



Iowa Department of Education

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

Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319

December, 2013

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th 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 ten (10) charter schools in Iowa. The 2006 legislative session lifted the charter school cap to twenty (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 2012-2013 school year, there were three public charter schools in the state of Iowa. Schools with public charter school status are:

1. Northeast Iowa Charter High School: West Central Community School District
2. Prescott Elementary Charter School: Dubuque Community School District
3. 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.

Charter	School District	Charter Status Year	Renewal Status	Next Charter Period	Next Renewal Year	Next Charter Period
Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed in 2008-2009	2009-2013	2012-2013	2013 - 2017
Prescott Elementary Charter School	Dubuque CSD	2006-2007	Renewed in 2009-2010	2010-2014	2013-2014	
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	Renewed in 2010	2010-2014	2013-2014	

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.
- Create different organization structures for continuous learner progress.
- Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

Iowa's public charter schools are guided by goals developed by Iowa's original charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, 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, non-religious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one (5-21) years.
- Are subject to and comply with Chapters 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 a 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 Chapters 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.

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals in accordance with Iowa Code 256F.10 (1) which states: *A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22.* Limited data are available for assessing success of charter schools in Iowa.

This report serves as an update on the progress of the three charter schools in Iowa in accordance with Iowa Code 256F.10 (2) which states: *Not later than December 1 annually, the*

state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education and describes self-reported progress each school has made towards its goals.

NORTHEAST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northeast Iowa Charter High School
305 Pember
Maynard, IA 50655

West Central Community School District
Administrator: Stuart Fuhs, Superintendent/High School Principal

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 11th through 12th 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, 2012-2013

Students Enrolled in Charter: 50 (2012-2013)

Fifty of Fifty One (50/51) seniors and juniors were enrolled in the charter in 2012-13, for a 98 percent participation rate. They took a total of 513 college credits, an average of 10.26 credits were taken by all juniors and seniors in the charter for 2012-13.

Senior demographics:

Total N: 23 (23 of 23 graduating senior in 2013 took charter classes for 100 percent participation)

Males 9; Females 14

Low SES: <10 (<10 took Charter classes)

IEP: <10 (<10 took Charter classes)

Minority: 0

Junior demographics:

Total N: 28 (27 of 28 took charter classes for 96.4 percent participation)

Males 16; Females 12

Low SES: <10 (<10 took Charter classes)

IEP: <10 (<10 took Charter classes)

Minorities: 0

Total Percentage of All Drop-outs (7-12) for West Central School District: 2 out of 112 (1.8 percent)

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

NORTHEAST IOWA CHARTER HIGH SCHOOL GOALS AND PROGRESS

GOAL 1: Increase the percent of graduates who complete post-secondary training from West Central Community School District.

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

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

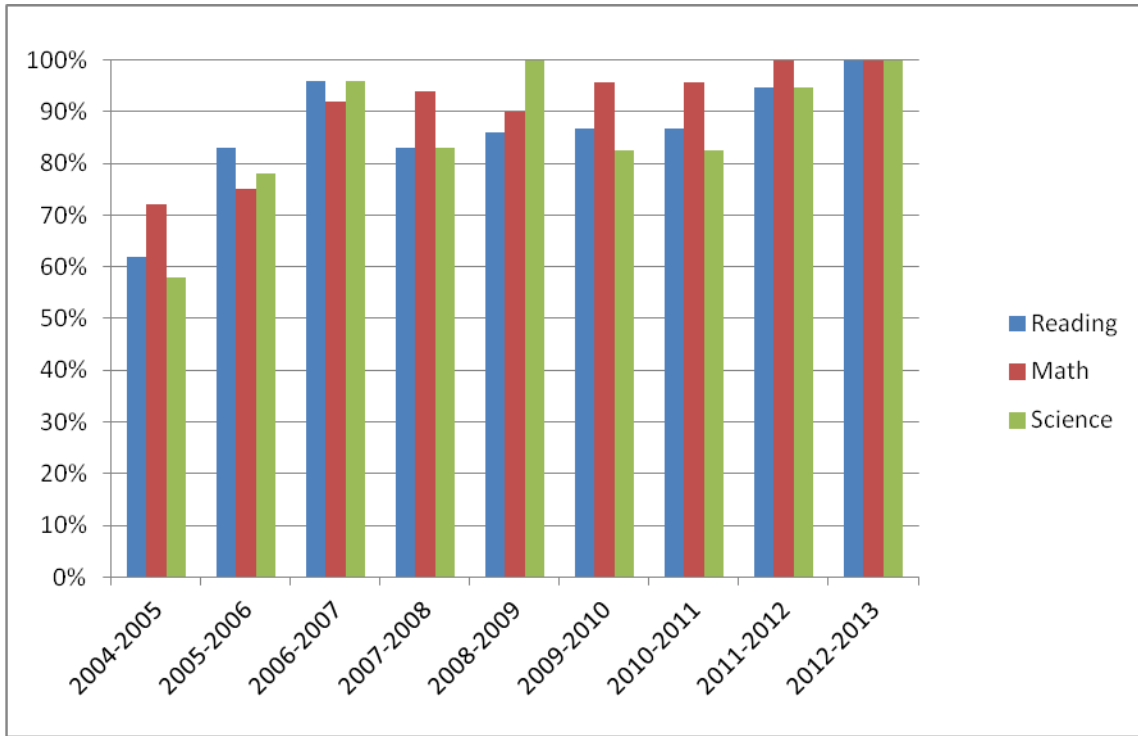
<p>Senior Class 2010: 23 graduates</p> <ul style="list-style-type: none"> • 22 took college courses • 5 earned 5 or more credits • 3 earned 15 hours credits or more • 3 seniors earned 30 hours credit or more 	<p>Senior Class 2011: 23 graduates</p> <ul style="list-style-type: none"> • 15 totaled 348 credits • 5 earned over 6 credits • 2 earned over 20 credits • 5 earned over 30 credits • 2 earned over 50 credits
<p>Senior Class 2012: 26 graduates</p> <ul style="list-style-type: none"> • 23 of 26 took 469 credits • 16 earned 15 hours of credit or more • 7 earned 30 hours of credit or more • 1 earned more than 40 hours of credit 	<p>Senior Class 2013: 23 graduates</p> <ul style="list-style-type: none"> • 22 totaled 715 credits • 7 earned 15 hours of credit or more • 6 earned 30 hours of credit or more • 7 earned 40 hours of credit or more • 2 earned over 50 credits

GOAL 2: Continue to raise Iowa Assessment proficiencies for 11 grade students in reading, mathematics, and science.

PROGRESS: Iowa Assessment scores for 11 grade charter students increased in science, mathematics and reading.

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

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Reading	62%	83%	96%	83%	86%	86.8%	86.8%	94.6%	100%
Math	72%	75%	92%	94%	90%	95.6%	95.6%	100%	100%
Science	58%	78%	96%	83%	100%	82.5%	82.5%	94.6%	100%



GOAL 3: Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

- **Graduation rate for charter school students is 100 percent since inception in 2005.**

PROGRESS:

11th Grade- Iowa Assessment Proficiencies for 2012-2013:

	<u>All Student</u>	<u>Low SES</u>	<u>IEP</u>
Reading	100	100	100
Math	100	100	100
Science	100	100	100

Total Senior Students Earning College Credits compared to Low SES and IEP Senior Students

