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**Iowa Department of Education**

***Charter and Innovation Zone Schools  
in Iowa Annual Report***

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***Iowa Department of Education***

Grimes State Office Building  
Des Moines, IA 50319

January, 2011

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14<sup>th</sup> St  
Des Moines IA 50319-0146

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## INTRODUCTION

Charter school legislation was passed in Iowa during the 2003 session. It allowed for 10 charter schools in Iowa. The 2006 legislative session lifted the charter school cap to 20; however, no funding was allocated. During the 2009 General Assembly the Charter School Law was expanded to Innovation Zones, which is a public attendance center established by a consortium which must include at least two school districts and an area education agency. During the 2009-2010 school year, there were six public charter schools in the state of Iowa. Schools with public charter school status are:

1. eSigourney Entrepreneurial Academy for Leadership (eSEAL): Sigourney Community School District
2. Iowa Central Charter High School: Southeast Webster Grand Community School District
3. Northeast Iowa Charter High School: West Central Community School District
4. Panorama Charter High School: Panorama Community School District
5. Prescott Elementary Charter School: Dubuque Community School District
6. Storm Lake/Iowa Central/Buena Vista Early College High School: Storm Lake Community School District

An approved charter application constitutes, at a minimum, a four-year enforceable, renewable contract between a local school board and the State Board of Education. The chart below illustrates the current status and timelines.

<b>Charter</b>	<b>School District</b>	<b>Charter Status Year</b>	<b>Renewal Status</b>	<b>Next Charter Period</b>	<b>Next Renewal Year</b>
Iowa Central Charter School	Southeast Webster Grand	2004-2005	Renewed in 2007-2008	2008-2012	2011-2012
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	One year extension granted for 2009-2010 to review charter	2010-2014	2013-2014
Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed in 2008-2009	2009-2013	2012-2013
Prescott Elementary Charter School	Dubuque CSD	2006-2007	Renewed in 2009-2010	2010-2014	2013-2014
Panorama Charter School	Panorama CSD	2007-2008	Renewed in 2010-2011	2011-2015	2014-2015
eSEAL	Sigourney CSD	2007-2008	Will renew in 2010-2011	2011-2015	2014-2015
Des Moines Charter School	Des Moines Independent Community School District	2010-2011	2013-2014	2014-2018	2017-2018

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.

Iowa's public charter schools are guided by goals developed by Iowa's charter school application to the United States Department of Education (USED), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USED, the Iowa Department of Education (DE) outlined five goals. These goals are:

- Establish charter schools during the next three years representing a diversity of programs.
- Provide technical assistance for charter schools throughout development and implementation.
- Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
- "Incent," document, and disseminate best or promising practices.
- Grow the Public Charter Schools Program beyond initial pilots.

Iowa's charter schools are a part of the state's program of public education and:

- Meet all application federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, and religion.
- Operate as non-sectarian, nonreligious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one years.
- Are subject to and comply with Chapter 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as school district.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality program.
- Are subject to and comply with Chapter 20 and 279 relating to contracts with and discharge of teachers and administrators.
- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students.
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

Each public charter school has developed, as a part of its application, goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. This report serves as an update on the progress of the eight charter schools in Iowa. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals. Limited data are available for assessing success of charter schools in Iowa. This report describes progress each school has made towards its goals.

**eSEAL: eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP**

**SCHOOL/DISTRICT INFORMATION**

eSEAL Charter School  
 117 East Marion  
 Sigourney, Iowa 52591  
 Charter Manager: Jeff Kirby

Sigourney Community School District  
 107 W. Marion  
 Sigourney, IA 52591  
 Todd Abrahamson, Superintendent; Jeff Kirby, High School Principal

**CHARTER'S MISSION**

The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs, to select postsecondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the “brain drain” from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of Iowa.

**DESCRIPTION OF CHARTER**

eSEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through a flexible 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers.

**The Charter Snapshot**

**First Year of Charter:** 2007-2008

**Students Enrolled in Charter:** 197 (2009-2010)

- 7<sup>th</sup> grade: 30
- 8<sup>th</sup> grade: 42
- 9<sup>th</sup> grade: 12
- 10<sup>th</sup> grade: 24
- 11<sup>th</sup> grade: 37
- 12<sup>th</sup> grade: 44

**Student Demographics:**

e-SEAL	ELL	lowSES	IEP	Race	Gender
7 <sup>th</sup>	0	15	<10	38-W, <10 Minority	21-M, 18-F
8 <sup>th</sup>	0	17	<10	39-W, <10 Minority	22-M, 19-F
9 <sup>th</sup>	0	<10	0	12-W	10-M, 2-F
10 <sup>th</sup>	0	<10	<10	24-W	7-M, 17-F
11 <sup>th</sup>	0	<10	<10	37-W	19-M, 18-F
12 <sup>th</sup>	0	<10	<10	44-W	15-M, 29-F

**Total Percentage of all Drop-outs (7-12): 0**

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** 10 (FTE)

**Qualifications:** All teachers hold Iowa licenses.

**Number of Administrators:** 1 (FTE)

**Qualifications:** Administrator holds an Iowa license.

**Recent Supervisory Visit:** May 26, 2009

**Number of report comments:** 8

**eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP: eSEAL  
GOALS AND PROGRESS as reported by third party evaluator**

**GOAL 1:** All students will achieve at high levels in reading comprehension.

**PROGRESS:**

- The percent of students proficient in grades 8–11 exceeded state average of 72.6 percent at grade 8 and 77.5 percent at grade 11.
- The reading gains were less in 09-10 than in 08-09 in grades 8–11.

**GOAL 2:** All students will achieve at high levels in mathematics.

**PROGRESS:** Using the Math Problem Solving and Data Interpretation:

- The percent of students proficient in mathematics in grades 7, 9, and 10 exceeded the state average of 76.4 percent at grade 7.
- Students in grade 9 made significant gains: 80 percent to 85 percent

**GOAL 3:** All students will achieve at high levels in science.

**PROGRESS:**

- The percent of students proficient in the area of science in grades 7-11 exceeded (more than 10 percent) the state average of 80.8 percent at grade 7; 80.5 percent at grade 8 and 80.48 percent at grade 11.
- 9<sup>th</sup> grade students increased by 18 percent in 08-09 and by an additional 6 percent in 09-10

**GOAL 4:** Increase the number of classroom activities that utilize technology in the classroom in grades 7-12.

**PROGRESS:** Since the inception of eSEAL, increasing the use of technology has been a focus. Second Year Advancements.....

- Technology through simulation has been added to charter student opportunities through the Career Academy.
- An Instructional Technology program has been developed for students to learn advanced skills in the area of technology at the Career Academy.
- Project Lead the Way, in the pre-engineering academy, emphasizes skill development using state of the art technology.
- Teachers receive formal training through PLNs and peer coaching to increase strategies for using technology in classrooms including the use of various technologies including Smart boards.
- Science courses utilize technology in day-to-day operation.
- Family & Consumer Classroom use of computers to research classroom topics and develop projects.
- All students in grades 7-12 develop skills on a personal laptop computer (1 to 1 initiative).
- Students and teachers utilize technology in most areas of the curriculum, enhanced now through the Career Academy.
- Wildfire Web designs in a student-run business utilizing technology.
- A student run business creates videos for individuals and organizations.

