

**New Mexico Public Education Commission
Public Education Department
Options for Parents: Charter Schools Division
Creative Education Prep Institute #1
*2013 State Charter Renewal Application Kit***



**Effective Options
for New Mexico's
Families
Charter Schools**





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HANNA SKANDERA
SECRETARY OF EDUCATION

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GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at tony.gerlicz@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz
Director
Options for Parents: Charter Schools Division

Hanna Skandera
Secretary of Education
Public Education Department

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

Instructions: 2013 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing your customized version of the 2013 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Tony Gerlicz at tony.gerlicz@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p>Note: Submission prior to October 1st, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above. Please note that the Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school’s folder on the Sharepoint File Transfer Site. <i>Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</i> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (April – September 2013)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Renewal Analysis (November 14)**	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Renewal Analysis (November 14–December 2)**	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director’s Recommendation (December 6)**	The CSD will send a recommendation to the PEC to approve or deny the renewal application on Friday, December 6, 2013 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 12–13)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 12–13, 2013 .
Contract Negotiations (December, 2013–March, 2014)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

Glossary of Terms

Amended Charter School Act (SB446): In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Current Charter: The current charter is the approved charter (charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Goals/Indicators: Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action.

Mission-Specific Indicator(s): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

Performance Contract Worksheet ("Worksheet"): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Report: Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application

Part B—Renewal Site Visit Protocol

Part C—CSD Analysis and Recommendation

Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (April–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing Part A.

Charter School Pre-populated Data

Name Of School: Creative Education Prep Institute #1	School District: Albuquerque
Mailing Address of School: 4801 Montano NW, Albuquerque, NM 87120	Physical Address of School 4801 Montano NW, Albuquerque, NM 87120
Phone Number Of School: (505) 314-2374	Name and Email Of Head Administrator: Jeff Arthur, Director/Principal Email: jarthur@cepinm.org
School's Initial Opening Date: 2004	Name and Email Of The Governing Body Chair/President: Pam Romero, Gov Board President Email: pmero@msn.com
Grade Levels Served: 9-12	Current Enrollment Cap: 180

Current School Mission:

Creative Education Preparatory Institute's mission is to engage students and their families in learning experiences directed at gaining academic and social skills necessary for personal, social, and career success. Students, family and community will view this school as one founded in community and family values, offering societal and career relevant education utilizing technology, community and family resources, and innovative and creative learning. Service learning in the community linked to careers and mentorship will be a core part of the curricula. Success will be judged using a continuous improvement process within the Baldrige Framework for Education as well as tests mandated by the New Mexico Public Education Department.

Current Enrollment And Demographic Information

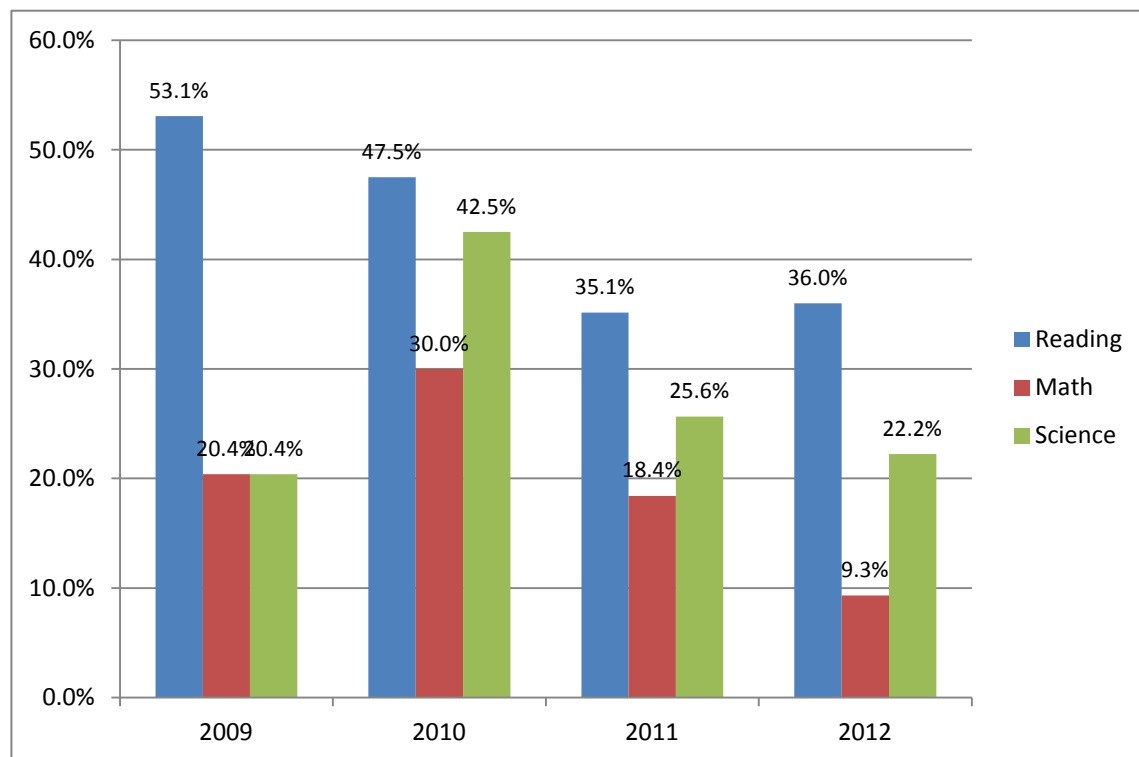
(2012—2013 120 day count)

Enrollment		Percent
Total Enrollment: 173		
Gender		
# Male: 91		53%
# Female: 82		47%

Ethnicity/Race	
# White: 48	28%
# Hispanic: 113	65%
# African American: 3	2%
# Asian: 1	1%
#Native American: 8	5%
Special Populations	
# Economically Disadvantaged: 18	10%
# Students With IEPs: 13	8%
# English Language Learners: 0	0%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 173	100%
Title 1 Target: 173	100%
Title 1 Schoolwide: 0	0%

School Proficiencies

	2009	2010	2011	2012
Reading	53.1%	47.5%	35.1%	36.0%
Math	20.4%	30.0%	18.4%	9.3%
Science	20.4%	42.5%	25.6%	22.2%



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

School Report Card Snapshot (source: School Grading Report 2011-2012)

Final Grade: D Total Points: 48.9	Current Standing: F Points: 5.9 Possible Points: 30	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): D Points: 4.4 Possible Points: 15	Growth of Q1 (lower performers): B Points: 11.3 Possible Points: 15	Opportunity to Learn: B Points: 6.7 Possible Points: 8
Graduation: F Points: 9.1 Possible Points: 17	College & Career Readiness: C Points: 9.5 Possible Points: 15	Bonus Points: 2 Possible Points: 5 Reasons: for improvement in habitual truancy rates
Reading Proficiency: 29.6% State Reading Goal: 52.3%	Math Proficiency: 9.2% State Math Goal: 45.0%	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of "C" at the average for all schools statewide. For example, a school that achieves a "C" in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the "A" or "B" level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school's performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

*** The profile of these indicators should be considered individually as well as a whole.**



Part A—Self-Report on Progress
(A Report on the Current Charter Term)

Part A—Self Study/Report on Progress

Part A Table of Contents

Indicate the page numbers for each section in the designated column.

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Part A—Self Study/Report on Progress

I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Education Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1. NMSBA School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:

Sixty nine percent (69%) of CEPi NMSBA Cohort H2 to H3 demonstrated growth in Reading.

The average points gained per student demonstrating growth was 5.3 points

One cohort student moved from Nearing Proficiency to Advanced

Two of the cohort students moved from Nearing Proficiency to Proficient

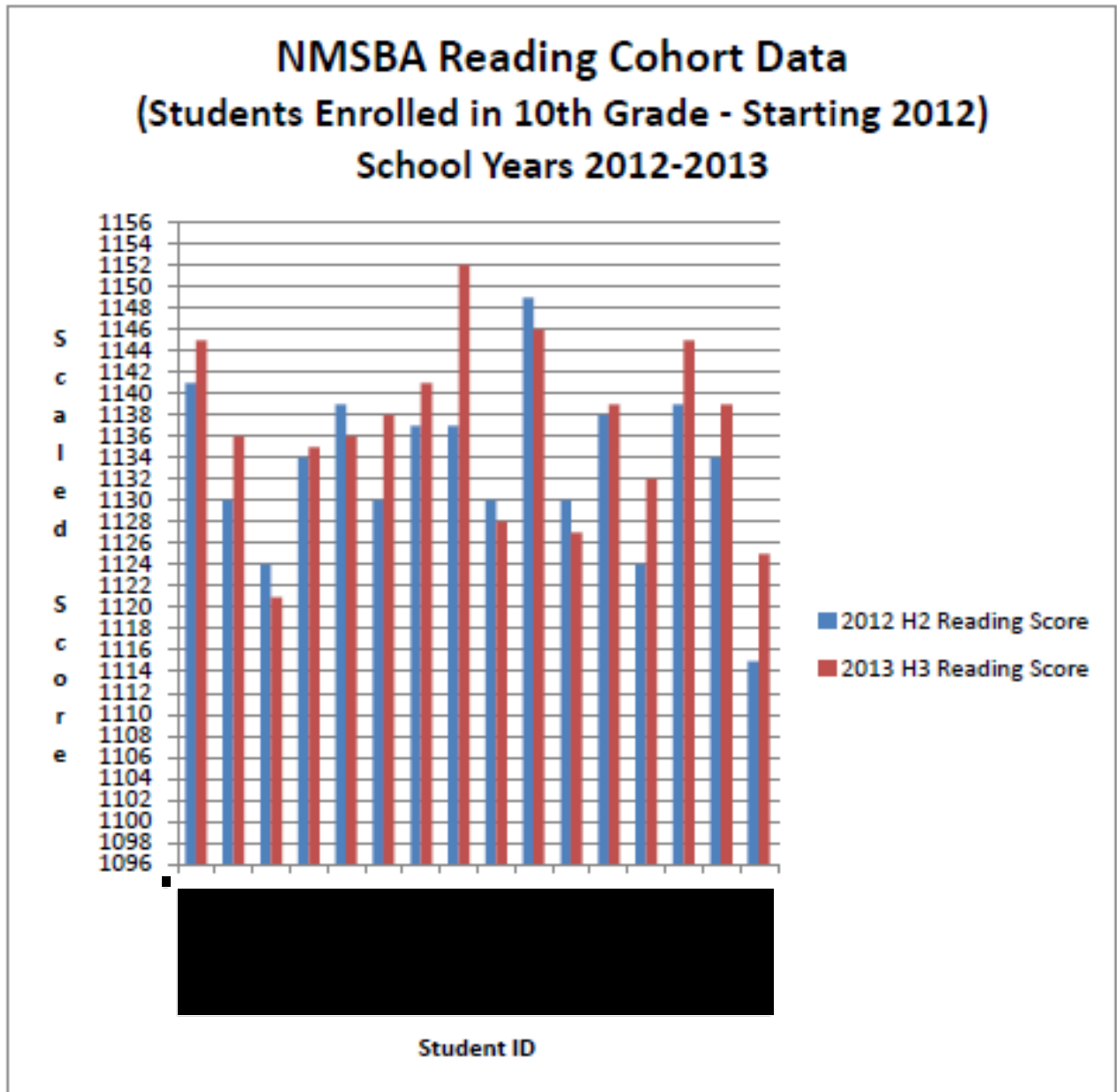
One cohort student moved from Beginning Steps to Nearing Proficiency

Forty four percent (44%) of CEPi NMSBA Cohort H2 to H3 demonstrated growth in Math.

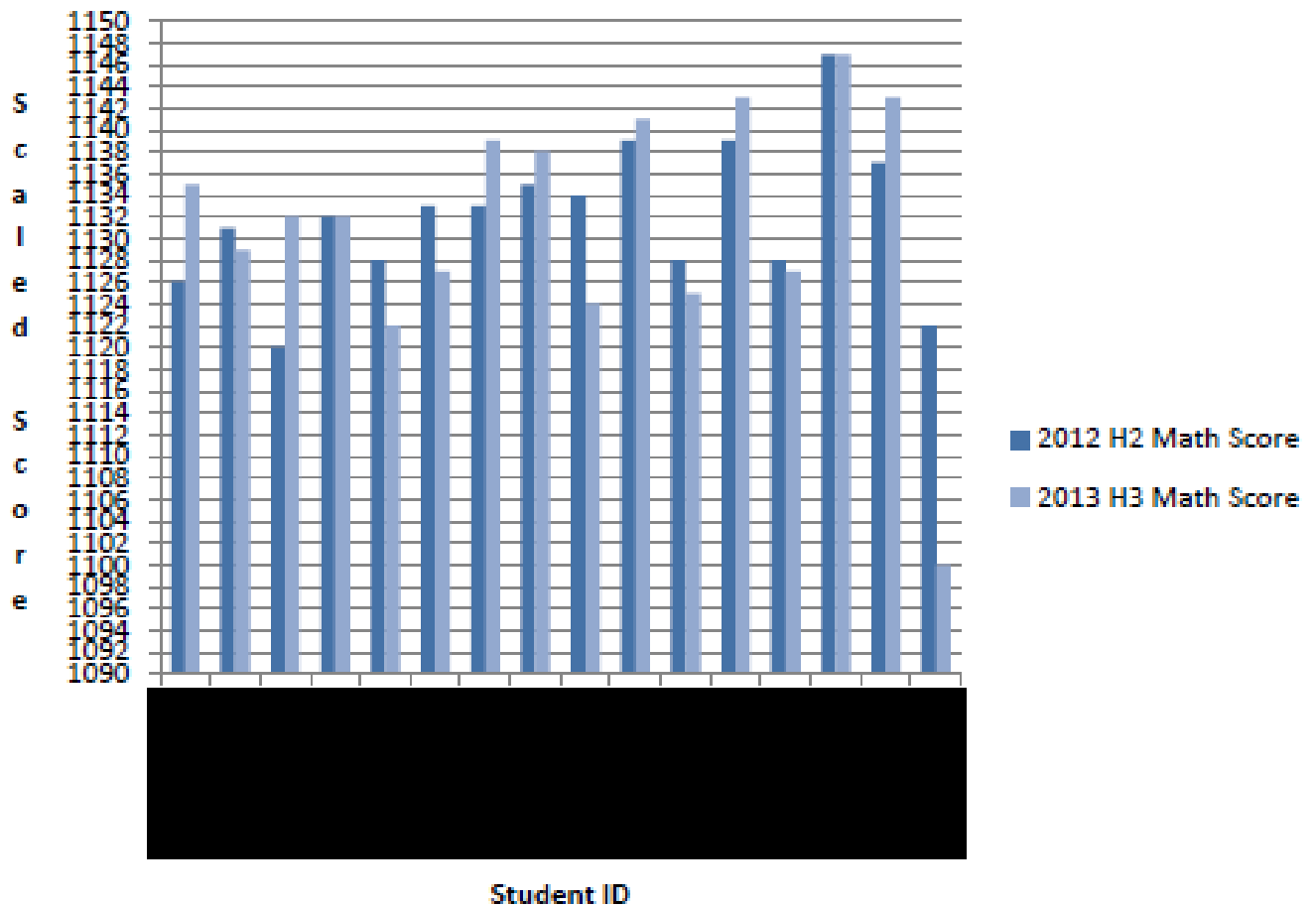
The average points gained per student demonstrating growth was 6 points

Three of the cohort students moved from Nearing Proficiency to Proficient

Two cohort students moved from Beginning Steps to Nearing Proficiency



NMSBA Math Cohort Data (Students Enrolled in 10th Grade - Starting 2012) School Years 2012-2013



School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

Final Grade

Grade: B	Total Points: 69.1	
Provide a statement of progress and additional information regarding the above data: Our school achieved a B, improving from the 2011-2012 D grade, through striving to make improvements in every evaluation category, both in letter grades and in points.		

