CAREER TECH

Charter High School

Annual Report 2016-17

CSC Community Services CONSORTIUM

A Program of Community Services Consortium

A Public Charter High School

✳ Mascot: DRAGON

✳ Colors: Purple and Teal

✳ 80 student enrollment limit - average of 55

✳ 11 teachers and classified staff

✳ Website URL: www.careertech.us

Career Tech Charter High School is an accredited (AdvancED) charter school that serves students by way of a carefully crafted program that mixes the best of traditional and technology-based education. Students take the majority of their classes working with a teacher on site, and some (approximately one third) of their credits online. Virtual classes are web-based, meaning that students are in school anywhere they can access the internet. This extends our school campus and hours and allows students great flexibility in scheduling their learning. Students attend a three-hour morning or afternoon session at the school, and are expected to spend sufficient time outside of the building working to complete their studies. Career Tech enrolls about 60 students each year in a student centered, active learning environment.

Career Tech is a unique partnership between Lincoln County School District and Community Services Consortium, designed to give student "employees" guided practice in basic career survival skills by providing a simulated workplace environment, complete with time clock, work centers, and business-level expectations regarding attitude and behavior.

Although this program is open to any student who demonstrates a willingness to participate in the workplace simulation, it's not for everyone! Prospective student "employees" should visit the program to see how the "company" operates before they start the application process.

Through the Career Tech program, student "employees" learn to be motivated, self directed and prepared to follow basic employer expectations. Student "employees" are encouraged to view their schoolwork as a job for which they are paid in credits toward graduation. Work contracts with specific goals for attendance, behavior and productivity are negotiated with staff at yearly intake interviews and revised at quarterly performance reviews. Just like "on the job", student "employees" are rated on a variety of "real life" skills, from general appearance, aptitude, and commitment to productivity, attendance and behavior.
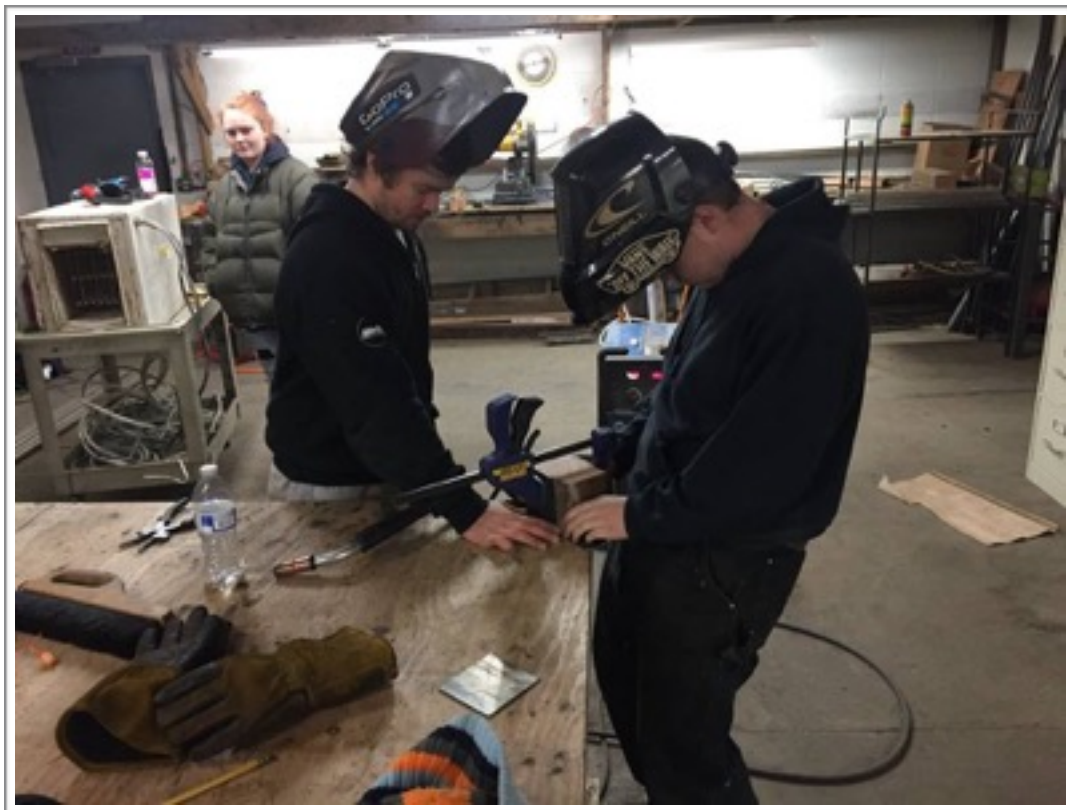
School Vision Statement

Guiding Philosophy

To serve students by means of a carefully crafted program that mixes the best of traditional and technology-based education. Career Tech is a student centered, active learning environment...