**GOAL 5:** Increase student participation in activities to develop leadership skills in grades 7-12.

**PROGRESS:** Students demonstrate leadership through decision-making, public speaking, and managing businesses.

- Students demonstrate for the community, faculty, and peers the benefits to participation in an education system that allows choice. Students share their personal journeys and success stories.
- The process of developing business plans includes leadership skills to present the proposal to the Advisory Committee. The presentation includes justification for expenses, marketing approach, location, distribution, and pricing.
- Statewide attention to the charter has provided students with opportunities to speak to a variety of audiences including Iowa legislators, superintendents of other school districts, college instructors, and community members regarding their involvement in the entrepreneurial development process.

Qualitative data illustrating the elements of an effective charter school:

Student Focus & Student Choice:

- Students are leaders, role modeling the application of academics in entrepreneurial ventures and clear career pathways. Students and parents are able to work in partnership with the school to design an educational pathway that best fits their needs without penalty.



Visionary:

- Continually enhancing the opportunities for choice for students 7-12. In 2009-10 students will begin electing to be involved with the career academy, of which the charter is an opportunity. Students are encouraged and supported to explore all possibilities. High expectations for student engagement and academic performance are maintained and monitored by classroom teachers and administration. Emphasis on continued education has increased for all students not only traditional students.
- Business leaders interviewed stated the students that participate in the charter are “experiencing education for life”.
- “The community is becoming as much aware of what their role in education can be as students are regarding their role in the economy,” stated Charter Advisory Board Members.
- Administration reaching out to local and surrounding communities for partnerships with secondary and postsecondary education, business, and state government.

**GOAL 6:** Increase the number of students that develop a business plan approved by the Incubator Business Committee.

**PROGRESS:** Students are required to organize and present business plans to the advisory committee for admission to the Incubator site. Plans have continued to improve and modifications to approval process have been made to assure higher quality plans. There are opportunities to enhance this process in partnership with the Career Academy for all students.

During the 2009-10 school year 17 students completed necessary work. Twelve of 17 submitted plans to be reviewed by the business committee. During the 2008-09 school year 16 students completed necessary work. 13 of 16 submitted plans to the Business Plan Committee.

e-SEAL was recognized by the Des Moines Register in 2009 for Revitalizing America’s Spirit of Entrepreneurship. Thirteen local business men and women are mentors to students working to revitalize the spirit of entrepreneurship in Iowa. Small businesses have been the foundation of America’s financial growth. Entrepreneurs provided Iowans with hope for a positive future. The main streets of rural Iowa are dependent on educational systems that develop students with a spirit of entrepreneurship.

**GOAL 7:** eSEAL students in grades 9-12 will identify and evaluate market opportunities for entrepreneurial ideas.

**PROGRESS:** Business mentors from local businesses work with students to review and evaluated by a team of business leaders. Plans must include: overall marketing plan, finance plan, and management/growth plan. Student business plans could now take shape in the Career Academy and /or transform into a hobby business that supports their further education and training. “Market identification is a critical aspect of the business plan and requires

extensive research....and some trial and error. Students will continually be more engaged in both the classroom and community; business leaders to help bring relevance to this critical aspect of new business start-up,” stated one Business Advisory member.

## POSTSECONDARY TRANSITION

2008-2009	2009-2010
<ul style="list-style-type: none"> <li>• 58 students earned a total of 489 college level credits (average 8.4 per student)</li> <li>• Juniors and Seniors had an average 2.99 GPA for high school or post-secondary</li> <li>• 224 post-secondary level courses were taken by juniors and seniors</li> <li>• 33 courses are taught by the high school staff on site</li> <li>• 191 courses were provided at Indian Hills Community College</li> </ul>	<ul style="list-style-type: none"> <li>• 62 students earned a total of 491 college level credits (avg. 7.9 per student)</li> <li>• Average GPA 2.98 – Junior and Senior (HS &amp; PS)</li> <li>• 36 Courses taught by Sigourney staff in-house</li> <li>• 200 Courses were provided at Indian Hills Community College</li> </ul>

### STUDENT ENTREPRENEURIAL EXPERIENCES

- Students have met local entrepreneurs and entrepreneurs from Alaska and the entrepreneurial base in Fairfield Iowa. Fairfield has taken notice and extended a hand to help the e-SEAL Charter students.
- Students have had the opportunity to sell their business when going onto college and/or continue the business for regular or part-time employment.

## IOWA CENTRAL CHARTER HIGH SCHOOL

### SCHOOL/DISTRICT INFORMATION

Iowa Central Charter High School  
30850 Paragon Ave.  
Burnside, IA 50521

Southeast Webster-Grand Community School District  
Administrator: Dr. Mike L. Jorgensen, Superintendent  
m\_jorgensen@se-webster.k12.ia.us

### CHARTER'S MISSION

To develop a fast track program that will assist students in working toward an associate in arts degree in a specific vocational area or toward a four-year degree program.

### DESCRIPTION OF CHARTER

A partnership, with Iowa Central Community College, to serve 10, 11, and 12 grade students, who have specific vocational and academic needs and want to be on a fast track to a postsecondary study.

The charter school is a school within a school.

### The Charter Snapshot

**First Year of Charter:** 2004-2005

**Charter Renewal:** 2007-2008

### **Student Demographics:**

**Students Enrolled in Charter:** 62 (2009-2010)

Grade 10	4
Grade 11	21
Grade 12	38

### **Subgroups:**

- Race
  - 1 Hispanic
  - 61 White
- Socio-economic status
  - 44 percent Free & Reduced Lunch
- IEP
  - <10 Students had IEPs
- Gender
  - 35 Male; 27 Female
- ELL
  - None

**Total Percentage of All Drop-outs (7-12):** 3.1 percent

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** .75 (FTE)

**Qualifications:** All teachers hold Iowa licenses.

**Number of Administrators:** 0

**Recent Supervisory Visit:** May 5, 2009

**Number of comments:** 6

### IOWA CENTRAL CHARTER HIGH SCHOOL GOALS AND PROGRESS

**GOAL 1:** Increase the number of graduates who complete postsecondary training.

**PROGRESS:** Trend data show an increase in the number of graduates who complete postsecondary training.

	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009
<b>Class Size</b>	53	39	47	48	46
<b>Percent completing postsecondary training</b>	96%	100%	100%	100%	96%

**GOAL 2:** Increase math, science, and reading ITED scores at grade 11.

**PROGRESS:** There is an increase in the areas of reading, mathematics, and science for the 2008-2009 school year.

#### Percentage of Iowa Central Charter High School Grade 11 Students on ITED

	2004-05	2005-06	2006-07	2007-08	2008-2009	2009-2010
<b>Reading</b>	65%	69.3%	83%	71.4%	76.1%	80.0%
<b>Math</b>	80%	85.7%	76.6%	75.5%	78.5%	82.3%
<b>Science</b>	85%	93.8%	87.2%	76.6%	83.3%	81.8%

**GOAL 3:** Improve ACT composite scores.

**PROGRESS:** ACT scores show a slight, overall increase from 2004-2005 to 2009-2010.

Average Composite Score on ACT						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Average Composite Score on ACT	21.0	21.8	24.1	23.5	22.3	21.1

**GOAL 4:** Increase the course offerings available to all students and individualize instruction to meet individual needs.