Part A—Self Study/Report on Progress

Current Standing

Grade: C	Points: 11.3	Possible Points: 30
Provide a statement of progress and additional information regarding the above data: "Current Standing" improved 5.4 points due to a continued and ongoing effort to ensure that all students are not only experiencing growth, but working towards achieving proficiency and beyond in Math and Reading.		

School Growth

Grade: B	Points: 7.4	Possible Points: 10
Provide a statement of progress and additional information regarding the above data: CEPi's school growth shows a dedication to improving the skills and knowledge of all students. We work to each year increase performance not only of individual students, but of the grade level as a whole compared to themselves and that grade level in years past.		

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 10	Possible Points: 10
Provide a statement of progress and additional information regarding the above data: The growth for the highest performing students has grown to being the maximum points because of CEPi's dedication to helping to improve the skills and knowledge not just of struggling and average students, but also encouraging growth and improvement for the students who already grasp the basic and necessary skills and concepts at the high school level.		

Q1 (Lowest Performing 25%) Growth

Grade: A	Points: 9.4	Possible Points: 10
Provide a statement of progress and additional information regarding the above data: Similarly to above, CEPi teachers and students have both worked incredibly hard to ensure that all students improve, including those who are the lowest performing. While the goal is getting to the level of proficiency, any increment of growth is a wonderful accomplishment worthy of praise and notice. Our A grade here reflects the fact that while all students may not yet be proficient, there is a great amount of learning and progress occurring.		

Opportunity to Learn

Grade: A	Points: 6.5	Possible Points: 8
Provide a statement of progress and additional information regarding the above data: CEPi has continued to improve "Opportunity to Learn" from a B to an A through teacher professional development and encouraging the fostering of a community at the school to which each student and family belongs.		

Graduation—as applicable

Grade: D	Points: 10.3	Possible Points: 17
Provide a statement of progress and additional information regarding the above data: While the graduation rate is still a battle to be fought at CEPi and throughout New Mexico, there was marked improvement from 2011-2012 to 2012-2013. This is due, in part, to efforts to keep students on course throughout their high school career and the use of advisors to encourage students to see their education as something to be highly valued.		

College and Career Readiness—as applicable

Grade: A	Points: 11.6	Possible Points: 15
Provide a statement of progress and additional information regarding the above data: The Career Education Counselor helps CEPi students to enroll in Dual Credit classes with CNM and to participate in programs that result in certification or training in a specific field. This is an ongoing effort that not only emphasizes the experience and opportunities to follow, but also students completing these programs successfully and responsibly. CEPi counselors are also increasingly encouraging students planning to attend college to take entrance exams such as the SAT and ACT.		

Bonus Points

Points: 2.7	Possible Points: 5	Reason: Increased category eligibility
Provide a statement of progress and additional information regarding the above data: The past school year we only earned points for improving habitual truancy rates, however for 2012-2013 we made an effort to submit numerous activities and initiatives falling under both student and parent engagement categories.		

Part A—Self Study/Report on Progress

2. Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

<p>Student Academic Performance Standard/Goal #1: (Note: Originally CEPi was not required to write goals using the S.M.A.R.T. goal format for the 2009-2013 renewal). They expressed some measures in the 2009-2014 Charter renewal application, but not in the S.M.A.R.T. goal format.</p> <p>All students will experience academic success and will meet or exceed grade level-specific Language Arts, Math, Science, and Social Studies, standards and benchmarks by 3% proficiency, on an annual basis.</p>				
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):</p> <p>The school used the North Western Evaluation Assessment during the 09-10 school years and the Nova Net Basic Assessment Skills Inventory in 10-11. The scores have not been entered due to the fact that they were not aligned to the short cycle assessment which has been used for the 11-12 and 12-13 school years. Plato was used as the short-cycle assessment for the last two years.</p>				
Data—Average Scores				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9 th Grade Math			Cohort Growth=64% (14 of 22 students)Average Grade level Growth=1.86 years/student	Cohort – 2 students Both students demonstrated no grade level growth 1 student demonstrated growth in Scaled Score points=27pts
9 th Grade Reading			Cohort Growth=50% Average Grade Level Growth=1.85 years/student	Cohort-2 students 1 student Demonstrated 1 year grade level growth This student demonstrated growth in Scaled Score points =184 pts
10 th Grade Math			Cohort Growth=71% Average Grade Level Growth=1.88 years/student	Cohort Growth=50% Average Grade Level Growth=2.27 Years/student

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10 th Grade Reading			Cohort Growth=26% Average Grade Level Growth=2.6 years/student	Cohort Growth=40% Average Grade Level Growth=2.1 years/student
11 th Grade Math				Cohort Growth=50% Average Grade Level Growth=1.25 years/student
11 th Grade Reading				Cohort Growth=43% Average Grade Level Growth=2.0 years/student
<p><i>Provide a statement of progress and additional information regarding the above data:</i></p> <p><i>Note: CEPi Cohort is defined as “students who took the Fall and Spring Short Cycle Assessments”</i></p> <p><i>CEPi instructional design (Systems, Processes and Activities) consistently demonstrate performance growth for students that attend the entire academic school year and apply themselves to the task at hand.</i></p> <p><i>Students that showed no performance growth in grade level may have demonstrated growth within the Scaled Score range, but it was not sufficient to change the grade level score.</i></p> <p><i>Some students that showed no performance growth tested poorly (or did not take the test seriously) and demonstrated a negative growth trend.</i></p> <p><i>See attached Cohort Analysis in Appendix F.</i></p>				

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3. Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Mission Specific Standard/Goal #1: To provide career readiness education through work experience, internship, volunteer, and vocation training.

The Career Readiness program at CEPi generally follows four tracks: work experience credit, internship credit, volunteer credit, and vocation training in the trades. All career readiness programs require students to satisfactorily meet the Financial Planning or Job Skills Development course sessions for work experience or the Internship Seminar sessions for internship credit. Volunteer credit requires students to satisfactorily complete a volunteer orientation. Some affiliates include the Community College of New Mexico (CNM), ABC- Construction Trades, Youth Development Incorporated (YDI) and the Women Economic Self Sufficiency Team (WESST), a statewide small business association.

Measure(s) Used:

Work experience credit is earned by students that hold a job during the school year. Placement verification requires a student to complete a minimum of 90 hours in their chosen placement.

Internship credit is earned by students that successfully completed an internship program during the school year. Placement verification requires a student to complete a minimum of 45 hours in their chosen placement.

Volunteer credit is earned by students that successfully completed a volunteer orientation during the school year. Placement verification requires a student to complete a minimum of 45 hours in their chosen placement.

Vocation training in the trades, credit is earned by students successfully completing the "ABC Construction" program.

The School counselors and Career Education Specialist keep track of student progress. They also keep logs of student information. Information included types of program, duration/ monitoring of participation, and records of completion.

Statement of Progress: Students have participated in a structured learning environment in the work place. They have developed self-knowledge and career awareness.

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Student Performance Standard/Goal #2: Part I. To provide a learning environment conducive to disenfranchised and struggling students.

Students will experience a greater sense of personal and social responsibility through a personalized learning environment.

Measure(s) Used:

Completion of Next Step Plans which include student interests, course work for future planning, and transcript information or Individualized Education Plans(IEP) for students with disabilities.

Homework completion (90%) through a timeline at the end of each semester.

Attendance (90%) (Please see chart below), which was calculated at the end of each semester using Progress Reports and attendance records.

Student parent teacher conferences (four times per year) were documented. Conferences included review of short cycle assessments and NMSBA for students tested.

Transcript reviews with students by counselors were conducted for courses completed and credits earned at the end of each semester. Graduation rate has improved from 2009 to 2013. (Please see chart below). Three more students also graduated upon completion of course work this summer for 2013.

Teachers monitored and recorded student Nova Net or Plato unit completion at minimum 80% at the end of each semester or as established by (IEP).

Classroom and portfolio assessments.

Teacher observations and checklists.

Statement of Progress: These activities occurred on an annual basis.

100% of student population completed Next Step Plans or had and an IEP if necessary.

Students completed 80-90% of their homework.

Student attendance was at 90% or above except for the last school year it was 89.3 to 89.91%.

Student parent conference participation was at 80-100%.

100% of students met with counselors to review transcripts.

80-100% of students completed all units in Nova Net and Plato.

70-100% of students used classroom and portfolio assessments.

80-100% of the instructors used teacher observations or checklists.

Mission Specific Standard/Goal #3:

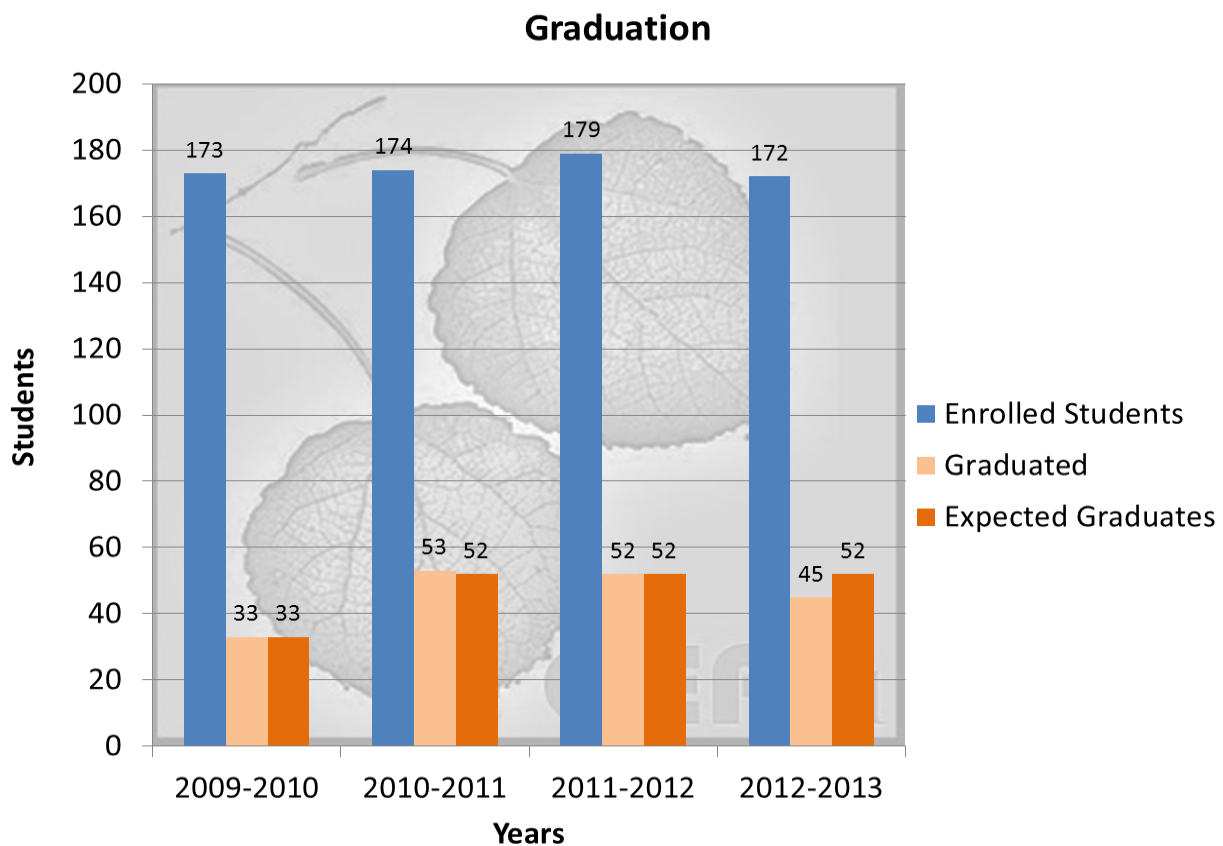
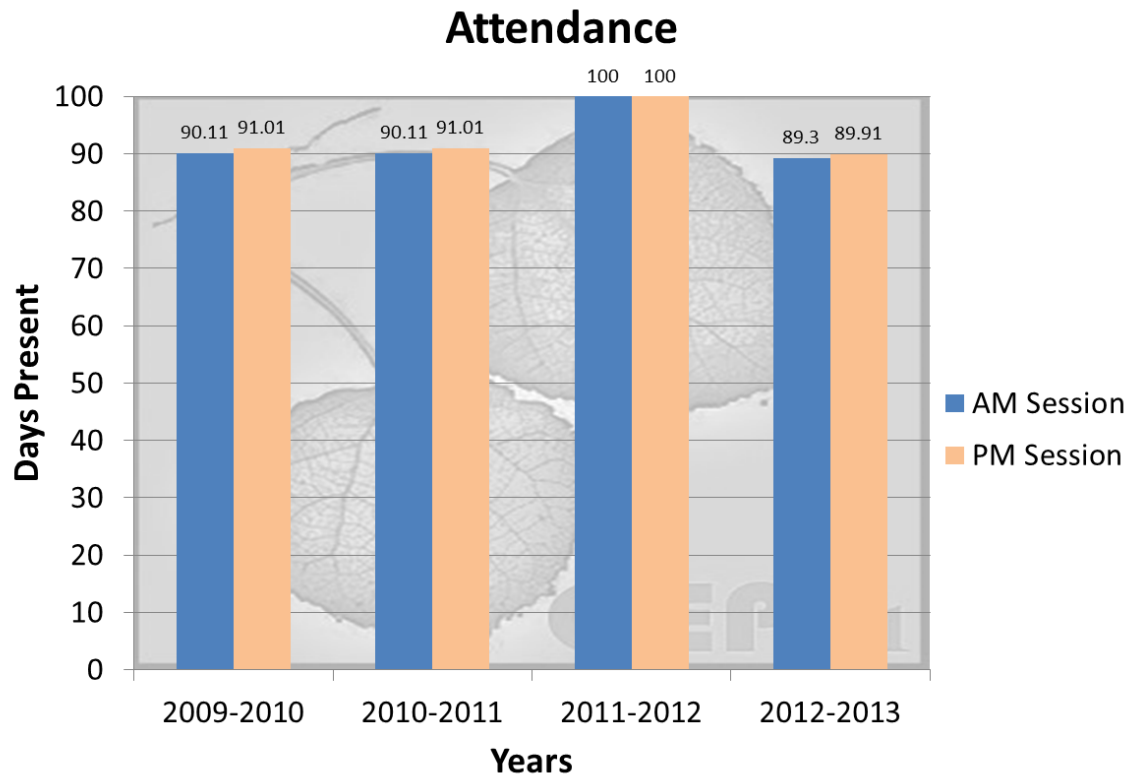
To provide career readiness education through work experience, community service/service learning, dual credit enrollment, and mentorships.