School Mission:

...to provide students an opportunity to understand, learn, and use lifelong skills to become self-sufficient, informed and engaged citizens...

School Core Values:

...to pursue excellence in academics and to value multiple pathways to success along with a sense of urgency in the learning process.

Charter School Goals

✳   Attendance greater than 92%

✳   Improvement in Math, Reading, and Writing Essential Skills

✳   Proficiency on the State Assessments

✳   Charter Longevity and Marketability

✳   Partnerships with Public and Private Schools and Agencies

✳   Project-based, reality-based school-to-work opportunities

Accreditation

Career Tech has received approval for accreditation for 2016-17.

Career Tech is now accredited by a international accrediting agency named AdvancED. AdvancED is the world's largest education community, serving more than 30,000 public and private schools and districts across the United States and in more than 70 countries that educate over 16 million students.

Our partnership with the Driftwood Library of Lincoln City plays an important role in the certification process by providing library and media services to students.

Child Internet Protection Act

Career Tech uses OpenDNS to keep our students safe while perusing the internet as a function of their research.

This dynamic system, as a component of our technology plan, enables us to receive funds through the federal Erate program. This helps defray costs for the school telephone and internet access services.

Insurance Umbrella

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 6/3/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Sherri Strandy
Barker-Uerlings Insurance, Inc. 340 NW 5th St P.O. Box 1378 Corvallis OR 97330	PHONE (A/C, No, Ext): (541)757-1321 FAX (A/C, No): (541)757-1328 E-MAIL ADDRESS: sherri@barkeruerlings.com

	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A:	City / County Insurance Services	

INSURED	
Community Services Consortium 250 Broadalbin St. Se Suite 2a Albany OR 97321	INSURER B: SAIF Corporation INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES   CERTIFICATE NUMBER: 2016 Liability   REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR			CSCI201600	7/1/2016	7/1/2017	EACH OCCURRENCE	$ 5,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 15,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:						EMPLOYMENT PRATICES	$ Included
A	AUTOMOBILE LIABILITY X ANY AUTO			CSCI201600	7/1/2016	7/1/2017	COMBINED SINGLE LIMIT (Ea accident)	$ 5,000,000
	ALL OWNED AUTOS SCHEDULED AUTOS						BODILY INJURY (Per person)	$
	HIRED AUTOS NON-OWNED AUTOS						BODILY INJURY (Per accident)	$
	X Physical Damage						PROPERTY DAMAGE (Per accident)	$
							Comp & collision	$ 500
A	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			496533	7/1/2016	7/1/2017	X PER STATUTE OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liability			CSCI201600	7/1/2016	7/1/2017		Included

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER	CANCELLATION
sleffler@communityservices Lincoln City Career Tech High School 801 SW Highway 101, #404 Lincoln City, OR 97367	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Sherri Strandy/SHST *Sherri Strandy*

ACORD 25 (2014/01)   The ACORD name and logo are registered marks of ACORD
INS025 (201401)

Career Tech Financial Accountability

GROVE, MUELLER & SWANK, P.C.
CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS
475 Cottage Street NE, Suite 200, Salem, Oregon 97301
(503) 581-7788

INDEPENDENT AUDITOR'S REPORT

CSC Governing Board
Community Services Consortium
Albany, Oregon

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Community Services Consortium (CSC) as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise CSC's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to CSC's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of CSC's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

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The other supplemental information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplemental information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards and Other Legal and Regulatory Requirements

Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 21, 2016, on our consideration of CSC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering CSC's internal control over financial reporting and compliance.

Report on Other Legal and Regulatory Requirements

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated December 21, 2016, on our consideration of CSC's compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.

