



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2017-2018

The New America School - Thornton



Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 • P: 303.866.3299 • F: 303.866.2530 • www.csi.state.co.us

CSI HISTORY

In response to the growing desire for charter schools, the lack of school options for at-risk students, and the interest in an alternate mode of authorizing charter schools that could assist districts in implementing authorizing best practices, the State Legislature created the Charter School Institute (CSI) in 2004.

OUR MISSION

The mission of the Charter School Institute is to foster high-quality public school choices offered through Institute charter schools, including particularly schools that are focused on closing the achievement gap for at-risk students.

OUR VISION

The vision of the Charter School Institute is to be a national leader as a highly effective charter school authorizer by building a portfolio of high performing public charter schools through authorizing practices that promote a variety of successful and innovative educational designs, including an emphasis on schools that serve at-risk youth.

CSI Annual Review of Schools (CARS) Summary

CARS was developed to fulfill statutory requirements and to align with best practice. CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. CARS will accomplish three primary objectives:

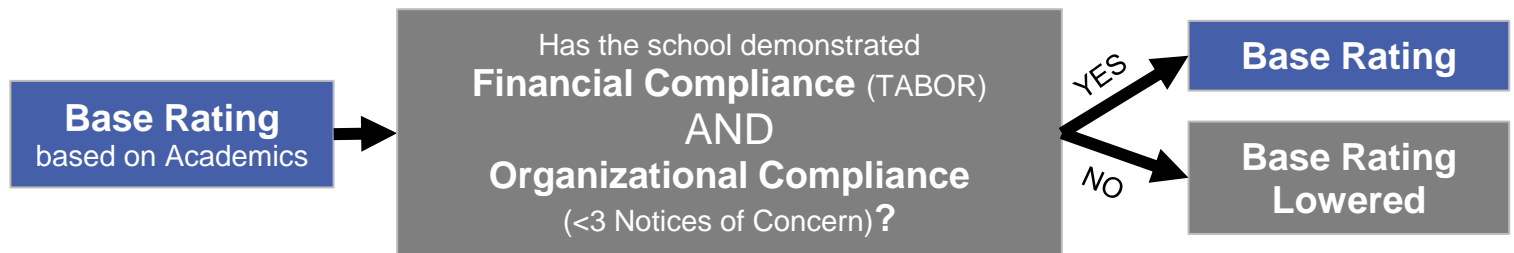
1. Add to the *body of evidence* that is used to make authorization decisions
2. Determine the school *accreditation rating* that is primarily used to inform authorization pathways
3. Determine the *level of support/intervention* to provide to the school

CSI Performance Framework

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools. The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance. The three areas of performance covered by the frameworks—academic, financial, and organizational—correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school’s performance should be evaluated.

CARS Accreditation Ratings

Pursuant to the Colorado Revised Statutes and rules applicable to Colorado school districts and authorizers, CSI is responsible for accrediting its schools in a manner that emphasizes attainment on the four statewide performance indicators, and may, at CSI’s discretion, include additional accreditation indicators and measures. CSI prioritizes academic performance in determining accreditation ratings. Specifically, a base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. Then, if a subset of measures on the Finance or Organizational Framework are missed, the accreditation rating is lowered.



Upon issuance of accreditation ratings, each school enters into an accreditation contract with CSI as required by state law. The accreditation contract describes the school’s CARS accreditation rating, the school’s performance plan type, assures compliance with the provisions of Title 22 and other applicable laws, and describes the consequences for noncompliance and Priority Improvement and Turnaround accreditation plan types. The accreditation contract is distinct from the charter contract, and may change from year-to-year or more frequently depending on the school’s plan type and individual circumstances.

In accordance with the CSI Accreditation Policy, CSI schools accredited with a rating of Improvement, Priority Improvement, or Turnaround must re-execute the accreditation contract annually. For schools accredited Distinction or Performance, the accreditation contract will renew automatically, except all schools, regardless of plan type, will re-execute the accreditation contract upon renewal.

How to Use the CSI Annual Review of Schools (CARS) Report

This **CARS Report** summarizes the school's cumulative performance and compliance data from required and agreed-upon sources, as collected by CSI over the term of the school's charter. The data collected and presented within this report reflect outcomes along the academic, financial, and organizational measures outlined with the CSI Performance Framework.