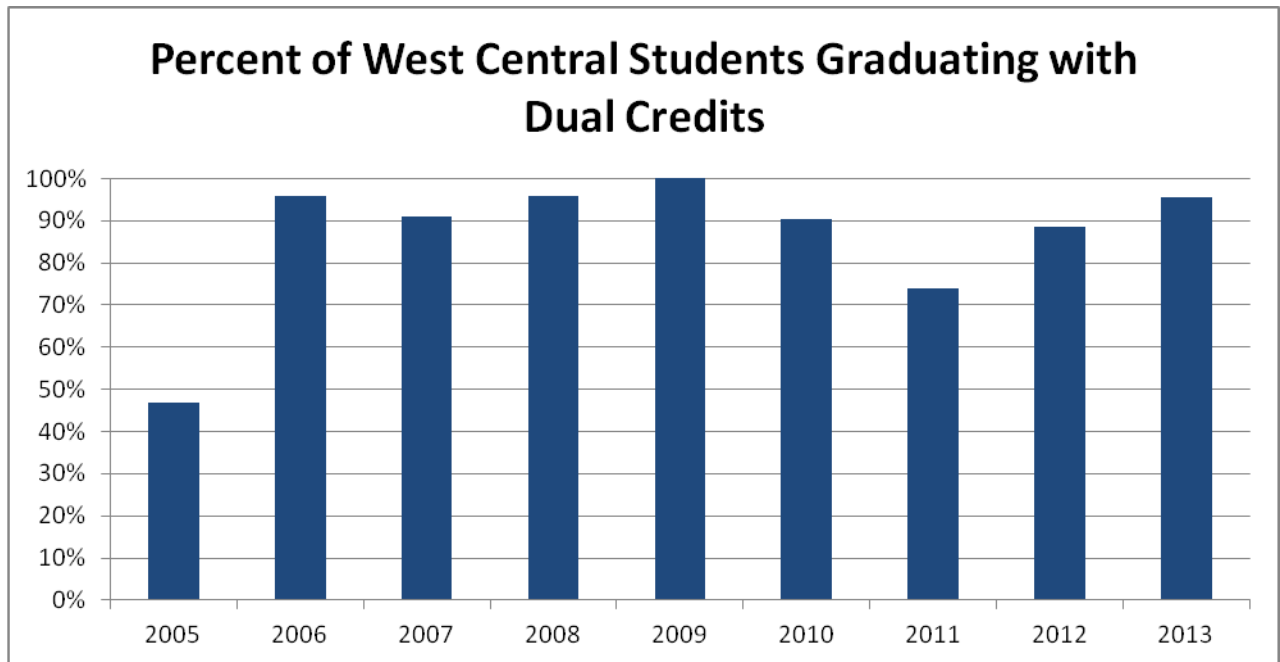
	2007-08	2008-09	2009-10	2010-2011	2011-2012	2012-2013
All Seniors	30 of 33	22 of 22	22 of 23	15 of 23	23 of 26	22 of 23
Low SES	< 10	< 10	< 10	< 10	< 10	< 10
IEP	< 10	< 10	< 10	< 10	< 10	< 10

GOAL 4: 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 more than 88.5 percent in 2011-2012. 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.

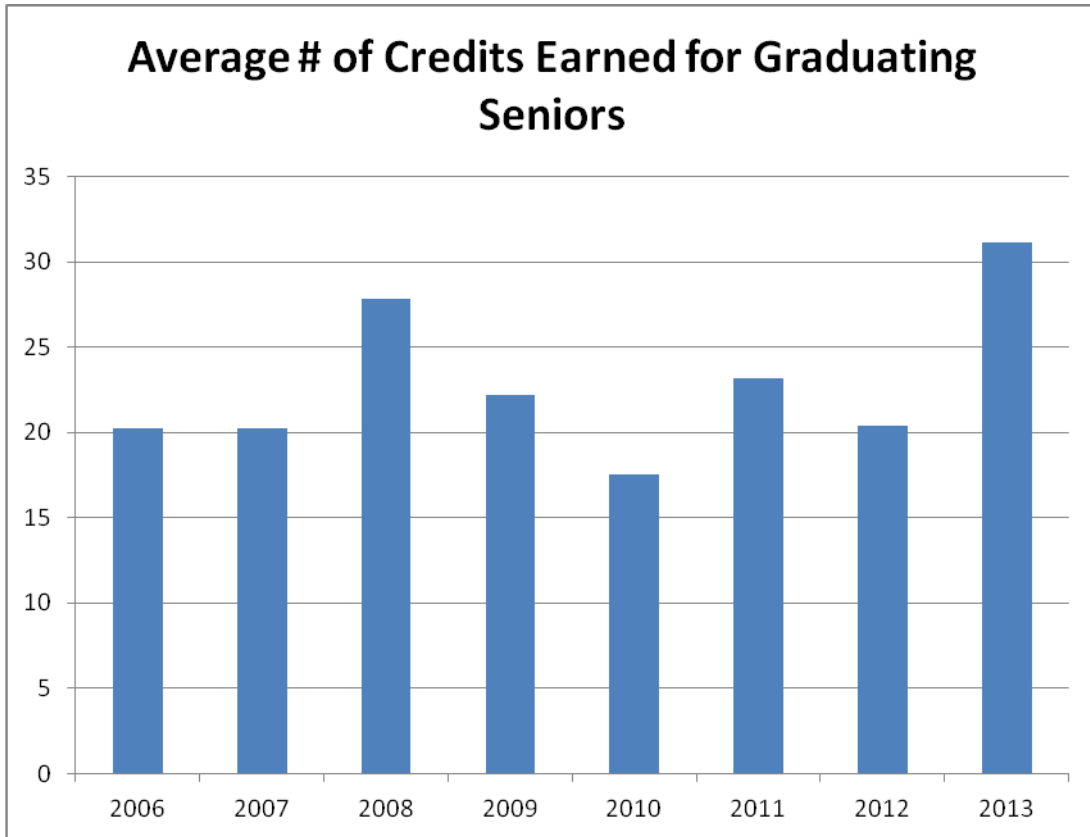
Northeast Iowa Charter High School: Students Graduating with Dual Concentration

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
All Seniors	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%	15 of 23 73.9%	23 of 26 88.5%	22 of 23 95.6%
Low SES	< 10	< 10	< 10	< 10	< 10	< 10	< 10	<10	<10
IEP	< 10	< 10	< 10	< 10	< 10	< 10	< 10	<10	<10



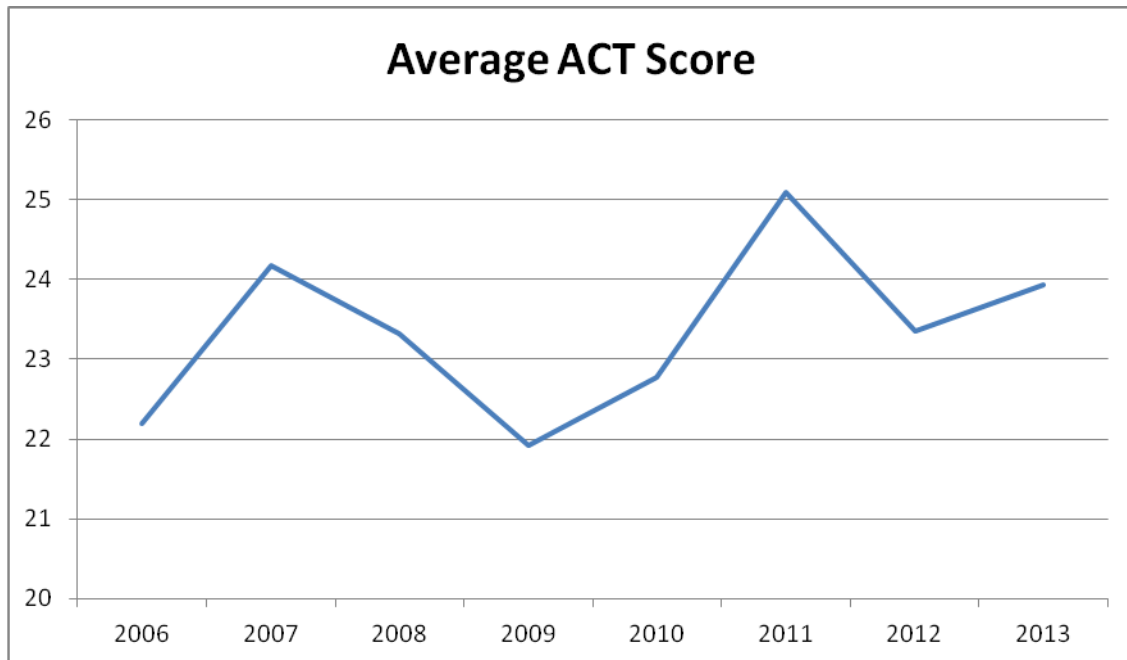
Total Charter Credits earned/ student average # of credits earned: 5 year charter trend-line data

	2005-06 Cr./Student Aver. # Cr	2006-07 Cr./Student Aver. # Cr	2007-08 Cr./Student Aver. # Cr	2008-09 Cr./Student Aver. # Cr	2009-10 Cr./Student Aver. # Cr	2010-2011 Cr./Student Aver. # Cr	2011-2012 Cr./Student Aver. # Cr	2012-2013 Cr./Student 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	348/23 23.2 Cr	469/23 20.4 Cr	715/23 31.1