**PROGRESS:** This is an action step, not a goal. The charter school continually works to expand course offerings.

#### **OTHER CHARTER INFORMATION**

Parents in the district are offered a choice between the charter school and another school.

Innovative instructional methods include the use of technology including the offering of V-Classes, internet courses, and ICN classes. Students can participate in up to date and hands on opportunities at the college.

Fifty percent of the charter students are in attendance at the Iowa Central Community College campus while the other 50 percent choose concurrent or on-line selection offerings at the high school.

Rigor of the courses is determined by the fact that all courses are college level offered through an accredited community college.

## NORTHEAST IOWA CHARTER HIGH SCHOOL

### SCHOOL/DISTRICT INFORMATION

Northeast Iowa Charter High School  
305 Pember  
Maynard, IA 50655

West Central Community School District  
Administrator: John Johnson, Superintendent

### CHARTER'S MISSION

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

### DESCRIPTION OF CHARTER

Northeast Iowa Charter High School consists of a partnership between Northeast Iowa Community College and West Central High School for 11<sup>th</sup> through 12<sup>th</sup> grade students to provide unlimited learning opportunities producing a high qualified work force.

### The Charter Snapshot

**First Year of Charter:** 2005-2006

**Charter Renewal:** 2008-2009

**Students Enrolled in Charter:** 35 (2009 – 2010)

16 Juniors  
19 Seniors

#### **Senior demographics:**

Total N: 21 (19 of 21 graduating senior in 2010 took charter classes for 90.5 percent participation)

Males 12; Females 9

Low SES: <10 (<10 took charter classes 67 percent)

IEP: <10 (<10 took Charter classes, 75 percent)

Minority: <10 (<10 took charter classes, 100 percent)

#### **Junior demographics:**

Total N: 24 (16 of 24 took charter classes for 83.8 percent participation)

Males 15; Females 9

Low SES: <10 (<10 took charter classes 42.8 percent)

IEP: <10 (<10 took Charter classes, 20 percent)

Minorities: 0

**Total Percentage of All Drop-outs (7-12):** Not Reported

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** 3(FTE)

**Qualifications:** All teachers hold Iowa licenses.

**Number of Administrators:** 1 (FTE)

**Qualifications:** Administrator holds an Iowa license.

**Recent Supervisory Visit:** June 2, 2009

**Number of comments:** 6

### **NORTHEAST IOWA CHARTER HIGH SCHOOL GOALS AND PROGRESS**

**GOAL 1:** Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

**PROGRESS:** The number of students graduating with dual concentration increased from 47 percent in 2004-2005 pre-charter to 90.5 percent in 2009-2010. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

#### **Northeast Iowa Charter High School: Students Graduating with Dual Concentration**

	<b>2003-2004 Pre- Charter</b>	<b>2004-2005 Pre- Charter</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>
<b>All Seniors</b>	16/27 59.3%	8/17 47%	22/23 96%	30/33 91%	29/31 96%	22/22 100%	19/21 90.5%
<b>Low SES</b>	<10 25%	<10 25%	<10 100%	<10 100%	<10 75%	<10 100%	<10 67%
<b>IEP</b>	<10 33.3%	<10 0%	<10 50%	<10 60%	<10 60%	<10 100%	<10 75%



**GOAL 2:** Increase the number of graduates who complete postsecondary training.

**PROGRESS:** See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

**Northeast Iowa High School Charter: Senior Credits**

<p><b>Senior Class 2004: 28 graduates</b></p> <ul style="list-style-type: none"> <li>• 17 took college courses</li> <li>• 5 earned 15 hours credit or more</li> <li>• 0 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>	<p><b>Senior Class 2005: 18 graduates</b></p> <ul style="list-style-type: none"> <li>• 9 took college courses</li> <li>• 3 earned 15 hours credit or more</li> <li>• 0 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>
<p><b>Senior Class 2006: 23 graduates</b></p> <ul style="list-style-type: none"> <li>• 22 took college courses</li> <li>• 16 earned 15 hours credit or more</li> <li>• 3 earned 30 hours credit or more</li> <li>• 0 earned 40 hours credit or more</li> </ul>	<p><b>Senior Class 2007: 33 graduates</b></p> <ul style="list-style-type: none"> <li>• 30 took college courses</li> <li>• 22 earned 15 hours credit or more</li> <li>• 12 earned 30 hours credit or more</li> <li>• 3 earned 40 hours credit or more</li> </ul>
<p><b>Senior Class 2008: 33 graduates</b></p> <ul style="list-style-type: none"> <li>• 30 took college courses</li> <li>• 22 earned 15 hours credit or more</li> <li>• 12 earned 30 hours credit or more</li> <li>• 3 earned 40 hours credit or more</li> <li>• 2 earned AA degrees</li> </ul>	<p><b>Senior Class 2009: 22 graduates</b></p> <ul style="list-style-type: none"> <li>• 22 took college courses</li> <li>• 14 earned 15 hours credit or more</li> <li>• 8 earned 30 hours credit or more</li> <li>• earned 40 hours credit or more</li> </ul>

**Post-Secondary/Graduate Intentions: Seven year trend: 2003-04 to 2009-10**

Two years pre-charter (base-line data) Five years of charter data:

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
4 year	27.60%	15.78%	43.40%	44.30%	51.60%	50%	47.60%
2 year/AA	58.60%	57.78%	26.10%	26.10%	45.20%	45.50%	38.44%
Technical	3.45%	5.26%	0%	0%	0%	0%	4.76%
Transferred	0%	0%	0%	0%	0%	0%	
Workforce	14.28%	15.78%	30.40%	19.40%	3.20%	4.50%	9.50%
Military	0%	5.26%	0%	2.90%	0%	0%	0%

**GOAL 3:** Increase ITED scores for 11<sup>th</sup> grade students in reading, mathematics, and science.

**PROGRESS:** ITED scores for 11<sup>th</sup> grade charter students decreased in science. ITED scores in mathematics and reading increased.

**11<sup>th</sup> Grade- ITED Proficiencies:**

	All Student	Low SES	IEP
Reading	86.8	100	100
Math	95.6	100	100
Science	82.5	100	100

In the Junior class for 2009-10, 100 percent of IEP and Low SES students tested proficient.

**Northeast Iowa Charter High School: Percentage of Charter Students Proficient in Reading, Mathematics, and Science on ITED**

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Reading</b>	83%	96%	83%	86%	86.8%
<b>Mathematics</b>	75%	92%	94%	90%	95.6%
<b>Science</b>	78%	96%	83%	100%	82.5%

**GOAL 4:** To provide special needs and at-risk students with the opportunity to develop individualized courses of study (academic and vocational).