In order to summarize each section, CSI will include a *brief* narrative providing feedback on the school's progress within the indicators and/or metrics where applicable. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by CSI. The school narrative should focus on outputs and outcomes. Factors such as culture, curriculum, and PD, for example are important in your internal evaluations and root cause analysis, but are not considered by CSI as a part of your annual evaluation.

Schools should look at trends in the data and use the feedback provided within the report as evidence of success, as well as to identify areas that may need the allocation of additional resources and attention. This can be a useful tool to use in conjunction with the **Unified Improvement Plan (UIP)**.

A majority of the metrics within this report will be collected by CSI on a yearly basis and presented to each school in **September**. Please review all data collected for accuracy. Should you find any incorrect or inaccurate data (as opposed to findings or conclusions you simply disagree with), please contact the appropriate director, listed below:

Academic Performance: Ryan Marks

Financial Performance: Amanda Karger

Organizational Performance: Clare Vickland - State/Federal Programs | Trish Krajniak - Compliance Monitoring

If you wish to supplement any area of your report with additional evidence, these proposed changes or additions must be returned to CSI (ryanmarks@csi.state.co.us) **no later than October 12th**.

Once all data have been reviewed (and where applicable incorporated into the report), CSI will send each school a final report in **November**. This final version will also contain financial information that is unavailable during the preliminary drafting process. You may use the tables, graphs and narrative of this final report in your UIP.

Please note: Interim and formative assessment data submitted by schools as supplemental evidence should be presented in the form of official reports generated by the test vendor, or in the case of locally developed assessments, generated through the official reporting system (e.g., Edusoft). Where this is not possible, exported flat files must be provided. Criteria for submitting additional assessment data include:

- Testing administration date(s), total number of test takers, and total number of enrolled students at the time of administration should be noted with each report.
- Growth data should reflect gains made using the beginning of the year as baseline and the end of the academic year as compared to national, state or pre-approved norms. If seasonal gains are submitted, these must also be accompanied with norms recognized by the nation, state or pre-approved by CSI.
- Regarding other supplemental evidence you wish to submit, any outputs or outcomes submitted that are not calculated and reported by CSI or the State must be accompanied by a Mission-Specific Measures Form, specifying how you quantify the measure (including methodology used to determine, document and calculate your measure).

1. Academic Achievement

- a. How are students achieving on state assessments?
- b. How are students achieving on state assessments over time?
- c. How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. Have students demonstrated readiness for the next grade level/course, and, ultimately, are they on track for college and careers?
- e. How are students achieving in comparison to similar schools statewide?

2. Academic Growth

- a. Are students making sufficient growth on state assessments?
- b. Are students making sufficient growth on state assessments over time?
- c. How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- d. How is student growth distributed across growth levels?
- e. How are students growing in comparison to similar schools statewide?

3. Postsecondary and Workforce Readiness

- a. How are students achieving on state assessments for postsecondary readiness?
- b. Are students graduating high school?
- c. Are students dropping out of high school?
- d. Are high school graduates adequately prepared for post-secondary academic success?
- e. What is the school's post-completion success rate?

***Data Notes:**

- Data sources include achievement, growth, and postsecondary and workforce readiness state files from 2010 to 2018. To protect student privacy, achievement data N counts less than 16 and growth data N counts less than 20 have been hidden. For more information regarding data privacy, please consult:

<https://www.cde.state.co.us/dataprivacyandsecurity>

- Data symbols:

Symbol	Meaning
NA	Used when data is not reported by the state.
n<16	Used for achievement measures. Indicates that student counts were too low to show the data publicly.
n<20	Used for growth measures. Indicates that student counts were too low to show the data publicly.
--	Used when data is not reportable due to low student counts.

- Traditionally underserved populations include minority, special education, free or reduced price lunch, non-English proficient/limited English proficient (English learners), and gifted & talented students.
- The Math section of this report includes student math scores disaggregated by grade level. Scores before 2017-18 reflect all students in 7th, 8th, and 9th grades who took any type of CMAS math test. State reporting did not disaggregate by grade for the high school level math tests. Therefore, students in 8th grade who opt to take either Algebra I, II, or Geometry are not included in the 8th grade level results. CSI can release an additional report containing disaggregated math results by test by request.
- Dropout rates contain 7th and 8th grade dropouts. The state files contain all students who dropped out of school from 7th to 12th grade. Schools have an option of requesting an additional report containing only dropout rates for 9th-12th grade.