GROVE, MUELLER & SWANK, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

By: _____
    Ryan T. Pasquarella, A Shareholder
    December 21, 2016
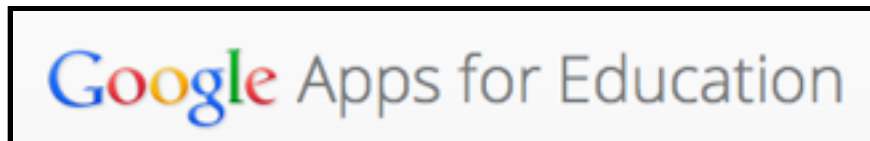
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Internet Systems
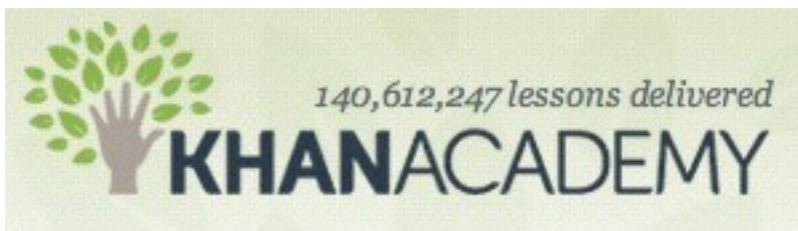
Apex Virtual School

The one-size-fits-all practices that define the traditional classroom have given way to new approaches in both curriculum and instruction.

Apex Learning digital curriculum provides educators the flexibility to meet the needs of all students as the models for the blended learning classroom evolve.

Google Suite

Khan Academy

Career Tech Natural Resource Crews

The Natural Resource Crews provide jobs for youth, especially those interested in science and the environment, to complete conservation projects in natural areas throughout our county. In addition, the crews provide vocational skill building for our students through construction, welding, and carpentry training, provided by our community partners in the local area.

Our students go through an application and interview process to be on crew. This process simulates what students will need to do to get a job in the future. If selected, applicants are placed on one of three crews. Each crew offers a different job or vocational learning experience, which serves to scaffold student skills for the job market. Students on crew are paid a stipend, earn school credit, and are eligible for scholarship vouchers upon completion of their crew duties for the semester. All crew members receive work readiness training, such as; First Aid/CPR, safety training, and proper use of tools.

The Vocational crew offers students the opportunity to try some "hands on" learning. Our partner, Westwind Stewardship Group, provides the venue for students to learn welding and woodworking skills. They also have ongoing maintenance and construction projects around their campgrounds that help students gain knowledge and skills for the trade vocations. Students are currently creating eco-friendly, live-edge wood slab benches and tables, to market and sell for the sustainability of our partnership with Westwind.

The Ecology Crew focuses on local ecological science. Students work on identification and removal of invasive species; brush clearing and trail restoration; surveying and mapping; learning about the salmon cycle and recording ocean species; removing debris from watersheds, and planting native habitat. They have the opportunity to meet industry professionals who educate the crew on different aspects of environmental science, Oregon history, and the nature of work. This crew currently works with the Oregon Department of Fish and Wildlife to help manage the salmon trap at Schooner Creek. They also work with the Open Spaces organization (City of Lincoln City) to build and maintain the Head to Bay trail system.

The Sustainability Crew teaches students about the cycles in nature. Our partner, Westwind Stewardship Group, provides the setting for crew members to learn about sustainable harvesting, composting, organic gardening, and a host of other eco-friendly activities. The skills developed through these activities will help students to prepare for jobs in the service industries, as well as other job markets.

Career Tech's
Doing Good With Drones Program

Concept and Curriculum Developed and Instructed by Dr. Chuck Getter
Crews Managed in this effort by Michelle Rogers

The following is a description of progress to date and of upcoming efforts with the Career Tech Doing Good With Drones Program. Our strategy is to create a Next Generation Science Standard educational experience for our students using recreational drones while being a service to our community. We are doing this by conducting a year-long set of clinics that act as a prerequisite to other opportunities. The second purpose is to prepare our students for studies, careers, and citizenship scientist roles in coastal fisheries, forestry, and other renewable resource management fields.
Ongoing Clinics (through December 11th): Both crews are are now trained in safety required for

conducting field work. They each have the skills of a natural resource technical team member, and are weekly practicing teamwork in carrying out field operations in renewable resource management. They have passed team building exercises, observed and discussed films on carrying out research, acted as teams in class and in the field and are now functioning successfully in planning, engineering design, equipment operation, data collection, and group discussions.