**PROGRESS:**

**Dual Concentration**

2 years pre / 5 years post charter

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
All Seniors	16 of 27 59.3%	8 of 17 47%	22 of 23 96%	30 of 33 91%	29 of 31 96%	22 of 22 100%	19 of 21 90.5%
Low SES	<10 25%	<10 25%	<10 100%	<10 100%	<10 75%	<10 100%	<10 66.6%
IEP	<10 33.3%	<10 0%	<10 50%	<10 60%	<10 60%	<10 100%	<10 75%

**Total Charter Credits earned/student average # of credits earned: 5 year charter trend line**

	2005-06 Cr./Students Aver. # Cr	2006-07 Cr./Students Aver. # Cr	2007-08 Cr./Students Aver. # Cr	2008-09 Cr./Students Aver. # Cr	2009-10 Cr./Students Aver. # Cr
All Seniors	465/23 20.2 cr	666/33 20.2 cr	861/31 27.8 cr	488/22 22.2 cr	367/21 17.5 cr
Low SES	<10 100% cr	<10 100% cr	<10 75% cr	<10 100% cr	<10 100% cr
IEP	<10 50% cr	<10 60% cr	<10 60% cr	<10 100% cr	<10 100% Cr

**PANORAMA CHARTER HIGH SCHOOL**

**SCHOOL/DISTRICT INFORMATION**

Panorama Community School District  
 701 W. Main  
 Panora, IA 50216

Administrator: Kathy Elliot, Superintendent  
[kelliott@panorama.k12.ia.us](mailto:kelliott@panorama.k12.ia.us)

Person Completing Report: Chris Webner, Guidance Counselor & Dean of Students  
[cwebner@panorama.k12.ia.us](mailto:cwebner@panorama.k12.ia.us)

**CHARTER'S MISSION**

To provide a rigorous and relevant curriculum; ensure all students achieve competency of the core curriculum; students will become confident college level performers before graduating from high school; and strengthen relationships amongst district's families, school district, and colleges to support college success of the district's students.

**DESCRIPTION OF CHARTER**

The charter school exists to increase the rigor and relevance at the secondary level. The curriculum will be reviewed and core areas will require a C grade in order for students to demonstrate competency in those areas. Postsecondary opportunities will be encouraged and all students will have an Individual Learning Plan (ILP) developed with parent input and school personnel reflecting the educational goals to the students.

The school is the charter school (school-wide charter).

**Students Enrolled in Charter: 22 (2010-2011)**

Grade Levels	Numbers of Students	Race	Socio-Economic Status	IEP	Gender	ELL
Grade 12 (Cohort 2011)	14	All White	<10 Free/Reduced Lunch	<10	<10 Female <10 Male	-
Grade 11 (Cohort 2012)	<10	All White	<10 Free/Reduced Lunch	<10	<10 Female <10 Male	-
Grade 10	<10	All White	-	-	<10 Female <10 Male	-
Grade 9 not offered charter for 2010-11						

**Total Percentage of All Drop-outs (7-12): 0**

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** 18 (FTE)

**Qualifications:** All teachers hold Iowa licenses.

**Number of Administrators:** 3 (FTE)

**Qualifications:** Administrator holds an Iowa license.

**Recent Supervisory Visit:** June 3, 2009

**Number of comments:** 6

### **PANORAMA CHARTER SCHOOL GOALS AND PROGRESS**

**Goal One:** All charter participants will create an Individual Learning Plan (to determine high school course requirements, plan to complete at least one college course during high school, and plan to be accepted by college before graduating from high school) and reflect on individual student strengths and growth areas at least once per academic year.

Baseline Trend: No such plans were created in collaboration with families and reflected upon annually before the charter began for Panorama.

At this time (late June, 2010), 22 families from grades 10, and 11 for the 2009-2010 school year have met this goal (to create and reflect upon the progress of the Individual Learning Plan). This number has again decreased from the prior year as more families have requested similar meetings without interest in joining the charter and as the district communicates intent to deliver the Individual Learning Plan service without charter status in years to come.

**Goal Two:** All charter participants will become competent students by earning C or P grades in the courses required by the district and Iowa Department of Education.

Baseline Trend: 20 to 30 percent of the students whom graduated in the 4 years before Panorama received a charter earned lower than C grades in at least one required core area.

Of the 22 families, two families have made alternative plans for 2010-11 through the ILP process to help enable their child the opportunity to earn competent grades (one student goal for algebra and one for English). All other families' students have met this goal (91 percent success rate).

**Goal Three:** All students will prepare for college graduation by completing at least one college course during high school and becoming accepted to at least one college before high school graduation.

Baseline Trend: No freshman or sophomore had completed a college course in 4 years before Panorama's charter and less than majority of any graduating class had completed college coursework while HS.

All the 2010-11 Charter seniors and juniors have either completed college course or have planned to do so before end of the next school year. Related to this goal, of 2009 graduate class of 53, 44 completed at least one college course while in high school. None of these graduates participated in the charter, but all were able to benefit from our relationships created with college institutions through implementing our charter.

Baseline Trend: 80 percent of graduates were accepted to college before graduating from PHS.

None of charter participants are yet eligible for this goal of our program yet because our first group of students will become seniors in 2010-11.

**PRESCOTT ELEMENTARY CHARTER SCHOOL**

**SCHOOL/DISTRICT INFORMATION**

Prescott Elementary Charter School  
1151 White Street  
Dubuque, IA 52001

Administrator: Chris McCarron, Principal

Dubuque Community School District  
2300 Chaney Road  
Dubuque, IA 52001

**CHARTER'S MISSION**

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of society.

**DESCRIPTION OF CHARTER**

Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum.

The school is the charter (school-wide charter).

**The Charter Snapshot**

**First Year of Charter:** 2006-2007

**Students Enrolled in Charter:**

266, Preschool-5<sup>th</sup> grade (2009-2010)

PS: 19	3 <sup>rd</sup> grade: 44
K: 38	4 <sup>th</sup> grade: 41
1 <sup>st</sup> grade: 36	5 <sup>th</sup> grade: 45
2 <sup>nd</sup> grade: 44	

**Subgroups and numbers in each category:**

- Race- 52 percent
- Socio-economic status – 90 percent
- IEP- 26
- Gender- 52 percent Male; 48 percent Female
- ELL -6 percent

**Total Percentage of All Drop-outs (7-12): NA**

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** 32 (FTE)

**Qualifications:** All teachers hold Iowa licenses.

**Number of Administrators:** 1 (FTE)

**Qualifications:** Administrator holds an Iowa license.

**Recent Supervisory Visit:** May 18, 2009

**Number of comments:** 6

## PRESCOTT ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

**GOAL 1:** Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:** The percentage of full academic year (FAY) students proficient in grades 3-5 decreased the last two years as measured on the Iowa Test of Basic Skills (ITBS). (It is important to note that this data does not include the Iowa Alternative Assessment. The charter had students who took the Alternative Assessment for both of the last two years. All students who took the assessment scored "advanced." Six students took the assessment this year.)