CSI Performance Framework

Financial Performance Framework

1. Near Term

- a. Has the school met the statutory TABOR emergency reserve requirement?
- b. What is the school's current ratio?
- c. What is the school's months of cash on hand?
- d. Is the school in default with any financial covenants they have with loan agreements?
- e. What is the school's funded pupil count variance?

2. Sustainability

- a. What is the school's aggregate 3-year total margin?
- b. What is the school's net asset position?
- c. What is the school's debt?
- d. What is the school's unassigned fund balance on hand?

Organizational Performance Framework

1. Education Program

- a. Is the school complying with applicable education requirements?

2. Diversity, Equity of Access, and Inclusion

- a. Is the school protecting the rights of all students?

3. Governance and Financial Management

- a. Is the school complying with governance requirements?
- b. Is the school satisfying financial reporting and compliance requirements?

4. School Operations and Environment

- a. Is the school complying with health and safety requirements?
- b. Is the school complying with facilities and transportation requirements?
- c. Is the school complying with employee credentialing and background check requirements?

5. Additional Obligations

- a. Is the school complying with all other obligations?

The New America School - Thornton Overview

Year Opened/Transferred: 2013-2014

Grades Served: 9-12

School Model: Alternative Education Campus

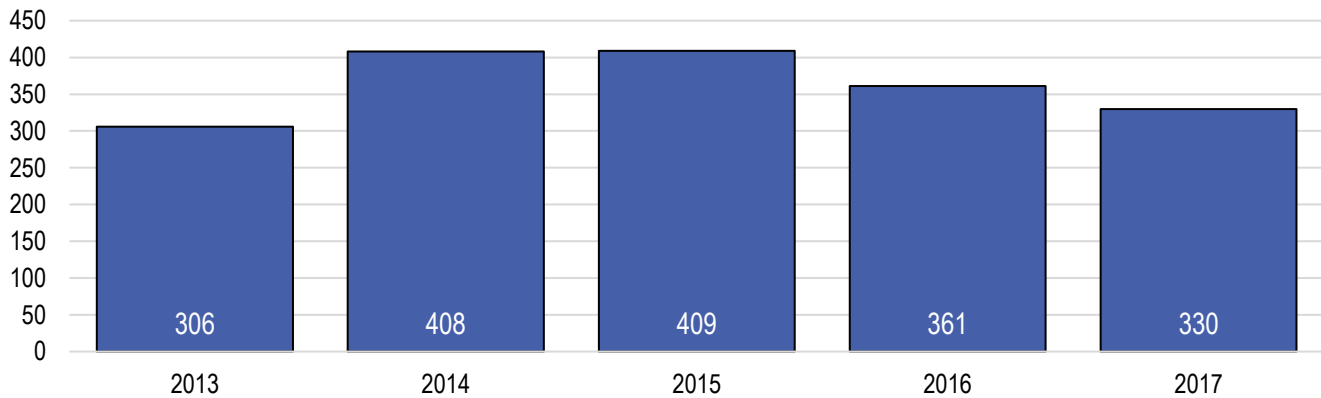
Town/City: Thornton

District of Residence: Adams 12 Five Star Schools

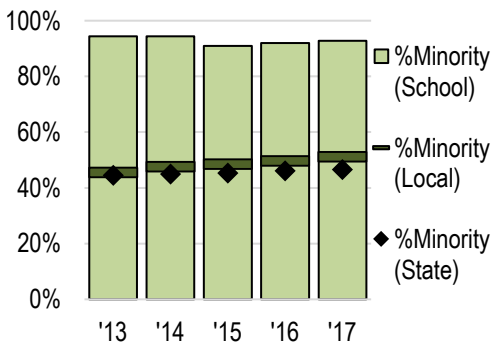
Original Application Type: Transfer

Enrollment and Student Demographics over Time						
October Student Counts	2013	2014	2015	2016	2017	Trend
Enrollment Over Time	306	408	409	361	330	
Minority	94.4%	94.4%	91.0%	92.0%	92.7%	
EL	62.1%	59.1%	35.5%	32.1%	35.5%	
FRL	81.0%	80.4%	62.3%	77.6%	68.8%	
Gifted	0.0%	0.0%	0.0%	0.0%	0.0%	
SPED	0.3%	0.5%	5.9%	6.6%	8.5%	
504	0.0%	0.0%	0.0%	0.3%	0.0%	