Students at CEPi have been given the opportunity to participate in the Career Education program. Some affiliates include Central New Mexico Community College (CNM), ABC- Construction Trades, Youth Development Incorporated (YDI),- and the Women Economic Self Sufficiency Team (WESST), a statewide small business and training organization. CEPi also has a Key Club which is a service-leadership organization sponsored by Kiwanis International. Volunteer, internships, service learning, and mentorship opportunities are available through several local businesses. Additionally, the school has a Smart Lab in which students have access to technology and tools for creative and career-relevant education.

Measure(s) Used: School counselors and Career Education Specialist assist students and keep logs of student information including types of program, duration/ monitoring of participation, and records of completion.

Statement of Progress:

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4. Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: Improve Parent and Community Involvement

90 to 100%of parents/families have been involved in the education of their children enrolled at CEPi throughout the course of the current charter, as measured by attendance documentation for the following activities:

1. Mandatory orientation for all students and parents.
2. Staff/parent/student meetings in September, November, January and March of each school year to review student progress. Next Step Plans are developed at the first meeting.
3. Counselors have provided four parent trainings sessions every year including: career preparation, college night and other topics requested by parents.
4. Graduation planning sessions.
5. Notification of school assessments and AYP status provided to parents.
6. Parents attended Individualized Education Plan meetings for students with disabilities.
7. Parents have served on the Governing Council.
8. Communication by CEPi staff with parents has been on-going through phone, newsletters, e-mail and the school web site.

Data: Sign in sheets have been maintained for each activity by the Director/Designee. Contact lists with name of student, name of parents or family member, date of contact, and purpose of conference have also been recorded by staff, along with monthly contact logs. This collection of data, including agendas and notices, has been maintained by the Director/designee.

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Provide a statement of progress and additional information regarding the above data:

1. 100% of parents whose children have enrolled since 2009 have attended the mandatory orientation as shown by signed letter of intent.
2. 100% of students have received a copy of current transcripts at the beginning of each school year and have reviewed transcripts with parents at every meeting, four times per year. Next Step Plans are done at the beginning of the year for new students and ninth graders.
3. 15-20% parents have attended each parent training session over the past 4 years.
4. 100% of parents of seniors attend all graduation planning sessions; Parents plan and provide all refreshments, staff develops a PowerPoint about graduating students, and assist students as needed.
5. The CEPI website is used to communicate with parents and the community. Parents are notified of school assessments and Annual Yearly Progress (AYP) status on an annual basis through the web site. Communication with parents is also done by phone, and e-mail. Teachers and staff respond to all e-mails within 24 hours of receipt of message.
6. 100% of students with disabilities have up-to-date IEPs, including parent signatures.
7. 1- 6 parents per school year have served on Governance Council to approve annual budget and monthly expenditures. They have also provided input regarding school activities.
8. Communication with parents is also done by phone, and e-mail. Teachers and staff respond to all e-mails within 24 hours of receipt of message.

Organizational Performance Standard/School Goal #2 To provide a learning environment conducive to disenfranchised and struggling students through maintenance of a low pupil teacher ratio with a highly qualified staff, and Professional Development training.

Individual student characteristics including (interests, learning styles and areas of intelligence) have been considered to promote academic, personal and, social responsibility.

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Measure(s) Used: **Professional Development Training 2009-2013.** Multiple in-services were provided to staff. Professional development addressed the identification of different student interests, learning styles and areas of intelligence. Trainings were held on differentiating instruction, least restrictive environment and other instructional strategies. Academic improvement plans and student portfolios for all students were also used to document levels of performance and to monitor student projects throughout the school year.

Various Trainings and Topics included:

Special Education Directors Academy, Special Education Inclusion Model

NMPED, WIDA, ELL Student Data Spring Workshop

Annual Charter School Conference

National Council of Teachers of Mathematics

Secondary Reading Council of Florida

SB28-Bully Prevention Program

Differentiating Content Instruction, Vocabulary, Reading and Math Strategies

Title I, Cultural Competencies, Different Styles of Learning

Alternative Teaching Strategies

Data: Teacher grade books and lesson plans. Collaborative team meeting agendas. In-service training dates and sign in sheets. Individual Professional Development Plans for staff.

Provide a statement of progress and additional information regarding the above data:

Students were able to show marked improvement in their ability to understand content concepts through the modifications and accommodations that were made in instruction. Grades and student self concept also improved through the use of community work-study, service learning, mentoring and individualized instruction.

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5. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

Please see attached Strategy Map in Appendix G. The goals are listed as follows: 1. Academic Improvement. 2. Improve principal and teacher effectiveness. 3. Increase family and parent involvement. These academic priorities are goals for the next charter term. They are intertwined and dependent upon one another to achieve maximum student academic performance.

- B. What main strategies will be implemented to address these priorities?

The CEPi program is designed to meet the needs of students through an established, technology based educational setting. Strategies include a Performance Management System (formerly, Baldrige, Continuous Improvement) approach to help the school plan, perform and measure results (Plan-Do-Study-Act) (See appendices G and H). The curriculum will be aligned to the New Mexico Common Core Standards. The school also uses an Advisory System, Positive Teacher-Student and Peer Relationships, Individual Learning Plans, and Inclusive Classrooms. Other strategies and methods include using the Plato or Nova Net programs, which automatically alter the sequence and difficulty of student activities. Tier I and II Response to Intervention (RTI) are used as intervention activities with teacher support. Teacher-directed remediation and catch up growth instruction is provided in reading and math labs. Other intervention approaches include differentiated instruction, tutoring, and use of and availability of materials in Spanish, and other languages. Remedial options also include math and literacy strategies. A supplemental math program provides remedial prescribed lessons in applied math and pre-algebra. Literacy programs include "Read Naturally " and "MyOn," which include prescribed reading time through technology. Students have the opportunity to receive recognition through rewards, awards, and gaining extra privileges.

- C. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

CEPi will use a Performance Management System to support student achievement(see attached Appendix G). School improvement initiatives will be aligned to mission and goals. Student progress will be measured and monitored. Instructional effectiveness will be assessed .The system is our foundation for successful efforts to raise student achievement.

The structure will increase the use of data and instructional time that is more skilled and flexible. The focus will be on annual and catch up growth through differentiated instruction. The process begins with diagnostic testing and identifying deficient sub skills for lagging student performance. Proportional increases in instructional direct instructional time may occur. Teachers will teach to the sub skill and re-test to be sure students are actually catching up. Students who are behind will be placed in small groups with better instructors. Grade level students work in large groups. The schedule will be highly organized and integrated with prescriptive activities.

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- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

Based on the academic performance of students with special needs, the changes that will be made include continuing to provide an optimal curriculum, focused on a degree of mastery in all subjects and skills. The degree of mastery will be proportionate to the criteria set in the Individual Education Plan, including the instructional delivery setting, and ancillary services provision when necessary.

CEPi has focused on meeting the needs of ELL students through the achievement of standard english proficiency. The computer assisted program (Plato) is offered in english, spanish, german and french languages. Some other methods which have been successful include: 1. Assignment of a bilingual advisor to students whose first language is spanish who can also assist with tutoring. 2. Utilize modifications to the learning environment including visual demonstrations with most lessons.

Students who are identified as coming from high poverty are not always at risk for academic failure. Grade level student performance depends on their exposure to proper methods and intensity of instruction in the formative years. Students who are identified as at-risk shall be monitored closely by their advisor. Student advisors will take special needs into account during the instructional setting. This may include; establishing close communication with parents or family to maximize their involvement; providing guidance to access services for outside issues; and referring to community agencies to intervene with extreme social issues.

- E. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card and school short-cycle assessment data. How is the school's head administrator held accountable for school performance?

The governing body of CEPi uses a self evaluation of it's effectiveness and seeks to improve in areas necessary for their role and responsibilities. They may need trainings in understanding school operation and professional development in understanding student achievement, the Education Plan for Student Success, and "at risk" populations. The Director has provided information to the members in regard to student academic performance. He plays a key role in explaining the data, analyzing and making recommendations based on the information. The school's Director is held accountable through an annual evaluation based on state level competencies. The governing body will also be implementing a performance dashboard.

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B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

1. Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

2. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

3. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

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Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
1 (09–10)	11	<ol style="list-style-type: none"> 1. Cash/budget reports. 2. Bank reconciliations. 3. Antidonation /cell phone. 4. Checks issued. 5. Cash disbursements. 6. Credit card penalties 7. Contract not matching pay rate. 8. Procurement code. 9. Retirement Health Care contributions. 10. Compensated absences. 11. Internal controls over journal entries. 	<ol style="list-style-type: none"> 1. Reports aligned with general ledger. 2. Will be timely reviewed for accuracy. 3. Formalize cell phone policy. 4. Voided checks will be defaced. 5. Purchase Orders are processed properly. 6. No penalties will occur. 7. Payroll item amended. 8. School will use state procurement requirements. 9. Reports will be processed on time. 10. Appropriate leave will be monitored. 11. All journal entries will be reviewed.

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2 (10–11)	11	<ol style="list-style-type: none"> 1. Cash disbursements. 2. Untimely deposits. 3. Inadequate documentation of school receipts. 4. Control deficiency over Expense report reimbursements. 5. Employee reimbursements. 6. Journal entries. 7. Public Education Department reports. 8. Board minutes. 9. E.R.B. contributions 10. Bank reconciliations. 11. Budget Adjustment Requests. 	<ol style="list-style-type: none"> 1. School will follow Procurement Code procedures. 2. Monitor and comply with state statutes. 3. Track and maintain all items. 4. Follow Per Diem and Mileage Act. 5. Policies/procedures will be followed consistently. 6. Entries will be reviewed and approved. 7. Reports will match the general ledger. 8. School will ensure minutes are recorded, reviewed and available for review. 9. E.R.B. contributions will be processed consistently. 10. Bank reconciliations will be performed in a timely manner and reviewed for accuracy 11. School will use P.E.D. requirements.
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3 (11–12)	9	<ol style="list-style-type: none"> 1. PED cash report. 2. BAR's and compliance. 3. Travel and per diem reimbursements. 4. Control deficiency over excess amount budgeted. 5. Internal control structure. 6. Budgetary conditions. 7. Title I-IASA, Entitlement IDEA-B, Cash management. 8. Bank accounts, significant deficiency. 9. Fixed assets-Physical inventories of equipment and compliance. 	<ol style="list-style-type: none"> 1. School will reconcile the general ledger to the audited financial statements each year. 2. School will establish and follow policies to ensure proper budgets are established with available funds. 3. School will create a policy for mileage to ensure rates are accurate. Will be reviewed by the Governing Council. 4. School will establish and follow policies to ensure availability of funds. 5. School will ensure that all expenditures are posted in the correct accounts and the correct funds. 6. School will establish a policy of budgetary review at year-end and make adjustments. 7. School will implement policies to ensure that all reimbursement requests have the correct expenses in the fund and are properly reconciled. 8. School will include, "Void after one year from date," on all checks outstanding over one year. School will ensure documentation and performance of physical inventories and reconciliation with the general ledger.
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4 (12–13)	9	<ol style="list-style-type: none"> 1. PED cash report. 2. Budget adjustment requests. 3. Internal control structure, significant deficiency. 4. Budgetary conditions, non-compliance. 5. Bank accounts, non-compliance. 6. Cash management/reporting. 7. Audit committee, non-compliance. 8. Timely deposits, non-compliance. 9. ERB/RHC Contributions, non-compliance. 	<ol style="list-style-type: none"> 1. The school will reconcile the general ledger to the audited financial statements. 2. The school will establish and follow policies necessary to ensure proper budgets are established with available funds. 3. The school will develop and implement internal controls over the request for reimbursements to ensure the duties of preparing and approving a RFR are segregated and expenditures are accurately reported to PED. The finance committee will review bank reconciliations and review budget. 4. The school will establish a policy of budgetary review at year-end and make necessary adjustments. 5. The school canceled all checks that were outstanding over one year. 6. The school will ensure that all reimbursement requests have the correct expenses in the funds and that all funds are reconciled. 7. The school will find the required members to be in compliance with the state requirement. 8. The school has a designated person to make timely deposits and to track and maintain all items relating to cash receipts. 9. The school will implement a monthly review by the finance committee of all payments to ensure they are processed and paid in a timely manner and all copies of the reports are retained.
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Identify any changes made to fiscal management practices as a result of audit findings. All changes are noted in the schools response column.