**Grades 3-5 ITBS FAY Reading Proficiency**

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	# of FAY Students	# of FAY Students	# of FAY Students
<b>All Students</b>	71	50.7	75	58.7	102	53.9	93	48.4
<b>Female</b>	29	72.4	47	59.6	56	57.1	45	53.3
<b>Male</b>	42	35.7	28	57.1	46	50	48	43.8
<b>White</b>	46	58.7	58	67.2	65	64.6	44	59.1
<b>African American</b>	19	36.8	14	28.6	32	34.4	33	33.3
<b>Asian</b>	<10	50	0	NA	0	NA	0	NA
<b>Hispanic</b>	<10	25	3	33.3	<10	40	10	30
<b>Low SES</b>	58	46.6	33	50.9	83	49.4	80	43.5
<b>Non-low SES</b>	13	69.2	55	80	19	73.7	13	76.9
<b>IEP</b>	12	25	20	60	17	47.1	23	26.1
<b>Non-IEP</b>	59	55.9	10	58.5	85	55.3	70	55.7



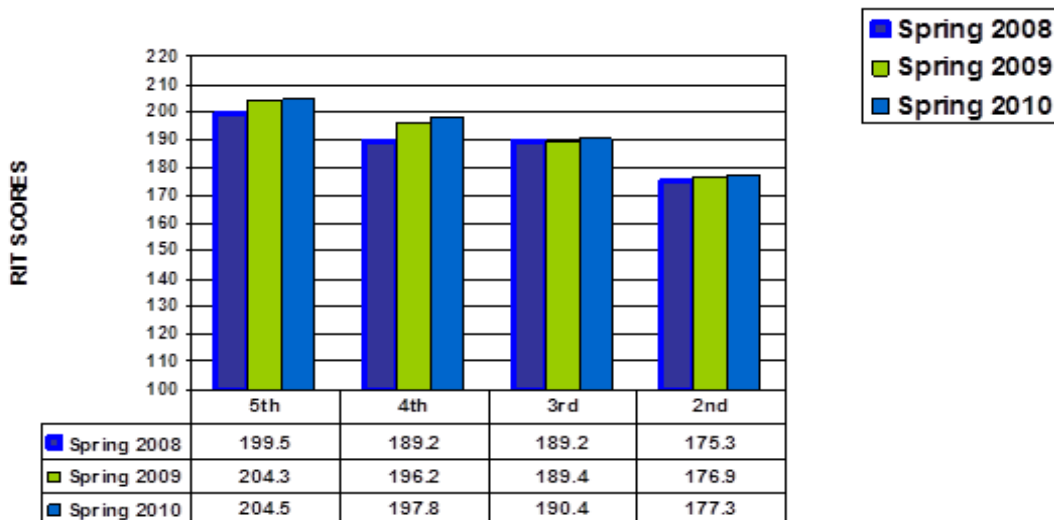
## READING PROGRESS SINCE CHARTER INCEPTION

Since the inception of the charter school, 52 percent of the students in grades 3-5 in 2009-2010, have been at the school.

- 22/43 of the Fifth grade students—64 percent were proficient
- 21/43 of the Fourth grade students - 52 percent were proficient
- \*\*23/44 of the Third grade students- 78 percent were proficient

\*\* The 3<sup>rd</sup> grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

### Prescott School: Measures of Academic Progress MAP RIT SCORES- Reading



### SUMMARY OF THE MAP TEST

This year's spring MAP assessment was the highest scores for reading for all grade levels since the charter began. (Only exception was that last year's fifth grade was higher than this year.) ALL special education students are included in this data.

### OTHER NOTES REGARDING READING PROGRESS

- All students are involved in at least one guided reading group at their level. All students reading below grade level have reading interventions in place.
- Every Child Read strategies to improve reading comprehension have been implemented.
- A new research-based phonics program, Fountas and Pinnell has been implemented K-3.
- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.

- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling readers.

**GOAL 2:** Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:** The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 8.7 percent over last year as measured on ITBS.

**Grades 3-5 ITBS FAY Collapsed Data Per Annum Math Proficiency**  
**Scores for collapsed data is an approximate target based on individual grade level targets**

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
<b>All Students</b>	71	43.7	75	50	102	45.1	93	53.8
<b>Female</b>	29	44.8	47	43.5	56	37.5	45	55.6
<b>Male</b>	42	42.9	28	60.7	46	54.3	48	61.4
<b>White</b>	46	58.7	58	54.4	65	63.1	44	61.4
<b>African American</b>	19	21.1	14	28.6	32	9.4	33	42.4
<b>Asian</b>	<10	0	0	NA	0	NA	0	NA
<b>Hispanic</b>	<10	0	<10	66.7	<10	40	10	60
<b>Low SES</b>	58	39.7	55	44.4	83	41	80	50
<b>Non-low SES</b>	13	61.5	20	65	19	63.2	13	76.9
<b>IEP</b>	12	25	10	50	17	41.2	23	30.4
<b>Non-IEP</b>	59	47.5	65	50	85	45.9	70	61.4

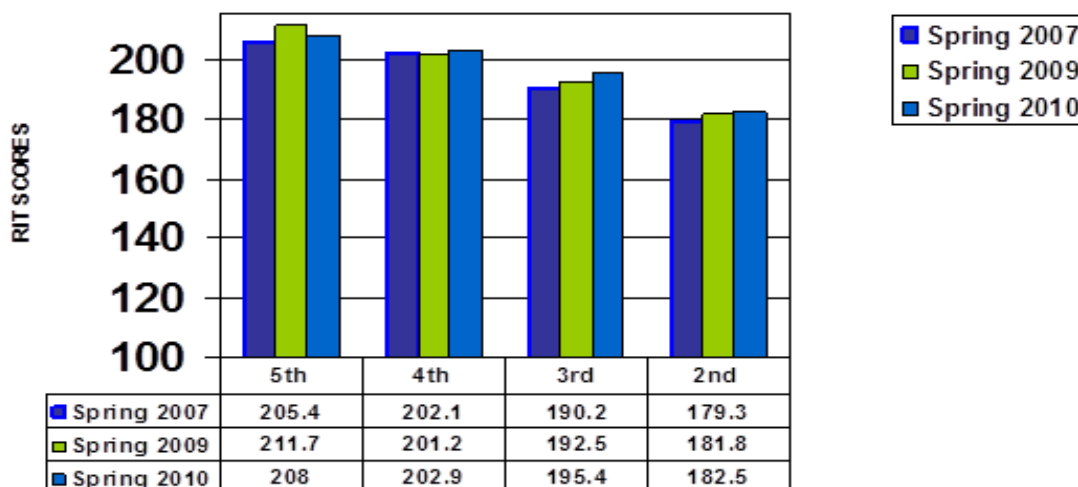
**MATH PROGRESS SINCE CHARTER INCEPTION**

52 percent of the students in grades 3-5 in 2009-2010, have been at the charter school since its inception.

- 13/43 of the Fifth grade students—59 percent were proficient
- 21/43 of the Fourth grade students - 48 percent were proficient
- \*\*23/44 of the Third grade students- 74 percent were proficient

\*\* The 3rd grade students are the first student to take the ITBS who have had the charter school design since they began school in kindergarten.