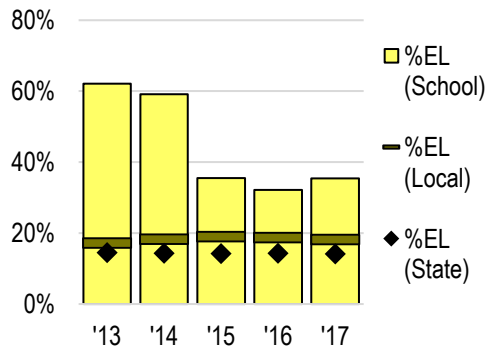
Enrollment over Time



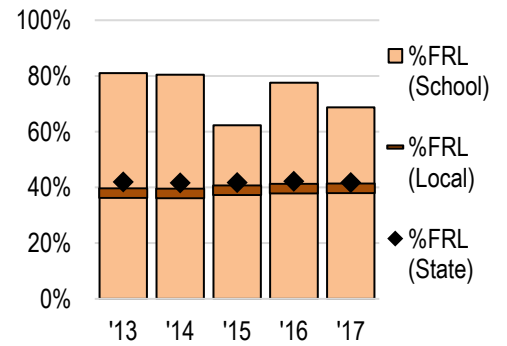
Minority Students



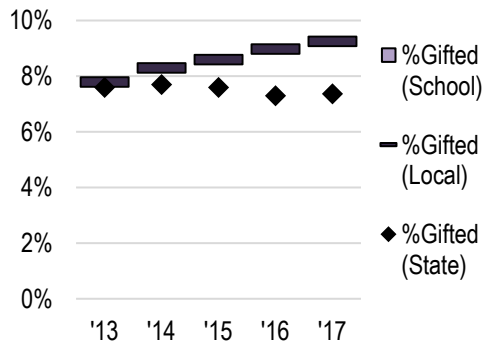
English Learners



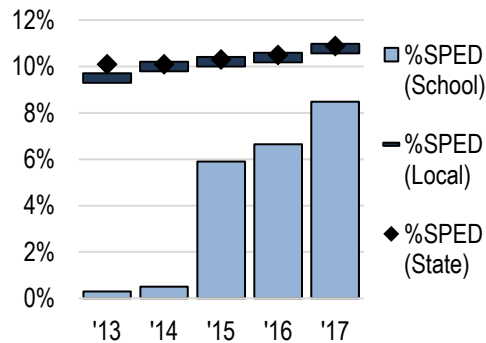
Lunch Eligibility



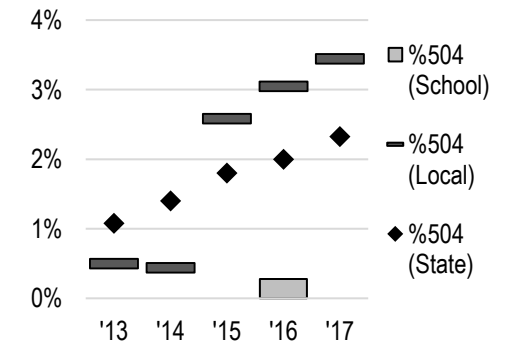
Gifted Students



Students with Disabilities



Students with a 504



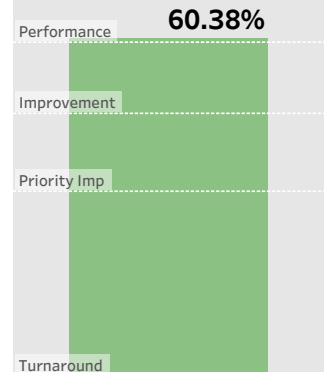
Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

Plan Type

AEC: Performance
60.38 / 100

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/Eligible	Rating
Academic Achievement	61.7%	9.26 / 15	Approaching
Academic Growth	72.5%	25.37 / 35	Meets
Student Engagement	60.0%	12.00 / 20	Approaching
Postsecondary & Workforce Readiness	45.8%	13.75 / 30	Approaching



Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

$$\text{Measure Points Eligible} = (\text{Measure N} / \text{Total N}) \times \text{PE}$$

