multidisciplinary team, and the actual assessments that will be used will be selected from a library of options by qualified evaluators. Results will be analyzed by qualified evaluators, not simply by scoring software that generates a score report and generic analysis.



3. All assessments selected by the qualified evaluators will be normed for the specific demographics of the students.

Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)



Pursuant to the management agreement between the LTS-NC governing board and Vertex Education, Vertex will employ an ESS records coordinator who will be responsible for the maintenance of records for students with disabilities, including those eligible under the IDEA and Section 504 of the Rehabilitation Act.

Requesting Records from Previous Schools

The ESS records coordinator will be responsible for requesting student special education and 504 records from previous schools. The records request process begins with enrollment. After a parent indicates that their child is eligible for special education and/or section 504 services, the ESS records coordinator begins the process. This entails reaching out to the previous school to obtain records in whatever modality is preferred (e.g., email, fax, or online system).

Record Confidentiality

Additionally, the ESS records coordinator will maintain hard-copy files onsite in North Carolina. The hard-copy disability-related records will be maintained in a secure location to preserve confidentiality at all times.

Record Compliance

The ESS records coordinator will also aid the school staff in records compliance. All incoming records will be reviewed by the ESS records coordinator to ensure signatures, dates, and other documentation are correct and complete. The ESS records coordinator and the ESS coordinator (described in detail in Q146 of this application) will assist school staff with compliance efforts in terms of the timely completion of IEPs, 504 Accommodation Plans, and evaluations. The ESS records coordinator will maintain a census of all eligible students, along with the annual and triennial due dates for their records.

The ESS coordinator will set up a data dashboard for the campus and assist the school staff with keeping it updated. The dashboard will track information such as due dates, caseloads, special education services, related services, parent requests for evaluation, and more.

Q152. Exceptional Children's Programming Explain how you will meet the learning



needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



The vision of LTS-NC is to positively impact the education of all students. Direct instruction methodology, differentiation to support the needs of all learners, a focus on depth of knowledge in each classroom, and a robust MTSS program ensure that students have opportunities for mastery and growth. When students are identified as having a disability, they have access to all universal resources of LTS-NC, in addition to the support and services of the exceptional student services (ESS) department to ensure a free and appropriate public education (FAPE).

Anticipated Demographics

LTS-NC expects to serve exceptional students with identified disabilities as determined eligible for special education through the Child Find evaluation process based on IDEA 2004 eligibility criteria in all 14 categories of eligibility. With open enrollment and a full continuum of special education services, LTS-NC expects to serve approximately the same percent of students with disabilities as served by local school districts in neighboring communities based on the statewide average. Those students will represent the full spectrum of needs, from mild to severe disabilities, and LTS-NC will ensure that each student's unique disability-related needs are met in the least restrictive environment.

At full-scale, the proposed LTS-NC school forecasts to serve approximately 14% of the population as students with disabilities identified under the IDEA, and anticipates that the majority of those students—nearly three-fourths—will have high-incidence disabilities, such as specific learning disabilities, speech-language impairments, and other health impairments, and the majority of these students will require inclusion or resource room services and will spend 80% or more of their day in general education. The estimated percentage of students with disabilities aligns closely with the Child Count data reported by the North Carolina DPI website for the Winston Salem/Forsyth County School District as of December 2023. (See Appendix O29)

The remaining percentage of students with disabilities are anticipated to comprise two groups. First, LTS-NC anticipates enrolling students with more medium-intensity disabilities, including emotional disabilities, developmental delays, autism, and multiple disabilities. These students likely will require more resource room support, and some may need cross-categorical, self-contained programming.

The final group of students anticipated at LTS-NC campuses are students with low-incidence disabilities who have highly specialized needs. It is anticipated that only 1–2% of the overall population will fall into this level of need, and these students likely will require intensive special education services in either cross-categorical, self-contained programs or specialized homebound programming models. In some cases, this will require Legacy to contract with service provider(s) to ensure that these students are provided all services. Students with deaf-blindness, hearing impairment, orthopedic impairment, traumatic brain injury, and visual impairment may fall into this



group. (See Appendix O30)

Special Education and Related Services

Specially designed instruction (SDI) is delivered by a certified special education teacher or respective provider within the field of service provision required by the student. SDI is directly related to the goals outlined in the student's IEP and is designed to enable the student to make meaningful progress in general and in special education, acquire necessary grade-level skills, and close learning gaps. LTS-NC special educators ensure that instruction is systematic, explicit, and delivered intentionally.

Special education is a service, not a location; it can be delivered in several locations throughout the school environment if within the student's least restrictive environment (LRE) as outlined in their IEP. Schedules are created and designed based on students' individual needs, and if needs change, the schedules are modified.

To meet students' unique needs, special education staff will adapt the content, methodology, and delivery of instruction.

Coordination of Care and Staff Collaboration

School staff who interact with a student with a disability will convene with special educators before the school year to learn about their students' accommodations to ensure equal access and opportunity for the students.

The professional development of the staff is directly correlated with their ability to meet the unique needs of students with disabilities. Special education personnel engage in weekly collaborative team meetings (CTMs) amongst themselves and their general education colleagues. They participate in professional learning opportunities and various skills-specific trainings to increase their professional skills in topics like psychoeducational evaluations, specialized instruction, and special education law. Evaluators receive training in the cross-battery assessment model of evaluation to optimize student evaluations. Specialized training is also offered throughout the school year on topics ranging from nonviolent crisis intervention to autism to dyslexia.

Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



LTS-NC will operate with the understanding that special education is a system of services delivered to students as a means to an end. The goal is to specialize instruction so that students with disabilities can access and progress in the general curriculum. This purpose will drive all special education programming, ensuring that students are in the least-restrictive environment, learning alongside their same-age peers to the maximum extent practicable. It will ensure that IEPs are developed to convey an educational benefit in alignment with the high standards identified in the landmark Endrew F. case, ensuring IEPs are "...reasonably calculated to enable a child to make appropriate progress in light of the child's circumstances." (See Appendix O31) LTS-NC multidisciplinary teams will set ambitious goals for students with disabilities and will provide them with opportunities to make meaningful educational progress.

Supplemental Curriculum and Instructional Resources

LTS-NC will adopt an evidence-based, supplemental curriculum to improve the quality of specialized instruction and, as a result, improve student achievement. The Barton Reading and Spelling program supports students with dyslexia and those who require a systematic, multisensory, explicit approach to phonics instruction.

Step Up to Writing, a Voyager Sopris Learning program, will offer differentiated, multisensory instruction in written expression. (See Appendix O32) *Step Up to Writing* will assist students with informational and expository writing through the teaching of strategies within the writing process. Students will learn how to organize their thoughts and writing by learning skills in the areas of pre-writing, drafting, revising, editing, final copy, and proofreading.

In mathematics, SPED teachers will have access to WestEd's "Math Pathways and Pitfalls" program. (See Appendix O33) This program targets both problem-solving and calculation, with a focus on building academic vocabulary to successfully perform word and number problems.

In the areas of social-emotional learning (SEL) and behavior intervention, SPED teachers and counselors will use accept, identify, move (AIM), a behavior analytic curriculum that integrates the concepts of mindfulness, applied behavior analysis, and acceptance and commitment therapy to build SEL competency and coping skills in students.

Additionally, special education teachers will engage in a book study of *High-Leverage Practices in Special Education*, a book published by the Council for Exceptional Children (CEC) and the CEEDAR Center. (See Appendix O34) The inclusion of these supplemental programs will augment the skill set of the personnel responsible for specially designed instruction for eligible students.

These programs and curricula have proven to be successful and effective at existing Legacy Traditional Schools in Arizona, Nevada, and Texas. LTS-NC looks forward to replicating those



successes in specialized instruction by replicating those efforts at the proposed school.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



Leadership Support

LTS-NC schools will have a dedicated regional ESS coordinator, employed by Vertex, who will support the school administration in overseeing its special education programming. Regional ESS coordinator services will be targeted based on identified needs within the special education program, allowing principals to have direct content-specific consultation when needed. If areas of concern are identified, the regional ESS coordinator will work collaboratively with the school administration to identify an action plan for closing identified risks. Through this collaborative relationship, the school administration will build their skill capacity to successfully manage their special education program to ensure that students with disabilities receive a FAPE.

Specialized Instruction Coaching

In addition, the regional ESS coordinator will complete instructional rounds with the Legacy instructional coach to observe instruction of students with disabilities in both the general and special education environments. The collaborative effort between the regional ESS coordinator and Legacy instructional coach will provide instructional feedback to teachers of students with disabilities to ensure that the instruction is differentiated, aligned with the unique strengths and needs of the student, and appropriately designed by the special education teacher, by changing the content, methodology, or delivery of instruction, to ensure a FAPE.

Lead Teachers

LTS-NC will have an appointed special education lead at each campus who will attend quarterly meetings with other campus leads to receive training, department updates, and new initiatives or requirements imposed upon the schools by the state department of education, the charter authorizer, and/or local-level leadership. Designed as a train-the-trainer model, lead teachers will cascade updates to their campus team, provide any training they received, and ensure that all updates and information are received and understood at the campus level.

Professional Learning Opportunities

The ESS department at Vertex Education designs and delivers a full library of professional learning services for LTS schools. New trainings are developed on a continuing basis and are responsive to specific needs. LTS-NC staff and leaders will have access to weekly professional development opportunities, some of which will be virtual while others will be in person. Professional development will vary in the content taught and how the information is delivered to ensure that Legacy staff can



immediately implement what they have learned.

To ensure staff implement policy and procedures in a streamlined, objective manner, Legacy will have access to standard operating procedures that clarify how special education policy will be applied and carried out as a special education staff member.

Case Management

Each student who is deemed eligible under either the IDEA or Section 504 of the Rehabilitation Act will be assigned a case manager. The case manager will be in charge of ensuring that the student receives a FAPE. This oversight and confirmation will occur as a result of a series of actions, including provision of services, supervision of the implementation of accommodations and modifications, management of compliance indicators, and analysis of progress.

Case managers will either deliver the specialized services necessary to confer a FAPE, or they will ensure that the services are delivered by a highly qualified professional. Special education students will be assigned a case manager who is highly qualified to provide at least some of the services. For example, a student with a speech and language impairment who requires specialized instruction in receptive language by a speech pathologist will be assigned to a speech pathologist as a case manager. Students eligible under Section 504 may not have a case manager who also provides required services, but the case managers will ensure the services are delivered.

Accommodations and modifications are vital components of students' individualized plans, and case managers will observe students across instructional settings and consult with their teachers to confirm that the accommodations and modifications are delivered appropriately and with consistency.

Case managers will track evaluation and plan due dates and will ensure that records do not lapse. They will schedule meetings to ensure that all required team members are present. Additionally, they will track disciplinary removal data to ensure that a manifestation determination review is held if a student's placement is unilaterally changed by disciplinary removals.

Finally, case managers will be responsible for analyzing student progress against goals. They will collect data, called session tracking, and will complete or ensure the completion of quarterly progress reports. If they notice that a student is not making progress on an IEP goal, they will convene a meeting so that the multidisciplinary team can review the progress and consider any necessary changes to the IEP.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be



monitored and reported to the student, parents, and relevant staff.



Beginning of the School Year | Staff Support

To ensure staff who service and support students with disabilities understand their obligations relative to students' IEPs and Section 504 plans, case managers will meet with staff prior to the start of the school year. In these meetings, case managers will provide necessary documentation of the student's disability and needs, including copies of IEPs and Section 504 plans, as appropriate. Accommodations and modifications will be explained to ensure sound understanding. The case manager will answer any questions from the staff regarding the student, their needs, and the ways in which their disability may manifest in school. Case managers will identify training needs and ensure that training is completed so that all staff members feel appropriately equipped to provide a FAPE to their students.

New Students Throughout the School Year | Staff Support

As new students with disabilities are identified, either through enrollment in the school or by identification through Child Find efforts at the school, the same protocols as described above will be deployed to ensure that the student's needs are understood and that the staff can meet their obligations to the student.

Peer Review of Disability-Related Documentation

To ensure that special education and Section 504 paperwork is completed to the expectations of site administration, LTS-NC will engage in peer review of paperwork in preparation for student IEP and Section 504 meetings. The purpose of this initiative is to ensure that the needs identified are paired with goals, supports, and services, as appropriate. In IEPs, the review will ensure that goals are measurable and achievable within a year.

Progress Documentation

Special educators will complete session documentation after delivering specially designed instruction, documenting the services delivered, baseline data collection, and progress toward goals and objectives outlined in the student's IEP. In addition, the school administration will complete a session documentation validation to verify that students with disabilities are being serviced in alignment with their IEP services and to validate the growth of students with disabilities toward their goals and objectives. Session documentation completion and oversight will ensure IEP implementation with fidelity.



Progress Reports

LTS-NC staff will prepare and share progress reports on IEP goals at least quarterly. If a parent seeks additional information about their student's IEP, Legacy will convene an IEP meeting to discuss the parent's questions and concerns.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



Staffing

LTS-NC will provide special education services that will be delivered by qualified, credentialed special education (SPED) teachers. Related services will be provided by qualified and credentialed service providers in identified disciplines. In addition to SPED teachers, LTS-NC will also seek to directly employ a speech and language pathologist (SLP) and a school psychologist. Itinerant staff will be contracted to support students' needs in many areas, including occupational therapy, physical therapy, school-based counseling, orientation and mobility, and hearing and vision impairment services.

LTS-NC seeks to hire special education personnel directly. Vertex Education will assist Legacy with staffing positions through contracted providers to ensure students receive their required services if direct-hire staff cannot be sourced. When direct employment is not a viable option for LTS-NC, the proposed school will seek to contract staff in coordination with Vertex Education.

In alignment with NC 1508-3, LTS-NC will staff the school's special education program with adequate personnel to meet the needs of students with disabilities. (See Appendix O35) Special education students will be categorized as follows:

- Special Education General Skills
 - Services/supports provided to individuals who require specially designed academic, communication, and/or behavioral support outside the general classroom for 20% or less of the day.
 - The services could include, but are not limited to, learning strategies instruction, organizational skills training, and curriculum assistance.
 - Class sizes will be capped at 12 students per class.
- Special Education Targeted Skills
 - Services/supports provided to students who require specific instruction in targeted skills areas (to include, but not limited to, reading, math, written expression, social skills) outside the general education classroom from 21% to 60% of the day.
 - Special targeted skills groups can range from 1 to 14 students, with consideration given to any specific guidelines governing group size composition for any methodologies adopted by the LEA.
 - Class sizes will be capped at 10 students.
- Special Education Sustained Support
 - Services/supports outside the general education classroom for greater than 60% of the day, to students who require extensive, explicit instruction to acquire, maintain, and generalize multiple skills.
 - Students may have documented health, communication, sensory, and/or behavior problems.
 - Periodic immediate support and supervision are required throughout the day.
 - Class sizes will be capped at 12 students, and the class will include a paraprofessional.
- Special Education Intensive Needs
 - Services/supports outside the general education classroom to students who require extensive and



explicit instruction to acquire, maintain, and generalize multiple skills.

- Students receive extensive, direct special education services for greater than 60% of the school day and require constant immediate supervision.
- The students may have persistent documented health, communication, and/or behavior problems.
- The students require an instructional pace requiring individual and small-group instruction and have substantial behavioral or physical needs.
- Class sizes will be capped at eight students, and the class will include a paraprofessional.

In alignment with NC 1508-4, special education teachers working with students with general/targeted skills needs will have their caseload capped at 35 students. Related service providers' caseloads will be capped at 50 students.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



The overarching goal of Legacy Traditional Schools-NC is to hold students to high performance standards and to uphold high expectations of students and staff. The intent of the LTS-NC is to meet all student, organizational and financial standards and to fulfill the purposes outlined in Article 14A. Charter Schools. § 115C-218. The school staff, leadership and governing board will routinely analyze data to determine if school goals are being met and to make adjustments as needed.

The following are student performance standards for the school as a whole:

1. By the end of the first year (2026-27), LTS-NC students will meet or exceed grade-level standards of the Winston Salem County School District in both Math and ELA. This will be measured by the North Carolina End of Grade assessments and will include overall school proficiency, subgroup and WIDA ACCESS assessment results.
2. By the end of the proposed charter term, 70% of LTS-NC students will meet or exceed grade-level standards in ELA and Math.
3. LTS-NC will achieve an overall performance goal of a B rating or better during each year of the charter term.
4. By the end of the first year (2026-27), LTS-NC English Language Learners will meet or exceed the Winston Salem/Forsyth County Schools progress standard of 18.1% and will increase the progress by 3% the following year.
5. LTS-NC will maintain an average daily attendance of at least 93% or higher each year of the charter term with a 95% or higher average daily attendance by the final year of the charter contract.
6. All students taking the NWEA MAP will have a growth score in the 50-60th percentile in both Reading and Math proficiency by the end of year one (2026-27).

LTS-NC student performance goals are based on the 2022-23 assessment results of the Winston Salem/Forsyth County Schools which were included in the 2022-23 school report card. The district's report card indicated 44.5% of students are meeting or exceeding grade-level standards in Reading and 46.8% of students met or exceeded grade-level standards in math. (See Appendix O36) This is slightly lower than the state of North Carolina, where 50.1% of students are meeting or exceeding grade-level standards in ELA and 53.1% are meeting or exceeding in math.

English Learner progress, measured through the WIDA ACCESS assessment for 2022-23, showed that 18.1% of EL students showed progress in the Winston Salem/Forsyth County Schools. This is slightly lower than the 24.9% who made progress in the state of North Carolina.

Progress towards student performance goals will be reviewed and goal modification will occur as needed with changes approved by the school's governing board.

Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the



benefit of students.



LTS-NC will provide an opportunity for enrolled students to achieve academic excellence and meet and exceed the North Carolina academic performance standards and expectations. In addition to the state and federally-mandated tests, LTS-NC will implement the core curriculum. Teachers will implement intervention and enrichment strategies based on academic needs identified through formative, diagnostic, and summative assessments administered during the year. If a student's academic achievement continues to decline, LTS-NC administration, along with the student's parents and teacher, will convene to consider the next steps.

To determine alignment and continued student growth, LTS-NC will administer the NWEA MAP benchmarking assessment. Three times a year, the NWEA MAP assessment will be administered to determine individual student growth in academic performance. Students in grades K–8 are assessed in reading and math. The NWEA MAP assessment is central to the Legacy model because it provides a wealth of immediate information to the student, educator, and parent that can be leveraged throughout the school year to drive academic success.

Percentile benchmarks are one key aspect of the NWEA MAP assessment, allowing all stakeholders to understand how an individual student is performing compared to his peers in the same grade level. Data and information collected through NWEA MAP also provide opportunities for schools to see the growth of a student over time, as well as the individual student's results compared to his school peers. For these primary reasons, this assessment tool is implemented across all Legacy schools and will be used as a benchmark assessment tool at LTS-NC. Teachers and administrators receive significant training on this tool annually, with additional professional development and resources provided thereafter as needed.

The initial screening assessment will allow teachers to get to know their new students and determine which students may need additional support or assistance with challenges during instruction. The assessment will be administered again in the winter to review student progress toward growth goals. From here, instruction will be adjusted as needed to ensure that students who are not meeting growth goals are getting the support they need. This approach ensures that all students receive individualized instruction tailored to their needs. The MAP assessment will be administered again at the end of the year to see if students progressed from the beginning of the year. Because the assessment is computer-based, individual student-level results are available immediately. This granular level of detail regarding student performance is another key reason why Legacy has utilized the NWEA MAP and proposes to continue this practice within the proposed school.

Data from NWEA MAP will be analyzed after each administration, and intervention groups will be re-established. Professional development focused on pulling and reading reports will be conducted for all teachers. One of the key reports is the Learning Continuum, where teachers can see by standard which students need support on those standards to be successful. Using this information, teachers can review pacing guides to determine if these are upcoming topics to be taught or if a skills



intervention is required for the student(s) to ensure success in the future.

Subgroup data can also be pulled through NWEA MAP. This data will allow for subgroups such as multilingual students or other groups that may not be making progress in their grade-level material. This could cause adjustments in tutoring groups or other pull-out services to support the students with the needed material.

Teachers use data from end-of-lesson assessments to determine if students met the lesson objective and to ensure, over time, that the proposed school is meeting or exceeding academic performance expectations. Exit tickets, or daily formative assessment tools to determine if students mastered an individual lesson, are used by teachers to quickly obtain data to assess whether more re-teaching to the class is needed, or if specific students need intervention to master that skill. The availability of timely, actionable data allows teachers to intervene quickly rather than waiting for benchmark assessments to identify students who have not made adequate progress.

Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



LTS-NC will make every effort to promote students from one grade level to the next. With the MTSS process, the hope is to intervene with many students to support them with their academic gaps. However, there may be times when students may be more successful if they repeat a grade.

Promotion from one grade to the next will be determined by student grades. If students fall below a 60% cumulative grade average, they may be at risk of retention. Parents or guardians will be sent letters of academic difficulty if it looks as though the student may not pass a grade level or a middle school course. These letters of difficulty are sent multiple times during the year to clearly inform parents of the risk of retention. For K-5 students, if it is in their best interest to repeat the grade level, parents, teachers, and administrators will discuss this option. For students in grades 6-8, the core content teachers, parents, and administrators will discuss whether the student should repeat the grade level or participate in credit recovery. Promotion decisions regarding students with special needs will be made by the team to determine on a student-by-student basis whether the student would benefit from repeating a grade or being promoted. A team decision will also be made regarding the promotion of multilingual students and what is in their best interest.

Third-grade students will have additional considerations. In accordance with North Carolina General Statutes 115C-83.7 and 115C-218.85(b), LTS-NC will retain any third-grade students who do not meet the state requirements on the reading proficiency assessment. The only exemptions to this would be as follows:

1. Limited English proficient students with less than two school years of instruction in English as a second language
2. Students with disability, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates:
 1. The use of the NCEXTEND1 alternate assessment
 2. At least a two-school-year delay in educational performance, or
 3. Receipt of intensive reading interventions for at least two school years
3. Students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment of reading comprehension (LTS-NC will notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency)
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third-grade students
5. Students who have
 1. Received reading intervention and
 2. Previously been retained more than once in kindergarten, first, second, or third grades.

Any student promoted based on good cause must continue to receive intensive reading remediation.

In accordance with NC General Statute 115C-83.9, parents will be notified of these regulations throughout the school year. All kindergarten through third grade parents will be notified of the



North Carolina Statute during Back to School night, including the requirements of retention and the good cause exemptions. If a student is showing difficulty on the Reading Benchmark assessment parents will be notified of the difficulty. Families will also be notified that resources are available for students to receive extra support such as intervention during the school day and tutoring opportunities after school. At the end of kindergarten, first grade, and second grade, parents will be notified if their child is performing below grade level in reading and may be at risk of retention in third grade.

If a student does not meet the requirements of the third-grade state accountability test, LTS-NC will verify the student does not fall within the good cause exemptions, and the parents will be notified as soon as possible. If a student must be retained in third grade, the student will be placed in a classroom with a highly effective teacher and will receive a minimum of 90 minutes of uninterrupted ELA instruction and intervention to support them in closing their reading gaps.

Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



Before leaving LTC-NC, there are several things that eighth grade students should know and be able to do before they head to high school. The following are the exit standards for LTS-NC students:

1. Comprehend and analyze a variety of texts, including fiction and informational texts
2. Write clear, coherent, and organized essays, narratives, and reports.
3. Demonstrate a solid understanding of fundamental mathematical concepts such as arithmetic operations
4. Apply mathematical reasoning and problem-solving strategies to solve real-world problems and mathematical tasks.
5. Demonstrate an understanding of the scientific method
6. Apply key scientific concepts across various disciplines such as biology, chemistry, physics, and earth science.
7. Demonstrate knowledge of key events, figures, and themes in U.S. and world history
8. Possess an awareness of cultural diversity and global perspectives.
9. Analyze and evaluate information critically, make evidence-based arguments, and draw logical conclusions.
10. Manage their time effectively, set goals, and prioritize tasks.
11. Demonstrate resilience, perseverance, and a willingness to learn from mistakes and setbacks.

Students who are at risk of dropping out will receive additional support. This includes the teacher and administrators communicating regularly with parents to determine what additional support will be needed on an individual basis. This could include academic support as well as other support such as task management or other items outlined in an IEP.

LTS-NC places a strong focus on supporting students at risk of dropping out. Teachers will glean information from student performance to guide school staff in addressing any achievement gaps. Both enrichment and intervention strategies will be developed to provide a well-rounded, rigorous, and meaningful educational program. As outlined in the MTSS process, students who may be behind or do not demonstrate mastery will be supported with interventions along the way.

When students are identified as struggling and at-risk in content areas, student data will be reviewed to determine the best intervention. Students who have already been identified with a learning disability will work with their teachers to ensure they can access grade-level content. Students who may be multilingual will have multiple sets of data reviewed to determine if the gaps are due to English language acquisition or other underlying academic gaps. Students who are experiencing a new school environment or curriculum may simply need time to adjust with some small-group attention so they can be more successful with their peers.

Middle school students will be monitored over their time at LTS-NC to ensure that they are passing their core content area courses. Intervention and tutoring will be made available throughout the school year. As needed, students may attend summer school or credit recovery in order to be prepared to move on to high school after eighth grade. Students who are failing due to inadequate



attendance will have administrators working with the parents to determine the best educational route, depending on their circumstances. For students who have special needs or aren't fluent in English, their teams will determine the best route for receiving their needed promotion requirements. Since the compulsory education law lists the age of 16 as the earliest a student may drop out of school, no plan should be necessary because the students generally will complete their schooling at Legacy when they are around 14 years of age.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



Legacy Traditional Schools–North Carolina (LTS-NC) strives to provide a positive culture for students that ensures their well-being while also prioritizing high levels of learning. This includes having regular opportunities to celebrate positive behavior and academic achievements.

Legacy campus administrators cultivate a positive culture daily through our highly celebrated flag ceremony—the LTS-NC version of morning announcements. It typically takes place outside, weather permitting, during the first five minutes of the school day. Components of the flag ceremony that contribute to the positive campus culture include reciting the Legacy mission statement, celebrating birthdays, celebrating various academic or extracurricular successes, and participating in unique, campus-specific call-and-response or cheers. Students recite the Pledge of Allegiance, and teachers check students' uniforms and teach students how to be a respectful audience. Parents and guardians are always welcomed and encouraged to attend because their involvement allows family members to be a part of the school community. The flag ceremony sets the tone for the first few minutes of each day to promote positive culture and build community on campus.

The Legacy Value System is a character-building program that has been successfully implemented in the upper grades (5–8) of other Legacy Traditional Schools and is also planned for the proposed school to help build a positive learning environment. Students are given an allocation of points at the beginning of a quarter and work to maintain these points throughout the quarter. Students may lose points for unacceptable behavior and earn points for displaying strong character. Students who lose all of their points in a quarter will have a pathway to earn points back. Students with remaining points will have the opportunity to participate in a quarterly activity.

For elementary students, school-wide positive reinforcement is used to support positive behavior in the form of “caught-ya” slips. These slips are given out by staff members to acknowledge individual students and the positive behavior they exhibited. The slips are put into a weekly raffle, where students are selected to win prizes. This quick reinforcement leads to increased motivation.

Students are also reinforced positively through their teachers' classroom management plans. All teachers are required to develop a classroom management plan that includes the following components: classroom behavior expectations, classroom community-building strategies, positive reinforcement strategies, and redirecting strategies. All teachers creating and following a well-designed classroom management plan contribute to a positive campus culture and ensure that the classroom is an environment conducive to learning.

Many additional activities take place during the school year that contribute to the overall culture of the campus. Each quarter brings an Honor Roll and Principal's Pride awards ceremony and Principal's Pride treats with the principal. Throughout the year, various academic competitions take place, such as spelling bees, science fairs, and campus-designed learning challenges. Toward the end of each quarter, pep assemblies to celebrate student athletes may take place, as well as poem recitations, with parents being invited. Quarters are capped off with class- or grade-level parties to



mark an optimistic closure to one quarter and welcome in the next. Overall the campus strives for a positive culture that prioritizes student well-being and academic achievement.

Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Prior to the first day of school, events will be held to support the new school community. The administrative team will host information nights to support parents in understanding what LTS-NC is all about. There will be an opportunity for students to meet their teacher and see their classroom before the first day. Parent University nights will bring school employees and parents together to build the home and school connection. These nights will change in topic each year, depending on the needs. Parent University also will inform parents on curriculum, sports opportunities, multilingual learning opportunities, or anything else the parents could use additional support with and provide a venue to positively grow the school community.

Administrators set the tone for the school's culture. Prior to the school year starting, administrators will be provided with tools to build and maintain a positive culture on their campus for teachers, students, and parents. There will be opportunities for administrators to meet with grade-level teams so the teachers' voices can be heard. There will also be appropriate professional development and team-building times for teachers to interact with colleagues, such as getting-to-know-you activities and small-group work when preparing lesson plans and meeting with other grade levels to understand vertical planning. The administrators will be trained in how to build a positive culture at their school annually during pre-service. Teachers will also receive support from an instructional coach to help with understanding expectations and being able to reach them.

Supporting students to return each year requires a team effort, including preparing for activities and support outside of the regular school day. After-school activities for families to gather as a school community will be offered throughout the year at LTS-NC. Legacy Traditional Schools has historically built strong partnerships with parent, student, and community groups, and has done so successfully at multiple campuses and has every intention of replicating those successes in the greater Winston-Salem/Forsyth County area. Parent and community support are critical components for the growth and education of students who will ultimately become engaged participants in the future communities they will call home. LTS-NC will explore implementing Parent Volunteer Organizations (PVOs), which would begin during the first year. The PVO would support the school with campus events and other requests that may be made by the school's administration. Examples of these events include movie night on campus, spring or fall carnival, and other fun events where the community can gather. Additionally, clubs will be offered on campus that provide students with an opportunity to participate in extracurricular activities that could foster leadership and learning advancements. Specific clubs will be driven, in part, by student and parent input to be responsive to local needs.

Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

1. Practices the school will use to promote effective discipline.



2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.



LTS-NC will maintain a highly structured, safe, and orderly educational environment for students and staff. School leaders and staff will ensure that behavioral expectations are clear and consistently enforced at all times. With a focus on positive discipline, LTS-NC staff will teach citizenship lessons, provide positive reinforcement for expected behaviors, and optimize opportunities to publicly praise and acknowledge students. Cultivating good citizenship will be a key component of the Legacy model. While a progressive discipline model will be implemented, LTS-NC will deploy effective prevention and intervention strategies to limit it, focusing on positive reinforcement of expected behaviors.

1. Practices the school will use to promote effective discipline.

Several strategies will be deployed to promote effective discipline, including the following:

MTSS

LTS-NC will implement a multi-tiered system of support (MTSS) to aid students who are struggling either academically or behaviorally. The tiered interventions provided to students struggling with behavioral issues will be practices the school will use to promote effective discipline.

Positive Discipline Model

LTS-NC will implement a positive discipline model, which will have an important impact on school culture and student discipline. Key components of the Legacy Positive Discipline are as follows:

Standards of Citizenship

In alignment with North Carolina General Statutes § 115C-81.60, LTS-NC will teach character education and standards of citizenship to all LTS-NC students. Citizenship, loyalty, responsibility, and service will be emphasized in instruction and recognized in awards. Teachers will select students who best demonstrate the trait chosen for each grading period (citizenship, loyalty, responsibility, and service). Students will receive a certificate and will be publicly acknowledged during flag ceremonies.

Positive character traits will further be taught through weekly direct instruction-based social-emotional learning lessons. These lessons are taught throughout the school year and will teach students positive character traits, including respect for others, kindness, self-control, self-respect, cooperation, self-respect, compassion, and sportsmanship.

Caught Ya's

LTS-NC will utilize a written submission mechanism that allows staff members to recognize the positive behaviors of students. When positive behavior is observed, a staff member will be able to



submit a recognition note, called a “Caught Ya,” for positive affirmation of the student. During the flag ceremony and other award assemblies, Caught Ya recipients will be publicly recognized.

VALUE Program

The VALUE Program will be implemented with LTS-NC middle school students. The VALUE Program utilizes a point system to allow seventh- and eighth-grade students to maintain ownership and responsibility over their positive behaviors. Students who exhibit good behavior consistently will be eligible to participate in VALUE Program activities, including parties and other group events, at the end of every grading period.

Principal's Pride and Honor Roll

Students who achieve high academic marks will be recognized for their achievement by receiving a certificate and public acknowledgment at an awards ceremony. Principal's Pride will recognize students with the highest academic achievements (A-equivalent work), while Honor Roll will acknowledge students with outstanding academic achievement (A–B-equivalent work).

Progressive Discipline Model

While LTS-NC will strive to manage behavior through positive, strength-based means, the school will also implement a fair and consistent system of progressive discipline to address code of conduct infractions in order to safeguard the learning environment for all students and maintain a safe school. The progressive discipline model will be utilized when positive discipline strategies have been exhausted.

Five Steps of Discipline

LTS-NC will implement five steps of discipline when students misbehave in the classroom or on campus.

Step 1 – The student is given a verbal warning(s).

Step 2 – The student is moved to the back of the classroom (reflection desk). The parent/guardian is notified.



Step 3 – The student may miss recess time until academic work/task is completed.

Step 4 – The student is placed in an alternative classroom with a “Think Sheet” activity.

Step 5 – The student is given an administrative referral for discipline.

The five steps of discipline will equip teachers with tools and strategies to redirect and shape behavior in the classroom. This will establish teachers as authority figures within the school and will maximize class time for students by decreasing unnecessary office referrals.

Management of Disruptive Students

In alignment with 115C-397.1, teachers may refer students to the school discipline committee when a disruptive student has been referred to the principal at least twice and the disruptive behavior continues to interfere with the learning of the student or others in the classroom. Upon referral to the school committee, the student’s needs will be assessed, and the committee will make recommendations to the referring teacher. Recommendations may include the following:

1. Advice on managing the student’s behavior
2. Request to transfer the student to another classroom teacher
3. Multidisciplinary evaluation of the student
4. Referral to an alternative learning program
5. Additional services for the student

Office Referrals

When students are referred to the administrative office due to alleged misconduct, investigations will take place, and consequences for inappropriate behavior or policy infractions will be applied in alignment with the Consequence Chart. (See Appendix O37)

Infractions

In alignment with 115C-390.2, LTS-NC will implement a governing board-approved code of conduct and infraction matrix, contemplating misconduct in three overarching categories: disorderly conduct, disruptive conduct, and criminal conduct. Consequences will be progressive and aligned with the severity of the infraction.

Consequences

Upon completing a disciplinary investigation, the school administration may apply a consequence to a student for misconduct. Consequences will be considered and assigned individually,



contemplating the severity and impact of the misconduct.

1. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

Level I

Infractions

Disorderly conduct is characterized as behavior that impedes the orderly operation of the classroom or the school, including disturbance of instruction for oneself or others. Disorderly conduct infractions include, but are not limited to, attendance policy violations, including tardiness, skipping class, and truancy; honesty infractions like cheating, plagiarism, and lying; improper use of technology; and other violations of rules without victims, including possession of contraband, dress code violations, and minor acts of disruption or defiance.

Consequences

For Level I offenses, disorderly conduct, school administration may assign a loss of privileges in addition to the loss already incurred through the five steps of the discipline process. For middle school students, they may deduct VALUE points. Additionally, Level I offenses may result in consequences such as detention or in-school suspension. (See Appendix O38)

Level II

Infractions

Disruptive conduct is characterized as behavior that targets or victimizes another person and may endanger the health or safety of oneself or others. Infractions for disruptive conduct include, but are not limited to, acts of harassment, like threats and bullying; acts of aggression, including verbal and physical aggression; theft; vandalism; and trespassing.

Consequences

For Level II offenses, disruptive conduct, any of the Level I consequences may be assigned. Additionally, students may be assigned out-of-school suspension or expulsion. Depending on the impact of the misconduct, restitution may be assigned for property damage or other losses. (See Appendix O39)



Level III

Infractions

Criminal conduct is characterized as behavior that is violent or seriously dangerous to oneself or others. Infractions include, but are not limited to, school threats, like bomb or shooting threats; illegal substance use or sale, including drugs and alcohol; acts of arson; weapons-related offenses, including the use or possession of a gun or other dangerous instrument; and sexual offenses, including harassment and assault of a sexual nature.

Consequences

For Level III offenses, criminal conduct, any of the Level II consequences may be assigned, and law enforcement may be notified. (See Appendix O40)

1. An explanation of how the school will take into account the rights of students with disabilities with regard to these actions that may or must lead to suspension or expulsion.

Suspension for Students with Disabilities

For students with disabilities, suspension will be applied commensurate with the policies governing students without disability until the student reaches 10 cumulative or consecutive disciplinary removals. At 10 consecutive removals, the student will be entitled to a manifestation determination review, or MDR, to determine if the conduct in question is caused by or substantially related to the student's disability. After 10 cumulative removals, whether or not they constitute a pattern, the student will be entitled to educational services that will allow the student to participate in the general curriculum and progress toward their IEP goals.

Tracking of Disciplinary Removals for Students with Disabilities

Disciplinary removals for students with disabilities will be documented and tracked in the school's SIS using the same procedures used to track removals for students without disabilities. Additionally, disciplinary removal for students with disabilities who are eligible under the IDEA will be tracked via the ESS data dashboard. Each instance of disciplinary removal will be logged by the school administration and communicated to the student's IEP case manager. Removals will be color-coded to prompt consideration of mitigating measures by the student's IEP team as the number of removals increases. The school may convene a meeting of the student's IEP team to consider revising goals or services, or to conduct a functional behavior assessment or implement a behavior



intervention plan. These steps are encouraged once a student has served more than six instances of removal, but they are optional and meant to be considered on an individualized, case-by-case basis.

Services During Removal

Students with disabilities will not receive educational services during the first 10 days of disciplinary removal in a school year unless educational services are provided to students without disabilities.

Students with disabilities will receive educational services that allow them to access their IEP and make progress in the general curriculum upon the 11th instance of disciplinary removal in a school year and for every day of removal thereafter. Provision of services during removal will align with the current IEP, if appropriate, or will be designed by the IEP team if the plan cannot be implemented as written.

Manifestation Determination Review

After 10 instances of disciplinary removal that constitute a pattern and, therefore, trigger a unilateral change of placement, the student and their parents will receive a Prior Written Notice to reflect the change of placement. A manifestation determination review (MDR) will be scheduled within 10 days of the notification of disciplinary removal that triggered the change of placement.

At the MDR, the school-based members of the IEP team and the parent will review all relevant documentation and data surrounding the student's disability and the behavior that caused the disciplinary removals from school. Data sources to be reviewed include the IEP, the multi-disciplinary team evaluation and determination of eligibility for special education, discipline records, teacher observations, and any data deemed relevant by the parent.

Upon review of all data, the assembled team will make a determination. First, the team will decide if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability. Second, the team will decide if the conduct in question was the direct result of the school district's failure to implement the IEP.

If the answer to either of the questions is "yes," the behavior will have been deemed a manifestation of the student's disability. If the second question is answered affirmatively, the school will immediately address the deficiencies identified in its failure to implement the IEP.



Functional Behavior Assessment

When the determination is that the conduct in question is a manifestation of the student's disability, a functional behavioral assessment (FBA) must be initiated within 10 days and completed in an expedited fashion.

If the student already has an FBA, it must be reviewed to determine if it is valid in light of the determination.

Behavior Intervention Plan

If a new FBA is conducted, a behavior intervention plan (BIP) must be developed and implemented.

For students who already had an FBA that was deemed proper, a BIP must be created or reviewed within 10 days of the MDR. Existing BIPs must be reviewed to ensure they address the behavior that was subject to disciplinary removal.

Placement

When the outcome of the MDR is that the behavior is a manifestation of the disability, the student must be immediately returned to the placement from which they were removed. Consideration of change of placement may only be made at that time with full agreement between the school and the parent as part of the modification of the BIP.

Special Circumstances

Pursuant to the IDEA, there are three behaviors that are deemed Special Circumstances that allow the school to impart a unilateral change of placement to a 45-day Interim Alternative Educational Setting (IAES) regardless of the outcome of the MDR. If a student with a disability engages in special circumstances behaviors, parents will be notified via Prior Written Notice of the unilateral change of placement. Parents will also be provided a copy of the Procedural Safeguards Notice at the time of an IAES placement change.

Special circumstances behaviors are as follows:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the North Carolina Department of Public Instruction or a school district.
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the North Carolina Department of Public Instruction or a school district.
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the North Carolina Department of Public Instruction.



When Behavior Is Not a Manifestation of the Disability

If the outcome of the MDR is that the conduct in question was not manifested by the student's disability, the school may continue to apply disciplinary removals in accordance with its policies. However, the student must receive educational services for each day of removal beyond 10, and those services must allow the student access to the IEP goals and the ability to progress in the general curriculum.

1. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Policies and procedures pursuant to student discipline and due process rights, including grievance procedures, will be outlined in the Parent & Student Handbook. All discipline procedures referenced in this application will align with state and federal law. Investigations will be conducted using standardized procedures, and the analysis of responsibility will be determined by applying the preponderance of evidence in all cases.

Short-Term, School-Initiated Removals from School

Due process rights will be protected in school-initiated disciplinary removals. Principals will have the authority to invoke short-term removals, and students will have access to an informal hearing with the principal prior to any short-term disciplinary removal from school.

Students will be notified by the administration at the onset of an investigation of the allegations made against them. Innocence (not responsible) will be assumed unless guilt (responsible) is determined after examining the preponderance of evidence. In investigations, students will have an opportunity to tell their side of the story through multiple means of expression. Each student will have an opportunity to participate in a verbal interview with an administrator. Additionally, they will have an opportunity to provide a documented account of their side of the story. Documented accounts may be created using various mediums, including writing a narrative, drawing a picture, or dictating a message to a scribe. Students with disabilities and students with developmental needs will be able to offer their input in a manner that aligns with their abilities.

Additionally, parents will be notified, in writing, of suspension from school and will have the opportunity to attend a conference with the school administration within three days of the disciplinary removal. Upon request, parents may appeal school-initiated suspensions to the



governing board or a designated agent of the board.

Long-Term, Hearing-Initiated Removals from School

Due Process rights will also be protected in the formal due process disciplinary hearings conducted by the superintendent or an appointed hearing officer. Parents will be notified, in writing, of the school's intention to pursue a disciplinary hearing in the timeline required by § 115C-390.8. They will be notified, in writing, of the date, time, and location of the hearing, and they will receive notification of their rights at the hearing, including the ability to be represented by legal counsel, to question all witnesses, and to submit evidence in support of their claims.

At the hearing, parents will be afforded the opportunity to submit testimony and evidence to tell their side of the story. They will have the ability to cross-examine witnesses presented by the school. Finally, they will be able to express their thoughts on the proposed consequence and provide a rationale for the consideration of the hearing official.

In long-term suspension hearings, the superintendent will make the final determination as to responsibility and consequences, and parents will receive written notification of the superintendent's decision. They will receive notice of their right to appeal to the governing board, as well. In expulsion hearings, the governing board will make the final decisions.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q165. Explanation (optional):

Vertex Education supports existing Legacy Traditional Schools in other states. Language included in this application may mirror other LTS applications.





11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

11.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of t...

Applicant Evidence :


LTS-NC_Initial Memb...

Uploaded on **4/25/2024**
by **Mark Modrcin**

Q168. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



Legacy Traditional Schools - North Carolina (LTS-NC) will be the entity responsible for overseeing the proposed charter school, and plans to largely replicate the successful Legacy Traditional School educational model. The school's governing body will provide knowledgeable oversight of the school's operations, financial matters, and student growth and achievement. In coordination with the EMO, the governing board will provide strategic direction for the school, nurture strong school leaders, and hold the school accountable for all financial and legal compliance.

The LTS-NC governing board will carry out a number of roles with the help and day-to-day support of Vertex Education which include approving curriculum; enforcing the program of instruction; establishing school wide policies and procedures; and providing oversight of the school's budget. The board shall have final authority and responsibility for the academic, financial, and organizational performance of the school, and the fulfillment of the charter contract. The board shall be the final authority in matters affecting the school, including but not limited to staffing, job titles, employee salaries and benefits, financial accountability, and curriculum. The governing board will ensure that the following outcomes are achieved: academic programs are successful; the school's operational programs comply with all of the terms of the charter contract; the school complies with all statutory and regulatory requirements; the school is financially solvent; and that competent, professional staff are hired to carry out the operational plan.

In addition to the responsibilities of the board, the governance structure is designed to ensure the school will be an educational and operational success. Each board member will be assigned to a committee that meets as needed. The purpose of the board committees is to make recommendations to the full board regarding specific issues, share findings, and provide updates to other board members and stakeholders, At the time of the submission of this application, the LTS-NC governing board anticipates there will be three committees of the full board: Academics, Finance, and Governance.

The board's primary responsibilities are to sign and comply with the charter school contract with the authorizer, ensure compliance with all charter school laws as provided by the North Carolina Charter School Law--such as the North Carolina Open Meetings Law and the annual financial audit/reporting requirement, among others. Additionally, the board will also be responsible for employing and contracting with teaching and non-teaching employees, contract for services, approve policies for the charter school(s), and provide financial, organizational, and academic oversight for the school.

At this time, the Legacy Traditional School - North Carolina governing board anticipates that the eventual governing board will meet at least eight times a year, beginning in April 2024. If approved, the LTS-NC governing board will adhere to this schedule during the remainder of the 2024-25 academic year in addition to the planning year of 2025-26. Meetings will be held in the late afternoon or early evening to encourage participation by all stakeholders, and both a physical and virtual meeting option will be offered to accommodate stakeholder participation. Upon



authorization, the governing board will adhere to North Carolina Open Meetings Law and the Public Records Law.

The LTS-NC governing board intends to hire the lead administrator (principal) of the proposed school well in advance of the 2026–27 school year. This individual will be an employee of the LTS-NC governing board. As contemplated in the Pre-Opening Year plan, the LTS-NC board anticipates that this will occur no later than August 2025. The LTS-NC governing board intends to rely on Vertex Education and its Human Resources team to provide assistance in the recruitment for the principal position. As contemplated in the management agreement included in the charter school application, Vertex Education will make hiring recommendations for this position by conducting initial screenings and interviews so as to bring forward an initial, vetted candidate pool to the full board for consideration and possible approval. The LTS-NC governing board may also leverage the Academic committee to conduct screenings of applicants prior to bringing finalists to the full board for consideration and possible hiring/approval. As previously stated, the LTS-NC governing board will make the final hiring decision of the school's principal, and this is anticipated to occur by August 2025. This will allow the Principal to work alongside the LTS-NC board throughout the Ready to Open (RTO) process and ahead of the school opening for the 2026–27 school year.

The principal of the proposed school will be formally evaluated by the board twice per year, using a rubric approved by the board. Additionally, the board anticipates using the ongoing oversight, suggestions, and recommendations of the Superintendent, a Vertex employee, to inform the formal evaluation. The evaluation and discussion will occur during the closed session of a regularly scheduled board meeting. Thereafter, the principal will receive the evaluation and feedback from a member or members of the Board. This proposed structure and model mirrors that of the Legacy Traditional Schools - Arizona where Legacy schools have been established for some time. This model has been an effective means to engage the board in meaningful feedback with the principal, as well as identify areas of strength and opportunity, not only in the principal's performance, but within the board as a whole.

The board will have a close working relationship with school staff and Vertex Education to ensure the success of the school and that strong, established practices of other existing Legacy schools are effectively replicated. Monthly reports will be provided to the board for review and consideration as possible agenda items. Reports to be provided will include, but not limited to, state academic results, academic data dashboards, enrollment/attendance/persistence rates, survey results, annual budgets, monthly budget to actual statements, income statements, balance sheets, and cash flow statements.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



LTS-NC governing board is currently five members in size; at full development, the LTS-NC governing board intends to have 7 members, which is contemplated in the bylaws. These board members will have diverse backgrounds, including business, education, and legal experience. Additionally, the LTS-NC governing board aspires to have at least one LTS-NC parent as a member.

As previously noted, the LTS-NC governing board will carry out a number of roles with the help and day-to-day support of Vertex Education which include approving curriculum; enforcing the program of instruction; establishing school wide policies and procedures; and providing oversight of the school's budget. The board shall have final authority and responsibility for the academic, financial, and organizational performance of the school, and the fulfillment of the charter contract. The board shall be the final authority in matters affecting the school, including but not limited to staffing, job titles, employee salaries and benefits, financial accountability, and curriculum.

The board's primary responsibilities are to sign and comply with the charter school contract with the authorizer, ensure compliance with all charter school laws as provided by the North Carolina Charter School Law—such as the North Carolina Open Meetings Law and the annual financial audit/reporting requirement, among others. Additionally, the board will also be responsible for employing and contracting with teaching and non-teaching employees, contract for services, approve policies for the charter school(s), and provide financial, organizational, and academic oversight for the school. The board will comply with all required local, state, and federal laws and regulations regarding employment, environment, disabilities, civil rights, children with special needs, transportation, and student records.

Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



As previously noted, the LTS-NC board currently consists of five members, each possessing unique experiences and backgrounds that will help advance the mission and vision of LTS-NC. Additionally, the members collectively possess complementary skills that will serve the school well from a governance perspective.

- April Broadway - residing in Winston-Salem, April is a seasoned educator and charter school advocate, having worked in the education sector for the majority of her professional career. While no longer working directly for a public charter school, she does support several across the North Carolina area as a consultant focusing on strengthening organizational efficiency and compliance. April is active in the Winston-Salem community through several other organizations, and is an ardent quality school choice supporter. She is looking forward to bringing her expertise, both as a practitioner and board member, to Legacy Traditional Schools - North Carolina.
- Melissa McCartney - currently residing in Matthews, is the Associate Provost for Digital Learning and Chief Online Officer at Queens University of Charlotte. She has worked in postsecondary education for over a decade, and was previously a K-12 public school teacher. Melissa earned her Doctorate of Education from Arizona State University in Educational Administration and Leadership. As a parent, she cares deeply about that perspective manifesting itself in the decision-making process of public school. She is committed to ensuring that Legacy Traditional Schools - North Carolina is successful and can reflect the wishes of parents in the local Winston-Salem community.
- Ryan Quinn - currently residing in Charlotte, Ryan is employed by U.S. Bancorp as a Senior Vice President. In his current role, he is responsible for reporting related to on-going capital adequacy, management and planning. Ryan is looking to become a more vocal educational advocate, believes that the Legacy Traditional Schools model can flourish in North Carolina, and that it can provide an exceptional education for students and families.
- David Singletary - currently residing in Germantown, David is a former elected school board member and staunch public school advocate. In 2014, he was elected to the Winston-Salem/Forsyth County school board and served a full four-year term. He brings a wealth of governance experience to the Legacy Traditional Schools - North Carolina board, and also works to support the business and financial needs of small to medium sized entities. David strongly believes in the mission and vision of LTS-NC as well as the benefits it would bring to the greater Winston-Salem area.
- John Sullivan - currently residing in Belmont, John is a retired high school. He was named the Teacher of the Year in 2016 - 17 at his school and also served as the school's boys and girls soccer coach, where he holds the distinction as the school's all-time winningest coach. Prior to becoming an educator, John worked in the irrigation and water management field in the greater Charlotte area. Upon learning of Legacy's interest in replicating their model in North Carolina, John became interested in serving on the board as a way to serve the greater North Carolina community. He believes that Legacy can offer a quality school option to students and families.

Q171. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**



3. There will be active and effective representation of key stakeholders, including parents.



The Legacy Traditional Schools - North Carolina Board will follow the principles of the Cooperative Governance Model, where the board aspires to make decisions as a group of peers; no individual has power over another. The Cooperative Governance Model requires all board members to be equally committed to the board's objectives and willing to take responsibility for the board's actions. Legacy Traditional Schools has employed a similar model throughout its schools in Arizona, Nevada, and Texas with significant board success and finds this model to be the right fit for the North Carolina governing board to use in implementing its goals and objectives.

The Cooperative Governance Model is based on four pillars: Teaming, Democracy, Strategic Leadership, and Accountable Empowerment.

- The Teaming pillar provides strategies for working together to achieve a common purpose successfully. Diverse opinions are valuable and needed for this pillar of governance. An engaged, self-responsible board is an effective board.
- The Democracy pillar involves demonstrating, protecting, and furthering healthy democracies. This pillar is more than just voting; it gives members opportunities to participate fully and meaningfully in board discussions and the organizational changes that come from these discussions.
- The Strategic Leadership pillar includes creating and communicating the school's mission/vision/values/purpose and moving the board in that direction. Additionally, this pillar focuses on procuring needed resources and monitoring progress toward the board's plan.
- The Accountable Empowerment pillar involves empowerment while simultaneously holding people accountable for the power(s) they have been granted. A strong board and a strong administrative team (including the Superintendent, Principals, and Assistant Principals) can be effective in furthering the school's mission/vision/values/purpose, so long as they are holding each other accountable. This is where the creation and monitoring of school policy is instrumental in the board's success as a unit, as well as the school's ultimate success.

Past successes of the Legacy schools in Arizona, Nevada, and Texas indicate that by adopting the Cooperative Governance Model, Legacy Traditional Schools - North Carolina will have a highly effective governance structure leading to success upon authorization.

The proposed governance structure, composition, and committee design are intended to ensure the school will be an educational and operational success. Each board member will be assigned to a committee that meets as needed to share findings with other board members and stakeholders, as well as to make recommendations to the full board as may be necessary and practical. At the time of the submission of this application, the LTS-NC governing board anticipates there will be three committees of the full board: Academics, Finance, and Governance.

The board will evaluate the school's success through academic, financial, and enrollment reports and updates on a regular and consistent basis, both at board meetings and in months when meetings may not occur. Vertex Education will supply this information to both the governing board



and school leadership. The board will evaluate the principal of the proposed school twice a year, using a rubric approved by the board. Additionally, the board anticipates using the ongoing oversight, suggestions, and recommendations of the Superintendent, a Vertex employee, to inform the formal evaluation. The evaluation and discussion will occur during the closed session of a regularly scheduled board meeting. Thereafter, the principal will receive the evaluation and feedback from a member or members of the Board. This proposed structure and model mirrors that of the Legacy Traditional Schools - Arizona where Legacy schools have been established for some time. This model has been an effective means to engage the board in meaningful feedback with the principal, as well as identify areas of strength and opportunity, not only in the principal's performance, but within the board as a whole.

The philosophy of the Legacy Traditional School - North Carolina Board is to serve the best interest of all students. To that end, the board will ensure that teachers, staff, parents/guardians, and other stakeholders interested in an investment of education in North Carolina have an opportunity to improve the learning of students within the state and ultimately improve the system of public education. The board recognizes the realization of this philosophy will occur through collaboration with key stakeholders including, but not limited to: the community, the State of North Carolina, the Charter Schools Review Board, and the North Carolina Department of Education, among others.

Q172. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



Vertex met with a variety of North Carolina residents to better understand the local landscape, how the Legacy model could positively impact students, families and communities, and identify where the strongest opportunities might exist throughout the state to make a sustained impact. These meetings provided opportunities for local stakeholder engagement as well as opportunities to share educational experiences and desires for more high-quality options in the state. Conversely, dialogue with North Carolinians provided Vertex and Legacy with opportunities to speak to their past results and successful academic, organizational, and financial track record in Arizona, Nevada, and Texas.

These efforts led to connections and meetings with the potential members of the current Legacy Traditional Schools - North Carolina governing board, who after careful analysis and consideration, agreed to join the collective effort to establish the proposed school contemplated within this application. At the time of submission, the LTS-NC board has five members. Each of these members joined the board for their own individual reasons. For example, one board member is a strong advocate for school choice, and believes that more options in the local Winston-Salem community would be beneficial. A second board member has shared that their experience as a parent should be integral to the decision-making process of any school, and looks forward to making a positive impact at LTS-NC using her voice. Importantly, several common reasons for joining the governing board exist across all members: the desire to create a high-quality, public school option in their community that is accessible to students and families, and to be advocates for public education. All governing board members are eager for this venture to begin given the demand for the Legacy model in North Carolina.

As contemplated by the bylaws, the governing board intends to be at seven (7) members at full-scale. The governing board intends to fill the remaining two vacancies by September 1, 2024 through the procedures as outlined in the bylaws and will be done through a robust vetting process. This will start with recommendations of new members coming to the governance committee to conduct initial reviews, including interviews, of prospective members to determine their fit with the current individuals on the board given the strengths and skill sets of current members. At the time of this submission, the current board believes that it would be well-served by adding an individual with a legal background. Initial candidate vetting will conclude with the formal recommendations by the governance committee to the full board for consideration. It is anticipated that the board will have multiple candidates to fill each remaining vacancy.

Q173. Describe the group's ties to and/or knowledge of the target community.



Two members of the current five-member board currently reside in the greater Winston-Salem area. Both of these individuals, however, are keenly aware of the current educational landscape in the community and firmly believe that Legacy Traditional Schools - North Carolina can have a positive impact on the public education landscape. Members Broadway and Singletary have spent significant portions of their careers in service of the greater Winston-Salem community. Moreover, each has served professionally within the education sector. Member Singletary is a former Winston-Salem/Forsyth County board member, elected in 2014. He has direct governance experience in the target community and understands that an additional, high-quality school choice option for students and families would be beneficial. This is especially true given that LTS-NC proposes to offer a different educational option and academic program compared to existing school choices in the target community. Member Broadway has worked for and supported public charter schools in various parts of North Carolina, but as a resident, also sees an opportunity to enhance the public educational options in the greater Winston-Salem area. She believes that more high-quality public charter schools would benefit students and families, particularly since there are very few options in the community.

While Members McCartney, Quinn and Sullivan do not reside in the greater Winston-Salem area, they are all North Carolinians that are fully supportive of the Legacy Traditional Schools model being proposed. Given the data and information discussed by the board, each believes that LTS-NC can be of great benefit to the local community given the need for more high-quality public school options. Each of their work experiences and backgrounds will complement the local perspectives offered by Members Broadway and Singletary.

Finally, in an effort to enhance the school's local perspective and knowledge of the target community, the board's bylaws include a provision requiring that a majority of the board reside in the greater Winston-Salem area. As such, the LTS-NC board will fill the remaining board seats with local residents to further enhance their ties and knowledge of the target community so as to more fully inform their work as a board as the school prepares to open for the 2026–27 school year.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

As outlined in the submitted bylaws within the application, the board plans to meet at least eight (8) times per year, including their annual meeting which may include board training, elections and strategic planning. This will likely involve meetings at least every other month, with additional meetings scheduled to support the operations of the school. Meetings will be held in the late afternoon or early evening to encourage participation by all stakeholders, and both a physical and virtual meeting option will be offered to accommodate stakeholder participation.

Q175. What kinds of orientation or training will new board members receive, and what



kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Professional development will be determined in collaboration with the school board and will focus on their needs as far as specific topics and the sequence of delivery. The LTS-NC board will receive, at minimum, four hours of annual training on the following topics during each school year to ensure strong governance: good governance practices, open meeting law, academic, financial, and organizational oversight and leading performance indicators, review of key contract and charter application provisions, and governing for growth. Currently, it is anticipated that most if not all of the annual, four hours of training will occur in the late summer or early fall so as to provide timely information through training at the start of each academic year. All board members will be required to participate, and to ensure this occurs, it is anticipated that training occurs during an annual board retreat. Training will be primarily provided from a respected, third-party vendor.

Additionally, the LTS-NC board will adopt a formal onboarding process to use each time a new board member is seated. The onboarding process for new board members will be a collaborative effort between existing board members, the attorney for Legacy Traditional Schools - North Carolina (LTS-NC), and third party vendors. This process will be created during the board's planning year and addressed and adjusted as needed throughout subsequent years. An integral part of this process will include the new board member reading the charter application and charter agreement prior to joining the board. This will ensure that the board member understands his/her responsibilities before being seated and can fully contribute to the board's and school's success once seated or shortly thereafter.

Onboarding will occur within the first three months of the new member being seated. The board envisions that new board member onboarding will include an assortment of topics that address board needs and priorities, including the following: understanding the charter application and contract between Legacy and its authorizer, the board's expectations for school performance (financial, academic, and operational) to board member responsibilities and how the board will hold vendors such as Vertex accountable.

Lastly, as noted on the North Carolina Department of Public Instruction's website, all new charter school board members from charter schools opening in 2024 are required to attend 5 Planning Year/Ready-to-Open Sessions from September to January through the North Carolina Department of Public Instruction. (See Appendix O41)

The LTS-NC governing board members will attend all Ready-to-Open sessions and any other required training.

Q176. Describe the board's ethical standards and procedures for identifying and



addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



The LTS-NC board will follow the conflict of interest requirements outlined in G.S. 115C-218.15(b). The LTS-NC board will adopt a conflict of interest and anti-nepotism policy that meets, at a minimum, the following:

- The requirements of Chapter 55A of the General Statutes related to conflicts of interest; and
- The requirements of G.S 115C-12.2, which state that before any immediate family of any board member or charter school employee with supervisory authority is to be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, the proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The board member or employee with supervisory authority with whom the conflict of interest may arise holds the burden of disclosure of such conflict. If the board member or employee with supervisory authority complies with those minimum requirements, the charter school may choose to employ the immediate family of any board member or charter school employee with supervisory authority.

While the board will eventually adopt a formal policy, specific steps will be taken to avoid conflicts and to mitigate perceived conflicts:

- A board member must disclose its existence and be given the opportunity to disclose all material facts to other members of the board, who will consider the proposed transaction or arrangement.
- After disclosure of the actual or possible conflict and all material facts, and after any discussion with the interested board member, he/she will be excused from the governing board meeting while the remaining board members make a determination if a conflict of interest actually exists. The board member making the disclosure may provide a presentation to the governing board, but after the presentation, he/shall be excused from the meeting during the discussion of and the vote on the possible conflict of interest.
- The board president or his/her designee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing board shall determine whether, with reasonable efforts, it can achieve a similar transaction or arrangement without giving rise to a conflict of interest.
- If a similar transaction or arrangement is not reasonably possible under the circumstances without creating a conflict of interest, the governing board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the board's best interest and whether it is fair and reasonable.
- The board will then determine whether or not to enter into the transaction or arrangement. If a conflict is determined to exist, the board member with the real or perceived conflict will recuse themselves from any discussion or possible board action on the item(s) in question.

If the board has reasonable cause to believe a member has failed to disclose an actual or possible conflict(s) of interest, the board shall inform the member of such a basis and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and making a further investigation as warranted by the circumstances, the board shall take appropriate



disciplinary and corrective action.

The LTS-NC Governing Board has no known existing relationships that could pose actual or perceived conflicts if the application is approved. If any relationships arise during the application process, the LTS-NC board will make the authorizer aware of such actual or perceived conflicts as soon as they are discovered.

Q177. Explain the decision-making processes the board will use to develop school policies.

The LTS-NC Board of Directors will develop school policies by engaging in a clear and structured decision-making process. The philosophy of the Legacy Traditional Schools - North Carolina Board is to serve the best interests of all students. This philosophy will serve as a guide in the development of school policies as well as many other facets of board work. The board will ensure that teachers, staff, parents/guardians, and other stakeholders interested in an investment of education in North Carolina have an opportunity to improve the learning of students within the state, and ultimately improve the system of public education. The board recognizes the realization of this philosophy will occur through collaboration with key stakeholders including, but not limited to: the community, the State of North Carolina, the Charter Review Board, and the North Carolina Department of Public Instruction, among others.

To help ensure that sound policies are developed and adopted, the LTS-NC board anticipates using the following process which will begin prior to the school opening:

- Draft policies will be developed using existing materials from Legacy Traditional Schools already in operation, through consultation with the NC board's attorney, discussions with school administration, and by leveraging policies of successful public charter schools in North Carolina. The Legacy network has a robust set of policies that will be made available with the proposed school, and this will be enhanced and appropriately tailored by local experts in order to align with all NC statutes and rules.
- Once drafted, policies will be circulated among board members, likely to members individually and/or through the aforementioned Governance committee. This will allow the members to suggest updates and recommendations for consideration by the full board at a public meeting.
- Policies will be discussed and adopted by the LTS-NC governing board at a public meeting. This will allow for general stakeholder input, and will also provide the proper forum for board members to fully discuss any recommendations under consideration.
- At its annual meeting, the LTS-NC board will review all policies to ensure that they are current and/or do not require additional modifications. If changes are necessary, the LTS-NC board may leverage the Governance committee to draft recommendations for future consideration by the full board.



Q178. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

As previously noted, the LTS-NC governing board will carry out a number of roles with the help and day-to-day support of Vertex Education which include approving curriculum; enforcing the program of instruction; establishing school wide policies and procedures; and providing oversight of the school's budget. The board shall have final authority and responsibility for the academic, financial, and organizational performance of the school, and the fulfillment of the charter contract. The board shall be the final authority in matters affecting the school, including but not limited to staffing, job titles, employee salaries and benefits, financial accountability, and curriculum.

In addition to the responsibilities, the structure of the board is designed to ensure the school will be an educational and operational success. As part of this structure, the board envisions that they will establish three committees consisting of members and Legacy Traditional School - North Carolina (LTS-NC) staff to discuss key topics and assist the work of the full governing board. In some instances, these committees may make recommendations to the full board. Each board member will be assigned to a committee that meets as needed to share findings with other board members and stakeholders. At the time of the submission of this application, the LTS-NC governing board anticipates there will be three committees of the full board: Academics, Finance, and Governance.

Legacy will also establish a parent volunteer organization (PVO or PTO), which will begin during the first year and will help conceive and support the school with campus events and other requests that may be made by the school's administration. At this time, the LTS-NC governing board anticipates that the PVO/PTO will have visibility through public board meetings as well, likely through regular reports and event updates.

Q179. Discuss the school's grievance process for parents and staff members.



Legacy Traditional Schools has a long-held practice of addressing parent and staff grievances. The following are the steps taken at each of the Legacy campuses:

1. A parent or guardian who wishes to express a concern should discuss the matter with the school employee involved.
2. If the individual is unable to resolve a problem or concern with the employee, the individual is required to call or meet with the Principal (or designee) to resolve the problem or concern. The complainant and the Principal (or designee) will both make a good faith effort to resolve the issue.
3. If the complainant is dissatisfied with the outcome of the problem-solving process with the Principal (or designee), he/she may file a written complaint with the LTS-NC Board. The Board will evaluate the complaint and render a written decision within 10 working days after receiving the complaint. The LTS-NC board will draft policies which will include an employee grievance policy, and this policy and procedures will be included in the employee handbook issued annually to all staff.

Complaints against a principal may be filed with the Board. The Board will attempt to resolve the complaint in a timely manner. The specific steps and process to file complaints against the principal will be included in the handbooks provided to both students and staff.

Employee Grievance Policy

LTS-NC is proud to provide good working conditions, competitive pay and benefits to our employees. If employees have concerns about work conditions, duties, workplace harassment or adverse changes in employment conditions, they are strongly encouraged to voice these concerns.

1. Employees should first address their concerns with their immediate supervisor.
2. If this situation is not resolvable after engaging with their immediate supervisor, the employee should contact the HR department and continue to comply with all company guidelines and procedures. In order to address these concerns in a timely manner, specific details and examples must be provided.

In addition, questions regarding LTS-NC business ethics and conduct policy should be discussed with a supervisor or HR. Employees may anonymously report concerns through the Employee Ethics online portal. LTS-NC will not retaliate against anyone who submits a concern to the LTS ethics hotline. LTS-NC prohibits retaliation against any person in any way for that person's opposition or disclosure of a practice the employee reasonably believes to be unlawful by applicable federal, state, and/or local laws.

Q180. Attach as Appendix G Organizational Chart

- **A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include**



lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

		
NC Org Chart_FINAL...	Principal Job Descrip...	Assistant Principal Jo...
Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/26/2024 by Mark Modrcin	Uploaded on 4/26/2024 by Mark Modrcin

Q181. Attach as Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources


2024 Charter School ...



Applicant Evidence :

 Charter Board Mem...	 Ryan Quinn - Resum...	 Charter Board Mem...	 John Sullivan-Resum...
Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin
 Charter Board Mem...	 McCartney_resume_...	 Charter Board Infor...	 Charter Board Mem...
Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin
 Charter Board Infor...	 April Broadway-Resu...	 2024 Singletary Boar...	 Singletary David B L...
Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin	Uploaded on 4/25/2024 by Mark Modrcin

Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county returned in the Social Security Trace.
- Background check must include a completed nationwide check.

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Total Files Count: 50



Resources



2024 Charter School ...

Applicant Evidence :

			
ESI_Broadway_04182...	ESI_McCartney_0411...	ESI_Quinn_041624.pdf	ESI_Singletary_04112...
Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin
			
ESI_Sullivan_041124....	Background Check C...	Background Check C...	Background Check C...
Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/22/2024 by Mark Modrcin
			
05142024 Singletary ...	Background Check C...		
Uploaded on 5/22/2024 by Mark Modrcin	Uploaded on 5/22/2024 by Mark Modrcin		

Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3

Applicant Comments :

The LTS-NC Board reviewed and discussed the attached proposed bylaws during its April 16, 2024 convening. Should the school be authorized, the board intends to adopt these bylaws after receiving confirmation from the CSRB that there are no questions or concerns.



Applicant Evidence :


LTS-NC Bylaws (4.19....

Uploaded on **4/22/2024**
by **Mark Modrcin**

Q184. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Articles of Incorpora...

Uploaded on **4/23/2024**
by **Mark Modrcin**


LTS-NC Amended Art...

Uploaded on **4/23/2024**
by **Mark Modrcin**

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

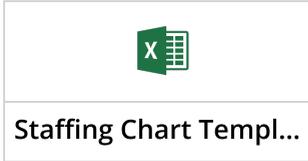
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Resources


Staffing Chart Templ...



Applicant Evidence :



Uploaded on **4/24/2024**
by **Mark Modrcin**

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

Legacy Traditional Schools - North Carolina (LTS-NC) will define and communicate clear job requirements that outline the skills, qualifications, and experience required for each position. Having clear job requirements ensures that the school is targeting candidates who meet the specific needs of the school.

Additionally, a behavioral and cultural fit within LTS-NC will be key to ensuring quality candidates are recruited and hired. As part of the screening process, LTS-NC will interview candidates using situational questions that can help gauge how well candidates align with a school's values and work environment.

Teacher candidates will be asked about their experience in providing direct instruction and their interpretation and vision of what that looks like in a classroom setting. Principals will be asked detailed questions regarding managing conflict, classroom management, student discipline, and interpersonal conflict. Following is an example of a situational question utilized in the teacher interview process:

"Eight weeks into the school year, you realize that your once well-managed classroom is now becoming a challenge. Tell us three possible reasons for this shift and what steps you can take to re-establish a classroom environment that is favorable to learning."

This situational question and others help identify the teacher's classroom management style in addition to their ability to improve their student engagement. More importantly, situational questions help reinforce the importance of possible hires aligning to the mission of LTS-NC and its mission to provide all students with the opportunity to achieve academic excellence.

Please see Appendix G for more specific details, job requirements, skills, and necessary qualifications for key administrative positions at the proposed school.

Q187. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission.



Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



A principal has not yet been identified, so a unique approach will be taken at LTS-NC to ensure the success of the proposed school. This approach will ignite the desire to be the best, illuminate the outstanding talents of educators, light up the minds of our students, and fuel school spirit. It will be critical to the success of the proposed school that the principal leads by example. This individual will be responsible for hiring decisions and employment oversight, with recruitment support provided by Vertex. In partnership with Vertex, the principal will also oversee all campus employees and ensure they are following the code of conduct, displaying professionalism, and representing the best talent.

The campus administrative team will lead by cultivating bright, curious minds, achieving award-winning results, upholding values, and engaging positively with our students, parents, and communities. This work closely ties to and parallels the mission of LTS-NC, which is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators.

In addition to the characteristics outlined above, the ideal candidate for the school principal position will create a unifying vision that fosters team development, performance, and succession planning. The principal will cultivate a positive work environment while demonstrating dedication to positive discipline. They must also have the ability to represent LTS-NC effectively in a variety of settings with diverse communities. The principal will manage a variety of tasks, from managing the school budget to working with Vertex marketing to establish marketing campaigns for the schools, overseeing student retention, and ensuring and evaluating educational programs to confirm compliance and alignment with state and district standards.

Principal candidates must possess a master's degree in education, administration, or educational leadership. The candidate must hold a valid principal certification in North Carolina or have certification reciprocity. The ideal candidate will have three or more years of experience teaching in a K-12 school, as well as three or more years of experience in education administration. The principal's job description is provided in Appendix G.

LTS-NC envisions that the recruitment of the school's principal will occur during the spring of 2025 so that an individual can be identified for the 2025 - 2026 academic year, thereby affording the individual time to participate in significant professional development opportunities, shadow highly effective Legacy principals within the network, and lead various efforts during the school's incubation year and Ready-to-Open process leading up to the proposed opening year of 2026 - 2027.

The hiring of the principal will be a pivotal decision by the LTS-NC governing board as this individual will be essential to the success of the proposed school. It is critical that the right leader, possessing a successful track record with students and families, be identified well in advance of the opening school year to ensure sufficient time to continue engagement with the local community, prepare the



implementation of the academic program, and execute on all pre-opening tasks, including the hiring of teachers and staff. To do this, a thorough candidate screening process will be implemented that includes resume screening, application reviews, skills assessments, and multiple rounds of interviews. In collaboration with the proposed EMO, Vertex Education, LTS-North Carolina envisions using structured interviews and standardized evaluation criteria to ensure fairness and consistency. This will ensure that the foundational elements of the charter application are implemented seamlessly, that school policies and norms are established to expedite the hiring of the campus staff and enable a successful school launch.

Lastly, the principal, in conjunction with the Superintendent, will work to implement the school start-up plan to ensure a successful launch of the school. More information on these details can be found within Section 12.3 (Start-Up Plan).

Similar to the principal position, identified assistant principals must also be mission-aligned to the values of LTS-NC. The assistant principal position will assist in the overall administration of the school, with a strong commitment to the activities and operations associated with students, teachers, and parents. The assistant principal will lead essential athletic duties and oversee community programs. The assistant principal's job description is provided in Appendix G.

It is anticipated that the assistant principal position will be hired during the spring of 2026 so that individuals may be available throughout the summer of 2026 when the school is preparing to open.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The LTS-NC principal for the proposed campus will report to the LTS-NC board, which is responsible for hiring the principal and completing an annual formal evaluation of the school leader. The LTS-NC board will approve the final process and document to be used for the formal evaluation of the principal. A draft of the principal evaluation is attached as Appendix O42. Daily oversight of the principal will be provided by Vertex Education through a superintendent, who will provide the LTS-NC board with performance updates and a recommended annual evaluation for their approval. Coaching and frequent conversations will occur among the principal, Vertex Education, and the superintendent to ensure that the proposed academic program is implemented with fidelity and any areas of improvement are identified. The relationship between the principal and Vertex is intended to be one that is grounded in high expectations for students, professional growth, and developing the LTS-NC staff.

Outside of the superintendent, all other on-site faculty and staff will be LTS-NC employees and be supervised by the school principal.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



Recruitment strategies are essential for attracting and selecting high-quality staff. To achieve the desired quality of staff, the Talent Acquisition team at Vertex Education will implement the following recruitment strategies in North Carolina, which largely parallel current practices supporting Legacy Traditional Schools already in operation:

1. Build an employer brand that showcases the organization's values, culture, and reputation as an attractive place to work. The Talent Acquisition team at Vertex Education will achieve this through daily candidate conversations as they meet with potential candidates seeking to join LTS-NC.
2. Multiple sourcing channels and pipelines will be used to cast a wide net to find the top candidate. Recruiting sources may include but are not limited to online job boards, social media platforms, professional networking sites, employee referrals, industry-specific conferences, seminars, and networking events to facilitate connections with potential candidates and building relationships with organizations or groups who are developing talent through certification and education programs. LTS-NC has already begun conversations with several institutions in North Carolina in the hopes that graduates with an education background pursuing a career in teaching will seek employment from LTS-NC.
3. A thorough screening process will include resume screening, criminal background screening, application reviews, skills assessments, and multiple rounds of interviews. Vertex Education uses structured interviews and standardized evaluation criteria to ensure fairness and consistency.

Recruitment is an ongoing process for Vertex Education. After each recruitment cycle, feedback will be collected from hiring managers and interviewers to identify areas for improvement in the recruitment process. Vertex Education continuously refines strategies to adapt to changing hiring trends and candidate preferences and to stay proactive and flexible to ensure long-term success in supporting a school's need for quality staff.

The LTS-NC governing board will be kept apprised of teacher recruitment and any vacancies, trends, and feedback. Vertex Education will be evaluated on the Human Resources support provided to the proposed school and will provide regular updates to both committee and governing board meetings.

As an at-will employee, both the employee and LTS are free to terminate the employment relationship at any time, for any reason, with or without cause or advance notice. Employment at-will status with LTS may be altered only with written authorization by LTS.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



Eligible employees at LTS are provided a wide range of benefits focused on health, wellness, and financial security. A number of the programs cover employees in the manner prescribed by law as outlined in our annual benefits guide. Benefits eligibility is dependent on position classification, full-time employment status, and permanent employment status.

Compensation will be evaluated at the time of employment, based upon years of relevant experience, education, and certification. The list below reflects the starting salary schedule for key positions:

Principal - \$98,000

Certified Teacher - \$55,000

Assistant Principal - \$83,000

Special Education Teacher - \$58,000

Q192. Provide the procedures for handling employee grievances and/or termination.

LTS-NC will offer at-will employment. As an at-will employee, both the employee and LTS-NC are free to terminate the employment relationship at any time, for any reason, with or without cause or advance notice. Employment at-will status with LTS-NC may be altered only with written authorization by LTS-NC. No entity at LTS-NC can enter into an employment contract with an employee for a specified period of time, or make any contract contrary to this employment-at-will policy, without the prior written approval of an LTS-NC Campus Administrator.

However, if an employee is party to an individualized written employment contract approved by LTS-NC for a specific timeframe, the terms outlined in any such contract will govern, including, when applicable, a requirement to give prior written notice to and approval from the campus principal to terminate employment with LTS-NC.

The principal will be authorized by the board to exercise their right to hire and terminate employees. LTS-NC will adopt grievance policies and procedures to ensure compliance with all federal and local laws. These processes mirror current policy and practice in Arizona, where Legacy has exhibited strong performance across all domains—academic, financial, and organizational. The LTS-NC governing board and Vertex Education believe that replicating these practices will best position the proposed school for success.



Q193. Identify any positions that will have dual responsibilities and the funding source for each position.

LTS-NC positions will have no positions with dual responsibilities. This question is not applicable.

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

LTS-NC will provide special education services that will be delivered by qualified, credentialed special education (SPED) teachers. Related services will be provided by qualified and credentialed service providers in identified disciplines. In addition to SPED teachers, LTS-NC will also seek to directly employ a speech and language pathologist (SLP) and a school psychologist. Itinerant staff will be contracted to support students' needs in many areas, including occupational therapy, physical therapy, school-based counseling, orientation and mobility, and hearing and vision impairment services.

LTS-NC seeks to hire special education personnel directly. Vertex Education will assist Legacy with staffing positions through contracted providers to ensure students receive their required services if direct-hire staff cannot be sourced. When direct employment is not a viable option for LTS-NC, the proposed school will seek to contract staff in coordination with Vertex Education.

LTS-NC also strives to ensure that other populations are supported with certified teachers. Teachers who will be serving gifted students will need to have course work completed on how to teach gifted and talented students. This will enhance the student experience. For students whose primary language is not English, LTS-NC will strive to find teachers who have an EL background. Training will be provided to support teachers who will support these students.

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



At the proposed campus, LTS-NC's administration will consist of the principal and assistant principal. At full capacity, the campus will employ two assistant principals. All campus faculty, staff, and assistant principals will report directly to the principal.

The LTS-NC principal for the proposed campus will be hired by and will report to the LTS-NC board, which will complete a formal evaluation of this individual annually. The superintendent, employed by Vertex Education, will assist the principal in all functions of their role, provide coaching, and ensure that the Legacy Traditional Schools model is implemented with fidelity. This staffing structure will help the proposed school effectively replicate the academic, financial, and organizational successes of Legacy Traditional Schools in other states.

The following list of positions includes the qualifications and responsibilities of LTS-NC staff to be hired by the board of directors.

Principal - This position has supervisory responsibility and creates a unifying workforce vision that brings Team Member Development, Performance Management, and Succession Planning together. The Principal position reports directly to the governing board. The principal plans, develops, and implements programs and services for the school. The principal is empowered to execute school policies and procedures.

Qualifications - Has earned a Master's Degree in Education /Administration/Educational Leadership, holds a valid North Carolina Principal Certification or has certification reciprocity, at least three years of school leadership experience, preferred three or more years teaching experience in a variety of grade levels and has successfully passed the Federal Bureau of Investigation and North Carolina Department of Public Instruction background check requirements.

Responsibilities include:

1. Planning, organizing, and directing the implementation of all school activities
2. Establishing and promoting high academic and disciplinary standards and expectations for all students and staff
3. Ensuring compliance with federal, state, and local regulations and policies
4. Operating the campus within the approved budget
5. Planning and supervising fire drills and emergency readiness programs
6. Planning and directing building maintenance
7. Interviewing, recommending, assigning, and evaluating school staff
8. Achieving and sustaining 100% projected student enrollment capacity
9. Ensures compliance of all Assistant Principal and Instructional Coach duties. Responsible for covering all AP and IC duties in their absence.
10. Build mutual partnerships in the school community to increase enrollment and community



awareness (i.e. preschool, home builders, etc.).

11. Conduct parent meetings and other school events to address parent questions, improve enrollment and student persistence.

Assistant Principal - The Assistant Principal will partner with the Principal to establish a professional rapport with students, staff and families and will meet with parents regularly regarding student discipline and behavior concerns. He/she will maintain a safe environment that encourages accountability while fostering an environment of high morale among students and staff. This position will report to the principal.

Qualifications - Has earned a Master's Degree in Education and is working toward administrative certification. Candidate will work and be paid as teacher-on-assignment until the administrative certificate is finalized, three or more years teaching experience in a variety of grade levels and has successfully passed the Federal Bureau of Investigation and North Carolina Department of Public Instruction background check requirements.

Responsibilities include:

1. Acts as School Level Standardized Testing Coordinator.
2. Facilitate training for teachers hired after the start of the school year.
3. Confers with teachers, students and parents concerning educational and behavioral problems in school.
4. Acts as school attendance and truancy officer.
5. Responsible for the creation, submission, updating, training, and implementation of school response plan.
6. Hires, trains, develops, and appraises teaching staff effectively. Develops teaching staff to improve individual learning environment techniques.
7. Observes and evaluates staff performance
8. Documents employee issues and refers to principal for corrective action as necessary on a timely basis and in accordance with district policy.
9. Conforms to all safety rules and the use of all appropriate safety equipment.
10. Reviews weekly lesson plans for all special area and Junior High Teachers.
11. Oversees and develops duty and dismissal schedules.
12. Creates individual support staff schedules.
13. Collect and review Title I tutors and paraprofessionals time and effort logs.
14. Oversee student discipline, documents the incidents and calls parents, addresses parent issues and documents accordingly.

Teacher - The Teacher is responsible for providing an educational atmosphere where students have



the opportunity to fulfill their potential for intellectual, emotional, and physical growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with Legacy Traditional School policies and state standards. This position will report to an assigned administrator.

Qualifications - Bachelor's Degree or higher, possess a current North Carolina teaching certificate, 1-2 years of K-12 experience and has successfully passed the Federal Bureau of Investigation and North Carolina Department of Public Instruction background check requirements.

Responsibilities include:

1. Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
2. Identifies, selects and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
3. Assists in assessing and changing curricular needs and offers plans for improvement.
4. Maintains effective and efficient record keeping procedures.
5. Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
6. Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
7. Collaborates with peers to enhance the instructional environment.
8. Models professional and ethical standards when dealing with students, parents, peers, and community.
9. Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
10. Establishes and maintains cooperative working relationships with students, parents, and peers.
11. Participates in training and staff meetings.
12. Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating.

Instructional Coach - The goal of the Instructional Coach is to build capacity by supporting teachers to develop more effective instruction. Instructional coaches work collaboratively with teachers in building their intervention and pedagogical knowledge, support teachers on a day-to-day basis, and facilitate school-wide professional development focused on research based effective instruction. This position reports to the principal.

Qualifications - Holds a valid Teaching Certificate, complete Spalding I & Spalding II courses, demonstrate highly effective teaching experience for three or more years, served as a role model to all other instructional staff, is a Spalding Certified Teacher and has successfully passed the Federal Bureau of Investigation and North Carolina Department of Public Instruction background check



requirements.

Responsibilities include:

1. Participates in creation of intervention plans and data tracking to identify Title I students and improve student growth and achievement.
2. Supports teachers and grade level teams in creating action plans to address standards of concerns identified by student achievement data and Title I students.
3. Observes Title I tutoring sessions and monitor data to identify material needs, effective use of data, effective instructional practices, and identify students to enter/exit from Title I services.
4. Creates and maintains a master Title I rank order list at each grade level.
5. Provides initial and continued professional development for Title I teachers, tutors and Title I paraprofessionals.
6. Facilitates training for teachers hired after the start of the school year, such as M-Drive Resources (Curriculum Pacing Guides, SOMAAH's, etc.), and Teacher Resource Binder.
7. Within the school day hours, provides a minimum of 5 contact hours (support plans, one-on-one meetings, modeling, team teaching, peer observation coverage, etc.) with teachers per day to provide guidance and support for the enhancement of classroom Instruction.
8. Coaches teachers and Title I Parapros in developing individualized interventions for Tier II and Tier III students.
9. Attends, participates and ensures effective leadership in weekly PLC meetings.
10. Reviews weekly lesson plans and check for alignment with standards and with daily Instruction.
11. Leads teacher gradebook checks.
12. Facilitates monthly Title I & New Teacher instructional meetings.

Special Education Teacher - Instructs children in activities designed to promote social, physical and intellectual growth needed by performing the following duties.

Qualifications - Bachelor's degree in education, current North Carolina Teaching Certificate, must be highly-qualified in subject area, 1-2 years of experience in special education in k-12 setting and has successfully passed the Federal Bureau of Investigation (FBI) and North Carolina Department of Public Instruction background check requirements.

Responsibilities include:

1. Meets and instructs assigned students at designated locations and specific times.
2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.



3. Encourages students to set and maintain standards of classroom behavior.
4. Guides the learning process toward the achievement of curriculum goals and establishes clear objectives for all lessons, units, projects and the like. Communicates these objectives to students.
5. Employs a variety of instructional techniques and instructional media; consistent with the physical limitations of the provided location and the needs and capabilities of the individuals involved.
6. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
7. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
8. Recognizes and evaluates the learning and other disabilities of students on a regular basis; seeks the assistance or referral of district specialists as required.
9. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
10. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The campus principal is primarily responsible for implementing and overseeing a professional development plan, licensure, and all professional development activities for faculty and staff. The school benefits from the guidance, support, and assistance of Vertex Education, which provides professional and procedural training and development activities for campus administration, front office staff, facility staff, and food service staff. In addition, Vertex Education human resources will validate and assist in monitoring the licensure of all employees at time of hire and during ongoing employment to ensure proper compliance. Vertex Education also provides guidance and resources for faculty professional development. The academic leadership team at Vertex Education, including a superintendent, directly supports and develops the campus principal and remains highly accessible to them throughout the school year. These services are included in the approved management agreement between the LTS-NC governing board and Vertex Education. The campus principal will also have access to federal grant funding and general budget funding (when it becomes available to the school) that can be utilized to acquire approved outside professional development training and resources.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview



matches with the projected staff and funding of the proposed budget section.

LTS-NC will mentor and retain staff via thorough and ongoing professional development and coaching. All professional development activities are aligned with the mission of LTS-NC, which is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators. Professional development content for both teachers and administrators is centered on increasing professional capacity and knowledge of LTS-NC's school policies, procedures, processes, and instructional model. The campus employs a principal, an assistant principal, and an instructional coach who all support the development of campus staff. They support and develop by observing classrooms and working directly with teachers to implement strategies and practices that strengthen their instruction and classroom management. The administrators and instructional coach will be trained by Vertex Education and their employed superintendent to facilitate effective coaching conversations and document teacher progress. The instructional coach also provides teachers with modeling and extended learning of strategies and best practices individually.

School leaders and teachers are evaluated throughout the school year. Administrators receive a school-year-end evaluation annually, with a mid-year check-in during December. The leader evaluation consists of rating scales for their performance based on core leadership competencies, completion of set personal and school-wide goals, and student performance results. As detailed in section 11.2 of this application, daily oversight of the principal will be provided by Vertex Education through a superintendent, who will provide the LTS-NC board with performance updates and a recommended annual evaluation for their approval. Coaching and frequent conversations will occur among the principal, Vertex Education, and the superintendent to ensure that the proposed academic program is implemented with fidelity and any areas of improvement are identified.

Teachers are evaluated throughout the year on their performance, both formally and informally. In addition to the informal classroom observations conducted by the administrators and instructional coach, teachers are formally observed twice during the school year by an administrator using a network-customized observation rubric. Teachers' annual evaluations consist of the scores of their formal observations, their goal completion for personal and school-wide goals, a self-assessed and supervisor-assessed performance survey, and school-wide benchmark proficiency and growth data.

LTS-NC will ensure that at least 75% of K-5 teachers are properly certified and that at least 50% of 6-12 teachers are properly certified.

Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



Professional development is conducted by various parties, including but not limited to Vertex Education leaders and subject-matter experts, campus leaders, and external curricular and/or software vendors. Training provided by Vertex Education is included in the management agreement fee. Vertex Education and Legacy Traditional Schools provide a wide range of development opportunities for teachers. Annual uniform training and development topics for campus teachers are categorized as being policy/procedural or instructional practices and are provided by the campus leaders or approved vendors. Policy/procedural topics include classroom setup, grade book setup, digital resources, student handbook, lesson planning, annual testing schedule, teacher expectations, and Legacy Traditional Schools' mission, vision, and methodology. Teacher professional development for instructional practices is centered on Madeline Hunter's direct instruction model, unpacking standards, data-driven instruction, Depth of Knowledge, technology integration, and instructional strategies based on the *Teach Like a Champion 2.0* framework. (See Appendix O43) These varying development strands provide the necessary resources for teachers and administrators to ensure that the proposed school's vision of positively impacting the education of every student is likely to be fulfilled.

Individualized professional development comes in the form of instructional feedback provided by both administrators and instructional coaches. Instructional feedback is based on informal classroom observations and primarily consists of providing coaching on high-leverage practices that work toward quick improvement. An example of the uniform professional development topics delivered in the past is included in Appendix O44 and will be developed for LTS-NC.

Initial and ongoing training and development of school administrators is included in the management agreement between LTS-NC and Vertex Education. Training and development topics are categorized as operational or instructional. Administrators receive uniform annual training on operational topics such as emergency operations, data analysis, enrollment and front office operations, disciplinary procedures, and special education policies and procedures. Additionally, administrators receive annual training on instructional topics, including instructional feedback, PLC, and curriculum implementation. School leaders' professional development for instructional leadership is based on coaching teachers using the strategies and framework of *Teach Like a Champion 2.0* and *Get Better Faster*. Administrators are also provided with ongoing development in 10 core leadership competencies: drives results, drives engagement, ensures accountability, communicates effectively, courage, instills trust, drives vision and purpose, manages conflict, decision quality, and builds effective teams. Development in these competencies is embedded in policy/procedure and instructional training activities as well as being individually provided as needed. Finally, administrators receive ad-hoc training throughout the year at monthly leadership meetings on topics such as behavior management, enrollment and persistence, and unpacking standards. Vertex Education leaders and subject-matter experts also provide individual training on an as-needed basis to campus administrators. An example of professional development topics delivered in the past is included in Appendix O45 and will be developed for LTS-NC.



Other campus classified staff receive training from Vertex Education's department leaders as part of the management agreement, as well as from campus leaders. During their onboarding period, front office staff, IT personnel, facility managers, health office personnel, and food service managers receive uniform position-required training. Additional training and support are provided for these roles on an ongoing basis and may be delivered uniformly or individually as needed.

Vertex Education supports all Legacy Traditional Schools with shared professional development resources, and this practice will continue if LTS-NC is authorized. To effectively share resources, a Google Drive system of folders and documents that contain professional development resources for many of the annual development and training topics will be shared. The school campus is responsible for leading these shared professional development trainings, and the evaluation of the effectiveness is the responsibility of the campus administration. All LTS-NC staff also have access to the Zendesk platform, a central resource hub which contains searchable support documents and how-to guides for many policies, procedures, and processes throughout the Legacy network.

This plan of professional development mirrors that of existing Legacy Traditional Schools in Arizona, Nevada, and Texas and is made possible due to the consistency of methodology, mission, policies and procedures, shared resources, curriculum, and the instructional model shared by all sites. This outline of professional development is in alignment with Legacy Traditional Schools' mission of providing students with the opportunity to achieve academic excellence while being taught by knowledgeable, highly effective educators.

Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



The campus principal is directly employed by the LTS-NC governing board. Vertex Education will ensure the Legacy model is implemented with fidelity, using the resources and training necessary to prepare their teachers and staff for the inaugural school year and subsequent school years. This will primarily be done through a superintendent, employed by Vertex, who will ensure strong supports are in place and that the proposed school is true to the Legacy model. Prior to the school's opening, the campus principal receives professional development training that is provided by Vertex Education and facilitated by members of the academic department. Should the principal hired as anticipated by August 2025, the selected individual will join the monthly leadership meetings taking place for other Legacy Traditional Schools in other states. The principal will also have opportunities to participate in shadow observations at other campuses. These opportunities, as well as consistent professional development from Vertex Education, provides the principal with the opportunity to solidify their understanding of the instructional program and structure and help ensure that the launch of the Legacy model in North Carolina is consistent with its successful implementation in other states.

The campus principal also participates in weekly or bi-weekly meetings that track the progress of the construction or readiness of the new school. During this timeframe, the Vertex Education team works through a playbook of tasks with the new principal that ensures the campus is ready for the first year. These tasks include, but are not limited to, ordering curriculum and supplies; establishing a campus mascot; setting up communication channels; setting up the library, classrooms, and front office; and conducting enrollment events. This playbook has proven to be successful in the launch of past new campus expansions in Arizona, Nevada, and Texas. Both the LTS-NC and Vertex Education teams believe that a similar playbook that includes specific North Carolina requirements will lead to a successful launch for the proposed school while being appropriately tailored to the local Winston-Salem community.

Prior to the opening of the inaugural school year, teachers will participate in a ten-day summer pre-service training. During this training, emphasis is placed on the school's mission, the instructional methodology, and the implementation of curricula to ensure that all teachers are prepared to implement the Legacy Traditional Schools instructional model. Topics to be the focus of in-depth training include direct instruction, implementation of all curriculum, school programming (Mozart and Momentum programs, special area courses), positive discipline methodology, and lesson planning. These topics all contain attributes unique to Legacy Traditional Schools, and covering them in-depth will prepare teachers for the year ahead. New elementary teachers also receive outside training from Spalding.org before the school year begins in order to effectively teach the Spalding Method. (See Appendix O46) A complete list of required training topics for the inaugural pre-service can be found in Appendix O47. See the Reporting Guide in Appendix D (tab 2) to view the staff training schedule prior to the first day of school.



Q200. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Professional development is an essential component of the school's success. Teachers participate in ten professional development pre-service days prior to the start of the first school year. For subsequent school years, returning teachers attend five pre-service training days. In addition to the five professional development days scheduled prior to the first day of school (ten for the inaugural year), seven additional professional development days are built into the calendar each year for professional learning and collaborative planning. Weekly planning meetings also occur during the school year for each grade level and content area team. All teacher professional development is organized and facilitated by the campus administration. Each campus leadership team includes an instructional coach who supports the development and delivery of professional development. See section 10.1 Appendix D for the proposed campus academic calendar.

Campus administrators participate in ongoing professional development throughout the school year. The professional development schedule for a school administrator is as follows: four days of summer administrator pre-service training during June and monthly leadership meetings consisting of a full day of development, training, reflection, and planning. Additionally, ad-hoc virtual training meetings are provided as needed. New administrators participate in a year-long induction program that includes coursework and monthly virtual training meetings, as well as an additional four-day summer training week. All administrator professional development is created, managed, and overseen by Vertex Education and is included in the management agreement. Monthly leadership meetings are organized by role, which ensures that there is adequate administrative support on campus at all times. This structure used for LTS-NC campus administrators directly correlates to the current professional development plan in place at the existing Legacy Traditional Schools in Arizona, Nevada, and Texas. This has been a proven framework for administrator development as evidenced by recent principal persistence rates and favorable survey data. LTS campuses network-wide experienced an 85% principal persistence rate during the 2022–23 school year and are currently experiencing a persistence rate of 97%. Additionally, survey data from the 2023 Best Places to Work survey showed a 77% favorable rating from administrators when asked about professional development opportunities and offerings. This data, in conjunction with the level of consistency in place among all LTS schools in all operating states, gives confidence to LTS-NC in the adopted processes to be used to develop and train LTS-NC campus leaders.

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law



that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Extensive outreach and analysis were conducted in advance of finalizing the proposed Legacy Traditional Schools - North Carolina (LTS-NC) school application. Marketing campaigns were launched in early 2024 to focus on inviting families to join the interest list in the greater Winston-Salem area to increase awareness and learning opportunities among community members, local stakeholders, and organizations.(See Appendix O48)

At the time of this submission, 306 families with 451 prospective students have indicated an interest in attending the proposed LTS-NC school, an overwhelming number given the school's proposed opening for the 2026 - 27 school year. A virtual New Parent Night was also held for interested parents and families on April 18th. 140 individuals RSVP'd to the event with 33 attendees.

This student demand is enhanced by favorable demographic trends for the population of 5- to 14-year-olds, as well as forecasted population growth in the greater Winston-Salem metropolitan area in the next five years. Additionally, there appear to be opportunities for new, high-quality public charter schools in Winston-Salem because there are pockets of low-performing traditional public schools, as well as few public school choice options in the area. All of these characteristics are appealing to the LTS-NC governing board and support the LTS-NC proposal because the growing community can clearly benefit from a high-quality, public charter school option in the area.

Historically, Legacy Traditional Schools has used similar data points, strategic marketing, and other key demographics to successfully open over 20 new school sites across Arizona, Nevada, and Texas. The LTS-NC governing board is confident these past successes point to an established process and robust understanding of these metrics, all of which will ensure that the LTS-NC school experiences a successful school opening that meets all targeted enrollment projections.

Initial interest list numbers have been very positive, with dozens of students per week joining the interest list in the first two weeks of marketing. This would be comparable to other Legacy schools that opened fully enrolled with a waitlist in Nevada or Arizona. Parents' comments on social media ads have also been very warm and welcoming of a new charter school in the area.

LTS-NC also involved community expertise and feedback from local residents and board members in preparing this application. After reviewing the available data and speaking with residents, it became clear that there was an opportunity to serve many students and families through a high-quality public charter school. Additionally, it quickly became evident that the Legacy Traditional School model and programming were unique and could complement other school choice options in the greater Winston-Salem metropolitan area. The LTS-NC governing board firmly believes that the proposed school will meet the growing needs and demands of families in the area looking for a high-quality public school that emphasizes a back-to-basics, traditional education model. This belief is reinforced by the interest levels seen to date in the proposed school and has also resulted in the planning of additional in-person and virtual events throughout the remainder of the spring and summer to continue to increase awareness and to help ensure that, if authorized, the school opens



fully enrolled. At the time of this application submission, 306 families with 451 prospective students have indicated an interest in attending the proposed LTS-NC school, an overwhelming number given the school's proposed opening for the 2026 - 27 school year.

A virtual New Parent Night was also held for interested parents and families on April 18th. 140 individuals RSVP'd to the event with 33 attendees. All parties will be working to add to this interest list, leading up to the start of the proposed opening school year. Legacy's experience in opening new campuses indicated that enrollment/interest lists typically increase significantly after construction starts (and even more when walls are up on site).

LTS-NC student recruitment and marketing efforts will mirror successful past efforts in states where schools currently operate. Messaging will be layered and multi-tiered in order to appeal to all types of families, and families and community members who may have yet to engage directly with Legacy will receive a warm welcome. The LTS-NC governing board fully intends for the proposed school's enrollment to maintain a racial composition that reflects the local school district.

To ensure that this is accomplished, all families within a 3- to 5-mile radius of the proposed school location will be targeted to receive mailers, radio and digital ads, Google ads, Facebook paid campaigns, and other materials, such as door hangers if/when relevant for unique messaging. It is Legacy's practice to give every family in the community it serves an equal opportunity to enroll. Clear and transparent enrollment practices will be communicated at various community interest meetings, expressed in the student handbook, and provided on the LTS-NC website.

Additionally, the LTS-NC governing board plans to implement a proposed weighted lottery as an additional mechanism to help ensure that the enrollment at the proposed school reasonably reflects the racial/ethnic and demographic composition of the Winston-Salem County School District. At the time of this submission, the governing board has adopted a weight of two for students qualifying for free or reduced-price lunch. More information on the tentative enrollment policy can be found within responses under section 11.7 (Admissions Policy).

Signage surrounding the proposed campus site will also be used to promote enrollment from the local community and ensure that residents are aware of the new campus. LTS-NC will create local press releases to promote the new campus on key local radio stations, TV stations, and print publications.

Additionally, during the enrollment process, both LTS-NC and Vertex Education will monitor enrollment to ensure that the school's racial composition closely mirrors that of the local school district. If necessary, the enrollment window can be extended to promote further interest and demographic balance. Should demographic gap(s) exist after the school's first year of operation despite these efforts, the LTS-NC governing board will look to Vertex Education to enhance current marketing efforts, adjust the school's weighted lottery policy, and/or engage with new partners to



ensure that the school's enrollment reflects the local Winston-Salem community.

Many of Legacy's current 28 schools in Arizona, Nevada, and Texas have established themselves in diverse neighborhoods over the past 17 years. In some locations, the campus population is even more diverse than the surrounding community served. This is a compliment to Legacy, due and attributable to two main factors: current parent referrals to other families who seek diversity and an open practice of marketing that does not discriminate, is multilingual, and is inclusive to all. Hosting events for the entire neighborhood to attend, not just those who are enrolled, is also a practice that demonstrates Legacy is not only "in" a community, but also is "of" the community. Schools are community centers, and LTS-NC is eager to provide this family connectivity in the greater Winston-Salem metropolitan area, with a goal of being the pride and crown jewel in every neighborhood served. Legacy has, and will continue to be, unapologetically committed to being an accessible public school option for students and families.

Additionally, partnerships with local preschools, relevant local associations such as chambers of commerce, and other businesses will be established to ensure community involvement and partnership. Meet-the-teacher events and grade-specific events before the start of the school year will allow families to meet the staff and each other and build relationships even prior to the start of the school year.

Current marketing efforts will continue during the spring in the greater Winston-Salem metropolitan area, and the LTS-NC governing board, in coordination with Vertex Education, anticipates additional in-person events and virtual informational sessions to occur during April and May. These events will be promoted via digital marketing campaigns on Google, Facebook, and Instagram. Flyers will also be shared with relevant local businesses surrounding the proposed campus location, such as preschools, movie theaters, churches, and public libraries. Events will continue into the summer of 2024, fall 2024, winter 2024, spring 2025, and summer 2025.

Additionally, LTS-NC also plans to host monthly new-family information nights, starting in October 2025, at local community sites near the campus and invite all prospective families and students to attend. Quarterly events will be planned during the second part of 2024 and first part of 2025, and these will be forums where prospective families will hear about Legacy's historic path of delivering high-quality education. Parents will be encouraged to ask questions of the superintendent and principal or other experienced Legacy leaders. To augment these meetings, LTS-NC representatives will also attend relevant community/city events and provide information accordingly.

Specific goals for application numbers and conversion rate will be established in order to fill the campus at opening. This approach is consistent with the launch of past Legacy campuses and has led to high enrollment in the inaugural year for network schools. For example, to enroll 1,000 students, Legacy estimates a conversion rate of approximately 50%, meaning that approximately 2,000 applications will be needed to comfortably achieve that desired enrollment. As detailed in this



proposal, LTS-NC is pleased with initial engagement efforts and believes that the planned activities prior to the opening year will yield success. Key performance indicators (KPIs) will be refined to ensure a successful opening, and the governing board will collaborate and monitor these targets frequently.

Q202. Describe how parents and other members of the community will be informed about the school.



As previously noted in this application, Legacy Traditional Schools has opened over 20 schools in Arizona, Nevada, and Texas and has established a robust understanding of key metrics to ensure a successful school opening. The governing board firmly believes that this strong track record of successful school openings will translate to North Carolina, and it is a key reason for choosing Vertex Education as the proposed management organization.

Legacy Traditional Schools has engaged with local stakeholders to help inform the LTS-NC proposal. LTS-NC plans to continue this engagement throughout the remainder of 2024, and should the school be authorized, this work will continue from that point until the proposed opening year of 2026 -27. LTS-NC anticipates working with these individuals and community organizations to continue to spread awareness about the proposed school. Additional information on community partners and letters of support from various individuals and community organizations may be found in Appendix C.

The school has also initiated an online marketing presence, as previously noted, and plans to hold community events for prospective parents and interested students starting in April 2024 to engage community members and garner feedback to more fully inform this proposal. To date, over 451 prospective students, or 306 families, have expressed interest in enrolling at a proposed Legacy Traditional School in the greater Winston-Salem metropolitan area, and approximately 33 individuals attended an informational night in April. Based upon these interactions and the demonstrated demand from the community this far in advance of the proposed opening, Legacy Traditional School is increasingly confident that the proposed school will meet the needs and demands of families looking for traditional education.

Additional engagement opportunities will be promoted via digital marketing campaigns on Google, Facebook, and Instagram, along with highly targeted email outreach campaigns. Flyers will be shared with relevant local businesses such as preschools, movie theaters, churches, and other organizations surrounding the potential campus locations. These efforts have proven fruitful for other Legacy campuses, which have opened fully-enrolled, and LTS-NC believes this past track record of success will help ensure the proposed campus also opens with strong enrollment on Day 1.

Legacy Traditional Schools - North Carolina will strive to ensure that the local community is regularly apprised of key enrollment dates so the opportunity to attend the proposed school is well communicated. Information about the new campus will be shared with the local community by various tactics, including but not limited to:

- Email/text communication to families on interest list or who submitted an application
- Publication of key information on the Legacy North Carolina websites (url of the website below could be updated prior to school opening) (See Appendix O49)
 - <https://northcarolina.legacytraditional.org/>



The website will be used to facilitate parent communication, including transportation

- Publication of key information on social media (Facebook campus-specific pages, Instagram)
- Monthly new-family information night for prospective and enrolled families hosted close to the campus site
- Flyers/mailers to local families with 3–5 miles of proposed sites
- Press releases
- Print advertisements in local newspapers and publications
- Other types of outreach as needed: radio, TV, signage on construction site
- Coordination with the PVO/PTO to spread additional awareness across the community.
- This could include a small presence at local events where LTS-NC can set up a booth or information table that is easily accessible and located in high-traffic areas.

Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Legacy Traditional Schools has a proven track record after successfully opening over 20 new school sites across Arizona, Nevada, and Texas. The LTS-NC governing board is confident that these past successes point to an established process and robust understanding of these metrics, all of which will help ensure that the LTS-NC school experiences a successful school opening that meets all targeted enrollment projections.

LTS-NC started its marketing campaign in early 2024 for the Winston-Salem campus with a call to action to invite families to join the interest list for Winston-Salem. The North Carolina website was also created at that time: <https://northcarolina.legacytraditional.org/>. (See Appendix O50)

A parent information meeting was held virtually on April 18, 2024. After this initial event, parent information meetings at local sites will be planned starting in the late spring of 2024 and will be promoted via digital marketing campaigns on Facebook, Google, and other relevant websites, as well as traditional marketing campaigns such as mailers within five miles of the site and local radio and TV ads. Flyers will also be shared with local businesses to promote the event (e.g., libraries, movie theaters). Parent information meetings will be organized on a bi-monthly basis after approval until October 2025. Starting in October 2025, the frequency of these parent meetings will change from bi-monthly to monthly as families will be more engaged at that time for a campus opening in 2026–27.

Digital and social media marketing campaigns will always be active on social media and search sites. The budget will be adjusted based on key metrics such as cost per lead and cost per enrollment, as well as key enrollment seasonality and timeline (e.g., January is typically the highest month in terms of applications so will receive the highest budget). Targeting around the future campus site will start typically within a 10–15-mile radius and will be refined based on actual results. It has been common to see up to 75% of families living within a 5-mile radius of a Legacy campus in other states.

Signage surrounding the proposed campus site will also be used to promote enrollment from the local community and ensure that residents are aware of the new campus. LTS-NC will create local press releases to promote the new campus on key local radio stations, on TV stations, and in print publications. A ground-breaking ceremony will also be hosted on the site with local leaders in January prior to the school opening.

During the planning year, LTS-NC will visit local businesses with an affinity for families and children (e.g., martial arts studios, preschools, dentists, doctor offices, indoor playgrounds, libraries, YMCA, movie theaters) within 3–5 miles of the new campus. LTS-NC will establish a relationship with these businesses and share flyers promoting the new campus.

Specific goals for application numbers and conversion rate will be established in order to fill the campus at opening. LTS-NC will diligently monitor student enrollment throughout the 2025 - 26 academic year, and will establish benchmarks throughout the winter and spring to ensure that the



school is fully enrolled. This approach is consistent with the launch of past Legacy campuses and has led to high enrollment in the inaugural year for network schools. For example, to enroll 1,000 students, Legacy estimates a conversion rate of approximately 50%, meaning that approximately 2,000 applications will be needed to comfortably achieve that desired enrollment. LTS-NC will diligently monitor student enrollment throughout the 2025 - 26 academic year, and will establish benchmarks throughout the winter and spring to ensure that the school is fully enrolled. As detailed in this proposal, LTS-NC is pleased with initial engagement efforts and believes that the planned activities prior to the opening year will yield success. Key performance indicators (KPIs) will be refined to ensure a successful opening, and the governing board will collaborate and monitor these targets frequently.



Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

As a public charter school with open enrollment, LTS-NC will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or any other protected class in its enrollment procedures, and enrollment will not be delayed or denied due to any protected class status.

Legacy Traditional Schools marketing campaigns will reach all students within 5–10 miles of the proposed site via mailers, social media and Google ads, and other marketing campaigns (billboard, local radio and TV, and more). This robust targeting will ensure that all potential students will be made aware of the new campus in their neighborhoods.

LTS-NC will also visit local youth organizations supporting families in poverty, English learners, and other students at-risk of academic failures to let them know about the new campus, as well as services provided by the campus for special education programs when applicable. A landing page on the North Carolina website will also be added in 2024 so families can discover all the special education services provided by Legacy Traditional Schools. Details for LTS-NC special education services can be found in sections 10.2 and 10.3..

Additionally, and as previously noted, the LTS-NC governing board plans to implement a proposed weighted lottery as an additional mechanism to help ensure that the enrollment at the proposed school reasonably reflects the racial/ethnic and demographic composition of the Winston-Salem/Forsyth County School District. At the time of this submission, the governing board has adopted a weight of two for students qualifying for free or reduced-price lunch. More information on the tentative enrollment policy can be found within responses under section 11.7 (Admissions Policy).

Q205. What established community organizations would you target for marketing and recruitment?



LTS-NC will build a strong partnership network within the proposed community it intends to serve, with a primary focus on local community organizations and businesses that can directly enhance the educational environment of the proposed school. LTS-NC will work with the members of the governing board to secure more formal partnerships that help sustain a positive learning atmosphere for students and families. It is customary for Legacy to join the local chamber of commerce and other key local organizations, and Legacy is a member of the Winston-Salem Chamber of Commerce at the time of this submission.

LTS-NC will visit local businesses with an affinity for families and children (e.g., martial arts studios, preschools, dentists, doctor offices, indoor playgrounds, libraries, YMCA, movie theaters) within 3–5 miles of the new campus. LTS-NC will establish relationships with these businesses and leave flyers promoting the new campus.

Additionally, the formation of the campus's student clubs will be simultaneously explored because many business owners near campuses have knowledge of potential student club sponsors who will be interested in after-school affinity groups/clubs for students (e.g., chess, arts/crafts, running, robotics) to be offered on campus and/or invite them to events hosted on campus.

LTS-NC will review and assess opportunities for participating in or hosting local events around the campuses and evaluate accordingly. Sponsor partnerships may include an events table and/or banner partnerships for family-oriented events in the greater Winston-Salem metropolitan area.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



Legacy Traditional Schools - North Carolina (LTS-NC) will use a variety of communication methods, including internet presence, open houses for prospective students and parents, informational meetings, and events at community centers and similar facilities, as well as targeted communications to both current and prospective families. LTS-NC anticipates that mailers will target families within 5–10 miles of the proposed campus, with additional advertising occurring through local publications and radio stations.

Robust marketing and communication campaigns began in early 2024 to advertise a potential Legacy opening for the 2026–27 academic year and the initial interest and response have been overwhelming. At the time of this submission, 306 families with 451 prospective students have indicated an interest in attending the proposed LTS-NC school, an overwhelming number given the school's proposed opening for the 2026 - 27 school year. A virtual New Parent Night was also held for interested parents and families on April 18th. 140 individuals RSVP'd to the event with 33 attendees.

Current marketing efforts will continue during the spring in the greater Winston-Salem metropolitan area, and the LTS-NC governing board, in coordination with Vertex Education, anticipates additional in-person events and virtual informational sessions to occur during April and May. These events will be promoted via digital marketing campaigns on Google, Facebook, and Instagram. Flyers will also be shared with relevant local businesses surrounding the proposed campus location, such as preschools, movie theaters, churches, and public libraries. Events will continue into the summer of 2024, fall 2024, winter 2024, spring 2025, and summer 2025.

As it has with other successful new school openings, LTS-NC will strive to ensure that the local community is regularly apprised of key information so that the opportunity to attend the proposed school is well communicated. Information about the new campus will be shared with the local community by various means, including but not limited to:

- Email/text communication to families on interest list or who submitted an application
- Publication of key information on the LTS-NC websites (URL of the websites below could be updated prior to school opening) (See Appendix O51)
 - <https://northcarolina.legacytraditional.org/> (<https://northcarolina.legacytraditional.org/>)

The website will be used to facilitate parent communication, including transportation

- Publication of key information on social media (e.g., Facebook campus-specific pages, Instagram)
- Monthly new-family information night for prospective and enrolled families hosted close to the campus site
- Flyers/mailers to local families with 3–5 miles of proposed sites
- Press releases
- Print advertisements in local newspapers and publications
- Other types of outreach as needed: radio, TV, signage on construction site



- Coordination with the PVO/PTO to spread additional awareness across the community
- This could include a small presence at local events where LTS-NC can set up a booth or information table that is easily accessible and located in high-traffic areas.

A newsletter will also be created and sent regularly to enrolled and prospective families to keep them informed of the Legacy programming, as well as construction/staff or any other relevant updates.

Monthly open houses will start in October 2025 to answer questions and share more information about the new campus. These open houses will be promoted online (e.g., Facebook, website, Instagram), as well as via traditional marketing channels (e.g., radio, TV, signage). Local community outreach to relevant local businesses will also be conducted to engage parents and community members. Additional targeted marketing and outreach will also occur within the boundaries of those schools in a 6-mile radius of the final facility location with a free and reduced-price lunch (FRL) percentage that is higher than the Winston-Salem/Forsyth County Schools average. The average district FRL percentage is 58.1%. LTS-NC believes that these efforts will help ensure that the school maximizes the potential of the proposed weighted lottery.

The LTS-NC administration and teachers will also attend local events to promote the schools and establish relationships with the local community. Additional partnerships will be sought out, and formal memorandums of understanding (MOUs) may be approved by the governing board as necessary.

LTS-NC also anticipates relying on board members and community organizations and partners as additional avenues to communicate and promote the school, as well as valuable ways to engage with prospective parents. LTS-NC has applied to be a member of the Winston-Salem Chamber of Commerce and is a member of the North Carolina Association for Public Charter Schools, both of which are viewed as additional avenues by which the school and governing board can engage the local community, parents, and stakeholders about the school from the application submission through opening and beyond.

Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



In addition to the opportunity for parents to become board members, there are a number of ways that parents can be engaged in the life of the school. LTS-NC will continually strive to build strong partnerships with parent, student, and community groups. Parent and community support are critical components for the growth and education of students who will ultimately become engaged participants in the future communities they will call home.

The school will include opportunities for:

- Parents/guardians to lead and volunteer in the school's parent organization. This group may sponsor school activities, including an end-of-year volunteer appreciation celebration for all parents who volunteer.
- Parent education opportunities, such as evening in-person and virtual parent universities, where parents are educated on a variety of topics that will help ensure their child's success in school and at home.
- Parents/guardians to excel at providing home support for their student's education, including signing the nightly homework slip as evidence they have checked that their child has completed their homework. This slip also allows parents to write a note to the teacher if their child is struggling to complete the homework so the teacher is able to provide additional support.
- Parents/guardians to participate in school decision-making by attending on-site parent conferences as well as other school events.

In early 2024, Legacy began to more actively promote family involvement on the North Carolina website (<https://northcarolina.legacytraditional.org/>). (See Appendix O52) Follow-up email communications to families on the interest list will also encourage parent participation and engagement in the early phases of campus development.

Legacy will establish parent volunteer organization (PVO or PTO), which will begin during the first year and will help conceive and support the school with campus events and other requests that may be made by the school's administration. At this time, the LTS-NC governing board anticipates that the PVO/PTO will have visibility through public board meetings as well, likely through regular reports and event updates.

Monthly new-family information nights in the months leading up to the opening of the new campus will provide an opportunity to identify parents who want to be more involved in the schools. These new-family nights will also provide information about homework, curriculum, mission, and other key areas of Legacy education. Parent involvement on campus will be optional.

LTS-NC anticipates providing a curriculum night at the beginning of the school year for all parents to become familiar with Legacy's curriculum and homework expectations. Support for students and families is discussed, as well as how to access the various avenues available to them for academic support. Legacy will host parent-teacher conferences, where attendance from parents will be strongly encouraged. Legacy will also offer a Parent University program throughout each academic



year that will provide parents with information on curriculum and tips/best practices to assist their student(s) on a daily basis. These Parent University sessions will provide tools for parents to better support their Legacy students (e.g., with homework and curriculum), as well as helpful tips for other relevant subjects for Legacy parents (e.g., parenting, finance, SPED).

Clubs such as robotics, art, and theater will be offered on campus and provide students with an opportunity to participate in extracurricular activities that foster leadership and learning advancements.

The LTS-NC administration and teachers will also attend local events to promote the schools and establish relationships with the local community. Legacy believes that communication is key with students and families, and weekly communication from each teacher to their students' parents is a standard. A monthly family newsletter will also be produced to ensure strong communication and partnership.

Q208. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



As mentioned earlier, Legacy will establish parent volunteer organization (PVO or PTO), which will begin during the first year and will help conceive and support the school with campus events and other requests that may be made by the school's administration.

LTS-NC will continually strive to build strong partnerships with parent, student, and community groups. Parent and community support are critical components for the growth and education of students who will ultimately become engaged participants in the future communities they will call home.

Clubs will be offered on campus and provide students with opportunities to participate in extracurricular activities that foster leadership and learning advancements. Examples of clubs at other Legacy campuses include robotics, LEGO, world languages, art, theater, cheerleading, and other activities. Clubs are often provided by third-party local vendors or by Legacy teachers and support the school mission and vision.

Legacy also plans to offer two free tutoring sessions a week: one in ELA and one in math. Teachers will invite students based on classroom performance, and parents may also request their child be invited to tutoring based on academic concerns they observe at home. Tutoring is a current practice at Legacy schools, and while it is offered to all students, those who are achieving below 70% on weekly assessments are strongly encouraged to attend. Tutoring time is spent reteaching standards at the individual level to ensure mastery as well as to prevent students from falling behind and preempt future concerns earlier in the instructional process. Tutoring also provides opportunities for the teacher and parent to closely engage on how to best support individual students in their success. More information on tutoring can be found in the academic section of this application.

Other programs will be considered, based on the feedback of stakeholders on campus: parents, staff, administration, teachers, and students.

11.7. Admissions Policy

Q209. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a



municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q210. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

LTS-NC plans to implement a weighted lottery that would go into effect prior to the school's opening and during the enrollment window for the school's proposed inaugural year of 2026- 27. It is the intent and mission of LTS-NC to serve a student population that is representative of the proposed community, and LTS-NC contends that incorporating a weighted lottery for qualifying free and reduced-price lunch (economically disadvantaged students) will help ensure the school represents the larger Winston-Salem metropolitan area. At the time of submission, LTS-NC intends to be an educational option for students and families in the greater Winston-Salem metropolitan area. This primarily encompasses Forsyth County, but LTS-NC recognizes that the school may also draw students from other neighboring counties within this metropolitan area, including Davidson, Davie, Stokes and Yadkin counties. LTS-NC believes that a weighted lottery will help ensure that the demographics of the proposed school closely mirror that of the greater Winston-Salem community and, specifically, Winston-Salem/Forsyth County Schools. Moreover, it will closely align with the school's mission statement to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



While the LTS-NC governing board will approve a formal enrollment policy prior to the school accepting applications during the enrollment window, at the time of this application submission, the school anticipates opening the student application window on September 2, 2025 (the day following Labor Day). Applications for admission will be available online; paper copies will also be provided. This date is subject to change based upon additional local context, including the need to align more closely to other school choice options in the greater Winston-Salem community.

Up until this day, significant marketing will have occurred and be ongoing throughout the enrollment window in the greater Winston-Salem metropolitan area. This will also include additional targeted marketing and outreach to those schools within a 6-mile radius of the final facility location with a free and reduced-price lunch (FRL) percentage that is higher than the Winston-Salem/Forsyth County Schools average. The average district FRL percentage is 58.1%. Please see the corresponding responses under the Marketing, Recruitment, and Enrollment questions of the application for additional details.

The student enrollment window is planned to last approximately 60 days and will be tentatively scheduled annually on approximately December 1. LTS-NC believes that a 60-day enrollment window, in coordination with ongoing marketing efforts, provides ample opportunity and access to all students to ensure that the school is representative of the community it serves.

All students submitting a complete application during the enrollment window will be eligible for the lottery. As part of the application process, LTS-NC intends to adopt the following enrollment preferences for students and families as outlined in the North Carolina Office of Charter Schools Lottery Guidance (Appendix O53):

- Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
- Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
- Children or grandchildren of persons
 - (i) employed full-time by the charter school or
 - (ii) working full-time in the daily operation of the charter school, including children of persons employed by an education management organization or charter management organization for the charter school.
- Children or grandchildren of the charter school's board of directors.

The final two priority enrollment categories are limited to no more than 15% of the school's total enrollment in any academic year.



Additionally, LTS-NC intends to include an additional weight for qualifying economically disadvantaged students (EDS) and will use a student's free or reduced-price lunch eligibility to determine if a student qualifies for this additional weight. Qualifying students for the weighted lottery will have their applications weighted two times the traditional weight. Stated another way, the qualifying student would have two entries into the lottery system (and thus a higher likelihood of being selected) compared to a student who does not qualify and would have only one entry.

The weighted lottery application will be offered to all students but will be clearly labeled as optional. Students and families choosing not to provide the information will not alter their chances in the general lottery. LTS-NC will adhere to the implementation requirements of the weighted lottery as outlined in the North Carolina Office of Charter Schools Lottery Guidance.

Following the closure of the enrollment window, a public lottery will be held, as may be needed, in coordination with a third-party vendor to ensure full transparency and a fair admissions process. The LTS-NC board will approve any vendor selected.

Students qualifying for enrollment preferences will be first assigned to available seats under the appropriate grade levels. Once that is complete, the general lottery procedures will begin for all remaining seats. If the number of applications deemed complete and submitted prior to the closure of the enrollment window is less than the number of available seats in any grade level, all students submitting a complete application for that particular grade will be offered admission. The remaining seats will be offered on a first-come, first-served basis. When a grade level is deemed fully enrolled, students may continue to submit applications to enroll and will be placed on a waitlist in the order in which applications are received.

If the number of applications deemed complete and submitted prior to the closure of the enrollment window is greater than the number of available seats in any grade level, a random lottery will be conducted for that grade level. Each applicant selected during the lottery (up until all open seats are filled) will be offered admission, with remaining applicants being placed on a numbered waitlist as dictated by the results of the lottery. If a vacancy arises before the commencement of the school year, the next individual on the waitlist with the lowest-numbered assignment will be offered admission and then removed from the waitlist. All subsequent vacancies will be filled until the waitlist is exhausted.

If a completed application is received after the enrollment window has closed, the applicant's name will be added to the waitlist behind the names of the applicants who were eligible for the lottery.

Legacy recognizes that school choice and the opportunity to attend a public charter school presents an important decision for students and families. It is not uncommon for students and families to pursue multiple choices depending on available options in their community. To that end, Legacy anticipates that students and families will be afforded at least seven calendar days to confirm their



enrollment.

Families offered an enrollment seat will be sent a registration packet with instructions for registering. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if the family does not complete the registration packet by the established deadline, the student/child's seat will be offered to the next potential student on the waiting list.

LTS-NC will be open to all students who qualify for enrollment in North Carolina public schools. The school will not discriminate on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

As previously noted, LTS-NC firmly believes in the power of high-quality educational choice and that all students deserve access to a high-quality education. Research has shown that a weighted lottery can help a school ensure that their final enrollment is diverse year-after-year. (See Appendix O54) A weighted lottery in coordination with the targeted marketing and outreach efforts previously described within the application will increase student access to LTS-NC for Economically Disadvantaged Students, and aligns with the intent of LTS-NC to serve a student population that is representative of the proposed community.

Upon matriculation, Economically Disadvantaged Students will benefit from several other elements of the proposed school, including access to student transportation and the intent of LTS-NC to participate in the National School Lunch Program. These are meaningful ways to increase access to LTS-NC while offering a high-quality public education to all families in the greater Winston-Salem community.

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- 1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.**
- 2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.**
- 3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**
- 4. Explanation of the purpose of any pre-admission activities (if any) for students or**



parents.

5. Clear policies and procedures for student withdrawals and transfers.



As previously noted, the LTS-NC governing board will approve a formal enrollment policy prior to the school's accepting applications during the enrollment window. At the time of this application submission, the school anticipates opening the student application window on September 2, 2025 (the day following Labor Day). Applications for admission will be available online, and paper copies will also be provided.

The student enrollment window is planned to last approximately 60 days and will be tentatively scheduled annually on approximately December 1. LTS-NC believes that a 60-day enrollment window, in coordination with ongoing marketing efforts, provides ample opportunity and access to all students to ensure that the school represents the community it serves.

All students submitting a complete application during the enrollment window will be eligible for the lottery. As part of the application process, LTS-NC intends to adopt the following enrollment preferences for students and families as outlined in the North Carolina Office of Charter Schools Lottery Guidance (Appendix O55):

- Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step-siblings, and children residing in a family foster home.
- Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
- Children or grandchildren of persons
 - (i) employed full-time by the charter school or
 - (ii) working full-time in the daily operation of the charter school, including children of persons employed by an education management organization or charter management organization for the charter school.
- Children or grandchildren of the charter school's board of directors.

The final two priority enrollment categories are limited to no more than 15% of the school's total enrollment in any academic year.

Additionally, LTS-NC intends to include an additional weight for qualifying economically disadvantaged students (EDS) and will use a student's free or reduced-price lunch eligibility to determine if a student qualifies for this additional weight. Qualifying students for the weighted lottery will have their applications weighted two times the traditional weight. Stated another way, the qualifying student would have two entries into the lottery system (and thus a higher likelihood of being selected) compared to a student who does not qualify and would have only one entry.

The weighted lottery application will be offered to all students but will be clearly labeled as optional.



Students and families choosing not to provide the information will not alter their chances in the general lottery. LTS-NC will adhere to the implementation requirements of the weighted lottery as outlined in the North Carolina Office of Charter Schools Lottery Guidance.

Following the closure of the enrollment window, a public lottery will be held, as may be needed, in coordination with a third-party vendor to ensure full transparency and a fair admissions process. The LTS-NC board will approve any vendor selected.

Students qualifying for enrollment preferences will be first assigned to available seats under the appropriate grade levels. Once that is complete, the general lottery procedures will begin for all remaining seats. If the number of applications deemed complete and submitted prior to the closure of the enrollment window is less than the number of available seats in any grade level, all students submitting a complete application for that particular grade will be offered admission. The remaining seats will be offered on a first-come, first-served basis. When a grade level is deemed to be fully enrolled, students may continue to submit applications to enroll and will be placed on a waitlist in the order in which applications are received.

If the number of applications deemed complete and submitted prior to the closure of the enrollment window is greater than the number of available seats in any grade level, a random lottery will be conducted for that grade level. Each applicant selected during the lottery (up until all open seats are filled) will be offered admission, with remaining applicants being placed on a numbered waitlist as dictated by the results of the lottery. If a vacancy arises before the commencement of the school year, the next individual on the waitlist with the lowest-numbered assignment will be offered admission and then removed from the waitlist. All subsequent vacancies will be filled until the waitlist is exhausted.

If a completed application is received after the enrollment window has closed, the applicant's name will be added to the waitlist behind the names of the applicants who were eligible for the lottery.

Legacy recognizes that school choice and the opportunity to attend a public charter school presents an important decision for students and families. It is not uncommon for students and families to pursue multiple choices depending on available options in their community. To that end, Legacy anticipates that students and families will be afforded at least seven calendar days to confirm their enrollment.

Families offered an enrollment seat will be sent a registration packet with instructions for registering. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if the family does not complete the registration packet by the established deadline, the student/child's seat will be offered to the next potential student on the waiting list.

In order for a student's registration to be considered complete, parents must complete an electronic



enrollment form via SchoolMint (<https://legacytraditional.schoolmint.net/>) or other online application system (paper copies could also be processed if a family does not have access to the internet). They also must provide immunization records, proof of North Carolina residency, an official birth certificate/proof of identity of the student, a home language survey, and other potential forms like report cards. Other documentation (e.g., special education IEP and MET, custody documents, Affidavit of Home School Instruction, promotion paperwork, discipline records) may be required, if applicable, to complete the student's registration.

LTS-NC will be open to all students who qualify for enrollment in North Carolina public schools. The school will not discriminate on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. There will also be no pre-admission activities.

The parent/guardian of a student seeking to withdraw or transfer must notify the school office of their intent to withdraw 24 hours prior to the last day of attendance and fill out a withdrawal form. On the last day of attendance, the parent/guardian may be asked to participate in an exit interview with a member of the campus administration or complete an exit/withdrawal survey, return all LTS-NC property (e.g., books, uniforms), and complete required withdrawal paperwork. If proper notice is not provided, LTS-NC will require 48 hours to prepare student withdrawal paperwork. Every attempt to collect fees owed will be made at the time of withdrawal. However, if there is a balance due after withdrawal, LTS-NC will make every attempt to collect monies owed, including but not limited to invoicing the parents/guardians or guardians and getting in touch with emergency contacts on file. Parents/guardians are encouraged to verify that no fees are outstanding at the time of withdrawal.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):

Vertex Education supports existing Legacy Traditional Schools in other states. Language included in this application may mirror other LTS applications.





12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



Legacy Traditional Schools - North Carolina (LTS-NC) will ensure that no child is denied access to the school due to a lack of transportation. At the time of this application, LTS-NC plans to provide a bus transportation option for students and has allocated a portion of the proposed budget to include busing costs.

The preference of the LTS-NC governing board is to have student transportation be a contracted service through an experienced, third-party vendor that is familiar with the greater Winston-Salem area. However, if contracting does not work or is not financially feasible, LTS-NC may pursue providing student transportation through in-house operations.

Vertex Education, the school's proposed management organization, has experience providing student transportation through varying delivery methods. Legacy Traditional Schools - Nevada recently began offering student transportation through a service contract with a third-party vendor. Legacy Traditional Schools - Texas has entered into a lease agreement to provide student busing. These different arrangements will greatly benefit the LTS-NC board and provide valuable perspectives when assessing solutions for students and families. Furthermore, these experiences will allow Vertex to recommend robust, cost-effective options to the LTS-NC board for their consideration prior to the school's opening for the 2026–2027 school year.

LTS-NC is unapologetically committed to ensuring that transportation needs are not a barrier to enrollment for prospective students and families. As previously noted, the school plans to establish a parent forum through the school's website to facilitate communication between parents/guardians interested in creating carpool groups. All enrolled students will be surveyed to provide adequate services. Based on these survey results the school will finalize community bus stops to reach as many students as possible. School administration and operations teams will also be available to meet with parents experiencing any difficulties to identify a workable solution. This will include a forum to facilitate communication between parents/guardians interested in creating carpool groups. LTS-NC staff will work with students and families that may have trouble accessing a nearby bus stop, and will promote alternative transportation options such as carpooling with other families residing in close proximity. Additionally, LTS-NC plans to continue to reevaluate student transportation options post-authorization and prior to the school's opening year to ensure that transportation is not a barrier for any interested prospective student or family through information gathering from prospective families. Should the need arise to offer additional and/or enhanced student transportation options for the school's opening year, the school will examine all transportation options.



Ultimately, the school's governing board will make a decision about which path is most suitable to the school community in consultation with Vertex Education and local stakeholders. Once the strongest option for students and families is finalized, the LTS-NC administration will provide this daily oversight, which parallels the successful approaches at Legacy campuses in Texas and Nevada.

Whether contracted through a third-party or run in-house, the school will comply with state and federal regulations and compliance requirements for student buses and drivers. Training for drivers will occur and LTS-NC will confirm that all drivers have the appropriate paperwork on file. State safety requirements for school buses will also be met, with all buses being inspected and registered properly with the state. LTS-NC will retain copies of all necessary documents, and the school plans to engage frequently with the state to ensure compliance. LTS-NC will provide mandated transportation to students with an IEP or who are eligible under the McKinney-Vento Act. In these circumstances, for example, LTS-NC will carry required insurance for the transportation program or ensure that a third-party bus provider has fulfilled this requirement. If necessary due to the volume of students with an IEP or eligible under the McKinney-Vento Act, the school budget will be adjusted to ensure transportation is provided while safeguarding the academic program. Vertex may also seek competitive grants and/or reach out to state agencies for additional resources to supplement the budget.

As previously noted, LTS-NC plans to continue to reevaluate student transportation options post-authorization and prior to the school's opening year to ensure that transportation is not a barrier for any interested prospective student or family. The governing board plans to enhance transportation options as more information is gathered from enrolled families.

12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;**
- 2. Any plans to meet the needs of low-income students; and**
- 3. Include how the school intends to collect free- and reduced-price lunch information**



from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

The food service department at the proposed LTS-NC campus will be part of a School Food Authority (SFA) serving National School Lunch Plan (NSLP) meals. This is similar to the approach of other Legacy campuses across the country. The proposed Legacy campus will have a full-service kitchen where all food will be prepared in-house. The anticipated breakfast menu will offer a main entrée as well as fruits and various milk and juice options. The lunch program will offer two main hot entrees, a cold grab-and-go meal, and a full-service salad bar. Snack items will be available for purchase.

LTS-NC will comply with federal, state, and local regulations and will provide regular training on these regulations to the employed kitchen teams. Vertex Education is very familiar with general compliance requirements as it successfully supports food service departments across multiple states. Following the training, Vertex Education will conduct on-site inspections to ensure compliance.

At the time of this application submission, LTS-NC may meet the eligibility criteria to qualify for Community Eligibility Provision (CEP). Vertex Education will frequently review the CEP percentage for the school and conduct detailed calculations to ensure it makes financial sense and is beneficial for the school and families to apply for CEP, should it become likely the school meets the eligibility criteria.

Free and reduced applications will be available as part of the enrollment process, online as well as in the front office, and Vertex Education has significant experience in helping campuses track this information. Regular communications will be sent to families to provide them every opportunity to submit an application in the format that is easiest for them.

As planned, students will go through the Legacy point of sale to purchase a meal. Legacy staff will ensure students have a meal even if they do not have funds, by establishing a specific lunch account for cashiers to use for such circumstances. Legacy is committed to ensuring that healthy, nutritious food is accessible for all students, recognizing that high-quality meals foster overall wellness and positively impact academic success. As outlined above, these services will largely mirror those currently established at Legacy schools in Arizona, Nevada, and Texas, which successfully serve hundreds of students each day.

The Legacy food service employees include a kitchen manager as well as a cook and cashier. There will also be a team of dedicated staff off-site, which will include a director, a food service supervisor, a food service and safety manager, two menu planners, and two administrative assistants. Off-site staff will be employed by Vertex Education, the proposed EMO. These staff positions are incorporated into the management fee contemplated in the agreement between the LTS-NC governing board and Vertex Education. Please see Appendix A4.1 for more information and details.



12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q218. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources

Insurance Coverage ...

Applicant Evidence :

NC Insurance Cover...

Uploaded on **4/25/2024**
by **Mark Modrcin**

Q219. Attach Appendix L: Insurance Quotes

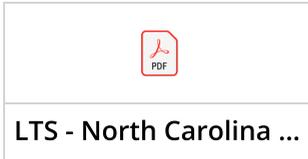
- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/25/2024**

by **Mark Modrcin**

12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

ON BEHALF OF LTS - NC

Applicant Comments :

During its meeting on April 16, 2024, the board formally approved a resolution to adopt a written safety plan as required for submission. The attached agenda from that meeting is attached as evidence this occurred.



Applicant Evidence :


LTS-NC Board Conve...

Uploaded on **4/18/2024**
by **Mark Modrcin**

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

A detailed start-up plan for LTS-NC is attached to this response.

Applicant Evidence :


LTS-NC Pre-Opening ...

Uploaded on **4/26/2024**
by **Mark Modrcin**

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



The LTS-NC governing board recognizes that while opening a public charter school is an extremely arduous, time-consuming process, it is even more difficult to open a highly-successful public charter school. The governing board anticipates that there will be obstacles along the way for the proposed school to open for the 2026-27 school year. Four priority challenges have been identified that will need to be proactively monitored and addressed to ensure that LTS-NC opens successfully.

- On-time delivery of the school facility

As noted in the school's start-up plan, the LTS-NC board anticipates finalizing a school location no later than May 2025. Shifting to the construction phase shortly after this date will help the school withstand short construction delays and/or unanticipated issues such as extreme weather. The LTS-NC governing board, in partnership with Vertex Education, aims to finalize the facility much earlier than May to further insulate the school from possible permitting or construction delays. Despite this intention, facilities remain a concern for most public charter schools and the LTS-NC governing board will monitor progress diligently in the months ahead.

- Identification and hiring of the principal

The hiring of the principal will be a pivotal decision by the LTS-NC governing board as this individual will be essential to the success of the proposed school as it prepares to open. It is critical that the right leader, possessing a successful track record with students and families, be identified well in advance of the opening school year to ensure sufficient time to continue engagement with the local community, prepare the implementation of the academic program, and execute on all pre-opening tasks, including the hiring of teachers and staff. To do this, a thorough candidate screening process will be implemented that includes resume screening, application reviews, skills assessments, and multiple rounds of interviews. In collaboration with the proposed EMO, Vertex Education, LTS-North Carolina envisions using structured interviews and standardized evaluation criteria to ensure fairness and consistency. This will ensure that the foundational elements of the charter application are implemented seamlessly, that school policies and norms are established to expedite the hiring of the campus staff and enable a successful school launch.

LTS-NC envisions that the recruitment of the school's principal will occur during the spring of 2025 so that an individual can be identified for the 2025 - 2026 academic year. This timeline affords the individual time to participate in significant professional development opportunities, shadow highly effective Legacy principals within the network, and lead various efforts during the school's incubation year leading up to the proposed opening year of 2026 - 2027. Prioritizing this hire for the board to ensure the correct individual is identified in early 2025 will be instrumental to the success of the school.

- Identification and hiring of high-quality teachers

Under the leadership of the school principal, the LTS-NC board will work to ensure that the



proposed school is fully-staffed prior to Day 1 with mission-aligned individuals. It is critical that the school staff is comprised of individuals that are caring, knowledgeable, highly-effective, and committed to providing a safe learning environment for LTS-NC students. The principal, in collaboration with Vertex, will prioritize identifying individuals who are a behavioral and cultural fit within LTS-NC. As part of the screening process, LTS-NC will interview candidates using situational questions that can help gauge how well candidates align with a school's values and work environment. Given the national teacher shortage, the LTS-NC governing board anticipates that the thoughtful selection of the staff will be a challenge. Processes and an adequate hiring timeline have been put in place to ensure that there is a path to overcome this obstacle.

- Ensuring the school is fully enrolled

At the time of this application submission, 306 families with 451 prospective students have indicated an interest in attending the proposed LTS-NC school, an overwhelming number given the school's proposed opening for the 2026 - 27 school year. A virtual New Parent Night was also held for interested parents and families on April 18th. 140 individuals RSVP'd to the event with 33 attendees. These are positive signals that the school is well on its way to being fully subscribed for Year 1. Nevertheless, the LTS-NC governing board understands that strong student enrollment is essential to the success of the school, and plans to continue its collaborative efforts with Vertex to ensure that student interest continues to increase in the months ahead, and well in advance of the anticipated enrollment window in the fall of 2025. To proactively monitor student enrollment, the LTS-NC board will establish targets/benchmarks with the assistance of Vertex to ensure full enrollment and protect financial viability, with the first benchmark likely occurring in the spring of 2025 to align with the facility timeline.

Applicant Comments :

Additional Clarity regarding the response to Question 252 has been uploaded here under Appendix O.



Applicant Evidence :

			
2024 NC Charter Ap...	Legacy Traditional S...	Legacy Traditional S...	Legacy Texas Audite...
Uploaded on 4/22/2024 by Mark Modrcin	Uploaded on 4/24/2024 by Mark Modrcin	Uploaded on 4/24/2024 by Mark Modrcin	Uploaded on 4/24/2024 by Mark Modrcin
			
LTS TX 2022 Audited ...	2023 School of Excell...	2021 Sunflower Stat...	2023 Sunflower Stat...
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LTS - NC Year 0_FINA...	Legacy Traditional S...	APPENDIX O.pdf	
Uploaded on 4/26/2024 by Mark Modrcin	Uploaded on 4/26/2024 by Mark Modrcin	Uploaded on 4/26/2024 by Mark Modrcin	

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



LTS-NC intends to purchase unimproved land and construct a new campus. This work will rely heavily on the proposed EMO and its relationships to ensure an on-time delivery of the facility. Vertex Education has assisted other Legacy Traditional Schools in successful openings across multiple states.

To ensure this occurs in North Carolina, Vertex has begun researching the area and working with local real estate brokers. In coordination with the LTS-NC governing board, Vertex is focused on finding a campus location within a 6-mile radius of US Highway 158 (Stratford Rd) and I-40 interchange and has identified several suitable sites to investigate more thoroughly. At this time of this application, three potential sites have been identified that could be feasible locations for the proposed school. Vertex, in partnership with the LTS-NC governing board, will continue to conduct due diligence and expect to have additional details available after submission and prior to the capacity interview with the CSRB. Additionally, several contingency facilities will be identified. LTS-NC and Vertex are happy to share additional details as they become available."

In addition, several contingency facilities will be identified in the unlikely event that the permanent campus cannot be completed on time. LTS-NC and Vertex will be happy to share additional details as they become available.

At the time of this submission, LTS-NC has outlined the following schedule that will allow for an on-time delivery of the facility:

Identify site for acquisition	September to October 2024
Site due diligence	November 2024 to January 2025
Plan development and approval	February to May 2025
Construction	June 2025 to July 2026
Inspections, certificate of occupancy	July 2026
FF&E move-in	July 2026



First day of school

August 2026

Vertex will work with the LTS-NC board every step of the way throughout the construction process, and the governing board will always maintain ultimate authority of the construction process and all approvals.

Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.



The design for the permanent campus will be based on a prototype campus that was created and refined to serve K-8 students. The facility will include:

- 46 standard classrooms approximately 730 sf each
- 8 classrooms for specialized instruction (art, science, music)
- Smaller classrooms for exceptional student services
- A cafeteria with full commercial kitchen
- A gymnasium
- Playgrounds, basketball courts, covered turf area, and athletic fields
- Janitor's closets, mechanical rooms, storage rooms as necessary
- Parking, queuing, and pickup/drop off areas

In total, the facility will include approximately 90,000 sf of improvements on 10 to 12 acres.

The campus design will allow LTS-NC the option to phase the construction to balance projected enrollment and capital expenditure. If there is adequate demand, LTS-NC will elect to construct all campus improvements at once. If the enrollment projections do not support the need for all of the improvements at once, LTS-NC will construct the campus in two phases. The phasing plan will deliver approximately half of the classrooms, as well as substantially all of the specialized spaces and campus amenities in phase 1. Phase 2 will deliver additional classrooms as well as admin spaces.

Based on other Legacy Traditional schools across the country, the budget includes approximately \$225 per square foot for construction, plus \$18 per square foot for furniture, fixtures, and equipment.

LTS-NC is working on a contingency plan in case the permanent facility will not be ready for the first day of school. Any interim facility will be rigorously evaluated to ensure safety of the students, staff, and faculty.

Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.



LTS-NC is focused on developing well-rounded students and will provide a variety of educational spaces to support that goal. In addition to regular classroom for general instruction, the facility will include specialized classrooms to support music, arts, and science education. A variety of smaller classrooms will allow for exceptional student services, whether individually or in small groups. The facility will include a stage to support the performing arts and music performance. Physical education will be enhanced by a large gymnasium, outdoor exercise spaces, and fields for athletic competition. A media center is also planned.

Students will be served meals from a commercial-quality kitchen, and eat in a dedicated cafeteria.

Staff will be supported with offices, work rooms, breakrooms, storage rooms, and restrooms. Equipment rooms, electrical rooms, and IT rooms will host the infrastructure needed to support operations at the facility.

Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Based on other Legacy Traditional schools across the country, the budget includes approximately \$225 per square foot for construction, plus \$18 per square foot for furniture, fixtures, and equipment. These costs are in line with comparable spaces and assume a modest amount of price inflation. Several discussions with regional general contractors with significant experience in the K-12 education space have occurred, confirming these cost estimates are reasonable.

Q227. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

LTS-NC has been preparing for the contingency that the facility could be delayed. Several options in Forsyth County have been evaluated, with the intent to narrow down the list of backup facilities once there is an identified a location for the permanent facility. Criteria for selecting an interim facility will include suitability for safe occupancy by children, proximity to the location of the permanent campus, and lease term flexibility. LTS-NC expects to finalize the selection of a final facility in the early summer of 2025, or just prior to the intended start of construction of the permanent campus. Should it be necessary, a contingency facility would be identified by the same time period. This will allow time for any necessary tenant improvements ensuring a timely opening.

Q228. Describe the board's capacity and experience in facilities acquisition and



management, including managing build-out and/or renovations, as applicable.

The board members have some experience with acquisition, development, and construction of educational facilities. Member David Singletary is a former board member on the Winston-Salem/Forsyth County School board and oversaw the use and development of educational facilities as a part of his responsibilities. Additionally, April Broadway is a former charter school educator and has an understanding of basic facility requirements that are needed to run a successful academic program. All board members are passionate stakeholders who are highly interested in establishing a high-quality public school option for students and families. Board members are committed to understanding the needs of the students, staff, and faculty who will occupy the facility.

By contracting with the proposed EMO, Vertex Education, the overall capacity and experience in facility acquisition and management is enhanced significantly. Since inception, Vertex has assisted the various boards of Legacy Traditional Schools in Arizona, Texas, and Nevada in the development of over 1.1 million square feet of educational facilities, together with the associated site development needs including parking lots, playgrounds, athletic fields, storm water basins, and utilities. This assistance has continued in North Carolina over the last six months to maintain the proposed schedule previously outlined. The work to date includes the review of potential sites, conversations with local brokers, interviews with design professionals, and meetings with general contractors.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q230. Explanation (optional):

Vertex Education supports existing Legacy Traditional Schools in other states. Language included in this application may mirror other LTS applications.



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q231. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q232. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/2024-budget-template/download?attachment\)](https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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Total Files Count: 5

Applicant Evidence :


2024 NC Charter Ap...

Uploaded on **5/22/2024**

by **Mark Modrcin**

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.



Q233. How was the student enrollment number projected?

The student enrollment number was projected by incorporating a number of factors, including past experience, proven marketing techniques, local demand, and the current educational landscape in Winston-Salem. Extensive outreach and analysis was conducted in advance of finalizing the proposed Legacy Traditional Schools - North Carolina (LTS-NC) school application. Marketing campaigns were launched in early 2024 to focus on inviting families to join the interest list in the greater Winston-Salem area to increase awareness and learning opportunities among community members, local stakeholders, and organizations

Historically, Legacy Traditional Schools has used similar data points (interest list numbers, population growth in the area, number of kids within 5 miles, charter/district competition), strategic marketing, and other key demographics to successfully open over 20 new school sites across Arizona, Nevada, and Texas. The LTS-NC governing board is confident these past successes point to an established process and robust understanding of these metrics, all of which will ensure that the LTS-NC school experiences a successful school opening that meets all targeted enrollment projections.

The initial interest list is very strong with almost 500 students on the interest list already. A virtual parent information meeting was also held on April 18th with 155 RSVPs, which is promising.

Based on this initial interest, we looked at other Legacy Traditional School openings in other states and projected enrollment based on these past openings.

LTS-NC student recruitment and marketing efforts will mirror successful past efforts in states where schools currently operate. Messaging will be layered and multi-tiered in order to appeal to all types of families, and families and community members who may have yet to engage directly with Legacy will receive a warm welcome.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Several factors indicate that there is demand for the proposed LTS-NC school. As mentioned earlier, extensive demographic and competitive analysis was conducted for the Winston-Salem site. This student demand is enhanced by favorable demographic trends for the population of 5- to 14-year-olds, as well as forecasted population growth in the greater Winston-Salem metropolitan area in the next five years. Additionally, there appear to be opportunities for new, high-quality public charter schools in Winston-Salem because there are pockets of low-performing traditional public schools, as well as few public school choice options in the area. All of these characteristics are appealing to the LTS-NC governing board and support the LTS-NC proposal because the growing community can clearly benefit from a high-quality, public charter school option in the area.

LTS-NC also involved community expertise and feedback from local residents and board members in preparing this application. After reviewing the available data and speaking with residents, it became clear that there was an opportunity to serve many students and families through a high-quality public charter school. Additionally, it quickly became evident that the Legacy Traditional School model and programming were unique and could complement other school choice options in the greater Winston-Salem metropolitan area. The LTS-NC governing board firmly believes that the proposed school will meet the growing needs and demands of families in the area looking for a high-quality public school that emphasizes a back-to-basics, traditional education model. This belief is reinforced by the interest levels seen to date in the proposed school and has also resulted in the planning of additional in-person and virtual events throughout the remainder of the spring and summer to continue to increase awareness and to help ensure that, if authorized, the school opens fully enrolled.

The initial interest list numbers after several weeks and RSVPs for the first parent information meeting also seems to confirm this assessment with strong support and engagement from the community. At the time of this submission, 306 families with 451 prospective students have indicated an interest in attending the proposed LTS-NC school, an overwhelming number given the school's proposed opening for the 2026 - 27 school year.

LTS-NC will continue to market the proposed campus via digital marketing and traditional marketing campaigns to increase demand and awareness in the months ahead, and is confident that interest list and application numbers will continue to increase significantly to ensure a strong opening.

Q235. Provide the break-even point of student enrollment.

LTS-NC has the capacity to sustain approximately a 10% loss in enrollment in year 1 (from 760 budgeted students down to 700) and still achieve a break-even point. Despite not showing a positive net income until year 3 of operations, LTS-NC will begin year 1 with positive cash flow. This financial strategy is made possible by the bond financing structure, which capitalizes the interest for the first two years, ensuring that the school starts off with robust cash flow.



Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

While unforeseen cash flow challenges and budget shortfalls are not expected, the LTS-NC governing board is prepared to make difficult decisions to ensure the financial health and sustainability of LTS-NC while safeguarding the academic program in the best interest of students. LTS-NC has identified two contingency strategies based on the cause. If there is a shortage due to under-enrollment, the school will intensify marketing efforts, engage in expanded community outreach, and increase visibility through advertising to boost enrollment. In cases of changes in student funding, the board will be tasked with approving a plan to reduce costs in a specific order:

1. Reduction or elimination of non-essential fixed costs and non-instructional contracts such as landscapers, routine maintenance contracts, reduce janitorial staff.
2. Reduction or elimination of non-essential, non-instructional variable costs, including salaries and benefits such as aides, retention bonuses, classroom count stipends, support staff positions, and/or the employee tuition reimbursement benefit. Transitions to in-house professional development, reductions of off site field trips to be replaced through technology would also be considered.
3. Analysis and strategic reduction, consolidation, or combination of expendable, non-essential instructional costs such as eliminating the purchase of textbooks and relying on digital curriculum subscriptions. The school could also seek to rent out facility space if available, or when class is not in session.

LTS-NC and Vertex Education commit to adhering to the school's mission, vision, and values, while upholding programmatic expenses to continue to support student success even should necessary cuts be implemented. In short, every effort will be made to protect instructional costs and critical programmatic elements of the school that are central to the academic model.

In the face of short-term cash flow challenges, LTS-NC may request that Vertex Education delay, reduce or suspend payment of the management fee in order to preserve student programming and appropriate staff levels. LTS-NC can obtain a short-term line of credit to meet payroll, vendor obligations could also be explored if needed.

To help minimize the school's financial risk, LTS-NC and the school principal will work with Vertex Education's financial and operations teams. The school's enrollment strategy aims to benefit from economies of scale, and if student enrollment is lower than anticipated in the first year, LTS-NC will promptly reduce expenses to ensure a sustainable operation. The Board and Vertex Education will closely monitor the school's budget for success, recognizing the importance of starting off on a strong financial footing.

Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe



any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Legacy Traditional Schools have historically maintained financial stability without relying on variable income sources such as donations or contributions to meet educational service, staffing, and facility needs. The five-year budget plan excludes contributions, donations, and fundraising. Instead, local revenue sources include income from the Legacy Kids Care before and after school program, as well as food service sales.

To cover startup costs and essential expenditures, LTS-NC plans to pursue bond financing. This financing will cover expenses for year 0 startup, land purchase, building construction, furniture, fixtures, equipment (FF&E), supplies, books, technology for year 1, two years of capitalized interest, debt reserve fund, and bond fees. This approach aligns closely with and largely parallels the funding strategy used for other new Legacy Traditional Schools, and has been a very successful model. LTS-NC will secure this debt service from established lenders with whom Vertex Education has existing borrowing relationships.

A key element of LTS-NC's cash flow contingency plan involves securing a bond that pre-funds interest and principal payments for the initial two years, independent of state funding. This strategy provides a strategic financial buffer for sustained operational stability.

LTS-NC plans to apply for the National School Lunch Program (NSLP) before the school's opening to access funding in Year 1, budgeted at a rate consistent with the local school district's current NSLP rate. Additionally, LTS-NC anticipates applying for the federal Charter School Programs grant (CSP), although this potential funding has not been factored into the operating budget due to its competitive, application-based nature.

Aside from the sources of funding mentioned above and the state and county funding, there are no other expected funds that are essential for the school's core operation.

Q238. Provide the student to teacher ratio that the budget is built on.

The budget is structured based on a student-to-teacher ratio of 25:1 for Kindergarten through grade 6 and 30:1 for grades 7 and 8. This structure parallels the budgets of existing Legacy Traditional Schools in Arizona, Nevada and Texas which operate successfully and consistently meet financial performance expectations

Q239. Describe the board's individual and collective qualifications and capacity for



implementing the financial plan successfully.

Members of the LTS-NC Governing Board possess complementary skills, areas of expertise, and varied professional experiences that will ensure that the board will successfully oversee and monitor all aspects of the school. To ensure that the school's financial plan is implemented successfully, three board members are likely to play prominent roles given their interests, work and professional experiences. Member Quinn is a Senior Vice President with U.S. Bancorp with over 10 years in banking and finance, including risk management. Member Sullivan also has finance and budgeting experience in the private sector as well as a background in Accounting. Member Singletary has worked to support the business and financial needs of small to medium sized entities, and is also a former school board member for Winston-Salem/Forsyth County Schools.

Collectively, the backgrounds and experiences of these three individuals will prove pivotal to ensuring that the school meets financial performance expectations and is a financially sound entity throughout the proposed charter term. The LTS-NC governing board is more than qualified to effectively oversee the financial performance of the proposed school. Their qualifications are magnified by the proposed partnership with Vertex Education and the 22 highly skilled individuals within the Vertex Finance/Accounting Department. This team currently ensures that every dollar received and spent is allocated and posted accurately at all currently operating Legacy Traditional Schools, and the LTS-NC governing board is confident in the ability of Vertex to effectively oversee the financial performance of the proposed school given their experience of successfully supporting schools in three states.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

High-needs students with disabilities can pose a significant impact on a school's budget, requiring additional resources and support services. LTS-NC has conducted research on the population of high-needs students in surrounding school districts to proactively address their needs. The projected expenses associated with supporting these students have been incorporated into the budget. This proactive approach will enable the proposed school to ensure that all students receive the necessary resources, services, and support to achieve academic success and thrive in inclusive learning environments.

In the event of unexpected expenses, Vertex will actively seek competitive grants and may reach out to state agencies for additional resources to supplement the budget and maintain high-quality support for students with disabilities.

Q241. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the



vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

As contemplated in the proposed management agreement, Vertex Education will provide all financial, accounting, benefits and payroll services, to ensure that the proposed school remains compliant with all local and state statutes and regulations. Vertex Education anticipates replicating its traditional approach to the annual audit by providing the LTS-NC governing board with a recommended, experienced, independent auditor to conduct this work for possible approval. Once an auditor is approved, Vertex Education will work directly with the auditor and school staff to ensure the audit is completed in a thorough manner that also abides by all local reporting requirements.

On an annual basis, the LTS-NC governing board will evaluate the services provided by Vertex Education, including fiscal management services. This accountability mechanism, which will supplement regular interaction and direction to Vertex, will ensure robust oversight of these activities. Please see the management agreement included within the application submission under Appendix A4.1.

Q242. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The intent of the LTS-NC governing board is for Vertex Education to provide all key services to the school, including student accounting and financial services, exceptional children instructional support, and custodial support. Should the school require additional contracts for services such as student accounting, financial services, exceptional children instructional support, custodial, and more, Vertex will procure these contracts and gather quotes for review and approval by the LTS-NC governing board. LTS-NC sees great value in partnering with Vertex in order to leverage the economies of scale of several departments, including Talent Management, Finance and Facilities, to directly hire all necessary positions, unless it is more financially sound to outsource to a contractor.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The mission of LTS-NC is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators. The submitted budgets, while appropriately tailored to the North Carolina context, are similar to school budgets used for Legacy Traditional Schools already in operation in Arizona, Nevada and Texas, each of which has exhibited strong financial performance according to authorizer and state standards. As outlined in the five year budget, the majority of funding goes directly to benefit the school's personnel, academic programming and resources, and teacher development. This is intentional, and reflects the commitment of LTS-NC to invest as much as possible in the instructional priorities of the school. Without the necessary curricula and resources available, teachers will not be highly effective, nor will they be able to adequately help students each day in their classroom.

Curriculum consumables and additional curriculum materials and resources are included in the annual budget. Spalding Method, math, English language arts, science, and social studies curriculum materials approved by the North Carolina Department of Public Instruction will be provided for all students and teachers. Teachers will be provided with teacher editions of all curricular areas they teach. These teacher materials will include resources for whole-group instruction as well as intervention, extension, and multilingual support. As appropriate, manipulatives for core content areas will be provided for in-class use. Students will have consumables and textbook materials to interact with so as to further develop and enhance their skills they are learning to master in class. This approach has served students well in currently operating Legacy Traditional Schools and has translated to academic success.

Additional expenses are accounted for to ensure that programming for Music, Art, and Physical Education, as well as instructional computers, software technology, and equipment, can be delivered to students and families. The campus will be equipped with a piano lab, a turf gym, and an art room to support students participating in a variety of experiences. To support the general education classes, a library will be built and stocked with a variety of books ranging from reading and interest levels as well as information and literary texts.

LTS-NC will ensure that no child is denied access to the school due to a lack of transportation. At the time of this application, LTS-NC plans to provide a bus transportation option for students and has allocated a portion of the proposed budget to include busing costs. However, if contracting does not work or is not financially feasible, LTS-NC may pursue providing student transportation through in-house operations. Additionally, LTS-NC plans to continue to reevaluate student transportation options post-authorization and prior to the school's opening year to ensure that transportation is not a barrier for any interested prospective student or family through information gathering from prospective families. Ultimately, the school's governing board will make a decision about which path is most suitable to the school community in consultation with Vertex Education and local stakeholders.



Regarding facilities, the LTS-NC board, in partnership with Vertex Education, plans to enter into a build-to-own arrangement. This was an attractive option for the LTS-NC governing Board, considering this approach has been very successful for other, currently operating Legacy Traditional Schools campuses. This financing arrangement is reflected in the proposed budget which includes bond payments.

The LTS-NC board will receive regular financial updates from Vertex Education personnel at all public board meetings to ensure the budget is in alignment with the school's mission. Additionally, and as contemplated in the governing board section of this application, a Finance Committee will be established by the full governing board. This committee will receive more frequent updates as to the school's progress in meeting financial goals, have additional opportunities to discuss the school budgeting process and priorities, and as a committee of the board, may make recommendations to the full board so that the school is resourceful and always operating with its mission in mind.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

As a target, the general fund balance aims to reach 10% of expenditures, facilitating financial resilience and strategic investment in the school's future endeavors. LTS-NC will develop a fund balance through meticulous planning and adept management of financial resources to ensure stability, flexibility, and readiness for unforeseen events. This work entails several key steps.

The LTS-NC governing board will diligently monitor revenue streams in partnership with Vertex Education, and subsequently align operational needs and priorities with the available resources. The governing board will engage in vigilant monitoring and management of expenses to ensure that spending remains in line with the annual budget, and prevent the school from experiencing financial strain. The LTS-NC board also recognizes the potential for unexpected expenses or revenue shortfalls, and as such will establish a contingency plan to cushion against such occurrences.

Debt service payments are integrated into the budget to uphold debt sustainability and safeguard the school's creditworthiness.

With these measures in place and by adhering to prudent financial practices, the school can cultivate a fund balance conducive to its mission, operational sustainability, and adaptability to evolving educational demands. Vertex Education will provide regular updates and reports to the LTS-NC governing board, superintendent, and principal to ensure accountability and informed decision-making.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.



LTS - NC intends to utilize bond financing to construct a school, encompassing the financing of not only the facilities themselves but also all associated assets required for its operation. This has been a successful financing structure in the past for other Legacy Traditional Schools. Moreover, the bond financing allows the school to have cash available during the early years of operation to spend down until Year 3 when overall revenues begin to outpace planned expenditures.

Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

The school's assets, including the building, furniture, fixtures, computers, and other necessary equipment, will be secured through bond financing. This approach aligns closely with and largely parallels the funding strategy used for other new Legacy Traditional Schools, and has been a very successful model to sustain the core operations of Legacy schools.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Drawing upon Vertex Education's extensive experience across multiple states, the LTS-NC Governing Board foresees a close collaboration with Vertex Education to establish robust internal controls. These controls, encompassing segregation of duties, asset safeguarding, and thorough record-keeping, will be implemented in adherence to Generally Accepted Accounting Principles ("GAAP"). While LTS-NC acknowledges its ultimate authority over records, budgets, and annual audits, it recognizes Vertex Education's seasoned team, which has successfully supported school openings and high-performing institutions within the Legacy Traditional Schools network.

LTS-NC plans to leverage this expertise, along with existing practices and controls, tailoring them appropriately for the proposed school to ensure effective oversight of operations. Internal control procedures will undergo review and approval by the governing board, incorporating safeguards such as clear expenditure approval guidelines, asset protection, and invoice processing, aligning with North Carolina requirements.

The comprehensive internal control document will cover all aspects of the financial accounting cycle, including duties assignment and verification procedures. LTS-NC understands and commits to an annual review of these internal controls by an independent auditor, making adjustments as necessary. Oversight of financial accounting and audit functions will be the responsibility of the board, with Vertex Education's assistance in strict adherence and implementation.

Key duties delegated to Vertex Education include collaborating with school leadership and the board to submit an annual budget, monthly meetings to review budget reports and financial performance, establishing fiscal policies, overseeing the auditor selection process, setting audit timelines, presenting audit results to the Board of Directors, contributing to the Form 990 preparation, reviewing financing/leasing instruments, and overseeing organizational and functional level internal controls.

The CFO of Vertex Education will ensure adherence to fiscal management standards, oversee day-to-day policy implementation, and maintain accurate financial records. LTS-NC in partnership with Vertex Education, remains committed to diligent expenditure of public funds, daily financial account reconciliation, and risk mitigation.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

There are currently no known or possible related party transactions to report.

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the



board has investigated.

The LTS-NC board has yet to select and approve an audit firm to complete the FY27 financial audit. The LTS-NC board has investigated the following firms, and has had a preliminary conversation as a full board about the financial audit and possible auditors prior to the submission:

1.) SHARPE PATEL CPA

5510 SIX FORKS ROAD, SUITE 280

RALEIGH, NC 27609

919-961-7496

www.sp.cpa (<http://www.sp.cpa>)

2.) REBEKAH BARR, CPA PC

5422 BOSWELLVILLE RD

WILSON, NC 27893

OFFICE: 252-230-6294

FAX: 252-237-2426

contact@rbarrcpa.com (<mailto:contact@rbarrcpa.com>)

3.) POTTER & COMPANY, P.A.

434 COPPERFIELD BLVD NE SUITE A

CONCORD, NC 28025

OFFICE: 704-786-8189

FAX: 704-786-4447

www.gotopotter.com (<http://www.gotopotter.com>)



13.4. Certify

Q250. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q251. Explanation (optional):

Vertex Education supports existing Legacy Traditional Schools in other states. Language included in this application may mirror other LTS applications.



14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Requ...

Applicant Evidence :


NC CSRB Required Si...

Uploaded on **4/22/2024**
by **Mark Modrcin**



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q254. Give the name of the third-party person or group:

Vertex Education

Q255. Fees provided to the third-party person or group:

No fees were paid to Vertex Education for their assistance in preparing the Legacy Traditional Schools - North Carolina application.



16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools
6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Applicant Comments :

Application fee was hand delivered to the North Carolina Department of Public Instruction on Monday, April 15, 2024. Receipt was confirmed via email by Anita Holbrook. Additional evidence can be provided if requested.

Resources


2024 Payment Form....



17. Signature page

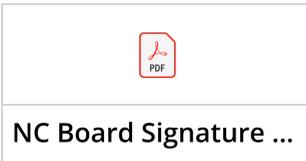
Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Applicant Evidence :



Uploaded on **4/18/2024**
by **Mark Modrcin**

Q258. Board chair, please digitally sign your application here.

Signature

ON BEHALF of LTS-NC

Final Status



Reject Approve

Approver Comments

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Broadway, April	Member	336-462-4169	nfinitycompliance@gmail.com	Forsyth	Consultant	NC DPI Licensed Teacher; Parliamentarian, Executive Coach	
McCartney, Melissa	Member	602-451-4521	melissa.mccartney.edd@gmail.com	Union	Associate Provost, Queens University	Teaching	
Quinn, Ryan	Member	585-217-7165	ryankuinn@gmail.com	Mecklenburg	Sr. Vice President, US Bancorp		
Singletary, David	Member	336-695-9345	dbsingleary@outlook.com	Forsyth	Pastor		
Sullivan, John	Member	704-600-5538	jsullivan.nc@gmail.com	Gaston	Retired	NC DPI Licensed Teacher	

Academic School Year	Grade Levels	Total Projected Student Enrollment
2026 - 27	K - 8	760
2027 - 28	K - 8	960
2028 - 29	K - 8	1110
2029 - 30	K - 8	1165
2030 - 31	K - 8	1200

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

2026 - 27

2027 - 28

2028 - 29

2029 - 30

2030 - 31

**State of North Carolina
Department of the Secretary of State**

**ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: _____

2. The text of each amendment adopted is as follows (*state below or attach*):

3. The date of adoption of each amendment was as follows: _____

4. (*Check a, b, and/or c, as applicable*)

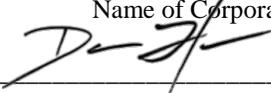
a. _____ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

b. _____ The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. _____ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: _____

This the _____ day of _____, 20_____.

Name of Corporation


Signature

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

**Instructions for Filing
ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

- Item 1** Enter the complete corporate name exactly as it appears in the records of the Secretary of State.
- Item 2** See form.
- Item 3** Enter the date(s) the amendment(s) was (were) adopted.
- Item 4** Select the appropriate method(s) of adoption for the amendment(s) from those listed and complete.
- Item 5** The document will be effective on the date and time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time it will be effective at 11:59:59 p.m. Raleigh, North Carolina time on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

- The name of the corporation as it appears in Item 1.
- The signature of the representative of the corporation executing the document (may be the presiding officer of the board of directors or any officer of the corporation).
- The name and title of the above-signed representative.

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Legacy Traditional Schools - North Carolina.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: David Hostetler Esq..

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4711 Hope Valley Road, Suite 4F-512

City: Durham State: NC Zip Code: 27707-5651 County: Durham

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>David Hostetler Esq.</u>	<u>4711 Hope Valley Road, Suite 4F-512 Durham NC, 27707-5651 United States</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (480) 576-4609 x1779

Number and Street: 3125 S Gilbert Road

City: Chandler State: AZ Zip Code: 85286-5194 County: Maricopa

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 19th day of March, 2024.

Incorporator Business Entity Name

David Hostetler Esq.

Signature of Incorporator

David Hostetler Esq. Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**CORPORATE BYLAWS
LEGACY TRADITIONAL SCHOOLS – NORTH CAROLINA**

ARTICLE I: NAME AND OFFICES

SECTION 1. NAME. The corporation's name shall be Legacy Traditional Schools -- North Carolina (hereafter, the “Corporation” or “School”).

SECTION 2. PRINCIPAL OFFICE. The permanent principal office shall be located in the Greater Winston-Salem, North Carolina area.

SECTION 3. REGISTERED OFFICE. The corporation's registered office, which is required by law to be maintained in the State of North Carolina, may be but need not be, identical to its principal office. The Board of Directors may change the address of the registered office from time to time.

SECTION 4. OTHER OFFICES. The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the Board of Directors may designate or as the business of the Corporation may require.

ARTICLE II: PURPOSES

The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit Corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

(a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Chapter 115C, Article 14A (§115C-218 *et seq.*; “Charter School Act”) of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

ARTICLE III: MEMBERSHIP

The Corporation shall have no members.

ARTICLE IV: BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS AND FUNCTIONS. Except as otherwise provided in the Articles of Incorporation or in these Bylaws, all the corporate powers shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number such powers as they may see fit. The Board of Directors shall appoint such additional employees of the Corporation, as distinguished from the President and officers of the Corporation, as they may desire. The primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs; and
- (h) To retain necessary expertise, consulting, and contractor services and training.

SECTION 2. NUMBER, RESIDENCY, VOTING RIGHTS, AND TERMS. The number of Directors of the Corporation shall be as determined from time to time by resolution of the Directors, with a minimum number of five (5) and maximum of nine (9) Directors except in cases of emergency or short-term exigencies, when fewer than 5 members may be temporarily necessary due, e.g., to sudden resignation, death, disability, etc. All Directors shall be North Carolina residents, with a majority residing in the greater Winston-Salem area, including Davidson, Davie, Forsyth, Stokes, and Yadkin Counties. Each Director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these Bylaws. Each Director shall serve a 3-year term, except to the extent necessary to implement a system of proportionally staggered Directorships, in which case Directors may serve terms of less than 3 years in the initially staggered election cycle. Each Director may serve successive terms upon approval by a majority vote of the Board of Directors at its next meeting following the expiration of such Director's current term of office. No Director may serve more than two consecutive 3-year terms. There shall be no restriction on the number of cumulative (non-consecutive) terms a

Director may serve.

SECTION 3. NOMINATIONS. At least thirty (30) days prior to the Annual Meeting of the Board of Directors, a Nominating Committee shall present to the Board of Directors a slate of nominees to be elected to serve on the Board of Directors at the Annual Meeting. Other candidates may be nominated by the Directors of the Corporation from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined before the nomination.

SECTION 4. ELECTIONS. Voting Directors shall be elected at the Annual Meeting by a majority vote of the Directors present, provided, however, the voting members of the Board of Directors of this Corporation and/or its duly appointed Nominating Committee shall recommend, annually, the names of persons for election to the Board of Directors. In the event of the death, resignation, retirement, removal, or disqualification of a member of the Board of Directors during their appointed term of office, his/her successor shall be elected and serve only until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by appointment.

SECTION 5. RESIGNATION AND REMOVAL. Any Director may resign but should provide reasonable advanced written notice of at least thirty (30) days of such resignation, as feasible.

Any Director may be removed at any time *for just cause by a majority vote* of the Directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing.

Any Director may be removed at any time without cause by a two-thirds vote of the Directors then in office at a duly called meeting. If any Director resigns or is removed, a new Director may be elected to fill the remaining term at the same meeting of the Board of Directors.

SECTION 6. EX OFFICIO MEMBERS AND NON-VOTING MEMBERS. There may be ex officio and non-voting members of the Board of Directors as are elected by a majority vote of the Board of Directors at any meeting of such Board. A majority of voting Board members shall determine participation in board matters and meetings by such members.

ARTICLE V: OFFICERS

SECTION 1. OFFICERS. Officers of the Corporation shall consist of a President, a Vice President, a Secretary, and a Treasurer, all of whom shall be elected board members. The Board

shall have the right to create such additional offices as it deems beneficial to the Corporation. No person may hold more than one office at the same time, except the offices treasurer and secretary.

SECTION 2. NOMINATIONS. In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee, provided that the nominee's willingness to serve has been determined in advance of the nomination.

SECTION 3. ELECTIONS. The Board Officers shall be appointed to fill any officer vacancy and the next immediate Board meeting as feasible, by a majority of current board members. Officers shall assume their duties immediately upon election and shall serve for the remaining period of their current Board Member term. If an officer is elected to a subsequent board member term, he or she shall not continue as an officer unless duly elected for such office for the subsequent term.

SECTION 4. PRESIDENT. The President shall be a Director and preside at all meetings, shall make reports to the Board of Directors, and shall perform all such other duties as are incident to his/her office or may properly be required of him/her by the Board of Directors. S/he shall be, ex officio, a member of all committees.

SECTION 5. VICE PRESIDENT. In the absence of the President of the Board of Directors or in the event of his or her death, inability, or refusal to act, the Vice-President of the Board of Directors shall perform the duties of the President of the Board of Directors and when so acting shall have all the powers of and be subject to all the restrictions, as may be applicable, upon the President of the Board of Directors. However, in the event of the death or incapacity of the President, a new President shall be elected as soon as possible by the Board of Directors.

SECTION 6. TREASURER. The Treasurer shall:

(a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever; and deposit all such monies in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these Bylaws;

(b) prepare, or cause to be prepared, a true statement of the Corporation's assets and liabilities as of the close of each fiscal year and a statement of the Corporation's gross receipts and all expenses for such fiscal year, all in reasonable detail, which statements shall be made and filed at the Corporation's registered office or principal place of business in the State of North Carolina within three (3) months after the end of such fiscal year and thereat kept available for a period of at least ten (10) years; and

(c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the President or by the Board of Directors, or by these Bylaws.

SECTION 7. SECRETARY. The Secretary shall:

(a) keep the minutes of the meetings of the Board of Directors and of all Board of Directors in one or more books provided for that purpose;

(b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

(c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; and

(d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the President or by the Board of Directors.

SECTION 8. ASSISTANT OFFICERS. Assistant Secretaries or Assistant Treasurers, as may be elected by the Board of Directors, shall perform the duties and exercise the powers of the Secretary or the Treasurer, respectively, in their absence and shall perform such other duties incident to their office as may properly be required by the Board of Directors.

SECTION 9. RESIGNATION AND REMOVAL OF OFFICERS. Any officer may resign his position but, as feasible, should provide reasonable advanced written notice of at least thirty 30 (30) days of such resignation. Any officer may be removed from serving as an officer at any time *for just cause by a majority vote* of the directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing.

Any officer may be removed at any time from his office *without cause by a two-thirds vote* of the directors then in office at a duly called meeting. If any officer resigns or is removed from his office, a new officer may be elected to fill the remaining term at the same meeting of the Board of Directors.

ARTICLE VI: BOARD OF DIRECTORS MEETINGS

SECTION 1. ANNUAL MEETING. An annual meeting of the Board of Directors of this Corporation shall take place at or around the end of each fiscal year of the Corporation on a date determined by the Board of Directors at a place designated by the President of the Board of Directors. Notice of the time and place of such meeting shall be given in writing at least two (2) weeks in advance unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 2. ATTENDANCE BY REMOTE COMMUNICATION. Any or all Directors may participate in a meeting by, or conduct the meeting through the use of, any reasonable and legal means of communication by which all Directors participating in the meeting may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed present in person at the meeting unless otherwise determined by the Board or required by law.

SECTION 3. QUORUM. Except as otherwise provided by law, the Articles of Incorporation of the Corporation or these Bylaws, a quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. In no event may these Bylaws or any resolution adopted pursuant to these Bylaws authorize a quorum of fewer than one-half of the number of Directors then in office, except in emergencies requiring action by a majority of the available Board members for the good of the School, only after reasonable efforts to notify and convene all Board members.

SECTION 4. REGULAR MEETINGS. The Board of Directors shall hold regular meetings at such times as are designated by the President or his designee. The Board shall meet at least eight (8) times per year (including its annual meeting), or whatever minimum number of meetings are required by law. At least ten (10) days advance written notice shall be given for each meeting unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 5. SPECIAL MEETINGS. Special meetings of the Board of Directors for a specific purpose may be called at any time by its President or by the request of at least two (2) members of the Board of Directors. The specific purpose must be stated in the notice, and no other business shall be transacted at the special meeting. Unless actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at any such special meeting, notice must be given not less than forty-eight (48) hours prior to any special meeting. Such notice may be given by any usual means of communication. Meetings shall be held at a place and at such time as shall be fixed by the President or Board of Directors members calling the meeting. At such meetings the Board may only conduct business related to the purpose(s) for which the meeting was called.

SECTION 6. EMERGENCY MEETINGS. When urgent circumstances arise, the Board of Directors may meet on less than twenty-four (24) hours' notice. Board members and the public

shall be notified in compliance with open meeting laws. At such meetings the Board may only conduct business related to the purpose(s) for which the meeting was called.

SECTION 8. OPEN MEETINGS AND PUBLIC RECORDS LAWS. The Board's meetings shall comply with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes (and any subsequently amended provisions related to those statutes).

SECTION 9. ATTENDANCE. All Directors are expected to attend all meetings. Failure to regularly attend meetings may subject a Director to removal.

SECTION 10. MANNER OF ACTING. Except as otherwise provided in these Bylaws, the majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. If a quorum is present at the commencement of a Board meeting, the validity of the acts of the Board at that meeting cannot be defeated if the number of Directors thereafter present is reduced below the number that constitutes a quorum, provided that no less than three (3) members of the Board vote in favor of any action.

SECTION 11. PRESUMPTION OF ASSENT. A member of the Board of Directors of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

SECTION 11. CONDUCT OF MEETINGS. The President (or designee) shall prepare and forward to the members of the Board, prior to any regular meeting of the Board, an agenda containing the items to be voted upon at the regular meeting. Neither the failure of the President to prepare nor the failure of a member of the Board to receive a copy of the proposed agenda shall affect the validity of any vote taken at such meeting. The Board may consider at any meeting such business as may properly come before it notwithstanding the fact that the subject was not listed on the agenda.

The Board and its committees shall conduct all meetings in an orderly fashion and may choose to conduct its meetings in accordance with established meeting rules, such as the most current edition of Robert's Rules of Order. The guiding principle shall be a procedure that provides effective and efficient order in board meetings.

ARTICLE VII: COMMITTEES

SECTION 1. GENERAL PROVISIONS. In accordance with G.S. § 55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be approved by a majority of all the Directors in office when the action is taken. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him/her by law. The President shall be an ex officio, non-voting member of all committees. No committee may be comprised of Board members, the total of which equals or exceeds a quorum of the entire Board.

SECTION 2. STANDING COMMITTEES. The Board may appoint standing committees. These may, but are not required to include a Nominating Committee, Executive Committee, Finance Committee, Education Committee, Governance Committee, Long Range Planning and Development Committee, and the Building and Grounds Committee. The terms of all members of any standing committees shall expire at the time of the first monthly meeting following the annual meeting or until their successors are appointed or elected and qualified. Standing committee members shall include at least one Board member. The President shall be an ex officio non-voting member of all committees. All standing committees shall report their activities to the Board of Directors as requested by the President and make recommendations directly to the Board on matters referred to or falling within their respective fields of responsibility. All standing committees shall record their business and submit them to the Board when requested.

SECTION 3. NOMINATING COMMITTEE. The Nominating Committee, to the extent one is established, shall propose and submit to the Board of Directors the names of persons nominated for election as Directors, officers of the Corporation, and members of the Executive Committee.

SECTION 4. EXECUTIVE COMMITTEE.

(a) **Membership.** The Executive Committee, to the extent one is established, shall consist of at least three (3) members. The Executive Committee shall include the Board President and Vice-President and may include any other Board Member member who shall be elected by the Board. The number of Board members on the Executive Committee shall not equal or exceed a quorum of the entire Board. The Board may, by resolution, change the number of members on the Executive Committee. The names of nominees to fill any vacancy on the Executive Committee shall be published at least thirty (30) days prior to the meeting at which the election is conducted. Any Director shall be entitled to nominate a number of persons equal to the number of vacancies on the Executive Committee.

(b) **Officers.** The President of the Board shall be the President of the Executive Committee and preside at all meetings. The Vice President of the Board shall be the Vice President of the

Executive Committee and preside in the president's absence.

(c) **Meetings.** Meetings of the Executive Committee shall be held at the call of the President or at the call of the Vice-President and one other member of the Executive Committee. Notice of the time and place of any meeting of the Executive Committee shall, whenever practical, be provided by telephone, e-mail, or telefax to all members at least twenty-four (24) hours prior to the time of the meeting. If notice is mailed, the notice must be mailed at least seventy-two (72) hours prior to the time of the meeting. Any member of the Executive Committee may provide written notice that he or she waives the notice requirements hereinabove set forth. Attendance by a member at any meeting of the Executive Committee shall constitute a waiver of notice of such meeting, except where such member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

(d) **Quorum.** A quorum of the Executive Committee shall consist of a majority of its members.

(e) **Powers.** The Executive Committee shall have such powers and authorities as are expressly delegated to it by the Board of Directors and those powers that are incidental to the expressly conferred powers and necessary to enable the Executive Committee to exercise such expressly delegated powers and authorities.

(f) **Report of Activities.** The Executive Committee shall maintain minutes of its meetings and records of all actions taken by it and shall promptly provide copies of such minutes to the Corporation's Secretary, who shall forward copies to all Directors.

SECTION 5. FINANCE COMMITTEE. To the extent a Finance Committee is established, The Treasurer shall serve as Chair of the Finance Committee, which shall be made up of not more than five (5) members of which at least two shall be Board members who shall be duly elected members of the Board of Directors.

The Committee shall:

(a) Review major financial or property transactions;

(b) Have charge of invested funds of the school;

(1) Have authority to direct changes in investment by custodians of funds.

(2) Recommend a change in investment counsel.

(c) Report at each regular meeting of the Board and as needed to the Executive Committee;

- (1) Recommend action to the Board in subsections (a) and (c)(2) above.
- (2) Recommend action to the Executive Committee on subsection (b) above.
- (d) Perform other duties reasonably necessary to carry out its functions.

ARTICLE VIII: CONDUCT STANDARDS

Directors shall conduct themselves and perform their Board duties in accordance with G.S. § 55A-8-30 and as otherwise regulated by law or Board policy or action.

(a) A Director shall discharge his duties as a Director, including his duties as a member of a committee:

- (1) In good faith;
- (2) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (3) In a manner the Director reasonably believes to be in the best interests of the Corporation.

(b) In discharging his duties, a Director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- (1) One or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within their professional or expert competence; or
- (3) A committee of the Board of which he is not a member if the Director reasonably believes the committee merits confidence.

(c) A Director is not entitled to the benefit of subsection (b) of this section if he/she has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

(d) A Director is not liable for any action taken as a Director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

(e) A Director's personal liability for monetary damages for breach of duty as a Director may be limited or eliminated only to the extent provided in G.S. § 55A8-60 or permitted in G.S. § 55A-2-02(b)(4) and a Director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes

(f) A Director shall not be deemed to be a trustee with respect to the Corporation or any property held or administered by the Corporation, including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

ARTICLE IX: CONFLICTS OF INTEREST AND NEPOTISM

SECTION 1. GENERAL PROVISIONS. Directors shall avoid improper conduct arising from conflicts of interest and abide by all legal requirements governing conflicts of interest, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing. The Board shall also establish and implement policies conforming to other legal requirements, including state rules and policies pertaining to charter school conflicts of interest and nepotism practices.

SECTION 2. STATUTORY REQUIREMENTS. Board practice regarding conflicts of interest shall be governed ultimately by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these Bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the Corporation in which a Director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the Director's interest in the transaction if any one of the following is true:

(1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;

(2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote, and they authorized, approved, or ratified the transaction; or

(3) The transaction was fair to the Corporation.

(b) A Director of the Corporation has an indirect interest in a transaction if:

(1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or

(2) Another entity of which he is a Director, officer, or trustee is a party to the transaction, and the transaction is or should be considered by the Board of Directors of the Corporation.

(c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.

(e) The Articles of Incorporation, Bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

SECTION 3. DEFINITIONS.

(a) **Interested Person.** Any Director, principal officer, or committee member with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration and gifts or favors that are not insubstantial.

SECTION 4. PROCEDURES.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

(1) An interested person may present to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of and vote on the transaction or arrangement involving the possible conflict of interest.

(2) The President of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

(1) If the Board of Directors or one of its committees has reasonable cause to believe a member has failed to disclose actual or foreseeable conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary or corrective action.

SECTION 5. RECORDS OF PROCEEDINGS. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.

(b) The names of the persons present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 6. COMPENSATION.

(a) A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, individually or collectively, is prohibited from providing information to any committee regarding compensation.

SECTION 7. ANNUAL STATEMENTS. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

(a) has received a copy of the conflicts of interest policy;

(b) has read and understands the policy;

(c) has agreed to comply with the policy; and

(d) understands the Corporation is charitable and to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

SECTION 8. PERIODIC REVIEWS. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SECTION 9. USE OF OUTSIDE EXPERTS. The Corporation may choose to employ outside experts when conducting periodic reviews as provided for in this Article. However, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE X: MANAGEMENT AND FINANCES

SECTION 1. FUNDS. The Board of Directors shall establish such funds as the Board, in its discretion, shall consider desirable to further the purposes of the Corporation. The Board of Directors may adopt such rules and policies for the establishment and maintenance of such funds as the Board of Directors may determine necessary, subject to the provisions of the Articles of Incorporation and these Bylaws.

SECTION 2. ADMINISTRATION. The Board of Directors shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposes such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.

SECTION 3. INVESTMENTS. The Board of Directors shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect all incomes, revenues, and profits arising therefrom. The funds of the Corporation arising through the receipt and collection of incomes, revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board of Directors from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board of Directors shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board of Directors shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to applicable law.

SECTION 4. REJECTION OF GIFTS. Any person, firm, or Corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used, and disposed of by the Board of Directors in accordance with the terms of the Articles of Incorporation and any other conditions of the gift; provided, however, that the Board of Directors shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board of Directors is inconsistent with the charitable purposes for which the Corporation was formed or for any other reason it deems sufficient.

SECTION 5. OTHER POWERS. The Board of Directors shall have and may exercise any and all other powers necessary or desirable to manage and administer the Corporation and its properties and funds and carry out and perform in all respects the charitable purposes of the Corporation according to its true intent.

ARTICLE XI: CONTRACTS, LOANS, AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the Corporation, and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. In accordance with G.S. § 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the Corporation to or for the benefit of its Directors or officers.

SECTION 3. CHECKS AND DRAFTS. All checks, drafts, or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined by resolution of the Board. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Treasurer or by any officer or agent who may be authorized by the Board to

do so.

SECTION 4. DEPOSITS. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

SECTION 5. NO STATE INDEBTEDNESS BY CONTRACT. As long as required by state law, no indebtedness of any kind incurred or created by the Corporation on behalf of a North Carolina Charter School operated by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE XII: INDEMNIFICATION OF DIRECTORS, OFFICERS, AND OTHERS

SECTION 1. DEFINITIONS. For purposes of this Article, the following definitions shall apply:

(a) “Act” means the North Carolina Nonprofit Corporation Act (G.S. § 55A), effective July 1, 1994, and all amendments and additions thereto.

(b) “Corporation” means the School as a Corporation, as such term is defined in Section 55A-8-50(b)(1) of the Act.

(c) “Director” means an individual who is or was a Director of the Corporation or an individual who, while a Director of the Corporation, is or was serving at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A Director is considered to be serving as a Director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation’s request if such Director’s duties to the Corporation also impose duties on, or otherwise involve services by, the Director to the plan or to participants in or beneficiaries of the plan. “Director” includes, unless the context requires otherwise, the estate or personal representative of a Director.

(d) “Expenses” means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert, and investigation fees and expenses.

(e) “Indemnified Officer” means an individual who is or was an officer of the Corporation appointed by the Board of Directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust,

employee benefit plan, or other enterprise. “Indemnified Officer” includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.

(f) “Liabilities” means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan), and expenses, including, but not limited to, attorney fees of opposing parties incurred with respect to a Proceeding.

(g) “Proceeding” means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, whether formal or informal and any appeal therein (and any inquiry or investigation that could lead to such a proceeding).

SECTION 2. STATEMENT OF INTENT. The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

SECTION 3. INDEMNIFICATION. In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation’s request as a Director, officer, manager, partner, trustee, employee, or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses, and attorney fees incurred in connection with the enforcement of the rights to indemnification granted herein if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder.

The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or

(e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The Board of Directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3 as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify, or go beyond the provisions of this Article, Section 3 provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3 shall be construed in a manner to fully effect the purpose and intent of the resolution of the Board of Directors approving and adopting this provision.

SECTION 4. DETERMINATION. The Corporation shall pay any indemnification under Section 3 of this Article in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

(a) by the Board of Directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;

(b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the Board of Directors (in which designation members of the Board of Directors who are parties to the Proceeding may participate), consisting solely of two or more members of the Board of Directors not at the time parties to the Proceeding; or

(c) by special legal counsel (i) selected by the Board of Directors or a committee thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the Board of Directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full Board of Directors (in which selection members thereof who are parties in the Proceeding may participate).

The Board of Directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

SECTION 5. ADVANCES FOR EXPENSES. The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the Board of Directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

SECTION 6. RELIANCE AND CONSIDERATION. Any Director or Indemnified Officer who at any time after the adoption of this Article serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

SECTION 7. INSURANCE. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its Directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any Director, officer, employee, agent, or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment. No insurer shall have a right of subrogation against the Corporation with respect to such payment.

SECTION 8. SAVINGS CLAUSE. If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

ARTICLE XIII: AMENDMENTS

The Board can make amendments to these Bylaws of Directors in regular meetings assembled, either annual or special, with advance notice of at least thirty (30) days, and if special, then the purpose of the meeting with the proposed amendment or amendments must be stated in the call; provided, however, the vote of two-thirds (2/3rds) of the members of the Board of Directors then in office shall be required to amend these Bylaws unless otherwise herein expressly specified or required by law.

ARTICLE XIV: DISSOLUTION AND DISTRIBUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making

provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code or the corresponding section of any future federal tax code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XV: MISCELLANEOUS

SECTION 1. FISCAL YEAR AND AUDITS.

(a) The Corporation's fiscal year shall run from June 1 of each year to June 30 of the subsequent year unless otherwise modified by the Board.

(b) The Corporation's and its fiscal agent's books shall be audited annually as directed by the Board of Directors.

SECTION 2. NET EARNINGS. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause of the Corporation's Articles of Incorporation, as may be amended from time to time. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under the Internal Revenue Code, or corresponding section of any future federal tax code.

The undersigned original board members certify that the foregoing Bylaws have been lawfully adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act and these Bylaws, on the following date:

_____, 2024

April Broadway _____ [signed]

Melissa McCartney _____ [signed]

Ryan Quinn _____ [signed]

David Singletary _____ [signed]

John Sullivan _____ [signed]

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a major LEA. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:

LEA #2:

LEA #3:

Grade	Year 1			Year 2			
	LEA #1 340	LEA #2 300	LEA #3	LEA #1 340	LEA #2 300	LEA #3	LEA #1 340
Kindergarten	92	8		115	10		138
Grade 1	92	8		115	10		115
Grade 2	92	8		115	10		115
Grade 3	92	8		115	10		115
Grade 4	92	8		106	9		115
Grade 5	92	8		92	8		106
Grade 6	92	8		92	8		106
Grade 7	28	3		92	8		106
Grade 8	28	3		41	4		106
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	699	61	0	883	77	0	1021

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



jects to enroll. In addition,
those on the initial cover

maximum of three LEAs.
particular level.

the LEA selected above will qualify for EC funding?	13%
---	-----

the LEA selected above will qualify for EC funding?	1%
---	----

the LEA selected above will qualify for EC funding?	
---	--

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
300		340	300		340	300	
12		138	12		138	12	
10		138	12		138	12	
10		115	10		138	12	
10		115	10		115	10	
10		115	10		115	10	
9		115	10		115	10	
9		115	10		115	10	
9		110	10		115	10	
9		110	10		115	10	
89	0	1072	93	0	1104	96	0

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		340-Forsyth		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,273.11	699	\$4,386,160.73	
Local Funds	\$3,008.43	699	\$2,103,494.26	
State EC Funds	\$5,309.31	89	\$473,314.37	
Federal EC Funds	\$1,514.35	89	\$135,001.27	
Total:			\$7,097,970.63	

LEA #2:		300-Davie		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,463.03	61	\$394,244.83	
Local Funds	\$2,236.59	61	\$136,431.99	
State EC Funds	\$5,309.31	1	\$3,238.68	
Federal EC Funds	\$1,514.35	1	\$923.75	
Total:			\$534,839.25	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 4,780,406	\$ 6,036,774	\$ 6,980,020	\$ 7,325,877
Local Per Pupil Funds	\$ 2,239,926	\$ 2,828,815	\$ 3,270,818	\$ 3,432,885
State EC Funds	\$ 476,553	\$ 601,948	\$ 696,003	\$ 730,489
Federal EC Funds	-	\$ 135,925	\$ 198,518	\$ 208,354
Other Funds*	\$ 482,521	\$ 1,198,585	\$ 1,567,908	\$ 1,887,379
Working Capital*				
TOTAL REVENUE:	\$ 7,979,406	\$ 10,802,048	\$ 12,713,267	\$ 13,584,985

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commit these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Apper



g on federal funding in

Year 5	
\$	7,545,968
\$	3,536,019
\$	752,435
\$	214,614
\$	2,190,602
\$	14,239,638

additional questions
e operating budget,
ment of these funds. If

ndix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 98,000	\$ 98,000	1	\$ 99,960	\$ 99,960	1	\$ 101,959	\$ 101,959	1	\$ 103,998	\$ 103,998	1	\$ 106,078	\$ 106,078
Assistant Administrator	2	\$ 83,000	\$ 166,000	2	\$ 84,660	\$ 169,320	2	\$ 86,353	\$ 172,706	2	\$ 88,080	\$ 176,161	3	\$ 89,842	\$ 269,526
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	3	\$ 30,000	\$ 90,000	3	\$ 30,600	\$ 91,800	3	\$ 31,212	\$ 93,636	3	\$ 31,836	\$ 95,509	3	\$ 32,473	\$ 97,419
Food Service Staff	5	\$ 27,000	\$ 135,000	5	\$ 27,540	\$ 137,700	5	\$ 28,091	\$ 140,454	5	\$ 28,653	\$ 143,263	5	\$ 29,226	\$ 146,128
Custodians	5	\$ 34,000	\$ 170,000	5	\$ 34,680	\$ 173,400	5	\$ 35,374	\$ 176,868	5	\$ 36,081	\$ 180,405	5	\$ 36,803	\$ 184,013
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
IT Staff	1	\$ 26,000	\$ 26,000	1	\$ 26,520	\$ 26,520	1	\$ 27,050	\$ 27,050	1	\$ 27,591	\$ 27,591	1	\$ 28,143	\$ 28,143
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	17		\$ 685,000	17		\$ 698,700	17		\$ 712,674	17		\$ 726,927	18		\$ 831,308
Instructional Personnel															
Core Content Teacher(s)	30	\$ 55,000	\$ 1,650,000	36	\$ 56,100	\$ 2,019,600	38	\$ 57,222	\$ 2,174,436	39	\$ 58,366	\$ 2,276,291	41	\$ 59,534	\$ 2,440,885
Electives/Specialty Teacher(s)	12	\$ 50,000	\$ 600,000	12	\$ 51,000	\$ 612,000	13	\$ 52,020	\$ 676,260	14	\$ 53,060	\$ 742,846	16	\$ 54,122	\$ 865,946
Exceptional Children Teacher(s)	2	\$ 58,000	\$ 116,000	2	\$ 59,160	\$ 118,320	2	\$ 60,343	\$ 120,686	2	\$ 61,550	\$ 123,100	2	\$ 62,781	\$ 125,562
Instructional Support	12	\$ 22,000	\$ 264,000	12	\$ 22,440	\$ 269,280	12	\$ 22,889	\$ 274,666	12	\$ 23,347	\$ 280,159	14	\$ 23,814	\$ 333,389
Teacher Assistants	11	\$ 20,500	\$ 225,500	11	\$ 20,910	\$ 230,010	11	\$ 21,328	\$ 234,610	12	\$ 21,755	\$ 261,057	14	\$ 22,190	\$ 310,658
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	67		\$ 2,855,500	73		\$ 3,249,210	76		\$ 3,480,658	79		\$ 3,683,453	87		\$ 4,076,440
Total Admin, Support and Instructional Personnel:	84		\$ 3,540,500	90		\$ 3,947,910	93		\$ 4,193,332	96		\$ 4,410,380.45	105		\$ 4,907,747

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	17	\$ 6,000	\$ 102,000	17	\$ 6,360	\$ 108,120	17	\$ 6,678	\$ 113,526	17	\$ 6,945	\$ 118,067	18	\$ 7,223	\$ 130,013
Retirement Plan--NC State	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Retirement Plan--Other	17	\$ 1,209	\$ 20,550	17	\$ 1,233	\$ 20,961	17	\$ 1,258	\$ 21,380	17	\$ 1,283	\$ 21,808	18	\$ 1,386	\$ 24,939
Life Insurance	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	18	\$ 60	\$ 1,080
Disability	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	18	\$ 144	\$ 2,592
Medicare	17	\$ 584	\$ 9,933	17	\$ 596	\$ 10,131	17	\$ 608	\$ 10,334	17	\$ 620	\$ 10,540	18	\$ 670	\$ 12,054
Social Security	17	\$ 2,498	\$ 42,470	17	\$ 2,548	\$ 43,319	17	\$ 2,599	\$ 44,186	17	\$ 2,651	\$ 45,069	18	\$ 2,863	\$ 51,541
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$	178,421		\$	186,000		\$	192,894		\$	198,953		\$	222,219
Instructional Personnel Benefits															
Health Insurance	67	\$ 6,000	\$ 402,000	73	\$ 6,360	\$ 464,280	76	\$ 6,678	\$ 507,528	79	\$ 6,945	\$ 548,664	87	\$ 7,223	\$ 628,394
Retirement Plan--NC State	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Retirement Plan--Other	67	\$ 1,279	\$ 85,665	73	\$ 1,335	\$ 97,476	76	\$ 1,374	\$ 104,420	79	\$ 1,399	\$ 110,504	87	\$ 1,406	\$ 122,293
Social Security	67	\$ 2,642	\$ 177,041	73	\$ 2,760	\$ 201,451	76	\$ 2,839	\$ 215,801	79	\$ 2,891	\$ 228,374	87	\$ 2,905	\$ 252,739
Disability	67	\$ 60	\$ 4,020	73	\$ 60	\$ 4,380	76	\$ 60	\$ 4,560	79	\$ 60	\$ 4,740	87	\$ 60	\$ 5,220
Medicare	67	\$ 618	\$ 41,405	73	\$ 645	\$ 47,114	76	\$ 664	\$ 50,470	79	\$ 676	\$ 53,410	87	\$ 679	\$ 59,108
Life Insurance	67	\$ 60	\$ 4,020	73	\$ 60	\$ 4,380	76	\$ 60	\$ 4,560	79	\$ 60	\$ 4,740	87	\$ 60	\$ 5,220
Stipends	30	\$ 3,567	\$ 107,000	36	\$ 3,361	\$ 121,000	38	\$ 3,368	\$ 128,000	39	\$ 3,487	\$ 136,000	43	\$ 3,512	\$ 151,000
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$	821,151		\$	940,081		\$	1,015,338		\$	1,086,432		\$	1,223,975
Total Personnel Benefits:		\$	999,571		\$	1,126,080		\$	1,208,232		\$	1,285,385		\$	1,446,194
Total Admin & Support Personnel (Salary & Benefits):	17		\$ 863,421	17		\$ 884,700	17		\$ 905,568	17		\$ 925,880.25	18		\$ 1,053,527
Total Instructional Personnel (Salary & Benefits):	67		\$ 3,676,651	73		\$ 4,189,291	76		\$ 4,495,996	79		\$ 4,769,885	87		\$ 5,300,415
TOTAL PERSONNEL:	84		\$ 4,540,071	90		\$ 5,073,990	93		\$ 5,401,564	96		\$ 5,695,765	105		\$ 6,353,942

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Insurance	\$ 63,000.00	\$ 64,260.00	\$ 66,358.00
Security and Alarms	\$ 1,000.00	\$ 1,020.00	\$ 1,040.00
Storage Leases	\$ 2,000.00	\$ 2,040.00	\$ 2,081.00
Utilities			
Electric	\$ 82,000.00	\$ 83,640.00	\$ 85,313.00
Gas	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00
Water/Sewer	\$ 32,000.00	\$ 32,640.00	\$ 33,293.00
Trash	\$ 15,000.00	\$ 15,300.00	\$ 15,606.00
Internet	\$ 9,000.00	\$ 9,180.00	\$ 9,364.00
Transportation			
Buses - 3rd party contracted service	\$ 89,000.00	\$ 114,669.00	\$ 135,238.00
Other			
Marketing	\$ 52,000.00	\$ 53,308.00	\$ 58,156.00
Child nutrition	\$ 131,000.00	\$ 168,783.00	\$ 199,059.00
Travel	\$ 3,500.00	\$ 3,973.00	\$ 4,685.00
Staff and Student Recognition	\$ 25,928.00	\$ 29,088.00	\$ 34,192.00
Operating Supplies	\$ 10,000.00	\$ 51,537.00	\$ 52,568.00
Bank Processing Fees	\$ 15,000.00	\$ 15,300.00	\$ 18,044.00
Other Dues & Fees	\$ 35,000.00	\$ 45,095.00	\$ 53,184.00
School Events	\$ 11,000.00	\$ 14,173.00	\$ 16,715.00
Total Administrative & Support Operations:	\$ 1,721,922.00	\$ 2,162,631.00	\$ 2,481,712.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software Licensing	\$ 37,500.00	\$ 38,250.00	\$ 39,015.00
Software Hosting	\$ 2,500.00	\$ 3,221.00	\$ 3,799.00
IT Hardware & Supplies	\$ 2,625.00	\$ 3,382.00	\$ 3,989.00
Instructional Contract			
Staff Development	\$ 33,000.00	\$ 42,518.00	\$ 50,145.00
Counseling Services	\$ 1,000.00	\$ 1,288.00	\$ 1,520.00
Occupational Therapy	\$ 27,000.00	\$ 34,787.00	\$ 41,027.00
Physical Therapy	\$ 11,000.00	\$ 14,173.00	\$ 16,715.00
Psychologist Services	\$ 65,000.00	\$ 83,747.00	\$ 98,770.00
SPED Tuition Fees	\$ 5,000.00	\$ 6,442.00	\$ 7,598.00
Speech Language Pathology Services	\$ 44,000.00	\$ 56,691.00	\$ 66,859.00
Visually Impaired	\$ 2,000.00	\$ 2,577.00	\$ 3,039.00
Substitute Teacher - SPED	\$ 75,000.00	\$ 96,632.00	\$ 113,965.00
Substitute Teacher - General ED	\$ 75,000.00	\$ 96,632.00	\$ 113,965.00
Temporary Labor	\$ 5,000.00	\$ 6,442.00	\$ 7,598.00
Referee Fees	\$ 5,000.00	\$ 6,442.00	\$ 7,598.00
Contingency	\$ 28,087.00	\$ 36,530.00	\$ 42,975.00
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 51,537.00	\$ 60,781.00
Curriculum/Texts	\$ 10,000.00	\$ 77,305.00	\$ 91,172.00
Copy Paper	\$ 18,000.00	\$ 23,192.00	\$ 27,352.00
Book Fair Supplies	\$ 2,000.00	\$ 2,040.00	\$ 2,081.00
Yearbook Supplies	\$ 3,000.00	\$ 3,865.00	\$ 4,559.00
Fieldtrips	\$ 7,000.00	\$ 9,019.00	\$ 10,637.00
Musical Production	\$ 3,000.00	\$ 3,865.00	\$ 4,559.00
Total Instructional Operations:	\$ 471,712.00	\$ 700,577.00	\$ 819,718.00
TOTAL OPERATIONS:	\$ 2,193,634.00	\$ 2,863,208.00	\$ 3,301,430.00

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Year 4		Year 5	
\$	22,774.00	\$	23,927.00
\$	1,423.00	\$	1,495.00
\$	1,220.00	\$	1,282.00
\$	39,795.00	\$	40,591.00
\$	4,067.00	\$	4,273.00
\$	19,241.00	\$	19,826.00
\$	10,612.00	\$	10,824.00
\$	21,147.00	\$	22,218.00
\$	13,014.00	\$	13,673.00
\$	1,543,344.00	\$	1,620,050.00
\$	26,530.00	\$	27,061.00
\$	7,083.00	\$	7,442.00
\$	8,134.00	\$	8,546.00
\$	1,627.00	\$	1,709.00

\$	38,342.00	\$	39,779.00
\$	11,387.00	\$	11,964.00
\$	10,612.00	\$	10,824.00
\$	18,041.00	\$	18,401.00
\$	4,245.00	\$	4,330.00
\$	2,122.00	\$	2,165.00

\$ 67,989.00	\$ 69,546.00
\$ 1,061.00	\$ 1,082.00
\$ 2,122.00	\$ 2,165.00
\$ 87,019.00	\$ 88,759.00
\$ 3,184.00	\$ 3,247.00
\$ 33,959.00	\$ 34,638.00
\$ 15,918.00	\$ 16,236.00
\$ 9,551.00	\$ 9,742.00
\$ 144,778.00	\$ 152,110.00
\$ 60,734.00	\$ 62,867.00
\$ 213,100.00	\$ 223,893.00
\$ 5,016.00	\$ 5,270.00
\$ 36,485.00	\$ 38,211.00
\$ 53,619.00	\$ 54,691.00
\$ 19,317.00	\$ 20,296.00
\$ 56,935.00	\$ 60,319.00
\$ 17,894.00	\$ 18,800.00
\$ 2,633,441.00	\$ 2,752,252.00

Year 4		Year 5	
\$	39,795.00	\$	40,591.00
\$	4,067.00	\$	4,273.00
\$	4,270.00	\$	4,486.00
\$	53,682.00	\$	56,400.00
\$	1,627.00	\$	1,709.00
\$	43,921.00	\$	46,146.00
\$	17,894.00	\$	18,800.00
\$	105,737.00	\$	111,092.00
\$	8,134.00	\$	8,546.00
\$	71,576.00	\$	75,201.00
\$	3,253.00	\$	3,418.00
\$	122,004.00	\$	128,183.00
\$	122,004.00	\$	128,183.00
\$	8,134.00	\$	8,546.00
\$	8,134.00	\$	8,546.00
\$	45,952.00	\$	48,234.00
\$	65,069.00	\$	68,364.00
\$	97,603.00	\$	102,546.00
\$	29,281.00	\$	30,764.00
\$	2,122.00	\$	2,165.00
\$	4,880.00	\$	5,127.00
\$	11,387.00	\$	11,964.00
\$	4,880.00	\$	5,127.00
\$	875,406.00	\$	918,411.00

\$	3,508,847.00	\$	3,670,663.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 4,540,071.25	\$ 5,073,990.42	\$ 5,401,564.06	\$ 5,695,765.44	\$ 6,353,941.68
Total Operations	M	\$ 2,193,634.00	\$ 2,863,208.00	\$ 3,301,430.00	\$ 3,508,847.00	\$ 3,670,663.00
Total Expenditures	N = J + M	\$ 6,733,705.25	\$ 7,937,198.42	\$ 8,702,994.06	\$ 9,204,612.44	\$ 10,024,604.68
Total Revenue	Z	\$ 7,979,405.85	\$ 10,802,048.10	\$ 12,713,266.56	\$ 13,584,985.05	\$ 14,239,638.28
Surplus / (Deficit)	= Z - N	\$ 1,245,700.60	\$ 2,864,849.69	\$ 4,010,272.50	\$ 4,380,372.62	\$ 4,215,033.60

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	
Principal/School Leader		1	1	1	1
Assistant Principal			1	1	1
Dean(s)					
Additional School Leadership					
Core Classroom Teachers			42	48	51
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)			2	2	2
Student Support Positions (e.g. social workers, psychologists, etc.)					
Specialized School Staff			13	13	13
Teaching Aides or Assistants			13	13	13
School Operations Support Staff			12	12	12

Year 4

Year 5

1

1

1

2

54

56

2

2

13

15

13

15

12

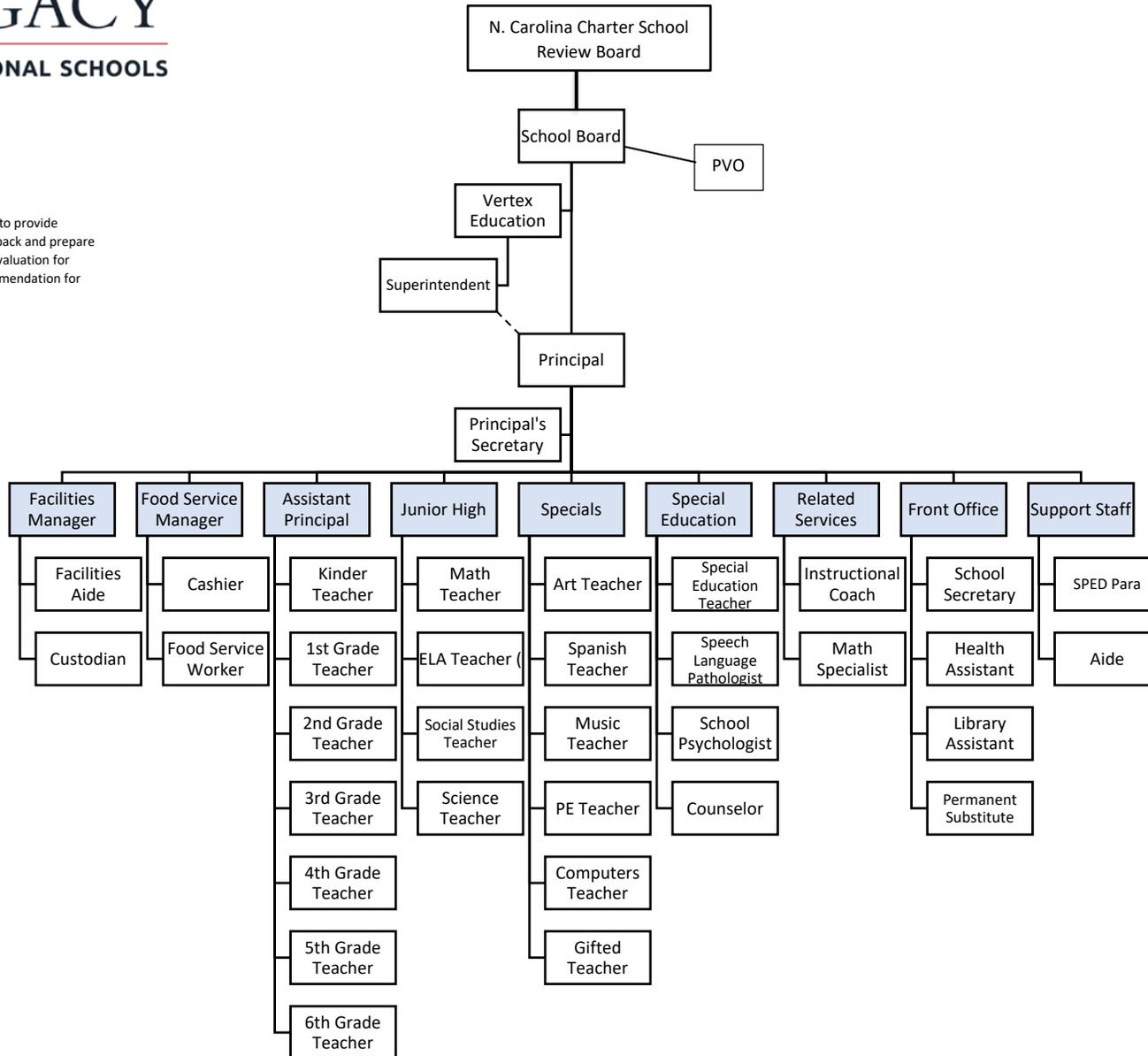
14



LEGACY

TRADITIONAL SCHOOLS

Indirect report to provide coaching, feedback and prepare performance evaluation for possible recommendation for board approval





AGENDA

April 16, 2024, 3:00 pm, in-person and virtual meeting

**In-person: Spring Hill Suites Meeting Room (1015 Marriott Crossing Way,
Winston-Salem, NC 27103)**

Virtual: Google Meeting Link [here](#)

- I. ROLL CALL
- II. ANNOUNCEMENTS, REPORTS, AND UPDATES (DISCUSSION)
 1. Budget and Finance Update, presented by Nicole Taylor, FP&A Manager
 2. Audit Firms and Financial Audit Requirements, presented by Nicole Taylor, FP&A Manager
 3. Facilities Update, presented by Jason Ottman, VP of Provestus Development Solutions
 4. Enrollment & Virtual Night Update, presented by Mark Modrcin, Director of Growth and Governance
 5. Other application requirements of board members, presented by Mark Modrcin, Director of Growth and Governance
 - a. Board Member Information Form
 - b. Board Member Background Check Release
 - c. Board Member Background Certification Page
 - d. Resume
- III. NEW BUSINESS—DISCUSSION AND POSSIBLE ACTION
 1. Review and approval of the Legacy Traditional Schools - North Carolina draft bylaws, presented by Mark Modrcin, Director of Growth and Governance, and David Hostetler, Attorney
 2. Review and possible approval of the Mission and Vision statements of Legacy Traditional Schools - North Carolina, presented by Mark Modrcin, Director of Growth and Governance
 3. Review and possible approval to submit a draft management agreement between Legacy Traditional Schools - North Carolina and Vertex Education to the North Carolina Charter School Review Board (CSRB), presented by Mark Modrcin, Director of Growth and Governance, and Corey Kennedy, Chief External Relations Officer
 4. Review and possible approval of a board resolution to adopt a written safety plan, presented by Mark Modrcin, Director of Growth and Governance



5. Review and possible approval to delegate authority to Vertex Education to submit the final charter application to the North Carolina Charter School Review Board (CSRB), presented by Mark Modrcin, Director of Growth and Governance

IV. ADJOURN

Proposed Mission and Vision Statements

- Mission:

To provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable, and highly effective educators.

- Vision:

To positively impact the education of every student.



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School of Excellence in Education dba Legacy Traditional Schools - Texas

**Financial Statements with Supplemental Information
and Compliance Reports**

August 31, 2021

School of Excellence in Education dba Legacy Traditional Schools - Texas Certificate of Board

School of Excellence in Education
Name of Charter Holder

74-2892246
Federal Employer ID Number

Legacy Traditional Schools - Texas
Name of Charter School

BEXAR
County

015-806
Co. Dist. Number

We, the undersigned, certify that the attached Financial and Compliance Report of School of Excellence in Education dba Legacy Traditional Schools - Texas was reviewed and (check one) X approved ___ disapproved for the year ended August 31, 2021, at a meeting of the governing body of the charter school on the 25th day of January 2022.

DocuSigned by:

F7B4E4D403434B5...

Signature of Board Secretary

DocuSigned by:

D53E376D9FCD408...

Signature of Board President

School of Excellence in Education dba Legacy Traditional Schools - Texas

Contents

Independent Auditors' Report	1
Financial Statements:	
Statement of Financial Position	3
Statement of Activities	4
Statement of Cash Flows	5
Notes to Financial Statements	6
Supplemental Information Required by Texas Education Agency:	18
Schedule of Capital Assets	19
Schedule of Expenses	20
Budgetary Comparison Schedule	21
Schedule of Real Property Ownership Interest	22
Schedule of Related Party Transactions	23
Schedule of Related Party Compensation and Benefits	24
Compliance Reports:	25
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	26
Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance	28
Schedule of Findings and Questioned Costs	30
Schedule of Expenditures of Federal Awards	32
Notes to Schedule of Expenditures of Federal Awards	33



Independent Auditors' Report

To the Board of Directors of
School of Excellence in Education dba
Legacy Traditional Schools - Texas

Report on Financial Statements

We have audited the accompanying financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (a nonprofit organization), which comprise the statement of financial position as of August 31, 2021, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of School of Excellence in Education dba Legacy Traditional Schools - Texas as of August 31, 2021 and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Other Matters

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental information listed in the accompanying table of contents is presented for purposes of additional analysis as required by the Texas Education Agency and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is also not a required part of the financial statements. The supplemental information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 25, 2022 on our consideration of School of Excellence in Education dba Legacy Traditional Schools - Texas internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering School of Excellence in Education dba Legacy Traditional Schools - Texas' internal control over financial reporting and compliance.



A Limited Liability Partnership

Arlington, Texas
January 25, 2022

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Financial Position
Year Ended August 31, 2021

Assets

Current assets:	
Cash and cash equivalents	\$ 3,012,282
Restricted cash equivalents	1,256,994
Due from government agencies	395,843
Contribution receivable	250,000
Prepaid expenses	64,838
Inventory	9,794
Total current assets	4,989,751
Noncurrent assets:	
Property and equipment, net	8,468,747
Total assets	\$ 13,458,498

Liabilities and Net Assets

Current liabilities:	
Accounts payable	\$ 1,019,966
Accrued expenses	53,810
Accrued wages payable	257,502
Interest payable	116,813
Funds held for others	8,885
Current portion of long-term debt	314,897
Current portion of refundable advances	768,300
Total current liabilities	2,540,173
Noncurrent liabilities:	
Long-term debt, net of current portion	6,153,397
Refundable advances, net of current portion	2,100,000
Total noncurrent liabilities	8,253,397
Total liabilities	10,793,570
Net assets:	
Without donor restrictions	2,414,928
With donor restrictions	250,000
Total net assets	2,664,928
Total liabilities and net assets	\$ 13,458,498

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Activities
Year Ended August 31, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and other support:			
Local support:			
5740 Other revenue from local sources	\$ 1,019,572	\$ 250,000	\$ 1,269,572
5750 Revenue from co-curricular or enterprising	8,718	-	8,718
Total local support	1,028,290	250,000	1,278,290
State program revenue:			
5810 Per capita and foundation school program	-	3,611,989	3,611,989
5820 State program revenues distributed by TEA	-	53,820	53,820
Total state program revenue	-	3,665,809	3,665,809
Federal program revenue:			
5920 Federal revenues distributed by TEA	-	1,062,739	1,062,739
5930 Federal revenues distributed by other than TEA	-	423,439	423,439
5940 Federal revenues distributed directly from the federal government	-	775,200	775,200
Total federal program revenue	-	2,261,378	2,261,378
Net assets released from restrictions- Satisfaction of program restrictions	6,165,861	(6,165,861)	-
Total revenues and other support	7,194,151	11,326	7,205,477
Expenses:			
11 Instruction	2,491,441	-	2,491,441
12 Instructional resources and media services	7,190	-	7,190
13 Curriculum development and instructional staff development	83,172	-	83,172
21 Instructional leadership	136,074	-	136,074
23 School leadership	598,872	-	598,872
31 Guidance, counseling and evaluation services	77,656	-	77,656
33 Health services	39,671	-	39,671
34 Student transportation	214,727	-	214,727
35 Food services	430,379	-	430,379
36 Extracurricular activities	40,689	-	40,689
41 General administration	463,528	-	463,528
51 Facilities maintenance and operations	1,313,323	-	1,313,323
52 Security and monitoring services	17,921	-	17,921
53 Data processing services	456,825	-	456,825
61 Community services	33,445	-	33,445
71 Debt service - interest expense	494,308	-	494,308
81 Fundraising	41,806	-	41,806
Total expenses	6,941,027	-	6,941,027
Increase in net assets	253,124	11,326	264,450
Net assets at beginning of year	2,161,804	238,674	2,400,478
Net assets at end of year	\$ 2,414,928	\$ 250,000	\$ 2,664,928

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Cash Flows
Year Ended August 31, 2021

Cash flows from operating activities:	
Increase in net assets	\$ 264,450
Adjustments to reconcile increase in net assets to net cash provided by operating activities	
Depreciation	459,606
Amortization	19,243
Gain on disposal of equipment	(5,353)
Changes in operating assets and liabilities:	
Due from government agencies	19,758
Contribution receivable	(250,000)
Other receivables	1,500
Prepaid expenses	26,435
Accounts payable	656,862
Accrued expenses	7,961
Accrued wages payable	139,957
Refundable advances	2,093,100
Interest payable	(8,312)
Due to foundation	(32,559)
	<u>3,392,648</u>
Net cash provided by operating activities	3,392,648
Cash flows from investing activities:	
Purchases of property and equipment	(821,511)
Proceeds from disposal of equipment	10,080
	<u>(811,431)</u>
Net cash used by investing activities	(811,431)
Cash flows from financing activities:	
Principal payments on bonds payable	(245,000)
Principal payments on capital lease	(64,477)
	<u>(309,477)</u>
Net cash used by financing activities	(309,477)
Net increase in cash	2,271,740
Cash, cash equivalents and restricted cash equivalents at beginning of year	<u>1,997,536</u>
Cash, cash equivalents and restricted cash equivalents at end of year	<u>\$ 4,269,276</u>
Reconciliation of cash reported within the statement of financial position to the statement of cash flows:	
Cash and cash equivalents	\$ 3,012,282
Restricted cash equivalents	<u>1,256,994</u>
Total cash shown in the statement of cash flows	<u>\$ 4,269,276</u>
Supplemental disclosure of cash flow information:	
Cash paid during the year for interest	<u>\$ 480,377</u>

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

1. Organization and Nature of Activities

The School of Excellence in Education dba Legacy Traditional Schools - Texas (School) is a nonprofit organization incorporated in the State of Texas in 1997 and is exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (IRC). In 1998, the Texas State Board of Education granted the School an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, the School was opened on September 1, 1998. The School was organized to provide educational services to at-risk students.

The School, which is the charter holder, operates a single charter school and does not conduct any noncharter activities.

The School is governed by a Board of Directors (Board), which is comprised of five members. The Board is selected pursuant to the bylaws of the School, and has the authority to make decisions, appoint the Superintendent of the School, and significantly influence operations. The Board has the primary accountability for the fiscal affairs of the School.

The School receives funding from the Texas Education Agency (TEA) based on the School's Average Daily Attendance Foundation Formula program. Since the School receives funding from local, state, and federal government sources, it must comply with the requirements of the entities providing those funds. The School does not have the authority to impose ad valorem taxes or to charge tuition.

2. Summary of Significant Accounting Policies

Basis of Accounting and Financial Statement Presentation

The School prepares its financial statements on the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP). The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – *Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide.

Net assets and revenues, expenses, gains and losses are classified based on the existence and nature or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

Net assets without donor restrictions - Net assets not subject to donor or grantor-imposed restrictions even though their use may be limited in other respects, such as by contract or board designation.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Net assets with donor restrictions - Net assets subject to donor or grantor stipulations that will be met by actions of the School and/or the passage of time. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Financial Instruments and Credit Risk Concentrations

Financial instruments which are potentially subject to concentrations of credit risk consist of cash and cash equivalents, restricted cash equivalents, due from government agencies and a contribution receivable. Cash and restricted cash equivalents are placed with high credit quality financial institutions to minimize risk. The School maintains cash balances at financial institutions located in Texas. The balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. At August 31, 2021, the School had no bank balances that were uninsured or without pledged collateral in the School's name. Amounts due from government agencies are unsecured and are due from the Texas Education Agency (TEA). The contribution receivable is unsecured and due from one donor. The School continually evaluates the collectability of receivables and maintains allowances as necessary. No provision has been made for uncollectible receivables as of August 31, 2021, given that none have been identified.

For the year ended August 31, 2021, the School received 82% of its total revenue and support from the TEA and the federal government. Any unforeseen loss of the charter agreement with TEA or changes in legislative funding could have a material effect on the ability of the School to continue to provide the current level of services to its students.

Cash and Cash Equivalents

The School considers all highly liquid investments with original maturities of three months or less from date of purchase to be cash equivalents. Restricted cash equivalents is limited as to use under the terms of the bond indenture. The restricted cash equivalents represent amounts restricted for debt service requirements and maintenance reserves for bonds.

Property and Equipment

Property and equipment purchased by the School are recorded at cost. Donated assets are reported at the fair market value. Capital assets are defined by the School as assets with an individual cost of more than \$5,000 and a useful life longer than one year. Depreciation is calculated on the straight-line method based upon the estimated useful lives of 3 to 39 years. Expenditures for maintenance and repairs are expensed when incurred; significant renewals and betterments are capitalized. Property and equipment acquired with public funds received for the operation of the School constitute public property pursuant to Chapter 12 of the Texas Education Code.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

For depreciable property and equipment, or resources to be used to acquire depreciable property and equipment, the donor or grantor restriction expires over the assets' useful life, as required by the TEA.

Impairment of Long Lived Assets

The School reviews the carrying value of property and equipment for impairment whenever events and circumstances indicate the carrying value of an asset may not be recoverable from the estimated future cash flows expected from its use and eventual disposition. In cases where undiscounted expected future cash flows are less than the carrying value, an impairment loss is recognized equal to an amount by which the carrying value exceeds the fair value of assets. The factors considered by management in performing this assessment included current operating results, trends and prospects and the effects of obsolescence, demand completion and other economic factors. There were no indications of asset impairment during the year ended August 31, 2021.

Revenues and Support

Revenues from the State's available school fund are earned based on reported attendance.

A portion of the School's revenue is derived from cost-reimbursement contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures or meeting performance requirements are reported as refundable advances in the statement of financial position. The School was awarded cost-reimbursable grants of \$4,821,715 that have not been received or recognized at August 31, 2021 because qualifying expenditures or performance requirements have not been incurred or met.

All contributions are considered to be available for purposes without restriction unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as support that increases net assets with donor restrictions.

Contributed Goods and Services

Contributed services are recognized in the accompanying financial statements at fair value if the services received create or enhance non-financial assets or require specialized skills that are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation.

Numerous individuals donate significant amounts of time to the School. No donated services were utilized that met the criteria to be recorded as revenue in the School's financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Contributions of donated noncash assets are recorded at the estimated fair value in the period received. The related expense is recognized as the item is used. The School received \$28,764 of donated goods for the year ended August 31, 2021.

Debt Issuance Costs

Costs of obtaining bond financing are recorded as bond issuance costs and are reported as a direct deduction from the carrying amount of that debt liability and amortized using the interest method over the related bond period. Amortization expense is included in debt service in the accompanying statement of activities.

Federal Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the IRC and has not been classified as a private foundation as defined in the IRC. Income generated from activities unrelated to the School's exempt purposes is subject to tax under IRC Section 511. The School had no unrelated business income for the year ended August 31, 2021. Accordingly, no provision has been made for federal income tax in the accompanying financial statements.

GAAP requires the evaluation of tax positions taken in the course of preparing the School's tax returns and recognition of a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the Internal Revenue Service. Management has analyzed the tax positions taken by the School, and has concluded that as of August 31, 2021, there are no uncertain tax positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements.

Estimates and Assumptions

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates included in the School's financial statements are related to the School's estimate of revenue and receivable for the FSP, depreciation expense and the functional allocation of expenses.

Recent Accounting Pronouncements

Changes to GAAP are established by the Financial Accounting Standards Board (FASB) in the form of accounting standards updates (ASUs) to the FASB's Accounting Standards Codification.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

The School considers the applicability and impact of all ASUs. ASUs not listed below were assessed and determined to be either not applicable or are expected to have minimal impact on the School's financial position and changes in net assets.

In 2016, the FASB issued its leasing standard in ASU 2016-02, *Leases*, for both lessees and lessors. Under its core principle, a lessee will recognize right-of-use assets and related lease liabilities on the statement of financial position for all lease arrangements with terms longer than 12 months. The pattern of expense recognition in the statement of activities will depend on a lease's classification. The new standard is effective for the School for the fiscal year beginning September 1, 2022.

In 2020, FASB issued ASU 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*, in an effort to increase transparency of contributed nonfinancial assets for not-for-profit (NFP) entities through enhancements to presentation and disclosure. The amendments in this ASU address stakeholders' concerns about the lack of transparency about the measurement of contributed nonfinancial assets recognized by NFPs, as well as the amount of those contributions used in an NFP's programs and other activities. The ASU requires NFPs to present contributed nonfinancial assets (gifts in kind) as a separate line item in the statement of activities. The new standard is effective for the School for the fiscal year beginning September 1, 2021.

The School is currently assessing the impact that adopting this new guidance will have on the financial statements.

3. Restricted Cash Equivalents

Restricted cash equivalents consist of the following as of August 31, 2021:

Debt service fund	\$ 273,769
Debt service reserve fund	733,000
Repair and replacement fund	<u>250,225</u>
Total	<u>\$ 1,256,994</u>

4. Receivable from Activity Funds

To comply with a TEA directive included in a letter dated August 24, 2009, the School's activity funds are required to pay the general fund for costs that were paid from the general fund, in error. The total amount required to be repaid was \$80,338, comprised of \$68,852 for a band trip to China and \$11,486 for the purchase of band uniforms and shoes.

During the year ended August 31, 2021, the School made no payments from the activity fund to the general fund, leaving a receivable balance of \$71,838.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

5. Property and Equipment

Property and equipment consist of the following as of August 31, 2021:

Land	\$ 1,349,553
Buildings and improvements	10,046,184
Furniture and equipment	3,310,827
Vehicles	154,788
Property under capital lease	471,786
Construction in progress	<u>812,662</u>
Total property and equipment	16,145,800
Less: Accumulated depreciation	<u>(7,677,053)</u>
Property and equipment, net	<u><u>\$ 8,468,747</u></u>

Depreciation expense for the year ended August 31, 2021 totaled \$459,606.

6. Long-Term Debt

The following is a summary of changes in the School's long-term debt for the year ended August 31, 2021:

	Beginning Balances	Additions	Reductions	Ending Balances	Amounts Due Within One Year
Bonds payable:					
Series 2004-A	\$ 6,920,000	\$ -	\$ (245,000)	\$ 6,675,000	\$ 265,000
Bond issuance costs	(236,900)	-	15,450	(221,450)	-
Unamortized discount	(38,946)	-	3,793	(35,153)	-
Total bonds payable, net	<u>6,644,154</u>	<u>-</u>	<u>(225,757)</u>	<u>6,418,397</u>	<u>265,000</u>
Capital leases payable:					
Buses	99,772	-	(55,924)	43,848	43,848
Copiers	14,602	-	(8,553)	6,049	6,049
Total capital leases payable	<u>114,374</u>	<u>-</u>	<u>(64,477)</u>	<u>49,897</u>	<u>49,897</u>
Total	<u><u>\$ 6,758,528</u></u>	<u><u>\$ -</u></u>	<u><u>\$ (290,234)</u></u>	<u><u>\$ 6,468,294</u></u>	<u><u>\$ 314,897</u></u>

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Bonds Payable

In December 2004, the School completed a transaction in which the Texas Public Finance Authority Charter School Finance Corporation (TPFA) issued \$8,775,000 of School of Excellence Project Charter School Tax-Exempt Revenue Bonds, Series 2004-A, and loaned the proceeds of the bonds to the School. The School entered into a loan agreement with TPFA for the proceeds of the bond issue, which are held by the bond trustee, Wells Fargo Bank, N.A. The bonds were issued as education revenue bonds with interest at 7%. The bonds mature over thirty years with varying amounts of principal due each year through 2034, and are collateralized by a deed of trust on the School's Basse Road and Oblate Drive campus properties. Interest paid during the year ended August 31, 2021 was \$467,513. During the year ended August 31, 2021, the School was in compliance with the financial covenants and all other applicable covenants contained in the Supplemental Master Trust Indentures and loan agreement.

The required debt service payments to satisfy the requirements of the 2004-A bonds are as follows for the years ending August 31:

	Principal	Interest	Total
2022	\$ 265,000	\$ 457,975	\$ 722,975
2023	280,000	438,900	718,900
2024	300,000	418,600	718,600
2025	320,000	396,900	716,900
2026	345,000	373,625	718,625
2027-2031	2,125,000	1,349,425	3,474,425
2032-2034	3,040,000	622,650	3,662,650
Total	\$ 6,675,000	\$ 4,058,075	\$10,733,075

Capital Leases

In 2015, the School entered into a capital lease for buses totaling \$351,000. Accumulated depreciation on these assets totaled \$327,000 at August 31, 2021. Future minimum payments on this capital lease total \$43,848 for the year ending August 31, 2022.

In 2019, the School entered into a capital lease for copiers totaling \$25,100. Accumulated depreciation on these assets totaled \$13,387 at August 31, 2021. Future minimum payments on this capital lease total \$6,049 for the year ending August 31, 2022.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

7. Conditional Contributions

During the year ended August 31, 2021, the School received two cash contributions totaling \$2,100,000 which are subject to certain conditions. The conditions relate to the School meeting certain enrollment and academic outcomes in future periods. As a result, these contributions have been recorded as refundable advances at August 31, 2021, and will be repaid or recognized as contribution revenue in future periods, depending on the outcome of the conditions.

8. Paycheck Protection Program Loan

In April 2020, the School entered into an unsecured loan (PPP Loan) in the aggregate amount of \$775,200 with a bank pursuant to the Paycheck Protection Program (PPP), which is sponsored by the Small Business Administration (SBA), and is part of the Coronavirus Aid, Relief and Economic Security Act (CARES Act), as amended by the Paycheck Protection Program Flexibility Act of 2020 (Flexibility Act). The School had met all requirements for forgiveness during the year ended August 31, 2021 and has elected to account for the PPP loan as a conditional grant in accordance with FASB ASC Topic 958. Accordingly, the School has recognized \$775,200 as federal revenues distributed directly from the federal government in the accompanying statement of activities. The School received notification of full forgiveness of the PPP Loan on August 10, 2021.

In January 2021, the School received a second PPP loan (PPP2) in the amount of \$768,300. The School has elected to account for PPP2 as a conditional grant in accordance with Topic 958 and expects all of the loan to be forgiven. At August 31, 2021, the balance of the loan totaling \$768,300 is reported as a refundable advance.

9. Leases

The School leases a building through a non-cancelable operating lease agreement expiring in June 2022. Future minimum lease payments total \$98,000 for the year ending August 31, 2022.

Lease expense during the year ended August 31, 2021 totaled \$140,467.

10. Management Agreement

In January 2021, TEA approved a non-expansion amendment request related to a management agreement with Vertex Education to provide comprehensive management services to the School (Management Agreement). Under the Management Agreement, the School receives services in the general areas of academic development and school management; exceptional student services; finance and accounting; marketing, communications, and website; human resources; information systems; food services; and facilities management for an annual fee of 12% of its state revenues, commencing in February 2021. At August 31, 2021, the School has a payable due under the Management Agreement totaling \$334,452 included in accounts payable.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

The current agreement is in effect until June 30, 2030 and renews automatically for three additional terms of five years each until terminated in writing by either party with a written 90-day notice.

11. Net Assets With Donor Restrictions

Net assets with donor restrictions represent a time-restricted contribution from a foundation to be used for educational purposes.

12. Multi-employer Defined Benefit Pension Plan

Plan Description

The School contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805, respectively. The State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report from the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Funding Policy

Plan members contributed 7.7% of their annual covered salary in 2021. The School contributes 7.5% for new members of the first 90 days of employment, and the State contributes 7.5%. Additionally, the School makes a 1.6% non-OASDI payment for all TRS eligible employees. The School contributions do not represent more than 5% of the TRS' total contributions. For the year ended August 31, 2021, the School contributed \$126,974 to TRS.

The risks of participating in a multi-employer, defined benefit plan are different from single-employer plans because (a) amounts contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers and (b) if an employer stops contributing to TRS, unfunded obligations of TRS may be required to be borne by the remaining employers. There is no withdrawal penalty for leaving TRS.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Total TRS plan assets as of the most recent fiscal year ended for TRS of August 31, 2020 were \$184 billion. Accumulated benefit obligation as of August 31, 2020 was \$219 billion. The plan was 75.54% funded as of August 31, 2020.

13. Health Care Coverage

During the year ended August 31, 2021, employees of the School were covered by TRS ActiveCare, a statewide health coverage program for public education employees established by the 77th Texas Legislature. The School contributed \$210 per employee, per month, to the Plan, while the State contributed \$74 per employee, per month, to the Plan.

Employees, at their option, authorize payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

14. Liquidity and Availability of Resources

Financial assets available for general expenditure within one year from August 31, 2021 are as follows:

Cash and cash equivalents	\$ 3,012,282
Restricted cash equivalents	1,256,994
Due from government agencies	395,843
Contribution receivable	<u>250,000</u>
Total financial assets	4,915,119
Less financial assets not available for general expenditures:	
Cash equivalents contractually restricted for debt service	(1,256,994)
Time-restricted contribution	<u>(250,000)</u>
Total financial assets available for general expenditure	<u><u>\$ 3,408,125</u></u>

The School relies on state aid and federal grants to meet general expenditures related to operations. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities of education, as well as the conduct of services undertaken to support those activities, to be general expenditures.

As part of the School's liquidity management, it structures its financial assets to be available as its general expenditures and liabilities become due or as additional funding opportunities are presented by maintaining a significant portion of its assets in cash.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

15. Uncertainties, Contingencies and Commitments

As a result of the spread of the SARS-CoC-2 virus and the incidence of COVID-19, economic uncertainties have arisen which may negatively affect the financial position, results of operations and cash flows of the School. The duration of these uncertainties and the ultimate financial effects cannot be reasonably estimated at this time.

The School receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to TEA and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency.

The programs administered by the School have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the TEA or the grantor agency. The School is economically dependent on these charter school funds.

The School has construction commitments totaling approximately \$890,000 of which approximately \$270,000 was paid or accrued at year end.

16. Functional Allocation of Expenses

Expenses are reported by their functional classification as program or support services. Program services are the direct conduct or supervision of activities that fulfill the purposes for which the School exists. Support services are not directly identifiable with specific program activities. Expenses that are attributable to one or more program or supporting activities are allocated among the activities benefitted. Salaries and related costs are charged directly either to program services, or based on actual time worked in each area.

The following is a schedule of functional expenses for the year ended August 31, 2021:

	Payroll Costs	Professional & Contracted Services	Supplies & Materials	Other Operating Costs	Debt Service - Interest Expense	Total
Program Services:						
Instructional and instructional related services	\$ 1,810,065	\$ 374,286	\$ 137,193	\$ 260,259	\$ 494,308	\$ 3,076,111
Instructional leadership	127,364	-	-	-	-	127,364
Support services - Direct student based	437,671	87,972	149,127	128,352	-	803,122
Support services - Nondirect student based	72,023	1,024,231	32,563	202,427	-	1,331,244
Ancillary services	8,710	33,445	-	-	-	42,155
Total program services	2,455,833	1,519,934	318,883	591,038	494,308	5,379,996
Support Services:						
School leadership	580,767	-	-	18,105	-	598,872
Administrative support services	215,466	189,154	5,072	53,836	-	463,528
Support services - Nondirect student based	247,958	92,152	115,117	1,598	-	456,825
Fundraising	-	41,806	-	-	-	41,806
Total support services	1,044,191	323,112	120,189	73,539	-	1,561,031
Total expenses	\$ 3,500,024	\$ 1,843,046	\$ 439,072	\$ 664,577	\$ 494,308	\$ 6,941,027

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

17. Related Party Transactions

During the year ended August 31, 2021, a contribution totaling \$500,000 recorded in local revenues and a \$1,000,000 conditional contribution recorded as a refundable advance were received from the George W. Brackenridge Foundation, whose executive director is a member of the Board.

18. Subsequent Events

The School evaluated subsequent events through the date the financial statements were available to be issued and concluded that no additional disclosures are required.

**Supplemental Information
Required by Texas Education Agency**

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Capital Assets
August 31, 2021

	Ownership Interest		
	Local	State	Federal
1110 Cash and cash equivalents	\$ -	\$ 4,269,276	\$ -
1510 Land	-	1,349,553	-
1520 Buildings and improvements	-	9,926,641	119,543
1531 Vehicles	-	154,788	-
1539 Furniture and equipment	-	3,310,827	-
1550 Assets purchased under capital lease	-	471,786	-
1580 Construction in progress	-	812,662	-
Total Property and Equipment	\$ -	\$ 20,295,533	\$ 119,543

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenses
August 31, 2021

Object Code	Description	Amount
6100	Payroll costs	\$ 3,500,024
6200	Professional and contracted services	1,843,046
6300	Supplies and materials	439,072
6400	Other operating expenses	664,577
6500	Debt service - interest expense	494,308
		<u>\$ 6,941,027</u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Budgetary Comparison Schedule
Year Ended August 31, 2021

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
Revenue and other support:				
Local support:				
5740 Other revenue from local sources	\$ 1,536,450	\$ 1,269,572	\$ 1,269,572	\$ -
5750 Revenue from co-curricular or enterprising	-	8,718	8,718	-
Total local support	1,536,450	1,278,290	1,278,290	-
State program revenue:				
5810 Per capita and foundation school program	4,229,380	3,611,989	3,611,989	-
5820 State program revenues distributed by TEA	-	53,820	53,820	-
Total state program revenue	4,229,380	3,665,809	3,665,809	-
Federal program revenue:				
5920 Federal revenues distributed by TEA	895,747	1,062,739	1,062,739	-
5930 Federal revenues distributed by other than TEA	-	423,439	423,439	-
5940 Federal revenues distributed directly from the federal government	-	775,200	775,200	-
Total federal program revenue	895,747	2,261,378	2,261,378	-
Total revenue and other support	6,661,577	7,205,477	7,205,477	-
Expenses:				
11 Instruction	2,534,456	2,491,441	2,491,441	-
12 Instructional resources and media services	6,435	7,190	7,190	-
13 Curriculum development and instructional staff development	26,818	83,172	83,172	-
21 Instructional leadership	136,347	136,074	136,074	-
23 School leadership	383,500	598,872	598,872	-
32 Social work services	-	77,656	77,656	-
31 Guidance, counseling and evaluation services	125,451	39,671	39,671	-
34 Student transportation	208,800	214,727	214,727	-
35 Food services	285,750	430,379	430,379	-
36 Extracurricular activities	37,500	40,689	40,689	-
41 General administration	783,150	463,528	463,528	-
51 Facilities maintenance and operations	1,232,100	1,313,323	1,313,323	-
52 Security and monitoring services	12,100	17,921	17,921	-
53 Data processing services	290,300	456,825	456,825	-
61 Community services	1,000	33,445	33,445	-
71 Debt service - interest expense	504,500	494,308	494,308	-
81 Fundraising	-	41,806	41,806	-
Total expenses	6,568,207	6,941,027	6,941,027	-
Increase in net assets	93,370	264,450	264,450	-
Net assets at beginning of year	2,400,478	2,400,478	2,400,478	-
Net assets at end of year	<u>\$ 2,493,848</u>	<u>\$ 2,664,928</u>	<u>\$ 2,664,928</u>	<u>\$ -</u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Real Property Ownership Interest
Year Ended August 31, 2021

Description	Property Address	Total Assessed Value	Ownership Interest		
			Local	State	Federal
NCB 9765 BLK 1 LOT 1	1742 Basse Rd, San Antonio, TX 78201	\$ 56,288	-	\$ 56,288	-
NCB 10063 BLK 16 LOT 1 THRU 5	802 Oblate Dr, San Antonio, TX 78216	2,991,007	-	2,991,007	-
NCB 11016 BLK 2 LOT 1 THRU 5 & 12	809 Oblate Dr, San Antonio, TX 78216	62,960	-	62,960	-
NCB 9765 BLK 1 LOT 14	255 Venice, San Antonio, TX 78201	56,288	-	56,288	-
NCB 7172 BLK LOT 8	1826 Basse Rd, San Antonio, TX 78213	6,060,506	-	6,060,506	-
CB 5008 P-11A ABS 526	5703 Blanco Rd, San Antonio, TX 78216	916,652	-	916,652	-
CB 5008 P-12 ABS 526	5703 Blanco Rd, San Antonio, TX 78216	916,651	-	916,651	-

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Transactions
Year Ended August 31, 2021

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Type of Transaction</u>	<u>Description of Terms and Conditions</u>	<u>Source of Funds Used</u>	<u>Payment Frequency</u>	<u>Total Paid During Fiscal Year</u>	<u>Principal Balance Due</u>
None								

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Compensation and Benefits
Year Ended August 31, 2021

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Compensation or Benefit</u>	<u>Payment Frequency</u>	<u>Description</u>	<u>Source of Funds Used</u>	<u>Total Paid During Fiscal Year</u>
None							

Compliance Reports

**Independent Auditors' Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards***

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

We have audited, in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (School), which comprise the statement of financial position as of August 31, 2021, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 25, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



A Limited Liability Partnership

Arlington, Texas
January 25, 2022

Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

Report on Compliance for Each Major Federal Program

We have audited School of Excellence in Education dba Legacy Traditional Schools - Texas' (School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended August 31, 2021. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended August 31, 2021.

Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Sutton Frost Cary

A Limited Liability Partnership

Arlington, Texas
January 25, 2022

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Year Ended August 31, 2021

Section I – Summary of Auditors’ Results

Financial Statements

Type of auditors’ report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified?	None reported
Type of auditors’ report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No

Identification of major federal program or cluster:

<u>Program Title:</u>	<u>Assistance Listing Number:</u>
Elementary and Secondary School Emergency Relief Fund	84.425D

Dollar threshold used to distinguish between type A and type B programs:	\$750,000
--	-----------

Auditee qualified as low-risk auditee?	Yes
--	-----

Section II – Financial Statement Findings

None reported.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Year Ended August 31, 2021

Section III – Federal Award Findings and Questioned Costs

None reported.

Section IV – Summary of Prior Year Audit Findings

Audit findings: None

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenditures of Federal Awards
Year Ended August 31, 2021

Federal Grantor/ Pass through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-through entity identifying number	Federal Expenditures
U.S. Department of Education:			
Passed through Texas Education Agency:			
Title I Grants to Local Educational Agencies	84.010A	20610101015806	\$ 45,442
Title I Grants to Local Educational Agencies	84.010A	20610141015806	43,563
Title I Grants to Local Educational Agencies	84.010A	21610101015806	221,286
Title I Grants to Local Educational Agencies	84.010A	21610141015806	<u>53,743</u>
Total ALN 84.010			364,034
Special Education-Grants to States (IDEA, Part B)	84.027A	206600010158066000	31,358
Special Education-Grants to States (IDEA, Part B)	84.027A	216600010158066000	<u>112,533</u>
Total Special Education Cluster			143,891
Improving Teacher Quality State Grants	84.367A	20694501015806	10,825
Improving Teacher Quality State Grants	84.367A	21694501015806	<u>21,778</u>
Total ALN 84.367			32,603
English Language Acquisition State Grants	84.365	20671001015806	<u>6,547</u>
Total ALN 84.365			6,547
Instructional Continuity	84.377A	17610740015806	<u>9,900</u>
Total ALN 84.377			9,900
COVID - Elementary and Secondary School Emergency Relief Fund	84.425D	20521001015806	411,747
COVID - Elementary and Secondary School Emergency Relief Fund	84.425D	52102135	<u>2,644</u>
Total ALN 84.425			<u>414,391</u>
Total U.S. Department of Education			971,366
U.S. Department of Agriculture:			
Passed through Texas Education Agency:			
School Breakfast Program	10.553	71402001	14,229
School Breakfast Program	10.553	71402101	7,259
National School Lunch Program	10.555	71302001	22,871
National School Lunch Program	10.555	71302101	18,250
Passed through Texas Department of Agriculture:			
School Breakfast Program	10.553	216TX332N1099	138,610
National School Lunch Program	10.555	216TX332N1099	243,376
National School Lunch Program	10.555	-	9,962
National School Lunch Program	10.555	-	887
National School Lunch Program	10.555	-	30,604
USDA Commodities (noncash)	10.555	220-912	<u>28,764</u>
Total Child Nutrition Cluster and U.S. Department of Agriculture			<u>514,812</u>
Total Expenditures of Federal Awards			<u>\$ 1,486,178</u>

See notes to schedule of expenditures of federal awards.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Schedule of Expenditures of Federal Awards

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of School of Excellence in Education dba Legacy Traditional Schools - Texas (School). The information in this Schedule is presented in accordance with the requirements of Title U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

2. Non-Cash Federal Awards

The School received non-cash awards in the form of food commodities totaling \$28,764 for the year ended August 31, 2021.



School of Excellence in Education dba Legacy Traditional Schools - Texas

**Financial Statements
with Supplemental Information and Compliance Reports
Period Ended June 30, 2022**

School of Excellence in Education dba Legacy Traditional Schools - Texas Certificate of Board

School of Excellence in Education
Name of Charter Holder

74-2892246
Federal Employer ID Number

Legacy Traditional Schools - Texas
Name of Charter School

BEXAR
County

015-806
Co. Dist. Number

We, the undersigned, certify that the attached Financial and Compliance Report of School of Excellence in Education dba Legacy Traditional Schools - Texas was reviewed and (check one) X approved disapproved for the period ended June 30, 2022, at a meeting of the governing body of the charter school on the 16th day of November 2022.

DocuSigned by:
Susan Houser
F7B4E4D403434B5...

Signature of Board Secretary

DocuSigned by:
Patrick Britton
D53E376D9F6D400...

Signature of Board President

School of Excellence in Education dba Legacy Traditional Schools - Texas

Contents

Independent Auditors' Report	1
Financial Statements:	
Statement of Financial Position	4
Statement of Activities	5
Statement of Cash Flows	6
Notes to Financial Statements	7
Supplemental Information Required by Texas Education Agency:	19
Schedule of Assets	20
Schedule of Expenses	21
Education Programs Schedule	22
Budgetary Comparison Schedule	23
Schedule of Real Property Ownership Interest	24
Schedule of Related Party Transactions	25
Schedule of Related Party Compensation and Benefits	26
Compliance Reports:	27
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	28
Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance	30
Schedule of Findings and Questioned Costs	33
Schedule of Expenditures of Federal Awards	35
Notes to Schedule of Expenditures of Federal Awards	36



Independent Auditors' Report

To the Board of Directors of
School of Excellence in Education dba
Legacy Traditional Schools - Texas

Opinion

We have audited the accompanying financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (School) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the period from September 1, 2021 to June 30, 2022 and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022 and the changes in its net assets and its cash flows for the period from September 1, 2021 to June 30, 2022 in accordance with accounting principles generally accepted in the United States of America (GAAP).

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with GAAP, and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and Government Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Misstatements, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings and certain internal control related matters that we identified during the audit.

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental information listed in the accompanying table of contents is presented for purposes of additional analysis as required by the Texas Education Agency and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is also not a required part of the financial statements. The supplemental information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 16, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



A Limited Liability Partnership

Arlington, Texas
November 16, 2022

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Financial Position
Period Ended June 30, 2022

Assets

Current assets:

Cash and cash equivalents	\$ 1,117,109
Restricted cash equivalents	30,139,588
Due from government agencies	1,233,988
Contribution receivable	750,000
Prepaid expenses	81,241
Inventory	9,794
	33,331,720
Total current assets	33,331,720

Noncurrent assets:

Property and equipment, net	28,966,811
	28,966,811
Total assets	\$ 62,298,531

Liabilities and Net Assets

Current liabilities:

Accounts payable	\$ 2,837,703
Accrued expenses	687,097
Accrued wages payable	157,728
Interest payable	1,424,191
Funds held for others	8,885
Current portion of refundable advances	550,000
	5,665,604
Total current liabilities	5,665,604

Noncurrent liabilities:

Long-term debt, net of current portion	52,510,691
Refundable advances, net of current portion	1,000,000
	53,510,691
Total noncurrent liabilities	53,510,691
Total liabilities	59,176,295

Net assets:

Without donor restrictions	2,372,236
With donor restrictions	750,000
	3,122,236
Total net assets	3,122,236
Total liabilities and net assets	\$ 62,298,531

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Activities
Period Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and other support:			
Local support:			
5740 Other revenue from local sources	\$ 1,478,999	\$ 750,000	\$ 2,228,999
5750 Revenue from co-curricular or enterprising	-	-	-
Total local support	1,478,999	750,000	2,228,999
State program revenue:			
5810 Per capita and foundation school program	-	3,236,384	3,236,384
5820 State program revenues distributed by TEA	-	18,769	18,769
Total state program revenue	-	3,255,153	3,255,153
Federal program revenue:			
5920 Federal revenues distributed by TEA	-	2,956,190	2,956,190
5930 Federal revenues distributed by other than TEA	-	614	614
Total federal program revenue	-	2,956,804	2,956,804
Net assets released from restrictions-			
Satisfaction of program restrictions	6,461,957	(6,461,957)	-
Total revenues and other support	7,940,956	500,000	8,440,956
Expenses:			
11 Instruction	2,858,525	-	2,858,525
13 Curriculum development and instructional staff development	63,247	-	63,247
21 Instructional leadership	117,045	-	117,045
23 School leadership	689,360	-	689,360
31 Guidance, counseling and evaluation services	122,501	-	122,501
33 Health services	65,119	-	65,119
34 Student transportation	212,317	-	212,317
35 Food services	475,318	-	475,318
36 Extracurricular activities	88,586	-	88,586
41 General administration	552,159	-	552,159
51 Facilities maintenance and operations	1,540,253	-	1,540,253
52 Security and monitoring services	4,154	-	4,154
53 Data processing services	338,290	-	338,290
61 Community services	8,449	-	8,449
71 Debt service	334,668	-	334,668
81 Fundraising	267,478	-	267,478
Total expenses	7,737,469	-	7,737,469
Excess of revenues over expenses from operations	203,487	500,000	703,487
Non-operating activities:			
Loss on bond refinance	246,179	-	246,179
Total non-operating activities	246,179	-	246,179
Increase (decrease) in net assets	(42,692)	500,000	457,308
Net assets at beginning of period	2,414,928	250,000	2,664,928
Net assets at end of period	\$ 2,372,236	\$ 750,000	\$ 3,122,236

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Cash Flows
Period Ended June 30, 2022

Cash flows from operating activities:

Increase in net assets	\$ 457,308
Adjustments to reconcile increase in net assets to net cash provided by operating activities	
Depreciation	364,503
Amortization	66,109
Loss on bond refinance	246,179
Changes in operating assets and liabilities:	
Due from government agencies	(838,145)
Contribution receivable	(500,000)
Prepaid expenses	(16,403)
Accounts payable	1,817,737
Accrued expenses	633,287
Accrued wages payable	(99,774)
Refundable advances	(1,318,300)
Interest payable	1,307,378
Net cash provided by operating activities	2,119,879

Cash flows from investing activities:

Purchases of property and equipment	(3,033,697)
Net cash used by investing activities	(3,033,697)

Cash flows from financing activities:

Net proceeds from issuance of long-term debt	28,971,130
Payments of long-term debt issuance costs	(1,019,994)
Principal payments on capital lease	(49,897)
Net cash provided by financing activities	27,901,239

Net increase in cash

26,987,421

Cash, cash equivalents and restricted cash equivalents at beginning of period

4,269,276

Cash, cash equivalents and restricted cash equivalents at end of period

\$ 31,256,697

Reconciliation of cash reported within the statement of financial position to the statement of cash flows:

Cash and cash equivalents	\$ 1,117,109
Restricted cash equivalents	30,139,588

Total cash shown in the statement of cash flows

\$ 31,256,697

Supplemental disclosure of cash flow information:

Cash paid during the year for interest, net of capitalized interest totaling \$1,182,809	\$ -
--	------

Noncash investing and financing activities:

Repayment of long-term debt through the issuance of new debt	\$ 6,675,000
Construction in progress funded through the issuance of debt	\$ 17,828,870

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

1. Organization and Nature of Activities

The School of Excellence in Education dba Legacy Traditional Schools - Texas (School) is a nonprofit organization incorporated in the State of Texas in 1997 and is exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (IRC). In 1998, the Texas State Board of Education granted the School an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, the School was opened on September 1, 1998. The School was organized to provide educational services to at-risk students.