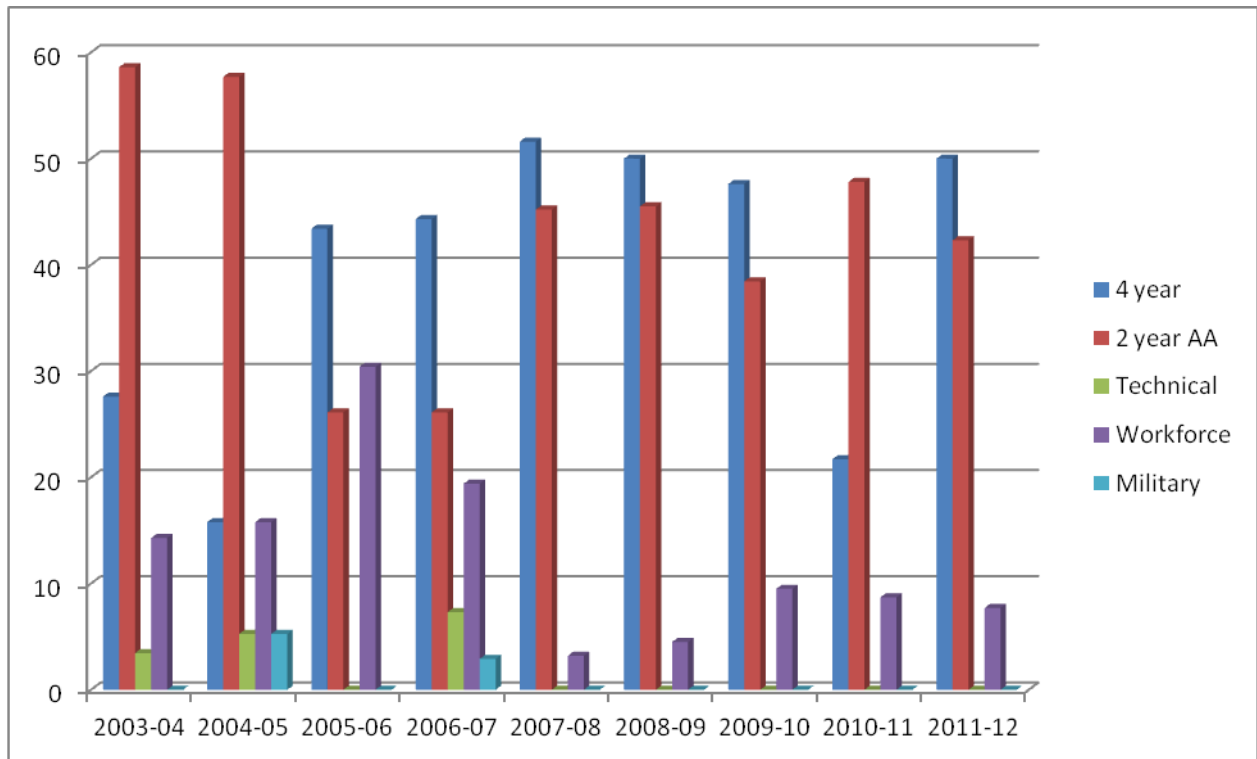


ACT DATA: A total of 15 seniors, or 65 percent of the class of 2013, has taken the ACT for a class total average of 23.93. 14 out of 15 seniors taking the ACT, or 93.3 percent, scored at or above the cut-score of 20, which is the cut-score used to indicate probable success in college. 14 of the 15 were above the national average score of 21 and 9 of the 15 were above the state average score of 22.

	2006	2007	2008	2009	2010	2011	2012	2013
ACT Participation Rate	10 of 23 43.47%	16 of 39 44.44%	19 of 31 61.29%	12 of 22 54.54%	9 of 21 52.38%	8 of 23 34.8%	14 of 26 53.8%	15 of 23 65%
Average ACT Score	22.20	24.18	23.32	21.92	22.77	25.1	23.36	23.93



Post-Secondary Graduation Intentions with Two Years of Pre-Charter Data (Percentage)									
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
4 year	27.6	15.78	43.4	44.3	51.6	50	47.6	21.7	50
2 year AA	58.6	57.7	26.1	26.1	45.2	45.5	38.44	47.8	42.3
Technical	3.45	5.26	0	7.3	0	0	0	0	0
Workforce	14.28	15.78	30.4	19.4	3.2	4.5	9.5	8.7	7.7
Military	0	5.26	0	2.9	0	0	0	0	0



Is the charter school an effective, viable organization with effective leadership?

The charter school has impacted almost all the students who attend the West Central School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The advisory board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

What role has the advisory council played in the school?

The advisory council reviews all the data and helps give direction to the charter. In the spring of 2011, the council made recommendations to organize nights where all the stakeholders (college staff, parents, students) could meet and discuss offerings. The results of those meetings saw a spike in interest and increased involvement by the students.

Are parents, students, teachers and other stakeholders satisfied? How is information and input gathered from parents?

We receive constant feedback from our many stakeholders as to their satisfaction with the charter. Our students are asked to evaluate the college courses they take and their instructors. We are made aware of the results. The deans at the college attend our advisory council meetings and provide feedback. Our parents are required to review course selections and must give their approval.

We survey graduates at one-year and five-years and have received very positive comments on the opportunities made available through the charter. Most comment on how great the opportunity was to take courses on campus and at West Central. The experience they gained has helped them immensely in their postsecondary choices. Our parents participated in a school climate survey in 2011 and were very positive about the educational opportunities made available to their children. Their support for the charter school is overwhelming.

Is the school financially sound?

The Northeast Iowa Charter High School is fully funded to meet the needs of its students. The West Central School District does not have a negative unspent authorized budget.

CHARTER				
				SOLVENCY
FISCAL YEAR END	REVENUE	EXPENDITURES	UNSPENT BALANCE	RATIO
2012		\$ 75,936.93	\$ 609,586.86	16.6%
2011		\$ 68,450.16	\$ 702,197.11	21.1%
2010		\$ 47,362.51	\$ 833,398.93	26.0%
2009		\$ 64,189.85	\$ 975,982.93	32.3%
2008	\$ 5,079.27	\$ 143,295.59	\$ 751,103.22	24.5%
2007	\$ 175,000.00	\$ 175,000.00	\$ 703,982.00	23.4%
2006	\$ 225,000.00	\$ 225,000.00	\$ 512,427.53	
	\$ 405,079.27	\$ 799,235.04		

The charter school has the full support of the school board, community, and parents. The school board is determined to keep the solvency ratio of the school district positive.

Describe the successes and challenges the charter school has experienced since its inception? What impact have these had on the charter school and its future?

Some might point to the six students that were able to obtain their Associated of Arts (AA) degree by the summer they had graduated from high school as our biggest achievement. But the success of a special education student, who neither parent had ever taken a college course, is our brightest moment.

As a senior with just elective credits remaining to graduate from high school, we were able to help get her on her way to a career in Early Childhood Education. We took her to campus and met with the program coordinator and helped her register for sixteen college credits. We transported her to campus and she made the dean’s list that spring. She completed her diploma program the following year and her AA degree the following year. Today she is employed as a preschool teacher something she always dreamed about.

The biggest challenge has been the coordination between the many course offerings and delivery systems available to our students. Our students have opportunities to take college

courses on the Calmar campus of Northeast Iowa Community College (NICC), in the Regional Academy of Science and Math (RAMS) in Oelwein, at West Central High School where classes can be face-to-face or on the ICN and through online offerings that might be a hybrid, synchronized or the traditional online format.

The future looks very bright for the Northeast Iowa Charter. Members of the class of 2014 have positioned themselves to take full advantage of the charter options as students will be pursuing college course work in Automotive Technology, Criminal Justice, Cosmetology, Dairy Science, Industrial Electrician, and Agriculture – Forestry. These students will be attending classes in Calmar and well on their way to a brighter future. We also will continue to have students working to meet graduation requirements associated with AA and Bachelor of Arts (BA) degrees.

Some qualitative data:

*As a result of the Charter School, more students are transferring to higher education with more college credits than ever before.

*Students are taking a more rigorous course load earlier in their high school career than prior to entering the charter for flexibility in their schedules for their junior and senior year. Most take seven or more classes per semester

*Students with IEP's and who are Low SES have had an increased opportunity for participation in college. Both are finding success at the college level as a result of the charter participation.

*All interviewees, including charter and non-charter students, high school and college faculty, and advisory members feel the charter is good for students, families, and the West Central School District. Numerous individuals referenced the support of the school board and administration for their commitment to maintaining the charter.

*The Charter Advisory Committee has a good understanding of the requirements of the charter, the responsibilities of the advisory committee to the charter, and a high degree of confidence in the leadership and administration at both NICC and West Central. The group operates independently from the school Board of Directors; the superintendent is responsible for communicating between the advisory committee and Board of Directors.