**Prescott School: Measures of Academic Performance**  
**MAP RIT SCORES- Math**



**SUMMARY OF THE MAP TEST**

This year's spring MAP assessment was the highest scores for math for all grade levels since the charter began. (Only exception was that last year's fifth grade was higher than this year.) ALL special education students are included in this data.

**OTHER NOTES REGARDING MATH PROGRESS**

- All teachers are using a common lesson plan structure for their math instruction. The "launch," "explore," and "summarize" components are identifiable in teachers' lesson plans.
- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each level.
- Students who are performing below grade level have math interventions in place.
- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- All teachers have implemented CGI- Cognitively Guided Math Instruction.

**GOAL 3:** Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

**PROGRESS:** The percentage of FAY students proficient in grades 3-5 in the "all students" category increased by 10.1 percent over last year as measured on ITBS.

**Grades 3-5 ITBS FAY Collapsed Data Per Annum Science Proficiency**  
**Scores for collapsed data is an approximate target based on individual grade level targets**

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
<b>All Students</b>	71	43.7	75	52.1	102	49	93	59.1
<b>Female</b>	29	51.7	47	54.3	56	48.2	45	57.8
<b>Male</b>	42	38.1	28	48.1	46	50	48	60.4
<b>White</b>	46	58.7	58	55.4	65	64.6	44	63.6
<b>African American</b>	19	15.8	14	28.6	32	21.9	33	57.6
<b>Asian</b>	<10	0	0	NA	0	NA	0	NA
<b>Hispanic</b>	<10	25	<10	100	<10	20	10	40
<b>Low SES</b>	58	36.2	55	45.3	83	42.2	80	58.8
<b>Non-low SES</b>	76.9	61.5	20	70	19	78.9	13	61.5
<b>IEP</b>	12	50	10	70	17	41.2	23	47.8
<b>Non-IEP</b>	59	42.4	65	49.2	85	50.6	70	62.9

**PROGRESS SINCE CHARTER INCEPTION**

Of the 5<sup>th</sup> graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 2.9 years.

- 3<sup>rd</sup> Grade (2006-2007): 3.4
- 4<sup>th</sup> Grade (2007-2008): 4.3
- 5<sup>th</sup> Grade (2008-2009): 6.3

**OTHER NOTES REGARDING SCIENCE PROGRESS**

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.
- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

**GOAL 4:** Increase student achievement in social studies on an annual basis.

**PROGRESS:** The percentage of FAY students proficient in grades 3-5 in the “all students” category increased by 16.2 percent since the charter opened.

**Grades 3-5 ITBS FAY Collapsed Data Per Annum Social Studies Proficiency**  
**Scores for collapsed data is an approximate target based on individual grade level targets**

	2006-2007		2007-2008		2008-2009		2009-2010	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
<b>All Students</b>	71	40.8	75	44	102	57.8	93	57
<b>Female</b>	29	41.4	47	44.7	56	57.1	45	60
<b>Male</b>	42	40.5	28	42.9	46	58.7	48	54.2
<b>White</b>	46	50	58	46.6	65	67.7	44	70.5
<b>African American</b>	19	21.1	14	21.4	32	40.6	33	42.4
<b>Asian</b>	<10	50	0	0	0	NA	0	NA
<b>Hispanic</b>	<10	25	3	100	<10	40.0	10	40
<b>Low SES</b>	58	32.6	55	36.4	83	51.8	80	53.8
<b>Non-low SES</b>	13	61.5	20	65	19	84.2	13	76.9
<b>IEP</b>	12	33.3	10	60	17	41.2	23	39.1
<b>Non-IEP</b>	59	42.4	65	41.5	85	61.2	70	62.9

**OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS**

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

**GOAL 5:** Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

**PROGRESS:** See following chart for detailed scores on the Implementation Review.

- 13 out of 16 areas received a score of “3” which indicates most components for this are have been implemented with high quality last year and 6 of 16 received that score in 2009. All other scores were a “2” which indicates that many of the components have been implemented. The decline may be due to the fact that 5 of 12 classroom teachers were in their first year of teaching. Three of these teachers were new to the profession.

Other progress toward this goal:

- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.

- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.

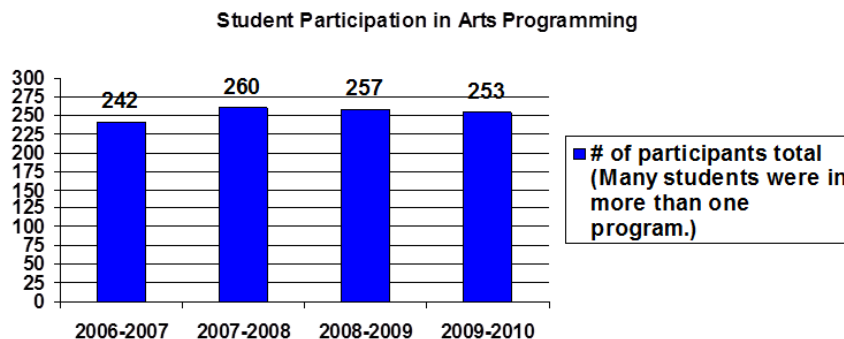
**EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT**

Scale: 0-4 (0=no implementation; 4=implementation at high level)

	School Score in 2006	School Score in 2007	School Score in 2008	School Score in 2009
<b>Learning Expectations</b>				
Compelling topics	3	3	3	2
Linked projects and products	2	3	3	2
Fieldwork, service, experts	2	2	3	2
Producing and presenting high quality student work	2	3	3	2
Frequency of learning expeditions	2	3	No longer on assessment	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment	No longer on assessment
<b>Active Pedagogy</b>				
Lesson design	2	3	3	2
Use of effective practices	2	3	3	2
Teaching reading through the disciplines	2	3	3	2
Teaching writing through the disciplines	2	3	3	2
Teaching literacy through the disciplines	3	3	No longer on assessment	No longer on assessment
<b>NEW 2008</b> Teaching inquiry-based math			2	2
<b>NEW 2008</b> Effective assessment practices			3	2
<b>School Culture and Character</b>				
Culture and character in the classroom	3	3	3	3
Fostering student character and creating school culture	3	3	3	3
Building a professional learning community	3	3	3	3
<b>Leadership and School Improvement</b>				
Leadership and school improvement	3	2	3	3
<b>Structures</b>				
School structures	3	3	2	3
<b>NEW 2008</b> Effective grading and reporting structures			2	3

**GOAL 6:** Increase student participation and positive perceptions regarding the visual and performing arts.

**PROGRESS:** The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.



#### **EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS**

- Partnerships with the Dubuque Colts Drum and Bugle Corp, The Dubuque Arts Center, St. Luke’s Church, and the Prudential Foundation have made these programs possible at no cost to the students or their families.
- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Each year as part of the 4<sup>th</sup> grade expedition on the human body, our students hosted a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last 3 years. Now the entire school district is invited to participate.
- Mud Puppies: Each year we offer an after-school program called Mud Puppies for experiences in working with clay and three-dimensional art. The classes were taped and shown on our local television channel. Projects completed in this class have won national competitions.
- Prescott PanrhythmiXs: This is the school’s steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events and were invited to perform at the National Expeditionary Learning Conference. Students who left Prescott and went to the middle school wanted to continue with a steel drum. We have now started a middle-school steel drum band call Pandemonium.