The School, which is the charter holder, operates a single charter school and does not conduct any noncharter activities.

The School is governed by a Board of Directors (Board), which is comprised of five members. The Board is selected pursuant to the bylaws of the School, and has the authority to make decisions, appoint the Superintendent of the School, and significantly influence operations. The Board has the primary accountability for the fiscal affairs of the School.

The School receives funding from the Texas Education Agency (TEA) based on the School's Average Daily Attendance Foundation Formula program. Since the School receives funding from local, state and federal government sources, it must comply with the requirements of the entities providing those funds. The School does not have the authority to impose ad valorem taxes or to charge tuition.

2. Summary of Significant Accounting Policies

Basis of Accounting and Financial Statement Presentation

The School prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP). The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – *Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide.

Net assets and revenues, expenses, gains and losses are classified based on the existence and nature or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Net assets without donor restrictions - Net assets not subject to donor or grantor-imposed restrictions even though their use may be limited in other respects, such as by contract or board designation.

Net assets with donor restrictions - Net assets subject to donor or grantor stipulations that will be met by actions of the School and/or the passage of time. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Financial Instruments and Credit Risk Concentrations

Financial instruments which are potentially subject to concentrations of credit risk consist of cash and cash equivalents, restricted cash equivalents, due from government agencies and a contribution receivable. Cash and restricted cash equivalents are placed with high credit quality financial institutions to minimize risk. The School maintains cash balances at financial institutions located in Texas. The balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2022, the School had no bank balances that were uninsured or without pledged collateral in the School's name. Amounts due from government agencies are unsecured and are due from the Texas Education Agency (TEA). The contribution receivable is unsecured and due from one donor. The School continually evaluates the collectability of receivables and maintains allowances as necessary. No provision has been made for uncollectible receivables as of June 30, 2022, given that none have been identified.

For the period ended June 30, 2022, the School received 99% of its total revenue and support from the TEA and the federal government. Any unforeseen loss of the charter agreement with TEA or changes in legislative funding could have a material effect on the ability of the School to continue to provide the current level of services to its students.

Cash and Cash Equivalents

The School considers all highly liquid investments with original maturities of three months or less from date of purchase to be cash equivalents. Restricted cash equivalents is limited as to use under the terms of the bond indenture. The restricted cash equivalents represent amounts restricted for debt service requirements and maintenance reserves for bonds.

Property and Equipment

Property and equipment purchased by the School are recorded at cost. Donated assets are reported at the fair market value. Capital assets are defined by the School as assets with an individual cost of more than \$5,000 and a useful life longer than one year. Depreciation is calculated on the straight-line method based upon the estimated useful lives of 3 to 39 years.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Expenditures for maintenance and repairs are expensed when incurred; significant renewals and betterments are capitalized. Property and equipment acquired with public funds received for the operation of the School constitute public property pursuant to Chapter 12 of the Texas Education Code.

For depreciable property and equipment, or resources to be used to acquire depreciable property and equipment, the donor or grantor restriction expires over the assets' useful life, as required by the TEA.

Impairment of Long Lived Assets

The School reviews the carrying value of property and equipment for impairment whenever events and circumstances indicate the carrying value of an asset may not be recoverable from the estimated future cash flows expected from its use and eventual disposition. In cases where undiscounted expected future cash flows are less than the carrying value, an impairment loss is recognized equal to an amount by which the carrying value exceeds the fair value of assets. The factors considered by management in performing this assessment included current operating results, trends and prospects and the effects of obsolescence, demand completion and other economic factors. There were no indications of asset impairment during the period ended June 30, 2022.

Revenues and Support

Revenues from the State's available school fund are earned based on reported attendance.

A portion of the School's revenue is derived from cost-reimbursement contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures or meeting performance requirements are reported as refundable advances in the statement of financial position. The School was awarded cost-reimbursable grants totaling \$4,386,302 that have not been received or recognized at June 30, 2022 because qualifying expenditures or performance requirements have not been incurred or met.

All contributions are considered to be available for purposes without restriction unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as support that increases net assets with donor restrictions.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Contributed Goods and Services

Contributed services are recognized in the accompanying financial statements at fair value if the services received create or enhance non-financial assets or require specialized skills that are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation. Numerous individuals donate significant amounts of time to the School. No donated services were utilized that met the criteria to be recorded as revenue in the School's financial statements. Contributions of donated noncash assets are recorded at the estimated fair value in the period received. The related expense is recognized as the item is used. The School received \$20,083 of donated goods for the period ended June 30, 2022.

Debt Issuance Costs

Costs of obtaining bond financing are recorded as bond issuance costs and are reported as a direct deduction from the carrying amount of that debt liability and amortized using the interest method over the related bond period. Amortization expense is included in debt service in the accompanying statement of activities.

Federal Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the IRC and has not been classified as a private foundation as defined in the IRC. Income generated from activities unrelated to the School's exempt purposes is subject to tax under IRC Section 511. The School had no unrelated business income for the period ended June 30, 2022. Accordingly, no provision has been made for federal income tax in the accompanying financial statements.

GAAP requires the evaluation of tax positions taken in the course of preparing the School's tax returns and recognition of a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the Internal Revenue Service. Management has analyzed the tax positions taken by the School, and has concluded that as of June 30, 2022, there are no uncertain tax positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements.

Estimates and Assumptions

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates included in the School's financial statements are related to the School's estimate of revenue and receivable for the FSP, depreciation expense and the functional allocation of expenses.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Recent Accounting Pronouncement

Changes to GAAP are established by the Financial Accounting Standards Board (FASB) in the form of accounting standards updates (ASUs) to the FASB's Accounting Standards Codification.

The School considers the applicability and impact of all ASUs. ASUs not listed below were assessed and determined to be either not applicable or are expected to have minimal impact on the School's financial position and changes in net assets.

In 2016, the FASB issued its leasing standard in ASU 2016-02, *Leases*, for both lessees and lessors. Under its core principle, a lessee will recognize right-of-use assets and related lease liabilities on the statement of financial position for all lease arrangements with terms longer than 12 months. The pattern of expense recognition in the statement of activities will depend on a lease's classification. The new standard is effective for the School for the fiscal year beginning July 1, 2022.

The School is currently assessing the impact that adopting this new guidance will have on the financial statements.

3. Restricted Cash Equivalents

Restricted cash equivalents consist of the following as of June 30, 2022:

Debt service fund	\$ 64,912
Debt service reserve fund	3,153,419
Taxable bond fund	4,191,957
Project fund	22,479,050
Repair and replacement fund	<u>250,250</u>
Total	<u>\$ 30,139,588</u>

4. Receivable from Activity Funds

To comply with a TEA directive included in a letter dated August 24, 2009, the School's activity funds are required to pay the general fund for costs that were paid from the general fund, in error. The total amount required to be repaid was \$80,338, comprised of \$68,852 for a band trip to China and \$11,486 for the purchase of band uniforms and shoes.

During the period ended June 30, 2022, the School made no payments from the activity fund to the general fund, leaving a receivable balance of \$71,838.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

5. Property and Equipment

Property and equipment consist of the following as of June 30, 2022:

Land	\$ 1,349,553
Buildings and improvements	10,046,184
Furniture and equipment	3,782,613
Vehicles	154,788
Construction in progress	<u>21,675,229</u>
Total property and equipment	37,008,367
Less: Accumulated depreciation	<u>(8,041,556)</u>
Property and equipment, net	<u><u>\$ 28,966,811</u></u>

Depreciation expense for the period ended June 30, 2022 totaled \$364,503.

6. Long-Term Debt

The following is a summary of changes in the School's long-term debt for the period ended June 30, 2022:

	Beginning Balances	Additions	Reductions	Ending Balances	Amounts Due Within One Year
Bonds payable:					
Series 2004-A	\$ 6,675,000	\$ -	\$ (6,675,000)	\$ -	\$ -
Series 2021-A	-	52,465,000	-	52,465,000	-
Series 2021-B	-	1,010,000	-	1,010,000	-
Bond issuance costs 2004-A	(221,450)	-	221,450	-	-
Bond issuance costs 2021 A&B	-	(1,164,311)	59,782	(1,104,529)	-
Unamortized premium	-	144,317	(4,097)	140,220	-
Unamortized discount	<u>(35,153)</u>	-	<u>35,153</u>	-	-
Total bonds payable, net	6,418,397	52,455,006	(6,362,712)	52,510,691	-
Capital leases payable:					
Buses	43,848	-	(43,848)	-	-
Copiers	<u>6,049</u>	-	<u>(6,049)</u>	-	-
Total capital leases payable	49,897	-	(49,897)	-	-
Total	<u><u>\$ 6,468,294</u></u>	<u><u>\$ 52,455,006</u></u>	<u><u>\$ (6,412,609)</u></u>	<u><u>\$ 52,510,691</u></u>	<u><u>\$ -</u></u>

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Bonds Payable

In December 2004, the School completed a transaction in which the Texas Public Finance Authority Charter School Finance Corporation (TPFA) issued \$8,775,000 of School of Excellence Project Charter School Tax-Exempt Revenue Bonds, Series 2004-A, and loaned the proceeds of the bonds to the School. The School entered into a loan agreement with TPFA for the proceeds of the bond issue, which are held by the bond trustee, Wells Fargo Bank, N.A. The bonds were issued as education revenue bonds with interest at 7%. The bonds mature over thirty years with varying amounts of principal due each year through 2034, and are collateralized by a deed of trust on the School's Basse Road and Oblate Drive campus properties. Interest expense during the period ended June 30, 2022 totaled \$273,288.

In November 2021, the School completed a transaction in which the Arlington Higher Education Finance Corporation (AHEFC) issued \$52,465,000 Education Revenue Bonds Series 2021A and \$1,010,000 Education Revenue Bonds Taxable Series 2021B and loaned the proceeds of the bonds to the School. The School entered into a loan agreement with AHEFC for the proceeds of the bond issue, which are held by the bond trustee, Wilmington Trust, National Association. The bonds were issued as education revenue bonds, and have interest rates ranging from 4% to 5.25%, and are collateralized by a pledge of revenues of the School. The School is required to use the bond proceeds to refinance existing debt, pay debt issuance costs, provide capitalized interest on bonds, to fund a debt service reserve for bonds and to finance or refinance the costs of acquiring land, acquiring, constructing, improving and equipping "educational facilities" and facilities incidental, subordinated, or related thereto or appropriate in connection to the School.

The loan agreement and Supplemental Master Trust Indenture for the 2021 series bonds establishes a debt service coverage ratio, which stipulates that available revenues for each fiscal year must be equal to at least 1.10 times the annual debt service of the School until the individual bond or notes have been paid in full. At June 30, 2022, the School was in compliance with this covenant and all other applicable financial covenants contained in the Supplemental Master Trust Indentures and loan agreements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

Debt service requirements are as follows for June 30:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ -	\$ 2,871,781	\$ 2,871,781
2024	185,000	2,312,844	2,497,844
2025	445,000	2,305,444	2,750,444
2026	765,000	2,287,644	3,052,644
2027	875,000	2,253,294	3,128,294
2028-2032	5,070,000	10,661,631	15,731,631
2033-2037	6,210,000	9,535,200	15,745,200
2038-2042	7,615,000	8,143,013	15,758,013
2043-2047	9,385,000	6,368,063	15,753,063
2048-2052	11,625,000	4,127,625	15,752,625
2053-2056	<u>11,300,000</u>	<u>1,299,375</u>	<u>12,599,375</u>
Total	<u>\$ 53,475,000</u>	<u>\$ 52,165,914</u>	<u>\$105,640,914</u>

Capital Leases

In 2015, the School entered into a capital lease for buses totaling \$351,000. Accumulated depreciation on these assets totaled \$351,000 at June 30, 2022.

In 2019, the School entered into a capital lease for copiers totaling \$25,100. Accumulated depreciation on these assets totaled \$25,100 at June 30, 2022.

During the period ended June 30, 2022, all capital leases were paid off and included in property and equipment.

7. Conditional Contributions

During the year ended August 31, 2021, the School received two cash contributions totaling \$2,100,000 which are subject to certain conditions. The conditions relate to the School meeting certain enrollment and academic outcomes in future periods. As a result, these contributions have been recorded as refundable advances at June 30, 2022, and will be repaid or recognized as contribution revenue in future periods, depending on the outcome of the conditions. As of June 30, 2022, \$550,000 of these funds were used.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

8. Management Agreement

In January 2021, TEA approved a non-expansion amendment request related to a management agreement with Vertex Education to provide comprehensive management services to the School (Management Agreement). Under the Management Agreement, the School receives services in the general areas of academic development and school management; exceptional student services; finance and accounting; marketing, communications, and website; human resources; information systems; food services; and facilities management for an annual fee of 12% of its state revenues, commencing in February 2021. At June 30, 2022, the School has a payable due under the Management Agreement totaling \$327,366 included in accounts payable.

The current agreement is in effect until June 30, 2030 and renews automatically for three additional terms of five years each until terminated in writing by either party with a written 90-day notice.

9. Net Assets With Donor Restrictions

Net assets with donor restrictions represent a time-restricted contribution from a foundation to be used for educational purposes.

10. Multi-employer Defined Benefit Pension Plan

Plan Description

The School contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805, respectively. The State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report from the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Funding Policy

Plan members contributed 8% of their annual covered salary in 2022. The School contributes 7.75% for new members of the first 90 days of employment, and the State contributes 7.75%. Additionally, the School makes a 1.7% non-OASDI payment for all TRS eligible employees. The School contributions do not represent more than 5% of the TRS' total contributions. For the period ended June 30, 2022, the School contributed \$200,544 to TRS.

The risks of participating in a multi-employer, defined benefit plan are different from single-employer plans because (a) amounts contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers and (b) if an employer stops contributing to TRS, unfunded obligations of TRS may be required to be borne by the remaining employers. There is no withdrawal penalty for leaving TRS.

Total TRS plan assets as of the most recent fiscal year ended for TRS of August 31, 2021 were \$223 billion. Accumulated benefit obligation as of August 31, 2021 was \$227 billion. The plan was 88.79% funded as of August 31, 2021.

11. Health Care Coverage

During the period ended June 30, 2022, employees of the School were covered by TRS ActiveCare, a statewide health coverage program for public education employees established by the 77th Texas Legislature. The School contributed \$210 per employee, per month, to the Plan, while the State contributed \$74 per employee, per month, to the Plan.

Employees, at their option, authorize payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

12. Liquidity and Availability of Resources

Financial assets available for general expenditure within one year from June 30, 2022 are as follows:

Cash and cash equivalents	\$ 1,117,109
Restricted cash equivalents	30,139,588
Due from government agencies	1,233,988
Contribution receivable	<u>750,000</u>
Total financial assets	33,240,685
Less financial assets not available for general expenditures:	
Cash equivalents contractually restricted for debt service	(30,139,588)
Time-restricted contribution	<u>(750,000)</u>
Total financial assets available for general expenditure	<u><u>\$ 2,351,097</u></u>

The School relies on state aid and federal grants to meet general expenditures related to operations. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities of education, as well as the conduct of services undertaken to support those activities, to be general expenditures.

As part of the School's liquidity management, it structures its financial assets to be available as its general expenditures and liabilities become due or as additional funding opportunities are presented by maintaining a significant portion of its assets in cash.

13. Contingencies and Commitments

The School receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to TEA and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency.

The programs administered by the School have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the TEA or the grantor agency. The School is economically dependent on these charter school funds.

The School has construction commitments totaling approximately \$25,000,000 of which approximately \$12,000,000 was paid or accrued at the period ended June 30, 2022.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

14. Functional Allocation of Expenses

Expenses that are attributable to one or more functional classifications are allocated among the activities benefited. Salaries and related costs are charged directly either to program services, fundraising or administration based on actual time worked in each area. Information technology costs, depreciation, interest expense, and occupancy costs are allocated based on whether the costs are associated with instructional campuses (program services) or with administrative buildings.

The following is a schedule of functional expenses for the period ended June 30, 2022:

	Payroll Costs	Professional & Contracted Services	Supplies & Materials	Other Operating Costs	Debt Service - Interest Expense	Total
Program Services:						
Instructional and instructional related services	\$ 2,105,215	\$ 307,864	\$ 442,167	\$ 66,526	\$ 334,668	\$ 3,256,440
Instructional and school leadership	121,985	10,223	-	37,974	-	170,182
Support services - student based	441,721	52,189	325,819	144,112	-	963,841
Support services - nonstudent based	140,789	875,120	215,759	471,688	-	1,703,356
Ancillary services	-	4,922	29	3,498	-	8,449
Total program services	2,809,710	1,250,318	983,774	723,798	334,668	6,102,268
Support Services:						
School leadership	630,290	5,834	99	-	-	636,223
Administrative support services	14,419	403,534	49,598	84,608	-	552,159
Support services - nonstudent based	63,279	88,605	27,457	-	-	179,341
Fundraising	-	109,590	5,357	152,531	-	267,478
Total support services	707,988	607,563	82,511	237,139	-	1,635,201
Total expenses	\$ 3,517,698	\$ 1,857,881	\$ 1,066,285	\$ 960,937	\$ 334,668	\$ 7,737,469

15. Related Party Transactions

During the year ended August 31, 2021, a \$1,000,000 conditional contribution recorded as a refundable advance were received from the George W. Brackenridge Foundation, whose executive director is a member of the Board. This amount is included as a refundable advance as of June 30, 2022. Additionally a member of the Board is the owner of a company that provides contracted special education services, payments made by the School totaled \$22,904 for the year ended June 30, 2022.

16. Subsequent Events

The School evaluated subsequent events through the date the financial statements were available to be issued and concluded that no additional disclosures are required.

**Supplemental Information
Required by Texas Education Agency**

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Assets
Period Ended June 30, 2022

	Ownership Interest		
	Local	State	Federal
1110 Cash and cash equivalents	\$ -	\$ 31,256,697	\$ -
1510 Land	-	1,349,553	-
1520 Buildings and improvements	-	9,926,641	119,543
1531 Vehicles	-	154,788	-
1539 Furniture and equipment	-	3,310,827	-
1550 Assets purchased under capital lease	-	471,786	-
1580 Construction in progress	-	21,675,229	-
Total Property and Equipment	\$ -	\$ 68,145,521	\$ 119,543

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenses
Period Ended June 30, 2022

<u>Object Code</u>	<u>Description</u>	<u>Amount</u>
6100	Payroll costs	\$ 3,517,698
6200	Professional and contracted services	1,857,881
6300	Supplies and materials	1,066,285
6400	Other operating expenses	960,937
6500	Debt service	<u>334,668</u>
		<u>\$ 7,737,469</u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Education Programs Schedule
Period Ended June 30, 2022

Data Codes	Section A: Compensatory Education Programs Center	Responses
AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	\$675,113
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year. (PIC's 24, 26, 28, 29, 30, 34)	\$304,372
	Section B: Bilingual Education Programs Center	
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year	\$42,264
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PIC's 25, 35)	\$25,352

School of Excellence in Education dba Legacy Traditional Schools - Texas
Budgetary Comparison Schedule
Period Ended June 30, 2022

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
Revenue and other support:				
Local support:				
5740 Other revenue from local sources	\$ 500,000	\$ 2,229,603	\$ 2,228,999	\$ (604)
5750 Revenue from co-curricular or enterprising	-	-	-	-
Total local support	500,000	2,229,603	2,228,999	(604)
State program revenue:				
5810 Per capita and foundation school program	3,903,450	3,346,604	3,236,384	(110,220)
5820 State program revenues distributed by TEA	100,000	18,769	18,769	-
Total state program revenue	4,003,450	3,365,373	3,255,153	(110,220)
Federal program revenue:				
5920 Federal revenues distributed by TEA	2,086,590	2,921,061	2,956,190	35,129
5930 Federal revenues distributed by other than TEA	-	31,218	614	(30,604)
Total federal program revenue	2,086,590	2,952,279	2,956,804	4,525
Total revenue and other support	6,590,040	8,547,255	8,440,956	(106,299)
Expenses:				
11 Instruction	2,409,605	3,069,194	2,858,525	210,669
13 Curriculum development and instructional staff development	126,828	40,547	63,247	(22,700)
21 Instructional leadership	156,869	117,045	117,045	-
23 School leadership	380,980	689,360	689,360	-
32 Social work services	65,520	122,501	122,501	-
31 Guidance, counseling and evaluation services	75,363	65,119	65,119	-
34 Student transportation	175,286	212,317	212,317	-
35 Food services	302,522	475,318	475,318	-
36 Extracurricular activities	103,658	88,586	88,586	-
41 General administration	512,354	547,633	552,159	(4,526)
51 Facilities maintenance and operations	1,341,397	1,532,724	1,540,253	(7,529)
52 Security and monitoring services	-	4,154	4,154	-
53 Data processing services	258,416	338,290	338,290	-
61 Community services	-	8,449	8,449	-
71 Debt service	550,000	670,781	334,668	336,113
81 Fundraising	-	267,478	267,478	-
Total expenses	6,458,798	8,249,496	7,737,469	512,027
Excess of revenues over expenses from operations	131,242	297,759	703,487	(618,326)
Non-operating activities				
Loss on bond refinance	-	-	246,179	(246,179)
Total non-operating activities	-	-	246,179	(246,179)
Increase in net assets	131,242	297,759	457,308	159,549
Net assets at beginning of period	2,664,928	2,664,928	2,664,928	-
Net assets at end of period	\$ 2,796,170	\$ 2,962,687	\$ 3,122,236	\$ (159,549)

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Real Property Ownership Interest
Period Ended June 30, 2022

Description	Property Address	Total Assessed Value	Ownership Interest		
			Local	State	Federal
NCB 9765 BLK 1 LOT 1	1742 Basse Rd, San Antonio, TX 78201	\$ 56,288	-	\$ 56,288	-
NCB 10063 BLK 16 LOT 1 THRU 5	802 Oblate Dr, San Antonio, TX 78216	2,991,007	-	2,991,007	-
NCB 11016 BLK 2 LOT 1 THRU 5 & 12	809 Oblate Dr, San Antonio, TX 78216	62,960	-	62,960	-
NCB 9765 BLK 1 LOT 14	255 Venice, San Antonio, TX 78201	56,288	-	56,288	-
NCB 7172 BLK LOT 8	1826 Basse Rd, San Antonio, TX 78213	6,060,506	-	6,060,506	-
CB 5008 P-11A ABS 526	5703 Blanco Rd, San Antonio, TX 78216	916,652	-	916,652	-
CB 5008 P-12 ABS 526	5703 Blanco Rd, San Antonio, TX 78216	916,651	-	916,651	-

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Transactions
Period Ended June 30, 2022

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Type of Transaction</u>	<u>Description of Terms and Conditions</u>	<u>Source of Funds Used</u>	<u>Payment Frequency</u>	<u>Total Paid During Fiscal Year</u>	<u>Principal Balance Due</u>
A.I.M. Partners in Education	Board Secretary	owner	contractual	fee for service	Fund 224	upon invoicing	\$ 22,904	-

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Compensation and Benefits
Period Ended June 30, 2022

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Compensation or Benefit</u>	<u>Payment Frequency</u>	<u>Description</u>	<u>Source of Funds Used</u>	<u>Total Paid During Fiscal Year</u>
None							

Compliance Reports

**Independent Auditors' Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards***

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (School), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and cash flows for the period from September 1, 2021 to June 30, 2022, and the related notes to the financial statements, and have issued our report thereon dated November 16, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



A Limited Liability Partnership

Arlington, Texas
November 16, 2022

Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited School of Excellence in Education dba Legacy Traditional Schools - Texas' (School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the period from September 1, 2021 to June 30, 2022. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the period from September 1, 2021 to June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

A Limited Liability Partnership

Arlington, Texas
November 16, 2022

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Period Ended June 30, 2022

Section I – Summary of Auditors’ Results

Financial Statements

Type of auditors’ report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified?	None reported
Type of auditors’ report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No

Identification of major federal program or cluster:

Elementary Stabilization Fund Under the Coronavirus Aid, Relief, And Economic Security Act	84.425D
Title I Grants to Local Education Agencies	84.010A

Dollar threshold used to distinguish between type A and type B programs:	\$750,000
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Auditee qualified as low-risk auditee?	Yes
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Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

2022-001 Special Tests – Assessment System Security: Internal Controls over required documentation and approval for state testing

ALN# 84.010A Title I Grants to Local Education Agencies

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Period Ended June 30, 2022

Criteria: Internal controls over the Assessment System Security required documentation and approval for state testing should be designed and implemented to ensure that the teacher oath, testing materials checklist and seating chart approval is properly documented to reflect school compliance with the TEA and the Texas Department of Education.

Condition: During testing of Assessment System Security management was unable to provide support for required documentation for 2 of the 7 items selected for testing.

Cause: The School does not have a procedure in place to timely identify if Assessment System Security required documentation has been completed.

Effect: The School's required documentation is not fully documented in accordance with TEA and the Texas Department of Education.

Questioned costs: None

Recommendation: We recommend the School implement a procedure to timely review submitted documentation and a central location to store all required documentation.

Management's response: See corrective action plan.

Section IV – Summary of Prior Year Audit Findings

None

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenditures of Federal Awards
Period Ended June 30, 2022

Federal Grantor/ Pass through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-through entity identifying number	Federal Expenditures
U.S. Department of Education:			
Passed through Texas Education Agency:			
Title I Grants to Local Educational Agencies	84.010A	20610101015806	\$ 336,470
Title I Grants to Local Educational Agencies	84.010A	21610101015806	110,688
Title I Grants to Local Educational Agencies	84.010A	21610141015806	17,268
Title I Grants to Local Educational Agencies	84.010A	22610101015806	<u>311,509</u>
Total ALN 84.010			775,935
Special Education-Grants to States (IDEA, Part B)	84.027A	226600010158066000	101,276
Special Education-Grants to States (IDEA, Part B)	84.027A	216600010158066000	23,146
Special Education-Preschool Grants (IDEA, Part B Preschool)	84.173A	226610010158066000	3,650
COVID-19 Special Education-Preschool Grants (IDEA, Part B Preschool)	84.173X	225360010158065000	<u>1,178</u>
Total Special Education Cluster			129,250
Supporting Effective Instruction State Grants	84.367A	20694501015806	495
Supporting Effective Instruction State Grants	84.367A	22694501015806	<u>11,896</u>
Total ALN 84.367			12,391
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425D	21521001015806	825,101
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425U	21528001015806	519,389
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425U	21528042015806	<u>142,251</u>
Total ALN 84.425			1,486,741
Student Support and Academic Enrichment Program	84.424A	22680101015806	54,086
Student Support and Academic Enrichment Program	84.424A	20680101015806	<u>14,329</u>
Total ALN 84.365			68,415
Grants for State Assessments and Related Activities	84.369A	69552002	<u>1,475</u>
Total ALN 84.369			<u>1,475</u>
Total U.S. Department of Education			2,474,207
U.S. Department of Agriculture:			
Passed through Texas Education Agency:			
School Breakfast Program	10.553	71402201	55,875
School Breakfast Program	10.553	71402101	8,230
National School Lunch Program	10.555	71302201	182,733
National School Lunch Program	10.555	71302101	<u>25,016</u>
Total Child Nutrition Cluster			271,854
Passed through Texas Department of Agriculture:			
Commodity Supplemental Food Program	10.565	-	<u>20,083</u>
Total U.S. Department of Agriculture			<u>291,937</u>
Total Expenditures of Federal Awards			<u>\$ 2,766,144</u>

See notes to schedule of expenditures of federal awards.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Schedule of Expenditures of Federal Awards

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of School of Excellence in Education dba Legacy Traditional Schools - Texas (School). The information in this Schedule is presented in accordance with the requirements of Title U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

2. Non-Cash Federal Awards

Food commodities are recognized as federal expenditures when distributed. Distributed food is reported in the Schedule under the National School Lunch Program and is valued based on amounts reported to the School by the Texas Department of Agriculture. These amounts are considered to be non-cash assistance to the School.

The School received non-cash awards in the form of food commodities totaling \$20,083 for the period ended June 30, 2022.

2024 North Carolina Charter Application

Question 252 – Additional Context

As directed by CSRB staff, this document is intended to provide additional clarity and explanation of the responses of the Legacy Traditional Schools – North Carolina board (LTS-NC) under question 252.

During its convening on April 16, 2024, the LTS-NC board received an overview of the school's proposed bylaws by David Hostetler. Board member discussed the bylaws and requested several modifications. The proposed bylaws included within the application submission reflect these changes.

Additionally, during the same convening, the LTS-NC board investigated three possible audit firms that the school may choose to engage for the FY27 audit. Due diligence will continue should the school be approved, and the LTS-NC board expects to make a final selection prior to June 30, 2027. The board fully understands that school will be required to undergo an audit on an annual basis.

Should the CSRB have any questions about one or both of these responses, please do not hesitate to reach out.

School of Excellence in Education dba Legacy Traditional Schools – Texas

**Financial Statements with Supplemental Information
and Compliance Reports
June 30, 2023**



School of Excellence in Education dba Legacy Traditional Schools - Texas

Contents

Certificate of Board	1
Independent Auditors' Report	2
Financial Statements:	
Statement of Financial Position	5
Statement of Activities	6
Statement of Cash Flows	7
Notes to Financial Statements	8
Supplemental Information and Compliance Reports:	22
Schedule of Assets	23
Schedule of Expenses	24
Education Programs Schedule	25
Budgetary Comparison Schedule	26
Schedule of Real Property Ownership Interest	27
Schedule of Related Party Transactions	28
Schedule of Related Party Compensation and Benefits	29
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	30
Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance	32
Schedule of Findings and Questioned Costs	35
Schedule of Expenditures of Federal Awards	37
Notes to Schedule of Expenditures of Federal Awards	38

School of Excellence in Education dba Legacy Traditional Schools - Texas Certificate of Board

School of Excellence in Education
Name of Charter Holder

74-2892246
Federal Employer ID Number

Legacy Traditional Schools - Texas
Name of Charter School

BEXAR
County

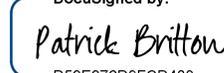
015-806
Co. Dist. Number

We, the undersigned, certify that the attached Financial and Compliance Report of School of Excellence in Education dba Legacy Traditional Schools - Texas was reviewed and (check one) approved ___ disapproved for the year ended June 30, 2023, at a meeting of the governing body of the charter school on the 20th day of November 2023.

DocuSigned by:

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Signature of Board Secretary

DocuSigned by:

D53E376D9ECD408...

Signature of Board President



Independent Auditors' Report

To the Board of Directors of
School of Excellence in Education dba
Legacy Traditional Schools - Texas

Opinion

We have audited the accompanying financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (School) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities and cash flows for the year then ended and the related notes to the financial statements.

In our opinion, the financial statements are presented fairly, in all material respects, the financial position of the School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (GAAP).

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, the School changed its method of accounting for its leases effective July 1, 2022 as required by the provisions of Financial Accounting Standards Board Accounting Standards Update 2016-02, *Leases*. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with GAAP, and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Misstatements, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings and certain internal control related matters that we identified during the audit.

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental information listed in the accompanying table of contents is presented for purposes of additional analysis as required by the Texas Education Agency and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The supplemental information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 20, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



A Limited Liability Partnership

Arlington, Texas
November 20, 2023

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Financial Position
June 30, 2023

Assets

Current assets:

Cash and cash equivalents	\$ 1,909,909
Restricted cash equivalents	33,938,017
Due from government agencies	<u>1,918,111</u>
Total current assets	37,766,037

Noncurrent assets:

Property and equipment, net	80,118,407
Right-of-use assets - financing leases, net	<u>117,025</u>
Total assets	<u><u>\$118,001,469</u></u>

Liabilities and Net Assets

Current liabilities:

Accounts payable	\$ 6,407,545
Accrued expenses	113,627
Accrued wages payable	449,273
Interest payable	2,154,171
Funds held for others	8,885
Current portion of long-term debt	224,915
Right-of-use liabilities - financing leases, current	<u>28,643</u>
Total current liabilities	9,387,059

Noncurrent liabilities:

Refundable advance	1,000,000
Long-term debt, net	106,091,876
Right-of-use liabilities - financing leases, net	<u>92,041</u>
Total liabilities	116,570,976

Net assets:

Without donor restrictions	<u>1,430,493</u>
Total liabilities and net assets	<u><u>\$118,001,469</u></u>

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Activities
Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and other support:			
Local support:			
5740 Other revenue from local sources	\$ 1,256,762	\$ -	\$ 1,256,762
5750 Revenue from co-curricular or enterprising	88,949	-	88,949
Total local support	1,345,711	-	1,345,711
State program revenue:			
5810 Per capita and foundation school program	-	9,569,985	9,569,985
5820 State program revenues distributed by TEA	-	64,163	64,163
Total state program revenue	-	9,634,148	9,634,148
Federal program revenue:			
5920 Federal revenues distributed by TEA	-	3,444,068	3,444,068
5923 Federal program revenue - noncash commodities	-	39,459	39,459
5930 Federal revenues distributed by other than TEA	-	13,654	13,654
Total federal program revenue	-	3,497,181	3,497,181
Net assets released from restrictions-			
Satisfaction of program restrictions	13,881,329	(13,881,329)	-
Total revenues and other support	15,227,040	(750,000)	14,477,040
Expenses:			
11 Instruction	7,493,003	-	7,493,003
13 Curriculum development and instructional staff development	376,671	-	376,671
21 Instructional leadership	313,279	-	313,279
23 School leadership	1,073,790	-	1,073,790
31 Guidance, counseling and evaluation services	135,233	-	135,233
33 Health services	126,613	-	126,613
34 Student transportation	257,703	-	257,703
35 Food services	791,417	-	791,417
36 Extracurricular activities	154,126	-	154,126
41 General administration	613,760	-	613,760
51 Facilities maintenance and operations	1,944,518	-	1,944,518
52 Security and monitoring services	97,008	-	97,008
53 Data processing services	714,338	-	714,338
61 Community services	97,686	-	97,686
71 Debt service	1,643,275	-	1,643,275
81 Fundraising	397,836	-	397,836
Total expenses	16,230,256	-	16,230,256
Excess of expenses over revenues from operations	(1,003,216)	(750,000)	(1,753,216)
Non-operating activities:			
Gain on sale of property and equipment	61,473	-	61,473
Total non-operating activities	61,473	-	61,473
Decrease in net assets	(941,743)	(750,000)	(1,691,743)
Net assets at beginning of year	2,372,236	750,000	3,122,236
Net assets at end of year	\$ 1,430,493	\$ -	\$ 1,430,493

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Statement of Cash Flows
June 30, 2023

Cash flows from operating activities:	
Change in net assets	\$ (1,691,743)
Adjustments to reconcile change in net assets to net cash provided by operating activities	
Depreciation	970,138
Amortization	161,945
Amortization of right-of-use assets - financing leases	30,491
Gain on disposal of property and equipment	(61,473)
Changes in operating assets and liabilities:	
Due from government agencies	(684,123)
Contribution receivable	750,000
Prepaid expenses	81,241
Inventory	9,794
Accounts payable	3,569,842
Accrued expenses	(573,470)
Accrued wages payable	291,545
Interest payable	729,980
Refundable advances	<u>(550,000)</u>
Net cash provided by operating activities	3,034,167
Cash flows from investing activities:	
Purchases of property and equipment	(48,643,885)
Proceeds from disposal of property and equipment	<u>83,624</u>
Net cash used by investing activities	(48,560,261)
Cash flows from financing activities:	
Net proceeds from issuance of long-term debt	50,144,155
Right-of-use obligation - financing lease liabilities	<u>(26,832)</u>
Net cash provided by financing activities	<u>50,117,323</u>
Net increase in cash	4,591,229
Cash, cash equivalents and restricted cash equivalents at beginning of year	<u>31,256,697</u>
Cash, cash equivalents and restricted cash equivalents at end of year	<u><u>\$ 35,847,926</u></u>
Reconciliation of cash reported within the statement of financial position to the statement of cash flows:	
Cash and cash equivalents	\$ 1,909,909
Restricted cash equivalents	<u>33,938,017</u>
Total cash shown in the statement of cash flows	<u><u>\$ 35,847,926</u></u>
Supplemental disclosure of cash flow information:	
Cash paid during the year for interest, net of capitalized interest totaling \$1,976,951	<u><u>\$ 2,258,314</u></u>
Right-of-use assets obtained in exchange for finance lease liabilities	<u><u>\$ 147,516</u></u>
Noncash investing and financing activities:	
Property and equipment purchased through the issuance of debt	<u><u>\$ 3,500,000</u></u>

See notes to financial statements.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

1. Organization and Nature of Activities

The School of Excellence in Education dba Legacy Traditional Schools - Texas (School) is a nonprofit organization incorporated in the State of Texas in 1997 and is exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code (IRC). In 1998, the Texas State Board of Education granted the School an open-enrollment charter pursuant to Chapter 12 of the Texas Education Code. Pursuant to the program described in the charter application approved by the State Board of Education and the terms of the applicable Contract for Charter, the School was opened on September 1, 1998. The School was organized to provide educational services to at-risk students.

The School, which is the charter holder, operates a single charter school and does not conduct any noncharter activities.

The School is governed by a Board of Directors (Board), which is comprised of five members. The Board is selected pursuant to the bylaws of the School, and has the authority to make decisions, appoint the Superintendent of the School, and significantly influence operations. The Board has the primary accountability for the fiscal affairs of the School.

The School receives funding from the Texas Education Agency (TEA) based on the School's Average Daily Attendance Foundation Formula program. Since the School receives funding from local, state and federal government sources, it must comply with the requirements of the entities providing those funds. The School does not have the authority to impose ad valorem taxes or to charge tuition.

2. Summary of Significant Accounting Policies

Basis of Accounting and Financial Statement Presentation

The School prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP). The accounting system is organized under the Special Supplement to Financial Accounting and Reporting – *Nonprofit Charter School Chart of Accounts*, a module of the Texas Education Agency Financial Accountability Resource Guide.

Net assets and revenues, expenses, gains and losses are classified based on the existence and nature or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Net assets without donor restrictions - Net assets not subject to donor or grantor-imposed restrictions even though their use may be limited in other respects, such as by contract or board designation.

Net assets with donor restrictions - Net assets subject to donor or grantor stipulations that will be met by actions of the School and/or the passage of time. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Financial Instruments and Credit Risk Concentrations

Financial instruments which are potentially subject to concentrations of credit risk consist of cash and cash equivalents, restricted cash equivalents, and amounts due from government agencies. Cash and restricted cash equivalents are placed with high credit quality financial institutions to minimize risk. The School maintains cash balances at financial institutions located in Texas. The balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2023, the School had no bank balances that were uninsured or without pledged collateral in the School's name. Amounts due from government agencies are unsecured and are due from the TEA. The School continually evaluates the collectability of receivables and maintains allowances as necessary. No provision has been made for uncollectible receivables as of June 30, 2023, given that none have been identified.

For the year ended June 30, 2023, the School received 91% of its total revenue and support from the TEA and the federal government. Any unforeseen loss of the charter agreement with TEA or changes in legislative funding could have a material effect on the ability of the School to continue to provide the current level of services to its students.

Cash and Cash Equivalents

The School considers all highly liquid investments with original maturities of three months or less from date of purchase to be cash equivalents. Restricted cash equivalents is limited as to use under the terms of the bond indenture. The restricted cash equivalents represent amounts restricted for debt service requirements and maintenance reserves for bonds.

Property and Equipment

Property and equipment purchased by the School are recorded at cost. Donated assets are reported at the fair market value. Capital assets are defined by the School as assets with an individual cost of more than \$5,000 and a useful life longer than one year. Depreciation is calculated on the straight-line method based upon the estimated useful lives of 5 to 39 years.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Expenditures for maintenance and repairs are expensed when incurred; significant renewals and betterments are capitalized. Property and equipment acquired with public funds received for the operation of the School constitute public property pursuant to Chapter 12 of the Texas Education Code.

For depreciable property and equipment, or resources to be used to acquire depreciable property and equipment, the donor or grantor restriction expires over the assets' useful life, as required by the TEA.

Impairment of Long Lived Assets

The School reviews the carrying value of property and equipment for impairment whenever events and circumstances indicate the carrying value of an asset may not be recoverable from the estimated future cash flows expected from its use and eventual disposition. In cases where undiscounted expected future cash flows are less than the carrying value, an impairment loss is recognized equal to an amount by which the carrying value exceeds the fair value of assets. The factors considered by management in performing this assessment included current operating results, trends and prospects and the effects of obsolescence, demand completion and other economic factors. There were no indications of asset impairment during the year ended June 30, 2023.

Revenues and Support

Revenues from the State's available school fund are earned based on reported attendance.

A portion of the School's revenue is derived from cost-reimbursement contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures or meeting performance requirements are reported as refundable advances in the statement of financial position. The School was awarded cost-reimbursable grants totaling \$2,025,169 that have not been received or recognized at June 30, 2023 because qualifying expenditures or performance requirements have not been incurred or met.

All contributions are considered to be available for purposes without restriction unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as support that increases net assets with donor restrictions.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Contributed Goods and Services

Contributed services are recognized in the accompanying financial statements at fair value if the services received create or enhance non-financial assets or require specialized skills that are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation. Numerous individuals donate significant amounts of time to the School. No donated services were utilized that met the criteria to be recorded as revenue in the School's financial statements. Contributions of donated nonfinancial assets are recorded at the estimated fair value in the year received. The related expense is recognized as the item is used.

Debt Issuance Costs

Costs of obtaining bond financing are recorded as bond issuance costs and are reported as a direct deduction from the carrying amount of that debt liability and amortized using the interest method over the related bond year. Amortization expense is included in debt service in the accompanying statement of activities.

Federal Income Taxes

The School is exempt from federal income taxes under Section 501(c)(3) of the IRC and has not been classified as a private foundation as defined in the IRC. Income generated from activities unrelated to the School's exempt purposes is subject to tax under IRC Section 511. The School had no unrelated business income for the year ended June 30, 2023. Accordingly, no provision has been made for federal income tax in the accompanying financial statements.

GAAP requires the evaluation of tax positions taken in the course of preparing the School's tax returns and recognition of a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the Internal Revenue Service. Management has analyzed the tax positions taken by the School, and has concluded that as of June 30, 2023, there are no uncertain tax positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements.

Estimates and Assumptions

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates included in the School's financial statements are related to the School's estimate of revenue and receivable for the Foundation School Program, depreciation expense and the functional allocation of expenses.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Accounting Pronouncement Adopted

The School adopted ASU No. 2016-02, *Leases* (Topic 842). The guidance in the ASU supersedes the current leasing guidance. Under the new guidance, lessees are required to recognize lease assets and lease liabilities on the statement of financial position for all leases with terms longer than 12 months. Leases are classified as either finance or operating, with classification affecting the pattern of expense recognition in the statement of activities. The ASU also required expanded disclosures related to the amount, timing and uncertainty of cash flows arising from leases. The School elected to adopt the transition relief provisions from ASU 2016-02 and recorded the impact of adoption as of July 1, 2022, using the retrospective method resulting in the recording of right-of-use assets and liabilities totaling \$147,516. No changes were required to net assets as of July 1, 2022.

3. Restricted Cash Equivalents

Restricted cash equivalents consist of the following as of June 30, 2023:

Insurance proceeds	\$ 51,770
Debt service reserve fund	6,857,395
Taxable bond fund	27,262
Tax-exempt bond fund	7,001,565
Project fund	<u>20,000,025</u>
Total	<u>\$ 33,938,017</u>

4. Receivable from Activity Funds

To comply with a TEA directive included in a letter dated August 24, 2009, the School's activity funds are required to pay the general fund for costs that were paid from the general fund, in error. The total amount required to be repaid was \$80,338, comprised of \$68,852 for a band trip to China and \$11,486 for the purchase of band uniforms and shoes.

During the year ended June 30, 2023, the School made no payments from the activity fund to the general fund, leaving a receivable balance of \$71,838.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

5. Property and Equipment

Property and equipment consist of the following at June 30, 2023:

Land	\$ 8,350,200
Buildings and improvements	45,341,754
Furniture and equipment	3,928,600
Vehicles	154,788
Construction in progress	<u>28,827,297</u>
Total property and equipment	86,602,639
Less: Accumulated depreciation	<u>(6,484,232)</u>
Property and equipment, net	<u><u>\$ 80,118,407</u></u>

Depreciation expense for the year ended June 30, 2023 totaled \$970,138.

At June 30, 2023, construction in progress includes costs incurred to construct or update three educational facilities. At June 30, 2023, the School had open construction contracts for the construction of new educational facilities totaling \$35,157,857, of which \$24,633,732 had been paid or incurred at year end.

6. Leases

In evaluating its contracts, the School separately identifies lease and nonlease components, such as maintenance costs, in calculating the right-of-use (ROU) assets and lease liabilities for its office equipment. The School has elected the practical expedient to not separate lease and nonlease components and classifies the contract as a lease if consideration in the contract allocated to the lease component is greater than the consideration allocated to the nonlease component.

Leases result in the recognition of ROU assets and lease liabilities on the statement of financial position. ROU assets represent the right to use an underlying asset for the lease term, and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis. The School determines lease classification as operating or finance at the lease commencement date.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

At lease inception, the lease liability is measured at the present value of the lease payments over the lease term. The ROU asset equals the lease liability adjusted for any initial direct costs, prepaid or deferred rent and lease incentives. The School uses the implicit rate when readily determinable. As the lease do not provide an implicit rate, the Organization uses the incremental borrowing rate based on the information available at the commencement date to determine the present value of lease payments. Incremental borrowing rates was used to determine the present value of lease payments.

The lease term may include options to extend or to terminate the lease that the School is reasonably certain to exercise. Lease expense is generally recognized on a straight-line basis over the lease term. The School has elected not to record leases with an initial term of 12 months or less on the statements of financial position. Lease expense on such leases is recognized on a straight-line basis over the lease term.

Nature of Leases

The School has entered into financing lease arrangements for office equipment used for operations. The leases expire at various dates through August 2027. Termination of the leases is generally prohibited unless there is a violation under the lease agreements.

Future minimum lease payments and reconciliation to the statement of financial position at June 30, 2023 are as follows for the years ending June 30:

2024	\$	36,790
2025		36,790
2026		36,790
2027		28,946
2028		<u>1,944</u>
Total future undiscounted lease payments		141,259
Less present value discount		<u>(20,575)</u>
Right-of-use liabilities	\$	<u><u>120,684</u></u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

The following represents lease cost and required information for the year ended June 30, 2023:

Total lease cost	\$ <u>36,790</u>
Other information:	
Cash paid for amounts included in the measurement of lease liabilities:	
Cash flows from financing leases	\$ <u>26,832</u>
Right-of-use assets obtained in exchange for new lease liabilities	\$ <u>147,516</u>
Weighted-average remaining lease term	<u>3.85 years</u>
Weighted-average discount rate	<u>6.75%</u>

7. Long-Term Debt

The following is a summary of changes in the School's long-term debt for the year ended June 30, 2023:

	Beginning Balances	Additions	Reductions	Ending Balances	Amounts Due Within One Year
Bonds payable:					
Series 2021-A	\$ 52,465,000	\$ -	\$ -	\$ 52,465,000	\$ 185,000
Series 2021-B	1,010,000	-	-	1,010,000	-
Series 2022-A	-	49,405,000	-	49,405,000	-
Series 2022-B	-	590,000	-	590,000	-
Bond issuance costs 2021 A&B	(1,104,529)	-	92,303	(1,012,226)	-
Bond issuance costs 2022 A&B	-	(1,401,173)	115,561	(1,285,612)	-
Unamortized premium	140,220	1,550,328	(45,919)	1,644,629	-
Total bonds payable, net	52,510,691	50,144,155	161,945	102,816,791	185,000
Note payable	-	3,500,000	-	3,500,000	39,915
Total	\$ 52,510,691	\$ 53,644,155	\$ 161,945	\$ 106,316,791	\$ 224,915

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Bonds Payable

In November 2021, the School completed a transaction in which the Arlington Higher Education Finance Corporation (AHEFC) issued \$52,465,000 Education Revenue Bonds Series 2021A and \$1,010,000 Education Revenue Bonds Taxable Series 2021B and loaned the proceeds of the bonds to the School. The School entered into a loan agreement with AHEFC for the proceeds of the bond issue, which are held by the bond trustee, Wilmington Trust, National Association. The bonds were issued as education revenue bonds, and have interest rates ranging from 4% to 5.25%, and are collateralized by a pledge of revenues of the School. The School is required to use the bond proceeds to refinance existing debt, pay debt issuance costs, provide capitalized interest on bonds, to fund a debt service reserve for bonds and to finance or refinance the costs of acquiring land, acquiring, constructing, improving and equipping “educational facilities” and facilities incidental, subordinated, or related thereto or appropriate in connection to the School.

The loan agreement and Supplemental Master Trust Indenture for the 2021 series bonds establishes a debt service coverage ratio, which stipulates that available revenues for each fiscal year must be equal to at least 1.10 times the annual debt service of the School until the individual bond or notes have been paid in full. At June 30, 2023, the School was in compliance with this covenant and all other applicable financial covenants contained in the Supplemental Master Trust Indentures and loan agreements.

In September 2022, the School completed a transaction in which the Arlington Higher Education Finance Corporation (AHEFC) issued \$49,405,000 Education Revenue Bonds Series 2022A and \$590,000 Education Revenue Bonds Taxable Series 2022B and loaned the proceeds of the bonds to the School. The School entered into a loan agreement with AHEFC for the proceeds of the bond issue, which are held by the bond trustee, Wilmington Trust, National Association. The bonds were issued as education revenue bonds, and have interest rates ranging from 5% to 6.75%, and are collateralized by a pledge of revenues of the School. The School is required to use the bond proceeds to pay debt issuance costs, provide capitalized interest on bonds, to fund a debt service reserve for bonds and to finance or refinance the costs of acquiring land, acquiring, constructing, improving and equipping “educational facilities” and facilities incidental, subordinated, or related thereto or appropriate in connection to the School.

The loan agreement and Supplemental Master Trust Indenture for the 2022 series bonds establishes a debt service coverage ratio, which stipulates that available revenues for each fiscal year must be equal to at least 1.10 times the annual debt service of the School until the individual bond or notes have been paid in full. At June 30, 2023, the School was in compliance with this covenant and all other applicable financial covenants contained in the Supplemental Master Trust Indentures and loan agreements.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

Debt service requirements are as follows for the years ending June 30:

	Principal	Interest	Total
2024	\$ 185,000	\$ 5,585,207	\$ 5,770,207
2025	445,000	5,577,807	6,022,807
2026	980,000	5,560,007	6,540,007
2027	1,105,000	5,511,413	6,616,413
2028	1,175,000	5,456,238	6,631,238
2029-2033	6,730,000	26,457,406	33,187,406
2034-2038	8,365,000	24,828,013	33,193,013
2039-2043	10,475,000	22,732,044	33,207,044
2044-2048	13,235,000	19,967,650	33,202,650
2049-2053	16,820,000	16,380,694	33,200,694
2054-2057	21,480,000	11,631,838	33,111,838
2058-2063	22,475,000	3,916,350	26,391,350
Total	<u>\$103,470,000</u>	<u>\$153,604,667</u>	<u>\$257,074,667</u>

Note Payable

On September 15, 2022, the School entered into a note payable agreement with a real estate investment trust to borrow \$3,500,000. The School is required to make quarterly payments of accrued, unpaid interest beginning January 1, 2023. The School will begin making quarterly payments of principal and interest totaling approximately \$80,000 beginning on January 1, 2024 through maturity on September 15, 2027. All outstanding, unpaid principal and accrued interest will be payable upon maturity on September 15, 2027.

8. Conditional Contribution

During the year ended August 31, 2021, the School received a cash contributions totaling \$1,000,000 which is subject to certain conditions. The conditions relate to the School building new campuses and other time constraints. As a result, this contribution has been recorded as a refundable advance at June 30, 2023, and will be repaid or recognized as contribution revenue in future periods, depending on the outcome of the conditions.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

9. Management Agreement

In January 2021, TEA approved a non-expansion amendment request related to a management agreement with Vertex Education to provide comprehensive management services to the School (Management Agreement). Under the Management Agreement, the School receives services in the general areas of academic development and school management; exceptional student services; finance and accounting; marketing, communications, and website; human resources; information systems; food services; and facilities management for an annual fee of 12% of its state revenues, commencing in February 2021. At June 30, 2023, the School has a payable due under the Management Agreement totaling \$103,797 included in accounts payable.

The current agreement is in effect until June 30, 2030 and renews automatically for three additional terms of five years each until terminated in writing by either party with a written 90-day notice.

10. Contributions of Nonfinancial Assets

The School received \$39,459 of commodities during the year ended June 30, 2023. Contributed commodities are reported at the fair market value of the commodities. These contributed nonfinancial assets were utilized for program services. There were no donor restrictions on these contributions.

11. Multi-employer Defined Benefit Pension Plan

Plan Description

The School contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805, respectively. The State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report from the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

Funding Policy

Plan members contributed 8% of their annual covered salary in 2023. The School contributes 8% for new members of the first 90 days of employment, and the State contributes 8%. Additionally, the School makes a 1.8% non-OASDI payment for all TRS eligible employees. The School contributions do not represent more than 5% of the TRS' total contributions. For the year ended June 30, 2023, the School contributed \$394,641 to TRS.

The risks of participating in a multi-employer, defined benefit plan are different from single-employer plans because (a) amounts contributed to a multi-employer plan by one employer may be used to provide benefits to employees of other participating employers and (b) if an employer stops contributing to TRS, unfunded obligations of TRS may be required to be borne by the remaining employers. There is no withdrawal penalty for leaving TRS.

Total TRS plan assets as of the most recent fiscal year ended for TRS of August 31, 2022 were approximately \$208 billion. Accumulated benefit obligation as of August 31, 2022 was approximately \$244 billion. The plan was 75.62% funded as of August 31, 2022.

12. Health Care Coverage

During the year ended June 30, 2023, employees of the School were covered by TRS ActiveCare, a statewide health coverage program for public education employees established by the 77th Texas Legislature. The School contributed \$225 per employee, per month, to the Plan, while the State contributed \$75 per employee, per month, to the Plan.

Employees, at their option, authorize payroll withholdings to pay contributions or premiums for dependents. All premiums were paid to licensed insurers.

13. Contingencies and Commitments

The School receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to TEA and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency.

The programs administered by the School have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the TEA or the grantor agency. The School is economically dependent on these charter school funds.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Financial Statements

14. Related Party Transactions

During the year ended August 31, 2021, a \$1,000,000 conditional contribution recorded as a refundable advance was received from the George W. Brackenridge Foundation, whose executive director is a member of the Board. This amount is included as a refundable advance as of June 30, 2023.

15. Functional Allocation of Expenses

Expenses that are attributable to one or more functional classifications are allocated among the activities benefited. Salaries and related costs are charged directly either to program services, fundraising or administration based on actual time worked in each area. Information technology costs, depreciation, interest expense and occupancy costs are allocated based on whether the costs are associated with instructional campuses (program services) or with administrative buildings.

The following is a schedule of functional expenses for the year ended June 30, 2023:

	Payroll Costs	Professional & Contracted Services	Supplies & Materials	Other Operating Costs	Debt Service	Total
Program Services:						
Instructional and instructional related services	\$ 4,575,625	\$ 1,692,106	\$ 556,565	\$ 1,048,878	\$ 1,639,775	\$ 9,512,949
Instructional and school leadership	311,858	1,421	-	-	-	313,279
Support services - student based	633,367	171,689	553,875	106,161	-	1,465,092
Support services - nonstudent based	199,561	1,411,017	177,142	253,806	-	2,041,526
Ancillary services	-	74,170	5,872	17,644	-	97,686
Total program services	5,720,411	3,350,403	1,293,454	1,426,489	1,639,775	13,430,532
Support Services:						
School leadership	872,233	143,161	28,999	29,397	-	1,073,790
Administrative support services	213,580	354,803	11,475	33,902	-	613,760
Support services - nonstudent based	85,958	512,105	69,235	47,040	-	714,338
Fundraising	-	144,542	39,727	213,567	-	397,836
Total support services	1,171,771	1,154,611	149,436	323,906	-	2,799,724
Total expenses	\$ 6,892,182	\$ 4,505,014	\$ 1,442,890	\$ 1,750,395	\$ 1,639,775	\$ 16,230,256

School of Excellence in Education dba Legacy Traditional Schools - Texas
Notes to Financial Statements

16. Liquidity and Availability of Resources

Financial assets available within one year of the statement of financial position date for general expenditure are as follows:

Cash and cash equivalents	\$ 1,909,909
Due from government agencies	<u>1,918,111</u>
Total financial assets available for general expenditure	<u>\$ 3,828,020</u>

The School relies on state aid and federal grants to meet general expenditures related to operations. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities of education, as well as the conduct of services undertaken to support those activities, to be general expenditures.

As part of the School's liquidity management, it structures its financial assets to be available as its general expenditures and liabilities become due or as additional funding opportunities are presented by maintaining a significant portion of its assets in cash.

17. Subsequent Events

The School evaluated subsequent events through November 20, 2023, the date the financial statements were available to be issued, and concluded that no additional disclosures are required.

**Supplemental Information
and Compliance Reports**

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Assets
June 30, 2023

	Ownership Interest		
	Local	State	Federal
1110 Cash and cash equivalents	\$ -	\$ 35,847,926	\$ -
1510 Land	-	8,350,200	-
1520 Buildings and improvements	-	45,222,211	119,543
1531 Vehicles	-	154,788	-
1539 Furniture and equipment	-	3,928,600	-
1551 Right-of-use assets - financing lease	-	147,516	-
1580 Construction in progress	-	28,827,297	-
Total Property and Equipment	<u>\$ -</u>	<u>\$122,478,538</u>	<u>\$ 119,543</u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenses
Year Ended June 30, 2023

<u>Object Code</u>	<u>Description</u>	<u>Amount</u>
6100	Payroll costs	\$ 6,892,182
6200	Professional and contracted services	4,505,014
6300	Supplies and materials	1,442,890
6400	Other operating expenses	1,750,395
6500	Debt service	<u>1,639,775</u>
		<u>\$ 16,230,256</u>

School of Excellence in Education dba Legacy Traditional Schools - Texas
Education Programs Schedule
Year Ended June 30, 2023

Data Codes	Section A: Compensatory Education Programs Center	Responses
AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	\$703,534
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year. (PIC's 24, 26, 28, 29, 30, 34)	\$553,576
Section B: Bilingual Education Programs Center		
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	\$50,282
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PIC's 25, 35)	\$178,227

School of Excellence in Education dba Legacy Traditional Schools - Texas
Budgetary Comparison Schedule
Year Ended June 30, 2023

	Budgeted Amounts		Actual Amounts	Variance from Final Budget
	Original	Final		
Revenue and other support:				
Local support:				
5740 Other revenue from local sources	\$ 1,300,000	\$ 1,300,000	\$ 1,256,762	\$ (43,238)
5750 Revenue from co-curricular or enterprising	-	-	88,949	88,949
Total local support	1,300,000	1,300,000	1,345,711	45,711
State program revenue:				
5810 Per capita and foundation school program	10,407,890	10,407,890	9,569,985	(837,905)
5820 State program revenues distributed by TEA	68,996	68,996	64,163	(4,833)
Total state program revenue	10,476,886	10,476,886	9,634,148	(842,738)
Federal program revenue:				
5920 Federal revenues distributed by TEA	3,953,156	3,953,156	3,444,068	(509,088)
5923 Federal program revenue - noncash commodities	-	-	39,459	39,459
5930 Federal revenues distributed by other than TEA	-	-	13,654	13,654
Total federal program revenue	3,953,156	3,953,156	3,497,181	(455,975)
Total revenue and other support	15,730,042	15,730,042	14,477,040	(1,253,002)
Expenses:				
11 Instruction	6,605,940	6,605,940	6,577,324	28,616
12 Instructional resources and media services	2,668	2,668	-	2,668
13 Curriculum development and instructional staff development	79,877	79,877	376,671	(296,794)
21 Instructional leadership	201,721	201,721	313,279	(111,558)
23 School leadership	1,400,727	1,400,727	1,073,790	326,937
31 Guidance, counseling and evaluation services	264,413	264,413	135,233	129,180
33 Health services	143,057	143,057	126,613	16,444
34 Student transportation	258,344	258,344	257,703	641
35 Food services	756,197	756,197	736,958	19,239
36 Extracurricular activities	185,688	185,688	154,126	31,562
41 General administration	901,834	901,834	613,760	288,074
51 Facilities maintenance and operations	2,197,858	2,197,858	1,944,518	253,340
52 Security and monitoring services	225,250	225,250	97,008	128,242
53 Data processing services	583,029	583,029	714,338	(131,309)
61 Community services	45,000	45,000	97,686	(52,686)
71 Debt service	336,174	336,174	1,643,275	(1,307,101)
81 Fundraising	544,550	544,550	397,836	146,714
Total expenses	14,732,327	14,732,327	15,260,118	(527,791)
Excess (deficit) of revenues over expenses from operations	997,715	997,715	(783,078)	(725,211)
Non-operating activities:				
Depreciation	(734,234)	(734,234)	(970,138)	235,904
Child Nutrition Program surplus additional spending	(160,017)	(160,017)	-	(160,017)
Additional debt service (capital, non-operating)	(1,612,619)	(1,612,619)	-	(1,612,619)
Gain on sale of property and equipment	-	-	61,473	(61,473)
Total non-operating activities	(2,506,870)	(2,506,870)	(908,665)	(1,598,205)
Increase (decrease) in net assets	(1,509,155)	(1,509,155)	(1,691,743)	(182,588)
Net assets at beginning of year	3,122,236	3,122,236	3,122,236	-
Net assets at end of year	\$ 1,613,081	\$ 1,613,081	\$ 1,430,493	\$ 182,588

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Real Property Ownership Interest
Year Ended June 30, 2023

Description	Property Address	Total Assessed Value	Ownership Interest		
			Local	State	Federal
NCB 10063 BLK 16 LOT 1 THRU 5	802 Oblate Dr, San Antonio, TX 78216	\$ 4,107,840	-	\$ 4,107,840	-
NCB 11016 BLK 2 LOT 1 THRU 5 & 12	809 Oblate Dr, San Antonio, TX 78216	470,020	-	470,020	-
NCB 7172 BLK LOT 8	1826 Basse Rd, San Antonio, TX 78213	4,606,320	-	4,606,320	-
CB 5008 P-11A ABS 526	5703 Blanco Rd, San Antonio, TX 78216	109,950	-	109,950	-
CB 5008 P-12 ABS 526	5703 Blanco Rd, San Antonio, TX 78216	1,131,870	-	1,131,870	-
CB 4408 P-2E ABS 253	13380 W FM 471 Rd, San Antonio, TX 78253	1,911,410	-	1,911,410	-
ABS: 137 SUR: T GARCIA 16.514 AC	2900 Cibolo Valley Dr, Cibolo, TX 78108	24,607,683	-	24,607,683	-
ABS: 137 SUR: T GARCIA 0.90 AC	3200 Cibolo Valley Dr, Cibolo, TX 78108	162,550	-	162,550	-

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Transactions
Year Ended June 30, 2023

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Type of Transaction</u>	<u>Description of Terms and Conditions</u>	<u>Source of Funds Used</u>	<u>Payment Frequency</u>	<u>Total Paid During Fiscal Year</u>	<u>Principal Balance Due</u>
Brackenridge Foundation	Board member	Executive Director	Financial	Recoverable grant award for the sole purpose of the successful creation and operation of Legacy Traditional model schools managed by Vertex Education and the approval of a management services agreement with School of Excellence in Education and Vertex. If conditions are met, grantee is absolved of repayment obligation starting in FY26 and ends in FY28.	Local	Yearly	\$ -	\$ -

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Related Party Compensation and Benefits
Year Ended June 30, 2023

<u>Related Party Name</u>	<u>Name of Relation to the Related Party</u>	<u>Relationship</u>	<u>Compensation or Benefit</u>	<u>Payment Frequency</u>	<u>Description</u>	<u>Source of Funds Used</u>	<u>Total Paid During Fiscal Year</u>
None							

**Independent Auditors' Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards***

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of School of Excellence in Education dba Legacy Traditional Schools - Texas (School), which comprise the statement of financial position as of June 30, 2023 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 20, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



A Limited Liability Partnership

Arlington, Texas
November 20, 2023



Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors of
School of Excellence in Education dba Legacy Traditional Schools - Texas

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited School of Excellence in Education dba Legacy Traditional Schools - Texas' (School) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal compliance. Given these limitations during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



A Limited Liability Partnership

Arlington, Texas
November 20, 2023

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Year Ended June 30, 2023

Section I – Summary of Auditors’ Results

Financial Statements

Type of auditors’ report issued:	Unmodified
Internal control over financial reporting:	
• Material weaknesses identified?	No
• Significant deficiencies identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
• Material weaknesses identified?	No
• Significant deficiencies identified?	None reported
Type of auditors’ report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No
Identification of major federal program or cluster:	
Elementary Stabilization Fund Under the Coronavirus Aid, Relief, And Economic Security Act	ALN 84.425
Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

None

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Findings and Questioned Costs
Year Ended June 30, 2023

Section IV – Summary of Prior Year Audit Findings

2022-001 Special Tests – Assessment System Security: Internal Controls over required documentation and approval for state testing

ALN# 84.010A Title I Grants to Local Education Agencies

Summary: During testing of Assessment System Security, management was unable to provide support for required documentation for 2 of the 7 items selected for testing.

Status: This finding was corrected in 2023.

School of Excellence in Education dba Legacy Traditional Schools - Texas
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Federal Grantor/ Pass through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-through Entity identifying number	Federal Expenditures
U.S. Department of Education:			
Passed through Texas Education Agency:			
Title I Grants to Local Educational Agencies	84.010A	22610101015806	\$ 256,844
Title I Grants to Local Educational Agencies	84.010A	23610101015806	315,978
Title I Grants to Local Educational Agencies	84.010A	23610141015806	<u>45,189</u>
Total ALN 84.010			618,011
Special Education-Grants to States (IDEA, Part B)	84.027A	226600010158066000	3,824
Special Education-Grants to States (IDEA, Part B)	84.027A	236600010158066000	113,019
COVID-19 - Special Education-Grants to States (IDEA, ARP)	84.027X	225350020158065000	<u>17,286</u>
Total Special Education Cluster			134,129
Supporting Effective Instruction State Grants	84.367A	23694501015806	824
Supporting Effective Instruction State Grants	84.367A	69452171	<u>781</u>
Total ALN 84.367			1,605
COVID-19 - Elementary and Secondary School Emergency Relief Fund	84.425D	21521001015806	637,996
COVID-19 - Elementary and Secondary School Emergency Relief Fund	84.425U	21528001015806	1,556,954
COVID-19 - Elementary and Secondary School Emergency Relief Fund	84.425U	21528042015806	<u>19,259</u>
Total ALN 84.425			2,214,209
Student Support and Academic Enrichment Program	84.424A	20680101015806	1,021
Student Support and Academic Enrichment Program	84.424A	22680101015806	10,143
Student Support and Academic Enrichment Program	84.424A	23680101015806	<u>39,115</u>
Total ALN 84.424			50,279
Grants for State Assessments	84.369A	69552102	1,439
Grants for State Assessments	84.369A	69552202	<u>1,479</u>
Total ALN 84.369			<u>2,918</u>
Total U.S. Department of Education			3,021,151
U.S. Department of Health and Human Services:			
Passed through Texas Education Agency:			
COVID-19 Epidemiology and Laboratory Capacity for Infectious Diseases	93.323	22393503015806	13,654
U.S. Department of Agriculture:			
Passed through Texas Education Agency:			
School Breakfast Program	10.553	71402301	70,739
School Breakfast Program	10.553	71402201	20,128
National School Lunch Program	10.555	71302301	264,520
National School Lunch Program	10.555	71302201	<u>67,530</u>
Total Child Nutrition Cluster			422,917
Passed through Texas Department of Agriculture:			
National School Lunch Program - USDA Commodities	10.555	-	<u>39,459</u>
Total U.S. Department of Agriculture			<u>462,376</u>
Total Expenditures of Federal Awards			<u>\$ 3,497,181</u>

See notes to schedule of expenditures of federal awards.

School of Excellence in Education dba Legacy Traditional Schools - Texas

Notes to Schedule of Expenditures of Federal Awards

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of School of Excellence in Education dba Legacy Traditional Schools - Texas (School). The information in this Schedule is presented in accordance with the requirements of Title U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

2. Non-Cash Federal Awards

Food commodities are recognized as federal expenditures when distributed. Distributed food is reported in the Schedule under the National School Lunch Program and is valued based on amounts reported to the School by the Texas Department of Agriculture. These amounts are considered to be non-cash assistance to the School.

The School received non-cash awards in the form of food commodities totaling \$39,459 for the year ended June 30, 2023.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP

Combined Financial Statements
Together with Independent Auditor's Report
And Supplementary Information
June 30, 2022

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT	1
COMBINED FINANCIAL STATEMENTS	
Combined statement of financial position	3
Combined statement of activities	4
Combined statement of functional expenses	5
Combined statement of cash flows	6
Notes to combined financial statements	7
COMBINING FINANCIAL STATEMENT SCHEDULES	
Schedule 1 - Combining schedule – Statement of financial position information	27
Schedule 2 - Combining schedule – Statement of activities information	31

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Legacy Traditional School - Chandler, as the Obligated Group Representative

Report on the Audit of the Combined Financial Statements

Opinion

We have audited the combined financial statements of Legacy Traditional Schools Obligated Group, which consists of Legacy Traditional School - Chandler (as the Obligated Group Representative), Legacy Traditional School – Maricopa, Legacy Traditional School – Avondale, Legacy Traditional School – Northwest Tucson, Legacy Traditional School – Laveen, Legacy Traditional School – Gilbert, Legacy Traditional School – Surprise, Legacy Traditional School – Queen Creek, Legacy Traditional School – Casa Grande, Legacy Traditional School – North Chandler, Legacy Traditional School – Glendale, Legacy Traditional School – Peoria, Legacy Traditional School – East Mesa, Legacy Traditional School – Phoenix, Legacy Traditional School – Goodyear, Legacy Traditional School – North Phoenix, Legacy Traditional School – West Surprise, Legacy Traditional School – Deer Valley, Legacy Traditional School – East Tucson, Legacy Traditional School – Mesa, and Legacy Traditional School – San Tan (all Arizona non-profit organizations), and Legacy Traditional Schools – Nevada, Inc. (a Nevada non-profit organization) (collectively, the Obligated Group) which comprise the combined statement of financial position as of June 30, 2022, and the related combined statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the combined financial statements.

In our opinion, the accompanying combined financial statements referred to above present fairly, in all material respects, the combined financial position of the Obligated Group, as of June 30, 2022, and the combined statements of activities, functional expenses, and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the Obligated Group, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of the combined financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the combined financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Obligated Group's ability to continue as a going concern for one year after the date that the combined financial statements are issued (or within one year after the date that the combined financial statements are available to be issued, when applicable).

Auditor's Responsibilities for the Audit of the Combined Financial Statements

Our objectives are to obtain reasonable assurance about whether the combined financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the combined financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the combined financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the combined financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Obligated Group's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the combined financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Obligated Group's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The combining schedules on pages 27 through 34 are presented for purposes of additional analysis and are not a required part of the combined financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the combined financial statements as a whole.

FORVIS, LLP

Mesa, Arizona
November 3, 2022

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF FINANCIAL POSITION
June 30, 2022

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 62,266,514
Accounts receivable	7,733,597
Other assets	1,502,997
Cash held by trustee	42,454,400
	<hr/>
Total current assets	113,957,508

PROPERTY, net 359,125,321

CASH HELD BY TRUSTEE, less current portion 38,091,756

\$ 511,174,585

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$ 2,680,830
Accrued expenses	12,897,558
Accrued interest	11,621,533
Current portion of long-term debt	464,353
Current portion of bonds payable	4,830,000
	<hr/>
Total current liabilities	32,494,274

LONG-TERM DEBT, less current portion 24,722

BONDS PAYABLE, less current portion 472,448,840

Total liabilities

504,967,836

NET ASSETS

Net assets without donor restrictions	
Undesignated	5,683,234
Designated for classroom site fund payments	523,515
	<hr/>
Total net assets	6,206,749

\$ 511,174,585

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF ACTIVITIES
For the year ended June 30, 2022

UNRESTRICTED REVENUE AND GAINS	
Revenue from state sources	\$ 205,650,351
Revenue from local sources	12,912,657
Revenue from federal sources	<u>23,950,777</u>
Total unrestricted revenue and gains	<u>242,513,785</u>
EXPENSES AND LOSSES	
Personnel services - Salaries	97,600,028
Personnel services - Benefits	17,893,623
Purchased professional services	48,393,615
Purchased property services	8,376,704
Other purchased services	3,246,584
Supplies	15,935,791
Depreciation	14,974,582
Interest	21,390,004
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(620,256)
Other expenses and losses	<u>1,524,626</u>
Total expenses and losses	<u>228,715,301</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE LOSS ON ADVANCE REFUNDING	13,798,484
LOSS ON ADVANCE REFUNDING	<u>(3,477,316)</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	10,321,168
NET DEFICIT – Beginning of year	<u>(4,114,419)</u>
NET ASSETS – End of year	<u><u>\$ 6,206,749</u></u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF FUNCTIONAL EXPENSES
For the year ended June 30, 2022

	Program Services	Support Services: Management and General	Total
Personnel services - Salaries	\$ 85,801,006	\$ 11,799,022	\$ 97,600,028
Personnel services - Benefits	15,574,336	2,319,287	17,893,623
Purchased professional services	28,025,692	20,367,923	48,393,615
Purchased property services	7,481,002	895,702	8,376,704
Other purchased services	1,748,566	1,498,018	3,246,584
Supplies	13,539,540	2,396,251	15,935,791
Depreciation	13,559,050	1,415,532	14,974,582
Interest	19,194,244	2,195,760	21,390,004
Interest - Amortization of deferred bond issuance costs, discounts and premiums	-	-	-
	(558,228)	(62,028)	(620,256)
Interest - Related parties	-	-	-
Other expenses and losses	304,621	1,220,005	1,524,626
Total expenses and losses	<u>\$ 184,669,829</u>	<u>\$ 44,045,472</u>	<u>\$ 228,715,301</u>

The accompanying notes are an integral part of this combined financial statement.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF CASH FLOWS
For the year ended June 30, 2022

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets without donor restrictions	\$ 10,321,168
Adjustments to reconcile change in net assets without donor restrictions to net cash provided by operating activities	
Depreciation	14,974,582
Amortization of deferred bond issuance costs, discounts and premiums	(620,256)
Loss on advance refunding	3,477,316
(Increase) decrease in	
Accounts receivable	208,064
Other assets	(1,205,215)
Increase (decrease) in	
Accounts payable	293,671
Accrued expenses	(9,522,404)
Accrued interest	695,768
Net cash provided by operating activities	<u>18,622,694</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Change in cash held by trustee	(7,495,290)
Purchases of property	<u>(35,737,207)</u>
Net cash used in investing activities	<u>(43,232,497)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Payments on long-term debt	(1,401,260)
Payments to advance refund the Series 2013 Bonds	(34,878,040)
Proceeds from issuance of bonds	80,189,099
Payment of bond issuance costs	(1,899,389)
Payments on bonds payable	<u>(4,760,000)</u>
Net cash provided by financing activities	<u>37,250,410</u>
Net increase in cash and cash equivalents	12,640,607
CASH AND CASH EQUIVALENTS - Beginning of year	<u>49,625,907</u>
CASH AND CASH EQUIVALENTS - End of year	<u><u>\$ 62,266,514</u></u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

1. Summary of Significant Accounting Policies

Description of Legacy Traditional Schools Obligated Group and Basis of Presentation

The combined financial statements of Legacy Traditional Schools Obligated Group (the Obligated Group), include the financial statements of the following entities (collectively, the Schools):

- Legacy Traditional School – Chandler (Chandler)
- Legacy Traditional School – Maricopa (Maricopa)
- Legacy Traditional School – Avondale (Avondale)
- Legacy Traditional School – Northwest Tucson (Northwest Tucson)
- Legacy Traditional School – Laveen (Laveen)
- Legacy Traditional School – Gilbert (Gilbert)
- Legacy Traditional School – Surprise (Surprise)
- Legacy Traditional School – Queen Creek (Queen Creek)
- Legacy Traditional School – Casa Grande (Casa Grande)
- Legacy Traditional School – North Chandler (North Chandler)
- Legacy Traditional School – Glendale (Glendale)
- Legacy Traditional School – Peoria (Peoria)
- Legacy Traditional School – East Mesa (East Mesa)
- Legacy Traditional School – Phoenix (Phoenix)
- Legacy Traditional School – Goodyear (Goodyear)
- Legacy Traditional School – North Phoenix (North Phoenix)
- Legacy Traditional School – West Surprise (West Surprise)
- Legacy Traditional School – Deer Valley (Deer Valley)
- Legacy Traditional School – East Tucson (East Tucson)
- Legacy Traditional School – Mesa (Mesa)
- Legacy Traditional School – San Tan (San Tan)
- Legacy Traditional Schools – Nevada, Inc. (Nevada)

Chandler, Maricopa, Avondale, Northwest Tucson, Laveen, Gilbert, Surprise, Queen Creek, Casa Grande, North Chandler, Glendale, Peoria, East Mesa, Phoenix, Goodyear, North Phoenix, West Surprise, Deer Valley, East Tucson, Mesa and San Tan, (collectively, the Arizona Schools) are each Arizona nonprofit corporations operated exclusively for charitable and educational purposes. The Arizona Schools provide educational and related services to school-aged children and their families in the State of Arizona. The Arizona Schools are funded primarily through the Arizona Department of Education (ADE) based on the number of students enrolled in its schools. The Arizona Schools operate through charter contracts with the Arizona State Board for Charter Schools (the Arizona Sponsor), which mandates certain policies and operational guidelines. Each charter contract has a fifteen-year term and may be renewed for successive periods of twenty years thereafter. Like all Arizona charter schools, the Arizona Schools are subject to a formal review process by the Arizona Sponsor at five-year intervals. The charter contracts of each school end on the following dates:

- Chandler – June 30, 2026
- Maricopa – June 30, 2041
- Avondale – June 30, 2026
- Northwest Tucson – June 30, 2026
- Laveen – June 30, 2027
- Gilbert – June 30, 2028
- Surprise – June 30, 2030
- Queen Creek – June 30, 2041

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

- Casa Grande – June 30, 2041
- North Chandler – June 30, 2031
- Glendale – June 30, 2031
- Peoria – June 30, 2031
- East Mesa – June 30, 2033
- Phoenix – June 30, 2033
- Goodyear – June 30, 2034
- North Phoenix – June 30, 2035
- West Surprise – June 30, 2035
- Deer Valley – June 30, 2036
- East Tucson – June 30, 2036
- Mesa – June 30, 2036
- San Tan – June 30, 2037

Nevada is a Nevada nonprofit corporation operated exclusively for charitable and educational purposes. Nevada provides educational services in the state of Nevada. Nevada is funded primarily through the Nevada Department of Education (NDE) based on the number of students enrolled in its schools. Nevada operates through a charter contract with the Nevada State Public Charter School Authority (the “Nevada Sponsor”), which mandates certain policies and operational guidelines. The charter contract has a six-year term and may be renewed for successive periods thereafter. Like all Nevada charter schools, Nevada is subject to a formal review process by the Nevada Sponsor annually. Nevada operates three campuses – North Valley campus (North Valley), Cadence campus (Cadence), and the Southwest Las Vegas campus (Southwest Las Vegas). The charter contract for the North Valley, Cadence, and Southwest Las Vegas campuses ends on June 30, 2026.

The mission of the Arizona Schools is to provide motivated students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable and highly effective educators in cooperation with supportive, involved parents. Nevada’s mission is to provide all students with opportunities, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, taught by caring, knowledgeable, and highly effective educators in cooperation with supportive, involved families. The Schools provide educational services throughout Arizona and Nevada to students in kindergarten through eighth grade (approximately 25,337 students for the 2021-2022 school year).

Basis of Presentation

Accounting principles generally accepted in the United States of America (US GAAP) requires the consolidation of certain Arizona Schools. However, these have been combined in this financial statement presentation because together with Nevada they form an obligated group that was established in May 2014 and has borrowed money primarily through tax-exempt bonds. Significant interschool transactions have been eliminated in the combination.

The Obligated Group prepares its combined financial statements on the accrual basis of accounting. As required by US GAAP, the Obligated Group reports information regarding its combined financial position and combined activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Change in Reported Members of the Obligated Group

The Obligated Group issued a combined financial statement as of and for the year ended June 30, 2021, which included the combined financial position, combined changes in net assets, and combined cash flow for Chandler, Maricopa, Avondale, Northwest Tucson, Laveen, Gilbert, Surprise, Queen Creek, Casa

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Grande, North Chandler, Glendale, Peoria, East Mesa, Phoenix, Goodyear, North Phoenix, West Surprise, Deer Valley, East Tucson, Mesa and Nevada.

As described in Note 8, as part of the Series 2021 Bond issuance, an additional school was admitted as a member of the Obligated Group. As a result, the accompanying 2022 combined financial statements include the following additional school: San Tan. The combination of these entities had no impact on the beginning net deficit as shown in the accompanying combined statement of activities, and no change to beginning cash and cash equivalents, as shown in the accompanying combined statement of cash flows.

Cash and Cash Equivalents

For purposes of the combined statement of cash flows, the Obligated Group considers all highly liquid instruments with original maturities of three months or less to be cash equivalents. The Obligated Group believes it mitigates any risks by depositing cash with major financial institutions.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect and consist entirely of amounts due from state and federal funding sources. Management provides for probable uncollectible amounts through a charge to the combined statement of activities and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. All accounts receivable at June 30, 2022 are considered by management to be fully collectible and, accordingly, an allowance for uncollectible accounts is not deemed necessary. Accounts receivable are considered past due fifteen days after the reimbursement request date, at which point management begins to follow up with those funding sources. The Obligated Group does not typically charge interest on past due receivables. The Obligated Group had no accounts receivable past due 90 days or more as of June 30, 2022.

Cash Held by Trustee

Cash held by trustee consists of deposits held by a trustee under bond indenture agreements (Note 8) for the benefit of the bondholders. Amounts required to meet current liabilities and expenses of the Obligated Group have been classified as current assets in the accompanying combined statement of financial position. The balances of cash held by trustee are held in interest-bearing cash management accounts. None of these cash balances are federally insured.

Pursuant to the terms of the bond indenture agreements, the Obligated Group is required to maintain an aggregate balance of cash on deposit with a trustee. The following funds were established in accordance with the bond indenture agreements:

Revenue Fund – This fund is where payments from the ADE and NDE are received each month and transferred to the other trustee accounts. After the required amounts have been transferred to the other trustee accounts, the remaining amounts are paid to the Obligated Group.

Bond Fund – Amounts in this fund are used to fund principal and interest payments on the bonds as they become due.

Project Fund – Amounts in this fund include unspent bond proceeds to be used on future bond projects.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Debt Service Reserve Fund – Amounts in this fund will be used to repay bond principal and interest in the event that the funds in the Bond Fund are inadequate. Minimum balances are required to be maintained in this fund related to the following bonds (Note 8):

Series 2014A Bonds	\$ 5,765,125
Series 2015 Bonds	2,651,063
Series 2016 Bonds	6,711,000
Series 2019 Bonds	9,096,475
Series 2020 Bonds	2,605,200
Series 2021 Bonds	4,657,919
	<hr/>
Total	<u>\$ 31,486,782</u>

Repair and Replacement Reserve Fund – Amounts in this fund are used to fund trustee-approved withdrawals for repairs and replacements in accordance with the bond indenture agreements. There are certain minimum balances required to be maintained under the bond indenture agreements.

Expense Fund – Amounts in this fund are used to pay fees and expenses of the trustee and other parties.

Tax and Insurance Escrow Fund – Amounts in this fund are used to pay real property taxes, if any, and to pay premiums for insurance policies required to be maintained with respect to the campus facilities.

Property

Purchased property is stated at cost and donated property is recorded at fair value at the date of gift. Maintenance and repairs are charged to operations when incurred. Betterments and renewals in excess of \$2,500 are capitalized. When property is sold or otherwise disposed of, the asset account and related accumulated depreciation accounts are relieved, and any gain or loss is included in operations. Depreciation of property is computed on a straight-line basis over estimated useful lives ranging as follows:

Buildings and improvements	3 to 40 years
Land improvements	3 to 15 years
Furniture and fixtures	5 to 10 years
Textbooks	5 years
Computer equipment	3 to 5 years

Donations of property are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in net assets without donor restrictions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions with donor stipulations regarding how long those donated assets must be maintained are recorded as net assets with donor restrictions. The Obligated Group reports expirations of donor restrictions when the donated or acquired assets are placed into service as instructed by the donor and reclassifies net assets with donor restrictions to net assets without donor restrictions at that time.

Long-Lived Assets

The Obligated Group reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

assets to be held and used is measured by a comparison of the carrying amount of an asset to future net cash flow expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the fair value of the assets. Assets to be disposed of are reported at the lower of the carrying amount or fair value less costs to sell.

Bond Issuance Costs

Certain costs incurred in connection with the issuance of bonds have been deferred and are being amortized to expense using the effective interest method over the life of the bonds. The unamortized bond issuance costs are presented as a direct reduction of the carrying amount of the Obligated Group's outstanding bonds payable. The Obligated Group's bond issuance costs are summarized as follows as of and for the year ended June 30, 2022:

	Original Bond Issuance Costs	Amortization Expense	Issuance Costs Written Off	Accumulated Amortization
Series 2013 Bonds	\$ 1,037,172	\$ 20,310	\$ 625,957	\$ 411,215
Series 2014A Bonds	1,701,860	75,882	-	646,958
Series 2015 Bonds	1,120,146	51,946	-	390,830
Series 2016 Bonds	1,946,774	98,433	-	584,050
Series 2019 Bonds	2,919,925	126,399	-	325,128
Series 2020 Bonds	1,328,765	60,651	-	100,748
Series 2021 Bonds	1,899,390	67,123	-	67,123
Total	<u>\$ 11,954,032</u>	<u>\$ 500,744</u>	<u>\$ 625,957</u>	<u>\$ 2,526,052</u>

Revenue recognition

Revenue consists of amounts earned from state, local and federal sources. Revenue earned from these sources is recognized as follows:

Arizona State funding – The Arizona Schools receive funding from the State of Arizona as administered by the ADE based on the number of students enrolled in its schools. The State of Arizona provides funding for normal school operations (state equalization funding) and funding for specific school-related activities or functions (classroom site fund (CSF) and instructional improvement). State equalization funding is received on a monthly basis, except that two payments are received in June and no payments are received in July. The schools recognize the state equalization funding revenue each month during the school year in which it is earned. There is no receivable of state equalization funding at June 30, 2022 because of the two payments received in June. State funding for CSF is received throughout the year and state funding for instructional improvement is received in two payments during the year. CSF and instructional improvement funding are recognized as revenue when amounts are known and have been earned. CSF and instructional improvement funding for which qualifying expenses have not been incurred is reported as designated net assets in the Obligated Group's combined statement of financial position.

During the year ended June 30, 2022, Chandler, Maricopa, Avondale, Northwest Tucson, Gilbert, Glendale, Peoria, Surprise, and Queen Creek were awarded approximately \$2,472,000 of results-based funding from ADE based on the 2018-19 academic results of those schools. Such results-based funding in future years will depend on future academic results.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Nevada State funding – The Nevada school receives funding from the State of Nevada as administered by the NDE based on the number of students enrolled in its school. The State of Nevada provides Distributive School Account (DSA) funding for the normal school operations and DSA funding is received on a monthly basis based on the weighted apportionment enrollment. The Nevada school recognizes the DSA funding revenue each month during the school year in which it is earned.

Local funding – Local funding consists primarily of fees for services such as lunch fees, Legacy Kids Care (LKC) before and after school kids' programs, pre-school, and fees for Kindergarten Education Enrichment Program ("KEEP"). Such revenue is recognized as the services are provided. Local funding also includes contributions, which are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. All donor-restricted support is reported as an increase in net assets with donor restrictions in the combined statement of activities depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the combined statement of activities as net assets released from donor restrictions. However, if a restriction is fulfilled in the same time period in which the contribution is received, the Obligated Group reports the support as net assets without donor restrictions.

Federal funding – The Schools receive federal grants, which are paid through the ADE and NDE, as applicable. Funds are generally received on a reimbursement basis and, accordingly, revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met.

Donated Materials and Services

Donated materials and professional services are reflected as contributions at their estimated fair values at the date of receipt if they enhance the Obligated Group's nonfinancial assets or require specialized skills that the Obligated Group would normally purchase if not donated.

No amounts have been reflected in the combined financial statements for certain donated volunteer services because they did not qualify for recording under accounting standards. However, a substantial number of volunteers have donated significant amounts of their time to the Obligated Group's program services.

Functional Allocation of Expenses

The cost of providing various programs and other activities have been summarized on a functional basis in the accompanying combined statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting activities benefited.

Certain categories of expenses are attributable to more than one program or supporting function and are allocated on a reasonable basis that is consistently applied. Allocated expenses primarily consist of the following:

- Salaries and benefits and other employee-related costs – allocated on the basis of estimates of time and effort
- Purchased services – allocated on the basis of estimates of time and effort
- Utilities, depreciation, repairs and maintenance – allocated on the basis of estimated square footage utilized
- Insurance – allocated on the basis of estimated square footage utilized

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Income Tax Status

The Schools are each exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and similar state provisions. In addition, the Schools have each been classified as an organization other than a private foundation under Section 509(a)(1) of the IRC. However, income from certain activities not directly related to each School's tax-exempt purpose may be subject to taxation as unrelated business income. There is no provision for income taxes in the accompanying combined financial statements because there is no significant unrelated business income.

The Obligated Group follows the guidance issued by the FASB related to accounting for income tax uncertainties. Under this guidance, the Obligated Group accounts for the effect of any uncertain tax positions based on whether it is "more-likely-than-not" that the position will be sustained by the taxing authority upon examination. The Obligated Group routinely evaluates potential uncertain tax positions. Each of the Schools has identified its status as an exempt organization as a tax position; however, the Schools have determined that such tax positions do not result in any uncertainty that requires recognition.

The Schools each file an informational tax return in the U.S. federal jurisdiction. As of June 30, 2022, all required U.S. federal informational tax returns and the three most recent years of filings are open to assessment. There were no amounts of accrued interest or penalties as of June 30, 2022.

Subsequent Events

Management evaluated subsequent events through November 3, 2022, the date the combined financial statements were available to be issued.

2. Estimates

The preparation of the combined financial statements in conformity with US GAAP require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the combined financial statements and the reported amounts of revenue and expenses during the period. Actual results may differ from those estimates.

3. Liquidity

As of June 30, 2022, financial assets which could readily be made available to meet general expenditures within one year of the date of the combined statement of financial position were as follows:

Financial assets at year end:	
Cash and cash equivalents	\$ 62,266,514
Accounts receivable	7,733,597
Cash held by trustee	<u>80,546,156</u>
Total financial assets	150,546,267
Less amounts not available for general expenditures within one year, due to:	
Amounts restricted under bond indenture agreements	<u>(80,546,156)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 70,000,111</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

As part of liquidity management, the Obligated Group regularly monitors liquidity to meet its operating needs and other contractual commitments. The Obligated Group has various sources of liquidity at its disposal, including cash and cash equivalents, accounts receivable, and various revolving lines of credit with a bank (Note 6). For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Obligated Group considers all expenditures relating to ongoing activities of the campus operations, as well as the conduct of services undertaken to support those activities, to be general expenditures. In addition to the financial assets available to meet general expenditures over the next 12 months, the Obligated Group operates with a balanced budget and regularly monitors actual results compared to budgets.

4. Cash Held by Trustee

Cash held by trustee consisted of the following at June 30, 2022:

	Current	Noncurrent
Revenue fund	\$ 12	\$ -
Bond fund	23,782,632	-
Project fund	17,341,441	-
Debt service reserve fund	-	31,502,273
Repair and replacement reserve fund	-	6,589,483
Expense fund	531,655	-
Tax and insurance escrow fund	798,660	-
Total cash held by trustee	<u>\$ 42,454,400</u>	<u>\$ 38,091,756</u>

5. Property

Property consisted of the following at June 30, 2022:

Buildings and improvements	\$ 310,674,750
Land and improvements	62,884,900
Furniture and fixtures	15,710,603
Textbooks	14,293,758
Computer equipment	10,721,989
Construction in progress	21,946,067
Total property and equipment	<u>436,232,067</u>
Less - Accumulated depreciation	<u>(77,106,746)</u>
Property, net	<u>\$ 359,125,321</u>

Depreciation expense totaled approximately \$14,975,000 for the year ended June 30, 2022.

6. Note Payable – Lines of Credit

Bank Lines of Credit

The Arizona Schools each have separate \$250,000 lines of credit with the same bank. These lines of credit mature through July 2023 and are uncollateralized. Interest is payable monthly at the prime rate (4.75% at June 30, 2022) plus 1.00%. No advances on these lines of credit were made during the year ended June 30, 2022, and no interest was due at June 30, 2022.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Nevada has a \$750,000 line of credit with the same bank as noted above. This line of credit matures in June 2023 and is uncollateralized. Interest is payable monthly at the prime rate (4.75% at June 30, 2022) plus 1.00%. No advances on this line of credit were made during the year ended June 30, 2022, and no interest was due at June 30, 2022.

The lines of credit above and certain notes payable described in Note 7 require that the Schools maintain certain financial ratios and covenants (as defined by the agreements).

7. Long-term Debt

Long-term debt consisted of the following at June 30, 2022:

Maricopa has a note payable to a bank; due in monthly installments of approximately \$38,800, as amended, including a fixed rate of interest at the one year LIBOR rate as of the date of the loan (2.16%) plus 2.75%; and matures in September 2022. This note is collateralized by real estate.	\$ 76,017
Queen Creek has a note payable to a bank; due in monthly installments of approximately \$51,300, as amended, including a fixed rate of interest at the one year LIBOR rate as of the date of the loan (2.16%) plus 2.75%; and matures in September 2022. This note is collateralized by real estate.	101,065
Chandler, Maricopa, Avondale, Northwest Tucson, Laveen, Gilbert, Surprise, Queen Creek, Casa Grande, North Chandler, Glendale, and Peoria have debt agreements with a finance company; these agreements are collateralized by equipment and are due in monthly installments of approximately \$24,800, including interest at 5.99%, and mature through July 2023.	<u>311,993</u>
Total long-term debt	489,075
Less - Current portion	<u>(464,353)</u>
Long-term debt, less current portion	<u><u>\$ 24,722</u></u>

Annual principal payments on long-term debt are scheduled as follows:

Year Ending June 30	
<u>2023</u>	\$ 464,353
2024	<u>24,722</u>
Total long-term debt	<u><u>\$ 489,075</u></u>

Interest expense on long-term debt totaled approximately \$63,000 for the year ended June 30, 2022.

8. Bonds Payable

The Schools have borrowed money for their campus facilities and other capital items primarily through tax-exempt bonds. These bonds have been part of an obligated group structure whereby each school is a co-

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

borrower with the other members of the Obligated Group (Note 13). The Schools received bond proceeds from the Series 2014A, Series 2015, Series 2016, Series 2019, Series 2020 and Series 2021 Bonds, as described below.

Series 2013 Bonds

Under an Indenture of Trust and related agreements dated March 1, 2013, the Industrial Development Authority of the Town of Florence (IDA of Florence), acting as a conduit third party, issued tax-exempt Education Revenue Bonds (Series 2013 Bonds). The proceeds of the Series 2013 Bonds were for the purpose of financing the costs of acquiring, renovating and equipping Queen Creek and Casa Grande campus facilities. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2013 Bonds and establishing certain reserves required under the agreements. As described below, the Series 2013 Bonds and Queen Creek and Casa Grande were admitted to the Obligated Group as a result of the issuance of the Series 2016 Bonds. The original aggregate amount of the Series 2013 Bonds was \$36,910,000, with an original issue discount of approximately \$370,000.

The Series 2013 Bonds called for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments.

As described below, the Series 2013 Bonds were advance refunded on December 1, 2021 through the issuance of the Series 2021 Bonds.

Series 2014A Bonds

Under an Indenture of Trust and related agreements dated May 1, 2014, the Industrial Development Authority of the City of Phoenix (IDA of Phoenix), acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2014A Bonds). The proceeds of these bonds were loaned to Chandler, Avondale, Northwest Tucson, and Laveen, (together, the Obligated Group) for the purpose of financing the costs of acquiring, renovating, and equipping the campus facilities of these schools. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2014A Bonds and establishing certain reserves required under the agreements. The original aggregate amount of the Series 2014A Bonds was \$73,000,000, with an original issue discount of approximately \$835,000.

The Series 2014A Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2014A Bonds consist of three outstanding components at June 30, 2022, together with their principal amounts, prices, interest rates and maturity dates:

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2014A Principal</u>	<u>Interest Rate</u>
July 1, 2024	99.232	\$ 4,290,000	5.75%
July 1, 2034	98.882	21,560,000	6.50%
July 1, 2044	98.718	40,940,000	6.75%
Total Series 2014A Bonds		<u>\$ 66,790,000</u>	

Series 2015 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated April 1, 2015, the IDA of Phoenix, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2015 Bonds). The proceeds of the Series 2015 Bonds were loaned to Gilbert for the purpose of financing the cost of acquiring its campus facility and to Maricopa to advance refund its Series 2009 Bonds. As part of the issuance of the Series 2015 Bonds, Gilbert and Maricopa were added as members of the Obligated Group.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2015 Bonds and establishing certain reserves required under the agreements. The original aggregate amount of the Series 2015 Bonds was \$40,660,000, with a bond premium of approximately \$275,000.

The Series 2015 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2015 Bonds consist of three outstanding components at June 30, 2022, together with their principal amounts, prices, interest rates, and maturity dates:

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2015 Principal</u>	<u>Interest Rate</u>
July 1, 2025	101.677	\$ 3,625,000	4.00%
July 1, 2035	101.351	12,560,000	5.00%
July 1, 2045	100.151	20,475,000	5.00%
Total Series 2015 Bonds		<u>\$ 36,660,000</u>	

Series 2016 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated November 1, 2016, the IDA of Phoenix, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2016A Bonds) and taxable Education Facility Revenue Bonds (the Series 2016B Bonds), collectively, the Series 2016 Bonds. The proceeds of the Series 2016 Bonds were loaned to Laveen, Gilbert, Chandler, Glendale, North Chandler, Surprise, Peoria, Queen Creek, and Nevada, for the purpose of refinancing, acquiring, renovating, expanding and equipping their campus facilities. Nevada's North Valley campus became part of the Obligated Group, but its Cadence and Southwest Las Vegas campuses did not. The proceeds were also used for the repayment of certain related party debts. As part of the issuance of the Series 2016 Bonds, the schools described above and Queen Creek and Casa Grande and their Series 2013 Bonds, as described above, were admitted as members of the Obligated Group. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2016 Bonds and establishing certain reserves required under the agreements. The original aggregate amounts of the Series 2016 Bonds were \$99,760,000, with a bond premium of approximately \$2,819,000.

The Series 2016 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2016A Bonds consist of five outstanding components at June 30, 2022, and the Series 2016B Bonds consist of one outstanding component at June 30, 2022, together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2016 Principal</u>	<u>Interest Rate</u>
Series 2016B Bonds			
July 1, 2024	100.000	\$ 615,000	5.50%
Series 2016A Bonds			
July 1, 2026	100.000	10,625,000	4.00%
July 1, 2031	105.464	13,965,000	5.00%
July 1, 2036	103.865	17,825,000	5.00%
July 1, 2041	103.077	22,760,000	5.00%
July 1, 2046	102.295	29,045,000	5.00%
Subtotal		<u>94,220,000</u>	
Total Series 2016 Bonds		<u>\$ 94,835,000</u>	

Series 2019 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated December 1, 2019, the Industrial Development Authority of the County of Maricopa (IDA of Maricopa), acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2019A Bonds (credit enhanced) and Series 2019B Bonds) and taxable Education Facility Revenue Bonds (the Series 2019C Bonds), collectively, the "Series 2019 Bonds". The proceeds of the Series 2019A Bonds were obtained for the purpose of acquiring, renovating, expanding, and equipping the Goodyear, North Phoenix, and West Surprise campuses. The Series 2019B and Series 2019C Bonds were used to redeem Nevada's Cadence and Southwest Las Vegas campuses, Phoenix and East Mesa's Series 2017A, Series 2017B and Series 2018 Bonds and for the purpose of acquiring, renovating, expanding, and equipping the North Chandler, Peoria, and Nevada's North Valley campuses. The proceeds of the Series 2019B and Series 2019C Bonds were also used for the repayment of certain related party debts. Part of the proceeds were for the purpose of paying the issuance costs of the Series 2019 Bonds and establishing certain reserves required under the agreements. As part of the issuance of the Series 2019 Bonds, Goodyear, North Phoenix, West Surprise, Nevada's Cadence and Southwest Las Vegas campuses, Phoenix, and East Mesa, were admitted as members of the Obligated Group. The original aggregate amounts of the Series 2019 Bonds were \$141,945,000, with a bond premium of approximately \$15,938,000.

The Series 2019 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2019A and Series 2019B Bonds consist of fifteen outstanding components at June 30, 2022 and the Series 2019C Bonds consist of one outstanding component at June 30, 2022, together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2019 Principal</u>	<u>Interest Rate</u>
Series 2019A Bonds			
July 1, 2023	108.408	\$ 530,000	4.00%
July 1, 2024	110.214	550,000	4.00%
July 1, 2025	111.725	575,000	4.00%
July 1, 2026	113.048	600,000	4.00%
July 1, 2027	114.138	625,000	4.00%
July 1, 2028	114.917	650,000	4.00%
July 1, 2029	115.645	680,000	4.00%
July 1, 2034	110.190	3,855,000	4.00%
July 1, 2039	119.751	4,830,000	5.00%
July 1, 2049	118.266	14,320,000	5.00%
July 1, 2054	117.167	10,430,000	5.00%
Subtotal		37,645,000	
Series 2019B Bonds			
July 1, 2029	106.975	7,440,000	4.00%
July 1, 2039	110.906	24,765,000	5.00%
July 1, 2049	109.635	40,355,000	5.00%
July 1, 2054	108.797	28,865,000	5.00%
Subtotal		101,425,000	
Series 2019C Bonds			
July 1, 2025	100.000	2,875,000	4.50%
Total Series 2019 Bonds		\$ 141,945,000	

Series 2020 Bonds

Under an Indenture of Trust and related agreements dated November 3, 2020, the IDA of Maricopa, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2020 Bonds). The proceeds of the Series 2020 Bonds were used to finance the costs of acquiring and equipping the campus facilities of Deer Valley, East Tucson, and Mesa. The original aggregate amounts of the Series 2020 Bonds were approximately \$50,262,000, including bond premiums of approximately \$5,267,000. The net proceeds of the bonds, including premiums, totaled approximately \$16,750,000 for Deer Valley, approximately \$16,756,000 for East Tucson, and approximately \$16,756,000 for Mesa. These three campuses were added to the Obligated Group, effective with the bond transaction.

The Series 2020 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2020 Bonds consist of eighteen outstanding components at June 30, 2022 together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Maturity Date	Price	Total Series 2020 Principal	Interest Rate
July 1, 2022	106.864	\$ 555,000	5.00%
July 1, 2023	110.783	585,000	5.00%
July 1, 2024	114.459	615,000	5.00%
July 1, 2025	117.820	650,000	5.00%
July 1, 2026	120.250	680,000	5.00%
July 1, 2027	122.319	710,000	5.00%
July 1, 2028	123.689	755,000	5.00%
July 1, 2029	125.099	795,000	5.00%
July 1, 2030	116.089	830,000	4.00%
July 1, 2031	114.972	875,000	4.00%
July 1, 2032	114.291	905,000	4.00%
July 1, 2033	113.362	950,000	4.00%
July 1, 2034	112.859	985,000	4.00%
July 1, 2035	112.359	1,025,000	5.00%
July 1, 2040	109.977	5,825,000	4.00%
July 1, 2045	119.572	7,350,000	5.25%
July 1, 2050	107.574	9,370,000	4.00%
July 1, 2055	106.787	11,535,000	4.00%
Total Series 2020 Bonds		\$ 44,995,000	

Series 2021 Bonds

Under the Indenture of Trust, as supplemented, and related agreements dated December 1, 2021, the IDA of Maricopa, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2021A Bonds) and taxable Education Facility Revenue Bonds (the Series 2021B Bonds), collectively, the Series 2021 Bonds. The proceeds of the Series 2021 Bonds were loaned to San Tan and Casa Grande for the purpose of refinancing, acquiring, renovating, expanding and equipping its campus facility. The proceeds were also used to advance refund Casa Grande and Queen Creek's Series 2013 Bonds described above totaling \$34,735,000. As part of the issuance of the Series 2021 Bonds, San Tan was admitted as a member of the Obligated Group. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2021 Bonds and establishing certain reserves required under the agreements. The original aggregate amounts of the Series 2021 Bonds were \$75,810,000, with a bond premium of approximately \$4,379,000.

The Series 2021 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2021A Bonds consist of four outstanding components at June 30, 2022, and the Series 2021B Bonds consist of three outstanding components at June 30, 2022, together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

Maturity Date	Price	Total Series 2021 Principal	Interest Rate
Series 2021A Bonds			
July 1, 2031	107.030	\$ 4,075,000	3.00%
July 1, 2041	112.575	10,670,000	4.00%
July 1, 2051	110.872	15,790,000	4.00%
July 1, 2056	109.812	10,540,000	4.00%
Subtotal		<u>41,075,000</u>	
Series 2021B Bonds			
July 1, 2026	100.000	4,460,000	4.00%
July 1, 2031	100.000	6,755,000	4.38%
July 1, 2044	100.000	23,520,000	5.00%
Subtotal		<u>34,735,000</u>	
Total Series 2021 Bonds		<u>\$ 75,810,000</u>	

The Obligated Group

Each member of the Obligated Group is obligated to make payments sufficient to pay the principal and interest on the bonds payable and to pay their share of ongoing costs. Bond principal, premiums, discounts, issuance costs, and cash held by trustee requirements were allocated to each school based on a pro-rata analysis of the usage of the applicable bond proceeds. The Obligated Group has pledged substantially all of its revenues in order to meet its obligations under the Series 2014A, 2015, 2016, 2019, 2020 and 2021 Bonds (collectively, the Bonds), and have directed the appropriate state agencies to make the monthly state payments directly to the trustee of the Bonds. Each month the Schools calculate and instruct the trustee to retain in trust the portion of the state equalization payment required under the Bonds and remits the remaining amounts to the members of the Obligated Group. In addition, amounts due under the Bonds are collateralized by cash held by trustee and property and equipment.

The Bond agreements contain restrictive covenants for the Obligated Group taken as a whole, including compliance with all applicable laws and regulations, minimum amounts of insurance, maintenance of each school's tax-exempt status, limits on additional indebtedness, compliance with arbitrage requirements, an annual debt service coverage ratio, a days cash on hand requirement, limits on the use of funds, and timely financial reporting. As of June 30, 2022, the Obligated Group was in compliance with all the Bond covenants.

The amortization of the discounts and premiums for the Series 2013, Series 2014A, Series 2015, Series 2016, Series 2019, Series 2020 and Series 2021 Bonds for the year ended June 30, 2022 totaled approximately \$44,000 and \$1,165,000, respectively. The unamortized discount of approximately \$223,000 was written off during the year ended June 30, 2022 when the Series 2013 Bond was advance refunded.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

The Schools bonds payable consists of the following at June 30, 2022:

Series 2014A Bonds	\$ 66,790,000
Series 2015 Bonds	36,660,000
Series 2016 Bonds	94,835,000
Series 2019 Bonds	141,945,000
Series 2020 Bonds	44,995,000
Series 2021 Bonds	<u>75,810,000</u>
Total bonds payable principal	461,035,000
Less: Unamortized bond issuance costs	(8,802,023)
Less: Unamortized bond discounts	(517,601)
Plus: Unamortized bond premiums	<u>25,563,464</u>
Total bonds payable	477,278,840
Less: Current portion of bonds payable	<u>(4,830,000)</u>
Bonds Payable, less current portion	<u><u>\$ 472,448,840</u></u>

Total annual maturities of all outstanding bonds payable of the Obligated Group at June 30, 2022, are as follows:

<u>Year Ending June 30</u>	<u>Total Bonds Payable</u>
2023	\$ 4,830,000
2024	6,360,000
2025	8,600,000
2026	8,955,000
2027	9,350,000
Thereafter	<u>422,940,000</u>
Total annual maturities	<u><u>\$ 461,035,000</u></u>

Total interest expense on the bonds payable was approximately \$22,345,000 for the year ended June 30, 2022, including capitalized interest of approximately \$1,018,000 during the year ended June 30, 2022.

9. Designated Net Assets Without Donor Restrictions

In June of 2000, the Arizona Legislature created the CSF to be administered by the ADE. The CSF was created to provide funding to school districts and charter schools for designated purposes. The measure (Proposition 301) was approved by the voters of Arizona and was implemented after May 31, 2001. Proposition 301 authorizes the State to levy and collect 0.60% sales tax for educational purposes. The ADE administers and allocates CSF to the Arizona Schools based on student count and other factors specified by statute. The Arizona Schools must allocate funding from CSF according to the following statutory parameters:

- 40% of the funds must be used for performance based teacher compensation increases and teacher employment related expenses;

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

- 40% of the funds must be used for maintenance and operations purposes including class-size reduction, teacher compensation increases, AIMS intervention programs, teacher development, dropout prevention programs, and teacher liability insurance premiums;
- 20% of the funds must be used for teacher base salary increases and employment related expenses.

CSF monies are nonreverting, therefore unspent monies at fiscal year-end may be used in future year. However, restrictions placed on the original allocation of revenue apply in future years. Therefore, the unexpended balance must be carried forward in each of the three categories. As of June 30, 2022, the Obligated Group had approximately \$524,000 of cash carryover balances.

10. Employee Benefit Plans

401(k) Defined Contribution Savings Plan

The Arizona Schools participate in a 401(k) defined contribution savings plan (401(k) Plan). Effective July 1, 2020, the 401(k) Plan was amended to remove the safe harbor matching contribution provision and a discretionary matching contribution provision was adopted. Matching contributions for the year ended June 30, 2022 totaled approximately \$1,725,000.

Multi-Employer Defined Benefit Plan

Nevada participates in the Public Employees' Retirement System of Nevada (PERS). PERS administers a cost-sharing, multi-employer defined benefit public employees' retirement system. The system was established by the Nevada Legislature in 1947, effective July 1, 1948. The system is administered to provide a reasonable base income to qualified employees who have been employed by a public employer and whose earnings capacities have been removed or substantially impaired by age or disability. The most recent audited financial statements of PERS, dated June 30, 2021, and signed May 6, 2022, showed that it was approximately 87% funded. Nevada contributed approximately \$2,793,000 to PERS during the year ended June 30, 2022.

11. Members of the Obligated Group

Certain Arizona Schools are related to each other through a common board of directors. The Arizona Schools are not related to Nevada and the Goodyear school is not related to the remaining Arizona schools as they have separate boards of directors. However, Nevada and the Arizona Schools are part of the Obligated Group described in Notes 1, 8, 12.

The Schools each sublease office equipment from Legacy Traditional Schools (LTSS), an entity related through a common board of directors, on a month-to-month basis. Monthly payments total approximately \$20,000. Rental expense, including service charges, for the year ended June 30, 2022 totaled approximately \$359,000.

12. Management and Service Agreements

Each of the Arizona Schools have management services agreements with Vertex that expire in June 2039. In accordance with this management agreement, Vertex provides ongoing services in the general areas of academic development and school management; exceptional student services; distant learning; intellectual rights; school development; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services at an annual fee per enrolled student for the school year ended June 30, 2022, which is payable monthly. The management agreement also includes access to intellectual property. The annual fee increases annually by the greater of 2% or CPI. The annual fee is also adjusted by an academic performance adjustment based on an A letter grade from the Arizona A-F Accountability System. For purposes of the management agreement, the number of students enrolled is the average number of students enrolled during the 100th Day plus weighted student add-on counts related to special education.

The management services agreements also provide for certain one-time services, as follows:

- Startup management fees for new schools related to numerous tasks necessary to prepare a school for opening.
- Bond administration fees for schools that participate in a tax-exempt bond offering. These fees relate to the extensive work necessary to complete such a transaction. Bond administration fees are allocated to each participating entity as a percentage of its related gross bond proceeds.
- Implementation fees for a new ERP and HCM system based on components and modules strictly relevant to the School.

The Arizona Schools also each have a community education services agreement with Vertex related to programs such as LKC before and after school program, preschool, KEEP, and clubs. Services related to these programs include program of instruction, licensing, policies and procedures, training of program staff, enrollment and registration, billings and collections, and communication with parents. In return for those services, the School pays 14% of the revenue generated in each program monthly. As amended in July 2021, the initial term of the agreement is five years, with two automatic five year renewals.

Nevada has a management and service agreement with Vertex that expires in June 2026. In accordance with this agreement, Vertex provides ongoing services in the general areas of academic development and school management; exceptional student services; distant learning; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing; communications; information systems; facilities management; food services; and other services at an annual fee of approximately \$1,297 per enrolled student for the 2021-2022 school year, which is payable monthly. The agreement also include access to intellectual property. The annual fee increases annually by 2% or CPI, unless state levels decrease. The annual fee is also adjusted by an academic performance bonus fee which ranges from an additional \$60 per enrolled student if the campus receives a 5-star rating from NDE to a decrease of \$60 per enrolled student if the campus receives a 1-star rating. For purposes of the agreement, the number of students enrolled is the average daily enrollment used by NDE to calculate funding levels plus weighted add-on counts related to special education.

The agreement also provides for certain one-time services, as follows:

- Startup management fees for new schools related to numerous tasks necessary to prepare a school for opening. For each new school in Nevada these fees are \$200,000. Startup management fees are typically paid within the first few months after a new school opens.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

- Bond administration fees for schools that participate in a tax-exempt bond offering. These fees relate to the extensive work necessary to complete such a transaction. Bond administration fees are allocated to each participating entity at 0.45% of its related gross bond proceeds.

Nevada also has a community education services agreement with Vertex related to programs such as LKC before and after school program and clubs. Services related to these programs include program of instruction, licensing, policies and procedures, training of program staff, enrollment and registration, billings and collections, and communication with parents. In return for those services, Nevada pays 14% of the revenue generated in each program monthly. This agreement, effective July 1, 2021, has an initial term of one year, with one automatic renewal term of the shorter of five years or the period that ends on the same date on which Nevada's renewed Charter Contract expires.

Vertex subordinates its management and services fees to debt service payments due under the Bond obligations.

For the year ended June 30, 2022, management and services fee expense to Vertex totaled approximately \$37,982,000 and is included in purchased professional services in the accompanying statement of activities. As of June 30, 2022, amounts due to Vertex for management and service agreement fees totaled approximately \$1,893,000, of which approximately \$1,000,000 was included in accounts payable and approximately \$893,000 was included in accrued expenses in the accompanying statement of financial position.

During the year ended June 30, 2022, San Tan paid Provestus Development Solutions, LLC ("Provestus"), with membership and management similar to Vertex, approximately \$252,000 for project management fees related to capital projects at those campuses. Those fees were recorded as a component of property.

13. Commitments and Contingent Liabilities

Compliance

The Arizona Schools' compliance with certain laws and regulations is subject to review by the Arizona Sponsor, the State of Arizona, Office of the Auditor General and the Arizona Department of Education. Nevada's compliance with certain laws and regulations is subject to review by the Nevada Sponsor, the State of Nevada, and the Nevada Department of Education. Such reviews could result in an adjustment of the respective state funding.

Litigation

From time to time in the normal course of operations, the Schools may be involved in legal proceedings. Management of the Schools believes that the results of such legal proceedings are covered by insurance or are immaterial and will not have a material adverse effect on the Obligated Group's combined financial condition.

Co-Borrowers and Inter-school loans within the Obligated Group

As described in Note 8, the Series 2014A, 2015, 2016, 2019, 2020 and 2021 Bonds include the following members of the Obligated Group: Maricopa, Avondale, Northwest Tucson, Laveen, Chandler, Gilbert, Surprise, Casa Grande, North Chandler, Glendale, Peoria, Queen Creek, East Mesa, Phoenix, Goodyear, North Phoenix, West Surprise, Deer Valley, East Tucson, Mesa, San Tan and Nevada. All members of the Obligated Group are co-borrowers on the bonds for a total of \$461,035,000 of outstanding bonds payable at June 30, 2022.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2022

The Obligated Group structure obligates the members to support each other financially in order to continue to service the Bonds payable and meet all Bond Covenants. As a member of the Obligated Group, the School has the ability to borrow funds from and lend funds to the other members of the Obligated Group. These borrowed funds are due on demand and incur no interest. However, each individual member has the ability to forgive or contribute as approved by the board.

Health Insurance

The Obligated Group participates in a self-insurance medical plan (“Medical Plan”) for its employees, which provides a \$200,000 specific stop loss insurance limit per covered participant. The Medical Plan also has a maximum aggregate insurance limit for the medical claims based on the number of enrolled participants, specific coverages, premiums and administrative fees. During the year ended June 30, 2022, the Obligated Group incurred Medical Plan expenses totaling approximately \$4,611,000, which are included in personnel services – benefits expenses in the accompanying combined statement of activities. Accrued medical claims totaled approximately \$538,000 as of June 30, 2022, which are included in accrued liabilities in the accompanying combined statement of financial position.

Social Security Tax Deferral

Under the Coronavirus Aid, Relief, and Economic Securities Act, the School has deferred the deposit and payment of their share of social security tax that would otherwise be due on or after March 27, 2020 and before January 1, 2021, as defined. At June 30, 2022, approximately \$1,356,000 has been deferred and is included in accrued expenses in the accompanying statement of financial position.

14. Concentrations

Uninsured Cash

The Schools maintain cash in bank deposit accounts, which at times may exceed federally insured limits. The Schools have not experienced any losses in such accounts and do not expect to experience any such losses. At June 30, 2022, unrestricted cash in excess of federally insured limits totaled approximately \$7,439,000.

Major Funding

A significant portion of the Schools’ annual funding comes from agencies of the federal and state governments, including the ADE and NDE. As such, the Schools’ ability to generate funds for operations is largely dependent upon the economic health of the federal government, the State of Arizona, and the State of Nevada. An economic downturn could cause a decrease in state and federal funding that may coincide with an increase in demand for the Schools’ services. In addition, if the State of Arizona or the State of Nevada and their agencies significantly reduced the level of support provided to the Schools it would have a material effect on their operations.

15. Cash Flow Information

Cash paid for interest totaled approximately \$21,712,000 for the year ended June 30, 2022.

During the year ended June 30, 2022, the Schools purchased property through accounts payable and accrued expenses for approximately \$132,000 and \$2,934,000, respectively.

SUPPLEMENTARY INFORMATION

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION INFORMATION
 June 30, 2022

SCHEDULE 1

	Chandler	Maricopa	Avondale	Northwest Tucson	Laveen	Gilbert	Surprise
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 1,461,566	\$ 4,363,774	\$ 5,173,649	\$ 3,656,897	\$ 1,008,248	\$ 1,391,726	\$ 7,757,622
Accounts receivable	129,672	382,697	436,126	176,568	352,025	37,445	262,867
Due from members of the Obligated Group	-	-	2,015,000	1,395,000	-	-	2,075,000
Current portion of notes receivable from members of the Obligated Group	-	-	56,387	-	-	-	-
Other assets	52,184	58,291	80,388	48,249	49,890	46,444	108,015
Cash held by trustee	1,434,121	1,104,690	1,137,690	1,204,575	1,159,050	1,364,009	1,299,576
Total current assets	3,077,543	5,909,452	8,899,240	6,481,289	2,569,213	2,839,624	11,503,080
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	132,267	-	-	-	-
PROPERTY, net	15,950,461	10,392,128	12,443,092	13,253,854	12,638,952	15,961,019	19,107,765
CASH HELD BY TRUSTEE, less current portion	2,176,453	1,686,759	1,734,600	1,853,532	1,903,905	1,861,050	2,052,439
	\$ 21,204,457	\$ 17,988,339	\$ 23,209,199	\$ 21,588,675	\$ 17,112,070	\$ 20,661,693	\$ 32,663,284
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 111,513	\$ 109,054	\$ 65,423	\$ 61,131	\$ 61,682	\$ 80,717	\$ 124,921
Accrued expenses	510,370	379,871	397,759	352,848	372,932	357,695	851,910
Accrued interest	677,718	440,850	543,500	578,130	540,918	475,900	544,875
Due to members of the Obligated Group	450,000	-	-	-	1,000,000	745,000	-
Current portion of long-term debt	25,877	97,852	15,154	21,555	20,663	15,087	22,116
Current portion of bonds payable	441,716	420,000	332,640	353,835	360,830	591,078	490,000
Total current liabilities	2,217,194	1,447,627	1,354,476	1,367,499	2,357,025	2,265,477	2,033,822
LONG-TERM DEBT, less current portion	2,227	1,879	1,304	1,855	1,778	1,298	1,903
BONDS PAYABLE, less current portion	19,653,017	17,273,763	15,736,951	16,739,672	17,040,645	18,673,703	21,975,571
Total liabilities	21,872,438	18,723,269	17,092,731	18,109,026	19,399,448	20,940,478	24,011,296
NET ASSETS (DEFICIT)							
Net assets without donor restrictions							
Undesignated	(667,981)	(734,930)	6,116,468	3,447,375	(2,312,033)	(311,682)	8,604,017
Designated for classroom site fund payments	-	-	-	32,274	24,655	32,897	47,971
Total net assets (deficit)	(667,981)	(734,930)	6,116,468	3,479,649	(2,287,378)	(278,785)	8,651,988
	\$ 21,204,457	\$ 17,988,339	\$ 23,209,199	\$ 21,588,675	\$ 17,112,070	\$ 20,661,693	\$ 32,663,284

See Independent Auditor's Report

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION INFORMATION (CONTINUED)
 June 30, 2022

SCHEDULE 1

	Queen Creek	Casa Grande	North Chandler	Glendale	Peoria	East Mesa	Phoenix
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 1,448,374	\$ 5,744,209	\$ 996,647	\$ 4,712,164	\$ 1,030,194	\$ 1,518,312	\$ 5,429,525
Accounts receivable	330,827	811,047	217,068	195,065	80,605	128,864	590,611
Due from members of the Obligated Group	-	875,000	-	-	-	-	-
Current portion of notes receivable from members of the Obligated Group	-	-	-	-	-	9,800	9,530
Other assets	49,315	94,329	41,743	50,495	39,400	55,065	66,796
Cash held by trustee	1,621,417	7,725,140	832,141	928,910	740,412	675,532	1,058,760
Total current assets	3,449,933	15,249,725	2,087,599	5,886,634	1,890,611	2,387,573	7,155,222
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	-	-	-	655,480	637,474
PROPERTY, net	15,033,822	16,762,907	11,459,324	12,021,565	9,232,977	16,607,051	29,253,849
CASH HELD BY TRUSTEE, less current portion	1,652,741	2,021,163	1,825,435	1,436,152	1,130,845	1,576,876	2,410,763
	<u>\$ 20,136,496</u>	<u>\$ 34,033,795</u>	<u>\$ 15,372,358</u>	<u>\$ 19,344,351</u>	<u>\$ 12,254,433</u>	<u>\$ 21,226,980</u>	<u>\$ 39,457,308</u>
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 66,700	\$ 37,401	\$ 116,924	\$ 75,550	\$ 115,208	\$ 86,460	\$ 92,316
Accrued expenses	1,246,989	1,144,998	322,667	337,510	256,770	349,396	406,565
Accrued interest	482,442	642,756	430,213	377,450	311,913	544,200	856,763
Due to members of the Obligated Group	250,000	-	1,600,000	-	765,000	175,000	-
Current portion of long-term debt	178,640	21,588	17,277	17,429	67,502	-	-
Current portion of bonds payable	89,901	-	250,000	340,000	255,000	-	-
Total current liabilities	2,314,672	1,846,743	2,737,081	1,147,939	1,771,393	1,155,056	1,355,644
LONG-TERM DEBT, less current portion	134,091	1,858	1,487	1,500	5,809	-	-
BONDS PAYABLE, less current portion	18,460,701	27,399,770	17,431,131	15,233,954	12,669,685	23,561,527	37,834,060
Total liabilities	20,909,464	29,248,371	20,169,699	16,383,393	14,446,887	24,716,583	39,189,704
NET ASSETS (DEFICIT)							
Net assets without donor restrictions							
Undesignated	(796,176)	4,719,996	(4,809,306)	2,947,820	(2,202,193)	(3,497,060)	191,382
Designated for classroom site fund payments	23,208	65,428	11,965	13,138	9,739	7,457	76,222
Total net assets (deficit)	(772,968)	4,785,424	(4,797,341)	2,960,958	(2,192,454)	(3,489,603)	267,604
	<u>\$ 20,136,496</u>	<u>\$ 34,033,795</u>	<u>\$ 15,372,358</u>	<u>\$ 19,344,351</u>	<u>\$ 12,254,433</u>	<u>\$ 21,226,980</u>	<u>\$ 39,457,308</u>

See Independent Auditor's Report

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION INFORMATION (CONTINUED)
 June 30, 2022

SCHEDULE 1

	Nevada						
	Goodyear	North Phoenix	West Surprise	North Valley	Cadence	Southwest Las Vegas	Deer Valley
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 830,318	\$ 1,970,223	\$ 1,745,913	\$ 1,986,122	\$ 3,111,604	\$ 3,581,225	\$ 1,179,527
Accounts receivable	90,887	159,475	93,391	914,657	1,091,477	1,150,180	32,766
Due from members of the Obligated Group	-	-	-	45,534	1,178,565	48,909	-
Current portion of notes receivable from members of the Obligated Group	-	-	-	-	-	-	-
Other assets	40,738	55,005	47,353	78,570	87,680	94,871	15,291
Cash held by trustee	352,417	-	751,225	840,420	618,008	704,869	1,564,277
Total current assets	1,314,360	2,184,703	2,637,882	3,865,303	6,087,334	5,580,054	2,791,861
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	-	-	-	-	-
PROPERTY, net	8,007,866	-	21,754,650	15,762,677	16,830,045	24,461,220	13,480,746
CASH HELD BY TRUSTEE, less current portion	713,039	-	1,791,963	2,194,335	1,646,876	1,860,356	933,803
	<u>\$ 10,035,265</u>	<u>\$ 2,184,703</u>	<u>\$ 26,184,495</u>	<u>\$ 21,822,315</u>	<u>\$ 24,564,255</u>	<u>\$ 31,901,630</u>	<u>\$ 17,206,410</u>
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 72,662	\$ 16,818	\$ 64,711	\$ 57,516	\$ 45,380	\$ 68,964	\$ 318,809
Accrued expenses	215,860	171,777	282,300	542,428	557,580	497,337	93,962
Accrued interest	238,250	-	560,000	559,400	557,225	639,450	324,081
Due to members of the Obligated Group	390,000	-	-	144,447	43,189	1,085,372	415,000
Current portion of long-term debt	-	-	-	-	-	19,330	-
Current portion of bonds payable	-	-	-	350,000	-	-	185,000
Total current liabilities	916,772	188,595	907,011	1,653,791	1,203,374	2,310,453	1,336,852
LONG-TERM DEBT, less current portion	-	-	-	-	-	1,292,954	-
BONDS PAYABLE, less current portion	11,132,903	-	26,252,492	22,682,667	24,124,763	27,700,017	16,022,837
Total liabilities	12,049,675	188,595	27,159,503	24,336,458	25,328,137	31,303,424	17,359,689
NET ASSETS (DEFICIT)							
Net assets without donor restrictions							
Undesignated	(2,043,440)	1,952,427	(1,007,594)	(2,514,143)	(763,882)	598,206	(176,096)
Designated for classroom site fund payments	29,030	43,681	32,586	-	-	-	22,817
Total net assets (deficit)	(2,014,410)	1,996,108	(975,008)	(2,514,143)	(763,882)	598,206	(153,279)
	<u>\$ 10,035,265</u>	<u>\$ 2,184,703</u>	<u>\$ 26,184,495</u>	<u>\$ 21,822,315</u>	<u>\$ 24,564,255</u>	<u>\$ 31,901,630</u>	<u>\$ 17,206,410</u>

See Independent Auditor's Report

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION INFORMATION (CONTINUED)
 June 30, 2022

SCHEDULE 1

	East Tucson	Mesa	San Tan	Eliminations	Total
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$ 935,832	\$ 1,053,324	\$ 179,519	\$ -	\$ 62,266,514
Accounts receivable	26,402	42,502	373	-	7,733,597
Due from members of the Obligated Group	-	-	-	(7,633,008)	-
Current portion of notes receivable from members of the Obligated Group	-	-	-	(75,717)	-
Other assets	36,622	49,025	157,238	-	1,502,997
Cash held by trustee	1,409,539	932,397	12,995,225	-	42,454,400
Total current assets	<u>2,408,395</u>	<u>2,077,248</u>	<u>13,332,355</u>	<u>(7,708,725)</u>	<u>113,957,508</u>
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	-	(1,425,221)	-
PROPERTY, net	13,563,868	14,047,273	21,098,210	-	359,125,321
CASH HELD BY TRUSTEE, less current portion	934,114	934,114	1,760,443	-	38,091,756
	<u>\$ 16,906,377</u>	<u>\$ 17,058,635</u>	<u>\$ 36,191,008</u>	<u>\$ (9,133,946)</u>	<u>\$ 511,174,585</u>
LIABILITIES AND NET ASSETS (DEFICIT)					
CURRENT LIABILITIES					
Accounts payable	\$ 307,383	\$ 315,250	\$ 208,337	\$ -	\$ 2,680,830
Accrued expenses	117,226	123,245	3,007,563	-	12,897,558
Accrued interest	324,244	324,237	647,018	-	11,621,533
Due to members of the Obligated Group	225,000	345,000	-	(7,633,008)	-
Current portion of long-term debt	-	-	-	(75,717)	464,353
Current portion of bonds payable	185,000	185,000	-	-	4,830,000
Total current liabilities	<u>1,158,853</u>	<u>1,292,732</u>	<u>3,862,918</u>	<u>(7,708,725)</u>	<u>32,494,274</u>
LONG-TERM DEBT, less current portion	-	-	-	(1,425,221)	24,722
BONDS PAYABLE, less current portion	16,028,507	16,028,206	32,792,298	-	472,448,840
Total liabilities	<u>17,187,360</u>	<u>17,320,938</u>	<u>36,655,216</u>	<u>(9,133,946)</u>	<u>504,967,836</u>
NET ASSETS (DEFICIT)					
Net assets without donor restrictions					
Undesignated	(285,372)	(308,361)	(464,208)	-	5,683,234
Designated for classroom site fund payments	4,389	46,058	-	-	523,515
Total net assets (deficit)	<u>(280,983)</u>	<u>(262,303)</u>	<u>(464,208)</u>	<u>-</u>	<u>6,206,749</u>
	<u>\$ 16,906,377</u>	<u>\$ 17,058,635</u>	<u>\$ 36,191,008</u>	<u>\$ (9,133,946)</u>	<u>\$ 511,174,585</u>

See Independent Auditor's Report

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION
For the year ended June 30, 2022

SCHEDULE 2

	Chandler	Maricopa	Avondale	Northwest Tucson	Laveen	Gilbert	Surprise
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 9,804,624	\$ 10,210,016	\$ 11,338,122	\$ 11,302,432	\$ 8,326,829	\$ 9,809,949	\$ 19,207,254
Revenue from local sources	1,325,397	347,347	525,194	767,147	303,696	816,700	904,029
Revenue from federal sources	992,872	1,381,772	1,328,242	1,163,356	1,261,725	1,061,904	1,628,344
Contribution from members of the Obligated Group	-	-	-	-	-	-	-
Forgiveness of amounts due to members of the Obligated Group	-	-	-	-	75,000	-	-
Total unrestricted revenues and gains	<u>12,122,893</u>	<u>11,939,135</u>	<u>13,191,558</u>	<u>13,232,935</u>	<u>9,967,250</u>	<u>11,688,553</u>	<u>21,739,627</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	5,027,665	4,951,736	4,856,111	5,037,900	4,496,633	4,752,996	8,290,010
Personnel services - Benefits	822,502	774,387	837,497	748,869	726,536	772,146	1,349,545
Purchased professional services	2,474,543	2,444,468	2,468,393	2,516,198	1,871,660	2,326,199	4,688,311
Purchased property services	531,826	424,600	413,314	465,822	379,997	333,474	515,514
Other purchased services	138,934	136,304	130,016	136,964	151,642	143,474	218,997
Supplies	797,581	718,906	868,099	737,214	649,516	703,248	1,141,895
Depreciation	733,009	642,832	587,320	642,644	648,324	636,431	854,880
Interest	1,357,918	899,293	1,088,453	1,158,328	1,083,818	953,246	1,091,871
Interest - Amortization of deferred bond issuance costs, discounts and premiums	35,403	21,097	27,871	29,645	20,046	22,358	(9,541)
Other expenses and losses	84,263	43,075	47,710	55,334	40,833	56,258	68,599
Contributions to members of the Obligated Group	-	-	-	-	-	-	1,250,000
Forgiveness of amounts due from members of the Obligated Group	-	-	1,000,000	1,075,000	-	-	600,000
Total expenses and losses	<u>12,003,644</u>	<u>11,056,698</u>	<u>12,324,784</u>	<u>12,603,918</u>	<u>10,069,005</u>	<u>10,699,830</u>	<u>20,060,081</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE LOSS ON ADVANCE REFUNDING	119,249	882,437	866,774	629,017	(101,755)	988,723	1,679,546
LOSS ON ADVANCE REFUNDING	-	-	-	-	-	-	-
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	119,249	882,437	866,774	629,017	(101,755)	988,723	1,679,546
NET ASSETS (DEFICIT) – Beginning of year	<u>(787,230)</u>	<u>(1,617,367)</u>	<u>5,249,694</u>	<u>2,850,632</u>	<u>(2,185,623)</u>	<u>(1,267,508)</u>	<u>6,972,442</u>
NET ASSETS (DEFICIT) – End of year	<u>\$ (667,981)</u>	<u>\$ (734,930)</u>	<u>\$ 6,116,468</u>	<u>\$ 3,479,649</u>	<u>\$ (2,287,378)</u>	<u>\$ (278,785)</u>	<u>\$ 8,651,988</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2022

SCHEDULE 2

	<u>Queen Creek</u>	<u>Casa Grande</u>	<u>North Chandler</u>	<u>Glendale</u>	<u>Peoria</u>	<u>East Mesa</u>	<u>Phoenix</u>
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 11,133,432	\$ 10,598,687	\$ 7,309,341	\$ 9,838,451	\$ 7,327,493	\$ 8,736,280	\$ 10,703,302
Revenue from local sources	324,532	330,318	815,086	811,589	534,556	1,090,971	1,291,456
Revenue from federal sources	1,447,694	1,539,976	1,074,819	1,363,235	654,199	1,229,535	1,564,782
Contribution from members of the Obligated Group	-	-	-	-	-	-	-
Forgiveness of amounts due to members of the Obligated Group	-	-	300,000	-	-	-	-
Total unrestricted revenues and gains	<u>12,905,658</u>	<u>12,468,981</u>	<u>9,499,246</u>	<u>12,013,275</u>	<u>8,516,248</u>	<u>11,056,786</u>	<u>13,559,540</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	5,287,768	4,937,193	4,250,486	4,430,981	3,245,374	4,403,061	4,891,751
Personnel services - Benefits	843,159	778,304	698,081	712,019	526,182	706,408	894,640
Purchased professional services	2,730,374	2,219,492	1,949,955	2,164,300	1,797,141	2,304,801	2,487,917
Purchased property services	342,517	283,562	295,997	454,184	406,867	379,934	595,566
Other purchased services	146,660	119,263	173,921	118,734	94,861	153,171	142,341
Supplies	710,358	741,118	716,337	670,803	496,349	704,094	857,894
Depreciation	695,861	539,486	569,098	560,403	530,403	646,968	1,187,591
Interest	984,564	859,722	862,082	756,571	630,298	1,088,400	1,713,525
Interest - Amortization of deferred bond issuance costs, discounts and premiums	38,492	12,170	(10,090)	(7,398)	(5,108)	(68,570)	(132,236)
Other expenses and losses	40,354	45,388	60,418	52,295	32,588	54,718	64,268
Contributions to members of the Obligated Group	-	-	-	1,000,000	-	-	-
Forgiveness of amounts due from members of the Obligated Group	-	-	-	-	-	-	-
Total expenses and losses	<u>11,820,107</u>	<u>10,535,698</u>	<u>9,566,285</u>	<u>10,912,892</u>	<u>7,754,955</u>	<u>10,372,985</u>	<u>12,703,257</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE LOSS ON ADVANCE REFUNDING	1,085,551	1,933,283	(67,039)	1,100,383	761,293	683,801	856,283
LOSS ON ADVANCE REFUNDING	<u>(1,829,390)</u>	<u>(1,647,926)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(743,839)	285,357	(67,039)	1,100,383	761,293	683,801	856,283
NET ASSETS (DEFICIT) – Beginning of year	<u>(29,129)</u>	<u>4,500,067</u>	<u>(4,730,302)</u>	<u>1,860,575</u>	<u>(2,953,747)</u>	<u>(4,173,404)</u>	<u>(588,679)</u>
NET ASSETS (DEFICIT) – End of year	<u>\$ (772,968)</u>	<u>\$ 4,785,424</u>	<u>\$ (4,797,341)</u>	<u>\$ 2,960,958</u>	<u>\$ (2,192,454)</u>	<u>\$ (3,489,603)</u>	<u>\$ 267,604</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2022

SCHEDULE 2

	Nevada						
	Goodyear	North Phoenix	West Surprise	North Valley	Cadence	Southwest Las Vegas	Deer Valley
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 4,865,808	\$ 4,647,129	\$ 9,188,215	\$ 10,313,008	\$ 10,404,795	\$ 11,624,764	\$ 2,970,525
Revenue from local sources	308,377	97,842	696,498	424,346	542,843	654,543	304,409
Revenue from federal sources	734,338	614,051	938,822	1,007,172	1,030,229	1,147,658	228,828
Contribution from members of the Obligated Group	-	-	-	-	-	-	850,000
Forgiveness of amounts due to members of the Obligated Group	300,000	-	-	-	-	-	400,000
Total unrestricted revenues and gains	<u>6,208,523</u>	<u>5,359,022</u>	<u>10,823,535</u>	<u>11,744,526</u>	<u>11,977,867</u>	<u>13,426,965</u>	<u>4,753,762</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	2,459,494	1,690,091	4,161,648	4,889,983	4,742,012	5,029,593	1,710,191
Personnel services - Benefits	433,941	280,443	690,403	1,406,181	1,453,647	1,584,718	263,519
Purchased professional services	1,346,493	927,727	2,048,648	2,467,153	2,297,524	2,569,752	720,672
Purchased property services	390,930	701,232	400,459	310,116	386,529	301,587	206,972
Other purchased services	135,477	48,357	121,753	134,270	151,533	141,146	138,097
Supplies	493,839	414,440	721,212	726,446	728,084	937,411	444,248
Depreciation	445,773	-	872,715	994,675	740,857	972,231	475,918
Interest	476,500	-	1,120,000	1,118,800	1,114,450	1,380,662	554,067
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(57,232)	-	(137,618)	(12,843)	(70,075)	(81,094)	(59,913)
Other expenses and losses	41,618	8,579	86,241	154,406	151,944	176,415	52,774
Contributions to members of the Obligated Group	-	-	-	-	-	-	-
Forgiveness of amounts due from members of the Obligated Group	-	-	-	-	-	-	-
Total expenses and losses	<u>6,166,833</u>	<u>4,070,869</u>	<u>10,085,461</u>	<u>12,189,187</u>	<u>11,696,505</u>	<u>13,012,421</u>	<u>4,506,545</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS							
BEFORE LOSS ON ADVANCE REFUNDING	41,690	1,288,153	738,074	(444,661)	281,362	414,544	247,217
LOSS ON ADVANCE REFUNDING	-	-	-	-	-	-	-
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	41,690	1,288,153	738,074	(444,661)	281,362	414,544	247,217
NET ASSETS (DEFICIT) – Beginning of year	(2,056,100)	707,955	(1,713,082)	(2,069,482)	(1,045,244)	183,662	(400,496)
NET ASSETS (DEFICIT) – End of year	<u>\$ (2,014,410)</u>	<u>\$ 1,996,108</u>	<u>\$ (975,008)</u>	<u>\$ (2,514,143)</u>	<u>\$ (763,882)</u>	<u>\$ 598,206</u>	<u>\$ (153,279)</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2022

SCHEDULE 2

	East Tucson	Mesa	San Tan	Eliminations	Total
UNRESTRICTED REVENUE AND GAINS					
Revenue from state sources	\$ 2,482,172	\$ 3,507,723	\$ -	\$ -	\$ 205,650,351
Revenue from local sources	188,531	205,688	24,058	(722,496)	12,912,657
Revenue from federal sources	194,717	362,507	-	-	23,950,777
Contribution from members of the Obligated Group	750,000	650,000	-	(2,250,000)	-
Forgiveness of amounts due to members of the Obligated Group	1,000,000	600,000	-	(2,675,000)	-
Total unrestricted revenues and gains	<u>4,615,420</u>	<u>5,325,918</u>	<u>24,058</u>	<u>(5,647,496)</u>	<u>242,513,785</u>
EXPENSES AND LOSSES					
Personnel services - Salaries	1,838,252	2,118,252	100,847	-	97,600,028
Personnel services - Benefits	263,474	309,884	17,138	-	17,893,623
Purchased professional services	532,967	828,575	210,352	-	48,393,615
Purchased property services	249,735	212,760	3,047	(609,837)	8,376,704
Other purchased services	158,701	125,830	86,138	-	3,246,584
Supplies	423,865	510,942	21,892	-	15,935,791
Depreciation	485,121	512,042	-	-	14,974,582
Interest	554,099	554,350	101,646	(112,659)	21,390,004
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(59,913)	(59,928)	(55,779)	-	(620,256)
Other expenses and losses	49,949	53,614	2,985	-	1,524,626
Contributions to members of the Obligated Group	-	-	-	(2,250,000)	-
Forgiveness of amounts due from members of the Obligated Group	-	-	-	(2,675,000)	-
Total expenses and losses	<u>4,496,250</u>	<u>5,166,321</u>	<u>488,266</u>	<u>(5,647,496)</u>	<u>228,715,301</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE LOSS ON ADVANCE REFUNDING					
	119,170	159,597	(464,208)	-	13,798,484
LOSS ON ADVANCE REFUNDING					
	-	-	-	-	(3,477,316)
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS					
	119,170	159,597	(464,208)	-	10,321,168
NET ASSETS (DEFICIT) – Beginning of year					
	(400,153)	(421,900)	-	-	(4,114,419)
NET ASSETS (DEFICIT) – End of year					
	<u>\$ (280,983)</u>	<u>\$ (262,303)</u>	<u>\$ (464,208)</u>	<u>\$ -</u>	<u>\$ 6,206,749</u>



Legacy Traditional Schools Obligated Group

**Combined Financial Statements Together
with Independent Auditor's Report And
Supplementary Information**

June 30, 2023



LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT	1
COMBINED FINANCIAL STATEMENTS	
Combined statement of financial position	3
Combined statement of activities	4
Combined statement of functional expenses	5
Combined statement of cash flows	6
Notes to combined financial statements	7
COMBINING FINANCIAL STATEMENT SCHEDULES	
Schedule 1 - Combining schedule – Statement of financial position information	28
Schedule 2 - Combining schedule – Statement of activities information	32



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INDEPENDENT AUDITOR'S REPORT

To the Boards of Directors
Legacy Traditional School - Chandler, as the Obligated Group Representative

Report on the Audit of the Combined Financial Statements

Opinion

We have audited the combined financial statements of Legacy Traditional Schools Obligated Group, which consists of Legacy Traditional School - Chandler (as the Obligated Group Representative), Legacy Traditional School – Maricopa, Legacy Traditional School – Avondale, Legacy Traditional School – Northwest Tucson, Legacy Traditional School – Laveen, Legacy Traditional School – Gilbert, Legacy Traditional School – Surprise, Legacy Traditional School – Queen Creek, Legacy Traditional School – Casa Grande, Legacy Traditional School – North Chandler, Legacy Traditional School – Glendale, Legacy Traditional School – Peoria, Legacy Traditional School – East Mesa, Legacy Traditional School – Phoenix, Legacy Traditional School – Goodyear, Legacy Traditional School – North Phoenix, Legacy Traditional School – West Surprise, Legacy Traditional School – Deer Valley, Legacy Traditional School – East Tucson, Legacy Traditional School – Mesa, and Legacy Traditional School – San Tan (all Arizona non-profit organizations), and Legacy Traditional Schools – Nevada, Inc. (a Nevada non-profit organization) (collectively, the Obligated Group) which comprise the combined statement of financial position as of June 30, 2023, and the related combined statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the combined financial statements.

In our opinion, the accompanying combined financial statements referred to above present fairly, in all material respects, the combined financial position of the Obligated Group, as of June 30, 2023, and the combined statements of activities, functional expenses, and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the “Auditor’s Responsibilities for the Audit of the Financial Statements” section of our report. We are required to be independent of the Obligated Group, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of the combined financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the combined financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Obligated Group’s ability to continue as a going concern for one year after the date that the combined financial statements are issued (or within one year after the date that the combined financial statements are available to be issued, when applicable).

Auditor's Responsibilities for the Audit of the Combined Financial Statements

Our objectives are to obtain reasonable assurance about whether the combined financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the combined financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the combined financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the combined financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Obligated Group's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the combined financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Obligated Group's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The combining schedules on pages 28 through 35 are presented for purposes of additional analysis and are not a required part of the combined financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the combined financial statements as a whole.

FORVIS,LLP

**Tempe, Arizona
December 20, 2023**

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF FINANCIAL POSITION
June 30, 2023

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 19,654,166
Short-term interest bearing time deposits	12,750,000
Short-term investments	40,656,372
Accounts receivable	14,291,529
Other assets	4,429,640
Cash held by trustee	<u>25,530,601</u>
Total current assets	117,312,308

PROPERTY, net 362,312,096

CASH HELD BY TRUSTEE, less current portion 40,713,601

\$ 520,338,005

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$ 2,993,983
Accrued expenses	7,218,356
Accrued interest	11,236,067
Current portion of long-term debt	24,722
Current portion of bonds payable	<u>6,360,000</u>
Total current liabilities	27,833,128

BONDS PAYABLE, less current portion 465,404,789

Total liabilities 493,237,917

NET ASSETS

Net assets without donor restrictions	
Undesignated	26,395,543
Designated for classroom site fund payments	<u>704,545</u>
Total net assets	<u>27,100,088</u>

\$ 520,338,005

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF ACTIVITIES
For the year ended June 30, 2023

UNRESTRICTED REVENUE AND GAINS	
Revenue from state sources	\$ 224,704,658
Revenue from local sources	23,612,341
Revenue from federal sources	<u>32,447,781</u>
Total unrestricted revenue and gains	<u>280,764,780</u>
EXPENSES AND LOSSES	
Personnel services - Salaries	110,209,047
Personnel services - Benefits	20,670,886
Purchased professional services	54,743,364
Purchased property services	10,676,612
Other purchased services	4,572,412
Supplies	19,219,047
Depreciation	16,003,276
Interest	22,630,189
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(684,048)
Other expenses and losses	<u>1,830,656</u>
Total expenses and losses	<u>259,871,441</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	20,893,339
NET ASSETS – Beginning of year	<u>6,206,749</u>
NET ASSETS – End of year	<u><u>\$ 27,100,088</u></u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF FUNCTIONAL EXPENSES
For the year ended June 30, 2023

	Program Services	Support Services: Management and General	Total
Personnel services - Salaries	\$ 96,270,338	\$ 13,938,709	\$ 110,209,047
Personnel services - Benefits	17,918,294	2,752,592	20,670,886
Purchased professional services	37,076,858	17,666,506	54,743,364
Purchased property services	9,562,283	1,114,329	10,676,612
Other purchased services	3,050,931	1,521,481	4,572,412
Supplies	15,598,678	3,620,369	19,219,047
Depreciation	14,541,384	1,461,892	16,003,276
Interest	20,356,352	2,273,837	22,630,189
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(615,645)	(68,403)	(684,048)
Other expenses and losses	576,066	1,254,590	1,830,656
Total expenses and losses	<u>\$ 214,335,539</u>	<u>\$ 45,535,902</u>	<u>\$ 259,871,441</u>

The accompanying notes are an integral part of this combined financial statement.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINED STATEMENT OF CASH FLOWS
For the year ended June 30, 2023

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets without donor restrictions	\$ 20,893,339
Adjustments to reconcile change in net assets without donor restrictions to net cash provided by operating activities	
Net realized and unrealized gains on short-term investments	(603,527)
Depreciation	16,003,276
Amortization of deferred bond issuance costs, discounts and premiums	(684,048)
(Increase) decrease in	
Accounts receivable	(6,557,932)
Other assets	(2,926,642)
Increase (decrease) in	
Accounts payable	236,953
Accrued expenses	(5,679,202)
Accrued interest	(385,469)
Net cash provided by operating activities	<u>20,296,748</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of short-term interest bearing time deposits	(14,750,000)
Proceeds from sale of short-term interest bearing time deposits	2,000,000
Purchase of short-term investments	(64,129,845)
Proceeds from sale of short-term investments	24,077,000
Change in cash held by trustee	14,301,954
Purchases of property	(19,113,850)
Net cash used in investing activities	<u>(57,614,741)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Payments on long-term debt	(464,354)
Payments on bonds payable	(4,830,001)
Net cash used in financing activities	<u>(5,294,355)</u>
Net decrease in cash and cash equivalents	(42,612,348)
CASH AND CASH EQUIVALENTS - Beginning of year	<u>62,266,514</u>
CASH AND CASH EQUIVALENTS - End of year	<u><u>\$ 19,654,166</u></u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

1. Summary of Significant Accounting Policies

Description of Legacy Traditional Schools Obligated Group and Basis of Presentation

The combined financial statements of Legacy Traditional Schools Obligated Group (the Obligated Group), include the financial statements of the following entities (collectively, the Schools):

- Legacy Traditional School – Chandler (Chandler)
- Legacy Traditional School – Maricopa (Maricopa)
- Legacy Traditional School – Avondale (Avondale)
- Legacy Traditional School – Northwest Tucson (Northwest Tucson)
- Legacy Traditional School – Laveen (Laveen)
- Legacy Traditional School – Gilbert (Gilbert)
- Legacy Traditional School – Surprise (Surprise)
- Legacy Traditional School – Queen Creek (Queen Creek)
- Legacy Traditional School – Casa Grande (Casa Grande)
- Legacy Traditional School – North Chandler (North Chandler)
- Legacy Traditional School – Glendale (Glendale)
- Legacy Traditional School – Peoria (Peoria)
- Legacy Traditional School – East Mesa (East Mesa)
- Legacy Traditional School – Phoenix (Phoenix)
- Legacy Traditional School – Goodyear (Goodyear)
- Legacy Traditional School – North Phoenix (North Phoenix)
- Legacy Traditional School – West Surprise (West Surprise)
- Legacy Traditional School – Deer Valley (Deer Valley)
- Legacy Traditional School – East Tucson (East Tucson)
- Legacy Traditional School – Mesa (Mesa)
- Legacy Traditional School – San Tan (San Tan)
- Legacy Traditional Schools – Nevada, Inc. (Nevada)

Chandler, Maricopa, Avondale, Northwest Tucson, Laveen, Gilbert, Surprise, Queen Creek, Casa Grande, North Chandler, Glendale, Peoria, East Mesa, Phoenix, Goodyear, North Phoenix, West Surprise, Deer Valley, East Tucson, Mesa and San Tan, (collectively, the Arizona Schools) are each Arizona nonprofit corporations operated exclusively for charitable and educational purposes. The Arizona Schools provide educational and related services to school-aged children and their families in the State of Arizona. The Arizona Schools are funded primarily through the Arizona Department of Education (ADE) based on the number of students enrolled in its schools. The Arizona Schools operate through charter contracts with the Arizona State Board for Charter Schools (the Arizona Sponsor), which mandates certain policies and operational guidelines. Each charter contract has a fifteen-year term and may be renewed for successive periods of twenty years thereafter. Like all Arizona charter schools, the Arizona Schools are subject to a formal review process by the Arizona Sponsor at five-year intervals. The charter contracts of each school end on the following dates:

- Chandler – June 30, 2026
- Maricopa – June 30, 2041
- Avondale – June 30, 2026
- Northwest Tucson – June 30, 2026
- Laveen – June 30, 2027
- Gilbert – June 30, 2028
- Surprise – June 30, 2030
- Queen Creek – June 30, 2041

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

- Casa Grande – June 20, 2041
- North Chandler – June 30, 2031
- Glendale – June 30, 2031
- Peoria – June 30, 2031
- East Mesa – June 30, 2033
- Phoenix – June 30, 2033
- Goodyear – June 30, 2034
- North Phoenix – June 30, 2035
- West Surprise – June 30, 2035
- Deer Valley – June 30, 2036
- East Tucson – June 30, 2036
- Mesa – June 30, 2036
- San Tan – June 30, 2037

Nevada is a Nevada nonprofit corporation operated exclusively for charitable and educational purposes. Nevada provides educational services in the state of Nevada. Nevada is funded primarily through the Nevada Department of Education (NDE) based on the number of students enrolled in its schools. Nevada operates through a charter contract with the Nevada State Public Charter School Authority (the “Nevada Sponsor”), which mandates certain policies and operational guidelines. The charter contract has a six-year term and may be renewed for successive periods thereafter. Like all Nevada charter schools, Nevada is subject to a formal review process by the Nevada Sponsor annually. Nevada operates three campuses – North Valley campus (North Valley), Cadence campus (Cadence), and the Southwest Las Vegas campus (Southwest Las Vegas). The charter contract for the North Valley, Cadence, and Southwest Las Vegas campuses ends on June 30, 2026.

The mission of the Arizona Schools is to provide motivated students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable and highly effective educators in cooperation with supportive, involved parents. Nevada’s mission is to provide all students with opportunities, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, taught by caring, knowledgeable, and highly effective educators in cooperation with supportive, involved families. The Schools provide educational services throughout Arizona and Nevada to students in kindergarten through eighth grade (approximately 25,465 students for the 2022-2023 school year).

Basis of Presentation

Accounting principles generally accepted in the United States of America (US GAAP) requires the consolidation of certain Arizona Schools. However, these have been combined in this financial statement presentation because together with Nevada they form an obligated group that was established in May 2014 and has borrowed money primarily through tax-exempt bonds. Significant interschool transactions have been eliminated in the combination.

The Obligated Group prepares its combined financial statements on the accrual basis of accounting. As required by US GAAP, the Obligated Group reports information regarding its combined financial position and combined activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Cash and Cash Equivalents

For purposes of the combined statement of cash flows, the Obligated Group considers all highly liquid instruments with original maturities of three months or less to be cash equivalents. The Obligated Group believes it mitigates any risks by depositing cash with major financial institutions.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

Investments

The School reports its investments in securities at fair value. Net investment return consists of interest, dividends, and realized and unrealized gains and losses, and is presented net of external direct investment expenses. Gains and losses, both realized and unrealized, are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or law. The School's investments are in professionally managed portfolios. Management reviews and evaluates fair value provided by the external managers, as well as the valuation methods and assumptions used in determining the fair value of such investments.

Investments are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investments, it is at least reasonably possible that changes in risks in the near term would materially affect account balances and the amounts reported in the accompanying financial statements.

Fair Value Measurements

Certain assets and liabilities of the School are required to be measured at fair value on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability (an "exit price") on the measurement date in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants (with no compulsion to buy or sell). The levels of the fair value hierarchy are:

Level 1 Inputs to the valuation methodology are unadjusted quoted prices in active markets for identical assets or liabilities.

Level 2 Inputs to the valuation methodology include:

- Quoted prices for similar assets and liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability (i.e., interest rates, yield curves, etc.);
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

For assets and liabilities measured at fair value on a recurring basis, the fair value hierarchy requires the use of observable market data when available. In instances where inputs used to measure fair value fall into different levels of the fair value hierarchy, the fair value measurement has been determined based on the lowest level input that is significant to the fair value measurement in its entirety.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect and consist entirely of amounts due from state and federal funding sources. Management provides for probable uncollectible amounts through a charge to the combined statement of activities and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. All accounts receivable at June 30, 2023 are considered

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

by management to be fully collectible and, accordingly, an allowance for uncollectible accounts is not deemed necessary. Accounts receivable are considered past due thirty days after the reimbursement request date, at which point management begins to follow up with those funding sources. The Obligated Group does not typically charge interest on past due receivables. The Obligated Group had no accounts receivable past due 90 days or more as of June 30, 2023.

Cash Held by Trustee

Cash held by trustee consists of deposits held by a trustee under bond indenture agreements (Note 10) for the benefit of the bondholders. Amounts required to meet current liabilities and expenses of the Obligated Group have been classified as current assets in the accompanying combined statement of financial position. The balances of cash held by trustee are held in interest-bearing cash management accounts. None of these cash balances are federally insured.

Pursuant to the terms of the bond indenture agreements, the Obligated Group is required to maintain an aggregate balance of cash on deposit with a trustee. The following funds were established in accordance with the bond indenture agreements:

Revenue Fund – This fund is where payments from the ADE and NDE are received each month and transferred to the other trustee accounts. After the required amounts have been transferred to the other trustee accounts, the remaining amounts are paid to the Obligated Group.

Bond Fund – Amounts in this fund are used to fund principal and interest payments on the bonds as they become due.

Project Fund – Amounts in this fund include unspent bond proceeds to be used on future bond projects.

Debt Service Reserve Fund – Amounts in this fund will be used to repay bond principal and interest in the event that the funds in the Bond Fund are inadequate. Minimum balances are required to be maintained in this fund related to the following bonds (Note 10):

Series 2014A Bonds	\$ 5,765,125
Series 2015 Bonds	2,651,063
Series 2016 Bonds	6,711,000
Series 2019 Bonds	9,096,475
Series 2020 Bonds	2,605,200
Series 2021 Bonds	<u>4,657,919</u>
Total	<u>\$ 31,486,782</u>

Repair and Replacement Reserve Fund – Amounts in this fund are used to fund trustee-approved withdrawals for repairs and replacements in accordance with the bond indenture agreements. There are certain minimum balances required to be maintained under the bond indenture agreements.

Expense Fund – Amounts in this fund are used to pay fees and expenses of the trustee and other parties.

Tax and Insurance Escrow Fund – Amounts in this fund are used to pay real property taxes, if any, and to pay premiums for insurance policies required to be maintained with respect to the campus facilities.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

Property

Purchased property is stated at cost and donated property is recorded at fair value at the date of gift. Maintenance and repairs are charged to operations when incurred. Betterments and renewals in excess of \$2,500 are capitalized. When property is sold or otherwise disposed of, the asset account and related accumulated depreciation accounts are relieved, and any gain or loss is included in operations. Depreciation of property is computed on a straight-line basis over estimated useful lives ranging as follows:

Buildings and improvements	3 to 40 years
Land improvements	3 to 15 years
Furniture and fixtures	5 to 10 years
Textbooks	5 years
Computer equipment	3 to 5 years

Donations of property are recorded as contributions at their estimated fair value at the date of donation. Such donations are reported as increases in net assets without donor restrictions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions with donor stipulations regarding how long those donated assets must be maintained are recorded as net assets with donor restrictions. The Obligated Group reports expirations of donor restrictions when the donated or acquired assets are placed into service as instructed by the donor and reclassifies net assets with donor restrictions to net assets without donor restrictions at that time.

Long-Lived Assets

The Obligated Group reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to future net cash flow expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the fair value of the assets. Assets to be disposed of are reported at the lower of the carrying amount or fair value less costs to sell.

Bond Issuance Costs

Certain costs incurred in connection with the issuance of bonds have been deferred and are being amortized to expense using the effective interest method over the life of the bonds. The unamortized bond issuance costs are presented as a direct reduction of the carrying amount of the Obligated Group's outstanding bonds payable. The Obligated Group's bond issuance costs are summarized as follows as of and for the year ended June 30, 2023:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

	Original Bond Issuance Costs	Amortization Expense	Issuance Costs Written Off	Accumulated Amortization
Series 2014A Bonds	\$ 1,701,860	\$ 74,547	\$ -	\$ 721,505
Series 2015 Bonds	1,120,146	50,986	-	441,816
Series 2016 Bonds	1,946,774	95,128	-	679,178
Series 2019 Bonds	2,919,925	126,399	-	451,527
Series 2020 Bonds	1,328,765	59,785	-	160,533
Series 2021 Bonds	1,899,390	117,945	-	185,068
Total	<u>\$ 10,916,860</u>	<u>\$ 524,790</u>	<u>\$ -</u>	<u>\$ 2,639,627</u>

Revenue recognition

Revenue consists of amounts earned from state, local and federal sources. Revenue earned from these sources is recognized as follows:

Arizona State funding – The Arizona Schools receive funding from the State of Arizona as administered by the ADE based on the number of students enrolled in its schools. The State of Arizona provides funding for normal school operations (state equalization funding) and funding for specific school-related activities or functions (classroom site fund (CSF) and instructional improvement). State equalization funding is received on a monthly basis. The schools recognize the state equalization funding revenue each month during the school year in which it is earned. There is no receivable of state equalization funding at June 30, 2023. State funding for CSF is received throughout the year and state funding for instructional improvement is received in two payments during the year. CSF and instructional improvement funding are recognized as revenue when amounts are known and have been earned. CSF and instructional improvement funding for which qualifying expenses have not been incurred is reported as designated net assets in the Obligated Group’s combined statement of financial position.

During the year ended June 30, 2023, Chandler, Northwest Tucson, Gilbert, Glendale, Peoria, Surprise, West Surprise, and Queen Creek were awarded approximately \$2,041,000 of results-based funding from ADE based on the 2020-21 academic results of those schools. Such results-based funding in future years will depend on future academic results.

Nevada State funding – The Nevada school receives funding from the State of Nevada as administered by the NDE based on the number of students enrolled in its school. The State of Nevada provides Distributive School Account (DSA) funding for the normal school operations and DSA funding is received on a monthly basis based on the weighted apportionment enrollment. The Nevada school recognizes the DSA funding revenue each month during the school year in which it is earned.

Local funding – Local funding consists primarily of fees for services such as lunch fees, Legacy Kids Care (LKC) before and after school kids’ programs, pre-school, and fees for Kindergarten Education Enrichment Program (“KEEP”). Such revenue is recognized as the services are provided. Local funding also includes contributions, which are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. All donor-restricted support is reported as an increase in net assets with donor restrictions in the combined statement of activities depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

with donor restrictions are reclassified to net assets without donor restrictions and reported in the combined statement of activities as net assets released from donor restrictions. However, if a restriction is fulfilled in the same time period in which the contribution is received, the Obligated Group reports the support as net assets without donor restrictions.

Federal funding – The Schools receive federal grants, which are paid through the ADE and NDE, as applicable. Funds are generally received on a reimbursement basis and, accordingly, revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met.

Donated Materials and Services

Donated materials and professional services are reflected as contributions at their estimated fair values at the date of receipt if they enhance the Obligated Group's nonfinancial assets or require specialized skills that the Obligated Group would normally purchase if not donated.

No amounts have been reflected in the combined financial statements for certain donated volunteer services because they did not qualify for recording under accounting standards. However, a substantial number of volunteers have donated significant amounts of their time to the Obligated Group's program services.

Functional Allocation of Expenses

The cost of providing various programs and other activities have been summarized on a functional basis in the accompanying combined statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting activities benefited.

Certain categories of expenses are attributable to more than one program or supporting function and are allocated on a reasonable basis that is consistently applied. Allocated expenses primarily consist of the following:

- Salaries and benefits and other employee-related costs – allocated on the basis of estimates of time and effort
- Purchased services – allocated on the basis of estimates of time and effort
- Utilities, depreciation, repairs and maintenance – allocated on the basis of estimated square footage utilized
- Insurance – allocated on the basis of estimated square footage utilized

Income Tax Status

The Schools are each exempt from federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and similar state provisions. In addition, the Schools have each been classified as an organization other than a private foundation under Section 509(a)(1) of the IRC. However, income from certain activities not directly related to each School's tax-exempt purpose may be subject to taxation as unrelated business income. There is no provision for income taxes in the accompanying combined financial statements because there is no significant unrelated business income.

The Obligated Group follows the guidance issued by the FASB related to accounting for income tax uncertainties. Under this guidance, the Obligated Group accounts for the effect of any uncertain tax positions based on whether it is "more-likely-than-not" that the position will be sustained by the taxing authority upon examination. The Obligated Group routinely evaluates potential uncertain tax positions. Each of the Schools has identified its status as an exempt organization as a tax position; however, the Schools have determined that such tax positions do not result in any uncertainty that requires recognition.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

The Schools each file an informational tax return in the U.S. federal jurisdiction. As of June 30, 2023, all required U.S. federal informational tax returns and the three most recent years of filings are open to assessment. There were no amounts of accrued interest or penalties as of June 30, 2023.

Subsequent Events

Management evaluated subsequent events through December 20, 2023, the date the combined financial statements were available to be issued.

2. Estimates

The preparation of the combined financial statements in conformity with US GAAP require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the combined financial statements and the reported amounts of revenue and expenses during the period. Actual results may differ from those estimates.

3. Liquidity

As of June 30, 2023, financial assets which could readily be made available to meet general expenditures within one year of the date of the combined statement of financial position were as follows:

Financial assets at year end:	
Cash and cash equivalents	\$ 19,654,166
Short-term interest bearing time deposits	12,750,000
Short-term investments	40,656,372
Accounts receivable	14,291,529
Cash held by trustee	<u>66,244,202</u>
Total financial assets	153,596,269
Less amounts not available for general expenditures within one year, due to:	
Amounts restricted under bond indenture agreements	<u>(66,244,202)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 87,352,067</u>

As part of liquidity management, the Obligated Group regularly monitors liquidity to meet its operating needs and other contractual commitments. The Obligated Group has various sources of liquidity at its disposal, including cash and cash equivalents, accounts receivable, and various revolving lines of credit with a bank (Note 10). For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Obligated Group considers all expenditures relating to ongoing activities of the campus operations, as well as the conduct of services undertaken to support those activities, to be general expenditures. In addition to the financial assets available to meet general expenditures over the next 12 months, the Obligated Group operates with a balanced budget and regularly monitors actual results compared to budgets.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

4. Short-Term Investments

Assets measured by level within the fair value hierarchy on a recurring basis as of June 30, 2023 are summarized as follows:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Treasury Bills	<u>\$ 40,656,372</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 40,656,372</u>

Total net investment return, included in revenue from local sources in the accompanying statement of activities, consists of the following for the year ended June 30, 2023:

Interest income	\$ 837,248
Net realized and unrealized gains	<u>605,352</u>
Net investment return	<u>\$ 1,442,600</u>

5. Employee Retention Credits

Under the provisions of the Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act") signed into law on March 27, 2020 and the subsequent extension of the CARES Act, Avondale, Casa Grande, Chandler, East Mesa, Gilbert, Glendale, Goodyear, Laveen, Maricopa, North Chandler, Northwest Tucson, Peoria, Phoenix, Queen Creek, Nevada, and Surprise were eligible for a refundable employee retention credit (ERC) subject to certain criteria. As modified, the ERC provides eligible employers with less than 500 employees a refundable tax credit against the employer's share of social security taxes. The ERC is equal to 70% of qualified wages paid to employees during each of the first three calendar quarters of 2021 for a maximum credit per employee of \$7,000 per calendar quarter through September 30, 2021. These school's collectively claimed \$3,590,741 of employee retention credits during the year ended June 30, 2023, all of which is included in revenue from local sources in the statement of activities. The \$3,590,741 ERC receivable was recorded as accounts receivable in the accompanying statement of net position as of June 30, 2023.

Laws and regulations concerning the ERC are complex and subject to varying interpretation. These credits may be subject to retroactive audit and review. There can be no assurance that regulatory authorities will not challenge these school's claims to the ERC, and it is not possible to determine the impact this would have on these schools.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

6. Cash Held by Trustee

Cash held by trustee consisted of the following at June 30, 2023:

	<u>Current</u>	<u>Noncurrent</u>
Revenue fund	\$ 109,426	\$ -
Bond fund	24,128,873	-
Project fund	28,323	-
Debt service reserve fund	-	31,794,625
Repair and replacement reserve fund	-	8,918,976
Expense fund	458,456	-
Tax and insurance escrow fund	805,523	-
	<u>\$ 25,530,601</u>	<u>\$ 40,713,601</u>

7. Property

Property consisted of the following at June 30, 2023:

Buildings and improvements	\$ 346,128,544
Land and improvements	63,294,365
Furniture and fixtures	18,461,268
Textbooks	15,434,919
Computer equipment	12,011,478
Construction in progress	56,447
Total property and equipment	<u>455,387,021</u>
Less - Accumulated depreciation	<u>(93,074,925)</u>
Property, net	<u>\$ 362,312,096</u>

Depreciation expense totaled approximately \$16,003,000 for the year ended June 30, 2023.

8. Note Payable – Lines of Credit

Bank Lines of Credit

The Arizona Schools each have separate \$250,000 lines of credit with the same bank. These lines of credit mature through July 2024, with automatic extensions through June 2025, and are uncollateralized. Interest is payable monthly at the prime rate (8.25% at June 30, 2023) plus 1.00%. No advances on these lines of credit were made during the year ended June 30, 2023, and no interest was due at June 30, 2023.

Nevada has a \$750,000 line of credit with the same bank as noted above. This line of credit matures in June 2024, with an automatic extension to June 2025, and is uncollateralized. Interest is payable monthly at the prime rate (8.25% at June 30, 2023) plus 1.00%. No advances on this line of credit were made during the year ended June 30, 2023, and no interest was due at June 30, 2023.

The lines of credit above and certain notes payable described in Note 10 require that the Schools maintain certain financial ratios and covenants (as defined by the agreements).

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

9. Long-term Debt

Long-term debt consisted of the following at June 30, 2023:

Chandler, Maricopa, Avondale, Northwest Tucson, Laveen, Gilbert, Surprise, Queen Creek, Casa Grande, North Chandler, Glendale, and Peoria have debt agreements with a finance company; these agreements are collateralized by equipment and are due in monthly installments of approximately \$24,800, including interest at 5.99%, and mature through July 2023.

	<u>\$ 24,722</u>
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Annual principal payments on long-term debt are scheduled as follows:

<u>Year Ending June 30</u>	
2024	<u>\$ 24,722</u>

Maricopa had a note payable to a bank, due in monthly installments of approximately \$38,800, as amended, at a fixed rate of interest at the one year LIBOR rate as of the date of the loan (2.16%) plus 2.75%, and was collateralized by real estate. The note payable was paid off during the year ended June 30, 2023.

Queen Creek had a note payable to a bank, due in monthly installments of approximately \$51,300, as amended, at a fixed rate of interest at the one year LIBOR rate as of the date of the loan (2.16%) plus 2.75%, and was collateralized by real estate. The note payable was paid off during the year ended June 30, 2023.

Interest expense on long-term debt totaled approximately \$12,000 for the year ended June 30, 2023.

10. Bonds Payable

The Schools have borrowed money for their campus facilities and other capital items primarily through tax-exempt bonds. These bonds have been part of an obligated group structure whereby each school is a co-borrower with the other members of the Obligated Group (Note 15). The Schools received bond proceeds from the Series 2014A, Series 2015, Series 2016, Series 2019, Series 2020 and Series 2021 Bonds, as described below.

Series 2014A Bonds

Under an Indenture of Trust and related agreements dated May 1, 2014, the Industrial Development Authority of the City of Phoenix (IDA of Phoenix), acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2014A Bonds). The proceeds of these bonds were loaned to Chandler, Avondale, Northwest Tucson, and Laveen, (together, the Obligated Group) for the purpose of financing the costs of acquiring, renovating, and equipping the campus facilities of these schools. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2014A Bonds and establishing certain reserves required under the agreements. The original aggregate amount of the Series 2014A Bonds was \$73,000,000, with an original issue discount of approximately \$835,000.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

The Series 2014A Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2014A Bonds consist of three outstanding components at June 30, 2023, together with their principal amounts, prices, interest rates and maturity dates:

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2014A Principal</u>	<u>Interest Rate</u>
July 1, 2024	99.232	\$ 2,940,000	5.75%
July 1, 2034	98.882	21,560,000	6.50%
July 1, 2044	98.718	40,940,000	6.75%
Total Series 2014A Bonds		<u>\$ 65,440,000</u>	

Series 2015 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated April 1, 2015, the IDA of Phoenix, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2015 Bonds). The proceeds of the Series 2015 Bonds were loaned to Gilbert for the purpose of financing the cost of acquiring its campus facility and to Maricopa to advance refund its Series 2009 Bonds. As part of the issuance of the Series 2015 Bonds, Gilbert and Maricopa were added as members of the Obligated Group. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2015 Bonds and establishing certain reserves required under the agreements. The original aggregate amount of the Series 2015 Bonds was \$40,660,000, with a bond premium of approximately \$275,000.

The Series 2015 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2015 Bonds consist of three outstanding components at June 30, 2023, together with their principal amounts, prices, interest rates, and maturity dates:

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2015 Principal</u>	<u>Interest Rate</u>
July 1, 2025	101.677	\$ 2,770,000	4.00%
July 1, 2035	101.351	12,560,000	5.00%
July 1, 2045	100.151	20,475,000	5.00%
Total Series 2015 Bonds		<u>\$ 35,805,000</u>	

Series 2016 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated November 1, 2016, the IDA of Phoenix, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2016A Bonds) and taxable Education Facility Revenue Bonds (the Series 2016B Bonds), collectively, the Series 2016 Bonds. The proceeds of the Series 2016 Bonds were loaned to Laveen, Gilbert, Chandler, Glendale, North Chandler, Surprise, Peoria, Queen Creek, and Nevada, for the purpose of refinancing, acquiring, renovating, expanding and equipping their campus facilities. Nevada's North Valley campus became part of the Obligated Group, but its Cadence and Southwest Las Vegas campuses did not. The proceeds were also used for the repayment of certain related party debts. As part of the issuance of the Series 2016 Bonds, the schools described above and Queen Creek and Casa Grande and their Series 2013 Bonds were admitted as members of the Obligated Group. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2016 Bonds and establishing certain reserves required under the

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

agreements. The original aggregate amounts of the Series 2016 Bonds were \$99,760,000, with a bond premium of approximately \$2,819,000.

The Series 2016 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2016A Bonds consist of five outstanding components at June 30, 2023, and the Series 2016B Bonds consist of one outstanding component at June 30, 2023, together with their principal amounts, prices, interest rates, and maturity dates as follows:

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2016 Principal</u>	<u>Interest Rate</u>
Series 2016B Bonds			
July 1, 2024	100.000	\$ 230,000	5.50%
Series 2016A Bonds			
July 1, 2026	100.000	8,940,000	4.00%
July 1, 2031	105.464	13,965,000	5.00%
July 1, 2036	103.865	17,825,000	5.00%
July 1, 2041	103.077	22,760,000	5.00%
July 1, 2046	102.295	29,045,000	5.00%
Subtotal		<u>92,535,000</u>	
Total Series 2016 Bonds		<u>\$ 92,765,000</u>	

Series 2019 Bonds

Under an Indenture of Trust, as supplemented, and related agreements dated December 1, 2019, the Industrial Development Authority of the County of Maricopa (IDA of Maricopa), acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2019A Bonds (credit enhanced) and Series 2019B Bonds) and taxable Education Facility Revenue Bonds (the Series 2019C Bonds), collectively, the "Series 2019 Bonds". The proceeds of the Series 2019A Bonds were obtained for the purpose of acquiring, renovating, expanding, and equipping the Goodyear, North Phoenix, and West Surprise campuses. The Series 2019B and Series 2019C Bonds were used to redeem Nevada's Cadence and Southwest Las Vegas campuses, Phoenix and East Mesa's Series 2017A, Series 2017B and Series 2018 Bonds and for the purpose of acquiring, renovating, expanding, and equipping the North Chandler, Peoria, and Nevada's North Valley campuses. The proceeds of the Series 2019B and Series 2019C Bonds were also used for the repayment of certain related party debts. Part of the proceeds were for the purpose of paying the issuance costs of the Series 2019 Bonds and establishing certain reserves required under the agreements. As part of the issuance of the Series 2019 Bonds, Goodyear, North Phoenix, West Surprise, Nevada's Cadence and Southwest Las Vegas campuses, Phoenix, and East Mesa, were admitted as members of the Obligated Group. The original aggregate amounts of the Series 2019 Bonds were \$141,945,000, with a bond premium of approximately \$15,938,000.

The Series 2019 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2019A and Series 2019B Bonds consist of fifteen outstanding components at June 30, 2023 and the Series 2019C Bonds consist of one outstanding component at June 30, 2023, together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2019 Principal</u>	<u>Interest Rate</u>
Series 2019A Bonds			
July 1, 2023	108.408	\$ 530,000	4.00%
July 1, 2024	110.214	550,000	4.00%
July 1, 2025	111.725	575,000	4.00%
July 1, 2026	113.048	600,000	4.00%
July 1, 2027	114.138	625,000	4.00%
July 1, 2028	114.917	650,000	4.00%
July 1, 2029	115.645	680,000	4.00%
July 1, 2034	110.190	3,855,000	4.00%
July 1, 2039	119.751	4,830,000	5.00%
July 1, 2049	118.266	14,320,000	5.00%
July 1, 2054	117.167	10,430,000	5.00%
Subtotal		<u>37,645,000</u>	
Series 2019B Bonds			
July 1, 2029	106.975	7,440,000	4.00%
July 1, 2039	110.906	24,765,000	5.00%
July 1, 2049	109.635	40,355,000	5.00%
July 1, 2054	108.797	28,865,000	5.00%
Subtotal		<u>101,425,000</u>	
Series 2019C Bonds			
July 1, 2025	100.000	2,875,000	4.50%
Total Series 2019 Bonds		<u>\$ 141,945,000</u>	

Series 2020 Bonds

Under an Indenture of Trust and related agreements dated November 3, 2020, the IDA of Maricopa, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2020 Bonds). The proceeds of the Series 2020 Bonds were used to finance the costs of acquiring and equipping the campus facilities of Deer Valley, East Tucson, and Mesa. The original aggregate amounts of the Series 2020 Bonds were approximately \$50,262,000, including bond premiums of approximately \$5,267,000. The net proceeds of the bonds, including premiums, totaled approximately \$16,750,000 for Deer Valley, approximately \$16,756,000 for East Tucson, and approximately \$16,756,000 for Mesa. These three campuses were added to the Obligated Group, effective with the bond transaction.

The Series 2020 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2020 Bonds consist of seventeen outstanding components at June 30, 2023 together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

Maturity Date	Price	Total Series 2020 Principal	Interest Rate
July 1, 2023	110.783	585,000	5.00%
July 1, 2024	114.459	615,000	5.00%
July 1, 2025	117.820	650,000	5.00%
July 1, 2026	120.250	680,000	5.00%
July 1, 2027	122.319	710,000	5.00%
July 1, 2028	123.689	755,000	5.00%
July 1, 2029	125.099	795,000	5.00%
July 1, 2030	116.089	830,000	4.00%
July 1, 2031	114.972	875,000	4.00%
July 1, 2032	114.291	905,000	4.00%
July 1, 2033	113.362	950,000	4.00%
July 1, 2034	112.859	985,000	4.00%
July 1, 2035	112.359	1,025,000	5.00%
July 1, 2040	109.977	5,825,000	4.00%
July 1, 2045	119.572	7,350,000	5.25%
July 1, 2050	107.574	9,370,000	4.00%
July 1, 2055	106.787	11,535,000	4.00%
Total Series 2020 Bonds		\$ 44,440,000	

Series 2021 Bonds

Under the Indenture of Trust, as supplemented, and related agreements dated December 1, 2021, the IDA of Maricopa, acting as a conduit third party, issued tax-exempt Education Facility Revenue Bonds (the Series 2021A Bonds) and taxable Education Facility Revenue Bonds (the Series 2021B Bonds), collectively, the Series 2021 Bonds. The proceeds of the Series 2021 Bonds were loaned to San Tan and Casa Grande for the purpose of refinancing, acquiring, renovating, expanding and equipping its campus facility. The proceeds were also used to advance refund Casa Grande and Queen Creek's Series 2013 Bonds described above totaling \$34,735,000. As part of the issuance of the Series 2021 Bonds, San Tan was admitted as a member of the Obligated Group. Part of the proceeds were also for the purpose of paying the issuance costs of the Series 2021 Bonds and establishing certain reserves required under the agreements. The original aggregate amounts of the Series 2021 Bonds were \$75,810,000, with a bond premium of approximately \$4,379,000.

The Series 2021 Bonds call for monthly payments to the trustee in amounts required to pay the annual principal payment and the semi-annual interest payments. The Series 2021A Bonds consist of four outstanding components at June 30, 2023, and the Series 2021B Bonds consist of three outstanding components at June 30, 2023, together with their principal amounts, prices, interest rates, and maturity dates as follows:

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

<u>Maturity Date</u>	<u>Price</u>	<u>Total Series 2021 Principal</u>	<u>Interest Rate</u>
Series 2021A Bonds			
July 1, 2031	107.030	\$ 4,075,000	3.00%
July 1, 2041	112.575	10,670,000	4.00%
July 1, 2051	110.872	15,790,000	4.00%
July 1, 2056	109.812	10,540,000	4.00%
Subtotal		<u>41,075,000</u>	
Series 2021B Bonds			
July 1, 2026	100.000	4,460,000	4.00%
July 1, 2031	100.000	6,755,000	4.38%
July 1, 2044	100.000	23,520,000	5.00%
Subtotal		<u>34,735,000</u>	
Total Series 2021 Bonds		<u>\$ 75,810,000</u>	

The Obligated Group

Each member of the Obligated Group is obligated to make payments sufficient to pay the principal and interest on the bonds payable and to pay their share of ongoing costs. Bond principal, premiums, discounts, issuance costs, and cash held by trustee requirements were allocated to each school based on a pro-rata analysis of the usage of the applicable bond proceeds. The Obligated Group has pledged substantially all of its revenues in order to meet its obligations under the Series 2014A, 2015, 2016, 2019, 2020 and 2021 Bonds (collectively, the Bonds), and have directed the appropriate state agencies to make the monthly state payments directly to the trustee of the Bonds. Each month the Schools calculate and instruct the trustee to retain in trust the portion of the state equalization payment required under the Bonds and remits the remaining amounts to the members of the Obligated Group. In addition, amounts due under the Bonds are collateralized by cash held by trustee and property and equipment.

The Bond agreements contain restrictive covenants for the Obligated Group taken as a whole, including compliance with all applicable laws and regulations, minimum amounts of insurance, maintenance of each school's tax-exempt status, limits on additional indebtedness, compliance with arbitrage requirements, an annual debt service coverage ratio, a day's cash on hand requirement, limits on the use of funds, and timely financial reporting. As of June 30, 2023, the Obligated Group was in compliance with all the Bond covenants.

The amortization of the discounts and premiums for the Series 2014A, Series 2015, Series 2016, Series 2019, Series 2020 and Series 2021 Bonds for the year ended June 30, 2023 totaled approximately \$37,000 and \$1,246,000, respectively.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

The Schools bonds payable consists of the following at June 30, 2023:

Series 2014A Bonds	\$ 65,440,000
Series 2015 Bonds	35,805,000
Series 2016 Bonds	92,765,000
Series 2019 Bonds	141,945,000
Series 2020 Bonds	44,440,000
Series 2021 Bonds	<u>75,810,000</u>
Total bonds payable principal	456,205,000
Less: Unamortized bond issuance costs	(8,277,233)
Less: Unamortized bond discounts	(481,023)
Plus: Unamortized bond premiums	<u>24,318,045</u>
Total bonds payable	471,764,789
Less: Current portion of bonds payable	<u>(6,360,000)</u>
Bonds Payable, less current portion	<u><u>\$ 465,404,789</u></u>

Total annual maturities of all outstanding bonds payable of the Obligated Group at June 30, 2023, are as follows:

<u>Year Ending June 30</u>	<u>Total Bonds Payable</u>
2024	\$ 6,360,000
2025	8,600,000
2026	8,955,000
2027	9,350,000
2028	10,535,000
Thereafter	<u>412,405,000</u>
Total annual maturities	<u><u>\$ 456,205,000</u></u>

Total interest expense on the bonds payable was approximately \$22,618,000 for the year ended June 30, 2023.

11. Designated Net Assets Without Donor Restrictions

In June of 2000, the Arizona Legislature created the CSF to be administered by the ADE. The CSF was created to provide funding to school districts and charter schools for designated purposes. The measure (Proposition 301) was approved by the voters of Arizona and was implemented after May 31, 2001. Proposition 301 authorizes the State to levy and collect 0.60% sales tax for educational purposes. The ADE administers and allocates CSF to the Arizona Schools based on student count and other factors specified by statute. The Arizona Schools must allocate funding from CSF according to the following statutory parameters:

- 40% of the funds must be used for performance based teacher compensation increases and teacher employment related expenses;
- 40% of the funds must be used for maintenance and operations purposes including class-size reduction, teacher compensation increases, AIMS intervention programs, teacher development, dropout prevention programs, and teacher liability insurance premiums;

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

- 20% of the funds must be used for teacher base salary increases and employment related expenses.

CSF monies are nonreverting, therefore unspent monies at fiscal year-end may be used in future years. However, restrictions placed on the original allocation of revenue apply in future years. Therefore, the unexpended balance must be carried forward in each of the three categories. As of June 30, 2023, the Obligated Group had approximately \$705,000 of cash carryover balances in total.

12. Employee Benefit Plans

401(k) Defined Contribution Savings Plan

The Arizona Schools participate in a 401(k) defined contribution savings plan (401(k) Plan). Effective July 1, 2020, the 401(k) Plan was amended to remove the safe harbor matching contribution provision and a discretionary matching contribution provision was adopted. Matching contributions for the year ended June 30, 2023 totaled approximately \$1,838,000.

Multi-Employer Defined Benefit Plan

Nevada participates in the Public Employees' Retirement System of Nevada (PERS). PERS administers a cost-sharing, multi-employer defined benefit public employees' retirement system. The system was established by the Nevada Legislature in 1947, effective July 1, 1948. The system is administered to provide a reasonable base income to qualified employees who have been employed by a public employer and whose earnings capacities have been removed or substantially impaired by age or disability. The most recent audited financial statements of PERS, dated June 30, 2022, and signed June 22, 2023, showed that it was approximately 75% funded. Nevada contributed approximately \$4,337,000 to PERS during the year ended June 30, 2023.

13. Management and Service Agreements

Each of the Arizona Schools have management services agreements with Vertex that expire in June 2039. In accordance with this management agreement, Vertex provides ongoing services in the general areas of academic development and school management; exceptional student services; distant learning; intellectual rights; school development; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services at an annual fee per enrolled student for the school year ended June 30, 2023, which is payable monthly. The management agreement also includes access to intellectual property. The annual fee adjusts annually by CPI, with an annual increase or decrease capped at 2%. The annual fee is also adjusted by an academic performance adjustment based on a letter grade from the Arizona A-F Accountability System. For purposes of the management agreement, the number of students enrolled is the average number of students enrolled during the 100th Day plus weighted student add-on counts related to special education.

The management services agreements also provide for certain one-time services, as follows:

- Startup management fees for new schools related to numerous tasks necessary to prepare a school for opening.
- Bond administration fees for schools that participate in a tax-exempt bond offering. These fees relate to the extensive work necessary to complete such a transaction. Bond administration fees are allocated to each participating entity as a percentage of its related gross bond proceeds.

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

- Implementation fees for a new ERP and HCM system based on components and modules strictly relevant to the School.

The Arizona Schools also each have a community education services agreement with Vertex related to programs such as LKC before and after school program, preschool, KEEP, and clubs. Services related to these programs include program of instruction, licensing, policies and procedures, training of program staff, enrollment and registration, billings and collections, and communication with parents. In return for those services, the School pays 14% of the revenue generated in each program monthly. As amended in July 2021, the initial term of the agreement is five years, with two automatic five year renewals.

Nevada has a management and service agreement with Vertex that expires in June 2026. In accordance with this agreement, Vertex provides ongoing services in the general areas of academic development and school management; exceptional student services; distant learning; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing; communications; information systems; facilities management; food services; and other services at an annual fee of approximately \$1,297 per enrolled student for the 2022-2023 school year, which is payable monthly. The agreement also include access to intellectual property. The annual fee increases or decreases based on economic factors defined in the management agreement. Increases and decreases are capped at 2% annually. The annual fee is also adjusted by an academic performance bonus fee which ranges from an additional \$60 per enrolled student if the campus receives a 5-star rating from NDE to a decrease of \$60 per enrolled student if the campus receives a 1-star rating. For purposes of the agreement, the number of students enrolled is the average daily enrollment used by NDE to calculate funding levels plus weighted add-on counts related to special education.

The agreement also provides for certain one-time services, as follows:

- Startup management fees for new schools related to numerous tasks necessary to prepare a school for opening. For each new school in Nevada these fees are \$200,000. Startup management fees are typically paid within the first few months after a new school opens.
- Bond administration fees for schools that participate in a tax-exempt bond offering. These fees relate to the extensive work necessary to complete such a transaction. Bond administration fees are allocated to each participating entity at 0.45% of its related gross bond proceeds.

Nevada also has a community education services agreement with Vertex related to programs such as LKC before and after school program and clubs. Services related to these programs include program of instruction, licensing, policies and procedures, training of program staff, enrollment and registration, billings and collections, and communication with parents. In return for those services, Nevada pays 14% of the revenue generated in each program monthly. This agreement, effective July 1, 2021, has an initial term of one year, with one automatic renewal term of the shorter of five years or the period that ends on the same date on which Nevada's renewed Charter Contract expires.

Vertex subordinates its management and services fees to debt service payments due under the Bond obligations.

For the year ended June 30, 2023, management and services fee expense to Vertex totaled approximately \$40,817,000 and is included in purchased professional services in the accompanying statement of activities. As of June 30, 2023, amounts due to Vertex for management and service agreement fees totaled approximately \$1,197,000, of which approximately \$1,102,000 was included in accounts payable and approximately \$95,000 was included in accrued expenses in the accompanying statement of financial position.

14. Members of the Obligated Group

Certain Arizona Schools are related to each other through a common board of directors. The Arizona Schools are not related to Nevada and the Goodyear school is not related to the remaining Arizona schools as they have separate boards of directors. However, Nevada and the Arizona Schools are part of the Obligated Group described in Notes 1, 10, 15.

The Schools sublease office equipment from Legacy Traditional Schools (LTSS), a non-operating entity related through common management, on a month-to-month basis. Monthly payments collectively total approximately \$22,000. Rental expense, including service charges, for the year ended June 30, 2023 totaled approximately \$343,000. In addition, LTSS from time to time assists the Schools with centralized payments related to multiple school operations and can advance funds to and receive payments from the Schools as determined appropriate by management.

15. Commitments and Contingent Liabilities

Compliance

The Arizona Schools' compliance with certain laws and regulations is subject to review by the Arizona Sponsor, the State of Arizona, Office of the Auditor General and the Arizona Department of Education. Nevada's compliance with certain laws and regulations is subject to review by the Nevada Sponsor, the State of Nevada, and the Nevada Department of Education. Such reviews could result in an adjustment of the respective state funding.

Litigation

From time to time in the normal course of operations, the Schools may be involved in legal proceedings. Management of the Schools believes that the results of such legal proceedings are covered by insurance or are immaterial and will not have a material adverse effect on the Obligated Group's combined financial condition.

Co-Borrowers and Inter-school loans within the Obligated Group

As described in Note 10, the Series 2014A, 2015, 2016, 2019, 2020 and 2021 Bonds include the following members of the Obligated Group: Maricopa, Avondale, Northwest Tucson, Laveen, Chandler, Gilbert, Surprise, Casa Grande, North Chandler, Glendale, Peoria, Queen Creek, East Mesa, Phoenix, Goodyear, North Phoenix, West Surprise, Deer Valley, East Tucson, Mesa, San Tan and Nevada. All members of the Obligated Group are co-borrowers on the bonds for a total of \$456,205,000 of outstanding bonds payable at June 30, 2023.

The Obligated Group structure obligates the members to support each other financially in order to continue to service the Bonds payable and meet all Bond Covenants. As a member of the Obligated Group, the School has the ability to borrow funds from and lend funds to the other members of the Obligated Group. These borrowed funds are due on demand and incur no interest. However, each individual member has the ability to forgive or contribute as approved by the Board.

Health Insurance

The Obligated Group participates in a self-insurance medical plan ("Medical Plan") for its employees, which provides a \$200,000 specific stop loss insurance limit per covered participant. The Medical Plan also has a maximum aggregate insurance limit for the medical claims based on the number of enrolled participants, specific coverages, premiums and administrative fees. During the year ended June 30,

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
NOTES TO COMBINED FINANCIAL STATEMENTS
June 30, 2023

2023, the Obligated Group incurred Medical Plan expenses totaling approximately \$6,484,000, which are included in personnel services – benefits expenses in the accompanying combined statement of activities. Accrued medical claims totaled approximately \$808,000 as of June 30, 2023, which are included in accrued liabilities in the accompanying combined statement of financial position.

16. Concentrations

Uninsured Cash

The Schools maintain cash in bank deposit accounts, which at times may exceed federally insured limits. The Schools have not experienced any losses in such accounts and do not expect to experience any such losses. At June 30, 2023, unrestricted cash in excess of federally insured limits totaled approximately \$1,353,000.

Major Funding

A significant portion of the Schools' annual funding comes from agencies of the federal and state governments, including the ADE and NDE. As such, the Schools' ability to generate funds for operations is largely dependent upon the economic health of the federal government, the State of Arizona, and the State of Nevada. An economic downturn could cause a decrease in state and federal funding that may coincide with an increase in demand for the Schools' services. In addition, if the State of Arizona or the State of Nevada and their agencies significantly reduced the level of support provided to the Schools it would have a material effect on their operations.

17. Cash Flow Information

Cash paid for interest totaled approximately \$23,016,000 for the year ended June 30, 2023.

At June 30, 2023, approximately \$76,000 of property additions were included in accounts payable in the accompanying statement of financial position.

SUPPLEMENTARY INFORMATION

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION INFORMATION
June 30, 2023

SCHEDULE 1

	Chandler	Maricopa	Avondale	Northwest Tucson	Laveen	Gilbert	Surprise
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 759,392	\$ 1,027,984	\$ 1,355,637	\$ 525,080	\$ 1,366,198	\$ 764,712	\$ 1,841,758
Short-term interest bearing time deposits	500,000	500,000	250,000	750,000	500,000	625,000	1,125,000
Short-term investments	889,265	2,174,443	4,080,680	3,821,090	1,395,764	381,439	5,737,699
Accounts receivable	1,152,814	332,402	536,856	530,826	452,402	543,352	797,423
Due from members of the Obligated Group	641	1,306,170	2,903,776	1,495,000	-	469	2,400,000
Current portion of notes receivable from members of the Obligated Group	-	-	59,272	-	-	-	-
Other assets	127,252	539,250	822,930	104,078	98,683	92,958	203,913
Cash held by trustee	1,498,526	1,140,306	1,188,538	1,221,279	1,253,108	1,426,069	1,358,864
Total current assets	4,927,890	7,020,555	11,197,689	8,447,353	5,066,155	3,833,999	13,464,657
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	72,995	-	-	-	-
PROPERTY, net	15,975,362	10,034,520	12,070,610	12,857,092	12,138,008	15,609,251	18,456,701
CASH HELD BY TRUSTEE, less current portion	2,286,348	1,792,594	1,821,986	1,943,985	2,003,244	1,970,760	2,177,535
	<u>\$ 23,189,600</u>	<u>\$ 18,847,669</u>	<u>\$ 25,163,280</u>	<u>\$ 23,248,430</u>	<u>\$ 19,207,407</u>	<u>\$ 21,414,010</u>	<u>\$ 34,098,893</u>
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 122,279	\$ 145,019	\$ 158,846	\$ 106,664	\$ 137,290	\$ 182,713	\$ 210,745
Accrued expenses	285,128	195,380	220,016	263,611	265,758	347,650	652,038
Accrued interest	665,055	432,450	533,936	567,958	530,682	462,908	535,075
Due to members of the Obligated Group	2,344,753	-	386,000	118,054	1,880,000	1,631,170	200,000
Current portion of long-term debt	2,227	1,879	1,304	1,855	1,778	1,298	1,903
Current portion of bonds payable	467,755	435,000	352,352	374,803	385,694	614,591	510,000
Total current liabilities	3,887,197	1,209,728	1,652,454	1,432,945	3,201,202	3,240,330	2,109,761
LONG-TERM DEBT, less current portion	-	-	-	-	-	-	-
BONDS PAYABLE, less current portion	19,219,865	16,859,458	15,411,981	16,393,994	16,674,648	18,080,129	21,456,202
Total liabilities	<u>23,107,062</u>	<u>18,069,186</u>	<u>17,064,435</u>	<u>17,826,939</u>	<u>19,875,850</u>	<u>21,320,459</u>	<u>23,565,963</u>
NET ASSETS (DEFICIT)							
Net assets (deficit) without donor restrictions							
Undesignated	42,890	778,483	8,094,362	5,386,390	(678,722)	67,974	10,431,790
Designated for classroom site fund payments	39,648	-	4,483	35,101	10,279	25,577	101,140
Total net assets (deficit)	<u>82,538</u>	<u>778,483</u>	<u>8,098,845</u>	<u>5,421,491</u>	<u>(668,443)</u>	<u>93,551</u>	<u>10,532,930</u>
	<u>\$ 23,189,600</u>	<u>\$ 18,847,669</u>	<u>\$ 25,163,280</u>	<u>\$ 23,248,430</u>	<u>\$ 19,207,407</u>	<u>\$ 21,414,010</u>	<u>\$ 34,098,893</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION (CONTINUED)
June 30, 2023

SCHEDULE 1

	Queen Creek	Casa Grande	North Chandler	Glendale	Peoria	East Mesa	Phoenix
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 667,865	\$ 1,608,309	\$ 570,507	\$ 477,611	\$ 225,266	\$ 711,480	\$ 1,234,492
Short-term interest bearing time deposits	500,000	750,000	375,000	750,000	375,000	500,000	250,000
Short-term investments	760,286	4,094,326	1,265,810	3,959,115	125,414	761,581	4,185,155
Accounts receivable	563,490	537,250	408,852	559,022	648,903	427,370	673,094
Due from members of the Obligated Group	-	1,960,000	-	1,000,000	1,666	-	1,578,325
Current portion of notes receivable							
from members of the Obligated Group	-	-	-	-	-	10,234	9,953
Other assets	168,114	180,891	221,665	155,525	70,312	206,810	132,158
Cash held by trustee	1,028,451	1,428,500	868,076	971,329	771,040	703,406	1,196,509
Total current assets	3,688,206	10,559,276	3,709,910	7,872,602	2,217,601	3,320,881	9,259,686
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion							
	-	-	-	-	-	645,247	627,521
PROPERTY, net	14,711,170	22,601,926	11,011,546	11,546,695	8,772,157	16,066,737	28,198,215
CASH HELD BY TRUSTEE, less current portion	1,760,287	2,156,815	2,039,573	1,523,272	1,317,902	1,673,908	2,531,150
	<u>\$ 20,159,663</u>	<u>\$ 35,318,017</u>	<u>\$ 16,761,029</u>	<u>\$ 20,942,569</u>	<u>\$ 12,307,660</u>	<u>\$ 21,706,773</u>	<u>\$ 40,616,572</u>
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 226,359	\$ 166,476	\$ 114,872	\$ 147,614	\$ 103,213	\$ 148,880	\$ 170,055
Accrued expenses	291,731	409,254	336,514	234,423	155,739	234,913	206,794
Accrued interest	373,755	530,397	425,213	370,650	306,813	544,200	856,763
Due to members of the Obligated Group	857,325	432,143	2,300,318	80,000	1,165,003	595,469	50,000
Current portion of long-term debt	61,096	1,858	1,487	1,500	5,809	-	-
Current portion of bonds payable	503,365	361,440	255,000	355,000	265,000	-	110,000
Total current liabilities	2,313,631	1,901,568	3,433,404	1,189,187	2,001,577	1,523,462	1,393,612
LONG-TERM DEBT, less current portion	72,996	-	-	-	-	-	-
BONDS PAYABLE, less current portion	17,995,403	27,034,449	17,166,159	14,871,689	12,399,669	23,492,956	37,591,825
Total liabilities	20,382,030	28,936,017	20,599,563	16,060,876	14,401,246	25,016,418	38,985,437
NET ASSETS (DEFICIT)							
Net assets (deficit) without donor restrictions							
Undesignated	(257,440)	6,263,138	(3,855,397)	4,878,380	(2,104,281)	(3,314,907)	1,519,821
Designated for classroom site fund payments	35,073	118,862	16,863	3,313	10,695	5,262	111,314
Total net assets (deficit)	(222,367)	6,382,000	(3,838,534)	4,881,693	(2,093,586)	(3,309,645)	1,631,135
	<u>\$ 20,159,663</u>	<u>\$ 35,318,017</u>	<u>\$ 16,761,029</u>	<u>\$ 20,942,569</u>	<u>\$ 12,307,660</u>	<u>\$ 21,706,773</u>	<u>\$ 40,616,572</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION (CONTINUED)
June 30, 2023

SCHEDULE 1

	Goodyear	North Phoenix	West Surprise	Nevada			Deer Valley
				North Valley	Cadence	Southwest Las Vegas	
ASSETS							
CURRENT ASSETS							
Cash and cash equivalents	\$ 497,901	\$ 989,557	\$ 1,158,962	\$ 1,773,573	\$ 76,952	\$ 365,042	\$ 191,793
Short-term interest bearing time deposits	125,000	500,000	500,000	1,250,000	500,000	1,250,000	375,000
Short-term investments	-	1,531,089	1,271,668	762,018	1,276,332	1,927,232	-
Accounts receivable	248,955	80,407	282,701	1,566,872	1,784,632	1,692,461	93,296
Due from members of the Obligated Group	600,000	276,000	33,053	1,935	2,526,611	1,157,762	314,170
Current portion of notes receivable							
from members of the Obligated Group	-	-	-	-	-	-	-
Other assets	71,975	78,786	154,695	289,115	127,404	108,534	49,292
Cash held by trustee	435,967	-	1,082,148	927,620	647,137	739,120	1,256,566
Total current assets	<u>1,979,798</u>	<u>3,455,839</u>	<u>4,483,227</u>	<u>6,571,133</u>	<u>6,939,068</u>	<u>7,240,151</u>	<u>2,280,117</u>
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion							
	-	-	-	-	-	-	-
PROPERTY, net	7,689,383	16,984	20,947,146	14,978,596	16,343,612	23,815,582	13,385,308
CASH HELD BY TRUSTEE, less current portion	770,017	-	1,929,562	2,399,857	1,747,192	1,962,761	1,001,421
	<u>\$ 10,439,198</u>	<u>\$ 3,472,823</u>	<u>\$ 27,359,935</u>	<u>\$ 23,949,586</u>	<u>\$ 25,029,872</u>	<u>\$ 33,018,494</u>	<u>\$ 16,666,846</u>
LIABILITIES AND NET ASSETS (DEFICIT)							
CURRENT LIABILITIES							
Accounts payable	\$ 111,454	\$ 68,703	\$ 119,832	\$ 121,879	\$ 63,457	\$ 94,215	\$ 89,871
Accrued expenses	164,950	106,730	441,233	445,943	864,120	486,002	118,084
Accrued interest	238,250	-	560,000	552,400	557,225	639,450	319,456
Due to members of the Obligated Group	914,777	110,000	245,000	2,441,635	100,998	1,243,674	73,209
Current portion of long-term debt	-	-	-	-	-	20,187	-
Current portion of bonds payable	120,000	-	300,000	365,000	-	-	195,000
Total current liabilities	<u>1,549,431</u>	<u>285,433</u>	<u>1,666,065</u>	<u>3,926,857</u>	<u>1,585,800</u>	<u>2,483,528</u>	<u>795,620</u>
LONG-TERM DEBT, less current portion	-	-	-	-	-	1,272,767	-
BONDS PAYABLE, less current portion	10,955,671	-	25,814,875	22,304,997	24,054,688	27,618,925	15,768,779
Total liabilities	<u>12,505,102</u>	<u>285,433</u>	<u>27,480,940</u>	<u>26,231,854</u>	<u>25,640,488</u>	<u>31,375,220</u>	<u>16,564,399</u>
NET ASSETS (DEFICIT)							
Net assets (deficit) without donor restrictions							
Undesignated	(2,084,126)	3,095,132	(121,005)	(2,282,268)	(610,616)	1,643,274	78,512
Designated for classroom site fund payments	18,222	92,258	-	-	-	-	23,935
Total net assets (deficit)	<u>(2,065,904)</u>	<u>3,187,390</u>	<u>(121,005)</u>	<u>(2,282,268)</u>	<u>(610,616)</u>	<u>1,643,274</u>	<u>102,447</u>
	<u>\$ 10,439,198</u>	<u>\$ 3,472,823</u>	<u>\$ 27,359,935</u>	<u>\$ 23,949,586</u>	<u>\$ 25,029,872</u>	<u>\$ 33,018,494</u>	<u>\$ 16,666,846</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF FINANCIAL POSITION (CONTINUED)
June 30, 2023

SCHEDULE 1

	East Tucson	Mesa	San Tan	Eliminations	Total
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$ 466,425	\$ 209,415	\$ 788,255	\$ -	\$ 19,654,166
Short-term interest bearing time deposits	-	500,000	-	-	12,750,000
Short-term investments	-	-	255,966	-	40,656,372
Accounts receivable	305,759	46,821	25,569	-	14,291,529
Due from members of the Obligated Group	237,288	80,124	402,613	(18,275,603)	-
Current portion of notes receivable from members of the Obligated Group	-	-	-	(79,459)	-
Other assets	60,613	133,300	229,177	2,210	4,429,640
Cash held by trustee	1,256,432	1,240,716	1,890,894	-	25,530,601
Total current assets	2,326,517	2,210,376	3,592,474	(18,352,852)	117,312,308
NOTES RECEIVABLE FROM MEMBERS OF THE OBLIGATED GROUP, less current portion	-	-	-	(1,345,763)	-
PROPERTY, net	13,414,185	13,808,269	27,863,041	-	362,312,096
CASH HELD BY TRUSTEE, less current portion	1,001,827	1,010,647	1,890,958	-	40,713,601
	<u>\$ 16,742,529</u>	<u>\$ 17,029,292</u>	<u>\$ 33,346,473</u>	<u>\$ (19,698,615)</u>	<u>\$ 520,338,005</u>
LIABILITIES AND NET ASSETS (DEFICIT)					
CURRENT LIABILITIES					
Accounts payable	\$ 50,096	\$ 83,196	\$ 50,255	\$ -	\$ 2,993,983
Accrued expenses	110,336	148,366	105,117	128,526	7,218,356
Accrued interest	319,619	319,612	594,200	-	11,236,067
Due to members of the Obligated Group	366,764	461,299	404,328	(18,401,919)	-
Current portion of long-term debt	-	-	-	(79,459)	24,722
Current portion of bonds payable	195,000	195,000	-	-	6,360,000
Total current liabilities	1,041,815	1,207,473	1,153,900	(18,352,852)	27,833,128
LONG-TERM DEBT, less current portion	-	-	-	(1,345,763)	-
BONDS PAYABLE, less current portion	15,774,448	15,774,134	32,689,845	-	465,404,789
Total liabilities	16,816,263	16,981,607	33,843,745	(19,698,615)	493,237,917
NET ASSETS (DEFICIT)					
Net assets (deficit) without donor restrictions					
Undesignated	(87,845)	9,276	(497,272)	-	26,395,543
Designated for classroom site fund payments	14,111	38,409	-	-	704,545
Total net assets (deficit)	(73,734)	47,685	(497,272)	-	27,100,088
	<u>\$ 16,742,529</u>	<u>\$ 17,029,292</u>	<u>\$ 33,346,473</u>	<u>\$ (19,698,615)</u>	<u>\$ 520,338,005</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES
For the year ended June 30, 2023

SCHEDULE 2

	Chandler	Maricopa	Avondale	Northwest Tucson	Laveen	Gilbert	Surprise
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 10,647,250	\$ 11,314,611	\$ 11,624,530	\$ 11,848,259	\$ 9,356,885	\$ 10,048,462	\$ 20,086,565
Revenue from local sources	2,256,917	733,957	1,150,235	1,378,461	849,701	1,066,736	1,882,023
Revenue from federal sources	730,725	1,408,480	2,410,233	1,277,353	2,132,450	898,251	1,556,471
Forgiveness of amounts due to members of the Obligated Group	-	-	-	-	-	100,000	-
Contribution from members of the Obligated Group	-	-	-	-	-	-	-
Total unrestricted revenues and gains	<u>13,634,892</u>	<u>13,457,048</u>	<u>15,184,998</u>	<u>14,504,073</u>	<u>12,339,036</u>	<u>12,113,449</u>	<u>23,525,059</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	5,377,363	5,007,014	5,228,409	5,471,707	4,698,909	5,219,367	9,620,459
Personnel services - Benefits	959,845	855,139	904,218	898,528	741,178	897,307	1,608,736
Purchased professional services	2,710,914	2,845,651	2,719,289	2,710,658	2,161,010	2,275,138	4,786,512
Purchased property services	523,832	561,300	538,987	491,649	416,062	522,639	727,874
Other purchased services	205,440	179,498	164,680	162,276	185,626	216,687	325,311
Supplies	926,095	937,461	945,333	951,803	804,922	980,311	1,347,135
Depreciation	722,030	625,303	574,158	645,430	588,262	624,019	765,259
Interest	1,331,194	866,272	1,068,550	1,136,820	1,062,231	926,513	1,071,080
Interest - Amortization of deferred bond issuance costs, discounts and premiums	34,603	20,695	27,381	29,126	19,699	21,017	(9,369)
Other expenses and losses	93,057	45,302	55,616	64,234	42,202	58,115	76,120
Forgiveness of amounts due from members of the Obligated Group	-	-	811,000	-	-	-	1,225,000
Contributions to members of the Obligated Group	-	-	165,000	-	-	-	100,000
Total expenses and losses	<u>12,884,373</u>	<u>11,943,635</u>	<u>13,202,621</u>	<u>12,562,231</u>	<u>10,720,101</u>	<u>11,741,113</u>	<u>21,644,117</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	750,519	1,513,413	1,982,377	1,941,842	1,618,935	372,336	1,880,942
NET ASSETS (DEFICIT) – Beginning of year	<u>(667,981)</u>	<u>(734,930)</u>	<u>6,116,468</u>	<u>3,479,649</u>	<u>(2,287,378)</u>	<u>(278,785)</u>	<u>8,651,988</u>
NET ASSETS (DEFICIT) – End of year	<u>\$ 82,538</u>	<u>\$ 778,483</u>	<u>\$ 8,098,845</u>	<u>\$ 5,421,491</u>	<u>\$ (668,443)</u>	<u>\$ 93,551</u>	<u>\$ 10,532,930</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2023

SCHEDULE 2

	<u>Queen Creek</u>	<u>Casa Grande</u>	<u>North Chandler</u>	<u>Glendale</u>	<u>Peoria</u>	<u>East Mesa</u>	<u>Phoenix</u>
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 10,402,487	\$ 13,195,815	\$ 8,185,232	\$ 11,308,179	\$ 6,128,075	\$ 9,346,203	\$ 11,441,685
Revenue from local sources	832,304	1,121,968	1,311,089	1,384,408	811,399	1,697,316	2,095,644
Revenue from federal sources	1,093,026	2,336,095	1,203,144	1,626,167	619,965	920,476	2,645,225
Forgiveness of amounts due to members of the Obligated Group	-	-	-	-	500,000	-	-
Contribution from members of the Obligated Group	-	-	-	-	-	-	-
Total unrestricted revenues and gains	<u>12,327,817</u>	<u>16,653,878</u>	<u>10,699,465</u>	<u>14,318,754</u>	<u>8,059,439</u>	<u>11,963,995</u>	<u>16,182,554</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	5,191,072	6,050,400	4,399,950	4,966,904	3,592,289	4,878,638	5,144,163
Personnel services - Benefits	834,980	979,298	753,681	858,480	574,902	816,225	871,922
Purchased professional services	2,473,239	3,161,268	1,971,573	2,754,037	1,463,789	2,816,636	2,586,417
Purchased property services	547,056	481,880	355,672	620,789	428,910	408,961	742,478
Other purchased services	276,475	196,770	194,502	151,127	167,971	242,912	201,492
Supplies	824,666	1,255,524	596,863	867,114	546,673	882,999	924,229
Depreciation	670,807	824,380	567,236	570,468	543,604	660,917	1,187,247
Interest	833,951	1,129,605	851,147	742,025	616,230	1,088,421	1,713,559
Interest - Amortization of deferred bond issuance costs, discounts and premiums	38,069	(3,881)	(9,972)	(7,264)	(5,016)	(68,570)	(132,236)
Other expenses and losses	86,901	82,058	60,006	49,339	31,219	56,898	54,752
Forgiveness of amounts due from members of the Obligated Group	-	800,000	-	350,000	-	-	1,525,000
Contributions to members of the Obligated Group	-	100,000	-	475,000	-	-	-
Total expenses and losses	<u>11,777,216</u>	<u>15,057,302</u>	<u>9,740,658</u>	<u>12,398,019</u>	<u>7,960,571</u>	<u>11,784,037</u>	<u>14,819,023</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	550,601	1,596,576	958,807	1,920,735	98,868	179,958	1,363,531
NET ASSETS (DEFICIT) – Beginning of year	<u>(772,968)</u>	<u>4,785,424</u>	<u>(4,797,341)</u>	<u>2,960,958</u>	<u>(2,192,454)</u>	<u>(3,489,603)</u>	<u>267,604</u>
NET ASSETS (DEFICIT) – End of year	<u>\$ (222,367)</u>	<u>\$ 6,382,000</u>	<u>\$ (3,838,534)</u>	<u>\$ 4,881,693</u>	<u>\$ (2,093,586)</u>	<u>\$ (3,309,645)</u>	<u>\$ 1,631,135</u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2023

SCHEDULE 2

	Nevada						
	Goodyear	North Phoenix	West Surprise	North Valley	Cadence	Southwest Las Vegas	
UNRESTRICTED REVENUE AND GAINS							
Revenue from state sources	\$ 5,149,029	\$ 5,044,010	\$ 10,460,983	\$ 10,489,574	\$ 9,808,917	\$ 11,788,761	\$ 4,062,763
Revenue from local sources	558,943	205,207	1,029,483	650,863	538,042	752,744	560,985
Revenue from federal sources	955,344	1,113,109	1,008,893	2,497,038	2,120,568	2,123,124	536,165
Forgiveness of amounts due to members of the Obligated Group	101,000	-	-	-	-	-	665,000
Contribution from members of the Obligated Group	100,000	-	-	-	-	-	85,000
Total unrestricted revenues and gains	<u>6,864,316</u>	<u>6,362,326</u>	<u>12,499,359</u>	<u>13,637,475</u>	<u>12,467,527</u>	<u>14,664,629</u>	<u>5,909,913</u>
EXPENSES AND LOSSES							
Personnel services - Salaries	3,057,488	2,178,632	5,038,704	5,438,089	4,971,127	5,122,309	2,059,993
Personnel services - Benefits	530,739	420,111	864,825	1,595,601	1,534,024	1,582,149	372,402
Purchased professional services	1,320,536	1,230,025	2,325,345	2,686,971	2,501,812	3,075,595	1,078,185
Purchased property services	393,257	797,169	434,385	364,248	441,909	354,764	321,258
Other purchased services	153,748	74,494	172,635	206,847	213,988	174,425	129,506
Supplies	571,022	451,979	847,094	951,004	687,862	867,676	486,230
Depreciation	424,629	2,737	880,777	908,265	797,487	980,358	509,626
Interest	476,510	-	1,120,023	1,104,888	1,114,472	1,382,404	638,963
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(57,232)	-	(137,618)	(12,670)	(70,075)	(81,093)	(59,058)
Other expenses and losses	45,113	15,897	99,186	162,357	121,655	160,974	117,082
Forgiveness of amounts due from members of the Obligated Group	-	-	-	-	-	-	-
Contributions to members of the Obligated Group	-	-	-	-	-	-	-
Total expenses and losses	<u>6,915,810</u>	<u>5,171,044</u>	<u>11,645,356</u>	<u>13,405,600</u>	<u>12,314,261</u>	<u>13,619,561</u>	<u>5,654,187</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(51,494)	1,191,282	854,003	231,875	153,266	1,045,068	255,726
NET ASSETS (DEFICIT) – Beginning of year	<u>(2,014,410)</u>	<u>1,996,108</u>	<u>(975,008)</u>	<u>(2,514,143)</u>	<u>(763,882)</u>	<u>598,206</u>	<u>(153,279)</u>
NET ASSETS (DEFICIT) – End of year	<u><u>\$ (2,065,904)</u></u>	<u><u>\$ 3,187,390</u></u>	<u><u>\$ (121,005)</u></u>	<u><u>\$ (2,282,268)</u></u>	<u><u>\$ (610,616)</u></u>	<u><u>\$ 1,643,274</u></u>	<u><u>\$ 102,447</u></u>

LEGACY TRADITIONAL SCHOOLS OBLIGATED GROUP
COMBINING SCHEDULE – STATEMENT OF ACTIVITIES INFORMATION (CONTINUED)
For the year ended June 30, 2023

SCHEDULE 2

	East Tucson	Mesa	San Tan	Eliminations	Total
UNRESTRICTED REVENUE AND GAINS					
Revenue from state sources	\$ 3,377,772	\$ 4,449,661	\$ 5,138,950	\$ -	\$ 224,704,658
Revenue from local sources	317,248	355,217	857,157	(785,706)	23,612,341
Revenue from federal sources	517,858	579,358	138,263	-	32,447,781
Forgiveness of amounts due to members of the Obligated Group	700,000	995,000	1,650,000	(4,711,000)	-
Contribution from members of the Obligated Group	300,000	5,000	350,000	(840,000)	-
Total unrestricted revenues and gains	<u>5,212,878</u>	<u>6,384,236</u>	<u>8,134,370</u>	<u>(6,336,706)</u>	<u>280,764,780</u>
EXPENSES AND LOSSES					
Personnel services - Salaries	1,989,112	2,477,367	3,029,582	-	110,209,047
Personnel services - Benefits	327,864	412,451	476,281	-	20,670,886
Purchased professional services	788,883	943,733	1,356,148	-	54,743,364
Purchased property services	267,886	264,238	343,485	(674,076)	10,676,612
Other purchased services	143,331	136,852	295,819	-	4,572,412
Supplies	344,491	552,808	667,753	-	19,219,047
Depreciation	514,835	550,116	865,326	-	16,003,276
Interest	639,288	639,273	1,188,400	(111,630)	22,630,189
Interest - Amortization of deferred bond issuance costs, discounts and premiums	(59,059)	(59,072)	(102,453)	-	(684,048)
Other expenses and losses	48,998	156,482	47,093	-	1,830,656
Forgiveness of amounts due from members of the Obligated Group	-	-	-	(4,711,000)	-
Contributions to members of the Obligated Group	-	-	-	(840,000)	-
Total expenses and losses	<u>5,005,629</u>	<u>6,074,248</u>	<u>8,167,434</u>	<u>(6,336,706)</u>	<u>259,871,441</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	207,249	309,988	(33,064)	-	20,893,339
NET ASSETS (DEFICIT) – Beginning of year	<u>(280,983)</u>	<u>(262,303)</u>	<u>(464,208)</u>	<u>-</u>	<u>6,206,749</u>
NET ASSETS (DEFICIT) – End of year	<u>\$ (73,734)</u>	<u>\$ 47,685</u>	<u>\$ (497,272)</u>	<u>\$ -</u>	<u>\$ 27,100,088</u>



VERTEX EDUCATION, LLC

Independent Auditor's Report and Financial Statements

December 31, 2022



VERTEX EDUCATION, LLC
Contents
December 31, 2022

Contents

	Page
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Balance Sheet	3
Statement of Operations and Member's Equity	4
Statement of Cash Flows	5
Notes to Financial Statements	7



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INDEPENDENT AUDITOR'S REPORT

To the Members
Vertex Education, LLC
Chandler, AZ

Opinion

We have audited the accompanying financial statements of Vertex Education, LLC, which comprise the balance sheet as of December 31, 2022, and the related statements of operations and member's equity, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Vertex Education, LLC as of December 31, 2022, and the results of their operations and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of Vertex Education, LLC and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in *Note 6* to the financial statements, on January 1, 2022, Vertex Education, LLC adopted new accounting guidance for leases. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Vertex Education, LLC's ability to continue as a going concern within one year after the date that these financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Vertex Education, LLC's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Vertex Education, LLC's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

FORVIS, LLP

**Tempe, Arizona
January 23, 2024**

VERTEX EDUCATION, LLC
BALANCE SHEET
December 31, 2022

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 4,402,641
Accounts receivable	1,407,057
Due from related party	3,322,123
Prepays and other assets	<u>580,258</u>
Total current assets	9,712,079

PROPERTY AND EQUIPMENT, net	1,130,179
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OTHER ASSETS	28,783
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RIGHT OF USE ASSET - OPERATING LEASE	7,611,711
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INTANGIBLE ASSETS, net	3,165,744
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GOODWILL, net	<u>84,789,166</u>
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\$ 106,437,662

LIABILITIES AND MEMBER'S EQUITY

CURRENT LIABILITIES

Current portion of long-term debt	\$ 340,000
Current portion of operating lease liability	451,805
Accounts payable	215,069
Due to intercompany	2,570
Accrued liabilities	<u>1,815,756</u>

Total current liabilities	2,825,200
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OPERATING LEASE LIABILITY, less current portion	7,239,346
---	-----------

LONG-TERM DEBT, less current portion	<u>32,802,967</u>
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Total liabilities	42,867,513
-------------------	------------

MEMBER'S EQUITY	<u>63,570,149</u>
-----------------	-------------------

\$ 106,437,662

VERTEX EDUCATION, LLC
STATEMENT OF OPERATIONS AND MEMBER'S EQUITY
For the year ended December 31, 2022

REVENUE	
Management fees - Schools	\$ 40,243,870
Other	<u>1,335,603</u>
Total revenue	<u>41,579,473</u>
OPERATING EXPENSES	
Salaries and wages	17,872,758
Employee benefits and payroll taxes	2,907,445
Professional services	2,609,252
Other operating expenses	4,517,297
Depreciation and amortization	276,997
Amortization - Goodwill and tradename	<u>10,665,215</u>
Total operating expenses	<u>38,848,964</u>
OPERATING INCOME	<u>2,730,509</u>
OTHER EXPENSE	
Interest expense, including amortization of deferred financing costs totaling approximately \$194,000	(3,504,574)
Loss on extinguishment of debt	<u>(730,032)</u>
Other expense	<u>(4,234,606)</u>
NET LOSS	(1,504,097)
MEMBER'S EQUITY - Beginning of year	64,538,981
Member contributions	50,000
Noncash compensation	520,265
Member redemptions	<u>(35,000)</u>
MEMBER'S EQUITY - End of year	<u>\$ 63,570,149</u>

VERTEX EDUCATION, LLC
STATEMENT OF CASH FLOWS
For the year ended December 31, 2022

CASH FLOWS FROM OPERATING ACTIVITIES

Net loss	\$ (1,504,097)
Adjustments to reconcile net loss to cash provided by operating activities	
Noncash operating lease expense	(7,611,711)
Depreciation and amortization	276,997
Amortization - Goodwill	10,489,382
Amortization - Intangible assets	528,154
Amortization of deferred financing costs	194,134
Noncash compensation	520,265
Loss on extinguishment of debt	730,032
Loss on disposal of property and equipment	7,773
(Increase) decrease in	
Accounts receivable	950,790
Due from related party	(3,318,035)
Prepays and other assets	32,878
Increase (decrease) in	
Accounts payable	(132,070)
Accrued liabilities	569,355
Operating lease liabilities	7,691,151
	<hr/>
Net cash provided by operating activities	9,424,998
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchases of software for internal-use	(238,592)
Purchases of property and equipment	(594,489)
Proceeds from sale of property and equipment	1,000
	<hr/>
Net cash used in investing activities	(832,081)

VERTEX EDUCATION, LLC
STATEMENT OF CASH FLOWS (CONTINUED)
For the year ended December 31, 2022

CASH FLOWS FROM FINANCING ACTIVITIES

Payment of debt issuance costs	(842,703)
Payment of debt prepayment premiums	(234,000)
Borrowings on bank line of credit	2,000,000
Payments on bank line of credit	(2,000,000)
Borrowings on long-term debt	34,000,000
Payments on long-term debt	(44,385,000)
Member contributions	50,000
Member redemptions	<u>(35,000)</u>
Net cash used in financing activities	<u>(11,446,703)</u>
Net decrease in cash and cash equivalents	(2,853,786)
CASH AND CASH EQUIVALENTS - Beginning of year	<u>7,256,427</u>
CASH AND CASH EQUIVALENTS - End of year	<u>\$ 4,402,641</u>
SUPPLEMENTAL CASH FLOW INFORMATION	
Cash paid for interest	<u>\$ 3,449,983</u>

1. Summary of Significant Accounting Policies

Description of Operations

Vertex Education, LLC (the “Company”) was organized in July 2012 as an Arizona limited liability company to provide management services for charter schools. The Company provides management and/or start up services to the schools in the Legacy Traditional Schools system and the School of Excellence in Education d/b/a Legacy Traditional School - Texas (Texas) (collectively, the Schools).

Each of the Schools are 501(c)(3) organizations and provide educational and related services to school-aged children (K-12) and their families in the State of Arizona, Nevada and Texas. The Schools operate through charter contracts with the Arizona State Board for Charter Schools, Nevada State Public Charter School Authority, and the Texas Education Agency (TEA) and receive a substantial portion of their revenues from the Arizona Department of Education (ADE), Nevada Department of Education (NDE) and TEA.

The Company provides ongoing management services in the general areas of academic development and school management under long-term contracts; exceptional student services; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services for the Schools. The Company also provides services related to the Schools’ community education programs.

Basis of Presentation

The Company’s accompanying financial statements are presented in accordance with generally accepted accounting principles in the United States of America (US GAAP).

Use of Estimates

The preparation of the financial statements in conformity with US GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Actual results may differ from those estimates.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the Company considers all highly liquid instruments with original maturities of three months or less to be cash equivalents. The Company believes it mitigates any risks by depositing cash with major financial institutions.

The Company maintains its cash in bank deposit accounts, which at times may exceed federally insured limits. The Company has not experienced any losses in such accounts and does not expect to experience any such losses. At December 31, 2022, the Company had no cash in excess of federally insured limits.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2022

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. The Company considers accounts receivable to be past due based on the due date specified on the invoice. There were approximately \$211,000 of accounts receivable balances 90 days or more past due as of December 31, 2022. Management considers all accounts receivable to be collectible and as such, no allowance for doubtful accounts has been provided in the accompanying financial statements.

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation. Maintenance and repairs are charged to operations when incurred. Betterments and renewals in excess of \$2,500 are capitalized. When property is sold or otherwise disposed of, the asset account and related accumulated depreciation accounts are relieved, and any gain or loss is included in other income and expense. Depreciation of property and equipment is computed on a straight-line basis over estimated useful lives ranging from three to seven years.

Amortization of leasehold improvements is provided on a straight-line basis over the shorter of the lease period or the estimated useful lives for leasehold improvements.

Long-Lived Assets

The Company reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to future net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the fair value of the assets. Assets to be disposed of are reported at the lower of the carrying amount or fair value less costs to sell.

Deferred Financing Costs

Certain costs incurred in connection with the issuance of notes payable have been deferred and are amortized to expense using the effective interest method over the note payable terms. The unamortized deferred financing costs are presented as a direct reduction from the carrying amount of the Company's outstanding note payable amounts. The deferred financing costs are summarized as follows as of and for the year ended December 31, 2022:

	Original Deferred Finance Costs	Amortization Expense	Deferred Finance Costs Written Off	Accumulated Amortization
Retired Debt	\$ 780,744	\$ 123,464	\$ 496,032	\$ -
New debt	842,703	70,670	-	70,670
	<u>\$ 1,623,447</u>	<u>\$ 194,134</u>	<u>\$ 496,032</u>	<u>\$ 70,670</u>

As a result of the refinancing of debt described in *Note 5*, the remaining unamortized deferred financing costs of \$496,032 was written off and included in loss on extinguishment of debt in the accompanying statement of operations.

Intangibles

The Company follows the alternative accounting method under US GAAP that allows private companies to elect not to separately identify and recognize certain intangible assets and noncompetition agreements acquired in a business combination. Under this alternative, a private company may elect not to recognize the following intangible assets in a business combination: customer-related intangible assets, unless they are capable of being sold or licensed independently from the other assets of a business, and noncompetition agreements. Intangible assets consist of goodwill, tradename, and software implementation costs. Acquired intangible assets were recorded at fair value as of the acquisition date and have been assigned a useful life. Intangible assets are reviewed for potential impairment whenever events or circumstances indicate that carrying amounts may not be recoverable. Management has determined that no such events have occurred as of and for the year ended December 31, 2022.

The Company follows the provisions of US GAAP for software and capitalizes qualifying software implementation costs incurred during the application development stage. Costs related to preliminary project activities and post implementation activities are expensed as incurred.

Goodwill

Goodwill represents the excess of the consideration transferred over the acquisition date fair value of the net tangible assets acquired in a business combination. The Company accounts for goodwill in accordance with US GAAP and has elected to implement the alternative accounting methods for the recognition of goodwill and the related amortization and impairment testing. Under the alternative method, the Company's goodwill is amortized over the lesser of ten years or the expected life benefit and is tested for impairment when a triggering event occurs. Management has determined the appropriate amortization period for goodwill is a period of ten years. If the impairment test indicates that the fair value of a reporting unit is less than its carrying amount (including goodwill), an impairment loss is recorded.

If a triggering event occurs, the Company evaluates for potential impairment by first considering qualitative factors to determine if it is more likely than not that the goodwill is impaired. If the qualitative assessment indicates that it is more likely than not that goodwill is impaired, a quantitative analysis is required. Management has determined that no triggering events have occurred as of and for the year ended December 31, 2022.

Revenue

Revenue is recognized when control of the promised goods or services is transferred to the Company's customers, in an amount that reflects the consideration that it expects to be entitled to in exchange for those goods or services. The amount and timing of revenue recognition varies based on the nature of the goods or services provided and the terms and conditions of the contract. See *Note 12* for additional information about the Company's revenue recognition.

Income Tax Status

The Company is not subject to U.S. federal and certain state income taxes. Instead, the members report their distributive share of the Company's profits and losses on their income tax returns.

Uncertain tax positions are recognized and measured under the provisions in US GAAP. Under these provisions, a tax position is recognized as a benefit only if it is "more likely than not" that the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax benefit that is greater than 50% likely of being realized on examination. For tax positions not meeting the "more likely than not" test, no tax benefit is recorded. The Company does not believe it has any uncertain tax positions that would require recognition in the financial statements.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2022

The Company files income tax returns in the U.S. Federal jurisdiction and in certain state and local jurisdictions. The Company recognizes interest and penalties, if any, on any unrecognized income tax benefits as a component of other operating expenses. There were no accrued interest or penalties as of December 31, 2022.

Recent Accounting Pronouncements

In June 2016, FASB issued ASU 2016-13, *Financial Instruments – Credit Losses (Topic 326)* and has modified the standard thereafter. ASU 2016-13 replaces the existing incurred loss methodology for recognizing credit losses with a current expected credit losses model. This standard applies to all financial assets, including trade accounts receivable. As amended, this new guidance is effective for nonpublic entities for fiscal years beginning after December 15, 2022. The Company is currently evaluating the magnitude and other potential impacts on its financial statements.

Subsequent Events

The Company entered into a note payable agreement to a bank in the amount of \$5,500,000. Interest is incurred at a base rate or SOFR plus applicable margin, as defined in the agreement. Interest payments are due monthly and principal payments of \$13,750 are due quarterly with a balloon payment for all outstanding principal and interest due upon maturity in August 2027. The note payable is guaranteed by VE Holdco, LLC (VE Holdco), VE Management Corp. (VE Management), Provestus Development Solutions, LLC (Provestus) and the Company.

The Company then entered into a note receivable agreement with CC Acquisition Corp. (CC Acquisition), a wholly owned subsidiary of VE Holdco, and advanced \$14,127,770. Interest is incurred at a base rate or SOFR plus applicable margin, as defined in the agreement. Interest payments are due quarterly, beginning September 30, 2023, with a balloon payment for all outstanding principal and interest due upon maturity in June 2032.

Management evaluated subsequent events through January 23, 2024, the date the financial statements were available to be issued.

2. Property and Equipment

Property and equipment consisted of the following at December 31, 2022:

Furniture and equipment	\$ 896,067
Computer equipment and software	392,704
Leasehold improvements	269,595
Vehicles	20,761
Assets not yet placed in service	<u>11,816</u>
Total property and equipment	1,590,943
Less - Accumulated depreciation	<u>(460,764)</u>
Property and equipment, net	<u><u>\$ 1,130,179</u></u>

Depreciation and amortization expense was approximately \$277,000 for the year ended December 31, 2022.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2022

3. Intangible Assets and Goodwill

Intangible assets and goodwill consisted of the following at December 31, 2022:

	<u>Gross Carrying amount</u>	<u>Accumulated Amortization</u>	<u>Amortization Period (Years)</u>
Goodwill	\$ 104,893,814	\$ 20,104,648	10
Intangible assets			
Tradename	2,110,000	337,014	12
Software implementation costs	<u>1,905,934</u>	<u>513,176</u>	5
	<u>\$ 108,909,748</u>	<u>\$ 20,954,838</u>	

Amortization expense was approximately \$10,665,000 during the year ended December 31, 2022. Future estimated amortization expenses are as follows:

<u>Year Ending December 31</u>	
2023	\$ 11,037,610
2024	11,037,610
2025	11,037,610
2026	10,940,784
2027	10,665,214
Thereafter	<u>33,236,082</u>
Total future estimated amortization	<u>\$ 87,954,910</u>

4. Note Payable – Bank Line of Credit

The Company had a \$3,000,000 revolving line of credit with a bank that allowed for auto-renewals annually until final maturity in February 2026. Interest on the line of credit was incurred at an annual variable interest rate equal to the highest of the base rate plus an applicable margin or the adjusted Eurodollar rate plus an applicable margin, as defined, and payable monthly. The line of credit was guaranteed by the Company, the Company's sole member VE Management and was co-borrowed by the Company and related party Provestus. No advances on the line of credit were made during the year ended December 31, 2022. This line of credit was closed during the year ended December 31, 2022.

The Company opened a \$3,000,000 line of credit with a new bank during the year ended December 31, 2022, which matures in August 2027. This line of credit includes swing line loans. Interest on the line of credit is incurred at a base rate or SOFR rate plus applicable margin, as defined in the agreement. The line of credit requires interest only payments at the end of the interest period, as defined in the agreement, with all outstanding principal and interest becoming due at maturity. The line of credit is guaranteed by VE Management, and is co-borrowed by the Company and Provestus. Interest on the line of credit during the year ended December 31, 2022, was approximately \$22,000. There was no outstanding balance on the line of credit at December 31, 2022.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2022

5. Long-term Debt

Long-term debt consisted of the following at December 31, 2022:

The Company has a note payable to a bank in an original amount of \$34,000,000. Interest is incurred at a base rate or SOFR plus applicable margin, as defined in the agreement. Interest payments are due monthly and principal payments of \$85,000 are due quarterly with a balloon payment for all outstanding principal and interest due upon maturity in August 2027. The note payable is guaranteed by VE Management, Provestus and the Company.	\$ 33,915,000
Less: Unamortized deferred financing costs	(772,033)
Less: Current portion of long-term debt	<u>(340,000)</u>
Long-term debt, less current portion	<u>\$ 32,802,967</u>

Annual principal payments on the note payable are scheduled as follows:

<u>Year Ending</u> <u>December 31</u>	
2023	\$ 340,000
2024	340,000
2025	340,000
2026	340,000
2027	<u>32,555,000</u>
Total long-term debt	<u>\$ 33,915,000</u>

Previous notes payable to a bank and related parties of \$18,500,000 and \$23,400,000, respectively, were refinanced during the year ended December 31, 2022, with a new note payable to a bank described above.

As a result of certain voluntary prepayment of the loans above, the Company incurred a loss on extinguishment of debt of approximately \$730,000, including prepayment premiums of approximately \$234,000 and the write off of deferred finance costs of approximately \$496,000.

Interest expense on long-term debt totaled approximately \$3,483,000 (including amortization of deferred finance costs) for the year ended December 31, 2022.

The bank line of credit described in *Note 4*, and the note payable above, are collateralized by substantially all the assets of the Company, a security interest in the ownership interests of the members and require that the Company maintain certain non-financial and financial covenants, including various financial ratios (as defined by the agreements).

6. Leases

Change in Accounting Principle

In February 2016, the FASB issued ASU 2016-02, *Leases (Topic 842)*. This ASU requires lessees to recognize a lease liability and a right-of-use (ROU) asset on a discounted basis, for substantially all leases, as well as additional disclosures regarding leasing arrangements. Disclosures are required to enable users of financial statements to assess the amount, timing and uncertainty of cash flows arising from leases. In July 2018, the FASB issued ASU 2018-11, *Leases (Topic 842): Targeted Improvements*, which provides an optional transition method of applying the new lease standard. Topic 842 can be applied using either a modified retrospective approach at the beginning of the earliest period presented, or as permitted by ASU 2018-11, at the beginning of the period in which it is adopted, *i.e.*, the comparatives under ASC 840 option.

The Company adopted Topic 842 on January 1, 2022 (the effective date), using the comparatives under ASC 840 transition method, which applies Topic 842 at the beginning of the period in which it is adopted. Prior period amounts have not been adjusted in connection with the adoption of this standard. The Company elected the package of practical expedients under the new standard, which permits entities to not reassess lease classification, lease identification or initial direct costs for existing or expired leases prior to the effective date. The Company has lease agreements with nonlease components that relate to the lease components. The Company elected the practical expedient to account for nonlease components and the lease components to which they relate separately for all leases. Also, the Company elected to keep short-term leases with an initial term of 12 months or less off the balance sheet. The Company did not elect the hindsight practical expedient in determining the lease term for existing leases as of January 1, 2022.

The most significant impact of adoption was the equivalent recognition of operating lease ROU assets and operating lease liabilities totaling approximately \$8,175,000. The standard did not significantly affect the statements of operations and member's equity and cash flows. The cumulative effect of the changes made to the balance sheets for the adoption of this standard was as follows:

	December 31, 2021 As Reported	Adjustment on January 1, 2022	January 1, 2022 As Adjusted
Assets			
Right-of-use assets - operating leases ^(A)	\$ -	\$ 8,174,592	\$ 8,174,592
Prepaid expenses ^(B)	51,283	(51,283)	-
Liabilities			
Deferred rent ^(C)	51,836	(51,836)	-
Current portion of operating lease liability ^(A)	-	612,683	612,683
Operating lease liability, less current portion ^(A)	-	7,562,824	7,562,824

- (A) The adjustment represents the recognition of right-of-use assets and operating lease liabilities.
- (B) The adjustment represents the reclassification of prepaid rent to right-of-use assets – operating leases
- (C) The adjustment represent the reclassification of straight-line rent accruals to right-of-use assets – operating leases.

Accounting Policies

The Company determines if an arrangement is a lease or contains a lease at inception. Leases result in the recognition of ROU assets and lease liabilities on the balance sheet. ROU assets represent the right to use an underlying asset for the lease term, and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis. The Company determines lease classification as operating or finance at the lease commencement date.

The Company does not combine lease and nonlease components, such as common area and other maintenance costs, in calculating the ROU assets and lease liabilities for its office buildings and facilities.

At lease inception, the lease liability is measured at the present value of the lease payments over the lease term. The ROU asset equals the lease liability adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The Company uses the implicit rate when readily determinable. As most of the leases do not provide an implicit rate, the Company uses the accounting alternative, the U.S. Treasury rate (risk free rate) to determine the present value of lease payments.

The lease term may include options to extend or to terminate the lease that the Company is reasonably certain to exercise. Lease expense is generally recognized on a straight-line basis over the lease term.

The Company has elected not to record leases with an initial term of 12 months or less on the balance sheet. Lease expense on such leases is recognized on a straight-line basis over the lease term.

Nature of Leases

The Company has entered into the following lease arrangements:

Operating Leases

The Company leases its Chandler, Arizona office space from an unrelated third party that expires in March 2035 and requires the Company to pay all executory costs (property taxes, maintenance and insurance). Lease payments have an escalating fee schedule of a two percent increase each year. Termination of the leases is generally prohibited unless there is a violation under the lease agreement.

The Company's lease arrangements do not contain any material residual value guarantees or material restrictive covenants. The Company also leases certain equipment under lease terms less than twelve months or month-to-month lease agreements.

All Leases

The Company has no material related-party leases.

The Company's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2022

Quantitative Disclosures

The lease cost and other required information for the year ended December 31, 2022, are as follows:

Lease cost		
Operating lease cost	\$	692,706
Variable operating lease costs		40,712
Short-term lease costs		<u>57,134</u>
Total lease cost	\$	<u><u>790,552</u></u>
Other information		
Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows for operating leases	\$	612,683
Right-of-use assets obtained in exchange for operating lease liabilities	\$	8,174,592
Weighted-average remaining lease term		
Operating leases		12.2 Years
Weighted-average discount rate		
Operating leases		1.63%

Future minimum lease payments and reconciliation to the balance sheet at December 31, 2022, are as follows:

<u>Year Ending</u>		
<u>December 31</u>		
2023	\$	572,516
2024		636,387
2025		649,114
2026		662,097
2027		675,339
Thereafter		<u>5,332,480</u>
Total future undiscounted lease payments		8,527,933
Less interest		<u>(836,782)</u>
Total lease liability	\$	<u><u>7,691,151</u></u>

7. Management and Services Agreements with Schools

The Company has management and service agreements with certain charter schools in Arizona, Nevada, and Texas. These management agreements have initial terms ranging from 4 to 20 years. Services provided under the agreements may include startup management fees for new schools, bond administration fees for schools participating in tax-exempt bond offerings, implementation fees for ERP and HCM systems, and ongoing services in the general areas of academic development and school management; exceptional student services; intellectual rights; school development; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services. The management agreements also include access to intellectual property. Management fees are payable monthly as services are provided.

8. Employee Benefit Plan

Retirement Plan

The Company participates in and administers a 401(k) defined contribution savings plan ("401(k) Plan"). The Company matches employee contributions to the 401(k) Plan up to the first 6% of annual compensation contributed by the employee. Company matching contributions for the year ended December 31, 2022, totaled approximately \$590,000.

9. Commitments and Contingent Liabilities

Litigation

From time to time in the normal course of operations, the Company may be involved in legal proceedings which are defended and handled in the ordinary course of business. Management of the Company believes that the results of such legal proceedings are most likely covered by insurance and will not have a material adverse effect on the Company's financial condition.

10. Concentrations

Major Funding

Substantially all of the Company's revenue comes from the Schools. The majority of the Schools' annual funding comes from state governments with a small amount from federal grants, including the ADE, NDE, and TEA. As such, the Schools' ability to generate funds for operations (including payment of management fees) is largely dependent upon the economic health of the State of Arizona, State of Nevada, State of Texas, and the federal government. Although unlikely, were the ADE, NDE, or TEA to significantly reduce the level of financial support provided to the Schools, it would in turn have a material effect on the Company's operations.

11. Limited Liability Company

Allocation of Net Profits and Distributions

Net profits and losses and distributions are allocated to its sole member, as defined in the operating agreement.

Limitation of Liability

The Member is not personally liable for any debts or distributions of the Company, whether to the Company, or creditors of the Company, beyond the member's capital account.

12. Revenue from Contracts with Customers

General

Revenue is measured as the amount of consideration the Company expects to receive in exchange for providing services to customers. The Company's revenue substantially consists of management of school operations as discussed in more detail in *Note 1*.

The Company recognizes revenue when performance obligations under the terms of contracts are satisfied, which occurs when the promised services are performed in an amount that reflects the considerations to which the Company expects to be entitled for those services, as defined by the management and services agreements.

Disaggregation of Revenue

The following table presents the Company's revenues disaggregated by the timing of such revenue recognized during the year ended December 31, 2022:

Timing of revenue recognition

At a point in time	<u>\$ 41,579,473</u>
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Contract Assets and Contract Liabilities

Generally, the Company does not have any contract assets or contract liabilities due to the nature of services provided.



VERTEX EDUCATION, LLC

Independent Auditor's Report and Financial Statements

December 31, 2023



VERTEX EDUCATION, LLC
Contents
December 31, 2023

Contents

	Page
INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS	
Balance Sheet	3
Statement of Operations and Member's Equity	4
Statement of Cash Flows	5
Notes to Financial Statements	6



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Independent Auditor's Report

To the Members
Vertex Education, LLC
Chandler, AZ

Opinion

We have audited the accompanying financial statements of Vertex Education, LLC, which comprise the balance sheet as of December 31, 2023, and the related statements of operations and member's equity, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Vertex Education, LLC as of December 31, 2023, and the results of their operations and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of Vertex Education, LLC and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Vertex Education, LLC's ability to continue as a going concern within one year after the date that these financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Vertex Education, LLC's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Vertex Education, LLC's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

FORVIS, LLP

**Tempe, Arizona
May 6, 2024**

VERTEX EDUCATION, LLC
BALANCE SHEET
December 31, 2023

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 6,822,433
Accounts receivable	674,341
Due from related party	19,245,481
Prepays and other assets	<u>1,334,163</u>
Total current assets	28,076,418

RIGHT OF USE ASSET 7,039,716

PROPERTY AND EQUIPMENT, net 859,561

OTHER ASSETS 28,783

INTANGIBLE ASSETS, net 2,686,879

GOODWILL, net 74,299,785

\$ 112,991,142

LIABILITIES AND MEMBER'S EQUITY

CURRENT LIABILITIES

Current portion of long-term debt	\$ 395,000
Current portion of operating lease liability	523,667
Accounts payable	284,761
Accrued liabilities	2,392,850
Due to related party	<u>338,939</u>
Total current liabilities	3,935,217

LONG-TERM DEBT, less current portion 37,962,771

OPERATING LEASE LIABILITY, less current portion 6,715,676

Total liabilities 48,613,664

MEMBER'S EQUITY 64,377,478

\$ 112,991,142

VERTEX EDUCATION, LLC
STATEMENT OF OPERATIONS AND MEMBER'S EQUITY
For the year ended December 31, 2023

REVENUE	
Management fees - Schools	\$ 43,435,966
Other	<u>1,608,518</u>
Total revenue	<u>45,044,484</u>
OPERATING EXPENSES	
Salaries and wages	19,767,985
Employee benefits and payroll taxes	3,257,335
Professional services	2,540,856
Other operating expenses	4,843,618
Depreciation and amortization	352,461
Amortization - Goodwill and tradename	<u>10,665,214</u>
Total operating expenses	<u>41,427,469</u>
OPERATING INCOME	<u>3,617,015</u>
OTHER EXPENSE	
Interest expense, including amortization of debt issuance costs totaling approximately \$169,000	(3,648,371)
Other income, net	<u>556,580</u>
Other expense	<u>(3,091,791)</u>
NET INCOME	525,224
MEMBER'S EQUITY - Beginning of year	63,570,149
Member contributions	302,105
Member redemptions	<u>(20,000)</u>
MEMBER'S EQUITY - End of year	<u>\$ 64,377,478</u>

VERTEX EDUCATION, LLC
STATEMENT OF CASH FLOWS
For the year ended December 31, 2023

CASH FLOWS FROM OPERATING ACTIVITIES

Net income	\$ 525,224
Adjustments to reconcile net loss to cash used in operating activities	
Noncash operating lease expense	571,995
Depreciation and amortization	352,461
Amortization - Goodwill	10,489,381
Amortization - Intangible assets	572,969
Amortization of deferred financing costs	178,554
Loss on disposal of property and equipment	5,920
(Increase) decrease in	
Accounts receivable	732,716
Due from related party	(15,923,358)
Prepays and other assets	(753,905)
Increase (decrease) in	
Accounts payable	69,692
Accrued liabilities	577,094
Due to related party	336,369
Operating lease liabilities	<u>(451,808)</u>
Net cash used in operating activities	<u>(2,716,696)</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchases of software for internal-use	(94,104)
Purchases of property and equipment	<u>(87,763)</u>
Net cash used in investing activities	<u>(181,867)</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Payment of debt issuance costs	(96,250)
Borrowings on bank line of credit	1,500,000
Payments on bank line of credit	(1,500,000)
Borrowings on long-term debt	5,500,000
Payments on long-term debt	(367,500)
Member contributions	302,105
Member redemptions	<u>(20,000)</u>

Net cash provided by financing activities	<u>5,318,355</u>
Net increase in cash and cash equivalents	2,419,792
CASH AND CASH EQUIVALENTS - Beginning of year	<u>4,402,641</u>

CASH AND CASH EQUIVALENTS - End of year	<u>\$ 6,822,433</u>
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SUPPLEMENTAL CASH FLOW INFORMATION

Cash paid for interest	<u>\$ 3,208,144</u>
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1. Summary of Significant Accounting Policies

Description of Operations

Vertex Education, LLC (the “Company”) was organized in July 2012 as an Arizona limited liability company to provide management services for charter schools. The Company provides management and/or start up services to the schools in the Legacy Traditional Schools system and the School of Excellence in Education d/b/a Legacy Traditional School - Texas (Texas) (collectively, the Schools).

Each of the Schools are 501(c)(3) organizations and provide educational and related services to school-aged children (K-12) and their families in the State of Arizona, Nevada and Texas. The Schools operate through charter contracts with the Arizona State Board for Charter Schools, Nevada State Public Charter School Authority, and the Texas Education Agency (TEA) and receive a substantial portion of their revenues from the Arizona Department of Education (ADE), Nevada Department of Education (NDE) and TEA.

The Company provides ongoing management services in the general areas of academic development and school management under long-term contracts; exceptional student services; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services for the Schools. The Company also provides services related to the Schools’ community education programs.

Basis of Presentation

The Company’s accompanying financial statements are presented in accordance with generally accepted accounting principles in the United States of America (US GAAP).

Use of Estimates

The preparation of the financial statements in conformity with US GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Actual results may differ from those estimates.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the Company considers all highly liquid instruments with original maturities of three months or less to be cash equivalents. The Company believes it mitigates any risks by depositing cash with major financial institutions.

The Company maintains its cash in bank deposit accounts, which at times may exceed federally insured limits. The Company has not experienced any losses in such accounts and does not expect to experience any such losses. At December 31, 2023, the Company had no cash in excess of federally insured limits.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2023

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. The Company considers accounts receivable to be past due based on the due date specified on the invoice. There were approximately \$22,000 of accounts receivable balances 90 days or more past due as of December 31, 2023. Management considers all accounts receivable to be collectible and as such, no allowance for doubtful accounts has been provided in the accompanying financial statements.

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation. Maintenance and repairs are charged to operations when incurred. Betterments and renewals in excess of \$2,500 are capitalized. When property is sold or otherwise disposed of, the asset account and related accumulated depreciation accounts are relieved, and any gain or loss is included in other income and expense. Depreciation of property and equipment is computed on a straight-line basis over estimated useful lives ranging from three to seven years.

Amortization of leasehold improvements is provided on a straight-line basis over the shorter of the lease period or the estimated useful lives for leasehold improvements.

Long-Lived Assets

The Company reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an asset to future net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the fair value of the assets. Assets to be disposed of are reported at the lower of the carrying amount or fair value less costs to sell.

Deferred Financing Costs

Certain costs incurred in connection with the issuance of notes payable have been deferred and are amortized to expense using the effective interest method over the note payable terms. The unamortized deferred financing costs are presented as a direct reduction from the carrying amount of the Company's outstanding note payable amounts. The deferred financing costs are summarized as follows as of and for the year ended December 31, 2023:

	Original Deferred Finance Costs	Amortization Expense	Accumulated Amortization
Long-term debt	\$ 842,703	\$ 178,554	\$ 249,224

Intangibles

The Company follows the alternative accounting method under US GAAP that allows private companies to elect not to separately identify and recognize certain intangible assets and noncompetition agreements acquired in a business combination. Under this alternative, a private company may elect not to recognize the following intangible assets in a business combination: customer-related intangible assets, unless they are capable of being sold or licensed independently from the other assets of a business, and noncompetition agreements. Intangible assets consist of goodwill, tradename, and software implementation costs. Acquired intangible assets were recorded at fair value as of the acquisition date and have been assigned a useful life. Intangible assets are reviewed for potential impairment whenever events or circumstances indicate that carrying amounts may not be recoverable. Management has determined that no such events have occurred as of and for the year ended December 31, 2023.

The Company follows the provisions of US GAAP for software and capitalizes qualifying software implementation costs incurred during the application development stage. Costs related to preliminary project activities and post implementation activities are expensed as incurred.

Goodwill

Goodwill represents the excess of the consideration transferred over the acquisition date fair value of the net tangible assets acquired in a business combination. The Company accounts for goodwill in accordance with US GAAP and has elected to implement the alternative accounting methods for the recognition of goodwill and the related amortization and impairment testing. Under the alternative method, the Company's goodwill is amortized over the lesser of ten years or the expected life benefit and is tested for impairment when a triggering event occurs. Management has determined the appropriate amortization period for goodwill is a period of ten years. If the impairment test indicates that the fair value of a reporting unit is less than its carrying amount (including goodwill), an impairment loss is recorded.

If a triggering event occurs, the Company evaluates for potential impairment by first considering qualitative factors to determine if it is more likely than not that the goodwill is impaired. If the qualitative assessment indicates that it is more likely than not that goodwill is impaired, a quantitative analysis is required. Management has determined that no triggering events have occurred as of and for the year ended December 31, 2023.

Revenue

Revenue is recognized when control of the promised goods or services is transferred to the Company's customers, in an amount that reflects the consideration that it expects to be entitled to in exchange for those goods or services. The amount and timing of revenue recognition varies based on the nature of the goods or services provided and the terms and conditions of the contract. See Note 12 for additional information about the Company's revenue recognition.

Income Tax Status

The Company is not subject to U.S. federal and certain state income taxes. Instead, the member reports their distributive share of the Company's profits and losses on their income tax return.

Uncertain tax positions are recognized and measured under the provisions in US GAAP. Under these provisions, a tax position is recognized as a benefit only if it is "more likely than not" that the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax benefit that is greater than 50% likely of being realized on examination. For tax positions not meeting the "more likely than not" test, no tax benefit is recorded. The Company does not believe it has any uncertain tax positions that would require recognition in the financial statements.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2023

The Company files income tax returns in the U.S. Federal jurisdiction and in certain state and local jurisdictions. The Company recognizes interest and penalties, if any, on any unrecognized income tax benefits as a component of other operating expenses. There were no accrued interest or penalties as of December 31, 2023.

Newly Adopted Accounting Pronouncements

In June 2016, FASB issued ASU 2016-13, *Financial Instruments – Credit Losses (Topic 326)* and has modified the standard thereafter. ASU 2016-13 replaces the existing incurred loss methodology for recognizing credit losses with a current expected credit losses model. This standard applies to all financial assets, including trade accounts receivable. The Company adopted ASU 2016-13 on its effective date of January 1, 2023. Adoption of ASU 2016-13 did not have any material impact on the Company’s financial position, results of operations, or cash flows.

Subsequent Events

Management evaluated subsequent events through May 6, 2024, the date the financial statements were available to be issued.

2. Property and Equipment

Property and equipment consisted of the following at December 31, 2023:

Furniture and equipment	\$	922,932
Computer equipment and software		445,873
Leasehold improvements		<u>289,140</u>
Total property and equipment		1,657,945
Less - Accumulated depreciation		<u>(798,384)</u>
Property and equipment, net	\$	<u>859,561</u>

Depreciation and amortization expense was approximately \$352,000 for the year ended December 31, 2023.