PRESCOTT ELEMENTARY CHARTER SCHOOL

SCHOOL / DISTRICT INFORMATION:

Prescott Elementary Charter School
1151 White Street
Dubuque, IA 52001

Administrator: Chris McCarron, Principal

Superintendent Stan Rheingans
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:

276, Preschool-5th grade

PS: 43	3 rd grade: 41
K: 39	4 th grade: 40
1 st grade: 34	5 th grade: 38
2 nd grade: 51	

Subgroups and numbers in each category:

- Race- 49 percent
- Socio-economic status – 87 percent
- IEP- 32 percent

- Gender- 54 percent Male; 46 percent Female
- ELL -12 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: Thirty-two full-time employees (33 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: One full-time employee (1 FTE)

Qualifications: Administrator holds an Iowa license.

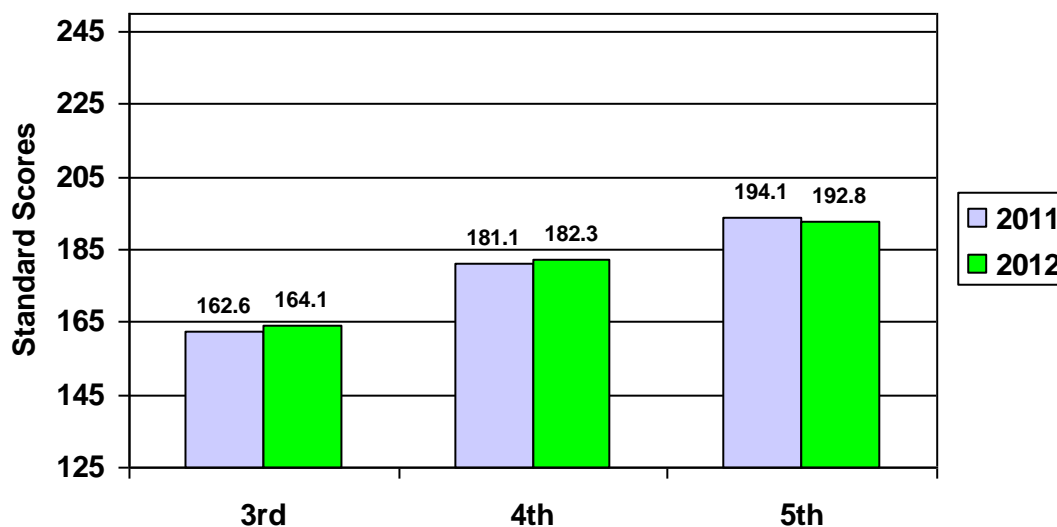
PRESCOTT ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

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: We continue to make slow, steady progress in the area of reading. Both ITP and MAP provide evidence of this growth. Please see the chart below.

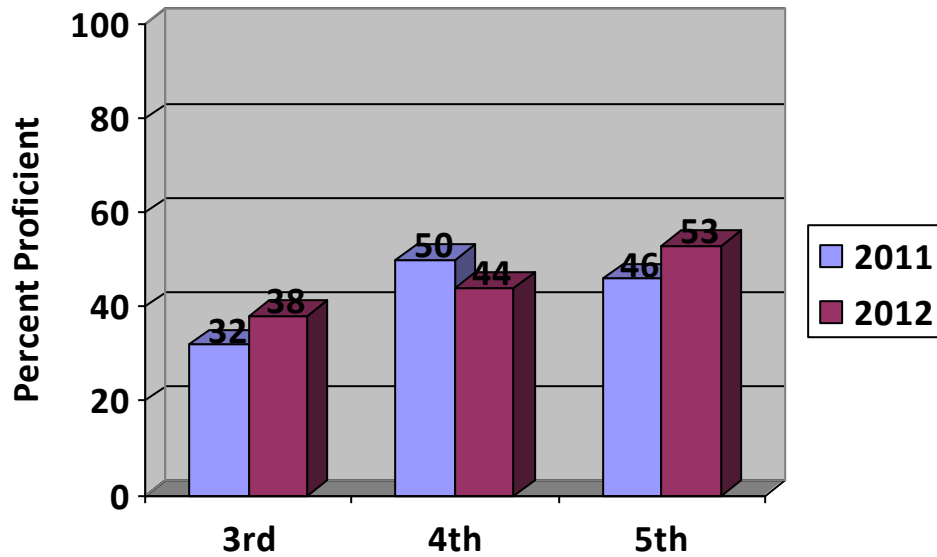
In the school year of 2011-2012, the Iowa Test of Basic Skills (ITBS) test was renormed and renamed to become the Iowa Test of Progress (ITP). When this occurred, we no longer could compare the two tests. A new baseline year was established using the ITP scores.

ITP National Standard Scores for Reading 2011 and 2012



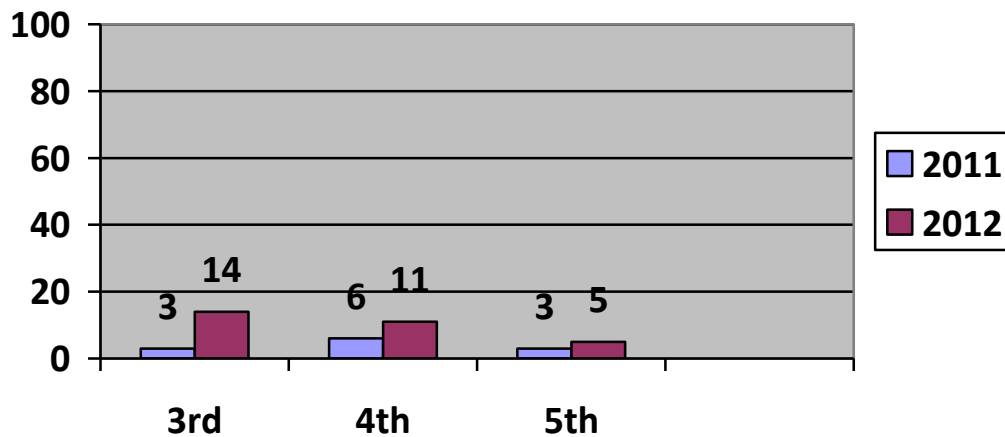
In 3rd and 4th grade, the standard score increased from last year. The 5th grade had a slight decline.

Percentage of Prescott Students Identified as Proficient in Reading on ITP



We had an increase in the percentage of students who scored in the proficient range in 3rd and 5th grades, but had a decline in 4th grade.

Percentage of Students with Advanced Scores in Reading



We are not only monitoring the percentage of students who are proficient, but we are also identifying the percentage of students who are identified in the advance range to assure we are also meeting the needs of these students. We have had an increase in the percentage of students scoring “Advanced” for all three grade levels.

Historical Data of ITBS for Reading Comprehension

Grades 3-5 ITBS Full Academic Year Collapsed Data Per Annum Reading Proficiency Scores for collapsed data is an approximate target based on individual grade level targets

Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Reading Comprehension	Fall, 2006			Fall, 2007			Fall 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68.6%*			75.5%*			75.5%*			75.5%*			81.6%*		
All Students	99	71	50.7	120	75	58.7	117	102	53.9	122	93	48.4	110	91	54.9
Female	43	29	72.4	68	47	59.6	63	56	57.1	59	45	53.3	45	36	63.9
Male	56	42	35.7	52	28	57.1	54	46	50	63	48	43.8	65	55	49.1
White	60	46	58.7	76	58	67.2	68	65	64.6	48	44	59.1	47	42	64.3
African American	31	19	36.8	34	14	28.6	41	32	34.4	53	33	33.3	35	30	40
Asian	2	2	50	0	0	N/A	0	0	NA	1	0	NA	1	1	100
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	33.3	8	5	40	12	10	30	11	8	37.5
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	83.3	9	9	77.8
Low SES	81	58	46.6	96	55	50.9	98	83	49.4	109	80	43.8	95	76	51.3
Non-low SES	18	13	69.2	24	20	80	19	19	73.7	13	13	76.9	15	15	73.3
IEP	14	12	25	21	10	60	20	17	47.1	30	23	26.1	40	35	28.6
Non-IEP	85	59	55.9	99	65	58.5	97	85	55.3	92	70	55.7	70	56	71.4