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C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

2. Organizational Performance Assurances

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

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Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes** ☐ **No** All required School Policies
 - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
 - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
 - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
 - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 - 9) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

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- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the Creative Education Preparatory institute #1 (CEPi 1) Charter School and hereby certify that: the attached petition in support of the CEPi 1 Charter School renewing its charter was circulated to all employees of the CEPi 1 Charter School. There are 23 persons employed by the CEPi 1 Charter School. The petition contains the signatures of 23 employees which represents 100 percent of the employees employed by the CEPi 1 Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Jeff Arthur, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this ____ day of ____ 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the CEPi 1 Charter School and certify that: the attached petition in support of the CEPi 1 Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 152 households which represents 95 percent of the households whose children were enrolled in the CEPi 1 Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernallilo)

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That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this ____ day of ____ 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

3. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

Amendments:

5. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

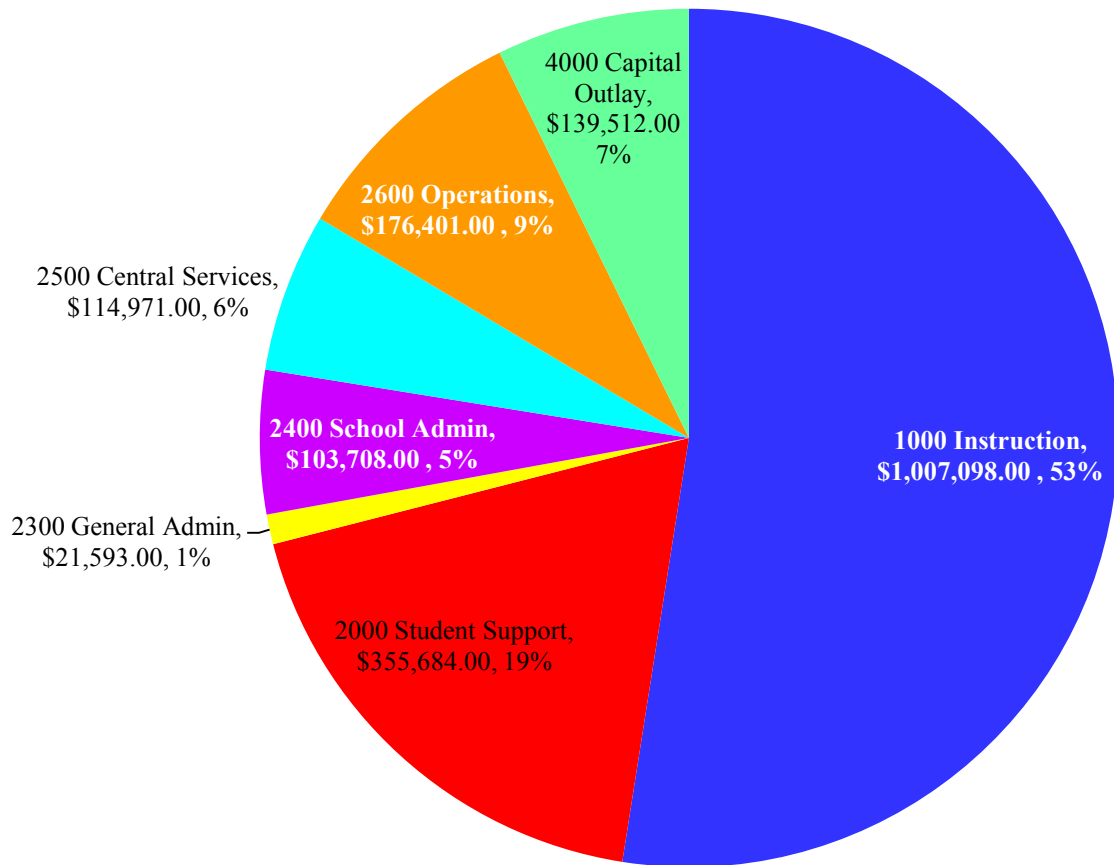
of Students on Waiting List (# and date): **50 students on wait list as of SEptember 26, 2013**

Part A—Self Study/Report on Progress

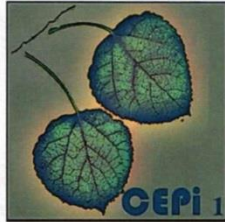
II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input type="checkbox"/>
Other Attachment(s)	Describe: Appendix F: Plato Cohort short-cycle assessment data Appendix G: Strategy Map Appendix H: School Model Appendix I: Attendance graph	<input checked="" type="checkbox"/>

Appendix A
Financial Statement

Budget by Function



Appendix B
Petition of Support from Employees Affidavit



**Creative
Education
Preparatory
Institute**

Board of Directors:

Pam Romero, President
Chris Koester
James Gonzales
Carla Larranaga
Sean Tolan
Christine Perea
Terri Sheppard
Antonia Escobar
Theresa Dickinson

Petition of Support from Staff

100% of CEPi 1 staff willingly signed an individual petition of support. All signed copies can be found on file at the school. Staff members were given an opportunity to sign during conferences and were advised that they could mail it or drop it off with the administrative assistant. This method for obtaining the signatures ensured that all signers could think about their decision to sign the petition with no pressure from a person collecting the signatures.

Jeff Arthur
Program Director
Creative Education Preparatory Institute
4801 Montano N.W., Suite A-2
Albuquerque, NM 87120
Phone: (505)314-2374
Fax: (505)314-2377
Email: jarthur@cepinm.org

Dear CEPi #1 Staff,

Creative Education Preparatory Institute #1 is up for renewal next school year. We need to canvas our parents and staff to see if they think this school's charter should be renewed for another 5 years. It is imperative that 80% of the parents wish to have this school operate for another five (5) years. Therefore, please return this form with your signature and a date.

Yes, I want this charter to be renewed for another 5 years.

Signature _____

Date _____

4801 Montano NW
Suite A-2
Albuquerque, New Mexico 87120
CEPi #1: Phone: 505.314.2374
Fax: 505.314.2377

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

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STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Jeff Arthur, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Jeff Arthur

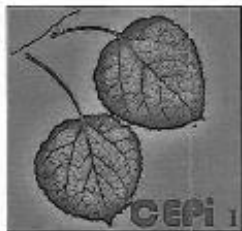
Subscribed and sworn to before me this 20 day of September 2013.

Melissa Chavez
Notary Public

My Commission Expires: 9/13/2015



Appendix C
Petition of Support from Households Affidavit



Creative Education Preparatory Institute

Board of Directors:

Patty Romero, President
Chris Koedler
James Gonzalez
Carla Larrinaga
Sean Tolian
Christine Pardo
Terri Sheppard
Amaria Escobar
Theresa Dickinson

Petition of Support from Households

95% of CEPI #1 households willingly signed an individual petition of support. All signed copies can be found on file at the school. Parents were given an opportunity to sign during conferences and were advised that they could mail it or drop it off with the administrative assistant as they left. This method for obtaining the signatures ensured that all signers could think about their decision to sign the petition with no pressure from a person collecting the signatures.

Jeff Arthur
Program Director
Creative Education Preparatory Institute
4801 Montano N.W., Suite A-2
Albuquerque, NM 87120
Phone: (505)314-2374
Fax: (505)314-2377
Email: jarthur@cepinm.org

Dear CEPI #1 Parents and Staff,

Creative Education Preparatory Institute #1 is up for renewal next school year. We need to canvas our parents and staff to see if they think this school's charter should be renewed for another 5 years. It is imperative that 80% of the parents wish to have this school operate for another five (5) years. Therefore, please return this form with your signature and a date.

Yes, I want this charter to be renewed for another 5 years.

Signature _____

Student Name _____

Date _____

4801 Montano NW
Suite A-2
Albuquerque, New Mexico 87120
CEPI #1: Phone: 505.314.2374
Fax: 505.314.2377

Part A—Self Study/Report on Progress

2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

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STATE OF NEW MEXICO)

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COUNTY OF Bernalillo)

I, Jeff Arthur, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Jeff Arthur

Subscribed and sworn to before me this 20 day of September 2013.

Melissa Chavez
Notary Public

My Commission Expires:
9/15/2015



Appendix D
E-Occupancy Certificate

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 4801 Montano Rd. NW Zip

Portion of Building Interior Remodel & Change of Occupancy

Use Classification Commercial Project Bldg. Permit No. 0411862

Occupancy Group E Type of Construction VB Srpklld Land Use Zone SU-1

Owner of Building Creative Education Preparatory Institute Address 4801 Montano Rd Ste A-2 NW Albuquerque, NM

By: Bob Williams Jim Miller

Chief Building Official

Date: July 24, 2007

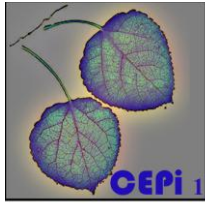
POST IN A CONSPICUOUS PLACE

06/08/2007 07:14
06/28/07

5053454400

PROJ MGMT GROUP INC

PAGE 02

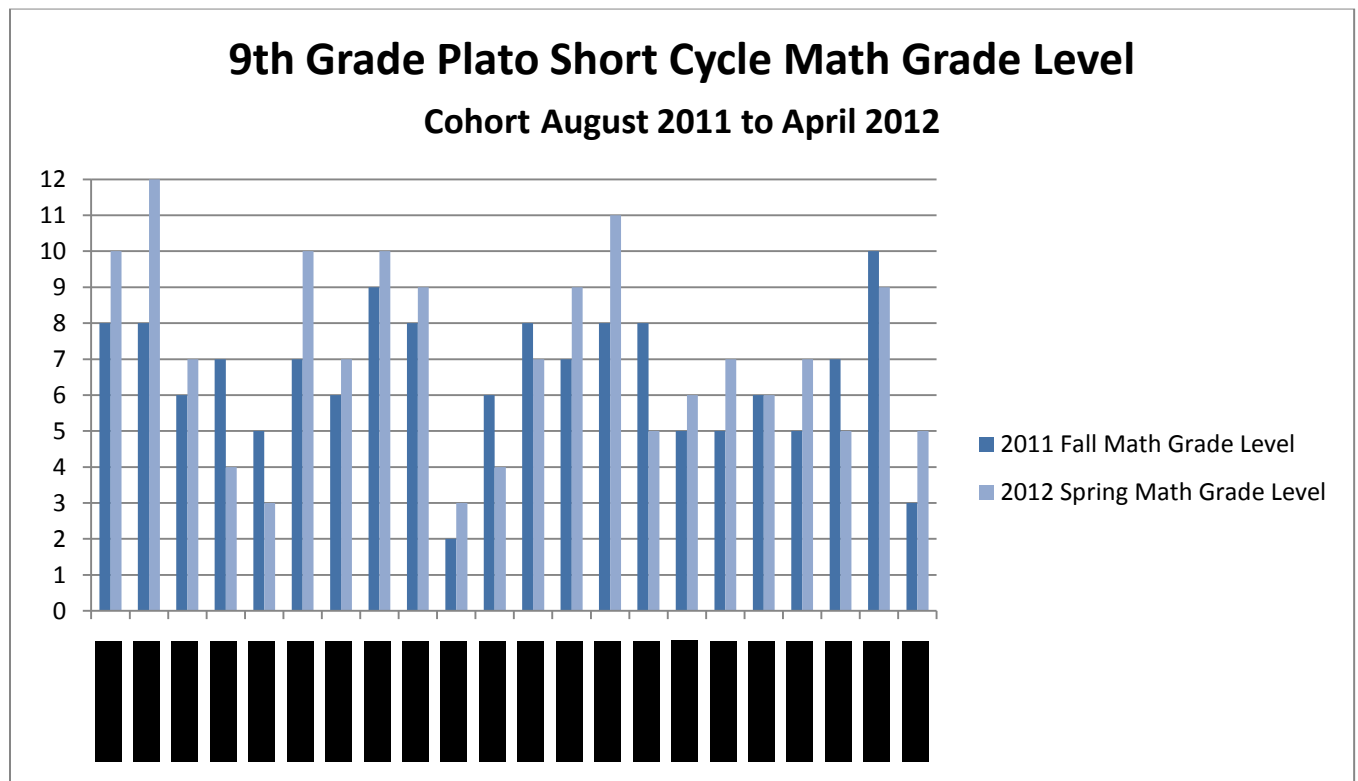


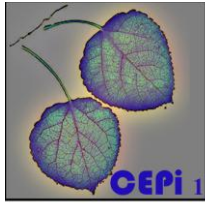
Appendix F Plato Cohort Analysis

2011-2012

9th Grade Plato Cohort MATH Short Cycle Assessment Results

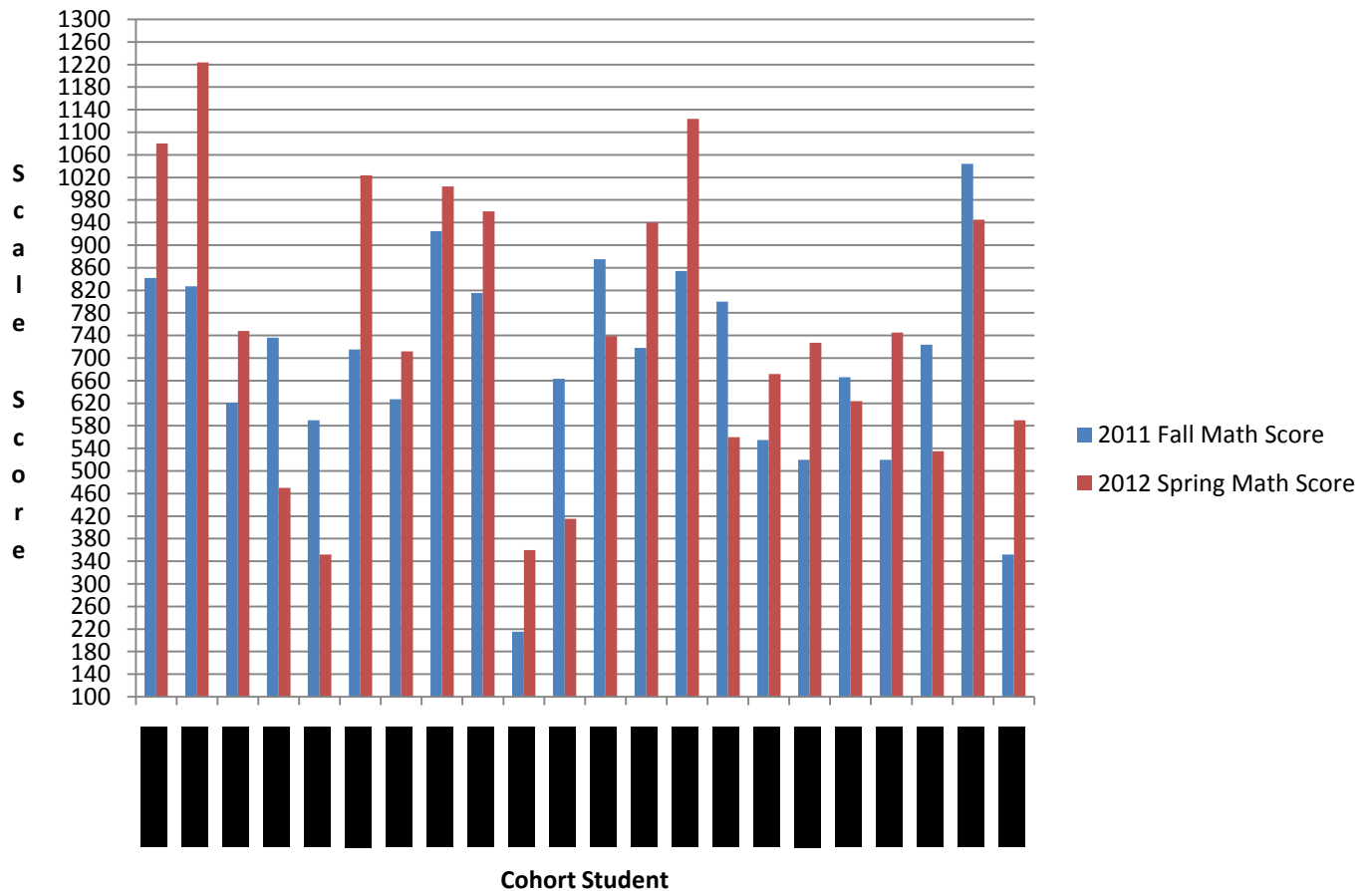
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 22 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	14 of 22 students demonstrated Grade Level Growth	64%	The average growth for these 14 students was 1.86 grade levels
	14 of 22 students demonstrated scaled score growth	64%	The average growth for these 14 students was 222.2 scaled score points