3. Intangible Assets and Goodwill

Intangible assets and goodwill consisted of the following at December 31, 2023:

	<u>Gross Carrying amount</u>	<u>Accumulated Amortization</u>	<u>Amortization Period (Years)</u>
Goodwill	\$ 104,893,814	\$ 30,594,029	10
Intangible assets			
Tradenname	2,110,000	512,847	12
Software implementation costs	<u>2,000,038</u>	<u>910,312</u>	5
	<u>\$ 109,003,852</u>	<u>\$ 32,017,188</u>	

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2023

Amortization expense was approximately \$10,665,000 during the year ended December 31, 2023. Future estimated amortization expenses are as follows:

Year Ending December 31	
2024	\$ 11,037,610
2025	11,037,610
2026	11,010,148
2027	10,665,214
2028	10,665,214
Thereafter	<u>22,570,868</u>
Total future estimated amortization	<u>\$ 76,986,664</u>

The changes in the carrying amount of goodwill for the year ended December 31, 2023 was as follows:

Goodwill - beginning of the year	\$ 84,789,166
Amortization expense	<u>(10,489,381)</u>
	<u>\$ 74,299,785</u>

4. Note Payable – Bank Line of Credit

The Company has a \$3,000,000 line of credit with a bank during the year ended December 31, 2023, which matures in August 2027. This line of credit includes swing line loans. Interest on the line of credit is incurred at a base rate or SOFR rate plus applicable margin, as defined in the agreement. The line of credit requires interest only payments at the end of the interest period, as defined in the agreement, with all outstanding principal and interest becoming due at maturity. The line of credit is guaranteed by VE Management, and is co-borrowed by the Company, Provestus, CC Acquisition Corp. (CC Acq), and Charter Choices, LLC (Charter Choices), as amended. Interest on the line of credit during the year ended December 31, 2023, was approximately \$16,000. There was no outstanding balance on the line of credit at December 31, 2023.

5. Long-term Debt

Long-term debt consisted of the following at December 31, 2023:

The Company had a note payable to a bank in an original amount of \$34,000,000. Interest is incurred at a base rate or SOFR plus applicable margin, as defined in the agreement. Interest payments are due monthly and principal payments of \$85,000 are due quarterly with a balloon payment for all outstanding principal and interest due upon maturity in August 2027. The note payable is guaranteed by VE Mgmt., the Company, Provestus, CC Acquisition, and Charter Choices, as amended.

\$ 33,575,000

The Company has a note payable to a bank in the original amount of \$5,500,000. Interest is incurred at a base rate of SOFR plus applicable margin, as defined in the agreement. Interest payments are due monthly and principal payments of \$13,750 are due quarterly with a balloon payment of all outstanding principal and interest due upon maturity in August 2027. The note payable is guaranteed by VE Mgmt., the Company, Provestus, CC Acquisition, and Charter Choices, as amended.

5,472,500

Total long-term debt	39,047,500
Less: Unamortized deferred financing costs	(689,729)
Less: Current portion of long-term debt	<u>(395,000)</u>
Long-term debt, less current portion	<u><u>\$ 37,962,771</u></u>

Annual principal payments on the note payable are scheduled as follows:

Year Ending December 31	
2024	\$ 395,000
2025	395,000
2026	395,000
2027	<u>37,862,500</u>
Total long-term debt	<u><u>\$ 39,047,500</u></u>

Interest expense on long-term debt totaled approximately \$3,648,000 (including amortization of deferred finance costs) for the year ended December 31, 2023.

The bank line of credit described in Note 4, and the note payable above, are collateralized by substantially all the assets of the Company, a security interest in the ownership interests of the members and require that the Company maintain certain non-financial and financial covenants, including various financial ratios (as defined by the agreements).

6. Leases

Accounting Policies

The Company determines if an arrangement is a lease or contains a lease at inception. Leases result in the recognition of ROU assets and lease liabilities on the balance sheet. ROU assets represent the right to use an underlying asset for the lease term, and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis. The Company determines lease classification as operating or finance at the lease commencement date.

The Company does not combine lease and nonlease components, such as common area and other maintenance costs, in calculating the ROU assets and lease liabilities for its office buildings and facilities.

At lease inception, the lease liability is measured at the present value of the lease payments over the lease term. The ROU asset equals the lease liability adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The Company uses the implicit rate when readily determinable. As most of the leases do not provide an implicit rate, the Company uses the accounting alternative, the U.S. Treasury rate (risk free rate) to determine the present value of lease payments.

The lease term may include options to extend or to terminate the lease that the Company is reasonably certain to exercise. Lease expense is generally recognized on a straight-line basis over the lease term.

The Company has elected not to record leases with an initial term of 12 months or less on the balance sheet. Lease expense on such leases is recognized on a straight-line basis over the lease term.

Nature of Leases

The Company has entered into the following lease arrangements:

Operating Leases

The Company leases its Chandler, Arizona office space from an unrelated third party that expires in March 2035 and requires the Company to pay all executory costs (property taxes, maintenance and insurance). Lease payments have an escalating fee schedule of a two percent increase each year. Termination of the leases is generally prohibited unless there is a violation under the lease agreement.

The Company's lease arrangements do not contain any material residual value guarantees or material restrictive covenants. The Company also leases certain equipment under lease terms less than twelve months or month-to-month lease agreements.

All Leases

The Company has no material related-party leases.

The Company's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

VERTEX EDUCATION, LLC
NOTES TO FINANCIAL STATEMENTS
December 31, 2023

Quantitative Disclosures

The lease cost and other required information for the year ended December 31, 2023, are as follows:

Lease cost		
Operating lease cost	\$	692,706
Variable operating lease costs		94,821
Short-term lease costs		39,128
		Total lease cost
	\$	826,655
Other information		
Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows for operating leases	\$	572,516
Weighted-average remaining lease term		
Operating leases		12.2 Years
Weighted-average discount rate		
Operating leases		1.63%

Future minimum lease payments and reconciliation to the balance sheet at December 31, 2023, are as follows:

Year Ending December 31		
2024	\$	636,387
2025		649,114
2026		662,097
2027		675,339
2028		688,845
Thereafter		4,642,111
Total future undiscounted lease payments		7,953,893
Less interest		(714,550)
Total lease liability	\$	7,239,343

7. Management and Services Agreements with Schools

The Company has management and service agreements with certain charter schools in Arizona, Nevada, and Texas. These management agreements have initial terms ranging from 4 to 20 years. Services provided under the agreements may include startup management fees for new schools, bond administration fees for schools participating in tax-exempt bond offerings, implementation fees for ERP and HCM systems, and ongoing services in the general areas of academic development and school management; exceptional student services; intellectual rights; school development; accounting and financial services; human resources; student enrollment; grants coordination; school branding; marketing and communications; information systems; facilities management; food services; and other services. The management agreements also include access to intellectual property. Management fees are payable monthly as services are provided.

8. Employee Benefit Plan

Retirement Plan

The Company participates in and administers a 401(k) defined contribution savings plan ("401(k) Plan"). The Company matches employee contributions to the 401(k) Plan up to the first 6% of annual compensation contributed by the employee. Company matching contributions for the year ended December 31, 2023, totaled approximately \$691,000.

9. Commitments and Contingent Liabilities

Litigation

From time to time in the normal course of operations, the Company may be involved in legal proceedings which are defended and handled in the ordinary course of business. Management of the Company believes that the results of such legal proceedings are most likely covered by insurance and will not have a material adverse effect on the Company's financial condition.

10. Concentrations

Major Funding

Substantially all of the Company's revenue comes from the Schools. The majority of the Schools' annual funding comes from state governments with a small amount from federal grants, including the ADE, NDE, and TEA. As such, the Schools' ability to generate funds for operations (including payment of management fees) is largely dependent upon the economic health of the State of Arizona, State of Nevada, State of Texas, and the federal government. Although unlikely, were the ADE, NDE, or TEA to significantly reduce the level of financial support provided to the Schools, it would in turn have a material effect on the Company's operations.

11. Limited Liability Company

Allocation of Net Profits and Distributions

Net profits and losses and distributions are allocated to its sole member, as defined in the operating agreement.

Limitation of Liability

The Member is not personally liable for any debts or distributions of the Company, whether to the Company, or creditors of the Company, beyond the member's capital account.

12. Revenue from Contracts with Customers

General

Revenue is measured as the amount of consideration the Company expects to receive in exchange for providing services to customers. The Company's revenue substantially consists of management of school operations as discussed in more detail in Note 1.

The Company recognizes revenue when performance obligations under the terms of contracts are satisfied, which occurs when the promised services are performed in an amount that reflects the considerations to which the Company expects to be entitled for those services, as defined by the management and services agreements.

Disaggregation of Revenue

The following table presents the Company's revenues disaggregated by the timing of such revenue recognized during the year ended December 31, 2023:

Timing of Revenue Recognition

At a point in time	<u>\$ 45,044,484</u>
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Contract Assets and Contract Liabilities

Generally, the Company does not have any contract assets or contract liabilities due to the nature of services provided.

**CHARTER SCHOOL MANAGEMENT AGREEMENT
BETWEEN
LEGACY TRADITIONAL SCHOOL
AND
VERTEX EDUCATION, LLC**

TABLE OF CONTENTS

	PAGE
I. INCORPORATION OF RECITALS.....	2
II. TERM OF THE AGREEMENT.....	2
III. START UP SERVICES.....	2
IV. ONGOING SERVICES	2
A. Academic Development and Related Services	3
1. Curriculum	3
2. Academic Support.....	3
3. School Management.....	3
4. English Language Learner Compliance.....	3
5. State Standardized Testing Compliance	4
6. Training.....	4
B. Exceptional Student Services.....	4
1. Personnel Selection.....	4
2. Compliance	4
3. Policies and Procedures	5
4. Training.....	5
5. Health and Safety Services	5
C. Human Resources	5
1. HRIS Selection and Maintenance	5
2. Hiring Recommendations	6
3. Superintendent	6
4. Compliance and Support.....	6
5. Staff Development and Training.....	7
6. Personnel Evaluation and Discipline	7
7. Benefit Plans	7
8. Staff Substitutes and Vacancies	7
D. Accounting and Financial Services.....	8
1. Payroll.....	8
2. Accounting.....	9
2. Finance.....	10
4. Grant Coordination	11

E.	School Operations	12
1.	Purchasing.....	12
2.	Student Information System	12
3.	Information Technology	12
4.	Facilities Management	13
5.	Food Services.....	14
F.	Student Enrollment, Branding, and Communications	14
1.	Student Enrollment and Administrative Support and Training	15
2.	Branding and Creative Services.....	15
3.	Communications	15
4.	Website	16
5.	Third-Party Contracts.....	16
6.	Online Accounts.....	16
7.	Special Website Projects.....	16
G.	Board of Director Meetings	16
H.	Legal and Regulatory Actions	17
I.	Community Education	17
1.	Program Offerings	17
2.	Program of Instruction	17
3.	Licensing.....	18
4.	Development of Policies and Procedures	18
5.	Registration	18
6.	Computer Information Systems	18
7.	Billing and Collections	18
8.	Communications with Parents	18
9.	CE Program Branding and Marketing	18
10.	Program Analysis.....	19
11.	Budgets and Financials	19
12.	CE Program Pricing	19
V.	RELATIONSHIP OF THE PARTIES.....	19
VI.	COMPENSATION FOR START UP SERVICES, ONGOING SERVICES, CE PROGRAM MANAGEMENT; COSTS; REIMBURSEMENTS.....	20
A.	Management Fee.....	20
B.	Start Up Expenses.....	21

	C.	Travel Expenses	21
	D.	Reimbursement of Charter Holder Expenses.....	21
	E.	Time and Materials	21
	F.	CE Program Management Fee	22
	G.	Taxes.....	22
	H.	Reasonable Compensation	22
VII.		AUTOMATIC ANNUAL ADJUSTMENT TO PERSONNEL RATES	23
	A.	Automatic Personnel Rates Adjustments.....	23
	B.	Effective Date	23
VIII.		INTEREST.....	23
IX.		SERVICES NOT PROVIDED	23
X.		FINANCIAL AND STUDENT RECORDS.....	24
XI.		BOARD AUTHORITY	24
XII.		REPRESENTATIONS, WARRANTIES AND COVENANTS OF SERVICE PROVIDER.....	24
XIII.		REPRESENTATIONS, WARRANTIES AND COVENANTS OF CHARTER HOLDER	25
XIV.		INTELLECTUAL PROPERTY	26
	A.	Service Provider IP License.....	26
	B.	Service Provider’s Intellectual Property.....	26
	C.	Reservation of Rights.....	27
	D.	Quality Control	27
	E.	Ownership of Service Provider’s Intellectual Property	27
	F.	No Exemptions.....	27
	G.	Effect of Termination.....	27
XV.		TERMINATION.....	28
	A.	Without Cause.....	28
	B.	No Appropriation of Funds.....	28
	C.	Revocation of Charter School Contract	28
	D.	Default.....	28
XVI.		INSURANCE.....	29
XVII.		FORCE MAJEURE	29
XVIII.		MUTUAL NON-DISPARAGEMENT.....	30

XIX.	DISPUTE RESOLUTION	30
	A. Negotiation.....	30
	B. Mediation	30
	C. Further Dispute Resolution	30
XX.	AMENDMENTS	30
XXI.	NO THIRD-PARTY BENEFICIARY RIGHTS	30
XXII.	ENTIRE AGREEMENT.....	31
XXIII.	WAIVER.....	31
XXIV.	SEVERABILITY	31
XXV.	GOVERNING LAW.....	31
XXVI.	ASSIGNMENT.....	31
XXVII.	SUCCESSORS	31
XXVIII.	INDEMNIFICATION.....	31
XXIX.	NOTICE.....	31
XXX.	HEADINGS	32
XXXI.	ADEQUATE CONSIDERATION	32
XXXII.	NO COERCION	32
XXXIII.	COUNTERPARTS	32

**CHARTER SCHOOL MANAGEMENT AGREEMENT
BETWEEN
LEGACY TRADITIONAL SCHOOL
AND
VERTEX EDUCATION, LLC**

THIS CHARTER SCHOOL MANAGEMENT AGREEMENT (this “Agreement”) is entered into by and between LEGACY TRADITIONAL SCHOOL, a North Carolina non-profit entity (“Charter Holder”), and Vertex Education, LLC, an Arizona limited liability company (the “Service Provider”). Charter Holder and Service Provider may be individually referred to as a “Party” and collectively as the “Parties.”

RECITALS

WHEREAS, Charter Holder desires to enter into a contract or has entered into a contract with the North Carolina Charter School Review Board (“CSRБ”) an authorized North Carolina charter school sponsor, pursuant to which it may operate a charter school or charter schools upon the terms and conditions authorized by CSRБ and North Carolina law (the “Charter School Contract”);

WHEREAS, Charter Holder is governed by its Board of Directors (the “Board”). The Board has and will retain full authority and final responsibility for the activities of Charter Holder;

WHEREAS, Charter Holder currently operates or anticipates operating a charter school or charter schools (individually, a “School” or collectively, the “Schools”);

WHEREAS, Charter Holder desires to ensure that the School is professionally managed and operated in accordance with the requirements of the Charter School Contract, the requirements of all state and federal laws, and the requirements of local municipal and county ordinances that may be applicable to the operation of the School or its facilities;

WHEREAS, Charter Holder and the Board may require assistance with the initial start-up operations of the School;

WHEREAS, Charter Holder and the Board require assistance with the ongoing School operations and services;

WHEREAS, Service Provider has expertise in the professional operation and management of charter schools, including initial start-up activities and ongoing operations and services, and has been organized to provide or make provisions for the professional operation and management of charter schools and such other activities as are necessary, incidental, or appropriate in connection therewith;

WHEREAS, Service Provider desires to provide or make provisions for professional operation and management programs to Charter Holder, in accordance with applicable law;

WHEREAS, Charter Holder and Service Provider desire to enter into this Agreement to establish the obligations and responsibilities of each party with respect to the operation and management of the School, as set forth below; and

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Charter Holder and Service Provider, mutually agree as follows:

AGREEMENT

I. INCORPORATION OF RECITALS. The recitals listed above are hereby incorporated into this Agreement.

II. TERM OF THE AGREEMENT. This Agreement shall be effective as of the first date on which the Charter School Contract is effective (the “Effective Date”). Unless otherwise restricted by state law or earlier terminated as provided herein, the term of this Agreement is for a period of 5 years, with each year being defined as the beginning and end of the School’s fiscal year (the “Term”). Unless otherwise terminated earlier in accordance with its terms, this Agreement shall terminate on the expiration of the Term.

III. START UP SERVICES. Service Provider agrees to provide to Charter Holder, and Charter Holder agrees to receive, certain one-time services that are necessary for the founding of the School, which are listed in the attached **Exhibit A** and incorporated by this reference (the “Start Up Services”). Charter Holder agrees and acknowledges that the Start Up Services are separate from the Ongoing Services, which are defined in more detail below.

Charter Holder agrees and acknowledges that Service Provider has satisfactorily provided some of the Start Up Services prior to the execution of this Agreement, that the Start Up Services were performed in accordance with this Agreement, and that Charter Holder has substantially and materially benefited from the Start Up Services.

As a demonstration of its goodwill in providing assistance to Charter Holder, Service Provider agrees to provide the Start Up Services without any compensation other than the Management Fee set forth in Section VI.A below. In addition to the Management Fee as payment for the Start Up Services, Charter Holder shall be responsible for payment of Start Up Expenses, as defined by and as set forth in Section VI.B below.

If Charter Holder wishes to open an additional School site under the Charter School Contract, Charter Holder may request in writing that Service Provider provide some or all of the Start Up Services for the new School site (“Additional Start Up Services”). Such Additional Start Up Services will be provided pursuant to Section VI.F below, and the parties will agree upon the consideration to be paid to Service Provider for the Additional Start Up Services.

IV. ONGOING SERVICES. Subject to the Board’s authority, Service Provider agrees to provide, and Charter Holder agrees to receive, the services listed in this Section IV on an as-needed basis throughout the Term of this Agreement (the “Ongoing Services”). In the event services are provided by Service Provider that are outside the scope of the Ongoing Services and this Agreement, such services will be provided pursuant to Section VI.F below.

A. Academic Development and Related Services.

1. Curriculum. Service Provider shall assist Charter Holder in the development, implementation and maintenance of the Educational Program, as defined in Charter Holder's Charter Application or as otherwise approved by the Board, including providing Charter Holder with curricula, policies, procedures, manuals, pacing guides, and other materials in accordance with the Educational Program and the law. In the event Service Provider determines that it is necessary to modify Charter Holder's Educational Program, Service Provider will inform the Board of the proposed changes and obtain Board approval or consent of such changes prior to their implementation. Notwithstanding the foregoing, Charter Holder is solely responsible for ensuring compliance with the Educational Program and all applicable local, state, or federal laws.

2. Academic Support. Service Provider shall support Charter Holder on the Educational Program and student achievement results by: (i) consulting with Charter Holder on the implementation and delivery of curriculum and instruction, including Service Provider's curriculum; (ii) analyzing current student achievement data; and (iii) consulting with Charter Holder on strategies to improve student achievement results at the School and endeavoring to meet and exceed state standards.

3. School Management. Service Provider shall consult with Charter Holder on matters of state and federal compliance, student discipline, parent relations, strategic school operations, and day-to-day School management. Subject to the Board's approval, Service Provider shall develop and maintain a parent-student handbook, code of conduct and discipline guidelines, and other school management-related policies and procedures compliant with local, state, and federal law. Service Provider will validate the School's compliance with appropriate professional practices and responsibilities by visiting the School throughout each fiscal year. Service Provider will evaluate and assess the Educational Program at such times and upon such terms as Service Provider deems appropriate for the School's academic performance. Results will be shared with the Board, and Service Provider will work with the School to identify and implement any appropriate remedial actions.

4. English Language Learner Compliance. Service Provider shall support a District Test Coordinator for the School, who will be the liaison between the North Carolina Department of Public Instruction ("NCDPI") and the School regarding English Language Learner issues and compliance. Service Provider will ensure that the School's students are appropriately assessed in English proficiency. As English Language Learner students are identified, Service Provider shall notify the School of the steps required to test the students and will work with the School to ensure that all assessments have been completed as required by North Carolina law. Service Provider will create and disseminate training to the School to ensure that proctors have completed all required state training and have appropriate credentials to administer and document all assessments. Service Provider will also provide any necessary training to Charter Holder and the School related to English Language Learner student support. Notwithstanding the foregoing, Charter Holder is solely responsible to ensure compliance with all applicable local, state, or federal laws related to the education and testing of English Language Learner students.

5. State Standardized Testing Compliance. The District Test Coordinator designated by Service Provider pursuant to Section IV.A.4, above, shall also serve as the liaison between NCDPI, and the School for state standardized testing compliance. Service Provider shall provide training to the School that aligns with NCDPI adopted policies and procedures regarding state standardized testing. As important dates of task completion approach, Service Provider will communicate deadlines and require confirmation from the School that tasks have been completed. Service Provider will serve as the liaison between NCDPI and the School to resolve any state standardized testing issues that may arise. Service Provider will monitor participation rates and completion of assessments and communicate with the School to resolve discrepancies. Notwithstanding the foregoing, Charter Holder is solely responsible to ensure compliance with all applicable local, state, or federal laws related to the state standardized testing requirements.

6. Training. Service Provider shall provide such academic support training for Charter Holder and the School that Service Provider or the Board determines is required by NCDPI or that it believes is appropriate and necessary for Charter Holder to meet its academic performance goals and objectives. Service Provider and Charter Holder may meet periodically to discuss any perceived training needs. Any training provided by Service Provider shall align with mandates and guidance documents from NCDPI.

B. Exceptional Student Services. Service Provider shall assist Charter Holder in meeting its obligations under the federal Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and all applicable state laws and regulations to 1) identify, locate, evaluate, and provide special education and related services to students with disabilities by developing policies and procedures to ensure compliance with the IDEA related to documentation, student evaluation, and service delivery requirements, and 2) help to prevent discrimination and to ensure equal access and equal opportunity in the School’s programs, facilities, and activities for students with qualifying disabilities.

1. Personnel Selection. Service Provider shall make recommendations to Charter Holder related to the hiring of certified special education personnel, including special education teachers, speech pathologists, speech language pathology assistants (SLPAs), school psychologists and school psychology interns. Service Provider shall assist the School in identifying a School-based Section 504 Coordinator(s), if requested. Because the Section 504 Coordinator is not a full-time position, the School will be responsible for ensuring that the Coordinator can effectively perform the essential functions of the role in addition to his or her other duties.

2. Compliance. Service Provider shall assist the School in tracking IDEA and Section 504 evaluation timelines and due dates. Service Provider will establish communication protocols to ensure that the School is aware of all applicable timelines and due dates. Service Provider shall complete all required special education reporting to NCDPI on behalf of Charter Holder and the School. Notwithstanding the foregoing, Charter Holder is solely responsible to ensure compliance with all applicable local, state, or federal laws related to special education, the IDEA and Section 504, including providing School students with a Free Appropriate Public Education (FAPE).

To the extent allowed by applicable state law, Service Provider shall maintain all special education records and all Section 504 records for the School in electronic files in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”), including psycho-educational evaluations (METs/MDTs), individualized education programs (IEPs), prior written notices (PWN), IEP progress reports, manifestation determination reviews (MDR), functional behavior assessments (FBA), behavior intervention plans (BIP), and revocation of consent documents in alignment with identified document retention timelines. All other records shall be maintained by School staff in working files.

3. Policies and Procedures. Service Provider shall develop and maintain such policies and procedures related to special education services and Section 504 that are required by the U.S. Department of Education (“DOE”), NCDPI or state and federal law.

4. Training. Service Provider shall disseminate, update, and maintain electronic case management handbooks for all School personnel. In addition, Service Provider shall design and deliver such comprehensive training to School staff and administration who are responsible for or oversee the School’s special education services and Section 504 as needed to ensure that they have the necessary skills and knowledge to perform their jobs, including training on state and federal regulations regarding special education, case management software, specialized instruction practices, and School policies and procedures, the identification and evaluation of students under IDEA and Section 504 and the creation and implementation of a Section 504 plan or IEP for eligible students.

5. Health and Safety Services. Service Provider shall consult with Charter Holder and train Charter Holder employees with respect to School’s compliance with local, state, and federal requirements and student health and safety services, including immunizations, vision/hearing screening, health action plans, school-based mental health plans, crisis response procedures, bullying training, any required federal and state criminal history check requirements for staff, and mandatory reporting of child abuse. Notwithstanding the foregoing, Charter Holder is solely responsible for ensuring compliance with all applicable local, state, or federal laws.

C. Human Resources.

1. HRIS Selection and Maintenance. Service Provider shall maintain or cause to be maintained a system for payroll processing for all the School’s employees using a human resource information system (“HRIS”), selected by Service Provider in its reasonable discretion. Allocation of the HRIS costs between Service Provider, Charter Holder, and any other Service Provider clients is set forth in Section IV.E, below.

If Service Provider decides, in its reasonable discretion, that a change in HRIS providers is appropriate at any time during the Term of this Agreement, Charter Holder shall fully cooperate with Service Provider to transition to the new HRIS provider, and Charter Holder shall be responsible for its proportionate share of all one-time implementation fees and other third-party costs associated with or arising from the change in HRIS providers (the “HRIS Transaction Costs”). Service Provider shall determine, in its reasonable judgment, the appropriate and equitable cost allocation to Charter Holder of its proportionate share of the HRIS Transaction Costs based on the number of active employees Charter Holder has at the time of transition as

compared against the number of active Service Provider employees and the number of active employees of other Service Provider clients that (i) have contracted with Service Provider and (ii) have opted into using the shared HRIS. Service Provider shall invoice Charter Holder for its share of HRIS Transaction Costs and shall, upon reasonable request of Charter Holder, provide reasonable substantiation of such a determination to Charter Holder.

2. Hiring Recommendations. Service Provider shall assist Charter Holder and make recommendations to Charter Holder related to the recruitment, identification, interviewing, selecting, hiring and supporting of all personnel necessary to operate the School. Except as specifically indicated below in Section IV.D.3, all School personnel shall be employed by Charter Holder, not Service Provider, and Charter Holder shall ultimately determine employee compensation and benefits. Service Provider's role in all employment decisions, including hiring and termination, is purely advisory. Service Provider shall determine and make recommendations to Charter Holder regarding the necessary School staffing needs and decisions, and shall inform Charter Holder of such recommendations regularly, including prior to the beginning of each school year. Service Provider's recommendations shall ensure compliance with North Carolina law regarding the percentage of the School's teachers who must hold teacher licenses and the requirement that certain core subject matter teachers be college graduates.

3. Superintendent. To the extent allowed by state law, Service Provider shall be responsible for selecting, hiring, and employing a Superintendent to act as the chief operational officer of the School. Although employed by Service Provider, the Superintendent shall execute her/his responsibilities in accordance with the policies and procedures adopted by Charter Holder and within the budget adopted by Charter Holder. The Superintendent may have such other responsibilities as directed by Service Provider and/or as set forth under state law. The Superintendent shall be solely subject to oversight by Service Provider, which shall determine the Superintendent's compensation and benefits, and shall make all employment decisions regarding the Superintendent, including termination. In connection with its oversight, Service Provider shall solicit and consider input from the Charter Holder regarding the Superintendent's performance at least annually. The Superintendent shall be an authorized agent of the Charter Holder, and the Charter Holder shall take whatever steps are necessary to authorize the Superintendent to communicate on its behalf with DOE, NCDPI, CSRB, and any other regulatory entities.

4. Compliance and Support. Service Provider shall assist Charter Holder to develop employment policies and procedures, including an employee handbook and job descriptions, that comply with state and federal law. Charter Holder is solely responsible for ensuring that all state and federal requirements for School employees are met, including ensuring that all employees have completed any required federal or state criminal history background checks. In accordance with the employment policies and procedures adopted by Charter Holder, Service Provider shall consult with Charter Holder regarding the following human resources activities: (i) onboarding new Charter Holder employees; (ii) matters relating to current employees; (iii) navigating the resignation, retirement, or termination of Charter Holder employees; and (iv) arranging for the provision of any post-termination benefits that may be required by law or by contract to be offered to such employee by Charter Holder (i.e., COBRA health insurance).

Notwithstanding anything to the contrary, Charter Holder is solely responsible for all costs and liabilities arising from or related to the employment of Charter Holder employees, and Charter Holder is solely responsible for complying with all applicable local, state, and federal employment laws and regulations. Excepting only Service Provider's negligent or intentional acts or omissions, Charter Holder shall defend and hold Service Provider harmless for any damage arising out of or related to Service Provider's obligations under this Section.

5. Staff Development and Training. Service Provider shall oversee the design and delivery of such comprehensive staff, teacher and administrator training and ongoing professional development as reasonably deemed necessary by Charter Holder or as Service Provider deems necessary in light of School operations, School quality performance, and NCDPI and/or CSRB guidance or requirements, among other things.

6. Personnel Evaluation and Discipline. Service Provider will assist Charter Holder in the completion and delivery of regular performance evaluations of School personnel and will work with the School administration, including the principal(s), to provide feedback to the School regarding employee job performance. The Superintendent will provide daily oversight of the School principal(s) and will provide input to the Charter Holder when requested regarding the performance of the principal(s) for use in an evaluation by Charter Holder.

Recognizing that cooperation and coordination in such matters is essential to effective School operations, Charter Holder and/or the School principal shall provide prior notice of the termination of any Charter Holder employee to Service Provider. In the event of an emergency termination that acts to immediately terminate any School employee, Charter Holder and/or School principal shall provide notice of the termination to Service Provider as soon as possible after the termination of such employee.

7. Benefit Plans. To the extent permitted by law, Service Provider shall coordinate, facilitate, obtain and administer all benefit programs to Charter Holder employees for and on behalf of Charter Holder. Service Provider shall, in good faith, seek the most cost-effective benefit plans, including health insurance and a 401(k) or similar retirement plan. to assist Charter Holder in attracting competent and qualified employees. Such benefit plans shall be administered by a third-party selected by Service Provider in its reasonable discretion. Charter Holder shall be solely responsible for any costs related to the third-party administration of such plans.

8. Staff Substitutes and Vacancies.

a. Key Administrative Staff Vacancies. Charter Holder recognizes that it is essential that the School's principal, vice principal, instructional coach, and any other administrative employees that are essential to the School's effective operation ("Key Administrative Staff Members") are available to perform their job duties. In the event a Key Administrative Staff Member position is vacant and not filled for 5 or more cumulative days during any fiscal year, and if Service Provider determines that a substitute is needed for successful operation of the School, Service Provider shall provide written notice to Charter Holder of such determination, and unless Charter Holder directs Service Provider otherwise, Service Provider may elect to provide a substitute Key Administrative Staff Member. Charter

Holder shall be solely responsible for reimbursing Service Provider for such substitute staff members, the cost of which shall be as set forth on **Exhibit B** to this Agreement, as may be amended from time to time by Service Provider in its reasonable discretion.

b. Additional Staffing Vacancies. School recognizes that appropriate staffing and availability is essential to the effective operation of educational program. For that reason, in the event a School staff position is vacant and not filled and Service Provider determines that a substitute is needed for the successful operation of the School, Service Provider shall provide notice to the School of such determination, and unless the School promptly directs Service Provider otherwise in writing, Service Provider may elect to contract with a third-party to provide a qualified substitute staff member. Similarly, in the event that certified personnel cannot be hired by the School to fill necessary positions, including those needed for Exceptional Student Services, Service Provider will endeavor to assist the Charter Holder in contracting with special education teachers, service providers, or other staff to meet the needs of the School's students. The costs for such substitute staff members or service providers will be borne entirely by Charter Holder separately from the Management Fee, and Service Provider will invoice Charter Holder for such costs in compliance with Section VI.E, below.

D. Accounting and Financial Services. Service Provider shall assist Charter Holder by providing accounting and financial services necessary for the efficient operation of the School. In providing these accounting and financial services, Service Provider shall consider the input of the Board and use its best judgment to determine which activities Charter Holder and its Board should be informed of and which may be handled by Service Provider without Charter Holder's input based on their nature, frequency, or significance.

1. Payroll. Prior to each pay date, Service Provider will take appropriate steps to verify payroll data and ensure that the amounts to be paid are accurate. This may include, at Service Provider's reasonable discretion, sending the School principal or the principal's designee a listing of the active School employees and a time clock report showing the time clock punches/hours for all hourly employees, which School will review, provide any corrections to Service Provider and approve the payroll disbursement within the timeframe indicated by Service Provider in order to process the payroll on a timely basis. An authorized representative of Service Provider, as designated by Charter Holder, shall sign all payroll checks, or the Parties may agree that Charter Holder will provide Service Provider with a digital version of at least one bank signer to facilitate the preparation of paychecks, and Service Provider will apply appropriate and reasonable safeguards to protect that digital signature.

Service Provider shall either file, or contract with an outside payroll service provider to assist Charter Holder in filing, all required reports relating to payroll or personnel with any federal, state, or local authorities. Service Provider shall also ensure that W-2 forms are provided on a timely basis following each calendar year to every Charter Holder employee who received reportable wages. In addition, Service Provider shall coordinate the payment of Charter Holder's payroll taxes and all applicable withholdings for federal, state and local purposes and maintain copies of the filed payroll tax returns. Service Provider shall either file, or assist Charter Holder in filing, all reports relating to payroll or personnel with any federal, state, or local authority that requires the requires such reports, as may be required.

Notwithstanding the forgoing, Charter Holder is solely responsible for ensuring compliance with all applicable local, state, or federal laws, and notwithstanding anything herein to the contrary, excepting only Service Provider's negligent or intentional acts or omissions, Charter Holder shall hold Service Provider harmless for any damage arising out of or related to Charter Holder's acts or omissions related to these Payroll services.

2. Accounting.

a. **HRIS Cost Allocation.** Service Provider shall be responsible for the portion of the monthly usage cost of the HRIS software related to administering and processing basic payroll, benefits, and human resources. Charter Holder shall be solely responsible for its portion of the monthly usage cost of the HRIS software related to functionality that is outside the basic administration and processing of payroll, benefits, and human resources and directly benefits and provides convenience to Charter Holder, its leadership, or its employees. Examples of functionality for which Charter Holder is solely responsible includes, but is not limited to, employee self-service, mobile access, submission of onboarding documentation, employee surveys, benefit enrollments, time entry, learning management, performance management, and expense reimbursements.

Service Provider shall use information from the HRIS provider to determine, in Service Provider's reasonable judgment, the appropriate and equitable cost allocation to Charter Holder of its proportionate share of such monthly HRIS usage costs. Service Provider shall, upon the reasonable request of Charter Holder, provide reasonable substantiation of such a determination to Charter Holder.

Notwithstanding anything to the contrary herein, the annual third-party costs arising from or related to the preparation and delivery of year-end tax reporting, including W-2s, is the sole responsibility of Charter Holder. For the convenience of the Parties, Service Provider may pay the entire monthly cost of the HRIS software and then invoice Charter Holder for the portions of the cost that are the responsibility of Charter Holder pursuant to this provision.

b. **Financial Reporting.** Service Provider shall prepare financial statements reflecting the School's financial position and results of the School's operations on a monthly basis. On at least a quarterly basis, or on a different frequency as Charter Holder directs, Service Provider shall provide the School's financial statements to the Board, accompanied by appropriate and meaningful analysis.

c. **Disbursements and Receipts.** Service Provider shall prepare disbursements for payments owed by Charter Holder or the School and shall record and account for those disbursements in the School's accounting records. The School shall receive and deposit cash and checks and shall provide the information and documentation to Service Provider as may be necessary to enable Service Provider to record and account for those receipts in the School's accounting records. If needed, Service Provider shall establish a merchant account with a third-party credit card processing provider system for receiving credit card payments from parents and other parties and shall provide training and information necessary for School personnel to be able to receive such payments. The costs of the merchant account and payments processed through it shall be borne solely by Charter Holder.

d. Banking and Lines of Credit. The Charter Holder, with the assistance and support of Service Provider, shall establish all necessary commercial bank accounts on behalf of Charter Holder and the School. Service Provider shall monitor and administer the Charter Holder's commercial bank accounts on Charter Holder's behalf, provided, however, that Charter Holder shall at all times have the authority to access funds held in the accounts and to monitor and receive information regarding the accounts. Service Provider shall make a recommendation to Charter Holder of a commercial bank(s) for its approval, which approval shall not be unreasonably conditioned, delayed or denied. Authorized employees of Service Provider and authorized Board members of Charter Holder shall be authorized signors on Charter Holder and School's bank accounts and entitled to receive a copy of any statements for the accounts.

Service Provider shall also coordinate with the bond trustee, if any, to ensure that Service Provider has appropriate access to activity in the bond trustee accounts to properly account for that activity.

Service Provider shall also determine whether the School would benefit from operational financing in the form of purchasing cards ("P-Cards"), credit cards and/or revolving lines of credit, and shall provide a recommendation to Charter Holder regarding such operational financing. All indebtedness, and any fees, costs, and interest associated with P-cards, credit card, line of credit or other operational financing shall be borne solely by Charter Holder.

e. Internal Auditing. Service Provider agrees to provide certain internal audit and training functions to Charter Holder personnel, including unannounced visits to the School to perform procedures to monitor and train School personnel related to cash handling procedures, student attendance records, and other financial services matters as determined by Service Provider. Significant results and findings shall be reported by Service Provider to Charter Holder, including the Board.

3. Finance.

a. Financial Reporting. Service Provider shall provide regular financial reporting to the School's principal and to the Board, showing current and year-to-date actual results compared to budgeted amounts, to assist the School to stay within the adopted School budget. The financial reporting shall also provide information regarding any required return of state funds allocated to the Charter Holder related to the withdrawal of a student with disabilities during the first 60 days of the school year, as required by North Carolina law. Service Provider shall prepare all other forecasts and analysis that Charter Holder may request or that Service Provider considers necessary to ensure that the School is financially stable. Service Provider shall prepare all required annual budgets and annual financial reports for review and approval by the Board and submission to NCDPI and/or CSRB. Service Provider shall also assist Charter Holder in filing its federal Form 1099.

b. Bond Financing. In the event that Charter Holder decides to pursue bond financing for the purchase of School facilities and/or real property (whether for the initial purchase of the campus property or for the refinancing of existing bonds), Service Provider shall select and initiate contact with the necessary parties for bond financing (bond

underwriter, attorneys, etc.) and make a recommendation for approval by the Board which parties to engage. Service Provider will work to support and coordinate with these external parties and provide all necessary information in order to close the bond financing (the “Bond Administration Services”). As part of the Bond Administration Services, Service Provider shall also prepare and provide all necessary information related to Charter Holder’s ongoing compliance and disclosure requirements under the bond agreements, including, but not limited to, quarterly and annual reports and the annual investor call. Charter Holder understands that Service Provider is not and will not be performing any services related to the bond financing for which a federal or state license is required or for which special expertise and training is required. Instead, the Bond Administration Services work shall be limited to such information collection and due diligence work as is prudent to be performed by Service Provider and as Service Provider may provide.

In consideration of the Bond Administration Services and based on the Parties’ prior experience and in approximation of the significant time, expertise, and materials needed to perform the Bond Administration Services, Charter Holder agrees to pay to Service Provider a fee (the “Bond Administration Fee”). The Bond Administration Fee will be 0.45% of the gross bond proceeds received by Charter Holder. If the bond financing transaction includes multiple Charter Holder campuses or other public schools, whether operated by Charter Holder or not, the Bond Administration Fee shall be allocated to each participating entity based on 0.45% of the gross bond proceeds allocable to the school sites operated by the entity. The Bond Administration Fee shall be paid to Service Provider in full at bond closing.

4. Grant Coordination. Service Provider shall provide supervision and support to Charter Holder in the management of federal entitlement grants, such as Title I and IDEA, Charter School CSP or other DOE grants (whether direct grants or subgrants), and other state, federal, local or other funds earmarked for the development and improvement of charter and applicable public-school curricula and programs, including applications for such grants. Service Provider shall manage and oversee timely reimbursement and receipt of any purchases obtained using federal grant funds. Service Provider may coordinate with and/or contract with a third-party to prepare grant applications, provided that the expenses shall either be approved in writing by Charter Holder or included in a Board-approved budget.

In recognition of the significant additional time and expense related to preparation and administration of entitlement and competitive grants, and provided such grants do not prohibit such payment, Charter Holder shall pay Service Provider a Grant Administration Fee according to the schedule below:

Grant Type	Grant Administration Fee
<i>Federal Entitlement Grants</i>	
Title I and II (awards exceeding \$100,000)	4.0%
Title I and II (awards between \$20,000 & \$100,000)	7.0%
Title I and II (awards less than \$20,000)	10.0%
Title III, IV, and IDEA	2.0%

<i>Federal Competitive Grants</i>	
Competitive (awards exceeding \$30,000)	4.0%
Competitive (awards between \$10,000 & \$30,000)	7.0%
Competitive (awards less than \$10,000)	10.0%
<i>Non-Federal Grants</i>	
Grants from state or local governments	10.0%
Private, non-governmental, or foundation grants and contributions	10.0%

The Grant Administration Fee shall not exceed the amount allowed by the provisions of each grant. The Grant Administration Fee shall be paid by Charter Holder to Service Provider within 30 days of Charter Holder’s or a School’s receipt of the first payment of funds for that grant. The Grant Administration Fee shall be in addition to the Management Fee described in Section VI below.

Service Provider will perform such services in connection with preparing and administering the grants for which it has received a Grant Administration Fee as are allowed by the grant or entity providing the grant funds, and it will endeavor to reduce the amount of time the Charter Holder and School employees are required to spend, to the extent possible. Charter Holder acknowledges that federal law and regulations, DOE and/or NCDPI may require Charter Holder and School employees to perform tasks and provide information in connection with federal entitlement grants that are separate from those tasks that may be performed by Service Provider. In addition, the requirements of other grants may require School employees to perform certain tasks or provide information.

E. **School Operations.**

1. **Purchasing.** Service Provider shall coordinate the purchase of textbooks, supplies, furniture, technology and any other items as the School and Service Provider may jointly determine to be necessary for the ongoing operation of the School. The School shall be solely responsible for the costs of all such purchases, which shall be approved in advance by the School’s principal or the principal’s designee or included in a Board-approved budget and shall pay all such purchasing amounts directly to the seller. Service Provider shall assist Charter Holder to ensure that purchases are within approved budgets prior to initiating such purchases. Charter Holder agrees to use Service Provider and its purchasing system and procedures for the School’s major equipment and supply purchases.

2. **Student Information System.** Service Provider shall implement and manage Charter Holder’s student information system, the cost of which shall be borne solely by Charter Holder, including ongoing access fees, use fees, and license fees. If needed, Service Provider shall perform initial account creation and setup of the student information system and shall provide training to Charter Holder employees, including the School’s registrar and/or other administrators, regarding the Student Information System as needed and appropriate.

3. **Information Technology.**

a. Infrastructure and Equipment. Service Provider shall provide information systems support to Charter Holder, including installing, managing and maintaining the infrastructure and network hardware that supports the School and its operations. Charter Holder shall be solely responsible for all hardware, software, computer and network equipment costs, including access fees, use fees, and license fees for all software.

b. Technical Support. Service Provider shall be on-call during regular business hours to respond to computer or network-related issues.

c. Training. Service Provider will provide technician technical training and oversight for School personnel, as requested by School or determined to be necessary by Service Provider, in its sole discretion.

d. Other Support Services. Service Provider shall provide initial implementation of end-user hardware and software, including mobile computer labs at the School. Service Provider shall provide a comprehensive asset management program, including the development of processes, standard devices, and equipment. If requested by School, Service Provider will also provide vendor management with any ongoing IT infrastructure projects, including network wiring, audio/visual, asset recycling, VOIP, cell phone service, and e-rate services, provided, however, that personnel fees and costs for managing these additional projects are subject to additional fees and terms pursuant to Section VI.D, below.

e. Excluded Support Services. This Agreement does not require Service Provider to provide support to Charter Holder or the School on advanced custom integrations. If Charter Holder desires Service Provider to provide such support, it must notify Service Provider in writing of the request, and the Parties will then endeavor in good faith to reach a separate agreement, with separate terms and conditions, including payment for such support, provided, however, that Service Provider is not required to enter into a separate agreement and is not required to provide any requested services without a fully-executed separate agreement between the Parties.

4. Facilities Management.

a. Ongoing Inspections and Repairs. Service Provider shall provide facilities support to Charter Holder for all charter school facilities owned or leased by Charter Holder and all its authorized programs and activities, including supporting Charter Holder employees in maintaining all grounds and facilities of the School to a reasonable standard consistent with the level of services normally provided to and generally accepted by public and charter schools in North Carolina. Service Provider shall from time to time inspect the School facilities and provide Charter Holder with a list of identified maintenance, cleaning, and other facility related issues that Charter Holder shall timely remedy. If, within 5 business days, Charter Holder fails to remedy or make substantial progress towards remedying any issues identified by Service Provider, Charter Holder authorizes Service Provider to make such repairs as deemed appropriate by Service Provider. Service Provider shall oversee the vendor selection process for facilities management projects, including any requests for proposals and decisions regarding contract awards.

b. Facility Modifications. Service Provider shall consult with and receive approval from Charter Holder prior to undertaking facilities modifications.

c. Compliance. Service Provider shall consult with Charter Holder to ensure that facilities management services are consistent with the School's desired image; any applicable federal, state, or local laws or regulations; any applicable Building Specifications or contractual provisions; and any Charter Holder policies related to facility modifications. Service Provider shall also manage the OSHA 300 log for reporting accidents and illnesses. Charter Holder shall maintain any and all licenses needed for daily operation of facilities, the cost of which shall be borne solely by Charter Holder.

d. Policies and Procedures. Service Provider shall consult with Charter Holder to create routine and preventative maintenance schedules and other cleaning policies and procedures in compliance with applicable local, state and federal rules and requirements. Service Provider shall also develop and update as necessary forms for School personnel to use to request facility repair or modifications.

5. Food Services.

a. Establishment and Maintenance of Food Programs. Service Provider shall assist Charter Holder in implementing the School's participation in the National School Lunch Program and any food programs for the School's authorized programs and activities, including preschool, after school care, and day camps. Service Provider shall oversee the vendor selection process for food services, including any requests for proposals and decisions regarding contract awards. Charter Holder shall be solely responsible for such food service fees, provided such expense is approved in writing by Charter Holder or is included in a Board-approved budget. Service Provider shall make knowledgeable professional staff available to answer Charter Holder questions and to assist with problem solving on matters involving food services.

b. Compliance. Service Provider shall consult with Charter Holder and support Charter Holder's efforts to ensure that all kitchen facilities comply with applicable local, county, state and federal health regulations governing food preparation, service, cleaning and servicing of kitchen for daily use. Charter Holder shall maintain any and all licenses needed for daily operation of food services, the cost of which shall be borne solely by Charter Holder. Charter Holder shall be solely responsible for food service equipment maintenance and replacement. Charter Holder shall also be solely responsible for posting food service permits in the manner required by law or regulation.

c. Policies and Procedures. Service Provider shall consult with Charter Holder to create food preparation, service, and cleaning policies and procedures that comply with applicable local, county, state and federal rules and requirements. Notwithstanding the foregoing, Charter Holder is solely responsible for ensuring compliance with all applicable local, state, or federal laws.

F. Student Enrollment, Branding, and Communications.

1. Student Enrollment and Administrative Support and Training. Service Provider shall create and maintain a student enrollment/membership system and work directly with the School Registrar to assist the School in maintaining and reporting accurate student enrollment/membership data. Service Provider shall create and execute an annual registration plan to ensure strong student enrollment, subject to Charter Holder's recommendations, which Service Provider shall consider. Charter Holder personnel (typically the School Registrar) shall promptly provide Service Provider with ongoing and current enrollment numbers by grade during the Term, including updating the numbers when requested by Service Provider. Service Provider shall assist in training Charter Holder's employees on the enrollment application process, including notifications and any other necessary correspondence with parents of children applying to the School.

Service Provider may contract with a third-party to promote full enrollment for the School, provided that the expense shall either be approved in writing by Charter Holder or included in a Board-approved budget. Charter Holder shall be solely responsible for any costs associated with such third-party contracts. Notwithstanding the foregoing, Charter Holder is solely responsible for ensuring compliance with all applicable local, state, or federal laws related to enrollment, including any allowed enrollment preferences the Charter Holder may wish to adopt.

2. Branding and Creative Services. Service Provider shall oversee the development and maintenance of a brand identity for Charter Holder and the School and a marketing plan to promote ongoing student enrollment. Service Provider shall provide creative services and content for the School related to the School's community and public communications, including designing any media campaigns, whether traditional (for example, print, radio, television, mailers, flyers, billboards) or digital in nature (for example, social media, Google AdWords, pay-per-click, banner ads, email, and the School's website as contemplated in Section IV.F.4 below) (collectively, the "Creative Content"). Creative Content created or used in substantial accordance with Service Provider's brand guidelines (which Service Provider shall make available to Charter Holder online or in a manner otherwise agreed to by the Parties) (the "Brand Guidelines") is deemed approved by Charter Holder without any further action required by either Party. The creation or use of any Creative Content that materially deviates from the Brand Guidelines must be mutually agreed upon by the Parties; provided, however, that if such Creative Content is submitted to Charter Holder for approval, and Charter Holder fails to provide its written approval or rejection of such artwork within 2 calendar days, such failure to respond shall be deemed to be Charter Holder's approval of that Creative Content. Once Creative Content is approved by Charter Holder, such approval continues in effect with respect to such use, and any use by Service Provider substantially consistent therewith, without the need for further approval by Charter Holder. The Parties acknowledge and agree that all Creative Content is part of Service Provider's Intellectual Property and is subject to Service Provider's IP License (both as defined in Section XIV, below).

3. Communications. Service Provider shall exclusively oversee and manage internal and external communications on behalf of Charter Holder and the School, including developing press releases for the School, arranging legislative or public official visits to the School, pitching and organizing media interviews, and responding to media inquiries. All third-party costs associated with Charter Holder's digital and print materials, including parent

communications, forms, newsletter, fundraising and tax credits, are the sole responsibility of Charter Holder.

4. Website. Service Provider shall host and maintain a website for the School, which shall provide updated information to parents, the general community, and employees regarding School-related announcements, changes, calendar events, and any additional information deemed pertinent by Service Provider or Charter Holder. Charter Holder shall be responsible for providing updated and accurate information to Service Provider for the website and shall promptly inform Service Provider of any outdated or inaccurate information included on the website. Charter Holder will work with Service Provider to ensure that the website conforms to applicable state and federal requirements, including the Americans with Disabilities Act and other applicable laws. Charter Holder shall audit the website for broken links or other issues and provide Service Provider with timely notice of such issues, which Service Provider shall timely repair. Notwithstanding the foregoing, Charter Holder is solely responsible for the website's compliance with local, state, and federal law, and Service Provider shall reasonably cooperate with Charter Holder's requests to demonstrate the same.

5. Third-Party Contracts. Service Provider shall oversee the vendor selection process for all third-party creative contracts, marketing contracts, communications contracts or public relations contracts. Provided the expense has either been approved in writing by Charter Holder or is included in a Board-approved budget, Charter Holder shall be solely responsible for all costs associated with Service Provider's use of any such third-party contract.

6. Online Accounts. Charter Holder grants Service Provider the right to access, use, administer, upload content to, and otherwise curate content for Charter Holder's and School's social media and online presence. Charter Holder shall provide Service Provider with all logins and access rights Service Provider deems necessary or appropriate, including administrative access to Charter Holder's and/or School's website(s), Facebook account(s), and other social media pages, enrollment software, student management system(s), and all other social media and marketing software and resources (i.e., Google My Business, Yelp, SchoolDigger).

7. Special Website Projects. If requested in writing by Charter Holder, Service Provider may agree to provide services related to website projects that exceed the scope of the Ongoing Services, as set forth in Section IV.F.4, above, including, but not limited to, a website redesign, a campus-specific website, a parent app, or an online store ("Special Projects"). Any Special Projects are subject to additional fees and terms pursuant to Section VI.F below, and Charter Holder shall be solely responsible for all third-party costs associated with any Special Projects, in addition to any fee to be paid to Service Provider for such Special Projects.

G. Board of Director Meetings. Service Provider shall attend periodic Board meetings as directed by the Board and shall assist Charter Holder with the planning and coordination necessary for Board meetings to be effective, including recommending the agenda and action items to the Board prior to such meetings and taking necessary steps to comply with the requirements of the applicable open meeting laws. Notwithstanding the foregoing, Charter

Holder is solely responsible to ensure compliance with the North Carolina Open Meetings Law and the North Carolina Public Records Act.

H. Legal and Regulatory Actions. Charter Holder shall immediately notify Service Provider of any lawsuit, complaint, claim, inquiry, audit or investigation commenced or alleged against Charter Holder and/or School by any person or entity, including NCDPI, CSRB, DOE, the Internal Revenue Service, the Equal Employment Opportunity Commission, or any other local, state, or federal agency (“Legal Action”). Service Provider may, but is under no obligation to, consult with and assist Charter Holder and, if appropriate under the circumstances as determined by mutual agreement of the Parties, be Charter Holder’s authorized representative for the purposes of with responding to, resolving, or defending the Legal Action, including supporting Charter Holder’s separate legal counsel, if any, in such work. All costs of defense and settlements arising under this Section IV.H are the sole obligation of Charter Holder.

I. Community Education (CE) Programs. The School may decide to operate certain optional family educational and care programs, which may include school day before and after school care and programs provided during non-school days; school year preschool and preschool programs provided during non-school days; extended day preschool programs for school day after-care; preschool care and programs during summer break; and school-operated clubs and vendor-operated clubs. These programs are collectively referred to as “CE Programs” or individually as a “CE Program.” If the School decides to provide any CE Program or Programs, School shall notify Service Provider in writing, and Service Provider shall provide the following services (the “CE Program Services”). Service Provider has no obligation to provide any CE Program Services if School does not operate any CE Programs during a fiscal year or years during the Term of this Agreement.

1. Program Offerings. Service Provider shall assist the School in analyzing and determining which CE Programs should be offered at the School. Consideration of space, staffing constraints, and enrollment demand will be primary factors in program offering decisions. Such decisions will include input from the School, as well as Service Provider staff, but Service Provider will make the final recommendation to the Board for approval.

2. Program of Instruction. Service Provider shall provide assistance and direction to the School regarding the program of instruction to be implemented in CE Programs. This includes, but is not limited to, direction regarding best practices for instruction, scope and sequence recommendations, lesson plan templates and guides, student behavior strategies, suggested textbooks, instructional aides, and materials, supplies, and equipment necessary to implement CE Programs. Service Provider will also coordinate food and facility services necessary for CE Programs. In providing these services, Service Provider shall ensure the fidelity of CE Programs to the School’s mission statement, developing specific strategies related to CE Programs that support the mission statement, and designing and implementing practices that fulfill the mission statement. Service Provider will coordinate the ordering and purchasing of all required materials, supplies, and equipment necessary to implement the CE Programs, but the cost of such purchases will be borne by the School.

3. Licensing. Service Provider shall gather, and the School authorizes and directs Service Provider to submit, all required documentation for any and all licensing applications necessary for the School to operate the CE Programs authorized by the Board.

4. Development of Policies and Procedures. Service Provider shall assist the School by developing, implementing, maintaining, and communicating CE Program policies and procedures. Service Provider will provide the School Community Education staff regular training opportunities related to established policies and procedures.

5. Registration. Service Provider shall create and maintain registration policies and processes for CE Programs that are compliant with applicable federal, state and local law. Service Provider staff will process registration contracts for students registering for CE Programs. The primary responsibility for the retention of students shall reside with the School, but Service Provider shall provide ongoing support and training toward such efforts.

6. Computer Information Systems. If Service Provider determines that software from an outside technology vendor is necessary in order to provide the appropriate level of registration services required for CE Programs, the School authorizes Service Provider to contract for such vendor services on behalf of the School, and the School shall be solely responsible for its share of such costs. Service Provider staff shall operate as the system administrator for the identified software and will provide training and support to CE Program staff and parents.

7. Billing and Collections. Service Provider shall prepare and deliver invoices on a regular basis for students enrolled in CE Programs and will take such steps as are necessary to facilitate the prompt and timely collection of any CE Program fees. If CE Program fees are not paid, Service Provider will communicate with participants and notify and coordinate with School personnel to either ensure that fees are paid or that participants leave the program in accordance with CE Program policies then in effect.

8. Communications with Parents. Service Provider shall provide staffing and customer service support associated with the centralized administrative functions of CE Programs, including fielding parent inquiries and providing communication related to registration contracts, registration deadlines, registration policies, program availability, software assistance, and billing and collections.

9. CE Program Branding and Marketing. If a School decides to offer a CE Program or Programs, Service Provider shall oversee the development of a coherent, attractive brand identity for CE Programs and an effective marketing plan to promote ongoing registration. Such work may include the use of print, public announcements on the internet or website, social media, email and flyer advertising. The School shall be solely responsible for all third-party costs associated with any marketing plans. Such Creative Content shall be subject to the same terms as conditions as set forth in Section IV.F.2, above.

a. Service Provider may charge the School reasonable print fees associated with the printing of CE Program-specific Creative Content efforts including, but not limited to, parent communication, forms, and fundraising.

b. Service Provider may charge, subject to Board approval, the School for the use of an outside marketing agency if the agency's work directly benefits the School's CE Programs and is deemed by Service Provider to be necessary to promote registration in CE Programs, to the extent such work and costs have been approved in advance by the School or the Board.

10. Program Analysis. Service Provider shall provide regular program analysis services to the School to ensure that CE Programs are being implemented with fidelity and that staff is adhering to established policies and procedures. Reviews will be followed by communication to the School regarding outcomes and suggested courses of action related to any findings.

11. Budgets and Financials. Service Provider shall provide regular reporting in the areas of CE Program budgets and monthly financials to the Board and School administration.

12. CE Program Pricing. The School agrees that Service Provider shall have full authority to set and change pricing charged by the School for all CE Programs, and Service Provider agrees to use such authority, in Service Provider's best judgment, which may include coordination with the School, in a manner that prioritizes the interests of the School and its CE Programs.

V. RELATIONSHIP OF THE PARTIES.

A. In the performance of its duties hereunder and in relation to Charter Holder, Service Provider shall be and act as an independent contractor and provide the Start Up Services, if applicable and agreed upon by Service Provider and Charter Holder as provided in Section III, and Ongoing Services in accordance with the terms and conditions of this Agreement. Service Provider alone possesses the duty to supervise, manage, operate, control and direct performance of its duties and obligations as outlined in this Agreement, subject to the rights, supervision, review, and approval of Charter Holder, as described herein. Nothing contained in this Agreement shall be deemed or construed to create a partnership, joint venture, employment relationship, or to otherwise create any liability for one Party with respect to any indebtedness, liabilities, or obligations of the other Party except as otherwise may be expressly set forth herein.

B. Service Provider shall perform its duties and obligations in a professional, competent, businesslike and efficient manner as set forth in this Agreement, in accordance with all federal, state, and local legal and regulatory requirements, and in accordance with the standard of care within the State of North Carolina. Service Provider agrees that all Service Provider employees will be reasonably skilled, trained, and experienced in the relevant professional discipline to provide the relevant services.

C. The Parties intend for this Agreement to be a management contract that does not result in private business use, as set forth in applicable federal laws, rules, and regulations (a "Qualified Management Agreement"). If the Internal Revenue Service or any court of competent jurisdiction determines that at any time during the Term of this Agreement any provision, or the application of any provision, of this Agreement would disqualify this Agreement from being a

Qualified Management Agreement, then the Parties shall attempt to negotiate in good faith a modification to the provision that is as similar to the provision as may be possible, but would qualify the Agreement as a Qualified Management Agreement. If the Parties are unable to agree upon a modification to the provision, it shall be deemed to be struck from this Agreement and the remaining Sections of this Agreement shall continue in full force and effect. If the provision to be struck is an essential provision and cannot be struck from this Agreement (i.e., the provision relates to the Management Fee or the Term), then this Agreement is automatically terminated as of the date the Parties discovered this Agreement no longer qualifies as a Qualified Management Agreement. In the event of termination under this Section, the Parties may negotiate a new agreement that minimally disrupts Charter Holder and the School under terms that would qualify the new agreement as a Qualified Management Agreement.

D. Each Party will designate a representative or representatives to be the primary contact for this Agreement (each a “Party Representative”). The Party Representatives will annually meet to discuss each Party’s performance of the responsibilities outlined in this Agreement. For the avoidance of doubt, performance improvements identified and discussed by the Party Representatives pursuant to this Section are not necessarily grounds for Default, as contemplated in Section XV.D herein.

E. All tangible property purchased by Charter Holder shall remain property of Charter Holder, whether purchased directly by Charter Holder or purchased by Service Provider on behalf of Charter Holder, assuming that the cost for the property has been reimbursed by Charter Holder to Service Provider.

F. Because Service Provider is engaged as an independent contractor, Service Provider is not eligible for, nor entitled to, and shall not participate in, any of Charter Holder’s benefit plans, any fringe benefits, health insurance, workers’ compensation insurance allowances, programs, reimbursements, or the like, which Charter Holder makes available to its employees. Service Provider shall be responsible for payment of all taxes, including federal, state and local taxes arising out of Service Provider’s activities in accordance with this Agreement.

VI. COMPENSATION FOR START UP SERVICES, ONGOING SERVICES, CE PROGRAM MANAGEMENT; COSTS; REIMBURSEMENTS.

A. Management Fee. In consideration of Service Provider providing the Start Up Services and Ongoing Services and in recognition of the importance of those Start Up Services and Ongoing Services in assisting Charter Holder to provide essential operational and educational services to Charter Holder’s families and students, Charter Holder shall pay to Service Provider an annual fee in an amount equal to amount equal to 12% of Charter Holder’s total gross revenue, regardless of the source of such revenue, *excluding only* any grant funding, the fee for which is set forth separately in Section IV.D.4 (the “Management Fee”). Charter Holder shall pay the Management Fee to Service Provider in 12 monthly installments based on Charter Holder’s interim financial statements within 5 days of the date on which Charter Holder receives that month’s state aid. Promptly at the end of each of Charter Holder’s fiscal years, the Parties shall use Charter Holder’s audited financial statements to reconcile the Management Fee owed by Charter Holder under this Agreement against the Management Fee actually paid by

Charter Holder to ensure accuracy in the paid amount. This reconciliation will be reviewed and confirmed by charter Holder's independent auditor or other financial expert agreed upon by the Parties. If Charter Holder has underpaid the Management Fee, Charter Holder shall pay the additional amount owed to Service Provider within 10 business days of such determination. If Charter Holder has overpaid the Management Fee, Service Provider shall refund the overpaid amount to Charter Holder within 10 business days of such determination.

B. Start Up Expenses. Charter Holder shall pay for all third-party costs incurred in connection with the Start Up Services and indicated as a cost that Charter Holder is responsible for paying, as set forth on Exhibit A to this Agreement, and any additional costs associated with the opening of the School or School site, including, but not limited to, the cost of miscellaneous applications and filings pertaining to the setup of Charter Holder's corporate documents and associated filing fees (collectively, the "Start Up Expenses"). In the event Charter Holder is financially unable to pay the Start Up Expenses when required, Service Provider may agree to pay some or all of the Start Up Expenses on Charter Holder's behalf, provided that Charter Holder shall reimburse Service Provider for the amount of Start Up Expenses paid by Service Provider on Charter Holder's behalf (the "Reimbursable Start Up Expenses"). Service Provider must receive written approval of such Reimbursable Start Up Expenses from Charter Holder, unless such Reimbursable Start Up Expenses are included in a Board-approved budget. Service Provider shall provide Charter Holder with a written statement containing a description of each Reimbursable Start Up Expense that Service Provider has paid. Charter Holder agrees to pay the amount of any such Reimbursable Start Up Expense to Service Provider within 30 days after receiving any statement or at such later time as Service Provider may agree in writing.

Notwithstanding anything to the contrary herein, Charter Holder shall pay the Start Up Expenses and/or Reimbursable Start Up Expenses, within 5 years of the date such fee or expenses originally became due, as evidenced in the applicable written statement signed by both Parties.

C. Travel Expenses. Subject to a travel expense budget agreed to by the Parties, Charter Holder shall reimburse Service Provider for all reasonable travel and out-of-pocket expenses incurred by Service Provider in connection with the performance of the Ongoing Services. Service Provider shall not be entitled to reimbursement for any travel costs or expenses where the travel is related to performance issues or deficiencies of Service Provider's work.

D. Reimbursement of Charter Holder Expenses. In addition to the Management Fee, Charter Holder shall reimburse Service Provider for all third-party costs and expenses associated with Ongoing Services and that are identified as being Charter Holder's responsibility. Service Provider shall issue invoices monthly in arrears to Charter Holder listing the reimbursable costs owed to Service Provider, and Charter Holder shall pay all costs or reimbursements within 30 days of the invoice date.

E. Time and Materials. Where services are provided by Service Provider that are outside the scope of the Ongoing Services and this Agreement, such will be provided on a time a materials basis pursuant to a mutually signed writing between Service Provider and Charter Holder (each a "Statement of Work"). The fees payable by Charter Holder to Service Provider shall be calculated in accordance with Service Provider's standard rates for the personnel that are

in effect at the time that the Statement of Work is agreed-upon. Additionally, Charter Holder shall reimburse Service Provider for its actual costs incurred for any materials, equipment, travel, out-of-pocket expenses, and/or third-party services reasonably necessary for Service Provider to provide the services agreed to in the applicable Statement of Work. Charter Holder shall issue invoices to Charter Holder monthly for its fees and expenses related to a Statement of Work. Charter Holder agrees to pay the Statement of Work invoices to Service Provider within 30 days after receiving any invoice or at such later time as Service Provider may agree.

F. CE Program Management Fee. If Service Provider provides services related to any CE Program in accordance with Section IV.I, Charter Holder shall pay Service Provider a separate fee (the “CE Program Management Fee”), in addition to the Management Fee.

1. Except as set forth in Sections VI.F.2 and F.3 below, for all CE Programs offered at the School, the School shall pay Service Provider a CE Program Management Fee in an amount equal to 14% of total gross revenue generated from all CE Programs. The School agrees to pay the CE Program Management Fee to Service Provider on a monthly basis by the 5th day of the month following any month in which the School generates revenue from any CE Program.

2. If the School is legally authorized and decides to offer Preschool as a CE Program, in the first year Preschool is offered, Charter Holder shall pay to Service Provider a one-time startup fee (“Preschool Startup Fee”) of \$20,000. The Preschool Startup Fee will be paid by Charter Holder to Service Provider by the end of February during the school year in which Preschool is implemented at the School. The Preschool Startup Fee is in return for the significant Services involved with opening Preschool, including: obtaining the required licenses and costs associated with the building including, construction/remodeling costs, playground equipment, leasing and/or acquisition costs. The Preschool Startup Fee shall be in addition to the CE Program Management Fee set forth in Section VI.F.1, above.

3. The School may, in its sole discretion, provide a School employee discount for the children of School employees to attend certain CE Programs (“Employee CE Program Discount”). If such an Employee CE Program Discount is offered, Charter Holder will pay Service Provider \$15 for each child for each month in which the child is registered for a CE Program, for up to 10 months during a school year. The \$15 per child per month fee shall be in addition to the CE Program Management Fee set forth in Section VI.F.1, above.

G. Taxes. Charter Holder shall be responsible for all applicable sales, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, or local governmental on any amounts payable by Charter Holder hereunder. All such taxes, duties, and charges currently assessed, or which may be assessed in the future, that are applicable to the services provided by Service Provider under this Agreement are for Charter Holder’s benefit, and Charter Holder agrees to pay such taxes. Notwithstanding the same, when lawful and able, Service Provider shall use Charter Holder’s sales tax exemption certificate to avoid paying such taxes in the first instance.

H. Reasonable Compensation. The Parties acknowledge that Charter Holder is a nonprofit corporation that is tax-exempt under Section 501(c)(3) of the Internal Revenue Code,

as amended. Therefore, the Parties intend for the total compensation owed by Charter Holder to Service Provider, including the Management Fee, the CE Program Management Fee, any Preschool Startup Fee, any Bond Administration Fee, and any Grant Administration Fee, to be reasonable compensation for the relevant services provided by Service Provider. Charter Holder may engage, at its sole expense, a qualified expert to determine whether the fee is reasonable. If the expert determines the fees are not reasonable compensation for the services provided by Service Provider, the Parties shall reasonably negotiate for a reasonable adjustment to the fees or scope of services that would make the compensation reasonable, as determined by the expert. Service Provider shall reimburse Charter Holder for any fee paid by Charter Holder to Service Provider under this Agreement that the expert deems to be unreasonable.

VII. AUTOMATIC ANNUAL ADJUSTMENT TO PERSONNEL RATES. The Parties agree that the Service Provider personnel rates set forth on Exhibit B shall be annually adjusted as set forth below.

A. Automatic Personnel Rates Adjustments. Beginning after the first fiscal year of the Term, the personnel rates set forth on Exhibit B to this Agreement shall be automatically increased each fiscal year during the Term of the Agreement (“Automatic Personnel Rates Adjustment”) by the greater of the following: (1) 2% or (2) the most recently calculated Consumer Price Index for All Urban Consumers (CPI-U), U.S. West Region, All Items Less Food and Energy, as published by the Bureau of Labor Statistics of the United States Department of Labor, or if such index is not available, such other index as the Parties agree most closely resembles such index. Automatic Personnel Rates Adjustments are cumulative year-over-year.

B. Effective Date. The Automatic Personnel Rates Adjustments shall be applied and effective as of the first day of each Charter Holder fiscal year following the first fiscal year of the Term. The resulting Personnel Rates, as adjusted by the Automatic Personnel Rates Adjustment, shall take effect as of the first day of the current fiscal year.

VIII. INTEREST. If Charter Holder fails to pay any fee, cost, expense, or reimbursement due to Service Provider when owed, and unless otherwise stated in this Agreement, all unpaid amounts shall be subject to an interest charge at an annual rate equal to the greater of the following: (a) the prime rate (or similar rate) as published in the Wall Street Journal plus 1.0%, or (b) 6.0%.

IX. SERVICES NOT PROVIDED. Service Provider shall only be responsible for providing the Start Up Services, if applicable and agreed upon by Service Provider and Charter Holder as provided in Section III; the CE Program Services, if applicable as provided in Section IV.I; and the Ongoing Services set forth in this Agreement. The following services are expressly excluded from this Agreement: (i) real estate development; (ii) demographic/site analysis and land acquisition; (iii) land development and municipal entitlements; (iv) real estate project management; (v) initial project financing (excluding bond financing); and (vi) real-estate brokerage. Charter Holder is responsible for providing charter school facilities. Service Provider is responsible for providing facilities for its own operations, without reimbursement from Charter Holder. Charter Holder and Service Provider may enter into separate agreements for the provision of services not expressly required by this Agreement.

X. FINANCIAL AND STUDENT RECORDS. All financial records and educational records, including student records, are records of Charter Holder and the School and shall be maintained by Charter Holder in a reasonably accessible electronic and/or physical form and in accordance with any and all applicable laws. Service Provider shall adhere to all federal and state laws and regulations protecting the confidentiality of student records, including but not limited to the provisions of FERPA, the Protection of Pupil Rights Amendment and applicable state law.

Pursuant to FERPA and its implementing regulations, Charter Holder hereby designates the employees of Service Provider and its duly authorized employees and agents as (i) “school officials” with legitimate educational interests in the School, and (ii) as a contractor providing institutional services and functions solely for the purpose of entitling such individuals access to education records under FERPA, 20 U.S.C. § 1232g, and 34 C.F.R. § 99.31. Service Provider shall also assist Charter Holder and/or School in making any additional disclosures to other schools within Service Provider’s management in accordance with 34 C.F.R. §§ 99.31 through 99.39. Notwithstanding the foregoing, Service Provider and its employees shall only use any student education records disclosed by Charter Holder for purposes within the scope of this Agreement and no other purposes and agree to comply with FERPA in any redisclosure of the student education records.

Upon termination of this Agreement, Service Provider shall have the right to make copies of all financial and educational records, to the extent permitted by law, and shall also have the right to engage an independent audit firm to complete an audit, in accordance with Generally Accepted Auditing Standards (“GAAS”), and Charter Holder shall comply with all reasonable requests. The cost of such an audit shall be borne by Service Provider.

XI. BOARD AUTHORITY. Notwithstanding any provision contained herein, Service Provider acknowledges and agrees that Charter Holder is and shall be governed by its Board, which is responsible for overseeing all of Charter Holder’s and School’s operations, whether they are included in the scope of this Agreement or not, including budgeting, curriculum, and operating procedures. The Board hereby authorizes and directs Service Provider and its employees to make such decisions and take such actions as are contemplated in this Agreement on behalf of Charter Holder and the School. Nothing in this Agreement shall be construed to interfere with the Board’s authority and duty to exercise its statutory, legal, contractual and fiduciary responsibilities. The Board has, and shall retain, the right to request, accept, and apply for any services, equipment, or goods provided or offered by Service Provider.

XII. REPRESENTATIONS, WARRANTIES AND COVENANTS OF SERVICE PROVIDER. Service Provider represents and covenants that:

A. It is a duly organized limited liability company in good standing and is legally authorized to conduct business in the State of North Carolina.

B. As of the Effective Date and to the best of its knowledge, Service Provider has the right and authority under North Carolina law to fulfill the obligations and execute the terms of this Agreement and shall do so in a manner consistent with all federal, state, county and local laws, rules and regulations pertaining to Service Provider’s performance under this Agreement.

C. The services that Service Provider provides pursuant to this Agreement shall be performed by adequately experienced and trained persons in a professional and workmanlike manner in accordance with the standard of care within the State of North Carolina.

D. As of the Effective Date, there are no pending or, to the best of its knowledge, threatened actions, suits, or proceedings that would prohibit Service Provider from executing, delivering, and performing with respect to this Agreement except as has been disclosed to Charter Holder.

XIII. REPRESENTATIONS, WARRANTIES AND COVENANTS OF CHARTER HOLDER. Charter Holder represents and covenants that:

A. It is a duly organized North Carolina nonprofit corporation in good standing and is legally authorized to operate charter schools in North Carolina.

B. [It has received, and fully maintains, tax-exempt status under Section 501(c)(3) of the Internal Revenue Code] **OR** [It has submitted its application to the Internal Revenue Service for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and will receive federal tax-exempt status no later than 24 months following final approval of its charter school application by the CSRB, and during the pendency of its application will do nothing to jeopardize tax-exempt status].

C. It will maintain, extend, and renew its corporate existence under the laws of North Carolina and will not do or permit anything to be done that would imperil its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code or its ability to operate a charter school in North Carolina.

D. Once it obtains a Charter School Contract, it will maintain that Charter School Contract in good standing as authorized by CSRB and will use all reasonable efforts to extend, renew, and maintain the Charter School Contract in good standing with CSRB throughout the Term, and will not imperil the Charter School Contract or its renewal.

E. To the best of its knowledge, it has the right and authority under North Carolina law to contract with Service Provider and fulfill the obligations and execute the terms of this Agreement and will not breach the Charter School Contract or any NCDPI or CSRB rules or regulations by entering into this Agreement.

F. As of the Effective Date, there are no pending or, and to the best of its knowledge, threatened actions, suits, or proceedings that would prohibit Charter Holder from executing, delivering, and performing with respect to this Agreement.

G. It shall provide written notice to Service Provider within 20 days of the effective date of any amendments to the Charter School Contract or Charter Holder's corporate structure.

H. It shall promptly forward to Service Provider any communication Charter Holder receives from the DOE, NCDPI, CSRB, or any other state or federal regulatory agency regarding Charter Holder, the Charter School Contract, or the School's operations.

I. Except as may be reserved to the Board, it has authorized or will authorize the School principal or other Charter Holder employee to take all actions necessary to fulfill the obligations of Charter Holder as contained in this Agreement and to comport itself in accordance with any policies, procedures, rules or regulations as may be recommended by Service Provider and adopted by the Board throughout the duration of this Agreement.

XIV. INTELLECTUAL PROPERTY.

A. Service Provider IP License. As further consideration for the Management Fee, Service Provider hereby grants Charter Holder a limited, revocable, non-exclusive, non-transferable, non-assignable, non-sub licensable, license to use, copy, scan, upload or download, and reproduce Service Provider's Intellectual Property (as defined below) solely for purposes directly related to Charter Holder's educational operations (the "Service Provider's IP License"). Charter Holder, along with its employees and personnel, are prohibited from selling, renting, licensing, using, claiming title to or ownership of, or otherwise disseminating or creating derivative works from Service Provider's Intellectual Property. Furthermore, Charter Holder, along with its employees and personnel, shall not use Service Provider's Intellectual Property for any purpose other than Charter Holder and School operations as contemplated herein without the express written consent of Service Provider. If, after completing the dispute resolution process set forth in Section XIX herein, Charter Holder is found to have violated any term of this Agreement or in the event of a Charter Holder Default, Service Provider may immediately revoke Service Provider's IP License in whole or in part; provided, however, that Service Provider will consider the significance of the violation or Charter Holder Default when determining the scope of its revocation of the Service Provider's IP License under this Section XIV.

B. Service Provider's Intellectual Property. For purposes of this Agreement, "Service Provider's Intellectual Property" shall mean all tangible and intangible rights associated with works of authorship, whether original or reproduced by Service Provider or any other individual or entity, that is originally authored, originated, discovered and invented by Service Provider or licensed to Service Provider, regardless of whether the same have been registered, copyrighted, trademarked, or patented with the United States Copyright Office, the United States Patent and Trademark Office, or any state. Service Provider's Intellectual Property shall include, but is not limited to, all Creative Content, copyrights, moral rights, neighboring rights, and derivative works thereof, trademarks and trade name rights, trade secret rights, and all curriculum, worksheets, textbooks, internet and digital documents, online, audio or video media, recordings, materials, handbooks, models, logos, signage, slogans, training materials, digital content authored and techniques created, originated, discovered, invented by or licensed to Service Provider, and the name "Legacy Traditional School" and any marks, logos, designs or derivatives associated with or incorporating the name "Legacy Traditional School" or any part of such name. Service Provider's Intellectual Property shall exclude any form, document, or other material prepared by Service Provider on Charter Holder's behalf and required by law to belong to Charter Holder. By way of example only, excluded items would be School budgets, payroll and employee information and documentation, audit materials, tax information, and student and parent information and documentation.

C. Reservation of Rights. Service Provider hereby reserves all rights not expressly granted to Charter Holder under Service Provider's IP License. Without limiting the foregoing, all rights granted to Charter Holder under Service Provider's IP License are subject to Service Provider's reserved right to use, market, and license Service Provider's Intellectual Property, or any products or services similar to or competitive with Service Provider's Intellectual Property, anywhere in the world.

D. Quality Control. Charter Holder is familiar with the high standards, quality, reputation, and image of Service Provider, and Charter Holder shall at all times conduct its business and use Service Provider's Intellectual Property in a manner consistent with Service Provider's high standards, quality, reputation, and image, as set forth in the policies, procedures, rules and regulations adopted by Service Provider from time to time ("Service Provider's IP Quality Standards"). Charter Holder's use of Service Provider's Intellectual Property shall strictly comply with Service Provider's IP Quality Standards throughout the Term of this Agreement. Further, if Service Provider reasonably deems that the use of any of Service Provider's Intellectual Property by Charter Holder conflicts with Service Provider's IP Quality Standards, Service Provider may elect to provide written notice to Charter Holder, and Charter Holder shall conform its use of Service Provider's Intellectual Property to the Service Provider's IP Quality Standards within 30 days of receipt of such notice. A failure to comply with such notice may, at Service Provider's discretion, be considered a Charter Holder Default; provided, however, that Service Provider will consider the significance of the violation when determining whether to declare a Charter Holder Default.

E. Ownership of Service Provider's Intellectual Property. Service Provider is and will remain the exclusive owner of all right, title, and interest in Service Provider's Intellectual Property throughout the world, including all goodwill and derivative works related thereto. All use of Service Provider's Intellectual Property under this Agreement, and any goodwill accruing from such use, will inure solely to the benefit of Service Provider. If Charter Holder acquires any rights in Service Provider's Intellectual Property or any derivative works related thereto, by operation of law or otherwise, Charter Holder irrevocably assigns such rights to Service Provider without further action by the Parties. Charter Holder shall not dispute or challenge, or assist anyone else in disputing or challenging, Service Provider's rights in and to Service Provider's Intellectual Property or the validity of such rights.

F. No Exemptions. Charter Holder also acknowledges that its use of Service Provider's Intellectual Property furnished pursuant to this Agreement shall not give rise to any fair-use exemption to continue using Service Provider's Intellectual Property without its license and permission.

G. Effect of Termination.

1. Upon the termination of this Agreement, Charter Holder shall surrender and return all of Service Provider's Intellectual Property, both originals and copies of the same, including electronic versions, to Service Provider in the form required by Service Provider. Charter Holder agrees to take all actions necessary to remove all building signage and modify the School's name, logos, and all other items so as not to utilize Service Provider's Intellectual Property no later than 30 days after termination of this Agreement. Charter Holder must not

retain any of Service Provider's Intellectual Property following the termination date of this Agreement. Charter Holder obligation to surrender, return, and remove of Service Provider's Intellectual Property, and each of the other obligations in this Section shall survive the termination of this Agreement. Service Provider and Charter Holder shall schedule a walk-through of the School property, including servers, computers, and other electronic storage devices, within 45 days after termination of this Agreement (but after the return of all of Service Provider's Intellectual Property) to ensure that the removals and modifications have been completed as required by this Agreement.

2. Notwithstanding the termination of this Agreement, if Service Provider determines that the removals and modifications have not been completed within the required time period, Charter Holder shall be subject to a monthly charge equal to 50% of the monthly Management Fee that would otherwise be due and payable if the Agreement were in full force and effect. Such charge shall continue to accrue each month until Service Provider's Intellectual Property has been returned and removed from the School and may be collected by Service Provider as liquidated damages in the event of the filing of any lawsuit or alternative dispute resolution procedures related to this provision of the Agreement.

XV. TERMINATION.

A. Without Cause. Either party may, in its sole discretion, terminate this Agreement without cause by providing the other party at least 180 days' advance written notice. The effective date of any termination under this Section shall be at the end of the next School year in order to not disrupt student learning.

B. No Appropriation of Funds. If the State legislature or any other source of public funding fails to appropriate funds for the operation of charter schools in North Carolina or reduces the amount of funding provided by the State legislature by 50% or more from the level of funding provided as of the Effective Date, this Agreement shall terminate on the last date that funds are appropriated for the operation of the School or as of the effective date on which funding is reduced, whichever is applicable.

C. Revocation of Charter School Contract. If the Charter School Contract is revoked by CSRB, this Agreement shall terminate on the date the Charter School Contract expires or on the date of revocation, as applicable.

D. Default.

1. If Charter Holder commits any breach or Charter Holder Default (as defined below), and such breach or Default remains uncured after the end of Charter Holder Cure Period, Service Provider may elect to immediately terminate the Agreement, which termination shall be effective as of the date specified in the written notice delivered to Charter Holder. A "Charter Holder Default" under this Agreement means: (i) any failure by Charter Holder to perform any obligation or duty required of Charter Holder by this Agreement, including the duty to make all required payments to Service Provider in a timely manner; (ii) the filing, by or against Charter Holder, of a petition to have Charter Holder adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law; or (iii) the threatened or actual

revocation or non-renewal of the Charter School Contract. If a Charter Holder Default occurs, Charter Holder shall have 90 calendar days after it becomes aware of the existence of the event underlying Charter Holder Default to cure (the “Charter Holder Cure Period”).

2. If Service Provider commits any breach or Service Provider Default (as defined below) on any rights or responsibilities owed pursuant to the terms of this Agreement, and such breach or Service Provider Default remains uncured after end of Service Provider Cure Period (defined below), Charter Holder may elect to waive Service Provider Default or terminate the Agreement, which termination shall be effective as of the date specified in the written notice delivered to Service Provider. A “Service Provider Default” under this Agreement means: (i) any failure by Service Provider to perform any obligation or duty required by this Agreement; (ii) the filing, by or against Service Provider, of a petition to have Service Provider adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law. If a Service Provider Default occurs, Service Provider shall have 90 calendar days after it becomes aware of the existence of the event underlying Service Provider Default to cure or make substantial progress towards curing, as determined by Charter Holder (the “Service Provider Cure Period”).

3. Any termination for default under this Section XV.D shall be affected by written notice of termination to the other Party. In the event that any Party files suit to challenge or enforce termination, and unless otherwise mutually agreed upon in writing by the Parties hereto, this Agreement shall remain in full force and effect until a final resolution via mediation, arbitration, settlement, or judgment in trial court is obtained.

XVI. INSURANCE. At all times during the Term, the Charter Holder shall obtain at least the amount of and types of insurance required by rules adopted by the NCDPI for charter schools to obtain.

XVII. FORCE MAJEURE. Neither Party shall be liable or responsible to the other Party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other Party), when and to the extent such failure or delay is caused by or results from the following force majeure events (“Force Majeure Events”): (a) acts of God; (b) flood, fire, earthquake, other natural disasters or catastrophes, or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (d) governmental order, action, or law; (e) national or regional emergency; (f) strikes, walkouts, labor stoppages or slowdowns, or other labor disturbances; (g) epidemics, pandemics, and quarantines; (h) restraints or delays impacting power, storage, or supplies; and (i) other similar events beyond the reasonable control of the Party impacted by the Force Majeure Event (the “Impacted Party”). The Impacted Party shall give timely notice to the other Party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized which may include locating and arranging substitute services if necessary. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable. In the event the Impacted Party’s failure or delay remains uncured for a period of 30 business days following written notice given by it under this Section, the other Party may terminate this Agreement upon 90 days’ written notice.

XVIII. MUTUAL NON-DISPARAGEMENT. Neither Party shall make or cause to be made any electronic, orally or written statements or communications to third parties that disparage, are inimical to, damage the reputation of, or which in any manner may interfere with the personal or business affairs or relations of the other Party. The Parties hereto understand and agree that this non-disparagement provision extends to any newspapers, television programs, magazines, blogs, tweets, postings or other communications on internet message boards or social media websites.

XIX. DISPUTE RESOLUTION. The Parties shall resolve any dispute, controversy or claim arising out of or relating to this Agreement (a “Dispute”) under the provisions of this Section.

A. Negotiation. A Party shall send written notice to the other Party of any Dispute. The Parties shall first make a good faith effort to resolve informally and cooperatively any Dispute in an equitable and fair-minded manner by negotiation and consultation between themselves, including not fewer than 3 negotiation sessions, at least 1 of which shall be attended in person by a member of Service Provider’s and Charter Holder’s executive leadership team. If the Parties are not able to resolve any Dispute within 60 days following the written notice of the Dispute, either Party may initiate mediation under Section B, below.

B. Mediation. The Parties may, at any time after the Dispute has been escalated to mediation, submit the Dispute to a mutually agreed upon mediator for mediation by providing to the mediator a joint, written request for mediation, setting forth the subject of the dispute and the relief requested. The Parties shall cooperate with one another in selecting a neutral mediator and in scheduling the mediation proceedings. The Parties covenant that they will use commercially reasonable efforts in participating in the mediation. The Parties agree that the mediator’s fees and expenses and the costs incidental to the mediation will be shared equally between the Parties. Each Party shall bear its own costs and attorneys’ fees incurred in mediation. The Parties further agree that all offers, promises, conduct, and statements, whether oral or written, made in the course of the mediation by any of the Parties, their agents, employees, experts, and attorneys, and by the mediator are confidential, privileged, and inadmissible for any purpose, including impeachment, in any litigation, arbitration or other proceeding involving the parties, provided that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the mediation.

C. Further Dispute Resolution. Following the exhaustion of the negotiations and mediation required above, any unresolved Dispute may be pursued by either Party by initiating a lawsuit, subject to Section XXV.

XX. AMENDMENTS. This Agreement may not be altered, amended, or modified in any way except by a written document that makes explicit reference to this Agreement that is signed and dated by the Parties.

XXI. NO THIRD-PARTY BENEFICIARY RIGHTS. This Agreement is not intended to create any rights of a third-party beneficiary, whether a constituent of Service Provider or otherwise.

XXII. ENTIRE AGREEMENT. This Agreement constitutes the full, entire and complete agreement between the Parties. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual, written consent of the Parties.

XXIII. WAIVER. No waiver or provision of this Agreement shall constitute a waiver of any other provision of the Agreement, nor shall a waiver constitute an ongoing waiver, unless otherwise expressly stated.

XXIV. SEVERABILITY. If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision of this Agreement and all such provisions shall remain in full force and effect.

XXV. GOVERNING LAW. The laws of the State of North Carolina shall govern this Agreement and any legal determination of rights, duties and remedies of the Parties arising from a dispute related to the Agreement. The courts located in Forsyth County, North Carolina shall have jurisdiction over any dispute arising out of this Agreement.

XXVI. ASSIGNMENT. Neither Party may assign this Agreement to a third party without the prior written consent from the other Party. Notwithstanding the foregoing, Service Provider may delegate the performance of, but not the responsibility for, specific portions of this Agreement to qualified third-party contractors, professional service providers, or experts, subject to Charter Holder's approval, which approval shall not be unreasonably withheld.

XXVII. SUCCESSORS. This Agreement shall inure to the benefit of the respective successors and assigns of Service Provider and Charter Holder.

XXVIII. INDEMNIFICATION. The indemnification obligations contained in this Section shall survive the termination of this Agreement.

A. Service Provider shall indemnify, defend, save and hold harmless Charter Holder and its directors, officers, employees, agents and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to Service Provider's own negligent or willful acts or omissions, Service Provider's breach of this Agreement, or Service Provider's operation of its business (to the extent the same does not arise from Charter Holder's operations).

B. Charter Holder shall indemnify, defend, save and hold harmless Service Provider and its directors, officers, employees, agents, and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to Charter Holder's own negligent or willful acts or omissions; Charter Holder's breach of this Agreement; or Charter Holder's operation of the School (to the extent the same does not arise from Service Provider's services).

XXIX. NOTICE. Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage

prepaid by United States mail, electronic mail), personal delivery, overnight express delivery, or facsimile transmission, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

If to Charter Holder:

Legacy Traditional School
[ADDRESS]
Attention: School Principal
Email: To School Principal's email address
Front of envelope and email subject line will be marked "URGENT, Open Immediately"

If to Service Provider:

Vertex Education, LLC
3125 S. Gilbert Road
Chandler, Arizona 85286
Attention: Aaron Hale
Telephone: 480-270-5438
Email: Aaron@vertexeducation.com

XXX. HEADINGS. The headings in this Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

XXXI. ADEQUATE CONSIDERATION. Each Party acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agrees that such consideration is fair, adequate, and substantial.

XXXII. NO COERCION. Each Party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the Parties are entering into this Agreement freely and without coercion by the other Party or non-party hereto.

XXXIII. COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

IN WITNESS WHEREOF, the Parties have executed this Charter School Management Agreement as of the Effective Date.

LEGACY TRADITIONAL SCHOOL, a North Carolina nonprofit corporation

By: _____

Name: _____

Title: _____

VERTEX EDUCATION, LLC, an Arizona limited liability company

By: _____

Name: _____

Title: _____

EXHIBIT A
START UP SERVICES

Service Provider has provided or will provide the following Start Up Services for Charter Holder:

- 1) Providing advice and performing such tasks as may be reasonably necessary for School to submit a charter application to CSRB or another authorized North Carolina charter sponsor and to enter into a Charter School Contract;
- 2) Setting up all necessary corporations and frameworks for the School's business operations;
- 3) Providing early marketing and communications services, including the oversight and creative design for the same, but excluding the actual expenses for the same, payment of which shall be the sole responsibility of the Charter Holder;
- 4) Providing services related to the School's initial student enrollment, including the setup, training and oversight of the enrollment process and systems, but excluding the labor and related costs for processing the School's enrollment, which shall be the sole responsibility of the Charter Holder;
- 5) Assisting in the hiring of all of Charter Holder's initial staff in accordance with the terms of this Agreement;
- 6) Ordering and coordinating for the installation of all IT, furniture, supplies, curriculum, and fixtures for the School, except that the labor and payment of material costs for the same shall be the sole responsibility of the Charter Holder;
- 7) Assisting the Board in developing and maintaining the Charter Holder's mission statement, developing specific strategies that support the mission statement, and designing and implementing practices that fulfill those strategies; and
- 8) Preparing and evaluating enrollment and financial forecasts for internal planning and decision-making and for external financing sources to fund any new school construction.

EXHIBIT B
SUBSTITUTE SERVICE PROVIDER STAFF MEMBER FEE RATES

Charter Holder shall pay the following fees for any substitute staff members provided and paid directly by Service Provider pursuant to Section IV.C.8 of the Agreement:

- Key Administrative Staff Member (as defined in the Agreement): \$500 per day for each substitute.
- Subject matter expert support Staff Member: \$250 per day for each substitute.
- Any Charter Holder employee, other than a Key Administrative Staff Member or subject matter expert support Staff Member: \$25/hour for each substitute.

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

Yes

Yes

Yes

Yes

Yes

Yes

Total Est Premium: \$58,000



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Why The Hanover?

- A Fortune 1000® company with over 160 years in business, we are one of the largest property and casualty insurers in the United States.
- We are a rock-solid insurance company with financial strength and stability you can count on
- Our broad range of innovative coverage solutions enable us to provide customers with superior industry-specific solutions
- Our experienced Underwriters, Risk Solutions Specialists, and Claims Professionals are in sync with the unique needs of local markets
 - Our unique loss control programs and highly experienced subject matter experts help clients reduce risks
 - Should a loss occur, our 24/7 claims service is available to help ensure claims are turned around quickly, accurately, and fairly. To report a claim, call us at 800-628-0250 or complete the appropriate web form at www.hanover.com/claims.html
- We've selected best-in-class agents to help ensure our customers get the right product at the right price with excellent customer service

RATINGS

FINANCIAL STRENGTH RATINGS

	A.M. Best	Standard & Poor's	Moody's
The Hanover Insurance Company	A	A	A3
Citizens Insurance Company	A	A	
AIX Specialty Insurance Company	A		
Nova Casualty Company	A		
Professionals Direct Insurance Company	A		
Verlan Fire Insurance Company	A		

(as of January 30, 2015)

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Why The Hanover for Educational Institutions?

At The Hanover, we're proud to offer expert coverage and services from education experts. Our Education Advantage solution helps to protect against the risks faced by educational institutions. The Hanover can offer the following coverages and services as a part of a total account insurance solution. Unlock the Hanover Advantage:

- Selection of base Property Broadening Endorsements – Bronze, Silver, Gold, Platinum – that add or enhance over 65 separate coverages, including: Personal Effects of Students, Paved Surfaces, Pollutant Cleanup and Removal, Fund raiser Business Income, Property Off Premises, and more
- Educational Institutions Property Broadening Endorsement provides industry-specific coverages, including: Emergency Evacuation Expense, Fundraiser Business Income, Personal Effects of Students, and more
- Data Breach Coverage provides for a timely, orderly, and effective response to the unauthorized acquisition of private personal data that has been entrusted to an Insured, mitigating or avoiding possible damages to the Insured's business, its reputation, and its customers' security
- Emergency Event Management Coverage provides broad protection against actual or attempted violent attacks, certain covered illnesses, specified felonies and other emergency incidents that result in adverse regional or national news coverage of the Insured's business
- General Liability Coverage Endorsements, including: Broadcast and Publication Liability; Professional Services Liability for School Nurses, Psychologists, Therapists, Counselors and Athletic Trainers; Pollution Liability for Classroom Pollution Events; Defense Cost Reimbursement for Innocent Employees who are Charged with Criminal Offenses
- Sexual Misconduct and Sexual Molestation Liability Coverage Endorsement provides bodily injury coverage for acts of multiple, continuous, or repeated acts of sexual misconduct or sexual molestation by one person or two or more persons acting together
- School and Educators Legal Liability (E&O) offers protection from damages the institution is legally obligated to pay because of wrongful acts, misstatements, errors and omissions, or breach of duty; optional forms modify coverage to provide Non Monetary Relief Defense and Consent to Settle provision
- Law Enforcement Professional Liability Coverage covers false arrest, false imprisonment, wrongful entry, and law enforcement wrongful acts and provides for payment of damages on behalf of the educational institution
- Designed by industry experts, the Hanover Risk Solutions E-Learning Series includes a suite of distinctive e-learning courses, available at no additional cost to policyholders, on a variety of topics relevant to educational institutions, including bullying prevention, mandated reporter responsibilities and more



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Premium Summary

Effective Date: 07/01/2026 Expiration Date: 07/01/2027

COVERAGE	PREMIUM	INSURANCE COMPANY
Package (including taxes/surcharges)	\$,	The Hanover American Insurance Company
Property	Included	The Hanover American Insurance Company
General Liability	Included	The Hanover American Insurance Company
Inland Marine	Included	The Hanover American Insurance Company
Umbrella	\$5,	The Hanover Insurance Company
Total Estimated Premium	\$,	

Additional Named Insureds

NAMES INSURED - CONTINUED

Location Schedule

LOCATION	BUILDING	ADDRESS	STATE	ZIP CODE
1	1	TBD	North Carolina	NC 27103

Please Note:

- This account has been quoted based on information you furnished or information available to us.
- All coverages included in this commercial insurance proposal are optional. Whether or not this quote is for more than one line of insurance, it must be accepted or rejected by the recipient in its entirety. Any change to the quote would require resubmission.
- This proposal is open for consideration for 30 days or until July 01, 2024, whichever is sooner.
- All quotes and rates/pricing are subject to change if exposures change at the time of issuance.

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Property Coverages

Blanket Limits of Insurance

COVERAGE	BLANKET LIMIT	BLANKET COINSURANCE %
Building	\$, ,	
Business Personal Property	\$1, 00,000	
Business Income	\$2,000,000	

Policy-Level Deductibles and Valuation

ALL PERILS/THEFT DEDUCTIBLE	WIND/HALL FLAT DEDUCTIBLE	BUSINESS INCOME WAITING PERIOD	VALUATION
\$,	\$,	72 hours	Agreed Amount

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Property Coverages

Gold Property Broadening Endorsement 411-0793

COVERAGE	LIMITS	COVERAGE	LIMITS
Backup of Sewer, Drain or Sump	Included	Inventory & Loss Appraisal	\$250,000
Brands & Labels	Included	Key Replacement & Lock Repair	\$20,000
Broadened Building Coverage	Included	Leasehold Interest	\$150,000
Broadened Business Personal Property Coverage	Included	Lessor's Tenant Move Expenses	\$50,000
BI/EE - Dependent Properties	\$150,000	Marring & Scratchin	Included
Business Income and Extra Expense - Lease Cancellation	\$50,000	Money & Securities	\$50,000
Business Income and Extra Expense - Transit	\$75,000	Money Orders & Counterfeit Money	\$50,000
Business Personal Property in Storage Units	\$25,000	Newly Acquired/Constructed Property - Building	\$2,000,000
		Newly Acquired/Constructed - Business Personal Property	\$1,000,000
Business Personal Property in Transit	\$100,000	Newly Acquired Locations - BI/EE	\$250,000
Business Personal Property Off Premises	\$250,000	Non-Owned Detached Trailers	\$25,000
Catastrophe Allowance	\$50,000	Ordinance or Law - Coverage A	Included
		Ordinance or Law - Coverage B and C	\$500,000
Computer and Funds Transfer Fraud	\$100,000	Pollutant Clean-Up and Removal	\$100,000
Consequential Loss to Stock	Included	Preservation of Property	90 days
Contract Penalties	\$50,000	Preservation of Property - Expense	\$50,000
Debris Removal	\$250,000	Prototypes	Included
Denial of Access to Premises	30 days; 72 hour waiting period	Rewards	75,000
E-Commerce	\$50,000	Sales Representative Samples	\$25,000
Electronic Data Processing Equipment	Included	Soft Costs	\$25,000
Employee Theft including ERISA Compliance	\$250,000	Temporary Relocation of Property	\$100,000
Employee Tools and Work Clothing	\$25,000	Theft Damage to Building	Included
Expediting Expense	\$50,000	Undamaged Tenants Improvements & Betterments	\$50,000
Extended Business Income	180 days	Underground Water Seepage	\$50,000
Extended Coverage on Property — w/in 2,000 feet	Included	Unintentional Property Reporting Errors	\$500,000
Extra Expense	\$300,000	Unnamed Locations Premises	\$150,000
Fire Protection Equipment Recharge	Included	Utility Services – Direct Damage	\$100,000
		Utility Services – Business Income	\$100,000
Food Contamination – Additional Advertising Expense	\$25,000 \$3,000	Voluntary Parting	\$50,000
Forgery or Alteration	\$100,000	Water Damage, Other Liquids, Powder or Molten Material Damage	\$50,000
Foundations & Underground Pipes	Included	Windblown Debris	\$10,000
International Air Shipments	\$50,000	Worldwide Business Personal Property Off Premises	\$75,000

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Property Coverages

Coverages Included within a \$500,000 Blanket Limit of Insurance:

Accounts Receivable, Deferred Payments, Fine Arts, Fire Department Service Charge, Movement of Property, Outdoor Property, Personal Effects & Property of Others, Research & Development Documentation, Valuable Papers & Records

Educational Institutions Property Broadening Endorsement 411-0812

This endorsement provides Industry specific coverage options and is offered in combination with the Bronze, Silver, Gold, or Platinum Broadening Endorsements.

COVERAGE	LIMITS	COVERAGE	LIMITS
Automated External Defibrillators	\$5,000	Paved Surfaces	\$100,000
Business Income and Extra Expense - Fundraising Event	\$50,000	Personal Effects of Students	\$100,000
Broadened Building Coverage	Included	Real Property of Others Required by Contract	\$5,000
Emergency Evacuation Expense	\$25,000	Special Settlement Provisions - Agreed Value Coverage (Losses <\$25,000) - Replacement Cost – Lease Personal Property	Included Included
Glass Showcases	\$2,500	Spoilage – On Premises Spoilage – In Transit	\$25,000 \$5,000

Data Breach Coverage Form 411-0669 with Arizona Changes - Data Breach Coverage Form 411-0933

This coverage form provides a number of valuable services and first-party expense coverages for covered loss, theft, accidental release or accidental publication of private personal data.

SCHEDULE	LIMITS
Data Breach Coverage Aggregate Limit of Insurance	\$100,000
Data Breach Expense Coverages Aggregate Sublimit of Insurance	\$100,000
Additional Expense Coverages Aggregate Sublimit of Insurance	\$100,000
Data Breach Coverage Deductible	\$5,000
Cyber Business Interruption Waiting Period Deductible	24 Hours

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Property Coverages

Emergency Event Management 411-0610

This coverage endorsement provides valuable protection if the insured is affected by an actual or attempted violent act, outbreak of a specified illness, specified felonies and other incidents as outlined in the form. There are three coverage limits as outlined below.

COVERAGE	LIMIT OF INSURANCE	WAITING PERIOD
Emergency Event Communication Expense	\$100,000	n/a
Emergency Event Business Income and Extra Expense	\$100,000	BI – follows the BI/EE form EE – n/a
Post Emergency Event Expense – Per Person Limit	\$10,000	n/a
Aggregate Limit	\$100,000	

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Property Coverages

Equipment Breakdown Coverage 451-0038

Equipment Breakdown provides coverage that is excluded under the standard property policy. It covers the sudden and accidental, physical damage to equipment that requires its repair or replacement. Our coverage goes beyond the traditional equipment breakdown coverage. It includes coverages designed to address today’s modern equipment risks:

- Microelectronics Coverage
- Cloud Computing Service Interruption
- Service Interruption Data Restoration
- Off Premises Business Income, Extra Expense and Data Restoration
- Public Relations

COVERAGE	LIMITS
Equipment Breakdown Limit	Follows Building & Personal Property Limit
Business Income	Follows Business Income Limit
Extra Expense	Included
Data Restoration	\$100,000
Expediting Expenses	\$100,000
Fungus, Wet Rot, Dry Rot and Bacteria	\$15,000
Hazardous Substances	\$100,000
Public Relations	\$5,000 included when there is a Business Income loss
Scientific Animals	\$0
Service Interruption	Included in BI, EE and/or Spoilage Limit
Spoilage	\$100,000

COVERAGE	DEDUCTIBLES
Direct Coverages	\$,
Indirect Coverages	72 hours
Spoilage	\$2,500

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General Liability Coverages

Limits of Insurance

COVERAGE	LIMIT
Each Occurrence	\$1,000,000
Products — Completed Operations Aggregate	\$3,000,000
General Aggregate	\$3,000,000
Personal & Advertising Injury	\$1,000,000
Damage To Premises Rented to You	\$100,000
Medical Payments — any one person	\$15,000

Classifications by Location

LOCATION	CLASS CODE	DESCRIPTION	EXPOSURE	PREMIUM BASIS
1	47471	Schools public elementary,	1000	Each student
1	47469	Schools faculty liability for corporal	94	Faculty members
1	46671	Parks or playgrounds	1	Each Playground

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General Liability Coverages

Educational Institution Commercial General Liability Broadening Endorsements

CGL BROADENING ENDORSEMENT 421-2915		CGL ENHANCEMENT ENDORSEMENT - EDUCATIONAL INSTITUTIONS 421-2925	
COVERAGE	LIMIT	COVERAGE	LIMIT
Additional Insured by Contract, Agreement or Permit	Included	Additional Insured — Broad Form Vendors	Included
Additional Insured – Primary and Non -Contributory	Included	Additional Insured — Board Members, Trustees, Student Teachers, Safety Patrol and Approved Groups	Included
Blanket Waiver of Subrogation	Included	Aggregate Limit Per Location	Included
Bodily Injury Redefined	Included	Aircraft, Auto or Watercraft Amendments	Included
Broad Form Property Damage — Borrowed Equipment, Customers Goods & Use of Elevators	Included	Broad Form Named Insured	Included
Knowledge of Occurrence	Included	Broadcasting & Publication – Personal and Advertising Injury	Included
Liberalization Clause	Included	Clinic or Hospital Exclusion	Included
Medical Payments – Extended Reporting Period	Included	Medical Payments – Student Exclusion	Included
Newly Acquired or Formed Organizations — Covered until end of policy period	Included	Mobile Equipment Redefined	Included
Non-Owned Watercraft	51 feet	Personal Injury — Broad Form	Included
Supplementary Payments Increased Limits – Bail Bonds – Loss of Earnings per day	\$2,500 \$1,000	Personal Injury – Televised or Videotaped Publication	Included
Unintentional Failure to Disclose Hazards	Included	Property Damage Legal Liability – Broad Form – Fire, Lightning, Explosion, Smoke and Leakage from Fire Protection Systems Damage Limit	\$1,000,000
Unintentional Failure to Notify	Included	Who Is An Insured Extension – Co-employees and Volunteer Workers	Included

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General Liability Coverages

School and Educators Legal Liability Coverage Part

This coverage part provides coverage against claims for the directors and officers of the governing body of the educational institution, employees, substitute teachers, volunteer workers and student teachers for “wrongful acts” while acting in their capacity as such. Coverage is also provided for the insured entity. Coverage is provided on a claims-made basis. Additional exclusions, conditions and definitions apply as outlined in the form.

COVERAGES	EACH CLAIM LIMIT	AGGREGATE LIMIT	DEDUCTIBLE AMOUNT	DEDUCTIBLE TYPE	RETROACTIVE DATES
School and Educators Legal Liability (Claims-Made) 421-0353 with Arizona Changes (421-3987)	\$1,000,000	\$3,000,000	\$10,000	Loss and Defense Expense	Coverage A – Educators Liability 07/01/20 6 Coverage B – Directors & Officers Liability 07/01/20 6

ENDORSEMENTS APPLICABLE TO SCHOOL AND EDUCATORS LEGAL LIABILITY COVERAGE PART

COVERAGE	LIMIT
Non-Monetary Relief Defense Coverage 421-0360	\$300,000

Mandatory: School and Educators Legal Liability Coverage Form Declarations 421-0357; Exclusion - Recording and Distribution of Material or Information in Violation of Law 421-1705

Optional: Breach of Contract Amended Defense 421-3710; Deletion of Insurance Exclusion 421-1708; Exclusion – Accreditation 421-3684; Exclusion – Charter Schools 421-3683; Exclusion – Directors and Officers Liability 421-3686; Exclusion – Radiation 421-1706; Limited Consent to Settle Endorsement 421-0345; Other Insurance – Primary and Non-Contributory – Additional Insured 421-2399; Punitive Damages Endorsement – School and Educators Legal Liability 421-1701; Vicarious Punitive Damages Only – School and Educators Legal Liability 421-3690

Educational Institution Employment Practices Liability Endorsement

This endorsement amends the School and Educators Legal Liability Coverage Part to provide employment practices liability coverage on a claims-made basis. The Employment Practices Aggregate Limit is separate from and in addition to the School and Educators Legal Liability Aggregate Limit.

COVERAGE	"CLAIM" LIMIT	AGGREGATE LIMIT	DEDUCTIBLE AMOUNT	DEDUCTIBLE TYPE	RETROACTIVE DATE
Educational Institution Employment Practices Liability With Third Party Coverage Endorsement (Defense Outside Limits) 421-1719	\$1,000,000	\$3,000,000	\$10,000	Loss and Defense Expense	07/01/20 6

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General Liability Coverages

Incidental Professional Liability Coverage for Educational Institutions Endorsement

This endorsement provides bodily injury coverage for “covered incidental professional services” provided to your employees or students and incidental to the operations of your educational institution. This includes nursing, psychological, psychometric, guidance counseling, athletic training, speech, hearing, occupational or physical therapy services. Coverage applies to the insured and employees of the insured who perform these services. Additional exclusions, conditions and definitions apply as outlined in the form.

COVERAGE	LIMIT
Incidental Professional Liability Coverage for Educational Institutions Endorsement - Occurrence form 421-1744	Included

Sexual Misconduct or Sexual Molestation Liability

This endorsement provides coverage for the insured arising from a sexual act of misconduct or molestation injury. Additional exclusions, conditions and definitions apply as outlined in the form. Limits provided are separate and not included in the GL limits.

COVERAGE	LIMIT	
	EACH INCIDENT	AGGREGATE
Sexual Misconduct or Sexual Molestation Liability (Occurrence Separate Aggregate) 421-0334	\$1,000,000	\$3,000,000

COVERAGE	LIMIT
Innocent Party Defense Endorsement 421-0343	\$300,000

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General Liability Coverages

Cyber Liability Coverage Part 850-0001

This Coverage Part provides two important third- party liability coverages on a claims-made basis. Each coverage is subject to a separate Limit of Liability and Deductible and a Maximum Aggregate Limit of Liability. Defense expenses are paid within the limits of liability.

The Cyber Liability Coverage Part includes coverage for the following:

Privacy and Security Liability

This coverage is always included:

Privacy Breach (failure to protect personal identifiable information)

- Failure to protect private personal data
- Negligent disclosure of a breach event in connection with a claim
- Negligent violation of any federal, state, foreign or local privacy legislation in connection with a claim

Security Breach (failure to protect systems)

- The failure or violation of the security of the insured’s system
- Theft or loss of hardware or media controlled by or on behalf of an insured
- Failure to disclose a type of event listed above which violates any breach notice law

Cyber Media Liability

Liability for infringements related to electronic media

Optional if Cyber Liability Coverage is selected

- Infringement of a collective mark, service mark, service name, trademark, trade dress, etc.
- Plagiarism or unauthorized use of protected literary or artistic work
- Invasion or interference with right of publicity
- Defamation, libel, slander, etc. which results from an insured entity’s cyber content.

The Cyber Liability Coverage Part provides an automatic extended reporting period of 60 days at no charge. Optional Extended reporting periods of 1, 2 or 3 years may be purchased by the insured when the coverage is cancelled or non-renewed. Rules regarding ERPs vary by jurisdiction.

COVERAGE	LIMIT
Privacy and Security Liability	\$100,000
Privacy and Security Liability Deductible	\$5,000
Cyber Media Liability	\$100,000
Cyber Media Liability Deductible	\$5,000
Maximum Aggregate Limit of Liability	\$100,000
Retroactive Date	07/01/2026

Employee Benefits Liability — Claims Made

EACH EMPLOYEE	AGGREGATE	DEDUCTIBLE PER EMPLOYEE	RETROACTIVE DATE
\$1,000,000	\$3,000,000	\$1,000	07/01/2026

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General Liability Coverages

Additional Supplementary Payments Endorsement 421-1748

COVERAGE	LIMIT
Identity Theft Expense	\$5,000
Terrorism Travel Expense	\$5,000
Emergency Real Estate Consulting Fee	\$5,000
Insured's Work Material Expenses	\$1,000
Kidnapping Expenses	\$50,000

Innocent Employee Defense Coverage Endorsement 421-1377

COVERAGE	LIMIT
This coverage endorsement may reimburse the insured for the sums that they voluntarily pay to an employee for the reasonable and necessary defense costs incurred by that employee to defend against criminal charges arising out of their employment. Charges must be dismissed with prejudice or the employee be found not guilty of all criminal charges by a court of law.	\$25,000 per policy period

Limited Key Employee Replacement Expense Endorsement 421-1738

This endorsement provides reimbursement for the expense of replacing the key employee position(s) scheduled on the endorsement due to the employee's sudden and accidental death or permanent disability.

COVERAGE	LIMIT
Key Employee Positions:	
Per Key Employee Loss	\$50,000
Aggregate Key Employee Loss	\$50,000

Inland Marine Coverages

Inland Marine

COVERAGE	FORMS	LIMIT	DEDUCTIBLE
Contractors' Equipment	IM7004; IM7009	\$25,000	\$500

Educational Institution Miscellaneous Property Coverage Form 441-0243

This coverage endorsement provides valuable protection for the special types of property that schools have on or off their premises

COVERAGE	LIMIT
School Band Uniforms, Choir Robes, Similar and Related Property	\$50,000
School Athletic Equipment, Uniforms, Similar and Related Equipment and Accessories	\$50,000
School Musical Instruments, Similar and Related Equipment and Accessories	\$50,000
School Cameras, Projection Machines, Films, Similar and Related Equipment and Accessories	\$50,000
Dwellings Under Construction by Vocational Shop Classes	\$100,000
Scheduled Covered Property – Description:	
The Deductible amount is \$500 unless otherwise stated	
Agreed Value – applicable to Scheduled Covered Property as described here.	

Umbrella Coverages

Umbrella

COVERAGE	LIMIT
Limits of Liability — Each Occurrence or Each Claim	\$3,000,000
Limits of Liability — General Aggregate	\$3,000,000
Retained Limit	\$0
Follow Form General Liability Coverage when Scheduled on 475-0003	Included
Follow Form Employee Benefits Liability Coverage when Scheduled on 475-0003	Included
Follow Form Automobile Liability Coverage when Scheduled on 475-0003	Included
Follow Form Employers Liability Coverage(with approved carrier) when Scheduled on 475-0003	Included
Follow Form Sexual Misconduct or Sexual Molestation Liability when Scheduled on 475-0003	Included
Follow Form Incidental Professional Liability Coverage for Schools when included in underlying coverage	Included
Follow Form School and Educators Legal Liability when Scheduled on 475-0003	Included
Follow Form Employment Practices Liability when Scheduled on 475-0003	Included

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Direct Bill—Billing Options

Register on MyHanoverPolicy

- Login to www.myhanoverpolicy.com for easy access to view and pay your bills
- Save bank account or card information for future use
- View bill images
- Sign up to receive e-mail alerts
- View payment history, including pending payments
- Sign up for recurring payments (EFT) deducted from your checking or savings account
 - Manage bank account information and withdrawal date online
 - Choose any day between 1st and 28th
 - No installment fees

Additional Billing Options

Pay Online

One-time payment options include Visa, MasterCard, Discover, debit card or checking account.

Pay by Phone: 800-573-1187

Make a payment 24 hours a day with your Visa, MasterCard, Discover, debit card or checking account.

Write a Check

If you prefer, The Hanover can send you paper bills via U.S. mail. When paying your bill by check, please allow sufficient time for mailing.

Important Information

- Payments made by phone or online by 6:00 pm (EST) are applied the same day
- Payments made after 6:00 pm (EST) will be posted the following business day

Set Up Hanover EZPay for Workers' Compensation Customers

Hanover EZPay is an innovative, pay-as-you-go solution for Workers' Comp, where premiums are based on actual payroll figures generated in real time. The Hanover's approach of using real time data in Workers' Comp billing allows you to pay what they actually owe. This means you can relax and manage cash flow more effectively.

Learn More

We offer a wide variety of payment plans to meet your client's individual needs. To access additional details, go to www.hanover.com/billing or call us at 800-922-8427.

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Electronic Funds Transfer Authorization Form

A Few Minutes Can Save You Money

EFT eliminates direct bill service fees, check fees and postage! Fill out the information below to start paying your bill by EFT. Or go to MyHanoverPolicy on hanover.com to enroll and manage your EFT account. It only takes a few minutes and could save you a lot.

Bank Account Holder Name and Address

First Name: _____ Last Name: _____ Suffix: _____

OR

Company Name: _____

Email Address: _____ Phone #: _____

Address Line 1: _____

Address Line 2: _____

City, State, ZIP: _____

Bank Account Information (Select one)

The information provided will be used by Hanover or Citizens for processing your payment and will be kept confidential.

Bank Name: _____

Personal Account – Checking Personal Account – Savings Business Account – Checking Business Account – Savings

ABA/ACH Routing Number: _____

Checking or Savings Account Number: _____

Payment Plan*: Full Pay 2 Pay** 3 Pay*** 4 Pay
 10 Pay (for 12 Month Policies only) Monthly

*If no payment plan is indicated, your policy will be defaulted to a Monthly payment plan.

**Available in all states except MA & RI.

***Available in all states except MA & RI. (Personal Lines only)



Withdrawal Date: (select a day between the 1st and 28th) _____

Write the policy numbers of the policies you wish to enroll in the EFT program in the spaces below:

Policy #1: _____ Policy #2: _____ Policy #3: _____ Policy #4: _____

Item	Amount	Amount	Amount	Amount	Amount	Amount	Amount
Auto Policy #11 1234567	\$1,234.56	\$246.91	\$246.91	\$246.91	\$0.00	\$246.91	\$246.91
Home Policy #12 2345678	\$1,567.89	\$313.58	\$0.00	\$1,254.31	\$0.00	\$313.58	\$313.58
Commercial Policy #13 3456789	\$2,345.67	\$469.13	\$469.13	\$469.13	\$0.00	\$469.13	\$469.13
TOTAL	\$5,148.12	\$1,029.62	\$716.04	\$1,718.35	\$0.00	\$1,029.62	\$1,029.62

Deduction Authorization

By signing below, you are enrolling in The Hanover Insurance Company ("Hanover") and Citizens Insurance Company of America ("Citizens") Electronic Funds Transfer ("EFT") Payment Program to pay your insurance premium. You authorize the Hanover or Citizens, as applicable, to initiate withdrawals from the bank account provided above to pay the premiums for the indicated policy(ies) and any renewals thereof. The enrollment will become effective when you receive written confirmation from your insuring Hanover or Citizens company. Any overpayment or refunds of the paid premiums may be returned to the bank account. This authorization will remain in effect until your insuring Hanover or Citizens company and your bank receives a written notice of termination from you and a reasonable time to cancel your enrollment. The information provided in this form will be used by The Hanover or Citizens to process your premium payment and will be kept confidential. We may also use the email address provided to communicate with you periodically about your policy or other Hanover offerings and services. If you fail to provide a date for your EFT withdrawal, you agree for the payment to be made on the 10th of the month in which it's due. Please note all payments returned for insufficient funds or closed account will be assessed a fee. If your EFT payment is dishonored by your bank due to lack of funds or for any other reason, we may terminate your EFT enrollment. Any amount you owe shall not be waived by termination of your EFT enrollment. Implementing your EFT request may take up to 30 days. Please continue to make scheduled direct bill payments to avoid an interruption in coverage until you receive a written notice of EFT enrollment confirmation in the mail.

Account holder's signature _____ Date _____

Mail to: The Hanover Insurance Company
 PO Box 15083
 Worcester, MA 01653-0083
 Email: hanovereft@hanover.com Fax number: _____ 508-926-5438

**If this fax or email has been received in error, please forward it to 508-926-5438
 or email it to hanovereft@hanover.com and destroy all copies**

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Direct Bill—Commercial Lines

Arizona

12 Month Policies

PAYMENT OPTIONS	NEW BUSINESS	RENEWAL BUSINESS	BILLING FEES
Full Payment	Full Payment: <ul style="list-style-type: none"> 100% down payment 	Full Payment: <ul style="list-style-type: none"> One installment 	Late—\$25 NSF—\$25
Two Payments	Two Installments: <ul style="list-style-type: none"> 50% down payment One installment is due at a 6 month interval 	Two Installments: <ul style="list-style-type: none"> Two equal installments due at a 6 month interval 	Late—\$25 Invoice—\$6 NSF—\$25
Four Payments	Four Installments: <ul style="list-style-type: none"> 25% down payment Three equal installments due at quarterly intervals 	Four Installments: <ul style="list-style-type: none"> Four equal installments due at quarterly intervals 	Late—\$25 Invoice—\$6 NSF—\$25
Ten Payments	Ten Installments: <ul style="list-style-type: none"> 20% down payment Nine equal installments due at monthly intervals 	Ten Installments: <ul style="list-style-type: none"> Ten equal installments due at monthly intervals 	Late—\$25 Invoice—\$6 NSF—\$25
Monthly EFT Only	Twelve Installments: <ul style="list-style-type: none"> One month down payment Eleven equal installments due at monthly intervals 	Twelve Installments: <ul style="list-style-type: none"> Twelve equal installments due at monthly intervals 	Late—\$25 NSF—\$25
Pay As You Go (Hanover EZPay)	Hanover EZ Pay allows businesses to pay their Workers' Compensation premium in real-time as they run their payroll. <ul style="list-style-type: none"> No down payment required Automatic premium withdrawals with frequency determined by payroll cycle <i>Payroll vendor may charge an additional fee for reporting on insured's behalf</i>		NSF—\$25

**Workers Compensation Exceptions: Two Payment Plan requires a 60% down payment; Four Payment Plan requires a 30% down payment; Ten Payment Plan and Monthly EFT is not available*

This material is provided for informational purposes only and does not provide any coverage.

Payment Methods Available in Arizona

PAYMENT OPTION	PAYMENT METHOD	DETAILS
Online	Checking, Debit Card, and Credit Card*	hanover.com **
Phone	Checking, Debit Card, and Credit Card*	1-800-573-1187
Automatic (EFT)	Checking and Savings	hanover.com EFT Authorization Form
Online Banking	Checking and Savings	Customer's Bank Site
Mail	Check or Money Order	The Hanover Insurance Group PO Box 850045 Charlotte, NC 28258-0045

* MasterCard, Visa, and Discover accepted.

** Register at hanover.com for email alerts, My Wallet, and more!

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THIS NOTICE IS PROVIDED IN RESPONSE TO THE DISCLOSURE REQUIREMENTS OF THE TERRORISM RISK INSURANCE ACT. THIS NOTICE DOES NOT GRANT COVERAGE OR CHANGE THE TERMS AND CONDITIONS OF COVERAGE UNDER THE POLICY. IF THERE IS A CONFLICT BETWEEN THIS NOTICE AND THE POLICY, THE PROVISIONS OF THE POLICY SHALL APPLY.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

SCHEDULE	
Disclosure of Premium:	
Total Terrorism Premium	\$309
Fire Following Premium	
Other than Fire Following Premium	\$309

Disclosure of Terrorism Coverage Available

You are hereby notified that under the Terrorism Risk Insurance Act, as amended, you have a right to purchase insurance coverage for losses resulting from "acts of terrorism" defined in Section 102(1) of the Act as follows:

Any act or acts that are certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security and the Attorney General of the United States, to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

The premium charged for this coverage is provided in the Schedule above and does not include any charges for the portion of loss that may be covered by the Federal Government as described below.

Your policy may contain other exclusions which could affect your coverage, such as an exclusion for Nuclear Events or Pollution. **Please read your policy carefully.**

Note for Commercial Property or Commercial Inland Marine Policyholders in Standard Fire States:

In your state, a terrorism exclusion makes an exception for (and therefore provides coverage for) fire losses resulting from an act of terrorism. If you reject the offer of terrorism coverage, therefore, that rejection does not apply to fire losses resulting from an act of terrorism. Coverage for such fire losses will be provided in your policy. The additional premium just for such fire coverage is shown in the Schedule above.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States government through the Department of the Treasury may pay a share of terrorism losses insured under the federal program under a formula set forth in the Act. Under this formula, the United States government generally reimburses the following percentage of covered terrorism loss which exceeds the statutorily established deductible paid by the insurance company providing the coverage: 85% through 2015; 84% beginning on January 1, 2016; 83% beginning on January 1, 2017; 82% beginning on January 1, 2018; 81% beginning on January 1, 2019; and 80% beginning on January 1, 2020.

Cap on Insurer Participation in Payment of Terrorism Losses

The Act contains a \$100 billion cap that limits the reimbursement by the United States government as well as insurers' liability for losses resulting from certified acts of terrorism. If the aggregate of insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year and we have met our insurer deductible under the Act, we will not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion. In such case, insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

Rejection of Terrorism Insurance Coverage

I decline to purchase terrorism coverage for certified acts of terrorism. I understand that I will have no coverage for losses resulting from certified acts of terrorism.

Applicant/Policyholder Signature

Insurance Company

Print Name

Quote or Policy Number

Date



226 Westinghouse Blvd., Ste. 302, Charlotte, NC 28273
(704) 504-0928 Fax: (704) 504-0931 www.employmentscreeninginc.com

PERSONAL INFORMATION RELEASE FORM

Company

Singletary DAVID BRYANT
Last Name First Name Middle Name

n/a MALE / CAUCASIAN
Maiden Name / Other Names / Aliases Sex / Race

State: NC Phone #: 336-462-9488

Please list any additional addresses residences in the last 7 years (most current first).

City State Zip Code

I, David Bryant Singletary, hereby authorize Employment Screening, Inc., and all their associated agencies, partners, or other entities (hereafter referred to as ESI) to secure any and all personal information from any source of record that they deem necessary in order to perform a background check on me that could possibly include a drug test, motor vehicle report, credit check and/or employment/ education verification. I further authorize ESI to release said information to any person and/or company with which this form has been filed, including their agents, and release all of the aforementioned companies, agents, and entities from any and all legal liability for collecting, furnishing or otherwise reporting the personal background information of the applicant/employee/candidate above.

[Signature]
Applicant / Employee / Candidate Signature

4-11-2024
Date

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

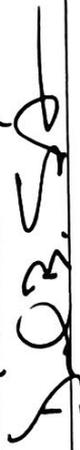
- 1) Background check **must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check **must include any additional aliases that have been used by the individual.**
- 3) Background check **must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check **must include a completed nationwide check.**

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, **DAVID BRYANT SINGLETARY**, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4-11-2023

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, MEUSSA MCCARTNEY, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Me. McCartney Date 4.14.24

I, MEUSSA MCCARTNEY, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature Me. McCartney Date 4.14.24



Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, RYAN QUINN, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Ry. Quinn Date 04/10/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. *Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, April M Broadway, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature APB Date 04/16/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	Legacy Traditional Schools – North Carolina (LTS-NC)

Board Member's Information	
Board Members	Full name: Ryan Quinn
	Home Address: 735 Garden District Drive, Charlotte, NC 28202
	Business Name & Address: U.S. Bancorp, 201 S Tryon St, Charlotte, NC 28202
	Telephone No.: 585-217-7165

	E-mail address: ryankquinn@gmail.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	AS Liberal Arts – Monroe Community College (Rochester, NY) BS Biology / BA Psychology – SUNY Geneseo (Geneseo, NY) MBA – Simon School at University of Rochester (Rochester, NY) EdD – Franklin University (Columbus, OH) – <i>expected 2026</i>
Employment History	M&T Bank (2013-2015) KPMG (2015-2022) Bank of America (2022-2023) U.S. Bancorp (2023-present) <i>(Last 10 years – additional available on request)</i>
How were you recruited to join this Board of Directors?	Passionate about education and business. Approached for my experience in finance, personal finance, education, non-profits, Boards, and empowering youth.
Why do you wish to serve on the board of the proposed charter school?	Accountability. Provide exceptional, adaptable education to students as prescribed by North Carolina. Together we can lift our community up through proper education.

How were you recruited to join this Board of Directors?	<i>Duplicate question. Please see previous.</i>
Why do you wish to serve on the board of the proposed charter school?	<i>Duplicate question. Please see previous.</i>
What is your understanding of the appropriate role of a public charter school board member?	Hold school members accountable for success, ensure appropriate growth/strategy, and financial adequacy.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	Have served as CEO/CFO/COO/President for multiple business small businesses. Have served, and currently serve, on both non-profit and for-profit boards for organizations. Organizations include technology, consumer goods, real estate, and sports.
Describe the specific knowledge and experience that you would bring to the board.	I am a finance professional and have dedicated my work life to this specialty. Finance management, and strategy, is an incredibly important part to any well-run organization. In addition, I bring a level-headed approach and varied experience related to organizational management, Boards, and working with multiple stakeholders.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Empower and improve student achievement by serving diverse learners.
What is your understanding of the school's proposed educational program?	The flexible education program that serves the student in alignment with all regulation/policy.
What do you believe to be the characteristics of a successful school?	Diverse skill set, proven track record, academic drive, ethical decision making, and putting the students/educators at the forefront.
How will you know that the school is succeeding (or not) in its mission?	Student retention, student achievement, teacher retention, teacher satisfaction, graduation rates, appropriate finances, and compliance with all policies/regulations/laws.

Governance

Describe the role that the board will play in the school's operation.	Develop or adjust leadership, manage policies, provide financial oversight, and be an educational advocate.
How will you know if the school is successful at the end of the first year of operation?	Student retention, student achievement, teacher retention, teacher satisfaction, graduation rates, appropriate finances, and compliance with all policies/regulations/laws.
How will you know at the end of five years of the schools is successful?	Student retention, student achievement, teacher retention, teacher satisfaction, graduation rates, appropriate finances, and compliance with all policies/regulations/laws.
What specific steps will the charter school board need to take to ensure that the school is successful?	Time, independent oversight, sound decision making, and one voice.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Confirm that the members acting unethically have the appropriate training, education, and evaluations. Provide additional training, education, and evaluations. Next, if conditions do not improve, notify the chairman. Removal or isolation of director may be needed in order to act in best interest of the school.

Certification

I, Ryan Quinn, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for LTS-NC Charter School is true and correct in every respect.

Board Member's Signature

Signature

Ryan Quinn

Date

4/10/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

RYAN K. QUINN

(585) 217-7165 | ryankquinn@gmail.com | Charlotte, NC

Financial Services Leader and Accomplished Entrepreneur

EXPERIENCE

U.S. BANCORP

Charlotte, NC

Senior Vice President, Enterprise Capital Adequacy & Management

09/2023 – Present

- Responsible for internal and external reporting related to on-going capital adequacy, management, and planning
- Supported CCAR Capital Plan submission reporting, governance, and regulatory engagement
- Formalized Company capital contingency options and responsible for ad hoc capital analysis related to strategic decision making

BANK OF AMERICA

Charlotte, NC

Director, Enterprise Capital Management

08/2022 – 09/2023

- Directed preparation of Recovery & Resolution Planning related submissions, conducted exercises, and coordinated regulatory engagement
- Supported CCAR Capital Plan submission; prepared and presented results to senior management and regulators
- Responsible for Enterprise Capital Management governance related to regulatory reporting, capital actions, and audit/risk engagement

KPMG ADVISORY

Charlotte, NC

Manager, Financial Services - Data

06/2015 – 08/2022

- Engagement manager for multiple capital, liquidity, regulatory reporting, and data management projects.
- Implemented technology, inclusive of compliance and data governance controls, to automate both regulatory reporting and senior management dashboards within capital, liquidity, and risk (e.g. FR Y-14A/Q/M, FR 2052a)
- Established **KPMG AZSA Japan** advisory data practice for Insurance & Financial Services – *Tokyo, Japan*

Senior Associate, Financial Risk Management

- Evaluated capital processes and data management against enterprise standards and policies prior to FRB exams
- Assisted in design, implementation, and execution of audit plans related to enterprise risk, capital/liquidity, and model development

M&T BANK

Buffalo, NY

Assistant Vice President, Capital Planning (CCAR)

09/2013 – 06/2015

- Responsible for management, execution, and development of all CCAR fee income (PPNR) models
- Supported end-to-end CCAR process and produced detailed Senior Management review materials

Banking Officer, Capital Planning

- Executive Associate: MBA Leadership Development Program
- Developed bank-specific suite of macroeconomic scenarios and idiosyncratic events for stress testing

PENTAIR (FORMERLY TYCO)

Houston, TX

Pricing Analyst, Flow Technology

08/2012 – 09/2013

- Created company's first pricing audit group to identify ad hoc discounting practices and drive positive sales behavior
- Produced global Oil Refinery service model to predict on-going annual service revenue based on disclosed characteristics

EVOKE HEALTHY FOODS

Rochester, NY

President, Co-Founder

09/2009 – 12/2012

- Developed brand from idea to multi-million dollar revenue in three years
 - Supported sustainable sourcing of ingredients and ethical giving habits
-

EDUCATION

SIMON BUSINESS SCHOOL, UNIVERSITY OF ROCHESTER

Rochester, NY

Master of Business Administration (MBA) – Emphasis in Finance, Competitive & Organization Strategy

2012

- Graduate Business Council – Executive Board | Simon Soccer Club | Simon Un-corked
- Studied International Business at **Universidad del CEMA** – *Buenos Aires, Argentina*

STATE UNIVERSITY OF NEW YORK AT GENESEO

Geneseo, NY

Bachelor of Science in Biology, Bachelor of Arts in Psychology

2008

- Undergraduate Alumni Association (UAA) – Executive Council | Geneseo Rugby Club – Executive Board
- Geneseo Opportunities for Leadership Development (GOLD) – Mentor

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	Legacy Traditional School - North Carolina
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Board Member’s Information

Board Members	Full name: John T. Sullivan
	Home Address: 113 Forrester Avenue, Belmont, NC 28012
	Business Name & Address:
	Telephone No.: 704-600-5538
	E-mail address: jtsullivan.nc@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

BA Accounting 1984
Belmont Abbey College
Belmont, NC

Employment History

Gaston County Schools High School Teacher 2013-2022
GreenWave Associates, Owner 2008-2013
Smith Turf and Irrigation, Territory Manager 2000-2009
NC Alcohol Beverage Control, Field Auditor/Inspector 1999-2000
Earth Works, Owner 1997-1999
Richard Petty Driving Experience, Controller 1996-1997
Internal Revenue Service, Revenue Agent 1987-1996
Morse Diesel Inc, Project Accountant 1985-1986
Chase Manhattan Bank, Accountant 1984-1985

See attached Resume for Details.

How were you recruited to join this Board of Directors?

An acquaintance who interacts with Vertex passed my name to executives of the firm.

Why do you wish to serve on the board of the proposed charter school?

As a way to serve the community by offering my experience to help increase educational opportunities for students and their families.

<p>How were you recruited to join this Board of Directors?</p>	<p>I was approached by the Director of Growth and Governance of Vertex and after several discussions and face to face meetings, asked to consider joining the Board.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>As a way to serve the community by offering my experience to help increase educational opportunities for students and their families.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I see the role as providing oversight and governance to the professionals who run the day to day operations of the school in order to ensure the charter school is responsive to the values, beliefs, and priorities of the school community and its constituents.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have served on other boards in the past - HOA boards, nonprofit youth sports association boards and other nonprofit boards. Serving on these boards have given me insight into how boards operate and what their purpose is. I will use these experiences to make good and proper decisions for this board in order for the school to meet its mission.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>My career in both the business sector as well as in education has given me a wide variety of experiences to draw on and bring to this board. I understand what it means to be held accountable, to meet deadlines and to make impactful decisions through my business ownership and sales experiences as well as in my years in the classroom, coaching students on soccer fields and working with school administrators and parents.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>Mission - to provide all students with the opportunity to achieve academic excellence in an accelerated, back to basics, safe learning environment taught by caring, knowledgeable, and highly effective educators. The schools vision is to positively impact the education of every student.</p>
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<p>What is your understanding of the school’s proposed educational program?</p>	<p>Legacy Traditional School will provide a “Back to Basics” approach to education, allowing students the opportunity to excel academically and develop high character. The school program is designed to provide students to reach and exceed proficiency standards while allowing the to be well rounded utilizing fitness, performing arts and citizenship programs with the traditional school model, all provided in a safe environment.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>Focus on the students to receive high quality services, engage positively with the community and parents, have a strong staff and leadership, be held accountable.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The usual methods of measuring proficiency, test scores , report cards provided by the state, but also does the community support the school, do people want to send their children there and do the students want to be there? These will give indications to whether or not the school is succeeding.</p>

Governance

<p>Describe the role that the board will play in the school’s operation.</p>	<p>The board provides oversight and is not involved in the day to day operations of the school. The boards role is to provide vision, ensure that high quality leader run the school, hold those leaders acaountable and provide financial oversight.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Enrollment numbers and applications to enroll will be indicators. Employee turnover is a good indicator, financial figures as well. Academic achievements thru state ratings.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Continued growth and enrollment numbers as well as the indicators listed above. Community engagement and acceptance as well as academic achievement and state ratings.</p>

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Ensure that academic programs are successful, that the school is operating within its terms of its charter, the school is accountable to regulatory requirements, school is financially solvent and that the staff is competent and professional in carry out the schools operational plan.</p>
<p>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</p>	<p>Communicate concerns with other board members. Utilize the by-laws which address ethics and actions that the board can take. Document instances of misconduct. Discuss and communicate with other board members. Seek legal assistance if necessary.</p>

Certification

I, John T. Sullivan, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Legacy Traditional School - North Carolina Charter School is true and correct in every respect.

Board Member’s Signature

<p>Signature</p> 	<p>Date April 12, 2024</p>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

John T. Sullivan

113 Forrester Avenue, Belmont, NC 28012

704-600-5538

jtsullivan.nc@gmail.com

Professional Experience

Gaston County Schools, Gastonia, NC 2013 - Retired 2022
High School Teacher, North Gaston High School

- NC DPI Licensed (2026) Career and Technical Education Teacher, certified in:
 - Business and Information Technology Education
 - Technology Engineering and Design Education - 820
- Proficient and skilled with all Google Platforms, including creating documents, spreadsheets and slide presentations
- Experienced in using and teaching Adobe Photoshop; Illustrator and Autodesk 3DS Max .
- Knowledge of Power School, Canvas, Moodles and all internal operating systems.
- Excellent classroom management skills and communicator with all stakeholders
- North Gaston Teacher of the Year 2016-17 school year
- Boys Soccer Coach 2014-2021. Girls Soccer Coach 2016-2021.
 - Conference Coach of the Year - Boys 2014, 2018 and Girls 2016
 - North Gaston all-time winningest coach, Boys and Girls.

GreenWave Associates Inc., Gastonia, NC 2008 - 2013
Managing Partner

- Founder of an irrigation consulting and water management firm specializing in water conservation designs, products, and management.
- Innovative, creative, and decisive, having started a business that did not exist in the Carolinas market during a challenging economic climate.
- Responsible for all functions of the business, with primary focus on generating sales, planning and the financial side of the business.
- Quick thinking, able to assess situations and provide solutions, meet deadlines and work under pressure.
- Proficient with Microsoft Word, Excel, PowerPoint and Outlook.
- Clients consisted of large corporate entities, municipalities, school systems, parks and recreation, landscape and irrigation contractors, property managers, developers and landscape architects.

Smith Turf & Irrigation Company, Charlotte, NC 2000 – 2009
Territory Manager

- Managed the company's largest Residential/Commercial Irrigation territory consisting of the Charlotte-Mecklenburg vicinity and the surrounding 18 counties.
- Increased sales revenue each year of employment, exceeding sales goal by over \$1 million in several years, growing territory from \$2 million to \$9 million.
- Managed over 600 active accounts in the territory, calling on landscape contractors of various sizes, building developers, and landscape architects.
- Developed and conducted training sessions and seminars for new and experienced irrigation and landscape contractors, instructing on methods to improve and grow their businesses, as well as teaching both technical and business skills seminars and interacting at trade shows and manufacturers' events.
- Named Salesperson of the Year by The Toro Company for 2004. Awarded Smith Turf and Irrigation Salesman of the Year in 2003 and 2004.

Professional Experience

(continued)

North Carolina Alcohol Beverage Control Commission, Raleigh, NC 1999 – 2000

Field Auditor/Inspector

- Conducted investigative audits and inspections of licensed and newly licensed alcohol permittees for the state of North Carolina.
- Testified at hearings, prepared written reports and participated in other administrative actions for and on behalf of the Commission.
- Managed the western third of North Carolina for the Commission, including the Charlotte, Asheville and Boone areas.

EarthWorks Lawn and Landscape Inc., Charlotte, NC

1997 – 1999

Owner

- Founded and operated Irrigation/Landscape contracting business, starting the company with 2 employees and growing to 12.
- Increased revenues from zero at start-up to over \$900,000 annually.
- Managed all aspects of the business, including operations, marketing, sales, and accounting. Supervised and hired all personnel.
- Self-taught the technical aspects of the business, including design and installation.

Richard Petty Driving Experience, Harrisburg, NC

1996 - 1997

Corporate Controller

Maintained the accounting function of business that grew from \$2 million in revenues to \$10 million in revenues during the duration of employment. Duties included preparing budgets, forecasts and payroll; managing accounts payables and receivables; preparing tax returns and negotiating leases. Coordinated the expansion of the business to other markets through interaction with bankers, accountants and business owners.

US Department of the Treasury, Internal Revenue Service, Charlotte, NC 1987 - 1996

Internal Revenue Agent - planned, scheduled and conducted income tax audits of various taxpayer entities including individuals, sole proprietorships, corporations and partnerships. Identified and developed significant tax issues, interpreted tax laws and prepared and organized supporting documentation and reports.

Morse/Diesel Inc, New York, NY

1985 - 1986

Project Accountant for a large construction management firm. Handled the accounting function for several large construction projects, most notably the Marriot Marquis located in Times Square, a \$50 million project.

Chase Manhattan Bank, New York, NY

1984-1985

Pension Trust Accountant – analyzed, reviewed and audited pension trust plan accounting reports and financial statements of large corporations.

Education

Belmont Abbey College, Belmont, NC

BA, Accounting, 1984

Affiliations/Memberships

North Carolina State Licensed Teacher

National Soccer Coaches Association of America

US Soccer "D" Licensed Coach

Certified Interscholastic Coach – National Federation of State High Schools

North Carolina Coaches Association

North Carolina High School Athletic Association



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

Legacy Traditional Schools - North Carolina

Board Member's Information

Board Members

Full name: Melissa McCartney

Home Address: 634 Rosecrea Court, Matthews, NC 28104

Business Name & Address: Queens University of Charlotte, 1900 Selwyn Ave Charlotte 28274

Telephone No.: 602-451-4521

E-mail address: mcartneym@queens.edu

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

Doctor of Education, Arizona State University, 2011
Master of Education, Arizona State University, 2004
Bachelor of Arts, Creative Writing, University of Arizona, 1999

Employment History

Queens University of Charlotte
2022—present
Associate Provost for Digital Learning/Chief Online Officer & Dean of the Graduate School
2019—2022
Assistant Provost for Online Learning and Graduate Studies
University of Phoenix
2018—2019
Doctoral Programs Dean, School of Advanced Studies
2016—2018
Assistant Doctoral Programs Dean, School of Advanced Studies
2014—2016
Instructional Designer, Instructional Materials & Technology Curriculum Development

	<p>Anthem College Online 2013—2014 Education Team Leader/Faculty Manager</p> <p>University of Phoenix 2011—2013 Enrollment Advisor</p> <p>Universal Technical Institute 2009—2011 Assessment Specialist</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was recruited through my professional network. Former colleagues with whom I had worked with in Arizona thought that I would be a good candidate for the board.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Serving on the board is provides me an avenue to continue to be an advocate for k-12 education, as a parent I care deeply and feel that the parent's voice should be apart of decision-making processes and I feel serving on the board provides me with opportunities to grow professionally and personally.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Same as above</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Same as above</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I understand that the role of a charter school board member is to provide governance and oversight, strategic planning, compliance and accountability, and to ensure that the school is meeting goals, if not continuously improving in accordance to its mission.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>While I have not served as a voting member of the Queens Board, I sit as a staff member of the IT committee of the Board and present regularly, so I am familiar with the governance processes of a Board. I sat on the leadership team for Queens' decennial accreditation reaffirmation, and I ensured that we followed all policies regarding the</p>

	Board. Finally, I am the chair of Graduate Council which is a formal governance body that approves academic curriculum and policies regarding all graduate programs at Queens University.
Describe the specific knowledge and experience that you would bring to the board.	I was a K-12 educator for 8 years, I am a parent of a 6 th grader, I was the acting Dean of the Cato School of Education (2019-20), and I have been an administrator in higher education for 7+ years.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission of Legacy Traditional Schools is to provide all students with the opportunity to achieve academic excellence in an accelerated, back-to-basics, safe learning environment taught by caring, knowledgeable and highly-effective educators
What is your understanding of the school's proposed educational program?	I understand the school's educational program is to positively impact the education of all its students in a back-to basics approach.
What do you believe to be the characteristics of a successful school?	A successful school nourishes the emotional, social and intellectual core of its students.
How will you know that the school is succeeding (or not) in its mission?	A school is succeeding if students are showing positive progress towards goals, teachers and thriving and parents are satisfied.

Governance

Describe the role that the board will play in the school's operation.	Vision setting, Policy making, financial leadership, strategy planning, & oversight
How will you know if the school is successful at the end of the first year of operation?	High academic performance, quality student engagement, teacher satisfaction, financial stability, resource stewardship
How will you know at the end of five years of the schools is successful?	After five years the school should show positive academic achievement trends, we will see student growth and progress, teacher and staff retention would be at acceptable rates and we will see high levels of student and parent satisfaction
What specific steps will the charter school board need to take to ensure that the school is successful?	The charter school board should establish clear vision and goals, hire and support effective leadership, ensure compliance and accountability, provide fiscal oversight, monitor academic performance and plan for sustainability and growth.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Click or tap here to enter text. *Board follows the bylaws governing and standards of conduct in every aspect of its governing*

Certification

I, Melissa McCartney, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Board Member's Signature

Signature *M. McCartney*

Date *4.15.24*

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

**SUMMARY OF QUALIFICATIONS**

A wealth of experience in higher education administration, encompassing online, hybrid, and in-person instruction, program and process management, and innovative curriculum design. Background demonstrates a proven track record in delivering and designing effective curriculum and training programs, resulting in substantial improvements in faculty performance and enhanced student outcomes across diverse educational environments, including higher education, vocational training, and K-12 settings. Leadership philosophy is firmly grounded in affirmation and empowerment, underpinned by a profound ability to foster strong interpersonal connections and dedication to assembling and nurturing effective teams, united in their pursuit of common goals. Driven by a personal mission to improve lives through education.

AREAS OF EXPERTISE

Academic Portfolio Growth – Accessible Learning Spaces – Budget and Forecasting – Change Management – Curriculum Development – Data Analysis – Enrollment & Marketing Strategy – Faculty and Staff Development – Graduate and Professional Studies -- Instructional Technology – Leadership -- Retention High Impact Practices – Online/In-person/Hybrid – Policy & Governance – Program Outcomes & Assessment – Student Services – Strategic Planning

SUMMARY OF EXPERIENCE

Queens University of Charlotte	Associate Provost for Digital Learning/Chief Online Officer & Dean of the Graduate School	2022—present
	Assistant Provost for Online Learning and Graduate Studies	2019—2022
	Acting Dean, Cato School of Education	2019—2020
University of Phoenix	Doctoral Programs Dean, School of Advanced Studies	2018—2019
	Assistant Doctoral Programs Dean, School of Advanced Studies	2016—2018
	Project Management Support, LMS Integration	
	Instructional Designer, Instructional Materials & Technology Curriculum Development	2014—2016
Anthem College Online	Education Team Leader/Faculty Manager	2013—2014
University of Phoenix	Enrollment Advisor	2011—2013
Universal Technical Institute	Assessment Specialist	2009—2011
Arizona Public Schools	K-12 Classroom Teacher	2001—2009
University of Arizona	New Start Peer Advisor	1997—1999

SUMMARY OF EDUCATION

2011	Doctor of Education	Educational Administration and Leadership	Arizona State University
2004	Master of Education	Curriculum & Instruction	Arizona State University
1999	Bachelor of Arts	Creative Writing	University of Arizona

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="center"> No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> </p>
<p>Educational History</p>	<p>Appalachian State University-Med Hampton University -BS</p>
<p>Employment History</p>	<p>Educational Compliance Consultant</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>A colleague in the Charter School space.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I am a proponent of School Choice.</p>
<p>How were you recruited to join this Board of Directors?</p>	

Describe the role that the board will play in the school's operation.	As board member we are not responsible for day-to-day operations, but rather to provide oversight, governance and financial responsibility.
How will you know if the school is successful at the end of the first year of operation?	State Evaluations, goals, and outcome metrics.
How will you know at the end of five years of the schools is successful?	Tacking and metrics and making adjustment to ensure we are operating towards our goals.
What specific steps will the charter school board need to take to ensure that the school is successful?	Provide clear and concise objectives, goals, and plans on how to achieve the desired outcome.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would bring my concerns first to the Executive Committee to be addressed.

Certification

I, APRIL M BROADWAY, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Legacy Traditional Charter School is true and correct in every respect.

Board Member's Signature

Signature Arweeg
Date 16 April 2024

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

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School Information

Name of charter school

Legacy Traditional Schools

Board Member's Information

Board Members

Full name: April Michelle Broadway	
Home Address: 2235 Walker Road	
Business Name & Address: N-Finity Compliance Consulting	
Telephone No.: 336-624-8602	
E-mail address: nfinitycompliance@gmail.com	

<p>Why do you wish to serve on the board of the proposed charter school?</p>	
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>To provide governance and oversight of the school.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have and currently sit on various boards both in the for profit and non-profit spaces. I have also served as board chair and in other roles. I am currently serving as the First Vice President of a national organization.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring board governance and prior serve experiences to the board.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>To provide students with opportunity to excel academically in a back-to-basics foundation.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>We plan to use a back-to-basics foundation to education.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A school were parents, students, and staff all have input.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>By evaluating it's programs and outcomes based on the actual mission</p>

Governance

Why do you wish to serve on the board of the proposed charter school?	
What is your understanding of the appropriate role of a public charter school board member?	To provide governance and oversight of the school.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have and currently sit on various boards both in the for profit and non-profit spaces. I have also served as board chair and in other roles. I am currently serving as the First Vice President of a national organization.
Describe the specific knowledge and experience that you would bring to the board.	I bring board governance and prior serve experiences to the board.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	To provide students with opportunity to excel academically in a back-to-basics foundation.
What is your understanding of the school's proposed educational program?	We plan to use a back-to-basics foundation to education.
What do you believe to be the characteristics of a successful school?	A school were parents, students, and staff all have input.
How will you know that the school is succeeding (or not) in its mission?	By evaluating it's programs and outcomes based on the actual mission

Governance

April Michelle Broadway
P. O. Box 311
Bethania, NC 27010
Business Mobile: (336) 462-4169
President & CEO
N-Finity Consulting, Inc.

Education

M.A. in Middle Grades Education Appalachian State University, *Boone, NC, 2001*
B.S. in Speech and Language Pathology, Hampton University, *Hampton, VA, 1988*

Certifications

Qualified Mental Health Professional, 2018
Executive Coach, 2021

Relevant Experience

President, **N-Finity Consulting, Inc.**, Winston-Salem, NC June 2005-Present

Quality Assurance Director, Elite Healthcare Group Inc., March 2013- June 2023

Managing Director, **North Carolina Black Repertory Company**, 2022 – 2023
(Producers of the National Black Theatre Festival)

Executive Director, **Northwest Child Development Centers Inc.**, August 2017 – Present

Regional Testing and Compliance Coordinator, Exceptional Children Compliance Officer/Internal Controls, **Carter G. Woodson School**, Winston-Salem, NC February 1998 – June 2017

Interim Executive Director, **Smart Start of Forsyth County** December 2011 – June 2012

Resource Development & Compliance Officer/Internal Controls (**Torchlight Academy Charter School, and Cape Lookout Marine Science High School**), January 2011 – 2013

Chief Operating Officer, **Community Resource Solutions LLC**, Gaston, NC and New Orleans, MO September 2007 – February 2010

Co-Director of Guidance and Counseling, **Carter G. Woodson School**, Winston-Salem, NC August 2004- June 2006

Associate Dean of Admissions, **Salem College**, Winston-Salem, NC July 2003- July 2005

Professional Activities

Treasurer, Top Ladies of Distinction, Inc. (2021-Present)

Vice President of National Hampton Alumni Association (2022- Present)

Mental Health Association of the Triad Board of Directors (2011- Present)

Alumni Council Board, National Hampton Alumni Association, Inc. (2009 – Present)

Financial Pathways of the Piedmont (Consumer Credit Counseling) Board (2010 – 2019)

Parliamentarian National Hampton Alumni Association (2018- 2022)

Chair North Carolina Black Repertory Guild Board (2017- Present)

Girls Scouts Peaks to Piedmont USA Board of Directors (2011- 2017)

Chair Smart Start of Forsyth County Board (2010 – 2012)

President North Carolina Region of the National Hampton Alumni Association (2011- 2018)

1st Vice Pres. North Carolina Region of National Hampton Alumni Association (2008 –2011)

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

Date of this notice: 04-15-2024

004893.576574.112769.15843 1 MB 0.571 532

Employer Identification Number:
99-2417043



Form: SS-4

Number of this notice: CP 575 F



LEGACY TRADITIONAL SCHOOLS - NORTH
% MARK MODRCIN
3125 S GILBERT RD
CHANDLER AZ 85286

For assistance you may call us at:
1-800-829-4933

004893

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2417043. This EIN will identify your entity, accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please visit, www.irs.gov/einnotrequested.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is LEGA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. If you do not need to write us, do not complete, and return this stub.

Thank you for your cooperation.



004893

Keep this part for your records.

CP 575 (Rev. 1-2022)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 F

0509905156

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 04-15-2024
EMPLOYER IDENTIFICATION NUMBER: 99-2417043
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

LEGACY TRADITIONAL SCHOOLS - NORTH
CAROLINA
% MARK MODRCIN
3125 S GILBERT RD
CHANDLER AZ 85286



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2023

Legacy Traditional Schools—Historical Data

Legacy Traditional Schools - Arizona
Authorizer: Arizona State Board Charter School (ASBCS) - <https://asbcs.az.gov/>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Avondale	2011	12320 W Van Buren St Avondale, AZ 85323	K - 8	1311	Mia Vega mia.vega@legacytraditional.org	ASBCS
Casa Grande	2009	1274 East O'Neil Dr Casa Grande, AZ 85122	K - 8	1525	Mia Vega mia.vega@legacytraditional.org	ASBCS
Chandler	2011	3201 S Gilbert Rd Chandler, AZ 85286	K - 8	1144	Mia Vega mia.vega@legacytraditional.org	ASBCS
Deer Valley	2021	2747 W Union Hills Dr Phoenix, AZ 85027	K - 5	508	Mia Vega mia.vega@legacytraditional.org	ASBCS
East Mesa	2018	10707 E Guadalupe Rd Mesa, AZ 85212	K - 8	1037	Mia Vega mia.vega@legacytraditional.org	ASBCS
East Tucson	2021	9290 E Golf Links Rd Tucson, AZ 85730	K - 5	424	Mia Vega mia.vega@legacytraditional.org	ASBCS

Gilbert	2013	2747 S Recker Rd Gilbert, AZ 85295	K - 8	1020	Mia Vega mia.vega@legacytraditional.org	ASBCS
Glendale	2016	13901 W 67th Ave Glendale, AZ 85306	K - 8	1291	Mia Vega mia.vega@legacytraditional.org	ASBCS
Goodyear	2019	16060 W Lower Buckeye Pkwy Goodyear, AZ 85338	K - 6	581	Mia Vega mia.vega@legacytraditional.org	ASBCS
Laveen	2012	7900 S 43rd Avenue Laveen, AZ 85339	K - 8	1027	Mia Vega mia.vega@legacytraditional.org	ASBCS
Legacy Online Academy	2020	14506 W Sweetwater Ave Surprise, AZ 85379	K - 8	326	Mia Vega mia.vega@legacytraditional.org	ASBCS
Maricopa	2007	17760 N Regent Dr Maricopa, AZ 85138	K - 8	1308	Mia Vega mia.vega@legacytraditional.org	ASBCS
Mesa	2021	3651 E McKellips Rd Mesa, AZ 85215	K - 5	531	Mia Vega mia.vega@legacytraditional.org	ASBCS
North Chandler	2016	1900 N McQueen Rd Chandler, AZ 85225	K - 8	910	Mia Vega mia.vega@legacytraditional.org	ASBCS
North Phoenix	2020	4525 N 98th Ave Phoenix, AZ 85037	6 - 8	520	Mia Vega mia.vega@legacytraditional.org	ASBCS
Northwest Tucson	2011	3500 W Cortaro Farms Rd	K - 8	1275	Mia Vega	ASBCS

		Tucson, AZ 85742			mia.vega@legacytraditional.org	
Peoria	2016	7877 W Hillcrest Blvd Peoria, AZ 85383	K - 8	656	Mia Vega mia.vega@legacytraditional.org	ASBCS
Phoenix	2018	4545 N 99th Ave Phoenix, AZ 85037	K - 5	1232	Mia Vega mia.vega@legacytraditional.org	ASBCS
Queen Creek	2011	41800 N Barnes Pkwy Queen Creek, AZ 85140	K - 8	935	Mia Vega mia.vega@legacytraditional.org	ASBCS
San Tan	2022	1679 W Empire Blvd San Tan Valley, AZ 85142	K - 8	690	Mia Vega mia.vega@legacytraditional.org	ASBCS
Surprise	2015	14506 W Sweetwater Ave Surprise, AZ 85379	K - 8	1869	Mia Vega mia.vega@legacytraditional.org	ASBCS
West Surprise	2020	17300 W Cactus Rd Surprise, AZ 85388	K - 8	1215	Mia Vega mia.vega@legacytraditional.org	ASBCS

Legacy Traditional Schools - Nevada

Authorizer: State Public Charter School Authority (SPCSA) - <https://charterschools.nv.gov/>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Cadence	2018	325 Inflection St Henderson, NV 89011	K - 8	1185	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA
North Valley	2017	5024 Valley Dr N. Las Vegas, NV 89031	K - 8	1349	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA
Southwest	2019	7077 W Wigwam Ave Las Vegas, NV 89113	K - 8	1518	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA

Legacy Traditional Schools - Texas

Authorizer: Texas Education Agency (TEA) - <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Alamo Ranch	2023	13632 Old FM 471 San Antonio, TX 78253	PK - 8	604	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA
Basse ¹	2021	1826 Basse Road San Antonio, TX 78213	PK - 12	414	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA
Cibolo	2022	2900 Cibolo Valley Dr San Antonio, TX 78108	PK - 8	736	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA

¹ Vertex Education was engaged by School of Excellence in Education in 2021, and shortly thereafter, the network was rebranded in advance of the 2021 - 22 school year.



Accountability: State & Federal

Welcome Tara Vigil!

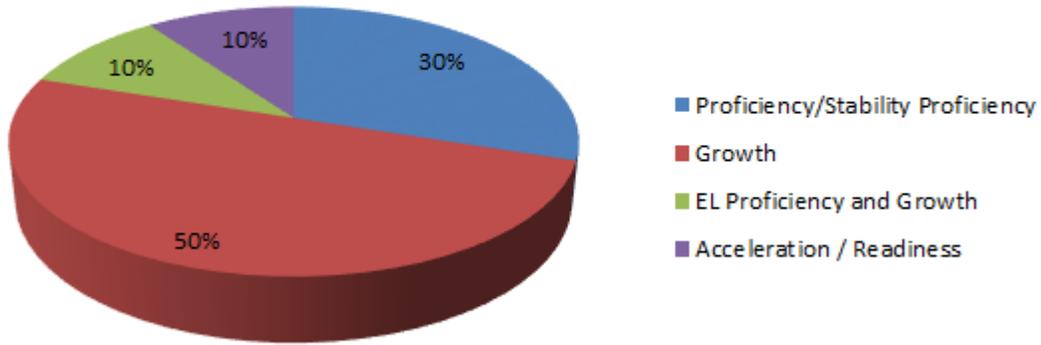
Tara Vigil

Home (/FY2021/) / A-F Summary

Legacy Traditional School - West Surprise (1000561)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.93
Growth	50%	49.36
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.47%
A-F Letter Grade		

Traditional K-8 Model



Proficiency		30%*	View Data (/FY2021/Home/Proficiency)	
Grade	ELA		Math	
3	74.53%		86.98%	
4	84.43%		83.52%	
5	93.07%		88.38%	
6	84.43%		71.64%	
7	76.00%		64.17%	
8	67.84%		60.54%	
Percent Proficient All Students			79.75%	
Total Proficiency Points			23.93	

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)	
Stability	ELA	Math	All	Weight	
3-Year FAY					
2-Year FAY					
1-Year FAY	81.63%	77.89%	79.75%	30.00%	
Total Stability Proficiency Points				23.93	

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.63%	8.29%	7.18%
Prior Year Proficient	8.84%	16.02%	20.99%
Prior Year Partially Proficient	2.76%	6.08%	8.84%
Prior Year Minimally Proficient	3.31%	3.31%	7.73%
SGP ELA Points			24.36

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.52%	10.87%	6.52%
Prior Year Proficient	7.07%	14.67%	21.74%
Prior Year Partially Proficient	2.17%	4.89%	15.22%
Prior Year Minimally Proficient	3.80%	2.72%	3.80%
SGP Math Points			25.19

Total Growth Points	49.36
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	
Chronic Absenteeism	0.00
Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.94%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	99.12%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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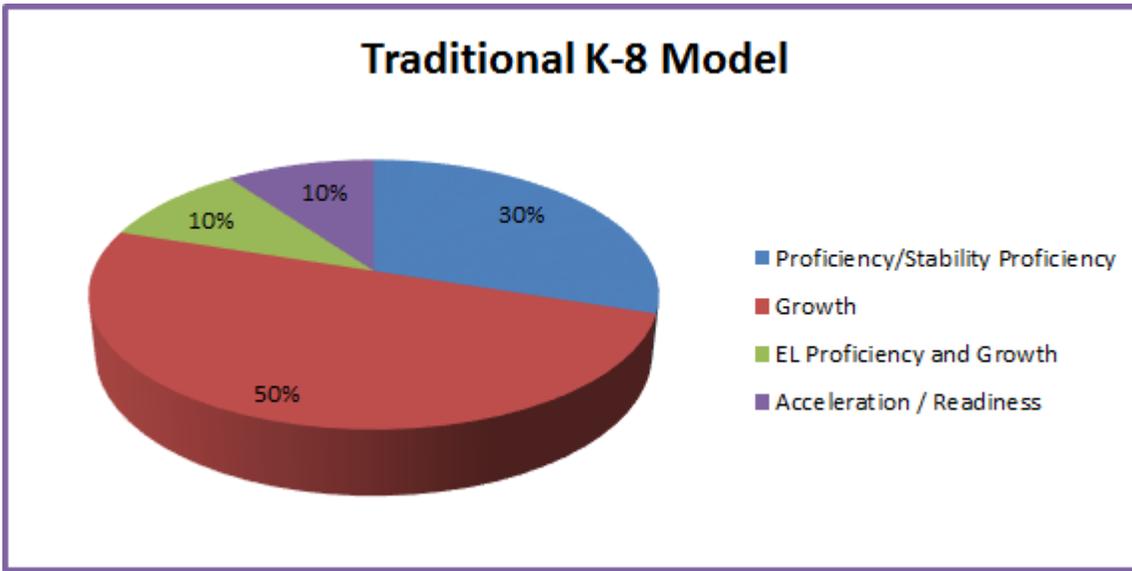
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Legacy Traditional School - Surprise (92880)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.09
Growth	50%	45.44
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.90%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	59.64%	80.31%
4	86.20%	84.45%
5	87.12%	86.28%
6	72.01%	67.00%
7	71.59%	81.51%
8	76.94%	74.08%
Percent Proficient All Students		76.96%
Total Proficiency Points		23.09

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	77.09%	81.71%	79.40%	15.00%
2-Year FAY	73.60%	72.67%	73.13%	10.00%
1-Year FAY	68.38%	68.97%	68.68%	5.00%
Total Stability Proficiency Points				22.66

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.19%	9.19%	6.63%
Prior Year Proficient	16.42%	14.46%	18.67%
Prior Year Partially Proficient	3.92%	4.37%	5.87%
Prior Year Minimally Proficient	2.41%	3.61%	5.27%
SGP ELA Points			20.44

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.09%	10.48%	9.43%
Prior Year Proficient	6.89%	15.72%	23.20%
Prior Year Partially Proficient	2.40%	4.79%	13.77%
Prior Year Minimally Proficient	2.25%	2.69%	3.29%
SGP Math Points			25.58

Total Growth Points	45.44
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.61%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	95.70%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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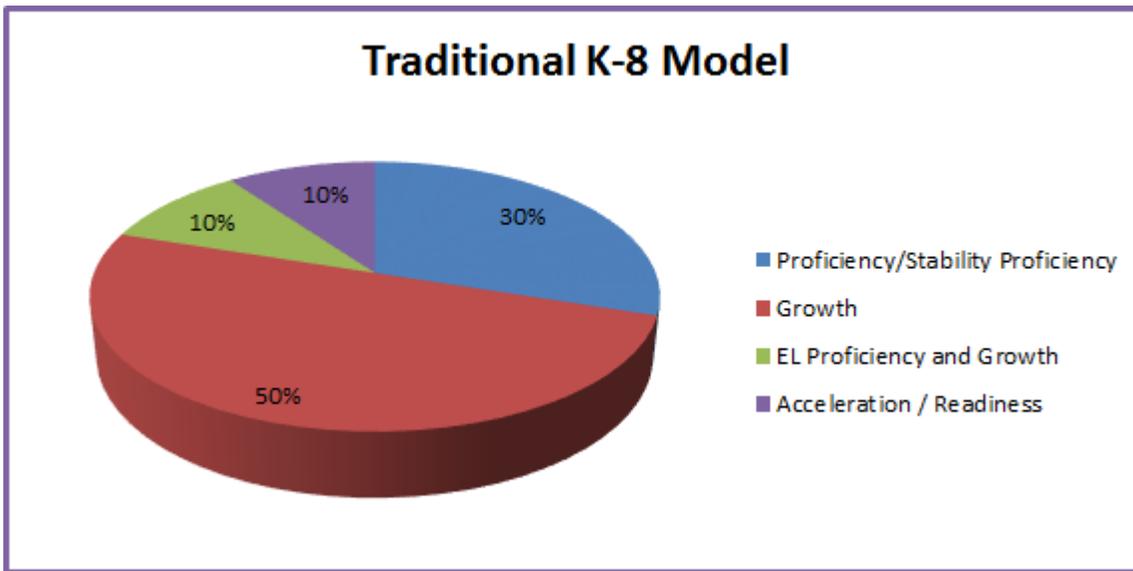
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Legacy Traditional School - Phoenix (112572)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.04
Growth	50%	47.96
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		96.27%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	52.54%	59.33%
4	66.89%	67.53%
5	62.48%	53.88%
Percent Proficient All Students		60.15%
Total Proficiency Points		18.04

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	61.86%	62.05%	61.96%	15.00%
2-Year FAY	52.57%	58.75%	55.65%	10.00%
1-Year FAY	62.86%	58.10%	60.46%	5.00%
Total Stability Proficiency Points				17.88

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.85%	6.15%	1.54%
Prior Year Proficient	10.77%	9.23%	16.15%

Prior Year Partially Proficient	5.38%	8.46%	3.08%
Prior Year Minimally Proficient	11.54%	6.15%	17.69%
SGP ELA Points			22.96

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.67%	1.48%	0.74%
Prior Year Proficient	8.15%	12.59%	17.78%
Prior Year Partially Proficient	5.19%	7.41%	17.04%
Prior Year Minimally Proficient	3.70%	6.67%	12.59%
SGP Math Points			26.52

Total Growth Points	47.96
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		2.00

Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.34%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	97.42%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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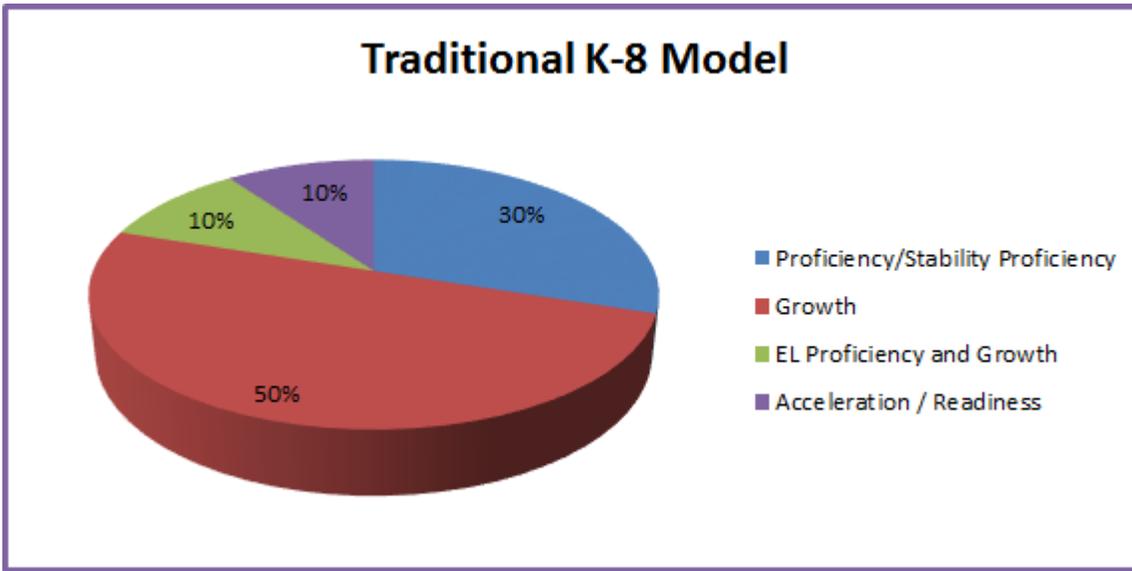
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Legacy Traditional School - Queen Creek (90534)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	23.30
Growth	50%	46.74
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		5.00
Total Points Earned		
Percent Tested		98.12%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	62.38%	77.50%
4	76.96%	76.59%
5	83.68%	86.04%
6	81.37%	80.21%
7	74.08%	81.08%
8	74.83%	73.31%
Percent Proficient All Students		77.65%
Total Proficiency Points		23.30

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	77.74%	81.23%	79.48%	15.00%
2-Year FAY	70.00%	77.41%	73.72%	10.00%
1-Year FAY	71.49%	69.90%	70.68%	5.00%
Total Stability Proficiency Points				22.83

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	8.28%	10.91%	7.27%
Prior Year Proficient	10.51%	17.78%	15.76%
Prior Year Partially Proficient	5.05%	4.65%	6.26%
Prior Year Minimally Proficient	3.03%	4.85%	5.66%
SGP ELA Points			21.74

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.24%	6.68%	14.37%
Prior Year Proficient	4.86%	11.34%	27.73%
Prior Year Partially Proficient	2.02%	4.66%	14.37%
Prior Year Minimally Proficient	1.01%	2.02%	7.69%
SGP Math Points			28.40

Total Growth Points	46.74
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	0.00
Special Education Inclusion	2.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.88%	7.42%	8.65%	9.89%	12.36%	2.00
Science Assessment Bonus Points	96.25%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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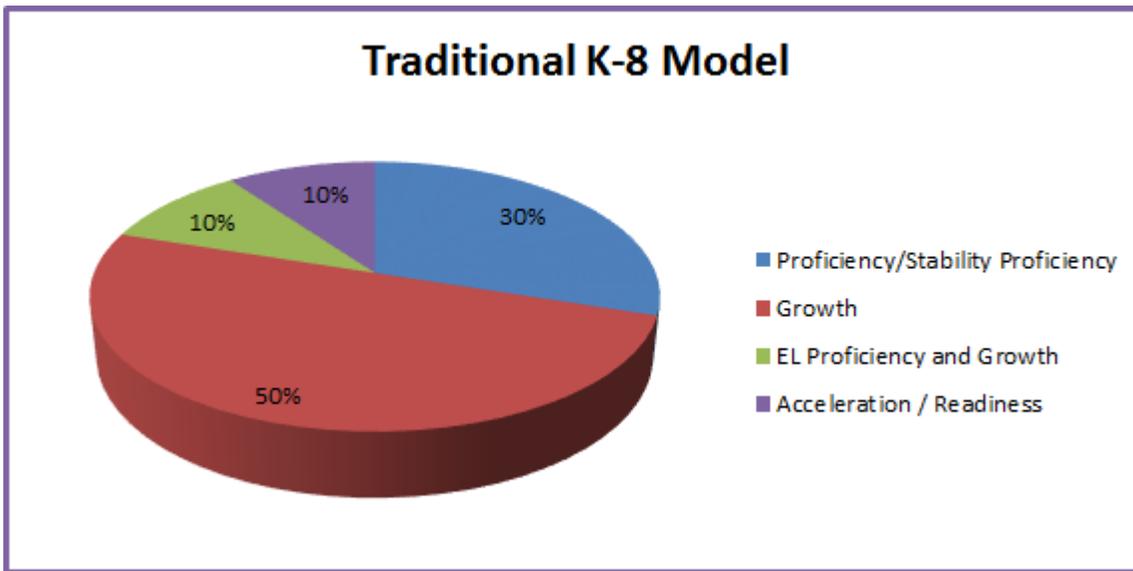
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Legacy Traditional School – Peoria (70018)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.76
Growth	50%	50.00
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		97.14%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	72.55%	83.98%
4	90.38%	87.92%
5	92.98%	89.14%
6	67.27%	60.91%
7	70.78%	67.25%
8	86.25%	71.54%
Percent Proficient All Students		79.21%
Total Proficiency Points		23.76

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.30%	81.22%	81.26%	15.00%
2-Year FAY	72.03%	74.22%	73.13%	10.00%
1-Year FAY	81.32%	73.68%	77.50%	5.00%
Total Stability Proficiency Points				23.38

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.56%	9.29%	7.10%
Prior Year Proficient	9.84%	15.30%	18.58%
Prior Year Partially Proficient	1.64%	3.83%	9.29%
Prior Year Minimally Proficient	2.73%	3.83%	12.02%
SGP ELA Points			25.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.65%	4.92%	11.48%
Prior Year Proficient	7.65%	18.58%	19.67%
Prior Year Partially Proficient	3.28%	6.56%	11.48%
Prior Year Minimally Proficient	0.55%	2.19%	6.01%
SGP Math Points			25.01

Total Growth Points	50.00
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.02%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	95.00%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

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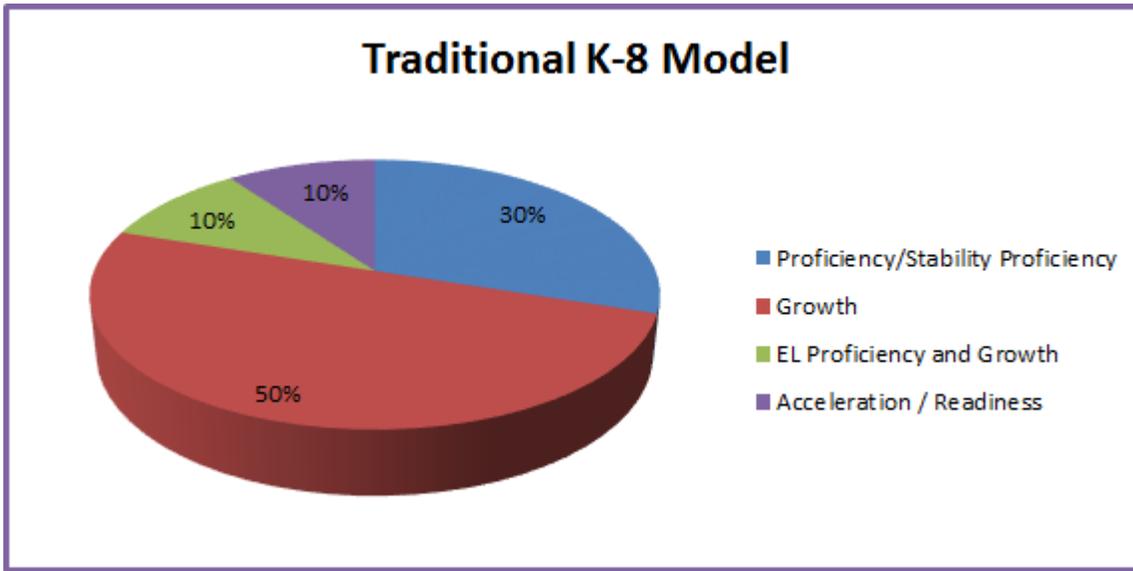
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Legacy Traditional School - Northwest Tucson (91138)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	23.76
Growth	50%	47.22
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	9.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.99%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	66.72%	80.31%
4	90.49%	80.90%
5	86.32%	78.19%
6	83.36%	72.28%
7	68.75%	72.48%
8	85.73%	83.94%
Percent Proficient All Students		79.19%
Total Proficiency Points		23.76

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.43%	81.31%	82.37%	15.00%
2-Year FAY	68.31%	69.08%	68.69%	10.00%
1-Year FAY	70.33%	65.74%	67.99%	5.00%
Total Stability Proficiency Points				22.62

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.00%	9.98%	7.54%
Prior Year Proficient	12.41%	16.79%	18.49%
Prior Year Partially Proficient	3.16%	2.92%	7.30%
Prior Year Minimally Proficient	2.19%	4.14%	6.08%
SGP ELA Points			22.22

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.75%	10.36%	11.08%
Prior Year Proficient	6.99%	15.42%	21.93%
Prior Year Partially Proficient	2.65%	3.86%	11.08%
Prior Year Minimally Proficient	1.20%	1.69%	6.99%
SGP Math Points			25.66

Total Growth Points	47.22
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50

Grade 8 Math Minimally Proficient	2.50
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	2.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	9.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.55%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	96.27%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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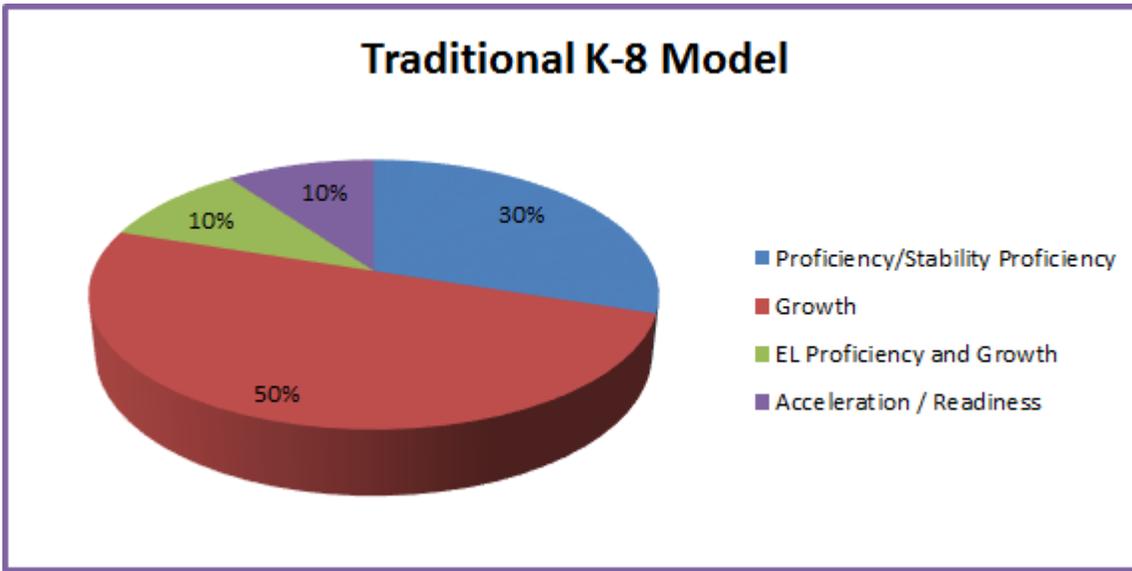
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Legacy Traditional School – North Chandler (411380)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	21.22
Growth	50%	47.60
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		94.15%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	69.60%	73.96%
4	74.84%	67.39%
5	84.26%	83.09%
6	78.23%	61.31%
7	72.60%	60.59%
8	71.91%	52.77%
Percent Proficient All Students		70.74%
Total Proficiency Points		21.22

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	80.85%	75.00%	77.08%	15.00%
2-Year FAY	70.21%	59.79%	64.18%	10.00%
1-Year FAY	64.60%	58.98%	60.93%	5.00%
Total Stability Proficiency Points				21.03

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	8.50%	6.00%	6.00%
Prior Year Proficient	12.00%	15.00%	20.00%
Prior Year Partially Proficient	5.00%	5.00%	8.00%
Prior Year Minimally Proficient	2.00%	5.00%	7.50%
SGP ELA Points			22.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.02%	7.04%	7.04%
Prior Year Proficient	12.06%	13.07%	22.61%
Prior Year Partially Proficient	4.02%	8.04%	11.56%
Prior Year Minimally Proficient	1.51%	2.51%	7.54%
SGP Math Points			25.18

Total Growth Points	47.60
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.44%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	95.12%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

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Welcome Tara Vigil!

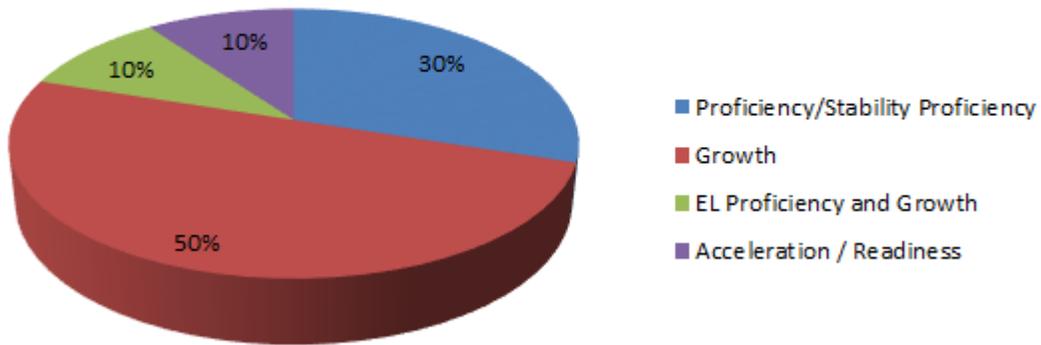
Tara Vigil

Home (/FY2021/) / A-F Summary

Legacy Traditional School - North Phoenix (1000569)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.92
Growth	50%	46.17
EL Proficiency and Growth	10%	7.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.50
Total Points Earned		
Percent Tested		96.11%
A-F Letter Grade		

Traditional K-8 Model



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
6	57.05%	54.62%
7	57.72%	42.71%
8	51.37%	34.63%
Percent Proficient All Students		49.72%
Total Proficiency Points		14.92

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	55.50%	44.08%	49.72%	30.00%
Total Stability Proficiency Points				14.92

Growth	50%	View Data (/FY2021/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.03%	4.74%	3.55%
Prior Year Proficient	13.03%	15.64%	15.88%

Prior Year Partially Proficient	5.21%	10.43%	8.06%
Prior Year Minimally Proficient	4.98%	6.16%	8.29%
SGP ELA Points			22.67

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.94%	4.40%	4.40%
Prior Year Proficient	8.10%	14.12%	12.50%
Prior Year Partially Proficient	10.65%	11.81%	11.11%
Prior Year Minimally Proficient	4.17%	5.32%	9.49%
SGP Math Points			23.51

Total Growth Points	46.17
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		7.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		0.00

Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.66%	7.42%	8.65%	9.89%	12.36%	1.50
Science Assessment Bonus Points	97.39%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Notes:

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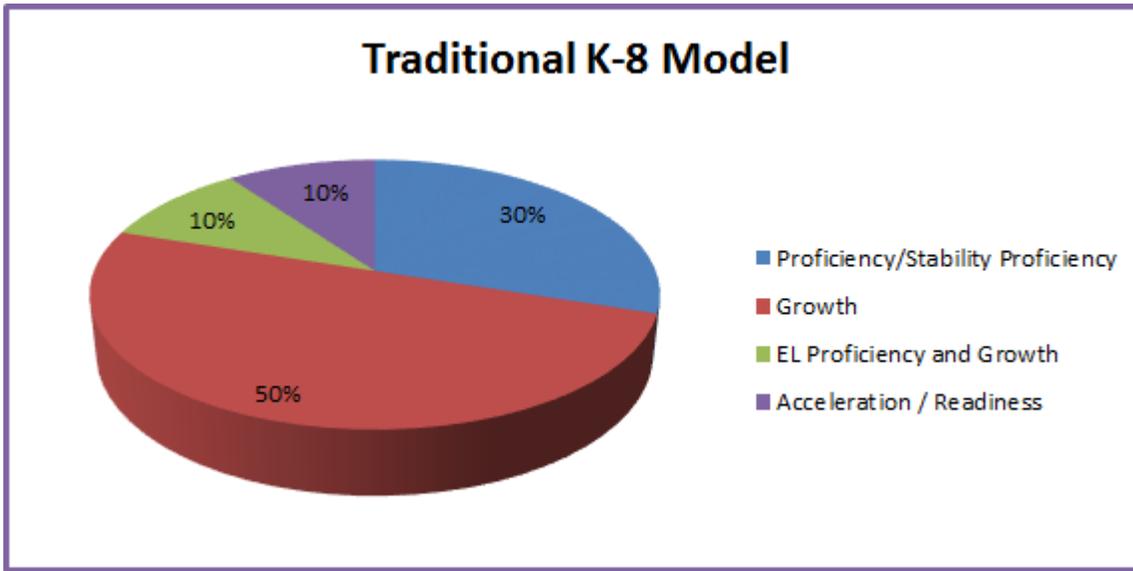
Welcome Heather Sliker!

Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Maricopa (88361)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.05
Growth	50%	50.00
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		1.50
Total Points Earned		
Percent Tested		92.29%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	70.72%	77.06%
4	76.67%	72.20%
5	84.30%	86.93%
6	79.29%	66.73%
7	79.66%	73.39%
8	69.24%	68.70%
Percent Proficient All Students		73.51%
Total Proficiency Points		22.05

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.77%	81.94%	79.48%	15.00%
2-Year FAY	72.25%	68.37%	67.92%	10.00%
1-Year FAY	64.39%	56.25%	57.87%	5.00%
Total Stability Proficiency Points				21.61

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	4.44%	6.79%	8.09%
Prior Year Proficient	8.09%	17.23%	18.54%
Prior Year Partially Proficient	4.96%	4.70%	9.40%
Prior Year Minimally Proficient	2.35%	4.70%	10.70%
SGP ELA Points			25.52

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.32%	7.16%	10.23%
Prior Year Proficient	6.91%	14.07%	26.60%
Prior Year Partially Proficient	1.79%	4.60%	14.07%
Prior Year Minimally Proficient	1.02%	3.58%	6.65%
SGP Math Points			27.55

Total Growth Points	50.00
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.19%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	93.44%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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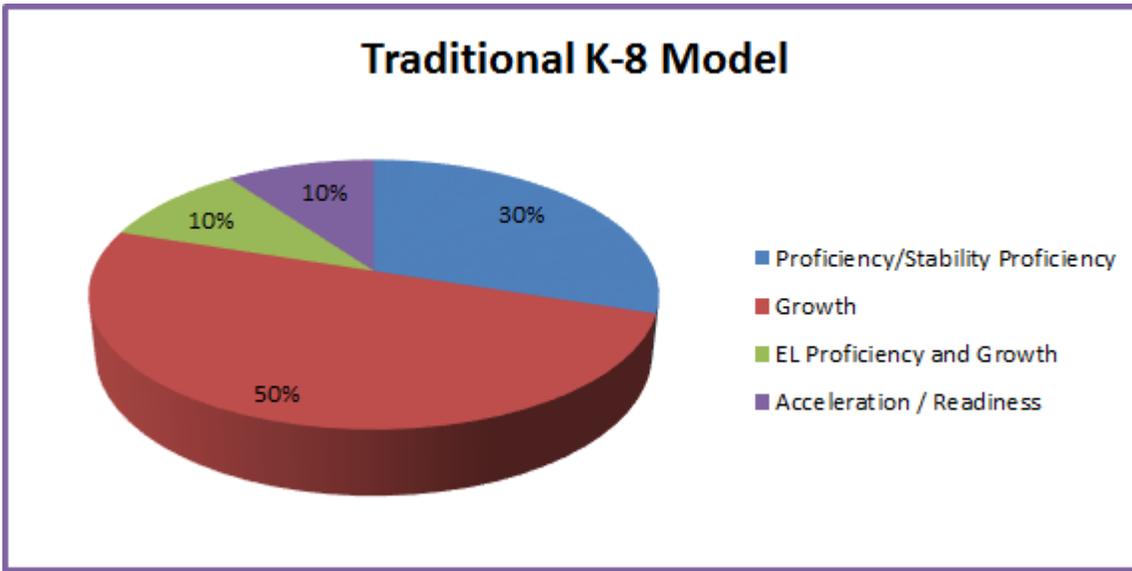
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School – Laveen Village (91764)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	15.08
Growth	50%	42.92
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.50
Total Points Earned		
Percent Tested		94.92%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	40.31%	52.42%
4	59.88%	60.69%
5	64.14%	52.30%
6	52.40%	44.24%
7	53.57%	43.81%
8	49.72%	27.87%
Percent Proficient All Students		50.27%
Total Proficiency Points		15.08

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	54.32%	48.68%	51.38%	15.00%
2-Year FAY	50.44%	43.47%	46.77%	10.00%
1-Year FAY	50.16%	43.55%	46.76%	5.00%
Total Stability Proficiency Points				14.72

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	5.69%	5.09%	2.99%
Prior Year Proficient	11.98%	12.87%	12.87%
Prior Year Partially Proficient	6.59%	5.69%	7.19%
Prior Year Minimally Proficient	8.68%	10.18%	10.18%
SGP ELA Points			21.39

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.87%	4.11%	2.64%
Prior Year Proficient	13.78%	12.32%	11.14%
Prior Year Partially Proficient	8.50%	11.14%	10.26%
Prior Year Minimally Proficient	4.99%	6.45%	8.80%
SGP Math Points			21.53

Total Growth Points	42.92
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.03%	7.42%	8.65%	9.89%	12.36%	1.50
Science Assessment Bonus Points	95.21%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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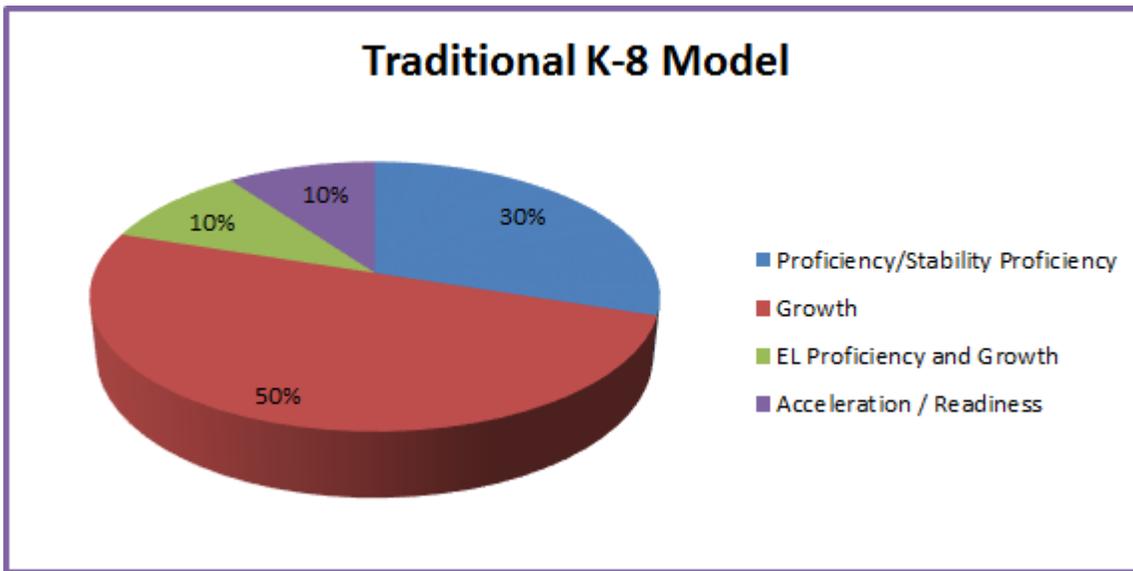
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School - Goodyear (1000289)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.72
Growth	50%	44.86
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		1.50
Total Points Earned		
Percent Tested		93.49%
A-F Letter Grade		



Proficiency		30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA		Math
3	60.82%		73.44%
4	76.18%		79.43%
5	69.06%		54.06%
6	40.61%		36.88%
7	47.14%		40.00%
Percent Proficient All Students			59.05%
Total Proficiency Points			17.72

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	55.74%	59.90%	56.52%	18.00%
1-Year FAY	65.12%	62.00%	62.26%	12.00%
Total Stability Proficiency Points				17.64

Growth	50%	View Data (/FY2021/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	7.46%	2.99%	2.99%
Prior Year Proficient	8.96%	8.96%	13.43%
Prior Year Partially Proficient	10.45%	10.45%	10.45%
Prior Year Minimally Proficient	7.46%	5.97%	10.45%
SGP ELA Points			21.80

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.99%	2.99%	1.49%
Prior Year Proficient	14.93%	13.43%	14.93%
Prior Year Partially Proficient	4.48%	14.93%	8.96%
Prior Year Minimally Proficient	4.48%	7.46%	8.96%
SGP Math Points			23.07

Total Growth Points	44.86
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		6.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	
Chronic Absenteeism	0.00
Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	5.97%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	93.94%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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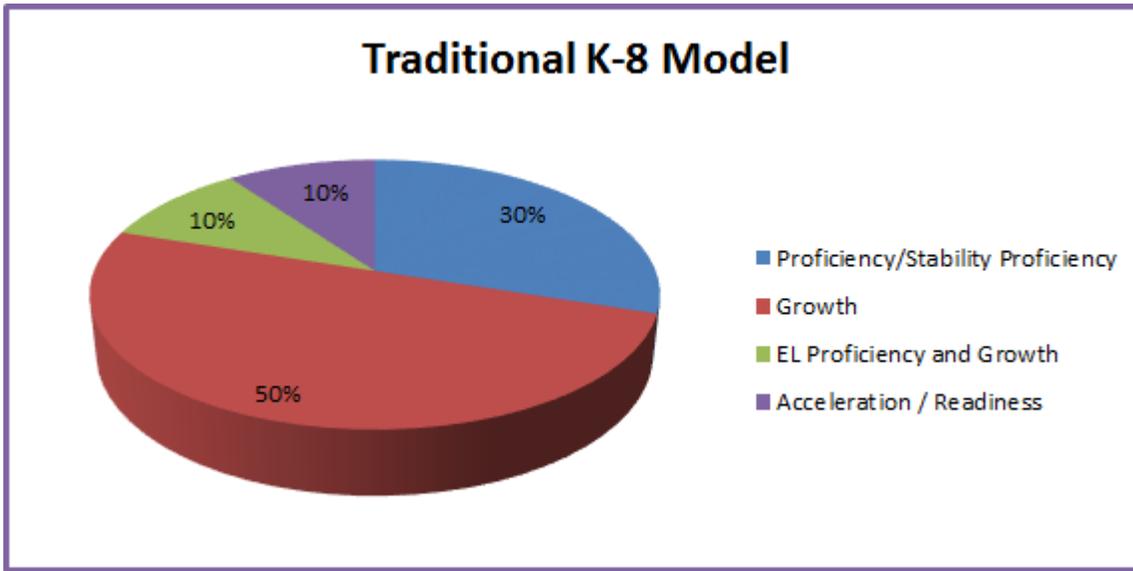
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School – Gilbert (92048)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.61
Growth	50%	48.98
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		2.50
Total Points Earned		
Percent Tested		96.37%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	72.46%	89.04%
4	81.83%	84.08%
5	91.10%	92.78%
6	84.41%	87.96%
7	89.72%	84.76%
8	81.29%	85.65%
Percent Proficient All Students		85.38%
Total Proficiency Points		25.61

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	87.47%	91.28%	89.37%	15.00%
2-Year FAY	76.24%	79.35%	77.79%	10.00%
1-Year FAY	72.37%	79.78%	76.08%	5.00%
Total Stability Proficiency Points				24.99

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.63%	8.65%	12.39%
Prior Year Proficient	8.65%	17.00%	23.34%
Prior Year Partially Proficient	1.73%	5.19%	6.34%
Prior Year Minimally Proficient	2.02%	2.88%	5.19%
SGP ELA Points			23.98

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.91%	10.69%	12.72%
Prior Year Proficient	5.78%	10.98%	29.19%
Prior Year Partially Proficient	1.16%	6.36%	11.27%
Prior Year Minimally Proficient	0.87%	2.60%	3.47%
SGP Math Points			26.40

Total Growth Points	48.98
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.54%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	94.32%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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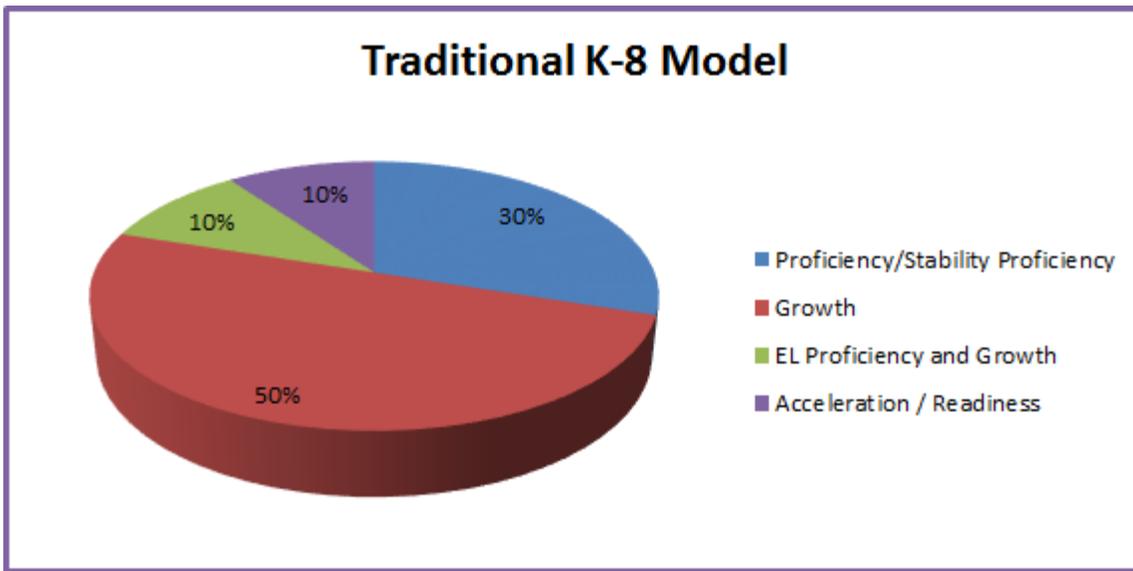
Welcome Liz Vierkoetter!

Liz Vierkoetter

Home (/FY2021/) / A-F Summary

Legacy Traditional School - East Mesa (541763)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.18
Growth	50%	46.99
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	7.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		96.69%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	48.85%	61.14%
4	72.25%	72.82%
5	70.41%	73.38%
6	73.89%	62.36%
7	69.85%	59.40%
8	69.71%	60.29%
Percent Proficient All Students		66.29%
Total Proficiency Points		20.18

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.02%	66.51%	66.76%	15.00%
2-Year FAY	72.36%	71.45%	71.91%	10.00%
1-Year FAY	61.55%	57.43%	59.47%	5.00%
Total Stability Proficiency Points				20.18

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	7.93%	8.37%	7.93%
Prior Year Proficient	11.45%	14.98%	13.66%
Prior Year Partially Proficient	3.52%	6.17%	5.73%
Prior Year Minimally Proficient	5.29%	6.17%	8.81%
SGP ELA Points			21.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.99%	7.42%	5.68%
Prior Year Proficient	6.99%	13.54%	16.16%
Prior Year Partially Proficient	3.93%	7.86%	18.34%
Prior Year Minimally Proficient	3.06%	5.68%	4.37%
SGP Math Points			25.33

Total Growth Points	46.99
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50

Grade 8 Math Minimally Proficient	2.50
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	0.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	7.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.53%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	97.32%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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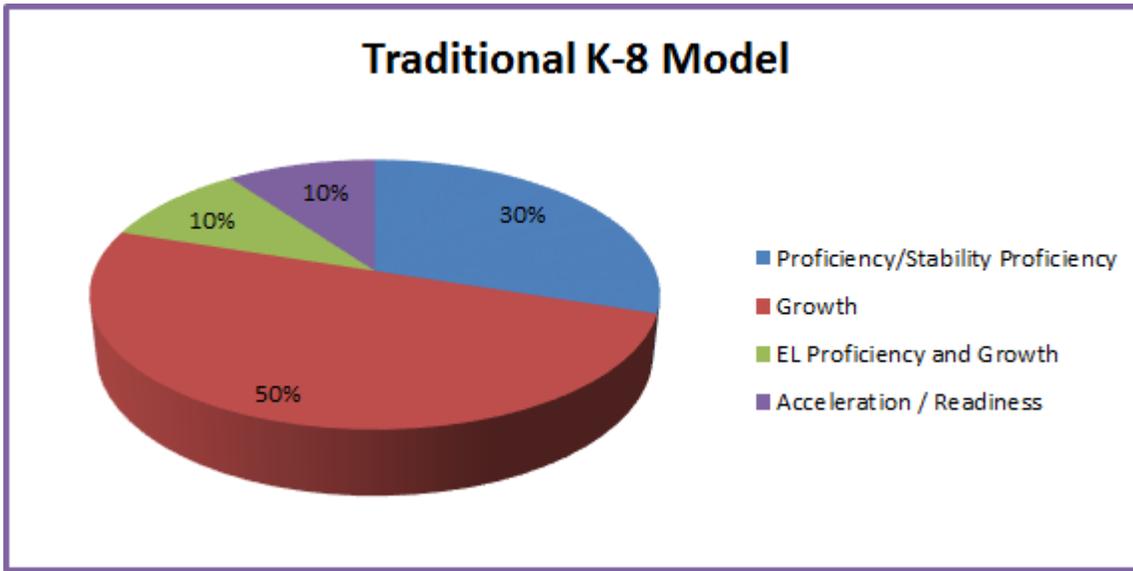
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / A-F Summary

Legacy Traditional School - Chandler (91134)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.04
Growth	50%	46.09
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		96.18%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	66.15%	78.00%
4	89.41%	93.73%
5	90.55%	90.75%
6	87.09%	74.49%
7	76.11%	85.91%
8	85.78%	78.36%
Percent Proficient All Students		83.48%
Total Proficiency Points		25.04

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	84.37%	85.91%	85.14%	15.00%
2-Year FAY	81.07%	77.06%	79.05%	10.00%
1-Year FAY	77.13%	78.83%	77.98%	5.00%
Total Stability Proficiency Points				24.58

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	10.13%	9.91%	9.25%
Prior Year Proficient	13.88%	15.86%	18.94%
Prior Year Partially Proficient	2.64%	2.20%	6.83%
Prior Year Minimally Proficient	3.08%	2.42%	4.85%
SGP ELA Points			21.09

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.01%	13.29%	11.98%
Prior Year Proficient	6.32%	14.16%	27.02%
Prior Year Partially Proficient	1.96%	5.45%	8.71%
Prior Year Minimally Proficient	1.31%	1.31%	3.49%
SGP Math Points			25.32

Total Growth Points	46.09
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	2.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	5.79%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	98.47%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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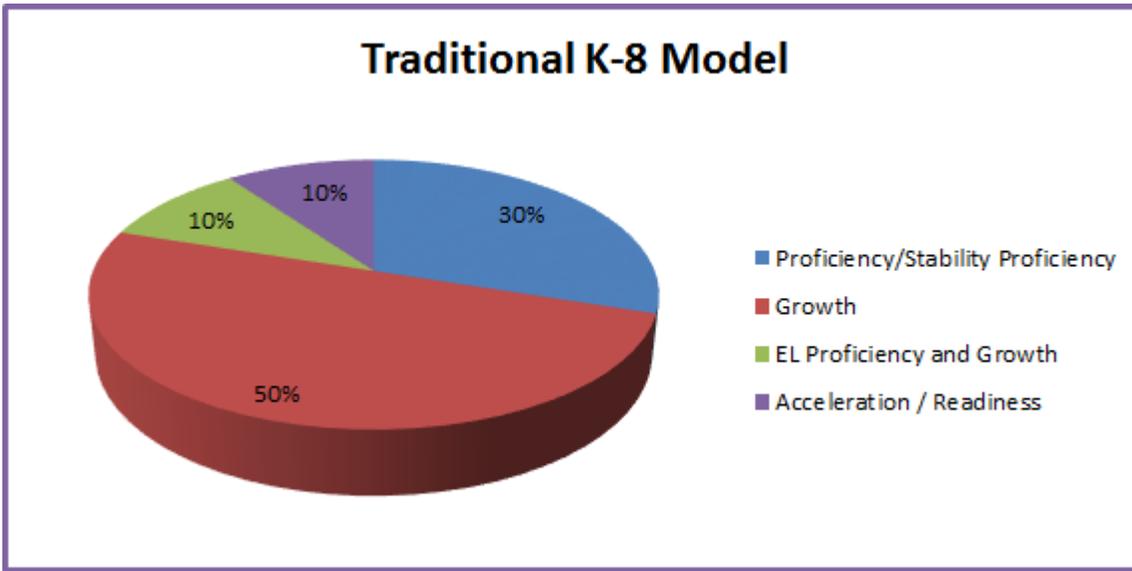
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School - Casa Grande (90366)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	21.49
Growth	50%	49.00
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		93.20%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	61.59%	69.54%
4	81.16%	77.02%
5	79.23%	71.08%
6	78.13%	69.04%
7	70.16%	66.94%
8	75.51%	76.54%
Percent Proficient All Students		71.63%
Total Proficiency Points		21.49

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	78.45%	75.75%	75.57%	15.00%
2-Year FAY	61.10%	59.59%	58.82%	10.00%
1-Year FAY	60.95%	56.14%	57.04%	5.00%
Total Stability Proficiency Points				20.07

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	4.14%	5.98%	9.66%
Prior Year Proficient	11.26%	13.56%	19.54%
Prior Year Partially Proficient	5.06%	6.67%	7.59%
Prior Year Minimally Proficient	2.53%	5.06%	8.97%
SGP ELA Points			24.00

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.18%	5.34%	10.44%
Prior Year Proficient	5.10%	16.24%	22.27%
Prior Year Partially Proficient	3.02%	8.35%	14.15%
Prior Year Minimally Proficient	0.93%	2.32%	7.66%
SGP Math Points			27.55

Total Growth Points	49.00
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.77%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	96.80%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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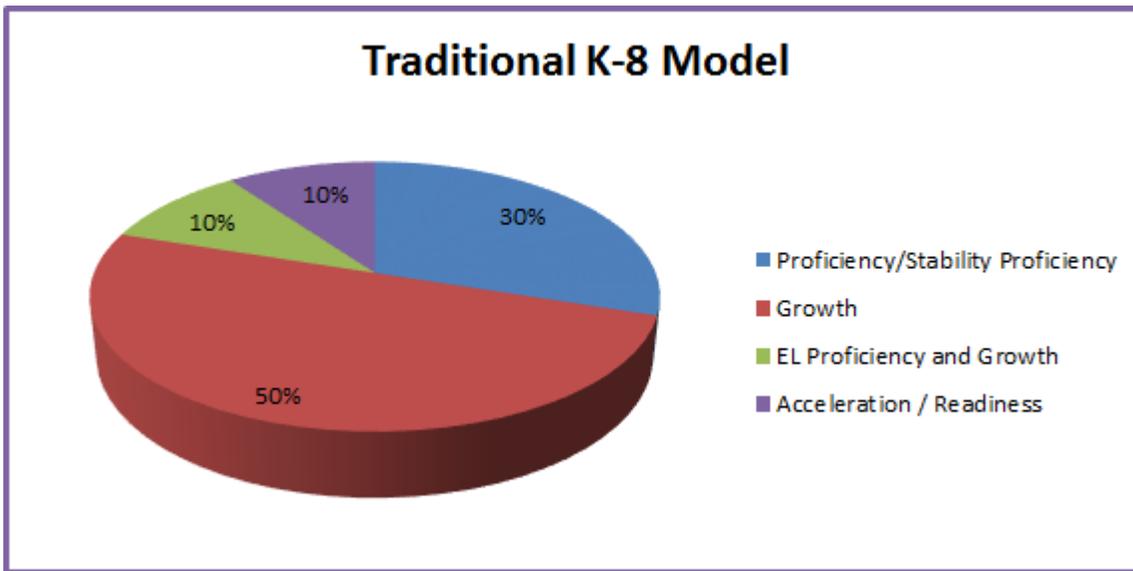
Welcome Heather Sliker!

Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Avondale (91136)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	21.25
Growth	50%	47.99
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		92.43%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	62.21%	71.81%
4	70.36%	65.97%
5	80.59%	73.99%
6	74.93%	75.50%
7	74.96%	74.92%
8	72.74%	78.52%
Percent Proficient All Students		70.82%
Total Proficiency Points		21.25

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	73.83%	75.29%	72.57%	15.00%
2-Year FAY	69.83%	72.83%	69.35%	10.00%
1-Year FAY	62.63%	56.15%	57.36%	5.00%
Total Stability Proficiency Points				20.69

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.89%	7.52%	7.93%
Prior Year Proficient	11.90%	14.41%	19.21%
Prior Year Partially Proficient	3.34%	5.43%	7.52%
Prior Year Minimally Proficient	2.92%	5.64%	7.31%
SGP ELA Points			23.04

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.09%	9.78%	12.42%
Prior Year Proficient	9.37%	13.44%	21.18%
Prior Year Partially Proficient	1.63%	7.33%	10.79%
Prior Year Minimally Proficient	1.63%	2.65%	4.68%
SGP Math Points			24.96

Total Growth Points	47.99
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	0.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.03%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	96.96%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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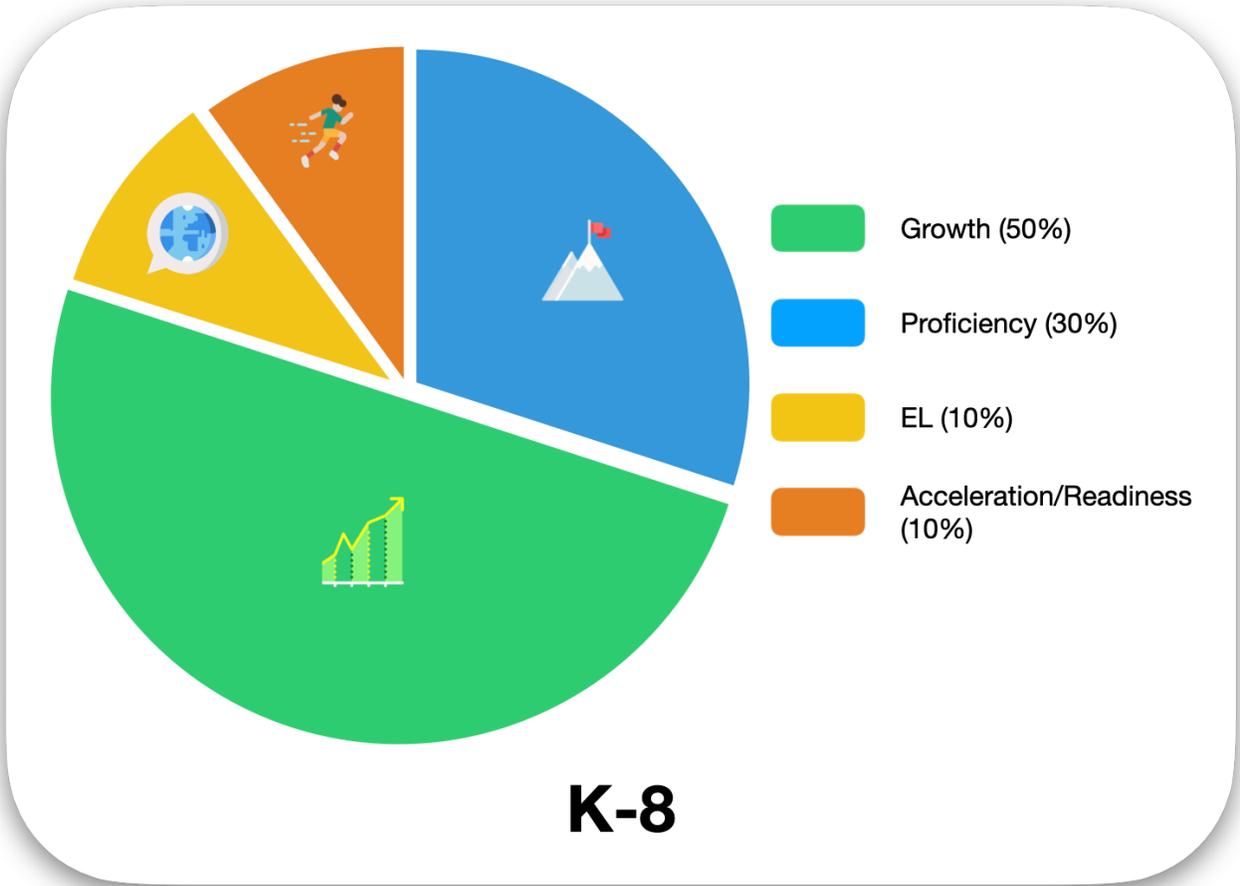
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - West Surprise (1000561) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	23.19
Growth	50%	39.78
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.97
Total Points Eligible		100
Percentage Earned		82.97%
Total Bonus Points		2.50
Total Points Earned		85.47
Percent Tested		99.04%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	81.19%	81.00%
4	78.42%	75.22%
5	81.83%	80.00%
6	80.00%	73.85%
7	81.93%	71.08%
8	82.15%	53.70%
Percent Proficient All Students		77.18%
Total Proficiency Points		23.15

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	82.38%	76.26%	79.47%	18.00%
1-Year FAY	78.57%	69.71%	74.02%	12.00%
Total Stability Proficiency Points				23.19

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.94%	6.22%	5.98%
Prior Year Proficient	15.31%	16.27%	16.03%
Prior Year Partially Proficient	4.31%	5.50%	7.89%
Prior Year Minimally Proficient	5.02%	5.02%	5.50%
SGP ELA Points			20.86

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.06%	4.83%	5.52%
Prior Year Proficient	17.24%	17.01%	11.72%
Prior Year Partially Proficient	10.57%	7.13%	6.90%
Prior Year Minimally Proficient	4.37%	4.60%	5.06%
SGP Math Points			18.92

Total Growth Points	39.78
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.31%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	41.62%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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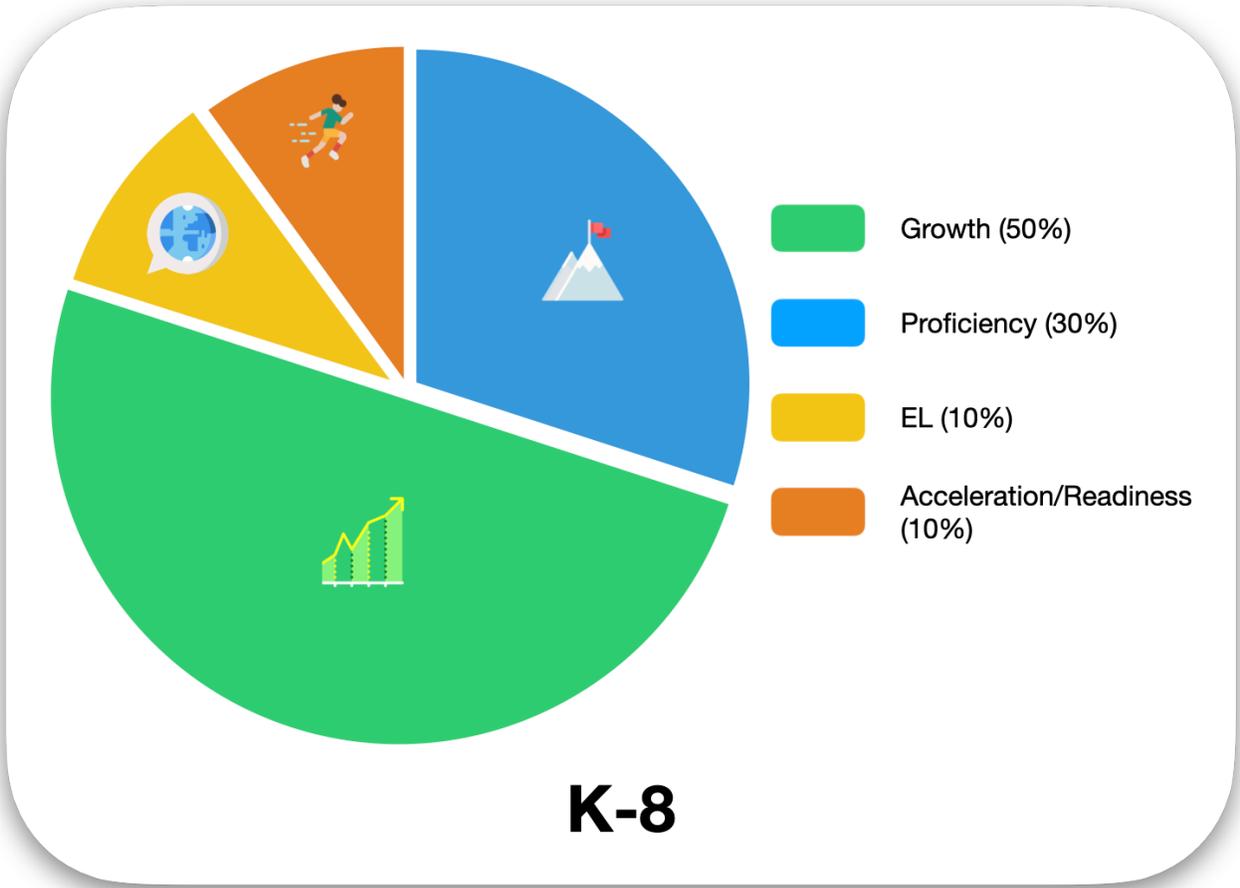
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Surprise (92880)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.23
Growth	50%	39.27
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		80.50
Total Points Eligible		100
Percentage Earned		80.50%
Total Bonus Points		2.50
Total Points Earned		83
Percent Tested		99.52%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	69.77%	79.86%
4	84.91%	82.01%
5	73.51%	74.01%
6	71.06%	67.32%
7	83.80%	53.75%
8	80.85%	67.07%
Percent Proficient All Students		74.11%
Total Proficiency Points		22.23

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.07%	75.52%	78.32%	15.00%
2-Year FAY	69.50%	62.65%	66.08%	10.00%
1-Year FAY	69.38%	62.52%	65.95%	5.00%
Total Stability Proficiency Points				21.65

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.16%	4.43%	4.86%
Prior Year Proficient	14.81%	14.81%	13.51%
Prior Year Partially Proficient	5.62%	6.27%	8.54%
Prior Year Minimally Proficient	4.65%	6.81%	9.51%
SGP ELA Points			21.95

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.80%	6.76%	3.00%
Prior Year Proficient	16.20%	15.77%	7.51%
Prior Year Partially Proficient	10.19%	9.44%	5.36%
Prior Year Minimally Proficient	6.65%	4.94%	5.36%
SGP Math Points			17.32

Total Growth Points	39.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.79%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	42.51%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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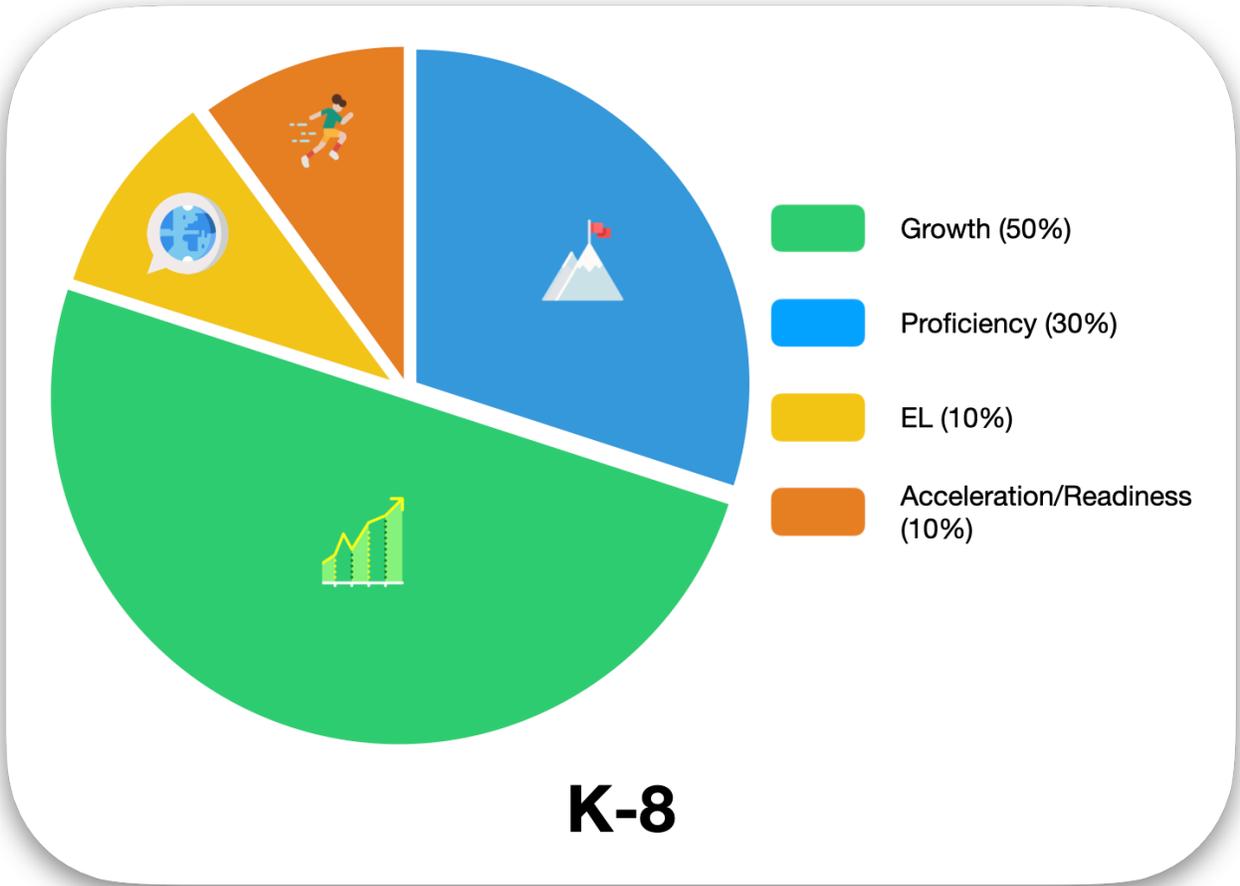
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Queen Creek (90534)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.22
Growth	50%	39.66
EL Proficiency and Growth	10%	0.00
Acceleration / Readiness	10%	10.00
All Students Total Points		71.88
Total Points Eligible		100
Percentage Earned		71.88%
Total Bonus Points		3.50
Total Points Earned		75.38
Percent Tested		99.65%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	62.00%	71.21%
4	69.85%	75.00%
5	79.50%	80.14%
6	75.16%	74.38%
7	79.65%	72.62%
8	69.51%	79.71%
Percent Proficient All Students		74.06%
Total Proficiency Points		22.22

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	74.90%	77.11%	76.02%	15.00%
2-Year FAY	62.53%	70.69%	66.61%	10.00%
1-Year FAY	70.16%	70.69%	70.42%	5.00%
Total Stability Proficiency Points				21.59

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.25%	3.29%	6.25%
Prior Year Proficient	16.45%	14.64%	14.47%
Prior Year Partially Proficient	6.09%	6.41%	6.91%
Prior Year Minimally Proficient	5.76%	6.41%	7.07%
SGP ELA Points			20.24

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.32%	7.18%	6.04%
Prior Year Proficient	16.48%	10.60%	12.23%
Prior Year Partially Proficient	7.18%	9.46%	7.99%
Prior Year Minimally Proficient	4.89%	3.92%	5.71%
SGP Math Points			19.42

Total Growth Points	39.66
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		0.00
Total EL Growth Points		0.00

EL Proficiency and Growth Points	0.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.69%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	42.68%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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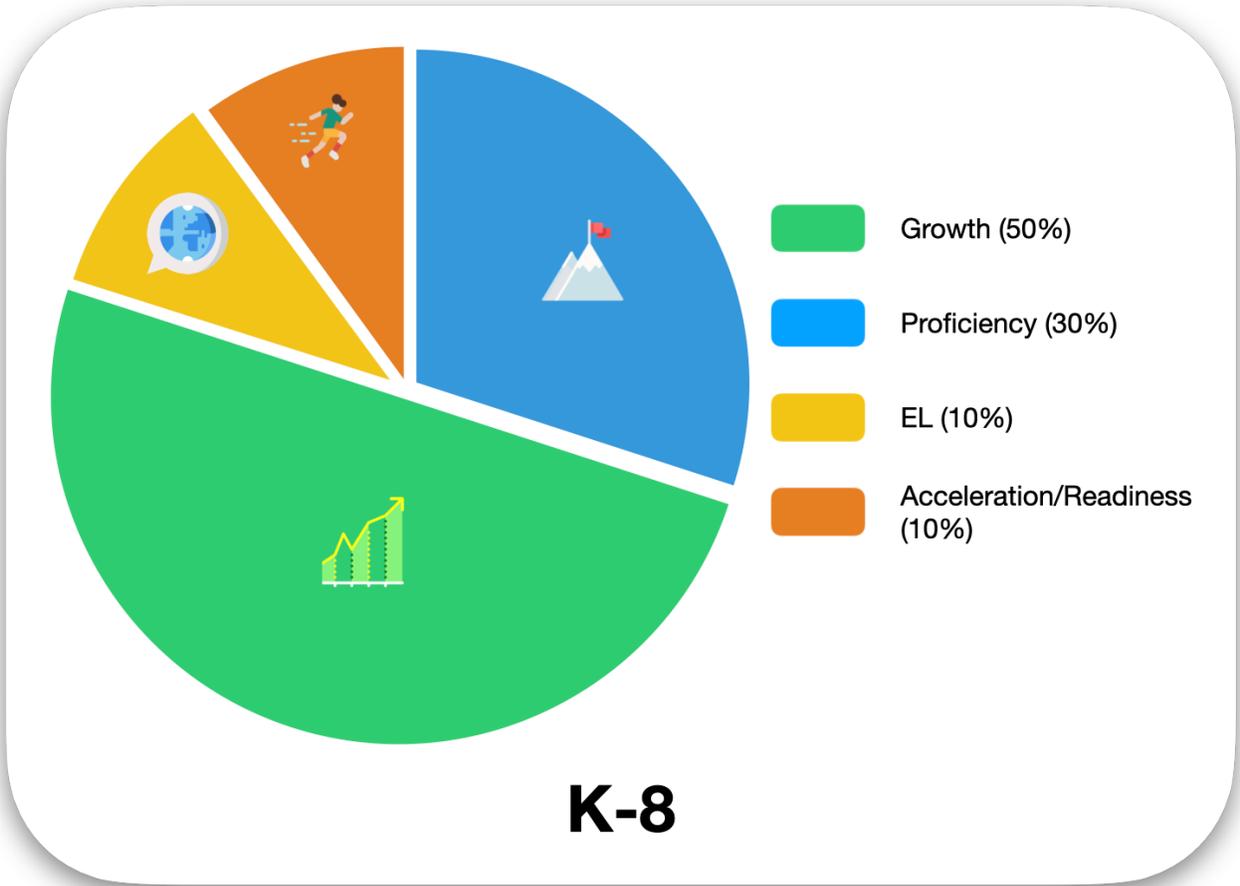
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Phoenix (112572)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	16.58
Growth	50%	30.41
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	7.00
All Students Total Points		59.99
Total Points Eligible		100
Percentage Earned		59.99%
Total Bonus Points		1.00
Total Points Earned		60.99
Percent Tested		99.76%
A-F Letter Grade		C



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	69.53%	68.32%
4	45.72%	46.93%
5	51.64%	40.17%
Percent Proficient All Students		53.62%
Total Proficiency Points		16.09

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	59.83%	55.39%	57.47%	15.00%
2-Year FAY	57.93%	57.02%	57.70%	10.00%
1-Year FAY	45.47%	41.75%	43.85%	5.00%
Total Stability Proficiency Points				16.58

Growth	50%	View Data (/FY2022/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.57%	2.47%	0.82%
Prior Year Proficient	14.29%	9.07%	8.79%
Prior Year Partially Proficient	9.07%	4.95%	4.12%
Prior Year Minimally Proficient	20.05%	12.91%	9.89%
SGP ELA Points			16.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.55%	1.64%	0.55%
Prior Year Proficient	16.39%	8.74%	4.92%
Prior Year Partially Proficient	17.49%	10.38%	3.01%
Prior Year Minimally Proficient	18.03%	9.56%	5.74%
SGP Math Points			13.42

Total Growth Points	30.41
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		6.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient	5.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	2.00	
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	7.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.77%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	18.33%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

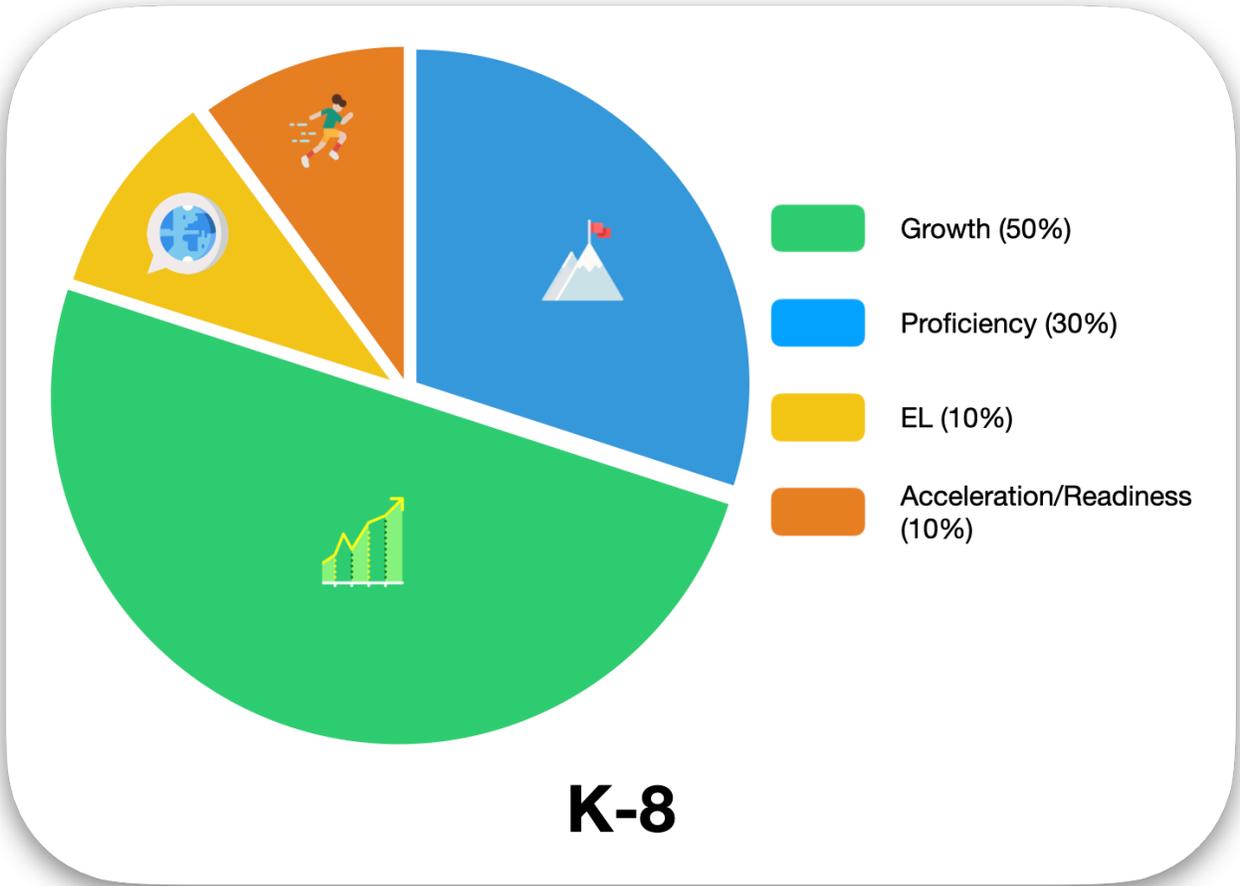
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Peoria (70018)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.12
Growth	50%	36.48
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		79.60
Total Points Eligible		100
Percentage Earned		79.60%
Total Bonus Points		4.00
Total Points Earned		83.6
Percent Tested		99.70%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	83.24%	82.94%
4	84.37%	80.00%
5	89.65%	88.24%
6	77.31%	60.93%
7	68.85%	41.92%
8	77.14%	54.64%
Percent Proficient All Students		77.08%
Total Proficiency Points		23.12

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.03%	72.58%	77.92%	15.00%
2-Year FAY	77.34%	72.03%	74.69%	10.00%
1-Year FAY	80.92%	72.82%	76.87%	5.00%
Total Stability Proficiency Points				23.00

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.67%	4.91%	8.59%
Prior Year Proficient	15.34%	13.50%	12.27%
Prior Year Partially Proficient	4.29%	7.98%	6.44%
Prior Year Minimally Proficient	4.29%	7.98%	6.75%
SGP ELA Points			20.70

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	12.23%	6.73%	4.28%
Prior Year Proficient	18.04%	13.76%	5.81%
Prior Year Partially Proficient	9.79%	7.03%	6.73%
Prior Year Minimally Proficient	7.03%	4.89%	3.67%
SGP Math Points			15.78

Total Growth Points	36.48
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.75%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	52.48%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

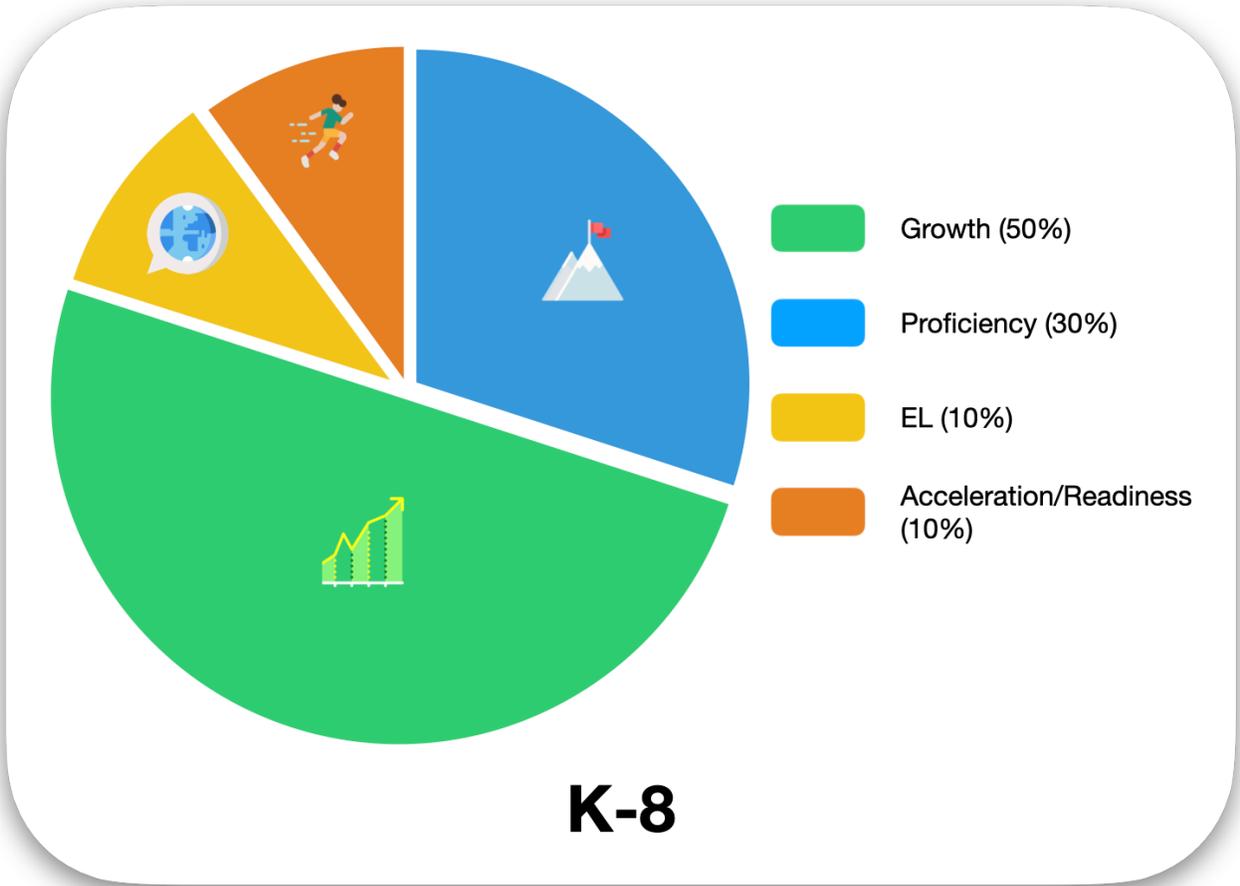
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Northwest Tucson (91138)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.47
Growth	50%	37.50
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	9.00
All Students Total Points		76.97
Total Points Eligible		100
Percentage Earned		76.97%
Total Bonus Points		3.00
Total Points Earned		79.97
Percent Tested		99.33%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	65.90%	63.70%
4	73.02%	76.23%
5	81.50%	72.30%
6	77.41%	58.99%
7	81.32%	67.67%
8	74.56%	66.38%
Percent Proficient All Students		71.56%
Total Proficiency Points		21.47

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	76.40%	69.97%	73.31%	15.00%
2-Year FAY	72.67%	55.19%	63.61%	10.00%
1-Year FAY	74.01%	65.59%	70.11%	5.00%
Total Stability Proficiency Points				20.86

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.60%	5.66%	5.03%
Prior Year Proficient	18.08%	16.19%	11.79%
Prior Year Partially Proficient	4.72%	7.08%	4.72%
Prior Year Minimally Proficient	6.13%	5.66%	8.33%
SGP ELA Points			19.73

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.83%	6.06%	3.42%
Prior Year Proficient	18.17%	13.51%	7.76%
Prior Year Partially Proficient	9.47%	10.87%	6.52%
Prior Year Minimally Proficient	6.83%	4.97%	5.59%
SGP Math Points			17.77

Total Growth Points	37.50
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		9.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.39%	8.55%	9.97%	11.40%	14.24%	1.50
Science Assessment Bonus Points	43.18%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

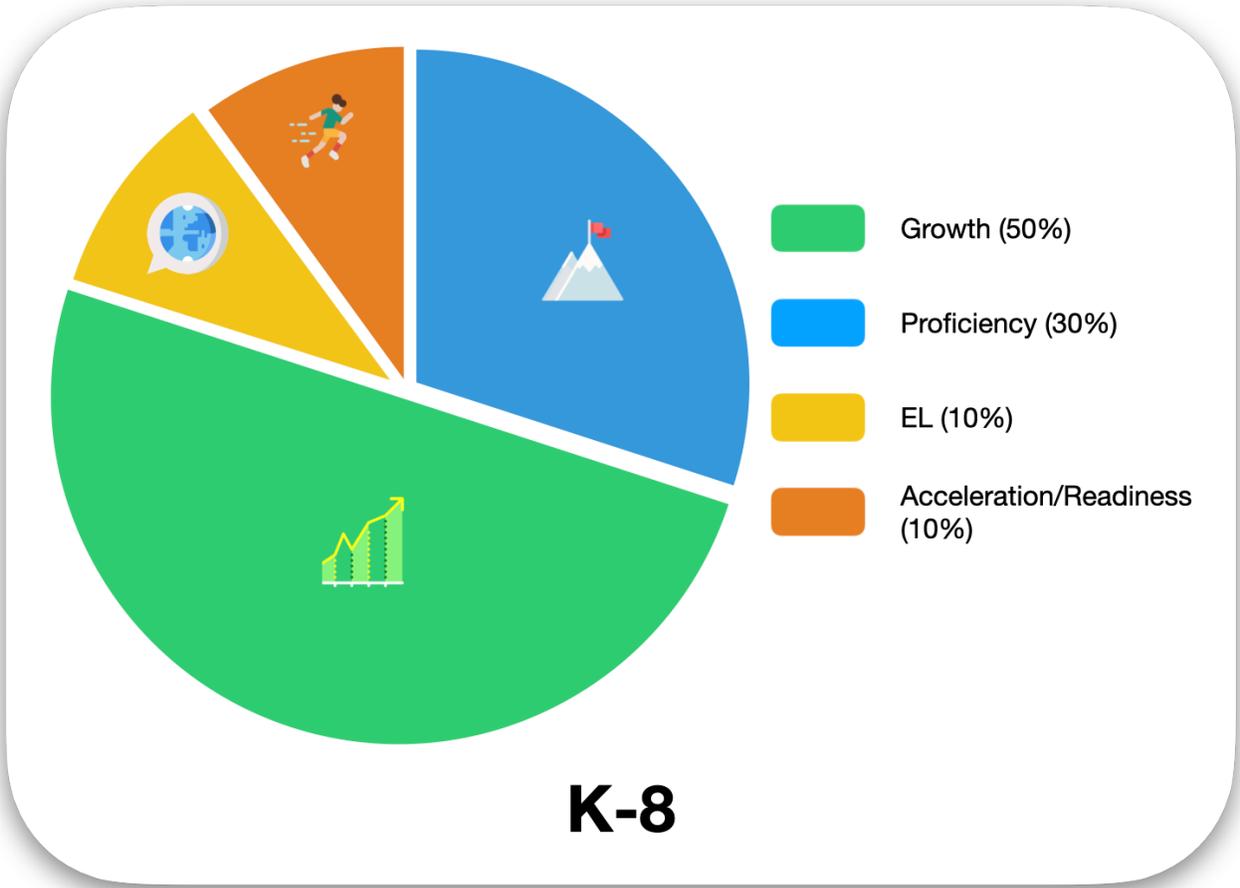
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - North Phoenix (1000569)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.78
Growth	50%	41.27
EL Proficiency and Growth	10%	7.00
Acceleration / Readiness	10%	10.00
All Students Total Points		74.05
Total Points Eligible		100
Percentage Earned		74.05%
Total Bonus Points		3.50
Total Points Earned		77.55
Percent Tested		99.32%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
6	53.02%	34.72%
7	69.26%	49.31%
8	65.37%	39.33%
Percent Proficient All Students		51.87%
Total Proficiency Points		15.56

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	68.95%	45.75%	57.27%	18.00%
1-Year FAY	55.33%	35.92%	45.60%	12.00%
Total Stability Proficiency Points				15.78

Growth	50%	View Data (/FY2022/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.97%	1.99%	1.77%
Prior Year Proficient	11.70%	10.38%	12.14%
Prior Year Partially Proficient	7.51%	9.71%	9.05%
Prior Year Minimally Proficient	7.95%	11.26%	12.58%
SGP ELA Points			22.78

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.16%	2.63%	1.97%
Prior Year Proficient	9.85%	7.88%	5.25%
Prior Year Partially Proficient	14.22%	10.07%	4.38%
Prior Year Minimally Proficient	14.22%	13.57%	11.82%
SGP Math Points			18.49

Total Growth Points	41.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		2.00
EL Proficiency and Growth Points		7.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient	2.50	
Grade 8 Math Minimally Proficient	2.50	
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	10.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.82%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	28.40%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

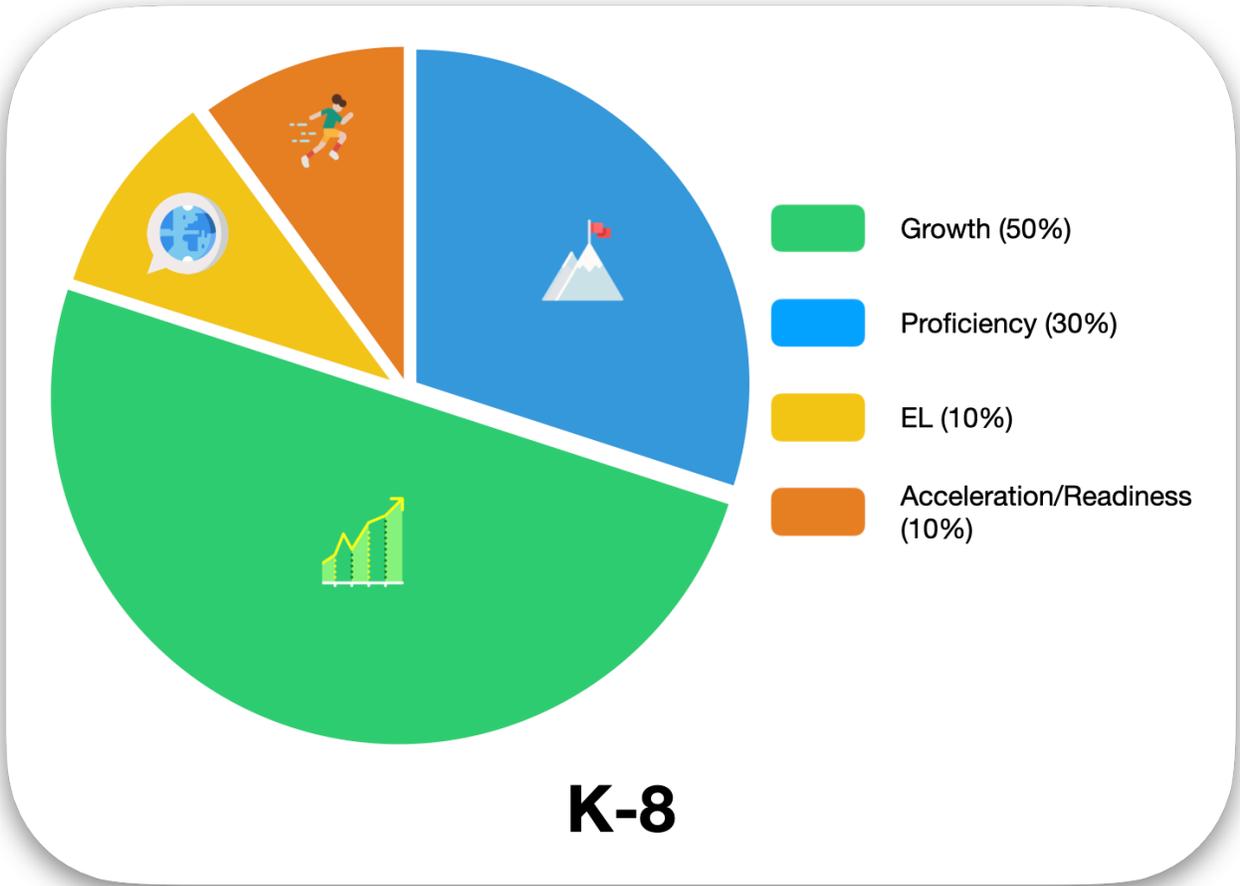
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School – North Chandler (411380) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.67
Growth	50%	40.93
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.60
Total Points Eligible		100
Percentage Earned		82.60%
Total Bonus Points		1.50
Total Points Earned		84.1
Percent Tested		99.20%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	62.08%	58.97%
4	82.69%	73.40%
5	70.80%	72.53%
6	83.21%	67.68%
7	85.36%	68.75%
8	85.19%	66.23%
Percent Proficient All Students		72.22%
Total Proficiency Points		21.67

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.32%	72.24%	76.81%	15.00%
2-Year FAY	67.34%	68.15%	67.75%	10.00%
1-Year FAY	69.45%	54.41%	61.85%	5.00%
Total Stability Proficiency Points				21.39

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.64%	6.95%	6.62%
Prior Year Proficient	15.89%	11.59%	15.23%
Prior Year Partially Proficient	5.30%	5.63%	9.60%
Prior Year Minimally Proficient	5.30%	6.29%	6.95%
SGP ELA Points			21.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.15%	6.47%	2.91%
Prior Year Proficient	12.62%	15.21%	9.39%
Prior Year Partially Proficient	10.03%	8.09%	7.12%
Prior Year Minimally Proficient	7.44%	8.74%	5.83%
SGP Math Points			19.29

Total Growth Points	40.93
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.48%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	41.86%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

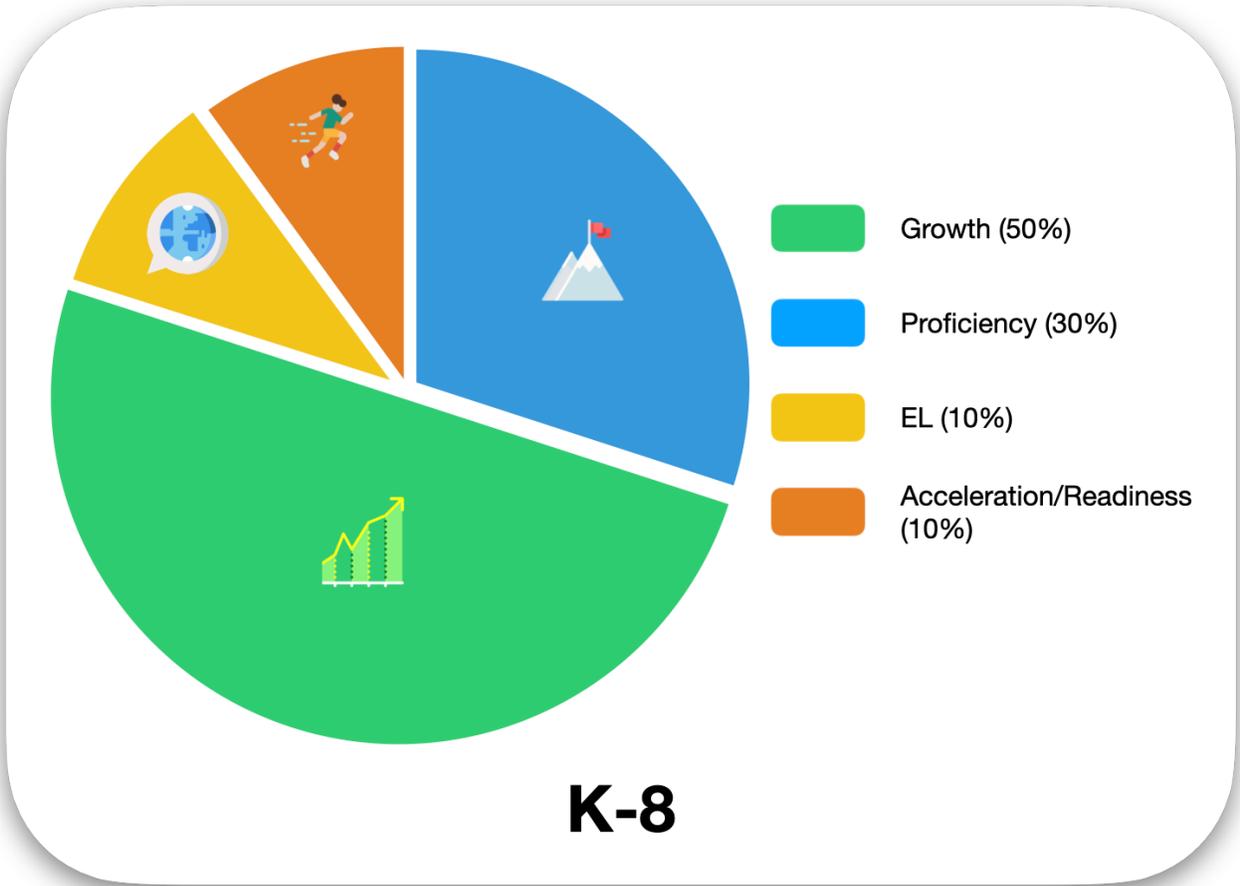
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Mesa (1001423)
FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.87
Growth	50%	36.75
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	0.00
All Students Total Points		65.62
Total Points Eligible		100
Percentage Earned		65.62%
Total Bonus Points		3.00
Total Points Earned		68.62
Percent Tested		99.47%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	74.32%	63.64%
4	85.28%	65.28%
5	61.28%	60.25%
6	64.62%	32.31%
Percent Proficient All Students		66.23%
Total Proficiency Points		19.87

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	72.50%	60.00%	66.23%	30.00%
Total Stability Proficiency Points				19.87

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.25%	7.25%	2.90%
Prior Year Proficient	14.49%	7.25%	14.49%
Prior Year Partially Proficient	14.49%	2.90%	5.80%
Prior Year Minimally Proficient	4.35%	7.25%	11.59%
SGP ELA Points			19.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.25%	4.35%	1.45%
Prior Year Proficient	18.84%	7.25%	5.80%
Prior Year Partially Proficient	17.39%	8.70%	4.35%
Prior Year Minimally Proficient	7.25%	2.90%	14.49%
SGP Math Points			17.11

Total Growth Points	36.75
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.68%	8.55%	9.97%	11.40%	14.24%	1.50
Science Assessment Bonus Points	33.33%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

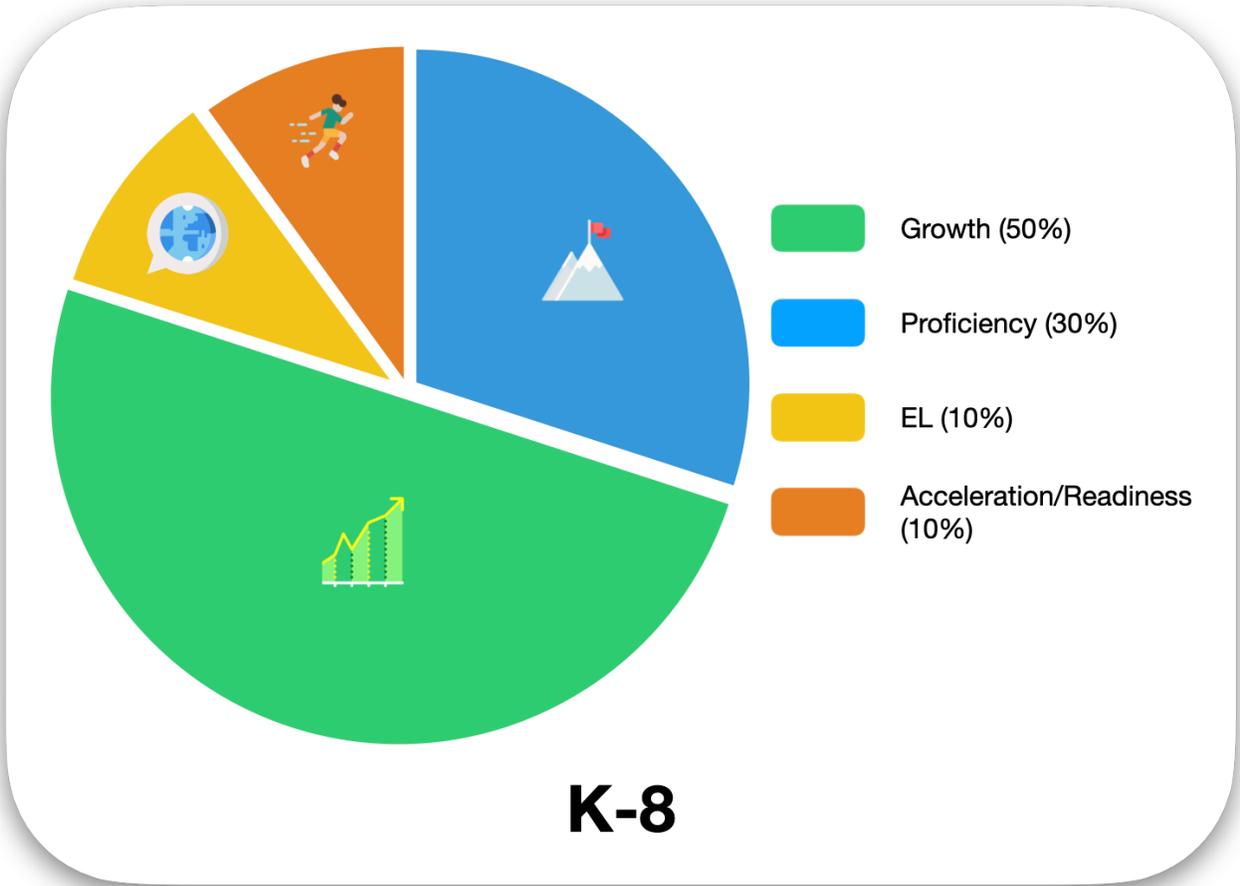
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Maricopa (88361)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.54
Growth	50%	38.27
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	6.50
All Students Total Points		74.31
Total Points Eligible		100
Percentage Earned		74.31%
Total Bonus Points		1.50
Total Points Earned		75.81
Percent Tested		98.77%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	57.93%	59.33%
4	76.34%	70.45%
5	70.77%	71.79%
6	68.74%	60.67%
7	86.94%	55.23%
8	78.51%	67.23%
Percent Proficient All Students		68.48%
Total Proficiency Points		20.54