The Monday team has developed, engineered, built and deployed an underwater photography platform. They are trained in distinguishing trout and salmon, both in a local hatchery where they work, and also in preparation for analyzing the photographs which they are taking in the lakes, rivers, and estuaries around Lincoln City. They are trained and proficient at taking high quality water testing measurements at their monitoring sites. They are learning the biology of and man's impact to salmon and their dependence on coastal ecosystems, especially coastal forests.

The Friday team began with definitions of coastal ecosystems (forests, estuaries, rivers, salt marshes, dunes), how they work, and what they look like from the air. The team began training in aerodynamics using recreational drones (UAVs or unmanned aerial vehicles). They learned the rules and etiquette of flight. They practiced and are now proficient in UAV aeronautics in the classroom and at the city ballpark (weather permitting). They are presently replicating a National Science Foundation curriculum in STEM and NGSS concepts using their UAVs. For example they engineered harnesses for their drones in a recent clinic, and attached ever increasing weights to examine payload capacities for their drones as a prerequisite for launching environmental probes. They built tables with this

data and learned the capacities of their drones; they learned that flight time was decreased with increasing payload, as was flight performance.

Upcoming Efforts: The ongoing clinics act as a basic training for students in teamwork and technology, and a place to determine some of their natural gifts and skills for this and further training. We are currently developing a new clinic that would provide additional services including a crew using recreational UAVs to shoot footage for invasive species determination and trail map definition and put them onto a Geographic Information System (GIS) database

State Assessments

Reading exists throughout the Career Tech curriculum. English Literature classes, tutorial reading instruction, and commercial and English Department built on-line courses promote students' understanding and analysis of what they read, both fictional and informative, and prepare them for conquering the State Reading Assessment, a graduation requirement, for reading within the school, and for reading needs and pleasures in and beyond high school.

Writing instruction and practice are major components of Career Tech's curriculum. Effective writing classes, one-on-one instruction, and Career Tech English Department created on-line classes help students write clearly, completely, and correctly across the curriculum, prepare juniors for achieving well on the Oregon Writing Assessment, a graduation requirement, and ready students for whatever writing skills they may need outside of high school.

Math continues to be an area of concern and a topic of the continuous improvement process at Career Tech. The new Apex core curriculum seems to be engaging students in a way so as to help them navigate past longer-term difficulties. Unquestionably, moving students to the 11th grade benchmark is of a high priority. Moving them toward a quantitative increase in grade level equivalency also remains uppermost, since we aim to demonstrate significant growth within the department.

During the 2014-15 school year, the Smarter Balanced test results were the following:

Math - 12 of 18 Juniors met the cut score for obtaining an Oregon standard diploma.
Reading - 15 of 18 Juniors met the cut score for obtaining an Oregon standard diploma.
Writing - 12 of 18 Juniors met the cut score for obtaining an Oregon standard diploma.

During the 2015-16 school year, the Smarter Balanced test results were the following:

Math - 8 of 12 Juniors met the cut score for obtaining an Oregon standard diploma.
*Reading - 11 of 12 Juniors met the cut score for obtaining an Oregon standard diploma.
*Writing - 11 of 12 Juniors met the cut score for obtaining an Oregon standard diploma.

*Note: 11 of 12 Juniors also met or exceeded the benchmark at level 3 and many at level 4.

Career Tech exceeded both the district and the state in Language Arts Smarter Balanced state assessments in 2014-15 and 2015-16.

New Integrated Science Offerings

<u>Science Revolutions and Conspiracies</u>

This class looks at how human history has looked at the world and the universe, and examined different ideas about what is real science. We explore some of the early models in science that were to be overthrown by revolutions which gave us new paradigms. The first quarter will focus on the scientific revolutions that have evolved to shape our world and the science behind these new ideas. In the second quarter we will look at scientific conspiracies and do some detective work to understand what is true science and what is fabrication. We will also examine some of the most influential conspiracy theories in history, dealing with some of the world's most historic events, such as the NASA Moon Landing, the assassination of John K. Kennedy, the horrific Tuskegee Experiments, top secret government programs, and even the conspiracy behind the Loch Ness Monster.