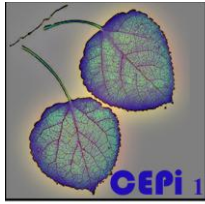




9th Grade Plato Short Cycle Math Assessment Results

Cohort August 2011- April 2012



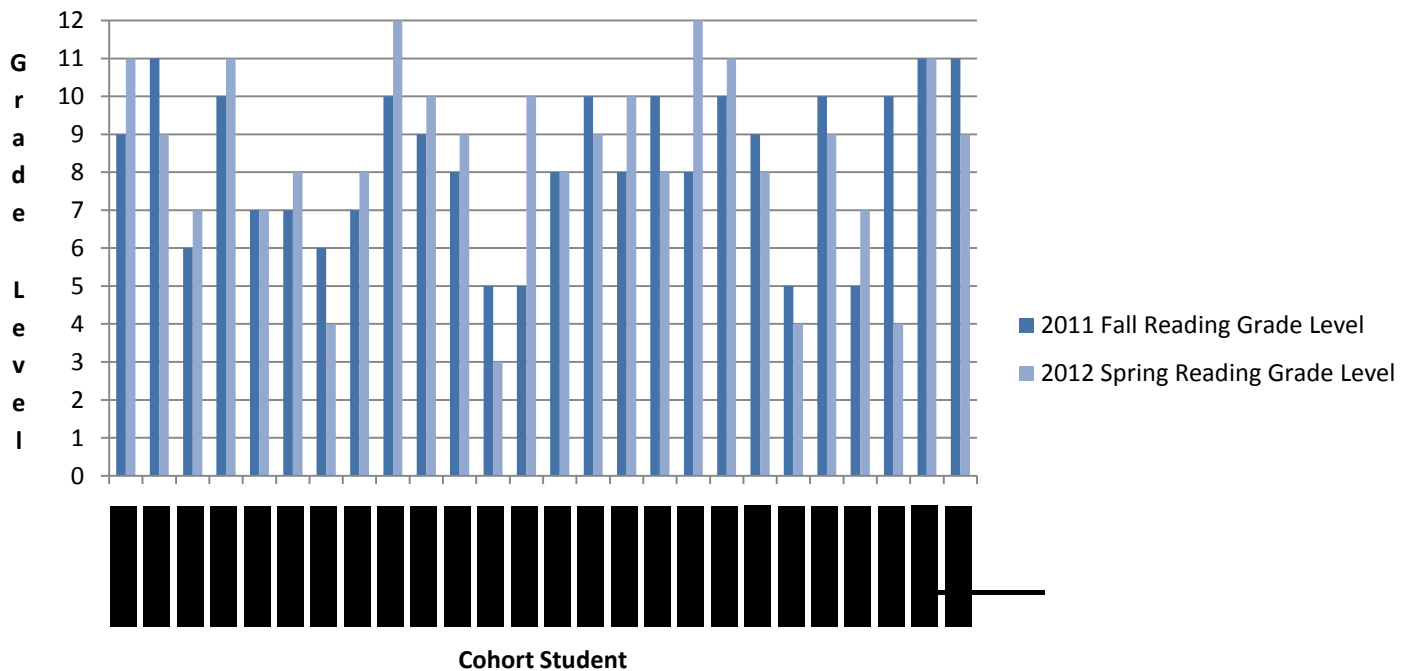


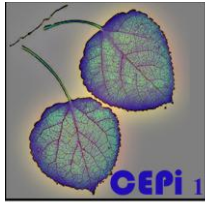
2011-2012

9th Grade Plato Cohort Reading Short Cycle Assessment Results

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 26 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	13 of 26 students demonstrated Grade Level Growth	50%	The average growth for these 13 students was 1.85 grade levels
	13 of 26 students demonstrated scaled score growth	50%	The average growth for these 13 students was 186 scaled score points

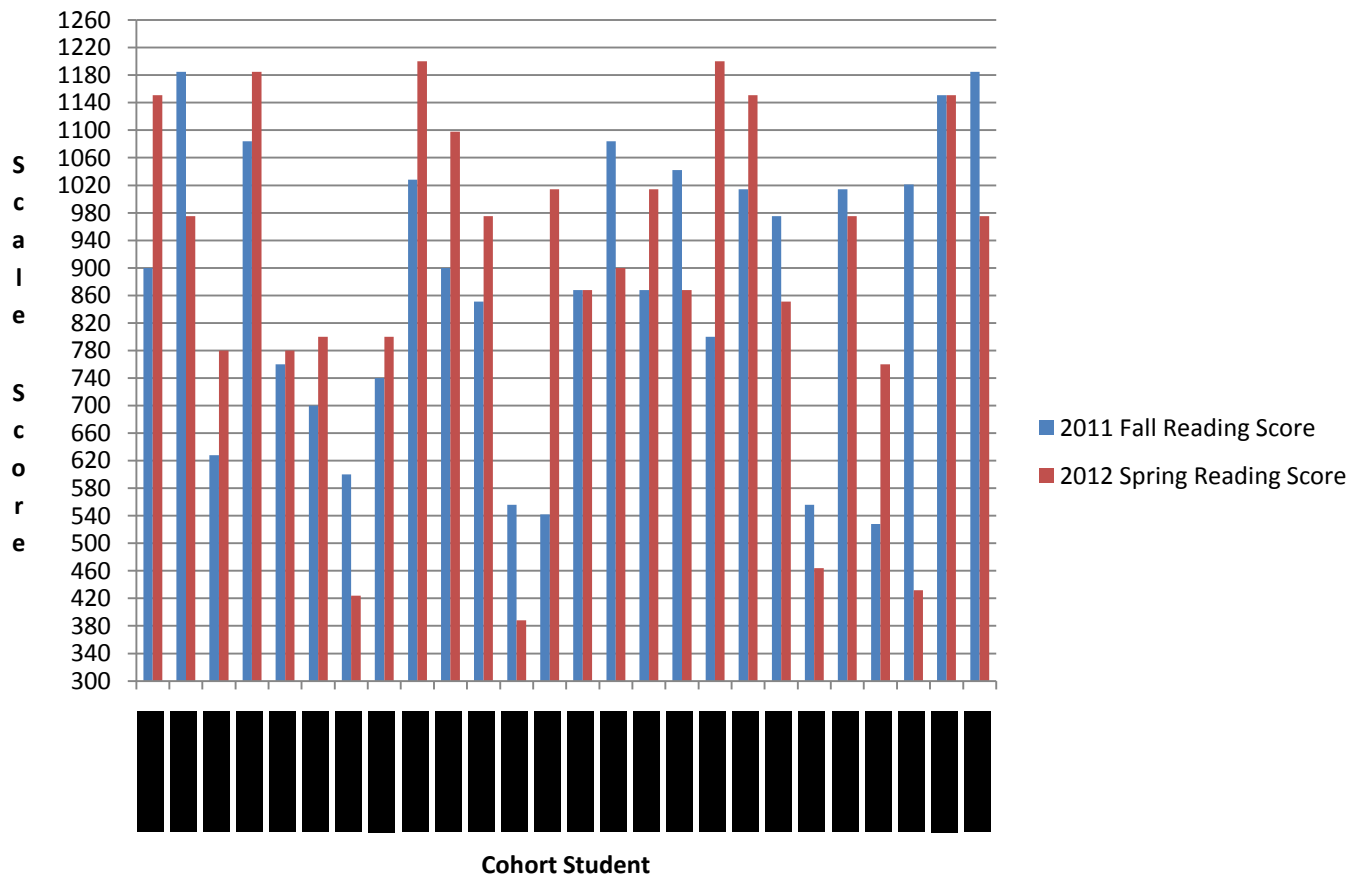
**9th Grade Plato Short Cycle Reading Grade Level
Cohort August 2011 to April 2012**

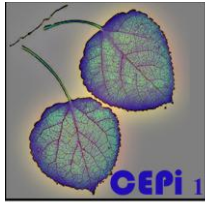




9th Grade Plato Short Cycle Reading Assessment Results

Cohort August 2011- April 2012



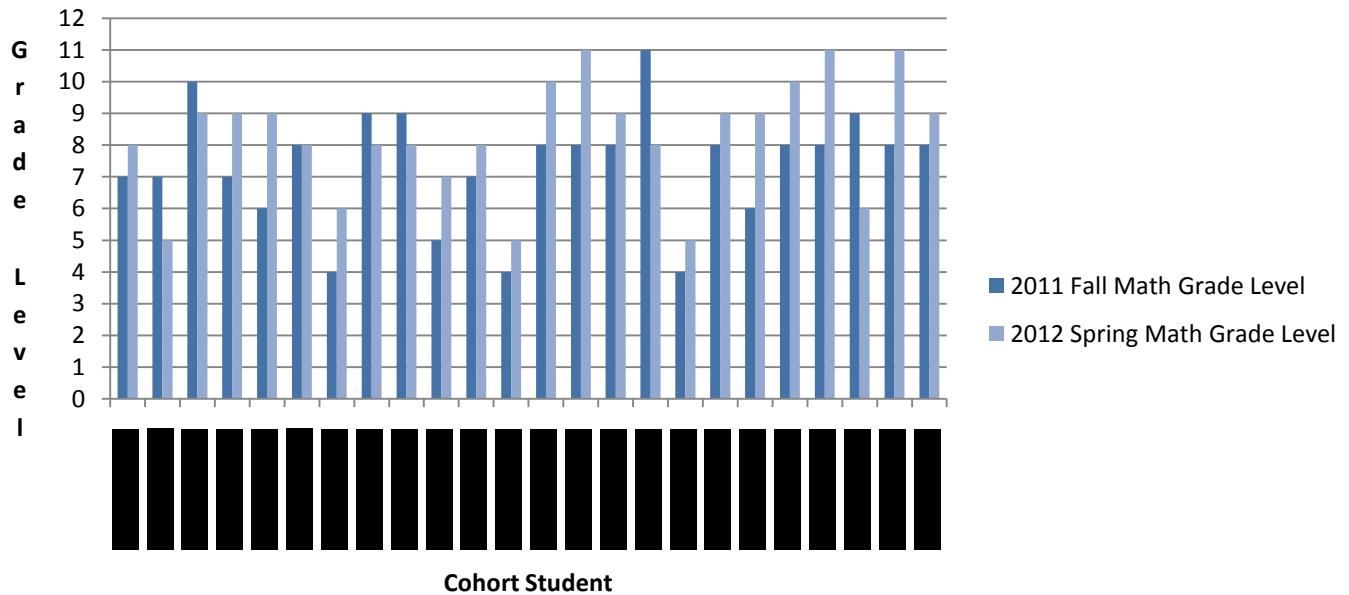


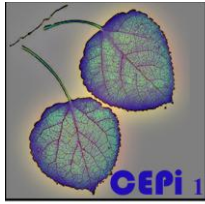
2011-2012

10th Grade Plato Cohort Math Short Cycle Assessment Results

Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 24 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	17 of 24 students demonstrated Grade Level Growth	71%	The average growth for these 17 students was 1.88 grade levels
	17 of 24 students demonstrated scaled score growth	71%	The average growth for these 17 students was 368 scaled score points

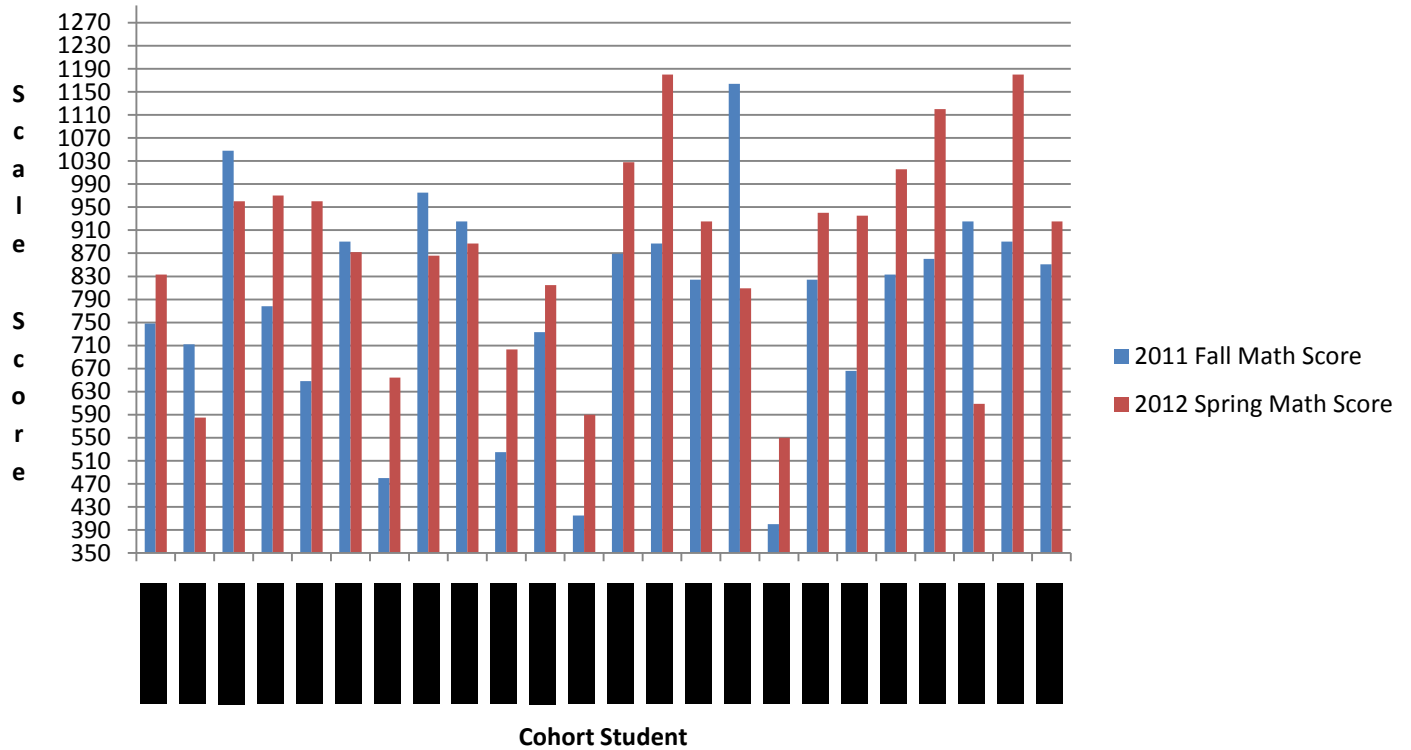
10th Grade Plato Short Cycle Math Grade Level Cohort August 2011 to April 2012