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	75.34%	70.02%	72.73%	15.00%
2-Year FAY	61.81%	49.34%	55.55%	10.00%
1-Year FAY	68.97%	58.80%	63.86%	5.00%
Total Stability Proficiency Points				19.66

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.12%	5.71%	3.06%
Prior Year Proficient	15.31%	17.55%	13.27%
Prior Year Partially Proficient	6.33%	5.92%	6.53%
Prior Year Minimally Proficient	5.92%	6.12%	8.16%
SGP ELA Points			20.59

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.70%	4.25%	4.66%
Prior Year Proficient	16.40%	13.56%	7.09%
Prior Year Partially Proficient	10.93%	10.53%	5.87%
Prior Year Minimally Proficient	4.25%	8.91%	4.86%
SGP Math Points			17.68

Total Growth Points	38.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		6.50

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.21%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	41.95%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

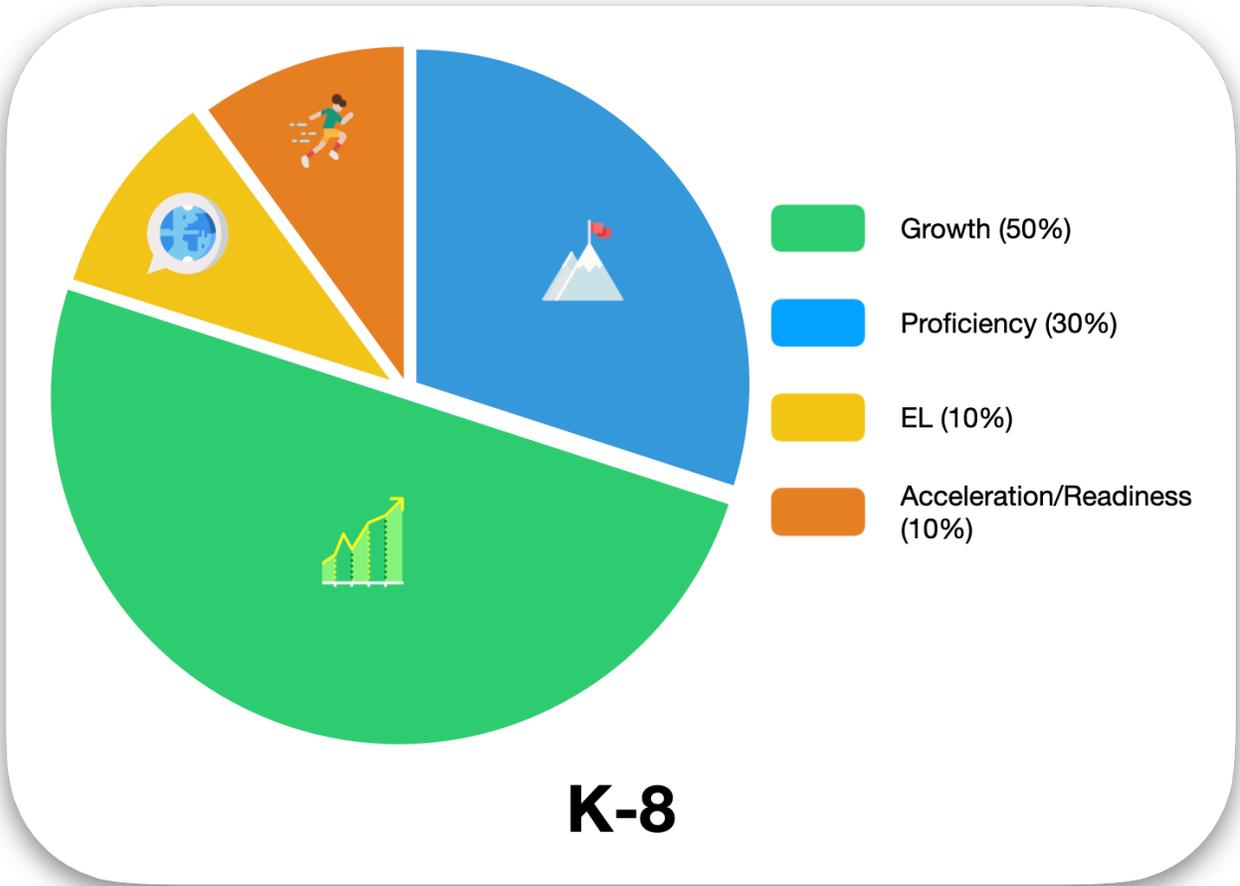
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Online Academy (1001623) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.98
Growth	50%	32.48
EL Proficiency and Growth	10%	8.00
Acceleration / Readiness	10%	0.00
All Students Total Points		55.46
Total Points Eligible		100
Percentage Earned		55.46%
Total Bonus Points		0.00
Total Points Earned		55.46
Percent Tested		86.97%
A-F Letter Grade		NR



Proficiency		30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA		Math
3	67.78%		60.69%
4	70.37%		57.81%
5	60.34%		36.13%
6	62.22%		37.50%
7	89.63%		36.90%
8	70.30%		32.42%
Percent Proficient All Students			49.80%
Total Proficiency Points			14.94

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	70.00%	43.52%	49.94%	30.00%
Total Stability Proficiency Points				14.98

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.34%	5.50%	3.67%
Prior Year Proficient	12.84%	16.51%	7.34%
Prior Year Partially Proficient	2.75%	7.34%	7.34%
Prior Year Minimally Proficient	10.09%	11.01%	8.26%
SGP ELA Points			20.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.02%	0.00%	0.00%
Prior Year Proficient	18.42%	8.77%	0.88%
Prior Year Partially Proficient	20.18%	6.14%	5.26%
Prior Year Minimally Proficient	20.18%	4.39%	8.77%
SGP Math Points			11.84

Total Growth Points	32.48
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	8.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.37%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points		16.04%	18.71%	21.39%	26.74%	

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

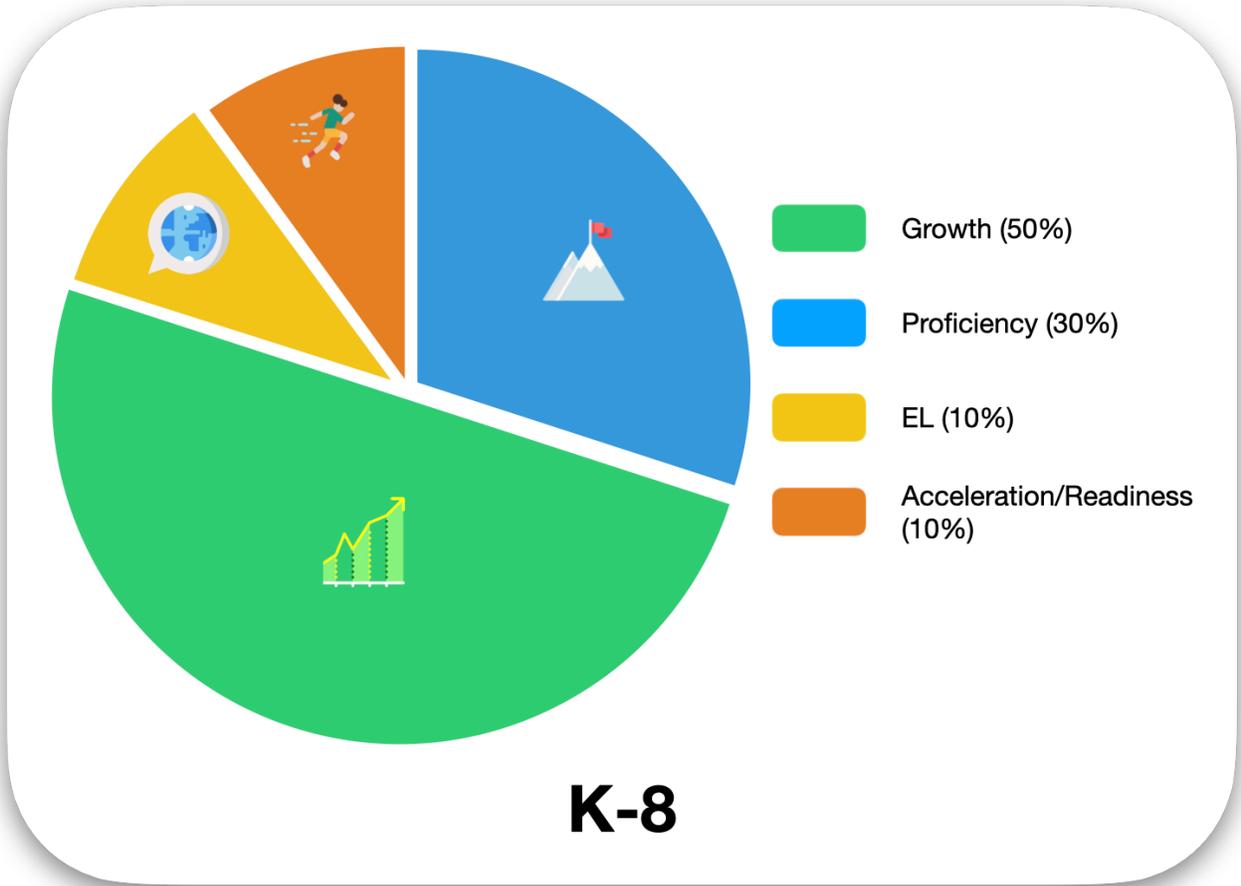
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Laveen Village (91764)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	16.05
Growth	50%	44.06
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		79.11
Total Points Eligible		100
Percentage Earned		79.11%
Total Bonus Points		2.50
Total Points Earned		81.61
Percent Tested		99.10%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	51.51%	46.70%
4	48.69%	42.40%
5	65.61%	55.00%
6	63.16%	42.55%
7	77.06%	45.39%
8	61.70%	42.95%
Percent Proficient All Students		53.30%
Total Proficiency Points		15.99

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	62.43%	49.36%	56.04%	15.00%
2-Year FAY	60.25%	45.24%	53.13%	10.00%
1-Year FAY	56.36%	37.27%	46.59%	5.00%
Total Stability Proficiency Points				16.05

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.14%	2.90%	2.66%
Prior Year Proficient	9.18%	12.08%	7.49%
Prior Year Partially Proficient	5.31%	7.49%	9.66%
Prior Year Minimally Proficient	11.84%	12.32%	15.94%
SGP ELA Points			23.93

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.85%	2.61%	0.95%
Prior Year Proficient	10.45%	8.79%	5.46%
Prior Year Partially Proficient	13.54%	10.69%	5.46%
Prior Year Minimally Proficient	10.93%	15.44%	12.83%
SGP Math Points			20.13

Total Growth Points	44.06
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.73%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	34.74%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

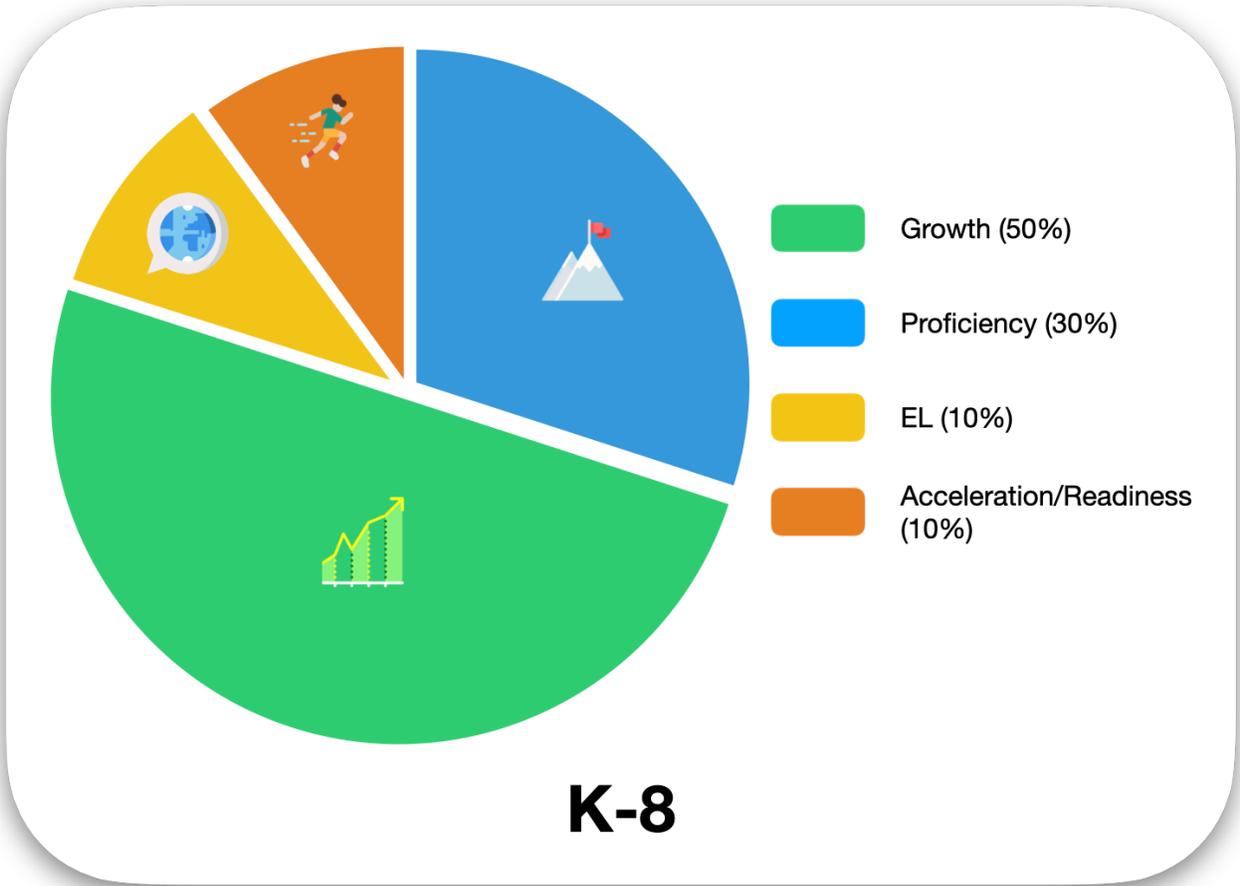
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Goodyear (1000289) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	16.57
Growth	50%	36.38
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		68.95
Total Points Eligible		100
Percentage Earned		68.95%
Total Bonus Points		3.50
Total Points Earned		72.45
Percent Tested		99.64%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	47.83%	54.33%
4	65.57%	55.14%
5	55.11%	53.70%
6	57.44%	39.00%
7	94.74%	37.89%
Percent Proficient All Students		55.24%
Total Proficiency Points		16.57

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	56.63%	45.38%	51.00%	15.00%
2-Year FAY	62.66%	54.06%	58.36%	10.00%
1-Year FAY	61.12%	52.53%	56.78%	5.00%
Total Stability Proficiency Points				16.32

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.14%	3.45%	2.07%
Prior Year Proficient	15.86%	12.41%	7.59%
Prior Year Partially Proficient	7.59%	5.52%	6.21%
Prior Year Minimally Proficient	8.28%	12.41%	14.48%
SGP ELA Points			21.28

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.45%	2.76%	2.07%
Prior Year Proficient	21.38%	8.97%	3.45%
Prior Year Partially Proficient	17.93%	13.10%	4.83%
Prior Year Minimally Proficient	6.21%	11.03%	4.83%
SGP Math Points			15.11

Total Growth Points	36.38
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient	0.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	6.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.50%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	28.26%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

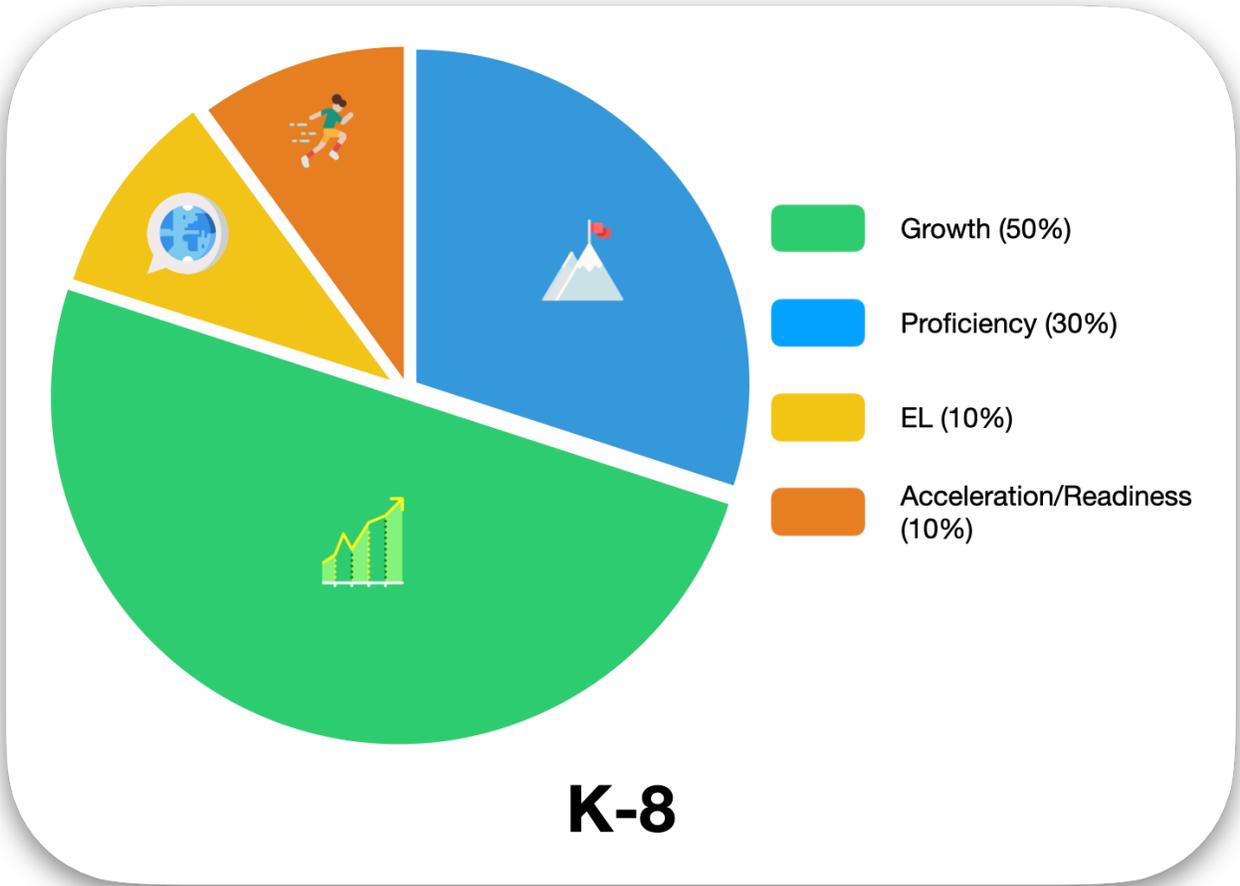
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Glendale (229646)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.80
Growth	50%	40.52
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	10.00
All Students Total Points		80.32
Total Points Eligible		100
Percentage Earned		80.32%
Total Bonus Points		1.50
Total Points Earned		81.82
Percent Tested		96.97%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	84.96%	77.84%
4	79.70%	70.88%
5	68.27%	61.38%
6	86.51%	72.02%
7	97.28%	87.32%
8	105.2%	88.64%
Percent Proficient All Students		79.32%
Total Proficiency Points		23.80

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	87.47%	77.99%	83.00%	15.00%
2-Year FAY	82.05%	68.59%	75.06%	10.00%
1-Year FAY	76.13%	67.79%	72.35%	5.00%
Total Stability Proficiency Points				23.57

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.62%	6.70%	7.99%
Prior Year Proficient	15.98%	14.47%	15.77%
Prior Year Partially Proficient	4.54%	3.67%	8.21%
Prior Year Minimally Proficient	5.18%	3.89%	7.99%
SGP ELA Points			21.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.17%	7.61%	3.91%
Prior Year Proficient	16.09%	15.87%	7.61%
Prior Year Partially Proficient	10.00%	10.43%	7.39%
Prior Year Minimally Proficient	4.57%	3.26%	6.09%
SGP Math Points			18.92

Total Growth Points	40.52
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00

EL Proficiency and Growth Points	6.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.36%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	45.05%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

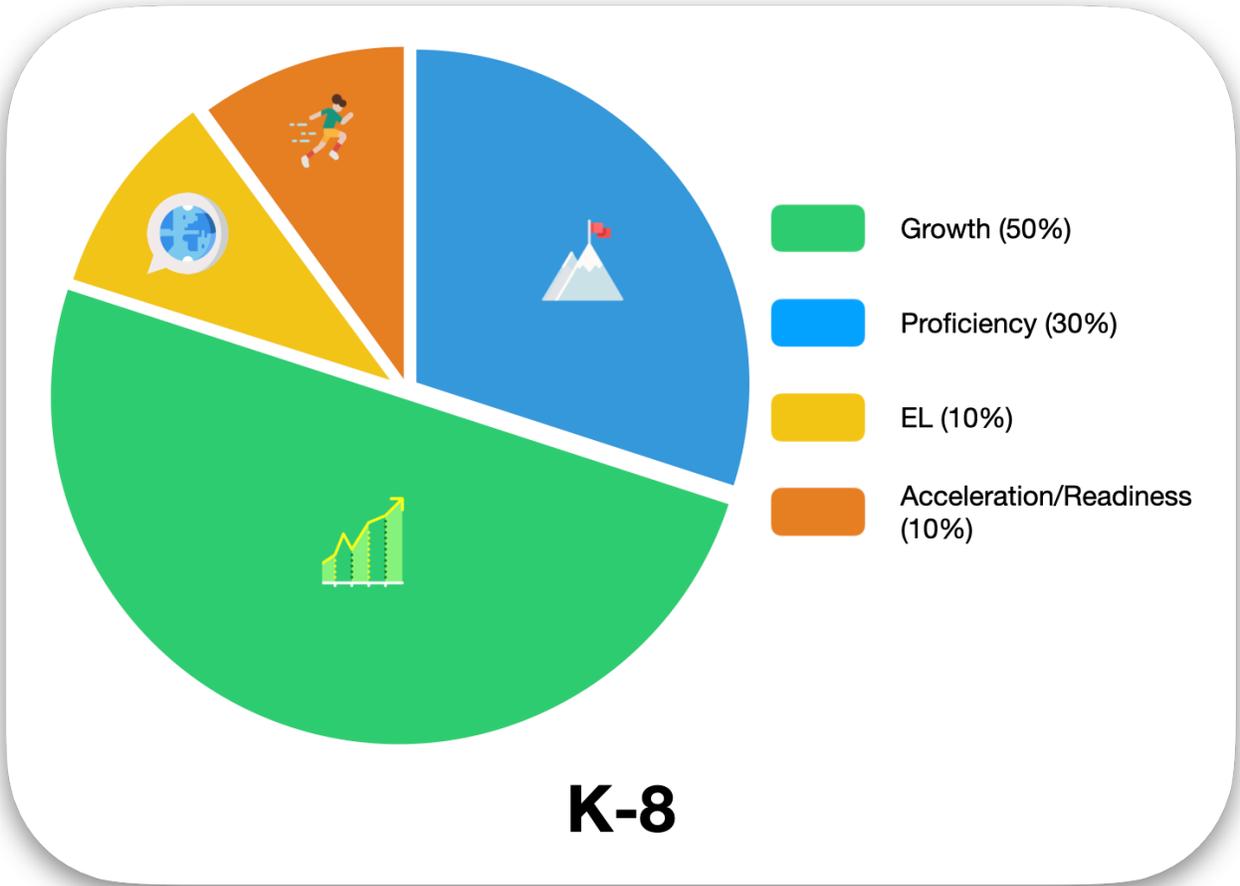
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - East Tucson (1001425) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.29
Growth	50%	39.75
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	2.00
All Students Total Points		67.04
Total Points Eligible		100
Percentage Earned		67.04%
Total Bonus Points		5.00
Total Points Earned		72.04
Percent Tested		99.54%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	63.81%	56.36%
4	52.08%	35.83%
5	54.00%	44.67%
6	55.38%	46.15%
Percent Proficient All Students		50.95%
Total Proficiency Points		15.29

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	56.44%	45.54%	50.95%	30.00%
Total Stability Proficiency Points				15.29

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	0.00%	0.00%	3.45%
Prior Year Proficient	3.45%	3.45%	20.69%
Prior Year Partially Proficient	6.90%	3.45%	6.90%
Prior Year Minimally Proficient	24.14%	13.79%	13.79%
SGP ELA Points			22.24

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.67%	0.00%	0.00%
Prior Year Proficient	13.33%	6.67%	6.67%
Prior Year Partially Proficient	3.33%	10.00%	6.67%
Prior Year Minimally Proficient	20.00%	20.00%	6.67%
SGP Math Points			17.51

Total Growth Points	39.75
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	2.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	14.38%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	53.33%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

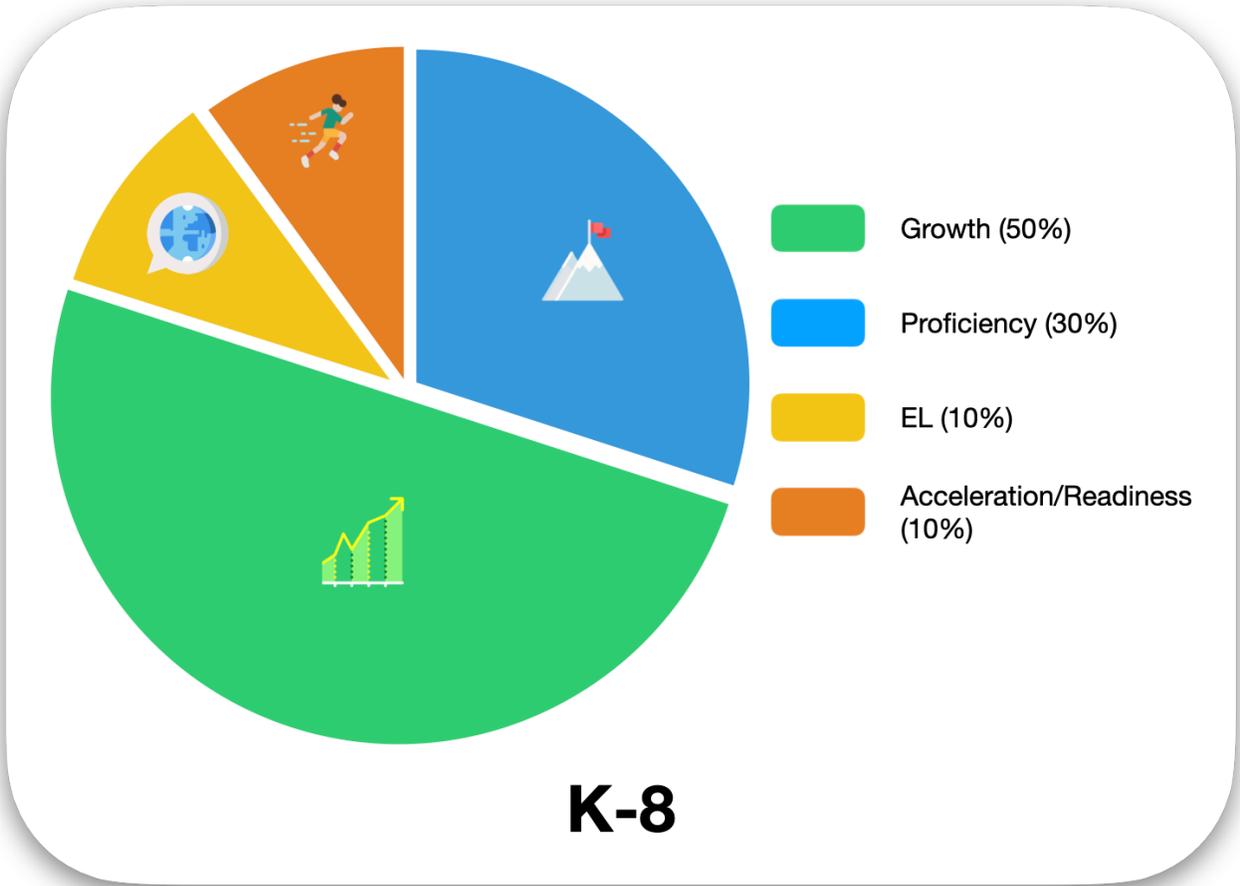
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Gilbert (92048)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.17
Growth	50%	38.34
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.51
Total Points Eligible		100
Percentage Earned		82.51%
Total Bonus Points		2.50
Total Points Earned		85.01
Percent Tested		99.44%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	80.45%	76.40%
4	82.54%	86.67%
5	81.50%	80.37%
6	81.65%	79.17%
7	87.86%	66.16%
8	90.20%	67.11%
Percent Proficient All Students		80.36%
Total Proficiency Points		24.11

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	84.29%	77.08%	80.60%	15.00%
2-Year FAY	83.50%	78.54%	81.49%	10.00%
1-Year FAY	81.32%	76.02%	78.65%	5.00%
Total Stability Proficiency Points				24.17

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.46%	7.79%	6.84%
Prior Year Proficient	14.64%	18.06%	15.02%
Prior Year Partially Proficient	4.75%	5.13%	7.79%
Prior Year Minimally Proficient	3.23%	5.70%	4.56%
SGP ELA Points			21.17

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	11.69%	9.39%	4.60%
Prior Year Proficient	16.86%	16.86%	11.49%
Prior Year Partially Proficient	8.24%	6.70%	4.41%
Prior Year Minimally Proficient	3.26%	3.64%	2.87%
SGP Math Points			17.17

Total Growth Points	38.34
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.57%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	41.28%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

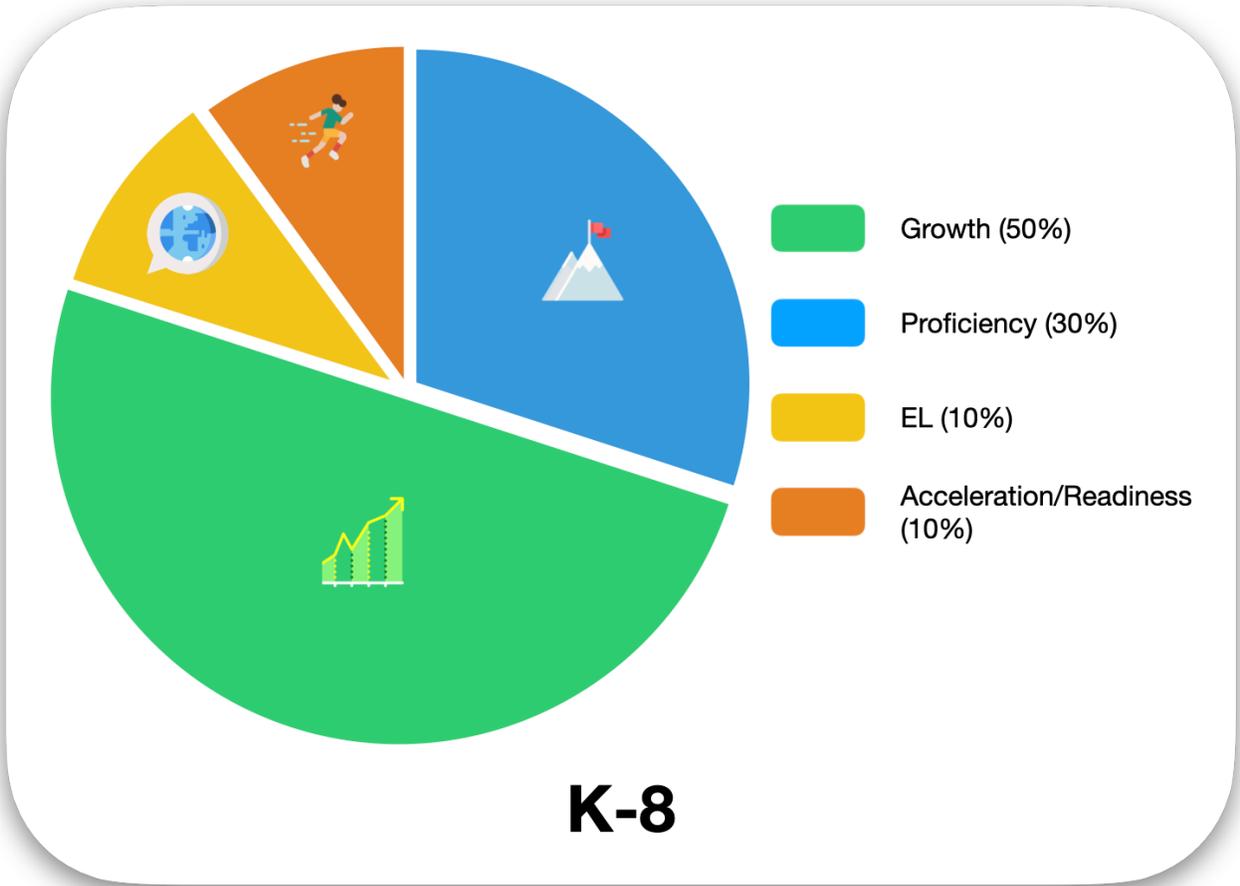
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - East Mesa (541763)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.17
Growth	50%	31.93
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		69.10
Total Points Eligible		100
Percentage Earned		69.10%
Total Bonus Points		2.00
Total Points Earned		71.1
Percent Tested		99.34%
A-F Letter Grade		C



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	58.89%	60.17%
4	55.48%	56.40%
5	66.55%	60.90%
6	54.56%	51.11%
7	70.50%	42.67%
8	62.78%	36.85%
Percent Proficient All Students		57.10%
Total Proficiency Points		17.13

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	63.92%	55.11%	59.70%	15.00%
2-Year FAY	60.00%	50.99%	55.49%	10.00%
1-Year FAY	55.47%	51.51%	53.31%	5.00%
Total Stability Proficiency Points				17.17

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.95%	3.87%	2.38%
Prior Year Proficient	16.96%	11.90%	11.31%
Prior Year Partially Proficient	8.04%	8.33%	3.87%
Prior Year Minimally Proficient	11.01%	8.63%	7.74%
SGP ELA Points			17.78

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.87%	2.93%	2.35%
Prior Year Proficient	18.18%	12.90%	4.40%
Prior Year Partially Proficient	15.84%	9.68%	2.93%
Prior Year Minimally Proficient	12.02%	7.62%	5.28%
SGP Math Points			14.15

Total Growth Points	31.93
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		2.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.46%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	26.24%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

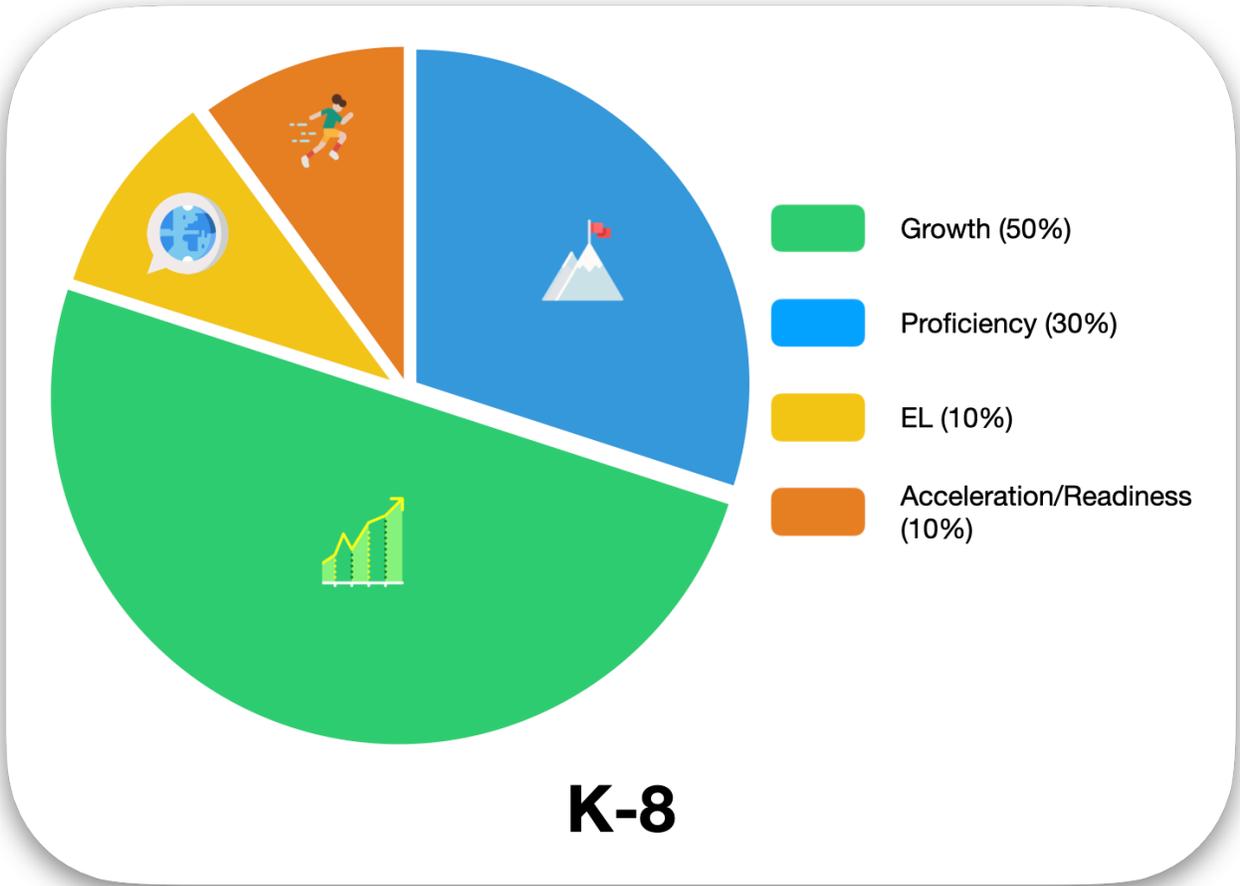
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Deer Valley (1001424) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.45
Growth	50%	39.61
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	0.00
All Students Total Points		68.06
Total Points Eligible		100
Percentage Earned		68.06%
Total Bonus Points		2.00
Total Points Earned		70.06
Percent Tested		98.51%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	61.95%	52.20%
4	98.00%	79.00%
5	52.50%	49.17%
6	73.13%	36.88%
Percent Proficient All Students		61.49%
Total Proficiency Points		18.45

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	68.61%	54.36%	61.49%	30.00%
Total Stability Proficiency Points				18.45

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.65%	2.33%	9.30%
Prior Year Proficient	16.28%	18.60%	18.60%
Prior Year Partially Proficient	4.65%	2.33%	2.33%
Prior Year Minimally Proficient	4.65%	6.98%	9.30%
SGP ELA Points			21.16

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.76%	0.00%	2.38%
Prior Year Proficient	23.81%	4.76%	4.76%
Prior Year Partially Proficient	14.29%	11.90%	4.76%
Prior Year Minimally Proficient	4.76%	7.14%	16.67%
SGP Math Points			18.45

Total Growth Points	39.61
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	12.65%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	25.00%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
-------------------------	-----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

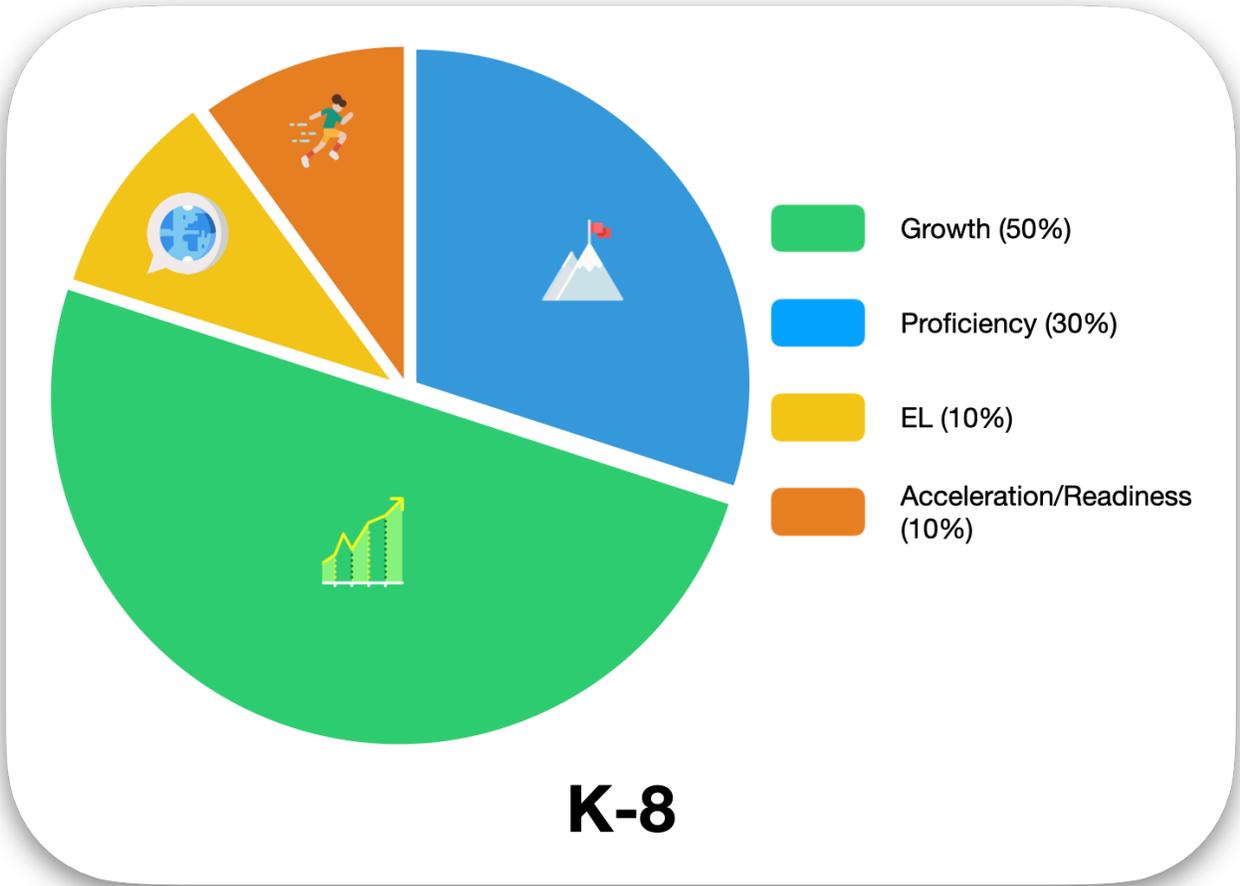
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Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Chandler (91134) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	24.84
Growth	50%	44.24
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		89.08
Total Points Eligible		100
Percentage Earned		89.08%
Total Bonus Points		3.00
Total Points Earned		92.08
Percent Tested		99.47%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	77.56%	82.50%
4	78.83%	78.06%
5	81.95%	89.58%
6	90.14%	84.36%
7	85.68%	75.16%
8	86.63%	76.44%
Percent Proficient All Students		82.53%
Total Proficiency Points		24.76

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.46%	81.23%	82.30%	15.00%
2-Year FAY	84.03%	82.99%	83.51%	10.00%
1-Year FAY	83.80%	81.68%	82.80%	5.00%
Total Stability Proficiency Points				24.84

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.90%	6.86%	7.45%
Prior Year Proficient	11.57%	14.71%	21.96%
Prior Year Partially Proficient	3.73%	4.90%	7.25%
Prior Year Minimally Proficient	2.94%	5.88%	7.84%
SGP ELA Points			23.72

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.31%	9.23%	6.54%
Prior Year Proficient	15.77%	16.92%	10.38%
Prior Year Partially Proficient	4.81%	8.85%	7.69%
Prior Year Minimally Proficient	3.08%	4.62%	4.81%
SGP Math Points			20.52

Total Growth Points	44.24
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
---	--------------

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.40%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	46.43%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

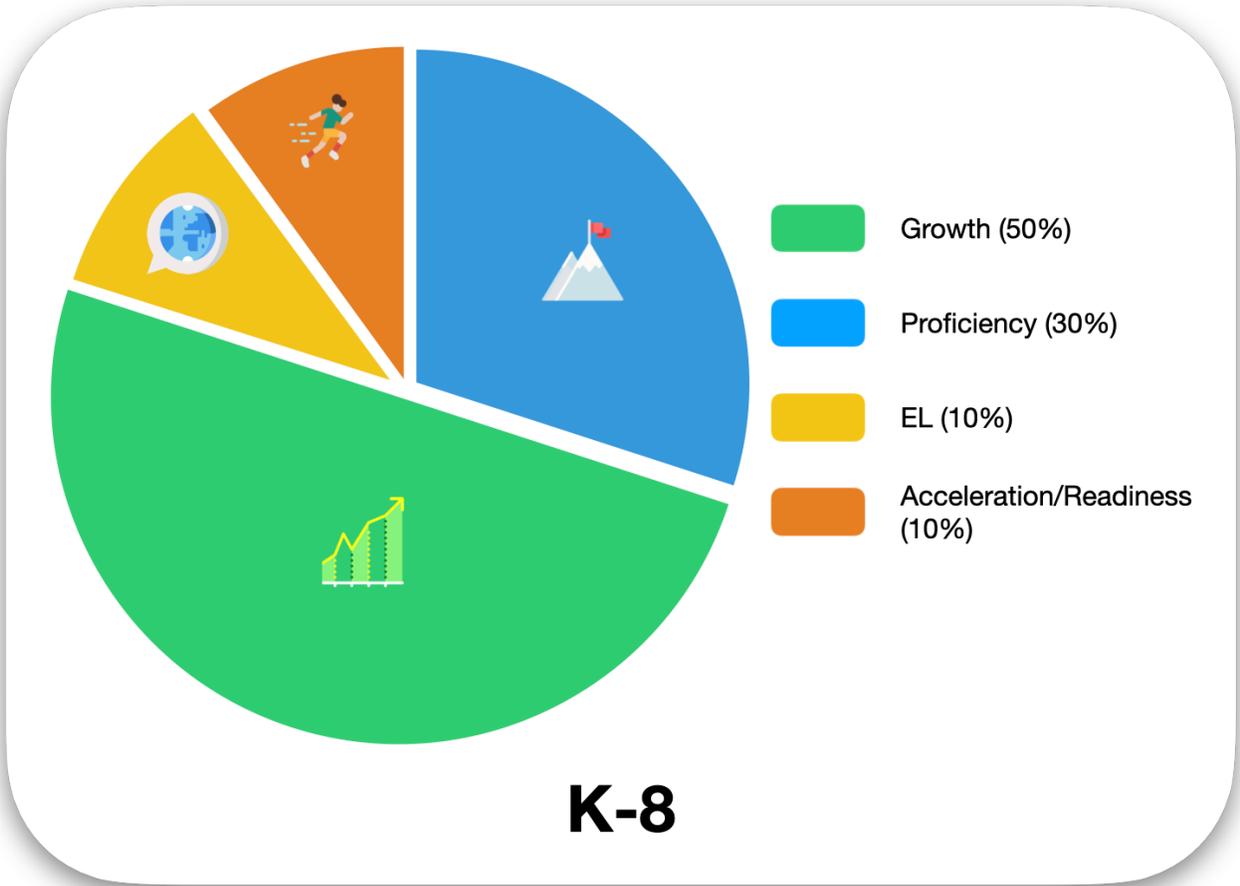
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Casa Grande (90366)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.13
Growth	50%	42.11
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	6.00
All Students Total Points		74.24
Total Points Eligible		100
Percentage Earned		74.24%
Total Bonus Points		1.50
Total Points Earned		75.74
Percent Tested		99.51%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	61.09%	56.31%
4	71.80%	64.05%
5	71.73%	65.17%
6	67.83%	66.03%
7	78.35%	59.91%
8	81.39%	65.04%
Percent Proficient All Students		67.09%
Total Proficiency Points		20.13

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	75.67%	66.22%	70.96%	15.00%
2-Year FAY	59.21%	53.97%	56.59%	10.00%
1-Year FAY	60.50%	53.08%	56.58%	5.00%
Total Stability Proficiency Points				19.13

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.19%	5.49%	4.07%
Prior Year Proficient	12.92%	13.45%	13.10%
Prior Year Partially Proficient	6.02%	6.19%	9.38%
Prior Year Minimally Proficient	6.55%	6.73%	9.91%
SGP ELA Points			22.09

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.49%	5.44%	2.98%
Prior Year Proficient	12.63%	12.63%	9.47%
Prior Year Partially Proficient	11.05%	8.77%	7.37%
Prior Year Minimally Proficient	6.84%	7.02%	9.30%
SGP Math Points			20.02

Total Growth Points	42.11
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00

EL Proficiency and Growth Points	6.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.42%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	40.39%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

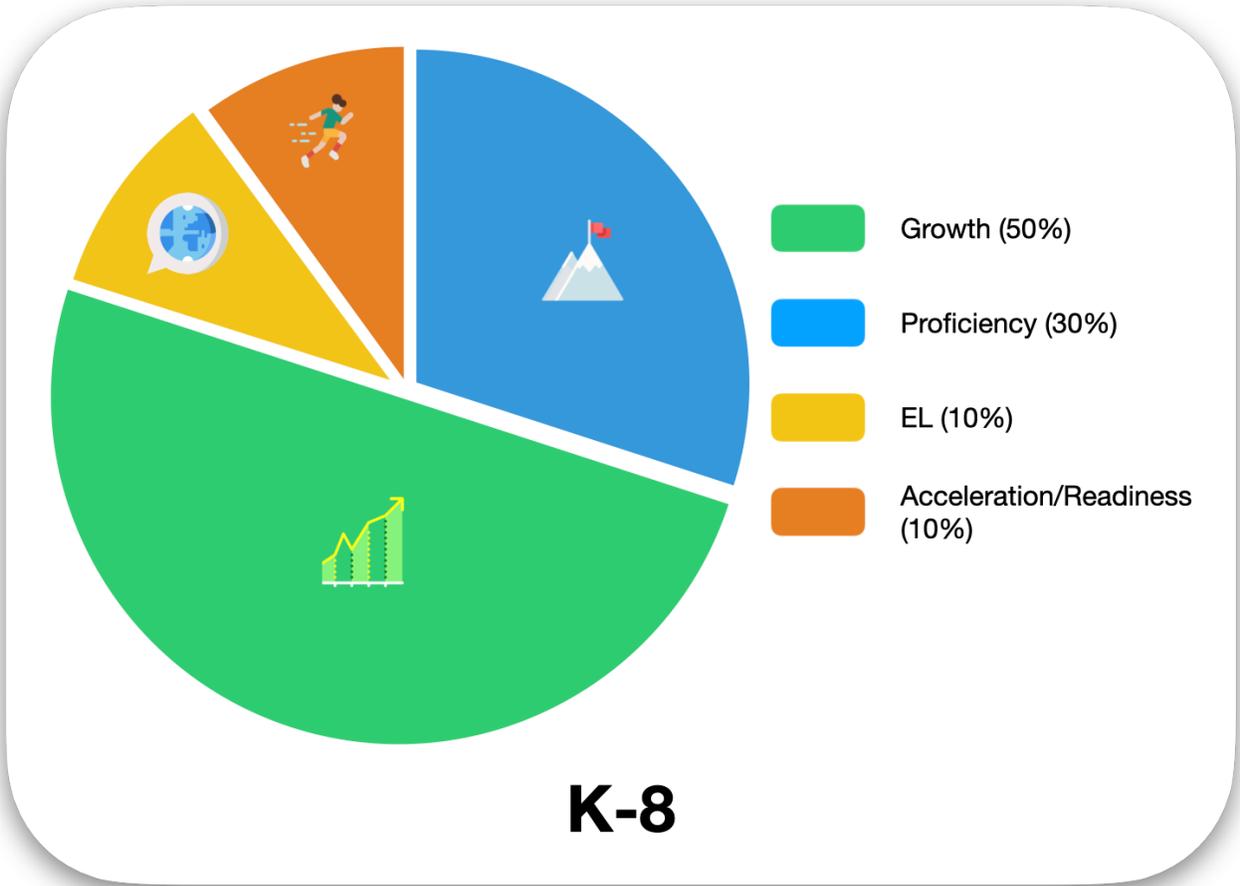
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Avondale (91136)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.85
Growth	50%	41.50
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		81.35
Total Points Eligible		100
Percentage Earned		81.35%
Total Bonus Points		2.50
Total Points Earned		83.85
Percent Tested		99.94%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	70.07%	66.06%
4	73.47%	60.33%
5	61.32%	68.24%
6	71.72%	64.84%
7	77.32%	80.31%
8	70.26%	74.48%
Percent Proficient All Students		69.48%
Total Proficiency Points		20.85

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	72.03%	72.17%	72.10%	15.00%
2-Year FAY	59.28%	53.29%	56.59%	10.00%
1-Year FAY	69.91%	57.91%	63.85%	5.00%
Total Stability Proficiency Points				19.67

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.69%	3.95%	4.58%
Prior Year Proficient	15.32%	13.11%	12.48%
Prior Year Partially Proficient	8.53%	7.27%	6.16%
Prior Year Minimally Proficient	6.00%	8.85%	8.06%
SGP ELA Points			19.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.70%	6.01%	6.01%
Prior Year Proficient	9.09%	12.33%	11.56%
Prior Year Partially Proficient	10.32%	8.17%	8.17%
Prior Year Minimally Proficient	6.32%	7.70%	8.63%
SGP Math Points			21.52

Total Growth Points	41.50
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
---	-------------

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.94%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	29.21%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



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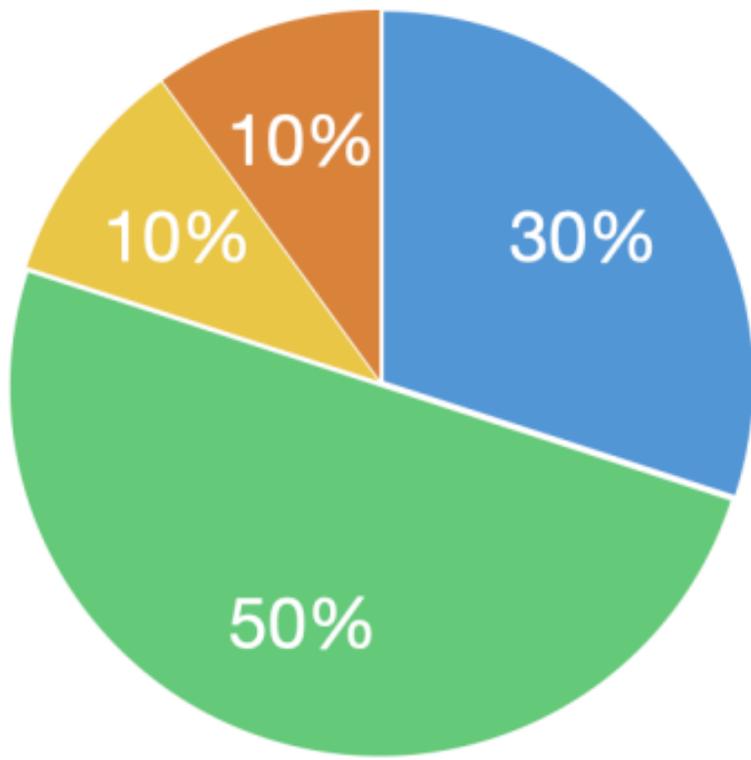
Legacy Traditional School - West Surprise (1000561)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.39
Growth	50%	39.62
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	6.0
	Total Point Sum	79.01
	Total Points Eligible	100.0
	Percentage Earned	79.01
	Total Bonus Points	2.5
	Total Points Earned	81.51
	Percent Tested	99.93
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	75.98	88.03
4	77.12	79.05
5	72.23	64.96
6	82.36	59.01
7	73.51	50.78
8	86.0	46.14
Percent Proficient All Students		76.12
Total Proficiency Points		22.84

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.41	75.44	78.42	15.0
2-Year FAY	79.61	66.24	72.92	10.0
1-Year FAY	70.22	57.2	63.68	5.0
Total Stability Proficiency Points				23.39

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.87	5.54	5.99
Prior Year Proficient	14.41	11.97	15.08
Prior Year Partially Proficient	4.66	6.43	7.32
Prior Year Minimally Proficient	6.21	7.54	7.98
SGP ELA Points			21.18

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.65	5.43	3.48
Prior Year Proficient	15.87	12.39	8.26
Prior Year Partially Proficient	11.09	7.39	7.83
Prior Year Minimally Proficient	8.26	7.61	6.74
SGP Math Points			18.45

Total Growth Points	39.62
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		4.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	6.0
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.93	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	39.89				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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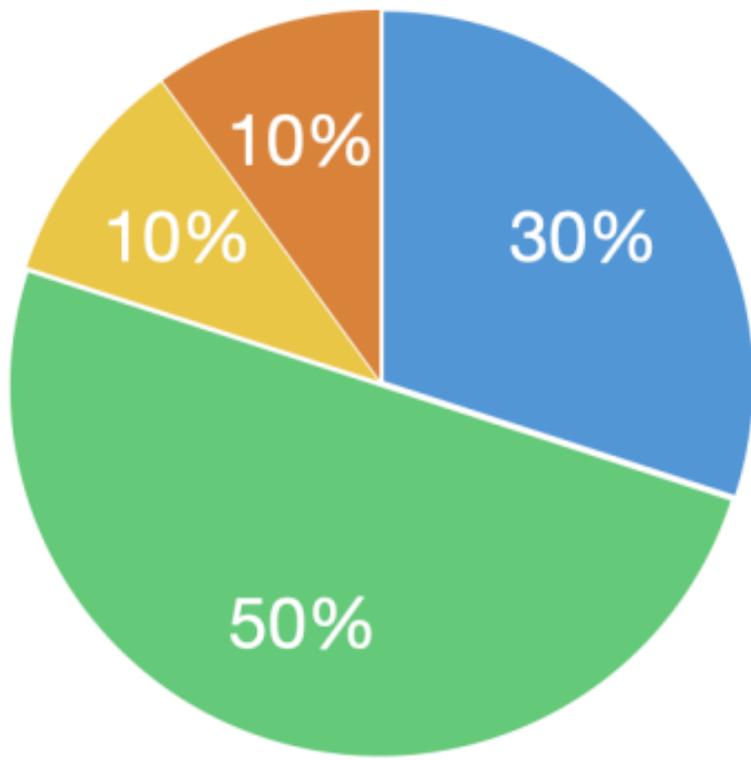
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FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.31
Growth	50%	48.59
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	2.0
	Total Point Sum	76.9
	Total Points Eligible	100.0
	Percentage Earned	76.9
	Total Bonus Points	3.5
	Total Points Earned	80.4
	Percent Tested	97.56
	A-F Letter Grade	NR



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	73.75	80.62
4	70.24	45.24
5	62.55	62.75
6	73.25	59.0
7	76.97	69.39
8	67.92	42.0
Percent Proficient All Students		67.71
Total Proficiency Points		20.31

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY				0.0
1-Year FAY	70.5	61.38	65.93	30.0
Total Stability Proficiency Points				20.31

Growth	50%	View Data (/FY2023/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.82	3.03	4.24
Prior Year Proficient	12.12	11.52	18.18
Prior Year Partially Proficient	1.82	4.85	8.48
Prior Year Minimally Proficient	8.48	13.94	11.52
SGP ELA Points			24.42

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.79	4.76	3.57
Prior Year Proficient	10.12	9.52	10.71
Prior Year Partially Proficient	7.74	8.93	6.55
Prior Year Minimally Proficient	8.33	10.71	17.26
SGP Math Points			24.17

Total Growth Points	48.59
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		2.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion		2.0

Total Acceleration/Readiness Points	2.0
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	15.43	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	38.46				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
-------------------------	-----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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State Accountability

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Legacy Traditional School - Surprise (92880)

FY 2023

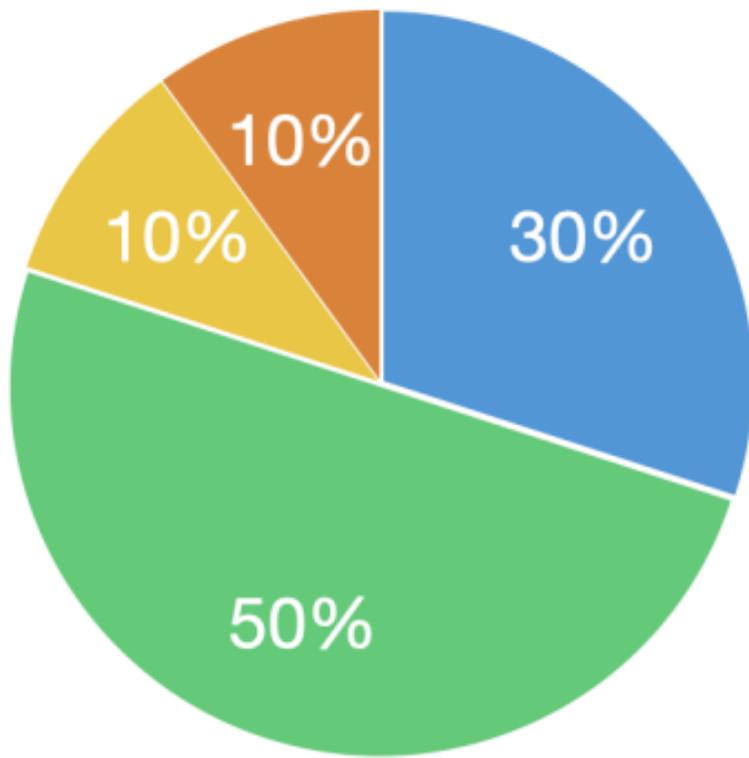
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.37
Growth	50%	47.1
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	91.47
	Total Points Eligible	100.0
	Percentage Earned	91.47
	Total Bonus Points	2.5
	Total Points Earned	93.97
	Percent Tested	99.5
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	78.28	89.02
4	82.36	86.27
5	75.08	83.65
6	76.47	63.43
7	83.39	66.96
8	81.37	61.12
Percent Proficient All Students		81.24
Total Proficiency Points		24.37

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	80.83	77.62	79.22	15.0
2-Year FAY	75.84	71.49	73.67	10.0
1-Year FAY	77.05	71.9	74.46	5.0
Total Stability Proficiency Points				24.06

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.15	4.17	5.04
Prior Year Proficient	14.14	16.45	14.69
Prior Year Partially Proficient	3.95	7.46	8.88
Prior Year Minimally Proficient	4.5	6.58	8.99
SGP ELA Points			22.82

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.84	5.03	5.91
Prior Year Proficient	9.19	13.68	15.1
Prior Year Partially Proficient	5.47	11.71	9.96
Prior Year Minimally Proficient	4.92	7.66	8.53
SGP Math Points			24.27

Total Growth Points	47.1
----------------------------	-------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.83	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	51.3				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



ARIZONA DEPARTMENT OF EDUCATION

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Legacy Traditional School - Queen Creek (90534)

FY 2023

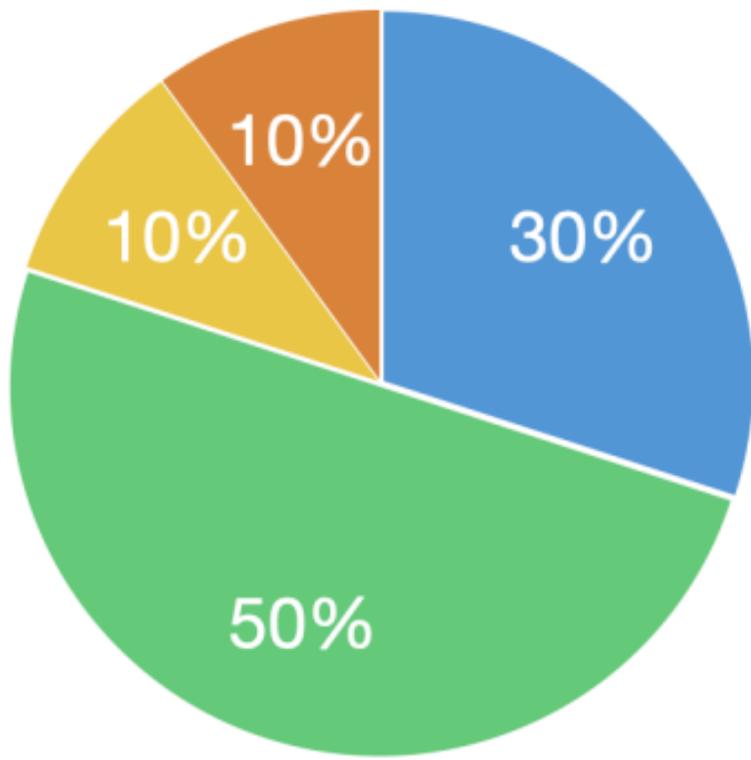
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.33
Growth	50%	42.78
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
Total Point Sum		87.11
Total Points Eligible		100.0
Percentage Earned		87.11
Total Bonus Points		3.0
Total Points Earned		90.11
Percent Tested		98.96
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	91.56	93.81
4	72.94	71.51
5	63.2	70.5
6	80.79	64.45
7	81.52	85.54
8	83.12	73.84
Percent Proficient All Students		81.1
Total Proficiency Points		24.33

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.47	77.66	79.56	15.0
2-Year FAY	78.07	74.09	76.08	10.0
1-Year FAY	69.6	72.28	70.95	5.0
Total Stability Proficiency Points				24.05

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.59	5.87	4.04
Prior Year Proficient	12.11	16.7	15.6
Prior Year Partially Proficient	4.4	6.79	6.61
Prior Year Minimally Proficient	6.42	7.16	9.72
SGP ELA Points			22.65

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.76	7.12	3.65
Prior Year Proficient	12.23	12.77	9.12
Prior Year Partially Proficient	8.58	12.23	8.03
Prior Year Minimally Proficient	4.56	6.57	6.39
SGP Math Points			20.13

Total Growth Points	42.78
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.51	9.57	11.16	12.76	15.95	1.5
Science Assessment Bonus Points	45.61				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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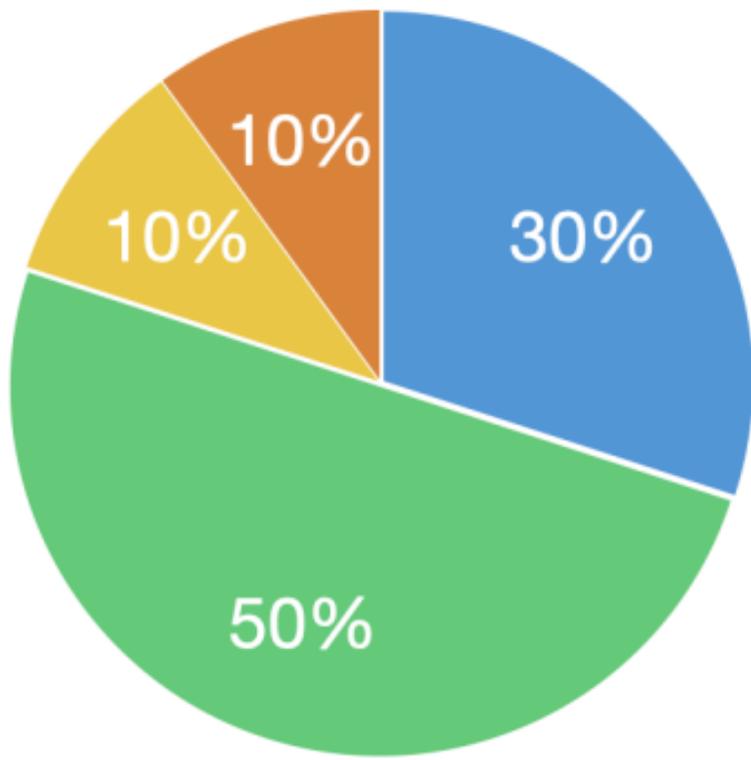
Legacy Traditional School - Phoenix (112572)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.27
Growth	50%	34.59
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	69.86
	Total Points Eligible	100.0
	Percentage Earned	69.86
	Total Bonus Points	0.0
	Total Points Earned	69.86
	Percent Tested	99.76
	A-F Letter Grade	C



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)	
Grade	ELA	Math	
3	69.15	78.2	
4	60.76	51.71	
5	45.21	38.08	
Percent Proficient All Students		60.91	
Total Proficiency Points		18.27	

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)	
Stability	ELA	Math	All	Weight	
3-Year FAY	62.46	60.88	61.67	15.0	
2-Year FAY	52.26	50.51	51.39	10.0	
1-Year FAY	57.35	53.65	55.45	5.0	
Total Stability Proficiency Points				18.02	

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.04	3.5	2.92
Prior Year Proficient	13.99	11.37	4.96
Prior Year Partially Proficient	3.79	5.25	3.5
Prior Year Minimally Proficient	13.12	16.33	12.24
SGP ELA Points			19.02
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.48	1.15	2.31
Prior Year Proficient	16.43	8.65	5.19
Prior Year Partially Proficient	14.7	9.8	3.75
Prior Year Minimally Proficient	12.39	12.97	7.2
SGP Math Points			15.56
Total Growth Points			34.59

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.66	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	19.3				32.12	0.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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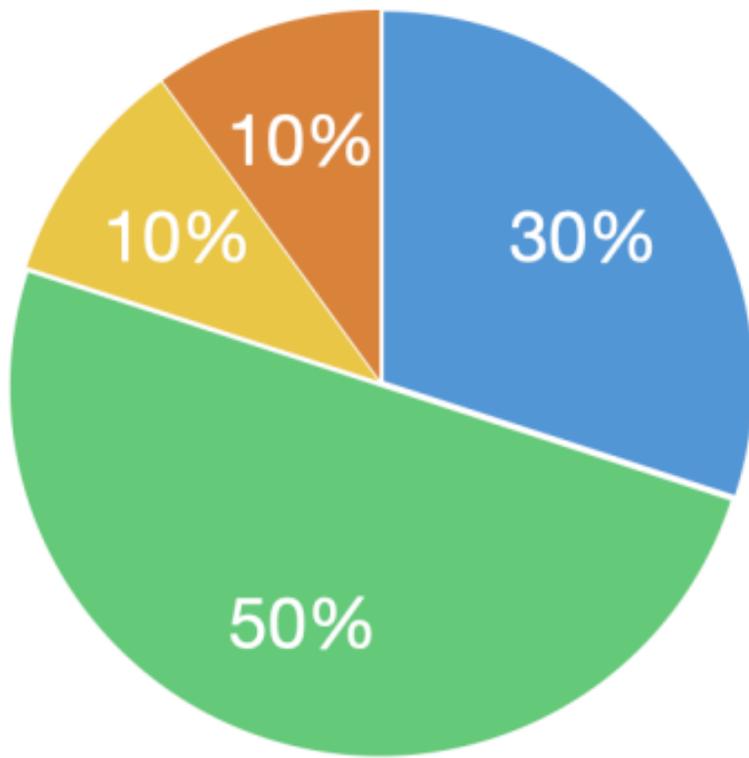
Legacy Traditional School – Peoria (70018)
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.75
Growth	50%	44.66
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
Total Point Sum		88.41
Total Points Eligible		100.0
Percentage Earned		88.41
Total Bonus Points		2.5
Total Points Earned		90.91
Percent Tested		99.85
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	81.86	89.49
4	84.19	93.11
5	73.75	78.19
6	76.38	60.64
7	88.0	78.4
Percent Proficient All Students		85.58
Total Proficiency Points		25.67

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	79.78	82.3	81.04	15.0
2-Year FAY	81.69	84.51	83.1	10.0
1-Year FAY	79.84	81.43	80.64	5.0
Total Stability Proficiency Points				25.75

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	10.43	10.43	3.32
Prior Year Proficient	11.37	13.74	13.27
Prior Year Partially Proficient	5.69	6.64	5.69
Prior Year Minimally Proficient	3.79	7.11	8.53
SGP ELA Points			21.11

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.82	8.45	4.69
Prior Year Proficient	12.21	12.68	16.9
Prior Year Partially Proficient	4.69	11.27	10.8
Prior Year Minimally Proficient	5.16	3.29	7.04
SGP Math Points			23.54

Total Growth Points	44.66
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.42	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	37.5				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:
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Legacy Traditional School - Northwest Tucson (91138)

FY 2023

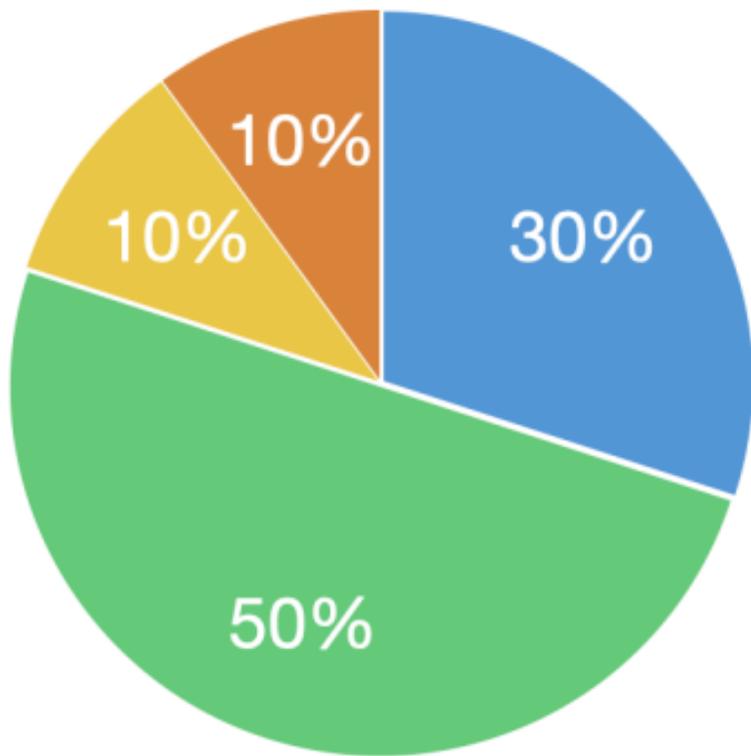
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.81
Growth	50%	46.38
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	88.19
	Total Points Eligible	100.0
	Percentage Earned	88.19
	Total Bonus Points	2.5
	Total Points Earned	90.69
	Percent Tested	99.32
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	64.87	78.08
4	76.27	65.5
5	70.53	64.25
6	86.52	61.56
7	81.5	71.73
8	75.63	79.13
Percent Proficient All Students		76.02
Total Proficiency Points		22.81

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	76.8	70.99	73.88	15.0
2-Year FAY	73.77	67.26	70.48	10.0
1-Year FAY	71.52	66.9	69.2	5.0
Total Stability Proficiency Points				22.57

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.69	5.57	4.25
Prior Year Proficient	12.32	17.01	14.66
Prior Year Partially Proficient	4.69	8.36	7.33
Prior Year Minimally Proficient	5.57	7.33	8.21
SGP ELA Points			22.43

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.91	4.93	4.2
Prior Year Proficient	10.58	13.33	10.14
Prior Year Partially Proficient	7.54	9.86	10.87
Prior Year Minimally Proficient	4.2	9.13	11.3
SGP Math Points			23.95

Total Growth Points	46.38
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		5.0
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.05	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	45.88				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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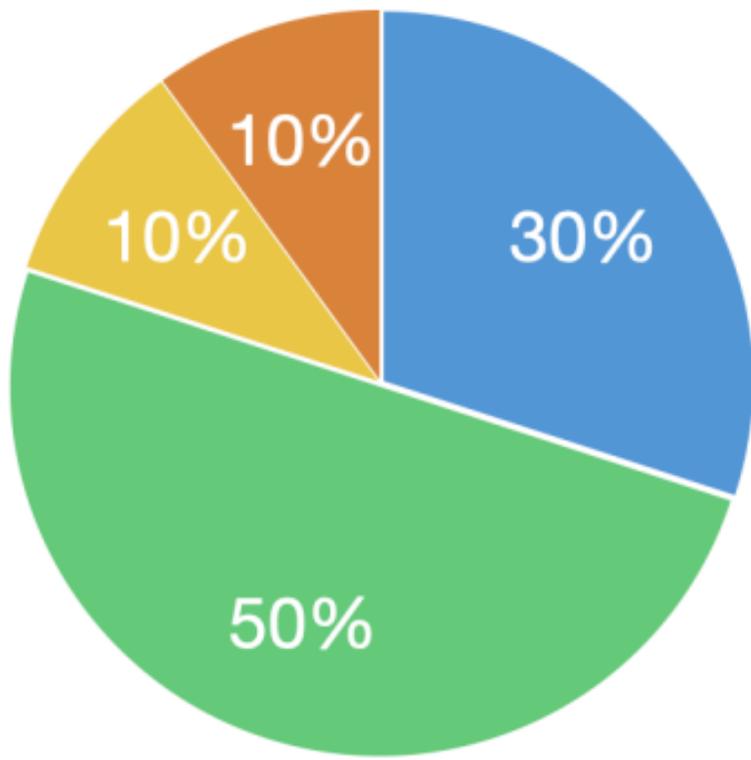
Legacy Traditional School - North Phoenix (1000569)
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.14
Growth	50%	41.51
EL Proficiency and Growth	10%	5.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	71.65
	Total Points Eligible	100.0
	Percentage Earned	71.65
	Total Bonus Points	3.5
	Total Points Earned	75.15
	Percent Tested	98.68
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
6	51.93	29.64
7	66.48	46.63
8	58.69	33.55
Percent Proficient All Students		49.5
Total Proficiency Points		14.85

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	57.33	33.81	45.34	15.0
2-Year FAY	66.39	45.66	55.99	10.0
1-Year FAY	54.89	32.25	43.42	5.0
Total Stability Proficiency Points				15.14

Growth	50%	View Data (/FY2023/Home/Growth)
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SGP ELA Growth (25%)		
Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	1.55	1.77	3.1
Prior Year Proficient	12.83	11.73	11.95
Prior Year Partially Proficient	8.19	9.73	5.97
Prior Year Minimally Proficient	9.07	13.05	11.06
SGP ELA Points			21.65
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.7	0.88	1.54
Prior Year Proficient	9.21	5.04	3.29
Prior Year Partially Proficient	8.55	10.75	7.46
Prior Year Minimally Proficient	17.32	16.67	13.6
SGP Math Points			19.86
Total Growth Points			41.51

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		2.0
EL Proficiency and Growth Points		5.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		2.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.46	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	34.64				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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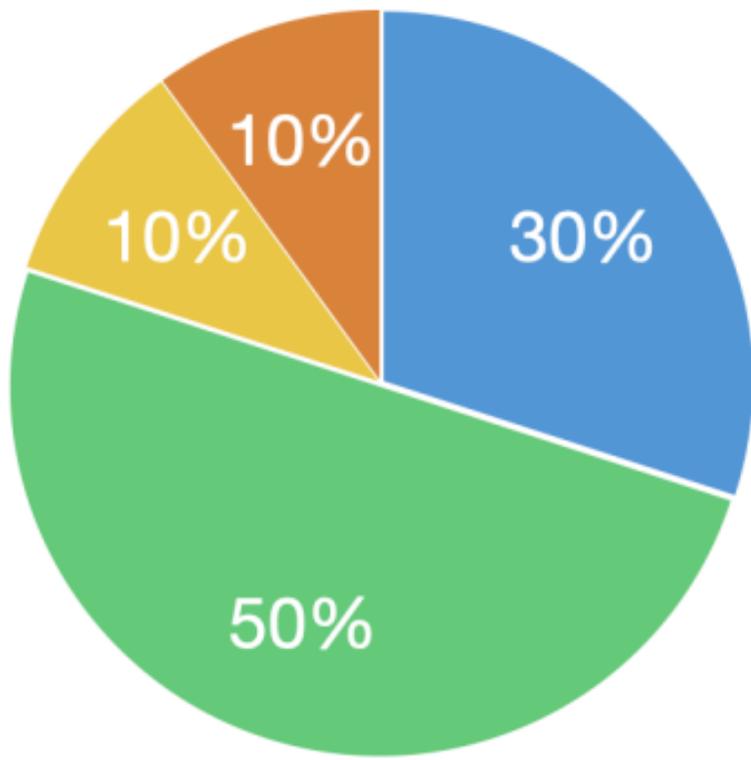
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.95
Growth	50%	48.87
EL Proficiency and Growth	10%	8.0
Acceleration / Readiness	10%	10.0
Total Point Sum		91.82
Total Points Eligible		100.0
Percentage Earned		91.82
Total Bonus Points		1.5
Total Points Earned		93.32
Percent Tested		99.25
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	73.45	83.33
4	83.21	77.54
5	68.68	65.27
6	81.29	63.84
7	92.11	88.74
8	99.04	82.77
Percent Proficient All Students		82.19
Total Proficiency Points		24.66

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	82.98	78.13	80.55	15.0
2-Year FAY	85.59	79.34	82.43	10.0
1-Year FAY	74.14	68.06	71.09	5.0
Total Stability Proficiency Points				24.95

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.48	5.48	8.48
Prior Year Proficient	9.19	16.43	19.79
Prior Year Partially Proficient	3.89	4.77	8.13
Prior Year Minimally Proficient	3.0	6.36	9.01
SGP ELA Points			24.48

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.27	5.69	5.87
Prior Year Proficient	6.76	13.88	13.88
Prior Year Partially Proficient	8.19	8.72	10.85
Prior Year Minimally Proficient	4.63	7.3	9.96
SGP Math Points			24.4

Total Growth Points	48.87
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		8.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.39	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	44.58				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:
1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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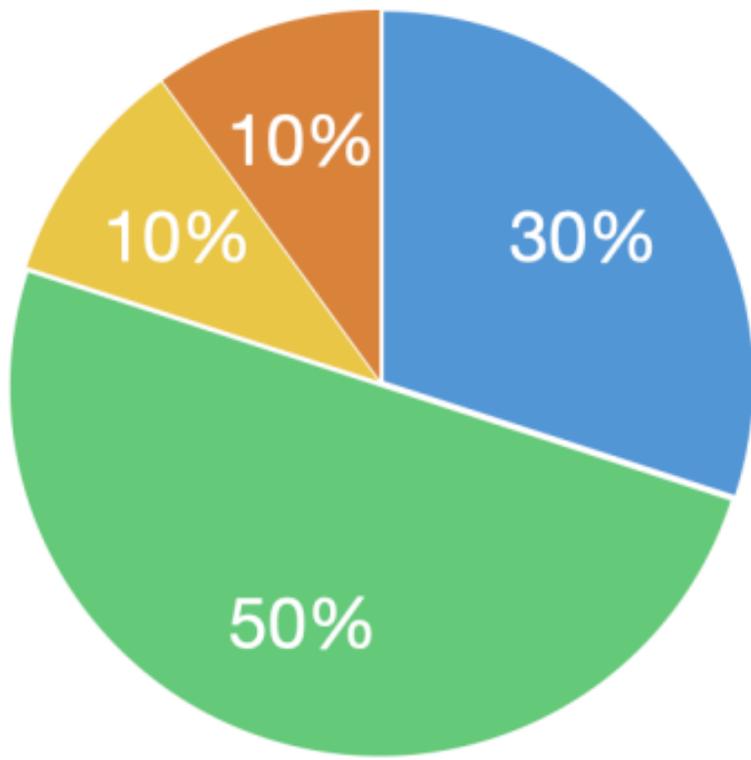
Legacy Traditional School – North Chandler (411380)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.62
Growth	50%	38.82
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	4.0
	Total Point Sum	69.44
	Total Points Eligible	100.0
	Percentage Earned	69.44
	Total Bonus Points	1.5
	Total Points Earned	70.94
	Percent Tested	99.01
	A-F Letter Grade	C



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	62.66	70.73
4	61.15	59.17
5	66.67	66.63
6	78.18	46.57
7	68.1	53.9
8	57.14	46.43
Percent Proficient All Students		65.39
Total Proficiency Points		19.62

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	70.11	65.57	67.84	15.0
2-Year FAY	59.54	53.85	56.69	10.0
1-Year FAY	57.5	50.43	53.92	5.0
Total Stability Proficiency Points				19.32

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.95	5.57	5.26
Prior Year Proficient	19.2	10.84	9.91
Prior Year Partially Proficient	8.67	5.26	4.33
Prior Year Minimally Proficient	7.74	7.74	10.53
SGP ELA Points			18.85

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.64	3.41	4.02
Prior Year Proficient	13.0	13.31	7.12
Prior Year Partially Proficient	10.53	11.15	7.12
Prior Year Minimally Proficient	7.43	9.91	8.36
SGP Math Points			19.97

Total Growth Points	38.82
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		2.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	4.0
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.67	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	36.36				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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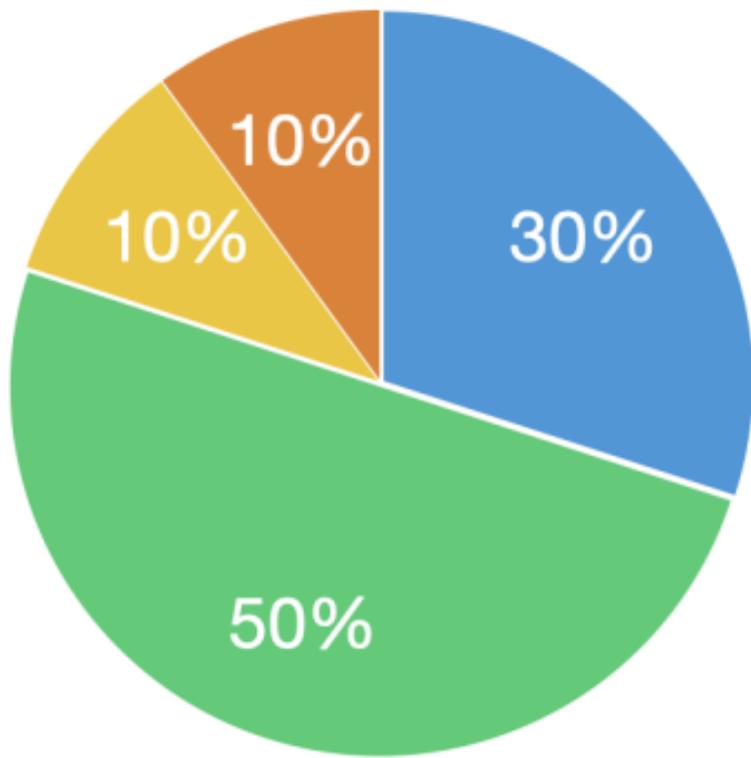
Legacy Traditional School - Mesa (1001423)
FY 2023
PRELIMINARY DATA FOR REVIEW



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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.98
Growth	50%	47.67
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	8.0
Total Point Sum		82.65
Total Points Eligible		100.0
Percentage Earned		82.65
Total Bonus Points		3.0
Total Points Earned		85.65
Percent Tested		99.55
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	55.08	59.55
4	80.19	78.33
5	70.45	64.44
6	74.71	52.65
Percent Proficient All Students		69.79
Total Proficiency Points		20.94

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	74.96	66.81	70.87	18.0
1-Year FAY	59.63	61.45	60.55	12.0
Total Stability Proficiency Points				20.98

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.76	7.14	5.56
Prior Year Proficient	8.73	11.9	15.87
Prior Year Partially Proficient	4.76	9.52	7.14
Prior Year Minimally Proficient	7.14	6.35	11.11
SGP ELA Points			23.65
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.51	4.72	2.36
Prior Year Proficient	7.09	9.45	11.02
Prior Year Partially Proficient	8.66	7.09	18.9
Prior Year Minimally Proficient	8.66	7.87	8.66
SGP Math Points			24.02
Total Growth Points			47.67

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.05	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	55.56				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Legacy Traditional School - Maricopa (88361)

FY 2023

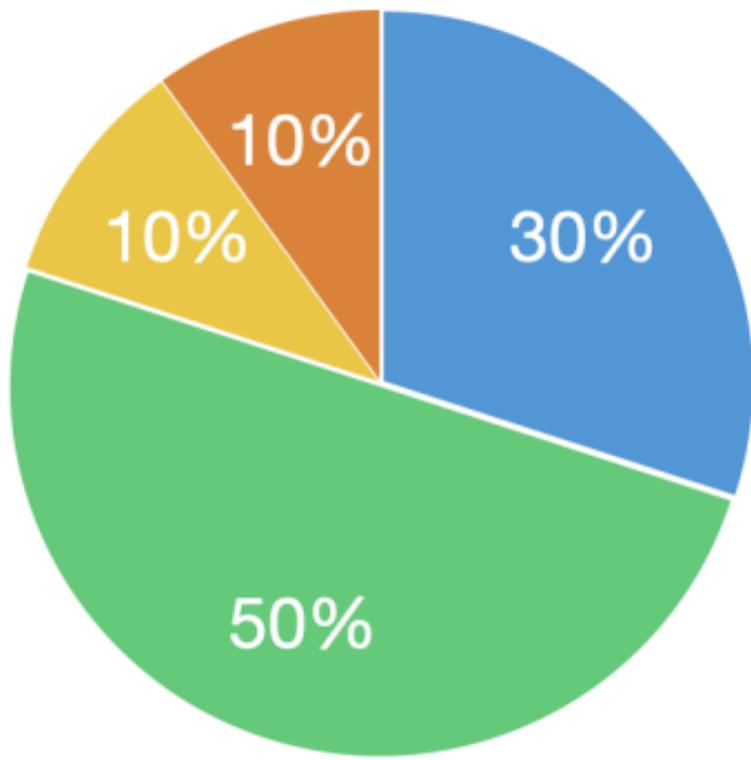
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.09
Growth	50%	45.76
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	82.85
	Total Points Eligible	100.0
	Percentage Earned	82.85
	Total Bonus Points	1.5
	Total Points Earned	84.35
	Percent Tested	99.07
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	59.73	72.32
4	72.22	77.64
5	73.29	65.23
6	66.47	53.09
7	61.2	61.33
8	78.09	60.67
Percent Proficient All Students		70.14
Total Proficiency Points		21.04

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	68.03	67.67	67.85	15.0
2-Year FAY	68.62	66.56	67.58	10.0
1-Year FAY	69.32	62.23	65.73	5.0
Total Stability Proficiency Points				21.09

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.59	4.31	2.87
Prior Year Proficient	14.54	16.34	13.46
Prior Year Partially Proficient	7.18	5.21	7.18
Prior Year Minimally Proficient	8.08	7.72	9.52
SGP ELA Points			21.14

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.29	3.21	2.14
Prior Year Proficient	9.11	9.46	12.68
Prior Year Partially Proficient	7.32	9.82	15.0
Prior Year Minimally Proficient	6.61	9.11	11.25
SGP Math Points			24.62

Total Growth Points	45.76
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.2	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	46.5				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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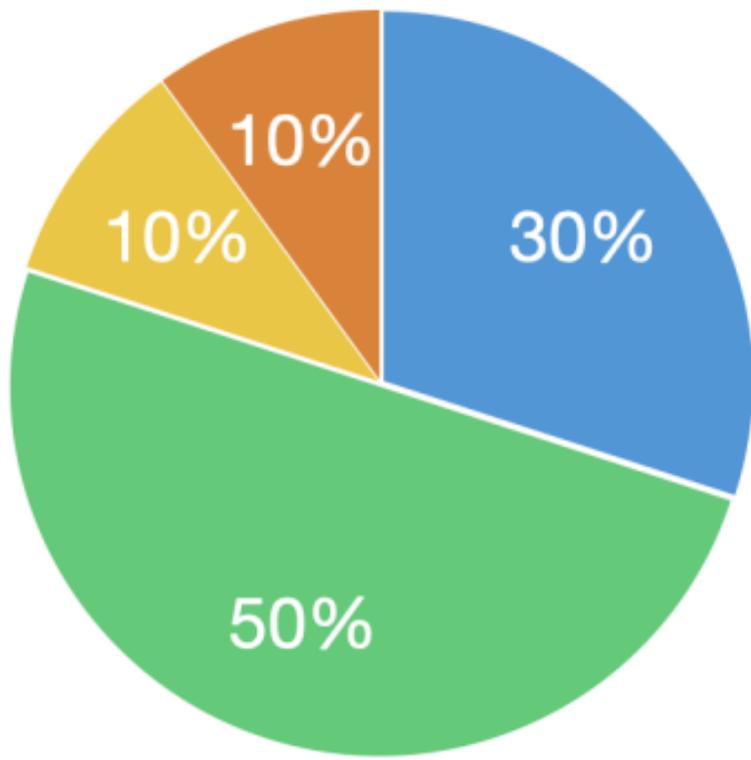
Legacy Online Academy (1001623)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.33
Growth	50%	39.03
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	8.5
	Total Point Sum	62.86
	Total Points Eligible	90.0
	Percentage Earned	69.84
	Total Bonus Points	1.0
	Total Points Earned	70.84
	Percent Tested	98.47
	A-F Letter Grade	C



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	40.65	51.94
4	55.33	36.33
5	69.57	51.3
6	54.24	25.76
7	66.4	51.2
8	65.36	30.71
Percent Proficient All Students		50.82
Total Proficiency Points		15.25

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	61.77	43.33	52.55	18.0
1-Year FAY	52.3	36.62	44.46	12.0
Total Stability Proficiency Points				15.33

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.61	3.23	4.03
Prior Year Proficient	15.32	16.94	11.29
Prior Year Partially Proficient	8.06	6.45	4.84
Prior Year Minimally Proficient	6.45	11.29	10.48
SGP ELA Points			21.29

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.38	3.17	2.38
Prior Year Proficient	10.32	2.38	5.56
Prior Year Partially Proficient	15.87	7.94	7.94
Prior Year Minimally Proficient	17.46	15.08	9.52
SGP Math Points			17.74

Total Growth Points	39.03
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		0.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.5
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.0	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	31.37				32.12	0.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

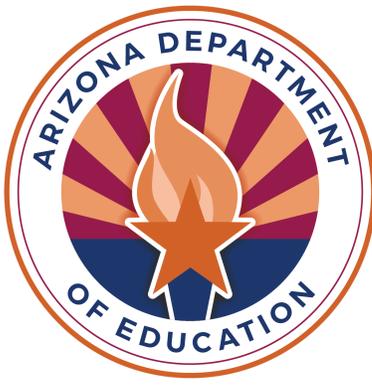
Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Legacy Traditional School – Laveen Village (91764)

FY 2023

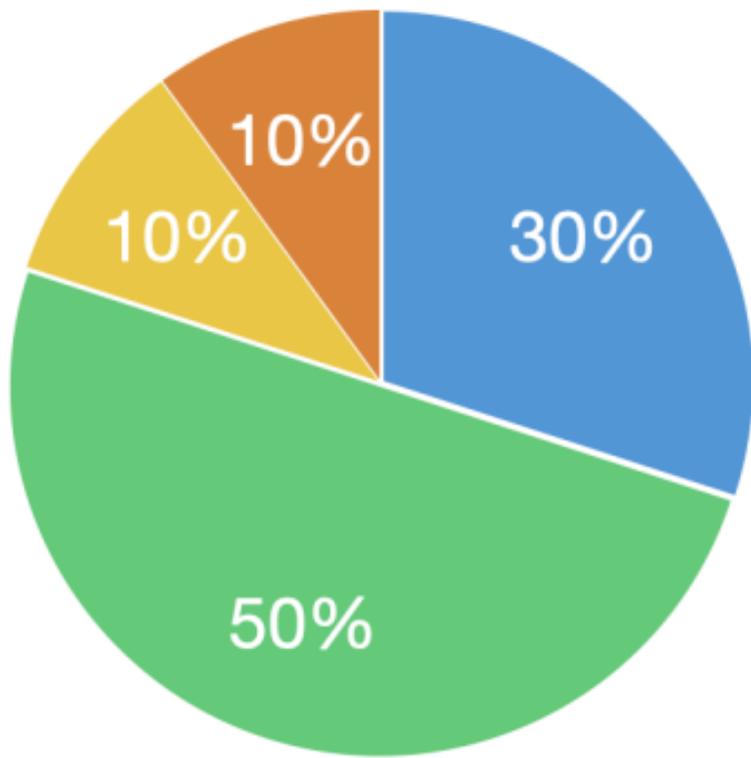
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.87
Growth	50%	42.93
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	72.8
	Total Points Eligible	100.0
	Percentage Earned	72.8
	Total Bonus Points	1.0
	Total Points Earned	73.8
	Percent Tested	98.82
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	37.5	44.62
4	52.92	38.0
5	48.91	37.5
6	67.17	48.8
7	57.45	38.33
8	68.51	35.62
Percent Proficient All Students		49.57
Total Proficiency Points		14.87

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	57.62	45.71	51.67	15.0
2-Year FAY	55.96	34.9	45.17	10.0
1-Year FAY	48.12	32.55	40.16	5.0
Total Stability Proficiency Points				14.85

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.49	2.24	2.24
Prior Year Proficient	11.18	11.59	8.94
Prior Year Partially Proficient	6.71	8.13	6.71
Prior Year Minimally Proficient	11.99	11.59	13.21
SGP ELA Points			21.25

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.23	2.23	1.42
Prior Year Proficient	9.13	6.9	4.26
Prior Year Partially Proficient	9.53	11.56	7.71
Prior Year Minimally Proficient	14.4	15.62	15.01
SGP Math Points			21.68

Total Growth Points	42.93
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.11	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	30.93				32.12	0.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Legacy Traditional School - Goodyear (1000289)

FY 2023

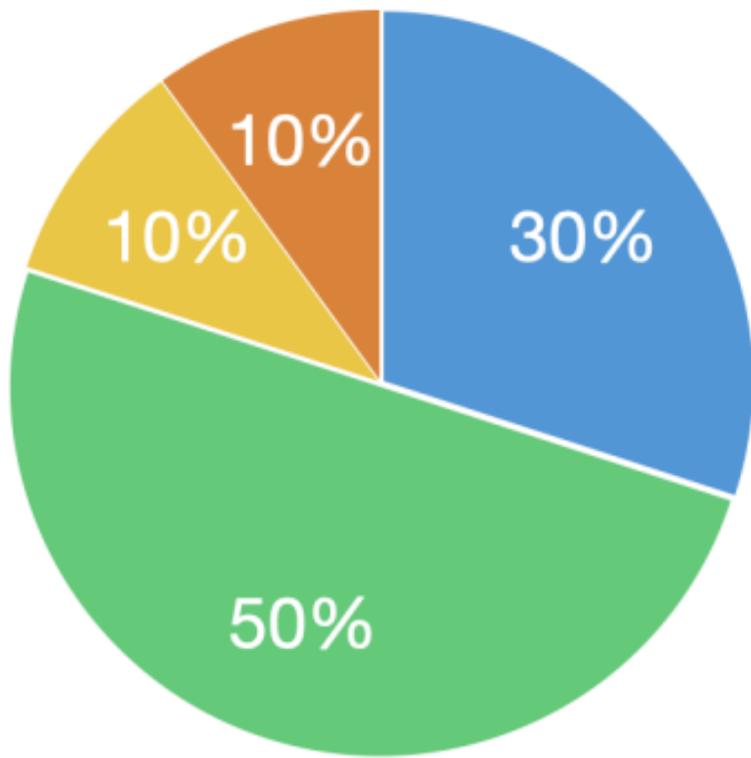
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.6
Growth	50%	50.0
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	93.6
	Total Points Eligible	100.0
	Percentage Earned	93.6
	Total Bonus Points	3.0
	Total Points Earned	96.6
	Percent Tested	99.48
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	79.89	94.89
4	71.64	64.92
5	67.82	66.43
6	78.38	57.89
Percent Proficient All Students		78.65
Total Proficiency Points		23.6

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	73.2	72.2	72.7	15.0
2-Year FAY	70.69	74.41	72.56	10.0
1-Year FAY	79.65	79.55	79.6	5.0
Total Stability Proficiency Points				23.18

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.52	2.82	2.11
Prior Year Proficient	4.23	10.56	16.2
Prior Year Partially Proficient	3.52	9.15	10.56
Prior Year Minimally Proficient	9.86	7.75	19.72
SGP ELA Points			25.0
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.47	2.08	0.69
Prior Year Proficient	6.25	11.11	9.72
Prior Year Partially Proficient	3.47	15.28	12.5
Prior Year Minimally Proficient	8.33	8.33	18.75
SGP Math Points			25.0
Total Growth Points			50.0

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.84	9.57	11.16	12.76	15.95	1.5
Science Assessment Bonus Points	39.29				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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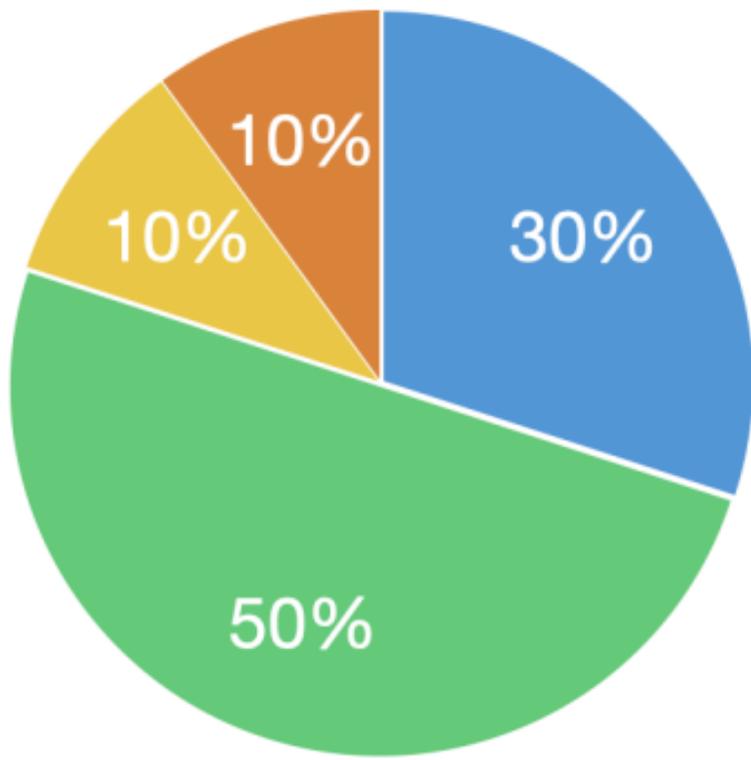
Legacy Traditional School – Gilbert (92048)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.31
Growth	50%	40.74
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	6.0
Total Point Sum		80.05
Total Points Eligible		100.0
Percentage Earned		80.05
Total Bonus Points		1.5
Total Points Earned		81.55
Percent Tested		99.13
A-F Letter Grade		B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	77.24	88.43
4	80.99	74.31
5	84.17	80.22
6	74.2	69.83
7	91.63	73.37
8	71.32	47.87
Percent Proficient All Students		80.45
Total Proficiency Points		24.13

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.97	74.88	78.4	15.0
2-Year FAY	80.87	80.75	80.81	10.0
1-Year FAY	71.81	66.36	69.06	5.0
Total Stability Proficiency Points				24.31

Growth	50%	View Data (/FY2023/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.18	7.17	7.57
Prior Year Proficient	14.54	15.14	11.55
Prior Year Partially Proficient	5.58	6.77	7.17
Prior Year Minimally Proficient	5.18	5.58	7.57
SGP ELA Points			21.04

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.94	5.74	5.15
Prior Year Proficient	12.67	16.04	10.5
Prior Year Partially Proficient	8.71	9.9	6.53
Prior Year Minimally Proficient	6.14	7.72	4.95
SGP Math Points			19.7

Total Growth Points	40.74
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		4.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	6.0
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.61	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	45.28				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:
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Legacy Traditional School - East Tucson (1001425)

FY 2023

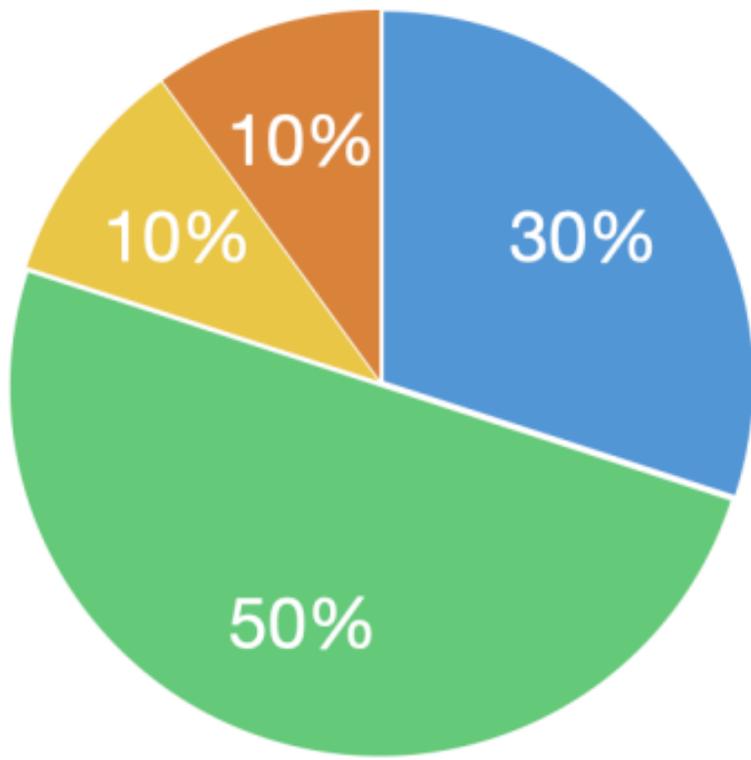
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.94
Growth	50%	50.0
EL Proficiency and Growth	10%	5.0
Acceleration / Readiness	10%	8.0
Total Point Sum		80.94
Total Points Eligible		100.0
Percentage Earned		80.94
Total Bonus Points		5.0
Total Points Earned		85.94
Percent Tested		97.5
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	61.0	60.24
4	48.82	47.5
5	69.0	62.5
6	53.16	50.0
Percent Proficient All Students		59.24
Total Proficiency Points		17.77

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	61.91	58.51	60.21	18.0
1-Year FAY	56.12	54.6	55.35	12.0
Total Stability Proficiency Points				17.94

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.04	0.0	0.0
Prior Year Proficient	6.12	12.24	16.33
Prior Year Partially Proficient	2.04	2.04	4.08
Prior Year Minimally Proficient	14.29	18.37	22.45
SGP ELA Points			25.0
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	0.0	6.12	0.0
Prior Year Proficient	6.12	8.16	8.16
Prior Year Partially Proficient	2.04	8.16	20.41
Prior Year Minimally Proficient	14.29	6.12	20.41
SGP Math Points			25.0
Total Growth Points			50.0

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		5.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	16.72	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	55.0				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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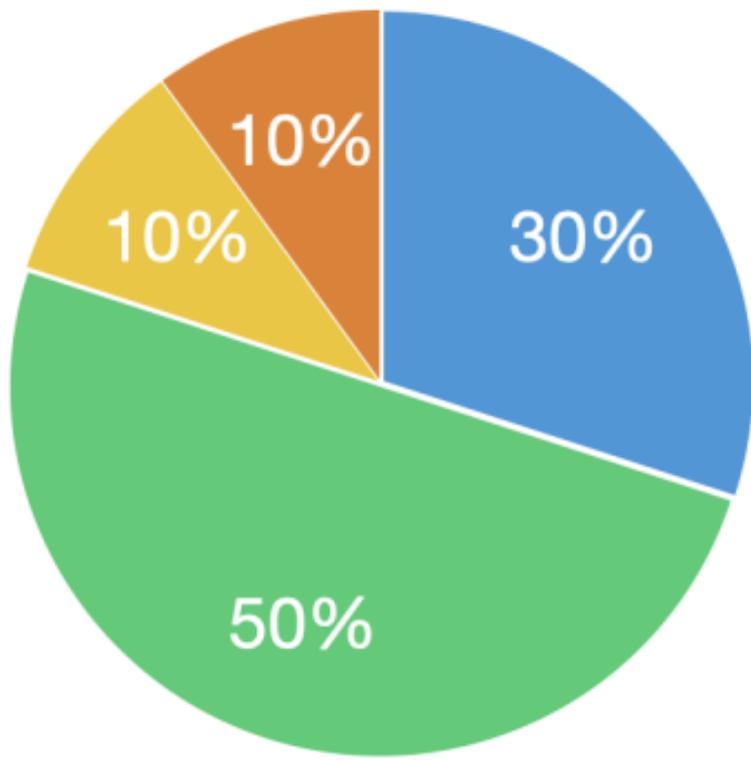
Legacy Traditional School - East Mesa (541763)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.49
Growth	50%	41.58
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	80.07
	Total Points Eligible	100.0
	Percentage Earned	80.07
	Total Bonus Points	3.5
	Total Points Earned	83.57
	Percent Tested	99.4
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	68.35	75.82
4	66.75	58.47
5	53.16	46.3
6	79.47	52.82
7	62.15	50.61
8	70.51	35.0
Percent Proficient All Students		64.98
Total Proficiency Points		19.49

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.12	58.54	62.81	15.0
2-Year FAY	62.58	60.97	61.77	10.0
1-Year FAY	70.41	51.14	60.44	5.0
Total Stability Proficiency Points				19.48

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.71	3.88	4.43
Prior Year Proficient	11.08	11.63	10.25
Prior Year Partially Proficient	6.65	8.86	5.26
Prior Year Minimally Proficient	9.97	9.42	13.85
SGP ELA Points			21.93

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.29	2.47	1.92
Prior Year Proficient	12.88	11.23	5.21
Prior Year Partially Proficient	10.96	11.78	7.95
Prior Year Minimally Proficient	10.96	12.05	9.32
SGP Math Points			19.66

Total Growth Points	41.58
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		2.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.31	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	33.06				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Legacy Traditional School - Deer Valley (1001424)

FY 2023

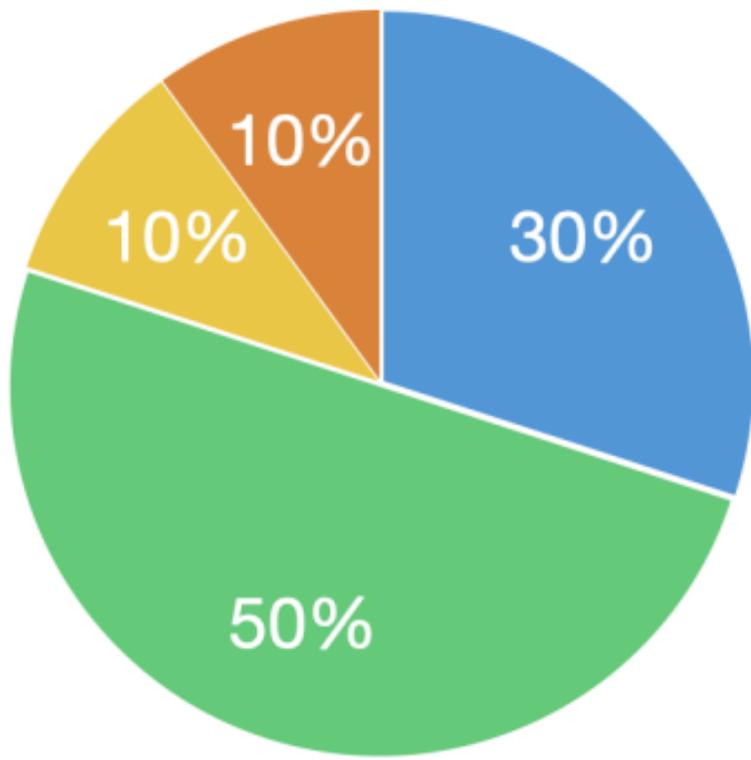
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.75
Growth	50%	45.25
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	8.0
Total Point Sum		78.0
Total Points Eligible		100.0
Percentage Earned		78.0
Total Bonus Points		3.5
Total Points Earned		81.5
Percent Tested		98.36
A-F Letter Grade		B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	40.43	53.4
4	64.35	51.7
5	83.1	81.38
6	53.45	40.69
Percent Proficient All Students		59.1
Total Proficiency Points		17.73

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	64.94	56.56	60.66	18.0
1-Year FAY	49.18	54.46	51.9	12.0
Total Stability Proficiency Points				17.75

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.0	5.0	10.0
Prior Year Proficient	12.0	9.0	14.0
Prior Year Partially Proficient	7.0	6.0	2.0
Prior Year Minimally Proficient	13.0	10.0	11.0
SGP ELA Points			20.6
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.0	1.0	3.0
Prior Year Proficient	5.0	8.0	11.0
Prior Year Partially Proficient	9.0	17.0	13.0
Prior Year Minimally Proficient	9.0	9.0	12.0
SGP Math Points			24.65
Total Growth Points			45.25

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.32	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	37.93				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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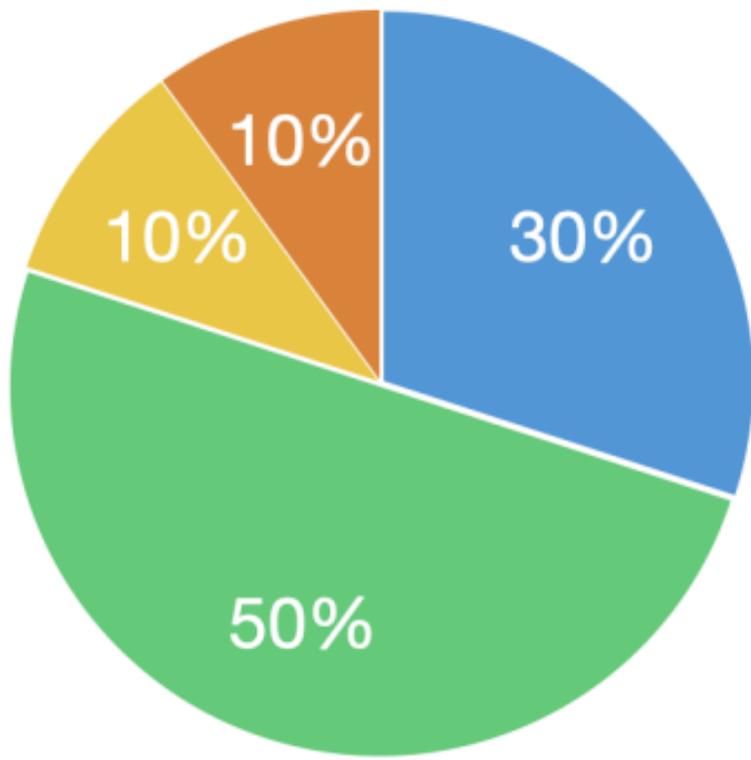
Legacy Traditional School - Chandler (91134)
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	26.17
Growth	50%	43.95
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	88.12
	Total Points Eligible	100.0
	Percentage Earned	88.12
	Total Bonus Points	3.0
	Total Points Earned	91.12
	Percent Tested	98.78
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	73.11	83.8
4	89.73	87.98
5	73.84	81.43
6	90.44	76.73
7	89.89	88.2
8	78.28	70.0
Percent Proficient All Students		85.18
Total Proficiency Points		25.55

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	82.1	80.47	81.29	15.0
2-Year FAY	94.22	87.03	90.61	10.0
1-Year FAY	75.57	81.14	78.36	5.0
Total Stability Proficiency Points				26.17

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.56	6.07	9.33
Prior Year Proficient	11.93	18.22	17.57
Prior Year Partially Proficient	3.69	4.77	7.81
Prior Year Minimally Proficient	4.34	5.64	6.07
SGP ELA Points			22.83

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.01	10.39	6.49
Prior Year Proficient	10.17	14.72	12.12
Prior Year Partially Proficient	6.93	9.09	6.49
Prior Year Minimally Proficient	3.68	6.28	5.63
SGP Math Points			21.11

Total Growth Points	43.95
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.85	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	56.77				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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Legacy Traditional School - Casa Grande (90366)

FY 2023

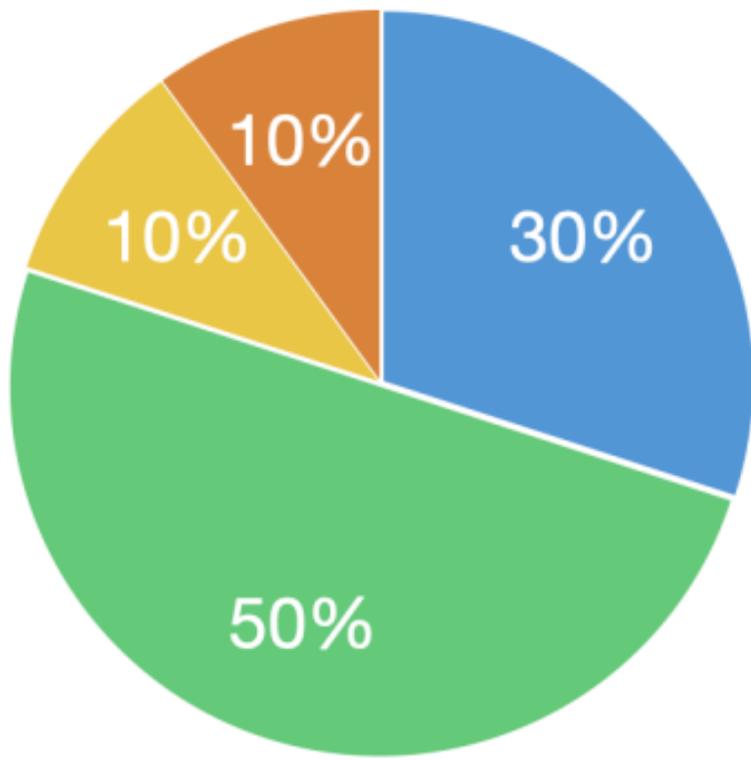
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.2
Growth	50%	47.55
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
Total Point Sum		85.75
Total Points Eligible		100.0
Percentage Earned		85.75
Total Bonus Points		1.5
Total Points Earned		87.25
Percent Tested		98.79
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	54.73	64.44
4	67.19	61.53
5	65.7	63.24
6	70.5	61.9
7	75.0	57.41
8	76.94	59.92
Percent Proficient All Students		67.32
Total Proficiency Points		20.2

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	71.14	65.22	68.17	15.0
2-Year FAY	67.73	56.53	62.02	10.0
1-Year FAY	60.05	55.19	57.51	5.0
Total Stability Proficiency Points				20.07

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.22	5.43	4.52
Prior Year Proficient	12.07	12.82	13.57
Prior Year Partially Proficient	4.37	7.24	7.54
Prior Year Minimally Proficient	7.09	9.8	11.31
SGP ELA Points			23.08

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.31	3.42	3.57
Prior Year Proficient	7.73	13.08	8.47
Prior Year Partially Proficient	7.43	11.44	9.36
Prior Year Minimally Proficient	6.98	9.06	15.16
SGP Math Points			24.47

Total Growth Points	47.55
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.0	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	39.92				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



ARIZONA DEPARTMENT OF EDUCATION

State Accountability

Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2023/\)](#) / [A-F Summary](#)

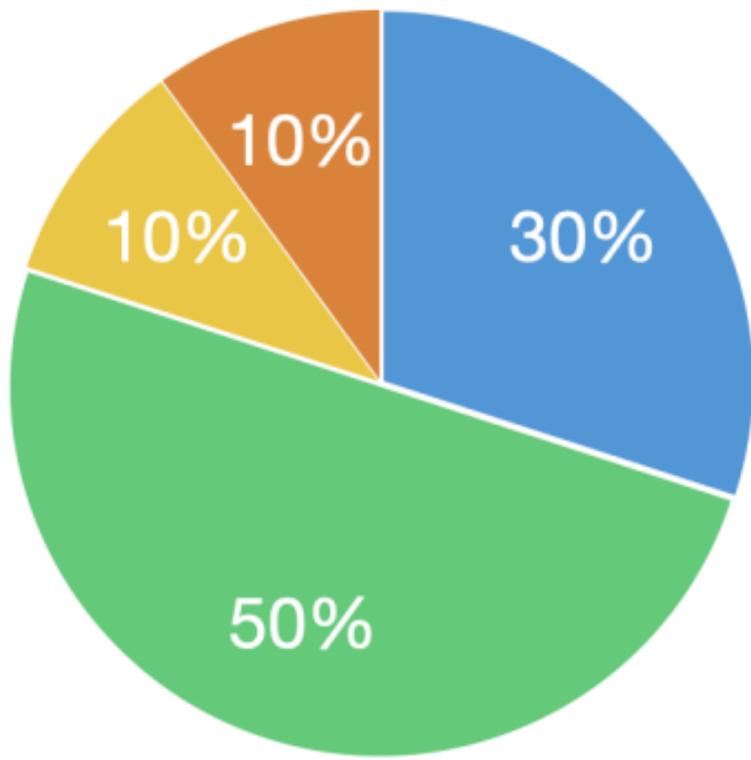
Legacy Traditional School - Avondale (91136)
FY 2023
PRELIMINARY DATA FOR REVIEW



Download Summary Kthru8 file (</FY2023/Home/PageDownload?pagekey=153&page=SummaryKthru8>)

Warning! Due to the volume of your static file, the download may take several minutes.

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.48
Growth	50%	39.8
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	80.28
	Total Points Eligible	100.0
	Percentage Earned	80.28
	Total Bonus Points	1.5
	Total Points Earned	81.78
	Percent Tested	99.59
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	58.06	66.76
4	67.85	61.38
5	58.69	52.08
6	69.56	51.03
7	75.34	72.82
8	75.8	77.0
Percent Proficient All Students		68.28
Total Proficiency Points		20.48

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.64	63.39	65.51	15.0
2-Year FAY	68.02	65.47	66.75	10.0
1-Year FAY	59.38	53.33	56.35	5.0
Total Stability Proficiency Points				20.25

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.15	3.79	4.39
Prior Year Proficient	15.3	13.94	11.52
Prior Year Partially Proficient	6.52	8.18	5.61
Prior Year Minimally Proficient	8.64	7.88	9.09
SGP ELA Points			20.07

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.33	5.88	3.92
Prior Year Proficient	12.82	12.52	7.39
Prior Year Partially Proficient	9.65	9.2	7.24
Prior Year Minimally Proficient	7.39	9.8	7.84
SGP Math Points			19.73

Total Growth Points	39.8
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.1	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	40.38				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

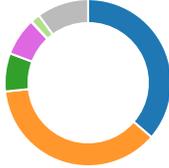
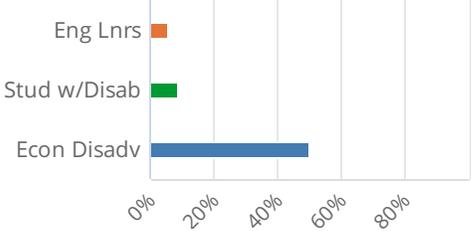
A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 NR 23.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 36.9% White 7.4% BI/Afr Am 36.2% Hisp/Latino 7.3% Asian 0.1% Am Ind/AK Nat 1.8% Pac Isl 10.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>48.0 ★★</td> </tr> <tr> <td>2019-2020</td> <td>48.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	48.0 ★★	2019-2020	48.0 ★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	48.0 ★★							
2019-2020	48.0 ★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	34.3	49.2
Math Proficiency	27.2	49.2
ELA Proficiency	46.5	55.4
Science Proficiency	18.3	30.4
Read-by-Grade-3 Proficiency	43.6	51.8

 **Growth Indicator**

Measure	School Median	District Median
Math MGP	28.0	52.0
ELA MGP	41.0	53.0
	School Rate	District Rate
Met Math AGP Target	20.3	53.1
Met ELA AGP Target	45.5	61.2

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	40.0	38.4

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.1	40.9
Prior Non-Proficient Met ELA AGP Target	36.2	52.2

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	39.8	21.7
Climate Survey Participation	91.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

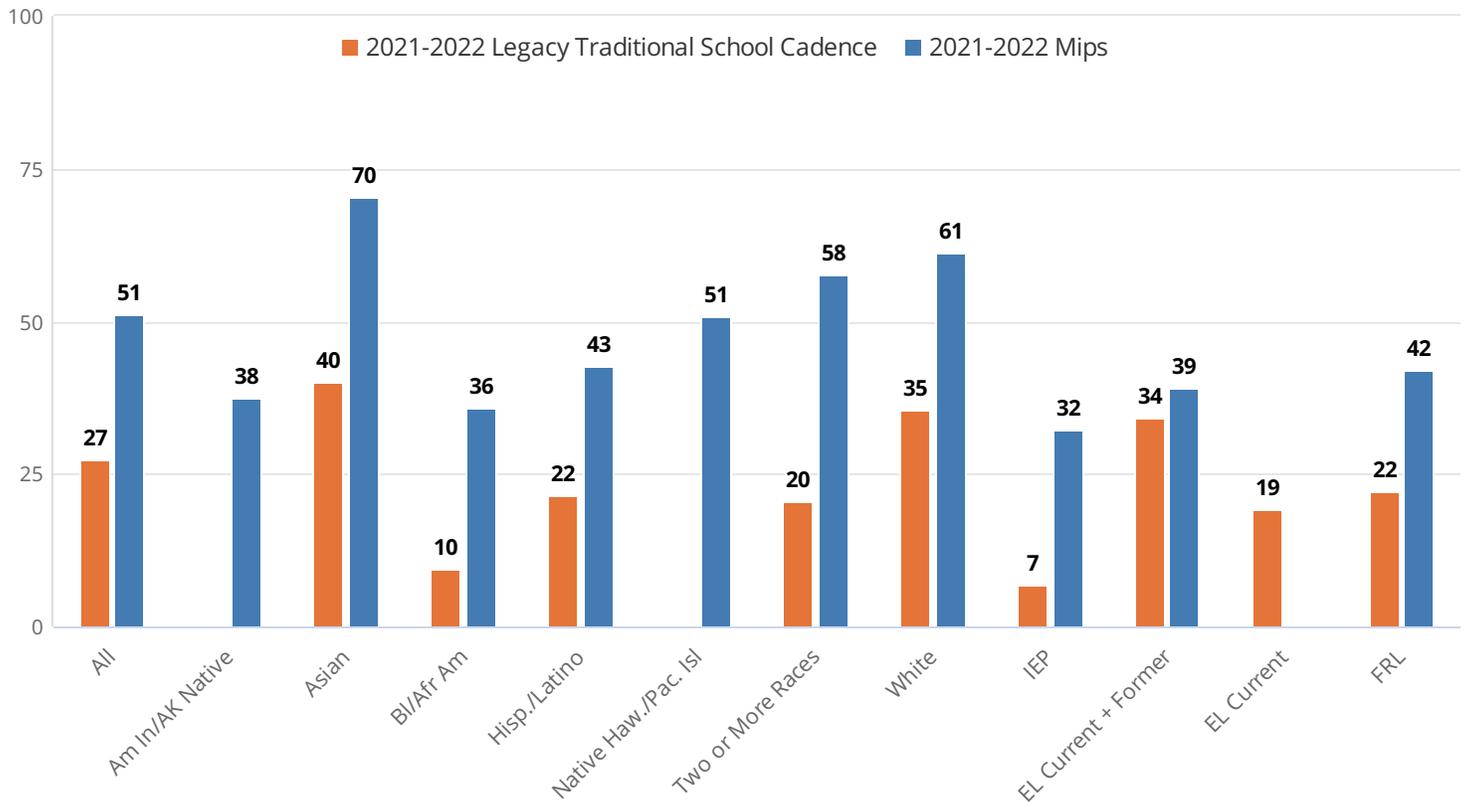
Pooled Proficiency Points Earned: 4/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	34.3	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	40.0	72.8	70.4			
Black/African American	9.6	30.3	35.7			
Hispanic/Latino	21.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	20.4	55.6	57.5			
White/Caucasian	35.4	60.7	61.3			
Special Education	6.8	26.3	32.1			
English Learners Current + Former	34.3	34.9	39			
English Learners Current	19.2	25.5				
Economically Disadvantaged	22.3	35.6	42			

Math Assessments
% Proficient



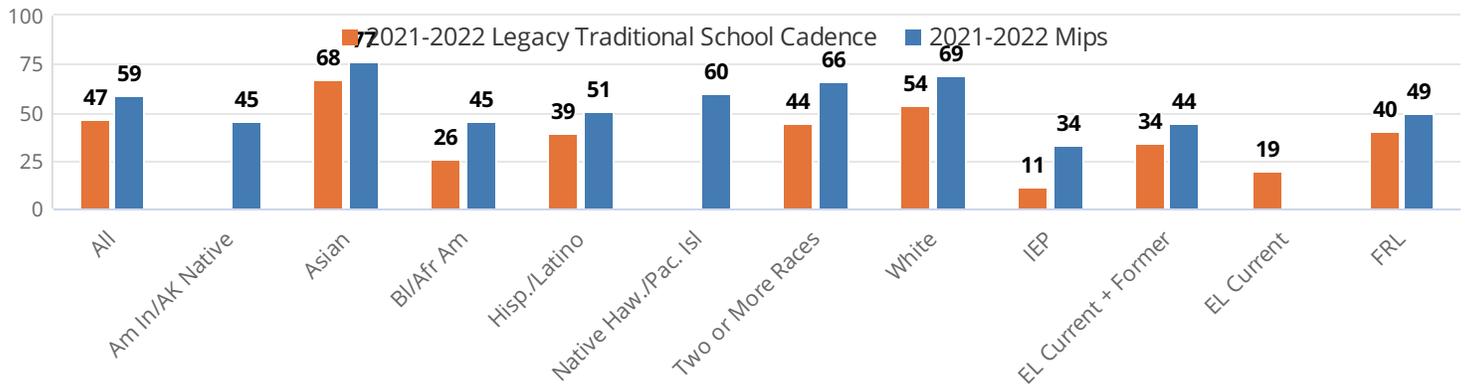


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	67.5	74.9	76.7			
Black/African American	25.8	39.8	45.4			
Hispanic/Latino	39.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	44.0	61.5	66.2			
White/Caucasian	53.9	65.5	69			
Special Education	11.3	25.5	33.5			
English Learners Current + Former	34.3	37.4	44.4			
English Learners Current	19.2	24.4				
Economically Disadvantaged	39.8	42.8	49.4			

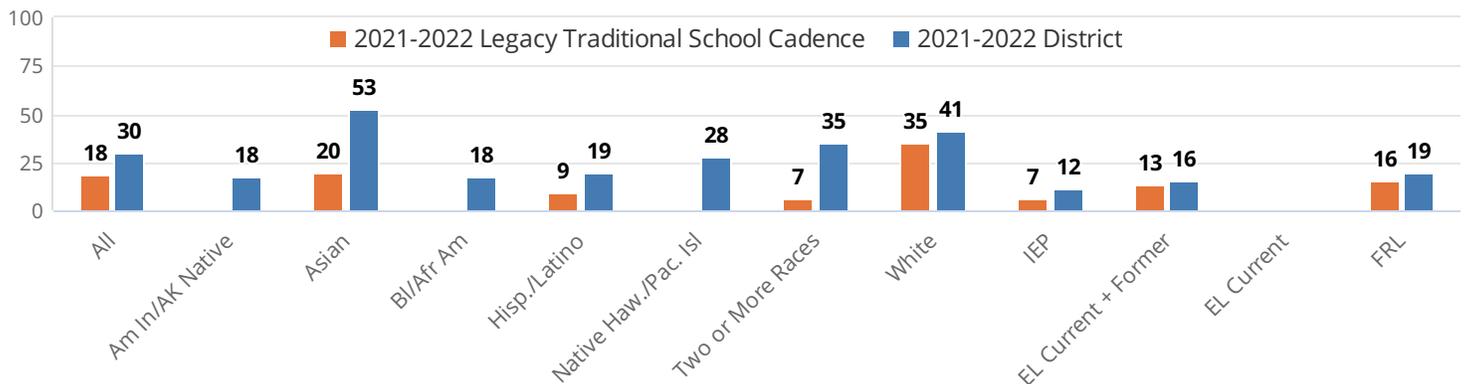
ELA Assessments
% Proficient



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	18.3	30.4		
American Indian/Alaska Native	-	17.6		
Asian	20.0	52.9		
Black/African American	<5	17.6		
Hispanic/Latino	9.2	19.2		
Pacific Islander	-	28.3		
Two or More Races	6.6	34.9		
White/Caucasian	35.1	40.8		
Special Education	6.6	11.6		
English Learners Current + Former	13.3	15.8		
English Learners Current	<5	<5		
Economically Disadvantaged	15.8	19.4		

Science Assessments
% Proficient





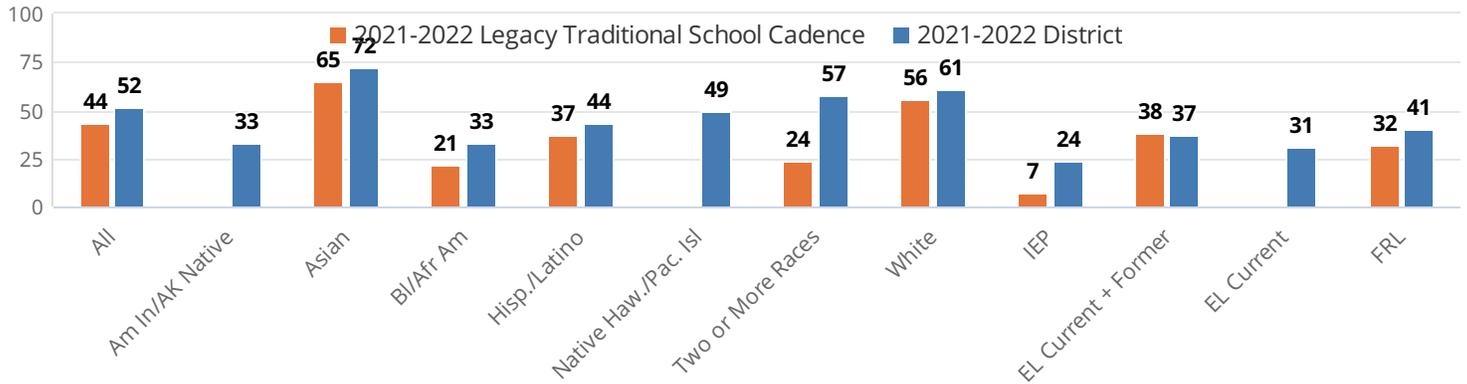
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	43.6	51.8		
American Indian/Alaska Native	-	33.3		
Asian	64.7	71.7		
Black/African American	21.4	33.0		
Hispanic/Latino	37.2	43.5		
Pacific Islander	-	49.2		
Two or More Races	23.5	57.4		
White/Caucasian	55.5	60.8		
Special Education	7.1	23.7		
English Learners Current + Former	38.0	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	31.7	40.5		

Read by Grade 3
% Proficient



**Academic Achievement****Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 3/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	28.0	52.0	41.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	30.0	60.0	43.5	59.0				
Black/African American	20.0	49.0	37.0	53.0				
Hispanic/Latino	28.0	49.0	41.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	25.0	54.5	15.0	53.0				
White/Caucasian	29.0	55.0	43.0	55.0				
Special Education	22.5	46.0	23.5	43.0				
English Learners Current + Former	27.0	47.0	40.5	49.0				
English Learners Current	23.0	44.0	41.0	44.0				
Economically Disadvantaged	33.0	49.0	39.5	49.0				

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 3/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	20.3	53.1	45.5	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	15.0	68.8	55.0	73.9				
Black/African American	9.0	41.8	27.2	55.8				
Hispanic/Latino	16.8	45.0	43.8	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	26.0	59.6	39.1	62.7				
White/Caucasian	25.8	59.6	50.0	65.1				
Special Education	11.5	35.9	23.0	41.3				
English Learners Current + Former	20.8	41.2	41.6	52.0				
English Learners Current	20.0	32.5	40.0	43.1				
Economically Disadvantaged	25.0	43.7	42.8	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



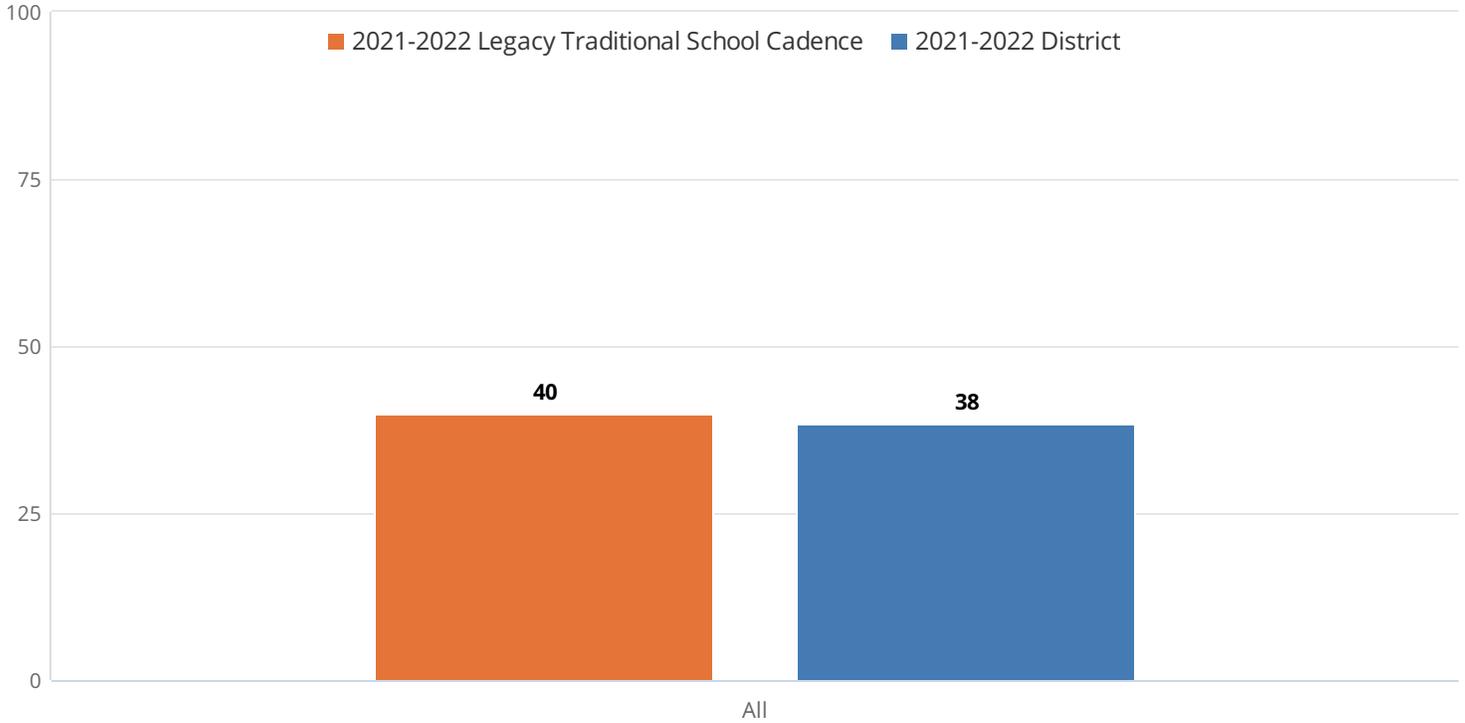
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 4/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	40	40.0	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 4/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	15.1	40.9	36.2	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	10.0	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	15.0	36.3	38.1	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	15.3	44.5	-	55.0				
White/Caucasian	17.6	47.9	41.4	55.2				
Special Education	12.5	27.6	18.1	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	20.0	27.6	38.4	41.7				
Economically Disadvantaged	18.1	35.5	28.8	47.6				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

0/10

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

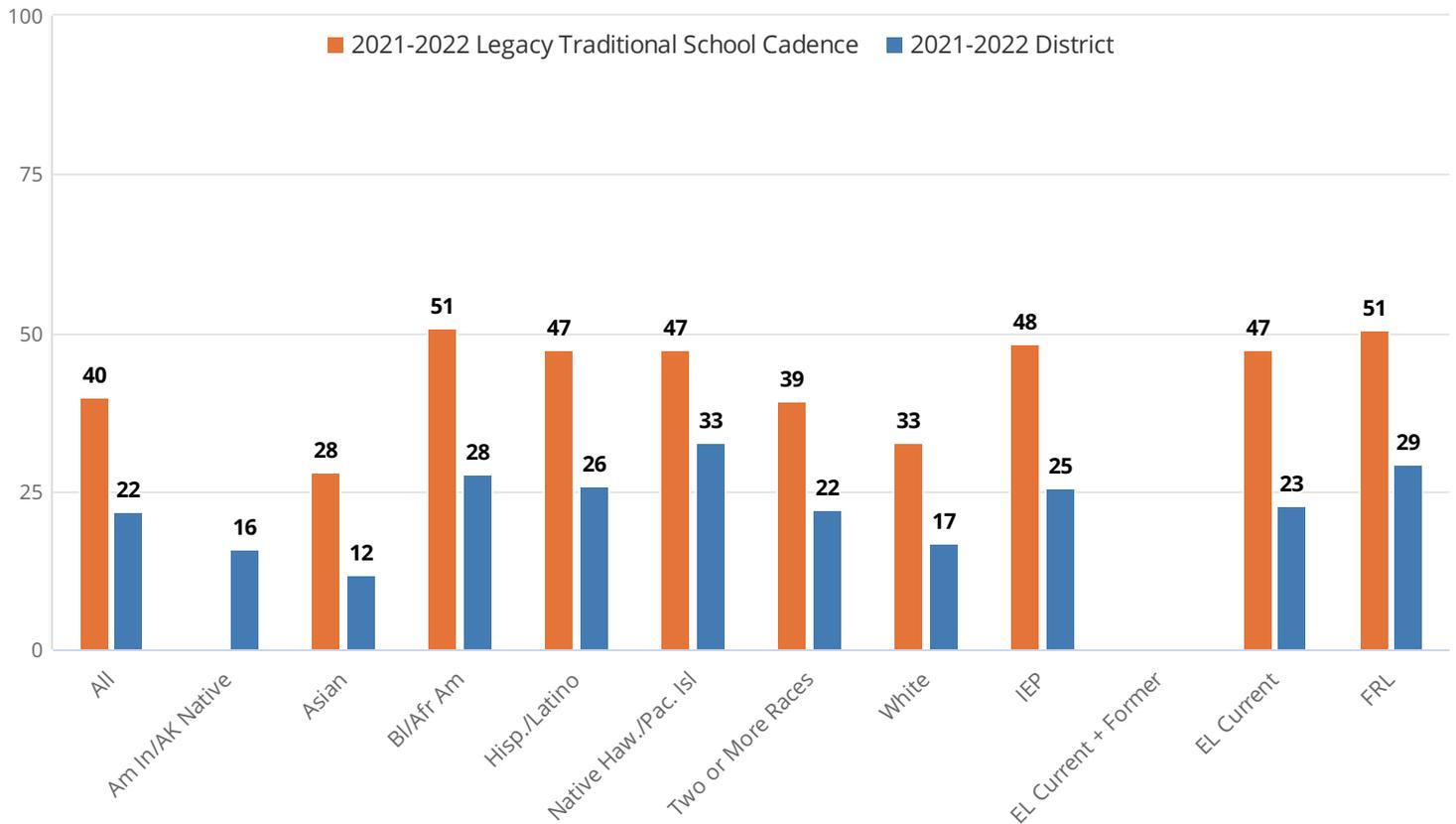
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	39.8	21.7		
American Indian/Alaska Native	-	15.8		
Asian	28.1	11.9		
Black/African American	50.7	27.6		
Hispanic/Latino	47.2	25.8		
Pacific Islander	47.3	32.8		
Two or More Races	39.3	22.2		
White/Caucasian	32.6	16.9		
Special Education	48.4	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	47.3	22.6		
Economically Disadvantaged	50.6	29.3		

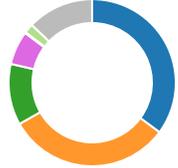
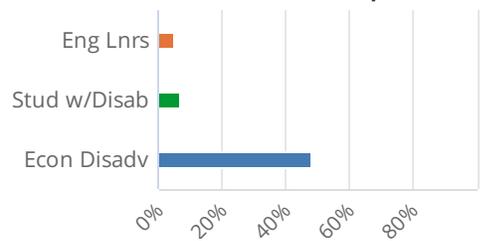
Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 41.0 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.6% White 11.8% BI/Afr Am 35.0% Hisp/Latino 6.5% Asian 0.2% Am Ind/AK Nat 1.8% Pac Isl 12.8% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>23.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>48.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	23.5 NR	2020-2021	48.0 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	23.5 NR							
2020-2021	48.0 ★★							

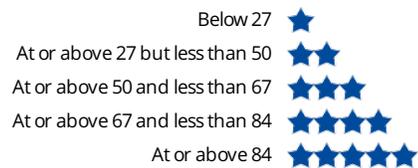
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.1	50.0
Math Proficiency	38.2	52.0
ELA Proficiency	42.6	54.6
Science Proficiency	15.0	29.8
Read-by-Grade-3 Proficiency	32.3	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	57.5	55.0
ELA MGP	49.0	55.0
	School Rate	District Rate
Met Math AGP Target	46.1	50.8
Met ELA AGP Target	45.6	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	30.3	41.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	37.8	31.9
Prior Non-Proficient Met ELA AGP Target	31.9	37.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	30.5	22.9
Climate Survey Participation	86.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

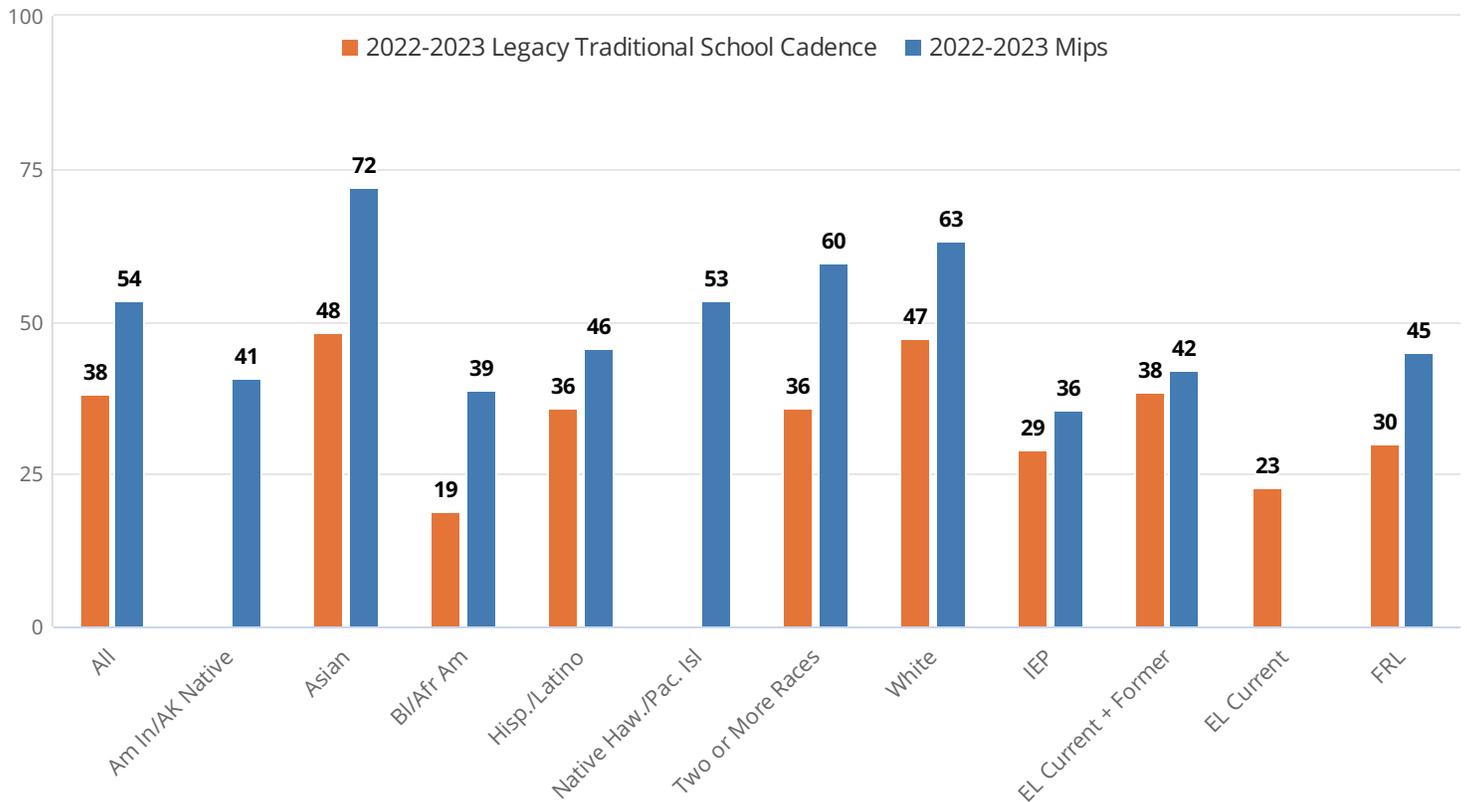
Pooled Proficiency Points Earned: 5/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	37.1	50.0	34.3	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	38.2	52.0	53.5	27.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	48.3	74.5	71.9	40.0	72.8	70.4
Black/African American	18.9	31.4	38.9	9.6	30.3	35.7
Hispanic/Latino	35.9	42.2	45.5	21.6	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	35.8	57.8	59.6	20.4	55.6	57.5
White/Caucasian	47.3	63.7	63.3	35.4	60.7	61.3
Special Education	29.0	29.1	35.5	6.8	26.3	32.1
English Learners Current + Former	38.4	38.1	42	34.3	34.9	39
English Learners Current	22.7	27.6		19.2	25.5	
Economically Disadvantaged	30.1	39.0	44.9	22.3	35.6	42

Math Assessments
% Proficient



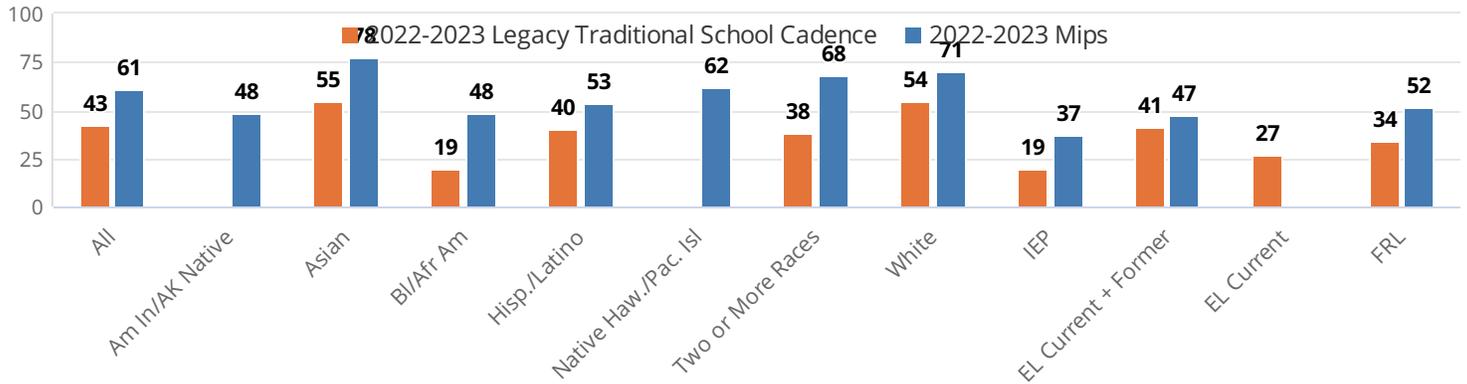


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.6	54.6	61.2	46.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	54.8	74.1	77.8	67.5	74.9	76.7
Black/African American	19.4	37.5	48.2	25.8	39.8	45.4
Hispanic/Latino	39.8	45.9	53.2	39.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	37.7	60.7	67.9	44.0	61.5	66.2
White/Caucasian	54.3	64.4	70.6	53.9	65.5	69
Special Education	19.3	27.4	36.8	11.3	25.5	33.5
English Learners Current + Former	41.0	37.6	47.2	34.3	37.4	44.4
English Learners Current	27.2	24.1		19.2	24.4	
Economically Disadvantaged	33.8	42.0	51.9	39.8	42.8	49.4

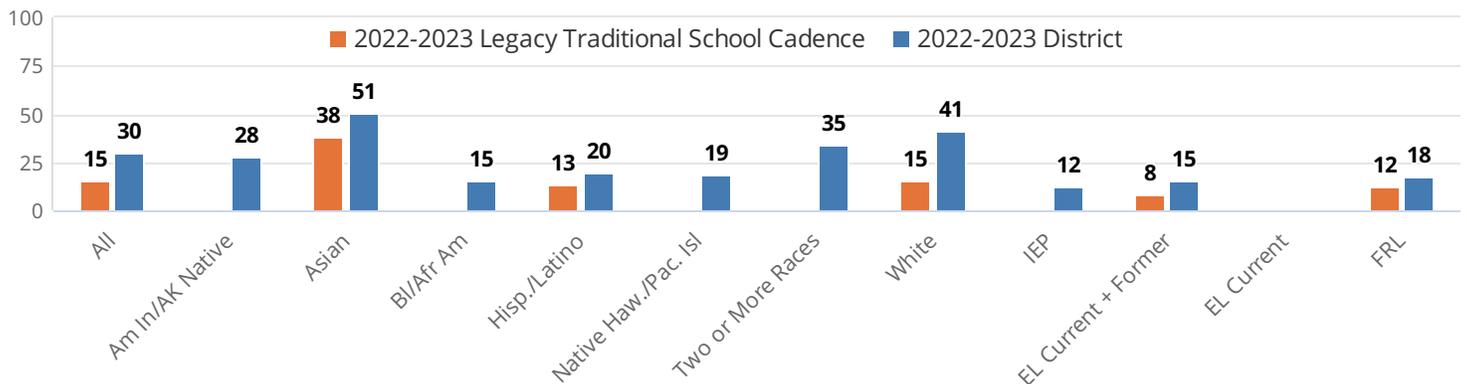
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.0	29.8	18.3	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	38.4	51.0	20.0	52.9
Black/African American	-	15.3	<5	17.6
Hispanic/Latino	13.0	19.5	9.2	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	<5	34.5	6.6	34.9
White/Caucasian	15.1	40.9	35.1	40.8
Special Education	-	12.2	6.6	11.6
English Learners Current + Former	8.3	15.1	13.3	15.8
English Learners Current	-	<5	<5	<5
Economically Disadvantaged	12.2	17.6	15.8	19.4

Science Assessments
% Proficient





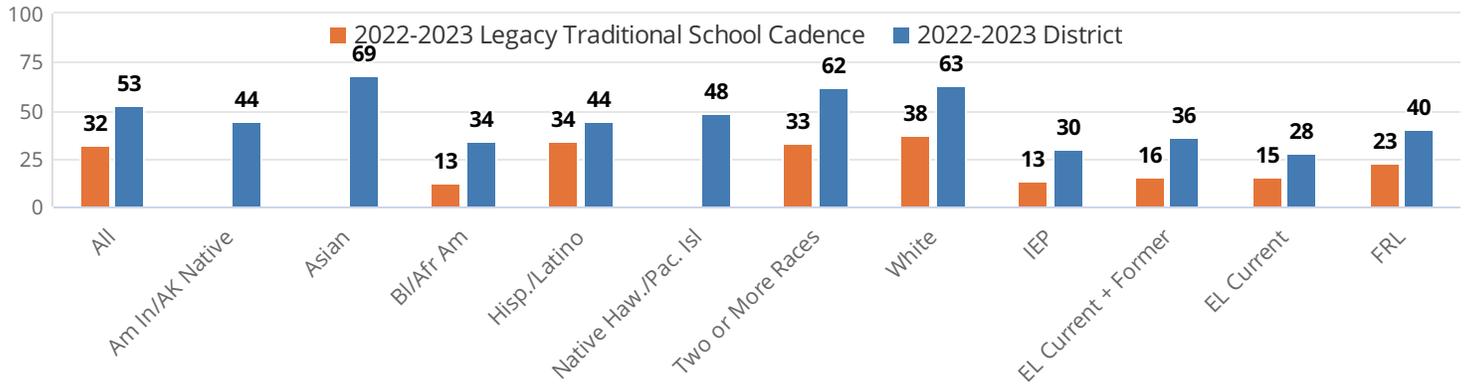
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.3	52.6	43.6	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	-	68.5	64.7	71.7
Black/African American	12.5	33.9	21.4	33.0
Hispanic/Latino	33.8	44.2	37.2	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	33.3	62.3	23.5	57.4
White/Caucasian	37.5	62.5	55.5	60.8
Special Education	13.3	29.5	7.1	23.7
English Learners Current + Former	15.7	36.1	38.0	37.1
English Learners Current	15.3	27.6	-	30.7
Economically Disadvantaged	23.1	40.3	31.7	40.5

Read by Grade 3
% Proficient



**Academic Achievement****Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0**Yellow indicates 95% participation requirement not met.**

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	57.5	55.0	49.0	55.0	28.0	52.0	41.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	70.5	61.0	49.0	61.0	30.0	60.0	43.5	59.0
Black/African American	59.0	52.0	44.0	50.0	20.0	49.0	37.0	53.0
Hispanic/Latino	50.0	54.0	48.0	53.0	28.0	49.0	41.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	56.5	54.0	49.0	55.0	25.0	54.5	15.0	53.0
White/Caucasian	67.0	56.0	50.0	57.0	29.0	55.0	43.0	55.0
Special Education	68.0	49.0	54.0	51.0	22.5	46.0	23.5	43.0
English Learners Current + Former	57.0	55.0	41.0	54.0	27.0	47.0	40.5	49.0
English Learners Current	-	54.0	-	53.0	23.0	44.0	41.0	44.0
Economically Disadvantaged	55.5	54.0	48.0	53.0	33.0	49.0	39.5	49.0

AGP Growth Data

Math AGP Points Earned: 6/7.5

ELA AGP Points Earned: 3/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	46.1	50.8	45.6	52.9	20.3	53.1	45.5	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	65.0	66.5	45.0	67.6	15.0	68.8	55.0	73.9
Black/African American	35.2	38.1	35.2	42.1	9.0	41.8	27.2	55.8
Hispanic/Latino	38.0	43.8	46.4	46.9	16.8	45.0	43.8	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.6	52.0	36.1	56.1	26.0	59.6	39.1	62.7
White/Caucasian	56.5	58.8	53.6	58.9	25.8	59.6	50.0	65.1
Special Education	26.6	32.3	40.0	34.0	11.5	35.9	23.0	41.3
English Learners Current + Former	52.6	41.8	52.6	43.1	20.8	41.2	41.6	52.0
English Learners Current	-	33.5	-	33.8	20.0	32.5	40.0	43.1
Economically Disadvantaged	38.1	43.0	43.6	45.2	25.0	43.7	42.8	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



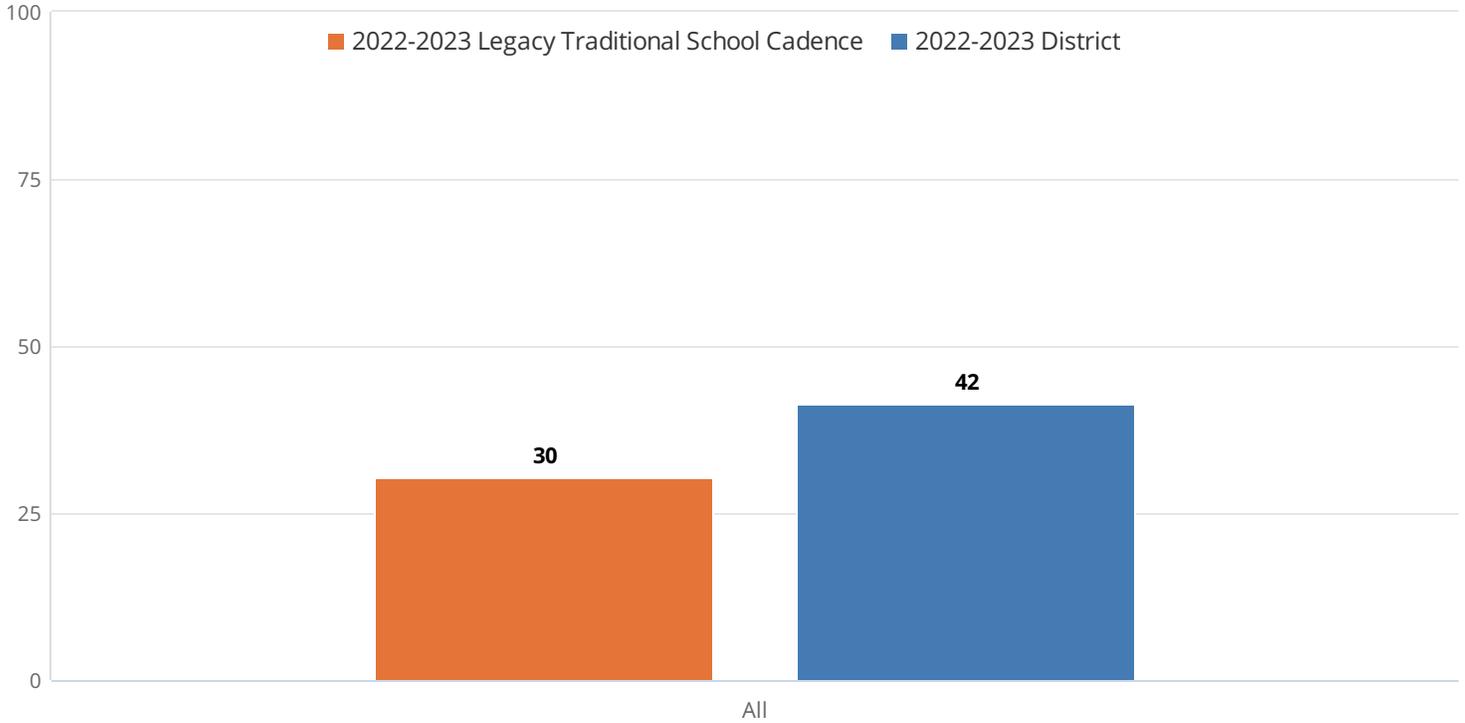
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	33	30.3	41.5	40	40.0	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 8/10				ELA AGP Points Earned: 3/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	37.8	31.9	31.9	37.1	15.1	40.9	36.2	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	58.3	42.0	-	48.2	10.0	50.6	-	63.3
Black/African American	21.4	25.9	23.0	29.9	-	36.1	-	49.4
Hispanic/Latino	34.9	29.9	38.7	34.4	15.0	36.3	38.1	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	40.9	31.3	21.0	40.3	15.3	44.5	-	55.0
White/Caucasian	42.5	37.8	34.3	42.6	17.6	47.9	41.4	55.2
Special Education	15.3	20.8	38.4	25.2	12.5	27.6	18.1	35.9
English Learners Current + Former	50.0	27.5	45.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	20.0	27.6	38.4	41.7
Economically Disadvantaged	29.8	28.7	23.8	33.1	18.1	35.5	28.8	47.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

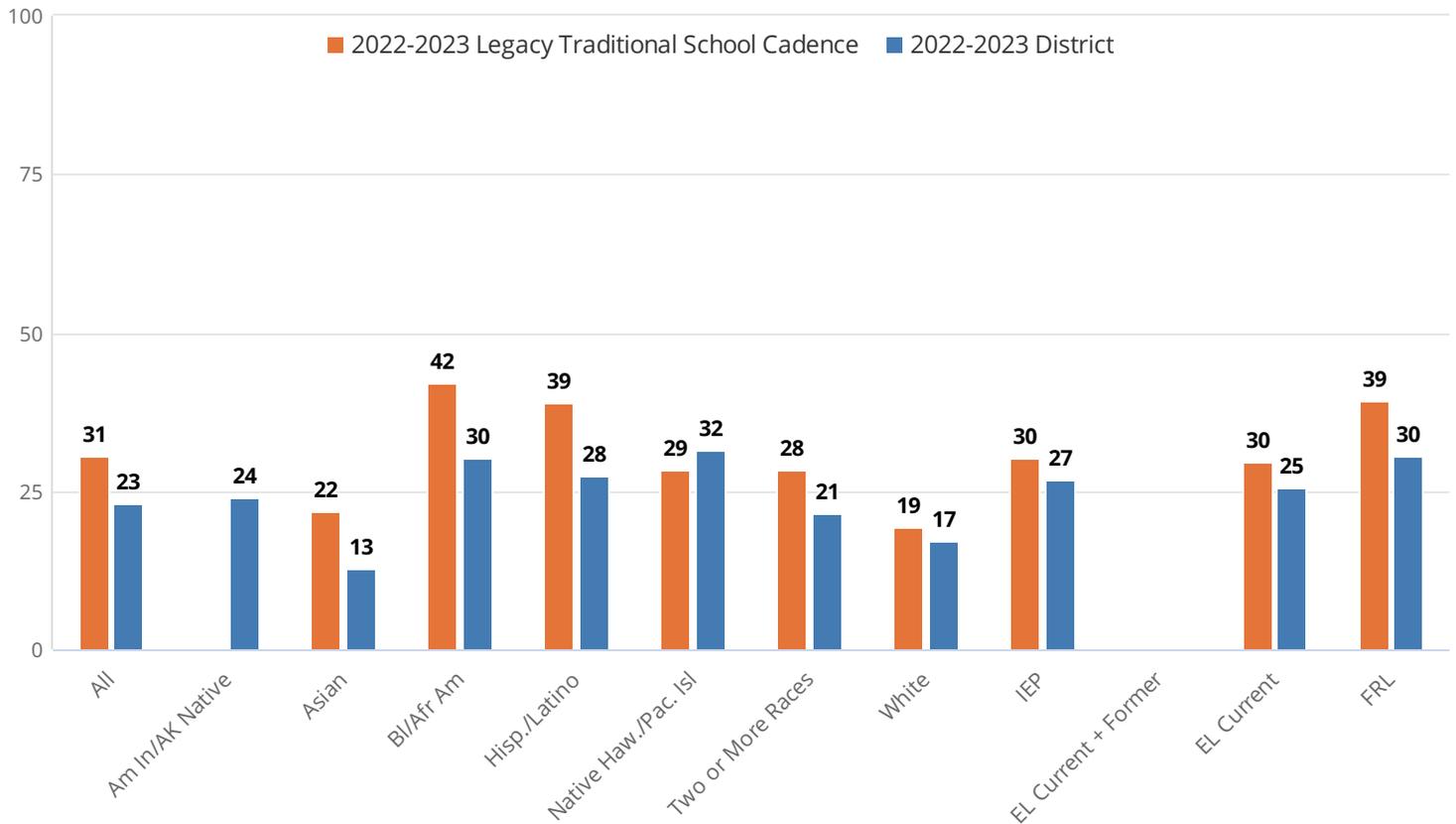
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	30.5	22.9	39.8	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	21.8	12.9	28.1	11.9
Black/African American	42.1	30.1	50.7	27.6
Hispanic/Latino	39.0	27.5	47.2	25.8
Pacific Islander	28.5	31.6	47.3	32.8
Two or More Races	28.3	21.4	39.3	22.2
White/Caucasian	19.3	17.1	32.6	16.9
Special Education	30.3	26.7	48.4	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	29.5	25.4	47.3	22.6
Economically Disadvantaged	39.1	30.4	50.6	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

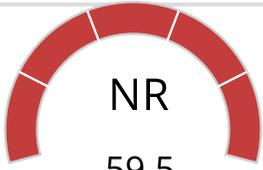
Chronic Absenteeism Rate (%)

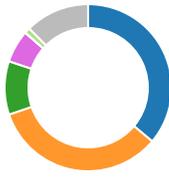
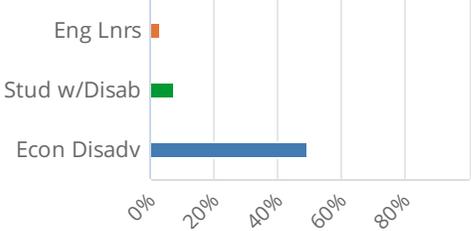


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Legacy Traditional School Cadence

School Year 2021-2022 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 NR 59.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 33.6% White 10.3% BI/Afr Am 36.0% Hisp/Latino 6.3% Asian 0.0% Am Ind/AK Nat 1.1% Pac Isl 12.4% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>82.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>82.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	82.0 ★★★★★	2019-2020	82.0 ★★★★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	82.0 ★★★★★							
2019-2020	82.0 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	45.0	46.6
Math Proficiency	27.0	36.5
ELA Proficiency	62.1	57.3
Science Proficiency	47.6	44.9

 **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	41.0	56.0
ELA MGP	52.5	55.0
	School Rate	District Rate
Met Math AGP Target	30.0	40.8
Met ELA AGP Target	60.4	60.4

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	21.4	21.6

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.7	23.5
Prior Non-Proficient Met ELA AGP Target	38.4	38.0

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	40.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	75.7	91.1
Climate Survey Participation	83.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

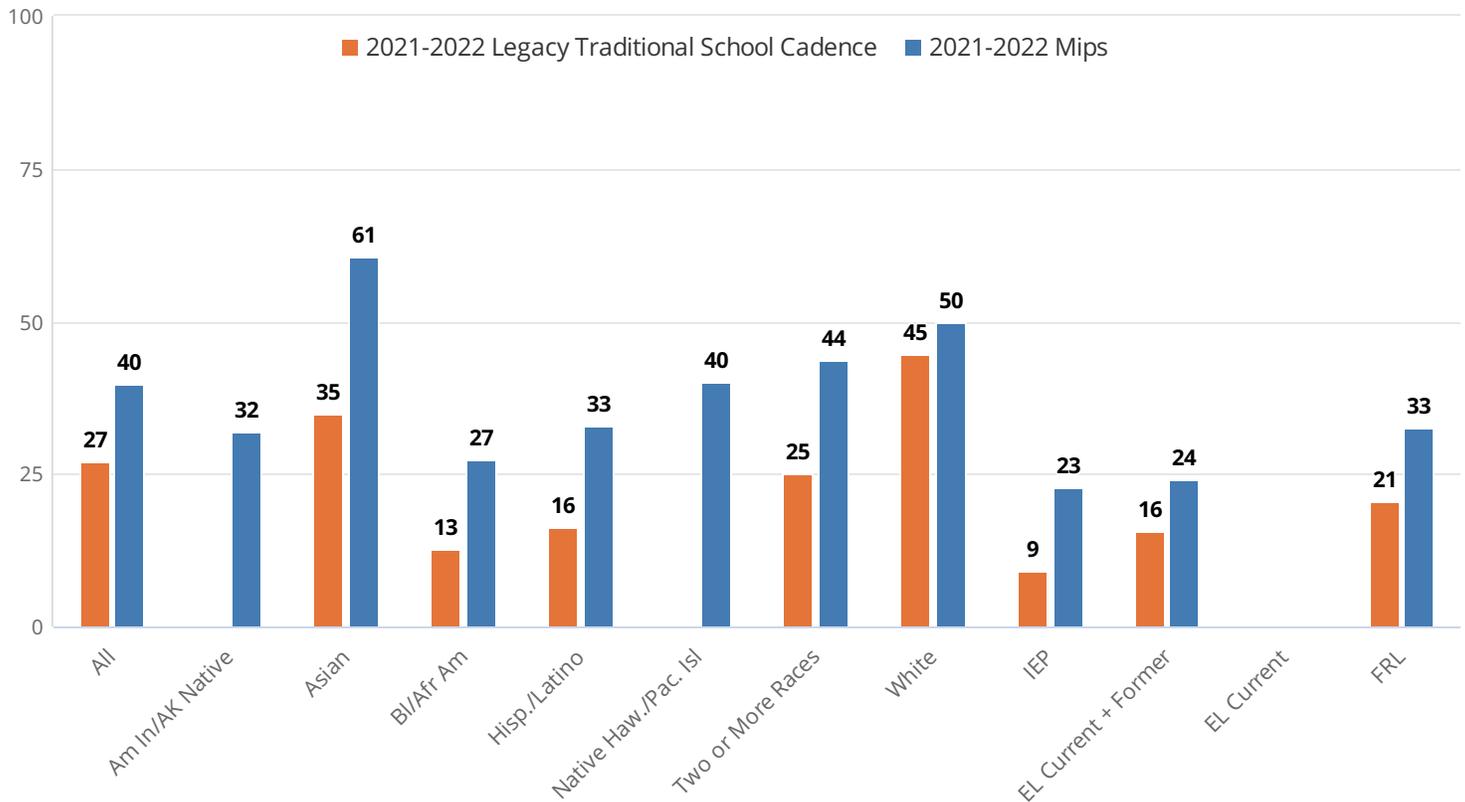
Pooled Proficiency Points Earned: 18/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	45.0	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	34.7	62.7	60.6			
Black/African American	12.8	18.2	27.3			
Hispanic/Latino	16.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	25.0	41.8	43.6			
White/Caucasian	44.5	48.1	49.8			
Special Education	9.0	9.7	22.7			
English Learners Current + Former	15.7	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	20.6	23.9	32.7			

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

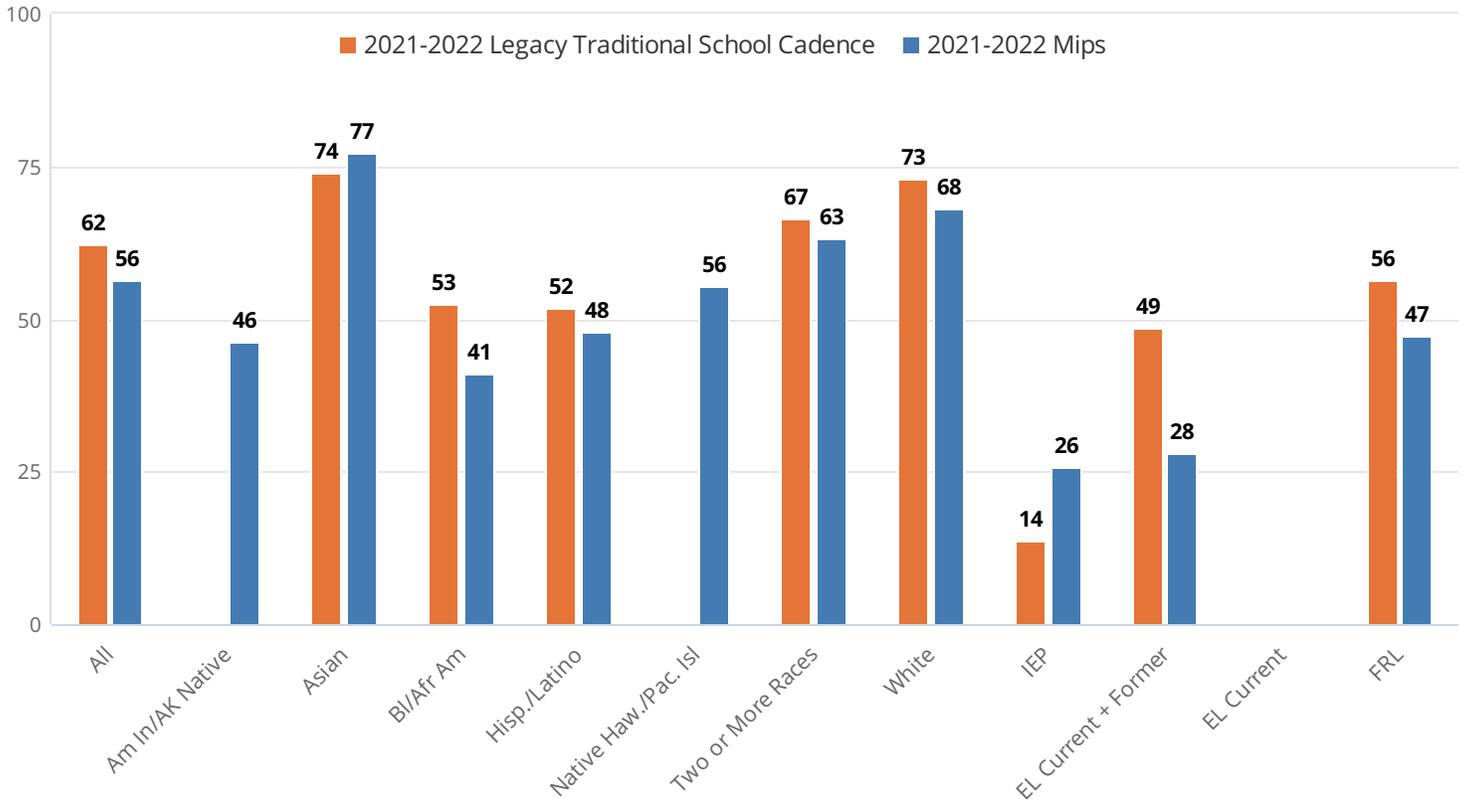


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	62.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	73.9	79.0	77.1			
Black/African American	52.5	41.1	40.9			
Hispanic/Latino	51.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	66.6	64.6	63.2			
White/Caucasian	73.1	67.2	68			
Special Education	13.6	18.0	25.8			
English Learners Current + Former	48.5	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	56.3	45.9	47.1			

ELA Assessments
% Proficient



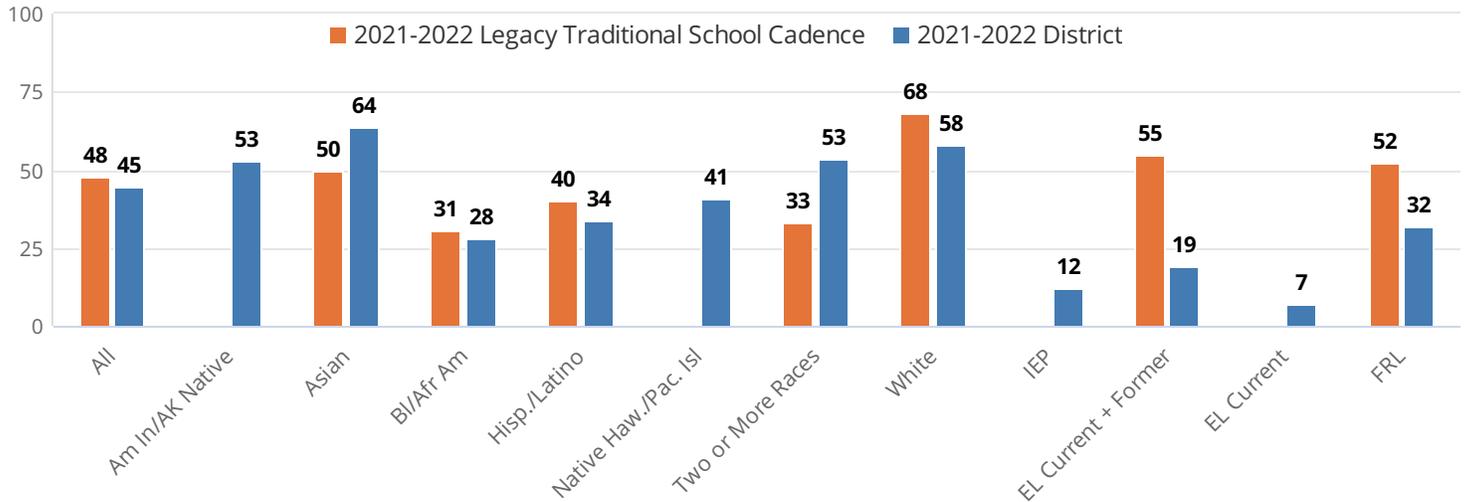


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	47.6	44.9		
American Indian/Alaska Native	-	52.6		
Asian	50.0	63.9		
Black/African American	30.7	28.3		
Hispanic/Latino	40.4	33.7		
Pacific Islander	-	40.5		
Two or More Races	33.3	53.3		
White/Caucasian	68.2	57.8		
Special Education	-	12.0		
English Learners Current + Former	54.5	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	52.3	31.9		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 6/10

Groups	2022	2022	2022	2021	2021	2021	2021
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP
All Students	41.0	56.0	52.5	55.0			
American Indian/Alaska Native	-	53.5	-	55.5			
Asian	39.0	61.0	54.0	61.0			
Black/African American	38.5	52.0	50.5	54.0			
Hispanic/Latino	41.0	54.0	58.0	54.0			
Pacific Islander	-	53.5	-	55.0			
Two or More Races	38.0	57.0	43.0	55.0			
White/Caucasian	47.5	57.0	51.0	56.0			
Special Education	45.0	44.0	32.0	43.0			
English Learners Current + Former	44.0	54.0	56.0	54.0			
English Learners Current	44.0	50.0	59.0	51.0			
Economically Disadvantaged	41.0	54.0	57.0	55.0			

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 4.5/5

Groups	2022	2022	2022	2022	2021	2021	2021	2021
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	30.0	40.8	60.4	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	38.0	63.7	66.6	77.2				
Black/African American	17.8	24.7	57.1	49.7				
Hispanic/Latino	20.8	31.4	53.0	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	25.6	43.8	58.9	65.6				
White/Caucasian	42.7	50.7	67.2	67.2				
Special Education	9.5	12.9	9.5	26.3				
English Learners Current + Former	21.6	25.2	50.0	45.5				
English Learners Current	7.6	12.6	25.0	28.2				
Economically Disadvantaged	28.2	29.9	61.2	51.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



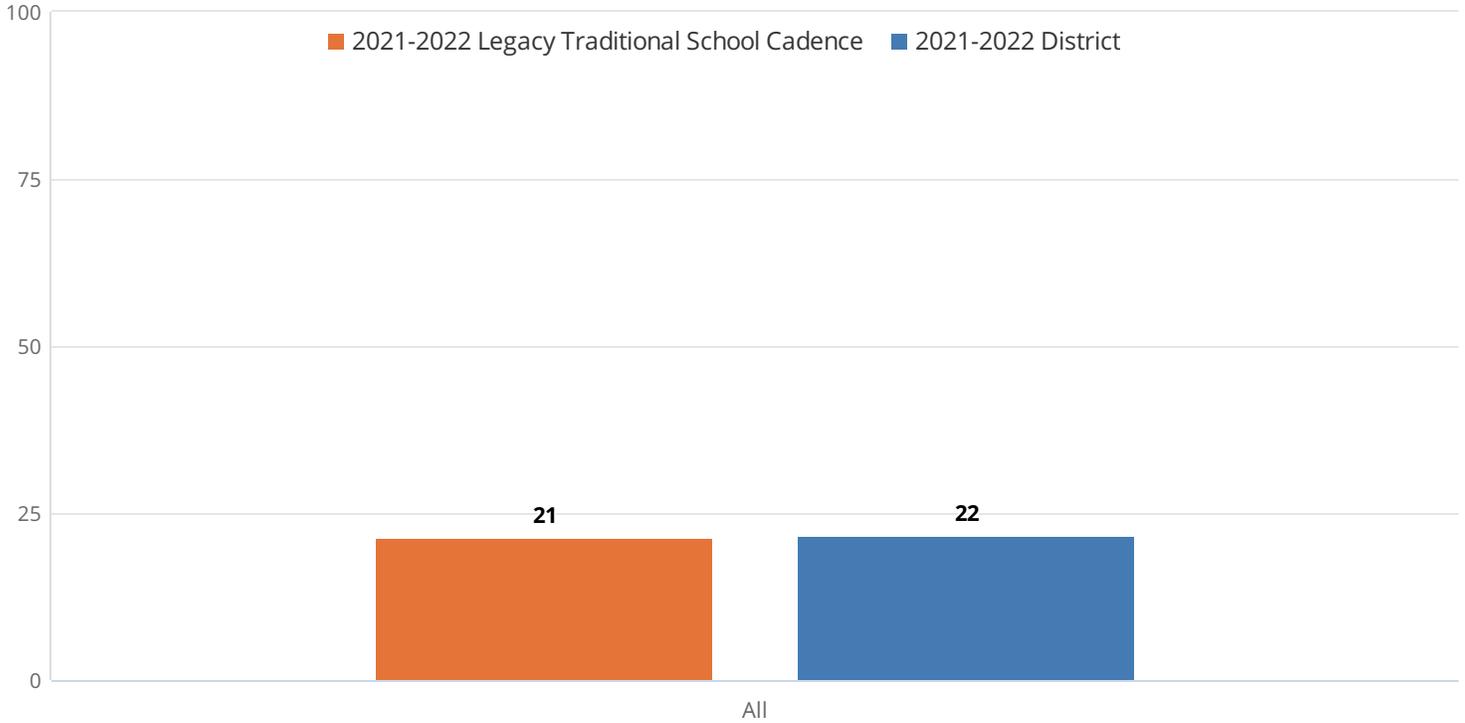
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 5/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	14	21.4	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 10/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	15.7	23.5	38.4	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	33.3	38.5	-	51.3				
Black/African American	<5	16.6	37.5	33.6				
Hispanic/Latino	11.2	20.3	34.8	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	15.3	24.1	53.8	42.9				
White/Caucasian	21.2	28.8	33.3	40.2				
Special Education	<5	7.8	<5	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	7.6	11.3	25.0	24.4				
Economically Disadvantaged	17.9	19.7	44.0	35.0				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

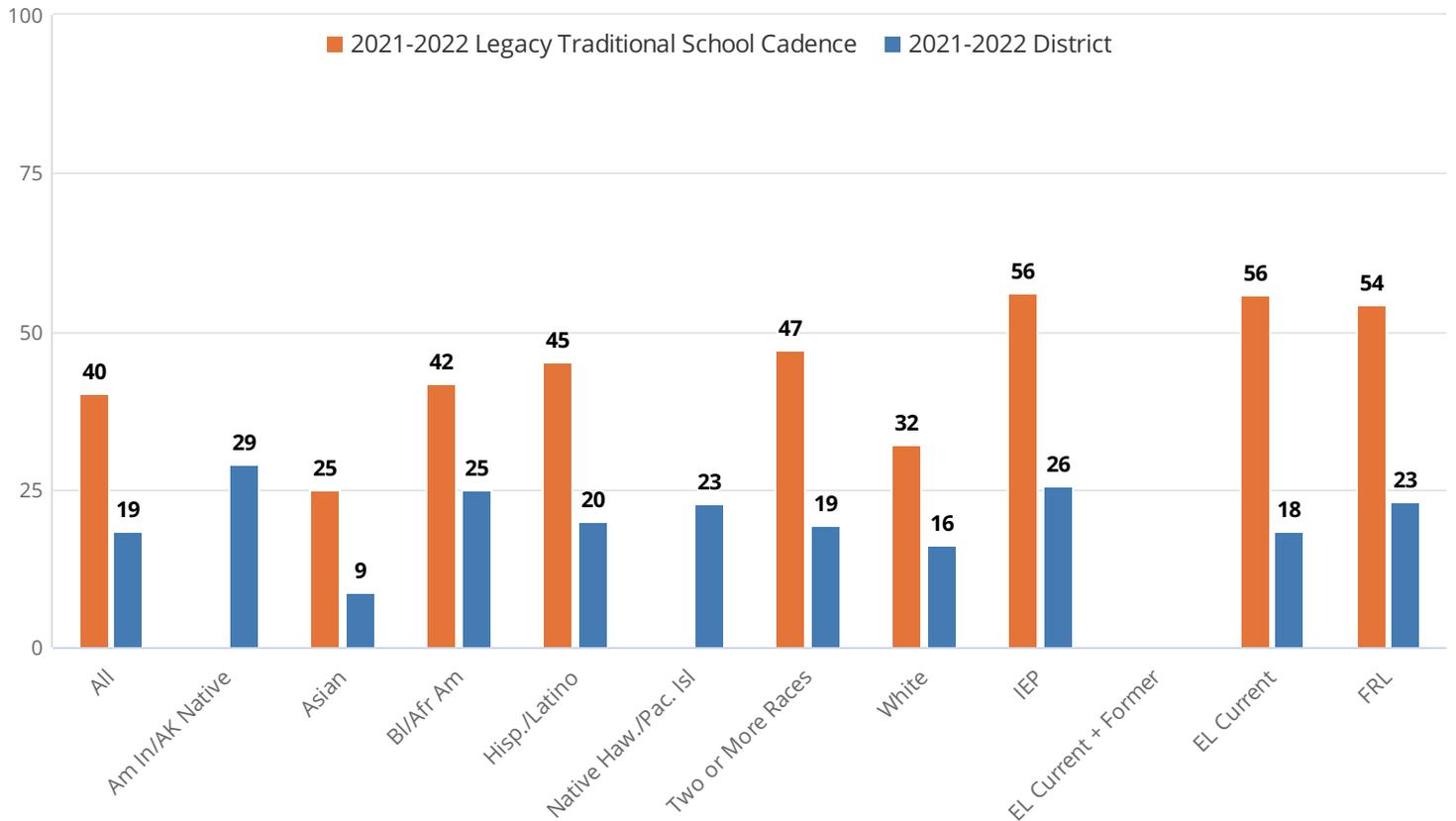
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	40.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	25.0	8.7		
Black/African American	41.8	24.9		
Hispanic/Latino	45.1	19.9		
Pacific Islander	-	22.7		
Two or More Races	47.0	19.4		
White/Caucasian	32.2	16.1		
Special Education	56.2	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	55.8	18.3		
Economically Disadvantaged	54.3	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

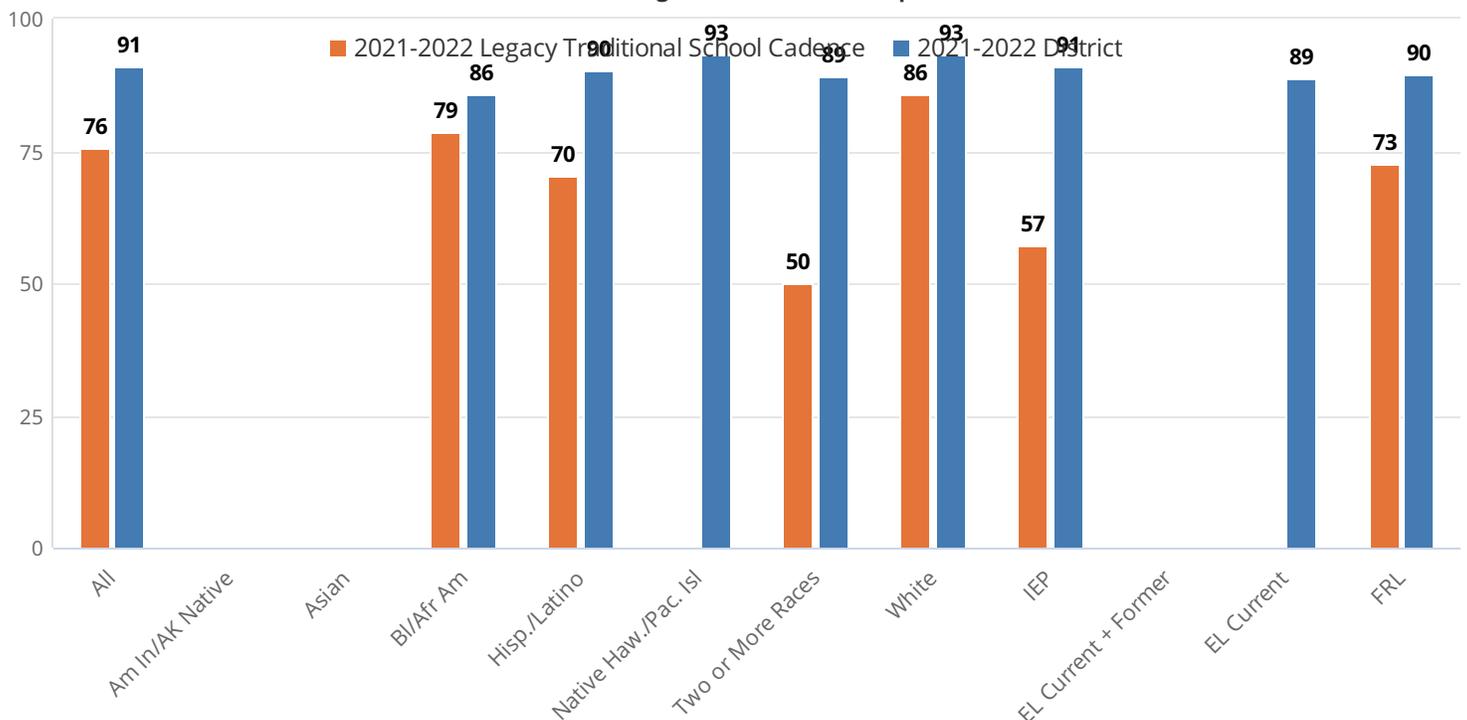
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

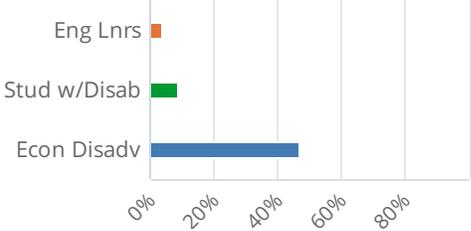
Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	75.7	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	78.5	85.9		
Hispanic/Latino	70.2	90.3		
Pacific Islander	-	93.3		
Two or More Races	50.0	89.2		
White/Caucasian	85.7	93.3		
Special Education	57.1	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	72.5	89.5		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 <p>46.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.5% White 14.3% BI/Afr Am 36.6% Hisp/Latino 5.7% Asian 0.3% Am Ind/AK Nat 0.9% Pac Isl 10.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>59.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>82.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	59.5 NR	2020-2021	82.0 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	59.5 NR							
2020-2021	82.0 ★★★★★							

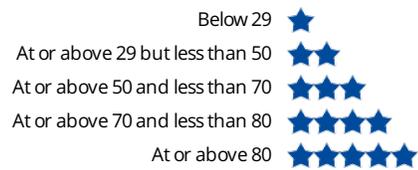
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.4	45.7
Math Proficiency	26.0	38.5
ELA Proficiency	49.8	53.4
Science Proficiency	41.7	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	54.0	56.0
ELA MGP	49.0	56.0
	School Rate	District Rate
Met Math AGP Target	28.5	40.4
Met ELA AGP Target	51.8	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	9.0	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.0	18.0
Prior Non-Proficient Met ELA AGP Target	22.2	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	28.8	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	73.3	92.7
Climate Survey Participation	64.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

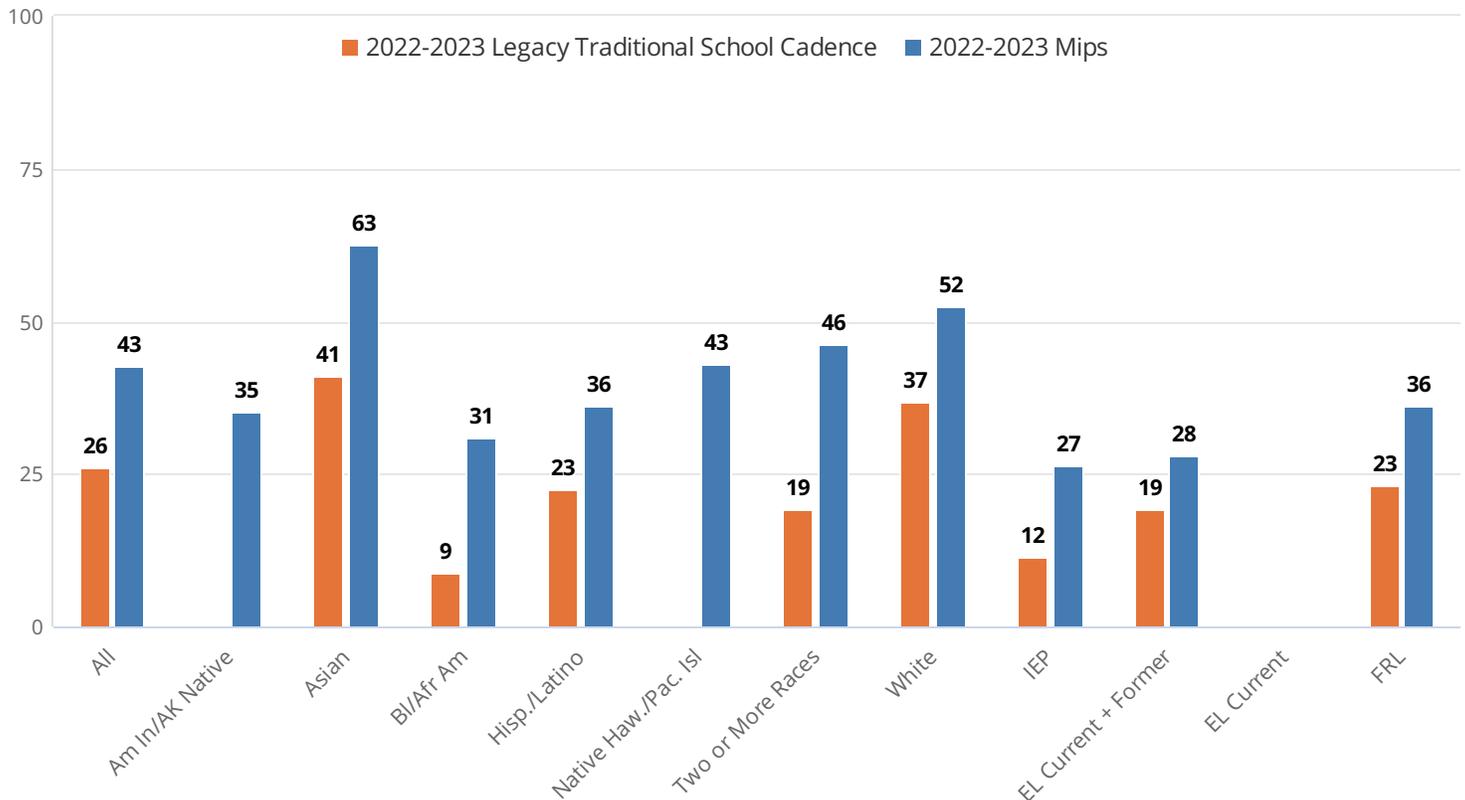
Pooled Proficiency Points Earned: 13/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	38.4	45.7	45.0	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	26.0	38.5	42.7	27.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	41.1	62.5	62.6	34.7	62.7	60.6
Black/African American	8.7	19.4	31	12.8	18.2	27.3
Hispanic/Latino	22.6	28.3	36.2	16.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	19.3	44.5	46.4	25.0	41.8	43.6
White/Caucasian	36.9	51.4	52.3	44.5	48.1	49.8
Special Education	11.5	11.5	26.5	9.0	9.7	22.7
English Learners Current + Former	19.3	21.5	28	15.7	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	23.0	24.9	36.1	20.6	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

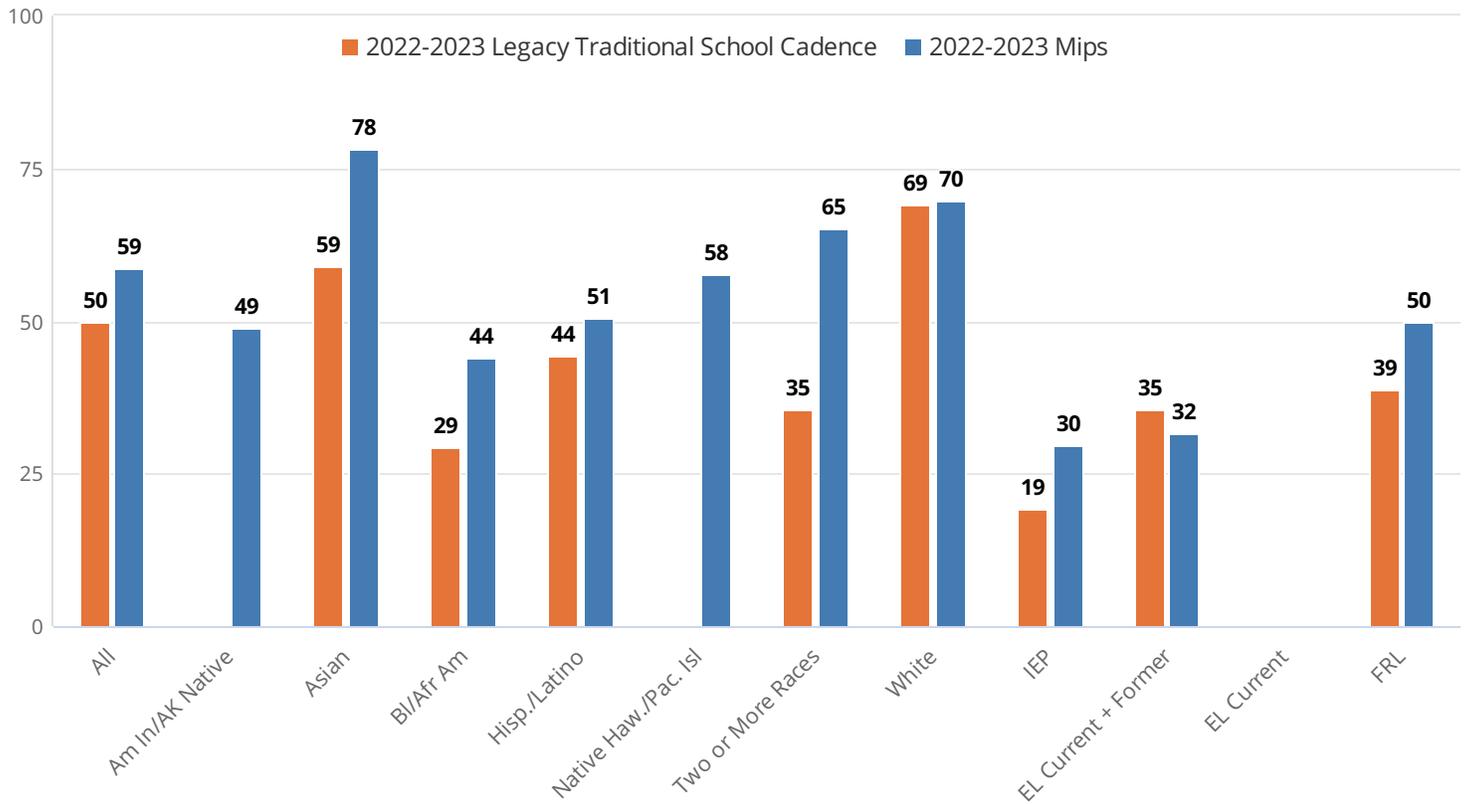


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	49.8	53.4	58.6	62.1	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	58.8	74.7	78.2	73.9	79.0	77.1
Black/African American	29.2	37.4	43.9	52.5	41.1	40.9
Hispanic/Latino	44.3	44.8	50.5	51.7	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	35.4	60.0	65	66.6	64.6	63.2
White/Caucasian	69.0	64.0	69.6	73.1	67.2	68
Special Education	19.2	17.4	29.6	13.6	18.0	25.8
English Learners Current + Former	35.4	34.0	31.7	48.5	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	38.8	40.8	49.8	56.3	45.9	47.1

ELA Assessments
% Proficient



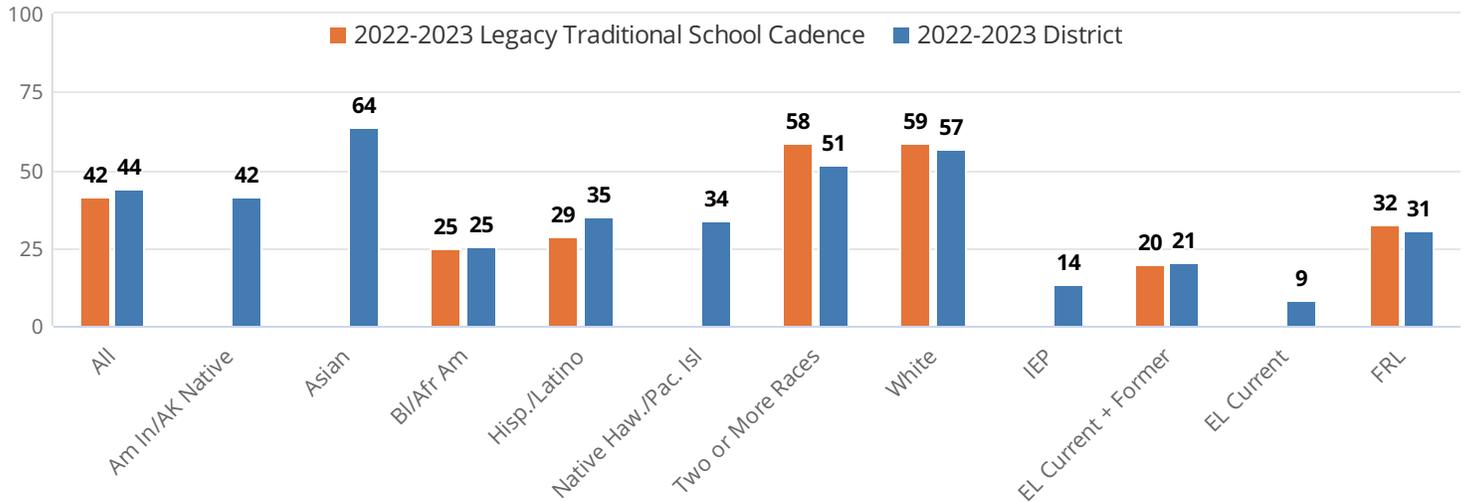


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	41.7	43.9	47.6	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	50.0	63.9
Black/African American	25.0	25.3	30.7	28.3
Hispanic/Latino	28.5	34.8	40.4	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	58.3	51.4	33.3	53.3
White/Caucasian	58.6	56.5	68.2	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	20.0	20.7	54.5	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	32.4	30.8	52.3	31.9

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	>=95%	>=95%
Black/African American	94.7%	94.7%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	54.0	56.0	49.0	56.0	41.0	56.0	52.5	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	74.0	61.0	38.0	57.0	39.0	61.0	54.0	61.0
Black/African American	47.0	51.0	46.0	55.0	38.5	52.0	50.5	54.0
Hispanic/Latino	55.5	54.0	53.5	55.0	41.0	54.0	58.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	50.0	59.0	33.0	58.0	38.0	57.0	43.0	55.0
White/Caucasian	53.0	58.0	53.0	56.0	47.5	57.0	51.0	56.0
Special Education	55.0	52.0	45.0	55.0	45.0	44.0	32.0	43.0
English Learners Current + Former	44.0	54.0	34.0	56.0	44.0	54.0	56.0	54.0
English Learners Current	53.0	53.0	33.0	53.0	44.0	50.0	59.0	51.0
Economically Disadvantaged	58.0	54.0	41.0	55.0	41.0	54.0	57.0	55.0

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 3.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	28.5	40.4	51.8	52.8	30.0	40.8	60.4	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	47.0	62.5	64.7	72.6	38.0	63.7	66.6	77.2
Black/African American	13.3	23.7	23.3	39.6	17.8	24.7	57.1	49.7
Hispanic/Latino	24.5	30.6	43.1	44.7	20.8	31.4	53.0	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	22.2	46.9	48.1	59.5	25.6	43.8	58.9	65.6
White/Caucasian	38.3	51.9	73.9	61.5	42.7	50.7	67.2	67.2
Special Education	13.0	15.1	17.3	22.3	9.5	12.9	9.5	26.3
English Learners Current + Former	13.7	24.3	31.0	35.3	21.6	25.2	50.0	45.5
English Learners Current	<5	10.9	10.0	16.2	7.6	12.6	25.0	28.2
Economically Disadvantaged	24.7	28.1	37.1	41.9	28.2	29.9	61.2	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



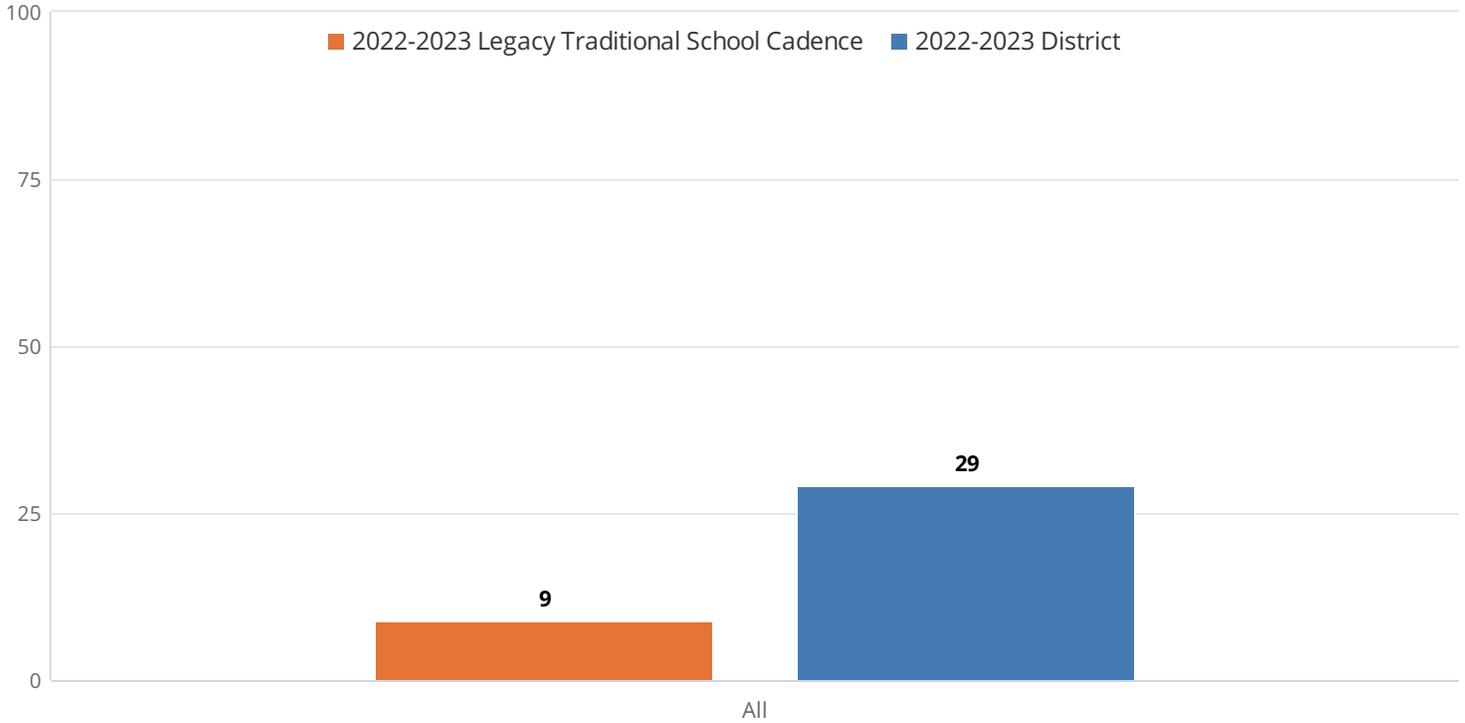
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	11	9.0	29.3	14	21.4	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 4/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	16.0	18.0	22.2	23.3	15.7	23.5	38.4	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	27.2	26.3	-	36.0	33.3	38.5	-	51.3
Black/African American	10.7	12.5	<5	20.2	<5	16.6	37.5	33.6
Hispanic/Latino	17.0	15.4	21.5	21.4	11.2	20.3	34.8	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	14.2	20.8	-	27.8	15.3	24.1	53.8	42.9
White/Caucasian	15.3	23.6	33.3	26.3	21.2	28.8	33.3	40.2
Special Education	9.0	8.5	9.5	12.4	<5	7.8	<5	19.6
English Learners Current + Former	8.0	13.5	11.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	10.0	12.7	7.6	11.3	25.0	24.4
Economically Disadvantaged	16.3	14.2	16.0	20.9	17.9	19.7	44.0	35.0



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

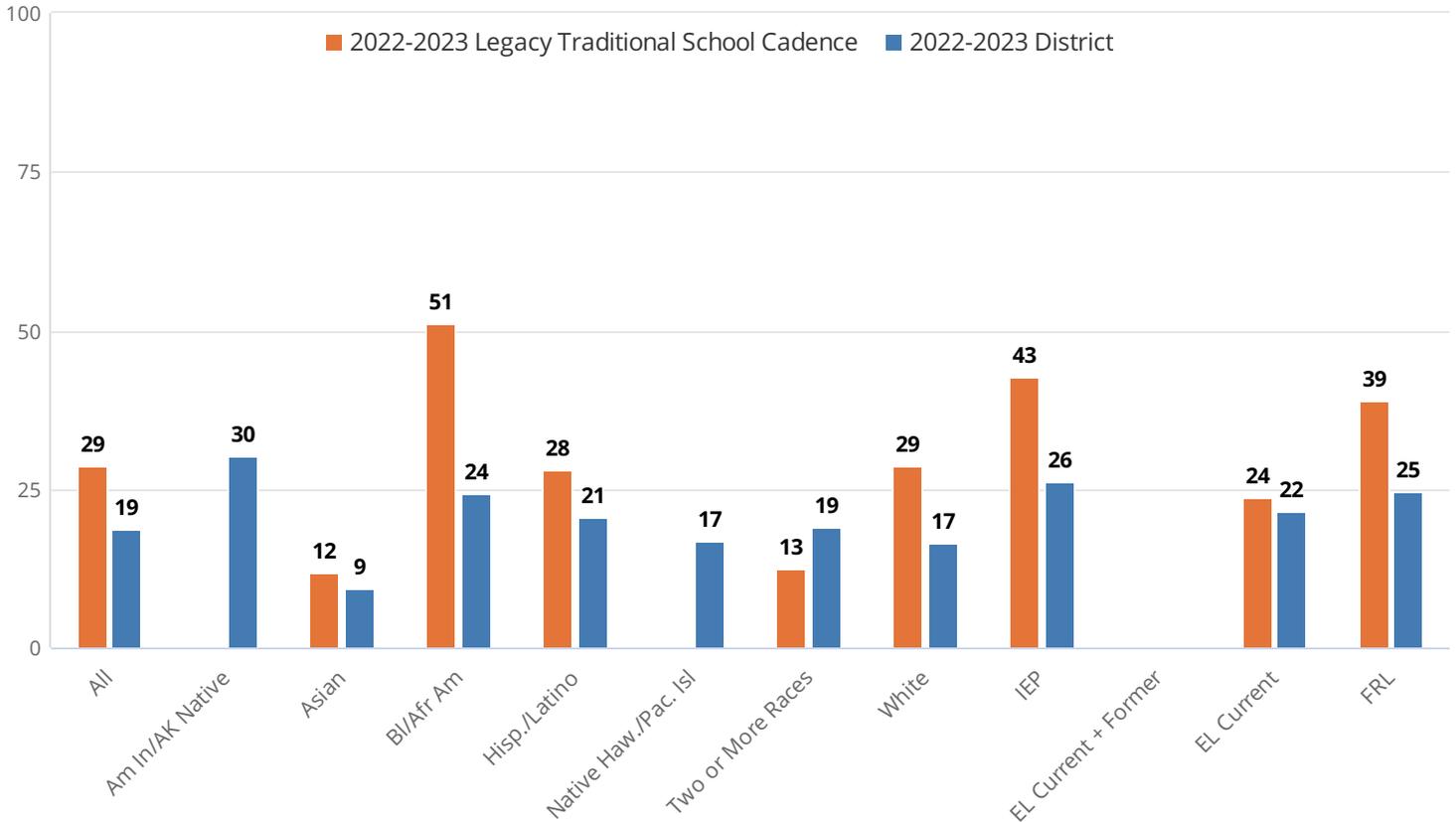
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	28.8	18.8	40.3	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	11.7	9.3	25.0	8.7
Black/African American	51.2	24.2	41.8	24.9
Hispanic/Latino	28.0	20.6	45.1	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	12.5	19.0	47.0	19.4
White/Caucasian	28.8	16.5	32.2	16.1
Special Education	42.8	26.3	56.2	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	23.8	21.6	55.8	18.3
Economically Disadvantaged	38.9	24.7	54.3	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

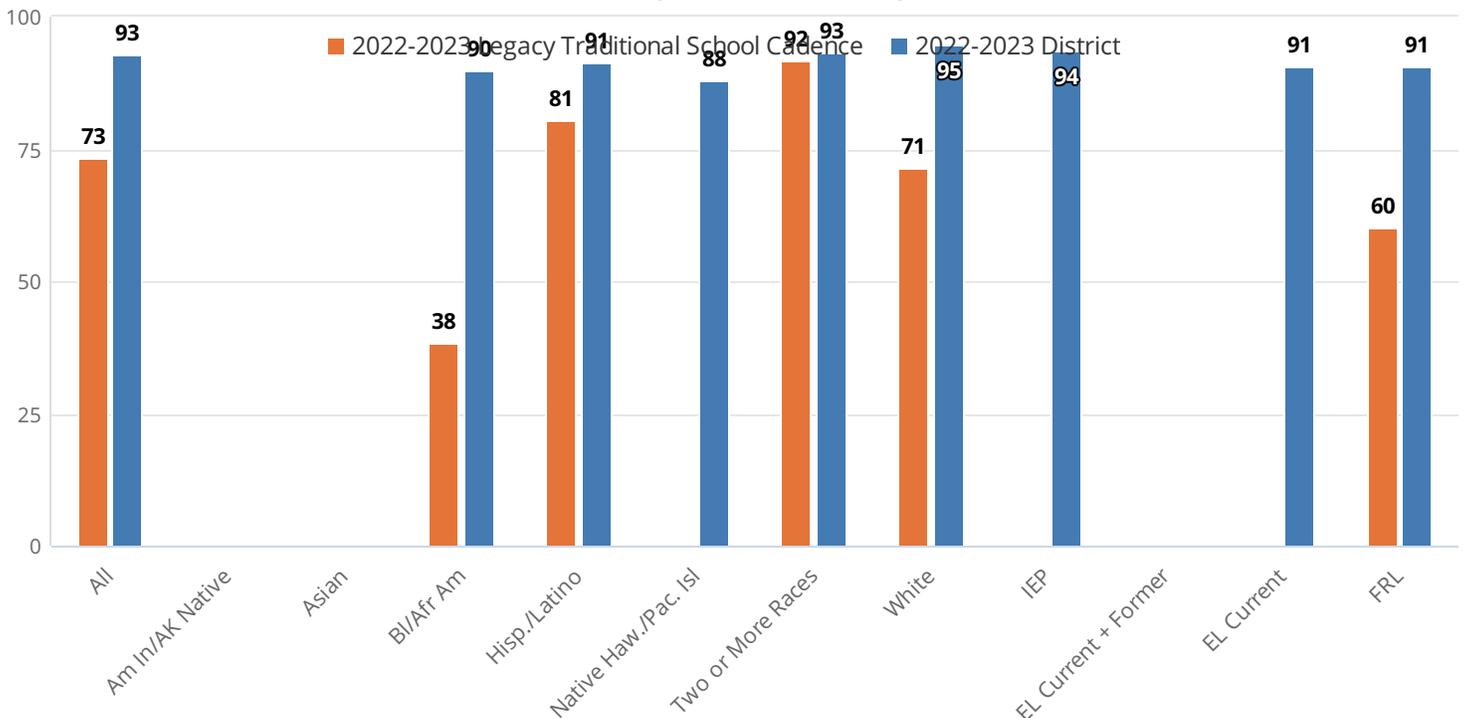
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

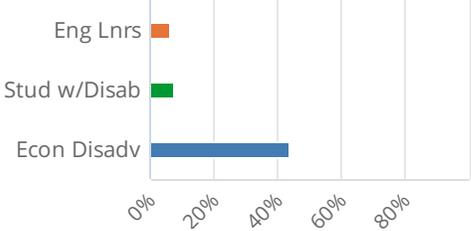
Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	73.3	92.7	75.7	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	>95	>95
Black/African American	38.4	89.9	78.5	85.9
Hispanic/Latino	80.6	91.4	70.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	91.6	93.1	50.0	89.2
White/Caucasian	71.4	94.8	85.7	93.3
Special Education	-	93.7	57.1	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	60.0	90.5	72.5	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> 0K-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 <p>48.0 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 38.0% White 9.2% BI/Afr Am 31.9% Hisp/Latino 5.6% Asian 0.0% Am Ind/AK Nat 2.5% Pac Isl 12.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	N/A N/A	2016-2017	N/A N/A	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2017-2018	N/A N/A							
2016-2017	N/A N/A							

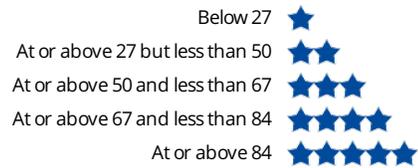
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	45.9	54.0
Math Proficiency	46.3	54.5
ELA Proficiency	52.9	60.1
Science Proficiency	25.1	34.8
Read-by-Grade-3 Proficiency	52.9	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	55.0
ELA MGP	37.5	52.0
	School Rate	District Rate
Met Math AGP Target	34.5	49.8
Met ELA AGP Target	44.3	59.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	59.3	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.1	27.9
Prior Non-Proficient Met ELA AGP Target	33.7	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.5	8.0
Climate Survey Participation	87.6	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

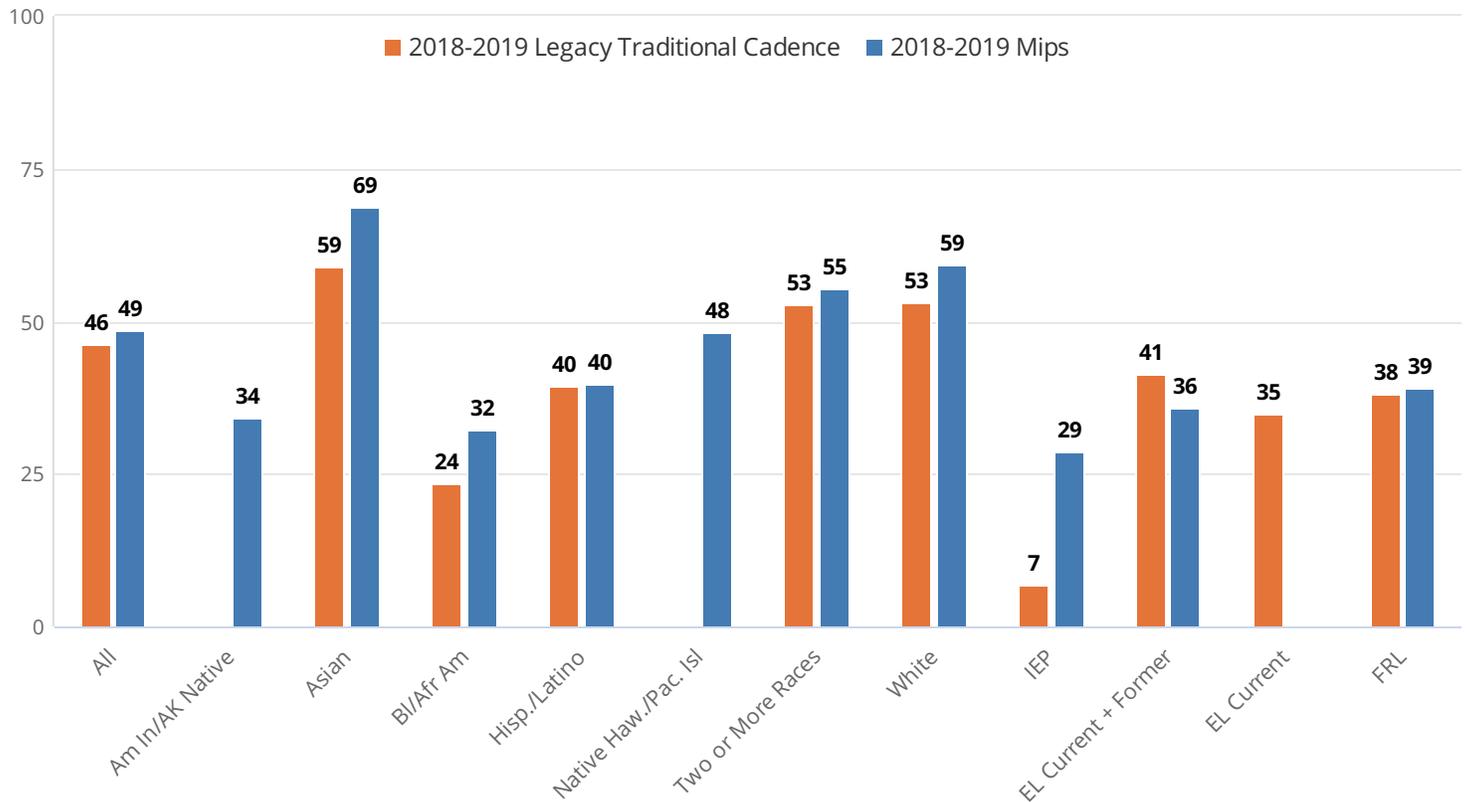
Pooled Proficiency Points Earned: 9/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.9	54.0		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.3	54.5	48.5			45.8
American Indian/Alaska Native	-	45.8	34.3			30.9
Asian	58.9	75.6	68.8			67.2
Black/African American	23.5	31.3	32.3			28.8
Hispanic/Latino	39.5	44.6	39.6			36.5
Pacific Islander	-	48.7	48.3			45.6
Two or More Races	52.8	58.2	55.3			52.9
White/Caucasian	53.1	62.3	59.3			57.2
Special Education	7.0	27.4	28.6			24.8
English Learners Current + Former	41.3	42.3	35.8			32.4
English Learners Current	34.7	32.4				
Economically Disadvantaged	38.1	39.8	39			35.7

Math Assessments
% Proficient



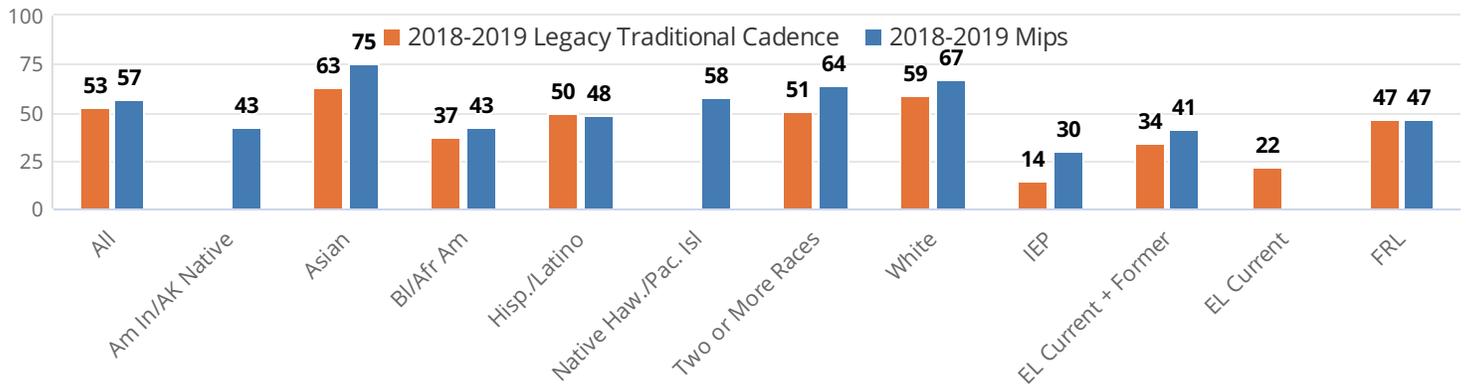


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	52.9	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	63.1	78.5	75.4			74.1
Black/African American	37.1	40.9	42.6			39.6
Hispanic/Latino	49.6	51.1	48.2			45.5
Pacific Islander	-	51.8	57.9			55.7
Two or More Races	50.9	63.8	64.4			62.6
White/Caucasian	58.7	66.8	67.4			65.7
Special Education	14.0	26.7	30			26.3
English Learners Current + Former	33.8	42.2	41.4			38.4
English Learners Current	21.7	29.4				
Economically Disadvantaged	46.6	45.4	46.8			44

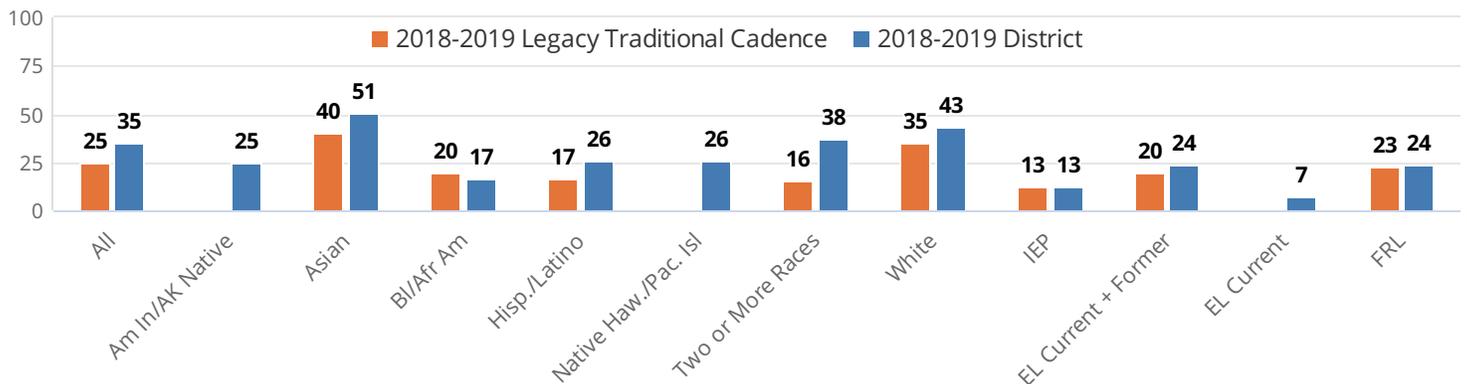
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	25.1	34.8		
American Indian/Alaska Native	-	25.0		
Asian	40.0	50.5		
Black/African American	20.0	16.6		
Hispanic/Latino	17.0	25.8		
Pacific Islander	-	26.1		
Two or More Races	15.7	37.6		
White/Caucasian	34.8	42.8		
Special Education	12.5	12.5		
English Learners Current + Former	20.0	24.2		
English Learners Current	-	7.3		
Economically Disadvantaged	22.6	23.8		

Science Assessments
% Proficient



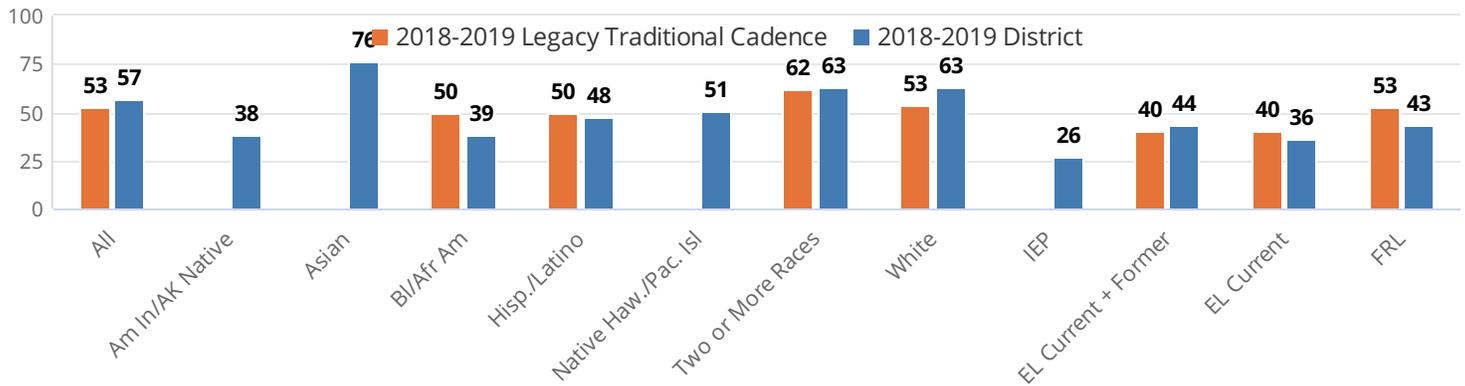


Academic Achievement

Read by Grade 3 Proficient

Groups	2019 %	2019 % District	Read by Grade 3 Points Earned: 4/5	
			2018 %	2018 % District
All Students	52.9	56.7		
American Indian/Alaska Native	-	38.4		
Asian	-	75.8		
Black/African American	50.0	38.5		
Hispanic/Latino	50.0	47.5		
Pacific Islander	-	50.8		
Two or More Races	61.5	63.1		
White/Caucasian	53.3	62.6		
Special Education	-	26.3		
English Learners Current + Former	40.0	43.6		
English Learners Current	40.0	36.1		
Economically Disadvantaged	52.6	43.3		

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	68	59
1st Grade	75	55
Kindergarten	70.8	71



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	92.5%	92.5%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.7%	94.7%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	41.0	55.0	37.5	52.0				
American Indian/Alaska Native	-	55.5	-	67.0				
Asian	-	58.0	-	59.0				
Black/African American	33.0	48.0	25.0	43.5				
Hispanic/Latino	43.0	54.0	32.0	51.0				
Pacific Islander	-	43.0	-	46.0				
Two or More Races	45.0	53.0	35.0	50.0				
White/Caucasian	37.5	57.0	45.5	54.0				
Special Education	39.0	51.0	31.0	42.0				
English Learners Current + Former	41.0	59.0	34.5	53.0				
English Learners Current	34.0	56.0	29.0	49.0				
Economically Disadvantaged	35.5	53.0	28.0	47.0				

AGP Growth Data

Math AGP Points Earned: 3.5/7.5

ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	34.5	49.8	44.3	59.8				
American Indian/Alaska Native	-	50.0	-	75.0				
Asian	-	66.4	-	73.5				
Black/African American	25.0	30.2	29.4	43.5				
Hispanic/Latino	26.8	43.0	39.0	54.2				
Pacific Islander	-	40.4	-	48.4				
Two or More Races	33.3	50.2	48.4	59.4				
White/Caucasian	44.2	56.1	54.2	65.1				
Special Education	<5	28.4	16.6	34.5				
English Learners Current + Former	25.0	43.9	25.0	48.1				
English Learners Current	27.2	34.7	9.0	37.6				
Economically Disadvantaged	24.4	38.3	32.6	47.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



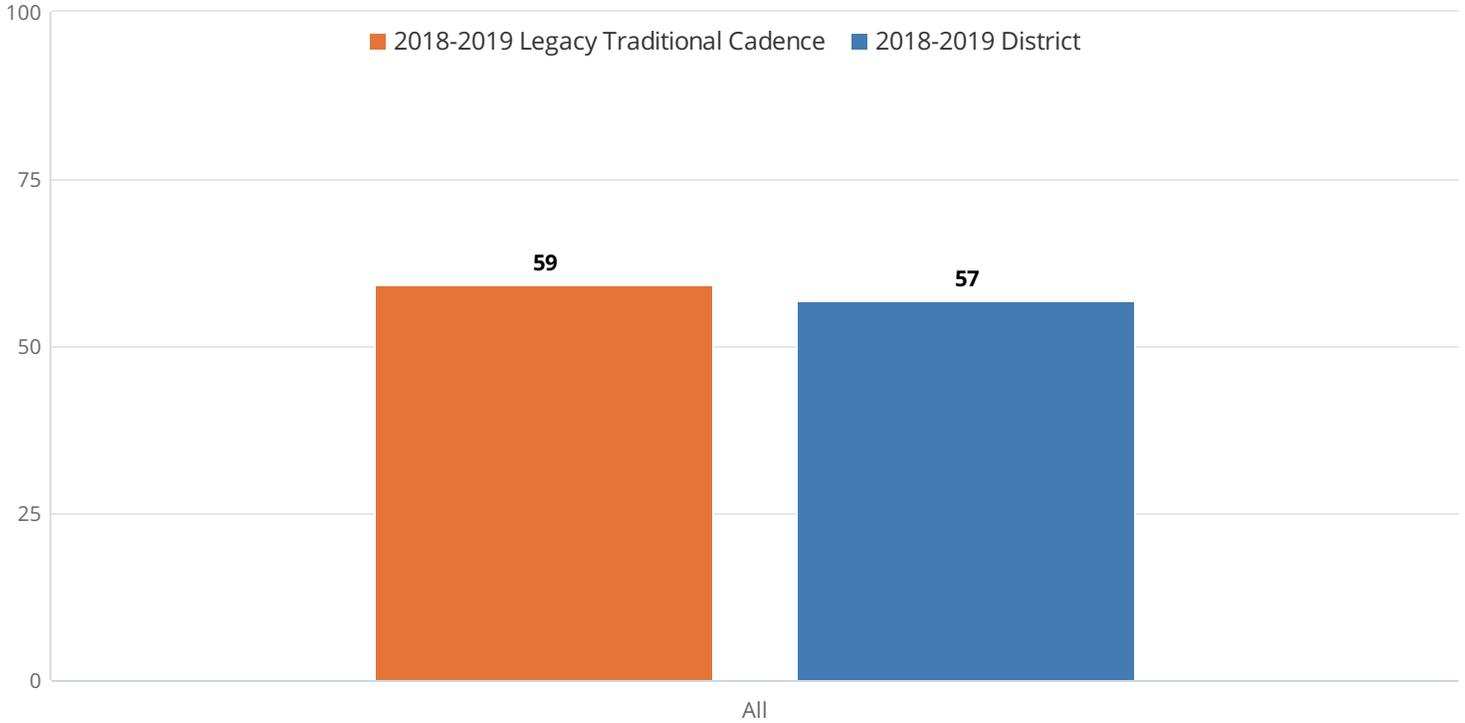
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	32	59.3	56.7			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 3/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	16.1	27.9	33.7	39.3				
American Indian/Alaska Native	-	20.0	-	-				
Asian	-	38.5	-	52.4				
Black/African American	10.0	20.0	18.1	26.5				
Hispanic/Latino	16.6	26.0	31.5	37.0				
Pacific Islander	-	25.0	-	35.5				
Two or More Races	7.6	27.4	45.4	36.3				
White/Caucasian	13.0	32.2	37.5	45.8				
Special Education	<5	16.3	8.3	22.4				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	24.2	-	31.7				
Economically Disadvantaged	10.4	23.0	19.1	32.3				



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

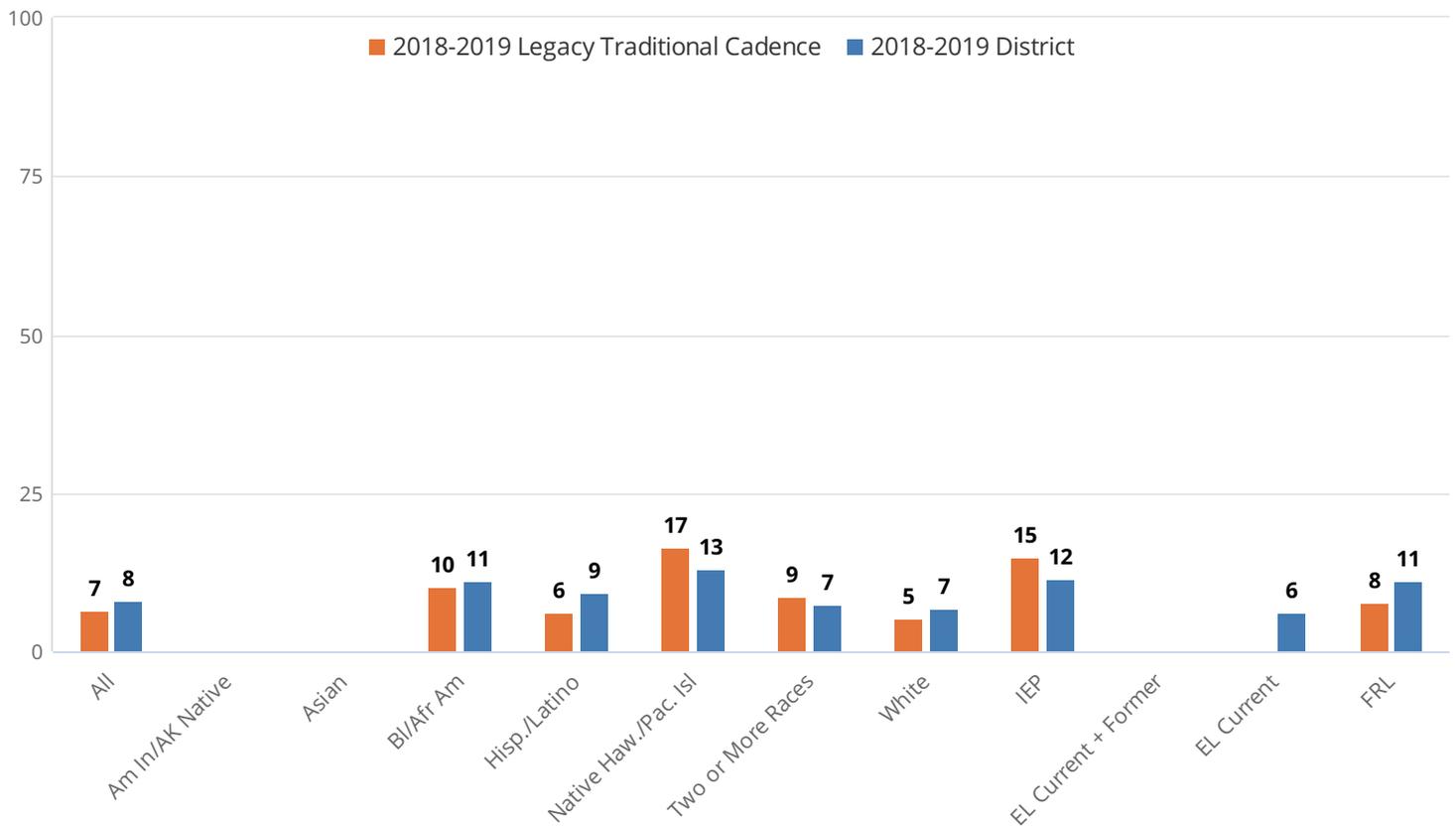
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.5	8.0		
American Indian/Alaska Native	-	<5		
Asian	<5	<5		
Black/African American	10.3	11.1		
Hispanic/Latino	6.2	9.4		
Pacific Islander	16.6	13.1		
Two or More Races	8.7	7.4		
White/Caucasian	5.2	6.9		
Special Education	15.1	11.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	6.2		
Economically Disadvantaged	7.8	11.2		

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

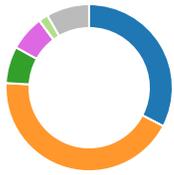


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011



School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met



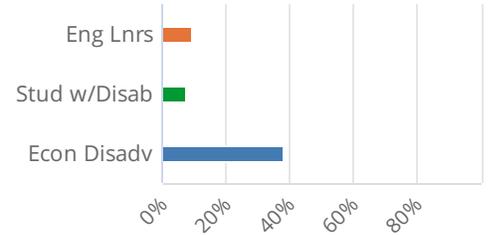
Student Race/Ethnicity

43.1%	White
7.1%	Bl/Afr Am
32.5%	Hispanic/Latino
6.8%	Asian
0.0%	Am Ind/AK Nat
1.8%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Additional Student Groups



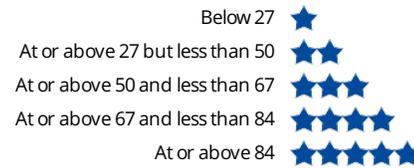
What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	48.7	50.3
Math Proficiency	41.8	42.6
ELA Proficiency	58.1	59.6
Science Proficiency	31.2	44.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	66.0	58.0
ELA MGP	56.5	56.0
	School Rate	District Rate
Met Math AGP Target	48.9	44.4
Met ELA AGP Target	61.2	61.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	38.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	32.4	21.9
Prior Non-Proficient Met ELA AGP Target	35.0	32.7



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.0	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	87.3	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

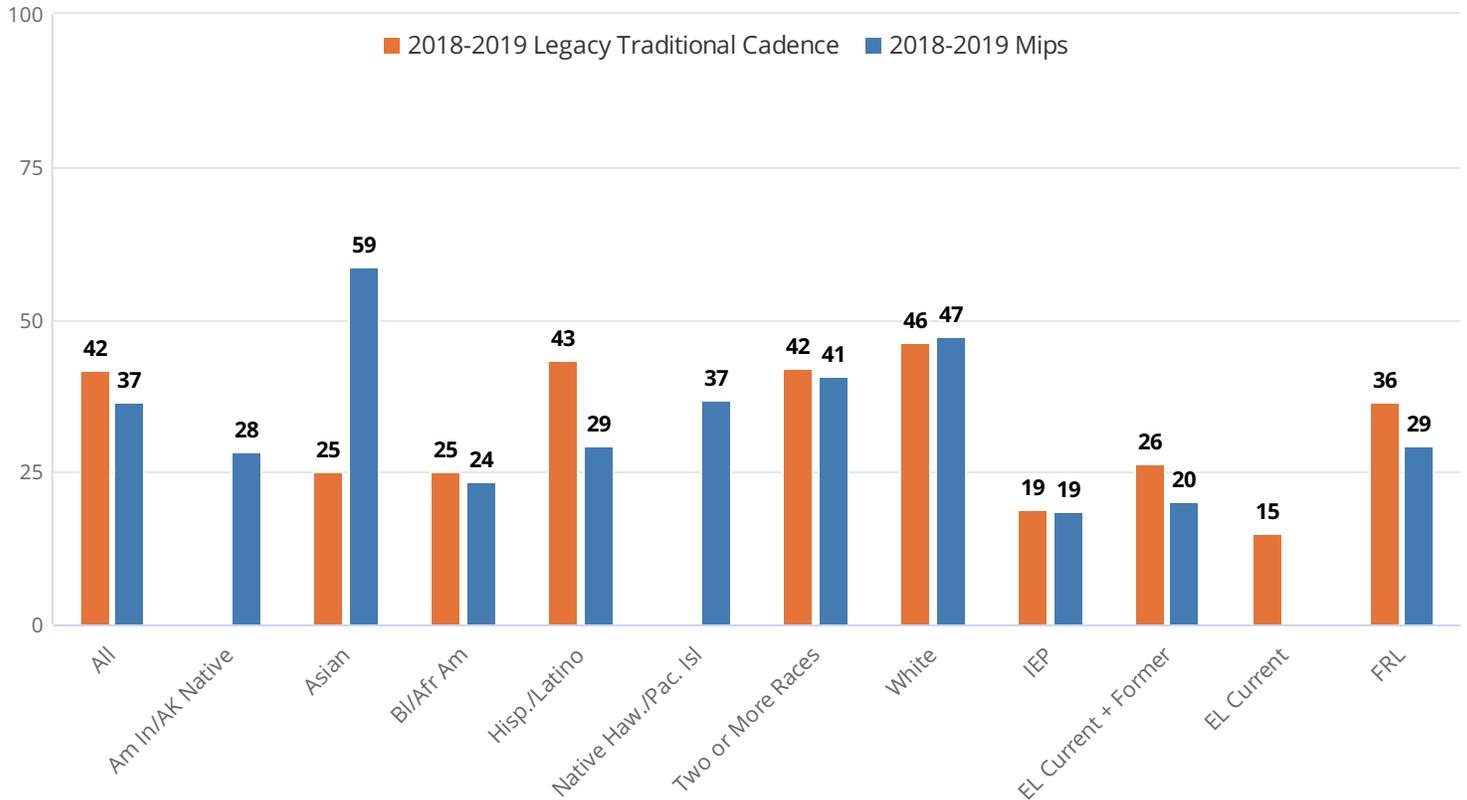
Pooled Proficiency Points Earned: 20/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	48.7	50.3		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.8	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	25.0	66.2	58.6			56.4
Black/African American	25.0	24.2	23.5			19.5
Hispanic/Latino	43.4	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	42.1	47.3	40.6			37.5
White/Caucasian	46.3	51.3	47.1			44.4
Special Education	19.0	12.1	18.6			14.3
English Learners Current + Former	26.3	26.9	20.2			16
English Learners Current	15.0	12.6				
Economically Disadvantaged	36.4	29.0	29.2			25.5

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

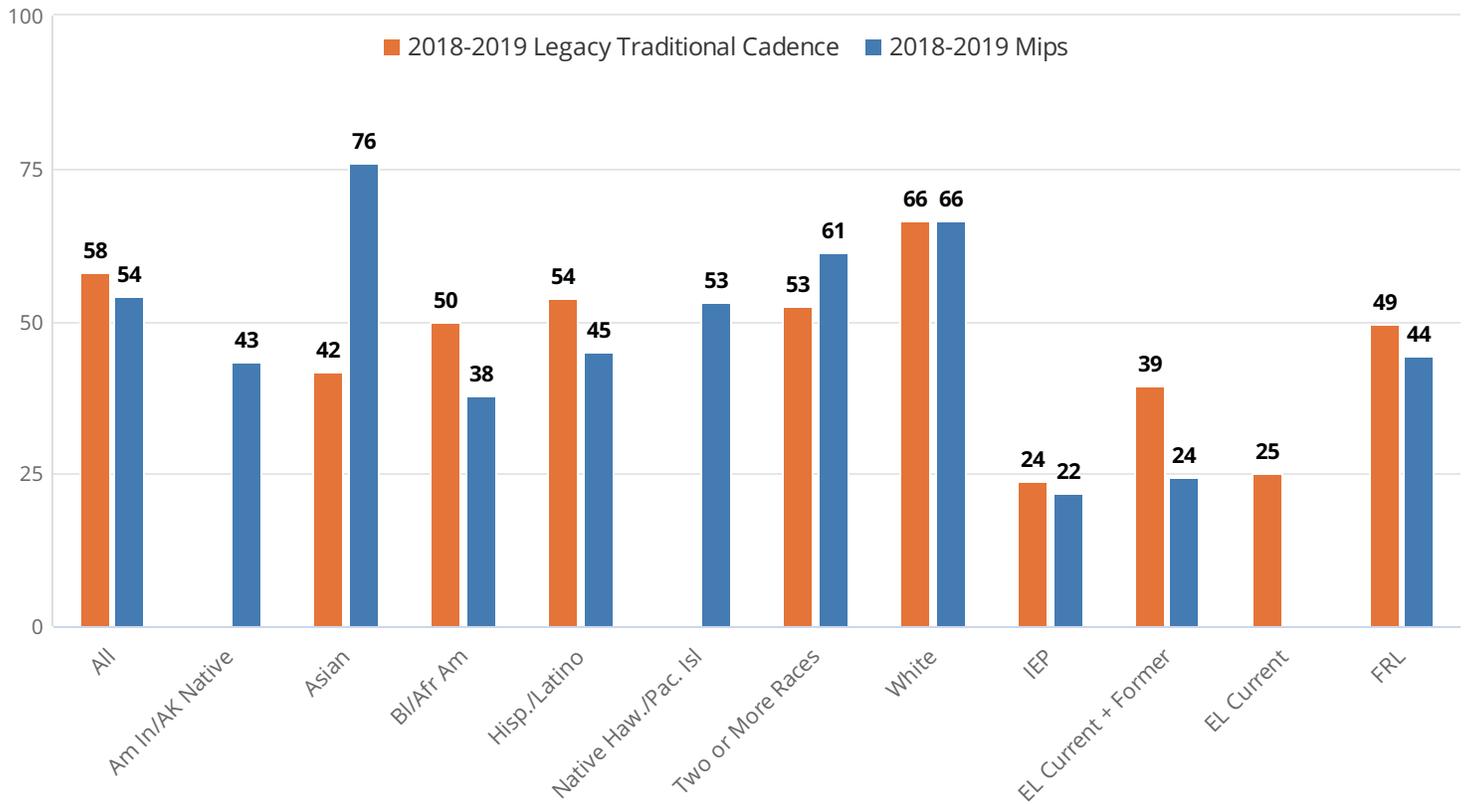


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	41.6	78.4	75.9			74.6
Black/African American	50.0	40.1	37.8			34.5
Hispanic/Latino	53.9	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	52.6	66.7	61.3			59.2
White/Caucasian	66.3	67.8	66.3			64.6
Special Education	23.8	19.9	21.9			17.8
English Learners Current + Former	39.4	42.7	24.3			20.3
English Learners Current	25.0	22.0				
Economically Disadvantaged	49.4	46.4	44.4			41.4

ELA Assessments
% Proficient



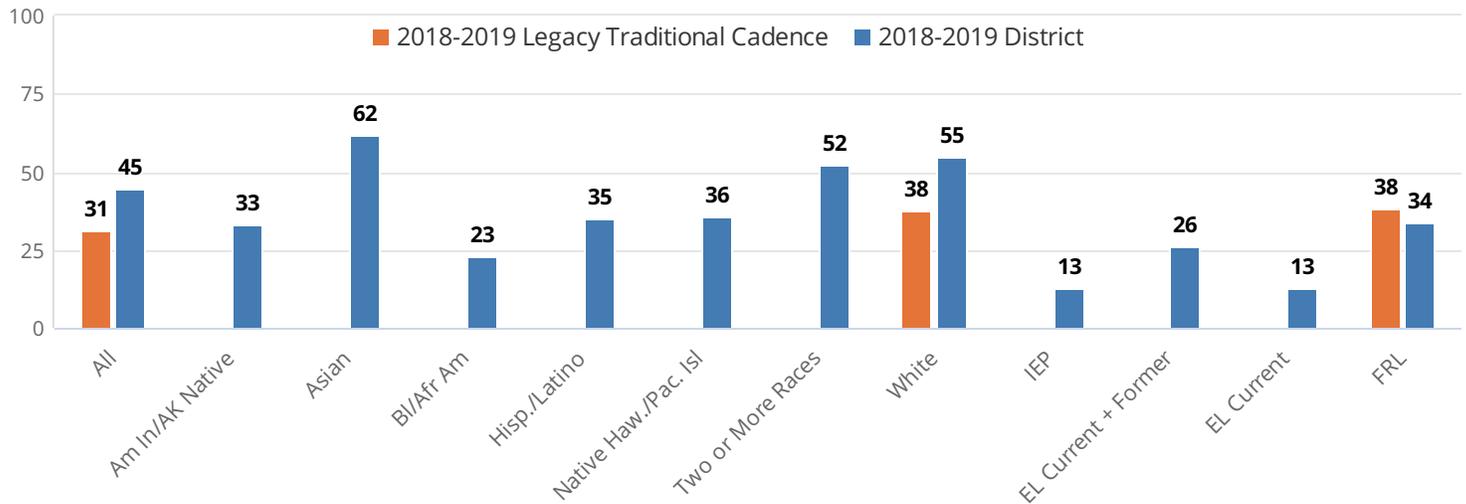


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	31.2	44.8		
American Indian/Alaska Native	-	33.3		
Asian	-	62.0		
Black/African American	-	23.1		
Hispanic/Latino	-	35.3		
Pacific Islander	-	35.8		
Two or More Races	-	52.3		
White/Caucasian	37.5	54.5		
Special Education	-	13.0		
English Learners Current + Former	-	26.0		
English Learners Current	-	12.7		
Economically Disadvantaged	38.4	33.7		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10

ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	66.0	58.0	56.5	56.0				
American Indian/Alaska Native	-	61.0	-	66.5				
Asian	-	63.0	-	57.0				
Black/African American	37.5	53.0	49.5	51.0				
Hispanic/Latino	71.0	59.0	65.0	57.0				
Pacific Islander	-	63.0	-	57.0				
Two or More Races	65.5	56.0	33.0	54.0				
White/Caucasian	68.0	58.0	58.5	56.0				
Special Education	59.0	55.0	52.0	55.0				
English Learners Current + Former	71.5	64.0	51.0	64.0				
English Learners Current	70.0	61.0	50.0	62.0				
Economically Disadvantaged	66.0	59.0	57.0	57.0				

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	48.9	44.4	61.2	61.4				
American Indian/Alaska Native	-	28.2	-	68.4				
Asian	-	65.9	-	78.6				
Black/African American	21.4	27.5	50.0	44.3				
Hispanic/Latino	50.7	35.5	61.9	53.6				
Pacific Islander	-	47.3	-	59.8				
Two or More Races	43.7	47.1	50.0	66.2				
White/Caucasian	56.2	51.9	67.5	68.4				
Special Education	28.5	16.9	28.5	25.4				
English Learners Current + Former	27.7	32.8	33.3	48.4				
English Learners Current	20.0	17.4	26.6	28.1				
Economically Disadvantaged	39.4	33.4	54.9	50.4				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



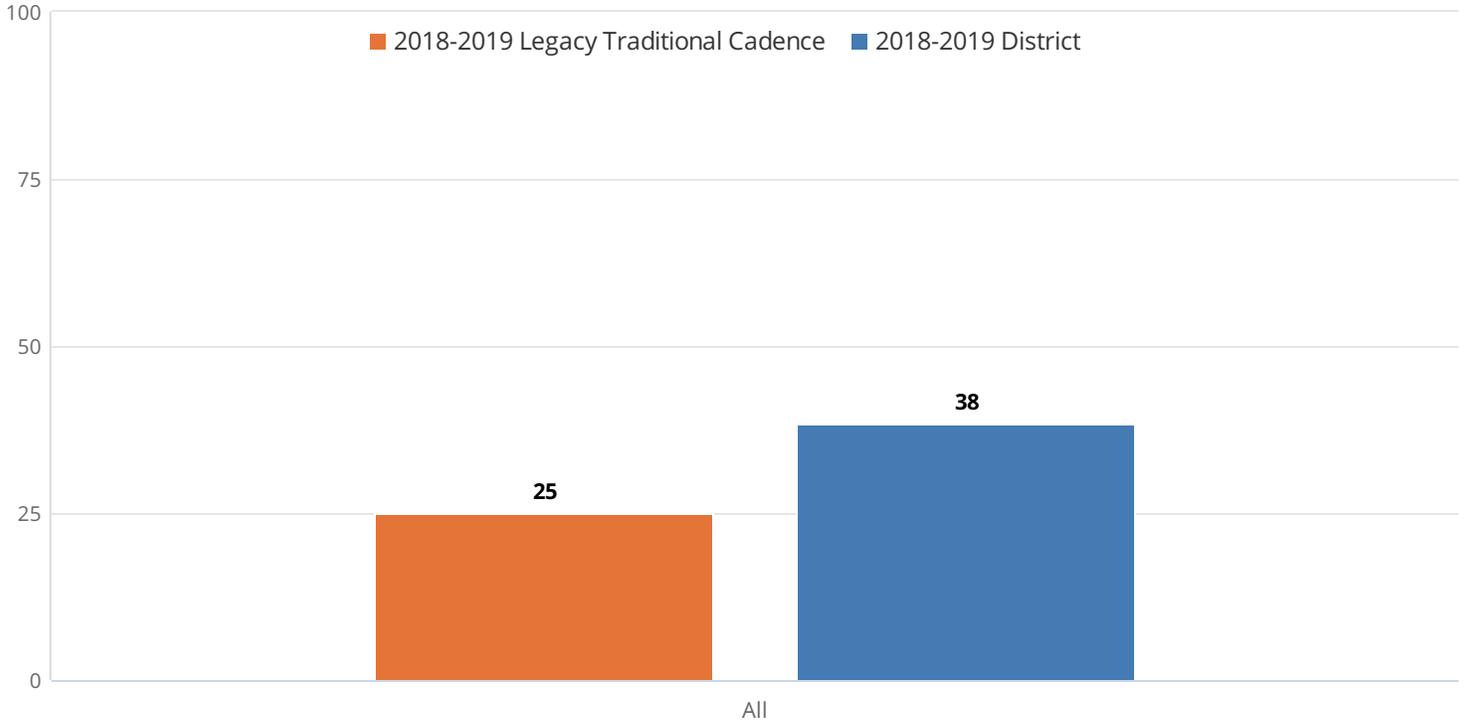
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	12	25.0	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	32.4	21.9	35.0	32.7				
American Indian/Alaska Native	-	25.0	-	64.7				
Asian	-	28.7	-	40.3				
Black/African American	9.0	15.0	40.0	22.0				
Hispanic/Latino	42.5	21.5	44.1	31.1				
Pacific Islander	-	21.2	-	23.0				
Two or More Races	30.0	19.8	-	32.9				
White/Caucasian	29.7	24.8	26.0	38.4				
Special Education	16.6	9.7	11.7	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	7.6	12.6	<5	22.1				
Economically Disadvantaged	28.5	19.5	35.0	29.2				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