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data

(*) Not Applicable; (-) No Reportable Data

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

4699: NEW AMERICA SCHOOL - THORNTON | 0020: ADAMS 12 FIVE STAR SCHOOLS

Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CMAS	Science	120	502.8	0.20 / 1	25.0%	Does Not Meet
	CO PSAT	Evidence-Based Reading ..	64	368.4	0.11 / 0	25.0%	Does Not Meet
		Math	64	374.5	0.11 / 0	25.0%	Does Not Meet
Optional Measures	NWEA MAP Acheivement	Langage Usage	655	62.7%	3.28 / 4	75.0%	Meets
		Math	698	55.4%	2.33 / 5	50.0%	Approaching
		Reading	645	62.0%	3.23 / 4	75.0%	Meets
TOTAL	Total	TOTAL			9.26 / 15	61.7%	Approaching

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS	Mean Scale Score
CO PSAT	Mean Score on the PSAT
NWEA MAP Acheivement	Percent of students scoring at or increasing at least one grade level

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CMAS - Science	<40th percentile of AECs	300.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	503.0	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	515.0	0.75	Meets
	>=90th percentile of AECs	577.0	1	Exceeds
CO PSAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	383.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	394.5	0.75	Meets
	>=90th percentile of AECs	425.3	1	Exceeds
CO PSAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	378.2	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	385.3	0.75	Meets
	>=90th percentile of AECs	412.6	1	Exceeds
NWEA MAP Acheivement	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

CMAS results include grades 3 through 8 based on 3 years of aggregated data where available. CO PSAT results aggregate 3 years of grade 10 and 1 year of grade 9 data where available.

(*) Not Applicable; (-) No Reportable Data

4699: NEW AMERICA SCHOOL - THORNTON | 0020: ADAMS 12 FIVE STAR SCHOOLS

Level: ALL

ACADEMIC GROWTH							
Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	69	36.0	0.53 / 1	50.0%	Approaching
		Math	71	28.0	0.27 / 1	25.0%	Does Not Meet
Optional Measures	NWEA MAP RIT Change Percentile	Langage Usage	696	67.0	7.94 / 11	75.0%	Meets
		Math	743	71.0	8.48 / 11	75.0%	Meets
		Reading	699	74.0	7.98 / 11	75.0%	Meets
	WIDA ACCESS	English Language Proficie..	22	47.5	0.17 / 0	50.0%	Approaching
TOTAL	Total	TOTAL			25.37 / 35	72.5%	Meets

ACADEMIC GROWTH MEASURES & METRICS	
NWEA MAP RIT Change Percentile	Percentile rank of the change in students' RIT points across testing windows
State Calculated Growth	Median Growth Percentile (MGP)
WIDA ACCESS	Median Growth Percentile on WiDA ACCESS

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS				
Measure	Norm Description	Value	Pts Earned	Rating
State Calculated Growth	<35 MGP	0	0.25	Does Not Meet
	<50 & >=35 MGP	35.0	0.5	Approaching
	<65 & >=50 MGP	50.0	0.75	Meets
	>=65 MGP	65.0	1	Exceeds
NWEA MAP RIT Change Percentile	<40th percentile rank	1.0	0.25	Does Not Meet
	<60th & >=40th percentile rank	40.0	0.5	Approaching
	<90th & >=60th percentile rank	60.0	0.75	Meets
	>=90th percentile rank	90.0	1	Exceeds
WIDA ACCESS	<35th median growth percentile	1.0	0.25	Does Not Meet
	<50th & >=35th median growth percentile	35.0	0.5	Approaching
	<65th & >=50th median growth percentile	50.0	0.75	Meets
	>=65th median growth percentile	65.0	1	Exceeds

State Calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the last three years.
 (*) Not Applicable; (-) No Reportable Data

4699: NEW AMERICA SCHOOL - THORNTON | 0020: ADAMS 12 FIVE STAR SCHOOLS

Level: ALL

STUDENT ENGAGEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	Attendance	Attendance	-	76.7%	1.00 / 4	25.0%	Does Not Meet
	Truancy	Truancy	-	19.7%	1.00 / 4	25.0%	Does Not Meet
Optional Measures	JeffCo District-Wide Student Survey	Subconstruct Mean	129	2.9	3.00 / 4	75.0%	Meets
	Returning Student Rate	Returning Student Rate	739	73.6%	3.00 / 4	75.0%	Meets
	Student Discipline	NAS Thornton	1,552	5.5%	4.00 / 4	100.0%	Exceeds
TOTAL	Total	TOTAL			12.00 / 20	60.0%	Approaching