By its very definition, conspiracy means to form an "agreement" among people. In this case, it is an agreement, usually, to deceive. There are two views of history: an accidental view and a conspiratorial view. In the first view, people do not conspire to affect history. In this view, catastrophes and other monumental events happen as a result of natural forces. In the conspiratorial view, a small group of people exert their power to directly affect an outcome that will increase their power or benefit themselves in other ways.

<u>Forensics 101</u>

Welcome to the world of Forensic Science. Forensics is the process of using the sciences to solve crimes. It requires you to ask thoughtful questions, make insightful observations, and use science to find connections. This class is also about finding the unknowns. It is about investigating mysteries that may seem unrelated, yet always leave a scientific trail of evidence - if you can follow the clues. This class is a "hands on" learning experience with engaging labs and activities. By actively participating in class, one will have the opportunity to feel like a true crime scene investigator.

Introduction to Astronomy

The focus of this course is to give you a basic understanding of our universe - from our planet and its motions to the far reaches of our known galaxy and beyond. We will explore the processes that form stars and also destroy them. We will also try to grasp the immensity of space/time and how physics plays a part in how planets, stars, and galaxies interact with one another. Most of the material that will be presented is non-technical, however some basic algebra skills will be needed for some of the physics problem solving.

Meteorology

This course offers the opportunity to gain a fundamental understanding of meteorology. The main focus of this class will be to learn about the earth's atmosphere and gain insight into the conditions which affect weather and climate. Throughout the course we will review science concepts through activities and discussions to really get to understand the weather and how it influences our world. The class also examines strange weather related phenomenon, as well as historic events related to weather that have left a lasting effect on our planet.

Oceanography

Oceanography is the study of the physical, chemical, biologic, and geologic aspects of the world's oceans and their interactions. This course will focus mainly on ocean features and systems, although there will be some overlap with chemistry and geology. The course also focuses on ocean exploration and history, ocean policies with regards to fishing, pollution, and the environment, and why the study of oceanography should be important to you.

Employability and Productivity

Career Tech is a workplace simulation. This means that students are "hired" for a quarter at a time. At the end of each 9-10 week quarter, students meet with their family and school staff for a performance evaluation. We examine productivity (credits earned), attendance and employability skills. Students who are making adequate progress are invited to return. Most students make adequate progress. Students who are not earning minimum credit requirements are placed on a work plan for the next quarter. If a student is unable to maintain minimum progress for two quarters, we work with the student and family to find a school environment that more closely matches their needs.

School-to-Work Statistics

Unsubsidized employment of Career Tech Students

35% of CT students were employed in the community during the 2016 – 2017 school year compared with 36% last year.   In addition, 52% of Career Tech's students are earning work-experience credit by participating in one of the School's five crews: Ecology-NRC, Culinary, Sustainability, Westwind's Vocational and Metals/Woods Vocational.

Community Employers who hired Career Tech Students

Adult Home Health
Blackfish Restaurant
Burger 101**
Chelsea Boat **
Chinook Winds
Dairy Queen
McDonalds
McMenamins
Mo's Restaurant
Nakoma Construction
Old Navy
Otis Cafe
Otis Market **
Papa Murphy's
Safeway
Sambo's
Side Door Cafe
Surftides

** Companies participating for the first time this school year.

Performance Reviews indicate that employer satisfaction continues to remain very high.

Test of Adult Basic Education
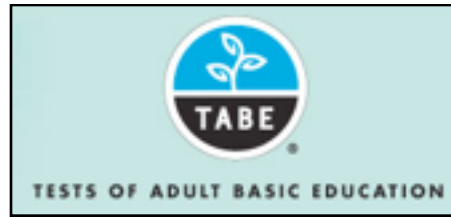
TABE Online is a Web-based version of TABE 9/10 that automatically administers and scores assessments, and delivers immediate results to inform instruction and training decisions. Instructors can schedule test sessions to include an Auto Locator that places students into the correct level for each test. The online version includes the Battery and Survey tests for TABE 9/10 and provides completely secure test administration and data storage. TABE Online can generate reports by aggregating and disaggregating data. Data can be exported to other software applications to create custom reports, charts, and graphs, or to manage data in existing systems.