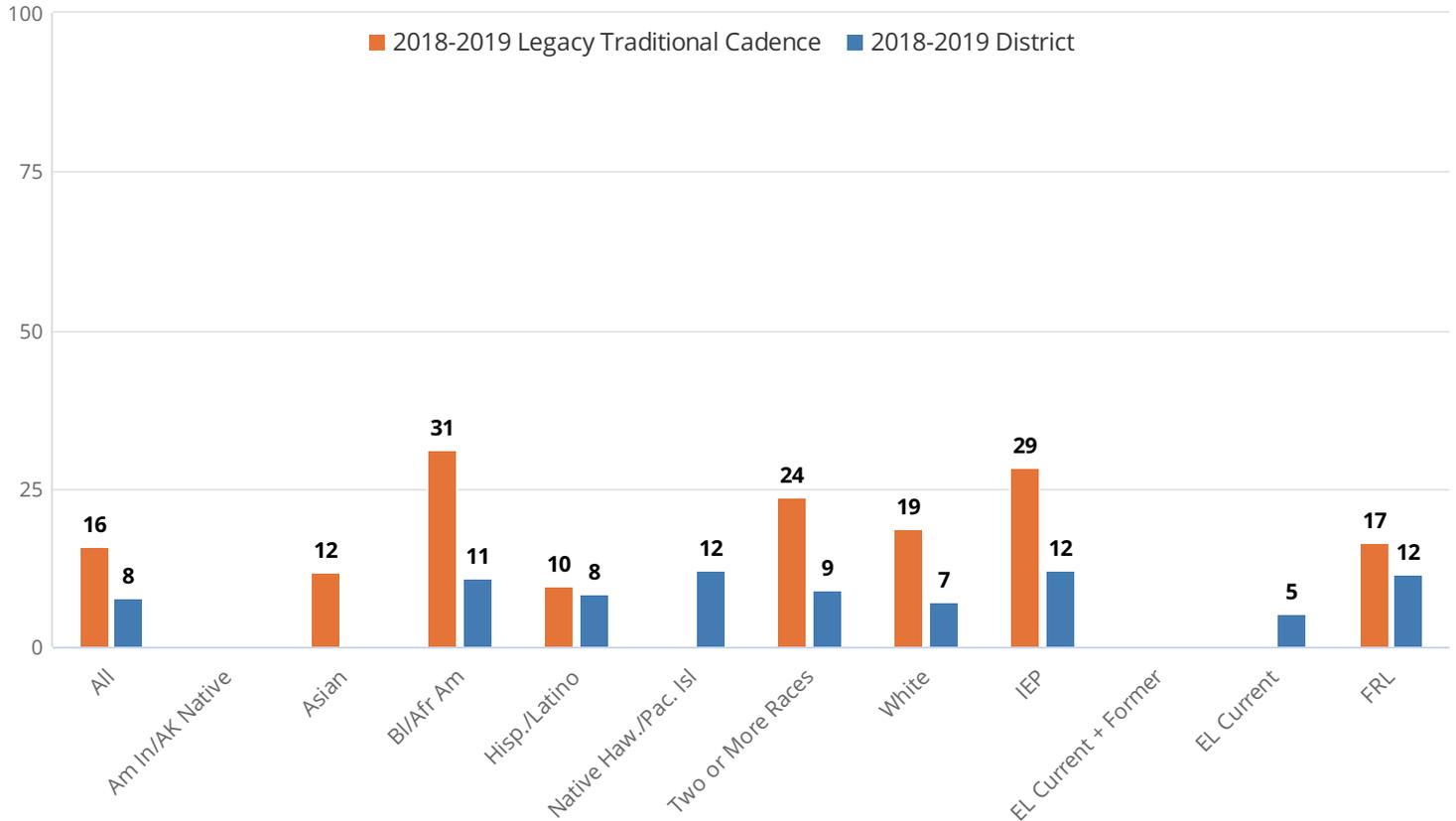
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.0	7.9		
American Indian/Alaska Native	-	<5		
Asian	11.7	<5		
Black/African American	31.2	11.0		
Hispanic/Latino	9.6	8.4		
Pacific Islander	-	12.0		
Two or More Races	23.8	8.9		
White/Caucasian	18.6	7.2		
Special Education	28.5	12.2		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	5.3		
Economically Disadvantaged	16.6	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

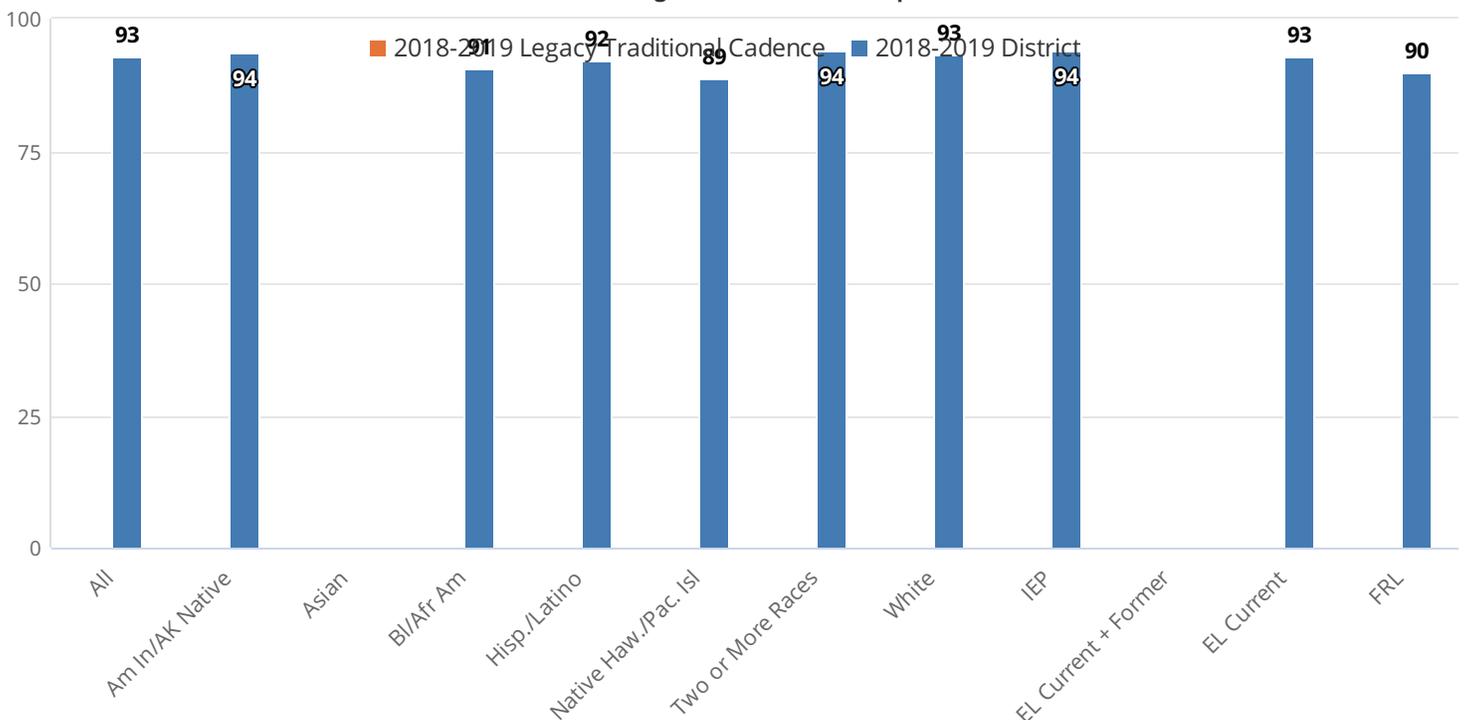
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	87.5	>95		
Hispanic/Latino	93.9	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	84.3	>95		
Economically Disadvantaged	94.5	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

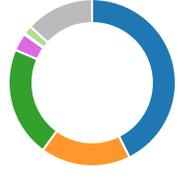
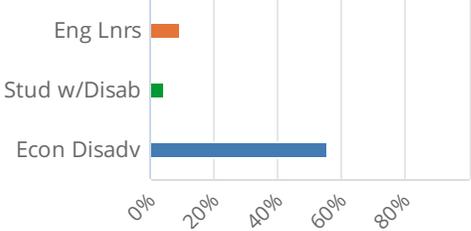
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8		
American Indian/Alaska Native	-	93.7		
Asian	-	>95		
Black/African American	-	90.5		
Hispanic/Latino	-	92.2		
Pacific Islander	-	88.6		
Two or More Races	-	93.8		
White/Caucasian	>95	93.2		
Special Education	-	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	92.8		
Economically Disadvantaged	>95	89.7		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School:</i> 5024 Valley Dr <i>Address:</i> North Las Vegas, NV 89031</p>	 <p>NR 34.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Warning</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 17.4% White 21.3% BI/Afr Am 42.5% Hisp/Latino 3.4% Asian 0.2% Am Ind/AK Nat 1.7% Pac Isl 13.2% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>46.5 ★★</td> </tr> <tr> <td>2019-2020</td> <td>46.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	46.5 ★★	2019-2020	46.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2020-2021	46.5 ★★							
2019-2020	46.5 ★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

Academic Achievement Indicator 5/25

Measure	School Rate	District Rate
Pooled Proficiency	32.6	49.2
Math Proficiency	29.0	49.2
ELA Proficiency	40.4	55.4
Science Proficiency	19.4	30.4
Read-by-Grade-3 Proficiency	35.5	51.8

Growth Indicator 15.5/35

Measure	School Median	District Median
Math MGP	44.0	52.0
ELA MGP	44.0	53.0
	School Rate	District Rate
Met Math AGP Target	36.7	53.1
Met ELA AGP Target	47.9	61.2

English Language Proficiency Indicator 1/10

Measure	School Rate	District Rate
Met EL AGP Target	30.6	38.4

Closing Opportunity Gaps Indicator 13/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	32.3	40.9
Prior Non-Proficient Met ELA AGP Target	45.3	52.2

Student Engagement Indicator 0/10

Measure	School Rate	District Rate
Chronic Absenteeism	37.5	21.7
Climate Survey Participation	80.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

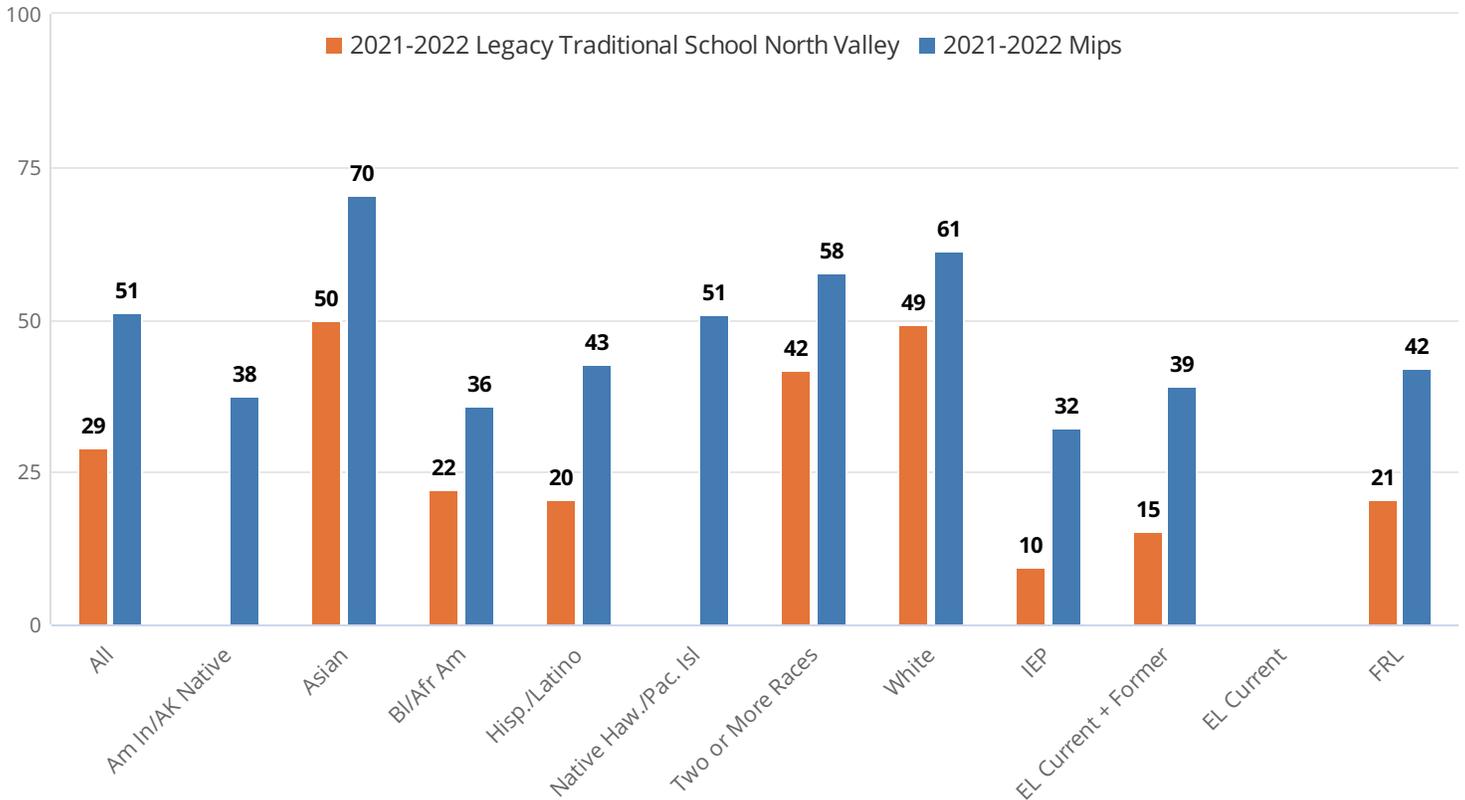
Pooled Proficiency Points Earned: 3/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	32.6	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	29.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	50.0	72.8	70.4			
Black/African American	22.3	30.3	35.7			
Hispanic/Latino	20.4	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	41.7	55.6	57.5			
White/Caucasian	49.3	60.7	61.3			
Special Education	9.5	26.3	32.1			
English Learners Current + Former	15.2	34.9	39			
English Learners Current	<5	25.5				
Economically Disadvantaged	20.5	35.6	42			

Math Assessments
% Proficient



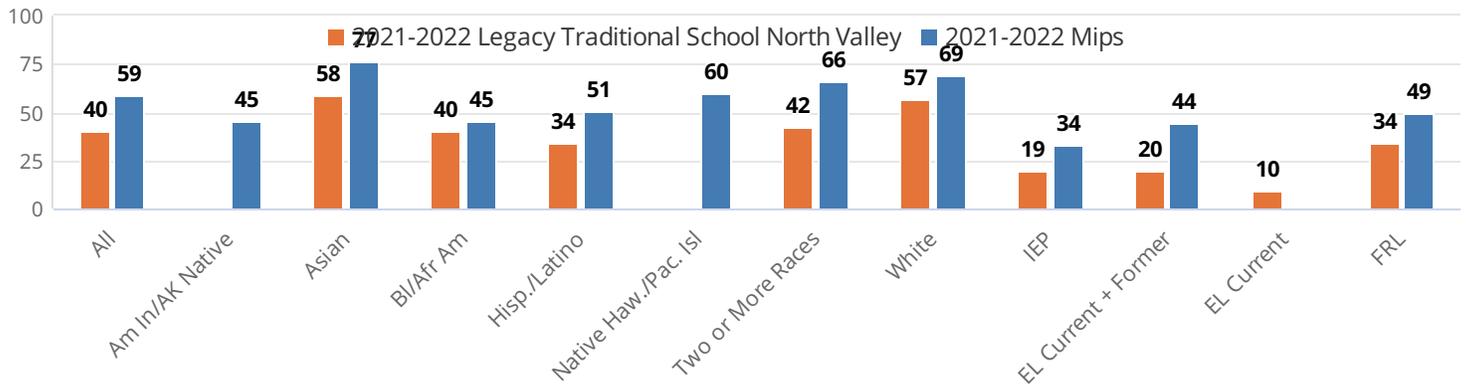


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	40.4	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	58.3	74.9	76.7			
Black/African American	39.7	39.8	45.4			
Hispanic/Latino	33.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	42.1	61.5	66.2			
White/Caucasian	56.5	65.5	69			
Special Education	19.1	25.5	33.5			
English Learners Current + Former	19.8	37.4	44.4			
English Learners Current	9.5	24.4				
Economically Disadvantaged	34.0	42.8	49.4			

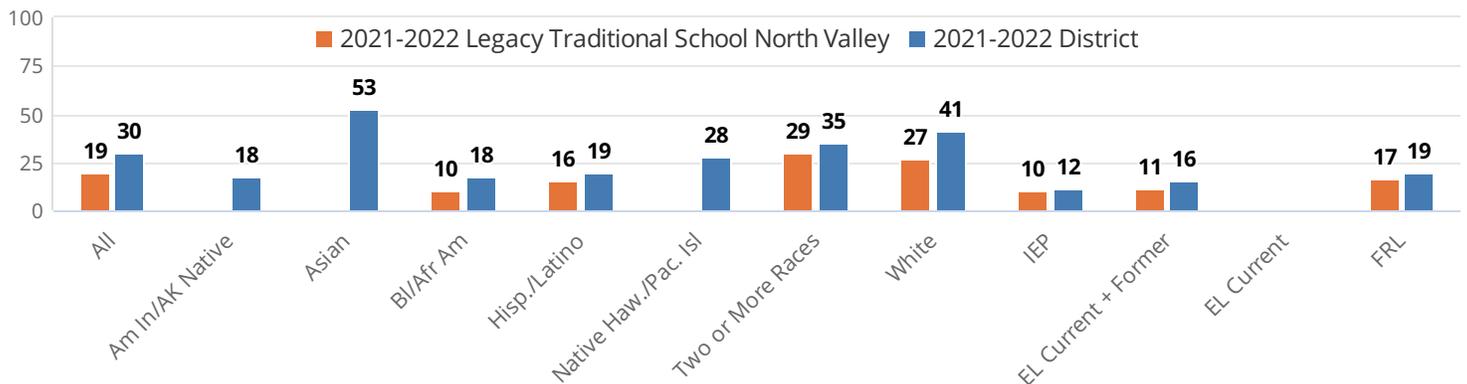
ELA Assessments
% Proficient



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	19.4	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	10.0	17.6		
Hispanic/Latino	15.7	19.2		
Pacific Islander	-	28.3		
Two or More Races	29.4	34.9		
White/Caucasian	26.9	40.8		
Special Education	10.0	11.6		
English Learners Current + Former	11.1	15.8		
English Learners Current	<5	<5		
Economically Disadvantaged	16.6	19.4		

Science Assessments
% Proficient





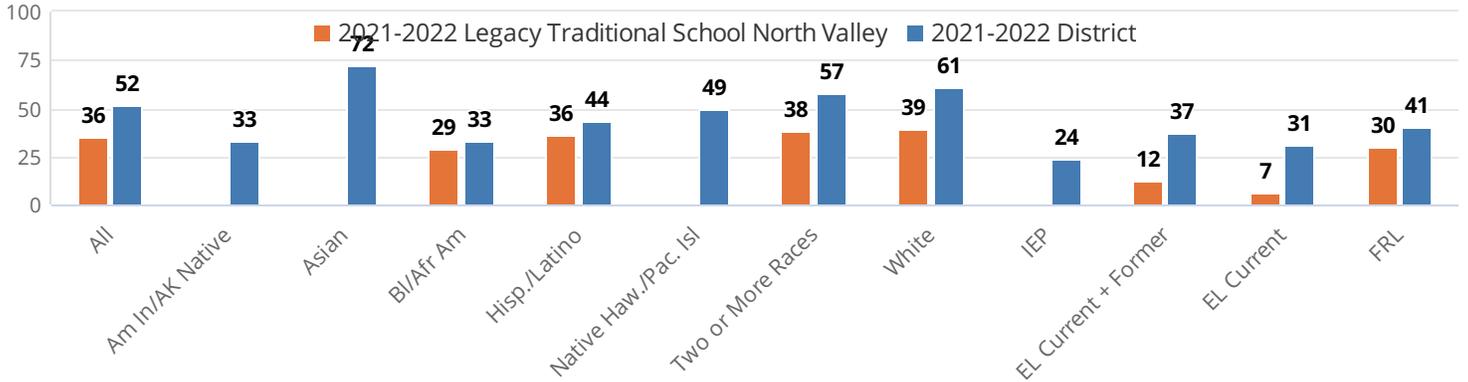
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.5	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	28.5	33.0		
Hispanic/Latino	35.9	43.5		
Pacific Islander	-	49.2		
Two or More Races	38.0	57.4		
White/Caucasian	39.1	60.8		
Special Education	-	23.7		
English Learners Current + Former	12.0	37.1		
English Learners Current	6.6	30.7		
Economically Disadvantaged	30.4	40.5		

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	94.9%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	91.3%	91.3%		
English Learners Current + Former	N/A	N/A		
English Learners Current	93.4%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	44.0	52.0	44.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	46.0	49.0	57.5	53.0				
Hispanic/Latino	41.5	49.0	37.5	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	44.0	54.5	36.0	53.0				
White/Caucasian	33.5	55.0	45.5	55.0				
Special Education	22.0	46.0	19.0	43.0				
English Learners Current + Former	40.0	47.0	50.0	49.0				
English Learners Current	31.5	44.0	40.0	44.0				
Economically Disadvantaged	45.0	49.0	42.5	49.0				

AGP Growth Data

Math AGP Points Earned: 4/7.5

ELA AGP Points Earned: 3.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	36.7	53.1	47.9	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	38.0	41.8	63.4	55.8				
Hispanic/Latino	32.3	45.0	40.1	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	41.3	59.6	43.7	62.7				
White/Caucasian	40.9	59.6	54.3	65.1				
Special Education	8.3	35.9	<5	41.3				
English Learners Current + Former	28.2	41.2	51.2	52.0				
English Learners Current	15.3	32.5	36.0	43.1				
Economically Disadvantaged	36.0	43.7	43.3	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



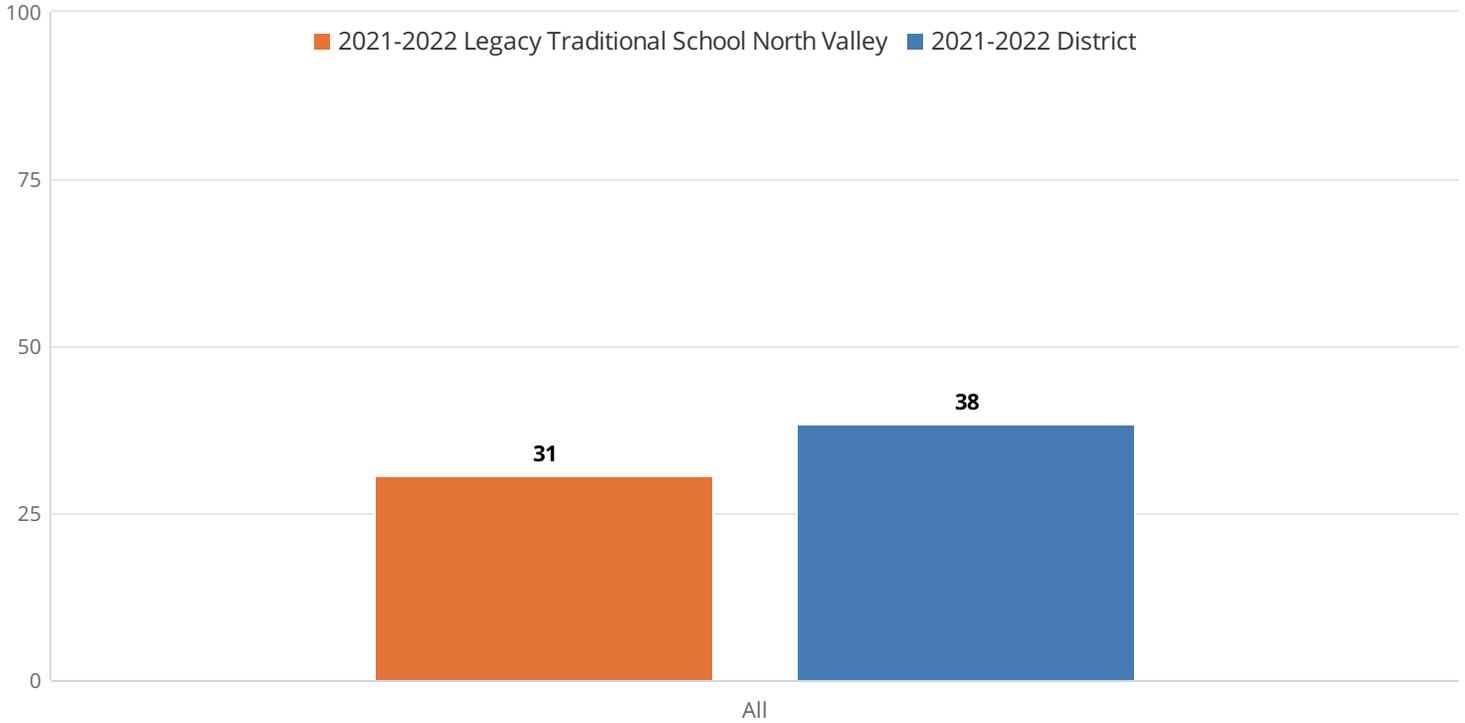
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	62	30.6	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 7/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	32.3	40.9	45.3	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	31.5	36.1	71.8	49.4				
Hispanic/Latino	31.8	36.3	40.8	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	20.0	44.5	27.7	55.0				
White/Caucasian	44.0	47.9	47.8	55.2				
Special Education	8.3	27.6	<5	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	13.0	27.6	36.3	41.7				
Economically Disadvantaged	33.9	35.5	40.2	47.6				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

0/10

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

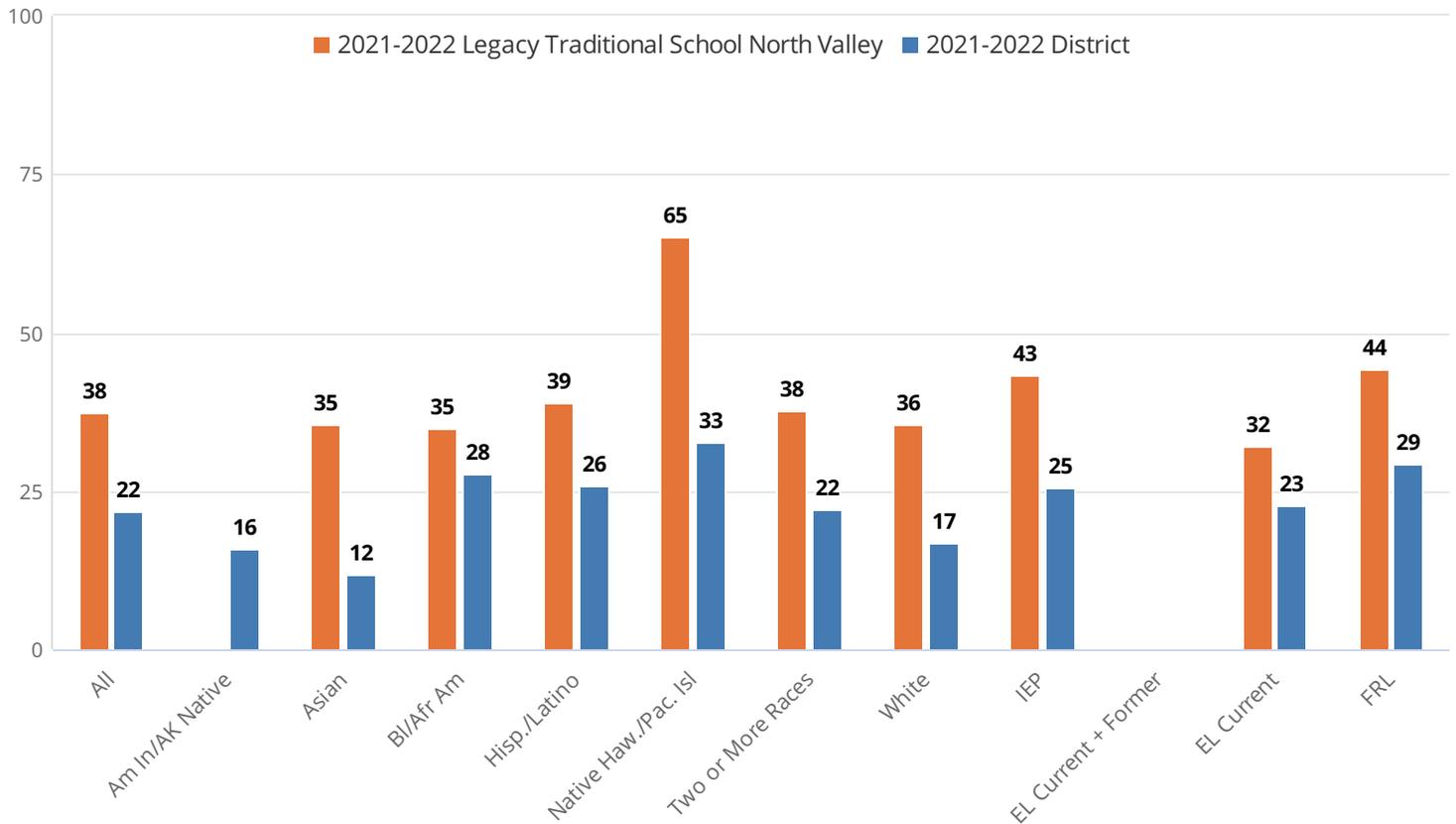
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	37.5	21.7		
American Indian/Alaska Native	-	15.8		
Asian	35.4	11.9		
Black/African American	34.8	27.6		
Hispanic/Latino	38.9	25.8		
Pacific Islander	65.0	32.8		
Two or More Races	37.6	22.2		
White/Caucasian	35.5	16.9		
Special Education	43.3	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	32.2	22.6		
Economically Disadvantaged	44.3	29.3		

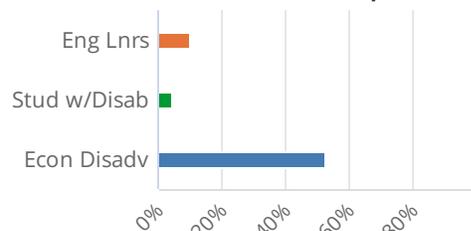
Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School:</i> 5024 Valley Dr <i>Address:</i> North Las Vegas, NV 89031</p>	 34.0 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 17.0% White 22.1% BI/Afr Am 44.0% Hisp/Latino 3.8% Asian 0.2% Am Ind/AK Nat 1.7% Pac Isl 10.9% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>34.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>46.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	34.5 NR	2020-2021	46.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	34.5 NR							
2020-2021	46.5 ★★							

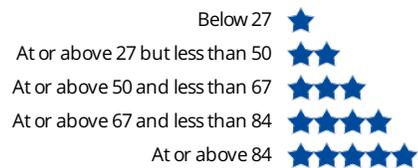
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance

Academic Achievement Indicator 5/25

Measure	School Rate	District Rate
Pooled Proficiency	30.0	50.0
Math Proficiency	28.4	52.0
ELA Proficiency	37.9	54.6
Science Proficiency	12.1	29.8
Read-by-Grade-3 Proficiency	28.2	52.6

Growth Indicator 17/35

Measure	School Median	District Median
Math MGP	49.0	55.0
ELA MGP	53.0	55.0
	School Rate	District Rate
Met Math AGP Target	32.1	50.8
Met ELA AGP Target	46.1	52.9

English Language Proficiency Indicator 3/10

Measure	School Rate	District Rate
Met EL AGP Target	36.1	41.5

Closing Opportunity Gaps Indicator 8/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.3	31.9
Prior Non-Proficient Met ELA AGP Target	37.3	37.1

Student Engagement Indicator **1/10

Measure	School Rate	District Rate
Chronic Absenteeism	26.3	22.9
Climate Survey Participation	73.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

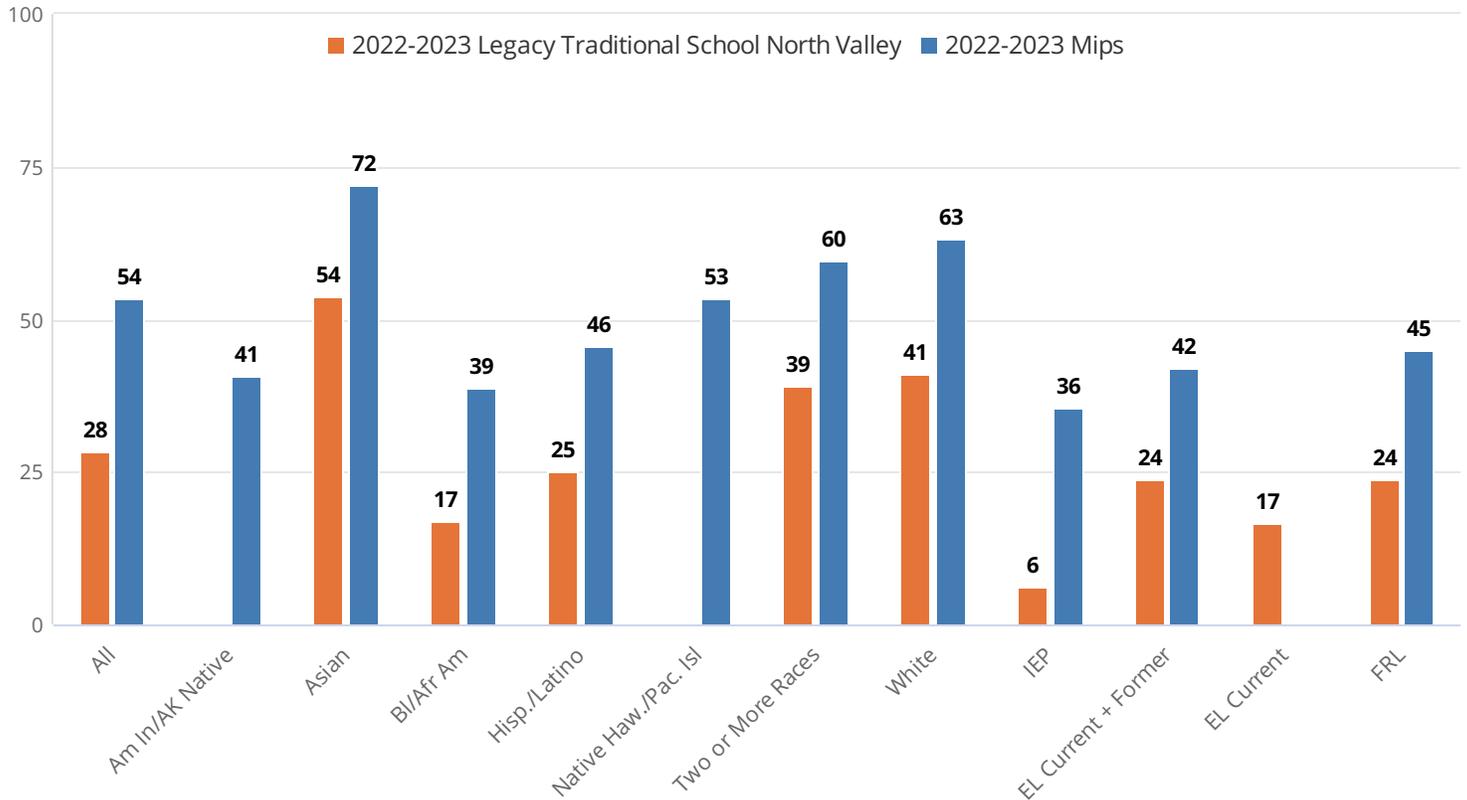
Pooled Proficiency Points Earned: 3/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.0	50.0	32.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	28.4	52.0	53.5	29.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	53.8	74.5	71.9	50.0	72.8	70.4
Black/African American	16.8	31.4	38.9	22.3	30.3	35.7
Hispanic/Latino	25.2	42.2	45.5	20.4	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	39.2	57.8	59.6	41.7	55.6	57.5
White/Caucasian	41.0	63.7	63.3	49.3	60.7	61.3
Special Education	6.2	29.1	35.5	9.5	26.3	32.1
English Learners Current + Former	23.8	38.1	42	15.2	34.9	39
English Learners Current	16.6	27.6		<5	25.5	
Economically Disadvantaged	23.8	39.0	44.9	20.5	35.6	42

Math Assessments % Proficient



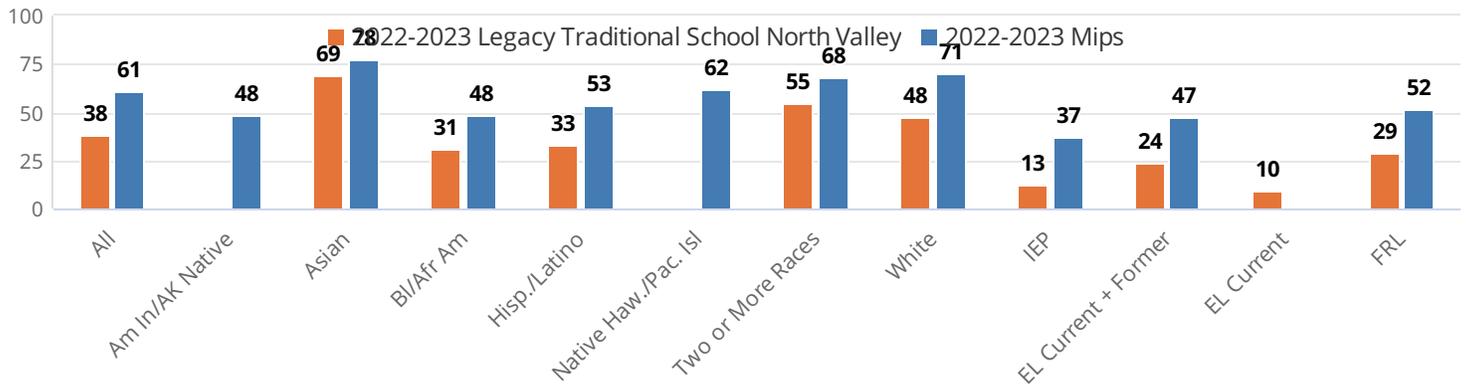


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.9	54.6	61.2	40.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	69.2	74.1	77.8	58.3	74.9	76.7
Black/African American	30.6	37.5	48.2	39.7	39.8	45.4
Hispanic/Latino	32.6	45.9	53.2	33.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	54.9	60.7	67.9	42.1	61.5	66.2
White/Caucasian	47.9	64.4	70.6	56.5	65.5	69
Special Education	12.5	27.4	36.8	19.1	25.5	33.5
English Learners Current + Former	23.8	37.6	47.2	19.8	37.4	44.4
English Learners Current	9.5	24.1		9.5	24.4	
Economically Disadvantaged	29.1	42.0	51.9	34.0	42.8	49.4

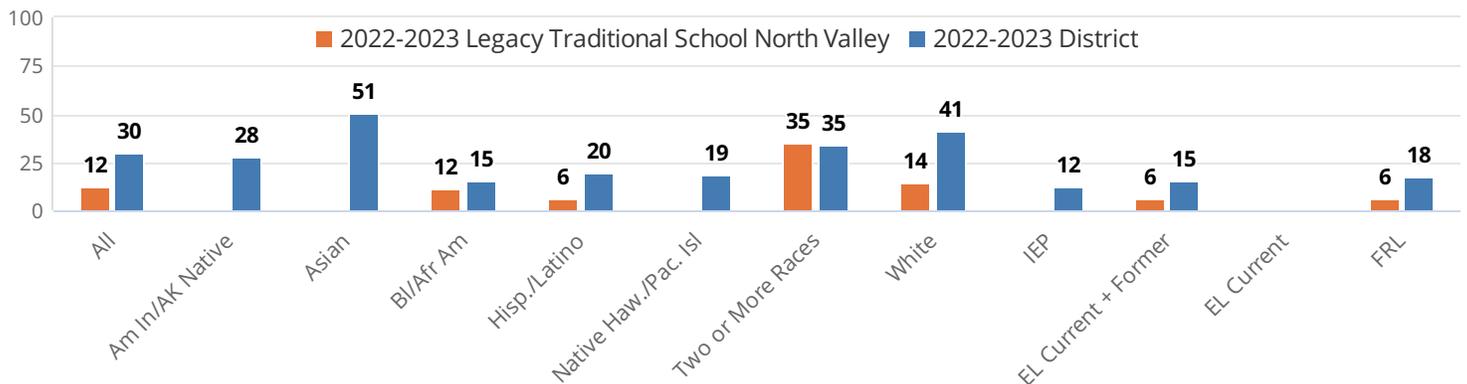
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	12.1	29.8	19.4	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	11.7	15.3	10.0	17.6
Hispanic/Latino	6.1	19.5	15.7	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	35.2	34.5	29.4	34.9
White/Caucasian	14.2	40.9	26.9	40.8
Special Education	-	12.2	10.0	11.6
English Learners Current + Former	5.8	15.1	11.1	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	6.1	17.6	16.6	19.4

Science Assessments
% Proficient





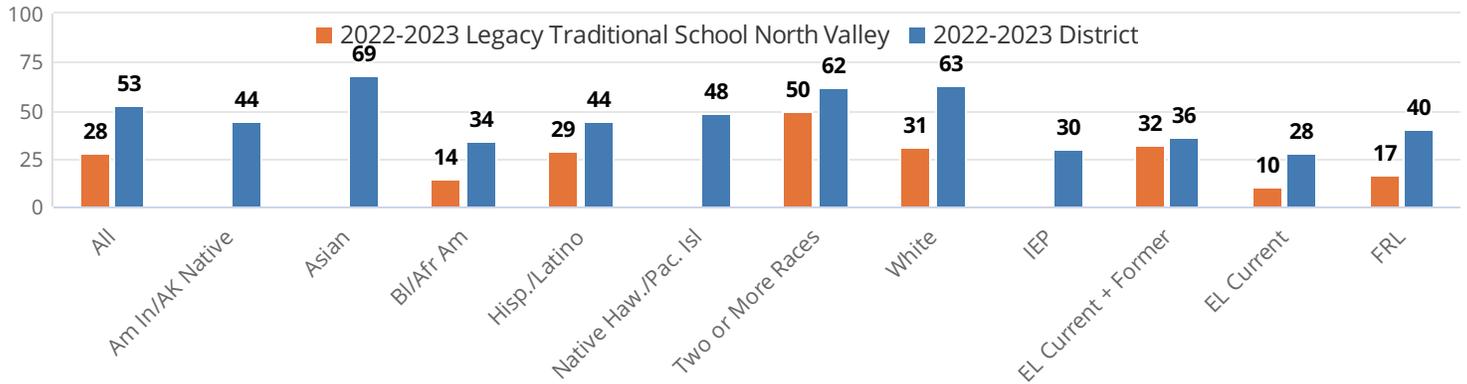
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	28.2	52.6	35.5	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	-	68.5	-	71.7
Black/African American	14.2	33.9	28.5	33.0
Hispanic/Latino	29.2	44.2	35.9	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	50.0	62.3	38.0	57.4
White/Caucasian	30.7	62.5	39.1	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	31.5	36.1	12.0	37.1
English Learners Current	10.0	27.6	6.6	30.7
Economically Disadvantaged	16.8	40.3	30.4	40.5

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

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Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	94.9%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	91.3%	91.3%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	93.4%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10

ELA MGP Points Earned: 6/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	49.0	55.0	53.0	55.0	44.0	52.0	44.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	52.5	61.0	69.5	61.0	-	60.0	-	59.0
Black/African American	47.0	52.0	46.0	50.0	46.0	49.0	57.5	53.0
Hispanic/Latino	49.0	54.0	53.0	53.0	41.5	49.0	37.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	47.0	54.0	57.0	55.0	44.0	54.5	36.0	53.0
White/Caucasian	52.0	56.0	54.0	57.0	33.5	55.0	45.5	55.0
Special Education	-	49.0	-	51.0	22.0	46.0	19.0	43.0
English Learners Current + Former	45.0	55.0	49.5	54.0	40.0	47.0	50.0	49.0
English Learners Current	47.0	54.0	44.0	53.0	31.5	44.0	40.0	44.0
Economically Disadvantaged	48.5	54.0	52.5	53.0	45.0	49.0	42.5	49.0

AGP Growth Data

Math AGP Points Earned: 3/7.5

ELA AGP Points Earned: 3/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	32.1	50.8	46.1	52.9	36.7	53.1	47.9	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	40.0	66.5	70.0	67.6	-	68.8	-	73.9
Black/African American	22.9	38.1	42.8	42.1	38.0	41.8	63.4	55.8
Hispanic/Latino	31.4	43.8	39.8	46.9	32.3	45.0	40.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	38.8	52.0	67.5	56.1	41.3	59.6	43.7	62.7
White/Caucasian	43.5	58.8	46.3	58.9	40.9	59.6	54.3	65.1
Special Education	-	32.3	-	34.0	8.3	35.9	<5	41.3
English Learners Current + Former	18.4	41.8	35.0	43.1	28.2	41.2	51.2	52.0
English Learners Current	17.2	33.5	24.1	33.8	15.3	32.5	36.0	43.1
Economically Disadvantaged	28.3	43.0	43.4	45.2	36.0	43.7	43.3	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



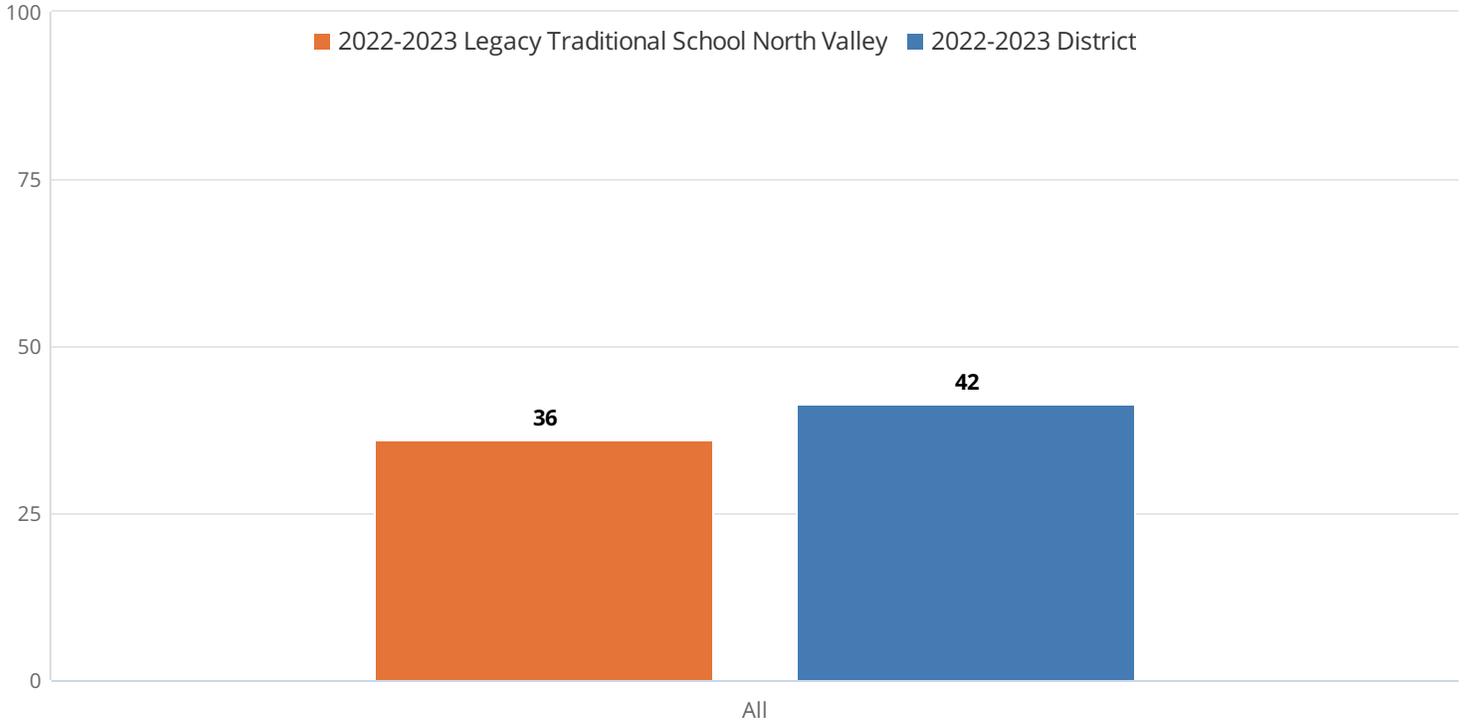
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 3/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	72	36.1	41.5	62	30.6	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10

ELA AGP Points Earned: 5/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	21.3	31.9	37.3	37.1	32.3	40.9	45.3	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	14.8	25.9	38.4	29.9	31.5	36.1	71.8	49.4
Hispanic/Latino	23.4	29.9	33.7	34.4	31.8	36.3	40.8	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	15.7	31.3	42.1	40.3	20.0	44.5	27.7	55.0
White/Caucasian	38.8	37.8	42.1	42.6	44.0	47.9	47.8	55.2
Special Education	-	20.8	-	25.2	8.3	27.6	<5	35.9
English Learners Current + Former	12.9	27.5	29.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	14.2	25.4	25.0	30.3	13.0	27.6	36.3	41.7
Economically Disadvantaged	20.0	28.7	36.0	33.1	33.9	35.5	40.2	47.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

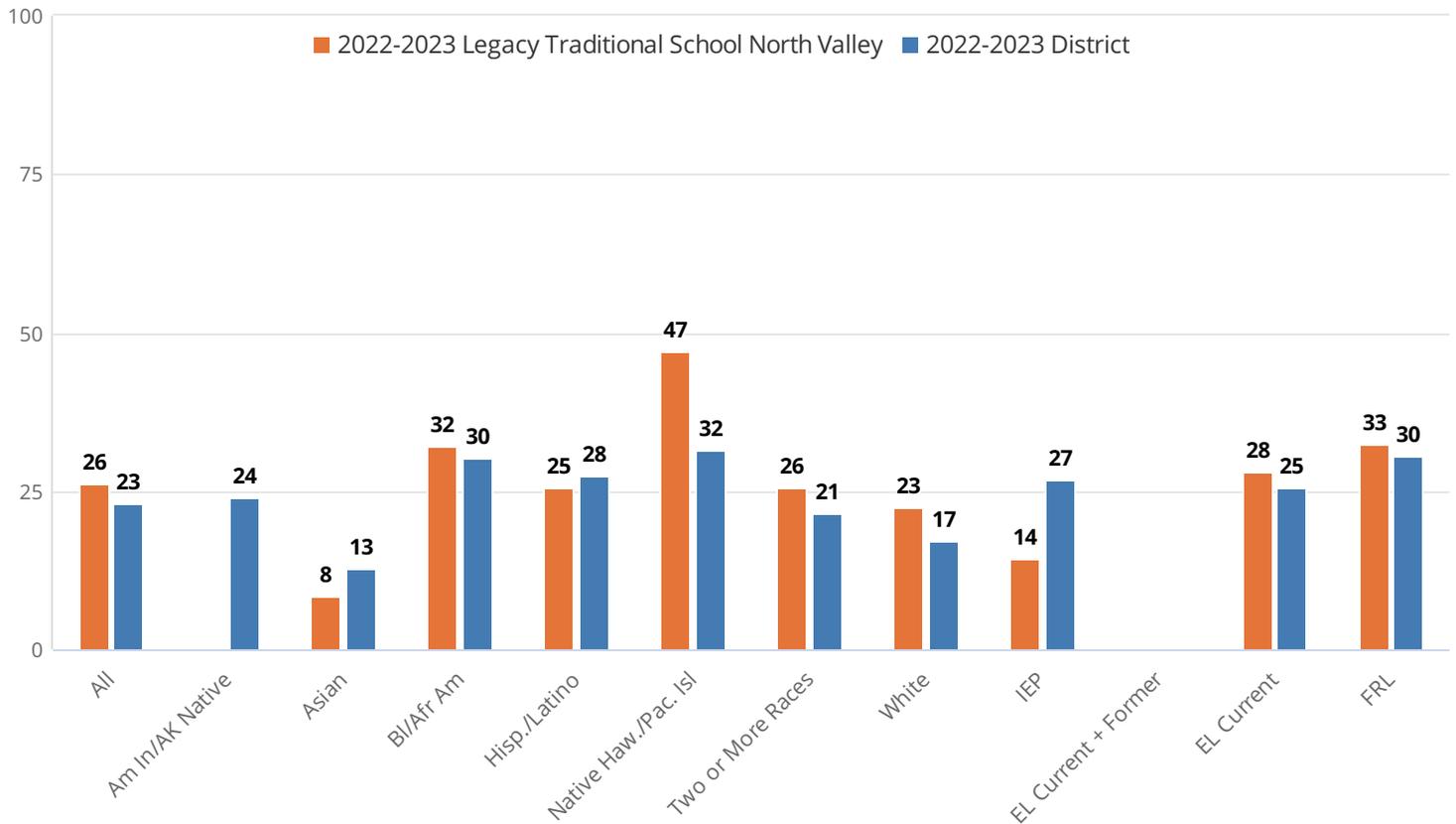
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	26.3	22.9	37.5	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	8.3	12.9	35.4	11.9
Black/African American	32.0	30.1	34.8	27.6
Hispanic/Latino	25.4	27.5	38.9	25.8
Pacific Islander	47.0	31.6	65.0	32.8
Two or More Races	25.7	21.4	37.6	22.2
White/Caucasian	22.5	17.1	35.5	16.9
Special Education	14.2	26.7	43.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	28.0	25.4	32.2	22.6
Economically Disadvantaged	32.5	30.4	44.3	29.3

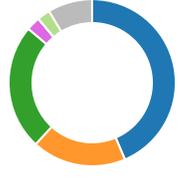
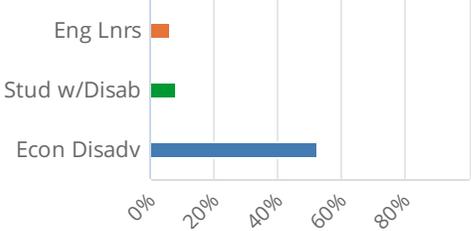
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p>School Level: Middle School Grade Levels: KG-08 District: State Public Charter School Authority School: 5024 Valley Dr Address: North Las Vegas, NV 89031</p>	 NR 51.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 18.2% White 24.3% BI/Afr Am 43.5% Hisp/Latino 2.7% Asian 0.0% Am Ind/AK Nat 2.5% Pac Isl 8.6% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>60.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>60.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	60.0 ★★★★★	2019-2020	60.0 ★★★★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	60.0 ★★★★★							
2019-2020	60.0 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	33.1	46.6
Math Proficiency	21.9	36.5
ELA Proficiency	44.7	57.3
Science Proficiency	32.0	44.9

 **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	51.0	56.0
ELA MGP	51.0	55.0
	School Rate	District Rate
Met Math AGP Target	26.5	40.8
Met ELA AGP Target	49.5	60.4

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	22.2	21.6

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	17.7	23.5
Prior Non-Proficient Met ELA AGP Target	33.1	38.0

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	33.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	63.5	91.1
Climate Survey Participation	85.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

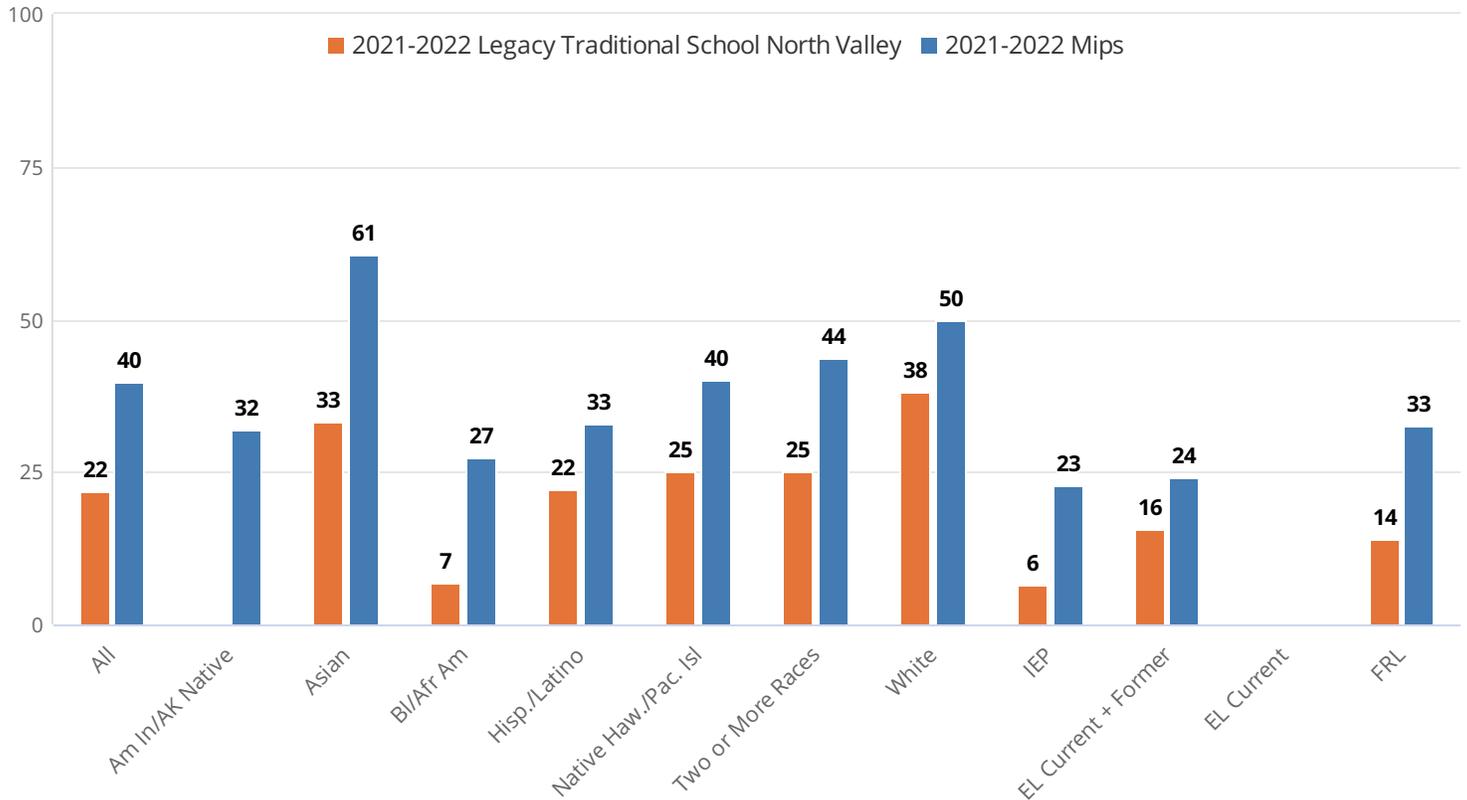
Pooled Proficiency Points Earned: 10/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	33.1	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	33.3	62.7	60.6			
Black/African American	6.9	18.2	27.3			
Hispanic/Latino	22.0	26.4	32.8			
Pacific Islander	25.0	28.3	40.1			
Two or More Races	25.0	41.8	43.6			
White/Caucasian	38.1	48.1	49.8			
Special Education	6.4	9.7	22.7			
English Learners Current + Former	15.6	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	14.0	23.9	32.7			

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

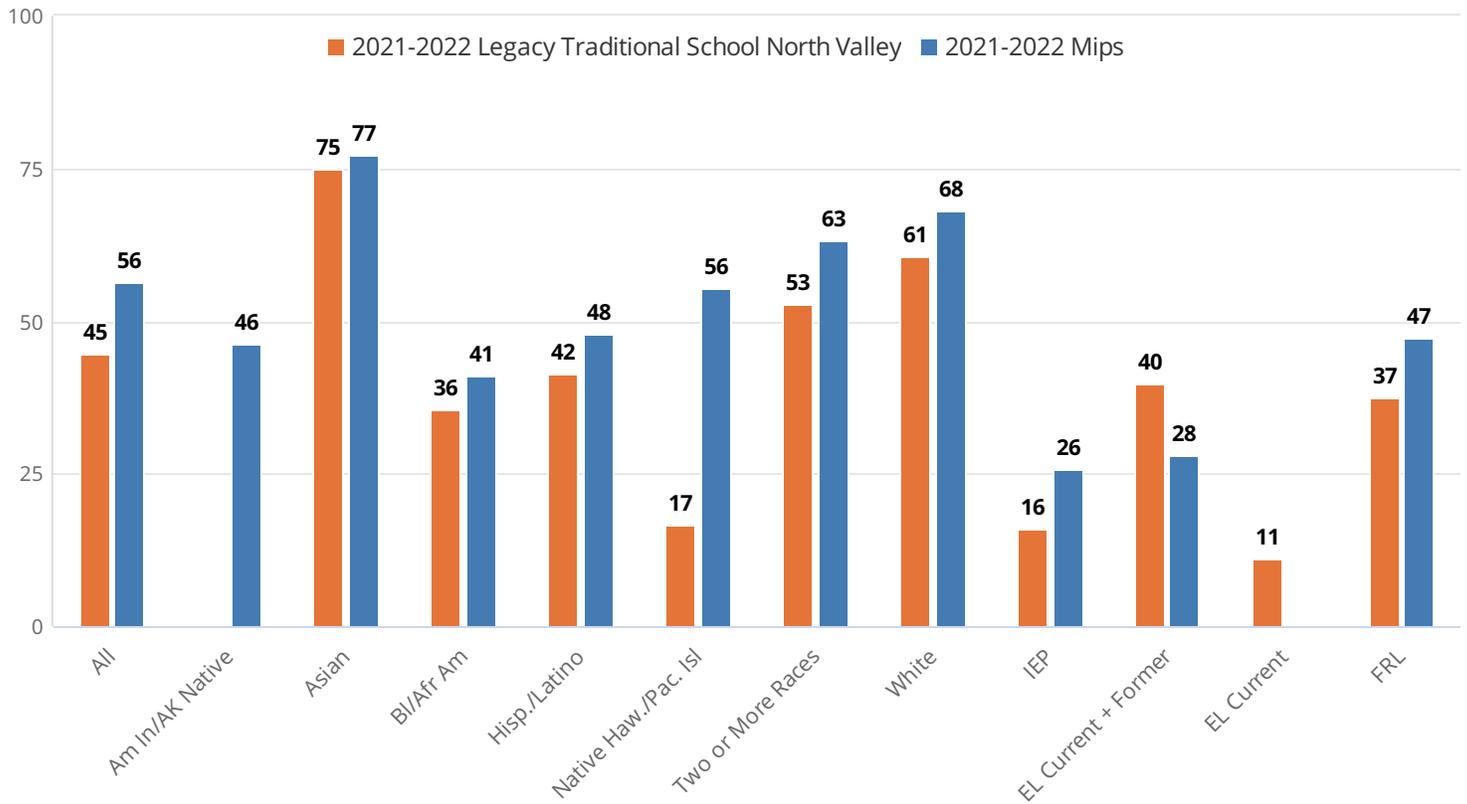


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	75.0	79.0	77.1			
Black/African American	35.6	41.1	40.9			
Hispanic/Latino	41.5	48.2	47.9			
Pacific Islander	16.6	53.3	55.5			
Two or More Races	52.7	64.6	63.2			
White/Caucasian	60.5	67.2	68			
Special Education	16.1	18.0	25.8			
English Learners Current + Former	39.8	38.8	28.1			
English Learners Current	11.1	16.7				
Economically Disadvantaged	37.3	45.9	47.1			

**ELA Assessments
% Proficient**



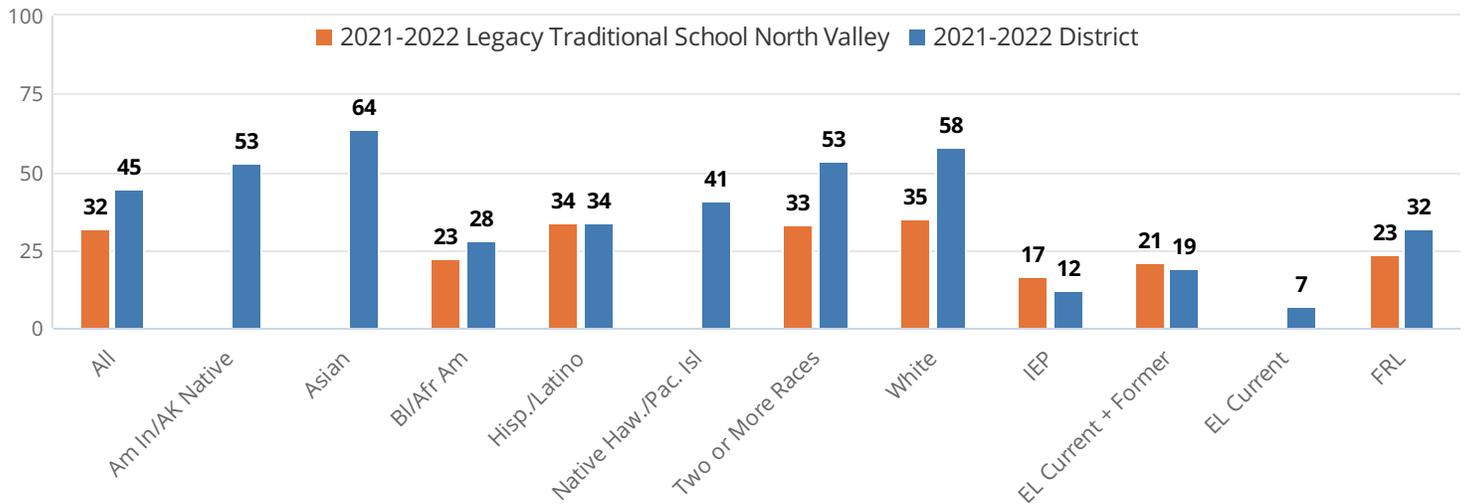


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	32.0	44.9		
American Indian/Alaska Native	-	52.6		
Asian	-	63.9		
Black/African American	22.5	28.3		
Hispanic/Latino	33.9	33.7		
Pacific Islander	-	40.5		
Two or More Races	33.3	53.3		
White/Caucasian	35.0	57.8		
Special Education	16.6	12.0		
English Learners Current + Former	20.8	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	23.4	31.9		

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 6/10

ELA MGP Points Earned: 6/10

Groups	2022		2021	
	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	51.0	56.0	51.0	55.0
American Indian/Alaska Native	-	53.5	-	55.5
Asian	51.5	61.0	66.5	61.0
Black/African American	42.0	52.0	49.0	54.0
Hispanic/Latino	49.0	54.0	51.0	54.0
Pacific Islander	-	53.5	-	55.0
Two or More Races	62.0	57.0	63.0	55.0
White/Caucasian	60.0	57.0	48.0	56.0
Special Education	47.0	44.0	53.0	43.0
English Learners Current + Former	49.0	54.0	54.0	54.0
English Learners Current	44.0	50.0	63.0	51.0
Economically Disadvantaged	48.0	54.0	50.0	55.0

AGP Growth Data

Math AGP Points Earned: 2.5/5

ELA AGP Points Earned: 3/5

Groups	2022		2021	
	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	26.5	40.8	49.5	60.4
American Indian/Alaska Native	-	37.5	-	64.2
Asian	50.0	63.7	60.0	77.2
Black/African American	13.0	24.7	37.6	49.7
Hispanic/Latino	25.6	31.4	49.0	52.7
Pacific Islander	-	36.8	-	59.5
Two or More Races	24.2	43.8	69.6	65.6
White/Caucasian	39.3	50.7	58.4	67.2
Special Education	8.0	12.9	24.0	26.3
English Learners Current + Former	22.3	25.2	45.4	45.5
English Learners Current	8.6	12.6	29.1	28.2
Economically Disadvantaged	19.3	29.9	43.5	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



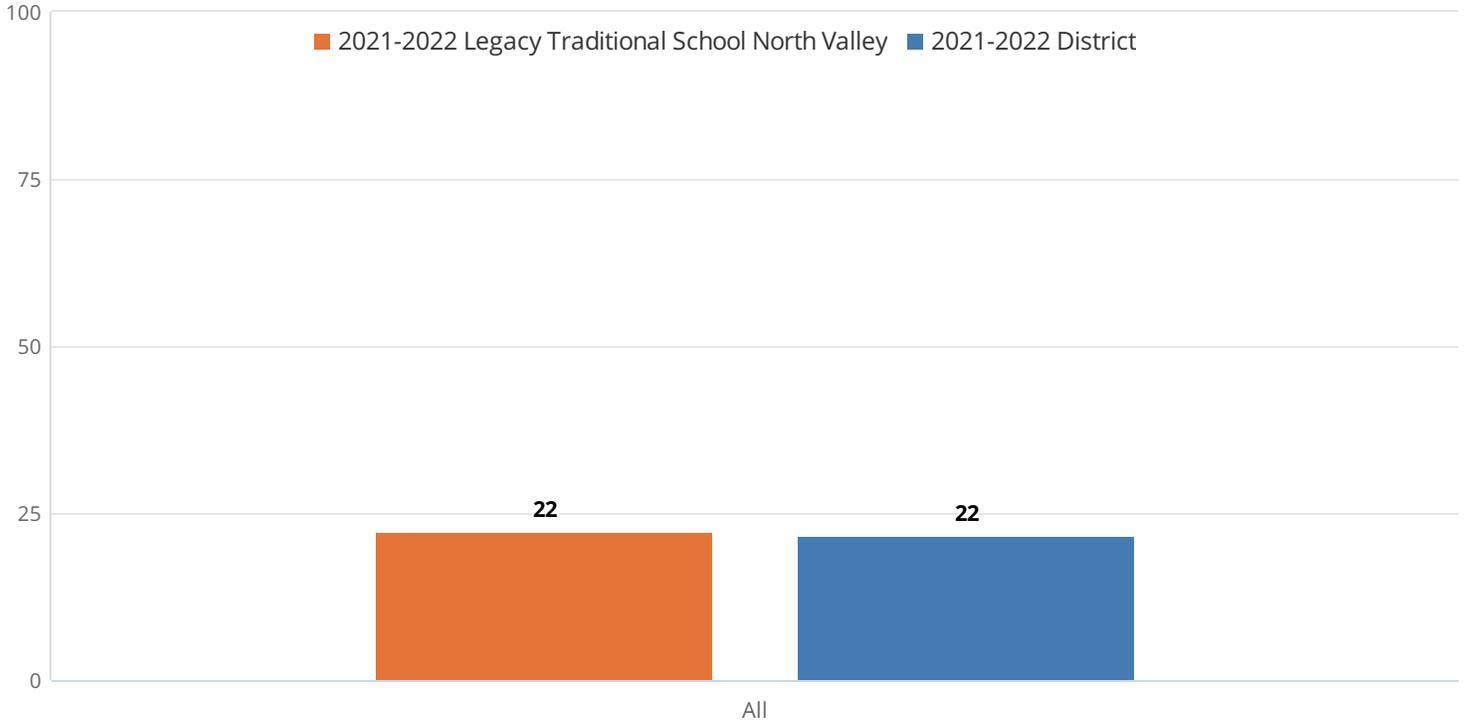
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 5/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	27	22.2	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 7/10				ELA AGP Points Earned: 9/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	17.7	23.5	33.1	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	-	38.5	-	51.3				
Black/African American	10.1	16.6	25.4	33.6				
Hispanic/Latino	16.0	20.3	36.4	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	15.3	24.1	52.9	42.9				
White/Caucasian	28.0	28.8	35.7	40.2				
Special Education	8.0	7.8	15.0	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	8.6	11.3	30.4	24.4				
Economically Disadvantaged	13.7	19.7	30.4	35.0				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

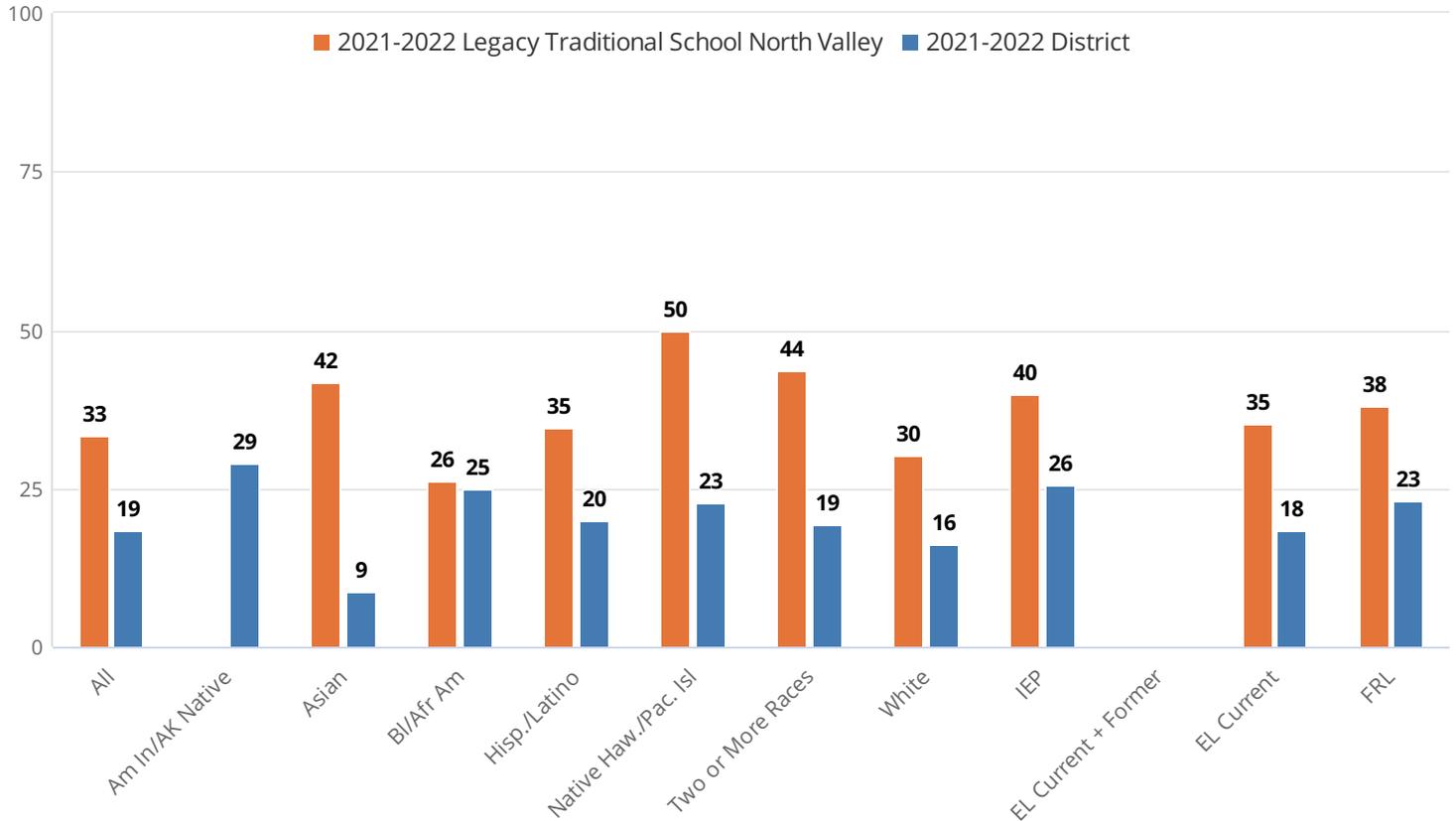
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	33.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	41.6	8.7		
Black/African American	26.2	24.9		
Hispanic/Latino	34.7	19.9		
Pacific Islander	50.0	22.7		
Two or More Races	43.5	19.4		
White/Caucasian	30.3	16.1		
Special Education	40.0	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	35.2	18.3		
Economically Disadvantaged	38.1	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

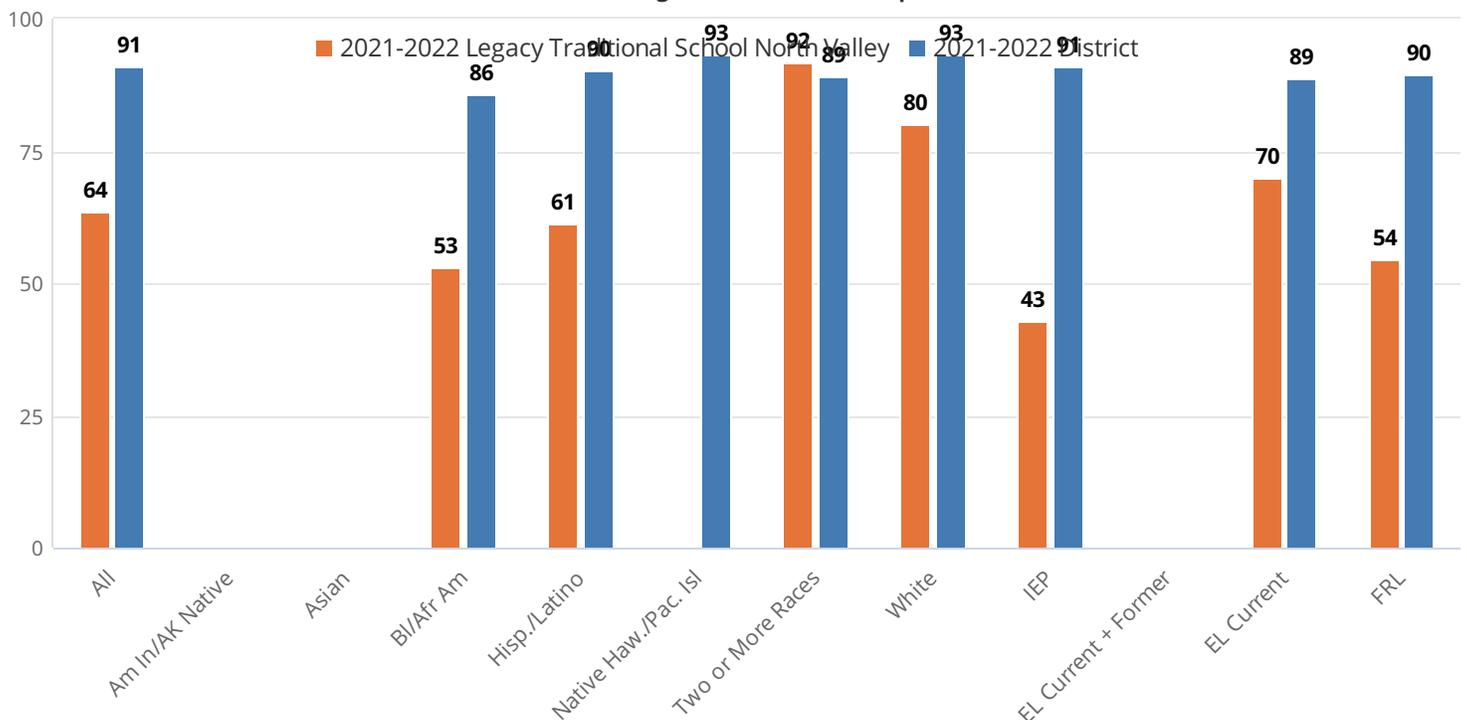
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	63.5	91.1		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	52.9	85.9		
Hispanic/Latino	61.4	90.3		
Pacific Islander	-	93.3		
Two or More Races	91.6	89.2		
White/Caucasian	80.0	93.3		
Special Education	42.8	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	70.0	88.7		
Economically Disadvantaged	54.4	89.5		

% of Students Meeting 8th Grade Credit Requirements

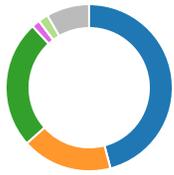


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
 Grade Levels: KG-08
 District: State Public Charter School Authority
 School: 5024 Valley Dr
 Address: North Las Vegas, NV 89031



School Type: SPCSA
 School Designation: No Designation
 95% Assessment Participation: Met



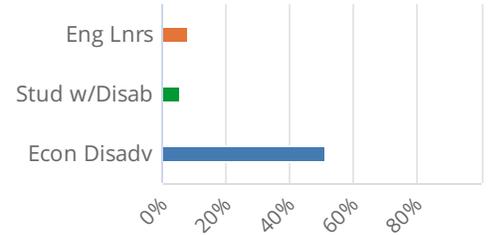
Student Race/Ethnicity

17.5%	White
24.7%	BI/Afr Am
45.8%	Hisp/Latino
1.6%	Asian
0.0%	Am Ind/AK Nat
1.9%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	51.5 NR
2020-2021	60.0 ★★☆☆

Additional Student Groups



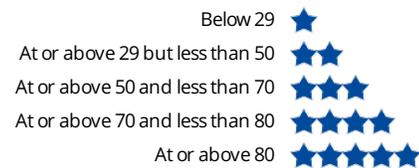
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	33.1	45.7
Math Proficiency	22.8	38.5
ELA Proficiency	43.6	53.4
Science Proficiency	32.1	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.1	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	24.9	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.7	92.7
Climate Survey Participation	75.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	50.0	56.0
ELA MGP	59.0	56.0
	School Rate	District Rate
Met Math AGP Target	26.8	40.4
Met ELA AGP Target	45.0	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.4	18.0
Prior Non-Proficient Met ELA AGP Target	24.2	23.3

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

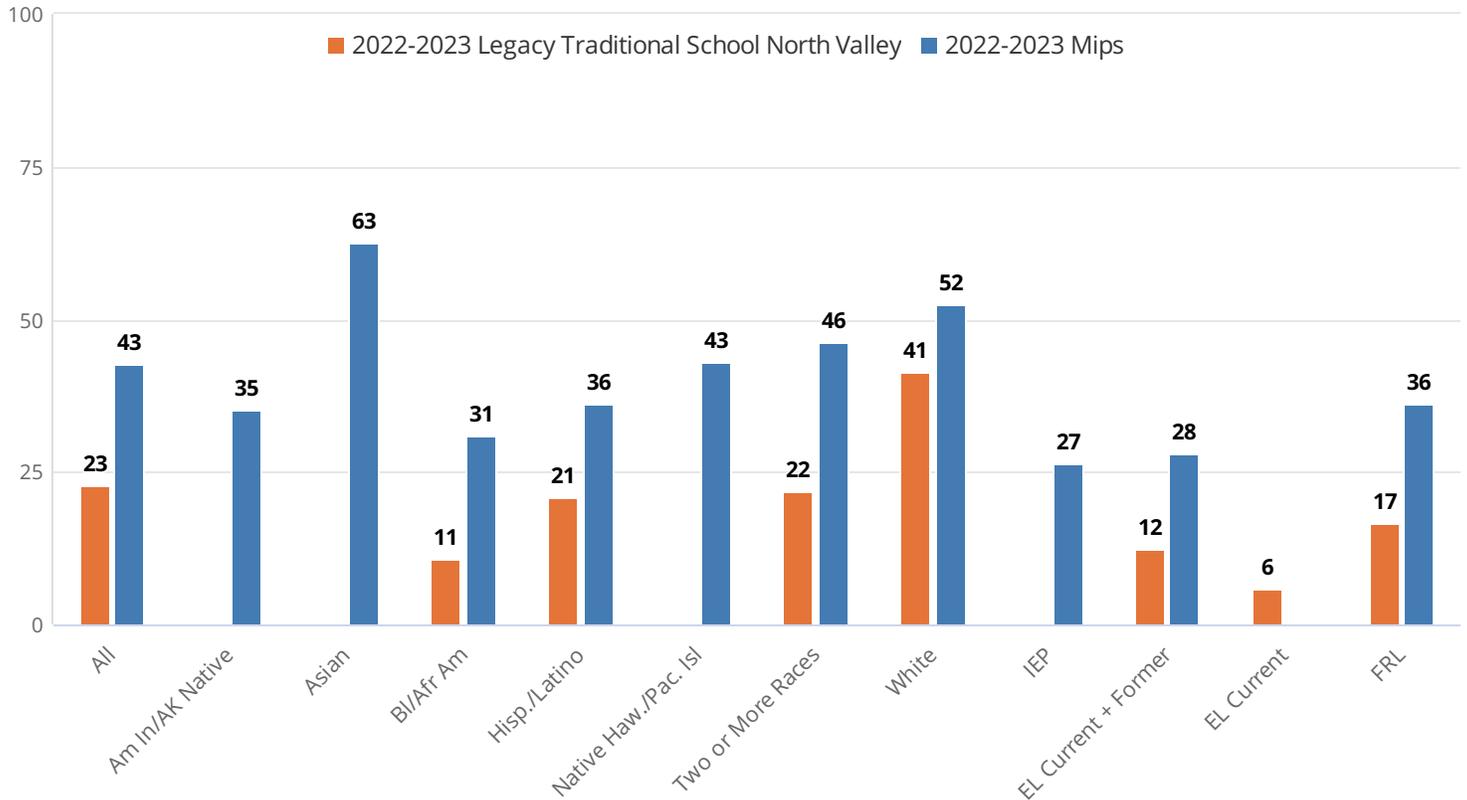
Pooled Proficiency Points Earned: 10/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	33.1	45.7	33.1	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.8	38.5	42.7	21.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	33.3	62.7	60.6
Black/African American	10.7	19.4	31	6.9	18.2	27.3
Hispanic/Latino	20.9	28.3	36.2	22.0	26.4	32.8
Pacific Islander	-	37.9	43.1	25.0	28.3	40.1
Two or More Races	21.8	44.5	46.4	25.0	41.8	43.6
White/Caucasian	41.4	51.4	52.3	38.1	48.1	49.8
Special Education	<5	11.5	26.5	6.4	9.7	22.7
English Learners Current + Former	12.3	21.5	28	15.6	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	16.5	24.9	36.1	14.0	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

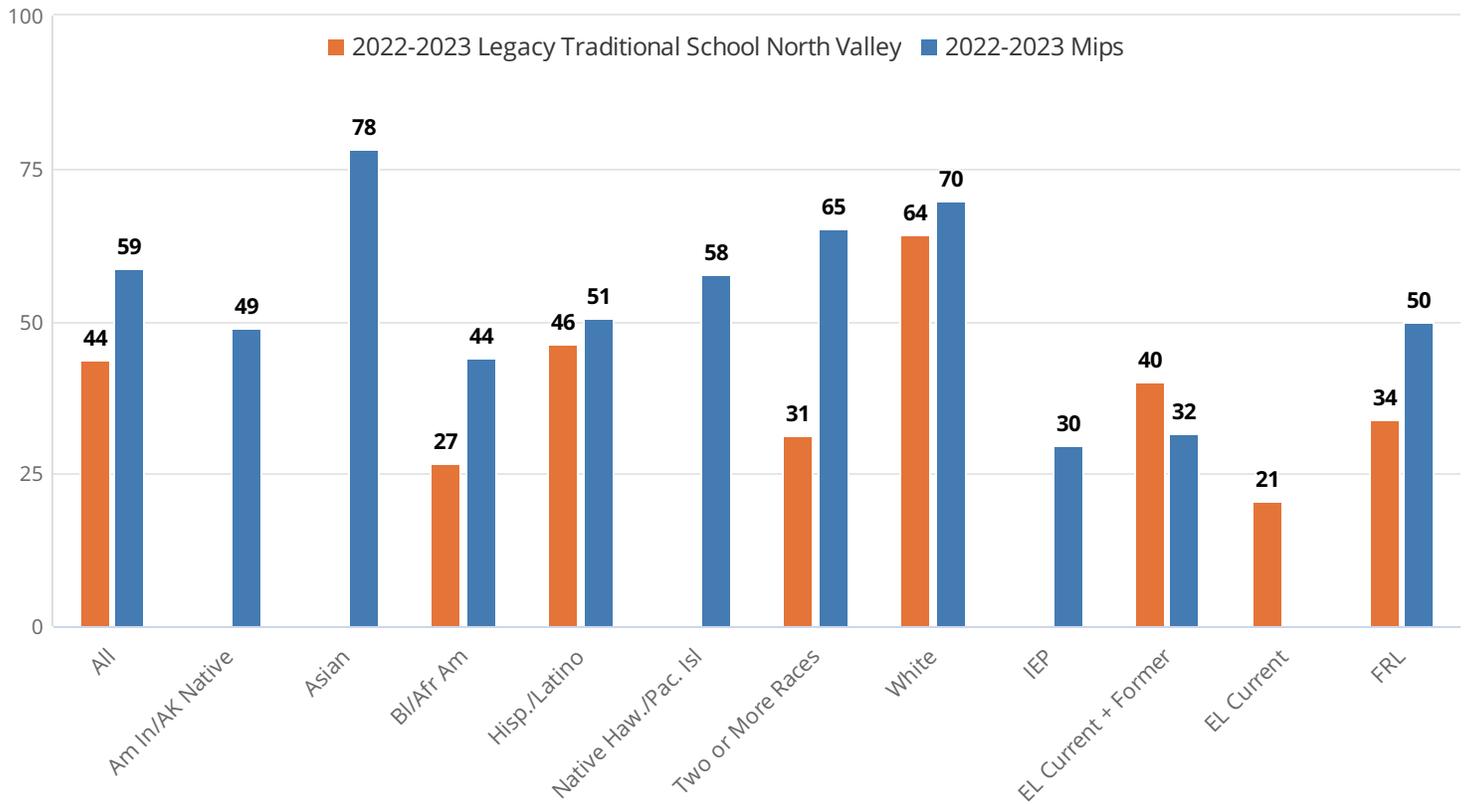


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.6	53.4	58.6	44.7	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	75.0	79.0	77.1
Black/African American	26.8	37.4	43.9	35.6	41.1	40.9
Hispanic/Latino	46.3	44.8	50.5	41.5	48.2	47.9
Pacific Islander	-	47.2	57.8	16.6	53.3	55.5
Two or More Races	31.2	60.0	65	52.7	64.6	63.2
White/Caucasian	64.2	64.0	69.6	60.5	67.2	68
Special Education	<5	17.4	29.6	16.1	18.0	25.8
English Learners Current + Former	40.0	34.0	31.7	39.8	38.8	28.1
English Learners Current	20.5	12.0		11.1	16.7	
Economically Disadvantaged	34.0	40.8	49.8	37.3	45.9	47.1

**ELA Assessments
% Proficient**



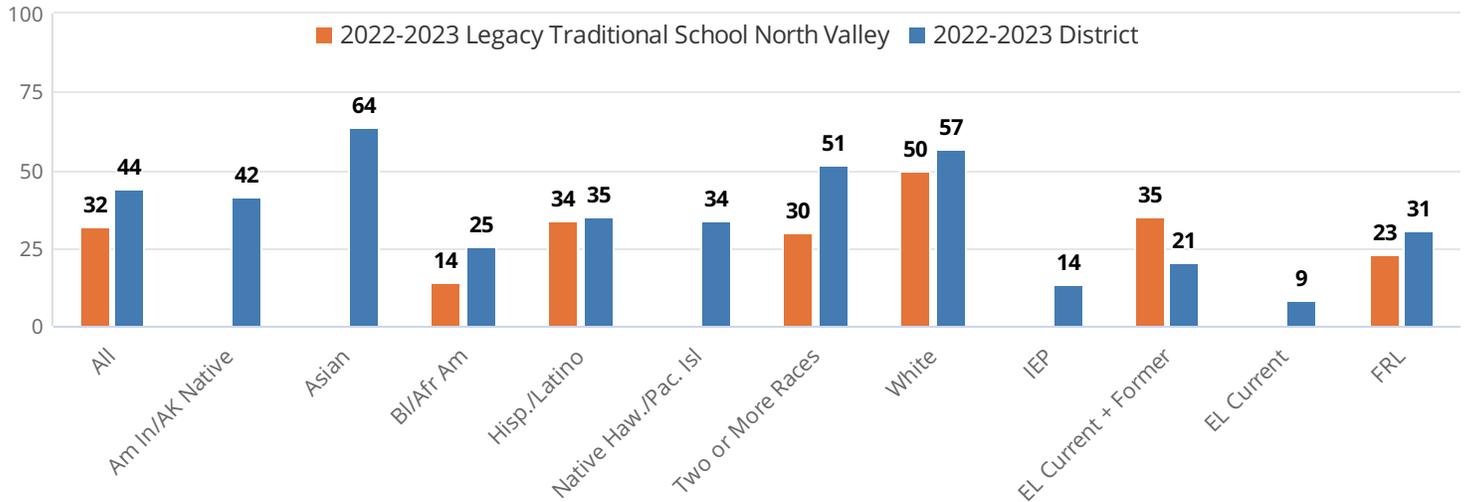


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.1	43.9	32.0	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	-	63.9
Black/African American	14.2	25.3	22.5	28.3
Hispanic/Latino	34.0	34.8	33.9	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	30.0	51.4	33.3	53.3
White/Caucasian	50.0	56.5	35.0	57.8
Special Education	-	13.6	16.6	12.0
English Learners Current + Former	35.2	20.7	20.8	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	23.0	30.8	23.4	31.9

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10

ELA MGP Points Earned: 8/10

Groups	2023		2023		2022		2022	
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	50.0	56.0	59.0	56.0	51.0	56.0	51.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	51.5	61.0	66.5	61.0
Black/African American	42.0	51.0	54.5	55.0	42.0	52.0	49.0	54.0
Hispanic/Latino	51.0	54.0	59.0	55.0	49.0	54.0	51.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	47.5	59.0	61.0	58.0	62.0	57.0	63.0	55.0
White/Caucasian	53.0	58.0	60.0	56.0	60.0	57.0	48.0	56.0
Special Education	18.5	52.0	42.5	55.0	47.0	44.0	53.0	43.0
English Learners Current + Former	54.0	54.0	59.0	56.0	49.0	54.0	54.0	54.0
English Learners Current	51.5	53.0	56.0	53.0	44.0	50.0	63.0	51.0
Economically Disadvantaged	50.0	54.0	58.0	55.0	48.0	54.0	50.0	55.0

AGP Growth Data

Math AGP Points Earned: 2.5/5

ELA AGP Points Earned: 2.5/5

Groups	2023		2023		2022		2022	
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	26.8	40.4	45.0	52.8	26.5	40.8	49.5	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	50.0	63.7	60.0	77.2
Black/African American	16.0	23.7	28.4	39.6	13.0	24.7	37.6	49.7
Hispanic/Latino	25.2	30.6	48.5	44.7	25.6	31.4	49.0	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	28.1	46.9	37.5	59.5	24.2	43.8	69.6	65.6
White/Caucasian	43.2	51.9	61.1	61.5	39.3	50.7	58.4	67.2
Special Education	<5	15.1	5.5	22.3	8.0	12.9	24.0	26.3
English Learners Current + Former	16.9	24.3	46.1	35.3	22.3	25.2	45.4	45.5
English Learners Current	14.7	10.9	29.4	16.2	8.6	12.6	29.1	28.2
Economically Disadvantaged	21.1	28.1	39.1	41.9	19.3	29.9	43.5	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



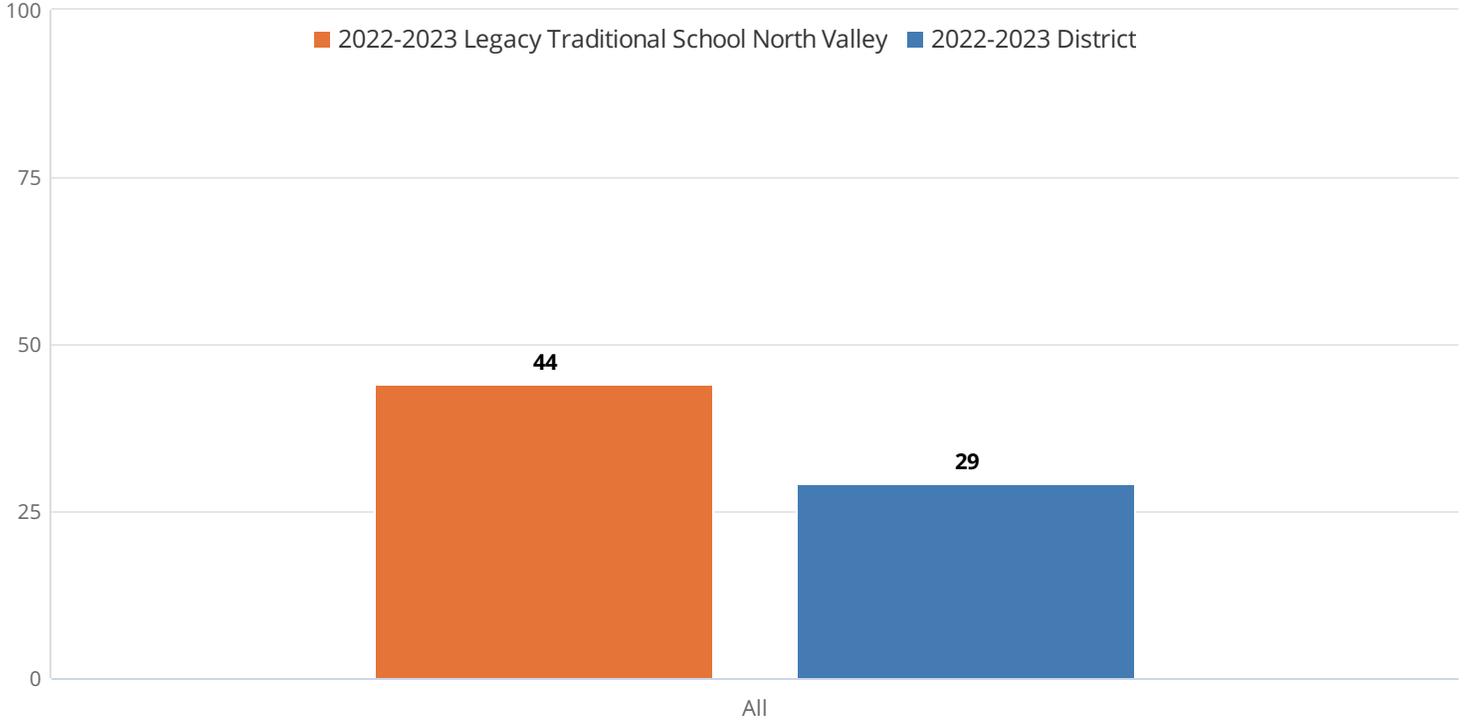
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	34	44.1	29.3	27	22.2	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10

ELA AGP Points Earned: 5/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15.4	18.0	24.2	23.3	17.7	23.5	33.1	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	10.2	12.5	11.4	20.2	10.1	16.6	25.4	33.6
Hispanic/Latino	15.6	15.4	30.5	21.4	16.0	20.3	36.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	12.0	20.8	25.0	27.8	15.3	24.1	52.9	42.9
White/Caucasian	28.9	23.6	28.5	26.3	28.0	28.8	35.7	40.2
Special Education	<5	8.5	5.5	12.4	8.0	7.8	15.0	19.6
English Learners Current + Former	14.7	13.5	36.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	14.7	8.9	28.1	12.7	8.6	11.3	30.4	24.4
Economically Disadvantaged	14.3	14.2	23.3	20.9	13.7	19.7	30.4	35.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

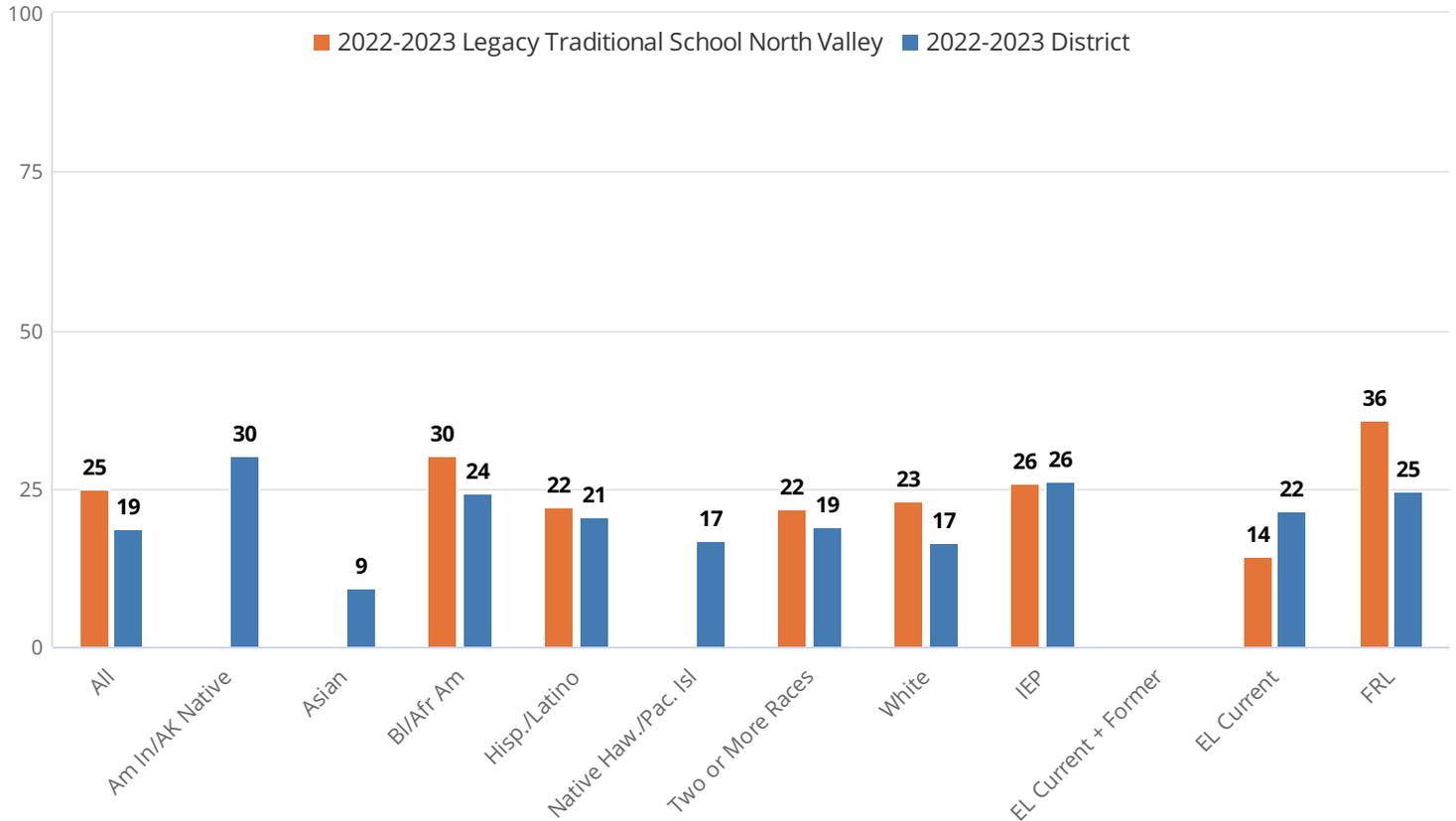
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	24.9	18.8	33.3	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	41.6	8.7
Black/African American	30.3	24.2	26.2	24.9
Hispanic/Latino	22.1	20.6	34.7	19.9
Pacific Islander	-	16.7	50.0	22.7
Two or More Races	21.8	19.0	43.5	19.4
White/Caucasian	22.9	16.5	30.3	16.1
Special Education	25.9	26.3	40.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	14.2	21.6	35.2	18.3
Economically Disadvantaged	35.7	24.7	38.1	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

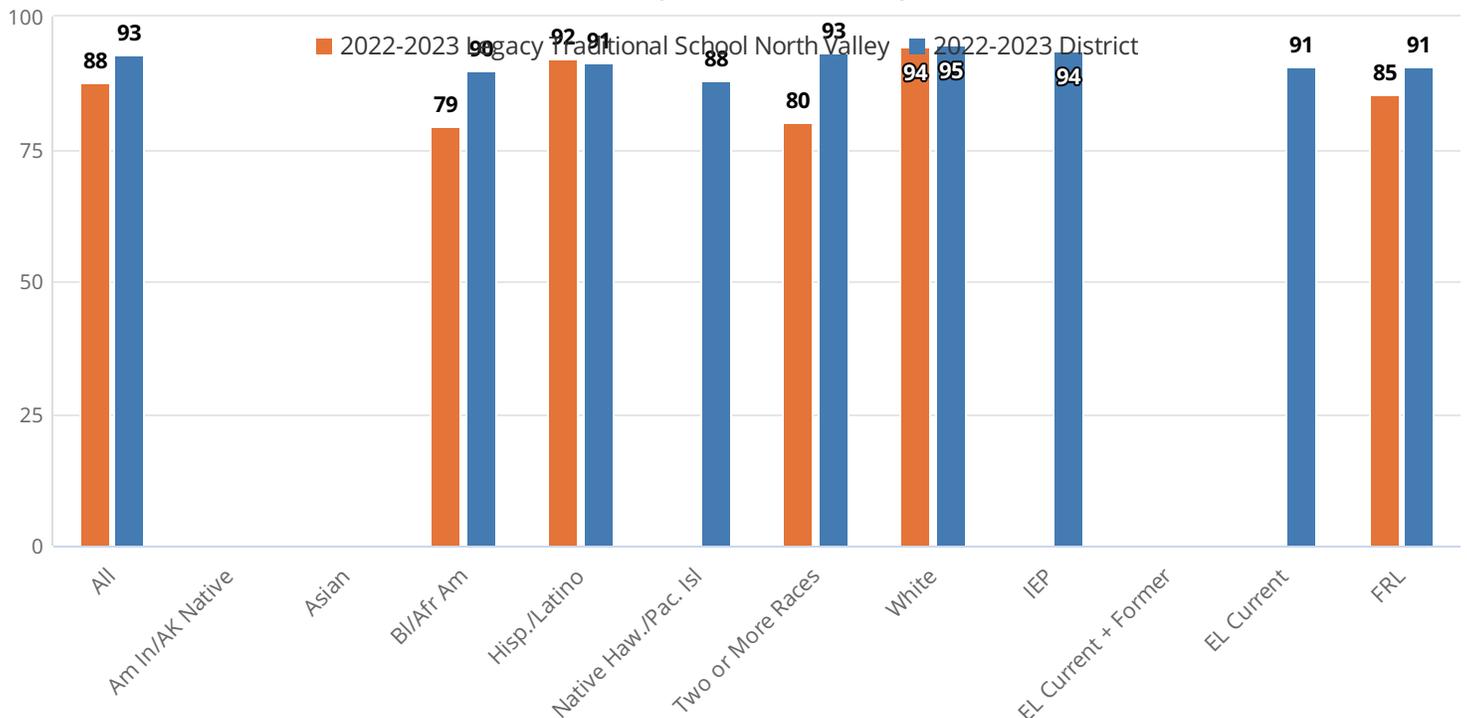
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

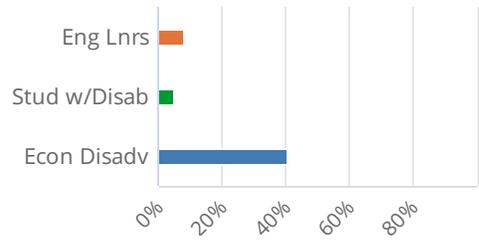
Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	87.7	92.7	63.5	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	79.3	89.9	52.9	85.9
Hispanic/Latino	92.1	91.4	61.4	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	80.0	93.1	91.6	89.2
White/Caucasian	94.4	94.8	80.0	93.3
Special Education	-	93.7	42.8	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	70.0	88.7
Economically Disadvantaged	85.4	90.5	54.4	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 7077 W. Wigwam Avenue Las Vegas, NV 89113</p>	 59.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 22.1% White 12.0% BI/Afr Am 18.9% Hisp/Latino 30.7% Asian 0.1% Am Ind/AK Nat 2.3% Pac Isl 13.4% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>69.5</td> <td>NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2021-2022	69.5	NR	2020-2021	N/A	N/A	<p>Additional Student Groups</p> 
School Year	Index Score	Star Rating									
2021-2022	69.5	NR									
2020-2021	N/A	N/A									

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	54.8	50.0
Math Proficiency	55.1	52.0
ELA Proficiency	61.7	54.6
Science Proficiency	33.1	29.8
Read-by-Grade-3 Proficiency	58.1	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	55.0
ELA MGP	50.0	55.0
	School Rate	District Rate
Met Math AGP Target	42.7	50.8
Met ELA AGP Target	53.7	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	47.8	41.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.9	31.9
Prior Non-Proficient Met ELA AGP Target	39.1	37.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.8	22.9
Climate Survey Participation	92.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

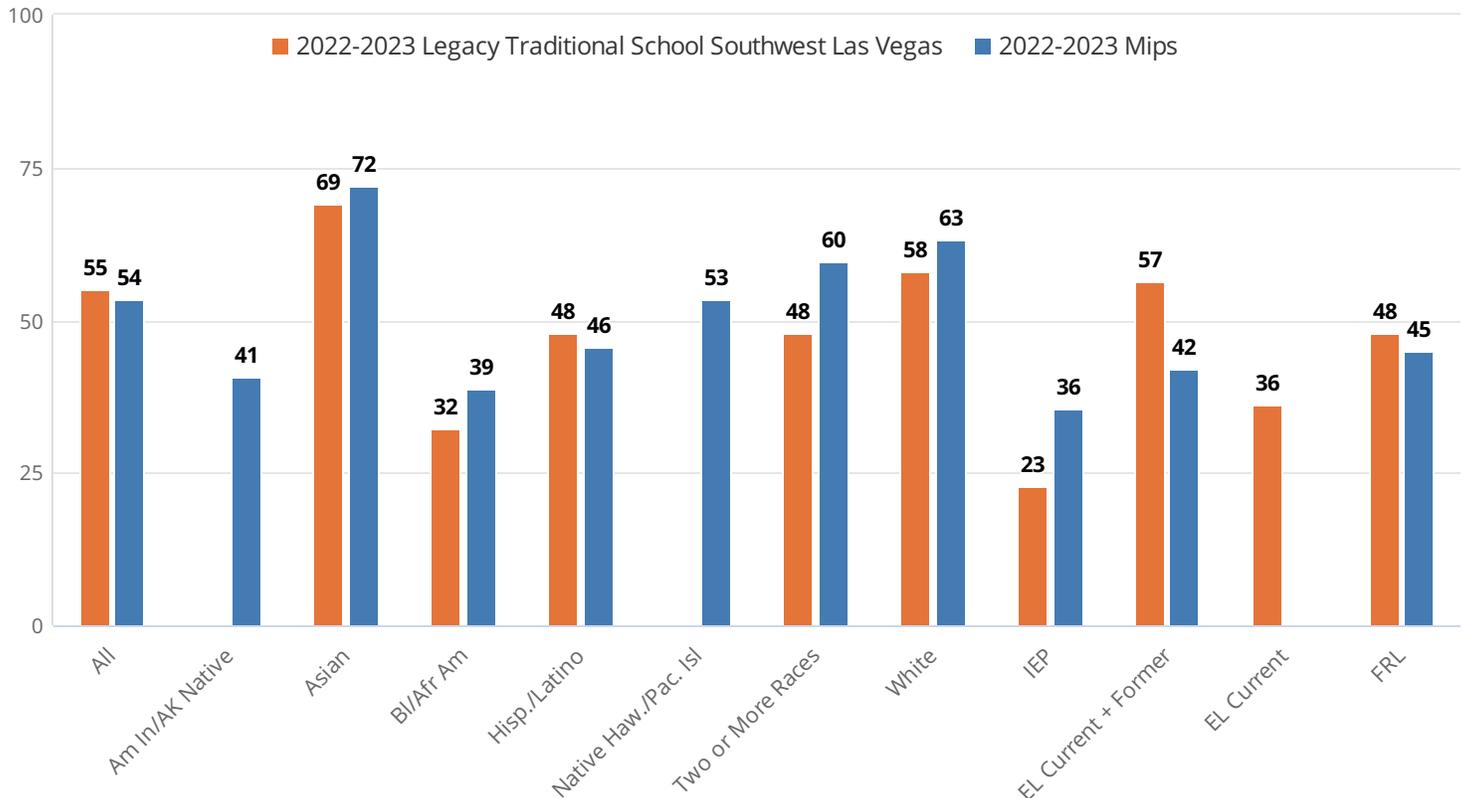
Pooled Proficiency Points Earned: 16/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.8	50.0	53.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	55.1	52.0	53.5	52.5	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	69.0	74.5	71.9	66.4	72.8	70.4
Black/African American	32.2	31.4	38.9	41.5	30.3	35.7
Hispanic/Latino	47.8	42.2	45.5	39.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	47.8	57.8	59.6	53.3	55.6	57.5
White/Caucasian	57.9	63.7	63.3	53.5	60.7	61.3
Special Education	22.7	29.1	35.5	22.2	26.3	32.1
English Learners Current + Former	56.5	38.1	42	53.9	34.9	39
English Learners Current	36.1	27.6		35.5	25.5	
Economically Disadvantaged	47.8	39.0	44.9	44.9	35.6	42

**Math Assessments
% Proficient**



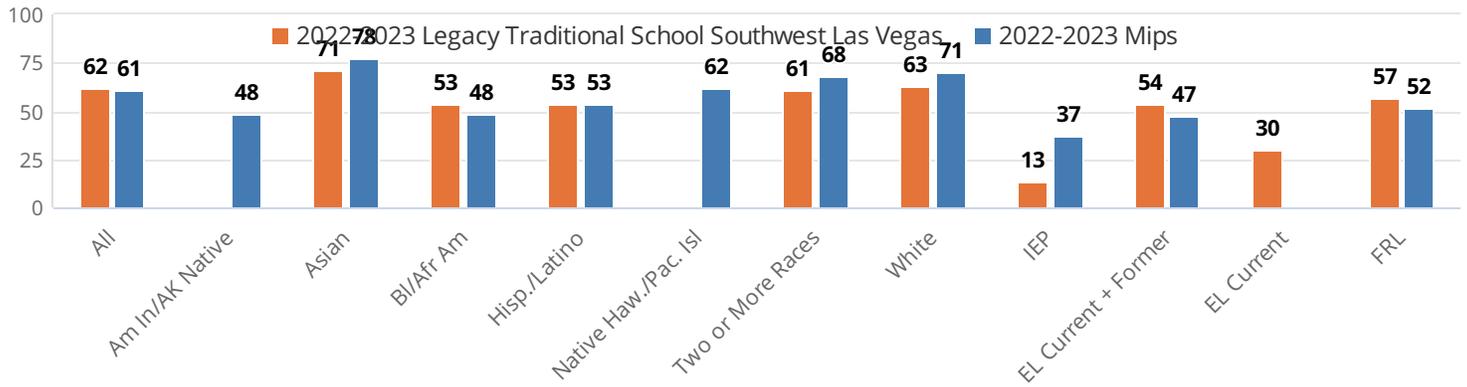


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.7	54.6	61.2	64.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	71.4	74.1	77.8	76.1	74.9	76.7
Black/African American	53.2	37.5	48.2	49.2	39.8	45.4
Hispanic/Latino	53.1	45.9	53.2	54.4	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	60.8	60.7	67.9	73.3	61.5	66.2
White/Caucasian	62.5	64.4	70.6	63.3	65.5	69
Special Education	13.0	27.4	36.8	33.3	25.5	33.5
English Learners Current + Former	53.5	37.6	47.2	57.7	37.4	44.4
English Learners Current	29.7	24.1		28.8	24.4	
Economically Disadvantaged	57.2	42.0	51.9	56.0	42.8	49.4

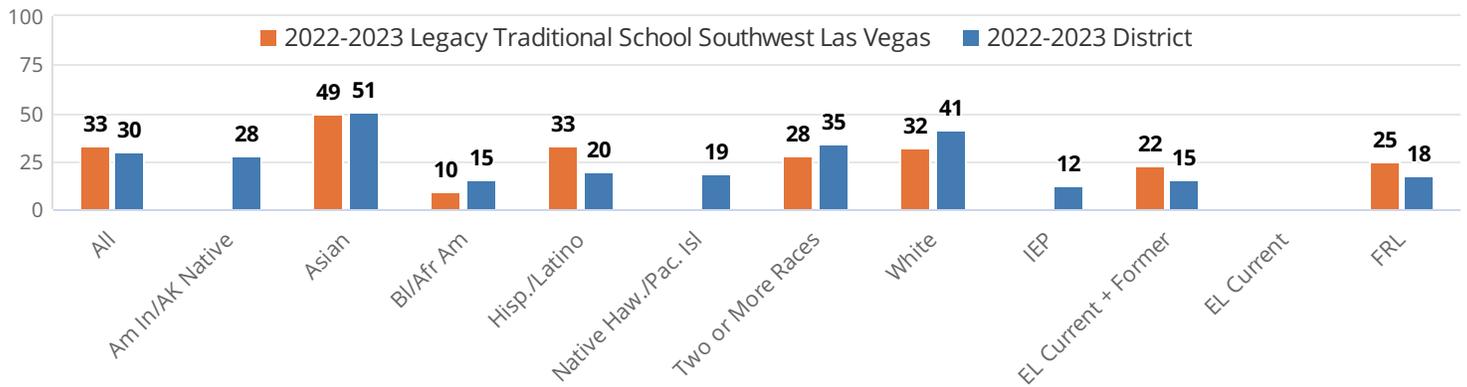
ELA Assessments % Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	33.1	29.8	25.2	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	49.0	51.0	38.3	52.9
Black/African American	9.5	15.3	30.0	17.6
Hispanic/Latino	33.3	19.5	7.6	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	28.0	34.5	33.3	34.9
White/Caucasian	32.4	40.9	19.2	40.8
Special Education	-	12.2	9.0	11.6
English Learners Current + Former	22.2	15.1	16.6	15.8
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	25.0	17.6	17.9	19.4

Science Assessments % Proficient





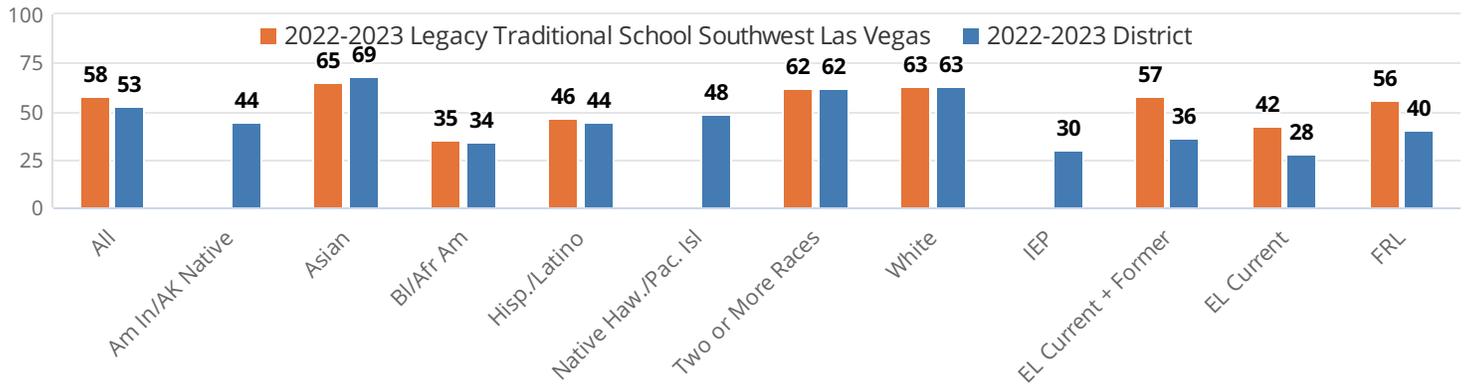
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	58.1	52.6	57.8	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	65.0	68.5	66.6	71.7
Black/African American	35.2	33.9	37.5	33.0
Hispanic/Latino	46.4	44.2	53.6	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	61.5	62.3	68.7	57.4
White/Caucasian	62.7	62.5	57.7	60.8
Special Education	-	29.5	30.0	23.7
English Learners Current + Former	57.4	36.1	50.0	37.1
English Learners Current	42.1	27.6	33.3	30.7
Economically Disadvantaged	55.9	40.3	48.4	40.5

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	45.0	55.0	50.0	55.0	48.0	52.0	51.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	51.0	61.0	54.0	61.0	51.0	60.0	51.0	59.0
Black/African American	42.0	52.0	51.5	50.0	55.0	49.0	55.0	53.0
Hispanic/Latino	47.0	54.0	43.0	53.0	44.0	49.0	49.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	43.0	54.0	52.0	55.0	49.0	54.5	55.0	53.0
White/Caucasian	40.0	56.0	47.0	57.0	46.0	55.0	46.0	55.0
Special Education	13.0	49.0	39.0	51.0	49.0	46.0	22.0	43.0
English Learners Current + Former	35.0	55.0	45.5	54.0	47.0	47.0	48.5	49.0
English Learners Current	33.0	54.0	45.0	53.0	39.5	44.0	47.0	44.0
Economically Disadvantaged	47.0	54.0	50.0	53.0	51.0	49.0	48.0	49.0

AGP Growth Data

Math AGP Points Earned: 5.5/7.5

ELA AGP Points Earned: 5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	42.7	50.8	53.7	52.9	50.7	53.1	63.5	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	53.3	66.5	64.7	67.6	58.5	68.8	69.6	73.9
Black/African American	29.5	38.1	45.4	42.1	60.0	41.8	68.5	55.8
Hispanic/Latino	33.3	43.8	46.0	46.9	41.6	45.0	54.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.8	52.0	46.5	56.1	48.7	59.6	60.9	62.7
White/Caucasian	44.0	58.8	56.0	58.9	48.4	59.6	62.1	65.1
Special Education	21.4	32.3	14.2	34.0	40.0	35.9	33.3	41.3
English Learners Current + Former	39.6	41.8	50.0	43.1	52.0	41.2	58.3	52.0
English Learners Current	25.9	33.5	40.7	33.8	36.3	32.5	50.0	43.1
Economically Disadvantaged	37.7	43.0	51.9	45.2	49.5	43.7	58.9	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



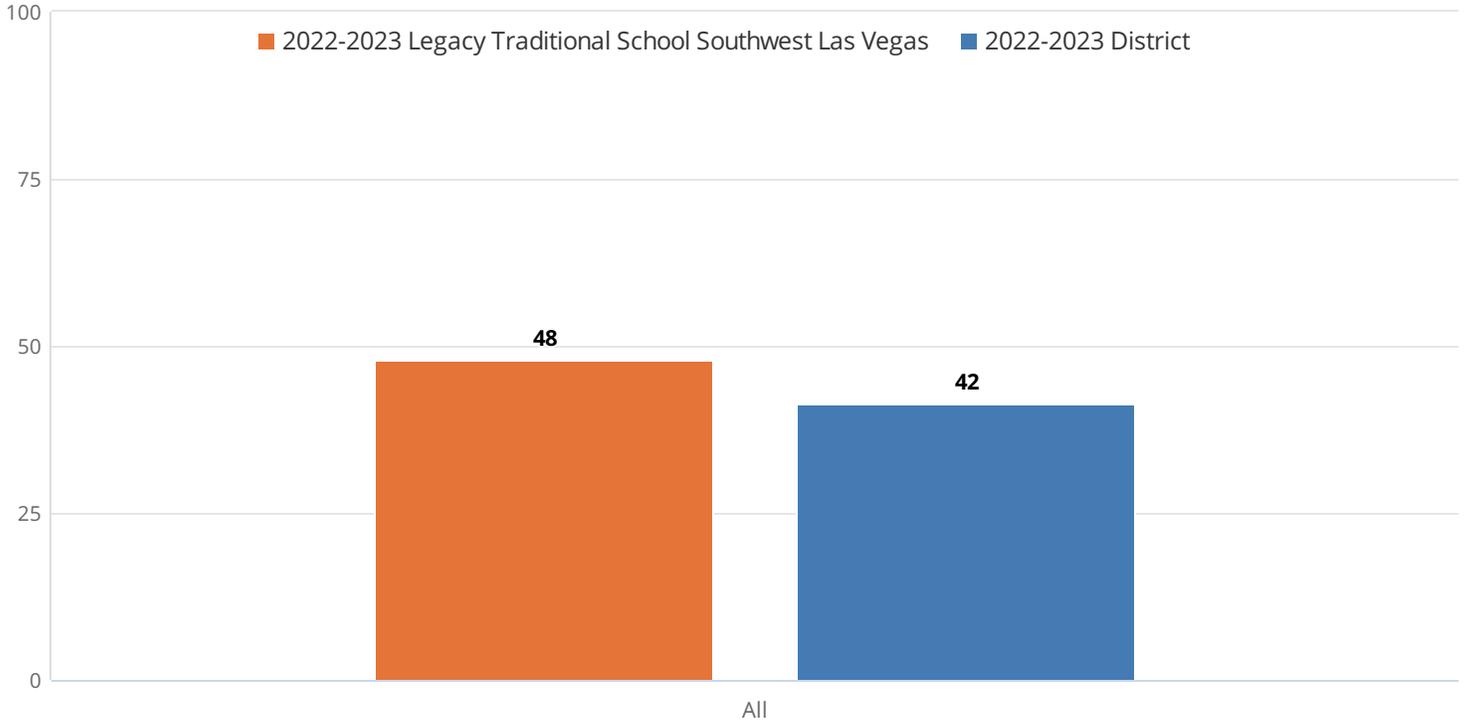
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	71	47.8	41.5	70	44.2	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 ELA AGP Points Earned: 5/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	23.9	31.9	39.1	37.1	45.2	40.9	59.1	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	28.1	42.0	50.0	48.2	51.4	50.6	76.0	63.3
Black/African American	18.1	25.9	36.3	29.9	60.8	36.1	68.4	49.4
Hispanic/Latino	22.5	29.9	40.9	34.4	33.9	36.3	45.9	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	31.8	31.3	25.0	40.3	33.3	44.5	64.2	55.0
White/Caucasian	18.5	37.8	37.5	42.6	55.8	47.9	45.4	55.2
Special Education	9.0	20.8	9.0	25.2	30.7	27.6	30.7	35.9
English Learners Current + Former	13.6	27.5	37.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	12.5	25.4	38.0	30.3	25.0	27.6	55.5	41.7
Economically Disadvantaged	19.6	28.7	36.3	33.1	39.7	35.5	63.4	47.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

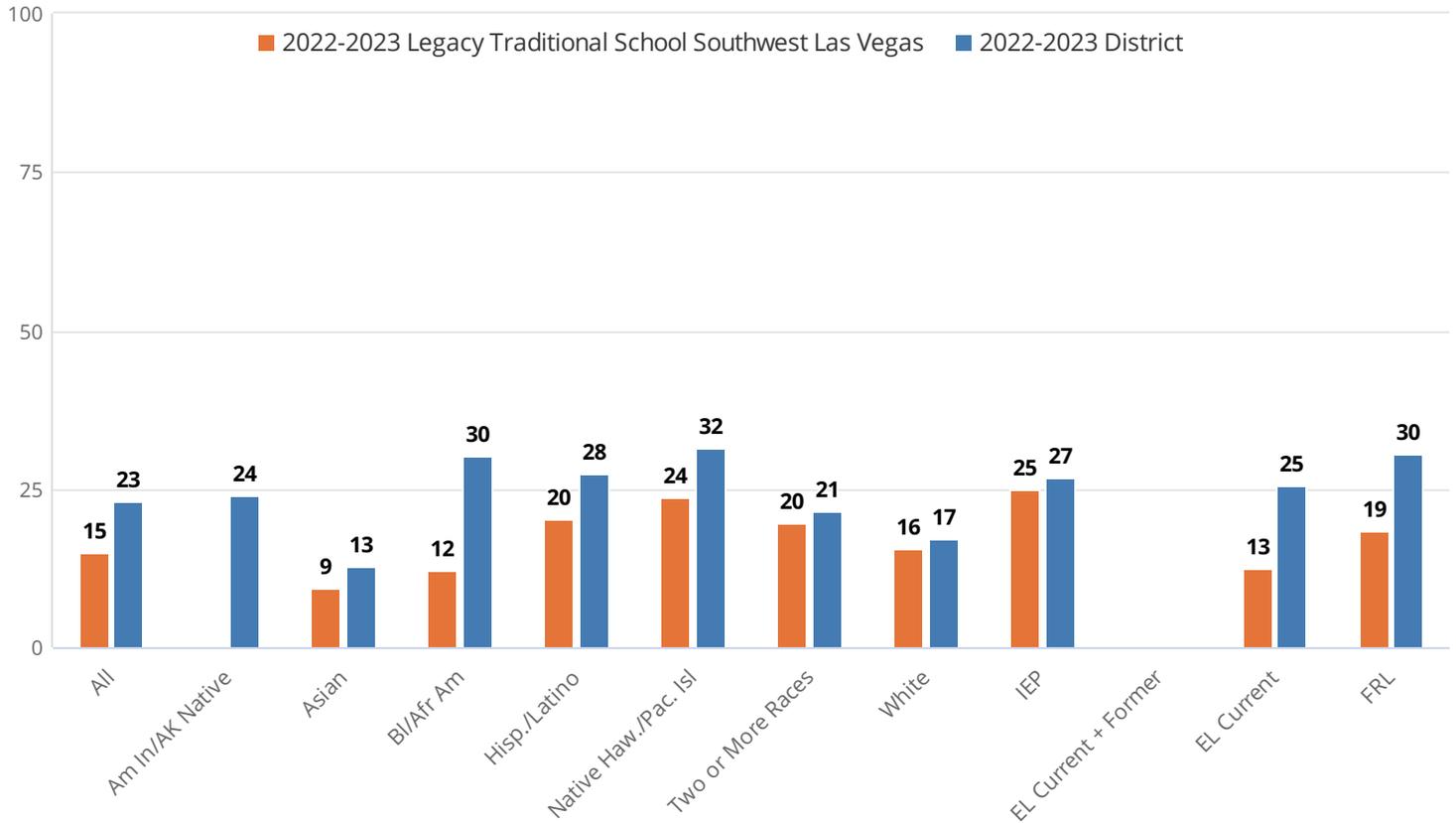
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	14.8	22.9	26.0	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	9.3	12.9	17.7	11.9
Black/African American	12.0	30.1	23.3	27.6
Hispanic/Latino	20.3	27.5	28.9	25.8
Pacific Islander	23.8	31.6	40.0	32.8
Two or More Races	19.5	21.4	30.9	22.2
White/Caucasian	15.5	17.1	33.0	16.9
Special Education	25.0	26.7	39.6	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	12.6	25.4	21.9	22.6
Economically Disadvantaged	18.5	30.4	29.8	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

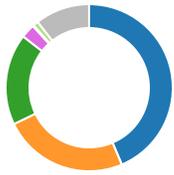


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School: 5024 Valley Drive
Address: North Las Vegas, NV 89031



School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



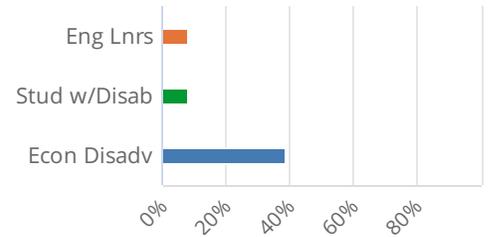
Student Race/Ethnicity

24.1% White
 17.6% BI/Afr Am
 43.4% Hisp/Latino
 2.7% Asian
 0.2% Am Ind/AK Nat
 1.0% Pac Isl
 10.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	48.6 ★★
2016-2017	N/A N/A

Additional Student Groups



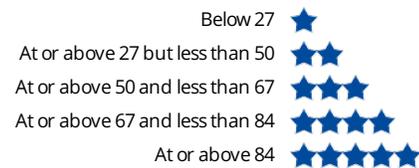
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.3	50.3
Math Proficiency	30.0	42.6
ELA Proficiency	48.6	59.6
Science Proficiency	30.3	44.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.4	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.1	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	90.6	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	43.0	58.0
ELA MGP	53.0	56.0
School Rate		District Rate
Met Math AGP Target	28.8	44.4
Met ELA AGP Target	47.8	61.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.8	21.9
Prior Non-Proficient Met ELA AGP Target	26.9	32.7

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

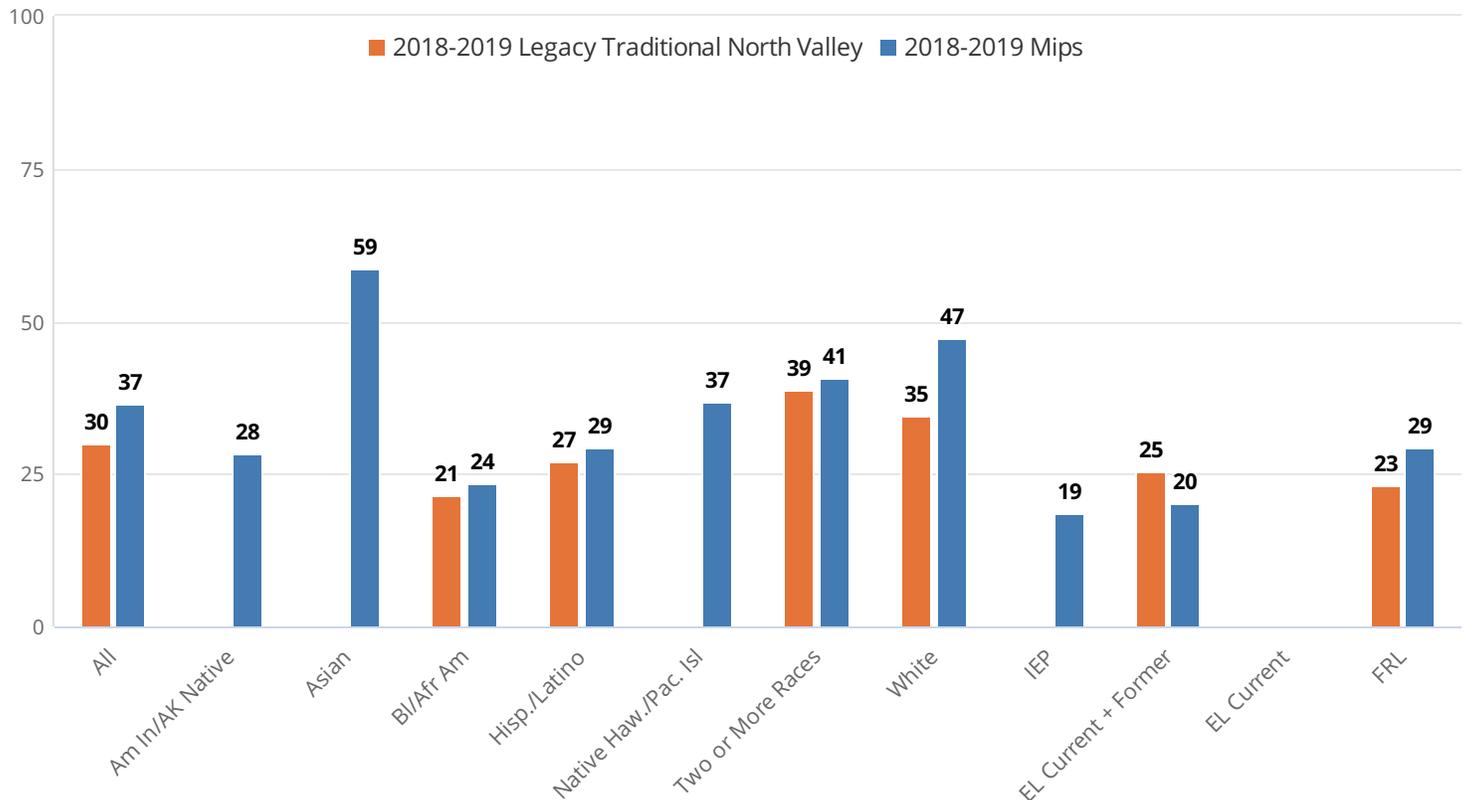
Pooled Proficiency Points Earned: 13/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.3	50.3	40.2	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30.0	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.4	24.2	23.5	31.0	17.7	19.5
Hispanic/Latino	27.1	31.9	29.3	23.4	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	38.8	47.3	40.6	28.5	41.5	37.5
White/Caucasian	34.5	51.3	47.1	45.1	44.4	44.4
Special Education	<5	12.1	18.6	9.0	11.5	14.3
English Learners Current + Former	25.4	26.9	20.2	28.5	22.2	16
English Learners Current	<5	12.6		28.5	8.5	
Economically Disadvantaged	23.0	29.0	29.2	25.0	21.7	25.5

**Math Assessments
% Proficient**



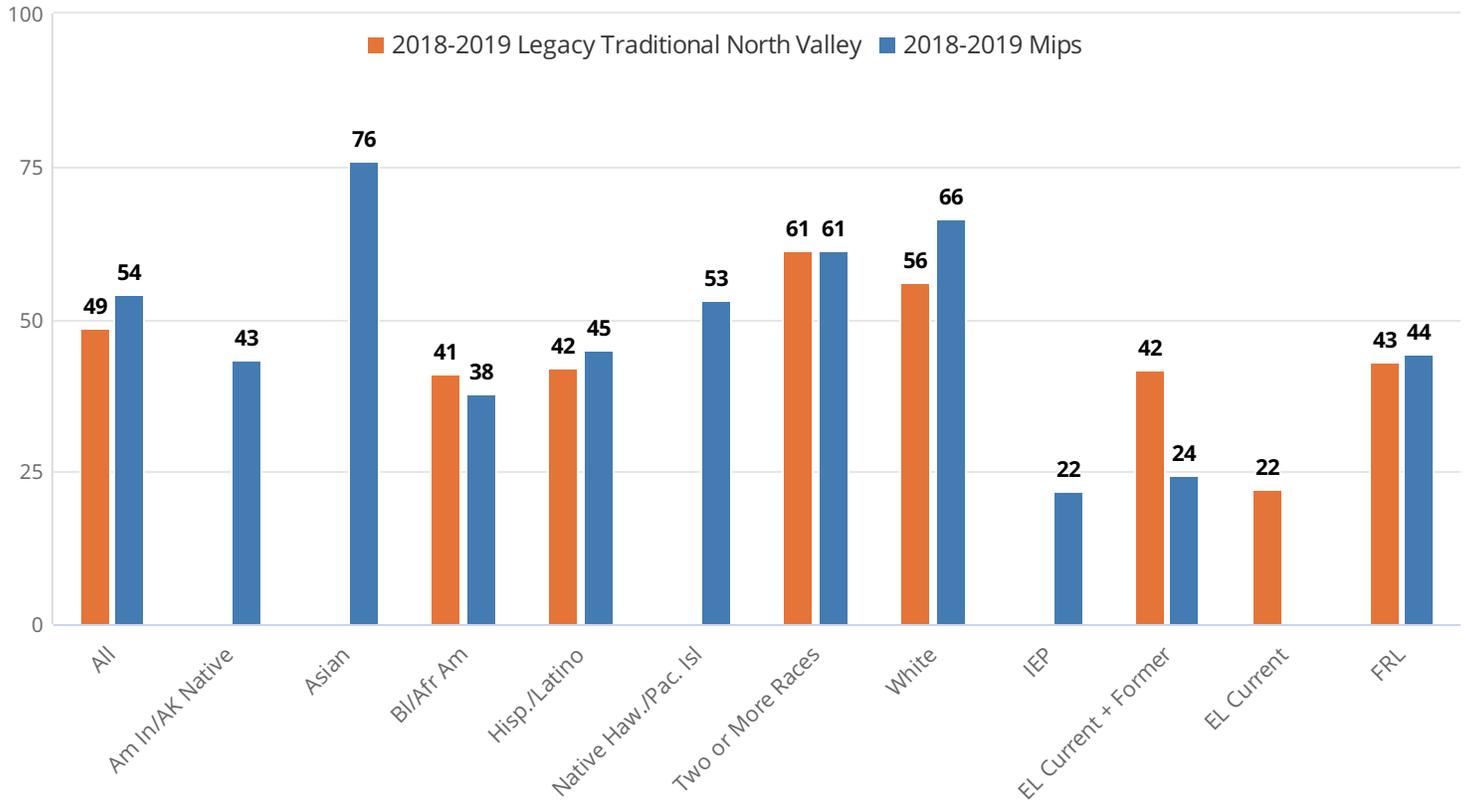


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.6	59.6	54.1	45.9	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	41.0	40.1	37.8	48.2	38.4	34.5
Hispanic/Latino	42.1	50.3	45.1	29.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.1	66.7	61.3	35.7	61.0	59.2
White/Caucasian	55.9	67.8	66.3	70.9	63.5	64.6
Special Education	<5	19.9	21.9	9.0	20.7	17.8
English Learners Current + Former	41.7	42.7	24.3	21.4	34.8	20.3
English Learners Current	22.2	22.0		21.4	15.8	
Economically Disadvantaged	43.0	46.4	44.4	55.0	41.5	41.4

ELA Assessments
% Proficient



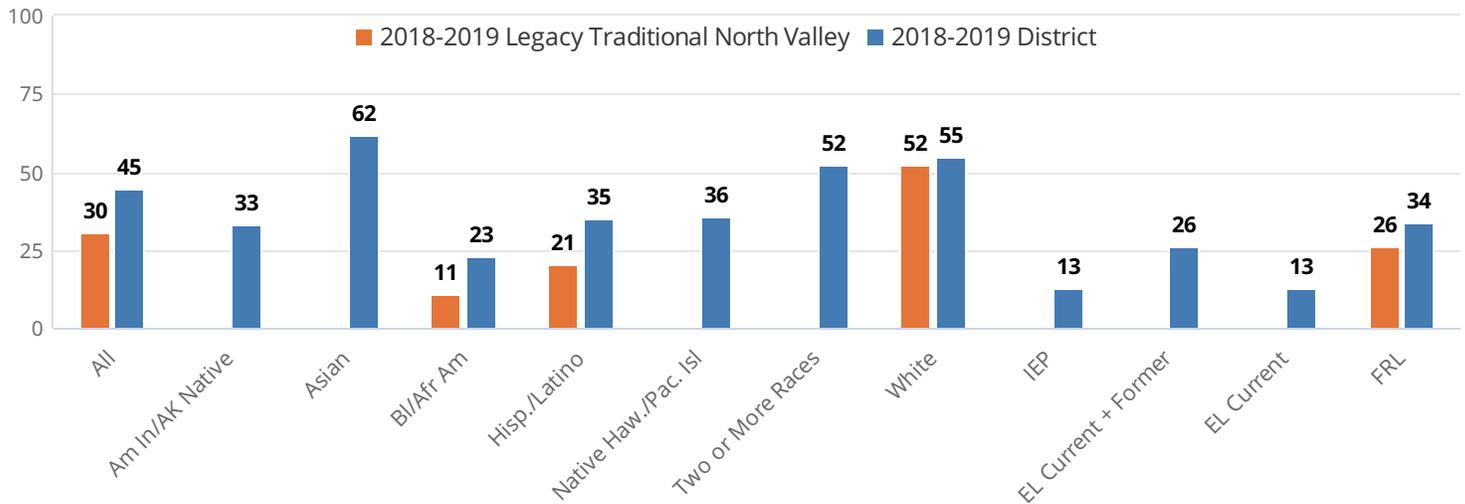


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	30.3	44.8	45.8	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	-	62.0	-	62.2
Black/African American	11.1	23.1	27.2	25.0
Hispanic/Latino	20.6	35.3	33.3	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	-	52.3	-	51.6
White/Caucasian	52.1	54.5	76.9	54.0
Special Education	-	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	25.9	33.7	-	30.7

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 6/10

Groups	2019		2019		2018		2018	
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	43.0	58.0	53.0	56.0	47.5	52.0	43.5	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	-	63.0	-	57.0	-	62.0	-	62.0
Black/African American	44.0	53.0	46.0	51.0	44.0	45.0	44.0	50.5
Hispanic/Latino	42.0	59.0	52.0	57.0	56.0	54.0	37.0	52.0
Pacific Islander	-	63.0	-	57.0	-	51.5	-	49.5
Two or More Races	50.0	56.0	54.0	54.0	34.0	53.0	31.0	55.0
White/Caucasian	50.5	58.0	56.0	56.0	47.0	49.0	65.0	53.0
Special Education	31.0	55.0	48.0	55.0	20.0	44.0	27.0	50.0
English Learners Current + Former	43.0	64.0	52.0	64.0	64.5	59.0	28.0	54.0
English Learners Current	46.5	61.0	59.0	62.0	64.5	57.0	28.0	53.0
Economically Disadvantaged	43.0	59.0	53.0	57.0	53.0	53.0	43.5	52.0

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 2.5/5

Groups	2019		2019		2018		2018	
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	28.8	44.4	47.8	61.4	29.6	37.7	44.5	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	-	65.9	-	78.6	-	66.6	-	78.1
Black/African American	22.2	27.5	44.4	44.3	23.0	20.1	48.1	39.5
Hispanic/Latino	28.6	35.5	42.3	53.6	21.9	30.2	30.9	47.2
Pacific Islander	-	47.3	-	59.8	-	35.4	-	53.1
Two or More Races	34.2	47.1	54.2	66.2	23.0	42.7	38.4	61.4
White/Caucasian	29.4	51.9	53.8	68.4	48.0	44.0	64.0	62.3
Special Education	<5	16.9	<5	25.4	9.0	14.5	9.0	23.7
English Learners Current + Former	25.4	32.8	37.2	48.4	25.0	31.3	25.0	40.0
English Learners Current	12.5	17.4	20.8	28.1	25.0	14.8	25.0	20.1
Economically Disadvantaged	24.1	33.4	43.5	50.4	27.7	25.8	55.5	42.3

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



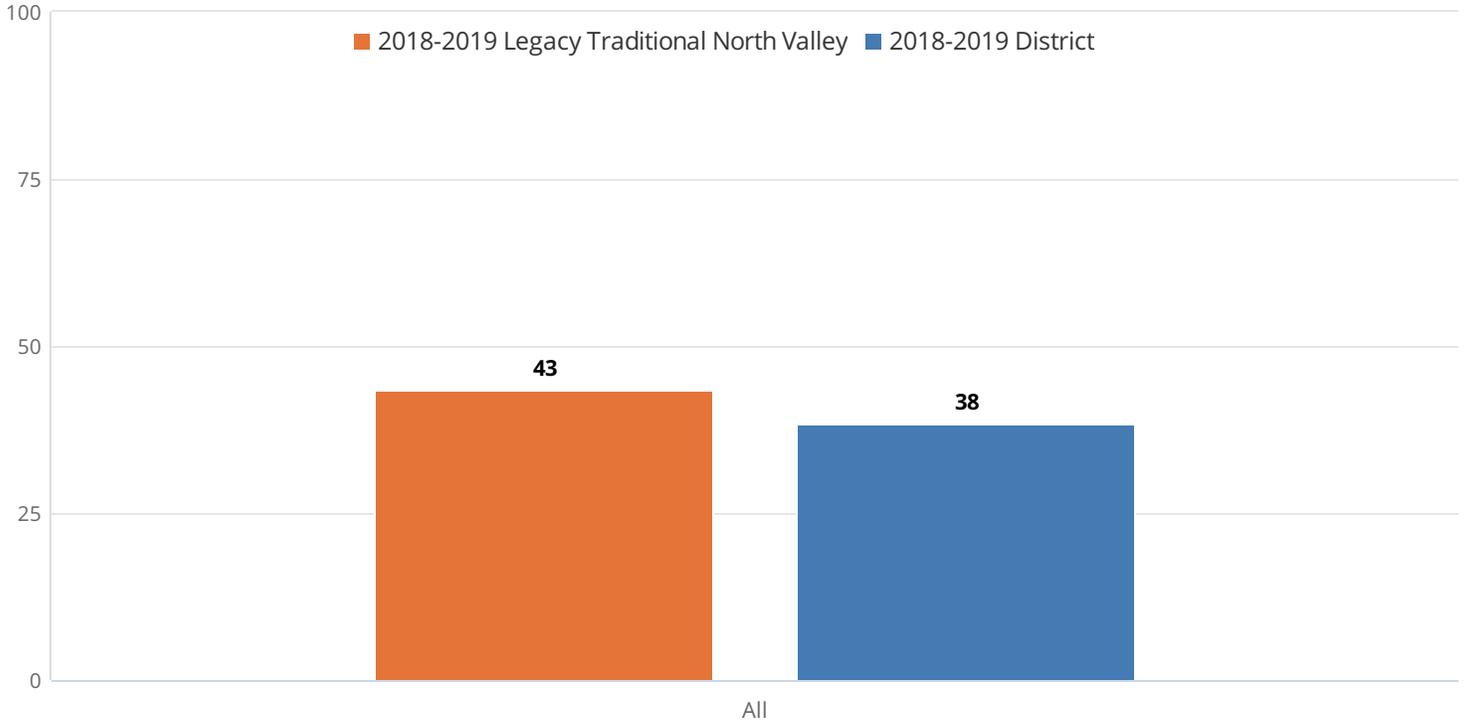
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	23	43.4	38.4	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 6/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	9.8	21.9	26.9	32.7	13.3	19.0	14.5	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	-	28.7	-	40.3	-	35.6	-	44.6
Black/African American	7.6	15.0	24.2	22.0	5.0	10.9	12.5	23.4
Hispanic/Latino	12.3	21.5	25.0	31.1	16.1	17.2	7.6	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	14.2	19.8	28.5	32.9	-	21.0	-	32.0
White/Caucasian	<5	24.8	31.7	38.4	25.0	21.5	33.3	33.3
Special Education	<5	9.7	5.0	16.8	<5	6.4	<5	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	5.8	N/A	13.3	N/A
English Learners Current	8.6	12.6	21.7	22.1	9.0	13.8	-	16.8
Economically Disadvantaged	11.3	19.5	29.1	29.2	11.3	16.0	5.5	23.5



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

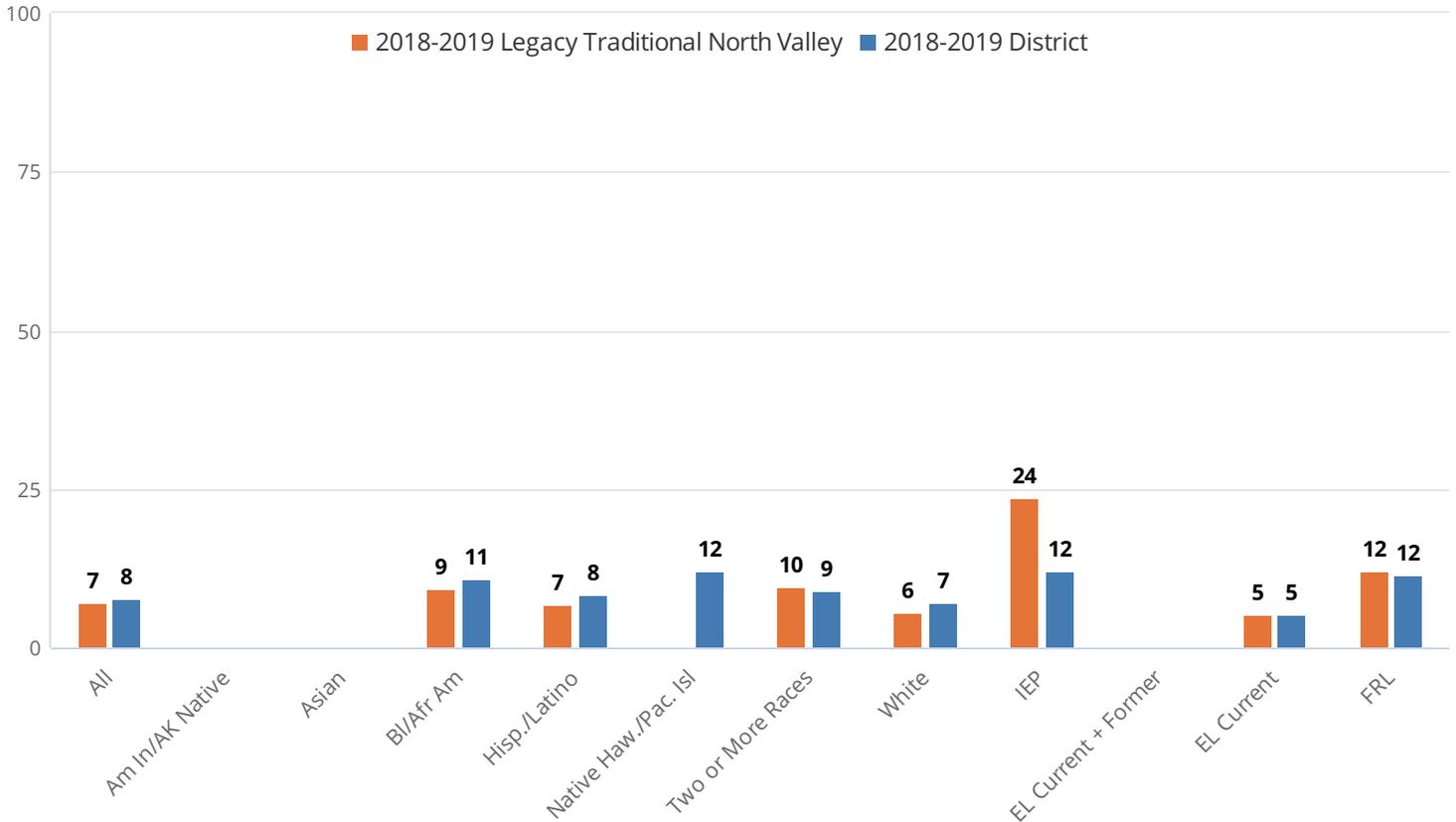
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	7.1	7.9	16.7	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	-	<5	-	<5
Black/African American	9.3	11.0	13.5	12.9
Hispanic/Latino	7.0	8.4	17.8	11.7
Pacific Islander	-	12.0	-	11.9
Two or More Races	9.7	8.9	11.7	12.0
White/Caucasian	5.7	7.2	21.4	10.9
Special Education	23.8	12.2	21.0	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.4	5.3	7.1	8.5
Economically Disadvantaged	12.0	11.5	13.7	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

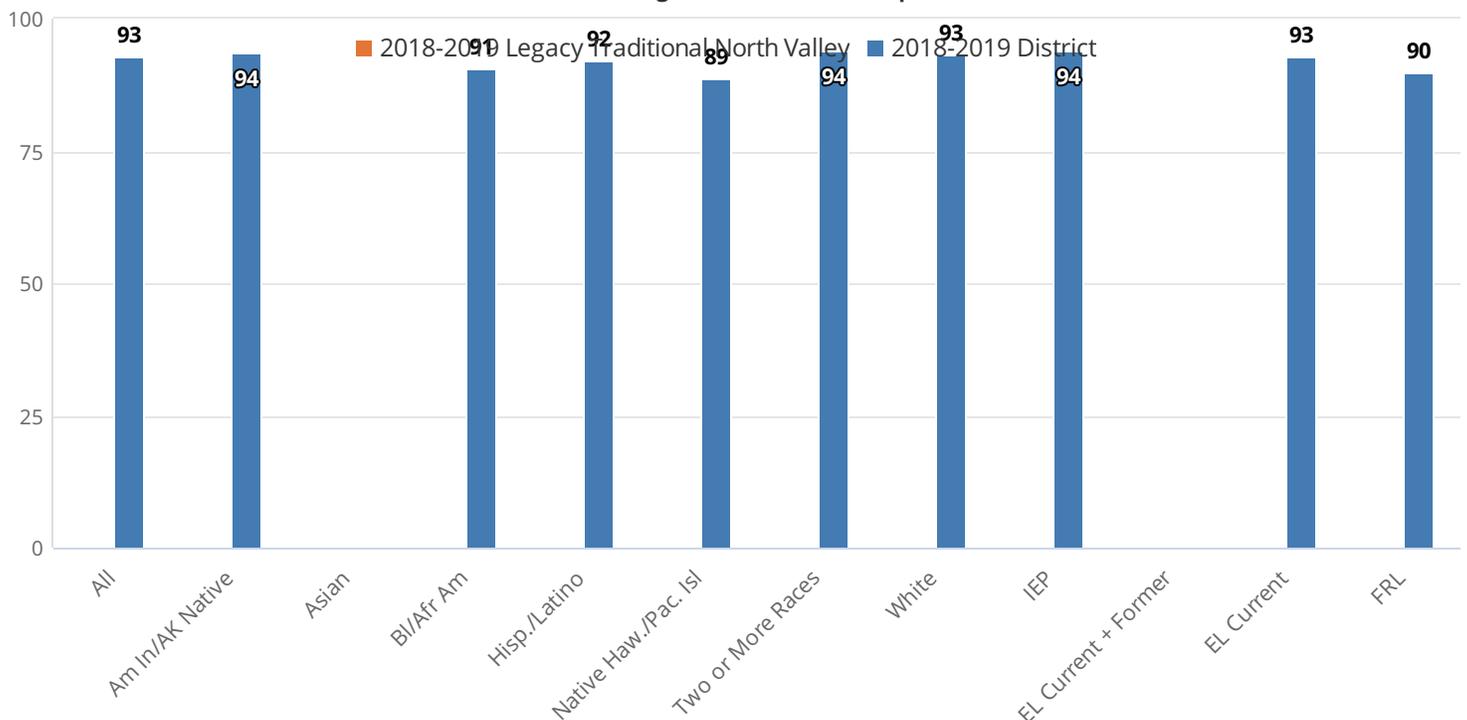
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	93.7	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	92.3	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8	>95	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	-	>95	-	>95
Black/African American	>95	90.5	>95	85.4
Hispanic/Latino	>95	92.2	>95	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	-	93.8	-	91.7
White/Caucasian	>95	93.2	>95	93.4
Special Education	-	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	>95	85.6
Economically Disadvantaged	>95	89.7	>95	85.6

% of Students Meeting 8th Grade Credit Requirements

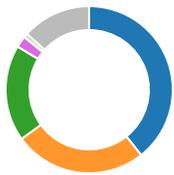


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School: 5024 Valley Drive
Address: North Las Vegas, NV 89031



School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met



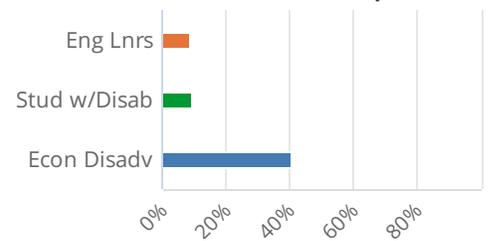
Student Race/Ethnicity

25.6% White
 18.6% BI/Afr Am
 39.2% Hisp/Latino
 2.2% Asian
 0.1% Am Ind/AK Nat
 0.7% Pac Isl
 13.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	34.5 ★★
2016-2017	N/A N/A

Additional Student Groups



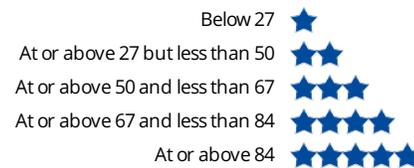
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.8	54.0
Math Proficiency	42.4	54.5
ELA Proficiency	43.4	60.1
Science Proficiency	15.8	34.8
Read-by-Grade-3 Proficiency	46.3	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	55.0
ELA MGP	39.0	52.0
	School Rate	District Rate
Met Math AGP Target	32.4	49.8
Met ELA AGP Target	43.9	59.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	60.7	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.4	27.9
Prior Non-Proficient Met ELA AGP Target	33.0	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	8.0
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

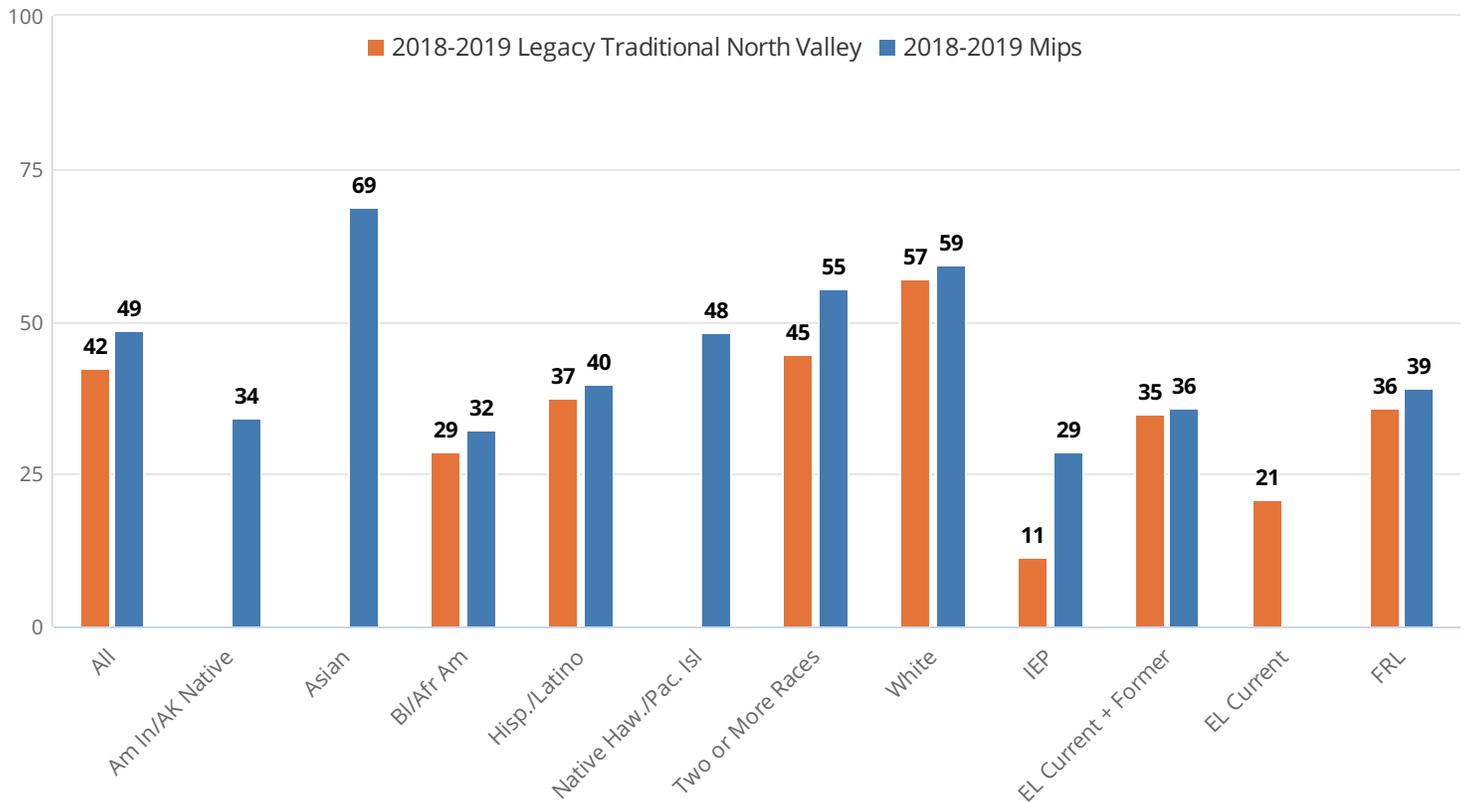
Pooled Proficiency Points Earned: 6/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.8	54.0	36.8	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.4	54.5	48.5	36.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	28.7	31.3	32.3	30.2	30.6	28.8
Hispanic/Latino	37.3	44.6	39.6	32.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	44.6	58.2	55.3	38.0	59.0	52.9
White/Caucasian	57.0	62.3	59.3	45.8	61.1	57.2
Special Education	11.3	27.4	28.6	15.2	29.2	24.8
English Learners Current + Former	35.0	42.3	35.8	28.0	37.4	32.4
English Learners Current	20.9	32.4		28.0	25.5	
Economically Disadvantaged	35.7	39.8	39	34.2	33.1	35.7

Math Assessments
% Proficient



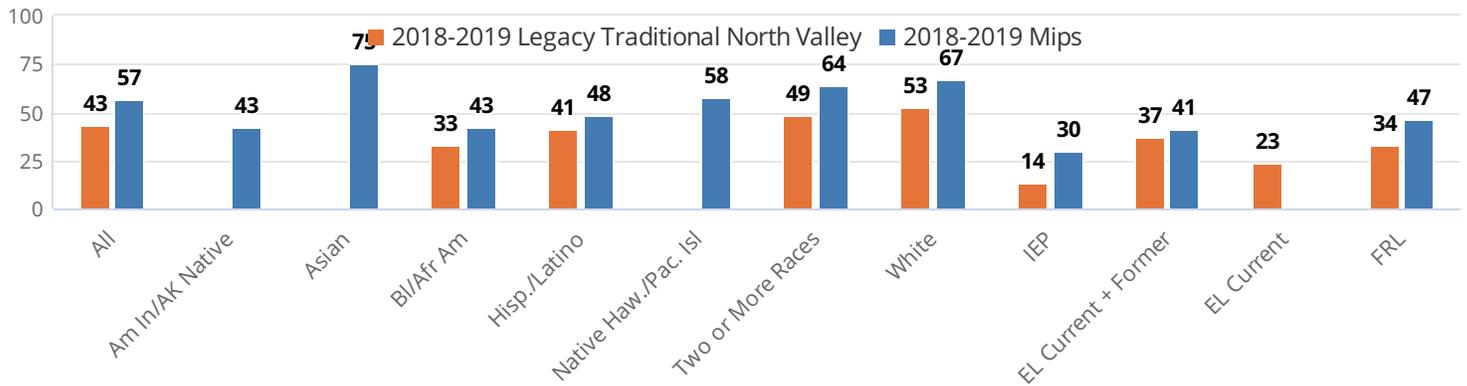


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.4	60.1	57	41.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	32.5	40.9	42.6	38.8	40.5	39.6
Hispanic/Latino	41.3	51.1	48.2	34.1	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	48.9	63.8	64.4	53.5	67.1	62.6
White/Caucasian	52.6	66.8	67.4	48.8	65.0	65.7
Special Education	13.6	26.7	30	21.7	29.3	26.3
English Learners Current + Former	36.9	42.2	41.4	28.0	38.9	38.4
English Learners Current	23.2	29.4		28.0	22.8	
Economically Disadvantaged	33.5	45.4	46.8	38.7	40.4	44

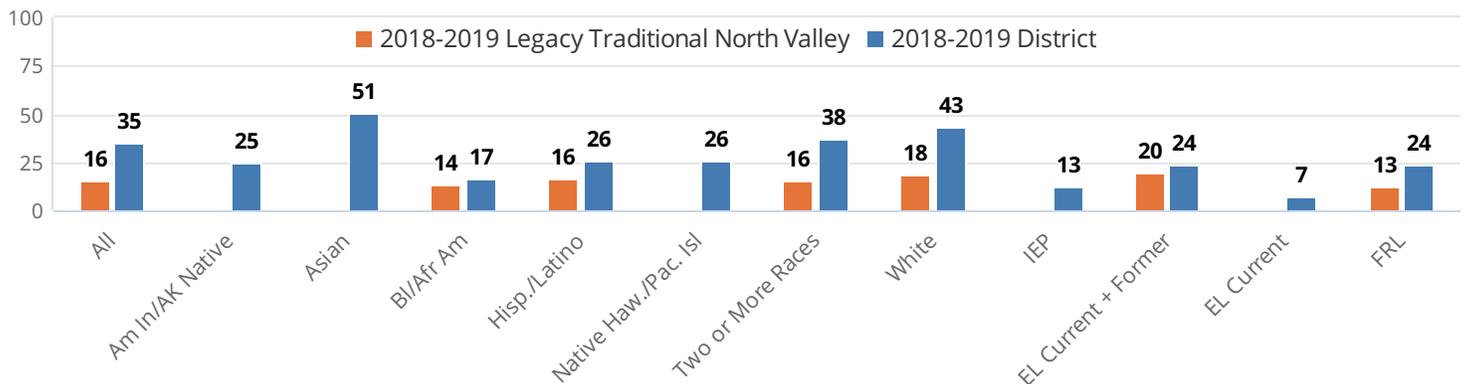
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	15.8	34.8	20.4	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	-	50.5	-	49.2
Black/African American	13.7	16.6	15.6	14.6
Hispanic/Latino	16.3	25.8	11.2	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	15.7	37.6	23.5	46.6
White/Caucasian	18.4	42.8	34.8	43.9
Special Education	<5	12.5	18.1	19.4
English Learners Current + Former	20.0	24.2	10.5	15.2
English Learners Current	-	7.3	10.5	<5
Economically Disadvantaged	12.5	23.8	10.5	17.3

Science Assessments
% Proficient





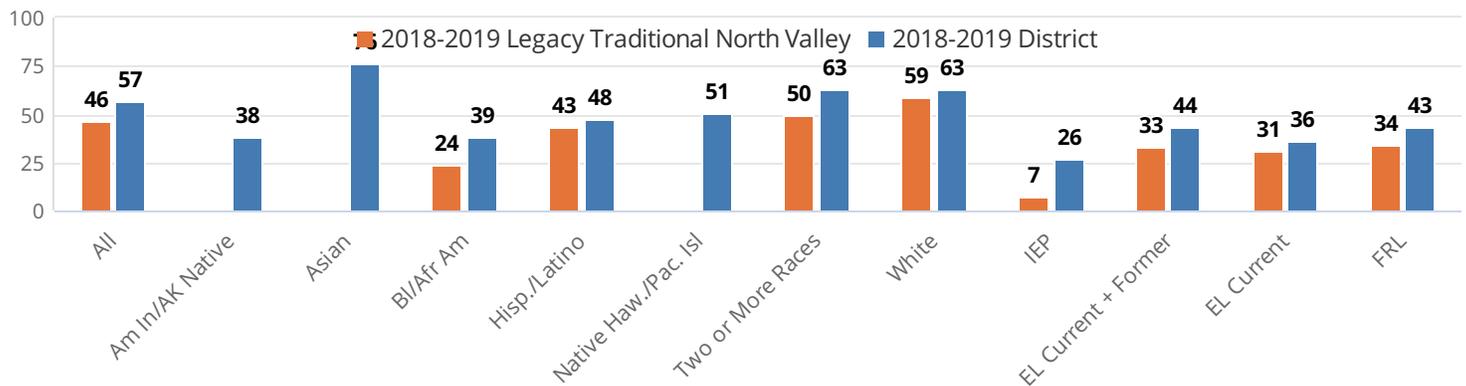
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	46.3	56.7	41.6	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	-	75.8	-	74.5
Black/African American	23.8	38.5	37.9	34.2
Hispanic/Latino	42.8	47.5	37.0	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	50.0	63.1	50.0	64.3
White/Caucasian	58.9	62.6	47.5	62.6
Special Education	7.1	26.3	40.0	29.4
English Learners Current + Former	33.3	43.6	36.0	33.0
English Learners Current	31.2	36.1	36.0	21.8
Economically Disadvantaged	34.3	43.3	37.0	37.5

Read by Grade 3
% Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	61.3	54
1st Grade	56.5	54
Kindergarten	45.3	43



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	45.0	55.0	39.0	52.0	48.5	53.0	30.5	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	-	58.0	-	59.0	-	61.5	-	62.0
Black/African American	40.0	48.0	27.0	43.5	45.0	45.0	31.0	44.0
Hispanic/Latino	39.0	54.0	42.0	51.0	50.0	49.0	29.5	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	43.5	53.0	20.0	50.0	34.0	53.0	33.0	51.5
White/Caucasian	53.0	57.0	43.5	54.0	54.0	55.0	30.0	49.0
Special Education	23.5	51.0	23.5	42.0	28.0	49.0	25.0	40.5
English Learners Current + Former	35.0	59.0	34.0	53.0	52.5	49.0	33.0	52.0
English Learners Current	35.0	56.0	34.0	49.0	52.5	43.5	33.0	44.0
Economically Disadvantaged	38.0	53.0	35.0	47.0	38.0	46.0	28.0	46.0

AGP Growth Data

Math AGP Points Earned: 3/7.5

ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	32.4	49.8	43.9	59.8	37.1	48.6	34.2	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.8
Black/African American	23.5	30.2	39.2	43.5	28.7	28.8	27.2	41.4
Hispanic/Latino	27.0	43.0	43.2	54.2	36.5	37.9	31.7	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	33.3	50.2	33.3	59.4	40.0	51.2	46.0	60.8
White/Caucasian	45.8	56.1	54.1	65.1	41.5	53.8	38.6	58.7
Special Education	7.1	28.4	25.0	34.5	9.6	29.5	16.1	30.5
English Learners Current + Former	28.5	43.9	42.8	48.1	30.8	35.3	25.0	44.6
English Learners Current	17.3	34.7	30.4	37.6	30.8	23.4	25.0	32.2
Economically Disadvantaged	23.1	38.3	36.1	47.8	28.7	29.9	28.7	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



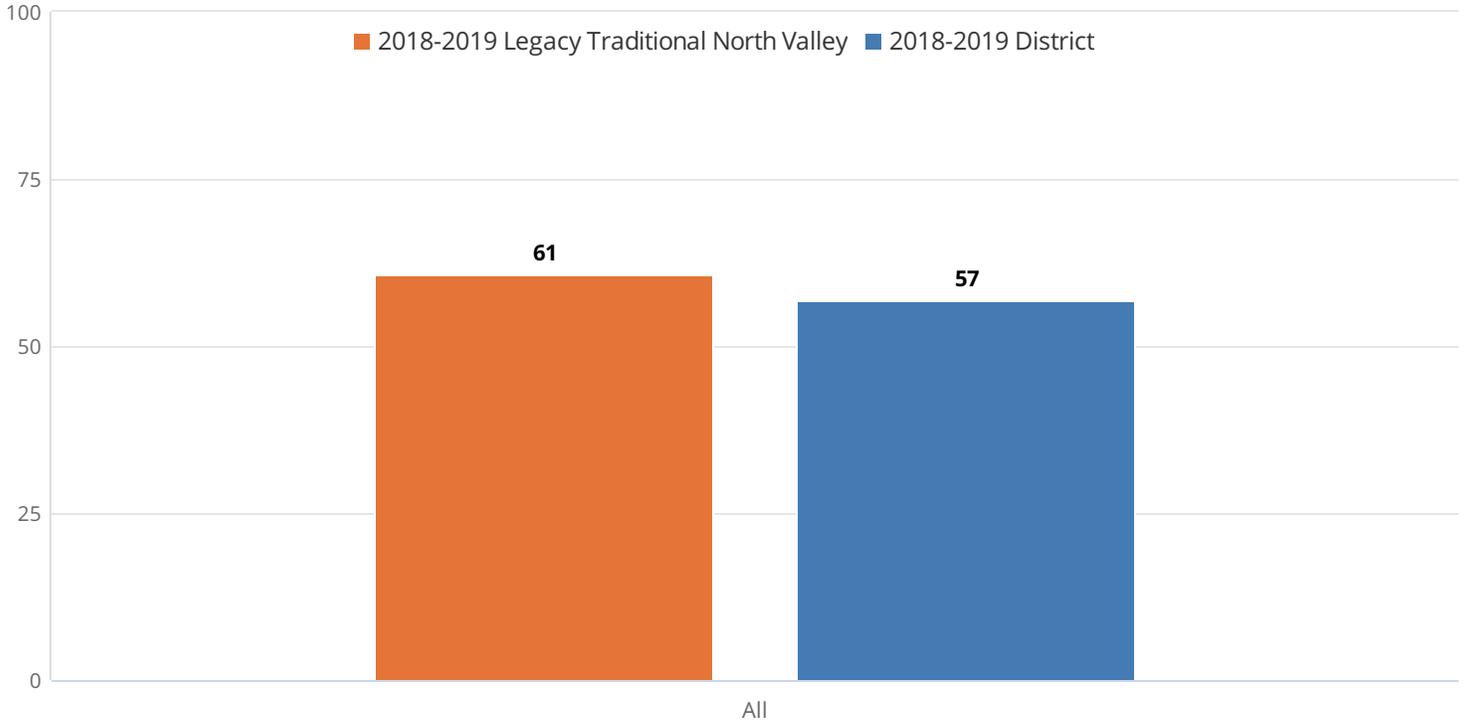
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	56	60.7	56.7	70	32.8	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 3/10				ELA AGP Points Earned: 3/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	21.4	27.9	33.0	39.3	24.7	27.0	20.1	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	13.3	20.0	36.0	26.5	20.4	16.5	22.8	30.4
Hispanic/Latino	15.3	26.0	32.8	37.0	20.8	22.7	16.0	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	31.2	27.4	25.0	36.3	32.0	31.2	21.4	41.4
White/Caucasian	31.5	32.2	35.1	45.8	29.5	31.5	22.9	38.8
Special Education	9.5	16.3	10.0	22.4	8.3	15.5	7.4	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	25.0	N/A	18.6	N/A
English Learners Current	15.0	24.2	27.7	31.7	15.6	16.9	11.4	31.4
Economically Disadvantaged	17.3	23.0	28.5	32.3	18.4	20.0	19.4	29.9



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

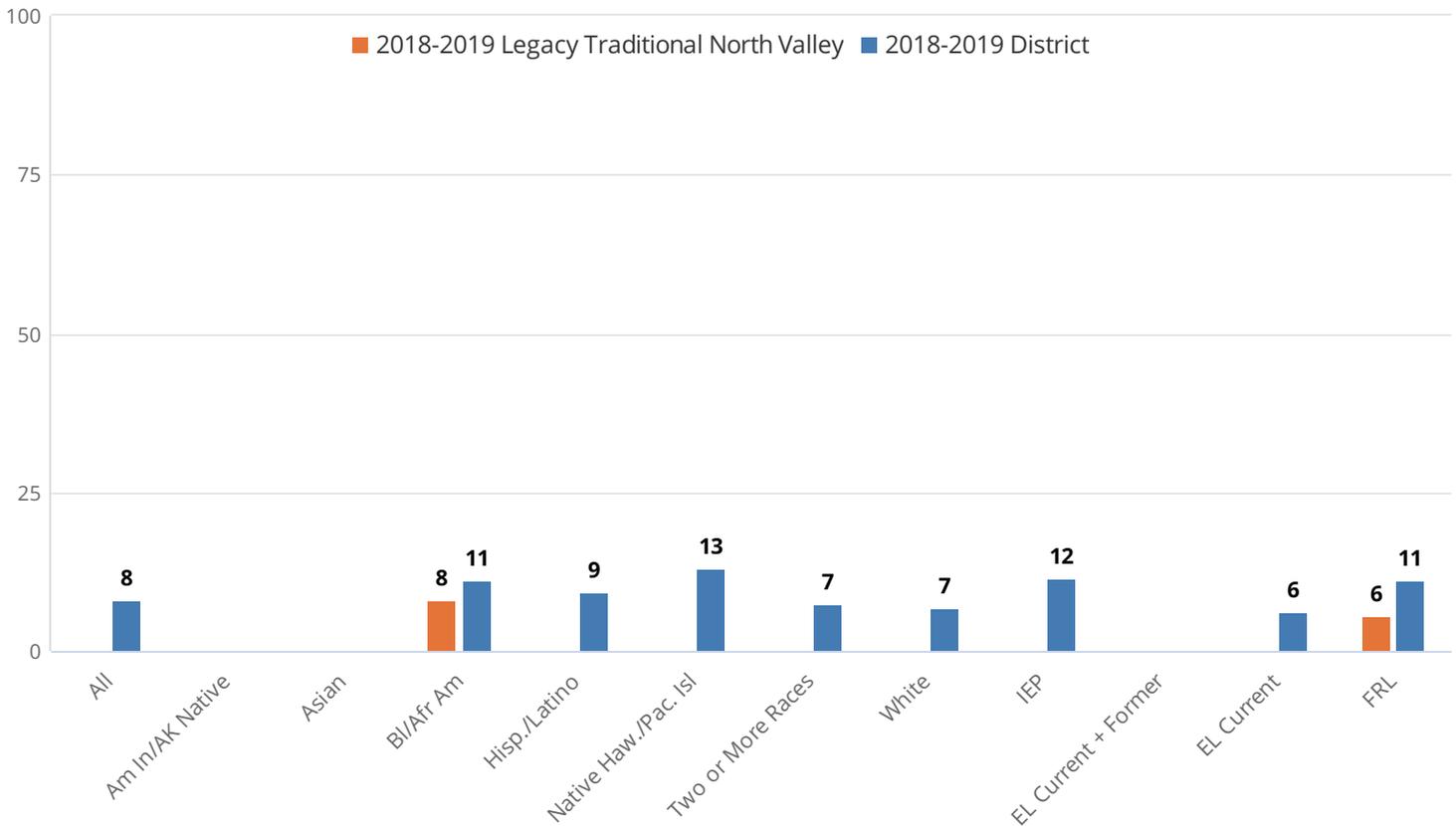
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	<5	8.0	9.4	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	<5	<5	10.5	<5
Black/African American	8.0	11.1	8.8	14.5
Hispanic/Latino	<5	9.4	8.5	11.5
Pacific Islander	-	13.1	10.0	12.6
Two or More Races	<5	7.4	7.6	9.0
White/Caucasian	<5	6.9	11.5	9.0
Special Education	<5	11.5	8.1	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	6.2	<5	10.4
Economically Disadvantaged	5.7	11.2	13.8	15.9

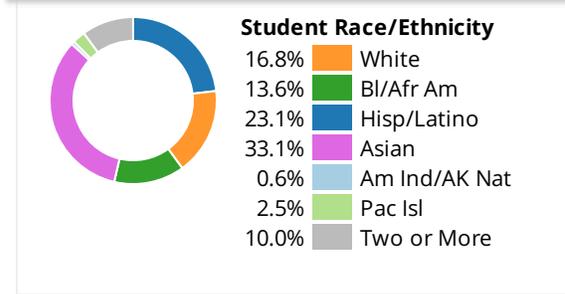
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



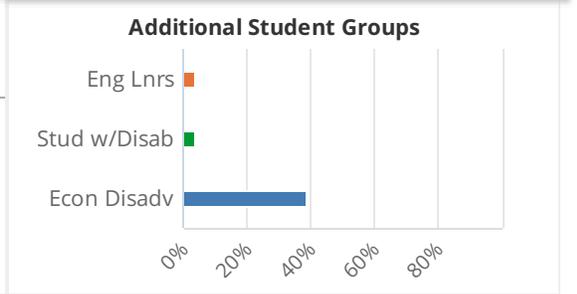
'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 7077 W. Wigwam Avenue Las Vegas, NV 89113</p>	 72.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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School Performance History

School Year	Index Score/	Star Rating
2021-2022	73.0	NR
2020-2021	N/A	N/A



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2022-2023 School Performance

Academic Achievement Indicator 23/25

Measure	School Rate	District Rate
Pooled Proficiency	54.3	45.7
Math Proficiency	46.4	38.5
ELA Proficiency	63.5	53.4
Science Proficiency	50.0	43.9

Student Growth Indicator 25/30

Measure	School Median	District Median
Math MGP	61.0	56.0
ELA MGP	53.0	56.0
	School Rate	District Rate
Met Math AGP Target	49.1	40.4
Met ELA AGP Target	61.4	52.8

English Language Proficiency Indicator 1/10

Measure	School Rate	District Rate
Met EL AGP Target	11.7	29.3

Closing Opportunity Gaps Indicator 14/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.4	18.0
Prior Non-Proficient Met ELA AGP Target	23.1	23.3

Student Engagement Indicator **9.5/15

Measure	School Rate	District Rate
Chronic Absenteeism	15.7	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.8	92.7
Climate Survey Participation	92.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
 Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

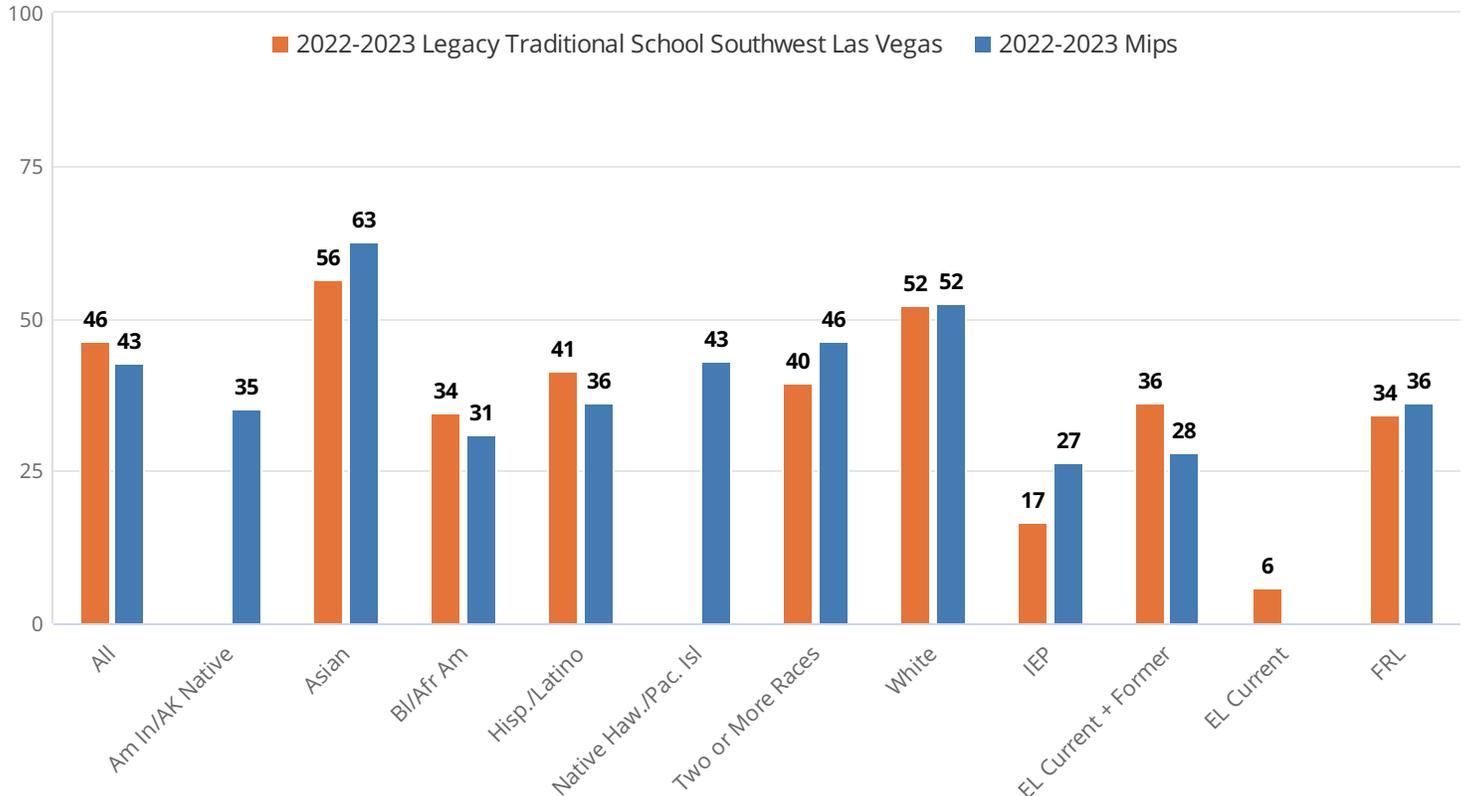
Pooled Proficiency Points Earned: 23/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.3	45.7	54.0	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	46.4	38.5	42.7	42.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	56.2	62.5	62.6	58.0	62.7	60.6
Black/African American	34.4	19.4	31	27.2	18.2	27.3
Hispanic/Latino	41.4	28.3	36.2	31.1	26.4	32.8
Pacific Islander	-	37.9	43.1	45.4	28.3	40.1
Two or More Races	39.5	44.5	46.4	35.8	41.8	43.6
White/Caucasian	52.1	51.4	52.3	43.9	48.1	49.8
Special Education	16.6	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	36.1	21.5	28	39.2	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	34.1	24.9	36.1	35.7	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

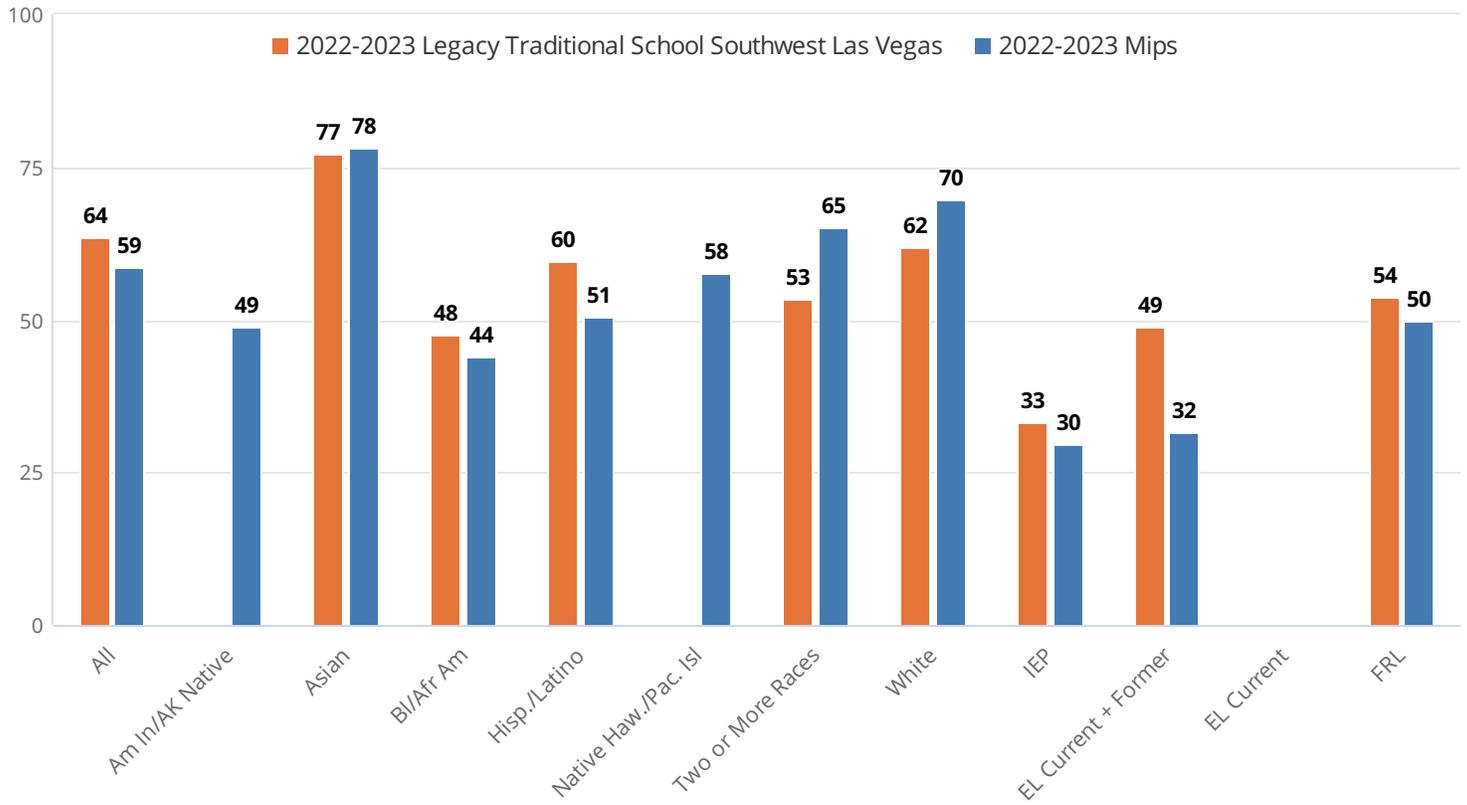


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.5	53.4	58.6	67.4	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	77.1	74.7	78.2	79.4	79.0	77.1
Black/African American	47.5	37.4	43.9	56.0	41.1	40.9
Hispanic/Latino	59.5	44.8	50.5	58.4	48.2	47.9
Pacific Islander	-	47.2	57.8	54.5	53.3	55.5
Two or More Races	53.4	60.0	65	71.6	64.6	63.2
White/Caucasian	61.9	64.0	69.6	67.0	67.2	68
Special Education	33.3	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	48.9	34.0	31.7	53.5	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	53.7	40.8	49.8	61.6	45.9	47.1

**ELA Assessments
% Proficient**



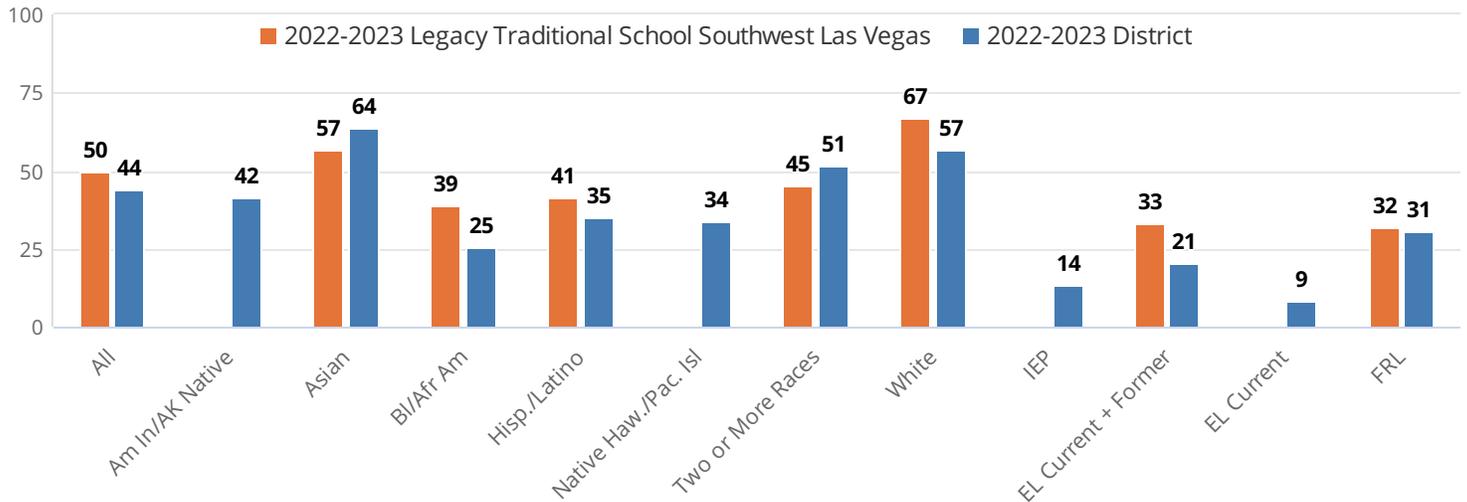


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	50.0	43.9	49.6	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	56.8	63.5	56.7	63.9
Black/African American	38.8	25.3	36.8	28.3
Hispanic/Latino	41.3	34.8	34.2	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	45.4	51.4	63.1	53.3
White/Caucasian	66.6	56.5	54.2	57.8
Special Education	-	13.6	20.0	12.0
English Learners Current + Former	33.3	20.7	33.3	19.4
English Learners Current	-	8.5	9.0	6.9
Economically Disadvantaged	32.1	30.8	40.6	31.9

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10

ELA MGP Points Earned: 6/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	61.0	56.0	53.0	56.0	62.0	56.0	53.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	60.5	61.0	55.0	57.0	68.5	61.0	54.5	61.0
Black/African American	64.0	51.0	49.5	55.0	61.5	52.0	49.0	54.0
Hispanic/Latino	59.0	54.0	61.0	55.0	57.0	54.0	56.5	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	63.0	59.0	46.0	58.0	51.5	57.0	51.0	55.0
White/Caucasian	58.0	58.0	46.0	56.0	62.0	57.0	53.0	56.0
Special Education	69.5	52.0	76.5	55.0	49.5	44.0	29.5	43.0
English Learners Current + Former	63.0	54.0	55.0	56.0	57.0	54.0	54.0	54.0
English Learners Current	56.0	53.0	41.0	53.0	42.0	50.0	52.0	51.0
Economically Disadvantaged	59.0	54.0	49.0	55.0	66.5	54.0	49.0	55.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	49.1	40.4	61.4	52.8	46.2	40.8	66.2	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	55.9	62.5	73.0	72.6	60.4	63.7	70.8	77.2
Black/African American	43.3	23.7	48.3	39.6	30.6	24.7	59.6	49.7
Hispanic/Latino	42.7	30.6	61.4	44.7	36.0	31.4	60.2	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	48.8	46.9	53.4	59.5	38.0	43.8	66.0	65.6
White/Caucasian	53.6	51.9	55.0	61.5	51.1	50.7	69.3	67.2
Special Education	25.0	15.1	33.3	22.3	5.5	12.9	16.6	26.3
English Learners Current + Former	38.2	24.3	53.1	35.3	41.0	25.2	53.5	45.5
English Learners Current	11.7	10.9	17.6	16.2	10.5	12.6	15.7	28.2
Economically Disadvantaged	37.7	28.1	52.0	41.9	41.7	29.9	60.1	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



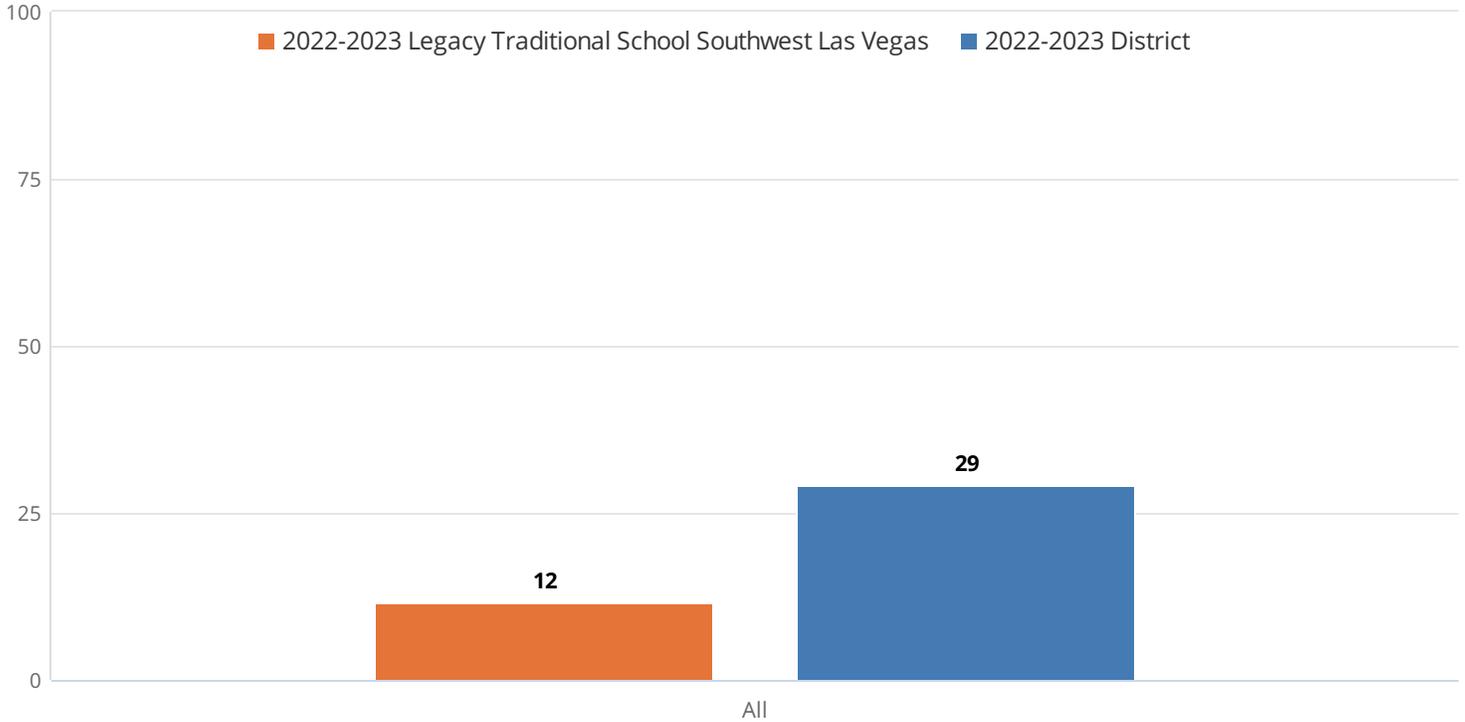
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	17	11.7	29.3	19	10.5	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 4/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	25.4	18.0	23.1	23.3	29.0	23.5	35.0	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	26.8	26.3	30.0	36.0	39.7	38.5	26.0	51.3
Black/African American	21.4	12.5	10.0	20.2	20.4	16.6	26.9	33.6
Hispanic/Latino	23.8	15.4	32.5	21.4	22.8	20.3	36.3	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	31.0	20.8	30.7	27.8	15.6	24.1	37.5	42.9
White/Caucasian	28.2	23.6	10.0	26.3	36.6	28.8	42.8	40.2
Special Education	10.0	8.5	20.0	12.4	<5	7.8	11.7	19.6
English Learners Current + Former	20.5	13.5	24.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	11.7	8.9	17.6	12.7	11.1	11.3	11.1	24.4
Economically Disadvantaged	16.9	14.2	21.4	20.9	31.3	19.7	28.7	35.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

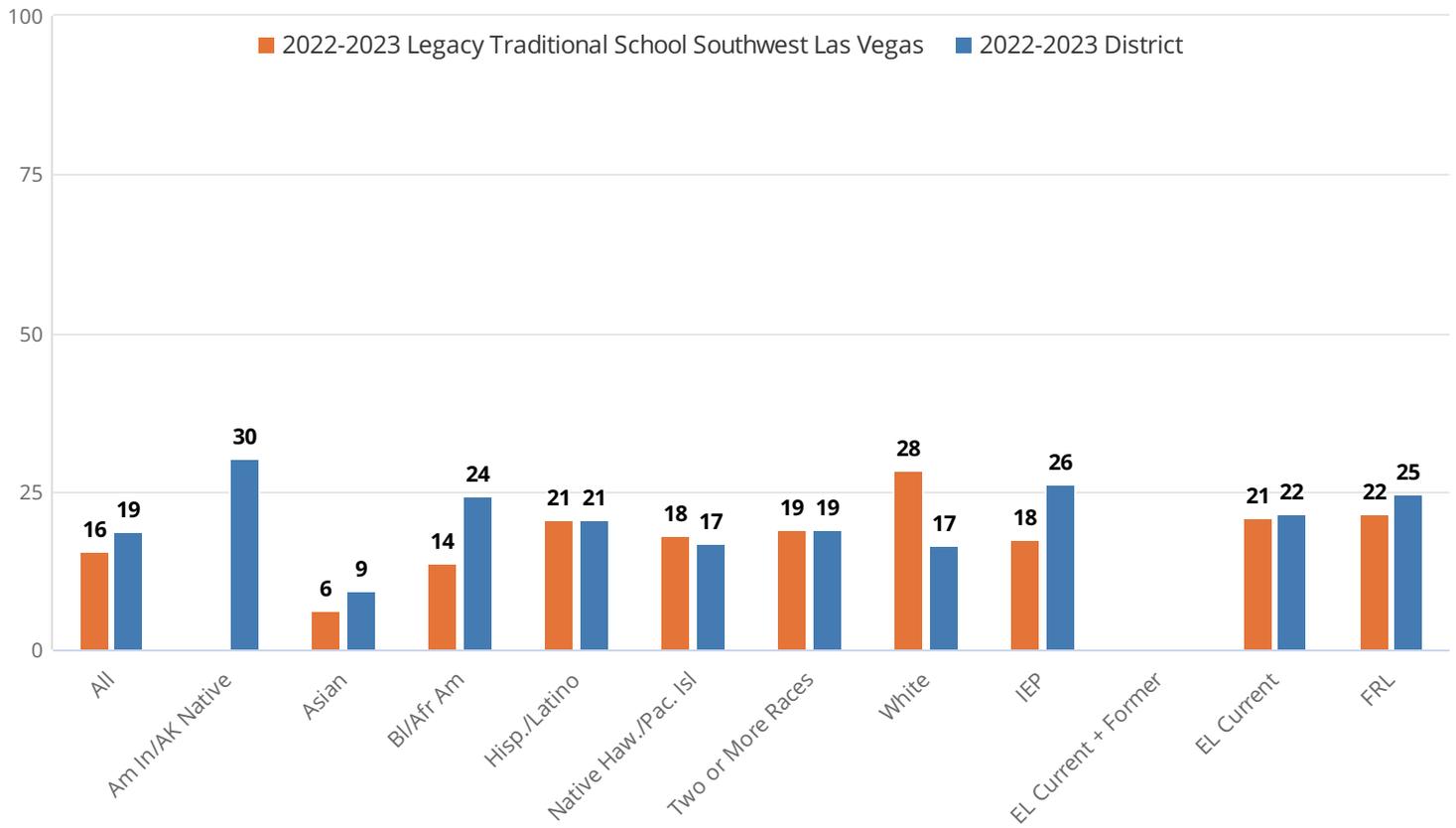
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	15.7	18.8	31.6	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	6.2	9.3	18.9	8.7
Black/African American	13.8	24.2	23.6	24.9
Hispanic/Latino	20.7	20.6	44.2	19.9
Pacific Islander	18.1	16.7	27.2	22.7
Two or More Races	19.1	19.0	33.9	19.4
White/Caucasian	28.2	16.5	41.4	16.1
Special Education	17.6	26.3	52.3	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	21.0	21.6	26.0	18.3
Economically Disadvantaged	21.6	24.7	34.7	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

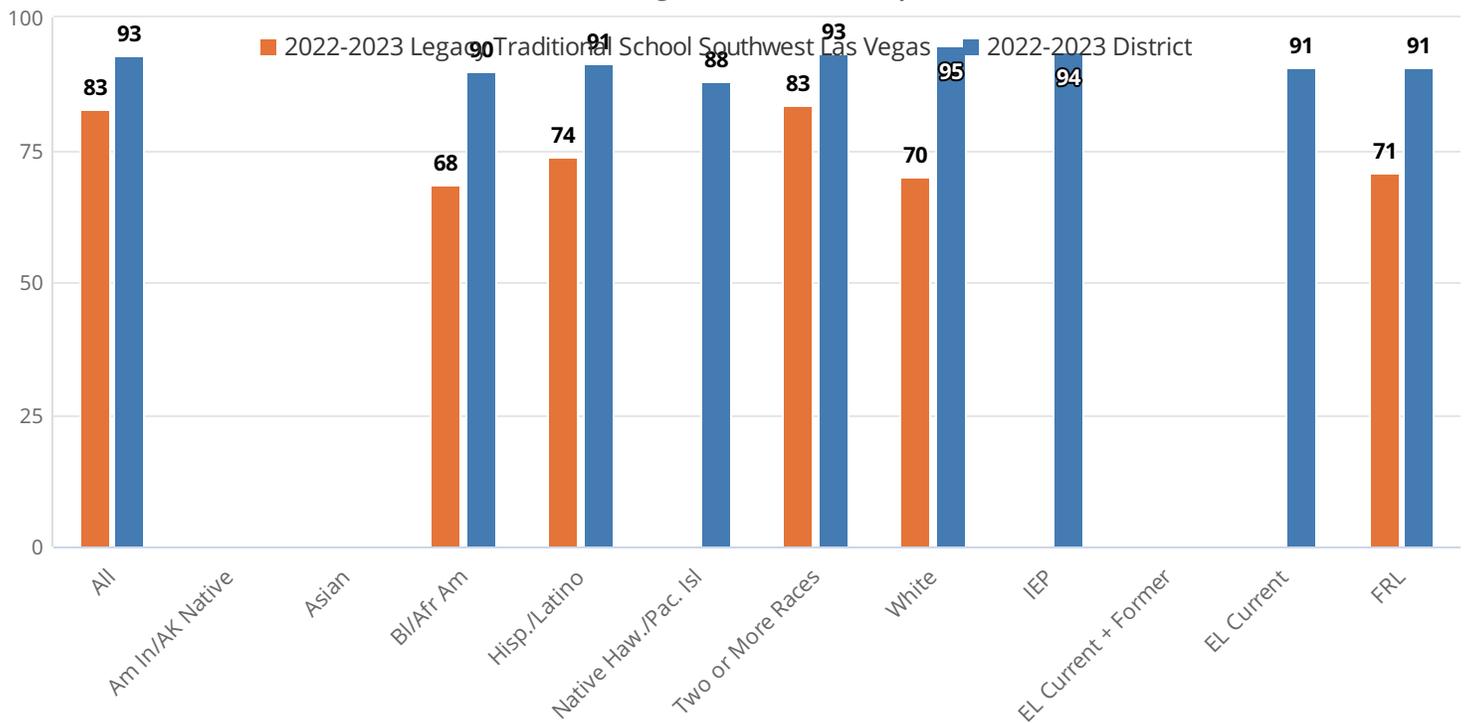
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	82.8	92.7	77.0	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	83.7	>95
Black/African American	68.4	89.9	68.4	85.9
Hispanic/Latino	73.5	91.4	72.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	83.3	93.1	78.9	89.2
White/Caucasian	70.0	94.8	77.1	93.3
Special Education	-	93.7	60.0	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	36.3	88.7
Economically Disadvantaged	70.7	90.5	73.7	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	24
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.9%)	31
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 SCHOOL OF EXCELLENCE IN EDUCATION (015806)

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	174	151	42	63	43	473	
Approaches GL or Above	88	60	13	31	24	216	46%
Meets GL or Above	38	16	8	12	12	86	18%
Masters GL	15	8	1	5	2	31	7%
Total Percentage Points							71%
Component Score							24

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	46%	41%	47%	33%	-	100%	100%	0%	44%	26%	38%	17%	33%	51%	32%
At Meets GL Standard or Above	18%	12%	19%	8%	-	100%	100%	0%	17%	4%	13%	13%	0%	20%	13%
At Masters GL Standard	7%	2%	8%	0%	-	57%	0%	0%	7%	1%	4%	11%	0%	7%	5%
Number of Tests															
At Approaches GL Standard or Above	216	56	148	4	-	7	1	0	197	35	62	9	1	171	45
At Meets GL Standard or Above	86	16	61	1	-	7	1	0	77	5	22	7	0	68	18
At Masters GL Standard	31	3	24	0	-	4	0	0	30	1	7	6	0	24	7
Total Tests	473	137	315	12	-	7	1	1	444	135	163	54	3	334	139
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	98%	100%	-	100%	100%	33%	99%	100%	100%	98%	100%	98%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	51%	52%	50%	25%	-	100%	-	-	48%	33%	45%	17%	100%	54%	42%
At Meets GL Standard or Above	22%	16%	23%	25%	-	100%	-	-	20%	6%	16%	17%	0%	23%	19%
At Masters GL Standard	9%	6%	9%	0%	-	50%	-	-	9%	2%	3%	11%	0%	10%	6%
Number of Tests															
At Approaches GL Standard or Above	88	26	59	1	-	2	-	-	79	16	26	3	1	68	20
At Meets GL Standard or Above	38	8	27	1	-	2	-	-	33	3	9	3	0	29	9
At Masters GL Standard	15	3	11	0	-	1	-	-	14	1	2	2	0	12	3
Total Tests	174	50	118	4	-	2	-	-	163	48	58	18	1	126	48
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	98%	100%	-	100%	-	0%	99%	100%	100%	95%	100%	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	40%	25%	44%	50%	-	100%	-	-	39%	21%	28%	21%	0%	44%	29%
At Meets GL Standard or Above	11%	3%	12%	0%	-	100%	-	-	10%	4%	9%	11%	0%	12%	7%
At Masters GL Standard	5%	0%	6%	0%	-	100%	-	-	6%	0%	6%	11%	0%	6%	5%
Number of Tests															
At Approaches GL Standard or Above	60	10	46	2	-	2	-	-	56	10	15	4	0	48	12
At Meets GL Standard or Above	16	1	13	0	-	2	-	-	15	2	5	2	0	13	3

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	8	0	6	0	-	2	-	-	8	0	3	2	0	6	2
Total Tests	151	40	105	4	-	2	-	-	143	47	53	19	1	109	42
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	100%	97%	100%	-	100%	-	0%	98%	100%	100%	100%	100%	97%	98%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	44%	25%	33%	-	100%	-	0%	28%	8%	21%	14%	0%	35%	18%
At Meets GL Standard or Above	19%	11%	21%	0%	-	100%	-	0%	18%	0%	14%	14%	0%	23%	9%
At Masters GL Standard	2%	0%	4%	0%	-	0%	-	0%	3%	0%	0%	14%	0%	0%	9%
Number of Tests															
At Approaches GL Standard or Above	13	4	7	1	-	1	-	0	11	1	3	1	0	11	2
At Meets GL Standard or Above	8	1	6	0	-	1	-	0	7	0	2	1	0	7	1
At Masters GL Standard	1	0	1	0	-	0	-	0	1	0	0	1	0	0	1
Total Tests	42	9	28	3	-	1	-	1	40	12	14	7	1	31	11
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	49%	43%	53%	0%	-	100%	-	-	51%	32%	43%	13%	-	64%	25%
At Meets GL Standard or Above	19%	9%	24%	0%	-	100%	-	-	20%	0%	9%	13%	-	26%	8%
At Masters GL Standard	8%	0%	11%	0%	-	100%	-	-	8%	0%	4%	13%	-	10%	4%
Number of Tests															
At Approaches GL Standard or Above	31	10	20	0	-	1	-	-	31	6	10	1	-	25	6
At Meets GL Standard or Above	12	2	9	0	-	1	-	-	12	0	2	1	-	10	2
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	1	1	-	4	1
Total Tests	63	23	38	1	-	1	-	-	61	19	23	8	-	39	24
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	56%	40%	62%	-	-	100%	100%	-	54%	22%	53%	0%	-	66%	36%
At Meets GL Standard or Above	28%	27%	23%	-	-	100%	100%	-	27%	0%	27%	0%	-	31%	21%
At Masters GL Standard	5%	0%	8%	-	-	0%	0%	-	5%	0%	7%	0%	-	7%	0%

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	24	6	16	-	-	1	1	-	20	2	8	0	-	19	5
At Meets GL Standard or Above	12	4	6	-	-	1	1	-	10	0	4	0	-	9	3
At Masters GL Standard	2	0	2	-	-	0	0	-	2	0	1	0	-	2	0
Total Tests	43	15	26	-	-	1	1	-	37	9	15	2	-	29	14
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	100%	100%

- Indicates there are no students in the group.

**Texas Education Agency
2021 College, Career, and Military Readiness
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency
2021 Graduation Rate
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

*** Confidential ***

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
92.9	31

**Texas Education Agency
2021 Closing the Gaps
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	No						No	No			No	No		
% at Meets GL Standard or Above	22%	16%	23%	25%	-	100%	-	-	20%	16%	17%	0%	23%	19%		
# at Meets GL Standard or Above	38	8	27	1	-	2	-	-	33	9	3	0	29	9		
Total Tests	174	50	118	4	-	2	-	-	163	58	18	1	126	48		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No						No	No			No	No		
% at Meets GL Standard or Above	11%	3%	12%	0%	-	100%	-	-	10%	9%	11%	0%	12%	7%		
# at Meets GL Standard or Above	16	1	13	0	-	2	-	-	15	5	2	0	13	3		
Total Tests	151	40	105	4	-	2	-	-	143	53	19	1	109	42		
Total Indicators															0	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										27						
TELPAS Total										61						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No	No		No	No		
STAAR Component Score	24	18	25	14	-	86	67	0	23	18	14	11	26	17		
% at Approaches GL Standard or Above	46%	41%	47%	33%	-	100%	100%	0%	44%	38%	17%	33%	51%	32%		

**Texas Education Agency
2021 Closing the Gaps
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	18%	12%	19%	8%	-	100%	100%	0%	17%	13%	13%	0%	20%	13%		
% at Masters GL Standard	7%	2%	8%	0%	-	57%	0%	0%	7%	4%	11%	0%	7%	5%		
Total Tests	473	137	315	12	-	7	1	1	444	163	54	3	334	139		
Total Indicators															0	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	323	100	209	6	-	1	1	6	287	58	43	4	188	135		
Total Tests	323	100	209	6	-	1	1	6	287	58	43	4	188	135		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	270	78	179	5	-	1	1	6	243	54	34	2	152	118		
Total Tests	270	78	179	5	-	1	1	6	243	54	34	2	152	118		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	98%	100%	-	100%	-	0%	99%	100%	95%	100%	97%	100%		
# Participants	180	50	124	4	-	2	-	0	168	61	19	1	129	51		
Total Tests	184	50	127	4	-	2	-	1	170	61	20	1	133	51		
Mathematics																
% Participation	97%	100%	97%	100%	-	100%	-	0%	98%	100%	100%	100%	97%	98%		
# Participants	153	40	107	4	-	2	-	0	145	54	19	1	110	43		
Total Tests	157	40	110	4	-	2	-	1	148	54	19	1	113	44		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.6%)	34
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	42	19		16	20	97	
Approaches GL or Above	22	6		10	18	56	58%
Meets GL or Above	11	2		5	11	29	30%
Masters GL	1	2		1	2	6	6%
Total Percentage Points							94%
Component Score							31

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	23%	61%	7%	-	64%	41%
At Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	0%	36%	7%	-	34%	19%
At Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	0%	7%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	56	18	37	-	-	-	1	-	49	3	17	1	-	45	11
At Meets GL Standard or Above	29	8	20	-	-	-	1	-	25	0	10	1	-	24	5
At Masters GL Standard	6	1	5	-	-	-	0	-	6	0	2	0	-	6	0
Total Tests	97	44	52	-	-	-	1	-	84	13	28	15	-	70	27
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	97%	-	-	-	100%	-	99%	100%	100%	94%	-	99%	97%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	52%	40%	64%	-	-	-	-	-	51%	20%	64%	25%	-	57%	42%
At Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	0%	36%	25%	-	30%	17%
At Masters GL Standard	2%	5%	0%	-	-	-	-	-	3%	0%	0%	0%	-	3%	0%
Number of Tests															
At Approaches GL Standard or Above	22	8	14	-	-	-	-	-	19	1	7	1	-	17	5
At Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	0	4	1	-	9	2
At Masters GL Standard	1	1	0	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	42	20	22	-	-	-	-	-	37	5	11	4	-	30	12
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	96%	-	-	-	-	-	100%	100%	100%	83%	-	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	32%	20%	44%	-	-	-	-	-	35%	0%	17%	0%	-	46%	0%
At Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
At Masters GL Standard	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
Number of Tests															
At Approaches GL Standard or Above	6	2	4	-	-	-	-	-	6	0	1	0	-	6	0
At Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0

**Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0
Total Tests	19	10	9	-	-	-	-	-	17	4	6	5	-	13	6
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	95%	100%	90%	-	-	-	-	-	94%	100%	100%	100%	-	100%	86%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	63%	50%	75%	-	-	-	-	-	67%	33%	60%	0%	-	73%	40%
At Meets GL Standard or Above	31%	13%	50%	-	-	-	-	-	33%	0%	20%	0%	-	45%	0%
At Masters GL Standard	6%	0%	13%	-	-	-	-	-	7%	0%	0%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	10	4	6	-	-	-	-	-	10	1	3	0	-	8	2
At Meets GL Standard or Above	5	1	4	-	-	-	-	-	5	0	1	0	-	5	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	16	8	8	-	-	-	-	-	15	3	5	4	-	11	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	90%	67%	100%	-	-	-	100%	-	93%	100%	100%	0%	-	88%	100%
At Meets GL Standard or Above	55%	67%	46%	-	-	-	100%	-	60%	0%	67%	0%	-	50%	75%
At Masters GL Standard	10%	0%	15%	-	-	-	0%	-	13%	0%	17%	0%	-	13%	0%

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	18	4	13	-	-	-	1	-	14	1	6	0	-	14	4
At Meets GL Standard or Above	11	4	6	-	-	-	1	-	9	0	4	0	-	8	3
At Masters GL Standard	2	0	2	-	-	-	0	-	2	0	1	0	-	2	0
Total Tests	20	6	13	-	-	-	1	-	15	1	6	2	-	16	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%

- Indicates there are no students in the group.

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency
2021 Graduation Rate**

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
88.6	34

Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No				No			
% at Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	36%	25%	-	30%	17%		
# at Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	4	1	-	9	2		
Total Tests	42	20	22	-	-	-	-	-	37	11	4	-	30	12		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No															
% at Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	17%	0%	-	15%	0%		
# at Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	1	0	-	2	0		
Total Tests	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										33%						
TELPAS Progress										2						
TELPAS Total										6						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	31	20	40	-	-	-	67	-	32	35	5	-	36	20		
% at Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	61%	7%	-	64%	41%		

**Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	36%	7%	-	34%	19%		
% at Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	7%	0%	-	9%	0%		
Total Tests	97	44	52	-	-	-	1	-	84	28	15	-	70	27		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%		
# Participants	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Total Tests	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	-	100%	100%		
# Participants	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Total Tests	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	96%	-	-	-	-	-	100%	100%	83%	-	97%	100%		
# Participants	45	20	25	-	-	-	-	-	39	12	5	-	31	14		
Total Tests	46	20	26	-	-	-	-	-	39	12	6	-	32	14		
Mathematics																
% Participation	95%	100%	90%	-	-	-	-	-	94%	100%	100%	-	100%	86%		
# Participants	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Tests	20	10	10	-	-	-	-	-	18	6	5	-	13	7		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	21
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 91.1%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	34	34	12	23	23	126	
Approaches GL or Above	20	13	5	11	6	55	44%
Meets GL or Above	8	2	2	2	1	15	12%
Masters GL	4	2	0	1	0	7	6%
Total Percentage Points							62%
Component Score							21

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	34%	40%	0%	33%	58%	22%
At Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	3%	7%	0%	0%	17%	4%
At Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	0%	5%	0%	0%	9%	0%
Number of Tests															
At Approaches GL Standard or Above	55	20	30	1	-	4	-	0	51	13	17	0	1	44	11
At Meets GL Standard or Above	15	3	8	0	-	4	-	0	14	1	3	0	0	13	2
At Masters GL Standard	7	2	2	0	-	3	-	0	7	0	2	0	0	7	0
Total Tests	126	45	75	1	-	4	-	1	119	38	42	3	3	76	50
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	59%	67%	52%	-	-	100%	-	-	56%	50%	55%	0%	100%	67%	46%
At Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	10%	18%	0%	0%	33%	8%
At Masters GL Standard	12%	17%	5%	-	-	100%	-	-	13%	0%	9%	0%	0%	19%	0%
Number of Tests															
At Approaches GL Standard or Above	20	8	11	-	-	1	-	-	18	5	6	0	1	14	6
At Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	1	2	0	0	7	1
At Masters GL Standard	4	2	1	-	-	1	-	-	4	0	1	0	0	4	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	38%	33%	38%	-	-	100%	-	-	38%	30%	36%	0%	0%	52%	15%
At Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
At Masters GL Standard	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
Number of Tests															
At Approaches GL Standard or Above	13	4	8	-	-	1	-	-	12	3	4	0	0	11	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	42%	67%	29%	100%	-	-	-	0%	36%	50%	50%	0%	0%	63%	0%
At Meets GL Standard or Above	17%	0%	29%	0%	-	-	-	0%	9%	0%	0%	0%	0%	25%	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	2	1	-	-	-	0	4	1	1	0	0	5	0
At Meets GL Standard or Above	2	0	2	0	-	-	-	0	1	0	0	0	0	2	0
At Masters GL Standard	0	0	0	0	-	-	-	0	0	0	0	0	0	0	0
Total Tests	12	3	7	1	-	-	-	1	11	2	2	1	1	8	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	48%	44%	46%	-	-	100%	-	-	50%	38%	44%	-	-	69%	20%
At Meets GL Standard or Above	9%	0%	8%	-	-	100%	-	-	9%	0%	0%	-	-	8%	10%
At Masters GL Standard	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
Number of Tests															
At Approaches GL Standard or Above	11	4	6	-	-	1	-	-	11	3	4	-	-	9	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	0	-	-	1	1
At Masters GL Standard	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	26%	22%	23%	-	-	100%	-	-	27%	13%	22%	-	-	38%	10%
At Meets GL Standard or Above	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	-	-	0%	0%

Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	6	2	3	-	-	1	-	-	6	1	2	-	-	5	1	
At Meets GL Standard or Above	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0	
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	-	-	0	0	
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
91.1	21

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	18%	0%	0%	33%	8%		
# at Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	2	0	0	7	1		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	9%	0%	0%	10%	0%		
# at Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	1	0	0	2	0		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										73%						
TELPAS Progress										8						
TELPAS Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	21	18	18	33	-	92	-	0	20	17	0	11	28	9		
% at Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	40%	0%	33%	58%	22%		

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	7%	0%	0%	17%	4%		
% at Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	5%	0%	0%	9%	0%		
Total Tests	126	45	75	1	-	4	-	1	119	42	3	3	76	50		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Mathematics																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Total Tests	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Mathematics																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	20
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.8%)	20
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	14%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	62	62	17	14		155	
Approaches GL or Above	24	26	4	5		59	38%
Meets GL or Above	9	7	3	3		22	14%
Masters GL	7	3	1	2		13	8%
Total Percentage Points							60%
Component Score							20

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	24%	32%	28%	-	40%	29%
At Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	5%	11%	24%	-	13%	21%
At Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	1%	4%	24%	-	6%	21%
Number of Tests															
At Approaches GL Standard or Above	59	-	58	1	-	-	-	-	56	18	27	7	-	51	8
At Meets GL Standard or Above	22	-	22	0	-	-	-	-	20	4	9	6	-	16	6
At Masters GL Standard	13	-	13	0	-	-	-	-	12	1	3	6	-	7	6
Total Tests	155	-	146	9	-	-	-	-	151	75	84	25	-	127	28
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	98%	100%	100%	100%	-	96%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	39%	-	41%	0%	-	-	-	-	37%	30%	36%	22%	-	42%	20%
At Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	7%	9%	22%	-	13%	20%
At Masters GL Standard	11%	-	12%	0%	-	-	-	-	10%	3%	3%	22%	-	10%	20%
Number of Tests															
At Approaches GL Standard or Above	24	-	24	0	-	-	-	-	22	9	12	2	-	22	2
At Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	2	3	2	-	7	2
At Masters GL Standard	7	-	7	0	-	-	-	-	6	1	1	2	-	5	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	-	42%	33%	-	-	-	-	42%	23%	30%	33%	-	42%	40%
At Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	7%	9%	22%	-	10%	20%
At Masters GL Standard	5%	-	5%	0%	-	-	-	-	5%	0%	3%	22%	-	2%	20%
Number of Tests															
At Approaches GL Standard or Above	26	-	25	1	-	-	-	-	25	7	10	3	-	22	4
At Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	2	3	2	-	5	2

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	3	-	3	0	-	-	-	-	3	0	1	2	-	1	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	24%	-	27%	0%	-	-	-	-	24%	0%	20%	20%	-	23%	25%
At Meets GL Standard or Above	18%	-	20%	0%	-	-	-	-	18%	0%	20%	20%	-	15%	25%
At Masters GL Standard	6%	-	7%	0%	-	-	-	-	6%	0%	0%	20%	-	0%	25%
Number of Tests															
At Approaches GL Standard or Above	4	-	4	0	-	-	-	-	4	0	2	1	-	3	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	2	1	-	2	1
At Masters GL Standard	1	-	1	0	-	-	-	-	1	0	0	1	-	0	1
Total Tests	17	-	15	2	-	-	-	-	17	8	10	5	-	13	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	36%	-	38%	0%	-	-	-	-	36%	29%	38%	50%	-	40%	25%
At Meets GL Standard or Above	21%	-	23%	0%	-	-	-	-	21%	0%	13%	50%	-	20%	25%
At Masters GL Standard	14%	-	15%	0%	-	-	-	-	14%	0%	13%	50%	-	10%	25%
Number of Tests															
At Approaches GL Standard or Above	5	-	5	0	-	-	-	-	5	2	3	1	-	4	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	1	1	-	2	1
At Masters GL Standard	2	-	2	0	-	-	-	-	2	0	1	1	-	1	1
Total Tests	14	-	13	1	-	-	-	-	14	7	8	2	-	10	4
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
96.8	20

Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	9%	22%	-	13%	20%		
# at Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	3	2	-	7	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	9%	22%	-	10%	20%		
# at Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	3	2	-	5	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Total Indicators															0	10
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										16						
TELPAS Total										40						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No						No	No	Yes		No	No		
STAAR Component Score	20	-	21	4	-	-	-	-	19	16	25	-	20	24		
% at Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	32%	28%	-	40%	29%		

**Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	11%	24%	-	13%	21%		
% at Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	4%	24%	-	6%	21%		
Total Tests	155	-	146	9	-	-	-	-	151	84	25	-	127	28		
Total Indicators															1	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		
Mathematics																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	25
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.6%)	25
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	36	36	13	10		95	
Approaches GL or Above	22	15	4	5		46	48%
Meets GL or Above	10	5	3	2		20	21%
Masters GL	3	1	0	1		5	5%
Total Percentage Points							74%
Component Score							25

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	11%	9%	-	51%	44%
At Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	0%	-	25%	15%
At Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	0%	-	7%	3%
Number of Tests															
At Approaches GL Standard or Above	46	18	23	2	-	3	-	-	41	1	1	1	-	31	15
At Meets GL Standard or Above	20	5	11	1	-	3	-	-	18	0	0	0	-	15	5
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	0	0	-	4	1
Total Tests	95	48	42	2	-	3	-	-	90	9	9	11	-	61	34
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	61%	56%	63%	100%	-	100%	-	-	59%	33%	33%	0%	-	65%	54%
At Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	0%	-	26%	31%
At Masters GL Standard	8%	0%	19%	0%	-	0%	-	-	9%	0%	0%	0%	-	9%	8%
Number of Tests															
At Approaches GL Standard or Above	22	10	10	1	-	1	-	-	20	1	1	0	-	15	7
At Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	0	-	6	4
At Masters GL Standard	3	0	3	0	-	0	-	-	3	0	0	0	-	2	1
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	22%	56%	100%	-	100%	-	-	38%	0%	0%	25%	-	39%	46%
At Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	0%	-	17%	8%
At Masters GL Standard	3%	0%	0%	0%	-	100%	-	-	3%	0%	0%	0%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	15	4	9	1	-	1	-	-	13	0	0	1	-	9	6
At Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	0	-	4	1

**Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	1	0	0	0	-	1	-	-	1	0	0	0	-	1	0
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	33%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	33%
At Meets GL Standard or Above	23%	17%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	0%	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	4	2	1	-	-	1	-	-	3	0	0	0	-	3	1
At Meets GL Standard or Above	3	1	1	-	-	1	-	-	3	0	0	0	-	3	0
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	0	-	0	0
Total Tests	13	6	6	-	-	1	-	-	12	2	2	1	-	10	3
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	-	-	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	33%	75%	-	-	-	-	-	50%	0%	0%	0%	-	80%	20%
At Meets GL Standard or Above	20%	17%	25%	-	-	-	-	-	20%	0%	0%	0%	-	40%	0%
At Masters GL Standard	10%	0%	25%	-	-	-	-	-	10%	0%	0%	0%	-	20%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	3	-	-	-	-	-	5	0	0	0	-	4	1
At Meets GL Standard or Above	2	1	1	-	-	-	-	-	2	0	0	0	-	2	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	10	6	4	-	-	-	-	-	10	1	1	2	-	5	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
92.6	25

Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	-	26%	31%		
# at Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	-	6	4		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	-	17%	8%		
# at Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	-	4	1		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										25%						
TELPAS Progress										1						
TELPAS Total										4						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No				No	No		
STAAR Component Score	25	16	30	50	-	78	-	-	24	4	3	-	28	21		
% at Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	9%	-	51%	44%		

**Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	-	25%	15%		
% at Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	-	7%	3%		
Total Tests	95	48	42	2	-	3	-	-	90	9	11	-	61	34		
Total Indicators															0	6
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Total Tests	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Total Tests	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	25
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.6%)	25
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	36	36	13	10		95	
Approaches GL or Above	22	15	4	5		46	48%
Meets GL or Above	10	5	3	2		20	21%
Masters GL	3	1	0	1		5	5%
Total Percentage Points							74%
Component Score							25

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	11%	9%	-	51%	44%
At Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	0%	-	25%	15%
At Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	0%	-	7%	3%
Number of Tests															
At Approaches GL Standard or Above	46	18	23	2	-	3	-	-	41	1	1	1	-	31	15
At Meets GL Standard or Above	20	5	11	1	-	3	-	-	18	0	0	0	-	15	5
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	0	0	-	4	1
Total Tests	95	48	42	2	-	3	-	-	90	9	9	11	-	61	34
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	61%	56%	63%	100%	-	100%	-	-	59%	33%	33%	0%	-	65%	54%
At Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	0%	-	26%	31%
At Masters GL Standard	8%	0%	19%	0%	-	0%	-	-	9%	0%	0%	0%	-	9%	8%
Number of Tests															
At Approaches GL Standard or Above	22	10	10	1	-	1	-	-	20	1	1	0	-	15	7
At Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	0	-	6	4
At Masters GL Standard	3	0	3	0	-	0	-	-	3	0	0	0	-	2	1
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	22%	56%	100%	-	100%	-	-	38%	0%	0%	25%	-	39%	46%
At Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	0%	-	17%	8%
At Masters GL Standard	3%	0%	0%	0%	-	100%	-	-	3%	0%	0%	0%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	15	4	9	1	-	1	-	-	13	0	0	1	-	9	6
At Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	0	-	4	1

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	1	0	0	0	-	1	-	-	1	0	0	0	-	1	0
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	33%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	33%
At Meets GL Standard or Above	23%	17%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	0%	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	4	2	1	-	-	1	-	-	3	0	0	0	-	3	1
At Meets GL Standard or Above	3	1	1	-	-	1	-	-	3	0	0	0	-	3	0
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	0	-	0	0
Total Tests	13	6	6	-	-	1	-	-	12	2	2	1	-	10	3
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	-	-	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	33%	75%	-	-	-	-	-	50%	0%	0%	0%	-	80%	20%
At Meets GL Standard or Above	20%	17%	25%	-	-	-	-	-	20%	0%	0%	0%	-	40%	0%
At Masters GL Standard	10%	0%	25%	-	-	-	-	-	10%	0%	0%	0%	-	20%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	3	-	-	-	-	-	5	0	0	0	-	4	1
At Meets GL Standard or Above	2	1	1	-	-	-	-	-	2	0	0	0	-	2	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	10	6	4	-	-	-	-	-	10	1	1	2	-	5	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
92.6	25

Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	-	26%	31%		
# at Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	-	6	4		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	-	17%	8%		
# at Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	-	4	1		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										25%						
TELPAS Progress										1						
TELPAS Total										4						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No				No	No		
STAAR Component Score	25	16	30	50	-	78	-	-	24	4	3	-	28	21		
% at Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	9%	-	51%	44%		

**Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	-	25%	15%		
% at Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	-	7%	3%		
Total Tests	95	48	42	2	-	3	-	-	90	9	11	-	61	34		
Total Indicators															0	6
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Total Tests	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Total Tests	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	21
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 91.1%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	34	34	12	23	23	126	
Approaches GL or Above	20	13	5	11	6	55	44%
Meets GL or Above	8	2	2	2	1	15	12%
Masters GL	4	2	0	1	0	7	6%
Total Percentage Points							62%
Component Score							21

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	34%	40%	0%	33%	58%	22%
At Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	3%	7%	0%	0%	17%	4%
At Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	0%	5%	0%	0%	9%	0%
Number of Tests															
At Approaches GL Standard or Above	55	20	30	1	-	4	-	0	51	13	17	0	1	44	11
At Meets GL Standard or Above	15	3	8	0	-	4	-	0	14	1	3	0	0	13	2
At Masters GL Standard	7	2	2	0	-	3	-	0	7	0	2	0	0	7	0
Total Tests	126	45	75	1	-	4	-	1	119	38	42	3	3	76	50
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	59%	67%	52%	-	-	100%	-	-	56%	50%	55%	0%	100%	67%	46%
At Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	10%	18%	0%	0%	33%	8%
At Masters GL Standard	12%	17%	5%	-	-	100%	-	-	13%	0%	9%	0%	0%	19%	0%
Number of Tests															
At Approaches GL Standard or Above	20	8	11	-	-	1	-	-	18	5	6	0	1	14	6
At Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	1	2	0	0	7	1
At Masters GL Standard	4	2	1	-	-	1	-	-	4	0	1	0	0	4	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	38%	33%	38%	-	-	100%	-	-	38%	30%	36%	0%	0%	52%	15%
At Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
At Masters GL Standard	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
Number of Tests															
At Approaches GL Standard or Above	13	4	8	-	-	1	-	-	12	3	4	0	0	11	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	42%	67%	29%	100%	-	-	-	0%	36%	50%	50%	0%	0%	63%	0%
At Meets GL Standard or Above	17%	0%	29%	0%	-	-	-	0%	9%	0%	0%	0%	0%	25%	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	2	1	-	-	-	0	4	1	1	0	0	5	0
At Meets GL Standard or Above	2	0	2	0	-	-	-	0	1	0	0	0	0	2	0
At Masters GL Standard	0	0	0	0	-	-	-	0	0	0	0	0	0	0	0
Total Tests	12	3	7	1	-	-	-	1	11	2	2	1	1	8	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	48%	44%	46%	-	-	100%	-	-	50%	38%	44%	-	-	69%	20%
At Meets GL Standard or Above	9%	0%	8%	-	-	100%	-	-	9%	0%	0%	-	-	8%	10%
At Masters GL Standard	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
Number of Tests															
At Approaches GL Standard or Above	11	4	6	-	-	1	-	-	11	3	4	-	-	9	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	0	-	-	1	1
At Masters GL Standard	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	26%	22%	23%	-	-	100%	-	-	27%	13%	22%	-	-	38%	10%
At Meets GL Standard or Above	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	-	-	0%	0%

Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	6	2	3	-	-	1	-	-	6	1	2	-	-	5	1	
At Meets GL Standard or Above	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0	
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	-	-	0	0	
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
91.1	21

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	18%	0%	0%	33%	8%		
# at Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	2	0	0	7	1		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	9%	0%	0%	10%	0%		
# at Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	1	0	0	2	0		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										73%						
TELPAS Progress										8						
TELPAS Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	21	18	18	33	-	92	-	0	20	17	0	11	28	9		
% at Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	40%	0%	33%	58%	22%		

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	7%	0%	0%	17%	4%		
% at Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	5%	0%	0%	9%	0%		
Total Tests	126	45	75	1	-	4	-	1	119	42	3	3	76	50		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Mathematics																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Total Tests	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Mathematics																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.6%)	34
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	42	19		16	20	97	
Approaches GL or Above	22	6		10	18	56	58%
Meets GL or Above	11	2		5	11	29	30%
Masters GL	1	2		1	2	6	6%
Total Percentage Points							94%
Component Score							31

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	23%	61%	7%	-	64%	41%
At Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	0%	36%	7%	-	34%	19%
At Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	0%	7%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	56	18	37	-	-	-	1	-	49	3	17	1	-	45	11
At Meets GL Standard or Above	29	8	20	-	-	-	1	-	25	0	10	1	-	24	5
At Masters GL Standard	6	1	5	-	-	-	0	-	6	0	2	0	-	6	0
Total Tests	97	44	52	-	-	-	1	-	84	13	28	15	-	70	27
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	97%	-	-	-	100%	-	99%	100%	100%	94%	-	99%	97%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	52%	40%	64%	-	-	-	-	-	51%	20%	64%	25%	-	57%	42%
At Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	0%	36%	25%	-	30%	17%
At Masters GL Standard	2%	5%	0%	-	-	-	-	-	3%	0%	0%	0%	-	3%	0%
Number of Tests															
At Approaches GL Standard or Above	22	8	14	-	-	-	-	-	19	1	7	1	-	17	5
At Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	0	4	1	-	9	2
At Masters GL Standard	1	1	0	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	42	20	22	-	-	-	-	-	37	5	11	4	-	30	12
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	96%	-	-	-	-	-	100%	100%	100%	83%	-	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	32%	20%	44%	-	-	-	-	-	35%	0%	17%	0%	-	46%	0%
At Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
At Masters GL Standard	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
Number of Tests															
At Approaches GL Standard or Above	6	2	4	-	-	-	-	-	6	0	1	0	-	6	0
At Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0

**Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0
Total Tests	19	10	9	-	-	-	-	-	17	4	6	5	-	13	6
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	95%	100%	90%	-	-	-	-	-	94%	100%	100%	100%	-	100%	86%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	63%	50%	75%	-	-	-	-	-	67%	33%	60%	0%	-	73%	40%
At Meets GL Standard or Above	31%	13%	50%	-	-	-	-	-	33%	0%	20%	0%	-	45%	0%
At Masters GL Standard	6%	0%	13%	-	-	-	-	-	7%	0%	0%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	10	4	6	-	-	-	-	-	10	1	3	0	-	8	2
At Meets GL Standard or Above	5	1	4	-	-	-	-	-	5	0	1	0	-	5	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	16	8	8	-	-	-	-	-	15	3	5	4	-	11	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	90%	67%	100%	-	-	-	100%	-	93%	100%	100%	0%	-	88%	100%
At Meets GL Standard or Above	55%	67%	46%	-	-	-	100%	-	60%	0%	67%	0%	-	50%	75%
At Masters GL Standard	10%	0%	15%	-	-	-	0%	-	13%	0%	17%	0%	-	13%	0%

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	18	4	13	-	-	-	1	-	14	1	6	0	-	14	4	
At Meets GL Standard or Above	11	4	6	-	-	-	1	-	9	0	4	0	-	8	3	
At Masters GL Standard	2	0	2	-	-	-	0	-	2	0	1	0	-	2	0	
Total Tests	20	6	13	-	-	-	1	-	15	1	6	2	-	16	4	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
88.6	34

Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No				No			
% at Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	36%	25%	-	30%	17%		
# at Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	4	1	-	9	2		
Total Tests	42	20	22	-	-	-	-	-	37	11	4	-	30	12		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No															
% at Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	17%	0%	-	15%	0%		
# at Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	1	0	-	2	0		
Total Tests	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										33%						
TELPAS Progress										2						
TELPAS Total										6						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	31	20	40	-	-	-	67	-	32	35	5	-	36	20		
% at Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	61%	7%	-	64%	41%		

**Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	36%	7%	-	34%	19%		
% at Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	7%	0%	-	9%	0%		
Total Tests	97	44	52	-	-	-	1	-	84	28	15	-	70	27		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%		
# Participants	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Total Tests	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	-	100%	100%		
# Participants	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Total Tests	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	96%	-	-	-	-	-	100%	100%	83%	-	97%	100%		
# Participants	45	20	25	-	-	-	-	-	39	12	5	-	31	14		
Total Tests	46	20	26	-	-	-	-	-	39	12	6	-	32	14		
Mathematics																
% Participation	95%	100%	90%	-	-	-	-	-	94%	100%	100%	-	100%	86%		
# Participants	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Tests	20	10	10	-	-	-	-	-	18	6	5	-	13	7		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	20
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.8%)	20
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	14%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	62	62	17	14		155	
Approaches GL or Above	24	26	4	5		59	38%
Meets GL or Above	9	7	3	3		22	14%
Masters GL	7	3	1	2		13	8%
Total Percentage Points							60%
Component Score							20

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	24%	32%	28%	-	40%	29%
At Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	5%	11%	24%	-	13%	21%
At Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	1%	4%	24%	-	6%	21%
Number of Tests															
At Approaches GL Standard or Above	59	-	58	1	-	-	-	-	56	18	27	7	-	51	8
At Meets GL Standard or Above	22	-	22	0	-	-	-	-	20	4	9	6	-	16	6
At Masters GL Standard	13	-	13	0	-	-	-	-	12	1	3	6	-	7	6
Total Tests	155	-	146	9	-	-	-	-	151	75	84	25	-	127	28
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	98%	100%	100%	100%	-	96%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	39%	-	41%	0%	-	-	-	-	37%	30%	36%	22%	-	42%	20%
At Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	7%	9%	22%	-	13%	20%
At Masters GL Standard	11%	-	12%	0%	-	-	-	-	10%	3%	3%	22%	-	10%	20%
Number of Tests															
At Approaches GL Standard or Above	24	-	24	0	-	-	-	-	22	9	12	2	-	22	2
At Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	2	3	2	-	7	2
At Masters GL Standard	7	-	7	0	-	-	-	-	6	1	1	2	-	5	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	-	42%	33%	-	-	-	-	42%	23%	30%	33%	-	42%	40%
At Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	7%	9%	22%	-	10%	20%
At Masters GL Standard	5%	-	5%	0%	-	-	-	-	5%	0%	3%	22%	-	2%	20%
Number of Tests															
At Approaches GL Standard or Above	26	-	25	1	-	-	-	-	25	7	10	3	-	22	4
At Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	2	3	2	-	5	2

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	3	-	3	0	-	-	-	-	3	0	1	2	-	1	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	24%	-	27%	0%	-	-	-	-	24%	0%	20%	20%	-	23%	25%
At Meets GL Standard or Above	18%	-	20%	0%	-	-	-	-	18%	0%	20%	20%	-	15%	25%
At Masters GL Standard	6%	-	7%	0%	-	-	-	-	6%	0%	0%	20%	-	0%	25%
Number of Tests															
At Approaches GL Standard or Above	4	-	4	0	-	-	-	-	4	0	2	1	-	3	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	2	1	-	2	1
At Masters GL Standard	1	-	1	0	-	-	-	-	1	0	0	1	-	0	1
Total Tests	17	-	15	2	-	-	-	-	17	8	10	5	-	13	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	36%	-	38%	0%	-	-	-	-	36%	29%	38%	50%	-	40%	25%
At Meets GL Standard or Above	21%	-	23%	0%	-	-	-	-	21%	0%	13%	50%	-	20%	25%
At Masters GL Standard	14%	-	15%	0%	-	-	-	-	14%	0%	13%	50%	-	10%	25%
Number of Tests															
At Approaches GL Standard or Above	5	-	5	0	-	-	-	-	5	2	3	1	-	4	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	1	1	-	2	1
At Masters GL Standard	2	-	2	0	-	-	-	-	2	0	1	1	-	1	1
Total Tests	14	-	13	1	-	-	-	-	14	7	8	2	-	10	4
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
96.8	20

Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	9%	22%	-	13%	20%		
# at Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	3	2	-	7	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	9%	22%	-	10%	20%		
# at Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	3	2	-	5	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Total Indicators															0	10
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										16						
TELPAS Total										40						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No						No	No	Yes		No	No		
STAAR Component Score	20	-	21	4	-	-	-	-	19	16	25	-	20	24		
% at Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	32%	28%	-	40%	29%		

**Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	11%	24%	-	13%	21%		
% at Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	4%	24%	-	6%	21%		
Total Tests	155	-	146	9	-	-	-	-	151	84	25	-	127	28		
Total Indicators															1	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		
Mathematics																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - WALKER EL (015806106) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		51	Not Rated: Senate Bill 1365
STAAR Performance	25	51	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 90.4%)	25	53	Not Rated: Senate Bill 1365
Closing the Gaps			Not Rated

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

X ELA/Reading

X Mathematics

X Science

Not Eligible **Social Studies**

X Comparative Academic Growth

X Postsecondary Readiness

Not Eligible **Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - KELLEY EL (015806101) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		59	Not Rated: Senate Bill 1365
Student Achievement		44	Not Rated: Senate Bill 1365
STAAR Performance	16	44	
College, Career and Military Readiness			
Graduation Rate			
School Progress		65	Not Rated: Senate Bill 1365
Academic Growth	66	65	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 95.4%)	16	45	Not Rated: Senate Bill 1365
Closing the Gaps	20	56	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

* This campus received a scale score less than 60 in three of the four areas: Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, and the Student Achievement domain scale score less than 60; therefore, the overall score is limited to a 59.

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

X ELA/Reading

X Mathematics

X Science

Not Eligible **Social Studies**

X Comparative Academic Growth

X Postsecondary Readiness

X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - LEE ACADEMY (015806003) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		77	C
STAAR Performance	35	60	
College, Career and Military Readiness	50	82	
Graduation Rate	100	100	
School Progress		78	C
Academic Growth	66	75	C
Relative Performance (Eco Dis: 84.0%)	43	78	C
Closing the Gaps	72	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- ✓ Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - SAENZ J H (015806041) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		53	Not Rated: Senate Bill 1365
Student Achievement		52	Not Rated: Senate Bill 1365
STAAR Performance	24	52	
College, Career and Military Readiness			
Graduation Rate			
School Progress		63	Not Rated: Senate Bill 1365
Academic Growth	63	63	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 80.6%)	24	54	Not Rated: Senate Bill 1365
Closing the Gaps	0	30	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- X Comparative Closing the Gaps**

Texas Education Agency
2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

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	Component Score
Overall	
Student Achievement	
STAAR Performance	30
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	86
Relative Performance (Eco Dis: 67.1%)	
Closing the Gaps	65

* This campus received a scale score less than 60 in School Progress: Part B: Relative Performance; therefore, the score for School Progress, Part A: Academic Growth or Part B: Relative Performance is limited to an 89.