STUDENT ENGAGEMENT MEASURES & METRICS

Attendance	Average daily attendance rate of the school
Truancy	Truancy rate of the school
JeffCo District-Wide Student Survey	Positive survey response rate
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall
Student Discipline	Percent of unduplicated students with a behavior incident

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
Attendance	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	80.20%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	86.50%	0.75	Meets
	>=90th percentile of AECs	94.80%	1	Exceeds
Truancy	<40th percentile of AECs	11.91%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	7.81%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	0.01%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
JeffCo District-Wide Student Survey	<1.75 subconstruct mean	0	0.25	Does Not Meet
	<2.5 & >=1.75 subconstruct mean	1.8	0.5	Approaching
	<3.25 & >=2.5 subconstruct mean	2.5	0.75	Meets
	>=3.25 subconstruct mean	3.3	1	Exceeds
Returning Student Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds
Student Discipline	<=6.55% of students	0.0%	1	Exceeds
	>6.55% & <=8.05% of students	6.55%	0.75	Meets
	>8.05% & <=9.55% of students	8.05%	0.5	Approaching
	>9.55% of students	9.55%	0.25	Does Not Meet

All calculations reported on this page are based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

4699: NEW AMERICA SCHOOL - THORNTON | 0020: ADAMS 12 FIVE STAR SCHOOLS

Level: ALL

POSTSECONDARY & WORKFORCE READINESS

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% Pts Earned	Rating
Required State Measures	CO SAT	Evidence-Based Reading & ..	74	400.3	1.25 / 5	25.0%	Does Not Meet
		Math	74	382.4	1.25 / 5	25.0%	Does Not Meet
	Completion	Completion	506	38.5%	1.25 / 5	25.0%	Does Not Meet
	Dropout	Dropout	1,759	28.8%	1.25 / 5	25.0%	Does Not Meet
Optional Measures	Post-Completion Su..	Post-Completion Success R..	150	68.7%	3.75 / 5	75.0%	Meets
	WORKKEYS Certific..	Certificate-Earned Rate	129	91.5%	5.00 / 5	100.0%	Exceeds
TOTAL	Total	TOTAL			13.75 / 30	45.8%	Approaching

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

CO SAT	Mean Score on the SAT
Completion	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout	Dropout rate of the school
Post-Completion Success Rate	Percent of students with positive educational or workforce outcomes following completion
WORKKEYS Certificate	Percent of students who earned at least a Bronze rating on the National Career Readiness Certificate

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Norm Description	Value	Pts Earned	Rating
CO SAT - Evidence-Based Reading & Writing	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	420.9	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	431.5	0.75	Meets
	>=90th percentile of AECs	458.3	1	Exceeds
CO SAT - Math	<40th percentile of AECs	0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	399.8	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	406.5	0.75	Meets
	>=90th percentile of AECs	424.3	1	Exceeds
Completion	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	40.00%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	49.50%	0.75	Meets
	>=90th percentile of AECs	69.40%	1	Exceeds
Dropout	<40th percentile of AECs	18.20%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	12.80%	0.5	Approaching
	<90th percentile & >=60th percentile of AECs	4.60%	0.75	Meets
	>=90th percentile of AECs	0.0%	1	Exceeds
Post-Completion Success Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds
WORKKEYS Certificate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.00%	0.5	Approaching
	<90% & >=60% of students	60.00%	0.75	Meets
	>=90% of students	90.00%	1	Exceeds

CO SAT results aggregate 2 years of grade 11 data (2016-17 and 2017-18) where available.