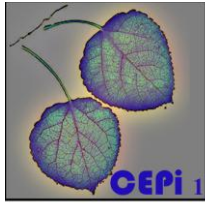




10th Grade Plato Short Cycle Math Assessment Results

Cohort August 2011- April 2012



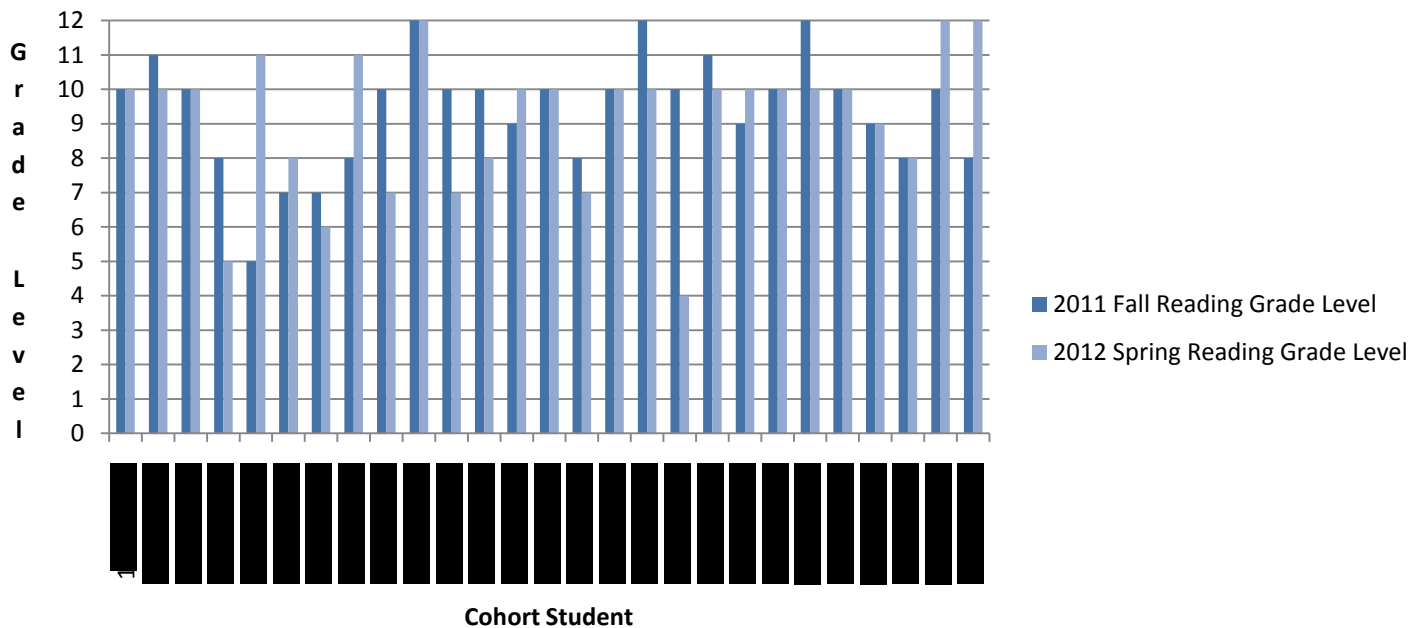


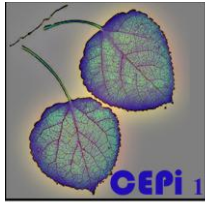
2011-2012

10th Grade Plato Cohort Reading Short Cycle Assessment Results

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 27 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	7 of 27 students demonstrated Grade Level Growth	26%	The average growth for these 7 students was 2.6 grade levels
	10 of 27 students demonstrated scaled score growth	37%	The average growth for these 10 students was 198 scaled score points

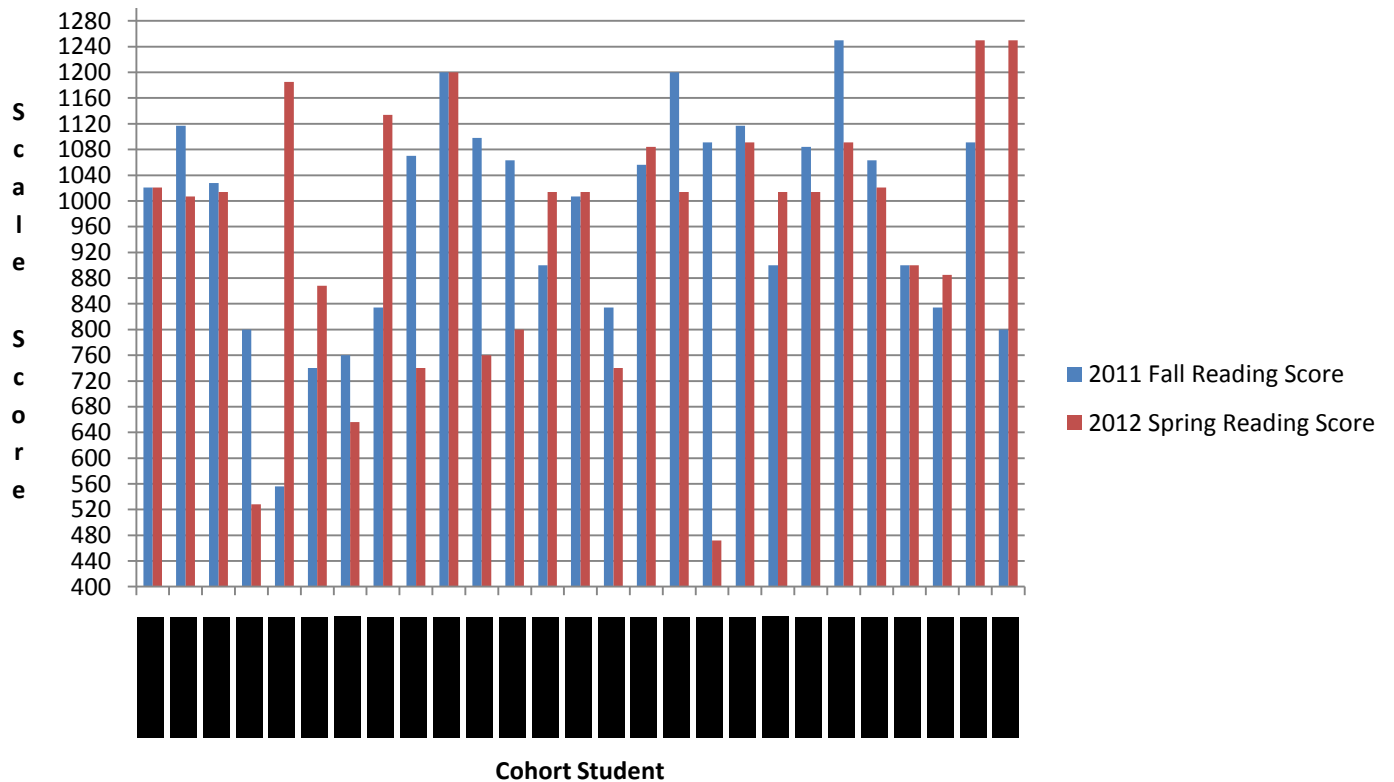
10th Grade Plato Short Cycle Reading Grade Level Cohort August 2011 to April 2012

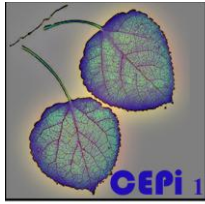




10th Grade Plato Short Cycle Reading Assessment Results

Cohort August 2011- April 2012



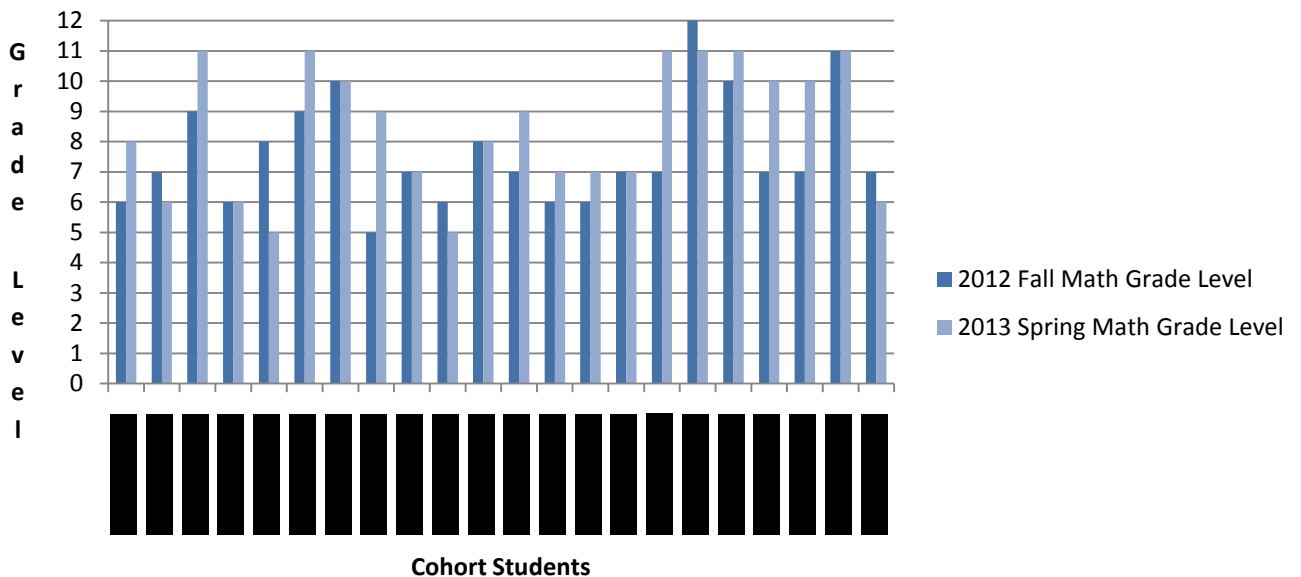


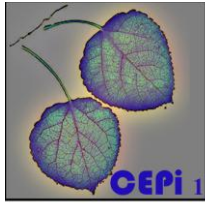
2012-2013

10th Grade Plato Cohort Math Short Cycle Assessment Results

Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 22 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	11 of 22 students demonstrated Grade Level Growth	50%	The average growth for these 11 students was 2.27 grade levels
	13 of 22 students demonstrated scaled score growth	59%	The average growth for these 13 students was 184.2 scaled score points

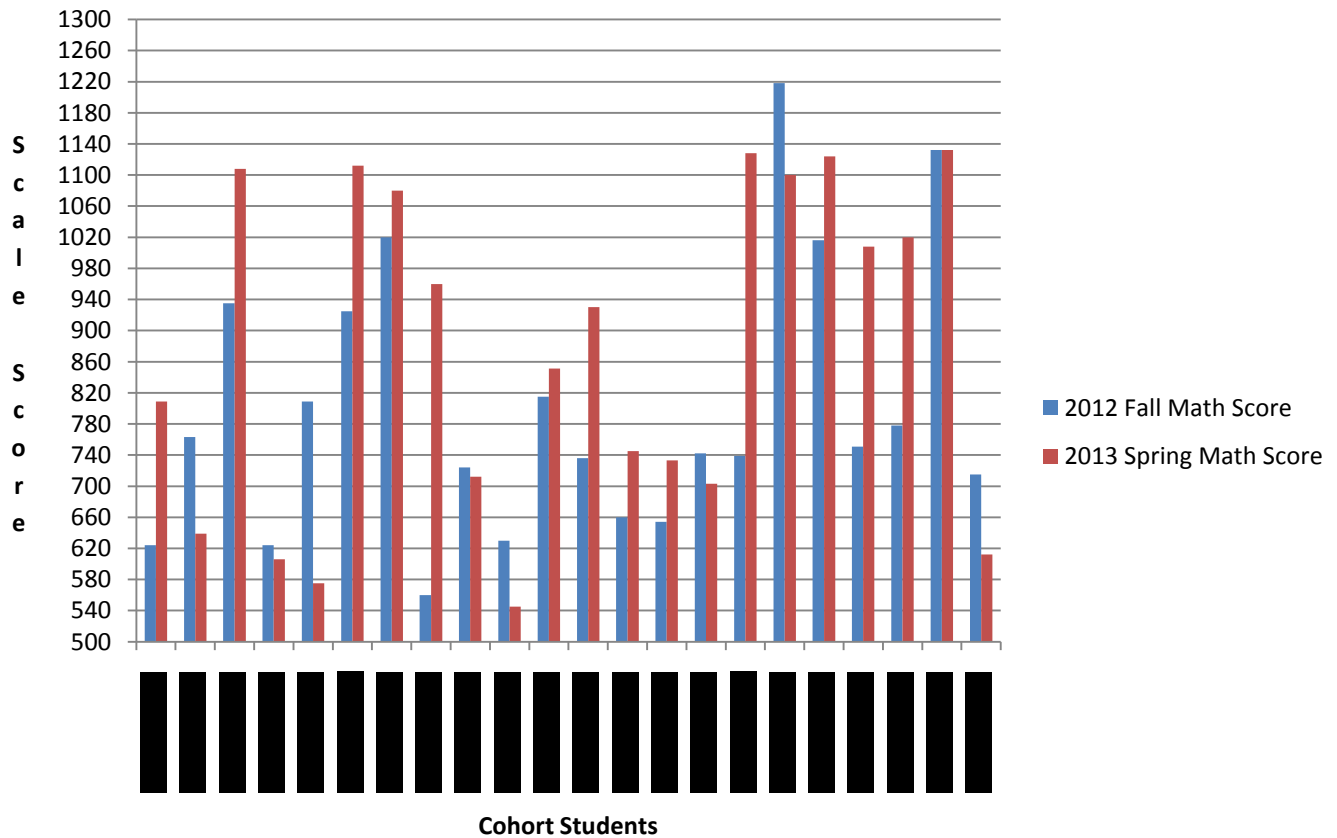
10th Grade Plato Short Cycle Math Grade Level Cohort August 2012 to April 2013