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	55	30	26	26	137	
Approaches GL or Above	40	21	22	24	107	78%
Meets GL or Above	24	3	6	12	45	33%
Masters GL	3	0	3	5	11	8%
Total Percentage Points						119%
Component Score						40

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	78%	73%	79%	100%	-	-	-	-	77%
At Meets GL Standard or Above	33%	32%	32%	100%	-	-	-	-	30%
At Masters GL Standard	8%	0%	10%	0%	-	-	-	-	6%
Number of Tests									
At Approaches GL Standard or Above	107	16	89	2	-	-	-	-	98
At Meets GL Standard or Above	45	7	36	2	-	-	-	-	39
At Masters GL Standard	11	0	11	0	-	-	-	-	8
Total Tests	137	22	113	2	-	-	-	-	128
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	73%	73%	72%	100%	-	-	-	-	71%
At Meets GL Standard or Above	44%	36%	44%	100%	-	-	-	-	40%
At Masters GL Standard	5%	0%	7%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	40	8	31	1	-	-	-	-	37
At Meets GL Standard or Above	24	4	19	1	-	-	-	-	21
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	55	11	43	1	-	-	-	-	52
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	70%	75%	69%	-	-	-	-	-	68%
At Meets GL Standard or Above	10%	50%	4%	-	-	-	-	-	11%
At Masters GL Standard	0%	0%	0%	-	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	21	3	18	-	-	-	-	-	19
At Meets GL Standard or Above	3	2	1	-	-	-	-	-	3
At Masters GL Standard	0	0	0	-	-	-	-	-	0
Total Tests	30	4	26	-	-	-	-	-	28
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	85%	60%	90%	-	-	-	-	-	83%
At Meets GL Standard or Above	23%	0%	29%	-	-	-	-	-	17%
At Masters GL Standard	12%	0%	14%	-	-	-	-	-	9%
Number of Tests									
At Approaches GL Standard or Above	22	3	19	-	-	-	-	-	19
At Meets GL Standard or Above	6	0	6	-	-	-	-	-	4
At Masters GL Standard	3	0	3	-	-	-	-	-	2
Total Tests	26	5	21	-	-	-	-	-	23
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	92%	100%	91%	100%	-	-	-	-	92%
At Meets GL Standard or Above	46%	50%	43%	100%	-	-	-	-	44%
At Masters GL Standard	19%	0%	22%	0%	-	-	-	-	16%
Number of Tests									
At Approaches GL Standard or Above	24	2	21	1	-	-	-	-	23
At Meets GL Standard or Above	12	1	10	1	-	-	-	-	11
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	26	2	23	1	-	-	-	-	25

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	78%	78%	80%	82%	82%	54%	100%	86%	70%	100%	-	100%	100%
At Meets GL Standard or Above	33%	30%	53%	26%	26%	27%	0%	39%	26%	75%	-	100%	67%
At Masters GL Standard	8%	6%	27%	5%	5%	12%	0%	8%	8%	0%	-	0%	0%
Number of Tests													
At Approaches GL Standard or Above	107	95	12	31	31	14	3	61	46	4	-	1	3
At Meets GL Standard or Above	45	37	8	10	10	7	0	28	17	3	-	1	2
At Masters GL Standard	11	7	4	2	2	3	0	6	5	0	-	0	0
Total Tests	137	122	15	38	38	26	3	71	66	4	-	1	3
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	73%	72%	80%	78%	78%	40%	100%	84%	58%	100%	-	-	100%
At Meets GL Standard or Above	44%	40%	80%	39%	39%	40%	0%	58%	25%	100%	-	-	100%
At Masters GL Standard	5%	4%	20%	6%	6%	10%	0%	6%	4%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	40	36	4	14	14	4	1	26	14	1	-	-	1
At Meets GL Standard or Above	24	20	4	7	7	4	0	18	6	1	-	-	1
At Masters GL Standard	3	2	1	1	1	1	0	2	1	0	-	-	0
Total Tests	55	50	5	18	18	10	1	31	24	1	-	-	1
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	70%	69%	75%	88%	88%	43%	100%	85%	59%	100%	-	-	100%
At Meets GL Standard or Above	10%	12%	0%	25%	25%	14%	0%	15%	6%	100%	-	-	100%
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	21	18	3	7	7	3	1	11	10	1	-	-	1
At Meets GL Standard or Above	3	3	0	2	2	1	0	2	1	1	-	-	1
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	-	0
Total Tests	30	26	4	8	8	7	1	13	17	1	-	-	1
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	85%	86%	80%	71%	71%	83%	100%	82%	87%	100%	-	-	100%
At Meets GL Standard or Above	23%	14%	60%	0%	0%	33%	0%	18%	27%	0%	-	-	0%
At Masters GL Standard	12%	5%	40%	0%	0%	33%	0%	9%	13%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	22	18	4	5	5	5	1	9	13	1	-	-	1
At Meets GL Standard or Above	6	3	3	0	0	2	0	2	4	0	-	-	0
At Masters GL Standard	3	1	2	0	0	2	0	1	2	0	-	-	0
Total Tests	26	21	5	7	7	6	1	11	15	1	-	-	1
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	92%	92%	100%	100%	100%	67%	-	94%	90%	100%	-	100%	-
At Meets GL Standard or Above	46%	44%	100%	20%	20%	0%	-	38%	60%	100%	-	100%	-
At Masters GL Standard	19%	16%	100%	20%	20%	0%	-	19%	20%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	24	23	1	5	5	2	-	15	9	1	-	1	-
At Meets GL Standard or Above	12	11	1	1	1	0	-	6	6	1	-	1	-
At Masters GL Standard	5	4	1	1	1	0	-	3	2	0	-	0	-
Total Tests	26	25	1	5	5	3	-	16	10	1	-	1	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		73	C
Student Achievement		71	C
STAAR Performance	24	50	
College, Career and Military Readiness	50	78	
Graduation Rate	100	100	
School Progress		73	C
Academic Growth	66	70	C
Relative Performance (Eco Dis: 90.1%)	37	73	C
Closing the Gaps	40	73	C

Distinction Designations

X Postsecondary Readiness

2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

	Component Score
Overall	
Student Achievement	
STAAR Performance	40
College, Career and Military Readiness	50
Graduation Rate	100.0
School Progress	
Academic Growth	86
Relative Performance (Eco Dis: 51.6%)	
Closing the Gaps	32

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Texas Education Agency
2023 Accountability Overall Summary
**LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS -
BEXAR COUNTY**

*** Confidential ***

	Component Score
Overall	
Student Achievement	
STAAR Performance	39
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	48
Relative Performance (Eco Dis: 40.4%)	
Closing the Gaps	32

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

	Component Score
Overall	
Student Achievement	
STAAR Performance	24
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	56
Relative Performance (Eco Dis: 63.9%)	
Closing the Gaps	30

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	53	52	22	-	127	
Approaches GL or Above	36	35	3	-	74	58%
Meets GL or Above	16	18	1	-	35	28%
Masters GL	3	2	0	-	5	4%
Total Percentage Points						90%
Component Score						30

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	58%	50%	59%	40%	-	-	-	-	56%
At Meets GL Standard or Above	28%	50%	28%	0%	-	-	-	-	24%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	3%
Number of Tests									
At Approaches GL Standard or Above	74	2	70	2	-	-	-	-	67
At Meets GL Standard or Above	35	2	33	0	-	-	-	-	29
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	127	4	118	5	-	-	-	-	119
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	50%	71%	0%	-	-	-	-	66%
At Meets GL Standard or Above	30%	50%	31%	0%	-	-	-	-	26%
At Masters GL Standard	6%	0%	6%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	36	1	35	0	-	-	-	-	33
At Meets GL Standard or Above	16	1	15	0	-	-	-	-	13
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	53	2	49	2	-	-	-	-	50
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	67%	100%	65%	100%	-	-	-	-	65%
At Meets GL Standard or Above	35%	100%	35%	0%	-	-	-	-	33%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	35	1	32	2	-	-	-	-	32
At Meets GL Standard or Above	18	1	17	0	-	-	-	-	16
At Masters GL Standard	2	0	2	0	-	-	-	-	2
Total Tests	52	1	49	2	-	-	-	-	49
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

*** Confidential ***

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	14%	0%	15%	0%	-	-	-	-	10%
At Meets GL Standard or Above	5%	0%	5%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	0	3	0	-	-	-	-	2
At Meets GL Standard or Above	1	0	1	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	22	1	20	1	-	-	-	-	20

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	58%	56%	88%	47%	47%	33%	67%	59%	58%	33%	-	33%	-
At Meets GL Standard or Above	28%	24%	75%	24%	24%	11%	33%	35%	17%	17%	-	17%	-
At Masters GL Standard	4%	3%	13%	3%	3%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	74	67	7	28	28	9	2	44	30	2	-	2	-
At Meets GL Standard or Above	35	29	6	14	14	3	1	26	9	1	-	1	-
At Masters GL Standard	5	4	1	2	2	0	0	5	0	0	-	0	-
Total Tests	127	119	8	59	59	27	3	75	52	6	-	6	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	68%	66%	100%	54%	54%	36%	100%	70%	65%	50%	-	50%	-
At Meets GL Standard or Above	30%	26%	100%	29%	29%	9%	0%	43%	13%	0%	-	0%	-
At Masters GL Standard	6%	4%	33%	0%	0%	0%	0%	10%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	36	33	3	13	13	4	1	21	15	1	-	1	-
At Meets GL Standard or Above	16	13	3	7	7	1	0	13	3	0	-	0	-
At Masters GL Standard	3	2	1	0	0	0	0	3	0	0	-	0	-
Total Tests	53	50	3	24	24	11	1	30	23	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	67%	65%	100%	54%	54%	45%	100%	69%	65%	50%	-	50%	-
At Meets GL Standard or Above	35%	33%	67%	29%	29%	18%	100%	41%	26%	50%	-	50%	-
At Masters GL Standard	4%	4%	0%	8%	8%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	35	32	3	13	13	5	1	20	15	1	-	1	-
At Meets GL Standard or Above	18	16	2	7	7	2	1	12	6	1	-	1	-
At Masters GL Standard	2	2	0	2	2	0	0	2	0	0	-	0	-
Total Tests	52	49	3	24	24	11	1	29	23	2	-	2	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	14%	10%	50%	18%	18%	0%	0%	19%	0%	0%	-	0%	-
At Meets GL Standard or Above	5%	0%	50%	0%	0%	0%	0%	6%	0%	0%	-	0%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	2	2	0	0	3	0	0	-	0	-
At Meets GL Standard or Above	1	0	1	0	0	0	0	1	0	0	-	0	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	22	20	2	11	11	5	1	16	6	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	53	52	22	-	127	
Approaches GL or Above	36	35	3	-	74	58%
Meets GL or Above	16	18	1	-	35	28%
Masters GL	3	2	0	-	5	4%
Total Percentage Points						90%
Component Score						30

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	58%	50%	59%	40%	-	-	-	-	56%
At Meets GL Standard or Above	28%	50%	28%	0%	-	-	-	-	24%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	3%
Number of Tests									
At Approaches GL Standard or Above	74	2	70	2	-	-	-	-	67
At Meets GL Standard or Above	35	2	33	0	-	-	-	-	29
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	127	4	118	5	-	-	-	-	119
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	50%	71%	0%	-	-	-	-	66%
At Meets GL Standard or Above	30%	50%	31%	0%	-	-	-	-	26%
At Masters GL Standard	6%	0%	6%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	36	1	35	0	-	-	-	-	33
At Meets GL Standard or Above	16	1	15	0	-	-	-	-	13
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	53	2	49	2	-	-	-	-	50
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	67%	100%	65%	100%	-	-	-	-	65%
At Meets GL Standard or Above	35%	100%	35%	0%	-	-	-	-	33%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	35	1	32	2	-	-	-	-	32
At Meets GL Standard or Above	18	1	17	0	-	-	-	-	16
At Masters GL Standard	2	0	2	0	-	-	-	-	2
Total Tests	52	1	49	2	-	-	-	-	49
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

*** Confidential ***

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	14%	0%	15%	0%	-	-	-	-	10%
At Meets GL Standard or Above	5%	0%	5%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	0	3	0	-	-	-	-	2
At Meets GL Standard or Above	1	0	1	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	22	1	20	1	-	-	-	-	20

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	58%	56%	88%	47%	47%	33%	67%	59%	58%	33%	-	33%	-
At Meets GL Standard or Above	28%	24%	75%	24%	24%	11%	33%	35%	17%	17%	-	17%	-
At Masters GL Standard	4%	3%	13%	3%	3%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	74	67	7	28	28	9	2	44	30	2	-	2	-
At Meets GL Standard or Above	35	29	6	14	14	3	1	26	9	1	-	1	-
At Masters GL Standard	5	4	1	2	2	0	0	5	0	0	-	0	-
Total Tests	127	119	8	59	59	27	3	75	52	6	-	6	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	68%	66%	100%	54%	54%	36%	100%	70%	65%	50%	-	50%	-
At Meets GL Standard or Above	30%	26%	100%	29%	29%	9%	0%	43%	13%	0%	-	0%	-
At Masters GL Standard	6%	4%	33%	0%	0%	0%	0%	10%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	36	33	3	13	13	4	1	21	15	1	-	1	-
At Meets GL Standard or Above	16	13	3	7	7	1	0	13	3	0	-	0	-
At Masters GL Standard	3	2	1	0	0	0	0	3	0	0	-	0	-
Total Tests	53	50	3	24	24	11	1	30	23	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	67%	65%	100%	54%	54%	45%	100%	69%	65%	50%	-	50%	-
At Meets GL Standard or Above	35%	33%	67%	29%	29%	18%	100%	41%	26%	50%	-	50%	-
At Masters GL Standard	4%	4%	0%	8%	8%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	35	32	3	13	13	5	1	20	15	1	-	1	-
At Meets GL Standard or Above	18	16	2	7	7	2	1	12	6	1	-	1	-
At Masters GL Standard	2	2	0	2	2	0	0	2	0	0	-	0	-
Total Tests	52	49	3	24	24	11	1	29	23	2	-	2	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	14%	10%	50%	18%	18%	0%	0%	19%	0%	0%	-	0%	-
At Meets GL Standard or Above	5%	0%	50%	0%	0%	0%	0%	6%	0%	0%	-	0%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	2	2	0	0	3	0	0	-	0	-
At Meets GL Standard or Above	1	0	1	0	0	0	0	1	0	0	-	0	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	22	20	2	11	11	5	1	16	6	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	245	240	75	11	571	
Approaches GL or Above	202	157	43	3	405	71%
Meets GL or Above	120	68	14	0	202	35%
Masters GL	32	20	5	0	57	10%
Total Percentage Points						116%
Component Score						39

* Confidential *

Data Table: Accountability Groups

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	
All Subjects										
Percent of Tests										
At Approaches GL Standard or Above	71%	60%	70%	81%	-	77%	83%	61%	66%	
At Meets GL Standard or Above	35%	31%	31%	43%	-	38%	50%	34%	30%	
At Masters GL Standard	10%	11%	6%	15%	-	8%	0%	10%	6%	
Number of Tests										
At Approaches GL Standard or Above	405	53	158	141	-	10	5	38	157	
At Meets GL Standard or Above	202	27	71	75	-	5	3	21	72	
At Masters GL Standard	57	10	14	26	-	1	0	6	14	
Total Tests	571	88	227	175	-	13	6	62	239	
Reading/Language Arts (RLA)										
Percent of Tests										
At Approaches GL Standard or Above	82%	81%	80%	87%	-	80%	100%	81%	77%	
At Meets GL Standard or Above	49%	44%	45%	53%	-	60%	67%	54%	42%	
At Masters GL Standard	13%	17%	8%	18%	-	20%	0%	12%	9%	
Number of Tests										
At Approaches GL Standard or Above	202	29	78	67	-	4	3	21	81	
At Meets GL Standard or Above	120	16	44	41	-	3	2	14	44	
At Masters GL Standard	32	6	8	14	-	1	0	3	9	
Total Tests	245	36	98	77	-	5	3	26	105	
Mathematics										
Percent of Tests										
At Approaches GL Standard or Above	65%	47%	68%	78%	-	100%	67%	38%	57%	
At Meets GL Standard or Above	28%	22%	23%	39%	-	40%	33%	23%	23%	
At Masters GL Standard	8%	8%	5%	13%	-	0%	0%	8%	4%	
Number of Tests										
At Approaches GL Standard or Above	157	17	63	60	-	5	2	10	58	
At Meets GL Standard or Above	68	8	21	30	-	2	1	6	23	
At Masters GL Standard	20	3	5	10	-	0	0	2	4	
Total Tests	240	36	93	77	-	5	3	26	102	
Science										
Percent of Tests										

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	57%	50%	55%	63%	-	33%	-	70%	59%
At Meets GL Standard or Above	19%	25%	19%	21%	-	0%	-	10%	19%
At Masters GL Standard	7%	8%	3%	11%	-	0%	-	10%	4%
Number of Tests									
At Approaches GL Standard or Above	43	6	17	12	-	1	-	7	16
At Meets GL Standard or Above	14	3	6	4	-	0	-	1	5
At Masters GL Standard	5	1	1	2	-	0	-	1	1
Total Tests	75	12	31	19	-	3	-	10	27
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	27%	25%	0%	100%	-	-	-	-	40%
At Meets GL Standard or Above	0%	0%	0%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	1	0	2	-	-	-	-	2
At Meets GL Standard or Above	0	0	0	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	11	4	5	2	-	-	-	-	5

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	71%	68%	73%	67%	67%	52%	60%	-	71%	60%	-	60%	-
At Meets GL Standard or Above	35%	31%	38%	33%	33%	23%	20%	-	35%	20%	-	20%	-
At Masters GL Standard	10%	7%	12%	0%	0%	5%	0%	-	10%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	405	137	268	2	2	34	3	-	405	3	-	3	-
At Meets GL Standard or Above	202	63	139	1	1	15	1	-	202	1	-	1	-
At Masters GL Standard	57	14	43	0	0	3	0	-	57	0	-	0	-
Total Tests	571	202	369	3	3	66	5	-	571	5	-	5	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	82%	79%	85%	100%	100%	54%	100%	-	82%	50%	-	50%	-
At Meets GL Standard or Above	49%	43%	52%	100%	100%	25%	0%	-	49%	0%	-	0%	-
At Masters GL Standard	13%	10%	15%	0%	0%	4%	0%	-	13%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	202	71	131	1	1	15	2	-	202	1	-	1	-
At Meets GL Standard or Above	120	39	81	1	1	7	0	-	120	0	-	0	-
At Masters GL Standard	32	9	23	0	0	1	0	-	32	0	-	0	-
Total Tests	245	90	155	1	1	28	2	-	245	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	65%	56%	71%	100%	100%	59%	50%	-	65%	50%	-	50%	-
At Meets GL Standard or Above	28%	23%	31%	0%	0%	22%	50%	-	28%	50%	-	50%	-
At Masters GL Standard	8%	5%	10%	0%	0%	4%	0%	-	8%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	157	49	108	1	1	16	1	-	157	1	-	1	-
At Meets GL Standard or Above	68	20	48	0	0	6	1	-	68	1	-	1	-
At Masters GL Standard	20	4	16	0	0	1	0	-	20	0	-	0	-
Total Tests	240	87	153	1	1	27	2	-	240	2	-	2	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	57%	68%	53%	0%	0%	33%	0%	-	57%	100%	-	100%	-
At Meets GL Standard or Above	19%	18%	19%	0%	0%	22%	0%	-	19%	0%	-	0%	-
At Masters GL Standard	7%	5%	8%	0%	0%	11%	0%	-	7%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	43	15	28	0	0	3	0	-	43	1	-	1	-
At Meets GL Standard or Above	14	4	10	0	0	2	0	-	14	0	-	0	-
At Masters GL Standard	5	1	4	0	0	1	0	-	5	0	-	0	-
Total Tests	75	22	53	1	1	9	1	-	75	1	-	1	-
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	27%	67%	13%	-	-	0%	-	-	27%	-	-	-	-
At Meets GL Standard or Above	0%	0%	0%	-	-	0%	-	-	0%	-	-	-	-
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	-	-	-	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	-	-	0	-	-	3	-	-	-	-
At Meets GL Standard or Above	0	0	0	-	-	0	-	-	0	-	-	-	-
At Masters GL Standard	0	0	0	-	-	0	-	-	0	-	-	-	-
Total Tests	11	3	8	-	-	2	-	-	11	-	-	-	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	447	414	154	56	1,071	
Approaches GL or Above	339	261	79	31	710	66%
Meets GL or Above	179	102	25	13	319	30%
Masters GL	45	22	9	6	82	8%
Total Percentage Points						104%
Component Score						35

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	66%	55%	66%	79%	-	80%	83%	60%	62%
At Meets GL Standard or Above	30%	23%	28%	40%	-	47%	50%	30%	25%
At Masters GL Standard	8%	6%	6%	14%	-	13%	0%	9%	5%
Number of Tests									
At Approaches GL Standard or Above	710	91	409	151	-	12	5	42	442
At Meets GL Standard or Above	319	38	173	77	-	7	3	21	177
At Masters GL Standard	82	10	38	26	-	2	0	6	35
Total Tests	1,071	164	624	192	-	15	6	70	710
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	76%	70%	73%	86%	-	83%	100%	79%	70%
At Meets GL Standard or Above	40%	31%	37%	51%	-	67%	67%	48%	33%
At Masters GL Standard	10%	9%	8%	17%	-	33%	0%	10%	7%
Number of Tests									
At Approaches GL Standard or Above	339	49	188	71	-	5	3	23	210
At Meets GL Standard or Above	179	22	95	42	-	4	2	14	97
At Masters GL Standard	45	6	20	14	-	2	0	3	20
Total Tests	447	70	256	83	-	6	3	29	298
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	63%	44%	64%	78%	-	100%	67%	43%	58%
At Meets GL Standard or Above	25%	19%	21%	37%	-	50%	33%	21%	21%
At Masters GL Standard	5%	5%	3%	12%	-	0%	0%	7%	2%
Number of Tests									
At Approaches GL Standard or Above	261	27	150	64	-	6	2	12	155
At Meets GL Standard or Above	102	12	50	30	-	3	1	6	55
At Masters GL Standard	22	3	7	10	-	0	0	2	6
Total Tests	414	62	233	82	-	6	3	28	268
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	51%	43%	52%	57%	-	33%	-	58%	49%
At Meets GL Standard or Above	16%	13%	18%	17%	-	0%	-	8%	13%
At Masters GL Standard	6%	4%	5%	9%	-	0%	-	8%	4%
Number of Tests									
At Approaches GL Standard or Above	79	10	48	13	-	1	-	7	48
At Meets GL Standard or Above	25	3	17	4	-	0	-	1	13
At Masters GL Standard	9	1	5	2	-	0	-	1	4
Total Tests	154	23	93	23	-	3	-	12	98
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	55%	56%	55%	75%	-	-	-	0%	63%
At Meets GL Standard or Above	23%	11%	26%	25%	-	-	-	0%	26%
At Masters GL Standard	11%	0%	14%	0%	-	-	-	0%	11%
Number of Tests									
At Approaches GL Standard or Above	31	5	23	3	-	-	-	0	29
At Meets GL Standard or Above	13	1	11	1	-	-	-	0	12
At Masters GL Standard	6	0	6	0	-	-	-	0	5
Total Tests	56	9	42	4	-	-	-	1	46

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant	
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	66%	63%	72%	56%	58%	48%	61%	62%	68%	70%	-	65%	100%	
At Meets GL Standard or Above	30%	25%	37%	18%	18%	19%	17%	28%	30%	50%	-	47%	67%	
At Masters GL Standard	8%	5%	12%	3%	2%	4%	0%	6%	8%	15%	-	18%	0%	
Number of Tests														
At Approaches GL Standard or Above	710	410	300	83	94	69	14	148	562	14	-	11	3	
At Meets GL Standard or Above	319	163	156	27	30	28	4	67	252	10	-	8	2	
At Masters GL Standard	82	31	51	4	4	6	0	15	67	3	-	3	0	
Total Tests	1,071	654	417	148	163	144	23	239	832	20	-	17	3	
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	76%	70%	85%	62%	64%	48%	60%	69%	78%	71%	-	67%	100%	
At Meets GL Standard or Above	40%	32%	52%	25%	26%	23%	10%	38%	41%	43%	-	33%	100%	
At Masters GL Standard	10%	7%	15%	2%	1%	3%	0%	9%	10%	14%	-	17%	0%	
Number of Tests														
At Approaches GL Standard or Above	339	195	144	39	45	29	6	69	270	5	-	4	1	
At Meets GL Standard or Above	179	90	89	16	18	14	1	38	141	3	-	2	1	
At Masters GL Standard	45	19	26	1	1	2	0	9	36	1	-	1	0	
Total Tests	447	277	170	63	70	60	10	100	347	7	-	6	1	
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	63%	58%	71%	57%	57%	52%	70%	62%	63%	67%	-	60%	100%	
At Meets GL Standard or Above	25%	21%	30%	19%	18%	18%	30%	25%	25%	67%	-	60%	100%	
At Masters GL Standard	5%	2%	10%	4%	3%	2%	0%	2%	6%	0%	-	0%	0%	
Number of Tests														
At Approaches GL Standard or Above	261	143	118	30	34	29	7	50	211	4	-	3	1	
At Meets GL Standard or Above	102	52	50	10	11	10	3	20	82	4	-	3	1	
At Masters GL Standard	22	6	16	2	2	1	0	2	20	0	-	0	0	
Total Tests	414	248	166	53	60	56	10	81	333	6	-	5	1	
Science														

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	51%	50%	53%	38%	40%	41%	33%	40%	55%	60%	-	50%	100%
At Meets GL Standard or Above	16%	11%	23%	0%	0%	18%	0%	9%	18%	20%	-	25%	0%
At Masters GL Standard	6%	2%	11%	0%	0%	14%	0%	3%	7%	20%	-	25%	0%
Number of Tests													
At Approaches GL Standard or Above	79	44	35	9	10	9	1	14	65	3	-	2	1
At Meets GL Standard or Above	25	10	15	0	0	4	0	3	22	1	-	1	0
At Masters GL Standard	9	2	7	0	0	3	0	1	8	1	-	1	0
Total Tests	154	88	66	24	25	22	3	35	119	5	-	4	1
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	55%	68%	20%	63%	63%	33%	-	65%	48%	100%	-	100%	-
At Meets GL Standard or Above	23%	27%	13%	13%	13%	0%	-	26%	21%	100%	-	100%	-
At Masters GL Standard	11%	10%	13%	13%	13%	0%	-	13%	9%	50%	-	50%	-
Number of Tests													
At Approaches GL Standard or Above	31	28	3	5	5	2	-	15	16	2	-	2	-
At Meets GL Standard or Above	13	11	2	1	1	0	-	6	7	2	-	2	-
At Masters GL Standard	6	4	2	1	1	0	-	3	3	1	-	1	-
Total Tests	56	41	15	8	8	6	-	23	33	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	94	92	31	19	236	
Approaches GL or Above	61	48	11	4	124	53%
Meets GL or Above	19	13	4	1	37	16%
Masters GL	7	0	1	1	9	4%
Total Percentage Points						73%
Component Score						24

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	53%	40%	55%	60%	-	100%	-	50%	54%
At Meets GL Standard or Above	16%	4%	20%	0%	-	100%	-	0%	17%
At Masters GL Standard	4%	0%	5%	0%	-	50%	-	0%	4%
Number of Tests									
At Approaches GL Standard or Above	124	20	92	6	-	2	-	4	120
At Meets GL Standard or Above	37	2	33	0	-	2	-	0	37
At Masters GL Standard	9	0	8	0	-	1	-	0	9
Total Tests	236	50	166	10	-	2	-	8	224
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	65%	52%	67%	100%	-	100%	-	67%	65%
At Meets GL Standard or Above	20%	5%	26%	0%	-	100%	-	0%	21%
At Masters GL Standard	7%	0%	9%	0%	-	100%	-	0%	8%
Number of Tests									
At Approaches GL Standard or Above	61	11	44	3	-	1	-	2	59
At Meets GL Standard or Above	19	1	17	0	-	1	-	0	19
At Masters GL Standard	7	0	6	0	-	1	-	0	7
Total Tests	94	21	66	3	-	1	-	3	91
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	52%	29%	57%	67%	-	100%	-	100%	52%
At Meets GL Standard or Above	14%	5%	17%	0%	-	100%	-	0%	15%
At Masters GL Standard	0%	0%	0%	0%	-	0%	-	0%	0%
Number of Tests									
At Approaches GL Standard or Above	48	6	37	2	-	1	-	2	46
At Meets GL Standard or Above	13	1	11	0	-	1	-	0	13
At Masters GL Standard	0	0	0	0	-	0	-	0	0
Total Tests	92	21	65	3	-	1	-	2	89
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^	
At Approaches GL Standard or Above	35%	20%	43%	33%	-	-	-	0%	39%	
At Meets GL Standard or Above	13%	0%	19%	0%	-	-	-	0%	14%	
At Masters GL Standard	3%	0%	5%	0%	-	-	-	0%	4%	
Number of Tests										
At Approaches GL Standard or Above	11	1	9	1	-	-	-	0	11	
At Meets GL Standard or Above	4	0	4	0	-	-	-	0	4	
At Masters GL Standard	1	0	1	0	-	-	-	0	1	
Total Tests	31	5	21	3	-	-	-	2	28	
Social Studies										
Percent of Tests										
At Approaches GL Standard or Above	21%	67%	14%	0%	-	-	-	0%	25%	
At Meets GL Standard or Above	5%	0%	7%	0%	-	-	-	0%	6%	
At Masters GL Standard	5%	0%	7%	0%	-	-	-	0%	6%	
Number of Tests										
At Approaches GL Standard or Above	4	2	2	0	-	-	-	0	4	
At Meets GL Standard or Above	1	0	1	0	-	-	-	0	1	
At Masters GL Standard	1	0	1	0	-	-	-	0	1	
Total Tests	19	3	14	1	-	-	-	1	16	

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	53%	53%	52%	46%	52%	48%	50%	46%	57%	100%	-	100%	-
At Meets GL Standard or Above	16%	16%	12%	4%	8%	12%	17%	14%	17%	100%	-	100%	-
At Masters GL Standard	4%	3%	12%	0%	0%	0%	0%	4%	3%	60%	-	60%	-
Number of Tests													
At Approaches GL Standard or Above	124	111	13	22	33	12	6	43	81	5	-	5	-
At Meets GL Standard or Above	37	34	3	2	5	3	2	13	24	5	-	5	-
At Masters GL Standard	9	6	3	0	0	0	0	4	5	3	-	3	-
Total Tests	236	211	25	48	63	25	12	93	143	5	-	5	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	65%	63%	86%	55%	63%	55%	33%	56%	71%	100%	-	100%	-
At Meets GL Standard or Above	20%	21%	14%	5%	11%	18%	17%	18%	22%	100%	-	100%	-
At Masters GL Standard	7%	7%	14%	0%	0%	0%	0%	10%	5%	50%	-	50%	-
Number of Tests													
At Approaches GL Standard or Above	61	55	6	11	17	6	2	22	39	2	-	2	-
At Meets GL Standard or Above	19	18	1	1	3	2	1	7	12	2	-	2	-
At Masters GL Standard	7	6	1	0	0	0	0	4	3	1	-	1	-
Total Tests	94	87	7	20	27	11	6	39	55	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	52%	51%	67%	45%	48%	45%	67%	49%	55%	100%	-	100%	-
At Meets GL Standard or Above	14%	15%	0%	5%	7%	9%	17%	15%	13%	100%	-	100%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	48	44	4	9	13	5	4	19	29	1	-	1	-
At Meets GL Standard or Above	13	13	0	1	2	1	1	6	7	1	-	1	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	92	86	6	20	27	11	6	39	53	1	-	1	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	35%	36%	33%	40%	50%	50%	-	25%	39%	100%	-	100%	-
At Meets GL Standard or Above	13%	12%	17%	0%	0%	0%	-	0%	17%	100%	-	100%	-
At Masters GL Standard	3%	0%	17%	0%	0%	0%	-	0%	4%	100%	-	100%	-
Number of Tests													
At Approaches GL Standard or Above	11	9	2	2	3	1	-	2	9	1	-	1	-
At Meets GL Standard or Above	4	3	1	0	0	0	-	0	4	1	-	1	-
At Masters GL Standard	1	0	1	0	0	0	-	0	1	1	-	1	-
Total Tests	31	25	6	5	6	2	-	8	23	1	-	1	-
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	21%	23%	17%	0%	0%	0%	-	0%	33%	100%	-	100%	-
At Meets GL Standard or Above	5%	0%	17%	0%	0%	0%	-	0%	8%	100%	-	100%	-
At Masters GL Standard	5%	0%	17%	0%	0%	0%	-	0%	8%	100%	-	100%	-
Number of Tests													
At Approaches GL Standard or Above	4	3	1	0	0	0	-	0	4	1	-	1	-
At Meets GL Standard or Above	1	0	1	0	0	0	-	0	1	1	-	1	-
At Masters GL Standard	1	0	1	0	0	0	-	0	1	1	-	1	-
Total Tests	19	13	6	3	3	1	-	7	12	1	-	1	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Tentative Annual Evaluation Framework – Vertex Education

The following framework is intended to provide additional details regarding how the Legacy Traditional Schools – North Carolina governing board envisions evaluating the services provided by Vertex Education during the proposed charter term. The following categories would be rated by each member of the board on an annual basis, with a final evaluation subject to full governing board approval. The formal evaluation will also tie to the school’s academic, financial and organizational performance as illustrated by the North Carolina School Report Cards and frameworks and evaluative tools implemented by the Charter School Review Board.

	<u>Unsatisfactory</u> <i>Services are not provided or are done so in a manner that is not timely. Requests by the LTS-NC governing board and/or school administration are not fulfilled or responded to in a timely manner</i>	<u>Basic</u> <i>Services are provided, but are largely insufficient, below expectations and/or do not setup the school for success. Requests by the LTS-NC governing board and/or school administration are often required to ensure timely delivery of services.</i>	<u>Proficient</u> <i>Services are provided and largely meet expectations, including timely deliver. Vertex staff is responsive to requests and the LTS-NC governing board and/or administration rarely has to make formal requests for assistance in the provision of services.</i>	<u>Exemplary</u> <i>Services are provided and almost always meet expectations, including timely delivery. Vertex staff proactively responds to the requests and needs of the school, and the LTS-NC governing board and/or administration rarely makes formal requests for assistance in the provision of services.</i>
Academic Support & Related Outcomes				
Comments				
Board Management				
Comments				
Facilities Management				
Comments				
Financial Services				
Comments				

Marketing and Enrollment				
<i>Comments</i>				
Food Services				
<i>Comments</i>				
Procurement				
<i>Comments</i>				
School Development				
<i>Comments</i>				
State Reporting				
<i>Comments</i>				
Human Resources				
<i>Comments</i>				

OVERALL RATING	<ul style="list-style-type: none"> ○ <i>Exemplary</i> ○ <i>Proficient</i> ○ <i>Basic</i> ○ <i>Unsatisfactory</i>
<i>Comments</i>	

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	Legacy Traditional Schools – North Carolina
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Board Member’s Information

Board Members	Full name: Rev. David B. Singletary
	Home Address: 7890 Misty Mountain Road Germanton NC 27019
	Business Name & Address: Concord United Methodist Church 193 Cherry Hill Road Mocksville NC 27019
	Telephone No.:336-462-9488

	E-mail address: dbsingletary@outlook.com
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Board Member Application	
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Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	<p>UMC Continuing Education – Religious Studies – Present Continuing Tax Education – Annually Continuing Insurance Education – State Mandated – Semi Annually Production Control Technician – Sheppard AFB - 1987 High School Diploma – Carver High School – 1986</p>
Employment History	<p>Concord United Methodist Church – Senior Pastor – 2018 to Present Independent Tax Preparation – 2015 to Present Primerica Financial Services – 2009 to Present United States Air Force – 1986 to 1991</p>
How were you recruited to join this Board of Directors?	Through the recommendation of a colleague with prior knowledge of my service on the Winston-Salem/Forsyth County School Board and my interest in education and charter schools.
Why do you wish to serve on the board of the proposed charter school?	I've always been and continue to be a supporter of choice in education, and although I continue to believe in and support the mission of our public schools, I believe that students and parents should have choices in receiving a quality education.

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>To create an environment that promotes both student learning and achievement through the development of policies academic standards, selection and implementation of curriculums that support educational excellence and seeing to the proper governance and establishment of policies that enhance the student experience and ensure the stability of the organization to continue its educational mission.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>Mainly, my experience as a School Board member and my continuing involvement with educational programs within the missional setting of our United Methodist Churches, as well as my involvement with the NC Rural Center and the Institute on Emerging Issues.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>My knowledge of School Board operations, policy and guidelines development and my understanding and ability to work well within missional group settings.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>To provide an educational experience that emphasizes the importance of basic educational skills, such as reading, writing, math, skills, and technology, while also placing an emphasis on Civics and Citizenship as a part of being both a well-rounded student and effective member of society.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>There will be an emphasis on the basics of education, based upon curriculums that are currently in practice in other traditional and charter schools and are supported by the North Carolina Education system and have proven to be effective.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school must have the participation of the local community, its parents and students, as well as having programs that are both proven and engaging, and provide students with the basis to build their future education upon.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Legacy Traditional Schools, like all other public and charter schools, have metrics in place that help to determine the academic health of our students and their future outcome. These metrics will be measured and considered against education best practices and expected outcomes.</p>
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Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Our Board will be active in overseeing the establishment of the Charter School and ensuring that operational guidelines and policies are in place that promote a positive school environment and enhance the outcomes of each student.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The first year will be hard to measure, as an organization, but the success of our students, their academic achievement and test scores will be the most practical measure to define the health of our program and guide us toward improvements.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Obviously, educational metrics will continue to be a part of determining our students' academic achievements and growth, but at the end of five years I believe that student enrollment, along with parental and community involvement will speak a great deal toward whether or not our Charter School will be successful and continue to succeed. Community buy-in will be an essential indicator at the five-year point.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The location of the school will be an essential first step and ensure that the location of the school offers the greatest opportunity of access to the communities within the school's geographic area. Development of an academic and skill program that benefits the geographical community being served and introducing our Charter School to the community. These are just a few of the first steps that are necessary.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Any suspicion or accusation of impropriety must immediately be addressed and investigated. Any board member suspected or accused should be offered an opportunity to address the issue and if necessary, offered an opportunity to resign, but I believe that all caution should be</p>

	taken in investigating and establishing the facts before take any specific action or requested.
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Certification

I, David Bryant Singletary certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Legacy Traditional Schools – North Carolina Charter School is true and correct in every respect.

Board Member’s Signature

Signature	Date
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

REV. DAVID SINGLETARY

7890 Misty Mountain Road Germanton, NC 27019 (336) 462-9488
dbsingletary@outlook.com

Skills Summary

6years experience as a Licensed Local Pastor in Full Time appointment to Concord UMC in Mocksville, NC where I supported an active congregation with 135 recorded members and average attendance of 30 to 45, including weekly streaming of worship services and Bible study, and participation with the Choir.

Worked with the Church, Laity, and Church Council in guiding the spiritual direction and growth of their congregation to inspire growth and strengthen faithful ties within the congregation and connect with outliers in our community in need of partnership and support.

Facilitated the training and formation of our Churches Community Outreach Program as a part of a North Carolina Rural Center outreach effort to train Churches and congregation in identifying community issues and addressing them by using “upstream thinking” or looking beyond the problem to the root cause of the problem. The program was awarded a \$10,000 grant and coordinates with the Davie County Family Promise and the Cooleemee Bridge Church to feed families each month as a part of a rotational food ministry with other partners.

Increased our Church Laity from one to five and continued to encourage them to grow spiritually and faithfully so they are both able and equipped to assist in the ministry of their Church. To date, only two of the five have committed to their training, but we continue to encourage the others and seek out those who may be interested in supporting their Church as Laity.

During my service with Concord UMC, we have annually added one to two new members to our congregation. Over the past six years, we have seen eight youth baptisms; five of those occurred this past Easter Sunday 2024.

Over twenty years' experience managing and leading both small and medium sized groups, managing the day-to-day activities, scheduling, and accounting for million dollars plus quick service Restaurants. Experienced in analyzing and understanding P&L statements, planning, identifying, and managing large budgets and tax related issues.

Served on the WS/FC School Board and worked for Building and Grounds Committee to coordinate, identify and plan for the Counties Bond activities. Chaired the Policy Committee and actively engaged in planning in the areas of Finance and Curriculum planning.

Education

UMC Course of Study (Religious Studies) / Present

Continuing Tax Education / Annually - 30hours

Continuing Insurance Education / State Mandated / Semi-Annually - 24hours.

Production Control Technician / Sheppard AFB / February 1987

High School Diploma / Carver High School / June 1986

Experience

Concord United Methodist Church / Lead Pastor / 2018 - Present

North Carolina Legacy Charter School Board / 2024 - Present

Tax Preparation Services / Independent Preparer / 2009 - Present

Primerica Financial Services / Independent Agent / 2009 - Present

Winston-Salem/Forsyth County Schools / Board Member / 2014 to 2018

United States Air Force Veteran / Oct 1986 to May 1991

Awards and Acknowledgements

Yadkin Valley Western NC UM Churches Education Consortium

Yadkin Valley Western NC UMC Missional Engagement Team

Rural Economic Development Institute (REDI) Leadership Graduate/ 2022

NC Institute for Emerging Issues Attendee and Participant

Family Promise / Board Member

Forsyth County Republican Party Men's Club/ Chair

USAF Commendations Medals

Eagle Scout Award

North Carolina		Public Use Tables
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2026/2027 ACADEMIC CALENDAR | Winston-Salem

*subject to formal approval by the LTS-North Carolina board

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20

SEPTEMBER						
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		1	2	3	4	5
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27	28	29	30			

20

OCTOBER						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21

NOVEMBER						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

14

July 3 Independence Day Recognized, Office Closed
30 Back to School Night

August 4 First Day of School

September 3 Quarter 1 Midpoint/Progress Reports Emailed
4 Teacher Professional Development, No School
7 Labor Day, No School

October End of Quarter 1, Parent/Teacher
8 Conferences, Half Day
9 Quarter 1 Report Cards Distributed/Emailed
Parent/Teacher Conferences, Half Day
12 Teacher Professional Development, No School

November 11 Veterans Day, No School
13 Quarter 2 Midpoint/Progress Reports Emailed
23-27 Thanksgiving Break

December 18 End of Quarter 2
Quarter 2 Report Cards Distributed/Emailed
Teacher Professional Development, Half Day
School Closed PM
23 - Jan 1 Winter Break, No School

January 1 Winter Break, No School
4 Teacher Professional Development, No School
18 Civil Rights Day, No School

February 5 Quarter 3 Midpoint/Progress Reports Emailed
12 Teacher Professional Development, No School
Bad Weather Makeup Day (if needed)
15 Presidents Day, No School

March 11 Student Led Conferences, Half Day
12 Student Led Conferences, Half Day
End of Quarter 3
Quarter 3 Report Cards Distributed/Emailed
15-19 Spring Break
22 Teacher Professional Development, No School
Bad Weather Makeup Day (if needed)

April 16 Quarter 4 Midpoint/Progress Reports Emailed

May 17-21 Final Exams
26 Kindergarten Graduation
8th Grade Promotion
27 Last Day of School, Half Day
End of Quarter 4
Quarter 4 Report Cards Distributed/Emailed
28 Teacher Professional Development, Bad Weather Makeup Day (if needed)
31 Memorial Day, Office Closed

June 19 Juneteenth, Office Closed

JANUARY						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18

FEBRUARY						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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APRIL						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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MAY						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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JUNE						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Total Days 184
Full Days 178
Half Days 6
Instructional Hours 1,075

- First/Last Day of School
- No School
- 1/2 Day
- Progress/Quarterly Report Cards
- Conferences

**This academic calendar is proposed and will be discussed as a part of ongoing community engagement with local stakeholders and families.
Calendars are not final until approved by the Legacy Traditional Schools - North Carolina governing board.*

CONTRACT

All Employees shall complete all necessary pre-service training per the Employee Handbook in addition to performing Employee’s duties during the 180 school days. Elementary Classroom Employees and Special Education Employees are additionally required to complete Spalding certification as outlined in the Employee Handbook. The School covers the cost of trainings at designated times throughout the year on-site or Employee may choose to select an alternative time for the course at Employee’s own cost. If Employee does not comply with its obligations under this Contract, Employee will be required to reimburse the School the current cost of Spalding training, if Employee attended such training. **EMPLOYEE EXPRESSLY AGREES THE SCHOOL MAY DEDUCT REIMBURSEMENT FOR THE SPALDING TRAINING FROM HIS/HER PAYCHECK UPON BREACH OF THIS CONTRACT.** Nothing contained herein prohibits School from pursuing any and all other appropriate remedies for breach of this

EMPLOYEE HANDBOOK

If employees are subject to a written employment contract approved by the LTS Campus Administration (Principal), they have agreed to perform all job duties honestly, diligently, professionally, and with integrity in accordance with the provisions outlined in their contract. In addition, employees are required to complete all necessary pre-service training. Elementary Classroom and Gifted & Special Education teachers will also be required to complete Spalding certification (unpaid). Employees must receive a passing score of an A or B in the Spalding certification training. Should an employee terminate a contract, the termination will be subject to the terms and conditions outlined in the contract. In the event of a conflict, the terms of an employee’s individualized written employment contract approved by the LTS Campus Administration (Principal) will supersede any conflicting policies in this Handbook.

**NORTH CAROLINA REPORT DATES
2026/2027 School Year**

All Teachers and Related Services Report for 10 Days of Required Training (YEAR 1)

(For subsequent years, Teachers and Related Services report for 5 days of required training)

JULY/AUGUST

S	M	T	W	T	F	S
19	20	21	22	23	24	25
	New Campus: All Teaching Staff, All Related Services, All ESS Teachers, Library Aide, Food Mgr	New Campus:	New Campus:	New Campus:	New Campus:	
26	27	28	29	30	31	1
	New Campus: Training (Day 6)	New Campus: Training (Day 7)	New Campus: Training (Day 8)	Back To School Night New Campus: Training (Day 9)	New Campus: Training (Day 10)	
2	3	4	5	6	7	8
	TEACHER/STAFF PREP DAY Teacher/staff attendance is not required.	FIRST DAY OF SCHOOL				

Appendix B

Legacy Traditional School - North Carolina (LTS-NC) will work to comply with the approved curriculum that has been outlined through the [Textbook Adoption Schedule](#). At the time of the writing of this application, the K-12 Science was under review. The curriculum listed below is anticipated to be used but may change depending on what curriculum the North Carolina Department of Public Instruction determines.

Contents

- [Kindergarten](#)
- [1st grade](#)
- [2nd grade](#)
- [3rd grade](#)
- [4th grade](#)
- [5th grade](#)
- [6th grade](#)
- [7th grade](#)
- [8th grade](#)

	ELA	Math	Science	Social Studies
Kindergarten	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Savvas MyWorld
1st grade	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Savvas MyWorld
2nd grade	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Savvas MyWorld
3rd grade	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Savvas MyWorld
4th grade	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Studies Weekly North Carolina Studies Weekly
5th grade	McGraw Hill Wonders	Savvas enVision	Savvas Experience Science	Savvas MyWorld
	ELA	Math	Science	Social Studies
6th grade	McGraw Hill StudySync	Savvas enVision	Savvas elevateScience	Savvas MyWorld World History
7th grade	McGraw Hill StudySync	Savvas enVision	Savvas elevateScience	Savvas MyWorld World History
8th grade	McGraw Hill StudySync	Savvas enVision	Savvas elevateScience	Gibbs Smith Education The North Carolina

				Journey
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Kindergarten

ELA

McGraw Hill | Wonders

Math

We recognize that the Textbook Adoption Schedule has Mathematics being reviewed in the 2027–2028 adoption cycle and this is how we would ensure that we meet North Carolina’s standards using the current curriculum Savvas | enVision that we use in our Arizona and Nevada schools.

Savvas | enVision

Topics	Focus On
1: Numbers 0 to 5	In Topic 1, students develop a fundamental understanding of number names, the counting sequence, and written numerals.
2: Compare Numbers 0 to 5	In Topic 2, students compare numbers to 5 using matching and counting strategies.
3: Numbers 6 to 10	In Topic 3, students extend their understanding of number names, the counting sequence, and written numerals to 10.
4: Compare Numbers 0 to 10	In Topic 4, students compare numbers to 10 using matching and counting strategies.
5: Classify and Count Data	In Topic 5, students classify objects into categories. They count and compare the number of objects in each category.
6: Understand Addition	In Topics 6–8, students develop an understanding of addition and subtraction by representing the operations in different ways. They decompose numbers to 10 in more than one way.
7: Understand Subtraction	
8: More Addition and Subtraction	
9: Count Numbers to 20	In Topic 9, students extend their understanding of number names, the counting sequence, and written numerals to 20.
10: Compose and Decompose Numbers 11 to 19	In Topic 10, students compose and decompose numbers from 11 to 19 into ten ones and some further ones to build a foundation for understanding place value.
11: Count Numbers to 100	In Topic 11, students extend their understanding of the counting sequence to 100. They count by tens and ones from any number up to 100.
12: Identify and Describe Shapes	In Topic 12, students identify and describe basic two- and three-dimensional shapes. They describe the relative position of shapes.

13: Analyze, Compare, and Create Shapes	In Topic 13, students analyze, compare, and create two- and three-dimensional shapes based on their attributes.
14: Describe and Compare Measurable Attributes	In Topic 14, students are introduced to the measurable attributes of length, height, capacity, and weight. They describe and compare objects by these attributes.

Science

Science is currently being reviewed through the Textbook Adoption Schedule and we would ensure that we meet North Carolina's standards using the current curriculum Savvas | Experience Science that we use in our Texas schools.

Savvas | Experience Science

Social Studies

Savvas | MyWorld

1st Grade

ELA

McGraw Hill | Wonders

Math

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Savvas | enVision

Topics	Clusters
1: Understand Addition and Subtraction	MAJOR CLUSTER NC.1.OA Represent and solve problems involving addition and subtraction.
2: Fluently Add and Subtract Within 10	MAJOR CLUSTER NC.1.OA Add and subtract within 20.
3: Addition Facts to 20: Use Strategies	
4: Subtraction Facts to 20: Use Strategies	MAJOR CLUSTER NC.1.OA Understand and apply properties of operations and the relationship between addition and subtraction.
5: Work with Addition and Subtraction Equations	MAJOR CLUSTER NC.1.OA Work with addition and subtraction equations.
6: Represent and Interpret Data	SUPPORTING CLUSTER NC.1.MD Represent and interpret data.
7: Extend the Counting Sequence	MAJOR CLUSTER NC.1.NBT Extend the counting sequence.
8: Understand Place Value	MAJOR CLUSTER NC.1.NBT Understand place value.
9: Compare Two-Digit Numbers	
10: Use Models and Strategies to Add Tens and Ones	MAJOR CLUSTER NC.1.NBT Use place value understanding and properties of operations to add and subtract.
11: Use Models and Strategies to Subtract Tens	
12: Measure Lengths	MAJOR CLUSTER NC.1.MD Measure lengths indirectly and by iterating length units.
13: Time and Money	ADDITIONAL CLUSTER NC.1.MD Tell and write time.
14: Reason with Shapes and Their Attributes	ADDITIONAL CLUSTER NC.1.G Reason with shapes and their attributes.
15: Equal Shares of Circles and Rectangles	

Science

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Savvas | Experience Science

Social Studies

Savvas | MyWorld

2nd Grade

ELA

McGraw Hill | Wonders

Math

We recognize that the Textbook Adoption Schedule has Mathematics being reviewed in the 2027–2028 adoption cycle and this is how we would ensure that we meet North Carolina’s standards using the current curriculum Savvas | enVision that we use in our Arizona and Nevada schools.

Savvas | enVision

Topics	Clusters
1: Fluently Add and Subtract Within 20	MAJOR CLUSTER NC.2.OA Add and subtract within 20
2: Work with Equal Groups	SUPPORTING CLUSTER NC.2.OA Work with equal groups of objects to gain foundations for multiplication.
3: Add Within 100 Using Strategies	MAJOR CLUSTER NC.2.NBT Use place value understanding and properties of operations to add and subtract.
4: Fluently Add Within 100	
5: Subtract Within 100 Using Strategies	
6: Fluently Subtract Within 100	
7: More Solving Problems Involving Addition and Subtraction	MAJOR CLUSTER NC.2.OA Represent and solve problems involving addition and subtraction.
8: Work with Time and Money	SUPPORTING CLUSTER NC.2.MD Work with time and money.
9: Numbers to 1,000	MAJOR CLUSTER NC.2.NBT Understand place value.
10: Add Within 1,000 Using Models and Strategies	MAJOR CLUSTER NC.2.NBT Use place value understanding and properties of operations to add and subtract.
11: Subtract Within 1,000 Using Models and Strategies	
12: Measuring Length	MAJOR CLUSTER NC.2.MD Measure and estimate lengths in standard units
13: Shapes and Their Attributes	ADDITIONAL CLUSTER NC.2.G Reason with shapes and their attributes.
14: More Addition, Subtraction, and Length	MAJOR CLUSTER NC.2.MD Relate addition and subtraction to length.
15: Graphs and Data	SUPPORTING CLUSTER NC.2.MD

	Represent and interpret data.
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Science

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Savvas | Experience Science

Social Studies

Savvas | MyWorld

3rd Grade

ELA

McGraw Hill | Wonders

Unit	Standards
1	<p>RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p> <p>RL 3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI 3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI 3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI 3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RF 3.3c Decode multisyllabic words.</p> <p>RF 3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF 3.4a Read on-level text with purpose and understanding.</p> <p>RF 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W 3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W 3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>
2	<p>RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>

	<p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RL 3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text</p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI 3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RF 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF 3.3c Decode multisyllabic words.</p> <p>RF 3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF 3.4a Read on-level text with purpose and understanding.</p> <p>RF 3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W 3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W 3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>
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	<p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI 3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RF 3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF 3.3b Decode words with common Latin suffixes.</p> <p>RF 3.3c Decode multisyllabic words.</p> <p>RF 3.3d Read grade-appropriate irregularly spelled words.</p> <p>RF 3.4a Read on-level text with purpose and understanding.</p> <p>RF 3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W 3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W 3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>
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	<p>RF 3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W 3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>
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<p>6</p>	<p>RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL 3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>

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Math

We recognize that the Textbook Adoption Schedule has Mathematics being reviewed in the 2027–2028 adoption cycle and this is how we would ensure that we meet North Carolina’s standards using the current curriculum Savvas | enVision that we use in our Arizona and Nevada schools.

Savvas | enVision

Topics	Clusters
1: Understand Multiplication and Division of Whole Numbers	MAJOR CLUSTER NC.3.OA Represent and solve problems involving multiplication and division.
2: Multiplication Facts: Use Patterns	
3: Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8	MAJOR CLUSTER NC.3.OA Understand properties of multiplication and the relationship between multiplication and division.
4: Use Multiplication to Divide: Division Facts	
5: Fluently Multiply and Divide within 100	MAJOR CLUSTER NC.3.OA Multiply and divide within 100
6: Connect Area to Multiplication and Addition	MAJOR CLUSTER NC.3.MD

	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
7: Represent and Interpret Data	SUPPORTING CLUSTER NC.3.MD Represent and interpret data.
8: Use Strategies and Properties to Add and Subtract	ADDITIONAL CLUSTER NC.3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.
9: Fluently Add and Subtract within 1,000	
10: Multiply by Multiples of 10	
11: Use Operations with Whole Numbers to Solve Problems	MAJOR CLUSTER NC.3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.
12: Understand Fractions as Numbers	MAJOR CLUSTER NC.3.NF Develop an understanding of fractions as numbers.
13: Fraction Equivalence and Comparison	
14: Solve Time, Capacity, and Mass Problems	MAJOR CLUSTER NC.3.MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
15: Attributes of Two-Dimensional Shapes	SUPPORTING CLUSTER NC.3.G Reason with shapes and their attributes.
16: Solve Perimeter Problems	ADDITIONAL CLUSTER NC.3.MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Science

Science is currently being reviewed through the Textbook Adoption Schedule and we would ensure that we meet North Carolina’s standards using the current curriculum Savvas | Experience Science that we use in our Texas schools.

Savvas | Experience Science

Social Studies

Savvas | MyWorld

4th Grade

ELA

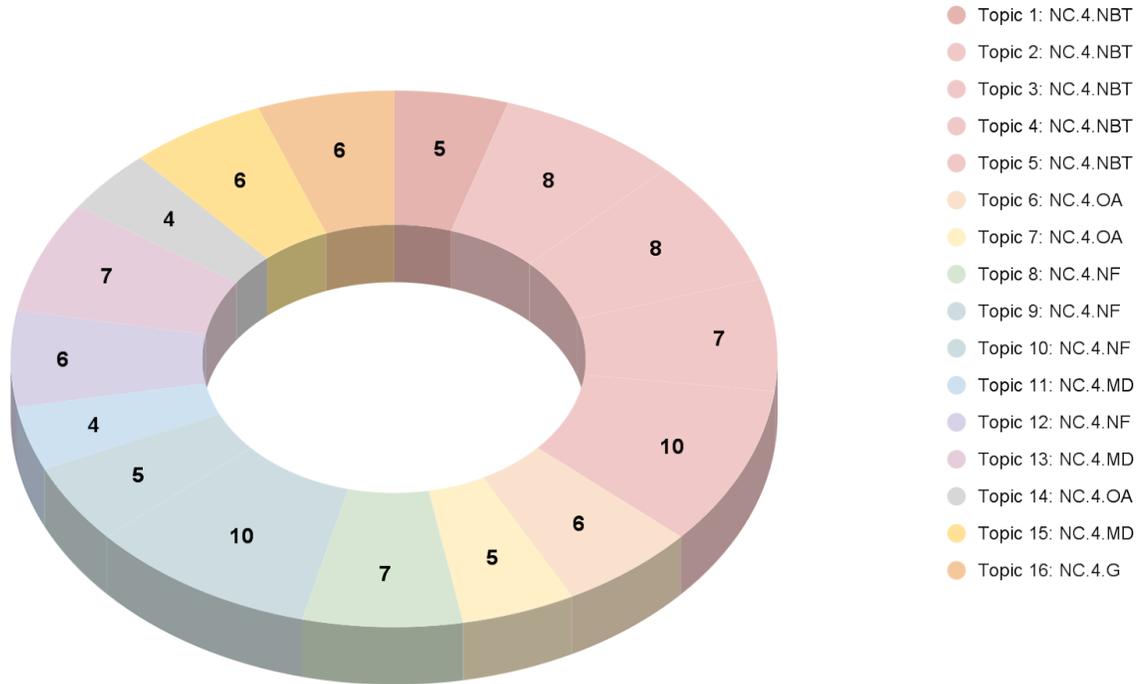
McGraw Hill | Wonders

Math

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Savvas | enVision

4th Grade Contents



North Carolina Standard Course of Study Fourth Grade Mathematics Domains

NC.4.OA: Operations and Algebraic Thinking

NC.4.MD: Measurement and Data

NC.4.NBT: Number and Operations in Base Ten

NC.4.G: Geometry

NC.4.NF: Number and Operations – Fractions

Topics and Clusters

Topics	Clusters
1: Generalize Place Value Understanding	MAJOR CLUSTER NC.4.NBT Generalize place value understandings for multi-digit whole numbers.
2: Fluently Add and Subtract Multi-Digit Whole Numbers	MAJOR CLUSTER NC.4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.
3: Use Strategies and Properties to Multiply by 1-Digit Numbers	
4: Use Strategies and Properties to Multiply by 2-Digit Numbers	
5: Use Strategies and Properties to Divide by 1-Digit Numbers	
6: Use Operations with Whole Numbers to Solve Problems	MAJOR CLUSTER NC.4.OA Use the four operations with whole numbers to solve problems.
7: Factors and Multiples	SUPPORTING CLUSTER NC.4.OA Gain familiarity with factors and multiples.
8: Extend Understanding of Fraction Equivalence and Ordering	MAJOR CLUSTER NC.4.NF Extend understanding of fraction equivalence and ordering.
9: Understand Addition and Subtraction of Fractions	MAJOR CLUSTER NC.4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Use unit fractions to understand operations of fractions.
10: Extend Multiplication Concepts to Fractions	
11: Represent and Interpret Data on Line Plots	SUPPORTING CLUSTER NC.4.MD Represent and interpret data.
12: Understand and Compare Decimals	MAJOR CLUSTER NC.4.NF Understand decimal notation for fractions, and compare decimal fractions.
13: Measurement: Find Equivalence in Units of Measure	SUPPORTING CLUSTER NC.4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
14: Algebra: Generate and Analyze Patterns	ADDITIONAL CLUSTER NC.4.OA Generate and analyze patterns.
15: Geometric Measurement: Understand Concepts of Angles and Angle Measurement	ADDITIONAL CLUSTER NC.4.MD Geometric measurement: understand concepts of angles and measure angles.
16: Lines, Angles, and Shapes	ADDITIONAL CLUSTER NC.4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Science

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Savvas | Experience Science

Social Studies

Studies Weekly | North Carolina Studies Weekly

5th Grade

ELA

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Math

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Savvas | enVision

Topics	Clusters
1: Understand Place Value	MAJOR CLUSTER NC.5.NBT Understand the place value system
2: Use models and Strategies to Add and Subtract Decimals	MAJOR CLUSTER NC.5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.
3: Fluently Multiply Multi-Digit Whole Numbers	
4: Use Models and Strategies to Multiply Decimals	
5: Use Models and Strategies to Divide Whole Numbers	
6: Use Models and Strategies to Divide Decimals	
7: Use Equivalent Fractions to Add and Subtract Fractions	MAJOR CLUSTER NC.5.NF Use equivalent fractions as a strategy to add and subtract fractions.
8: Apply Understanding of Multiplication to Multiply Fractions	MAJOR CLUSTER NC.5.NF Apply and extend previous understandings of multiplication and division.
9: Apply Understanding of Division to Divide Fractions	
10: Represent and Interpret Data	SUPPORTING CLUSTER NC.5.MD Represent and interpret data.
11: Understand Volume Concepts	MAJOR CLUSTER NC.5.MD Geometric measurement: understand concepts of volume.
12: Convert Measurements	SUPPORTING CLUSTER NC.5.MD Convert like measurement units within a given measurement system.
13: Write and Interpret Numerical Expressions	ADDITIONAL CLUSTER NC.5.OA Write and interpret numerical expressions.
14: Graph Points on the Coordinate Plane	ADDITIONAL CLUSTER NC.5.G Graph points on the coordinate plane to solve real-world and mathematical problems.

15: Algebra: Analyze Patterns and Relationships	ADDITIONAL CLUSTER NC.5.OA Analyze patterns and relationships.
16: Geometric Measurement: Classify Two-Dimensional Figures	ADDITIONAL CLUSTER NC.5.G Classify quadrilaterals.

Science

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Savvas | Experience Science

Social Studies

Savvas | MyWorld

6th Grade

ELA

McGraw Hill | StudySync

Math

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Savvas | enVision

Topics	Clusters
1: Use Positive Rational Numbers	NC.6.NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (Major Content) NC.6.NS Compute fluently with multi-digit numbers and find common factors and multiples. (Additional Content)
2: Integers and Rational Numbers	NC.6.NS Apply and extend previous understandings of numbers to the system of rational numbers. (Major Content)
3: Numeric and Algebraic Expressions	NC.6.EE Apply and extend previous understandings of arithmetic to algebraic expressions. (Major Content)
4: Represent and Solve Equations and Inequalities	NC.6.EE Reason about and solve one-variable equations and inequalities. (Major Content) NC.6.EE Represent and analyze quantitative relationships between dependent and independent variables. (Major Content)
5: Understand and Use Ratio and Rate	NC.6.RP Understand ratio concepts and use ratio reasoning to solve problems. (Major Content)
6: Understand and Use Percent	NC.6.RP Understand ratio concepts and use ratio reasoning to solve problems. (Major Content)
7: Solve Area, Surface Area, and Volume Problems	NC.6.G Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting Content)
8: Display, Describe, and Summarize Data	NC.6.SP Develop an understanding of statistical variability. (Additional Content) NC.6.SP Summarize and describe distributions. (Additional Content)

Science

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Savvas | elevateScience

Social Studies

Savvas | MyWorld | World History

7th Grade

ELA

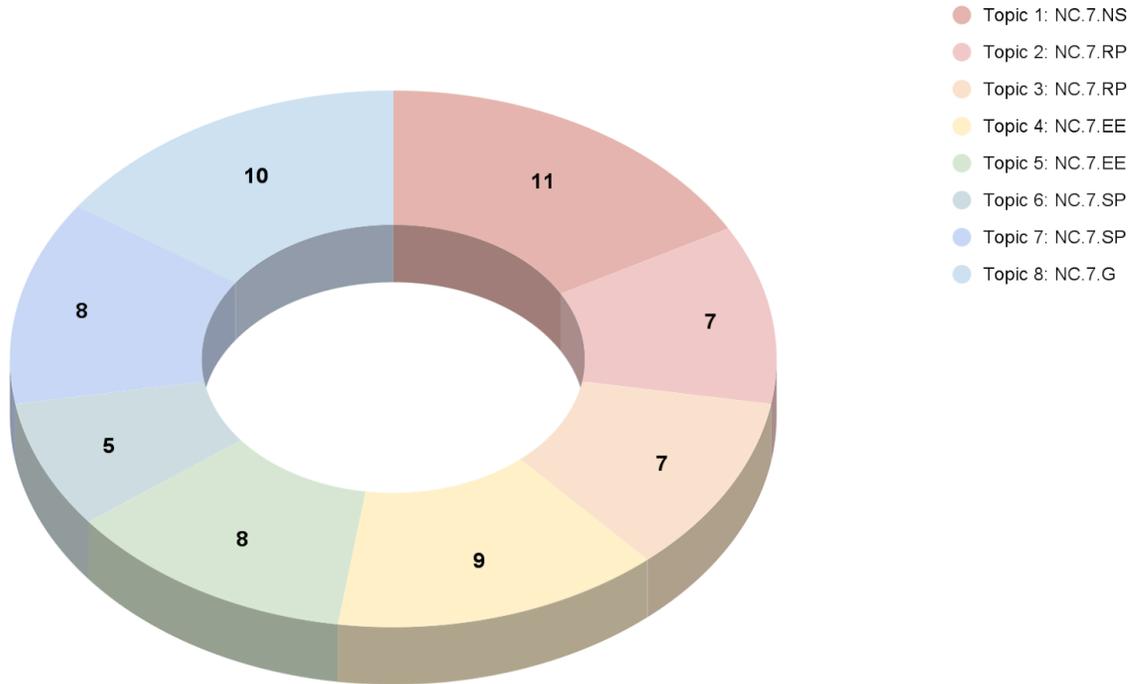
McGraw Hill | StudySync

Math

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Savvas | enVision

7th Grade Contents



North Carolina Standard Course of Study Seventh-Grade Mathematics Domains

NC.7.RP: Ratios and Proportional Relationships

NC.7.G: Geometry

NC.7.NS: The Number System

NC.7.SP: Statistics and Probability

NC.7.EE: Expressions and Equations

Topics and Clusters

Topics	Clusters
1: Rational Number Operations	NC.7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (Major Content)
2: Analyze and Use Proportional Relationships	NC.7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. (Major Content)
3: Analyze and Solve Percent Problems	NC.7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems. (Major Content)
4: Generate Equivalent Expressions	NC.7.EE Use properties of operations to generate equivalent expressions. (Major Content)
5: Solve Problems Using Equations and Inequalities	NC.7.EE Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities. (Major Content)
6: Use Sampling to Draw Inferences About Populations	NC.7.SP Use random sampling to draw inferences about a population. (Major Content) NC.7.SP Make informal inferences to compare two populations. (Additional Content)
7: Probability	NC.7.SP Investigate chance processes and develop, use, and evaluate probability models. (Supporting Content)
8: Solve Problems Involving Geometry	NC.7.G Draw, construct, and describe geometrical figures and describe the relationships between them. (Additional Content) NC.7.G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (Additional Content)

Science

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Social Studies

Savvas | MyWorld | World History

8th Grade

ELA

McGraw Hill | StudySync

Math

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Topics	Clusters
1: Real Numbers	NC.8.EE Work with radicals and integer exponents. (Major Content) NC.8.NS Know that there are numbers that are not rational, and approximate them by rational numbers. (Supporting Content)
2: Analyze and Solve Linear Equations	NC.8.EE Analyze and solve pairs of simultaneous linear equations. (Major Content)
3: Use Functions to Model Relationships	NC.8.F Define, evaluate, and compare functions. (Major Content) NC.8.F Use functions to model relationships between quantities. (Major Content)
4: Investigate Bivariate Data	NC.8.SP Investigate patterns of association in bivariate data. (Supporting Content)
5: Analyze and Solve Systems of Linear Equations	NC.8.EE Analyze and solve linear equations and pairs of simultaneous linear equations. (Major Content)
6: Congruence and Similarity	NC.8.G Understand congruence and similarity using physical models, transparencies, or geometry software. (Major Content)
7: Understand and Apply the Pythagorean Theorem	NC.8.G Understand and apply the Pythagorean Theorem. (Major Content)
8: Solve Problems Involving Surface Area and Volume	NC.8.G Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. (Additional Content)

Science

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Savvas | elevateScience

Social Studies

Gibbs Smith Education | The North Carolina Journey

ELEMENTARY (K-5)

Kinder - 5th Grade	8:00 a.m. – 2:40 p.m.
6th - 8th Grade	8:00 a.m. – 2:55 p.m.

ELEMENTARY (K-5) Bell Schedule

Flag	8:00 – 8:05
Spalding	8:05 – 8:40
Math	8:40 – 9:30
Math Intervention	9:30 – 10:00
Writing	10:00 – 10:34
Lunch/Recess	10:34 – 11:09
Reading	11:09 – 12:00
Spanish or Art	12:00 – 12:30
Computers	12:30 – 1:00
Grammar	1:00 – 1:20
ELA I&E	1:20 – 1:50
Recess	1:50 – 2:05
Science or Social Studies	2:05 – 2:40

MIDDLE SCHOOL Bell Schedule (6-8)

Flag Ceremony	8:00-8:05
1st Period	8:05-8:57
2nd Period	8:59-9:51
3rd Period	9:53-10:45
4th Period	10:47-11:39
5th Period	11:41-12:33
Lunch	12:33-1:08
6th Period	1:09-2:01
7th Period	2:03-2:55

Early Release DAY

3rd Grade – 5th Grade

Start Time	8:00 a.m.
Dismissal Time	11:40 a.m.
6th Grade – 8th Grade	
Start Time	8:00 a.m.
Dismissal Time	11:55 p.m.

Early Release Bell Schedule (K–5)

Flag	8:00–8:05
Spalding	8:05–8:40
Math	8:40–9:30
Math I&E	9:30–9:45
ELA I&E	9:45–10:40
SEL	10:40–11:00
Library	11:00–11:30
Science/Social Studies	11:30–11:40

Early Release Bell Schedule (6–8)

1st Period	8:05–8:37
2nd Period	8:39–9:10
3rd Period	9:12–9:43
4th Period	9:45–10:16
5th Period	10:18–10:49
Lunch	-
6th Period	10:51–11:22
7th Period	11:24–11:55

LTS – North Carolina Start-Up Plan

Throughout the start-up/planning year, LTS-NC staff, board and Vertex Education look forward to engaging with the staff at the Charter School Review Board (CSRB) to ensure that the proposed school opens successfully. The school administration, Vertex superintendent and Vertex staff will play leading roles in this plan as outlined below. Additionally, LTS-NC staff and board understand that the CSRB likely has additional requirements, such as the required [Ready-to-Open Process](#), and/or other standard processes that may not be adequately captured below, or are in addition to the plans of LTS-NC during this critical time. LTS-NC looks forward to the possible engagement with the CSRB and the Department of Public of Instruction as part of the Ready-to-Open process to ensure that the proposed school opens successfully.

The LTS-NC governing board anticipates using the plan below to help monitor progress throughout the start-up year.

Phase One: Twelve to eighteen months prior to opening				
Category	Task	Responsible Parties	Start By	Complete By
Marketing	Conduct outreach with local organizations, community partners and prospective students and parents	LTS-NC and Vertex	Ongoing	Ongoing
Facilities	Finalize facility site	LTS-NC and Vertex	Ongoing	May 2025
Marketing	Continue student enrollment as needed to ensure school is fully enrolled, including regularly scheduled Information Nights	LTS-NC and Vertex	Ongoing	August 2025
Financial Services	Open bank account and finalize financial policies	LTS-NC and Vertex	February 2025	March 2025
Governance/Legal	Approval of Vertex Management Agreement, Review and Approve Formal Ready-to-Open Plan, Establish Board Calendar through July 2026 and Approve Bylaws	LTS-NC and Vertex	February 2025	June 2025
Governance	Recruit and select third-party board/governance vendor for initial training	LTS-NC and Vertex	February 2025	June 2025
Financial Services	Submit Paperwork for 501(c)(3) status	LTS-NC and Vertex	February 2025	June 2025
Human Resources	Recruit, Select and Hire Principal	LTS-NC and Vertex	February 2025	July 2025

Phase Two: Nine to twelve months prior to opening				
Category	Task	Responsible Parties	Start By	Complete By
Governance	Hold Annual Board Retreat to Review Policies and Receive Governance Training from Third-Party Vendor	LTS-NC and Vertex	July 2025	September 2025
Marketing	Conduct outreach with local organizations, community partners and prospective students and parents	LTS-NC and Vertex	Ongoing	Ongoing
Marketing	Execute quarterly in-person events for prospective students and families in addition to flyer distribution	Vertex	Ongoing	Ongoing
Marketing	Conduct online marketing efforts via social media and through the LTS-NC website	Vertex	Ongoing	Ongoing
Facilities	Obtain appropriate approvals for facility site and Approve facility vendors	LTS-NC	May 2025	July 2025
Facilities	Obtain any necessary approvals to begin Construction of facility	LTS-NC	June 2025	August 2025
Human Resources	Establish benefits (e.g. medical insurance, unemployment insurance, workers compensation) for Start-Up Year Employees	LTS-NC	May 2025	August 2025
Human Resources	Principal Onboarding	LTS-NC and Vertex	July 2025	August 2025
Marketing	Begin accepting student applications and conduct weighted lottery (as needed)	LTS-NC and Vertex	September 2025	November 2025

Phase Three: Six to nine months prior to opening				
Category	Task	Responsible Parties	Start By	Complete By
Marketing	Update LTS-NC website with facility information, continue student recruitment	LTS-NC and Vertex	November 2025	December 2025
Marketing	Begin Student Enrollment after weighted lottery	LTS-NC and Vertex	November 2025	Ongoing
Curriculum and Instruction	Conduct and complete review of all curricula and associated materials to confirm alignment to standards and, where necessary, supplemental resources are identified	LTS-NC	November 2025	January 2026
Human Resources	Establish benefits (e.g. medical insurance, unemployment insurance, workers compensation) for Year 1	LTS-NC	December 2024	February 2026
Human Resources	Recruit, Select and Hire School Administrative Support Staff	LTS-NC, Principal and Vertex	November 2025	January 2026
Human Resources	Begin Recruitment of all remaining instructional and non-instructional staff	LTS-NC, Principal and Vertex	January 2026	Ongoing
Human Resources	Conduct ongoing Principal professional development	Superintendent and Principal	September 2025	July 2026
Human Resources	Develop and propose employee handbook for possible LTS-NC board approval	Vertex	January 2026	February 2026

Phase Four: Zero to six months prior to opening				
Category	Task	Responsible Parties	Start By	Complete By
Human Resources	Select and hire all remaining instructional and non-instructional roles	LTS-NC	February 2026	July 2026
Marketing	Continue student enrollment as needed to ensure school is fully enrolled	LTS-NC and Vertex	March 2026	August 2026
Operations	Ensure all food service requirements are met and equipment purchases are complete in coordination with the facility	Vertex	March 2026	August 2026
Facilities	Complete all inspections of the facility to ensure that all state and local requirements have been satisfied	LTS-NC, Vertex and Approved Vendors	April 2026	July 2026
Curriculum and Instruction	Order all Curricula and materials and prepare student/parent handbook for possible LTS-NC board approval	Vertex	April 2026	July 2026
Financial Services and Operations	Order and install all furniture	Vertex	April 2026	July 2026
Information Technology	Order, schedule delivery and install all informational technology, including computers, printers, other support equipment	Vertex	April 2026	July 2026
Human Resources	Develop campus playbook to ensure all LTS operations are in place for Day 1, PD plan for teachers meets all state, local and LTS model requirements, and reporting guide is finalized	Superintendent and Principal	April 2026	June 2026
Human Resources	Establish benefits (e.g. medical insurance, unemployment insurance, workers compensation) for All Employees	LTS-NC	May 2026	July 2026
Governance/Legal	Establish Board Calendar through July 2027 and Review/Approve Policy Changes	LTS-NC and Vertex	May 2026	August 2026
Facilities	Obtain Certificate of Occupancy	LTS-NC, Vertex and Approved Vendors	June 2026	July 2026
Human Resources and Academics	Conduct Pre-Service Training for all Administrators, Teachers and Staff	Superintendent, Principal & Vertex	July 2026	August 2026

Facilities	Open facility to teachers, staff, students and parents	Vertex and Approved Vendors	July 2026	August 2026
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Principal Job Description

Job Summary

This position has supervisory responsibility and creates a unifying workforce vision that brings Team Member Development, Performance Management, and Succession Planning together. The Principal position reports directly to the Superintendent. The principal plans, develops, and implements programs and services for the school. The principal is empowered to execute school policies and procedures. The principal is responsible for conceptualizing, developing and facilitating the implementation of projects in support of policies, goals, and objectives established by the superintendent, chief executive officer and the executive directors by performing the following duties personally or through subordinate staff.

The principal will support the district's mission and vision and role model the behaviors by:

- a. Cultivating a positive work environment.
- b. Prioritizing and setting manageable goals.
- c. Efficiently manage their time at work.
- d. Communicating effectively with management, staff, parents, students, visitors, media and compliance and accountability authorities.
- e. Being flexible and open to constructive feedback.
- f. Demonstrating a willingness to make the same types of changes and dedications asked of others.

The principal will support compliance-related items by:

- a. Following internal procedures, external regulations and maintaining a back-to-basics/traditional, accelerated educational model.
 - b. Bringing compliance issues to the attention of the Deputy Superintendent.
 - c. Successfully completing regulatory training requirements periodically.
 - d. Working collaboratively in all facets of the position to meet position requirements and support district goals.
 - e. Demonstrating a dedication to positive discipline.
 - f. Upholding campus safety standards.
 - g. Supporting and engaging parents.
 - h. Fostering a culture of high achievers and excellence by ensuring instruction is accelerated and is delivered at the level of the high-end of the class curriculum.
 - i. Consistently exceeding state academic standards.
 - j. Maintaining high visibility in the community and on the campus.
 - k. Increasing student outcomes in all academic areas.
 - l. Eliminating distractions to ensure the maximum amount of classroom time is focused on instruction.
 - m. Supporting and sustaining a culture of patriotism and citizenship.
 - n. Maintaining high student attendance, enrollment and retention.
-



Skills and Abilities

Principals must have a high level of interpersonal skills in order to handle sensitive and confidential situations. This position requires demonstrated poise, tact and diplomacy. Principals must work effectively and relate well with others including superiors, colleagues, and individuals inside and outside of the district. Principals must act in a professional manner in dealing with others and they must work to maintain constructive working relationships. They must also have the ability to represent the school and district effectively in a variety of settings with diverse communities. Principals must also have the ability to demonstrate understanding and appreciation for diverse cultures. This position also requires:

1. An in-depth knowledge of school operations.
2. Subject matter expertise within the educational community on school operations.
3. Demonstrated program development and implementation skills.
4. The planning of the work of others and the coordination of work with other departments or external agencies.
5. The ability to read, write, analyze, and interpret policies, procedures, and regulations.
6. The ability to effectively present information and respond to questions from students, parents, community members, faculty, staff, media, supervisors, managers, and directors.
7. Excellent verbal and written communication skills.
8. The ability to solve problems and deal with a variety of variables in situations.
9. The ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule forms.
10. Strong attention to detail and excellent organizational skills.
11. Strong leadership skills with the ability to develop staff.
12. The ability to complete work in a timely, accurate, and thorough manner showing conscientiousness about assignments (leads by example).
13. A flexible schedule in order to work hours necessary to fulfill job requirements.
14. The ability to build consensus that permeates the entire staff through the development and implementation of a professional learning community.

Essential Principal Job Duties

1. Establish a cohesive culture through the consistent application of policies, procedures and accountability.
 2. Develops and evaluates the educational program to ensure alignment to state and district standards.
 3. Develops and coordinates educational programs through meetings with staff, review of teachers' activities and confirmation of directives given by supervisors. (Monthly all Staff and bi-weekly Team Lead).
 4. Establishes and maintains relationships with community organizations and other schools.
 5. Directs and oversees both long and short-term strategic planning and budgeting based on school goals and growth objectives.
-



6. Creates the structure and processes necessary to manage the school's current activities and its projected growth.
7. Conceptualizes, develops and facilitates programs and guidelines that will impact student improvement.
8. Promotes communication and adequate information flow within the district.
9. Participates on committees, special projects and seeks additional responsibilities.
10. Develops a succession plan for all positions.
11. Participates in the implementation and ongoing evaluation of the curriculum.
12. Prepares and facilitates upcoming professional development trainings that increases student performance.
13. Adheres to the school calendar of events.
14. Oversees and attends regular meetings with PTO/PVO. If PTO fulfills role of second vice president.
15. Follows up on all phone calls and emails daily – respond within 24 hours.
16. Plans and leads daily flag ceremony.
17. Schedules and facilitates parent information nights.
18. Manages the school's budget; reviews and approves/disapproves purchases.
19. Monitors grading period testing results.
20. Establishes school-wide goals (SMART) each year.
21. Develop, monitor and collaborate with teachers to create and accomplish professional goals.
22. Disaggregate, analyze, track and present data to assist teachers in its interpretation to measure and improve student achievement and/or program effectiveness.

Principal Job Duties

1. Confers with teachers, students and parents concerning educational and behavioral issues in school.
 2. Places requisitions, allocates supplies, equipment and instructional material as needed.
 3. Directs preparation of class schedules, cumulative records and attendance reports.
 4. Performs routine security checks and oversees building maintenance around school property to ensure safety.
 5. Responsible for designating (2) campus tour guides.
 6. Hires, trains, develops, and appraises staff effectively. Develops teaching staff to improve individual teaching techniques.
 - a. Observes and evaluates staff performance (responsible for eight out of ten or fifteen out of twenty Instructional Feedback Forms as well as two formal evaluations per year for all K-6/SPED teachers. For JH/Specials principals are responsible for two out of ten or four out of twenty Instructional Feedback Forms. All Instructional Feedback Forms should be instructional in nature.
 - b. Takes corrective action as needed, on a timely basis and in accordance with district policy. Provides quick remediation and/or corrective action for low teacher performance.
 - c. Consults with human resources as appropriate. Addresses faculty personnel issues and documents accordingly.
-



7. Retention documentation: presenting information to teachers, running retention reports, retaining documents for records, keeping teachers up-to-date on retention students. Ensures retention forms are signed and submitted. Facilities end of year retention meetings.
8. Conforms to all safety rules and the use of all appropriate safety equipment.
9. Oversees the 504 process.
10. Serve as District Representative for IEP/MET Meetings as needed.
11. Develops future school leaders.
12. Reviews weekly lesson plans with IC & AP.
13. Assists with morning playground duty & dismissal.
14. Updates Facebook as needed.
15. Oversees and assures completion of school master schedule.
16. Addresses parent issues and documents accordingly.
17. Ensures compliance of all AP and IC duties. Responsible for covering all AP and IC duties in their absence.
18. Collaborate and meet with Vertex marketing team to establish marketing campaigns for their schools.
19. Attend and participate in community events to increase local brand awareness of the school
20. Build mutual partnerships in the school community to increase enrollment and community awareness (i.e. preschool, home builders, etc.).
21. Conduct parent meetings and other school events to improve enrollment and persistence.
22. Represent Legacy Traditional School at local chamber of commerce and other relevant organizations.
23. Performs all other related duties, as assigned.

Qualifications

- Has successfully passed the Federal Bureau of Investigation (FBI) and North Carolina Department of Public Instruction background check requirements.
 - Has earned a Master's Degree in Education /Administration/Educational Leadership.
 - Holds a valid Principal Certification North Carolina or has certification reciprocity.
 - Preferred three or more years teaching experience in a variety of grade levels.
-



Assistant Principal Job Description

Job Summary

The Assistant Principal will partner with the Principal to establish a professional rapport with students, staff and families and will meet with parents regularly regarding student discipline and behavior concerns. He/she will maintain a safe environment that encourages accountability while fostering an environment of high morale among students and staff.

Essential Dean of Discipline Duties

Assists in the overall administration of the school, with a strong commitment to the activities and operations associated with students, teachers and parents, with other specific duties as assigned by the principal. All job duties below are in coordination with the site principal.

1. Acts as School Level Standardized Testing Coordinator.
2. Facilitate training for teachers hired after the start of the school year.
3. Confers with teachers, students and parents concerning educational and behavioral problems in school.
4. Acts as school attendance and truancy officer.
5. Responsible for the creation, submission, updating, training, and implementation of school response plan.
6. Hires, trains, develops, and appraises teaching staff effectively. Develops teaching staff to improve individual learning environment techniques.
 - a) Observes and evaluates staff performance (responsible for eight out of ten or fifteen out of twenty Instructional Feedback Forms as well as two formal evaluations per year for all JH/Specials teachers. For K-6/Sped teachers' assistant principals are responsible for two out of ten or four out of twenty Instructional Feedback Forms (focused on classroom environment).
 - b) Provides quick remediation for low teacher performance.
 - c) Documents employee issues and refers to principal for corrective action as necessary on a timely basis and in accordance with district policy.
 - d) Conducts end of year formal evaluations for all special areas and Junior High teachers.
7. Trains, develops, and appraises support staff effectively. Develops support staff to improve individual performance.
 - a) Conducts five support staff feedback forms per support staff each year.
 - b) Provides quick remediation for low performance.
 - c) Documents employee issues and refers to principal for corrective action as necessary on a timely basis and in accordance with district policy.

- d) Conducts end of year formal evaluation for all instructional support staff, to include classroom/lunch aides, program paraprofessionals, and Title 1 paraprofessionals. 8. Conforms to all safety rules and the use of all appropriate safety equipment. 9. Develops future school leaders.
10. Reviews weekly lesson plans for all special area and Junior High teachers.
 11. Oversees and develops duty and dismissal schedules.
 12. Creates individual support staff schedules.
 13. Collect and review Title I tutors and paraprofessionals time and effort logs.
 14. Oversee student discipline, documents the incidents and calls parents.
 15. Addresses parent issues and documents accordingly.
 16. Schedules, documents, trains staff and complies with fire drills, lockdowns and evacuation requirements.
 17. Serves as District Representative for IEP/MET meetings
 18. Follows up on all phone calls and emails daily – respond within 24 hours.
 19. Regularly updates Facebook, as assigned.
 20. Attends school events as assigned.
 21. Other duties as assigned.

Essential Athletic Director Duties (if applicable)

1. Schedules all games.
2. Hires and develops coaches.
3. Ensures attendance of LTS designee at all home games.
4. Orders, stores, and maintains all uniforms and athletic equipment.
5. Attends seasonal Athletic Director Meetings.
6. Completes all required paperwork and ensures that sure Legacy Athletics is in compliance with (I.E. concussion protocols)
7. Facilitates seasonal Mandatory Parent Meeting.
8. Completes grade checks twice per month and enforce eligibility requirements.
9. Responsible for all parent communication regarding athletics.
10. Coordinates End-of-Season banquets for Fall, Winter, and Spring sports.

Essential Community Education Program Administrator Duties

1. Serves as lead for all Community Education Programs: LKC, KEEP, Non-school Days, Summer Days, Clubs, Vendors, Facilities, and Preschool (where applicable).
2. On-call for before or after school LKC session.
3. Creates LKC, Non-school Days and Summer Days staff schedules to maintain a 30:1 child:staff ratio.
4. Hires, trains, and monitors LKC activities to ensure staff members follow the daily schedule.
5. Effectively communicates to all LKC staff and LTS families regarding program updates.
6. Works in collaboration with Community Education to communicate with families regarding their account activity for LKC, KEEP, Non-school days, Summer Days, and

- Preschool (where applicable): registration, scheduling and payments.
7. Collects rosters and payments for all clubs and vendor
 8. Maintains LKC Dashboards.
 9. Inventories and orders LKC materials, resource, and supplies for daily activities.
 10. Manages LKC discipline and brings concerns to the attention of the Principal.
 11. Attends District Community Education Meetings.

Essential EL Coordinator Duties

1. Keep up-to-date with the EL list for your school (this will be a google document that will be shared with you).
2. Work with the principal to ensure that EL Testers (proctors) are dependable & trained and have a time & place & resources to complete their testing as needed.
3. Work with the principal to ensure that the teachers and tutors of your EL students are SEI-endorsed.
4. Process all Consent forms and Withdrawal forms.
5. Ensure that EL students with Consent Forms receive an ILLP and an ILLP, Attachment A for signatures and for teachers to follow. These forms must also be processed/filed accordingly.
6. Ensure that all teachers with students on ILLP's are completing their ILLP, Attachment A's each week—indicating the goals on which they are focusing.
7. Observe EL teachers to ensure that they are using SEI strategies with these students.
8. Ensure that EL teachers are sending home an ILLP, Attachment B (ILLP Progress Report) each quarter, with the child's report card.
9. Monitor the EL Tutor.

Qualifications

- Has successfully passed the Federal Bureau of Investigation (FBI) and North Carolina Department of Public Instruction background check requirements.
- Has earned a Master's Degree in Education and is working toward an administrative certificate. Candidate will work and be paid as teacher-on-assignment until the administrative certificate is finalized.
- Preferred three or more years teaching experience in a variety of grade levels.

Reports To

- Principal



North Carolina General Assembly
Senate

SENATOR JOYCE KRAWIEC
31ST DISTRICT

OFFICE: 308 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925

PHONE: (919) 733-7850

FAX: (919) 754-3264

EMAIL: joyce.krawiec@ncleg.gov

COMMITTEES:

APPROPRIATIONS ON HEALTH AND HUMAN
SERVICES—CHAIRMAN
HEALTH CARE—CHAIRMAN
PENSIONS—CHAIRMAN
APPROPRIATIONS, BASE BUDGET
FINANCE
REDISTRICTING
RULES AND OPERATIONS OF THE SENATE
SELECT COMMITTEE ON NOMINATIONS

April 3, 2024

North Carolina Charter Schools Review Board (CSRB)
Raleigh, NC

In re: Charter School application of Legacy Traditional Schools-North Carolina (Legacy)

Dear CSRB Members:

I am writing to express my support for the approval of the Legacy Traditional Schools-North Carolina charter school application, to be submitted to you next month.

I am always working for the right of parental school choice, and for many students in Forsyth County, there has not been the possibility of quality access. Allowing the approval of Legacy would be a huge step in the right direction providing school choice to every student in the county, regardless of family income.

Seven years ago, I supported a charter for the Clemmons area, but it did not come to fruition. This second time, under a new board and stakeholders, and with your approval, I and those wanting school choice, can become founding members who create their own "legacy." A new public charter school in Forsyth County is another positive step in North Carolina's public-school future.

Thank you for your consideration.

Best Regards,

Senator Joyce Krawiec
North Carolina General Assembly
District 31





North Carolina General Assembly
House of Representatives

REPRESENTATIVE DONNY LAMBETH
75TH DISTRICT

OFFICE: 303 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
PHONE: (919) 733-5747
FAX: (919) 754-3321
EMAIL: donny.lambeth@ncleg.net
DISTRICT: 4627 S MAIN STREET
WINSTON-SALEM, NC 27127-7425
PHONE: (336) 406-7133

COMMITTEES:

SENIOR CHAIR, APPROPRIATIONS
CHAIR, HEALTH
AGING
APPROPRIATIONS HEALTH & HUMAN
SERVICES
EDUCATION K-12
EDUCATION UNIVERSITIES
PENSIONS & RETIREMENT

April 16, 2024

North Carolina Charter Schools
Review Board (CSRB)
6301 Mail Service Center
Raleigh, North Carolina 27699-6301

ATTENTION: Mr. Bruce Friend, Chair

RE: Charter School Application
Legacy Traditional Schools
North Carolina

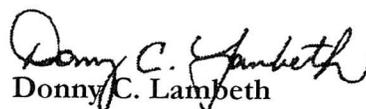
Dear Members of the Charter School Review Board:

I am writing to express my support for the approval of the Legacy Traditional Schools-North Carolina Charter School Application that will be submitted to you during May.

As Senior Chair of the House Appropriations Committee and a member of the House K-12 Committee and Universities Education Committee, I am in support of the right of school choice. Approval of Legacy Traditional Schools application would provide greater access to school choice that would not be based on family income.

I am proud to hopefully, with your approval, become one of the founding stakeholders of Legacy and see Forsyth County take another positive step in North Carolina's public school future.

Sincerely,


Donny C. Lambeth



To Whom It May Concern,

I am aware of an impending application for a new charter school in Forsyth County. As a lifelong resident of Forsyth County and as the former Budget Director and CFO of Winston-Salem/Forsyth County Schools for 38 years, I owe my education and livelihood to the traditional public schools in Forsyth County. However, I have never opposed having well-run charter schools in North Carolina. In fact, I served on the statewide committee that developed the first charter school application in North Carolina in 1996 and have provided input into the funding legislation for charter schools.

Although I know only a little about Vertex Education, I have worked very closely with Eddie Goodall who is assisting them with the application process and who has been involved in assisting charter schools in North Carolina for many years. His input will be invaluable in helping Vertex Education successfully start a charter school in this state.

I have been told they are investigating a site in the southern area of Winston-Salem for their school. I grew up on the south side of Winston-Salem and know for a fact that area would benefit from having a quality charter school. The traditional public schools in that area are mostly overcrowded.

Kerry G. Crutchfield, CPA

April 17, 2024



April 22, 2024

North Carolina Charter School Review Board (NC CSRB)
6307 Mail Service Center
Raleigh, NC 27699

Dear NC CSRB Staff and Board Members,

I am writing on behalf of the Arizona Charter Schools Association (ACSA) to express our organization's support for Legacy Traditional Schools to establish their highly successful model in North Carolina.

ACSA is a non-profit membership and professional organization that works with Arizona's charter schools to support their efforts to educate Arizona public school students. We are proud of what Arizona's public charter schools have been able to do for students and believe we have helped move the state's public school system in a positive direction. One of those school systems in Arizona that has greatly contributed is Legacy Traditional Schools.

Since their inception in Arizona over fifteen years ago, Legacy Traditional Schools has been one of the highest rated public charter school networks in our state. They consistently demonstrate excellent academics and operations, earning "A" letter grade ratings by the State of Arizona. They also have an impressive record in working with special-needs and low-income students.

I believe that their dedication to student success will lead to positive outcomes and contribute to the overall improvement of education in North Carolina. As Legacy Traditional Schools navigates the authorization process, the Arizona Charter Schools Association is here to offer any support or assistance needed to obtain approval by the CSRB.

Naturally, please don't hesitate to reach out with any questions as you consider their proposal.

Thank you for your commitment to advancing high-quality public educational options in North Carolina.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jake Logan", is written over the typed name.

Jake Logan
President & CEO
Arizona Charter Schools Association

Legacy Traditional Schools – Winston Salem Interest List

<https://northcarolina.legacytraditional.org/winston-salem/>

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the enrollment projections on the next page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:

LEA #2:

LEA #3:

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	340	300		340	300		340
Kindergarten	92	8		115	10		138
Grade 1	92	8		115	10		115
Grade 2	92	8		115	10		115
Grade 3	92	8		115	10		115
Grade 4	92	8		106	9		115
Grade 5	92	8		92	8		106
Grade 6	92	8		92	8		106
Grade 7	28	3		92	8		106
Grade 8	28	3		41	4		106
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	699	61	0	883	77	0	1021

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



jects to enroll. In addition,
those on the initial cover

imum of three LEAs.
particular level.

he LEA selected above will qualify for EC funding?	13%
--	-----

he LEA selected above will qualify for EC funding?	1%
--	----

he LEA selected above will qualify for EC funding?	
--	--

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
300		340	300		340	300	
12		138	12		138	12	
10		138	12		138	12	
10		115	10		138	12	
10		115	10		115	10	
10		115	10		115	10	
9		115	10		115	10	
9		115	10		115	10	
9		110	10		115	10	
9		110	10		115	10	
89	0	1072	93	0	1104	96	0

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		340-Forsyth		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,273.11	699	\$4,386,160.73	
Local Funds	\$3,008.43	699	\$2,103,494.26	
State EC Funds	\$5,309.31	89	\$473,314.37	
Federal EC Funds	\$1,514.35	89	\$135,001.27	
Total:			\$7,097,970.63	

LEA #2:		300-Davie		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,463.03	61	\$394,244.83	
Local Funds	\$2,236.59	61	\$136,431.99	
State EC Funds	\$5,309.31	1	\$3,238.68	
Federal EC Funds	\$1,514.35	1	\$923.75	
Total:			\$534,839.25	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 4,780,406	\$ 6,036,774	\$ 6,980,020	\$ 7,325,877
Local Per Pupil Funds	\$ 2,239,926	\$ 2,828,815	\$ 3,270,818	\$ 3,432,885
State EC Funds	\$ 476,553	\$ 601,948	\$ 696,003	\$ 730,489
Federal EC Funds	-	\$ 135,925	\$ 198,518	\$ 208,354
Other Funds*	\$ 482,521	\$ 1,198,585	\$ 1,567,908	\$ 1,887,379
Working Capital*				
TOTAL REVENUE:	\$ 7,979,406	\$ 10,802,048	\$ 12,713,267	\$ 13,584,985

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commit these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Apper



g on federal funding in

Year 5	
\$	7,545,968
\$	3,536,019
\$	752,435
\$	214,614
\$	2,190,602
\$	14,239,638

additional questions
e operating budget,
ment of these funds. If

ndix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 98,000	\$ 98,000	1	\$ 99,960	\$ 99,960	1	\$ 101,959	\$ 101,959	1	\$ 103,998	\$ 103,998	1	\$ 106,078	\$ 106,078
Assistant Administrator	2	\$ 83,000	\$ 166,000	2	\$ 84,660	\$ 169,320	2	\$ 86,353	\$ 172,706	2	\$ 88,080	\$ 176,161	3	\$ 89,842	\$ 269,526
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	3	\$ 30,000	\$ 90,000	3	\$ 30,600	\$ 91,800	3	\$ 31,212	\$ 93,636	3	\$ 31,836	\$ 95,509	3	\$ 32,473	\$ 97,419
Food Service Staff	5	\$ 27,000	\$ 135,000	5	\$ 27,540	\$ 137,700	5	\$ 28,091	\$ 140,454	5	\$ 28,653	\$ 143,263	5	\$ 29,226	\$ 146,128
Custodians	5	\$ 34,000	\$ 170,000	5	\$ 34,680	\$ 173,400	5	\$ 35,374	\$ 176,868	5	\$ 36,081	\$ 180,405	5	\$ 36,803	\$ 184,013
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
IT Staff	1	\$ 26,000	\$ 26,000	1	\$ 26,520	\$ 26,520	1	\$ 27,050	\$ 27,050	1	\$ 27,591	\$ 27,591	1	\$ 28,143	\$ 28,143
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	17		\$ 685,000	17		\$ 698,700	17		\$ 712,674	17		\$ 726,927	18		\$ 831,308
Instructional Personnel															
Core Content Teacher(s)	30	\$ 55,000	\$ 1,650,000	36	\$ 56,100	\$ 2,019,600	38	\$ 57,222	\$ 2,174,436	39	\$ 58,366	\$ 2,276,291	41	\$ 59,534	\$ 2,440,885
Electives/Specialty Teacher(s)	12	\$ 50,000	\$ 600,000	12	\$ 51,000	\$ 612,000	13	\$ 52,020	\$ 676,260	14	\$ 53,060	\$ 742,846	16	\$ 54,122	\$ 865,946
Exceptional Children Teacher(s)	2	\$ 58,000	\$ 116,000	2	\$ 59,160	\$ 118,320	2	\$ 60,343	\$ 120,686	2	\$ 61,550	\$ 123,100	2	\$ 62,781	\$ 125,562
Instructional Support	12	\$ 22,000	\$ 264,000	12	\$ 22,440	\$ 269,280	12	\$ 22,889	\$ 274,666	12	\$ 23,347	\$ 280,159	14	\$ 23,814	\$ 333,389
Teacher Assistants	11	\$ 20,500	\$ 225,500	11	\$ 20,910	\$ 230,010	11	\$ 21,328	\$ 234,610	12	\$ 21,755	\$ 261,057	14	\$ 22,190	\$ 310,658
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel:	67		\$ 2,855,500	73		\$ 3,249,210	76		\$ 3,480,658	79		\$ 3,683,453	87		\$ 4,076,440
Total Admin, Support and Instructional Personnel:	84		\$ 3,540,500	90		\$ 3,947,910	93		\$ 4,193,332	96		\$ 4,410,380.45	105		\$ 4,907,747

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	17	\$ 6,000	\$ 102,000	17	\$ 6,360	\$ 108,120	17	\$ 6,678	\$ 113,526	17	\$ 6,945	\$ 118,067	18	\$ 7,223	\$ 130,013
Retirement Plan--NC State	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Retirement Plan--Other	17	\$ 1,209	\$ 20,550	17	\$ 1,233	\$ 20,961	17	\$ 1,258	\$ 21,380	17	\$ 1,283	\$ 21,808	18	\$ 1,386	\$ 24,939
Life Insurance	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	17	\$ 60	\$ 1,020	18	\$ 60	\$ 1,080
Disability	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	17	\$ 144	\$ 2,448	18	\$ 144	\$ 2,592
Medicare	17	\$ 584	\$ 9,933	17	\$ 596	\$ 10,131	17	\$ 608	\$ 10,334	17	\$ 620	\$ 10,540	18	\$ 670	\$ 12,054
Social Security	17	\$ 2,498	\$ 42,470	17	\$ 2,548	\$ 43,319	17	\$ 2,599	\$ 44,186	17	\$ 2,651	\$ 45,069	18	\$ 2,863	\$ 51,541
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Total Admin and Support Benefits:		\$	178,421		\$	186,000		\$	192,894		\$	198,953		\$	222,219
Instructional Personnel Benefits															
Health Insurance	67	\$ 6,000	\$ 402,000	73	\$ 6,360	\$ 464,280	76	\$ 6,678	\$ 507,528	79	\$ 6,945	\$ 548,664	87	\$ 7,223	\$ 628,394
Retirement Plan--NC State	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Retirement Plan--Other	67	\$ 1,279	\$ 85,665	73	\$ 1,335	\$ 97,476	76	\$ 1,374	\$ 104,420	79	\$ 1,399	\$ 110,504	87	\$ 1,406	\$ 122,293
Social Security	67	\$ 2,642	\$ 177,041	73	\$ 2,760	\$ 201,451	76	\$ 2,839	\$ 215,801	79	\$ 2,891	\$ 228,374	87	\$ 2,905	\$ 252,739
Disability	67	\$ 60	\$ 4,020	73	\$ 60	\$ 4,380	76	\$ 60	\$ 4,560	79	\$ 60	\$ 4,740	87	\$ 60	\$ 5,220
Medicare	67	\$ 618	\$ 41,405	73	\$ 645	\$ 47,114	76	\$ 664	\$ 50,470	79	\$ 676	\$ 53,410	87	\$ 679	\$ 59,108
Life Insurance	67	\$ 60	\$ 4,020	73	\$ 60	\$ 4,380	76	\$ 60	\$ 4,560	79	\$ 60	\$ 4,740	87	\$ 60	\$ 5,220
Stipends	30	\$ 3,567	\$ 107,000	36	\$ 3,361	\$ 121,000	38	\$ 3,368	\$ 128,000	39	\$ 3,487	\$ 136,000	43	\$ 3,512	\$ 151,000
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Total Instructional Personnel Benefits:		\$	821,151		\$	940,081		\$	1,015,338		\$	1,086,432		\$	1,223,975
Total Personnel Benefits:		\$	999,571		\$	1,126,080		\$	1,208,232		\$	1,285,385		\$	1,446,194
Total Admin & Support Personnel (Salary & Benefits):	17		\$ 863,421	17		\$ 884,700	17		\$ 905,568	17		\$ 925,880.25	18		\$ 1,053,527
Total Instructional Personnel (Salary & Benefits):	67		\$ 3,676,651	73		\$ 4,189,291	76		\$ 4,495,996	79		\$ 4,769,885	87		\$ 5,300,415
TOTAL PERSONNEL:	84		\$ 4,540,071	90		\$ 5,073,990	93		\$ 5,401,564	96		\$ 5,695,765	105		\$ 6,353,942

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Insurance	\$ 63,000.00	\$ 64,260.00	\$ 66,358.00
Security and Alarms	\$ 1,000.00	\$ 1,020.00	\$ 1,040.00
Storage Leases	\$ 2,000.00	\$ 2,040.00	\$ 2,081.00
Utilities			
Electric	\$ 82,000.00	\$ 83,640.00	\$ 85,313.00
Gas	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00
Water/Sewer	\$ 32,000.00	\$ 32,640.00	\$ 33,293.00
Trash	\$ 15,000.00	\$ 15,300.00	\$ 15,606.00
Internet	\$ 9,000.00	\$ 9,180.00	\$ 9,364.00
Transportation			
Buses	\$ 89,000.00	\$ 114,669.00	\$ 135,238.00
Other			
Marketing	\$ 52,000.00	\$ 53,308.00	\$ 58,156.00
Child nutrition	\$ 131,000.00	\$ 168,783.00	\$ 199,059.00
Travel	\$ 3,500.00	\$ 3,973.00	\$ 4,685.00
Staff and Student Recognition	\$ 25,928.00	\$ 29,088.00	\$ 34,192.00
Operating Supplies	\$ 10,000.00	\$ 51,537.00	\$ 52,568.00
Bank Processing Fees	\$ 15,000.00	\$ 15,300.00	\$ 18,044.00
Other Dues & Fees	\$ 35,000.00	\$ 45,095.00	\$ 53,184.00
Debt Service	\$ 2,755,860.00	\$ 2,729,782.00	\$ 2,702,204.00
Depreciation	\$ 1,304,000.00	\$ 1,304,000.00	\$ 1,304,000.00
School Events	\$ 11,000.00	\$ 14,173.00	\$ 16,715.00
Total Administrative & Support Operations:	\$ 5,781,782.00	\$ 6,196,413.00	\$ 6,487,916.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Software Licensing	\$	37,500.00	\$ 38,250.00	\$ 39,015.00
Software Hosting	\$	2,500.00	\$ 3,221.00	\$ 3,799.00
IT Hardware & Supplies	\$	2,625.00	\$ 3,382.00	\$ 3,989.00
Instructional Contract				
Staff Development	\$	33,000.00	\$ 42,518.00	\$ 50,145.00
Counseling Services	\$	1,000.00	\$ 1,288.00	\$ 1,520.00
Occupational Therapy	\$	27,000.00	\$ 34,787.00	\$ 41,027.00
Physical Therapy	\$	11,000.00	\$ 14,173.00	\$ 16,715.00
Psychologist Services	\$	65,000.00	\$ 83,747.00	\$ 98,770.00
SPED Tuition Fees	\$	5,000.00	\$ 6,442.00	\$ 7,598.00
Speech Language Pathology Services	\$	44,000.00	\$ 56,691.00	\$ 66,859.00
Visually Impaired	\$	2,000.00	\$ 2,577.00	\$ 3,039.00
Substitute Teacher - SPED	\$	75,000.00	\$ 96,632.00	\$ 113,965.00
Substitute Teacher - General ED	\$	75,000.00	\$ 96,632.00	\$ 113,965.00
Temporary Labor	\$	5,000.00	\$ 6,442.00	\$ 7,598.00
Referee Fees	\$	5,000.00	\$ 6,442.00	\$ 7,598.00
Contingency	\$	28,087.00	\$ 36,530.00	\$ 42,975.00
Books and Supplies				
Instructional Materials	\$	10,000.00	\$ 51,537.00	\$ 60,781.00
Curriculum/Texts	\$	10,000.00	\$ 77,305.00	\$ 91,172.00
Copy Paper	\$	18,000.00	\$ 23,192.00	\$ 27,352.00
Book Fair Supplies	\$	2,000.00	\$ 2,040.00	\$ 2,081.00
Yearbook Supplies	\$	3,000.00	\$ 3,865.00	\$ 4,559.00
Fieldtrips	\$	7,000.00	\$ 9,019.00	\$ 10,637.00
Musical Production	\$	3,000.00	\$ 3,865.00	\$ 4,559.00
Total Instructional Operations:	\$	471,712.00	\$ 700,577.00	\$ 819,718.00
TOTAL OPERATIONS:				
	\$	6,253,494.00	\$ 6,896,990.00	\$ 7,307,634.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	22,774.00	\$	23,927.00
\$	1,423.00	\$	1,495.00
\$	1,220.00	\$	1,282.00
\$	39,795.00	\$	40,591.00
\$	4,067.00	\$	4,273.00
\$	19,241.00	\$	19,826.00
\$	10,612.00	\$	10,824.00
\$	21,147.00	\$	22,218.00
\$	13,014.00	\$	13,673.00
\$	1,543,344.00	\$	1,620,050.00
\$	26,530.00	\$	27,061.00
\$	7,083.00	\$	7,442.00
\$	8,134.00	\$	8,546.00
\$	1,627.00	\$	1,709.00

\$	38,342.00	\$	39,779.00
\$	11,387.00	\$	11,964.00
\$	10,612.00	\$	10,824.00
\$	18,041.00	\$	18,401.00
\$	4,245.00	\$	4,330.00
\$	2,122.00	\$	2,165.00

\$ 67,989.00	\$ 69,546.00
\$ 1,061.00	\$ 1,082.00
\$ 2,122.00	\$ 2,165.00
\$ 87,019.00	\$ 88,759.00
\$ 3,184.00	\$ 3,247.00
\$ 33,959.00	\$ 34,638.00
\$ 15,918.00	\$ 16,236.00
\$ 9,551.00	\$ 9,742.00
\$ 144,778.00	\$ 152,110.00
\$ 60,734.00	\$ 62,867.00
\$ 213,100.00	\$ 223,893.00
\$ 5,016.00	\$ 5,270.00
\$ 36,485.00	\$ 38,211.00
\$ 53,619.00	\$ 54,691.00
\$ 19,317.00	\$ 20,296.00
\$ 56,935.00	\$ 60,319.00
\$ 2,673,041.00	\$ 2,642,200.00
\$ 1,331,000.00	\$ 1,393,000.00
\$ 17,894.00	\$ 18,800.00
\$ 6,637,482.00	\$ 6,787,452.00

Year 4		Year 5	
\$	39,795.00	\$	40,591.00
\$	4,067.00	\$	4,273.00
\$	4,270.00	\$	4,486.00
\$	53,682.00	\$	56,400.00
\$	1,627.00	\$	1,709.00
\$	43,921.00	\$	46,146.00
\$	17,894.00	\$	18,800.00
\$	105,737.00	\$	111,092.00
\$	8,134.00	\$	8,546.00
\$	71,576.00	\$	75,201.00
\$	3,253.00	\$	3,418.00
\$	122,004.00	\$	128,183.00
\$	122,004.00	\$	128,183.00
\$	8,134.00	\$	8,546.00
\$	8,134.00	\$	8,546.00
\$	45,952.00	\$	48,234.00
\$	65,069.00	\$	68,364.00
\$	97,603.00	\$	102,546.00
\$	29,281.00	\$	30,764.00
\$	2,122.00	\$	2,165.00
\$	4,880.00	\$	5,127.00
\$	11,387.00	\$	11,964.00
\$	4,880.00	\$	5,127.00
\$	875,406.00	\$	918,411.00
\$	7,512,888.00	\$	7,705,863.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 4,540,071.25	\$ 5,073,990.42	\$ 5,401,564.06	\$ 5,695,765.44	\$ 6,353,941.68
Total Operations	M	\$ 6,253,494.00	\$ 6,896,990.00	\$ 7,307,634.00	\$ 7,512,888.00	\$ 7,705,863.00
Total Expenditures	N = J + M	\$ 10,793,565.25	\$ 11,970,980.42	\$ 12,709,198.06	\$ 13,208,653.44	\$ 14,059,804.68
Total Revenue	Z	\$ 7,979,405.85	\$ 10,802,048.10	\$ 12,713,266.56	\$ 13,584,985.05	\$ 14,239,638.28
Surplus / (Deficit)	= Z - N	\$ (2,814,159.40)	\$ (1,168,932.31)	\$ 4,068.50	\$ 376,331.62	\$ 179,833.60

Appendix O

- O1** [Anticipated LTS-NC Demographic Percentages](#)
 - O1.1 [WS/FCS District Data Dashboards—Students With Disabilities](#)
 - O1.2 [Report to the North Carolina General Assembly, Headcount of English Learners](#)
- O2** [Winston-Salem/Forsyth County Schools, 2018–2023 Enrollment Data](#)
- O3** [Combined Enrollment for Currently Operating Public Charter Schools](#)
- O4** [Public Charters Market Penetration—Forsyth County](#)
- O5** [North Carolina School Report Cards, Winston Salem/Forsyth County Schools](#)
- O6** [North Carolina Interest List](#)
- O7** [Estimated Projected Enrollment](#)
- O8** [Academic Data—Winston Salem/Forsyth County Schools](#)
- O9** **Citation:** Education Commission of the States. (2001). Programs & Practices: Direct Instruction. [On-Line]. Available: www.ecs.org
- O10** **Citation:** Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools, Colleges, and Universities (Madeline Hunter Collection Series), 1994
- O11** [Textbook Adoption Schedule](#)
- O12** **Citation:** John Hattie’s [Visible Learning](#) (2009) meta-analysis/Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement
- O13** AZ Big Media, [Ranking Arizona: Top 10 Charter Schools for 2023](#)
- O14** Brooks. (2023). *Strong Kids Curricula*. <https://brookespublishing.com/strong-kids-curricula/>.
- O15** [Example Elementary School Instructional Minutes](#)
- O16** [Example Middle School Instructional Minutes](#)

- O17 Footnote:** Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2020). [Systemic social and emotional learning: Promoting educational success for all preschool to high-school students](#). *American Psychologist*, 76(7), 1128-1142.
- O18** CASEL Program Guide. (2023). *Merrell's Strong Kids*. <https://pg.casel.org/strong-kids/>. Kramer, T. J., Calderella, P., Young, K. R., Fischer, L., & Warren, J.S. (2014). Implementing Strong Kids School-Wide to Reduce Internalizing and Increase Prosocial Behaviors. *Education & Treatment of Children*, 37(4), 659-880.
- O19 Footnote:** CASEL. (2023). *Our mission and work*. <https://casel.org/about-us/our-mission-work/>.
- O20 Footnote:** CASEL Program Guide. (2023). *About the program guide*. <https://pg.casel.org/about-the-program-guide/>.
- O21 Footnote:** CASEL Program Guide. (2023). *About the program guide*. <https://pg.casel.org/about-the-program-guide/>.
- O22 Footnote:** CASEL Program Guide. (2023). *Connect your criteria*. <https://pg.casel.org/connect-your-criteria/#promising>.
- O23 Footnote:** Brooks. (2023). *Strong Kids Curricula*. <https://brookespublishing.com/strong-kids-curricula/>.
- O24 Footnote:** Greenberg, M. T. (2023). *Evidence for social and emotional learning in schools*. Learning Policy Institute. <https://doi.org/10.54300/928.269>
- O25 Footnote:** Greenberg, M. T. (2023). *Evidence for social and emotional learning in schools*. Learning Policy Institute. <https://doi.org/10.54300/928.269>
- O26** [Annual Administrator and Teacher Training and Development](#)
- O27** [Parent/Caregiver Guide for English Language Development](#)
- O28** [NC AIG Program Standards](#)
- O29** [North Carolina DPI Child Data Count](#)
- O30** [Percentages of High to Low Incidence Disabilities](#)
- O31** *Andrew F. v. Douglas County School District RE-1*, 137 S. Ct. 988 (2017).
- O32** [Voyager Sopris, Step Up to Writing](#)

- O33** West Ed, [Math Pathways and Pitfalls](#)
- O34** Council for Exceptional Children (CEC) and the CEEDAR Center.
[High-Leverage Practices in Special Education](#)
- O35** [Policies Governing Services for Children with Disabilities](#)
- O36** [North Carolina School Report Card, Winston Salem/Forsyth County Schools](#)
- O37** [Draft LTS-NC Consequence Chart](#)
- O38** [Consequences for Level I Offenses/Preliminary Definitions](#)
- O39** [Consequences for Level II Offenses/Preliminary Definitions](#)
- O40** [Consequences for Level III Offenses/Preliminary Definitions](#)
- O41** [Planning Year Sessions](#), North Carolina Department of Public Instruction
- O42** [DRAFT Principal Performance Evaluation](#)
- O43** **Citation:** Teach Like a Champion 2.0, Doug Lemov (author) and Norman Atkins (foreword), John Wiley and Sons, 2015.
- O44** [Annual Administrator and Teacher Training and Development](#)
- O45** [Annual Administrator and Teacher Training and Development](#)
- O46** [Spalding Professional Development](#)
- O47** [Annual Administrator and Teacher Training and Development](#)
- O48** [North Carolina Interest List](#)
- O49** **Website:** [Legacy Traditional Schools - North Carolina](#)
- O50** **Website:** [Legacy Traditional Schools - North Carolina](#)
- O51** **Website:** [Legacy Traditional Schools - North Carolina](#)
- O52** **Website:** [Legacy Traditional Schools - North Carolina](#)
- O53** [North Carolina Office of Charter School Lottery Guidance](#)

O54 Potter, *Recruiting and Enrolling a Diverse Student Body in Public Choice Schools*, 2019.

O55 [North Carolina Office of Charter School Lottery Guidance](#)

Legacy Traditional Schools—Historical Data

Legacy Traditional Schools - Arizona
Authorizer: Arizona State Board Charter School (ASBCS) - <https://asbcs.az.gov/>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Avondale	2011	12320 W Van Buren St Avondale, AZ 85323	K - 8	1311	Mia Vega mia.vega@legacytraditional.org	ASBCS
Casa Grande	2009	1274 East O'Neil Dr Casa Grande, AZ 85122	K - 8	1525	Mia Vega mia.vega@legacytraditional.org	ASBCS
Chandler	2011	3201 S Gilbert Rd Chandler, AZ 85286	K - 8	1144	Mia Vega mia.vega@legacytraditional.org	ASBCS
Deer Valley	2021	2747 W Union Hills Dr Phoenix, AZ 85027	K - 5	508	Mia Vega mia.vega@legacytraditional.org	ASBCS
East Mesa	2018	10707 E Guadalupe Rd Mesa, AZ 85212	K - 8	1037	Mia Vega mia.vega@legacytraditional.org	ASBCS
East Tucson	2021	9290 E Golf Links Rd Tucson, AZ 85730	K - 5	424	Mia Vega mia.vega@legacytraditional.org	ASBCS

Gilbert	2013	2747 S Recker Rd Gilbert, AZ 85295	K - 8	1020	Mia Vega mia.vega@legacytraditional.org	ASBCS
Glendale	2016	13901 W 67th Ave Glendale, AZ 85306	K - 8	1291	Mia Vega mia.vega@legacytraditional.org	ASBCS
Goodyear	2019	16060 W Lower Buckeye Pkwy Goodyear, AZ 85338	K - 6	581	Mia Vega mia.vega@legacytraditional.org	ASBCS
Laveen	2012	7900 S 43rd Avenue Laveen, AZ 85339	K - 8	1027	Mia Vega mia.vega@legacytraditional.org	ASBCS
Legacy Online Academy	2020	14506 W Sweetwater Ave Surprise, AZ 85379	K - 8	326	Mia Vega mia.vega@legacytraditional.org	ASBCS
Maricopa	2007	17760 N Regent Dr Maricopa, AZ 85138	K - 8	1308	Mia Vega mia.vega@legacytraditional.org	ASBCS
Mesa	2021	3651 E McKellips Rd Mesa, AZ 85215	K - 5	531	Mia Vega mia.vega@legacytraditional.org	ASBCS
North Chandler	2016	1900 N McQueen Rd Chandler, AZ 85225	K - 8	910	Mia Vega mia.vega@legacytraditional.org	ASBCS
North Phoenix	2020	4525 N 98th Ave Phoenix, AZ 85037	6 - 8	520	Mia Vega mia.vega@legacytraditional.org	ASBCS
Northwest Tucson	2011	3500 W Cortaro Farms Rd	K - 8	1275	Mia Vega	ASBCS

		Tucson, AZ 85742			mia.vega@legacytraditional.org	
Peoria	2016	7877 W Hillcrest Blvd Peoria, AZ 85383	K - 8	656	Mia Vega mia.vega@legacytraditional.org	ASBCS
Phoenix	2018	4545 N 99th Ave Phoenix, AZ 85037	K - 5	1232	Mia Vega mia.vega@legacytraditional.org	ASBCS
Queen Creek	2011	41800 N Barnes Pkwy Queen Creek, AZ 85140	K - 8	935	Mia Vega mia.vega@legacytraditional.org	ASBCS
San Tan	2022	1679 W Empire Blvd San Tan Valley, AZ 85142	K - 8	690	Mia Vega mia.vega@legacytraditional.org	ASBCS
Surprise	2015	14506 W Sweetwater Ave Surprise, AZ 85379	K - 8	1869	Mia Vega mia.vega@legacytraditional.org	ASBCS
West Surprise	2020	17300 W Cactus Rd Surprise, AZ 85388	K - 8	1215	Mia Vega mia.vega@legacytraditional.org	ASBCS

Legacy Traditional Schools - Nevada

Authorizer: State Public Charter School Authority (SPCSA) - <https://charterschools.nv.gov/>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Cadence	2018	325 Inflection St Henderson, NV 89011	K - 8	1185	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA
North Valley	2017	5024 Valley Dr N. Las Vegas, NV 89031	K - 8	1349	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA
Southwest	2019	7077 W Wigwam Ave Las Vegas, NV 89113	K - 8	1518	Jennifer Emling jennifer.emling@legacytraditional.org	SPCSA

Legacy Traditional Schools - Texas

Authorizer: Texas Education Agency (TEA) - <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>

School	Year Opened	Address	Grades Served	2023 - 24 Enrollment	Contact Information	Authorizer
Alamo Ranch	2023	13632 Old FM 471 San Antonio, TX 78253	PK - 8	604	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA
Basse ¹	2021	1826 Basse Road San Antonio, TX 78213	PK - 12	414	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA
Cibolo	2022	2900 Cibolo Valley Dr San Antonio, TX 78108	PK - 8	736	Dr. Mechiel Rozas mechiel.rozas@legacytraditional.org	TEA

¹ Vertex Education was engaged by School of Excellence in Education in 2021, and shortly thereafter, the network was rebranded in advance of the 2021 - 22 school year.



Accountability: State & Federal

Welcome Tara Vigil!

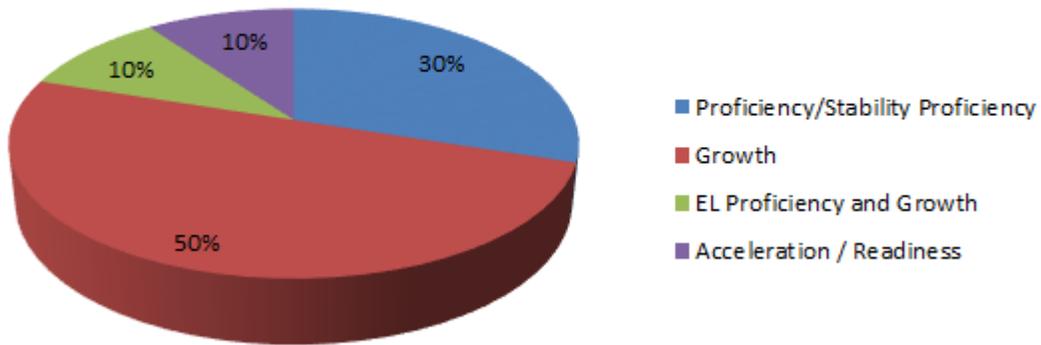
Tara Vigil

Home (/FY2021/) / A-F Summary

Legacy Traditional School - West Surprise (1000561)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.93
Growth	50%	49.36
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.47%
A-F Letter Grade		

Traditional K-8 Model



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	74.53%	86.98%
4	84.43%	83.52%
5	93.07%	88.38%
6	84.43%	71.64%
7	76.00%	64.17%
8	67.84%	60.54%
Percent Proficient All Students		79.75%
Total Proficiency Points		23.93

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	81.63%	77.89%	79.75%	30.00%
Total Stability Proficiency Points				23.93

Growth	50%	View Data (/FY2021/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.63%	8.29%	7.18%
Prior Year Proficient	8.84%	16.02%	20.99%
Prior Year Partially Proficient	2.76%	6.08%	8.84%
Prior Year Minimally Proficient	3.31%	3.31%	7.73%
SGP ELA Points			24.36

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.52%	10.87%	6.52%
Prior Year Proficient	7.07%	14.67%	21.74%
Prior Year Partially Proficient	2.17%	4.89%	15.22%
Prior Year Minimally Proficient	3.80%	2.72%	3.80%
SGP Math Points			25.19

Total Growth Points	49.36
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	
Chronic Absenteeism	0.00
Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.94%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	99.12%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Notes:

- 1) HB 2402 prohibits the State Board of Education from assigning school letter grades for FY 2021.
- 2) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

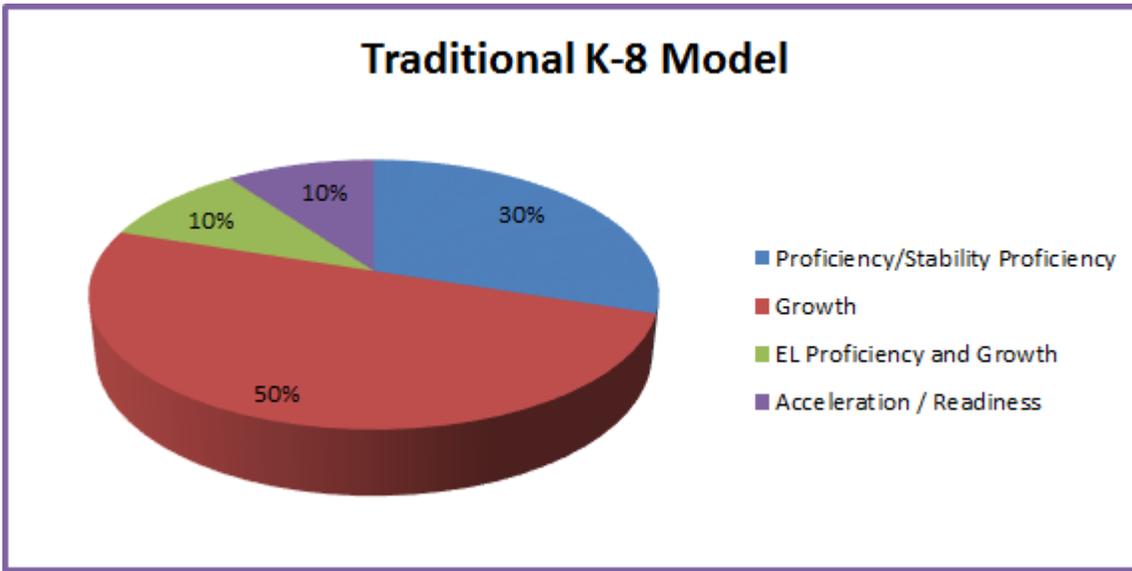
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School - Surprise (92880)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	23.09
Growth	50%	45.44
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.90%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	59.64%	80.31%
4	86.20%	84.45%
5	87.12%	86.28%
6	72.01%	67.00%
7	71.59%	81.51%
8	76.94%	74.08%
Percent Proficient All Students		76.96%
Total Proficiency Points		23.09

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	77.09%	81.71%	79.40%	15.00%
2-Year FAY	73.60%	72.67%	73.13%	10.00%
1-Year FAY	68.38%	68.97%	68.68%	5.00%
Total Stability Proficiency Points				22.66

Growth	50%	View Data (/FY2021/Home/Growth)
--------	-----	---------------------------------

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.19%	9.19%	6.63%
Prior Year Proficient	16.42%	14.46%	18.67%
Prior Year Partially Proficient	3.92%	4.37%	5.87%
Prior Year Minimally Proficient	2.41%	3.61%	5.27%
SGP ELA Points			20.44

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.09%	10.48%	9.43%
Prior Year Proficient	6.89%	15.72%	23.20%
Prior Year Partially Proficient	2.40%	4.79%	13.77%
Prior Year Minimally Proficient	2.25%	2.69%	3.29%
SGP Math Points			25.58

Total Growth Points	45.44
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.61%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	95.70%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Notes:

- 1) HB 2402 prohibits the State Board of Education from assigning school letter grades for FY 2021.
- 2) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.

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Accountability: State & Federal

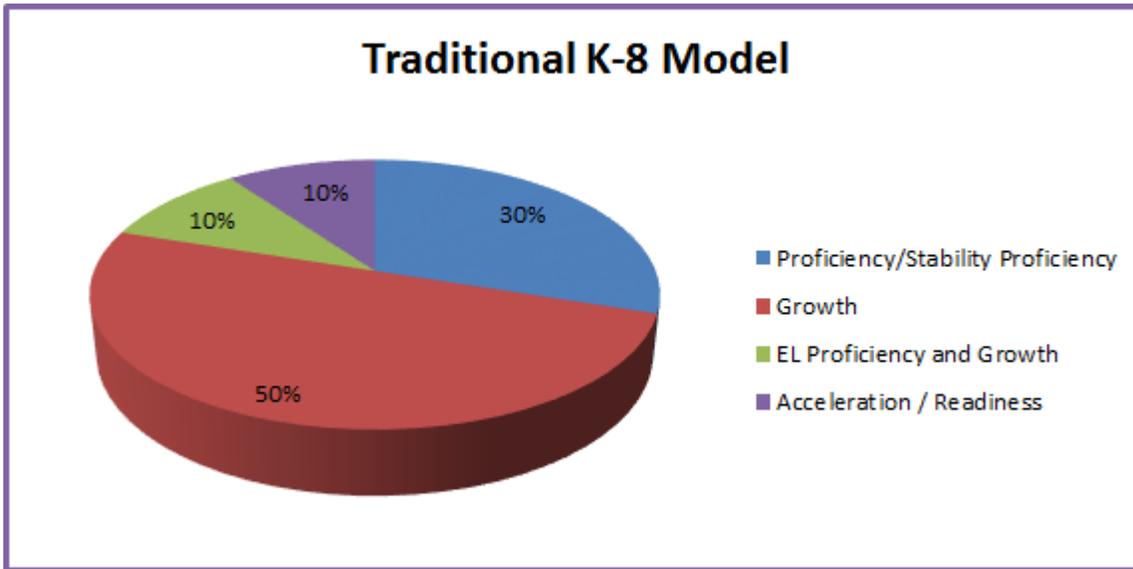
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School - Phoenix (112572)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.04
Growth	50%	47.96
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		96.27%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	52.54%	59.33%
4	66.89%	67.53%
5	62.48%	53.88%
Percent Proficient All Students		60.15%
Total Proficiency Points		18.04

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	61.86%	62.05%	61.96%	15.00%
2-Year FAY	52.57%	58.75%	55.65%	10.00%
1-Year FAY	62.86%	58.10%	60.46%	5.00%
Total Stability Proficiency Points				17.88

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.85%	6.15%	1.54%
Prior Year Proficient	10.77%	9.23%	16.15%

Prior Year Partially Proficient	5.38%	8.46%	3.08%
Prior Year Minimally Proficient	11.54%	6.15%	17.69%
SGP ELA Points			22.96

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.67%	1.48%	0.74%
Prior Year Proficient	8.15%	12.59%	17.78%
Prior Year Partially Proficient	5.19%	7.41%	17.04%
Prior Year Minimally Proficient	3.70%	6.67%	12.59%
SGP Math Points			26.52

Total Growth Points	47.96
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		2.00

Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.34%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	97.42%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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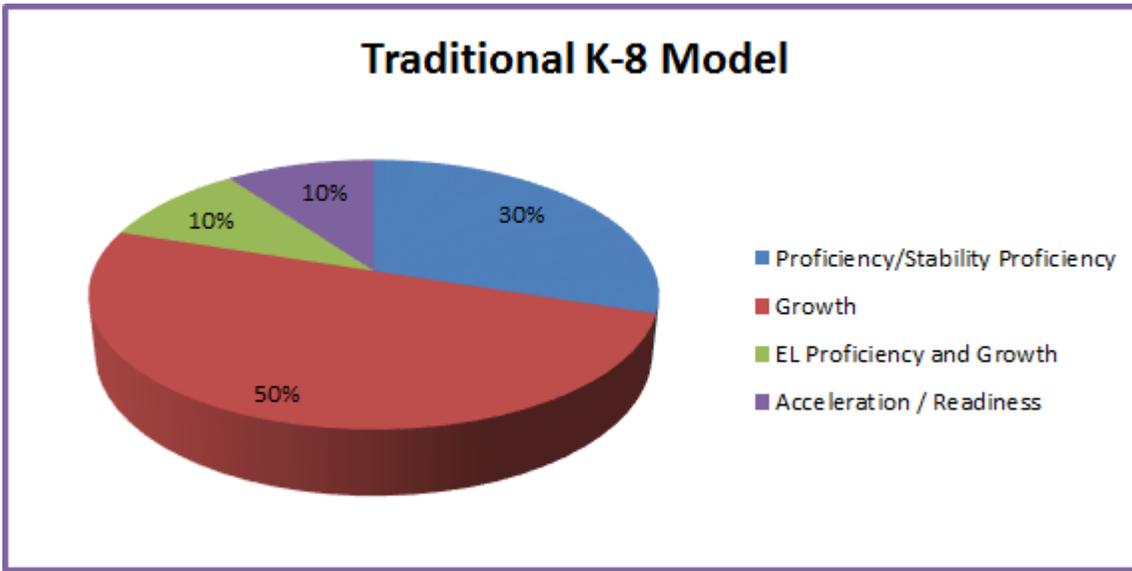
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Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Queen Creek (90534)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.30
Growth	50%	46.74
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		5.00
Total Points Earned		
Percent Tested		98.12%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	62.38%	77.50%
4	76.96%	76.59%
5	83.68%	86.04%
6	81.37%	80.21%
7	74.08%	81.08%
8	74.83%	73.31%
Percent Proficient All Students		77.65%
Total Proficiency Points		23.30

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	77.74%	81.23%	79.48%	15.00%
2-Year FAY	70.00%	77.41%	73.72%	10.00%
1-Year FAY	71.49%	69.90%	70.68%	5.00%
Total Stability Proficiency Points				22.83

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	8.28%	10.91%	7.27%
Prior Year Proficient	10.51%	17.78%	15.76%
Prior Year Partially Proficient	5.05%	4.65%	6.26%
Prior Year Minimally Proficient	3.03%	4.85%	5.66%
SGP ELA Points			21.74

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.24%	6.68%	14.37%
Prior Year Proficient	4.86%	11.34%	27.73%
Prior Year Partially Proficient	2.02%	4.66%	14.37%
Prior Year Minimally Proficient	1.01%	2.02%	7.69%
SGP Math Points			28.40

Total Growth Points	46.74
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	0.00
Special Education Inclusion	2.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.88%	7.42%	8.65%	9.89%	12.36%	2.00
Science Assessment Bonus Points	96.25%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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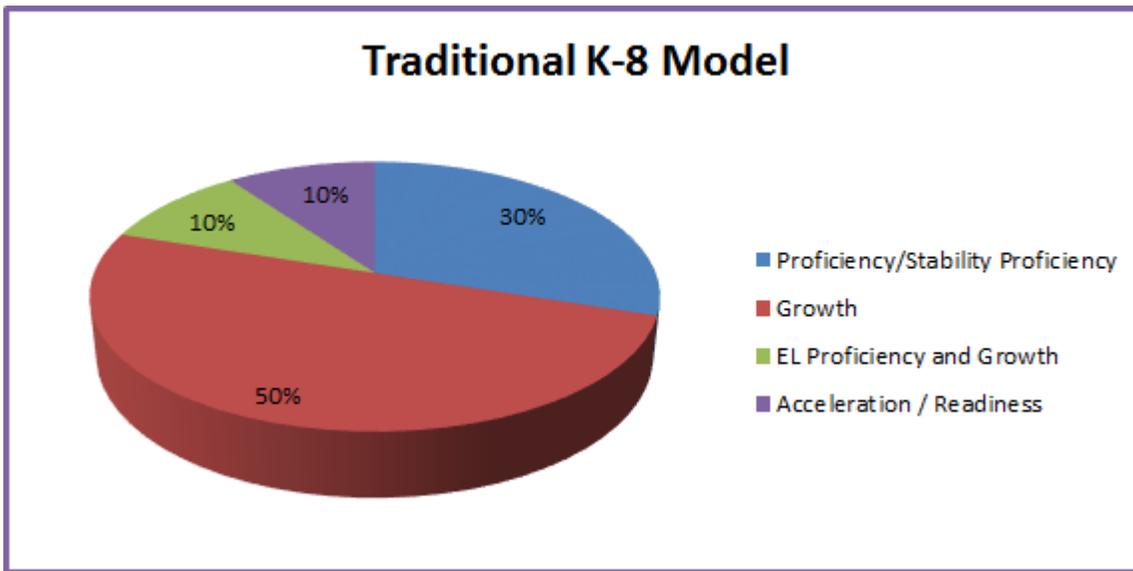
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Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School – Peoria (70018)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.76
Growth	50%	50.00
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		97.14%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	72.55%	83.98%
4	90.38%	87.92%
5	92.98%	89.14%
6	67.27%	60.91%
7	70.78%	67.25%
8	86.25%	71.54%
Percent Proficient All Students		79.21%
Total Proficiency Points		23.76

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.30%	81.22%	81.26%	15.00%
2-Year FAY	72.03%	74.22%	73.13%	10.00%
1-Year FAY	81.32%	73.68%	77.50%	5.00%
Total Stability Proficiency Points				23.38

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.56%	9.29%	7.10%
Prior Year Proficient	9.84%	15.30%	18.58%
Prior Year Partially Proficient	1.64%	3.83%	9.29%
Prior Year Minimally Proficient	2.73%	3.83%	12.02%
SGP ELA Points			25.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.65%	4.92%	11.48%
Prior Year Proficient	7.65%	18.58%	19.67%
Prior Year Partially Proficient	3.28%	6.56%	11.48%
Prior Year Minimally Proficient	0.55%	2.19%	6.01%
SGP Math Points			25.01

Total Growth Points	50.00
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.02%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	95.00%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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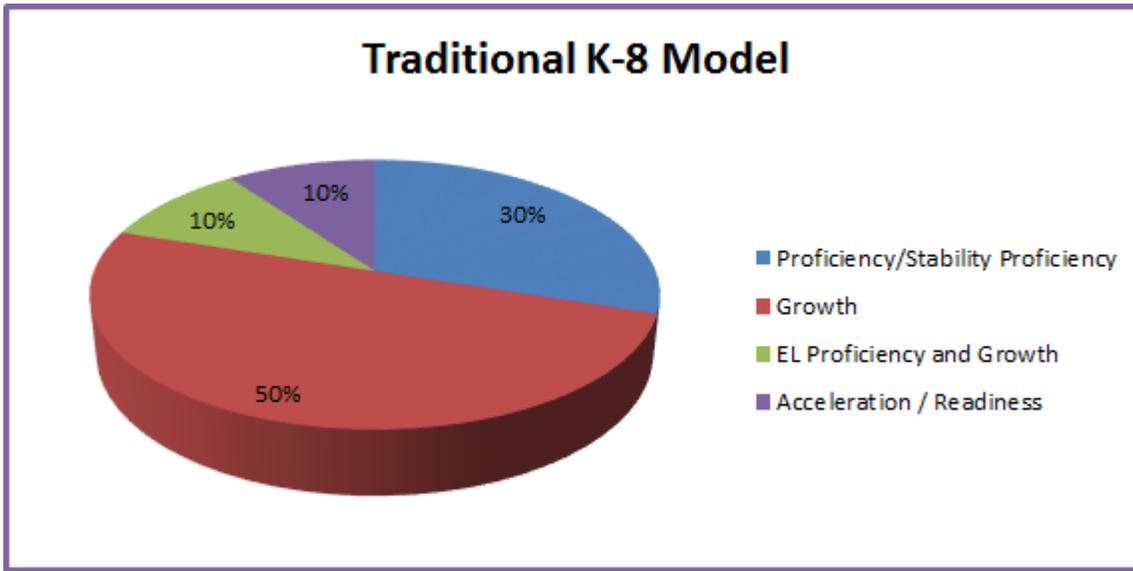
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Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School - Northwest Tucson (91138)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.76
Growth	50%	47.22
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	9.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		95.99%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	66.72%	80.31%
4	90.49%	80.90%
5	86.32%	78.19%
6	83.36%	72.28%
7	68.75%	72.48%
8	85.73%	83.94%
Percent Proficient All Students		79.19%
Total Proficiency Points		23.76

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.43%	81.31%	82.37%	15.00%
2-Year FAY	68.31%	69.08%	68.69%	10.00%
1-Year FAY	70.33%	65.74%	67.99%	5.00%
Total Stability Proficiency Points				22.62

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.00%	9.98%	7.54%
Prior Year Proficient	12.41%	16.79%	18.49%
Prior Year Partially Proficient	3.16%	2.92%	7.30%
Prior Year Minimally Proficient	2.19%	4.14%	6.08%
SGP ELA Points			22.22

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.75%	10.36%	11.08%
Prior Year Proficient	6.99%	15.42%	21.93%
Prior Year Partially Proficient	2.65%	3.86%	11.08%
Prior Year Minimally Proficient	1.20%	1.69%	6.99%
SGP Math Points			25.66

Total Growth Points	47.22
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50

Grade 8 Math Minimally Proficient	2.50
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	2.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	9.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.55%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	96.27%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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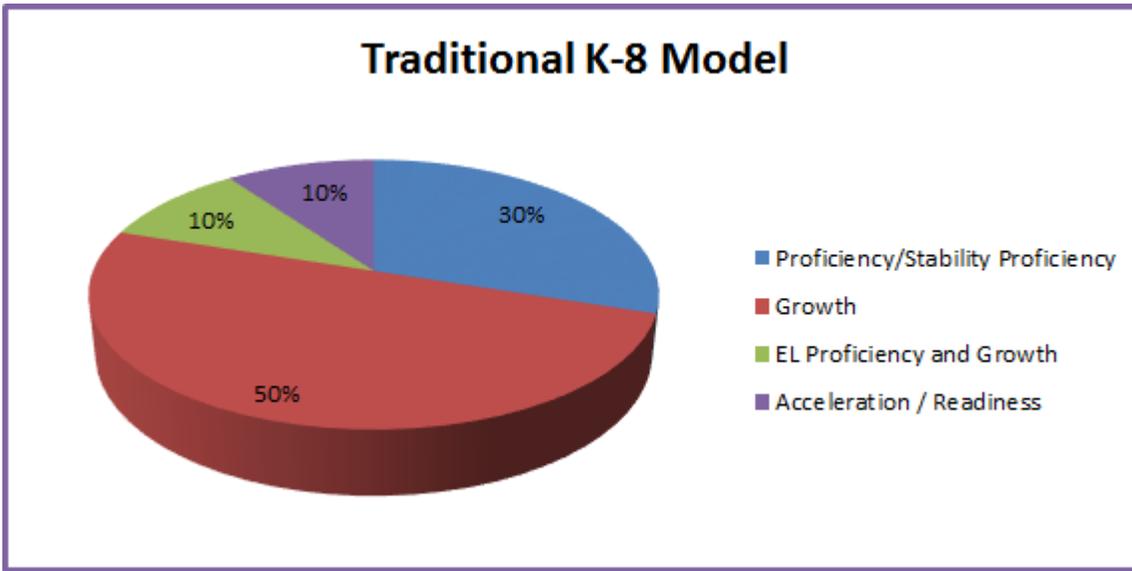
Welcome Heather Sliker!

Heather Sliker

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Legacy Traditional School – North Chandler (411380)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.22
Growth	50%	47.60
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		94.15%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	69.60%	73.96%
4	74.84%	67.39%
5	84.26%	83.09%
6	78.23%	61.31%
7	72.60%	60.59%
8	71.91%	52.77%
Percent Proficient All Students		70.74%
Total Proficiency Points		21.22

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	80.85%	75.00%	77.08%	15.00%
2-Year FAY	70.21%	59.79%	64.18%	10.00%
1-Year FAY	64.60%	58.98%	60.93%	5.00%
Total Stability Proficiency Points				21.03

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	8.50%	6.00%	6.00%
Prior Year Proficient	12.00%	15.00%	20.00%
Prior Year Partially Proficient	5.00%	5.00%	8.00%
Prior Year Minimally Proficient	2.00%	5.00%	7.50%
SGP ELA Points			22.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.02%	7.04%	7.04%
Prior Year Proficient	12.06%	13.07%	22.61%
Prior Year Partially Proficient	4.02%	8.04%	11.56%
Prior Year Minimally Proficient	1.51%	2.51%	7.54%
SGP Math Points			25.18

Total Growth Points	47.60
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.44%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	95.12%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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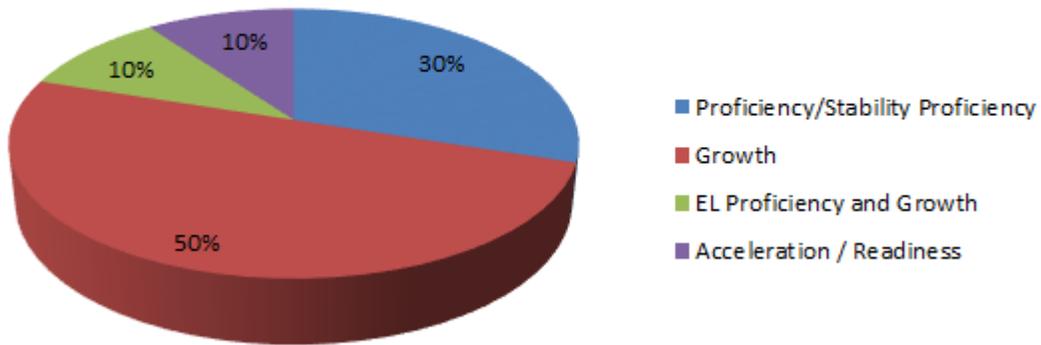
Tara Vigil

Home (/FY2021/) / A-F Summary

Legacy Traditional School - North Phoenix (1000569)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.92
Growth	50%	46.17
EL Proficiency and Growth	10%	7.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.50
Total Points Earned		
Percent Tested		96.11%
A-F Letter Grade		

Traditional K-8 Model



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
6	57.05%	54.62%
7	57.72%	42.71%
8	51.37%	34.63%
Percent Proficient All Students		49.72%
Total Proficiency Points		14.92

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	55.50%	44.08%	49.72%	30.00%
Total Stability Proficiency Points				14.92

Growth	50%	View Data (/FY2021/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.03%	4.74%	3.55%
Prior Year Proficient	13.03%	15.64%	15.88%

Prior Year Partially Proficient	5.21%	10.43%	8.06%
Prior Year Minimally Proficient	4.98%	6.16%	8.29%
SGP ELA Points			22.67

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.94%	4.40%	4.40%
Prior Year Proficient	8.10%	14.12%	12.50%
Prior Year Partially Proficient	10.65%	11.81%	11.11%
Prior Year Minimally Proficient	4.17%	5.32%	9.49%
SGP Math Points			23.51

Total Growth Points	46.17
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		7.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		0.00

Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.66%	7.42%	8.65%	9.89%	12.36%	1.50
Science Assessment Bonus Points	97.39%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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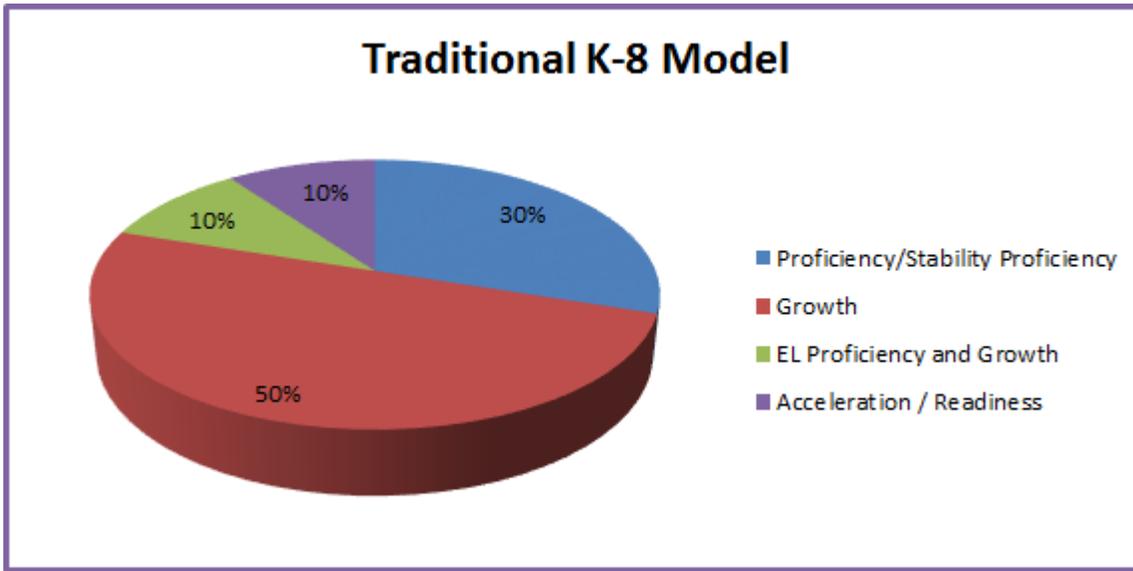
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Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Maricopa (88361)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	22.05
Growth	50%	50.00
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		1.50
Total Points Earned		
Percent Tested		92.29%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	70.72%	77.06%
4	76.67%	72.20%
5	84.30%	86.93%
6	79.29%	66.73%
7	79.66%	73.39%
8	69.24%	68.70%
Percent Proficient All Students		73.51%
Total Proficiency Points		22.05

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.77%	81.94%	79.48%	15.00%
2-Year FAY	72.25%	68.37%	67.92%	10.00%
1-Year FAY	64.39%	56.25%	57.87%	5.00%
Total Stability Proficiency Points				21.61

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	4.44%	6.79%	8.09%
Prior Year Proficient	8.09%	17.23%	18.54%
Prior Year Partially Proficient	4.96%	4.70%	9.40%
Prior Year Minimally Proficient	2.35%	4.70%	10.70%
SGP ELA Points			25.52

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.32%	7.16%	10.23%
Prior Year Proficient	6.91%	14.07%	26.60%
Prior Year Partially Proficient	1.79%	4.60%	14.07%
Prior Year Minimally Proficient	1.02%	3.58%	6.65%
SGP Math Points			27.55

Total Growth Points	50.00
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.19%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	93.44%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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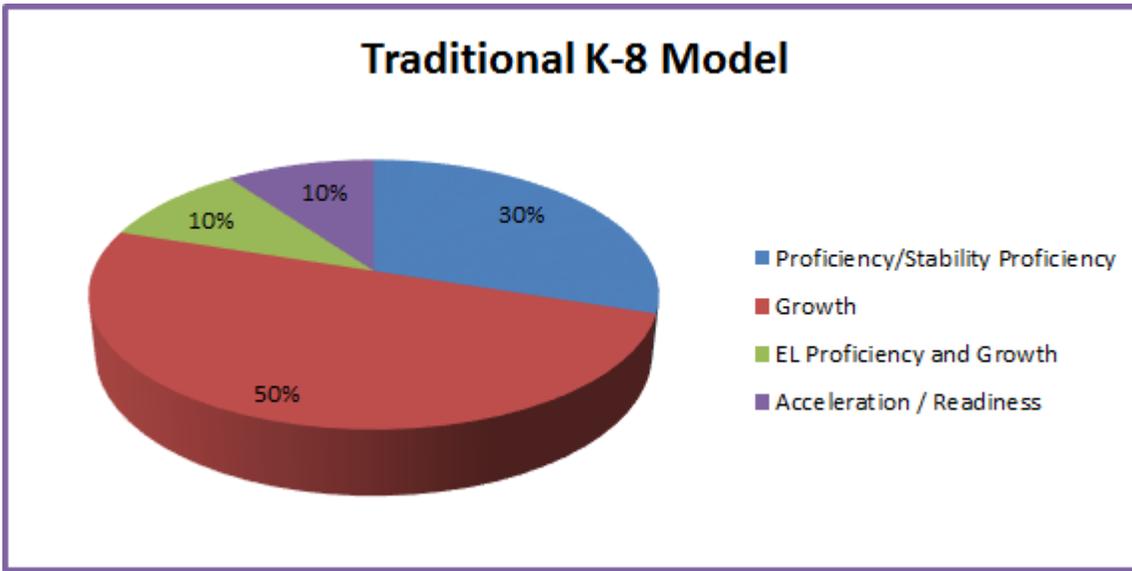
Welcome Heather Sliker!

Heather Sliker

[Home \(/FY2021/\)](#) / [A-F Summary](#)

Legacy Traditional School – Laveen Village (91764)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	15.08
Growth	50%	42.92
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.50
Total Points Earned		
Percent Tested		94.92%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	40.31%	52.42%
4	59.88%	60.69%
5	64.14%	52.30%
6	52.40%	44.24%
7	53.57%	43.81%
8	49.72%	27.87%
Percent Proficient All Students		50.27%
Total Proficiency Points		15.08

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	54.32%	48.68%	51.38%	15.00%
2-Year FAY	50.44%	43.47%	46.77%	10.00%
1-Year FAY	50.16%	43.55%	46.76%	5.00%
Total Stability Proficiency Points				14.72

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	5.69%	5.09%	2.99%
Prior Year Proficient	11.98%	12.87%	12.87%
Prior Year Partially Proficient	6.59%	5.69%	7.19%
Prior Year Minimally Proficient	8.68%	10.18%	10.18%
SGP ELA Points			21.39

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.87%	4.11%	2.64%
Prior Year Proficient	13.78%	12.32%	11.14%
Prior Year Partially Proficient	8.50%	11.14%	10.26%
Prior Year Minimally Proficient	4.99%	6.45%	8.80%
SGP Math Points			21.53

Total Growth Points	42.92
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.03%	7.42%	8.65%	9.89%	12.36%	1.50
Science Assessment Bonus Points	95.21%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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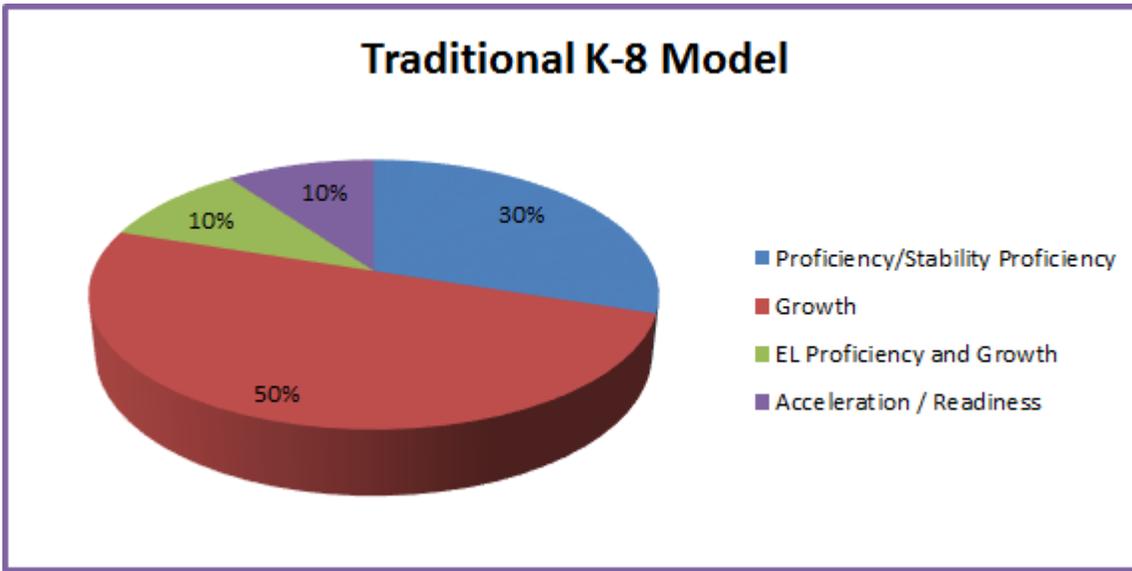
Welcome Heather Sliker!

Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Goodyear (1000289)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	17.72
Growth	50%	44.86
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		1.50
Total Points Earned		
Percent Tested		93.49%
A-F Letter Grade		



Proficiency		30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA		Math
3	60.82%		73.44%
4	76.18%		79.43%
5	69.06%		54.06%
6	40.61%		36.88%
7	47.14%		40.00%
Percent Proficient All Students			59.05%
Total Proficiency Points			17.72

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	55.74%	59.90%	56.52%	18.00%
1-Year FAY	65.12%	62.00%	62.26%	12.00%
Total Stability Proficiency Points				17.64

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	7.46%	2.99%	2.99%
Prior Year Proficient	8.96%	8.96%	13.43%
Prior Year Partially Proficient	10.45%	10.45%	10.45%
Prior Year Minimally Proficient	7.46%	5.97%	10.45%
SGP ELA Points			21.80

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.99%	2.99%	1.49%
Prior Year Proficient	14.93%	13.43%	14.93%
Prior Year Partially Proficient	4.48%	14.93%	8.96%
Prior Year Minimally Proficient	4.48%	7.46%	8.96%
SGP Math Points			23.07

Total Growth Points	44.86
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		6.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		

Grade 8 Math Minimally Proficient	
Grade 3 ELA Minimally Proficient	
Chronic Absenteeism	0.00
Subgroup Improvement	
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	5.97%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	93.94%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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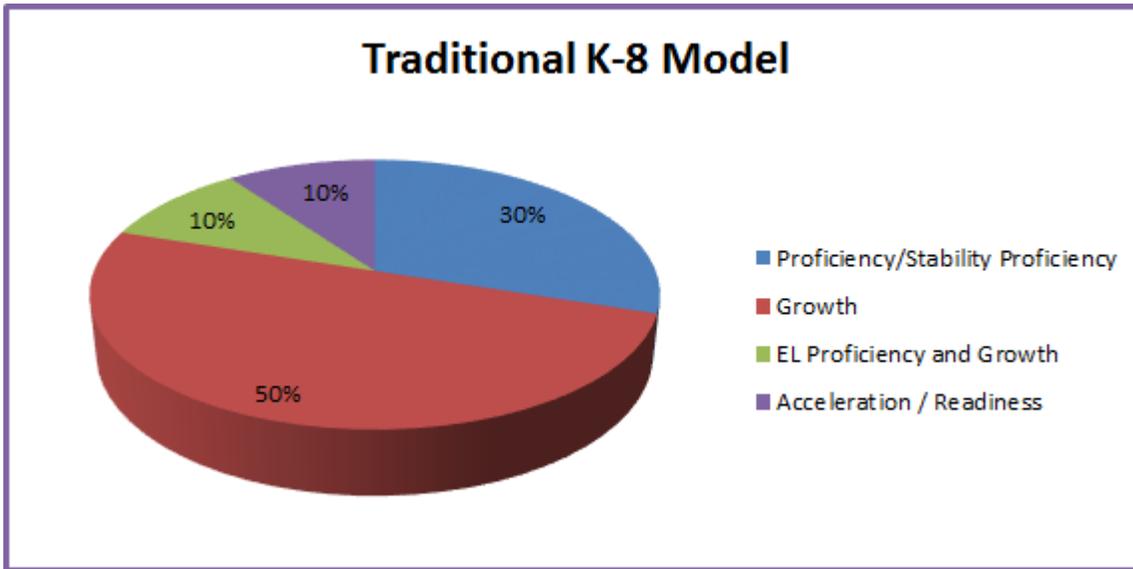
Welcome Heather Sliker!

Heather Sliker

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Legacy Traditional School – Gilbert (92048)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.61
Growth	50%	48.98
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		2.50
Total Points Earned		
Percent Tested		96.37%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	72.46%	89.04%
4	81.83%	84.08%
5	91.10%	92.78%
6	84.41%	87.96%
7	89.72%	84.76%
8	81.29%	85.65%
Percent Proficient All Students		85.38%
Total Proficiency Points		25.61

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	87.47%	91.28%	89.37%	15.00%
2-Year FAY	76.24%	79.35%	77.79%	10.00%
1-Year FAY	72.37%	79.78%	76.08%	5.00%
Total Stability Proficiency Points				24.99

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.63%	8.65%	12.39%
Prior Year Proficient	8.65%	17.00%	23.34%
Prior Year Partially Proficient	1.73%	5.19%	6.34%
Prior Year Minimally Proficient	2.02%	2.88%	5.19%
SGP ELA Points			23.98

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.91%	10.69%	12.72%
Prior Year Proficient	5.78%	10.98%	29.19%
Prior Year Partially Proficient	1.16%	6.36%	11.27%
Prior Year Minimally Proficient	0.87%	2.60%	3.47%
SGP Math Points			26.40

Total Growth Points	48.98
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	4.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.54%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	94.32%				N/A	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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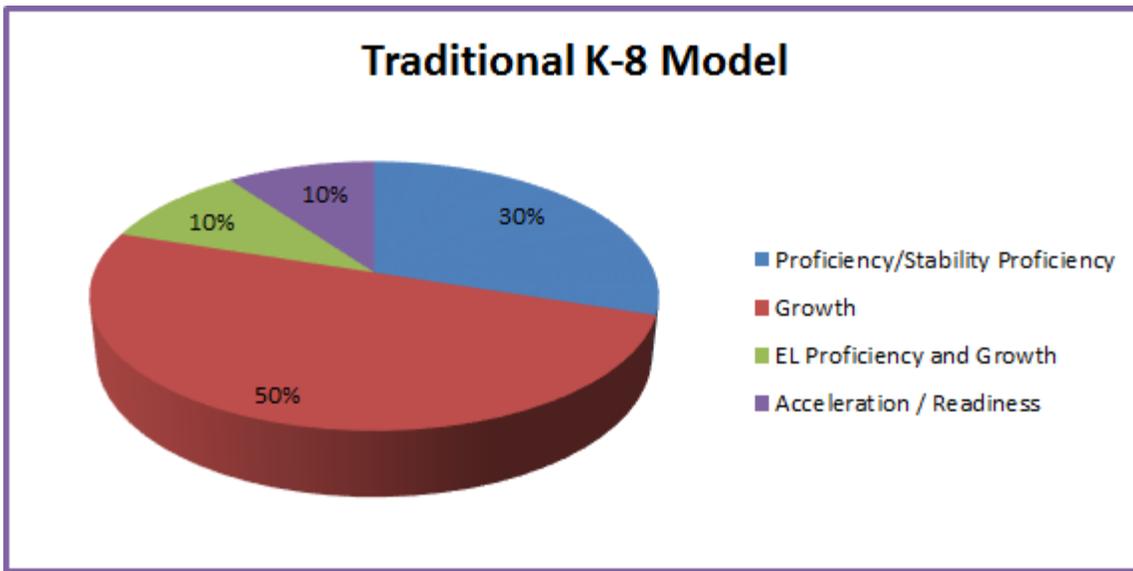
Welcome Liz Vierkoetter!

Liz Vierkoetter

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Legacy Traditional School - East Mesa (541763)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.18
Growth	50%	46.99
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	7.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		4.00
Total Points Earned		
Percent Tested		96.69%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	48.85%	61.14%
4	72.25%	72.82%
5	70.41%	73.38%
6	73.89%	62.36%
7	69.85%	59.40%
8	69.71%	60.29%
Percent Proficient All Students		66.29%
Total Proficiency Points		20.18

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.02%	66.51%	66.76%	15.00%
2-Year FAY	72.36%	71.45%	71.91%	10.00%
1-Year FAY	61.55%	57.43%	59.47%	5.00%
Total Stability Proficiency Points				20.18

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	7.93%	8.37%	7.93%
Prior Year Proficient	11.45%	14.98%	13.66%
Prior Year Partially Proficient	3.52%	6.17%	5.73%
Prior Year Minimally Proficient	5.29%	6.17%	8.81%
SGP ELA Points			21.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.99%	7.42%	5.68%
Prior Year Proficient	6.99%	13.54%	16.16%
Prior Year Partially Proficient	3.93%	7.86%	18.34%
Prior Year Minimally Proficient	3.06%	5.68%	4.37%
SGP Math Points			25.33

Total Growth Points	46.99
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50

Grade 8 Math Minimally Proficient	2.50
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	0.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	7.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.53%	7.42%	8.65%	9.89%	12.36%	1.00
Science Assessment Bonus Points	97.32%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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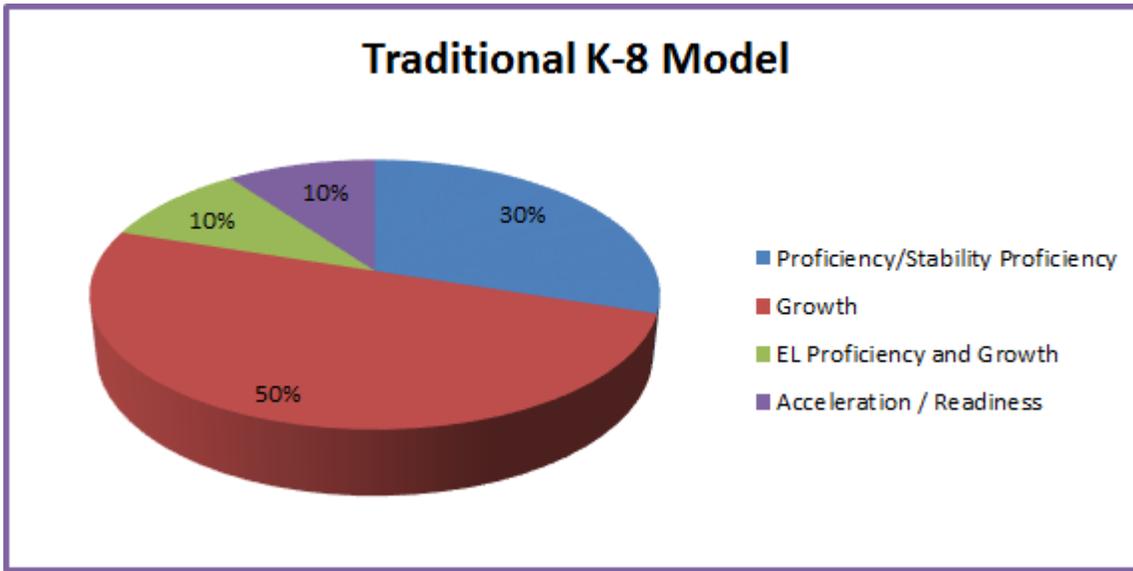
Welcome Heather Sliker!

Heather Sliker

Home (/FY2021/) / A-F Summary

Legacy Traditional School - Chandler (91134)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.04
Growth	50%	46.09
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	4.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		96.18%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	66.15%	78.00%
4	89.41%	93.73%
5	90.55%	90.75%
6	87.09%	74.49%
7	76.11%	85.91%
8	85.78%	78.36%
Percent Proficient All Students		83.48%
Total Proficiency Points		25.04

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	84.37%	85.91%	85.14%	15.00%
2-Year FAY	81.07%	77.06%	79.05%	10.00%
1-Year FAY	77.13%	78.83%	77.98%	5.00%
Total Stability Proficiency Points				24.58

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	10.13%	9.91%	9.25%
Prior Year Proficient	13.88%	15.86%	18.94%
Prior Year Partially Proficient	2.64%	2.20%	6.83%
Prior Year Minimally Proficient	3.08%	2.42%	4.85%
SGP ELA Points			21.09

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.01%	13.29%	11.98%
Prior Year Proficient	6.32%	14.16%	27.02%
Prior Year Partially Proficient	1.96%	5.45%	8.71%
Prior Year Minimally Proficient	1.31%	1.31%	3.49%
SGP Math Points			25.32

Total Growth Points	46.09
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	2.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	4.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	5.79%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	98.47%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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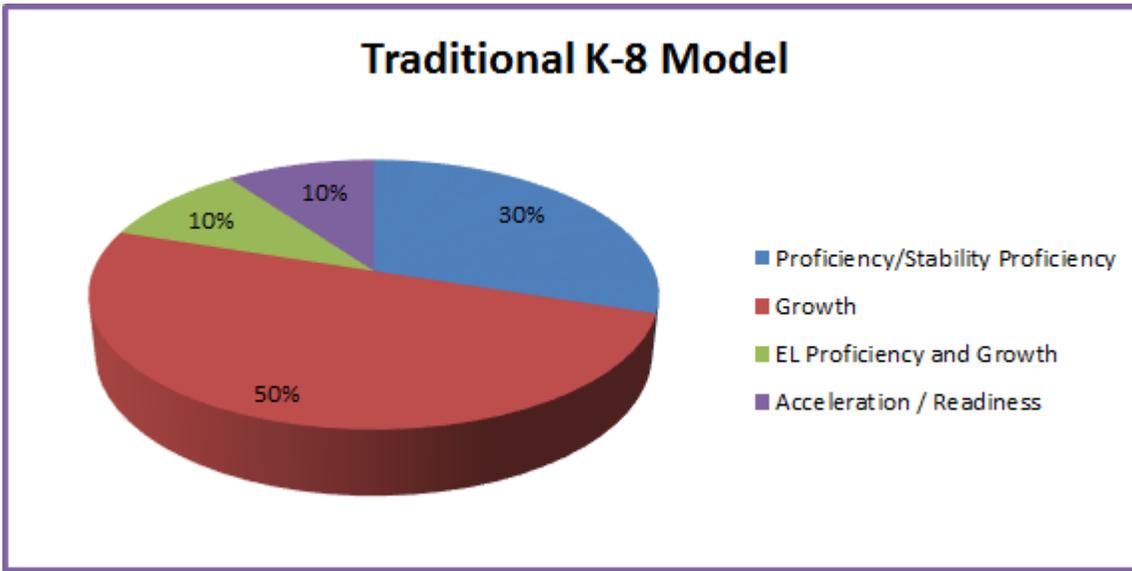
Welcome Heather Sliker!

Heather Sliker

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Legacy Traditional School - Casa Grande (90366)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	21.49
Growth	50%	49.00
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	8.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		93.20%
A-F Letter Grade		



Proficiency	30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA	Math
3	61.59%	69.54%
4	81.16%	77.02%
5	79.23%	71.08%
6	78.13%	69.04%
7	70.16%	66.94%
8	75.51%	76.54%
Percent Proficient All Students		71.63%
Total Proficiency Points		21.49

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	78.45%	75.75%	75.57%	15.00%
2-Year FAY	61.10%	59.59%	58.82%	10.00%
1-Year FAY	60.95%	56.14%	57.04%	5.00%
Total Stability Proficiency Points				20.07

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	4.14%	5.98%	9.66%
Prior Year Proficient	11.26%	13.56%	19.54%
Prior Year Partially Proficient	5.06%	6.67%	7.59%
Prior Year Minimally Proficient	2.53%	5.06%	8.97%
SGP ELA Points			24.00

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.18%	5.34%	10.44%
Prior Year Proficient	5.10%	16.24%	22.27%
Prior Year Partially Proficient	3.02%	8.35%	14.15%
Prior Year Minimally Proficient	0.93%	2.32%	7.66%
SGP Math Points			27.55

Total Growth Points	49.00
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	2.00
Subgroup Improvement	6.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	8.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	6.77%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	96.80%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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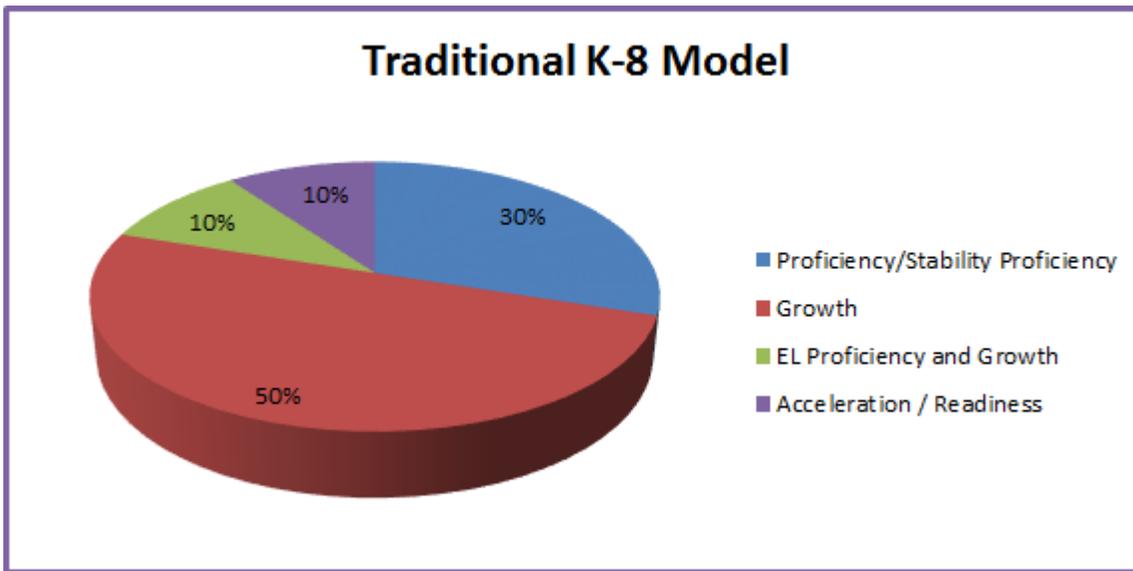
Welcome Heather Sliker!

Heather Sliker

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Legacy Traditional School - Avondale (91136)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	21.25
Growth	50%	47.99
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	0.00
All Students Total Points		
Total Points Eligible		
Percentage Earned		
Total Bonus Points		3.00
Total Points Earned		
Percent Tested		92.43%
A-F Letter Grade		



Proficiency		30%*	View Data (/FY2021/Home/Proficiency)
Grade	ELA		Math
3	62.21%		71.81%
4	70.36%		65.97%
5	80.59%		73.99%
6	74.93%		75.50%
7	74.96%		74.92%
8	72.74%		78.52%
Percent Proficient All Students			70.82%
Total Proficiency Points			21.25

Stability Proficiency			30%*	View Data (/FY2021/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	73.83%	75.29%	72.57%	15.00%
2-Year FAY	69.83%	72.83%	69.35%	10.00%
1-Year FAY	62.63%	56.15%	57.36%	5.00%
Total Stability Proficiency Points				20.69

Growth	50%	View Data (/FY2021/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	6.89%	7.52%	7.93%
Prior Year Proficient	11.90%	14.41%	19.21%
Prior Year Partially Proficient	3.34%	5.43%	7.52%
Prior Year Minimally Proficient	2.92%	5.64%	7.31%
SGP ELA Points			23.04

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.09%	9.78%	12.42%
Prior Year Proficient	9.37%	13.44%	21.18%
Prior Year Partially Proficient	1.63%	7.33%	10.79%
Prior Year Minimally Proficient	1.63%	2.65%	4.68%
SGP Math Points			24.96

Total Growth Points	47.99
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EL Proficiency and Growth	10%	View Data (/FY2021/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2021/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00

Grade 8 Math Minimally Proficient	0.00
Grade 3 ELA Minimally Proficient	0.00
Chronic Absenteeism	0.00
Subgroup Improvement	0.00
Special Education Inclusion	0.00
Total Acceleration/Readiness Points	0.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.03%	7.42%	8.65%	9.89%	12.36%	0.00
Science Assessment Bonus Points	96.96%				N/A	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Notes:

- 1) HB 2402 prohibits the State Board of Education from assigning school letter grades for FY 2021.
- 2) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.

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Accountability: State & Federal

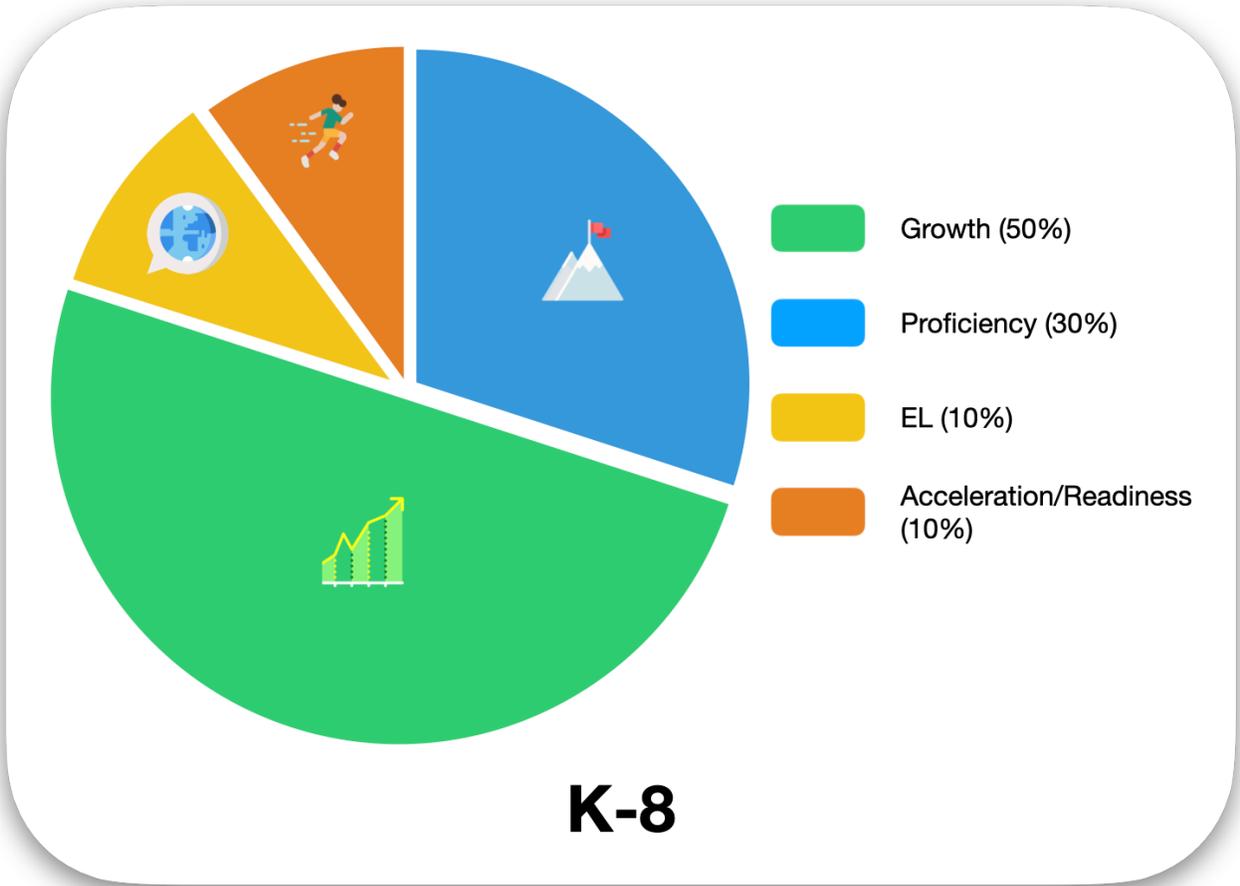
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - West Surprise (1000561) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	23.19
Growth	50%	39.78
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.97
Total Points Eligible		100
Percentage Earned		82.97%
Total Bonus Points		2.50
Total Points Earned		85.47
Percent Tested		99.04%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	81.19%	81.00%
4	78.42%	75.22%
5	81.83%	80.00%
6	80.00%	73.85%
7	81.93%	71.08%
8	82.15%	53.70%
Percent Proficient All Students		77.18%
Total Proficiency Points		23.15

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	82.38%	76.26%	79.47%	18.00%
1-Year FAY	78.57%	69.71%	74.02%	12.00%
Total Stability Proficiency Points				23.19

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.94%	6.22%	5.98%
Prior Year Proficient	15.31%	16.27%	16.03%
Prior Year Partially Proficient	4.31%	5.50%	7.89%
Prior Year Minimally Proficient	5.02%	5.02%	5.50%
SGP ELA Points			20.86

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.06%	4.83%	5.52%
Prior Year Proficient	17.24%	17.01%	11.72%
Prior Year Partially Proficient	10.57%	7.13%	6.90%
Prior Year Minimally Proficient	4.37%	4.60%	5.06%
SGP Math Points			18.92

Total Growth Points	39.78
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.31%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	41.62%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

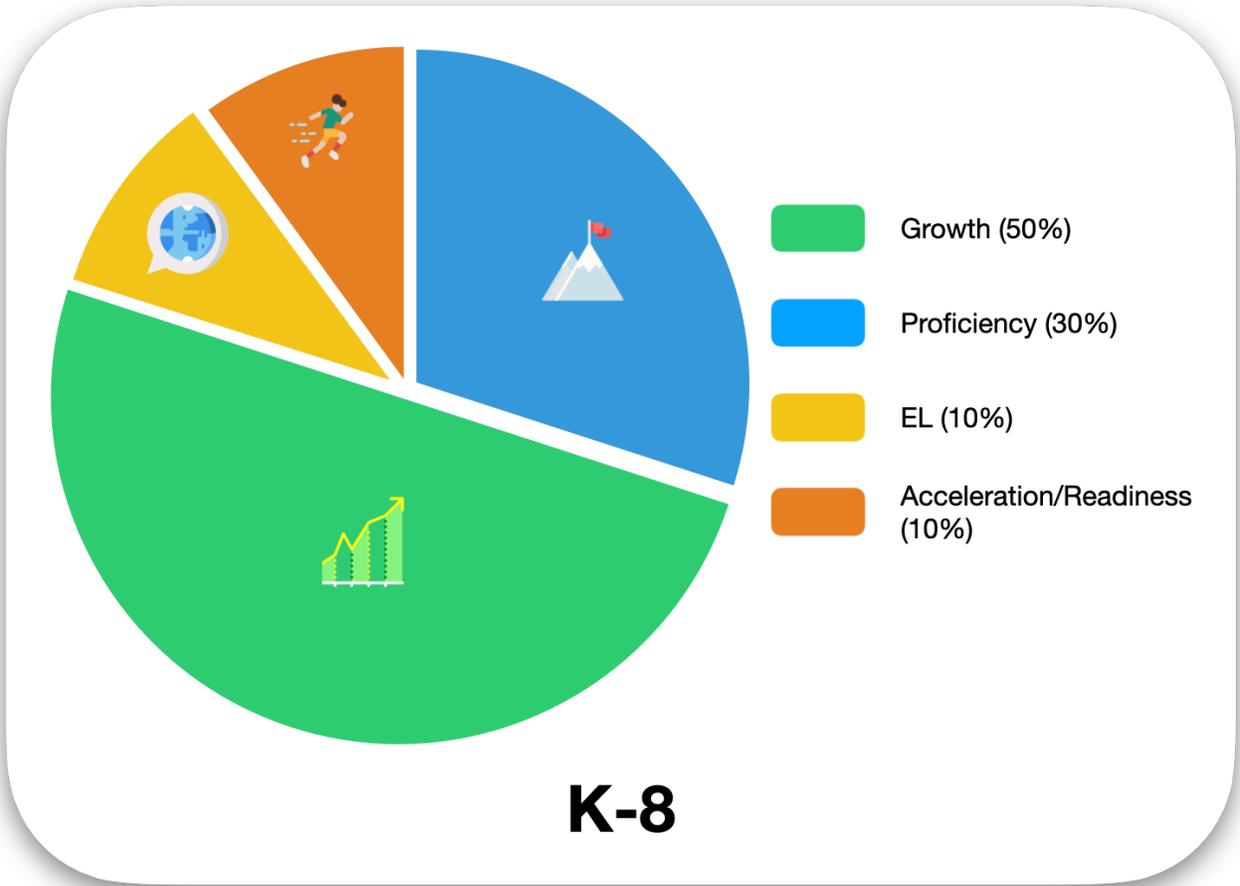
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Surprise (92880)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.23
Growth	50%	39.27
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		80.50
Total Points Eligible		100
Percentage Earned		80.50%
Total Bonus Points		2.50
Total Points Earned		83
Percent Tested		99.52%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	69.77%	79.86%
4	84.91%	82.01%
5	73.51%	74.01%
6	71.06%	67.32%
7	83.80%	53.75%
8	80.85%	67.07%
Percent Proficient All Students		74.11%
Total Proficiency Points		22.23

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.07%	75.52%	78.32%	15.00%
2-Year FAY	69.50%	62.65%	66.08%	10.00%
1-Year FAY	69.38%	62.52%	65.95%	5.00%
Total Stability Proficiency Points				21.65

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.16%	4.43%	4.86%
Prior Year Proficient	14.81%	14.81%	13.51%
Prior Year Partially Proficient	5.62%	6.27%	8.54%
Prior Year Minimally Proficient	4.65%	6.81%	9.51%
SGP ELA Points			21.95

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.80%	6.76%	3.00%
Prior Year Proficient	16.20%	15.77%	7.51%
Prior Year Partially Proficient	10.19%	9.44%	5.36%
Prior Year Minimally Proficient	6.65%	4.94%	5.36%
SGP Math Points			17.32

Total Growth Points	39.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.79%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	42.51%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

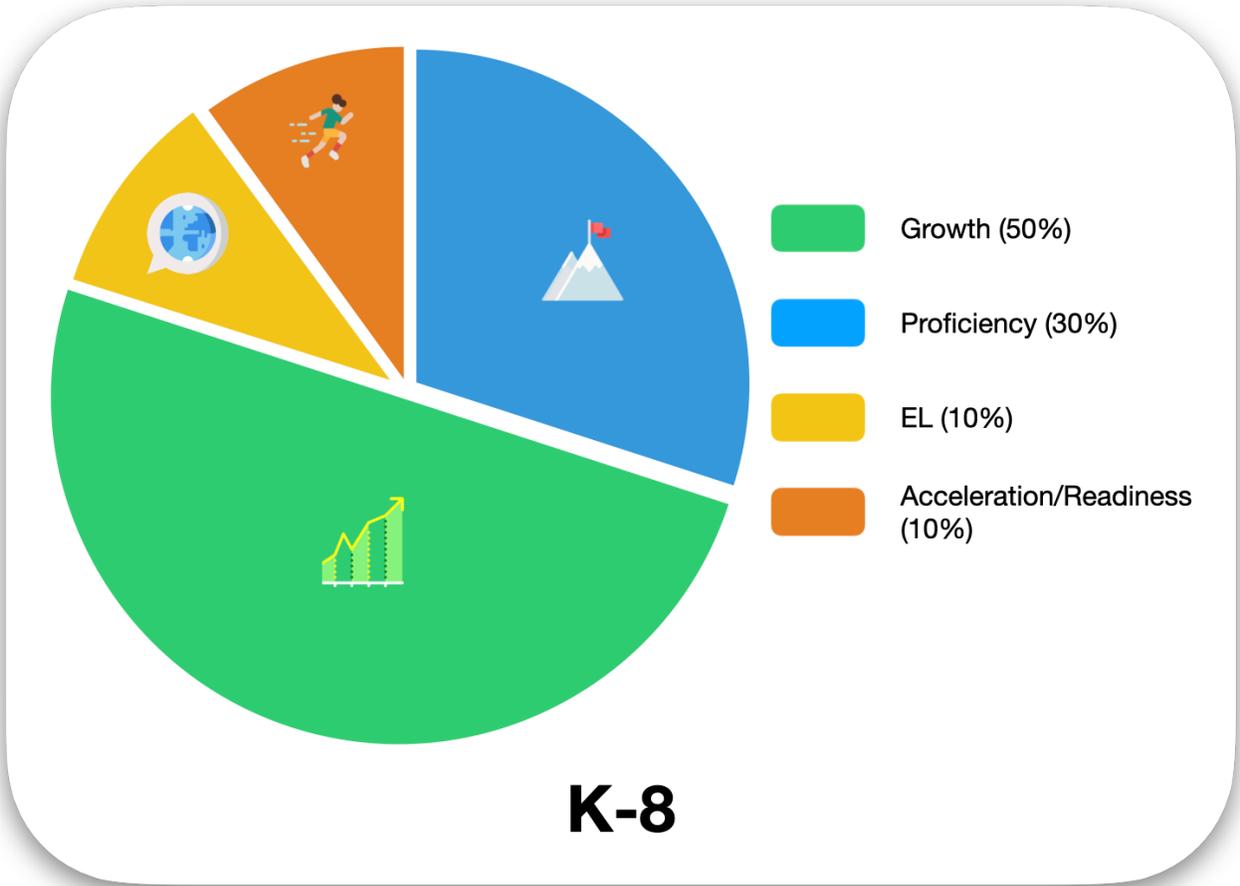
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Queen Creek (90534)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.22
Growth	50%	39.66
EL Proficiency and Growth	10%	0.00
Acceleration / Readiness	10%	10.00
All Students Total Points		71.88
Total Points Eligible		100
Percentage Earned		71.88%
Total Bonus Points		3.50
Total Points Earned		75.38
Percent Tested		99.65%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	62.00%	71.21%
4	69.85%	75.00%
5	79.50%	80.14%
6	75.16%	74.38%
7	79.65%	72.62%
8	69.51%	79.71%
Percent Proficient All Students		74.06%
Total Proficiency Points		22.22

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	74.90%	77.11%	76.02%	15.00%
2-Year FAY	62.53%	70.69%	66.61%	10.00%
1-Year FAY	70.16%	70.69%	70.42%	5.00%
Total Stability Proficiency Points				21.59

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.25%	3.29%	6.25%
Prior Year Proficient	16.45%	14.64%	14.47%
Prior Year Partially Proficient	6.09%	6.41%	6.91%
Prior Year Minimally Proficient	5.76%	6.41%	7.07%
SGP ELA Points			20.24

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.32%	7.18%	6.04%
Prior Year Proficient	16.48%	10.60%	12.23%
Prior Year Partially Proficient	7.18%	9.46%	7.99%
Prior Year Minimally Proficient	4.89%	3.92%	5.71%
SGP Math Points			19.42

Total Growth Points	39.66
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		0.00
Total EL Growth Points		0.00

EL Proficiency and Growth Points	0.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.69%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	42.68%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

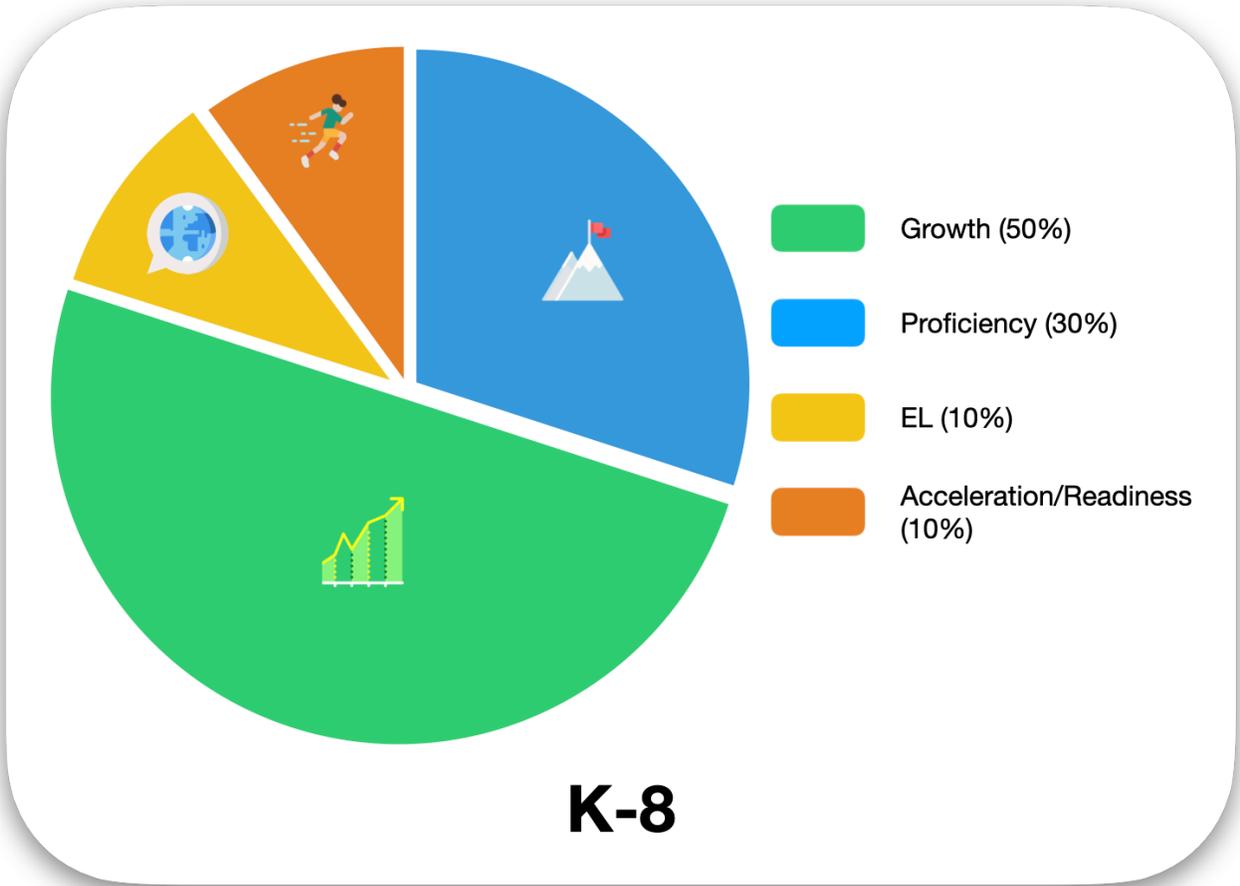
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Phoenix (112572)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	16.58
Growth	50%	30.41
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	7.00
All Students Total Points		59.99
Total Points Eligible		100
Percentage Earned		59.99%
Total Bonus Points		1.00
Total Points Earned		60.99
Percent Tested		99.76%
A-F Letter Grade		C



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	69.53%	68.32%
4	45.72%	46.93%
5	51.64%	40.17%
Percent Proficient All Students		53.62%
Total Proficiency Points		16.09

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	59.83%	55.39%	57.47%	15.00%
2-Year FAY	57.93%	57.02%	57.70%	10.00%
1-Year FAY	45.47%	41.75%	43.85%	5.00%
Total Stability Proficiency Points				16.58

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.57%	2.47%	0.82%
Prior Year Proficient	14.29%	9.07%	8.79%
Prior Year Partially Proficient	9.07%	4.95%	4.12%
Prior Year Minimally Proficient	20.05%	12.91%	9.89%
SGP ELA Points			16.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.55%	1.64%	0.55%
Prior Year Proficient	16.39%	8.74%	4.92%
Prior Year Partially Proficient	17.49%	10.38%	3.01%
Prior Year Minimally Proficient	18.03%	9.56%	5.74%
SGP Math Points			13.42

Total Growth Points	30.41
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00
EL Proficiency and Growth Points		6.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient	5.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	2.00	
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	7.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.77%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	18.33%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

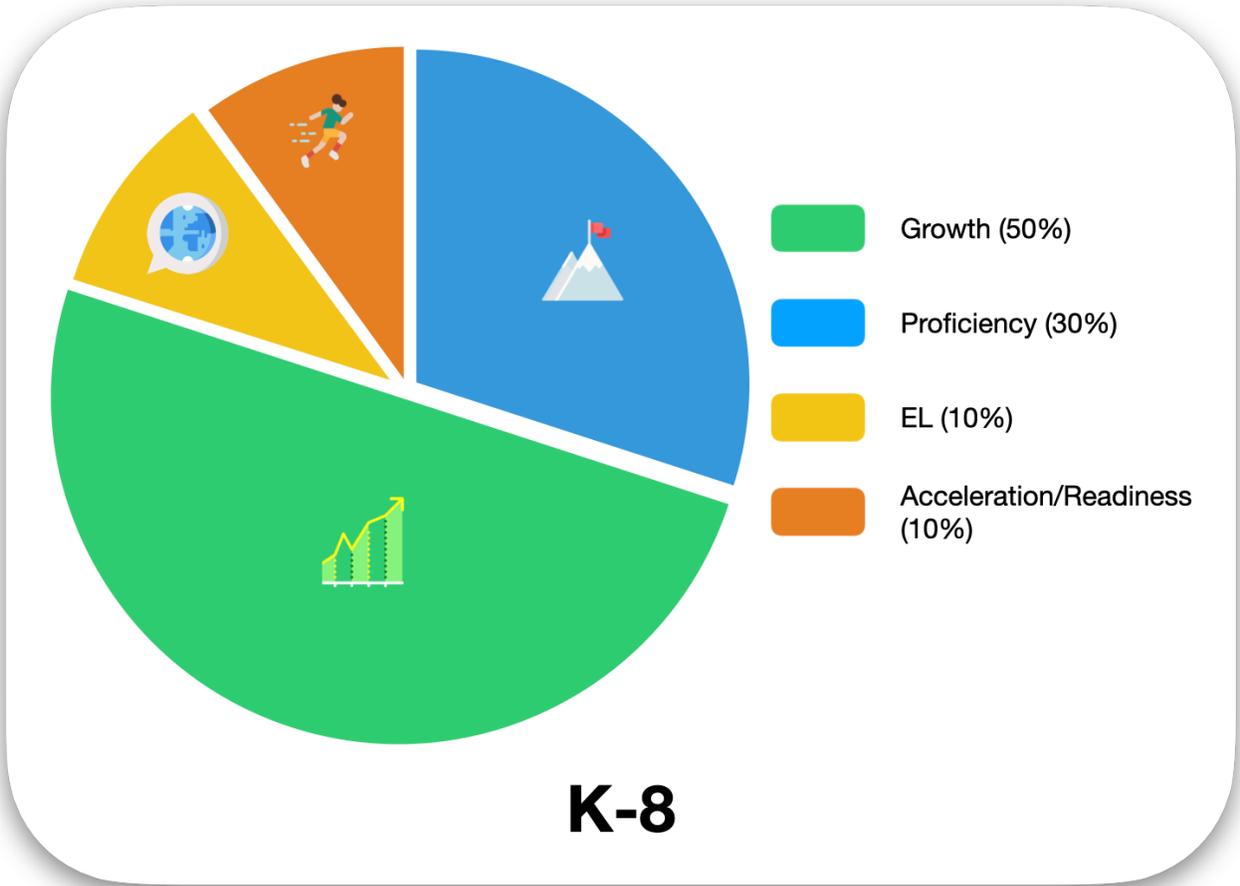
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Peoria (70018)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.12
Growth	50%	36.48
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		79.60
Total Points Eligible		100
Percentage Earned		79.60%
Total Bonus Points		4.00
Total Points Earned		83.6
Percent Tested		99.70%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	83.24%	82.94%
4	84.37%	80.00%
5	89.65%	88.24%
6	77.31%	60.93%
7	68.85%	41.92%
8	77.14%	54.64%
Percent Proficient All Students		77.08%
Total Proficiency Points		23.12

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.03%	72.58%	77.92%	15.00%
2-Year FAY	77.34%	72.03%	74.69%	10.00%
1-Year FAY	80.92%	72.82%	76.87%	5.00%
Total Stability Proficiency Points				23.00

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.67%	4.91%	8.59%
Prior Year Proficient	15.34%	13.50%	12.27%
Prior Year Partially Proficient	4.29%	7.98%	6.44%
Prior Year Minimally Proficient	4.29%	7.98%	6.75%
SGP ELA Points			20.70

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	12.23%	6.73%	4.28%
Prior Year Proficient	18.04%	13.76%	5.81%
Prior Year Partially Proficient	9.79%	7.03%	6.73%
Prior Year Minimally Proficient	7.03%	4.89%	3.67%
SGP Math Points			15.78

Total Growth Points	36.48
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient	0.00	
Grade 8 Math Minimally Proficient	0.00	
Grade 3 ELA Minimally Proficient	5.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	10.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.75%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	52.48%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

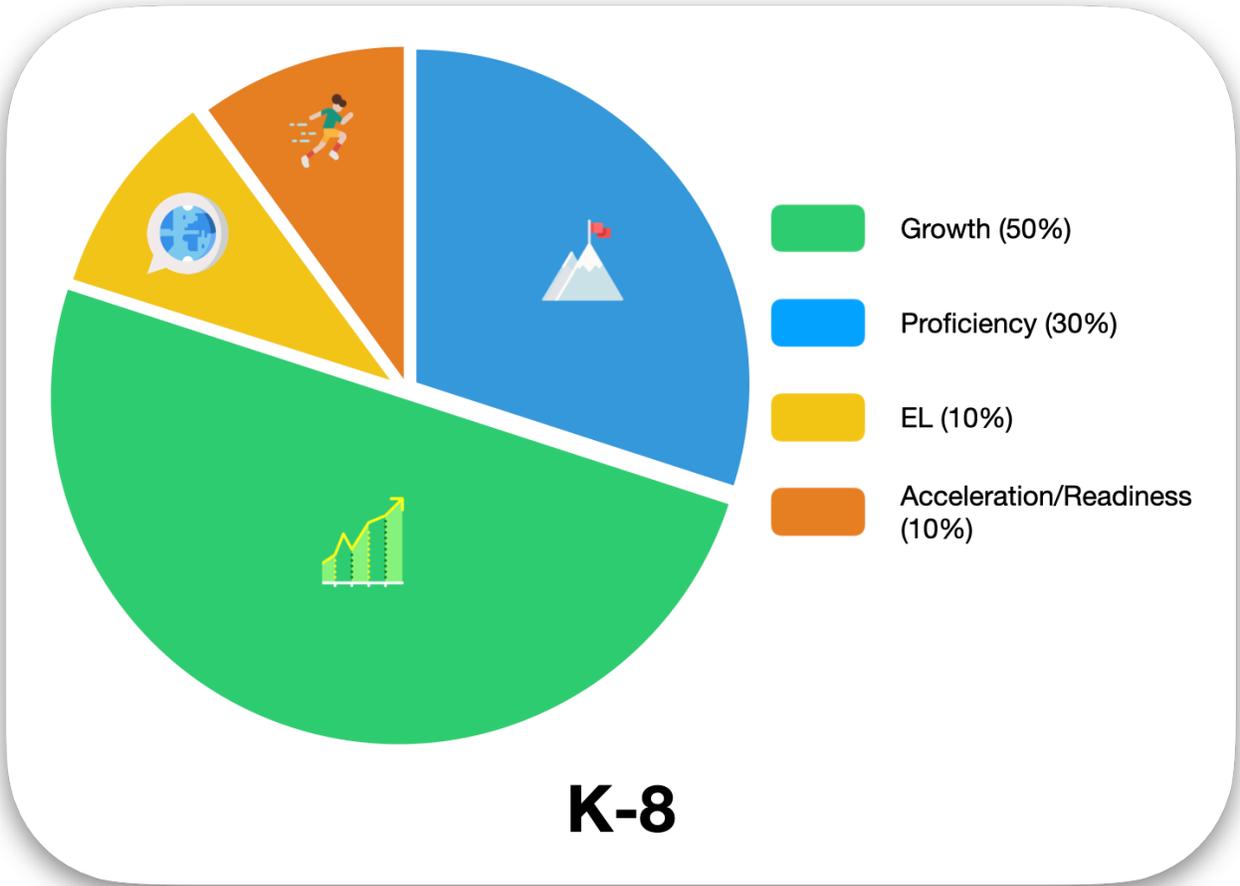
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Northwest Tucson (91138)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.47
Growth	50%	37.50
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	9.00
All Students Total Points		76.97
Total Points Eligible		100
Percentage Earned		76.97%
Total Bonus Points		3.00
Total Points Earned		79.97
Percent Tested		99.33%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	65.90%	63.70%
4	73.02%	76.23%
5	81.50%	72.30%
6	77.41%	58.99%
7	81.32%	67.67%
8	74.56%	66.38%
Percent Proficient All Students		71.56%
Total Proficiency Points		21.47

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	76.40%	69.97%	73.31%	15.00%
2-Year FAY	72.67%	55.19%	63.61%	10.00%
1-Year FAY	74.01%	65.59%	70.11%	5.00%
Total Stability Proficiency Points				20.86

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.60%	5.66%	5.03%
Prior Year Proficient	18.08%	16.19%	11.79%
Prior Year Partially Proficient	4.72%	7.08%	4.72%
Prior Year Minimally Proficient	6.13%	5.66%	8.33%
SGP ELA Points			19.73

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.83%	6.06%	3.42%
Prior Year Proficient	18.17%	13.51%	7.76%
Prior Year Partially Proficient	9.47%	10.87%	6.52%
Prior Year Minimally Proficient	6.83%	4.97%	5.59%
SGP Math Points			17.77

Total Growth Points	37.50
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		9.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.39%	8.55%	9.97%	11.40%	14.24%	1.50
Science Assessment Bonus Points	43.18%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

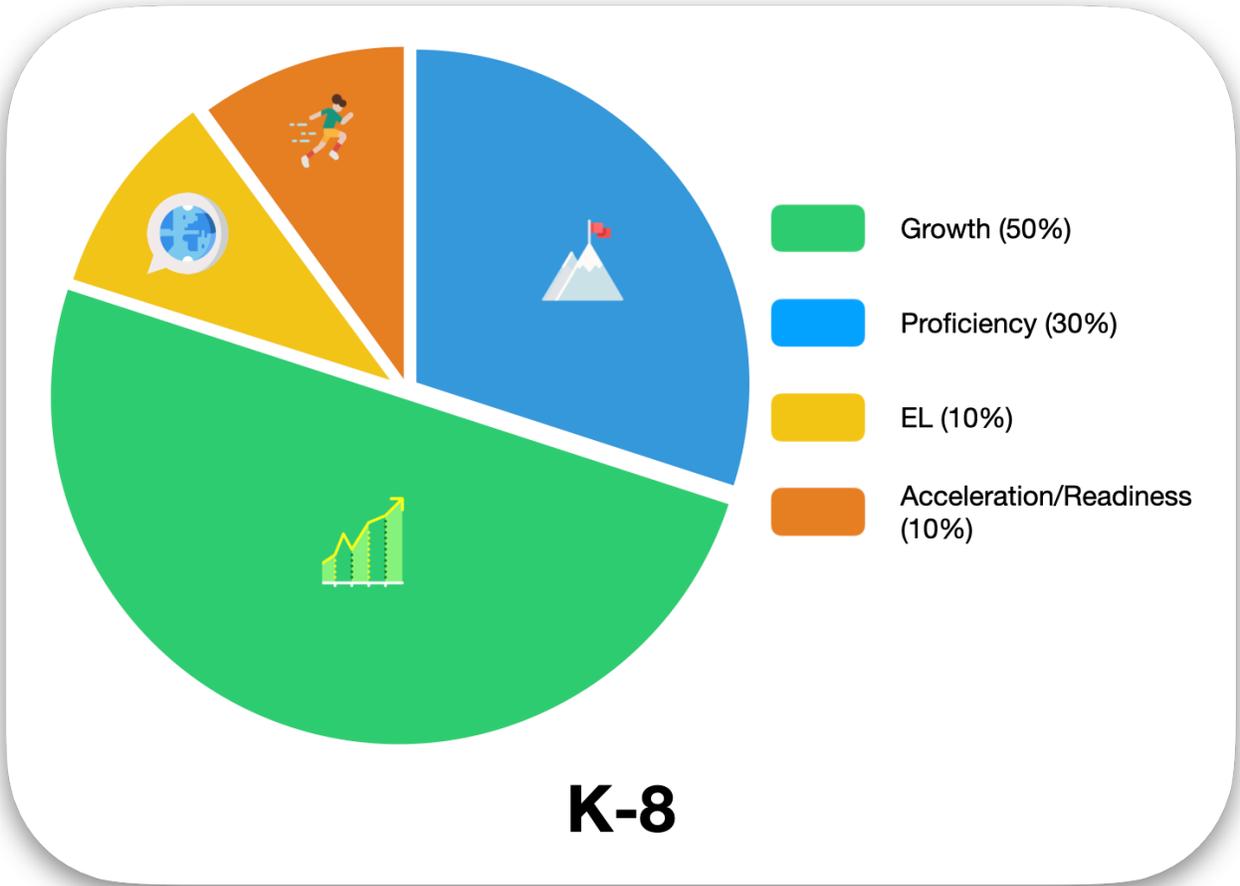
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - North Phoenix (1000569)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.78
Growth	50%	41.27
EL Proficiency and Growth	10%	7.00
Acceleration / Readiness	10%	10.00
All Students Total Points		74.05
Total Points Eligible		100
Percentage Earned		74.05%
Total Bonus Points		3.50
Total Points Earned		77.55
Percent Tested		99.32%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
6	53.02%	34.72%
7	69.26%	49.31%
8	65.37%	39.33%
Percent Proficient All Students		51.87%
Total Proficiency Points		15.56

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY	68.95%	45.75%	57.27%	18.00%
1-Year FAY	55.33%	35.92%	45.60%	12.00%
Total Stability Proficiency Points				15.78

Growth	50%	View Data (/FY2022/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.97%	1.99%	1.77%
Prior Year Proficient	11.70%	10.38%	12.14%
Prior Year Partially Proficient	7.51%	9.71%	9.05%
Prior Year Minimally Proficient	7.95%	11.26%	12.58%
SGP ELA Points			22.78

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.16%	2.63%	1.97%
Prior Year Proficient	9.85%	7.88%	5.25%
Prior Year Partially Proficient	14.22%	10.07%	4.38%
Prior Year Minimally Proficient	14.22%	13.57%	11.82%
SGP Math Points			18.49

Total Growth Points	41.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		2.00
EL Proficiency and Growth Points		7.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient	2.50	
Grade 8 Math Minimally Proficient	2.50	
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	10.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.82%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	28.40%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

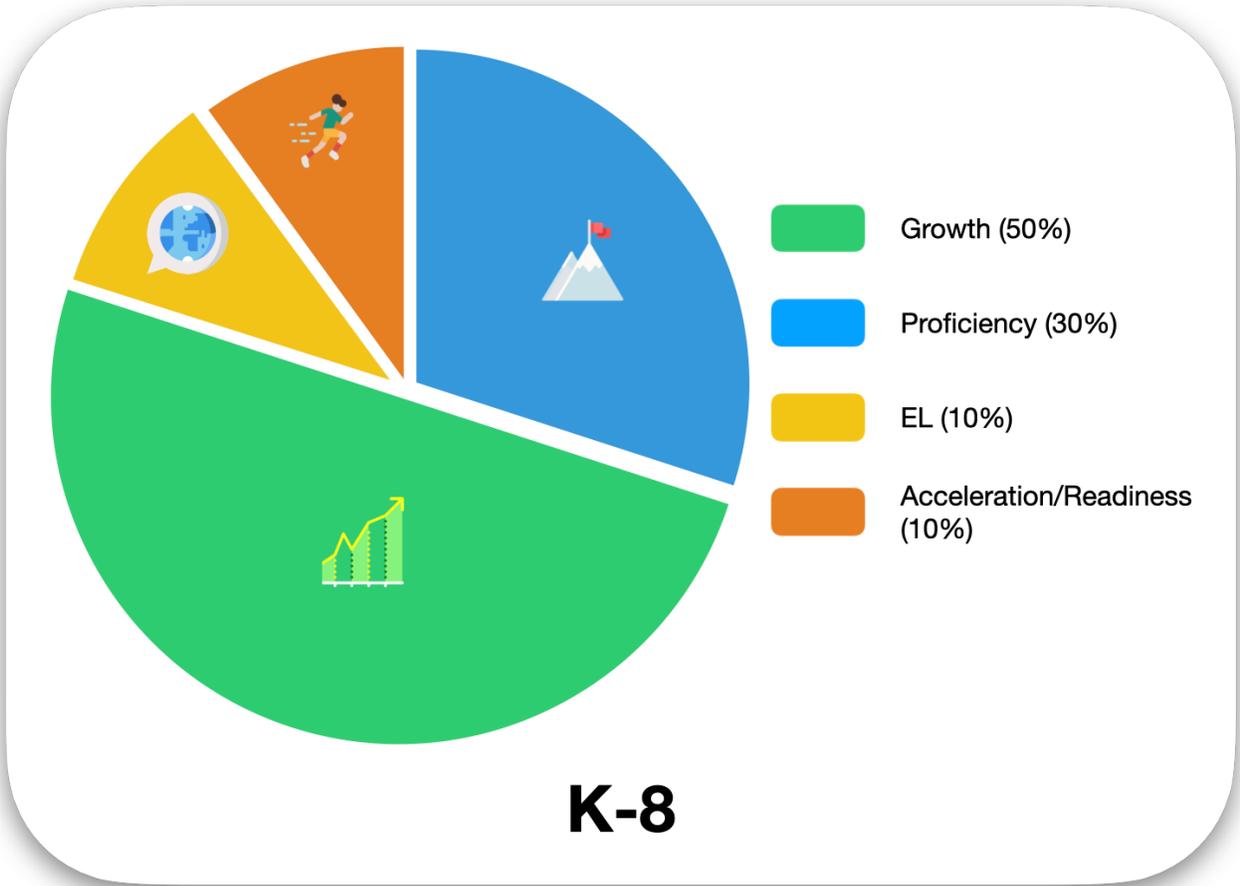
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School – North Chandler (411380) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.67
Growth	50%	40.93
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.60
Total Points Eligible		100
Percentage Earned		82.60%
Total Bonus Points		1.50
Total Points Earned		84.1
Percent Tested		99.20%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	62.08%	58.97%
4	82.69%	73.40%
5	70.80%	72.53%
6	83.21%	67.68%
7	85.36%	68.75%
8	85.19%	66.23%
Percent Proficient All Students		72.22%
Total Proficiency Points		21.67

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.32%	72.24%	76.81%	15.00%
2-Year FAY	67.34%	68.15%	67.75%	10.00%
1-Year FAY	69.45%	54.41%	61.85%	5.00%
Total Stability Proficiency Points				21.39

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.64%	6.95%	6.62%
Prior Year Proficient	15.89%	11.59%	15.23%
Prior Year Partially Proficient	5.30%	5.63%	9.60%
Prior Year Minimally Proficient	5.30%	6.29%	6.95%
SGP ELA Points			21.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.15%	6.47%	2.91%
Prior Year Proficient	12.62%	15.21%	9.39%
Prior Year Partially Proficient	10.03%	8.09%	7.12%
Prior Year Minimally Proficient	7.44%	8.74%	5.83%
SGP Math Points			19.29

Total Growth Points	40.93
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.48%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	41.86%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

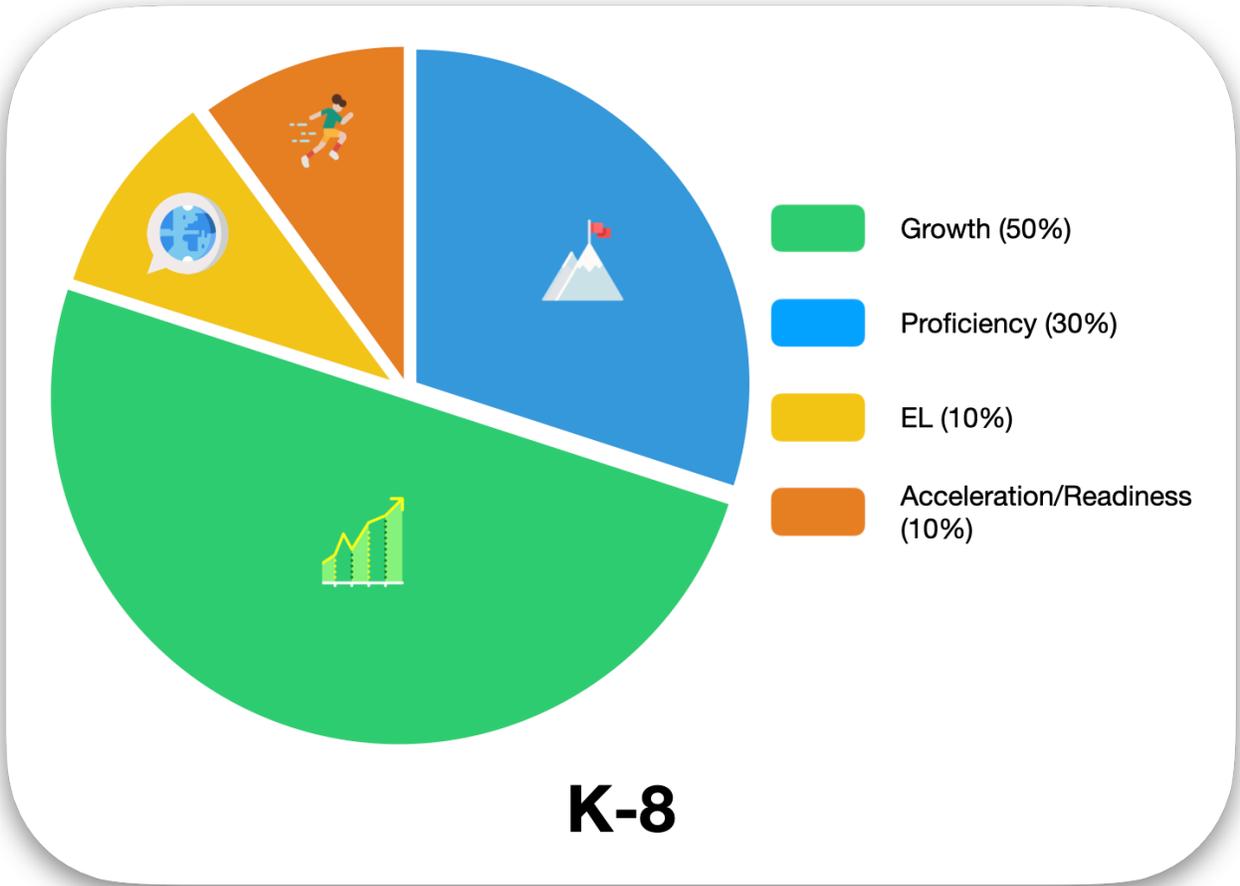
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Mesa (1001423)
FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.87
Growth	50%	36.75
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	0.00
All Students Total Points		65.62
Total Points Eligible		100
Percentage Earned		65.62%
Total Bonus Points		3.00
Total Points Earned		68.62
Percent Tested		99.47%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	74.32%	63.64%
4	85.28%	65.28%
5	61.28%	60.25%
6	64.62%	32.31%
Percent Proficient All Students		66.23%
Total Proficiency Points		19.87

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	72.50%	60.00%	66.23%	30.00%
Total Stability Proficiency Points				19.87

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.25%	7.25%	2.90%
Prior Year Proficient	14.49%	7.25%	14.49%
Prior Year Partially Proficient	14.49%	2.90%	5.80%
Prior Year Minimally Proficient	4.35%	7.25%	11.59%
SGP ELA Points			19.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.25%	4.35%	1.45%
Prior Year Proficient	18.84%	7.25%	5.80%
Prior Year Partially Proficient	17.39%	8.70%	4.35%
Prior Year Minimally Proficient	7.25%	2.90%	14.49%
SGP Math Points			17.11

Total Growth Points	36.75
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00
EL Proficiency and Growth Points		9.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.68%	8.55%	9.97%	11.40%	14.24%	1.50
Science Assessment Bonus Points	33.33%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

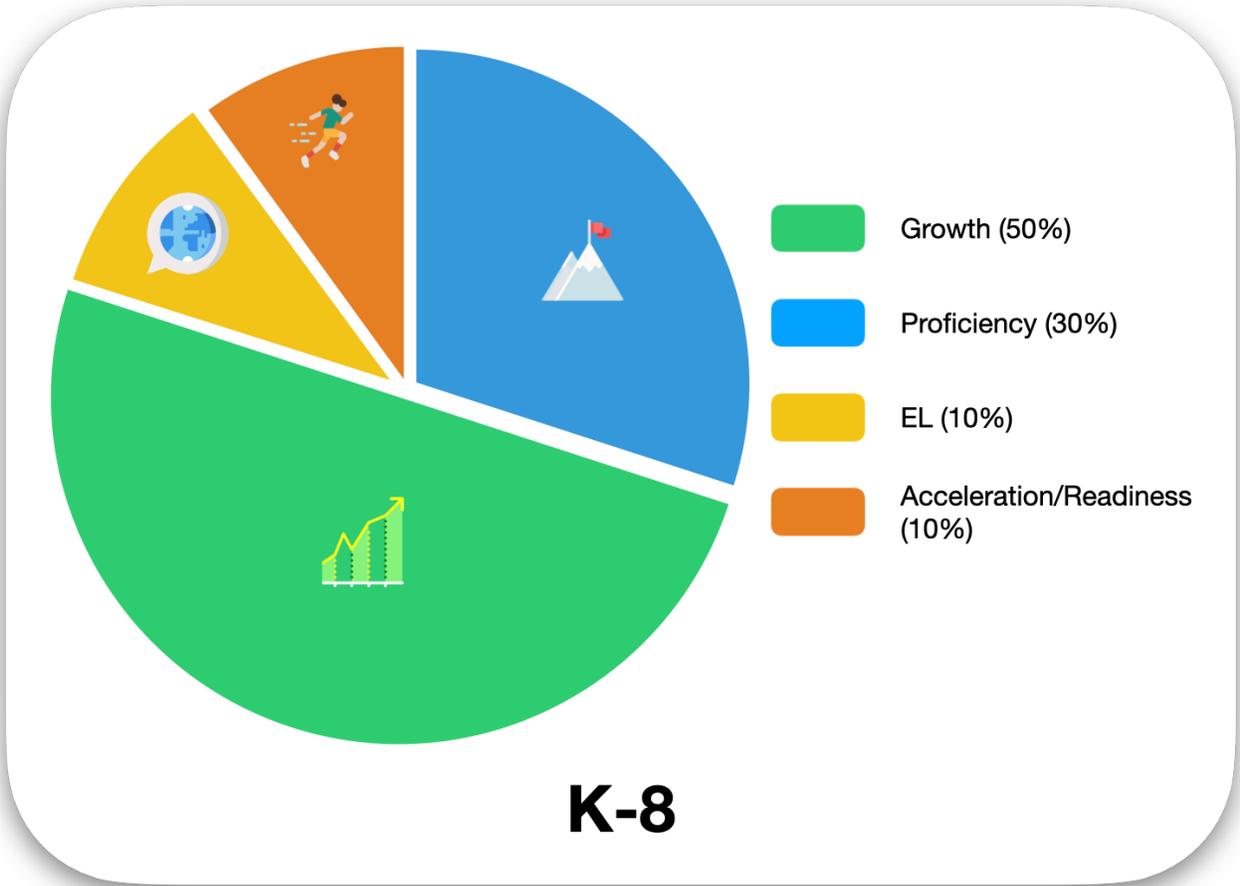
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Maricopa (88361)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.54
Growth	50%	38.27
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	6.50
All Students Total Points		74.31
Total Points Eligible		100
Percentage Earned		74.31%
Total Bonus Points		1.50
Total Points Earned		75.81
Percent Tested		98.77%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	57.93%	59.33%
4	76.34%	70.45%
5	70.77%	71.79%
6	68.74%	60.67%
7	86.94%	55.23%
8	78.51%	67.23%
Percent Proficient All Students		68.48%
Total Proficiency Points		20.54

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	75.34%	70.02%	72.73%	15.00%
2-Year FAY	61.81%	49.34%	55.55%	10.00%
1-Year FAY	68.97%	58.80%	63.86%	5.00%
Total Stability Proficiency Points				19.66

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.12%	5.71%	3.06%
Prior Year Proficient	15.31%	17.55%	13.27%
Prior Year Partially Proficient	6.33%	5.92%	6.53%
Prior Year Minimally Proficient	5.92%	6.12%	8.16%
SGP ELA Points			20.59

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.70%	4.25%	4.66%
Prior Year Proficient	16.40%	13.56%	7.09%
Prior Year Partially Proficient	10.93%	10.53%	5.87%
Prior Year Minimally Proficient	4.25%	8.91%	4.86%
SGP Math Points			17.68

Total Growth Points	38.27
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		6.50

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.21%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	41.95%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

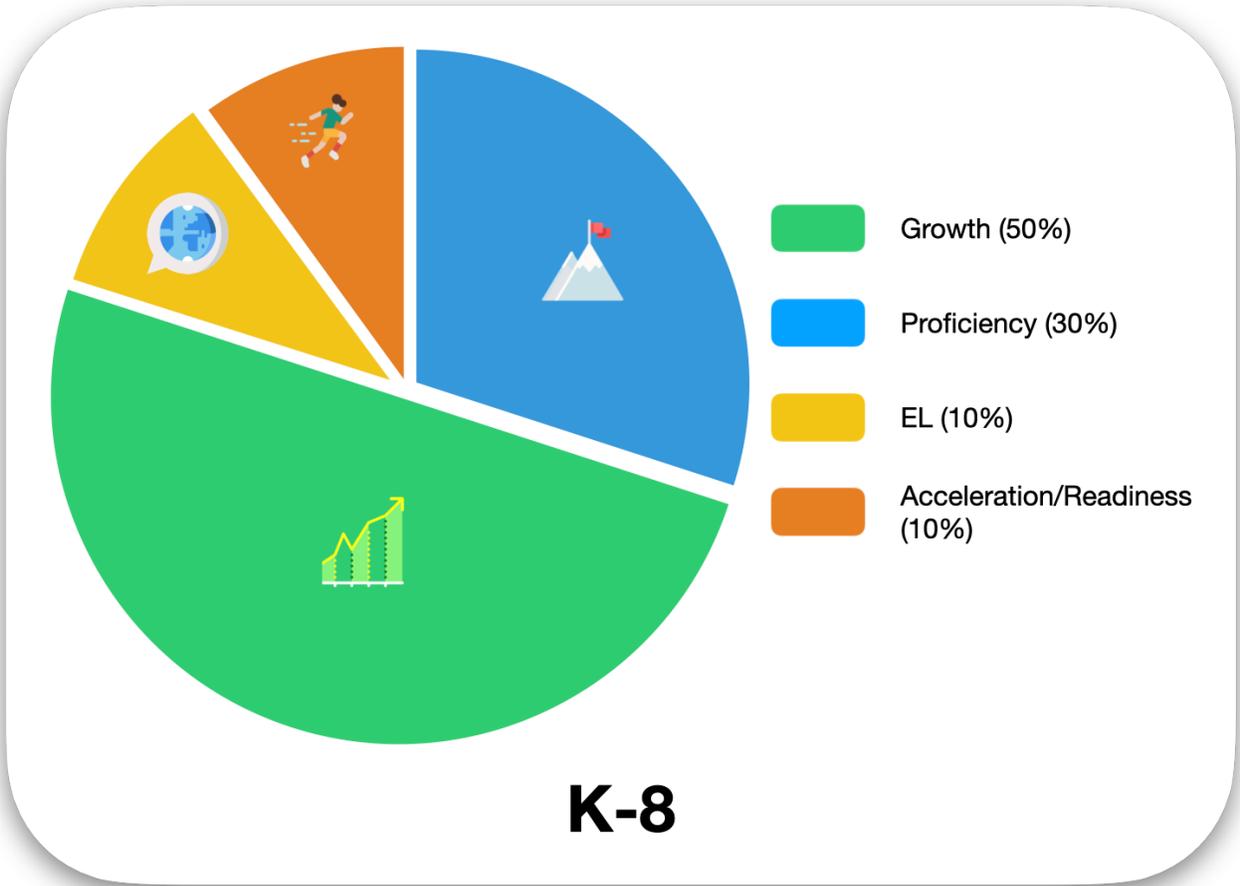
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Online Academy (1001623)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.98
Growth	50%	32.48
EL Proficiency and Growth	10%	8.00
Acceleration / Readiness	10%	0.00
All Students Total Points		55.46
Total Points Eligible		100
Percentage Earned		55.46%
Total Bonus Points		0.00
Total Points Earned		55.46
Percent Tested		86.97%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	67.78%	60.69%
4	70.37%	57.81%
5	60.34%	36.13%
6	62.22%	37.50%
7	89.63%	36.90%
8	70.30%	32.42%
Percent Proficient All Students		49.80%
Total Proficiency Points		14.94

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	70.00%	43.52%	49.94%	30.00%
Total Stability Proficiency Points				14.98

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.34%	5.50%	3.67%
Prior Year Proficient	12.84%	16.51%	7.34%
Prior Year Partially Proficient	2.75%	7.34%	7.34%
Prior Year Minimally Proficient	10.09%	11.01%	8.26%
SGP ELA Points			20.64

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.02%	0.00%	0.00%
Prior Year Proficient	18.42%	8.77%	0.88%
Prior Year Partially Proficient	20.18%	6.14%	5.26%
Prior Year Minimally Proficient	20.18%	4.39%	8.77%
SGP Math Points			11.84

Total Growth Points	32.48
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		4.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	8.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.37%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points		16.04%	18.71%	21.39%	26.74%	

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

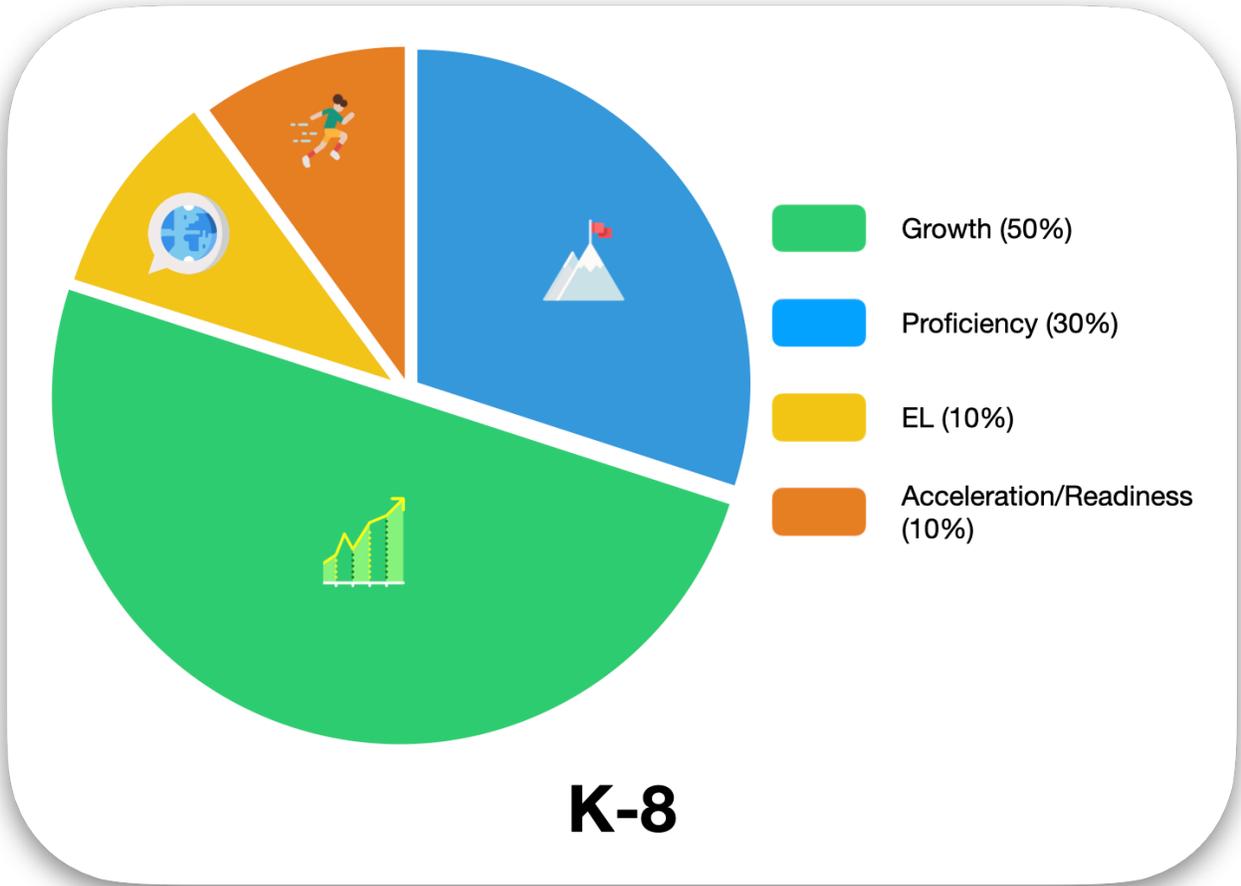
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Laveen Village (91764)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	16.05
Growth	50%	44.06
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		79.11
Total Points Eligible		100
Percentage Earned		79.11%
Total Bonus Points		2.50
Total Points Earned		81.61
Percent Tested		99.10%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	51.51%	46.70%
4	48.69%	42.40%
5	65.61%	55.00%
6	63.16%	42.55%
7	77.06%	45.39%
8	61.70%	42.95%
Percent Proficient All Students		53.30%
Total Proficiency Points		15.99

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	62.43%	49.36%	56.04%	15.00%
2-Year FAY	60.25%	45.24%	53.13%	10.00%
1-Year FAY	56.36%	37.27%	46.59%	5.00%
Total Stability Proficiency Points				16.05

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.14%	2.90%	2.66%
Prior Year Proficient	9.18%	12.08%	7.49%
Prior Year Partially Proficient	5.31%	7.49%	9.66%
Prior Year Minimally Proficient	11.84%	12.32%	15.94%
SGP ELA Points			23.93

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.85%	2.61%	0.95%
Prior Year Proficient	10.45%	8.79%	5.46%
Prior Year Partially Proficient	13.54%	10.69%	5.46%
Prior Year Minimally Proficient	10.93%	15.44%	12.83%
SGP Math Points			20.13

Total Growth Points	44.06
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.73%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	34.74%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

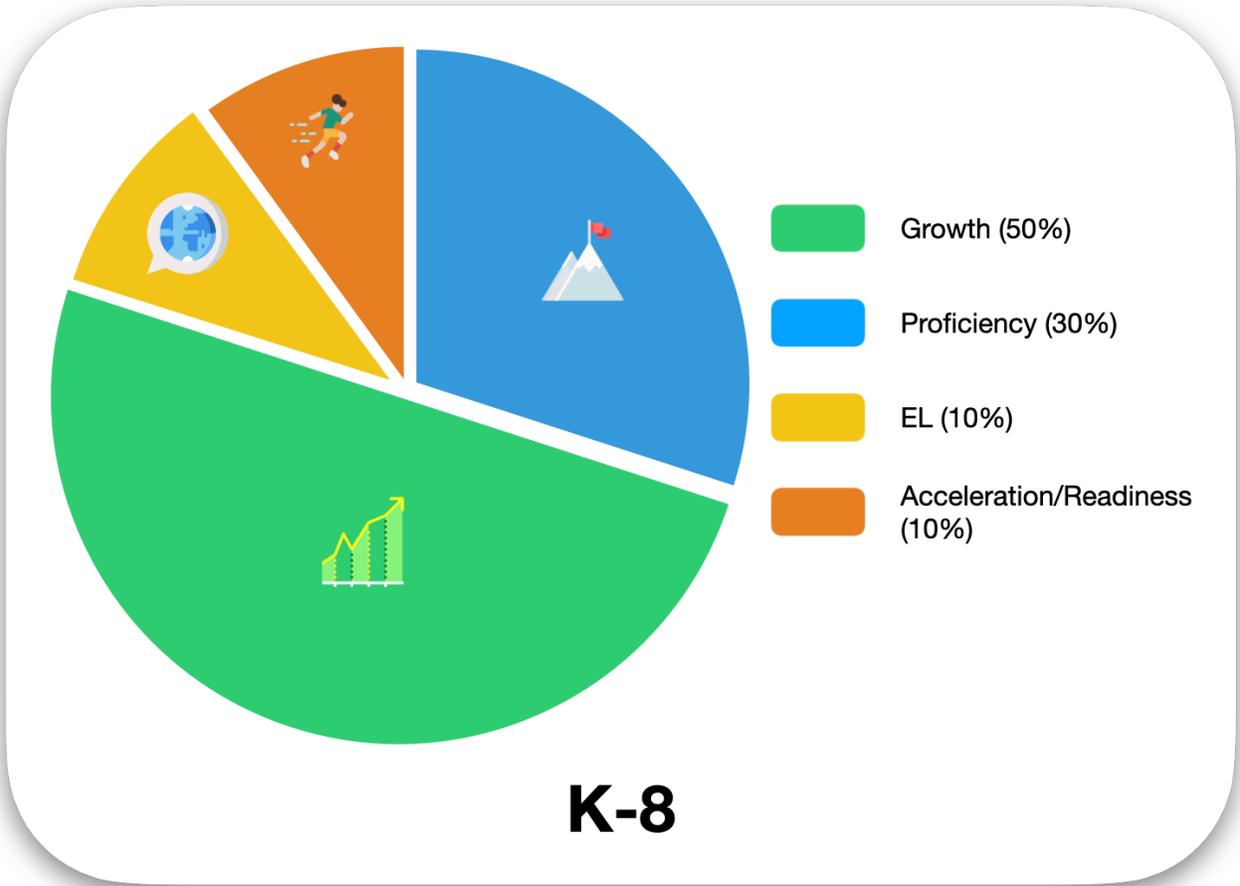
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Goodyear (1000289) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	16.57
Growth	50%	36.38
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	6.00
All Students Total Points		68.95
Total Points Eligible		100
Percentage Earned		68.95%
Total Bonus Points		3.50
Total Points Earned		72.45
Percent Tested		99.64%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	47.83%	54.33%
4	65.57%	55.14%
5	55.11%	53.70%
6	57.44%	39.00%
7	94.74%	37.89%
Percent Proficient All Students		55.24%
Total Proficiency Points		16.57

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	56.63%	45.38%	51.00%	15.00%
2-Year FAY	62.66%	54.06%	58.36%	10.00%
1-Year FAY	61.12%	52.53%	56.78%	5.00%
Total Stability Proficiency Points				16.32

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.14%	3.45%	2.07%
Prior Year Proficient	15.86%	12.41%	7.59%
Prior Year Partially Proficient	7.59%	5.52%	6.21%
Prior Year Minimally Proficient	8.28%	12.41%	14.48%
SGP ELA Points			21.28

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.45%	2.76%	2.07%
Prior Year Proficient	21.38%	8.97%	3.45%
Prior Year Partially Proficient	17.93%	13.10%	4.83%
Prior Year Minimally Proficient	6.21%	11.03%	4.83%
SGP Math Points			15.11

Total Growth Points	36.38
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient	0.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	6.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.50%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	28.26%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

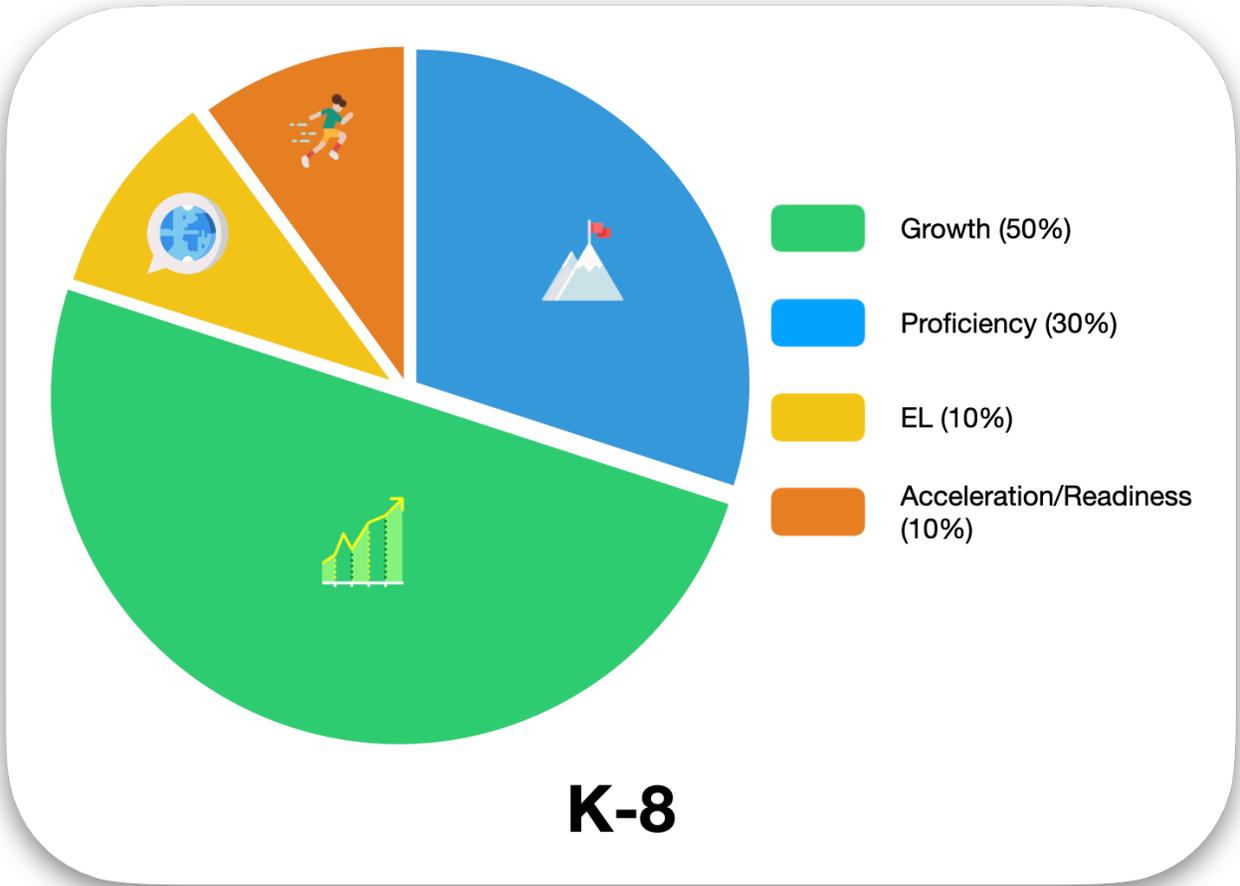
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Glendale (229646)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.80
Growth	50%	40.52
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	10.00
All Students Total Points		80.32
Total Points Eligible		100
Percentage Earned		80.32%
Total Bonus Points		1.50
Total Points Earned		81.82
Percent Tested		96.97%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	84.96%	77.84%
4	79.70%	70.88%
5	68.27%	61.38%
6	86.51%	72.02%
7	97.28%	87.32%
8	105.2%	88.64%
Percent Proficient All Students		79.32%
Total Proficiency Points		23.80

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	87.47%	77.99%	83.00%	15.00%
2-Year FAY	82.05%	68.59%	75.06%	10.00%
1-Year FAY	76.13%	67.79%	72.35%	5.00%
Total Stability Proficiency Points				23.57

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.62%	6.70%	7.99%
Prior Year Proficient	15.98%	14.47%	15.77%
Prior Year Partially Proficient	4.54%	3.67%	8.21%
Prior Year Minimally Proficient	5.18%	3.89%	7.99%
SGP ELA Points			21.60

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.17%	7.61%	3.91%
Prior Year Proficient	16.09%	15.87%	7.61%
Prior Year Partially Proficient	10.00%	10.43%	7.39%
Prior Year Minimally Proficient	4.57%	3.26%	6.09%
SGP Math Points			18.92

Total Growth Points	40.52
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00

EL Proficiency and Growth Points	6.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		2.50
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.36%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	45.05%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

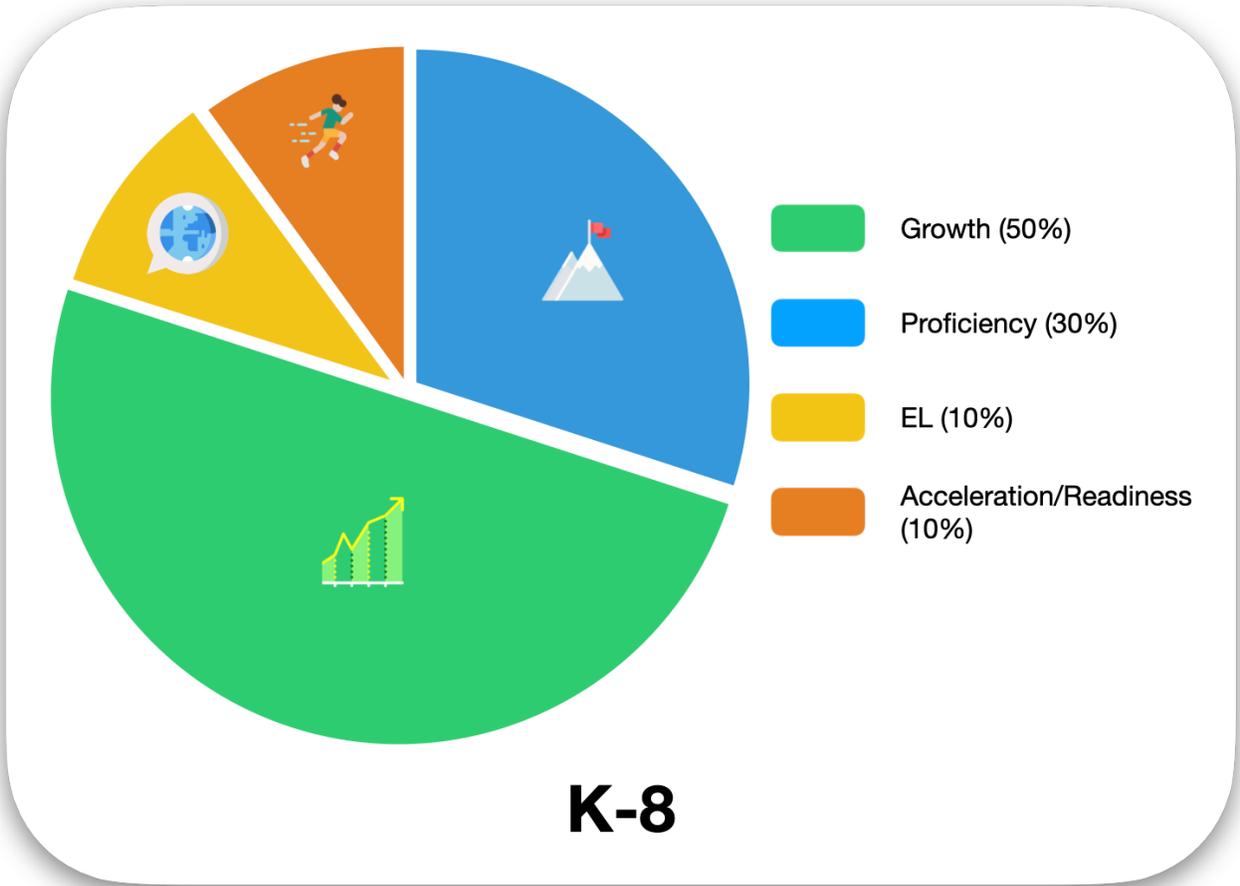
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - East Tucson (1001425) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.29
Growth	50%	39.75
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	2.00
All Students Total Points		67.04
Total Points Eligible		100
Percentage Earned		67.04%
Total Bonus Points		5.00
Total Points Earned		72.04
Percent Tested		99.54%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	63.81%	56.36%
4	52.08%	35.83%
5	54.00%	44.67%
6	55.38%	46.15%
Percent Proficient All Students		50.95%
Total Proficiency Points		15.29

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	56.44%	45.54%	50.95%	30.00%
Total Stability Proficiency Points				15.29

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	0.00%	0.00%	3.45%
Prior Year Proficient	3.45%	3.45%	20.69%
Prior Year Partially Proficient	6.90%	3.45%	6.90%
Prior Year Minimally Proficient	24.14%	13.79%	13.79%
SGP ELA Points			22.24

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.67%	0.00%	0.00%
Prior Year Proficient	13.33%	6.67%	6.67%
Prior Year Partially Proficient	3.33%	10.00%	6.67%
Prior Year Minimally Proficient	20.00%	20.00%	6.67%
SGP Math Points			17.51

Total Growth Points	39.75
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion		2.00
Total Acceleration/Readiness Points		2.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	14.38%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	53.33%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Accountability: State & Federal

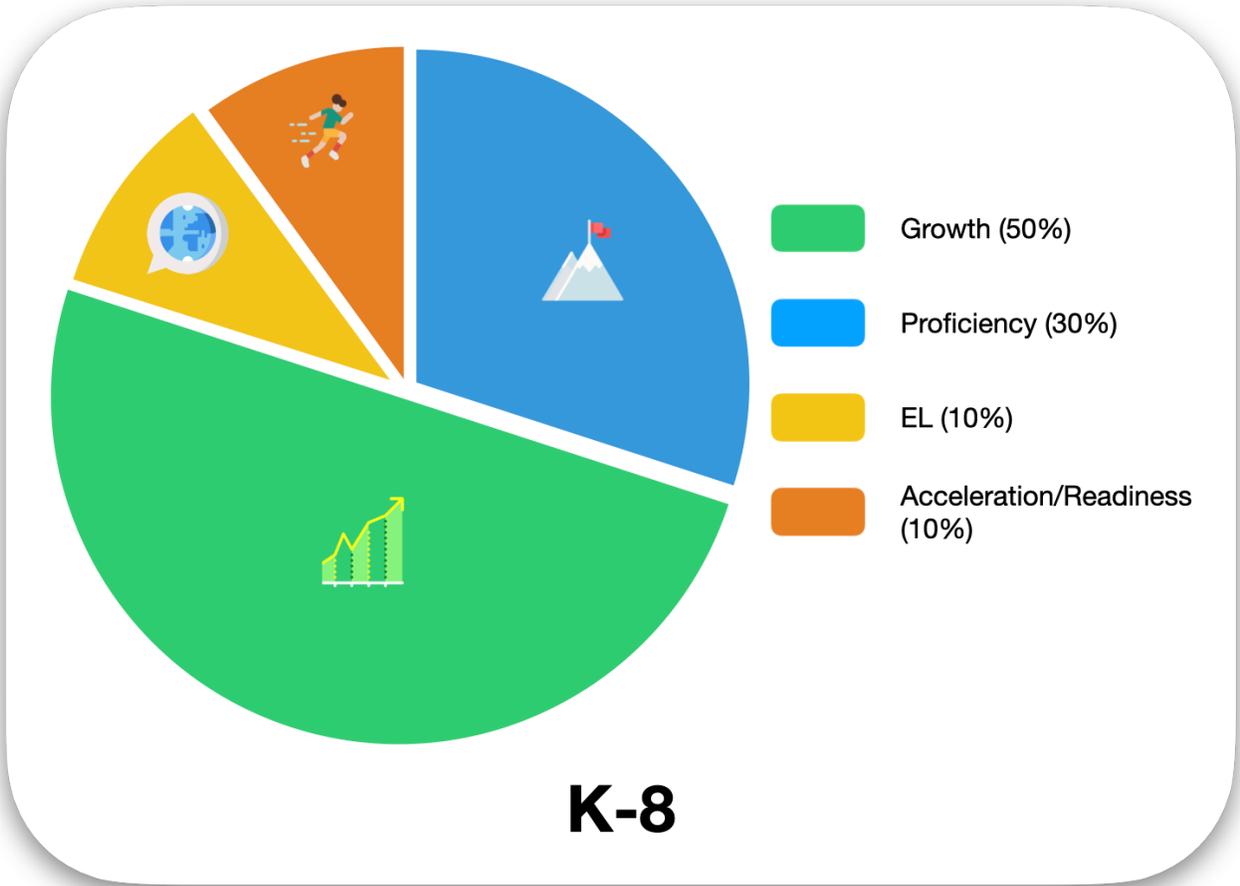
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School – Gilbert (92048)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.17
Growth	50%	38.34
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		82.51
Total Points Eligible		100
Percentage Earned		82.51%
Total Bonus Points		2.50
Total Points Earned		85.01
Percent Tested		99.44%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	80.45%	76.40%
4	82.54%	86.67%
5	81.50%	80.37%
6	81.65%	79.17%
7	87.86%	66.16%
8	90.20%	67.11%
Percent Proficient All Students		80.36%
Total Proficiency Points		24.11

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	84.29%	77.08%	80.60%	15.00%
2-Year FAY	83.50%	78.54%	81.49%	10.00%
1-Year FAY	81.32%	76.02%	78.65%	5.00%
Total Stability Proficiency Points				24.17

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.46%	7.79%	6.84%
Prior Year Proficient	14.64%	18.06%	15.02%
Prior Year Partially Proficient	4.75%	5.13%	7.79%
Prior Year Minimally Proficient	3.23%	5.70%	4.56%
SGP ELA Points			21.17

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	11.69%	9.39%	4.60%
Prior Year Proficient	16.86%	16.86%	11.49%
Prior Year Partially Proficient	8.24%	6.70%	4.41%
Prior Year Minimally Proficient	3.26%	3.64%	2.87%
SGP Math Points			17.17

Total Growth Points	38.34
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.57%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	41.28%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

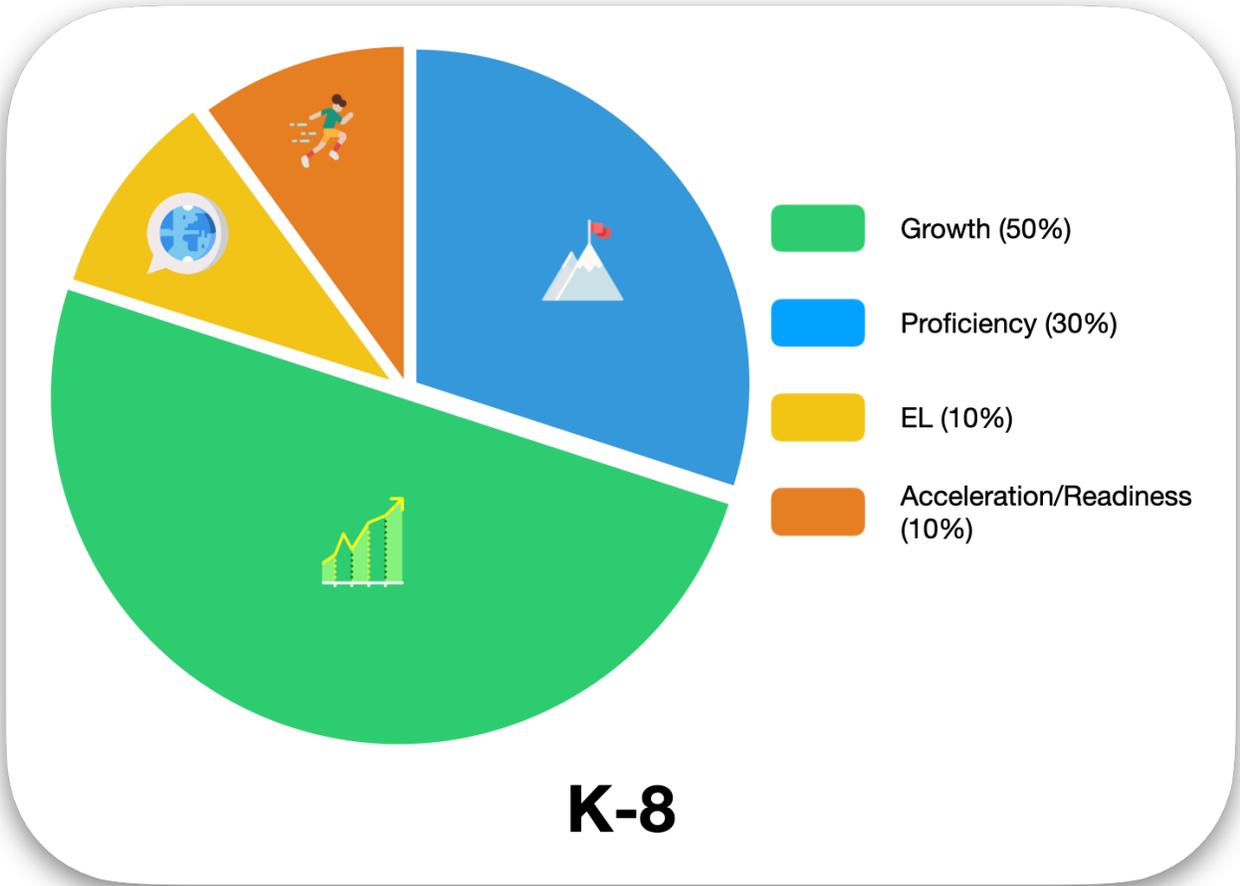
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - East Mesa (541763) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	17.17
Growth	50%	31.93
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		69.10
Total Points Eligible		100
Percentage Earned		69.10%
Total Bonus Points		2.00
Total Points Earned		71.1
Percent Tested		99.34%
A-F Letter Grade		C



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	58.89%	60.17%
4	55.48%	56.40%
5	66.55%	60.90%
6	54.56%	51.11%
7	70.50%	42.67%
8	62.78%	36.85%
Percent Proficient All Students		57.10%
Total Proficiency Points		17.13

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	63.92%	55.11%	59.70%	15.00%
2-Year FAY	60.00%	50.99%	55.49%	10.00%
1-Year FAY	55.47%	51.51%	53.31%	5.00%
Total Stability Proficiency Points				17.17

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.95%	3.87%	2.38%
Prior Year Proficient	16.96%	11.90%	11.31%
Prior Year Partially Proficient	8.04%	8.33%	3.87%
Prior Year Minimally Proficient	11.01%	8.63%	7.74%
SGP ELA Points			17.78

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.87%	2.93%	2.35%
Prior Year Proficient	18.18%	12.90%	4.40%
Prior Year Partially Proficient	15.84%	9.68%	2.93%
Prior Year Minimally Proficient	12.02%	7.62%	5.28%
SGP Math Points			14.15

Total Growth Points	31.93
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		4.00
Special Education Inclusion		2.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.46%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	26.24%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Accountability: State & Federal

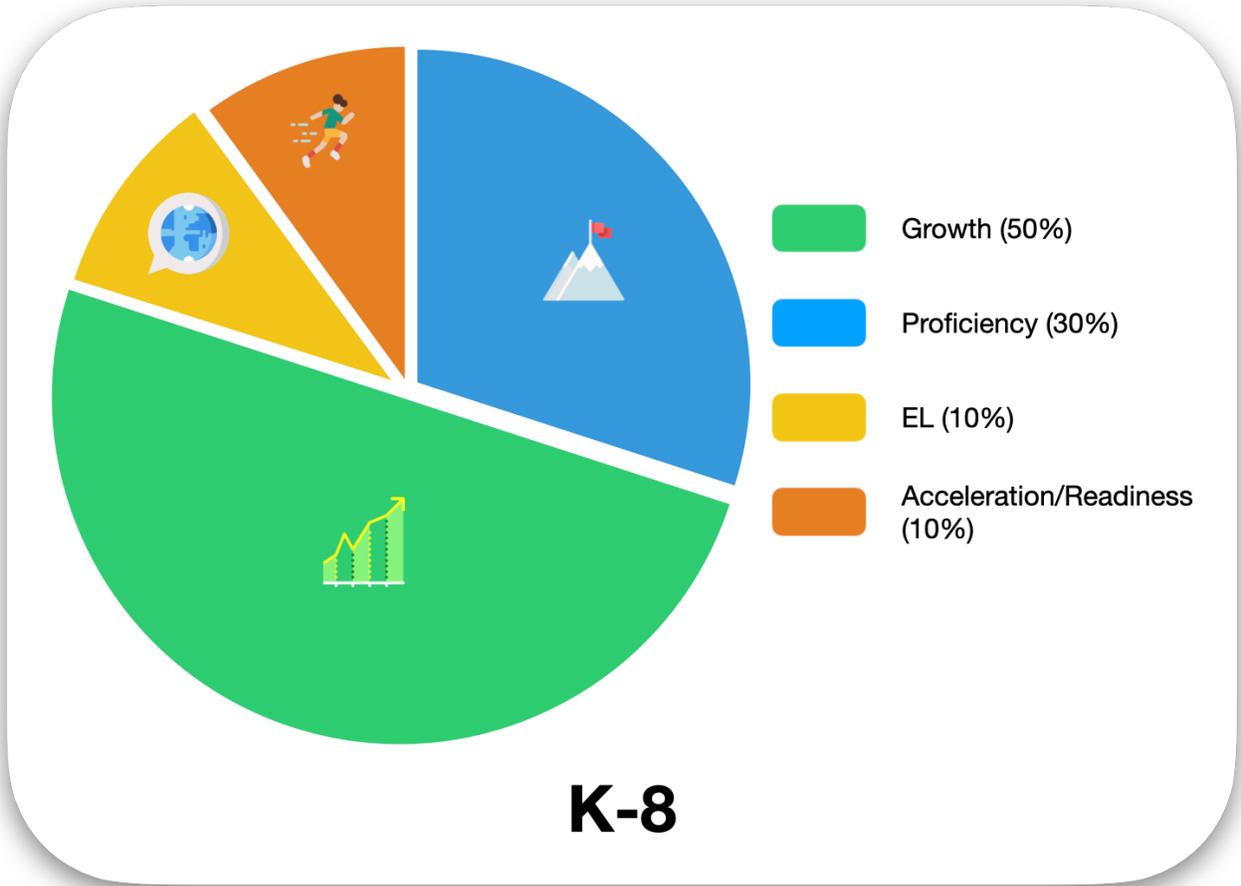
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Deer Valley (1001424) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.45
Growth	50%	39.61
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	0.00
All Students Total Points		68.06
Total Points Eligible		100
Percentage Earned		68.06%
Total Bonus Points		2.00
Total Points Earned		70.06
Percent Tested		98.51%
A-F Letter Grade		NR



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	61.95%	52.20%
4	98.00%	79.00%
5	52.50%	49.17%
6	73.13%	36.88%
Percent Proficient All Students		61.49%
Total Proficiency Points		18.45

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				
2-Year FAY				
1-Year FAY	68.61%	54.36%	61.49%	30.00%
Total Stability Proficiency Points				18.45

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.65%	2.33%	9.30%
Prior Year Proficient	16.28%	18.60%	18.60%
Prior Year Partially Proficient	4.65%	2.33%	2.33%
Prior Year Minimally Proficient	4.65%	6.98%	9.30%
SGP ELA Points			21.16

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.76%	0.00%	2.38%
Prior Year Proficient	23.81%	4.76%	4.76%
Prior Year Partially Proficient	14.29%	11.90%	4.76%
Prior Year Minimally Proficient	4.76%	7.14%	16.67%
SGP Math Points			18.45

Total Growth Points	39.61
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric	Points Earned	
Grade 8 Math Highly Proficient		
Grade 8 Math Minimally Proficient		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion	0.00	
Total Acceleration/Readiness Points	0.00	

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	12.65%	8.55%	9.97%	11.40%	14.24%	2.00
Science Assessment Bonus Points	25.00%	16.04%	18.71%	21.39%	26.74%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

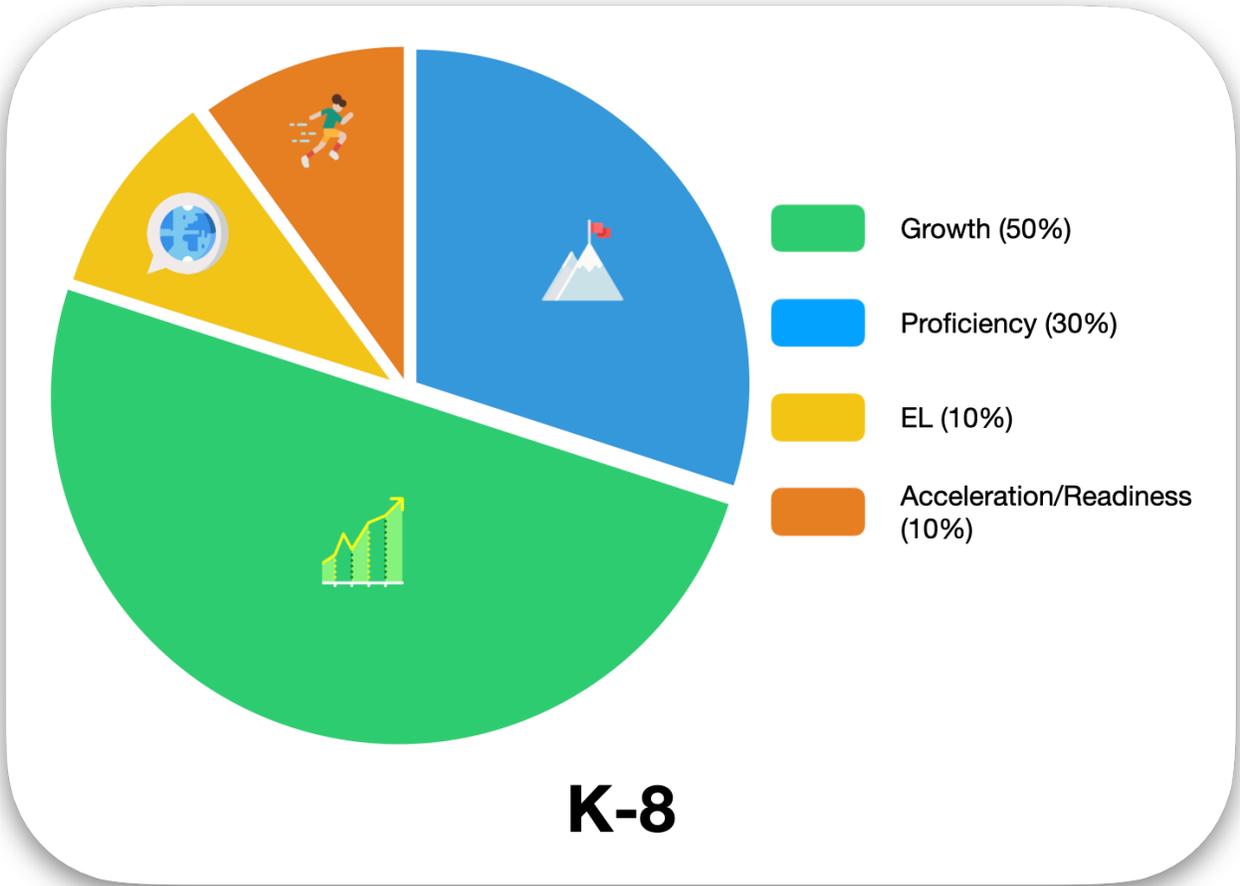
Welcome Tara Vigil!