(*) Not Applicable; (-) No Reportable Data

Academic Performance Metrics

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

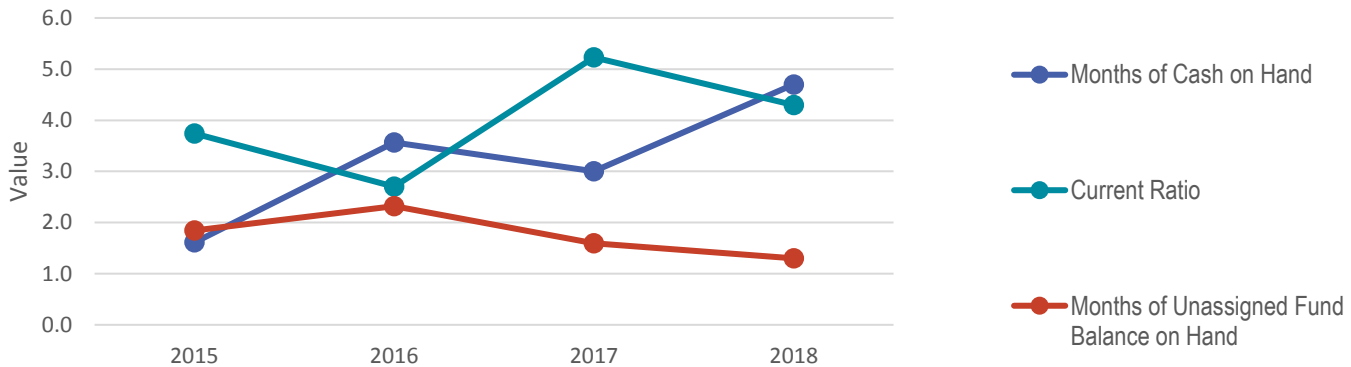
Fiscal Years 2015-2018 Financial Results

Governmental Funds Financial Statement Metrics

- Has the school met the statutory TABOR emergency reserve requirement?
- What is the school's months of cash on hand?
- What is the school's unassigned fund balance on hand?
- What is the school's current ratio?
- What is the school's aggregate 3-year total margin?

Looking through CARS: There are two pages for Financial Performance results. All applicable financial indicators have been uniquely color coded to demonstrate the school's financial health. The financial performance narrative on the second page describes the school's overall financial performance in more detail. To understand if financial performance impacted your school's accreditation rating, view the "CARS Rating" page in this report.

Governmental Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Operating Margin	9.0%	9.2%	1.0%	2.4%
Months of Cash on Hand	1.61	3.56	3.00	4.70
Current Ratio	3.74	2.70	5.23	4.30
Months of Unassigned Fund Balance on Hand	1.85	2.32	1.59	1.30
Positive Unassigned Fund Balance (TABOR)	YES	YES	YES	YES



Enrollment

- What is the school's funded pupil count variance?

Enrollment				
Metric	2015	2016	2017	2018
Funded Pupil Count (FPC) Current-Year Variance	16.4%	0.2%	-10.3%	-5.7%
Change in FPC from Prior-Year	25.0%	-0.1%	-11.6%	-8.8%

Proprietary Funds Financial Statement Metrics

- What is the school's months of cash on hand?
- What is the school's current ratio?
- What is the school's debt?
- What is the school's net asset position?

Proprietary Funds Financial Statement Metrics				
Metric	2015	2016	2017	2018
Months of Cash on Hand	--	--	--	--
Current Ratio	--	--	--	--
Debt to Asset Ratio	--	--	--	--
Change in Net Position	--	--	--	--

Government-Wide Financial Statement Metrics

- What is the school's debt?
- What is the school's net asset position?
- Is the school in default with any financial covenants they have with loan agreements?

Government-Wide Financial Statement Metrics				
Metric	2015	2016	2017	2018
Debt to Asset Ratio	3.29	2.02	1.85	2.46
Change in Net Position	\$393,326	\$8,801	(\$1,482,044)	(\$1,742,506)
Default	--	--	NO	NO

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Fiscal Years 2015-2018 Financial Results

Financial Performance Narrative

The New America School - Thornton ended the year with sufficient reserves to satisfy the TABOR reserve requirement, a decrease in net position, and reported no statutory violations in their Assurances for Financial Accreditation. The school's funded-pupil count came in lower than budget by 0 pupils (6 percent), and 359 pupils (9 percent) lower than the prior year. As expected of all PERA employers, the school has a high debt to asset ratio due to the inclusion of the PERA Net Pension Liability per GASB No. 68. The decrease in net position is primarily due to changes in the Net Pension Liability for the school as well. The school's governmental funds ended the year with 4.7 months of cash on hand and sufficient current assets to cover current liabilities. The school experienced a positive operating margin of 2 percent and a decrease in their unassigned fund balance.

School Observations

OPTIONAL To be populated by the school and provided to CSI for review and possible inclusion prior to the distribution of the final CARS Report.