**GOAL 7:** Create a safer school environment.

**PROGRESS:** According to the *Expeditionary Learning Outward Bound Implementation Review* Prescott scored a 3 out of 4 in the following categories: Prescott scored a 3 out of 4 in the following categories: Culture and character in the classroom, fostering student character, creating school culture, and building a professional learning community.

**GOAL 8:** Increase parental involvement.

**PROGRESS:** This category remains stable.

**GOAL 9:** Increase the economic diversity of students who attend Prescott School.

**PROGRESS:** The number of students receiving free/reduced lunches decreased from 90.3 percent in 2006-2007 to 79.9 percent in 2007-2008. This is a decrease in 10.6 percent. During the 2009-2010 school year, there was an increase of 2.6 percent to 82.5 percent.

**GOAL 10:** Increase the attendance rate.

**PROGRESS:** This category remains stable.

**GOAL 11:** Increase community involvement and support for Prescott School.

**PROGRESS:** Prescott continues to develop strong partnerships with the surrounding community as illustrated by their arts programs

## **SUMMARY OF CHANGES FOR THE PRESCOTT CHARTER SCHOOL**

**General statement:** Prescott's demographics have changed over the course of the first four years of the charter school. There has been an increase in the percentage of students in each of the follow demographics:

- in poverty 80 percent-90 percent
- identified for special education 16 percent-26 percent
- diversity 29 percent-52 percent
- mobility 25 percent-36 percent

In addition, there has been a high mobility of staff at Prescott. Of the 31 current teachers at Prescott, only 6 teachers have been at Prescott for the full four years of charter implementation. Many factors have attributed to this:

- Some teachers transferred out of Prescott after the first year of implementation of the charter to return to a more traditional school.
- A new school opened in the district, drawing some staff.
- District budget cuts have caused staff reductions.
- Personal reasons

There have been teachers hired in the last two to three years who have selected the charter design and are building their leadership in and commitment to the charter design. This may decrease the mobility rate.

For the present:

- The preliminary data indicates a slight increase in almost all performance indicators.
- Prescott has implemented the charter school instructional design.



- The Charter School Advisory Council, The Dubuque Community School Board, and Prescott Staff have all voted in favor of continuing the instructional design.
- An additional section of kindergarten has been added because of the demands for enrollment into the school.
- There are waiting lists for the charter school in grades 1, 2, and 3. Kindergarten, 4<sup>th</sup>, and 5<sup>th</sup> are nearly full.

**STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL**

**SCHOOL/DISTRICT INFORMATION**

Storm Lake Community School District  
621 Tornado Dr.  
Storm Lake, IA 50588

Administrators: Paul Tedesco, Supt.  
Beau Ruleaux, Principal

**DESCRIPTION OF CHARTER**

The intent behind the Storm Lake/Iowa Central/Buena Vista Early College Charter High School was to create a “school within a school” that would increase the number of minority students that graduate from high school and continue their education, and to provide increased options for college credit offerings to all Storm Lake High School students.

**The Charter Snapshot**

**First Year of Charter:** 2005

**Charter Renewal:** Summer 2009 (1 year renewal)

**Students Enrolled in Charter:** 89 (2008-2009)

Charter 1: 52

Charter 2: 29

Charter 3: 3

**Total Percentage of All Drop-outs (7-12): 4.25 percent (2008 – 2009)**

**Financial Stability:** This district does not have a negative unspent authorized budget.

**Number of Teachers:** 3.255 (FTE)

**Qualifications:** All teachers hold Iowa licenses.

SLCSD contracts with outside agencies/colleges to provide career/technical education courses for a total of 2.25 FTE.

**Number of Administrators:** 0.1 (FTE)

**Qualifications:** Administrator holds an Iowa license.

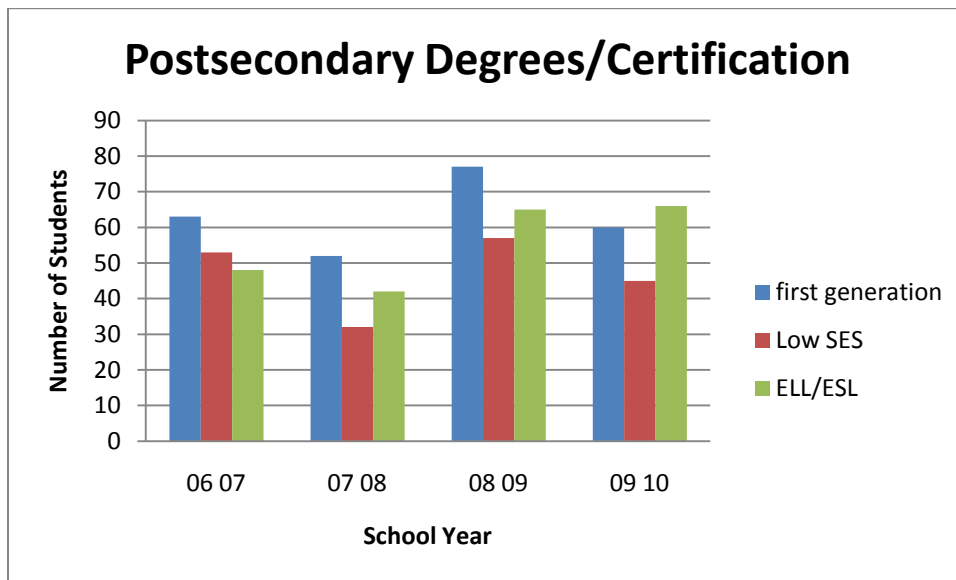
**Recent Supervisory Visit:** May 6, 2009

**Number of comments:** 6

**STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL  
GOALS AND PROGRESS**

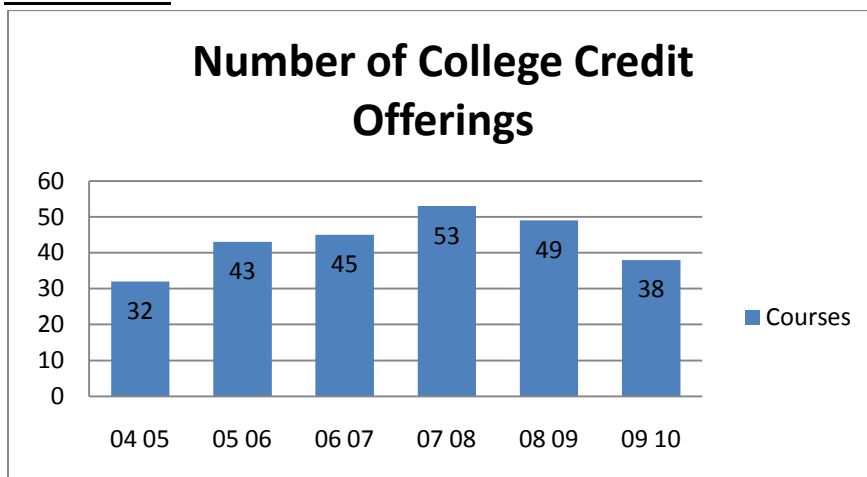
**GOAL 1:** Increase the number of first generation, low income, English Language Learners, and students of color attaining advanced postsecondary degrees and diplomas or two years of college credit.