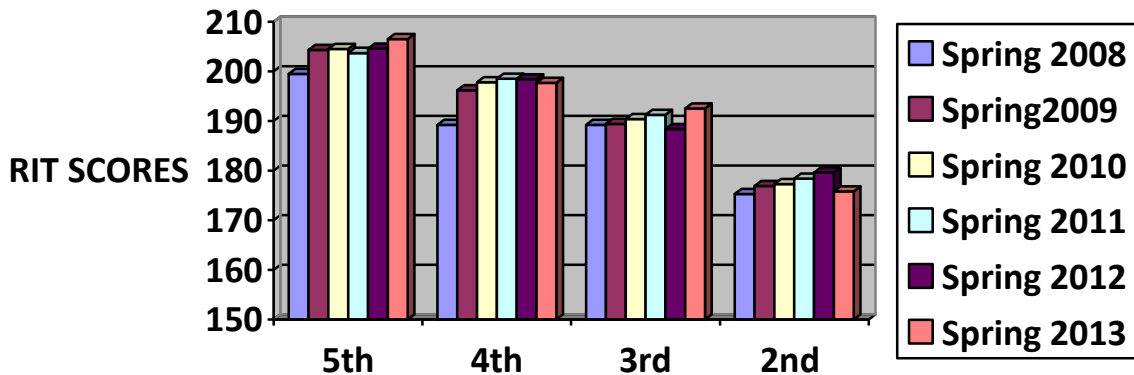
Report of Annual Yearly Progress on ITBS for READING

APY Students ONLY	2011-2012	2012-2013	
All Students	Missed AYP	(DATA NOT YET AVAILABLE)	
Low SES	Missed AYP		
Special Ed (IEP)	Missed AYP		
ELL	<30		
African American	<30		
Asian	<30		
Hispanic	<30		
White	Missed AYP		
Pacific Islander	< 30		
Multi-Racial	<30		

HISTORICAL DATA FROM ITBS

APY Students ONLY	2008-2009	2009-2010	2010-2011
All Students	Missed AYP	Missed AYP	Met AYP- Safe Harbor
Low SES	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Special Ed (IEP)	< 30	< 30	Missed AYP
ELL	<30	<30	<30
African American	Missed AYP	Missed AYP	Met AYP – Safe Harbor
Asian	<30	<30	<30
Hispanic	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Pacific Islander	< 30	< 30	<30
Multi-Racial	<30	<30	<30

Prescott School Measures of Academic Progress MAP RIT SCORES- Reading



SUMMARY OF THE MAP TEST

The average of the 5th and 3rd grade reading test was the highest it has been since 2008. Fourth grade has remained relatively stable. There was a decline in the 2nd grade scores this year.

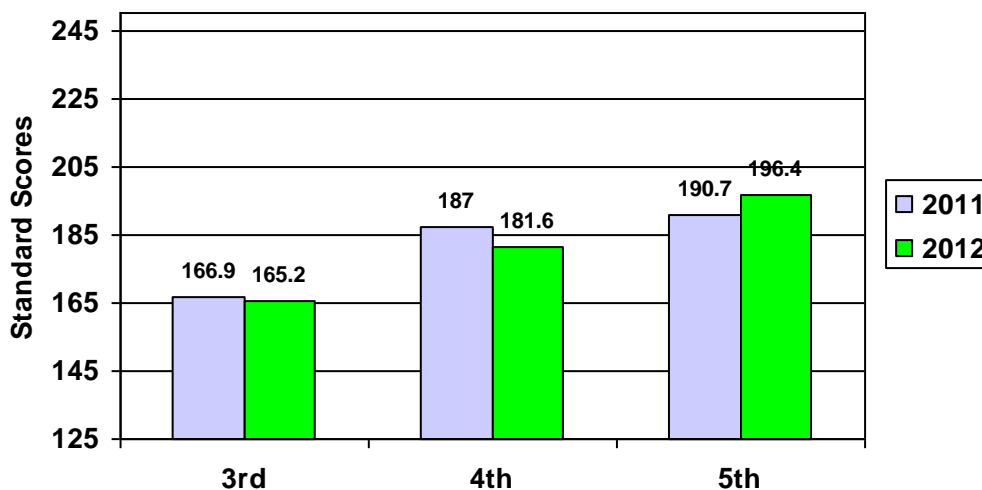
OTHER NOTES REGARDING READING PROGRESS

- 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.
- Staff had professional development in and delivered more explicit comprehension instruction during guided reading.
- 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.
- We created a new literacy framework for our school that aligned with the Iowa Core and is more rigorous to meet the demands of the core.
- The workshop model was used for both reading and math 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: We continue to make slow and steady progress in math. Although there was a slight decline on the ITP assessment in 3rd and 4th, there was an increase in 5th. The Measures of Academic Program (MAP) indicates a stronger growth in the area of math.

ITP National Standard Scores for Math 2011 and 2012



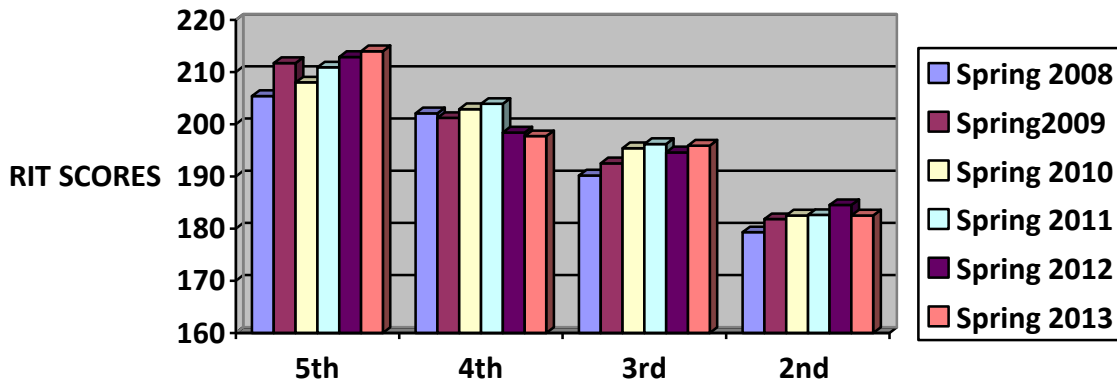
Report of Annual Yearly Progress on ITBS for MATH

APY Students ONLY	2011-2012	2012-2013	
All Students	Missed AYP	(DATA NOT YET AVAILABLE)	
Low SES	Missed AYP	↓	
Special Ed (IEP)	Missed AYP		
ELL	<30		
African American	Missed AYP		
Asian	<30		
Hispanic	<30		
White	Missed AYP		
Pacific Islander	< 30		
Multi-Racial	<30		

HISTORICAL DATA FROM ITBS

APY Students ONLY	2008-2009	2009-2010	2010-2011
All Students	Missed AYP	Met AYP – Safe Harbor	Met AYP- Safe Harbor
Low SES	Missed AYP	Met AYP – Safe Harbor	Met AYP-Safe Harbor
Special Ed (IEP)	< 30	< 30	Met AYP – Safe Harbor
ELL	<30	<30	<30
African American	Missed AYP	Met AYP – Safe Harbor	Missed AYP
Asian	<30	<30	<30
Hispanic	<30	<30	<30
White	Missed AYP	Missed AYP	Met AYP-Safe Harbor
Pacific Islander	< 30	< 30	<30
Multi-Racial	<30	<30	<30

Prescott School Measures of Academic Progress MAP RIT SCORES- Math



SUMMARY OF THE MAP TEST

In both 5th grade and 3rd grade, we had the highest MAP scores in math that we have ever had. Fourth grade was pretty consistent with last year and our 2nd grade scores showed a decline.

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 Cognitively Guided Math Instruction (CGI). We have completed the first half of the year three math training.
- Our professional development in CGI had a strong emphasis on reviewing student work and collaboration in planning for instruction among teachers.

HISTORICAL ITBS DATA

ITBS- EXAMINATION OF THE SUBGROUPS Prescott MATH Grades 3-4-5 ITBS Collapsed Data Per Annum Created: 2010-2011

It is important to note that the Alternative Assessment Scores are NOT included in this analysis of ITBS.
The 7 students who took the AA in reading all scored as advanced.