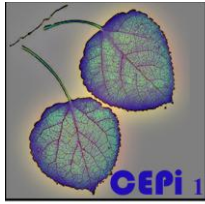




10th Grade Plato Short Cycle Math Assessment Results

Cohort August 2012- April 2013



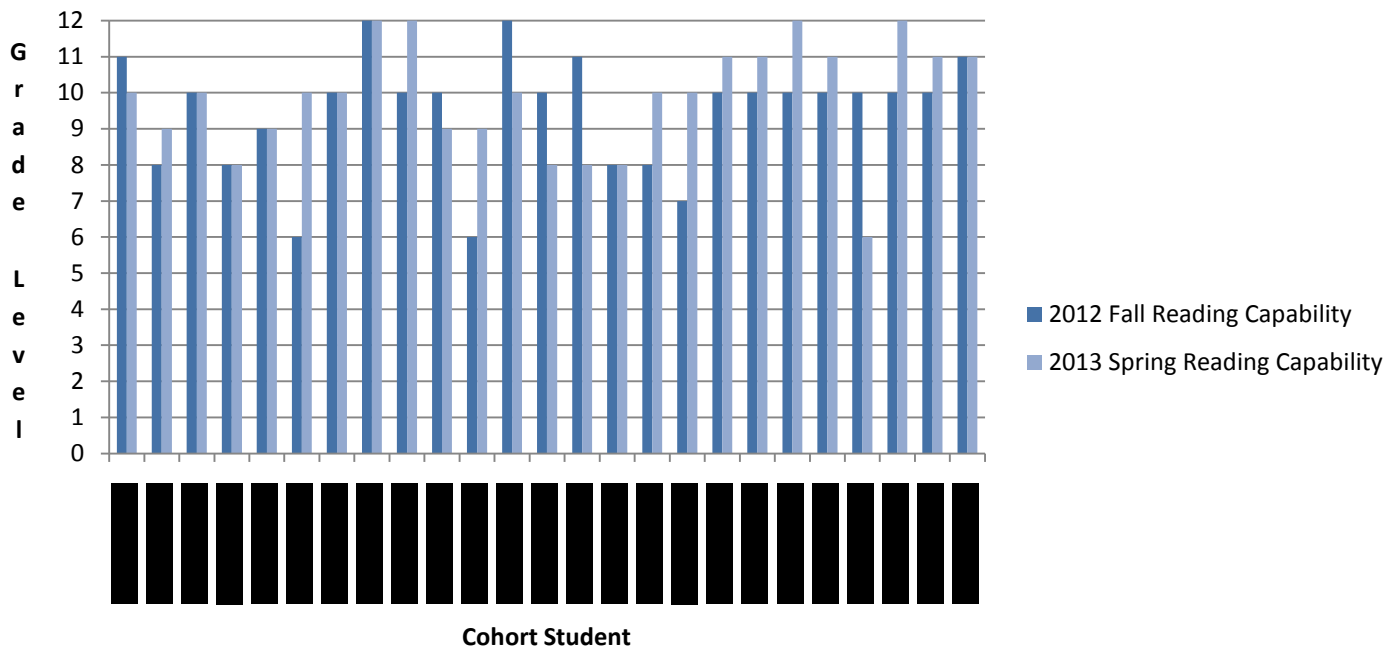


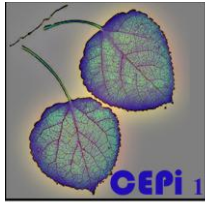
2012-2013

10th Grade Plato Cohort Reading Short Cycle Assessment Results

Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 25 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	10 of 25 students demonstrated Grade Level Growth	40%	The average growth for these 10 students was 2.1 grade levels
	16 of 25 students demonstrated scaled score growth	64%	The average growth for these 16 students was 161.6 scaled score points

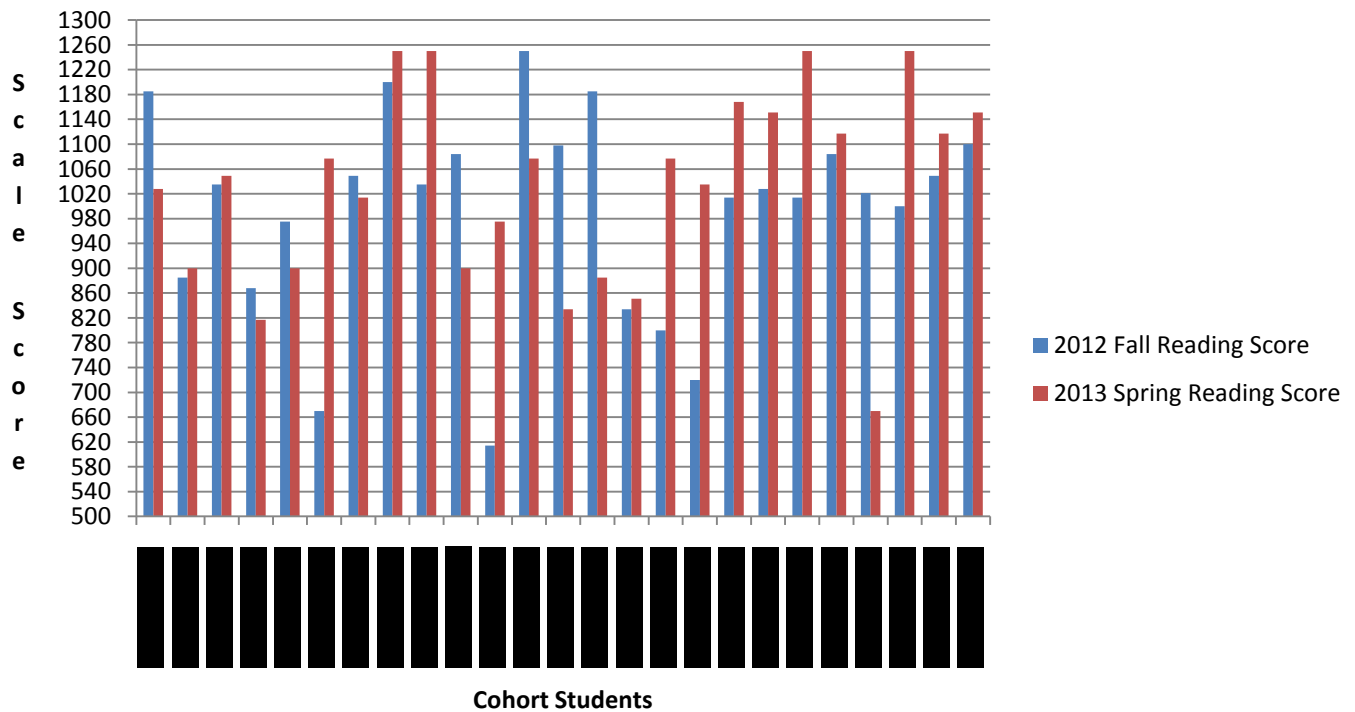
10th Grade Plato Short Cycle Reading Grade Capability Cohort August 2012 to April 2013

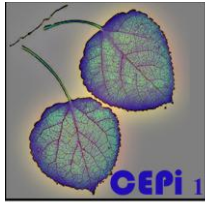




10th Grade Plato Short Cycle Reading Assessment Results

Cohort August 2012- April 2013



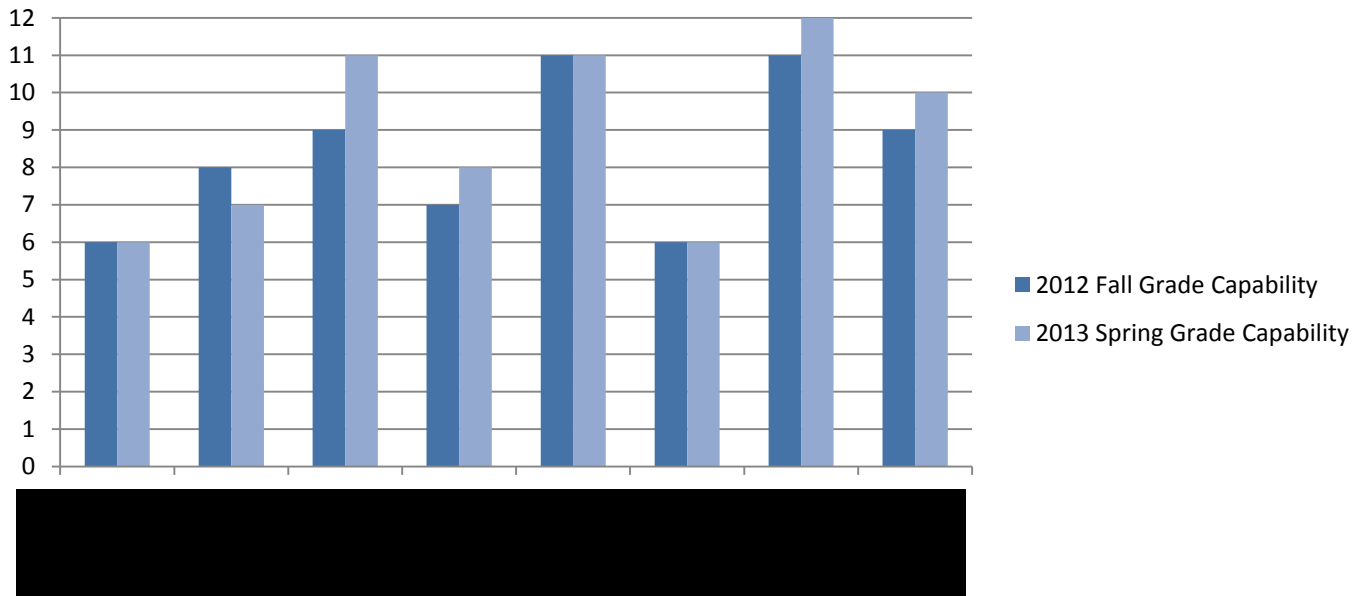


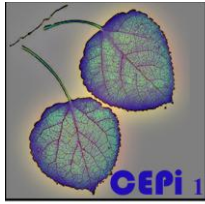
2012-2013

11th Grade Plato Cohort Math Short Cycle Assessment Results

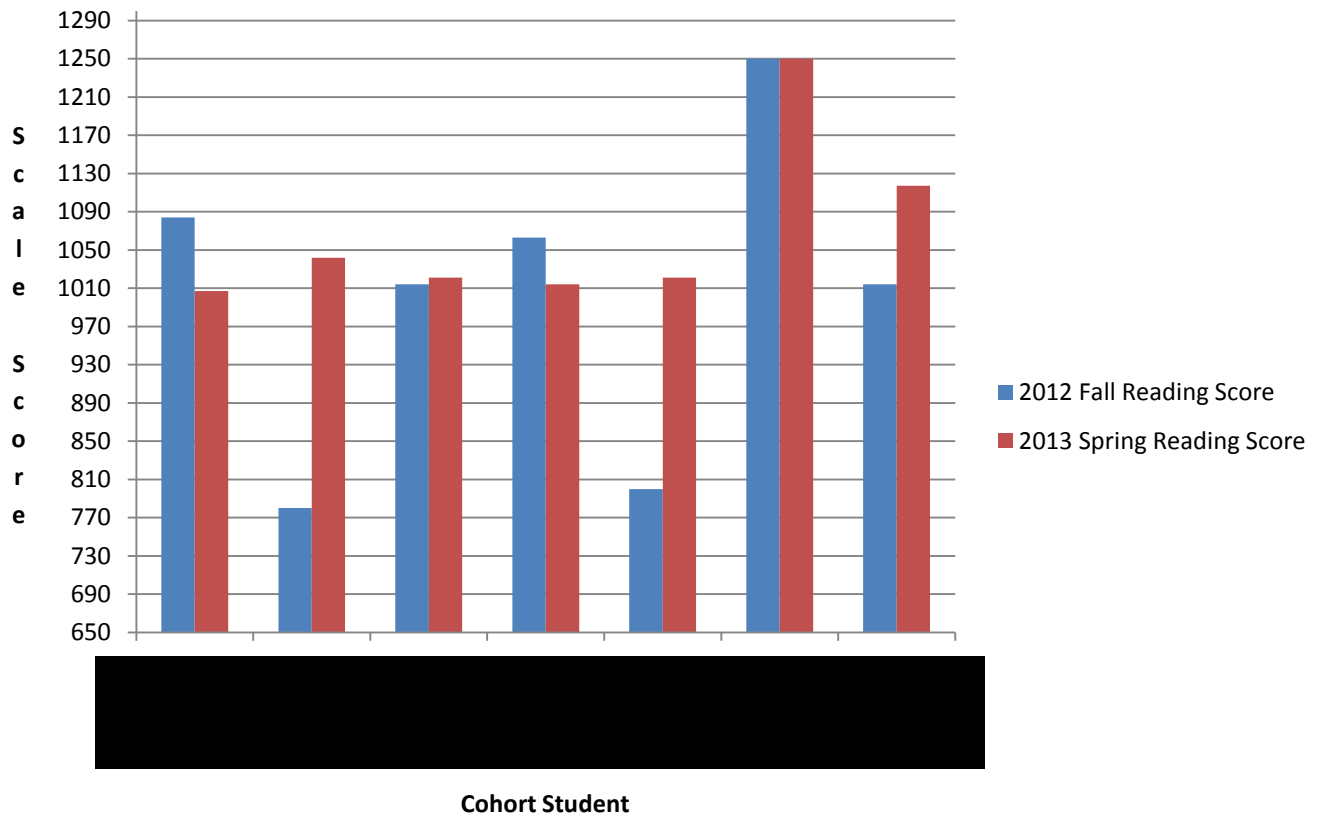
Cohort Math	Math Growth	Percent Growth	Average Grade Level Growth
Cohort – 8 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	4 of 8 students demonstrated Grade Level Growth	50%	The average growth for these 4 students was 1.25 grade levels
	7 of 8 students demonstrated scaled score growth	88%	The average growth for these 7 students was 106.4 scaled score points

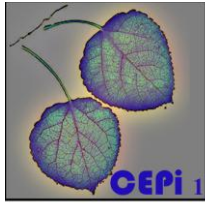
11th Grade Plato Short Cycle Math Grade Capability Cohort August 2012 to April 2013





11th Grade Plato Short Cycle Reading Assessment Results Cohort August 2012- April 2013