**PROGRESS:** The numbers in the charter school have dropped from 89 to 84 students. The school district is seeing an increase in low SES students of all ethnicities, and it is anticipated that trend will continue.



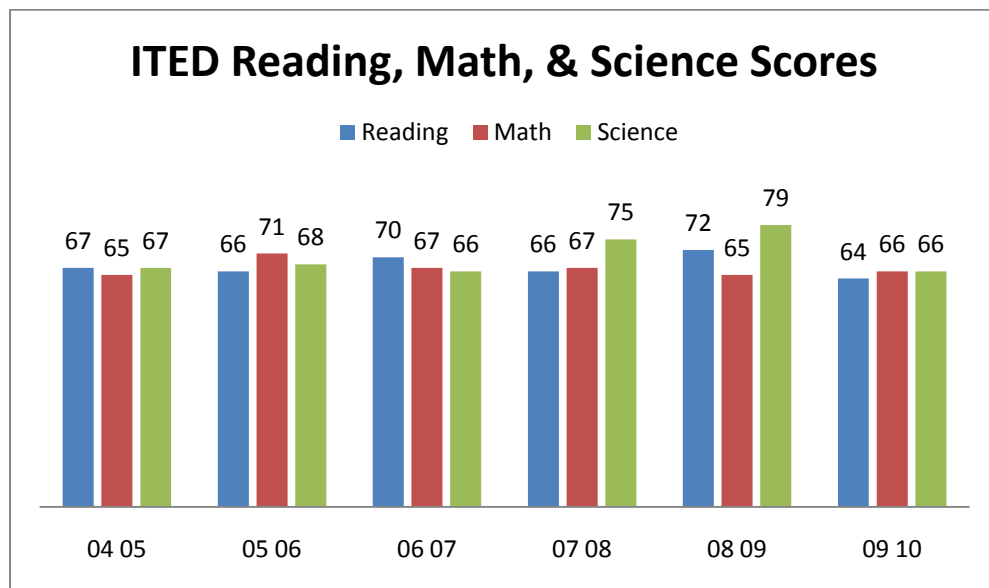
**GOAL 2:** Provide a more rigorous and relevant college/career preparation curriculum.

**PROGRESS:**



**GOAL 3:** Raise individual ITED scores in the areas of reading, mathematics, and science that will impact overall class performance.

**PROGRESS:** The following charts so school-wide results, as well as subgroup results from the Iowa Tests of Educational Development (ITED) for the areas of reading, mathematics, and science.



**GOAL 4:** Increase the number of dual credit offerings and PSEO opportunities for all students; specifically monitor increased participation and performance of subgroups.

**PROGRESS:**

Number of College Credits Earned <i>after</i> Four Years of High School				
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
102	788	1664	1894	3130
Number of College Credits Earned <i>during</i> Four Years of High School				
		1553*	1716*	2153

\*NOTE: Beginning with the Charter School class of 2007-2008, we began tracking the college credit earned during the traditional four years of high school as well as the credits earned after the traditional four years of high school. We recognize that many of our Charter High School students are making significant progress in their Charter Program of study while they enrolled strictly in the high school setting.

Number of Credits Earned	In Traditional High School	Outside of Traditional High School	Total
First Generation	1263	2059.5	3321.5
Low SES	1046	1553.5	2599.5
ELL	1892	2706.5	4598.5
Non-Caucasian	1898	2719.5	4617.5
Caucasian	255	410.5	665.5

**GOAL 5:** All students will have an individual learning plan that is overseen by Storm Lake High School and the Charter Administration.

**PROGRESS:**

COMPLETERS					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Program Completers*	0	<10	<10	39	22*
Charter credits**	0	<10	<10	18	36*

\*These students completed their program of study and earned their degree. \*\*These students will remain enrolled in college but beginning in 2010 will no longer be considered part of the Charter or some of these students are gainfully employed.

All students (100 percent) at Storm Lake High School are involved in annual planning conferences with high school guidance staff. The students (and families) meet with counselors to discuss their Four-Year Plan (Individual Learning Plan) and plan for an appropriate program of study. The Four-Year plan is extended out for Charter students to accommodate their charter program of study.

It has been determined that the Charter School students require continued support from guidance staff in implementing and progress monitoring the Four-Year Plan. A full-time guidance counselor was hired to work with Charter students at the beginning of the 2008-2009 school year. In 2008-2009, all Charter students completed an individualized plan of study, and attended one or more workshops/classes to learn how to be successful in the Charter School.

During the summer of 2010, the Iowa Department of Education met with administrators of the Storm Lake Charter High School to redefine the goals. The new goals and underlying objectives are as follows:

**Goal 1:** Increase the number of first generation, low-income, English Language Learner, non-Caucasian students attaining advanced post secondary certification or college credit.

**Data Points:**

1. Number of students attaining advanced post-secondary certification by first generation, low-income, English Language Learner, non-Caucasian.
2. Number of students attaining college credit by first generation, low-income, English Language Learner, non-Caucasian
3. Total number of students attaining post-secondary & college credit by first generation, low-income, English Language Learner, non-Caucasian

**Goal 2:** Provide a more rigorous and relevant college/career preparation curriculum by increasing the number of rigorous course offerings and increase the number of student enrolled in those courses.

**Data Points:**

1. Number of concurrent enrollment & PSEO course offerings
2. Number of students enrolled in those courses; percentage of grades 11-12 (in case high school enrollment declines over the next four years)

**Goal 3:** Increase the percent of students in grades 11 and 12 who are proficient in reading, mathematics, and science.

**Data Points:**

1. School-wide ITED results for 11<sup>th</sup> grade reading, math & science
2. Number and percent of students in grades 11 and 12 who are proficient in all three areas: reading, math, science (required of Senior Year Plus)
3. Number and percent of students in grades 11 and 12 who meet enrollment requirements of Senior Year Plus through alternate measures (ASSET and COMPASS)

**Goal 4:** Increase the number of college credits earned both *during* four years of high school and *after* four years of high school.

**Data Points:**

1. Number of college credits earned during traditional four years of high school by first generation, low-income, English Language Learner, non-Caucasian, Caucasian

2. Number of college credits earned after traditional four years of high school by first generation, low-income, English Language Learner, non-Caucasian, Caucasian

3. Total college credits earned by subgroups.

**Goal 5:** Charter students will complete an individual learning plan that is overseen by Storm Lake High School and the Charter Administration.

**Data Points:**

1. Number and percentage of Charter Students with an individual learning plan

2. Number and percentage of Charter Students who successfully complete individual learning plan

**Data sub-set:**

1. Disaggregate completed course grades (A, B, C, D, F, W) by course, program of study, gender, race/ethnicity, ELL, low income, and first generation

2. 1/3/5-year post-charter data to determine the number of students who are able to find meaningful employment in the career area they received training