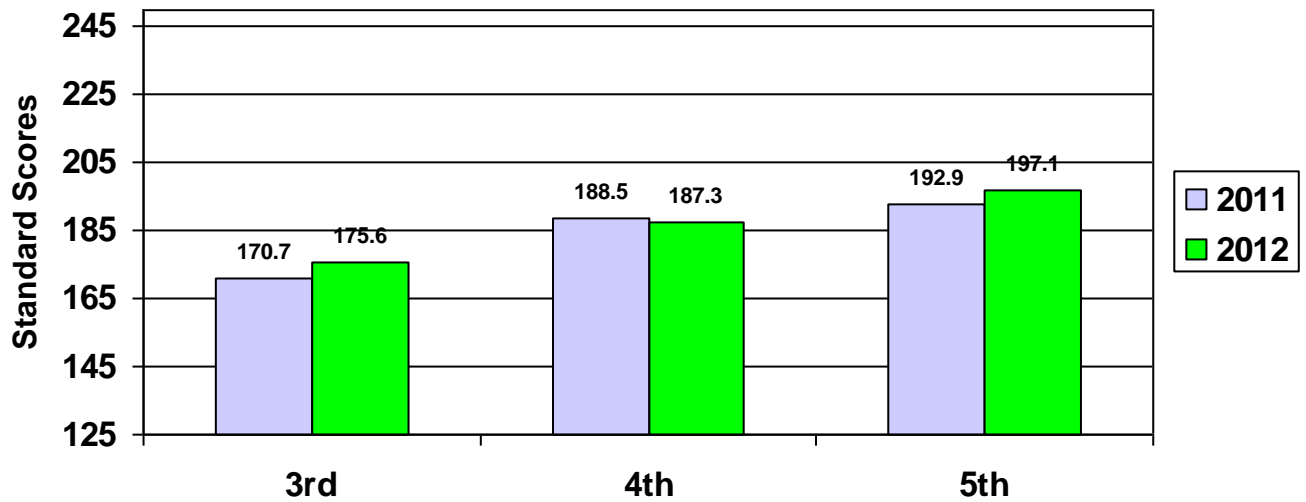
Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Math Total	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	68%*			75.1%*			75.1%*			75.1%*			81.3%*		
All Students	99	71	43.7	119	74	50	117	102	45.1	122	93	53.8	108	89	58.4
Female	43	29	44.8	67	46	43.5	63	56	37.5	59	45	55.6	44	35	60
Male	56	42	42.9	52	28	60.7	54	46	54.3	63	48	52.1	64	54	57.4
White	60	46	58.7	75	57	54.4	68	65	63.1	48	44	61.4	45	40	70
African American	31	19	21.1	34	14	28.6	41	32	9.4	53	33	42.4	35	30	40
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	0%	10	3	66.7	8	5	40	12	10	60	11	8	50
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	50	9	9	88.9
Low SES	81	58	39.7	95	54	44.4	98	83	41	109	80	50	94	75	56
Non-low SES	18	13	61.5	24	20	65	19	19	63.2	13	13	76.9	14	14	71.4
IEP	14	12	25	21	10	50	20	17	41.2	30	23	30.4	38	33	39.4
Non-IEP	85	59	47.5	98	64	50	97	85	45.9	92	70	61.4	70	56	69.6

* NCLB Target Score for collapsed data is an approximate target based on individual grade level targets

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. The ITP replaced the ITBS in 2011. Because of that renorming, we have started a new baseline for comparison.

PROGRESS: We continue to make steady growth in science. The ITP scores provide evidence of this growth.

ITP Science 2012



HISTORICAL ITBS DATA

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

Annual Full Academic Year (FAY) Proficiency by Subgroup															
	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient	# of students tested	# FAY students	% of FAY students proficient
Science	Fall, 2006			Fall, 2007			Fall, 2008			Fall, 2009			Fall, 2010		
NCLB Target Score	Not Established			Not Established			Not Established			Not Established			Not Established		
All Students	99	71	43.7	117	73	52.1	117	102	49	122	93	59.1	110	91	69.2
Female	43	29	51.7	67	46	54.3	63	56	48.2	59	45	57.8	45	36	69.4
Male	56	42	38.1	50	27	48.1	54	56	50	63	48	60.4	65	55	69.1
White	60	46	58.7	74	56	55.4	68	65	64.6	48	44	63.6	47	42	81
African American	31	19	15.8	33	14	28.6	41	32	21.9	53	33	57.6	35	30	60
Asian	2	2	0%	0	0	N/A	0	0	NA	1	0	NA	1	1	0%
Native American	0	0	N/A	0	0	N/A	0	0	NA	0	0	NA	0	0	NA
Hispanic	6	4	25	10	3	100	8	5	20	12	10	40	11	8	37.5
Pacific Islander										1	0	NA	7	1	0%
Other										7	6	66.7	9	9	88.9
Low SES	81	58	36.2	93	53	45.3	98	83	42.2	109	80	58.8	95	76	65.8
Non-low SES	18	13	76.9	24	20	70	19	19	78.9	13	13	61.5	15	15	86.7
IEP	14	12	50	20	10	70	20	17	41.2	30	23	47.8	40	35	54.3
Non IEP	85	59	42.4	97	63	49.2	97	85	50.6	92	70	62.9	70	56	78.6

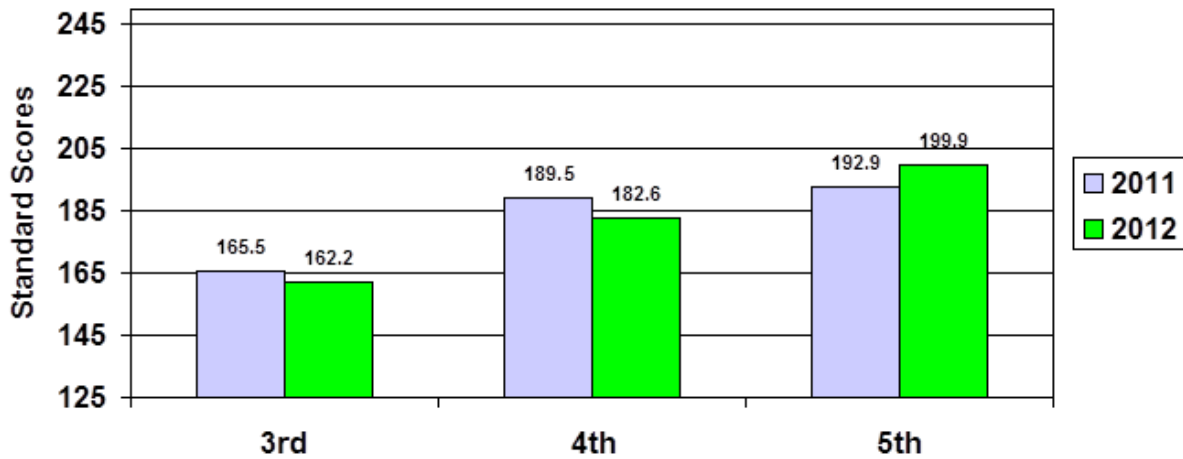
OTHER NOTES REGARDING SCIENCE AND SOCIAL STUDIES PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- Every Child Read (ECR) reading strategies were taught within the content area of science and social studies.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.
- A year-long vertical and horizontal curriculum map was created for Pk-5.
- 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 and social studies to the real world around them.
- 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.
- The arts were integrated into all expeditions.

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 has shown a slight decrease this year. Although this year’s scores are 12.9% higher than the start of the charter, the decline for the past two years warrants a renewed focus on the content area.

ITP Social Studies 2012



HISTORICAL ITBS DATA

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

Social Studies	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# 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	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8	93	57	110	53.7
Female	29	41.4	47	44.7	56	57.1	45	60	45	
Male	42	40.5	28	42.9	46	58.7	48	54.2	65	
White	46	50	58	46.6	65	67.7	44	70.5	47	63.8
African American	19	21.1	14	21.4	32	40.6	33	42.4	35	45.7
Asian	2	50	0	0	0	NA	0	NA	1	0
Native American	0	NA	0	NA	0	NA	0	NA	0	NA
Hispanic	4	25	3	100	5	40.0	10	40	11	45.4
Pacific Islander							1	0	7	42.8
Other									9	66.6
Low SES	58	32.6	55	36.4	83	51.8	80	53.8	95	43.5
Non-low SES	13	61.5	20	65	19	84.2	13	76.9	15	56.4
IEP	12	33.3	10	60	17	41.2	23	39.1	40	37.5
Non-IEP	59	42.4	65	41.5	85	61.2	70	62.9	70	78.5

OTHER NOTES REGARDING SCIENCE AND SOCIAL STUDIES PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- ECR reading strategies were taught within the content area of science and social studies.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.
- A year -long vertical and horizontal curriculum map was created for PK-5.
- 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 and social studies to the real world around them.
- 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.
- The arts were integrated into all expeditions.

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

PROGRESS: We have deepened the implementation of Expeditionary Learning by creating a PK-5 expedition curriculum map that aligns with the Iowa Core and provides both a horizontal articulation and a vertical continuum. We have increased the opportunities that teachers have to observe each other, provide feedback to each other and collaboratively plan. The reflections completed at the end of an observation indicated strong implementation of the EL components.

A new Expeditionary Learning Implementation Review was created. It is an online review. All staff and school leadership in addition to our contracted Expeditionary Learning Designer assigned to our school participated in the review. The results are compiled by Expeditionary Learning. *WE DO NOT HAVE THE RESULTS OF THE REVIEW AT THIS TIME*

The review rates each of the following areas between 1 and 5. 1 is initial implementation and 5 is exemplary implementation.