Career Tech uses the TABE to measure growth for all students on a pre-post basis in an autumn window. In this way, the school avoids the state testing windows. The TABE is also used for diagnostic-prescriptive placement in any programs of study. As needed, the test results may be additionally submitted to the Department of Education as an alternative assessment for measuring adequate yearly progress as a school.

Demographics
2016-17

Free and Reduced Lunch:		
October 2016	Free/Reduced: 40 of 50 (qualified surveys)	Based on a family income survey for SLD Erate program
Ethnicity:		
March 2017	African American: 1	Hispanic: 0
	White: 47	Pacific Islander: 0
	Native American: 3	Asian: 0
	Multi-Racial: 6	Other: 0
Gender:		
	Male: 29	Female: 28

Attendance

Career Tech students have traditionally attended school at or above 92% of the time. Program requirements are such that students and parents agree to this individual goal as well as the general school-wide goal of not missing more than 4 days in a 10-week quarter (excused) before being required to make up school days. This requirement seems to work well in the context of our reality-based workplace ethics and requirements. We are hoping to make improvements in attendance toward meeting our goal by the end of the school year.

Current Attendance (April 2017 LCSD report) is: 88%

Membership is: 57 students (April 2017 enrollment)
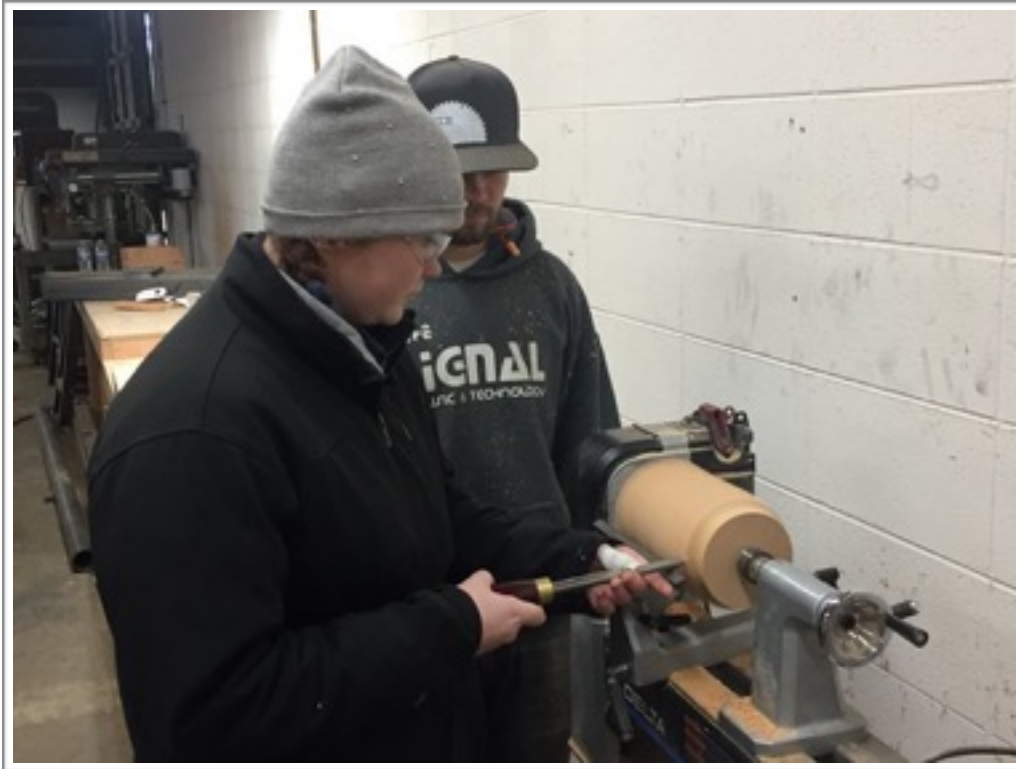
Summary

✳ Apex Online School curriculum is aligned to Oregon and Common Core State Standards.

✳ Essential skills are improving based on TABE pre- and post-testing.

✳ All students are taking the state assessments.

✳ Students are enthusiastic about attending school and earning credit.

✳ 14 students are projected to graduate in 2017. Two are Juniors graduating a year early.