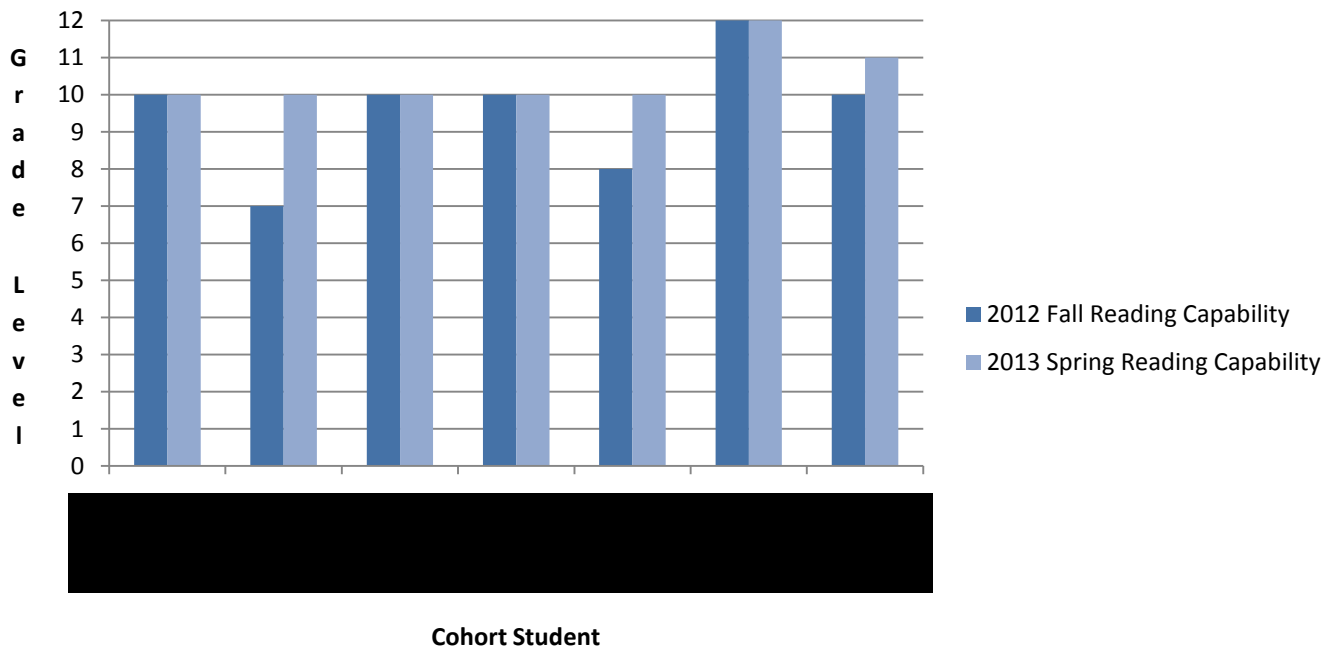


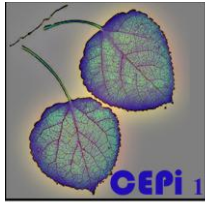
2012-2013

11th Grade Plato Cohort Reading Short Cycle Assessment Results

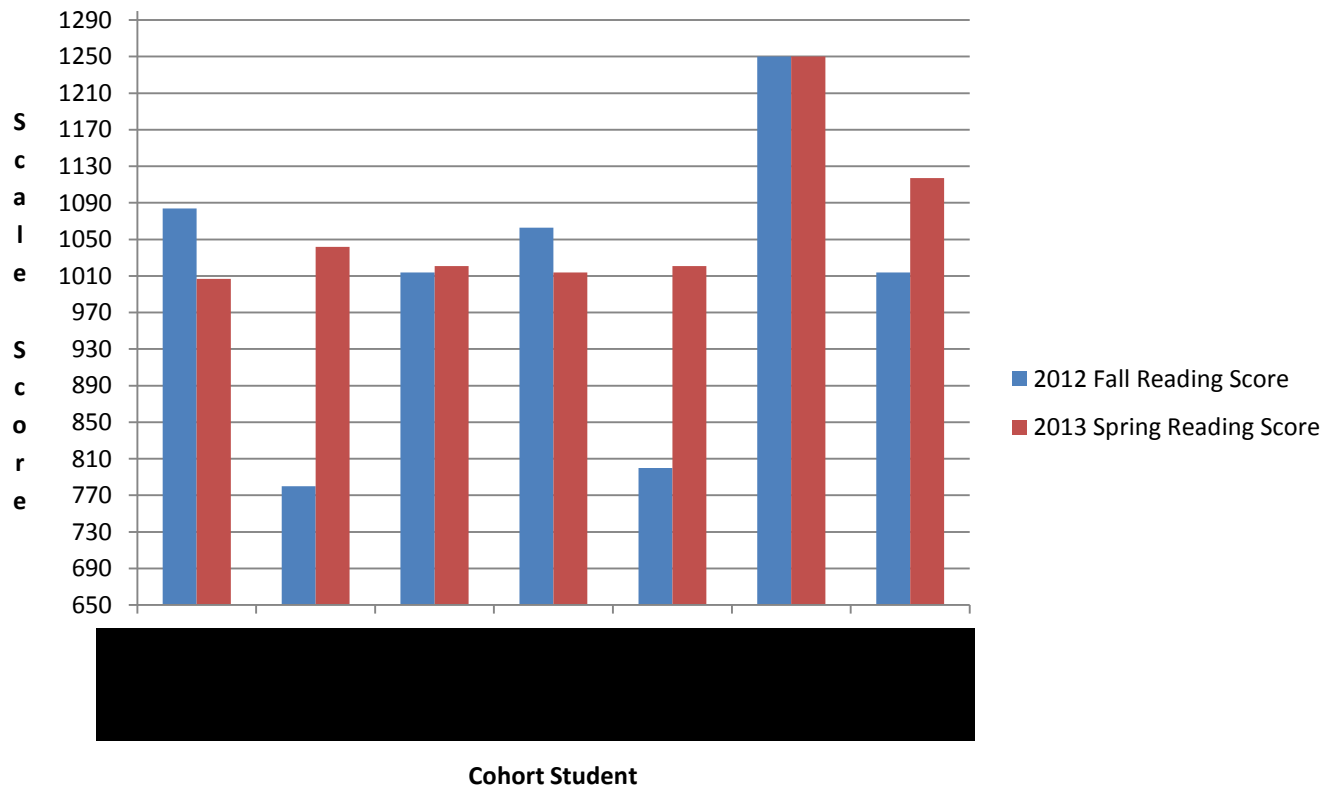
Cohort Reading	Reading Growth	Percent Growth	Average Grade Level Growth
Cohort – 7 Students <i>Cohort is defined as students who took the Fall and Spring Short Cycle Assessment</i>	3 of 7 students demonstrated Grade Level Growth	43%	The average growth for these 3 students was 2.0 grade levels
	4 of 7 students demonstrated scaled score growth	57%	The average growth for these 4 students was 148 scaled score points

11th Grade Plato Short Cycle Reading Grade Capability Cohort August 2012 to April 2013

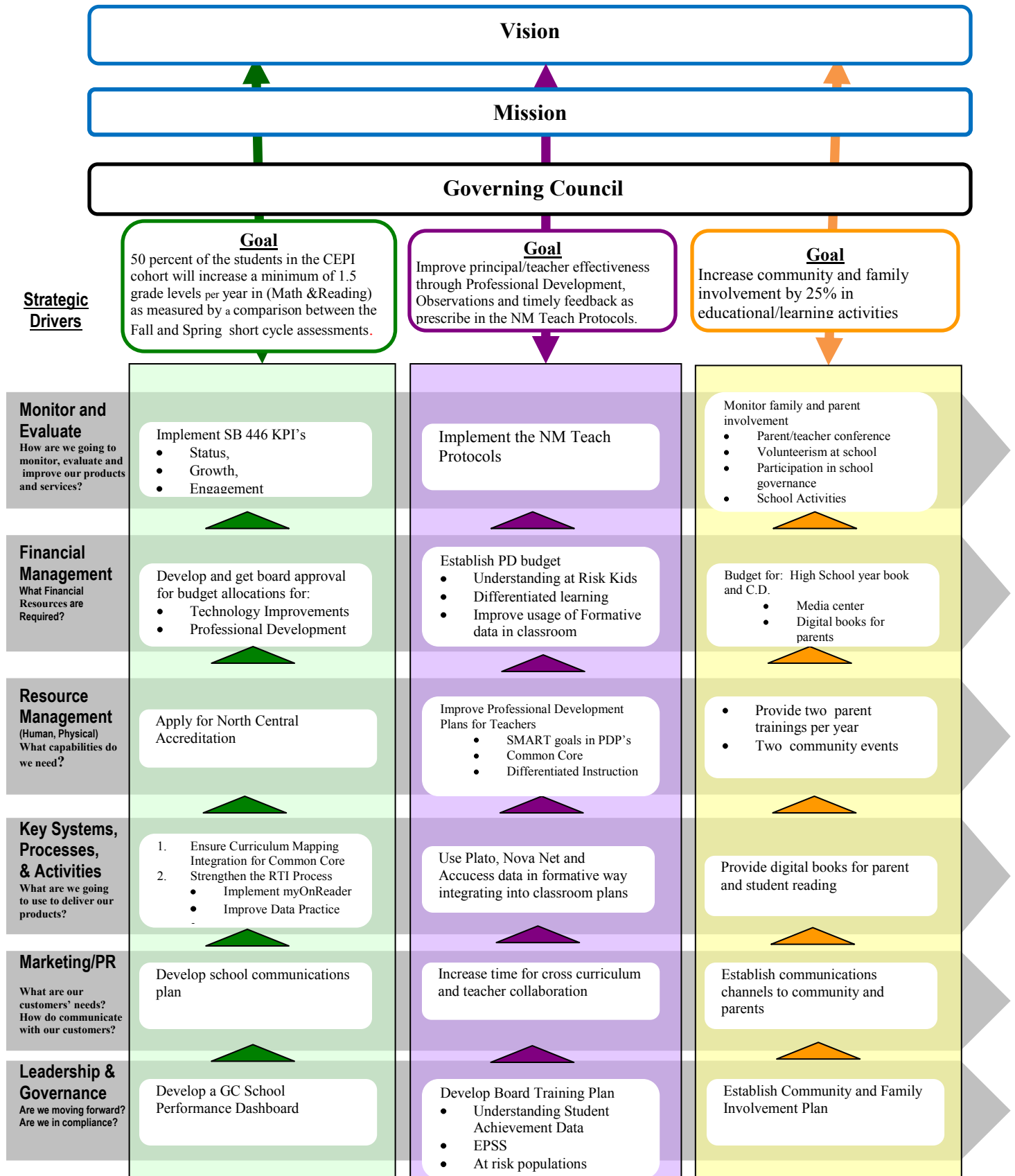




11th Grade Plato Short Cycle Reading Assessment Results Cohort August 2012- April 2013

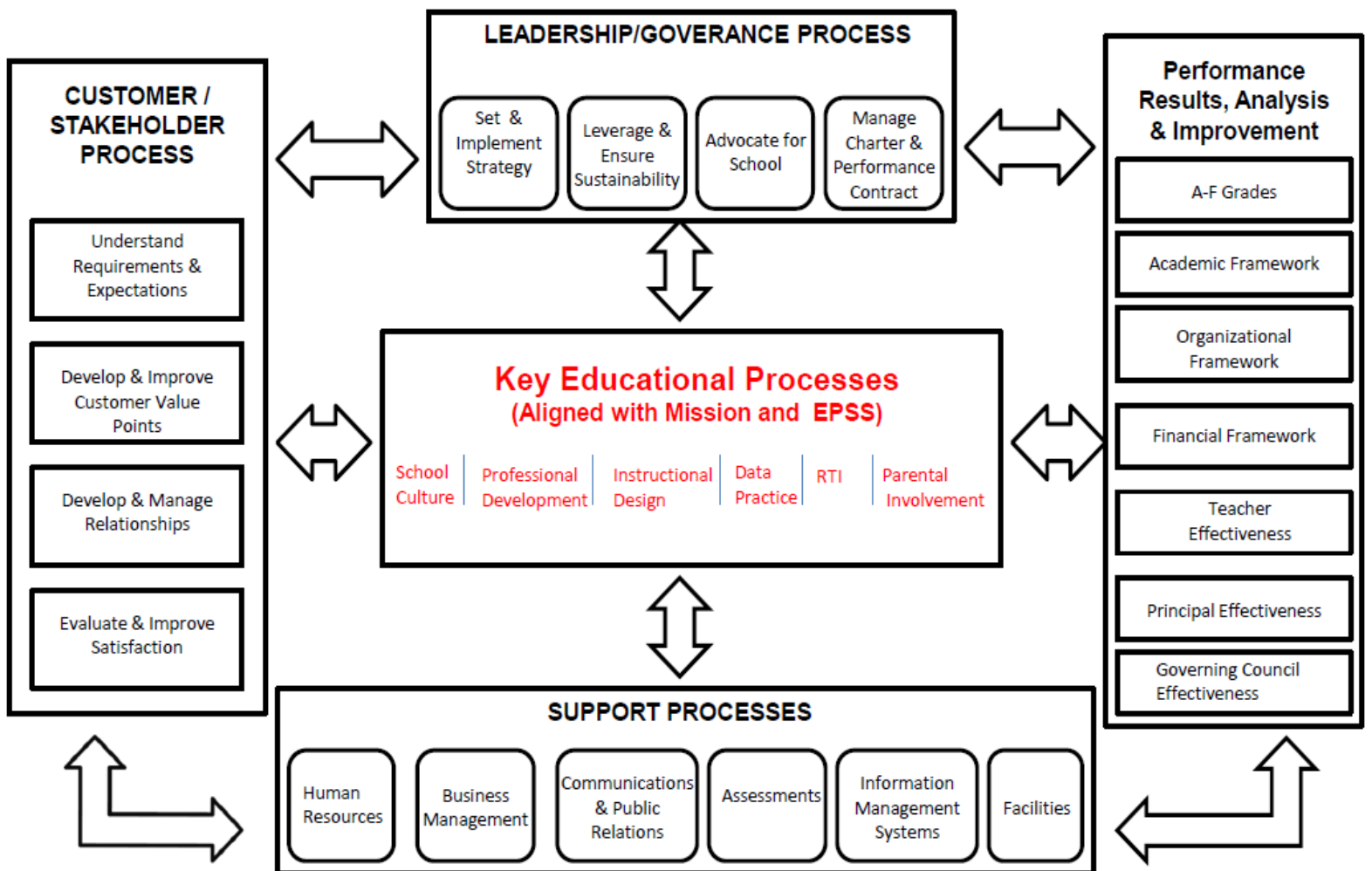


Appendix G School Strategy Map



Appendix H
School Model

CREATIVE EDUCATION PREPARATORY INSTITUTE
How CEPI Delivers Exceptional Results



Appendix I
2009-2013 Attendance Data