- Mapping skills and content
- Case studies
- High quality work
- Projects and products
- Guiding questions
- Learning expeditions
- Fieldwork, experts, and service learning
- College and career readiness
- Global skills and knowledge

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.

HISTORICAL IMPLEMENTATION DATA

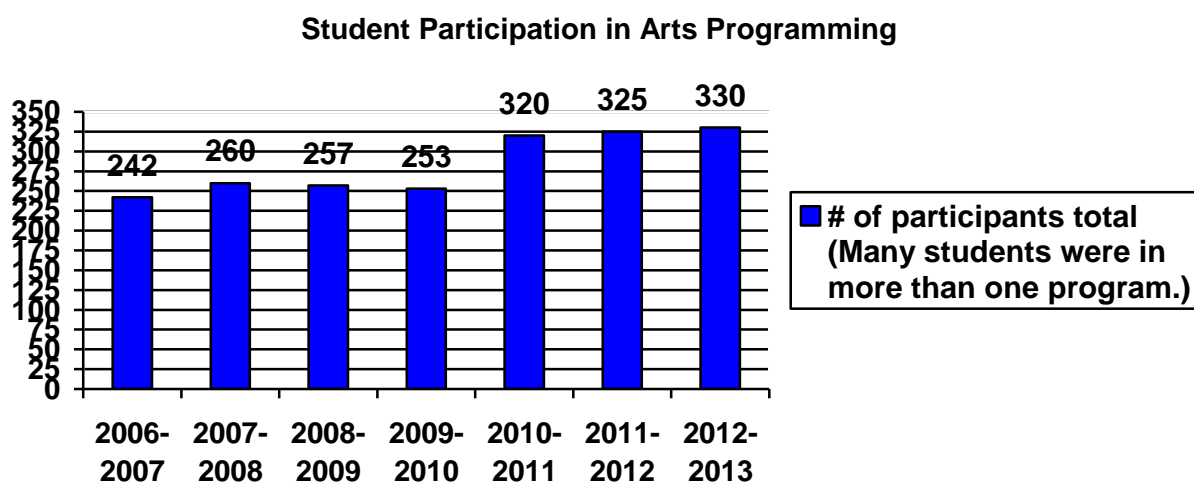
EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT				
Scale: 0-4 (0=no implementation; 4=implementation at high level)				
	School Score in 2006	School Score in 2007	School Score in 2008	School Score in 2009
Learning Expectations				
Compelling topics	3	3	3	2
Linked projects and products	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
Active Pedagogy				
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
NEW 2008 Teaching inquiry-based math			2	2
NEW 2008 Effective assessment practices			3	2
School Culture and Character				
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
Leadership and School Improvement				
Leadership and school improvement	3	2	3	3
Structures				
School structures	3	3	2	3
NEW 2008 Effective grading and reporting structures			2	3

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.

GOAL 6: Increase student participation in 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.



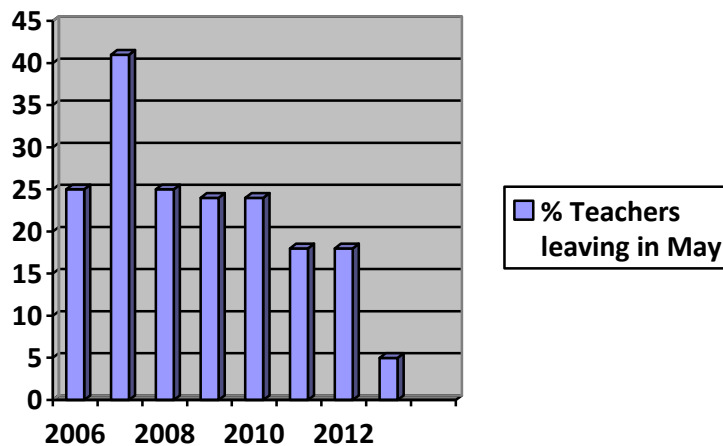
EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- A variety of partnership within the community, individual donors and other donations provide the financial support for the enrichment classes that occur in the arts.
- Soup Luncheon: The students of Prescott put on an annual Soup Luncheon for members of the community. During the luncheon, a variety of music groups perform and a student art show was added this year. Money raised through the luncheon is used to support the arts program.
- Paper Dress Show: Each year as part of the 4th grade expedition on the human body, our students host 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.
- Prescott PanrythmiXs: 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 throughout the city. Since students have left us and move on to the middle school, they have expressed a desire to continue with the steel band. Our music teacher has begun a steel band ensemble for the students in middle school so they can continue with art form.
- We have increased the opportunities for students to have experiences in drama. For two years we have performed an all-school musical. Students in grades K-5 have an opportunity to participate in this production together. We also have a 5th grade play about American History and a 1st grade play about Fairy Tales.

OTHER TEACHER RETENTION

Progress: The first year after we opened as a charter school, a large number of teachers left Prescott. Nearly 40% of the teachers left. These were teachers who had been with us during the transition from a traditional school to a charter school. Despite being part of the decision making, after a year of the Charter School model, they selected to transfer to other more traditional schools. Since then, we have continued to retain more teachers. More teachers are making a purposeful decision regarding the type of instruction and the commitment to the implementation of the charter design. We are becoming a much more stable staff which is allowing us to more deeply implement the all of the components of the Charter instructional design.

TEACHER RETENTION DATA



ATTENDANCE RATE: 94.9% for 2012-2013

PROGRAM EVALUATION

How is the charter school program evaluated?

- The charter was evaluated by Linda Munger for the first four years and an external report was sent to the state at the end of each of those years. The cost of this evaluation was covered through the charter grant. Now that these funds are no longer available, she has not completed an evaluation since 2009.
- Our implementation of Expeditionary Learning is completed by our Expeditionary Learning School Designers. The EL school designer also works with our staff to align professional development with the goals and needs of our building to increase the quality of our implementation.
- Each year, our school submits a SINA plan to the Iowa Department of Education. That plan matches and is aligned with our charter school plan. An external evaluator from the Iowa Department of Education reviews our plan and our

progress and provides feedback to our school each spring in the form an external report.

- d. Each year as part of the SINA process, our school improvement plan undergoes a peer review by another other schools. This past year, our staff presented our plan and progress to the leadership teams of five Dubuque Schools who all had all been identified as a SINA school.
- e. We work collaboratively with the Dubuque Community School's District staff. Although we may have a different instructional design as a charter school, the curriculum staff of the district offers us support and feedback regarding our progress toward the Iowa Core Standards.
- f. The Advisory Council meets monthly. The Council reviews progress toward the goals and provides an external perspective regarding our work.

Is the charter school successful?

- g. Prescott is making slow and steady growth in all identified academic areas as well as in increasing opportunities in the arts for our students. Despite increasing number of low SES students, IEP students, ELL students and a more diverse population, the progress has been gradual and steady. The charter school instructional design is making a positive impact upon student performance.
- h. Parents completed a survey this past year and when asked why they continue to choose Prescott as their school home, parent's greatest response was the Expeditionary Learning structures and the co-teaching.

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: Dr. Carl Turner, Superintendent
 Beau Ruleaux, Principal

MISSION STATEMENT:

The mission of the Early College Charter High School Program would be to make higher education more accessible, affordable, and attractive to all students and especially those who did not see a college degree in their future due to language and/or economic barriers, and, thereby help to increase Storm Lake’s high school graduation and successful college completion rates for all of its graduates and especially a portion of its most disadvantaged youth.

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: 2010

Number of students in Charter and demographic information is listed on Table 1.

Table 1

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	46	78 %	63	71 %	52	88 %	77	87 %	60	71 %	61	87 %	37	75 %	49	89 %
Low SES	36	61 %	53	60 %	32	54 %	57	64 %	45	54 %	61	87 %	11	22 %	20	36 %
ELL/ESL	49	83 %	68	76 %	42	71 %	55	73 %	66	79 %	57	81 %	26	53 %	16	29 %

Special Education	No Data	No Data	No Data	No Data	4	7%	6	7%	5	6%	5	7%	7	14%	2	4%
Asian	4	7%	7	8%	4	7%		6%	10	12%	16	23%	4	8%	3	5%
African-American	1	1%	3	3%	0	0%	3	3%	3	4%	0	0	1	2%	3	5%
Hispanic	46	78%	57	64%	38	64%	56	63%	60	71%	43	61%	29	59%	35	64%
Total Non-Caucasian	51	86%	67	75%	42	71%	64	72%	73	87%	59	84%	37	75%	41	75%
Males	27	46%	41	46%	25	42%	40	45%	44	52%	29	41%	31	63%	29	53%
Females	32	54%	48	54%	34	58%	49	55%	40	48%	41	59%	18	37%	28	51%
Juniors	36	61%														
Seniors	19	32%	41	46%												
Charter 1	4	7%	44	50%	38	64%	57	64%	52	63%	70	100%	49	100%	55	100%
Charter 2	NA		4	4%	19	32%	28	33%	29	36%	0	NA	NA	NA	NA	NA
Charter 3	NA		NA		2	3%	4	4.50%	3	4	0	NA	NA	NA	NA	NA
Total Enrolled Charter	59		89		59		89		84		70		49		55	

HIGHLIGHTS OF THE YEAR

This year, we had 2 students complete their program of study. One student completed the carpentry program, and another completed the LPN program. The student who completed the LPN program went on to pass the state nursing boards for certification and is on track to finish the RN program at the end of the 2013-2014 academic year. We also had 40 students who chose to pursue a 2-year or 4-year program, so they will be completing their program at their own expense.