Tara Vigil

[Home \(/FY2022/\)](#) / A-F Summary

Legacy Traditional School - Chandler (91134) FY 2022

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	24.84
Growth	50%	44.24
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		89.08
Total Points Eligible		100
Percentage Earned		89.08%
Total Bonus Points		3.00
Total Points Earned		92.08
Percent Tested		99.47%
A-F Letter Grade		A



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	77.56%	82.50%
4	78.83%	78.06%
5	81.95%	89.58%
6	90.14%	84.36%
7	85.68%	75.16%
8	86.63%	76.44%
Percent Proficient All Students		82.53%
Total Proficiency Points		24.76

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	83.46%	81.23%	82.30%	15.00%
2-Year FAY	84.03%	82.99%	83.51%	10.00%
1-Year FAY	83.80%	81.68%	82.80%	5.00%
Total Stability Proficiency Points				24.84

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.90%	6.86%	7.45%
Prior Year Proficient	11.57%	14.71%	21.96%
Prior Year Partially Proficient	3.73%	4.90%	7.25%
Prior Year Minimally Proficient	2.94%	5.88%	7.84%
SGP ELA Points			23.72

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	7.31%	9.23%	6.54%
Prior Year Proficient	15.77%	16.92%	10.38%
Prior Year Partially Proficient	4.81%	8.85%	7.69%
Prior Year Minimally Proficient	3.08%	4.62%	4.81%
SGP Math Points			20.52

Total Growth Points	44.24
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EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00

EL Proficiency and Growth Points	10.00
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Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		2.50
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.40%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	46.43%	16.04%	18.71%	21.39%	26.74%	3.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

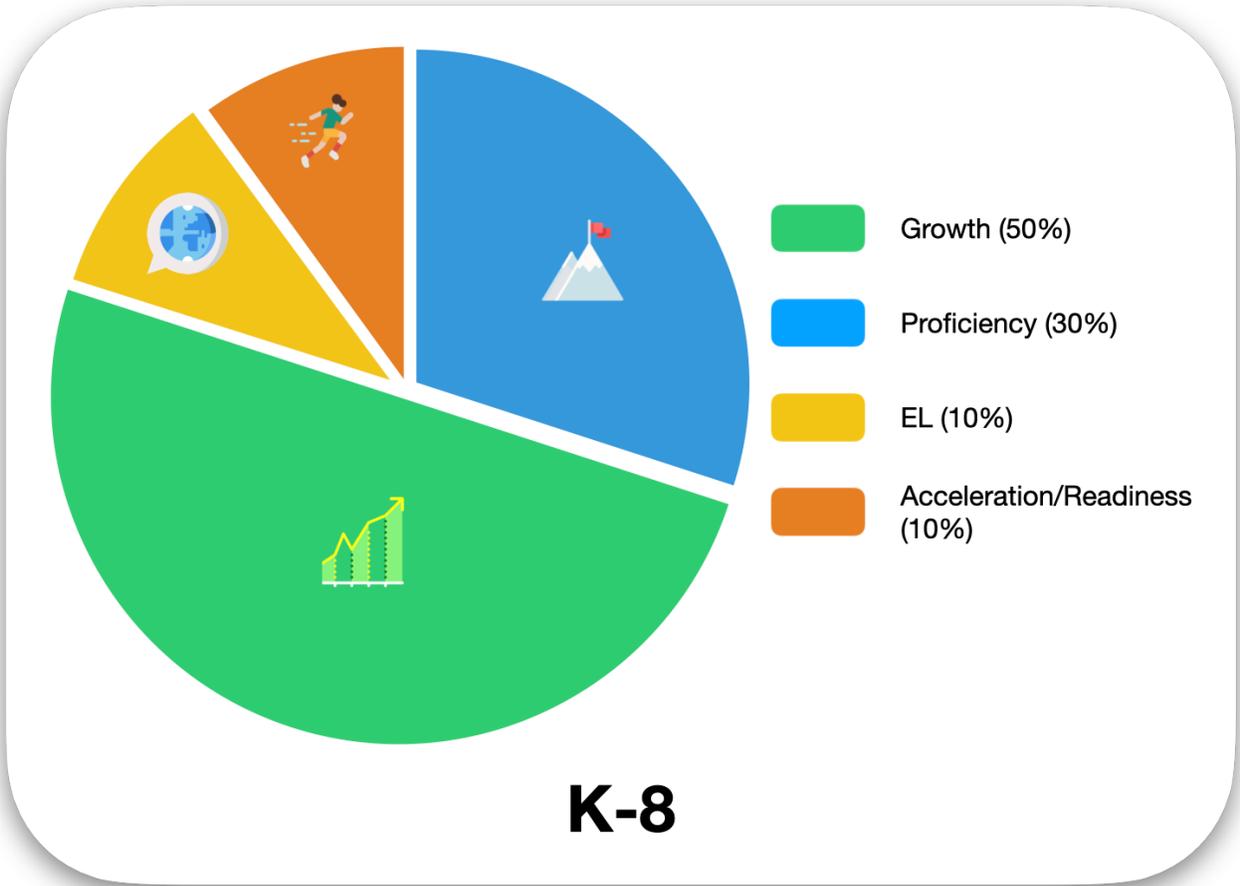
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[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Casa Grande (90366)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.13
Growth	50%	42.11
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	6.00
All Students Total Points		74.24
Total Points Eligible		100
Percentage Earned		74.24%
Total Bonus Points		1.50
Total Points Earned		75.74
Percent Tested		99.51%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	61.09%	56.31%
4	71.80%	64.05%
5	71.73%	65.17%
6	67.83%	66.03%
7	78.35%	59.91%
8	81.39%	65.04%
Percent Proficient All Students		67.09%
Total Proficiency Points		20.13

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	75.67%	66.22%	70.96%	15.00%
2-Year FAY	59.21%	53.97%	56.59%	10.00%
1-Year FAY	60.50%	53.08%	56.58%	5.00%
Total Stability Proficiency Points				19.13

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.19%	5.49%	4.07%
Prior Year Proficient	12.92%	13.45%	13.10%
Prior Year Partially Proficient	6.02%	6.19%	9.38%
Prior Year Minimally Proficient	6.55%	6.73%	9.91%
SGP ELA Points			22.09

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.49%	5.44%	2.98%
Prior Year Proficient	12.63%	12.63%	9.47%
Prior Year Partially Proficient	11.05%	8.77%	7.37%
Prior Year Minimally Proficient	6.84%	7.02%	9.30%
SGP Math Points			20.02

Total Growth Points	42.11
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		3.00
Total EL Growth Points		3.00

EL Proficiency and Growth Points	6.00
---	-------------

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		0.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		6.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.42%	8.55%	9.97%	11.40%	14.24%	0.00
Science Assessment Bonus Points	40.39%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



Accountability: State & Federal

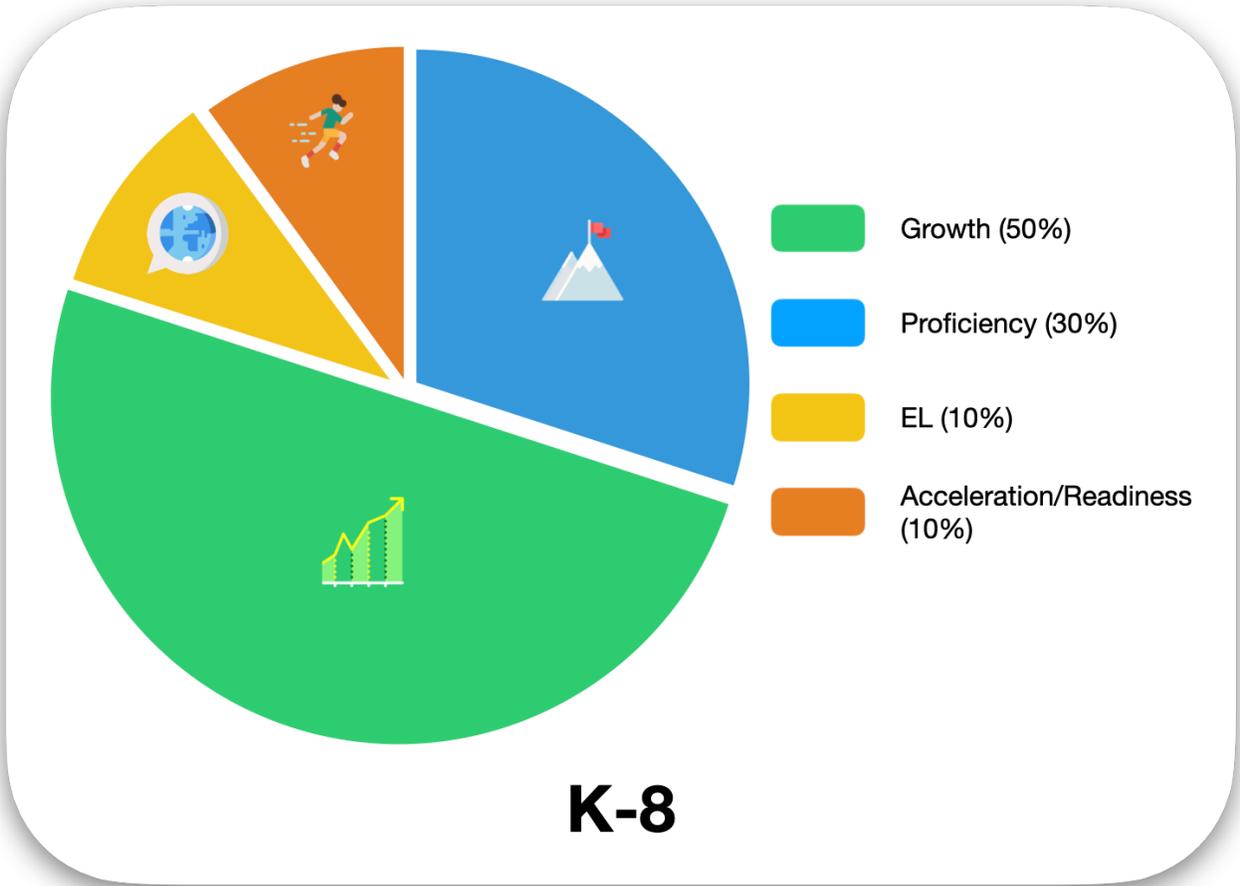
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[Home \(/FY2022/\)](#) / A-F Summary

**Legacy Traditional School - Avondale (91136)
FY 2022**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.85
Growth	50%	41.50
EL Proficiency and Growth	10%	9.00
Acceleration / Readiness	10%	10.00
All Students Total Points		81.35
Total Points Eligible		100
Percentage Earned		81.35%
Total Bonus Points		2.50
Total Points Earned		83.85
Percent Tested		99.94%
A-F Letter Grade		B



Proficiency	30%*	View Data (/FY2022/Home/Proficiency)
Grade	ELA	Math
3	70.07%	66.06%
4	73.47%	60.33%
5	61.32%	68.24%
6	71.72%	64.84%
7	77.32%	80.31%
8	70.26%	74.48%
Percent Proficient All Students		69.48%
Total Proficiency Points		20.85

Stability Proficiency			30%*	View Data (/FY2022/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	72.03%	72.17%	72.10%	15.00%
2-Year FAY	59.28%	53.29%	56.59%	10.00%
1-Year FAY	69.91%	57.91%	63.85%	5.00%
Total Stability Proficiency Points				19.67

Growth	50%	View Data (/FY2022/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.69%	3.95%	4.58%
Prior Year Proficient	15.32%	13.11%	12.48%
Prior Year Partially Proficient	8.53%	7.27%	6.16%
Prior Year Minimally Proficient	6.00%	8.85%	8.06%
SGP ELA Points			19.99

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.70%	6.01%	6.01%
Prior Year Proficient	9.09%	12.33%	11.56%
Prior Year Partially Proficient	10.32%	8.17%	8.17%
Prior Year Minimally Proficient	6.32%	7.70%	8.63%
SGP Math Points			21.52

Total Growth Points	41.50
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2022/Home/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		4.00

EL Proficiency and Growth Points	9.00
---	-------------

Acceleration / Readiness	10%	View Data (/FY2022/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Math Highly Proficient		0.00
Grade 8 Math Minimally Proficient		0.00
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		0.00
Subgroup Improvement		6.00
Special Education Inclusion		0.00
Total Acceleration/Readiness Points		10.00

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.94%	8.55%	9.97%	11.40%	14.24%	1.00
Science Assessment Bonus Points	29.21%	16.04%	18.71%	21.39%	26.74%	1.50

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that measures cannot be calculated because of missing data or privacy concerns from fewer than 10 FAY students.



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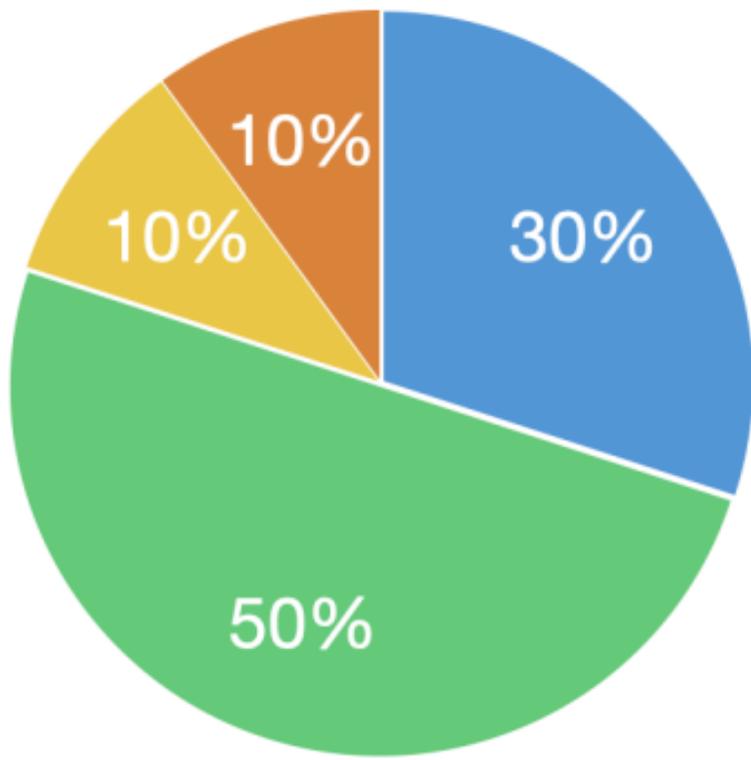
Legacy Traditional School - West Surprise (1000561)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.39
Growth	50%	39.62
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	6.0
	Total Point Sum	79.01
	Total Points Eligible	100.0
	Percentage Earned	79.01
	Total Bonus Points	2.5
	Total Points Earned	81.51
	Percent Tested	99.93
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	75.98	88.03
4	77.12	79.05
5	72.23	64.96
6	82.36	59.01
7	73.51	50.78
8	86.0	46.14
Percent Proficient All Students		76.12
Total Proficiency Points		22.84

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.41	75.44	78.42	15.0
2-Year FAY	79.61	66.24	72.92	10.0
1-Year FAY	70.22	57.2	63.68	5.0
Total Stability Proficiency Points				23.39

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.87	5.54	5.99
Prior Year Proficient	14.41	11.97	15.08
Prior Year Partially Proficient	4.66	6.43	7.32
Prior Year Minimally Proficient	6.21	7.54	7.98
SGP ELA Points			21.18

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.65	5.43	3.48
Prior Year Proficient	15.87	12.39	8.26
Prior Year Partially Proficient	11.09	7.39	7.83
Prior Year Minimally Proficient	8.26	7.61	6.74
SGP Math Points			18.45

Total Growth Points	39.62
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		4.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	6.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.93	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	39.89				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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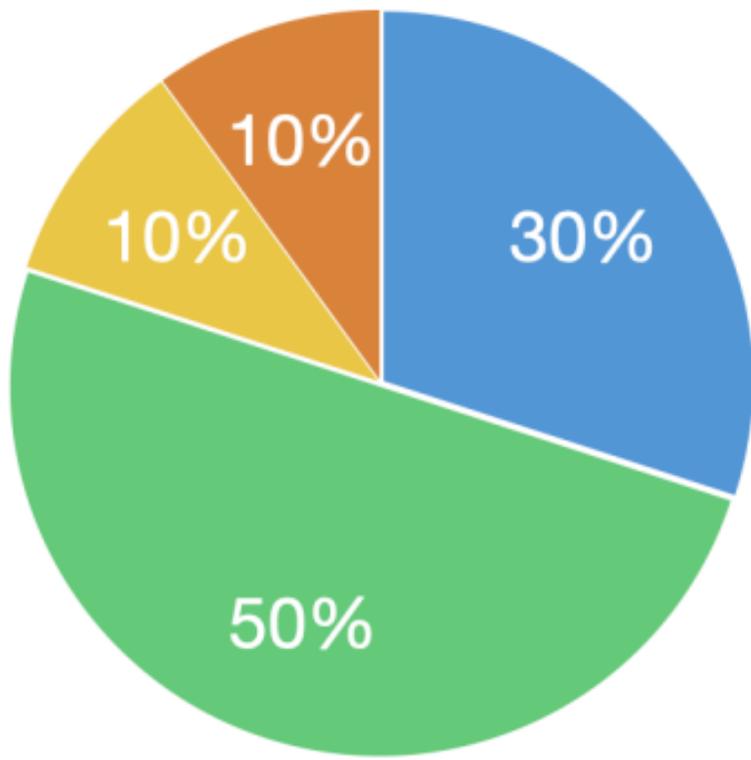
Legacy Traditional-San Tan (1001929)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.31
Growth	50%	48.59
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	2.0
	Total Point Sum	76.9
	Total Points Eligible	100.0
	Percentage Earned	76.9
	Total Bonus Points	3.5
	Total Points Earned	80.4
	Percent Tested	97.56
	A-F Letter Grade	NR



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	73.75	80.62
4	70.24	45.24
5	62.55	62.75
6	73.25	59.0
7	76.97	69.39
8	67.92	42.0
Percent Proficient All Students		67.71
Total Proficiency Points		20.31

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY				0.0
1-Year FAY	70.5	61.38	65.93	30.0
Total Stability Proficiency Points				20.31

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.82	3.03	4.24
Prior Year Proficient	12.12	11.52	18.18
Prior Year Partially Proficient	1.82	4.85	8.48
Prior Year Minimally Proficient	8.48	13.94	11.52
SGP ELA Points			24.42

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.79	4.76	3.57
Prior Year Proficient	10.12	9.52	10.71
Prior Year Partially Proficient	7.74	8.93	6.55
Prior Year Minimally Proficient	8.33	10.71	17.26
SGP Math Points			24.17

Total Growth Points	48.59
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		2.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		
Subgroup Improvement		
Special Education Inclusion		2.0

Total Acceleration/Readiness Points	2.0
--	------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	15.43	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	38.46				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	NR
-------------------------	-----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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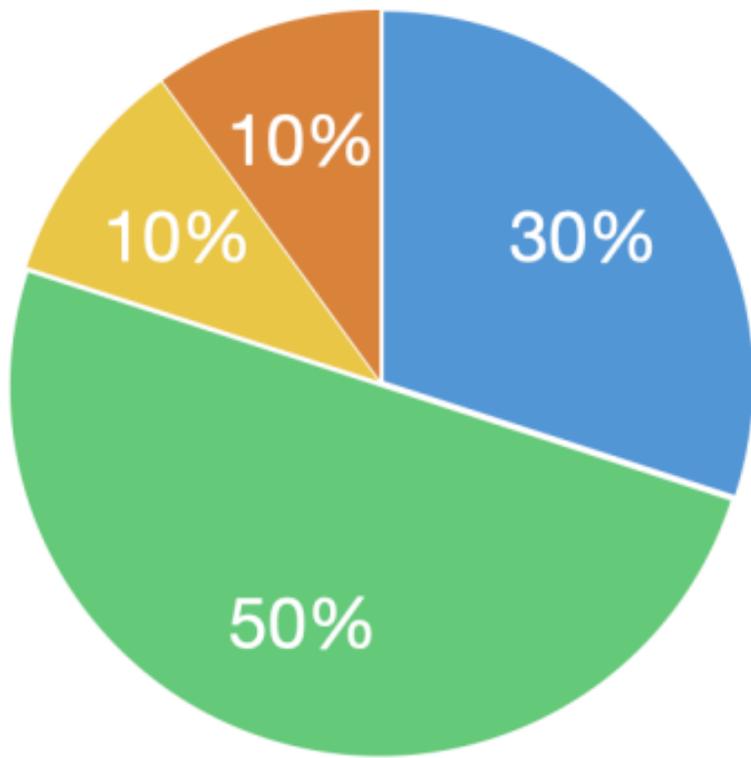
Legacy Traditional School - Surprise (92880)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.37
Growth	50%	47.1
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	91.47
	Total Points Eligible	100.0
	Percentage Earned	91.47
	Total Bonus Points	2.5
	Total Points Earned	93.97
	Percent Tested	99.5
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	78.28	89.02
4	82.36	86.27
5	75.08	83.65
6	76.47	63.43
7	83.39	66.96
8	81.37	61.12
Percent Proficient All Students		81.24
Total Proficiency Points		24.37

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	80.83	77.62	79.22	15.0
2-Year FAY	75.84	71.49	73.67	10.0
1-Year FAY	77.05	71.9	74.46	5.0
Total Stability Proficiency Points				24.06

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.15	4.17	5.04
Prior Year Proficient	14.14	16.45	14.69
Prior Year Partially Proficient	3.95	7.46	8.88
Prior Year Minimally Proficient	4.5	6.58	8.99
SGP ELA Points			22.82

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.84	5.03	5.91
Prior Year Proficient	9.19	13.68	15.1
Prior Year Partially Proficient	5.47	11.71	9.96
Prior Year Minimally Proficient	4.92	7.66	8.53
SGP Math Points			24.27

Total Growth Points	47.1
----------------------------	-------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.83	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	51.3				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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Legacy Traditional School - Queen Creek (90534)

FY 2023

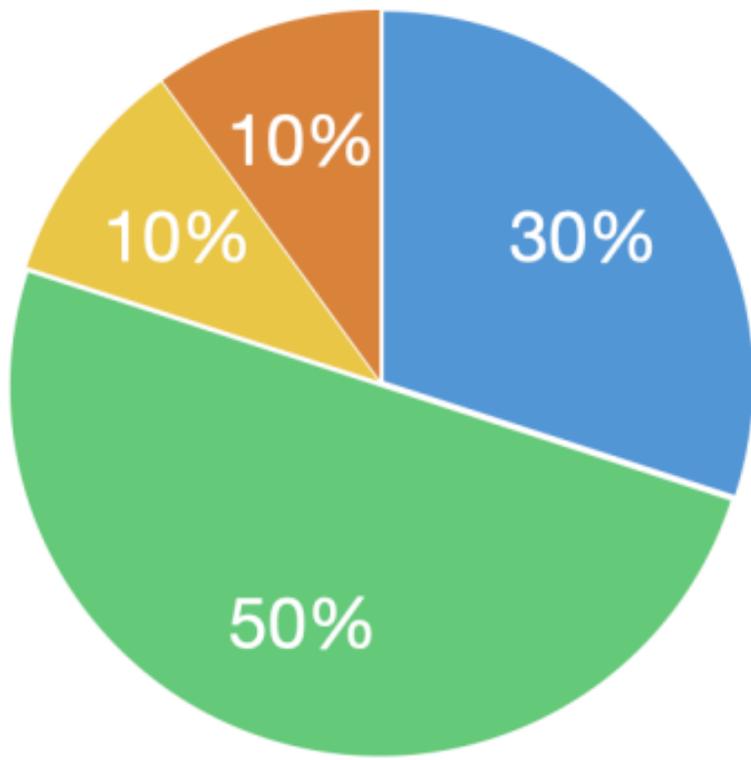
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.33
Growth	50%	42.78
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
Total Point Sum		87.11
Total Points Eligible		100.0
Percentage Earned		87.11
Total Bonus Points		3.0
Total Points Earned		90.11
Percent Tested		98.96
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	91.56	93.81
4	72.94	71.51
5	63.2	70.5
6	80.79	64.45
7	81.52	85.54
8	83.12	73.84
Percent Proficient All Students		81.1
Total Proficiency Points		24.33

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.47	77.66	79.56	15.0
2-Year FAY	78.07	74.09	76.08	10.0
1-Year FAY	69.6	72.28	70.95	5.0
Total Stability Proficiency Points				24.05

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.59	5.87	4.04
Prior Year Proficient	12.11	16.7	15.6
Prior Year Partially Proficient	4.4	6.79	6.61
Prior Year Minimally Proficient	6.42	7.16	9.72
SGP ELA Points			22.65

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.76	7.12	3.65
Prior Year Proficient	12.23	12.77	9.12
Prior Year Partially Proficient	8.58	12.23	8.03
Prior Year Minimally Proficient	4.56	6.57	6.39
SGP Math Points			20.13

Total Growth Points	42.78
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.51	9.57	11.16	12.76	15.95	1.5
Science Assessment Bonus Points	45.61				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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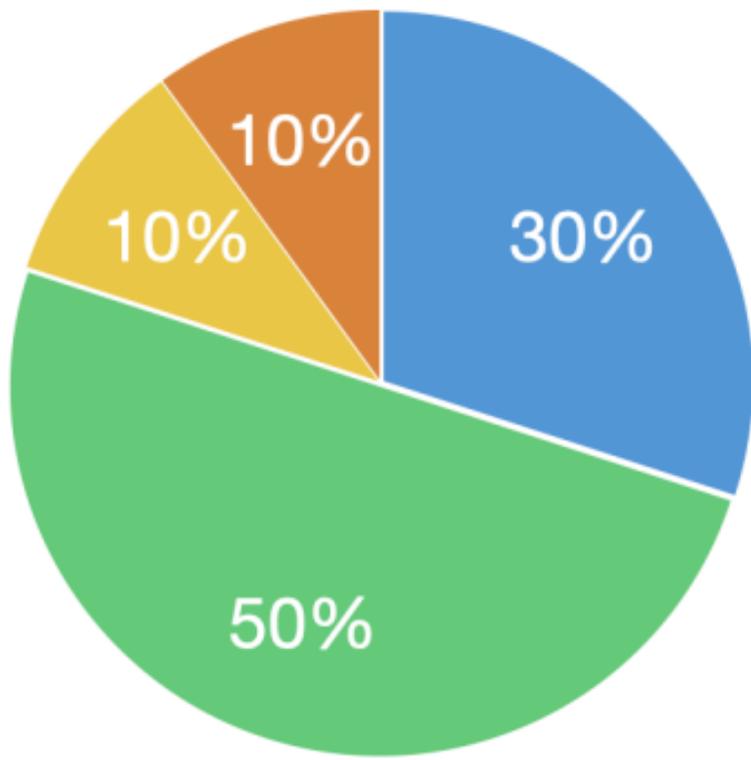
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	18.27
Growth	50%	34.59
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	69.86
	Total Points Eligible	100.0
	Percentage Earned	69.86
	Total Bonus Points	0.0
	Total Points Earned	69.86
	Percent Tested	99.76
	A-F Letter Grade	C



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)	
Grade	ELA	Math	
3	69.15	78.2	
4	60.76	51.71	
5	45.21	38.08	
Percent Proficient All Students		60.91	
Total Proficiency Points		18.27	

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)	
Stability	ELA	Math	All	Weight	
3-Year FAY	62.46	60.88	61.67	15.0	
2-Year FAY	52.26	50.51	51.39	10.0	
1-Year FAY	57.35	53.65	55.45	5.0	
Total Stability Proficiency Points				18.02	

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	9.04	3.5	2.92
Prior Year Proficient	13.99	11.37	4.96
Prior Year Partially Proficient	3.79	5.25	3.5
Prior Year Minimally Proficient	13.12	16.33	12.24
SGP ELA Points			19.02
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.48	1.15	2.31
Prior Year Proficient	16.43	8.65	5.19
Prior Year Partially Proficient	14.7	9.8	3.75
Prior Year Minimally Proficient	12.39	12.97	7.2
SGP Math Points			15.56
Total Growth Points			34.59

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.66	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	19.3				32.12	0.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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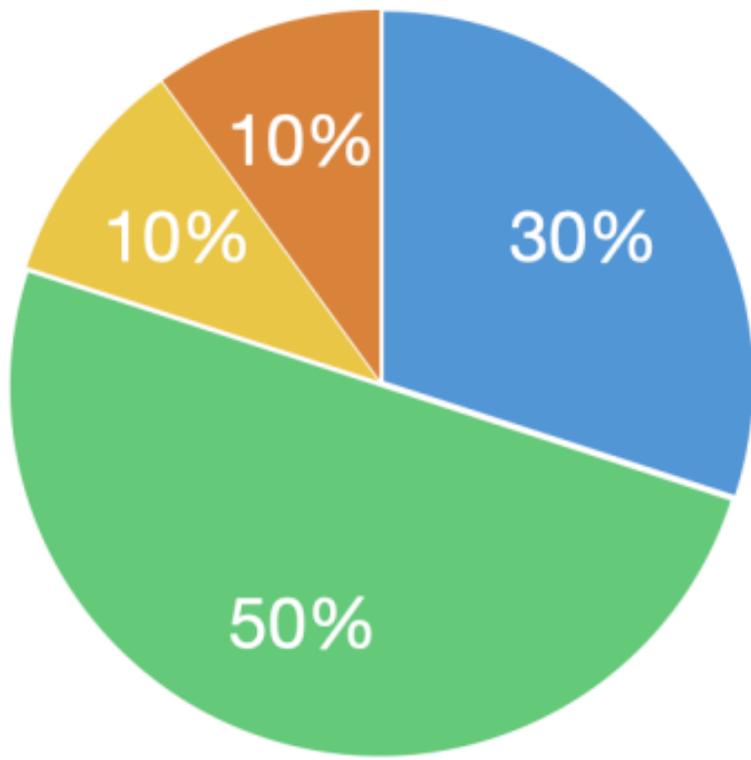
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	25.75
Growth	50%	44.66
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	88.41
	Total Points Eligible	100.0
	Percentage Earned	88.41
	Total Bonus Points	2.5
	Total Points Earned	90.91
	Percent Tested	99.85
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	81.86	89.49
4	84.19	93.11
5	73.75	78.19
6	76.38	60.64
7	88.0	78.4
Percent Proficient All Students		85.58
Total Proficiency Points		25.67

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	79.78	82.3	81.04	15.0
2-Year FAY	81.69	84.51	83.1	10.0
1-Year FAY	79.84	81.43	80.64	5.0
Total Stability Proficiency Points				25.75

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	10.43	10.43	3.32
Prior Year Proficient	11.37	13.74	13.27
Prior Year Partially Proficient	5.69	6.64	5.69
Prior Year Minimally Proficient	3.79	7.11	8.53
SGP ELA Points			21.11

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.82	8.45	4.69
Prior Year Proficient	12.21	12.68	16.9
Prior Year Partially Proficient	4.69	11.27	10.8
Prior Year Minimally Proficient	5.16	3.29	7.04
SGP Math Points			23.54

Total Growth Points	44.66
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.42	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	37.5				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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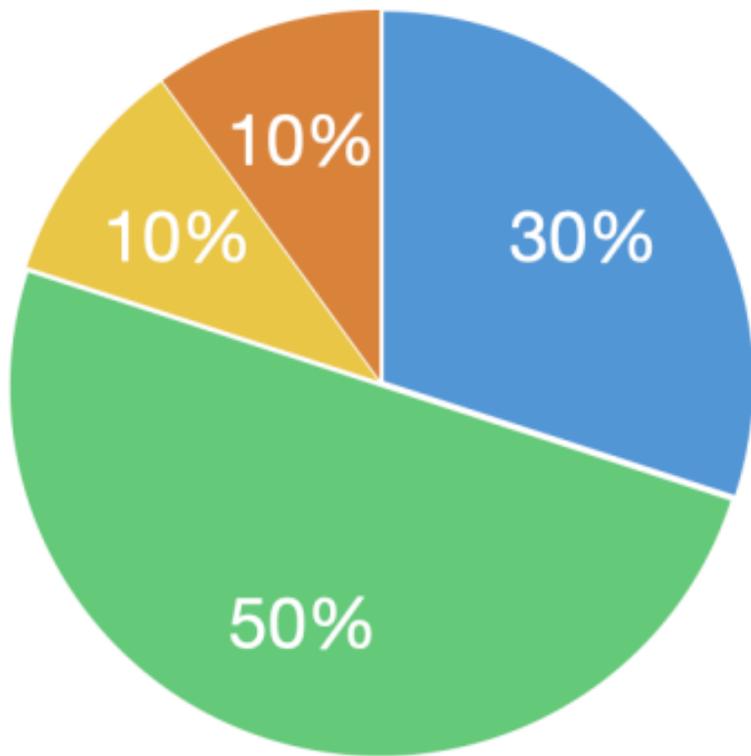
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	22.81
Growth	50%	46.38
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	88.19
	Total Points Eligible	100.0
	Percentage Earned	88.19
	Total Bonus Points	2.5
	Total Points Earned	90.69
	Percent Tested	99.32
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	64.87	78.08
4	76.27	65.5
5	70.53	64.25
6	86.52	61.56
7	81.5	71.73
8	75.63	79.13
Percent Proficient All Students		76.02
Total Proficiency Points		22.81

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	76.8	70.99	73.88	15.0
2-Year FAY	73.77	67.26	70.48	10.0
1-Year FAY	71.52	66.9	69.2	5.0
Total Stability Proficiency Points				22.57

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.69	5.57	4.25
Prior Year Proficient	12.32	17.01	14.66
Prior Year Partially Proficient	4.69	8.36	7.33
Prior Year Minimally Proficient	5.57	7.33	8.21
SGP ELA Points			22.43

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.91	4.93	4.2
Prior Year Proficient	10.58	13.33	10.14
Prior Year Partially Proficient	7.54	9.86	10.87
Prior Year Minimally Proficient	4.2	9.13	11.3
SGP Math Points			23.95

Total Growth Points	46.38
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		5.0
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
--	-------------

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.05	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	45.88				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
-------------------------	----------

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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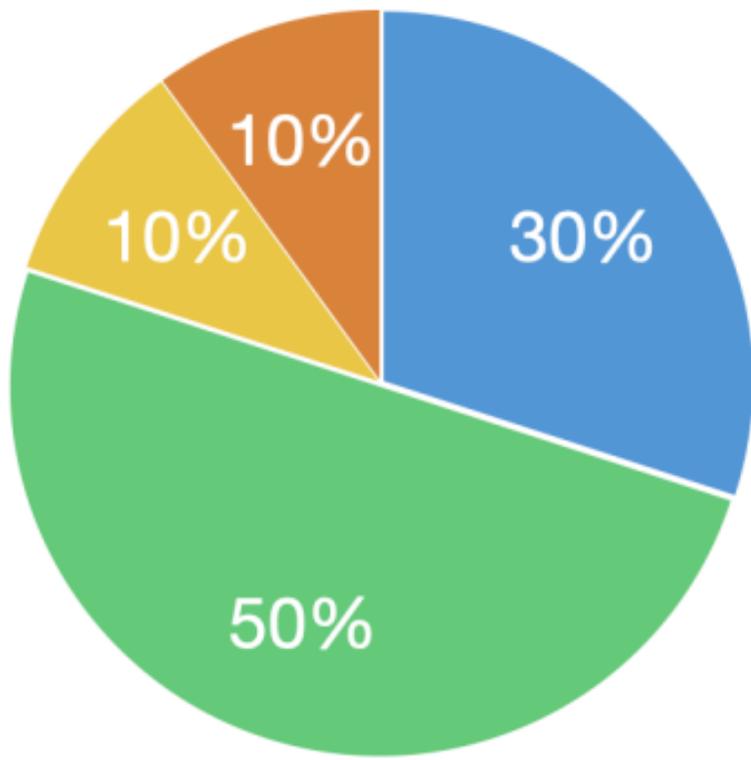
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.14
Growth	50%	41.51
EL Proficiency and Growth	10%	5.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	71.65
	Total Points Eligible	100.0
	Percentage Earned	71.65
	Total Bonus Points	3.5
	Total Points Earned	75.15
	Percent Tested	98.68
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
6	51.93	29.64
7	66.48	46.63
8	58.69	33.55
Percent Proficient All Students		49.5
Total Proficiency Points		14.85

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	57.33	33.81	45.34	15.0
2-Year FAY	66.39	45.66	55.99	10.0
1-Year FAY	54.89	32.25	43.42	5.0
Total Stability Proficiency Points				15.14

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)		
Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	1.55	1.77	3.1
Prior Year Proficient	12.83	11.73	11.95
Prior Year Partially Proficient	8.19	9.73	5.97
Prior Year Minimally Proficient	9.07	13.05	11.06
SGP ELA Points			21.65
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.7	0.88	1.54
Prior Year Proficient	9.21	5.04	3.29
Prior Year Partially Proficient	8.55	10.75	7.46
Prior Year Minimally Proficient	17.32	16.67	13.6
SGP Math Points			19.86
Total Growth Points			41.51

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		2.0
EL Proficiency and Growth Points		5.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		2.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.46	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	34.64				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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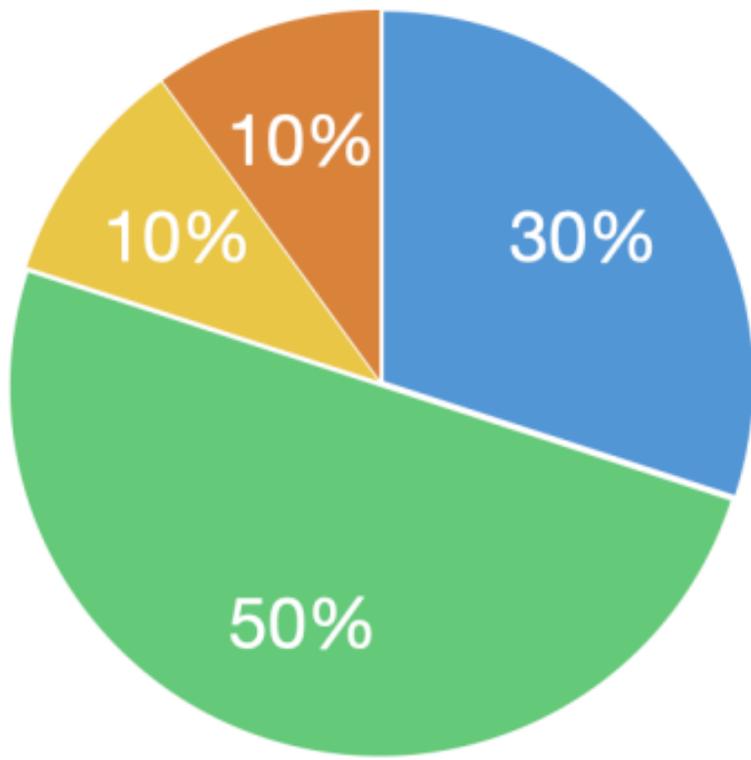
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.95
Growth	50%	48.87
EL Proficiency and Growth	10%	8.0
Acceleration / Readiness	10%	10.0
Total Point Sum		91.82
Total Points Eligible		100.0
Percentage Earned		91.82
Total Bonus Points		1.5
Total Points Earned		93.32
Percent Tested		99.25
A-F Letter Grade		A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)	
Grade	ELA	Math	
3	73.45	83.33	
4	83.21	77.54	
5	68.68	65.27	
6	81.29	63.84	
7	92.11	88.74	
8	99.04	82.77	
Percent Proficient All Students		82.19	
Total Proficiency Points		24.66	

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)	
Stability	ELA	Math	All	Weight	
3-Year FAY	82.98	78.13	80.55	15.0	
2-Year FAY	85.59	79.34	82.43	10.0	
1-Year FAY	74.14	68.06	71.09	5.0	
Total Stability Proficiency Points				24.95	

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.48	5.48	8.48
Prior Year Proficient	9.19	16.43	19.79
Prior Year Partially Proficient	3.89	4.77	8.13
Prior Year Minimally Proficient	3.0	6.36	9.01
SGP ELA Points			24.48

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.27	5.69	5.87
Prior Year Proficient	6.76	13.88	13.88
Prior Year Partially Proficient	8.19	8.72	10.85
Prior Year Minimally Proficient	4.63	7.3	9.96
SGP Math Points			24.4

Total Growth Points	48.87
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		8.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.39	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	44.58				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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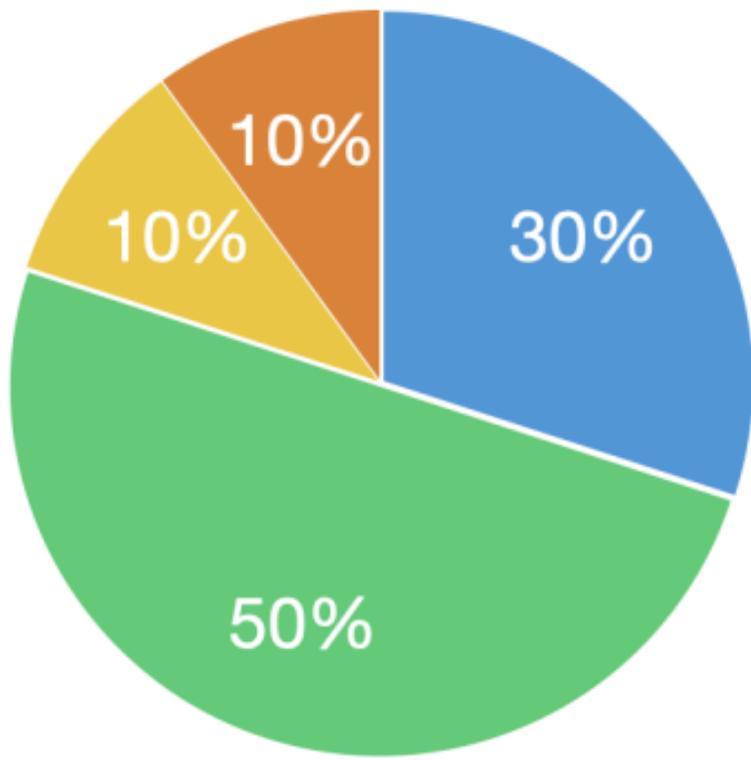
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.62
Growth	50%	38.82
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	4.0
	Total Point Sum	69.44
	Total Points Eligible	100.0
	Percentage Earned	69.44
	Total Bonus Points	1.5
	Total Points Earned	70.94
	Percent Tested	99.01
	A-F Letter Grade	C



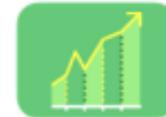
PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	62.66	70.73
4	61.15	59.17
5	66.67	66.63
6	78.18	46.57
7	68.1	53.9
8	57.14	46.43
Percent Proficient All Students		65.39
Total Proficiency Points		19.62

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	70.11	65.57	67.84	15.0
2-Year FAY	59.54	53.85	56.69	10.0
1-Year FAY	57.5	50.43	53.92	5.0
Total Stability Proficiency Points				19.32

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.95	5.57	5.26
Prior Year Proficient	19.2	10.84	9.91
Prior Year Partially Proficient	8.67	5.26	4.33
Prior Year Minimally Proficient	7.74	7.74	10.53
SGP ELA Points			18.85

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.64	3.41	4.02
Prior Year Proficient	13.0	13.31	7.12
Prior Year Partially Proficient	10.53	11.15	7.12
Prior Year Minimally Proficient	7.43	9.91	8.36
SGP Math Points			19.97

Total Growth Points	38.82
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		2.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	4.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.67	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	36.36				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

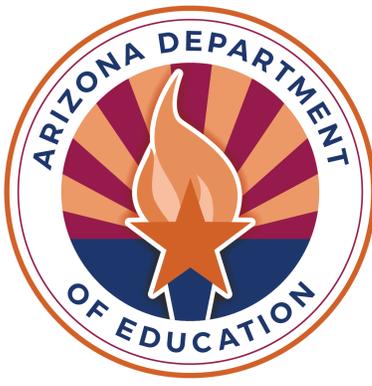
Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

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Legacy Traditional School - Mesa (1001423)

FY 2023

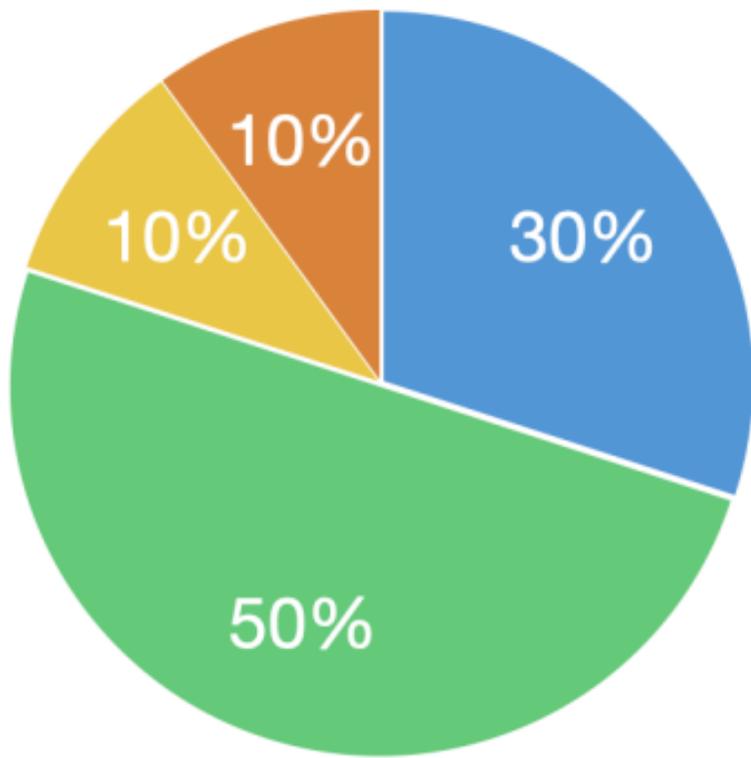
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.98
Growth	50%	47.67
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	82.65
	Total Points Eligible	100.0
	Percentage Earned	82.65
	Total Bonus Points	3.0
	Total Points Earned	85.65
	Percent Tested	99.55
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	55.08	59.55
4	80.19	78.33
5	70.45	64.44
6	74.71	52.65
Percent Proficient All Students		69.79
Total Proficiency Points		20.94

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	74.96	66.81	70.87	18.0
1-Year FAY	59.63	61.45	60.55	12.0
Total Stability Proficiency Points				20.98

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.76	7.14	5.56
Prior Year Proficient	8.73	11.9	15.87
Prior Year Partially Proficient	4.76	9.52	7.14
Prior Year Minimally Proficient	7.14	6.35	11.11
SGP ELA Points			23.65
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.51	4.72	2.36
Prior Year Proficient	7.09	9.45	11.02
Prior Year Partially Proficient	8.66	7.09	18.9
Prior Year Minimally Proficient	8.66	7.87	8.66
SGP Math Points			24.02
Total Growth Points			47.67

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.05	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	55.56				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Legacy Traditional School - Maricopa (88361)

FY 2023

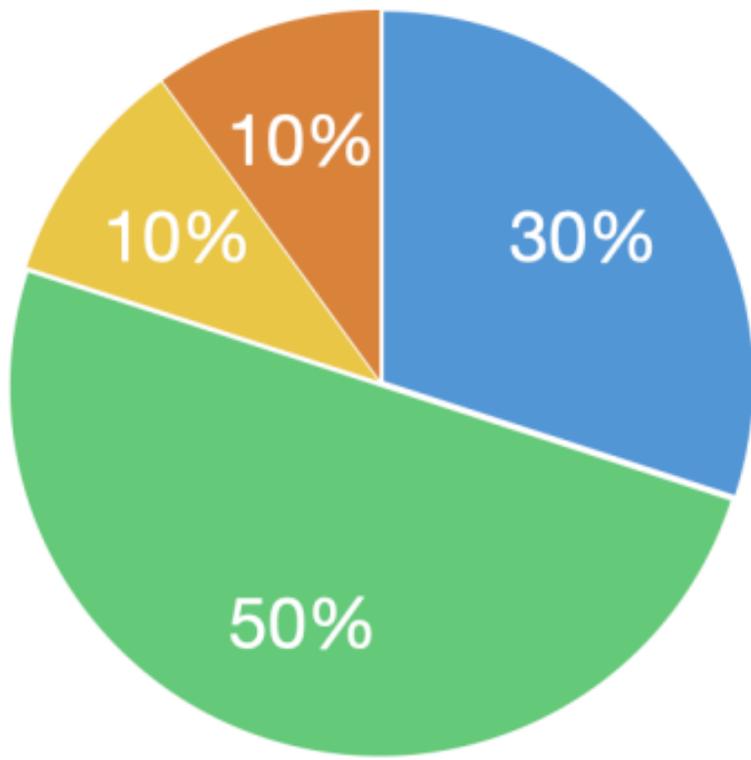
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	21.09
Growth	50%	45.76
EL Proficiency and Growth	10%	6.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	82.85
	Total Points Eligible	100.0
	Percentage Earned	82.85
	Total Bonus Points	1.5
	Total Points Earned	84.35
	Percent Tested	99.07
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	59.73	72.32
4	72.22	77.64
5	73.29	65.23
6	66.47	53.09
7	61.2	61.33
8	78.09	60.67
Percent Proficient All Students		70.14
Total Proficiency Points		21.04

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	68.03	67.67	67.85	15.0
2-Year FAY	68.62	66.56	67.58	10.0
1-Year FAY	69.32	62.23	65.73	5.0
Total Stability Proficiency Points				21.09

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.59	4.31	2.87
Prior Year Proficient	14.54	16.34	13.46
Prior Year Partially Proficient	7.18	5.21	7.18
Prior Year Minimally Proficient	8.08	7.72	9.52
SGP ELA Points			21.14

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.29	3.21	2.14
Prior Year Proficient	9.11	9.46	12.68
Prior Year Partially Proficient	7.32	9.82	15.0
Prior Year Minimally Proficient	6.61	9.11	11.25
SGP Math Points			24.62

Total Growth Points	45.76
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		3.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		6.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.2	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	46.5				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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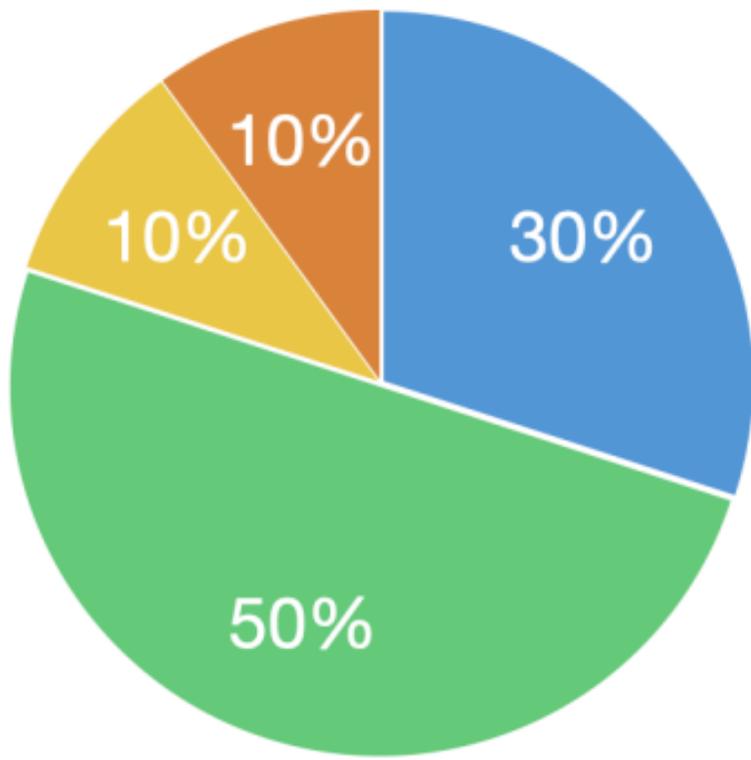
Legacy Online Academy (1001623)
FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.33
Growth	50%	39.03
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	8.5
	Total Point Sum	62.86
	Total Points Eligible	90.0
	Percentage Earned	69.84
	Total Bonus Points	1.0
	Total Points Earned	70.84
	Percent Tested	98.47
	A-F Letter Grade	C



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	40.65	51.94
4	55.33	36.33
5	69.57	51.3
6	54.24	25.76
7	66.4	51.2
8	65.36	30.71
Percent Proficient All Students		50.82
Total Proficiency Points		15.25

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	61.77	43.33	52.55	18.0
1-Year FAY	52.3	36.62	44.46	12.0
Total Stability Proficiency Points				15.33

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.61	3.23	4.03
Prior Year Proficient	15.32	16.94	11.29
Prior Year Partially Proficient	8.06	6.45	4.84
Prior Year Minimally Proficient	6.45	11.29	10.48
SGP ELA Points			21.29

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.38	3.17	2.38
Prior Year Proficient	10.32	2.38	5.56
Prior Year Partially Proficient	15.87	7.94	7.94
Prior Year Minimally Proficient	17.46	15.08	9.52
SGP Math Points			17.74

Total Growth Points	39.03
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		
Total EL Growth Points		
EL Proficiency and Growth Points		

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		0.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.5
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.0	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	31.37				32.12	0.0

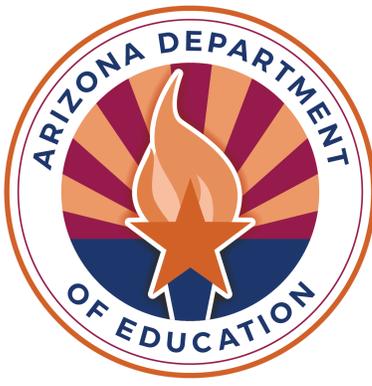
The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	C
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:
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Legacy Traditional School – Laveen Village (91764)

FY 2023

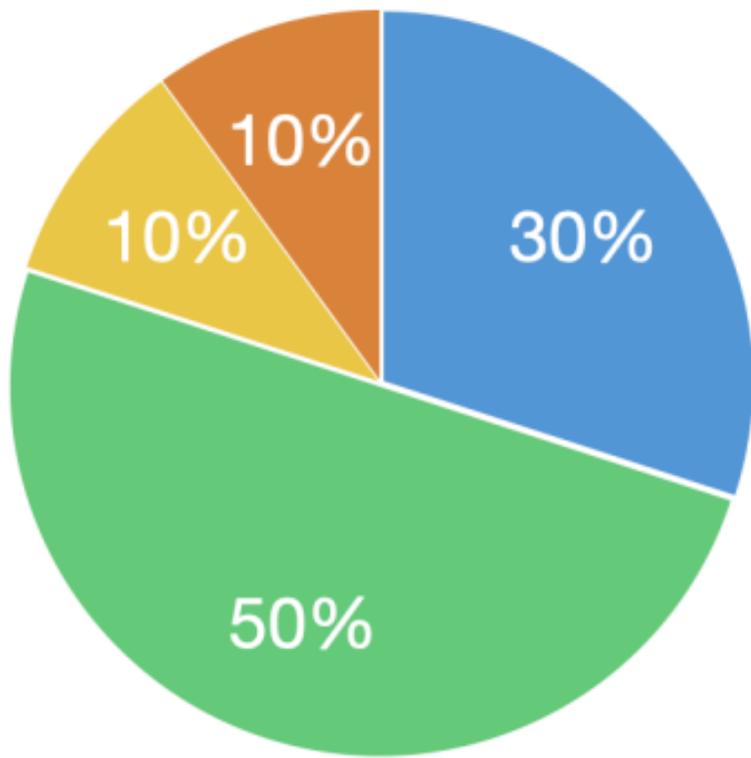
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	14.87
Growth	50%	42.93
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	8.0
Total Point Sum		72.8
Total Points Eligible		100.0
Percentage Earned		72.8
Total Bonus Points		1.0
Total Points Earned		73.8
Percent Tested		98.82
A-F Letter Grade		B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	37.5	44.62
4	52.92	38.0
5	48.91	37.5
6	67.17	48.8
7	57.45	38.33
8	68.51	35.62
Percent Proficient All Students		49.57
Total Proficiency Points		14.87

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	57.62	45.71	51.67	15.0
2-Year FAY	55.96	34.9	45.17	10.0
1-Year FAY	48.12	32.55	40.16	5.0
Total Stability Proficiency Points				14.85

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.49	2.24	2.24
Prior Year Proficient	11.18	11.59	8.94
Prior Year Partially Proficient	6.71	8.13	6.71
Prior Year Minimally Proficient	11.99	11.59	13.21
SGP ELA Points			21.25

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.23	2.23	1.42
Prior Year Proficient	9.13	6.9	4.26
Prior Year Partially Proficient	9.53	11.56	7.71
Prior Year Minimally Proficient	14.4	15.62	15.01
SGP Math Points			21.68

Total Growth Points	42.93
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		4.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	10.11	9.57	11.16	12.76	15.95	1.0
Science Assessment Bonus Points	30.93				32.12	0.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Legacy Traditional School - Goodyear (1000289)

FY 2023

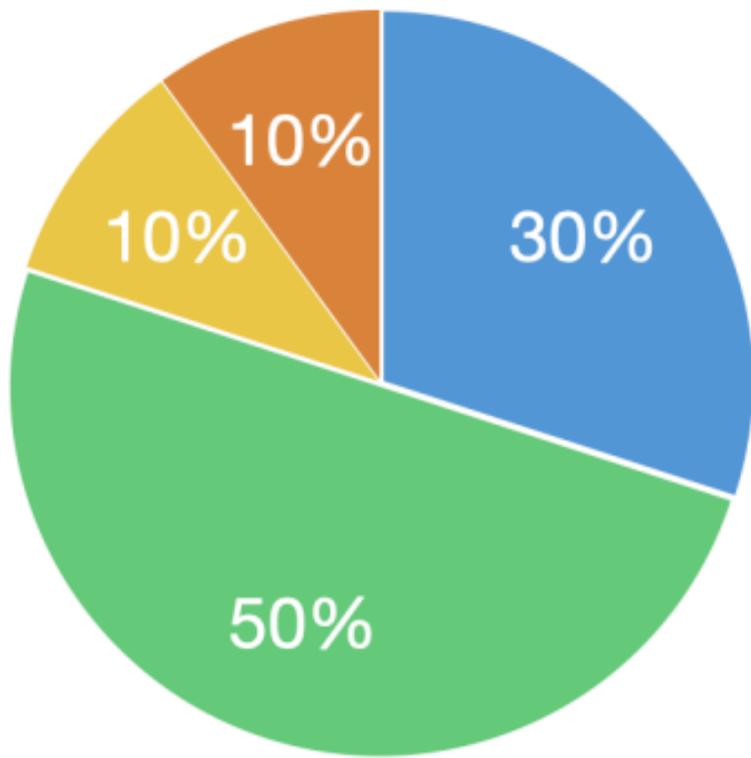
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	23.6
Growth	50%	50.0
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	93.6
	Total Points Eligible	100.0
	Percentage Earned	93.6
	Total Bonus Points	3.0
	Total Points Earned	96.6
	Percent Tested	99.48
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	79.89	94.89
4	71.64	64.92
5	67.82	66.43
6	78.38	57.89
Percent Proficient All Students		78.65
Total Proficiency Points		23.6

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	73.2	72.2	72.7	15.0
2-Year FAY	70.69	74.41	72.56	10.0
1-Year FAY	79.65	79.55	79.6	5.0
Total Stability Proficiency Points				23.18

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.52	2.82	2.11
Prior Year Proficient	4.23	10.56	16.2
Prior Year Partially Proficient	3.52	9.15	10.56
Prior Year Minimally Proficient	9.86	7.75	19.72
SGP ELA Points			25.0
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.47	2.08	0.69
Prior Year Proficient	6.25	11.11	9.72
Prior Year Partially Proficient	3.47	15.28	12.5
Prior Year Minimally Proficient	8.33	8.33	18.75
SGP Math Points			25.0
Total Growth Points			50.0

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		10.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	11.84	9.57	11.16	12.76	15.95	1.5
Science Assessment Bonus Points	39.29				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

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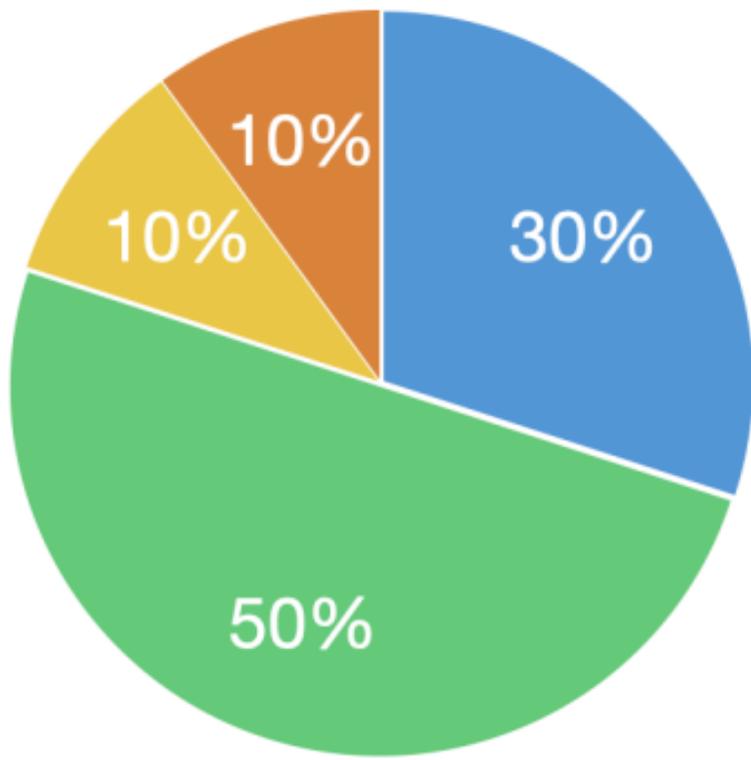
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FY 2023
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	24.31
Growth	50%	40.74
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	6.0
Total Point Sum		80.05
Total Points Eligible		100.0
Percentage Earned		80.05
Total Bonus Points		1.5
Total Points Earned		81.55
Percent Tested		99.13
A-F Letter Grade		B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	77.24	88.43
4	80.99	74.31
5	84.17	80.22
6	74.2	69.83
7	91.63	73.37
8	71.32	47.87
Percent Proficient All Students		80.45
Total Proficiency Points		24.13

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	81.97	74.88	78.4	15.0
2-Year FAY	80.87	80.75	80.81	10.0
1-Year FAY	71.81	66.36	69.06	5.0
Total Stability Proficiency Points				24.31

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.18	7.17	7.57
Prior Year Proficient	14.54	15.14	11.55
Prior Year Partially Proficient	5.58	6.77	7.17
Prior Year Minimally Proficient	5.18	5.58	7.57
SGP ELA Points			21.04

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.94	5.74	5.15
Prior Year Proficient	12.67	16.04	10.5
Prior Year Partially Proficient	8.71	9.9	6.53
Prior Year Minimally Proficient	6.14	7.72	4.95
SGP Math Points			19.7

Total Growth Points	40.74
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		4.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	6.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.61	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	45.28				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

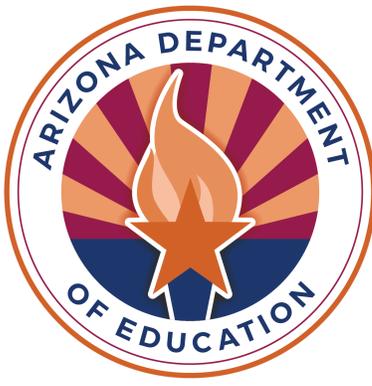
Total Score				
A	B	C	D	F

A-F Letter Grade	B
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State Accountability

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Legacy Traditional School - East Tucson (1001425)

FY 2023

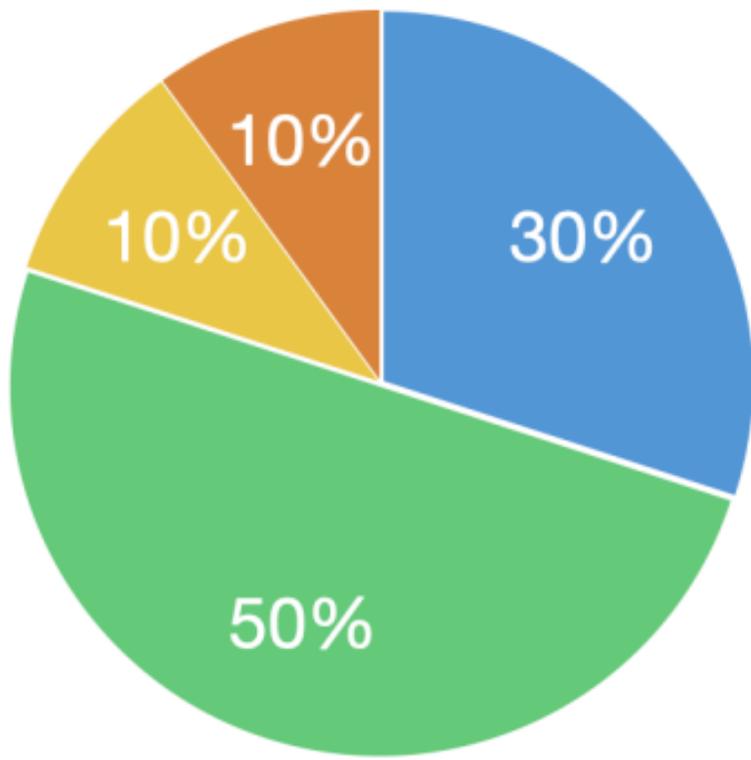
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.94
Growth	50%	50.0
EL Proficiency and Growth	10%	5.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	80.94
	Total Points Eligible	100.0
	Percentage Earned	80.94
	Total Bonus Points	5.0
	Total Points Earned	85.94
	Percent Tested	97.5
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	61.0	60.24
4	48.82	47.5
5	69.0	62.5
6	53.16	50.0
Percent Proficient All Students		59.24
Total Proficiency Points		17.77

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	61.91	58.51	60.21	18.0
1-Year FAY	56.12	54.6	55.35	12.0
Total Stability Proficiency Points				17.94

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	2.04	0.0	0.0
Prior Year Proficient	6.12	12.24	16.33
Prior Year Partially Proficient	2.04	2.04	4.08
Prior Year Minimally Proficient	14.29	18.37	22.45
SGP ELA Points			25.0
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	0.0	6.12	0.0
Prior Year Proficient	6.12	8.16	8.16
Prior Year Partially Proficient	2.04	8.16	20.41
Prior Year Minimally Proficient	14.29	6.12	20.41
SGP Math Points			25.0
Total Growth Points			50.0

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		3.0
EL Proficiency and Growth Points		5.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	16.72	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	55.0				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.



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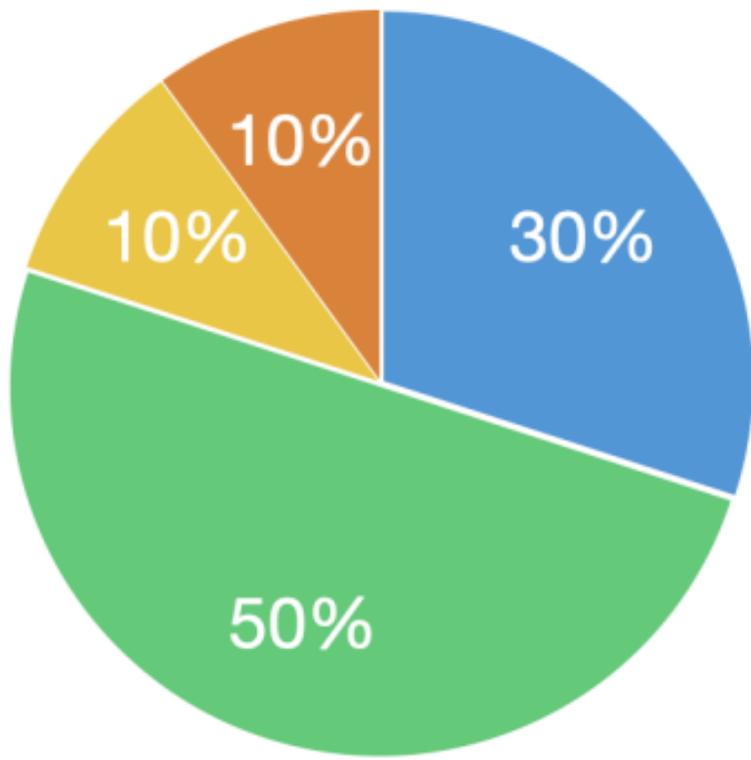
Legacy Traditional School - East Mesa (541763)
FY 2023
PRELIMINARY DATA FOR REVIEW



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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.49
Growth	50%	41.58
EL Proficiency and Growth	10%	9.0
Acceleration / Readiness	10%	10.0
	Total Point Sum	80.07
	Total Points Eligible	100.0
	Percentage Earned	80.07
	Total Bonus Points	3.5
	Total Points Earned	83.57
	Percent Tested	99.4
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	68.35	75.82
4	66.75	58.47
5	53.16	46.3
6	79.47	52.82
7	62.15	50.61
8	70.51	35.0
Percent Proficient All Students		64.98
Total Proficiency Points		19.49

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.12	58.54	62.81	15.0
2-Year FAY	62.58	60.97	61.77	10.0
1-Year FAY	70.41	51.14	60.44	5.0
Total Stability Proficiency Points				19.48

Growth	50%	View Data (/FY2023/Home/Growth)
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SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.71	3.88	4.43
Prior Year Proficient	11.08	11.63	10.25
Prior Year Partially Proficient	6.65	8.86	5.26
Prior Year Minimally Proficient	9.97	9.42	13.85
SGP ELA Points			21.93

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.29	2.47	1.92
Prior Year Proficient	12.88	11.23	5.21
Prior Year Partially Proficient	10.96	11.78	7.95
Prior Year Minimally Proficient	10.96	12.05	9.32
SGP Math Points			19.66

Total Growth Points	41.58
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		4.0
EL Proficiency and Growth Points		9.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		5.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		2.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.31	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	33.06				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:
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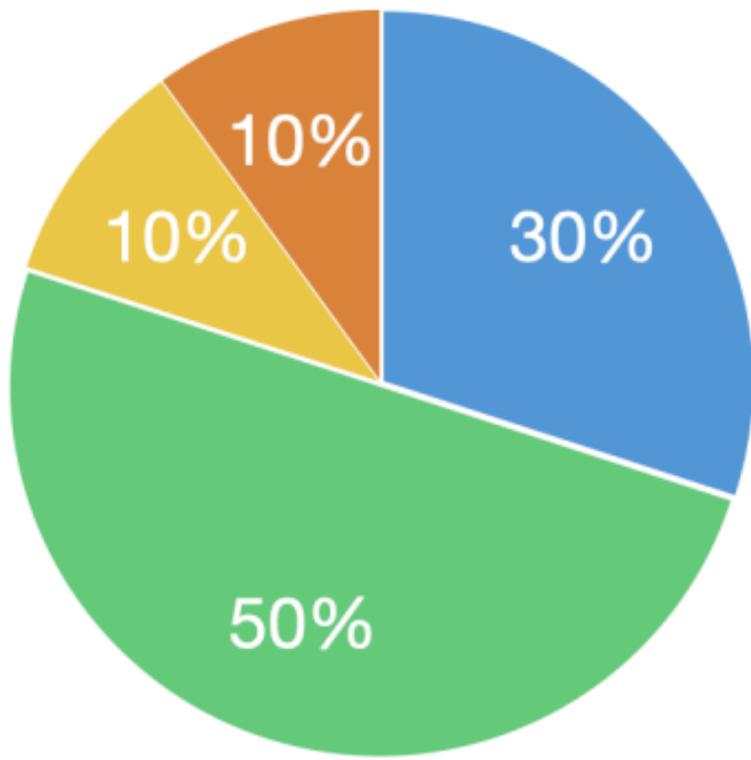
Legacy Traditional School - Deer Valley (1001424)
FY 2023
PRELIMINARY DATA FOR REVIEW



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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	17.75
Growth	50%	45.25
EL Proficiency and Growth	10%	7.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	78.0
	Total Points Eligible	100.0
	Percentage Earned	78.0
	Total Bonus Points	3.5
	Total Points Earned	81.5
	Percent Tested	98.36
	A-F Letter Grade	B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	40.43	53.4
4	64.35	51.7
5	83.1	81.38
6	53.45	40.69
Percent Proficient All Students		59.1
Total Proficiency Points		17.73

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY				0.0
2-Year FAY	64.94	56.56	60.66	18.0
1-Year FAY	49.18	54.46	51.9	12.0
Total Stability Proficiency Points				17.75

Growth	50%	View Data (/FY2023/Home/Growth)
SGP ELA Growth (25%)		

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.0	5.0	10.0
Prior Year Proficient	12.0	9.0	14.0
Prior Year Partially Proficient	7.0	6.0	2.0
Prior Year Minimally Proficient	13.0	10.0	11.0
SGP ELA Points			20.6
SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	3.0	1.0	3.0
Prior Year Proficient	5.0	8.0	11.0
Prior Year Partially Proficient	9.0	17.0	13.0
Prior Year Minimally Proficient	9.0	9.0	12.0
SGP Math Points			24.65
Total Growth Points			45.25

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		2.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		7.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0
Total Acceleration/Readiness Points		8.0

	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	13.32	9.57	11.16	12.76	15.95	2.0
Science Assessment Bonus Points	37.93				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	B

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Legacy Traditional School - Chandler (91134)

FY 2023

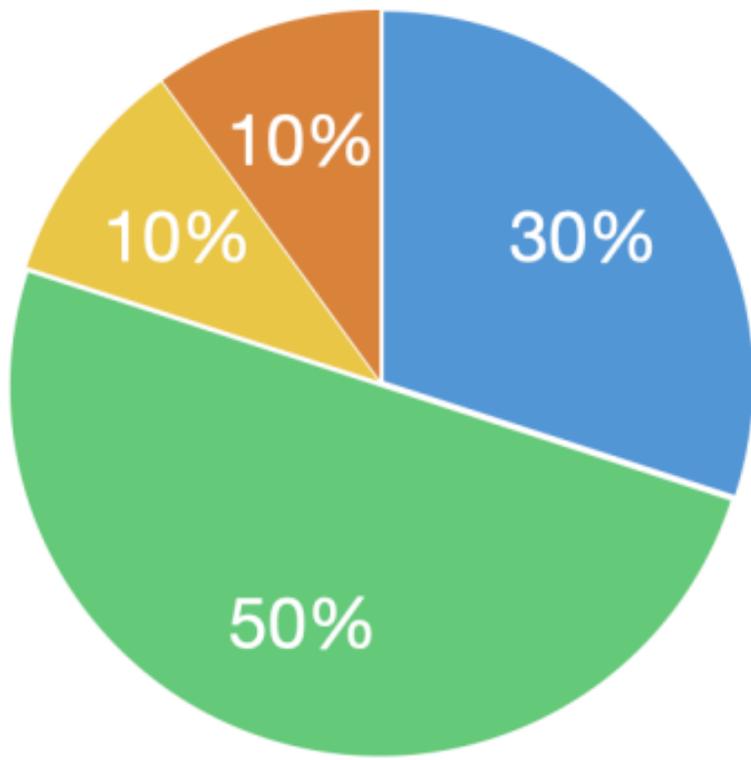
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	26.17
Growth	50%	43.95
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	88.12
	Total Points Eligible	100.0
	Percentage Earned	88.12
	Total Bonus Points	3.0
	Total Points Earned	91.12
	Percent Tested	98.78
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	73.11	83.8
4	89.73	87.98
5	73.84	81.43
6	90.44	76.73
7	89.89	88.2
8	78.28	70.0
Percent Proficient All Students		85.18
Total Proficiency Points		25.55

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	82.1	80.47	81.29	15.0
2-Year FAY	94.22	87.03	90.61	10.0
1-Year FAY	75.57	81.14	78.36	5.0
Total Stability Proficiency Points				26.17

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.56	6.07	9.33
Prior Year Proficient	11.93	18.22	17.57
Prior Year Partially Proficient	3.69	4.77	7.81
Prior Year Minimally Proficient	4.34	5.64	6.07
SGP ELA Points			22.83

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	8.01	10.39	6.49
Prior Year Proficient	10.17	14.72	12.12
Prior Year Partially Proficient	6.93	9.09	6.49
Prior Year Minimally Proficient	3.68	6.28	5.63
SGP Math Points			21.11

Total Growth Points	43.95
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	7.85	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	56.77				32.12	3.0

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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Legacy Traditional School - Casa Grande (90366)

FY 2023

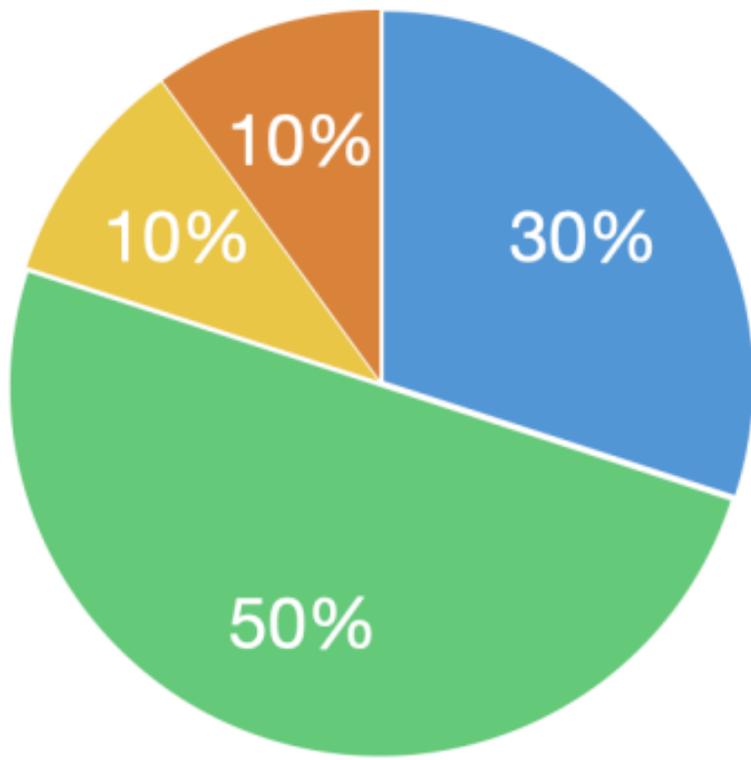
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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.2
Growth	50%	47.55
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.0
	Total Point Sum	85.75
	Total Points Eligible	100.0
	Percentage Earned	85.75
	Total Bonus Points	1.5
	Total Points Earned	87.25
	Percent Tested	98.79
	A-F Letter Grade	A



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	54.73	64.44
4	67.19	61.53
5	65.7	63.24
6	70.5	61.9
7	75.0	57.41
8	76.94	59.92
Percent Proficient All Students		67.32
Total Proficiency Points		20.2

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	71.14	65.22	68.17	15.0
2-Year FAY	67.73	56.53	62.02	10.0
1-Year FAY	60.05	55.19	57.51	5.0
Total Stability Proficiency Points				20.07

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.22	5.43	4.52
Prior Year Proficient	12.07	12.82	13.57
Prior Year Partially Proficient	4.37	7.24	7.54
Prior Year Minimally Proficient	7.09	9.8	11.31
SGP ELA Points			23.08

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	4.31	3.42	3.57
Prior Year Proficient	7.73	13.08	8.47
Prior Year Partially Proficient	7.43	11.44	9.36
Prior Year Minimally Proficient	6.98	9.06	15.16
SGP Math Points			24.47

Total Growth Points	47.55
----------------------------	--------------

EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	8.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	8.0	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	39.92				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

A-F Letter Grade	A
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

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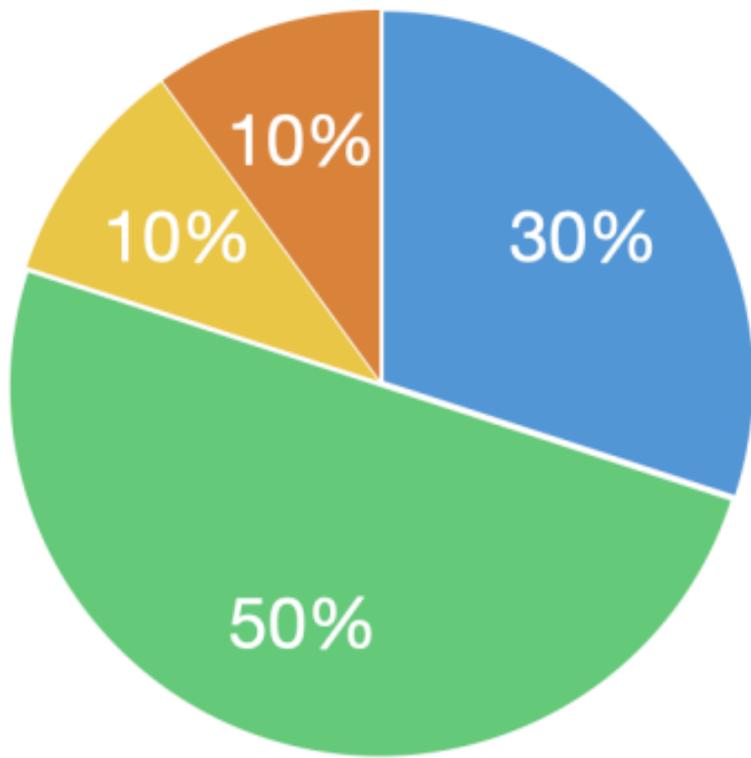
Legacy Traditional School - Avondale (91136)
FY 2023
PRELIMINARY DATA FOR REVIEW



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Category	Weight	Points
Proficiency/Stability Proficiency*	30%	20.48
Growth	50%	39.8
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
Total Point Sum		80.28
Total Points Eligible		100.0
Percentage Earned		80.28
Total Bonus Points		1.5
Total Points Earned		81.78
Percent Tested		99.59
A-F Letter Grade		B



PROFICIENCY



ENGLISH LEARNERS



**ACCELERATION,
READINESS**



GROWTH

K-8

Proficiency	30%*	View Data (/FY2023/Home/Proficiency)
Grade	ELA	Math
3	58.06	66.76
4	67.85	61.38
5	58.69	52.08
6	69.56	51.03
7	75.34	72.82
8	75.8	77.0
Percent Proficient All Students		68.28
Total Proficiency Points		20.48

Stability Proficiency			30%*	View Data (/FY2023/Home/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	67.64	63.39	65.51	15.0
2-Year FAY	68.02	65.47	66.75	10.0
1-Year FAY	59.38	53.33	56.35	5.0
Total Stability Proficiency Points				20.25

Growth	50%	View Data (/FY2023/Home/Growth)

SGP ELA Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	5.15	3.79	4.39
Prior Year Proficient	15.3	13.94	11.52
Prior Year Partially Proficient	6.52	8.18	5.61
Prior Year Minimally Proficient	8.64	7.88	9.09
SGP ELA Points			20.07

SGP Math Growth (25%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.33	5.88	3.92
Prior Year Proficient	12.82	12.52	7.39
Prior Year Partially Proficient	9.65	9.2	7.24
Prior Year Minimally Proficient	7.39	9.8	7.84
SGP Math Points			19.73

Total Growth Points	39.8
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EL Proficiency and Growth	10%	View Data (/FY2023/Home/EL)
Total EL Proficiency Points		5.0
Total EL Growth Points		5.0
EL Proficiency and Growth Points		10.0

Acceleration / Readiness	10%	View Data (/FY2023/Home/AccelerationReadiness)
Metric		Points Earned
Grade 8 Performance		2.5
Grade 3 ELA Minimally Proficient		0.0
Chronic Absenteeism		2.0
Subgroup Improvement		6.0
Special Education Inclusion		0.0

Total Acceleration/Readiness Points	10.0
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	School %	60% of State Average	70% of State Average	80% of State Average	State Average	Points
Special Education Bonus Points	9.1	9.57	11.16	12.76	15.95	0.0
Science Assessment Bonus Points	40.38				32.12	1.5

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F

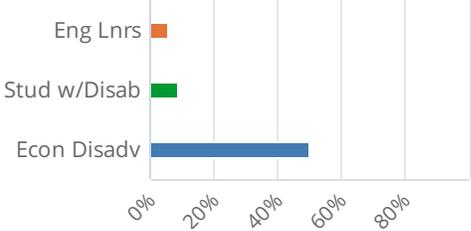
A-F Letter Grade	B
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note:

1) Missing values indicate that the school was ineligible for the associated measure due to the N-Count Rule.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 NR 23.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 36.9% White 7.4% BI/Afr Am 36.2% Hisp/Latino 7.3% Asian 0.1% Am Ind/AK Nat 1.8% Pac Isl 10.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>48.0 ★★</td> </tr> <tr> <td>2019-2020</td> <td>48.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	48.0 ★★	2019-2020	48.0 ★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	48.0 ★★							
2019-2020	48.0 ★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	34.3	49.2
Math Proficiency	27.2	49.2
ELA Proficiency	46.5	55.4
Science Proficiency	18.3	30.4
Read-by-Grade-3 Proficiency	43.6	51.8

 **Growth Indicator**

Measure	School Median	District Median
Math MGP	28.0	52.0
ELA MGP	41.0	53.0
	School Rate	District Rate
Met Math AGP Target	20.3	53.1
Met ELA AGP Target	45.5	61.2

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	40.0	38.4

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.1	40.9
Prior Non-Proficient Met ELA AGP Target	36.2	52.2

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	39.8	21.7
Climate Survey Participation	91.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

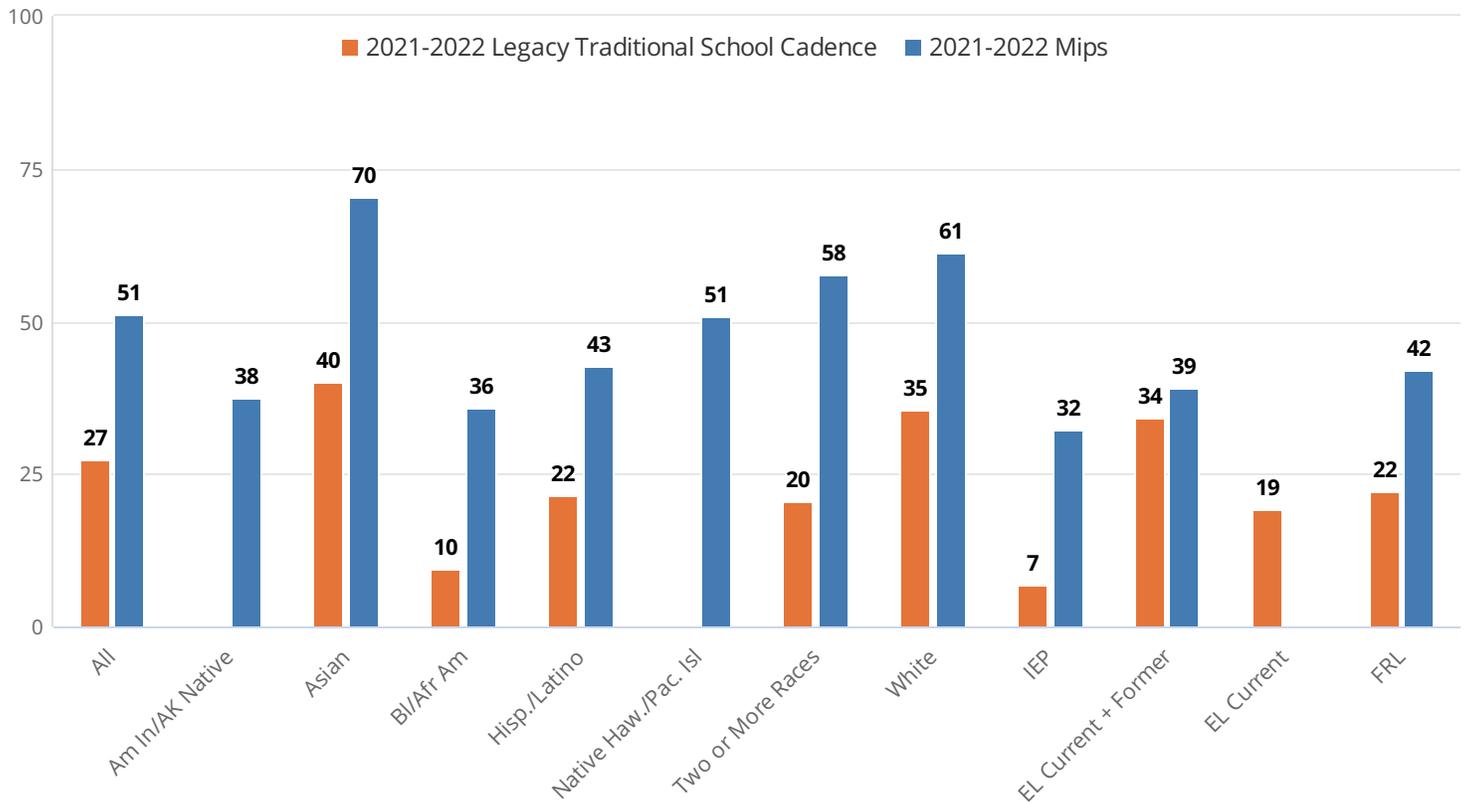
Pooled Proficiency Points Earned: 4/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	34.3	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	40.0	72.8	70.4			
Black/African American	9.6	30.3	35.7			
Hispanic/Latino	21.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	20.4	55.6	57.5			
White/Caucasian	35.4	60.7	61.3			
Special Education	6.8	26.3	32.1			
English Learners Current + Former	34.3	34.9	39			
English Learners Current	19.2	25.5				
Economically Disadvantaged	22.3	35.6	42			

Math Assessments
% Proficient



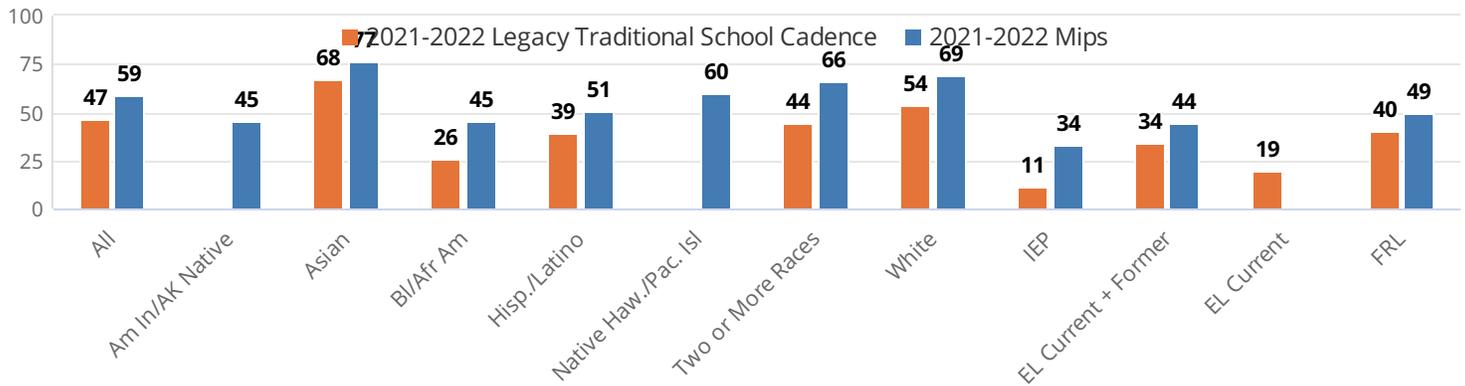


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	67.5	74.9	76.7			
Black/African American	25.8	39.8	45.4			
Hispanic/Latino	39.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	44.0	61.5	66.2			
White/Caucasian	53.9	65.5	69			
Special Education	11.3	25.5	33.5			
English Learners Current + Former	34.3	37.4	44.4			
English Learners Current	19.2	24.4				
Economically Disadvantaged	39.8	42.8	49.4			

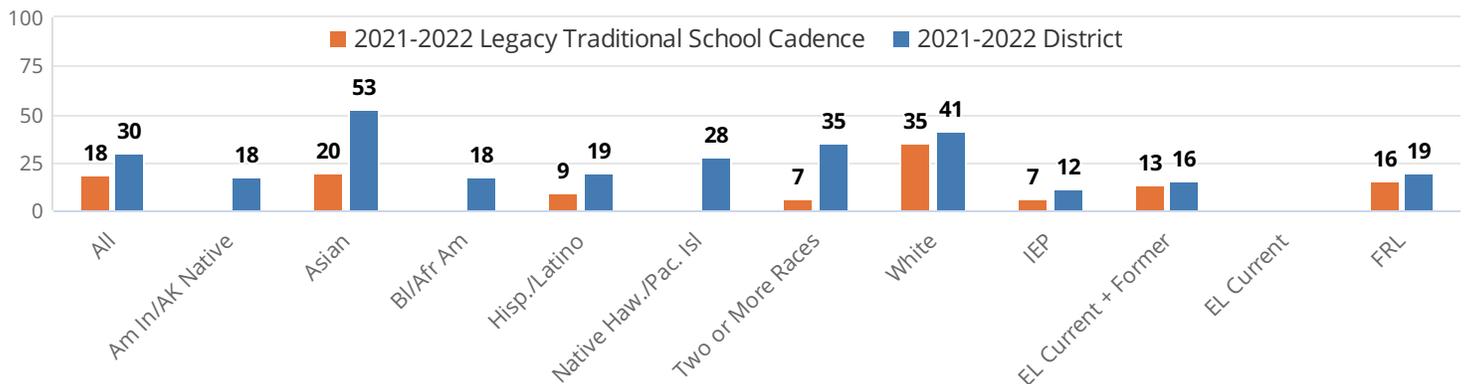
ELA Assessments
% Proficient



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	18.3	30.4		
American Indian/Alaska Native	-	17.6		
Asian	20.0	52.9		
Black/African American	<5	17.6		
Hispanic/Latino	9.2	19.2		
Pacific Islander	-	28.3		
Two or More Races	6.6	34.9		
White/Caucasian	35.1	40.8		
Special Education	6.6	11.6		
English Learners Current + Former	13.3	15.8		
English Learners Current	<5	<5		
Economically Disadvantaged	15.8	19.4		

Science Assessments
% Proficient





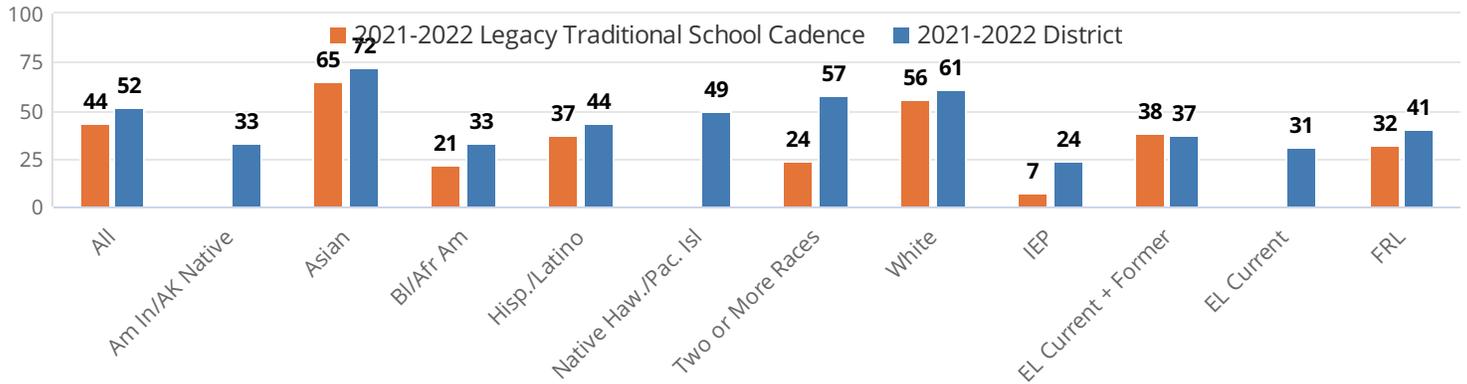
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	43.6	51.8		
American Indian/Alaska Native	-	33.3		
Asian	64.7	71.7		
Black/African American	21.4	33.0		
Hispanic/Latino	37.2	43.5		
Pacific Islander	-	49.2		
Two or More Races	23.5	57.4		
White/Caucasian	55.5	60.8		
Special Education	7.1	23.7		
English Learners Current + Former	38.0	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	31.7	40.5		

Read by Grade 3
% Proficient



**Academic Achievement****Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 3/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	28.0	52.0	41.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	30.0	60.0	43.5	59.0				
Black/African American	20.0	49.0	37.0	53.0				
Hispanic/Latino	28.0	49.0	41.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	25.0	54.5	15.0	53.0				
White/Caucasian	29.0	55.0	43.0	55.0				
Special Education	22.5	46.0	23.5	43.0				
English Learners Current + Former	27.0	47.0	40.5	49.0				
English Learners Current	23.0	44.0	41.0	44.0				
Economically Disadvantaged	33.0	49.0	39.5	49.0				

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 3/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	20.3	53.1	45.5	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	15.0	68.8	55.0	73.9				
Black/African American	9.0	41.8	27.2	55.8				
Hispanic/Latino	16.8	45.0	43.8	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	26.0	59.6	39.1	62.7				
White/Caucasian	25.8	59.6	50.0	65.1				
Special Education	11.5	35.9	23.0	41.3				
English Learners Current + Former	20.8	41.2	41.6	52.0				
English Learners Current	20.0	32.5	40.0	43.1				
Economically Disadvantaged	25.0	43.7	42.8	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



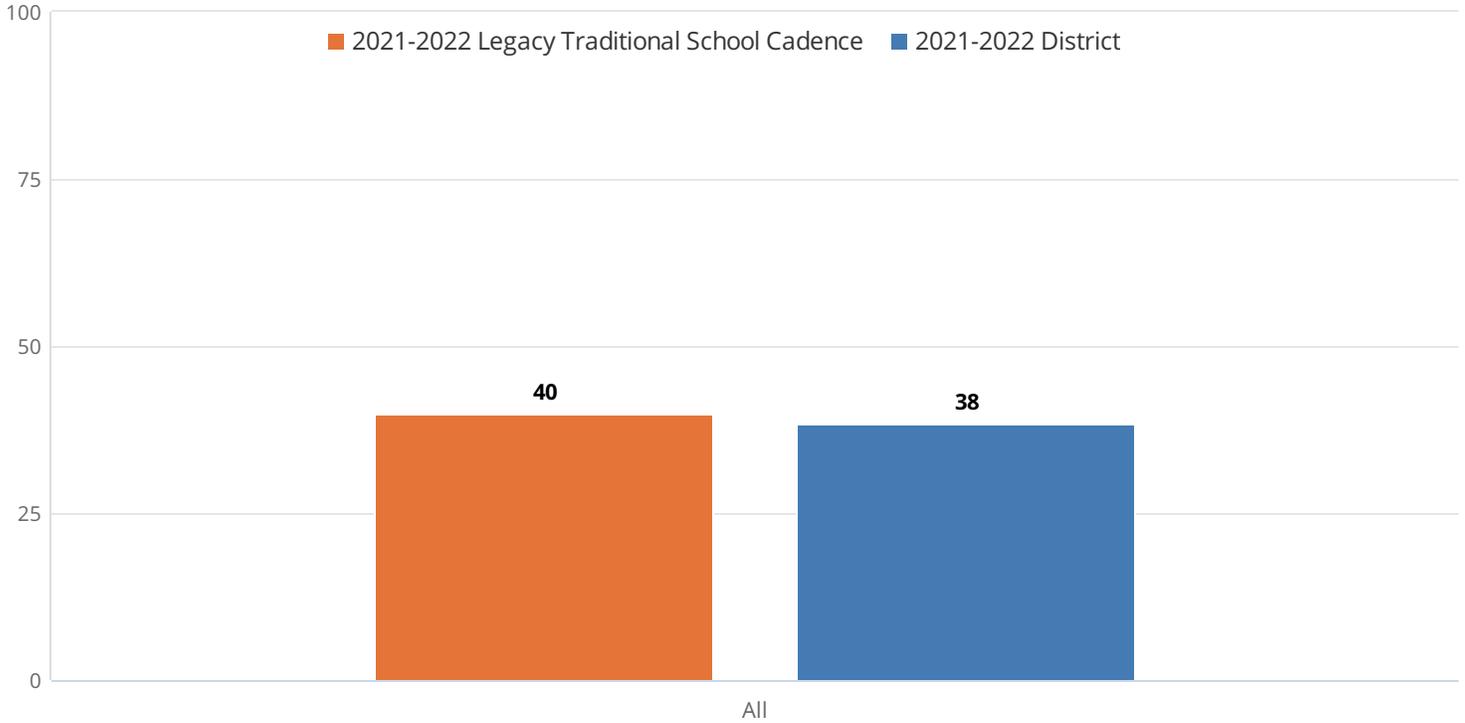
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 4/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	40	40.0	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 4/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	15.1	40.9	36.2	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	10.0	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	15.0	36.3	38.1	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	15.3	44.5	-	55.0				
White/Caucasian	17.6	47.9	41.4	55.2				
Special Education	12.5	27.6	18.1	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	20.0	27.6	38.4	41.7				
Economically Disadvantaged	18.1	35.5	28.8	47.6				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

0/10

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

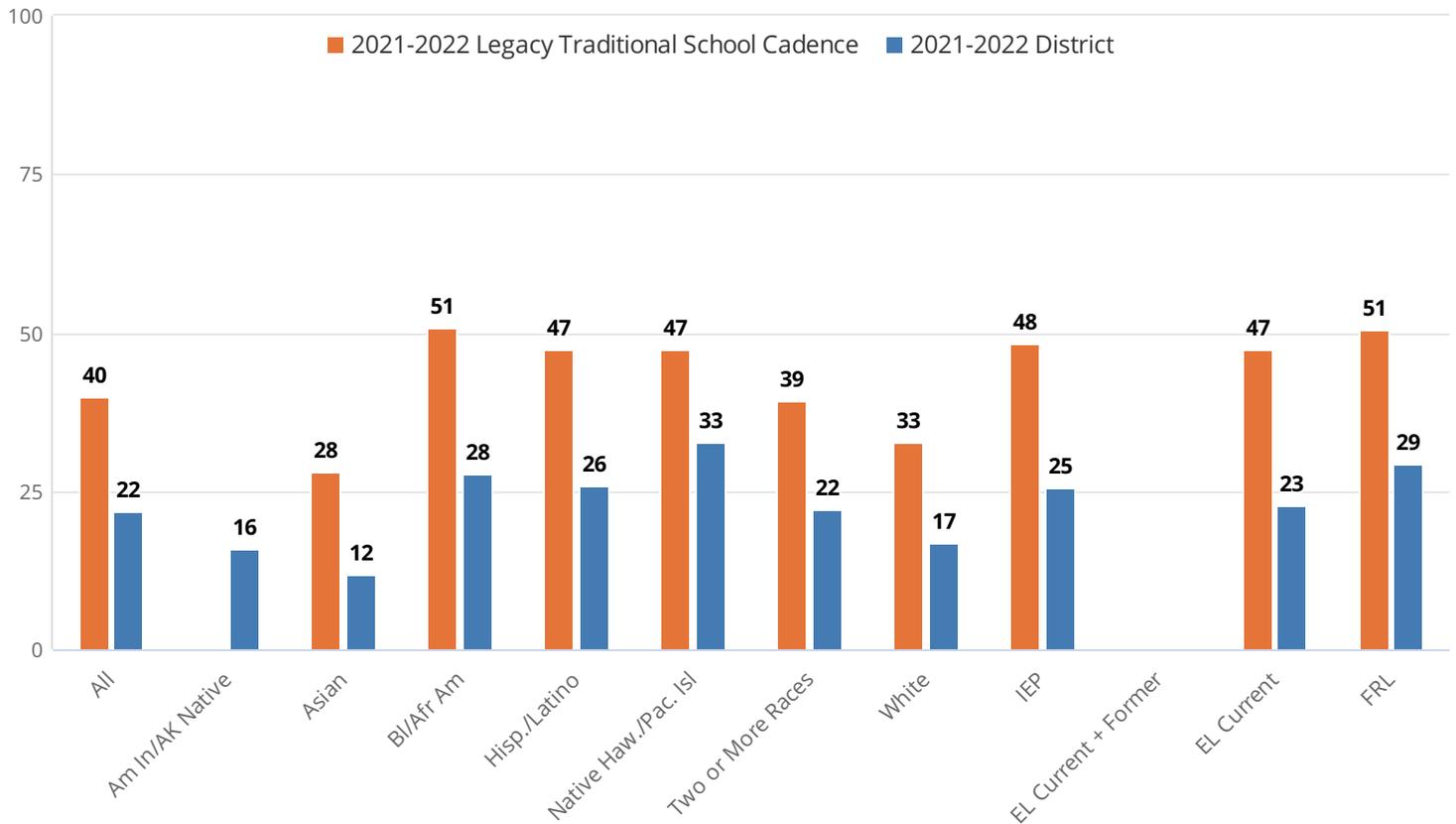
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	39.8	21.7		
American Indian/Alaska Native	-	15.8		
Asian	28.1	11.9		
Black/African American	50.7	27.6		
Hispanic/Latino	47.2	25.8		
Pacific Islander	47.3	32.8		
Two or More Races	39.3	22.2		
White/Caucasian	32.6	16.9		
Special Education	48.4	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	47.3	22.6		
Economically Disadvantaged	50.6	29.3		

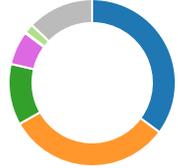
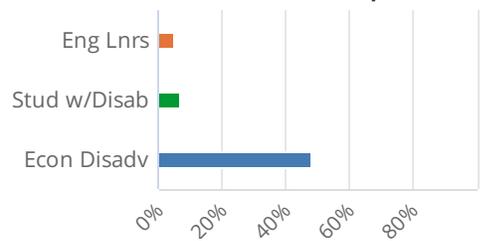
Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 41.0 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.6% White 11.8% BI/Afr Am 35.0% Hisp/Latino 6.5% Asian 0.2% Am Ind/AK Nat 1.8% Pac Isl 12.8% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>23.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>48.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	23.5 NR	2020-2021	48.0 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	23.5 NR							
2020-2021	48.0 ★★							

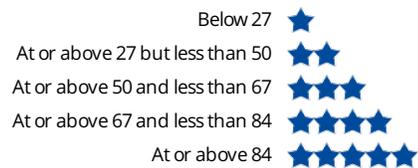
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance

7/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.1	50.0
Math Proficiency	38.2	52.0
ELA Proficiency	42.6	54.6
Science Proficiency	15.0	29.8
Read-by-Grade-3 Proficiency	32.3	52.6

21/35 Growth Indicator

Measure	School Median	District Median
Math MGP	57.5	55.0
ELA MGP	49.0	55.0
	School Rate	District Rate
Met Math AGP Target	46.1	50.8
Met ELA AGP Target	45.6	52.9

1/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	30.3	41.5

11/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	37.8	31.9
Prior Non-Proficient Met ELA AGP Target	31.9	37.1

****1/10 Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	30.5	22.9
Climate Survey Participation	86.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

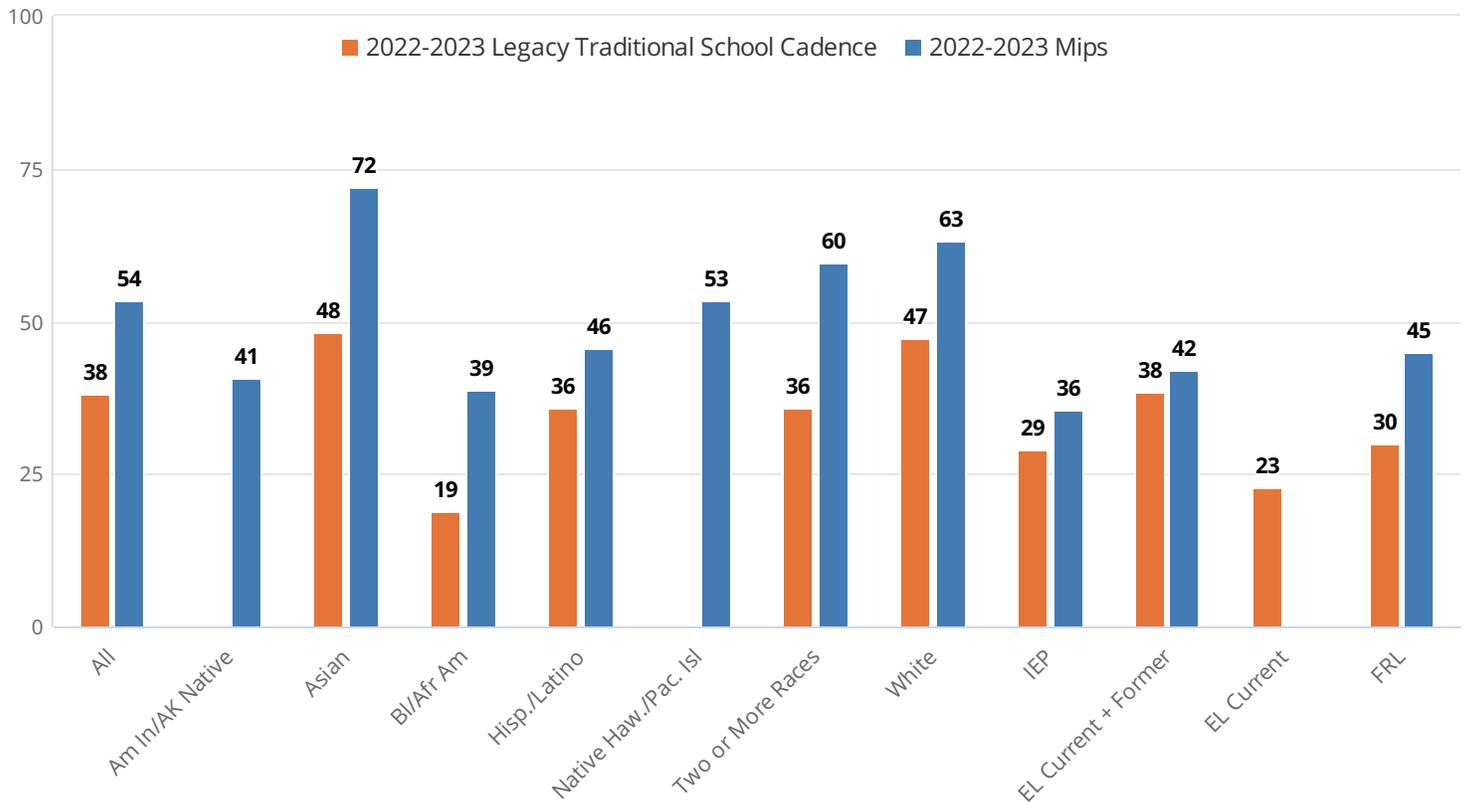
Pooled Proficiency Points Earned: 5/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	37.1	50.0	34.3	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	38.2	52.0	53.5	27.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	48.3	74.5	71.9	40.0	72.8	70.4
Black/African American	18.9	31.4	38.9	9.6	30.3	35.7
Hispanic/Latino	35.9	42.2	45.5	21.6	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	35.8	57.8	59.6	20.4	55.6	57.5
White/Caucasian	47.3	63.7	63.3	35.4	60.7	61.3
Special Education	29.0	29.1	35.5	6.8	26.3	32.1
English Learners Current + Former	38.4	38.1	42	34.3	34.9	39
English Learners Current	22.7	27.6		19.2	25.5	
Economically Disadvantaged	30.1	39.0	44.9	22.3	35.6	42

Math Assessments
% Proficient



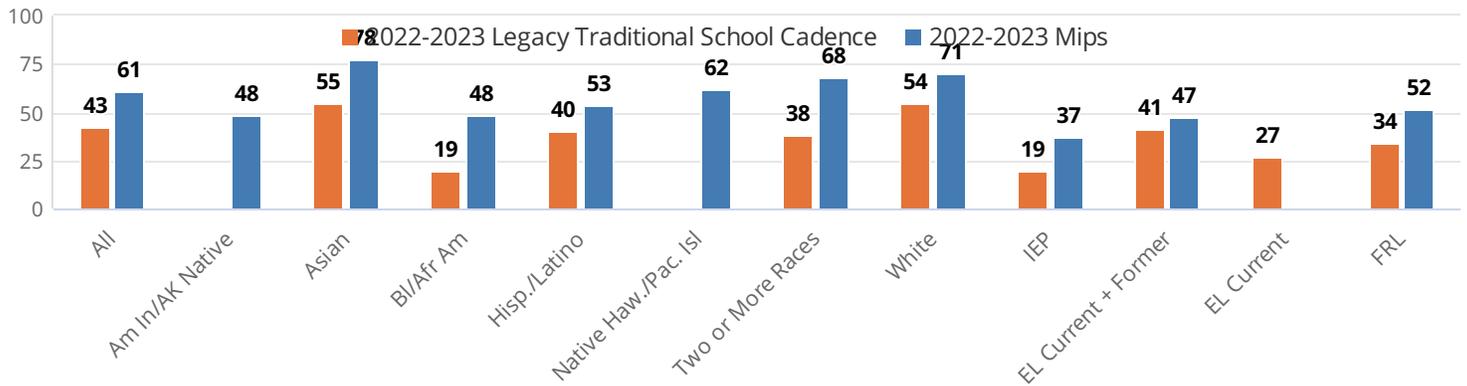


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.6	54.6	61.2	46.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	54.8	74.1	77.8	67.5	74.9	76.7
Black/African American	19.4	37.5	48.2	25.8	39.8	45.4
Hispanic/Latino	39.8	45.9	53.2	39.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	37.7	60.7	67.9	44.0	61.5	66.2
White/Caucasian	54.3	64.4	70.6	53.9	65.5	69
Special Education	19.3	27.4	36.8	11.3	25.5	33.5
English Learners Current + Former	41.0	37.6	47.2	34.3	37.4	44.4
English Learners Current	27.2	24.1		19.2	24.4	
Economically Disadvantaged	33.8	42.0	51.9	39.8	42.8	49.4

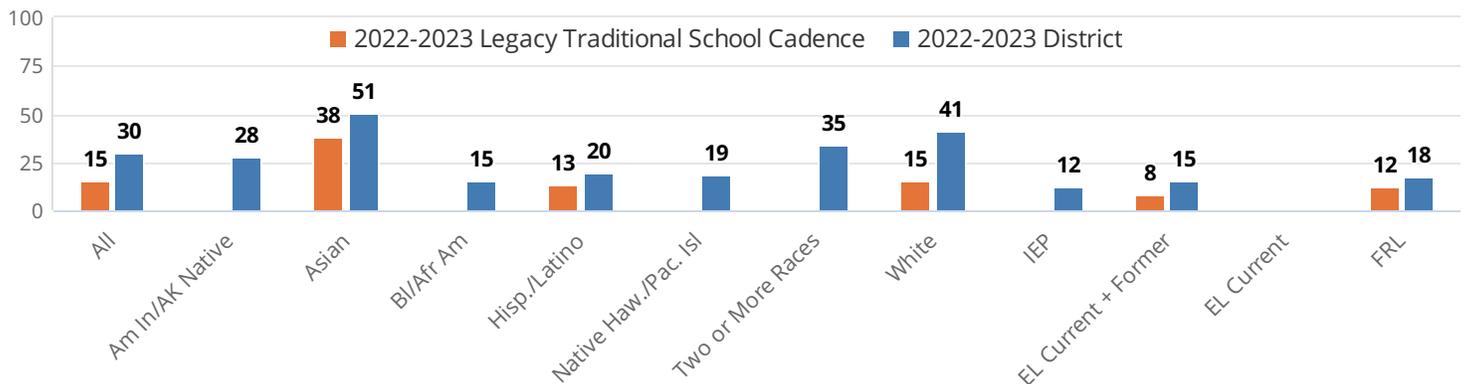
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.0	29.8	18.3	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	38.4	51.0	20.0	52.9
Black/African American	-	15.3	<5	17.6
Hispanic/Latino	13.0	19.5	9.2	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	<5	34.5	6.6	34.9
White/Caucasian	15.1	40.9	35.1	40.8
Special Education	-	12.2	6.6	11.6
English Learners Current + Former	8.3	15.1	13.3	15.8
English Learners Current	-	<5	<5	<5
Economically Disadvantaged	12.2	17.6	15.8	19.4

Science Assessments
% Proficient





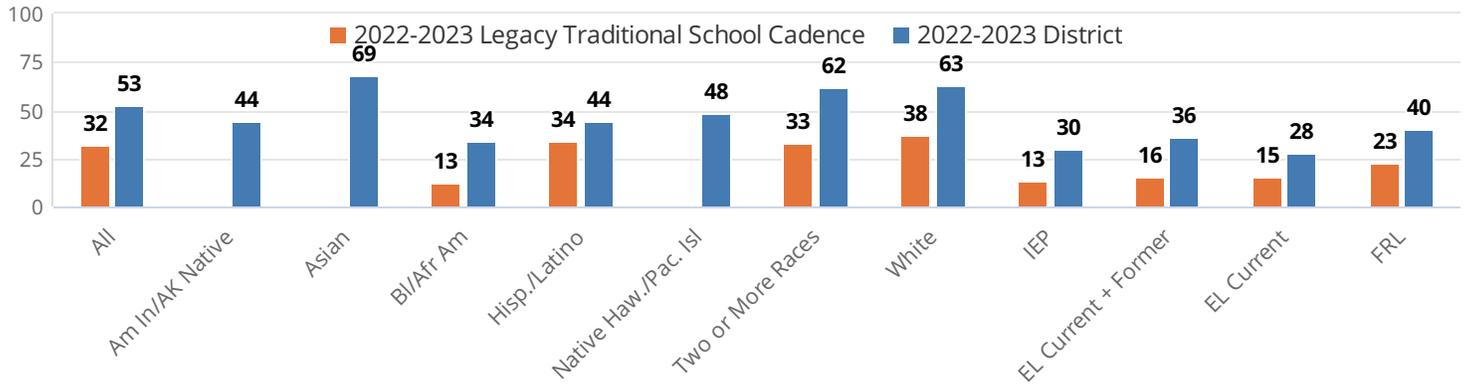
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.3	52.6	43.6	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	-	68.5	64.7	71.7
Black/African American	12.5	33.9	21.4	33.0
Hispanic/Latino	33.8	44.2	37.2	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	33.3	62.3	23.5	57.4
White/Caucasian	37.5	62.5	55.5	60.8
Special Education	13.3	29.5	7.1	23.7
English Learners Current + Former	15.7	36.1	38.0	37.1
English Learners Current	15.3	27.6	-	30.7
Economically Disadvantaged	23.1	40.3	31.7	40.5

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0**Yellow indicates 95% participation requirement not met.**

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	57.5	55.0	49.0	55.0	28.0	52.0	41.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	70.5	61.0	49.0	61.0	30.0	60.0	43.5	59.0
Black/African American	59.0	52.0	44.0	50.0	20.0	49.0	37.0	53.0
Hispanic/Latino	50.0	54.0	48.0	53.0	28.0	49.0	41.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	56.5	54.0	49.0	55.0	25.0	54.5	15.0	53.0
White/Caucasian	67.0	56.0	50.0	57.0	29.0	55.0	43.0	55.0
Special Education	68.0	49.0	54.0	51.0	22.5	46.0	23.5	43.0
English Learners Current + Former	57.0	55.0	41.0	54.0	27.0	47.0	40.5	49.0
English Learners Current	-	54.0	-	53.0	23.0	44.0	41.0	44.0
Economically Disadvantaged	55.5	54.0	48.0	53.0	33.0	49.0	39.5	49.0

AGP Growth Data

Math AGP Points Earned: 6/7.5

ELA AGP Points Earned: 3/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	46.1	50.8	45.6	52.9	20.3	53.1	45.5	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	65.0	66.5	45.0	67.6	15.0	68.8	55.0	73.9
Black/African American	35.2	38.1	35.2	42.1	9.0	41.8	27.2	55.8
Hispanic/Latino	38.0	43.8	46.4	46.9	16.8	45.0	43.8	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.6	52.0	36.1	56.1	26.0	59.6	39.1	62.7
White/Caucasian	56.5	58.8	53.6	58.9	25.8	59.6	50.0	65.1
Special Education	26.6	32.3	40.0	34.0	11.5	35.9	23.0	41.3
English Learners Current + Former	52.6	41.8	52.6	43.1	20.8	41.2	41.6	52.0
English Learners Current	-	33.5	-	33.8	20.0	32.5	40.0	43.1
Economically Disadvantaged	38.1	43.0	43.6	45.2	25.0	43.7	42.8	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



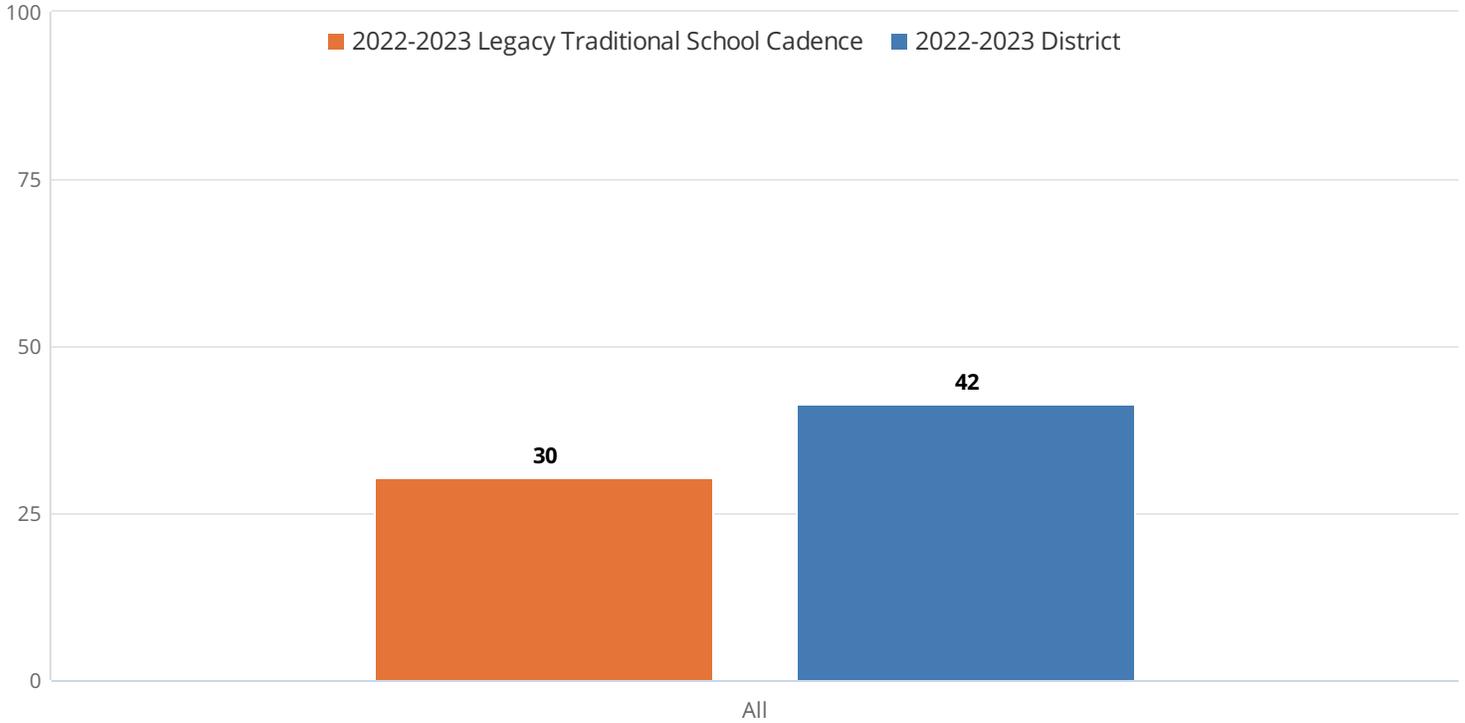
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	33	30.3	41.5	40	40.0	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 8/10				ELA AGP Points Earned: 3/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	37.8	31.9	31.9	37.1	15.1	40.9	36.2	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	58.3	42.0	-	48.2	10.0	50.6	-	63.3
Black/African American	21.4	25.9	23.0	29.9	-	36.1	-	49.4
Hispanic/Latino	34.9	29.9	38.7	34.4	15.0	36.3	38.1	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	40.9	31.3	21.0	40.3	15.3	44.5	-	55.0
White/Caucasian	42.5	37.8	34.3	42.6	17.6	47.9	41.4	55.2
Special Education	15.3	20.8	38.4	25.2	12.5	27.6	18.1	35.9
English Learners Current + Former	50.0	27.5	45.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	-	25.4	-	30.3	20.0	27.6	38.4	41.7
Economically Disadvantaged	29.8	28.7	23.8	33.1	18.1	35.5	28.8	47.6



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

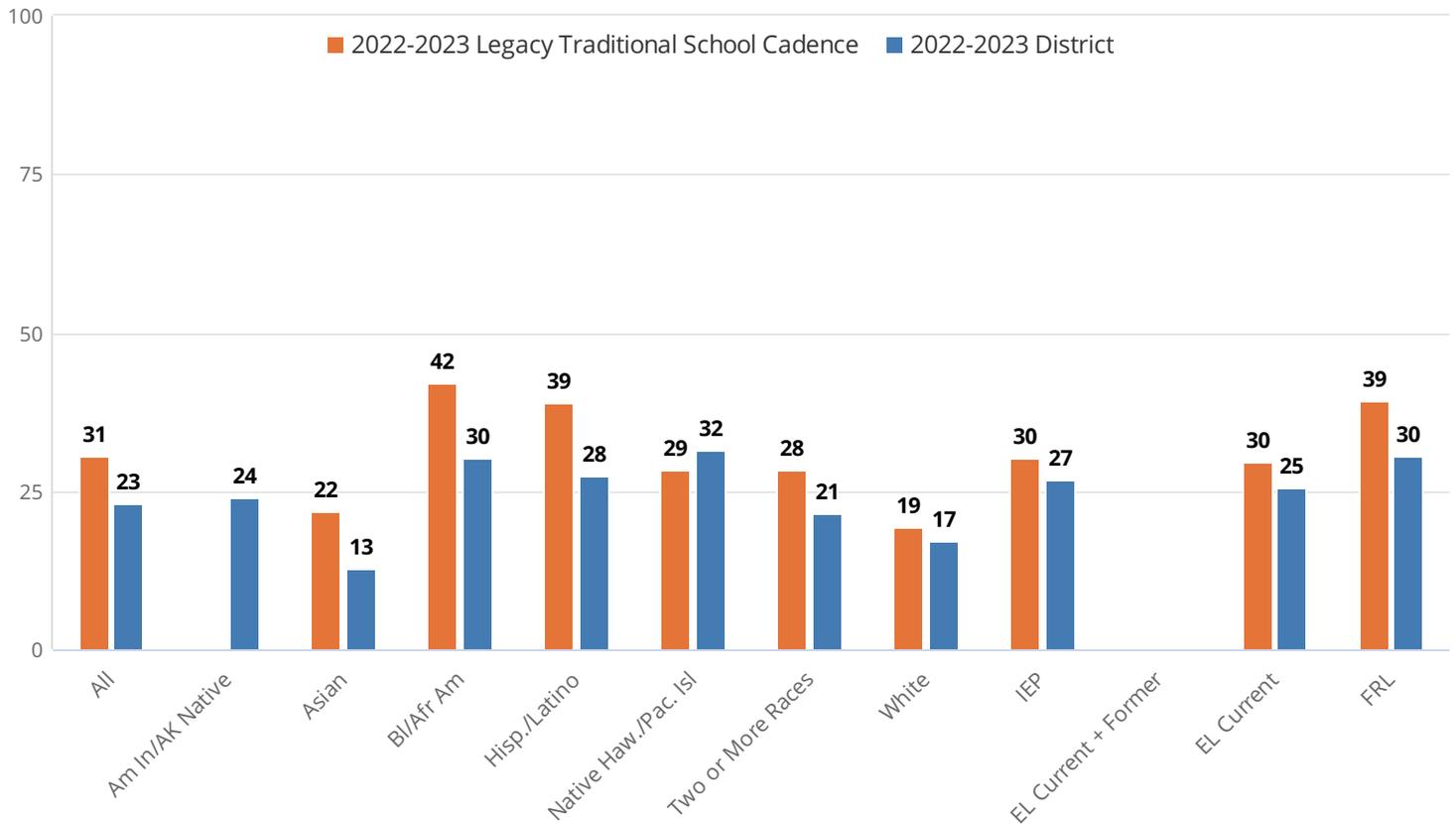
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	30.5	22.9	39.8	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	21.8	12.9	28.1	11.9
Black/African American	42.1	30.1	50.7	27.6
Hispanic/Latino	39.0	27.5	47.2	25.8
Pacific Islander	28.5	31.6	47.3	32.8
Two or More Races	28.3	21.4	39.3	22.2
White/Caucasian	19.3	17.1	32.6	16.9
Special Education	30.3	26.7	48.4	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	29.5	25.4	47.3	22.6
Economically Disadvantaged	39.1	30.4	50.6	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Legacy Traditional School Cadence

School Year 2021-2022 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	<p>NR 59.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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<p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 33.6% White 10.3% BI/Afr Am 36.0% Hisp/Latino 6.3% Asian 0.0% Am Ind/AK Nat 1.1% Pac Isl 12.4% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>82.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>82.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	82.0 ★★★★★	2019-2020	82.0 ★★★★★	<p>Additional Student Groups</p>
School Year	Index Score/Star Rating							
2020-2021	82.0 ★★★★★							
2019-2020	82.0 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	45.0	46.6
Math Proficiency	27.0	36.5
ELA Proficiency	62.1	57.3
Science Proficiency	47.6	44.9

Student Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	56.0
ELA MGP	52.5	55.0
	School Rate	District Rate
Met Math AGP Target	30.0	40.8
Met ELA AGP Target	60.4	60.4

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	21.4	21.6

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.7	23.5
Prior Non-Proficient Met ELA AGP Target	38.4	38.0

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	40.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	75.7	91.1
Climate Survey Participation	83.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

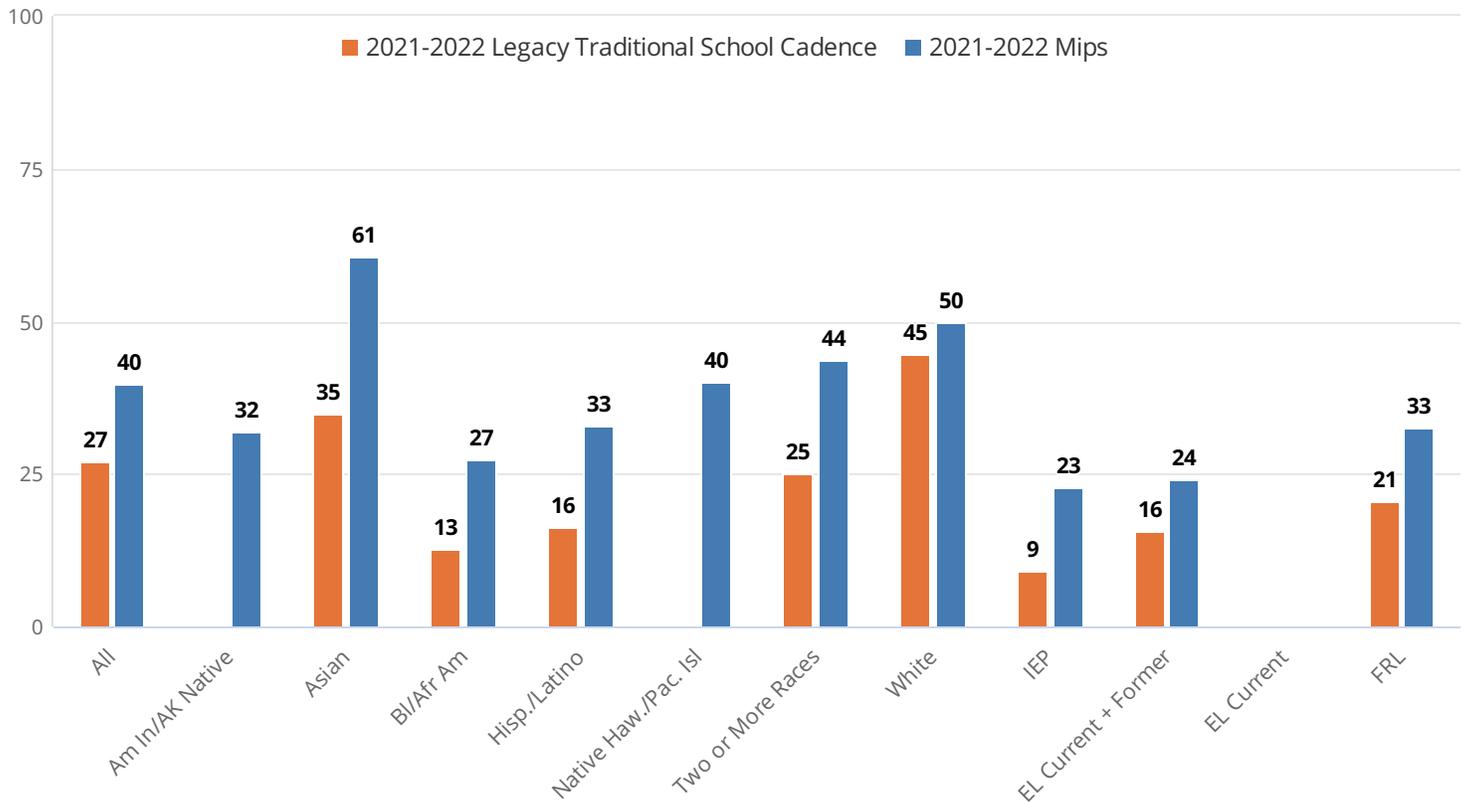
Pooled Proficiency Points Earned: 18/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	45.0	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	34.7	62.7	60.6			
Black/African American	12.8	18.2	27.3			
Hispanic/Latino	16.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	25.0	41.8	43.6			
White/Caucasian	44.5	48.1	49.8			
Special Education	9.0	9.7	22.7			
English Learners Current + Former	15.7	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	20.6	23.9	32.7			

**Math Assessments
% Proficient**



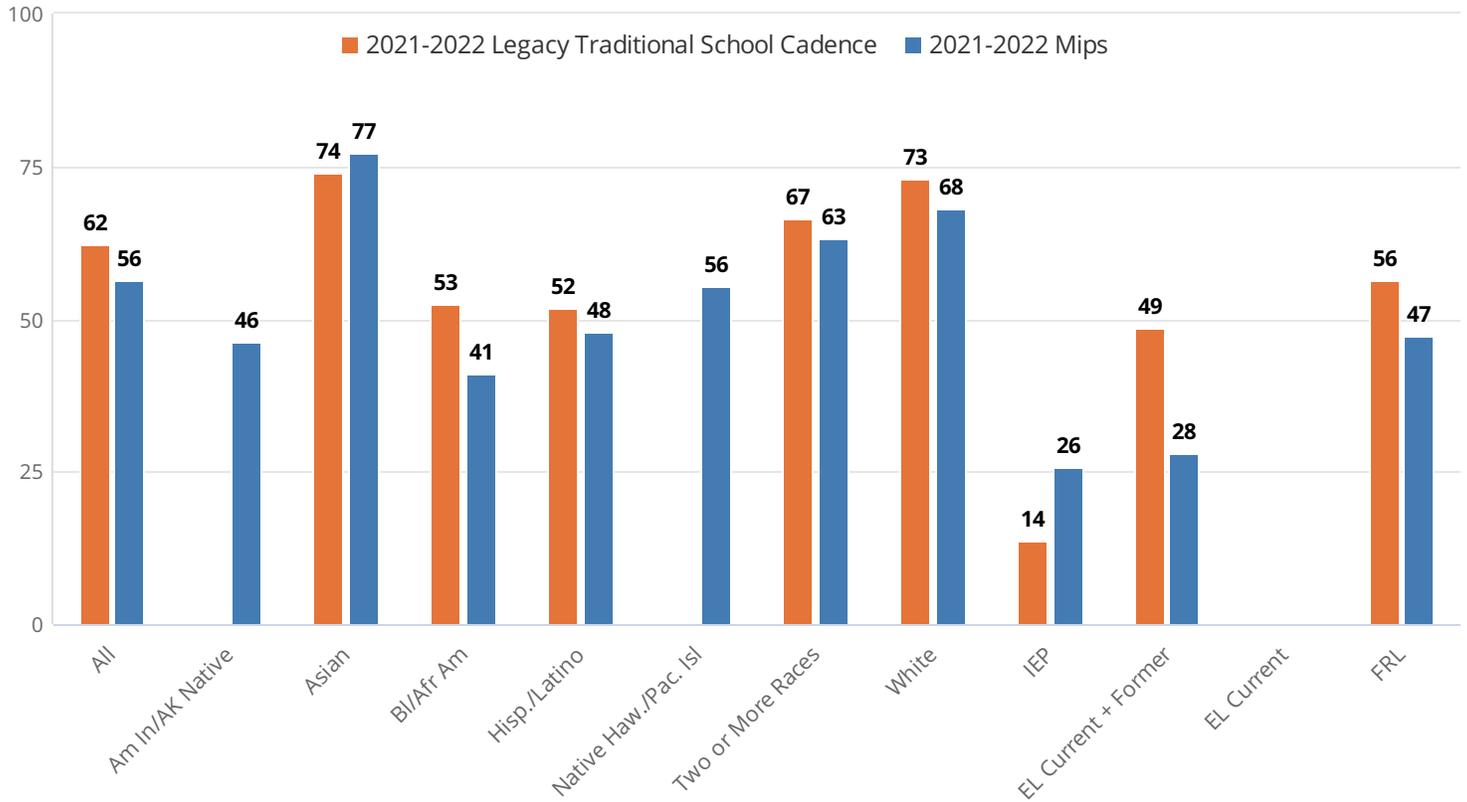


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	62.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	73.9	79.0	77.1			
Black/African American	52.5	41.1	40.9			
Hispanic/Latino	51.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	66.6	64.6	63.2			
White/Caucasian	73.1	67.2	68			
Special Education	13.6	18.0	25.8			
English Learners Current + Former	48.5	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	56.3	45.9	47.1			

ELA Assessments
% Proficient



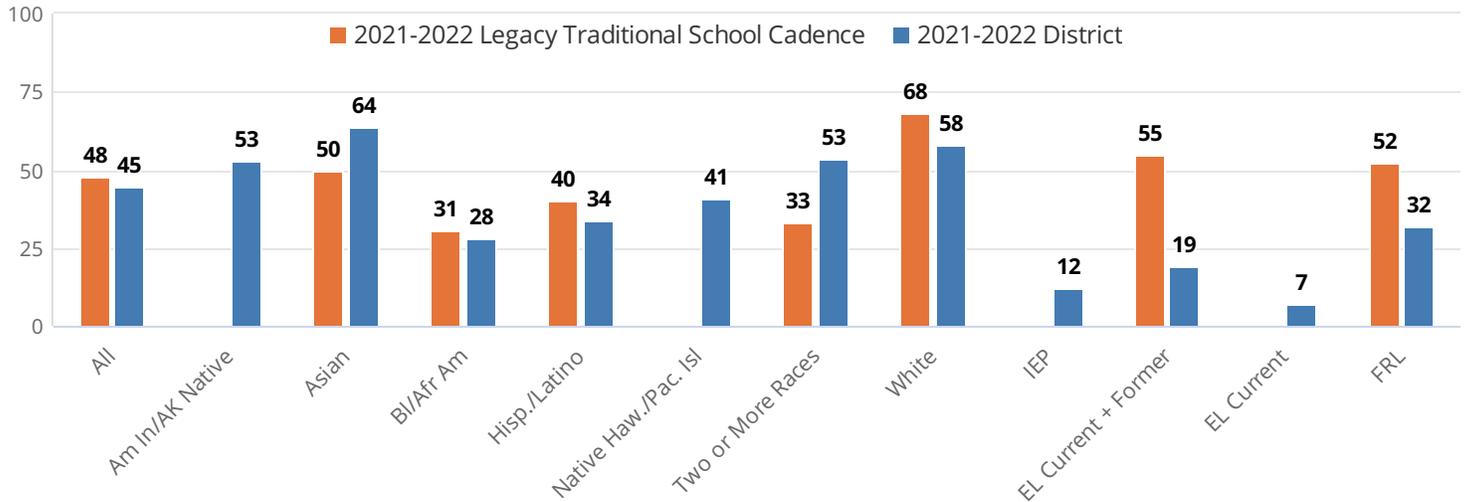


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	47.6	44.9		
American Indian/Alaska Native	-	52.6		
Asian	50.0	63.9		
Black/African American	30.7	28.3		
Hispanic/Latino	40.4	33.7		
Pacific Islander	-	40.5		
Two or More Races	33.3	53.3		
White/Caucasian	68.2	57.8		
Special Education	-	12.0		
English Learners Current + Former	54.5	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	52.3	31.9		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 6/10

Groups	2022	2022	2022	2021	2021	2021	2021
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP
All Students	41.0	56.0	52.5	55.0			
American Indian/Alaska Native	-	53.5	-	55.5			
Asian	39.0	61.0	54.0	61.0			
Black/African American	38.5	52.0	50.5	54.0			
Hispanic/Latino	41.0	54.0	58.0	54.0			
Pacific Islander	-	53.5	-	55.0			
Two or More Races	38.0	57.0	43.0	55.0			
White/Caucasian	47.5	57.0	51.0	56.0			
Special Education	45.0	44.0	32.0	43.0			
English Learners Current + Former	44.0	54.0	56.0	54.0			
English Learners Current	44.0	50.0	59.0	51.0			
Economically Disadvantaged	41.0	54.0	57.0	55.0			

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 4.5/5

Groups	2022	2022	2022	2022	2021	2021	2021	2021
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	30.0	40.8	60.4	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	38.0	63.7	66.6	77.2				
Black/African American	17.8	24.7	57.1	49.7				
Hispanic/Latino	20.8	31.4	53.0	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	25.6	43.8	58.9	65.6				
White/Caucasian	42.7	50.7	67.2	67.2				
Special Education	9.5	12.9	9.5	26.3				
English Learners Current + Former	21.6	25.2	50.0	45.5				
English Learners Current	7.6	12.6	25.0	28.2				
Economically Disadvantaged	28.2	29.9	61.2	51.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



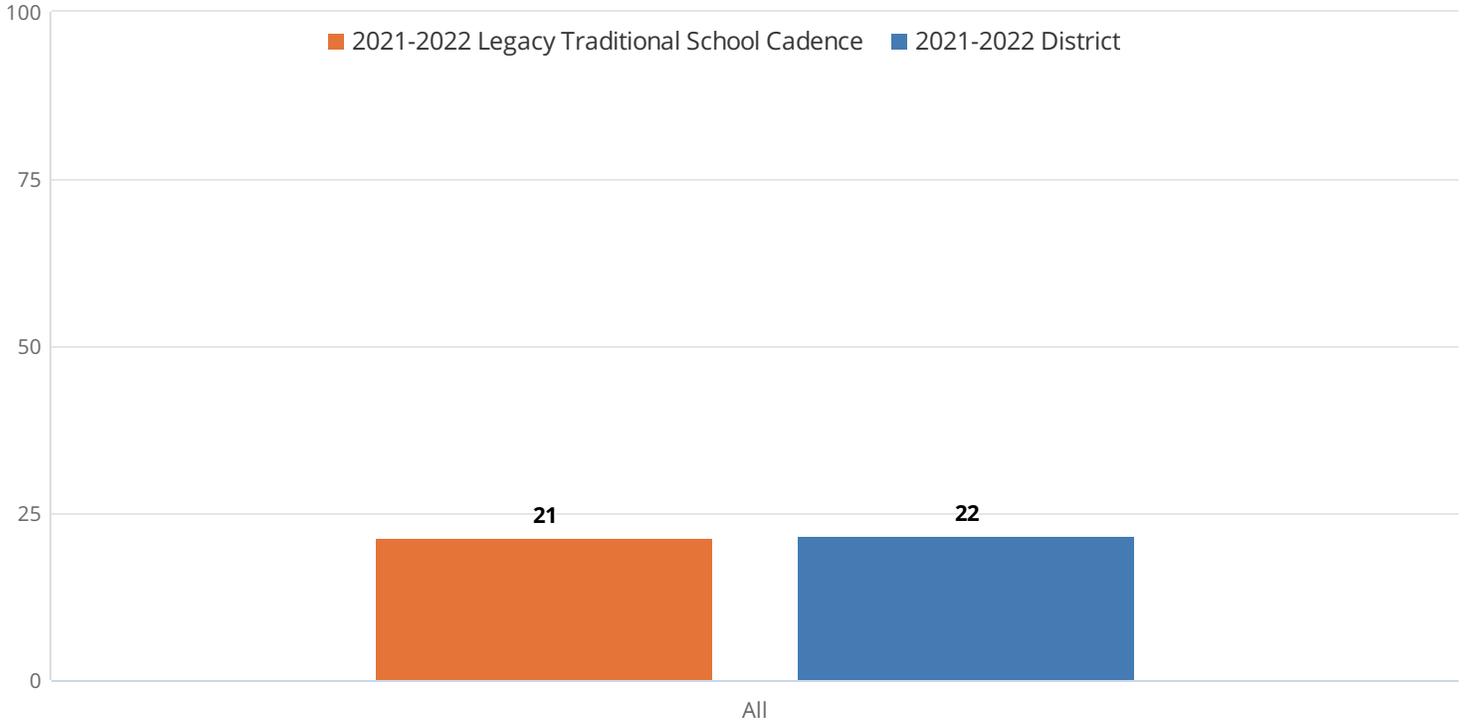
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 5/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	14	21.4	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 10/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	15.7	23.5	38.4	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	33.3	38.5	-	51.3				
Black/African American	<5	16.6	37.5	33.6				
Hispanic/Latino	11.2	20.3	34.8	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	15.3	24.1	53.8	42.9				
White/Caucasian	21.2	28.8	33.3	40.2				
Special Education	<5	7.8	<5	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	7.6	11.3	25.0	24.4				
Economically Disadvantaged	17.9	19.7	44.0	35.0				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

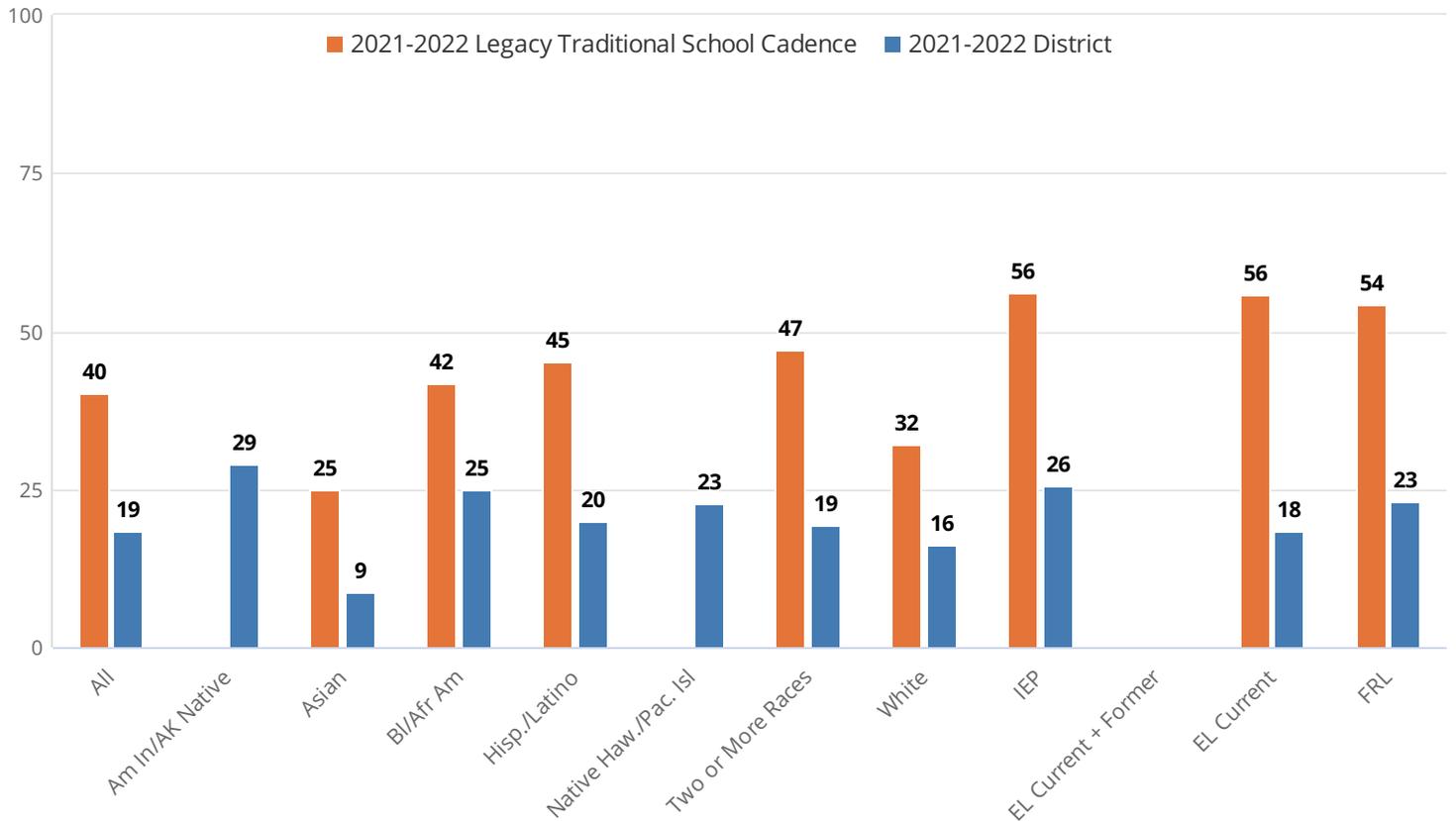
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	40.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	25.0	8.7		
Black/African American	41.8	24.9		
Hispanic/Latino	45.1	19.9		
Pacific Islander	-	22.7		
Two or More Races	47.0	19.4		
White/Caucasian	32.2	16.1		
Special Education	56.2	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	55.8	18.3		
Economically Disadvantaged	54.3	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

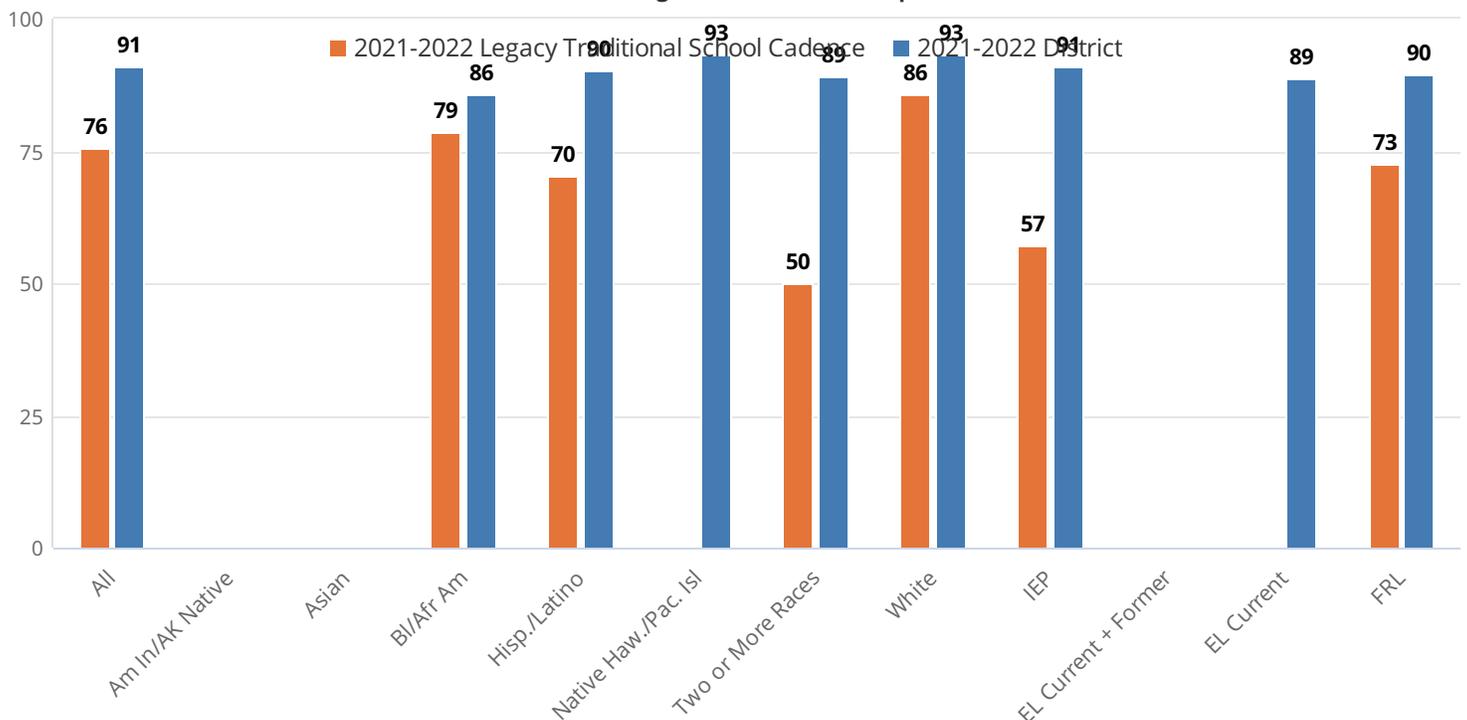
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

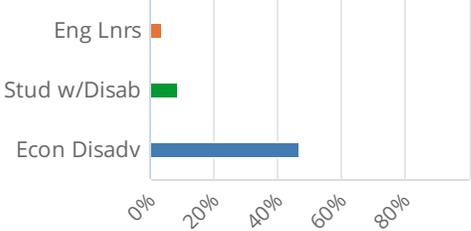
Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	75.7	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	78.5	85.9		
Hispanic/Latino	70.2	90.3		
Pacific Islander	-	93.3		
Two or More Races	50.0	89.2		
White/Caucasian	85.7	93.3		
Special Education	57.1	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	72.5	89.5		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 325 Inflection Street Henderson, NV 89011</p>	 <p>46.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 31.5% White 14.3% BI/Afr Am 36.6% Hisp/Latino 5.7% Asian 0.3% Am Ind/AK Nat 0.9% Pac Isl 10.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>59.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>82.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	59.5 NR	2020-2021	82.0 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	59.5 NR							
2020-2021	82.0 ★★★★★							

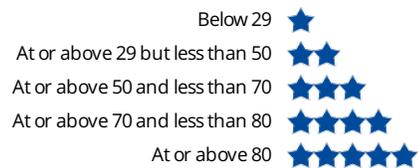
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.4	45.7
Math Proficiency	26.0	38.5
ELA Proficiency	49.8	53.4
Science Proficiency	41.7	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	54.0	56.0
ELA MGP	49.0	56.0
	School Rate	District Rate
Met Math AGP Target	28.5	40.4
Met ELA AGP Target	51.8	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	9.0	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.0	18.0
Prior Non-Proficient Met ELA AGP Target	22.2	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	28.8	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	73.3	92.7
Climate Survey Participation	64.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

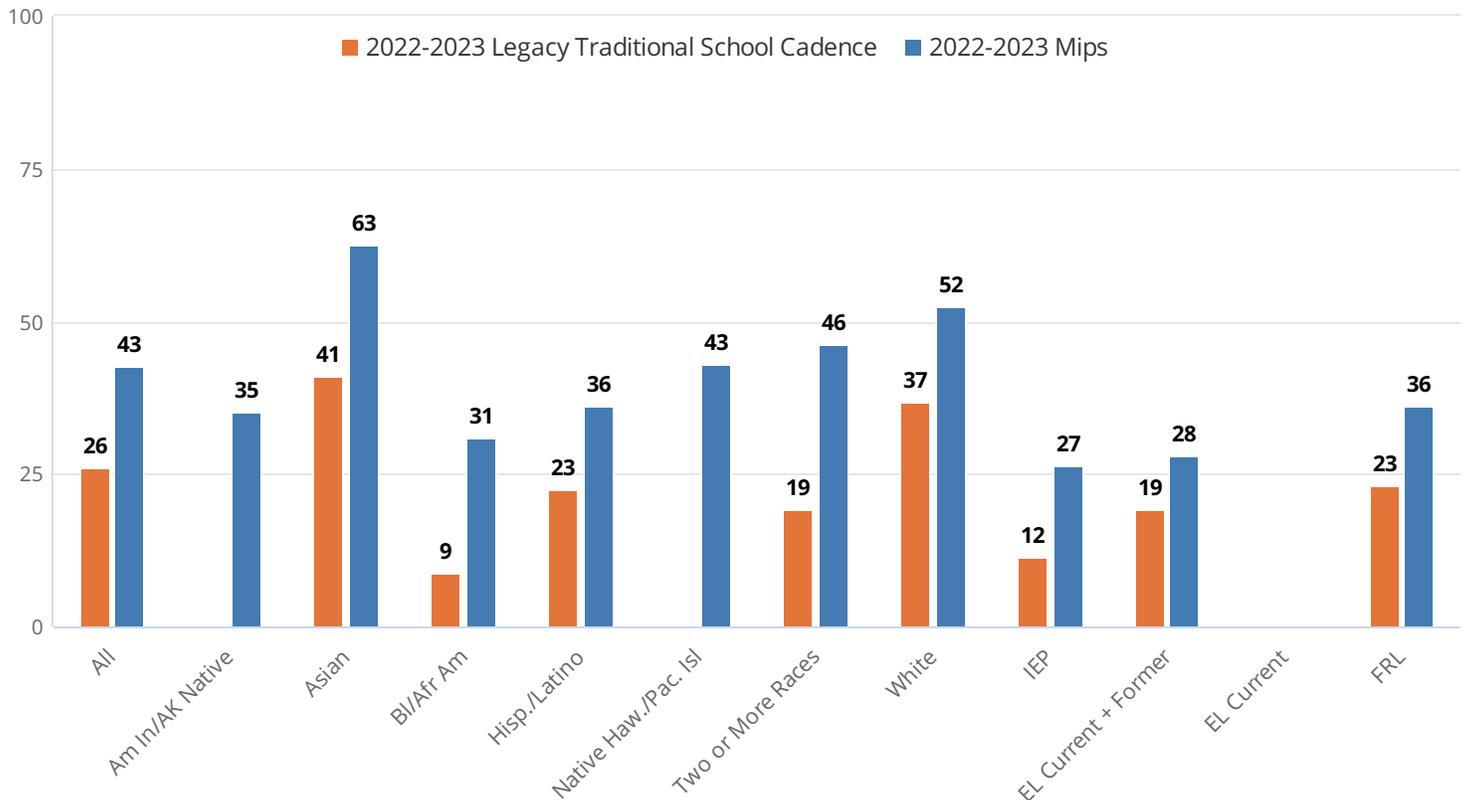
Pooled Proficiency Points Earned: 13/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	38.4	45.7	45.0	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	26.0	38.5	42.7	27.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	41.1	62.5	62.6	34.7	62.7	60.6
Black/African American	8.7	19.4	31	12.8	18.2	27.3
Hispanic/Latino	22.6	28.3	36.2	16.4	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	19.3	44.5	46.4	25.0	41.8	43.6
White/Caucasian	36.9	51.4	52.3	44.5	48.1	49.8
Special Education	11.5	11.5	26.5	9.0	9.7	22.7
English Learners Current + Former	19.3	21.5	28	15.7	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	23.0	24.9	36.1	20.6	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

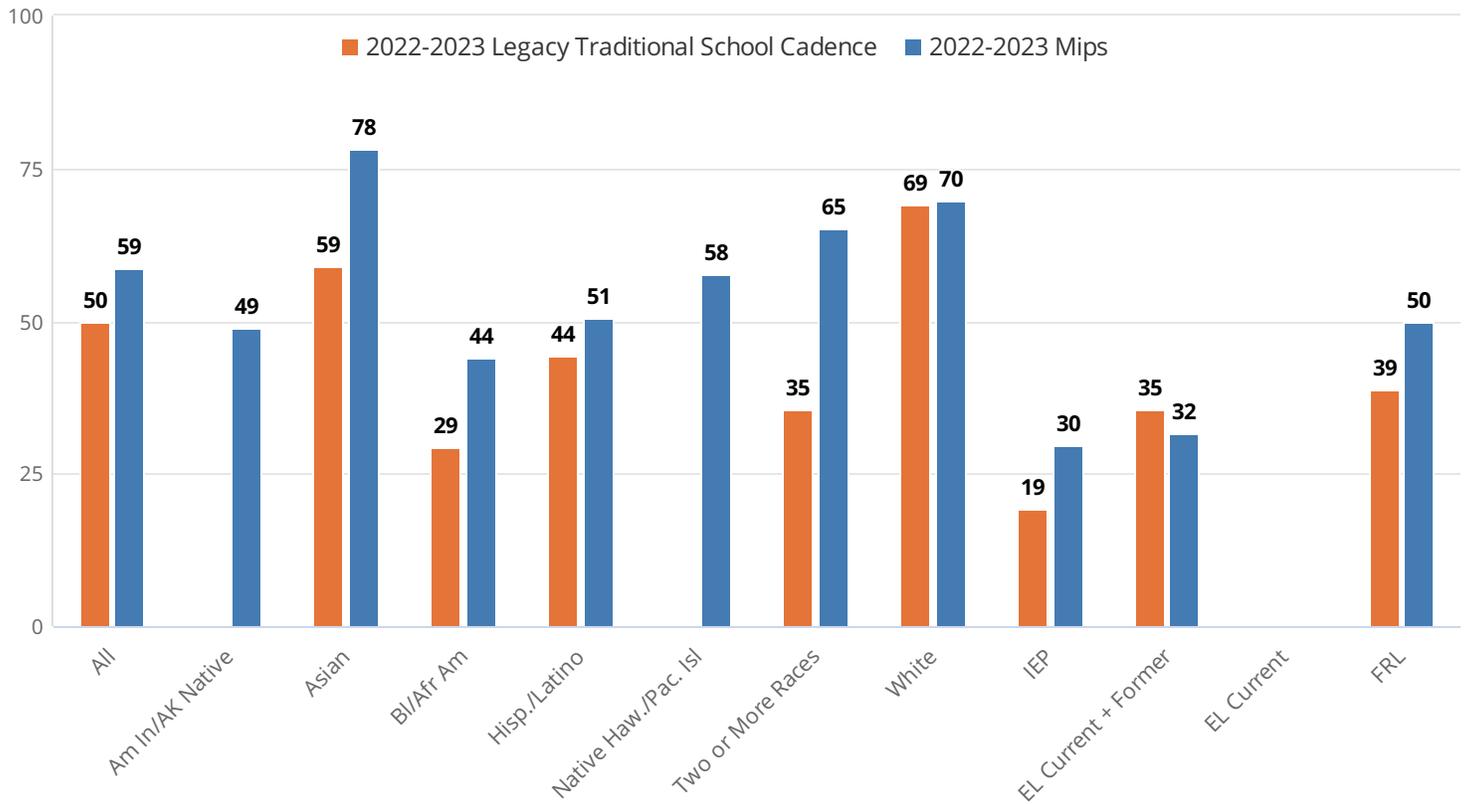


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	49.8	53.4	58.6	62.1	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	58.8	74.7	78.2	73.9	79.0	77.1
Black/African American	29.2	37.4	43.9	52.5	41.1	40.9
Hispanic/Latino	44.3	44.8	50.5	51.7	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	35.4	60.0	65	66.6	64.6	63.2
White/Caucasian	69.0	64.0	69.6	73.1	67.2	68
Special Education	19.2	17.4	29.6	13.6	18.0	25.8
English Learners Current + Former	35.4	34.0	31.7	48.5	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	38.8	40.8	49.8	56.3	45.9	47.1

ELA Assessments
% Proficient



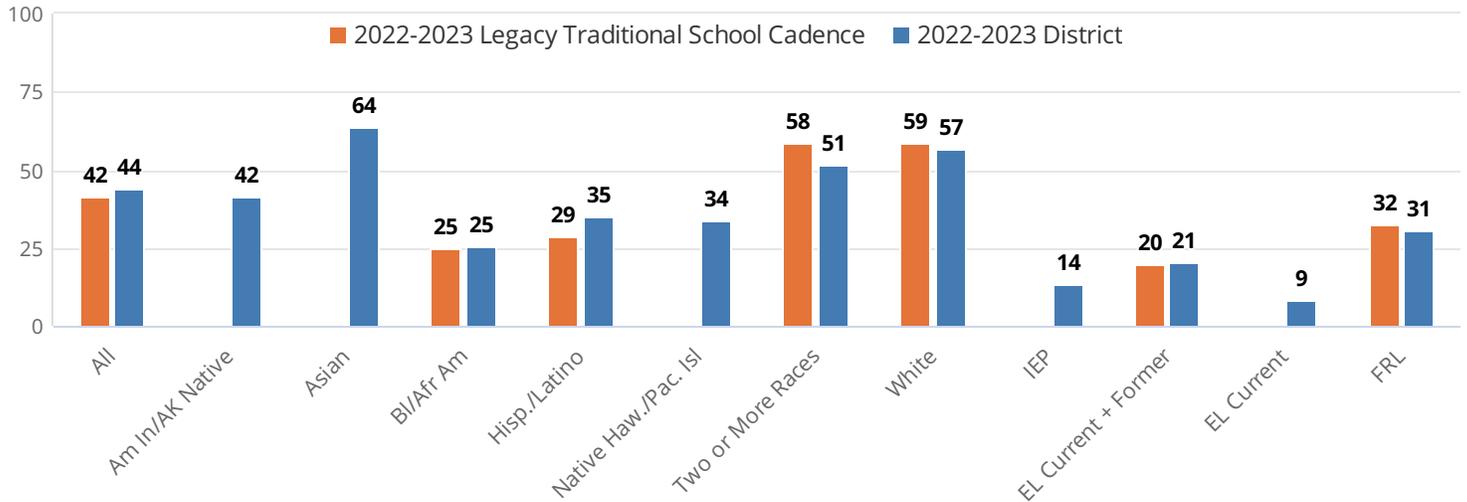


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	41.7	43.9	47.6	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	50.0	63.9
Black/African American	25.0	25.3	30.7	28.3
Hispanic/Latino	28.5	34.8	40.4	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	58.3	51.4	33.3	53.3
White/Caucasian	58.6	56.5	68.2	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	20.0	20.7	54.5	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	32.4	30.8	52.3	31.9

Science Assessments % Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	>=95%	>=95%
Black/African American	94.7%	94.7%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10

ELA MGP Points Earned: 5/10

Groups	2023	2023	2023	2023	2022	2022	2022	2022
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	54.0	56.0	49.0	56.0	41.0	56.0	52.5	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	74.0	61.0	38.0	57.0	39.0	61.0	54.0	61.0
Black/African American	47.0	51.0	46.0	55.0	38.5	52.0	50.5	54.0
Hispanic/Latino	55.5	54.0	53.5	55.0	41.0	54.0	58.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	50.0	59.0	33.0	58.0	38.0	57.0	43.0	55.0
White/Caucasian	53.0	58.0	53.0	56.0	47.5	57.0	51.0	56.0
Special Education	55.0	52.0	45.0	55.0	45.0	44.0	32.0	43.0
English Learners Current + Former	44.0	54.0	34.0	56.0	44.0	54.0	56.0	54.0
English Learners Current	53.0	53.0	33.0	53.0	44.0	50.0	59.0	51.0
Economically Disadvantaged	58.0	54.0	41.0	55.0	41.0	54.0	57.0	55.0

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 3.5/5

Groups	2023	2023	2023	2023	2022	2022	2022	2022
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	28.5	40.4	51.8	52.8	30.0	40.8	60.4	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	47.0	62.5	64.7	72.6	38.0	63.7	66.6	77.2
Black/African American	13.3	23.7	23.3	39.6	17.8	24.7	57.1	49.7
Hispanic/Latino	24.5	30.6	43.1	44.7	20.8	31.4	53.0	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	22.2	46.9	48.1	59.5	25.6	43.8	58.9	65.6
White/Caucasian	38.3	51.9	73.9	61.5	42.7	50.7	67.2	67.2
Special Education	13.0	15.1	17.3	22.3	9.5	12.9	9.5	26.3
English Learners Current + Former	13.7	24.3	31.0	35.3	21.6	25.2	50.0	45.5
English Learners Current	<5	10.9	10.0	16.2	7.6	12.6	25.0	28.2
Economically Disadvantaged	24.7	28.1	37.1	41.9	28.2	29.9	61.2	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



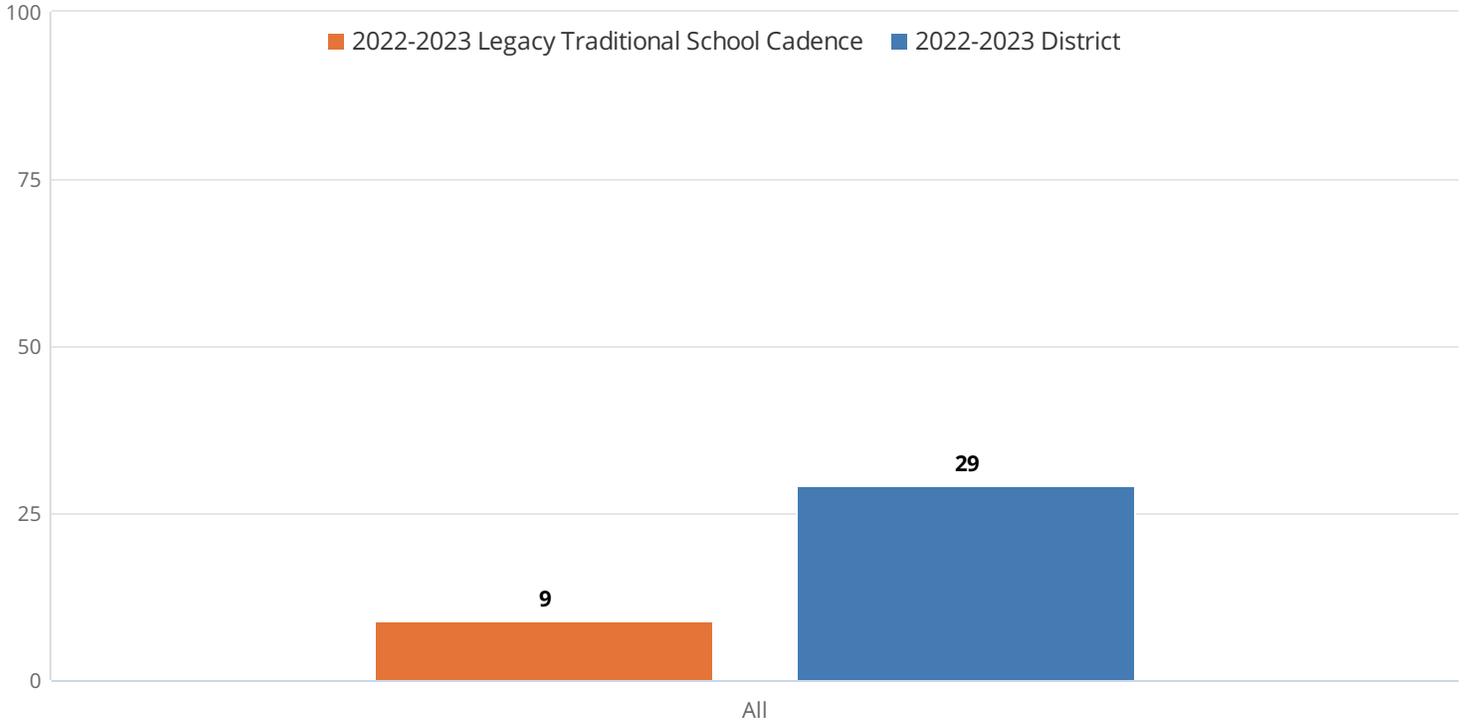
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	11	9.0	29.3	14	21.4	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10 ELA AGP Points Earned: 4/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	16.0	18.0	22.2	23.3	15.7	23.5	38.4	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	27.2	26.3	-	36.0	33.3	38.5	-	51.3
Black/African American	10.7	12.5	<5	20.2	<5	16.6	37.5	33.6
Hispanic/Latino	17.0	15.4	21.5	21.4	11.2	20.3	34.8	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	14.2	20.8	-	27.8	15.3	24.1	53.8	42.9
White/Caucasian	15.3	23.6	33.3	26.3	21.2	28.8	33.3	40.2
Special Education	9.0	8.5	9.5	12.4	<5	7.8	<5	19.6
English Learners Current + Former	8.0	13.5	11.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	10.0	12.7	7.6	11.3	25.0	24.4
Economically Disadvantaged	16.3	14.2	16.0	20.9	17.9	19.7	44.0	35.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

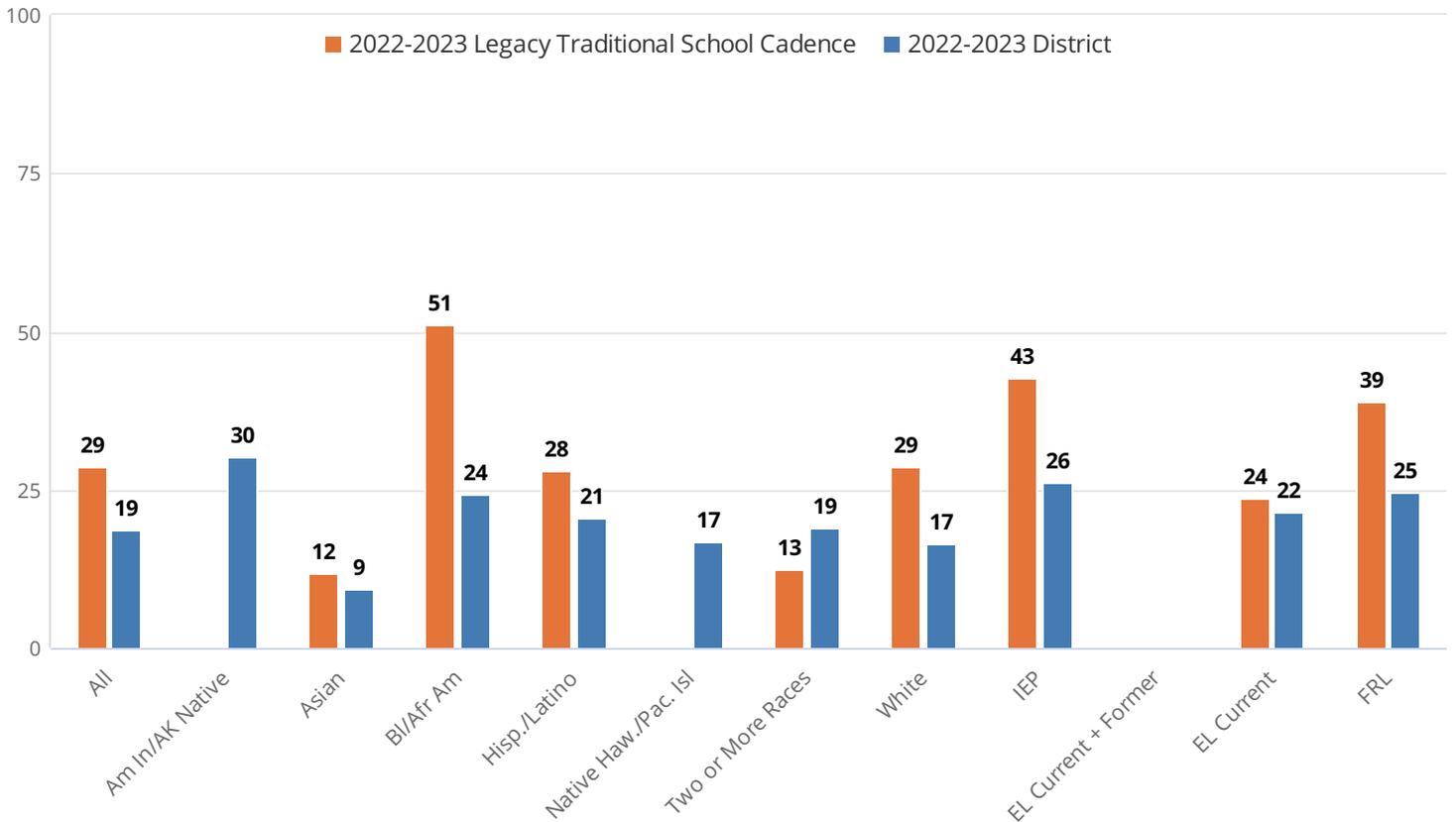
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	28.8	18.8	40.3	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	11.7	9.3	25.0	8.7
Black/African American	51.2	24.2	41.8	24.9
Hispanic/Latino	28.0	20.6	45.1	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	12.5	19.0	47.0	19.4
White/Caucasian	28.8	16.5	32.2	16.1
Special Education	42.8	26.3	56.2	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	23.8	21.6	55.8	18.3
Economically Disadvantaged	38.9	24.7	54.3	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

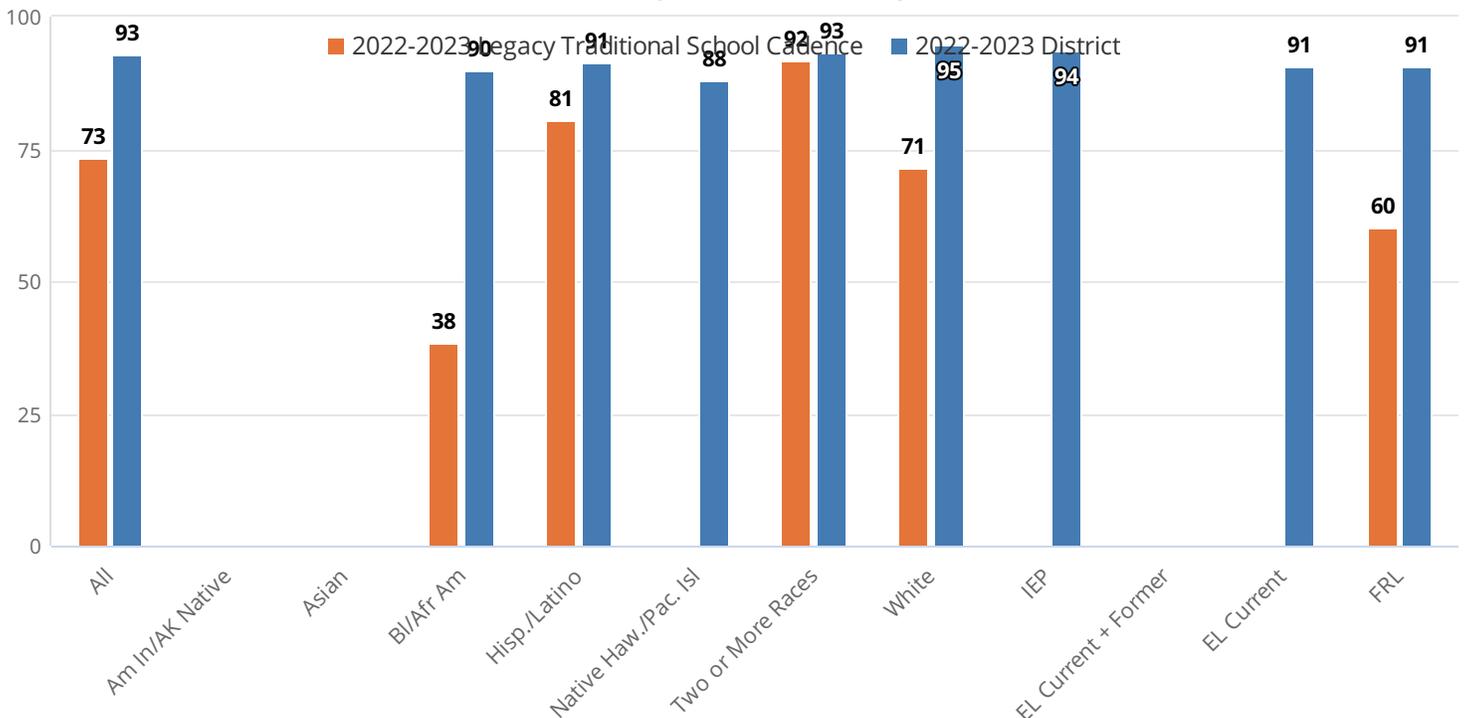
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	73.3	92.7	75.7	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	>95	>95
Black/African American	38.4	89.9	78.5	85.9
Hispanic/Latino	80.6	91.4	70.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	91.6	93.1	50.0	89.2
White/Caucasian	71.4	94.8	85.7	93.3
Special Education	-	93.7	57.1	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	60.0	90.5	72.5	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011



School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



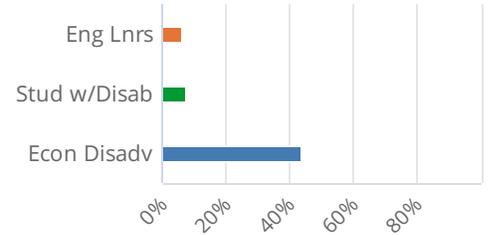
Student Race/Ethnicity

38.0%	White
9.2%	Bl/Afr Am
31.9%	Hisp/Latino
5.6%	Asian
0.0%	Am Ind/AK Nat
2.5%	Pac Isl
12.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Additional Student Groups



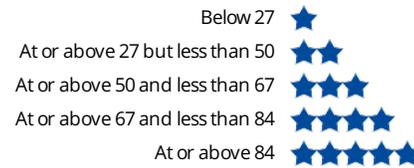
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	45.9	54.0
Math Proficiency	46.3	54.5
ELA Proficiency	52.9	60.1
Science Proficiency	25.1	34.8
Read-by-Grade-3 Proficiency	52.9	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	41.0	55.0
ELA MGP	37.5	52.0
	School Rate	District Rate
Met Math AGP Target	34.5	49.8
Met ELA AGP Target	44.3	59.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	59.3	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.1	27.9
Prior Non-Proficient Met ELA AGP Target	33.7	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.5	8.0
Climate Survey Participation	87.6	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

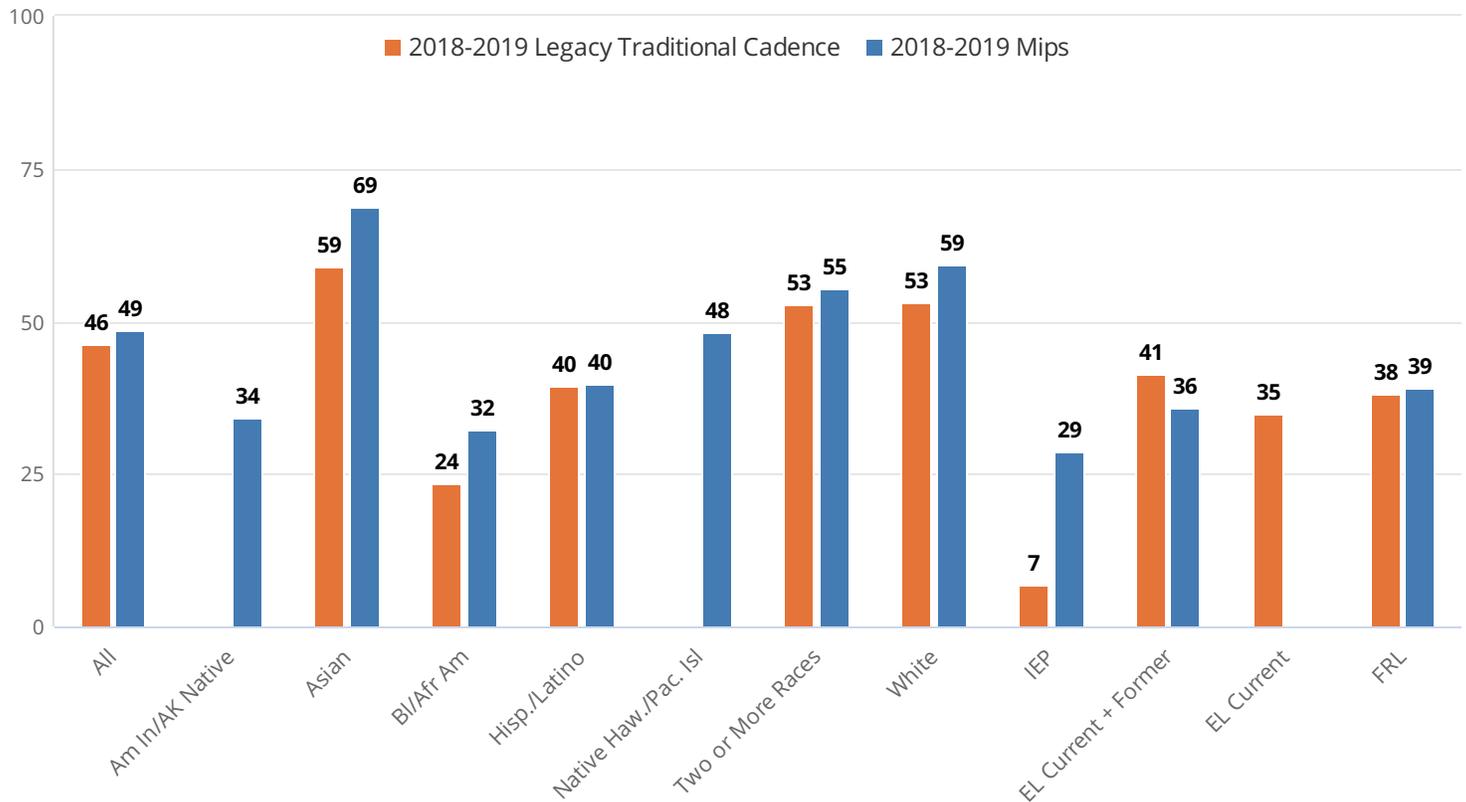
Pooled Proficiency Points Earned: 9/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.9	54.0		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.3	54.5	48.5			45.8
American Indian/Alaska Native	-	45.8	34.3			30.9
Asian	58.9	75.6	68.8			67.2
Black/African American	23.5	31.3	32.3			28.8
Hispanic/Latino	39.5	44.6	39.6			36.5
Pacific Islander	-	48.7	48.3			45.6
Two or More Races	52.8	58.2	55.3			52.9
White/Caucasian	53.1	62.3	59.3			57.2
Special Education	7.0	27.4	28.6			24.8
English Learners Current + Former	41.3	42.3	35.8			32.4
English Learners Current	34.7	32.4				
Economically Disadvantaged	38.1	39.8	39			35.7

Math Assessments
% Proficient



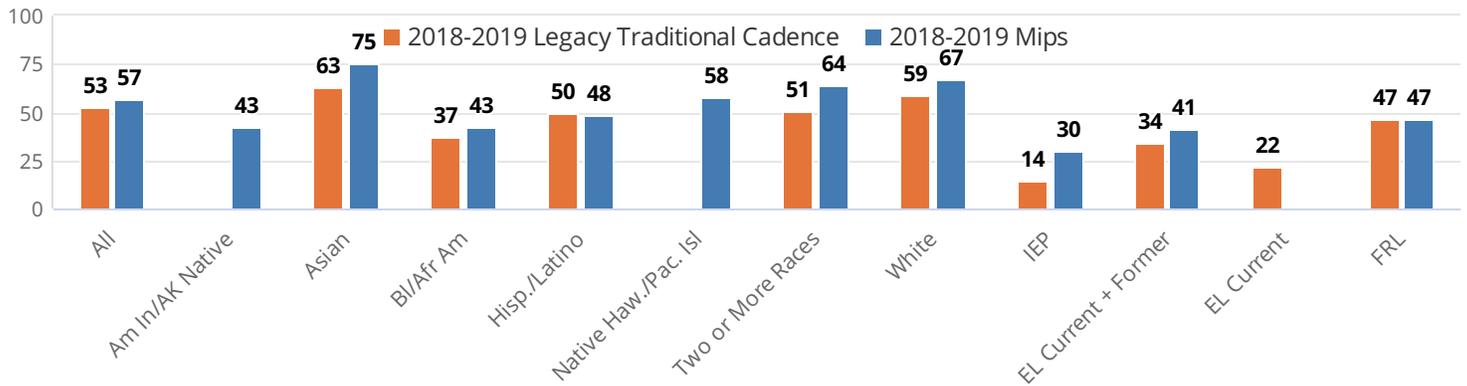


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	52.9	60.1	57			54.7
American Indian/Alaska Native	-	62.5	42.5			39.5
Asian	63.1	78.5	75.4			74.1
Black/African American	37.1	40.9	42.6			39.6
Hispanic/Latino	49.6	51.1	48.2			45.5
Pacific Islander	-	51.8	57.9			55.7
Two or More Races	50.9	63.8	64.4			62.6
White/Caucasian	58.7	66.8	67.4			65.7
Special Education	14.0	26.7	30			26.3
English Learners Current + Former	33.8	42.2	41.4			38.4
English Learners Current	21.7	29.4				
Economically Disadvantaged	46.6	45.4	46.8			44

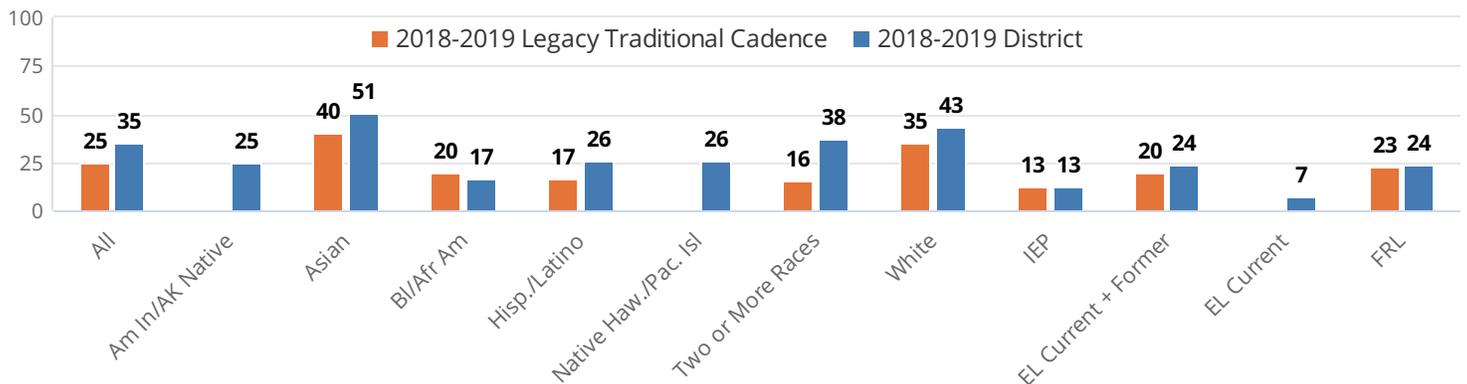
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	25.1	34.8		
American Indian/Alaska Native	-	25.0		
Asian	40.0	50.5		
Black/African American	20.0	16.6		
Hispanic/Latino	17.0	25.8		
Pacific Islander	-	26.1		
Two or More Races	15.7	37.6		
White/Caucasian	34.8	42.8		
Special Education	12.5	12.5		
English Learners Current + Former	20.0	24.2		
English Learners Current	-	7.3		
Economically Disadvantaged	22.6	23.8		

Science Assessments
% Proficient



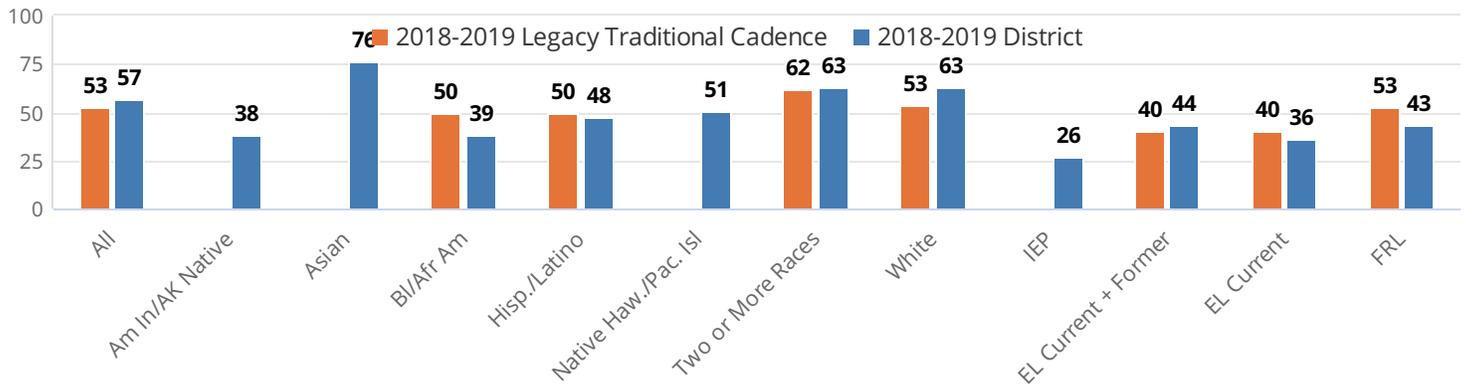


Academic Achievement

Read by Grade 3 Proficient

Groups	2019 %	2019 % District	Read by Grade 3 Points Earned: 4/5	
			2018 %	2018 % District
All Students	52.9	56.7		
American Indian/Alaska Native	-	38.4		
Asian	-	75.8		
Black/African American	50.0	38.5		
Hispanic/Latino	50.0	47.5		
Pacific Islander	-	50.8		
Two or More Races	61.5	63.1		
White/Caucasian	53.3	62.6		
Special Education	-	26.3		
English Learners Current + Former	40.0	43.6		
English Learners Current	40.0	36.1		
Economically Disadvantaged	52.6	43.3		

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	68	59
1st Grade	75	55
Kindergarten	70.8	71



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	92.5%	92.5%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.7%	94.7%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	41.0	55.0	37.5	52.0				
American Indian/Alaska Native	-	55.5	-	67.0				
Asian	-	58.0	-	59.0				
Black/African American	33.0	48.0	25.0	43.5				
Hispanic/Latino	43.0	54.0	32.0	51.0				
Pacific Islander	-	43.0	-	46.0				
Two or More Races	45.0	53.0	35.0	50.0				
White/Caucasian	37.5	57.0	45.5	54.0				
Special Education	39.0	51.0	31.0	42.0				
English Learners Current + Former	41.0	59.0	34.5	53.0				
English Learners Current	34.0	56.0	29.0	49.0				
Economically Disadvantaged	35.5	53.0	28.0	47.0				

AGP Growth Data

Math AGP Points Earned: 3.5/7.5

ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	34.5	49.8	44.3	59.8				
American Indian/Alaska Native	-	50.0	-	75.0				
Asian	-	66.4	-	73.5				
Black/African American	25.0	30.2	29.4	43.5				
Hispanic/Latino	26.8	43.0	39.0	54.2				
Pacific Islander	-	40.4	-	48.4				
Two or More Races	33.3	50.2	48.4	59.4				
White/Caucasian	44.2	56.1	54.2	65.1				
Special Education	<5	28.4	16.6	34.5				
English Learners Current + Former	25.0	43.9	25.0	48.1				
English Learners Current	27.2	34.7	9.0	37.6				
Economically Disadvantaged	24.4	38.3	32.6	47.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



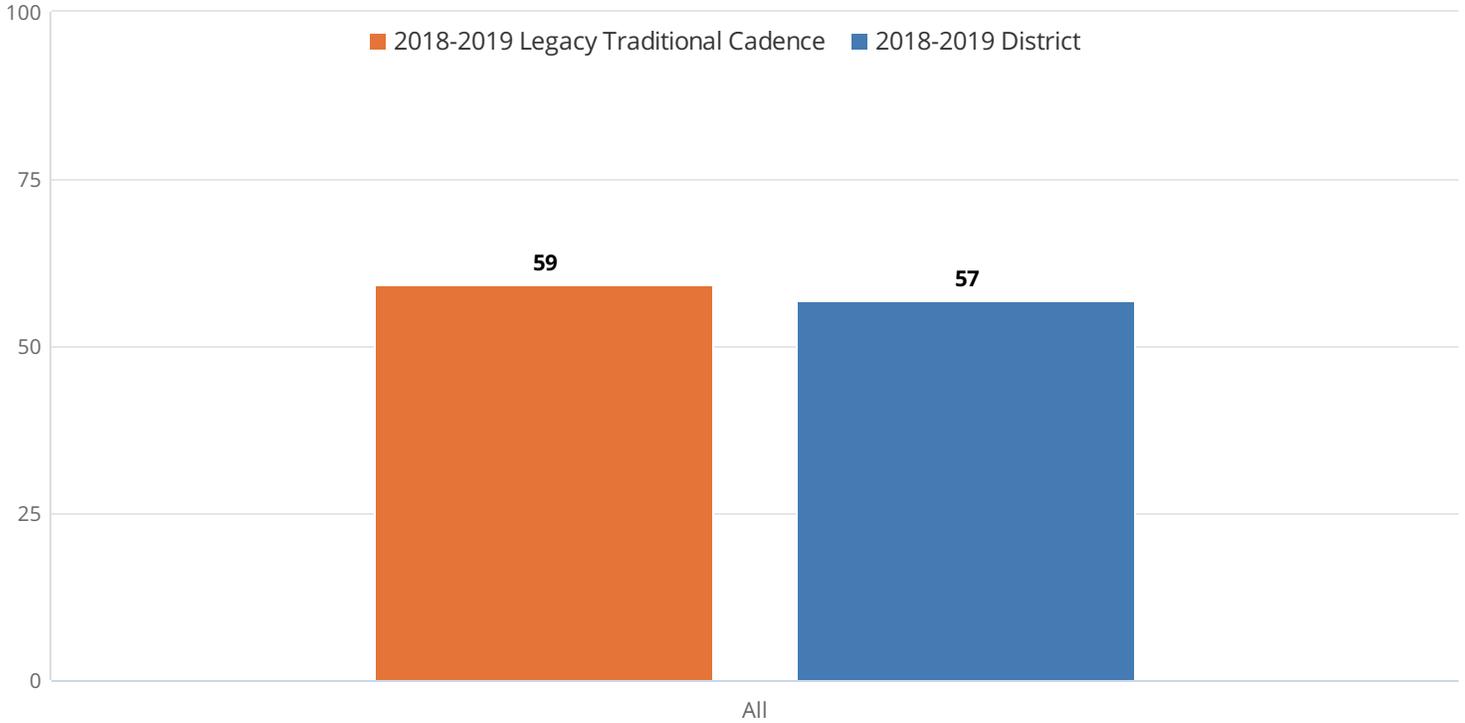
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	32	59.3	56.7			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 3/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	16.1	27.9	33.7	39.3				
American Indian/Alaska Native	-	20.0	-	-				
Asian	-	38.5	-	52.4				
Black/African American	10.0	20.0	18.1	26.5				
Hispanic/Latino	16.6	26.0	31.5	37.0				
Pacific Islander	-	25.0	-	35.5				
Two or More Races	7.6	27.4	45.4	36.3				
White/Caucasian	13.0	32.2	37.5	45.8				
Special Education	<5	16.3	8.3	22.4				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	24.2	-	31.7				
Economically Disadvantaged	10.4	23.0	19.1	32.3				



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

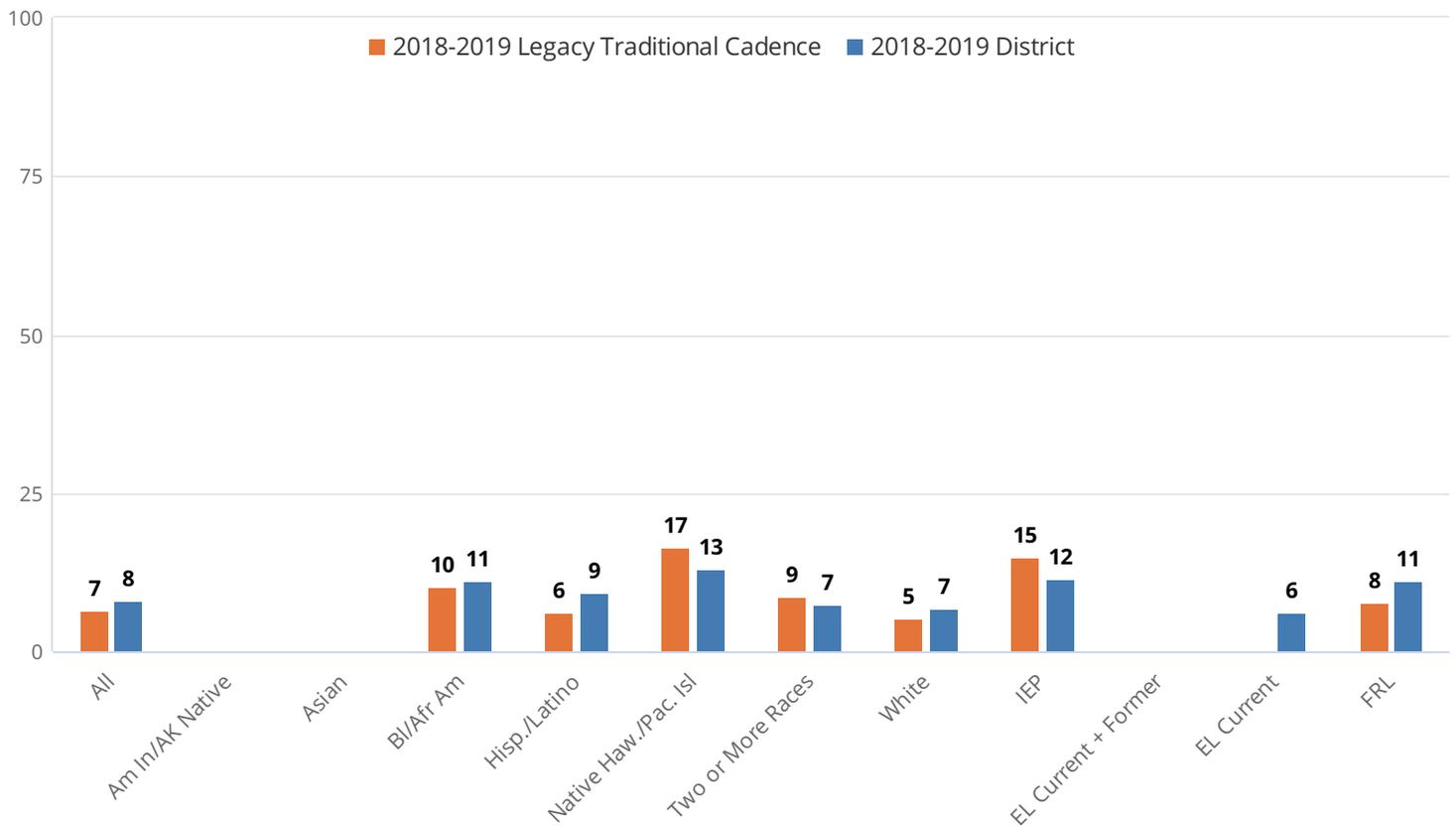
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.5	8.0		
American Indian/Alaska Native	-	<5		
Asian	<5	<5		
Black/African American	10.3	11.1		
Hispanic/Latino	6.2	9.4		
Pacific Islander	16.6	13.1		
Two or More Races	8.7	7.4		
White/Caucasian	5.2	6.9		
Special Education	15.1	11.5		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	6.2		
Economically Disadvantaged	7.8	11.2		

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

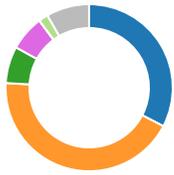


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 325 Inflection Street Henderson, NV 89011



School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met



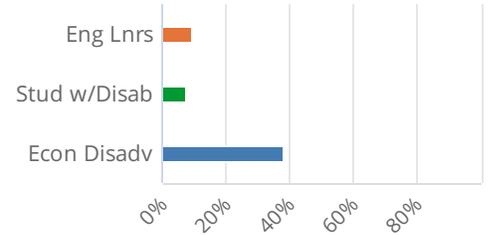
Student Race/Ethnicity

43.1%	White
7.1%	Bl/Afr Am
32.5%	Hisp/Latino
6.8%	Asian
0.0%	Am Ind/AK Nat
1.8%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Additional Student Groups



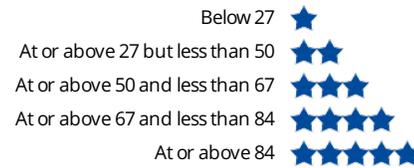
What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	48.7	50.3
Math Proficiency	41.8	42.6
ELA Proficiency	58.1	59.6
Science Proficiency	31.2	44.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	66.0	58.0
ELA MGP	56.5	56.0
	School Rate	District Rate
Met Math AGP Target	48.9	44.4
Met ELA AGP Target	61.2	61.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	38.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	32.4	21.9
Prior Non-Proficient Met ELA AGP Target	35.0	32.7



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	16.0	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	87.3	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

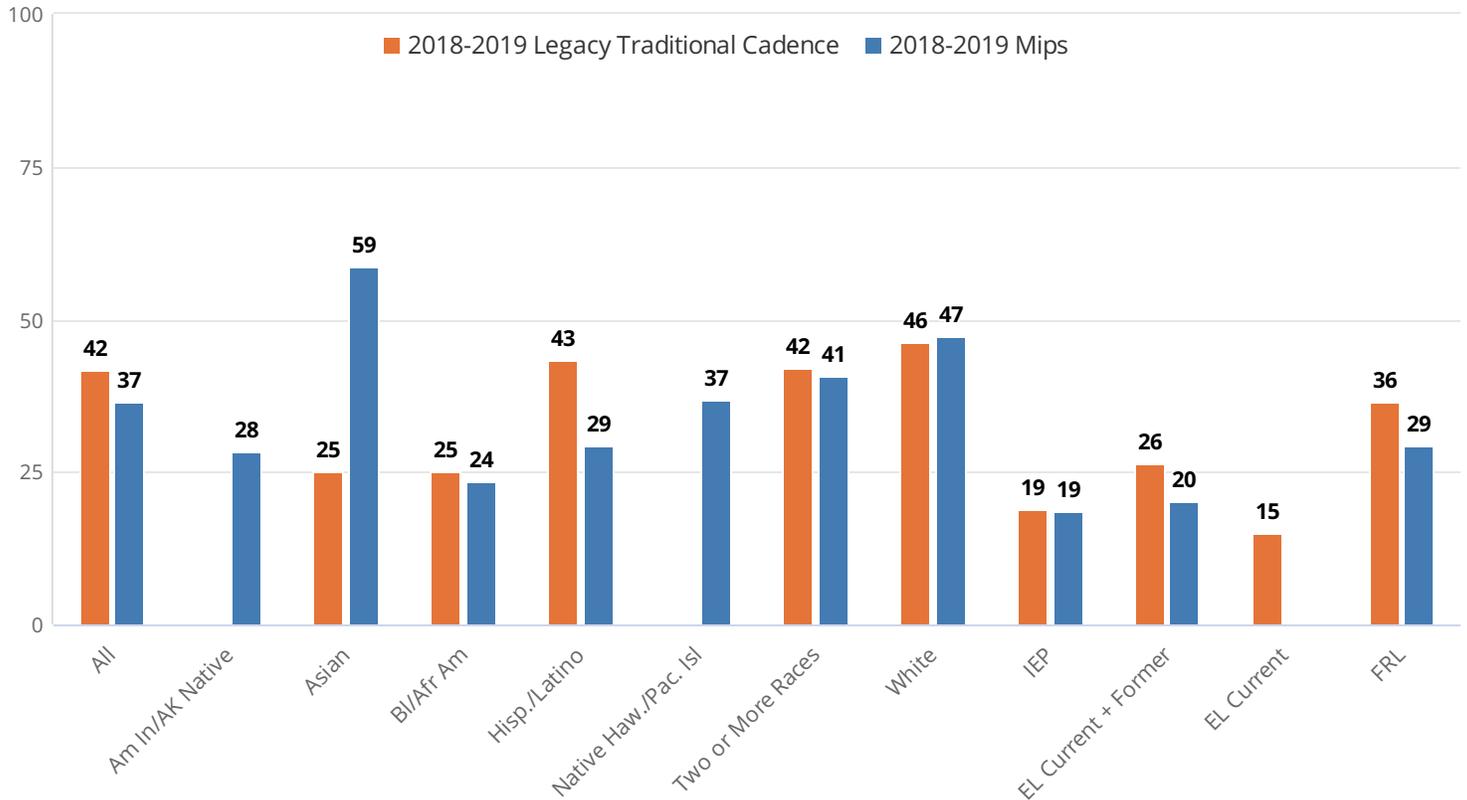
Pooled Proficiency Points Earned: 20/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	48.7	50.3		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.8	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	25.0	66.2	58.6			56.4
Black/African American	25.0	24.2	23.5			19.5
Hispanic/Latino	43.4	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	42.1	47.3	40.6			37.5
White/Caucasian	46.3	51.3	47.1			44.4
Special Education	19.0	12.1	18.6			14.3
English Learners Current + Former	26.3	26.9	20.2			16
English Learners Current	15.0	12.6				
Economically Disadvantaged	36.4	29.0	29.2			25.5

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

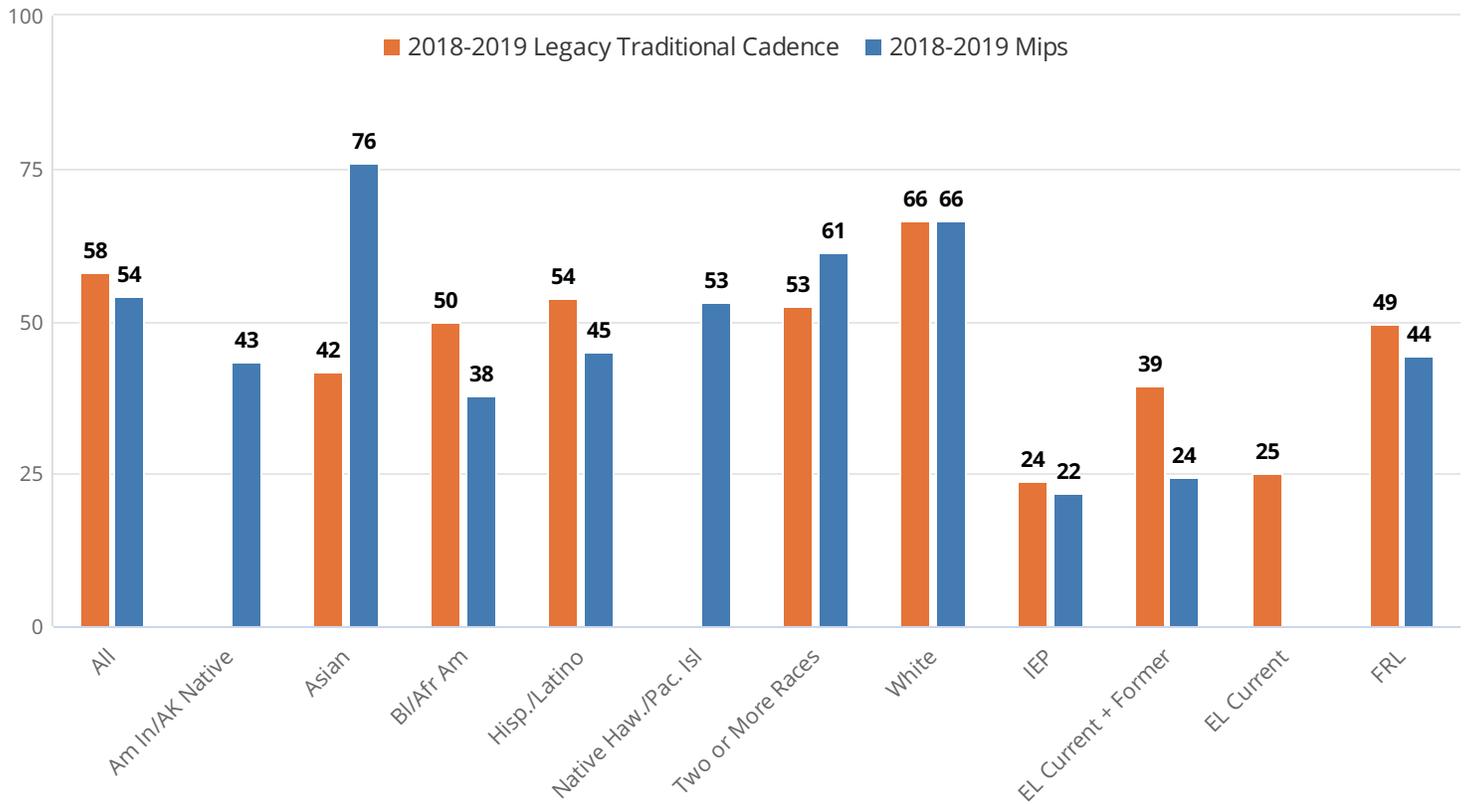


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	41.6	78.4	75.9			74.6
Black/African American	50.0	40.1	37.8			34.5
Hispanic/Latino	53.9	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	52.6	66.7	61.3			59.2
White/Caucasian	66.3	67.8	66.3			64.6
Special Education	23.8	19.9	21.9			17.8
English Learners Current + Former	39.4	42.7	24.3			20.3
English Learners Current	25.0	22.0				
Economically Disadvantaged	49.4	46.4	44.4			41.4

ELA Assessments
% Proficient



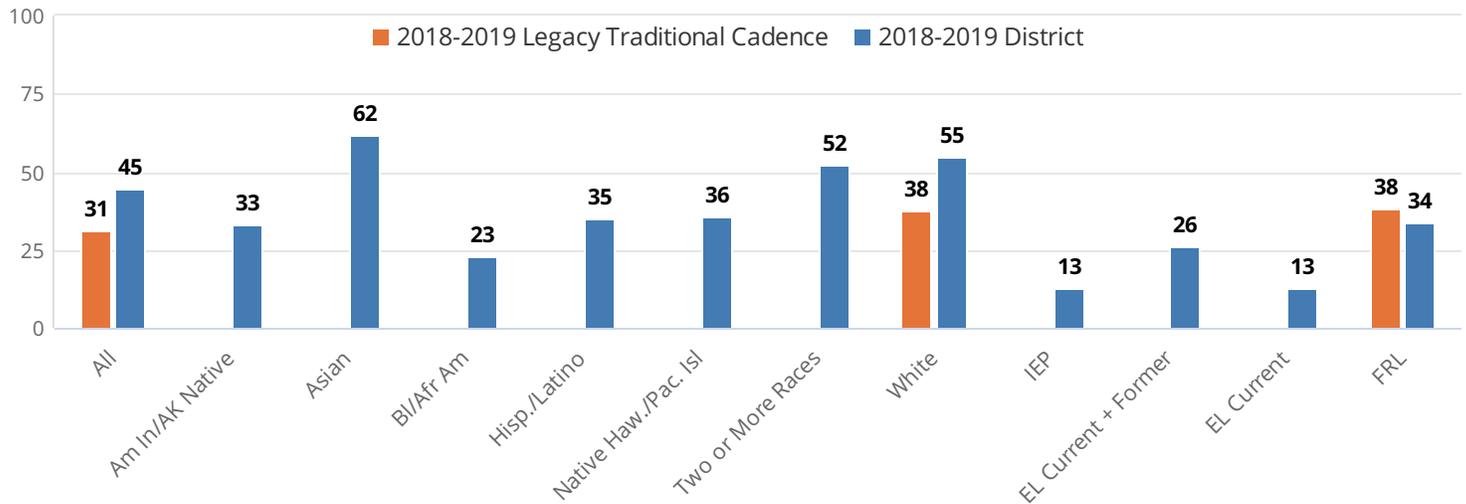


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	31.2	44.8		
American Indian/Alaska Native	-	33.3		
Asian	-	62.0		
Black/African American	-	23.1		
Hispanic/Latino	-	35.3		
Pacific Islander	-	35.8		
Two or More Races	-	52.3		
White/Caucasian	37.5	54.5		
Special Education	-	13.0		
English Learners Current + Former	-	26.0		
English Learners Current	-	12.7		
Economically Disadvantaged	38.4	33.7		

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10

ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	66.0	58.0	56.5	56.0				
American Indian/Alaska Native	-	61.0	-	66.5				
Asian	-	63.0	-	57.0				
Black/African American	37.5	53.0	49.5	51.0				
Hispanic/Latino	71.0	59.0	65.0	57.0				
Pacific Islander	-	63.0	-	57.0				
Two or More Races	65.5	56.0	33.0	54.0				
White/Caucasian	68.0	58.0	58.5	56.0				
Special Education	59.0	55.0	52.0	55.0				
English Learners Current + Former	71.5	64.0	51.0	64.0				
English Learners Current	70.0	61.0	50.0	62.0				
Economically Disadvantaged	66.0	59.0	57.0	57.0				

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	48.9	44.4	61.2	61.4				
American Indian/Alaska Native	-	28.2	-	68.4				
Asian	-	65.9	-	78.6				
Black/African American	21.4	27.5	50.0	44.3				
Hispanic/Latino	50.7	35.5	61.9	53.6				
Pacific Islander	-	47.3	-	59.8				
Two or More Races	43.7	47.1	50.0	66.2				
White/Caucasian	56.2	51.9	67.5	68.4				
Special Education	28.5	16.9	28.5	25.4				
English Learners Current + Former	27.7	32.8	33.3	48.4				
English Learners Current	20.0	17.4	26.6	28.1				
Economically Disadvantaged	39.4	33.4	54.9	50.4				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



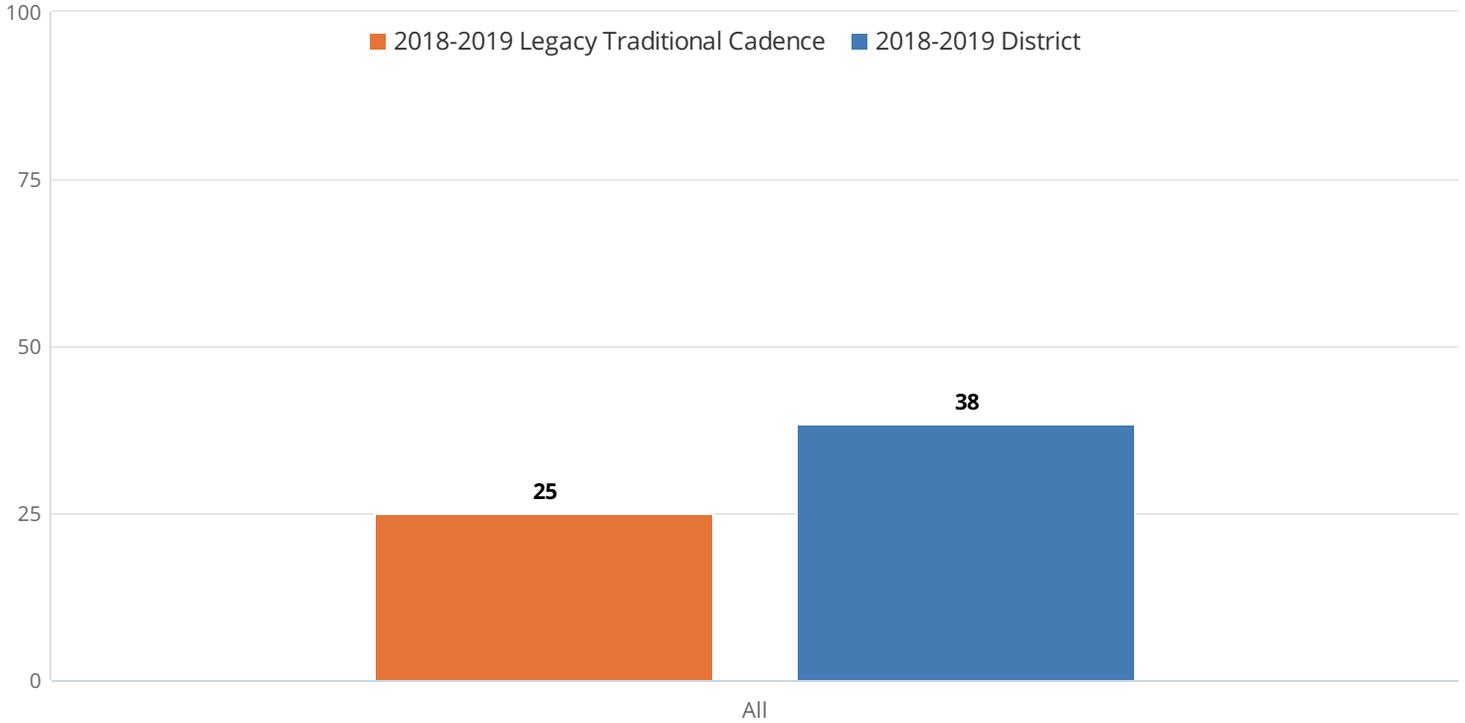
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	12	25.0	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	32.4	21.9	35.0	32.7				
American Indian/Alaska Native	-	25.0	-	64.7				
Asian	-	28.7	-	40.3				
Black/African American	9.0	15.0	40.0	22.0				
Hispanic/Latino	42.5	21.5	44.1	31.1				
Pacific Islander	-	21.2	-	23.0				
Two or More Races	30.0	19.8	-	32.9				
White/Caucasian	29.7	24.8	26.0	38.4				
Special Education	16.6	9.7	11.7	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	7.6	12.6	<5	22.1				
Economically Disadvantaged	28.5	19.5	35.0	29.2				



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

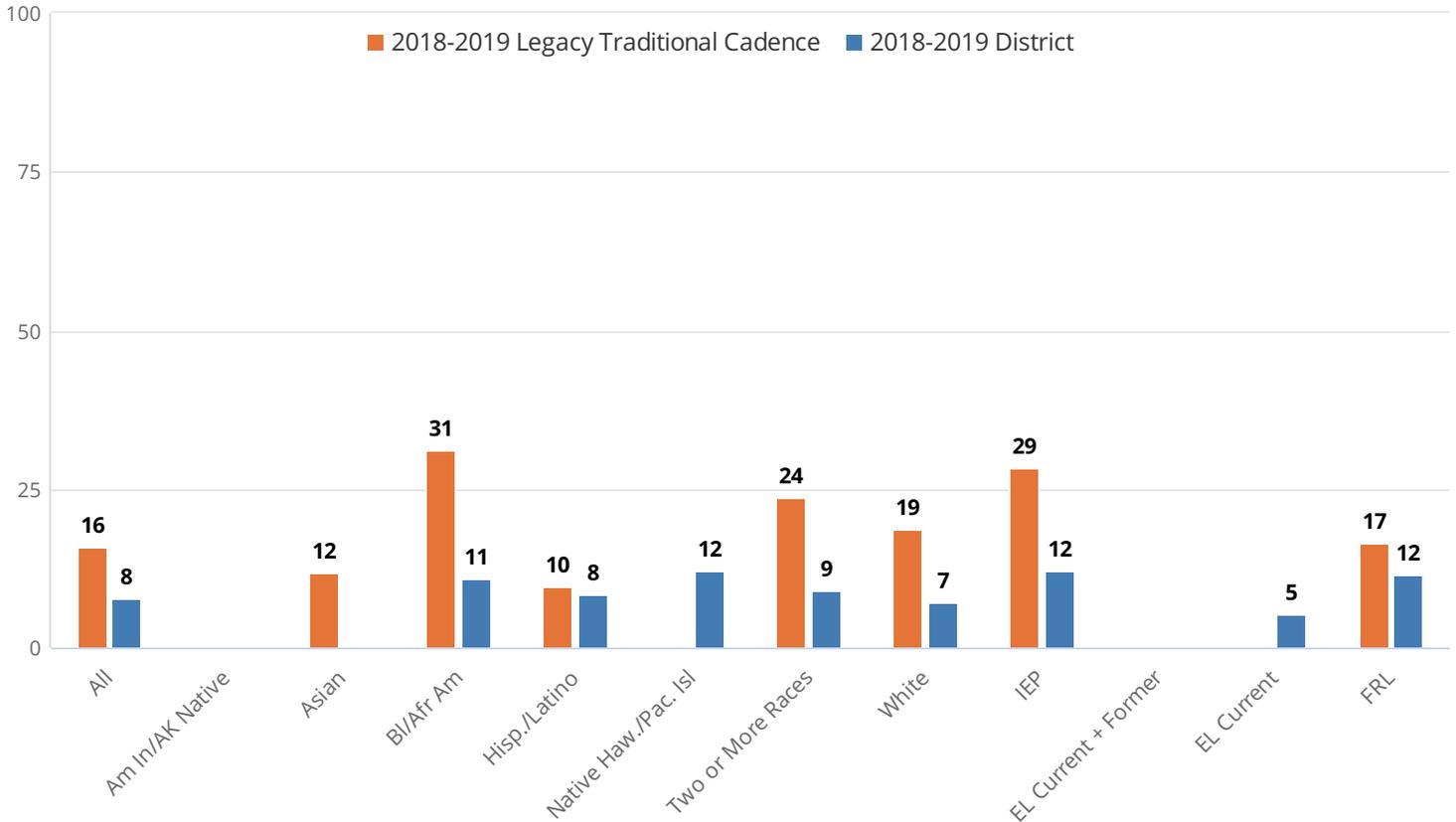
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.0	7.9		
American Indian/Alaska Native	-	<5		
Asian	11.7	<5		
Black/African American	31.2	11.0		
Hispanic/Latino	9.6	8.4		
Pacific Islander	-	12.0		
Two or More Races	23.8	8.9		
White/Caucasian	18.6	7.2		
Special Education	28.5	12.2		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	5.3		
Economically Disadvantaged	16.6	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

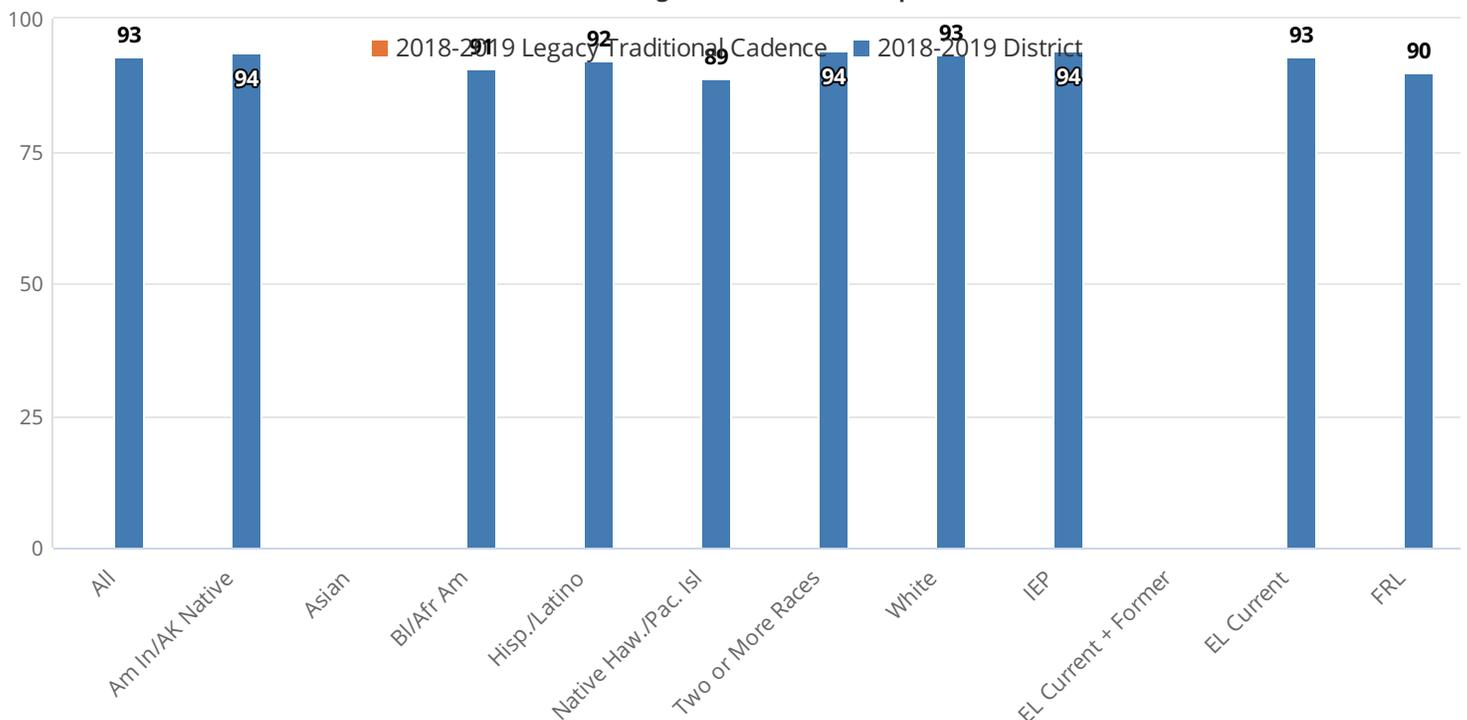
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	87.5	>95		
Hispanic/Latino	93.9	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	84.3	>95		
Economically Disadvantaged	94.5	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

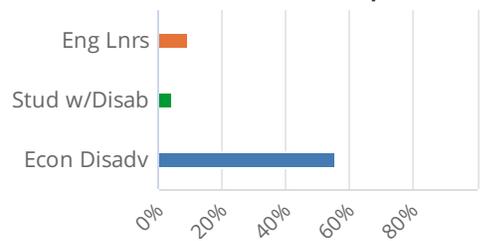
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8		
American Indian/Alaska Native	-	93.7		
Asian	-	>95		
Black/African American	-	90.5		
Hispanic/Latino	-	92.2		
Pacific Islander	-	88.6		
Two or More Races	-	93.8		
White/Caucasian	>95	93.2		
Special Education	-	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	92.8		
Economically Disadvantaged	>95	89.7		

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School:</i> 5024 Valley Dr <i>Address:</i> North Las Vegas, NV 89031</p>	 <p>NR 34.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Warning</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 17.4% White 21.3% BI/Afr Am 42.5% Hisp/Latino 3.4% Asian 0.2% Am Ind/AK Nat 1.7% Pac Isl 13.2% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>46.5 ★★</td> </tr> <tr> <td>2019-2020</td> <td>46.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	46.5 ★★	2019-2020	46.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2020-2021	46.5 ★★							
2019-2020	46.5 ★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

Academic Achievement Indicator 5/25

Measure	School Rate	District Rate
Pooled Proficiency	32.6	49.2
Math Proficiency	29.0	49.2
ELA Proficiency	40.4	55.4
Science Proficiency	19.4	30.4
Read-by-Grade-3 Proficiency	35.5	51.8

Growth Indicator 15.5/35

Measure	School Median	District Median
Math MGP	44.0	52.0
ELA MGP	44.0	53.0
	School Rate	District Rate
Met Math AGP Target	36.7	53.1
Met ELA AGP Target	47.9	61.2

English Language Proficiency Indicator 1/10

Measure	School Rate	District Rate
Met EL AGP Target	30.6	38.4

Closing Opportunity Gaps Indicator 13/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	32.3	40.9
Prior Non-Proficient Met ELA AGP Target	45.3	52.2

Student Engagement Indicator 0/10

Measure	School Rate	District Rate
Chronic Absenteeism	37.5	21.7
Climate Survey Participation	80.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

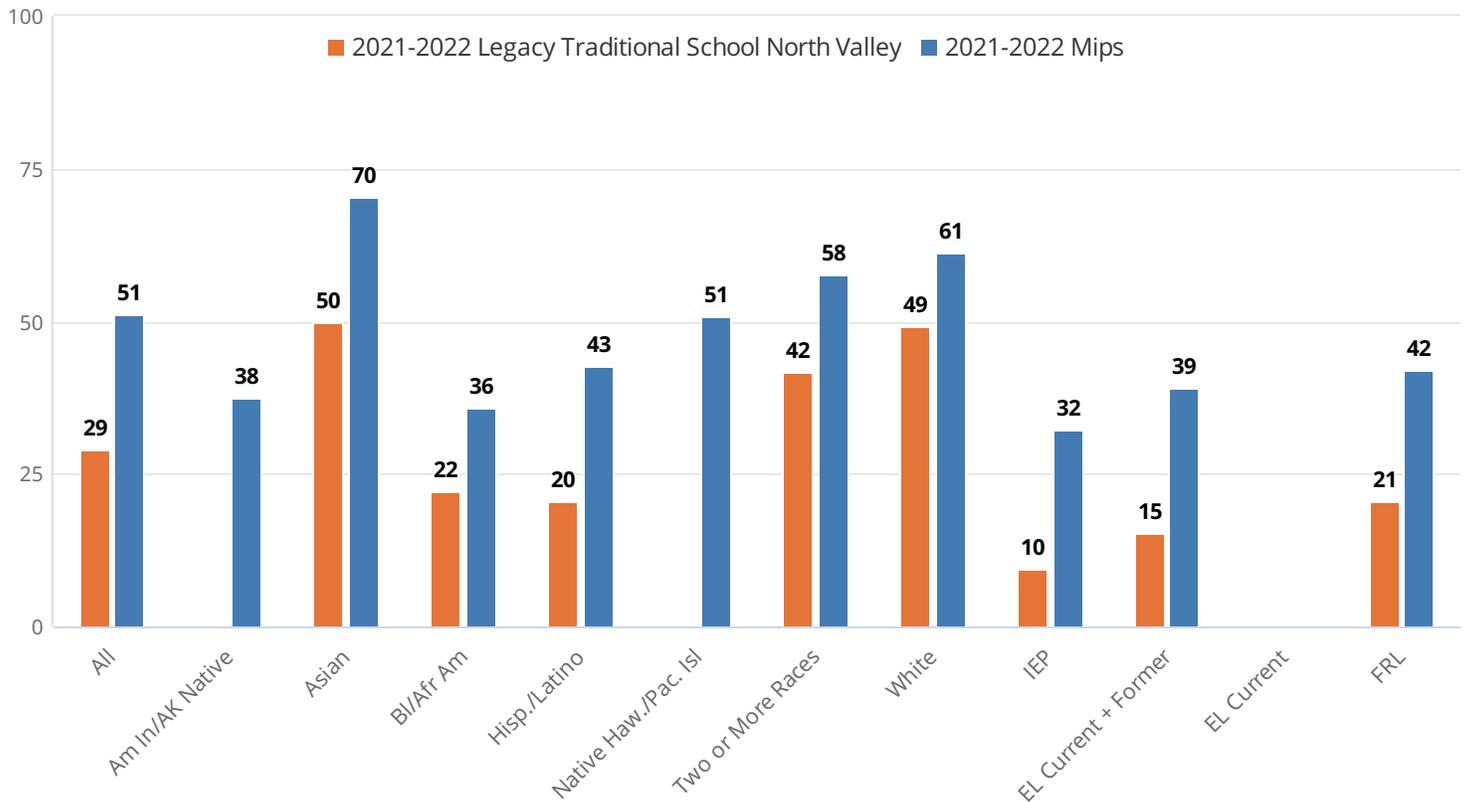
Pooled Proficiency Points Earned: 3/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	32.6	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	29.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	50.0	72.8	70.4			
Black/African American	22.3	30.3	35.7			
Hispanic/Latino	20.4	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	41.7	55.6	57.5			
White/Caucasian	49.3	60.7	61.3			
Special Education	9.5	26.3	32.1			
English Learners Current + Former	15.2	34.9	39			
English Learners Current	<5	25.5				
Economically Disadvantaged	20.5	35.6	42			

Math Assessments
% Proficient



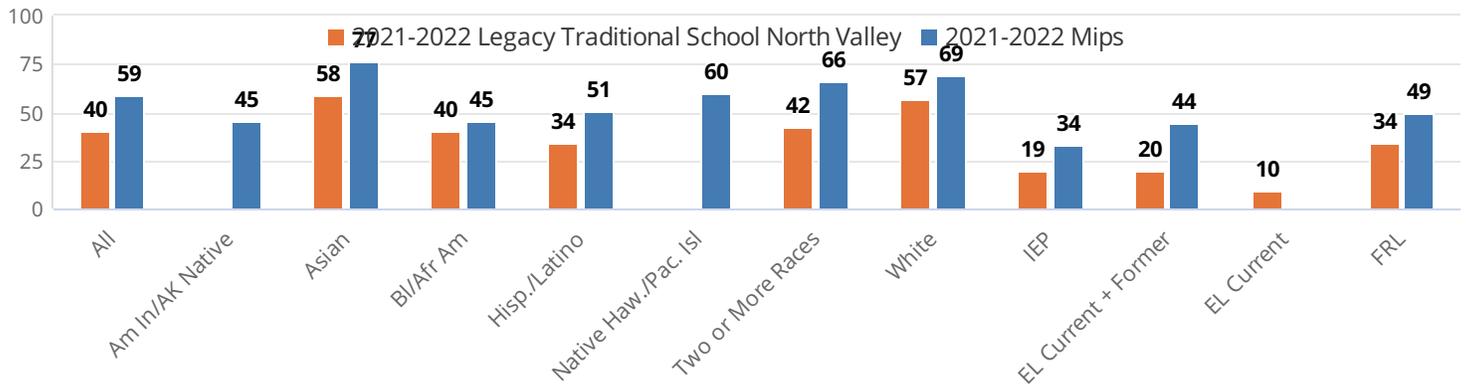


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	40.4	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	58.3	74.9	76.7			
Black/African American	39.7	39.8	45.4			
Hispanic/Latino	33.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	42.1	61.5	66.2			
White/Caucasian	56.5	65.5	69			
Special Education	19.1	25.5	33.5			
English Learners Current + Former	19.8	37.4	44.4			
English Learners Current	9.5	24.4				
Economically Disadvantaged	34.0	42.8	49.4			

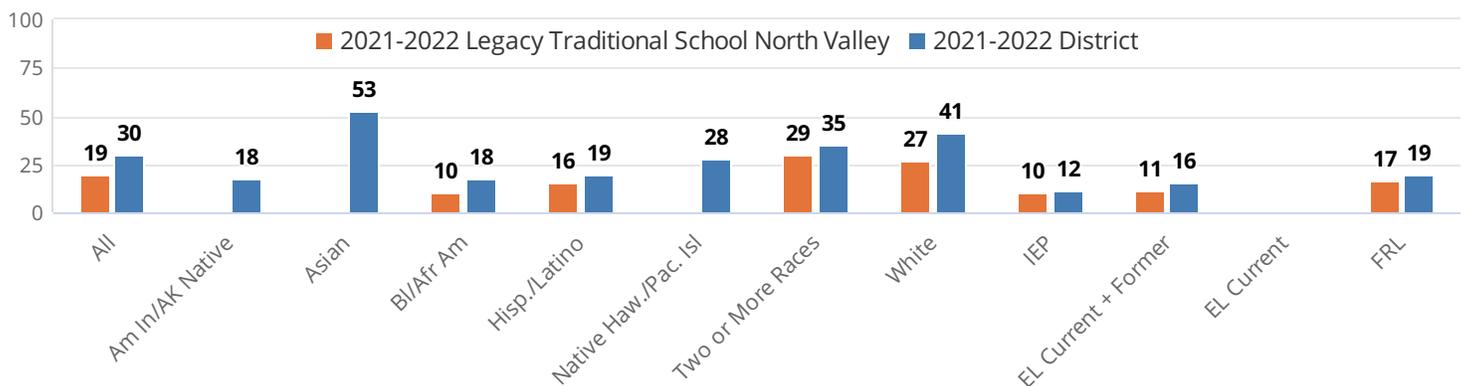
ELA Assessments
% Proficient



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	19.4	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	10.0	17.6		
Hispanic/Latino	15.7	19.2		
Pacific Islander	-	28.3		
Two or More Races	29.4	34.9		
White/Caucasian	26.9	40.8		
Special Education	10.0	11.6		
English Learners Current + Former	11.1	15.8		
English Learners Current	<5	<5		
Economically Disadvantaged	16.6	19.4		

Science Assessments
% Proficient





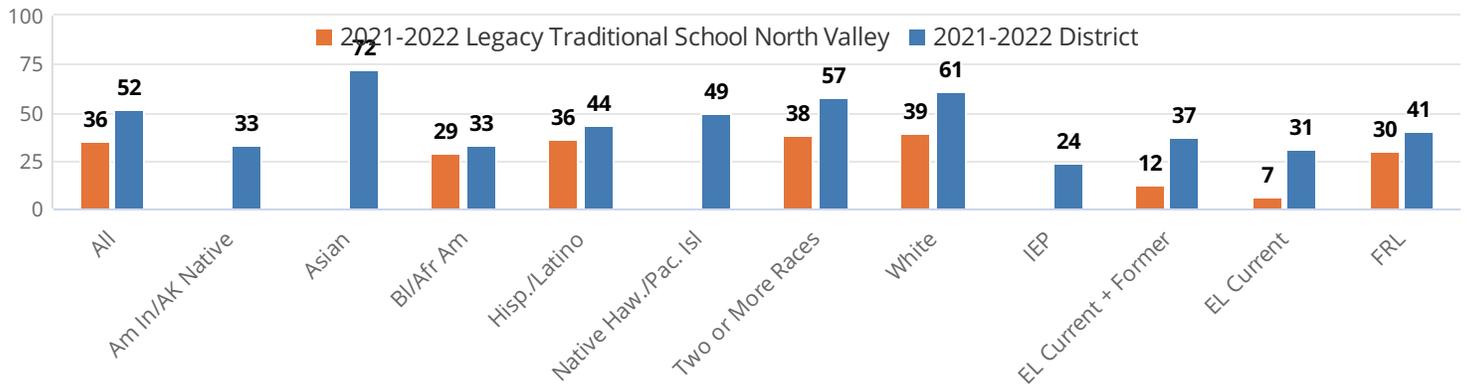
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.5	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	28.5	33.0		
Hispanic/Latino	35.9	43.5		
Pacific Islander	-	49.2		
Two or More Races	38.0	57.4		
White/Caucasian	39.1	60.8		
Special Education	-	23.7		
English Learners Current + Former	12.0	37.1		
English Learners Current	6.6	30.7		
Economically Disadvantaged	30.4	40.5		

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	94.9%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	91.3%	91.3%		
English Learners Current + Former	N/A	N/A		
English Learners Current	93.4%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	44.0	52.0	44.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	46.0	49.0	57.5	53.0				
Hispanic/Latino	41.5	49.0	37.5	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	44.0	54.5	36.0	53.0				
White/Caucasian	33.5	55.0	45.5	55.0				
Special Education	22.0	46.0	19.0	43.0				
English Learners Current + Former	40.0	47.0	50.0	49.0				
English Learners Current	31.5	44.0	40.0	44.0				
Economically Disadvantaged	45.0	49.0	42.5	49.0				

AGP Growth Data

Math AGP Points Earned: 4/7.5

ELA AGP Points Earned: 3.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	36.7	53.1	47.9	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	38.0	41.8	63.4	55.8				
Hispanic/Latino	32.3	45.0	40.1	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	41.3	59.6	43.7	62.7				
White/Caucasian	40.9	59.6	54.3	65.1				
Special Education	8.3	35.9	<5	41.3				
English Learners Current + Former	28.2	41.2	51.2	52.0				
English Learners Current	15.3	32.5	36.0	43.1				
Economically Disadvantaged	36.0	43.7	43.3	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



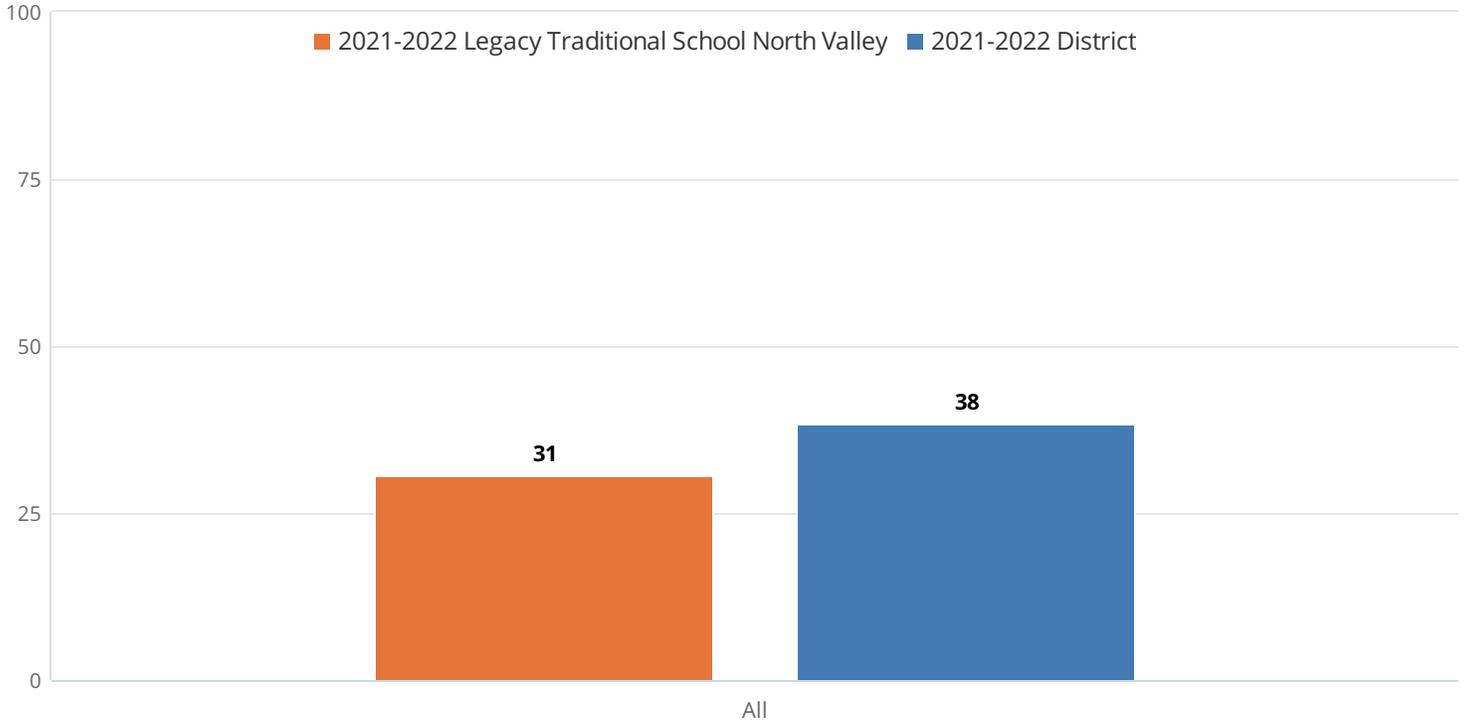
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	62	30.6	38.4			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 7/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	32.3	40.9	45.3	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	31.5	36.1	71.8	49.4				
Hispanic/Latino	31.8	36.3	40.8	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	20.0	44.5	27.7	55.0				
White/Caucasian	44.0	47.9	47.8	55.2				
Special Education	8.3	27.6	<5	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	13.0	27.6	36.3	41.7				
Economically Disadvantaged	33.9	35.5	40.2	47.6				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

0/10

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

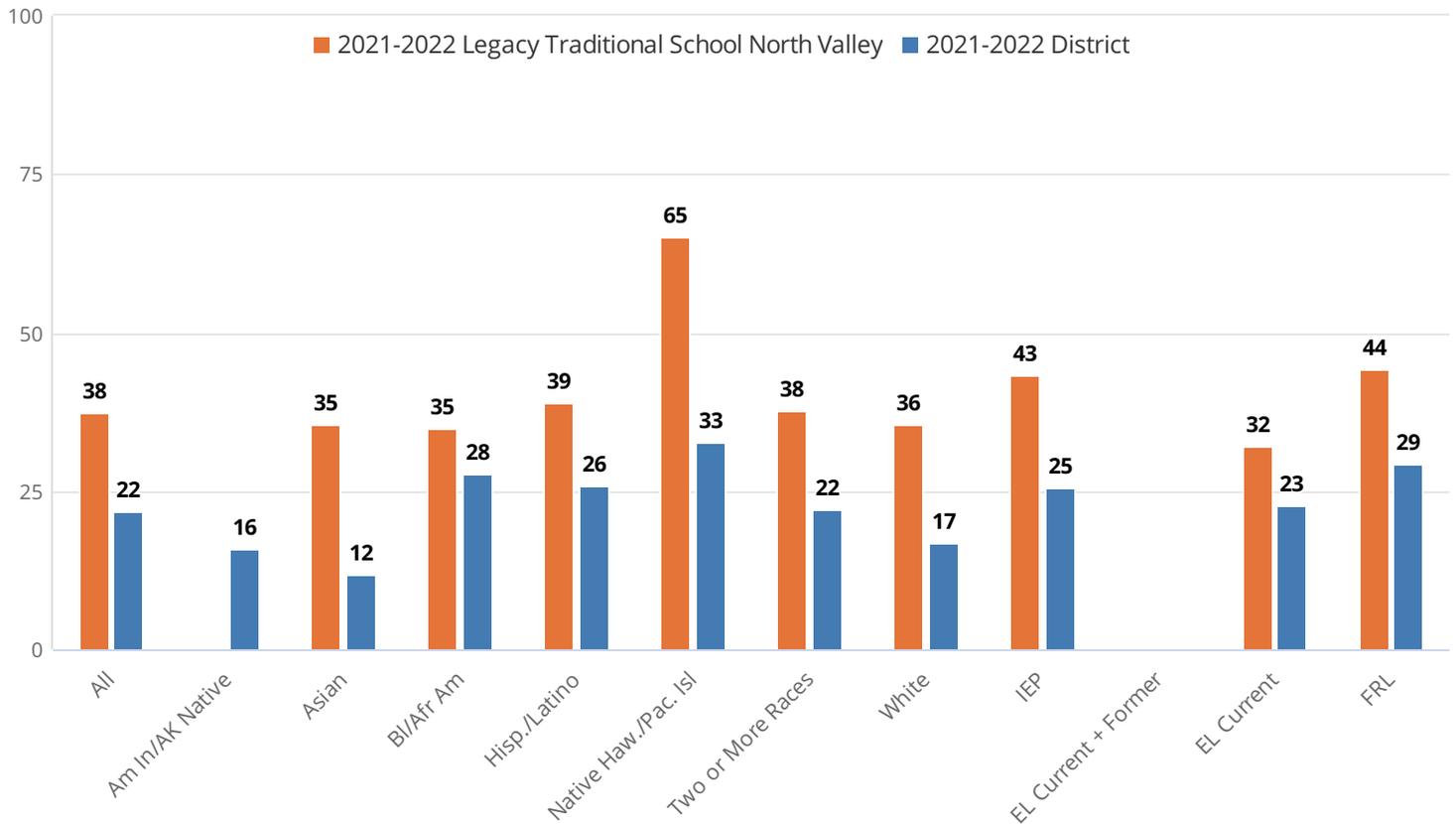
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	37.5	21.7		
American Indian/Alaska Native	-	15.8		
Asian	35.4	11.9		
Black/African American	34.8	27.6		
Hispanic/Latino	38.9	25.8		
Pacific Islander	65.0	32.8		
Two or More Races	37.6	22.2		
White/Caucasian	35.5	16.9		
Special Education	43.3	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	32.2	22.6		
Economically Disadvantaged	44.3	29.3		

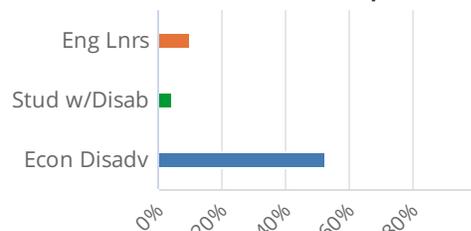
Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School:</i> 5024 Valley Dr <i>Address:</i> North Las Vegas, NV 89031</p>	 34.0 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 17.0% White 22.1% BI/Afr Am 44.0% Hisp/Latino 3.8% Asian 0.2% Am Ind/AK Nat 1.7% Pac Isl 10.9% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>34.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>46.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	34.5 NR	2020-2021	46.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	34.5 NR							
2020-2021	46.5 ★★							

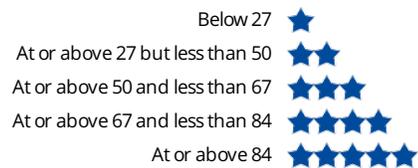
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	30.0	50.0
Math Proficiency	28.4	52.0
ELA Proficiency	37.9	54.6
Science Proficiency	12.1	29.8
Read-by-Grade-3 Proficiency	28.2	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	49.0	55.0
ELA MGP	53.0	55.0
	School Rate	District Rate
Met Math AGP Target	32.1	50.8
Met ELA AGP Target	46.1	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	36.1	41.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.3	31.9
Prior Non-Proficient Met ELA AGP Target	37.3	37.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	26.3	22.9
Climate Survey Participation	73.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

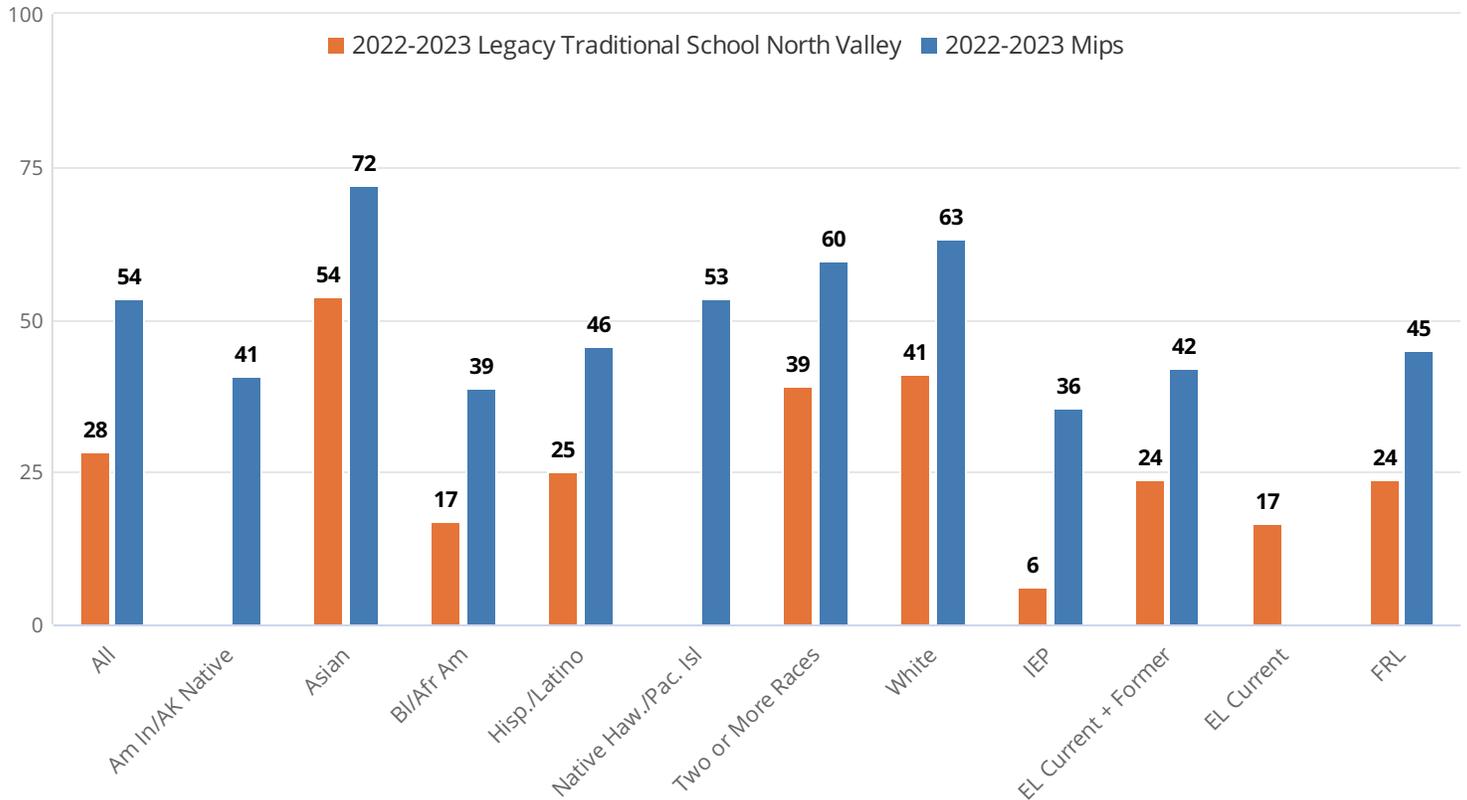
Pooled Proficiency Points Earned: 3/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.0	50.0	32.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	28.4	52.0	53.5	29.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	53.8	74.5	71.9	50.0	72.8	70.4
Black/African American	16.8	31.4	38.9	22.3	30.3	35.7
Hispanic/Latino	25.2	42.2	45.5	20.4	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	39.2	57.8	59.6	41.7	55.6	57.5
White/Caucasian	41.0	63.7	63.3	49.3	60.7	61.3
Special Education	6.2	29.1	35.5	9.5	26.3	32.1
English Learners Current + Former	23.8	38.1	42	15.2	34.9	39
English Learners Current	16.6	27.6		<5	25.5	
Economically Disadvantaged	23.8	39.0	44.9	20.5	35.6	42