NA	Not reported by the state.
*	Not available due to student counts of 0.
--	Not reportable due to low student counts.

Exceeds	Approaching
Meets	Does Not Meet

Organizational Performance Metrics

Education Program

-Is the school complying with applicable education requirements?

The essential delivery of the education program in all material respects and operation reflects the essential terms of the program as defined in the charter agreement. Includes:

- *Instructional days or minutes requirements*
- *Graduation and promotion requirements*
- *Alignment with content standards, including Common Core*
- *State-required assessments*
- *Implementation of mandated programming as a result of state or federal funding*

CSI Review

CSI was not made aware of any issues relating to applicable education requirements for the 2017-18 school year.

Diversity, Equity of Access, and Inclusion

-Is the school protecting the rights of all students?

Protecting student rights pursuant to:

- *Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act relating to the treatment of students with identified disabilities and those suspected of having a disability, consistent with the school's status and responsibilities as a school in a district LEA*
- *Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities relating to English Language Learner requirements*
- *Law, policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, enrollment, the collection and protection of student information*
- *Conduct of discipline procedures, including discipline hearings and suspension and expulsion policies and practices, in compliance with CRS 22-33-105 and 22-33-106*
- *Recognition of due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction*

CSI Review

CSI was not made aware of any issues related to protecting the rights of all students.

Governance Management

-Is the school complying with governance requirements?

Includes:

- *Adequate Board policies and by laws, including those related to oversight of an education service provider, if applicable (CRS 22-30.5-509(s)), and those regarding conflicts of interest, anti-nepotism, excessive compensation, and board composition*
- *Compliance with State open meetings law*
- *Maintaining authority over management, holding it accountable for performance as agreed under a written performance*
- *Requiring annual financial reports of the education service provider (CRS 22-30.5-509(s)), if applicable*

CSI Review

CSI was not made aware of any issues relating to governance requirements for the 2017-18 school year.

Organizational Performance Metrics

Financial Management

-Is the school satisfying financial reporting and compliance requirements?

Includes:

- *Compliance with the Financial Transparency Act (CRS 22-44-301)*
- *Complete and on-time submission of financial reports, including financial audit, corrective action plans, annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider*
- *Meeting all reporting requirements related to the use of public funds*
- *The school's audit is an unqualified audit opinion and devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses*

CSI Review

CSI was not made aware of any significant issues relating to financial reporting and compliance requirements.

School Operations and Environment

-Is the school complying with health and safety requirements?

Includes:

- *Up to date fire inspections and related records*
- *Documentation of requisite insurance coverage*
- *Provision of appropriate nursing services and dispensing of pharmaceuticals, including compliance with 1 CCR 301-68*
- *Compliance with food services requirements, if applicable*
- *Maintaining the security of and provide access to student records under the Federal Educational Rights and Privacy Act*
- *Access to documents maintained by the school protected under the state's freedom of information law*
- *Timely transfer of student records*
- *Proper and secure maintenance of testing materials*
- *Up to date emergency response plan, including compliance with NIMS requirements*

-Is the school complying with facilities and transportation requirements?

Includes:

- *Viable certificate of occupancy or other required building use authorization*
- *Student transportation safety requirements, if applicable*

-Is the school complying with employee credentialing and background check requirements?

Includes:

- *Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA relating to state certification*
- *Performing background checks of all applicable individuals*
- *Complying with state employment requirements*

CSI Review

CSI was not made aware of any issues relating to health and safety requirements for the 2017-18 school year. CSI was not made aware of any issues relating to facilities and transportation requirements for the 2017-18 school year. CSI was not made aware of any issues relating to employee credentialing and background check requirements for the 2017-18 school year.

Additional Obligations

-Is the school complying with all other obligations?

CSI Review

CSI was not made aware of any other issues of noncompliance.

Organizational Performance Metrics

Organizational Performance Additional Narrative

Overall, the School exhibited strong operational performance during the 2017-18 school year. The Organizational Submissions were completed ontime and were generally compliant, with minor revisions needed. In addition, the School is generally very responsive to feedback and questions.

School Observations

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Expanding Frontiers in Public Education

1580 Logan Street Ste. 210 Denver, CO 80203 ▪ P: 303.866.3299 ▪ F: 303.866.2530 ▪ www.csi.state.co.us