GOAL REPORTING

Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.

Rationale: As shown in Table 2, the overall number of students attaining a degree or certification decreased slightly due to many of our students pursuing a 2-year program (as mentioned in the highlights section). Because of this, the subgroups of this category are equal

or slightly lower than last year. However, there was an increase in first-generation, low SES, and ELL students who attained college credit during their charter year.

Table 2

	2010-2011 # of students attaining degrees or certificati on		2010-2011 # of students attaining college credit		2010-2011 Total		2011-2012 # of students attaining degrees or certificati on		2011-2012 # of students attaining college credit		2011-2012 Total		2012-2013 # of students attaining degrees or certificati on		2012-2013 # of students attaining college credit		2012-2013 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	13	9%	52	74%	61	87%	3	6%	30	61%	37	75%	2	3%	38	69%	49	89%
Low SES	10	7%	54	77%	61	87%	1	2%	10	20%	11	22%	1	2%	14	25%	20	36%
ELL/ESL	10	7%	50	71%	57	81%	2	4%	22	45%	26	53%	2	3%	27	49%	16	29%
Special Education	10	1%	4	5%	5	7%	1	2%	6	12%	7	14%	0	0%	1	2%	2	3%
Asian	4	3%	13	19%	16	23%	0	0%	4	8%	4	8%	0	0%	2	3%	3	5%
African American	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%	0	0%	3	5%
Hispanic	13	6%	37	53%	43	61%	2	4%	24	49%	29	59%	1	2%	30	55%	35	64%
Total Non-Caucasian	8	9%	50	71%	59	84%	2	4%	31	63%	37	75%	2	3%	33	60%	41	75%
Males	10	7%	22	31%	29	41%	5	10%	22	45%	31	63%	1	2%	22	40%	29	53%
Females	8	6%	35	50%	41	59%	0	0%	17	34%	18	37%	1	2%	23	42%	28	51%

Goal 2: Provide a more rigorous/relevant college/prep curriculum.

Rationale: As shown in Table 3, the number of concurrent enrollment courses decreased in the 2012-2013 academic year. See Table 4 for a breakdown of the courses offered as well as the number of students who were enrolled in those courses.

Table 3

Number of College Credit Course Offerings at Storm Lake High School								
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
31	43	45	53	49	38	35	42	39

Table 4

Class	11th Grade	% of Juniors	12th Grade	% of Seniors
Auto I	15	11	7	5
Auto II	0	0	8	5.4
Auto Lab I	0	0	9	6
Auto Maint.	5	3.5	13	9
Basic Presentation Software	1	0.7	6	4
Basic Spreadsheets	2	1.4	6	4
Basic Word Processing	2	1.4	6	4
Brake Syst	15	11	7	5
Building Trades I	5	3.5	7	5
Building Trades II	0	0	2	1.4
Business Math	1	0.7	5	3
Calculus I	1	0.7	14	9
Calculus II	1	0.7	12	8
Ceramics	1	0.7	2	1.4
Composition I	17	12	53	36
Composition II	14	10	40	27
Computer Accounting	0	0	3	2
Developmental Psychology	14	10	28	19
Diesel Tech	0	0	10	7
Dreamweaver I	0	0	0	0
Eng Repair	15	11	9	6
Graphic Design	0	0	6	4
Human Relations	4	3	28	19
Intro to Childcare	4	3	6	4
Intro to Health Care	7	5	11	7
Intro to Psychology	22	16	34	23
Intro Trans	15	11	8	5
Introduction to Accounting	0	0	3	2
Introduction to Literature	0	0	10	7
Keyboarding	0	0	6	4
Medical Terminology	7	5	12	8
Office Calculators	2	1.4	5	3
Office Procedures	2	1.4	5	3
Photography	20	14	14	9
Sociology	11	8	15	10
Statistics	0	0	17	11
Technical Math	0	0	2	1.4
Web Graphics	0	0	2	1.4

Welding	2	1.4	15	10
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Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science

Rationale: Because we started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year, that serves as our baseline data. As shown in Table 5, during 2012-2013 the Math and Science scores increased for our 11th grade students, while the Reading scores decreased slightly. The subgroups performed fairly consistently compared to the previous year, however there was a larger discrepancy with the Asian and ELL subgroups. Since there was a dramatic drop in performance among the Asian and ELL subgroups, we have also included the ELDA proficiency scores for these students as shown in Table 6. This data shows that the majority of these students were placing in the lower half of the English proficiency scores.

Table 5

		11th Grade Percent Proficient-School Wide Data						Iowa Assessment 11th Grade Percent Proficient - School Wide Data	
ITED Results	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Reading	67	66	70	66	72.3	63.5	65.2	64.7	62.3
Math	65	71	67	67	65	66.4	58.2	57.7	60.9
Science	67	68	66	75	79.4	65.9	71.1	61.3	67.1
		11th Grade Percent Proficient--Sub Group Data						Iowa Assessment 11th Grade Percent Proficient - Sub Group Data	
READING									
Hispanic	38	39	53	51	63	48.1	53.4	61.1	62.8
Asian	79	47	71	56	65	75	28.6	55	26.9
Caucasian	84	87	85	90	80.9	80	93	76.5	82.9
ELL	46	41	53	51	63.5	50	49	23.7	16.6
Low SES	44	46	62	60	62.7	50	49	61.2	52
MATH									
Hispanic	45	55	46	58	54.3	57.4	50	50.7	61.5
Asian	57	53	59	61	60	65	40	65	42.3
Caucasian	81	82	86	80	75.9	81.8	77.2	66	77.1
ELL	59	60	60	57	55.6	17.9	28.9	28.2	28.6
Low SES	66	50	64	62	56.9	56.1	46.2	55.2	55.1
SCIENCE									
Hispanic	47	43	49	63	73.9	57.7	61.6	65.3	69.2

Asian	64	58	35	61	30	70	46.7	60	38.5
Caucasian	80	86	84	93	86.1	80	94.7	56.9	80
ELL	48	46	41	63	71.4	25.9	35.6	39.5	26.2
Low SES	57	53	55	74	72.5	51.6	59	63.3	62.2

Table 6

Proficiency Level	11 th Grade ELL students		Asian ELL students	
	Number	Percent	Number	Percent
1	9	18%	5	28%
2	8	16%	6	33%
3	12	24%	4	22%
4	4	8%	0	0%
5	3	6%	0	0%
6	7	14%	2	11%
Score Unavailable	6	12%	1	5%
Total	49	~100%	18	~100%

Goal 4: Increase the number of dual-credit/concurrent enrollment credit earned.

Rationale: Table 7 shows that there was an increase in the number of concurrent enrollment credits earned during high school as well as after high school. Table 8 shows the breakdown of these credits obtained by the various subgroups.

Table 7

Number of College Credits Earned after Four Years of High School							
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
102	788	1664	1894	3130	1197	790	887
Number of College Credits Earned during Four Years of High School							
		1553*	1716*	2153	1035	582	631
*Note; beginning with 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.				

Table 8

Number of Credits Earned	In Traditional High School	Outside of Traditional High School	Total
First Generation	521	723	1244
Low SES	231	238	469
ELL	322	530	852
Non-Caucasian	441	635	1076
Caucasian	190	252	442

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program will have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. Table 9 shows the number of Charter students who completed their program and of study and how many students earned college credits during their Charter year.

Table 9

	COMPLETERS							
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program Completers *	0	1	8	39	22*	13	5	2
Charter Credits**	0	1	1	18	36*	20	39	53

* 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.

7-12 Dropout Rate:

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
.937%	2.00%	2.53%	2.23%	4.25%	2.52%	3.42%	2.81%