Math Assessments
% Proficient



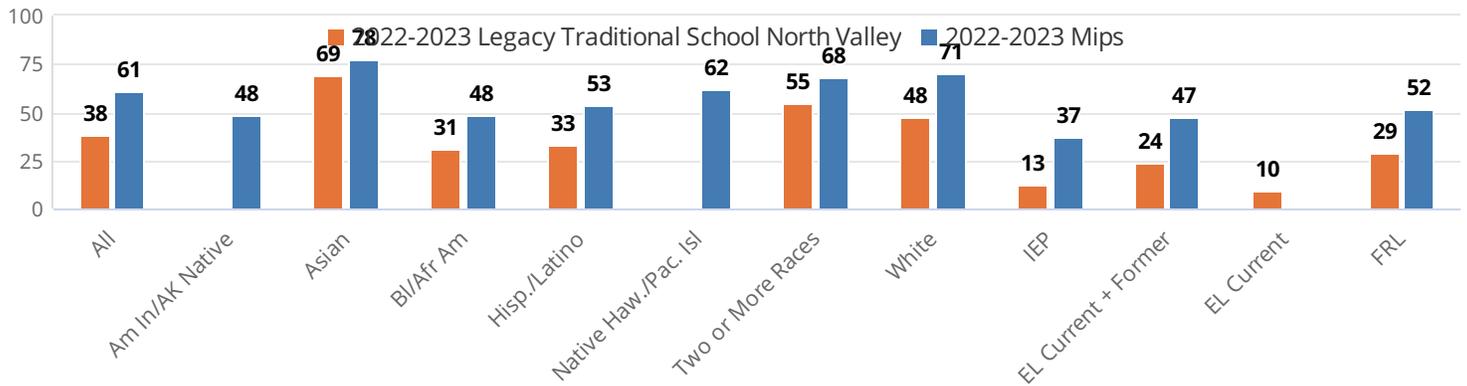


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.9	54.6	61.2	40.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	69.2	74.1	77.8	58.3	74.9	76.7
Black/African American	30.6	37.5	48.2	39.7	39.8	45.4
Hispanic/Latino	32.6	45.9	53.2	33.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	54.9	60.7	67.9	42.1	61.5	66.2
White/Caucasian	47.9	64.4	70.6	56.5	65.5	69
Special Education	12.5	27.4	36.8	19.1	25.5	33.5
English Learners Current + Former	23.8	37.6	47.2	19.8	37.4	44.4
English Learners Current	9.5	24.1		9.5	24.4	
Economically Disadvantaged	29.1	42.0	51.9	34.0	42.8	49.4

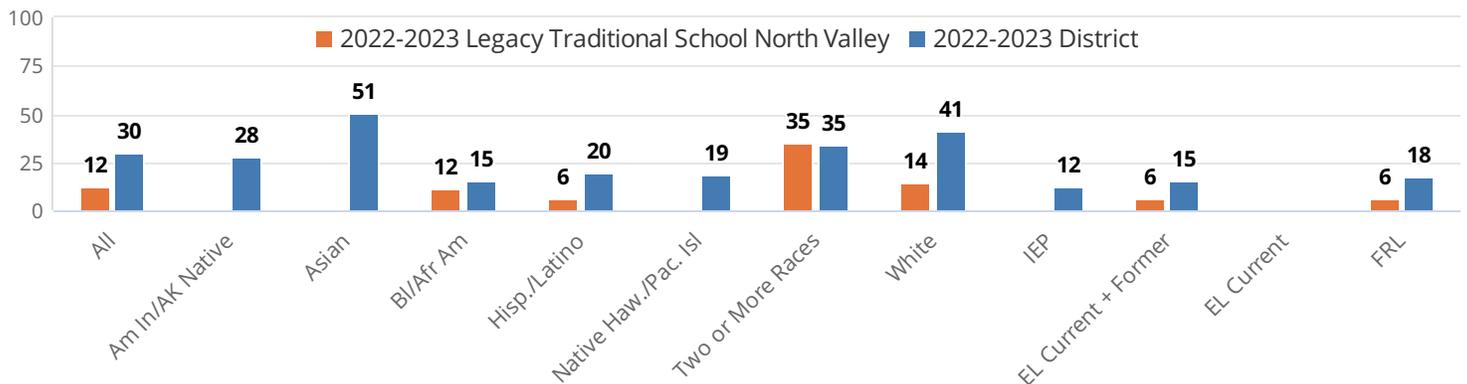
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	12.1	29.8	19.4	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	-	51.0	-	52.9
Black/African American	11.7	15.3	10.0	17.6
Hispanic/Latino	6.1	19.5	15.7	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	35.2	34.5	29.4	34.9
White/Caucasian	14.2	40.9	26.9	40.8
Special Education	-	12.2	10.0	11.6
English Learners Current + Former	5.8	15.1	11.1	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	6.1	17.6	16.6	19.4

Science Assessments
% Proficient





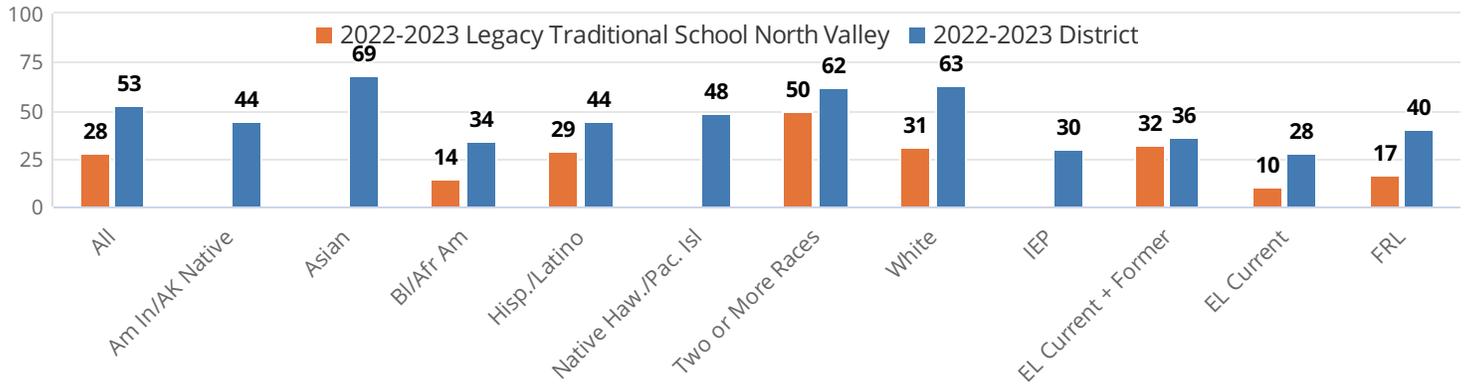
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	28.2	52.6	35.5	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	-	68.5	-	71.7
Black/African American	14.2	33.9	28.5	33.0
Hispanic/Latino	29.2	44.2	35.9	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	50.0	62.3	38.0	57.4
White/Caucasian	30.7	62.5	39.1	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	31.5	36.1	12.0	37.1
English Learners Current	10.0	27.6	6.6	30.7
Economically Disadvantaged	16.8	40.3	30.4	40.5

**Read by Grade 3
% Proficient**





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	94.9%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	91.3%	91.3%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	93.4%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10

ELA MGP Points Earned: 6/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	49.0	55.0	53.0	55.0	44.0	52.0	44.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	52.5	61.0	69.5	61.0	-	60.0	-	59.0
Black/African American	47.0	52.0	46.0	50.0	46.0	49.0	57.5	53.0
Hispanic/Latino	49.0	54.0	53.0	53.0	41.5	49.0	37.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	47.0	54.0	57.0	55.0	44.0	54.5	36.0	53.0
White/Caucasian	52.0	56.0	54.0	57.0	33.5	55.0	45.5	55.0
Special Education	-	49.0	-	51.0	22.0	46.0	19.0	43.0
English Learners Current + Former	45.0	55.0	49.5	54.0	40.0	47.0	50.0	49.0
English Learners Current	47.0	54.0	44.0	53.0	31.5	44.0	40.0	44.0
Economically Disadvantaged	48.5	54.0	52.5	53.0	45.0	49.0	42.5	49.0

AGP Growth Data

Math AGP Points Earned: 3/7.5

ELA AGP Points Earned: 3/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	32.1	50.8	46.1	52.9	36.7	53.1	47.9	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	40.0	66.5	70.0	67.6	-	68.8	-	73.9
Black/African American	22.9	38.1	42.8	42.1	38.0	41.8	63.4	55.8
Hispanic/Latino	31.4	43.8	39.8	46.9	32.3	45.0	40.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	38.8	52.0	67.5	56.1	41.3	59.6	43.7	62.7
White/Caucasian	43.5	58.8	46.3	58.9	40.9	59.6	54.3	65.1
Special Education	-	32.3	-	34.0	8.3	35.9	<5	41.3
English Learners Current + Former	18.4	41.8	35.0	43.1	28.2	41.2	51.2	52.0
English Learners Current	17.2	33.5	24.1	33.8	15.3	32.5	36.0	43.1
Economically Disadvantaged	28.3	43.0	43.4	45.2	36.0	43.7	43.3	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



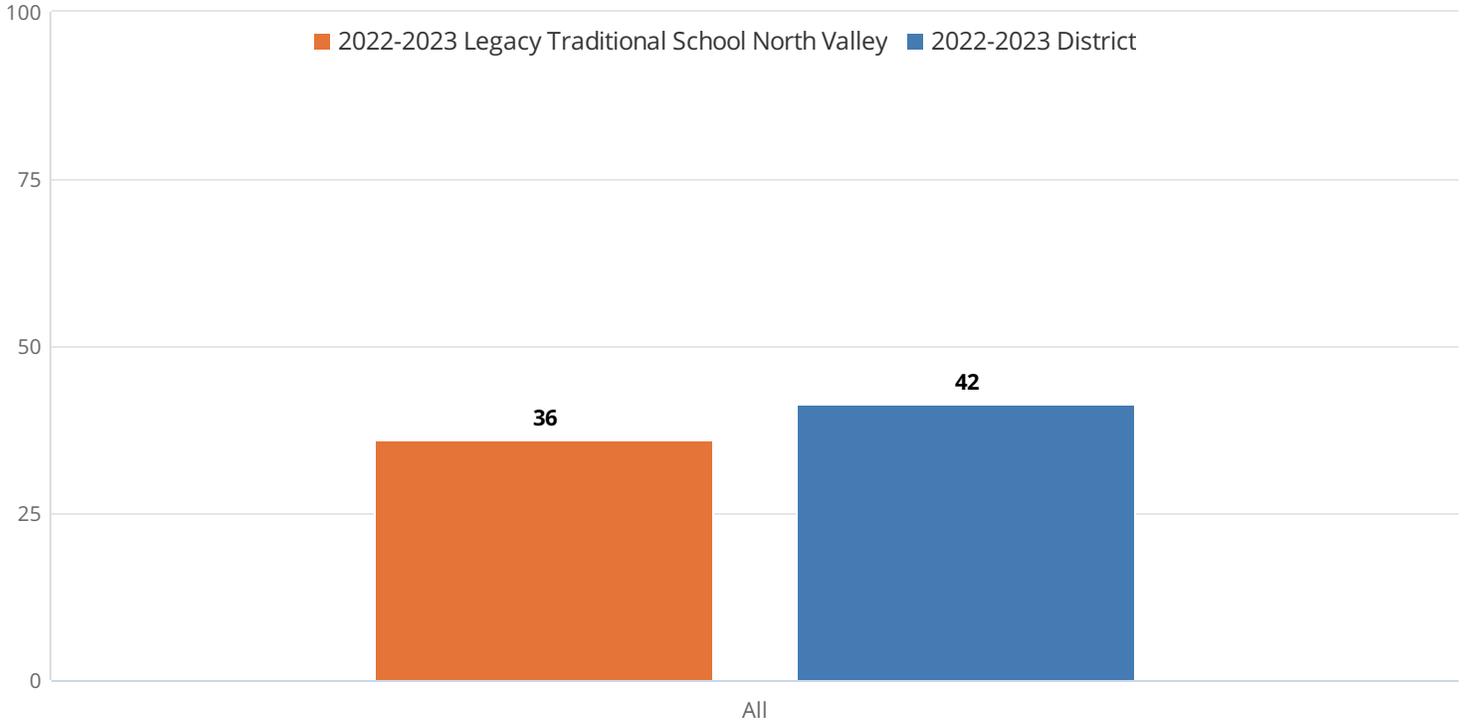
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 3/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	72	36.1	41.5	62	30.6	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 3/10 ELA AGP Points Earned: 5/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	21.3	31.9	37.3	37.1	32.3	40.9	45.3	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	14.8	25.9	38.4	29.9	31.5	36.1	71.8	49.4
Hispanic/Latino	23.4	29.9	33.7	34.4	31.8	36.3	40.8	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	15.7	31.3	42.1	40.3	20.0	44.5	27.7	55.0
White/Caucasian	38.8	37.8	42.1	42.6	44.0	47.9	47.8	55.2
Special Education	-	20.8	-	25.2	8.3	27.6	<5	35.9
English Learners Current + Former	12.9	27.5	29.4	31.6	N/A	N/A	N/A	N/A
English Learners Current	14.2	25.4	25.0	30.3	13.0	27.6	36.3	41.7
Economically Disadvantaged	20.0	28.7	36.0	33.1	33.9	35.5	40.2	47.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

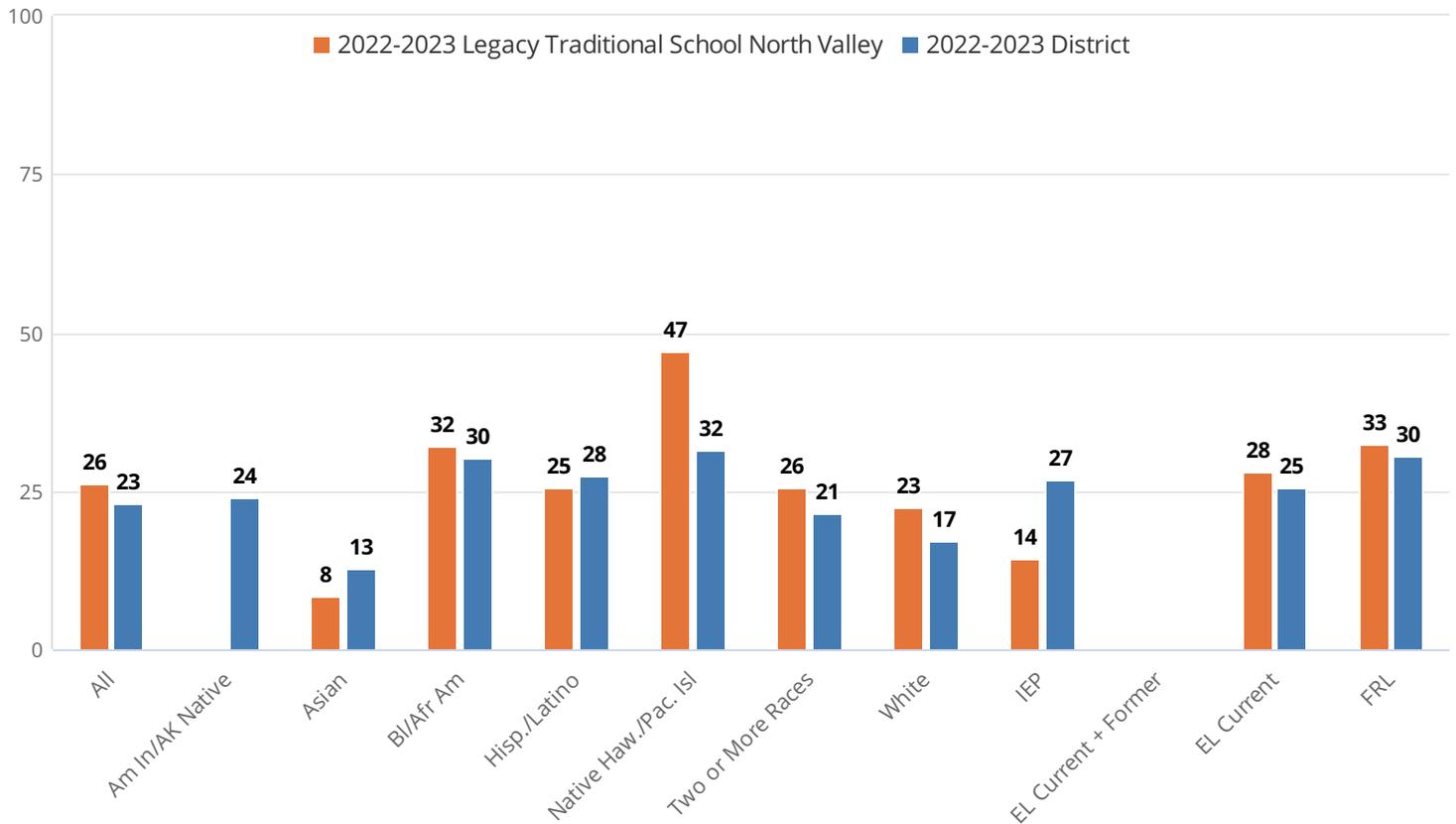
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	26.3	22.9	37.5	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	8.3	12.9	35.4	11.9
Black/African American	32.0	30.1	34.8	27.6
Hispanic/Latino	25.4	27.5	38.9	25.8
Pacific Islander	47.0	31.6	65.0	32.8
Two or More Races	25.7	21.4	37.6	22.2
White/Caucasian	22.5	17.1	35.5	16.9
Special Education	14.2	26.7	43.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	28.0	25.4	32.2	22.6
Economically Disadvantaged	32.5	30.4	44.3	29.3

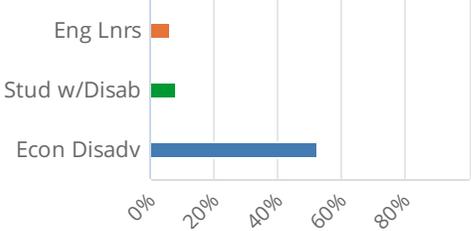
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p>School Level: Middle School Grade Levels: KG-08 District: State Public Charter School Authority School: 5024 Valley Dr Address: North Las Vegas, NV 89031</p>	 NR 51.5 Total Index Score	<p>School Type: SPCSA School Designation: No Designation 95% Assessment Participation: Met</p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 18.2% White 24.3% BI/Afr Am 43.5% Hisp/Latino 2.7% Asian 0.0% Am Ind/AK Nat 2.5% Pac Isl 8.6% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>60.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>60.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	60.0 ★★★★★	2019-2020	60.0 ★★★★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	60.0 ★★★★★							
2019-2020	60.0 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	33.1	46.6
Math Proficiency	21.9	36.5
ELA Proficiency	44.7	57.3
Science Proficiency	32.0	44.9

 **Student Growth Indicator**

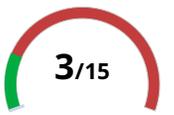
Measure	School Median	District Median
Math MGP	51.0	56.0
ELA MGP	51.0	55.0
	School Rate	District Rate
Met Math AGP Target	26.5	40.8
Met ELA AGP Target	49.5	60.4

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	22.2	21.6

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	17.7	23.5
Prior Non-Proficient Met ELA AGP Target	33.1	38.0

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	33.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	63.5	91.1
Climate Survey Participation	85.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

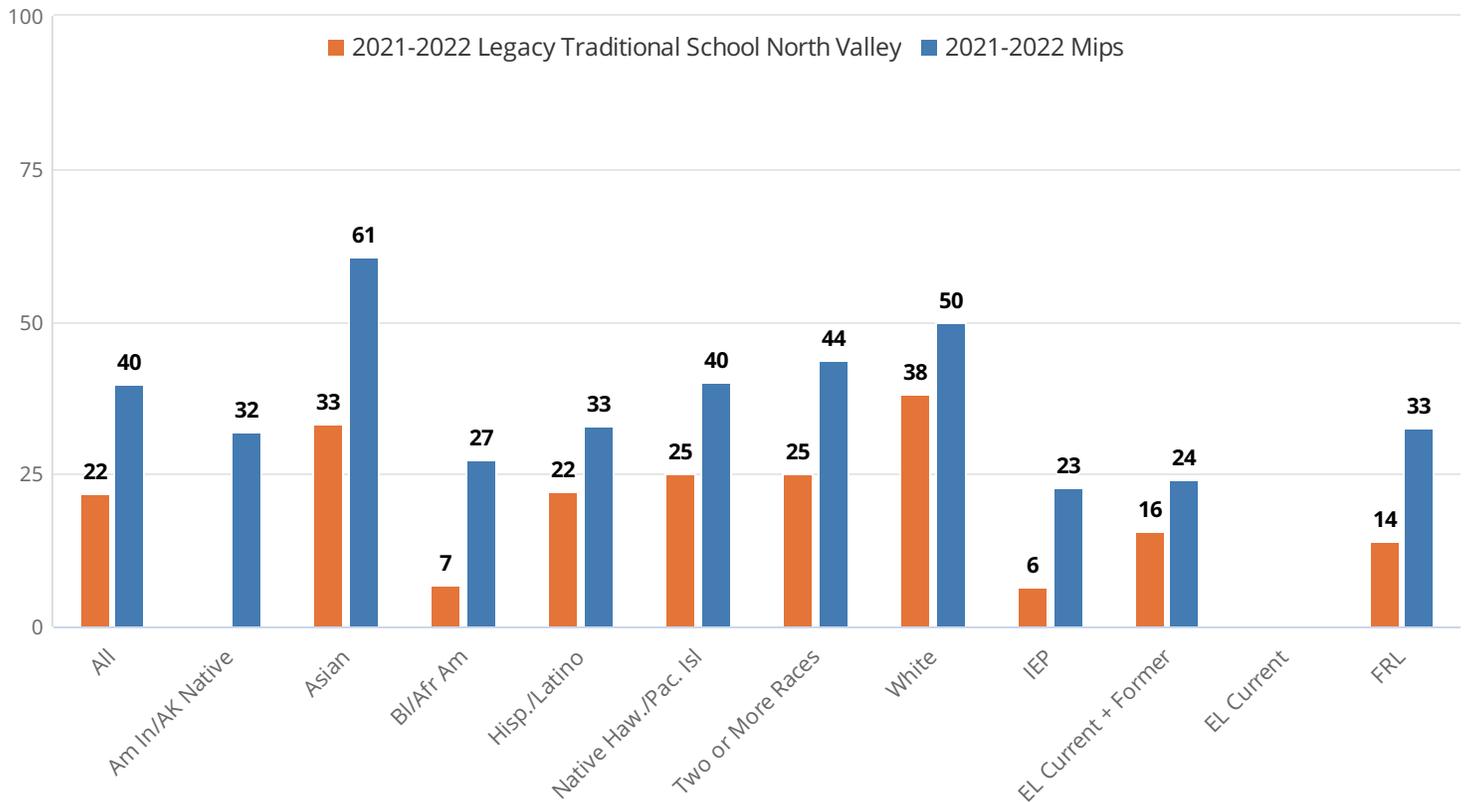
Pooled Proficiency Points Earned: 10/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	33.1	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	33.3	62.7	60.6			
Black/African American	6.9	18.2	27.3			
Hispanic/Latino	22.0	26.4	32.8			
Pacific Islander	25.0	28.3	40.1			
Two or More Races	25.0	41.8	43.6			
White/Caucasian	38.1	48.1	49.8			
Special Education	6.4	9.7	22.7			
English Learners Current + Former	15.6	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	14.0	23.9	32.7			

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

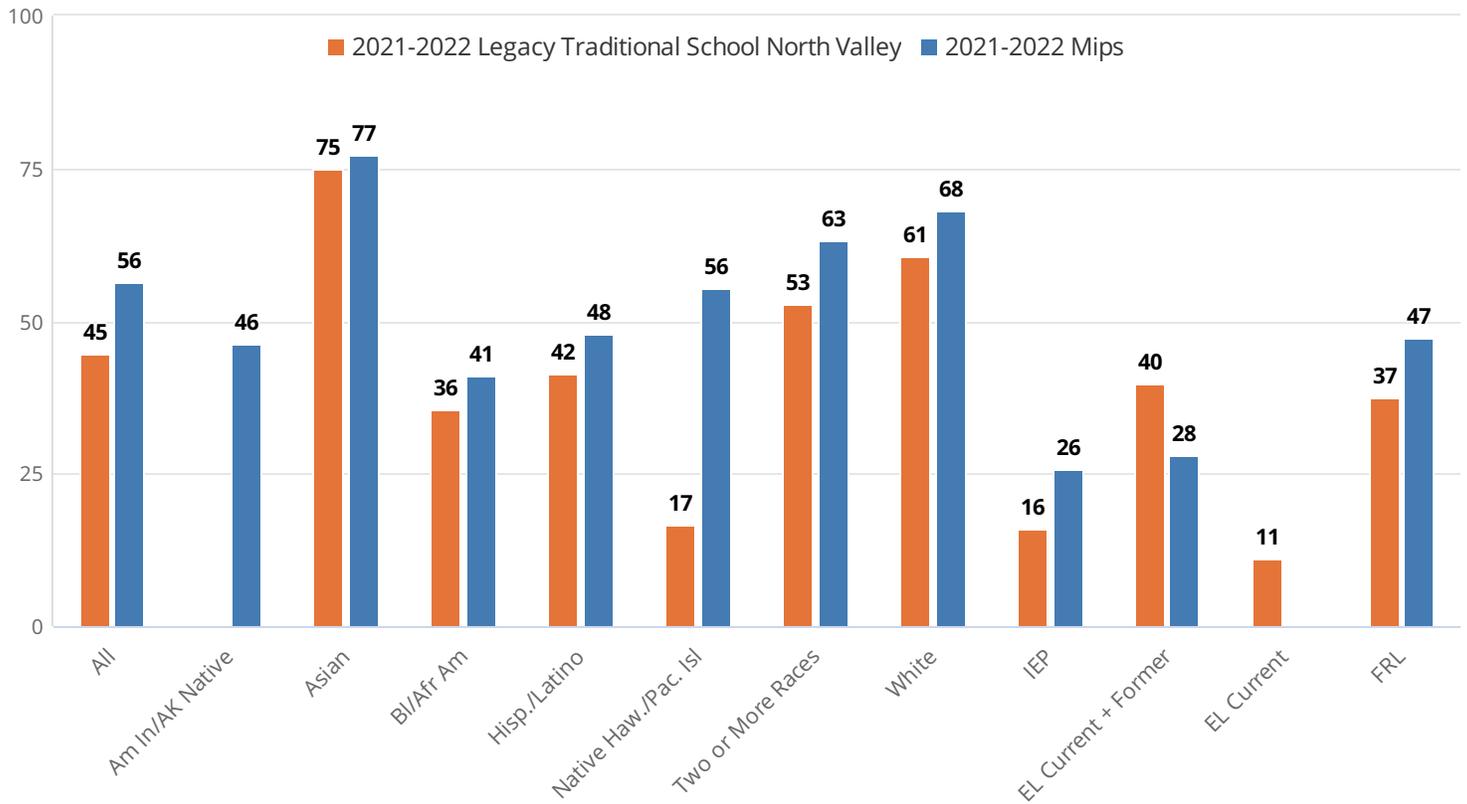


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.7	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	75.0	79.0	77.1			
Black/African American	35.6	41.1	40.9			
Hispanic/Latino	41.5	48.2	47.9			
Pacific Islander	16.6	53.3	55.5			
Two or More Races	52.7	64.6	63.2			
White/Caucasian	60.5	67.2	68			
Special Education	16.1	18.0	25.8			
English Learners Current + Former	39.8	38.8	28.1			
English Learners Current	11.1	16.7				
Economically Disadvantaged	37.3	45.9	47.1			

ELA Assessments
% Proficient



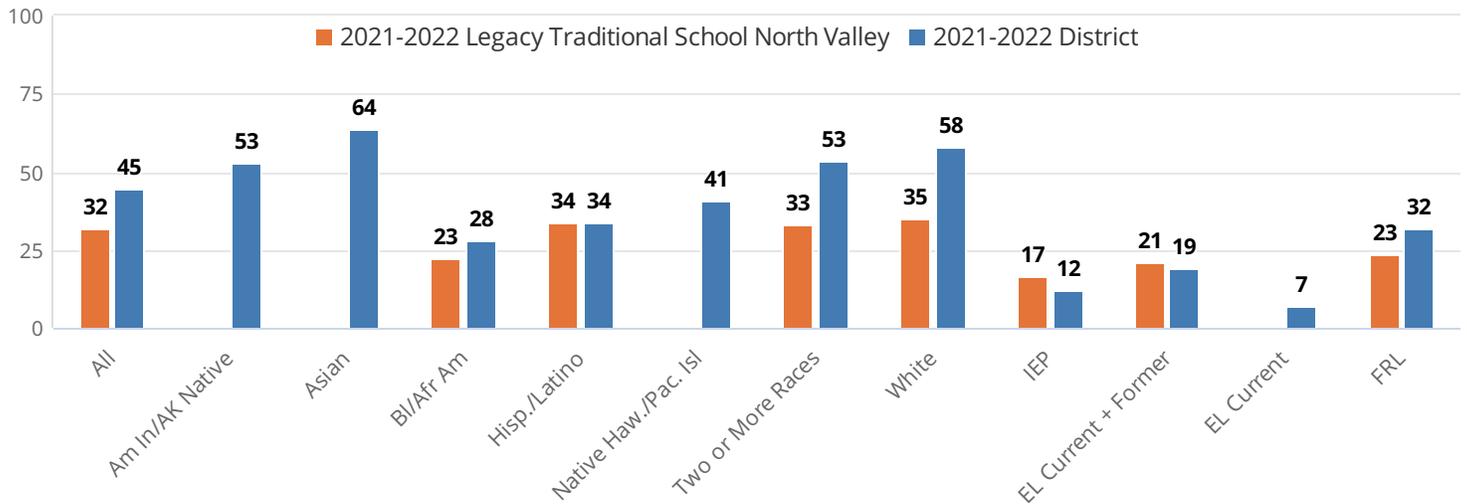


Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	32.0	44.9		
American Indian/Alaska Native	-	52.6		
Asian	-	63.9		
Black/African American	22.5	28.3		
Hispanic/Latino	33.9	33.7		
Pacific Islander	-	40.5		
Two or More Races	33.3	53.3		
White/Caucasian	35.0	57.8		
Special Education	16.6	12.0		
English Learners Current + Former	20.8	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	23.4	31.9		

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 6/10

ELA MGP Points Earned: 6/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	51.0	56.0	51.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	51.5	61.0	66.5	61.0				
Black/African American	42.0	52.0	49.0	54.0				
Hispanic/Latino	49.0	54.0	51.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	62.0	57.0	63.0	55.0				
White/Caucasian	60.0	57.0	48.0	56.0				
Special Education	47.0	44.0	53.0	43.0				
English Learners Current + Former	49.0	54.0	54.0	54.0				
English Learners Current	44.0	50.0	63.0	51.0				
Economically Disadvantaged	48.0	54.0	50.0	55.0				

AGP Growth Data

Math AGP Points Earned: 2.5/5

ELA AGP Points Earned: 3/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	26.5	40.8	49.5	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	50.0	63.7	60.0	77.2				
Black/African American	13.0	24.7	37.6	49.7				
Hispanic/Latino	25.6	31.4	49.0	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	24.2	43.8	69.6	65.6				
White/Caucasian	39.3	50.7	58.4	67.2				
Special Education	8.0	12.9	24.0	26.3				
English Learners Current + Former	22.3	25.2	45.4	45.5				
English Learners Current	8.6	12.6	29.1	28.2				
Economically Disadvantaged	19.3	29.9	43.5	51.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



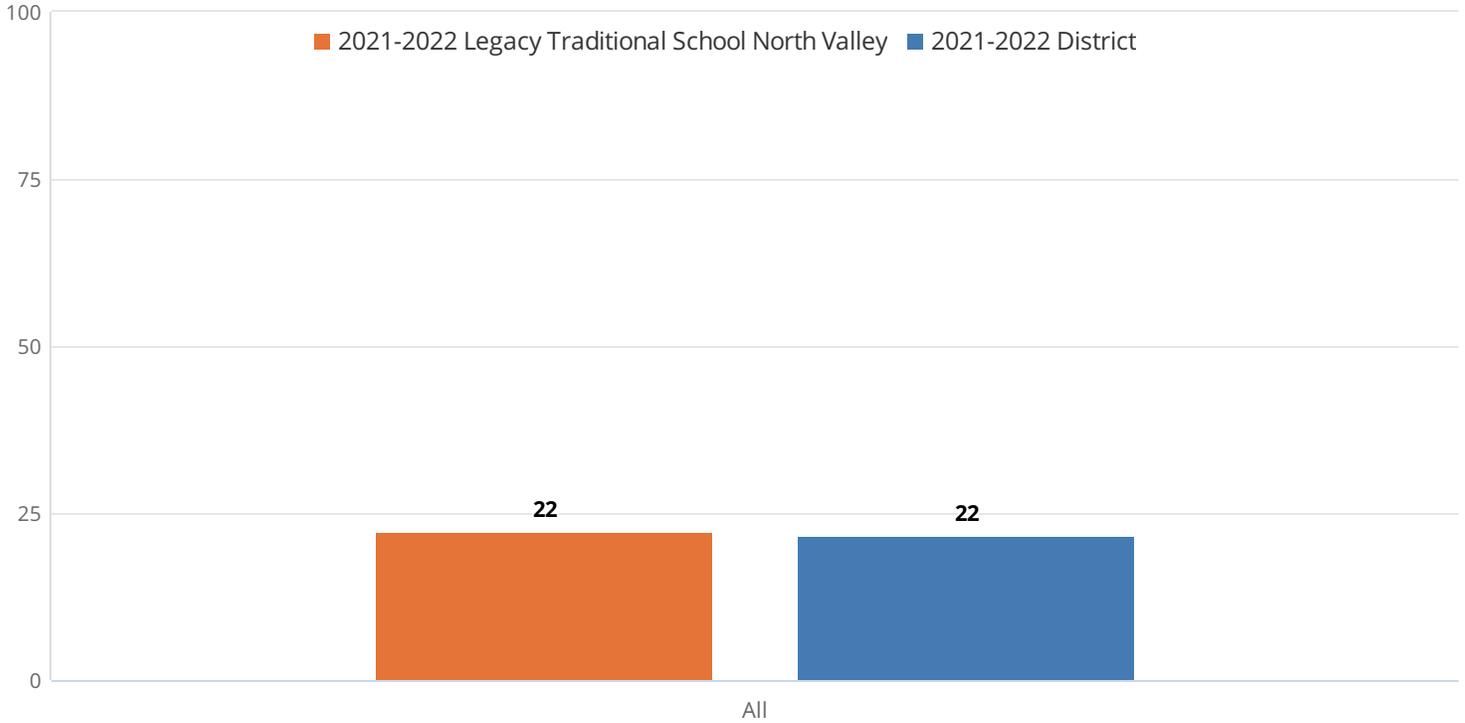
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 5/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	27	22.2	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 7/10				ELA AGP Points Earned: 9/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	17.7	23.5	33.1	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	-	38.5	-	51.3				
Black/African American	10.1	16.6	25.4	33.6				
Hispanic/Latino	16.0	20.3	36.4	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	15.3	24.1	52.9	42.9				
White/Caucasian	28.0	28.8	35.7	40.2				
Special Education	8.0	7.8	15.0	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	8.6	11.3	30.4	24.4				
Economically Disadvantaged	13.7	19.7	30.4	35.0				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

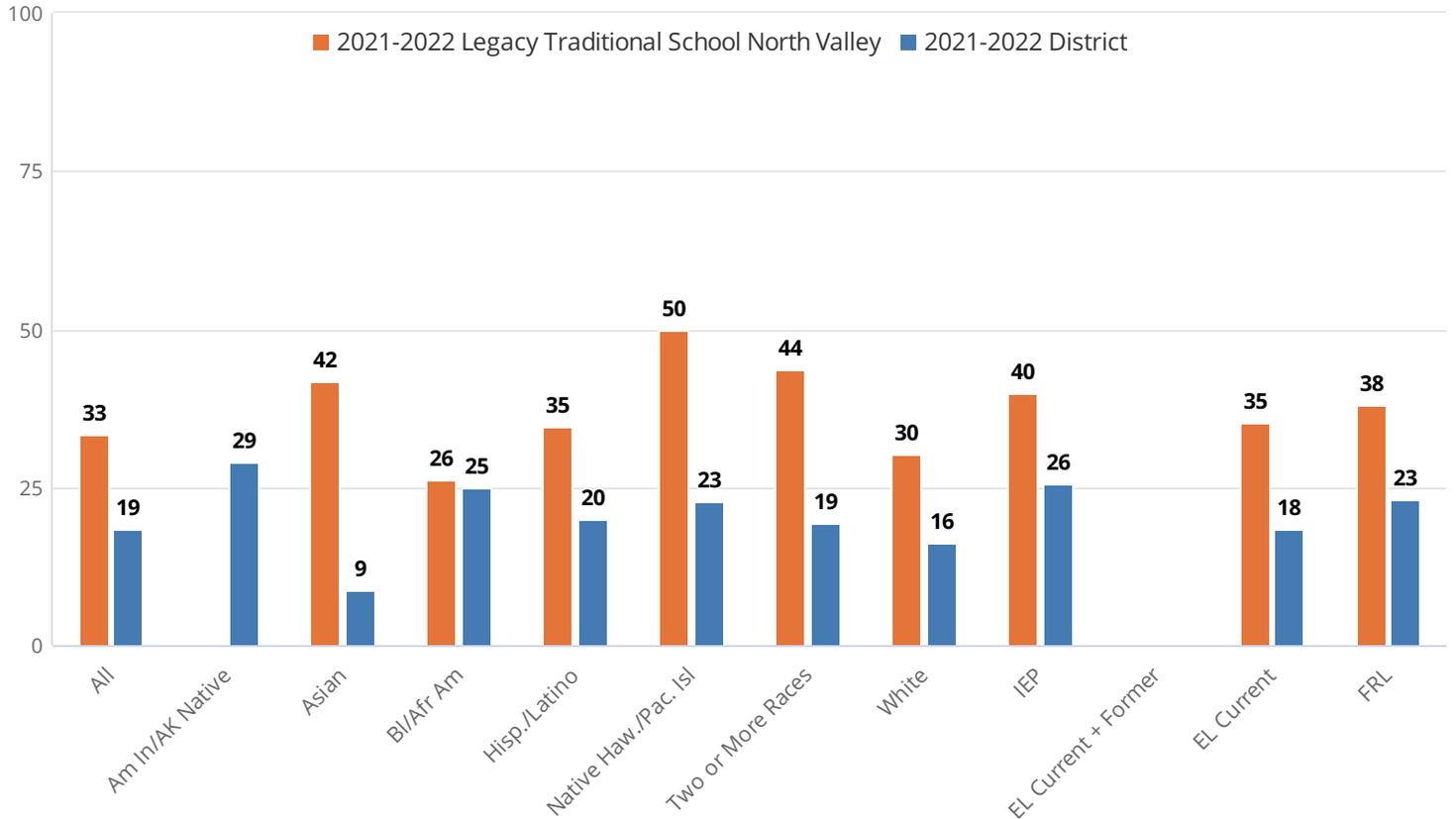
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	33.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	41.6	8.7		
Black/African American	26.2	24.9		
Hispanic/Latino	34.7	19.9		
Pacific Islander	50.0	22.7		
Two or More Races	43.5	19.4		
White/Caucasian	30.3	16.1		
Special Education	40.0	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	35.2	18.3		
Economically Disadvantaged	38.1	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 1/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	63.5	91.1		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	52.9	85.9		
Hispanic/Latino	61.4	90.3		
Pacific Islander	-	93.3		
Two or More Races	91.6	89.2		
White/Caucasian	80.0	93.3		
Special Education	42.8	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	70.0	88.7		
Economically Disadvantaged	54.4	89.5		

% of Students Meeting 8th Grade Credit Requirements

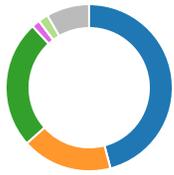


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
 Grade Levels: KG-08
 District: State Public Charter School Authority
 School: 5024 Valley Dr
 Address: North Las Vegas, NV 89031



School Type: SPCSA
 School Designation: No Designation
 95% Assessment Participation: Met



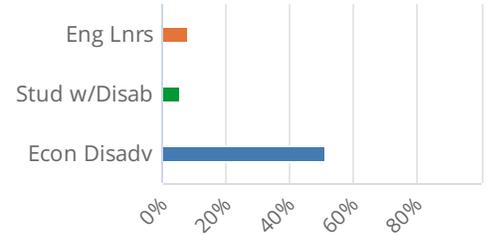
Student Race/Ethnicity

17.5%	White
24.7%	Bl/Afr Am
45.8%	Hisp/Latino
1.6%	Asian
0.0%	Am Ind/AK Nat
1.9%	Pac Isl
8.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	51.5 NR
2020-2021	60.0 ★★ ★

Additional Student Groups



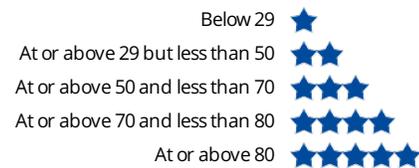
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	33.1	45.7
Math Proficiency	22.8	38.5
ELA Proficiency	43.6	53.4
Science Proficiency	32.1	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	50.0	56.0
ELA MGP	59.0	56.0
	School Rate	District Rate
Met Math AGP Target	26.8	40.4
Met ELA AGP Target	45.0	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.1	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.4	18.0
Prior Non-Proficient Met ELA AGP Target	24.2	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	24.9	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.7	92.7
Climate Survey Participation	75.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

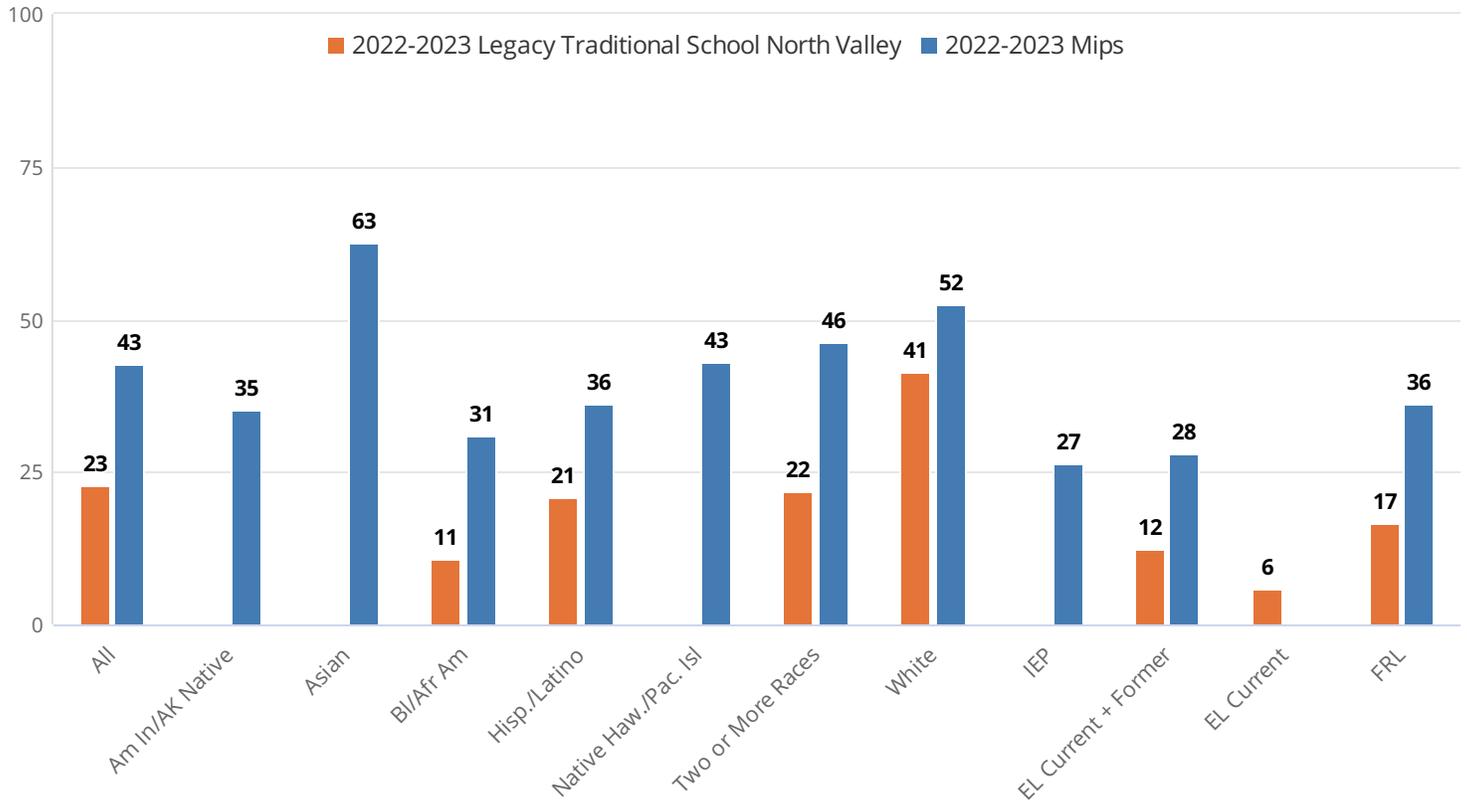
Pooled Proficiency Points Earned: 10/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	33.1	45.7	33.1	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.8	38.5	42.7	21.9	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	33.3	62.7	60.6
Black/African American	10.7	19.4	31	6.9	18.2	27.3
Hispanic/Latino	20.9	28.3	36.2	22.0	26.4	32.8
Pacific Islander	-	37.9	43.1	25.0	28.3	40.1
Two or More Races	21.8	44.5	46.4	25.0	41.8	43.6
White/Caucasian	41.4	51.4	52.3	38.1	48.1	49.8
Special Education	<5	11.5	26.5	6.4	9.7	22.7
English Learners Current + Former	12.3	21.5	28	15.6	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	16.5	24.9	36.1	14.0	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

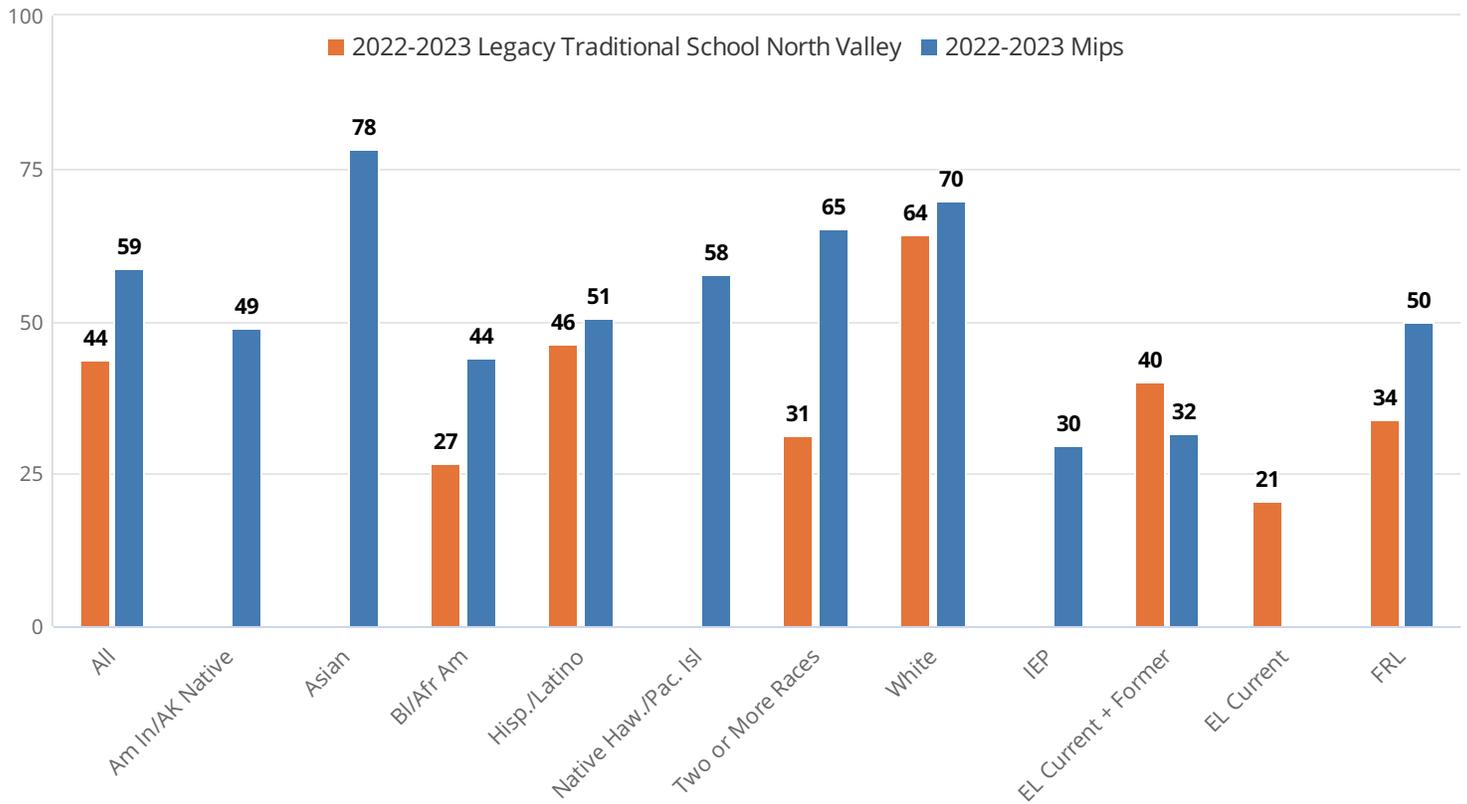


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.6	53.4	58.6	44.7	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	75.0	79.0	77.1
Black/African American	26.8	37.4	43.9	35.6	41.1	40.9
Hispanic/Latino	46.3	44.8	50.5	41.5	48.2	47.9
Pacific Islander	-	47.2	57.8	16.6	53.3	55.5
Two or More Races	31.2	60.0	65	52.7	64.6	63.2
White/Caucasian	64.2	64.0	69.6	60.5	67.2	68
Special Education	<5	17.4	29.6	16.1	18.0	25.8
English Learners Current + Former	40.0	34.0	31.7	39.8	38.8	28.1
English Learners Current	20.5	12.0		11.1	16.7	
Economically Disadvantaged	34.0	40.8	49.8	37.3	45.9	47.1

**ELA Assessments
% Proficient**



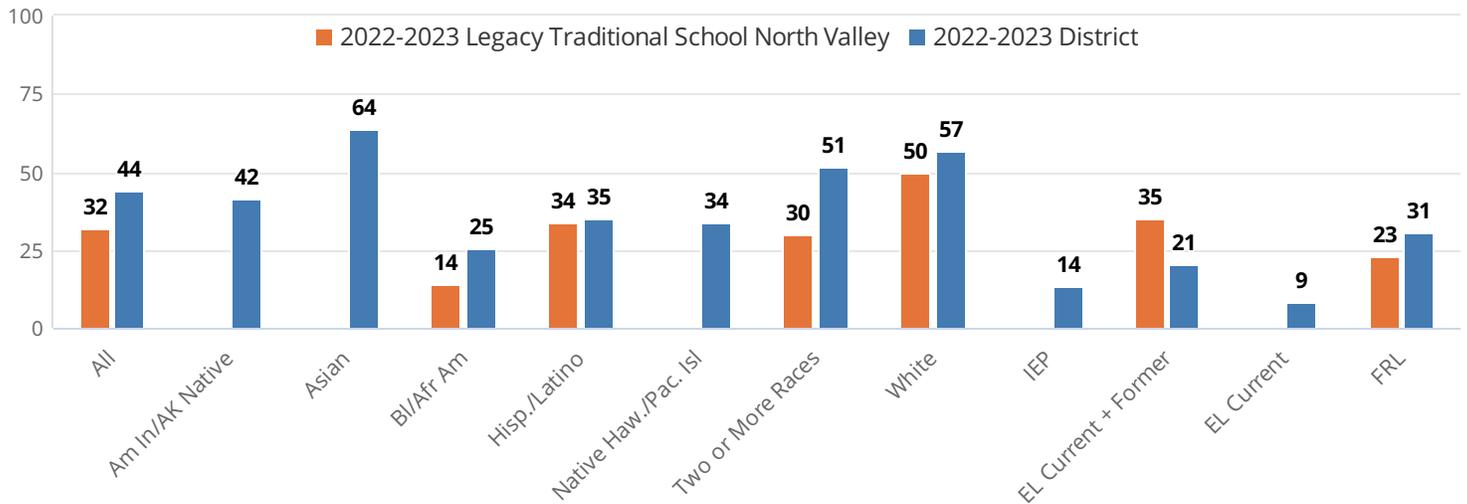


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.1	43.9	32.0	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	-	63.9
Black/African American	14.2	25.3	22.5	28.3
Hispanic/Latino	34.0	34.8	33.9	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	30.0	51.4	33.3	53.3
White/Caucasian	50.0	56.5	35.0	57.8
Special Education	-	13.6	16.6	12.0
English Learners Current + Former	35.2	20.7	20.8	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	23.0	30.8	23.4	31.9

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 5/10

ELA MGP Points Earned: 8/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	50.0	56.0	59.0	56.0	51.0	56.0	51.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	51.5	61.0	66.5	61.0
Black/African American	42.0	51.0	54.5	55.0	42.0	52.0	49.0	54.0
Hispanic/Latino	51.0	54.0	59.0	55.0	49.0	54.0	51.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	47.5	59.0	61.0	58.0	62.0	57.0	63.0	55.0
White/Caucasian	53.0	58.0	60.0	56.0	60.0	57.0	48.0	56.0
Special Education	18.5	52.0	42.5	55.0	47.0	44.0	53.0	43.0
English Learners Current + Former	54.0	54.0	59.0	56.0	49.0	54.0	54.0	54.0
English Learners Current	51.5	53.0	56.0	53.0	44.0	50.0	63.0	51.0
Economically Disadvantaged	50.0	54.0	58.0	55.0	48.0	54.0	50.0	55.0

AGP Growth Data

Math AGP Points Earned: 2.5/5

ELA AGP Points Earned: 2.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	26.8	40.4	45.0	52.8	26.5	40.8	49.5	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	50.0	63.7	60.0	77.2
Black/African American	16.0	23.7	28.4	39.6	13.0	24.7	37.6	49.7
Hispanic/Latino	25.2	30.6	48.5	44.7	25.6	31.4	49.0	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	28.1	46.9	37.5	59.5	24.2	43.8	69.6	65.6
White/Caucasian	43.2	51.9	61.1	61.5	39.3	50.7	58.4	67.2
Special Education	<5	15.1	5.5	22.3	8.0	12.9	24.0	26.3
English Learners Current + Former	16.9	24.3	46.1	35.3	22.3	25.2	45.4	45.5
English Learners Current	14.7	10.9	29.4	16.2	8.6	12.6	29.1	28.2
Economically Disadvantaged	21.1	28.1	39.1	41.9	19.3	29.9	43.5	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



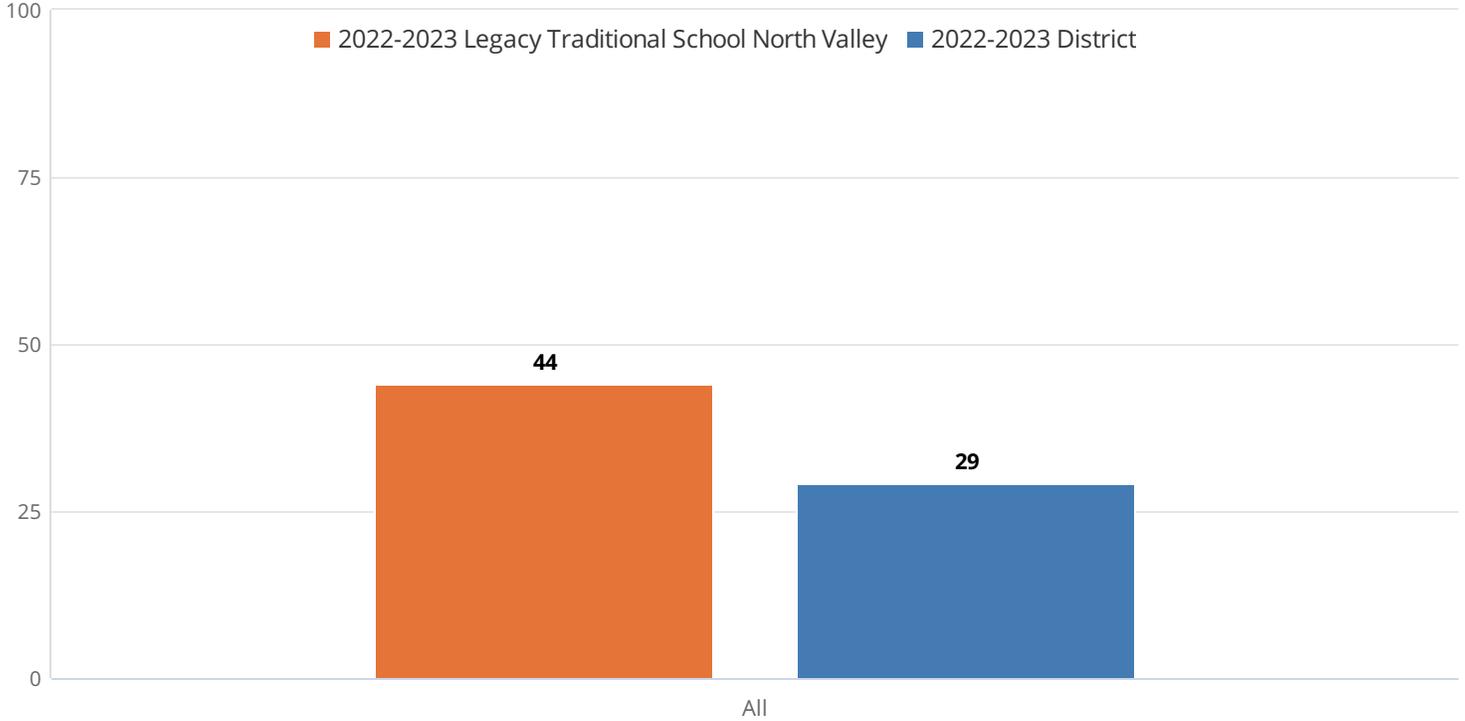
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	34	44.1	29.3	27	22.2	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10 ELA AGP Points Earned: 5/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15.4	18.0	24.2	23.3	17.7	23.5	33.1	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	10.2	12.5	11.4	20.2	10.1	16.6	25.4	33.6
Hispanic/Latino	15.6	15.4	30.5	21.4	16.0	20.3	36.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	12.0	20.8	25.0	27.8	15.3	24.1	52.9	42.9
White/Caucasian	28.9	23.6	28.5	26.3	28.0	28.8	35.7	40.2
Special Education	<5	8.5	5.5	12.4	8.0	7.8	15.0	19.6
English Learners Current + Former	14.7	13.5	36.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	14.7	8.9	28.1	12.7	8.6	11.3	30.4	24.4
Economically Disadvantaged	14.3	14.2	23.3	20.9	13.7	19.7	30.4	35.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

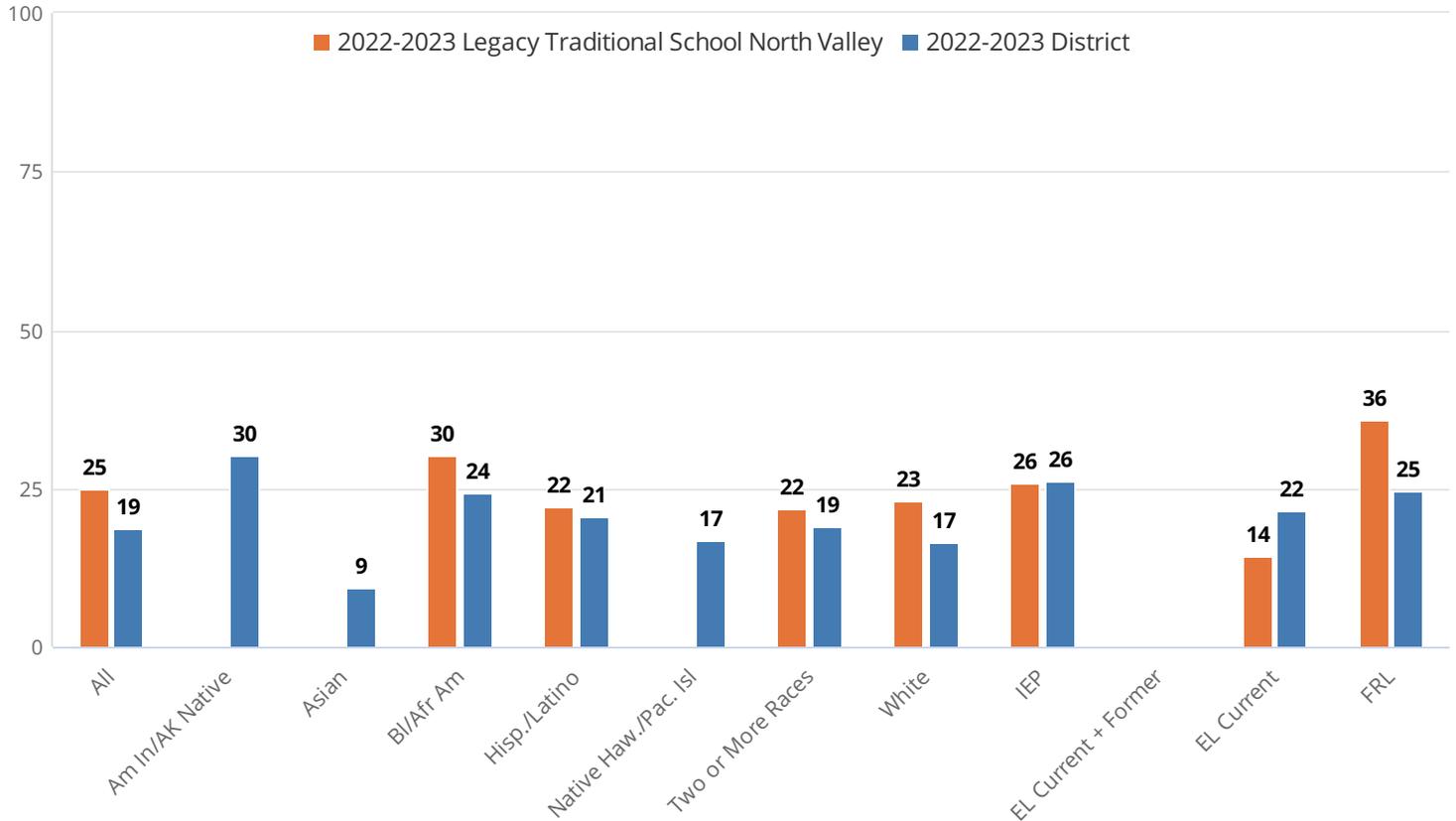
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	24.9	18.8	33.3	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	41.6	8.7
Black/African American	30.3	24.2	26.2	24.9
Hispanic/Latino	22.1	20.6	34.7	19.9
Pacific Islander	-	16.7	50.0	22.7
Two or More Races	21.8	19.0	43.5	19.4
White/Caucasian	22.9	16.5	30.3	16.1
Special Education	25.9	26.3	40.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	14.2	21.6	35.2	18.3
Economically Disadvantaged	35.7	24.7	38.1	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

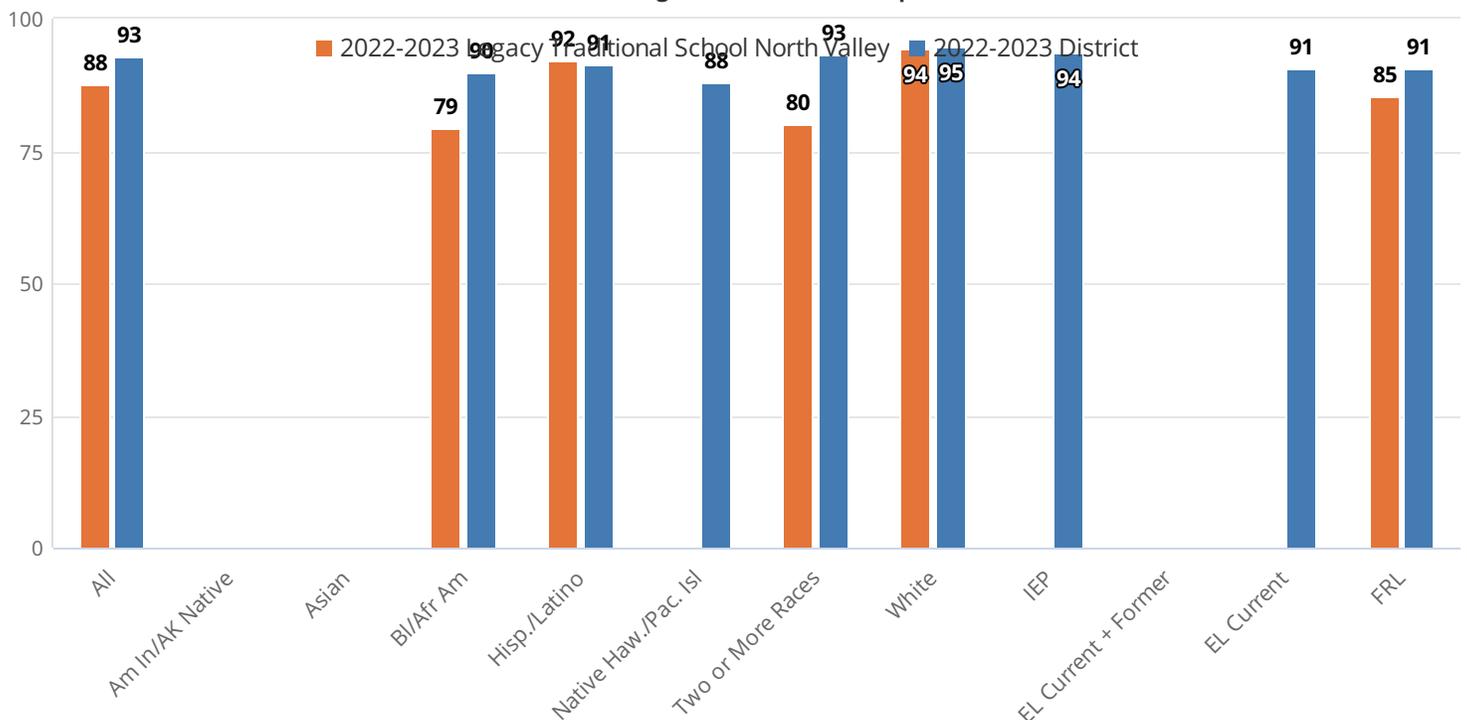
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

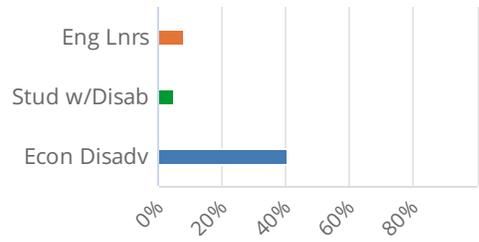
Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	87.7	92.7	63.5	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	79.3	89.9	52.9	85.9
Hispanic/Latino	92.1	91.4	61.4	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	80.0	93.1	91.6	89.2
White/Caucasian	94.4	94.8	80.0	93.3
Special Education	-	93.7	42.8	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	70.0	88.7
Economically Disadvantaged	85.4	90.5	54.4	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 7077 W. Wigwam Avenue Las Vegas, NV 89113</p>	 59.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 22.1% White 12.0% BI/Afr Am 18.9% Hisp/Latino 30.7% Asian 0.1% Am Ind/AK Nat 2.3% Pac Isl 13.4% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>69.5</td> <td>NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2021-2022	69.5	NR	2020-2021	N/A	N/A	<p>Additional Student Groups</p> 
School Year	Index Score	Star Rating									
2021-2022	69.5	NR									
2020-2021	N/A	N/A									

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	54.8	50.0
Math Proficiency	55.1	52.0
ELA Proficiency	61.7	54.6
Science Proficiency	33.1	29.8
Read-by-Grade-3 Proficiency	58.1	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	55.0
ELA MGP	50.0	55.0
	School Rate	District Rate
Met Math AGP Target	42.7	50.8
Met ELA AGP Target	53.7	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	47.8	41.5



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23.9	31.9
Prior Non-Proficient Met ELA AGP Target	39.1	37.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.8	22.9
Climate Survey Participation	92.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

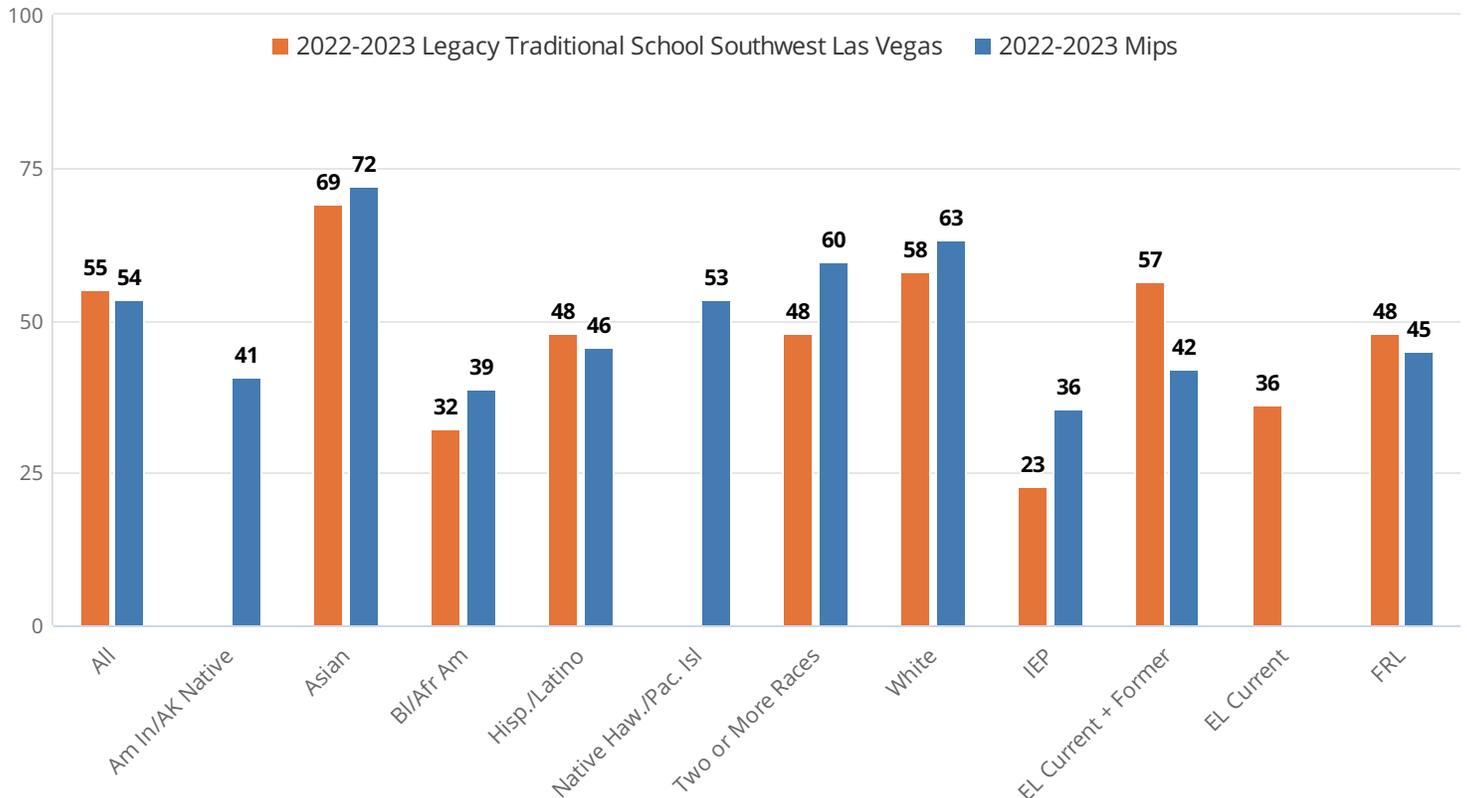
Pooled Proficiency Points Earned: 16/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.8	50.0	53.6	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	55.1	52.0	53.5	52.5	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	69.0	74.5	71.9	66.4	72.8	70.4
Black/African American	32.2	31.4	38.9	41.5	30.3	35.7
Hispanic/Latino	47.8	42.2	45.5	39.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	47.8	57.8	59.6	53.3	55.6	57.5
White/Caucasian	57.9	63.7	63.3	53.5	60.7	61.3
Special Education	22.7	29.1	35.5	22.2	26.3	32.1
English Learners Current + Former	56.5	38.1	42	53.9	34.9	39
English Learners Current	36.1	27.6		35.5	25.5	
Economically Disadvantaged	47.8	39.0	44.9	44.9	35.6	42

**Math Assessments
% Proficient**



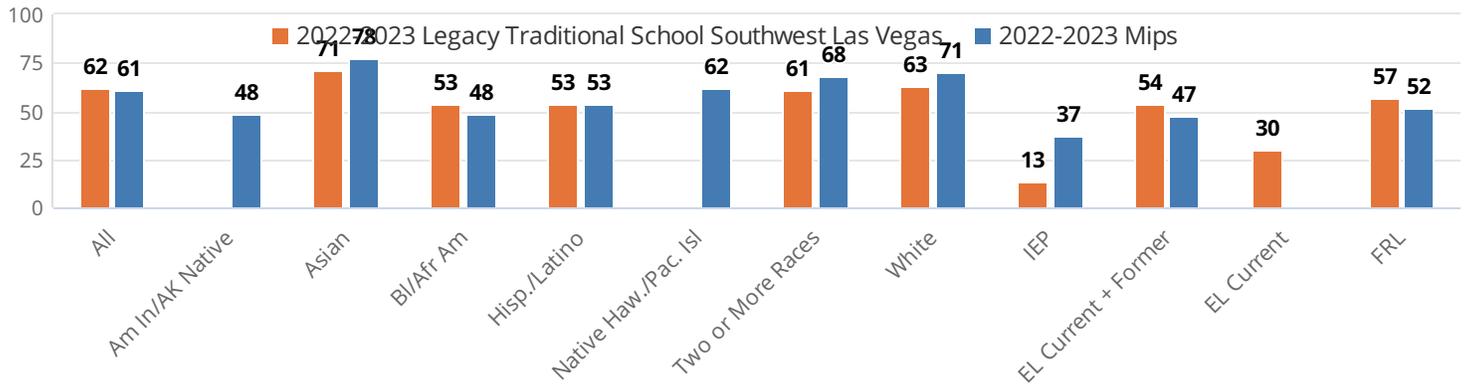


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.7	54.6	61.2	64.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	71.4	74.1	77.8	76.1	74.9	76.7
Black/African American	53.2	37.5	48.2	49.2	39.8	45.4
Hispanic/Latino	53.1	45.9	53.2	54.4	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	60.8	60.7	67.9	73.3	61.5	66.2
White/Caucasian	62.5	64.4	70.6	63.3	65.5	69
Special Education	13.0	27.4	36.8	33.3	25.5	33.5
English Learners Current + Former	53.5	37.6	47.2	57.7	37.4	44.4
English Learners Current	29.7	24.1		28.8	24.4	
Economically Disadvantaged	57.2	42.0	51.9	56.0	42.8	49.4

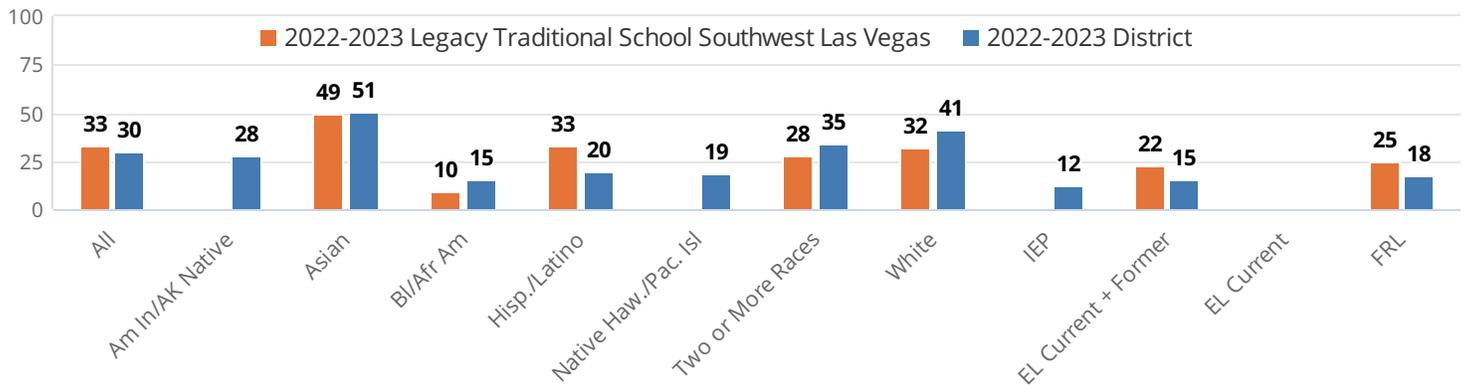
ELA Assessments % Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	33.1	29.8	25.2	30.4
American Indian/Alaska Native	-	27.7	-	17.6
Asian	49.0	51.0	38.3	52.9
Black/African American	9.5	15.3	30.0	17.6
Hispanic/Latino	33.3	19.5	7.6	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	28.0	34.5	33.3	34.9
White/Caucasian	32.4	40.9	19.2	40.8
Special Education	-	12.2	9.0	11.6
English Learners Current + Former	22.2	15.1	16.6	15.8
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	25.0	17.6	17.9	19.4

Science Assessments % Proficient





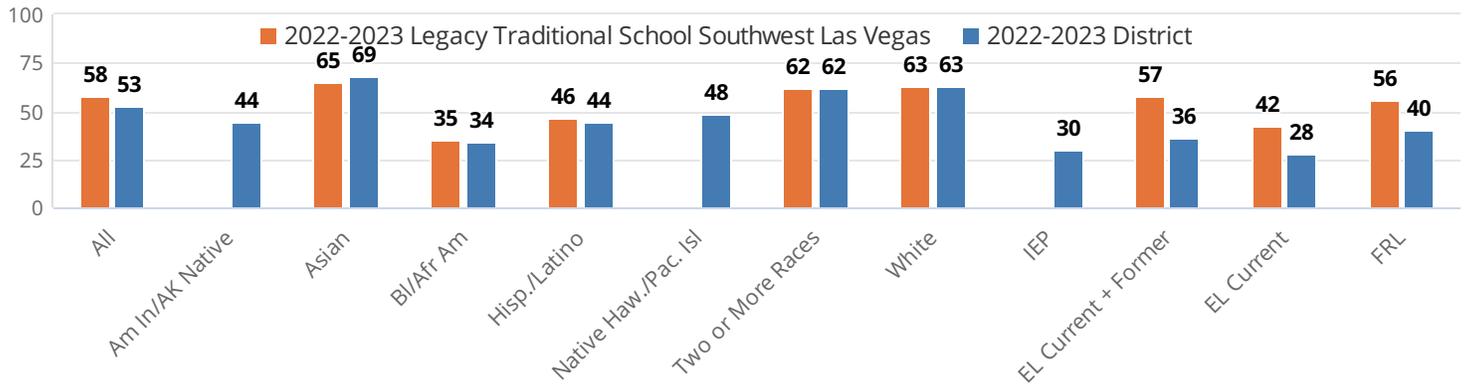
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	58.1	52.6	57.8	51.8
American Indian/Alaska Native	-	44.0	-	33.3
Asian	65.0	68.5	66.6	71.7
Black/African American	35.2	33.9	37.5	33.0
Hispanic/Latino	46.4	44.2	53.6	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	61.5	62.3	68.7	57.4
White/Caucasian	62.7	62.5	57.7	60.8
Special Education	-	29.5	30.0	23.7
English Learners Current + Former	57.4	36.1	50.0	37.1
English Learners Current	42.1	27.6	33.3	30.7
Economically Disadvantaged	55.9	40.3	48.4	40.5

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	45.0	55.0	50.0	55.0	48.0	52.0	51.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	51.0	61.0	54.0	61.0	51.0	60.0	51.0	59.0
Black/African American	42.0	52.0	51.5	50.0	55.0	49.0	55.0	53.0
Hispanic/Latino	47.0	54.0	43.0	53.0	44.0	49.0	49.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	43.0	54.0	52.0	55.0	49.0	54.5	55.0	53.0
White/Caucasian	40.0	56.0	47.0	57.0	46.0	55.0	46.0	55.0
Special Education	13.0	49.0	39.0	51.0	49.0	46.0	22.0	43.0
English Learners Current + Former	35.0	55.0	45.5	54.0	47.0	47.0	48.5	49.0
English Learners Current	33.0	54.0	45.0	53.0	39.5	44.0	47.0	44.0
Economically Disadvantaged	47.0	54.0	50.0	53.0	51.0	49.0	48.0	49.0

AGP Growth Data

Math AGP Points Earned: 5.5/7.5

ELA AGP Points Earned: 5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	42.7	50.8	53.7	52.9	50.7	53.1	63.5	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	53.3	66.5	64.7	67.6	58.5	68.8	69.6	73.9
Black/African American	29.5	38.1	45.4	42.1	60.0	41.8	68.5	55.8
Hispanic/Latino	33.3	43.8	46.0	46.9	41.6	45.0	54.1	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	41.8	52.0	46.5	56.1	48.7	59.6	60.9	62.7
White/Caucasian	44.0	58.8	56.0	58.9	48.4	59.6	62.1	65.1
Special Education	21.4	32.3	14.2	34.0	40.0	35.9	33.3	41.3
English Learners Current + Former	39.6	41.8	50.0	43.1	52.0	41.2	58.3	52.0
English Learners Current	25.9	33.5	40.7	33.8	36.3	32.5	50.0	43.1
Economically Disadvantaged	37.7	43.0	51.9	45.2	49.5	43.7	58.9	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



English Language

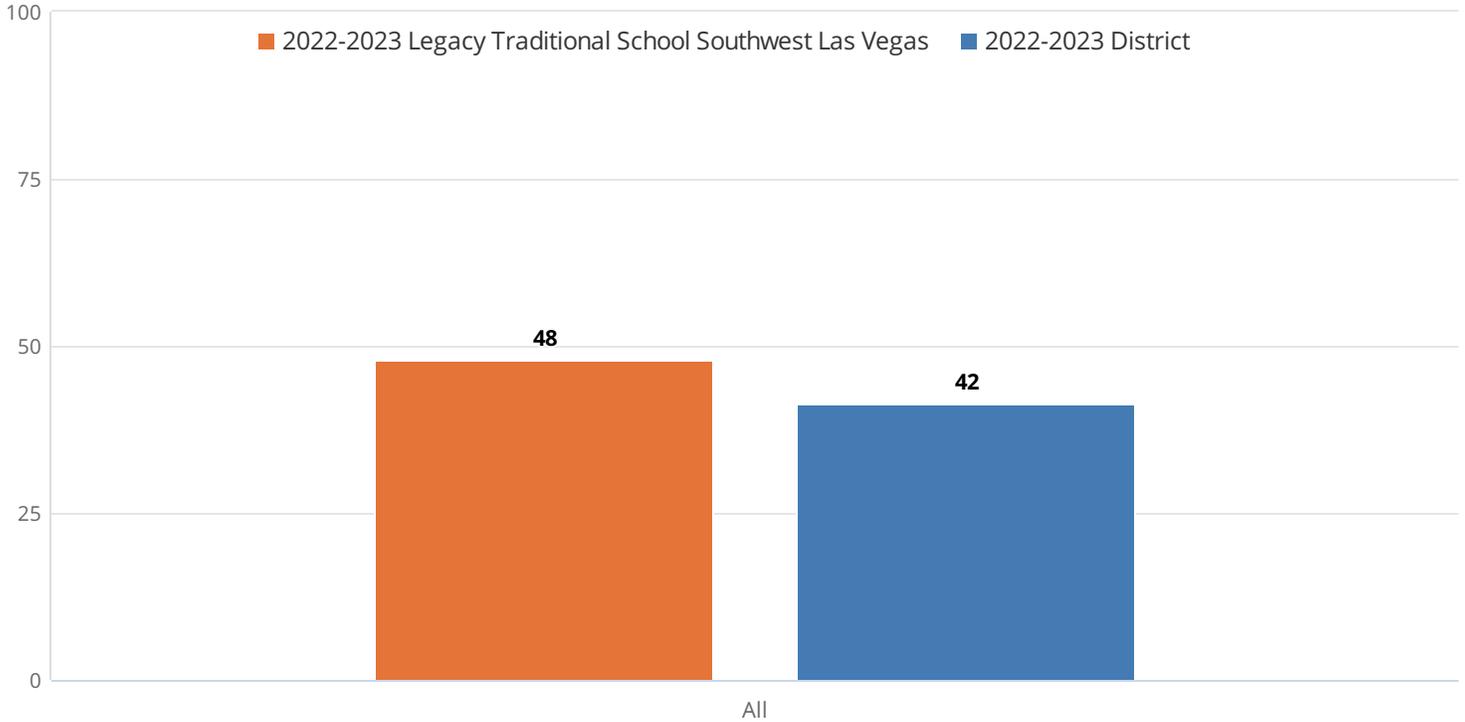
6/10

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 6/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	71	47.8	41.5	70	44.2	38.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 3/10				ELA AGP Points Earned: 5/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	23.9	31.9	39.1	37.1	45.2	40.9	59.1	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	28.1	42.0	50.0	48.2	51.4	50.6	76.0	63.3
Black/African American	18.1	25.9	36.3	29.9	60.8	36.1	68.4	49.4
Hispanic/Latino	22.5	29.9	40.9	34.4	33.9	36.3	45.9	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	31.8	31.3	25.0	40.3	33.3	44.5	64.2	55.0
White/Caucasian	18.5	37.8	37.5	42.6	55.8	47.9	45.4	55.2
Special Education	9.0	20.8	9.0	25.2	30.7	27.6	30.7	35.9
English Learners Current + Former	13.6	27.5	37.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	12.5	25.4	38.0	30.3	25.0	27.6	55.5	41.7
Economically Disadvantaged	19.6	28.7	36.3	33.1	39.7	35.5	63.4	47.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

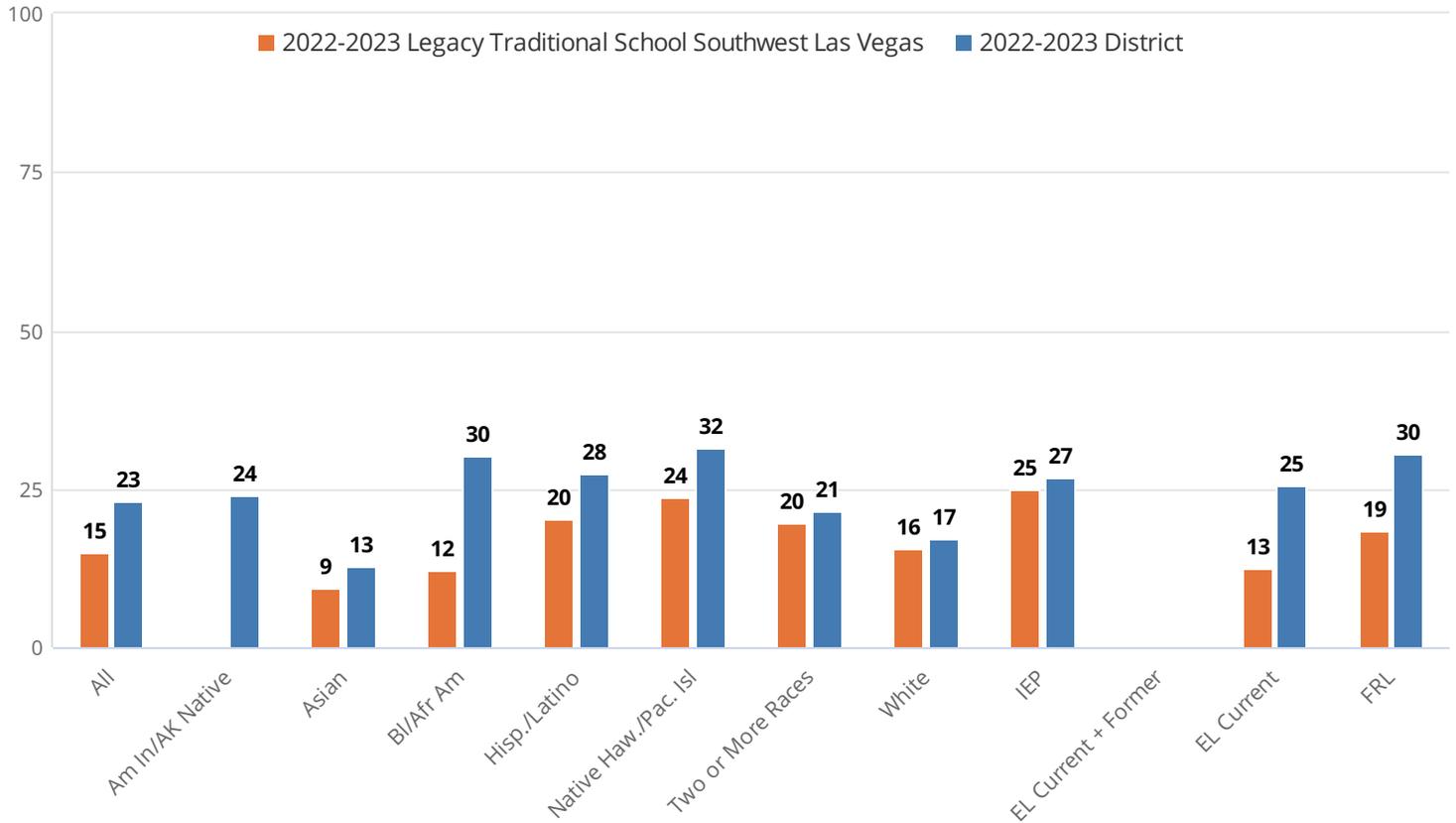
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	14.8	22.9	26.0	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	9.3	12.9	17.7	11.9
Black/African American	12.0	30.1	23.3	27.6
Hispanic/Latino	20.3	27.5	28.9	25.8
Pacific Islander	23.8	31.6	40.0	32.8
Two or More Races	19.5	21.4	30.9	22.2
White/Caucasian	15.5	17.1	33.0	16.9
Special Education	25.0	26.7	39.6	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	12.6	25.4	21.9	22.6
Economically Disadvantaged	18.5	30.4	29.8	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

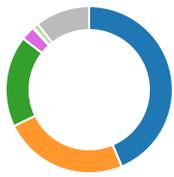


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School: 5024 Valley Drive
Address: North Las Vegas, NV 89031



School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



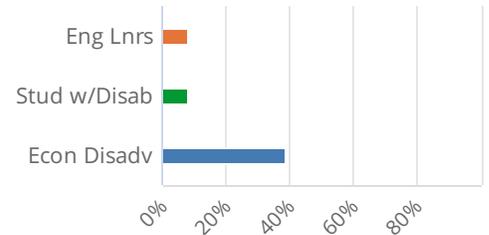
Student Race/Ethnicity

24.1% White
 17.6% BI/Afr Am
 43.4% Hisp/Latino
 2.7% Asian
 0.2% Am Ind/AK Nat
 1.0% Pac Isl
 10.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	48.6 ★★
2016-2017	N/A N/A

Additional Student Groups



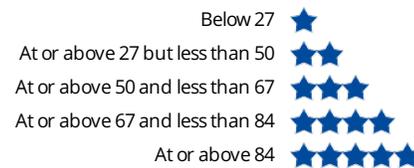
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.3	50.3
Math Proficiency	30.0	42.6
ELA Proficiency	48.6	59.6
Science Proficiency	30.3	44.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	43.4	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.1	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	90.6	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	43.0	58.0
ELA MGP	53.0	56.0
	School Rate	District Rate
Met Math AGP Target	28.8	44.4
Met ELA AGP Target	47.8	61.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	9.8	21.9
Prior Non-Proficient Met ELA AGP Target	26.9	32.7

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

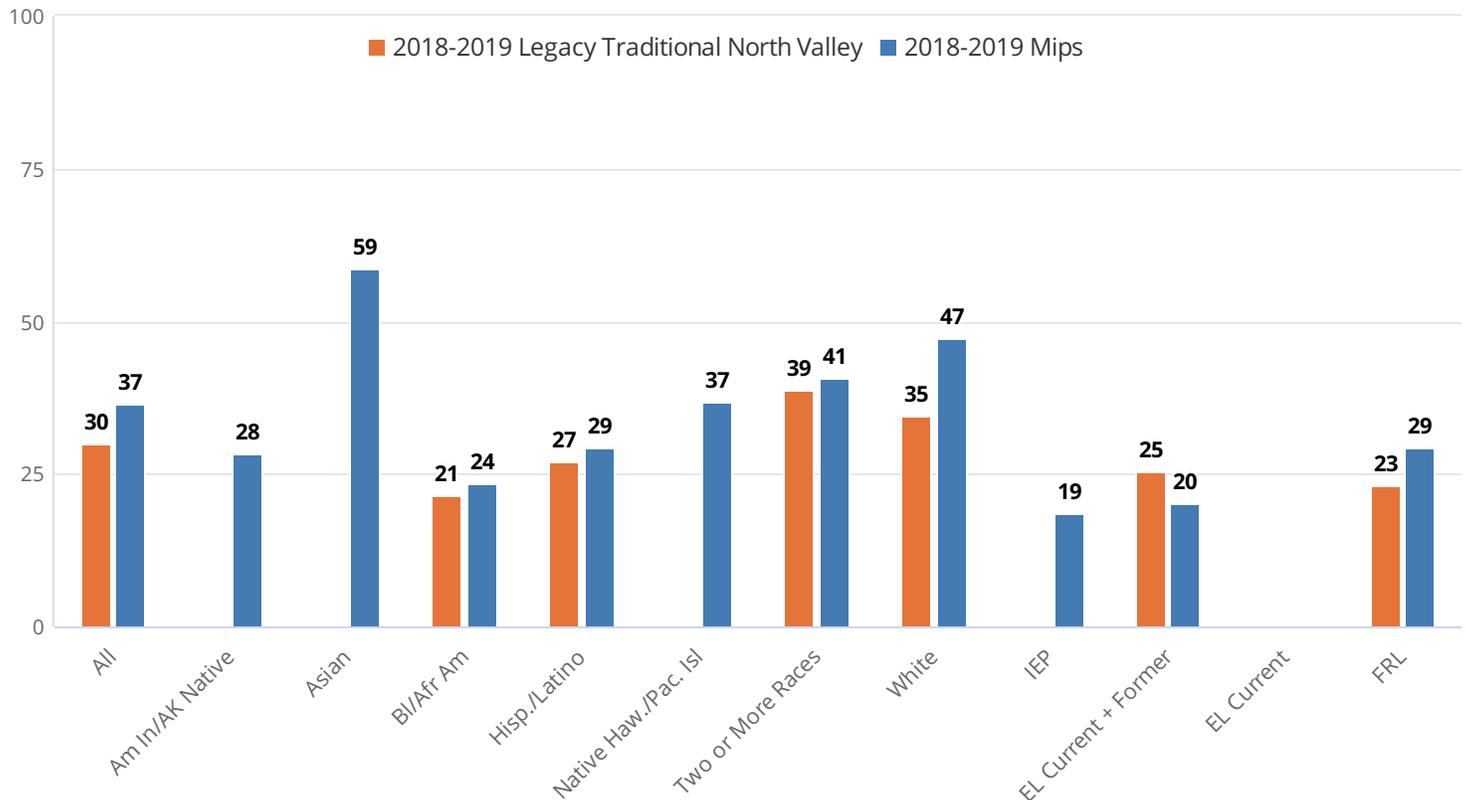
Pooled Proficiency Points Earned: 13/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.3	50.3	40.2	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30.0	42.6	36.5	32.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	21.4	24.2	23.5	31.0	17.7	19.5
Hispanic/Latino	27.1	31.9	29.3	23.4	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	38.8	47.3	40.6	28.5	41.5	37.5
White/Caucasian	34.5	51.3	47.1	45.1	44.4	44.4
Special Education	<5	12.1	18.6	9.0	11.5	14.3
English Learners Current + Former	25.4	26.9	20.2	28.5	22.2	16
English Learners Current	<5	12.6		28.5	8.5	
Economically Disadvantaged	23.0	29.0	29.2	25.0	21.7	25.5

**Math Assessments
% Proficient**



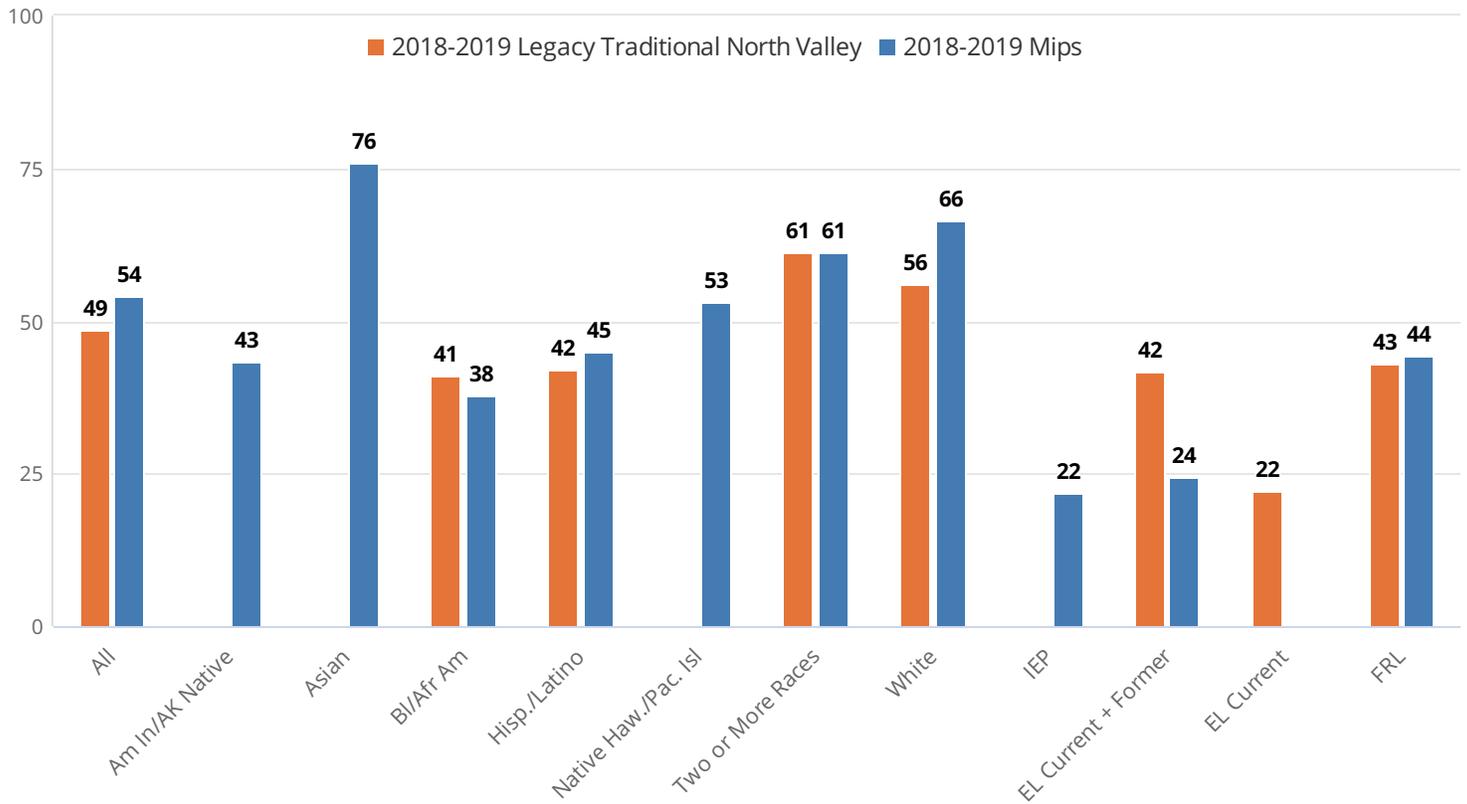


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.6	59.6	54.1	45.9	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	41.0	40.1	37.8	48.2	38.4	34.5
Hispanic/Latino	42.1	50.3	45.1	29.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	61.1	66.7	61.3	35.7	61.0	59.2
White/Caucasian	55.9	67.8	66.3	70.9	63.5	64.6
Special Education	<5	19.9	21.9	9.0	20.7	17.8
English Learners Current + Former	41.7	42.7	24.3	21.4	34.8	20.3
English Learners Current	22.2	22.0		21.4	15.8	
Economically Disadvantaged	43.0	46.4	44.4	55.0	41.5	41.4

ELA Assessments
% Proficient



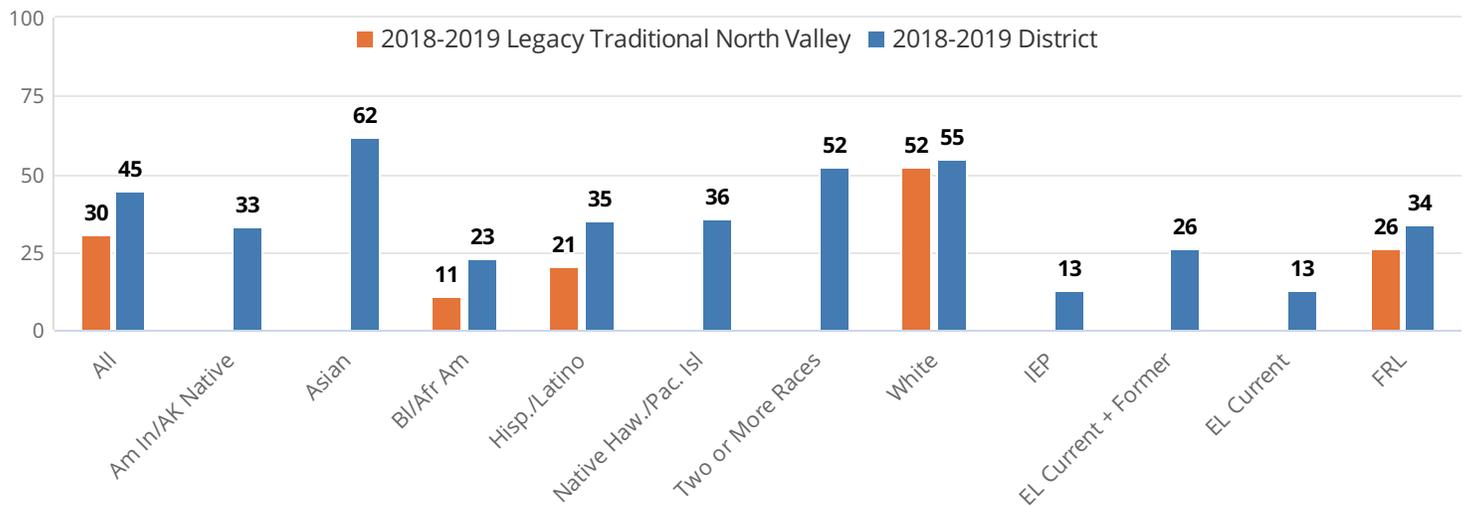


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	30.3	44.8	45.8	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	-	62.0	-	62.2
Black/African American	11.1	23.1	27.2	25.0
Hispanic/Latino	20.6	35.3	33.3	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	-	52.3	-	51.6
White/Caucasian	52.1	54.5	76.9	54.0
Special Education	-	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	25.9	33.7	-	30.7

Science Assessments
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 3/10

ELA MGP Points Earned: 6/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	43.0	58.0	53.0	56.0	47.5	52.0	43.5	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	-	63.0	-	57.0	-	62.0	-	62.0
Black/African American	44.0	53.0	46.0	51.0	44.0	45.0	44.0	50.5
Hispanic/Latino	42.0	59.0	52.0	57.0	56.0	54.0	37.0	52.0
Pacific Islander	-	63.0	-	57.0	-	51.5	-	49.5
Two or More Races	50.0	56.0	54.0	54.0	34.0	53.0	31.0	55.0
White/Caucasian	50.5	58.0	56.0	56.0	47.0	49.0	65.0	53.0
Special Education	31.0	55.0	48.0	55.0	20.0	44.0	27.0	50.0
English Learners Current + Former	43.0	64.0	52.0	64.0	64.5	59.0	28.0	54.0
English Learners Current	46.5	61.0	59.0	62.0	64.5	57.0	28.0	53.0
Economically Disadvantaged	43.0	59.0	53.0	57.0	53.0	53.0	43.5	52.0

AGP Growth Data

Math AGP Points Earned: 3/5

ELA AGP Points Earned: 2.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	28.8	44.4	47.8	61.4	29.6	37.7	44.5	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	-	65.9	-	78.6	-	66.6	-	78.1
Black/African American	22.2	27.5	44.4	44.3	23.0	20.1	48.1	39.5
Hispanic/Latino	28.6	35.5	42.3	53.6	21.9	30.2	30.9	47.2
Pacific Islander	-	47.3	-	59.8	-	35.4	-	53.1
Two or More Races	34.2	47.1	54.2	66.2	23.0	42.7	38.4	61.4
White/Caucasian	29.4	51.9	53.8	68.4	48.0	44.0	64.0	62.3
Special Education	<5	16.9	<5	25.4	9.0	14.5	9.0	23.7
English Learners Current + Former	25.4	32.8	37.2	48.4	25.0	31.3	25.0	40.0
English Learners Current	12.5	17.4	20.8	28.1	25.0	14.8	25.0	20.1
Economically Disadvantaged	24.1	33.4	43.5	50.4	27.7	25.8	55.5	42.3

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



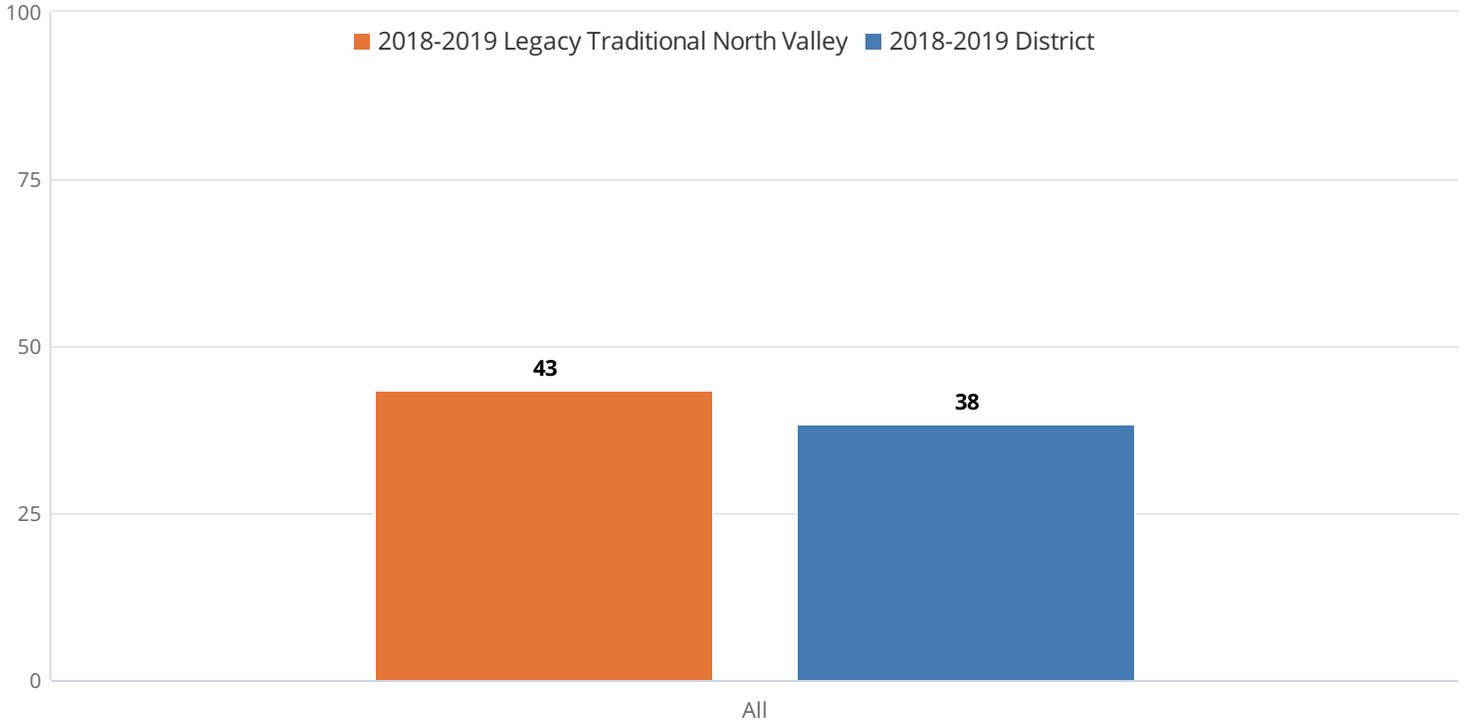
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	23	43.4	38.4	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 6/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	9.8	21.9	26.9	32.7	13.3	19.0	14.5	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	-	28.7	-	40.3	-	35.6	-	44.6
Black/African American	7.6	15.0	24.2	22.0	5.0	10.9	12.5	23.4
Hispanic/Latino	12.3	21.5	25.0	31.1	16.1	17.2	7.6	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	14.2	19.8	28.5	32.9	-	21.0	-	32.0
White/Caucasian	<5	24.8	31.7	38.4	25.0	21.5	33.3	33.3
Special Education	<5	9.7	5.0	16.8	<5	6.4	<5	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	5.8	N/A	13.3	N/A
English Learners Current	8.6	12.6	21.7	22.1	9.0	13.8	-	16.8
Economically Disadvantaged	11.3	19.5	29.1	29.2	11.3	16.0	5.5	23.5



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

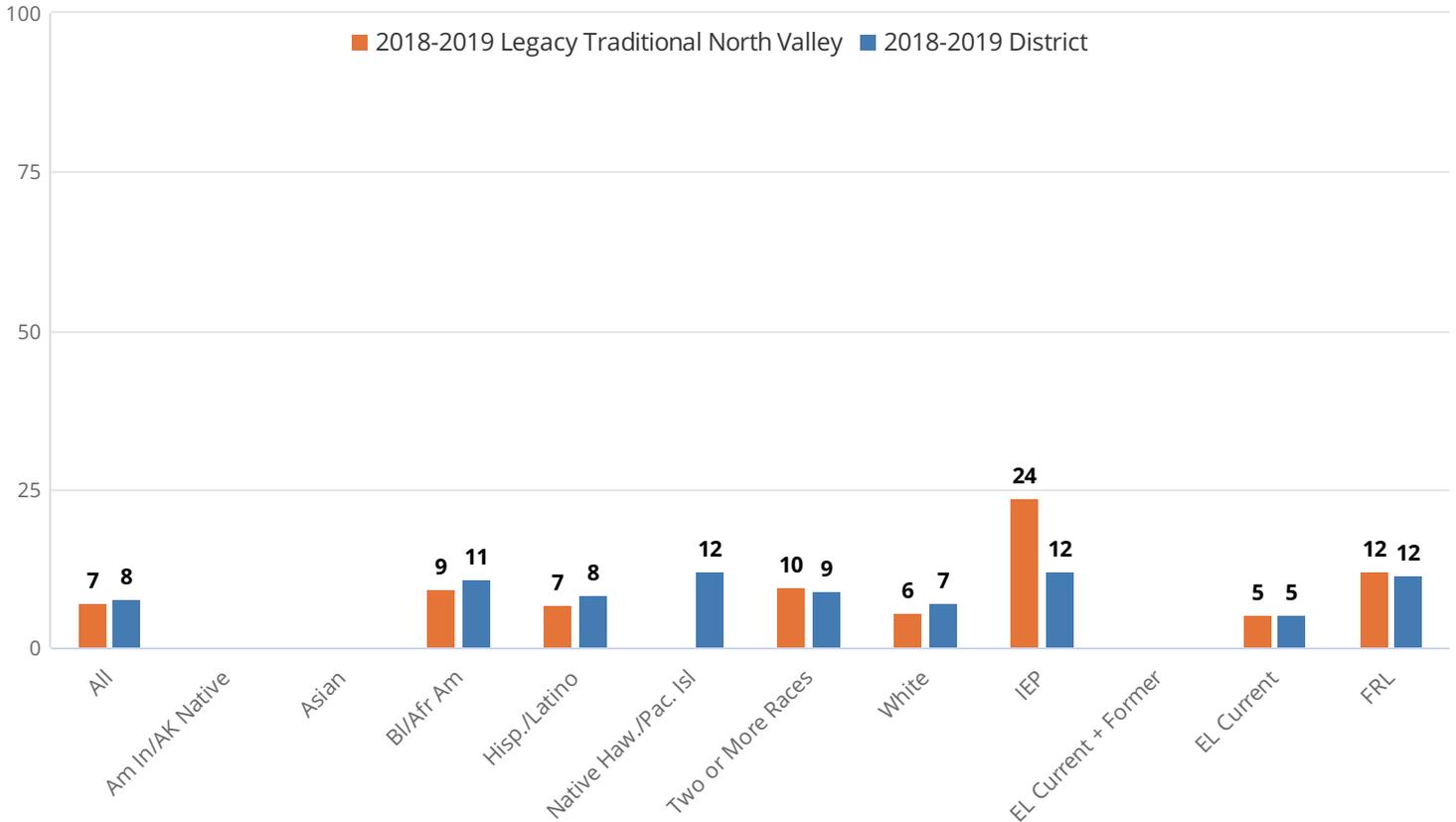
Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	7.1	7.9	16.7	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	-	<5	-	<5
Black/African American	9.3	11.0	13.5	12.9
Hispanic/Latino	7.0	8.4	17.8	11.7
Pacific Islander	-	12.0	-	11.9
Two or More Races	9.7	8.9	11.7	12.0
White/Caucasian	5.7	7.2	21.4	10.9
Special Education	23.8	12.2	21.0	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.4	5.3	7.1	8.5
Economically Disadvantaged	12.0	11.5	13.7	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

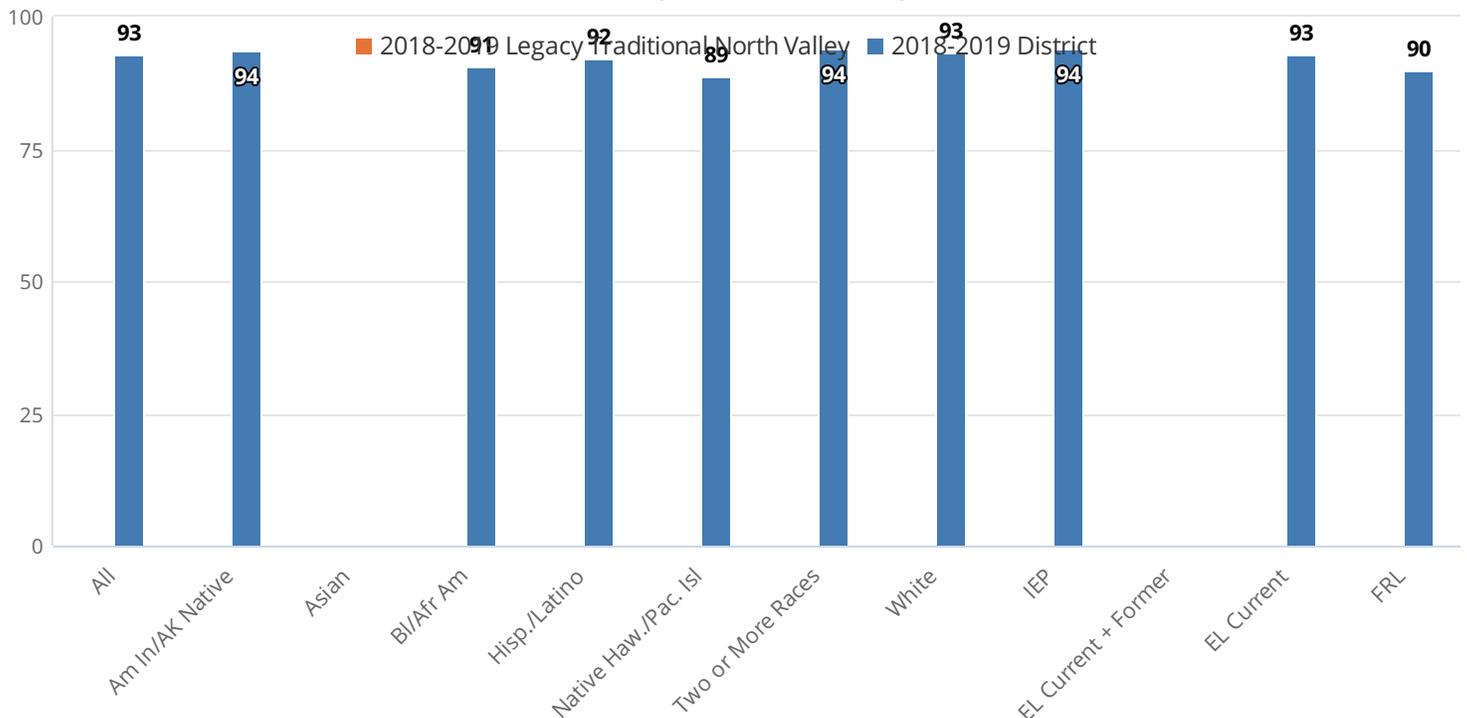
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	93.7	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	92.3	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8	>95	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	-	>95	-	>95
Black/African American	>95	90.5	>95	85.4
Hispanic/Latino	>95	92.2	>95	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	-	93.8	-	91.7
White/Caucasian	>95	93.2	>95	93.4
Special Education	-	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	>95	85.6
Economically Disadvantaged	>95	89.7	>95	85.6

% of Students Meeting 8th Grade Credit Requirements

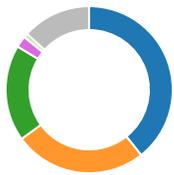


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School: 5024 Valley Drive
Address: North Las Vegas, NV 89031



School Type: Charter SPCSA
School Designation: No Designation
95% Assessment Participation: Met



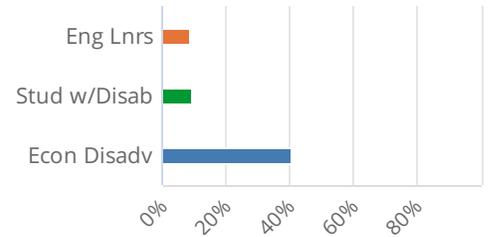
Student Race/Ethnicity

25.6% White
 18.6% BI/Afr Am
 39.2% Hisp/Latino
 2.2% Asian
 0.1% Am Ind/AK Nat
 0.7% Pac Isl
 13.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	34.5 ★★
2016-2017	N/A N/A

Additional Student Groups



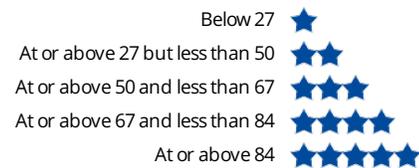
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	38.8	54.0
Math Proficiency	42.4	54.5
ELA Proficiency	43.4	60.1
Science Proficiency	15.8	34.8
Read-by-Grade-3 Proficiency	46.3	56.7



Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	55.0
ELA MGP	39.0	52.0
	School Rate	District Rate
Met Math AGP Target	32.4	49.8
Met ELA AGP Target	43.9	59.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	60.7	56.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.4	27.9
Prior Non-Proficient Met ELA AGP Target	33.0	39.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	8.0
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

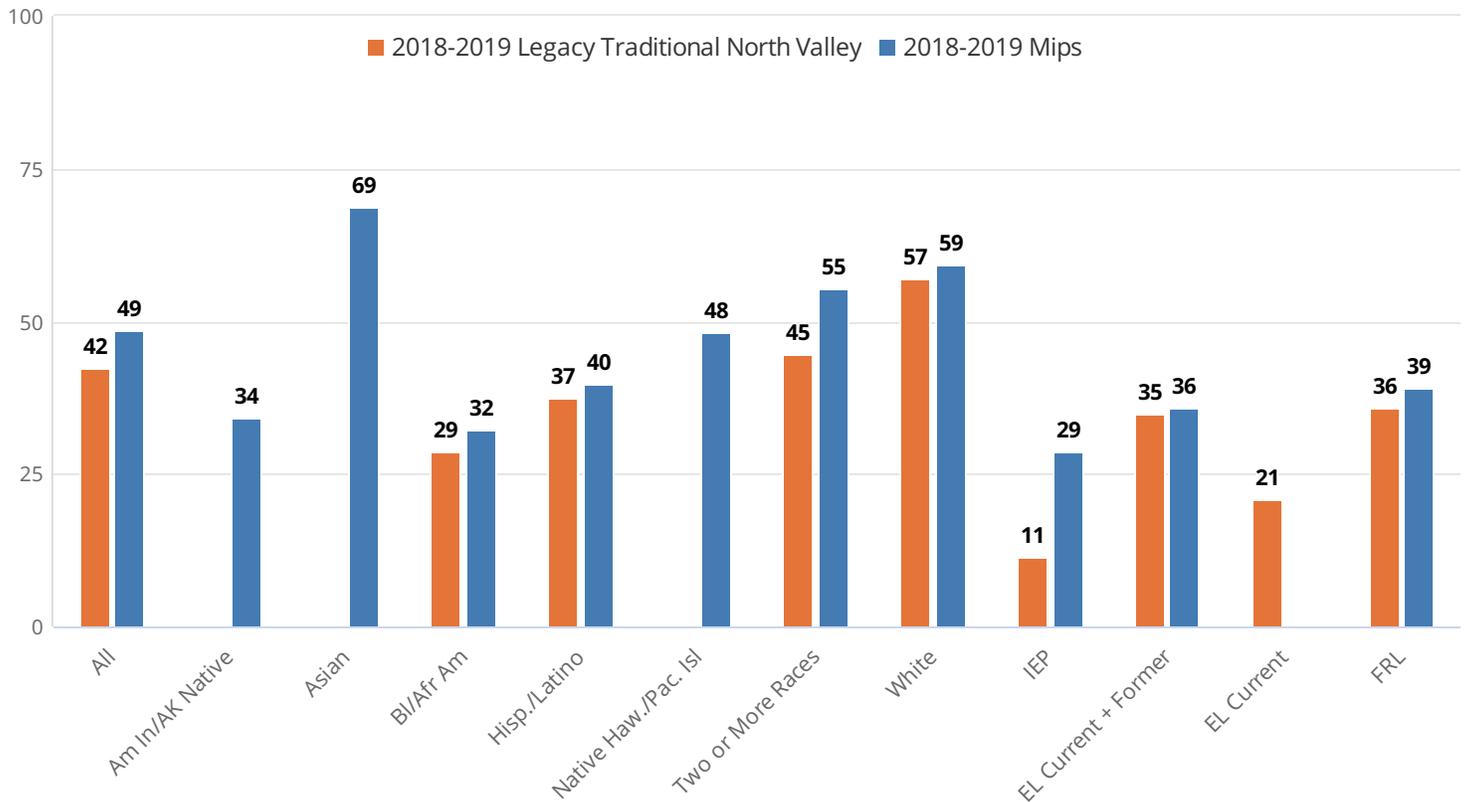
Pooled Proficiency Points Earned: 6/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	38.8	54.0	36.8	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.4	54.5	48.5	36.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	28.7	31.3	32.3	30.2	30.6	28.8
Hispanic/Latino	37.3	44.6	39.6	32.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	44.6	58.2	55.3	38.0	59.0	52.9
White/Caucasian	57.0	62.3	59.3	45.8	61.1	57.2
Special Education	11.3	27.4	28.6	15.2	29.2	24.8
English Learners Current + Former	35.0	42.3	35.8	28.0	37.4	32.4
English Learners Current	20.9	32.4		28.0	25.5	
Economically Disadvantaged	35.7	39.8	39	34.2	33.1	35.7

Math Assessments
% Proficient



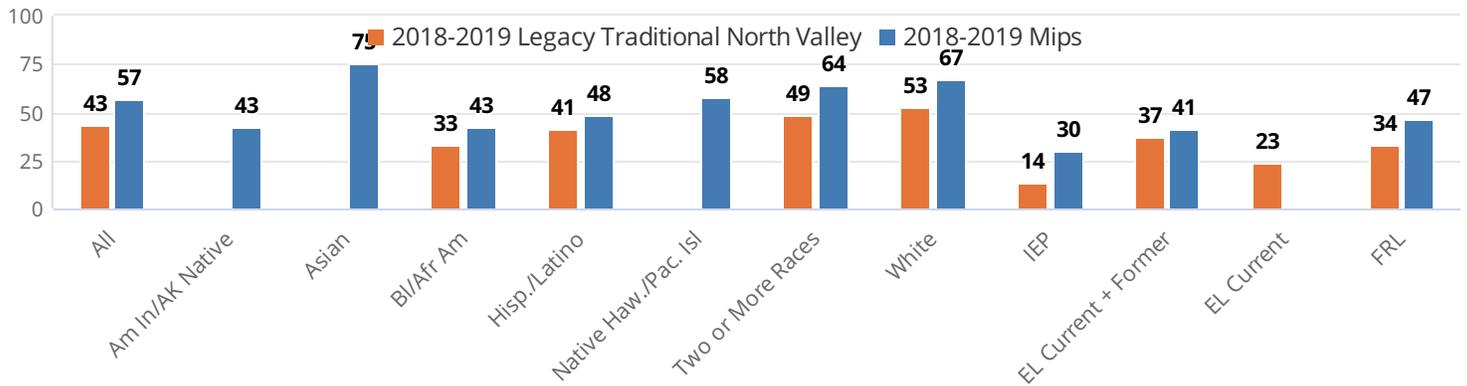


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.4	60.1	57	41.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	32.5	40.9	42.6	38.8	40.5	39.6
Hispanic/Latino	41.3	51.1	48.2	34.1	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	48.9	63.8	64.4	53.5	67.1	62.6
White/Caucasian	52.6	66.8	67.4	48.8	65.0	65.7
Special Education	13.6	26.7	30	21.7	29.3	26.3
English Learners Current + Former	36.9	42.2	41.4	28.0	38.9	38.4
English Learners Current	23.2	29.4		28.0	22.8	
Economically Disadvantaged	33.5	45.4	46.8	38.7	40.4	44

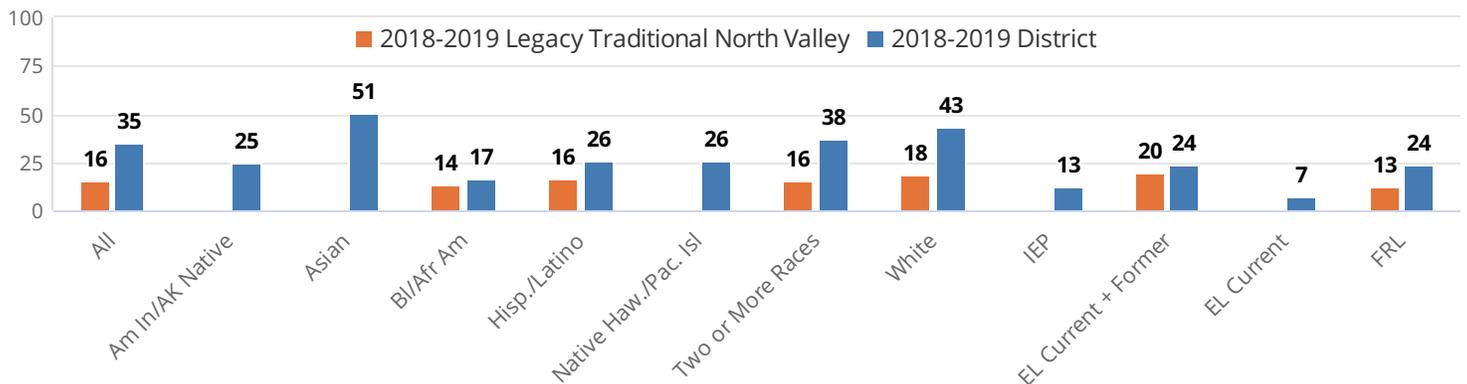
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	15.8	34.8	20.4	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	-	50.5	-	49.2
Black/African American	13.7	16.6	15.6	14.6
Hispanic/Latino	16.3	25.8	11.2	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	15.7	37.6	23.5	46.6
White/Caucasian	18.4	42.8	34.8	43.9
Special Education	<5	12.5	18.1	19.4
English Learners Current + Former	20.0	24.2	10.5	15.2
English Learners Current	-	7.3	10.5	<5
Economically Disadvantaged	12.5	23.8	10.5	17.3

Science Assessments
% Proficient





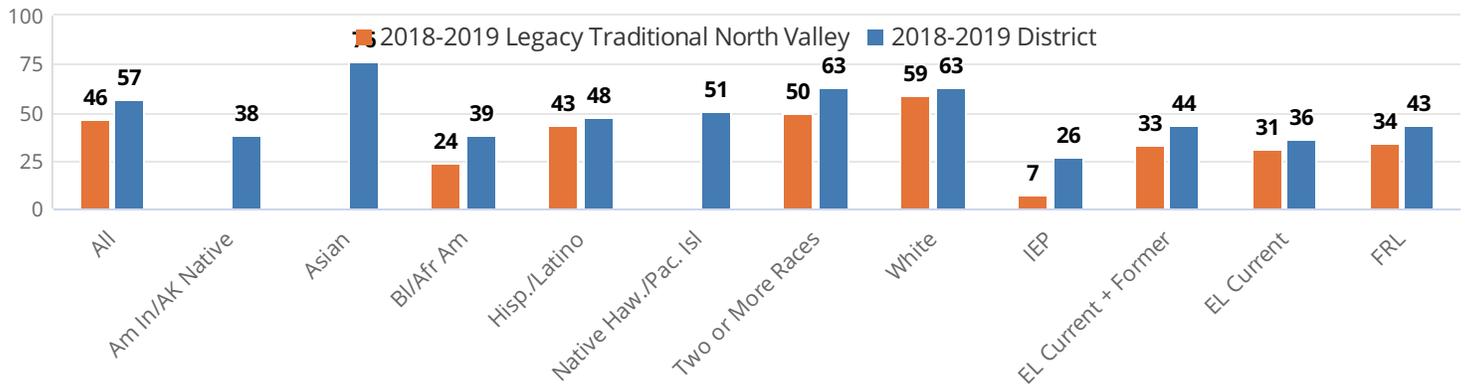
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	46.3	56.7	41.6	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	-	75.8	-	74.5
Black/African American	23.8	38.5	37.9	34.2
Hispanic/Latino	42.8	47.5	37.0	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	50.0	63.1	50.0	64.3
White/Caucasian	58.9	62.6	47.5	62.6
Special Education	7.1	26.3	40.0	29.4
English Learners Current + Former	33.3	43.6	36.0	33.0
English Learners Current	31.2	36.1	36.0	21.8
Economically Disadvantaged	34.3	43.3	37.0	37.5

Read by Grade 3
% Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	61.3	54
1st Grade	56.5	54
Kindergarten	45.3	43



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 2/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	45.0	55.0	39.0	52.0	48.5	53.0	30.5	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	-	58.0	-	59.0	-	61.5	-	62.0
Black/African American	40.0	48.0	27.0	43.5	45.0	45.0	31.0	44.0
Hispanic/Latino	39.0	54.0	42.0	51.0	50.0	49.0	29.5	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	43.5	53.0	20.0	50.0	34.0	53.0	33.0	51.5
White/Caucasian	53.0	57.0	43.5	54.0	54.0	55.0	30.0	49.0
Special Education	23.5	51.0	23.5	42.0	28.0	49.0	25.0	40.5
English Learners Current + Former	35.0	59.0	34.0	53.0	52.5	49.0	33.0	52.0
English Learners Current	35.0	56.0	34.0	49.0	52.5	43.5	33.0	44.0
Economically Disadvantaged	38.0	53.0	35.0	47.0	38.0	46.0	28.0	46.0

AGP Growth Data

Math AGP Points Earned: 3/7.5

ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	32.4	49.8	43.9	59.8	37.1	48.6	34.2	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.8
Black/African American	23.5	30.2	39.2	43.5	28.7	28.8	27.2	41.4
Hispanic/Latino	27.0	43.0	43.2	54.2	36.5	37.9	31.7	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	33.3	50.2	33.3	59.4	40.0	51.2	46.0	60.8
White/Caucasian	45.8	56.1	54.1	65.1	41.5	53.8	38.6	58.7
Special Education	7.1	28.4	25.0	34.5	9.6	29.5	16.1	30.5
English Learners Current + Former	28.5	43.9	42.8	48.1	30.8	35.3	25.0	44.6
English Learners Current	17.3	34.7	30.4	37.6	30.8	23.4	25.0	32.2
Economically Disadvantaged	23.1	38.3	36.1	47.8	28.7	29.9	28.7	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



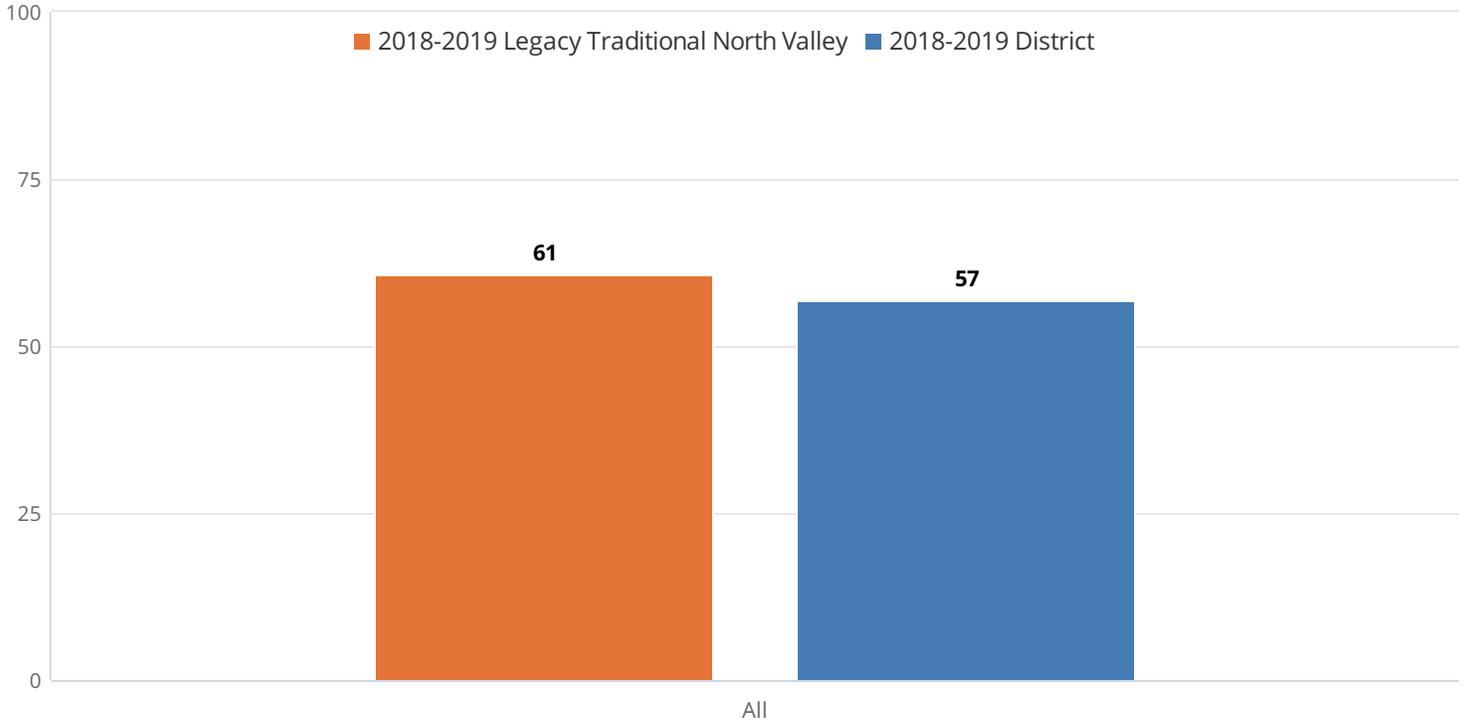
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	56	60.7	56.7	70	32.8	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 3/10				ELA AGP Points Earned: 3/10			
	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	21.4	27.9	33.0	39.3	24.7	27.0	20.1	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	13.3	20.0	36.0	26.5	20.4	16.5	22.8	30.4
Hispanic/Latino	15.3	26.0	32.8	37.0	20.8	22.7	16.0	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	31.2	27.4	25.0	36.3	32.0	31.2	21.4	41.4
White/Caucasian	31.5	32.2	35.1	45.8	29.5	31.5	22.9	38.8
Special Education	9.5	16.3	10.0	22.4	8.3	15.5	7.4	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	25.0	N/A	18.6	N/A
English Learners Current	15.0	24.2	27.7	31.7	15.6	16.9	11.4	31.4
Economically Disadvantaged	17.3	23.0	28.5	32.3	18.4	20.0	19.4	29.9



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

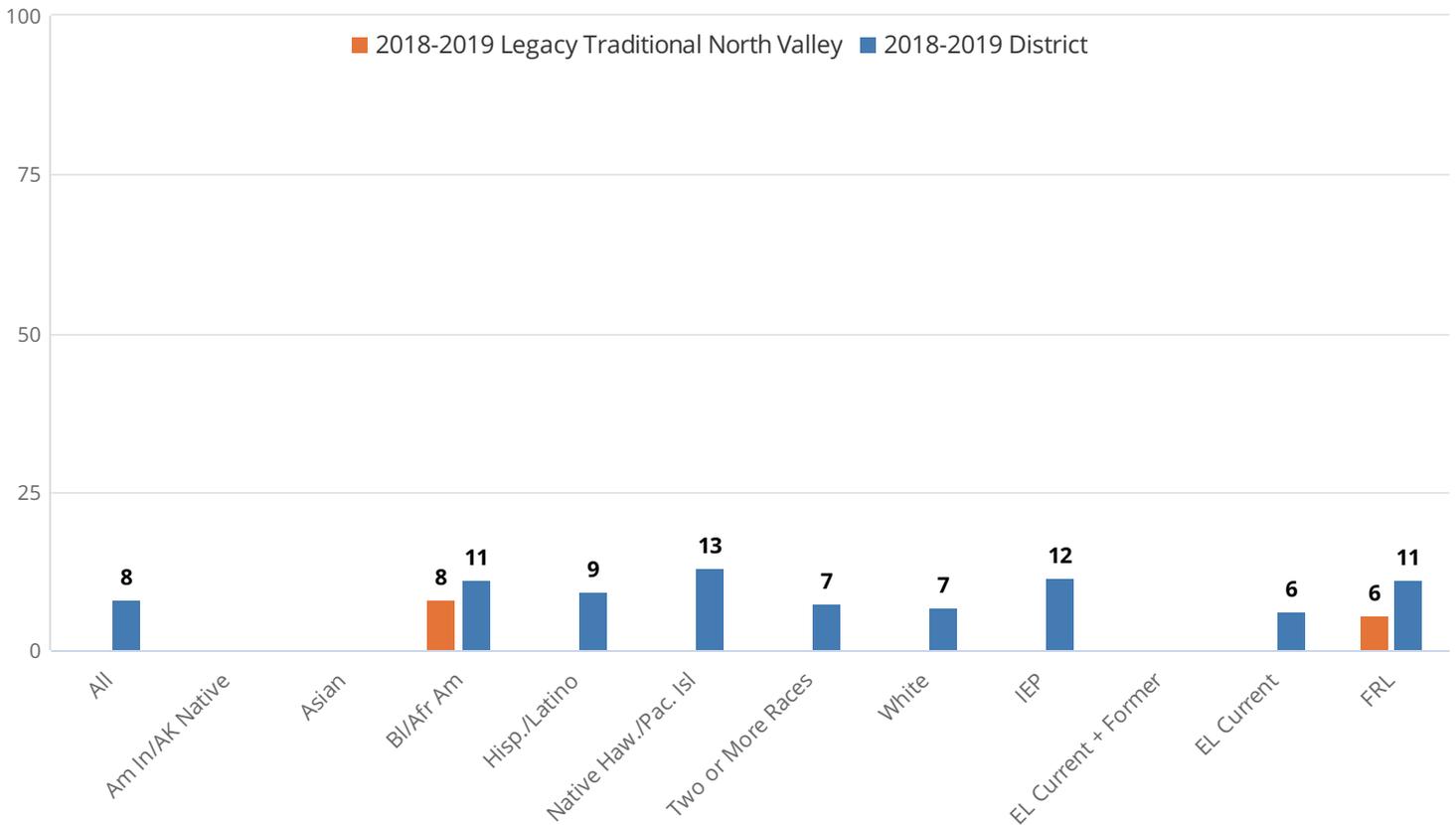
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	<5	8.0	9.4	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	<5	<5	10.5	<5
Black/African American	8.0	11.1	8.8	14.5
Hispanic/Latino	<5	9.4	8.5	11.5
Pacific Islander	-	13.1	10.0	12.6
Two or More Races	<5	7.4	7.6	9.0
White/Caucasian	<5	6.9	11.5	9.0
Special Education	<5	11.5	8.1	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	6.2	<5	10.4
Economically Disadvantaged	5.7	11.2	13.8	15.9

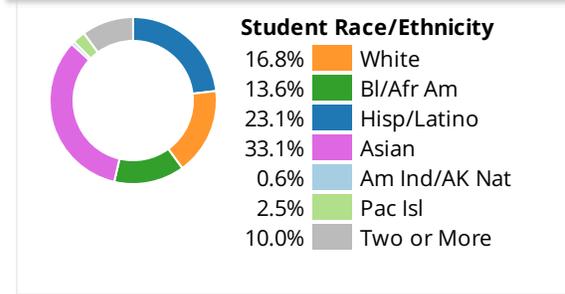
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



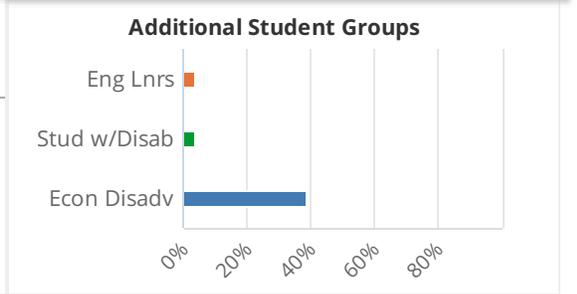
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> KG-08 <i>District:</i> State Public Charter School Authority <i>School Address:</i> 7077 W. Wigwam Avenue Las Vegas, NV 89113</p>	 72.5 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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School Performance History

School Year	Index Score/	Star Rating
2021-2022	73.0	NR
2020-2021	N/A	N/A



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2022-2023 School Performance

Academic Achievement Indicator

23/25

Measure	School Rate	District Rate
Pooled Proficiency	54.3	45.7
Math Proficiency	46.4	38.5
ELA Proficiency	63.5	53.4
Science Proficiency	50.0	43.9

Student Growth Indicator

25/30

Measure	School Median	District Median
Math MGP	61.0	56.0
ELA MGP	53.0	56.0
	School Rate	District Rate
Met Math AGP Target	49.1	40.4
Met ELA AGP Target	61.4	52.8

English Language Proficiency Indicator

1/10

Measure	School Rate	District Rate
Met EL AGP Target	11.7	29.3

Closing Opportunity Gaps Indicator

14/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.4	18.0
Prior Non-Proficient Met ELA AGP Target	23.1	23.3

Student Engagement Indicator

****9.5/15**

Measure	School Rate	District Rate
Chronic Absenteeism	15.7	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.8	92.7
Climate Survey Participation	92.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
 Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

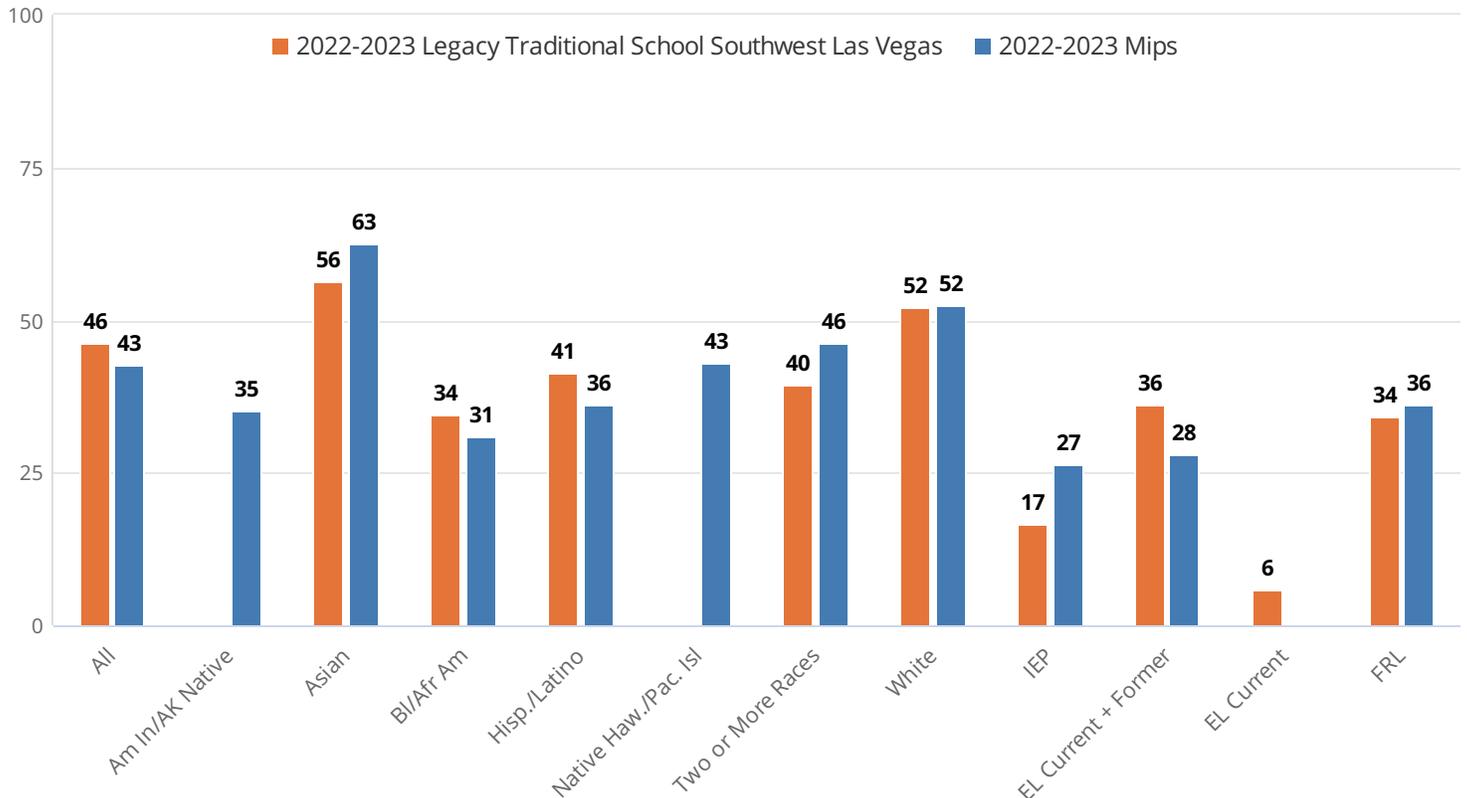
Pooled Proficiency Points Earned: 23/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	54.3	45.7	54.0	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	46.4	38.5	42.7	42.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	56.2	62.5	62.6	58.0	62.7	60.6
Black/African American	34.4	19.4	31	27.2	18.2	27.3
Hispanic/Latino	41.4	28.3	36.2	31.1	26.4	32.8
Pacific Islander	-	37.9	43.1	45.4	28.3	40.1
Two or More Races	39.5	44.5	46.4	35.8	41.8	43.6
White/Caucasian	52.1	51.4	52.3	43.9	48.1	49.8
Special Education	16.6	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	36.1	21.5	28	39.2	20.1	24.2
English Learners Current	5.8	6.5		<5	7.6	
Economically Disadvantaged	34.1	24.9	36.1	35.7	23.9	32.7

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

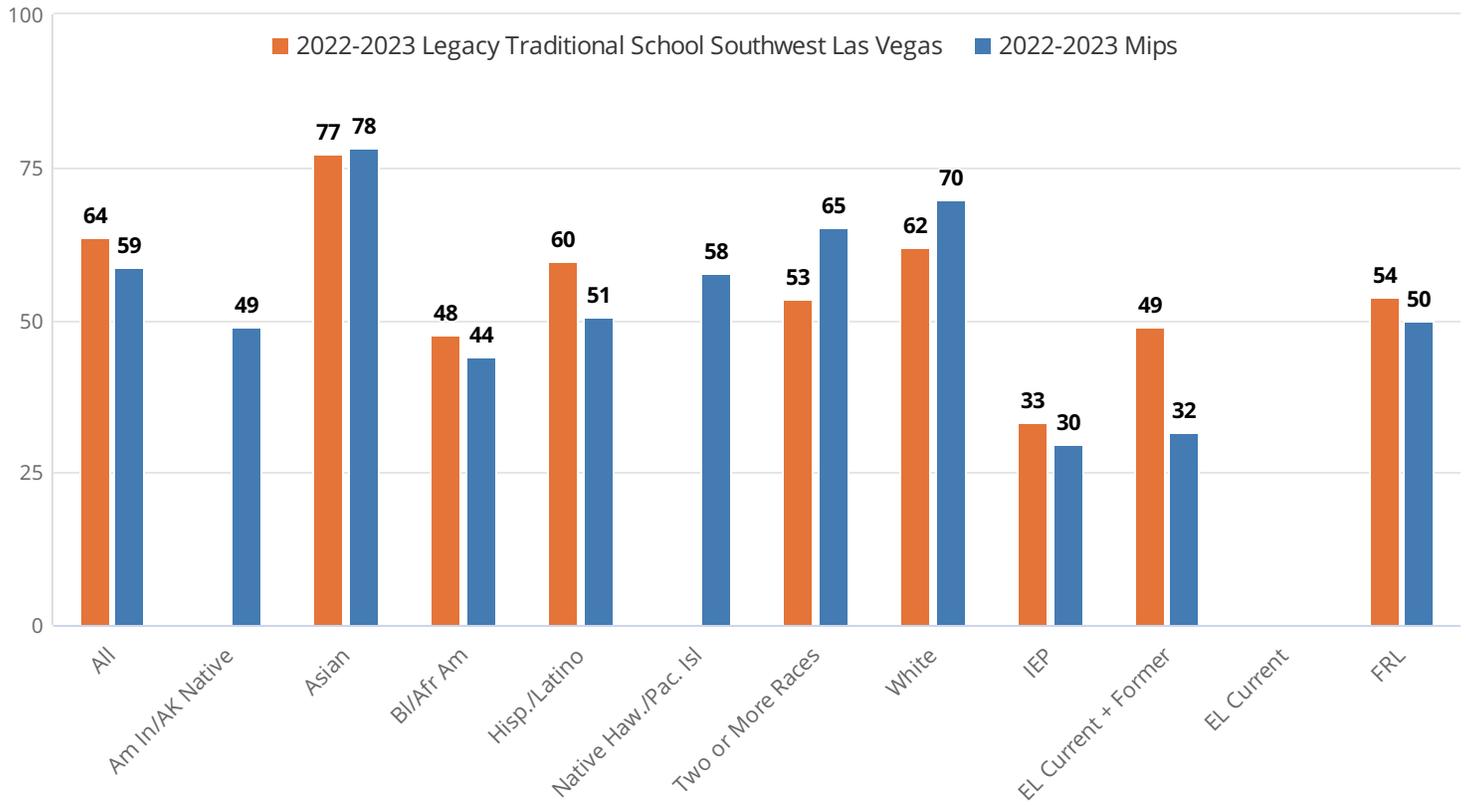


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	63.5	53.4	58.6	67.4	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	77.1	74.7	78.2	79.4	79.0	77.1
Black/African American	47.5	37.4	43.9	56.0	41.1	40.9
Hispanic/Latino	59.5	44.8	50.5	58.4	48.2	47.9
Pacific Islander	-	47.2	57.8	54.5	53.3	55.5
Two or More Races	53.4	60.0	65	71.6	64.6	63.2
White/Caucasian	61.9	64.0	69.6	67.0	67.2	68
Special Education	33.3	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	48.9	34.0	31.7	53.5	38.8	28.1
English Learners Current	<5	12.0		<5	16.7	
Economically Disadvantaged	53.7	40.8	49.8	61.6	45.9	47.1

**ELA Assessments
% Proficient**



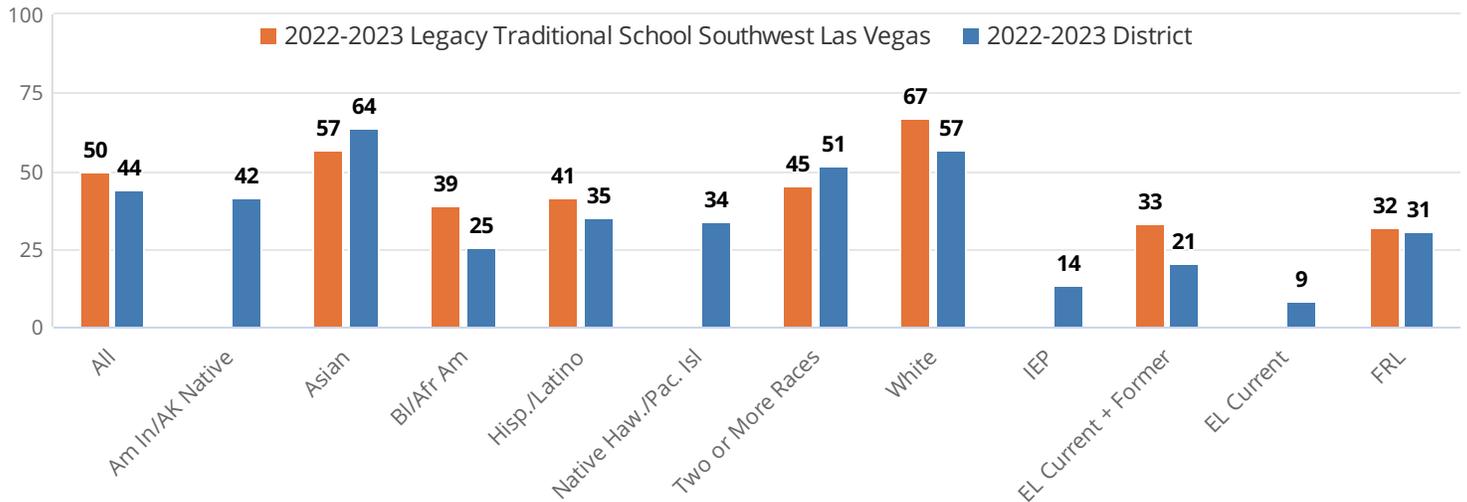


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	50.0	43.9	49.6	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	56.8	63.5	56.7	63.9
Black/African American	38.8	25.3	36.8	28.3
Hispanic/Latino	41.3	34.8	34.2	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	45.4	51.4	63.1	53.3
White/Caucasian	66.6	56.5	54.2	57.8
Special Education	-	13.6	20.0	12.0
English Learners Current + Former	33.3	20.7	33.3	19.4
English Learners Current	-	8.5	9.0	6.9
Economically Disadvantaged	32.1	30.8	40.6	31.9

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data	Math MGP Points Earned: 9/10				ELA MGP Points Earned: 6/10			
	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	61.0	56.0	53.0	56.0	62.0	56.0	53.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	60.5	61.0	55.0	57.0	68.5	61.0	54.5	61.0
Black/African American	64.0	51.0	49.5	55.0	61.5	52.0	49.0	54.0
Hispanic/Latino	59.0	54.0	61.0	55.0	57.0	54.0	56.5	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	63.0	59.0	46.0	58.0	51.5	57.0	51.0	55.0
White/Caucasian	58.0	58.0	46.0	56.0	62.0	57.0	53.0	56.0
Special Education	69.5	52.0	76.5	55.0	49.5	44.0	29.5	43.0
English Learners Current + Former	63.0	54.0	55.0	56.0	57.0	54.0	54.0	54.0
English Learners Current	56.0	53.0	41.0	53.0	42.0	50.0	52.0	51.0
Economically Disadvantaged	59.0	54.0	49.0	55.0	66.5	54.0	49.0	55.0

AGP Growth Data	Math AGP Points Earned: 5/5				ELA AGP Points Earned: 5/5			
	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	49.1	40.4	61.4	52.8	46.2	40.8	66.2	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	55.9	62.5	73.0	72.6	60.4	63.7	70.8	77.2
Black/African American	43.3	23.7	48.3	39.6	30.6	24.7	59.6	49.7
Hispanic/Latino	42.7	30.6	61.4	44.7	36.0	31.4	60.2	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	48.8	46.9	53.4	59.5	38.0	43.8	66.0	65.6
White/Caucasian	53.6	51.9	55.0	61.5	51.1	50.7	69.3	67.2
Special Education	25.0	15.1	33.3	22.3	5.5	12.9	16.6	26.3
English Learners Current + Former	38.2	24.3	53.1	35.3	41.0	25.2	53.5	45.5
English Learners Current	11.7	10.9	17.6	16.2	10.5	12.6	15.7	28.2
Economically Disadvantaged	37.7	28.1	52.0	41.9	41.7	29.9	60.1	51.8

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



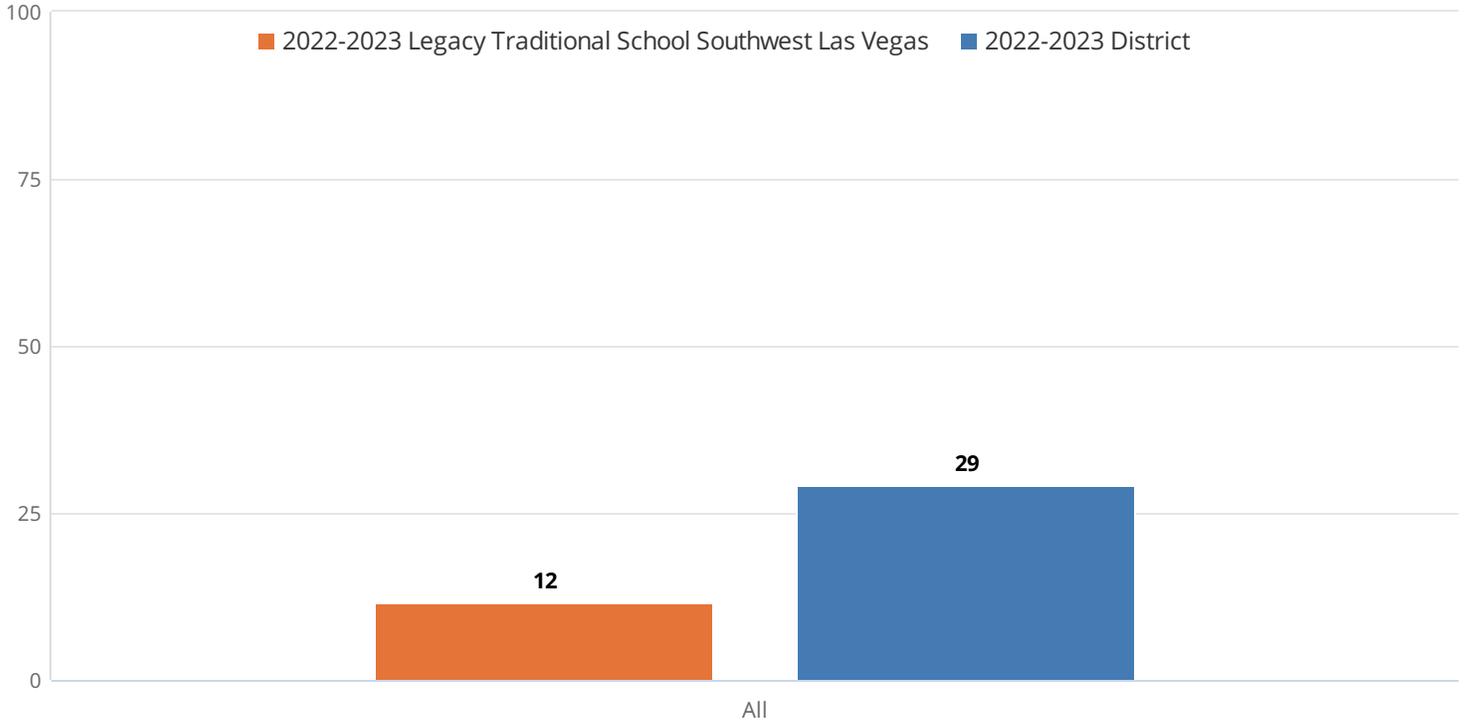
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	17	11.7	29.3	19	10.5	21.6

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 4/10

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	25.4	18.0	23.1	23.3	29.0	23.5	35.0	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	26.8	26.3	30.0	36.0	39.7	38.5	26.0	51.3
Black/African American	21.4	12.5	10.0	20.2	20.4	16.6	26.9	33.6
Hispanic/Latino	23.8	15.4	32.5	21.4	22.8	20.3	36.3	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	31.0	20.8	30.7	27.8	15.6	24.1	37.5	42.9
White/Caucasian	28.2	23.6	10.0	26.3	36.6	28.8	42.8	40.2
Special Education	10.0	8.5	20.0	12.4	<5	7.8	11.7	19.6
English Learners Current + Former	20.5	13.5	24.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	11.7	8.9	17.6	12.7	11.1	11.3	11.1	24.4
Economically Disadvantaged	16.9	14.2	21.4	20.9	31.3	19.7	28.7	35.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

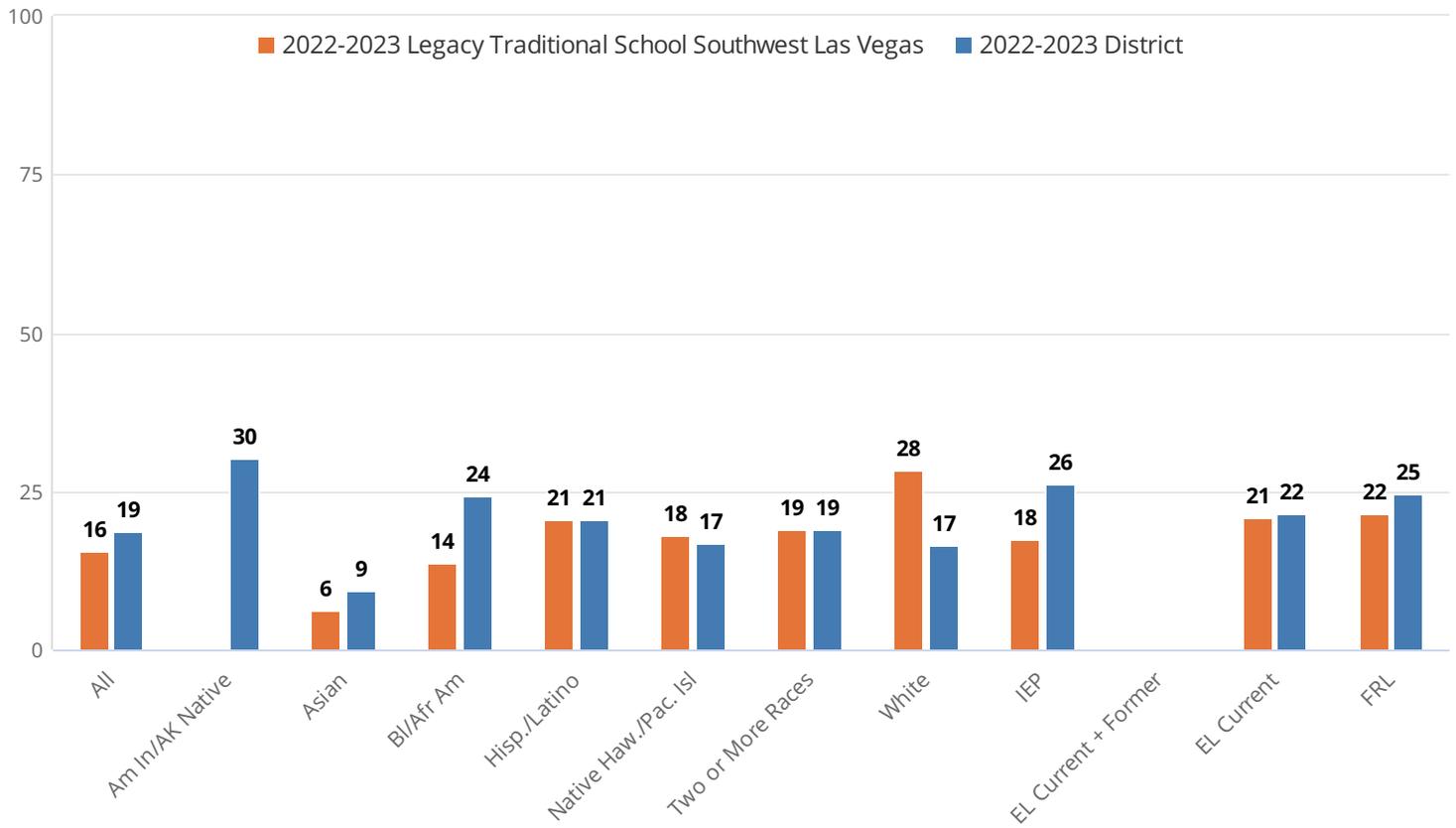
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	15.7	18.8	31.6	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	6.2	9.3	18.9	8.7
Black/African American	13.8	24.2	23.6	24.9
Hispanic/Latino	20.7	20.6	44.2	19.9
Pacific Islander	18.1	16.7	27.2	22.7
Two or More Races	19.1	19.0	33.9	19.4
White/Caucasian	28.2	16.5	41.4	16.1
Special Education	17.6	26.3	52.3	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	21.0	21.6	26.0	18.3
Economically Disadvantaged	21.6	24.7	34.7	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

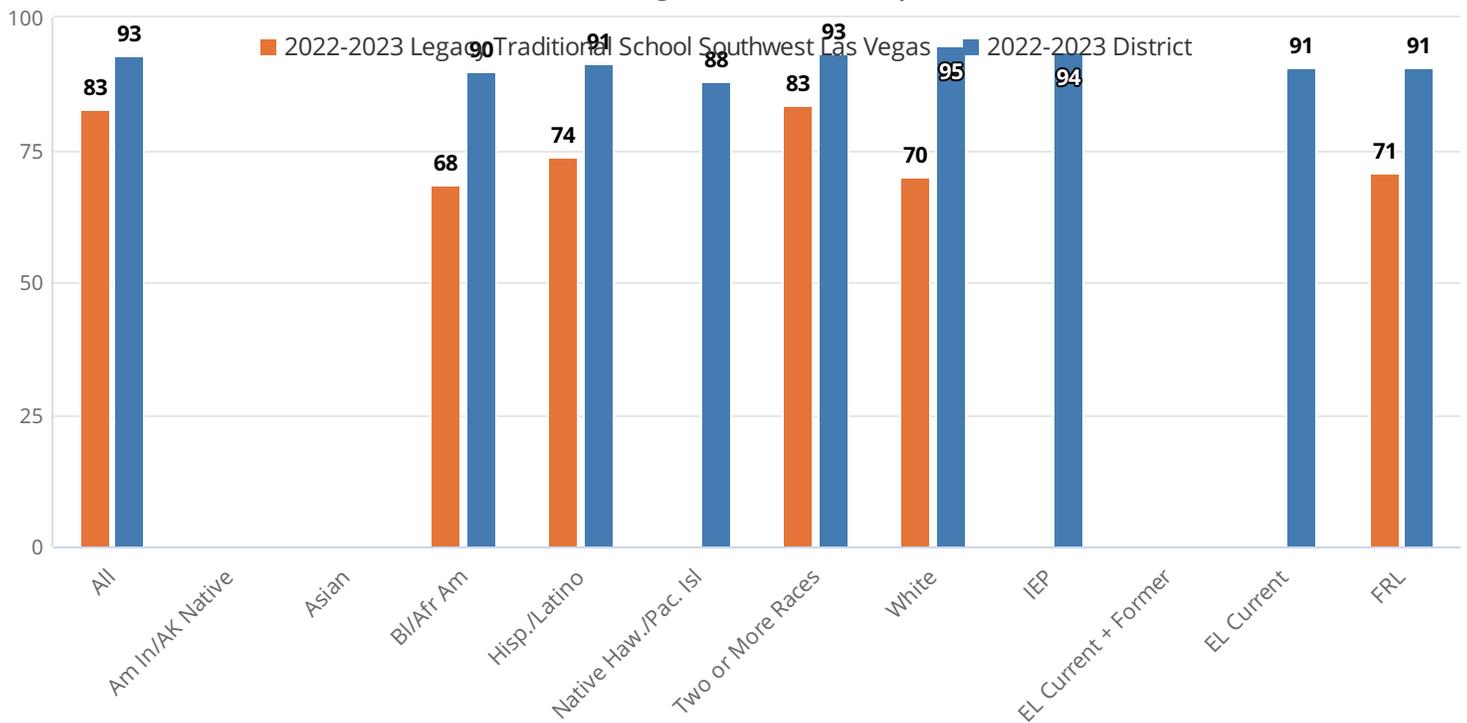
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	82.8	92.7	77.0	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	83.7	>95
Black/African American	68.4	89.9	68.4	85.9
Hispanic/Latino	73.5	91.4	72.2	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	83.3	93.1	78.9	89.2
White/Caucasian	70.0	94.8	77.1	93.3
Special Education	-	93.7	60.0	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	36.3	88.7
Economically Disadvantaged	70.7	90.5	73.7	89.5

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	24
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.9%)	31
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 SCHOOL OF EXCELLENCE IN EDUCATION (015806)

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	174	151	42	63	43	473	
Approaches GL or Above	88	60	13	31	24	216	46%
Meets GL or Above	38	16	8	12	12	86	18%
Masters GL	15	8	1	5	2	31	7%
Total Percentage Points							71%
Component Score							24

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	46%	41%	47%	33%	-	100%	100%	0%	44%	26%	38%	17%	33%	51%	32%
At Meets GL Standard or Above	18%	12%	19%	8%	-	100%	100%	0%	17%	4%	13%	13%	0%	20%	13%
At Masters GL Standard	7%	2%	8%	0%	-	57%	0%	0%	7%	1%	4%	11%	0%	7%	5%
Number of Tests															
At Approaches GL Standard or Above	216	56	148	4	-	7	1	0	197	35	62	9	1	171	45
At Meets GL Standard or Above	86	16	61	1	-	7	1	0	77	5	22	7	0	68	18
At Masters GL Standard	31	3	24	0	-	4	0	0	30	1	7	6	0	24	7
Total Tests	473	137	315	12	-	7	1	1	444	135	163	54	3	334	139
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	98%	100%	-	100%	100%	33%	99%	100%	100%	98%	100%	98%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	51%	52%	50%	25%	-	100%	-	-	48%	33%	45%	17%	100%	54%	42%
At Meets GL Standard or Above	22%	16%	23%	25%	-	100%	-	-	20%	6%	16%	17%	0%	23%	19%
At Masters GL Standard	9%	6%	9%	0%	-	50%	-	-	9%	2%	3%	11%	0%	10%	6%
Number of Tests															
At Approaches GL Standard or Above	88	26	59	1	-	2	-	-	79	16	26	3	1	68	20
At Meets GL Standard or Above	38	8	27	1	-	2	-	-	33	3	9	3	0	29	9
At Masters GL Standard	15	3	11	0	-	1	-	-	14	1	2	2	0	12	3
Total Tests	174	50	118	4	-	2	-	-	163	48	58	18	1	126	48
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	98%	100%	-	100%	-	0%	99%	100%	100%	95%	100%	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	40%	25%	44%	50%	-	100%	-	-	39%	21%	28%	21%	0%	44%	29%
At Meets GL Standard or Above	11%	3%	12%	0%	-	100%	-	-	10%	4%	9%	11%	0%	12%	7%
At Masters GL Standard	5%	0%	6%	0%	-	100%	-	-	6%	0%	6%	11%	0%	6%	5%
Number of Tests															
At Approaches GL Standard or Above	60	10	46	2	-	2	-	-	56	10	15	4	0	48	12
At Meets GL Standard or Above	16	1	13	0	-	2	-	-	15	2	5	2	0	13	3

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	8	0	6	0	-	2	-	-	8	0	3	2	0	6	2
Total Tests	151	40	105	4	-	2	-	-	143	47	53	19	1	109	42
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	97%	100%	97%	100%	-	100%	-	0%	98%	100%	100%	100%	100%	97%	98%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	44%	25%	33%	-	100%	-	0%	28%	8%	21%	14%	0%	35%	18%
At Meets GL Standard or Above	19%	11%	21%	0%	-	100%	-	0%	18%	0%	14%	14%	0%	23%	9%
At Masters GL Standard	2%	0%	4%	0%	-	0%	-	0%	3%	0%	0%	14%	0%	0%	9%
Number of Tests															
At Approaches GL Standard or Above	13	4	7	1	-	1	-	0	11	1	3	1	0	11	2
At Meets GL Standard or Above	8	1	6	0	-	1	-	0	7	0	2	1	0	7	1
At Masters GL Standard	1	0	1	0	-	0	-	0	1	0	0	1	0	0	1
Total Tests	42	9	28	3	-	1	-	1	40	12	14	7	1	31	11
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	49%	43%	53%	0%	-	100%	-	-	51%	32%	43%	13%	-	64%	25%
At Meets GL Standard or Above	19%	9%	24%	0%	-	100%	-	-	20%	0%	9%	13%	-	26%	8%
At Masters GL Standard	8%	0%	11%	0%	-	100%	-	-	8%	0%	4%	13%	-	10%	4%
Number of Tests															
At Approaches GL Standard or Above	31	10	20	0	-	1	-	-	31	6	10	1	-	25	6
At Meets GL Standard or Above	12	2	9	0	-	1	-	-	12	0	2	1	-	10	2
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	1	1	-	4	1
Total Tests	63	23	38	1	-	1	-	-	61	19	23	8	-	39	24
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	56%	40%	62%	-	-	100%	100%	-	54%	22%	53%	0%	-	66%	36%
At Meets GL Standard or Above	28%	27%	23%	-	-	100%	100%	-	27%	0%	27%	0%	-	31%	21%
At Masters GL Standard	5%	0%	8%	-	-	0%	0%	-	5%	0%	7%	0%	-	7%	0%

**Texas Education Agency
2021 STAAR Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	24	6	16	-	-	1	1	-	20	2	8	0	-	19	5
At Meets GL Standard or Above	12	4	6	-	-	1	1	-	10	0	4	0	-	9	3
At Masters GL Standard	2	0	2	-	-	0	0	-	2	0	1	0	-	2	0
Total Tests	43	15	26	-	-	1	1	-	37	9	15	2	-	29	14
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	100%	-	100%	100%	100%	100%	-	100%	100%

- Indicates there are no students in the group.

**Texas Education Agency
2021 College, Career, and Military Readiness
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency
2021 Graduation Rate
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance
SCHOOL OF EXCELLENCE IN EDUCATION (015806)

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
92.9	31

**Texas Education Agency
2021 Closing the Gaps
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	No						No	No			No	No		
% at Meets GL Standard or Above	22%	16%	23%	25%	-	100%	-	-	20%	16%	17%	0%	23%	19%		
# at Meets GL Standard or Above	38	8	27	1	-	2	-	-	33	9	3	0	29	9		
Total Tests	174	50	118	4	-	2	-	-	163	58	18	1	126	48		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No						No	No			No	No		
% at Meets GL Standard or Above	11%	3%	12%	0%	-	100%	-	-	10%	9%	11%	0%	12%	7%		
# at Meets GL Standard or Above	16	1	13	0	-	2	-	-	15	5	2	0	13	3		
Total Tests	151	40	105	4	-	2	-	-	143	53	19	1	109	42		
Total Indicators															0	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										27						
TELPAS Total										61						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No	No		No	No		
STAAR Component Score	24	18	25	14	-	86	67	0	23	18	14	11	26	17		
% at Approaches GL Standard or Above	46%	41%	47%	33%	-	100%	100%	0%	44%	38%	17%	33%	51%	32%		

**Texas Education Agency
2021 Closing the Gaps
SCHOOL OF EXCELLENCE IN EDUCATION (015806)**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	18%	12%	19%	8%	-	100%	100%	0%	17%	13%	13%	0%	20%	13%		
% at Masters GL Standard	7%	2%	8%	0%	-	57%	0%	0%	7%	4%	11%	0%	7%	5%		
Total Tests	473	137	315	12	-	7	1	1	444	163	54	3	334	139		
Total Indicators															0	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	323	100	209	6	-	1	1	6	287	58	43	4	188	135		
Total Tests	323	100	209	6	-	1	1	6	287	58	43	4	188	135		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%		
# Participants	270	78	179	5	-	1	1	6	243	54	34	2	152	118		
Total Tests	270	78	179	5	-	1	1	6	243	54	34	2	152	118		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	98%	100%	-	100%	-	0%	99%	100%	95%	100%	97%	100%		
# Participants	180	50	124	4	-	2	-	0	168	61	19	1	129	51		
Total Tests	184	50	127	4	-	2	-	1	170	61	20	1	133	51		
Mathematics																
% Participation	97%	100%	97%	100%	-	100%	-	0%	98%	100%	100%	100%	97%	98%		
# Participants	153	40	107	4	-	2	-	0	145	54	19	1	110	43		
Total Tests	157	40	110	4	-	2	-	1	148	54	19	1	113	44		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.6%)	34
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	42	19		16	20	97	
Approaches GL or Above	22	6		10	18	56	58%
Meets GL or Above	11	2		5	11	29	30%
Masters GL	1	2		1	2	6	6%
Total Percentage Points							94%
Component Score							31

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	23%	61%	7%	-	64%	41%
At Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	0%	36%	7%	-	34%	19%
At Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	0%	7%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	56	18	37	-	-	-	1	-	49	3	17	1	-	45	11
At Meets GL Standard or Above	29	8	20	-	-	-	1	-	25	0	10	1	-	24	5
At Masters GL Standard	6	1	5	-	-	-	0	-	6	0	2	0	-	6	0
Total Tests	97	44	52	-	-	-	1	-	84	13	28	15	-	70	27
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	97%	-	-	-	100%	-	99%	100%	100%	94%	-	99%	97%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	52%	40%	64%	-	-	-	-	-	51%	20%	64%	25%	-	57%	42%
At Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	0%	36%	25%	-	30%	17%
At Masters GL Standard	2%	5%	0%	-	-	-	-	-	3%	0%	0%	0%	-	3%	0%
Number of Tests															
At Approaches GL Standard or Above	22	8	14	-	-	-	-	-	19	1	7	1	-	17	5
At Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	0	4	1	-	9	2
At Masters GL Standard	1	1	0	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	42	20	22	-	-	-	-	-	37	5	11	4	-	30	12
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	96%	-	-	-	-	-	100%	100%	100%	83%	-	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	32%	20%	44%	-	-	-	-	-	35%	0%	17%	0%	-	46%	0%
At Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
At Masters GL Standard	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
Number of Tests															
At Approaches GL Standard or Above	6	2	4	-	-	-	-	-	6	0	1	0	-	6	0
At Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0

**Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0
Total Tests	19	10	9	-	-	-	-	-	17	4	6	5	-	13	6
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	95%	100%	90%	-	-	-	-	-	94%	100%	100%	100%	-	100%	86%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	63%	50%	75%	-	-	-	-	-	67%	33%	60%	0%	-	73%	40%
At Meets GL Standard or Above	31%	13%	50%	-	-	-	-	-	33%	0%	20%	0%	-	45%	0%
At Masters GL Standard	6%	0%	13%	-	-	-	-	-	7%	0%	0%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	10	4	6	-	-	-	-	-	10	1	3	0	-	8	2
At Meets GL Standard or Above	5	1	4	-	-	-	-	-	5	0	1	0	-	5	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	16	8	8	-	-	-	-	-	15	3	5	4	-	11	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	90%	67%	100%	-	-	-	100%	-	93%	100%	100%	0%	-	88%	100%
At Meets GL Standard or Above	55%	67%	46%	-	-	-	100%	-	60%	0%	67%	0%	-	50%	75%
At Masters GL Standard	10%	0%	15%	-	-	-	0%	-	13%	0%	17%	0%	-	13%	0%

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	18	4	13	-	-	-	1	-	14	1	6	0	-	14	4
At Meets GL Standard or Above	11	4	6	-	-	-	1	-	9	0	4	0	-	8	3
At Masters GL Standard	2	0	2	-	-	-	0	-	2	0	1	0	-	2	0
Total Tests	20	6	13	-	-	-	1	-	15	1	6	2	-	16	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%

- Indicates there are no students in the group.

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
88.6	34

Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No				No			
% at Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	36%	25%	-	30%	17%		
# at Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	4	1	-	9	2		
Total Tests	42	20	22	-	-	-	-	-	37	11	4	-	30	12		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No															
% at Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	17%	0%	-	15%	0%		
# at Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	1	0	-	2	0		
Total Tests	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										33%						
TELPAS Progress										2						
TELPAS Total										6						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	31	20	40	-	-	-	67	-	32	35	5	-	36	20		
% at Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	61%	7%	-	64%	41%		

**Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	36%	7%	-	34%	19%		
% at Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	7%	0%	-	9%	0%		
Total Tests	97	44	52	-	-	-	1	-	84	28	15	-	70	27		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%		
# Participants	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Total Tests	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	-	100%	100%		
# Participants	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Total Tests	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	96%	-	-	-	-	-	100%	100%	83%	-	97%	100%		
# Participants	45	20	25	-	-	-	-	-	39	12	5	-	31	14		
Total Tests	46	20	26	-	-	-	-	-	39	12	6	-	32	14		
Mathematics																
% Participation	95%	100%	90%	-	-	-	-	-	94%	100%	100%	-	100%	86%		
# Participants	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Tests	20	10	10	-	-	-	-	-	18	6	5	-	13	7		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	21
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 91.1%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	34	34	12	23	23	126	
Approaches GL or Above	20	13	5	11	6	55	44%
Meets GL or Above	8	2	2	2	1	15	12%
Masters GL	4	2	0	1	0	7	6%
Total Percentage Points							62%
Component Score							21

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	34%	40%	0%	33%	58%	22%
At Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	3%	7%	0%	0%	17%	4%
At Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	0%	5%	0%	0%	9%	0%
Number of Tests															
At Approaches GL Standard or Above	55	20	30	1	-	4	-	0	51	13	17	0	1	44	11
At Meets GL Standard or Above	15	3	8	0	-	4	-	0	14	1	3	0	0	13	2
At Masters GL Standard	7	2	2	0	-	3	-	0	7	0	2	0	0	7	0
Total Tests	126	45	75	1	-	4	-	1	119	38	42	3	3	76	50
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	59%	67%	52%	-	-	100%	-	-	56%	50%	55%	0%	100%	67%	46%
At Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	10%	18%	0%	0%	33%	8%
At Masters GL Standard	12%	17%	5%	-	-	100%	-	-	13%	0%	9%	0%	0%	19%	0%
Number of Tests															
At Approaches GL Standard or Above	20	8	11	-	-	1	-	-	18	5	6	0	1	14	6
At Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	1	2	0	0	7	1
At Masters GL Standard	4	2	1	-	-	1	-	-	4	0	1	0	0	4	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	38%	33%	38%	-	-	100%	-	-	38%	30%	36%	0%	0%	52%	15%
At Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
At Masters GL Standard	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
Number of Tests															
At Approaches GL Standard or Above	13	4	8	-	-	1	-	-	12	3	4	0	0	11	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	42%	67%	29%	100%	-	-	-	0%	36%	50%	50%	0%	0%	63%	0%
At Meets GL Standard or Above	17%	0%	29%	0%	-	-	-	0%	9%	0%	0%	0%	0%	25%	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	2	1	-	-	-	0	4	1	1	0	0	5	0
At Meets GL Standard or Above	2	0	2	0	-	-	-	0	1	0	0	0	0	2	0
At Masters GL Standard	0	0	0	0	-	-	-	0	0	0	0	0	0	0	0
Total Tests	12	3	7	1	-	-	-	1	11	2	2	1	1	8	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	48%	44%	46%	-	-	100%	-	-	50%	38%	44%	-	-	69%	20%
At Meets GL Standard or Above	9%	0%	8%	-	-	100%	-	-	9%	0%	0%	-	-	8%	10%
At Masters GL Standard	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
Number of Tests															
At Approaches GL Standard or Above	11	4	6	-	-	1	-	-	11	3	4	-	-	9	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	0	-	-	1	1
At Masters GL Standard	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	26%	22%	23%	-	-	100%	-	-	27%	13%	22%	-	-	38%	10%
At Meets GL Standard or Above	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	-	-	0%	0%

Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	6	2	3	-	-	1	-	-	6	1	2	-	-	5	1	
At Meets GL Standard or Above	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0	
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	-	-	0	0	
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
91.1	21

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	18%	0%	0%	33%	8%		
# at Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	2	0	0	7	1		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	9%	0%	0%	10%	0%		
# at Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	1	0	0	2	0		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										73%						
TELPAS Progress										8						
TELPAS Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	21	18	18	33	-	92	-	0	20	17	0	11	28	9		
% at Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	40%	0%	33%	58%	22%		

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	7%	0%	0%	17%	4%		
% at Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	5%	0%	0%	9%	0%		
Total Tests	126	45	75	1	-	4	-	1	119	42	3	3	76	50		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Mathematics																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Total Tests	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Mathematics																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	20
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.8%)	20
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	14%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	62	62	17	14		155	
Approaches GL or Above	24	26	4	5		59	38%
Meets GL or Above	9	7	3	3		22	14%
Masters GL	7	3	1	2		13	8%
Total Percentage Points							60%
Component Score							20

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	24%	32%	28%	-	40%	29%
At Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	5%	11%	24%	-	13%	21%
At Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	1%	4%	24%	-	6%	21%
Number of Tests															
At Approaches GL Standard or Above	59	-	58	1	-	-	-	-	56	18	27	7	-	51	8
At Meets GL Standard or Above	22	-	22	0	-	-	-	-	20	4	9	6	-	16	6
At Masters GL Standard	13	-	13	0	-	-	-	-	12	1	3	6	-	7	6
Total Tests	155	-	146	9	-	-	-	-	151	75	84	25	-	127	28
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	98%	100%	100%	100%	-	96%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	39%	-	41%	0%	-	-	-	-	37%	30%	36%	22%	-	42%	20%
At Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	7%	9%	22%	-	13%	20%
At Masters GL Standard	11%	-	12%	0%	-	-	-	-	10%	3%	3%	22%	-	10%	20%
Number of Tests															
At Approaches GL Standard or Above	24	-	24	0	-	-	-	-	22	9	12	2	-	22	2
At Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	2	3	2	-	7	2
At Masters GL Standard	7	-	7	0	-	-	-	-	6	1	1	2	-	5	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	-	42%	33%	-	-	-	-	42%	23%	30%	33%	-	42%	40%
At Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	7%	9%	22%	-	10%	20%
At Masters GL Standard	5%	-	5%	0%	-	-	-	-	5%	0%	3%	22%	-	2%	20%
Number of Tests															
At Approaches GL Standard or Above	26	-	25	1	-	-	-	-	25	7	10	3	-	22	4
At Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	2	3	2	-	5	2

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	3	-	3	0	-	-	-	-	3	0	1	2	-	1	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	24%	-	27%	0%	-	-	-	-	24%	0%	20%	20%	-	23%	25%
At Meets GL Standard or Above	18%	-	20%	0%	-	-	-	-	18%	0%	20%	20%	-	15%	25%
At Masters GL Standard	6%	-	7%	0%	-	-	-	-	6%	0%	0%	20%	-	0%	25%
Number of Tests															
At Approaches GL Standard or Above	4	-	4	0	-	-	-	-	4	0	2	1	-	3	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	2	1	-	2	1
At Masters GL Standard	1	-	1	0	-	-	-	-	1	0	0	1	-	0	1
Total Tests	17	-	15	2	-	-	-	-	17	8	10	5	-	13	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	36%	-	38%	0%	-	-	-	-	36%	29%	38%	50%	-	40%	25%
At Meets GL Standard or Above	21%	-	23%	0%	-	-	-	-	21%	0%	13%	50%	-	20%	25%
At Masters GL Standard	14%	-	15%	0%	-	-	-	-	14%	0%	13%	50%	-	10%	25%
Number of Tests															
At Approaches GL Standard or Above	5	-	5	0	-	-	-	-	5	2	3	1	-	4	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	1	1	-	2	1
At Masters GL Standard	2	-	2	0	-	-	-	-	2	0	1	1	-	1	1
Total Tests	14	-	13	1	-	-	-	-	14	7	8	2	-	10	4
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
96.8	20

Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	9%	22%	-	13%	20%		
# at Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	3	2	-	7	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	9%	22%	-	10%	20%		
# at Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	3	2	-	5	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Total Indicators															0	10
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										16						
TELPAS Total										40						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No						No	No	Yes		No	No		
STAAR Component Score	20	-	21	4	-	-	-	-	19	16	25	-	20	24		
% at Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	32%	28%	-	40%	29%		

**Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	11%	24%	-	13%	21%		
% at Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	4%	24%	-	6%	21%		
Total Tests	155	-	146	9	-	-	-	-	151	84	25	-	127	28		
Total Indicators															1	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		
Mathematics																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	25
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.6%)	25
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	36	36	13	10		95	
Approaches GL or Above	22	15	4	5		46	48%
Meets GL or Above	10	5	3	2		20	21%
Masters GL	3	1	0	1		5	5%
Total Percentage Points							74%
Component Score							25

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	11%	9%	-	51%	44%
At Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	0%	-	25%	15%
At Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	0%	-	7%	3%
Number of Tests															
At Approaches GL Standard or Above	46	18	23	2	-	3	-	-	41	1	1	1	-	31	15
At Meets GL Standard or Above	20	5	11	1	-	3	-	-	18	0	0	0	-	15	5
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	0	0	-	4	1
Total Tests	95	48	42	2	-	3	-	-	90	9	9	11	-	61	34
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	61%	56%	63%	100%	-	100%	-	-	59%	33%	33%	0%	-	65%	54%
At Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	0%	-	26%	31%
At Masters GL Standard	8%	0%	19%	0%	-	0%	-	-	9%	0%	0%	0%	-	9%	8%
Number of Tests															
At Approaches GL Standard or Above	22	10	10	1	-	1	-	-	20	1	1	0	-	15	7
At Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	0	-	6	4
At Masters GL Standard	3	0	3	0	-	0	-	-	3	0	0	0	-	2	1
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	22%	56%	100%	-	100%	-	-	38%	0%	0%	25%	-	39%	46%
At Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	0%	-	17%	8%
At Masters GL Standard	3%	0%	0%	0%	-	100%	-	-	3%	0%	0%	0%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	15	4	9	1	-	1	-	-	13	0	0	1	-	9	6
At Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	0	-	4	1

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	1	0	0	0	-	1	-	-	1	0	0	0	-	1	0
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	33%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	33%
At Meets GL Standard or Above	23%	17%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	0%	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	4	2	1	-	-	1	-	-	3	0	0	0	-	3	1
At Meets GL Standard or Above	3	1	1	-	-	1	-	-	3	0	0	0	-	3	0
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	0	-	0	0
Total Tests	13	6	6	-	-	1	-	-	12	2	2	1	-	10	3
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	-	-	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	33%	75%	-	-	-	-	-	50%	0%	0%	0%	-	80%	20%
At Meets GL Standard or Above	20%	17%	25%	-	-	-	-	-	20%	0%	0%	0%	-	40%	0%
At Masters GL Standard	10%	0%	25%	-	-	-	-	-	10%	0%	0%	0%	-	20%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	3	-	-	-	-	-	5	0	0	0	-	4	1
At Meets GL Standard or Above	2	1	1	-	-	-	-	-	2	0	0	0	-	2	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	10	6	4	-	-	-	-	-	10	1	1	2	-	5	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
92.6	25

Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	-	26%	31%		
# at Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	-	6	4		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	-	17%	8%		
# at Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	-	4	1		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										25%						
TELPAS Progress										1						
TELPAS Total										4						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No				No	No		
STAAR Component Score	25	16	30	50	-	78	-	-	24	4	3	-	28	21		
% at Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	9%	-	51%	44%		

**Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	-	25%	15%		
% at Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	-	7%	3%		
Total Tests	95	48	42	2	-	3	-	-	90	9	11	-	61	34		
Total Indicators															0	6
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Total Tests	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Total Tests	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	25
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.6%)	25
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	36	36	13	10		95	
Approaches GL or Above	22	15	4	5		46	48%
Meets GL or Above	10	5	3	2		20	21%
Masters GL	3	1	0	1		5	5%
Total Percentage Points							74%
Component Score							25

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	11%	9%	-	51%	44%
At Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	0%	-	25%	15%
At Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	0%	-	7%	3%
Number of Tests															
At Approaches GL Standard or Above	46	18	23	2	-	3	-	-	41	1	1	1	-	31	15
At Meets GL Standard or Above	20	5	11	1	-	3	-	-	18	0	0	0	-	15	5
At Masters GL Standard	5	0	4	0	-	1	-	-	5	0	0	0	-	4	1
Total Tests	95	48	42	2	-	3	-	-	90	9	9	11	-	61	34
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	61%	56%	63%	100%	-	100%	-	-	59%	33%	33%	0%	-	65%	54%
At Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	0%	-	26%	31%
At Masters GL Standard	8%	0%	19%	0%	-	0%	-	-	9%	0%	0%	0%	-	9%	8%
Number of Tests															
At Approaches GL Standard or Above	22	10	10	1	-	1	-	-	20	1	1	0	-	15	7
At Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	0	-	6	4
At Masters GL Standard	3	0	3	0	-	0	-	-	3	0	0	0	-	2	1
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	22%	56%	100%	-	100%	-	-	38%	0%	0%	25%	-	39%	46%
At Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	0%	-	17%	8%
At Masters GL Standard	3%	0%	0%	0%	-	100%	-	-	3%	0%	0%	0%	-	4%	0%
Number of Tests															
At Approaches GL Standard or Above	15	4	9	1	-	1	-	-	13	0	0	1	-	9	6
At Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	0	-	4	1

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	1	0	0	0	-	1	-	-	1	0	0	0	-	1	0
Total Tests	36	18	16	1	-	1	-	-	34	3	3	4	-	23	13
Participation															
% participation 2018-19	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	31%	33%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	33%
At Meets GL Standard or Above	23%	17%	17%	-	-	100%	-	-	25%	0%	0%	0%	-	30%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	0%	-	0%	0%
Number of Tests															
At Approaches GL Standard or Above	4	2	1	-	-	1	-	-	3	0	0	0	-	3	1
At Meets GL Standard or Above	3	1	1	-	-	1	-	-	3	0	0	0	-	3	0
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	0	-	0	0
Total Tests	13	6	6	-	-	1	-	-	12	2	2	1	-	10	3
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	-	100%	-	-	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	33%	75%	-	-	-	-	-	50%	0%	0%	0%	-	80%	20%
At Meets GL Standard or Above	20%	17%	25%	-	-	-	-	-	20%	0%	0%	0%	-	40%	0%
At Masters GL Standard	10%	0%	25%	-	-	-	-	-	10%	0%	0%	0%	-	20%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	3	-	-	-	-	-	5	0	0	0	-	4	1
At Meets GL Standard or Above	2	1	1	-	-	-	-	-	2	0	0	0	-	2	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	10	6	4	-	-	-	-	-	10	1	1	2	-	5	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
92.6	25

Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	28%	11%	38%	100%	-	100%	-	-	24%	0%	0%	-	26%	31%		
# at Meets GL Standard or Above	10	2	6	1	-	1	-	-	8	0	0	-	6	4		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	14%	6%	19%	0%	-	100%	-	-	15%	0%	0%	-	17%	8%		
# at Meets GL Standard or Above	5	1	3	0	-	1	-	-	5	0	0	-	4	1		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										25%						
TELPAS Progress										1						
TELPAS Total										4						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No				No	No		
STAAR Component Score	25	16	30	50	-	78	-	-	24	4	3	-	28	21		
% at Approaches GL Standard or Above	48%	38%	55%	100%	-	100%	-	-	46%	11%	9%	-	51%	44%		

**Texas Education Agency
2021 Closing the Gaps
DR DAVID C WALKER EL (015806106) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	21%	10%	26%	50%	-	100%	-	-	20%	0%	0%	-	25%	15%		
% at Masters GL Standard	5%	0%	10%	0%	-	33%	-	-	6%	0%	0%	-	7%	3%		
Total Tests	95	48	42	2	-	3	-	-	90	9	11	-	61	34		
Total Indicators															0	6
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Total Tests	73	43	26	2	-	1	-	1	69	7	9	-	35	38		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	-	100%	100%		
# Participants	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Total Tests	71	41	26	2	-	1	-	1	67	5	9	-	35	36		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	-	100%	100%		
# Participants	36	18	16	1	-	1	-	-	34	3	4	-	23	13		
Total Tests	36	18	16	1	-	1	-	-	34	3	4	-	23	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

**Texas Education Agency
2021 Accountability Ratings Overall Summary
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

*** Confidential ***

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	21
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 91.1%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	34	34	12	23	23	126	
Approaches GL or Above	20	13	5	11	6	55	44%
Meets GL or Above	8	2	2	2	1	15	12%
Masters GL	4	2	0	1	0	7	6%
Total Percentage Points							62%
Component Score							21

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	34%	40%	0%	33%	58%	22%
At Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	3%	7%	0%	0%	17%	4%
At Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	0%	5%	0%	0%	9%	0%
Number of Tests															
At Approaches GL Standard or Above	55	20	30	1	-	4	-	0	51	13	17	0	1	44	11
At Meets GL Standard or Above	15	3	8	0	-	4	-	0	14	1	3	0	0	13	2
At Masters GL Standard	7	2	2	0	-	3	-	0	7	0	2	0	0	7	0
Total Tests	126	45	75	1	-	4	-	1	119	38	42	3	3	76	50
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	59%	67%	52%	-	-	100%	-	-	56%	50%	55%	0%	100%	67%	46%
At Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	10%	18%	0%	0%	33%	8%
At Masters GL Standard	12%	17%	5%	-	-	100%	-	-	13%	0%	9%	0%	0%	19%	0%
Number of Tests															
At Approaches GL Standard or Above	20	8	11	-	-	1	-	-	18	5	6	0	1	14	6
At Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	1	2	0	0	7	1
At Masters GL Standard	4	2	1	-	-	1	-	-	4	0	1	0	0	4	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	38%	33%	38%	-	-	100%	-	-	38%	30%	36%	0%	0%	52%	15%
At Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
At Masters GL Standard	6%	0%	5%	-	-	100%	-	-	6%	0%	9%	0%	0%	10%	0%
Number of Tests															
At Approaches GL Standard or Above	13	4	8	-	-	1	-	-	12	3	4	0	0	11	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0

**Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	1	-	-	1	-	-	2	0	1	0	0	2	0
Total Tests	34	12	21	-	-	1	-	-	32	10	11	1	1	21	13
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	42%	67%	29%	100%	-	-	-	0%	36%	50%	50%	0%	0%	63%	0%
At Meets GL Standard or Above	17%	0%	29%	0%	-	-	-	0%	9%	0%	0%	0%	0%	25%	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
Number of Tests															
At Approaches GL Standard or Above	5	2	2	1	-	-	-	0	4	1	1	0	0	5	0
At Meets GL Standard or Above	2	0	2	0	-	-	-	0	1	0	0	0	0	2	0
At Masters GL Standard	0	0	0	0	-	-	-	0	0	0	0	0	0	0	0
Total Tests	12	3	7	1	-	-	-	1	11	2	2	1	1	8	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	48%	44%	46%	-	-	100%	-	-	50%	38%	44%	-	-	69%	20%
At Meets GL Standard or Above	9%	0%	8%	-	-	100%	-	-	9%	0%	0%	-	-	8%	10%
At Masters GL Standard	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
Number of Tests															
At Approaches GL Standard or Above	11	4	6	-	-	1	-	-	11	3	4	-	-	9	2
At Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	0	0	-	-	1	1
At Masters GL Standard	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	26%	22%	23%	-	-	100%	-	-	27%	13%	22%	-	-	38%	10%
At Meets GL Standard or Above	4%	0%	0%	-	-	100%	-	-	5%	0%	0%	-	-	8%	0%
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	0%	0%	-	-	0%	0%

Texas Education Agency
2021 STAAR Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	6	2	3	-	-	1	-	-	6	1	2	-	-	5	1	
At Meets GL Standard or Above	1	0	0	-	-	1	-	-	1	0	0	-	-	1	0	
At Masters GL Standard	0	0	0	-	-	0	-	-	0	0	0	-	-	0	0	
Total Tests	23	9	13	-	-	1	-	-	22	8	9	-	-	13	10	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	-	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION
* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
91.1	21

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No							
% at Meets GL Standard or Above	24%	25%	19%	-	-	100%	-	-	25%	18%	0%	0%	33%	8%		
# at Meets GL Standard or Above	8	3	4	-	-	1	-	-	8	2	0	0	7	1		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No								No							
% at Meets GL Standard or Above	6%	0%	5%	-	-	100%	-	-	6%	9%	0%	0%	10%	0%		
# at Meets GL Standard or Above	2	0	1	-	-	1	-	-	2	1	0	0	2	0		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										73%						
TELPAS Progress										8						
TELPAS Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	21	18	18	33	-	92	-	0	20	17	0	11	28	9		
% at Approaches GL Standard or Above	44%	44%	40%	100%	-	100%	-	0%	43%	40%	0%	33%	58%	22%		

**Texas Education Agency
2021 Closing the Gaps
DR PAUL S SAENZ J H (015806041) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	12%	7%	11%	0%	-	100%	-	0%	12%	7%	0%	0%	17%	4%		
% at Masters GL Standard	6%	4%	3%	0%	-	75%	-	0%	6%	5%	0%	0%	9%	0%		
Total Tests	126	45	75	1	-	4	-	1	119	42	3	3	76	50		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Mathematics																
% Participation	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Total Tests	66	18	47	-	-	-	-	1	59	12	12	1	36	30		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Total Tests	35	12	22	-	-	1	-	-	33	12	1	1	22	13		
Mathematics																
% Participation	100%	100%	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	34	12	21	-	-	1	-	-	32	11	1	1	21	13		
Total Tests	34	12	21	-	-	1	-	-	32	11	1	1	21	13		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	37
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.6%)	34
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
 2021 STAAR Performance
 MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	42	19		16	20	97	
Approaches GL or Above	22	6		10	18	56	58%
Meets GL or Above	11	2		5	11	29	30%
Masters GL	1	2		1	2	6	6%
Total Percentage Points							94%
Component Score							31

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	23%	61%	7%	-	64%	41%
At Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	0%	36%	7%	-	34%	19%
At Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	0%	7%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	56	18	37	-	-	-	1	-	49	3	17	1	-	45	11
At Meets GL Standard or Above	29	8	20	-	-	-	1	-	25	0	10	1	-	24	5
At Masters GL Standard	6	1	5	-	-	-	0	-	6	0	2	0	-	6	0
Total Tests	97	44	52	-	-	-	1	-	84	13	28	15	-	70	27
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	97%	-	-	-	100%	-	99%	100%	100%	94%	-	99%	97%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	52%	40%	64%	-	-	-	-	-	51%	20%	64%	25%	-	57%	42%
At Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	0%	36%	25%	-	30%	17%
At Masters GL Standard	2%	5%	0%	-	-	-	-	-	3%	0%	0%	0%	-	3%	0%
Number of Tests															
At Approaches GL Standard or Above	22	8	14	-	-	-	-	-	19	1	7	1	-	17	5
At Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	0	4	1	-	9	2
At Masters GL Standard	1	1	0	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	42	20	22	-	-	-	-	-	37	5	11	4	-	30	12
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	98%	100%	96%	-	-	-	-	-	100%	100%	100%	83%	-	97%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	32%	20%	44%	-	-	-	-	-	35%	0%	17%	0%	-	46%	0%
At Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
At Masters GL Standard	11%	0%	22%	-	-	-	-	-	12%	0%	17%	0%	-	15%	0%
Number of Tests															
At Approaches GL Standard or Above	6	2	4	-	-	-	-	-	6	0	1	0	-	6	0
At Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0

**Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	2	0	2	-	-	-	-	-	2	0	1	0	-	2	0
Total Tests	19	10	9	-	-	-	-	-	17	4	6	5	-	13	6
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	95%	100%	90%	-	-	-	-	-	94%	100%	100%	100%	-	100%	86%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
At Approaches GL Standard or Above	63%	50%	75%	-	-	-	-	-	67%	33%	60%	0%	-	73%	40%
At Meets GL Standard or Above	31%	13%	50%	-	-	-	-	-	33%	0%	20%	0%	-	45%	0%
At Masters GL Standard	6%	0%	13%	-	-	-	-	-	7%	0%	0%	0%	-	9%	0%
Number of Tests															
At Approaches GL Standard or Above	10	4	6	-	-	-	-	-	10	1	3	0	-	8	2
At Meets GL Standard or Above	5	1	4	-	-	-	-	-	5	0	1	0	-	5	0
At Masters GL Standard	1	0	1	-	-	-	-	-	1	0	0	0	-	1	0
Total Tests	16	8	8	-	-	-	-	-	15	3	5	4	-	11	5
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	90%	67%	100%	-	-	-	100%	-	93%	100%	100%	0%	-	88%	100%
At Meets GL Standard or Above	55%	67%	46%	-	-	-	100%	-	60%	0%	67%	0%	-	50%	75%
At Masters GL Standard	10%	0%	15%	-	-	-	0%	-	13%	0%	17%	0%	-	13%	0%

Texas Education Agency
2021 STAAR Performance
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Number of Tests																
At Approaches GL Standard or Above	18	4	13	-	-	-	1	-	14	1	6	0	-	14	4	
At Meets GL Standard or Above	11	4	6	-	-	-	1	-	9	0	4	0	-	8	3	
At Masters GL Standard	2	0	2	-	-	-	0	-	2	0	1	0	-	2	0	
Total Tests	20	6	13	-	-	-	1	-	15	1	6	2	-	16	4	
Participation																
% participation 2018-19	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	
% participation 2020-21	100%	100%	100%	-	-	-	100%	-	100%	100%	100%	100%	-	100%	100%	

- Indicates there are no students in the group.

* Confidential *

Calculation Table

	Annual Graduates	
	Count	Percent
Total		
Total graduates	19	
Total credit for CCMR criteria	7	37%

Data Table

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3	16%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	6	32%
Met TSI assessment criteria	6	32%
Met ACT criteria	0	0%
Met SAT criteria	3	16%
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	3	16%
Met TSI assessment criteria	3	16%
Met ACT criteria	0	0%
Met SAT criteria	2	11%
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	4	21%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	1	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency
2021 Graduation Rate

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%
# Graduated	19	3	13	1	-	-	1	1	14	4	1
Total in Class	20	3	14	1	-	-	1	1	15	4	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	29	10	17	-	-	-	-	2	23	1	1
Total in Class	29	10	17	-	-	-	-	2	23	1	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	93.5%	100.0%	87.5%	100.0%	-	-	-	-	96.0%	100.0%	100.0%
# Graduated	29	14	14	1	-	-	-	-	24	4	3
Total in Class	31	14	16	1	-	-	-	-	25	4	3
Annual Dropout Rate (Gr 9-12): SY 2019-20											
% Dropped Out	0.9%	0.0%	1.4%	0.0%	-	-	0.0%	0.0%	1.1%	0.0%	0.0%
% Dropped Out - Conversion	91.0%										
# Dropped Out	1	0	1	0	-	-	0	0	1	0	0
# of Students	106	29	72	2	-	-	2	1	90	6	10

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.

Texas Education Agency
2021 Relative Performance

MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR and CCMR
88.6	34

Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No								No				No			
% at Meets GL Standard or Above	26%	15%	36%	-	-	-	-	-	24%	36%	25%	-	30%	17%		
# at Meets GL Standard or Above	11	3	8	-	-	-	-	-	9	4	1	-	9	2		
Total Tests	42	20	22	-	-	-	-	-	37	11	4	-	30	12		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No															
% at Meets GL Standard or Above	11%	0%	22%	-	-	-	-	-	12%	17%	0%	-	15%	0%		
# at Meets GL Standard or Above	2	0	2	-	-	-	-	-	2	1	0	-	2	0		
Total Tests	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Indicators															0	4
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)															
2019 % Graduated	100.0%	-	-	-	-	-	-	-	-	-	-					
2020 % Graduated	95.0%	100.0%	92.9%	100.0%	-	-	100.0%	100.0%	93.3%	100.0%	100.0%					
2020 # Graduated	19	3	13	1	-	-	1	1	14	4	1					
2020 Total in Class	20	3	14	1	-	-	1	1	15	4	1					
Total Indicators															1	1
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										33%						
TELPAS Progress										2						
TELPAS Total										6						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No						No	No			No	No		
STAAR Component Score	31	20	40	-	-	-	67	-	32	35	5	-	36	20		
% at Approaches GL Standard or Above	58%	41%	71%	-	-	-	100%	-	58%	61%	7%	-	64%	41%		

**Texas Education Agency
2021 Closing the Gaps
MILTON B LEE ACADEMY OF SCIENCE & (015806003) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	30%	18%	38%	-	-	-	100%	-	30%	36%	7%	-	34%	19%		
% at Masters GL Standard	6%	2%	10%	-	-	-	0%	-	7%	7%	0%	-	9%	0%		
Total Tests	97	44	52	-	-	-	1	-	84	28	15	-	70	27		
Total Indicators															0	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	No															
% Students Meeting CCMR	33%	33%	40%	0%	-	-	0%	0%	38%	20%	100%	0%	39%	0%		
# Students Meeting CCMR	7	1	6	0	-	-	0	0	6	1	1	0	7	0		
Total Students	21	3	15	1	-	-	1	1	16	5	1	1	18	3		
Total Indicators															0	1
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%		
# Participants	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Total Tests	88	28	57	2	-	-	1	-	74	7	15	2	56	32		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	-	100%	100%		
# Participants	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Total Tests	37	8	27	1	-	-	1	-	32	5	6	-	20	17		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	96%	-	-	-	-	-	100%	100%	83%	-	97%	100%		
# Participants	45	20	25	-	-	-	-	-	39	12	5	-	31	14		
Total Tests	46	20	26	-	-	-	-	-	39	12	6	-	32	14		
Mathematics																
% Participation	95%	100%	90%	-	-	-	-	-	94%	100%	100%	-	100%	86%		
# Participants	19	10	9	-	-	-	-	-	17	6	5	-	13	6		
Total Tests	20	10	10	-	-	-	-	-	18	6	5	-	13	7		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	20
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.8%)	20
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	14%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	62	62	17	14		155	
Approaches GL or Above	24	26	4	5		59	38%
Meets GL or Above	9	7	3	3		22	14%
Masters GL	7	3	1	2		13	8%
Total Percentage Points							60%
Component Score							20

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	24%	32%	28%	-	40%	29%
At Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	5%	11%	24%	-	13%	21%
At Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	1%	4%	24%	-	6%	21%
Number of Tests															
At Approaches GL Standard or Above	59	-	58	1	-	-	-	-	56	18	27	7	-	51	8
At Meets GL Standard or Above	22	-	22	0	-	-	-	-	20	4	9	6	-	16	6
At Masters GL Standard	13	-	13	0	-	-	-	-	12	1	3	6	-	7	6
Total Tests	155	-	146	9	-	-	-	-	151	75	84	25	-	127	28
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	98%	100%	100%	100%	-	96%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	39%	-	41%	0%	-	-	-	-	37%	30%	36%	22%	-	42%	20%
At Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	7%	9%	22%	-	13%	20%
At Masters GL Standard	11%	-	12%	0%	-	-	-	-	10%	3%	3%	22%	-	10%	20%
Number of Tests															
At Approaches GL Standard or Above	24	-	24	0	-	-	-	-	22	9	12	2	-	22	2
At Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	2	3	2	-	7	2
At Masters GL Standard	7	-	7	0	-	-	-	-	6	1	1	2	-	5	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	42%	-	42%	33%	-	-	-	-	42%	23%	30%	33%	-	42%	40%
At Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	7%	9%	22%	-	10%	20%
At Masters GL Standard	5%	-	5%	0%	-	-	-	-	5%	0%	3%	22%	-	2%	20%
Number of Tests															
At Approaches GL Standard or Above	26	-	25	1	-	-	-	-	25	7	10	3	-	22	4
At Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	2	3	2	-	5	2

**Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Masters GL Standard	3	-	3	0	-	-	-	-	3	0	1	2	-	1	2
Total Tests	62	-	59	3	-	-	-	-	60	30	33	9	-	52	10
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	100%	-	95%	100%
Writing															
Percent of Tests															
At Approaches GL Standard or Above	24%	-	27%	0%	-	-	-	-	24%	0%	20%	20%	-	23%	25%
At Meets GL Standard or Above	18%	-	20%	0%	-	-	-	-	18%	0%	20%	20%	-	15%	25%
At Masters GL Standard	6%	-	7%	0%	-	-	-	-	6%	0%	0%	20%	-	0%	25%
Number of Tests															
At Approaches GL Standard or Above	4	-	4	0	-	-	-	-	4	0	2	1	-	3	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	2	1	-	2	1
At Masters GL Standard	1	-	1	0	-	-	-	-	1	0	0	1	-	0	1
Total Tests	17	-	15	2	-	-	-	-	17	8	10	5	-	13	4
Participation															
% participation 2018-19	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	36%	-	38%	0%	-	-	-	-	36%	29%	38%	50%	-	40%	25%
At Meets GL Standard or Above	21%	-	23%	0%	-	-	-	-	21%	0%	13%	50%	-	20%	25%
At Masters GL Standard	14%	-	15%	0%	-	-	-	-	14%	0%	13%	50%	-	10%	25%
Number of Tests															
At Approaches GL Standard or Above	5	-	5	0	-	-	-	-	5	2	3	1	-	4	1
At Meets GL Standard or Above	3	-	3	0	-	-	-	-	3	0	1	1	-	2	1
At Masters GL Standard	2	-	2	0	-	-	-	-	2	0	1	1	-	1	1
Total Tests	14	-	13	1	-	-	-	-	14	7	8	2	-	10	4
Participation															
% participation 2018-19	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
% participation 2020-21	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021 STAAR Performance
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Number of Tests															
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation															
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2021 Graduation Rate

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

This campus is not rated on Graduation Rate.

Texas Education Agency
2021 Relative Performance

DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

% Economically Disadvantaged	STAAR Performance
96.8	20

Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION

* Confidential *

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	15%	-	15%	0%	-	-	-	-	13%	9%	22%	-	13%	20%		
# at Meets GL Standard or Above	9	-	9	0	-	-	-	-	8	3	2	-	7	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	11%	-	12%	0%	-	-	-	-	10%	9%	22%	-	10%	20%		
# at Meets GL Standard or Above	7	-	7	0	-	-	-	-	6	3	2	-	5	2		
Total Tests	62	-	59	3	-	-	-	-	60	33	9	-	52	10		
Total Indicators															0	10
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										16						
TELPAS Total										40						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No						No	No	Yes		No	No		
STAAR Component Score	20	-	21	4	-	-	-	-	19	16	25	-	20	24		
% at Approaches GL Standard or Above	38%	-	40%	11%	-	-	-	-	37%	32%	28%	-	40%	29%		

**Texas Education Agency
2021 Closing the Gaps
DR HARMON W KELLEY EL (015806101) - SCHOOL OF EXCELLENCE IN EDUCATION**

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	14%	-	15%	0%	-	-	-	-	13%	11%	24%	-	13%	21%		
% at Masters GL Standard	8%	-	9%	0%	-	-	-	-	8%	4%	24%	-	6%	21%		
Total Tests	155	-	146	9	-	-	-	-	151	84	25	-	127	28		
Total Indicators															1	7
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2018-19																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Mathematics																
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%		
# Participants	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Total Tests	96	11	79	2	-	-	-	4	85	32	7	1	61	35		
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		
Mathematics																
% Participation	96%	-	97%	100%	-	-	-	0%	97%	100%	100%	-	95%	100%		
# Participants	64	-	61	3	-	-	-	0	62	34	9	-	53	11		
Total Tests	67	-	63	3	-	-	-	1	64	34	9	-	56	11		

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - WALKER EL (015806106) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		51	Not Rated: Senate Bill 1365
STAAR Performance	25	51	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 90.4%)	25	53	Not Rated: Senate Bill 1365
Closing the Gaps			Not Rated

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

X ELA/Reading

X Mathematics

X Science

Not Eligible **Social Studies**

X Comparative Academic Growth

X Postsecondary Readiness

Not Eligible **Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - KELLEY EL (015806101) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		59	Not Rated: Senate Bill 1365
Student Achievement		44	Not Rated: Senate Bill 1365
STAAR Performance	16	44	
College, Career and Military Readiness			
Graduation Rate			
School Progress		65	Not Rated: Senate Bill 1365
Academic Growth	66	65	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 95.4%)	16	45	Not Rated: Senate Bill 1365
Closing the Gaps	20	56	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

* This campus received a scale score less than 60 in three of the four areas: Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, and the Student Achievement domain scale score less than 60; therefore, the overall score is limited to a 59.

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

X ELA/Reading

X Mathematics

X Science

Not Eligible **Social Studies**

X Comparative Academic Growth

X Postsecondary Readiness

X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - LEE ACADEMY (015806003) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		77	C
STAAR Performance	35	60	
College, Career and Military Readiness	50	82	
Graduation Rate	100	100	
School Progress		78	C
Academic Growth	66	75	C
Relative Performance (Eco Dis: 84.0%)	43	78	C
Closing the Gaps	72	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- ✓ Comparative Closing the Gaps**

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOL - SAENZ J H (015806041) - LEGACY TRADITIONAL
SCHOOLS - TEXAS - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		53	Not Rated: Senate Bill 1365
Student Achievement		52	Not Rated: Senate Bill 1365
STAAR Performance	24	52	
College, Career and Military Readiness			
Graduation Rate			
School Progress		63	Not Rated: Senate Bill 1365
Academic Growth	63	63	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 80.6%)	24	54	Not Rated: Senate Bill 1365
Closing the Gaps	0	30	Not Rated: Senate Bill 1365

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- X Comparative Closing the Gaps**

Texas Education Agency
2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

✳ Confidential ✳

	Component Score
Overall	
Student Achievement	
STAAR Performance	30
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	86
Relative Performance (Eco Dis: 67.1%)	
Closing the Gaps	65

* This campus received a scale score less than 60 in School Progress: Part B: Relative Performance; therefore, the score for School Progress, Part A: Academic Growth or Part B: Relative Performance is limited to an 89.

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	55	30	26	26	137	
Approaches GL or Above	40	21	22	24	107	78%
Meets GL or Above	24	3	6	12	45	33%
Masters GL	3	0	3	5	11	8%
Total Percentage Points						119%
Component Score						40

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	78%	73%	79%	100%	-	-	-	-	77%
At Meets GL Standard or Above	33%	32%	32%	100%	-	-	-	-	30%
At Masters GL Standard	8%	0%	10%	0%	-	-	-	-	6%
Number of Tests									
At Approaches GL Standard or Above	107	16	89	2	-	-	-	-	98
At Meets GL Standard or Above	45	7	36	2	-	-	-	-	39
At Masters GL Standard	11	0	11	0	-	-	-	-	8
Total Tests	137	22	113	2	-	-	-	-	128
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	73%	73%	72%	100%	-	-	-	-	71%
At Meets GL Standard or Above	44%	36%	44%	100%	-	-	-	-	40%
At Masters GL Standard	5%	0%	7%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	40	8	31	1	-	-	-	-	37
At Meets GL Standard or Above	24	4	19	1	-	-	-	-	21
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	55	11	43	1	-	-	-	-	52
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	70%	75%	69%	-	-	-	-	-	68%
At Meets GL Standard or Above	10%	50%	4%	-	-	-	-	-	11%
At Masters GL Standard	0%	0%	0%	-	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	21	3	18	-	-	-	-	-	19
At Meets GL Standard or Above	3	2	1	-	-	-	-	-	3
At Masters GL Standard	0	0	0	-	-	-	-	-	0
Total Tests	30	4	26	-	-	-	-	-	28
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	85%	60%	90%	-	-	-	-	-	83%
At Meets GL Standard or Above	23%	0%	29%	-	-	-	-	-	17%
At Masters GL Standard	12%	0%	14%	-	-	-	-	-	9%
Number of Tests									
At Approaches GL Standard or Above	22	3	19	-	-	-	-	-	19
At Meets GL Standard or Above	6	0	6	-	-	-	-	-	4
At Masters GL Standard	3	0	3	-	-	-	-	-	2
Total Tests	26	5	21	-	-	-	-	-	23
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	92%	100%	91%	100%	-	-	-	-	92%
At Meets GL Standard or Above	46%	50%	43%	100%	-	-	-	-	44%
At Masters GL Standard	19%	0%	22%	0%	-	-	-	-	16%
Number of Tests									
At Approaches GL Standard or Above	24	2	21	1	-	-	-	-	23
At Meets GL Standard or Above	12	1	10	1	-	-	-	-	11
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	26	2	23	1	-	-	-	-	25

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	78%	78%	80%	82%	82%	54%	100%	86%	70%	100%	-	100%	100%
At Meets GL Standard or Above	33%	30%	53%	26%	26%	27%	0%	39%	26%	75%	-	100%	67%
At Masters GL Standard	8%	6%	27%	5%	5%	12%	0%	8%	8%	0%	-	0%	0%
Number of Tests													
At Approaches GL Standard or Above	107	95	12	31	31	14	3	61	46	4	-	1	3
At Meets GL Standard or Above	45	37	8	10	10	7	0	28	17	3	-	1	2
At Masters GL Standard	11	7	4	2	2	3	0	6	5	0	-	0	0
Total Tests	137	122	15	38	38	26	3	71	66	4	-	1	3
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	73%	72%	80%	78%	78%	40%	100%	84%	58%	100%	-	-	100%
At Meets GL Standard or Above	44%	40%	80%	39%	39%	40%	0%	58%	25%	100%	-	-	100%
At Masters GL Standard	5%	4%	20%	6%	6%	10%	0%	6%	4%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	40	36	4	14	14	4	1	26	14	1	-	-	1
At Meets GL Standard or Above	24	20	4	7	7	4	0	18	6	1	-	-	1
At Masters GL Standard	3	2	1	1	1	1	0	2	1	0	-	-	0
Total Tests	55	50	5	18	18	10	1	31	24	1	-	-	1
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	70%	69%	75%	88%	88%	43%	100%	85%	59%	100%	-	-	100%
At Meets GL Standard or Above	10%	12%	0%	25%	25%	14%	0%	15%	6%	100%	-	-	100%
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	21	18	3	7	7	3	1	11	10	1	-	-	1
At Meets GL Standard or Above	3	3	0	2	2	1	0	2	1	1	-	-	1
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	-	0
Total Tests	30	26	4	8	8	7	1	13	17	1	-	-	1
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	85%	86%	80%	71%	71%	83%	100%	82%	87%	100%	-	-	100%
At Meets GL Standard or Above	23%	14%	60%	0%	0%	33%	0%	18%	27%	0%	-	-	0%
At Masters GL Standard	12%	5%	40%	0%	0%	33%	0%	9%	13%	0%	-	-	0%
Number of Tests													
At Approaches GL Standard or Above	22	18	4	5	5	5	1	9	13	1	-	-	1
At Meets GL Standard or Above	6	3	3	0	0	2	0	2	4	0	-	-	0
At Masters GL Standard	3	1	2	0	0	2	0	1	2	0	-	-	0
Total Tests	26	21	5	7	7	6	1	11	15	1	-	-	1
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	92%	92%	100%	100%	100%	67%	-	94%	90%	100%	-	100%	-
At Meets GL Standard or Above	46%	44%	100%	20%	20%	0%	-	38%	60%	100%	-	100%	-
At Masters GL Standard	19%	16%	100%	20%	20%	0%	-	19%	20%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	24	23	1	5	5	2	-	15	9	1	-	1	-
At Meets GL Standard or Above	12	11	1	1	1	0	-	6	6	1	-	1	-
At Masters GL Standard	5	4	1	1	1	0	-	3	2	0	-	0	-
Total Tests	26	25	1	5	5	3	-	16	10	1	-	1	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		73	C
Student Achievement		71	C
STAAR Performance	24	50	
College, Career and Military Readiness	50	78	
Graduation Rate	100	100	
School Progress		73	C
Academic Growth	66	70	C
Relative Performance (Eco Dis: 90.1%)	37	73	C
Closing the Gaps	40	73	C

Distinction Designations

X Postsecondary Readiness

2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - BASSE (015806003) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

	Component Score
Overall	
Student Achievement	
STAAR Performance	40
College, Career and Military Readiness	50
Graduation Rate	100.0
School Progress	
Academic Growth	86
Relative Performance (Eco Dis: 51.6%)	
Closing the Gaps	32

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Texas Education Agency
2023 Accountability Overall Summary
**LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS -
BEXAR COUNTY**

*** Confidential ***

	Component Score
Overall	
Student Achievement	
STAAR Performance	39
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	48
Relative Performance (Eco Dis: 40.4%)	
Closing the Gaps	32

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

2023 Accountability Overall Summary

LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS -
BEXAR COUNTY

* Confidential *

	Component Score
Overall	
Student Achievement	
STAAR Performance	24
College, Career and Military Readiness	
Graduation Rate	
School Progress	
Academic Growth	56
Relative Performance (Eco Dis: 63.9%)	
Closing the Gaps	30

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	53	52	22	-	127	
Approaches GL or Above	36	35	3	-	74	58%
Meets GL or Above	16	18	1	-	35	28%
Masters GL	3	2	0	-	5	4%
Total Percentage Points						90%
Component Score						30

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	58%	50%	59%	40%	-	-	-	-	56%
At Meets GL Standard or Above	28%	50%	28%	0%	-	-	-	-	24%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	3%
Number of Tests									
At Approaches GL Standard or Above	74	2	70	2	-	-	-	-	67
At Meets GL Standard or Above	35	2	33	0	-	-	-	-	29
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	127	4	118	5	-	-	-	-	119
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	50%	71%	0%	-	-	-	-	66%
At Meets GL Standard or Above	30%	50%	31%	0%	-	-	-	-	26%
At Masters GL Standard	6%	0%	6%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	36	1	35	0	-	-	-	-	33
At Meets GL Standard or Above	16	1	15	0	-	-	-	-	13
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	53	2	49	2	-	-	-	-	50
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	67%	100%	65%	100%	-	-	-	-	65%
At Meets GL Standard or Above	35%	100%	35%	0%	-	-	-	-	33%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	35	1	32	2	-	-	-	-	32
At Meets GL Standard or Above	18	1	17	0	-	-	-	-	16
At Masters GL Standard	2	0	2	0	-	-	-	-	2
Total Tests	52	1	49	2	-	-	-	-	49
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

*** Confidential ***

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	14%	0%	15%	0%	-	-	-	-	10%
At Meets GL Standard or Above	5%	0%	5%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	0	3	0	-	-	-	-	2
At Meets GL Standard or Above	1	0	1	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	22	1	20	1	-	-	-	-	20

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	58%	56%	88%	47%	47%	33%	67%	59%	58%	33%	-	33%	-
At Meets GL Standard or Above	28%	24%	75%	24%	24%	11%	33%	35%	17%	17%	-	17%	-
At Masters GL Standard	4%	3%	13%	3%	3%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	74	67	7	28	28	9	2	44	30	2	-	2	-
At Meets GL Standard or Above	35	29	6	14	14	3	1	26	9	1	-	1	-
At Masters GL Standard	5	4	1	2	2	0	0	5	0	0	-	0	-
Total Tests	127	119	8	59	59	27	3	75	52	6	-	6	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	68%	66%	100%	54%	54%	36%	100%	70%	65%	50%	-	50%	-
At Meets GL Standard or Above	30%	26%	100%	29%	29%	9%	0%	43%	13%	0%	-	0%	-
At Masters GL Standard	6%	4%	33%	0%	0%	0%	0%	10%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	36	33	3	13	13	4	1	21	15	1	-	1	-
At Meets GL Standard or Above	16	13	3	7	7	1	0	13	3	0	-	0	-
At Masters GL Standard	3	2	1	0	0	0	0	3	0	0	-	0	-
Total Tests	53	50	3	24	24	11	1	30	23	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	67%	65%	100%	54%	54%	45%	100%	69%	65%	50%	-	50%	-
At Meets GL Standard or Above	35%	33%	67%	29%	29%	18%	100%	41%	26%	50%	-	50%	-
At Masters GL Standard	4%	4%	0%	8%	8%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	35	32	3	13	13	5	1	20	15	1	-	1	-
At Meets GL Standard or Above	18	16	2	7	7	2	1	12	6	1	-	1	-
At Masters GL Standard	2	2	0	2	2	0	0	2	0	0	-	0	-
Total Tests	52	49	3	24	24	11	1	29	23	2	-	2	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	14%	10%	50%	18%	18%	0%	0%	19%	0%	0%	-	0%	-
At Meets GL Standard or Above	5%	0%	50%	0%	0%	0%	0%	6%	0%	0%	-	0%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	2	2	0	0	3	0	0	-	0	-
At Meets GL Standard or Above	1	0	1	0	0	0	0	1	0	0	-	0	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	22	20	2	11	11	5	1	16	6	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	53	52	22	-	127	
Approaches GL or Above	36	35	3	-	74	58%
Meets GL or Above	16	18	1	-	35	28%
Masters GL	3	2	0	-	5	4%
Total Percentage Points						90%
Component Score						30

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	58%	50%	59%	40%	-	-	-	-	56%
At Meets GL Standard or Above	28%	50%	28%	0%	-	-	-	-	24%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	3%
Number of Tests									
At Approaches GL Standard or Above	74	2	70	2	-	-	-	-	67
At Meets GL Standard or Above	35	2	33	0	-	-	-	-	29
At Masters GL Standard	5	0	5	0	-	-	-	-	4
Total Tests	127	4	118	5	-	-	-	-	119
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	50%	71%	0%	-	-	-	-	66%
At Meets GL Standard or Above	30%	50%	31%	0%	-	-	-	-	26%
At Masters GL Standard	6%	0%	6%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	36	1	35	0	-	-	-	-	33
At Meets GL Standard or Above	16	1	15	0	-	-	-	-	13
At Masters GL Standard	3	0	3	0	-	-	-	-	2
Total Tests	53	2	49	2	-	-	-	-	50
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	67%	100%	65%	100%	-	-	-	-	65%
At Meets GL Standard or Above	35%	100%	35%	0%	-	-	-	-	33%
At Masters GL Standard	4%	0%	4%	0%	-	-	-	-	4%
Number of Tests									
At Approaches GL Standard or Above	35	1	32	2	-	-	-	-	32
At Meets GL Standard or Above	18	1	17	0	-	-	-	-	16
At Masters GL Standard	2	0	2	0	-	-	-	-	2
Total Tests	52	1	49	2	-	-	-	-	49
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

*** Confidential ***

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	14%	0%	15%	0%	-	-	-	-	10%
At Meets GL Standard or Above	5%	0%	5%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	0	3	0	-	-	-	-	2
At Meets GL Standard or Above	1	0	1	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	22	1	20	1	-	-	-	-	20

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	58%	56%	88%	47%	47%	33%	67%	59%	58%	33%	-	33%	-
At Meets GL Standard or Above	28%	24%	75%	24%	24%	11%	33%	35%	17%	17%	-	17%	-
At Masters GL Standard	4%	3%	13%	3%	3%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	74	67	7	28	28	9	2	44	30	2	-	2	-
At Meets GL Standard or Above	35	29	6	14	14	3	1	26	9	1	-	1	-
At Masters GL Standard	5	4	1	2	2	0	0	5	0	0	-	0	-
Total Tests	127	119	8	59	59	27	3	75	52	6	-	6	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	68%	66%	100%	54%	54%	36%	100%	70%	65%	50%	-	50%	-
At Meets GL Standard or Above	30%	26%	100%	29%	29%	9%	0%	43%	13%	0%	-	0%	-
At Masters GL Standard	6%	4%	33%	0%	0%	0%	0%	10%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	36	33	3	13	13	4	1	21	15	1	-	1	-
At Meets GL Standard or Above	16	13	3	7	7	1	0	13	3	0	-	0	-
At Masters GL Standard	3	2	1	0	0	0	0	3	0	0	-	0	-
Total Tests	53	50	3	24	24	11	1	30	23	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	67%	65%	100%	54%	54%	45%	100%	69%	65%	50%	-	50%	-
At Meets GL Standard or Above	35%	33%	67%	29%	29%	18%	100%	41%	26%	50%	-	50%	-
At Masters GL Standard	4%	4%	0%	8%	8%	0%	0%	7%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	35	32	3	13	13	5	1	20	15	1	-	1	-
At Meets GL Standard or Above	18	16	2	7	7	2	1	12	6	1	-	1	-
At Masters GL Standard	2	2	0	2	2	0	0	2	0	0	-	0	-
Total Tests	52	49	3	24	24	11	1	29	23	2	-	2	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - OBLATE (015806101) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	14%	10%	50%	18%	18%	0%	0%	19%	0%	0%	-	0%	-
At Meets GL Standard or Above	5%	0%	50%	0%	0%	0%	0%	6%	0%	0%	-	0%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	2	2	0	0	3	0	0	-	0	-
At Meets GL Standard or Above	1	0	1	0	0	0	0	1	0	0	-	0	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	22	20	2	11	11	5	1	16	6	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	245	240	75	11	571	
Approaches GL or Above	202	157	43	3	405	71%
Meets GL or Above	120	68	14	0	202	35%
Masters GL	32	20	5	0	57	10%
Total Percentage Points						116%
Component Score						39

* Confidential *

Data Table: Accountability Groups

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	
All Subjects										
Percent of Tests										
At Approaches GL Standard or Above	71%	60%	70%	81%	-	77%	83%	61%	66%	
At Meets GL Standard or Above	35%	31%	31%	43%	-	38%	50%	34%	30%	
At Masters GL Standard	10%	11%	6%	15%	-	8%	0%	10%	6%	
Number of Tests										
At Approaches GL Standard or Above	405	53	158	141	-	10	5	38	157	
At Meets GL Standard or Above	202	27	71	75	-	5	3	21	72	
At Masters GL Standard	57	10	14	26	-	1	0	6	14	
Total Tests	571	88	227	175	-	13	6	62	239	
Reading/Language Arts (RLA)										
Percent of Tests										
At Approaches GL Standard or Above	82%	81%	80%	87%	-	80%	100%	81%	77%	
At Meets GL Standard or Above	49%	44%	45%	53%	-	60%	67%	54%	42%	
At Masters GL Standard	13%	17%	8%	18%	-	20%	0%	12%	9%	
Number of Tests										
At Approaches GL Standard or Above	202	29	78	67	-	4	3	21	81	
At Meets GL Standard or Above	120	16	44	41	-	3	2	14	44	
At Masters GL Standard	32	6	8	14	-	1	0	3	9	
Total Tests	245	36	98	77	-	5	3	26	105	
Mathematics										
Percent of Tests										
At Approaches GL Standard or Above	65%	47%	68%	78%	-	100%	67%	38%	57%	
At Meets GL Standard or Above	28%	22%	23%	39%	-	40%	33%	23%	23%	
At Masters GL Standard	8%	8%	5%	13%	-	0%	0%	8%	4%	
Number of Tests										
At Approaches GL Standard or Above	157	17	63	60	-	5	2	10	58	
At Meets GL Standard or Above	68	8	21	30	-	2	1	6	23	
At Masters GL Standard	20	3	5	10	-	0	0	2	4	
Total Tests	240	36	93	77	-	5	3	26	102	
Science										
Percent of Tests										

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	57%	50%	55%	63%	-	33%	-	70%	59%
At Meets GL Standard or Above	19%	25%	19%	21%	-	0%	-	10%	19%
At Masters GL Standard	7%	8%	3%	11%	-	0%	-	10%	4%
Number of Tests									
At Approaches GL Standard or Above	43	6	17	12	-	1	-	7	16
At Meets GL Standard or Above	14	3	6	4	-	0	-	1	5
At Masters GL Standard	5	1	1	2	-	0	-	1	1
Total Tests	75	12	31	19	-	3	-	10	27
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	27%	25%	0%	100%	-	-	-	-	40%
At Meets GL Standard or Above	0%	0%	0%	0%	-	-	-	-	0%
At Masters GL Standard	0%	0%	0%	0%	-	-	-	-	0%
Number of Tests									
At Approaches GL Standard or Above	3	1	0	2	-	-	-	-	2
At Meets GL Standard or Above	0	0	0	0	-	-	-	-	0
At Masters GL Standard	0	0	0	0	-	-	-	-	0
Total Tests	11	4	5	2	-	-	-	-	5

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant	
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	71%	68%	73%	67%	67%	52%	60%	-	71%	60%	-	60%	-	
At Meets GL Standard or Above	35%	31%	38%	33%	33%	23%	20%	-	35%	20%	-	20%	-	
At Masters GL Standard	10%	7%	12%	0%	0%	5%	0%	-	10%	0%	-	0%	-	
Number of Tests														
At Approaches GL Standard or Above	405	137	268	2	2	34	3	-	405	3	-	3	-	
At Meets GL Standard or Above	202	63	139	1	1	15	1	-	202	1	-	1	-	
At Masters GL Standard	57	14	43	0	0	3	0	-	57	0	-	0	-	
Total Tests	571	202	369	3	3	66	5	-	571	5	-	5	-	
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	82%	79%	85%	100%	100%	54%	100%	-	82%	50%	-	50%	-	
At Meets GL Standard or Above	49%	43%	52%	100%	100%	25%	0%	-	49%	0%	-	0%	-	
At Masters GL Standard	13%	10%	15%	0%	0%	4%	0%	-	13%	0%	-	0%	-	
Number of Tests														
At Approaches GL Standard or Above	202	71	131	1	1	15	2	-	202	1	-	1	-	
At Meets GL Standard or Above	120	39	81	1	1	7	0	-	120	0	-	0	-	
At Masters GL Standard	32	9	23	0	0	1	0	-	32	0	-	0	-	
Total Tests	245	90	155	1	1	28	2	-	245	2	-	2	-	
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	65%	56%	71%	100%	100%	59%	50%	-	65%	50%	-	50%	-	
At Meets GL Standard or Above	28%	23%	31%	0%	0%	22%	50%	-	28%	50%	-	50%	-	
At Masters GL Standard	8%	5%	10%	0%	0%	4%	0%	-	8%	0%	-	0%	-	
Number of Tests														
At Approaches GL Standard or Above	157	49	108	1	1	16	1	-	157	1	-	1	-	
At Meets GL Standard or Above	68	20	48	0	0	6	1	-	68	1	-	1	-	
At Masters GL Standard	20	4	16	0	0	1	0	-	20	0	-	0	-	
Total Tests	240	87	153	1	1	27	2	-	240	2	-	2	-	
Science														

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - CIBOLO (015806106) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	57%	68%	53%	0%	0%	33%	0%	-	57%	100%	-	100%	-
At Meets GL Standard or Above	19%	18%	19%	0%	0%	22%	0%	-	19%	0%	-	0%	-
At Masters GL Standard	7%	5%	8%	0%	0%	11%	0%	-	7%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	43	15	28	0	0	3	0	-	43	1	-	1	-
At Meets GL Standard or Above	14	4	10	0	0	2	0	-	14	0	-	0	-
At Masters GL Standard	5	1	4	0	0	1	0	-	5	0	-	0	-
Total Tests	75	22	53	1	1	9	1	-	75	1	-	1	-
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	27%	67%	13%	-	-	0%	-	-	27%	-	-	-	-
At Meets GL Standard or Above	0%	0%	0%	-	-	0%	-	-	0%	-	-	-	-
At Masters GL Standard	0%	0%	0%	-	-	0%	-	-	0%	-	-	-	-
Number of Tests													
At Approaches GL Standard or Above	3	2	1	-	-	0	-	-	3	-	-	-	-
At Meets GL Standard or Above	0	0	0	-	-	0	-	-	0	-	-	-	-
At Masters GL Standard	0	0	0	-	-	0	-	-	0	-	-	-	-
Total Tests	11	3	8	-	-	2	-	-	11	-	-	-	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	447	414	154	56	1,071	
Approaches GL or Above	339	261	79	31	710	66%
Meets GL or Above	179	102	25	13	319	30%
Masters GL	45	22	9	6	82	8%
Total Percentage Points						104%
Component Score						35

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	66%	55%	66%	79%	-	80%	83%	60%	62%
At Meets GL Standard or Above	30%	23%	28%	40%	-	47%	50%	30%	25%
At Masters GL Standard	8%	6%	6%	14%	-	13%	0%	9%	5%
Number of Tests									
At Approaches GL Standard or Above	710	91	409	151	-	12	5	42	442
At Meets GL Standard or Above	319	38	173	77	-	7	3	21	177
At Masters GL Standard	82	10	38	26	-	2	0	6	35
Total Tests	1,071	164	624	192	-	15	6	70	710
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	76%	70%	73%	86%	-	83%	100%	79%	70%
At Meets GL Standard or Above	40%	31%	37%	51%	-	67%	67%	48%	33%
At Masters GL Standard	10%	9%	8%	17%	-	33%	0%	10%	7%
Number of Tests									
At Approaches GL Standard or Above	339	49	188	71	-	5	3	23	210
At Meets GL Standard or Above	179	22	95	42	-	4	2	14	97
At Masters GL Standard	45	6	20	14	-	2	0	3	20
Total Tests	447	70	256	83	-	6	3	29	298
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	63%	44%	64%	78%	-	100%	67%	43%	58%
At Meets GL Standard or Above	25%	19%	21%	37%	-	50%	33%	21%	21%
At Masters GL Standard	5%	5%	3%	12%	-	0%	0%	7%	2%
Number of Tests									
At Approaches GL Standard or Above	261	27	150	64	-	6	2	12	155
At Meets GL Standard or Above	102	12	50	30	-	3	1	6	55
At Masters GL Standard	22	3	7	10	-	0	0	2	6
Total Tests	414	62	233	82	-	6	3	28	268
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Approaches GL Standard or Above	51%	43%	52%	57%	-	33%	-	58%	49%
At Meets GL Standard or Above	16%	13%	18%	17%	-	0%	-	8%	13%
At Masters GL Standard	6%	4%	5%	9%	-	0%	-	8%	4%
Number of Tests									
At Approaches GL Standard or Above	79	10	48	13	-	1	-	7	48
At Meets GL Standard or Above	25	3	17	4	-	0	-	1	13
At Masters GL Standard	9	1	5	2	-	0	-	1	4
Total Tests	154	23	93	23	-	3	-	12	98
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	55%	56%	55%	75%	-	-	-	0%	63%
At Meets GL Standard or Above	23%	11%	26%	25%	-	-	-	0%	26%
At Masters GL Standard	11%	0%	14%	0%	-	-	-	0%	11%
Number of Tests									
At Approaches GL Standard or Above	31	5	23	3	-	-	-	0	29
At Meets GL Standard or Above	13	1	11	1	-	-	-	0	12
At Masters GL Standard	6	0	6	0	-	-	-	0	5
Total Tests	56	9	42	4	-	-	-	1	46

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant	
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	66%	63%	72%	56%	58%	48%	61%	62%	68%	70%	-	65%	100%	
At Meets GL Standard or Above	30%	25%	37%	18%	18%	19%	17%	28%	30%	50%	-	47%	67%	
At Masters GL Standard	8%	5%	12%	3%	2%	4%	0%	6%	8%	15%	-	18%	0%	
Number of Tests														
At Approaches GL Standard or Above	710	410	300	83	94	69	14	148	562	14	-	11	3	
At Meets GL Standard or Above	319	163	156	27	30	28	4	67	252	10	-	8	2	
At Masters GL Standard	82	31	51	4	4	6	0	15	67	3	-	3	0	
Total Tests	1,071	654	417	148	163	144	23	239	832	20	-	17	3	
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	76%	70%	85%	62%	64%	48%	60%	69%	78%	71%	-	67%	100%	
At Meets GL Standard or Above	40%	32%	52%	25%	26%	23%	10%	38%	41%	43%	-	33%	100%	
At Masters GL Standard	10%	7%	15%	2%	1%	3%	0%	9%	10%	14%	-	17%	0%	
Number of Tests														
At Approaches GL Standard or Above	339	195	144	39	45	29	6	69	270	5	-	4	1	
At Meets GL Standard or Above	179	90	89	16	18	14	1	38	141	3	-	2	1	
At Masters GL Standard	45	19	26	1	1	2	0	9	36	1	-	1	0	
Total Tests	447	277	170	63	70	60	10	100	347	7	-	6	1	
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	63%	58%	71%	57%	57%	52%	70%	62%	63%	67%	-	60%	100%	
At Meets GL Standard or Above	25%	21%	30%	19%	18%	18%	30%	25%	25%	67%	-	60%	100%	
At Masters GL Standard	5%	2%	10%	4%	3%	2%	0%	2%	6%	0%	-	0%	0%	
Number of Tests														
At Approaches GL Standard or Above	261	143	118	30	34	29	7	50	211	4	-	3	1	
At Meets GL Standard or Above	102	52	50	10	11	10	3	20	82	4	-	3	1	
At Masters GL Standard	22	6	16	2	2	1	0	2	20	0	-	0	0	
Total Tests	414	248	166	53	60	56	10	81	333	6	-	5	1	
Science														

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOLS - TEXAS (015806) - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	51%	50%	53%	38%	40%	41%	33%	40%	55%	60%	-	50%	100%
At Meets GL Standard or Above	16%	11%	23%	0%	0%	18%	0%	9%	18%	20%	-	25%	0%
At Masters GL Standard	6%	2%	11%	0%	0%	14%	0%	3%	7%	20%	-	25%	0%
Number of Tests													
At Approaches GL Standard or Above	79	44	35	9	10	9	1	14	65	3	-	2	1
At Meets GL Standard or Above	25	10	15	0	0	4	0	3	22	1	-	1	0
At Masters GL Standard	9	2	7	0	0	3	0	1	8	1	-	1	0
Total Tests	154	88	66	24	25	22	3	35	119	5	-	4	1
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	55%	68%	20%	63%	63%	33%	-	65%	48%	100%	-	100%	-
At Meets GL Standard or Above	23%	27%	13%	13%	13%	0%	-	26%	21%	100%	-	100%	-
At Masters GL Standard	11%	10%	13%	13%	13%	0%	-	13%	9%	50%	-	50%	-
Number of Tests													
At Approaches GL Standard or Above	31	28	3	5	5	2	-	15	16	2	-	2	-
At Meets GL Standard or Above	13	11	2	1	1	0	-	6	7	2	-	2	-
At Masters GL Standard	6	4	2	1	1	0	-	3	3	1	-	1	-
Total Tests	56	41	15	8	8	6	-	23	33	2	-	2	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	94	92	31	19	236	
Approaches GL or Above	61	48	11	4	124	53%
Meets GL or Above	19	13	4	1	37	16%
Masters GL	7	0	1	1	9	4%
Total Percentage Points						73%
Component Score						24

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	53%	40%	55%	60%	-	100%	-	50%	54%
At Meets GL Standard or Above	16%	4%	20%	0%	-	100%	-	0%	17%
At Masters GL Standard	4%	0%	5%	0%	-	50%	-	0%	4%
Number of Tests									
At Approaches GL Standard or Above	124	20	92	6	-	2	-	4	120
At Meets GL Standard or Above	37	2	33	0	-	2	-	0	37
At Masters GL Standard	9	0	8	0	-	1	-	0	9
Total Tests	236	50	166	10	-	2	-	8	224
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	65%	52%	67%	100%	-	100%	-	67%	65%
At Meets GL Standard or Above	20%	5%	26%	0%	-	100%	-	0%	21%
At Masters GL Standard	7%	0%	9%	0%	-	100%	-	0%	8%
Number of Tests									
At Approaches GL Standard or Above	61	11	44	3	-	1	-	2	59
At Meets GL Standard or Above	19	1	17	0	-	1	-	0	19
At Masters GL Standard	7	0	6	0	-	1	-	0	7
Total Tests	94	21	66	3	-	1	-	3	91
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	52%	29%	57%	67%	-	100%	-	100%	52%
At Meets GL Standard or Above	14%	5%	17%	0%	-	100%	-	0%	15%
At Masters GL Standard	0%	0%	0%	0%	-	0%	-	0%	0%
Number of Tests									
At Approaches GL Standard or Above	48	6	37	2	-	1	-	2	46
At Meets GL Standard or Above	13	1	11	0	-	1	-	0	13
At Masters GL Standard	0	0	0	0	-	0	-	0	0
Total Tests	92	21	65	3	-	1	-	2	89
Science									
Percent of Tests									

Texas Education Agency
2023 STAAR Performance

LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^	
At Approaches GL Standard or Above	35%	20%	43%	33%	-	-	-	0%	39%	
At Meets GL Standard or Above	13%	0%	19%	0%	-	-	-	0%	14%	
At Masters GL Standard	3%	0%	5%	0%	-	-	-	0%	4%	
Number of Tests										
At Approaches GL Standard or Above	11	1	9	1	-	-	-	0	11	
At Meets GL Standard or Above	4	0	4	0	-	-	-	0	4	
At Masters GL Standard	1	0	1	0	-	-	-	0	1	
Total Tests	31	5	21	3	-	-	-	2	28	
Social Studies										
Percent of Tests										
At Approaches GL Standard or Above	21%	67%	14%	0%	-	-	-	0%	25%	
At Meets GL Standard or Above	5%	0%	7%	0%	-	-	-	0%	6%	
At Masters GL Standard	5%	0%	7%	0%	-	-	-	0%	6%	
Number of Tests										
At Approaches GL Standard or Above	4	2	2	0	-	-	-	0	4	
At Meets GL Standard or Above	1	0	1	0	-	-	-	0	1	
At Masters GL Standard	1	0	1	0	-	-	-	0	1	
Total Tests	19	3	14	1	-	-	-	1	16	

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	53%	53%	52%	46%	52%	48%	50%	46%	57%	100%	-	100%	-
At Meets GL Standard or Above	16%	16%	12%	4%	8%	12%	17%	14%	17%	100%	-	100%	-
At Masters GL Standard	4%	3%	12%	0%	0%	0%	0%	4%	3%	60%	-	60%	-
Number of Tests													
At Approaches GL Standard or Above	124	111	13	22	33	12	6	43	81	5	-	5	-
At Meets GL Standard or Above	37	34	3	2	5	3	2	13	24	5	-	5	-
At Masters GL Standard	9	6	3	0	0	0	0	4	5	3	-	3	-
Total Tests	236	211	25	48	63	25	12	93	143	5	-	5	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	65%	63%	86%	55%	63%	55%	33%	56%	71%	100%	-	100%	-
At Meets GL Standard or Above	20%	21%	14%	5%	11%	18%	17%	18%	22%	100%	-	100%	-
At Masters GL Standard	7%	7%	14%	0%	0%	0%	0%	10%	5%	50%	-	50%	-
Number of Tests													
At Approaches GL Standard or Above	61	55	6	11	17	6	2	22	39	2	-	2	-
At Meets GL Standard or Above	19	18	1	1	3	2	1	7	12	2	-	2	-
At Masters GL Standard	7	6	1	0	0	0	0	4	3	1	-	1	-
Total Tests	94	87	7	20	27	11	6	39	55	2	-	2	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	52%	51%	67%	45%	48%	45%	67%	49%	55%	100%	-	100%	-
At Meets GL Standard or Above	14%	15%	0%	5%	7%	9%	17%	15%	13%	100%	-	100%	-
At Masters GL Standard	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-
Number of Tests													
At Approaches GL Standard or Above	48	44	4	9	13	5	4	19	29	1	-	1	-
At Meets GL Standard or Above	13	13	0	1	2	1	1	6	7	1	-	1	-
At Masters GL Standard	0	0	0	0	0	0	0	0	0	0	-	0	-
Total Tests	92	86	6	20	27	11	6	39	53	1	-	1	-
Science													

Texas Education Agency
2023 STAAR Performance
 LEGACY TRADITIONAL SCHOOL - ALAMO RANCH (015806041) - LEGACY TRADITIONAL SCHOOLS - TEXAS - BEXAR COUNTY

* Confidential *

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests													
At Approaches GL Standard or Above	35%	36%	33%	40%	50%	50%	-	25%	39%	100%	-	100%	-
At Meets GL Standard or Above	13%	12%	17%	0%	0%	0%	-	0%	17%	100%	-	100%	-
At Masters GL Standard	3%	0%	17%	0%	0%	0%	-	0%	4%	100%	-	100%	-
Number of Tests													
At Approaches GL Standard or Above	11	9	2	2	3	1	-	2	9	1	-	1	-
At Meets GL Standard or Above	4	3	1	0	0	0	-	0	4	1	-	1	-
At Masters GL Standard	1	0	1	0	0	0	-	0	1	1	-	1	-
Total Tests	31	25	6	5	6	2	-	8	23	1	-	1	-
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	21%	23%	17%	0%	0%	0%	-	0%	33%	100%	-	100%	-
At Meets GL Standard or Above	5%	0%	17%	0%	0%	0%	-	0%	8%	100%	-	100%	-
At Masters GL Standard	5%	0%	17%	0%	0%	0%	-	0%	8%	100%	-	100%	-
Number of Tests													
At Approaches GL Standard or Above	4	3	1	0	0	0	-	0	4	1	-	1	-
At Meets GL Standard or Above	1	0	1	0	0	0	-	0	1	1	-	1	-
At Masters GL Standard	1	0	1	0	0	0	-	0	1	1	-	1	-
Total Tests	19	13	6	3	3	1	-	7	12	1	-	1	-

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

Date of this notice: 04-15-2024

004893.576574.112769.15843 1 MB 0.571 532

Employer Identification Number:
99-2417043



Form: SS-4

Number of this notice: CP 575 F



LEGACY TRADITIONAL SCHOOLS - NORTH
% MARK MODRCIN
3125 S GILBERT RD
CHANDLER AZ 85286

For assistance you may call us at:
1-800-829-4933

004893

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2417043. This EIN will identify your entity, accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please visit, www.irs.gov/einnotrequested.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is LEGA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. If you do not need to write us, do not complete, and return this stub.

Thank you for your cooperation.



004893

Keep this part for your records.

CP 575 (Rev. 1-2022)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 F

0509905156

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 04-15-2024
EMPLOYER IDENTIFICATION NUMBER: 99-2417043
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

LEGACY TRADITIONAL SCHOOLS - NORTH
CAROLINA
% MARK MODRCIN
3125 S GILBERT RD
CHANDLER AZ 85286



■

2025

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

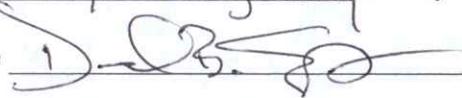
- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

Certification Statement:

Note: To be completed individually by **each** proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, DAVID BRYANT Singletary certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4-11-2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, John Sullivan, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature John Sullivan Date March 28, 2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature _____ Date _____

2024 North Carolina Charter Application (resubmission) – Legacy Traditional Schools

Question 84 – Additional Context regarding the audited financials of Vertex Education for 2021

As directed by CSRB staff, this document is intended to provide additional clarity and explanation of the responses of the Legacy Traditional Schools – North Carolina board (LTS-NC) under question 84.

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From its inception almost two decades ago, Vertex Education has been a dynamic and growing organization. Over the years, such growth has necessitated a variety of organizational and structural changes that have impacted Vertex's financial statement presentation. One example of this is that the reporting entity in the 2021 audited financial statements was different than the 2022 and 2023 audited financial statements due to structural changes for tax and other planning purposes. As a result, the 2021 presentation is not an apples to apples comparison to the 2022 and 2023 presentation.

Both the 2022 and 2023 audited financial statements are included in the resubmitted application following the completeness check.

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO:

MARK MODRGIN - VERTEX EDUCATION

○ Date of Review:

APRIL 16, 2024

○ Signature of Board Members Present (Add Signature Lines as Needed):

■ [Signature]

■ [Signature]

■ [Signature]

■ [Signature]

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❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

○ Name of the Contact:

N/A

○ Name of the Selected Financial Service Provider:

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

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❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact:

N/A

○ Name of the Selected PowerSchool Service Provider:

○ Date of Review:

○ Signature of Board Members Present (Add Signature Lines as Needed):

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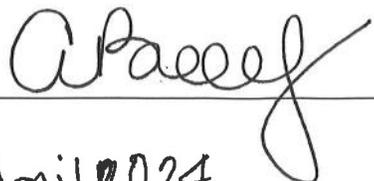
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I, APRIL M. BROADWAY, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as _____ Charter School is true and correct in every respect.

Signature 

Date 16 April 2024

Signature Page

The foregoing application is submitted on behalf of Legacy Traditional Schools – North Carolina. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: APRIL D BROADWAY
Board Position: MEMBER
Signature: *April D Broadway*
Date: 16 April 2024

Sworn to and subscribed before me this 16 day of April, 2024.

Notary Public: *Emma O. Obrey*

Official Seal:

My commission expires: 1 October, 2028.

